



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# 2020-21 District-Wide Survey Results: Diversity, Equity and Inclusion

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

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# In this Slide Deck: Results for 50 District-Wide Survey (DWS) Items Related to Diversity, Equity and Inclusion (DEI)

5 Related Surveys



	Students	Teachers	Support Staff	Principals/ Assistant Principals (APs)	Parents/ Guardians						
Topic	Number of Questions										
Educating All Students	5										
Cultural Awareness and Action	5	5	5	7	5						
Anti-Racist Professional Culture		5									
Belonging		3	3	3	4						
<b>TOTAL QUESTIONS</b>	<b>10</b>	<b>+</b>	<b>13</b>	<b>+</b>	<b>8</b>	<b>+</b>	<b>10</b>	<b>+</b>	<b>9</b>	<b>=</b>	<b>50</b>



## In this Slide Deck: Results for DWS Student Items Related to DEI

### Educating All Students

- [I spend time at school with students from different races, ethnicities, or cultures](#)
- [Students from different races, ethnicities, or cultures hang out with each other at school](#)
- [Students at my school treat people from different races, ethnicities, or cultures fairly](#)
- [Adults at my school treat people from different races, ethnicities, or cultures fairly](#)
- [Students at my school have close friends from different racial, ethnic, or cultural backgrounds](#)

### Cultural Awareness and Action

- [Teachers encourage me to learn about people from different races, ethnicities, or cultures](#)
- [Students at my school have important conversations with each other about race, even when the conversation might be uncomfortable](#)
- [When there are major news events related to race, adults at my school talk about them with students](#)
- [I feel comfortable sharing my thoughts about race-related topics with other students at my school](#)
- [My teachers care about my culture, ethnicity, and identity](#)



## In this Slide Deck: Results for DWS Teacher Items Related to DEI

### Cultural Awareness and Action

- [In my classes, I give my students opportunities to learn about people from different races, ethnicities, or cultures](#)
- [I can easily interact with students in my classes who are from a different cultural background than my own](#)
- [I am comfortable incorporating new material about people from different backgrounds into my lessons](#)
- [I am comfortable discussing race-related topics with my students](#)
- [When a sensitive issue of diversity arises in class, I can implement strategies to appropriately address the situation](#)

### Anti-racist Professional Culture

- [I am comfortable discussing race-related topics with my colleagues](#)
- [Teachers at my school have important conversations with each other about race, even when the conversation might be uncomfortable](#)
- [My professional development experiences help me explore new ways to promote equity in my practice](#)
- [Leaders at this school work to advance student equity](#)
- [The equity-focused professional development I have received is valuable](#)

### Belonging

- [I feel like I belong at my school](#)
- [I feel connected to other adults at my school](#)
- [My colleagues understand me as a person](#)



## In this Slide Deck: Results for DWS Support Staff Items Related to DEI

### Cultural Awareness and Action

- [I am comfortable discussing race-related topics with students](#)
- [I am comfortable discussing race-related topics with my colleagues](#)
- [When a sensitive issue of diversity arises at school, I can implement strategies to appropriately address the situation](#)
- [The equity-focused professional development I have received is valuable](#)
- [Leaders at my school work to advance student equity](#)

### Belonging

- [I feel like I belong at my school](#)
- [I feel connected to other adults at my school](#)
- [My colleagues understand me as a person](#)



## In this Slide Deck: Results for DWS Principal/AP Items Related to DEI

### Cultural Awareness and Action

- [Staff at my school have important conversations with each other about race, even when the conversation might be uncomfortable](#)
- [I think about what my colleagues of different races, ethnicities, or cultures experience](#)
- [In my school, students have opportunities to learn about people from different races, ethnicities, or cultures](#)
- [My professional development experiences help me explore new ways to promote equity in my practice](#)
- [I can easily interact with students in my school who are from a different cultural background than my own](#)
- [I am comfortable discussing race-related topics with students](#)
- [I am comfortable discussing race-related topics with my colleagues](#)

### Belonging

- [I feel like I belong in my school](#)
- [I feel connected to other adults in my school](#)
- [My colleagues understand me as a person](#)



## In this Slide Deck: Results for DWS Parent/Guardian Items Related to DEI

### Cultural Awareness and Action

- Adults at my child's school talk with students about race, even when the conversation might be uncomfortable
- When there are major news events related to race, adults in my child's school talk about them with students
- Adults at my child's school treat people from different races, ethnicities, or cultures fairly
- Adults at my child's school are able to address sensitive issues of diversity when they arise
- At school, my child learns about people from different races, ethnicities, or cultures

### Belonging

- My child feels like he or she belongs at their school
- I feel connected to the teachers at my child's school
- My child feels connected to the teachers at their school
- My child's teachers understand my child as a person



## 2020-21 DWS Administration and Response Rates

The 2020-21 DWS was administered online between March-May 2021 with students, teachers, principals and assistant principals, support staff and parents/guardians.\*

### 2020-21 DWS Response Rates for District Schools\*\* by Respondent Group

Respondents	Percentage of Respondents	Number of Respondents
Students (Grades 6-12)***	43.4%	27,690
Teachers	76.2%	6,164
Support Staff	42.0%	1,460
Principals/APs	46.2%	183
Parents/Guardians (of Grades K-12 students)	14.2%	14,494

\*The 2020-21 DWS Technical Report is available here: <https://www.philasd.org/research/2021/10/12/2020-21-district-wide-survey-technical-report/>

\*\*These response rates and analyses throughout this deck exclude charter and contracted schools.

\*\*\*DEI questions were included on surveys for grades 6-12 students only.

## Background on New DEI Questions

- In 2020-21, the Office of Research and Evaluation (ORE) worked with members of the Equity Coalition to develop new DWS questions about Diversity, Equity and Inclusion (DEI).
- The new questions were adopted or adapted from items in existing validated instruments developed by Panorama Education.\*
- DEI questions were included for students in grades 6-12, as well as all teachers, principals/APs, support staff and parents and guardians of students in grades K-12.
- Following data collection, the new DEI questions were assessed for validity and grouped into sub-topics to facilitate analysis.\*\*

\*The Panorama Equity and Inclusion Surveys : <https://go.panoramaed.com/thanks/measuring-equity-inclusion?submissionGuid=baac0511-51e1-4196-aabd-9c9669cf5dad>

\*\*Chronbach's alpha calculations were used to assess reliability/validity. Factor analyses were used to group items into sub-topics

## Notes about the Information Presented in this Slide Deck

- Distribution of responses by race/ethnicity is presented in order of subgroup size.
- Race/ethnicity data is from the time of DWS administration (May 2021). Other publicly available data may use updated student race/ethnicity information, leading to slight differences in distribution of responses by race.
- Results are organized by respondent group; however, where multiple groups responded to the same item, hyperlinks to other items in the deck are provided to facilitate comparison.

# DWS Results for DEI Questions - Highlights



## DEI Results Highlights: Students

- 90% of students who responded to the survey agreed or strongly agreed that their teachers care about their culture, ethnicity and identity.
- 38% of students reported that students at their school rarely or never had important conversations about race.
- Black students reported lower rates of interaction with students from different backgrounds at school compared to students of other races/ethnicities.
- Compared to non-White students, White students more frequently reported that students and teachers at their schools treat people from different races, cultures and ethnicities fairly.



## DEI Results Highlights: Teachers

- Compared to White and Asian teachers, Black/African American and Hispanic/Latinx teachers reported greater degrees of comfort with discussing race-related topics with students and addressing sensitive issues of diversity in class.
- 18% of teachers who responded to the survey said teachers at their school rarely or never had important conversations about race.
- 86% of teachers reported the equity-focused professional development they had received was valuable.

## DEI Results Highlights: Support Staff

- 87% of support staff who responded to the survey said the equity-focused professional development they received was valuable.
- Black/African American support staff reported greater degrees of comfort with discussing race-related topics with students and colleagues than White, Hispanic/Latinx, Asian/Pacific Islander or staff of other races.
- White support staff responses indicated a stronger sense of belonging in the school community compared to their Black/African American, Hispanic/Latinx, Asian/Pacific Islander and other non-White counterparts.

## DEI Results Highlights: Principals/APs

- Nearly all principals/APs (98%) who responded to the survey said they can easily interact with students in their school who are from a different cultural background than their own.
- 96% of principals/APs reported being comfortable discussing race-related topics with students, while 89% reported being comfortable doing so with colleagues.
- 84% of principals/APs said that staff at their school have important conversations about race, even when it is uncomfortable.





## DEI Results Highlights: Parents/Guardians

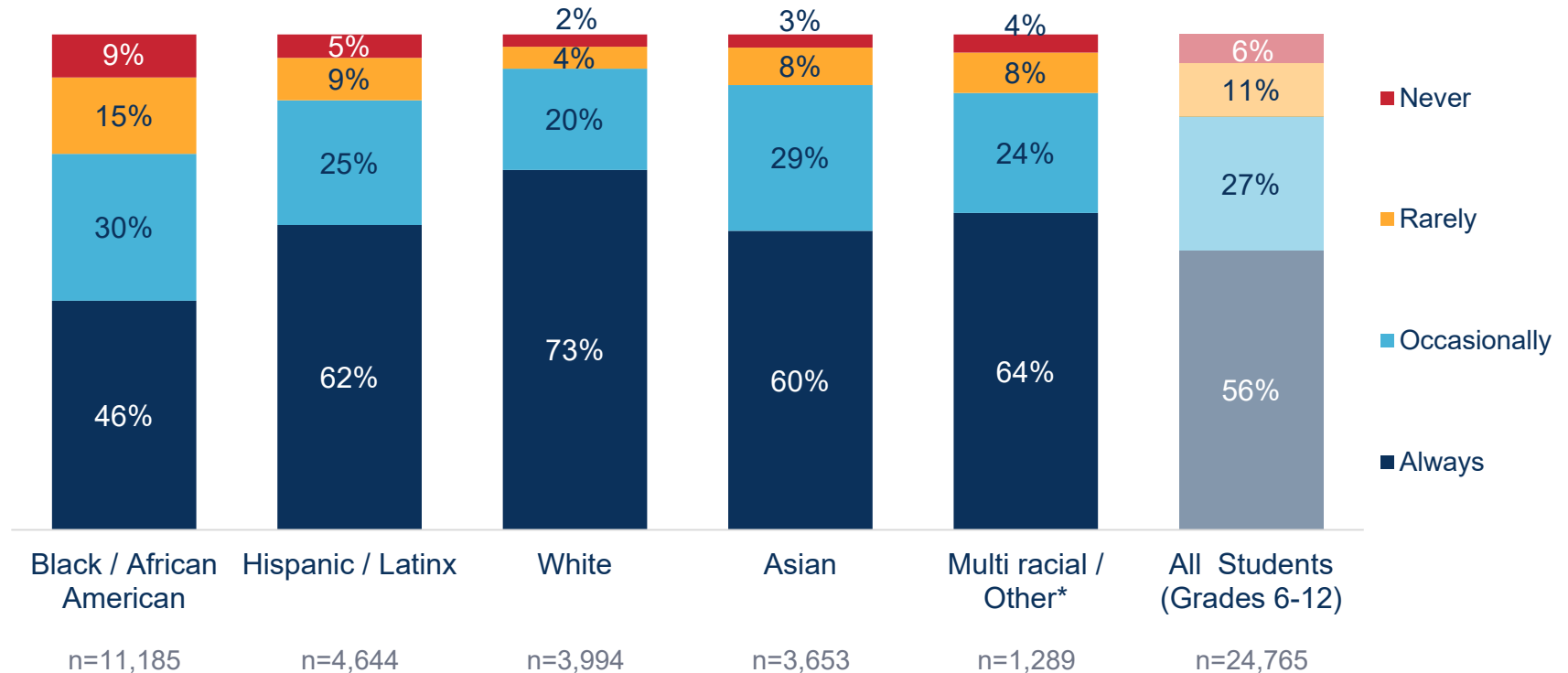
- 87% of parents/guardians who responded agreed or strongly agreed that they felt connected to teachers at their child's school, and an even higher percentage (92%) agreed or strongly agreed that their child felt connected to teachers at their school.
- 84% of parents/guardians of White students said adults at their child's school treat people from different races, ethnicities or cultures fairly most or all of the time, compared to 73% of parents/guardians of Black/African American students, 70% of Hispanic/Latinx students, and 64% of parents/guardians of Asian students.
- 61% of parents/guardians of Asian students said adults at their child's school rarely or never talk with students about race, compared to 38% of parents/guardians across District schools.

# DWS DEI Questions: Student Survey Results



# About 1 in 4 Black/African American students reported they rarely or never interacted with students from different backgrounds

“I spend time at school with students from different races, ethnicities, or cultures”

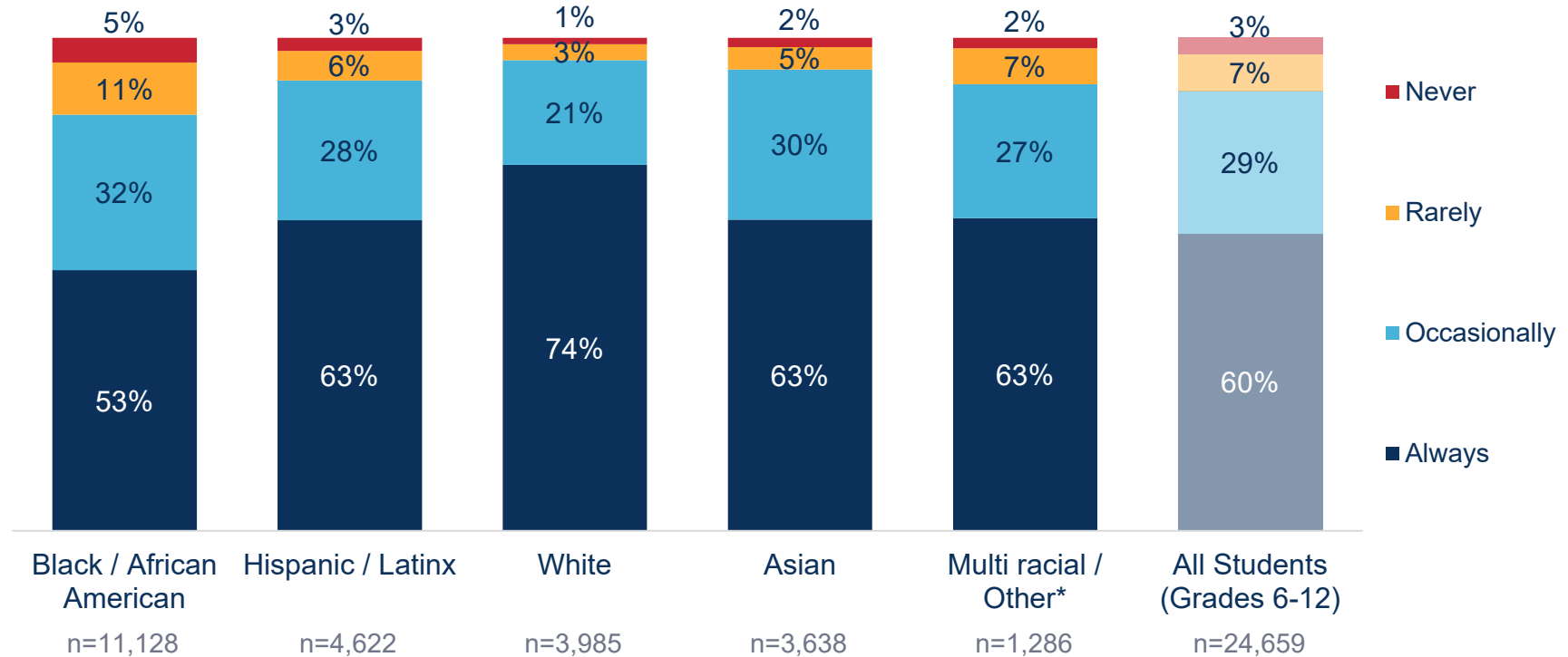


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# Black/African American students reported less interaction between students of different backgrounds at their schools, compared to students of other races/ethnicities

“Students from different races, ethnicities, or cultures hang out with each other at school”

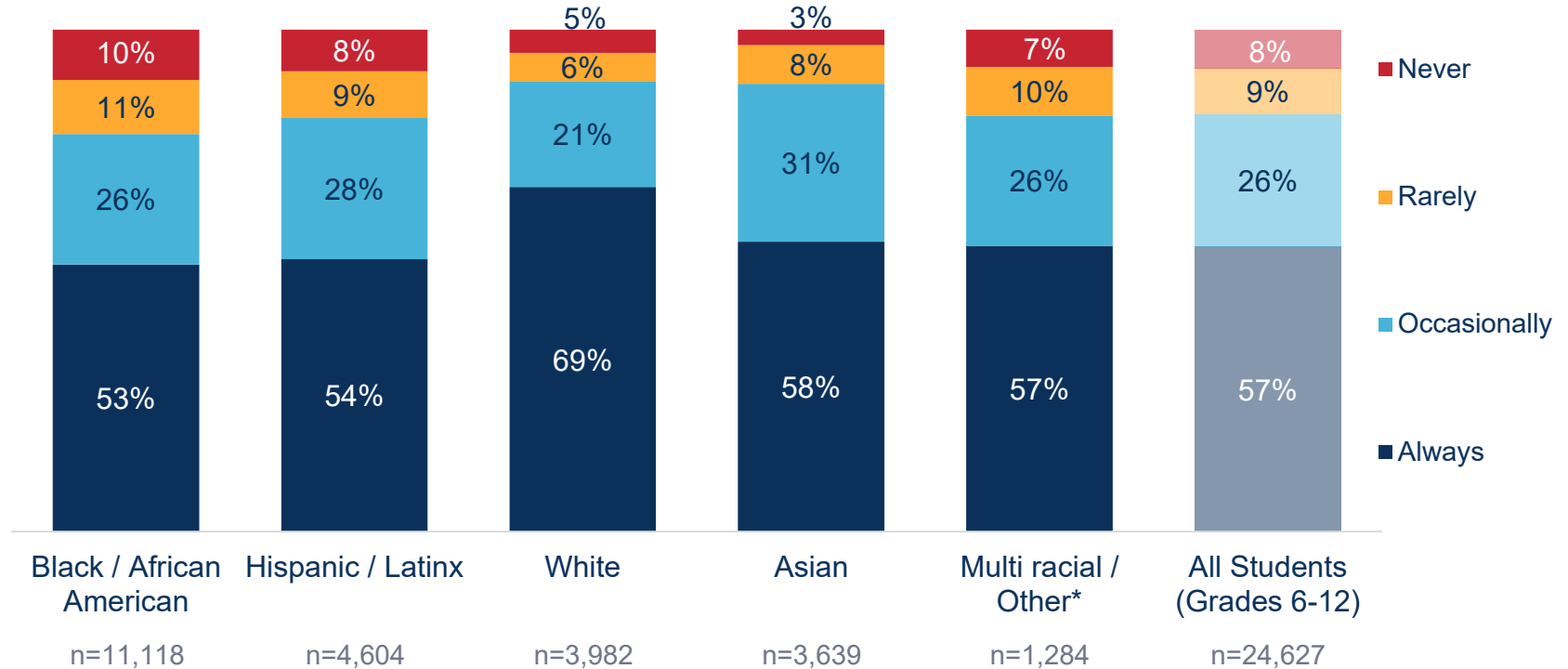


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# More White students (69%) reported students at their schools always treat students of different backgrounds fairly, compared to 53-58% of students of other racial/ethnic backgrounds

“Students at my school treat people from different races, ethnicities, or cultures fairly”



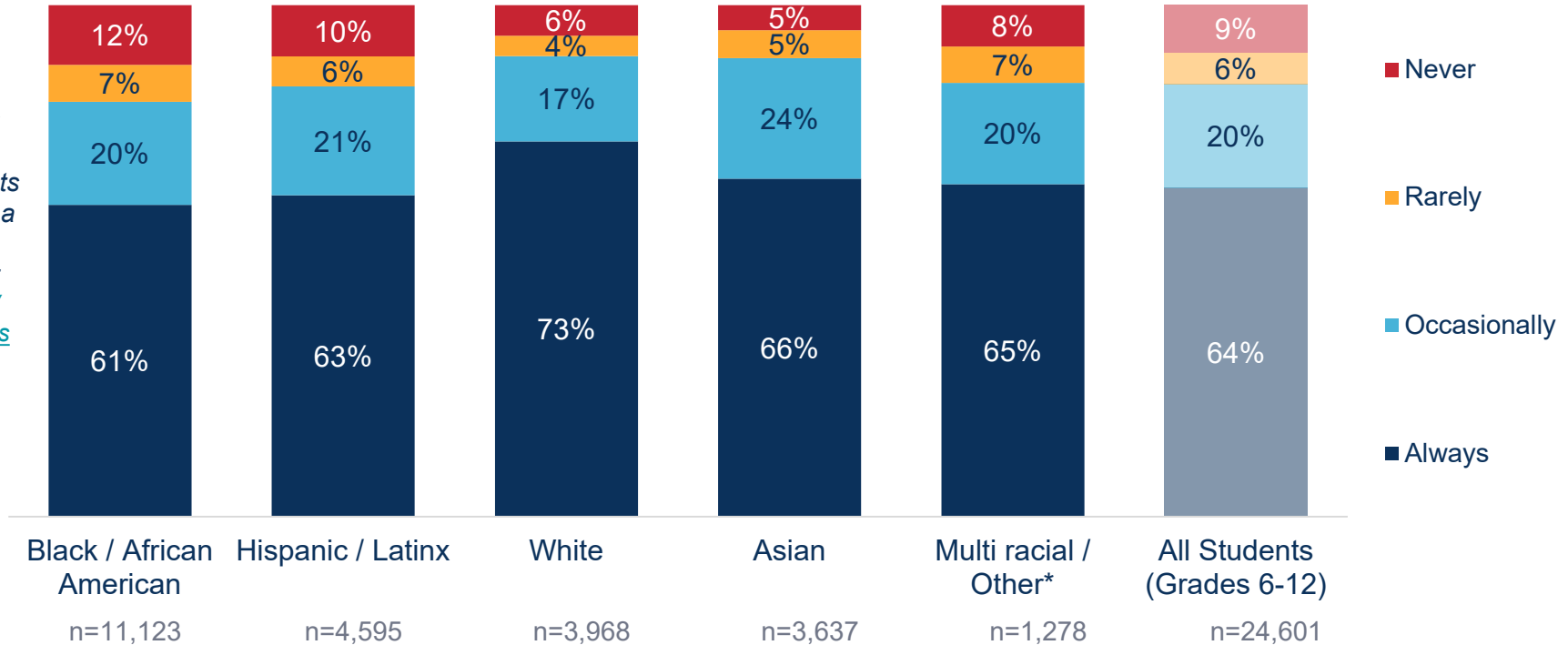
\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# A higher percentage of White students (73%) reported that adults at their school always treat people of different backgrounds fairly, compared to students of other races/ethnicities

“Adults at my school treat people from different races, ethnicities, or cultures fairly”

See how other respondents answered a similar question:  
 • [Parents/Guardians](#)

