



Springboard Schools District Survey

February 2006

Dear Principal,

Springboard Schools, formerly the Bay Area School Reform Collaborative (BASRC), is a nonprofit network of educators committed to raising student achievement and narrowing the achievement gap. We are currently conducting a study to understand what district-level practices in California raise achievement of traditionally low-performing students. As part of this study, which covers 40 selected districts across the state, we would like to ask you to share the experience you have had with your district office. Your input is a very important part of this study. Our report aims to be of value to district leaders across the state. We know how precious your time is and we greatly appreciate your participation.

Your response to the survey is strictly confidential. Survey responses are aggregated over multiple districts, and results for a particular school or a particular district will not be shared in any form. The aggregated results will be used by Springboard Schools in preparing a report. We estimate that it will take 15-20 minutes to complete this survey. We kindly ask that you complete the survey by January 25, 2006.

To thank you for your participation in the study, we would like to offer you copies of our recent publications valued at over \$40 (more details are provided at the end of this survey). Details on these gifts are provided at the end of the survey.

Springboard Schools have contracted Berkeley Policy Associates, an independent research consulting firm in Oakland, California, to administer this survey. Please mail or fax your completed survey to:

ATTN: Yasuyo Abe
Berkeley Policy Associates
440 Grand Avenue, Suite 500
Oakland, CA 94610
Fax Number: 510-465-7885

If you have any questions about the study please contact Amy Dabrowski at Springboard Schools or Yasuyo Abe, Survey Administrator, at Berkeley Policy Associates. Our contact information is as follows:

Amy Dabrowski, Springboard Schools
Tel: (415) 348-5510 Email: adabrowski@springboardschools.org
Yasuyo Abe, Berkeley Policy Associates
Tel: (510) 465-7884, ext 225, Email: yasuyo@bpacal.com

Thank you very much in advance for completing the survey.



Additional Information

About the Springboard School District Study

Springboard Schools is conducting a California district study of 40 selected school districts throughout the state to identify district-level policies and practices that help raise achievement of traditionally low-performing students. Each district in the study has significant subgroups of English Learners and students living in poverty. As part of the study, we are surveying a group of randomly selected principals from these 40 selected school districts. Survey responses are kept strictly confidential, and responses are aggregated over multiple districts. Results for a particular school or a particular district will not be shared in any form. The study is expected to provide valuable insights to district leaders across the state, and the report is slated for release in spring 2006.

About Springboard Schools

Springboard Schools (formerly the Bay Area School Reform Collaborative) is a California-based nonprofit and non-partisan network of educators committed to raising student achievement and narrowing the achievement gap. Founded in 1995, Springboard Schools has worked in 325 schools in 74 school districts around California. The clients include urban, suburban and rural school districts both large and small. Springboard Schools works with education organizations and their leaders at every level of the system to provide them with knowledge, skills and tools to create school systems in which good teaching is the norm in every classroom for every student. You can also read more about Springboard Schools at www.springboardschools.org

About Berkeley Policy Associates (BPA)

Springboard Schools has contracted BPA to administer the survey. For more than three decades, BPA has been at the forefront of social policy research that informs important public policy issues. We have a long-standing and nationwide reputation for excellence in evaluating programs, analyzing data, identifying successful service strategies, and making practical recommendations for government agencies, community-based organizations, foundations, and private sector business clients. You can read more about BPA at www.berkeleypolicyassociates.com.

Springboard Schools District Survey

Please provide your school district name: _____

I. GOALS & ACCOUNTABILITY

The first set of questions asks about your district's policies and practices regarding incentives, focus and accountability regarding below-grade-level students and English Learners. Please choose the response that best describes your experience.

My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
1 Sets clear and measurable goals for English Learners' progress towards the next California English Language Development Test (CELDT) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Has uniform criteria for re-designation from English Learner to Fluent English Proficient status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Has uniform criteria by which at-risk students exit intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Sets clear and measurable goals regarding achievement of the following student subgroups:					
(a) Socio-economically disadvantaged students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Hispanic/Latino students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) African-American students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Reports to the public (i.e. parents, school board) on achievement of all student subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Evaluates the effectiveness of intervention programs for below-grade-level students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Evaluates the effectiveness of English Language Development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
8	Has a reward or incentive program for administrators and/or teachers for student achievement gains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Inspires the very best in the job performance of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Supports local innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Holds high expectations for this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Supports this school's whole-school change effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Promotes the professional development of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Ensures that student learning is the "bottom line" in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Helps this school focus on teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Is committed to high standards for every student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. EDUCATOR QUALITY

The next set of questions asks about your district's policies and practices regarding professional development, hiring, and placement of teachers. Please choose the response that best describes your experience.

	My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
1	Ensures teachers have enough training and support to be effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Encourages principals to provide teachers with regular					
	(a) Classroom-based coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) Opportunities to visit colleagues' classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) Time during the school day for teachers to collaborate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
3 Provides professional development on:					
(a) Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Delivering English Language Development strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Understanding student achievement data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Linking student achievement data to classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Encourages staff to discuss race/ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Encourages principals to evaluate teachers' ability to work with below-grade-level students and English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Ensures that principals have training on how to evaluate the quality of classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Ensures that principals have protocols on how to evaluate the quality of classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Creates opportunities for educators at the school level to take on new leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Has consistent standards from school to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Emphasizes academic standards at all levels of the system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Encourages principals to support teacher collaboration around:					
(a) Effective practices for below-grade-level students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Effective practices for English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) How race/ethnicity effects classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. CURRICULUM & INSTRUCTION

The next set of questions asks about your district's curriculum and instructional resources, structure and guidance to support below-grade-level students and English Learners. Please choose the response that best describes your experience

