
Survey Results

APPENDIX C

As part of evaluating compensatory education revenue, we wanted a better understanding of school districts' and charter schools' use of and perspectives on the revenue. To collect this information, we surveyed 167 school district superintendents and 77 charter school directors. Our survey population represented the top 50 percent of school district and charter school recipients of compensatory education revenue when measured as a share of total general education revenue for Fiscal Year 2018.¹ We also sent the survey to two school districts that were not in the top 50 percent of compensatory revenue recipients: Anoka Hennepin and South Washington County. We selected these school districts because they are recipients of compensatory revenue "pilot program" funding, and we thought it was important to hear their perspectives.²

We developed the survey instrument as an online survey. Survey questions covered how schools use compensatory revenue, their adherence to various legal requirements related to the revenue, and their use of effective practices for students who are behind academically. Before distributing the survey, we asked seven representatives from school districts and one representative from a charter school to test it.

We sent the survey request via e-mail on August 29, 2019, and gave respondents a deadline of September 20, 2019. On September 13, we sent an e-mail reminder to the school districts and charter schools from which we had not yet received a response. To increase the number of responses to our survey, we sent a second reminder e-mail on September 23 that extended the deadline to September 27, 2019.

Ultimately, we received 178 completed responses for a 73 percent response rate. This included 132 responses from school districts (79 percent response rate) and 46 responses from charter schools (60 percent response rate).

Additionally, we sent a short set of open-ended questions to the bottom 50 percent of school district and charter school recipients of compensatory education revenue when measured as a share of total general education revenue for Fiscal Year 2018. We received 198 responses for an 81 percent response rate. This included 136 of 162 school districts (84 percent response rate) and 62 of 81 charter schools (77 percent response rate). These open-ended responses did not lend themselves to inclusion in this appendix, but they are available upon request.

¹ Based on the data from the Minnesota Department of Education that were available to us at the time we selected this survey population, compensatory revenue comprised at least 4.4 percent of total general education revenue among the top 50 percent of school districts and at least 13.2 percent of total general education revenue among the top 50 percent of charter schools.

² The remaining pilot program school districts were already captured by our top-50-percent selection criterion.



Survey of School District Superintendents and Charter School Directors about Compensatory Education Revenue



State of Minnesota
OFFICE OF THE LEGISLATIVE AUDITOR
PROGRAM EVALUATION DIVISION

Please return your completed survey by September 20, 2019—thank you!

ID Please enter your identification number from the e-mail you received.

Thank you for participating in this survey on compensatory education revenue. The questions generally focus on the 2018-2019 school year. Please feel free to collaborate with others, such as a business officer or principal, as needed to respond to these questions.

As you finish each page, click “Next” to proceed to the next set of questions. The survey does not have to be completed in one sitting; you may save your responses and return to it later by clicking “Save” and then clicking on the survey link in the original e-mail.

We occasionally make reference to particular state laws. Please note that these laws often apply to “basic skills revenue,” which is the combination of compensatory education revenue and English learner revenue. To the extent possible, please focus your responses on compensatory revenue rather than English learner revenue.

1. Name of school district or charter school. *(Please complete this response before proceeding.)*

Contact person for survey responses (so that we may follow up if necessary)

2. Name

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3. Title

4. E-mail address

5. Which of the following do you represent? *(Please complete this response before proceeding.)*

(n=178)

<input type="checkbox"/> School district	74%
<input type="checkbox"/> Charter school	26

6. What was the total headcount of students (including prekindergarten students, if any) on October 1, 2018, who participated in programs or services funded at least in part by compensatory revenue? *(If you cannot determine the count, please write "Do not know.")*

"Do not know" or no response provided: 42%

Mean, as a percentage of average daily membership served (among school districts providing a numeric response, n=76): 82%

Using Compensatory Education Revenue

7. State law lists 12 uses for compensatory education revenue (from *Minnesota Statutes* 2018, 126C.15, subd. 1). Please mark ALL the ways you used compensatory revenue during the 2018-2019 school year.

