

Welcome

Dear Principal,

Thank you for participating in this year's survey. Your feedback is invaluable to your school. Please note that your responses to the following items are CONFIDENTIAL and will only be presented in aggregate (with those of other principals).

Sincerely,

**Office of Research and Evaluation
The School District of Philadelphia**

School Leadership

2. How much control do **YOU** have over the following (if you would like to have more control over any of the following, please check the box at the end of the row **in addition** to your rating of how much control you currently have):

	None	A little	Some	A great deal	I would like to have more control over this than I currently have
Hiring teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing how to allocate school funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting the academic calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing school goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing curriculum/curriculum materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enforcing the school discipline policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling non-state testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scheduling state test preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Environment

4. To what extent does your school emphasize the following?

	Not at all a focus	A minor focus	A moderate focus	A major focus
High expectations for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No-excuses culture for student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idea that all students can learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are responsible for student failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are responsible for student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent does your school emphasize the following?

	Not at all a focus	A minor focus	A moderate focus	A major focus
Social emotional learning (such as communication, teamwork, and empathy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soft skills (such as self-efficacy, responsibility, time-management, and persistence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and Performing Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Environment

7. To what extent is each of the following a challenge to student learning at your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Frequent changes in district leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequate funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of highly qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher absences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers teaching a subject or grade outside of their certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of high-quality professional development opportunities <u>for teachers</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of high-quality professional development opportunities <u>for principals</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of instructional support staff (e.g., teacher aides and reading specialists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of other support staff (e.g., nurses, counselors, and security)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students transferring in or out of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate textbooks, materials, or other non-technological instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of computers or other technological resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of school resources to provide the extra help for students who need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for teaching special education students (i.e., students with IEPs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for teaching English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Not a challenge A slight challenge A moderate challenge A great challenge

Lack of teacher planning time built into the school day

Pressure to perform well on the state standardized tests

School crime/safety

Problems with student transportation

School Environment

8. To what extent do you consider each of the following factors a challenge to student learning in your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Frequent changes in district initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have inadequate basic skills or prior preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from parents and guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural differences between home and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please use the space below to describe the greatest challenge(s) your school faced this year.

10. Please use the space below to describe your school's greatest success(es) this year.

School Leadership

11. To what extent do you use student data for the following activities?

	Not at all	A little	Some	A great deal
Making changes to the school's curriculum and/or instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a school improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions regarding student promotion or retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying students who need additional instructional support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying school-level or individual-level problems with attendance, tardiness, and/or behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions about how much time to spend on each academic subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigning teachers to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teacher performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing students for achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

District/Charter Operator Feedback

12. To what extent do you agree or disagree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	N/A
The District/Charter Operator communicates a clear academic vision for schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District/Charter Operator provides appropriate support to enable principals to act as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District/Charter Operator staff provides appropriate instructional support for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District/Charter Operator provides support for teaching grade-level standards to special education students (i.e., students with IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District/Charter Operator provides support for teaching grade-level standards to English Language Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Have you experienced assistance from the District with regard to any of the following:

	Yes, from the Assistant Superintendent	Yes, from someone else at the District	Did not receive	Did not need	Does not apply. I am a charter school principal.
Facilitating student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying research-based school improvement strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning curriculum with state content standards and state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or providing professional development that is tailored to the needs of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent/Guardian-Community Ties

14. How much do you agree or disagree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Parents and guardians treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat parents and guardians with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively engage parents and guardians in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents and guardians of my students are actively involved in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transportation

15. How satisfied are you with the following aspects of the transportation services provided to your school?

	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
The extent to which drivers follow procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drivers' student management techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendants' student management techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drivers' responsiveness to complaints/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendants' responsiveness to complaints/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Transportation Department's responsiveness to complaints/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timeliness of AM bus arrivals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timeliness of PM bus arrivals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appearance of the buses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional appearance of the drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional appearance of the attendants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy of the drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy of the attendants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transportation

16. How many mid-day buses serve your school?

17. Does your school have safe loading/unloading areas?

Yes

No

18. Does your school have personnel watching the buses load and unload?

Yes

No

19. Overall, how satisfied are you with transportation at your building?

Not satisfied

Somewhat satisfied

Satisfied

Very satisfied

20. What change is most needed to improve transportation for your school?

Options

Change Most Needed

Other (please specify)

21. Would you like a representative from transportation to contact you regarding any concerns?

Yes

No

22. If you selected "Yes," please provide your contact information below.

* 23. Are you the principal of a Charter school?

