2005–06 Local Systemic Change
District Information[1]
Conclusion of LSC

Part I: Demographics

1. District _____ PI Name _____

2. How many students are in this school district?

   Elementary _____ Middle/Junior High _____ High School _____

3. Approximately what percentage of the students in this district are:

American Indian or Alaskan Native	_____ %
Asian	_____ %
Black or African-American	_____ %
Hispanic or Latino (regardless of race)	_____ %
Native Hawaiian or Other Pacific Islander	_____ %
White	_____ %
TOTAL	100 %

4. What is the estimated percentage of students in this district with limited English proficiency? _____ %

5. What percentage of the students in this district is eligible for free or reduced price lunches that are paid for with public funds? _____ %

6. What has been the focus of the LSC project in your district? (Darken all that apply.)

   ○ Elementary Science ○ Elementary Mathematics ○ Secondary Science ○ Secondary Mathematics

7. How many of the district's schools and teachers were involved in the LSC?

   _____ Schools _____ Teachers

[1] This form should be completed by individual districts in multiple-district projects.

Part II: Policies and Characteristics

Please answer these questions for the subject(s) and grade levels targeted by the LSC as they will apply to this district once the LSC has ended.

1. What is the district's policy on in-service education? What is required for teachers to maintain their certification (e.g., how many continuing education units)? What incentives will be in place at the school or district level for teachers to participate in ongoing professional development once the LSC has ended?

2. How much emphasis will be given to mathematics/science professional development? To what extent will in-service education be specifically tied to the mathematics/science curriculum? How is science/mathematics professional development funded?

3. Who will provide professional development in mathematics/science? To what extent will teachers from the district (e.g., teacher leaders) be actively engaged in providing/facilitating mathematics/science professional development? What preparation and support do they receive? Is there a structure in place for continuously assessing and improving the professional development system?

4. Who will be responsible for judging the quality of teacher performance in mathematics/science? What criteria will they use?

5. What criteria are used to ensure that newly hired classroom teachers have appropriate mathematics/science backgrounds? How will teachers who are new to the system be oriented to the district's views on mathematics/ science teaching? Are there special efforts to recruit/retain teachers with particular backgrounds or characteristics?

6. What are the district policies about the nature and extent of mathematics/science instruction in the LSC-targeted grades (e.g., amount of time to be spent on mathematics/science in the elementary grades)?

7. To what extent is the district's mathematics/science curriculum scope and sequence consistent with the LSC vision of reform? Are instructional materials for the LSC-targeted subjects/grades adopted district-wide? by individual schools? Which ones are used?

8. What is the district policy on purchasing mathematics/science equipment and supplies? Approximately how much money is available per student each year? Who decides what materials are purchased? Is there a central organization (e.g., at the school, district, or regional level) responsible for purchasing/managing supplies for class activities or is this the responsibility of individual teachers?

9. In what ways, if any, will institutions of higher learning and other mathematics/science-rich institutions support mathematics/ science education in the district?

10. To what extent do teachers, principals, and central office administrators in the district share the LSC vision of effective mathematics/science classroom instruction? How about others in the community, including parents?

11. Is mathematics/science achievement assessed statewide? district-wide? What types of measures are used at the various grade levels? To what degree do these assessments impact the process of science/mathematics reform?

12. In what ways will district funds be used to support time for teachers to work together on mathematics/science education tasks that will benefit the district's programs (e.g., K–12 articulation)?

13. In what ways do ongoing activities/structures/policies within the schools in this district support or impede quality mathematics/science education (e.g., time for preparation and planning; importance placed on mathematics/science)?

14. Describe any other district policies (written or *de facto*) that affect mathematics/science education reforms in the district.