

Topic Results by Respondent Group

Topic	Overall	Student	Parent	Teacher
Climate	5.7	6.1	8.5	4.7
Instruction	7.4	7.3	7.4	7.6
Community Ties	6.8	-	6.5	7.6
Professional Capacity	5.5	-	-	5.5
Leadership	6.0	-	7.6	5.5
Equity and Inclusion	7.2	-	7.3	7.0

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	-	-	4.5
Belonging	6.6	-	-
Bullying	5.5	8.4	-
Classroom Challenges	-	-	4.2
External Challenges	-	-	2.8
Respect	-	-	7.3
Safety	6.3	8.7	-
School Challenges	-	-	3.6
School Discipline	-	-	4.9
Student Centered Learning	-	-	5.7

Instruction*

Sub-Topic	Student	Parent	Teacher
Engagement	-	-	7.6
Teaching & Learning	7.3	7.4	-

Parent/Guardian-Community Ties*

Sub-Topic	Student	Parent	Teacher
Communication	-	-	7.6
Communication Quality	-	8.2	-
Involvement	-	3.5	-
School Relationship	-	7.8	-

Professional Capacity

Sub-Topic	Student	Parent	Teacher
Innovation	-	-	5.1
Peer Collaboration	-	-	5.4
Quality of Pd	-	-	5.1
Quality of Pd: Consistency	-	-	6.2
Quality of Pd: Delivery	-	-	5.6

Leadership

Sub-Topic	Student	Parent	Teacher
Classroom Decision Making	-	-	4.4
Expectations & Feedback	-	-	6.9
Inclusive Leadership	-	-	5.2
Leadership	-	7.6	-

Equity and Inclusion

Sub-Topic	Student	Parent	Teacher
Anti-Racist Professional Culture	-	-	6.2
Belonging	-	7.9	6.7
Cultural Awareness and Action	i.s.	6.8	8.2
Educating All Students	i.s.	-	-

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