

Data Collection and Analytic Approach for Summarizing Findings from the 2022 Listening and Learning Tour

Staff in the Office of Evaluation, Research, and Accountability analyzed and summarized the findings from the 2022 Listening and Learning Tour.

*Erin McCrossan, PhD, Senior Research Associate
Adrienne Reitano, PhD, Director of Strategic Planning
Elisabeth Fornaro, PhD, Senior Research Associate
Helena Pylvainen, MPP, Policy Research Analyst
Jenny Hoedeman-Eiteljorg, MEd, Communications Officer
Joy Lesnick, PhD, Deputy Chief, Research and Evaluation
Tonya Wolford, PhD, Chief, Evaluation, Research, and Accountability*

Introduction

On June 16, 2022, Dr. Tony Watlington became the new superintendent of the School District of Philadelphia (SDP) and started his tenure by outlining a three-phase plan that would facilitate his transition into the role. Phase 1 of the plan covered his first 100 days as SDP superintendent and was focused on conducting a “Listening and Learning Tour” across Philadelphia. As part of this effort, Dr. Watlington held 90 listening sessions with a variety of stakeholders across the city and solicited feedback from all stakeholders via an open-ended survey posted on SDP’s website. The Office of Evaluation, Research, and Accountability (ERA) analyzed the data and published both a condensed summary and an expanded slide deck with complete results [on our Listening & Learning webpage](#). This methods brief provides additional information about the feedback sessions and survey and how the results were analyzed and summarized.

Data Collection Methods

Survey

The survey was developed by researchers from the Office of Evaluation, Research, and Accountability (ERA) and members of the Office of the Superintendent. It contained three open-ended questions:

1. When you think about SDP, what is one thing you think is going really well?
2. When you think about SDP, what is one thing that needs the most improvement?
3. What do you think Dr. Watlington’s first priority should be?

The survey also contained questions asking for the respondent’s role, school/program location (if applicable), race/ethnicity, and annual household income.

The survey was administered using SurveyMonkey, and a link was posted on SDP’s website. It was available in nine languages, including English. The link to the survey website was shared with SDP staff, students, families, and members of the community via email blasts. Listening session participants were also told about the survey at the end of each listening session. The survey was open from June 16 to October 4, 2022. There were 902 survey respondents.

Listening and Learning Sessions

Although each listening session was slightly different, they were all guided by questions that aligned to Dr. Watlington’s five priority areas.¹ There were three types of listening sessions: formal sessions that were conducted by an SDP staff member, formal sessions that were conducted by staff from a consultant group, and more informal sessions, which did not include any researchers or consulting staff and sometimes took place over lunch. The formal sessions led by SDP and the consultant group were audio recorded and transcribed, and notes were taken during the informal sessions. The SDP-led sessions were guided by protocols developed by the Office of the Superintendent, with input from ERA (Appendix A), the consultant-led sessions were guided by protocols developed by the consultant team from Brownstone and Associates, and the informal sessions were conversations without a question protocol. In total, 1,963 people participated in listening sessions.

Descriptive Information about Survey and Listening Session Participants

The survey asked respondents to select their role from a list of options. Over 6 in 10 of the respondents were school staff, while 13 total students completed the survey (Table 1).

Table 1. Listening & Learning survey respondents by role

Role	Number of respondents*
School Staff**	566
Parents/Guardians	169
Central Office Staff	127
Community Members	36
Students	13
Total	902†

*This reflects data captured from June 16, 2022 to September 13, 2022.

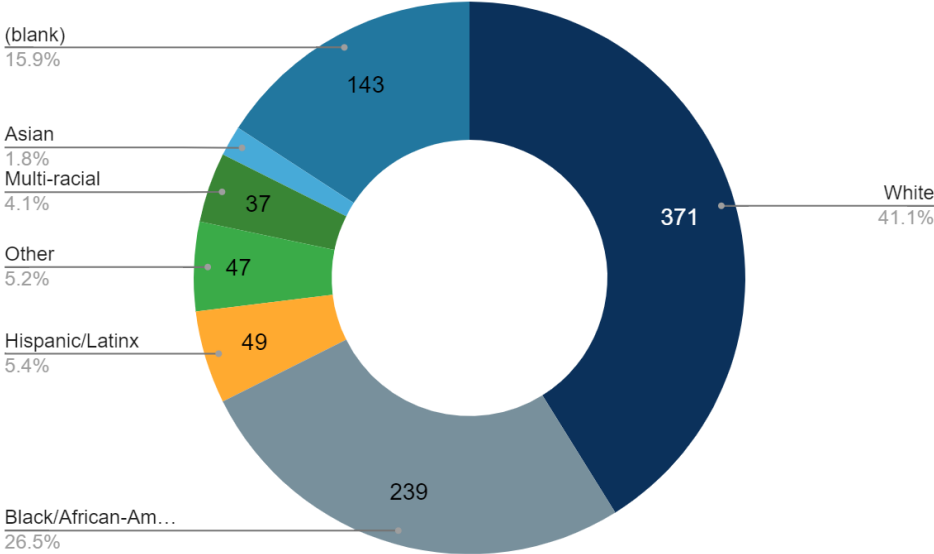
**Respondents were not asked to indicate their school-based role.

†Some respondents indicated that they fit into more than one role (i.e., a parent and a teacher), so are counted more than once across role types.

¹For more about Dr. Watlington’s five priority areas, visit <https://www.philasd.org/100days/>

The survey asked respondents to report their race/ethnicity and their annual household income. More respondents self-reported as White than any other respondent group. While about 40% of respondents were White, about 27% were Black/African American, 5% were Hispanic/Latinx, 5% Other, 4% Multi-racial, and about 2% were Asian (Figure 1).

Figure 1: Self-Reported Race/Ethnicity of Survey Respondents (N=902)



Of the 902 survey respondents, about half reported an annual household income of between \$50,000 and \$150,000. Another 16% said their annual income was over \$150,000, and about 12% reported it being less than \$50,000 (Figure 2).