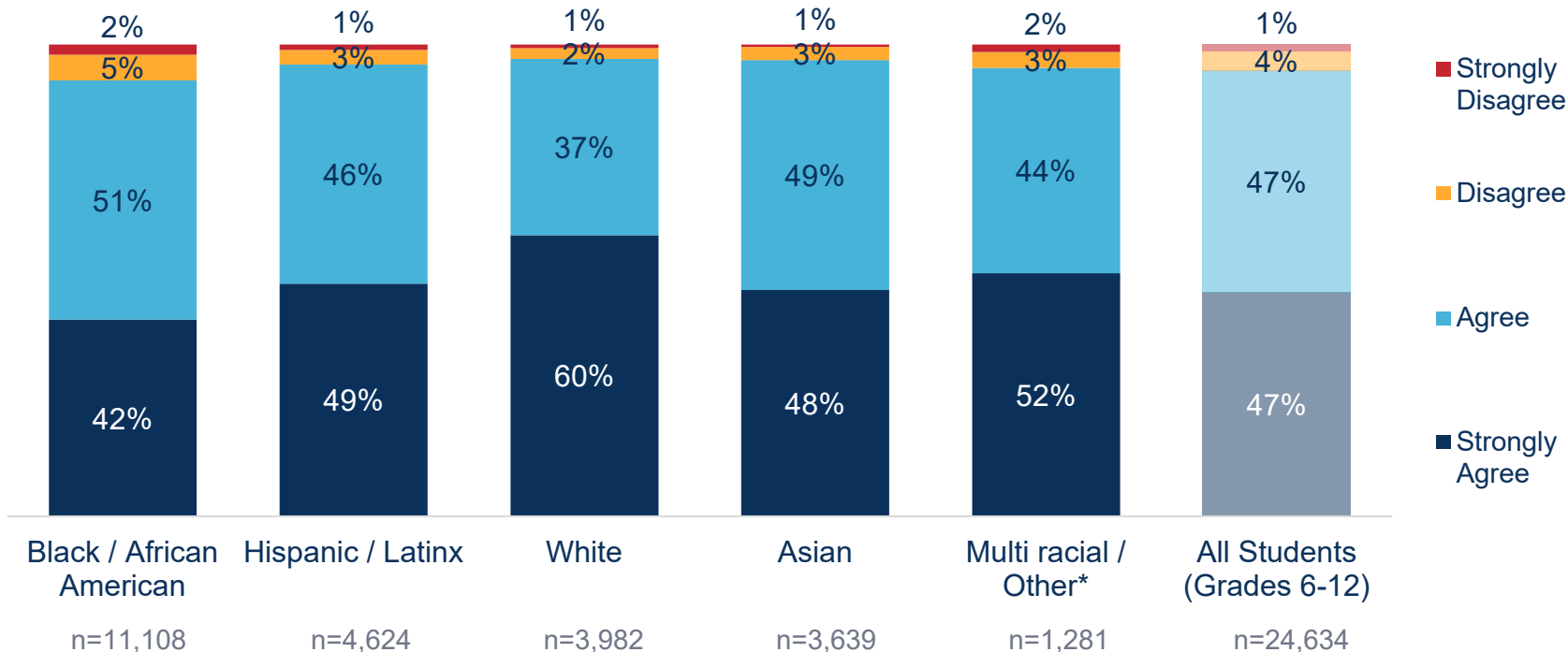


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# The percentage of students who strongly agreed that students at their school had close friends from different backgrounds varied, with highest rates among White (60%) and lowest among Black/African American students (42%)

“Students at my school have close friends from different racial, ethnic, or cultural backgrounds”



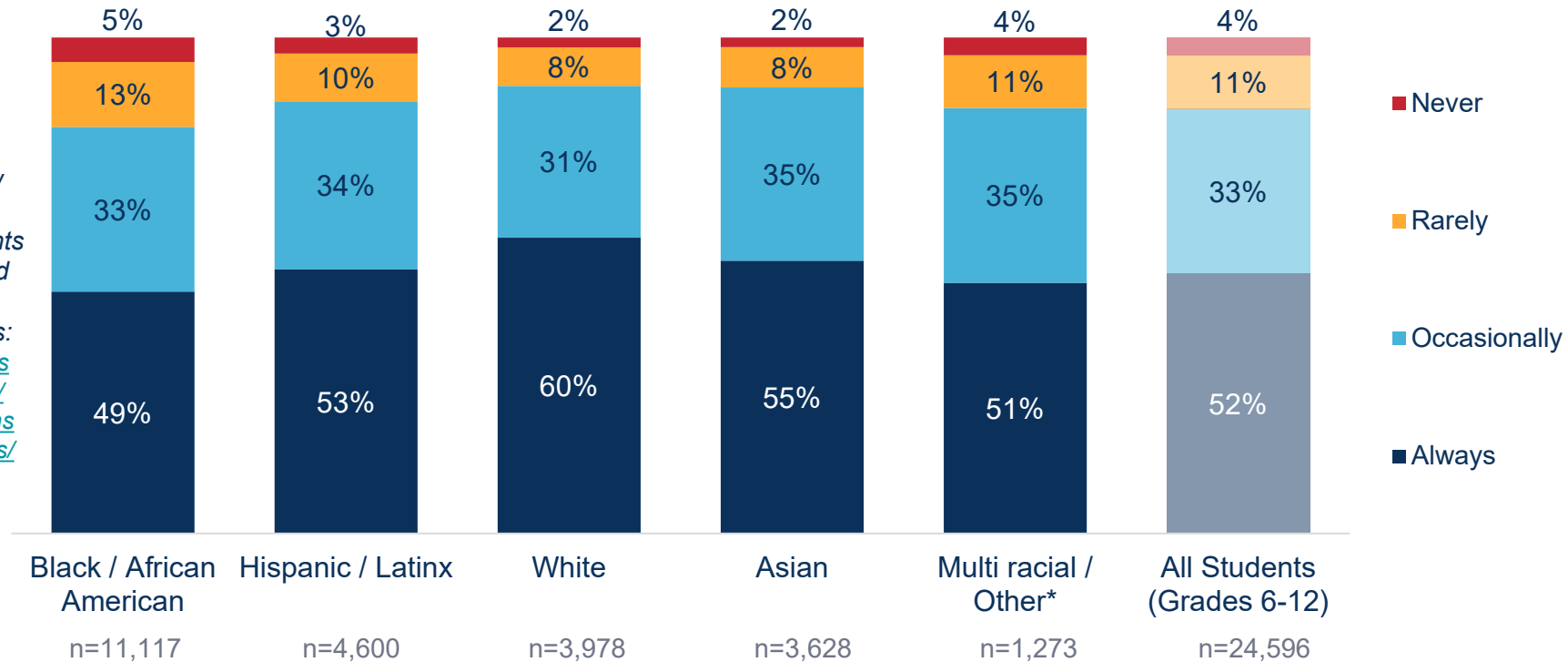
\*Native American / Alaska Native included here, due to the smaller subgroup size.



# Fewer than half of Black/African American students reported that teachers always encouraged them to learn about people from different backgrounds, a lower rate than students of other races/ethnicities

“Teachers encourage me to learn about people from different races, ethnicities, or cultures”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Parents/Guardians](#)  
 • [Principals/APs](#)



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.

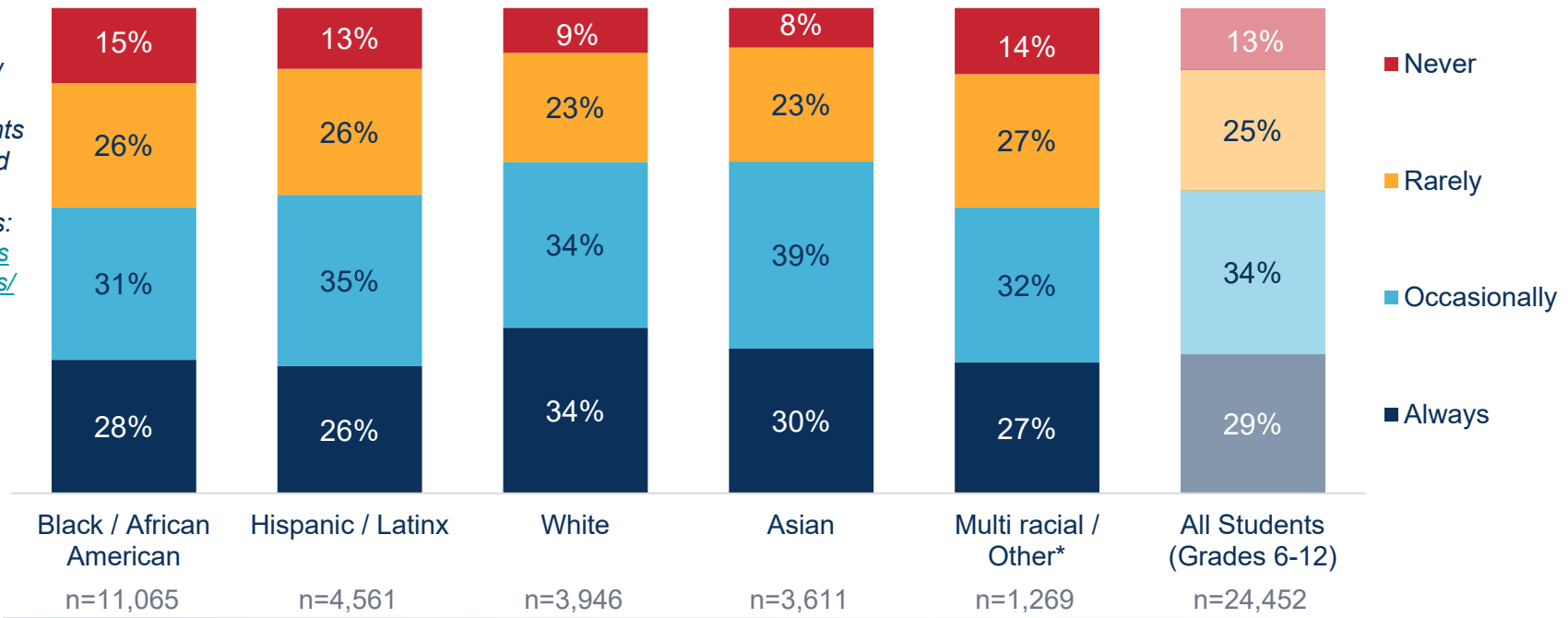




# Around 6 in 10 District students said students at their schools have important conversations about race, with slightly higher rates among White and Asian students

“Students at my school have important conversations with each other about race, even when the conversation might be uncomfortable”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Principals/APs](#)



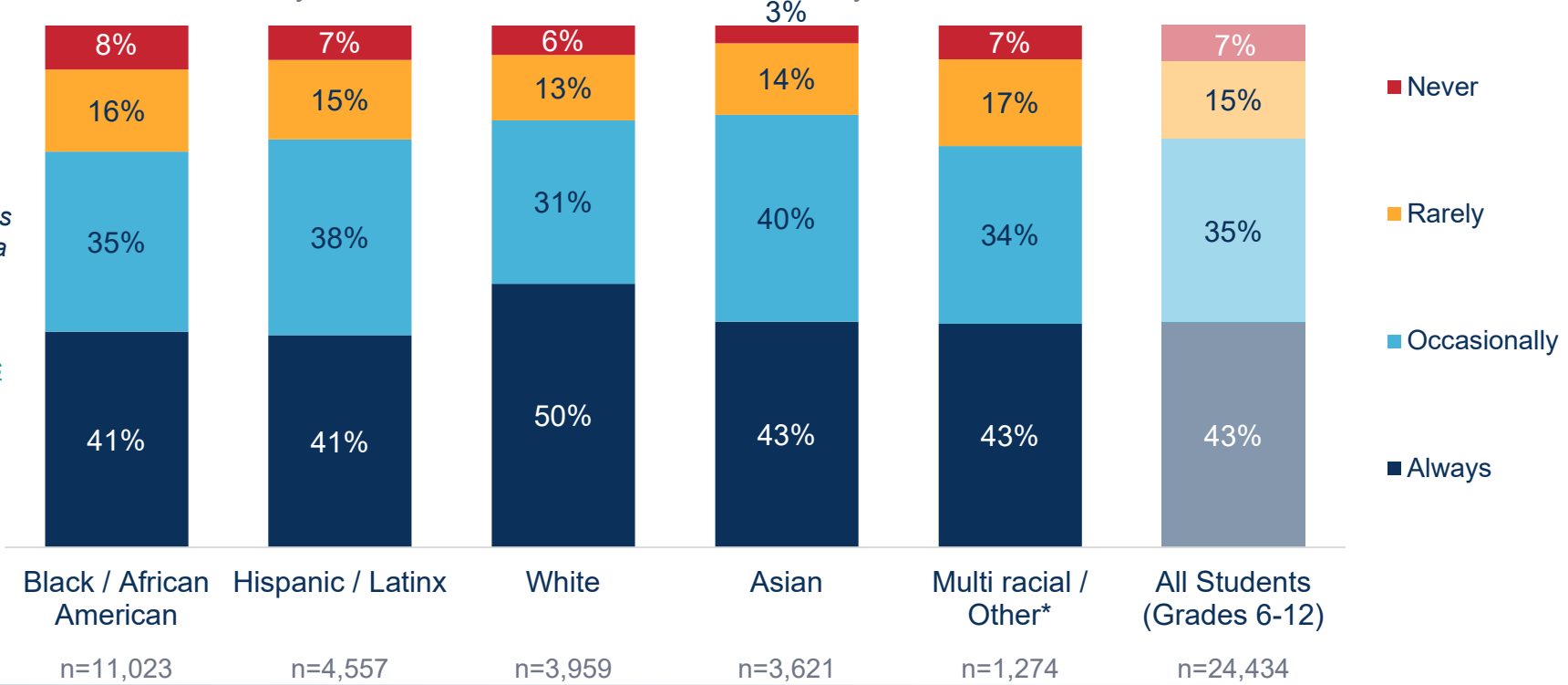
\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# More than 1 in 5 students who responded to the survey reported that adults in their schools never or rarely talk about major news events related to race with students

“When there are major news events related to race, adults at my school talk about them with students”

See how other respondents answered a similar question:  
 • [Parents/Guardians](#)



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.

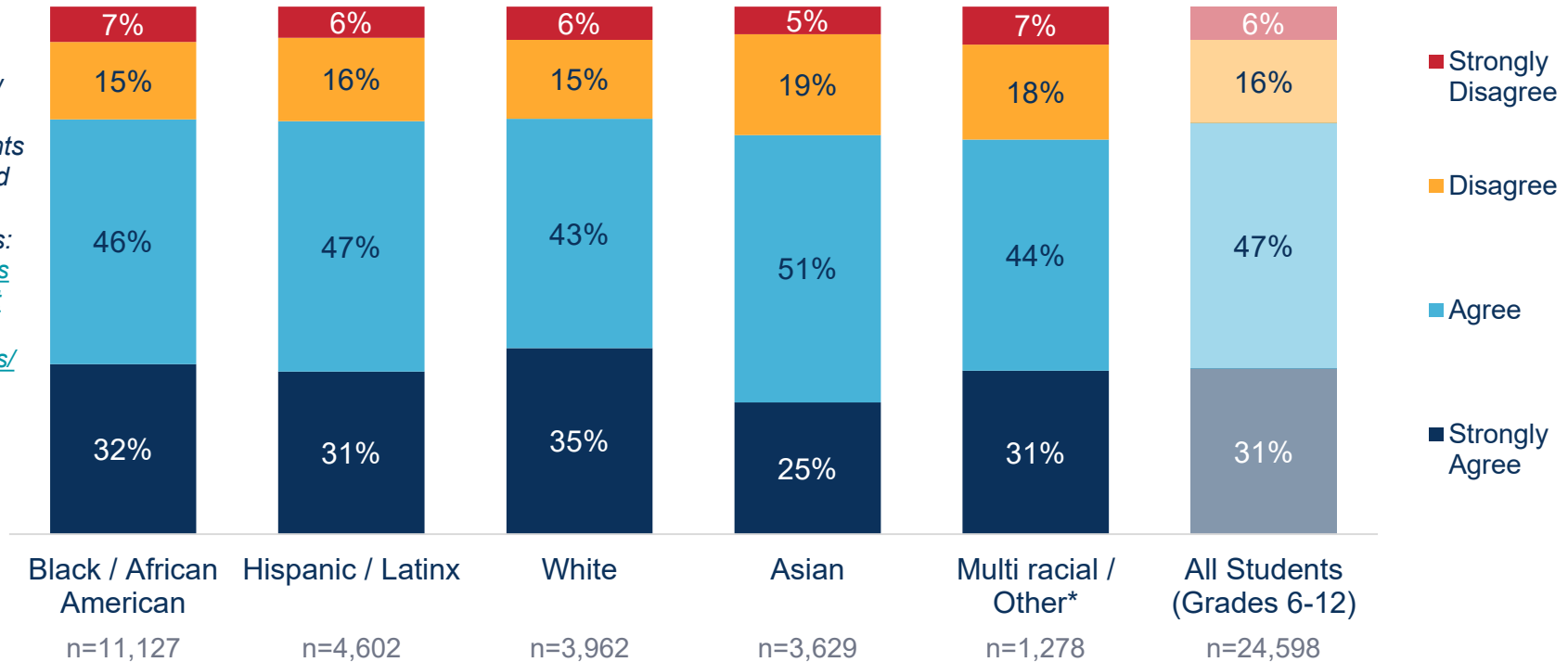


# Compared to students of other backgrounds, fewer Asian students (25%) strongly agreed that they were comfortable sharing their thoughts about race-related topics with their peers

“I feel comfortable sharing my thoughts about race-related topics with other students at my school”

See how other respondents answered similar questions:

- [Teachers](#)
- [Support Staff](#)
- [Principals/APs](#)

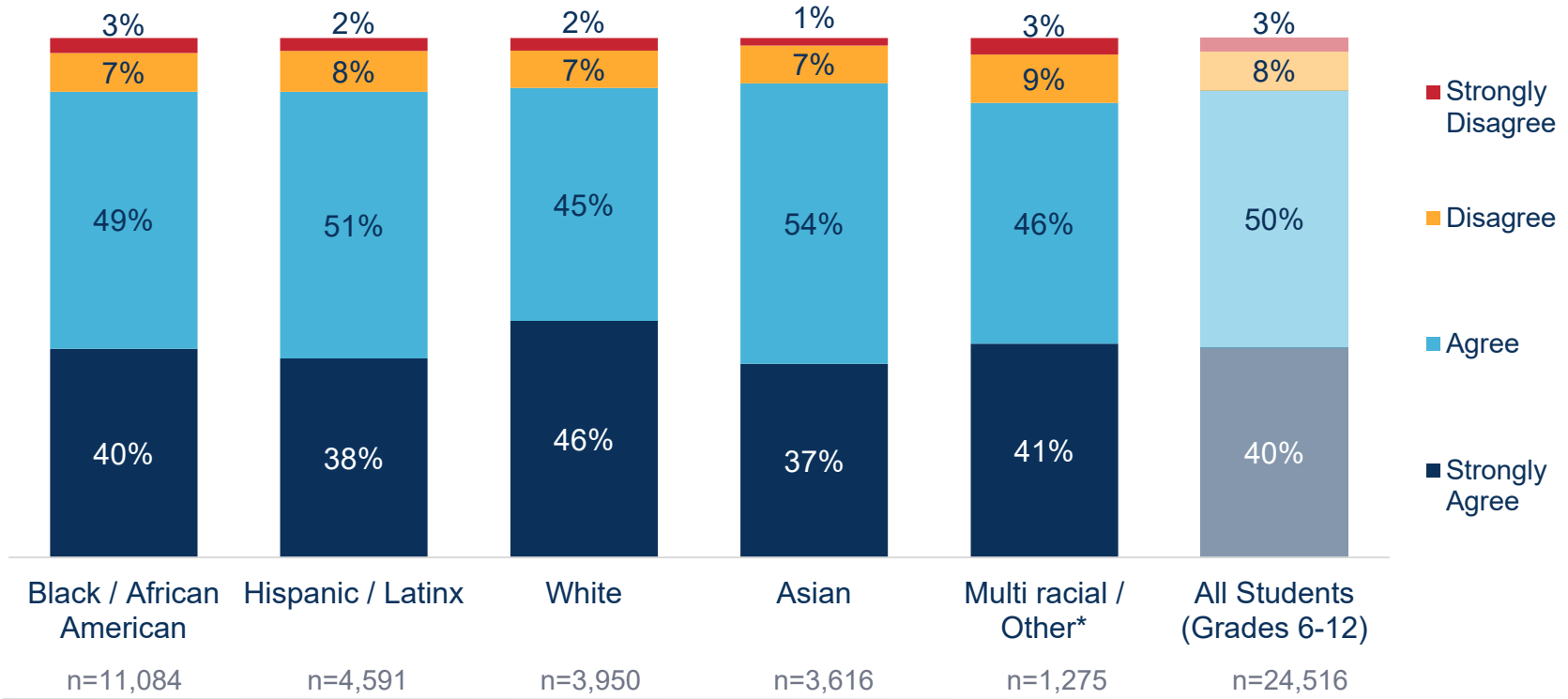


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# Around 9 in 10 students of all racial/ethnic backgrounds reported that their teachers cared about their culture, ethnicity, and identity

“My teachers care about my culture, ethnicity, and identity”



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.

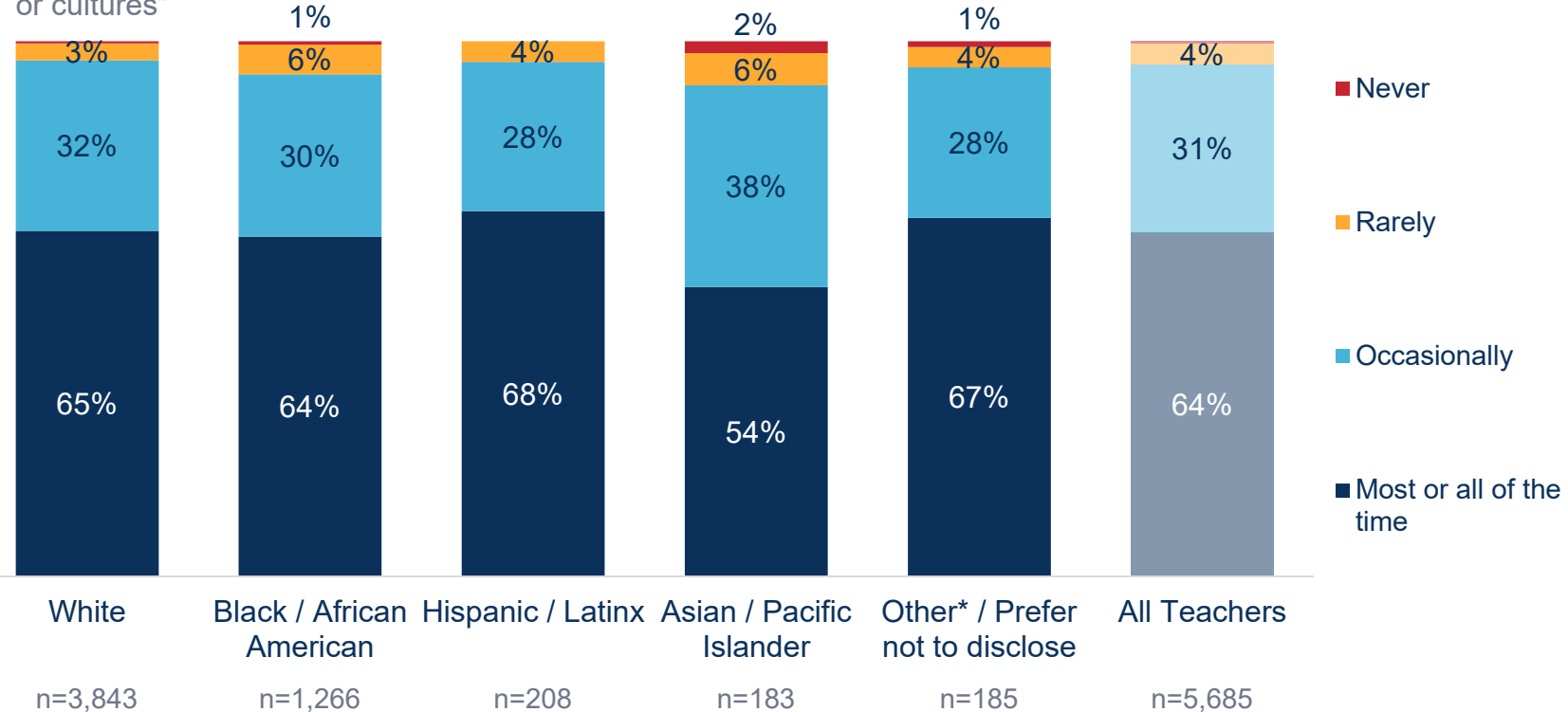
# DWS DEI Questions: Teacher Survey Results



# Nearly all teachers who responded (96%) said they gave students at least occasional opportunities to learn about people from different backgrounds

“In my classes, I give my students opportunities to learn about people from different races, ethnicities, or cultures”

See how other respondents answered similar questions:  
 • [Students](#)  
 • [Parents/Guardians](#)  
 • [Principals/APs](#)



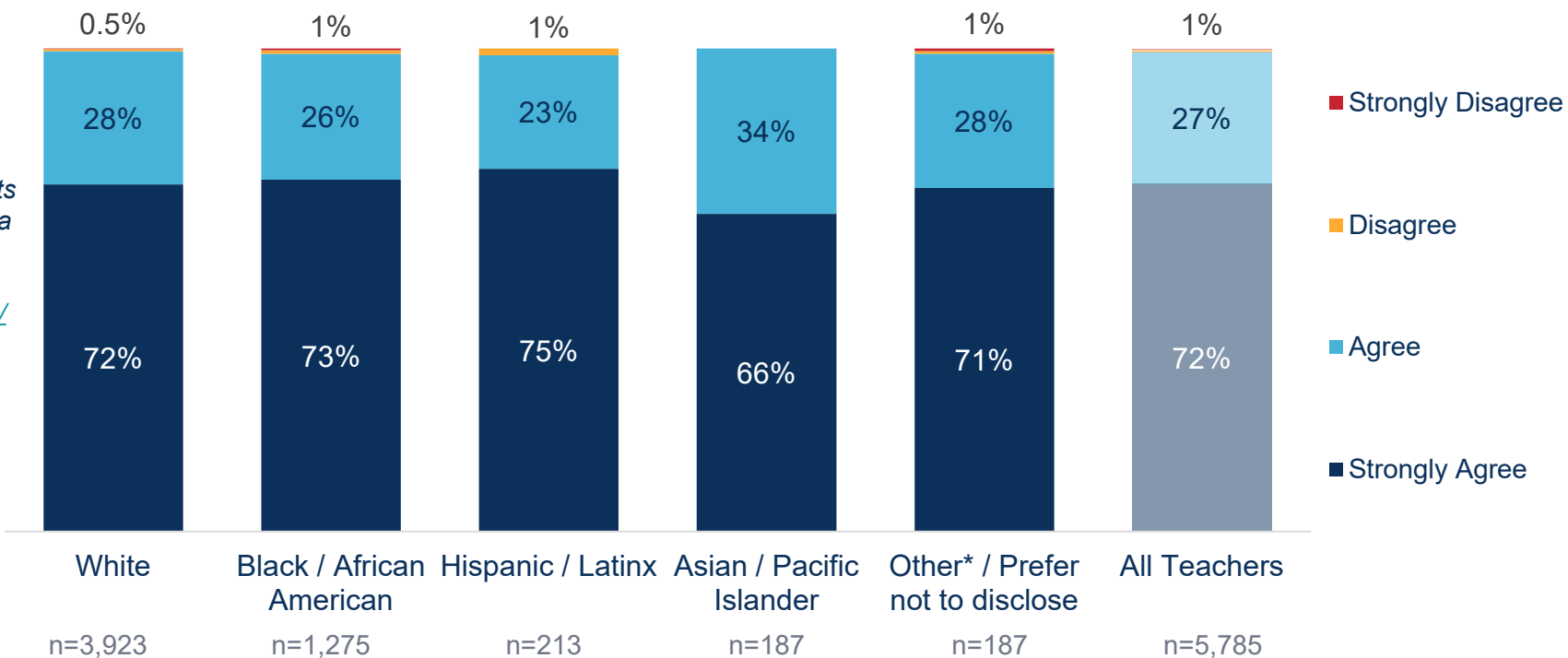
\*American Indian/Alaska Native included here, due to the smaller subgroup size. Teachers who did not disclose race/ethnicity are excluded.



