



THE SCHOOL DISTRICT OF
PHILADELPHIA

District-Wide Survey Data: A Guide for District Leaders

FROM THE OFFICE OF EVALUATION, RESEARCH,
AND ACCOUNTABILITY

AUGUST 2019

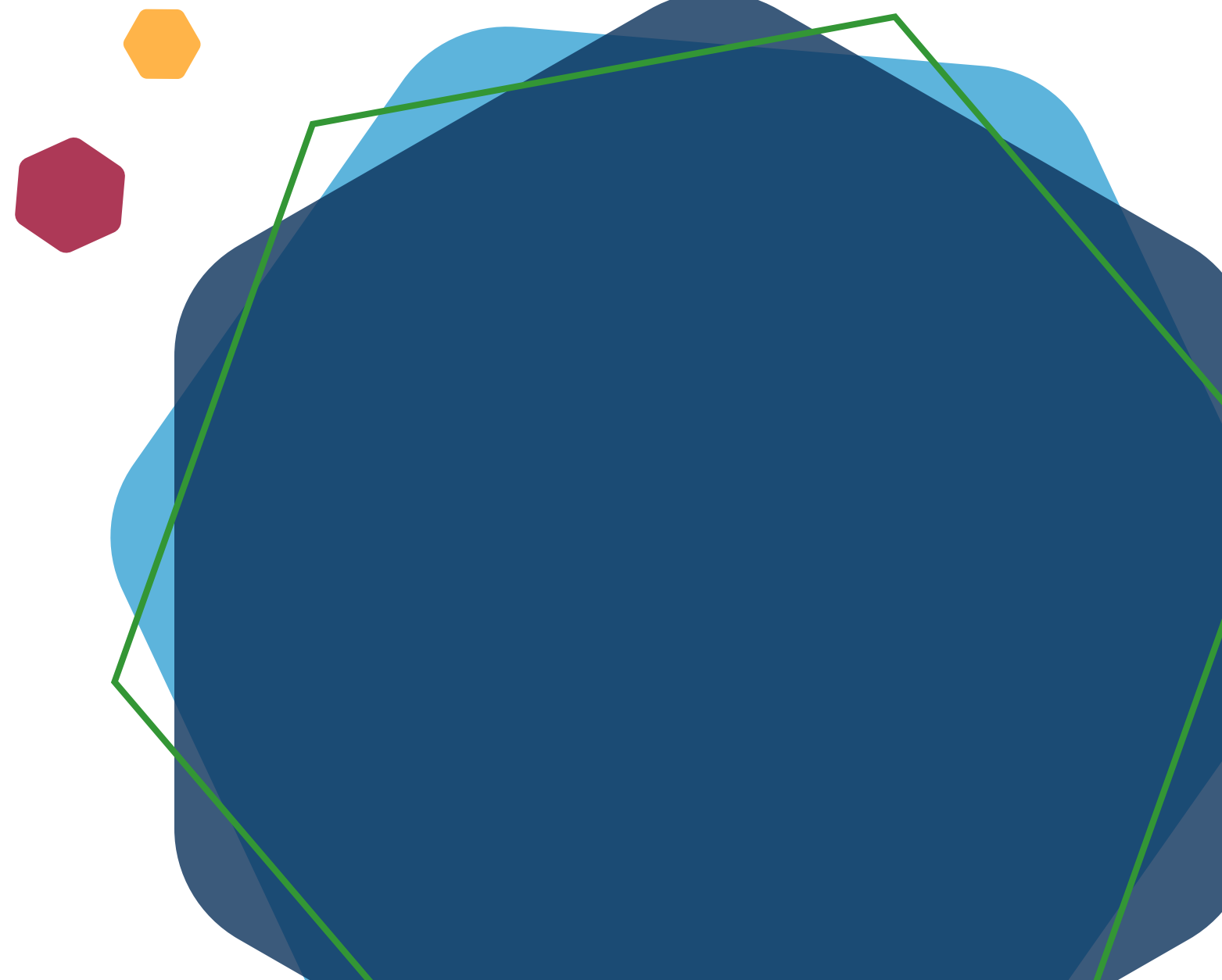


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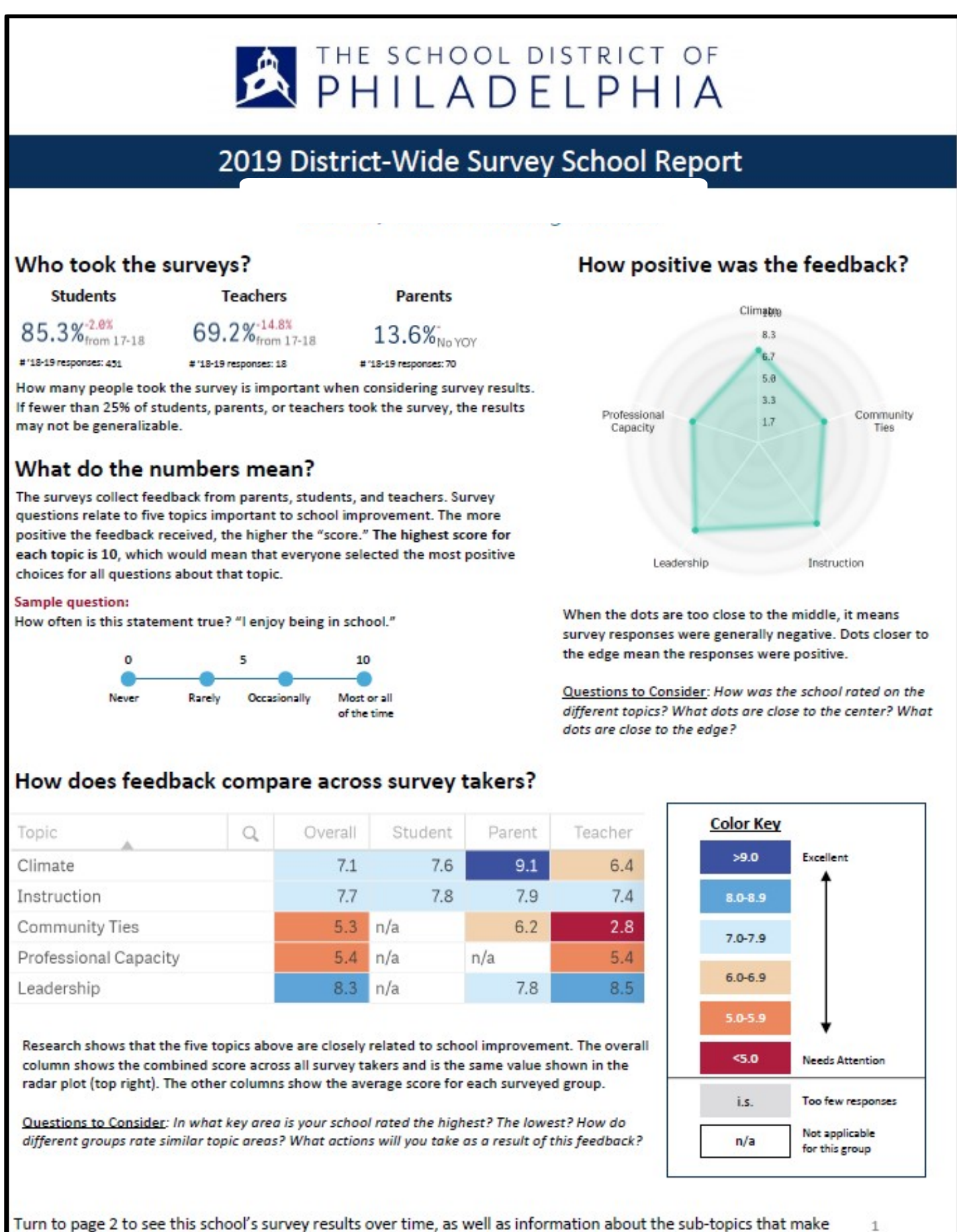
NOT SURE WHERE TO START?

