



THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of Evaluation, Research, and Accountability



District-Wide Surveys

December 13, 2022

Agenda

- **About the Research Roundup webinars**
- **Part 1:** About the District-Wide Survey
- **Part 2:** How we use surveys to measure complex ideas
- **Part 3:** District-level trends in survey results
- **Part 4:** Using the results of the DWS in practice
- **Q & A**



This webinar is being recorded.

The recording and a PDF of the slide deck will be available at: philasd.org/research/roundup

Evaluation, Research, and Accountability

philasd.org/era

The screenshot shows the website's navigation menu with options like 'Our District', 'Schools', 'Families', 'Students', 'Employees', 'Directory', 'Careers', and 'Login'. The main content area features a breadcrumb trail: 'YOU ARE HERE > Evaluation, Research, and Accountability > Evaluation, Research, and Accountability'. Below this is a row of article cards with titles such as 'Changing the Finish Line: Implications of new graduation requirements in the School District of Philadelphia', '2021-22 School Selection: Applications, Admission Offers, and Student Acceptances by Internal and External Students Applying to Grades K-12', '2021-22 School Selection in SDP', 'Summary of 2020-21 High School Graduation Rates in Philadelphia', 'Responses to New Diversity, Equity, and Inclusion (DEI) Questions on the District-Wide Survey, 2020-21', and 'Budget Priorities for the 2022-23 School Year: Survey Results'. A section titled 'What can we help you find?' lists categories: 'ASSESSMENT INFORMATION', 'QLIBAM', 'GOALS AND GUARDRAILS', and 'REPORT LIBRARY'. At the bottom, there are six image-based categories: 'STUDENT LEARNING', 'PERFORMANCE DATA', 'SCHOOL SUPPORTS', 'ASSESSMENTS & ACCOUNTABILITY', 'SURVEYS', and 'RESEARCH REVIEW COMMITTEE (RRC)'.

Office of Research and Evaluation

District Performance Office

Planning and Evidence-Based Supports Office

Office of Assessments

Office of Data Governance

Evaluation, Research, and Accountability

The screenshot shows the 'SCHOOL PROFILES' page for Philadelphia Public Schools. The header includes the district logo and navigation links for 'Compare Schools', 'User Guide', and 'Video Tutorials'. A search bar is present with a 'Find a School' button and a 'School Groupings' dropdown. Below the search bar, a list of schools is displayed, including 'ACADEMY AT PALUMBO', 'ACADEMY FOR THE MIDDLE YEARS (AMY) AT NORTHWEST', 'AD PRIMA CHARTER SCHOOL', 'ADAIRE, ALEXANDER SCHOOL', 'ALLEN, DR. ETHEL SCHOOL', 'ALLEN, ETHAN SCHOOL', 'ALLEN, RICHARD PREPARATORY CHARTER SCHOOL', 'ALLIANCE FOR PROGRESS CHARTER SCHOOL', 'ALTERNATIVE MIDDLE YEARS (AMY) AT JAMES MARTIN', 'ANDERSON, ADD B. SCHOOL', 'ARTHUR, CHESTER A. SCHOOL', and 'ARTS ACADEMY AT BENJAMIN RUSH'. The main content area features a large blue box for 'TOTAL ENROLLMENT' with the value '198,645'. Below this, a section for 'SCHOOL DISTRICT OF PHILADELPHIA' provides contact information for the central office and the superintendent, William R. Hite, Jr., Ed.D. A prominent statistic shows '2018-19 PSSA & KEYSTONE - ELA PERFORMANCE (ALL GRADES)' at '36%', with a note indicating a '1 POINT DECREASE FROM LAST YEAR'. To the right, a 'TOTAL SCHOOLS' box shows '325'. Further down, enrollment data is broken down by school type: District Schools (216 enrollment 114,902), Charter Schools (85 enrollment 66,890), and Alternative Schools (24 enrollment 2,766). Other/Cyber Charters have 14,087 enrollment. A dark blue box at the bottom right of the main content area contains the text 'DISTRICT PROGRESS TOWARDS GOALS AND GUARANTEES MORE PUBLIC SCHOOLS DATA DISTRICT FACTS'. At the bottom of the page, there are buttons for '2018-19 PSSA & KEYSTONE' and '2018-19 READING ON GRADE'.

schoolprofiles.philasd.org

philasd.org/opendata

School Information

Click below to expand the table to view a description of the data and download a data set for a specific school year. You can also download a Zip file that contains all available years for a specific School Information category.

The public release of this data supports our goals to promote greater transparency and community engagement. Before accessing these data, please review the [Terms and Conditions](#).

- + School Lists
- + School Enrollment & Demographics
- + District Enrollment & Demographics
- + Pre-School Information
- + Catchment Feeder Schools
- + School Catchment Areas
- + School Catchment Retention Details
- + School Catchment Retention Counts
- + District Wide Surveys
- + Youth Risk Behavior Survey
- + School Reopening Information
- + School Selection
- + Household Food Insecurity

Data Sets

- School Information**
Information on schools' attributes
- School Performance**
Student performance and climate through the school year
- District Employees and Finance**
Expenditure, Employee, Budget, and FTE Data
- Advancing Education Safely**
Information on hybrid learning and COVID-19 testing
- Terms and Conditions**
Please read!

Quick Data

- School Profiles**
View individual school profile information
- PSSA & Keystone Exam Data**
Details on PSSA and Keystone results

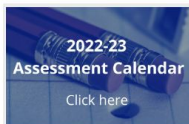
Evaluation, Research, and Accountability

Evaluation, Research, and Accountability

YOU ARE HERE > Evaluation, Research, and Accountability > Office of Assessment

News About Offices Goals and Guardrails Tools Reports Data Professional Development Contact

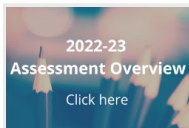
Office of Assessment



2022-23
Assessment Calendar

Click here

View calendars for past school years.



2022-23
Assessment Overview

Click here

Welcome to the Office of Assessment!

We maintain the Assessment Calendar and coordinate a number of assessments including Star, Keystone, PSSA, PASA, and ACCESS administration.

Click the buttons below to learn more and to access Parent Guides.

Star K-12

PSSA/PASA 3-8

Keystones 9-12

ACCESS for ELLs

Star Home Connect - Register for email updates about your child's Star performance!

See below for assessments coordinated by other offices:

For NOCTI

visit the Office of Career and Technical Education.