# While 99% of teachers agreed that they can easily interact with students from different cultural backgrounds, slightly fewer Asian / Pacific Islander teachers strongly agreed with this statement

“I can easily interact with students in my classes who are from a different cultural background than my own”

See how other respondents answered a similar question:  
 • [Principals/APs](#)

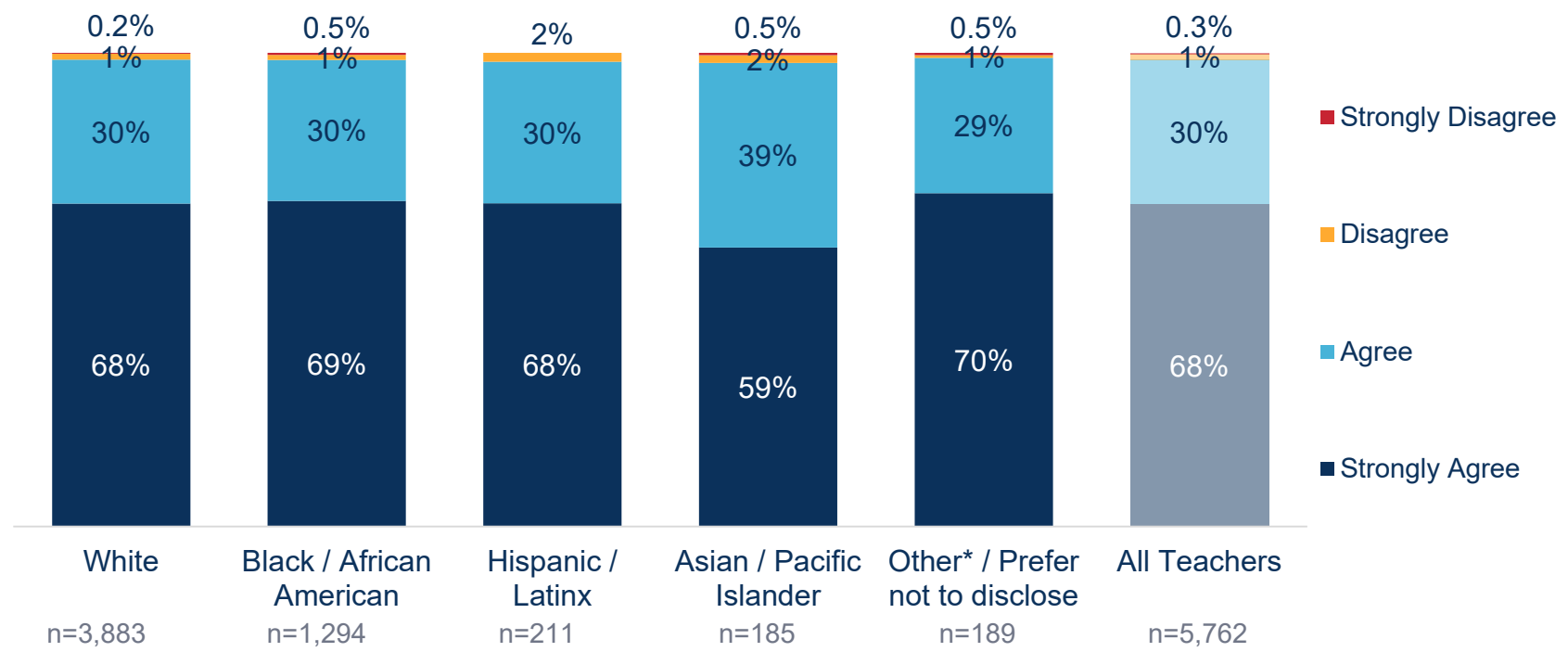


\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# 99% of teachers agreed that they were comfortable incorporating new material about people from different backgrounds into their lessons

“I am comfortable incorporating new material about people from different backgrounds into my lessons”



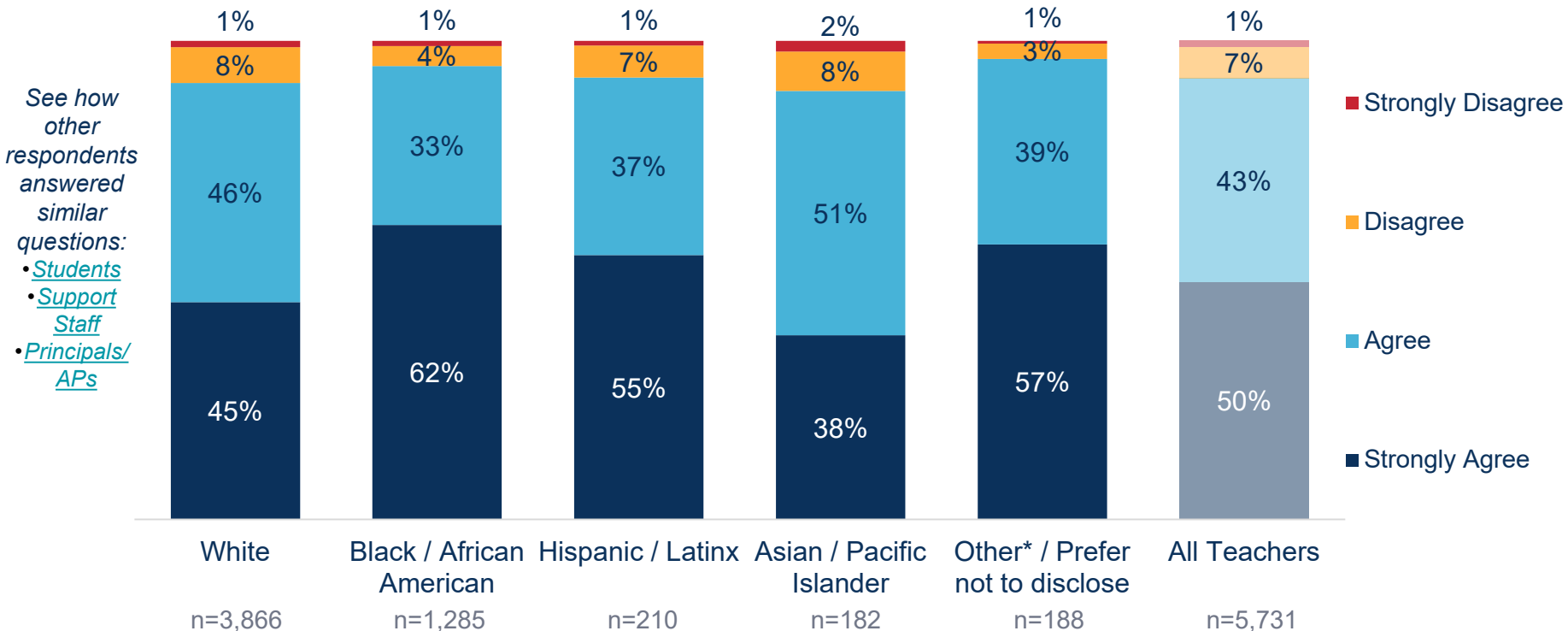
\*American Indian/Alaska Native included here, due to the smaller subgroup size.





# Black/African American and Hispanic/Latinx teachers reported greater levels of comfort in discussing race-related topics with students than White or Asian/Pacific Islander teachers

“I am comfortable discussing race-related topics with my students”

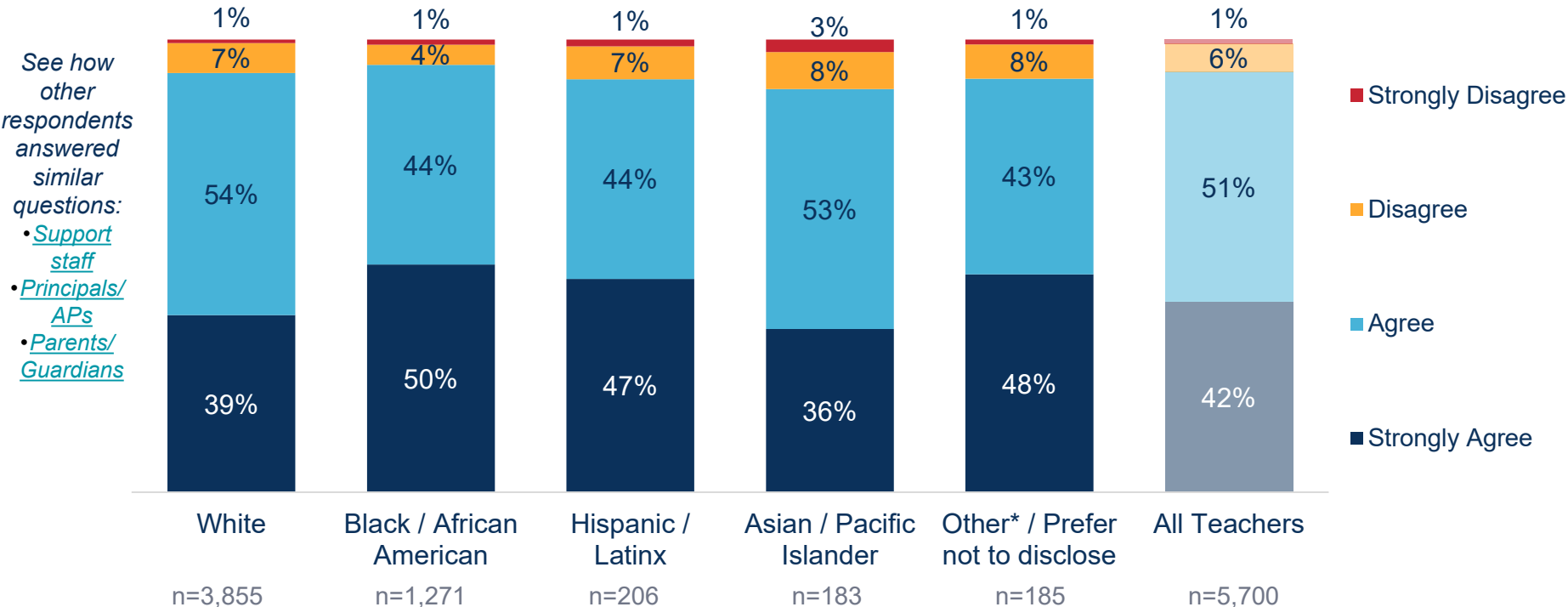


\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# Only 42% of teachers strongly agreed that they could implement strategies to address sensitive issues of diversity in class, with the lowest rates among White (39%) and Asian teachers (36%)

“When a sensitive issue of diversity arises in class, I can implement strategies to appropriately address the situation”



See how other respondents answered similar questions:

- [Support staff](#)
- [Principals/APs](#)
- [Parents/Guardians](#)

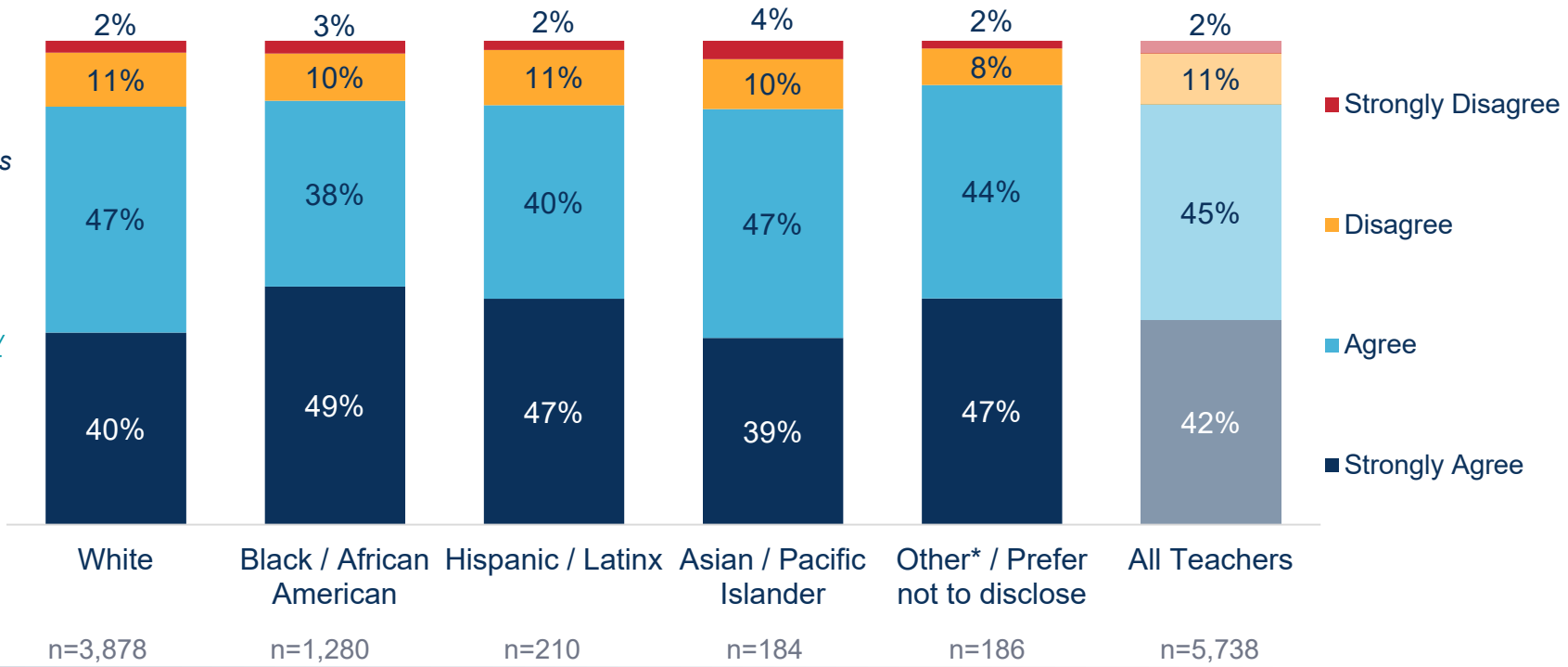
\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# More Black/African American and Hispanic/Latinx teachers than White and Asian/Pacific Islander teachers strongly agreed that they were comfortable discussing race-related topics with their colleagues

“I am comfortable discussing race-related topics with my colleagues”

See how other respondents answered similar questions:  
 • [Support staff](#)  
 • [Principals/APs](#)



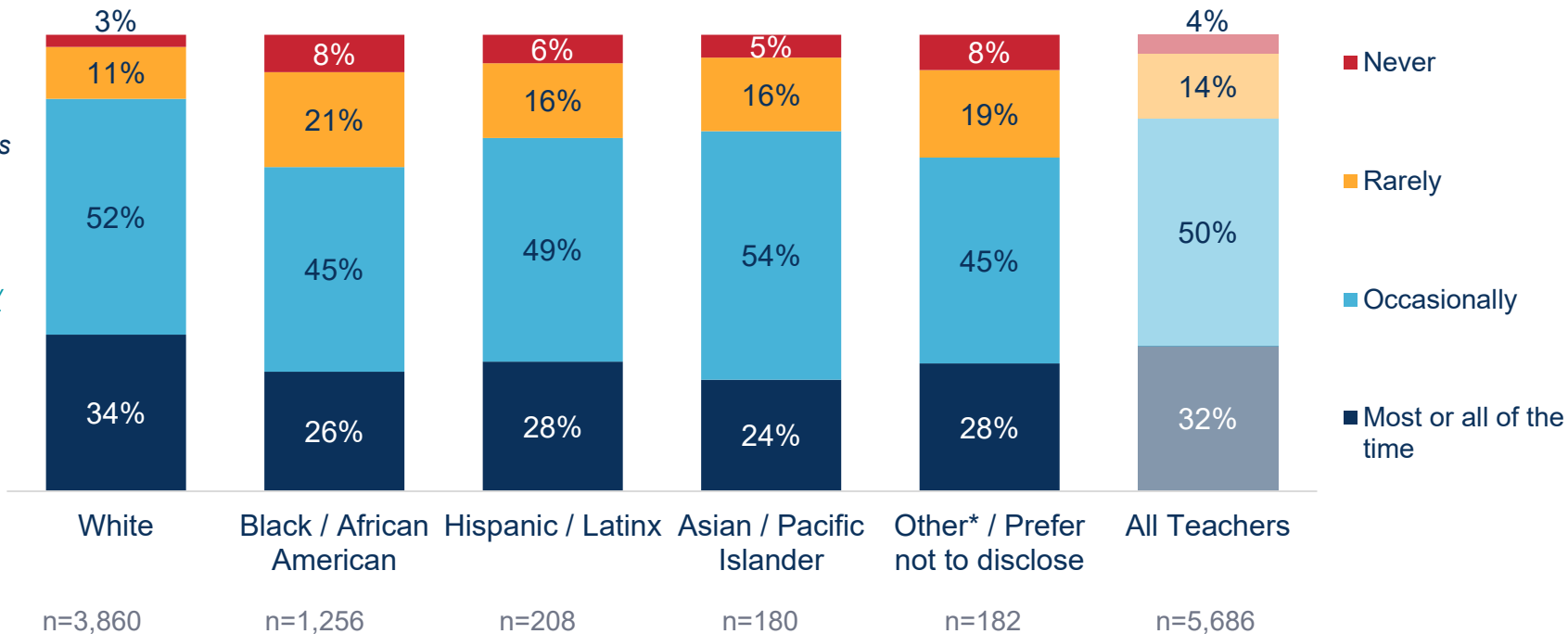
\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# 29% of Black/African American teachers said teachers at their schools rarely or never have important conversations about race, compared to 22% of Hispanic/Latinx, 21% of Asian/Pacific Islander, and 14% of White teachers

“Teachers at my school have important conversations with each other about race, even when the conversation might be uncomfortable”

See how other respondents answered similar questions:  
 • [Students](#)  
 • [Principals/APs](#)



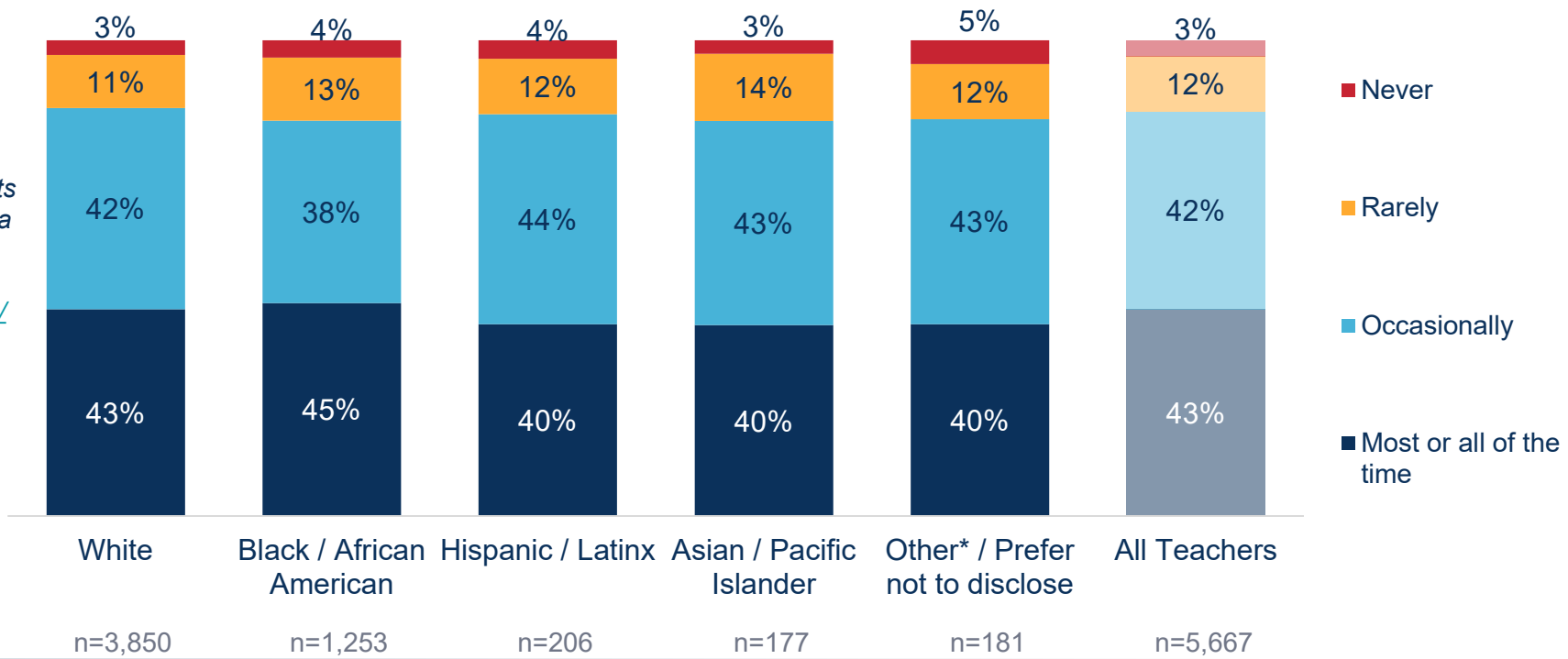
\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# Around 85% of teachers said their professional development experiences helped them explore new ways to promote equity in their practice at least occasionally, with very little variation by race/ethnicity

“My professional development experiences help me explore new ways to promote equity in my practice”

See how other respondents answered a similar question:  
 • [Principals/APs](#)

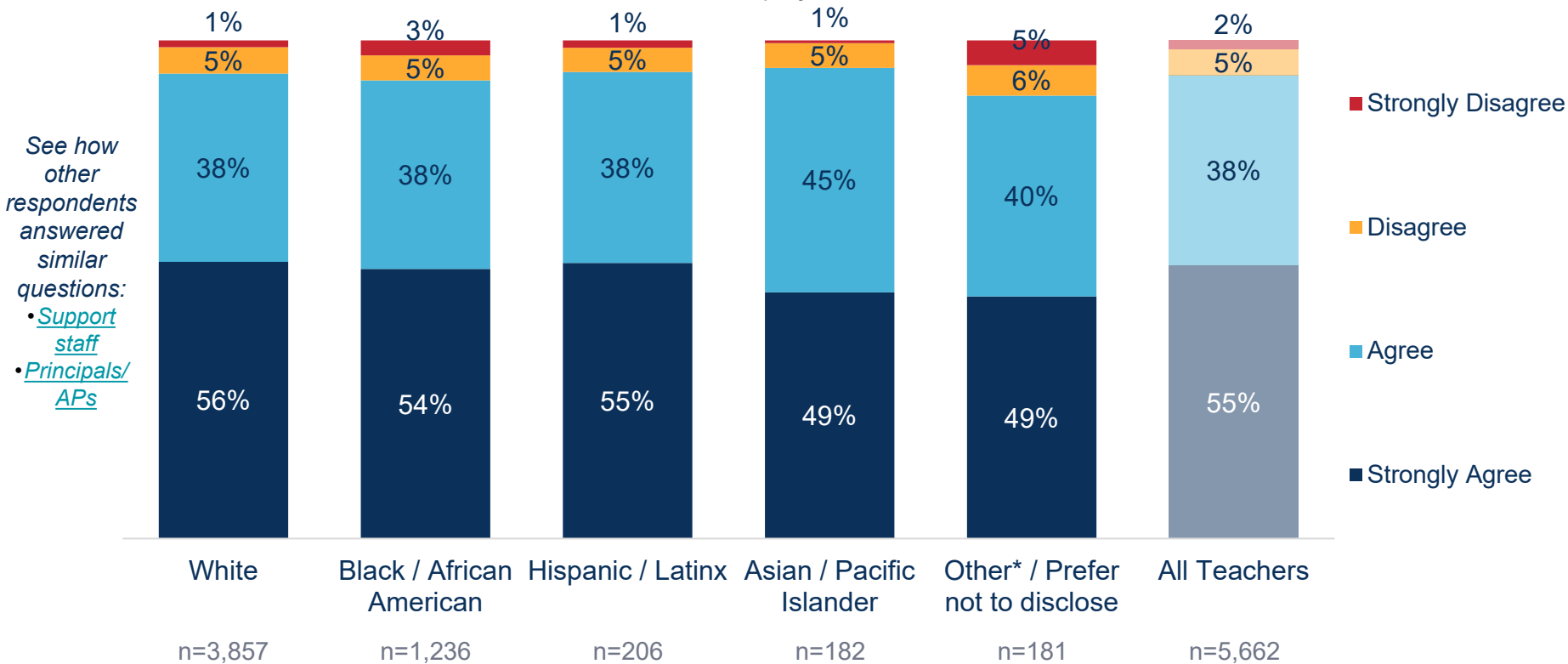


\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# Nearly all teachers (93%) agreed that leaders at their schools work to advance student equity, although only 55% strongly agreed with the statement

“Leaders at this school work to advance student equity”



See how other respondents answered similar questions:

- [Support staff](#)
- [Principals/APs](#)

\*American Indian/Alaska Native included here, due to the smaller subgroup size.

