

Potential District/Central Office Staff Survey Questions

Document Overview

This document is part of the Pennsylvania Essential Practices for Districts Self-Assessment toolkit. This document provides potential district staff survey questions for district review teams to issue central office surveys during the data collection and analysis portion of their self-assessment.

Survey questions are organized by the five core conditions outlined in the Essential Practices for Districts Rubric. Districts may choose to customize the survey questions and/or the order of these questions if needed.

Guidance for Using these Survey Questions

1. Issue surveys, using these questions, in a platform that the district can access and is familiar with:

- a. Paper-based surveys;
- b. Google forms;
- c. SurveyMonkey; or
- d. Other survey programs.

2. Ensure surveys maintain confidentiality, e.g., do not ask for names or personal identifiers.

If any of the proposed background questions may reveal a participant's identity, please delete the question(s) from your survey or make them optional.

3. If your district is engaging in both school assessments and district self-assessments, consider combining surveys into a streamlined version. For example, a district could:

- a. Identify gaps/overlaps between the school assessment survey questions and the district assessment survey questions listed in this document;
- b. Create and issue a single streamlined survey by consolidating all questions into one survey for school staff and eliminating similar or duplicate questions;
- c. Use survey data as evidence to inform both school assessments and a district self-assessment.

4. If your district has recently issued other district surveys, consider opportunities to streamline the district self-assessment survey to avoid over-surveying stakeholders.

Overview

Our school district is gathering information and feedback from a wide range of stakeholders in order to evaluate district systems, policies, and processes in several key areas. Please take a moment to complete the following survey. Please note that all survey responses will be kept anonymous and confidential. Thank you in advance for sharing your experience and feedback.

Background Information

Please indicate the office in which your position is housed:

- Academics, Curriculum and/or Instruction
- Building and Grounds
- Business Office
- Federal Programs
- Finance
- Human Resources
- Operations
- Special Programs
- Special Education
- Technology
- Other (please specify) _____

Please note:

Districts should ensure anonymity in surveys.

If any background questions may reveal a participant's identity, please delete the question(s) from your survey or make them optional. For example, in a district with a small central office team, the background questions (left) may risk non-anonymity and should be removed, generalized, or made optional.

How long have you worked for the district?

- Less than 2 years
- 2-5 years
- 6-10 years
- More than 10 years

Overall, how would you characterize the supports and services provided by the district's central office to schools?

- Excellent
- Good
- Fair
- Poor

Empower Leadership for District Continuous Improvement

For the following questions, please select your level of agreement with each statement below.

STATEMENT	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
The district has a clear and compelling vision for district and school continuous improvement articulates expectations for the success of all students, including students who have historically experienced opportunity and achievement gaps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has a strong culture of trust and shared responsibility amongst stakeholders across the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The district has established a manageable set of priorities informed by school data and student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clear about my role, responsibilities, and expectations for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central office roles and responsibilities are aligned to the vision for district and school continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The central office communicates effectively with stakeholders to keep them fully informed on matters affecting them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools and community stakeholders have an opportunity to provide feedback on the nature and quality of central office services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Focus on Continuous Improvement of Instruction

For the following questions, please select your level of agreement with each statement below.

STATEMENT	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
Central office services and operations allow school-based educators to focus on teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides sufficient, aligned, standards-based curricular resources to schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools have assessments that are aligned with the standards outlined in the curriculum framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district system for analyzing and reporting student assessment data is accessible and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides support to leaders, teachers, and school staff to improve and refine instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides an equitable, high-quality education for all students, including specific student groups (special education, ELs, students categorized as economically disadvantaged, race/ethnicity, gifted learners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has a support structure that develops the instructional leadership of district and school leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The district supports the development of school improvement plans that focus on the highest impact causes of low performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district supports teachers and school leaders in accessing and analyzing the data they need to inform instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has a system that holds schools accountable for their results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide Student-Centered Supports to Ensure All Students are Ready to Learn

For the following questions, please select your level of agreement with each statement below.

STATEMENT	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
District information systems are accurate, accessible, and useful; allowing school and district staff to determine specific school, student, and family needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District information systems provide information to support the progress monitoring of multiple data sources, including academic, behavior, discipline, on-track, graduation, mental health, and health and wellness data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District information systems allow for the progress monitoring of all student groups (i.e., provides data by race/ethnicity, special education, ELs, students categorized as economically disadvantaged, gifted learners, and other prioritized subgroups).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides access to a comprehensive array of services to meet the needs of the whole child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides support and resources to ensure schools are safe and welcoming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides support and resources to ensure families can be effective partners in their children's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district maintains effective partnerships with community organizations that align to school and district priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implement Data-Driven Human Capital Strategies

For the following questions, please select your level of agreement with each statement below.

STATEMENT	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
Recruitment and placement processes intentionally seek diverse staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment and placement decisions prioritize lowest performing schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals can select from several quality candidates for each vacancy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district and schools work collaboratively to retain talented staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of all staff focuses on building strengths and addressing weaknesses to improve performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has systems for recruiting and developing potential school leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides district-wide professional development opportunities aligned to district and school needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides formal development and progression pathways to increase teachers' and leaders' career options and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organize and Allocate Resources and Services Strategically and Equitably

For the following questions, please indicate your agreement with each statement below.

STATEMENT	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE
The district implements a formal system to make resource allocation decisions aligned with student needs and school plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central office services prioritize low performing or high need schools in allocating and delivering services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial resources are aligned to district priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principals have sufficient influence on how financial resources are used to meet school needs.

Is there anything else you think we should know that can help us continue to improve?