For PSAT, SAT, ACT, or AP/IB

visit the Office of High School Supports.

For Naglieri/NNAT

visit the Office of Curriculum and Instruction.

philasd.org/era/assessment/

GUARDRAILS

SAFE AND WELCOMING SCHOOLS - GUARDRAIL 1

Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be:
1) environmentally safe and clear; and
2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.

INDICATOR 1.1

The percentage of schools with both a High Overall District-Wide Survey Climate rating and a High Overall District-Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.

Indicator Progress

Off-Track

INDICATOR 1.3

The percentage of schools with at least two FTE (full-time equivalent) positions, per 500 students, to support student mental and behavioral needs will grow from 64.2% (138 schools) in August 2020 to 93.5% (201 schools) by August 2026.

Indicator Progress

On-Track

Show Charts >>

ENRICHING AND WELL-ROUNDED SCHOOL EXPERIENCES - GUARDRAIL 2

Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.

INDICATOR 2.1

The percentage of K-8 students enrolled in visual or performing arts courses at each school will grow from 50.0% in August 2020 to 100.0% by August 2026.

Indicator Progress

On-Track

Show Charts >>

PARTNERING WITH PARENTS & FAMILY MEMBERS - GUARDRAIL 3

Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.

INDICATOR 3.1

The percentage of schools with a high Overall District Wide Survey School Relationship rating will grow from 24.2% (52 schools) in August 2020 to 61.9% (118 schools) by August 2026.

Indicator Progress

Off-Track

INDICATOR 3.2

The percentage of schools that have a School Advisory Council (SAC) that holds three or more meetings per year will grow from 89.3% (192 schools) in August 2020 to 100.0% (215 schools) by August 2026.

Indicator Progress

On-Track

Show Charts >>

ADDRESSING RACIST PRACTICES - GUARDRAIL

Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

INDICATOR 4.1

Among 8th grade students who are qualified to attend Special Admission High schools, the percentage who are Black / African American or Hispanic / Latinx will grow from 34.3% in August 2020 to at least 52.0% (making progress towards being proportional to population as a whole) by August 2026.

Indicator Progress

On-Track

INDICATOR 4.2

The percentage of suspensions received by Black / African American students will decrease from 72.8% in August 2020 to no more than 48.3% (proportional to population as a whole) by August 2026.

Indicator Progress

Near-Track

Show Charts >>

philasd.org/era/goals-and-guardrails

Office of Research and Evaluation

philasd.org/research



philasd.org/dws



External Research Review

Comprehensive information about the Research Review Committee process - a requirement before conducting any research in SDP









phledresearch.org/

philasd.org/research/programsservices/reports/

What is a Research Roundup?

- Monthly webinar series with a topical focus
- Videos and slide decks available from previous sessions
- Sign up to be notified when webinars are scheduled and when recordings are available

www.philasd.org/research/roundup

Roundup topics so far	
March 	Literacy Performance in Grades K-3
April 	Math Performance in Grades 3-8
May 	9th Grade “On Track” Rates and High School Graduation
June 	Food Insecurity in the School District of Philadelphia
July 	English Learners and Students in Special Education
October 	PERC Report: Keystone Graduation Pathways

Goals for This Presentation

Attendees will better understand:

1. The topics covered on the District-Wide Survey
2. How we use surveys to measure complex ideas
3. Trends in survey results over time
4. The purposes and uses of the District-Wide Survey



Part 1: What is the District-Wide Survey?

District-Wide Survey 101

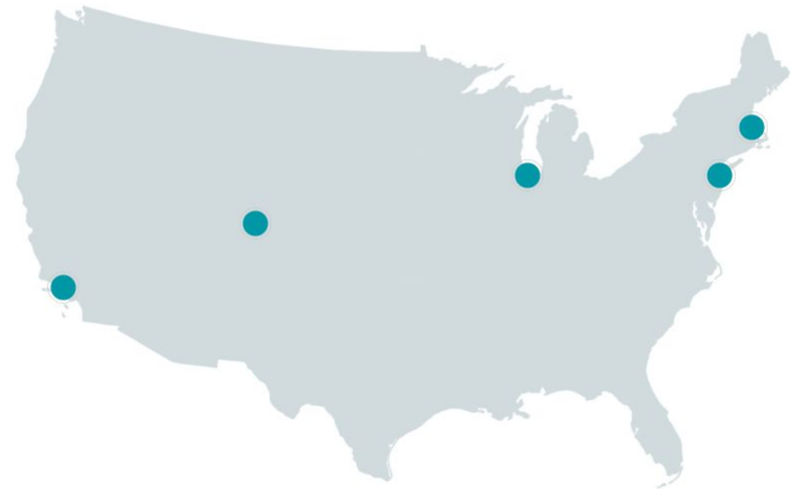
- A set of annual surveys administered in District, Charter, and alternative schools¹ every spring since 2014-15
- The District-Wide Survey program is distinct from other surveys administered across the district:
 - **Multiple stakeholder groups:** surveys grades 3-12 students, parents/guardians, teachers, school leaders (principals & assistant principals) and support staff²
 - **Comprehensive:** measures a wide range of school improvement domains and other key issues
- Survey administration:
 - **Format:** All surveys are administered online, with paper options made available for parents
 - **Language:** The parent/guardian survey is translated into 9 languages; the student survey is translated into Spanish and Chinese

¹ Individual charter schools choose whether/which of the surveys to participate in each year.

² The support staff surveys is the newest of the five surveys, first administered in 2019-20. Support staff data are not included in this presentation.

