



**Partnership Turnaround:
Year One Report**

INSTRUMENT APPENDIX

**A Survey of Michigan
PSA School Principals**

EPIC

Education Policy
Innovation Collaborative
RESEARCH WITH CONSEQUENCE

*Education Policy
Innovation
Collaborative
(EPIC)*

The Partnership Model of School and District Improvement

A Survey of Michigan School Principals



MICHIGAN STATE UNIVERSITY

A Survey of Principals

A team of researchers from Michigan State University is conducting a study of how Michigan's Partnership Model impacts students, teachers, and principals in Partnership Districts across the state. Your perspective is critical to helping us better understand how the Partnership Model is being implemented in different schools and districts and how it impacts educators like you.

You were selected to participate in this survey because you are a principal in a Partnership District. Your responses will be kept strictly confidential as will the name of your school and district. The Michigan Department of Education (MDE) supports this study; however, MDE will not have access to the individual data we collect.

All responses will be summarized in a way such that no individuals, schools, or districts can be identified. The findings the research team compiles will be used to produce reports to Michigan policymakers, policy briefs, journal articles, and presentations at academic conferences.

Your participation will provide critical feedback in areas such as your perceptions of communication about your district's improvement efforts, school climate and culture, the implementation of new programs, and the types of support you receive. Questions in this survey will ask you about yourself, your school and district, and your experiences working with other organizations including the district central office. The survey will take approximately 25 minutes to complete. There are no major risks to taking this survey. You can complete this survey on any phone, tablet, or computer, but a laptop or desktop computer is recommended to make responding easier.

This survey is voluntary. If you decide to participate, you are free to stop at any time. You may also skip questions that you do not wish to answer. Your responses to this survey may also be used in future studies.

We very much appreciate your time and cooperation. This survey is being implemented by the Social and Economic Sciences Research Center (SESRC) at Washington State University (www.sesrc.wsu.edu) on our behalf. If you have any questions, please contact Rose Krebill-Prather at (800) 833-0867 or krebill@wsu.edu.

If you have any questions or concerns about this study, please feel free to contact Dr. Jason Burns at (517) 432-9522 or burnsja6@msu.edu. If you have any questions about your rights as a participant, you can contact MSU's Human Research Protection Program at irb@msu.edu.

Thank you for your time and participation!

Q1. This survey is intended for school leaders. Do your responsibilities include such activities as providing support and guidance for teachers, evaluating staff, communicating with parents, and/or leading school improvement efforts?

- ① Yes
- ② No → There is no need for you to complete the survey. Please return it in the envelope provided.

Q2. Which of the following best describe your current position? Please mark all that apply.

- 1 CEO/Executive Director
- 2 Principal
- 3 Assistant Principal
- 4 Other administrator, please specify: _____
- 5 Other, please specify: _____

Q3. Including this year, how many years have you been A) a school administrator; and B) a teacher. . .
Please fill in numbers below for each category. If you are new for the 2018-2019 school year, please enter 1. If "none" for any of the categories, please enter 0.

	A. I have been a school administrator	B. I have been a teacher..
In this school?	<input type="text"/> year(s)	<input type="text"/> year(s)
In your <u>current</u> educational service provider(s) (ESPs)?	<input type="text"/> year(s)	<input type="text"/> year(s)
In another charter school?	<input type="text"/> year(s)	<input type="text"/> year(s)
In total?	<input type="text"/> year(s)	<input type="text"/> year(s)

Q4. Michigan law permits charter school boards to contract with educational service providers (ESPs—sometimes called an educational service provider or charter management organization) for various services, which may include facility management, personnel management, payroll and accounting, marketing, curriculum development, and professional development for teachers.

Does your school contract services with an ESP?

- ① We do not contract with an ESP.
- ② We contract with one ESP.
- ③ We contract with more than one ESP.
- ④ Don't know.

Q5. How well do you understand the following aspects of your school's Partnership Agreement? Please select one option for each row. If you are not familiar with the Partnership Agreement, please select "Not at all" on the items below.

<i>I understand...</i>	Not at all	Slightly	Moderately	Very well	Extremely well
Why my school was identified as a Partnership School	①	②	③	④	⑤
This school's 36-month academic goals for improvement	①	②	③	④	⑤
This school's 18-month <u>academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>academic</u> goals and benchmarks	①	②	③	④	⑤
This school's 36-month <u>non-academic</u> goals for improvement (e.g., reduction in suspensions, increases in attendance rates, development of partnerships)	①	②	③	④	⑤
This school's 18-month <u>non-academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>non-academic</u> goals and benchmarks	①	②	③	④	⑤
The consequences if our school does not meet the goals designated in the agreement	①	②	③	④	⑤
The role of my <u>school board</u> in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>RESA/ISD</u> (regional educational services agency/intermediate school district) in the Partnership Agreement	①	②	③	④	⑤
The role of <u>MDE</u> , including the School Reform Office and the Partnership Office, in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>community partners</u> in the Partnership Agreement	①	②	③	④	⑤
The role of my <u>school's educational services provider (ESP)</u> in the Partnership Agreement	①	②	③	④	⑤

Q6a. Were you involved in developing your school's Partnership Agreement?

- ① Yes
- ② No → Skip to Q7.

Q6b. We are interested in learning more about any input you provided as your school developed its Partnership Agreement. Please mark all that apply.

<i>As my school developed its Partnership Agreement...</i>	Yes	No
I provided data.	①	②
I discussed strengths and weaknesses of my school with the school board.	①	②
I was part of the team that developed the Partnership Agreement.	①	②
I recommended community partners.	①	②
I met with community partners to establish relationships for the Partnership Agreement.	①	②
I wrote a portion of the Partnership Agreement.	①	②
I was involved in developing the Partnership Agreement in another way (please specify): _____	①	②

Q7. We are interested in learning about the degree of alignment between your Partnership Agreement and school improvement plan. Please read the following statements on this topic and rate your level of agreement with them. If you are unaware of your school's Partnership Agreement, please answer "Don't Know" for each item.

<i>My school improvement plan and Partnership Agreement identify similar...</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
goals.	①	②	③	④	⑤	⑥
strategies by which to accomplish those goals.	①	②	③	④	⑤	⑥
strengths and weaknesses.	①	②	③	④	⑤	⑥

Q8. Please indicate the extent to which you agree or disagree with the following statements about your Partnership Agreement goals. Please select one in each row.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware of and understand my Partnership Agreement goals.	①	②	③	④	⑤
Our Partnership Agreement goals are feasible to accomplish in 3-year time frame.	①	②	③	④	⑤
Our Partnership Agreement goals are focused on the most important issues facing our school.	①	②	③	④	⑤
Our Partnership Agreement goals help meet the needs of students.	①	②	③	④	⑤
The community partners we have identified to work with will help us achieve our Partnership Agreement goals.	①	②	③	④	⑤
We have the resources we need to achieve our Partnership Agreement goals.	①	②	③	④	⑤
The Partnership Agreement will help us achieve our goals.	①	②	③	④	⑤
We focus on clear and concrete steps we can take to improve student outcomes.	①	②	③	④	⑤
Our instructional efforts are aligned with our Partnership Agreement goals.	①	②	③	④	⑤
Working on duties related to our Partnership Agreement goals consumes too much of my time.	①	②	③	④	⑤
Our Partnership Agreement goals are aligned with the contract our school has with our authorizer	①	②	③	④	⑤

Q9. Comparing this year to the 2017-2018 school year, to what extent has your school's focus changed in the following areas?

If this is your first year as a school leader in your school, please mark this box, and skip to Q10.

	Much less than before	Slightly less than before	About the same as before	Slightly more than before	Much greater than before
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family and community engagement strategies	①	②	③	④	⑤
Teacher dismissal and reassignment	①	②	③	④	⑤
Teacher recruitment and hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal and reassignment	①	②	③	④	⑤
Administrator recruitment and hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g., PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
Volunteer or afterschool programs (e.g., tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤

Q10a. We are interested in learning more about the input your school board provided as your school developed its Partnership Agreement. Was the board involved in developing your Partnership Agreement?

- ① Yes
- ② No → Skip to Q11.
- ③ I don't know → Skip to Q11.

Q10b. (If Yes to Q10a) To what extent do you agree or disagree with the following statements about your board's involvement in developing and implementing the Partnership Agreement?

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The board supported efforts to identify and recruit community partners.	①	②	③	④	⑤
The board helped the school determine appropriate performance goals for the Partnership Agreement.	①	②	③	④	⑤
The board provided enough support to develop our Partnership Agreement.	①	②	③	④	⑤
The board helped the school identify concrete strategies to achieve our partnership goals.	①	②	③	④	⑤
I am satisfied with the board's efforts in <u>developing</u> the Partnership Agreement.	①	②	③	④	⑤
I am satisfied with the board's efforts in helping us <u>implement</u> the Partnership Agreement.	①	②	③	④	⑤

Q11. Did your school receive assistance or support from the following groups last year (2017-2018), and if so, how would you rate the quality of that assistance or support? Please mark one in each row in each of column A and column B.

If this is your first year as a school leader in your school, please mark this box, and skip to Q13.

	A. Did your school receive assistance or support from the following sources last year (2017-2018)?			B. If yes, how would you rate the quality of the assistance or support your school received?		
	Yes	No	Don't know	Low quality	Moderate quality	High quality
MDE	①	②	③	④	⑤	⑥
RESA/ISD (regional educational services agency/intermediate school district)	①	②	③	④	⑤	⑥
My school's ESP or ESPs	①	②	③	④	⑤	⑥
The school board	①	②	③	④	⑤	⑥
One or more community partners	①	②	③	④	⑤	⑥
Other (please list): _____	①	②	③	④	⑤	⑥

Q12. In 2017-2018, did your school receive services or support from any of the following community partners?

	A. Did your school work with this type of organization in 2017-2018?			B. If yes, how helpful was their support?		
	Yes	No	Don't know	Not very helpful	Moderately	Very helpful
Businesses or business organizations (i.e., Ford, the Chamber of Commerce, etc.)	①	②	③	①	②	③
Civic or service organizations (i.e., Kiwanis, Lion's Club, Rotary, etc.)	①	②	③	①	②	③
Healthcare organizations (i.e., mental health counseling, etc.)	①	②	③	①	②	③
Religious organizations	①	②	③	①	②	③
Social or youth services organizations (i.e., Boys and Girls Club, housing services, etc.)	①	②	③	①	②	③
University or college	①	②	③	①	②	③
Other (please list): _____	①	②	③	①	②	③

Q13. To what extent do you believe that your school would benefit from increased assistance in the following areas?

