PUBLIC CHARTER SCHOOL PRINCIPAL QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
1999–2000

(Please correct any errors in name, address, and ZIP Code.)

NOTICE
This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only.

FORM SASS-2D
(8/17/99)
DEAR PUBLIC CHARTER SCHOOL PRINCIPAL/DIRECTOR:

The Schools and Staffing Survey is adding a new component for the 1999-2000 school year: the Public Charter School Principal questionnaire. The 4-year National Study of Public Charter Schools has ended, but the need for up-to-date information about public charter schools, other public schools, and private schools continues. Now, for the first time, comparable information about public charter schools, other public schools, Bureau of Indian Affairs schools, and private schools will be collected at the same time, in the same way.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this voluntary survey. The U.S. Census Bureau is conducting this survey for NCES, by the authority of Section 406(b) of the General Education Provisions Act (20 USC 1221e) to collect statistics on the condition of education in the United States.

WHAT IS THE SCHOOLS AND STAFFING SURVEY (SASS)?

SASS is a family of surveys sent to districts, schools, directors or principals, and teachers. SASS asks about such topics as staffing levels, teacher workloads, district policies, and characteristics of teachers and principals.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Your school helps represent the wide variety of educational opportunities that public charter schools provide. This survey is designed to be representative of every type of school, but we need your cooperation to make this possible. **We will report the data only in statistical summaries so that individuals cannot be identified.**

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips
Acting Commissioner of Education Statistics

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.
INSTRUCTIONS

1a. It is important that this questionnaire be completed by the school PRINCIPAL/DIRECTOR, not by anyone else.

b. We suggest using a pencil or ball point pen to answer this questionnaire.

c. If you have any questions, please call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

d.

2a.

0050

1  Yes

2  No ➔ Please enter the year when the school closed, and then GO TO item 3.

     0051

2a. Does this school have a principal/director?

0052

1  Yes

2  No

3. If you marked "No" for either item 2a or 2b above, do not complete this questionnaire. Return it in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail the questionnaire to:

   U.S. Census Bureau
   Current Projects Branch
   1201 E. 10th Street
   Jefferonville, IN 47132-0001

   If you did NOT mark "No" for either item 2a or 2b above, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

   | : |

YOUR COMMENTS
EXPERIENCE AND TRAINING: Items 5-7
This section asks about your work experience as a principal/director, previous positions you have held, and training you have had for your principalship.

5. PRIOR to this school year, how many years were you employed in each of the following positions?
   - Count part of a year as 1 year. If none, mark (X) the box.

   a. As the principal/director of THIS school

      0053 Year(s)
      0 □ None

   b. As the principal/director of other schools

      0054 Year(s)
      0 □ None

6a. PRIOR to becoming a principal/director, how many years of elementary or secondary teaching experience did you have?
   - Count part of a year as 1 year. If none, mark (X) the box.

   0055 Year(s) of teaching
   0 □ None

6b. SINCE becoming a principal/director, how many years of elementary or secondary teaching experience have you had?
   - Count part of a year as 1 year. If none, mark (X) the box.

   0056 Year(s) of teaching
   0 □ None

GO TO item 6d on page 5.

b. SINCE becoming a principal/director, how many years of elementary or secondary teaching experience have you had?
   - Count part of a year as 1 year. If none, mark (X) the box.

   0056 Year(s) of teaching
   0 □ None

GO TO item 6d on page 5.

6c. Are you currently teaching in this school in which you are now serving as principal/director?

   0057 1 □ Yes
   2 □ No
### 6d. BEFORE you became a principal/director, did you hold the following school positions?

<table>
<thead>
<tr>
<th>Position</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Department head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Curriculum specialist or coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Assistant principal/director or program director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Guidance counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Library media specialist/Librarian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Athletic coach/Athletic director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Sponsor for student clubs, debate teams</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7a. Prior to becoming a principal/director, did you participate in any district or school training or development program for ASPIRING school principals/directors?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### b. Have you ever participated in a training program for Indian education administration?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 - Building basic literacy skills (reading, math, writing, speaking)
2 - Encouraging academic excellence
3 - Promoting occupational or vocational skills
4 - Promoting good work habits and self-discipline
5 - Promoting personal growth (self-esteem, self-knowledge, etc.)
6 - Promoting human relations skills
7 - Promoting specific moral values
8 - Promoting multi-cultural awareness or understanding

<table>
<thead>
<tr>
<th>Most important</th>
<th>Second most important</th>
<th>Third most important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Please indicate how far along you think your school is in -