Similar surveys are used in similar ways in school districts across the country

- Chicago Public Schools 5Essentials Surveys (example school report [here](#))
- NYC School Survey (example school report [here](#))
- LAUSD School Experience Survey (example school report [here](#))
- Boston Public Schools Student, Teacher, and Parent Survey (district results [here](#))
- Denver Public Schools Family & Student Surveys (District results [here](#))



The District-Wide Survey measures six core topics along with a number of other key issues

Core Topics		Core Subtopics		Other Topics
1	School Climate	<ul style="list-style-type: none"> • Belonging • Bullying • Safety/Building Condition • Attendance • Student-Centered Learning Climate 	<ul style="list-style-type: none"> • Respect • School Discipline • Classroom-Level Challenges • School-Level Challenges • External Challenges 	<ul style="list-style-type: none"> • Safe Routes to School • Healthy Food Access • Trauma-Informed Practices • Reading • Food Services • Preparation for College and Career • School Safety Officers • Awareness of Goals & Guardrails
2	Instruction	<ul style="list-style-type: none"> • Evaluation of Teaching & Learning • Student Engagement 		<ul style="list-style-type: none"> • Role of Counselors • Student Technology Access • Transportation • Community Services
3	School Leadership	<ul style="list-style-type: none"> • Classroom-level Decision Making • Expectations & Feedback • Inclusive Leadership • School Leadership 		
4	Professional Capacity	<ul style="list-style-type: none"> • Innovation • Peer Collaboration • Quality of PD • Consistency of PD • Delivery of PD 		
5	Parent/Guardian-Community Ties	<ul style="list-style-type: none"> • Outreach/Communication • Communication Quality • Parent/Guardian Involvement • School Relationship 		
6	Equity and Inclusion	<ul style="list-style-type: none"> • Cultural Awareness and Action • Educating All Students • Anti-Racist Professional Culture • Belonging 		

Respondent groups answer questions about different topics

Respondent Group	Climate	Instruction	Leadership	Professional Capacity	Parent/ Guardian Community Ties	Equity and Inclusion	+ <i>Other topics</i>
Parent/Guardian	✓	✓	✓		✓	✓	✓
Student	✓	✓				✓	✓
Teacher	✓	✓	✓	✓	✓	✓	✓
Principal/ Assistant Principal*	✓	✓	✓	✓	✓	✓	✓

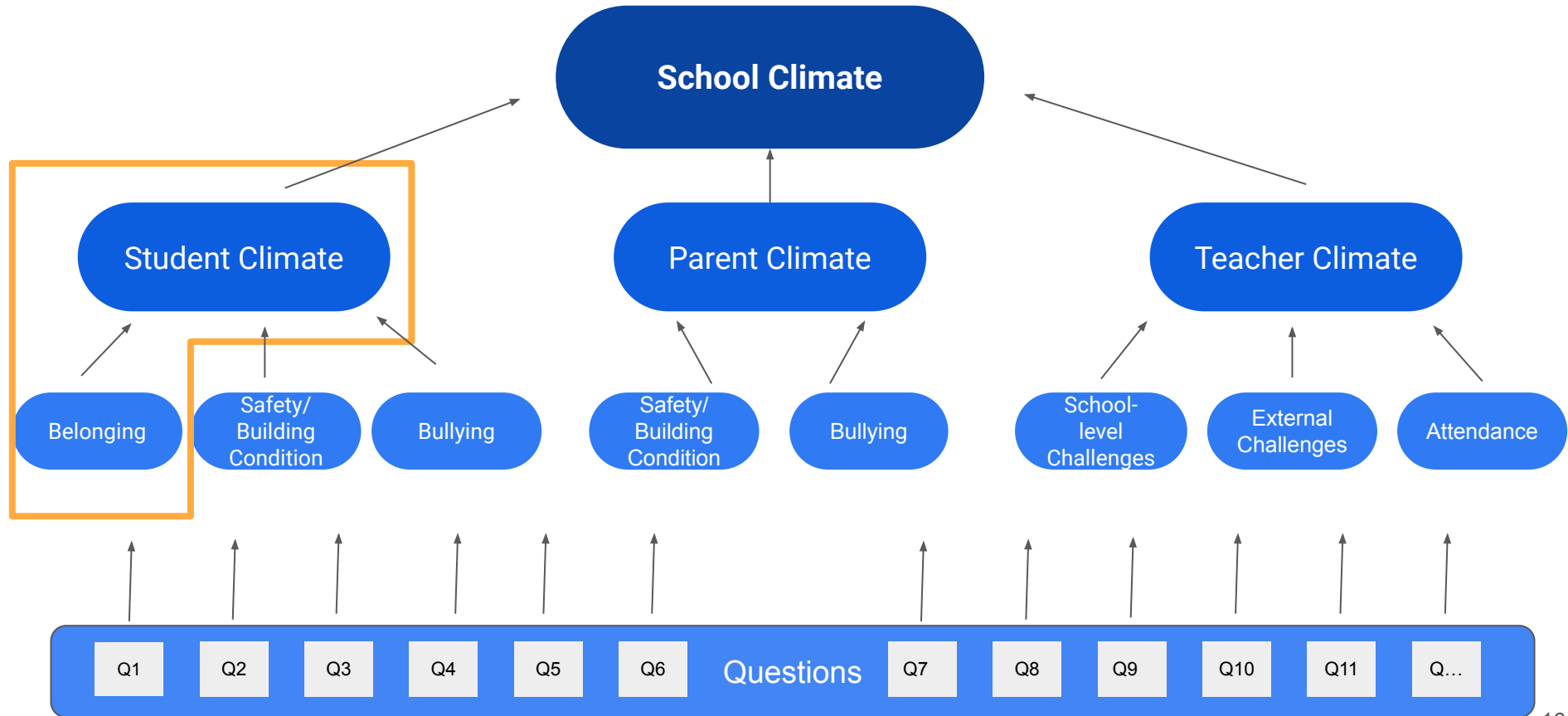
*Not included in overall school-level topic scores

