

Welcome

This school year is different but your feedback is still important. As you take the survey, think about what school has been like in the digital environment. For example, when you see “your school,” think about all the teachers, administrators, staff, and students you interact with. If you are still unsure how to answer a question, you can leave it blank.

Thank you for participating in this year's survey! Your feedback is invaluable to your school.

The survey should take about 10 minutes to complete.

A few things you should know about this survey:

- 1) Completing it is voluntary.
- 2) Your responses will not be used to evaluate you, your principal, or your school. Rather, they will be combined with other staff responses to help understand your school's strengths and challenges and highlight opportunities for improvement across the District.
- 3) Your responses are confidential. No one in your school will know whether you completed the survey or how you responded. When the data is shared, neither your name, nor any other identifiable information, will ever be connected with your responses.

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

How much do you agree with the following statements?

1. The principal/school leader at my school:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Is committed to shared decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works to create a sense of community in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes parent, guardian, and community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates buy-in among faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages students to be involved in the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is committed to providing high-quality education to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Climate

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

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Neighborhood crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from parents and guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural differences between home and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students report being hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student mental health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student chronic illness (asthma, diabetes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students frequently transferring in or out of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/staff absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of translated materials for English Learner (EL) students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/staff turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Climate

3. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/Charter administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your supervisor (if someone other than your principal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Capacity

4. How confident are you in your ability to do the following?

	Not at all confident	Somewhat confident	Mostly confident	Completely confident	N/A
Identify students who have experienced trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with students in a way that does not trigger prior trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De-escalate a student who has experienced trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with teachers and school leaders to support students who have experienced trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How confident are you in your ability to do the following?

	Not at all confident	Somewhat confident	Mostly confident	Completely confident	Does not apply
Know what internal (school-based) resources are available to support students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Match students to the appropriate internal (school-based) resources/supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know when external resources are needed to support students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Match students to the appropriate external resources/supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter and manage student data in data systems (e.g., Infinite Campus, EasyIEP, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Leadership

6. How much do you agree with the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am clear about what the school leader/supervisor expects of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clear about what the teachers at my school expect of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear guidelines/protocols for addressing student issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how much authority I have in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clear about my role and responsibilities in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the supplies/materials I need to meet the expectations of my school leader/supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive adequate training and professional development to meet the expectations of my school leader/supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My caseload of students is manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity, Equity, and Inclusion

As part of our commitment to becoming an antiracist organization, the following questions have been designed to assess the diversity, equity, and inclusion practices of our school district. We are asking similar questions of principals, teachers, school support staff, students, and parents/guardians. Your responses to these questions will be used to define areas of strength and opportunities for change.

By *diversity*, we mean differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

By *equity*, we mean perceptions of the quantity and quality of equity-focused policy, practices, and opportunities available for members of our District community that address issues of disproportionality.

By *inclusion*, we mean the extent to which stakeholder groups feel valued by, connected to, and involved as a member of the school community.

7. How often do the following happen?

	Never	Rarely	Occasionally	Most or all of the time	N/A
Staff at my school have important conversations with each other about race, even when the conversation might be uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development experiences help me explore new ways to promote equity in my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How much do you agree or disagree with the following?

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
I am comfortable discussing race-related topics with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable discussing race-related topics with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a sensitive issue of diversity arises at school, I can implement strategies to appropriately address the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The equity-focused professional development I have received is valuable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders at my school work to advance student equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to other adults at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues understand me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey!