

The School District of Philadelphia

The Office of Research and Evaluation

District-Wide Surveys Report

2013-2014

February 6, 2015

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The School District of Philadelphia
District-Wide Student and Parent/Guardian Surveys

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February 6, 2015

Executive Summary

Introduction:

This report focuses on the School District of Philadelphia's (District) District-Wide Student and Parent & Guardian Survey Program for the 2013-2014 school year (SY). The Office of Research and Evaluation (ORE) administered the Student and Parent & Guardian Surveys in May and June of 2014 to gather student and parent/guardian perceptions of school quality. This report provides analysis of the findings from those surveys.

Methods:

The District-Wide Student and Parent & Guardian Surveys were newly constructed for the 2013-2014 SY and were created in partnership with students, parents, principals, teachers, administrators, researchers, and other stakeholders within the District. The surveys were designed to:

1. Provide valid, actionable data pertinent to District goals and strategies
2. Provide students and parents with a conduit through which they can engage with their schools
3. Provide school level information suitable for the construction of individual school reports.

To meet these goals, ORE utilized relevant scholarly literature, preexisting validated measures for constructs of interest, prominent surveys from other Districts, stakeholder feedback, and expert review to inform the development of the survey items and platform. Following the initial design process, both the survey platform and survey items were pretested with additional stakeholders.

The finalized surveys (Student Survey Grades 3-5, Student Survey Grades 6-12, and Parent & Guardian Survey) were released online in May 2014 via SurveyMonkey. Students attending District schools in grades 3-12 were able to access their surveys via the District's student portal. Parents and guardians with students in any Philadelphia K-12 school were able to access the survey, in 17 languages, from the District website.

As the District-Wide Survey Program was moved entirely online for the first time (in an effort to decrease costs, increase accessibility, and provide improved data security and quality), the District partnered with several community organizations, including the Free Library of Philadelphia and The Mayor's Commission on Literacy, to provide computer access and to promote awareness of the survey in the community.

Students and parents and guardians had until June 30, 2014 to complete the surveys.

Findings:

The findings for this report are organized by survey (Student Survey Grades 3-5, Student Survey Grades 6-12, and Parent & Guardian Survey). Each of the three major sections in this report

displays the results of the quantitative and qualitative analysis for the data from a specific survey. Due to the relatively low levels of participation by students and parents/ guardians, however, all results included in this report should be interpreted with caution.

Student Survey Grades 3-5

The results from the Student Survey Grades 3-5 suggest that third through fifth grade students within the District generally have positive perceptions of their school, teachers, and their own academic abilities. However, for a few survey items, students did report less positive appraisals. Notably, many students in grades 3-5 reported negative perceptions of the neatness and cleanliness of District schools. Results also indicated that many students worry about looking dumb in class and believe that they cannot increase “how smart they are.”

Additionally, analysis of the survey results by school uncovered some variability in scores between schools. This was especially evident in student responses to safety related items, which suggests that some students saw their schools as markedly less safe than other schools within the District.

Students’ qualitative responses also provided more in-depth feedback on a myriad of issues, including some not specifically addressed by other items on the survey. For example, third through fifth grade students frequently reported that the school lunches were of poor quality.

Cumulatively, the results suggest that third through fifth grade students and their schools possess many strengths upon which to build, including students’ beliefs about the value of education and the importance of hard work, and caring, encouraging educators. However, the data also suggest that there are several issues that need to be addressed to improve the academic experience of third through fifth grades students. Positively, several of the necessary improvements (e.g. improved school cleanliness) do not require complex interventions, but rather the adoption and implementation of basic action plans at the school and District level.

Student Survey Grades 6-12

The results from the Student Survey Grades 6-12 indicate that students in grades six through twelve perceive their schools less positively than do younger students. For example, students in grades 6-12 reported relatively negative evaluations for survey items pertaining to teacher quality, getting their educational needs met, peers, feeling a sense of belonging, safety, and school cleanliness. That such negative evaluations appeared across so many domains is certainly alarming.

Analysis of the survey results by school also indicated greater variability in ratings between schools with the most positive and least positive scores (than did the results for the Student Survey Grades 3-5). This variability was evident across all constructs measured by the 6-12 grade survey.

As qualitative feedback was gathered from students in grades 6-12 in a different manner than for students in grades 3-5, the results of the qualitative analysis are not directly comparable. It is notable though, that despite the relatively negative evaluations provided for several survey items on the 6-12 Student Survey, the results of the qualitative analysis suggest that a majority of respondents (who responded to the relevant open-ended items) believe school is important to their career/future success, are pleased with what they are being taught, and are pleased with how they are being taught. Thus, the increase in relatively negative evaluations for many survey items on the Student Survey Grades 6-12 should not be interpreted as indicating that all students are generally displeased with their overall educational experience.

It is apparent though, that many students in grades 6-12 do view their schools and current academic experiences more negatively, in at least some respects, than do younger students. To better understand the root causes of this reported dissatisfaction and the trajectory over which it develops, it will be critical for the District to enlist the help of students across grade ranges. Such engagement will not only allow for the adoption of appropriate interventions, but also, as a process, may produce beneficial byproducts that may ultimately improve students' academic experiences.

Parent & Guardian Survey

The results from the Parent & Guardian Survey indicate that parents and guardians generally view their children's schools favorably (with a few exceptions related to parent-school communication and the cleanliness and condition of the schools). Conversely, parents and guardians almost uniformly gave low marks to items pertaining to District performance.

Analysis of the survey results by school again highlighted some variability between schools garnering the highest and lowest scores. However, drawing conclusions from this data should be done with considerable caution, given the especially low rate of parent and guardian participation.

In the Parent & Guardian Survey, qualitative feedback was gathered in a way that differed from the manner used for either of the student surveys. Interestingly, parents' qualitative responses indicated significantly different general appraisals of school support staff, teachers, principals, and District staff. Notably, this analysis suggested that of the four groups mentioned, principals tended to be viewed most favorably.

Taken together, the results from the Parent & Guardian Survey highlight the fact that many parents clearly distinguish their children's school from the District. In doing so, parents generally expressed favorable evaluations of their children's schools and negative evaluations of the District. Despite this fact, parents and guardians were able to identify some areas where they felt their children's schools could improve (e.g. holding meetings at convenient times for parents). Fortuitously, many of these areas should be able to be remedied by schools with relative ease.

The feedback regarding the District, however, does not appear to be able to be remedied in such a manner. Specifically, the uniformity and degree of the negative evaluations of the District suggest that the District will need to make a considerable effort to improve both its efforts in supporting schools and its communication of those efforts.

Discussion and Conclusions:

The purpose of the District-Wide Survey program was to gather valid, actionable data pertinent to the District, to provide students and parents with a way to adaptively engage with their schools, and to provide information suitable for the construction of individual school reports. To some extent, the surveys were successful in achieving these goals. Thousands of parents and guardians and students across the District took the surveys and provided valuable feedback. Moreover, due to the authentication process through which students, parents, and guardians had to pass to complete the surveys, the District can be more assured of the validity of the feedback received.

In other ways, however, the new District-Wide Surveys did not achieve all of the desired goals in their first administration. The most obvious shortcoming of the first administration was the low response rate achieved. This fact, as well as the highly variable response rates across schools, greatly limits the ability of many schools and the District to validly use the results in a meaningful fashion (e.g. to inform decision making). This was not entirely unexpected, given the newness of the instruments and the current climate within the District.

However, if the results of the surveys are to be useful in future years, a much larger response rate, facilitated through school-wide administration of the surveys, will be necessary. Achieving this outcome is beneficial to all stakeholders involved, as it will provide schools and the District with actionable data, while providing a reliable means through which parents and guardians and students can impact the actions of their schools and the District.

Overview: Student Survey: Grades 3-5

The District-Wide Student Survey (Grades 3-5) gauges student feedback on the following constructs:

1. **Academic Tenacity:** This refers to certain “non-cognitive factors” believed to affect student achievement.¹ These factors, including motivation, self-regulation, and grit, relate to students’ ability to work hard and stay focused on their goals.
2. **Quality of the Academic Experience:** This refers to students’ perceptions of teacher quality and the extent to which students feel their learning needs are being met by their school.
3. **Safety of the Learning Environment:** This refers to students’ perceptions of their physical safety in and around the school environment, as well as students’ perceptions of belonging, trust, respect, and support within the school.

The District-Wide Student Survey for students in grades 3-5 is a modified version of the survey given to students in grades 6-12. It was adjusted to include simpler language, a modified rating scale commonly used for younger students,² and fewer survey items. See [Appendix A](#) for more information regarding the survey items and constructs.

The District-Wide Student Survey for students in grades 3-5 students contains 38 substantive items, as well as an area for free responses at the end of the survey. The 38 items were answered on a four-point Likert-scale, ranging from NO! (1) to YES! (4). Students were also provided with an “I don’t know” response option.

This section of the report contains analysis of 3-5 student responses aggregated at the District level. Specifically, this report provides statistics on the following information: (1) survey response rates by grade level, gender, Limited English Proficiency (LEP) status, disability status, race/ethnicity, non-English speaking households, schools, and learning networks, and (2) student survey outcomes by item, construct, grade, and school. Also included in this section are the results of a qualitative analysis performed on student comments to the free response section.

¹ Dweck, C. S., Walton, G. M., & Cohen, G. L. (2011). Academic tenacity. White paper prepared for the Gates Foundation. Seattle, WA.

² Wall, D. E., Least, C., Gromis, J., & Lohse, B. (2012). Nutrition Education Intervention Improves Vegetable-Related Attitude, Self-Efficacy, Preference, and Knowledge of Fourth-Grade Students. *Journal of School Health, 82*, 37–43.

I. Survey Response Rates

A. Response Rates, Student Demographics

In total, 4,729 students across 70 schools took the District-Wide Student Survey for grades 3-5. Table 1 indicates that the percentage of students who completed the survey was evenly distributed across grades 3, 4, and 5. A single grade 6 student ID was also attached to one set of survey responses. As students were provided with links to the appropriate survey based on the grade associated with their student ID, this anomalous result may represent a change in the student's grade listed in the database following survey administration.

Table 1. Response Rates by Grade Level, Grades 3-5

Grade	# of respondents (n)	% of total respondents
3 rd	1,568	33.2%
4 th	1,538	32.5%
5 th	1,621	34.3%
6 th	1	.02%
<i>Missing</i>	1	.02%
Total	4,729	100.0%

Note. Using student ID numbers, one student could not be identified in the system; thus, demographic information is not provided for one survey respondent.

Table 2 further indicates that 49.3% of respondents were females, 9.1% were Limited English Proficiency (LEP) status, and 12.1% had a disability.

Table 2. Response Rates by Gender, LEP, and Disability Status, Grades 3-5

Gender			LEP			Disability		
	n	%		n	%		n	%
Female	2,332	49.3%	Non-LEP	4,299	90.9%	Non-Disability	4,156	87.9%
Male	2,396	50.7%	LEP	429	9.1%	Disability	572	12.1%
<i>Missing</i>	1	.02%	<i>Missing</i>	1	.02%	<i>Missing</i>	1	.02%
Total	4,729	100.0%	Total	4,729	100.0%	Total	4,729	100.0%

Note. Using student ID numbers, one student could not be identified in the system; thus, demographic information is not provided for one survey respondent.

With regard to race/ethnicity, the plurality of respondents (42.4%) was identified as Black or African-American; the second largest group of respondents (23.3%) was identified as White. As seen in Table 3, several other racial/ethnic groups were also significantly represented in the survey results (e.g. Hispanics/Latinos at 18.9%).

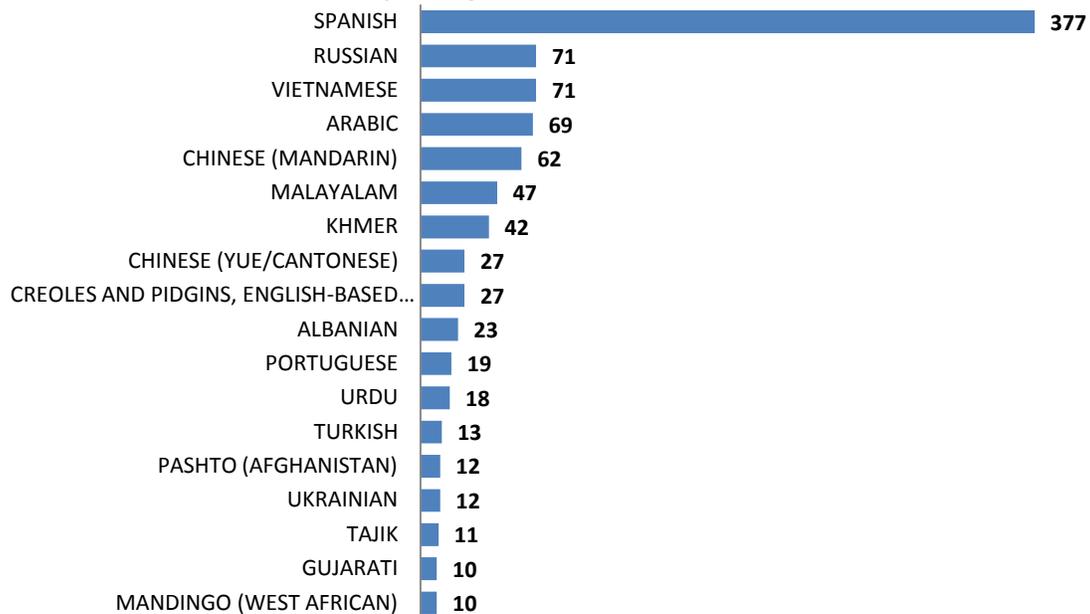
Table 3. Response Rates by Race/Ethnicity, Grades 3-5

Race/Ethnicity	# of respondents (n)	% of total respondents
American Indian/Alaskan Native	7	.15%
Asian	424	9.0%
Black/African American	2,005	42.4%
Hispanic/Latino	896	18.9%
Multiracial/Other	290	6.1%
Native Hawaiian/Pacific islander	2	.04%
White	1,104	23.3%
<i>Missing</i>	1	.02%
Total	4,729	100.0%

Note. Using student ID numbers, one student could not be identified in the system; thus, demographic information is not provided for one survey respondent.

Approximately 21% (n=1,009) of respondents came from non-English speaking households. Figure 1 displays the household languages with 10 or more student respondents. Eighteen languages met this threshold. Students from primarily Spanish speaking households (n=377) were the most represented in this category.

Figure 1. Number of Survey Respondents Who Indicate Non-English Speaking Households



Note. Figure above displays the most frequent non-English languages spoken at home by survey respondents (10 or more students). Total number of survey respondents= 4,729. 3,720 respondents come from English speaking households.

B. Response Rates, Schools and Regions

In total, students from 70 schools took part in the District-Wide Student Survey for grades 3-5. However, only 49% of schools had 10 or more student respondents. Table 4 and Figure 2 depict the number of survey respondents, which ranged from 1 to 337 per school. The majority of schools—36 out of 70—had fewer than 10 student respondents. These results suggest that the majority of schools that participated did not implement a school-wide administration of the survey. Thus, the responses from schools with a low number of respondents may reflect the sentiments of those students sufficiently motivated to complete the survey on their own. See [Appendix B](#) for more information.

Figure 2. Range of Survey Respondents by School

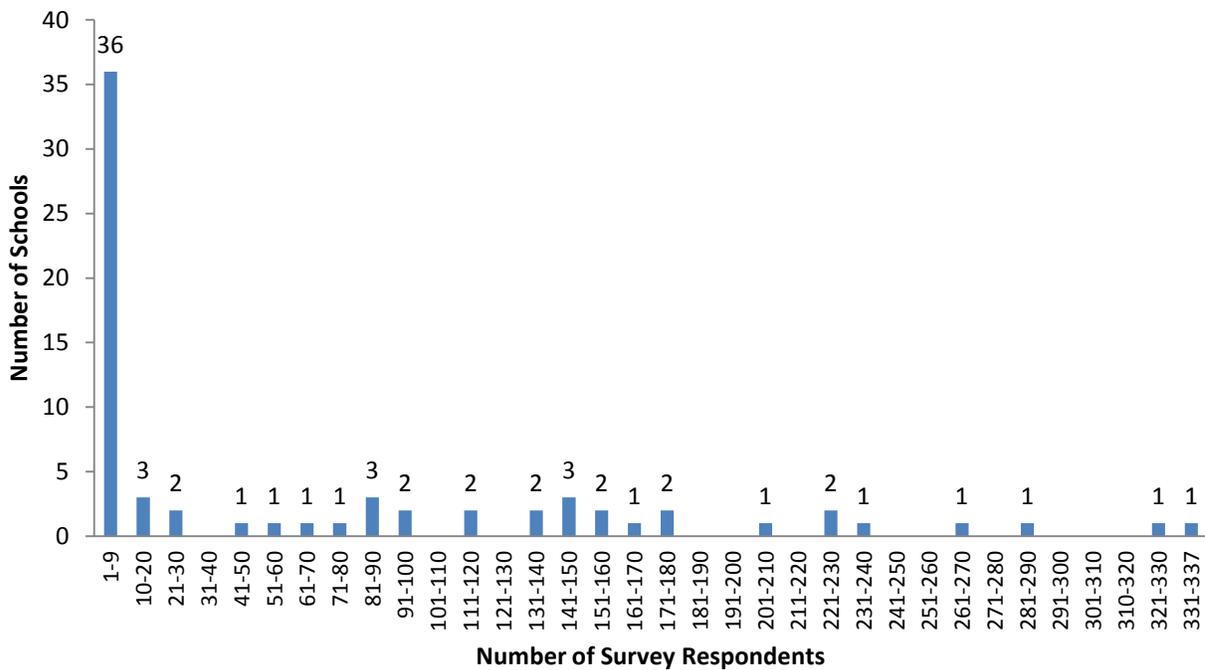
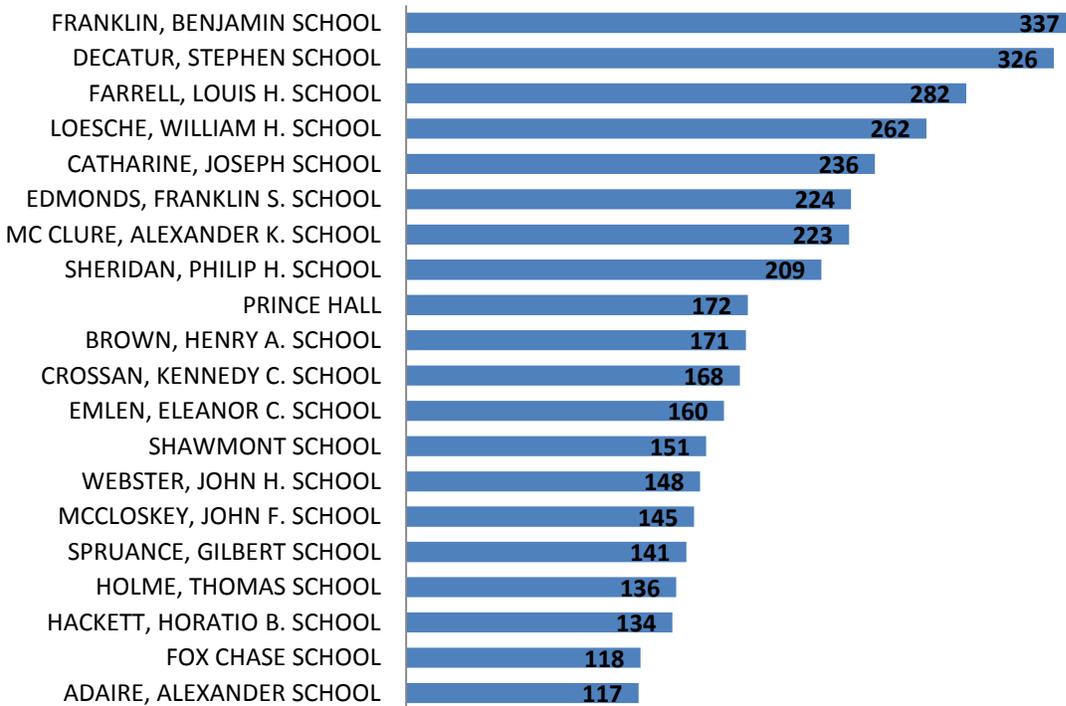


Table 4. Range of survey respondents by School, Grades 3-5

Range of Survey Respondents	Total Number of Schools
1-9	36
10-20	3
21-30	2
31-40	0
41-50	1
51-60	1
61-70	1
71-80	1
81-90	3
91-100	2
101-110	0
111-120	2
121-130	0
131-140	2
141-150	3
151-160	2
161-170	1
171-180	2
181-190	0
191-200	0
201-210	1
211-220	0
221-230	2
231-240	1
241-250	0
251-260	0
261-270	1
271-280	0
281-290	1
291-300	0
301-310	0
310-320	0
321-330	1
331-337	1
Total	70

Figure 3 displays the schools with more than 100 student respondents. For instance, 337 students from Benjamin Franklin School took the District-Wide Student Survey for grades 3-5.

Figure 3. Schools With More Than 100 Student Respondents



Note. Numbers represent the number of students who took the District-Wide Student Survey for grades 3-5.

Response rates on the survey by Learning Network are reported in Table 5. The Learning Networks with the highest number of student respondents were 5, 6, and 8. Learning Networks 2 and 4 had the lowest number of respondents.

Table 5. Response Rates by Learning Network, Grades 3-5

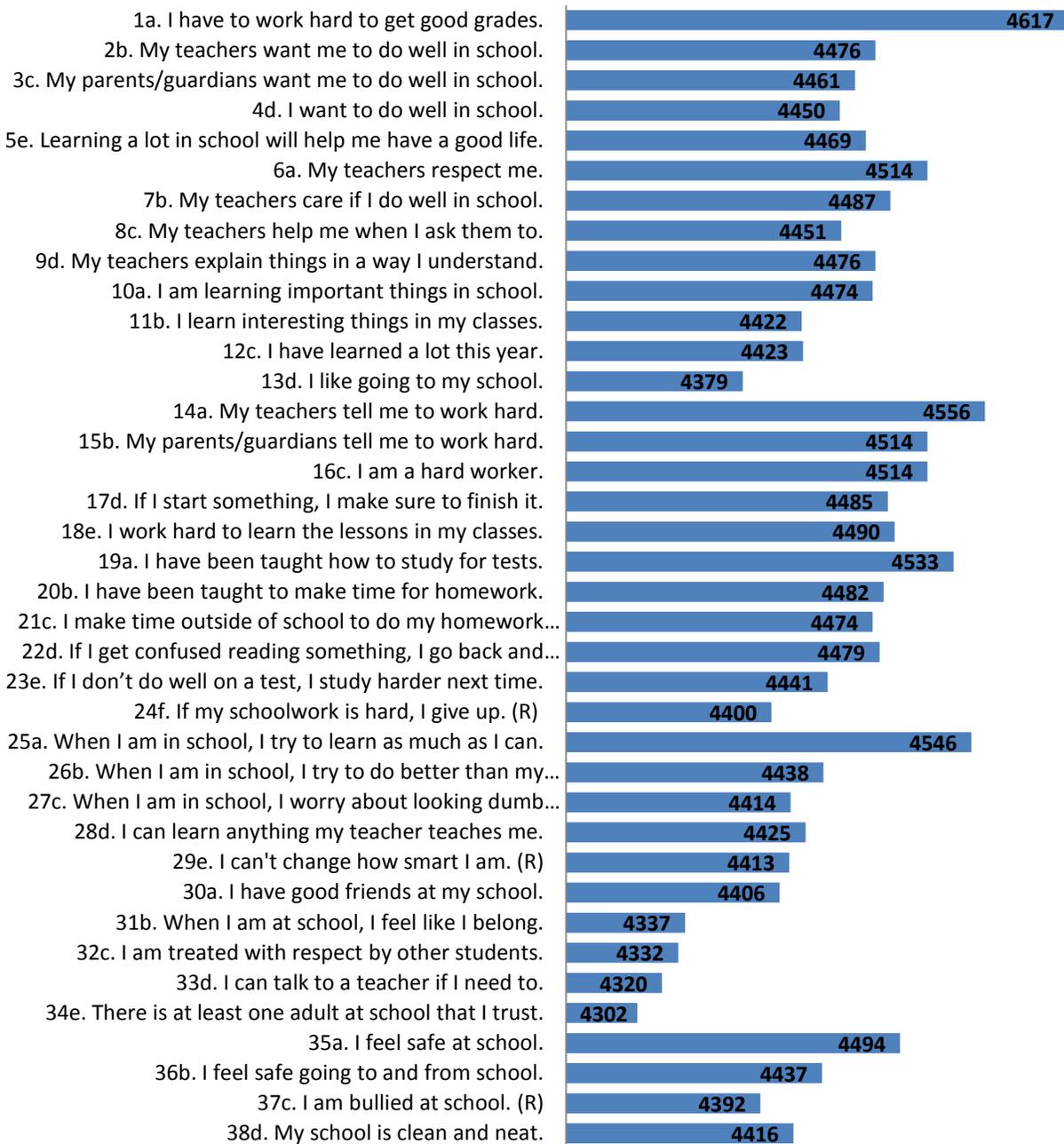
Learning Network	Assistant Superintendent	Rank (1=Most Respondents)	# of respondents (n)	% of total respondents
1	Dion Betts	4	654	13.8%
2	Donyall Dickey*	8	11	.23%
3	Dennis Creedon*	6	296	6.3%
4	Ben Wright*	7	104	2.2%
5	Cheryl Logan	3	900	19.0%
6	Karen Kolsky	2	947	20.0%
7	Ken Cherry*	5	346	7.3%
8	Lissa Johnson*	1	1,470	31.1%
<i>Missing</i>			1	.02%
Total			4,729	100.0%

Note. Using student ID numbers, one student could not be identified in the system; thus, demographic information is not provided for one survey respondent. *Indicates Assistant Superintendents who have since left the position.

C. Response Rates, By Survey Item

Figure 4 displays the number of respondents who responded to each survey item. As shown below, the number of respondents per item ranged from a high of 4,617 (for question 1a) to a low of 4,302 (for question 34e). These results indicate some variability in response rates to particular questions, as well as a general drop-off in respondents towards the end of the survey. This may suggest that future student surveys may need to be shortened to 20-25 items in order to maximize the response rate per item.

Figure 4. Number of Respondents per Item

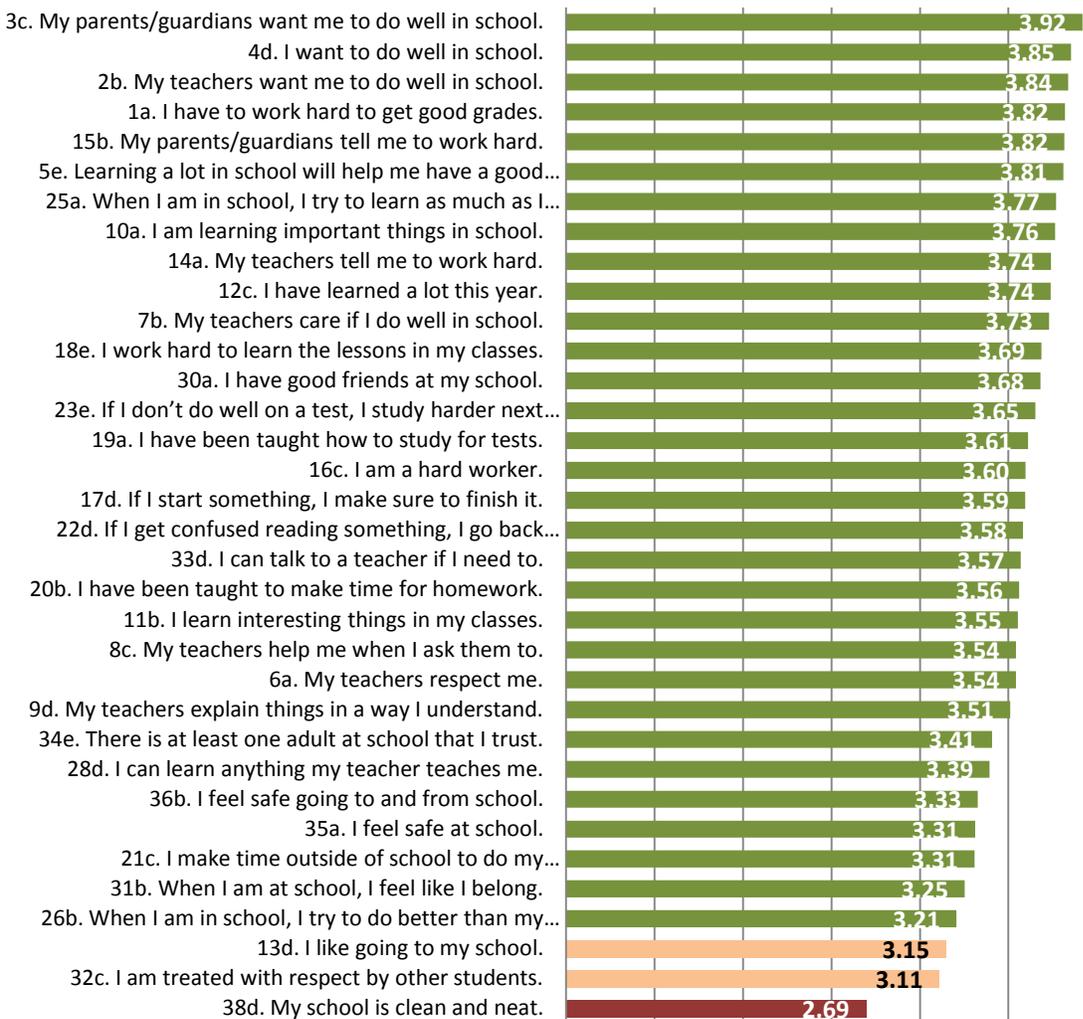


II. Survey Outcomes

A. Survey Outcomes, Items

Figure 5 lists the averages (or means) per survey item on a 4-point scale, ranging from NO! (1) to YES! (4). Higher mean scores indicate a stronger level of agreement with the associated item. The item eliciting the strongest level of agreement was “My parents/guardians want me to do well in school” (mean=3.92). By contrast, items such as “I like going to my school,” “I am treated with respect by other students,” and “My school is neat and clean” elicited the most disagreement among students. It is important to note that, for Figure 5, only positively-worded items are displayed. Green bars are considered *good* (>3.2); orange bars need *attention* (>2.8 & <3.2), and red bars need immediate *action* (<2.8). (The “good” cutoff score is set at 80 percent, a commonly used educational benchmark to designate desirable achievement).

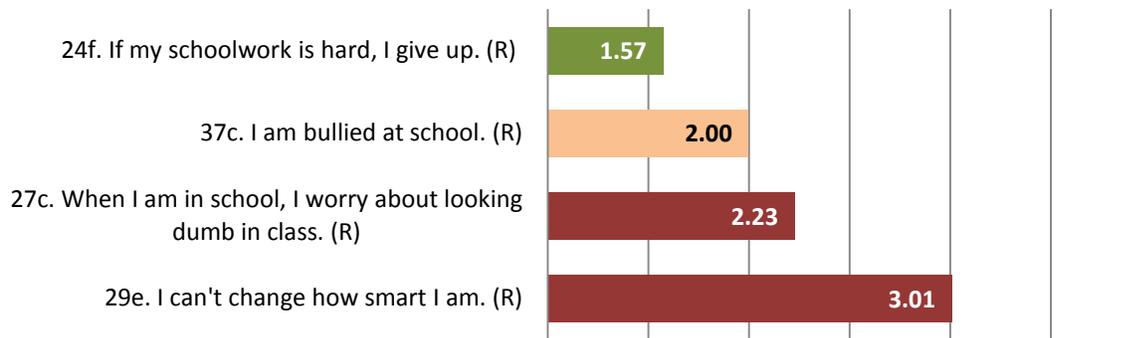
Figure 5. Averages by Item (positively-worded), Grades 3-5



Note. Scale: 1, NO! to 4, YES!. Green (Good) = > 3.2; Orange (Attention) = >2.8 & <3.2; Red (Action) = <2.8. Positively-worded items displayed.

Figure 6 displays the averages for each reverse-coded item on the District-Wide Student Survey. Specifically, there were four items—24f, 27c, 29e, and 37c— where agreement was considered a negative outcome and thus were reverse-coded. For these items, the following ratings were associated with the bar colors: Green bars are considered *good* (< 1.8); orange bars need *attention* (>1.8 & <2.2), and red bars need immediate *action* (>2.2). The data suggest that students are generally worried about looking dumb in class (27c) and believe that they cannot change how smart they are (29e). Combined with the data displayed in Figure 5, this may indicate that while students are motivated to work hard and do well in school, they may encounter challenges associated with stereotype threat—the fear of confirming a negative stereotype about one’s social group.³

Figure 6. Averages by Item (reverse-coded), Grades 3-5



Note. Scale: 1, NO! to 4, YES!. Green (Good) = < 1.8; Orange (Attention) = >1.8 & <2.2; Red (Action) = >2.2. Reverse-coded items displayed.

B. Survey Outcomes, Items by Sub-Construct

Tables 6 – 13 highlight, in detail, response data for each survey item organized by sub-construct. A brief summary is provided for each of the tables displayed.

Construct: Academic Tenacity

Table 6 displays the descriptive statistics for the survey items related to the following sub-construct: *Grit*. *Grit* pertains to an individual’s ability to maintain focus on his or her long-term goals, even in the face of adversity.⁴ As shown, the response data indicates that the mean student response scores to these items fall within the “good” assessment zone (with means higher than 3.2). As prompt 24f is reverse scored, the reverse score, used to make the assessment, is included next to the mean and coded in red. The items with the highest mean scores for this sub-construct were “I have to work hard to get good grades” and “My parents/guardians tell me to work hard.”

³ Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811.

⁴ Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the short grit scale (grit-s). *Journal of Personality Assessment*, 91(2), 166-174.

Table 6. Academic Tenacity: Grit/Effort, Grades 3-5

Academic Tenacity: Grit	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
1a. I have to work hard to get good grades.	4617	3.82	4	Good	0%	1%	14%	83%	1%
14a. My teachers tell me to work hard.	4556	3.74	9	Good	1%	2%	19%	77%	1%
15b. My parents/guardians tell me to work hard.	4514	3.82	5	Good	1%	2%	13%	84%	1%
16c. I am a hard worker.	4514	3.60	16	Good	1%	3%	28%	63%	5%
17d. If I start something, I make sure to finish it.	4485	3.59	17	Good	1%	4%	28%	63%	4%
18e. I work hard to learn the lessons in my classes.	4490	3.69	12	Good	1%	2%	24%	71%	2%
24f. If my schoolwork is hard, I give up. (R)	4400	1.57/ 3.43	38	Good	68%	15%	4%	11%	3%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Table 7 displays the descriptive statistics for the survey items related to the following sub-construct: *Self-Regulation*. As in the previous table, all of the means for the survey items fall within the “good” range. The item with the highest mean score was “If I don’t do well on a test, I study harder next time.”

Table 7. Academic Tenacity: Self-Regulation, Grades 3-5

Academic Tenacity: Self-Regulation	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
19a. I have been taught how to study for tests.	4533	3.61	15	Good	2%	5%	22%	69%	2%
20b. I have been taught to make time for homework.	4482	3.56	20	Good	2%	7%	23%	66%	3%
21c. I make time outside of school to do my homework and study.	4474	3.31	29	Good	6%	11%	27%	53%	3%
22d. If I get confused reading something, I go back and reread it.	4479	3.58	18	Good	3%	5%	24%	67%	2%
23e. If I don’t do well on a test, I study harder next time.	4441	3.65	14	Good	2%	4%	21%	72%	2%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Table 8 displays the descriptive statistics for the survey items related to the following sub-construct: *Goal Orientation*, which pertains to the goals individuals adopt in achievement situations.⁵ Item 26b – “When I am in school, I try to do better than my classmates” – is on the cusp of the “good” and “attention” range. The prompt “When I am in school, I worry about looking dumb in class” (indicating performance-avoidance) is in the “action” range.

Table 8. Academic Tenacity: Goal Orientation, Grades 3-5

Academic Tenacity: Goal Orientation	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
25a. When I am in school, I try to learn as much as I can.	4546	3.77	7	Good	1%	1%	19%	78%	1%
26b. When I am in school, I try to do better than my classmates.	4438	3.21	31	Good	10%	12%	21%	51%	5%
27c. When I am in school, I worry about looking dumb in class. (R)	4414	2.23/ 2.77	36	Action	42%	17%	11%	26%	4%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Table 9 displays the descriptive statistics for the survey items related to the following sub-constructs: *Self-Efficacy*, one’s beliefs about their ability to bring about certain outcomes,⁶ *Theory of Intelligence*, one’s beliefs about the malleability of their intelligence,⁷ *Personal/Family Expectations*, and *Value of Education*. Only one item—“I can’t change how smart I am”—requires action. All other response means fall within the “good” range.

⁵ Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261-271.

⁶ Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

⁷ Dweck, C., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions – a world from 2 perspectives. *Psychological Inquiry*, 6(4), 267-285.

Table 9. Academic Tenacity: Self-Efficacy, Value of Education, etc., Grades 3-5

Academic Tenacity: Self-Efficacy, Theory of Intelligence, Personal/Family Expectations, Value of Education	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
28d. I can learn anything my teacher teaches me. (<i>Self-Efficacy</i>)	4425	3.39	26	Good	4%	9%	26%	55%	6%
29e. I can't change how smart I am. (R) (<i>Incremental Theory of Intelligence</i>)	4413	3.01/ 1.99	34	Action	19%	10%	13%	49%	10%
3c. My parents/guardians want me to do well in school. (<i>Personal/Family Expectations</i>)	4461	3.92	1	Good	0%	0%	7%	92%	1%
4d. I want to do well in school. (<i>Personal/Family Expectations</i>)	4450	3.85	2	Good	0%	0%	13%	85%	1%
5e. Learning a lot in school will help me have a good life. (<i>Value of Education</i>)	4469	3.81	6	Good	1%	1%	15%	81%	2%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Construct: Quality of the Academic Experience

Table 10 displays the descriptive statistics for the survey items related to the following sub-construct: *Teacher Quality*. All items for this sub-construct fall within the “good” range. This suggests that students in grades 3-5 are generally satisfied with the quality of instruction and teacher support.