Part 2: How we use surveys to measure complex ideas

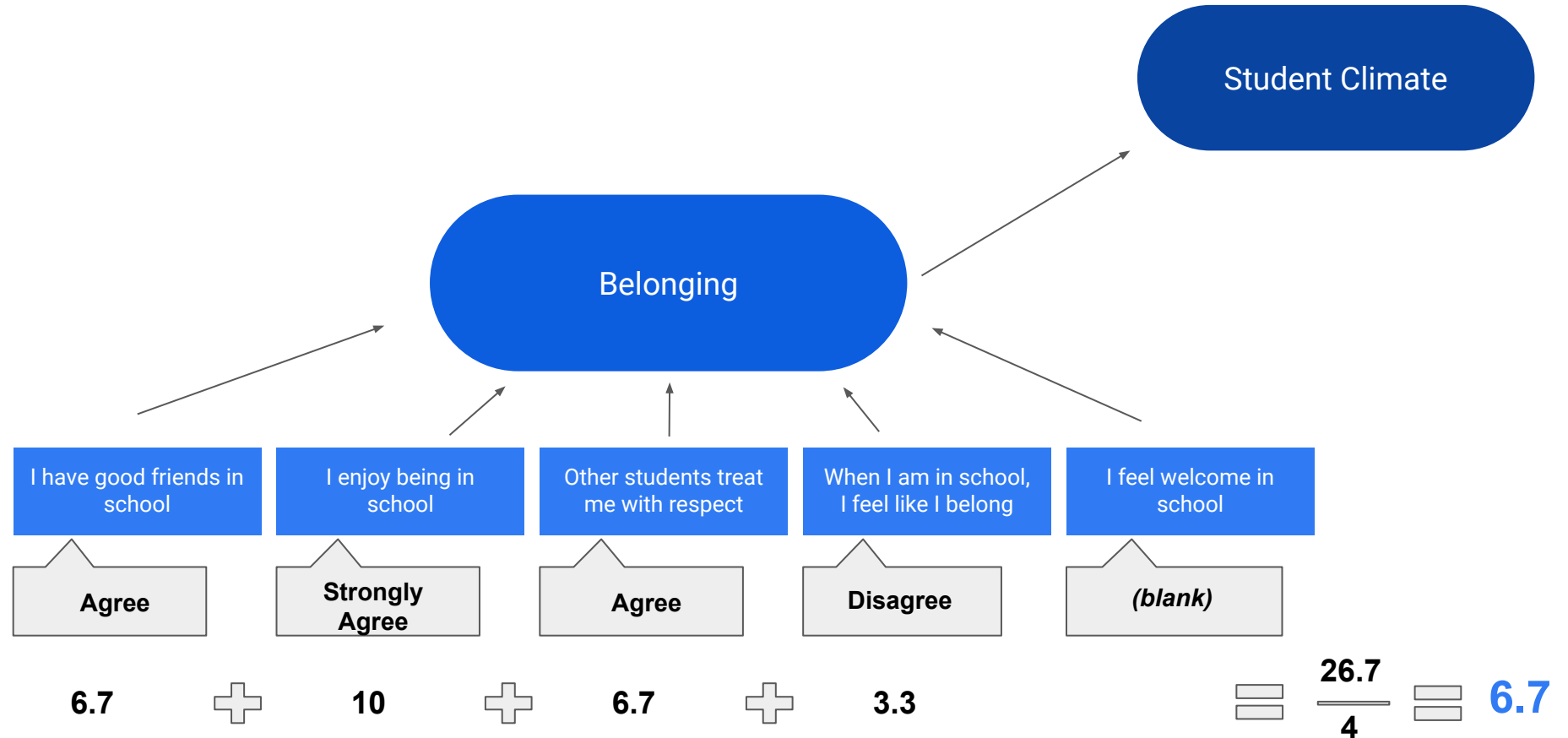
We ask a lot of questions to get at something that can be difficult to measure

Topic of Interest (construct)	Questions that ask about:
Depression	<ul style="list-style-type: none">• Hours of sleep• Appetite• Feeling sad
Poverty	<ul style="list-style-type: none">• Income• Employment status• Family size
Health	<ul style="list-style-type: none">• What you eat and when• How often you exercise• What medications you take
School Climate	<ul style="list-style-type: none">• Building cleanliness and condition• Having friends in school• Attendance

What is a survey construct or topic?



What is a survey construct or topic score?

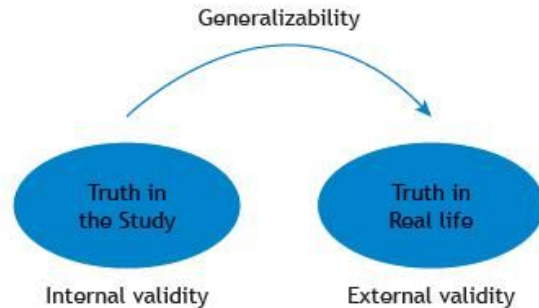


Survey design and administration are important

- **Validity:** Are we measuring what we intend to measure?
- **Reliability:** Are the data we are gathering consistent?
- **Generalizability:** Is the survey sample representative of the population?



Image source: <https://openbooks.library.unt.edu/quantitative-analysis-exss/chapter/reliability-and-validity/>



How do we know we are measuring what we intend to measure?

- **Cognitive Interviews**

- **Internal validity**

- Factor Analysis, Principal Components Analysis, and Cronbach's alphas

- **External validity**

- Correlations with other data (e.g., standardized test scores, attendance and suspension data, teacher retention data)
- Correlations among surveys (e.g., Teacher climate and student climate scores)

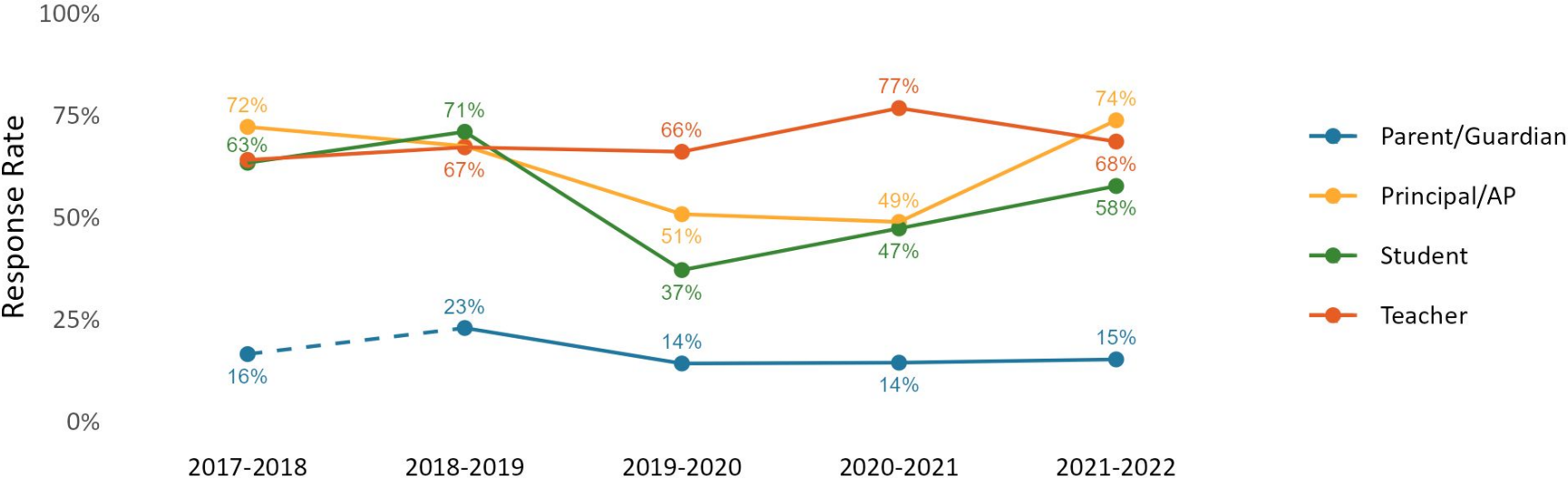
- **Response rates and counts**

- Student and school representativeness
- Minimum response thresholds



Part 3: District Level Trends in Survey Results

Response rate trends for District schools



Notes:
Assistant Principals included beginning in 2020-2021.