	No benefit	Slight benefit	Moderate benefit	Significant benefit	Immense benefit
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Extended school day or school year	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family and community engagement strategies	①	②	③	④	⑤
Teacher dismissal and reassignment	①	②	③	④	⑤
Teacher recruitment and hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal and reassignment	①	②	③	④	⑤
Administrator recruitment and hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g., PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
Volunteer or afterschool programs (e.g., tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤
Management of financial resources	①	②	③	④	⑤
Operational plan (e.g., facilities use plan, key operational leadership positions)	①	②	③	④	⑤
Pay incentives for administrators	①	②	③	④	⑤

Q14. We are interested in how well you believe your school and your ESP(s) are implementing activities in the following areas.

In the first column, please give your school a grade, from A (high) to F (low) in each of the following areas. In the second column, please give your ESP(s) a grade from A to F.

<i>I give my school/ESP a...</i>	A. Grade for SCHOOL						B. Grade for ESP(s)					
	A	B	C	D	F	Don't know	A	B	C	D	F	Don't know
Family/community engagement	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Collaboration within the school	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Collaboration within the ESP(s)	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Professional development/support for teachers	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Access to technology	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Management of financial resources	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Curriculum	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Academic achievement	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Literacy practice and instruction	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Student enrollment	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
School culture and climate	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Student discipline	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Student attendance	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Teacher attendance	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Teacher retention	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Ability to support all student subgroups (e.g., English learners, special education students, low-SES students)	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Staff retention	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Availability of substitute teachers	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Reliance on substitute teachers	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Overall	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥

Q15. The following questions address the recruiting and hiring of new teachers in your school and ESP.

To what extent did your school and ESP experience difficulties in recruiting and hiring teachers this year (2018-2019)?

	No difficulties	Minimal difficulties	Some difficulties	Moderate difficulties	Substantial difficulties
My <u>school</u> experienced...	①	②	③	④	⑤
My <u>ESP</u> experienced...	①	②	③	④	⑤

Q16. To what extent did your school and ESP experience difficulties in recruiting and hiring teachers last year (2017-2018)?

If this is your first year as a school leader in your school, please mark this box, and skip to Q17.

	No difficulties	Minimal difficulties	Some difficulties	Moderate difficulties	Substantial difficulties
My <u>school</u> experienced...	①	②	③	④	⑤
My <u>ESP</u> experienced...	①	②	③	④	⑤

Q17. To what extent do the following factors affect your ability to recruit and hire teachers in your school?

	Very negatively impacts	Somewhat negatively impacts	Does not impact	Somewhat positively impacts	Very positively impacts
Teacher salaries	①	②	③	④	⑤
Ability to offer professional development/support	①	②	③	④	⑤
School climate and culture	①	②	③	④	⑤
Student academic performance	①	②	③	④	⑤
Student discipline	①	②	③	④	⑤
Student attendance	①	②	③	④	⑤
Student family background	①	②	③	④	⑤
Socioeconomic status of the community	①	②	③	④	⑤
School/district geographical location	①	②	③	④	⑤
The school's partnership status	①	②	③	④	⑤
Hiring competition from nearby charter schools	①	②	③	④	⑤
Hiring competition from nearby public school districts	①	②	③	④	⑤

Q18. Which of the following best describes your plans for next school year?

	Yes	No
I plan to continue serving as principal in this school.	①	②
I plan to serve in a different position next year, but in this same school.	①	②
I plan to continue serving as principal in my ESP but in a different school.	①	②
I plan to leave this school next year to work in a different ESP.	①	②
I plan to leave next year to pursue a job not in education.	①	②
I plan to work in a non-charter school.	①	②
I plan to retire.	①	②

Q19. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like the way things are run in this charter organization.	①	②	③	④	⑤
I am satisfied with my job.	①	②	③	④	⑤
I don't have as much enthusiasm for my work now as I did when I began in education.	①	②	③	④	⑤
I consider leaving my job because I believe I do not get paid enough.	①	②	③	④	⑤
The stress and disappointment involved in being at this school aren't really worth it.	①	②	③	④	⑤
If I could go back to college and start over again, I would still become an educator.	①	②	③	④	⑤

Q20. To what extent is each of the following a hindrance to achieving your Partnership Agreement goals?

	Not a hindrance	A slight hindrance	A moderate hindrance	A great hindrance	The greatest hindrance
High rate of teacher turnover	①	②	③	④	⑤
Financial constraints	①	②	③	④	⑤
Teacher resistance	①	②	③	④	⑤
Lack of high-quality teachers	①	②	③	④	⑤
Lack of student motivation to learn	①	②	③	④	⑤
Lack of instructional leadership from my board and/or ESP	①	②	③	④	⑤
Lack of board support	①	②	③	④	⑤
Frequent changes in my school's policies and priorities	①	②	③	④	⑤
Not enough time to plan for this school year	①	②	③	④	⑤
Competing priorities (e.g., 3rd grade reading law, Common Core State Standards, MI Excel Blueprint, etc.)	①	②	③	④	⑤
Insufficient resources (e.g., funding, facilities, materials, personnel)	①	②	③	④	⑤
Lack of ESP capacity	①	②	③	④	⑤
Lack of school capacity	①	②	③	④	⑤
Insufficient state support	①	②	③	④	⑤
Politics	①	②	③	④	⑤
Parental support and engagement	①	②	③	④	⑤
Student behavior	①	②	③	④	⑤
Other (please list): _____	①	②	③	④	⑤

Q21. The next question asks about your responsibilities as a school leader. In a typical week during this school year, how much time do you spend on the following areas/activities?

	I do not do this on a weekly basis	A small amount of time (1-5 hours)	A moderate amount of time (6-10 hours)	A large amount of time (11-15 hours)	An immense amount of time (more than 15 hours)
Administrative issues (e.g., budget, personnel, administrative paperwork)	①	②	③	④	⑤
Supervising students (e.g., lunch or recess duty)	①	②	③	④	⑤
Meeting with school leadership teams (e.g., Professional Learning Communities, Mentor Teachers, Governance Councils, etc.)	①	②	③	④	⑤
Handling student discipline issues	①	②	③	④	⑤
Communicating with parents on non-discipline related matters	①	②	③	④	⑤
Developing or leading professional development for staff (e.g., workshops, study groups)	①	②	③	④	⑤
Observing in teachers' classrooms	①	②	③	④	⑤
Providing feedback and suggestions to teachers regarding curriculum and instruction	①	②	③	④	⑤
Reviewing student achievement data	①	②	③	④	⑤
Participating in your own professional development (e.g., attending workshops, study groups)	①	②	③	④	⑤
Planning or communicating about the Partnership Agreement	①	②	③	④	⑤
Coordinate with community partners identified in the Partnership Agreement	①	②	③	④	⑤
Addressing teacher staffing concerns	①	②	③	④	⑤

Q22. To what extent have the following features of your school changed since last school year (2017-2018)?

If this is your first year as a school leader in your school, please mark this box, and skip to Q23.

	Significantly for the worse	Slightly for the worse	No change	Slightly for the better	Significantly for the better
School culture and climate	①	②	③	④	⑤
School facilities and physical environment	①	②	③	④	⑤
The quality of professional development offered in this school	①	②	③	④	⑤
Academic expectations for students	①	②	③	④	⑤
Teachers' focus on student learning	①	②	③	④	⑤
Teachers' willingness to collaborate and work together	①	②	③	④	⑤
Morale of school staff	①	②	③	④	⑤
Quality of our teaching staff	①	②	③	④	⑤
Staff participation in decision-making	①	②	③	④	⑤
Socio-emotional supports for students (e.g., personal guidance, counseling, enrichment activities)	①	②	③	④	⑤
Parental engagement and support	①	②	③	④	⑤
Community and external partnerships	①	②	③	④	⑤
Ability to select staff to meet school goals	①	②	③	④	⑤
Ability to allocate funds to meet school goals	①	②	③	④	⑤
Ability to try out new practices	①	②	③	④	⑤

Q23. Please indicate the extent to which you agree or disagree with the following statements about your school.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Our school has a safe and orderly environment.	①	②	③	④	⑤
Teachers effectively manage student behavior in their classrooms.	①	②	③	④	⑤
This school does a great job of advising and supporting students to meet their socio-emotional needs (e.g., personal guidance, counseling, enrichment activities).	①	②	③	④	⑤
This school does a great job of meeting students' academic needs.	①	②	③	④	⑤
Teachers have strong rapport with students.	①	②	③	④	⑤
Teachers have high expectations for students.	①	②	③	④	⑤
Teachers expect most students in this school to go to college.	①	②	③	④	⑤
Students are enthusiastic and excited to come to school.	①	②	③	④	⑤
Teachers consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Administrators consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Student fights are frequent at school.	①	②	③	④	⑤
Staff at this school work hard to build trusting relationships with parents.	①	②	③	④	⑤
Students pay attention and listen to teachers and staff.	①	②	③	④	⑤
There is a high degree of staff turnover.	①	②	③	④	⑤
There is a high degree of student mobility.	①	②	③	④	⑤
The way this school is run is disorganized and chaotic for students.	①	②	③	④	⑤
Most of my faculty and staff share my beliefs and values about what the central mission of the school should be.	①	②	③	④	⑤
The school's ESP knows what kind of school they want	①	②	③	④	⑤
The board provides support for administrators and teachers.	①	②	③	④	⑤

Q24. In your opinion, how likely is it that your Partnership Agreement goals will improve student outcomes?

	Very unlikely	Somewhat unlikely	Neither unlikely nor likely	Somewhat likely	Very likely
In this school year (2018-19)	①	②	③	④	⑤
Over the next three years	①	②	③	④	⑤

Q25. If your Partnership Agreement goals are not met, to what extent do you believe that your school will face the following consequences:

<i>My school will...</i>	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
Be closed	①	②	③	④	⑤
Face staff and leader removal	①	②	③	④	⑤
Lose students	①	②	③	④	⑤
Receive a low accountability score	①	②	③	④	⑤
Nothing will happen	①	②	③	④	⑤

Q26. What is your highest level of education?