Table 10. Quality of Academic Experience: Teacher Quality, Grades 3-5

Quality of Academic Experience: Teacher Quality	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
2b. My teachers want me to do well in school.	4476	3.84	3	Good	0%	0%	14%	83%	2%
6a. My teachers respect me.	4514	3.54	23	Good	3%	3%	29%	59%	6%
7b. My teachers care if I do well in school.	4487	3.73	11	Good	1%	2%	20%	74%	3%
8c. My teachers help me when I ask them to.	4451	3.54	22	Good	2%	4%	32%	60%	2%
9d. My teachers explain things in a way I understand.	4476	3.51	24	Good	2%	5%	30%	59%	4%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Table 11 displays the descriptive statistics for the survey items related to the following sub-construct: *My Education is Meeting my Learning Needs*. One of the four items included in this sub-construct—“I like going to school”— falls within the attention range. This suggests that

while most students said that they are interested in learning, nearly 20% of students reported disliking attending their school.

Table 11. Quality of Academic Experience: Meeting my Learning Needs, Grades 3-5

Quality of Academic Experience: My Education is Meeting my Learning Needs	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
10a. I am learning important things in school.	4474	3.76	8	Good	1%	1%	19%	78%	1%
11b. I learn interesting things in my classes.	4422	3.55	21	Good	2%	4%	29%	63%	2%
12c. I have learned a lot this year.	4423	3.74	10	Good	1%	2%	19%	76%	2%
13d. I like going to my school.	4379	3.15	32	Attention	12%	8%	28%	45%	6%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Construct: Safety of the Learning Environment

Table 12 displays the descriptive statistics for the survey items related to the following sub-construct: *Community/Belonging*. Item 32c—“I am treated with respect by other students”—falls within the attention range. This may indicate that schools would benefit from monitoring the nature of interactions among students in the school environment.

Table 12. Safety of the Learning Environment, Community/Belonging, Grades 3-5

Safety of the Learning Environment: Community/Belonging	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
30a. I have good friends at my school.	4406	3.68	13	Good	3%	3%	17%	74%	3%
31b. When I am at school, I feel like I belong.	4337	3.25	30	Good	9%	10%	24%	51%	7%
32c. I am treated with respect by other students.	4332	3.11	33	Attention	11%	11%	28%	43%	6%
33d. I can talk to a teacher if I need to.	4320	3.57	19	Good	4%	4%	22%	66%	3%
34e. There is at least one adult at school that I trust.	4302	3.41	25	Good	11%	6%	12%	67%	4%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Table 13 includes the descriptive statistics for the survey items related to the following sub-construct: *Safety*. One of the four items included in this sub-construct—“I am bullied at school”—requires attention; another item—“My school is clean and neat” falls within the immediate action range. Addressing bullying and ensuring a “clean and neat” environment may be areas in need of improvement.

Table 13. Safety of the Learning Environment, Safety, Grades 3-5

Safety of the Learning Environment: Safety	n	Mean	Rank	Assessment¹	NO! (1)	No (2)	Yes (3)	YES! (4)	I don't know
35a. I feel safe at school.	4494	3.31	28	Good	9%	7%	24%	54%	6%
36b. I feel safe going to and from school.	4437	3.33	27	Good	8%	8%	24%	55%	5%
37c. I am bullied at school. (R)	4392	2.00/3.00	37	Attention	49%	16%	12%	18%	5%
38d. My school is clean and neat.	4416	2.69	35	Action	23%	14%	24%	31%	9%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

C. Survey Outcomes, Constructs

Table 14 displays the mean scores for each construct, number of items included in the construct, assessment rating, alpha level, and number of valid cases used to compute the alpha levels for each of the constructs assessed in the survey at the District level. Constructs with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. As depicted, all three of the overarching constructs assessed in the survey fall within the “good” assessment zone, with *Quality of the Academic Experience* earning the highest mean score (3.60). The construct *Safety of the Learning Environment* has the lowest mean score (3.26), but still falls within the “good” assessment range.

Table 14. District Means for Survey Constructs, Grades 3-5

Construct	n³	Mean	Assessment²	Alpha⁴
Safety of the Learning Environment (Items=9)	2930	3.26	Good	.694
Quality of the Academic Experience (Items=9)	3318	3.60	Good	.781
Academic Tenacity (Items=20)	2756	3.51	Good	.705

²Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action <2.8. ³The N value represents the number of valid cases used to calculate the alpha levels. ⁴Alpha is a measure of internal consistency. Alpha levels higher than .70 are considered good.

D. Survey Outcomes, Constructs by Learning Network and Grade

Table 15 displays the mean scores and assessment rating for each of the constructs assessed in the survey at the Learning Network (LN) level. Constructs with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. Constructs with means less than 3.2, but greater than or equal to 2.8 fall with the “attention” assessment zone, color-coded in orange. As displayed below, two mean scores pertaining to *Safety of the Learning Environment* fall within the “attention” assessment zone – for Learning Networks 5 and 7.

Table 15. Construct Scores¹ by Learning Network, Grades 3-5

Learning Network	n ²	Safety of the Learning Environment	Quality of the Academic Experience	Academic Tenacity
1	630	3.28	3.58	3.49
2	10	3.49	3.65	3.58
3	289	3.43	3.60	3.52
4	103	3.36	3.71	3.59
5	872	3.19	3.63	3.52
6	917	3.26	3.60	3.53
7	328	3.19	3.62	3.50
8	1427	3.27	3.56	3.48

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each Learning Network.

Table 16 shows the means for each of the constructs by grade level. All means fell within the “good” assessment zone. As with the construct mean scores by Learning Network, within the “good” assessment zone there was considerable variation in mean scores – with scores ranging from 3.24-3.67.

Table 16. Construct Scores¹ by Grade Level, Grades 3-5

Grade	n ²	Safety of the Learning Environment	Quality of the Academic Experience	Parent-School Partnership
3 rd	1508	3.31	3.67	3.55
4 th	1494	3.24	3.59	3.51
5 th	1573	3.24	3.53	3.47

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

E. Survey Outcomes, Constructs by School

Tables 17-19 display the ten schools earning the highest and lowest means for each of the constructs measured in the survey. Schools were only included in this analysis if they received at least ten survey responses.

Table 17 displays the ten schools with the highest and lowest mean scores for the construct *Safety of the Learning Environment*. For this construct, Dunbar earned the highest mean score, and Sheridan the lowest. Notably, two schools in the “Bottom Ten” have mean scores that fall within the “good” assessment zone.

Table 17. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Safety of the Learning Environment, Grades 3-5

Top Ten Schools	Number of Responses	Safety of the Learning Environment
DUNBAR, PAUL L. SCHOOL	19	3.56
HACKETT, HORATIO B. SCHOOL	134	3.54
PEIRCE, THOMAS M. SCHOOL	53	3.49
MC CALL, GEN. GEORGE A. SCHOOL	22	3.45
CROSSAN, KENNEDY C. SCHOOL	168	3.44
LOESCHE, WILLIAM H. SCHOOL	262	3.40
FOX CHASE SCHOOL	118	3.39
DECATUR, STEPHEN SCHOOL	326	3.35
EDMONDS, FRANKLIN S. SCHOOL	224	3.35
MC CLURE, ALEXANDER K. SCHOOL	223	3.34
Bottom Ten Schools		
ALLEN, DR.ETHEL SCHOOL	50	3.21
WEBSTER, JOHN H. SCHOOL	148	3.21
FRANKLIN, BENJAMIN SCHOOL	337	3.19
HOLME, THOMAS SCHOOL	136	3.19
CONWELL, RUSSELL MIDDLE SCHOOL	67	3.18
WELSH, JOHN SCHOOL	79	3.12
EMLLEN, ELEANOR C. SCHOOL	160	3.10
SPRUANCE, GILBERT SCHOOL	141	3.10
FARRELL, LOUIS H. SCHOOL	282	3.05
SHERIDAN, PHILIP H. SCHOOL	209	2.97

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 18 displays the ten schools with the highest and lowest mean scores for the construct *Quality of the Academic Experience*. For this construct, Peirce earned the highest mean score, and Adaire the lowest. And while all schools, in both the top and bottom ten, had mean scores that fell within the “good” assessment zone, there was more than a half point difference between the mean score for the top school and the mean score for the bottom school.

Table 18. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Quality of the Academic Experience, Grades 3-5

Top Ten Schools	Number of Responses	Quality of the Academic Experience
PEIRCE, THOMAS M. SCHOOL	53	3.93
DUNBAR, PAUL L. SCHOOL	19	3.82
HACKETT, HORATIO B. SCHOOL	134	3.71
MCDANIEL, DELAPLAINE SCHOOL	27	3.71
MC CLURE, ALEXANDER K. SCHOOL	223	3.70
HOWE, JULIA WARD SCHOOL	86	3.69
MC CALL, GEN. GEORGE A. SCHOOL	22	3.68
SHARSWOOD, GEORGE SCHOOL	97	3.67
BROWN, HENRY A. SCHOOL	171	3.65
FOX CHASE SCHOOL	118	3.65
Bottom Ten Schools		
CATHARINE, JOSEPH SCHOOL	236	3.55
DECATUR, STEPHEN SCHOOL	326	3.55

Bottom Ten Schools	Number of Responses	Quality of the Academic Experience
SOUTHWARK SCHOOL	83	3.53
FARRELL, LOUIS H. SCHOOL	282	3.52
HOLME, THOMAS SCHOOL	136	3.50
SPRUANCE, GILBERT SCHOOL	141	3.50
ALLEN, DR.ETHEL SCHOOL	50	3.49
RHAWNHURST SCHOOL	12	3.46
CONWELL, RUSSELL MIDDLE SCHOOL	67	3.45
ADAIRE, ALEXANDER SCHOOL	117	3.42

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 19 displays the ten schools with the highest and lowest mean scores for the construct *Academic Tenacity*. For this construct, Peirce earned the highest mean score, and Southwark the lowest. Notably, all schools had mean scores that fell within the “good” assessment zone, with about a third of a point difference between the mean score for the top school and the mean score for the bottom school.

Table 19. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Academic Tenacity, Grades 3-5

Top Ten Schools	Number of Responses	Academic Tenacity
PEIRCE, THOMAS M. SCHOOL	53	3.69
MC CALL, GEN. GEORGE A. SCHOOL	22	3.63
DUNBAR, PAUL L. SCHOOL	19	3.62
EDMONDS, FRANKLIN S. SCHOOL	224	3.57
FOX CHASE SCHOOL	118	3.56
RHAWNHURST SCHOOL	12	3.56
PRINCE HALL	172	3.55
HACKETT, HORATIO B. SCHOOL	134	3.54
MC CLURE, ALEXANDER K. SCHOOL	223	3.54
SHARSWOOD, GEORGE SCHOOL	97	3.54
Bottom Ten Schools		
LOESCHE, WILLIAM H. SCHOOL	262	3.48
FARRELL, LOUIS H. SCHOOL	282	3.47
WEBSTER, JOHN H. SCHOOL	148	3.47
ADAIRE, ALEXANDER SCHOOL	117	3.46
KEY, FRANCIS SCOTT SCHOOL	17	3.46
FELL, D. NEWLIN SCHOOL	90	3.45
CONWELL, RUSSELL MIDDLE SCHOOL	67	3.44
HOLME, THOMAS SCHOOL	136	3.42
SPRUANCE, GILBERT SCHOOL	141	3.41
SOUTHWARK SCHOOL	83	3.38

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

III. Attention & Action Items

A. Attention & Action Items, District

Table 20 displays the items whose District-Wide mean scores fell within the “action” or “attention” assessment ranges. Items with means less than 3.2 but greater than or equal to 2.8 fall within the “attention” assessment zone, color-coded in orange, while items with means less than 2.8 fall within the “action” assessment zone, color-coded in red. A total of six items fell within the “action” or “attention” assessment range – three within “action” and three within “attention.” Notably, three of the items within these ranges were reverse-coded. The high proportion of reverse-coded items falling within these ranges may indicate that students had difficulty responding to these items.

Table 20. Attention & Action Items, District, Grades 3-5

<i>Items Requiring Attention & Action</i>	<i>n</i> ²	<i>Mean</i>	<i>Assessment</i> ¹	<i>Construct</i>
13d. I like going to my school.	4102	3.15	Attention	Quality of the Academic Experience
27c. When I am in school, I worry about looking dumb in class. (R)	4229	2.23/2.77	Action	Academic Tenacity
29e. I can't change how smart I am. (R)	3987	3.01/1.99	Action	Academic Tenacity
32c. I am treated with respect by other students.	4052	3.11	Attention	Safety of the Learning Environment
37c. I am bullied at school.(R)	4175	2.00/3.00	Attention	Safety of the Learning Environment
38d. My school is clean and neat.	4019	2.69	Action	Safety of the Learning Environment

¹Assessment: Attention= >2.8 & <3.2; Action <2.8. ²n equals the number of valid responses for each item. For reverse-coded (R) items, the assessment was based on reverse-coded means, displayed in red.

B. Attention & Action Items, by Learning Network

Table 21 displays the item means for those items whose District-Wide mean scores fell within the “action” or “attention” assessment range, organized by Learning Network. As can be seen, although the District averages for these items all fell within the “action” or “assessment” ranges, there is some significant variation in scores for each Learning Network. For example, the Learning Network 1 mean score for item 13d “I like going to my school” was 3.27 – safely within the “good” assessment range. Alternatively, for that same item the mean score for Learning Network 8 was 3.06 – well within the “attention” assessment range.

Table 21. Attention & Action Items by Learning Network¹, Grades 3-5

Learning Network	n ²	13d. I like going to my school.	27c. When I am in school, I worry about looking dumb in class. (R ³)	29e. I can't change how smart I am. (R)	32c. I am treated with respect by other students.	37c. I am bullied at school.(R)	38d. My school is clean and neat.
1	565	3.27	2.60	2.04	3.11	2.93	2.84
2	8	3.50	2.83	3.00	3.14	3.71	2.71
3	266	3.14	2.86	2.06	3.26	3.04	3.13
4	97	3.40	2.73	1.69	3.25	2.71	2.72
5	787	3.16	2.88	1.92	3.00	2.92	2.62
6	882	3.14	2.77	1.98	3.12	2.89	2.74
7	306	3.21	2.90	2.02	3.11	3.02	2.31
8	1347	3.06	2.75	2.03	3.12	3.16	2.64

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN. ³The reverse scores for reverse-coded (R) items are used in this analysis.

C. Attention & Action Items, by Grade

Table 22 displays the item means for those items whose District-Wide mean scores fell within the “action” or “attention” assessment range, organized by grade. As displayed below, scores falling within the “action” assessment range were more likely to come from grades 4 or 5, as opposed to grade 3.

Table 22. Attention & Action Items by Grade¹, Grades 3-5

Grade	n ²	13d. I like going to my school.	27c. When I am in school, I worry about looking dumb in class. (R ³)	29e. I can't change how smart I am. (R)	32c. I am treated with respect by other students.	37c. I am bullied at school.(R)	38d. My school is clean and neat.
3 rd	360	3.31	2.86	1.90	3.17	2.86	2.93
4 th	1403	3.11	2.79	2.03	3.08	2.98	2.67
5 th	1475	3.03	2.67	2.04	3.07	3.16	2.49

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN. ³The reverse scores for reverse-coded (R) items are used in this analysis.

IV. Qualitative Feedback

In addition to the multiple choice items, students were also provided with a free response item at the end of the survey, which allowed them to write freely about their school. To analyze these data, the ORE used NVivo software in combination with human coding. To identify and isolate important themes, the research team used frequency counts to identify the 100 most common words⁸ contained within the responses and then selected themes which were well represented within the list of most frequent words and that aligned with the District Action Plan. Coding schemes within the themes were subsequently derived through aligning District interests with organically emerging patterns from the selected content.

Of the 4,729 students who took the 3-5 grade survey, 3,102 (66%) wrote comments for the free response item. Based on the frequency analysis of the responses, four themes were identified for the initial wave of analysis: safety, school cleanliness, food/lunch, and teacher quality.⁹

A. Safety

In identifying responses relevant to this theme, the keywords “safety” and “bullying” and their variants were used as search terms. Both of these words (and some of their variants) were among the 100 most common words across student responses. The search yielded a total of 268 occurrences of the searched terms from 212 unique respondents. Thus, approximately 7% of all responses provided for this survey item dealt with safety/bullying.

The 212 responses identified via keyword search were then assessed on five dimensions: the overall polarity of the relevant content (positive or negative), whether the writer reported witnessing or experiencing bullying, the polarity of the content specifically pertaining to bullying, whether the writer reported feeling unsafe, and the polarity of the content related specifically to safety. The polarity of the content pertaining to safety and bullying were independently assessed due to responses indicating that some students felt positively about one dimension (e.g. they felt that their school did not have bullies) but negatively about the other (e.g. they still felt unsafe in school).

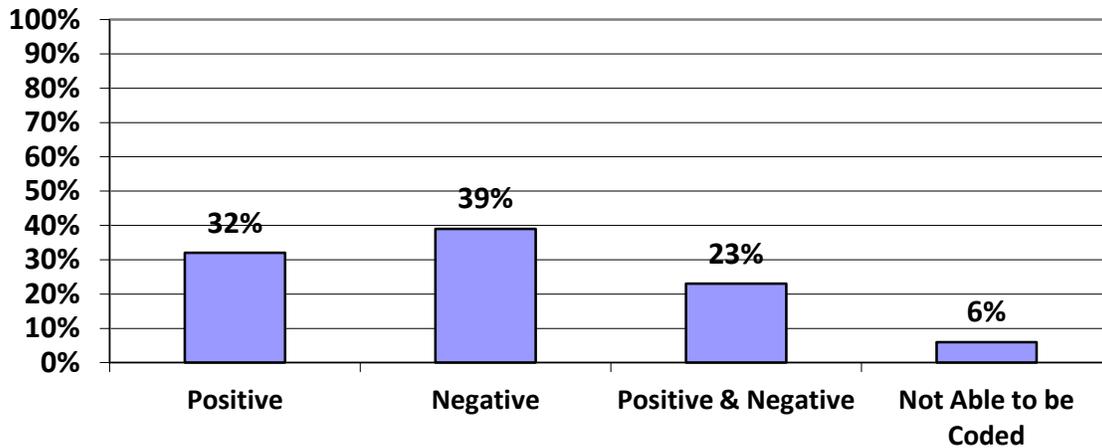
⁸ The search used specified words with more than three characters in length to exclude common words like it, I, the, etc.

⁹ Due to the relatively small number of respondents for the identified themes, analyses were not performed at the school or Learning Network Level, but only at the District level.

i. Polarity of Overall Content

Of the 212 responses, 83 (39%) were rated as negative overall. Sixty-eight responses (32%) were coded as positive; while 48 (23%) were labeled as expressing both positive and negative sentiments [13 responses (6%) were not able to be coded on this dimension].

Figure 7. Polarity of Overall Content: Safety



Examples of responses are displayed below.

Example Responses: Polarity of Overall Content

Positive

“My school is great every student feels safe and feels like they belong. My school is great because we have teachers that we can trust...”

Negative

*“Most of the teachers disrespects the student, push them around and say f***, raising h*** to student and bully, them putting her hands on student.”*

Positive & Negative

“the school is a safe environment for kids. and some kids are mean to others and i think teachers should do more about it.”

ii. Had the writer witnessed or experience bullying?

Of the 212 responses, 114 (54%) expressed that the respondent had experienced or witnessed bullying. Nine responses (4%) identified that they had not and 89 (42%) were not able to be coded on this dimension.

Example Responses: Had the writer witnessed or experience bullying?

The writer witnessed or experienced bullying

"I do get bullied at school because of my looks and i don't know how to handle it so it makes me feel like I'm not wanted at this school."

The writer had not witnessed or experienced bullying

"I would like to say that my school is great and nice I never be bullied and lots of teachers that I can trust..."

iii. Polarity of Responses Pertaining to Bullying

Of the 212 responses, 105 (50%) were rated as expressing negative sentiments regarding bullying. Thirteen responses (6%) were rated as positive, three (1%) as both positive and negative, and 91 (43%) were not able to be coded on this dimension.

Example Responses: Polarity of Responses Pertaining to Bullying

Positive

"This school is clean and neat I feel safe and I never get bullied. Thank you for making this such a good school i feel like I belong and everyone is my friend and the teacher makes me feel safe"

Negative

"sometimes i get bullied by students that i dont know in the school yard in the morning sometimes i feel like the school stinks"

Positive & Negative

"we come to learn those bulling plays mean something. so yeah people bully at my school and we stop it. so my school good but i belong here."

iv. Did the respondent feel unsafe?

Of the 212 responses, 31 (15%) expressed that the respondent felt unsafe, 73 (34%) indicated the respondent felt safe, and seven (3%) expressed both sentiments. Additionally, 101 (48%) were not able to be coded on this dimension.

Example Responses: Did the writer feel unsafe?

The writer felt safe

"I feel safe at school. because can learn a lot"

The writer did not feel safe

"Some time i dont feel safe in school because the is some one that picks on me"

Expressed both sentiments

"... sometimes I do feel safe and sometimes I don't..."

v. Polarity of Responses Pertaining to Safety

Of the 212 responses, 32 (15%) were rated as expressing negative sentiments regarding safety, 71 (33%) as expressing positive sentiments, and seven (3%) as expressing both positive and negative. Additionally, 102 (48%) were not able to be coded on this dimension.

Example Responses: Polarity of Responses Pertaining to Safety

Positive

"Loesche is a wonderful school were you can learn, get a good education, make kind and caring friends, and I feel safe in my school."

Negative

"sometimes, i see kids being bullied. It makes me feel unsafe."

Positive & Negative

"...i feel somewhat safe in this school since the graffiti has been in and out..."

Summary

Collectively, student comments pertaining to safety and bullying paint a mixed picture. Of the 7% of third to fifth grade student respondents who commented on issues pertaining to safety and bullying, 39% crafted comments that were rated as being negative overall and 54% cited witnessing or experiencing bullying. Conversely, approximately 32% were rated as being positive overall and more than twice as many third to fifth grade students who answered the free response item stated that they felt safe rather than unsafe.

That being said, 15% of students identified feeling unsafe. This is a substantial percentage, and one might consider the number of students that percentage might equate to if extrapolated across the District (although caution must be used when generalizing these findings). Moreover, in addition to the number of students reporting negative perceptions of safety, the serious nature of some of the negative comments regarding safety is also cause for concern.

It will be imperative for the District to continue to work to effectively implement school climate programs and safety related policies as well as gain a better understanding of why a significant percentage of students still feel unsafe and what can be done to address that situation.

B. School Cleanliness

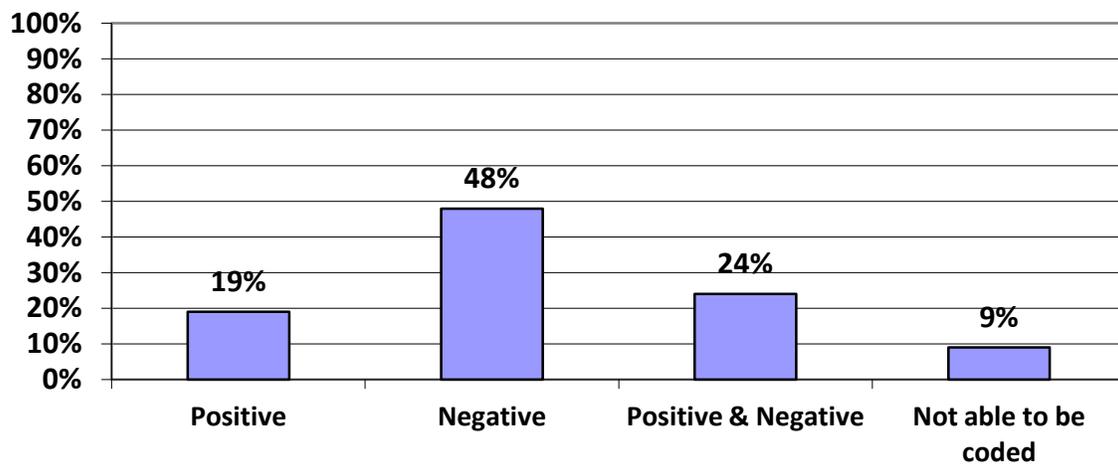
To examine third to fifth grade students’ perceptions of school cleanliness, the keywords “clean” and “dirty” and their variants were used as search terms. Both of these words were among the 100 most common words across student responses. The search returned a total of 250 occurrences from 223 unique respondents. Thus, approximately 7% of all respondents commented on the cleanliness of their school.

The 223 responses were assessed on two dimensions, the overall polarity of the relevant content and whether or not the respondent identified their school as being dirty.

i. Polarity of Overall Content

Of the 223 responses, 108 (48%) were classified as negative, 42 (19%) as positive, 53 (24%) as both positive and negative, and 20 (9%) were not able to be coded on this dimension.

Figure 8. Polarity of Overall Content: School Cleanliness



Example Responses: Polarity of Overall Content

Positive

"My school is clean and neat."

Negative

"it stink and bathrooms are nasty and dirty. the bathroom and classes leak and sometimes there is spit on the floors."

Positive & Negative

"My school is sometimes neat. Also, the lunchroom is sometimes dirty and neat."

ii. Did the respondent feel the school was dirty or not clean?

Of the 223 student responses, 162 (73%) identified the school as being dirty or not clean, 44 (20%) identified the school as not being dirty, or being clean, 11 (5%) commented that some parts of the school were dirty, but other parts were not, and 6 (3%) were not able to be coded on this dimension.

Example Responses: Does the writer identify the school as being dirty or not clean?

The school is dirty or not clean

"in the bathrooms its dirty..."

"TRY try to make this horrible school into a clean one, one look at the bathroom and class walls you will puke or vomit."

The school is not dirty or clean

"i like my class because its clean in it is not dirty."

Some parts of the school are dirty

"Some parts of the school are dirty. But not all parts."

Summary

Approximately 7% of student responses to this survey item pertained to school cleanliness. Of these respondents, slightly less than 50% of their comments were classified as negative in nature. Nearly 20% were categorized as positive. Thus, more than twice as many students expressed negative comments about their school's cleanliness than commented positively.

It is especially notable, though not unexpected, that school bathrooms were consistently identified as areas that were dirty. Indeed, many of the most negative comments were directed toward this particular domain.

It also bodes mentioning that relatively few students made comments differentiating between the clean areas and the dirty areas in their schools. This may suggest that schools are uniformly dirty or clean, or, perhaps, that third to fifth grade students may hold sweeping perceptions of their school's relative level of cleanliness. Whatever the case may be, the prevalence of negative comments indicates a problem with the level of cleanliness existing or perceived within schools. Beyond the obvious implications for student safety, health and well-being, this situation also poses a myriad of threats to other important domains, like student achievement.

C. Food/Lunch

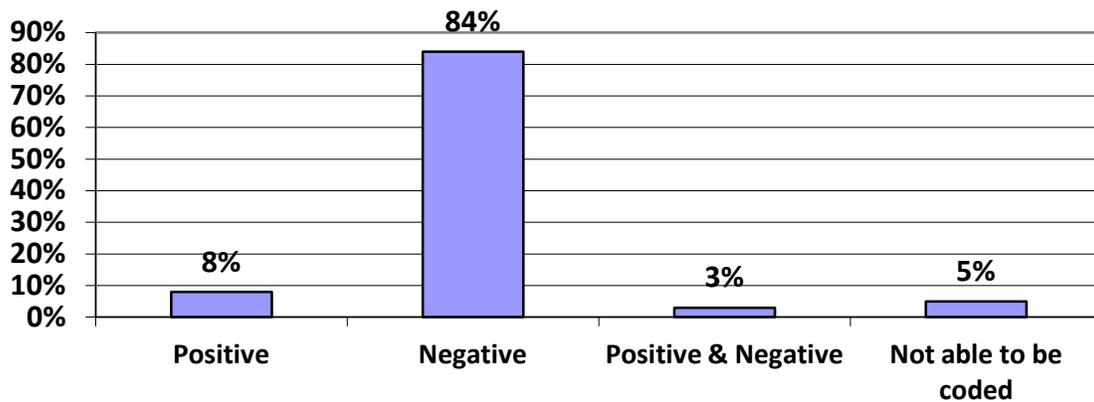
To identify responses relevant to this theme, the keywords "food" and "lunch" and their variants were used as search terms. Again, these words (and some of their variants) were among the 100 most common words across student responses. The search yielded a total of 506 occurrences of the searched terms from 391 unique respondents. Thus, approximately 13% of all responses provided for this survey item dealt with food/lunch.

The 391 responses identified via keyword search were assessed on three dimensions: the overall polarity of the relevant content (positive or negative), the object of the comments [whether the comments pertained to food specifically or other factors in the school eating environment (e.g. the lunchroom or lunch staff)], and the polarity of the objects.

i. Polarity of Overall Content

Of the 391 responses, 330 (84%) were rated as negative overall. Thirty responses (8%) were coded as positive overall and 11 (3%) were labeled as expressing both positive and negative sentiments. Twenty responses (5%) were not able to be coded on this dimension.

Figure 9. Polarity of Overall Content: Food/Lunch



Example Responses: Polarity of Overall Content

Positive

"the school that i am in right now is awesome because it have good lunch,good breakfast"

Negative

"Also the lunch is horrible it makes my belly hurt."

Positive & Negative

"...the lunch is good and bad"

ii. Objects of Comments

Of the 391 pertinent comments, 319 (81%) were directed toward food, 33 (8%) were directed toward the eating environment, 27 (7%) were directed toward both the food and the eating environment, and 12 (3%) were not directed at either food or the eating environment.

Example Responses: Objects of Comments

Food

"I want the cafeteria to have better lunches because its not cooked good and doesn't taste write.Its under cooked"

Eating environment

"Hi... A lunch lady would ALWAYS be racist with me... She's black and im puerto Rican and she's always treating me AND other spanish people differintly..."

Food & eating environment

"i dot like the lunch people and the food"

Neither food nor eating environment

"after lunch we have resses"

iii. Polarity of the Objects

Of the 330 comments rated as expressing negative sentiments, 280 (85%) were directed toward food, 26 (8%) were directed toward the eating environment, 23 (7%) were directed toward both food and the eating environment, and one comment was not directed at either the food or the eating environment.

Example Responses: Polarity of the Objects: Negative

Negative toward food

"I like our school but the food is HORRIBLE! We should get new food."

Negative toward eating environment

"Bad lunch ladys!!!!!!!!!!!!!!!"

Negative toward food & eating environment

"I don't like the lunches and the lunch ladies are mean to me"

Negative toward neither food nor eating environment

"ever since the new principal got here the lunch price has gotten higher and my mom doesnt have a lot of money so its kind of hard to pay for it"

With regard to the 30 positive comments, 27 (90%) were directed toward food, two (7%) were directed toward the "eating environment," and one comment was directed toward both food and the eating environment.

Example Responses: Polarity of the Objects: Positive

Positive toward food

"I like my school because they give us really good food"

Positive toward eating environment

"i like my lunch aid..."

Positive toward food & eating environment

"...but I love LUNCH."

Of the 11 comments identified as expressing both positive and negative sentiments, seven (64%) expressed both positive and negative views toward food, one expressed both positive and negative views toward the eating environment, and three (27%) expressed positive views of one object (e.g. food) and negative views of the other object (e.g. eating environment). Of these latter three comments there was one incidence of negative views toward food, one incidence of positive views toward food, two incidences of negative views toward the eating environment, and two incidences of positive views toward the eating environment.

Example Responses: Polarity of the Objects: Positive & Negative

Positive & Negative toward food

"we need to find and we need some better food i mean there food is good but we need better food."

Positive & Negative toward eating environment

"the lunch lady are nice but sometimes they are mean by letting us not go to the bathroom."

Positive views of one object (e.g. food) & Negative views of the other object

"I dont like this school because the lunch teachers are mean...But the food is good..."

Summary

Approximately 13% of all student responses pertained to food and/or lunch. As no mention of food or lunch was made in other sections of the survey, this suggests that food and lunch are important issues for students in grades 3-5.

As shown, 84% of comments were classified as negative in nature. Conversely, only 8% were coded as positive. Obviously, these numbers are quite alarming. Moreover, the content of the negative comments further underscores the scope of the problem as perceived by third to fifth grade students. Negative comments consistently highlighted the poor preparation, sanitary conditions, taste, quality, and health value of the food. That these negative comments hailed from across the District suggests that this matter is not isolated, but systemic in nature. However, due to the scope of the participant sample, caution should again be taken when interpreting the results. Despite this, the initial findings are indeed troubling.

D. Teacher Quality

To identify responses relevant to this theme, the keyword "teacher" and its variants were used as search terms. Both the word "teacher" and "teachers" were among the 10 most common words across student responses. The search of these words yielded a total of 1,051 occurrences of the searched terms across 785 unique respondents. Thus, approximately 25% of all responses provided for this survey item dealt with teachers.

The 785 responses identified via keyword search were assessed on three dimensions: the overall polarity of the cases, whether the comments pertained specifically to teaching situations, other teacher interactions, and/or teacher traits (i.e. the object or objects of the comments), and the polarity of the content (positive or negative) relative to those three categories. Due to the nuance, detail, and complexity provided in many of the responses, the analysis was conducted at the "occurrence level" as opposed to the "respondent level." Subsequently, a given respondent who commented on both a teacher's teaching and a teacher's classroom management practices would have their response coded as two distinct cases (one for each object of the comment).

i. Objects of Comments

From the 1,051 occurrences of the word “teacher” across 785 unique respondents, 926 distinct cases were identified. Of these cases, 127 (14%) pertained expressly to teaching, 252 (27%) to other teacher interactions, 268 (29%) to teacher traits, and 279 (30%) to other objects (e.g. “the school needs a music teacher”) or general ratings of teachers (e.g. “they have good teachers”). The latter category was predominantly comprised of “general teacher ratings.”

Example Responses: Objects of the Comments

Teaching

“I feel like ever since I came here I feel like I belong. Mrs. ... made my least favorite subject math to my favorite subject.”

Other teacher interactions

“sometimes i dont like it when teachers go in my business...”

Teacher traits

“some of the teachers are nice some are mean...teachers are smart...”

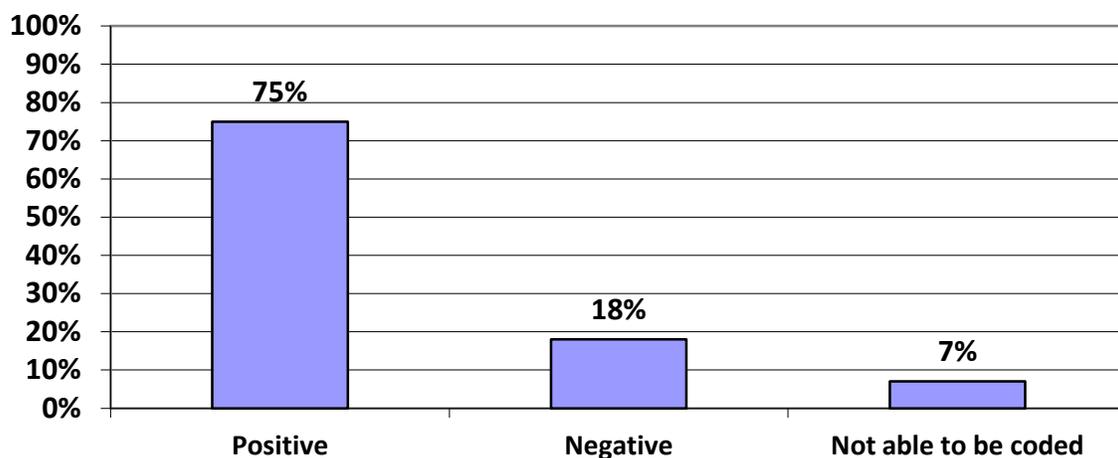
Other objects or general teacher ratings

“i will miss my teachers i had since i been at howe...”

ii. Polarity of the Cases

Of the 926 distinct cases, 693 (75%) were classified as positive, 168 (18%) as negative, and 65 (7%) as unable to be coded along the polarity dimension.

Figure 10. Polarity of Overall Content: Teachers



Example Responses: Polarity of the Cases

Positive

"My teacher is one of the best teachers in my school. Mrs. ... makes things sound easier to me and helps me as much as she can and I thank my teacher every much..."

Negative

"My school hires inappropriate, lying, nasty, disrespectful and mean teachers and substitutes..."

ii. Polarity of the Objects

Of the 693 positive comments, 111 (16%) were directed toward teaching, 154 (22%) toward other teacher interactions, 228 (33%) toward teacher traits, and 200 (29%) toward other objects or teachers "generally."

Example Responses: Polarity of the Objects: Positive

Teaching

"Especially I love the teachers I had been in because they have been a very good teacher to me and helping me understand the things I need to move onto the next grade!"

Other teacher interactions

"the teachers are good to me..."

Teacher traits

"the teachers are nice..."

Other objects or general teacher ratings

"I also like this school because i have some best friend and teachers"

Of the 168 negative comments, 12 (7%) were directed toward teaching, 94 (56%) toward other teacher interactions, 38 (23%) toward teacher traits, and 24 (14%) toward other objects or teachers "generally."

Example Responses: Polarity of the Objects: Negative

Teaching

"Sometimes teachers don't explain a lessons clearly and that's something that needs to be fixed right away!"

Other teacher interactions

"...some or the teachers are rude and nasty to the autistic children"

Teacher traits

"Please tell the government to give philadelphia schools more money for better lunches and less old mean grumpy teachers."

Other objects or general teacher ratings

"my school dont have good teachers"

Summary

Approximately 25% of all student responses pertained to teacher quality. Encouragingly, of the distinct cases identified, 75% were classified as positive in nature. Only 18% were classified as negative. This ratio of positive to negative comments stands in stark contrast to the negatively skewed ratios for the three other themes analyzed for the 3-5 grade survey free response item. The difference in overall polarity of the comments for this theme (as compared to the other themes) suggests that students, even young students, are able and willing to express both positive and negative evaluations relevant to their schools.

It is also notable that many of the comments pertaining to teachers were directed toward teacher traits (nice, smart, etc.), non-teaching interactions (e.g. classroom management practices), and/or global assessments of teacher quality (e.g. "My teacher is great") and not teaching-specific interactions. That being said, general comments about teachers providing "help" may have extended (in the respondent's mind) to teaching activities. However, unless "teaching" was clearly specified in the comment, such instances were coded under "other teacher interactions." This may account, at least partially, for the lower count of comments pertaining to teaching. It is also possible that for these students, teacher traits and the nature of general interactions with teachers are of greater importance than or encapsulate teaching-specific interactions. Despite uncertainty on this point, it is promising to see such widespread positive evaluation of teachers across the District.