(n=178)

<input type="checkbox"/> Direct instructional services under an Assurance of Mastery program	35%
<input type="checkbox"/> Remedial instruction in reading or other content areas or study skills	81
<input type="checkbox"/> Additional teachers or teacher aides	88
<input type="checkbox"/> A longer school day or week during the regular school year or through a summer program that may be offered by the site or under a performance-based contract with a community-based organization	17
<input type="checkbox"/> Comprehensive and ongoing staff development	39
<input type="checkbox"/> Instructional materials, digital learning, and technology appropriate for meeting individuals learners' needs	57
<input type="checkbox"/> Programs to reduce truancy; encourage completion of high school; enhance self-concept; provide health services; provide nutrition services; provide a safe and secure learning environment; provide coordination for pupils receiving services from other governmental agencies; provide psychological services to determine the level of social, emotional, cognitive, and intellectual development; and provide counseling services, guidance services, or social work services	48
<input type="checkbox"/> Bilingual programs, bicultural programs, and programs for English learners	39
<input type="checkbox"/> All-day kindergarten	53
<input type="checkbox"/> Early education programs, parent-training programs, school readiness programs, kindergarten programs for four-year-olds, voluntary home visits, and other outreach efforts designed to prepare children for kindergarten	27
<input type="checkbox"/> Extended school day and extended school year programs	34
<input type="checkbox"/> Substantial parent involvement in developing and implementing remedial education or intervention plans for a learner	9
<input type="checkbox"/> Other	5

8. Please mark the THREE uses to which you allocated the largest shares of your compensatory revenue during the 2018-2019 school year.

(n=178)

<input type="checkbox"/> Direct instructional services under an Assurance of Mastery program	24%
<input type="checkbox"/> Remedial instruction in reading or other content areas or study skills	47
<input type="checkbox"/> Additional teachers or teacher aides	76
<input type="checkbox"/> A longer school day or week during the regular school year or through a summer program that may be offered by the site or under a performance-based contract with a community-based organization	3
<input type="checkbox"/> Comprehensive and ongoing staff development	12
<input type="checkbox"/> Instructional materials, digital learning, and technology appropriate for meeting individuals learners' needs	20
<input type="checkbox"/> Programs to reduce truancy; encourage completion of high school; enhance self-concept; provide health services; provide nutrition services; provide a safe and secure learning environment; provide coordination for pupils receiving services from other governmental agencies; provide psychological services to determine the level of social, emotional, cognitive, and intellectual development; and provide counseling services, guidance services, or social work services	21
<input type="checkbox"/> Bilingual programs, bicultural programs, and programs for English learners	20
<input type="checkbox"/> All-day kindergarten	30
<input type="checkbox"/> Early education programs, parent-training programs, school readiness programs, kindergarten programs for four-year-olds, voluntary home visits, and other outreach efforts designed to prepare children for kindergarten	8
<input type="checkbox"/> Extended school day and extended school year programs	7
<input type="checkbox"/> Substantial parent involvement in developing and implementing remedial education or intervention plans for a learner	0
<input type="checkbox"/> Other	0

9. If you responded "Other," please specify your other use(s) for compensatory revenue.

[No survey respondents provided a response to this item.]

10. Are there other purposes for which you would like to use compensatory revenue that are not among the 12 uses specified in state law?

(n=178)

<input type="checkbox"/> Yes	7%
<input type="checkbox"/> No	56
<input type="checkbox"/> Do not know	37

11. Please specify the other purpose(s) for which you would like to use compensatory revenue.

[A list of responses to this open-ended question is available upon request.]

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12. Indicate the extent to which you agree or disagree with the following statements.

(n=178)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The ALLOWABLE USES of compensatory revenue were sufficient for the needs of students in my school district or charter school during the 2018-2019 school year.	19%	58%	12%	7%	3%
The AMOUNT of compensatory revenue was sufficient for the needs of students in my school district or charter school during the 2018-2019 school year.	2%	15%	28%	40%	15%

School District Questions

In general, compensatory education revenue is allocated to the school building where the students who generated the revenue were located. However, state law permits up to 50 percent of compensatory revenue to be allocated elsewhere based on a school board-approved plan.