Figure 2: Self-Reported Annual Household Income for Survey Respondents (N=902)

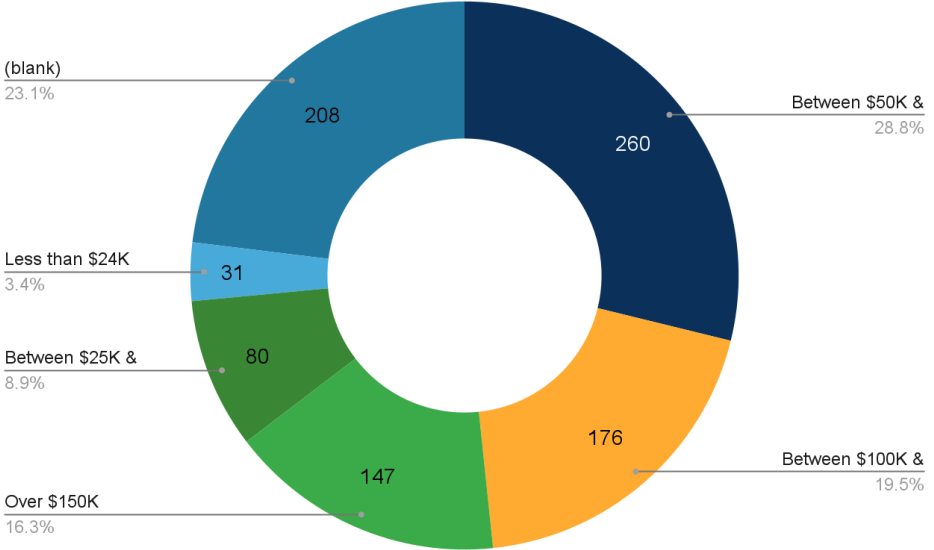


Table 2 shows the number of listening session participants by session type (when applicable—in some cases there were listening sessions with a mixture of participants).

Table 2. Listening & Learning Session Participants by Role

Session Type	Number of sessions	Number of participants*
Teachers	15	326
School Leaders	8	386
School Support Staff	2	43
Central Office Staff	6	223
Community sessions**	16	614
Privately-hosted sessions	26	NA†
Parents/guardians	7	182
Students	10	189
Total	90	1,963

*This reflects data captured from June 21, 2022 to September 22, 2022.

**Community sessions included a mix of community members, families, and SDP staff, and some followed a different protocol or process.

†Privately-hosted sessions were not recorded, so the research team could not analyze them in the same way; however, session notes were reviewed where possible for overarching themes.

Data Analysis

Coding the open-ended survey data

Staff from the Office of Evaluation, Research, and Accountability analyzed the survey and listening session feedback using a mixed methods approach.² Starting with the responses to the three open-ended survey questions, we developed a codebook (a list of codes and definitions) by reviewing a selection of 80 survey responses and then coding, or labeling, the responses to organize them into commonly identified topics and themes. We used an “open coding”³ approach, which means we read the data to develop common themes or topics. We met to discuss and come to consensus about the codes and their definitions. Next, we used “focused coding”⁴ to code the remainder of the 902

²Teresa Ward, “Quantifying Qualitative Data,” accessed August 8, 2022, <http://trainingadvokasi.smeru.or.id/cso/file/20.pdf>.

³Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw. Writing Ethnographic Fieldnotes. (Chicago: University of Chicago Press, 2011).

⁴Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw. Writing Ethnographic Fieldnotes. (Chicago: University of Chicago Press, 2011).

responses. In this step, we read through the transcript and applied codes to survey responses using the predetermined codes defined in the codebook.⁵

We categorized each text segment into one of nine main topic codes and numerous subtopic codes. Note that:

- Each segment of text represented one respondent’s main point.
- Each segment included only one stakeholder.
- However, one respondent may have made multiple points or a single complex point that spoke to more than one topic and thus received more than one code. (We call this “double-coding.”)

The coding process was iterative,⁶ which means that the team would meet frequently to revise the codes and reapply codes to increase validity and reliability. For example, when the team noticed that two codes were repetitive, we combined those codes, or when there was actually more than one distinct theme or topic, we split out different codes from a single code. Multiple team members reviewed and compared code applications from all members of the team to ensure everyone was applying codes in the same way.

Through the coding process, the team developed two levels of codes. The first level represented broader topic codes, like Staffing, Academics, or Facilities. The second level, called subtopic codes, represented more specific topics that fell under the larger topics. For example, the subtopic code “Vacancies & Allocation of Staff” and “Retention & Moral” were nested under the Staffing topic code. See Appendix B for the final codebook.

Coding the listening sessions

When analyzing the listening session transcripts (the written record of what was said during an interview or focus group), the ERA team took a similar approach to the one described in the open-ended survey data section. Our research team obtained audio and/or video recordings of all sessions organized and facilitated by the Office of the Superintendent and an external consultant. Recordings were sent to be transcribed by a professional transcription provider.

To code the listening survey data, we started with the codebook that was used in the analysis of the open-ended survey data. We coded a sample of focus group transcripts using both open coding and focused coding to identify any new topics or themes that emerged from the focus groups that had not emerged from the open-ended survey data. During this initial phase, we coded using an iterative process, where we discussed newly proposed codes as a team and came to a consensus about their definition and application before adding them to the codebook.

⁵Steinar Kvale and Svend Brinkmann. *Interviews: Learning the Craft of Qualitative Research Interviewing*. (Thousand Oaks: Sage, 2009).

⁶John W. Creswell. *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson Education, 2012).

Once the codebook for the listening sessions was complete, we coded all of the session transcriptions and notes. This coding process remained iterative, and as more feedback was reviewed, the team discussed, added, and reorganized codes. As with the survey data, there were two levels of codes, with the first level representing broader topic codes, like Staffing, Academics, or Facilities, and the second level characterized by more specific subtopic codes that fell under the larger topics. Once the data was coded and reviewed multiple times by multiple researchers, we counted topic and subtopic code applications to understand what was mentioned the most by stakeholders and subgroups (i.e., Central Office staff, parents/guardians, students, school based staff). We documented these codes using the Dedoose qualitative data analysis software program.

Combining Survey and Listening and Learning Session Feedback

Table 3 (below) shows the number of times the topic codes and subtopic codes were applied to a segment of text. The totals numbers (“n”) represent the survey and listening session feedback combined. Even though the survey and listening sessions followed different protocols and formats, we chose to combine the code counts to better summarize the feedback.

