



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# **District-Wide Survey Results: An Overview of Data from 2018-19**

**Office of Evaluation, Research, and Accountability**

# In this Slide Deck

- [About the District-Wide Survey](#)
- [2018-19 Response Rates](#)
- [Survey Results by Topic \(District Schools Only\)](#)
  - Anchor Goal Topics
    - [College and Career Readiness \(Anchor Goal 1\)](#)
    - [Early Literacy \(Anchor Goal 2\)](#)
    - [Great Teachers, Leaders, and Staff \(Anchor Goal 3\)](#)
    - [Sufficient Funding \(Anchor Goal 4\)](#)
  - Other Topics
    - [School Climate](#)
    - [Satisfaction](#)
    - [Food Access and Healthy Behaviors](#)
    - [Transportation](#)
    - [Parent/Guardian Community Ties](#)
    - [Technology](#)
- [Additional Information](#)

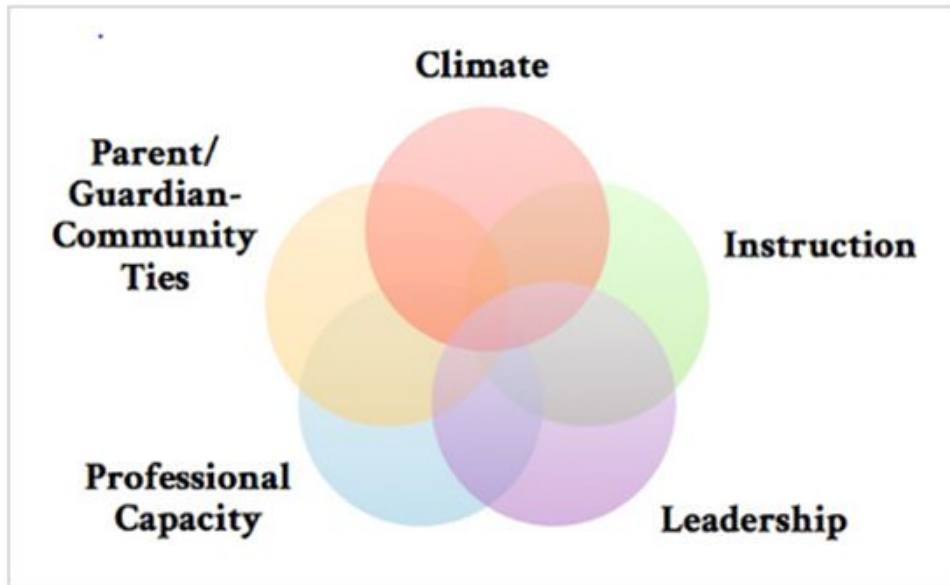
# About the District-Wide Survey

# About the District-Wide Survey

- Each year, the [Office of Evaluation, Research, and Accountability](#) invites Philadelphia District and Charter students, parents/guardians, teachers, and principals to participate in a survey about their schools.
- The survey feedback provides schools with stakeholder perspectives on what is working and what areas need to be improved.
- The results in this slide deck focus on **District schools only**.



# The District-Wide Survey solicits feedback on five topics.







The majority of the questions on all four surveys (one for each stakeholder group) relate to five topics or “essential supports” for school improvement.

Research has found that when members of a school community feel positively about these five topics, student achievement is more likely to improve.\*

\*Bryk, A. S., Sebring, P.B., Allensworth, E., Easton, J.Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago: The University of Chicago Press.

# Different groups provide feedback across the five topics.

|   |                       | Climate | Instruction | Leadership | Professional Capacity | Parent/Guardian Community Ties | Other |
|---|-----------------------|---------|-------------|------------|-----------------------|--------------------------------|-------|
|  | Students              | X       | X           |            |                       |                                | X     |
|  | Parents/<br>Guardians | X       | X           | X          |                       | X                              | X     |
|  | Teachers              | X       | X           | X          | X                     | X                              |       |
|  | Principals            | X       | X           | X          | X                     | X                              | X     |

For a side-by-side comparison of all questions by topic, see  
<https://www.philasd.org/research/programsservices/district-wide-surveys/allquestions/>

# Example survey questions:

**Climate:** School environment  
and relationships

## **Student Survey:**

I feel welcome in my school.  
Students are bullied at my school.

**Instruction:** Attitudes, beliefs,  
and behaviors related to teaching

## **Student Survey:**

I learn interesting things in my classes.  
My teachers encourage me to work hard.

**Leadership:** School Communication,  
vision, and management

## **Parent/Guardian Survey:**

The principal or school leader has a clear mission for the school.  
The principal or school leader is accessible to me.

**Professional Capacity:**  
Teacher/principal perceptions of  
professional support & development

## **Teacher Survey:**

My students are interested in what we do in class.  
My students are good at using their time effectively in class.

**Parent/Guardian Community Ties:**  
School engagement & relationship with  
parent/guardians and the community

## **Principal Survey:**

I treat parents and guardians with respect.  
I actively engage parents and guardians in their child's education.

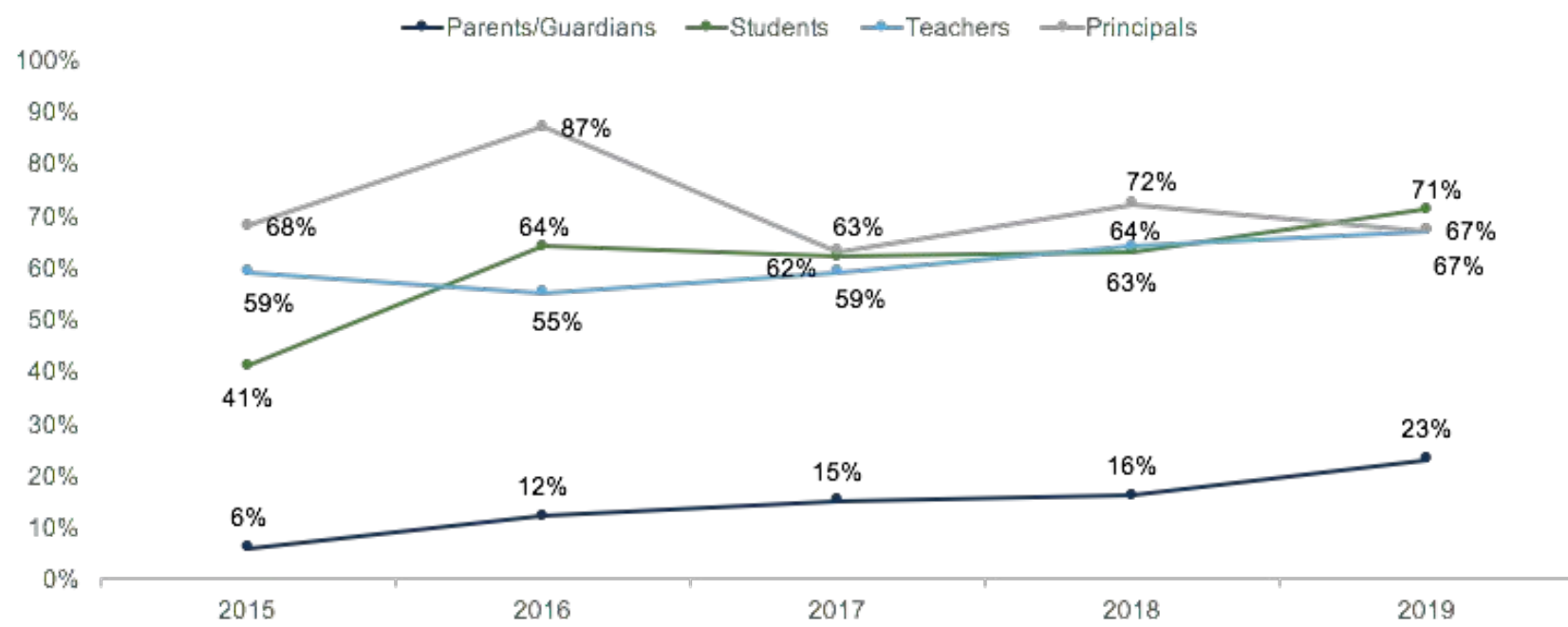
# 2018-19 Response Rates

# We received over 130,000 surveys from District and Charter schools through June 2019.

| Respondents            | Percentage District | Number District | Percentage Charter | Number Charter |
|------------------------|---------------------|-----------------|--------------------|----------------|
| Parents/Guardians      | 22%                 | 23,979          | 25%                | 11,076         |
| Students (Grades 3-12) | 70%                 | 68,918          | 42%                | 20,578         |
| Teachers               | 66%                 | 5,300           | 35%                | 1,363          |
| Principals             | 64%                 | 153             | 36%                | 32             |

**Note:** Parent/Guardian and student response percentages are based on student enrollment records as of May 31, 2019. Teacher and principal response percentages are based on District teachers/principals of record as of May 31, 2019 and all teacher/principal emails provided by Charter schools during the survey administration period.

# In 2019, parent, student, and teacher response rates increased.



\*In 2019, parent response rates were calculated out of the number of households per school rather than the number of students.

# **2018-19 Survey Results by Topic**

# Selected Survey Items:

## College & Career Readiness (Anchor Goal 1)



Students

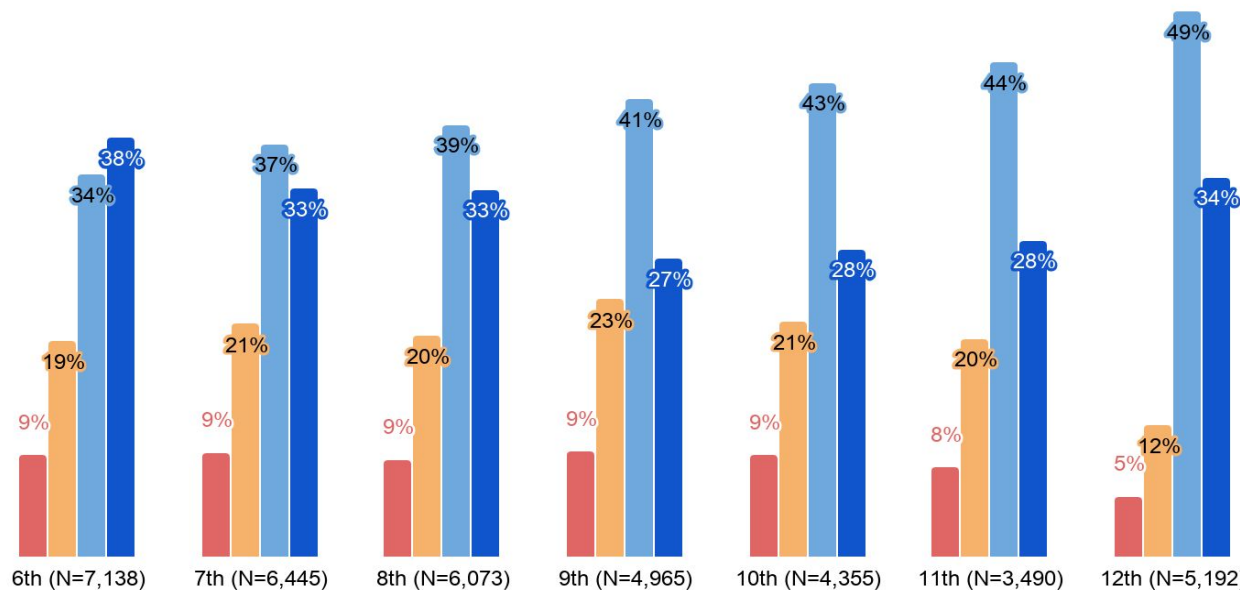
- My school is helping me prepare for college.
- In school I learn a lot about different careers.
- I know what I plan to do when I graduate from high school.
- I know what I have to do to get the career I want.
- I am learning skills in school that will help me when I am older.



# 83% of 12th grade respondents *agreed or strongly agreed* that they know what they plan to do when they graduate.

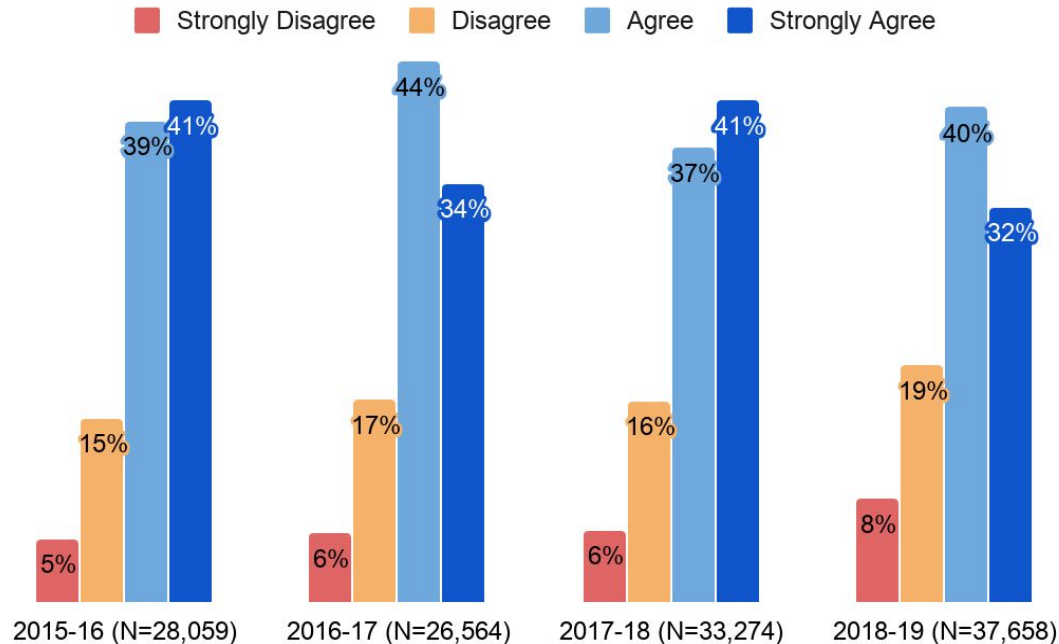
I know what I plan to do when I graduate from high school

Strongly Disagree Disagree Agree Strongly Agree

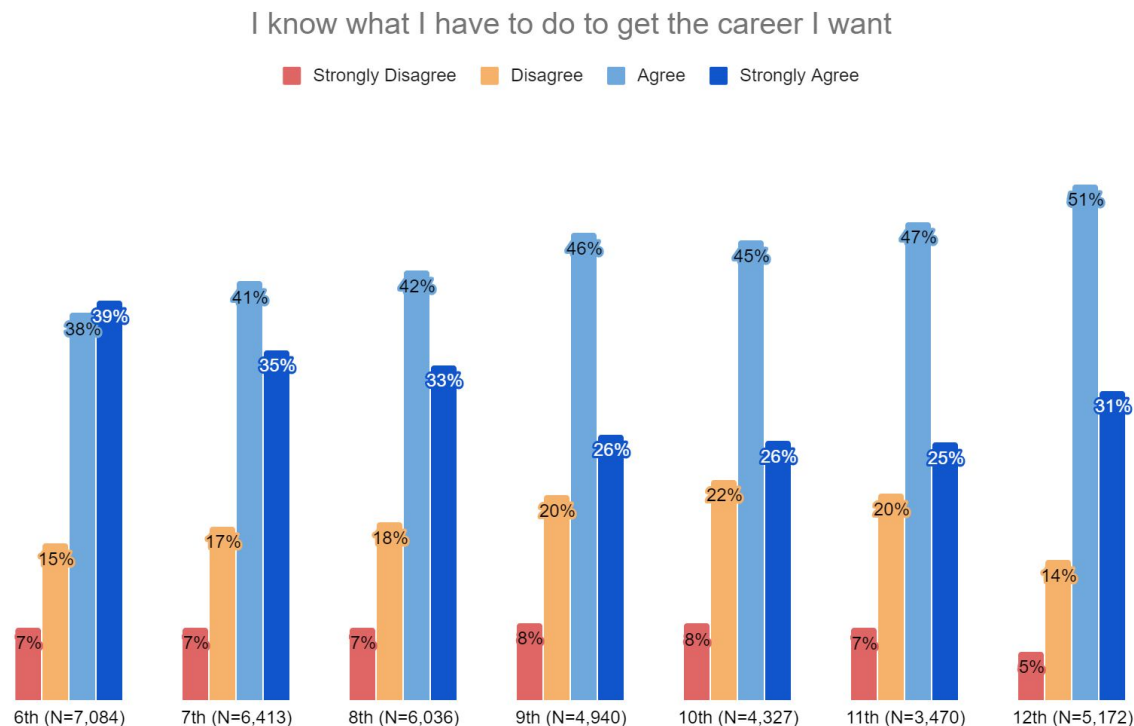


**In the past four years, about 80% of students in grades 6-12 *agreed* or *strongly agreed* that they know what they plan to do when they graduate.**

I know what I plan to do when I graduate from high school

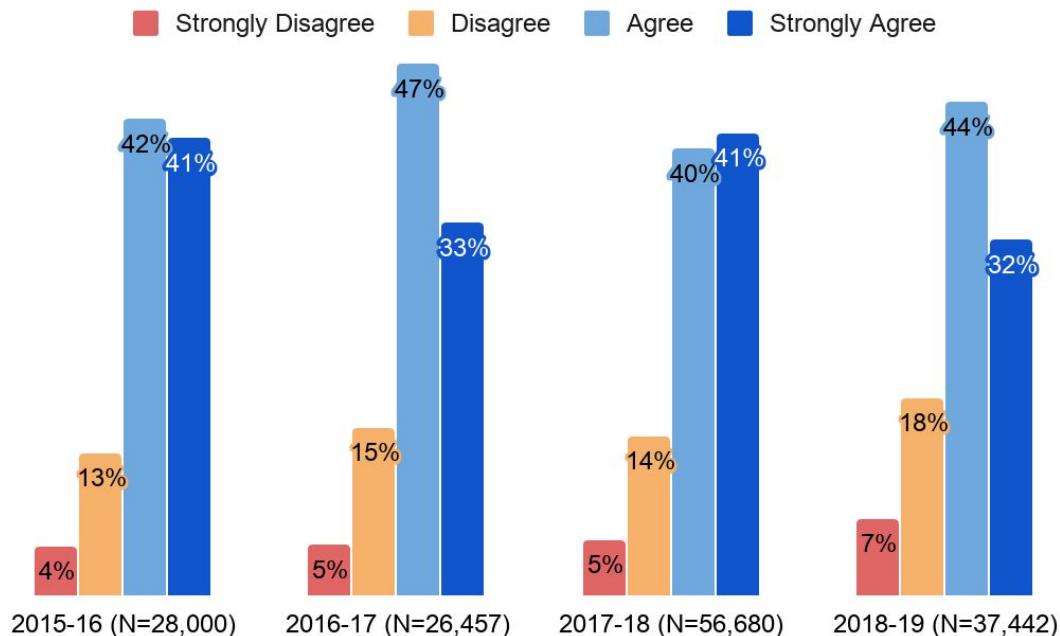


# 82% of 12th graders *agreed or strongly agreed* that they know what they have to do to get the career they want.



**In the past four years, about 80% of grade students in grades 6-12 *agreed* or *strongly agreed* that they know what they have to do to get the career they want.**

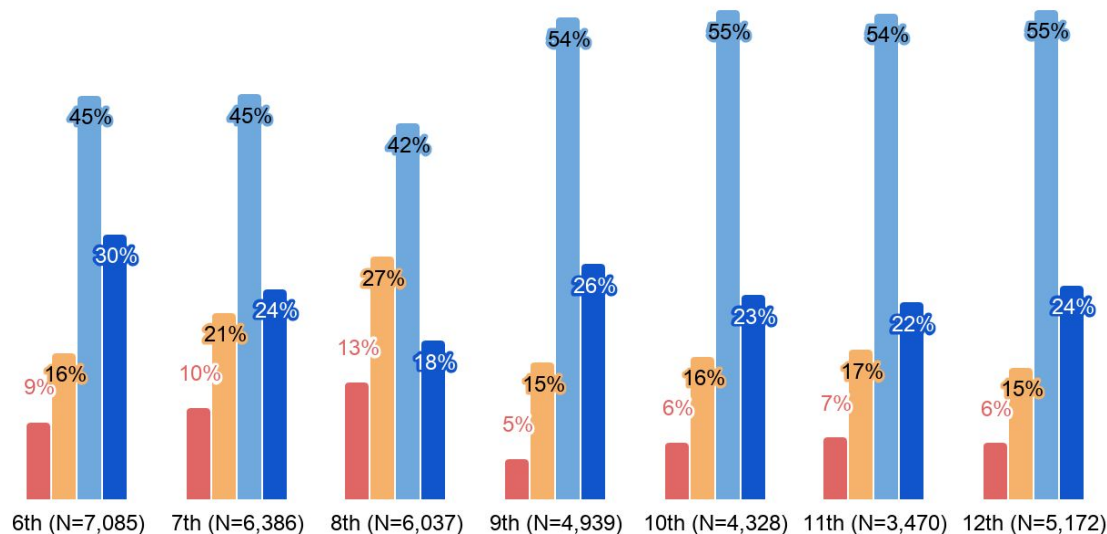
I know what I have to do to get the career I want



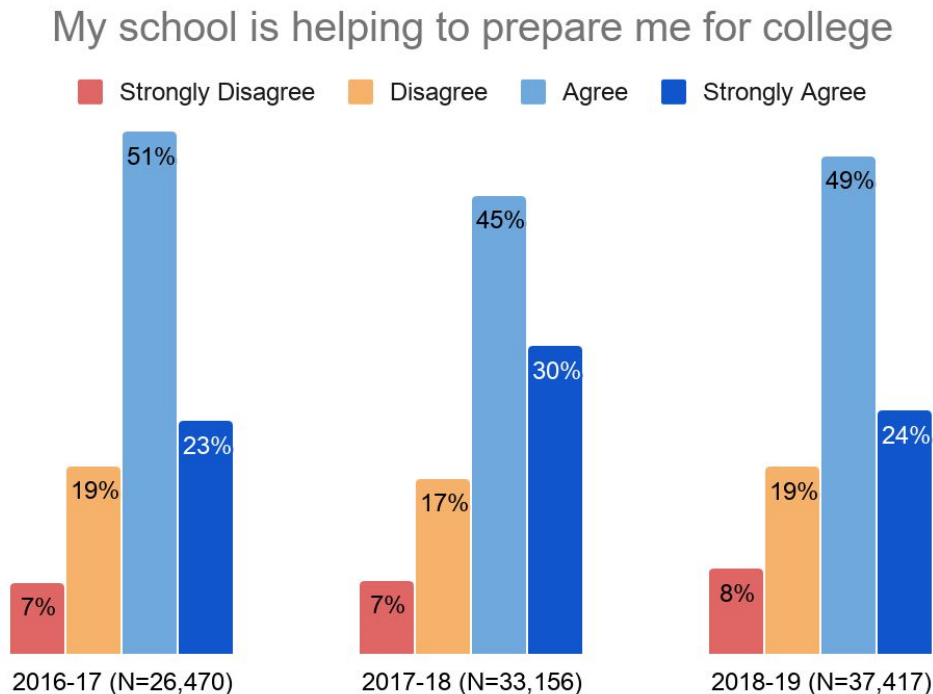
# About 80% of students *agreed* or *strongly agreed* that their school is helping them prepare for college.

My school is helping to prepare me for college

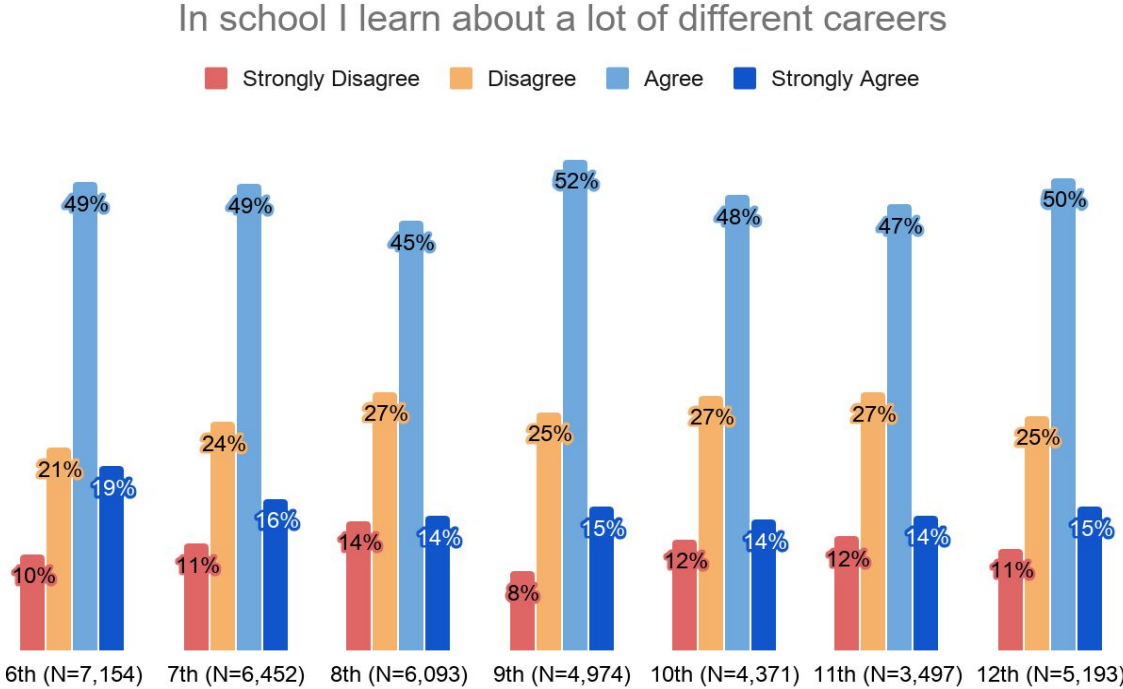
Strongly Disagree Disagree Agree Strongly Agree



**In the past three years, a majority of students in grades 6-12 *agreed* or *strongly agreed* that their school is helping them prepare for college.**

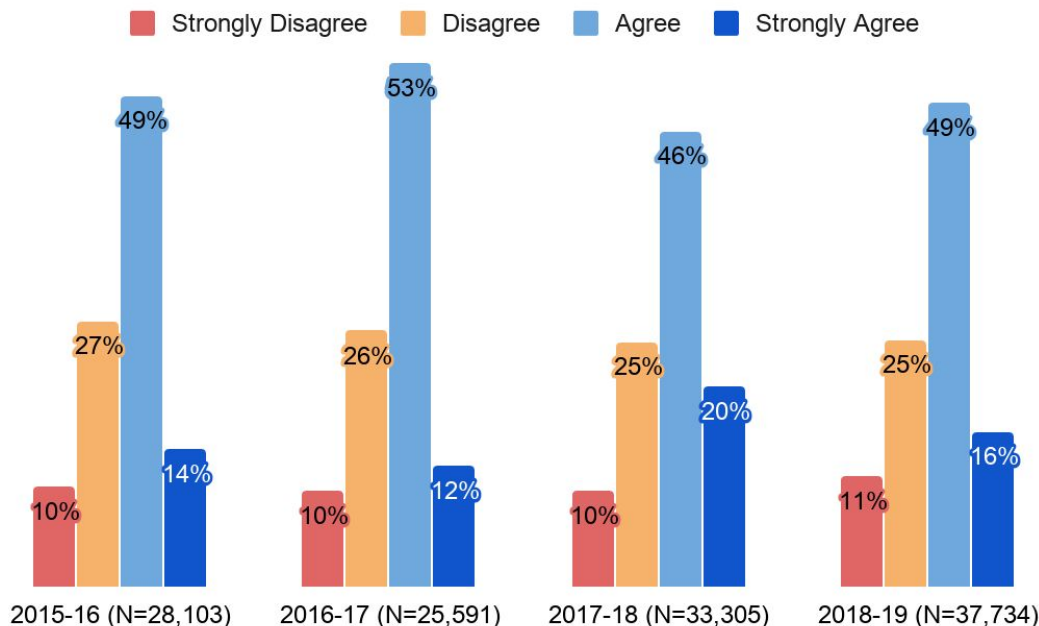


**65% of 12th graders *agreed* or *strongly agreed* that they are exposed to many different career paths.**



**In the past four years, a majority of students *agreed* or *strongly agreed* that they are exposed to many different career paths.**

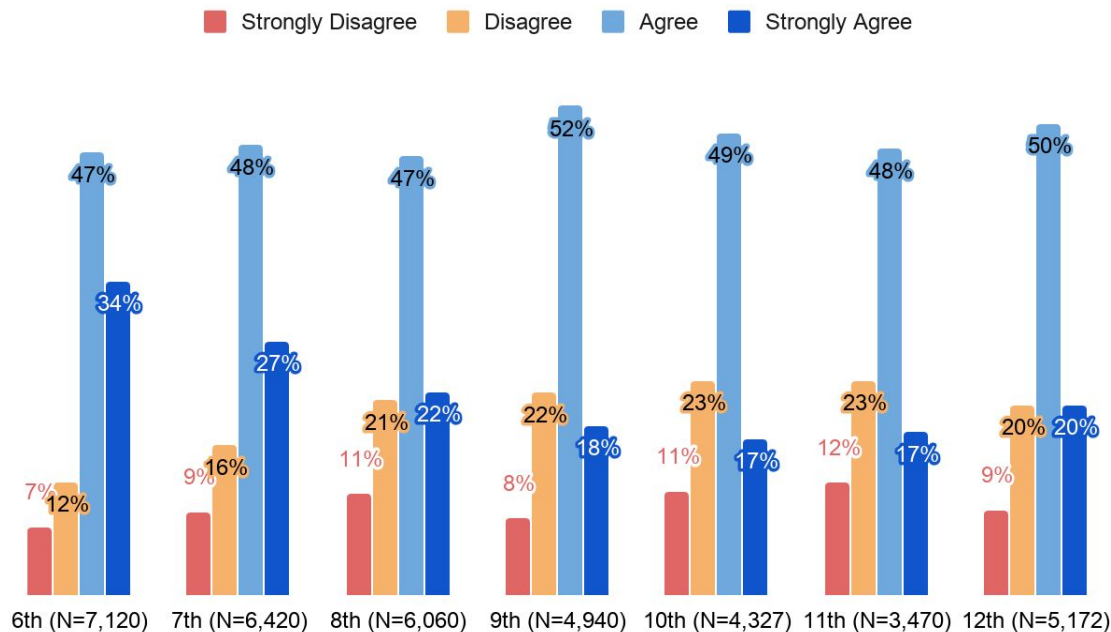
In school I learn about a lot of different careers





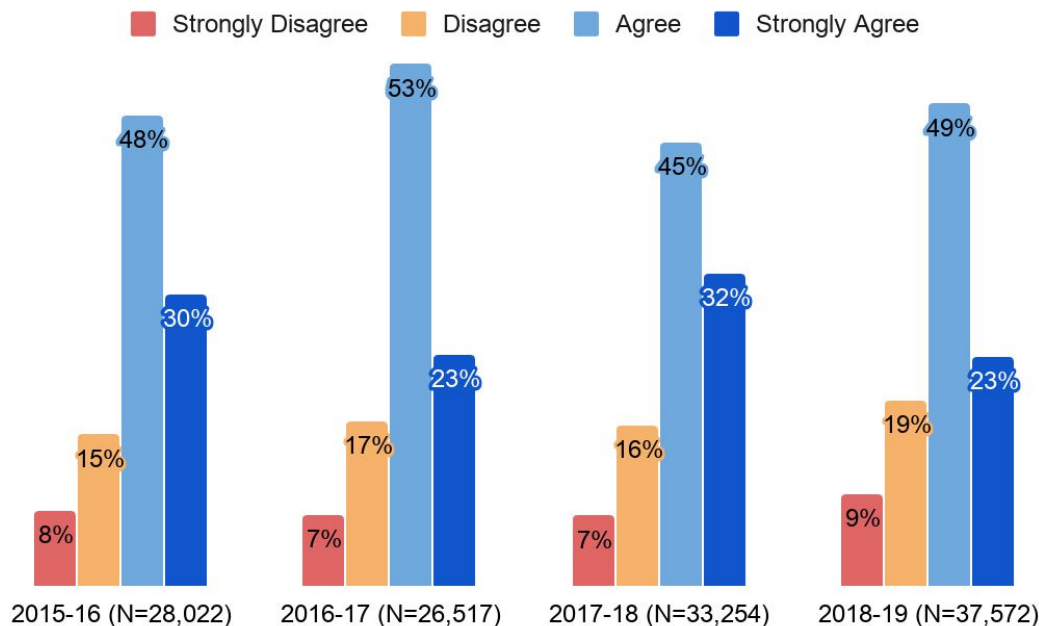
# About 70% of students *agreed* or *strongly agreed* that their schools are helping them learn life skills.

I am learning skills in school that will help me when I am older



# In the past four years, a majority of students in grades 6-12 *agreed* or *strongly agreed* that their schools are helping them learn life skills.

I am learning skills in school that will help me when I am older



# Selected Survey Items: Early Literacy (Anchor Goal 2)



Students

- My teachers encourage me to work hard.
- My teachers want me to succeed.
- In my classes, we learn a lot.
- I learn interesting things in my classes.



Parents/  
Guardians

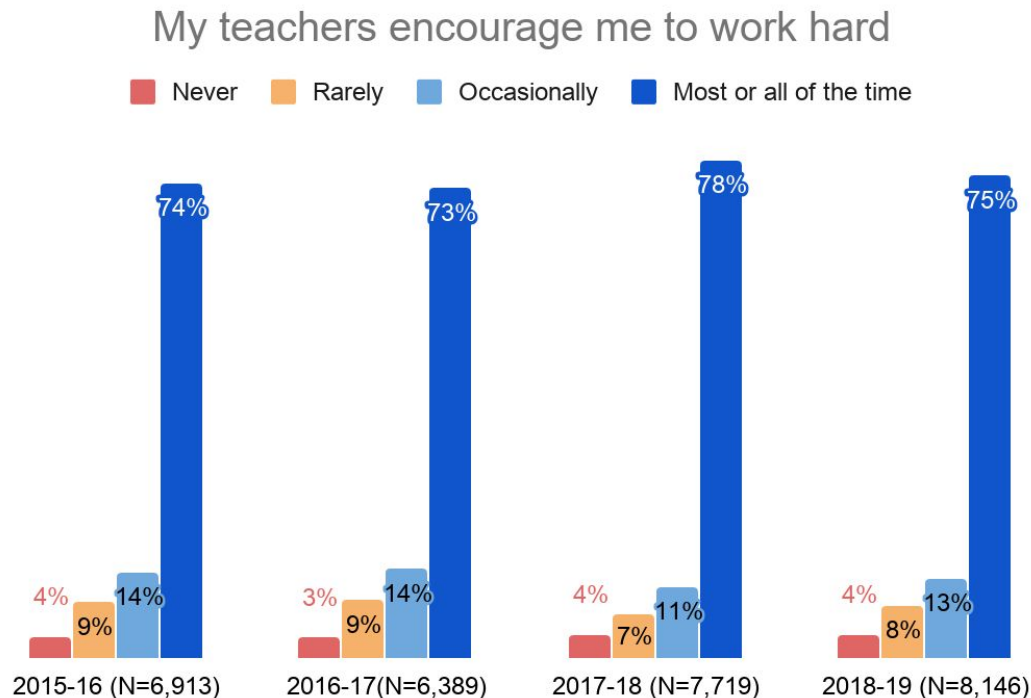
- Teachers encourage my child to read outside of school.
- My child likes to read.



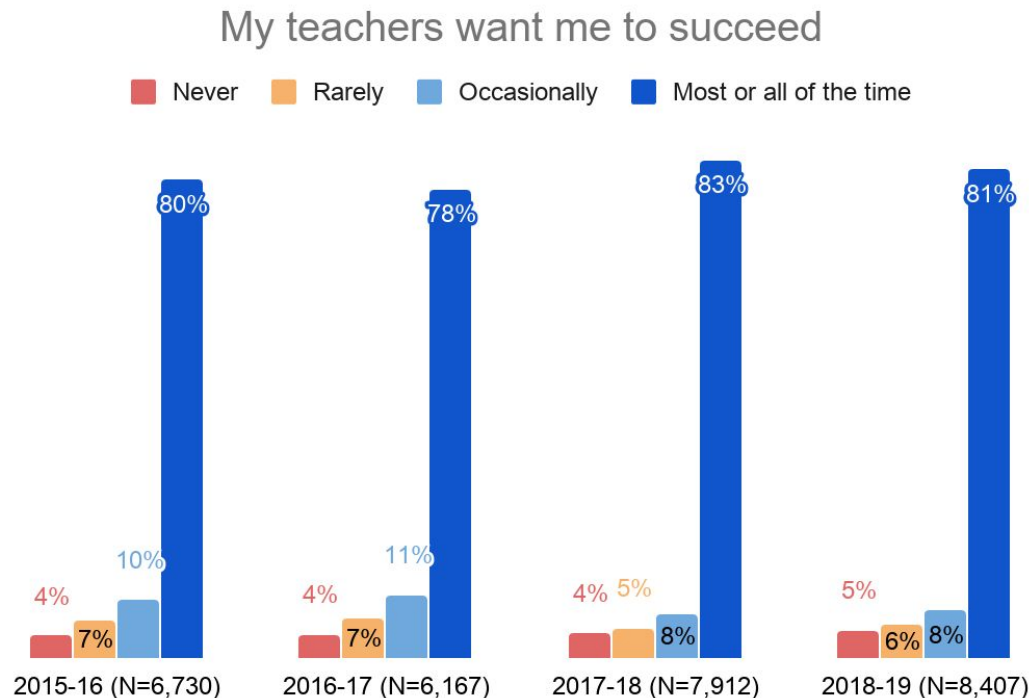
Teachers

- Curriculum, instruction, and learning materials are well-coordinated across grade levels at my school.
- My school has clear strategies for improving instruction.
- Students work hard in my classes.
- My students are interested in what we do in class.

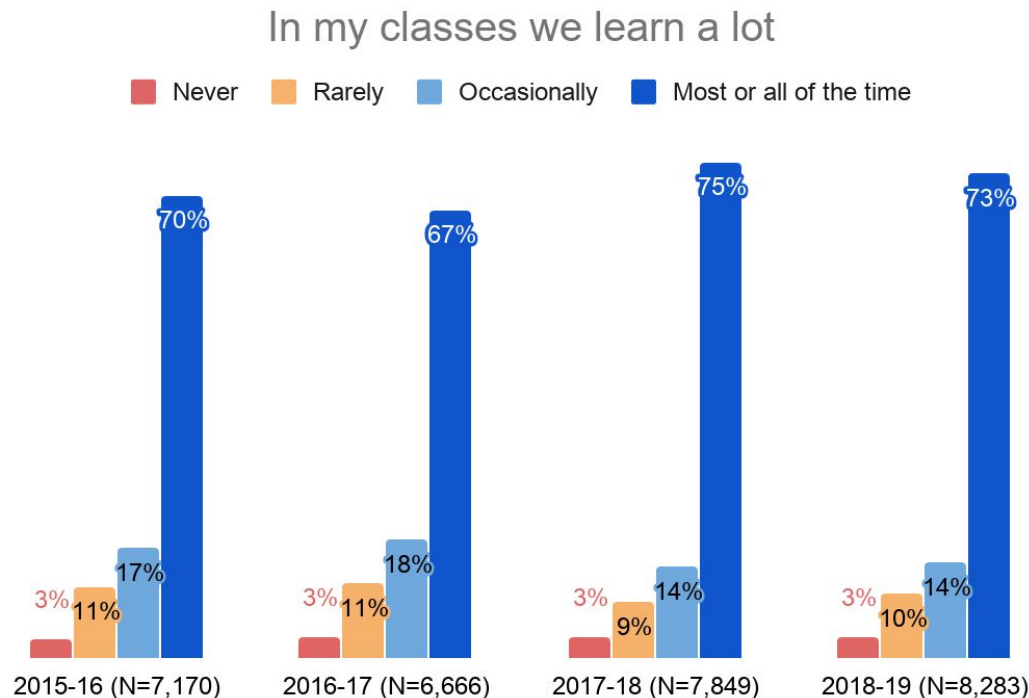
**In the past four years, over 70% of 3rd grade students consistently said their teachers encourage them to work hard *most or all of the time*.**



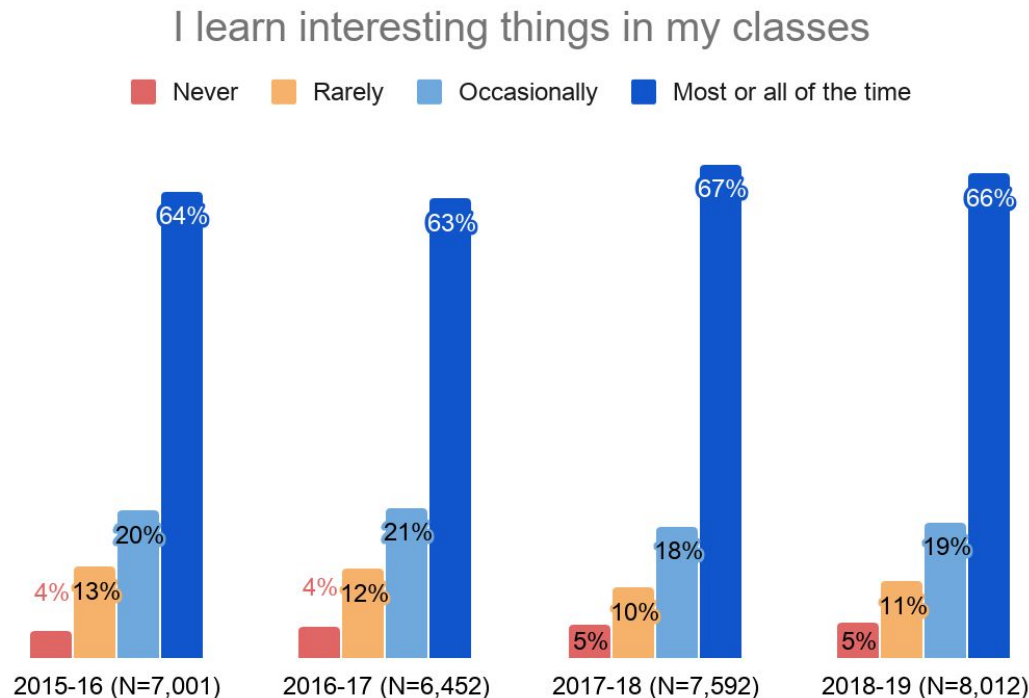
Over the past four years, about 80% of 3rd grade students believed their teachers want them to succeed *most or all of the time*.



# Over the past four years, a majority of 3rd grade students reported learning a lot in their classrooms *most or all of the time*.

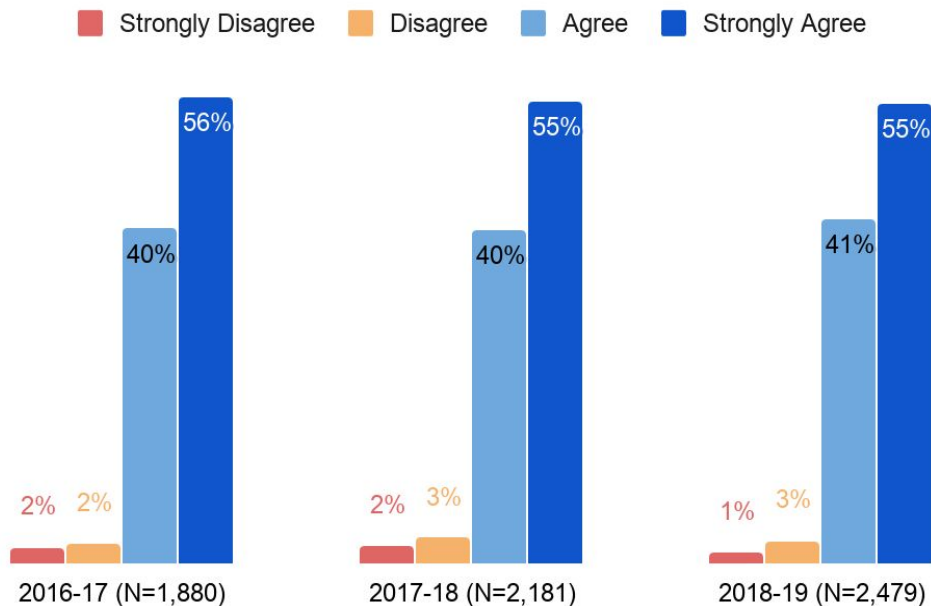


Over the past four years, over 60% of 3rd graders consistently reported learning interesting things in their classrooms *most or all of the time*.



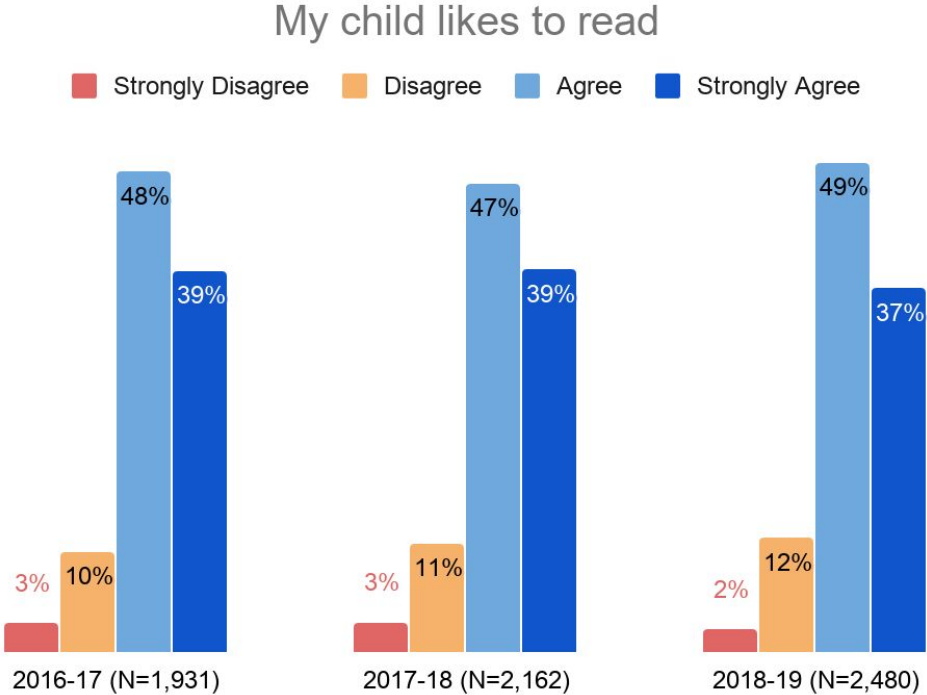
**Over the past three years, almost all K-3 parents *agreed* or *strongly agreed* that teachers encourage their children to read outside of school.**

Teachers at my child's school encourage my child to read outside of school



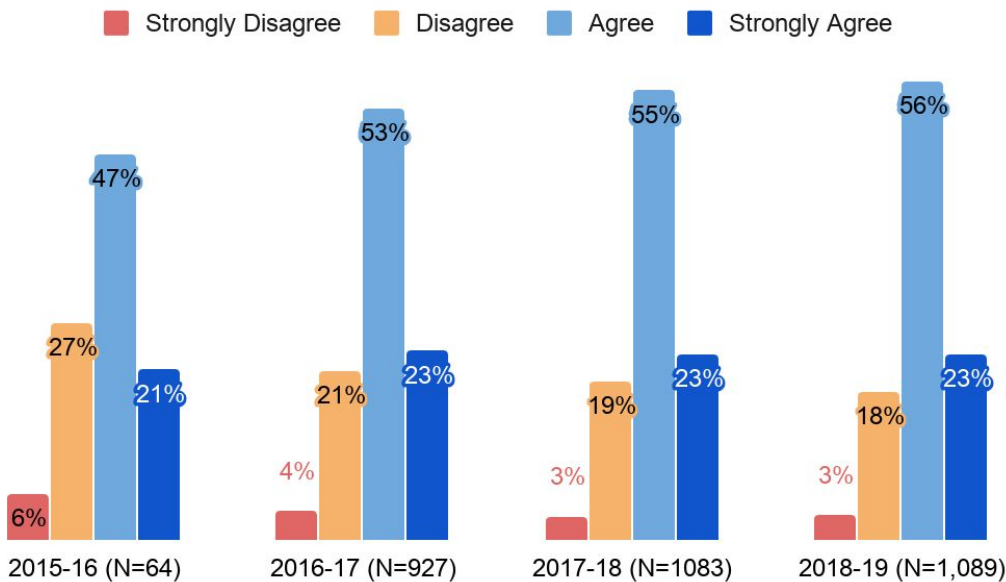


Over the past three years, about 90% of K-3 parents *agreed* or *strongly agreed* that their child likes to read.



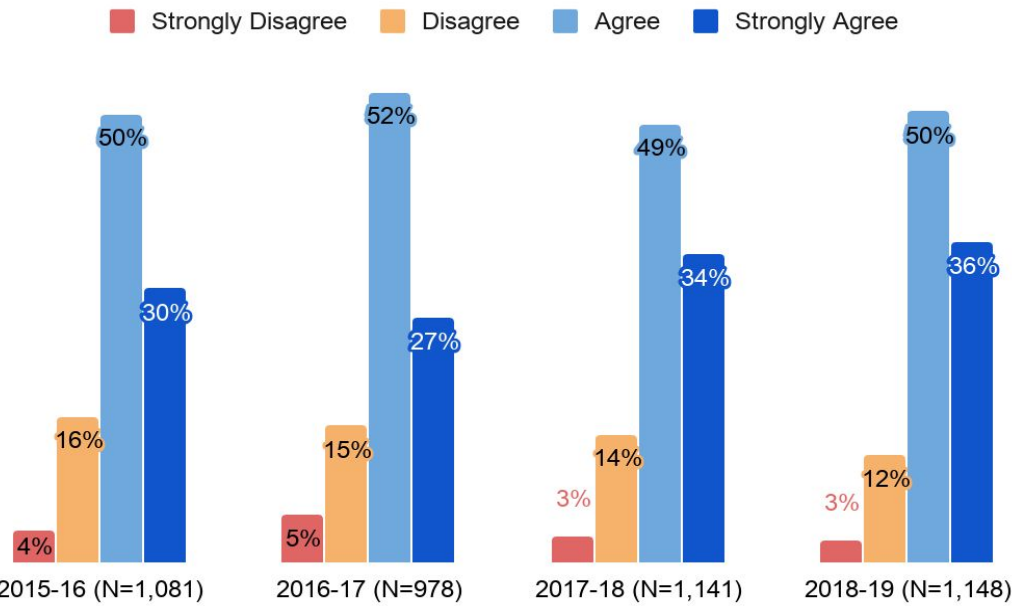
Since 2016, there was an 11-point increase in the percentage of K-5 teachers who agreed that learning materials are well-coordinated across grade levels.

Curriculum, instruction, and learning materials are well coordinated across different grade levels at my school

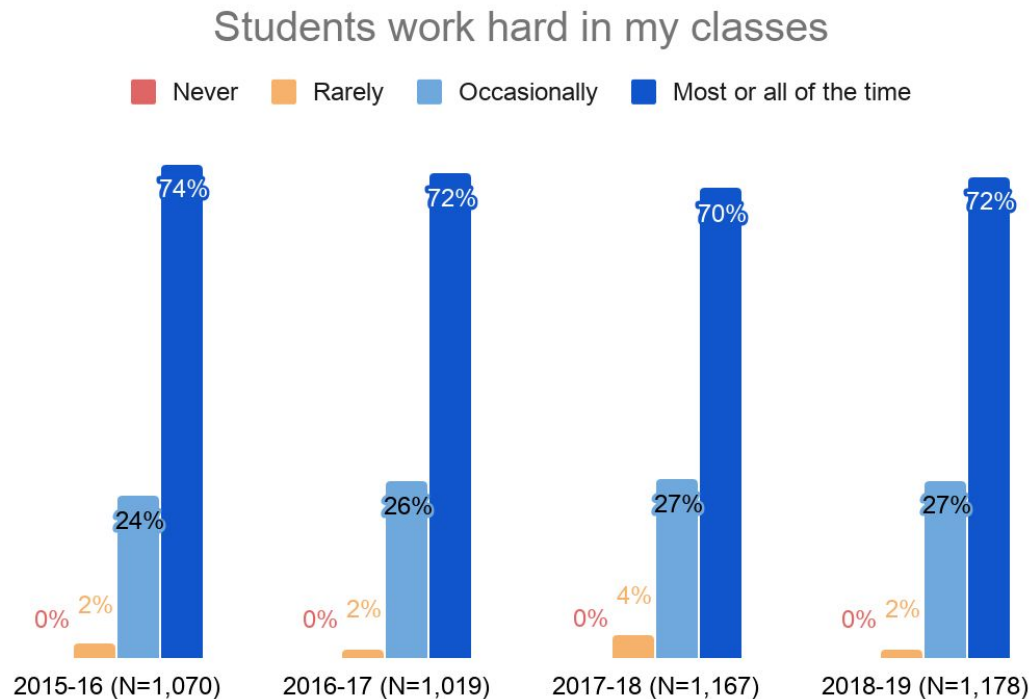


Since 2016, the District saw a 6-point increase in the percentage of elementary teachers who agreed that schools have clear strategies for improving instruction.

My school has clear strategies for improving instruction



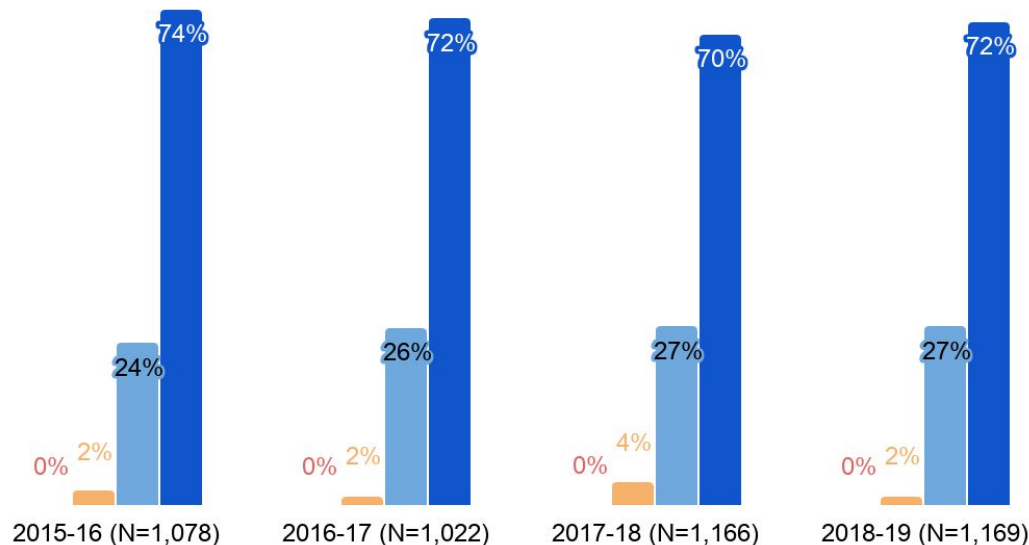
**Over the past four years, almost all elementary teachers *agreed or strongly agreed* that students work hard in their classrooms.**



**Over the past four years, about 70% of elementary teachers said students are interested in what they do in class *most or all of the time*.**

My students are interested in what we do in class

Never Rarely Occasionally Most or all of the time



# Selected Survey Items:

## Great Teachers, Leaders, and Staff (Anchor Goal 3)



Students

- My teachers explain information in a way I understand.
- My teachers have high expectations for me in school.



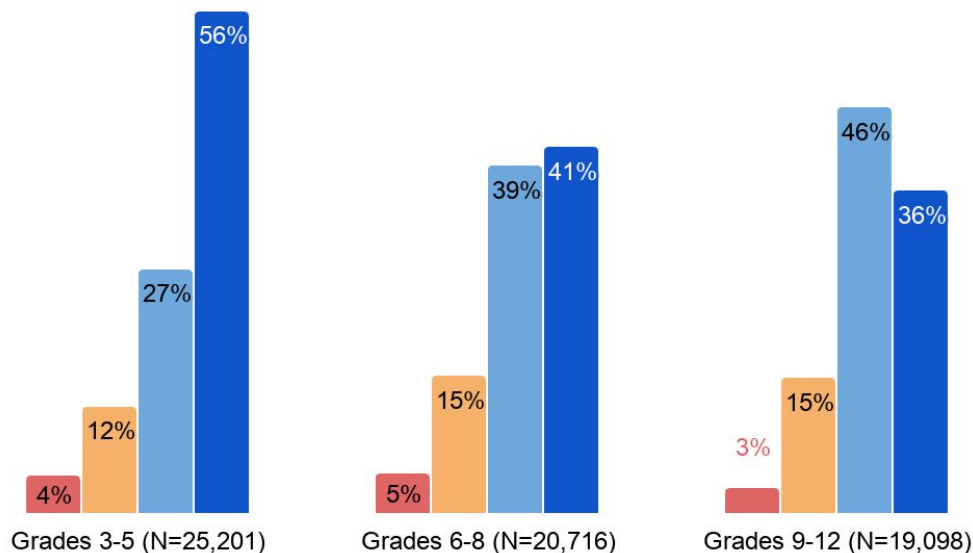
Teachers

- I am encouraged to innovate to improve my teaching.
- I am encouraged to try new teaching approaches in my classroom.
- I am willing to question others' views on teaching and learning.
- I am encouraged to innovate to improve my teaching.
- I am expected to continually learn and seek out new ideas.
- I am free to be creative in the teaching methods and strategies I use.
- In my school, teachers use what they learn from PD to adjust and inform teaching practices.
- How much of a challenge is teacher turnover?
- How much of a challenge is principal turnover?

# About 60% of students in grades 3-5 reported that their teachers explain information in a way they understand *most or all of the time*.

My teachers explain information in a way I understand

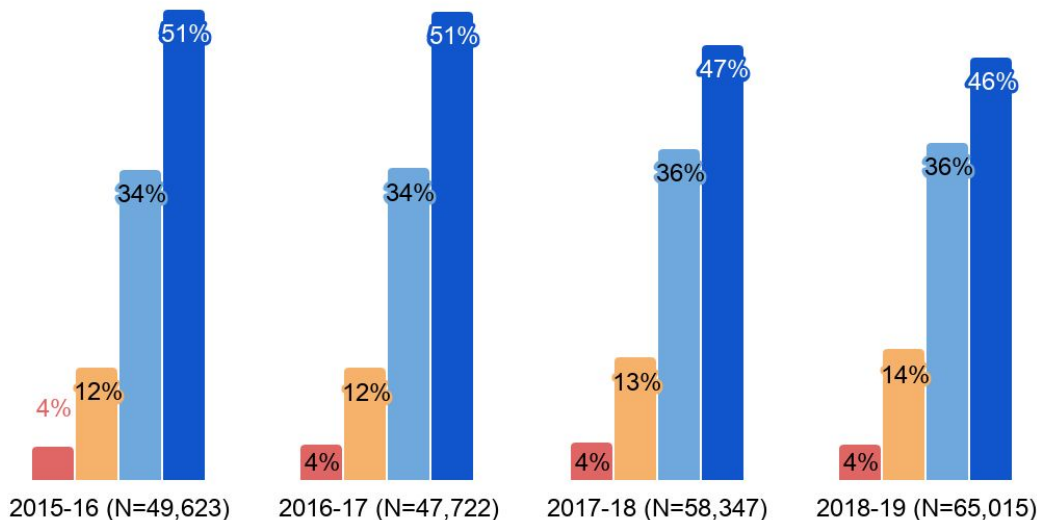
Never Rarely Occasionally Most or all of the time



**Over the past four years, about 50% of students said their teachers explain information in a way they understand *most or all of the time*.**

My teachers explain information in a way I understand

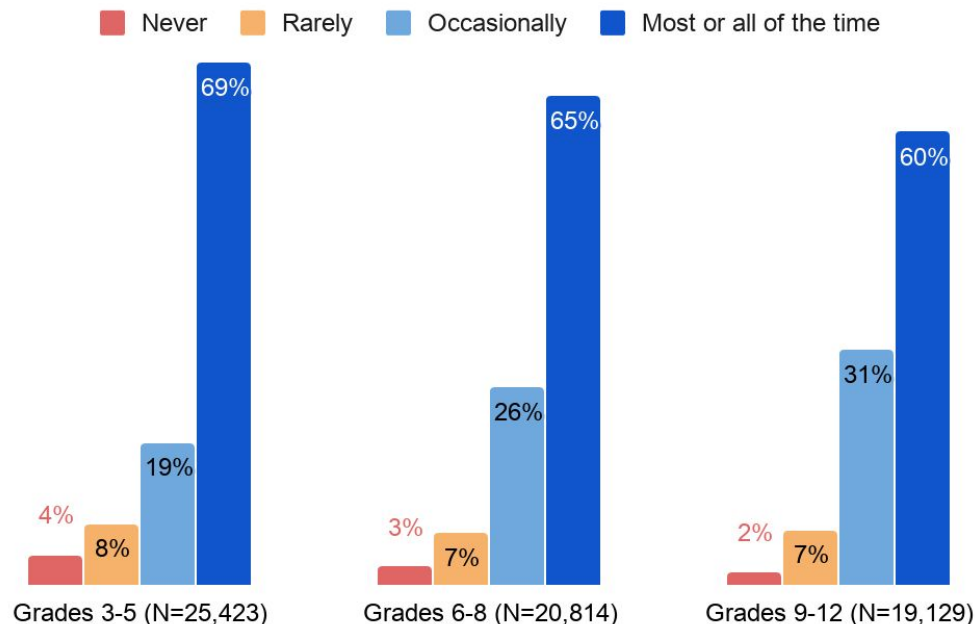
Never Rarely Occasionally Most or all of the time





# 60% of students in grades 9-12 believed their teachers have high expectations for them in school *most or all of the time*.

