



Summary of Teacher Responses to the Employee Exit Survey, 2017-2021

Giselle Saleet, Data Analyst; Adrienne Reitano, Senior Research Associate; Kristyn Stewart, Senior Research Associate; Michael Vanic, Research Assistant

Key Findings

- Close to half (47%) of the 386 teachers and school-based instructional staff survey respondents who resigned from their positions and completed the employee exit survey between August 2017 and April 2021 were employed for 1-3 years.
- Over half (n=204, 57%) of the 386 teachers and instructional staff who resigned and completed the employee exit survey between August 2017 and April 2021 reported they resigned due to reasons and circumstances within the School District of Philadelphia’s (SDP’s) control.
- Half of the 57% who resigned for reasons within SDP’s control (n=99, 48%) said that their supervisor’s leadership/management style was a primary reason.

Importance of Teacher Retention

Teacher retention is integral to a school’s academic success and financial stability. It has been well-documented in the literature on teacher retention that schools with high retention rates enjoy a more collaborative work environment, higher rates of teacher autonomy, and more trusting relationships between the administration and staff.¹ Schools with low teacher retention rates are often schools with low student academic achievement and less experienced teachers, and are burdened with the high financial cost of constantly hiring and training new teachers.² Teachers may leave a school for a variety of organizational or personal reasons: stressful school climate, lack of administrative support, little room for leadership or growth, dissatisfaction with salaries or benefits, burnout, or feelings of inefficacy.³ Research has also shown factors that contribute to teacher attrition often compound each other, and teachers often cite multiple reasons for leaving a school.

Studies have also found teacher retention rates differ across age groups, school demographics, and grade levels. Younger and older teachers are significantly more likely to depart from the profession compared to middle-aged

¹ Allensworth, E., Ponisciak, S., Mazzeo, C. (2009). The schools teachers leave: Teacher mobility in Chicago

² Carver-Thomas, D and Darling-Hammond, L. (2017). Teacher Turnover: Why It Matters and What We Can Do About It. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf

³ Ingersoll, R.M. (2001) Teacher Turnover and Teacher Shortages: An Organizational Analysis. American Education Research Journal (38)3 p 499-534; Allensworth, E., Ponisciak, S., Mazzeo, C. (2009). The schools teachers leave: Teacher mobility in Chicago; Fusco, M. (2017). Burnout Factories: The Challenges of Retaining Great Teachers in Charter Schools. Kappan (98)8, p. 26-30; Grissom, J. A. and Bartanen, B. (2018). Strategic

teachers.⁴ Furthermore, schools with more white students and fewer low-income students have almost double the teacher retention rates of schools with a majority of low-income students and students of color.⁵ As for grade level, retention tends to be lower in middle school.⁶

Increasing teacher retention can be a complex challenge, and the first step to addressing the issue is collecting information about why teachers are leaving their schools. In this report, we examine teacher and school-based instructional staff responses to the Employee Exit Survey to better understand what influences teacher retention in the School District of Philadelphia (SDP).

Teacher Retention in SDP

The Employee Exit Survey is an optional survey that every School District of Philadelphia (SDP) employee can complete upon resigning or retiring from their position. It is an opportunity for employees to share the reasons why they chose to leave SDP and offer any feedback to improve employee retention at SDP. This brief examines survey data collected between August 2017 and April 2021. There were over 1,100 responses collected from school-based and Central Office employees, ranging from support to teaching roles. This analysis focuses on respondents who self-identified as teachers or school-based instructional staff (for example, English Language teachers [ESOL], or Special Education teachers) and resigned from their positions (N=386).⁷

Research Questions

This brief addresses the following research questions:

1. What was teachers' and school-based instructional staff's primary motivation for leaving the School District of Philadelphia?
 - a. What additional factors contributed to teachers' and school-based instructional staff's decision to resign from the School District of Philadelphia?
2. What actions did teachers and school-based instructional staff suggest the School District of Philadelphia implement to increase teacher retention?
3. What themes emerged from teachers' and school-based instructional staff's open-ended comments about their decision to resign?

Retention: Principal Effectiveness and Teacher Turnover in Multiple-Measure Teacher Evaluation Systems. *American Education Research Journal* (45)2 p 514-555

⁴ Ingersoll, R.M. (2001) Teacher Turnover and Teacher Shortages: An Organizational Analysis. *American Education Research Journal* (38)3 p 499-534.

⁵ Carver-Thomas, D and Darling-Hammond, L. (2017). Teacher Turnover: Why It Matters and What We Can Do About It. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Turnover_REPORT.pdf

⁶ Dillon, E. and Malick, S. (2020). Teacher Turnover and Access to Effective Teachers in the School District of Philadelphia. Institute of Education Sciences. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2020037.pdf

⁷ Out of 7,462 active teachers and school-based instructional staff on 8/1/2017, 78.2% (5,836) were retained within the District on 4/1/2021. In other words, 21.8% (1,626) left the District.