Part 1: Reviewing Your School Summary Report

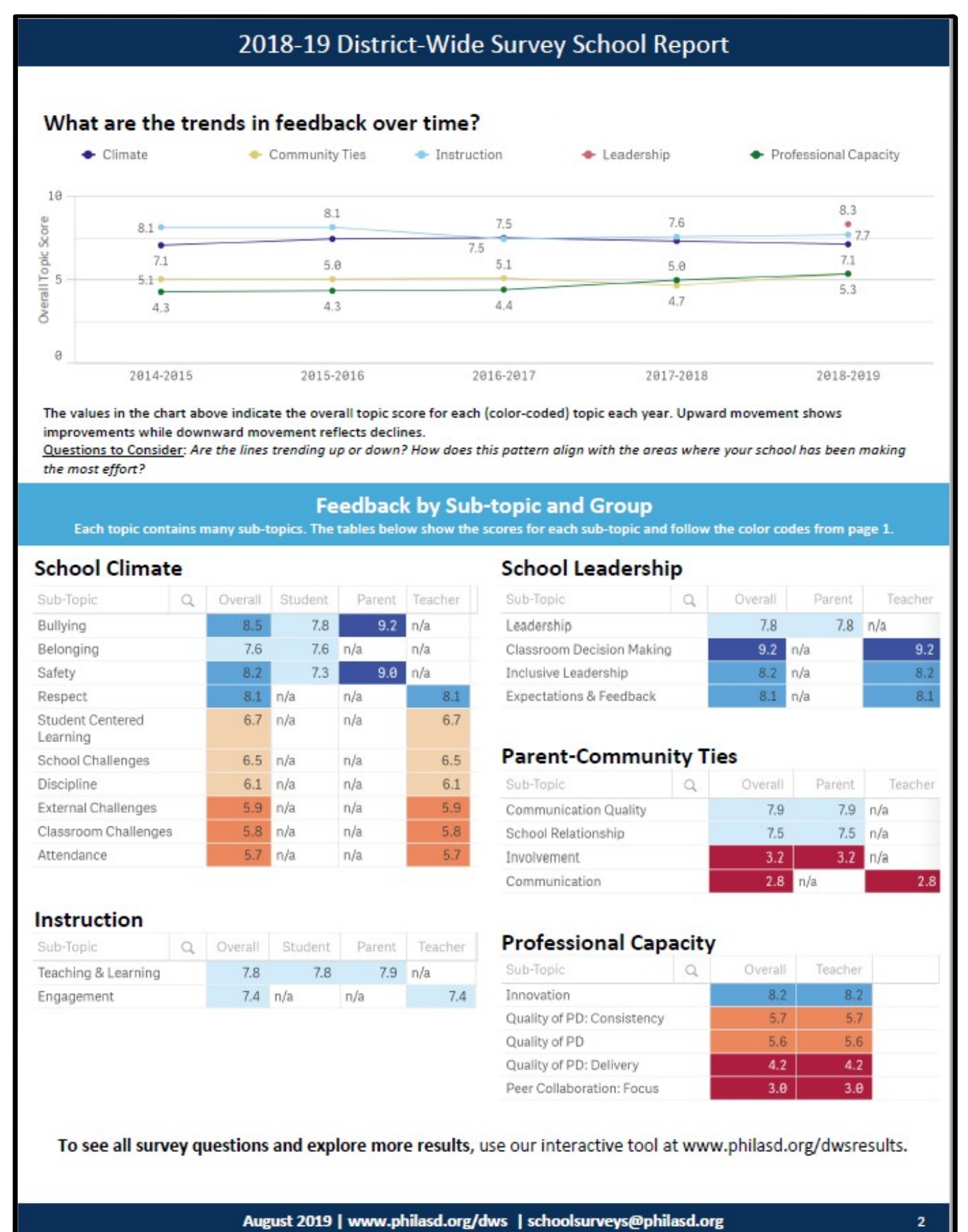
You've done it! You've spent time encouraging your students, teachers, parents, and guardians to take the District-Wide Survey, and now the results are in! For an overview of the results for your school this year, start by reviewing your two-page School Summary Report. This school-specific report gives you a high-level look at the topics and subtopics included on the survey.