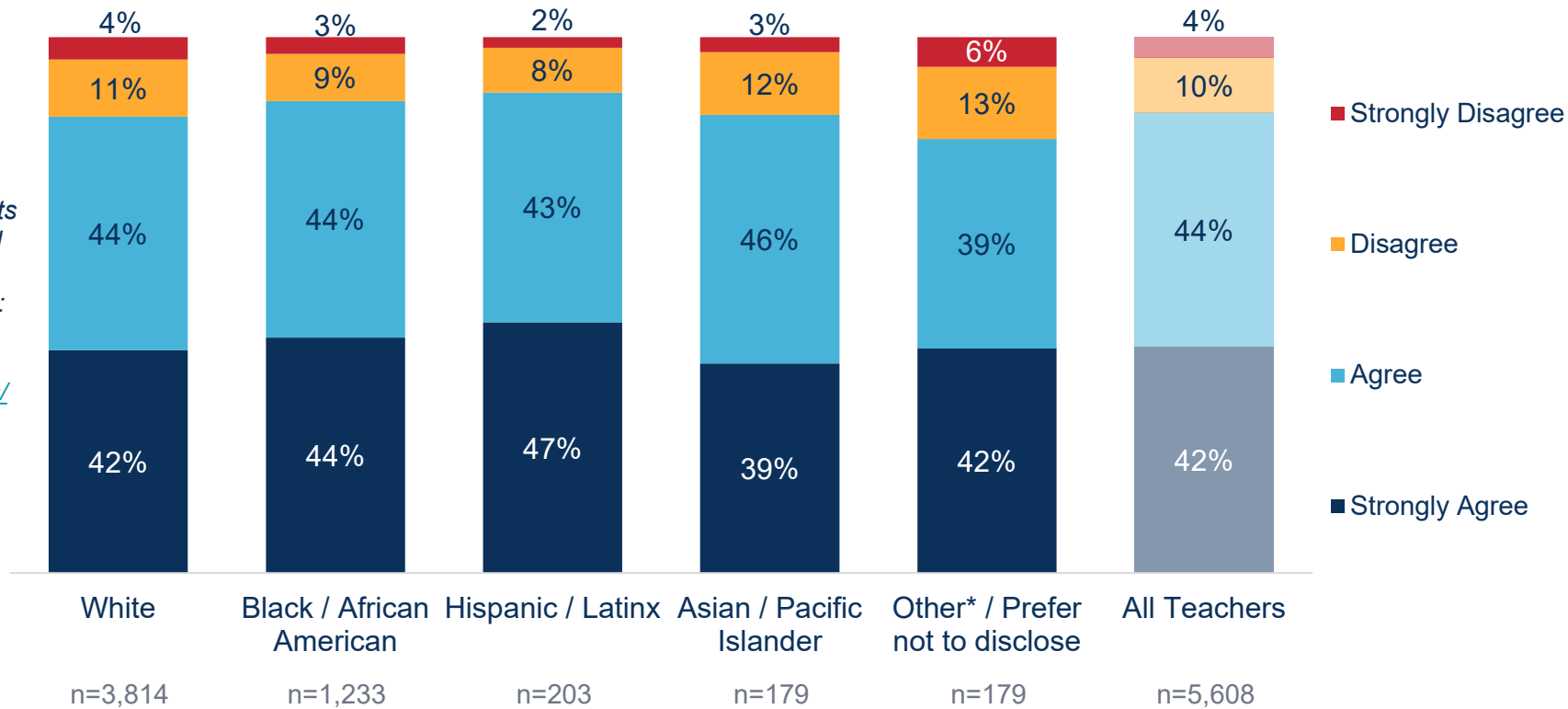


# The majority of teachers (86%) agreed the equity-focused professional development they received was valuable, with little variation by race/ethnicity

“The equity-focused professional development I have received is valuable”

See how other respondents answered similar questions:

- [Support staff](#)
- [Principals/APs](#)

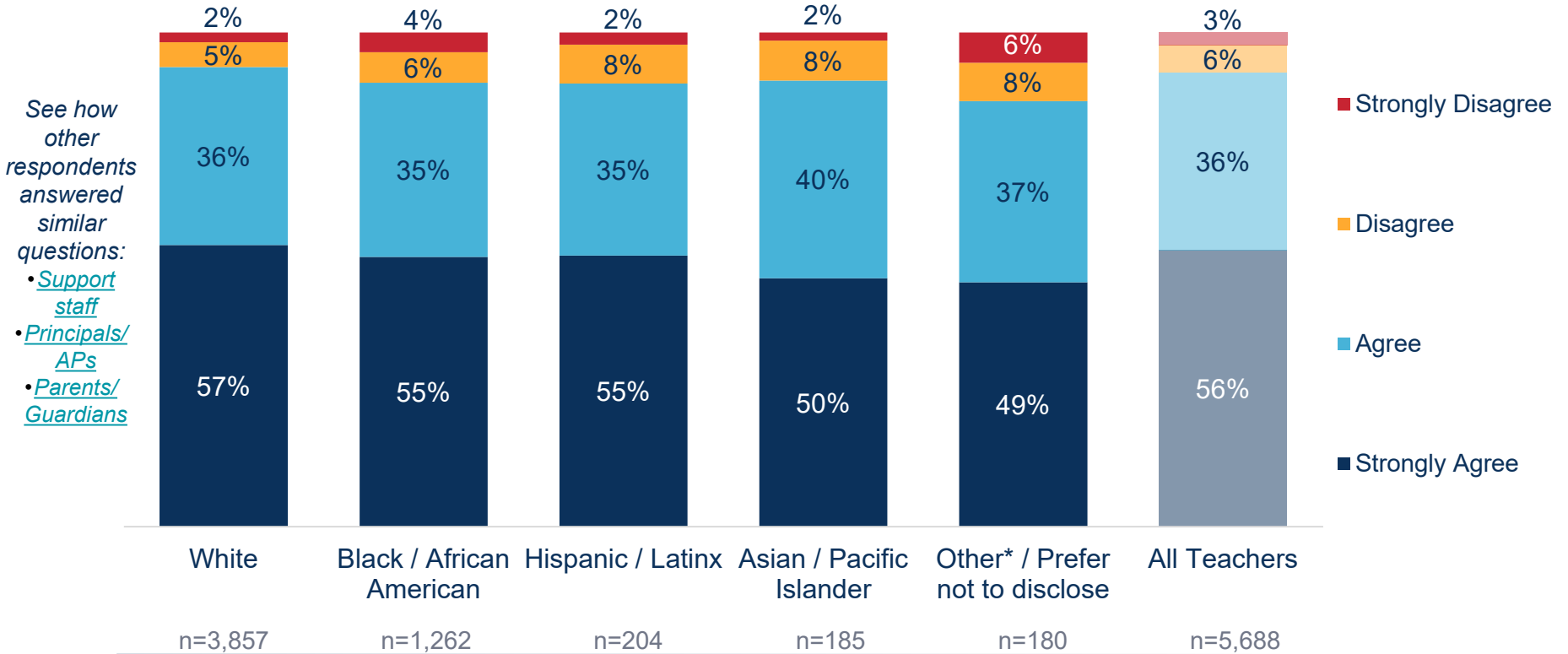


\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# More than 9 in 10 teachers who responded said they felt like they belonged at their schools, although only 56% strongly agreed with the statement

“I feel like I belong at my school”



See how other respondents answered similar questions:

- [Support staff](#)
- [Principals/APs](#)
- [Parents/Guardians](#)

\*American Indian/Alaska Native included here, due to the smaller subgroup size.



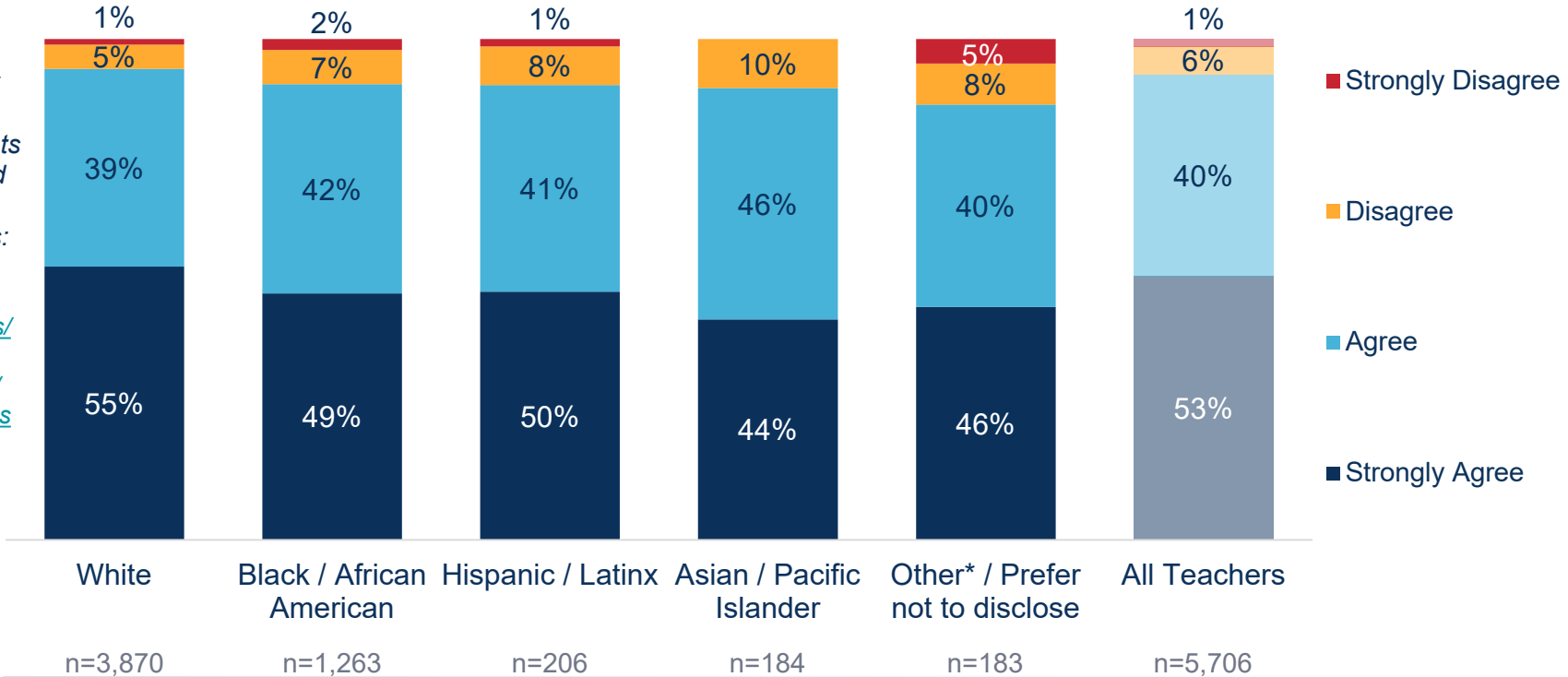


# Nearly all teachers (93%) said they felt connected to other adults at their school, with more White teachers and fewer Asian/Pacific Islander teachers strongly agreeing with the statement

“I feel connected to other adults at my school”

See how other respondents answered similar questions:

- [Support staff](#)
- [Principals/APs](#)
- [Parents/Guardians](#)

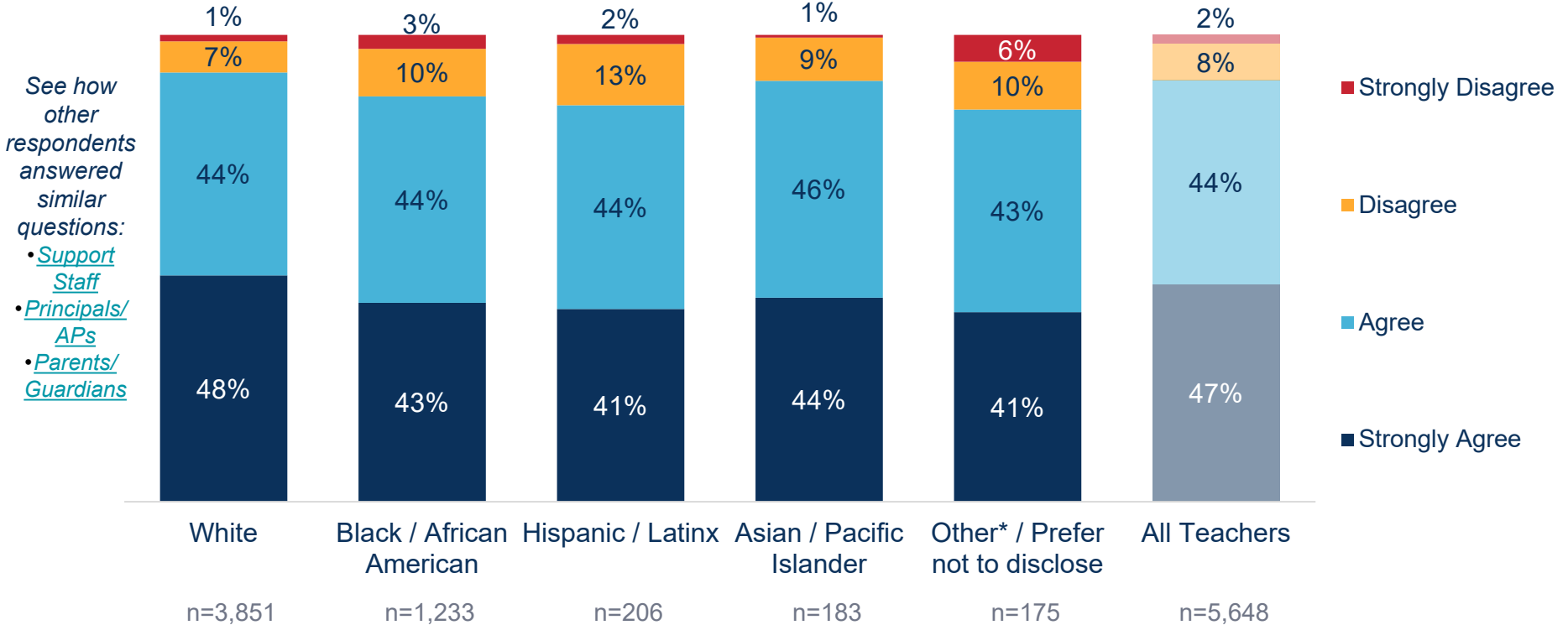


\*American Indian/Alaska Native included here, due to the smaller subgroup size.



# Nine in 10 teachers agreed their colleagues understand them as a person, with slightly more White teachers strongly agreeing with the statement compared to teachers of other backgrounds

“My colleagues understand me as a person”



See how other respondents answered similar questions:

- [Support Staff](#)
- [Principals/APs](#)
- [Parents/Guardians](#)

\*American Indian/Alaska Native included here, due to the smaller subgroup size.

# DWS DEI Questions: Support Staff Survey Results

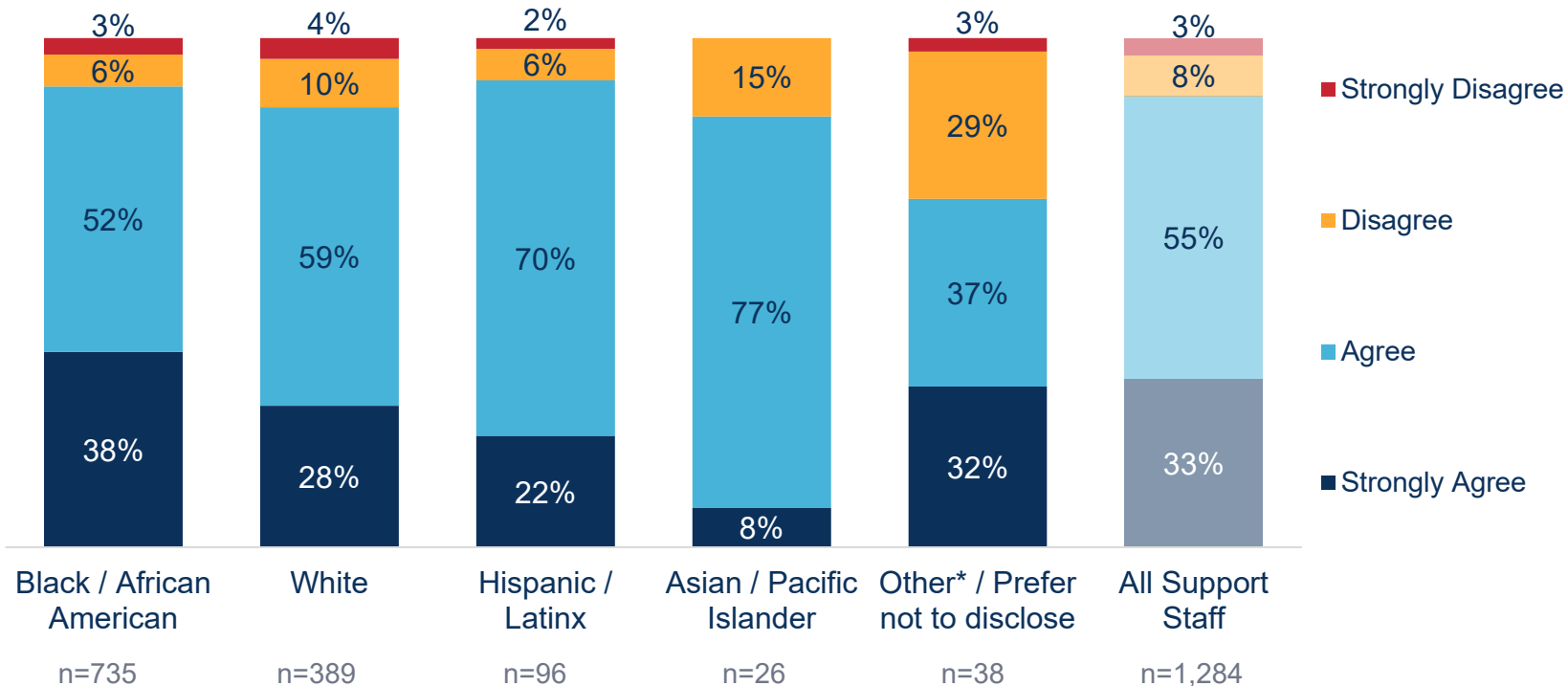


# Only 1 in 3 support staff strongly agreed that they were comfortable discussing race-related topics with students, with Black/African American staff reporting the highest levels of comfort

“I am comfortable discussing race-related topics with students”

See how other respondents answered similar questions:

- [Students](#)
- [Teachers](#)
- [Principals/APs](#)

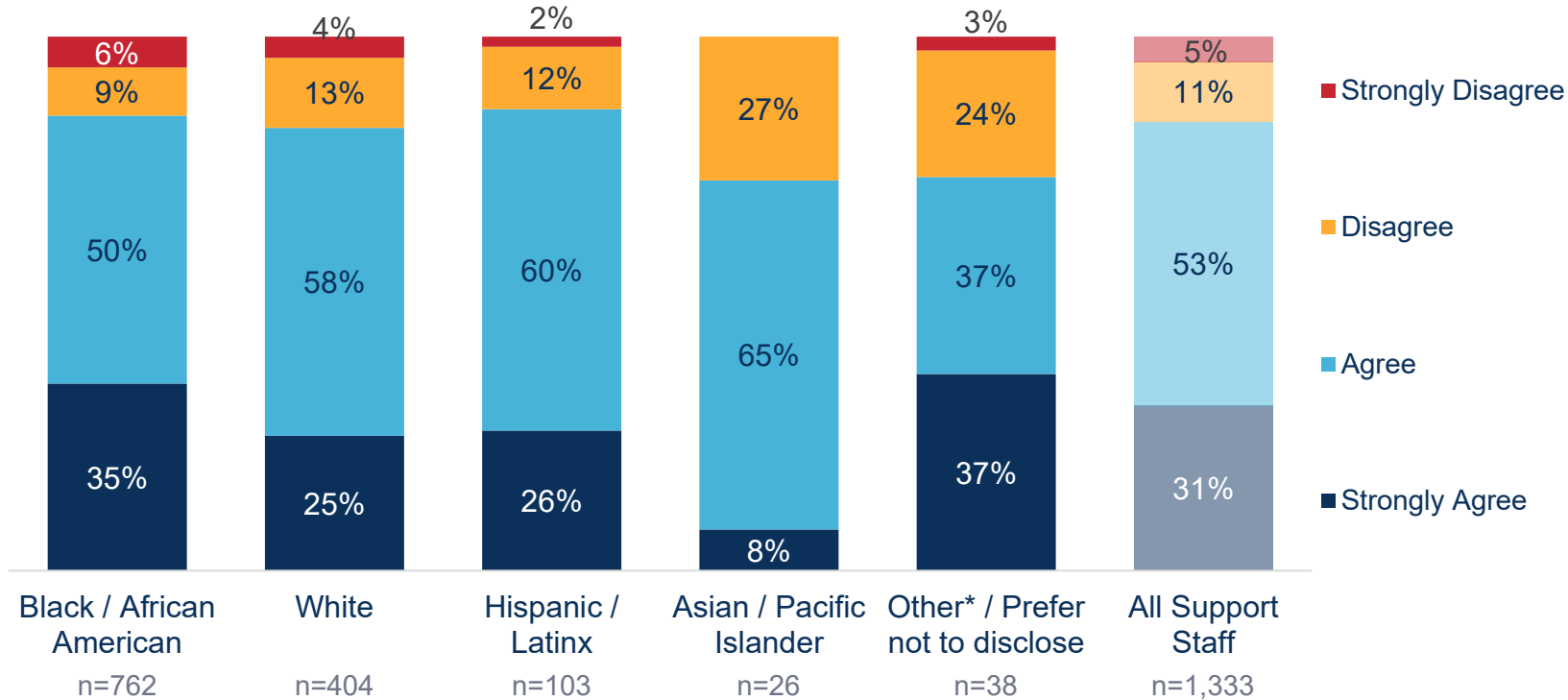




# Fewer than 1 in 3 support staff strongly agreed that they were comfortable discussing race-related topics with their colleagues, with the lowest degree of comfort reported by Asian/Pacific Islander staff

“I am comfortable discussing race-related topics with my colleagues”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Principals/APs](#)



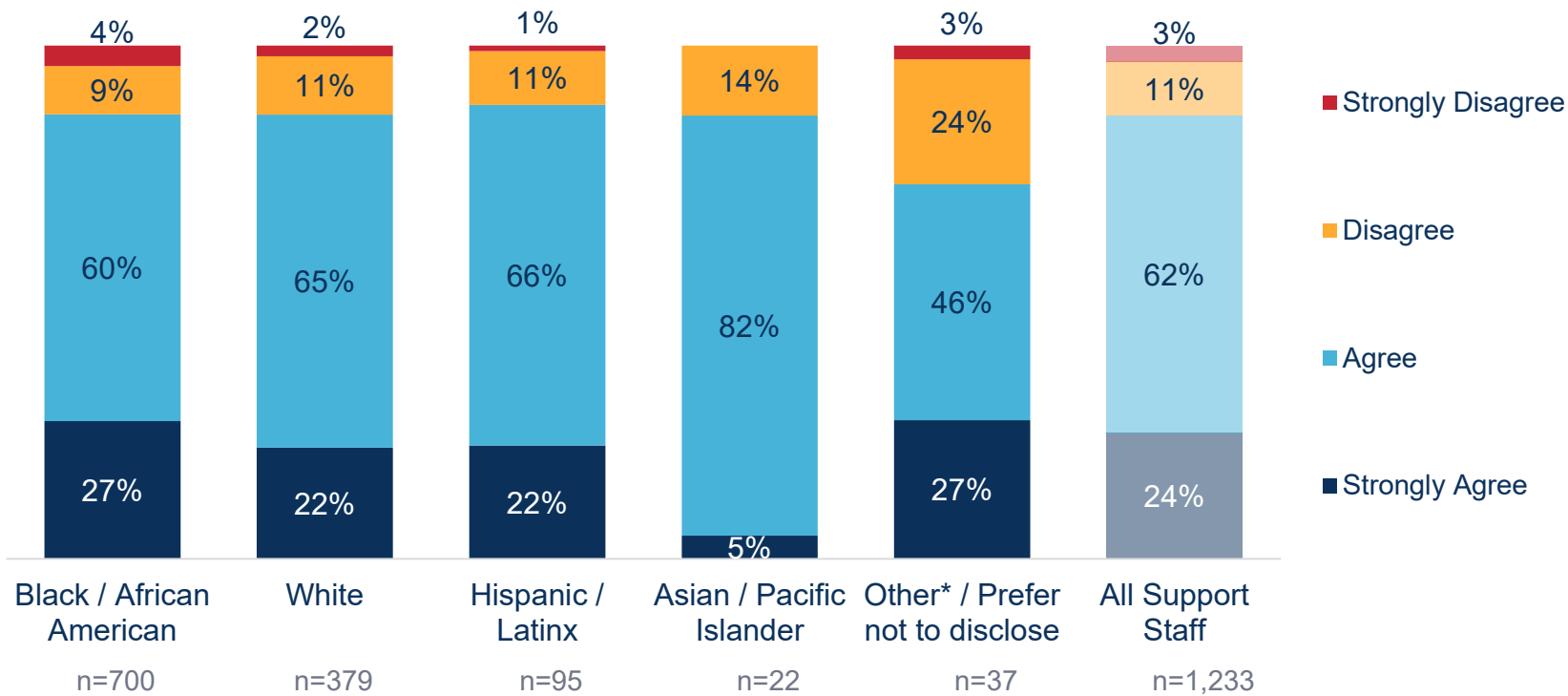
\*Native American / Alaska Native included here, due to the smaller subgroup size.



