

Topic Results by Respondent Group

Topic	Overall	Student	Parent	Teacher
Climate	7.8	7.6	9.4	7.4
Instruction	7.9	8.3	8.0	7.3
Community Ties	6.0	-	6.2	5.3
Professional Capacity	6.8	-	-	6.8
Leadership	8.3	-	7.9	8.4
Equity and Inclusion	8.2	8.1	8.2	8.2

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	-	-	7.2
Belonging	7.7	-	-
Bullying	7.2	9.7	-
Classroom Challenges	-	-	7.2
External Challenges	-	-	6.0
Respect	-	-	8.6
Safety	7.9	9.2	-
School Challenges	-	-	8.1
School Discipline	-	-	7.5
Student Centered Learning	-	-	7.4

Instruction*

Sub-Topic	Student	Parent	Teacher
Engagement	-	-	7.3
Teaching & Learning	8.3	8.0	-

Parent/Guardian-Community Ties*

Sub-Topic	Student	Parent	Teacher
Communication	-	-	5.3
Communication Quality	-	7.9	-
Involvement	-	3.3	-
School Relationship	-	7.5	-

Professional Capacity

Sub-Topic	Student	Parent	Teacher
Innovation	-	-	8.0
Peer Collaboration	-	-	8.8
Quality of Pd	-	-	6.1
Quality of Pd: Consistency	-	-	6.2
Quality of Pd: Delivery	-	-	4.9

Leadership

Sub-Topic	Student	Parent	Teacher
Classroom Decision Making	-	-	9.0
Expectations & Feedback	-	-	8.3
Inclusive Leadership	-	-	8.0
Leadership	-	7.9	-

Equity and Inclusion

Sub-Topic	Student	Parent	Teacher
Anti-Racist Professional Culture	-	-	8.1
Belonging	-	7.8	8.5
Cultural Awareness and Action	7.7	8.5	8.0
Educating All Students	8.5	-	-

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