Parent/Guardian response rates in 2017-2018 were calculated by enrolled student.
In all other years, the Parent/Guardian rate was calculated by household.

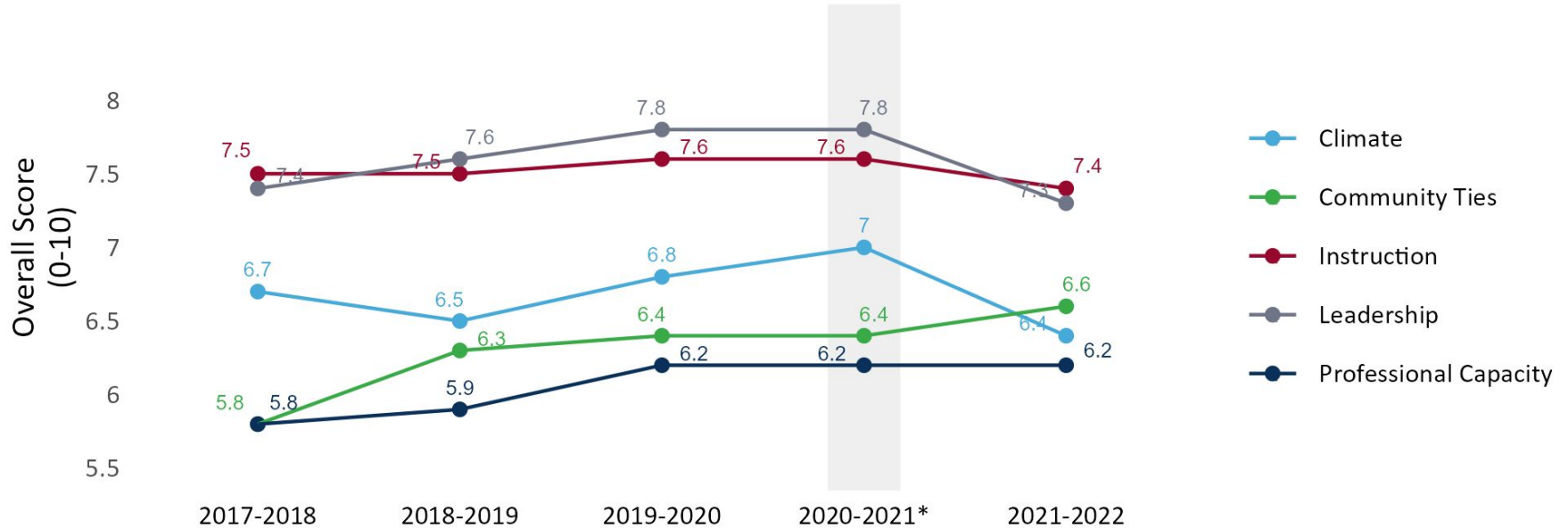
Interpreting topic scores

- The six core topics are useful for understanding **trends over time** at a high level.
- Although all topics use a 0-10 scale, **different topics are not directly comparable** because they contain different questions and different response options.
- For example, SDP's Goals and Guardrails has targets that refer to **different thresholds for different topics**:
 - A score of 7 for "Climate" is considered meeting the target
 - A score of 8 for "Instruction" is considered meeting the target
- We usually look at **overall** topic scores, which include data from Students, Parents/Guardians, and Teachers.
- To investigate trends in more detail, we can explore the scores for each respondent group separately, as well as the subtopic scores and individual question results.



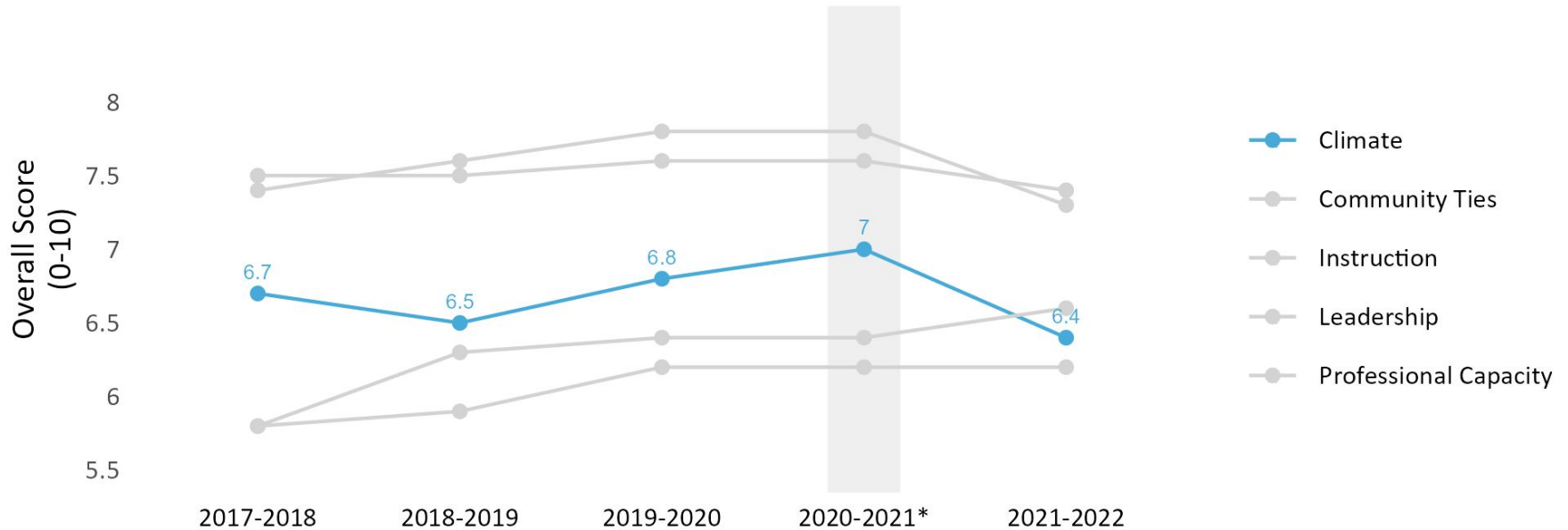
*Equity and Inclusion

Topic score trends for District schools (overall)