- ① High school diploma
- ③ Associates degree
- ④ Bachelor's degree
- ⑤ Master's degree
- ⑥ Doctorate

Q27. What type of teacher preparation program did you attend? Please mark all that apply.

- ① I did not attend any teacher preparation program
- ② I attended an undergraduate university-based teacher preparation program. Please fill in the name: _____
- ③ I attended a university-based post-graduate program. Please fill in the name: _____
- ④ I attended another post-graduate or alternative program (e.g., TFA, iTeach, TNTP). Please fill in the name: _____

Q28. What type(s) of administrator preparation program did you attend? Please mark all that apply.

- ① I did not attend any administrator preparation program
- ② I attended a university-based postgraduate administrator preparation program (e.g. MASSP, MASA). Please fill in the name: _____
- ③ I attended another administrator professional learning specialty enhancement program (e.g. MEMPSA Leadership Matters). Please fill in the name: _____
- ④ I attended another post-graduate or alternative administrator preparation program. Please fill in the name: _____

Q29. What zip code did you live in when you graduated from high school?

ZIP Code

That's our last question. We know you are very busy, and we greatly appreciate your taking the time to complete this survey.

If you have any additional comments, please feel free to write them in the space provided below.

A large, empty rectangular box with rounded corners, intended for providing additional comments.



**Partnership Turnaround:
Year One Report**

INSTRUMENT APPENDIX

**A Survey of Michigan
PSA School Teachers**

EPIC

**Education Policy
Innovation Collaborative**
RESEARCH WITH CONSEQUENCE

The Partnership Model of School and District Improvement

*Education Policy
Innovation
Collaborative
(EPIC)*

A Survey of Michigan School Teachers



A Survey of Teachers

A team of researchers from Michigan State University is conducting a study of how Michigan's Partnership Model impacts students, teachers, and principals in Partnership Districts across the state. Your perspective is critical to helping us better understand how the Partnership Model is being implemented in different schools and districts and how it impacts educators like you.

You were selected to participate in this survey because you are a teacher in a Partnership School. Your responses will be kept strictly confidential as will the name of your school and district. The Michigan Department of Education (MDE) supports this study; however, MDE will not have access to the individual data we collect.

All responses will be summarized in a way such that no individuals, schools, or districts can be identified. The findings the research team compiles will be used to produce reports to Michigan policymakers, policy briefs, journal articles, and presentations at academic conferences.

Your participation will provide critical feedback in areas such as your perceptions of communication about your school's improvement efforts, school climate and culture, the implementation of new programs, and the types of support you receive. Questions in this survey will ask you about yourself, your school, and your experiences working with other organizations. The survey will take approximately 25 minutes to complete. There are no major risks to taking this survey. You can complete this survey on any phone, tablet, or computer, but a laptop or desktop computer is recommended to make responding easier.

This survey is voluntary. If you decide to participate, you are free to stop at any time. You may also skip questions that you do not wish to answer. Your responses to this survey may also be used in future studies.

We very much appreciate your time and cooperation. This survey is being implemented by the Social and Economic Sciences Research Center (SESRC) at Washington State University (www.sesrc.wsu.edu) on our behalf. If you have any questions, please contact Rose Krebill-Prather at (800) 833-0867 or krebill@wsu.edu.

If you have any questions or concerns about this study, please feel free to contact Dr. Jason Burns at (517) 432-9522 or burnsja6@msu.edu. If you have any questions about your rights as a participant, you can contact MSU's Human Research Protection Program at irb@msu.edu.

Thank you for your time and participation!

Q1. This survey is intended for teachers. Do your responsibilities include providing instruction to students in a classroom or pull-out setting?

- ① Yes
- ② No → There is no need for you to complete the survey. Please return it in the envelope provided.

Q2. Which of the following best describe your current position? Please mark all that apply.

- 1 Full time classroom-based teacher
- 2 Part-time classroom-based teacher
- 3 Full-time interventionist or specialist
- 4 Part-time interventionist or specialist
- 5 Long-term substitute teacher
- 6 Other, please specify: _____

Q3. Including this year, how many years have you been a teacher. . .

Please fill in numbers below for each category. If you are new for the 2018-2019 school year, please enter 1. If "none" for any of the categories, please enter 0.

	Number of years
In this school?	<input type="text"/>
In another charter school?	<input type="text"/>
In a traditional public school?	<input type="text"/>
In total?	<input type="text"/>

Q4. Do you work in more than one school?

- ① Yes → As you answer this survey, we would like you to think about the school where you have spent most of your time. _____ *Name of school*
- ② No, I only work in one school

Q5. Michigan law permits charter school boards to contract with educational service providers (ESPs—sometimes called an educational service provider or charter management organization) for various services, which may include facility management, personnel management, payroll and accounting, marketing, curriculum development, and professional development for teachers.

Does your school contract services with an ESP?

- ① We do not contract with an ESP.
- ② We contract with one ESP.
- ③ We contract with more than one ESP.
- ④ Don't know.

Q6. Are you aware of your district's Partnership Agreement? Please mark one.

- ① Yes
- ② No

Q7. How well do you understand the following aspects of your district's Partnership Agreement? Please mark one option for each row.

	Not at all	Slightly	Moderately	Very well	Extremely well
Why my school was identified as a Partnership School	①	②	③	④	⑤
This school's 36-month <u>academic</u> goals for improvement	①	②	③	④	⑤
This school's 18-month <u>academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>academic</u> goals and benchmarks	①	②	③	④	⑤
This school's 36-month <u>non-academic</u> goals for improvement (e.g., reduction in suspensions, increases in attendance rates, development of partnerships)	①	②	③	④	⑤
This school's 18-month <u>non-academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>non-academic</u> goals and benchmarks	①	②	③	④	⑤
The consequences if our school does not meet the goals designated in the agreement	①	②	③	④	⑤
The role of my principal or school leader in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>school board</u> in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>RESA/ISD</u> (regional educational services agency/intermediate school district) in the Partnership Agreement	①	②	③	④	⑤
The role of <u>MDE</u> , including the School Reform Office and the Partnership Office, in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>community partners</u> in the Partnership Agreement	①	②	③	④	⑤
The role of my school's education service provider (ESP) in the Partnership Agreement.	①	②	③	④	⑤

Q8a. Were you involved in developing your school's Partnership Agreement?

- ① Yes
- ② No → Skip to Q9.

Q8b. We are interested in learning more about any input you provided as your school developed its Partnership Agreement. Please mark all that apply.

<i>As my school developed its Partnership Agreement...</i>	Yes	No
I provided data to my principal.	①	②
I provided data to my school board and/or ESP.	①	②
I discussed strengths and weaknesses of my school with my principal.	①	②
I discussed strengths and weaknesses of my school with school board.	①	②
I was part of the team that developed the Partnership Agreement.	①	②
I recommended community partners.	①	②
I met with community partners to establish relationships.	①	②
I wrote a portion of the Partnership Agreement.	①	②
I was involved in developing the Partnership Agreement in another way (please specify): _____	①	②

Q9. Most schools also have school improvement plans, which may or may not be aligned with the Partnership Agreement. Are you aware of your school's improvement plan?

- ① Yes
- ② No

Q10. We are interested in learning about the degree of alignment between your Partnership Agreement and school improvement plan. Please read the following statements on this topic and rate your level of agreement with them. If you are unaware of your school's Partnership Agreement, please answer "Don't Know" for each item.

<i>My school improvement plan and Partnership Agreement identify similar...</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
goals.	①	②	③	④	⑤	⑥
strategies by which to accomplish those goals.	①	②	③	④	⑤	⑥
strengths and weaknesses.	①	②	③	④	⑤	⑥

Q11. Please indicate the extent to which you agree or disagree with the following statements about the goals at your school. *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware of and understand my school's goals.	①	②	③	④	⑤
Our goals are feasible to accomplish in a three-year time frame.	①	②	③	④	⑤
Our goals are focused on the most important issues facing our school.	①	②	③	④	⑤
Our goals help meet the needs of students.	①	②	③	④	⑤
The community partners we have identified to work with will help us achieve our goals.	①	②	③	④	⑤
We have the resources we need to achieve our goals.	①	②	③	④	⑤
We focus on clear and concrete steps we can take to improve student outcomes.	①	②	③	④	⑤
Our instructional efforts are aligned with our goals.	①	②	③	④	⑤
Working on duties related to our improvement goals consumes too much of my time.	①	②	③	④	⑤

Q12. Comparing this year to the 2017-2018 school year, to what extent has your school's focus changed in the following areas? *If this is your first year teaching in your school, please mark this box, and skip to Q15.*

	Much less than before	Slightly less than before	About the same as before	Slightly more than before	Much greater than before
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family/community engagement strategies	①	②	③	④	⑤
Teacher dismissal	①	②	③	④	⑤
Teacher recruitment/hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal	①	②	③	④	⑤
Administrator recruitment/hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g., PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
After school programs (e.g., tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤

Q13. Consider your school's 2017-2018 principal or leader. If your school had more than one principal or leader last year, please think of the individual who was the principal or leader at the end of the last school year. Indicate how effectively your principal or school leader performed each of the following.

	Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
Worked with staff to meet curriculum standards	①	②	③	④	⑤
Communicated the central mission of the school	①	②	③	④	⑤
Used evidence to make data-driven decisions	①	②	③	④	⑤
Implemented tiered supports for students	①	②	③	④	⑤
Established clear discipline policies	①	②	③	④	⑤
Worked with community partners to provide support or resources for the school	①	②	③	④	⑤
Facilitated and encouraged professional development activities of teachers	①	②	③	④	⑤
Facilitated and encouraged opportunities for teacher collaboration	①	②	③	④	⑤
Provided resources for addressing social-emotional needs of students	①	②	③	④	⑤
Encouraged parental engagement	①	②	③	④	⑤
Communicated improvement <u>goals</u> with teachers	①	②	③	④	⑤
Communicated improvement <u>strategies</u> with teachers	①	②	③	④	⑤

Q14. Did your school receive assistance or support from the following groups last year (2017-2018), and if so, how would you rate the quality of that assistance or support?