Identifying our Sample

To understand the representativeness of the survey sample, we looked at how many teachers left SDP during the time period the survey responses were collected. We found there were 7,462 active teachers and school-based instructional staff on August 1, 2017 and 78.2% (5,836) were retained within the District by April 1, 2021. In other words, 21.8% (1,626) left the District during this time period for any reason. There were 627 exit-survey respondents who reported they were teachers or school-based instructional staff, which is about 39% of the 1,626 teachers who left SDP.

Of the 627 teachers and school-based instructional staff who left the District between August 2017 and April 2021 and completed the employee exit survey, 62% resigned and 38% retired (Table 1). We focused the analysis on the 62% (n=386) of teachers and school-based instructional staff who responded to the exit survey *and* resigned from their position (Figure 1). School-based instructional staff includes ESOL and Special Education teachers who worked in an SDP K-12 school. This classification also includes any educator who worked across multiple classrooms and did not define their role as a classroom-based teacher. Respondents who indicated that they were a teacher or school-based instructional staff, but reported that they worked outside of a K-12 school, for example at Central Office, were excluded from the analytic sample.

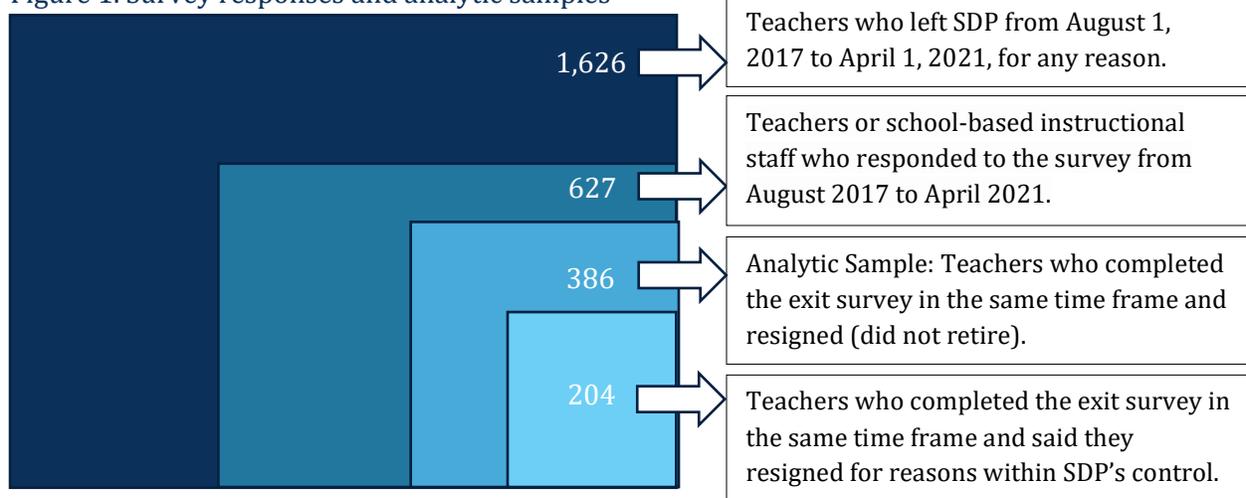
Table 1. Self-reported Reasons for Leaving from Survey Respondents

Position	Resigned		Retired		Total	
	Number of Responses	Percentage of Responses	Number of Responses	Percentage of Responses	Number of Responses	Percentage of Responses
Teacher	221	62%	137	38%	358	100%
School-based Instructional Staff	165	61%	104	39%	269	100%
Total	386	62%	241	38%	627	100%

Note: The number in bold is the analytic sample.

Source: Survey items: “Did you retire or resign from SDP?” / “What was your position type?” Results are based on responses from 627 SDP employees. Data from Employee Exit Survey Responses (August 2017-April 2021).

Figure 1. Survey responses and analytic samples



Analytic Sample Characteristics

Over half of teachers and school-based instructional staff respondents who resigned from their positions were white females (54%, Table 2), and an additional 17% were white males. Of the teachers and school-based instructional staff respondents who resigned, 15% were Black/African American females and 6% were Black/African American males. The demographics of the analytic sample reflects the overall racial/ethnic and gender demographic characteristics of SDP teachers: as of the 2018-19 school year, 49% of all teachers were white females and 19% were white males; only 19% were Black/African American females and 5% were Black/African American males.⁸

Close to half (47%) of teachers and school-based instructional staff survey respondents who resigned from their positions were employed for 1-3 years (43%, Table 3). About a fifth (21%) resigned from their positions before completing their first school year.

Findings

What were teachers' and instructional based-school staff's primary motivation for leaving the School District of Philadelphia?

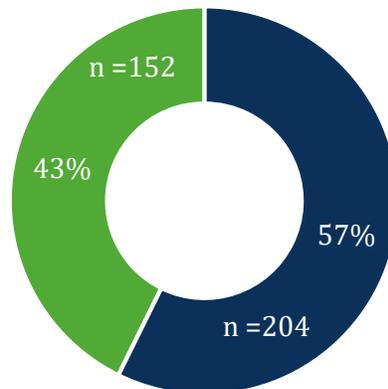
Over half resigned for reasons related to, or within the control of, SDP.