Table 3. Topic and subtopic code counts

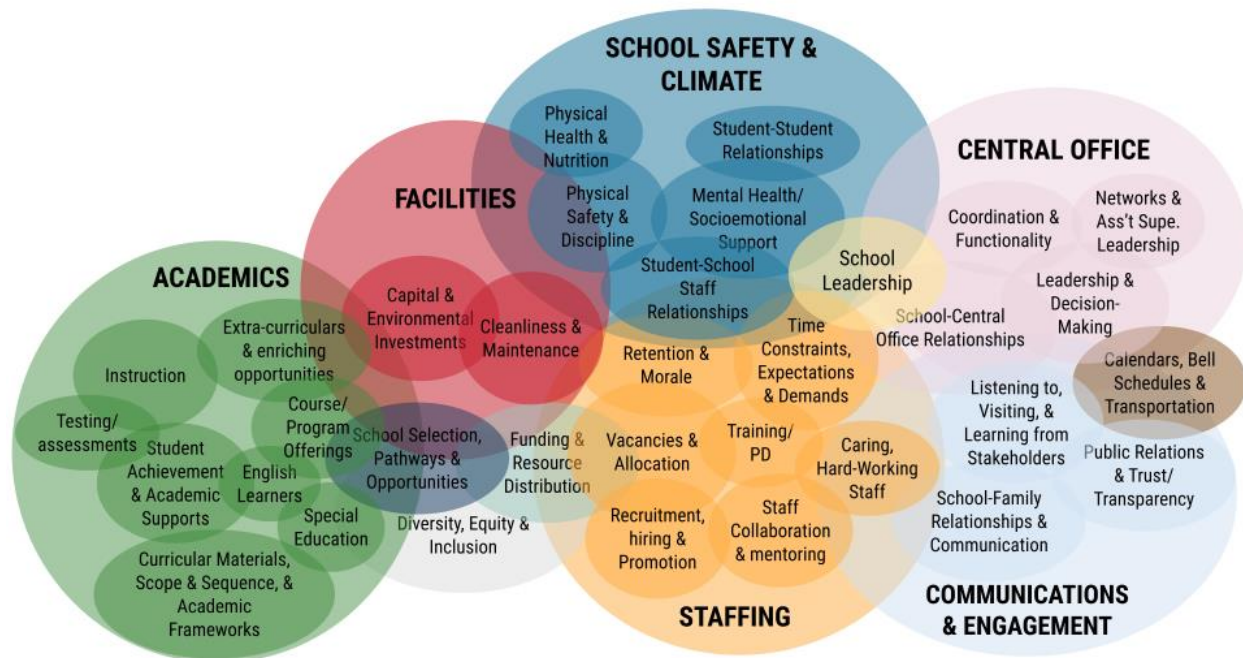
Topic and number of times that topic was used to code feedback	Subtopic and number of times that subtopic was used to code feedback
School Climate & Safety (n=1,176)	Mental Health/Socioemotional Support (n=483) Physical Safety & Discipline (n=359) Student & School Staff Relationships (n=242) Physical Health Support (n=107) Student-student Relationships (n=59)
Staffing (n=1,025)	Retention & Morale (n=421) Vacancies/Allocation (n=328) Caring/Hard-working Staff (n=258) Staff Training & PD (n=250) Time Constraints, Expectations & Demands (n=127) School Staff Collaboration & Mentoring (n=113) Recruitment (n=100)
Academics (n=994)	Curricular Materials, Scope & Sequence and Academic Frameworks (n=335) Special Education (n=231) Student Achievement/Academic Supports (n=225) Instruction (n=185) Extracurricular & Enriching Opportunities (n=109) Testing/Assessments (n=86) English Learners (n=76) Course/Program Offerings (n=52)

Topic and number of times that topic was used to code feedback	Subtopic and number of times that subtopic was used to code feedback
Central Office (n=817)	Central Office Leadership & Decision Making (n=386) School-Central Office Relationships & Communication (n=386) Central Office Collaboration & Functionality (n=190) Network/Assistant Superintendent Leadership (n=86)
Communications & Engagement (n=817)	Family Relationships & Communication (n=368) Listening to, Visiting & Learning from Stakeholders (n=326) Public Relations, Trust & Transparency (n=242)
Facilities (n=557)	Capital Investments & Environmental Enhancements (n=281) Cleanliness & Ongoing Maintenance (n=172)
Funding & Resource Distribution (n=346)	N/A
Diversity, Equity & Inclusion (n=318)	N/A
School Leadership (n=263)	N/A

It is important to note that participants in the listening sessions most often responded to the specific question that the facilitator asked. Thus, if more sessions asked about “Communications” compared to “Facilities,” the code counts here reflect that. Thus, code counts here should not necessarily be interpreted to mean that one topic was more important or urgent compared to another. Therefore, it is important to note that codes and code counts do not, by themselves, represent findings or conclusions. Rather, the coding system helps the researchers make sense of and summarize the data.

We also examined where codes overlapped (code co-occurrences) in order to help make sense of how issues were related to one another (Figure 3).

Figure 3. Visual display of how codes overlapped



Analysis of Common Themes

In order to identify themes, our research team read and reread the coded survey and listening session data many times, sometimes as part of an entire transcript and other times by just looking at all of the different times that an open-ended response was coded with a specific topic or subtopic. While a “code” refers to a category, tag, or label, a “theme” looks across coded data and summarizes the meaning that participants ascribed to their experiences. For example, after analyzing the “Retention & Morale” subtopic code, we summarized some of the participants’ feedback with this theme: “School leaders are key to staff morale and retention.” The research team met regularly to discuss the identified themes to ensure their validity, or that they accurately represent the data. We considered how codes overlapped, as well as the topics and subtopics that respondents mentioned the most. Eventually we reached consensus about how best to summarize participants’ experiences and perspectives.

Conclusion

During his first 100 days as superintendent in the School District of Philadelphia, Dr. Watlington gathered feedback from teachers, students, families, principals, other school based staff, Central Office staff, and community members via a survey and through listening sessions. In total, 2,865 people provided feedback. Survey responses and listening session transcripts and notes were coded and analyzed to identify common topics and themes. To read a condensed list of the main findings, please see our website at <https://www.philasd.org/era/listening-learning/>.