Please mark one in each row in each of column A and column B.

	A. Did your school receive assistance or support from the following sources last year (2017-2018)?			B. If yes, how would you rate the quality of the assistance or support your school received?		
	Yes	No	Don't know	Low quality	Moderate quality	High quality
MDE	①	②	③	④	⑤	⑥
RESA/ISD (regional educational service agency/intermediate school district)	①	②	③	④	⑤	⑥
My school's educational service provider (ESP)	①	②	③	④	⑤	⑥
The charter school board	①	②	③	④	⑤	⑥
One or more community partners	①	②	③	④	⑤	⑥
Other (please list): _____	①	②	③	④	⑤	⑥

Q15. To what extent do you believe that your school would benefit from increased assistance in the following areas?

	No benefit	Slight benefit	Moderate benefit	Significant benefit	Immense benefit
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family and community engagement strategies	①	②	③	④	⑤
Teacher dismissal and reassignment	①	②	③	④	⑤
Teacher recruitment and hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal and reassignment	①	②	③	④	⑤
Administrator recruitment and hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g. PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
Volunteer or afterschool programs (e.g., tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤
Management of financial resources	①	②	③	④	⑤
Operational plan (e.g., facilities use plan, key operational leadership positions)	①	②	③	④	⑤

Q16. We are interested in how well you believe your school is implementing activities in the following areas. Please give your school a grade, from A (high) to F (low) in each of the following areas.

<i>I give my school a...</i>	A	B	C	D	F	Don't know
Family/community engagement	①	②	③	④	⑤	⑥
Collaboration within the school	①	②	③	④	⑤	⑥
Professional development/support for teachers	①	②	③	④	⑤	⑥
Access to technology	①	②	③	④	⑤	⑥
Management of financial resources	①	②	③	④	⑤	⑥
Curriculum	①	②	③	④	⑤	⑥
Academic achievement	①	②	③	④	⑤	⑥
Literacy practice and instruction	①	②	③	④	⑤	⑥
Student enrollment	①	②	③	④	⑤	⑥
School culture and climate	①	②	③	④	⑤	⑥
Student discipline	①	②	③	④	⑤	⑥
Student attendance	①	②	③	④	⑤	⑥
Teacher attendance	①	②	③	④	⑤	⑥
Teacher retention	①	②	③	④	⑤	⑥
Ability to support all student subgroups (e.g., English learners, special education students, low-SES students)	①	②	③	④	⑤	⑥
Staff retention	①	②	③	④	⑤	⑥
Availability of substitute teachers	①	②	③	④	⑤	⑥
Reliance on substitute teachers	①	②	③	④	⑤	⑥
Overall	①	②	③	④	⑤	⑥

Q17. Which of the following best describes your plans for next school year?

	Yes	No
I plan to continue teaching in this school.	①	②
I plan to serve in a different position next year, but in this same school.	①	②
I plan to continue teaching in a different school with my ESP.	①	②
I plan to leave this ESP/charter network next year to work in a different district or charter network.	①	②
I plan to leave next year to pursue a job not in education.	①	②
I plan to retire.	①	②

Q18. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like the way things are run at this school.	①	②	③	④	⑤
I am satisfied with my job.	①	②	③	④	⑤
I don't have as much enthusiasm for my work now as I did when I began in education	①	②	③	④	⑤
I consider leaving my job because I believe I do not get paid enough.	①	②	③	④	⑤
The stress and disappointment involved in being at this school aren't really worth it.	①	②	③	④	⑤
If I could go back to college and start over again, I would still become an educator.	①	②	③	④	⑤

Q19. To what extent is each of the following a hindrance to achieving your school's goals? *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Not a hindrance	A slight hindrance	A moderate hindrance	A great hindrance	The greatest hindrance
High rate of teacher turnover	①	②	③	④	⑤
Financial constraints	①	②	③	④	⑤
Teacher resistance	①	②	③	④	⑤
Lack of high-quality teachers	①	②	③	④	⑤
Lack of student motivation to learn	①	②	③	④	⑤
Lack of instructional leadership by my school board	①	②	③	④	⑤
Lack of instructional leadership by my principal	①	②	③	④	⑤
Frequent changes in my school's policies and priorities	①	②	③	④	⑤
Not enough time to plan for this school year	①	②	③	④	⑤
Competing school priorities (e.g., 3rd grade reading law, Common Core State Standards, MI Excel Blueprint, etc.)	①	②	③	④	⑤
Insufficient resources (e.g., funding, facilities, materials, personnel)	①	②	③	④	⑤
Lack of school capacity	①	②	③	④	⑤
Politics	①	②	③	④	⑤
Parental support and engagement	①	②	③	④	⑤
Student behavior	①	②	③	④	⑤
Other (please list): _____	①	②	③	④	⑤

Q20. The next question asks about your responsibilities as a teacher. In a typical week during this school year, how much time do you spend on the following areas/activities?

	I do not do this on a weekly basis	A small amount of time (1-5 hours)	A moderate amount of time (6-10 hours)	A large amount of time (11-15 hours)	An immense amount of time (more than 15 hours)
Planning and preparing lessons and instructional materials	①	②	③	④	⑤
Supervising students (e.g., lunch or recess duty)	①	②	③	④	⑤
Meeting with colleagues (e.g., Professional Learning Communities, Mentor Teachers, Departmental/Grade Level Meetings, etc.)	①	②	③	④	⑤
Handling student discipline issues	①	②	③	④	⑤
Communicating with parents on non-discipline related matters	①	②	③	④	⑤
Grading assignments/assessments	①	②	③	④	⑤
Completing required paperwork (e.g. IEPs, preparing for PD or meetings)	①	②	③	④	⑤
Interactions with students outside of the classroom (e.g., clubs, mentoring)	①	②	③	④	⑤
Collaborating with other teachers regarding curriculum and instruction	①	②	③	④	⑤
Reviewing student achievement data	①	②	③	④	⑤
Participating in your own professional development (e.g., attending workshops, study groups)	①	②	③	④	⑤
Attending meetings or participating in other activities related to your district's Partnership Agreement	①	②	③	④	⑤
Coordinate with community partners identified in the Partnership Agreement	①	②	③	④	⑤
Preparing for classroom observations and/or teacher evaluation	①	②	③	④	⑤

Q21. To what extent have the following features of your school changed since last school year (2017-2018)?

If this is your first year teaching in your school, please mark this box, and skip to Q22.

	Significantly for the worse	Slightly for the worse	No change	Slightly for the better	Significantly for the better
School culture and climate	①	②	③	④	⑤
School facilities and physical environment	①	②	③	④	⑤
The quality of professional development offered in this school	①	②	③	④	⑤
Academic expectations for students	①	②	③	④	⑤
Teachers' focus on student learning	①	②	③	④	⑤
Teachers' willingness to collaborate and work together	①	②	③	④	⑤
Morale of school staff	①	②	③	④	⑤
Quality of our teaching staff	①	②	③	④	⑤
Staff participation in decision-making	①	②	③	④	⑤
Socio-emotional supports for students (e.g., personal guidance, counseling, enrichment activities)	①	②	③	④	⑤
Parental engagement and support	①	②	③	④	⑤
Community and external partnerships	①	②	③	④	⑤
Ability to try out new practices	①	②	③	④	⑤

Q22. Please indicate the extent to which you agree or disagree with the following statements about your school.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Our school has a safe and orderly environment.	①	②	③	④	⑤
Teachers effectively manage student behavior in their classrooms.	①	②	③	④	⑤
This school does a great job of advising and supporting students to meet their social-emotional needs (e.g., personal guidance, counseling, enrichment activities).	①	②	③	④	⑤
This school does a great job of meeting students' academic needs.	①	②	③	④	⑤
Teachers have strong rapport with students.	①	②	③	④	⑤
Teachers have high expectations for students.	①	②	③	④	⑤
Students are enthusiastic and excited to come to school.	①	②	③	④	⑤
Teachers consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Administrators consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Student fights are frequent at school.	①	②	③	④	⑤
Staff at this school work hard to build trusting relationships with parents.	①	②	③	④	⑤
Students pay attention and listen to teachers and staff.	①	②	③	④	⑤
There is a high degree of staff turnover.	①	②	③	④	⑤
There is a high degree of student mobility.	①	②	③	④	⑤
The way this school is run is disorganized and chaotic for <u>teachers</u> .	①	②	③	④	⑤
The way this school is run is disorganized and chaotic for <u>students</u> .	①	②	③	④	⑤
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	①	②	③	④	⑤
Most of my colleagues share my beliefs and values about our school's greatest challenges.	①	②	③	④	⑤

Q23. In your opinion, how likely is it that your school goals will improve student outcomes? *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
In this school year (2018-19)	①	②	③	④	⑤
Over the next three years	①	②	③	④	⑤

Q24. If your school goals are not met, to what extent do you believe that your school or district will face the following consequences: *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

<i>My school will...</i>	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
Be closed	①	②	③	④	⑤
Face staff and leader removal	①	②	③	④	⑤
Lose students	①	②	③	④	⑤
Receive a low accountability score	①	②	③	④	⑤
Nothing will happen	①	②	③	④	⑤

Q25. What is your highest level of education?

- ① High school diploma
- ③ Associates degree
- ④ Bachelor's degree
- ⑤ Master's degree
- ⑥ Doctorate

Q26. What type of teacher preparation program did you attend? *Please mark all that apply.*

- 1 I did not attend any teacher preparation program
- 2 I attended an undergraduate university-based teacher preparation program. Please fill in the name: _____
- 3 I attended a university-based post-graduate program. Please fill in the name: _____
- 4 I attended another post-graduate or alternative program (e.g., TFA, iTeach, TNTP). Please fill in the name: _____

Q27. What zip code did you live in when you graduated from high school?

ZIP Code

Q28. That's our last question. We know you are very busy, and we greatly appreciate your taking the time to complete this survey.

If you have any additional comments, please feel free to write them in the space provided below.