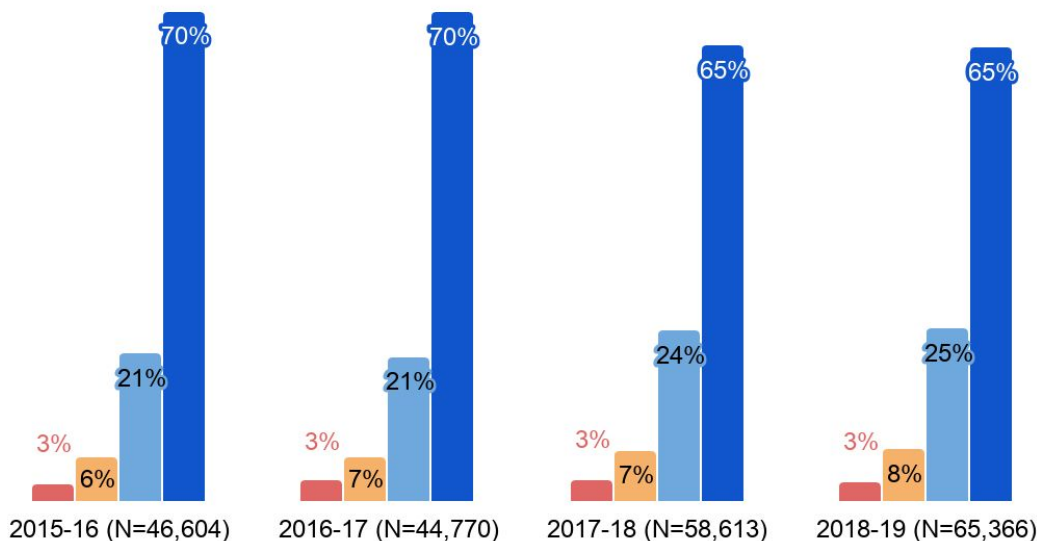
My teachers have high expectations for me in school



Since 2016, the percentage of students who said their teachers have high expectations for them *most or all of the time* decreased by 5 points.

My teachers have high expectations for me in school

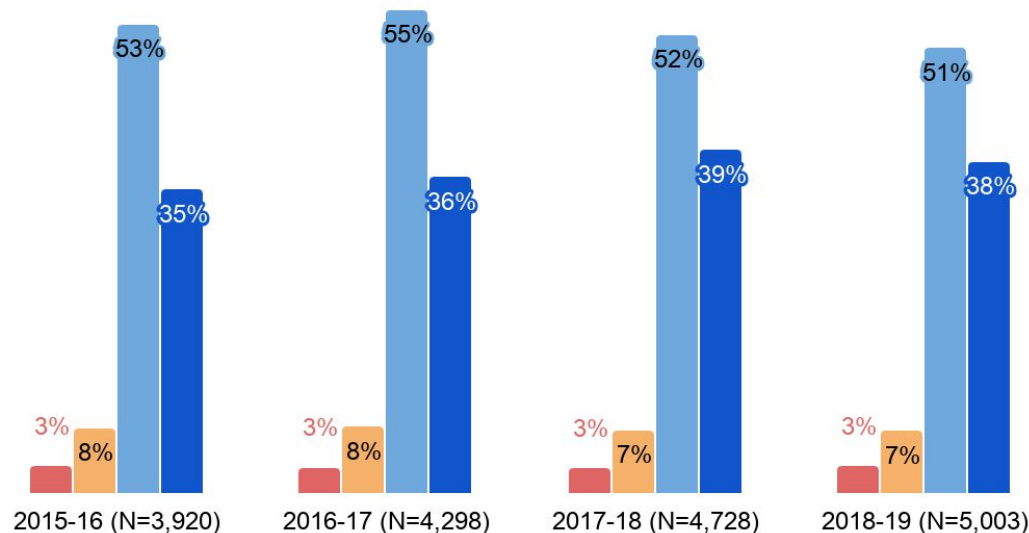
Never Rarely Occasionally Most or all of the time



**Over the past four years, about 90% of teachers *agreed* or *strongly agreed* that they are encouraged to innovate to improve their teaching.**

I am encouraged to innovate to improve my teaching

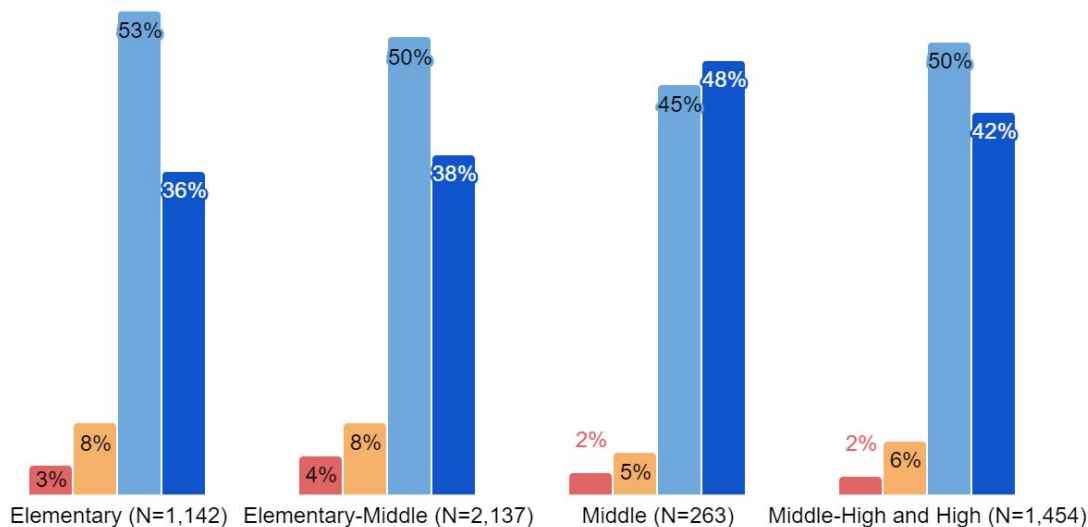
Strongly Disagree Disagree Agree Strongly Agree



# About 90% of teachers across all grade levels *agreed or strongly agreed* that they are encouraged to innovate to improve their teaching.

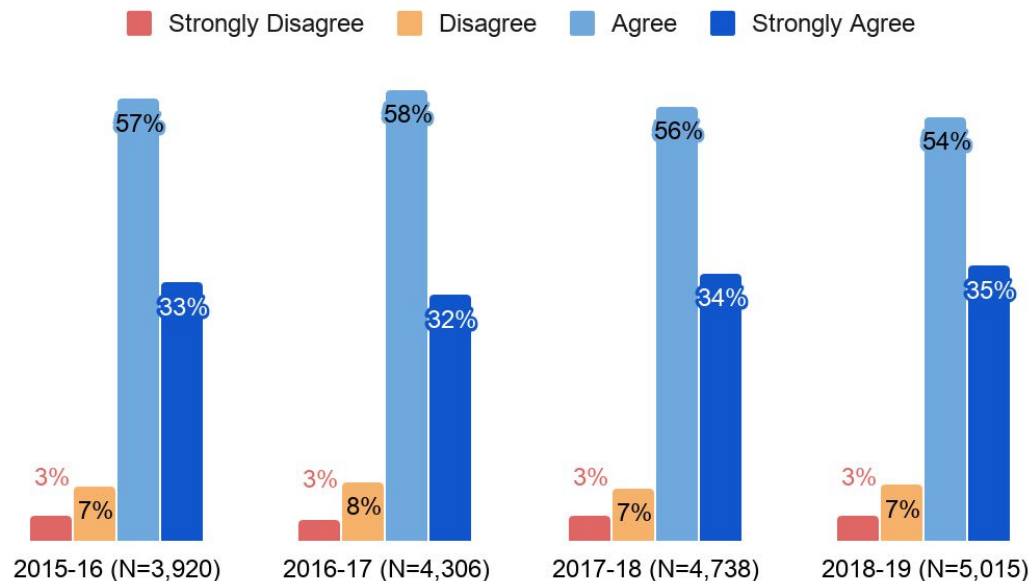
I am encouraged to innovate to improve my teaching

Strongly Disagree Disagree Agree Strongly Agree



Over the past four years, about a third of teachers *strongly agreed* that they are encouraged to try new teaching approaches in their classrooms.

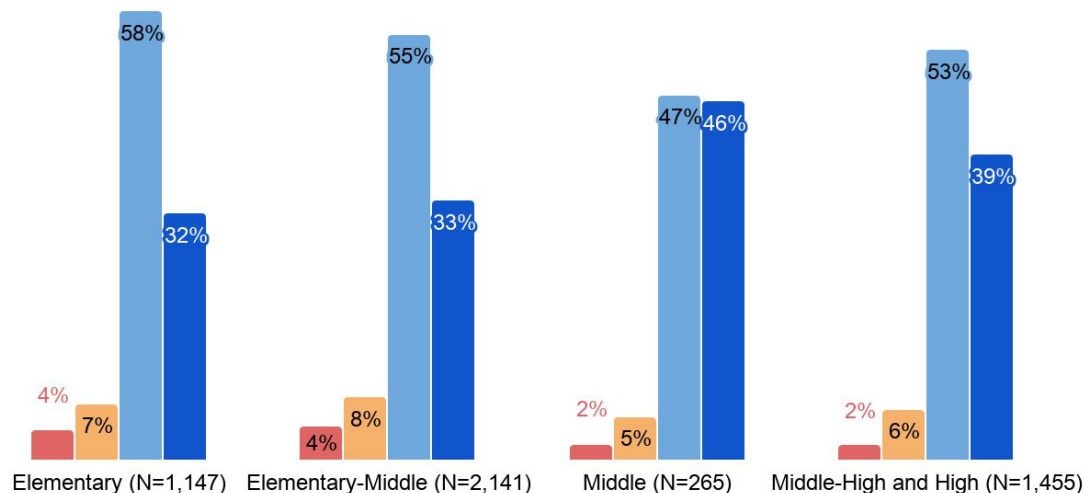
I am encouraged to try new teaching approaches in my classroom



# About 50% of middle school teachers *strongly agreed* they are encouraged to try new teaching approaches in their classrooms.

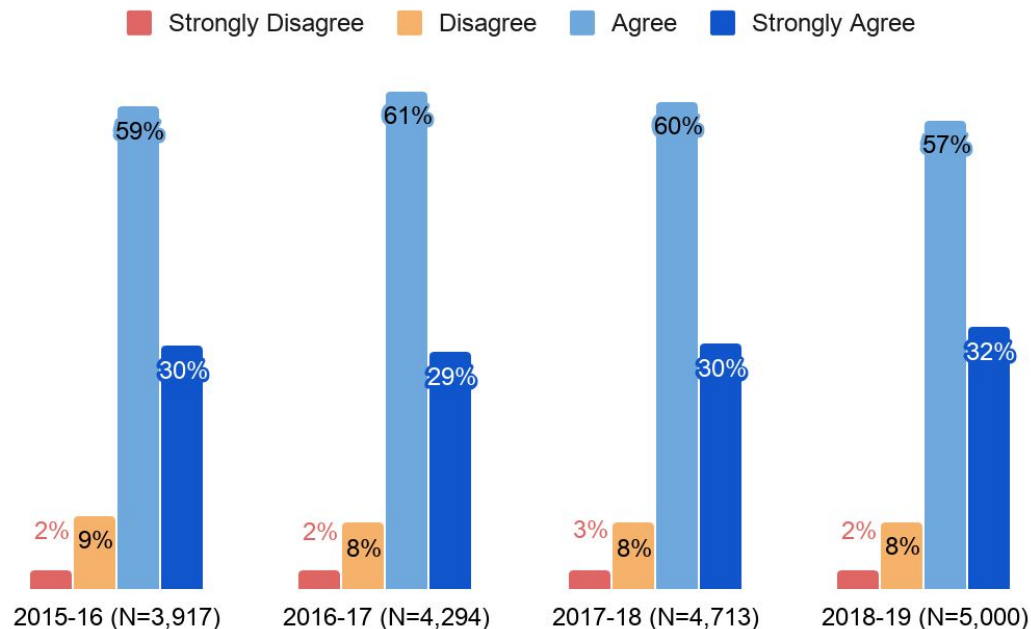
I am encouraged to try new teaching approaches in my classroom

Strongly Disagree Disagree Agree Strongly Agree



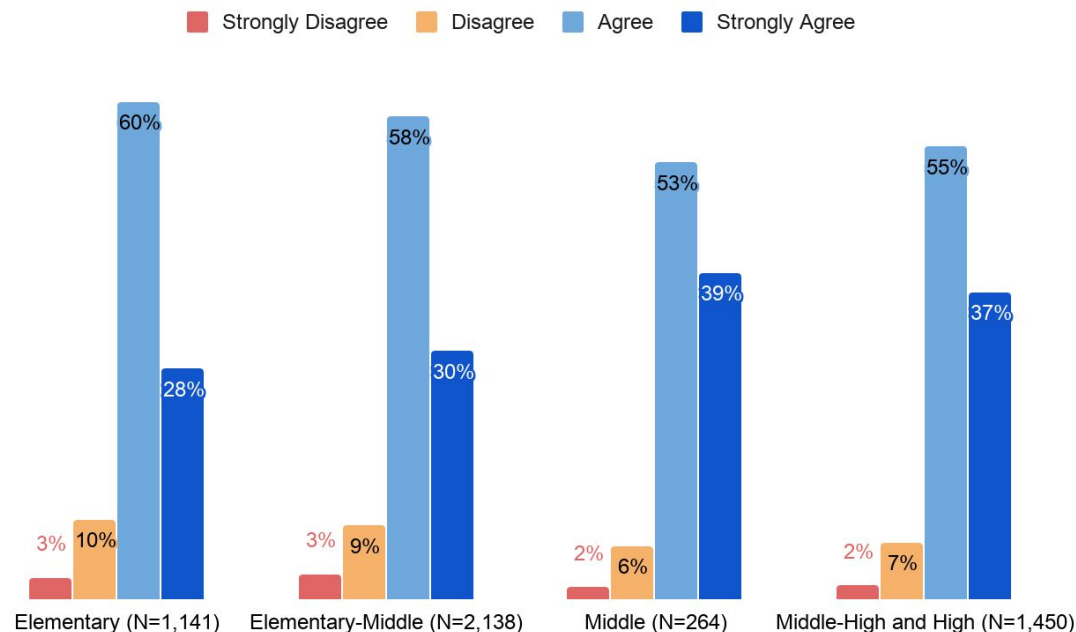
**Over the past four years, about 30% of teachers *strongly agreed* that they are willing to question others' views on teaching and learning.**

I am willing to question others' views on teaching and learning



# About 90% of teachers across all grade levels *agreed or strongly agreed* that they are willing to question others' views on teaching and learning.

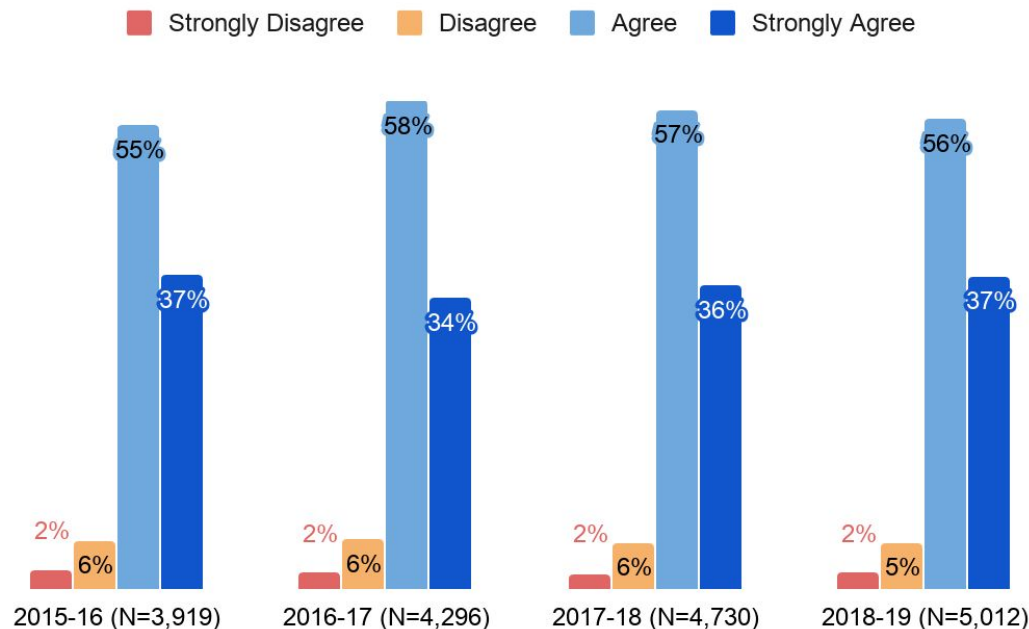
I am willing to question others' views on teaching and learning





**Over the past four years, about 90% of teachers *agreed* or *strongly agreed* that they are expected to continually learn and seek out new ideas.**

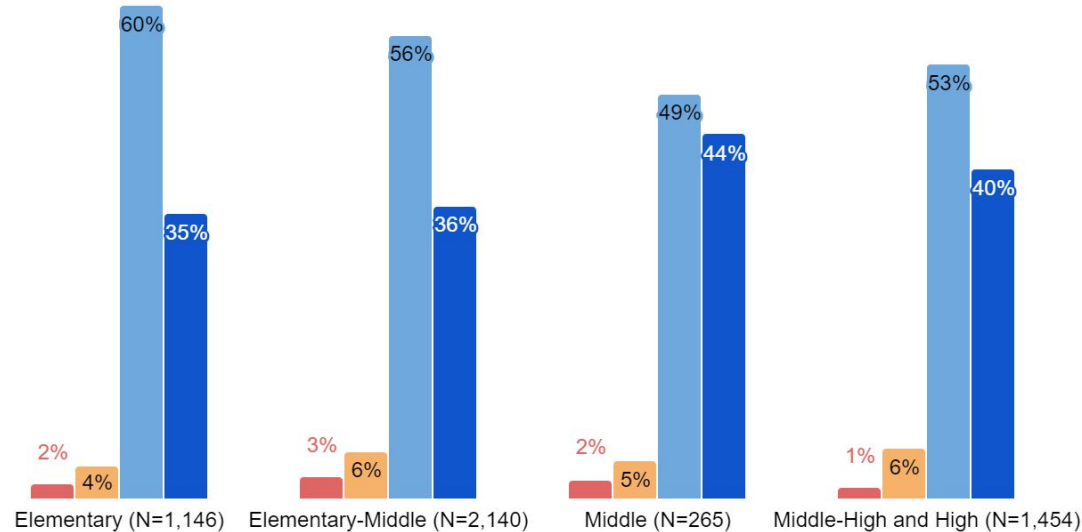
I am expected to continually learn and seek out new ideas



# 40% of District middle-high and high school teachers *strongly agreed* that they are expected to continually learn and seek out new ideas.

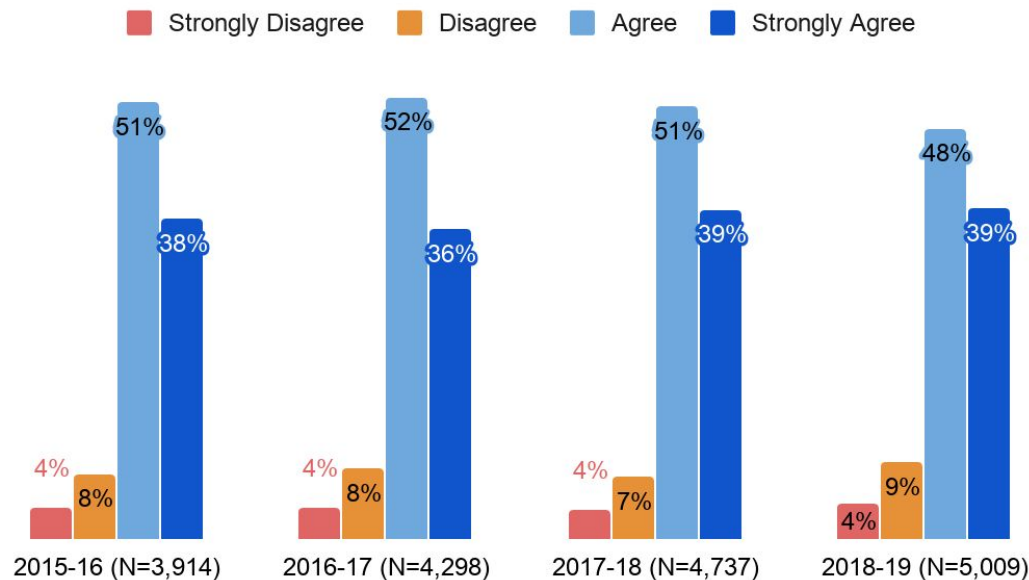
I am expected to continually learn and seek out new ideas

Strongly Disagree Disagree Agree Strongly Agree



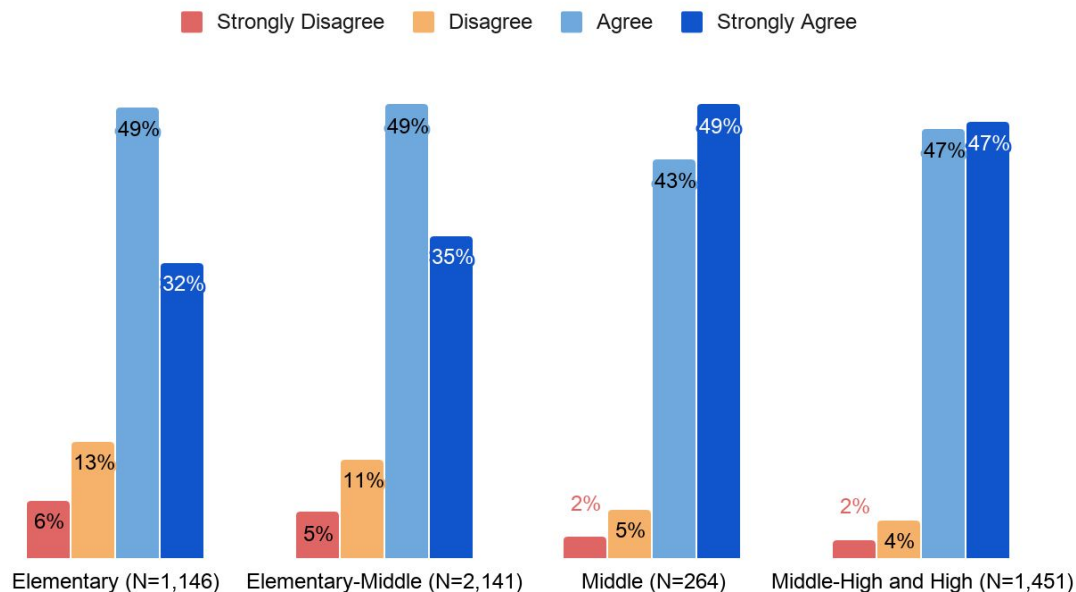
**In the past four years, about 90% of teachers *agreed* or *strongly agreed* that they were free to be creative in their teaching methods and strategies.**

I am free to be creative in the teaching methods and strategies I use in my classroom



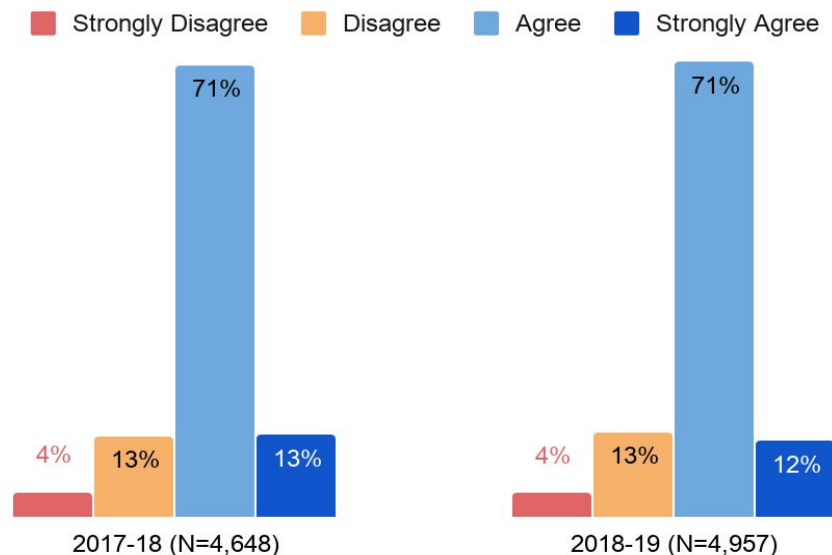
# About 20% of elementary teachers reported that they are *not* free to be creative in their teaching methods and classroom strategies.

I am free to be creative in the teaching methods and strategies I use in my classroom



**In the past two years, about 80% of teachers *agreed* or *strongly agreed* that in their schools, teachers use PD to adjust and inform teaching practices.**

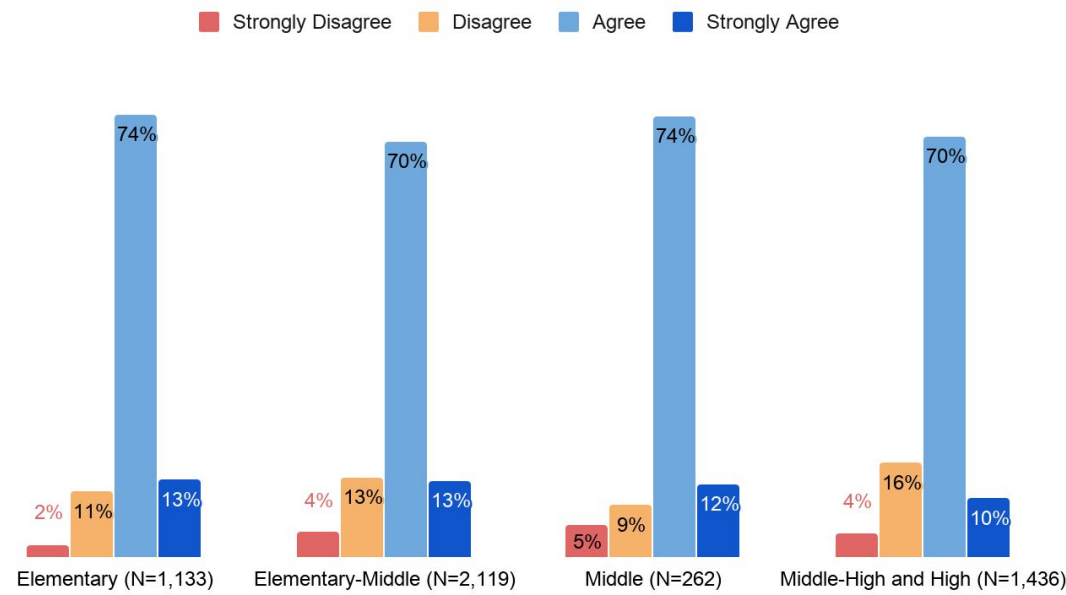
In my school, teachers use what they learn from PD to adjust and inform teaching practices



\*This question was added to the survey in 2017-18

20% of middle-high and high school teachers *disagree* or *strongly disagree* that teachers in their school use PD to adjust and inform teaching practices.

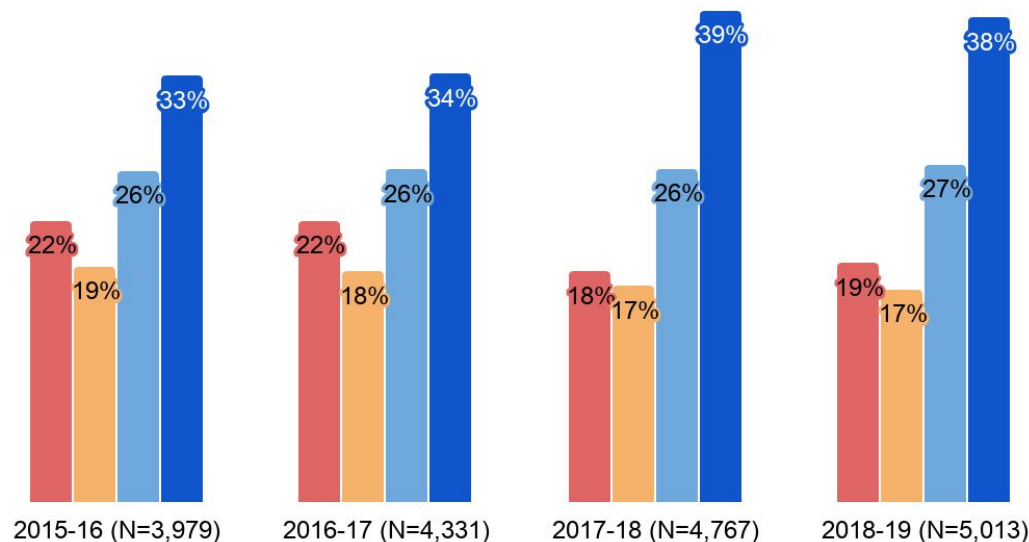
In my school, teachers use what they learn from PD to adjust and inform teaching practices



Over the past four years, about **40%** of teachers reported that teacher turnover is a *moderate* or *great* challenge in their school.

How much of a challenge is teacher turnover?