# 24% of support staff who responded strongly agreed that they could implement strategies to address sensitive issues of diversity at school

“When a sensitive issue of diversity arises at school, I can implement strategies to appropriately address the situation”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Principals/APs](#)  
 • [Parents/Guardians](#)



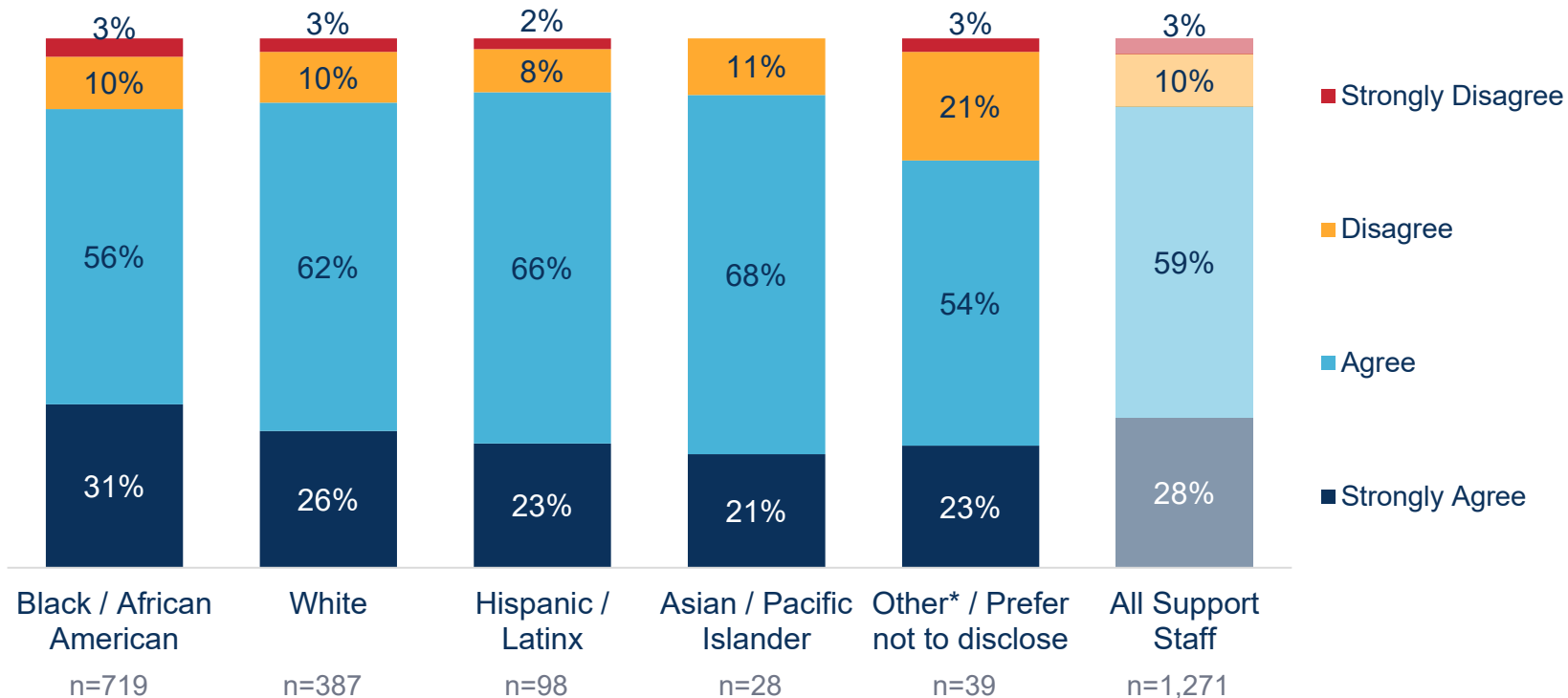
\*Native American / Alaska Native included here, due to the smaller subgroup size.



# The majority (87%) of support staff reported the equity-focused professional development they received was valuable

“The equity-focused professional development I have received is valuable”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Principals/APs](#)

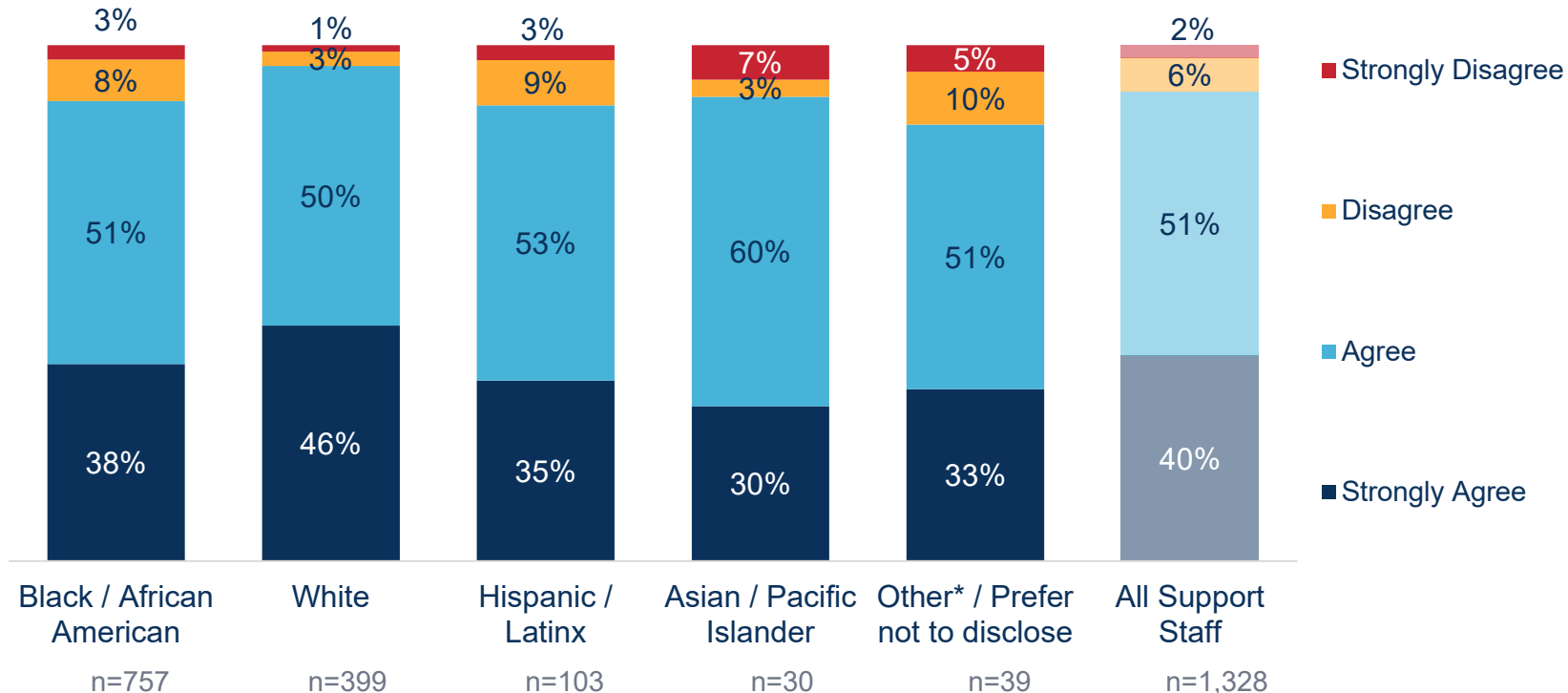




# More than 90% of support staff who responded to the survey agreed that leaders at their schools work to advance student equity, with some variation in the degree of agreement by staff race/ethnicity

“Leaders at my school work to advance student equity”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Principals/APs](#)





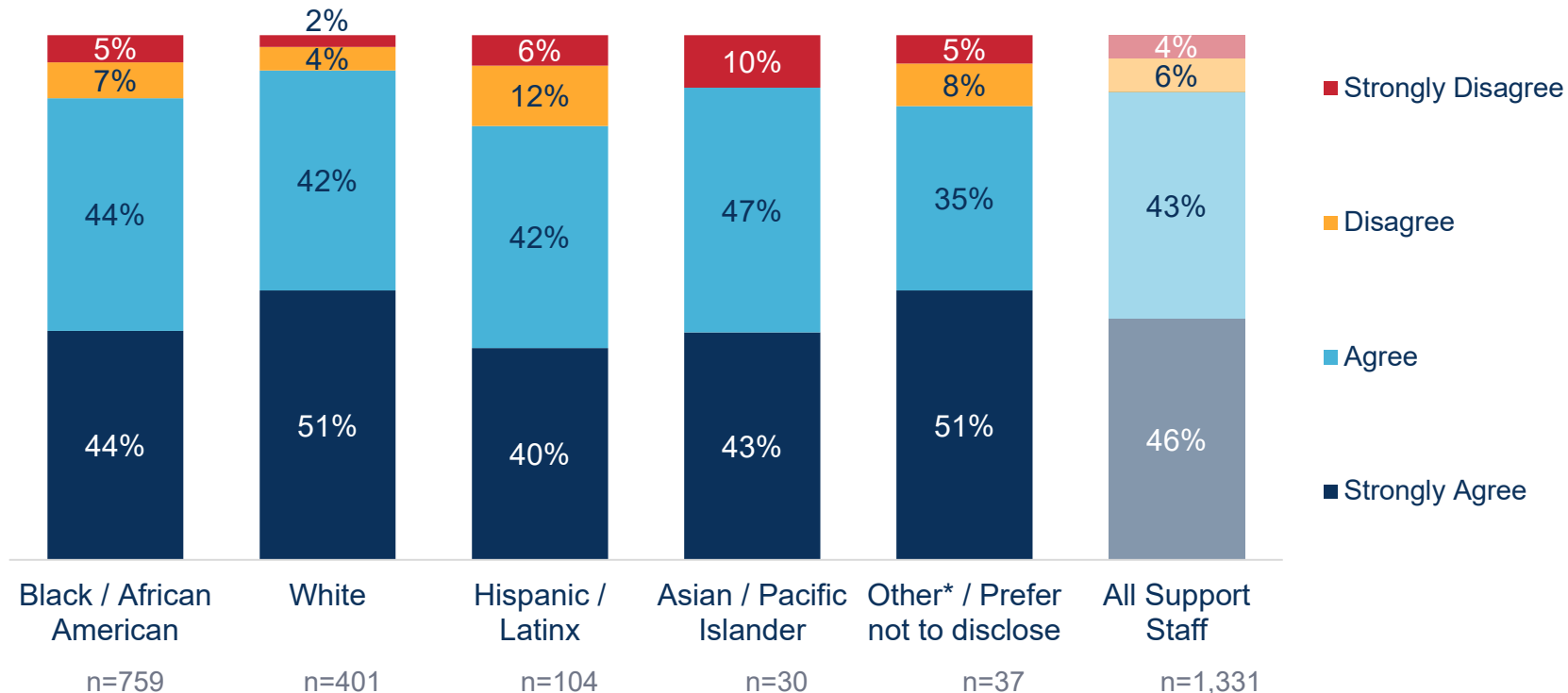


# Nine in ten support staff said they felt like they belonged at their schools, with White staff reporting slightly greater degrees of agreement with the statement compared to staff of other backgrounds

“I feel like I belong at my school”

See how other respondents answered similar questions:

- [Teachers](#)
- [Principals/APs](#)
- [Parents/Guardians](#)



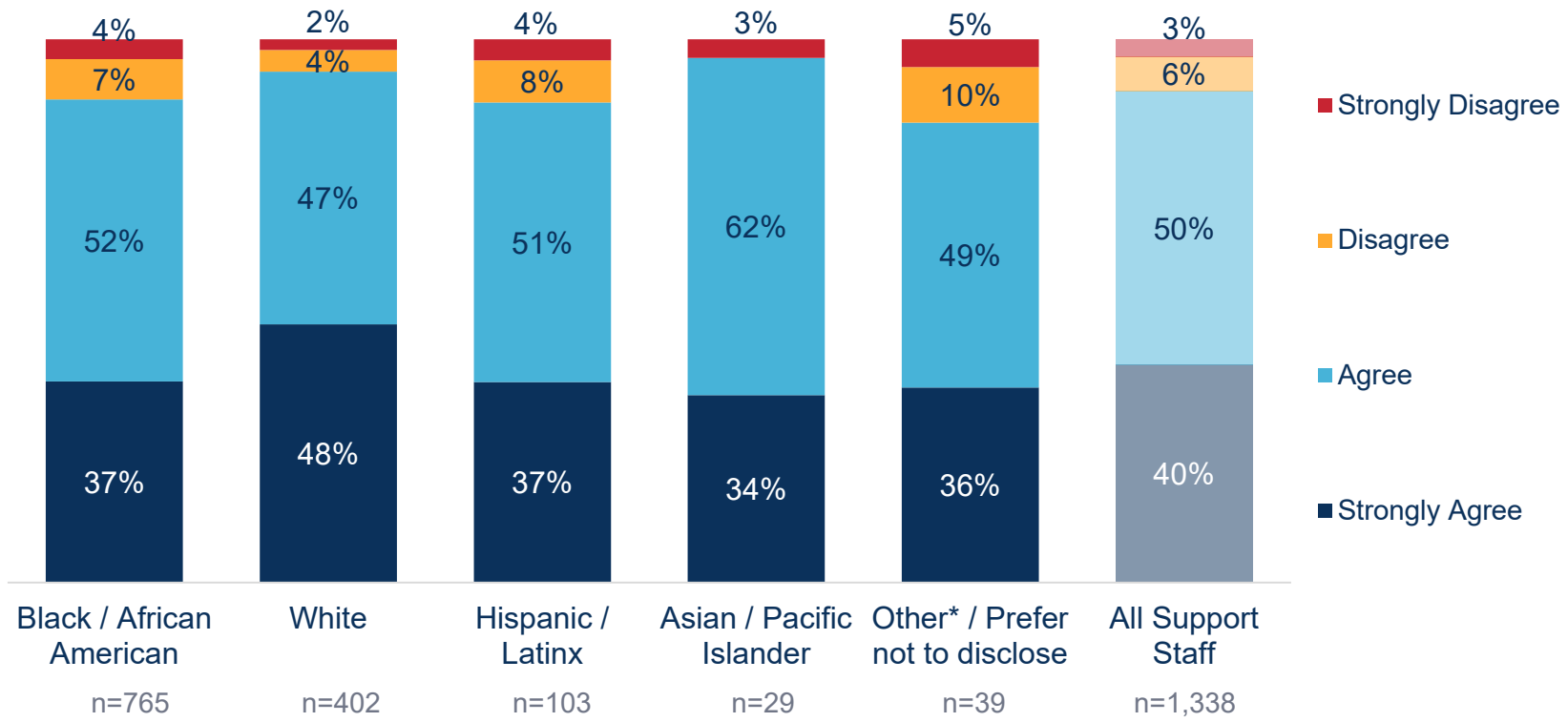


# 90% of support staff said they felt connected to other adults at their schools, with some variation by staff race/ethnicity

“I feel connected to other adults at my school”

See how other respondents answered similar questions:

- [Teachers](#)
- [Principals/APs](#)
- [Parents/Guardians](#)



\*Native American / Alaska Native included here, due to the smaller subgroup size.

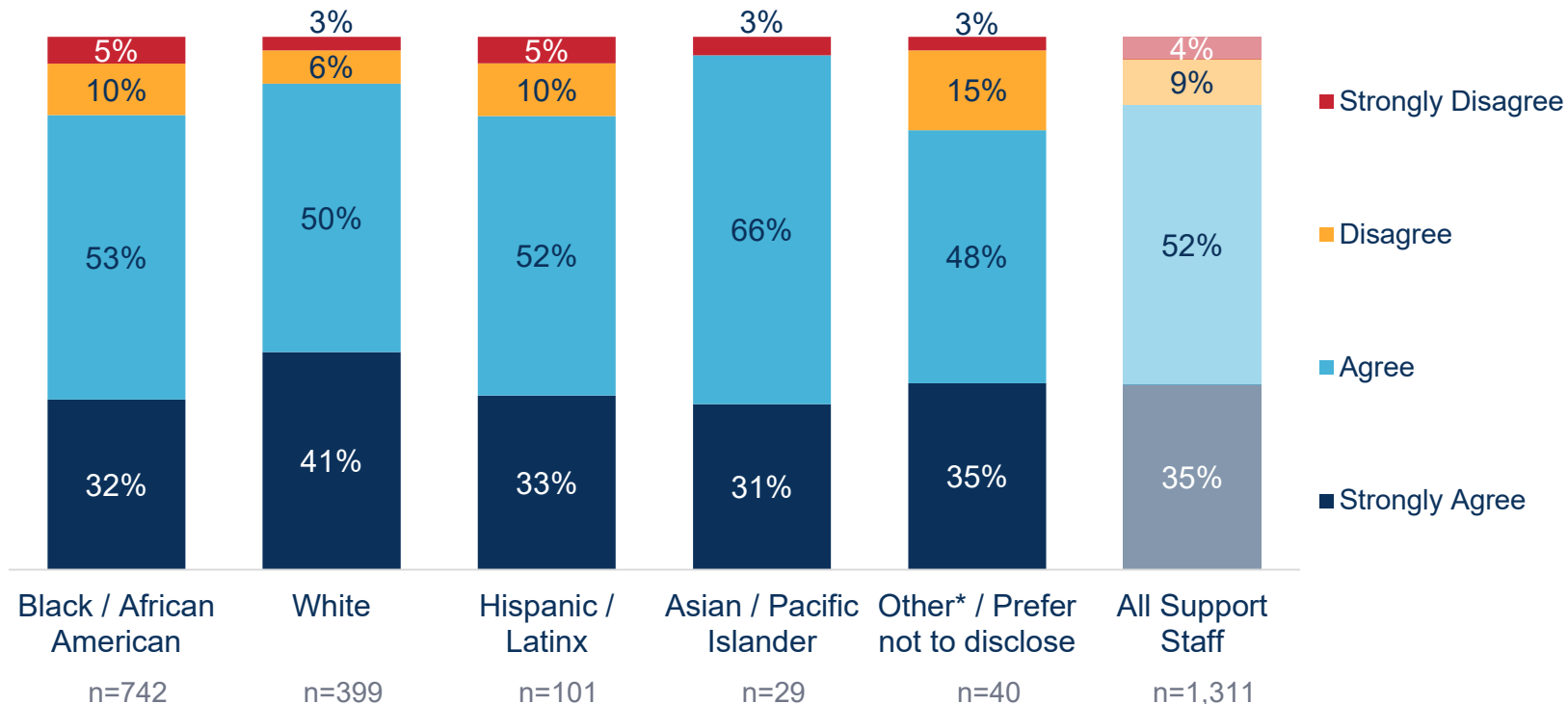


# Slightly more White and Asian/Pacific Islander support staff said their colleagues understood them as a person, compared to support staff of other backgrounds

“My colleagues understand me as a person”

See how other respondents answered similar questions:

- [Teachers](#)
- [Principals/APs](#)
- [Parents/Guardians](#)

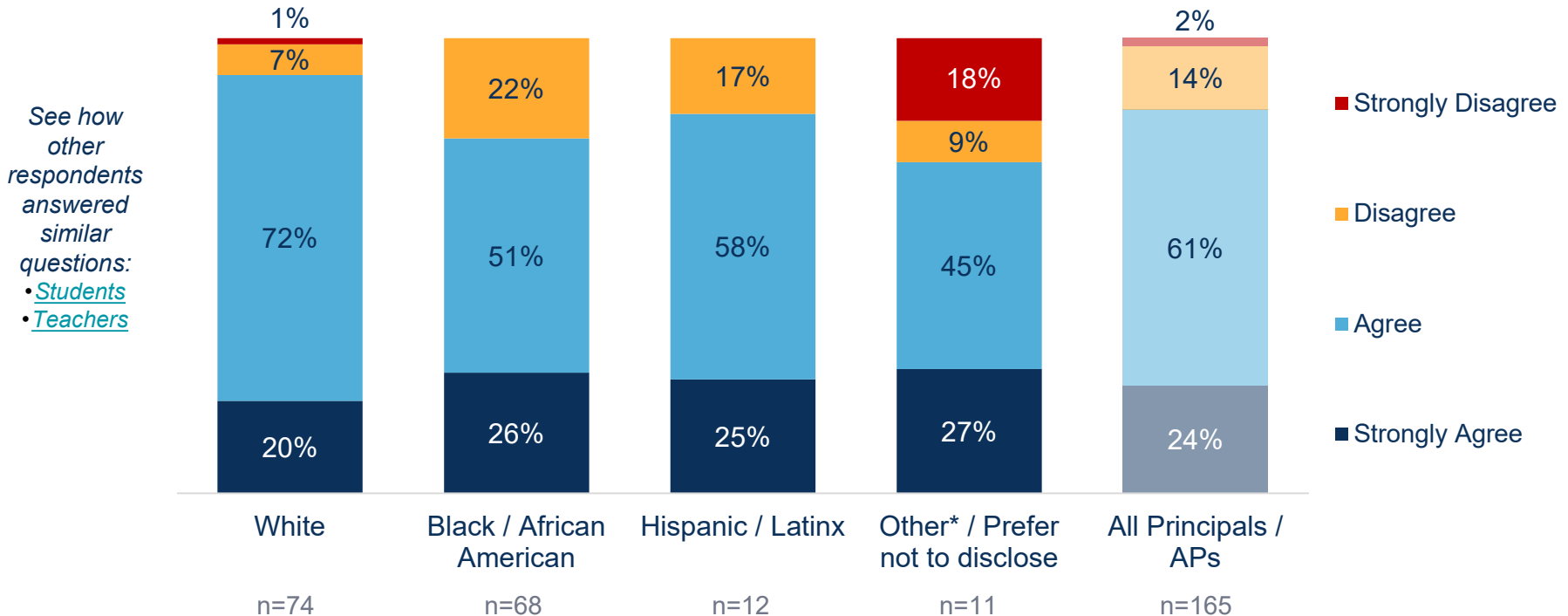


# DWS DEI Questions: Principal/AP Survey Results



## 16% of principals/APs—and 22% of Black African/American principals/APs—said staff at their school did not have important conversations about race