Overview: Student Survey: Grades 6-12

The District-Wide Student Surveys gauge student feedback on the following constructs:

1. **Academic Tenacity:** This refers to certain “non-cognitive factors” believed to affect student achievement. These factors, including motivation, self-regulation, and grit, relate to students’ ability to work hard and stay focused on their goals.
2. **Quality of the Academic Experience:** This refers to students’ perceptions of teacher quality and the extent to which students feel their learning needs are being met by their school.
3. **Safety of the Learning Environment:** This refers to students’ perceptions of their physical safety in and around the school environment, as well as students’ perceptions of belonging, trust, respect and support within the school.
4. **Specific Education/Vocation Goals¹⁰:** This refers to students’ plans immediately following graduation, as well as their beliefs regarding the level of education they plan to pursue in their lifetime.

While the District-Wide Student Survey for students in grades 6-12 addressed many of the same constructs as the survey for students in grades 3-5, the survey for grades 6-12 included more survey items and more open-ended (or free response) items. This format allowed for more in-depth analysis. See [Appendix H](#) for more information regarding the survey items and constructs.

The District-Wide Student Survey for students in grades 6-12 contains 55 substantive items and an area for free response at the end of the survey. Forty-eight of the 55 survey items were answered using a four-point Likert-scale, ranging from Strongly Disagree (1) to Strongly Agree (4), with an additional “Don’t Know/No Opinion” response option. Two of the remaining survey items, pertaining to educational and vocational goals, were answered via multiple choice options. The other five items were open-ended questions about students’ responses to particular survey items.

This section of the report provides analysis of responses aggregated at the District level for students in grades 6-12. Specifically, this report provides statistics on the following information: (1) survey response rates by grade level, gender, Limited English Proficiency (LEP) status, disability status, race/ethnicity, schools, and learning networks and (2) student survey outcomes by item, construct, grade, and school. Also included in this section are the results of qualitative analysis performed on students’ answers to the five open-ended items.

¹⁰ These items were not included on the District-Wide Student Survey administered to grades 3-5.

V. Survey Response Rates

A. Response Rates, Student Demographics

In total, 5,278 students across 150 schools took the District-Wide Student Survey for grades 6-12. Table 23 indicates that a larger percentage of respondents hailed from grades 6-8 than grades 9-12. Within each of these grade groups (6-8 and 9-12), the percentage of respondents by grade was roughly equivalent. However, in general, the survey data may be more representative of students in grades sixth, seventh, and eighth grade.

Table 23. Response Rates by Grade Level, Grades 6-12

Grade	# of respondents (n)	% of total respondents
6 th	1,248	23.6%
7 th	1,347	25.5%
8 th	1,495	28.3%
9 th	350	6.6%
10 th	259	4.9%
11 th	241	4.6%
12 th	338	6.4%
Total	5,278	100.0%

Table 24 further indicates that 52.0% of respondents were females, 8.3% were Limited English Proficiency (LEP) status, and 11.2% had a disability.

Table 24. Response Rates by Gender, LEP, and Disability Status, Grades 6-12

	Gender		LEP		Disability			
	n	%	n	%	n	%		
Female	2,742	52.0%	Non-LEP	4,838	91.7%	Non-Disability	4,685	88.8%
Male	2,536	48.0%	LEP	440	8.3%	Disability	593	11.2%
Total	5,278	100.0%	Total	5,278	100.0%	Total	5,278	100.0%

With regard to race/ethnicity, over 44.7% of respondents were identified as Black or of African American descent; 23.7% of respondents were identified as White. As seen in Table 25, the next two most represented groups were Hispanic/Latinos (15.7%) and Asians (12.2%).

Table 25. Response Rates by Race/Ethnicity, Grades 6-12

Race/Ethnicity	# of respondents (n)	% of total respondents
American Indian/Alaskan Native	3	.06%
Asian	646	12.2%
Black/African American	2,343	44.4%
Hispanic/Latino	827	15.7%
Multiracial/Other	208	3.9%
Native Hawaiian/Pacific islander	1	.02%
White	1,250	23.7%
Total	5,278	100.0%

B. Response Rates, Schools and Regions

In total, students from 150 schools took part in the District-Wide Student Survey for grades 6-12. However, only 49% of these schools had 10 or more student respondents. Table 26 and Figure 11 shows that the number of survey respondents per school ranges from 1 to 368. The majority of schools—76 out of 150—had fewer than 10 student respondents. These results suggest that the majority of schools that participated did not implement a school-wide administration of the survey. Thus, the responses from schools with a low number of respondents likely reflect the sentiments of those students sufficiently motivated to complete the survey on their own. See [Appendix I](#) for more information.

Figure 11. Range of Survey Respondents by School

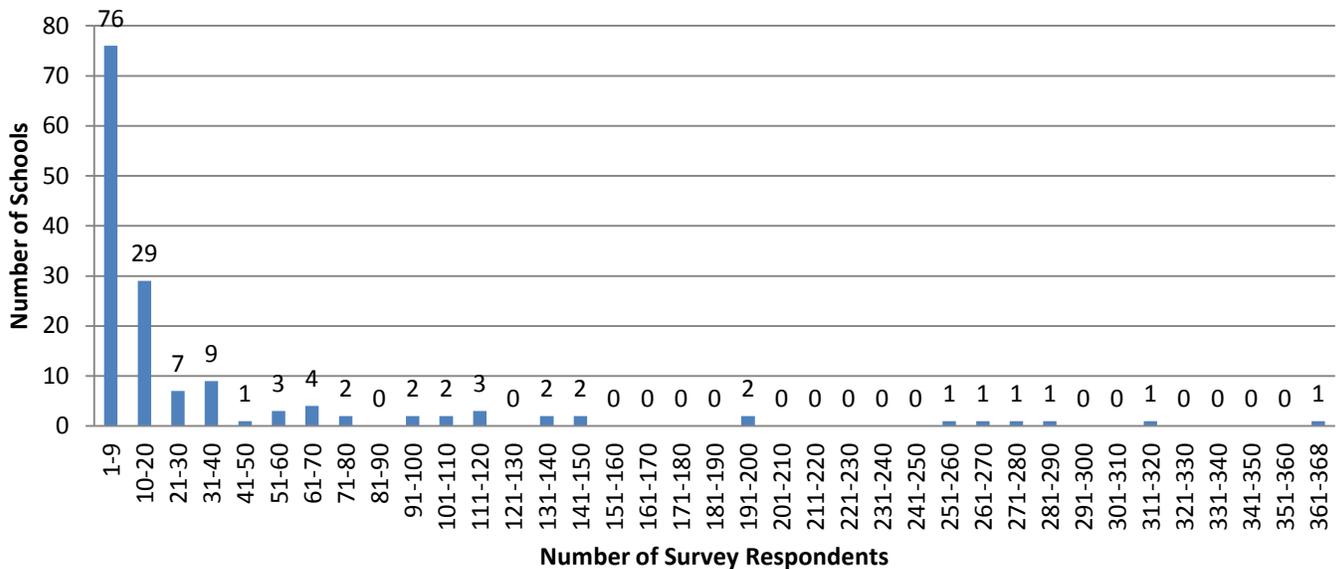
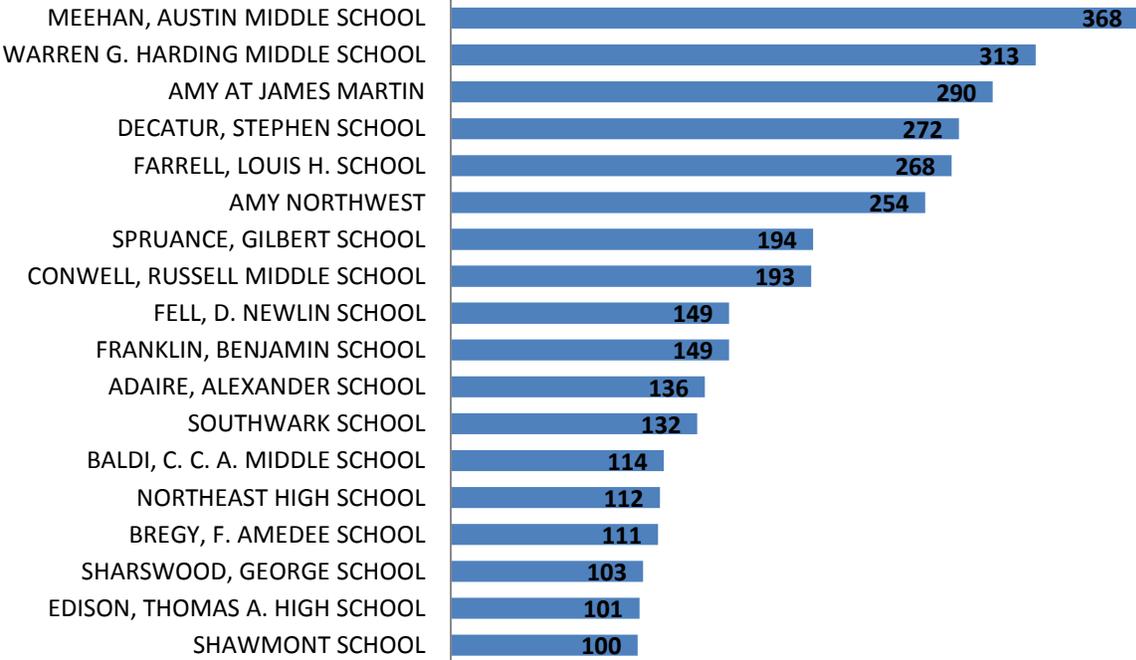


Table 26. Range of survey respondents, Grades 6-12

Range of Survey Respondents	Total Number of Schools
1-9	76
10-20	29
21-30	7
31-40	9
41-50	1
51-60	3
61-70	4
71-80	2
81-90	0
91-100	2
101-110	2
111-120	3
121-130	0
131-140	2
141-150	2
151-160	0
161-170	0
171-180	0
181-190	0
191-200	2
201-210	0
211-220	0
221-230	0
231-240	0
241-250	0
251-260	1
261-270	1
271-280	1
281-290	1
291-300	0
301-310	0
311-320	1
321-330	0
331-340	0
341-350	0
351-360	0
361-368	1
Total	150

Figure 12 displays the schools with more than 100 student respondents. For instance, 368 students from Austin Meehan Middle School took the School-Wide District Survey for grades 6-12.

Figure 12. Schools with more than 100 student respondents



Note. Numbers represent the number of students who took the District-Wide Student Survey for grades 6-12. See Appendix B for more information.

Response rates for the survey by Learning Network are reported in Table 27. The Learning Networks with the highest number of student respondents were 1, 7, and 8. Learning Networks 2 and 4 had the lowest number of student respondents, which is consistent with the response rates of students in grades 3-5 (see Table 5).

Table 27. Response Rates by Learning Network, Grades 6-12

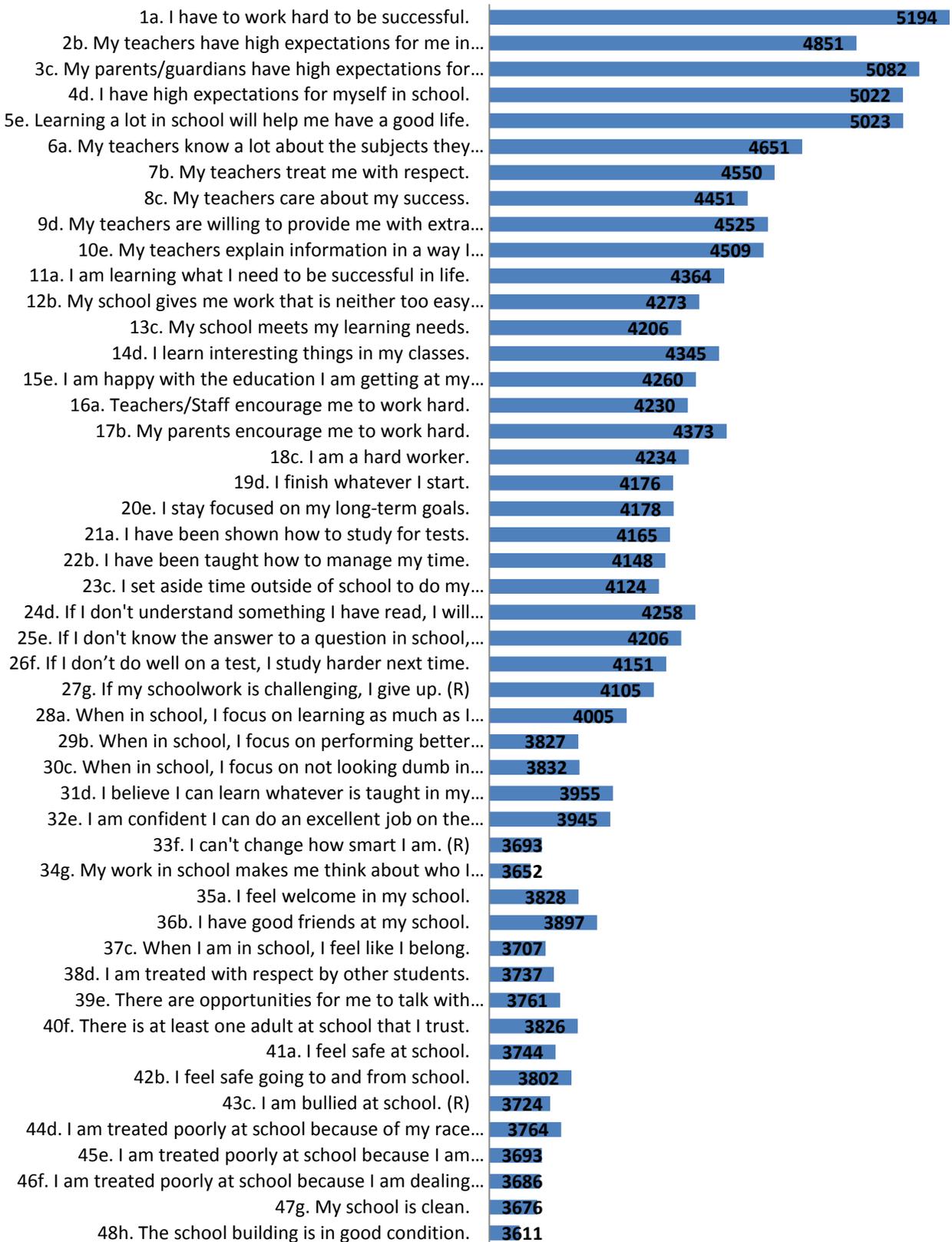
Learning Network	Assistant Superintendent	Rank	# of respondents (n)	% of total respondents
1	Dion Betts	3	741	14.0%
2	Donyall Dickey*	8	152	2.9%
3	Dennis Creedon*	5	651	12.3%
4	Ben Wright*	7	187	3.5%
5	Cheryl Logan	6	466	8.8%
6	Karen Kolsky	4	656	12.4%
7	Ken Cherry*	2	771	14.6%
8	Lissa Johnson*	1	1,652	31.3%
<i>Intervention ALT ED Level</i>			2	.04%
Total			5,278	100.0%

Note. *Indicates Assistant Superintendents who have since left the position.

C. Response Rates, By Survey Item

Figure 13 displays the number of students who responded to each survey item. As shown below, the number of respondents per item ranged from a high of 5,194 (for question 1a) to a low of 3,611 (for question 48h). These results indicate a moderate drop-off in response rate over the course of the survey. The general decline in response rates may be a function of the length of the survey. This may suggest that future student surveys may need to be shortened in order to maximize the response rate per item.

Figure 13. Number of Survey Respondents per Item

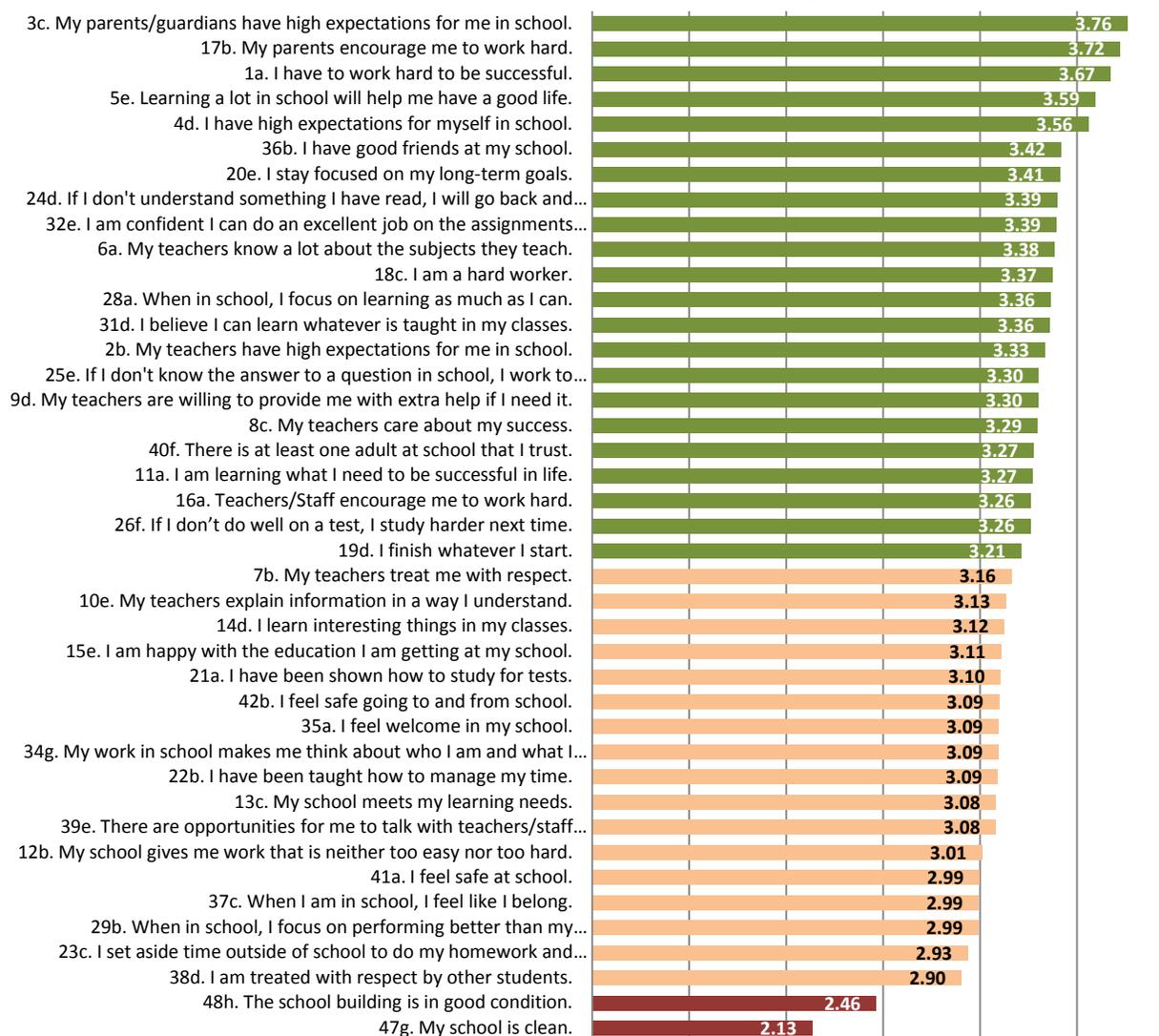


VI. Survey Outcomes

A. Survey Outcomes, Items

Figure 14 lists the averages (or means) per survey item for all positively worded items (4-point Likert-scale: 1, Strongly Disagree to 4, Strongly Agree). Higher mean scores indicate a stronger level of agreement with the associated item. Green bars are generally considered *good* (>3.2); orange bars need *attention* (>2.8 & <3.2); and red bars need immediate *action* (<2.8). (The “good” cutoff score is set at 80 percent, a commonly used educational benchmark to designate desirable achievement). As can be seen below, the item eliciting the strongest level of agreement was “My parents/guardians have high expectations for me in school” (mean=3.76). The item eliciting the lowest level of agreement was “My school is clean” (mean=2.13).

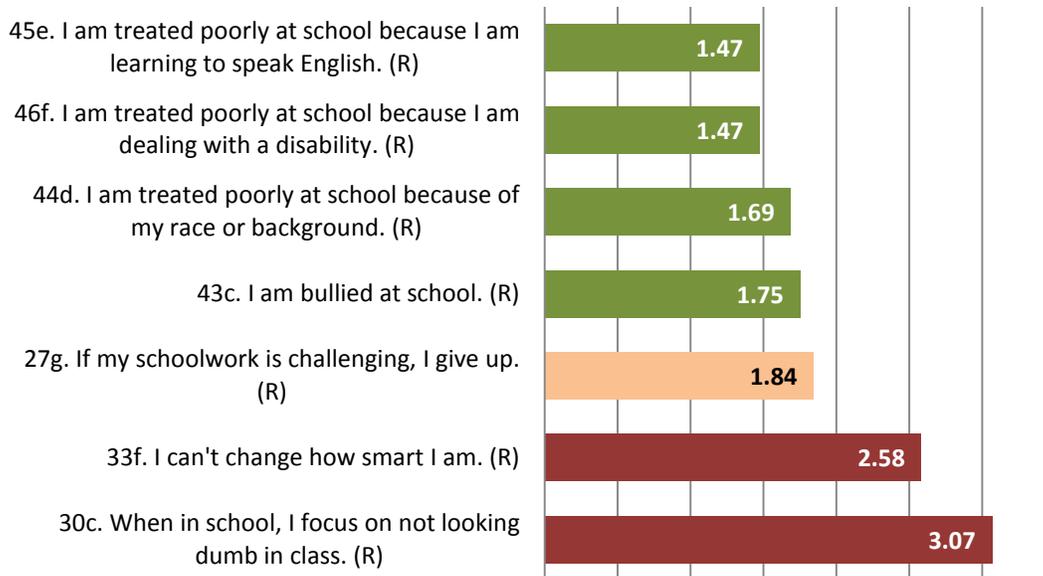
Figure 14. Averages by Item, (positively-worded), Grades 6-12



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = > 3.2; Orange (Attention) = >2.8 & <3.2; Red (Action) = <2.8. Positively-worded items displayed.

Figure 15 displays the averages for each reverse-coded item on the survey. Specifically, there were seven items—27g, 30c, 33f, 43c, 44d, 45e, and 46f—that were reverse-coded. For these items, the following ratings were associated with the bar colors: Green bars are considered *good* (< 1.8); orange bars need *attention* (>1.8 & <2.2); and red bars need immediate *action* (>2.2). The data suggests that students are generally worried about looking dumb in class (30c) and believe that they cannot change how smart they are (33f).

Figure 15. Averages by Item (reverse-coded), Grades 6-12



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = < 1.8; Orange (Attention) = >1.8 & <2.2; Red (Action) = >2.2. Reverse-coded items displayed.

Table 28 summarizes students’ responses to the question, “What is the highest level of education you plan to pursue.” Over 60 percent of respondents indicated that they either plan to pursue a four-year college degree (30.2%) or a graduate degree (31.5%). Interestingly, 15.4% of respondents were undecided (e.g., “I don’t know”).

Table 28. Highest Level of Education, Grades 6-12

What is the highest level of education you plan to pursue?			
	n	%	Rank
High school diploma	334	8.4%	4
Technical / Vocational school certificate	121	3.1%	7
Two-year college degree (Associate's)	253	6.4%	5
Four-year college degree (Bachelor's)	1,194	30.2%	2
Graduate degree (MD/MA/PhD/MBA/JD)	1,246	31.5%	1
I do not know	610	15.4%	3
Other (please specify)	198	5.0%	6
Total Respondents	3,956	100.0%	

Note. 1,322 out of 5,278 survey respondents did not mark an answer for this question.

Table 29 shows students’ plans immediately following graduation from high school. The majority of students (71.9%; rank 1) indicated that they plan to attend college immediately following graduation. The next largest group of respondents (7.3%; rank 2) said that they did not know what they plan to do after graduation.

Table 29. Plans after Graduation, Grades 6-12

What are your immediate plans following graduation from high school?			
	n	%	Rank
I plan to attend a vocational or technical school.	118	3.0%	6
I plan to attend college.	2,835	71.9%	1
I plan to begin working.	267	6.8%	3
I plan to enter the military.	203	5.1%	5
I do not know what I plan to do after graduation.	287	7.3%	2
Other	235	6.0%	4
Total Respondents	3,945	100.0%	

Note. 1,333 out of 5,278 survey respondents did not mark an answer for this question.

B. Survey Outcomes, Items by Constructs

Tables 30 - 37 highlight, in detail, response data for each survey item organized by construct and sub-construct. Items with means higher than 3.2 fall within the “good” assessment zone, color-coded in green. Items with means less than 3.2 but greater than 2.8 fall within the “attention” assessment zone, color-coded in orange. Items with means less than 2.8 fall within the “action” assessment zone, color-coded in red. Reverse-coded items have two means displayed: the raw mean (in black) and the reverse-coded mean (in red). For reverse-coded items the reverse-coded means are used for the assessment. A brief summary is provided for each of the tables displayed.

Construct: Academic Tenacity

Table 30 displays the descriptive statistics for the survey items related to the following sub-construct: *Grit*. As shown, the response data indicates that the mean student response scores for 7 of the 8 items fall within the “good” assessment zone (with means higher than 3.2). The item “If my schoolwork is challenging, I give up” is the only item whose mean score falls within the “attention” range.

Table 30. Academic Tenacity: Grit, Grades 6-12

Academic Tenacity: Grit	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
1a. I have to work hard to be successful.	5238	3.67	3	Good	1%	2%	27%	69%	1%
16a. Teachers/Staff encourage me to work hard.	4431	3.26	16	Good	2%	9%	46%	38%	5%
17b. My parents encourage me to work hard.	4421	3.72	2	Good	1%	2%	22%	75%	1%
18c. I am a hard worker.	4414	3.37	10	Good	1%	6%	44%	45%	4%
19d. I finish whatever I start.	4412	3.21	17	Good	1%	13%	45%	35%	5%
20e. I stay focused on my long-term goals.	4399	3.41	7	Good	2%	8%	36%	50%	5%
27g. If my schoolwork is challenging, I give up.(R)	4320	1.84/3.16	33	Attention	46%	29%	11%	10%	5%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Table 31 displays the descriptive statistics for the survey items related to the following sub-construct: *Self-Regulation*. As shown, the response data indicates that 3 of the 5 items fall within the “attention” range. The item “I set aside time outside of school to do my homework and study” had the lowest mean score for this construct.

Table 31. Academic Tenacity: Self-Regulation, Grades 6-12

Academic Tenacity: Self-Regulation	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
21a. I have been shown how to study for tests.	4349	3.10	22	Attention	4%	15%	43%	34%	4%
22b. I have been taught how to manage my time.	4328	3.09	23	Attention	4%	15%	45%	32%	4%
23c. I set aside time outside of school to do my homework and study.	4322	2.93	28	Attention	7%	19%	45%	26%	5%
24d. If I don't understand something I have read, I will go back and reread it.	4328	3.39	8	Good	2%	6%	44%	48%	2%
25e. If I don't know the answer to a question in school, I work to figure it out.	4319	3.30	13	Good	2%	8%	48%	40%	3%
26f. If I don't do well on a test, I study harder next time.	4312	3.26	16	Good	3%	12%	40%	42%	4%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Table 32 displays the descriptive statistics for the survey items related to the following sub-construct: *Goal-Orientation*. The item “When in school, I focus on not looking dumb in class” had the lowest mean score for this construct, falling within the “action” range.

Table 32. Academic Tenacity: Goal Orientation, Grades 6-12

Academic Tenacity: Goal Orientation	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
28a. When in school, I focus on learning as much as I can.	4127	3.36	11	Good	1%	6%	48%	43%	3%
29b. When in school, I focus on performing better than my classmates.	4106	2.99	27	Attention	5%	22%	36%	31%	7%
30c. When in school, I focus on not looking dumb in class.(R)	4101	3.07/ 1.93	25	Action	7%	16%	35%	36%	7%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Table 33 displays the descriptive statistics for the survey items related to the following sub-constructs: *Self-Efficacy, Theory of Intelligence, Personal/Family Expectations, Value of Education, and Identity Development*. The item “I can’t change how smart I am” had the lowest mean score for this construct and fell within the “action” range. The item “My parents/guardians have high expectations for me in school” had the highest mean score.

Table 33. Academic Tenacity: Self-Efficacy, Expectations, etc., Grades 6-12

Academic Tenacity: Self-Efficacy, Theory of Intelligence, Personal/Family Expectations, Value of Education	n	Mean	Rank	Assessment ¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
3c. My parents/guardians have high expectations for me in school. <i>(Personal/Family Expectations)</i>	5164	3.76	1	Good	1%	1%	19%	77%	2%
4d. I have high expectations for myself in school. <i>(Personal/Family Expectations)</i>	5154	3.56	5	Good	1%	3%	34%	59%	3%
5e. Learning a lot in school will help me have a good life. <i>(Value of Education)</i>	5156	3.59	4	Good	1%	3%	29%	64%	3%
31d. I believe I can learn whatever is taught in my classes. <i>(Self-Efficacy)</i>	4088	3.36	11	Good	2%	8%	40%	46%	3%
32e. I am confident I can do an excellent job on the assignments and tests in my classes. <i>(Self-Efficacy)</i>	4089	3.39	8	Good	2%	6%	42%	47%	4%
33f. I can't change how smart I am. (R) <i>(Incremental Theory of Intelligence)</i>	4089	2.58/2.42	30	Action	19%	24%	22%	25%	10%
34g. My work in school makes me think about who I am and what I believe in. <i>(Identity Development)</i>	4087	3.09	23	Attention	7%	15%	32%	36%	11%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Construct: Quality of the Academic Experience

Table 34 displays the descriptive statistics for the survey items related to the following sub-construct: *Teacher Quality*. The item “My teachers explain information in a way I understand” had the lowest mean score for this construct and fell within the “attention” range. The item “My teachers know a lot about the subjects they teach” had the highest mean score. These results suggest that students may generally perceive teachers to be knowledgeable, but not necessarily able to convey that knowledge in a manner which they (students) can understand.

Table 34. Quality of the Academic Experience: Teacher Quality, Grades 6-12

Quality of Academic Experience: Teacher Quality	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
2b. My teachers have high expectations for me in school.	5170	3.33	12	Good	2%	5%	46%	41%	6%
6a. My teachers know a lot about the subjects they teach.	4792	3.38	9	Good	2%	5%	45%	46%	3%
7b. My teachers treat me with respect.	4779	3.16	18	Attention	5%	10%	46%	35%	5%
8c. My teachers care about my success.	4772	3.29	14	Good	3%	7%	42%	41%	7%
9d. My teachers are willing to provide me with extra help if I need it.	4771	3.30	13	Good	3%	8%	43%	41%	5%
10e. My teachers explain information in a way I understand.	4767	3.13	19	Attention	4%	12%	46%	32%	5%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Table 35 displays the descriptive statistics for the survey items related to the following sub-construct: *My Education is Meeting my Learning Needs*. Four of the five items in this construct fell within the “attention” range, with the item “My school gives me work that is neither too easy nor too hard” earning the lowest mean score. The item “I am learning what I need to be successful in life” had the highest mean score.

Table 35. Quality of the Academic Experience: Meeting my Learning Needs, Grades 6-12

Quality of Academic Experience: Meeting my Learning Needs	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
11a. I am learning what I need to be successful in life.	4570	3.27	15	Good	3%	8%	45%	39%	5%
12b. My school gives me work that is neither too easy nor too hard.	4534	3.01	26	Attention	4%	16%	49%	25%	6%
13c. My school meets my learning needs.	4533	3.08	24	Attention	3%	13%	49%	27%	7%
14d. I learn interesting things in my classes.	4535	3.12	20	Attention	5%	13%	44%	34%	4%
15e. I am happy with the education I am getting at my school.	4535	3.11	21	Attention	6%	13%	42%	34%	6%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Construct: Safety of the Learning Environment

Table 36 displays the descriptive statistics for the survey items related to the following sub-construct: *Community/Belonging*. Four of the six items in this construct fell within the “attention” range, with the item “I am treated with respect by other students” earning the lowest mean score. The item “I have good friends at my school” had the highest mean score. Thus, while students may generally report having good friends at their school, other peer interactions in school may be more negative in nature.

Table 36. Safety of the Learning Environment, Community/Belonging, Grades 6-12

Safety of the Learning Environment: Community/Belonging	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
35a. I feel welcome in my school.	4049	3.09	23	Attention	6%	12%	42%	34%	5%
36b. I have good friends at my school.	4037	3.42	6	Good	3%	6%	36%	52%	3%
37c. When I am in school, I feel like I belong.	4026	2.99	27	Attention	8%	16%	37%	31%	8%
38d. I am treated with respect by other students.	4023	2.90	29	Attention	10%	16%	41%	26%	7%
39e. There are opportunities for me to talk with teachers/staff about problems.	4012	3.08	24	Attention	8%	13%	38%	35%	6%
40f. There is at least one adult at school that I trust.	4014	3.27	15	Good	9%	8%	28%	51%	5%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8.

Table 37 displays the descriptive statistics for the survey items related to the following sub-construct: *Safety*. Half of the items in this construct fell within the “attention” or “action” ranges, with the item “My school is clean” earning the lowest mean score. Notably, the items “I feel safe at school” and “I feel safe going to and from school” both fell within the “attention” range.

Table 37. Safety of the Learning Environment, Safety, Grades 6-12

Safety of the Learning Environment: Safety	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
41a. I feel safe at school.	3979	2.99	27	Attention	8%	14%	43%	29%	6%
42b. I feel safe going to and from school.	3974	3.09	23	Attention	6%	13%	42%	35%	4%
43c. I am bullied at school.(R)	3956	1.75/3.25	34	Good	51%	25%	10%	9%	6%
44d. I am treated poorly at school because of my race or background.(R)	3962	1.69/3.31	35	Good	53%	26%	8%	8%	5%
45e. I am treated poorly at school because I am learning to speak English.(R)	3953	1.47/3.53	36	Good	63%	22%	4%	5%	7%
46f. I am treated poorly at school because I am dealing with a disability.(R)	3938	1.47/3.53	36	Good	63%	22%	5%	4%	6%
47g. My school is clean.	3961	2.13	32	Action	31%	28%	25%	9%	7%
48h. The school building is in good condition.	3949	2.46	31	Action	20%	22%	35%	14%	9%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action= <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

C. Survey Outcomes, Constructs

Table 38 displays the mean scores for each construct, number of items included in the construct, assessment rating, alpha level, and number of valid cases used to compute the alpha levels for each of the constructs assessed in the survey at the District level. Constructs with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. Constructs with means less than 3.2, but greater than or equal to 2.8, fall within the “attention” assessment zone, color-coded in orange. Notably, the construct *Safety of the Learning Environment* earned a mean score (3.08) that fell within the “attention” range. This suggests that students across grades 6-12 may perceive their school to be less safe than desired.

Table 38. District Means for Survey Constructs, Grades 6-12

Construct	n²	Mean	Assessment¹	Alpha³
Safety of the Learning Environment (Items=14)	2503	3.08	Attention	.812
Quality of the Academic Experience (Items=11)	3052	3.20	Good	.898
Academic Tenacity (Items=23)	2347	3.23	Good	.835

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action <2.8. ²The N value represents the number of valid cases used to calculate the alpha levels. ³Alpha levels higher than .70 are considered good.

D. Survey Outcomes, Constructs by Learning Network and Grade

Table 39 displays the mean scores and assessment rating for each of the constructs assessed in the survey at the Learning Network (LN) level. Constructs with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. Constructs with means less than 3.2, but greater than or equal to 2.8, fall with the “attention” assessment zone, color-coded in orange. As depicted, most Learning Networks scores for the constructs *Safety of the Learning Environment* and *Quality of the Academic Experience* fall within the “attention” assessment range, while all Networks earned “good” scores for *Academic Tenacity*. Interestingly, Learning Network 2 earned scores within the “good” assessment range for all of the overarching constructs measured.

Table 39. Construct Scores¹ by Learning Network, Grades 6-12

Learning Network	n ²	Safety of the Learning Environment	Quality of the Academic Experience	Academic Tenacity
1	728	3.09	3.30	3.24
2	151	3.04	3.09	3.28
3	637	3.10	3.18	3.22
4	185	3.24	3.26	3.22
5	458	3.02	3.16	3.20
6	650	3.14	3.18	3.26
7	751	3.05	3.20	3.24
8	1632	3.04	3.18	3.23

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

Table 40 shows the means for each of the constructs by grade level. Of note, the mean scores for *Academic Tenacity*, which fall within the “good” assessment range District-Wide and by Learning Network, fall within the “attention” rating zone for students in 9th and 10th grade.

Table 40. Construct Scores¹ by Grade Level, Grades 6-12

Grade	n ²	Safety of the Learning Environment	Quality of the Academic Experience	Academic Tenacity
6 th	1229	3.13	3.34	3.30
7 th	1329	3.05	3.22	3.23
8 th	1468	3.03	3.15	3.20
9 th	345	3.09	3.02	3.17
10 th	254	3.12	3.06	3.18
11 th	237	3.12	3.10	3.22
12 th	332	3.15	3.10	3.21

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

E. Survey Outcomes, Constructs by School

Tables 41-43 display the 10 schools earning the highest and lowest means for each of the constructs measured in the survey. Schools were only included in this analysis if they received at least 10 survey responses.

Table 41 displays the 10 schools with the highest and lowest mean scores for the construct *Safety of the Learning Environment*. For this construct, Science Leadership Academy (SLA) earned the highest mean score, and Overbrook the lowest. Notably, Overbrook’s score was more than a full point lower than that of SLA.