References

1. Cohen, L., Lawrence Manion, and Keith Morrison. *Research Methods in Education*, 6th ed. New York: Routledge, 2007.
2. Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson Education, 2012.
3. Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3rd ed. Los Angeles: Sage, 2013.
4. Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. Los Angeles: Sage Publications, 2009.
5. Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*, 2nd ed. Chicago: University of Chicago Press, 2011.
6. Hesse-Biber, Sharlene N. and Patricia Leavy. *The Practice of Qualitative Research*. Los Angeles: Sage Publications, 2006.
7. Horvat, Erin. *The Beginner's Guide to Doing Qualitative Research*. New York: Teachers College Press, 2013.
8. Kvale, Steinar and Svend Brinkmann. *InterViews: Learning the Craft of Qualitative Research Interviewing*. Los Angeles: Sage, 2009.
9. Lichtman, Marilyn. *Qualitative Research in Education: A User's Guide*, 3rd ed. Los Angeles: Sage Publications, 2013.
10. Merriam, Sharan B. *Qualitative Research: A Guide to Design and Implementation*. San Francisco: Jossey-Bass, 2009.
11. Miles, Matthew B. and A. Michael Huberman. *Qualitative Data Analysis*, 2nd ed. Los Angeles: Sage Publications, 1994.

Appendix A: Listening and Learning Facilitator Guide

[Listening and Learning Agenda](#)

[Listening and Learning Norms](#)

[LLT Session Question Protocol: School Leaders](#)

[LLT Session Question Protocol: 440 Staff](#)

[LLT Session Question Protocol: Students](#)

[LLT Session Question Protocol: Community Stakeholders](#)

[LLT Session Question Protocol: Community Meetings](#)

Listening and Learning Agenda

1. Review listening and learning session agenda and norms (2 minutes)
2. Dr. Watlington introduction (5 minutes)
3. Listening and learning questions (80 minutes)
4. Wrap up and survey (3 minutes)

Listening and Learning Norms

For virtual meetings

1. Our moderator will lead us all through a few questions related to the five priority areas in Dr. Watlington's first 100 days plan and then open-ended questions.
2. When responding to the question, we ask that you use the 'raise hand' function of Zoom. You will be asked to respond in the order of the hands being raised. You can also put your response in the chat, and our moderator will acknowledge it.
3. We also ask that before sharing your thoughts and perspective, you introduce yourself: your name and your school.
4. We ask that you "share the mic." We want to hear from everyone, so please keep this in mind when sharing your feedback and limit comments to a minute or so to allow everyone to have time to speak.
5. We want to ensure everyone has a chance to make their voices heard. If there is time remaining for you to provide further feedback, we will invite you to do so.
6. When you are not speaking, we ask that you remain on mute to allow others to speak, uninterrupted.
7. If you have additional comments or want to provide additional feedback please visit philasd.org/100days and click the "share your voice" link to access our survey.
8. This virtual session is being recorded to keep record of the insights and common themes that arise from this discussion.
9. We want this to be a safe space for everyone joining us. We can't do that without everyone here so we ask that you not record this session yourself or post the thoughts or opinions

shared by others during this session on your personal social media. That includes all social media platforms.

For in-person meetings

1. Our moderator will lead us all through a few questions related to the five priority areas in Dr. Watlington's first 100 days plan and then open-ended questions.
2. We also ask that before sharing your thoughts and perspective, you introduce yourself with your name and your school.
3. We ask that you "share the mic." We want to hear from everyone, so please keep this in mind when sharing your feedback and limit comments to a minute or so to allow everyone to have time to speak.
4. We want to ensure everyone has a chance to make their voices heard. If there is time remaining for you to ask an additional question, we will invite you to do so.
5. If you have additional comments or want to provide additional feedback please visit philasd.org/100days and click the "share your voice" link to access our survey.
6. This session is being recorded to keep record of the insights and common themes that arise from this discussion.
7. We want this to be a safe space for everyone joining us. We can't do that without everyone here so we ask that you not record this session yourself or post the thoughts or opinions shared by others during this session on your personal social media. That includes all social media platforms.

LLT Session Question Protocol: School Leaders

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- What are the main factors that influence staff well-being at your school?
- What are the main factors that influence student well-being at your school?

Follow-up Questions:

- Do you think students/staff feel physically safe in school? Why or why not?
- Do you think students/staff feel emotionally/intellectually safe? Why or why not? Do you feel physically/emotionally/intellectually safe in your school? Why or why not?
- Please describe opportunities offered to students to engage "co-curricular programming and activities like clubs and sports."
- How do students in your school community access mental health supports? Staff access to mental health?
- Please describe the behavioral supports offered in your school (e.g., restorative practices, PBIS).

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Questions:

- How would you describe opportunities to engage with District leadership by providing feedback and sharing your experiences?
- What are some experiences you've had that have made you trust District leadership? What about things that have made you lose trust?
- Do you think teachers, students, and their families trust SDP? Why or why not?

Follow-up Questions:

- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you?
- How do you gather feedback from your students, family, and staff?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- What are the strengths within your school related to teaching and learning?
- What are the barriers to teaching and learning?

Follow-up Questions:

- How do you assess your school community's strengths and needs?
- What do you think about the professional development opportunities offered to teachers? What about non-teaching staff?
- How do you feel about the effectiveness of the literacy and math curriculum used in your school?
 - Do the current curricula support student learning?
 - Do the curricula support teachers in their practice?

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Questions:

- Do you feel like there are opportunities and supports for you and your leadership team to be effective leaders in your school?
- Do you feel the work of 440 Program Offices helps you and your leadership team be effective in your school? What are some examples?
- Do you feel the 440 Program Offices make it difficult for you and your team to be effective in your school? What are some examples?

Follow-up Questions:

- How do you feel that the District supports your decision making?
- What would support you in being an effective leader for your school?

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Question:

- What are the main priorities in your school community related to:
 - Staffing?
 - Transportation?
 - Facilities?
 - Finances?

Follow-up Questions:

- In what ways are your school's budget priorities aligned to support student achievement?
- How do you think the District's budget priorities are aligned to support student achievement?
- What does your school need to provide safe facilities for students and staff? Do you currently have access to these resources?

Survey Questions

The next set of questions are purposely open-ended. Please share your thoughts on the School District of Philadelphia (SDP) priorities for our new superintendent, Dr. Watlington.

1. When you think about SDP, what is **one thing** you think is going really well?
2. What is the **one thing** in SDP that needs the most improvement?
3. What do you think Dr. Watlington's first priority should be?

Please feel free to visit philasd.org/100days and click "share your voice" to share any additional information.

LLT Session Question Protocol: 440 Staff

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- What are the main factors that influence your well-being at work?
- What are the main factors that influence your team's well-being at work?
- If you regularly collaborate with school based staff, how would you describe their well-being?