**Partnership Turnaround:
Year One Report**

INSTRUMENT APPENDIX

A Survey of Michigan TPS School Principals

EPIC

Education Policy
Innovation Collaborative
RESEARCH WITH CONSEQUENCE

*Education Policy
Innovation
Collaborative
(EPIC)*

The Partnership Model of School and District Improvement

A Survey of Michigan School Principals



A Survey of Principals

A team of researchers from Michigan State University is conducting a study of how Michigan's Partnership Model impacts students, teachers, and principals in Partnership Districts across the state. Your perspective is critical to helping us better understand how the Partnership Model is being implemented in different schools and districts and how it impacts educators like you.

You were selected to participate in this survey because you are a principal in a Partnership District. Your responses will be kept strictly confidential as will the name of your school and district. The Michigan Department of Education (MDE) supports this study; however, MDE will not have access to the individual data we collect.

All responses will be summarized in a way such that no individuals, schools, or districts can be identified. The findings the research team compiles will be used to produce reports to Michigan policymakers, policy briefs, journal articles, and presentations at academic conferences.

Your participation will provide critical feedback in areas such as your perceptions of communication about your district's improvement efforts, school climate and culture, the implementation of new programs, and the types of support you receive. Questions in this survey will ask you about yourself, your school and district, and your experiences working with other organizations including the district central office. The survey will take approximately 25 minutes to complete. There are no major risks to taking this survey. You can complete this survey on any phone, tablet, or computer, but a laptop or desktop computer is recommended to make responding easier.

This survey is voluntary. If you decide to participate, you are free to stop at any time. You may also skip questions that you do not wish to answer. Your responses to this survey may also be used in future studies.

We very much appreciate your time and cooperation. This survey is being implemented by the Social and Economic Sciences Research Center (SESRC) at Washington State University (www.sesrc.wsu.edu) on our behalf. If you have any questions, please contact Rose Krebill-Prather at (800) 833-0867 or krebill@wsu.edu.

If you have any questions or concerns about this study, please feel free to contact Dr. Jason Burns at (517) 432-9522 or burnsja6@msu.edu. If you have any questions about your rights as a participant, you can contact MSU's Human Research Protection Program at irb@msu.edu.

Thank you for your time and participation!

Q1. This survey is intended for school leaders. Do your responsibilities include such activities as providing support and guidance for teachers, evaluating staff, communicating with parents, and/or leading school improvement efforts?

- ① Yes
- ② No → There is no need for you to complete the survey. Please return it in the envelope provided.

Q2. Which of the following best describe your current position? Please mark all that apply.

- 1 CEO/Executive Director
- 2 Principal
- 3 Assistant Principal
- 4 Other administrator, please specify: _____
- 5 Other, please specify: _____

Q3. Including this year, how many years have you been A) a school administrator; and B) a teacher. . .
Please fill in numbers below for each category. If you are new for the 2018-2019 school year, please enter 1. If "none" for any of the categories, please enter 0.

	A. I have been a school administrator		B. I have been a teacher...	
In this school?	<input type="text"/>	year(s)	<input type="text"/>	year(s)
In your <u>current</u> district?	<input type="text"/>	year(s)	<input type="text"/>	year(s)
In a traditional public school?	<input type="text"/>	year(s)	<input type="text"/>	year(s)
In total?	<input type="text"/>	year(s)	<input type="text"/>	year(s)

Q4. Is your school a Partnership School?

- ① Yes
- ② No
- ③ I don't know

Q5. Are you aware of the district Partnership Agreement?

- ① Yes
- ② No

Q6. How well do you understand the following aspects of your district's Partnership Agreement? *If you are not familiar with the Partnership Agreement, please select **Not at all** on the items below.*

	Not at all	Slightly	Moderately	Very well	Extremely well
Why my district was identified as a Partnership District	①	②	③	④	⑤
This district's 36-month <u>academic</u> goals for improvement	①	②	③	④	⑤
This district's 18-month <u>academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>academic</u> goals and benchmarks	①	②	③	④	⑤
This district's 36-month <u>non-academic</u> goals for improvement (e.g., reduction in suspensions, increases in attendance rates, development of partnerships)	①	②	③	④	⑤
This district's 18-month <u>non-academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>non-academic</u> goals and benchmarks	①	②	③	④	⑤
The consequences if our district does not meet the goals designated in the agreement	①	②	③	④	⑤
The role of the <u>district leadership</u> in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>RESA/ISD</u> (regional educational services agency/intermediate district district) in the Partnership Agreement	①	②	③	④	⑤
The role of <u>MDE</u> , including the District Reform Office and the Partnership Office, in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>community partners</u> in the Partnership Agreement	①	②	③	④	⑤

Q7a. Were you involved in developing your district's Partnership Agreement?

- ① Yes
- ② No → Skip to Q8.

Q7b. We are interested in learning more about any input you provided as your school developed its Partnership Agreement. Please mark all that apply.

<i>As my school developed its Partnership Agreement...</i>	Yes	No
I provided data.	①	②
I discussed strengths and weaknesses of my school with representatives from the district.	①	②
I was part of the team that developed the Partnership Agreement.	①	②
I recommended community partners.	①	②
I met with community partners to establish relationships for the Partnership Agreement.	①	②
I wrote a portion of the Partnership Agreement.	①	②
I was involved in developing the Partnership Agreement in another way (please specify): _____	①	②

Q8. Most districts also have district improvement plans, which may or may not be aligned with the Partnership Agreement. Are you aware of your district's improvement plan?

- ① Yes
- ② No

Q9. We are interested in learning about the degree of alignment between your Partnership Agreement and district improvement plan. Please read the following statements on this topic and rate your level of agreement with them. If you are unaware of your school's Partnership Agreement, please answer "Don't Know" for each item.

<i>My district improvement plan and Partnership Agreement identify similar...</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
goals.	①	②	③	④	⑤	⑥
strategies by which to accomplish those goals.	①	②	③	④	⑤	⑥
strengths and weaknesses.	①	②	③	④	⑤	⑥

Q10. Please indicate the extent to which you agree or disagree with the following statements about your district improvement goals. *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware of and understand my district's goals.	①	②	③	④	⑤
Our goals are feasible to accomplish in a three-year time frame.	①	②	③	④	⑤
Our goals are focused on the most important issues facing our school.	①	②	③	④	⑤
Our goals help meet the needs of students.	①	②	③	④	⑤
The community partners we have identified to work with will help us achieve our goals.	①	②	③	④	⑤
We have the resources we need to achieve our goals.	①	②	③	④	⑤
Our goals will help us achieve our district's long-term goals.	①	②	③	④	⑤
We focus on clear and concrete steps we can take to improve student outcomes.	①	②	③	④	⑤
Our instructional efforts are aligned with our goals.	①	②	③	④	⑤
Working on duties related to our improvement goals consumes too much of my time.	①	②	③	④	⑤

Q11. Comparing this year to the 2017-2018 school year, to what extent has your school's focus changed in the following areas?

If this is your first year as a leader in your district, please mark this box, and skip to Q14.

	Much less than before	Slightly less than before	About the same as before	Slightly more than before	Much greater than before
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family/community engagement strategies	①	②	③	④	⑤
Teacher dismissal and reassignment	①	②	③	④	⑤
Teacher recruitment/hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal	①	②	③	④	⑤
Administrator recruitment/hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g. PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
After school programs (e.g. tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤

Q12. Did your school receive assistance or support from the following groups last year (2017-2018), and if so, how would you rate the quality of that assistance or support? Please mark one in each row in each of column A and column B.

If this is your first year as a leader in your district, please mark this box, and skip to Q14.

	A. Did your school receive assistance or support from the following sources last year (2017-2018)?			B. If yes, how would you rate the quality of the assistance or support your school received?		
	Yes	No	Don't know	Low quality	Moderate quality	High quality
MDE	①	②	③	④	⑤	⑥
RESA/ISD (regional educational service agency/intermediate school district)	①	②	③	④	⑤	⑥
My district's superintendent/central office	①	②	③	④	⑤	⑥
The local school board	①	②	③	④	⑤	⑥
The local teachers' union	①	②	③	④	⑤	⑥
One or more community partners	①	②	③	④	⑤	⑥
Other (please list): _____	①	②	③	④	⑤	⑥

Q13. In 2017-2018, did your school receive services or support from any of the following community partners? Please mark one in each row in each of column A and column B.

If this is your first year as a leader in your district, please mark this box, and skip to Q14.

	A. Did your school work with this type of organization in 2017-2018?			B. If yes, how helpful was their support?		
	Yes	No	Don't know	Not very helpful	Moderately helpful	Very helpful
Businesses or business organizations (i.e., Ford, the Chamber of Commerce, etc.)	①	②	③	④	⑤	⑥
Civic or service organizations (i.e., Kiwanis, Lion's Club, Rotary, etc.)	①	②	③	④	⑤	⑥
Healthcare organizations (i.e., mental health counseling, etc.)	①	②	③	④	⑤	⑥
Religious organizations	①	②	③	④	⑤	⑥
Social or youth services organizations (i.e., Boys and Girls Club, housing services, etc.)	①	②	③	④	⑤	⑥
University or college	①	②	③	④	⑤	⑥
Other (please list): _____	①	②	③	④	⑤	⑥

Q14. To what extent do you believe that your district would benefit from increased assistance in the following areas?

	No benefit	Slight benefit	Moderate benefit	Significant benefit	Immense benefit
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Extended school day or year	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family and community engagement strategies	①	②	③	④	⑤
Teacher dismissal and reassignment	①	②	③	④	⑤
Teacher recruitment and hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal and reassignment	①	②	③	④	⑤
Administrator recruitment and hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g., PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
Volunteer or afterschool programs (e.g., tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤
Management of financial resources	①	②	③	④	⑤
Operational plan (e.g., facilities use plan, key operational leadership positions)	①	②	③	④	⑤
Pay incentives for administrators	①	②	③	④	⑤

Q15. We are interested in how well you believe your school is implementing activities in the following areas. Please give your school a grade, from A (high) to F (low) in each of the following areas. In the first column, please give your school a grade, from A (high) to F (low) in each of the following areas. In the second column, please give your district a grade from A to F.