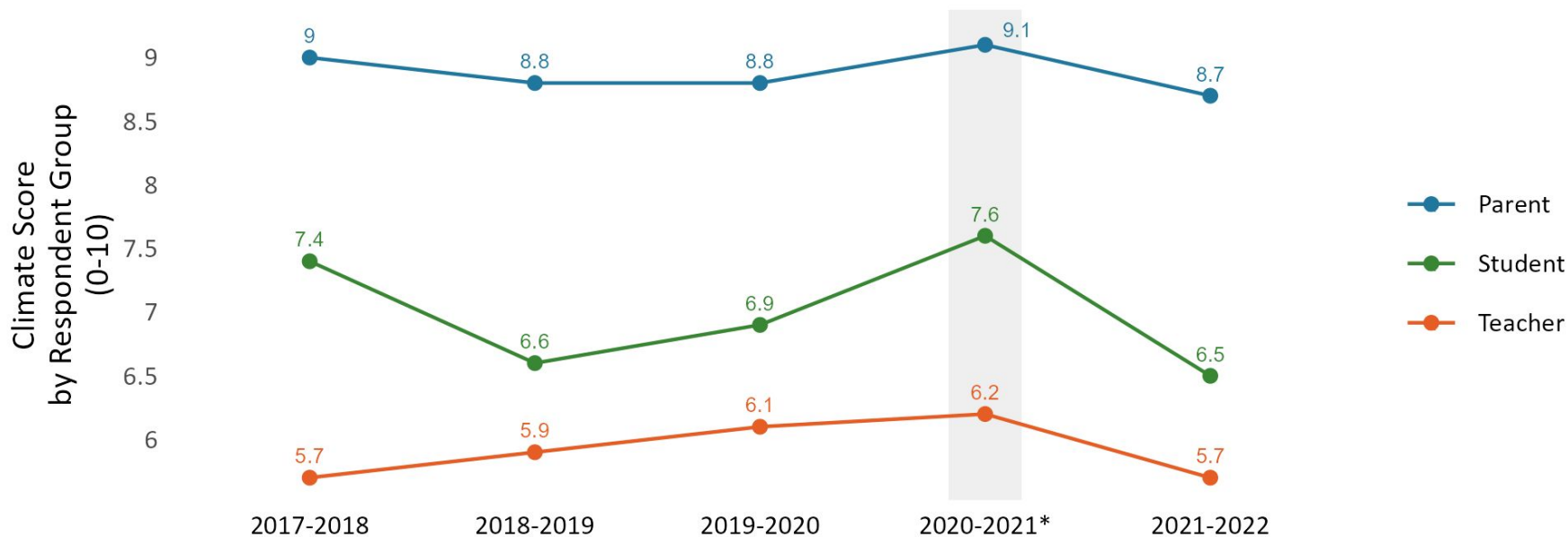
* Interpret 2020-2021 data with caution.
Due to COVID-19, most students attended school remotely.
Some survey questions were altered or removed during this administration.

Topic score trends for District schools (overall)



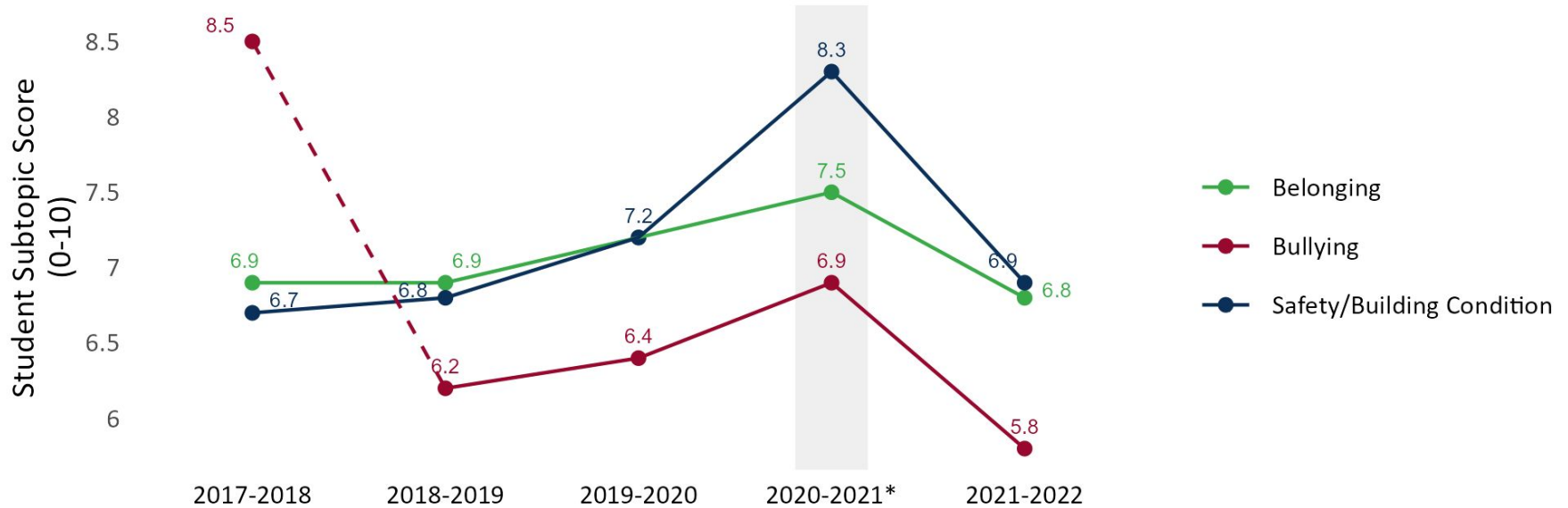
* Interpret 2020-2021 data with caution.
Due to COVID-19, most students attended school remotely.
Some survey questions were altered or removed during this administration.

Trends in District “Climate” scores (by respondent group)



* Interpret 2020-2021 data with caution.
Due to COVID-19, most students attended school remotely.
Some survey questions were altered or removed during this administration.

Trends in "Climate" subtopic scores (student survey)



* Interpret 2020-2021 data with caution due to COVID-19.