13. During the 2018-2019 school year, did your school district use compensatory revenue at school sites other than where the revenue was generated?

(n=132)

<input type="checkbox"/> Yes	20%
<input type="checkbox"/> No	74
<input type="checkbox"/> Do not know	5

14. During the 2018-2019 school year, about how much of your total compensatory revenue went to school sites other than where the revenue was generated?

(n=27)

<input type="checkbox"/> None	19%
<input type="checkbox"/> 1 to 10 percent	37
<input type="checkbox"/> 11 to 20 percent	26
<input type="checkbox"/> 21 to 30 percent	7
<input type="checkbox"/> 31 to 40 percent	0
<input type="checkbox"/> 41 to 50 percent	4
<input type="checkbox"/> Other percentage	0
<input type="checkbox"/> Do not know	7

15. If you responded “Other percentage,” please estimate the percentage.

[No survey respondents provided a response to this item.]

16. For the 2018-2019 school year, did your district have a school board-approved plan to allocate compensatory revenue to sites other than where the revenue was generated?

(n=132)

<input type="checkbox"/> Yes	8%
<input type="checkbox"/> No	86
<input type="checkbox"/> Do not know	5

17. In the 2018-2019 school year, did schools in your district have a site-based decision-making team?

(n=132)

<input type="checkbox"/> Yes, at each school site in the district	37%
<input type="checkbox"/> Yes, at some school sites in the district	5
<input type="checkbox"/> Yes, a single team for the entire district	23
<input type="checkbox"/> No, not at any school sites in the district	25
<input type="checkbox"/> Do not know	9

18-19. In the 2018-2019 school year, did schools in your district have an instruction and curriculum advisory committee?

(n=132)

<input type="checkbox"/> Yes, at each school site in the district	21%
<input type="checkbox"/> Yes, at some school sites in the district	2
<input type="checkbox"/> Yes, a single committee for the entire district	67
<input type="checkbox"/> No, not at any school sites in the district	5
<input type="checkbox"/> Do not know	4

20. To what extent did recommendations from the decision-making team(s) or advisory committee(s) regarding the following decision guide the ultimate use of compensatory revenue during the 2018-2019 school year? (Select one response for each row.)

	Completely guided the district's decision	Partially guided the district's decision	Did not guide the district's decision at all	Team or committee did not make this type of recommendation	Do not know
Curriculum choices (n=93)	10%	54%	8%	24%	6%
Reallocation of revenue to students in certain grades or prekindergarten programs (n=92)	3	35	13	43	5
Reallocation of compensatory revenue when changes between the current and prior year occurred in school building openings or closings, student demographics, or attendance area boundaries (n=124)	4	17	24	50	5
Determination of the services and programs on which compensatory revenue was to be spent (n=124)	10	37	17	34	2
Other (n=30)	0	10	7	40	43

21. If you responded "Other," please describe other recommendations the team(s) or committee(s) made and the extent to which they guided the ultimate use of compensatory revenue during the 2018-2019 school year.

[A list of responses to this open-ended question is available upon request.]

Student Counts

22. To what extent, if any, did your district or charter school face challenges in the 2018-2019 school year when using the following methods of counting students eligible for compensatory revenue? (*Select one response for each row.*)

	Significant challenges	Moderate challenges	No challenges	Did not use	Do not know
Household income statement signed by parent/guardian (<i>n=177</i>)	18%	49%	22%	8%	3%
Alternative Application for Educational Benefits (with no reference to free or reduced-price meals) (<i>n=176</i>)	9	19	22	34	16
Direct certification of eligibility based on Minnesota Department of Human Services data (<i>n=177</i>)	2	12	71	10	6
Community Eligibility Provision (allows eligible schools to offer free meals to all students without collecting household applications) (<i>n=175</i>)	2	11	26	53	10
Provision 2 or Provision 3 (alternatives to traditional requirements for school meals) (<i>n=172</i>)	1	5	15	56	23
Other method (<i>n=82</i>)	1	1	10	60	28

23. If you selected “Other method,” please specify the method(s) below.

[A list of responses to this open-ended question is available upon request.]