1. Get oriented to the page.

Your two-page report will look similar to the pictures below. Start by reviewing the response rate for students, teachers, and parents (first page, top left). Remember: the more responses, the more representative this report will be of your school as a whole. Then, review the radar plot (polygon at the top right of page 1) to see where your school scored the highest on the five topics (see page 13 of this guide for a description of each topic). In this report, the highest score for each topic is 10: A score of 10 would mean that everyone selected the most positive choices for all questions about that topic.



Sample report, page 1.



Sample report, page 2.

2. Identify the high-level takeaways.

Scores for the five main topics (Climate, Instruction, Community Ties, Professional Capacity, and Leadership) are shown on the bottom half of page one. Higher scores are shaded **blue**. Lower scores are shaded **red** and **orange**. Look across the different groups of respondents. Are students, parents, and teachers all saying the same thing about each topic? Which areas will you celebrate? Which areas need immediate attention? You can use the “Questions to Consider” below each figure to start a conversation with your leadership team.

3. Look for trends.

The line graph at the top of the second page of the School Summary Report shows the trends for each of the five key topics over the past five years. Use this figure to look at long-term patterns or changes. Were there changes/interventions during this time that could have contributed to increases or declines?

The bottom half of the second page shows the scores for all the sub-topics under each of the five main topics. Like on the front page, higher scores are **blue** and lower scores are **red** and **orange**. Because not all questions are asked of each survey group, sometimes the cell will say **n/a**. If not enough people responded, the table cell will say **i.s.** (for insufficient sample). As you review the data, again ask yourself and your team: Which areas should be celebrated? Which areas have room for improvement?

4. Use QlikBAM to find out more.

The next sections of this guide describe how to narrow your search in the survey results to dig more deeply into specific topics and questions.

For all District-Wide Survey School Reports, visit
www.philasd.org/research/programsservices/district-wide-surveys/school-summaries

Part 2:

Using DWS Data to Plan

There are many ways to use your survey data, but it can be especially helpful when setting targets aligned to goals in your school plan. This section outlines six steps that will help you look at your survey data--and use it in the school planning process.

1. Choose a survey topic aligned to one of your school priority goals.

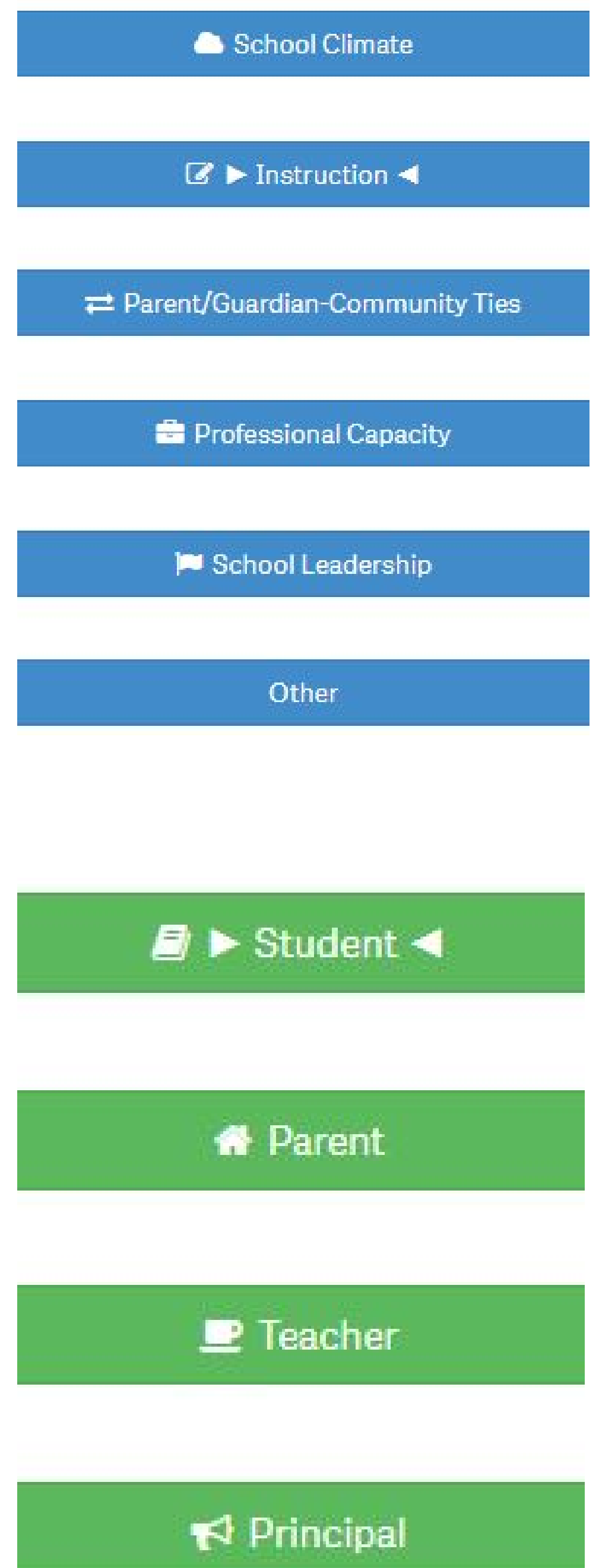
First, open the QlikBAM District-Wide Survey App. Click on the "Topics and Respondents" sheet, then select your school. Next, identify the topic area aligned to your goal: School Climate, Instruction, Parent/Guardian Community Ties, Professional Capacity, or Leadership. Not sure where to find what you're looking for? Turn to page 13 of this guide for a description of each topic area.

Example: Last year, you adopted a station rotation blended learning model in grades 4-8 with the goal of increasing student engagement and teachers' ability to differentiate. These goals are tied to *Instruction*, so you click the blue *Instruction* button.

2. Choose a respondent group.

Now that you've selected your topic area, whose perspective do you want to focus on? Students? Parents and guardians? Teachers? Maybe more than one perspective is important. Choose a respondent group or groups to see what they had to say.