Table 41. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Safety of the Learning Environment, Grades 6-12

Top Ten Schools	Number of Responses	Safety of the Learning Environment
SCIENCE LEADERSHIP ACADEMY	14	3.60
ROXBOROUGH HIGH SCHOOL	15	3.42
HILL-FREEDMAN WORLD ACADEMY	22	3.41
WELSH, JOHN SCHOOL	18	3.38
MC CALL, GEN. GEORGE A. SCHOOL	61	3.37
WIDENER MEMORIAL SCHOOL	40	3.37
DUNBAR, PAUL L. SCHOOL	13	3.36
PENN TREATY HIGH SCHOOL	16	3.35
PHILA LEARNING ACADEMY NORTH	58	3.35
LA BRUM GEN J HARRY MIDDLE SCH	10	3.34
Bottom Ten Schools		
FRANKLIN BENJAMIN HIGH SCHOOL	16	2.88
LEEDS, MORRIS E. MIDDLE SCHOOL	18	2.86
COOK-WISSAHICKON SCHOOL	10	2.83
PARKWAY NORTHWEST HS	10	2.82
FRANKLIN LEARNING CENTER	15	2.75
HAMILTON, ANDREW SCHOOL	25	2.73
MC KINLEY, WILLIAM SCHOOL	11	2.69
RANDOLPH TECH HIGH SCHOOL	14	2.67
JOHN BARTRAM HIGH SCHOOL	18	2.54
OVERBROOK HIGH SCHOOL	13	2.43

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 42 displays the 10 schools with the highest and lowest mean scores for the construct *Quality of the Academic Experience*. For this construct, Dunbar earned the highest mean score, and Parkway Northwest the lowest.

Table 42. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Quality of the Academic Experience, Grades 6-12

Top Ten Schools	Number of Responses	Quality of the Academic Experience
DUNBAR, PAUL L. SCHOOL	13	3.57
KEY, FRANCIS SCOTT SCHOOL	33	3.56
HOLME, THOMAS SCHOOL	40	3.52
MC CALL, GEN. GEORGE A. SCHOOL	61	3.52
WELSH, JOHN SCHOOL	18	3.51
WASHINGTON, GROVER JR. MIDDLE SCHOOL	10	3.48
MCCLOSKEY, JOHN F. SCHOOL	95	3.45
HILL-FREEDMAN WORLD ACADEMY	22	3.43
LA BRUM GEN J HARRY MIDDLE SCH	10	3.42
WILSON, WOODROW MIDDLE	53	3.40
Bottom Ten Schools		
JOHN BARTRAM HIGH SCHOOL	18	2.97
RANDOLPH TECH HIGH SCHOOL	14	2.97
WASHINGTON, GEORGE HIGH SCHOOL	69	2.95
CREATIVE AND PERFORMING ARTS HIGH SCHOOL	24	2.88
MC KINLEY, WILLIAM SCHOOL	11	2.87
LANKENAU HIGH SCHOOL	74	2.82
FRANKLIN LEARNING CENTER	15	2.68
DISSTON, HAMILTON SCHOOL	12	2.57
OVERBROOK HIGH SCHOOL	13	2.49
PARKWAY NORTHWEST HS	10	2.27

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 43 displays the 10 schools with the highest and lowest mean scores for the construct *Academic Tenacity*. For this construct, the General J Harry LaBrum Middle School earned the highest mean score, and Overbrook the lowest. Notably, mean scores for the bottom ten schools fell across all three assessment zones: “good,” “attention,” and “action.”

Table 43. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Academic Tenacity, Grades 6-12

Top Ten Schools	Number of Responses	Academic Tenacity
LA BRUM, GEN J HARRY MIDDLE SCHOOL	10	3.42
KEY, FRANCIS SCOTT SCHOOL	33	3.41
WILSON, WOODROW MIDDLE	53	3.41
HOLME, THOMAS SCHOOL	40	3.40
MAYFAIR SCHOOL	35	3.36
BREGY, F. AMEDEE SCHOOL	111	3.35
DISSTON, HAMILTON SCHOOL	12	3.35
MIDDLE YEARS ALTERNATIVE SCHOOL	26	3.35
ROXBOROUGH HIGH SCHOOL	15	3.33
BALDI, C. C. A. MIDDLE SCHOOL	114	3.32

Bottom Ten Schools	Number of Responses	Academic Tenacity
ACADEMY AT PALUMBO	20	3.27
CREATIVE AND PERFORMING ARTS HIGH SCHOOL	24	3.25
BODINE, WILLIAM W. H.S.	67	3.07
LANKENAU HIGH SCHOOL	74	3.06
WASHINGTON, GEORGE HIGH SCHOOL	69	2.95
SOUTHWARK SCHOOL	132	2.93
PARKWAY NORTHWEST HS	10	2.82
FRANKLIN LEARNING CENTER	15	2.75
MC KINLEY, WILLIAM SCHOOL	11	2.69
OVERBROOK HIGH SCHOOL	13	2.43

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

VII. Attention & Action Items

A. Attention & Action Items, District

Table 44 displays the items whose District-Wide mean scores fell within the “action” or “attention” ranges. Items with means less than 3.2 but greater than or equal to 2.8 fall within the “attention” assessment zone, color-coded in orange, while items with means less than 2.8 fall within the “action” assessment zone, color-coded in red. A total of 22 items fell within the “action” or “attention” ratings range – four within “action” and eighteen within “attention.”

Table 44. Attention & Action Items, District, Grades 6-12

Items Requiring Attention & Action	n²	Mean	Assessment¹	Construct
10e. My teachers explain information in a way I understand.	4509	3.13	Attention	Quality of the Academic Experience
12b. My school gives me work that is neither too easy nor too hard.	4273	3.01	Attention	Quality of the Academic Experience
13c. My school meets my learning needs.	4206	3.08	Attention	Quality of the Academic Experience
14d. I learn interesting things in my classes.	4345	3.12	Attention	Quality of the Academic Experience
15e. I am happy with the education I am getting at my school.	4260	3.11	Attention	Quality of the Academic Experience
21a. I have been shown how to study for tests.	4165	3.10	Attention	Academic Tenacity
22b. I have been taught how to manage my time.	4148	3.09	Attention	Academic Tenacity

Items Requiring Attention & Action	n²	Mean	Assessment¹	Construct
23c. I set aside time outside of school to do my homework and study.	4124	2.93	Attention	Academic Tenacity
27g. If my schoolwork is challenging, I give up. (R)	4105	1.84/3.16	Attention	Academic Tenacity
29b. When in school, I focus on performing better than my classmates.	3827	2.99	Attention	Academic Tenacity
30c. When in school, I focus on not looking dumb in class. (R)	3832	3.07/1.93	Action	Academic Tenacity
33f. I can't change how smart I am. (R)	3693	2.58/2.42	Action	Safety of the Learning Environment
34g. My work in school makes me think about who I am and what I believe in.	3652	3.09	Attention	Academic Tenacity
35a. I feel welcome in my school.	3828	3.09	Attention	Safety of the Learning Environment
37c. When I am in school, I feel like I belong.	3707	2.99	Attention	Safety of the Learning Environment
38d. I am treated with respect by other students.	3737	2.90	Attention	Safety of the Learning Environment
39e. There are opportunities for me to talk with teachers/staff about problems.	3761	3.08	Attention	Safety of the Learning Environment
41a. I feel safe at school.	3744	2.99	Attention	Safety of the Learning Environment
42b. I feel safe going to and from school.	3802	3.09	Attention	Safety of the Learning Environment
47g. My school is clean.	3676	2.13	Action	Safety of the Learning Environment
48h. The school building is in good condition.	3611	2.46	Action	Safety of the Learning Environment
7b. My teachers treat me with respect.	4550	3.16	Attention	Quality of the Academic Experience

¹Assessment: Attention= >2.8 & <3.2; Action <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means, displayed in red. ²n equals the highest number of valid responses for an item for each grade.

B. Attention & Action Items, by Learning Network

Tables 45-47 display the item means for those items whose District-Wide mean scores fell within the “action” or “attention” assessment range, organized by Learning Network. As can be seen, although the District averages for these items all fell within the “action” or “assessment” range, there is some significant variation in scores for each Learning Network.

Table 45 contains the means for the first seven attention & action items. Means scores for these items generally fell within the “attention” assessment range across the Learning Networks.

Table 45. Attention & Action Items by Learning Network¹, Items 1-7, Grades 6-12

Learning Network	n ²	7b. My teachers treat me with respect.	10e. My teachers explain information in a way I understand.	12b. My school gives me work that is neither too easy nor too hard.	13c. My school meets my learning needs.	14d. I learn interesting things in my classes.	15e. I am happy with the education I am getting at my school.	21a. I have been shown how to study for tests.
1	657	3.29	3.26	3.10	3.16	3.27	3.26	3.13
2	113	3.08	3.08	2.99	2.87	2.97	2.81	3.09
3	571	3.19	3.05	2.92	3.08	3.12	3.08	3.12
4	151	3.30	3.15	3.14	3.16	3.19	3.20	3.13
5	403	3.17	3.07	2.99	2.97	3.09	3.00	2.97
6	567	3.04	3.11	2.97	3.12	3.16	3.12	3.11
7	661	3.18	3.13	3.00	3.04	3.12	3.08	3.13
8	1428	3.12	3.13	3.02	3.08	3.05	3.10	3.10

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ² n equals the highest number of valid responses for an item for each LN.

Table 46 contains the means for the next eight attention & action items. Of interest, all mean scores for items 30c “When in school, I focus on not looking dumb in class” and 33f “I can’t change how smart I am” fall within the “action” assessment zone.

Table 46. Attention & Action Items by Learning Network¹, Items 8-15, Grades 6-12

Learning Network	n ²	22b. I have been taught how to manage my time.	23c. I set aside time outside of school to do my homework and study.	27g. If my schoolwork is challenging, I give up. (R)	29b. When in school, I focus on performing better than my classmates.	30c. When in school, I focus on not looking dumb in class. (R)	33f. I can't change how smart I am. (R)	34g. My work in school makes me think about who I am and what I believe in.	35a. I feel welcome in my school.
1	657	3.15	2.96	3.06	3.02	1.92	2.27	3.19	3.14
2	113	3.00	3.04	2.96	3.26	1.77	2.28	3.24	2.92
3	571	3.07	2.99	3.13	2.92	1.96	2.48	3.13	3.12
4	151	3.09	2.82	3.15	3.11	1.97	2.17	3.08	3.29
5	403	2.99	2.85	3.08	2.93	2.04	2.48	3.03	3.02
6	567	3.14	3.01	3.32	2.99	2.00	2.51	3.02	3.10
7	661	3.11	2.96	3.09	3.06	1.85	2.30	3.17	3.13
8	1428	3.07	2.88	3.21	2.96	1.91	2.49	3.04	3.05

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN. Note: The reverse scores for reverse-coded (R) items are used in this analysis.

Table 47 contains the mean scores for the final seven attention & action items. Alarming, all but one mean score for items 47g “My school is clean” and 48h “The school building is in good condition” fall within the “action” assessment zone.

Table 47. Attention & Action Items by Learning Network¹, Items 16-22, Grades 6-12

Learning Network	n ²	37c. When I am in school, I feel like I belong.	38d. I am treated with respect by other students.	39e. There are opportunities for me to talk with teachers/staff about problems.	41a. I feel safe at school.	42b. I feel safe going to and from school.	47g. My school is clean.	48h. The school building is in good condition.
1	657	3.01	2.94	3.14	3.07	3.20	2.32	2.59
2	113	2.74	2.89	3.16	2.98	3.19	2.07	2.55
3	571	2.97	2.87	3.11	3.00	3.14	2.29	2.57
4	151	3.11	3.18	3.16	3.25	3.22	2.75	3.00
5	403	2.92	2.94	3.07	2.86	2.99	2.04	2.28
6	567	3.04	2.90	3.08	3.11	3.07	2.13	2.60
7	661	3.06	2.93	3.12	2.92	2.96	2.03	2.40
8	1428	2.96	2.85	3.01	2.96	3.11	2.01	2.33

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

C. Attention & Action Items, by Grade

Tables 48-50 display the item means for those items whose District-Wide mean scores fell within the “action” or “attention” assessment range, organized by grade.

Table 48 contains the mean scores for the first seven attention & action items. As shown, most mean scores for these items fell within the “attention” assessment range.

Table 48. Attention & Action Items by Learning Network¹, Items 1-7, Grades 6-12

Grade	n ²	7b. My teachers treat me with respect.	10e. My teachers explain information in a way I understand.	12b. My school gives me work that is neither too easy nor too hard.	13c. My school meets my learning needs.	14d. I learn interesting things in my classes.	15e. I am happy with the education I am getting at my school.	21a. I have been shown how to study for tests.
6 th	1091	3.23	3.26	3.10	3.26	3.32	3.35	3.32
7 th	1195	3.14	3.15	3.01	3.13	3.15	3.13	3.14
8 th	1302	3.11	3.11	3.00	3.02	3.03	3.04	3.06
9 th	276	3.07	2.88	2.90	2.91	2.91	2.88	2.86
10 th	200	3.12	2.97	2.87	2.91	2.95	2.92	2.74
11 th	200	3.27	3.05	2.88	2.83	3.03	2.86	2.86
12 th	294	3.25	3.06	2.97	2.84	3.01	2.83	2.81

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

Table 49 contains the mean scores for the next eight attention & action items. As in the analysis by Learning Network, all mean scores for items 30c “When in school, I focus on not looking dumb in class” and 33f “I can’t change how smart I am” fell within the “action” assessment zone.

Table 49. Attention & Action Items by Learning Network¹, Items 8-15, Grades 6-12

Grade	n ²	22b. I have been taught how to manage my time.	23c. I set aside time outside of school to do my homework and study.	27g. If my schoolwork is challenging, I give up. (R)	29b. When in school, I focus on performing better than my classmates.	30c. When in school, I focus on not looking dumb in class. (R)	33f. I can’t change how smart I am. (R)	34g. My work in school makes me think about who I am and what I believe in.	35a. I feel welcome in my school.
6 th	1091	3.27	3.02	3.22	3.03	1.83	2.28	3.27	3.18
7 th	1195	3.11	2.94	3.18	2.94	1.96	2.45	3.04	3.04
8 th	1302	3.05	2.86	3.07	2.98	1.94	2.47	3.04	3.02
9 th	276	2.92	2.86	3.11	3.01	2.01	2.34	3.07	3.11
10 th	200	2.78	2.93	3.20	3.07	1.84	2.50	2.93	3.26
11 th	200	2.83	2.99	3.26	3.02	2.06	2.62	2.96	3.15
12 th	294	2.86	2.97	3.19	2.99	2.16	2.53	3.00	3.20

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

Table 50 contains the mean scores for the final seven attention & action items. Similar to the analysis by Learning Network, all mean scores for items 47g “My school is clean” and 48h “The school building is in good condition” fell within the “action” assessment zone.

Table 50. Attention & Action Items by Learning Network¹, Items 16-22, Grades 6-12

Grade	n ²	37c. When I am in school, I feel like I belong.	38d. I am treated with respect by other students.	39e. There are opportunities for me to talk with teachers/staff about problems.	41a. I feel safe at school.	42b. I feel safe going to and from school.	47g. My school is clean.	48h. The school building is in good condition.
6 th	1091	3.07	2.96	3.17	3.08	3.14	2.20	2.62
7 th	1195	2.97	2.83	3.07	2.95	3.14	2.05	2.38
8 th	1302	2.93	2.85	3.00	2.92	3.04	2.05	2.38
9 th	276	3.02	2.94	3.05	2.98	2.97	2.25	2.49
10 th	200	2.93	3.00	3.07	3.11	3.02	2.36	2.54
11 th	200	2.95	2.98	3.11	3.05	3.07	2.42	2.58
12 th	294	3.10	3.16	3.17	3.14	3.14	2.24	2.44

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

VIII. Qualitative Feedback

In addition to the multiple choice items, students were provided with five open-ended items placed throughout the survey, and a free response section at the end of the survey. Each of the five open-ended items asked students to explain why they answered a specific multiple-choice item in the manner that they did. The free response section at the end of the survey allowed students to write freely about their school.

For the first wave of analysis the ORE investigated each of the five open-ended items. Unlike the initial qualitative analysis performed on the 3-5 student survey, the free response section in the 6-12 student survey was not chosen for the initial wave of analysis due to a low response rate. We hypothesize that the low response rate for this item was due to the open-ended questions preceding it in the 6-12 survey.

To analyze the data from the selected items ORE used NVIVO software in combination with human coding. To identify prominent themes within students' responses to each item, the research team used frequency counts to identify the 100 most common words¹¹ contained within the responses. Themes were then selected that were well represented within the list of most frequent words and that aligned with District priorities. Coding schemes within the themes were subsequently derived through aligning District interests with organically emerging patterns from the selected content. Analysis is presented below by item.

A. "Learning a lot in school will help me have a good life."

Of the 5,278 students who took the 6-12 grade survey, 3,722 (71%) wrote comments for the open-ended item, "Please think about your answer to the previous statement (Learning a lot in school will help me have a good life) and tell us why you chose the answer you did." Frequency analysis highlighted the prevalence of the words "college," "career," "job," and "future" in students' responses to this item (all of these words were within the top 100 across student responses). Given the presence of these words on the list and the District's focus on college and career readiness, the aforementioned terms were chosen to guide the subsequent analysis of this item.

A search for responses containing the selected terms returned 1,504 unique student responses (40% of those who responded to the item). The responses yielded from this search were then analyzed on the following two dimensions: whether the responses indicated that school was important for college success and whether the responses indicated that school was important for career/future success.

¹¹ The search used specified words more than three characters in length to exclude common words like it, I, the, etc.

i. The importance of school for college success

Of the 1,504 students who responded to this item, 372 (25%) expressed that school was important to their succeeding in college. One student expressed that school was not important to their succeeding in college, and seven identified that some aspects of school were, while others were not. The remaining 1,124 responses (75%) did not address this dimension. Example responses are displayed below.

Example Responses: The importance of school for college success

School is important for college success

"I chose that answer because I feel as if education is the most powerful thing a person can ever obtain. Having a great education can take you places you've dreamed of going. I believe that an education leads to better grades, which lead you to college..."

School is not important for college success

"Too much focus is put onto college. College does not secure a good future and a good job. What college does secure is that you will have a lot of debt..."

Mixed response

"Some of the classes that I take have no impact for my future. I would rather take more classes that go with my major rather than taking required classes like Social Science."

ii. The importance of school for career/future success

Out of the 1,504 responses to this item, an overwhelming majority, 1,338 (89%), expressed that school was important to career/future success. Thirty-six responses (2%) indicated that school was not important to career/future success, and 51 (3%) expressed mixed opinions. Only 79 responses (5%) did not address the role of school in career or future success. Example responses are displayed below.

Example Responses: The importance of school for career/future success

School is important for career/future success

"i chose this answer because education will help me receive the knowledge that i need to get the perfect grades for the right job."

School is not important for career/future success

"School has not helped me prepare for life in the long run. They teach us irrelevant things that do not play a major role in any future besides teaching."

Mixed response

"Depending on what you learn a lot of in school, it may help or it may not help..."

Summary

Overall, it is evident that the a large percentage of students who responded to this open-ended item believe that learning a lot in school will help them have a good life by facilitating their career/future success. That many students see their current education as integral to achieving their future career/life goals is undoubtedly positive (especially given the fact that students reported very strong agreement with the survey item, "I stay focused on my long-term goals").

It is interesting, however, that only a quarter of the respondents from the sub-group being analyzed (and 12% of all students who responded to the item) identified college success as an important function of their current learning. It is certainly possible that students who did not specifically address college nevertheless factor it into their career plans. This would appear to be the case, as the preponderance of 6-12 grade students taking the survey (68% of students who responded to the survey item regarding the level of education they plan to pursue) identified that they plan to attend college. Even so, that relatively few students explicitly mentioned college may indicate that career outcomes are more salient in students' considerations of the value of school.

Finally, it must be noted that only 58% of survey respondents answered this item. Thus, respondents were a self-selected group of a (at least partially) self-selected group (those who took the survey). As such, the results may be skewed by the fact that only those students motivated enough or possibly directed to fill out the open-ended item completed the item. (This constraint holds for all following qualitative analyses in this section as well.)

B. "My teachers explain things in a way I understand."

Of the 5,278 students who took the 6-12 grade survey, 3,341 (63%) wrote comments for the open-ended item, "Please think about your answer to the previous statement (My teachers explain things in a way I understand) and tell us why you chose the answer you did." The word "math" and its variants were among the 100 most common words across student responses to this item, highlighted by the frequency analysis. Given the presence of this word on the list, the

fact that “math” was the only subject to appear on the list, the presence of the word “math” on the list of 100 most frequent words across all open-ended response items, and the District’s focus on STEM fields, the aforementioned term and its variants were chosen to guide the subsequent analysis of this item.

A search for responses containing the terms returned 109 unique student responses (3% of those who responded to the item). The responses yielded from this search were then analyzed as to whether the responses indicated that math was taught in a manner that the respondent could understand.

i. Math is taught in a way I understand

Of the 109 unique student responses to this item, 49 (45%) expressed that math was taught in a way they understood. Conversely, 47 responses (43%) expressed that math was not taught in a way they understood. Thirteen respondents (12%) did not address this dimension. Example responses are displayed below.

Example Responses: Math is taught in a way I understand.

Math is taught in a way I understand

“every time i do math the teacher keeps explaining it until everyone in the classroom gets what she is saying.”

Math is not taught in a way I understand

“My (math) teacher do not at all explain in a way I can understand it. If I say I don't get it he either says oh well or just repeats what he says and I still do not get it.”

Summary

It is notable that the word “math” appears with such frequency in student responses to this item, especially as the word does not appear in any of the item prompts throughout the survey. Its prevalence is also interesting, given that no other school subject appears on the list of the 100 most common words for this item.¹² Moreover, that more respondents identified math class as taught in a way they understand, than in a way they did not understand, may come as a surprise to some, given the common perception of math courses as being especially problematic for students. The results from this analysis do not support such a perception, though, and indeed suggest that many students find their math classes to be taught in an exemplary manner.

¹² The word “reading” does appear towards the bottom of the list, but is not generally used to refer to the subject “reading.”

That being said, many students also highlighted that math was the subject that they felt was taught with the least clarity. In considering the potential reasons for the dichotomy in the responses to this item, it is of course possible that it is due to student level characteristics. However, it is also possible that math teachers may exist, or may be perceived by students as existing, toward the extremes of a continuum of teacher quality. That is, students highlighting math with such frequency in their responses to this item and having such polar differences in their appraisal of their math teachers may speak to the fact that math teachers may be more likely to be or be viewed as being either “good” or “bad” teachers within their domain (and thus less likely to fall somewhat in between such valuations).

While such a suggestion is necessarily preliminary, and limited by the nature and scope of the sample, the focus on mathematics preparation and relatively low performance of many students in this domain supports the need for further inquiry.

C. “I am happy with the education I am getting at my school.”

Of the 5,278 students who took the 6-12 grade survey, 3,062 (58%) wrote comments for the open-ended item, “Please think about your answer to the previous statement (I am happy with the education I am getting at my school) and tell us why you chose the answer you did.” Among the 100 most common words for this item highlighted by the frequency analysis were the words “teacher” and “teachers” (and their variants). Given the presence of these words on the list and the District’s interest in utilizing student data to assess teacher quality, the aforementioned terms were chosen to guide the subsequent analysis of this item.

A search for responses containing the terms returned 360 unique student responses (12% of those who responded to the item). The responses yielded from this search were then analyzed along two dimensions: whether students were pleased with *what* they were learning in the classroom and whether they were pleased with *how* they were being taught.

i. I am pleased with what I am being taught in school.

Of the 360 unique student responses to this item, 166 (46%) expressed that they were pleased with what they were being taught in school. Fifty-two responses (14%) expressed that they were not pleased with what they were being taught in school and 10 respondents (3%) expressed mixed opinions. The remaining 132 (37%) did not address this dimension. Example responses are displayed below.

Example Responses: I am pleased with what I am being taught in school.

I am pleased with what I am being taught in school.

"I chose the answer "strongly agree" for the previous statement because I am happy with the education I am getting at my school. Everyday I would learn something new in every subjects."

I am not pleased with what I am being taught in school.

"i feel as tho my school do not teach us as much as they are susposed to."

Mixed response

"I am kind of happy with the education I am getting because the teachers teach me everything I need to know to pass the pilot's IQ test, but they are not teaching me how to help run a sucessful household."

ii. I am pleased with how I am being taught in school.

Of the 360 unique student responses to this item, 81 (23%) expressed that they were pleased with how they were being taught in school. Sixty responses (17%) expressed that they were not pleased with how they were being taught in school and 12 respondents (3%) expressed mixed opinions. Two hundred and seven respondents (58%) did not address this dimension. Example responses are displayed below.

Example Responses: I am pleased with how I am being taught in school.

I am pleased with how I am being taught in school.

"I happy with the education I am getting now because I love my teachers, they seem excited and passionate about what they are teaching. And sometimes even go the extra mile and bring in outside sources so the the class can better relate to things, it's better then just reading a text book."

I am not pleased with how I am being taught in school.

"They don't push us enough i feel like I'm still in middle school, the teachers gives us busy work."

Mixed response

"I feel as though some teachers in my school are very good at educating, other lack teaching skills."

Summary

Of those who responded to this survey item, a plurality expressed that they were happy with what and/or how they were being taught in school. It is of interest though, that a much wider margin between those who were satisfied and unsatisfied existed for comments pertaining to

what was being taught, as opposed to *how* students were being taught. In point of fact, over three times as many responses expressed satisfaction with the content being taught (compared to those which expressed dissatisfaction). Conversely, only 1.35 times as many responses indicated satisfaction with how students were being taught (as opposed to those that expressed dissatisfaction). This result may indicate that students are proportionally more satisfied with the content of their education than with how they are presented with that content. It is also possible though, that students are more knowledgeable about differences in teaching (having been exposed to numerous teachers during their education) than differences in curriculum. Thus, having such a dearth of exposure to other curricula may make students less inclined and less able to make evaluations of what they are learning.

With that in mind, it is also worth reinforcing that students who positively evaluated the content of their education did not always positively evaluate their teachers, and vice versa. This suggests that students do have the ability and willingness to differentiate between the content and process of education, which strengthens the case for the use of their feedback in evaluating the education provided to them.

D. “I stay focused on my long-term goals.”

Of the 5,278 students who took the 6-12 grade survey, 2,875 (54%) wrote comments for the open-ended item, “Please think about your answer to the previous statement (I stay focused on my long-term goals) and tell us why you chose the answer you did.” Frequency analysis identified the word “college” (and its variants) as one of the 100 most common words in responses for this item. Again, given the presence of this word among the 100 most common for this item and the District’s interest in college readiness, the term “college” and its variants were chosen to guide the subsequent analysis of this item.

A search for responses containing the terms returned 120 unique student responses (4% of those who responded to the item). The responses yielded from this search were then analyzed as to whether the response indicated that college was a long-term goal for the respondent.

i. College is a long-term goal.

Of the 120 unique student responses to this item that included the word college, 120 (100%) expressed that college was a long-term goal. An example response is displayed below.

Example Responses: College is a long-term goal.

College is a long-term goal.

“I chose this because everytime I am debating on whether doing homework or a project the first thing that comes to mind is, How am I going to go to College, if I do not do my work. When ever I make a choice I always reflect my answer on a goal I want to accomplish later on in life.”

Summary

The pattern of responses to this item can be viewed in at least two ways. From one perspective, one could argue that the fact that only 4% of respondents identified college as a long-term goal is disappointing or cause for concern, given the importance of obtaining a college degree in today's economy, as well as the District's commitment to prepare all students for college/career. Alternatively, it can be argued that having 4% of respondents identify college as a long-term goal is promising, given that no specific mention of college was made in the item prompt. To obtain a clearer perspective it will be imperative that we used longitudinal student data to track the prevalence of comments of this nature and to expand the sample of students taking the survey.

E. "My work in school makes me think about who I am and what I believe in."

Of the 5,278 students who took the 6-12 grade survey, 2,502 (47%) wrote comments for the open-ended item, "Please think about your answer to the previous statement (My work in school makes me think about who I am and what I believe in) and tell us why you chose the answer you did." Among the 100 most common words identified by the frequency analysis for this item was the word "life" (and its variants). Given the presence of this word among the 100 most common for this item and the importance of understanding what in their education students find relevant to their own lives, the term "life" and its variants were chosen to guide the subsequent analysis of this item.

A search for responses containing the term returned 95 unique student responses (4% of those who responded to the item). The responses yielded from this search were then analyzed on two dimensions: whether they indicated that school was relevant to respondents' lives and whether the responses indicated that school content or the self-knowledge/life skills gained through school were relevant.

i. School is relevant to my life.

Of the 95 unique student responses to this item, 67 (71%) identified that school was relevant to their lives. Twenty-one responses (22%) indicated that school was not relevant, three (3%) indicated mixed opinions, and four (4%) did not address this dimension. Example responses are displayed below.

Example Responses: School is relevant to my life.

School is relevant to my life.

"I strongly agree because when i get good grades i feel like i can make it in life."

School is not relevant to my life.

"...I believe that my school work and academic records have nothing to do with my outside life, personality, nor what I believe in."

Mixed Response

"Sometimes I question how the information taught in school will apply to my life but their are times when some assignments give me an inspiration or make me aware of my potential to master new things."

ii. School content and/or the self-knowledge/life skills gained through school is (are) relevant to my life.

Of the 95 unique student responses to this item, nine (9%) identified that school content was relevant to their lives. Thirty-five responses (37%) indicated that the self-knowledge/life skills gained through school were relevant to their lives. Three (3%) indicated mixed responses and 49 (52%) did not address this dimension. Example responses are displayed below.

Example Responses: School content and/or the self-knowledge/life skills gained through school is (are) relevant to my life.

School content is relevant to my life.

"I strongly agree with this because this year I took an AP environmental science class and now I am a environmentalist and am pursuing a college degree in the sciences. Science has become the basis of my life and also one of my strongest passions."

Self-knowledge/life skills gained through school are relevant to my life.

"My work ethic when it comes to school work forces me to evaluate the amount of effort that I put into other tasks in my life."

Mixed Response

"Knowing things in school will help pursue what i want to do with my own life, this helps me learn about myself and where it will lead me."

Summary

A majority of students who responded to this item identified that school was relevant to their lives. Notably, it was self-knowledge/life skills gained through school, rather than specific school content, that students most often identified as relevant. Again, though from a small

sample, this theme should be investigated going forward, as the results have the potential to have significant implications for teaching within the District.

Overview: Parent & Guardian Survey

The District-Wide Parent & Guardian Survey gauges parent and guardian feedback on the following constructs:

1. **Parent-School Partnership:** This refers to parents' perceptions of how well their child's school communicates with them, includes them in their child's education, and provides them with important information.
2. **Safety of the Learning Environment:** This refers to parents' perceptions of their child's physical, psychological, and emotional safety in and around the school environment.
3. **Quality of the Academic Experience:** This refers to parents' perceptions of the how well their child's school meets their child's learning needs and creates an environment conducive to learning and achievement.
4. **District/Charter Provider Performance:** This refers to parents' perceptions of District/Charter Provider accessibility and helpfulness and the extent to which parents feel that the District/Charter provider cares about the success of their children and is working to improve the education provided to their children. (See [Appendix O](#) for more information).

The District-Wide Parent & Guardian Survey contains 39¹³ substantive items, as well as seven areas for free response throughout the survey and a free response section at the end of the survey. Thirty-four items are answered on a four-point Likert-style scale ranging from Strongly Disagree (1) to Strongly Agree (4), with an additional "Don't Know/No Opinion" response option. The remaining questions, pertaining to parents' preferred methods of communication, perceptions of student absences, and School Advisory Councils, are multiple choice style questions.

This section of the report provides analysis of the 34 Likert-style responses aggregated at the District level for parents and guardians (henceforth "parents"). Specifically, this report provides statistics on the following information: (1) survey response rates by grade level, gender, Limited English Proficiency (LEP) status, disability status, race/ethnicity, non-English speaking households, schools, and learning networks and (2) survey outcomes by item, construct, grade, and school. Also included in this section are the results of qualitative analysis performed on parents' responses to the free response sections.

¹³ This number does not count distinct District and Charter items as separate questions, as the skip logic included in the survey only allowed parents to complete questions pertaining to the District *or* Charter Provider.

IX. Survey Response Rates

A. Response Rates, Student Demographics for Parent Respondents

In total, 1,687 students' parents across 219 schools took the District-Wide Parent & Guardian Survey. Table 51 indicates the percentage of parents with students in grades PK-12 who completed the survey. A slight general decline in response rates was observed for parents with students in higher grades, as compared to those with students in lower grades (with the exclusion of PK). Three respondents were unable to be identified.

Table 51. Response Rates by Grade Level, Parent and Guardian

Grade	# of respondents (n)	% of total respondents
PK	11	0.7%
K	162	9.6%
1st	152	9.0%
2nd	152	9.0%
3rd	169	10.0%
4th	155	9.2%
5th	162	9.6%
6th	120	7.1%
7th	112	6.6%
8th	102	6.0%
9th	112	6.6%
10th	82	4.9%
11th	88	5.2%
12th	105	6.2%
<i>Missing</i>	3	.02%
Total	1,687	100.0%

Note. Using student ID numbers, three respondents could not be identified in the system; thus, demographic information is not provided for three survey respondents.

Table 52 suggests that 51% of respondents were parents of female students, 7.9% were parents of students with Limited English Proficiency (LEP), and 11.4% were parents of a student with a disability.

Table 52. Gender, ELL and Disability Status of Students whose Parent/Guardian Responded

	Gender		English Language Learner		Disability			
	n	%	n	%	n	%		
Female	861	51.0%	Non-ELL	1550	91.9%	Non-Disability	1492	88.4%
Male	823	48.8%	ELL	134	7.9%	Disability	192	11.4%
<i>Missing</i>	3	.2%	<i>Missing</i>	3	.2%	<i>Missing</i>	3	.2%
Total	1687	100.0%	Total	1687	100.0%	Total	1687	100.0%

Note. Using student ID numbers, three respondents could not be identified in the system; thus, demographic information is not provided for three survey respondents.

With regard to race/ethnicity, the largest percentage of respondents (39.2%) had students who identified as Black or African-American; the second largest group of respondents (31.1%) had students identified as White.

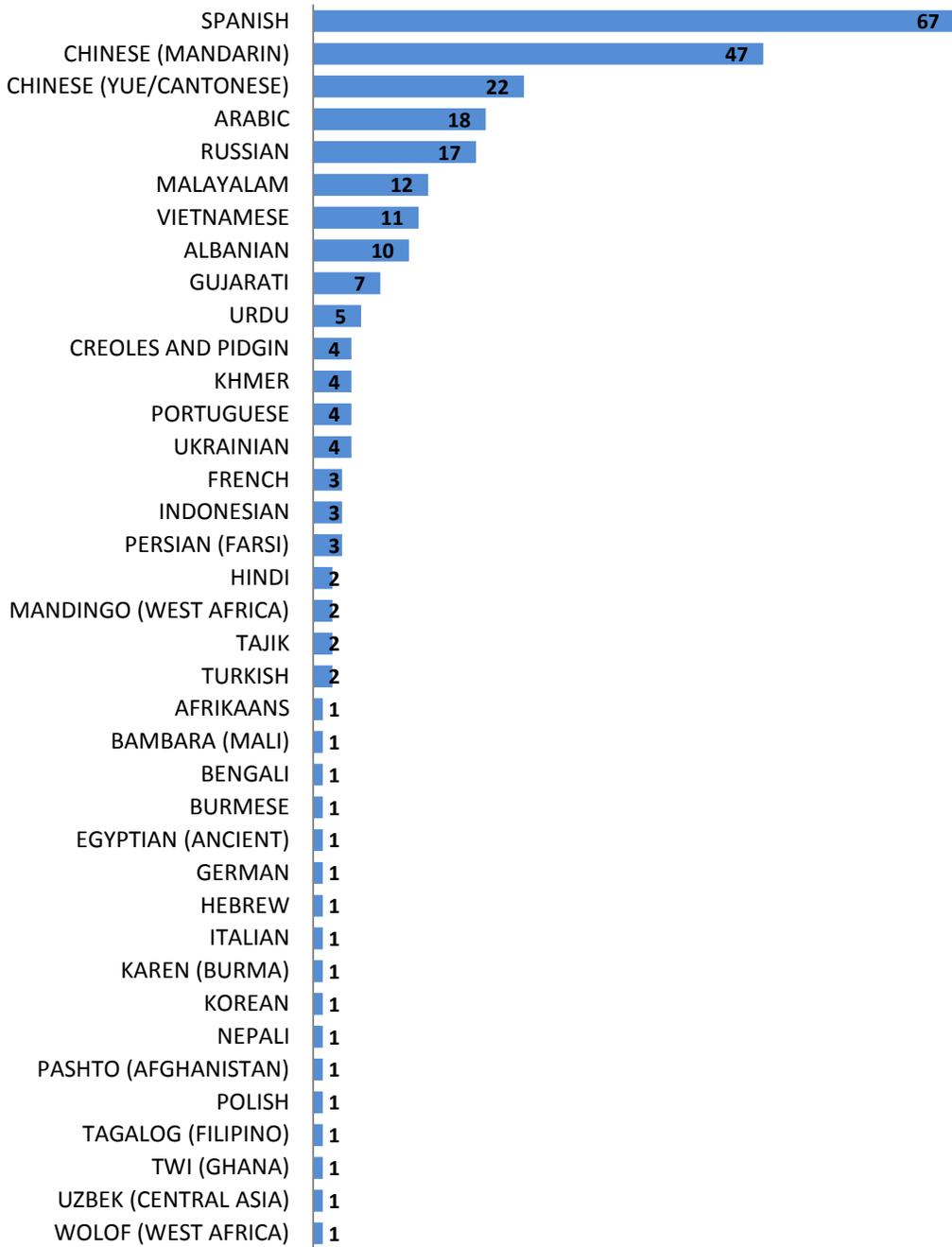
Table 53. Response Rates by Race/Ethnicity of Students whose Parent/Guardian Responded

Race/Ethnicity	# of respondents (n)	% of total respondents
American Indian/Alaskan Native	5	0.3%
Asian	187	11.1%
Black/African American	662	39.2%
Hispanic/Latino	178	10.6%
Multiracial/Other	128	7.6%
White	524	31.1%
<i>Missing</i>	3	0.2%
Total	1,687	100.0%

Note. Using student ID numbers, three respondents could not be identified in the system; thus, demographic information is not provided for three survey respondents.

Approximately 17% (n=279) of respondents come from non-English speaking households. Figure 16 displays the household languages of respondents with a language other than English designated as their household language. Specifically, 38 different non-English home languages are represented in the responses, with Spanish speaking households (n=67) being the most represented in this category.