Out of the analytic sample (n=386), 356 teachers and school-based instructional staff provided a primary motivation for resigning from their position. Over half (57%, n=204) reported that it was related to reasons and circumstances within SDP's control (Figure 1). The remaining 43% (n=152) reported their primary motivation for resigning was related to personal reasons, such as continuing their education or moving out of state.

⁸For more about teacher demographics, see <https://www.philasd.org/research/wp-content/uploads/sites/90/2019/07/Demographic-Characteristics-of-Teachers-2018-19-Issue-Brief-July-2019.pdf>.

Figure 1. Respondents' primary motivation for leaving the District, n = 356

- I left for reasons related to or within the control of SDP
- I left for reasons unrelated to SDP (i.e., personal reasons)



Source: Survey item: “What would you say was the primary motivation for leaving SDP?” Results are based on responses from 356 SDP employees; 30 respondents left the question blank. Data from Employee Exit Survey Responses (August 2017-April 2021).

In the next section of the report, we focus on responses from the 204 teachers who reported that they resigned for reasons within SDP’s control. This represents about 13% of the 1,626 teachers who left SDP, for any reason, between August 2017 and April 2021.

Of the 204 respondents who resigned from their position due to circumstances within the control of SDP, over half (55%) were white, female teachers and almost half (44%) were employed for 1-3 years.

The race/ethnicity and gender of teachers and school-based instructional staff who resigned for reasons within SDP’s control was similar to the overall demographics of analytic sample (Table 2). Over half (56%, Table 2) of teachers and school-based instructional staff respondents who resigned due to circumstances within SDP’s control were white female teachers and an additional 16% were white males.

The years of service of teachers and school-based instructional staff who resigned for reasons within SDP’s control was representative of the analytic sample (Table 3). Almost half of teachers and school-based instructional staff (44%, Table 3), were employed 1-3 years. One fourth (23%) resigned from their positions before the school year concluded. The percentage of teachers and instructional staff who resigned decreased the longer they stayed their positions.

Table 2. Demographics of Samples

	Teacher respondents who indicated they resigned (Analytic Sample) (n=386)		Respondents who left for reasons within SDP's control (n=204)	
	Female	Male	Female	Male
White	54%	17%	56%	16%
Black/African American	15%	6%	17%	6%
Hispanic/Latinx	7%	1%	5%	1%
Other	4%	1%	4%	1%
Asian	3%	1%	2%	0%

Note: The structure of the survey allowed respondents to select more than one race/ethnicity; therefore, it will not sum to 100%.

*Other includes American Indian/Native American and Pacific Islander.

Source: Survey item: "Please identify your race." Data from Employee Exit Survey Responses (August 2017-April 2021).

Table 3. Years of Service of Samples

	Analytic Sample (n=386)	Respondents who left for reasons within SDP's control (n=204)
Less than 1 year	21%	23%
1-3 years	47%	44%
4-6 years	13%	10%
7-10 years	9%	8%
11-15 years	6%	7%
16-20 years	2%	2%
More than 20 years	<1%	4%

Source: Survey items: "Years of Service." Data from Employee Exit Survey Responses (August 2017-April 2021).

What additional factors contributed to teachers' and school-based instructional staff's decisions to resign from the School District of Philadelphia?

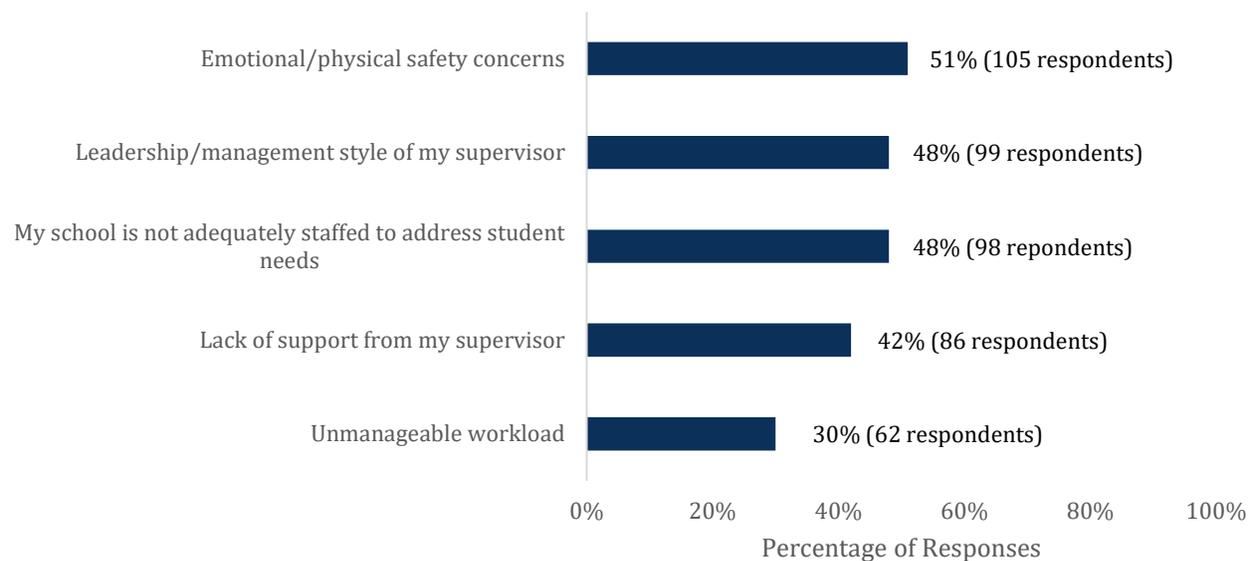
The following figures (2-4) analyze the responses of the of teachers and school-based instruction staff who indicated their primary motivation for resigning from their positions was related to circumstances within the District's control (n=204).

