

Topic Results by Respondent Group

Topic	Overall	Student	Parent	Teacher
Climate	5.2	5.3	6.6	4.7
Instruction	7.1	7.2	7.0	7.0
Community Ties	6.4	-	6.0	7.7
Professional Capacity	6.3	-	-	6.3
Leadership	7.6	-	7.0	7.8
Equity and Inclusion	7.0	5.7	7.0	7.9

Color Key

>9.0	Excellent ↑ ↓ Needs attention
8.0-8.9	
7.0-7.9	
6.0-6.9	
5.0-5.9	
<5.0	Needs attention

i.s.	Insufficient responses
-	Not applicable for this group

How to read this table: The overall column shows the combined score across all groups. The other columns show the average score for each surveyed group.

Sub-Topic Results by Respondent Group

Climate*

Sub-Topic	Student	Parent	Teacher
Attendance	-	-	3.4
Belonging	6.0	-	-
Bullying	5.1	5.9	-
Classroom Challenges	-	-	4.6
External Challenges	-	-	2.6
Respect	-	-	7.1
Safety	4.9	7.4	-
School Challenges	-	-	4.9
School Discipline	-	-	4.7
Student Centered Learning	-	-	5.9

Instruction*

Sub-Topic	Student	Parent	Teacher
Engagement	-	-	7.0
Teaching & Learning	7.2	7.0	-

Parent/Guardian-Community Ties*

Sub-Topic	Student	Parent	Teacher
Communication	-	-	7.7
Communication Quality	-	7.3	-
Involvement	-	3.8	-
School Relationship	-	6.9	-

Professional Capacity

Sub-Topic	Student	Parent	Teacher
Innovation	-	-	7.7
Peer Collaboration	-	-	5.8
Quality of Pd	-	-	6.0
Quality of Pd: Consistency	-	-	6.5
Quality of Pd: Delivery	-	-	5.5

Leadership

Sub-Topic	Student	Parent	Teacher
Classroom Decision Making	-	-	8.4
Expectations & Feedback	-	-	7.6
Inclusive Leadership	-	-	7.5
Leadership	-	7.0	-

Equity and Inclusion

Sub-Topic	Student	Parent	Teacher
Anti-Racist Professional Culture	-	-	7.7
Belonging	-	7.0	7.6
Cultural Awareness and Action	5.6	6.9	8.5
Educating All Students	5.8	-	-

How to read these tables: Each column shows the average sub-topic scores for each surveyed group. Different respondent groups are asked to answer different survey questions across topics and sub-topics.

*These topics on the District-Wide Survey are used to track our progress on Goals and Guardrails: www.philasd.org/era/goals-and-guardrails