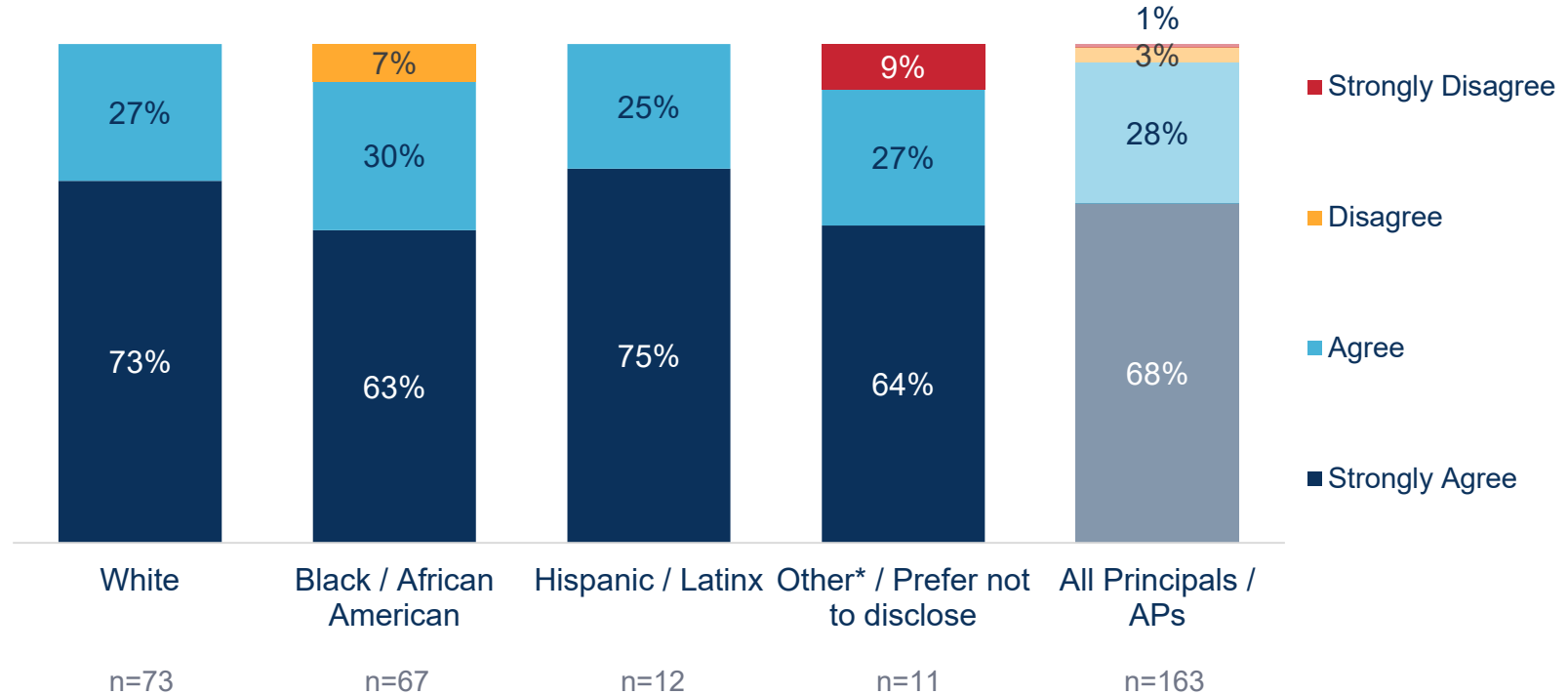
“Staff at my school have important conversations with each other about race, even when the conversation might be uncomfortable”





## Nearly all principals/APs (96%) said they think about what their colleagues of different races, ethnicities, or cultures experience, with little variation by principal race/ethnicity

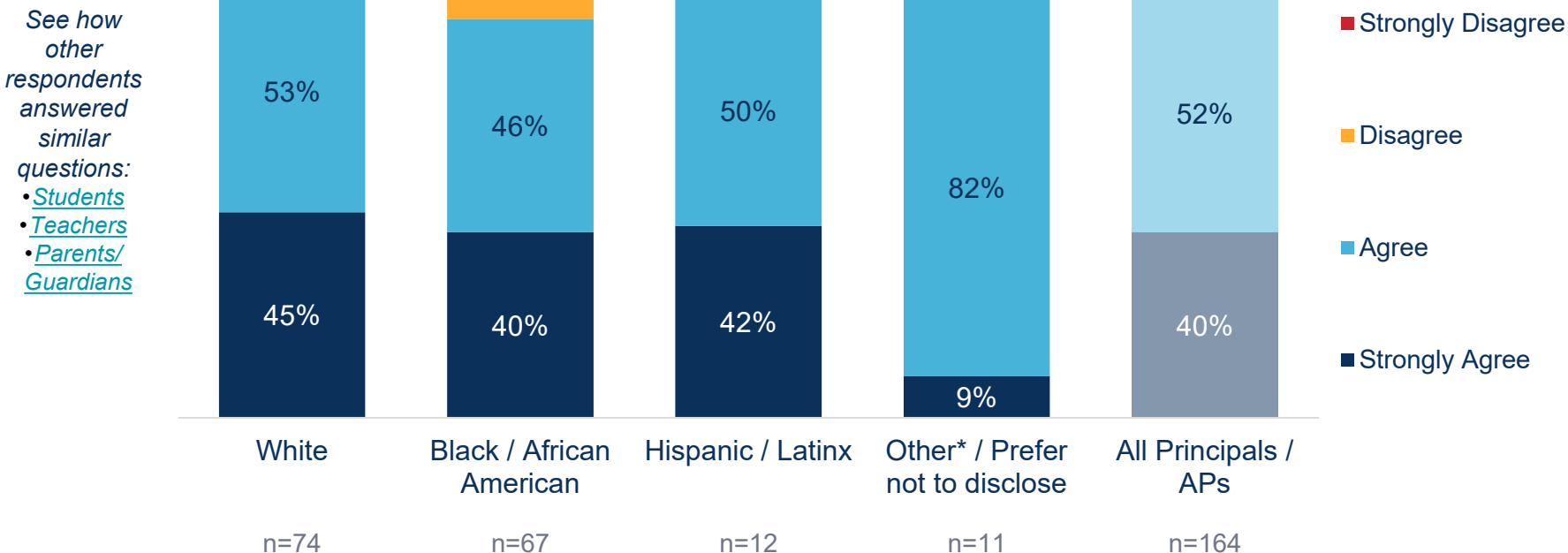
“I think about what my colleagues of different races, ethnicities, or cultures experience”





# 97% of White principals/APs said students at their school have opportunities to learn about people from different backgrounds, compared to 87% of their Black/African American peers

“In my school, students have opportunities to learn about people from different races, ethnicities, or cultures”

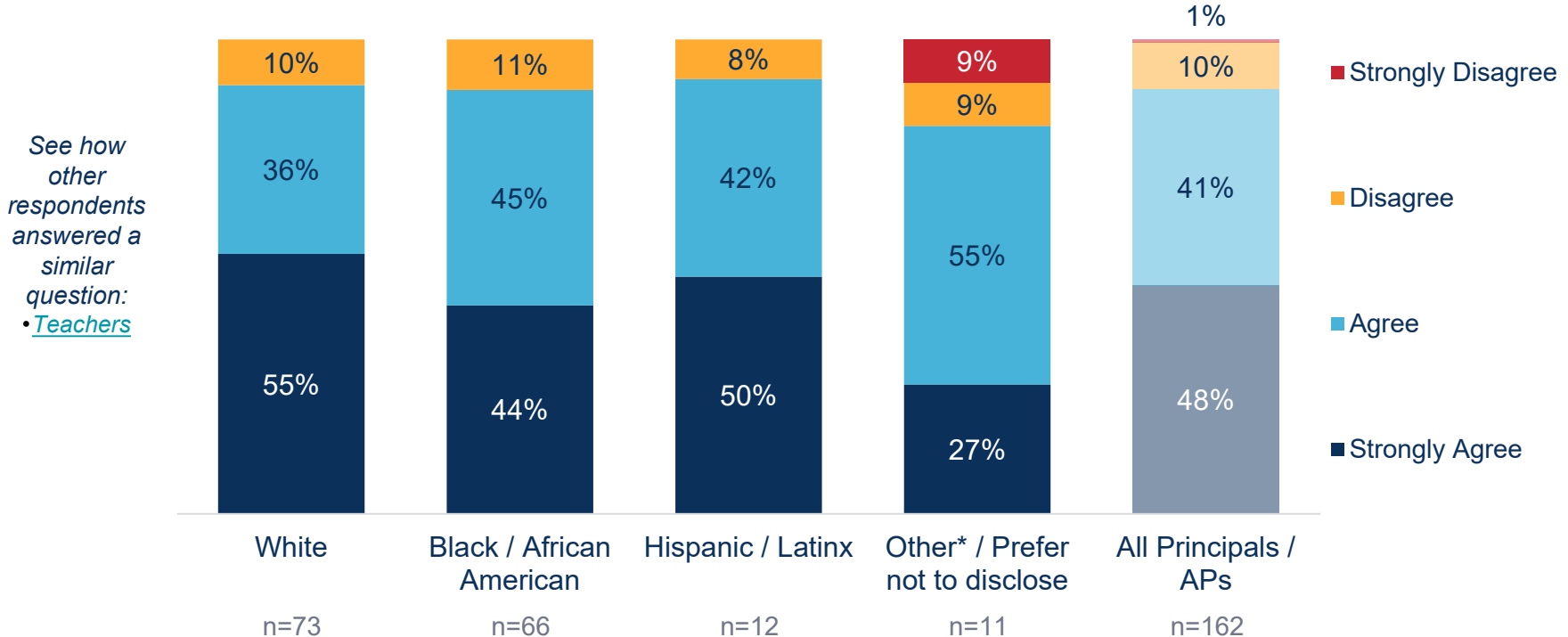


\*Asian / Pacific Islander included here due to the smaller subgroup size (n=5).



## Around 9 in 10 principals/APs said their professional development experiences help them explore new ways to promote equity in practice, with little variation by race/ethnicity

“My professional development experiences help me explore new ways to promote equity in my practice”

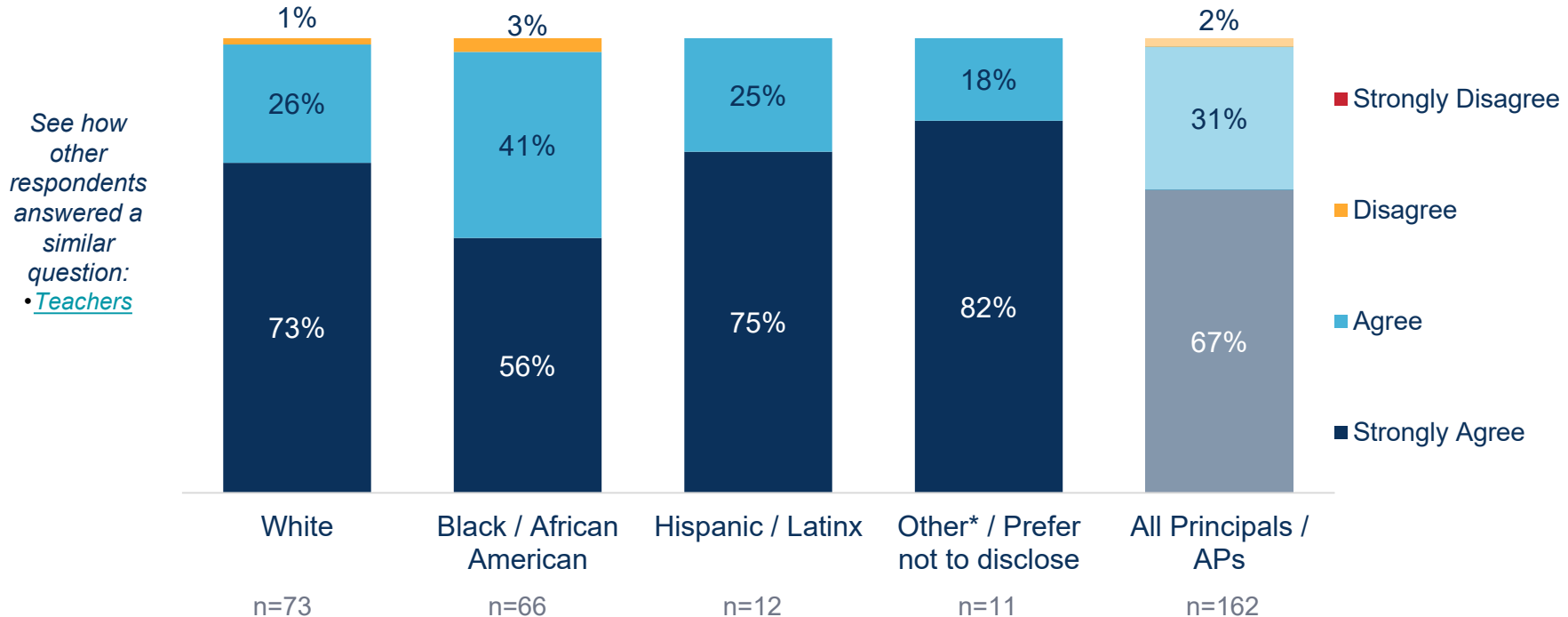






## Nearly all (98%) of principals/APs agreed they could easily interact with students who are from a different cultural background than their own, although the level of agreement differed by principal/AP race/ethnicity

“I can easily interact with students in my school who are from a different cultural background than my own”



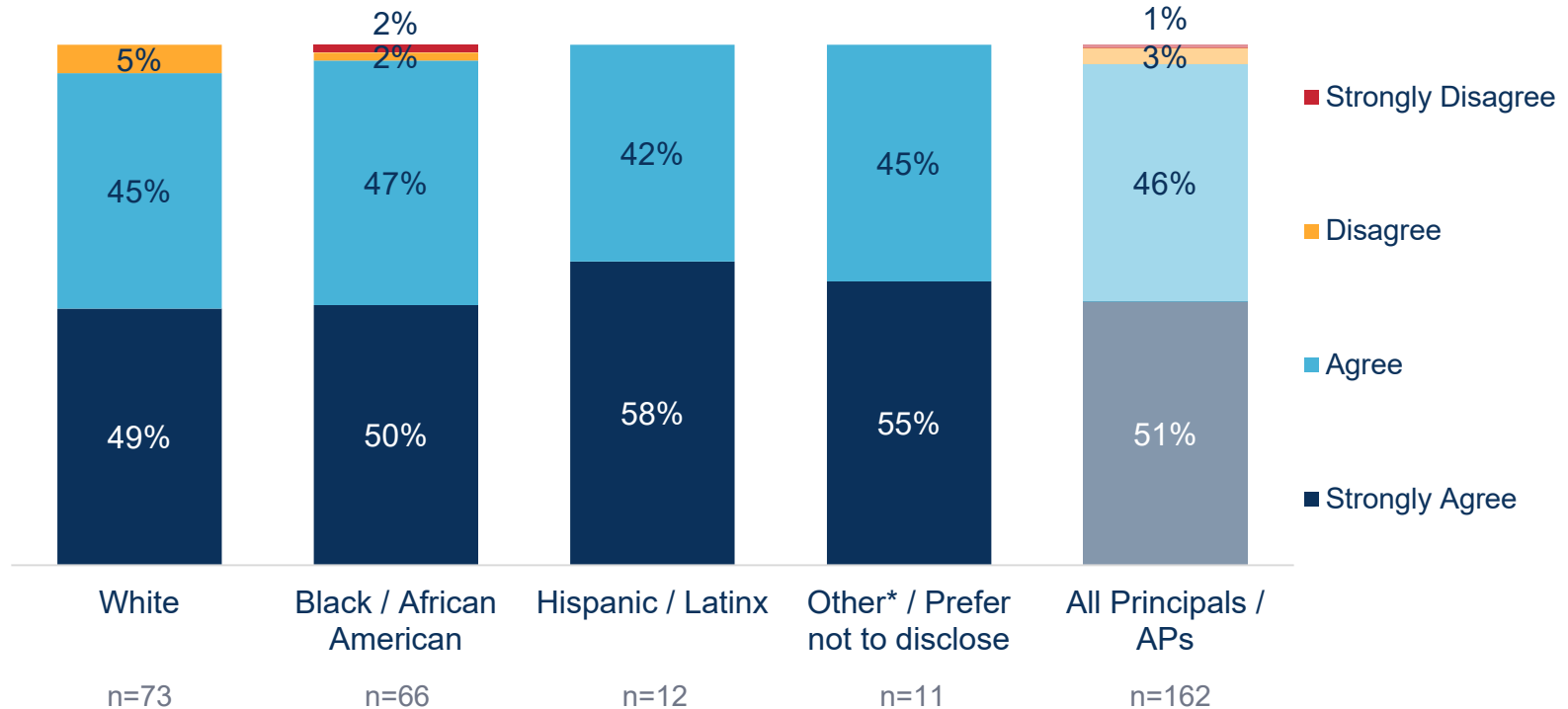


## Nearly all principals/APs who responded (96%) said they were comfortable discussing race related topics with students, although the degree of comfort varied slightly by principal/AP race/ethnicity

“I am comfortable discussing race-related topics with students”

See how other respondents answered similar questions:

- [Students](#)
- [Teachers](#)
- [Principals/APs](#)

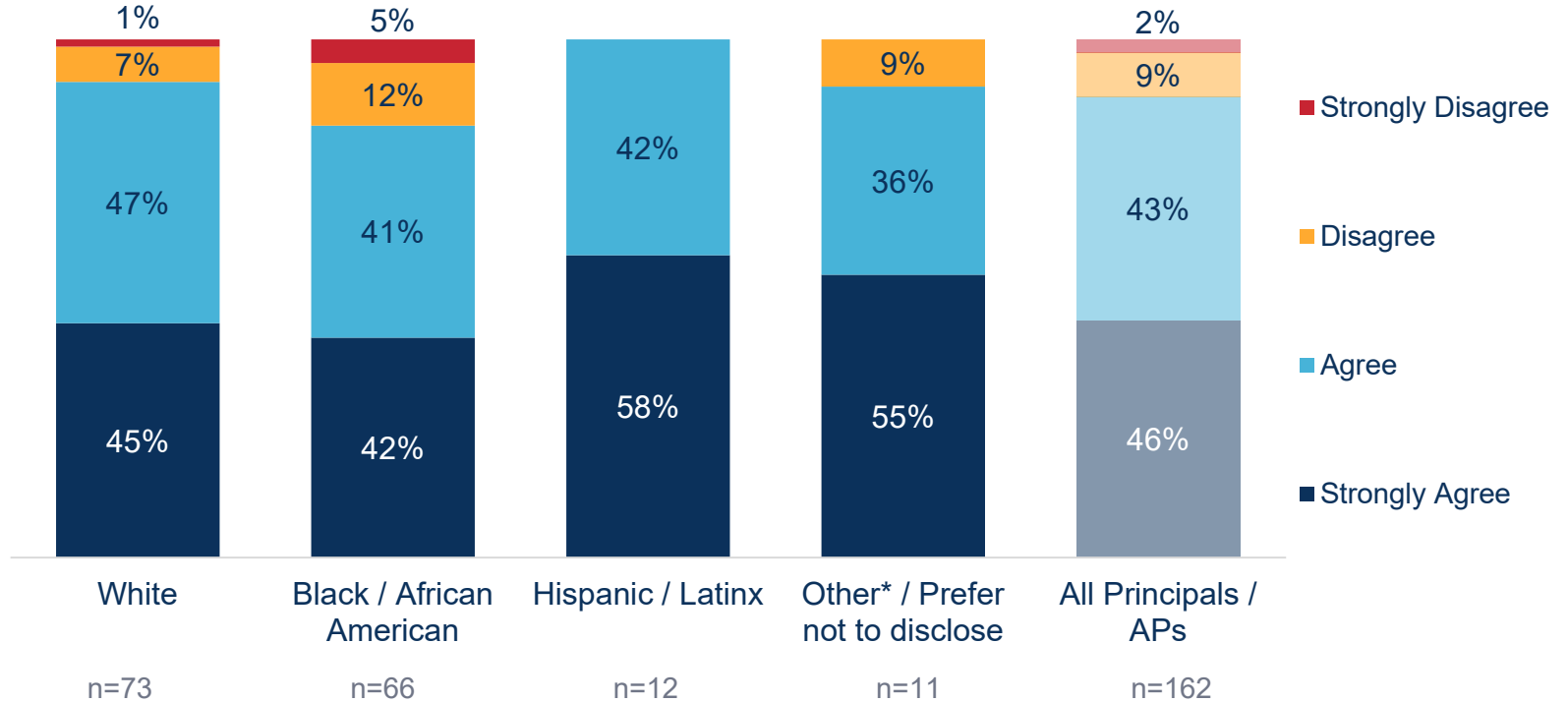




# Hispanic/Latinx principals/APs reported the greatest level of comfort with discussing race-related topics with their colleagues

“I am comfortable discussing race-related topics with my colleagues”

See how other respondents answered similar questions:  
 • [Teachers](#)  
 • [Support Staff](#)

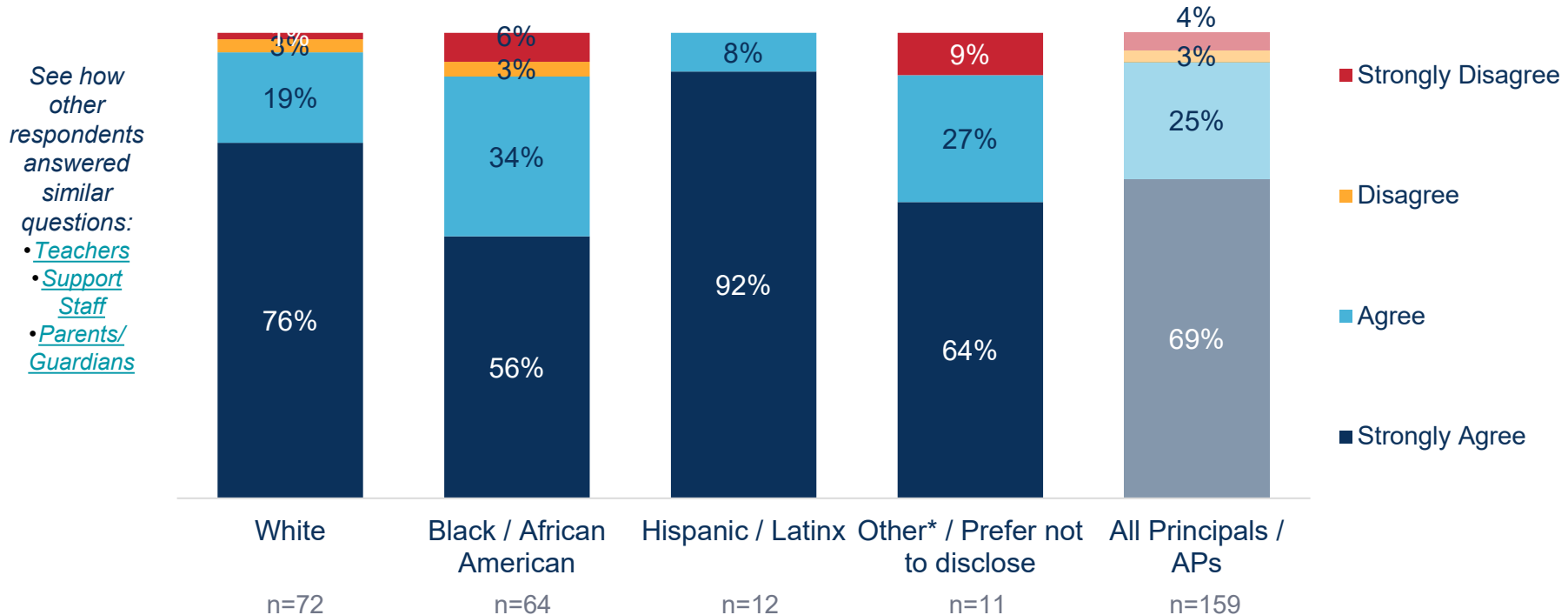


\*Asian / Pacific Islander included here due to the smaller subgroup size (n=5).