Figure 16. Number of Survey Respondents With a Designated Home Language Other Than English, Parent/Guardian



B. Response Rates, by Schools, Regions, and Percentage of Enrollment

In total, parents with students in 219 schools took part in the District-Wide Parent & Guardian Survey. Only 21% of schools, however, had 10 or more responses. The number of survey respondents per school ranged from 1 to 137. The majority of schools—172 out of 219—had 10 or fewer parent respondents. These results suggest that the majority of schools that participated did not implement a school wide administration plan to engage parents in taking the survey. Thus, the responses from schools with a low number of respondents must be interpreted with caution. (See Appendix P for more information).

Figure 17. Range of Survey Responses by School

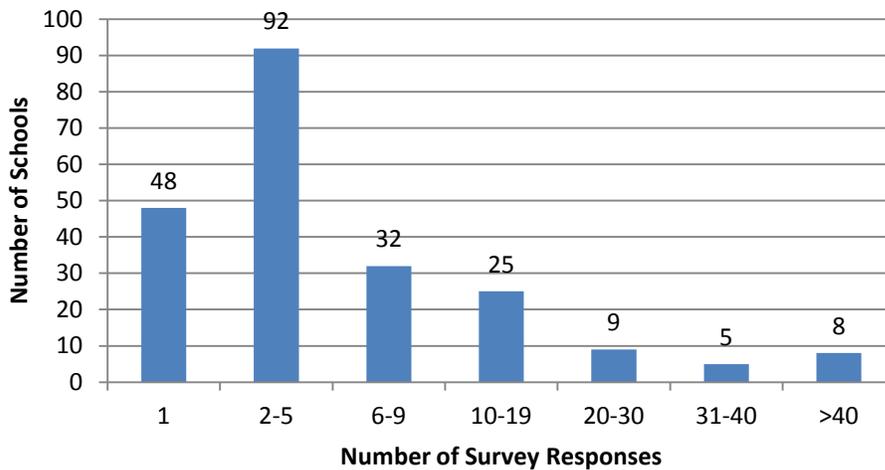
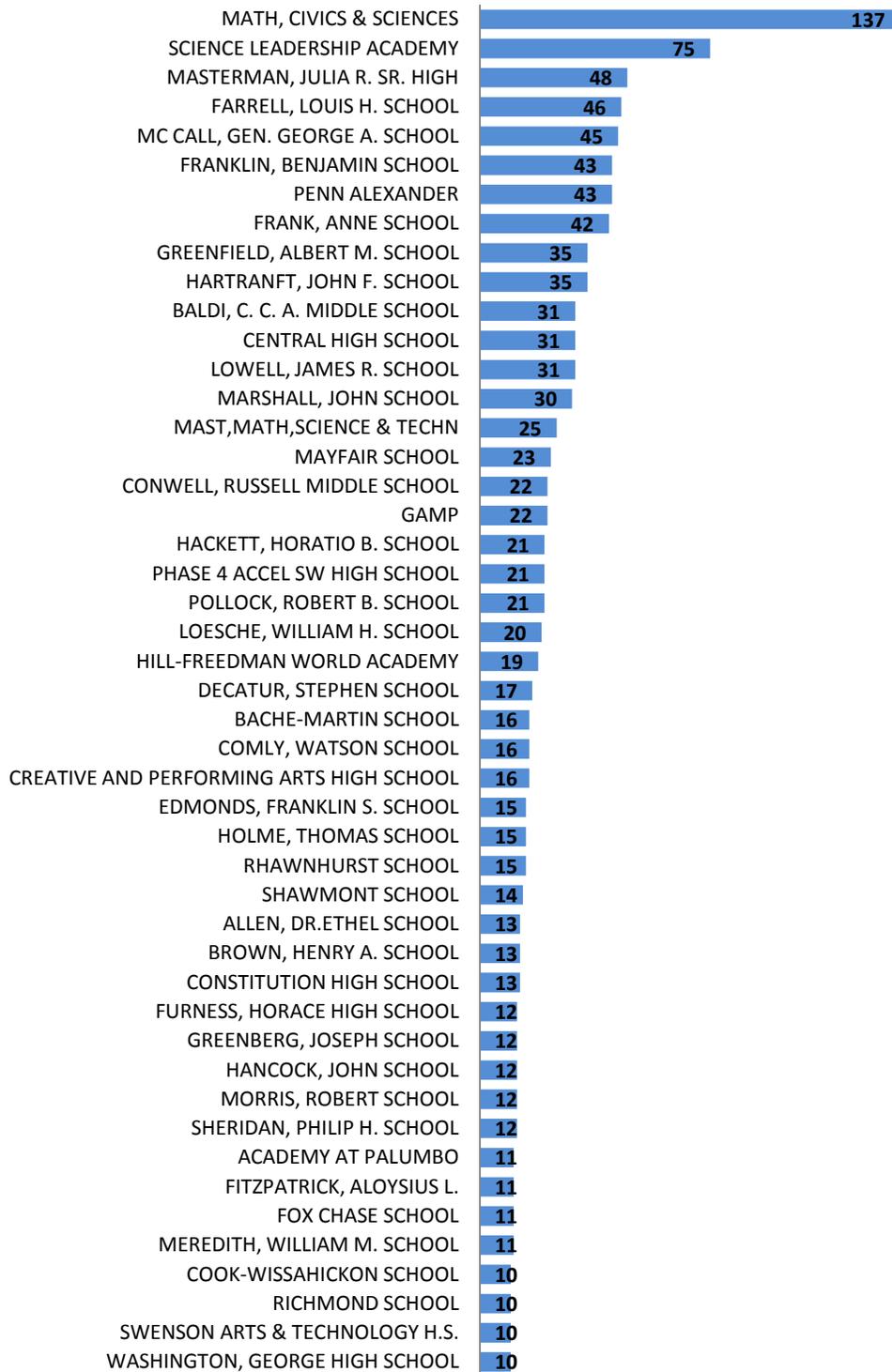


Table 54. Range of Survey Participation, Parent/Guardian

Range of Surveys Completed	Number of Schools
1	48
2-5	92
6-9	32
10-19	25
20-30	9
31-40	5
>40	8
Total	219

Figure 18 displays the schools with more than 10 parent responses. For instance, the Math, Civics, & Sciences School received 137 responses.

Figure 18. Schools with 10 or More Parent/Guardian Responses



Response rates for the survey by Learning Network are reported in Table 55. The Learning Networks with the highest number of respondents were 3, 7, and 8; Learning Networks 2 and 4 had the lowest. Table 55 also highlights the fact that 181 respondents (10.7%) were parents of charter school students.

Table 55. Parent Participation Rates by Learning Network, Parent/Guardian

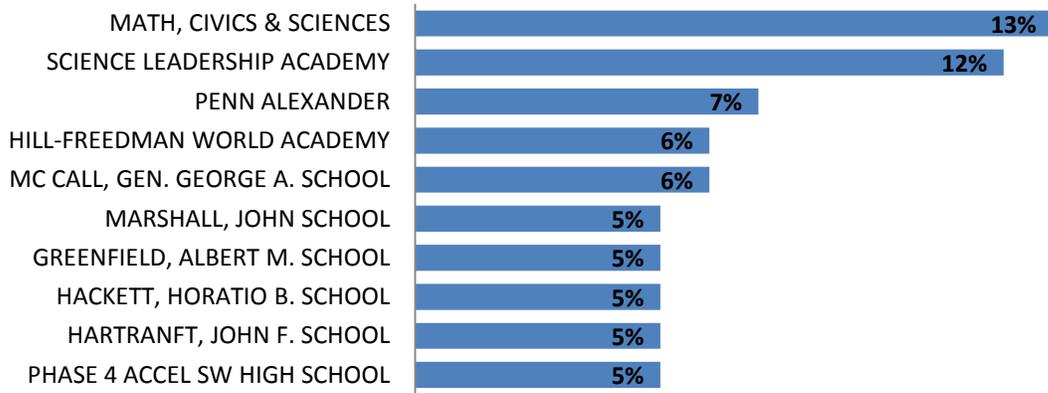
Learning Network	Assistant Superintendent	Rank	# of respondents (n)	% of total respondents
1	Dion Betts*	4	162	9.6%
2	Donyall Dickey*	7	99	5.9%
3	Dennis Creedon*	2	292	17.3%
4	Ben Wright*	8	38	2.3%
5	Cheryl Logan	6	147	8.7%
6	Karen Kolsky	5	153	9.1%
7	Ken Cherry*	3	195	11.6%
8	Lissa Johnson*	1	381	22.6%
<i>CHARTER SCHOOLS</i>	--		<i>181</i>	<i>10.7%</i>
<i>ECE CENTER</i>	--		<i>10</i>	<i>0.6%</i>
<i>INTERVENTION ALT ED LEVEL</i>	--		<i>24</i>	<i>1.4%</i>
<i>NEW SCHOOLS NETWORK</i>	--		<i>1</i>	<i>0.1%</i>
<i>SPECIALIZED INSTR. SERVIC</i>	--		<i>1</i>	<i>0.1%</i>
<i>Missing</i>	--		<i>3</i>	<i>0.2%</i>
Total	--		1687	100.0%

Note. Using student ID numbers, three respondents could not be identified in the system; thus, learning network information is not provided for three survey respondents. *Indicates Assistant Superintendents who have since left the position.

Response rates were also calculated as a percentage of school enrollment. Figure 19 depicts the 10 schools with the highest percentage of parent respondents. The school with the highest percentage of respondents was the Math, Civics, & Sciences School (13%)¹⁴ As seen below, even among those schools with the highest percentage of parent respondents, response rates were generally in the single digits, and no school had a response rate greater than 20%.

¹⁴ Head Start programs are not included in this analysis.

Figure 19. Schools with the Highest Percentage of Respondents, Parent/Guardian



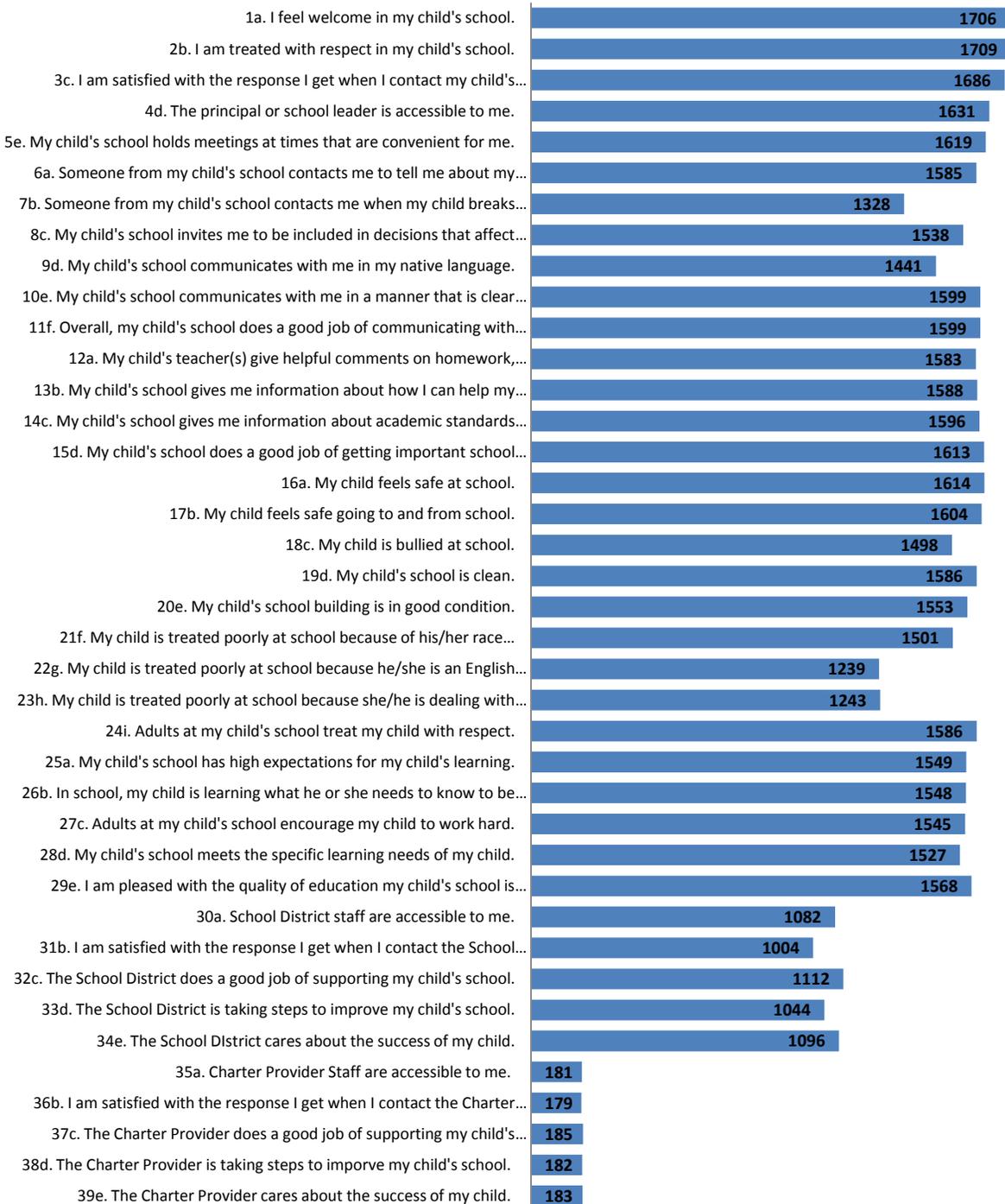
C. Response Rates, by Survey Item

Figure 20 displays the number of responses for each survey item. The number of responses per item ranged from a high of 1,709¹⁵ (for question 3b) to a low of 179 (for question 16b). Keeping in mind that parents answered questions pertaining to the District or the Charter Provider, the results indicate only a moderate drop-off in responses rates over the course of the survey.¹⁶

¹⁵ The number of responses may exceed the number of identified respondents, as up to two responses were accepted for each student – to allow two parents to respond to the survey.

¹⁶ Skip logic was used in the survey to direct parents toward the appropriate set of questions. That is, parents of charter school students were directed to questions about the charter provider, while parents of students in District schools were directed to questions pertaining to the District.

Figure 20. Number of Responses per Item, Parent/Guardian



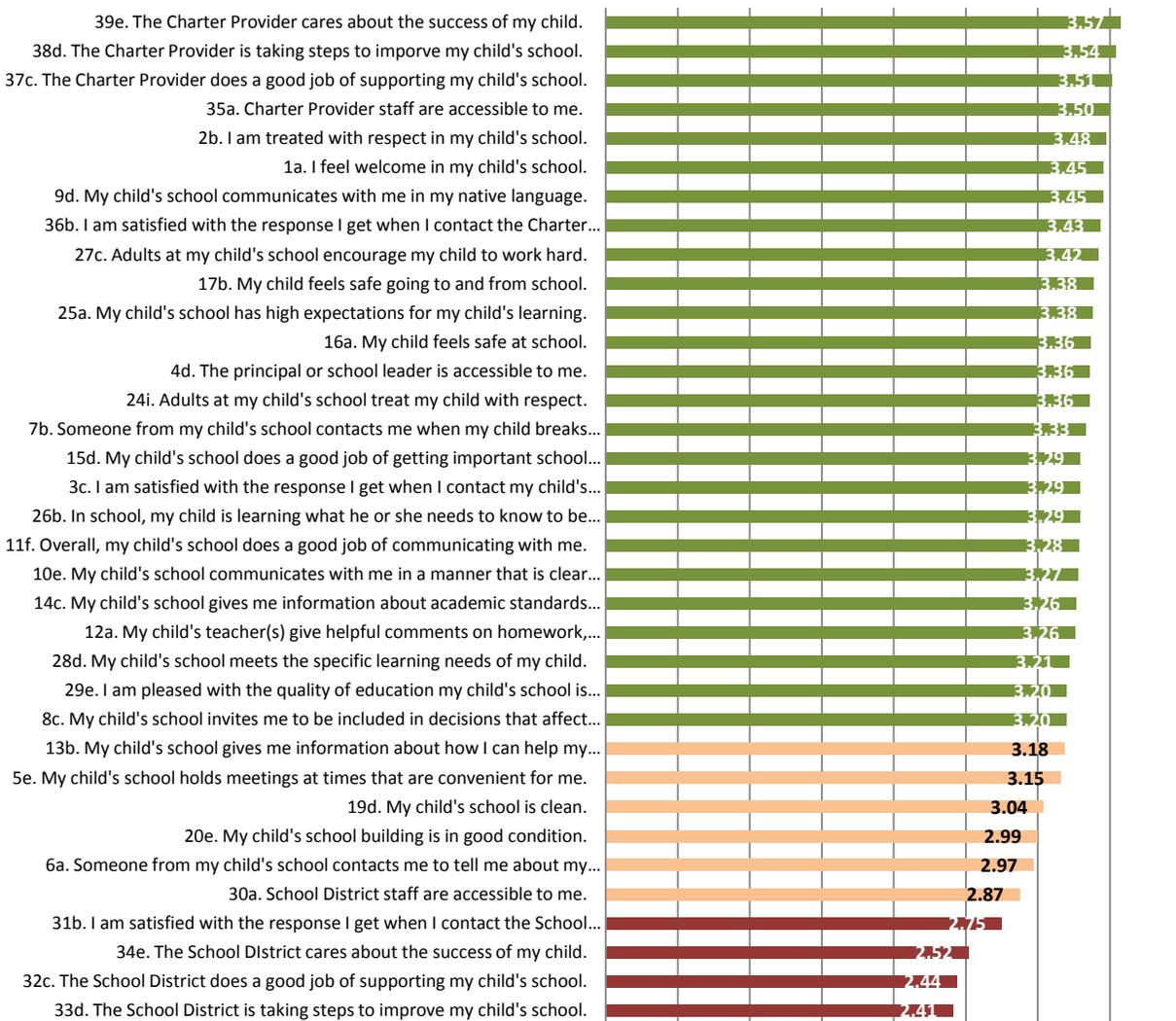
Note. The survey contained skip logic directing parents to answer questions regarding the District or the Charter Provider. This partially explains the lower response totals for these questions.

X. Survey Outcomes

A. Survey Outcomes, Items

Figure 21 lists the averages (or means) per survey item on a 4-point scale (1, Strongly Disagree to 4, Strongly Agree). Higher mean scores indicate a stronger level of agreement with the associated item. The item eliciting the strongest level of agreement was “The Charter Provider cares about the success of my child” (mean=3.57). The item earning the lowest level of agreement was “The School District is taking steps to improve my child’s school (mean=2.41). Green bars are generally considered *good* (>3.2); orange bars need *attention* (>2.8 & <3.2), and red bars need immediate *action* (<2.8). (The “good” cutoff score is set at 80 percent, a commonly used educational benchmark to designate desirable achievement).

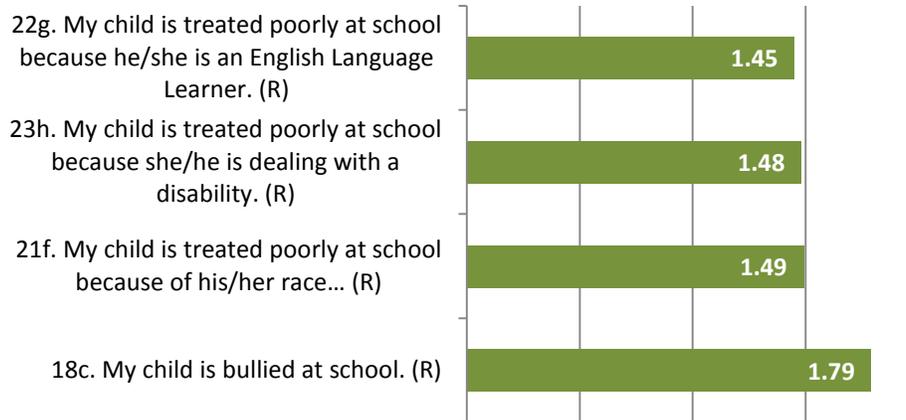
Figure 21. Averages by Item, (positively worded)



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = > 3.2; Orange (Attention) = >2.8 & <3.2; Red (Action) <2.8. Positively-worded items displayed.

Figure 22 displays the averages for each negatively-worded item on the survey. Specifically, there were four items — 18c, 21f, 22g, and 23h — where agreement was considered a negative outcome and thus were reverse-coded. For these items, the following ratings were associated with the bar colors: Green bars are considered *good* (< 1.8); orange bars need *attention* (>1.8 & <2.2), and red bars need immediate *action* (>2.2). As seen below, the means for these questions all fall within the “good” rating.

Figure 22. Averages by Item (reverse-coded)



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = < 1.8; Orange (Attention) = >1.8 & <2.2; Red (Action) = >2.2. Reverse-coded items displayed.

B. Survey Outcomes, Items by Constructs

Tables 56 – 60 highlight, in detail, response data for each survey item organized by construct. Items with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. Items with means less than 3.2 but greater than or equal to 2.8 fall within the “attention” assessment zone, color-coded in orange. Items with means less than 2.8 fall within the “action” assessment zone, color-coded in red. Reverse-coded items have two means displayed: the raw mean (in black) and the reverse-coded mean (in red). For negatively worded items the reverse-coded means are used for the assessment. A brief summary is provided for each of the tables displayed.

Construct: Parent-School Partnership

Table 56 displays the descriptive statistics for the survey items related to the following construct: *Parent-School Partnership*. Twelve of the item means fall within the “good” assessment zone and three fall in the “attention” zone. The item with the highest mean score for this construct was “I am treated with respect in my child’s school.” The item with the lowest mean score for this construct was “Someone from my child's school contacts me to tell me about my child's achievements and successes.” This latter result suggests that schools may need to do a better job of communicating student achievement to parents.

Table 56. Parent-School Partnership, Parent/Guardian

<i>Parent-School Partnership</i>	n	Mean	Rank	Assessment¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
1a. I feel welcome in my child's school.	1749	3.45	6	Good	3%	5%	35%	55%	2%
2b. I am treated with respect in my child's school.	1746	3.48	5	Good	3%	4%	36%	56%	2%
3c. I am satisfied with the response I get when I contact my child's school with questions or concerns.	1742	3.29	12	Good	5%	9%	35%	47%	3%
4d. The principal or school leader is accessible to me.	1741	3.36	10	Good	5%	6%	32%	50%	6%
5e. My child's school holds meetings at time that are convenient for me.	1735	3.15	19	Attention	6%	13%	35%	39%	7%
6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	1651	2.97	22	Attention	10%	17%	35%	34%	4%
7b. Someone from my child's school contacts me when my child breaks school rules.	1639	3.33	11	Good	3%	6%	33%	39%	19%
8c. My child's school invites me to be included in decisions that affect my child's education.	1640	3.20	17	Good	6%	11%	35%	42%	6%
9d. My child's school communicates with me in my native language.	1631	3.45	6	Good	3%	6%	27%	52%	12%
10e. My child's school communicates with me in a manner that is clear and timely.	1645	3.27	14	Good	4%	10%	39%	45%	3%
11f. Overall, my child's school does a good job of communicating with me.	1641	3.28	13	Good	5%	10%	36%	47%	3%
12a. My child's teacher(s) give helpful comments on homework, classwork, and tests.	1660	3.26	15	Good	6%	11%	32%	47%	5%
13b. My child's school gives me information about how I can help my child be successful in school.	1656	3.18	18	Attention	5%	13%	36%	42%	4%
14c. My child's school gives me information about the academic standards my child is expected to meet.	1660	3.26	15	Good	4%	11%	37%	44%	4%
15d. My child's school does a good job of getting important school information to me.	1660	3.29	12	Good	4%	9%	38%	46%	3%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Construct: Safety of the Learning Environment

Table 57 displays the descriptive statistics for the survey items related to the following construct: *Safety of the Learning Environment*. Seven of the item means fall within the “good” assessment zone, while two require “attention.” The item with the highest mean score for this construct is “My child feels safe going to and from school.” The item with the lowest mean score is “My child is treated poorly at school because she/he is an English Language Learner (ELL).” Although this latter score suggests that parents generally do not feel that their child is treated poorly because they are an ELL, this result must be interpreted carefully, as only a small subset of students actually fall within this category.

Table 57. Safety of the Learning Environment, Parent/Guardian

<i>Safety of the Learning Environment</i>	n	Mean	Rank	Assessment ¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
16a. My child feels safe at school.	1653	3.36	10	Good	4%	6%	38%	50%	2%
17b. My child feels safe going to and from school.	1648	3.38	9	Good	3%	6%	39%	49%	3%
18c. My child is bullied at school. (n)	1618	1.79/3.21	28	Good	43%	33%	11%	6%	7%
19d. My child's school is clean.	1647	3.04	20	Attention	7%	13%	47%	30%	4%
20e. My child's school building is in good condition.	1641	2.99	21	Attention	7%	14%	47%	27%	5%
21f. My child is treated poorly at school because of his/her race or background. (n)	1626	1.49/3.51	29	Good	56%	29%	4%	3%	8%
22g. My child is treated poorly at school because she/he is an English Language Learner. (n)	1617	1.45/3.55	31	Good	48%	26%	2%	2%	23%
23h. My child is treated poorly at school because she/he is dealing with a disability. (n)	1601	1.48/3.52	30	Good	48%	24%	3%	2%	22%
24i. Adults at my child's school treat my child with respect.	1647	3.36	10	Good	3%	5%	42%	46%	4%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Construct: Quality of the Academic Experience

Table 58 displays the descriptive statistics for the survey items related to the following construct: *Quality of the Academic Experience*. Two items, “My child's school meets the specific learning needs of my child” and “I am pleased with the quality of the education my child's school is providing for my child,” are on the cusp of requiring attention. All other items fall well within the “good” range.

Table 58. Quality of the Academic Experience, Parent/Guardian

<i>Quality of the Academic Experience</i>	n	Mean	Rank	Assessment ¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
25a. My child's school has high expectations for my child's learning	1618	3.38	9	Good	3%	7%	35%	50%	4%
26b. In school, my child is learning what he or she needs to know to be successful in life.	1616	3.29	12	Good	4%	8%	39%	44%	4%
27c. Adults at my child's school encourage my child to work hard.	1617	3.42	8	Good	2%	6%	37%	50%	4%
28d. My child's school meets the specific learning needs of my child.	1611	3.21	16	Good	4%	11%	40%	40%	5%
29e. I am pleased with the quality of the education my child's school is providing for my child.	1614	3.20	17	Good	6%	10%	39%	42%	3%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action <2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Construct: District Performance

Table 59 displays the descriptive statistics for the survey items related to the following construct: *District Performance*. Four of the five items in this construct require “action,” while the fifth requires “attention.” The item with the highest mean score for this construct was “School District staff are accessible to me.” The item with the lowest mean score was “The School District is taking steps to improve my child's school.”

Table 59. District Performance, Parent/Guardian

<i>District Performance</i>	n	Mean	Rank	Assessment ¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
30a. School District Staff are accessible to me.	1399	2.87	23	Attention	7%	15%	35%	20%	23%
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	1394	2.75	24	Action	9%	17%	28%	17%	28%
32c. The School District does a good job of supporting my child's school.	1394	2.44	26	Action	19%	22%	23%	15%	20%
33d. The School District is taking steps to improve my child's school.	1391	2.41	27	Action	20%	20%	20%	15%	25%
34e. The School District cares about the success of my child.	1391	2.52	25	Action	19%	17%	27%	16%	21%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action=<2.8. For reverse-coded (R) items, the assessment was based on reverse-coded means displayed in red.

Construct: Charter Provider Performance

Table 60 displays the descriptive statistics for the survey items related to the following construct: *Charter Provider Performance*. All items in this construct fall within the “good” assessment range.

Table 60. Charter Provider Performance, Parent/Guardian

<i>Charter Provider Performance</i>	n	Mean	Rank	Assessment ¹	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Don't know/No opinion
35a. The Charter Provider is accessible to me.	206	3.50	4	Good	1%	5%	29%	52%	12%
36b. I am satisfied with the response I get when I contact the Charter Provider with questions or concerns.	206	3.43	7	Good	3%	7%	27%	50%	13%
37c. The Charter Provider does a good job of supporting my child's school.	205	3.51	3	Good	1%	3%	35%	51%	10%
38d. The Charter Provider is taking steps to improve my child's school.	206	3.54	2	Good	0%	4%	31%	53%	12%
39e. The Charter Provider cares about the success of my child.	205	3.57	1	Good	1%	3%	28%	57%	11%

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action <2.8.

C. Survey Outcomes, Constructs

Table 61 displays the mean scores for each construct, number of items included in the construct, assessment rating, alpha level (a measure of internal consistency), and number of valid cases used to compute the alpha levels for each of the constructs assessed in the survey at the District level. Constructs with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. Constructs with means less than 2.8 fall within the “action” assessment zone, color-coded in red.

As depicted, four of the five constructs assessed in the survey fall within the “good” assessment zone, with *Charter Provider Performance* earning the highest mean score (3.51). The construct *District Performance* has the lowest mean score (2.60) and falls well within the “action” assessment range. This suggests that while respondents generally rated their child’s school favorably, that assessment did not extend to the District. The results also suggest a substantial difference in parent perceptions of Charter Providers and the District. This latter result must be interpreted with caution however, given the substantially smaller sample of Charter School

parents who participated in the survey.¹⁷ It is also notable that the alpha levels for all constructs measured are above .800.

Table 61. District Means for Survey Constructs, Parent/Guardian

Construct	n²	Mean	Assessment¹	Alpha³
Safety of the Learning Environment (Items=9)	982	3.33	Good	.825
Quality of the Academic Experience (Items=5)	1404	3.30	Good	.939
Parent-School Partnership (Items=15)	949	3.28	Good	.955
District Performance (Items=5)	783	2.60	Action	.950
Charter Provider Performance (Items=5)	168	3.51	Good	.945

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action <2.8. ²The n value represents the number of valid cases used to calculate the alpha levels. ³Alpha levels higher than .70 are considered good.

D. Survey Outcomes, Constructs by Learning Network and Grade

Table 62 displays the mean scores and assessment rating for each of the constructs assessed in the survey at the Learning Network (LN) level. Constructs with means greater than or equal to 3.2 fall within the “good” assessment zone, color-coded in green. Constructs with means less than 3.2 but greater than or equal to 2.8 fall within the “attention” assessment zone, color-coded in orange. Constructs with means less than 2.8 fall within the “action” assessment zone, color-coded in red. As can be seen, significant variation among the construct means for the different LNs is evident. For example, the schools in LN 3 earned a mean score of 3.46 on *Safety of the Learning Environment*, while those in LN 2 earned a score of 2.98 on the same construct. Despite these apparent differences, these results should be interpreted with care, given the differences in the number of respondents for each Learning Network.

¹⁷ When taking the survey, parents were directed via skip logic to questions pertaining to *either* the District (if they were parents of students attending District schools) or Charter Providers (if they were parents of students attending Charter schools).

Table 62. Construct Scores¹ by Learning Network, Parent/Guardian

Learning Network/School Type	n ²	Safety of the Learning Environment	Quality of the Academic Experience	Parent-School Partnership	District Performance
1	165	3.23	3.13	3.16	2.44
2	102	3.31	3.09	2.98	2.23
3	305	3.46	3.48	3.46	2.46
4	39	3.11	3.01	3.29	2.48
5	152	3.24	3.32	3.28	3.07
6	157	3.30	3.20	3.25	2.42
7	189	3.13	3.28	3.18	2.80
8	382	3.26	3.20	3.18	2.57
<i>CHARTER SCHOOLS</i>	<i>189</i>	<i>3.61</i>	<i>3.55</i>	<i>3.51</i>	<i>3.57³</i>
<i>ECE CENTER</i>	<i>10</i>	<i>3.47</i>	<i>3.37</i>	<i>3.41</i>	<i>3.22</i>
<i>INTERVENTION ALT ED LEVEL</i>	<i>24</i>	<i>3.51</i>	<i>3.61</i>	<i>3.53</i>	<i>3.37</i>
<i>NEW SCHOOLS NETWORK</i>	<i>1</i>	<i>4.00</i>	<i>4.00</i>	<i>4.00</i>	<i>4.00</i>
<i>SPECIALIZED INSTR. SERVICE</i>	<i>1</i>	<i>3.00</i>	<i>3.60</i>	<i>3.07</i>	<i>1.00</i>

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each Learning Network. ³The mean for Charter Schools pertains to Charter Provider Performance.

Table 63 shows the means for the constructs for each grade level. As displayed, with the exception of *District Performance*, mean scores primarily fall within the “good” assessment zone. Of note, however, there appears to be a general decline in mean scores for the construct *Safety of the Learning Environment* for the parents of students in grades 6-9.

Table 63. Construct Scores¹ by Grade Level, Parent/Guardian

Grade	n ²	Safety of the Learning Environment	Quality of the Academic Experience	Parent-School Partnership	District Performance	Charter Provider Performance
PK	11	3.43	3.39	3.37	2.98	N/A
K	168	3.38	3.43	3.40	2.80	3.90
1 st	156	3.37	3.28	3.30	2.66	3.57
2 nd	153	3.37	3.35	3.36	2.79	3.76
3 rd	176	3.33	3.28	3.35	2.67	3.75
4 th	153	3.27	3.24	3.24	2.56	3.69
5 th	165	3.32	3.37	3.34	2.62	3.43
6 th	122	3.28	3.29	3.16	2.66	3.42
7 th	118	3.19	3.15	3.12	2.51	3.25
8 th	103	3.30	3.30	3.19	2.55	3.11
9 th	109	3.30	3.29	3.19	2.18	3.33
10 th	82	3.40	3.26	3.23	2.12	3.19
11 th	90	3.30	3.15	3.16	2.38	3.43
12 th	108	3.41	3.39	3.41	2.69	3.22

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each grade.

E. Survey Outcomes, Constructs by School

Tables 64-67 display the 10 schools earning the highest and lowest means for each of the constructs measured in the survey. Schools were only included in this analysis if they received at least 10 survey responses. Additionally, due to the small sample size, the schools with the top and bottom 10 mean scores for *Charter Provider Performance* are not provided.

Table 64 displays the 10 schools with the highest and lowest mean scores for the construct *Safety of the Learning Environment*. The MaST school earned the highest score for this construct, while George Washington High School earned the lowest.

Table 64. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Safety of the Learning Environment, Parent/Guardian

<i>Top Ten Schools</i>	<i>Number of Survey Responses</i>	<i>Safety of the Learning Environment</i>
MAST,MATH,SCIENCE & TECHN	25	3.74
HACKETT, HORATIO B. SCHOOL	21	3.68
HANCOCK, JOHN SCHOOL	12	3.66
PENN ALEXANDER	43	3.64
COOK-WISSAHICKON SCHOOL	10	3.62
MATH, CIVICS & SCIENCES	137	3.62
SCIENCE LEADERSHIP ACADEMY	75	3.62
CONSTITUTION HIGH SCHOOL	13	3.61
MC CALL, GEN. GEORGE A. SCHOOL	45	3.61
SHERIDAN, PHILIP H. SCHOOL	12	3.54

Bottom Ten Schools	Number of Survey Responses	Safety of the Learning Environment
CONWELL, RUSSELL MIDDLE SCHOOL	22	3.12
FITZPATRICK, ALOYSIUS L.	11	3.12
FRANKLIN, BENJAMIN SCHOOL	43	3.12
GREENBERG, JOSEPH SCHOOL	12	3.11
DECATUR, STEPHEN SCHOOL	17	3.05
HOLME, THOMAS SCHOOL	15	3.04
ALLEN, DR.ETHEL SCHOOL	13	2.98
FURNESS, HORACE HIGH SCHOOL	12	2.82
LOWELL, JAMES R. SCHOOL	31	2.77
WASHINGTON, GEORGE HIGH SCHOOL	10	2.72

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 65 displays the 10 schools with the highest and lowest mean scores for the construct *Quality of the Academic Experience*. For this construct, Hackett earned the highest score. George Washington High School earned the lowest score.

Table 65. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Quality of the Academic Experience, Parent/Guardian

Top Ten Schools	Number of Responses	Quality of the Academic Experience
HACKETT, HORATIO B. SCHOOL	21	3.83
PHASE 4 ACCEL SW HIGH SCHOOL	21	3.70
SCIENCE LEADERSHIP ACADEMY	75	3.67
BROWN, HENRY A. SCHOOL	13	3.65
SHERIDAN, PHILIP H. SCHOOL	12	3.64
MATH, CIVICS & SCIENCES	137	3.61
BALDI, C. C. A. MIDDLE SCHOOL	31	3.59
MAST,MATH,SCIENCE & TECHN	25	3.59
MC CALL, GEN. GEORGE A. SCHOOL	45	3.58
HANCOCK, JOHN SCHOOL	12	3.57
Bottom Ten Schools		
SHAWMONT SCHOOL	14	3.13
CREATIVE AND PERFORMING ARTS HIGH SCHOOL	16	3.10
HOLME, THOMAS SCHOOL	15	3.08
GREENBERG, JOSEPH SCHOOL	12	3.05
LOWELL, JAMES R. SCHOOL	31	3.03
ALLEN, DR.ETHEL SCHOOL	13	3.02
DECATUR, STEPHEN SCHOOL	17	2.95
BACHE-MARTIN SCHOOL	16	2.88
FITZPATRICK, ALOYSIUS L.	11	2.72
WASHINGTON, GEORGE HIGH SCHOOL	10	2.20

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 66 displays the 10 schools with the highest and lowest mean scores for the construct *Parent-School Partnership*. For this construct, Hackett again earned the highest score and George Washington High School the lowest.

Table 66. Schools Means for Survey Constructs, Top & Bottom Ten Schools, Parent-School Partnership, Parent/Guardian

Top Ten Schools	Number of Responses	Parent-School Partnership
HACKETT, HORATIO B. SCHOOL	21	3.82
BROWN, HENRY A. SCHOOL	13	3.77
SCIENCE LEADERSHIP ACADEMY	75	3.70
MC CALL, GEN. GEORGE A. SCHOOL	45	3.65
HANCOCK, JOHN SCHOOL	12	3.63
SHERIDAN, PHILIP H. SCHOOL	12	3.60
HARTRANFT, JOHN F. SCHOOL	35	3.56
MATH, CIVICS & SCIENCES	137	3.56
MAST, MATH, SCIENCE & TECHN	25	3.52
PHASE 4 ACCEL SW HIGH SCHOOL	21	3.52
Bottom Ten Schools		
GAMP	22	3.09
POLLOCK, ROBERT B. SCHOOL	21	3.07
SHAWMONT SCHOOL	14	3.06
HILL-FREEDMAN WORLD ACADEMY	19	3.02
GREENBERG, JOSEPH SCHOOL	12	3.01
DECATUR, STEPHEN SCHOOL	17	2.98
CONWELL, RUSSELL MIDDLE SCHOOL	22	2.95
FITZPATRICK, ALOYSIUS L.	11	2.87
LOWELL, JAMES R. SCHOOL	31	2.85
WASHINGTON, GEORGE HIGH SCHOOL	10	2.47

Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8.