<table>
<thead>
<tr>
<th>Implementing educational goals.</th>
<th>Just beginning</th>
<th>Long way to go</th>
<th>Almost there</th>
<th>We've reached our goal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementing organizational/governance goals.</th>
<th>Just beginning</th>
<th>Long way to go</th>
<th>Almost there</th>
<th>We've reached our goal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing a secure financial base.</th>
<th>Just beginning</th>
<th>Long way to go</th>
<th>Almost there</th>
<th>We've reached our goal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attracting and retaining students.</th>
<th>Just beginning</th>
<th>Long way to go</th>
<th>Almost there</th>
<th>We've reached our goal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing a student assessment system.</th>
<th>Just beginning</th>
<th>Long way to go</th>
<th>Almost there</th>
<th>We've reached our goal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involving parents in the school.</th>
<th>Just beginning</th>
<th>Long way to go</th>
<th>Almost there</th>
<th>We've reached our goal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
10. Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

### a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL

<table>
<thead>
<tr>
<th>Group</th>
<th>No influence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) State department of education or other state-level bodies (e.g., state board of education)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(2) Local school board</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(3) School district staff</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(4) Principal/director</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(5) Curriculum specialists</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(6) Teachers</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(7) School site council</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(8) Parent association</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### b. ESTABLISHING CURRICULUM AT THIS SCHOOL

<table>
<thead>
<tr>
<th>Group</th>
<th>No influence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) State department of education or other state-level bodies (e.g., state board of education)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(2) Local school board</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(3) School district staff</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(4) Principal/director</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(5) Curriculum specialists</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(6) Teachers</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(7) School site council</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(8) Parent association</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

<table>
<thead>
<tr>
<th>c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS IN THIS SCHOOL</th>
<th>Mark (X) one box on each line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) State department of education or other state-level bodies (e.g., state board of education)</td>
<td>0092</td>
</tr>
<tr>
<td>(2) Local school board</td>
<td>0093</td>
</tr>
<tr>
<td>(3) School district staff</td>
<td>0094</td>
</tr>
<tr>
<td>(4) Principal/director</td>
<td>0095</td>
</tr>
<tr>
<td>(5) Curriculum specialists</td>
<td>0096</td>
</tr>
<tr>
<td>(6) Teachers</td>
<td>0097</td>
</tr>
<tr>
<td>(7) College and university partners</td>
<td>0098</td>
</tr>
<tr>
<td>(8) School site council</td>
<td>0099</td>
</tr>
<tr>
<td>(9) Parent association</td>
<td>0100</td>
</tr>
</tbody>
</table>

Mark (X) one box on each line.

| No influence | A great deal of influence |
| 1 | 2 | 3 | 4 | 5 |

| (1) State department of education or other state-level bodies (e.g., state board of education) | 0101 |
| (2) Local school board | 0102 |
| (3) School district staff | 0103 |
| (4) Principal/director | 0104 |
| (5) Teachers | 0105 |
| (6) School site council | 0106 |
| (7) Parent association | 0107 |

FORM SASS-2D (8-17-99)
10. Continued -
Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

<table>
<thead>
<tr>
<th>Mark (X) one box on each line.</th>
<th>No influence</th>
<th>A great deal of influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**e. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL**

1. State department of education or other state-level bodies (e.g., state board of education) 0108

2. Local school board 0109

3. School district staff 0110

4. Principal/director 0111

5. Teachers 0112

6. School site council 0113

7. Parent association 0114

**f. SETTING DISCIPLINE POLICY AT THIS SCHOOL**

1. State department of education or other state-level bodies (e.g., state board of education) 0115

2. Local school board 0116

3. School district staff 0117

4. Principal/director 0118

5. Teachers 0119

6. School site council 0120

7. Parent association 0121

**g. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT**

1. State department of education or other state-level bodies (e.g., state board of education) 0122

2. Local school board 0123

3. School district staff 0124

4. Principal/director 0125

5. Curriculum specialists 0126

6. Teachers 0127

7. School site council 0128

8. Parent association 0129
11. To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem, or NOT a problem in this school.

Mark (X) one box on each line.

<table>
<thead>
<tr>
<th>Problem Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student tardiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Student absenteeism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teacher absenteeism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Students cutting class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Physical conflicts among students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Robbery or theft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Vandalism of school property</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Student pregnancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Student use of alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Student drug abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Student possession of weapons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Student disrespect for teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Students dropping out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Student apathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Lack of parent involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Students coming to school unprepared to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Poor student health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TEACHER PROFESSIONAL DEVELOPMENT: Items 12-16
This section asks about professional development opportunities and activities for teachers.