Over half of the 204 teachers and instructional staff who left SDP for reasons within SDP's control selected emotional/physical safety concerns as a contributing factor for their resignation.

Teachers and school-based instructional staff were asked to select the top five reasons that contributed to their decision to resign (Appendix A). *Emotional/physical safety concerns* was the most-selected reason that contributed to respondents' decision to resign (n=105, 51%, Figure 2). Respondents selected *leadership/management styles of my supervisor* and *my school is not*

adequately staffed to address student needs as contributing factors to their resignation (n=99, 48%). Less than half of respondents selected *lack of support from my supervisor* (n=86, 42%) and *unmanageable workloads* (30%) as contributing factors to their resignation.

Figure 2. Respondents’ most frequently selected reasons for their resignation, n = 204



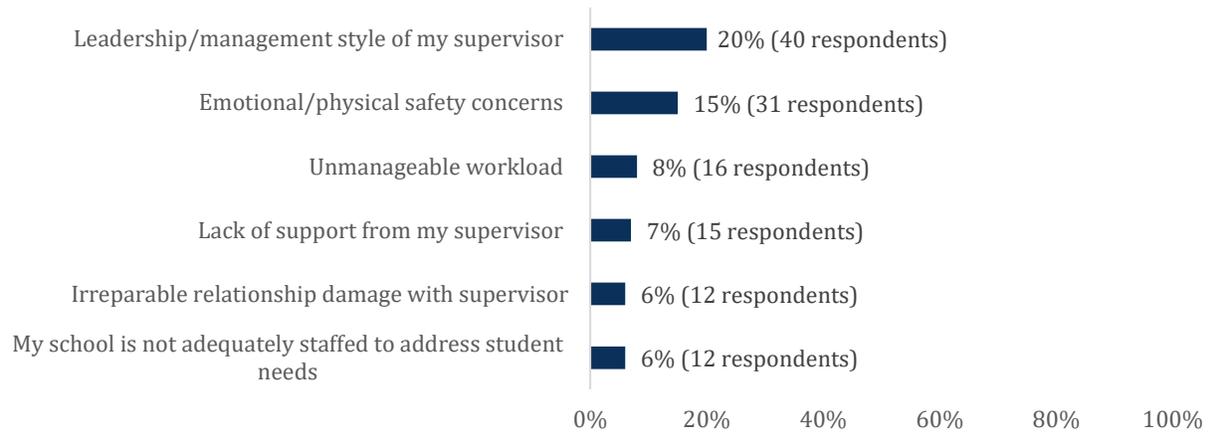
Source: Survey items: “What would you say was the primary motivation for leaving SDP?” / “Please choose the top 5 reasons that factored into your decision to leave the District.” Results are based on responses from 204 SDP employees. Data from Employee Exit Survey Responses (August 2017- April 2021).

Note: The structure of the survey allowed respondents to select more than one response; therefore, responses will not sum to 100%.

When asked to rank the top five factors that contributed to their resignation, 20% of teachers and instructional staff ranked *leadership/management style of my supervisor* as their primary reason for resigning.

Teachers and school-based instructional staff were asked to rank the top five factors that contributed to their decision to resign from their position (Appendix A). Respondents ranked *leadership/management styles of my supervisor* as the primary reason for their resignation (20%, Figure 3). Only 15% of respondents selected *emotional/physical safety concerns* as their primary reason for resigning. Less than 10% of respondents selected *unmanageable workload*, *lack of support from my supervisor*, *irreparable relationship damage with supervisor*, and *my school is not adequately staffed to address student needs* as their primary reason for resignation.