Table 67 displays the 10 schools with the highest and lowest mean scores for the construct *District Performance*. For this construct, Sheridan earned the highest score and George Washington High School the lowest.

Table 67. Schools Means for Survey Constructs, Top & Bottom Ten Schools, District Performance, Parent/Guardian

Top Ten Schools	Number of Responses	District Performance
SHERIDAN, PHILIP H. SCHOOL	12	3.72
RICHMOND SCHOOL	10	3.53
PHASE 4 ACCEL SW HIGH SCHOOL	21	3.37
HARTRANFT, JOHN F. SCHOOL	35	3.31
EDMONDS, FRANKLIN S. SCHOOL	15	3.19
FRANKLIN, BENJAMIN SCHOOL	43	3.18
HACKETT, HORATIO B. SCHOOL	21	3.16
FURNESS, HORACE HIGH SCHOOL	12	3.15
SWENSON ARTS & TECHNOLOGY H.S.	10	3.15
LOWELL, JAMES R. SCHOOL	31	3.03

Bottom Ten Schools

COOK-WISSAHICKON SCHOOL	10	2.24
GREENFIELD, ALBERT M. SCHOOL	35	2.19
PENN ALEXANDER	43	2.16
MASTERMAN, JULIA R. SR. HIGH	48	2.08
GREENBERG, JOSEPH SCHOOL	12	2.07
CENTRAL HIGH SCHOOL	31	2.00
CREATIVE AND PERFORMING ARTS HIGH SCHOOL	16	1.97
FITZPATRICK, ALOYSIUS L.	11	1.96
GAMP	22	1.73
WASHINGTON, GEORGE HIGH SCHOOL	10	1.45

XI. Attention & Action Items

A. Attention & Action Items, District

Table 68 displays the items whose District-Wide mean scores fall within the “action” or “attention” rating ranges. Items with means less than 3.2 but greater than or equal to 2.8 fall within the “attention” assessment zone, color-coded in orange, while items with means less than 2.8 fall within the “action” assessment zone, color-coded in red. A total of 10 items fall within the “action” or “attention” ratings range – four within “action” and six within “attention.” Notably, all four of the “action” items pertain to District performance.

Table 68. Attention & Action Items, District¹, Parent/Guardian

<i>Items Requiring Attention & Action</i>	n	Mean	Assessment ¹	Construct
13b. My child's school gives me information about how I can help my child by successful in school.	1588	3.18	Attention	Parent-School Partnership
19d. My child's school is clean.	1586	3.04	Attention	Safety of the Learning Environment
20e. My child's school building is in good condition.	1553	2.99	Attention	Safety of the Learning Environment
30a. School District staff are accessible to me.	1082	2.87	Attention	District Performance
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	1004	2.75	Action	District Performance
32c. The School District does a good job of supporting my child's school.	1112	2.44	Action	District Performance
33d. The School District is taking steps to improve my child's school.	1044	2.41	Action	District Performance
34e. The School District cares about the success of my child.	1096	2.52	Action	District Performance
5e. My child's school holds meetings at times that are convenient for me.	1619	3.15	Attention	Parent-School Partnership
6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	1585	2.97	Attention	Parent-School Partnership

¹Assessment: Attention= >2.8 & <3.2; Action <2.8.

B. Attention & Action Items, by Learning Network

Table 69 displays the item means for those items whose District-Wide mean scores fell within the “action” or “attention” assessment range, organized by Learning Network. As seen below, although the District averages for these items all fell within the “action” or “assessment” ranges, mean scores for the Learning Networks did not universally follow that pattern. For example, the mean score for item “5e” for Learning Network 3 was 3.33, well within the “good” assessment range.

Table 69. Attention & Action Items by Learning Network ¹, Parent/Guardian

Learning Network/ School Type	n ²	6a.										
		5e. My child's school holds meetings at times that are convenient for me.	Someone from my child's school contacts me to tell me about my child's achievements and successes.	13b. My child's school gives me information about how I can help my child by successful in school.	19d. My child's school is clean.	20e. My child's school building is in good condition.	30a. School District staff are accessible to me.	31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	32c. The School District does a good job of supporting my child's school.	33d. The School District is taking steps to improve my child's school.	34e. The School District cares about the success of my child.	
1	154	3.13	2.72	3.03	3.04	3.01	2.68	2.56	2.25	2.37	2.35	
2	99	2.86	2.66	2.86	3.10	3.09	2.42	2.41	2.14	2.03	2.16	
3	293	3.33	3.12	3.29	3.05	2.86	2.85	2.60	2.25	2.18	2.43	
4	38	3.26	2.97	3.16	2.44	2.43	2.85	2.66	2.29	2.37	2.21	
5	139	3.10	2.97	3.26	3.14	3.04	3.18	3.20	2.95	3.06	2.97	
6	148	3.06	3.02	3.12	2.88	2.84	2.78	2.68	2.25	2.19	2.19	
7	178	3.03	2.87	3.10	2.76	2.84	2.97	2.75	2.71	2.74	2.81	
8	359	3.00	2.88	3.11	2.93	2.92	2.88	2.79	2.40	2.30	2.49	
<i>CHARTER SCHOOLS</i>	184	3.49	3.24	3.44	3.58	3.55	3.57 ³	3.53 ³	3.56 ³	3.59 ³	3.61 ³	
<i>ECE CENTER</i>	10	3.10	3.33	3.78	3.00	3.00	3.38	3.25	3.11	3.00	3.38	
<i>INTERVENTION ALT ED LEVEL</i>	24	3.50	3.36	3.64	3.39	3.43	3.54	3.38	3.39	3.23	3.33	
<i>NEW SCHOOLS NETWORK</i>	1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	
<i>SPECIALIZED INSTR. SERVICE</i>	1	4.00	2.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	

¹Assessment: Good= > 3.2; Attention=>2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN. ³Note: These scores pertain to Charter Provider Performance.

C. Attention & Action Items, by Grade

Table 70 displays the item means for those items whose District-Wide mean scores fell within the “action” or “attention” assessment range, organized by grade. As is evident below, questions pertaining to schools, as opposed to the District, generally earned higher mean scores across grades.

Table 70. Attention & Action Items by Grade¹, Parent/Guardian

Grade	n ²	5e. My child's school holds meetings at times that are convenient for me.	6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	13b. My child's school gives me information about how I can help my child by successful in school.	19d. My child's school is clean.	20e. My child's school building is in good condition.	30a. School District staff are accessible to me.	31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	32c. The School District does a good job of supporting my child's school.	33d. The School District is taking steps to improve my child's school.	34e. The School District cares about the success of my child.
PK	11	3.18	3.20	3.70	2.82	2.82	3.11	3.00	2.90	2.78	3.11
K	164	3.19	3.23	3.36	3.11	3.04	2.99	2.92	2.66	2.71	2.73
1st	149	3.23	3.11	3.26	3.16	3.08	2.91	2.86	2.50	2.46	2.56
2nd	156	3.15	3.14	3.35	3.22	3.18	3.04	2.97	2.60	2.61	2.72
3rd	172	3.20	3.05	3.29	3.00	2.95	2.97	2.73	2.52	2.49	2.65
4th	146	3.03	2.92	3.25	3.04	3.01	2.95	2.79	2.42	2.22	2.44
5th	163	3.21	3.05	3.25	3.02	2.97	2.86	2.72	2.50	2.45	2.57
6th	118	3.03	2.79	3.05	3.06	2.95	2.94	2.85	2.40	2.50	2.63
7th	112	3.02	2.70	2.90	2.92	2.87	2.79	2.65	2.30	2.37	2.41
8th	98	3.00	2.81	3.11	2.90	3.05	2.78	2.78	2.41	2.33	2.43
9th	101	3.09	2.83	2.95	2.88	2.85	2.54	2.35	2.03	2.02	1.97
10th	77	3.26	2.83	2.96	3.01	2.95	2.35	2.26	2.04	1.98	1.98
11th	103	3.15	2.63	2.87	2.90	2.83	2.68	2.49	2.19	2.24	2.29

¹Assessment: Good= > 3.2; Attention= >2.8 & <3.2; Action<2.8. ²n equals the highest number of valid responses for an item for each LN.

XII. Qualitative Feedback

In addition to the multiple choice items, parents were provided with seven open-ended response items placed throughout the survey, and a free response section at the end of the survey. Each of the seven open-ended items asked parents if they had any additional comments about the topics covered by the multiple choice items included on the same page of the survey. The free response section at the end of the survey allowed parents to write freely about their child's school.

To analyze the data from the open-ended and free-response items ORE used NVIVO software in combination with human coding. To identify prominent themes within parents' responses to the items, the research team used frequency counts to identify the 100 most common words contained within the responses.¹⁸ Themes were then selected that were well represented within the list of most frequent words and that aligned with District priorities. Coding schemes within the themes were subsequently derived through aligning District interests with organically emerging patterns from the selected content. Based on the frequency analysis of the responses, four themes were identified for the initial wave of analysis: performance of the District, school staff, principals, and teachers/educators.

A. District Performance

In identifying responses relevant to this theme, the keyword "District" and its variants were used as search terms. These words were among the 100 most common words across parent responses. The search yielded a total of 237 unique responses.

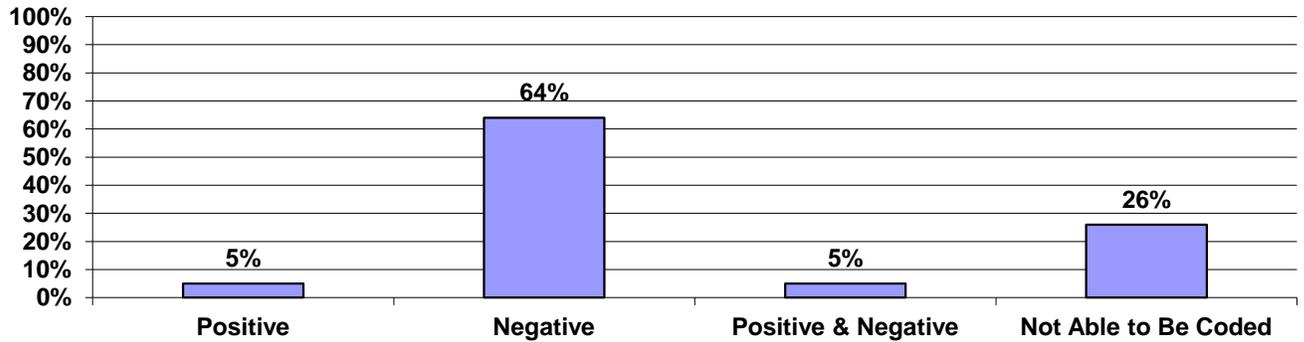
The 237 responses identified via keyword search were then assessed on three dimensions: the overall polarity of the relevant content (positive or negative), whether the writer expressed that the District was hampered by the funding situation or responsible for it, and whether the writer reported that the District communicates well.

i. Polarity of Overall Content

Of the 237 responses, 152 (64%) were rated as negative overall. Twelve responses (5%) were coded as positive and 11 (5%) were labeled as expressing both positive and negative sentiments. Sixty-two responses (26%) were labeled as not clearly expressing either polarity and thus were not able to be coded on this dimension.

¹⁸ The search used specified words more than three characters in length to exclude common words like it, I, the, etc.

Figure 23. Polarity of Overall Content: District



Examples of responses within each category are displayed below.

Example Responses: Overall Polarity of Content

Positive

"The school district was very accessible to me and my family when I had a family tragedy. They made it known to me that they would be sure to get my children help if and when they needed it. I didn't have to ask them, they came to me."

Negative

"I feel that the School District does not care about my children, and is not doing its best to support my children or any children. I am appalled by the low standards the SDP is willing to accept for public schools."

Positive & Negative

"I have not tried to contact the District often and one time, the person I spoke with was phenomenal. Other times, calling on behalf of the PTA, we've gotten no where or when we've tried to bring in outside experts to assist in a club, they've been discouraged with the run around when dealing with the district and withdraw their support and our students suffer."

ii. Is the District hampered by a lack of funding, or responsible for it?

Of the 237 responses, 16 (7%) expressed that the District was being hampered by a lack of funding, eight responses (3%) identified the District as being responsible for the lack of funding, and one response indicated both sentiments. Two hundred and twelve responses (89%) did not address this dimension.

Example Responses: Is the District hampered by a lack of funding, or responsible for it?

The District is hampered by a lack of funding

“due to budget cuts, these questions are hard to answer. I think the school district is doing the best that they can.”

The District is responsible for a lack of funding

“Significant concerns about how the School District is managing its funds. I am not sure the management of these funds reflect truly caring about individual student needs.”

Expressing both sentiments

“I disagree due to the lack of financial support but am aware it comes from Harrisburg. I only wish the School District would fight harder or come up with another plan to fund the local schools.”

iii. Does the District communicate well?

Of the 237 responses relevant to this theme, 25 (11%) expressed that the District does not communicate well and four (2%) expressed that the District does communicate well. Two hundred and eight responses (88%) did not address this dimension.

Example Responses: Does the District communicate well?

The District does communicate well

“I have had to go to the School District's main building on 2 separate occasions and the staff was very helpful and professional. Both of my issues were addressed and handled that same day.”

The District does not communicate well

“I have tried contacting the School District by both phone and e-mail with questions. My e-mails go unanswered (after sending to multiple offices) and I can never get through to speak to an actual person by phone.”

Summary

It is clear that parents generally have a negative view of the District. Nearly two-thirds of the relevant responses indicated negative evaluations of the District. Only 5% of responses expressed positive sentiments. Moreover, parent responses indicated poor communication from the District by a 6:1 margin. Responses from parents also frequently questioned the District's action and intentions. Many expressed that the District was either "invisible" or an "impediment" to their child obtaining a quality education.

Interestingly, twice as many respondents identified feeling that the District was being hampered by the current budget crisis, as opposed to being responsible for it (although the sample size was quite small for this analysis). This suggests that at least some parents are considering the District's actions *within* the context of the budget crisis.

Cumulatively, however, the responses suggest that the District will need to take considerable steps to overcome the widespread negative perceptions ascribed to it by parents.

B. School Staff Performance

In identifying responses relevant to this theme, the keyword "staff" and its variants were used as search terms. These words were among the 100 most common words across parent responses. The search yielded a total of 203 unique responses relevant to school staff.¹⁹

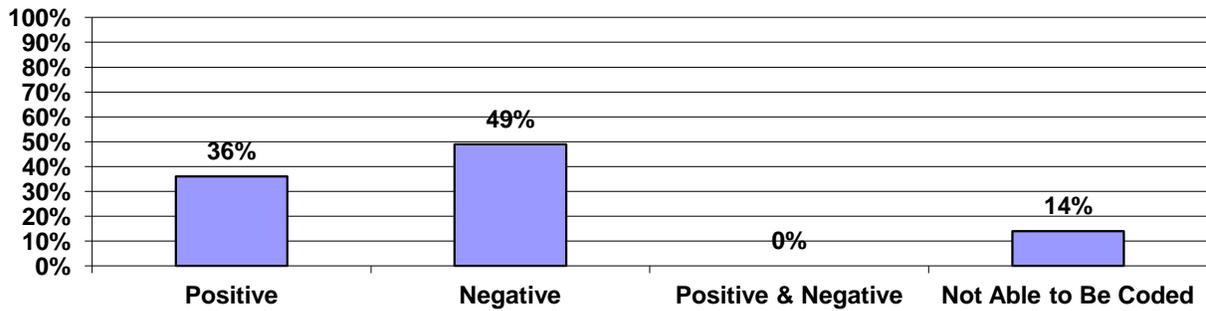
The 203 responses identified via keyword search were then assessed on four dimensions: the overall polarity of the relevant content (positive or negative), the writer's assessment of how school staff treat parents, the writer's assessment of how school staff treat students, and whether the writer expressed that the budget negatively impacted staffing.

i. Polarity of Overall Content

Of the 203 responses, 99 (49%) were rated as negative overall. Seventy-four responses (36%) were coded as positive and one was coded as expressing both positive and negative sentiments, while 29 responses (14%) were not able to be coded on this dimension.

¹⁹ For the purposes of this analysis, responses pertaining to "District staff" were removed. This was done for three reasons: an analysis of District performance was also run, responses pertaining specifically to school staff appeared frequently in the student surveys, and parents had repeatedly expressed differentiating between school staff and teachers during the survey design process.

Figure 24. Polarity of Overall Content: School Staff



Example Responses: Overall Polarity of Content

Positive

“He does receive a great education and we are impressed and grateful for his teachers and all staff at the school from Principal to crossing guard.”

Negative

“Teachers are great for the most part but can't say the same for staff. They don't appear to be as engaged or care about the success of the school. They are rude to parents and they yell at students.”

Positive & Negative

“The teachers and administrative staff are excellent. Some of the support staff would benefit from additional training around communication.”

ii. Does school staff treat parents well?

Of the 203 responses, 31 (15%) were rated as expressing that staff did not treat parents well. Twenty-four responses (12%) were coded as expressing that staff did treat parents well, and one response was coded as expressing both sentiments. One hundred and forty-seven responses (73%) did not address this dimension.

Example Responses: Does school staff treat parents well?

School staff treat parents well

"My child had an IEP and has some special needs. I have always been able to communicate quickly with all his teachers and support staff."

School staff do not treat parents well

"The majority of teachers and staff tell my child that they don't want to meet with me...they make it impossible for me (someone who cannot take a full day from work off for meetings) to meet with them and even when I take the day off, there is a 50/50 chance that they will be unavailable."

Expressing both sentiments

"The teachers and administrative staff are excellent. Some of the support staff would benefit from additional training around communication."

iii. Does school staff treat students well?

Of the 203 responses, 27 (13%) were rated as expressing that school staff did not treat students well. Forty-four responses (22%) were coded as expressing that school staff did treat students well, and 132 responses (65%) did not address this dimension.

Example Responses: Does school staff treat students well?

School staff treat students well

"The faculty and staff seem to make every child feel important."

School staff do not treat students well

"I do not like the way some of the supporting staff talk speak to my children."

iv. Is the budget negatively impacting staffing?

Of the 203 responses, 38 (19%) were rated as asserting that the budget was negatively impacting staffing. One response was coded as asserting that the budget was not negatively impacting staffing, and 164 responses (81%) did not address this dimension.

Example Responses: Is the budget negatively impacting staffing?

The budget is negatively impacting staffing

“I believe it gets more and more difficult for the staff at AS Jenks to provide the education that the children deserve without funds. They are doing the best that they can but the constant threat of layoffs and further budget cuts continues to affect the staff.”

The budget is not negatively impacting staffing

“Overall the whole staff in partnership with our Home and School creates a great village for all our students in spite of our school district's current funding crisis.”

Summary

That nearly half of all comments related to school staff were rated as negative is alarming. Such alarm is compounded by the fact that many student responses to the District-Wide Surveys also expressed negative evaluations of school staff. As staff members play a crucial role in parent engagement and school climate, it will be critical for the District to address the perceived shortcomings in current school staff behaviors.

It should be noted, however, that the current results may be at least partially due to the budget cuts experienced by the District. As numerous parents noted in their responses, the budget cuts have negatively impacted school staffing. The resulting staffing shortages may in turn affect the ability of the remaining staff to perform optimally.

More positively, it must also be acknowledged that parents reported more positive evaluations of staff/student interactions than negative ones. This may indicate that staff are performing better in some areas than others. However, it is also possible that such positive evaluations reflect the fact that parents have less knowledge of the nature of staff/student interactions than do students.

C. Principal Performance

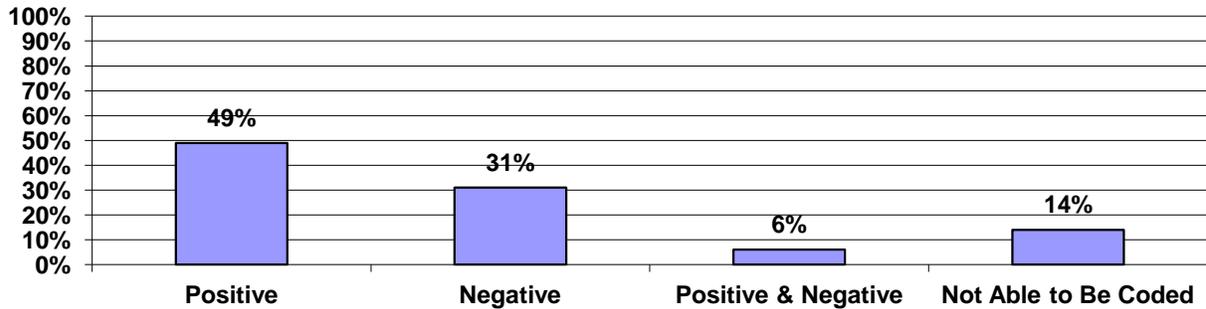
In identifying responses relevant to this theme, the keyword “Principal” and its variants were used as search terms. These words were among the 100 most common words across parent responses. The search yielded a total of 149 unique responses.

The 149 responses identified via keyword search were then assessed on two dimensions: the overall polarity of the relevant content (positive or negative) and whether the writer expressed that Principals communicated well.

i. Polarity of Overall Content

Of the 149 responses, 46 (31%) were rated as negative overall. Seventy-three responses (49%) were coded as positive. Nine responses (6%) were coded as expressing both positive and negative sentiments and 21 responses (14%) were not able to be coded.

Figure 25. Polarity of Overall Content: Principal



Example Responses: Overall Polarity of Content

Positive

“The principal's door is literally always open and all are welcome.”

Negative

“The office staff is generally unwelcoming and seems annoyed. Principal and VP are difficult to get in touch with...”

Positive & Negative

“Although the new principal is an improvement, I feel like he avoids interacting with the parents.”

ii. Does the Principal communicate well?

Of the 149 responses, 30 (20%) were rated as expressing that the Principal did not communicate well. Twenty-seven responses (18%) were coded as expressing that the Principal did communicate well. Three responses (2%) were coded as expressing both sentiments and 89 responses (60%) did not address this dimension.

Example Responses: Does the Principal communicate well?

The Principal communicates well

"The principal is approachable and easily accessed."

The Principal does not communicate well

"I feel the acting principal...isn't doing a good job. Her communication skills were very poor with the parents. I feel she may have done the proper admin. work but her community relations with the students, staff and neighborhood was not met."

Expressing both sentiments

"In general, sufficient notice is given regarding field trips, assemblies and such. However, there have been too many times when announcements and important decisions are made at the last minute and not in a clear manner which can be chaotic for the school community. I do appreciate the use of robo calls by the principal this year and our PTA has made great strides in disseminating important information to the school community but the timing of the release of information needs to be improved at the administrative leadership level."

Summary

Encouragingly, nearly half of parent responses pertaining to Principals expressed positive evaluations of those Principals. Less than a third of responses indicated negative evaluations. It is notable that this distribution of ratings represents the most positively skewed appraisal of personnel (among ratings for the District, school staff, Principals, and teachers) based on parent responses.

In light of this, it may be useful to examine why Principals tend to be viewed more positively than other school or District personnel by parents. Insights gleaned from such exploration may ultimately be useful in increasing parent satisfaction with other School District employees.

D. Teacher/Educator Performance

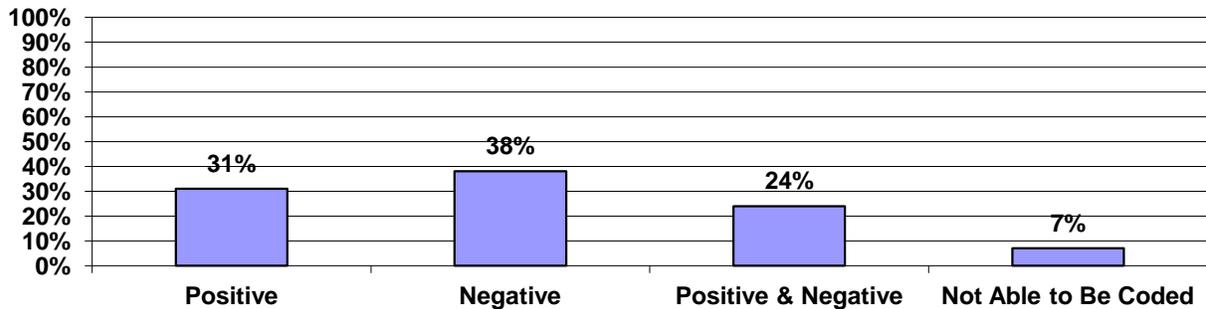
In identifying responses relevant to this theme, the keywords "Teacher" and "Educator" and their variants were used as search terms. These words were among the 100 most common words across parent responses. The search yielded a total of 356 unique responses.

The 356 responses identified via keyword search were then assessed on four dimensions: the overall polarity of the relevant content (positive or negative), whether the writer expressed that teachers communicated well with parents, whether the writer expressed positive evaluations of teacher pedagogy/interaction with students, and whether the writer identified that the budget negatively impacted teachers.

i. Polarity of Overall Content

Of the 356 responses, 136 (38%) were rated as negative overall. One hundred and ten responses (31%) were coded as positive. Eighty-five responses (24%) were coded as expressing both positive and negative sentiments and 25 responses (7%) were not able to be coded.

Figure 26. Polarity of Overall Content: Teacher/Educator



Example Responses: Overall Polarity of Content

Positive

“Every teacher my son had in Farrell, has been wonderful.”

Negative

“The teachers show inappropriate movies with no curricular connection.”

Positive & Negative

“Many of the teachers in my child’s school set high expectations and encourage hard work.... but maybe a third do not do any of this at all.”

ii. Do teachers communicate well with parents?

Of the 356 responses, 66 (19%) indicated poor teacher communication with parents. Forty-five responses (13%) indicated that teachers communicated well with parents and 38 responses (11%) indicated both positive and negative evaluations of teacher communication with parents. Two hundred and seven responses (58%) did not address this dimension.

Example Responses: Do teachers communicate well with parents?

Teachers communicate well with parents

"My child's teacher also sends helpful information home at the end of the school year to help her upkeep what she has learned throughout the school year. This is incredibly helpful because she does not have to waste the beginning of the next school year reviewing the previous school year."

Teachers do not communicate well with parents

"Communication is the biggest issue at our school. I would love to have the email address of my child's teacher for administrative things like absence notes or asking questions about homework."

Expressing both sentiments

"Communication about academic standard/expectations varies from teacher to teacher, some are better than others."

iii. Do teachers use quality pedagogy and/or interact well with students?

Of the 356 responses, 46 (13%) indicated poor teacher pedagogy/interaction with students. Forty-five responses (13%) indicated that teachers used quality pedagogy and/or interacted well with students. Eleven responses (3%) indicated both sentiments. Two hundred and fifty-four responses (71%) were not able to be assessed on this dimension.

Example Responses: Do teachers use quality pedagogy and/or interact well with students?

Teachers use quality pedagogy and/or interact well with students

"My son's teacher...has been wonderful this school year. She is dedicated and attentive, we couldn't ask for a better teacher."

Teachers do not use quality pedagogy and/or interact well with students

"No homework gets corrected by the teacher!!! How is my child supposed to know how she did on homework."

Expressing both sentiments

"my child is in J.R. Masterman middle school I due believe the homework is excessive. He does recieve a great education and we are impressed and grateful for his teachers and all staff at the school from Prinicipal to crossing guard."

iv. Does the budget negatively impact teachers?

Of the 356 responses, 47 (13%) indicated that the budget negatively affected teachers, while two responses (1%) indicated that the budget did not negatively affect teachers. Three hundred and seven responses (86%) were not able to be assessed on this dimension.

Example Responses: Does the budget negatively impact teachers?

The budget negatively impacts teachers

“schools need more money. you can't keep cutting the budget but expect student performance to improve. also, it's not fair that teachers have to buy supplies with their own money. teachers need more support. if the schools don't get more funding, philadelphia's renaissance will stall, with families fleeing to the suburbs. the school system is the bedrock of the community. IMPROVE FUNDING!”

The budget does not negatively impacts teachers

“The education that my daughter has received at Northeast rivals any suburban school. I was worried about what impact the budget cuts would have on her school this year, but her dedicated teachers and principals did not miss a beat!”

Summary

The results of this analysis suggest that parents perceive a significant degree of variability in teacher quality. In fact, for the specific measures of teacher quality assessed (teacher communication and teacher pedagogy/student interaction) parents were almost equally likely to report positive and negative occurrences. Moreover, 25% of the responses pertaining to teachers actually highlighted the fact that some teachers were good, while others were poor. Such results are of significant concern, especially in light of the fact that responses, overall, were skewed in favor of negative evaluations of teachers.

As with school staff, it is possible that some of the negative teacher behaviors identified may be a function of reduced school funding. To that point, a significant portion of parent responses indicated that funding cuts have negatively impacted teachers.

Subsequently, it will be critical for schools and the District to identify teacher quality issues that can be addressed within the current constraints, and to address those issues to maximize student success and parent engagement.

Recommendations

The data from the 2013-2014 administration of the District-Wide Student and Parent & Guardian Surveys suggest that the surveys can serve as a vehicle through which students and parents can convey both positive and negative evaluations of their schools and their children's schools, respectively. Moreover, although the utility of the actual results yielded from the first administration of the surveys is constrained by the nature of the sample that completed the surveys, the initial results can still be used to refine the survey instruments and survey administration process, and to provide a "jumping off point" for future inquiries pertaining to school quality.

To ensure that future survey results are of the utmost utility to all stakeholders within the District, ORE recommends that the following steps be taken:

1. The Student Survey Grades 3-5 and Student Survey Grades 6-12 should be combined into a single survey instrument. This will allow for a more streamlined administration processes and reduce turnaround time for analysis. This will also allow longitudinal data gathered across all grades to be directly comparable.
2. Survey items on the Student and Parent & Guardian Surveys should be refined, in partnership with the University of Pennsylvania, to further improve the psychometric properties of the surveys, the utility of the results, and the ease of with which the surveys can be taken by students and parents. This process should be informed by the results from the first administration of the survey.
3. It should be communicated that school-wide administration of the Student Surveys is expected of all District Schools. School-wide administration will ensure the highest possible response rate, as well as ensure that all students have access to the technology necessary to complete the surveys.
4. Communicate to schools the role that survey results will play in the new School Progress Reports (SPR). As metrics derived from the Student and Parent & Guardian Surveys will appear on the SPR, all stakeholders should be made aware that predefined levels of student and parent participation in the surveys are necessary in order for schools to receive scores for the aforementioned metrics.
5. Continue to convene focus groups and open meetings with stakeholders to get feedback on the design of the surveys and ways to increase student and parent participation in the surveys.
6. Send research teams into schools that received the highest and lowest ratings on the surveys to gain a better understanding of why those schools received the ratings they did and what aspects of high performing schools can be transferred into schools garnering lower scores. Additionally, the research teams working in schools earning the lowest ratings should be tasked with making recommendations to address specific problems identified via the survey instrument for those schools.
7. Develop an interactive online database where stakeholders can easily access individual school reports and compare survey results across schools.

The Student and Parent & Guardian Surveys have the potential to serve as important vehicles for change within the District. To bring that to fruition, it will be imperative that all stakeholders involved in the survey process continue to work to improve the survey design, administration process, analysis, and dissemination of the survey results.

Appendix A. Survey Items and Constructs (Grades 3-5)

Item	Construct	Sub-construct
1a. I have to work hard to get good grades.	Academic Tenacity	Grit/Effort
2b. My teachers want me to do well in school.	Quality of the Academic Experience	Teacher Quality
3c. My parents/guardians want me to do well in school.	Academic Tenacity	Personal and Family Expectation
4d. I want to do well in school.	Academic Tenacity	Personal and Family Expectation
5e. Learning a lot in school will help me have a good life.	Academic Tenacity	Value of Education
6a. My teachers respect me.	Quality of the Academic Experience	Teacher quality
7b. My teachers care if I do well in school.	Quality of the Academic Experience	Teacher quality
8c. My teachers help me when I ask them to.	Quality of the Academic Experience	Teacher quality
9d. My teachers explain things in a way I understand.	Quality of the Academic Experience	Teacher quality
10a. I am learning important things in school.	Quality of the Academic Experience	Meeting my Learning Needs
11b. I learn interesting things in my classes.	Quality of the Academic Experience	Meeting my Learning Needs
12c. I have learned a lot this year.	Quality of the Academic Experience	Meeting my Learning Needs
13d. I like going to my school.	Quality of the Academic Experience	Meeting my Learning Needs
14a. My teachers tell me to work hard.	Academic Tenacity	Grit/Effort
15b. My parents/guardians tell me to work hard.	Academic Tenacity	Grit/Effort
16c. I am a hard worker.	Academic Tenacity	Grit/Effort
17d. If I start something, I make sure to finish it.	Academic Tenacity	Grit/Effort
18e. I work hard to learn the lessons in my classes.	Academic Tenacity	Grit/Effort
19a. I have been taught how to study for tests.	Academic Tenacity	Self-Regulation
20b. I have been taught to make time for homework.	Academic Tenacity	Self-Regulation
21c. I make time outside of school to do my homework and study.	Academic Tenacity	Self-Regulation
22d. If I get confused reading something, I go back and reread it.	Academic Tenacity	Self-Regulation
23e. If I don't do well on a test, I study harder next time.	Academic Tenacity	Self-Regulation
24f. If my schoolwork is hard, I give up. (R)	Academic Tenacity	Grit/Effort
25a. When I am in school, I try to learn as much as I can.	Academic Tenacity	Goal Orientation
26b. When I am in school, I try to do better than my classmates.	Academic Tenacity	Goal Orientation
27c. When I am in school, I worry about looking dumb in class. (R)	Academic Tenacity	Goal Orientation
28d. I can learn anything my teacher teaches me.	Academic Tenacity	Self-efficacy
29e. I can't change how smart I am. (R)	Academic Tenacity	Incremental Theory of Intelligence
30a. I have good friends at my school.	Safety of the Learning Environment	Community/Belonging
31b. When I am at school, I feel like I belong.	Safety of the Learning Environment	Community/Belonging

Item	Construct	Sub-construct
32c. I am treated with respect by other students.	Safety of the Learning Environment	Community/Belonging
33d. I can talk to a teacher if I need to.	Safety of the Learning Environment	Community/Belonging
34e. There is at least one adult at school that I trust.	Safety of the Learning Environment	Community/Belonging
35a. I feel safe at school.	Safety of the Learning Environment	Safety
36b. I feel safe going to and from school.	Safety of the Learning Environment	Safety
37c. I am bullied at school. (R)	Safety of the Learning Environment	Safety
38d. My school is clean and neat.	Safety of the Learning Environment	Safety

Note. (R)=reverse-coded items; Items were assessed on a 4-point scale: 1, NO!; 2, No; 3, Yes; 4, YES!