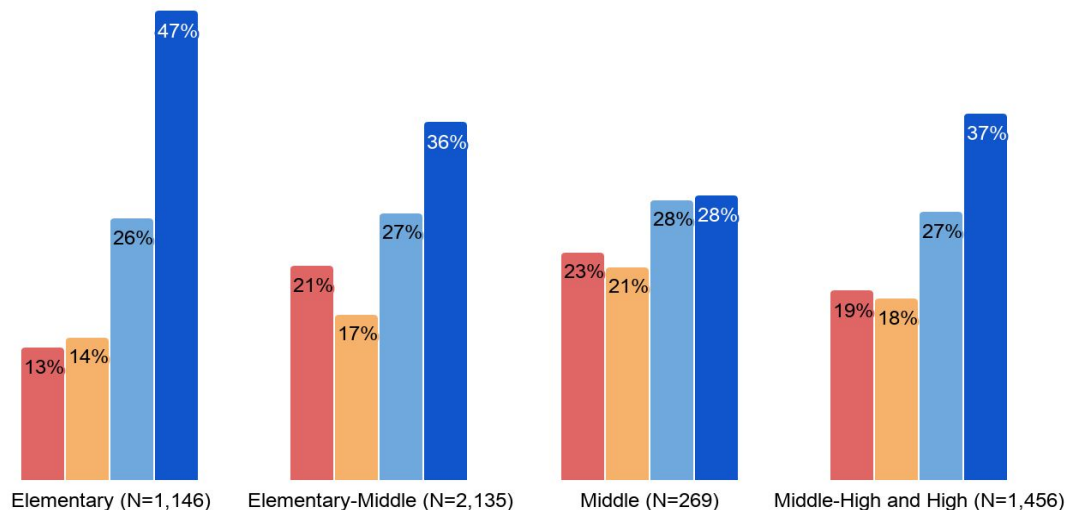
■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



# Almost 20% of middle-high and high school teachers said teacher turnover is *a great challenge* in their school.

How much of a challenge is teacher turnover?

■ A great challenge ■ A moderate challenge ■ A slight challenge ■ Not a challenge

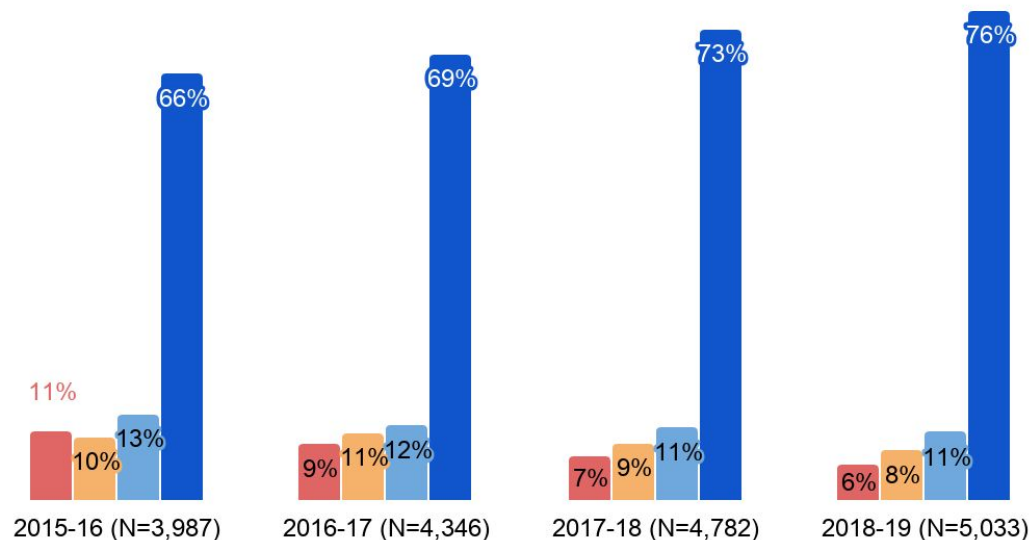




**Since 2016, the District saw a 10-point increase in the percentage of teachers who said principal turnover is *not a challenge* in their school.**

How much of a challenge is principal turnover?

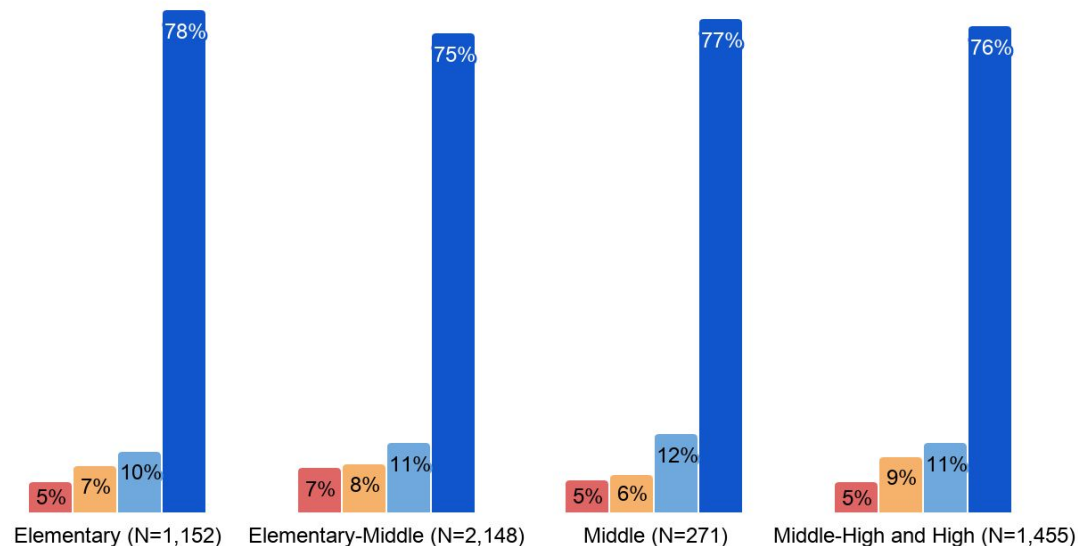
■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



# About 80% of teachers across all grade levels reported that principal turnover is *not a challenge* in their school.

How much of a challenge is principal turnover?

■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



# Selected Survey Items:

## Great Teachers, Leaders, and Staff (Anchor Goal 3)



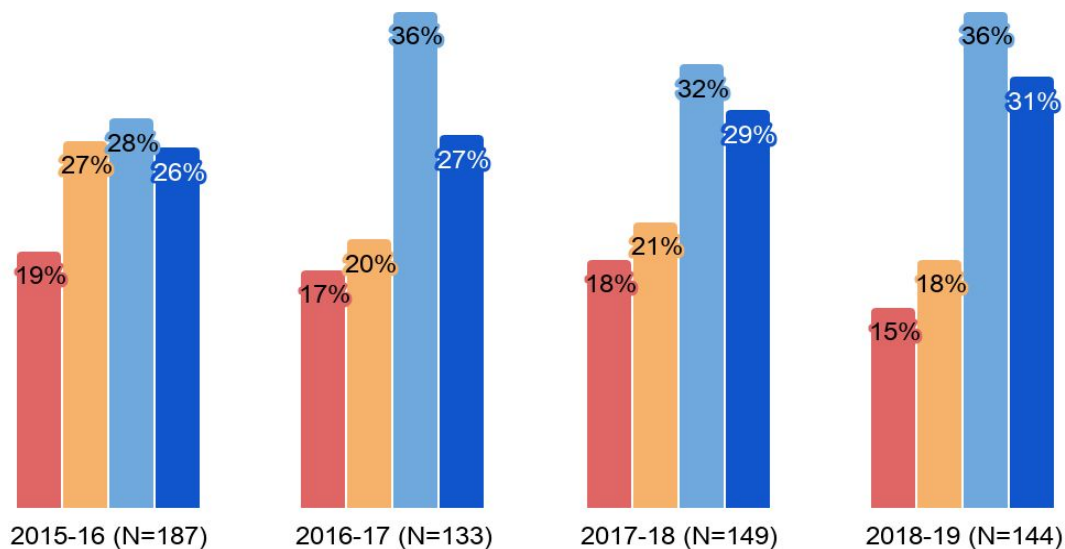
Principals

- How much of a challenge is teacher turnover?
- How much of a challenge is teachers teaching outside of their certification?
- I receive formal or informal coaching or mentoring (frequency).
- I participate in an informal or formal support network (frequency).
- I visit other schools within and/or outside my district (frequency).
- I collaborate with one or more other principals (frequency).

Since 2016, the District saw a 13-point decrease in the percentage of principals who reported that teacher turnover is a *moderate* or *great* challenge.

How much of a challenge is teacher turnover?

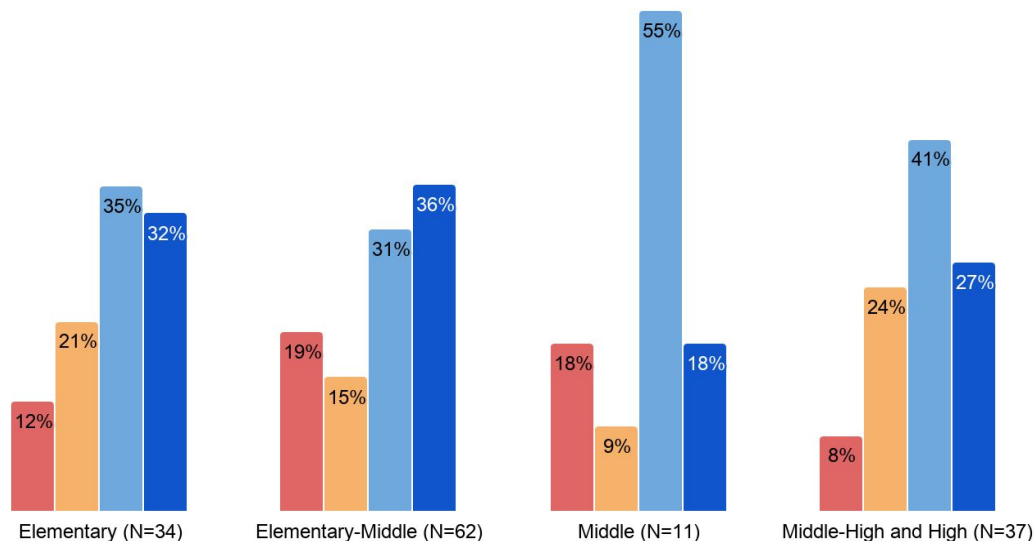
A great challenge   A moderate challenge   A slight challenge   Not a challenge



# Almost 20% of elementary-middle school principals reported that teacher turnover is a *great* challenge at their school.

How much of a challenge is teacher turnover?

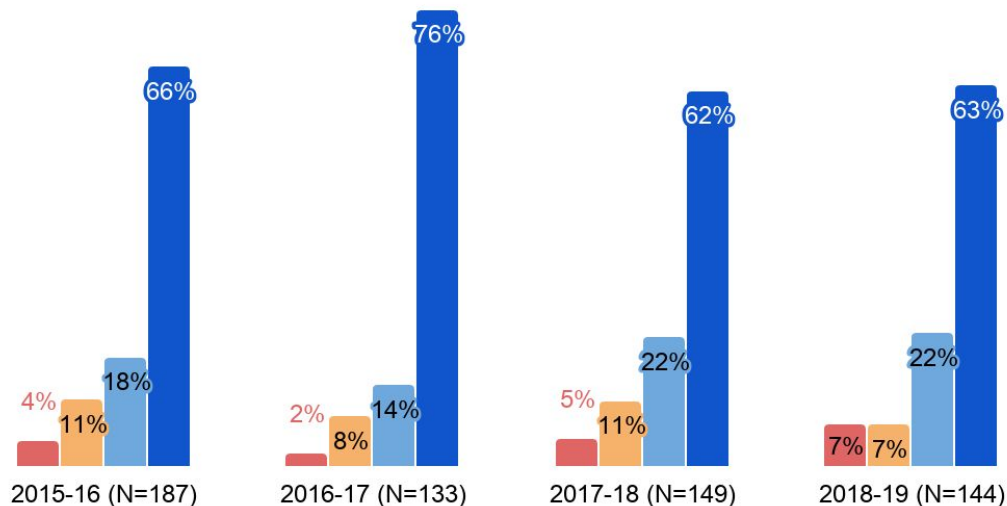
■ A great challenge ■ A moderate challenge ■ A slight challenge ■ Not a challenge



# In 2018-19, 63% of principals reported that teachers teaching a subject or grade outside of their certification is *not a challenge* in their school.

How much of a challenge is teachers teaching a subject or grade outside of their certification?

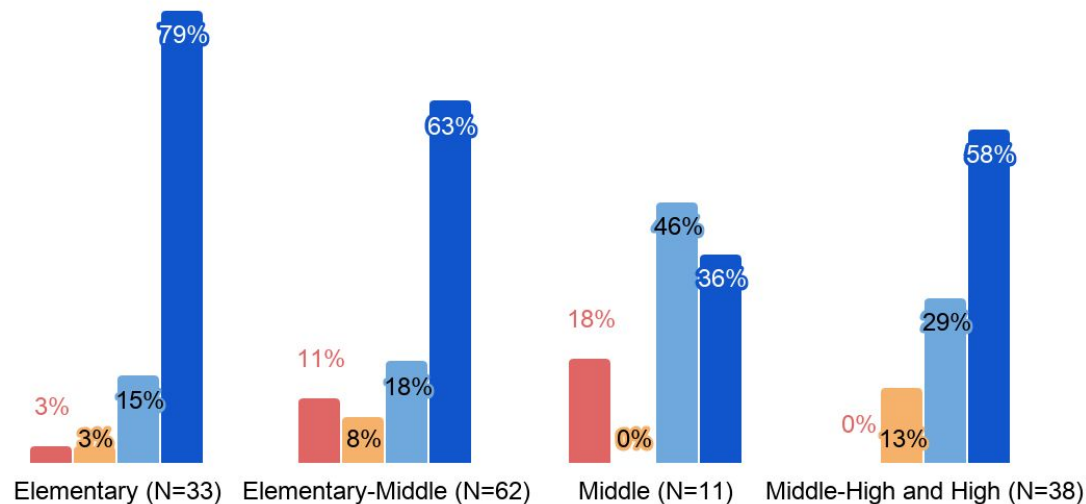
■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



# About a fifth of middle school principals reported that teachers teaching a subject or grade outside of their certification is *a great challenge*.

How much of a challenge is teachers teaching a subject or grade outside of their certification?

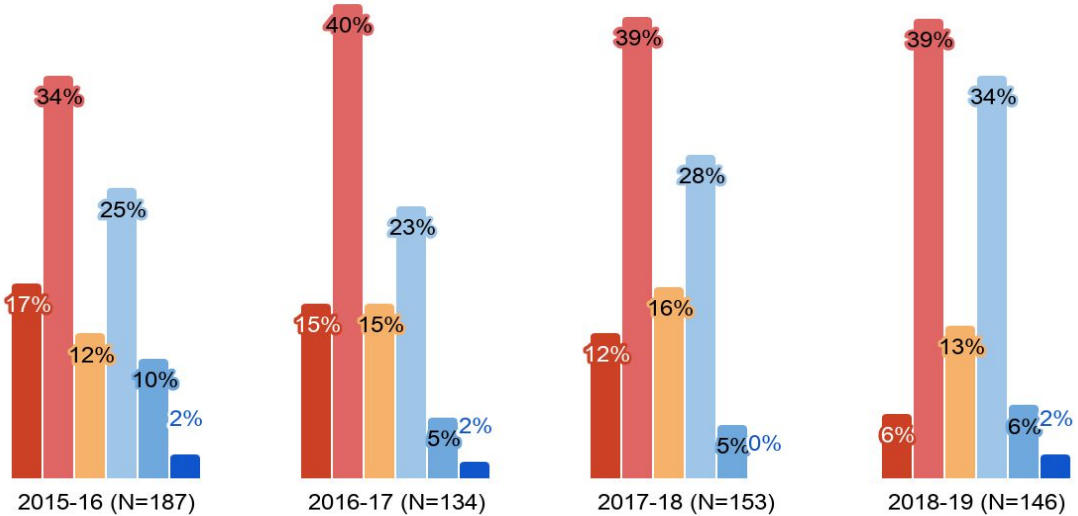
■ A great challenge ■ A moderate challenge ■ A slight challenge ■ Not a challenge



# Since 2016, the District saw an 11-point decrease in the percentage of principals who reported they *never* receive formal or informal coaching or mentoring.

I receive formal or informal coaching or mentoring (frequency)

Never 1-4 times a year 5-7 times a year Monthly Weekly or about weekly Daily or almost daily

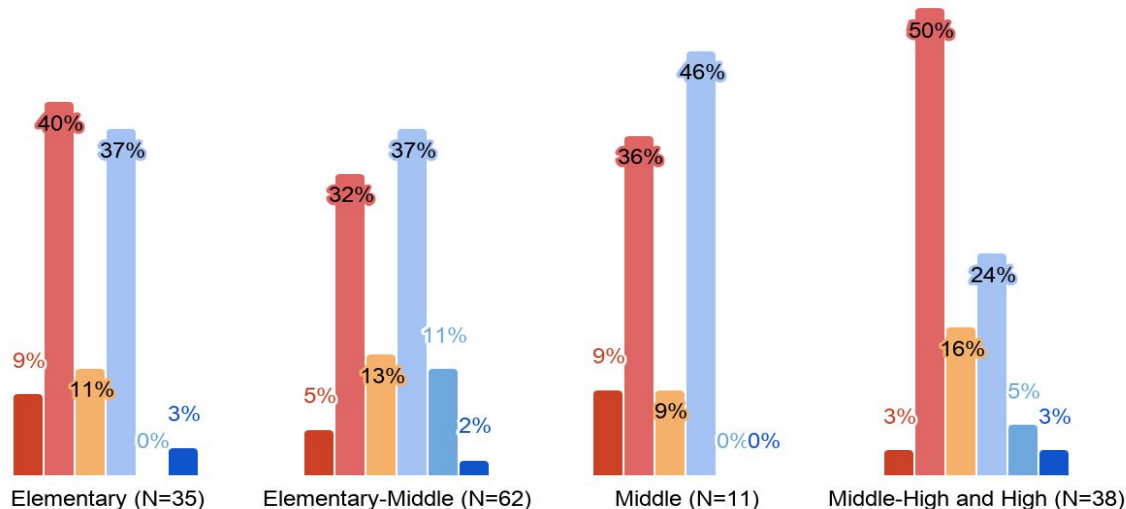




# About 50% of elementary, middle, middle-high, and high school principals report receiving formal or informal coaching or mentoring *1-4 times a year* or *never*.

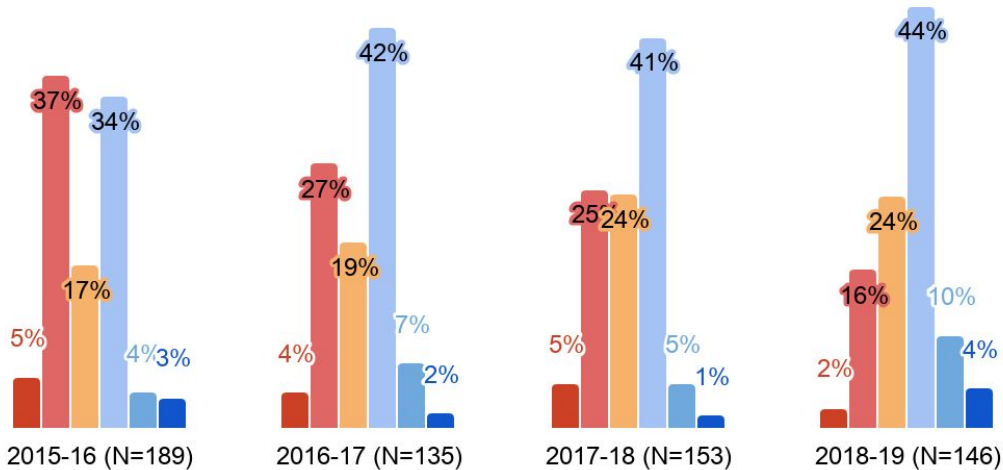
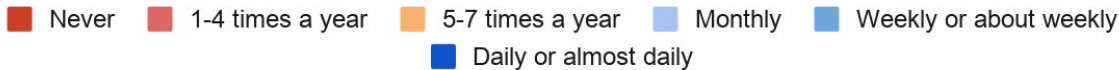
I receive formal or informal coaching or mentoring (frequency)

Never 1-4 times a year 5-7 times a year Monthly Weekly or about weekly Daily or almost daily



Since 2016, the District saw a 17-point increase in the percentage of principals who reported they participate in a support network at least once per month.

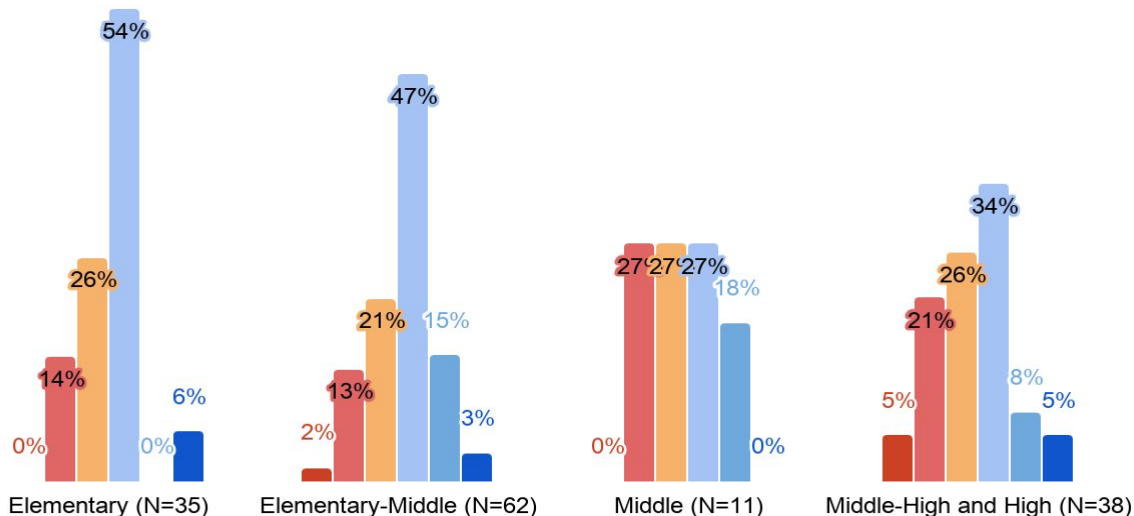
I participate in an informal or formal support network (frequency)



# About 60% of elementary and elementary-middle school principals reported participating in an informal or formal support network at least once a month.

I participate in an informal or formal support network (frequency)

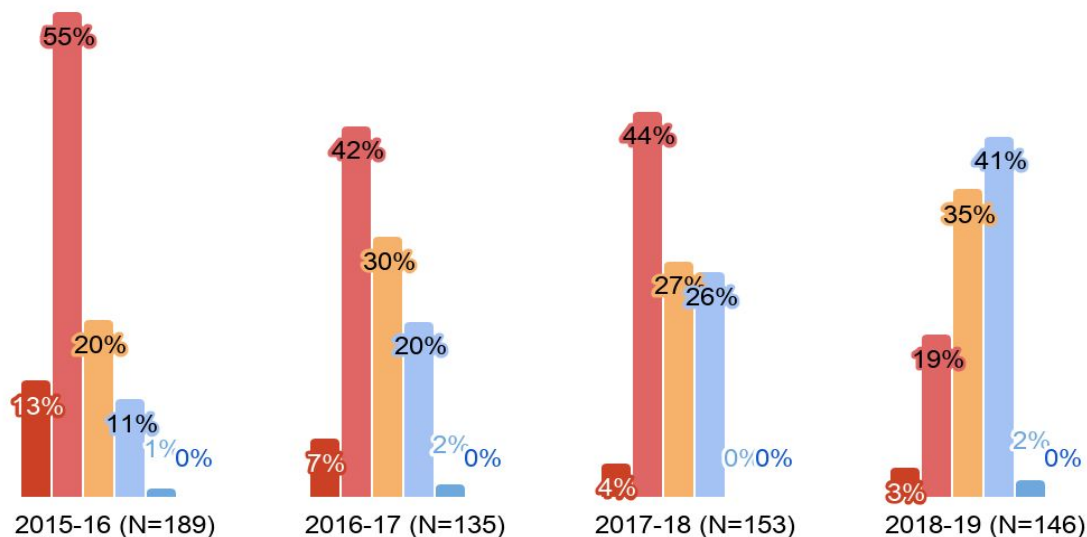
Never 1-4 times a year 5-7 times a year Monthly Weekly or about weekly Daily or almost daily



**Since 2016, the District saw a 31-point increase in the percentage of principals who said they visit other schools at least once a month.**

I visit other schools within and/or outside my district (frequency)

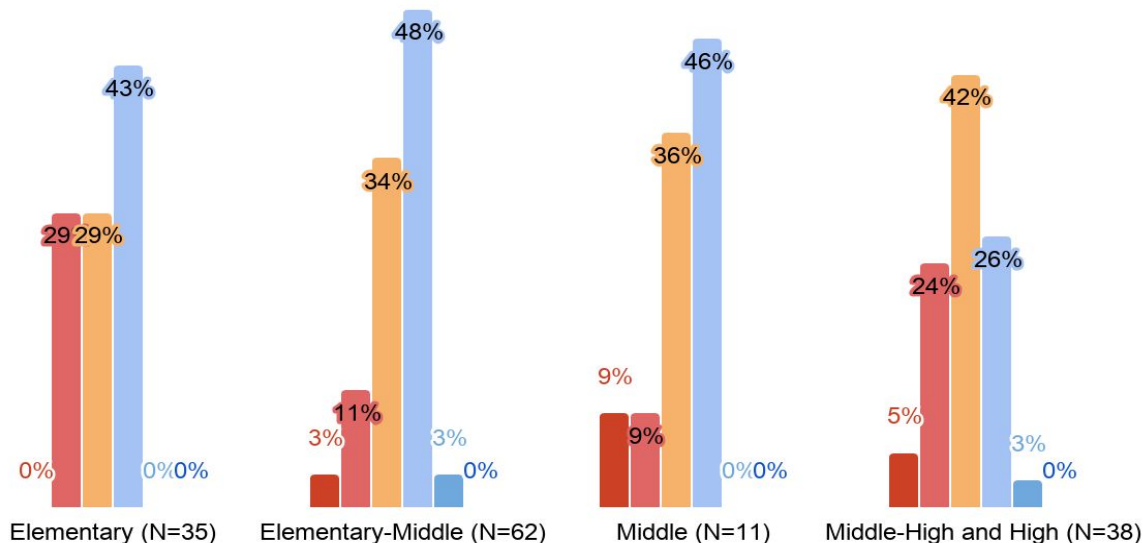
Never 1-4 times a year 5-7 times a year Monthly Weekly or about weekly Daily or almost daily



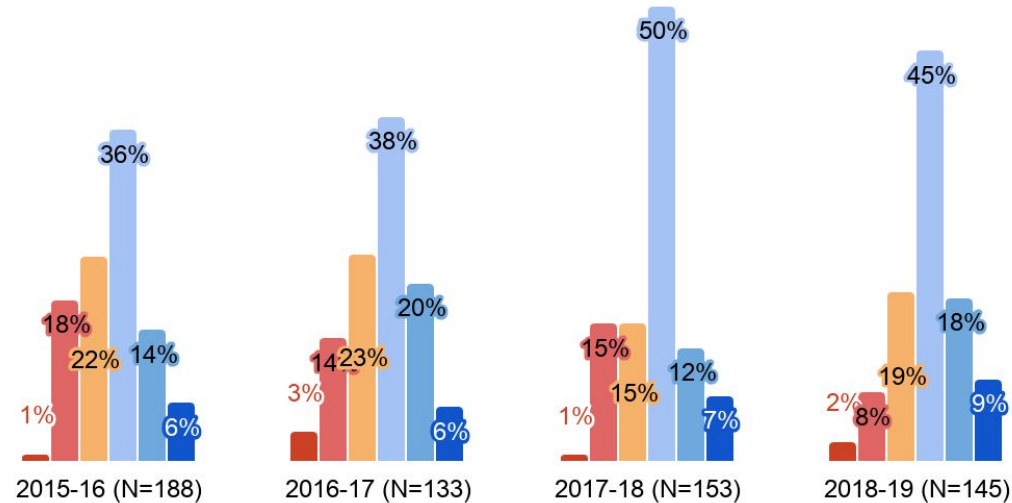
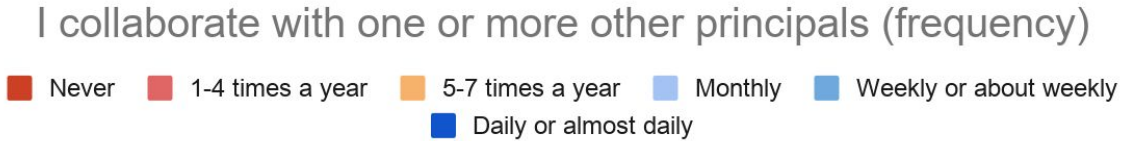
# A majority of principals across all grade levels said they visit other schools within and/or outside the District at least 5-7 times a year.

I visit other schools within and/or outside my district (frequency)

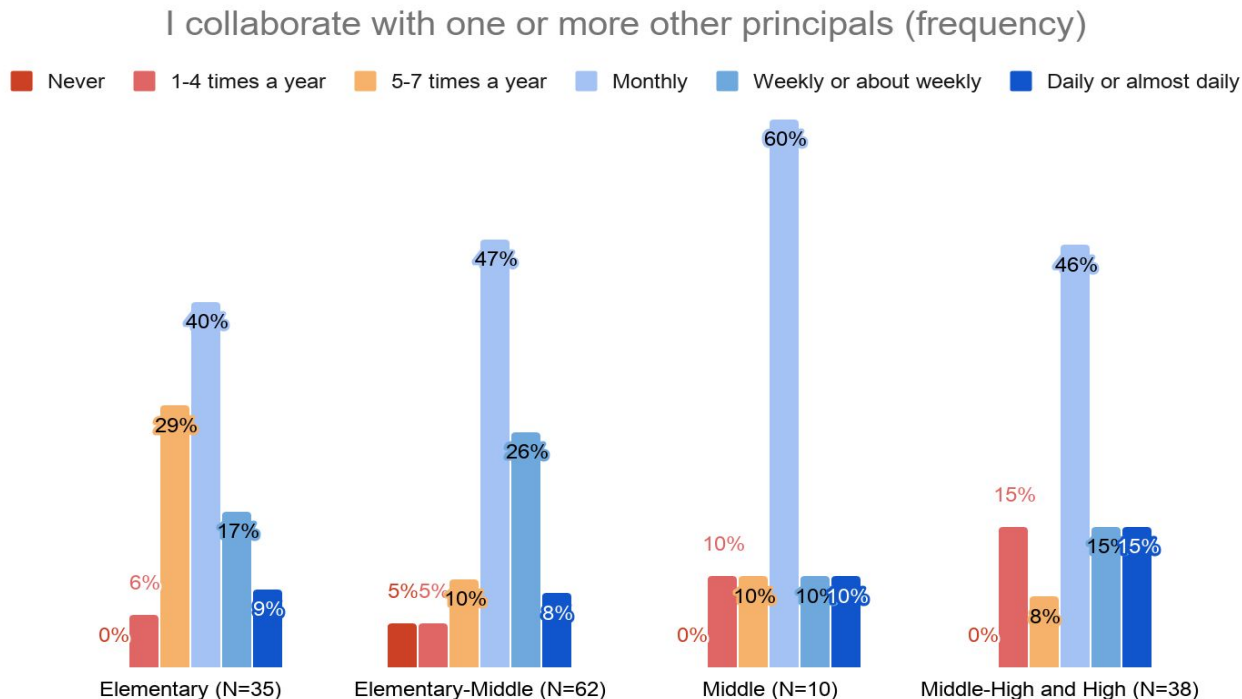
Never 1-4 times a year 5-7 times a year Monthly Weekly or about weekly Daily or almost daily



Since 2016, the District saw a 16-point increase in the percentage of principals who said they collaborate with another principal at least once a month.