24. (*Please fill in the blank.*)

The count of students eligible for free or reduced-price lunch in my district or charter school likely _____ low-income students.

(*n=178*)

<input type="checkbox"/> undercounts	66%
<input type="checkbox"/> is an accurate count of	32
<input type="checkbox"/> overcounts	0
<input type="checkbox"/> do not know	2

25-26. As you know, school sites generate compensatory education revenue based on a building’s concentration of students who are eligible for free or reduced-price lunch. The revenue is to be used for students who are underprepared to learn and performing below the standards for their age.

In your opinion, how accurately in your district or charter school does the count of low-income students identify students who are underprepared to learn and are not meeting performance standards for learners of their age?

(*n=178*)

<input type="checkbox"/> To a great extent	28%
<input type="checkbox"/> Somewhat	62
<input type="checkbox"/> Very little	7
<input type="checkbox"/> Not at all	1
<input type="checkbox"/> Do not know	2

27. If the count of students eligible for free or reduced-price lunch does not accurately identify the students who are underprepared to learn and are not meeting performance standards for learners of their age, what alternative measure would? *(If you do not have a suggestion for an alternative measure, please write "Do not know.")*

[A list of responses to this open-ended question is available upon request.]

Assessing Effectiveness

State law requires school districts to determine annually whether increased expenditures of compensatory education revenue and English Learner revenue (together known as "basic skills revenue") have raised student achievement levels.

28. Does your district make this determination?

(n=131)

<input type="checkbox"/> Yes, annually	52%
<input type="checkbox"/> Yes, but not annually	8
<input type="checkbox"/> No	11
<input type="checkbox"/> Do not know	28

29. If yes, how do you make the determination?

[A list of responses to this open-ended question is available upon request.]

30. If no, what are the barriers to making the determination?

[A list of responses to this open-ended question is available upon request.]

31. During the 2018-2019 school year, did your district receive assistance from the Minnesota Department of Education to determine whether compensatory revenue expenditures raised student achievement?

(n=95)

<input type="checkbox"/> Yes	4%
<input type="checkbox"/> No	80
<input type="checkbox"/> Do not know	16

32. To what extent was the Minnesota Department of Education's assistance helpful in meeting the requirement for determining whether compensatory revenue expenditures raised student achievement?

(n=4)

<input type="checkbox"/> Assistance was very helpful	0%
<input type="checkbox"/> Assistance was somewhat helpful	100
<input type="checkbox"/> Assistance was somewhat unhelpful	0
<input type="checkbox"/> Assistance was very unhelpful	0
<input type="checkbox"/> Do not know	0

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33. Please indicate the extent to which you agree or disagree with the following statement.

(n=178)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Compensatory education revenue helps us to provide programs and services that increase the achievement of students who are underprepared to learn and are not meeting performance standards for learners of their age.	49%	44%	7%	0%	0%

34. Please provide any comments you have about the effectiveness of how your district or charter school uses compensatory revenue.

[A list of responses to this open-ended question is available upon request.]

Extended-Time Activities

35. Beginning with the 2017-2018 school year, state law required using a certain percentage of compensatory revenue for extended-time activities.

To what extent do you agree or disagree with the following statement?

(n=131)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Having a certain percentage of future increases in compensatory revenue dedicated to extended-time activities is the best use of the revenue for my school district or charter school.	2%	9%	29%	37%	22%

36. Please provide any comments you have about the requirement to use future increases in compensatory revenue for extended-time activities.

[A list of responses to this open-ended question is available upon request.]

Effective Practices: Individualized Tutoring

37. In the 2018-2019 school year, did your school district or charter school offer individualized tutoring when needed for elementary students? (By “individualized tutoring,” we mean both one-on-one tutoring and small group tutoring of 3 to 5 students.)