Example: You have been looking for signs of differentiation in teacher observations, but you want to know if *students* thought their work was interesting--so you use the green button to filter by the *student* group.



3. Narrow your focus by looking at specific questions.

To see all the questions for the selected topic and respondent group, click "Question Details."

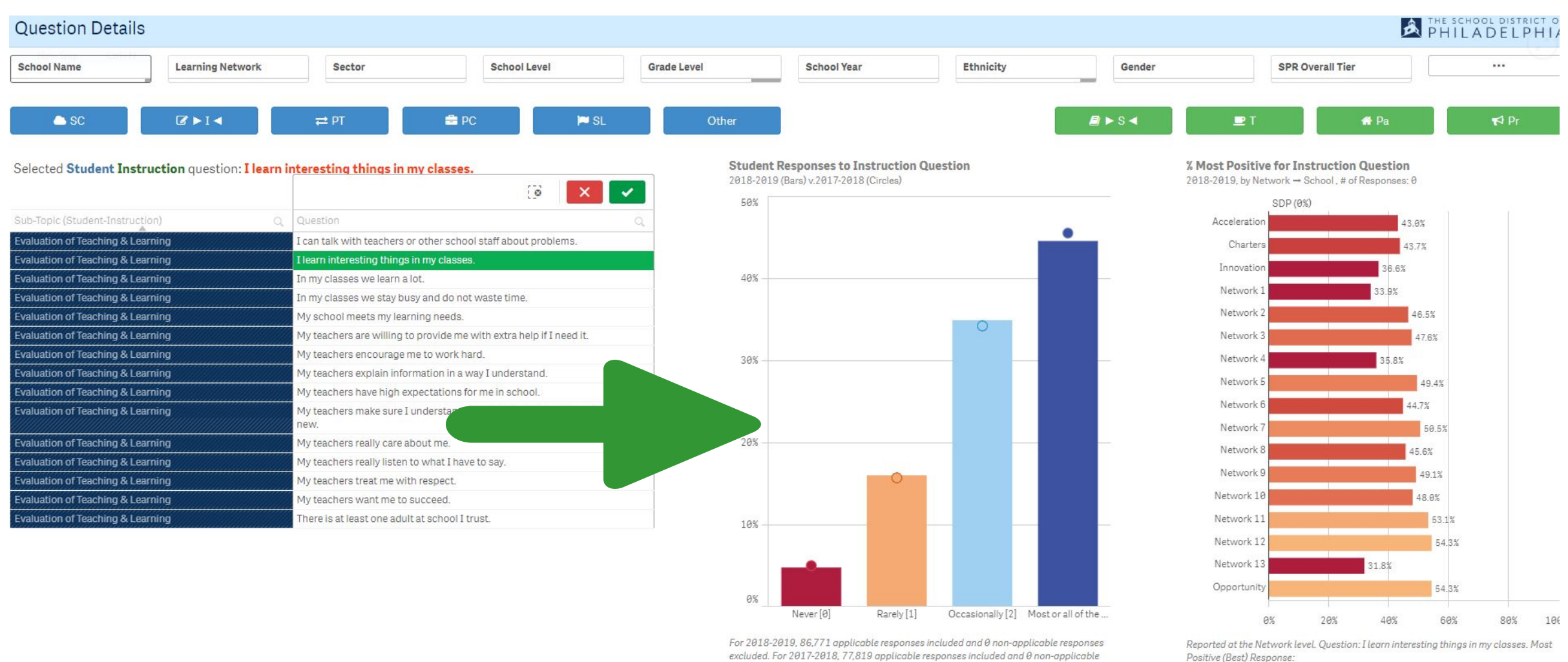


You'll see a list of questions organized by subtopic. Choose one that aligns with your area of inquiry.

Selected **Student Instruction** question: **I learn interesting things in my classes.**

Sub-Topic (Student-Instruction)	Question
Evaluation of Teaching & Learning	I can talk with teachers or other school staff about problems.
Evaluation of Teaching & Learning	I learn interesting things in my classes.
Evaluation of Teaching & Learning	In my classes we learn a lot.
Evaluation of Teaching & Learning	In my classes we stay busy and do not waste time.
Evaluation of Teaching & Learning	My school meets my learning needs.
Evaluation of Teaching & Learning	My teachers are willing to provide me with extra help if I need it.
Evaluation of Teaching & Learning	My teachers encourage me to work hard.
Evaluation of Teaching & Learning	My teachers explain information in a way I understand.
Evaluation of Teaching & Learning	My teachers have high expectations for me in school.
Evaluation of Teaching & Learning	My teachers make sure I understand lessons before teaching something new.
Evaluation of Teaching & Learning	My teachers really care about me.
Evaluation of Teaching & Learning	My teachers really listen to what I have to say.

To see responses to each question, select them one at a time and view results in the bar chart.



Example: Because you adopted a new blended learning model in grades 4-8, you'd like to see how 4th-8th graders responded to "I learn interesting things in my classes," "In my classes we learn a lot," and "In my classes we stay busy and do not waste time." You choose each question by highlighting it, then clicking the green checkmark. The bar graph will update automatically.

4. Interpret the results from last year.

Are the results what you expected? Does anything surprise you? What other contextual data might be important in thinking about setting a target for next year? Use the filters at the top of your screen to further refine the data, if necessary.