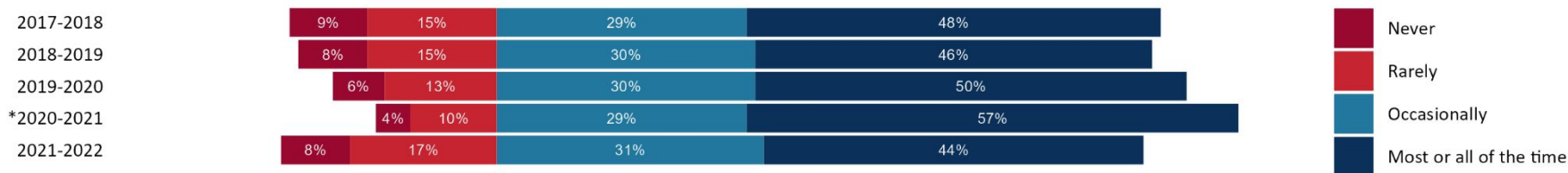
Questions in the "Bullying" subtopic were modified between 2017-2018 and 2018-2019.
The substantial decline between those years may be due to question changes.

Trends in “Belonging” questions (student survey)

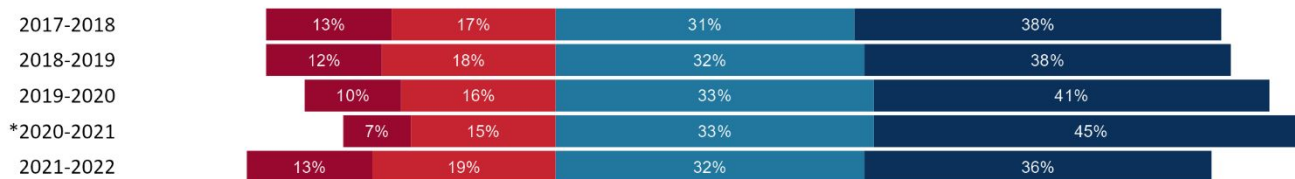
I enjoy being in school.



I feel welcome in my school.



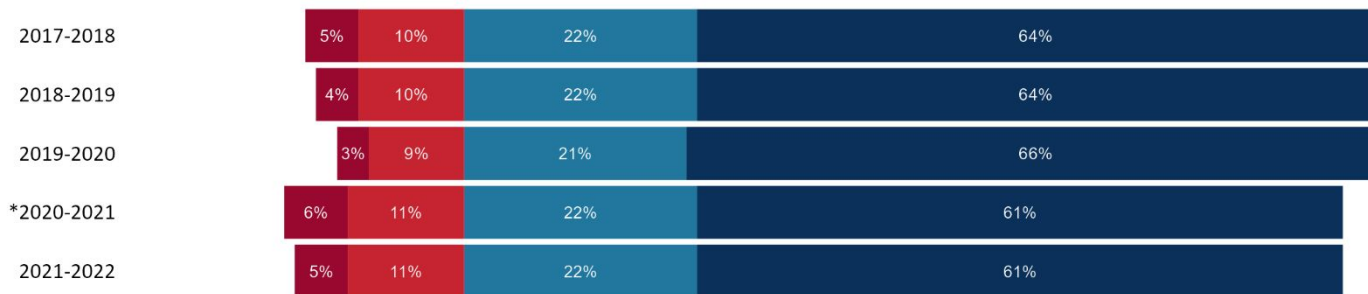
When I am in school, I feel like I belong.



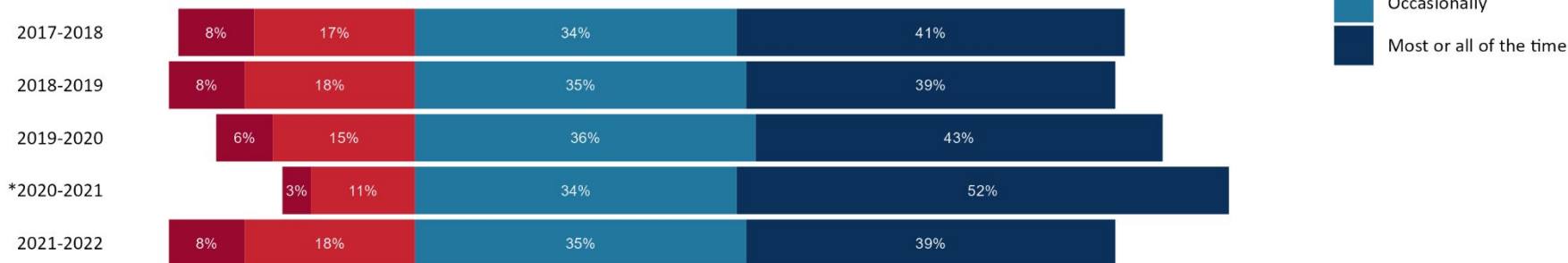
* Students attended school remotely during 2020-2021 due to the COVID-19 pandemic. The survey asked students to think about their "digital classroom" when answering these questions.

Trends in “Belonging” questions (student survey)

I have good friends at my school.



Other students treat me with respect.



* Students attended school remotely during 2020-2021 due to the COVID-19 pandemic. The survey asked students to think about their "digital classroom" when answering these questions.

Part 4: Using the District-Wide Survey in Practice

The District-Wide Survey is used in multiple ways:

Informing school improvement

Provides schools with rigorous metrics of school organizational conditions and climate which are strongly related to improvement in student outcomes

Monitoring District progress

Allows the District to track progress in improving aspects of school conditions which are needed to empower all students to succeed in and beyond the classroom

Research and policy analysis

Provides detailed data on school conditions and student experiences from multiple perspectives which is comparable across schools and over time

Informing School Improvement

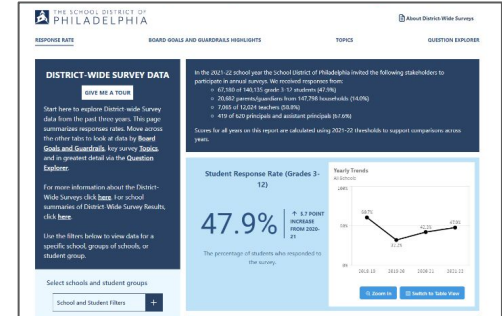
Why do schools need the DWS?

- To generate actionable insights and track school progress on organizational strengths and weaknesses
- To provide the community with metrics beyond test scores which are standardized across the District and over time
- To ensure staff, students and families have regular opportunities to provide feedback

Informing School Improvement

How do we support use of the DWS at the school level?

