

2021-2022 District-Wide Principal and Assistant Principal Survey

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



2021-2022 District-Wide Principal and Assistant Principal Survey

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranging for substitute teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional leadership activities (e.g., observing your teachers' classroom instruction or providing feedback to teachers regarding curriculum and instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing students' assessment results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with parents and guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student discipline problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or conducting teacher professional development workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring students in the hallways, playground, lunchroom, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with school leadership teams on issues related to teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with teachers, counselors, and other staff at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building management (e.g., scheduling repairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing external partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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School Leadership

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

	None	A little	Some	A great deal
Hiring teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing how to allocate school funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing school goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing curriculum/curricular materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enforcing the school discipline policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling non-state testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling state test preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Professional Capacity

3. During the 2021-22 school year (including the summer of 2021), how many times did you:

	Never	Rarely	Sometimes	Often	N/A
Receive formal or informal coaching or mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in an informal or formal support network (e.g., PLC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit other schools within and/or outside your district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with other principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in Tier 1 leadership meetings to review school- or grade-level data to improve Tier 1 instruction and climate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/Charter Operator administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Superintendents	<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"/>



2021-2022 District-Wide Principal and Assistant Principal Survey

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of adequate funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of highly-qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher absences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers teaching a subject or grade outside of their certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of high-quality professional development opportunities <u>for teachers</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of high-quality professional development opportunities <u>for principals</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of instructional support staff (e.g., teacher aides, SPED assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of other support staff (e.g., nurses, counselors, and security)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students 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"/>
Inadequate textbooks, materials, or other non-technological instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of computers or other technological resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Lack of school resources to provide the extra help for students who need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for teaching special education students (i.e., students with IEPs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for teaching English Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of teacher planning time built into the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to perform well on the state standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with student transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*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.



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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' inadequate basic skills or prior preparation	<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"/>
Student mental health	<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"/>
Student food insecurity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a school improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making decisions regarding student promotion or retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying students who need additional instructional support (e.g., identifying students for Tier 2 or Tier 3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying school-level or student-level problems with attendance, tardiness, and/or behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigning teachers to students (i.e., rostering students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teacher performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing the focus of teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing students for achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing teachers for achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides appropriate support to enable principals to act as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides appropriate instructional support for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides support for teaching grade-level standards to special education students (i.e., students with IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides support for teaching grade-level standards to English Learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides appropriate support to enable principals to act as talent managers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat parents and guardians with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively engage parents and guardians in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and guardians are actively involved in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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10. Are you the principal or assistant principal of a Charter school?

Yes

No



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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying research-based school improvement strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning curriculum with state content standards and state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or providing professional development that is tailored to the needs of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Professional Development

12. To what extent did the Leader Professional Development (Network PD, Instructional Rounds, and Leadership Convenings) you received this year:

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



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13. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspending a misbehaving student encourages other students to follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out of school suspension is useful for sending a message to parents about the seriousness of an infraction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The negative impacts of out-of-school suspension on students outweigh any possible benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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14. Does your school have a School Safety Officer?

Yes

No



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15. Does your school have a School Safety Officer?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My school's Safety Officer builds positive relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's Safety Officer makes our school safer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school trust the School Safety Officer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally speaking, my school's Safety Officer reacts to students in ways that help them calm down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally speaking, my school's Safety Officer reacts to students in ways that worsen situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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 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 strengths and opportunities for change.

By *diversity*, we mean differences among groups of people and individuals based on identity characteristics like ethnicity, race, socioeconomic status (or class), gender, exceptionalities, language, religion, sexual orientation, and where they live, to name a few.

By *equity*, we mean fair policies, practices, and opportunities available for all members of our District community and especially for members of groups historically treated unfairly.

By *inclusion*, we mean how much individuals feel valued by, connected to, and involved as a member of the school community.

16. 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"/>
I think about what my colleagues of different races, ethnicities, or cultures experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, students have opportunities to learn about people from different races, ethnicities, or cultures	<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"/>

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

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
I can easily interact with students in my school who are from a different cultural background than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
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"/>



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18. To what extent are you aware of SDP's Goals and Guardrails?

- I have never heard of them
- I've heard of them but am not familiar with the details
- I've heard of them, and am somewhat familiar with the details
- I've heard of them, and am very familiar with the details



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Thank you!

Thank you for taking the survey!