School Name	School Level	Ethnicity
Grade Level	Sector	Gender
Learning Network	School Year	SPR Overall Tier

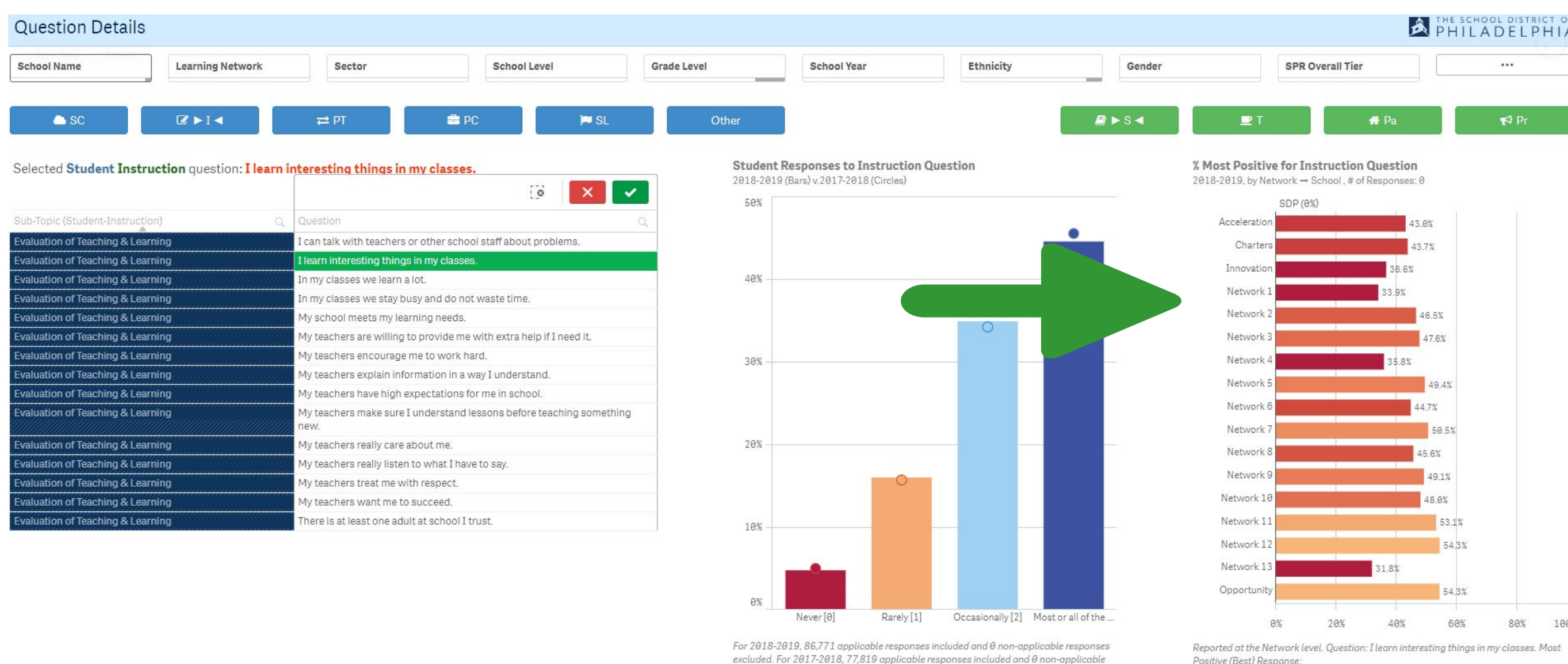
Example: Overall, only 35% of students in grades 4-8 responded *most or all of the time* to the statement "In my classes we stay busy and do not waste time." That seems so low! You had a long-term sub in 5th grade for most of the year, so you wonder if that is skewing the data. You decide to see what 5th-grade students said, so you limit your selections to 5th grade and compare the bars (current year) to the circles (last year's data).

5. Set your target(s).

As you consider the results, ask yourself: Do they change over time? Are the responses consistent across different student groups? What do the responses look like at similar schools? How do your responses compare to District averages? As you set your future targets, look at the past trends in your results.

Example: After looking at grade-level results, you see the percentage of 5th graders selecting *most or all of the time* in response to "In my classes we stay busy and do not waste time" was only 25%, so you take that into account when setting your goal. Aside from this exception, the data were fairly consistent over the past three years--you see that most years, around 40% of students in grades 4-8 responded *most or all of the time* to the statement "In my classes we stay busy and do not waste time." Next, you decide to look at how students in grades 4-8 responded to that statement by Network.

To compare your school's data to District and Network results, look at the horizontal bar chart at the very right of the "Question Details" sheet.



Now you can repeat steps 4 and 5 for other survey items and add those targets to your strategic plan.

Example: Based on the data, you think that if 4th- to 8th-grade classrooms implement a blended learning station rotation model with fidelity next year, there will be a 20 percentage point increase in the percent of students who select *most or all of the time* to the statement "In my classes we stay busy and do not waste time." You also estimate there will be a 15 percentage point increase in the percent of students who select *most or all of the time* in response to "I learn interesting things in my classes" and "In my classes we learn a lot."

6. Repeat steps 1-5 with new topics, respondents, and survey items.

You're well on your way--have fun exploring the data!

Part 2:

Using DWS Data to Follow Up on What You Heard

The District-Wide Survey provides a valuable opportunity to dig deeper into areas where you may have received feedback from members of your school community. This section includes seven steps that will help you look at your survey data--and use it to to better understand the anecdotal data you receive from other sources.

1. Choose one of the five topic areas.

First, open the Qlik District-Wide Survey App. Think about the feedback you want to investigate, and choose a related topic area on the "Topic and Respondent" sheet: School Climate, Instruction, Parent/Guardian Community Ties, Professional Capacity, or Leadership. Not sure where to start? Turn to page 13 of this guide for a description of each topic area.

