



THE SCHOOL DISTRICT OF
PHILADELPHIA
**PHILLY SCHOOL
EXPERIENCE SURVEY**

2022-23 Philly School Experience Survey for Support Staff

Welcome

Why are we asking you to complete the survey?

This survey is designed to gather feedback from support staff across the district about key topics that are critical to school success, including School Climate, Leadership, Professional Capacity, and Diversity, Equity and Inclusion. When enough support staff at a school answer questions about these topics, we can get a valid and reliable measure for that school. This data can be used to identify school strengths and challenges and set goals for improvement.

This is the case for the District as well; feedback from thousands of support on the same topics is a powerful way to answer questions like, “across the District, are we seeing positive trends in staff perceptions of school climate?”

Things to know before you complete the survey:

- 1) Completing it is voluntary.
- 2) Your responses will not be used to evaluate you, your principal, or anyone at your school. Rather, they will be combined with other support staff 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 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. To protect confidentiality, survey data is not reported or displayed unless a minimum number of teachers at each school complete the survey.
- 4) The survey should take about 10 minutes to complete.
- 5) To enter the raffle for a chance to win an online gift card, click the link on the Thank You page. The information you enter in the raffle is completely separate from your survey responses. The Thank You page will appear after you complete the survey and click DONE.

If you have any questions or concerns about the survey, please contact schoolsurveys@philasd.org or call 215-400-6565.

Sincerely,

Office of Research and Evaluation
The School District of Philadelphia



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School Confirmation

The survey is intended primarily for staff assigned to work at a single school, although some who serve at more than one school may be invited to take the survey. If you work at two or three different schools, you only need to take the survey once. If you work at four or more schools, your survey will be considered complete after answering the question below.

* 1. How many different schools do you support?

- One school
- Two schools
- Three schools
- Four or more schools



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If you work at more than one school, **please take this survey only once**, for the school you work at the most. If your work is evenly distributed across two or three schools, please take this survey for the school you know the best.

2. Please select your school to begin the survey:



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School Leadership

How much do you agree with the following statements?

3. 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"/> |



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School Climate

4. 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"/> |
| School 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"/> |
| 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"/> |



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School Climate

5. 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"/> |
| SDP School Safety Officers | <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"/> |



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Professional Capacity

6. 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"/> |

7. 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"/> |



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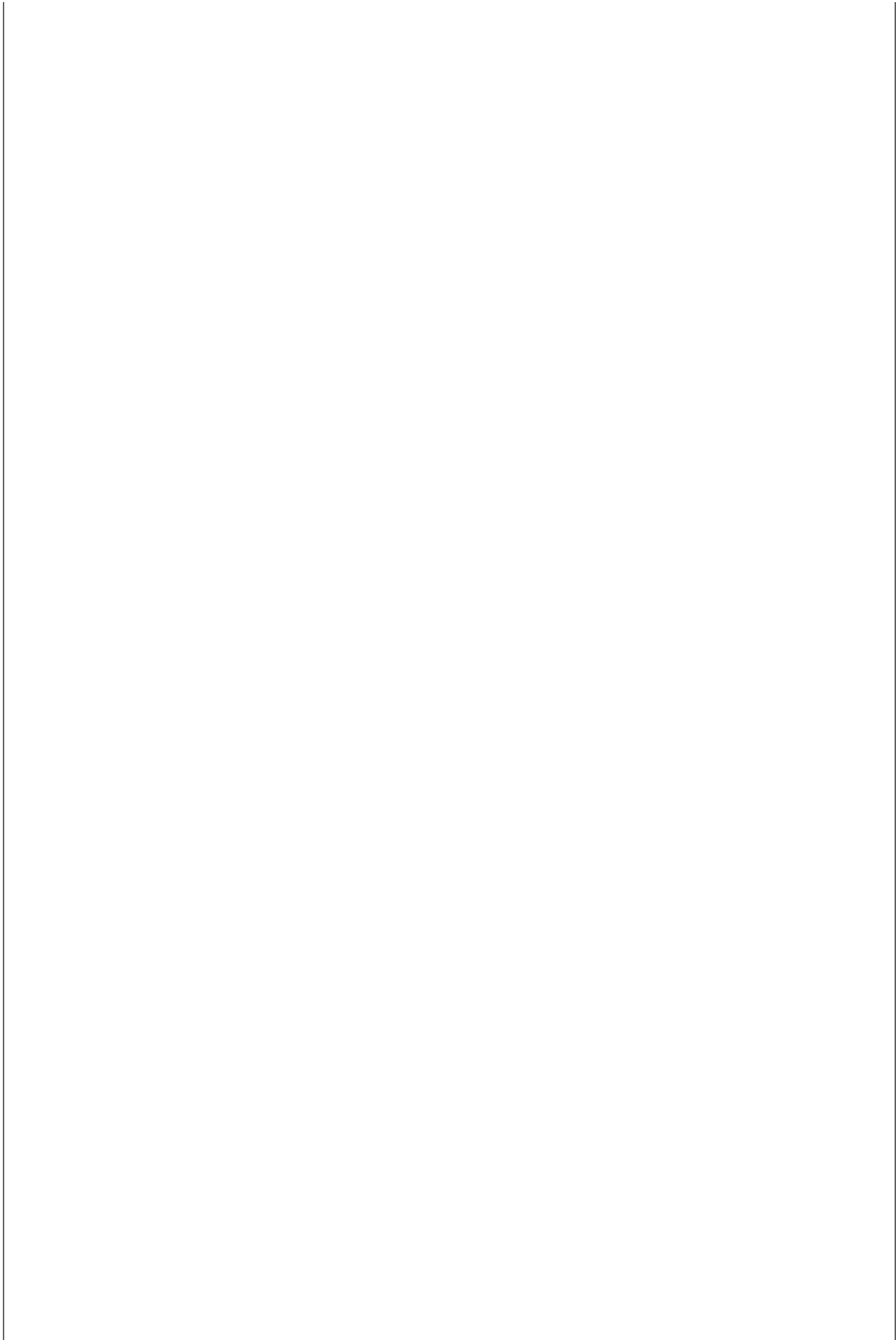
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School Leadership

8. How much do you agree with the following?

| | Strongly disagree | Disagree | Agree | Strongly agree | Does not apply |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am clear about what the school leader/supervisor expects of me. | <input type="radio"/> | <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"/> | <input type="radio"/> |
| There are clear guidelines/protocols for addressing student issues. | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/> |
| My caseload of students is manageable. | <input type="radio"/> | <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 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 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.

9. 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"/> |



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District Priorities

10. 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.

11. To what extent have each of the SDP Goals & Guardrails or District priorities been a focus at your school this year?

| | Not at all | A little | Somewhat | A great deal | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Goals 1 & 2 (Grades 3-8 Reading) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal 3 (Grades 3-8 Math) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal 4 (College and Career - Grade 11) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal 5 (College and Career - Grade 12 CTE) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 1 (Safe and Welcoming Schools) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 2 (Enriching and Well-Rounded Experiences) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 3 (Partnering with Parents and Family Members) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 4 (Addressing Racist Practices) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student dropout | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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Final questions

12. Would you like to receive a summary of your school's survey results by email when they are available?

Yes

No

13. The Office of Research and Evaluation is always looking to learn more about the topics that we ask about on the survey. Would you like to hear about opportunities to participate in focus groups, interviews, or other surveys in the future?

Yes

No



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Thank you!

Please click "Done" to submit your survey, and click the link on the next page to enter a raffle for an online gift card.