Yes

No

Response to Instruction and Intervention (RtII)

24. To what extent have the following been challenges to the implementation of RtII at your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
A lack of understanding of RtII among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of understanding of how special education students fit into the RtII process among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of turn-around training on RtII	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of buy-in for RtII among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of available assessment tools (e.g., screeners or progress monitoring tools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of training on how to use assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of collaboration time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of available intervention programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with rostering for interventions/intervention programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. To what extent do you convey the following messages to your staff?

I do not convey this message to staff.

I convey this message to staff.

I **strongly emphasize** this message to staff.

Out-of-school suspension helps maintain order.

Out-of-school suspension is a last resort.

Out-of-school suspension is an effective deterrent to the suspended student's future misbehavior.

Some infractions *always* warrant an out-of-school suspension.

Decisions about out-of-school suspension are made on a case-by-case basis.

Reducing out-of-school suspensions is a school priority.

Out-of-school suspension should never be used.

Adopting school-wide consequences that are alternatives to out-of-school suspension is a priority.

We must defer to the Code of Conduct when making decisions about suspension.

27. Which of the following types of suspension and detention are used at your school? (Please select all that apply.)

- Before-school detention
- After-school detention
- Lunch detention
- In-school suspension (includes accommodation/reflection room)
- Out-of-school suspension
- None of the above

28. Which of the following interventions are regularly used at your school? (Please select all that apply.)

- Mentoring programs (e.g. Big Brothers, Big Sisters)
- Incentives for good behavior
- EH-42s (student sent home until he/she returns with a parent)
- Behavioral health services
- Daily report for behavior
- Restitution
- Disciplinary transfer
- Reflection sheets or activities
- Student-teacher conferences
- Parent-teacher conferences
- RTII
- Sending students to another teacher's classroom
- Sending students to the office
- Peer mediation
- Community service
- None of the above
- Other (please specify)

29. Please indicate how involved the following positions are in maintaining discipline at your school:

	Not involved	Somewhat involved	Highly involved	This position does not exist at my school
Assistant Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Psychologist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate Coordinator/Social Worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutic Support Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secretary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RTII Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Police Officers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other non-teaching staff (e.g. noon-time aides)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Representative(s) from outside agencies/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 30. Are there designated spaces or rooms in your school that are used for addressing disciplinary issues (e.g. an in-school suspension room or reflection room)?

Yes

No

31. Why does your school not have designated space for addressing student discipline? (Please select all that apply.)

There is no available space in the school.

We lack the personnel.

I don't think it is necessary.

Other (please specify)

32. Where are the designated disciplinary spaces? (Please select all that apply.)

- In a classroom that is only used for addressing disciplinary issues
- In a classroom that is also used for instruction
- In the library
- In the main office
- In the counselor's office
- Other (please specify)

33. What do students do in these spaces? (Please select all that apply.)

- Meet with a teacher
- Meet with an administrator
- Meet with staff and parents
- Participate in peer mediation
- Complete a reflection sheet
- Complete schoolwork
- Read
- Sit quietly
- Other (please specify)

34. What methods are used for documenting disciplinary incidents at your school? (Please select all that apply.)

- Pink slips
- Shared documentation systems (e.g. Google docs)
- RTII tracking system
- School-Wide Information System (SWIS)
- A school-wide tracking system developed by me and/or my staff
- Other (please specify)

35. After an incident has been documented, who ultimately makes a decision about the consequences for the student?

- Principal
- A team of administrators
- Counselor
- Dean
- A team that includes administrators, teachers, and/or other staff
- Other (please specify)

36. What steps are you taking to prevent or minimize out-of-school suspensions?



Additional Feedback

37. If you have any additional feedback you would like to provide, please write it in the box below. Thank you!

38. Who oversees students during in-school suspension?

39. How effective is your school's in-school suspension process at redirecting student behavior?

- Not at all effective
- Somewhat effective
- Highly effective