Follow-up Questions:

- Do you feel physically safe at 440? Why or why not?
- Do you feel emotionally/intellectually safe at work? Why or why not?
- Do you think teachers/students feel emotionally/intellectually safe? Why or why not?

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Questions:

- How would you describe opportunities to engage with District leadership?
- What are some experiences you've had that have made you trust District leadership? What about things that have made you lose trust?
- Do you think teachers, students, and their families trust SDP? Why or why not?

Follow-up Questions:

- What are some things that would increase your level of trust in District leadership?
- What are some ways that you would like to provide the District with feedback?
- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- If you regularly interact with school based staff, what are some of the major strengths of our schools related to teaching and learning?
- What are the major barriers that our schools face related to teaching and learning?

Follow-up Questions:

- How do you feel about the effectiveness of the literacy and math curriculum used in our schools?
 - Do the current curricula support student learning?
 - Do the curricula support teachers in their practice?
- What do you think about the professional development opportunities offered to 440 staff? What about school based staff?

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Questions:

- Please describe any opportunities and supports that you and your leadership team have to be effective leaders in your roles.
- What are some of the opportunities you have to collaborate across 440 Program Offices? What are some of the barriers to collaboration?
- What are some of the strengths of your Program Office that helps your team be effective in your work? What are some barriers to achieving your goals?

Follow-up Questions:

- Do you feel that the work of 440 Program Offices is aligned with overall District priorities? If so, please share an example. If not, please also share an example.
- Describe how you work together with our 440 Program Offices. Describe some barriers to working with other offices.

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Questions:

- What do you see as the main priorities and/or needs in the District related to:
 - Staffing?
 - Transportation?
 - Facilities?
 - Finances?

Follow-up Questions:

- In what ways do you think District budget priorities are aligned to support student achievement?
- If you regularly interact with school-based staff, what do you think schools need to provide safe facilities for students and staff?

Survey Questions

The next set of questions are purposely open-ended. Please share your thoughts on the School District of Philadelphia (SDP) priorities for our new superintendent, Dr. Watlington.

1. When you think about SDP, what is **one thing** you think is going really well?
2. What is the **one thing** in SDP that needs the most improvement?
3. What do you think Dr. Watlington’s first priority should be?

Please feel free to visit philasd.org/100days and click “share your voice” to share any additional information.

LLT Session Question Protocol: Students

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- Do you and your classmates generally enjoy being at school? Why or why not?
- What are the main factors that influence your happiness and well-being at school?
- Do you generally feel supported by the adults in your school? Do you feel supported by your peers and classmates?

Follow-up Questions:

- Do you feel physically safe in school? Why or why not?
- Do you feel emotionally/intellectually safe in school? Why or why not?
- Please describe opportunities that you have to engage in activities and clubs during or outside of school. Are there any opportunities you would like to have that you currently don’t?
- How do students in your school community access mental health supports? How would you like to be supported emotionally and mentally at school?

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Questions:

- Do you have opportunities to express your opinions and share your experiences with adults at your school or leaders in the District? What are some examples?
- What are some experiences you've had that have made you trust teachers, principals, or other adults in your school? What about things that have made you lose trust?
- Do you think students generally trust SDP? Why or why not?

Follow-up Questions:

- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you and your family?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- What are some of the major factors that support your learning at school?
- What are some of the major factors that keep you from successfully learning at school?
- Do you generally feel engaged while your teacher is giving a lesson? Why or why not?

Follow-up Questions:

- Do you generally enjoy what you are learning at school? Why or why not?
- Do you generally feel supported academically by your teachers, principals, and other adults in your school? When you need academic support, who do you reach out to?
- Do you feel the material covered in your classes is reflective of your culture and lived experiences?"

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Questions:

- Do you feel like the adults in your school building are able to support students to the best of their ability?
- Do you think the leaders of your school make decisions that are representative of students' needs?

Follow-up Questions:

- What are some of the things you like about your principal or other leaders at your school?
- What are some things they could improve?

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Questions:

- How do you feel about the physical condition of your school facilities?
- Do you feel that there are enough adults and staff members in your school to allow you to feel safe and supported?

Follow-up Questions:

- What does your school need to provide safe facilities for students and staff? Do you currently have access to these resources?
- Are there particular adults in your school that help you feel supported? Are there any additional staff members you would like to have available in your school?

Survey Questions

The next set of questions are purposely open-ended. Please share your thoughts on the School District of Philadelphia (SDP) priorities for our new superintendent, Dr. Watlington.

1. When you think about SDP, what is **one thing** you think is going really well?
2. What is the **one thing** in SDP that needs the most improvement?
3. What do you think Dr. Watlington’s first priority should be?

Please feel free to visit philasd.org/100days and click “share your voice” to share any additional information.

LLT Session Question Protocol: Parents

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- Does your child (or children) generally enjoy being at school? Why or why not?
- Do they feel supported by the adults in their school?
- Do you feel supported by the leadership in their school?

Follow-up Questions:

- Does your child feel physically safe in school? Why or why not?
- Does your child feel emotionally/intellectually safe in school? Why or why not?
- How do students in your school community access mental health supports? How would you like your children and/or other students to be supported emotionally and mentally at school?

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Questions:

- Do you have opportunities to express your opinions and share your experiences with leaders in the District? What are some examples?
- What are some experiences you’ve had that have made you trust teachers, principals, or other adults in your school? What about things that have made you lose trust?
- Do you trust SDP? Why or why not?

Follow-up Questions:

- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you and your family?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- What are some of the major factors that support your child’s learning at school?
- What are some of the major factors that keep them from successfully learning at school?

Follow-up Questions:

- Does your child generally enjoy what they are learning at school? Why or why not?
- Do you feel the material covered in your student’s classes is reflective of your culture and lived experiences?

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Question:

- Do you think the leaders of your child’s school make decisions that are representative of students’ needs?

Follow-up Questions:

- What are some of the things you like about your principal or other leaders at your child’s school? What are some things they could improve?

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Question:

- What do you see as the main priorities and/or needs in the District related to:
 - Staffing?
 - Transportation?
 - Facilities?
 - Finances?
 - Mental health supports?

Follow-up Questions:

- In what ways do you think District budget priorities are aligned to support student achievement?
- If you regularly interact with school-based staff, what do you think schools need to provide safe facilities for students and staff?