(n=178)

<input type="checkbox"/> Yes	62%
<input type="checkbox"/> No	21
<input type="checkbox"/> Do not know	9
<input type="checkbox"/> Not applicable	8

38. To what extent did individualized tutoring for elementary students in the 2018-2019 school year serve students who were underprepared to learn and were not performing at the standards for their ages?

(n=109)

<input type="checkbox"/> All or most such elementary students	45%
<input type="checkbox"/> Some such elementary students	54
<input type="checkbox"/> No such elementary students	0
<input type="checkbox"/> Did not have such students	0
<input type="checkbox"/> Do not know	1

39. Was individualized tutoring provided in the 2018-2019 school year by teachers trained in specific tutoring strategies?

(n=109)

<input type="checkbox"/> Yes, for all students receiving individualized tutoring	47%
<input type="checkbox"/> Yes, for some students receiving individualized tutoring	37
<input type="checkbox"/> No, not for any students receiving individualized tutoring	7
<input type="checkbox"/> Do not know	9

40. How closely aligned was the individualized tutoring with the regular curriculum in the 2018-2019 school year? *(If your district or charter school provided individualized tutoring at more than one site in the 2018-2019 school year, please respond with respect to the site where individualized tutoring was most closely aligned with the regular curriculum.)*

(n=109)

<input type="checkbox"/> Very closely aligned	54%
<input type="checkbox"/> Somewhat closely aligned	39
<input type="checkbox"/> Not closely aligned	0
<input type="checkbox"/> Do not know	7

41. In general, how well was the individualized tutoring targeted to a student's specific learning challenges in the 2018-2019 school year? *(If your district or charter school provided individualized tutoring at more than one site in the 2018-2019 school year, please respond with respect to the site where individualized tutoring was most targeted to students' specific learning challenges.)*

(n=109)

<input type="checkbox"/> Very targeted	55%
<input type="checkbox"/> Somewhat targeted	41
<input type="checkbox"/> Not targeted	2
<input type="checkbox"/> Do not know	2

42. Was one-to-one tutoring offered in the 2018-2019 school year for students with the most severe reading difficulties (such as those scoring below the 25th percentile on a norm-referenced test)?

(n=109)

<input type="checkbox"/> Yes, for all such students	48%
<input type="checkbox"/> Yes, for some such students	42
<input type="checkbox"/> No, not for any such students	4
<input type="checkbox"/> Do not know	6

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43. Was tutoring offered in small groups—at most three to five students—for students below proficiency in reading in the 2018-2019 school year?

(n=108)

<input type="checkbox"/> Yes, for all such students	56%
<input type="checkbox"/> Yes, for some such students	38
<input type="checkbox"/> No, not for any such students	0
<input type="checkbox"/> Do not know	6

Effective Practices: Full-Day Kindergarten

44. Did your school district or charter school offer full-day kindergarten in the 2018-2019 school year?

(n=177)

<input type="checkbox"/> Yes	93%
<input type="checkbox"/> No	1
<input type="checkbox"/> Not applicable (no elementary school)	6

45. To what extent did full-day kindergarten in the 2018-2019 school year serve students who were underprepared to learn and were not performing at the standards for their ages?

(n=164)

<input type="checkbox"/> All or most such students participated	80%
<input type="checkbox"/> Some such students participated	16
<input type="checkbox"/> No such students participated	1
<input type="checkbox"/> Did not have such students	1
<input type="checkbox"/> Do not know	2

46. How well did your full-day kindergarten program do each of the following in the 2018-2019 school year? (Select one response for each row.)

	Very well	Somewhat well	Not well	Do not know
Provided for informal interactions between students and objects or other people (n=165)	82%	14%	0%	4%
Emphasized language development and preliteracy skills (n=165)	85	12	0	2
Shared information with parents to build their understanding of the program (n=164)	62	35	0	2
Emphasized reading to children at school and at home (n=164)	83	15	0	2
Assessed children's progress through close observation (n=165)	79	18	0	3

Effective Practices: English Language Learners

47. In the 2018-2019 school year, did your school district or charter school offer classes in English as a second language (ESL)?

