

## 2023-24 Philly School Experience Survey for Principals and Assistant Principals

### Welcome

#### Why are we asking you to complete the survey?

This survey is designed to gather feedback from principals across the district about six key topics that are critical to school success: School Climate, Instruction, Leadership, Professional Capacity, Family Engagement, and Diversity, Equity and Inclusion. When enough principals in a given sector or Network 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.

#### Things to know before you complete the survey:

- 1) Completing it is voluntary. You may skip any questions you do not wish to answer.
- 2) Your responses will not be used to evaluate you or your school. Rather, they will be combined with other school leaders' responses to help identify opportunities for improvement for different types of schools across the city.
- 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 15 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 email [schoolsurveys@philasd.org](mailto:schoolsurveys@philasd.org) or call 215-400-6565.

Sincerely,

The PSES Team  
Office of Research and Evaluation  
The School District of Philadelphia

## 2023-24 Philly School Experience Survey for Principals and Assistant Principals

### Background Information

\* 1. Which best describes your position?

- Principal
- Assistant Principal

2. Are you a principal or assistant principal of a Charter school?

- Yes
- No

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### Respect

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 Board of Education	<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"/>

## 2023-24 Philly School Experience Survey for Principals and Assistant Principals

### School Climate

4. 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
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"/>
Lack of high-quality professional development opportunities <u>for teachers</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"/>
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"/>
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"/>

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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 initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequent changes in District/Charter leadership	<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"/>
School 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"/>
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"/>
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"/>
Students transferring in or out of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Family Engagement

6. 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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Family Engagement

7. Not including events sponsored by the Office of Family and Community Engagement (for example, School Advisory Councils, Title I Family Engagement Meetings, and FACE-led workshops), how many events did your school offer this year which were at least three (3) parent/guardians attended?

Examples of parent/guardian events sponsored by schools include Back to School Nights, Family Literacy Nights, and Family Mixers.

8. How much of a challenge is planning and implementing school-sponsored activities and events for parent/guardians at your school?

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

9. On average, how many parent/guardians attend events sponsored by your school?

- 0-10
- 11-20
- 21-30
- 31-40
- 41-50
- More than 50

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Professional Capacity

10. 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 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"/>
Help you develop your leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Professional Capacity

11. During the 2023-24 school year (including the summer of 2023), how many times did you:

	Never	Rarely	Sometimes	Often	N/A
Receive <b>formal</b> coaching or mentoring (from an internal/external coach, mentor or supervisor)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive <b>informal</b> coaching or mentoring (feedback, advice or support from a mentor outside formal support programs)?	<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, Affinity Group)?	<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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Ninth Grade Success Networks

12. How much time in a typical week do you spend focused on issues related to 9th grade?

- All of my time
- Most of my time
- Some of my time
- Very little or none of my time

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School Safety Officers

13. Does your school have a School Safety Officer?

- Yes
- No

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School Safety Officers

14. How much do you agree with the following statements?

	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"/>
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"/>

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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.

### 15. 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 ways to promote equity in my practice.	<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"/>

### 16. 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"/>



## District Priorities

17. 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.

18. To what extent have each of the SDP Goals & Guardrails and Conditions for Success been a focus at your school this year?

	Not at all	A little	Somewhat	A great deal	N/A
<b>Goals 1 &amp; 2</b> (Grades 3-8 Reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Goal 3</b> (Grades 3-8 Math)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Goal 4</b> (Keystone Performance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Goal 5</b> (Career and Technical Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Guardrail 1</b> (Safe and Welcoming Schools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Guardrail 2</b> (Enriching and Well-Rounded Experiences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Guardrail 3</b> (Partnering with Parents and Family Members)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Guardrail 4</b> (Addressing Racist Practices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teacher attendance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student attendance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student dropout</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>High school graduation</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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District Priorities

19. How much have the following factors contributed to student absenteeism in your school this year?

	Not at all	A little	Somewhat	A great deal	N/A
Physical illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caretaking responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' work schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing instability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety concerns on the way to or around the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety concerns inside the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of trust in the District	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of positive relationships with school peers and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of engaging and relevant classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of instruction at the right level (classes being too easy or too hard for students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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.