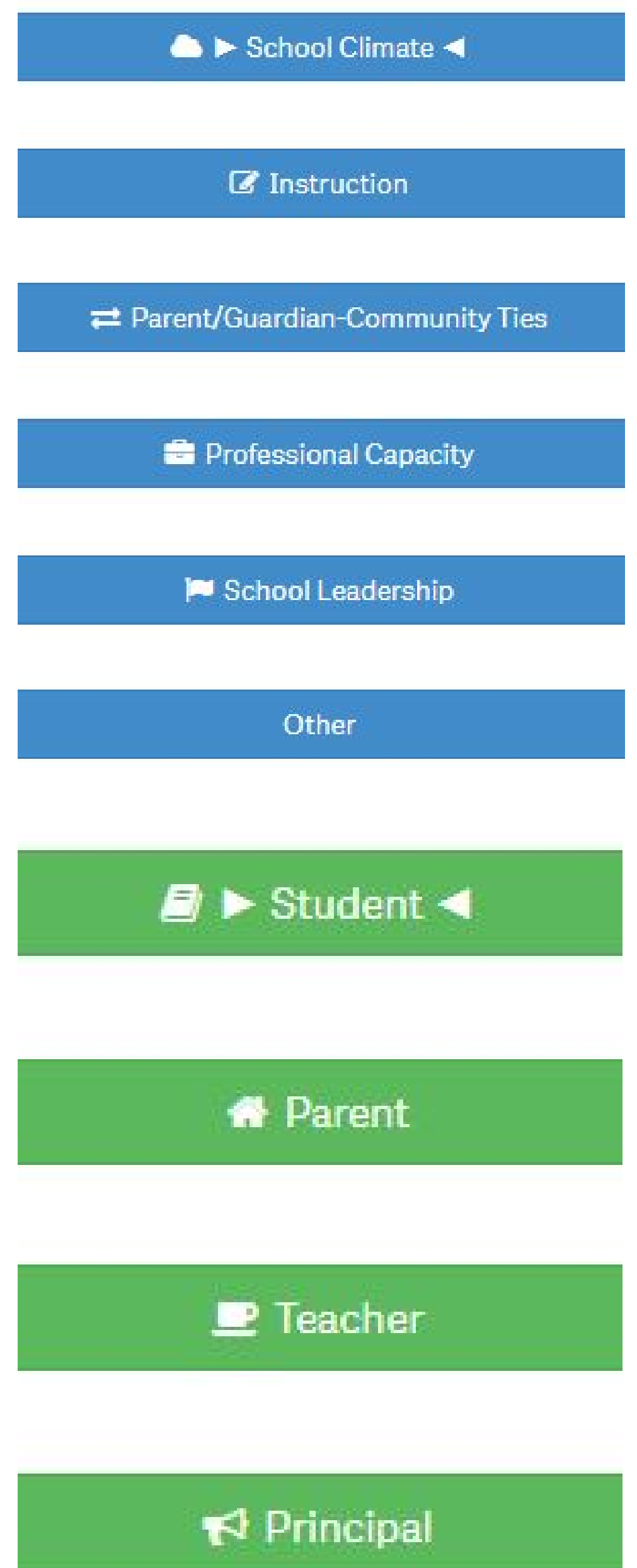
Example: Two parents have told you they think there might be a bullying problem. You find that concerning and would like more concrete information, so you go to your survey results and select *School Climate*.

2. Choose a respondent group.

Now that you've selected your topic area, whose perspective do you want to focus on? Choose a respondent group to see what they had to say. Can't find what you're looking for? You can see questions for each topic and respondent group on our website:

<https://www.philasd.org/research/programsservices/district-wide-surveys/allquestions>.

Example: You've already heard from parents, so you click the green *student* button to see what students at your school said about bullying.



3. Narrow the focus of the data by looking at specific questions.

Try to narrow down your results by subtopic or question. Click "Question Details" in the upper right-hand side of your sheet.



You'll see a list of questions organized by subtopic--choose one that aligns with your area of investigation.

Sub-Topic (Student-School Climate)	Question
Bullying	I am bullied at school.

Are you looking at student or parent/guardian data? If so, you can choose to view responses by grade level, gender, or race by making selections at the top of the sheet. For a list of questions by topic, go here: www.philasd.org/research/programsservices/district-wide-surveys/allquestions.

School Name	School Level	Ethnicity
Grade Level	Sector	Gender
Learning Network	School Year	SPR Overall Tier

Example: From what you've heard, it seemed as if the bullying issue mostly involved 9th-grade girls, so you narrow the survey responses by grade and gender.

4. Interpret the results.

Are the results what you expected? Does anything surprise you?

Example: The percentage of 9th grade girls who said they felt bullied at school seems high--much higher than you expected. You aren't sure why, so you decide to compare these results with other data.

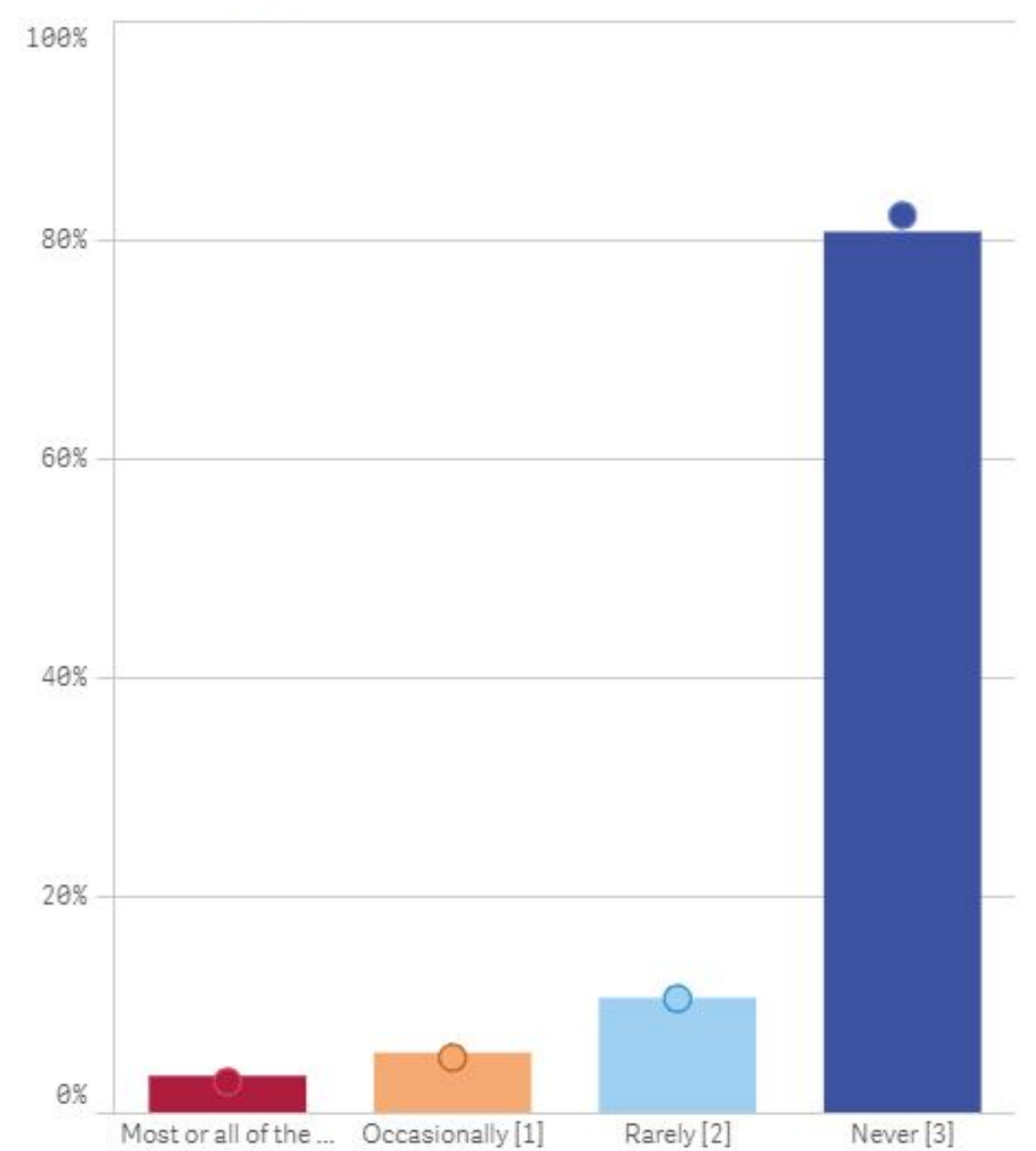
5. Compare with other survey data.