(n=178)

<input type="checkbox"/> Yes	61%
<input type="checkbox"/> No	15
<input type="checkbox"/> Did not have such students	20
<input type="checkbox"/> Not applicable	3

48. In the 2018-2019 school year, did your ESL program offer a full complement of academic courses?

(n=109)

<input type="checkbox"/> Yes	44%
<input type="checkbox"/> No	48
<input type="checkbox"/> Do not know	8

49. In the 2018-2019 school year, did the district or charter school require all teachers to undergo professional development related to English learners?

(n=109)

<input type="checkbox"/> Yes	48%
<input type="checkbox"/> No	40
<input type="checkbox"/> Do not know	12

50. To what extent did your ESL program in 2018-2019 fit the following descriptions? (Select one response for each row.)

	In all cases	In most cases	In some cases	In no case	Do not know
ESL teachers used specialized assessments to know the extent of students' reading skills (n=109)	63%	28%	6%	0%	3%
English Learner students received more instructional time than other students (n=108)	27	25	25	14	9
ESL teachers were bilingual (n=108)	16	14	38	23	9

Effective Practices: After-School Academic Programs

51. Did your school district or charter school offer after-school academic programs in the 2018-2019 school year?

(n=178)

<input type="checkbox"/> Yes	62%
<input type="checkbox"/> No	38

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52. To what extent did the after-school academic programs serve students who were underprepared to learn and not performing at the standards for their ages?

(n=109)

<input type="checkbox"/> All or most such students participated	22%
<input type="checkbox"/> Some such students participated	75
<input type="checkbox"/> No such students participated	0
<input type="checkbox"/> Did not have such students	0
<input type="checkbox"/> Do not know	3

53. To what extent were the after-school academic programs in the 2018-2019 school year structured for group sizes that allowed lessening or removing learning deficiencies?

(n=110)

<input type="checkbox"/> For all after-school academic classes	25%
<input type="checkbox"/> For most after-school academic classes	45
<input type="checkbox"/> For some after-school academic classes	24
<input type="checkbox"/> For no after-school academic classes	1
<input type="checkbox"/> Do not know	5

54. To what extent did instructors teaching in the field for which they were licensed provide the after-school academic instruction in the 2018-2019 school year?

(n=109)

<input type="checkbox"/> In all cases	42%
<input type="checkbox"/> In most cases	41
<input type="checkbox"/> In some cases	13
<input type="checkbox"/> In no cases	1
<input type="checkbox"/> Do not know	3

55. How sufficient were the after-school academic programs' equipment and materials for promoting students' skill development and mastery in the 2018-2019 school year?

(n=110)

<input type="checkbox"/> Fully sufficient	13%
<input type="checkbox"/> Mostly sufficient	47
<input type="checkbox"/> Somewhat sufficient	35
<input type="checkbox"/> Not sufficient	0
<input type="checkbox"/> Do not know	5

56. How well did the after-school academic program in the 2018-2019 school year maintain connections with parents/guardians?

(n=110)

<input type="checkbox"/> Extremely well	15%
<input type="checkbox"/> Moderately well	68
<input type="checkbox"/> Not well	7
<input type="checkbox"/> Poorly	1
<input type="checkbox"/> Do not know	8

57. How well did the after-school program director in the 2018-2019 school year maintain regular communications with school administrators, such as the principal?

(n=109)

<input type="checkbox"/> Extremely well	41%
<input type="checkbox"/> Moderately well	47
<input type="checkbox"/> Not well	3
<input type="checkbox"/> Poorly	0
<input type="checkbox"/> Do not know	9

58. To what degree would you consider the 2018-2019 after-school academic programs financially sustainable?

(n=110)

<input type="checkbox"/> Completely sustainable	8%
<input type="checkbox"/> Mostly sustainable	34
<input type="checkbox"/> Somewhat sustainable	45
<input type="checkbox"/> Not sustainable	8
<input type="checkbox"/> Do not know	5

Effective Practices: Summer School

59. Did your school district or charter school offer summer school academic programs in 2019 for students in elementary grades?