<i>I give my school/district a...</i>	A. Grade for SCHOOL						B. Grade for DISTRICT					
	A	B	C	D	F	Don't know	A	B	C	D	F	Don't know
Family/community engagement	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Collaboration within the school	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Collaboration within the district	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Professional development/support for teachers	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Access to technology	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Management of financial resources	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Curriculum	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Academic achievement	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Literacy practice and instruction	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Student enrollment	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
School culture and climate	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Student discipline	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Student attendance	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Teacher attendance	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Teacher retention	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Ability to support all student subgroups (e.g., English learners, special education students, low-SES students)	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Staff retention	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Availability of substitute teachers	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Reliance on substitute teachers	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥
Overall	①	②	③	④	⑤	⑥	①	②	③	④	⑤	⑥

Q16. The following questions address the recruiting and hiring of new teachers in your school and district.

To what extent did your school and district experience difficulties in recruiting and hiring teachers this year (2018-2019)?

	No difficulties	Minimal difficulties	Some difficulties	Moderate difficulties	Substantial difficulties
My <u>school</u> experienced...	①	②	③	④	⑤
My <u>district</u> experienced...	①	②	③	④	⑤

Q17. To what extent did your school and district experience difficulties in recruiting and hiring teachers last year (2017-2018)?

If this is your first year as a leader in your district, please mark this box, and skip to Q18.

	No difficulties	Minimal difficulties	Some difficulties	Moderate difficulties	Substantial difficulties
My <u>school</u> experienced...	①	②	③	④	⑤
My <u>district</u> experienced...	①	②	③	④	⑤

Q18. To what extent do the following factors affect your ability to recruit and hire teachers in your school?

	Very negatively impacts	Somewhat negatively impacts	Does not impact	Somewhat positively impacts	Very positively impacts
Teacher salaries	①	②	③	④	⑤
Ability to offer professional development/support	①	②	③	④	⑤
School climate and culture	①	②	③	④	⑤
Student academic performance	①	②	③	④	⑤
Student discipline	①	②	③	④	⑤
Student attendance	①	②	③	④	⑤
Student family background	①	②	③	④	⑤
Socioeconomic status of the community	①	②	③	④	⑤
School/district geographical location	①	②	③	④	⑤
School/district partnership status	①	②	③	④	⑤
Hiring competition from nearby districts	①	②	③	④	⑤

Q19. Which of the following best describes your plans for next school year?

	Yes	No
I plan to continue serving as principal in this school.	①	②
I plan to serve in a different position next year, but in this same school.	①	②
I plan to continue serving as principal in my district but in a different school.	①	②
I plan to leave this district next year to work in a different district.	①	②
I plan to leave next year to pursue a job not in education.	①	②
I plan to retire.	①	②

Q20. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like the way things are run in this district.	①	②	③	④	⑤
I am satisfied with my job.	①	②	③	④	⑤
I don't have as much enthusiasm for my work now as I did when I began in education.	①	②	③	④	⑤
I consider leaving my job because I believe I do not get paid enough.	①	②	③	④	⑤
The stress and disappointment involved in being at this school aren't really worth it.	①	②	③	④	⑤
If I could go back to college and start over again, I would still become an educator.	①	②	③	④	⑤

Q21. To what extent is each of the following a hindrance to achieving your districts's goals? *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Not a hindrance	A slight hindrance	A moderate hindrance	A great hindrance	The greatest hindrance
High rate of teacher turnover	①	②	③	④	⑤
Financial constraints	①	②	③	④	⑤
Teacher resistance	①	②	③	④	⑤
Lack of high-quality teachers	①	②	③	④	⑤
Lack of student motivation to learn	①	②	③	④	⑤
Lack of instructional leadership by my superintendent/central office	①	②	③	④	⑤
Lack of board support	①	②	③	④	⑤
Frequent changes in my school's policies and priorities	①	②	③	④	⑤
Not enough time to plan for this school year	①	②	③	④	⑤
Competing school priorities (e.g., 3rd grade reading law, Common Core State Standards, MI Excel Blueprint, etc.)	①	②	③	④	⑤
Insufficient resources (e.g., funding, facilities, materials, personnel)	①	②	③	④	⑤
Lack of district capacity	①	②	③	④	⑤
Lack of school capacity	①	②	③	④	⑤
Insufficient state support	①	②	③	④	⑤
Politics	①	②	③	④	⑤
Parental support and engagement	①	②	③	④	⑤
Student behavior	①	②	③	④	⑤
Other (please list): _____	①	②	③	④	⑤

Q22. The next question asks about your responsibilities as a school leader. In a typical week during this school year, how much time do you spend on the following areas/activities?

	I do not do this on a weekly basis	A small amount of time (1-5 hours)	A moderate amount of time (6-10 hours)	A large amount of time (11-15 hours)	An immense amount of time (more than 15 hours)
Administrative issues (e.g., budget, personnel, administrative paperwork)	①	②	③	④	⑤
Supervising students (e.g., lunch or recess duty)	①	②	③	④	⑤
Meeting with school leadership teams (e.g., Professional Learning Communities, Mentor Teachers, Governance Councils, etc.)	①	②	③	④	⑤
Handling student discipline issues	①	②	③	④	⑤
Communicating with parents on non-discipline related matters	①	②	③	④	⑤
Developing or leading professional development for staff (e.g., workshops, study groups)	①	②	③	④	⑤
Observing in teachers' classrooms	①	②	③	④	⑤
Providing feedback and suggestions to teachers regarding curriculum and instruction	①	②	③	④	⑤
Reviewing student achievement data	①	②	③	④	⑤
Participating in your own professional development (e.g., attending workshops, study groups)	①	②	③	④	⑤
Planning or communicating about the Partnership Agreement	①	②	③	④	⑤
Coordinate with community partners identified in the Partnership Agreement	①	②	③	④	⑤
Addressing teacher staffing concerns	①	②	③	④	⑤

Q23. To what extent have the following features of your school changed since last school year (2017-2018)?

If this is your first year as a leader in your district, please mark this box, and skip to Q24.

	Significantly for the worse	Slightly for the worse	No change	Slightly for the better	Significantly for the better
School culture and climate	①	②	③	④	⑤
School facilities and physical environment	①	②	③	④	⑤
The quality of professional development offered in this school	①	②	③	④	⑤
Academic expectations for students	①	②	③	④	⑤
Teachers' focus on student learning	①	②	③	④	⑤
Teachers' willingness to collaborate and work together	①	②	③	④	⑤
Morale of school staff	①	②	③	④	⑤
Quality of our teaching staff	①	②	③	④	⑤
Staff participation in decision-making	①	②	③	④	⑤
Socio-emotional supports for students (e.g., personal guidance, counseling, enrichment activities)	①	②	③	④	⑤
Parental engagement and support	①	②	③	④	⑤
Community and external partnerships	①	②	③	④	⑤
Ability to select staff to meet school goals	①	②	③	④	⑤
Ability to allocate funds to meet school goals	①	②	③	④	⑤
Ability to try out new practices	①	②	③	④	⑤

Q24. Please indicate the extent to which you agree or disagree with the following statements about your school.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Our school has a safe and orderly environment.	①	②	③	④	⑤
Teachers effectively manage student behavior in their classrooms.	①	②	③	④	⑤
This school does a great job of advising and supporting students to meet their social-emotional needs (e.g., personal guidance, counseling, enrichment activities).	①	②	③	④	⑤
This school does a great job of meeting students' academic needs.	①	②	③	④	⑤
Teachers have strong rapport with students.	①	②	③	④	⑤
Teachers have high expectations for students.	①	②	③	④	⑤
Students are enthusiastic and excited to come to school.	①	②	③	④	⑤
Teachers consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Administrators consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Student fights are frequent at school.	①	②	③	④	⑤
Staff at this school work hard to build trusting relationships with parents.	①	②	③	④	⑤
Students pay attention and listen to teachers and staff.	①	②	③	④	⑤
There is a high degree of staff turnover.	①	②	③	④	⑤
There is a high degree of student mobility.	①	②	③	④	⑤
The way this school is run is disorganized and chaotic for students.	①	②	③	④	⑤
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	①	②	③	④	⑤
Most of my colleagues share my beliefs and values about our school's greatest challenges.	①	②	③	④	⑤
The superintendent/central office staff know what kind of district they want.	①	②	③	④	⑤
School board members know what kind of district they want.	①	②	③	④	⑤

Q25. In your opinion, how likely is it that your school goals will improve student outcomes? *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
In this school year (2018-2019)	①	②	③	④	⑤
Over the next three years	①	②	③	④	⑤

Q26. If your district goals are not met, to what extent do you believe that your school or district will face the following consequences: *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

<i>My school will...</i>	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
Be closed	①	②	③	④	⑤
Face staff and leader removal	①	②	③	④	⑤
Lose students	①	②	③	④	⑤
Receive a low accountability score	①	②	③	④	⑤
Nothing will happen	①	②	③	④	⑤
<i>My district will...</i>	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
Be closed	①	②	③	④	⑤
Be taken over	①	②	③	④	⑤
Face staff and leader removal	①	②	③	④	⑤
Lose students	①	②	③	④	⑤
Receive a low accountability score	①	②	③	④	⑤
Nothing will happen	①	②	③	④	⑤

Q27. What is your highest level of education?

- ① High school diploma
- ③ Associates degree
- ④ Bachelor's degree
- ⑤ Master's degree
- ⑥ Doctorate

Q28. What type of teacher preparation program did you attend? *Please mark all that apply.*

- 1 I did not attend any teacher preparation program
- 2 I attended an undergraduate university-based teacher preparation program. Please fill in the name: _____
- 3 I attended a university-based post-graduate program. Please fill in the name: _____
- 4 I attended another post-graduate or alternative program (e.g., TFA, iTech, TNTTP). Please fill in the name: _____

Q29. What type(s) of administrator preparation program did you attend? *Please mark all that apply.*

- 1 I did not attend any administrator preparation program
- 2 I attended a university-based postgraduate administrator preparation program (e.g. MASSP, MASA). Please fill in the name: _____
- 3 I attended another administrator professional learning specialty enhancement program (e.g. MEMPSA Leadership Matters). Please fill in the name: _____
- 4 I attended another post-graduate or alternative administrator preparation program. Please fill in the name: _____

Q30. What zip code did you live in when you graduated from high school?

ZIP Code

That's our last question. We know you are very busy, and we greatly appreciate your taking the time to complete this survey.