# More than 50% of principals across all grade levels reported collaborating with one or more other principals at least once a month.



# Selected Survey Items: Fully Funded with No Deficit (Anchor Goal 4)



Principals

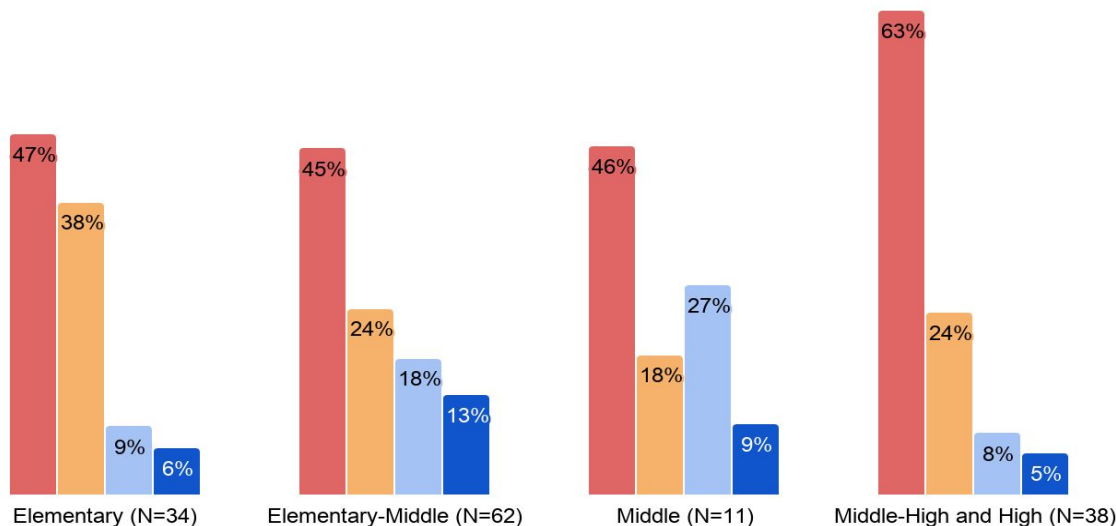
- How much of a challenge is a lack of adequate funding?



# About 90% of middle-high and high school principals reported that a lack of adequate funding is a *moderate* or *great* challenge in their school.

How much of a challenge is a lack of adequate funding?

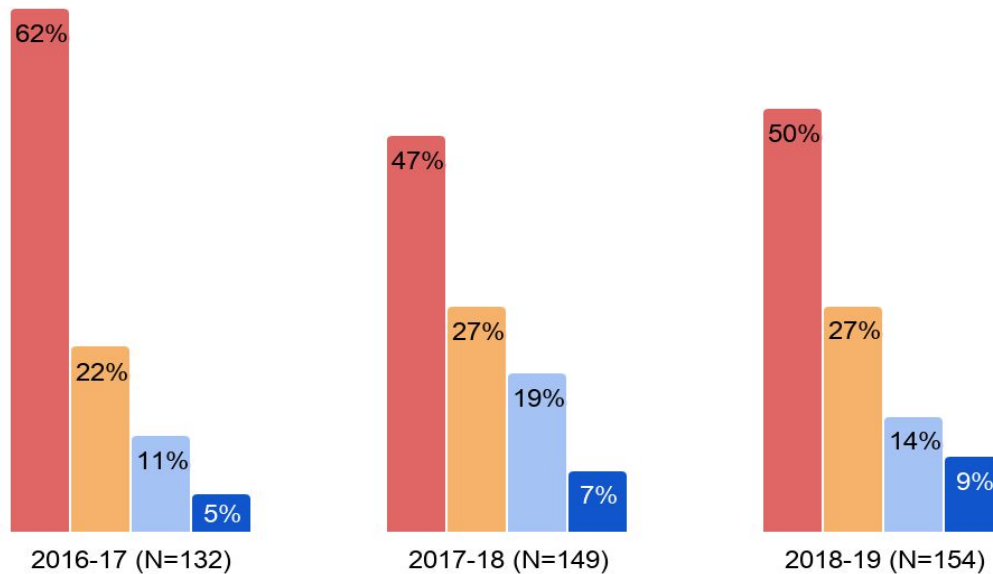
■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



Since 2016, the District saw a 12-point decrease in the percentage of principals who reported that a lack of adequate funding is *a great challenge*.

How much of a challenge is a lack of adequate funding?

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



# Selected Questions: School Climate (All Anchor Goals)



Students

- I feel safe in my classes.
- When I am in school, I feel like I belong.
- My school is clean.
- I enjoy being in school.
- My school building is in good condition.
- I am treated with respect by other students.
- I feel welcome in my school.



Parents/  
Guardians

- I feel welcome in my child's school.
- My child's school is clean.
- My child feels safe at school.



Teachers

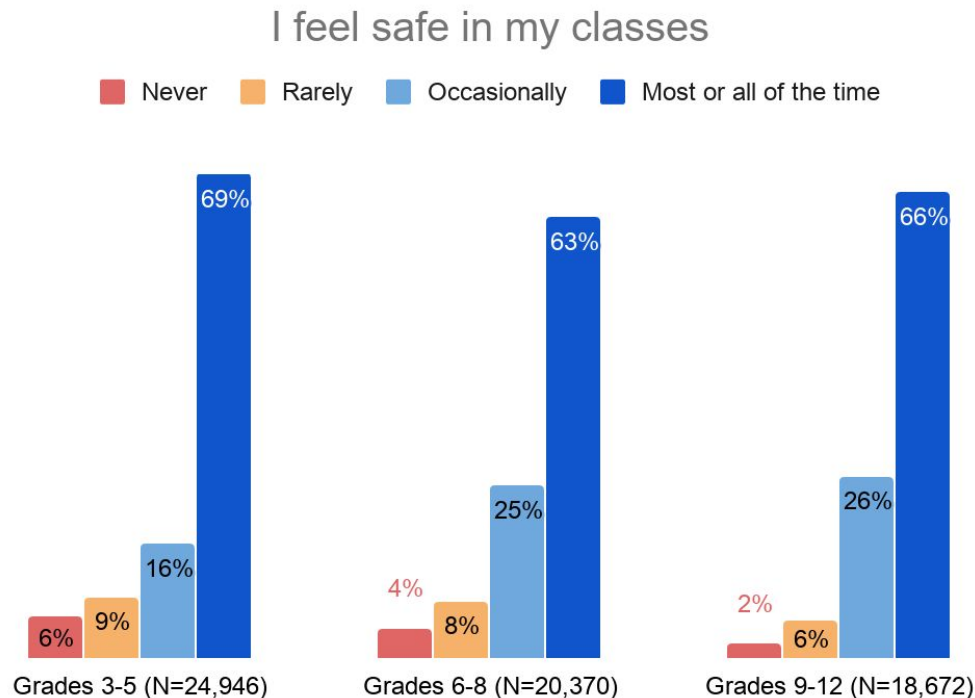
- How much of a challenge is student absenteeism at the classroom level?
- How much of a challenge is student behavior?



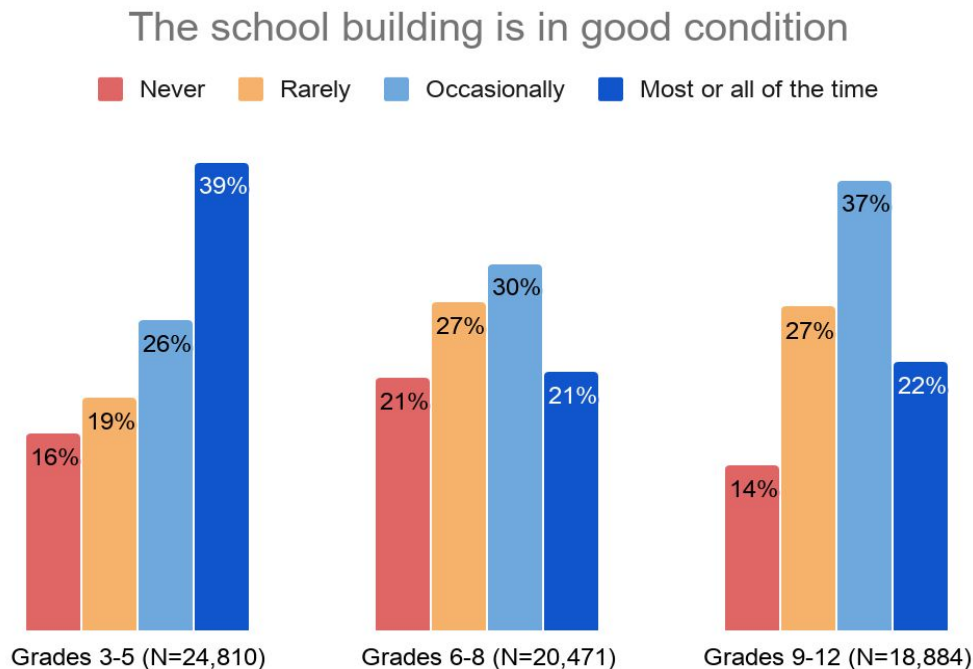
Principals

- How much of a challenge is student absenteeism?
- How much of a challenge is school crime/safety?

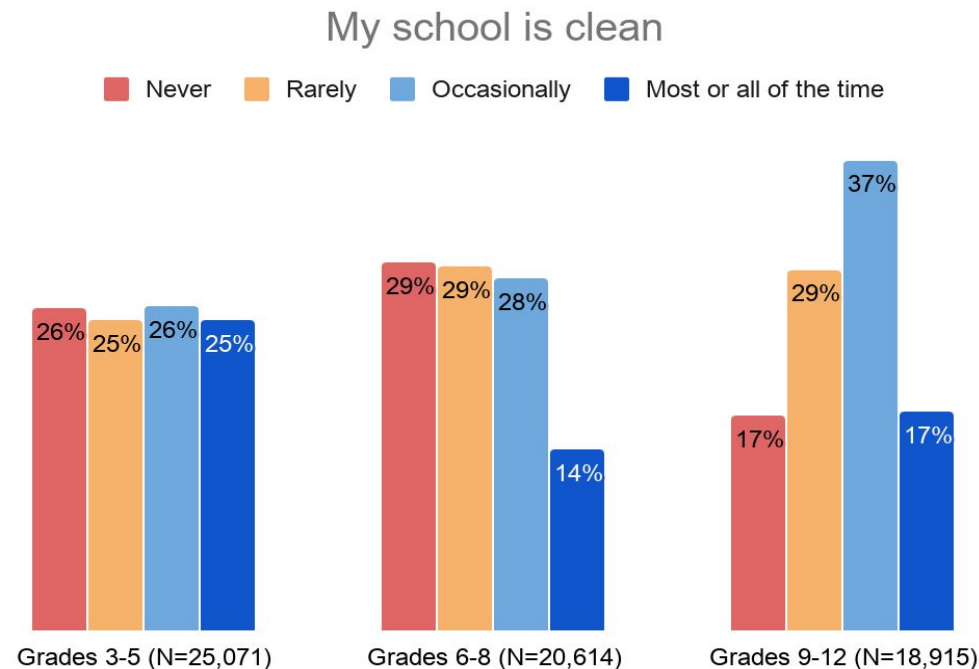
# About 70% of students in grades 3-5 said they feel safe in class *most or all of the time.*



# About 50% of students in grades 6-8 reported that their school building is *never* or *rarely* in good condition.



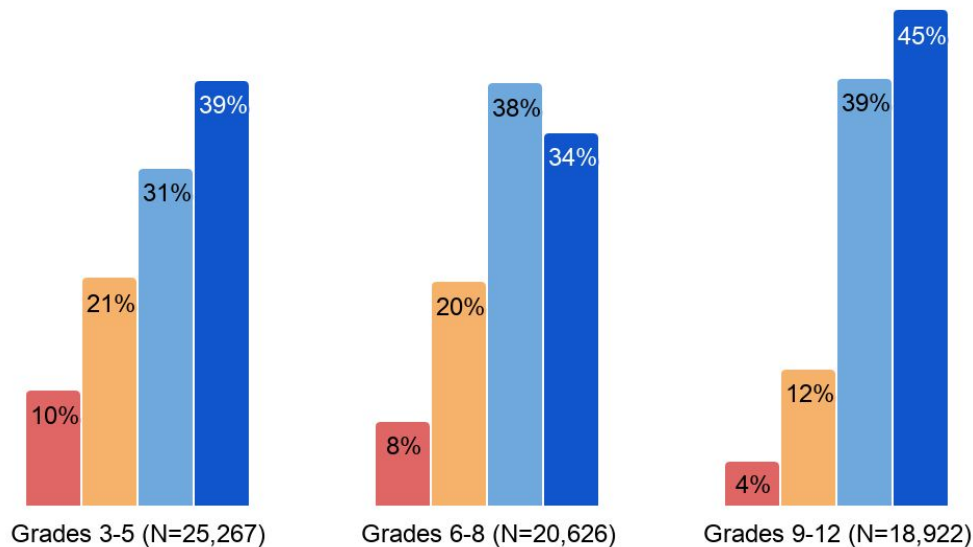
# A majority of students in grades 3-12 said their school is *never* or *rarely* clean.



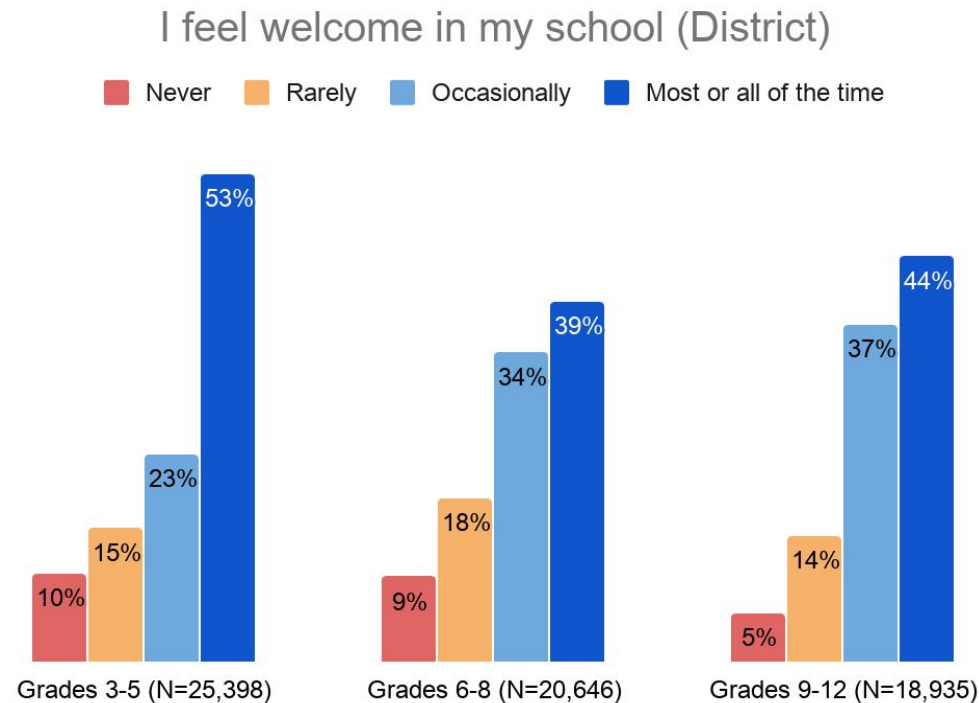
## Fewer than half of students in grades 3-12 said other students treat them with respect *most or all of the time*.

I am treated with respect by other students

Never Rarely Occasionally Most or all of the time

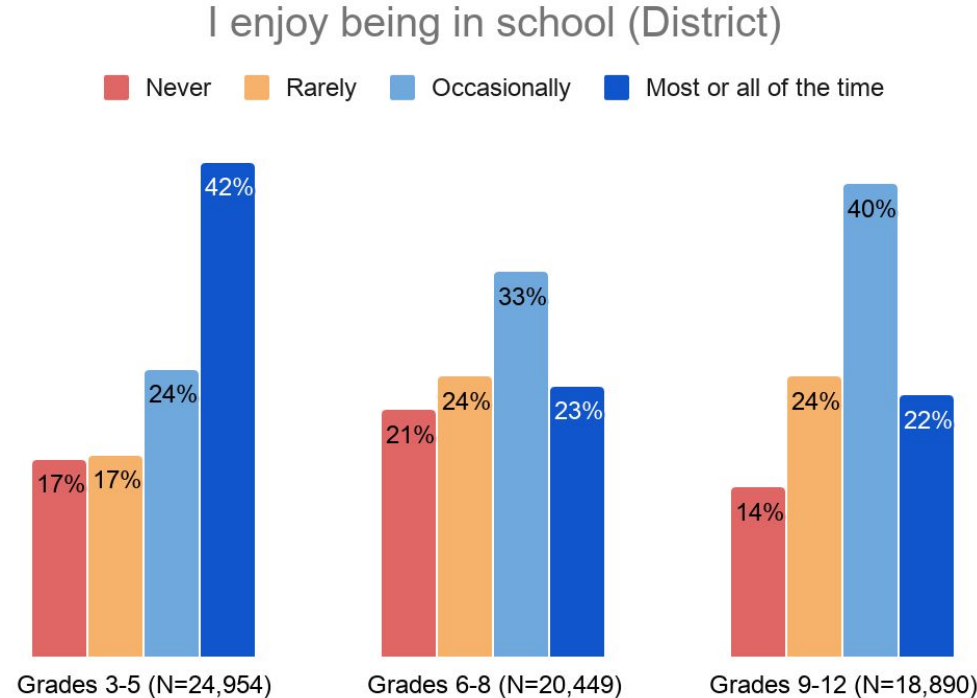


# A majority of students in grades 3-12 report feeling welcome in their school.





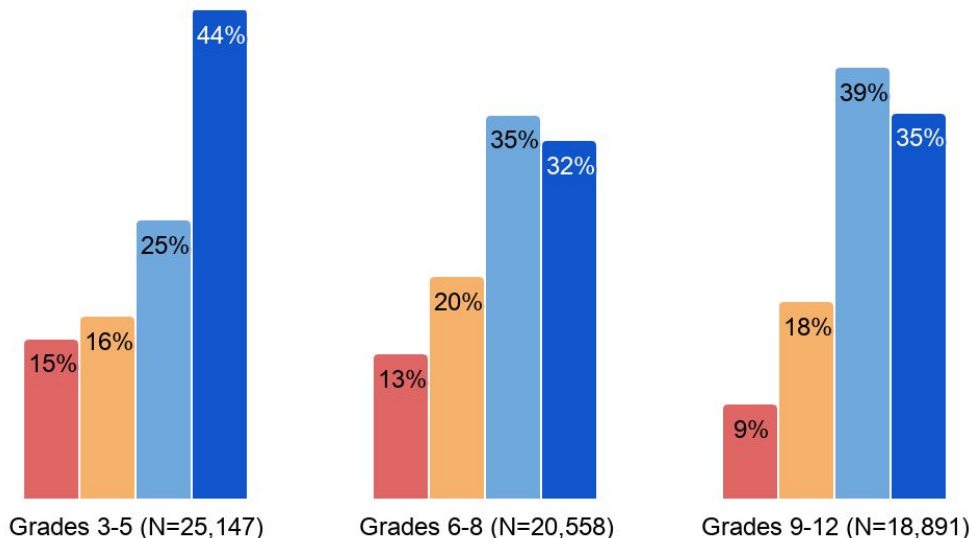
# About a fifth of students in grades 6-12 said they enjoy being in school *most or all of the time*.



# About 30% of students in grades 3-12 said they *never or rarely* feel like they belong in their school.

When I am in school, I feel like I belong (District)

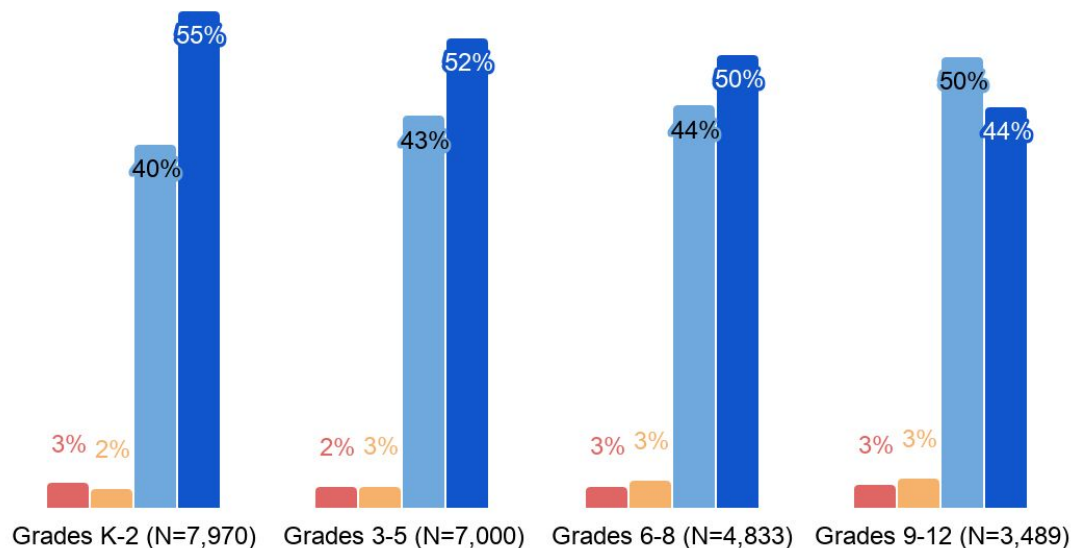
Never Rarely Occasionally Most or all of the time



# About 95% of parents *agreed* or *strongly agreed* that they feel welcome in their child's school.

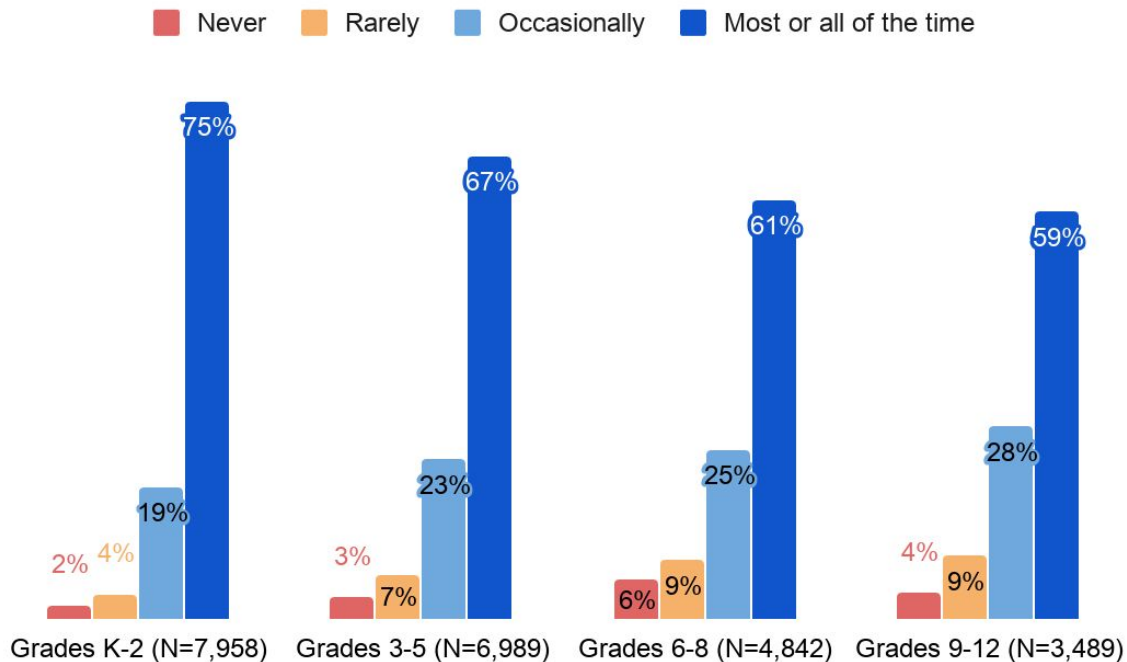
I feel welcome in my child's school (District)

Strongly Disagree Disagree Agree Strongly Agree

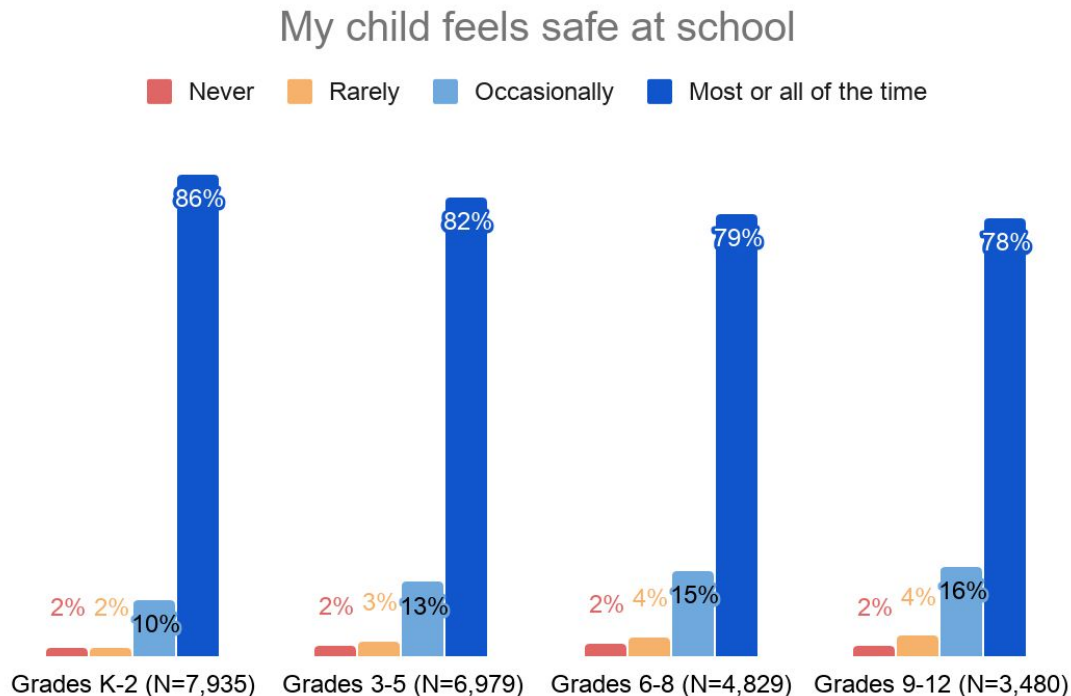


# A majority of parents reported that their child's school is clean *most or all of the time.*

My child's school is clean

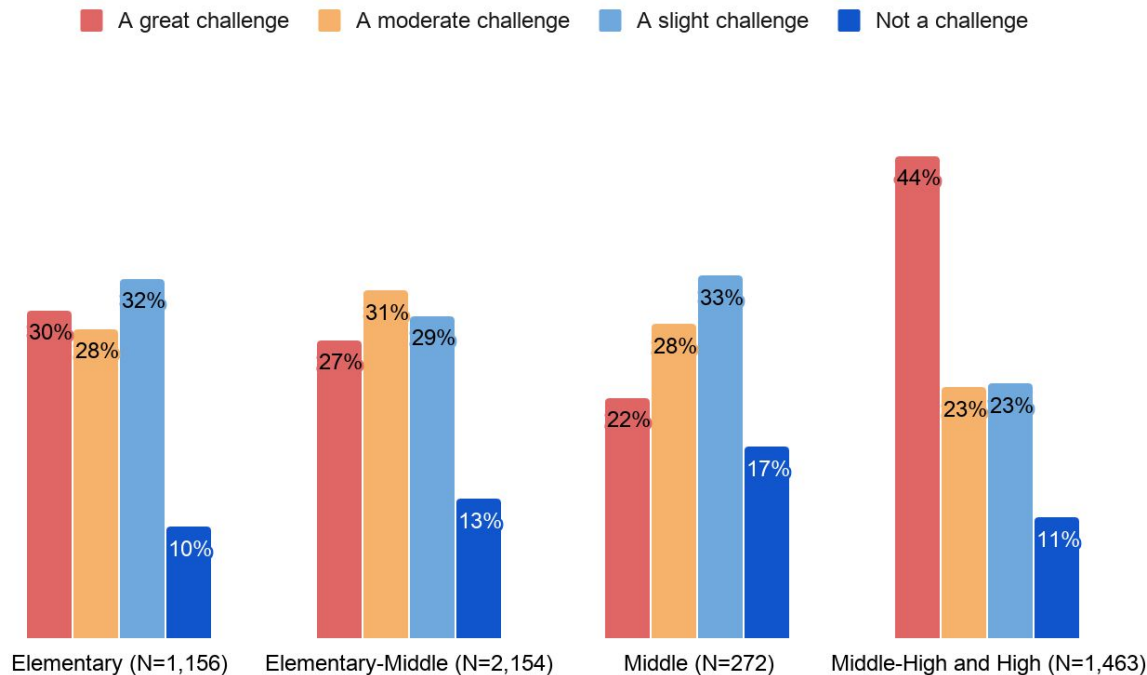


# About 80% of parents reported that their child feels safe at school *most or all of the time.*



# A majority of teachers across grade levels report that student absenteeism is a *moderate* or *great* school-level challenge.