As you consider the results, ask yourself: Do the results change over time? Are they consistent across different student groups? What do the responses look like at similar schools? How do they compare to District averages?

You can use the bar chart to compare this year's data to last year's results--just look at the relationship between the bars (this year) and the circles (last year).

Example: You wonder if the bullying issue is unique to this year's 9th grade cohort, so you compare this year's data to what 9th-grade girls said last year.

Student Responses to School Climate Question
2018-2019 (Bars) v.2017-2018 (Circles)



6. Plan next steps.

Meet with your team to decide how this data informs the interventions you've been implementing. Are the interventions working? Do they need more time?

Example: When you compare this year's data to data from the past few years, it looks like 9th-grade girls report feeling bullied more often than girls in other grades--regardless of the school year. You decide it's probably not just an issue with this year's cohort, so you set a meeting to check in with your 9th-grade team. You also make a note to reach out to the Office of Climate and Safety--maybe they can suggest effective interventions or support.

7. Repeat steps 1-6 with new topics, respondents, and survey items.

DWS data can provide useful context for feedback you hear from members of your school community. Remember to revisit the data whenever you need to compare various perspectives!

Part 3:

Using DWS Data to Communicate Progress Related to Your Vision

You love your school, and you want to spread the good feelings around. You can use District-Wide Survey data to promote your school by communicating your values and celebrating what makes your school special. This section will help you look at your survey data--and use it to highlight your school's successes and illuminate your school vision.

1. Identify a survey topic or question that speaks to your school vision.

While the previous sections of this guide sent you directly to QlikBAM, there are other starting points available, too! To help frame your thinking around survey topics and your school vision, start by visiting the District-Wide Survey website, where you can review all the topics and questions on the survey. (To visit the question page directly, go to <https://www.philasd.org/research/programsservices/district-wide-surveys/allquestions>. The questions are organized by topic and respondent group; see example below.) Which questions relate to your school vision? Which responses highlight successes?

Parent/Guardian-Community Ties Questions

Survey questions in the "Parent/Guardian-Community Ties" topic ask about how schools reach out to and communicate with parents/guardians, what parents/guardians think about these efforts, and how schools are engaging parents and guardians with their child's education. Click on the + to see and compare the questions asked of each group.

+ Students

+ Teachers

+ Parents and Guardians

+ Principals

Example: A key aspect of your school vision is to foster strong relationships with parents and guardians. There are a lot of survey items related to this area, and many fall under the Parent/Guardian-Community Ties topic.

2. Choose a respondent group.

Open the Qlik District-Wide Survey app. Now that you've selected your topic area, whose perspective do you want to focus on? Maybe more than one perspective is important. Click the "Topics and Respondents" sheet, then choose a respondent group by clicking one of the green buttons.



Example: You worked hard with your team to get a good parent/guardian response rate because you value feedback from families. You start by clicking the *parent* button.

3. Narrow the focus of the data.

Next, click "Question Details" in the upper right-hand side of your page. You'll see a list of questions organized by subtopic--make a note of the questions that align with your area of interest, then choose one to investigate first.

Sub-Topic (Parent-Parent/Guardian-Community Ties)	Question
Communication Quality	My child's school communicates with me in a manner that is clear and timely.

Example: You know communication is key when fostering strong relationships with parents and guardians, so you decide to look at responses to these survey items: "My school gives me information about how I can help my child be successful in school" and "My child's school communicates with me in a manner that is clear and timely."

If you want a more general look, go to the "Topic: % Most Positive" sheet and see how positive responses were to a specific topic.

Example: You see how parents and guardians responded to specific questions, but you want to get a sense of their overall feelings. You go to the "Topic: % Most Positive" sheet and filter for this respondent group (parent) and topic (Parent/Guardian-Community Ties).



4. Think about other data that might provide context.

What other survey data can emphasize these positive responses or otherwise reflect your school vision and values? How do the responses from members of your school community compare with those from other schools? Have there been noticeable changes in your data?

Example: When you look at your school's data, you see that 80% of parents and guardians *strongly agreed* that "My child's school communicates with me in a manner that is clear and timely," which is a 10 percentage point increase from last year. You also see that the % Most Positive to the questions in the Parent/Guardian-Community Ties topic places your school in the top three in your Network.

5. Planning next steps.

Meet with your team to decide how to communicate this data. Consider your potential audience, the best means of communication, existing resources, and what else you might need to get the word out.

Example: Your leadership team sends out a monthly parent newsletter, so you decide to ask your SBTL to feature this information on the front page of the next issue to show how you're using the DWS results. You can also ask parents and guardians to provide more specific feedback or ideas!