If you have any additional comments, please feel free to write them in the space provided below.

A large, empty rectangular box with rounded corners, intended for the respondent to write additional comments.





**Partnership Turnaround:
Year One Report**

INSTRUMENT APPENDIX

A Survey of Michigan TPS School Teachers

EPIC

Education Policy
Innovation Collaborative
RESEARCH WITH CONSEQUENCE

*Education Policy
Innovation
Collaborative
(EPIC)*

The Partnership Model of School and District Improvement

A Survey of Michigan School Teachers



A Survey of Teachers

A team of researchers from Michigan State University is conducting a study of how Michigan's Partnership Model impacts students, teachers, and principals in Partnership Districts across the state. Your perspective is critical to helping us better understand how the Partnership Model is being implemented in different schools and districts and how it impacts educators like you.

You were selected to participate in this survey because you are a teacher in a Partnership School. Your responses will be kept strictly confidential as will the name of your school and district. The Michigan Department of Education (MDE) supports this study; however, MDE will not have access to the individual data we collect.

All responses will be summarized in a way such that no individuals, schools, or districts can be identified. The findings the research team compiles will be used to produce reports to Michigan policymakers, policy briefs, journal articles, and presentations at academic conferences.

Your participation will provide critical feedback in areas such as your perceptions of communication about your school's improvement efforts, school climate and culture, the implementation of new programs, and the types of support you receive. Questions in this survey will ask you about yourself, your school, and your experiences working with other organizations. The survey will take approximately 25 minutes to complete. There are no major risks to taking this survey. You can complete this survey on any phone, tablet, or computer, but a laptop or desktop computer is recommended to make responding easier.

This survey is voluntary. If you decide to participate, you are free to stop at any time. You may also skip questions that you do not wish to answer. Your responses to this survey may also be used in future studies.

We very much appreciate your time and cooperation. This survey is being implemented by the Social and Economic Sciences Research Center (SESRC) at Washington State University (www.sesrc.wsu.edu) on our behalf. If you have any questions, please contact Rose Krebill-Prather at (800) 833-0867 or krebill@wsu.edu.

If you have any questions or concerns about this study, please feel free to contact Dr. Jason Burns at (517) 432-9522 or burnsja6@msu.edu. If you have any questions about your rights as a participant, you can contact MSU's Human Research Protection Program at irb@msu.edu.

Thank you for your time and participation!

Q1. This survey is intended for teachers. Do your responsibilities include providing instruction to students in a classroom or pull-out setting?

- ① Yes
- ② No → There is no need for you to complete the survey. Please return it in the envelope provided.

Q2. Which of the following best describe your current position? Please mark all that apply.

- 1 Full time classroom-based teacher
- 2 Part-time classroom-based teacher
- 3 Full-time interventionist or specialist
- 4 Part-time interventionist or specialist
- 5 Long-term substitute teacher
- 6 Other, please specify: _____

Q3. Including this year, how many years have you been a teacher. . .

Please fill in numbers below for each category. If you are new for the 2018-2019 school year, please enter 1. If "none" for any of the categories, please enter 0.

	Number of years
In this school?	<input type="text"/>
In your current district?	<input type="text"/>
In a traditional public school in another district?	<input type="text"/>
In a charter school?	<input type="text"/>
In total?	<input type="text"/>

Q4. Do you work in more than one school?

- ① Yes → As you answer this survey, we would like you to think about the school where you have spent most of your time. _____ **Name of school**
- ② No, I only work in one school

Q5. Is your school a Partnership School?

- ① Yes
- ② No
- ③ Don't know

Q6. Are you aware of your district's Partnership Agreement? Please mark one.

- ① Yes
- ② No

Q7. How well do you understand the following aspects of your district's Partnership Agreement? Please mark one option for each row. If you are not familiar with the Partnership Agreement, please select **Not at all** on the items below.

	Not at all	Slightly	Moderately	Very well	Extremely well
Why my district was identified as a Partnership District	①	②	③	④	⑤
This district's 36-month <u>academic</u> goals for improvement	①	②	③	④	⑤
This district's 18-month <u>academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>academic</u> goals and benchmarks	①	②	③	④	⑤
This district's 36-month <u>non-academic</u> goals for improvement (e.g., reduction in suspensions, increases in attendance rates, development of partnerships)	①	②	③	④	⑤
This district's 18-month <u>non-academic</u> benchmarks	①	②	③	④	⑤
The strategies the agreement outlines to reach the <u>non-academic</u> goals and benchmarks	①	②	③	④	⑤
The consequences if our district does not meet the goals designated in the agreement	①	②	③	④	⑤
The role of the <u>district leadership</u> in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>RESA/ISD</u> (regional educational services agency/intermediate district district) in the Partnership Agreement	①	②	③	④	⑤
The role of <u>MDE</u> , including the District Reform Office and the Partnership Office, in the Partnership Agreement	①	②	③	④	⑤
The role of the <u>community partners</u> in the Partnership Agreement	①	②	③	④	⑤

Q8a. Were you involved in developing your school's Partnership Agreement?

- ① Yes
- ② No → Skip to Q9.

Q8b. We are interested in learning more about any input you provided as your school developed its Partnership Agreement. Please mark all that apply.

<i>As my school developed its Partnership Agreement...</i>	Yes	No
I provided data to my principal.	①	②
I provided data to central office staff.	①	②
I discussed strengths and weaknesses of my school with my principal.	①	②
I discussed strengths and weaknesses of my school with central office staff.	①	②
I discussed strengths and weaknesses of my school with my union representative	①	②
I was part of the team that developed the Partnership Agreement.	①	②
I recommended community partners.	①	②
I met with community partners to establish relationships.	①	②
I wrote a portion of the Partnership Agreement.	①	②
I was involved in developing the Partnership Agreement in another way (please specify): _____	①	②

Q9. Most schools also have school improvement plans, which may or may not be aligned with the Partnership Agreement. Are you aware of your school's improvement plan?

- ① Yes
- ② No

Q10. We are interested in learning about the degree of alignment between your Partnership Agreement and school improvement plan. Please read the following statements on this topic and rate your level of agreement with them. If you are unaware of your school's Partnership Agreement, please answer "Don't Know" for each item.

<i>My school improvement plan and Partnership Agreement identify similar...</i>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
goals.	①	②	③	④	⑤	⑥
strategies by which to accomplish those goals.	①	②	③	④	⑤	⑥
strengths and weaknesses.	①	②	③	④	⑤	⑥

Q11. Please indicate the extent to which you agree or disagree with the following statements about the goals at your school. *If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.*

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I am aware of and understand my school's goals.	①	②	③	④	⑤
Our goals are feasible to accomplish in a three-year time frame.	①	②	③	④	⑤
Our goals are focused on the most important issues facing our school.	①	②	③	④	⑤
Our goals help meet the needs of students.	①	②	③	④	⑤
The community partners we have identified to work with will help us achieve our goals.	①	②	③	④	⑤
We have the resources we need to achieve our goals.	①	②	③	④	⑤
We focus on clear and concrete steps we can take to improve student outcomes.	①	②	③	④	⑤
Our instructional efforts are aligned with our goals.	①	②	③	④	⑤
Working on duties related to our improvement goals consumes too much of my time.	①	②	③	④	⑤

Q12. Comparing this year to the 2017-2018 school year, to what extent has your school's focus changed in the following areas?

If this is your first year teaching in your school, please mark this box, and skip to Q15.

	Much less than before	Slightly less than before	About the same as before	Slightly more than before	Much greater than before
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family/community engagement strategies	①	②	③	④	⑤
Teacher dismissal	①	②	③	④	⑤
Teacher recruitment/hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal	①	②	③	④	⑤
Administrator recruitment/hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g., PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
After school programs (e.g. tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤

Q13. Consider your school's 2017-2018 principal or leader. If your school had more than one principal or leader last year, please think of the individual who was the principal or leader at the end of the last school year. Indicate how effectively your principal or school leader performed each of the following.

	Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
Worked with staff to meet curriculum standards	①	②	③	④	⑤
Communicated the central mission of the school	①	②	③	④	⑤
Used evidence to make data-driven decisions	①	②	③	④	⑤
Implemented tiered supports for students	①	②	③	④	⑤
Established clear discipline policies	①	②	③	④	⑤
Worked with community partners to provide support or resources for the school	①	②	③	④	⑤
Facilitated and encouraged professional development activities of teachers	①	②	③	④	⑤
Facilitated and encouraged opportunities for teacher collaboration	①	②	③	④	⑤
Provided resources for addressing social-emotional needs of students	①	②	③	④	⑤
Encouraged parental engagement	①	②	③	④	⑤
Communicated improvement <u>goals</u> with teachers	①	②	③	④	⑤
Communicated improvement <u>strategies</u> with teachers	①	②	③	④	⑤

Q14. Did your school receive assistance or support from the following groups last year (2017-2018), and if so, how would you rate the quality of that assistance or support? Please mark one in each row in each of column A and column B.

	A. Did your school receive assistance or support from the following sources last year (2017-2018)?			B. If yes, how would you rate the quality of the assistance or support your school received?		
	Yes	No	Don't know	Low quality	Moderate quality	High quality
MDE	①	②	③	④	⑤	⑥
RESA/ISD (regional educational service agency/intermediate school district)	①	②	③	④	⑤	⑥
My district's superintendent/central office	①	②	③	④	⑤	⑥
The local school board	①	②	③	④	⑤	⑥
The local teachers' union	①	②	③	④	⑤	⑥
One or more community partners	①	②	③	④	⑤	⑥
Other (please list): _____	①	②	③	④	⑤	⑥

Q15. To what extent do you believe that your school would benefit from increased assistance in the following areas?