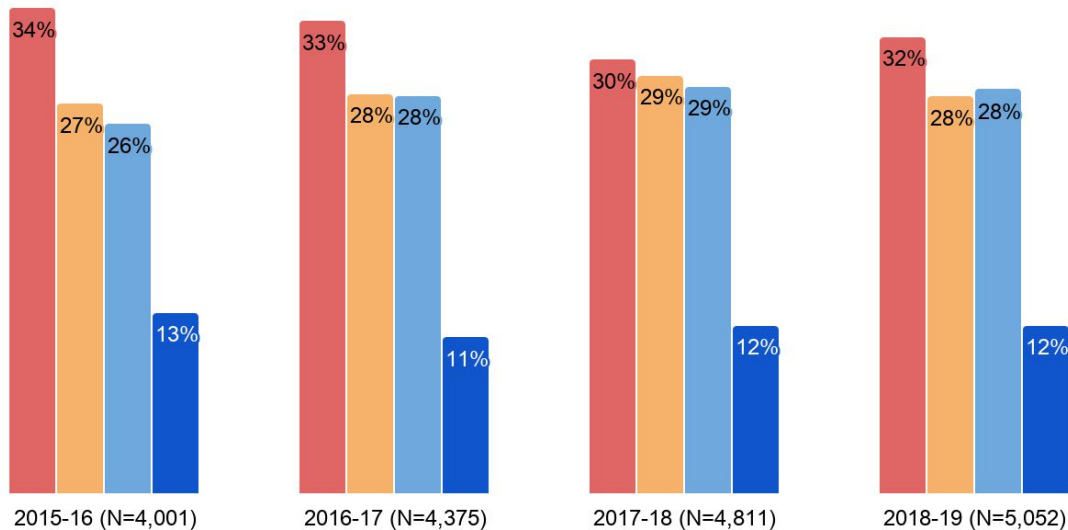
How much of a challenge is student absenteeism at the school level?



# Over the past four years, more than 50% of teachers reported that student absenteeism is a *moderate* or *great* school-level challenge.

How much of a challenge is student absenteeism at the school level?

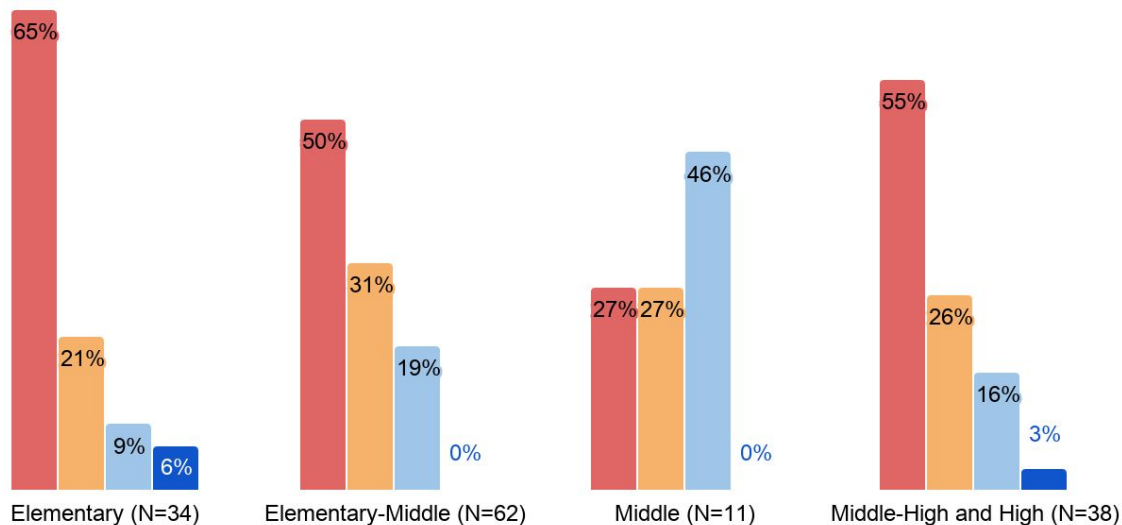
■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



# A majority of District principals reported that student absenteeism is a *moderate or great* school-level challenge.

How much of a challenge is student absenteeism at the school level?

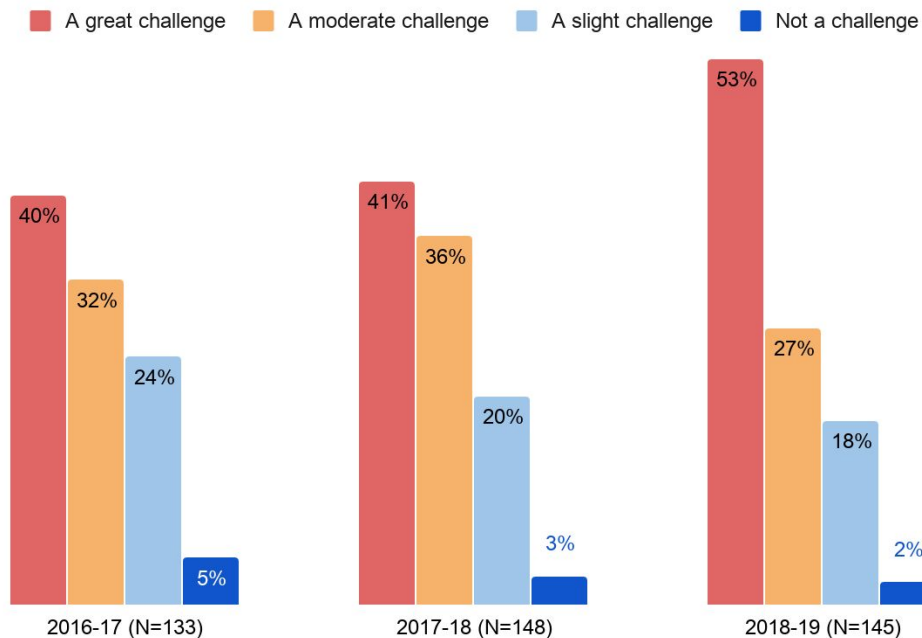
■ A great challenge ■ A moderate challenge ■ A slight challenge ■ Not a challenge





# For the past three years, a majority of principals reported that student absenteeism is a *moderate* or *great* school-level challenge.

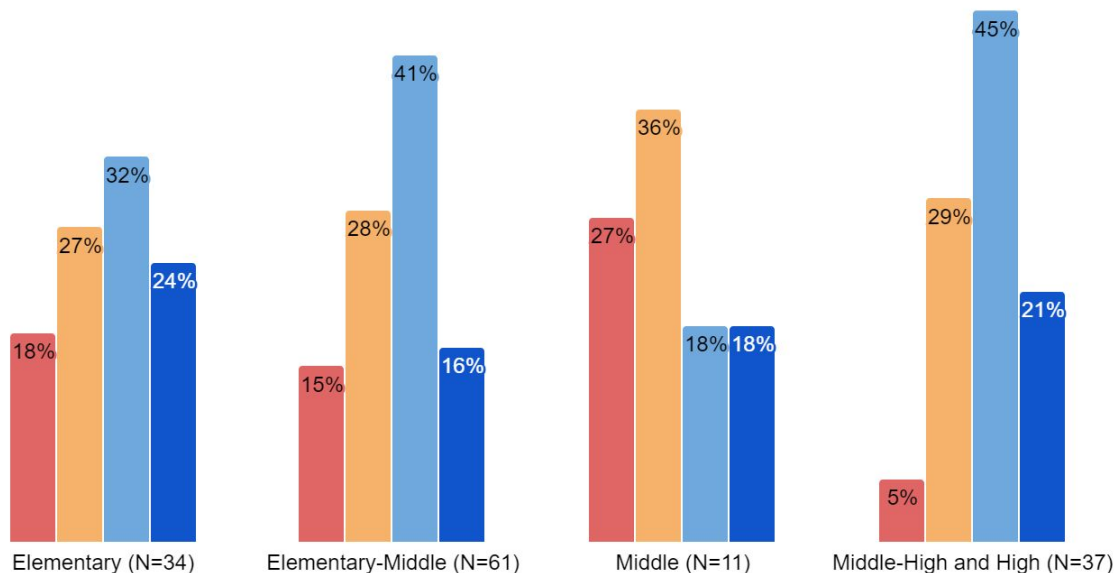
How much of a challenge is student absenteeism at the school level?



# 63% of middle school principals reported that school crime and safety is a *moderate or great* challenge.

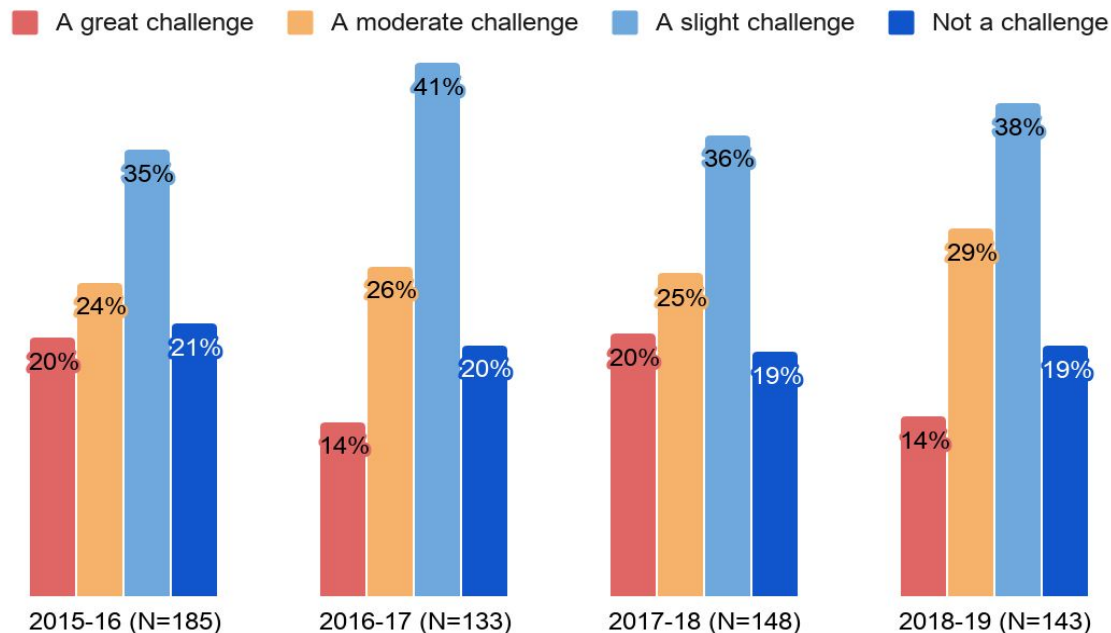
How much of a challenge is school crime/safety?

■ A great challenge ■ A moderate challenge ■ A slight challenge ■ Not a challenge



**For the past four years, the majority of principals said that school crime and safety was *a slight challenge* or *not a challenge* in their school.**

How much of a challenge is school crime/safety?



# Selected Survey Items: Satisfaction



Students

- My school meets my learning needs.



Parents/  
Guardians

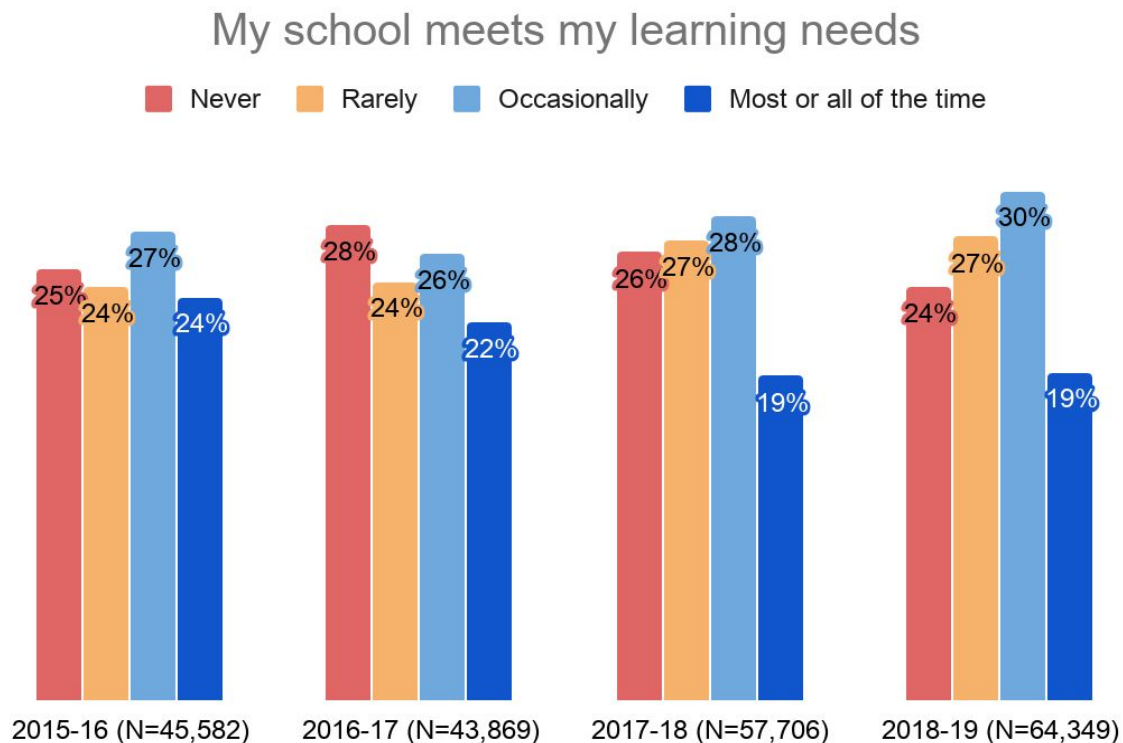
- My school meets my child's specific academic needs.
- I am satisfied with the response I get when I contact my child's school with questions or concerns.



Teachers

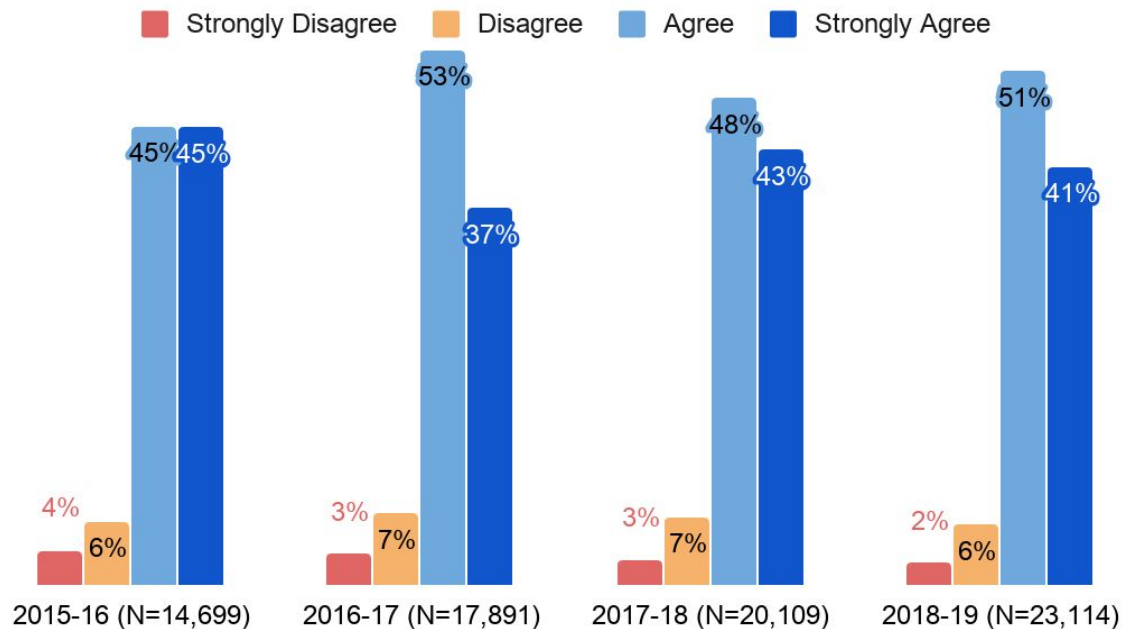
- Teacher morale is high.
- The principal sets clear expectations for teachers.

Over the past four years, about **50%** of students consistently reported that their school *rarely* or *never* meets their learning needs.

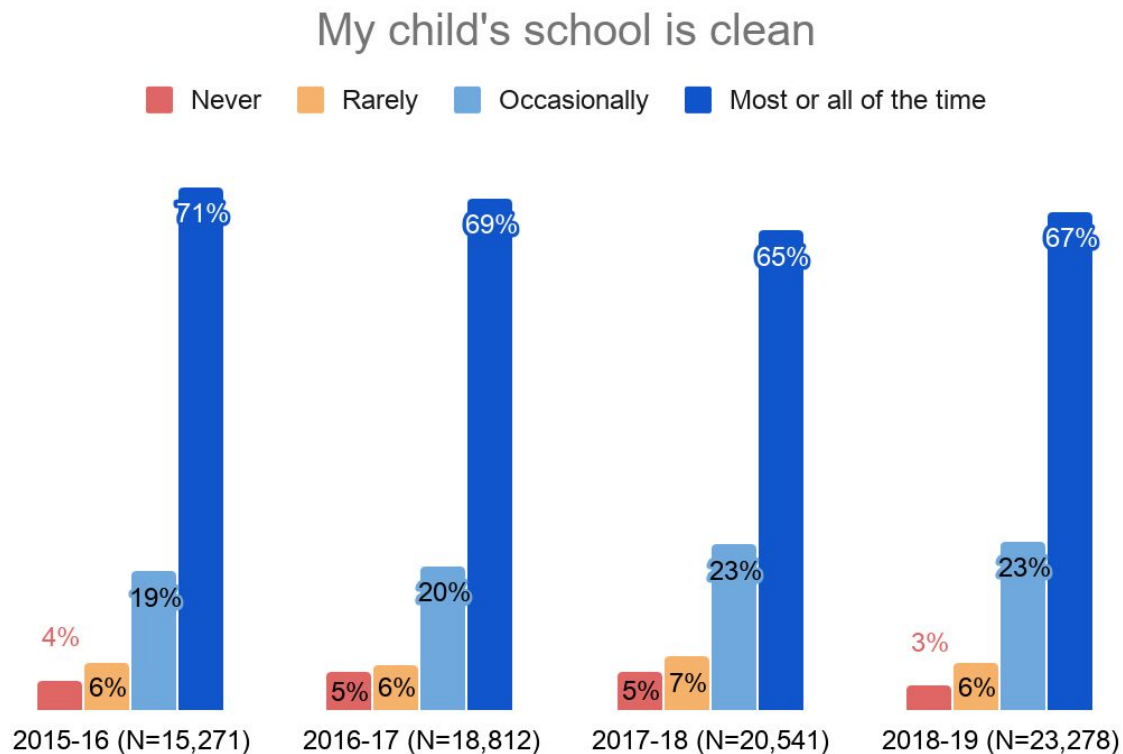


**In the past four years, about 90% of parents *agreed* or *strongly agreed* that their school meets their child's specific learning needs.**

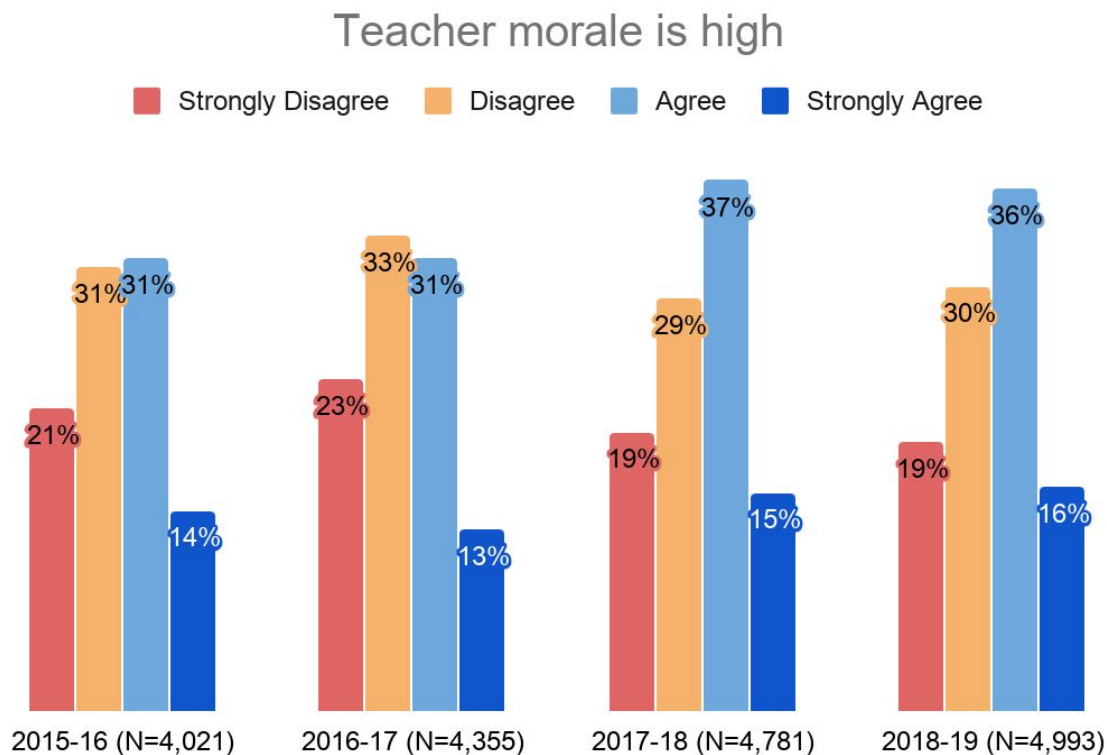
My child's school meets the specific academic needs of my child



**In the past four years, about 70% of parents reported that their child's school is clean *most or all of the time*.**



Over the past two years, more than 50% of teachers *agreed* or *strongly agreed* that teacher morale is high.

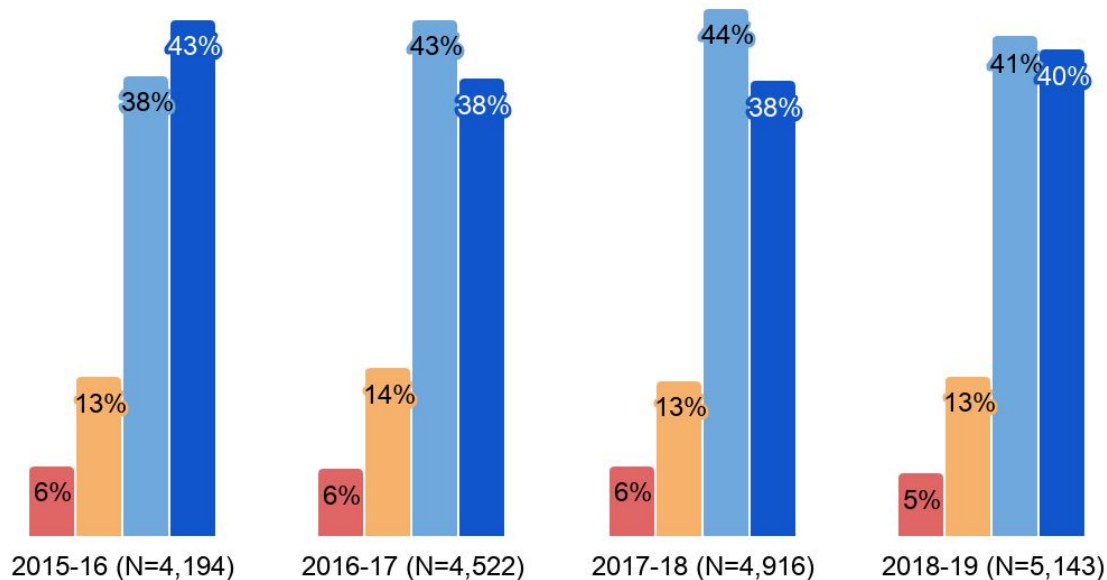




**For the past four years, about 80% of teachers *agreed* or *strongly agreed* that their principal sets clear expectations for teachers.**

The principal sets clear expectations for teachers

Strongly Disagree Disagree Agree Strongly Agree



# Selected Survey Items: Food Access and Healthy Behaviors



Students

- On a regular school day, how much time do you spend after school watching TV, playing video games, or on a computer, tablet, or cell phone?
- During the past seven days, on how many days were you physically active for a total of at least 60 minutes?
- Yesterday, how many times did you drink soda, punch, fruit-flavored drinks, sweet iced tea, lemonade, sports drinks, or energy drinks?
- Yesterday, how many times did you eat fruit?
- Yesterday, how many times did you eat vegetables?

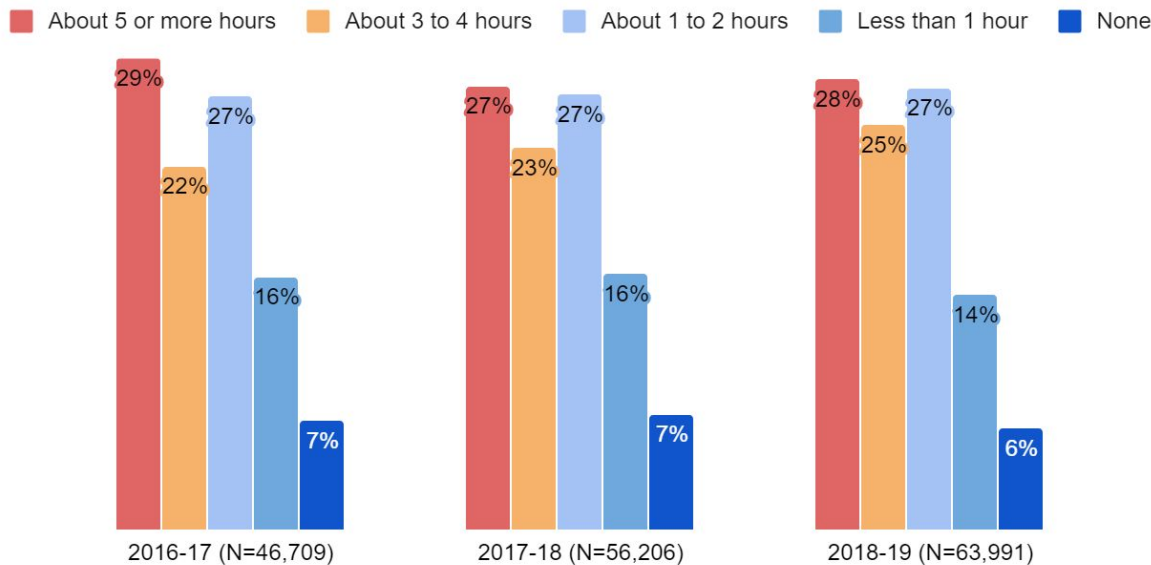


Parents/  
Guardians

- Healthy food is available in my neighborhood.
- I have enough time to shop for healthy food.
- My family likes healthy foods.

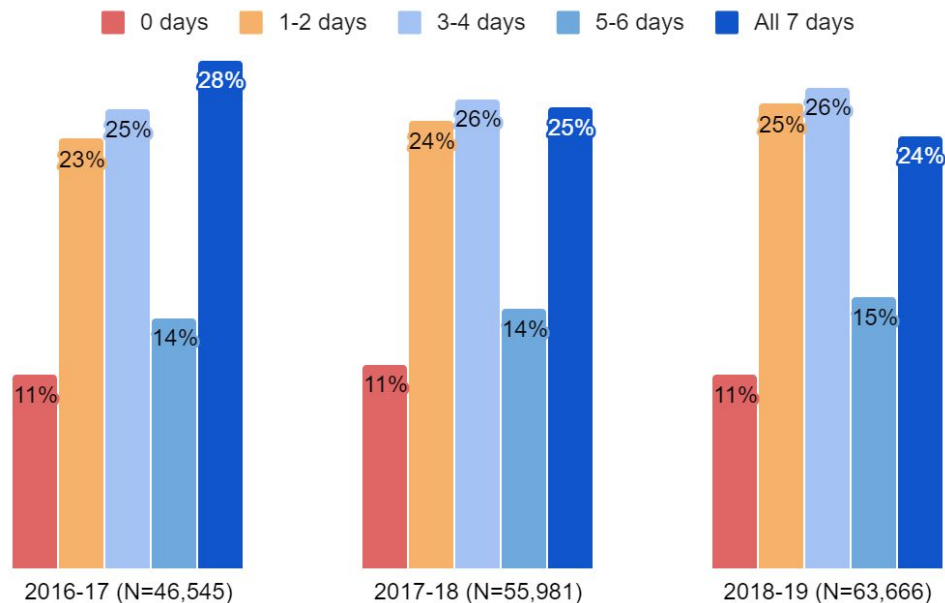
# Over the past three years, about 30% of students spent *five or more after-school hours* watching TV, playing video games, or on a computer, tablet, or phone.

On a regular school day, how much time do you spend after school watching TV, playing video games, or on a computer, tablet, or cell phone?



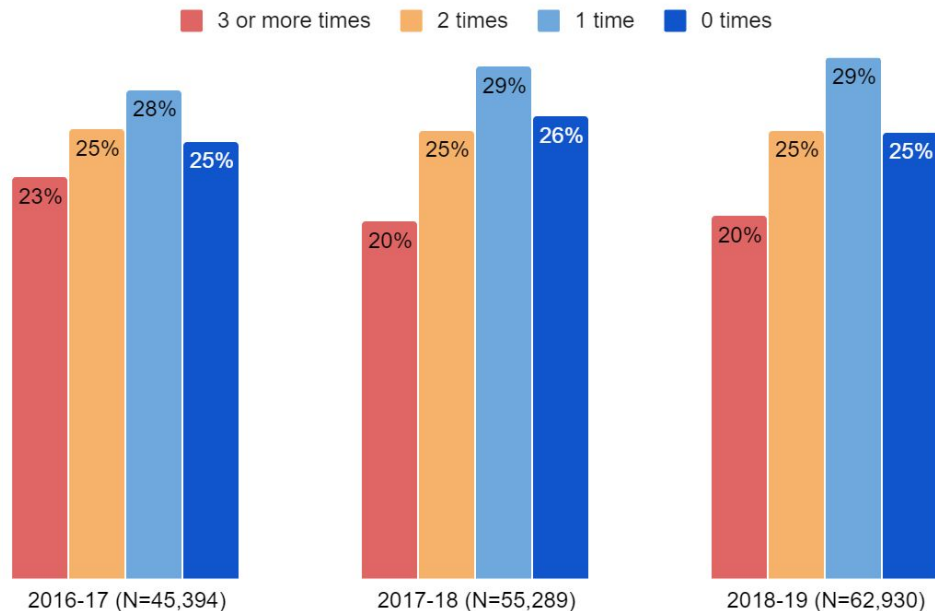
# Over the past three years, 11% of students reported being active for at least 60 minutes for zero of the past seven days.

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes?



# Over the past three years, about 25% of students reported that they did *not* drink any sugar-sweetened beverages the previous day.