6. Repeat steps 1-5 with new topics aligned to your vision.

What other questions or topics align to your vision? DWS results contain a lot of good news--try to set aside time to focus on the way your school is making progress!

Resource A:

What do the Topics Mean?

Climate: This topic includes questions about the school environment and relationships, including feelings of safety, support, and respect. There are also questions about the challenges teachers and principals face in their school communities.

Instruction: These survey questions ask about the attitudes and beliefs that are key to student learning. This topic also includes questions about student engagement and what parents/guardians think about the quality of the instruction at the school.

Leadership: These survey questions ask about how leaders communicate and implement their school vision, how they manage their responsibilities, and how they perceive their level of autonomy.

Professional Capacity: Survey questions on this topic ask how well teachers and school leaders feel supported. This topic also includes questions for teachers about professional development, innovation, and growth.

Parent/Guardian-Community Ties: These survey questions ask about how schools reach out to and communicate with parents/guardians, what parents/guardians think about these efforts, and how schools are engaging parents/guardians with their child's education.

Other: In addition to the five main topics above, we also ask survey questions about school lunches, health and nutrition, internet access, student transportation, and college and career readiness.

For a side-by-side list of all questions by topic, visit
www.philasd.org/research/programsservices/district-wide-surveys/allquestions.

Resource B:

How do District Leaders use DWS Data?

Here are a few examples.

Instructional Development: Identifying areas for staff development

At Lankenau High School, school staff used DWS results to help identify areas for staff development and instructional improvement. Staff reviewed student responses to questions from 2016-17 and 2017-18 related to *Instruction*, including “My teachers have high expectations for me in school” and “My teachers make sure I understand lessons before teaching something new” to decide that increasing rigor and opportunities for student-centered learning needed to be a focus for the 2018-19 school year. They’ll review the results from the 2018-19 survey for information about whether the focus made a difference in student perceptions of instruction.

School Leadership: Continuously improving and identifying areas of focus

Teacher responses to DWS *Leadership* questions provide information for new and returning principals and their supervisors (assistant superintendents) on improving school climate. Questions like “The principal at this school sets high standards for student learning” and “The principal at this school works to create a sense of community in this school” provide information about the key areas that leaders need to focus on to improve school climate.

Attendance: Identifying possible reasons for absence and lateness

School leaders use responses to questions about traveling to school, safety in the hallways/bathrooms, bullying, and feeling welcome in school to identify possible reasons why students are late or absent. The survey asks parents about how various challenges--including family responsibilities, feeling safe at school, chronic or ongoing medical issues, public transportation, District-provided transportation, and the safety of the child’s walking route--affect their ability to support their child's school attendance. The survey also gives students an opportunity to identify challenges that may affect their on-time attendance through their responses to statements such as “I am bullied at school,” “I feel welcome in school,” “I feel safe in my classes,” and “I feel safe in the hallways and bathrooms.” Contextual information can be found in teacher responses to questions about bullying, whether the school communicates the importance of attendance, and student behavior and discipline. School teams track responses from all stakeholder surveys in these areas and identify targeted responses to address student, teacher, and parent concerns about attendance challenges.

For more examples like these, visit

www.philasd.org/research/programsservices/district-wide-surveys/using-survey-results

Resource C:

Not Sure Where to Start?

Use these questions as a starting point to identify areas of success and opportunities for improvement.

What did students say?

____ % of students responded *most or all of the time* to "I enjoy being in school."

How does this compare to District and Network averages? _____

____ % of students responded *never* to "I'm bullied at school."

How does this compare to District and Network averages? _____

____ % of students responded *most or all of the time* to "My school is clean."

How does this compare to District and Network averages? _____

____ % of students responded *most or all of the time* to "Teachers have high expectations for me."

How does this compare to District and Network averages? _____

What does this tell me about students in my school? _____

What factors may have influenced these results? _____

I also noticed: _____

Next steps: _____



What did teachers say?

___ % of teachers *strongly agreed* with "The principal communicates a clear mission for our school."

How does this compare to District and Network averages? _____

___ % of teachers *strongly agreed* with "My students are interested in what we do in class."

How does this compare to District and Network averages? _____

___ % of teachers *strongly agreed* with "My students are motivated to learn."

How does this compare to District and Network averages? _____

___ % of teachers *strongly agreed* with "My students influence decisions regarding learning activities."

How does this compare to District and Network averages? _____

What does this tell me about instruction in my school? _____

I also noticed: _____

What factors may have influenced these results? _____

Next steps: _____



What patterns can I see across grades?

Which grade responded most positively about enjoying being at school? _____

Is this what you expected, or are you surprised? _____

What factors may have influenced these results? _____

Which grade responded most positively about teacher expectations? _____

Is this what you expected, or are you surprised? _____

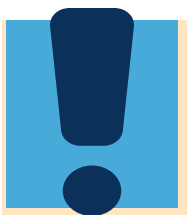
What factors may have influenced these results? _____

What does this tell me about grade bands in my school? _____

I also noticed: _____

What factors may have influenced these results? _____

Next steps: _____



This guide is just the beginning. There are hundreds of ways to use DWS data!

- **PBIS:** Targeting supports, progress monitoring, evaluation
- **Teacher Professional Development:** Identifying needs, monitoring progress
- **Supporting English Learners:** Identifying needs, providing supports
- **College & Career Readiness:** Identifying needs, providing supports, monitoring progress
- **Health & Wellness:** Examining trends, targeting supports
- **Food Services:** Customer satisfaction
- **School Leadership:** Continuously improving and identifying areas of focus



THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF EVALUATION, RESEARCH, AND ACCOUNTABILITY

Each spring, The Office of Evaluation, Research, and Accountability administers the District-Wide Survey to students, teachers, parents, guardians, and principals. The surveys measure five key topics: Climate, Instruction, Professional Capacity, Leadership, and Parent & Guardian Community Ties. For more information about the survey, including school-level summaries and technical reports, visit www.philasd.org/dwsresults.

WWW.PHILASD.ORG/ERA