	No benefit	Slight benefit	Moderate benefit	Significant benefit	Immense benefit
Curriculum and instructional programs	①	②	③	④	⑤
Assessments	①	②	③	④	⑤
Teacher professional development programs	①	②	③	④	⑤
Opportunities for teachers to meet and work together	①	②	③	④	⑤
Pay incentives for teachers	①	②	③	④	⑤
School culture and climate	①	②	③	④	⑤
Family and community engagement strategies	①	②	③	④	⑤
Teacher dismissal and reassignment	①	②	③	④	⑤
Teacher recruitment and hiring	①	②	③	④	⑤
Teacher evaluation	①	②	③	④	⑤
Administrator dismissal and reassignment	①	②	③	④	⑤
Administrator recruitment and hiring	①	②	③	④	⑤
Attendance interventions	①	②	③	④	⑤
Behavioral interventions (e.g., PBIS, restorative justice, suspension reduction)	①	②	③	④	⑤
Volunteer or afterschool programs (e.g., tutoring)	①	②	③	④	⑤
Socio-emotional outcomes for students	①	②	③	④	⑤
Academic improvement for students on the cusp of state test levels (e.g., from far below basic to basic or from basic to proficient)	①	②	③	④	⑤
Academic improvement of special populations of students (e.g., ELL, Special education)	①	②	③	④	⑤
Instruction driven by student achievement data	①	②	③	④	⑤
Management of financial resources	①	②	③	④	⑤
Operational plan (e.g., facilities use plan, key operational leadership positions)	①	②	③	④	⑤

Q16. We are interested in how well you believe your school is implementing activities in the following areas. Please give your school a grade, from A (high) to F (low) in each of the following areas.

<i>I give my school a...</i>	A	B	C	D	F	Don't know
Family/community engagement	①	②	③	④	⑤	⑥
Collaboration within the school	①	②	③	④	⑤	⑥
Professional development/support for teachers	①	②	③	④	⑤	⑥
Access to technology	①	②	③	④	⑤	⑥
Management of financial resources	①	②	③	④	⑤	⑥
Curriculum	①	②	③	④	⑤	⑥
Academic achievement	①	②	③	④	⑤	⑥
Literacy practice and instruction	①	②	③	④	⑤	⑥
Student enrollment	①	②	③	④	⑤	⑥
School culture and climate	①	②	③	④	⑤	⑥
Student discipline	①	②	③	④	⑤	⑥
Student attendance	①	②	③	④	⑤	⑥
Teacher attendance	①	②	③	④	⑤	⑥
Teacher retention	①	②	③	④	⑤	⑥
Ability to support all student subgroups (e.g., English learners, special education students, low-SES students)	①	②	③	④	⑤	⑥
Staff retention	①	②	③	④	⑤	⑥
Availability of substitute teachers	①	②	③	④	⑤	⑥
Reliance on substitute teachers	①	②	③	④	⑤	⑥
Overall	①	②	③	④	⑤	⑥

Q17. Which of the following best describes your plans for next school year?

	Yes	No
I plan to continue teaching in this school.	①	②
I plan to serve in a different position next year, but in this same school.	①	②
I plan to continue teaching in my district, but in a different school.	①	②
I plan to leave this district next year to work in a different district.	①	②
I plan to leave next year to pursue a job not in education.	①	②
I plan to retire.	①	②

Q18. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like the way things are run at this school.	①	②	③	④	⑤
I am satisfied with my job.	①	②	③	④	⑤
I don't have as much enthusiasm for my work now as I did when I began in education	①	②	③	④	⑤
I consider leaving my job because I believe I do not get paid enough.	①	②	③	④	⑤
The stress and disappointment involved in being at this school aren't really worth it.	①	②	③	④	⑤
If I could go back to college and start over again, I would still become an educator.	①	②	③	④	⑤

Q19. To what extent is each of the following a hindrance to achieving your school's goals?

	Not a hindrance	A slight hindrance	A moderate hindrance	A great hindrance	The greatest hindrance
High rate of teacher turnover	①	②	③	④	⑤
Financial constraints	①	②	③	④	⑤
Teacher resistance	①	②	③	④	⑤
Lack of high-quality teachers	①	②	③	④	⑤
Lack of student motivation to learn	①	②	③	④	⑤
Lack of instructional leadership by my school board	①	②	③	④	⑤
Lack of instructional leadership by my principal	①	②	③	④	⑤
Frequent changes in my school's policies and priorities	①	②	③	④	⑤
Not enough time to plan for this school year	①	②	③	④	⑤
Competing school priorities (e.g., 3rd grade reading law, Common Core State Standards, MI Excel Blueprint, etc.)	①	②	③	④	⑤
Insufficient resources (e.g., funding, facilities, materials, personnel)	①	②	③	④	⑤
Lack of school capacity	①	②	③	④	⑤
Politics	①	②	③	④	⑤
Parental support and engagement	①	②	③	④	⑤
Student behavior	①	②	③	④	⑤
Other (please list): _____	①	②	③	④	⑤

Q20. The next question asks about your responsibilities as a teacher. In a typical week during this school year, how much time do you spend on the following areas/activities?

	I do not do this on a weekly basis	A small amount of time (1-5 hours)	A moderate amount of time (6-10 hours)	A large amount of time (11-15 hours)	An immense amount of time (more than 15 hours)
Planning and preparing lessons and instructional materials	①	②	③	④	⑤
Supervising students (e.g., lunch or recess duty)	①	②	③	④	⑤
Meeting with colleagues (e.g., Professional Learning Communities, Mentor Teachers, Departmental/Grade Level Meetings, etc.)	①	②	③	④	⑤
Handling student discipline issues	①	②	③	④	⑤
Communicating with parents on non-discipline related matters	①	②	③	④	⑤
Grading assignments/assessments	①	②	③	④	⑤
Completing required paperwork (e.g. IEPs, preparing for PD or meetings)	①	②	③	④	⑤
Interactions with students outside of the classroom (e.g., clubs, mentoring)	①	②	③	④	⑤
Collaborating with other teachers regarding curriculum and instruction	①	②	③	④	⑤
Reviewing student achievement data	①	②	③	④	⑤
Participating in your own professional development (e.g., attending workshops, study groups)	①	②	③	④	⑤
Attending meetings or participating in other activities related to your district's Partnership Agreement	①	②	③	④	⑤
Coordinate with community partners identified in the Partnership Agreement	①	②	③	④	⑤
Preparing for classroom observations and/or teacher evaluation	①	②	③	④	⑤

Q21. To what extent have the following features of your school changed since last school year (2017-2018)?

If this is your first year teaching in your school, please mark this box, and skip to Q22.

	Significantly for the worse	Slightly for the worse	No change	Slightly for the better	Significantly for the better
School culture and climate	①	②	③	④	⑤
School facilities and physical environment	①	②	③	④	⑤
The quality of professional development offered in this school	①	②	③	④	⑤
Academic expectations for students	①	②	③	④	⑤
Teachers' focus on student learning	①	②	③	④	⑤
Teachers' willingness to collaborate and work together	①	②	③	④	⑤
Morale of school staff	①	②	③	④	⑤
Quality of our teaching staff	①	②	③	④	⑤
Staff participation in decision-making	①	②	③	④	⑤
Socio-emotional supports for students (e.g., personal guidance, counseling, enrichment activities)	①	②	③	④	⑤
Parental engagement and support	①	②	③	④	⑤
Community and external partnerships	①	②	③	④	⑤
Ability to try out new practices	①	②	③	④	⑤

Q22. Please indicate the extent to which you agree or disagree with the following statements about your school.

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Our school has a safe and orderly environment.	①	②	③	④	⑤
Teachers effectively manage student behavior in their classrooms.	①	②	③	④	⑤
This school does a great job of advising and supporting students to meet their social-emotional needs (e.g., personal guidance, counseling, enrichment activities).	①	②	③	④	⑤
This school does a great job of meeting students' academic needs.	①	②	③	④	⑤
Teachers have strong rapport with students.	①	②	③	④	⑤
Teachers have high expectations for students.	①	②	③	④	⑤
Students are enthusiastic and excited to come to school.	①	②	③	④	⑤
Teachers consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Administrators consistently enforce school-wide behavioral standards.	①	②	③	④	⑤
Student fights are frequent at school.	①	②	③	④	⑤
Staff at this school work hard to build trusting relationships with parents.	①	②	③	④	⑤
Students pay attention and listen to teachers and staff.	①	②	③	④	⑤
There is a high degree of staff turnover.	①	②	③	④	⑤
There is a high degree of student mobility.	①	②	③	④	⑤
The way this school is run is disorganized and chaotic for teachers.	①	②	③	④	⑤
The way this school is run is disorganized and chaotic for students.	①	②	③	④	⑤
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	①	②	③	④	⑤
Most of my colleagues share my beliefs and values about our school's greatest challenges.	①	②	③	④	⑤

Q23. In your opinion, how likely is it that your school goals will improve student outcomes?

If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.

	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
In this school year (2018-19)	①	②	③	④	⑤
Over the next three years	①	②	③	④	⑤

Q24. If your school goals are not met, to what extent do you believe that your school or district will face the following consequences:

If you are aware of your district's Partnership Agreement, please answer based on those goals. If you are NOT aware of your district's Partnership Agreement, please answer based on your school's improvement goals.

<i>My school will...</i>	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
Be closed	①	②	③	④	⑤
Face staff and leader removal	①	②	③	④	⑤
Lose students	①	②	③	④	⑤
Receive a low accountability score	①	②	③	④	⑤
Nothing will happen	①	②	③	④	⑤
<i>My district will...</i>	Very unlikely	Some-what unlikely	Neither unlikely nor likely	Some-what likely	Very likely
Be closed	①	②	③	④	⑤
Be taken over	①	②	③	④	⑤
Face staff and leader removal	①	②	③	④	⑤
Lose students	①	②	③	④	⑤
Receive a low accountability score	①	②	③	④	⑤
Nothing will happen	①	②	③	④	⑤

Q25. What is your highest level of education?

- ① High school diploma
- ③ Associates degree
- ④ Bachelor's degree
- ⑤ Master's degree
- ⑥ Doctorate

Q26. What type of teacher preparation program did you attend? Please mark all that apply.

- ① I did not attend any teacher preparation program
- ② I attended an undergraduate university-based teacher preparation program. Please fill in the name: _____
- ③ I attended a university-based post-graduate program. Please fill in the name: _____
- ④ I attended another post-graduate or alternative program (e.g., TFA, iTeach, TNTP). Please fill in the name: _____

Q27. What zip code did you live in when you graduated from high school?

ZIP Code

That's our last question. We know you are very busy, and we greatly appreciate your taking the time to complete this survey.

If you have any additional comments, please feel free to write them in the space provided below.