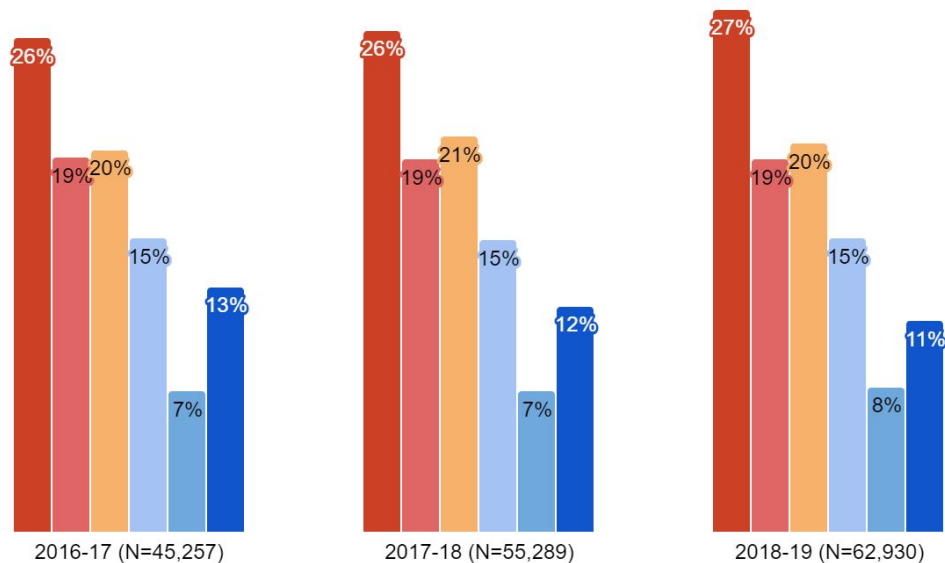
Yesterday, how many times did you drink any soda, punch, fruit-flavored drinks, sweet iced tea, lemonade, sports drinks, or energy drinks?



# Over the past three years, over 25% of students reported that they did *not* eat fruit the previous day.

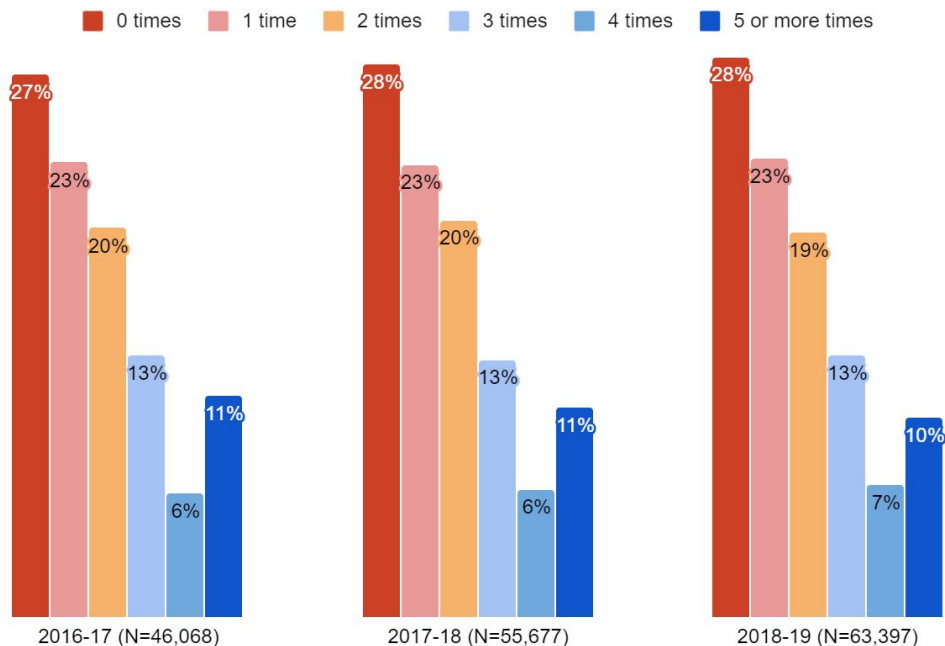
Yesterday, how many times did you eat fruit?

0 times 1 time 2 times 3 times 4 times 5 or more times

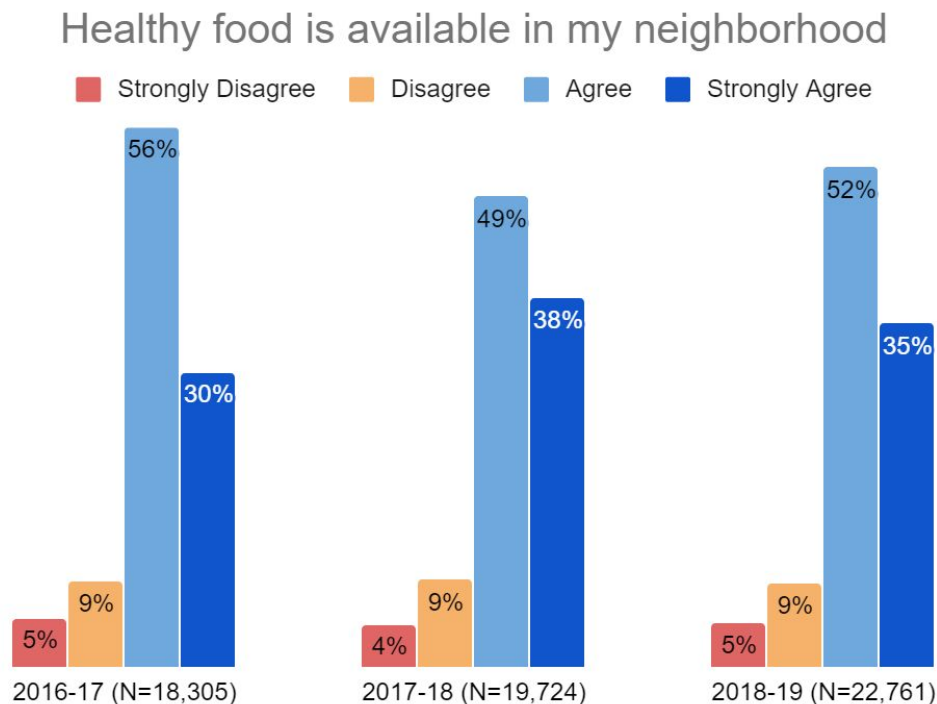


# Over the past three years, over 25% of students reported that they did not eat vegetables the previous day.

Yesterday, how many times did you eat vegetables?

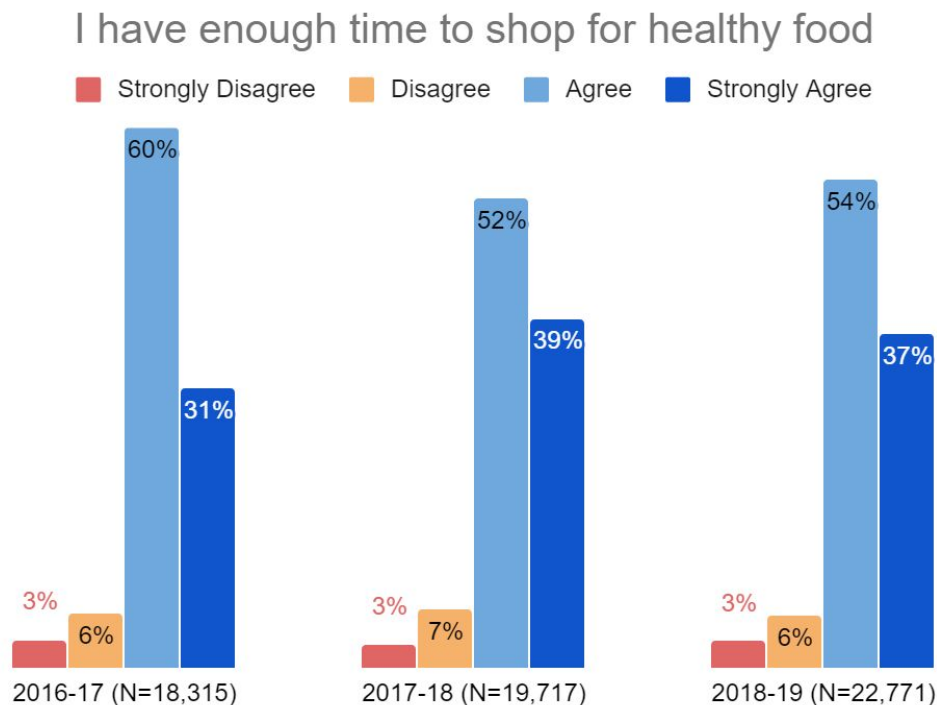


**Over the past three years, about 85% of parents/guardians *agreed* or *strongly agreed* that healthy food is available in their neighborhood.**

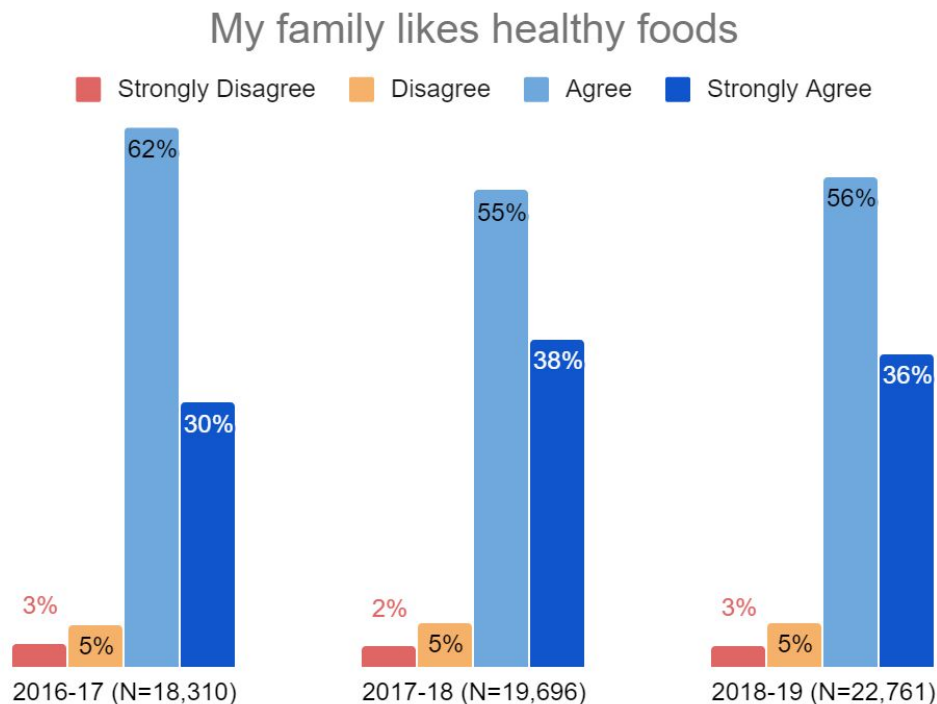




Since 16-17, the percentage of parents/guardians who *strongly agreed* they have time to shop for healthy food increased by 6 percentage points.



**Over the past three years, over 90% of parents/guardians *agreed* or *strongly agreed* that their family likes healthy foods.**



# Selected Survey Items: Transportation

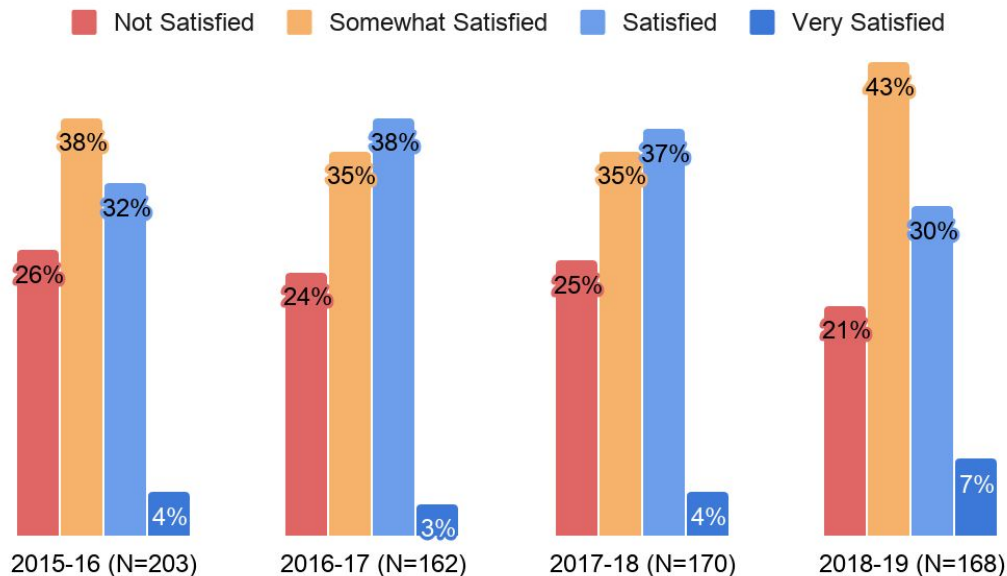


Principals

- Overall, how satisfied are you with transportation at your building?
- How satisfied are you with the extent to which drivers follow procedures?
- How satisfied are you with drivers' student management techniques?
- How satisfied are you with attendants' student management techniques?
- How satisfied are you with the timeliness of the AM busses?
- How satisfied are you with the timeliness of the PM busses?
- How satisfied are you with the courtesy of the drivers?
- How satisfied are you with the courtesy of the attendants?
- How satisfied are you with the Transportation Department's responsiveness to complaints/issues?

# Over the past four years, about a quarter of principals said they were *not satisfied* with transportation at their building.

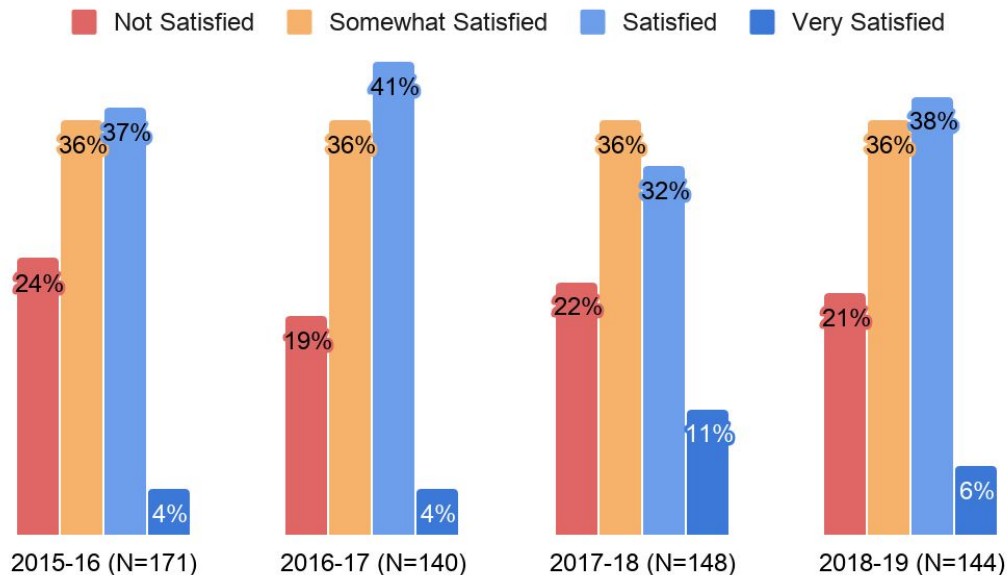
Overall, how satisfied are you with transportation at your building?



Transportation

Over the past four years, about 80% of principals were *somewhat to very satisfied* with the extent to which drivers follow procedures.

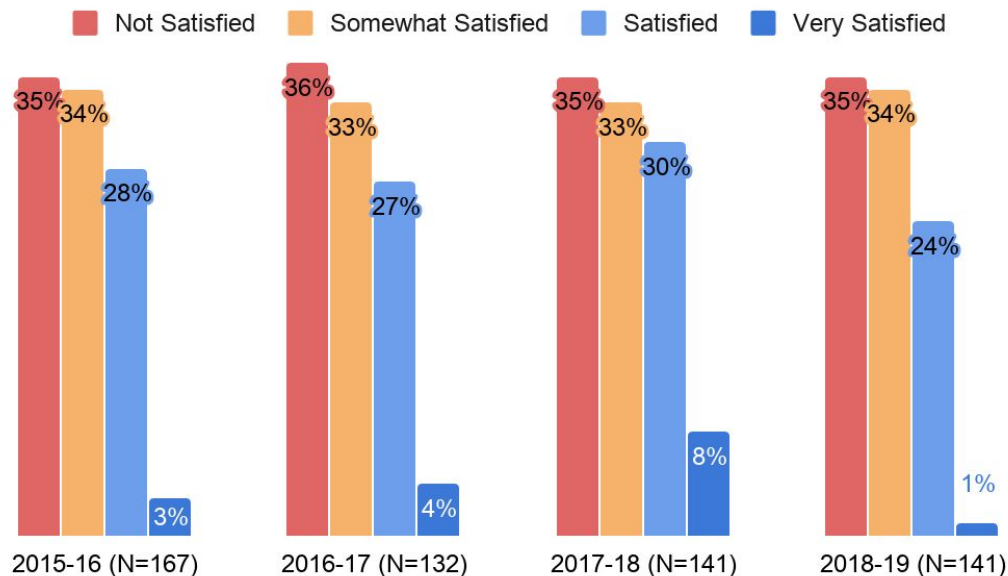
How satisfied are you with the extent to which drivers follow procedures?



Transportation

**In the past four years, a majority of principals reported being *somewhat* to *very satisfied* with drivers' student management techniques.**

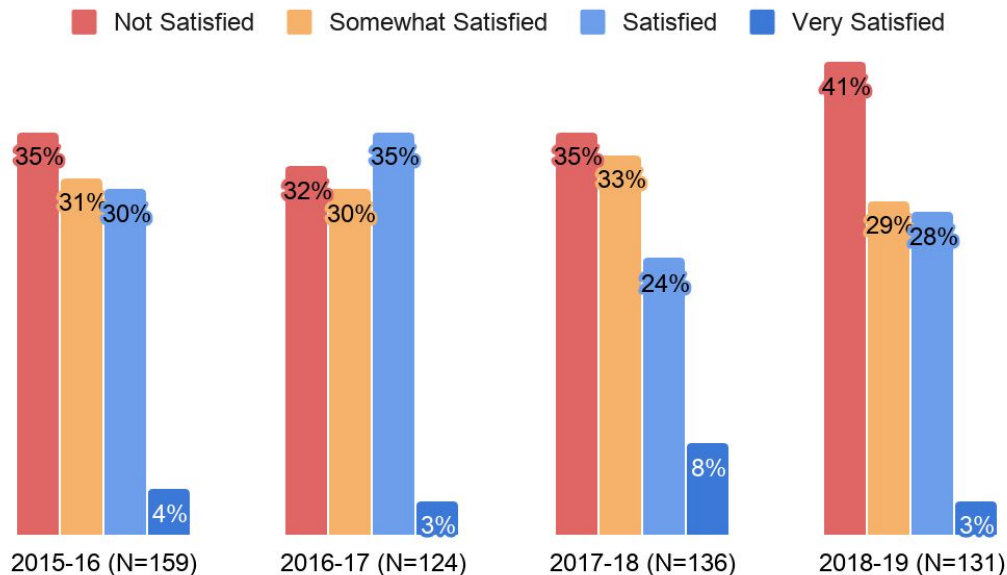
How satisfied are you with drivers' student management techniques?



**Transportation**

**In the past four years, a majority of principals reported being *somewhat* to *very satisfied* with attendants' student management techniques.**

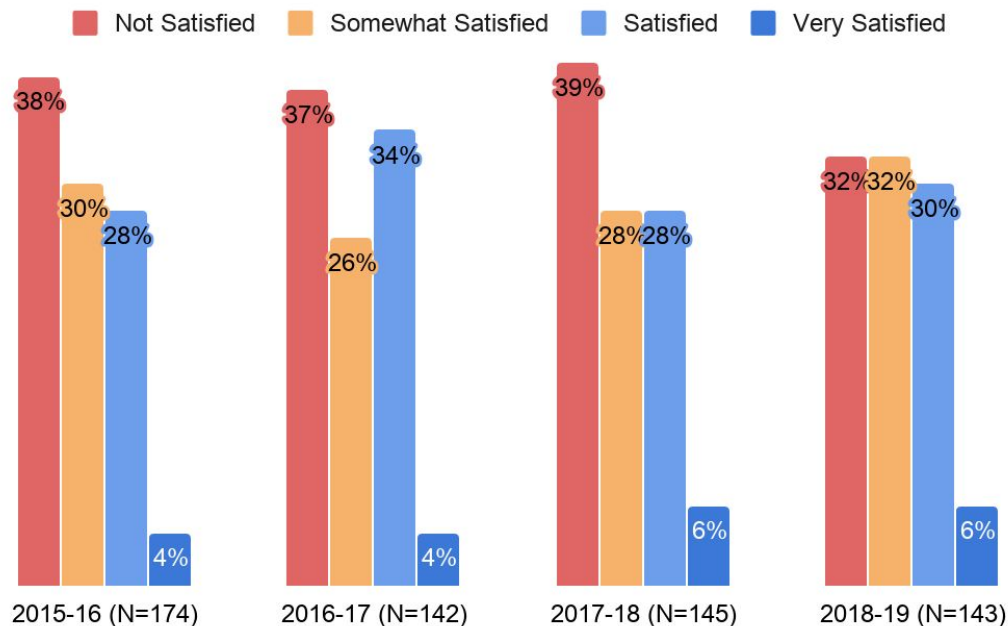
How satisfied are you with attendants' student management techniques?



**Transportation**

# In the past four years, about a third of principals reported being *dissatisfied* with the timeliness of the morning buses.

How satisfied are you with the timeliness of the AM buses?

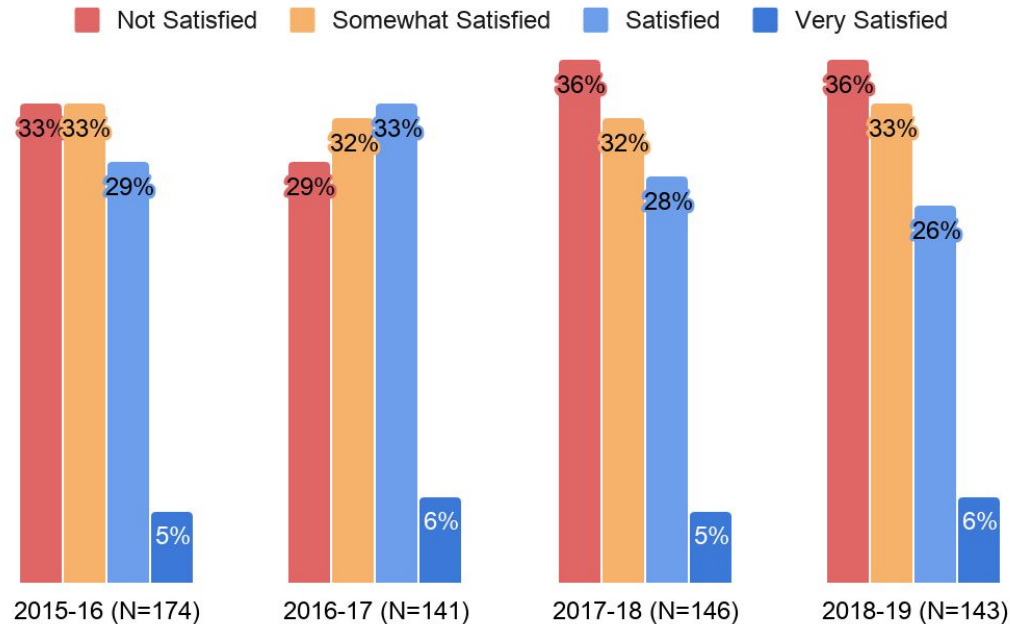


Transportation



**In the past four years, about a third of principals reported being *dissatisfied* with the timeliness of the afternoon buses.**

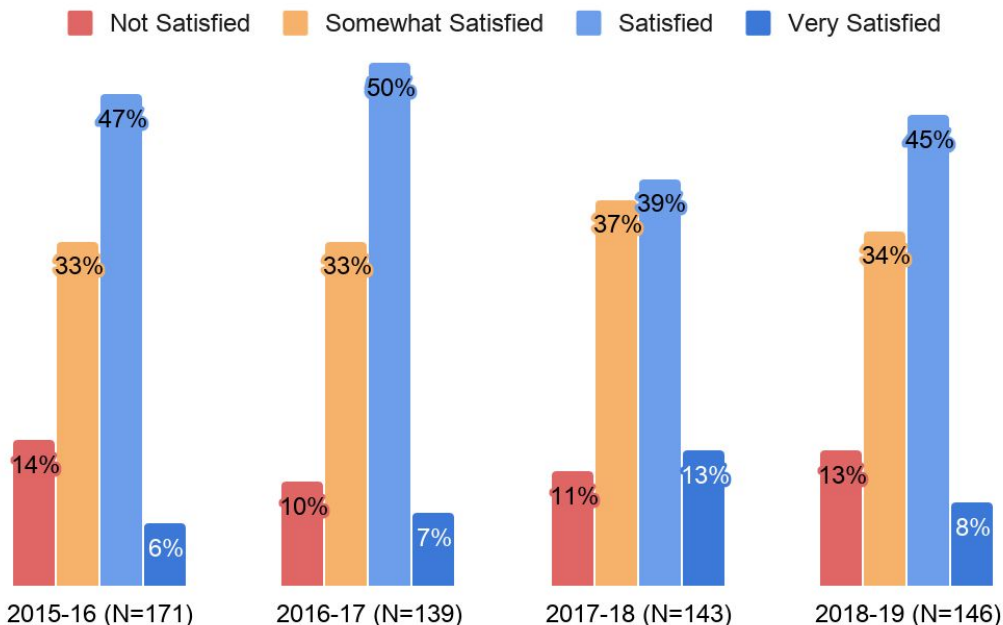
How satisfied are you with the timeliness of the PM buses?



**Transportation**

**In the past four years, more than 50% of principals reported being *satisfied* or *very satisfied* with the courtesy of the drivers.**

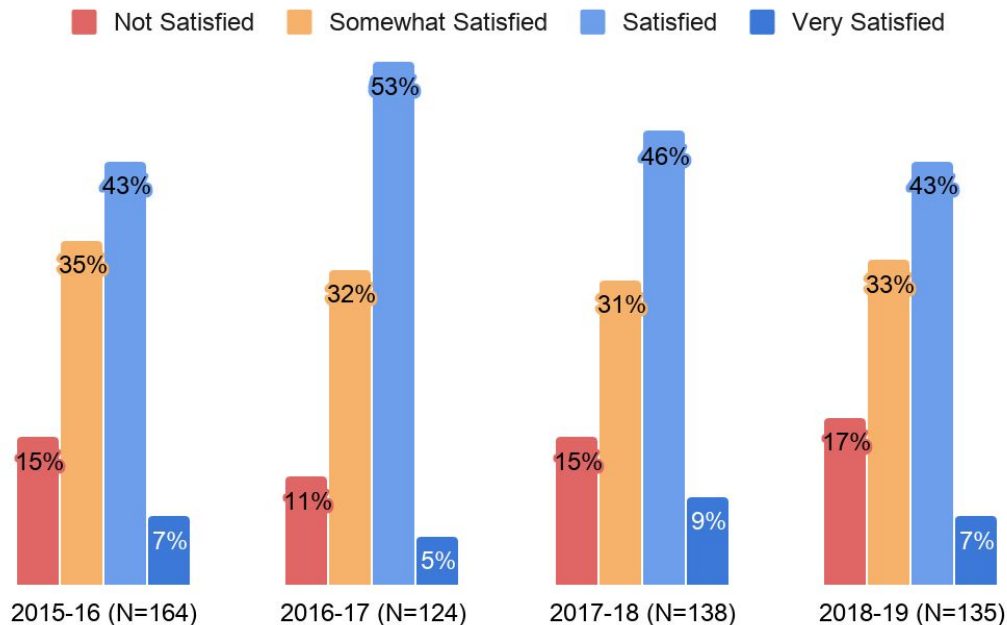
How satisfied are you with the courtesy of the drivers?



**Transportation**

# In the past four years, more than 50% of principals reported being *satisfied* or *very satisfied* with the courtesy of the attendants.

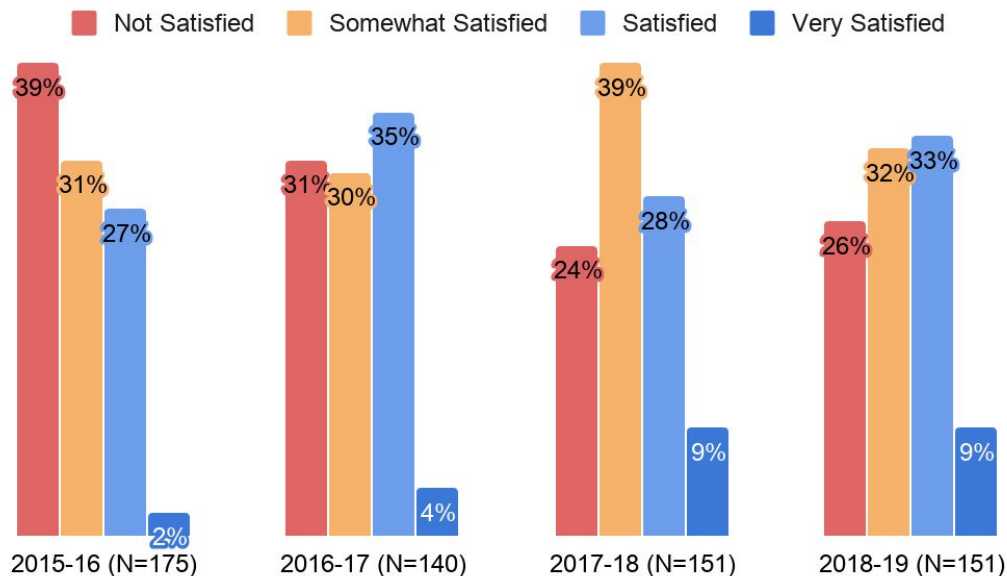
How satisfied are you with the courtesy of the attendants?



Transportation

## Since 2016, SDP saw a 13-point decrease in the percentage of principals *dissatisfied* with the Transportation Department's responsiveness.

How satisfied are you with the Transportation Department's responsiveness to complaints/issues?



Transportation

# Selected Survey Items: Parent/Guardian Community Ties



Parents/  
Guardians

- Parent activities are scheduled at times that I can attend.
- I know how to contact my child's teachers.
- My child's school gives me information about how I can help my child succeed.
- My child's school values my feedback.
- Since the beginning of the school year, has any adult in your child's household been invited to be part of a parent/guardian group at your school?



Teachers

- How often do you contact a typical student's parents/guardians about his/her achievements and successes?
- How often do you contact a typical student's parents/guardians about his/her behavior problems or when he/she breaks school rules?
- How often do you contact a typical student's parents/guardians when he/she is struggling academically?