(n=178)

<input type="checkbox"/> Yes	57%
<input type="checkbox"/> No	34
<input type="checkbox"/> Not applicable, we had no elementary students in summer 2019	9

60. For how many weeks did the 2019 elementary summer academic classes run, on average?

(n=102)

<input type="checkbox"/> Fewer than 2 weeks	2%
<input type="checkbox"/> 2 to 3 weeks	28
<input type="checkbox"/> 4 to 5 weeks	46
<input type="checkbox"/> 6 to 7 weeks	17
<input type="checkbox"/> 8 weeks	5
<input type="checkbox"/> More than 8 weeks	2

61. To what extent did the 2019 elementary summer academic classes focus on math and reading? *(If your district or charter school held summer school classes for elementary students at more than one site in 2019, please respond with respect to the site whose classes focused on math and reading to the greatest extent.)*

(n=101)

<input type="checkbox"/> Completely focused on math and reading	19%
<input type="checkbox"/> Mostly focused on math and reading	57
<input type="checkbox"/> Somewhat focused on math and reading	19
<input type="checkbox"/> Not focused on math and reading	1
<input type="checkbox"/> Do not know	4

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62. To what extent did the 2019 elementary summer academic classes use small-group or individualized instruction? *(If your district or charter school held summer school classes for elementary students at more than one site in 2019, please respond with respect to the site where small-group or individualized instruction was used to the greatest extent.)*

(n=102)

<input type="checkbox"/> For all students in the classes	25%
<input type="checkbox"/> For most students in the classes	43
<input type="checkbox"/> For some students in the classes	25
<input type="checkbox"/> For no students in the classes	1
<input type="checkbox"/> Do not know	5

63. To what extent did the school district or charter school monitor the 2019 elementary summer academic classes to ensure quality instruction?

(n=102)

<input type="checkbox"/> All classes	52%
<input type="checkbox"/> Most classes	25
<input type="checkbox"/> Some classes	12
<input type="checkbox"/> None of the classes	2
<input type="checkbox"/> Do not know	9

64. To what extent did the 2019 elementary summer academic classes require parent involvement, such as conferences with teachers, observing their children in class, reading at home, or group discussions?

(n=102)

<input type="checkbox"/> At least one form of parent involvement for all students in the classes	17%
<input type="checkbox"/> At least one form of parent involvement for most students in the classes	20
<input type="checkbox"/> At least one form of parent involvement for some students in the classes	26
<input type="checkbox"/> No form of parent involvement for any students in the classes	18
<input type="checkbox"/> Do not know	20

65. To what extent did the 2019 elementary summer academic classes include monitoring and following up on student attendance?

(n=102)

<input type="checkbox"/> For all students in the classes	65%
<input type="checkbox"/> For most students in the classes	18
<input type="checkbox"/> For some students in the classes	7
<input type="checkbox"/> For no students in the classes	1
<input type="checkbox"/> Do not know	10

66. Did your school district or charter school offer 2019 summer school academic programs for students in high school?

(n=177)

<input type="checkbox"/> Yes	55%
<input type="checkbox"/> No	32
<input type="checkbox"/> Not applicable, we had no high school students in summer 2019	13

67. For high school students, did your 2019 summer school academic programs focus on courses the students had failed?

(n=98)

<input type="checkbox"/> For all students in the classes	62%
<input type="checkbox"/> For most students in the classes	27
<input type="checkbox"/> For some students in the classes	4
<input type="checkbox"/> For no students in the classes	1
<input type="checkbox"/> Do not know	6

Final Thoughts

68. Please share anything else you would like us to know about your school district's or charter school's experience with compensatory education revenue.

[A list of responses to this open-ended question is available upon request.]

Thank you for your participation. Please click "Submit" below when you have finished responding.