Survey Questions

The next set of questions are purposely open-ended. Please share your thoughts on the School District of Philadelphia (SDP) priorities for our new superintendent, Dr. Watlington.

1. When you think about SDP, what is **one thing** you think is going really well?
2. What is the **one thing** in SDP that needs the most improvement?
3. What do you think Dr. Watlington’s first priority should be?

Please feel free to visit philasd.org/100days and click “share your voice” to share any additional information.

LLT Session Question Protocol: Community Stakeholders

Big Picture Questions

- When you think about SDP, what is **one thing** you think is going really well?
- What is the **one thing** in SDP that needs the most improvement?
- What do you think Dr. Watlington's first priority should be?

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- Do you believe our children generally enjoy being at school? Why or why not?
- Do they feel supported by the adults in their school?
- Do you feel supported by their classmates and peers?

Follow-up Questions:

- Do our children feel physically safe in school? Why or why not?
- Do our children feel emotionally/intellectually safe in school? Why or why not?
- How do students in your school community access mental health supports? How would you like your children and/or other students to be supported emotionally and mentally at school?

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Questions:

- Have you had consistent and meaningful opportunities to express your opinions and share your experiences with leaders in the District? What are some examples?
- What are some experiences you've had that have made you trust teachers, principals, or other adults in the District? What about things that have made you lose trust?
- Overall, do you trust SDP? Why or why not?

Follow-up Questions:

- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you and your constituency?
- What can SDP do better to engage members of your communities?
- How can SDP be a better partner?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- What are some of the major factors that support children's learning at school?
- What are some of the major factors that keep them from successfully learning at school?

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Questions:

- Do you think SDP makes decisions that are representative of students' needs?
 - If yes, provide examples.
 - If no, provide examples.
- Do you believe SDP leadership is representative of the cultural diversity of the students it educates?
 - If yes, share examples.
 - If no, provide thoughts on how this should be improved.

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Question:

- What do you see as the main priorities and/or needs in the District related to:
 - Staffing?
 - Transportation?
 - Facilities?
 - Finances?

Follow-up Questions:

- In what ways do you think District budget priorities are aligned to support student achievement?

Please feel free to visit philasd.org/100days and click “share your voice” to share any additional information.

LLT Session Question Protocol: Community Meetings

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- Does your child (or children) generally enjoy being at school? Why or why not?
- Do they feel supported by the adults in their school?
- Do you feel supported by the leadership in their school?

Follow-up Questions:

- Does your child feel physically safe in school? Why or why not?
- Does your child feel emotionally/intellectually safe in school? Why or why not?
- How do students in your school community access mental health supports? How would you like your children and/or other students to be supported emotionally and mentally at school?

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Question:

- Do you have opportunities to express your opinions and share your experiences with leaders in the District? What are some examples?
- What are some experiences you've had that have made you trust teachers, principals, or other leaders in your school? What about things that have made you lose trust?
- Do you trust SDP? Why or why not?

Follow-up Questions:

- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you and your family?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- What are some of the major factors that support your child's learning at school?
- What are some of the major factors that keep them from successfully learning at school?

Follow-up Questions:

- Does your child generally enjoy what they are learning at school? Why or why not?
- Do you feel the material covered in your classes is reflective of your culture and lived experiences?

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Question:

- Do you think the leaders of your child's school make decisions that are representative of students' needs?

Follow-up Questions:

- What are some of the things you like about your principal or other leaders at your school? What are some things they could improve?

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Question:

- What do you see as the main priorities and/or needs in the District related to:
 - Staffing?
 - Transportation?
 - Facilities?
 - Finances?

Follow-up Questions:

- In what ways do you think District budget priorities are aligned to support student achievement?

- If you regularly interact with school-based staff, what do you think schools need to provide safe facilities for students and staff?

Survey Questions

The next set of questions are purposely open-ended. Please share your thoughts on the School District of Philadelphia (SDP) priorities for our new superintendent, Dr. Watlington.

1. When you think about SDP, what is **one thing** you think is going really well?
2. What is the **one thing** in SDP that needs the most improvement?
3. What do you think Dr. Watlington's first priority should be?

Please feel free to visit philasd.org/100days and click "share your voice" to share any additional information.

LLT Session Question Protocol: Teachers

Priority Area 1: Assess Staff and Student Well-being

Opening Questions:

- What are the main factors that influence staff well-being at your school, including your own?
- What are the main factors that influence student well-being at your school?

Follow-up Questions:

- Do you think students/staff feel physically safe in school? Why or why not?
- Do you think students/staff feel emotionally/intellectually safe? Why or why not? Do you feel physically/emotionally/intellectually safe in your school? Why or why not?
- Please describe opportunities offered to students to engage "co-curricular programming and activities like clubs and sports."
- How do students in your school community access mental health supports? Staff access to mental health?
- Please describe the behavioral supports offered in your school (e.g., restorative practices, PBIS).

Priority Area 2: Engage Our Stakeholders and Build Trust

Opening Questions:

- How would you describe opportunities to engage with District leadership by providing feedback and sharing your experiences?
- What are some experiences you've had that have made you trust District leadership? What about things that have made you lose trust?
- Do you think teachers, students, and their families trust SDP? Why or why not?

Follow-up Questions:

- How do you access information from the District?
- Are messages from the Central Office accessible and understandable to you?

- How do you gather feedback from your students, family, and staff?

Priority Area 3: Assess Teaching and Learning

Opening Questions:

- What are the strengths within your school related to teaching and learning?
- What are the barriers to teaching and learning?

Follow-up Questions:

- How do you assess your school community's strengths and needs?
- What do you think about the professional development opportunities offered to teachers? What about non-teaching staff?
- How do you feel about the effectiveness of the literacy and math curriculum used in your school?
 - Do the current curricula support student learning?
 - Do the curricula support teachers in their practice?

Priority Area 4: Assess District Leadership Capacity and Alignment

Opening Questions:

- Do you feel like there are opportunities and supports for you and your leadership team to be effective leaders in your school?
- Do you feel the work of 440 Program Offices helps you and your leadership team be effective in your school? What are some examples?
- Do you feel the 440 Program Offices make it difficult for you and your team to be effective in your school? What are some examples?

Follow-up Questions:

- How do you feel that the District supports your decision making?
- What would support you in being an effective leader for your school?

Priority Area 5: Assess District Operations, Facilities and Finances

Opening Question:

- What are the main priorities in your school community related to:
 - Staffing?
 - Transportation?
 - Facilities?
 - Finances?