**12. Using the scale 1-5, where 1 is “Not important at all” and 5 is "Very important," how important is each of the following in determining the in-service professional development activities of teachers in this school?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Not important at all</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Special state-level initiatives</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>b. District-level initiatives or district improvement plan</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>c. School improvement plan</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>d. Implementation of state or local ACADEMIC standards</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>e. Implementation of state or local SKILLS standards</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>f. Teacher preferences</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

**13. How often is professional development for teachers at this school -**

<table>
<thead>
<tr>
<th>Option</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Designed or chosen to support the school’s improvement goals?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Designed or chosen to support the district’s improvement goals?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Designed or chosen to support the implementation of state or local standards?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Evaluated for evidence of improvement in teacher classroom practice?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Evaluated for evidence of effects on student achievement?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Considered part of teachers’ regular work?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Planned by teachers in this school or district?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Presented by teachers in this school or district?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. In the last 12 months, how often have you participated in professional development activities with teachers from YOUR school? 
Mark (X) only one box.

0163
1. Never
2. Once or twice
3. 3-5 times
4. 6 or more times

15a. Does this school provide teachers with time for professional development during regular contract hours?

0164
1. Yes
2. No → GO TO item 16 below.

b. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

(1) Substitute teachers to cover teachers’ classes

0165
1. Yes
2. No

(2) Early dismissal or late start for students

0166
1. Yes
2. No

(3) Professional days built in before the beginning of the school year

0167
1. Yes
2. No

(4) Professional days built in during the school year

0168
1. Yes
2. No

(5) Professional days built in after the school year

0169
1. Yes
2. No

(6) Common planning time for teachers

0170
1. Yes
2. No

(7) Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)

0171
1. Yes
2. No

16. Does your school have its own budget for professional development, that is, an amount of money that YOU control?

0172
1. Yes
2. No
17. In your opinion, what percentage of your faculty are presently teaching to high academic standards?

   Percent

0173 [ ] [ ]

18. Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?

   a. Personnel policies

      0174 1 [ ] Yes
             2 [ ] No

   b. Termination decisions not upheld by third party adjudicators

      0175 1 [ ] Yes
             2 [ ] No

   c. Inadequate teacher assessment documentation

      0176 1 [ ] Yes
             2 [ ] No

   d. Tenure

      0177 1 [ ] Yes
             2 [ ] No

   e. Teacher associations and organizations

      0178 1 [ ] Yes
             2 [ ] No

   f. Dismissal is too stressful and uncomfortable for those involved

      0179 1 [ ] Yes
             2 [ ] No
19. In the last 12 months, have YOU participated in the following kinds of professional development?

   a. University course(s) related to your role as principal/director
      0180  1 □ Yes
           2 □ No

   b. Visits to other schools designed to improve your own work as principal/director
      0181  1 □ Yes
           2 □ No

   c. Individual or collaborative research on a topic of interest to you professionally
      0182  1 □ Yes
           2 □ No

   d. Mentoring and/or peer observation and coaching of principals/directors, as part of a formal arrangement that is recognized or supported by the school or district
      0183  1 □ Yes
           2 □ No

   e. Participating in a principal/director network (e.g., organized by an outside agency or through the Internet)
      0184  1 □ Yes
           2 □ No

   f. Workshops or conferences related to your role as principal/director
      0185  1 □ Yes
           2 □ No

   g. Workshops or training in which you were the presenter
      0186  1 □ Yes
           2 □ No

   h. Attending professional association meetings
      0187  1 □ Yes
           2 □ No
20a. Does this school have a DECISION-MAKING BODY such as a school site council?

(A school site council is a school-based committee with the authority to assist in the development of, or to approve, school improvement, budget and other educational plans. Such councils are generally composed of teachers, school administrators and parents.)

0188  1  ☐ Yes
       2  ☐ No  ➔  GO TO item 21 on page 16.

b. Are the following persons part of this decision-making body?

If this school has more than one such body, respond for the one that has the most influence in decision-making.