- **Reports and interactive tools:** the DWS Qlik app for internal use, and public tools such as the [DWS Dashboard](#), printable 2-page [school summary reports](#), and DWS highlights in online [School Profiles](#)
- **School planning support:** DWS sessions at District PD for school leaders
- **Closing the feedback loop:** Communicating [results](#) at the District-level and encouraging and supporting school leaders to do the same



Public DWS Dashboard

Monitoring District Progress

How is DWS used for monitoring District progress on strategic objectives?

- DWS provides data for leading indicators of [Board Guardrail](#) 1 (Safe and Welcoming Schools) and 3 (Partnering with Parents and Family Members)
- DWS data can help identify schools which need more support to achieve the Guardrails, or which factors may be driving or impeding progress

Monitoring District Progress

What are the mechanisms for system-level monitoring?

- Progress Monitoring at Board of Education meetings (e.g. Guardrail 1 on [November 17](#))
- Publishing results on the [Goals & Guardrails Dashboard](#)
- Including school-level results in the [School Progress Report on Education and Equity \(SPREE\)](#)
- Program Office progress monitoring



School SPREE Report

Research and Policy Analysis

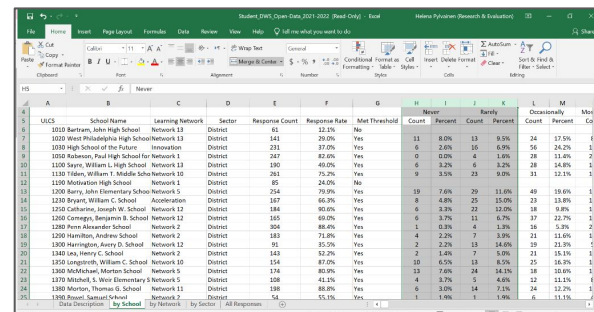
How is DWS used for research and policy analysis?

- **ORE studies** focused on pressing SDP issues, such as [food insecurity](#) and [Diversity, Equity and Inclusion](#)
- Analysis or reporting by **other District offices** on key programmatic or policy questions
- **External research** on a range of topics following approval by the SDP [Research Review Committee](#)

Research and Policy Analysis

How do we encourage the use of DWS for research and policy analysis?

- Publishing aggregate DWS results each year to our [Open Data](#) website, along with documentation
- Providing specific (aggregate) DWS results to external researchers [via data requests](#) through our Research Review Committee process



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
		School Name	Learning Network	Sector	Response Count	Response Rate	Meet Threshold	Never	Percent	Count	Percent	Count	Percent	Count	Percent
6	LUCS														
7	1010	Berkman, John High School	Network 13	District	65	12.1%	No								
8	1020	West Philadelphia High School Network 13	Network 13	District	141	29.0%	Yes	11	8.0%	13	9.5%	24	17.5%	1	
9	1030	High School of the Future	Innovation	District	231	37.0%	Yes	6	2.6%	16	6.9%	26	11.5%	1	
10	1050	Rabson, Paul High School for Network 1	Network 1	District	247	82.6%	Yes	0	0.0%	4	1.6%	28	11.4%	2	
11	1100	Smyth, William L. High School	Network 13	District	190	49.0%	Yes	6	3.2%	6	3.2%	28	14.4%	1	
12	1110	Talen, William T. Middle School Network 10	Network 10	District	211	75.2%	Yes	9	3.5%	23	9.0%	31	12.1%	1	
13	1100	Madison High School	Network 1	District	85	24.0%	No								
14	1200	Berry, John Elementary School Network 5	Network 5	District	254	79.0%	Yes	19	7.6%	29	11.6%	49	19.6%	1	
15	1210	Bryant, William C. School	Acceleration	District	147	66.3%	Yes	8	4.8%	25	15.0%	23	13.8%	1	
16	1210	Colburne, Joseph W. School	Network 12	District	144	90.0%	Yes	6	3.8%	22	12.0%	18	9.8%	1	
17	1210	Conroy, Benjamin B. School	Network 12	District	165	69.0%	Yes	6	3.7%	11	6.7%	37	22.7%	1	
18	1210	Pine Alexander School	Network 2	District	204	88.4%	Yes	1	0.3%	4	1.5%	26	9.9%	2	
19	1200	Hamilton, Andrew School	Network 2	District	183	71.8%	Yes	4	2.2%	7	3.9%	21	11.6%	1	
20	1300	Hampton, Henry D. School	Network 12	District	91	25.2%	Yes	2	2.2%	13	14.0%	39	21.9%	1	
21	1340	LA, Henry C. School	Network 2	District	143	62.2%	Yes	2	1.4%	7	5.0%	21	15.1%	1	
22	1310	Langworthy, William C. School	Network 10	District	134	87.0%	Yes	10	6.5%	13	8.5%	25	16.9%	1	
23	1360	McMahan, Marlene School	Network 5	District	174	80.0%	Yes	13	7.6%	24	14.1%	18	10.6%	1	
24	1370	Mitchell, S. Wood Elementary Network 5	Network 5	District	108	41.1%	Yes	4	3.7%	5	4.6%	32	11.1%	1	
25	1380	Norton, Thomas G. School	Network 12	District	198	88.0%	Yes	6	3.0%	14	7.1%	24	12.2%	1	
26	1180	Preston, Samuel School	Network 2	District	54	55.1%	Yes	1	1.9%	1	1.9%	6	11.1%	1	

DWS Open Data File

Stakeholder engagement is key to maximizing DWS use and impact



Continuous engagement with and feedback from stakeholders and partners, via...

- Cognitive interviews and focus groups
- Annual consultations with SDP program offices and partners around survey instrument revisions
- Formal and informal feedback from key stakeholders such as school leaders

Adapting the DWS program to meet stakeholders needs, by...

- **In recent years:** Expanding public facing dashboards, adding Equity & Inclusion questions, enhancing parent/guardian engagement materials (fliers, etc.)
- **In 2022-23:**
 - Improving stakeholder awareness of how DWS data is used
 - Enhancing survey administration options for schools
 - Shortening survey instruments and ensuring all data collected fulfills a demonstrated need
 - Making DWS results available earlier in the summer to give school leaders more time to use it to inform plans

Explore the DWS!

philasd.org/dws

Q&A

[Join our mailing list](#) to be notified when recordings are available and when webinars are scheduled. We also welcome your suggestions for future topics. Link in the chat!