Follow-up Questions:

- In what ways are your school's budget priorities aligned to support student achievement?
- How do you think the District's budget priorities are aligned to support student achievement?
- What does your school need to provide safe facilities for students and staff? Do you currently have access to these resources?

Survey Questions

The next set of questions are purposely open-ended. Please share your thoughts on the School District of Philadelphia (SDP) priorities for our new superintendent, Dr. Watlington.

1. When you think about SDP, what is **one thing** you think is going really well?
2. What is the **one thing** in SDP that needs the most improvement?
3. What do you think Dr. Watlington's first priority should be?

Please feel free to visit philasd.org/100days and click "share your voice" to share any additional information.

Appendix B: Codebook

Code	Description & examples
COMMUNICATION & ENGAGEMENT	<p>Generic comments about communication or generic comments about stakeholder engagement are coded under this parent code only.</p> <p>The codes below are almost always double-coded under this parent code, as long as they mention something about communication, stakeholder engagement or relationships/trust.</p>
School-family relationships & communication	<p>Comments about school communication, involvement, engagement and trust with parents/guardians, families, and community members (Guardrail 3). This subcode is focused on school-level relationships with families, whereas broader District-level communications are coded under “public relations & trust/transparency.”</p>
Public relations & trust/transparency	<p>Comments about how SDP communicates externally with families and broader community. Vague “trust” or “transparency” comments also go here.</p> <p>Timeliness of communications, clarity of explanations, completeness of information.</p>
Listening to, visiting, and learning from stakeholders	<p>Comments about listening to and/or learning from school-based staff, parents, students or other stakeholders, e.g. comments about teacher and student “voices being heard,” suggestions to visit schools or meet specific staff or community members, etc.</p>
CENTRAL OFFICE	<p>High-level theme code family.</p> <p>General comments about Central Office (e.g. “Clean up 440”) may be coded only to this parent code.</p> <p>Typically double-coded with one or more central office codes: central office leadership & decision-making, central office collaboration & communication, and school-central office relationships & communication</p>
Central Office leadership & decision-making	<p>Comments about specific Central Office leaders or all SDP leaders and/or leadership practices and high-level decision making, such as how they incorporate stakeholder input, how they evaluate Central office staff, etc.</p>
Networks/assistant superintendent leadership	<p>Comments about the networks, how they are organized, how they function, or network leadership (assistant superintendents).</p>

Code	Description & examples
Central Office internal coordination and functionality	E.g., need to “un-silo” central office work, calls for more “communication” or coordination between departments, improving attitudes or work culture, streamlining overly bureaucratic processes, eliminating unnecessary layers or Central Office roles, or otherwise improving the organization and operations of Central Office.
School-Central Office relationships & communication	School autonomy, communication between Central Office and schools, e.g., highlights that 440 staff need to embrace a culture of support to schools (not the other way around), or suggests that some Central Office staff need to be retrained.
STAFFING	High-level theme code family Typically double-coded with one or more staffing codes: Recruitment, Retention, or Vacancies
Recruitment	Comments about: <ul style="list-style-type: none"> • Recruitment and hiring • Staff qualifications and pre-service training • Pathways into teaching, promotion and who advances or does not advance through the pathways
Retention/morale	Morale and working conditions, union issues, employee well-being, satisfaction, career pathways (once already an SDP employee), promotion, remote work policies, pay
Vacancies/ allocation	Comments about vacancies, staffing shortages, the number of staff allocated to a school, need for specific positions, and/or class size (e.g., needing more teachers to reduce class size)
Staff training/PD	Comments about in-service training or professional development (via PD days, CPT/PLCs, school leader feedback or coaching support) the topic/focus of the training (e.g. support for ELs, evidence-based literacy instruction), the need for more or less PD, or the development of PD (e.g. District or school-led). Includes training for school-based or Central Office staff. Teacher qualifications or pre-service training are not included here (coded under Staffing) although mentions of in-service certification are included here.

Code	Description & examples
SCHOOL SAFETY/CLIMATE	<p>High-level theme code family</p> <p>General comments about school safety or climate may receive this code and none of the subcodes. These general responses include general comments about bullying (with no specific reference to whether the bullying is physical or emotional), attendance, school culture, inclusive school environments, or climate staff.</p> <p>The following subcodes are double-coded with the SCHOOL SAFETY/CLIMATE code family:</p>
Mental health/ socioemotional support for schools	<p>Comments about socioemotional learning and support for students, mental health service in schools, support for students who have experienced trauma/violence.</p> <p>Comments about the need for/training of/support for school staff focused on socioemotional health/mental health (e.g. counselors) are coded here.</p> <p>This subcode is also used for generic mentions of student “well-being.”</p>
Physical safety and discipline	<p>Comments about violence <i>in schools</i> here, also unfair discipline practices, restorative justice, school safety staff, code of conduct, suspensions, student accountability for behaviors, etc. Generic comments about “security” go here, but generic comments mentioning “safety” go in the parent code only.</p> <p>This subcode does not include safety <i>on the way</i> to school unless safety around or in the school is mentioned. Safety during transportation to school is coded with the SCHOOL SAFETY/CLIMATE parent code + the code for transportation and/or family/neighborhood context, as appropriate.</p>
Physical health and nutrition	<p>Comments about addressing food insecurity, school meals, sex/nutrition education, sexual health, education about drugs, recess, or general comments about students’ physical health.</p> <p>Note: comments about asbestos/mold should be coded to Facilities.</p>