My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
1 Encourages principals to allocate a minimum of 2 1/2 hours a day for reading/literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Ensures that classrooms have libraries with books for students with different reading levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Ensures that classrooms have libraries with books that reflect the culture and/or ethnicities of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Encourages principals to structure alternative grouping so teachers can target instruction to students' proficiency levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Provides high-quality intervention materials for below-grade-level students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Ensures that students who are two or more years below grade-level receive intensive intervention (i.e. 2-3 hours/day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Encourages principals to provide below-grade-level students with access to instructional services outside class (e.g. reading labs, math lab, tutoring centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Encourages principals to ensure these services offered outside class (e.g., reading labs, tutoring centers) are aligned with the students' core curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Has an intake process that meets the needs of beginning English Learners new to the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
10	Encourages access to primary-language instruction for beginning English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Ensures principals know which students are English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Encourage principals to ensure all teachers know their English Learner's next California English Language Development Test (CELDT) level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Provides high-quality English Learner materials for supplementing core content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. DATA

The next set of questions asks about your district's policies and practices regarding identification, diagnosis, and effective intervention with below-grade-level students and English Learners. Please choose the response that best describes your experience.

	My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
1	Provides schools with student achievement data disaggregated by:					
	(a) Race/ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) Socioeconomic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) English Learner status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provides student achievement data results to schools in easy-to-use formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Supports frequent assessment of student achievement (i.e. minimum of 3 times/year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Encourages frequent assessments of students in intervention programs to determine progress and readiness to exit the intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
5	Encourages frequent assessments of English Learners to determine progress and readiness to re-designate to Fluent English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Encourages the use of multiple standards-based assessment measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	IN ADDITION TO STATE MANDATED TESTS, provides assessments that allow teachers to track skill levels in:					
	(a) Reading/literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(b) Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(c) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Provides assessments that allow teachers to track their students' progress over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Provides assessments that allow teachers to identify skill gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Offers support to schools in analyzing assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. FUNDING

The next set of questions ask about your district's policies and practices regarding adequacy and flexibility of resources for below-grade-level students and English Learners. Please choose the response that best describes your experience

My district's central office ...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
1 Seeks out funding to support below-grade-level students and English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Works with each school to ensure that categorical funds meet site-specific needs for below-grade-level students and English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Keeps principals well-informed about available funding that can be used for below-grade-level students and English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Trains principals on how to use funding to most effectively support below-grade-level students and English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Sets policy to concentrate teachers with the most years experience in schools with the most students who are below grade-level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Allocates a budget over which the principal has control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Allocates to the principal EIA-LEP funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Encourages the principal to use EIA-LEP funds for primary language support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Over 75%	About Half	About 25%	Under 10%	None	Don't Know
9 What percentage of your discretionary funds do you, as site principal, allot to						
(a) Certificated personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Support personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. IN YOUR OWN WORDS

1. What does your district's central office do that's most helpful to you in meeting the needs of below-grade-level students and English Learners (in curriculum and instruction, in goals and accountability, in funding, for example)?

2. What additional support would you like from your district central office to meet the needs of below-grade-level students and English Learners?

3. What support would you like from sources other than your district (e.g. universities, support provider organizations, etc) to meet the needs of below-grade-level students and English Learners?

VII. BACKGROUND INFORMATION

1. What is your current position?

- Principal
- Assistant Principal
- Other. Please specify: _____

2. How many years have your worked in your current position in this district?

_____ years

3. How many years have your worked in education?

_____ years

4. What type of district do you work in?

- Unified
- Elementary
- High School

5. What type of school do you work for?

- Elementary (K-5)
- Elementary-Middle (K-8)
- Middle (6-8)
- Middle-High (6-12)
- High (9-12)

***** END OF SURVEY *****

Please Turn to the Next Page for Thank-You Gift Information.

THANK-YOU GIFTS

As a thank-you gift for completing this survey, we would like to offer you free copies of two of Springboard School's latest research reports (valued at over \$40).

Gift #1: *Challenged Schools, Remarkable Results: Three Lessons from California's Highest Achieving High Schools (2005)* identifies California's highest-achieving challenged high schools and reveals the three secrets to their success.

Gift #2: *After the Test: How Schools are Using Data to Close the Achievement Gap (2003)* brings to light significant differences in the ways in which gap closing and non-gap closing schools approach data, leadership and communication.

Please check your choice.

Email me PDF copies of the reports (These are 5.6Mb & 1.7Mb in size and will be sent as zipped files. Not recommended if you do not have a fast internet connection. They will be emailed upon the receipt of your request.)

Please print your email address:

Send me hard copies of the reports (Will be mailed to Principal at the school address specified below. Allow 6-8 weeks for delivery.)

Please print your school mailing address (or alternative address):

Name (Optional): _____

Street (Line 1): _____

Street (Line 2): _____

City: _____

Zip Code: _____

I do not wish to receive these reports.

The contact information you provide in this page is NOT part of the survey, and will be kept strictly confidential and used only for the purpose of sending thank-you gifts.

FINALLY---

Thank you again for completing the survey. Please mail or fax your completed survey and thank-you gift response to:

ATTN: Yasuyo Abe
Berkeley Policy Associates
440 Grand Avenue, Suite 500
Oakland, CA 94610

Fax Number: 510-465-7885

If you have any question about the study, the survey, or thank-you gifts, please contact Amy Dabrowski at Springboard Schools or Yasuyo Abe, Survey Administrator, at Berkeley Policy Associates. Our contact information is as follows:

Amy Dabrowski, Springboard Schools
Tel. (415) 348-5510
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