

Welcome

**Dear Principal,**

**Thank you for participating in this year's survey. Your feedback is invaluable.**

**We value your time and we work hard to keep the survey as short as possible. However, principal feedback on many topics is critical to work across the District. The survey should take about 30-40 minutes to complete.**

**A few things you should know about this survey:**

**1) Completing it is voluntary.**

**2) Your responses will not be used to evaluate you, your staff, or your school. Rather, they will be combined with other principals' responses to help identify strengths and challenges across your Network and the District.**

**3) Your responses are confidential. No one in your school will know how you responded. When the data is shared, neither your name, nor any other identifiable information such as the name of your school, will ever be connected with your responses.**

**If you have any questions or concerns about the survey, please contact Adrienne Reitano (areitano@philasd.org).**

**Sincerely,**

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

School Leadership

1. Please estimate how much time **you** typically spend on the following activities.

	0 hours/Not Applicable	A few times a year	About every month	1-5 hours per week	6-10 hours per week	11-20 hours per week	21-30 hours per week	More than 30 hours per week
Working on administrative duties (e.g., budgets, personnel management, or paperwork)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranging for substitute teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional leadership activities (e.g., observing your teachers' classroom instruction or providing feedback to teachers regarding curriculum and instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing students' assessment results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with parents and guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student discipline problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or conducting teacher professional development workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring students in the hallways, playground, lunchroom, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with school leadership teams on issues related to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with teachers, counselors, and other staff at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building management (e.g., scheduling repairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Leadership

2. How much control do **you** have over the following:

	None	A little	Some	A great deal
Hiring teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing how to allocate school funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing school goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing curriculum/curriculum materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enforcing the school discipline policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling non-state testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling state test preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Capacity

3. During the 2017-2018 school year (including the summer of 2017), how many times did you:

	Never	1-4 times a year	5-7 times a year	Monthly or about monthly (8-9 times a year)	Weekly or about weekly	Daily or almost daily
Receive formal or informal coaching or mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in an informal or formal support network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit other schools within and/or outside your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Climate

4. To what extent are each of the following a focus at your school?

	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"/>
Idea that teachers are responsible for student failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idea that teachers are responsible for student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of student attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent are each of the following a focus at your school?

	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"/>
College preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community/civic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Climate

6. To what extent do you feel respected by:

	Not at all respected	A little respected	Somewhat respected	Respected a great deal	Does not apply
The School Reform Commission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/Charter Operator administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Superintendents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Climate

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"/>

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Lack of support for teaching English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of teacher planning time built into the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to perform well on the state standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with student transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Climate

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' 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"/>
Student mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student chronic illness (asthma, diabetes etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student food insecurity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Leadership

9. 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 student-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"/>
Choosing the focus of 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

10. To what extent do you agree with the following statements? The District/Charter Operator...

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

Parent/Guardian-Community Ties

11. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
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"/>
Parents and guardians are actively involved in their child(ren)'s education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transportation

12. How satisfied or dissatisfied 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"/>				
Drivers' student management techniques	<input type="radio"/>				
Attendants' student management techniques	<input type="radio"/>				
Drivers' responsiveness to complaints/issues	<input type="radio"/>				
Attendants' responsiveness to complaints/issues	<input type="radio"/>				
The Transportation Department's responsiveness to complaints/issues	<input type="radio"/>				
The timeliness of AM bus arrivals	<input type="radio"/>				
The timeliness of PM bus arrivals	<input type="radio"/>				
Appearance of the buses	<input type="radio"/>				
Professional appearance of the drivers	<input type="radio"/>				
Professional appearance of the attendants	<input type="radio"/>				
Courtesy of the drivers	<input type="radio"/>				
Courtesy of the attendants	<input type="radio"/>				

Transportation

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

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

- Yes
- No

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

- Yes
- No

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

- Not satisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

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

Options

Change Most Needed

Other (please specify)

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

- Yes
- No

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

20. Are you the principal of a Charter school?

Yes

No

21. 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
Facilitating student achievement	<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"/>
Identifying research-based school improvement strategies	<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"/>
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"/>

BAM Professional Development

22. To what extent did the BAM PD you received this year:

	Not at all	Somewhat	Moderately	Completely
Focus on real problems of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow enough time for understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow opportunities for building data analysis skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities to practice data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer information about what to do once challenges were identified (how to identify and choose interventions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align with district initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities to collaborate with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BAM Professional Development

23. Please indicate the extent to which you use data from QlikBAM to do the following:

	Never	Rarely	Occasionally	Frequently
monitor achievement trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor attendance trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor behavior trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform student rostering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform decisions about teacher PD needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform school comprehensive planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform communication with parents (i.e., newsletters, school events, one-on-one meetings etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
drive conversations with school leadership team (i.e., ELSS, SBTLs, counselors etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please indicate the extent to which you use data from SchoolNet to do the following:

	Never	Rarely	Occasionally	Frequently
monitor achievement trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor attendance trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor behavior trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform student rostering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform decisions about teacher PD needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform school comprehensive planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform communication with parents (i.e., newsletters, school events, one-on-one meetings etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
drive conversations with school leadership team (i.e., ELSs, SBTLs, counselors etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please indicate the extent to which you use data from Infinite Campus to do the following:

	Never	Rarely	Occasionally	Frequently
monitor achievement trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor attendance trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monitor behavior trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform student rostering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform decisions about teacher PD needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform school comprehensive planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inform communication with parents (i.e., newsletters, school events, one-on-one meetings etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
drive conversations with school leadership team (i.e., ELSs, SBTLs, counselors etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



26. To what extent have the following been challenges to your use of data?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
data sits in different data systems (i.e. Qlik, SchoolNet, Infinite Campus etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of assistance in understanding the data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of technical support for how to use the data systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accuracy of data in data systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of opportunities to discuss data with school leadership teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the data available is not what is needed for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of support in identifying solutions after data analysis is complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RtII/MTSS

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

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
A lack of understanding of RtII/MTSS among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of professional development on RtII/MTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of buy-in for RtII/MTSS among school staff	<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 understanding of how special education fits into the RtII/MTSS process among school staff	<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"/>

Suspensions

28. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Out-of-school suspension helps ensure a safe school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspending a misbehaving student encourages other students to follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspension is useful for sending a message to parents about the seriousness of an infraction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The negative impacts of out-of-school suspension on students outweigh any possible benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Feedback

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