Code	Description & examples
FACILITIES	<p>General comments about facilities (not falling under the subcodes) or facilities comments unrelated to cleanliness, maintenance, capital or environmental investments may be coded to the parent code only.</p> <p>Most comments are double-coded with the specific facilities sub-codes: cleanliness and ongoing maintenance or capital investments and environmental enhancements.</p>
Cleanliness & ongoing maintenance	Respondent highlights need to improve cleanliness and daily/general maintenance in schools (e.g., schools aren't clean, broken things aren't fixed).
Capital investments & environmental enhancements	Respondent highlights major (capital-level) investments needed to improve school buildings—e.g., asbestos or lead remediation, air conditioning systems, new gymnasium needed (<i>not</i> school food—goes in physical health support)
ACADEMICS	<p>High-level theme code family</p> <p>Typically double-coded with one or more codes: Curricular Materials/ Scope and Sequence/ Academic Frameworks; Student achievement; Academic support for students; Instruction</p> <p>Some academic-related comments which do not fall under the subcodes are coded to the generic “Academics” code only. These include comments about course or program offerings—e.g., the need for CTE courses.</p>
Curricular materials/scope and sequence/academic frameworks	<p>Respondent suggests prioritizing development or improvement of specific components of the curriculum or curricula materials</p> <p>Curricular materials and resources</p> <p>E.g., develop a writing curriculum, improve ELA curriculum</p>
Student achievement	Standardized testing (student performance/progress), grades, graduation rates, whether or not students are meeting expected academic outcomes (outcomes, not process); Goals 1-5
Academic support for students	<p>Respondent suggests programs or strategic approaches to improving students' academic performance—for struggling students or all students</p> <p>E.g., Implement MTSS more fully/effectively, expand tutoring programs, target struggling students</p> <p>Also, graduation requirements and exceptions, and kindergarten and pre-k/early childhood programming</p>

Code	Description & examples
Instruction	Comments about instruction, including pedagogical practices, suggestions for practical or philosophical changes re: instructional practices or strategies (e.g. Focus on early literacy, move away from deficit mindset, remediation vs. acceleration strategies), quality of instruction, or grading practices (at the classroom/school level, not standardized assessment)
<p>CROSS-CUTTING THEMES Common themes which do not fit neatly inside a parent coding category, but are not discrete independent issues. These themes are mentioned in tandem with a range of other issues.</p>	
Goals and Guardrails	<p>Comments that speak to the process of “Goals and Guardrails,” the usefulness, challenges, successes overall</p> <p>E.g., comments about PLCs/CPT, new Math/ELA curriculum frameworks and implementation</p>
Diversity, equity and inclusion	<p>Respondent suggests specific measures to be taken re: DEI or highlights the need for increased/continued emphasis on equity (Guardrail 4)</p> <p>E.g., Address needs of African-American students</p>
Funding & Resource Distribution	<p>Physical or other programming resources that that schools say they need, needing more funds, how to better or more equitably distribute funds/resources</p> <p>E.g., libraries, playgrounds, books, computers, smartboards, projectors</p> <p>Also comments about equitable or inequitable distribution of resources</p>
<p>INDEPENDENT THEMES Themes which occasionally overlap with other issues but are more frequently mentioned as discrete, independent issues, and do not fall neatly into larger parent coding categories.</p>	
School leadership	Comments about school leaders (principals, APs or broader school leadership teams or team members) or school leadership practices
Caring/hard-working employees	<p>This subcode is used only for the “going well” question, and while it concerns staff is typically unrelated to comments about staffing policies and processes which fall under the STAFFING coding category. Instead, these comments are positive references to individual or small groups of employees (e.g., if they just said “teachers” or “teachers are great”).</p> <p>Comments about hard-working, dedicated, or caring staff or general comments implying a positive perspective on SDP staff</p> <p>More specific comments about staff are coded elsewhere—e.g., teacher qualifications are coded under Staffing; teachers’ instructional practices are coded under Instruction.</p>

Code	Description & examples
Special Education	Respondent highlights changes needed with identification and provision of supports to students with IEPs, or challenges with the Office of Specialized Services E.g., identify student needs / allocate support early, reorganize OSS, overidentification of certain groups of students
ELs	English Learners
Testing/assessment	Comments about testing and standardized assessments
Data collection and use	Respondent comments on the amount/nature of data collection not including tests or assessments, including surveys, checklists, OR indicating there is a need for more data collection or research in a particular area E.g., too much paperwork for teachers, too many surveys
School selection, pathways, and options	Respondent comments about K-8 or high school selection process (lottery system, assessments required for school selections, fairness, challenges with recent changes to the process) comments about student pathways through schools/programs from k-12, or comments about students' school options (neighborhood vs. citywide or criteria-based schools) and comments about the portfolio of schools in SDP or how to improve school options for students (e.g. more innovative schools, school autonomy, etc.).
Calendar, bell schedules, and transportation	Comments about issues with the academic calendar, including vacation/summer holidays, early dismissals (for teacher PD or otherwise), amount of instructional time, bell schedules, and safety, efficiency or feasibility of transportation. Also rostering. E.g., reduce early dismissals / teacher PD days during the year
COVID-19 response and impact	Comments about the experience of COVID-19, the SDP response to COVID-19, the impact of COVID-19, or specific COVID-19 related policies.
Family/ neighborhood context	Comments about neighborhood violence, poverty, family challenges, needs, etc. that are external to the school and district.
Extracurriculars and enriching opportunities	Athletics, clubs, arts and music, Guardrail 2 related comments.
Financial management	Systems that SDP uses to execute contracts, pay bills, payroll, grants compliance, etc. (not decisions about resource allocation).

Code	Description & examples
External Partnerships	Any external organization that schools/SDP works with, including vendors, no cost partners, consultants, grant funded work
OTHER CODES	
Superintendent leadership approach	<p>Respondent highlights specific attitudes or approaches the superintendent should adopt to be successful, or comments on the Listening and Learning/Transition Team and process.</p> <p>Frequently coded for responses to the question “What should Dr. Watlington’s first priority be?” where the response is explicitly or implicitly framed as advice for the new superintendent.</p> <p>E.g., continue the current approach of listening first, take gradual steps, set high expectations, visit schools without notice to understand what’s really going on, etc.</p>
Personal anecdotes	Personal stories or specific examples of how student, staff or other stakeholder experiences
Nothing going well (survey only)	<p>Category for respondents who did not say <i>anything</i> positive in response to the question “What is one thing you think is going well?”</p> <p>These respondents either indicated that nothing was going well, they couldn’t think of anything that was going well, or commented on issues that were not going well. This category does NOT include responses that mentioned negative things in combination with comments on one or two things that were going well – those responses have been coded for the positive comments on what was going well only.</p>
Other	Specific programming suggestions or any responses that don’t fit neatly into another category
Negative sentiment (listening sessions only)	For expressions or comments that are unexpectedly and categorically negative—should always be double coded
Positive sentiment (listening sessions only)	For expressions or comments that are unexpectedly and categorically positive—should always be double coded
Priority Areas (listening sessions only)	Code all responses to questions about a priority area as expressed by the moderator

Code	Description & examples
School or District context (listening sessions only)	Useful background info or context
Other	Specific programming suggestions or any responses that don't fit neatly into another category