Figure 3. Respondents' most selected primary reason for resignation, n= 204



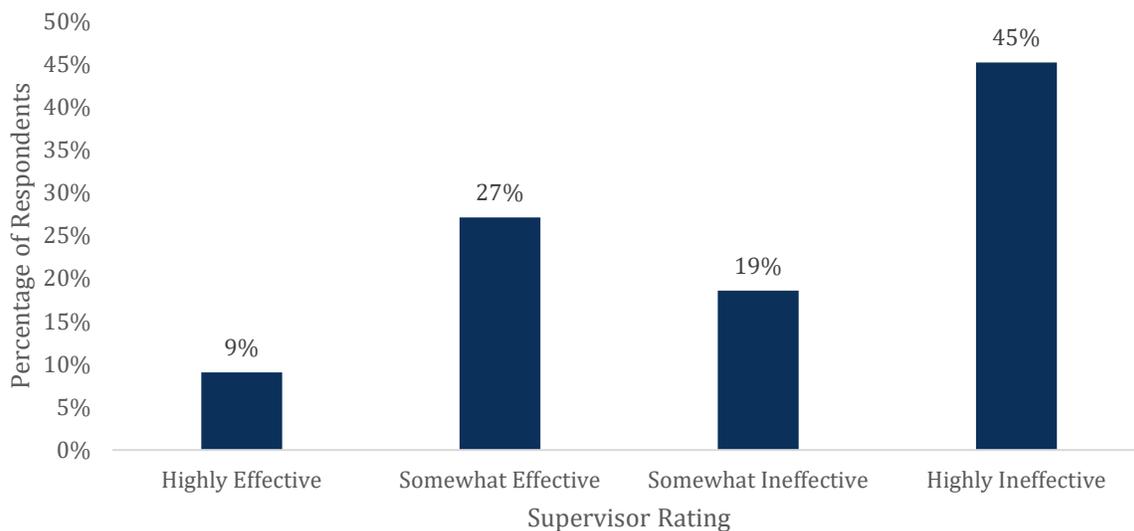
Source: Survey items: “What would you say was the primary motivation for leaving SDP?” / “Please choose the top 5 reasons that factored into your decision to leave the District.” Results are based on responses from 204 SDP employees. Data from Employee Exit Survey Responses (August 2017- April 2021).

Note: The structure of the survey allowed respondents to select more than one response; therefore, responses will not sum to 100%.

When asked to rate the effectiveness of their supervisor, 45% of teachers and school-based instructional staff who completed the survey and indicated a reason within SDP’s control reported that their school leadership was highly ineffective.

In addition to providing their reasons for leaving SDP, teachers and school-based instructional staff were asked to rate the effectiveness of their supervisor. For this question, we analyzed the responses of the 57% (n=204) of teachers and school-based instruction staff who indicated their primary motivation for resigning from their positions were related to circumstances within the District’s control. Of those who provided a response (n=199), 45% (Figure 4) rated their supervisor as highly ineffective, while almost one-fourth of respondents (19%) rated them as somewhat ineffective.

Figure 4. Supervisor ratings from respondents who indicated their primary motivation for resigning from their positions was related to circumstances within the District’s control, n =199



Source: Survey items: “What would you say was the primary motivation for leaving SDP?”/ “How would you rate the effectiveness of your most recent school or office’s administration?” Results are based on responses from 199 SDP employees, five respondents left this question blank. Data from Employee Exit Survey Responses (August 2017- April 2021).

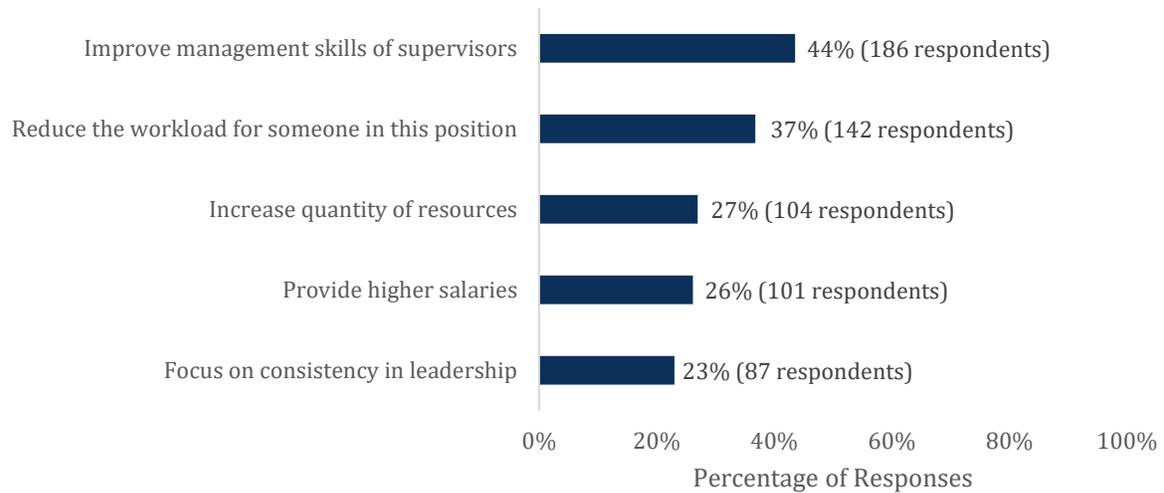
What actions did teachers and school-based instructional staff suggest the School District of Philadelphia implement to increase teacher retention?

The following figures (5 and 6) analyze the responses of all teachers and school-based instructional staff who completed the survey between August 2017 and April 2021 (n=386) whether they resigned from their position due to circumstances within SDP’s control, personal reasons, or did not provide a response.