(1) School principal/director

0189  1  ☐ Yes
       2  ☐ No

(2) School vice principal/director or assistant principal/director

0190  1  ☐ Yes
       2  ☐ No

(3) Teachers

0191  1  ☐ Yes
       2  ☐ No

(4) Department heads

0192  1  ☐ Yes
       2  ☐ No

(5) Students

0193  1  ☐ Yes
       2  ☐ No

(6) Parents

0194  1  ☐ Yes
       2  ☐ No

(7) Community representatives

0195  1  ☐ Yes
       2  ☐ No

(8) Superintendent or other district representative

0196  1  ☐ Yes
       2  ☐ No

GO TO item 21 on page 16.
21. IN THE LAST MONTH, approximately how often did you engage in the following activities in your role as principal/director of this school?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Once or twice a month</th>
<th>Once or twice a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Facilitate achievement of the school’s mission through such activities as consensus building, planning, obtaining resources, monitoring progress, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Supervise and evaluate faculty and other staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Guide the development and evaluation of curriculum and instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Provide and engage staff in professional development activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Build professional community among faculty and other staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Develop public relations (e.g., relationships with parents, community leaders, and the larger community)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Maintain the physical security of students, faculty, and other staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Attend district-level meetings and carry out district-level responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22a. Has either your district or your state established school performance goals?

1 □ Yes
2 □ No ➔ (GO TO item 23a on page 18.)

b. Is your school required to meet district or state performance goals?

1 □ Yes
2 □ No
22c. Did your school meet the minimum district or state performance goals?

0209 1 □ Yes
2 □ No → GO TO item 22f below.

d. As a result of meeting these goals, did your school -

(1) Receive cash bonuses or additional resources that support schoolwide activities?

0210 1 □ Yes
2 □ No

(2) Receive cash bonuses or additional resources to distribute to teachers?

0211 1 □ Yes
2 □ No

(3) Receive non-monetary forms of recognition?

0212 1 □ Yes – Please specify. → 5212
2 □ No

e. Did you mark "Yes" for item 22c above?

0213 1 □ Yes → GO TO item 23a on page 18.
2 □ No

f. Was your school -

(1) Required to write a school or program improvement plan?

0214 1 □ Yes
2 □ No

(2) Put on an evaluation cycle with required targeted improvement dates?

0215 1 □ Yes
2 □ No

(3) Provided with technical assistance from outside experts on how to improve?

0216 1 □ Yes
2 □ No
22f. Continued –

Was your school –

(4) Provided with additional resources to support instructional improvement?

0217
1  ☐ Yes
2  ☐ No

(5) Required to replace the principal/director with a new principal/director, an administrative director, or a manager?

0218
1  ☐ Yes
2  ☐ No

(6) Subject to reconstitution or takeover regulations?

0219
1  ☐ Yes
2  ☐ No

(7) Penalized by a reduction in state or district funding?

0220
1  ☐ Yes
2  ☐ No

23a. Does your school have a formal school improvement plan?

0221
1  ☐ Yes
2  ☐ No ➔ GO TO Section V on page 19.

b. Do you use any of the following to assess your school’s progress on this plan?

(1) State or national tests

0222
1  ☐ Yes
2  ☐ No

(2) Parent or student surveys

0223
1  ☐ Yes
2  ☐ No

(3) Portfolio products

0224
1  ☐ Yes
2  ☐ No
### DEMOGRAPHIC INFORMATION: Items 24-31
This section asks about your highest degree and other demographic information.

**24. What is the highest degree you have earned?**
- Mark (X) only one box.
  1. [ ] Associate degree
  2. [ ] Bachelor’s degree (B.A., B.S., B.E., etc.)
  3. [ ] Master’s degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
  4. [ ] Education specialist or professional diploma (at least one year beyond master’s level)
  5. [ ] Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
  6. [ ] Do not have a degree

**25. What is your current ANNUAL salary for your position in this school before taxes and deductions?**

<table>
<thead>
<tr>
<th></th>
<th>Per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>00</td>
</tr>
</tbody>
</table>

**26. Are you male or female?**

- Mark (X) only one box.
  1. [ ] Male
  2. [ ] Female

**27a. What is your race?**
- Mark (X) only one box.
  1. [ ] American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
  2. [ ] Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
  3. [ ] Black
  4. [ ] White

b. **Are you enrolled in a state or federally recognized tribe?**

- Mark (X) only one box.
  1. [ ] Yes
  2. [ ] No

**28. Are you of Hispanic origin?**

- Mark (X) only one box.
  1. [ ] Yes
  2. [ ] No

**29. What is your year of birth?**

<table>
<thead>
<tr>
<th>Year of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
</tr>
</tbody>
</table>

**30. How much time did it take you to complete this form, not counting interruptions?**

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and what principals/directors told us in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

To learn more about charter schools, look for the U.S. Department of Education report, "The State of Charter Schools Third-Year Report" at:


Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES’s Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

31. Please enter the date you completed this questionnaire.

Month    Day    Year

0233

Please enter the date you completed this questionnaire.

Month    Day    Year

0233