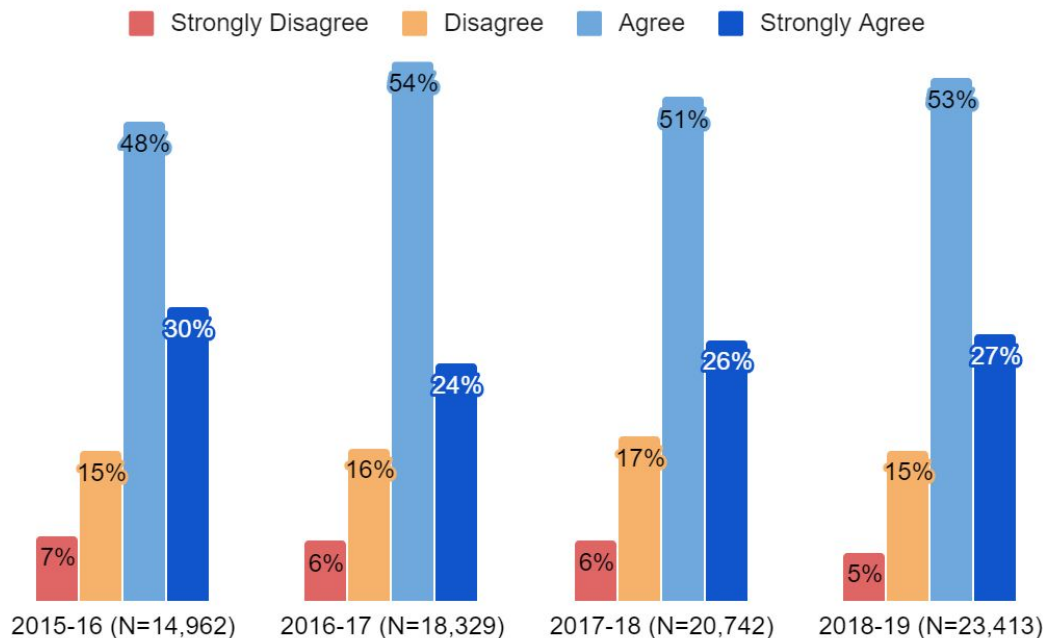


Principals

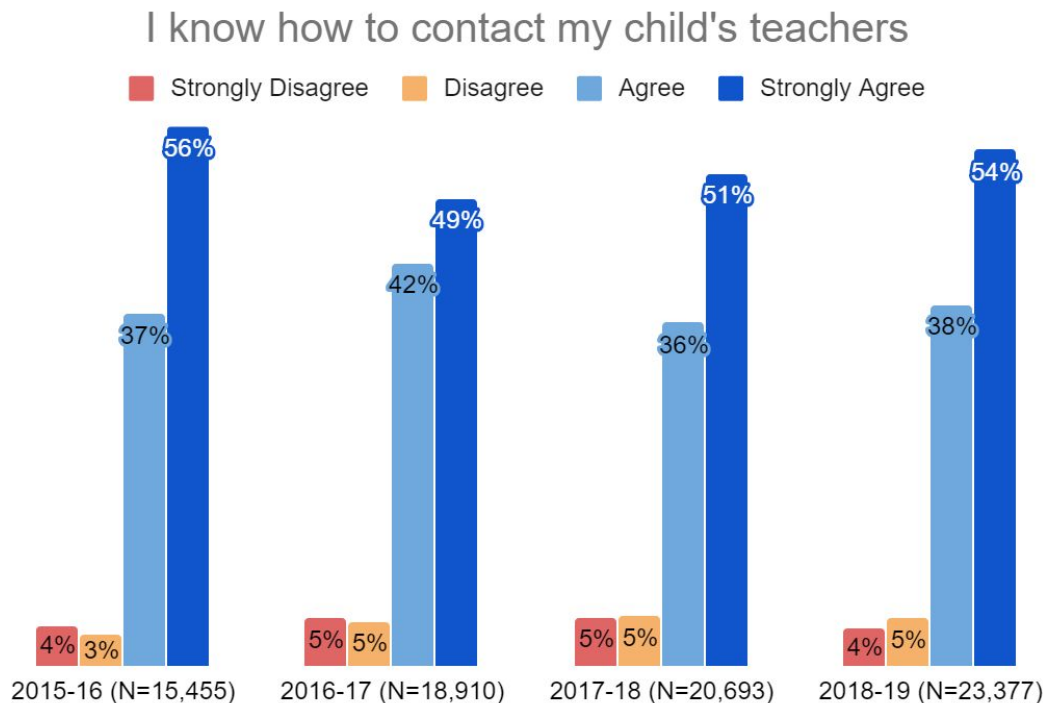
- Parents and guardians treat me with respect.
- I treat parents and guardians with respect.
- I actively engage parents and guardians in their child's education.

**Over the past four years, about 80% of parents/guardians *agreed* or *strongly agreed* that parent activities are scheduled when they can attend.**

Parent activities are scheduled at times that I can attend

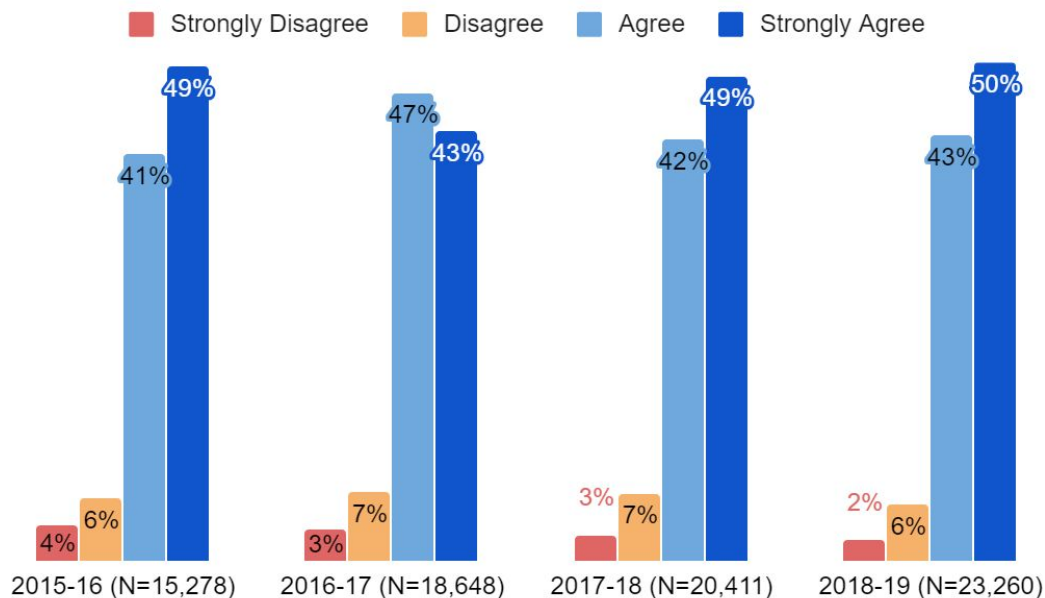


**Over the past four years, about 90% of parents/guardians *agreed* or *strongly agreed* that they know how to contact their child's teachers.**



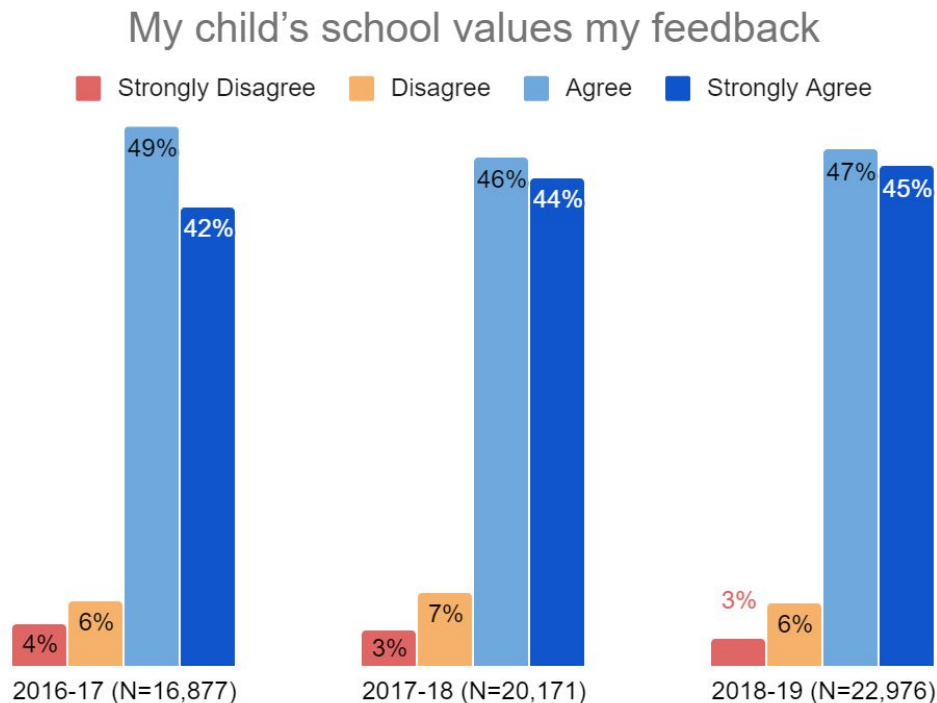
Since 15-16, about 90% of parents *agreed* or *strongly agreed* that their child's school informs them about how their child can be successful.

My child's school gives me information about how I can help my child be successful in school



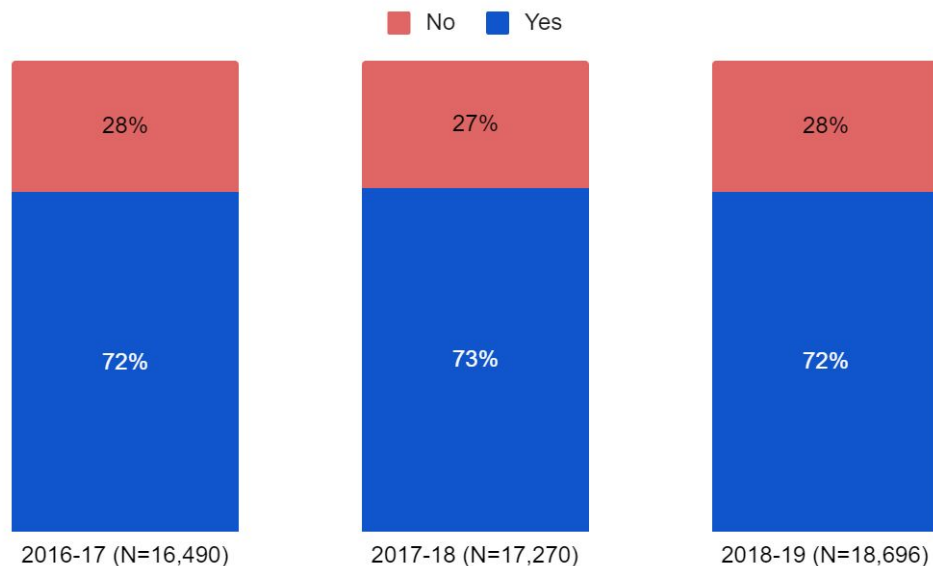


**Over the past three years, about 45% of parents/guardians *strongly agreed* that their child's school values their feedback.**



## Over the past three years, about 70% of parents/guardians said they were invited to be a part of a parent/guardian group.

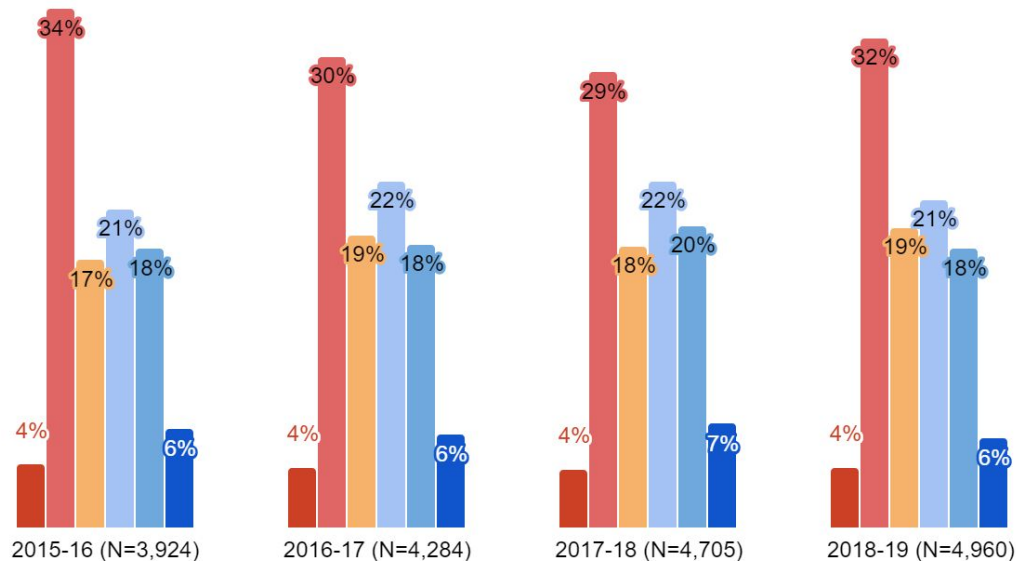
Since the beginning of the school year, has any adult in your child's household been invited to be part of a parent/guardian group at your school?



# Over the past four years, about 30% of teachers said they typically contact parents/guardians about student achievements 1-4 times per year.

How often do you contact a typical student's parents/guardians about his or her achievements and successes?

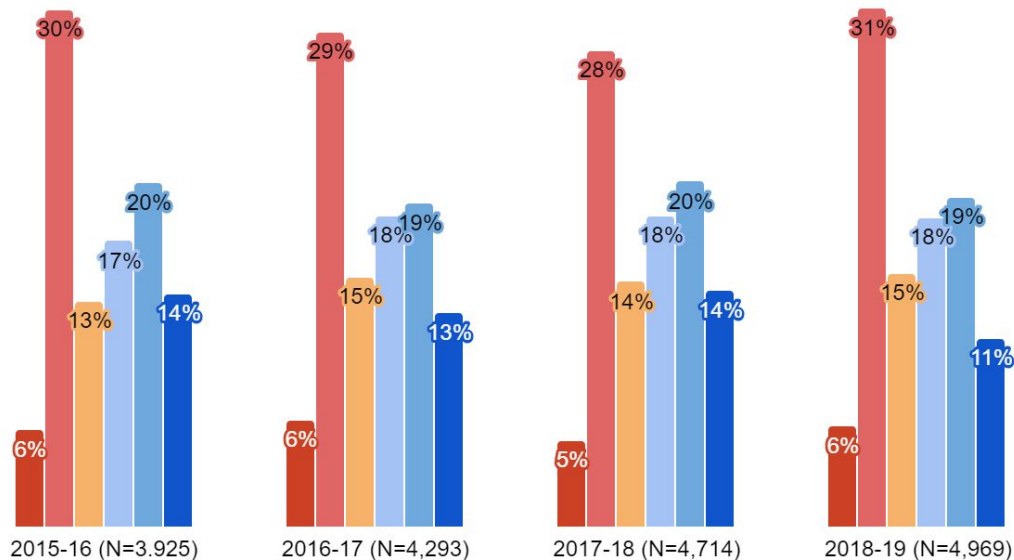
Never 1-4 times per year 5-7 times per year Monthly Weekly Daily or almost daily



# Over the past four years, 10-15% of teachers said they typically contact parents/guardians about student behavior problems daily.

How often do you contact a typical student's parents/guardians about his or her behavior problems or when he or she breaks school rules?

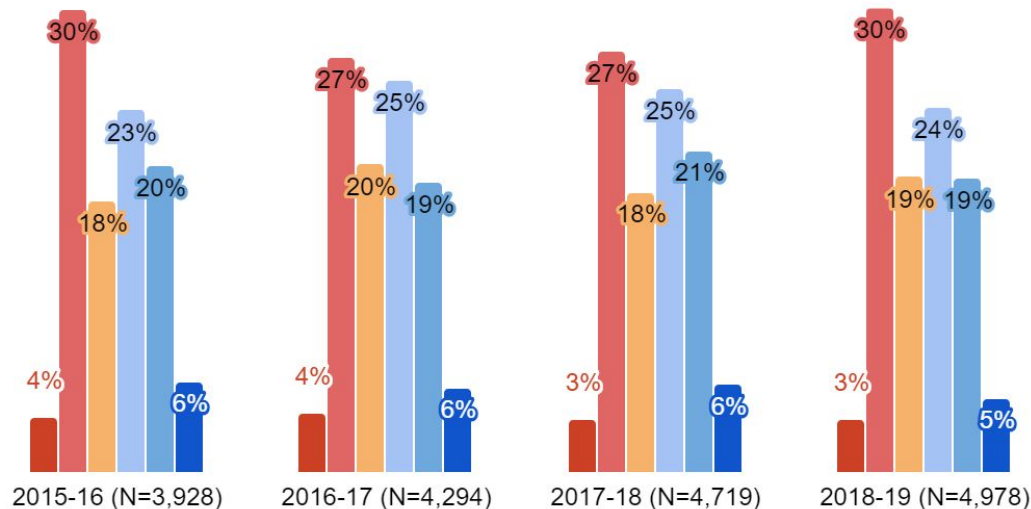
Never 1-4 times per year 5-7 times per year Monthly Weekly Daily or almost daily



# Over the past four years, about 30% of teachers said they typically contact parents/guardians about student struggles 1-4 times per year.

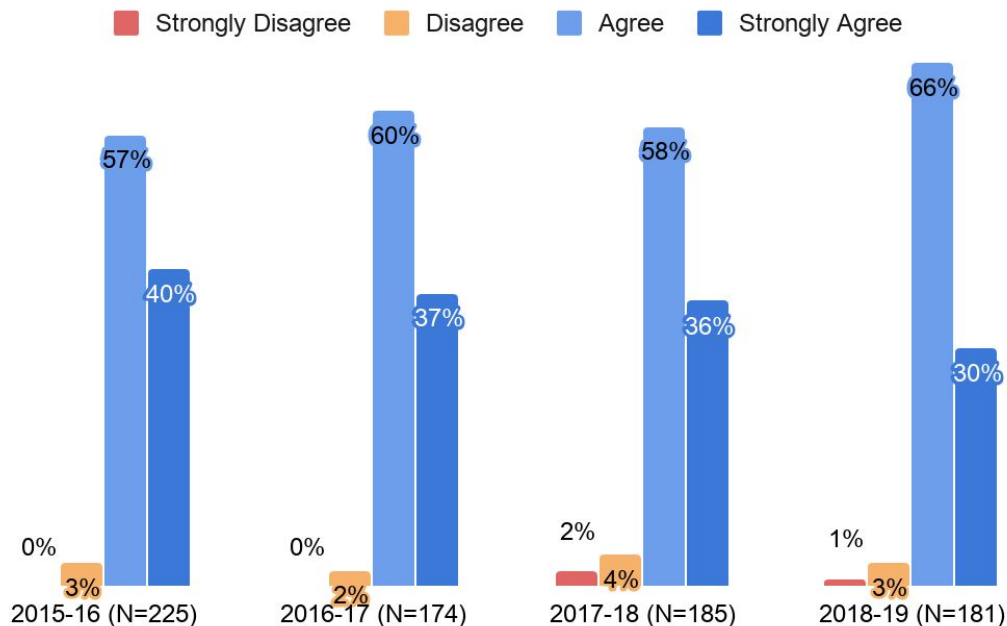
How often do you contact a typical student's parents/guardians when he or she is struggling academically?

Never 1-4 times per year 5-7 times per year Monthly Weekly Daily or almost daily

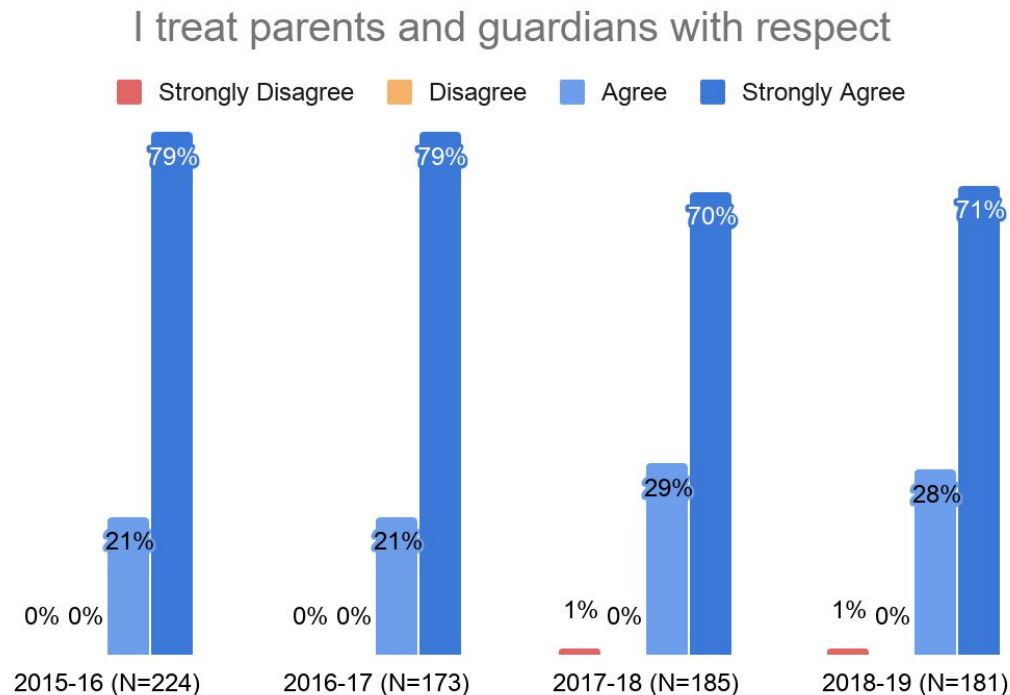


# Over the past four years, almost all principals reported that parents and guardians treat them with respect.

## Parents and guardians treat me with respect

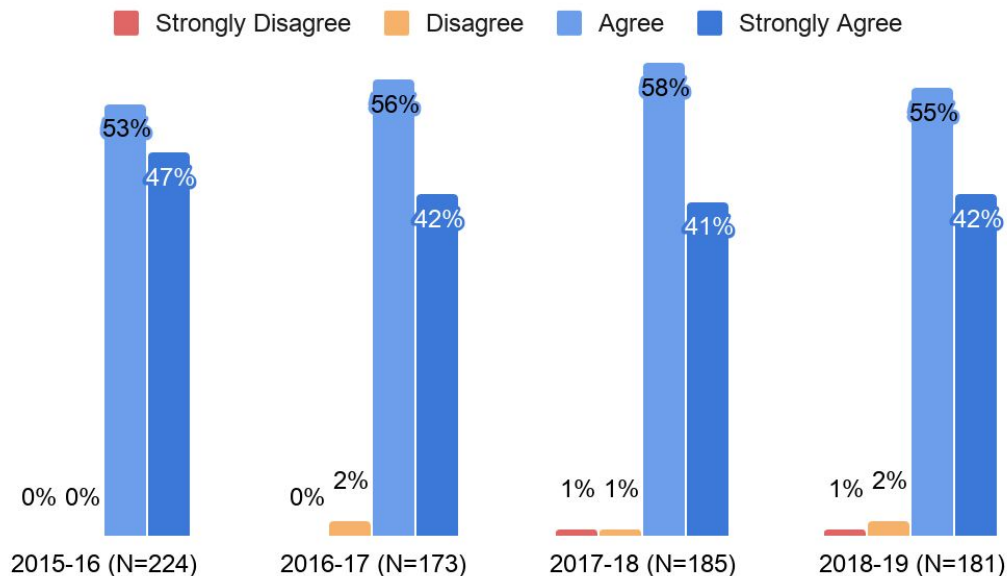


# Over the past four years, almost all principals reported that they treat parents and guardians with respect.



# Over the past four years, almost all principals reported that they engage parents and guardians in their child's education.

I actively engage parents and guardians in their child's education





# Selected Questions: Technology



Parents/  
Guardians

- I have internet at home.



Teachers

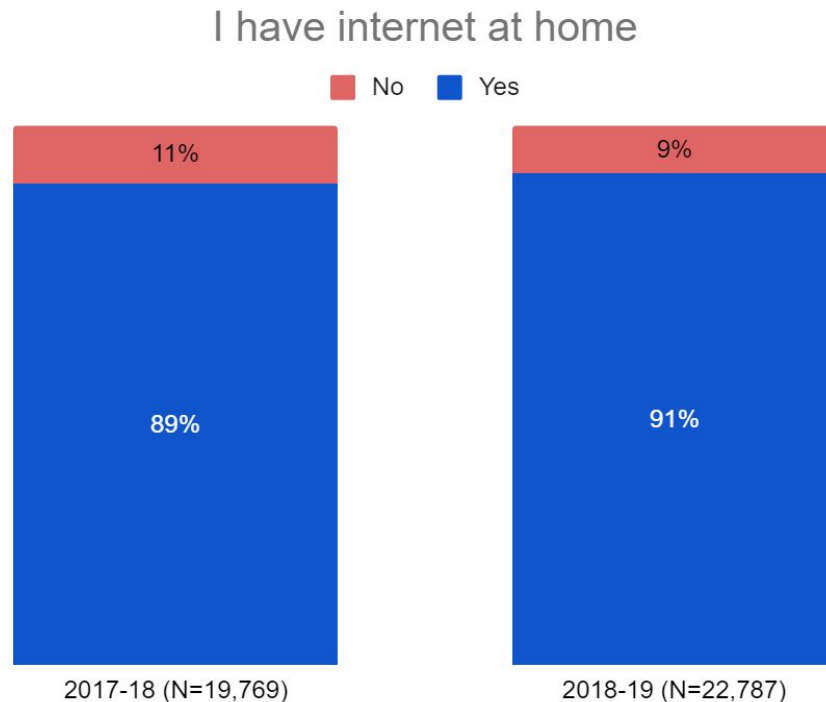
- How much of a challenge is a lack of computers or other technological resources?



Principals

- How much of a challenge is a lack of computers or other technological resources?

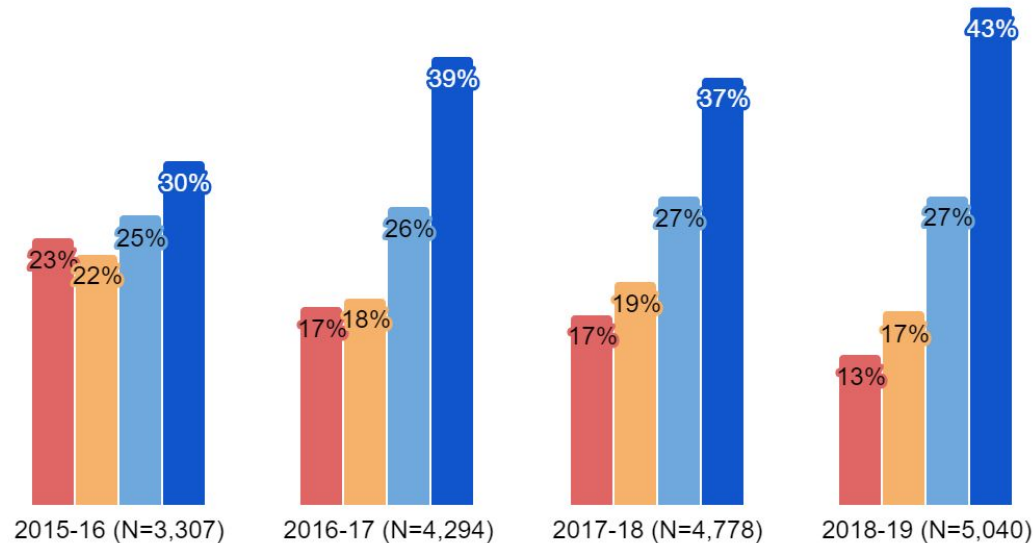
**Over the past two years, about 90% of parents/guardians reported having internet at home.**



Since 2016, the District saw a 13-point increase in the percentage of teachers who said a lack of technical resources was *not a challenge*.

How much of a challenge is a lack of computers or other technological resources?

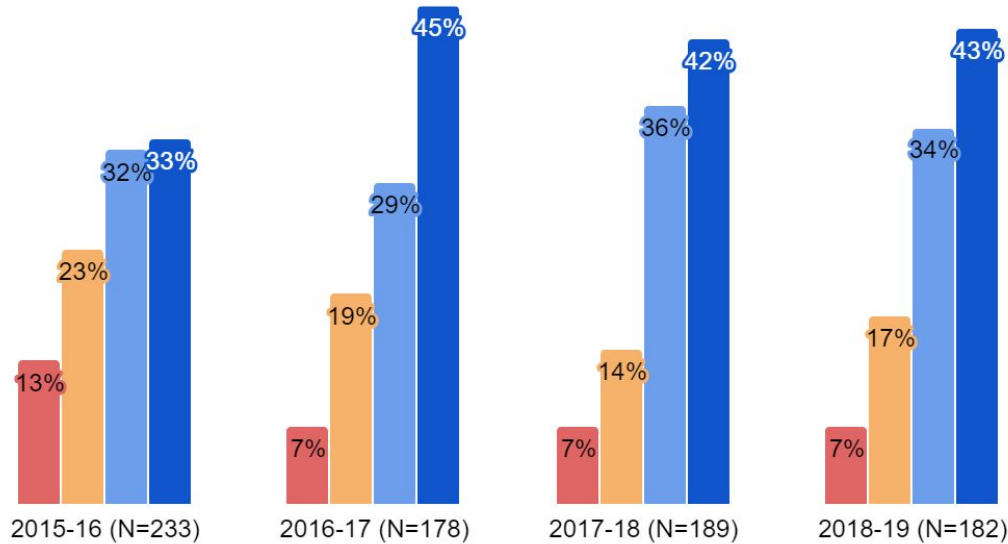
■ A great challenge   ■ A moderate challenge   ■ A slight challenge   ■ Not a challenge



Over the past four years, the District saw a 12-point decrease in the percentage of principals who said a lack of technical resources was a challenge.

How much of a challenge is a lack of computers or other technological resources?

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



# Additional Information

- District-Wide Survey (DWS) Interactive Results Website:  
<http://philasd.org/dwsresults>
- Additional DWS Resources:
  - [School Level Summaries](#) - Locate school-specific DWS reports.
  - [Examples of How Survey Results are Used](#) - Examine how the DWS results are used by District offices, schools, partners, and community members.
  - [Downloadable DWS Results](#) - Download DWS .zip files (including student, parent/guardian, and teacher responses in Excel files aggregated at the school level).
  - [DWS FAQs](#) - Understand the DWS design & measures, survey takers, response rates, and other frequently asked questions.
- Questions? Email us at [schoolsurveys@philasd.org](mailto:schoolsurveys@philasd.org).