According to the survey feedback, improving supervisors’ management skills is the top action SDP should take to retain employees.

Teachers and school-based instructional staff were asked to select the top three actions they thought the District should take to retain employees (see Appendix A for a list of all the response options). *Improve management skills of supervisors* was the most-selected action the District should take to retain employees (44%, Figure 10). Over one-third (37%) of respondents selected *reduced workload for teachers and instructional staff* as an action the District should take to retain employees. Close to one-fourth selected *increase in the quantity of resources* and *provide higher salaries* (27% and 26%, respectively; Figure 5) as suggested actions the District should take to retain employees. Less than one-fourth selected *focus on consistency in leadership* (23%) as a suggested action for employee retention.

Figure 5. Respondents' most frequently selected actions to improve employee retention, n = 386



Source: Survey item: “Please choose the top 3 things the District should implement to retain employees.” Results are based on responses from 386 SDP employees. Data from Employee Exit Survey Responses (August 2017- April 2021).

Note: The structure of the survey allowed respondents to select more than one response; therefore, responses will not sum to 100%.

Respondents were then asked to **rank** the top three actions the District should implement to retain employees (see Appendix A for a list of all the response options). Respondents ranked *improve management skills of supervisors* as the first action SDP should take to improve teacher retention (24%, Figure 6). Only 11% of respondents selected *provide higher salaries* or *reduce the workload for someone in this position* as the first action to improve teacher retention. Less than 10% of respondents selected *increased quantity of resources* or *focus on consistency in leadership* as their top suggested action to improve retention.

Figure 6. Respondents' most-selected top action to improve employee retention, n= 386



Source: Survey item: “Please choose the top 3 things the District should implement to retain employees.” Results are based on responses from 386 SDP employees. Data from Employee Exit Survey Responses (August 2017- April 2021).

What themes emerged from teachers’ and school-based instructional staff’s open-ended comments about their decision to resign?

The 386 respondents included in the analytic sample left a total of 597 replies to open-ended questions asking for additional feedback, reasons for their departure, and what SDP should do to improve retention⁹. While some comments provided additional information about the reasons outside of SDP’s control for why teachers left, we focused on understanding the experiences of those who responded to the survey and noted they left due to reasons within SDP’s control. The following themes and comments represent the perspectives of a selection of respondents who left SDP from August 2017 to April 2021 and are therefore not representative of the experiences of the over 1,600 teachers who left SDP over this time period.

Common themes emerged across the open-ended responses, including negative relationships and experiences with school leaders, negative workplace culture, feeling overwhelmed by the workload and negative student behaviors, and a lack of opportunities for professional growth. Example responses are provided for each.

Negative relationships and experiences with school leaders.

Teachers and school-based instructional staff left 96 open-ended comments explaining how negative relationships with principals and school leaders led to their resignation. Two respondents, specifically described their school leadership and administration as “unethical” and “hostile.” Many

⁹ All quotes are presented as written from the Employee Exit Survey and any errors are original.

respondents specifically referred to the principal, school leader, or administration as a main source for feeling mistreated, unsupported, or unappreciated. Examples included:

- “Administration did not value me or respect me as a colleague and a professional.”
- “My principal spoke to staff and myself in a way that made me feel like I was constantly doing something wrong, even when I would do a task properly. She has yelled at staff and makes people feel that she is not someone they can come to for help. She pushed people around and makes it very clear who her favorites are and who she does not like. ... She has created a climate in the building that does not allow for the teachers to be leaders in their own classroom.”
- “My principal has only done two informals and wrote things that were not true. From one day to the next, you don't know how she will act. She is causing me extreme anxiety due to the lack of consistency as a leader.”
- “The main reason I am leaving is my administration. They made me feel inadequate as a teacher, that I was being bullied, and that I had no place in their school. Instead of helping me to improve, I was constantly told I wasn't good enough.”
- “It was unfortunate that because my administration was not good at managing adults and working as a part of a team that I felt I could not stay at my school.”
- “This district is going to continue to lose highly qualified, passionate teachers if leadership does not improve.”

Negative workplace culture.

Respondents left 128 comments about how negative school culture, often set by school leaders, contributed to their departure. One respondent commented, “The culture between administrators and teachers is very demoralizing. We are treated poorly and I feel as though they looked down on me and did not help me grow as a teacher in the way I wanted to grow.”

Three respondents commented on teachers needing more respect from District leadership. One respondent said, “Treat teachers as respected, valued professional employees with respect and sincere dignity.” One respondent commented, “Treating teachers as respected professionals goes a long way. Employee feedback should happen privately and not in staff meetings or gatherings.”

Other examples included:

- “The district takes for granted their employees and their families. I shouldn't have been surprised. Having worked in a school that dealt with an asbestos crisis, I saw first hand the lack of concern that our district officials had for staff and students.”

Five respondents directly stated that if they felt supported and respected in their position they would have continued working for SDP. One respondent wrote, “If the administrators had respected me as a professional and as an individual...I would have been happy to have completed my workload and continued to the end of the school year.”

