Welcome

Why are we asking you to complete the survey?

This survey is designed to gather feedback from principals across the district about five key topics that are critical to school success: School Climate, Instruction, Leadership, Professional Capacity, and Parent/Guardian Community Ties. When most or all of the principals in the District answer questions about these topics, we can get a valid and reliable measure and use the data to identify strengths and challenges and set goals for improvement.

If you are interested in examples of how we use survey data, check out the vignettes on the District-Wide Survey Website. We also welcome you to explore our District-Wide Survey Results page, where you can see how respondents answered each question every year since the survey has been open.

Things to know before you complete the survey:

1) Completing it is voluntary.

2) Your responses will not be used to evaluate you or your school. Rather, they will be combined with other principals' responses to help understand your school's strengths and challenges and identify opportunities for improvement across the District.

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

4) The survey should take about 30 minutes to complete. Once you start taking the survey, you cannot pause and re-start. If you are unable to complete it in one sitting, you may take it again. We will keep the most completed survey from each individual.

If you have any questions or concerns about the survey, please contact schoolsurveys@philasd.org.

Sincerely,

Office of Research and Evaluation
The School District of Philadelphia

School Leadership

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

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

School Leadership

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

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

Professional Capacity

3. During the 2019-2020 school year (including the summer of 2019), how many times did you:

	Never	1-4 times a year	5-7 times a year	Monthly or about monthly (8-9 times a year)	Weekly or about weekly	Daily or almost daily
Receive formal or informal coaching or mentoring	○	○	○	○	○	○
Participate in an informal or formal support network (e.g., PLC)	○	○	○	○	○	○
Visit other schools within and/or outside your district	○	○	○	○	○	○
Collaborate with other principals	○	○	○	○	○	○

School Climate

4. To what extent do you feel respected by:

	Not at all respected	A little respected	Somewhat respected	Respected a great deal	Does not apply
The School Board	○	○	○	○	○
District/Charter Operator administrators	○	○	○	○	○
Assistant Superintendents	○	○	○	○	○
Teachers in your school	○	○	○	○	○
Other school staff	○	○	○	○	○
Parents/Guardians	○	○	○	○	○
Students	○	○	○	○	○

School Climate

5. To what extent do you consider each of the following factors a challenge to student learning in your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Frequent changes in district/charter leadership	◯	◯	◯	◯
Lack of adequate funding	◯	◯	◯	◯
Teacher turnover	◯	◯	◯	◯
Shortage of highly qualified teachers	◯	◯	◯	◯
Teacher absences	◯	◯	◯	◯
Teachers teaching a subject or grade outside of their certification	◯	◯	◯	◯
Lack of high-quality professional development opportunities <u>for teachers</u>	◯	◯	◯	◯
Lack of high-quality professional development opportunities <u>for principals</u>	◯	◯	◯	◯
Shortage of instructional support staff (e.g., teacher aides, SPED assistants)	◯	◯	◯	◯
Shortage of other support staff (e.g., nurses, counselors, and security)	◯	◯	◯	◯
Students transferring in or out of the school	◯	◯	◯	◯
Student absenteeism	◯	◯	◯	◯
Student tardiness	◯	◯	◯	◯
Inadequate textbooks, materials, or other non-technological instructional resources	◯	◯	◯	◯
Lack of computers or other technological resources	◯	◯	◯	◯
Lack of school resources to provide the extra help for students who need it	◯	◯	◯	◯
Lack of support for teaching special education students (i.e., students with IEPs)	◯	◯	◯	◯
Lack of support for teaching English Learners	◯	◯	◯	◯

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Lack of teacher planning time built into the school day	○	○	○	○
Pressure to perform well on the state standardized tests	○	○	○	○
School crime/safety	○	○	○	○
Bullying*	○	○	○	○
Problems with student transportation	○	○	○	○

*Bullying occurs when someone repeatedly and purposefully says or does mean or hurtful things to another person who has a hard time defending him or herself.

School Climate

6. To what extent do you consider each of the following factors a challenge to student learning in your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Frequent changes in district/charter initiatives	○	○	○	○
Neighborhood crime/safety	○	○	○	○
Students' inadequate basic skills or prior preparation	○	○	○	○
Lack of support from parents and guardians	○	○	○	○
Cultural differences between home and school	○	○	○	○
Student mental health	○	○	○	○
Student chronic illness (asthma, diabetes, etc.)	○	○	○	○
Student food insecurity	○	○	○	○

School Leadership

7. To what extent do you use student data for the following activities?

	Not at all	A little	Some	A great deal
Making changes to the school's curriculum and/or instructional materials	○	○	○	○
Developing a school improvement plan	○	○	○	○
Making decisions regarding student promotion or retention	○	○	○	○
Identifying students who need additional instructional support (e.g., identifying students for Tier 2 or Tier 3)	○	○	○	○
Identifying school-level or student-level problems with attendance, tardiness, and/or behavior	○	○	○	○
Assigning teachers to students (e.g. rostering students)	○	○	○	○
Evaluating teacher performance	○	○	○	○
Choosing the focus of teacher professional development	○	○	○	○
Recognizing students for achievement	○	○	○	○
Recognizing teachers for achievement	○	○	○	○

District/Charter Operator Feedback

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

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
communicates a clear academic vision for schools.	○	○	○	○	○
provides appropriate support to enable principals to act as instructional leaders.	○	○	○	○	○
provides appropriate instructional support for teachers.	○	○	○	○	○
provides support for teaching grade-level standards to special education students (i.e., students with IEPs).	○	○	○	○	○
provides support for teaching grade-level standards to English Learners.	○	○	○	○	○
provides appropriate support to enable principals to act as talent managers.	○	○	○	○	○

Parent/Guardian-Community Ties

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
Parents and guardians treat me with respect.	○	○	○	○
I treat parents and guardians with respect.	○	○	○	○
I actively engage parents and guardians in their child's education.	○	○	○	○
Parents and guardians are actively involved in their child's education.	○	○	○	○

10. Are you the principal of a Charter school?

◯ Yes

◯ No

11. Have you experienced assistance from the District with regard to any of the following?

	Yes, from the Assistant Superintendent	Yes, from someone else at the District	Did not receive	Did not need
Facilitating student achievement	○	○	○	○
Analyzing student data	○	○	○	○
Identifying research-based school improvement strategies	○	○	○	○
Aligning curriculum with state content standards and state assessments	○	○	○	○
Planning or providing professional development that is tailored to the needs of teachers	○	○	○	○

BAM Professional Development

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

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

BAM Professional Development

The following questions are about how often you use data from QlikBAM, SchoolNet, and Infinite Campus.

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

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

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

	Never	Rarely	Occasionally	Frequently
review benchmark results with teachers to inform instruction	○	○	○	○
access the curriculum	○	○	○	○
review student level reports such as the Early Warning Indicator Report	○	○	○	○
access the grades monitoring tool	○	○	○	○
assess the student profile when meeting with a parent	○	○	○	○

15. Please indicate the extent to which you use data from _Infinite Campus_ to do the following:

	Never	Rarely	Occasionally	Frequently
monitor attendance data and documentation	○	○	○	○
visit the Behavior Management tool to monitor and resolve behavior incidents	○	○	○	○
use Campus Messenger to communicate to parents	○	○	○	○
monitor MTSS/RTI plans	○	○	○	○
monitor Gradebook entries	○	○	○	○

16. To what extent is support for the following needed?

	Not at all	Slightly	Moderately	Greatly
technical support for how to use SDP data systems	○	○	○	○
opportunities to discuss data with school leadership teams	○	○	○	○
using the data available for school improvement planning	○	○	○	○
tips on how to pull data from the systems (i.e., reports, dashboards etc.)	○	○	○	○
entering data into the Infinite Campus SIS	○	○	○	○

Suspensions

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

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

Please note that the following questions ask about School District of Philadelphia police officers, **not** City of Philadelphia police officers.

18. Does your school have a School District of Philadelphia police officer?

◯ Yes

◯ No

19. How much do you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
My school's police officer builds positive relationships with students.	○	○	○	○
My school's police officer makes our school safer.	○	○	○	○
Students in my school trust the school police officer.	○	○	○	○
Generally speaking, my school's SDP police officer reacts to students in ways that help them calm down.	○	○	○	○
Generally speaking, my school's SDP police officer reacts to students in ways that worsen situations.	○	○	○	○

Thank you!

Thank you for taking the survey!