# Only 56% of Black/African American principals/APs strongly agreed that they felt they belonged in their schools, compared to 76% of their White and 92% of Hispanic/Latinx peers

"I feel like I belong in my school"



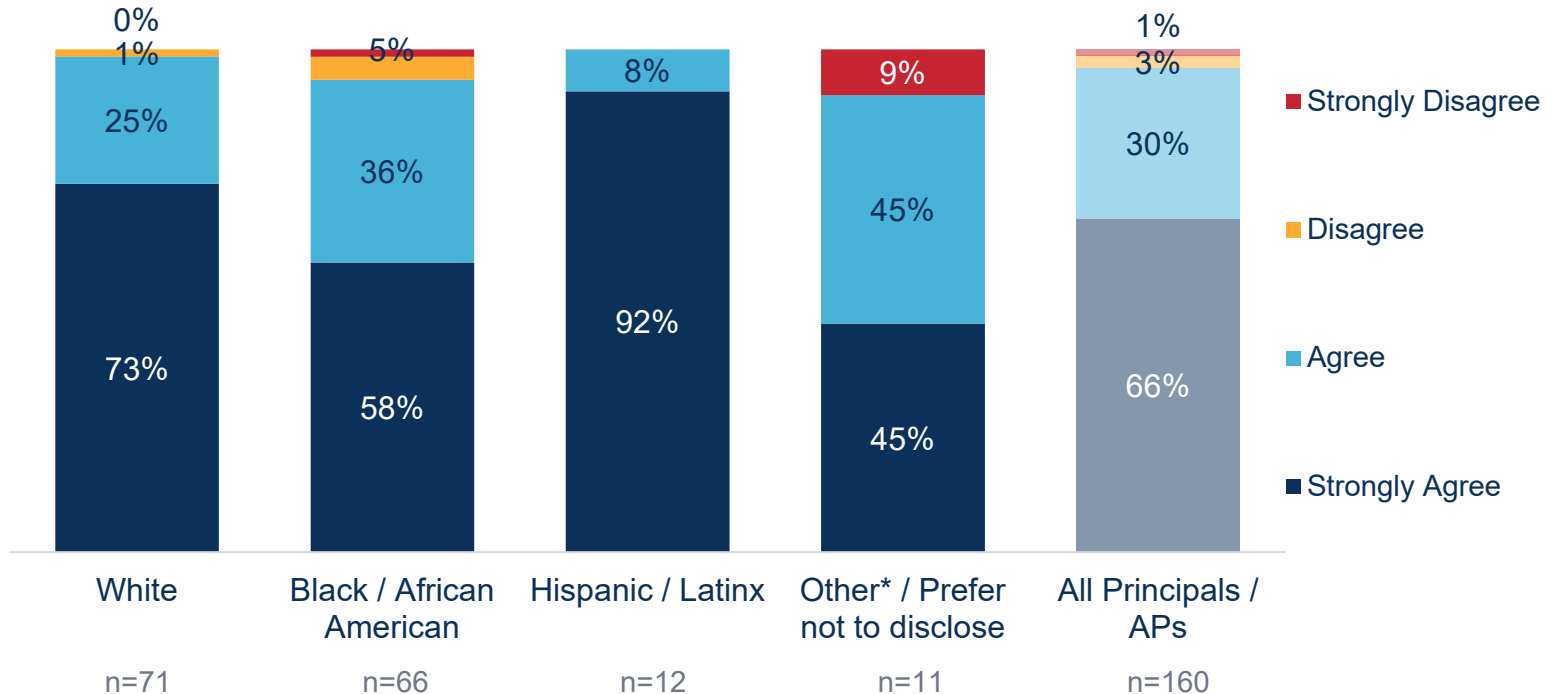


# 58% of Black/African American principals/APs strongly agreed they felt connected to other adults in their school, compared to 73% of their White and 92% of Hispanic/Latinx peers

“I feel connected to other adults in my school”

See how other respondents answered similar questions:

- [Teachers](#)
- [Support Staff](#)
- [Parents/Guardians](#)

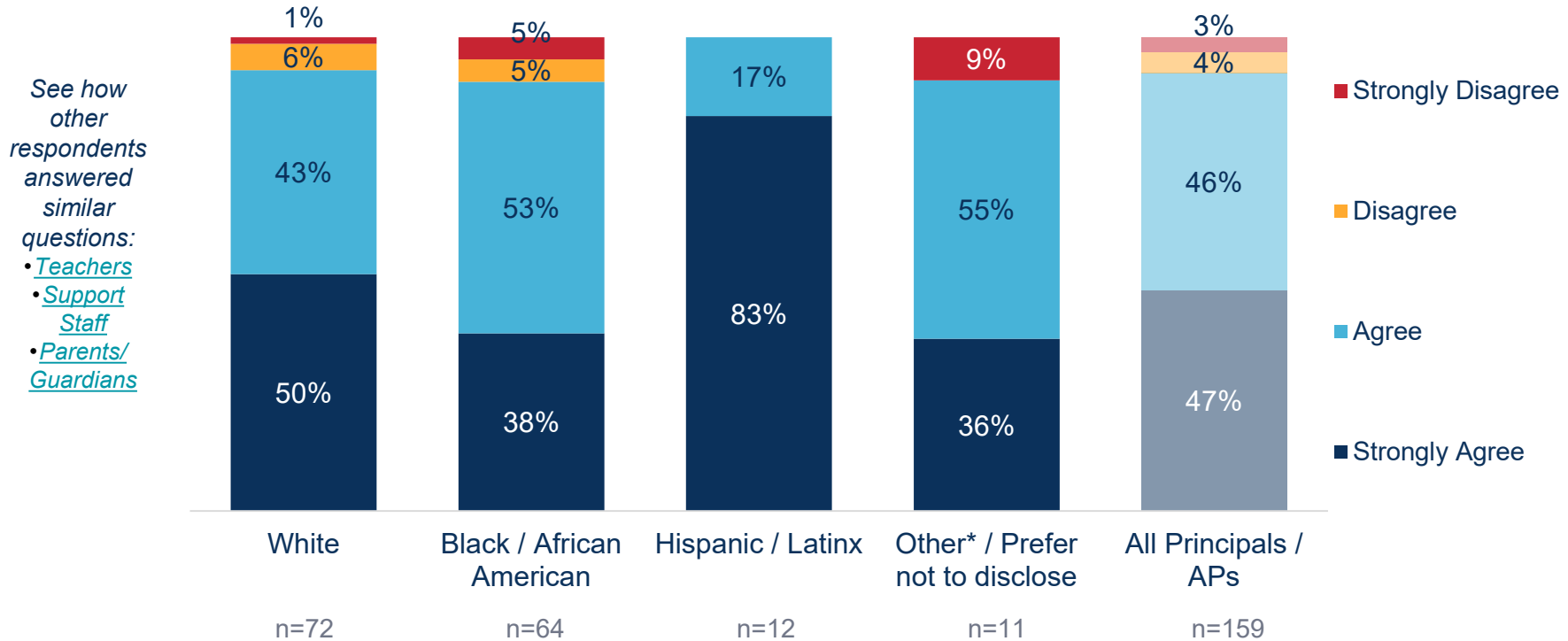


\*Asian / Pacific Islander included here due to the smaller subgroup size (n=5).



## Hispanic/Latinx principals/APs reported the strongest agreement with the statement, “My colleagues understand me as a person”

“My colleagues understand me as a person”

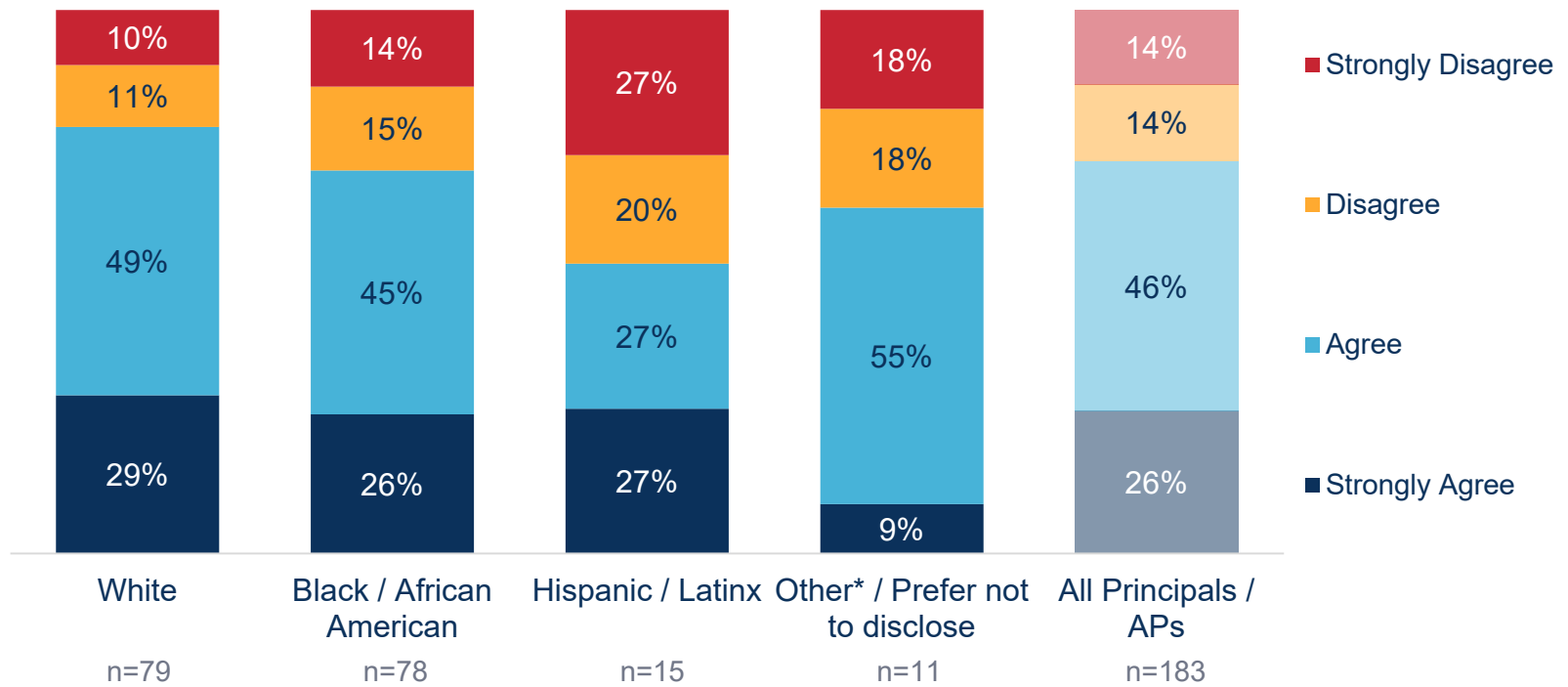




# 72% of principals/APs who responded to the survey agreed or strongly agreed that the equity-focused professional development they had received was valuable

“The equity-focused professional development I have received is valuable”

See how other respondents answered similar questions:  
• [Teachers](#)  
• [Support Staff](#)

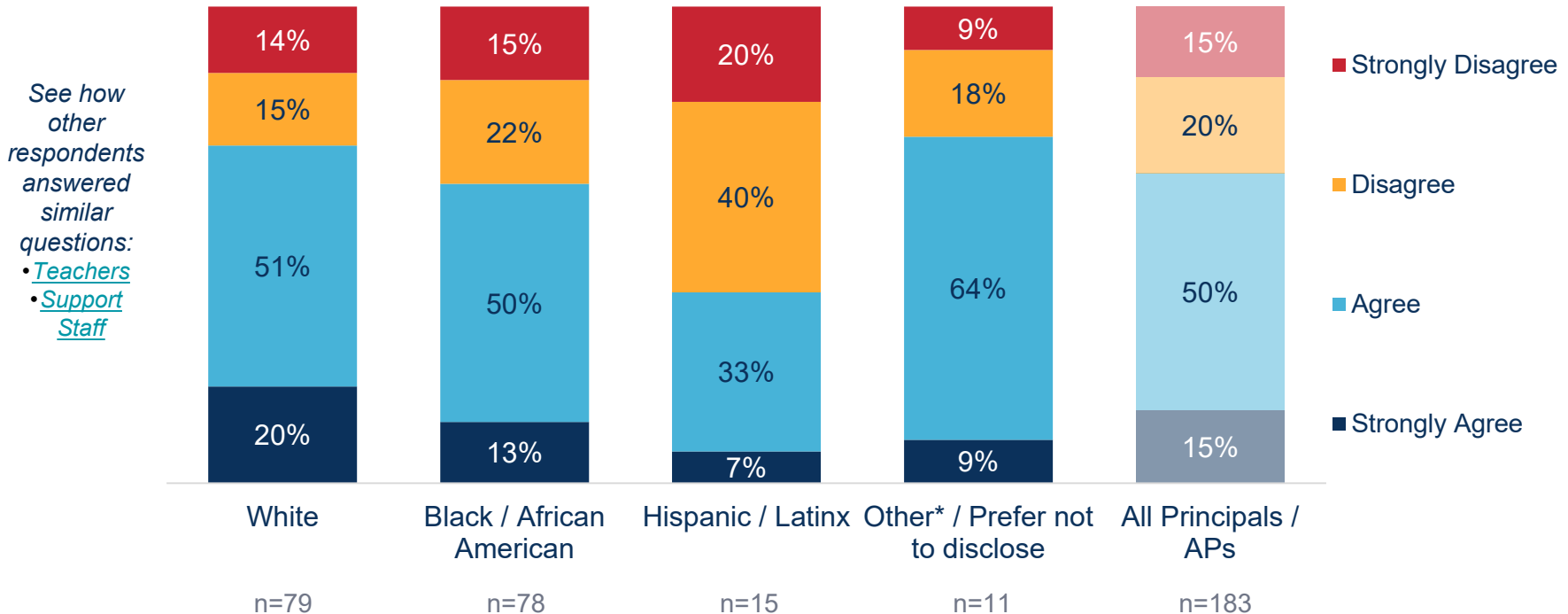


\*Asian / Pacific Islander included here due to the smaller subgroup size (n=5).



## 35% of all principals/APs who responded did not agree that District administration works to advance student equity, although the percentage varied by race/ethnicity

“District administration works to advance student equity”

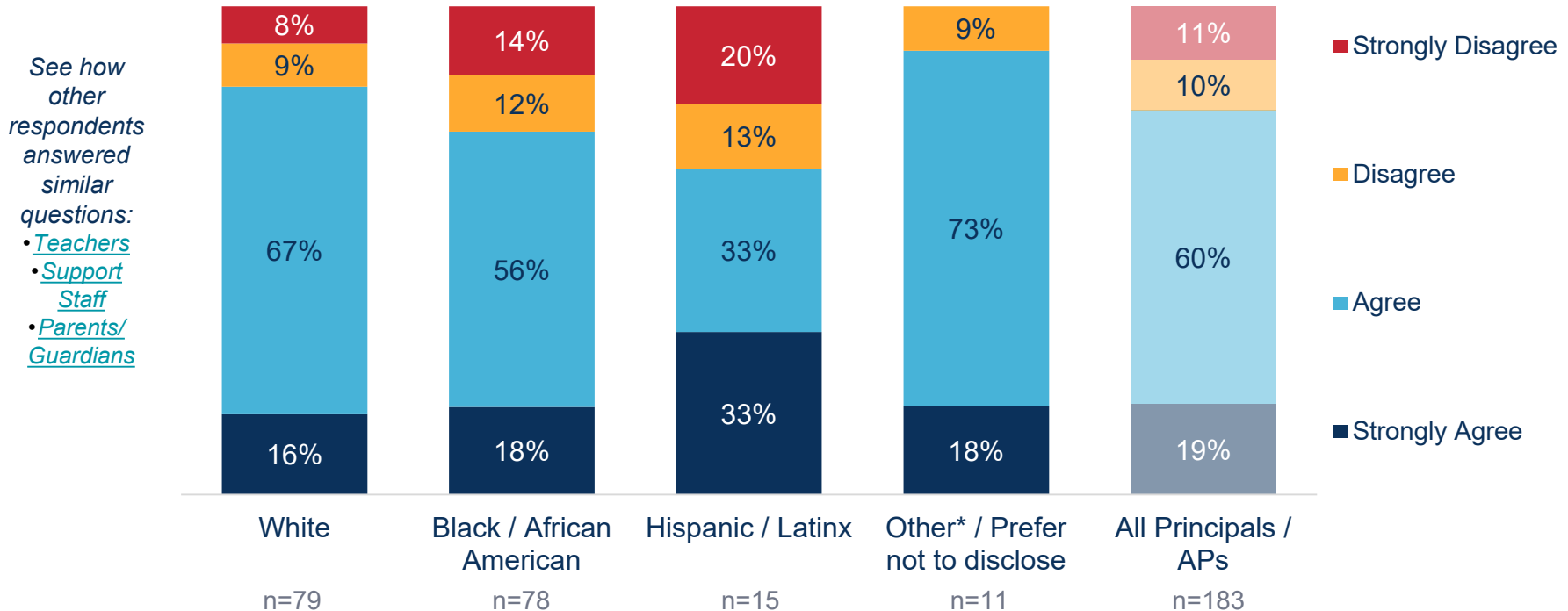






## While most principals/APs (79%) agreed that they can implement strategies to address sensitive issues of diversity, only 19% strongly agreed with the statement, and 11% strongly disagreed

“When a sensitive issues of diversity arises, I can implement strategies to appropriately address the situation”

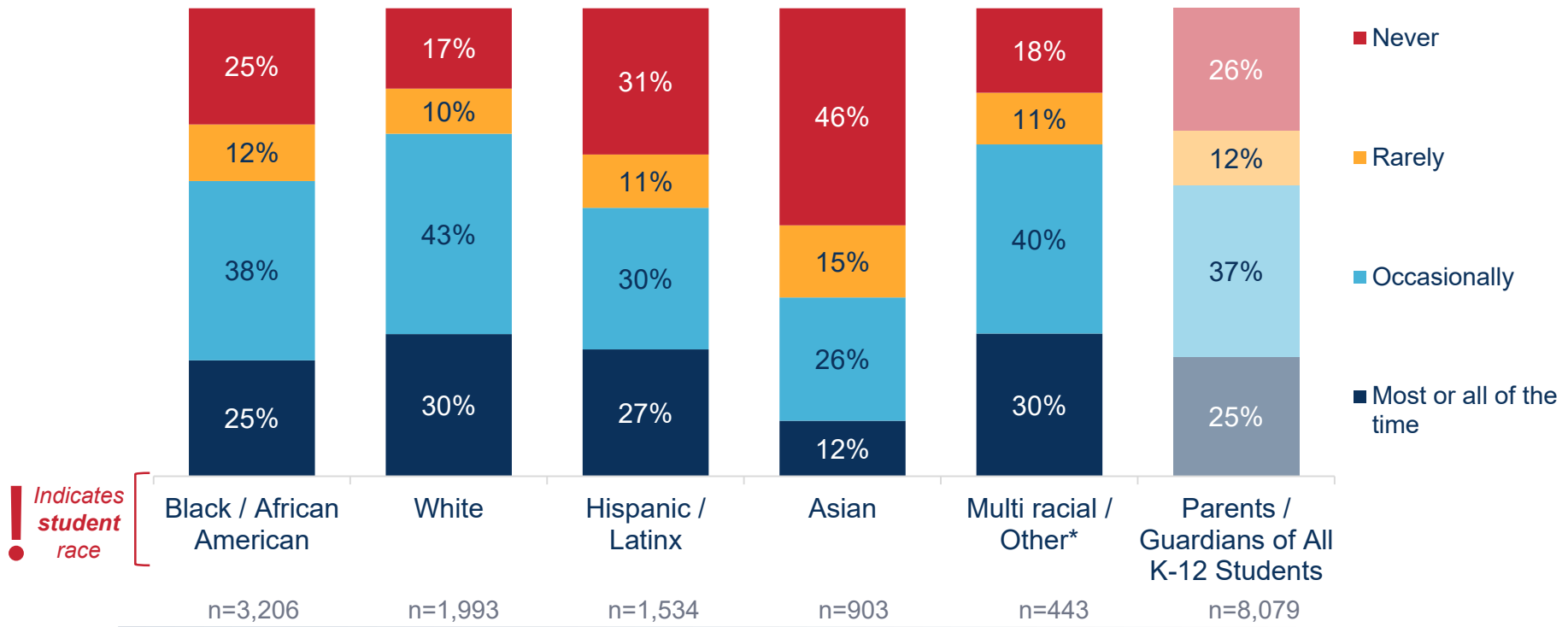


# DWS DEI Questions: Parent/Guardian Survey Results



# Nearly half (46%) of parents and guardians of Asian students said adults at their child’s school never talk with students about race, compared to 26% of all parent/guardian respondents

“Adults at my child's school talk with students about race, even when the conversation might be uncomfortable”

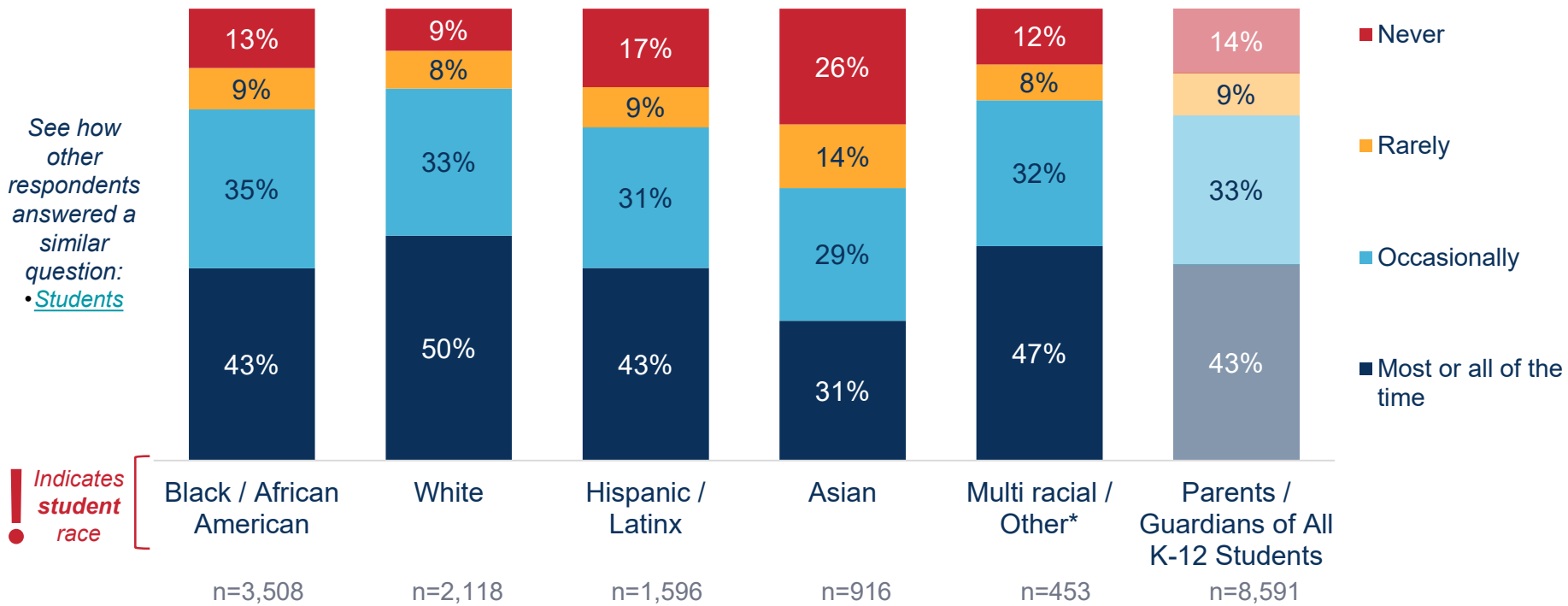


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# More parents/guardians of Asian students (40%) said adults at their child's school rarely or never talk about major news events related to race with students, compared to parents/guardians of students of other backgrounds

“When there are major news events related to race, adults in my child's school talk about them with students”