One respondent commented, “If I felt appreciated, supported, understood, and received criticism in a constructive matter I would have stayed because I really feel like I made a difference for Philadelphia students.” Similar comments included:

- “I also think that leaders should be required to have regular communication and leadership trainings as well as being held accountable for how they interact with teachers. If we are already serving a challenging population, leadership disrespecting teachers only makes it easy for students to model that behavior. There should be policy set in place to navigate away from that. All staff need skills to build a solid team with respect so that our children can observe and learn from that.”

Feeling overwhelmed by the workload and negative student behaviors.

Teachers and school-based instructional staff left 171 open-ended comment to highlight the impact of unmanageable workloads and negative student behaviors. Eleven respondents specifically commented that teachers need more “instructional supports staff,” and five respondents specifically expressed the need for “smaller class sizes.” Two respondents commented that teacher’s concerns should not be ignored, noting that a “culture of trust” should be established and teachers should be “believe[d] when they [teachers] say the environment is hostile.” Ten respondents commented that all members of the school community students, teachers, and administration should feel safe and welcome in each school. One respondent commented, “Recognize that the climate of a school is the biggest contribution to student learning. If teachers and students feel unsafe, no learning will take place. It is not the teacher's sole responsibility to maintain the climate of the school.”

Respondents commented on the impact that student behaviors and a lack of resources to manage them had on teachers’ decision to leave. Examples included:

- “Take care of your teachers. There is an extremely large workload and unrealistic expectations for teachers That is why there is a large amount of stress and teacher turnover.”
- “SDP should figure out a plan to help principals and admin to better deal with student behavior and improving school culture.”
- “Kids run the school.”
- “I feel there is not enough staff to ensure my safety or that of the students, I am mentally and physical drained from the job and I am beginning to see physical side effects- migraines, lack of sleep, poor immune system.”
- “The lack of resources provided by the district is becoming unmanageable. There is not adequate staff to meet student needs. There is not adequate materials to meet student needs. There also seems to be no desire to actually fix these problems. On top of terrible leadership and school supervisors there is no way the district can be a sustainable place to work.”

One respondent wrote, “Recognize that the climate of a school is the biggest contribution to student learning. If teachers and students feel unsafe, no learning will take place. It is not the teacher's sole responsibility to maintain the climate of the school.”

A lack of opportunities for professional growth.

Teachers and school-based instructional staff left 23 open-ended comments to highlight the lack of professional growth opportunities provided to teachers. Seventeen respondents commented on the need for more resources and professional development. One respondent commented, “SDP could have been more consistent with my development as a new teacher who is trying to build the necessary skills to be an effective educator.” Another respondent suggested, “Offer more training at the start on lesson plans, small group instruction, unpacking standards, standard/task alignment, and classroom management.” Two respondents suggested specific professional development on behavior management:

- “As a first year teacher, I felt that I did not get much support from my school or my district. My school lacked consistent administrative presence and involvement, and most teachers were so overworked that they couldn't spare much time to mentor or train me. “
- “Support the teachers in professional development and with student behavior. There was no consistent manner in which students were disciplined.”

Two respondents added that they wanted to see more opportunities for former teachers to move into school administration positions:

- “There needs to be more involved in hiring a principal than just being in the district for a long time. Principals should also have experience teaching in the same grade level, atmosphere in order to be effective leaders.”
- “The leadership in my school did not have any experience teaching at all let alone in the school district. I would like to see more teachers from SDP rise up into leadership roles instead of being passed over for principals from charter schools.”

Conclusion

The Employee Exit Survey collected over 1,100 responses between August 2017 and April 2021. Of those responses, 386 were teachers and school-based instructional staff who resigned from their position. Over half (56%) of those who resigned were white, female teachers or staff and 16% were Black/African American, female teachers or staff. One fourth (23%) resigned before the school year concluded. Of 386 teachers and school-based staff who resigned from their position and completed the employee exit survey, 57% (n=204) stated they left for reasons related to, or within the control of, the School District of Philadelphia.

Half of the 204 teachers and instructional staff who resigned for reasons within SDP's control indicated that emotional/physical safety concerns and leadership and management style of their supervisor were their primary reasons for leaving (51% and 48%, respectively). When asked to rank their reasons for resigning, 40% of respondents who left for reasons within SDP's control ranked leadership and management style of their supervisor as the primary reason. Moreover, 54% of the 386 teachers and school-based instructional staff who resigned for any reason suggested improving management skills of supervisors as the primary action SDP should implement to

increase teacher retention. In the open-ended comments section, respondents specifically addressed feeling mistreated and unsupported by their school administration.

Appendix A: Employee Exit Survey

Employee Exit Survey v2

Thank you for completing this exit survey. Your responses to the survey will be kept completely confidential. Your contribution will assist The School District of Philadelphia (SDP) in identifying factors related to employee retention, satisfaction, and other employment issues. Any statements you share will not influence any subsequent reference checks or grievance procedures.