Appendix B. Response Rate per School (Grades 3-5)

	# of Respondents (n)	% of total respondent
<i>Missing</i>	1	.02%
1. ADAIRE, ALEXANDER SCHOOL	117	2.47%
2. ALLEN, DR.ETHEL SCHOOL	50	1.06%
3. BREGY, F. AMEDEE SCHOOL	93	1.97%
4. BRIDESBURG SCHOOL	1	.02%
5. BROWN, HENRY A. SCHOOL	171	3.62%
6. CARNELL, LAURA H. SCHOOL	1	.02%
7. CATHARINE, JOSEPH SCHOOL	236	4.99%
8. CAYUGA SCHOOL	1	.02%
9. CONWELL, RUSSELL MIDDLE SCHOOL	67	1.42%
10. COOK-WISSAHICKON SCHOOL	2	.04%
11. COOKE, JAY ELEMENTARY	1	.02%
12. CRAMP, WILLIAM SCHOOL	1	.02%
13. CROSSAN, KENNEDY C. SCHOOL	168	3.55%
14. DAY, ANNA B. SCHOOL	1	.02%
15. DECATUR, STEPHEN SCHOOL	326	6.89%
16. DICK, WILLIAM SCHOOL	1	.02%
17. DUNBAR, PAUL L. SCHOOL	19	.40%
18. EDMONDS, FRANKLIN S. SCHOOL	224	4.74%
19. ELKIN, LEWIS SCHOOL	1	.02%
20. EMLIN, ELEANOR C. SCHOOL	160	3.38%
21. FARRELL, LOUIS H. SCHOOL	282	5.96%
22. FELL, D. NEWLIN SCHOOL	90	1.90%
23. FORREST, EDWIN SCHOOL	4	.08%
24. FOX CHASE SCHOOL	118	2.50%
25. FRANK, ANNE SCHOOL	4	.08%
26. FRANKLIN, BENJAMIN SCHOOL	337	7.13%
27. GIRARD, STEPHEN SCHOOL	1	.02%
28. GREENBERG, JOSEPH SCHOOL	2	.04%
29. GREENFIELD, ALBERT M. SCHOOL	3	.06%
30. HACKETT, HORATIO B. SCHOOL	134	2.83%
31. HANCOCK, JOHN SCHOOL	3	.06%
32. HESTON, EDWARD SCHOOL	1	.02%
33. HOLME, THOMAS SCHOOL	136	2.88%
34. HOWE, JULIA WARD SCHOOL	86	1.82%
35. HUEY, SAMUEL B. SCHOOL	1	.02%
36. JENKS ACADEMY FOR ARTS AND SCIENCE	1	.02%
37. JUNIATA PARK ACADEMY	1	.02%

	# of Respondents (n)	% of total respondent
38. KELLY, JOHN B. SCHOOL	1	.02%
39. KEY, FRANCIS SCOTT SCHOOL	17	.36%
40. LEA, HENRY C.	1	.02%
41. LOCKE, ALAIN SCHOOL	2	.04%
42. LOESCHE, WILLIAM H. SCHOOL	262	5.54%
43. LONGSTRETH, WILLIAM C. SCHOOL	2	.04%
44. MAYFAIR SCHOOL	7	.15%
45. MC CALL, GEN. GEORGE A. SCHOOL	22	.47%
46. MC CLURE, ALEXANDER K. SCHOOL	223	4.72%
47. MCCLOSKEY, JOHN F. SCHOOL	145	3.07%
48. MCDANIEL, DELAPLAINE SCHOOL	27	.57%
49. MEREDITH, WILLIAM M. SCHOOL	2	.04%
50. MOORE, J. HAMPTON SCHOOL	5	.11%
51. OVERBROOK EDUCATIONAL CENTER	4	.08%
52. PEIRCE, THOMAS M. SCHOOL	53	1.12%
53. PENN ALEXANDER	2	.04%
54. PENNYPACKER, SAMUEL SCHOOL	3	.06%
55. PENROSE SCHOOL	1	.02%
56. PRINCE HALL	172	3.64%
57. RHAWNHURST SCHOOL	12	.25%
58. ROOSEVELT ELEMENTARY SCHOOL	1	.02%
59. SHARSWOOD, GEORGE SCHOOL	97	2.05%
60. SHAWMONT SCHOOL	151	3.19%
61. SHERIDAN, PHILIP H. SCHOOL	209	4.42%
62. SOUTHWARK SCHOOL	83	1.76%
63. SPRING GARDEN SCHOOL	1	.02%
64. SPRUANCE, GILBERT SCHOOL	141	2.98%
65. STANTON, EDWIN M. SCHOOL	5	.11%
66. SULLIVAN, JAMES J. SCHOOL	2	.04%
67. WASHINGTON, GROVER JR. MIDDLE SCHOOL	2	.04%
68. WEBSTER, JOHN H. SCHOOL	148	3.13%
69. WELSH, JOHN SCHOOL	79	1.67%
70. ZIEGLER, WILLIAM H. SCHOOL	1	.02%
Total	4,729	100.00%

Appendix C. Exploratory Factor Analysis (Grades 3-5)

	Factor			
	Academic Tenacity	Safety and Belonging	Teacher Engagement	Negative Affect
18e. I work hard to learn the lessons in my classes.	.716			
16c. I am a hard worker.	.712			
25a. When I am in school, I try to learn as much as I can.	.629			
23e. If I don't do well on a test, I study harder next time.	.577			
17d. If I start something, I make sure to finish it.	.516			
22d. If I get confused reading something, I go back and reread it.	.495			
10a. I am learning important things in school.	.452			
15b. My parents/guardians tell me to work hard.	.442			
5e. Learning a lot in school will help me have a good life.	.398			
4d. I want to do well in school.	.395			
1a. I have to work hard to get good grades.	.393			
12c. I have learned a lot this year.	.388		.225	
20b. I have been taught to make time for homework.	.352			
28d. I can learn anything my teacher teaches me.	.345	.210		
19a. I have been taught how to study for tests.	.318			
3c. My parents/guardians want me to do well in school.	.314			
21c. I make time outside of school to do my homework and study.	.308			
11b. I learn interesting things in my classes.	.287		.236	
35a. I feel safe at school.		.745		
38d. My school is clean and neat.		.631		
32c. I am treated with respect by other students.		.628		
31b. When I am at school, I feel like I belong.		.580		
36b. I feel safe going to and from school.		.571		
30a. I have good friends at my school.		.471		
13d. I like going to my school.		.407	.210	
7b. My teachers care if I do well in school.			.660	
6a. My teachers respect me.			.606	
2b. My teachers want me to do well in school.			.592	
8c. My teachers help me when I ask them to.			.476	
14a. My teachers tell me to work hard.	.285		.401	
9d. My teachers explain things in a way I understand.			.399	
33d. I can talk to a teacher if I need to.		.207	.299	
24f. If my schoolwork is hard, I give up.				.583
27c. When I am in school, I worry about looking dumb in class.				.554
37c. I am bullied at school.				.442
26b. When I am in school, I try to do better than my classmates.	.245			.298
29e. I can't change how smart I am.				.247
34e. There is at least one adult at school that I trust.				

Note. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiserser Normalization.

Appendix D. EFA: Using Data from Schools with Ten or More Responses (Grades 3-5)

	Factor			
	Academic Tenacity	Safety and Belonging	Teacher Engagement	Negative Affect
18e. I work hard to learn the lessons in my classes.	.725			
16c. I am a hard worker.	.719			
25a. When I am in school, I try to learn as much as I can.	.624			
23e. If I don't do well on a test, I study harder next time.	.577			
17d. If I start something, I make sure to finish it.	.520			
22d. If I get confused reading something, I go back and reread it.	.492			
10a. I am learning important things in school.	.442		.216	
15b. My parents/guardians tell me to work hard.	.439			
12c. I have learned a lot this year.	.406		.208	
5e. Learning a lot in school will help me have a good life.	.392		.275	
4d. I want to do well in school.	.390			
1a. I have to work hard to get good grades.	.389			
20b. I have been taught to make time for homework.	.354			
28d. I can learn anything my teacher teaches me.	.344	.206		
19a. I have been taught how to study for tests.	.328			
21c. I make time outside of school to do my homework and study.	.313			
3c. My parents/guardians want me to do well in school.	.307			
11b. I learn interesting things in my classes.	.286		.230	
35a. I feel safe at school.		.743		
38d. My school is clean and neat.		.630		
32c. I am treated with respect by other students.		.625		
31b. When I am at school, I feel like I belong.		.578		
36b. I feel safe going to and from school.		.571		
30a. I have good friends at my school.		.475		
13d. I like going to my school.		.401	.210	
7b. My teachers care if I do well in school.			.666	
6a. My teachers respect me.			.600	
2b. My teachers want me to do well in school.			.591	
8c. My teachers help me when I ask them to.			.466	
14a. My teachers tell me to work hard.	.286		.398	
9d. My teachers explain things in a way I understand.			.394	
33d. I can talk to a teacher if I need to.		.205	.283	
24f. If my schoolwork is hard, I give up.				.575
27c. When I am in school, I worry about looking dumb in class.				.548
37c. I am bullied at school.				.433
26b. When I am in school, I try to do better than my classmates.	.243			.298
29e. I can't change how smart I am.				.243
34e. There is at least one adult at school that I trust.				

Note. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiserser Normalization.

Appendix E. Reliability Analysis for Constructs (Grades 3-5)

Quality of the Academic Experience	
All Data (alpha=.781 ¹)(n=3318 ²)	Data from Schools with Ten or More Responses (alpha=.778)(n=3267)
Items	
2b. My teachers want me to do well in school.	
6a. My teachers respect me.	
7b. My teachers care if I do well in school.	
8c. My teachers help me when I ask them to.	
9d. My teachers explain things in a way I understand.	
10a. I am learning important things in school.	
11b. I learn interesting things in my classes.	
12c. I have learned a lot this year.	
13d. I like going to my school.	
Safety of the Learning Environment	
All Data (alpha=.694) (n=2930)	Data from Schools with Ten or More Responses (alpha=.694) (n=2894)
Items	
30a. I have good friends at my school.	
31b. When I am at school, I feel like I belong.	
32c. I am treated with respect by other students.	
33d. I can talk to a teacher if I need to.	
34e. There is at least one adult at school that I trust.	
35a. I feel safe at school.	
36b. I feel safe going to and from school.	
37c. I am bullied at school. (R)	
38d. My school is clean and neat.	
Academic Tenacity	
All Data (alpha=.705)(n=2756)	Data from Schools with Ten or More Responses (alpha=.705)(n=2722)
Items	
1a. I have to work hard to get good grades.	
3c. My parents/guardians want me to do well in school.	
4d. I want to do well in school.	
5e. Learning a lot in school will help me have a good life.	
14a. My teachers tell me to work hard.	
15b. My parents/guardians tell me to work hard.	
16c. I am a hard worker.	
17d. If I start something, I make sure to finish it.	
18e. I work hard to learn the lessons in my classes.	
19a. I have been taught how to study for tests.	
20b. I have been taught to make time for homework.	
21c. I make time outside of school to do my homework and study.	
22d. If I get confused reading something, I go back and reread it.	
23e. If I don't do well on a test, I study harder next time.	
24f. If my schoolwork is hard, I give up. (R)	
25a. When I am in school, I try to learn as much as I can.	
26b. When I am in school, I try to do better than my classmates.	
27c. When I am in school, I worry about looking dumb in class. (R)	
28d. I can learn anything my teacher teaches me.	
29e. I can't change how smart I am. (R)	

¹Alpha levels higher than .70 are considered good. ²The n value represents the number of valid cases used in the reliability analysis.

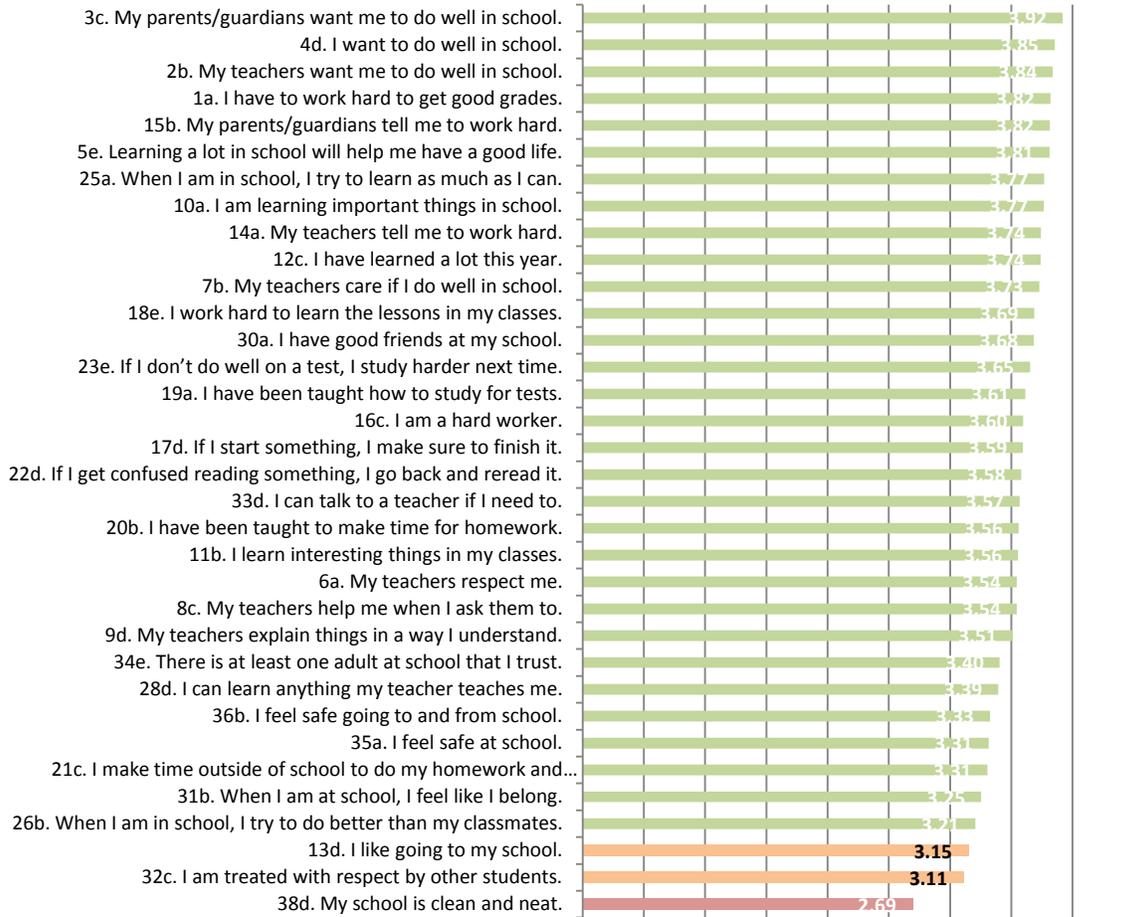
Appendix F. Reliability Analysis for Factors Suggested by EFA (Grades 3-5)

Teacher Engagement	
All Data (alpha=.744 ¹)(n=3658 ²)	Data from Schools with Ten or More Responses (alpha=.741)(n=3602)
Items	
2b. My teachers want me to do well in school.	
6a. My teachers respect me.	
7b. My teachers care if I do well in school.	
8c. My teachers help me when I ask them to.	
9d. My teachers explain things in a way I understand.	
14a. My teachers tell me to work hard.	
Safety of the Learning Environment	
All Data (alpha=.777) (n=2944)	Data from Schools with Ten or More Responses (alpha=.776) (n=2909)
Items	
13d. I like going to my school.	
30a. I have good friends at my school.	
31b. When I am at school, I feel like I belong.	
32c. I am treated with respect by other students.	
35a. I feel safe at school.	
36b. I feel safe going to and from school.	
38d. My school is clean and neat.	
Academic Tenacity	
All Data (alpha=.823)(n=3199)	Data from Schools with Ten or More Responses (alpha=.824)(n=3159)
Items	
1a. I have to work hard to get good grades.	
4d. I want to do well in school.	
5e. Learning a lot in school will help me have a good life.	
10a. I am learning important things in school.	
12c. I have learned a lot this year.	
15b. My parents/guardians tell me to work hard.	
16c. I am a hard worker.	
17d. If I start something, I make sure to finish it.	
18e. I work hard to learn the lessons in my classes.	
20b. I have been taught to make time for homework.	
22d. If I get confused reading something, I go back and reread it.	
23e. If I don't do well on a test, I study harder next time.	
25a. When I am in school, I try to learn as much as I can.	
28d. I can learn anything my teacher teaches me.	
Negative Affect	
All Data (alpha=.489)(n=3701)	Data from Schools with Ten or More Responses (alpha=.483)(n=3655)
Items	
24f. If my schoolwork is hard, I give up. (R)	
27c. When I am in school, I worry about looking dumb in class.(R)	
37c. I am bullied at school.(R)	

¹Alpha levels higher than .70 are considered good. ²The n value represents the number of valid cases used in the reliability analysis.

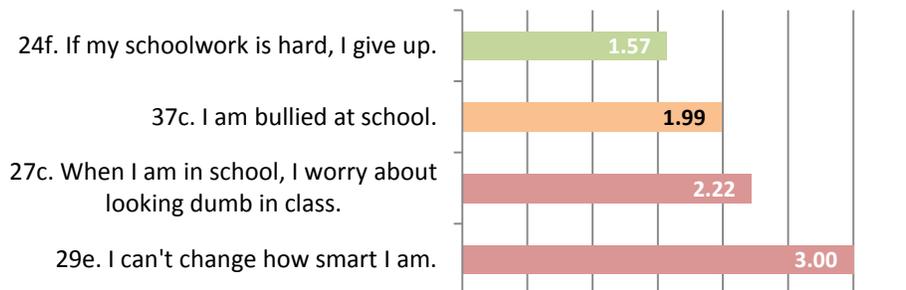
Appendix G. Item Means Based on Data from Schools with Ten or More Responses (3-5)

Averages by Item, Positively-Worded Items



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = > 3.2; Orange (Attention) = >2.8 & <3.2; Red (Action) <2.8. Positively-worded items displayed.

Averages by Item (reverse-coded)



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = < 1.8; Orange (Attention) = >1.8 & <2.2; Red (Action) = >2.2. Reverse-coded items displayed.

Appendix H. Survey Items and Constructs (Grades 6-12)

Item	Construct	Sub-construct
1a. I have to work hard to be successful.	Academic Tenacity	Grit/Effort
2b. My teachers have high expectations for me in school.	Quality of the Academic Experience	Teacher Quality
3c. My parents/guardians have high expectations for me in school.	Academic Tenacity	Personal and Family Expectation
4d. I have high expectations for myself in school.	Academic Tenacity	Personal and Family Expectation
5e. Learning a lot in school will help me have a good life.	Academic Tenacity	Value of Education
6a. My teachers know a lot about the subjects they teach.	Quality of the Academic Experience	Teacher quality
7b. My teachers treat me with respect.	Quality of the Academic Experience	Teacher quality
8c. My teachers care about my success.	Quality of the Academic Experience	Teacher quality
9d. My teachers are willing to provide me with extra help if I need it.	Quality of the Academic Experience	Teacher quality
10e. My teachers explain information in a way I understand.	Quality of the Academic Experience	Teacher quality
11a. I am learning what I need to be successful in life.	Quality of the Academic Experience	Meeting my Learning Needs
12b. My school gives me work that is neither too easy nor too hard.	Quality of the Academic Experience	Meeting my Learning Needs
13c. My school meets my learning needs.	Quality of the Academic Experience	Meeting my Learning Needs
14d. I learn interesting things in my classes.	Quality of the Academic Experience	Meeting my Learning Needs
15e. I am happy with the education I am getting at my school	Quality of the Academic Experience	Meeting my Learning Needs
16a. Teachers/Staff encourage me to work hard.	Academic Tenacity	Grit/Effort
17b. My parents encourage me to work hard.	Academic Tenacity	Grit/Effort
18c. I am a hard worker.	Academic Tenacity	Grit/Effort
19d. I finish whatever I start.	Academic Tenacity	Grit/Effort
20e. I stay focused on my long-term goals.	Academic Tenacity	Grit/Effort
21a. I have been shown how to study for tests.	Academic Tenacity	Self-Regulation
22b. I have been taught how to manage my time.	Academic Tenacity	Self-Regulation
23c. I set aside time outside of school to do my homework and study	Academic Tenacity	Self-Regulation
24d. If I don't understand something I have read, I will go back and reread it.	Academic Tenacity	Self-Regulation
25e. If I don't know the answer to a question in school, I work to figure it out.	Academic Tenacity	Self-Regulation
26f. If I don't do well on a test, I study harder next time.	Academic Tenacity	Self-Regulation
27g. If my schoolwork is challenging, I give up. (R)	Academic Tenacity	Grit/Effort
28a. When in school, I focus on learning as much as I can.	Academic Tenacity	Goal Orientation

Note. (n)=negatively worded items. Items 1a to 48h were assessed on a 4-point scale: 1, Strongly Disagree; 2, Disagree; 3, Agree; 4, Strongly Agree.

Appendix H, *Continued*

Item	Construct	Sub-construct
29b. When in school, I focus on performing better than my classmates.	Academic Tenacity	Goal Orientation
30c. When in school, I focus on not looking dumb in class. (R)	Academic Tenacity	Goal Orientation
31d. I believe I can learn whatever is taught in my classes.	Academic Tenacity	Self-Efficacy
32e. I am confident I can do an excellent job on the assignments and tests in my classes.	Academic Tenacity	Self-Efficacy
33f. I can't change how smart I am. (R)	Academic Tenacity	Incremental Theory Of Intelligence
34g. My work in school makes me think about who I am and what I believe in.	Academic Tenacity	Relevance/Identity Development
35a. I feel welcome in my school.	Safety of the Learning Environment	Community/Belonging
36b. I have good friends at my school.	Safety of the Learning Environment	Community/Belonging
37c. When I am in school, I feel like I belong.	Safety of the Learning Environment	Community/Belonging
38d. I am treated with respect by other students.	Safety of the Learning Environment	Community/Belonging
39e. There are opportunities for me to talk with teachers/staff about problems.	Safety of the Learning Environment	Community/Belonging
40f. There is at least one adult at school that I trust.	Safety of the Learning Environment	Community/Belonging
41a. I feel safe at school.	Safety of the Learning Environment	Safety
42b. I feel safe going to and from school.	Safety of the Learning Environment	Safety
43c. I am bullied at school. (R)	Safety of the Learning Environment	Safety
44d. I am treated poorly at school because of my race or background. (R)	Safety of the Learning Environment	Safety
45e. I am treated poorly at school because I am learning to speak English. (R)	Safety of the Learning Environment	Safety
46f. I am treated poorly at school because I am dealing with a disability. (R)	Safety of the Learning Environment	Safety
47g. My school is clean.	Safety of the Learning Environment	Safety
48h. The school building is in good condition.	Safety of the Learning Environment	Safety
49. What is the highest level of education you plan to pursue?	Specific Education/Vocation Goals	Specific Education Goals
50. What are your immediate plans following graduation from high school?	Specific Education/Vocation Goals	Plans following graduation

Note. (R)=reverse coded items. Items 1a to 48h were assessed on a 4-point scale: 1, Strongly Disagree; 2, Disagree; 3, Agree; 4, Strongly Agree.

Appendix I. Response Rate per School (Grades 6-12)

	# of Respondents (n)	% of total Respondents
1. ACADEMY AT PALUMBO	20	.38%
2. ADAIRE, ALEXANDER SCHOOL	136	2.6%
3. ALLEN, DR.ETHEL SCHOOL	9	.17%
4. ALLEN, ETHAN SCHOOL	2	.04%
5. AMY AT JAMES MARTIN	290	5.5%
6. AMY NORTHWEST	254	4.8%
7. ANDERSON, ADD B. SCHOOL	3	.06%
8. ARTHUR, CHESTER A. SCHOOL	3	.06%
9. ARTS ACADEMY AT RUSH	2	.04%
10. BACHE-MARTIN SCHOOL	2	.04%
11. BALDI, C. C. A. MIDDLE SCHOOL	114	2.2%
12. BEEBER, DIMNER MIDDLE	1	.02%
13. BLAINE, JAMES G. SCHOOL	2	.04%
14. BLANKENBURG, RUDOLPH SCHOOL	2	.04%
15. BODINE, WILLIAM W. H.S. FOR INTERNATIONAL AFFAIRS	67	1.3%
16. BREGY, F. AMEDEE SCHOOL	111	2.1%
17. BROWN, HENRY A. SCHOOL	4	.08%
18. BROWN, JOSEPH H. SCHOOL	1	.02%
19. BRYANT, WILLIAM C. SCHOOL	2	.04%
20. CENTRAL HIGH SCHOOL	75	1.4%
21. CHILDS, GEORGE W. SCHOOL	62	1.2%
22. CONSTITUTION HIGH SCHOOL	11	.21%
23. CONWELL, RUSSELL MIDDLE SCHOOL	193	3.7%
24. COOKE, JAY ELEMENTARY	5	.09%
25. COOK-WISSAHICKON SCHOOL	10	.19%
26. CREATIVE AND PERFORMING ARTS HIGH SCHOOL	24	.45%
27. DAY, ANNA B. SCHOOL	6	.11%
28. DE BURGOS,JULIA BILINGUAL	1	.02%
29. DECATUR, STEPHEN SCHOOL	272	5.2%
30. DICK, WILLIAM SCHOOL	1	.02%
31. DISSTON, HAMILTON SCHOOL	12	.23%
32. DOBBINS, MURRELL HIGH SCHOOL	18	.34%
33. DOBSON, JAMES SCHOOL	3	.06%
34. DUCKREY, TANNER SCHOOL	4	.08%
35. DUNBAR, PAUL L. SCHOOL	13	.25%
36. EDISON, THOMAS A. HIGH SCHOOL	101	1.9%
37. FARRELL, LOUIS H. SCHOOL	268	5.1%
38. FELL, D. NEWLIN SCHOOL	149	2.8%
39. FELS, SAMUEL SR. HIGH	32	.61%

	# of Respondents (n)	% of total Respondents
40. FELTONVILLE SCHL OF ARTS/SCI	32	.61%
41. FINLETTER, THOMAS K. SCHOOL	3	.06%
42. FITLER ACADEMICS PLUS	6	.11%
43. FITZPATRICK, ALOYSIUS L.	1	.02%
44. FORREST, EDWIN SCHOOL	8	.15%
45. FRANKFORD HIGH SCHOOL	21	.40%
46. FRANKLIN BENJAMIN HIGH SCHOOL	16	.30%
47. FRANKLIN LEARNING CENTER	15	.28%
48. FRANKLIN, BENJAMIN SCHOOL	149	2.8%
49. FURNESS, HORACE HIGH SCHOOL	10	.19%
50. GAMP	3	.06%
51. GIDEON, EDWARD SCHOOL	1	.02%
52. GREENBERG, JOSEPH SCHOOL	9	.17%
53. GREENFIELD, ALBERT M. SCHOOL	8	.15%
54. H.S. OF ENGINEERING & SCIENCE ENGINEERING & SCIENCE	36	.68%
55. HAMILTON, ANDREW SCHOOL	25	.47%
56. HARRINGTON, AVERY D. SCHOOL	7	.13%
57. HARTRANFT, JOHN F. SCHOOL	54	1.0%
58. HESTON, EDWARD SCHOOL	3	.06%
59. HILL-FREEDMAN WORLD ACADEMY	22	.42%
60. HOLME, THOMAS SCHOOL	40	.76%
61. HOPKINSON, FRANCIS SCHOOL	6	.11%
62. HOUSTON, HENRY E. SCHOOL	4	.08%
63. JACKSON, ANDREW SCHOOL	1	.02%
64. JENKS ACADEMY FOR ARTS AND SCI	9	.17%
65. JOHN BARTRAM HIGH SCHOOL	18	.34%
66. JUNIATA PARK ACADEMY	20	.38%
67. KEARNY, GEN PHILIP SCHOOL	4	.08%
68. KELLEY, WILLIAM D. SCHOOL	7	.13%
69. KENSINGTON CAPA	5	.09%
70. KENSINGTON HEALTH SCIENCES ACADEMY	1	.02%
71. KENSINGTON URBAN ED ACADEMY	4	.08%
72. KEY, FRANCIS SCOTT SCHOOL	33	.63%
73. KING, MARTIN LUTHER HIGH SCH.	12	.23%
74. KIRKBRIDE, ELIZA B. SCHOOL	6	.11%
75. LA BRUM GEN J HARRY MIDDLE SCH	10	.19%
76. LAMBERTON, ROBERT E. SCHOOL	5	.09%
77. LANKENAU HIGH SCHOOL	74	1.4%

	# of Respondents (n)	% of total Respondents
78. LEA, HENRY C.	5	.09%
79. LEEDS, MORRIS E. MIDDLE SCHOOL	18	.34%
80. LINCOLN, ABRAHAM HIGH SCHOOL	49	.93%
81. LINGELBACH, ANNA L. SCHOOL	6	.11%
82. LOCKE, ALAIN SCHOOL	5	.09%
83. LONGSTRETH, WILLIAM C. SCHOOL	6	.11%
84. LUDLOW, JAMES R. SCHOOL	1	.02%
85. MARSHALL, THURGOOD	11	.21%
86. MASTBAUM, JULES E. HIGH SCHOOL	15	.28%
87. MASTERMAN, JULIA R. SR. HIGH	11	.21%
88. MAYFAIR SCHOOL	35	.66%
89. MC CALL, GEN. GEORGE A. SCHOOL	61	1.2%
90. MC KINLEY, WILLIAM SCHOOL	11	.21%
91. MCCLOSKEY, JOHN F. SCHOOL	95	1.8%
92. MEADE, GEN. GEORGE C. SCHOOL	1	.02%
93. MEEHAN, AUSTIN MIDDLE SCHOOL	368	7.0%
94. MEREDITH, WILLIAM M. SCHOOL	2	.04%
95. MIDDLE YEARS ALTERNATIVE(MYA) SCHOOL FOR THE HUMANITIES	26	.49%
96. MIFFLIN, THOMAS SCHOOL	4	.08%
97. MORRISON, ANDREW J. SCHOOL	5	.09%
98. MOTIVATION HS	31	.59%
99. MUNOZ MARIN, HON. LUIS SCHOOL	2	.04%
100. NORTHEAST HIGH SCHOOL	112	2.1%
101. OLNEY ELEMENTARY SCHOOL	13	.25%
102. ONE BRIGHT RAY - FAIRHILL	1	.02%
103. OVERBROOK EDUCATIONAL CENTER	5	.09%
104. OVERBROOK HIGH SCHOOL	13	.25%
105. OVERBROOK HIGH SCHOOL - EOP	1	.02%
106. PARKWAY CENTER CITY HS	25	.47%
107. PARKWAY NORTHWEST HS	10	.19%
108. PARKWAY WEST HS	9	.17%
109. PEIRCE, THOMAS M. SCHOOL	5	.09%
110. PENN ALEXANDER	7	.13%
111. PENN TREATY HIGH SCHOOL	16	.30%
112. PENROSE SCHOOL	9	.17%
113. PHILA HIGH SCHOOL FOR GIRLS	27	.51%
114. PHILA LEARNING ACADEMY NORTH	58	1.1%
115. PHILADELPHIA MILITARY ACADEMY	8	.15%

	# of Respondents (n)	% of total Respondents
116. POTTER-THOMAS SCHOOL	1	.02%
117. RANDOLPH TECH HIGH SCHOOL	14	.27%
118. RHOADS SCHOOL	2	.04%
119. ROBERTO CLEMENTE MIDDLE SCHOOL	4	.08%
120. ROBESON - HUMAN SERV HS	8	.15%
121. ROOSEVELT ELEMENTARY SCHOOL	1	.02%
122. ROXBOROUGH HIGH SCHOOL	15	.28%
123. SAUL, WALTER B. HIGH SCHOOL	13	.25%
124. SAYRE HIGH SCHOOL	3	.06%
125. SCHOOL OF THE FUTURE	9	.17%
126. SCIENCE LEADERSHIP ACADEMY	14	.27%
127. SHARSWOOD, GEORGE SCHOOL	103	2.0%
128. SHAWMONT SCHOOL	100	1.9%
129. SOUTH PHILADELPHIA HIGH SCHOOL	8	.15%
130. SOUTHWARK SCHOOL	132	2.5%
131. SPRING GARDEN SCHOOL	3	.06%
132. SPRUANCE, GILBERT SCHOOL	194	3.7%
133. STANTON, EDWIN M. SCHOOL	3	.06%
134. STEEL, EDWARD SCHOOL	4	.08%
135. STRAWBERRY MANSION HIGH SCHOOL	5	.09%
136. SWENSON ARTS & TECHNOLOGY H.S.	33	.63%
137. TAGGART, JOHN H. SCHOOL	1	.02%
138. THE WORKSHOP SCHOOL	1	.02%
139. VARE-WASHINGTON ELEMENTARY SCH	6	.11%
140. WAGNER, GEN. LOUIS MIDDLE	4	.08%
141. WARING, LAURA W. SCHOOL	5	.09%
142. WARREN G. HARDING MIDDLE SCHOOL	313	5.9%
143. WASHINGTON, GEORGE HIGH SCHOOL	69	1.3%
144. WASHINGTON, GROVER JR. MIDDLE SCH	10	.19%
145. WASHINGTON, MARTHA SCHOOL	5	.09%
146. WELSH, JOHN SCHOOL	18	.34%
147. WEST PHILADELPHIA HIGH SCHOOL	15	.28%
148. WIDENER MEMORIAL SCHOOL	40	.76%
149. WILSON, WOODROW MIDDLE	53	1.0%
150. ZIEGLER, WILLIAM H. SCHOOL	9	.17%
Total	5,278	100.0%

Appendix J. Exploratory Factor Analysis (Grades 6-12)

	Academic Tenacity	Quality of the Academic Experience	Safety of the Learning Environment	Equity
18c. I am a hard worker.	.736			
20e. I stay focused on my long-term goals.	.702			
19d. I finish whatever I start.	.680			
4d. I have high expectations for myself in school.	.642			
25e. If I don't know the answer to a question in school, I work to figure it out.	.641			
32e. I am confident I can do an excellent job on the assignments and tests in my classes.	.631			
26f. If I don't do well on a test, I study harder next time.	.631			
28a. When in school, I focus on learning as much as I can.	.622			
24d. If I don't understand something I have read, I will go back and reread it.	.542			
23c. I set aside time outside of school to do my homework and study.	.531			
31d. I believe I can learn whatever is taught in my classes.	.521			
29b. When in school, I focus on performing better than my classmates.	.513			
17b. My parents encourage me to work hard.	.444			
34g. My work in school makes me think about who I am and what I believe in.	.410			
3c. My parents/guardians have high expectations for me in school.	.409			
1a. I have to work hard to be successful.	.391			
5e. Learning a lot in school will help me have a good life.	.351	.312		
30c. When in school, I focus on not looking dumb in class.	.273			
8c. My teachers care about my success.		.846		
9d. My teachers are willing to provide me with extra help if I need it.		.762		
7b. My teachers treat me with respect.		.738		
6a. My teachers know a lot about the subjects they teach.		.710		
16a. Teachers/Staff encourage me to work hard.		.659		
10e. My teachers explain information in a way I understand.		.647		
15e. I am happy with the education I am getting at my school.		.638		
14d. I learn interesting things in my classes.		.607		
2b. My teachers have high expectations for me in school.		.573		
13c. My school meets my learning needs.		.565		
11a. I am learning what I need to be successful in life.	.210	.497		
21a. I have been shown how to study for tests.		.479		
39e. There are opportunities for me to talk with teachers/staff about problems.		.443	.293	
22b. I have been taught how to manage my time.	.233	.378		
12b. My school gives me work that is neither too easy nor too hard.		.367		
40f. There is at least one adult at school that I trust.		.221	.219	
41a. I feel safe at school.			.814	
38d. I am treated with respect by other students.			.764	
35a. I feel welcome in my school.			.724	
37c. When I am in school, I feel like I belong.			.721	
42b. I feel safe going to and from school.			.654	
36b. I have good friends at my school.			.498	
47g. My school is clean.			.478	.261
48h. The school building is in good condition.		.201	.453	.213
45e. I am treated poorly at school because I am learning to speak English.				.908
46f. I am treated poorly at school because I am dealing with a disability.				.894
44d. I am treated poorly at school because of my race or background.				.824
43c. I am bullied at school.			-.237	.742
27g. If my schoolwork is challenging, I give up.	-.211			.433
33f. I can't change how smart I am.				.296

Note. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiserser Normalization.

Appendix K. EFA: Using Data from Schools with Ten or More Responses (Grades 6-12)

	Academic Tenacity	Quality of the Academic Experience	Safety	Equity
18c. I am a hard worker.	.736			
20e. I stay focused on my long-term goals.	.702			
19d. I finish whatever I start.	.680			
4d. I have high expectations for myself in school.	.642			
25e. If I don't know the answer to a question in school, I work to figure it out.	.641			
32e. I am confident I can do an excellent job on the assignments and tests in my classes.	.631			
26f. If I don't do well on a test, I study harder next time.	.631			
28a. When in school, I focus on learning as much as I can.	.622			
24d. If I don't understand something I have read, I will go back and reread it.	.542			
23c. I set aside time outside of school to do my homework and study.	.531			
31d. I believe I can learn whatever is taught in my classes.	.521			
29b. When in school, I focus on performing better than my classmates.	.513			
17b. My parents encourage me to work hard.	.444			
3c. My parents/guardians have high expectations for me in school.	.410			
1a. I have to work hard to be successful.	.409			
34g. My work in school makes me think about who I am and what I believe in.	.391			
5e. Learning a lot in school will help me have a good life.	.351	.312		
30c. When in school, I focus on not looking dumb in class.	.273			
8c. My teachers care about my success.		.846		
9d. My teachers are willing to provide me with extra help if I need it.		.762		
7b. My teachers treat me with respect.		.738		
6a. My teachers know a lot about the subjects they teach.		.710		
10e. My teachers explain information in a way I understand.		.659		
15e. I am happy with the education I am getting at my school.		.647		
16a. Teachers/Staff encourage me to work hard.		.638		
14d. I learn interesting things in my classes.		.607		
13c. My school meets my learning needs.		.573		
2b. My teachers have high expectations for me in school.		.565		
21a. I have been shown how to study for tests.	.210	.497		
11a. I am learning what I need to be successful in life.		.479		
39e. There are opportunities for me to talk with teachers/staff about problems.		.443	.293	
22b. I have been taught how to manage my time.	.233	.378		
12b. My school gives me work that is neither too easy nor too hard.		.367		
40f. There is at least one adult at school that I trust.		.221	.219	
41a. I feel safe at school.			.814	
38d. I am treated with respect by other students.			.764	
35a. I feel welcome in my school.			.724	
37c. When I am in school, I feel like I belong.			.721	
42b. I feel safe going to and from school.			.654	
36b. I have good friends at my school.			.498	
47g. My school is clean.			.478	.261
48h. The school building is in good condition.		.201	.453	.213
45e. I am treated poorly at school because I am learning to speak English.				.908
46f. I am treated poorly at school because I am dealing with a disability.				.894
44d. I am treated poorly at school because of my race or background.				.824
43c. I am bullied at school.			-.237	.742
27g. If my schoolwork is challenging, I give up.	-.211			.433
33f. I can't change how smart I am.				.296

Note. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiserser Normalization.

Appendix L. Reliability Analysis for Constructs (Grades 6-12)

Quality of the Academic Experience	
All Data (alpha=.898 ¹)(n=3052 ²)	Data from Schools with Ten or More Responses (alpha=.898)(n=2912)
Items	
2b. My teachers have high expectations for me in school.	
6a. My teachers know a lot about the subjects they teach.	
7b. My teachers treat me with respect.	
8c. My teachers care about my success.	
9d. My teachers are willing to provide me with extra help if I need it.	
10e. My teachers explain information in a way I understand.	
11a. I am learning what I need to be successful in life.	
12b. My school gives me work that is neither too easy nor too hard.	
13c. My school meets my learning needs.	
14d. I learn interesting things in my classes.	
15e. I am happy with the education I am getting at my school	
Safety of the Learning Environment	
All Data (alpha=.812) (n=2503)	Data from Schools with Ten or More Responses (alpha=.811) (n=2418)
Items	
35a. I feel welcome in my school.	
36b. I have good friends at my school.	
37c. When I am in school, I feel like I belong.	
38d. I am treated with respect by other students.	
39e. There are opportunities for me to talk with teachers/staff about problems.	
40f. There is at least one adult at school that I trust.	
41a. I feel safe at school.	
42b. I feel safe going to and from school.	
43c. I am bullied at school. (R)	
44d. I am treated poorly at school because of my race or background. (R)	
45e. I am treated poorly at school because I am learning to speak English. (R)	
46f. I am treated poorly at school because I am dealing with a disability. (R)	
47g. My school is clean.	
48h. The school building is in good condition.	
Academic Tenacity	
All Data (alpha=.835)(n=2347)	Data from Schools with Ten or More Responses (alpha=.834)(n=2264)
Items	
1a. I have to work hard to be successful.	
3c. My parents/guardians have high expectations for me in school.	
4d. I have high expectations for myself in school.	
5e. Learning a lot in school will help me have a good life.	
16a. Teachers/Staff encourage me to work hard.	
17b. My parents encourage me to work hard.	
18c. I am a hard worker.	
19d. I finish whatever I start.	
20e. I stay focused on my long-term goals.	
21a. I have been shown how to study for tests.	
22b. I have been taught how to manage my time.	
23c. I set aside time outside of school to do my homework and study	
24d. If I don't understand something I have read, I will go back and reread it.	
25e. If I don't know the answer to a question in school, I work to figure it out.	
26f. If I don't do well on a test, I study harder next time.	
27g. If my schoolwork is challenging, I give up. (R)	
28a. When in school, I focus on learning as much as I can.	
29b. When in school, I focus on performing better than my classmates.	
30c. When in school, I focus on not looking dumb in class. (R)	
31d. I believe I can learn whatever is taught in my classes.	
32e. I am confident I can do an excellent job on the assignments and tests in my classes.	
33f. I can't change how smart I am. (R)	
34g. My work in school makes me think about who I am and what I believe in.	