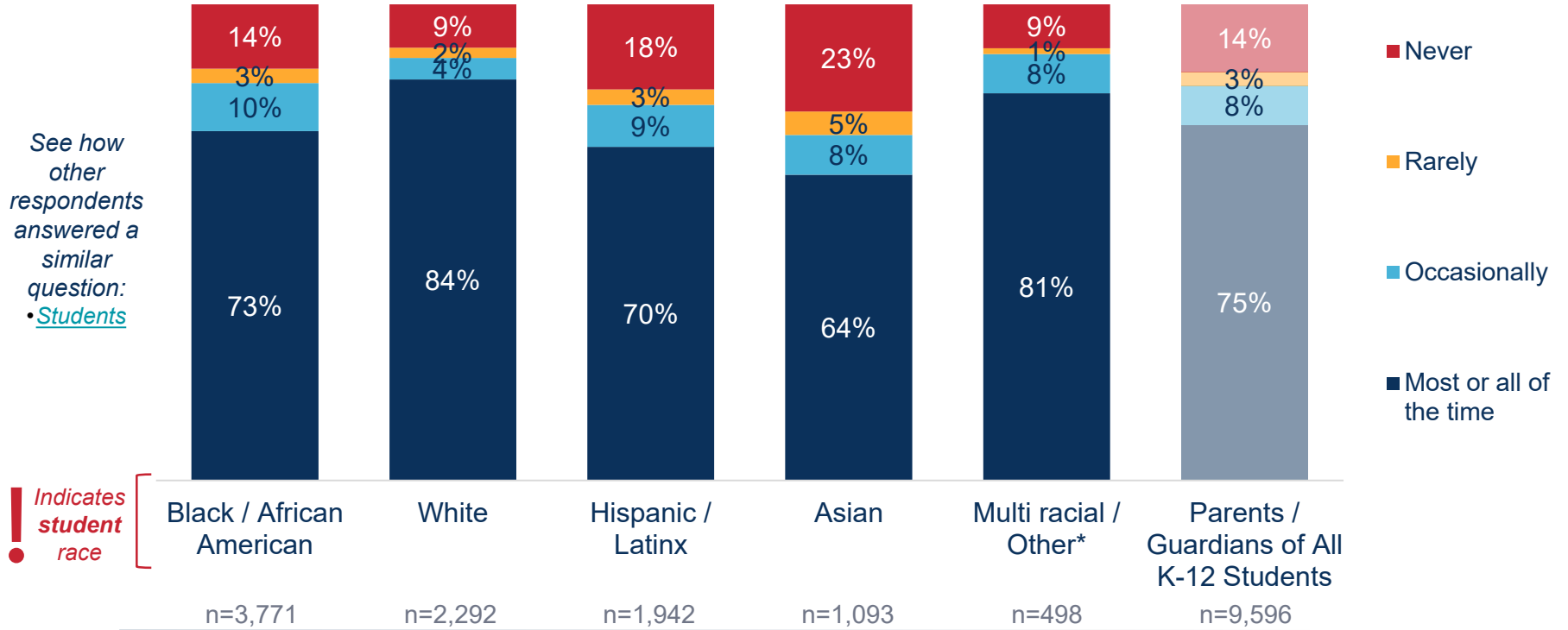


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# 75% of parents and guardians said adults in their child’s school treat people from different backgrounds fairly most or all the time, with the lowest rate among parents/guardians of Asian students

“Adults at my child’s school treat people from different races, ethnicities, or cultures fairly”

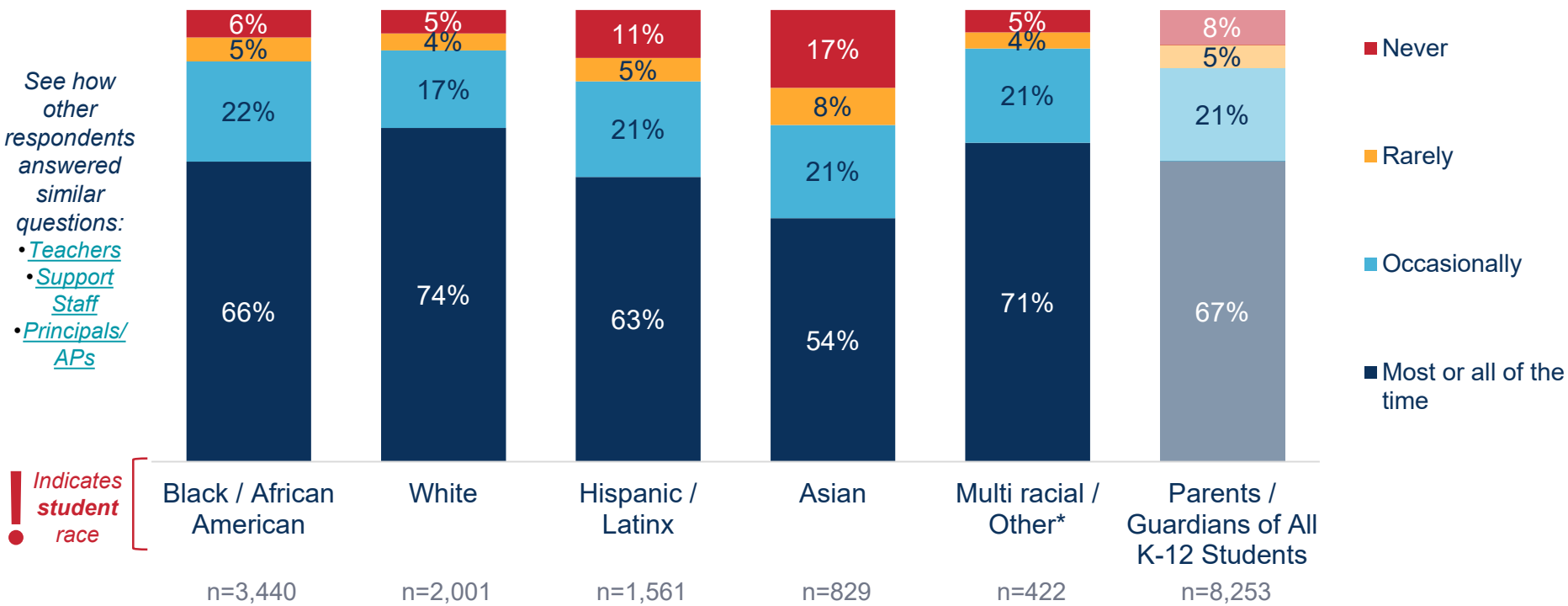


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# Around two-thirds of parents and guardians said adults at their child’s school are able to address sensitive issues of diversity most or all the time, although the rate was only 54% for parents/guardians of Asian students

“Adults at my child’s school are able to address sensitive issues of diversity when they arise”

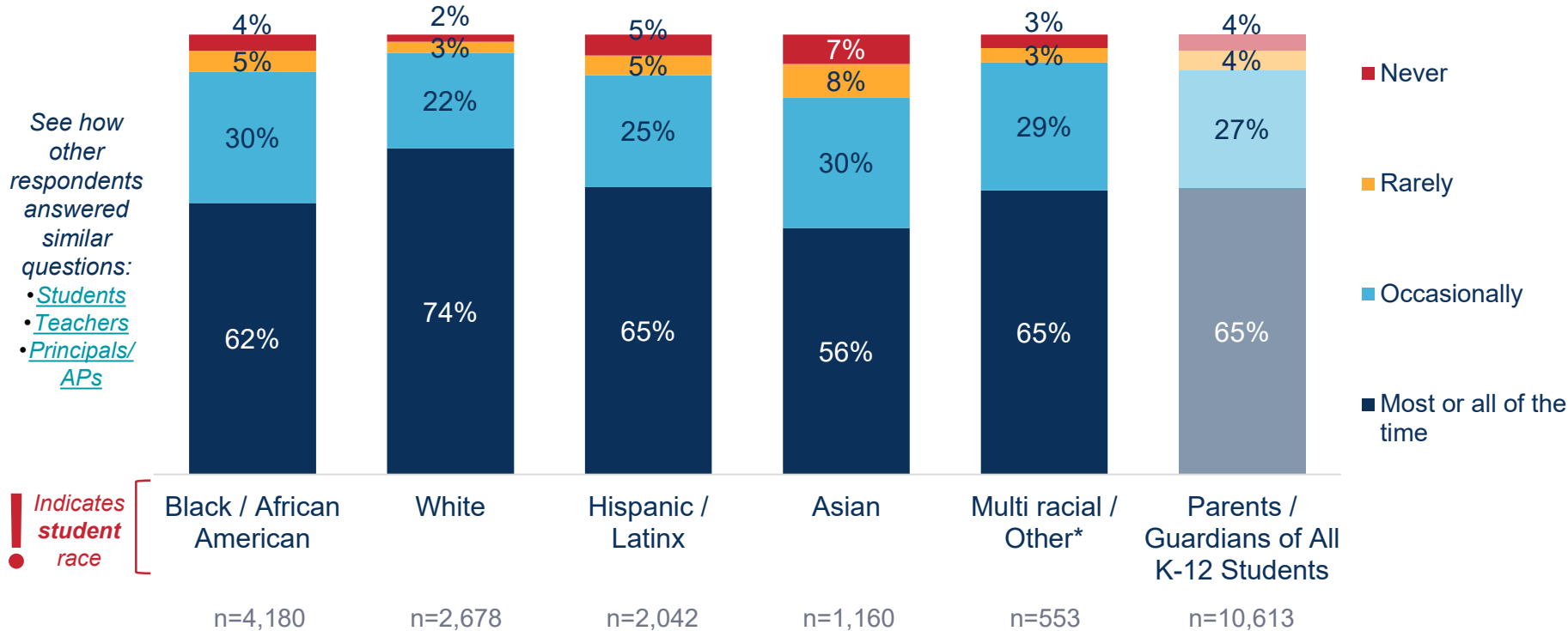


\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# Nearly all parents and guardians (92%) said their children learn about people from different backgrounds at least occasionally, although the percentage who said this happened most or all the time varied by student race/ethnicity

“At school, my child learns about people from different races, ethnicities, or cultures”



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



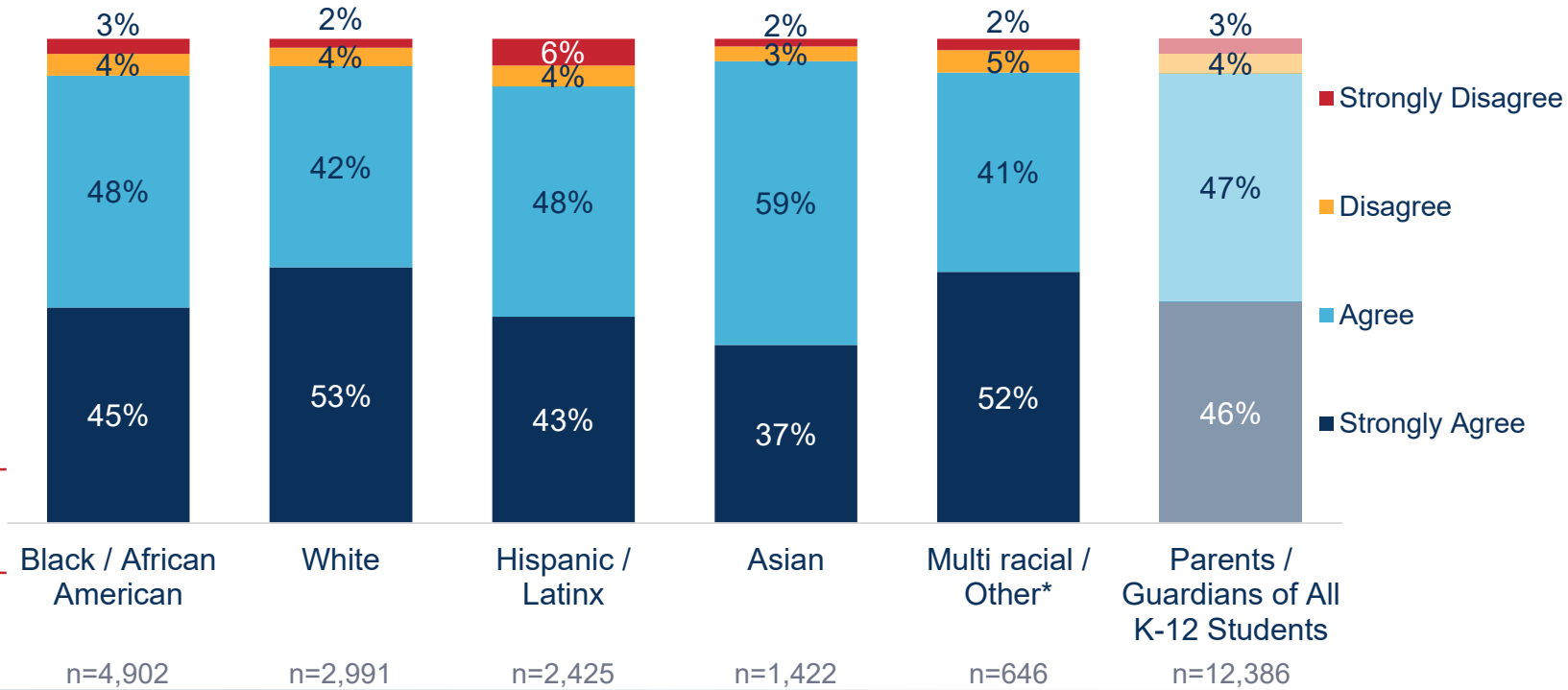
# Nearly all (93%) of parent/guardian respondents agreed that their child feels like they belong at their school, although the percentage who strongly agreed varied by student race/ethnicity

“My child feels like he or she belongs at their school”

See how other respondents answered similar questions:

- [Teachers](#)
- [Support Staff](#)
- [Principals/APs](#)

Indicates student race



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.





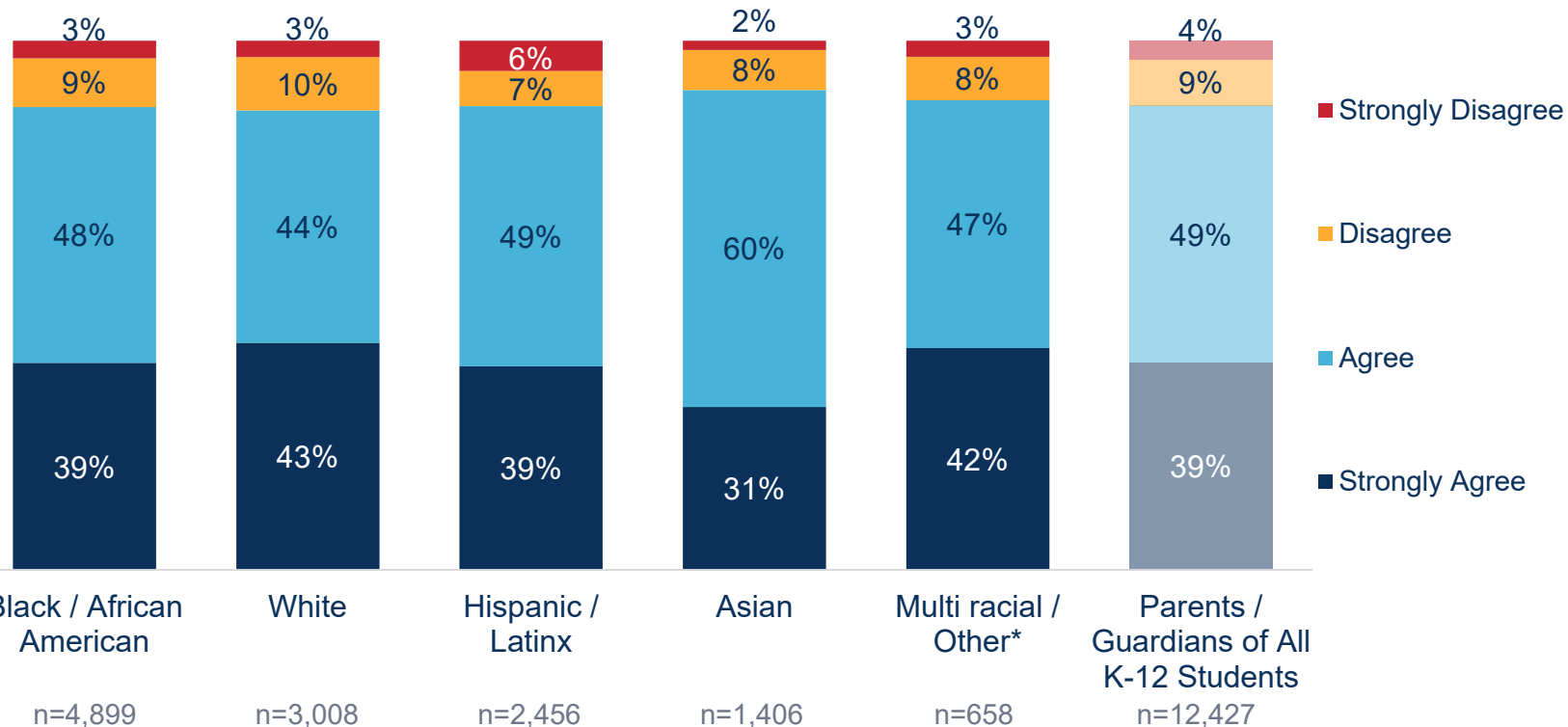
# 87% of parents and guardians who responded to the survey said they did not feel connected to teachers at their child's school

"I feel connected to the teachers at my child's school"

See how other respondents answered similar questions:

- [Teachers](#)
- [Support Staff](#)
- [Principals/APs](#)

Indicates student race



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



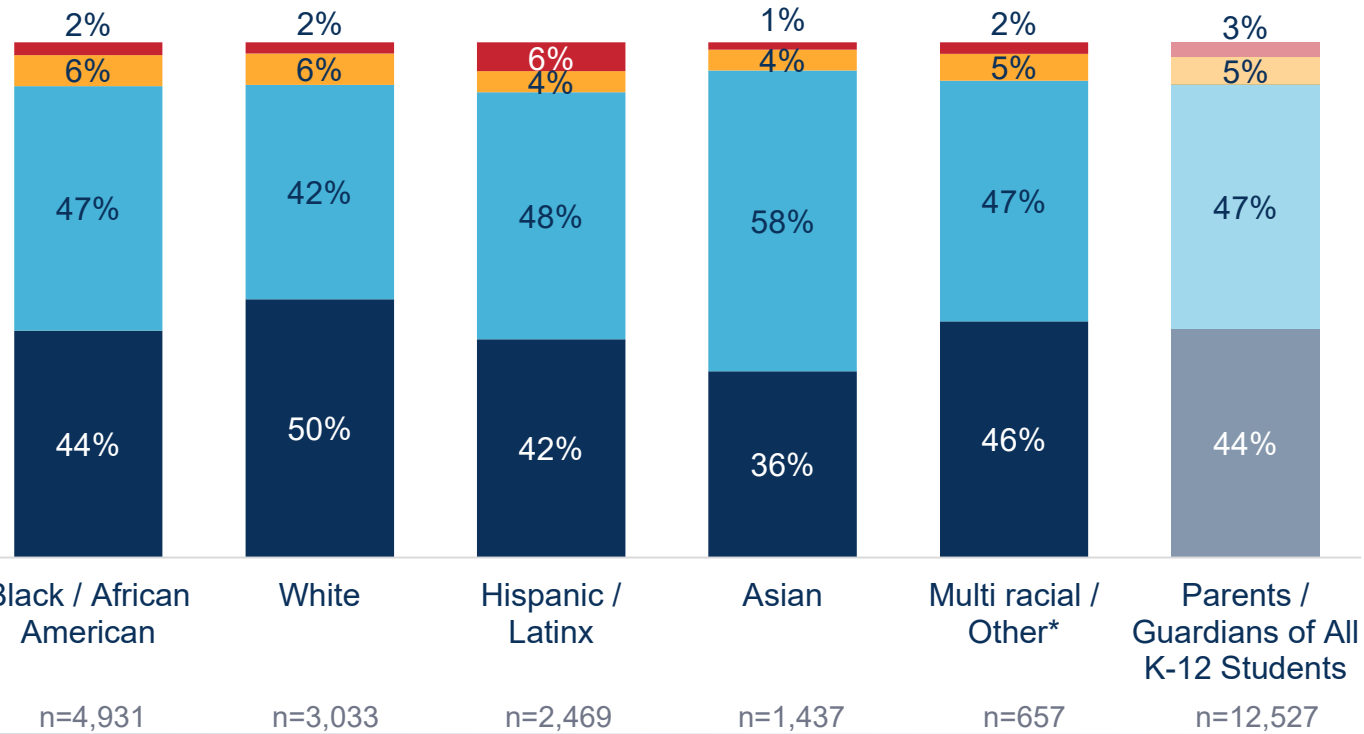
# Nearly all (92%) of parent/guardian respondents said their child feels connected to their teachers, although the percentage who strongly agreed varied by student race/ethnicity

“My child feels connected to the teachers at their school”

See how other respondents answered similar questions:

- [Teachers](#)
- [Support Staff](#)
- [Principals/APs](#)

Indicates student race



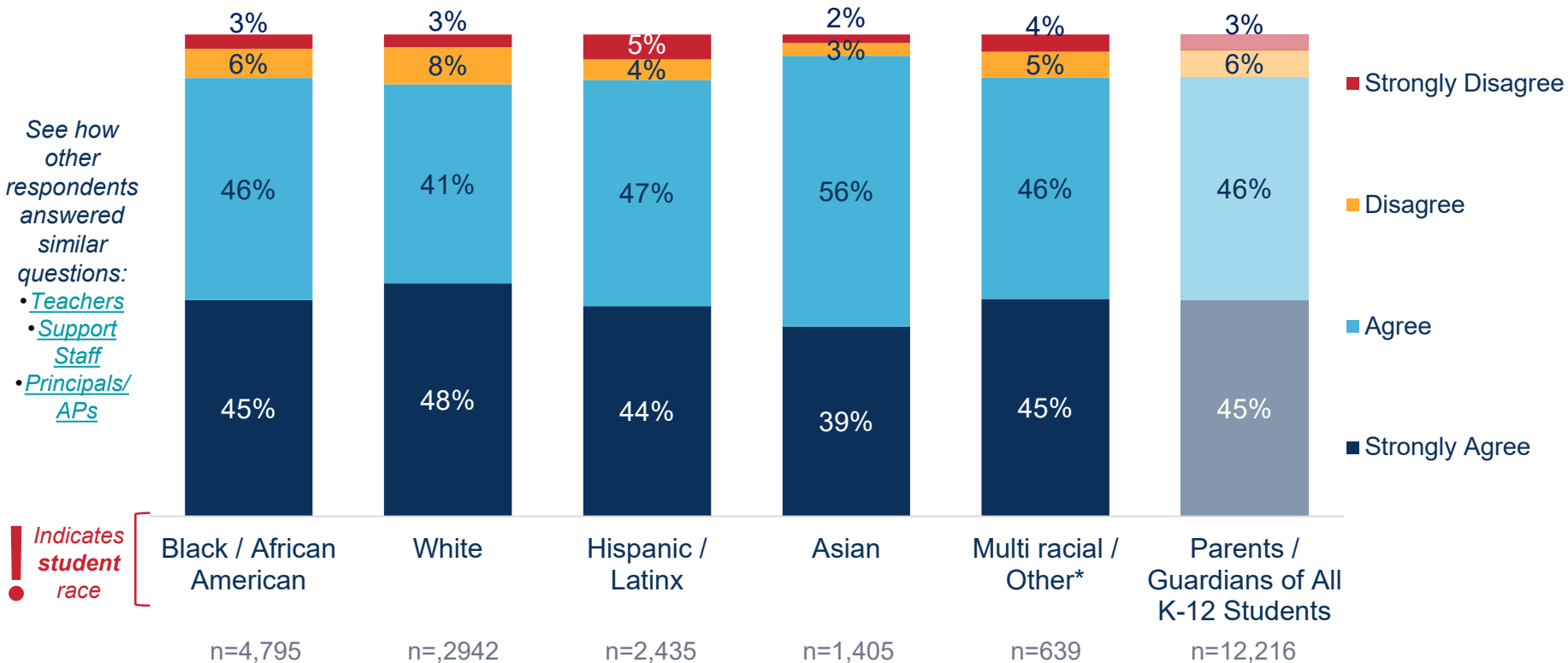
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.



# More than 90% of parent/guardian respondents said their child's teachers understand their child as a person

“My child's teachers understand my child as a person”



\*American Indian/Alaska Native and Native Hawaiian/Pacific Islander included here, due to the smaller subgroup size.

# Additional Information

- District-Wide Survey (DWS) Interactive Results Website:  
<http://philasd.org/dwsresults>
- Additional DWS Resources:
  - [School Level Summaries](#) - Locate school-specific DWS reports
  - [Examples of How Survey Results are Used](#) - Examine how the DWS results are used by District offices, schools, partners, and community members
  - [Downloadable DWS Results](#) - Download DWS .zip files (including student, parent/guardian, and teacher responses in Excel files aggregated at the school level)
  - [DWS FAQs](#) - Understand the DWS design & measures, survey takers, response rates, and other frequently asked question
  - [DWS 2020-21 Technical Report](#) - Learn more about DWS design and administration
- Questions? Email us at [schoolsurveys@philasd.org](mailto:schoolsurveys@philasd.org)