

PPS SpEd Survey - Principals

This survey is being administered and data compiled by an outside agency to assure anonymity. Results will be disaggregated by role, level, and school, but only to the extent that confidentiality of individual responses can be maintained.

1 What grades does your school serve?

- K-5
- K-8
- Middle School
- High School
- Other, please specify

2 How many years of teaching experience do you have? (prior to your assignment as a school administrator)

- None
- One - Four Years
- Five - Nine Years
- Ten - Twenty Years
- More than 20 Years

3 How many years have you been a school administrator? (click the drop-down list to make your selection)

Click the **Submit** button to proceed to page 2 >>>



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4 The teachers in my building have been adequately trained to provide intensive interventions in reading and math.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

5 My building has sufficient resources to provide academic interventions and collect individual student progress data.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

6 My building has a systematic approach to process teacher referrals for special education, including the use of data from individual interventions.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

7 My building has in place a system/process to support integrating special education students in the general education classroom.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

8 The staff in my building have a regularly scheduled time to collaborate on provision of instruction and accommodations for students with disabilities in the general education classroom.

- Agree
- Somewhat agree
- Somewhat disagree
- Disagree

9 Were these procedures (mentioned in previous questions) developed with staff participation and agreement?

- Yes
- No
- Don't know

Click the Submit button to proceed to page 3 >>>



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10 How successfully does your school meet the needs of special education students in the general education classroom?

- Very successfully
- Somewhat successfully
- Somewhat unsuccessfully
- Very unsuccessfully
- Don't know/not sure

11 What type(s) of data does your building collect on the performance of special education students in the general education classroom? (Please check all that apply)

- Academic growth data (pre-test/post-test in reading writing and mathematics)
- Academic improvement data (curriculum based)
- Passing/failing grades
- Effectiveness of accommodations
- Behavioral improvements
- Increase in assignment completion
- Other (explain)

12 The data collected on special education students is used to make the following school-wide changes:

- a. Broaden knowledge and use of accommodations
- b. Change/modify curricula
- c. Increase instructional strategies
- d. Change behavioral incentives
- e. Increase specially designed instruction
- f. Change the amount of time in general or special education classrooms
- g. Other (please specify)

13 Based upon your responsibilities, what concerns do you have regarding the provision of services to special education students? What recommendations/solutions do you have for these concerns?

14 What thoughts or recommendations would you like to share with the district to improve programs for special education students?

Click the Submit button to proceed to page 4 >>>



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The last four questions ask your opinion about resources needed to improve services to students in special education.

- 15** What resources would improve services to students in special education, *in the general education classroom?*

- 16** What resources would improve services to students in special education, *in the school environment as a whole?*

- 17** What resources would improve services to students in special education *to increase opportunities for students with disabilities to participate in extra curricular activities and events?*

- 18** What resources would improve services to students in special education *to close the achievement gap?*

Thank you so much for taking time from your busy schedule to assist the district in assessing special education services. The findings from this survey will be published in a draft report by the end of June, 2009, and used to inform the work of a multi-stakeholder task force that will meet in August, 2009.

A final report with recommendations will be published on the PPS Special Ed website in time for back-to-school workshops.