¹Alpha levels higher than .70 are considered good. ²The n value represents the number of valid cases used in the reliability analysis.

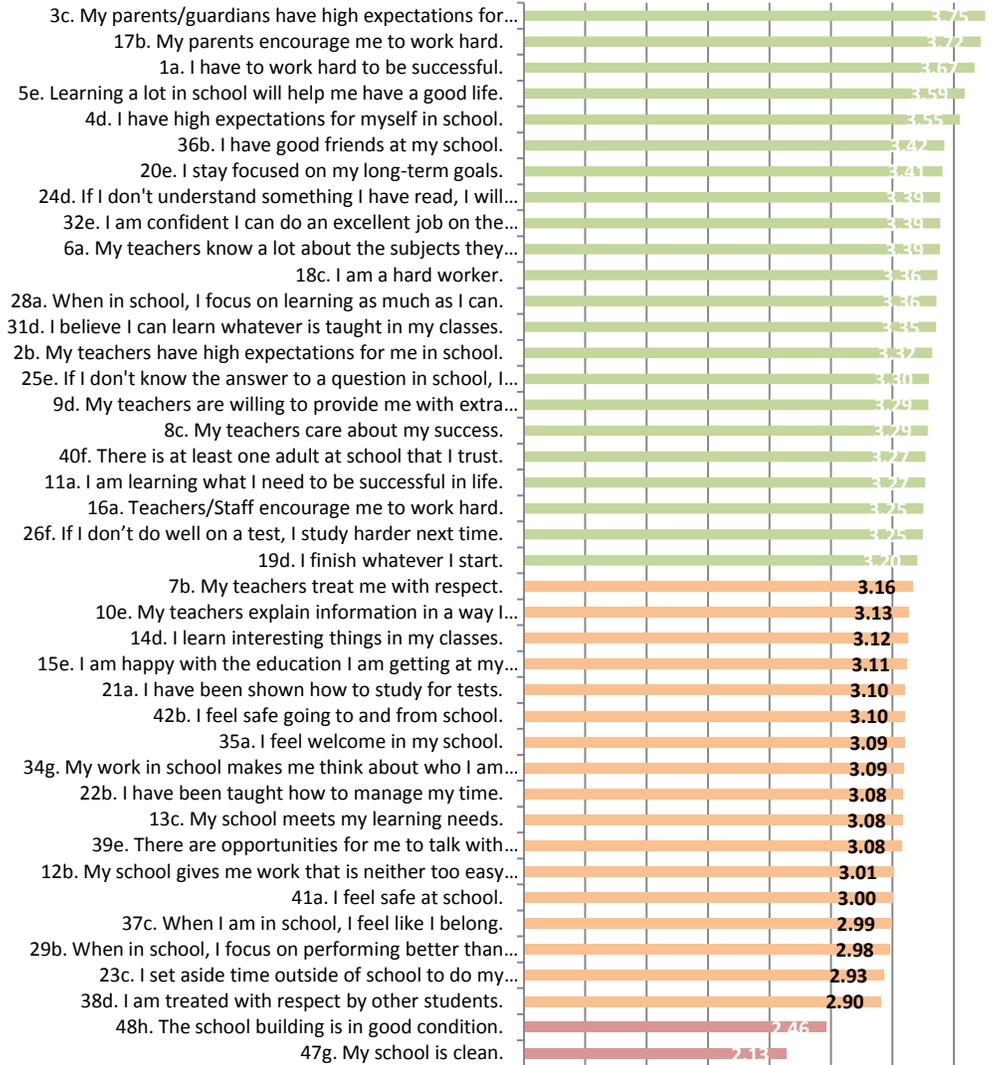
Appendix M. Reliability Analysis for Factors Suggested by EFA (Grades 6-12)

Quality of the Academic Experience	
All Data (alpha=.908 ¹)(n=2530 ²)	Data from Schools with Ten or More Responses (alpha=.908)(n=2447)
Items	
2b. My teachers have high expectations for me in school.	
6a. My teachers know a lot about the subjects they teach.	
7b. My teachers treat me with respect.	
8c. My teachers care about my success.	
9d. My teachers are willing to provide me with extra help if I need it.	
10e. My teachers explain information in a way I understand.	
11a. I am learning what I need to be successful in life.	
13c. My school meets my learning needs.	
14d. I learn interesting things in my classes.	
15e. I am happy with the education I am getting at my school	
16a. Teachers/Staff encourage me to work hard.	
21a. I have been shown how to study for tests.	
39e. There are opportunities for me to talk with teachers/staff about problems.	
Equity	
All Data (alpha=.841) (n=3227)	Data from Schools with Ten or More Responses (alpha=.842) (n=3118)
Items	
27g. If my schoolwork is challenging, I give up. (R)	
43c. I am bullied at school. (R)	
44d. I am treated poorly at school because of my race or background. (R)	
45e. I am treated poorly at school because I am learning to speak English. (R)	
46f. I am treated poorly at school because I am dealing with a disability. (R)	
Safety of the Learning Environment	
All Data (alpha=.867) (n=2939)	Data from Schools with Ten or More Responses (alpha=.866) (n=2841)
Items	
35a. I feel welcome in my school.	
36b. I have good friends at my school.	
37c. When I am in school, I feel like I belong.	
38d. I am treated with respect by other students.	
41a. I feel safe at school.	
42b. I feel safe going to and from school.	
47g. My school is clean.	
48h. The school building is in good condition.	
Academic Tenacity	
All Data (alpha=.876)(n=2709)	Data from Schools with Ten or More Responses (alpha=.875)(n=2608)
Items	
3c. My parents/guardians have high expectations for me in school.	
4d. I have high expectations for myself in school.	
17b. My parents encourage me to work hard.	
18c. I am a hard worker.	
19d. I finish whatever I start.	
20e. I stay focused on my long-term goals.	
23c. I set aside time outside of school to do my homework and study.	
24d. If I don't understand something I have read, I will go back and reread it.	
25e. If I don't know the answer to a question in school, I work to figure it out.	
26f. If I don't do well on a test, I study harder next time.	
28a. When in school, I focus on learning as much as I can.	
29b. When in school, I focus on performing better than my classmates.	
31d. I believe I can learn whatever is taught in my classes.	
32e. I am confident I can do an excellent job on the assignments and tests in my classes.	
34g. My work in school makes me think about who I am and what I believe in.	

¹Alpha levels higher than .70 are considered good. ²The n value represents the number of valid cases used in the reliability analysis.

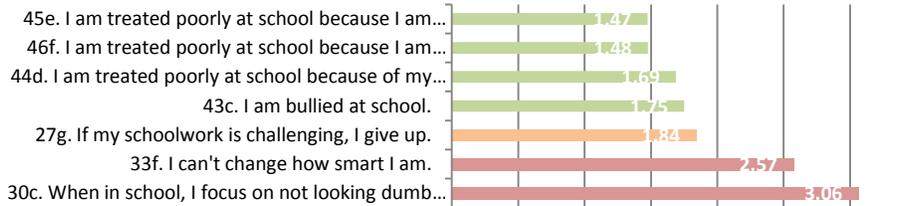
Appendix N. Item Means Based on Data from Schools with Ten or More Responses (6-12)

Averages by Item, Positively-Worded Items



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = > 3.2; Orange (Attention) = >2.8 & <3.2; Red (Action) <2.8. Positively-worded items displayed.

Averages by Item (reverse-coded)



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = < 1.8; Orange (Attention) = >1.8 & <2.2; Red (Action) = >2.2. Reverse-coded items displayed.

Appendix O. Survey Items and Constructs (Parent)

Item	Construct
1a. I feel welcome in my child's school.	Parent-School Partnership
2b. I am treated with respect in my child's school.	Parent-School Partnership
3c. I am satisfied with the response I get when I contact my child's school with questions or concerns.	Parent-School Partnership
4d. The principal or school leader is accessible to me.	Parent-School Partnership
5e. My child's school holds meetings at time that are convenient for me.	Parent-School Partnership
6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	Parent-School Partnership
7b. Someone from my child's school contacts me when my child breaks school rules.	Parent-School Partnership
8c. My child's school invites me to be included in decisions that affect my child's education.	Parent-School Partnership
9d. My child's school communicates with me in my native language.	Parent-School Partnership
10e. My child's school communicates with me in a manner that is clear and timely.	Parent-School Partnership
11f. Overall, my child's school does a good job of communicating with me.	Parent-School Partnership
12a. My child's teacher(s) give helpful comments on homework, classwork, and tests.	Parent-School Partnership
13b. My child's school gives me information about how I can help my child be successful in school.	Parent-School Partnership
14c. My child's school gives me information about the academic standards my child is expected to meet.	Parent-School Partnership
15d. My child's school does a good job of getting important school information to me.	Parent-School Partnership
16a. My child feels safe at school.	Safety of the Learning Environment
17b. My child feels safe going to and from school.	Safety of the Learning Environment
18c. My child is bullied at school. (R)	Safety of the Learning Environment
19d. My child's school is clean.	Safety of the Learning Environment
20e. My child's school building is in good condition.	Safety of the Learning Environment
21f. My child is treated poorly at school because of his/her race or background. (R)	Safety of the Learning Environment
22g. My child is treated poorly at school because she/he is an English Language Learner. (R)	Safety of the Learning Environment
23h. My child is treated poorly at school because she/he is dealing with a disability. (R)	Safety of the Learning Environment
24i. Adults at my child's school treat my child with respect.	Safety of the Learning Environment
25a. My child's school has high expectations for my child's learning	Quality of Academic Experience
26b. In school, my child is learning what he or she needs to know to be successful in life.	Quality of Academic Experience

Item	Construct
27c. Adults at my child's school encourage my child to work hard.	Quality of Academic Experience
28d. My child's school meets the specific learning needs of my child.	Quality of Academic Experience
29e. I am pleased with the quality of the education my child's school is providing for my child	Quality of Academic Experience
30a. School District Staff are accessible to me.	District Performance
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	District Performance
32c. The School District does a good job of supporting my child's school.	District Performance
33d. The School District is taking steps to improve my child's school.	District Performance
34e. The School District cares about the success of my child.	District Performance
35a. The Charter Provider is accessible to me.	Charter Provider Performance
36b. I am satisfied with the response I get when I contact the Charter Provider with questions or concerns.	Charter Provider Performance
37c. The Charter Provider does a good job of supporting my child's school.	Charter Provider Performance
38d. The Charter Provider is taking steps to improve my child's school.	Charter Provider Performance
39e. The Charter Provider cares about the success of my child.	Charter Provider Performance
40. What is the best way for you to receive information from your child's school?	Preferred Communication
41. We welcome your input throughout the year. Please indicate your preferred way of providing feedback.	Preferred Communication
42. Since the beginning of the 2013-14 school year, would you say that your child was absent from school: more days than his/her classmates in his/her grade, about as many days as his/her classmates in his/her grades, fewer days than his/her classmates in his/her grades, don't know	Perceptions of Student Absences
43. Do you know what a School Advisory Council (SAC) is?	SACs
44. Does your child's school have a School Advisory Council?	SACs

Note. The skip logic included in the survey only allows parents to complete questions pertaining to the District *or* Charter Provider.

Appendix P. Response Rate per School (Parent)

	# of responses	% of responses
1. ACADEMY AT PALUMBO	11	0.63%
2. ADAIRE, ALEXANDER SCHOOL	6	0.34%
3. ALLEN, DR.ETHEL SCHOOL	13	0.74%
4. ALLEN, ETHAN SCHOOL	5	0.28%
5. AMY AT JAMES MARTIN	2	0.11%
6. AMY NORTHWEST	9	0.51%
7. ANDERSON, ADD B. SCHOOL	1	0.06%
8. ARTHUR, CHESTER A. SCHOOL	2	0.11%
9. ARTS ACADEMY AT RUSH	8	0.46%
10. BACHE-MARTIN SCHOOL	16	0.91%
11. BALDI, C. C. A. MIDDLE SCHOOL	31	1.76%
12. BARRY, COMM. JOHN SCHOOL	2	0.11%
13. BARTON, CLARA SCHOOL	2	0.11%
14. BETHUNE, MARY MC LEOD SCHOOL	1	0.06%
15. BLAINE, JAMES G. SCHOOL	2	0.11%
16. BODINE, WILLIAM W. H.S. FOR INTERNATIONAL AFFAIRS	8	0.46%
17. BOYS LATIN OF PHILADELPHIA	8	0.46%
18. BREGY, F. AMEDEE SCHOOL	5	0.28%
19. BRIDESBURG SCHOOL	4	0.23%
20. BROWN, HENRY A. SCHOOL	13	0.74%
21. BROWN, JOSEPH H. SCHOOL	5	0.28%
22. CARNELL, LAURA H. SCHOOL	4	0.23%
23. CASSIDY, LEWIS C. SCHOOL	1	0.06%
24. CATHARINE, JOSEPH SCHOOL	6	0.34%
25. CAYUGA SCHOOL	2	0.11%
26. CENTRAL HIGH SCHOOL	31	1.76%
27. CHILDS, GEORGE W. SCHOOL	2	0.11%
28. COMEGYS, BENJAMIN B. SCHOOL	2	0.11%
29. COMLY, WATSON SCHOOL	16	0.91%
30. CONSTITUTION HIGH SCHOOL	13	0.74%
31. CONWELL, RUSSELL MIDDLE SCHOOL	22	1.25%
32. COOKE, JAY ELEMENTARY	2	0.11%
33. COOK-WISSAHICKON HEAD START	5	0.28%
34. COOK-WISSAHICKON SCHOOL	10	0.57%
35. CREATIVE AND PERFORMING ARTS HIGH SCHOOL	16	0.91%
36. CROSSAN, KENNEDY C. SCHOOL	5	0.28%
37. CROSSROADS @ HUNTING PARK	1	0.06%
38. DAY, ANNA B. SCHOOL	6	0.34%
39. DE BURGOS,JULIA BILINGUAL	4	0.23%

	# of responses	% of responses
40. DECATUR, STEPHEN SCHOOL	17	0.97%
41. DISCOVERY CHARTER SCHOOL	1	0.06%
42. DISSTON, HAMILTON SCHOOL	3	0.17%
43. DOBBINS, MURRELL HIGH SCHOOL	1	0.06%
44. DOBSON, JAMES SCHOOL	8	0.46%
45. DUCKREY, TANNER SCHOOL	1	0.06%
46. DUNBAR, PAUL L. SCHOOL	5	0.28%
47. EDISON, THOMAS A. HIGH SCHOOL	4	0.23%
48. EDMONDS, FRANKLIN S. SCHOOL	15	0.85%
49. ELKIN, LEWIS SCHOOL	9	0.51%
50. ELWYN EARLY INTERVENTION SCH	1	0.06%
51. EMLIN, ELEANOR C. SCHOOL	2	0.11%
52. FARRELL, LOUIS H. SCHOOL	46	2.62%
53. FELL, D. NEWLIN SCHOOL	3	0.17%
54. FELS, SAMUEL SR. HIGH	5	0.28%
55. FELTONVILLE SCHL OF ARTS/SCI	9	0.51%
56. FINLETTER SCHOOL HEAD START	1	0.06%
57. FINLETTER, THOMAS K. SCHOOL	4	0.23%
58. FITLER ACADEMICS PLUS	3	0.17%
59. FITZPATRICK, ALOYSIUS L.	11	0.63%
60. FORREST, EDWIN SCHOOL	4	0.23%
61. FOX CHASE SCHOOL	11	0.63%
62. FRANK, ANNE SCHOOL	42	2.39%
63. FRANKFORD HIGH SCHOOL	2	0.11%
64. FRANKLIN BENJAMIN HIGH SCHOOL	4	0.23%
65. FRANKLIN LEARNING CENTER	6	0.34%
66. FRANKLIN TOWNE CHARTER SC	1	0.06%
67. FRANKLIN, BENJAMIN SCHOOL	43	2.45%
68. FURNESS, HORACE HIGH SCHOOL	12	0.68%
69. GAMP	22	1.25%
70. GIDEON, EDWARD SCHOOL	1	0.06%
71. GIRARD, STEPHEN SCHOOL	3	0.17%
72. GOMPERS, SAMUEL SCHOOL	2	0.11%
73. GREENBERG, JOSEPH SCHOOL	12	0.68%
74. GREENFIELD, ALBERT M. SCHOOL	35	1.99%
75. H.S. OF ENGINEERING & SCIENCE ENGINEERING & SCIENCE	7	0.40%
76. HACKETT, HORATIO B. SCHOOL	21	1.20%
77. HANCOCK, JOHN SCHOOL	12	0.68%
78. HARRINGTON, AVERY D. SCHOOL	6	0.34%

	# of responses	% of responses
79. HARTRANFT, JOHN F. SCHOOL	35	1.99%
80. HENRY, CHARLES W. SCHOOL	6	0.34%
81. HESTON, EDWARD SCHOOL	3	0.17%
82. HILL-FREEDMAN WORLD ACADEMY	19	1.08%
83. HOLME HEAD START	1	0.06%
84. HOLME, THOMAS SCHOOL	15	0.85%
85. HOPKINSON, FRANCIS SCHOOL	5	0.28%
86. HOUSTON, HENRY E. SCHOOL	9	0.51%
87. HOWE, JULIA WARD SCHOOL	1	0.06%
88. HUEY, SAMUEL B. SCHOOL	2	0.11%
89. HUNTER, WILLIAM H. SCHOOL	1	0.06%
90. JACKSON, ANDREW SCHOOL	8	0.46%
91. JENKS ACADEMY FOR ARTS AND SCI	8	0.46%
92. JENKS, ABRAM SCHOOL	4	0.23%
93. JOHN BARTRAM HIGH SCHOOL	1	0.06%
94. JUNIATA PARK ACADEMY	5	0.28%
95. KEARNY, GEN PHILIP SCHOOL	4	0.23%
96. KELLEY, WILLIAM D. SCHOOL	2	0.11%
97. KELLY, JOHN B. SCHOOL	3	0.17%
98. KENSINGTON BUS, FIN & ENT	2	0.11%
99. KENSINGTON URBAN ED ACADEMY	1	0.06%
100.KING, MARTIN LUTHER HIGH SCH.	3	0.17%
101.KIPP PHILA CHARTER SCHL	1	0.06%
102.KIRKBRIDE HEAD START	1	0.06%
103.KIRKBRIDE, ELIZA B. SCHOOL	7	0.40%
104.LA BRUM GEN J HARRY MIDDLE SCH	5	0.28%
105.LAMBERTON, ROBERT E. SCHOOL	2	0.11%
106.LANKENAU HIGH SCHOOL	9	0.51%
107.LAWTON, HENRY W. SCHOOL	6	0.34%
108.LEA, HENRY C.	4	0.23%
109.LINCOLN,ABRAHAM HIGH SCHOOL	8	0.46%
110.LINGELBACH, ANNA L. SCHOOL	1	0.06%
111.LOCKE, ALAIN SCHOOL	2	0.11%
112.LOESCHE, WILLIAM H. SCHOOL	20	1.14%
113.LOGAN SCHOOL	1	0.06%
114.LONGSTRETH, WILLIAM C. SCHOOL	7	0.40%
115.LOWELL, JAMES R. SCHOOL	31	1.76%
116.LUDLOW, JAMES R. SCHOOL	1	0.06%
117.MARIANA BRACETTI CS	1	0.06%
118.MARSHALL, JOHN SCHOOL	30	1.71%
119.MAST,MATH,SCIENCE & TECHN	25	1.42%
120.MASTBAUM, JULES E. HIGH SCHOOL	2	0.11%

	# of responses	% of responses
121.MASTERMAN, JULIA R. SR. HIGH	48	2.73%
122.MASTERY CHARTER AT CLEVELAND	1	0.06%
123.MATH, CIVICS & SCIENCES	137	7.80%
124.MAYFAIR SCHOOL	23	1.31%
125.MC CALL, GEN. GEORGE A. SCHOOL	45	2.56%
126.MC CLURE, ALEXANDER K. SCHOOL	9	0.51%
127.MC KINLEY, WILLIAM SCHOOL	2	0.11%
128.MCCLOSKEY, JOHN F. SCHOOL	3	0.17%
129.MCDANIEL, DELAPLAINE SCHOOL	4	0.23%
130.MEADE, GEN. GEORGE C. SCHOOL	2	0.11%
131.MEEHAN, AUSTIN MIDDLE SCHOOL	4	0.23%
132.MEMPHIS ST CHARTER AT JP JONES	1	0.06%
133.MEREDITH, WILLIAM M. SCHOOL	11	0.63%
134.MIDDLE YEARS ALTERNATIVE(MYA) SCHOOL FOR THE HUMANITIES	5	0.28%
135.MIFFLIN, THOMAS SCHOOL	5	0.28%
136.MOFFET, JOHN SCHOOL	1	0.06%
137.MOORE, J. HAMPTON SCHOOL	6	0.34%
138.MORRIS HEAD START	1	0.06%
139.MORRIS, ROBERT SCHOOL	12	0.68%
140.MORRISON, ANDREW J. SCHOOL	4	0.23%
141.MOTIVATION HS	9	0.51%
142.MUNOZ MARIN, HON. LUIS SCHOOL	4	0.23%
143.NEBINGER, GEORGE W. SCHOOL	1	0.06%
144.NORTHEAST HIGH SCHOOL	9	0.51%
145.OLNEY ELEMENTARY SCHOOL	1	0.06%
146.OVERBROOK EDUCATIONAL CENTER	3	0.17%
147.OVERBROOK ELEMENTARY	1	0.06%
148.OVERBROOK HIGH SCHOOL	5	0.28%
149.PARKWAY CENTER CITY HS	4	0.23%
150.PARKWAY WEST HS	4	0.23%
151.PATTERSON, JOHN M. SCHOOL	4	0.23%
152.PEIRCE, THOMAS M. SCHOOL	3	0.17%
153.PENN ALEXANDER	43	2.45%
154.PENN TREATY HIGH SCHOOL	2	0.11%
155.PENNELL, JOSEPH SCHOOL	1	0.06%
156.PENROSE SCHOOL	6	0.34%
157.PHASE 4 ACCEL SW HIGH SCHOOL	21	1.20%
158.PHASE 4 LEARNING CENTER LIBERTY PLAZA	3	0.17%
159.PHILA HIGH SCHOOL FOR GIRLS	3	0.17%
160.PHILA PERFORMING ARTS CS	1	0.06%

	# of responses	% of responses
161.PHILA VIRTUAL ACADEMY	1	0.06%
162.PHILA. COMMUNITY ACADEMY CHARTER	1	0.06%
163.PHILADELPHIA ACADEMY	1	0.06%
164.PLA NORTH HUNTING PARK EOP	1	0.06%
165.POLLOCK, ROBERT B. SCHOOL	21	1.20%
166.POTTER-THOMAS SCHOOL	4	0.23%
167.POWEL, SAMUEL SCHOOL	8	0.46%
168.PREP SCHL OF MATH, SCI TECH & CAREERS CHARTER	2	0.11%
169.PRINCE HALL	5	0.28%
170.RHAWNURST SCHOOL	15	0.85%
171.RHOADS SCHOOL	3	0.17%
172.RICHARD ALLEN PREP CHARTE	2	0.11%
173.RICHMOND SCHOOL	10	0.57%
174.ROBERTO CLEMENTE MIDDLE SCHOOL	3	0.17%
175.ROBESON - HUMAN SERV HS	1	0.06%
176.ROOSEVELT ELEMENTARY SCHOOL	3	0.17%
177.ROWEN, WILLIAM SCHOOL	2	0.11%
178.ROXBOROUGH HIGH SCHOOL	1	0.06%
179.RUSSELL BYERS CHARTER SCH	1	0.06%
180.SAUL, WALTER B. HIGH SCHOOL	6	0.34%
181.SAYRE HIGH SCHOOL	1	0.06%
182.SCHOOL OF THE FUTURE	2	0.11%
183.SCIENCE LEADERSHIP ACADEMY	75	4.27%
184.SHARSWOOD, GEORGE SCHOOL	1	0.06%
185.SHAWMONT SCHOOL	14	0.80%
186.SHERIDAN, PHILIP H. SCHOOL	12	0.68%
187.SOLIS-COHEN, SOLOMON SCHOOL	7	0.40%
188.SOUTH PHILA HEAD START	1	0.06%
189.SOUTH PHILADELPHIA HIGH SCHOOL	9	0.51%
190.SOUTHWARK SCHOOL	4	0.23%
191.SPRING GARDEN SCHOOL	1	0.06%
192.SPRUANCE, GILBERT SCHOOL	5	0.28%
193.STANTON, EDWIN M. SCHOOL	3	0.17%
194.STEARNE, ALLEN M. SCHOOL	1	0.06%
195.STEEL, EDWARD SCHOOL	2	0.11%
196.SULLIVAN, JAMES J. SCHOOL	2	0.11%
197.SWENSON ARTS & TECHNOLOGY H.S.	10	0.57%
198.TAGGART, JOHN H. SCHOOL	5	0.28%
199.TAYLOR, BAYARD SCHOOL	3	0.17%

	# of responses	% of responses
200.THE WORKSHOP SCHOOL	1	0.06%
201.TILDEN MIDDLE SCHOOL	2	0.11%
202.UNIVERSAL AUDENRIED CHARTER SC	2	0.11%
203.UNIVERSAL CHARTER AT DAROFF ELEM	2	0.11%
204.WAGNER, GEN. LOUIS MIDDLE	4	0.23%
205.WAKISHA CHARTER SCHL	1	0.06%
206.WARING, LAURA W. SCHOOL	1	0.06%
207.WASHINGTON, GEORGE HIGH SCHOOL	10	0.57%
208.WASHINGTON, GROVER JR. MIDDLE SCH	4	0.23%
209.WASHINGTON, MARTHA SCHOOL	1	0.06%
210.WEBSTER, JOHN H. SCHOOL	1	0.06%
211.WELSH, JOHN SCHOOL	3	0.17%
212.WEST PHILADELPHIA HIGH SCHOOL	3	0.17%
213.WIDENER MEMORIAL SCHOOL	3	0.17%
214.WILLARD, FRANCES E. SCHOOL	2	0.11%
215.WILSON, WOODROW MIDDLE	6	0.34%
216.WISSAHICKON CHARTER SCHL	1	0.06%
217.WISTER, JOHN SCHOOL	2	0.11%
218.WRIGHT, RICHARD R. SCHOOL	3	0.17%
219.ZIEGLER, WILLIAM H. SCHOOL	2	0.11%
UNKNOWN	3	0.17%
Total	1757	100.00%

Note. The number of responses exceeds the number of identified respondents, as up to two responses were accepted for each student to allow two parents to respond to the survey.

Appendix Q. Exploratory Factor Analysis (Parent)

	Factor			
	Parent-School Partnership	Quality of the Academic Experience	District Performance	Equity
2b. I am treated with respect in my child's school.	.978			
1a. I feel welcome in my child's school.	.915			
3c. I am satisfied with the response I get when I contact my child's school with questions or concerns.	.869			
4d. The principal or school leader is accessible to me.	.806			
5e. My child's school holds meetings at times that are convenient for me.	.743			
11f. Overall, my child's school does a good job of communicating with me.	.705	.243		
10e. My child's school communicates with me in a manner that is clear and timely.	.697	.253		
16a. My child feels safe at school.	.623			
17b. My child feels safe going to and from school.	.606			
8c. My child's school invites me to be included in decisions that affect my child's education.	.487	.330		
7b. Someone from my child's school contacts me when my child breaks school rules.	.452			
19d. My child's school is clean.	.439		.248	
9d. My child's school communicates with me in my native language.	.420			
24i. Adults at my child's school treat my child with respect.	.394	.327		
26b. In school, my child is learning what he or she needs to know to be successful in life.		.957		
28d. My child's school meets the specific learning needs of my child.		.861		
27c. Adults at my child's school encourage my child to work hard.		.810		
29e. I am pleased with the quality of education my child's school is providing my child.		.786		
12a. My child's teacher(s) give helpful comments on homework, classwork and tests.		.739		
13b. My child's school gives me information about how I can help my child by successful in school.		.702		
25a. My child's school has high expectations for my child's learning.		.683		
14c. My child's school gives me information about academic standards my child is expected to meet.	.218	.647		
15d. My child's school does a good job of getting important school information to me.	.340	.572		
6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	.388	.389		
33d. The School District is taking steps to improve my child's school.			.995	
32c. The School District does a good job of supporting my child's school.			.983	
34e. The School District cares about the success of my child.			.940	
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.			.799	
30a. School District staff are accessible to me.			.717	
20e. My child's school building is in good condition.	.328		.345	
22g. My child is treated poorly at school because he/she is an English Language Learner.				.929
23h. My child is treated poorly at school because she/he is dealing with a disability.				.917
21f. My child is treated poorly at school because of his/her race or background.				.840

Note. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaisser Normalization. Charter Provider items not included in the analysis.

Appendix R. EFA: Using Data from Schools with Ten or More Responses (Parent)

	Factor			
	Quality of the Academic Experience	Parent-School Partnership/Climate	District Performance	Equity
26b. In school, my child is learning what he or she needs to know to be successful in life.	.913			
28d. My child's school meets the specific learning needs of my child.	.828			
13b. My child's school gives me information about how I can help my child by successful in school.	.780			
27c. Adults at my child's school encourage my child to work hard.	.779			
14c. My child's school gives me information about academic standards my child is expected to meet.	.775			
29e. I am pleased with the quality of education my child's school is providing my child.	.757			
12a. My child's teacher(s) give helpful comments on homework, classwork and tests.	.747			
25a. My child's school has high expectations for my child's learning.	.656			
15d. My child's school does a good job of getting important school information to me.	.596	.270		
8c. My child's school invites me to be included in decisions that affect my child's education.	.461	.328		
6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	.436	.301		
7b. Someone from my child's school contacts me when my child breaks school rules.	.341	.236		
9d. My child's school communicates with me in my native language.	.309			
2b. I am treated with respect in my child's school.		.971		
1a. I feel welcome in my child's school.		.910		
3c. I am satisfied with the response I get when I contact my child's school with questions or concerns.		.805		
4d. The principal or school leader is accessible to me.		.755		
5e. My child's school holds meetings at times that are convenient for me.		.650		
16a. My child feels safe at school.		.547		
10e. My child's school communicates with me in a manner that is clear and timely.	.374	.536		
17b. My child feels safe going to and from school.		.531		
11f. Overall, my child's school does a good job of communicating with me.	.410	.530		
19d. My child's school is clean.		.511		
24i. Adults at my child's school treat my child with respect.	.278	.405		
20e. My child's school building is in good condition.		.379	.284	
33d. The School District is taking steps to improve my child's school.			.966	
32c. The School District does a good job of supporting my child's school.			.961	
34e. The School District cares about the success of my child.			.914	
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.			.794	
30a. School District staff are accessible to me.			.731	
22g. My child is treated poorly at school because he/she is an English Language Learner.				.958
23h. My child is treated poorly at school because she/he is dealing with a disability.				.950
21f. My child is treated poorly at school because of his/her race or background.				.891
18c. My child is bullied at school.				.586

Note. Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiserser Normalization. Charter Provider items not included in the analysis.

Appendix S. Reliability Analysis for Constructs (Parent)

Quality of the Academic Experience	
All Data (alpha=.939 ¹)(n=1404 ²)	Data from Schools with Ten or More Responses (alpha=.921)(n=806)
Items	
25a. My child's school has high expectations for my child's learning	
26b. In school, my child is learning what he or she needs to know to be successful in life.	
27c. Adults at my child's school encourage my child to work hard.	
28d. My child's school meets the specific learning needs of my child.	
29e. I am pleased with the quality of the education my child's school is providing for my child	
Safety of the Learning Environment	
All Data (alpha=.825) (n=982)	Data from Schools with Ten or More Responses (alpha=.821) (n=524)
Items	
16a. My child feels safe at school.	
17b. My child feels safe going to and from school.	
18c. My child is bullied at school. (R)	
19d. My child's school is clean.	
20e. My child's school building is in good condition.	
21f. My child is treated poorly at school because of his/her race or background. (R)	
22g. My child is treated poorly at school because she/he is an English Language Learner. (R)	
23h. My child is treated poorly at school because she/he is dealing with a disability. (R)	
24i. Adults at my child's school treat my child with respect.	
Parent-School Partnership	
All Data (alpha=.955)(n=949)	Data from Schools with Ten or More Responses (alpha=.945)(n=524)
Items	
1a. I feel welcome in my child's school.	
2b. I am treated with respect in my child's school.	
3c. I am satisfied with the response I get when I contact my child's school with questions or concerns.	
4d. The principal or school leader is accessible to me.	
5e. My child's school holds meetings at time that are convenient for me.	
6a. Someone from my child's school contacts me to tell me about my child's achievements and successes.	
7b. Someone from my child's school contacts me when my child breaks school rules.	
8c. My child's school invites me to be included in decisions that affect my child's education.	
9d. My child's school communicates with me in my native language.	
10e. My child's school communicates with me in a manner that is clear and timely.	
11f. Overall, my child's school does a good job of communicating with me.	
12a. My child's teacher(s) give helpful comments on homework, classwork, and tests.	
13b. My child's school gives me information about how I can help my child be successful in school.	
14c. My child's school gives me information about the academic standards my child is expected to meet.	
15d. My child's school does a good job of getting important school information to me.	
District Performance	
All Data (alpha=.950)(n=783)	Data from Schools with Ten or More Responses (alpha=.949)(n=495)
Items	
30a. School District staff are accessible to me.	
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	
32c. The School District does a good job of supporting my child's school.	
33d. The School District is taking steps to improve my child's school.	
34e. The School District cares about the success of my child.	

¹Alpha levels higher than .70 are considered good. ²The n value represents the number of valid cases used in the reliability analysis.

Appendix T. Reliability Analysis for Factors Suggested by EFA (Parent)

Quality of the Academic Experience	
All Data (alpha=.952 ¹)(n=1296 ²)	Data from Schools with Ten or More Responses (alpha=.942)(n=730)
Items	
12a. My child's teacher(s) give helpful comments on homework, classwork and tests.	
13b. My child's school gives me information about how I can help my child by successful in school.	
14c. My child's school gives me information about academic standards my child is expected to meet.	
15d. My child's school does a good job of getting important school information to me.	
25a. My child's school has high expectations for my child's learning.	
26b. In school, my child is learning what he or she needs to know to be successful in life.	
27c. Adults at my child's school encourage my child to work hard.	
28d. My child's school meets the specific learning needs of my child.	
29e. I am pleased with the quality of education my child's school is providing my child.	
Equity	
All Data (alpha=.872) (n=1087)	Data from Schools with Ten or More Responses (alpha=.886) (n=577)
Items	
18c. My child is bullied at school. (R)	
21f. My child is treated poorly at school because of his/her race or background. (R)	
22g. My child is treated poorly at school because he/she is an English Language Learner. (R)	
23h. My child is treated poorly at school because she/he is dealing with a disability. (R)	
Parent-School Partnership	
All Data (alpha=.936)(n=954)	Data from Schools with Ten or More Responses (alpha=.917)(n=536)
Items	
1a. I feel welcome in my child's school.	
2b. I am treated with respect in my child's school.	
3c. I am satisfied with the response I get when I contact my child's school with questions or concerns.	
4d. The principal or school leader is accessible to me.	
5e. My child's school holds meetings at times that are convenient for me.	
7b. Someone from my child's school contacts me when my child breaks school rules.	
8c. My child's school invites me to be included in decisions that affect my child's education.	
9d. My child's school communicates with me in my native language.	
10e. My child's school communicates with me in a manner that is clear and timely.	
11f. Overall, my child's school does a good job of communicating with me.	
16a. My child feels safe at school.	
17b. My child feels safe going to and from school.	
19d. My child's school is clean.	
District Performance	
All Data (alpha=.950)(n=783)	Data from Schools with Ten or More Responses (alpha=.949)(n=495)
Items	
30a. School District staff are accessible to me.	
31b. I am satisfied with the response I get when I contact the School District with questions or concerns.	
32c. The School District does a good job of supporting my child's school.	
33d. The School District is taking steps to improve my child's school.	
34e. The School District cares about the success of my child.	

¹Alpha levels higher than .70 are considered good. ²The n value represents the number of valid cases used in the reliability analysis.

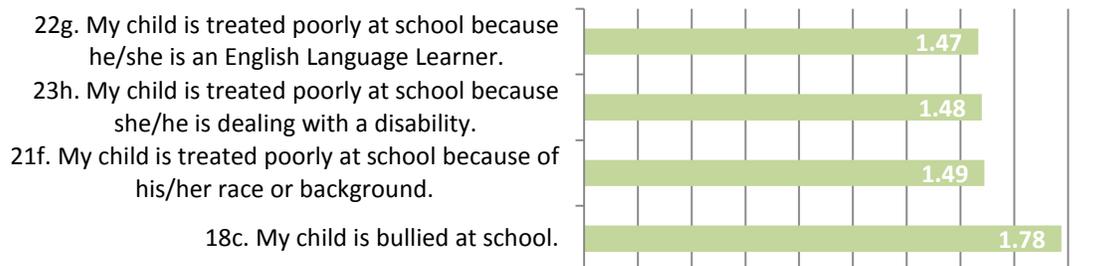
Appendix U. Item Means Based on Data from Schools with Ten or More Responses (Parent)

Averages by Item, Positively Worded Items



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = > 3.2; Orange (Attention) = >2.8 & <3.2; Red (Action) <2.8. Positively-worded items displayed.

Averages by Item, (reverse coded)



Note. Scale: 1, Strongly Disagree to 4, Strongly Agree. Green (Good) = < 1.8; Orange (Attention) = >1.8 & <2.2; Red (Action) = >2.2. Reverse-coded items displayed.