1. Last day of employment:

Date

Date

MM/DD/YYYY

2. Did you retire or resign from The School District of Philadelphia?

- Retire
- Resign

3. Position Type

- Central office administrative or support role
- Teacher
- School-based administrator (principals, assistant principals, climate managers)
- School-based instructional or climate support role (classroom assistants, one to one aides, SSAs, BCBA's, secretaries, climate liaisons, SISLs, school police, etc.)
- School-based clinical support role (school counselors, nurses, speech therapists, psychologists, OTs, PTs, etc.)
- Operational support role (food service roles, transportation roles, facilities and maintenance roles, etc.)

4. Location/Office

5. Years of Service

6. Please identify your gender.

- Male
- Female
- Other

7. Are you Hispanic or Latino?

Yes

No

8. Please identify your race (check all that apply).

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

Other

9. Union Affiliation

10. Through which university did you earn your teaching certification?

11. Prior to being appointed in your position, were you ever a student teacher in a District school?

Yes

No

12. Did you start in your position after the start of the school year?

Yes

No

Employee Exit Survey v2

13. Please choose the top 5 reasons that factored into your decision to leave the District (choose only 5 and rank "1" as the most important reason, "2" as the next most important, etc.).

	1	2	3	4	5
Salary (starting salary, fair compensation reflecting day to day work)	<input type="radio"/>				
Not enough regular salary increases	<input type="radio"/>				
Not enough opportunities to earn additional pay (coaching, professional development, etc)	<input type="radio"/>				
Wanted to pursue an opportunity in the same field with a new organization	<input type="radio"/>				
Wanted to pursue an opportunity in a different field	<input type="radio"/>				
Lack of staff resources	<input type="radio"/>				
My role or experience is different than what I had anticipated	<input type="radio"/>				
Emotional/physical safety concerns	<input type="radio"/>				
Vision of school/office is not aligned with my beliefs	<input type="radio"/>				
Unmanageable workload	<input type="radio"/>				
Cleanliness/physical building conditions	<input type="radio"/>				
My school is not adequately staffed to address student needs	<input type="radio"/>				
Other working conditions	<input type="radio"/>				
Relocation	<input type="radio"/>				
Commuting challenges (e.g., distance, traffic, transportation)	<input type="radio"/>				
Leadership/management style of my supervisor	<input type="radio"/>				
Irreparable relationship damage with supervisor	<input type="radio"/>				
Lack of support from my supervisor	<input type="radio"/>				
Lack of professional development	<input type="radio"/>				
Lack of opportunity to progress in career	<input type="radio"/>				
Family/personal reasons	<input type="radio"/>				
Health reasons unrelated to job	<input type="radio"/>				
Wanted benefits that the District does not currently offer	<input type="radio"/>				

	1	2	3	4	5
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input style="width: 100%; height: 20px;" type="text"/>				
14. If desired, please provide additional context for the #1 reason you ranked for leaving the District.					
<input style="width: 100%; height: 40px;" type="text"/>					
15. We know school administrators and managers have a large impact on staff experience. How would you rate the effectiveness of your most recent school or office's administration?					
Highly Effective	Somewhat Effective	Somewhat Ineffective	Highly Ineffective		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
16. We know that some staff leave for personal reasons, while others leave for reasons that are within the control of the School District of Philadelphia (SDP). What would you say was the primary motivation for leaving SDP?					
<input type="radio"/> I left for reasons unrelated to SDP (i.e., personal reasons)					
<input type="radio"/> I left for reasons related to or within the control of SDP					

17. What, if anything could SDP or your school have done to make you stay?

18. Please share what you are doing next.

- Continuing in education in the same role with a different organization/company
- Continuing in education, but in a different role
- Switching to a role outside of education
- Continuing my education
- Taking care of family/personal reasons
- Retiring and not pursuing further work
- Other (please specify)

19. What resources/people/supports were most useful during your time with the District?

20. Please choose the top 3 things the District should implement to retain employees.

	1	2	3
Provide better quality benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a better cost (employee contribution) for benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide higher salaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular salary increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase quantity of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve access to resources across the District	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the frequency of professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the quality of professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce the workload for someone in this position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide more opportunities for leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase access to leadership opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on consistency in leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve management skills of supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

21. Would you consider other opportunities currently available with The School District of Philadelphia that are posted on the [Job Board](#)?

- Yes
- No

22. Please rate the likelihood that you would recommend working for The School District of Philadelphia to a friend/colleague/family member.

1 (Not at all likely)	2	3	4	5	6	7	8	9	10 (Extremely likely)
<input type="radio"/>									

23. Please provide any additional feedback, comments and concerns.

24. Would you like to have a follow-up conversation with a member of the Office of Talent to discuss your decision to leave The School District of Philadelphia?

Yes

No

25. Please provide your contact information so we may follow up with you.

First Name:

Last Name:

Email:

Phone:

Best way and time to contact you:

26. Location:

27. If you are a teacher, please provide grade and subject taught.

Grade:

Subject: