



MAYOR'S OFFICE
OF EDUCATION

2018 COMMUNITY SURVEY ON EDUCATION

COMMUNITY SURVEY RESULTS

Between December 12, 2017 and February 7, 2018, the Mayor's Office of Education asked Philadelphians to share what they want to see in their schools.

3,062 respondents completed an online or paper survey in **5** languages:

English

Arabic

Chinese

Spanish

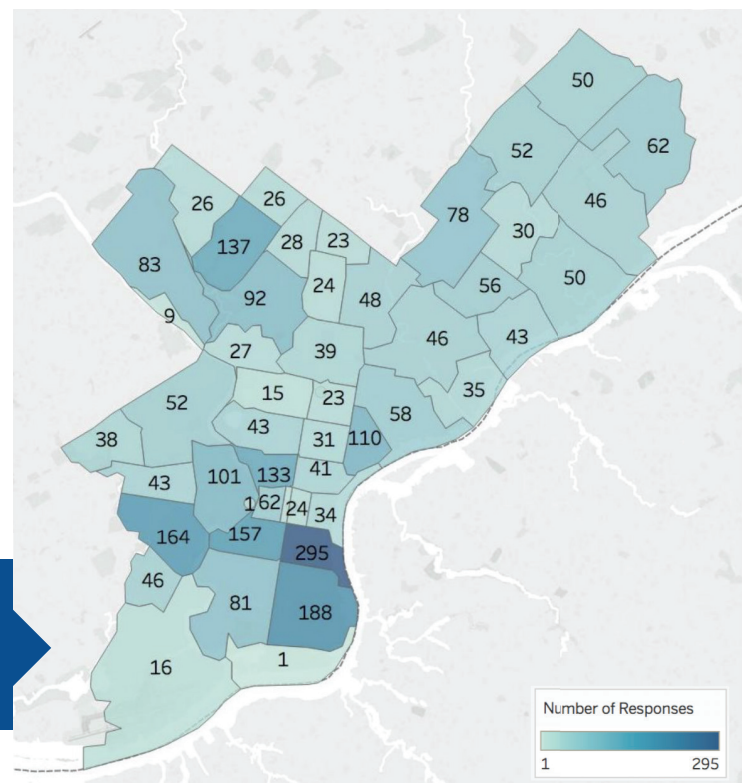
Vietnamese

The survey was disseminated online through social media and email blasts from the Mayor and Mayor's Office of Education. City Council members supported the survey outreach by sharing the link with their constituents as well.

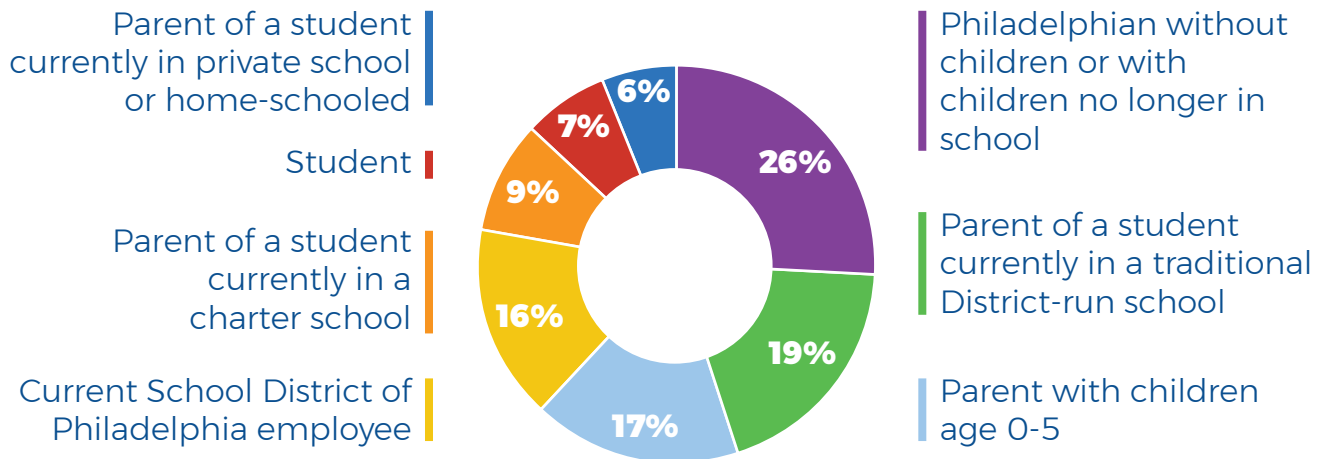
To ensure that the survey reached school families, the Mayor's Office of Education worked with charter schools, parochial schools, and the School District of Philadelphia to disseminate the survey. Information about the survey went out to all District parents and School Advisory Councils, thanks to support from the District's office of Family and Community Engagement. The Mayor's Office of Education shared the survey with all "Friends of" neighborhood school groups, home and school associations, and many civic groups.

Additionally, Community School Coordinators at twelve Community Schools across the city shared hard copies of the survey with students and community members. Hard copies were also brought to information sessions and listening sessions with students.

We received responses from all residential Philadelphia zip codes.



RESPONDENTS WERE:



What area is most important for our schools to improve? (All Responses)

12%	Improving school climate
11%	Investing in music and arts curriculum
10%	Increasing literacy levels by fourth grade
10%	Adding social services supports
10%	Maintaining and improving building facilities
7%	Offering more supports and training for educators
6%	Expanding Career & Technical Education (CTE) and workforce development
6%	Expanding early childhood education
5%	Increasing the high school graduation rate
5%	Enhancing tech curriculum
4%	Recruiting more diverse educators
4%	Expanding special education
4%	Expanding community schools
4%	Improving out-of-school time programming
2%	Expanding supports for English Language Learners

Top Five Responses by Stakeholder Group:

Philadelphian without children or with children no longer in school

1.	Increasing literacy levels by fourth grade	(13%)
2.	Adding social services supports	(11%)
3.	Improving school climate	(11%)
4.	Investing in music and arts curriculum	(10%)
5.	Maintaining and improving building facilities	(8%)

Parent of a student currently in a traditional District-run school

1.	Investing in music and arts curriculum	(14%)
2.	Maintaining and improving building facilities	(13%)
3.	Improving school climate	(12%)
4.	Adding social services supports	(9%)
5.	Increasing literacy levels by fourth grade	(7%)

Parent with children age 0-5

1.	Investing in music and arts curriculum	(14%)
2.	Improving school climate	(12%)
3.	Maintaining and improving building facilities	(10%)
4.	Increasing literacy levels by fourth grade	(10%)
5.	Adding social services supports	(8%)

Current School District of Philadelphia employee

1.	Improving school climate	(18%)
2.	Adding social services supports	(15%)
3.	Maintaining and improving building facilities	(11%)
4.	Increasing literacy levels by fourth grade	(8%)
5.	Investing in music and arts curriculum	(8%)

Parent of a student currently in a charter school

1.	Increasing literacy levels by fourth grade	(12%)
2.	Investing in music and arts curriculum	(12%)
3.	Improving school climate	(10%)
4.	Enhancing tech curriculum	(9%)
5.	Maintaining and improving building facilities	(8%)

Top Five Responses by Stakeholder Group (Cont'd):

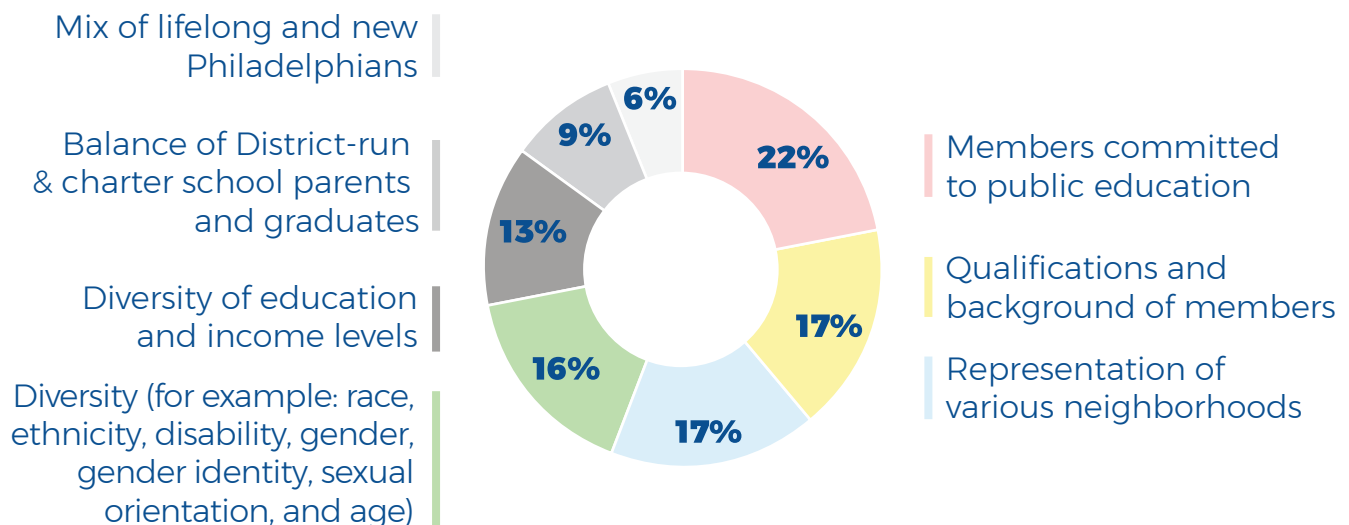
Parent of a student currently in private school or home-schooled

1.	Improving school climate	(13%)
2.	Increasing literacy levels by fourth grade	(13%)
3.	Investing in music and arts curriculum	(10%)
4.	Adding social services supports	(9%)
5.	Maintaining and improving building facilities	(8%)

Student

1.	Investing in music and arts curriculum	(11%)
2.	Maintaining and improving building facilities	(11%)
3.	Increasing the high school graduation rate	(10%)
4.	Expanding Career & Technical Education (CTE) and workforce development	(9%)
5.	Improving school climate	(9%)

In the overall school board, what attributes are most important to you? (All responses)



Top Five Responses by Stakeholder Group:

Philadelphian without children or with children no longer in school

1.	Members committed to public education	(23%)
2.	Diversity (for example: race, ethnicity, disability, gender, gender identity, sexual orientation, and age)	(17%)
3.	Representation of various neighborhoods	(17%)
4.	Qualifications and background of members	(16%)
5.	Diversity of education and income levels	(14%)

Parent of a student currently in a traditional District-run school

1.	Members committed to public education	(24%)
2.	Representation of various neighborhoods	(18%)
3.	Qualifications and background of members	(17%)
4.	Diversity (for example: race, ethnicity, disability, gender, gender identity, sexual orientation, and age)	(17%)
5.	Diversity of education and income levels	(12%)

Parent with children age 0-5

1.	Members committed to public education	(23%)
2.	Qualifications and background of members	(18%)
3.	Representation of various neighborhoods	(17%)
4.	Diversity (for example: race, ethnicity, disability, gender, gender identity, sexual orientation, and age)	(16%)
5.	Diversity of education and income levels	(13%)

Current School District of Philadelphia employee

1.	Members committed to public education	(25%)
2.	Qualifications and background of members	(18%)
3.	Representation of various neighborhoods	(17%)
4.	Diversity (for example: race, ethnicity, disability, gender, gender identity, sexual orientation, and age)	(15%)
5.	Diversity of education and income levels	(11%)

Top Five Responses by Stakeholder Group (Cont'd):

Parent of a student currently in a charter school

1.	Balance of District-run & charter school parents and graduates	(24%)
2.	Qualifications and background of members	(18%)
3.	Members committed to public education	(15%)
4.	Representation of various neighborhoods	(15%)
5.	Diversity of education and income levels	(12%)

Parent of a student currently in private school or home-schooled

1.	Representation of various neighborhoods	(20%)
2.	Members committed to public education	(20%)
3.	Qualifications and background of members	(18%)
4.	Diversity (for example: race, ethnicity, disability, gender, gender identity, sexual orientation, and age)	(15%)
5.	Diversity of education and income levels	(12%)

Student

1.	Diversity (for example: race, ethnicity, disability, gender, gender identity, sexual orientation, and age)	(23%)
2.	Members committed to public education	(18%)
3.	Diversity of education and income levels	(16%)
4.	Representation of various neighborhoods	(14%)
5.	Balance of District-run & charter school parents and graduates	(12%)



In individual school board members, what attributes are most important to you? (All Responses)

24%	Demonstrates strong ethics and integrity
20%	Past experience as an educator of K-12 students
12%	Parent of a student in a Philly charter or District-run school
11%	Community leader
8%	Social services/behavioral health background
7%	Prior experience on the board of a complex organization
6%	Graduate of a Philly charter or District-run school
6%	Higher education background
3%	Financial background
3%	Business background

Top Five Responses by Stakeholder Group:

Philadelphian without children or with children no longer in school

1.	Demonstrates strong ethics and integrity	(24%)
2.	Past experience as an educator of K-12 students	(20%)
3.	Community leader	(13%)
4.	Parent of a student in a Philly charter or District-run school	(9%)
5.	Social services/behavioral health background	(9%)

Parent of a student currently in a traditional District-run school

1.	Demonstrates strong ethics and integrity	(25%)
2.	Past experience as an educator of K-12 students	(17%)
3.	Parent of a student in a Philly charter or District-run school	(16%)
4.	Community leader	(10%)
5.	Social services/behavioral health background	(9%)

Parent with children age 0-5

1.	Demonstrates strong ethics and integrity	(24%)
2.	Past experience as an educator of K-12 students	(20%)
3.	Parent of a student in a Philly charter or District-run school	(15%)
4.	Community leader	(11%)
5.	Social services/behavioral health background	(7%)

Top Five Responses by Stakeholder Group (Cont'd):

Current School District of Philadelphia employee

1.	Past experience as an educator of K-12 students	(28%)
2.	Demonstrates strong ethics and integrity	(23%)
3.	Social services/behavioral health background	(10%)
4.	Community leader	(10%)
5.	Parent of a student in a Philly charter or District-run school	(8%)

Parent of a student currently in a charter school

1.	Demonstrates strong ethics and integrity	(22%)
2.	Parent of a student in a Philly charter or District-run school	(18%)
3.	Past experience as an educator of K-12 students	(17%)
4.	Graduate of a Philly charter or District-run school	(10%)
5.	Community leader	(9%)

Parent of a student currently in private school or home-schooled

1.	Demonstrates strong ethics and integrity	(24%)
2.	Past experience as an educator of K-12 students	(18%)
3.	Parent of a student in a Philly charter or District-run school	(12%)
4.	Community leader	(10%)
5.	Prior experience on the board of a complex organization	(8%)

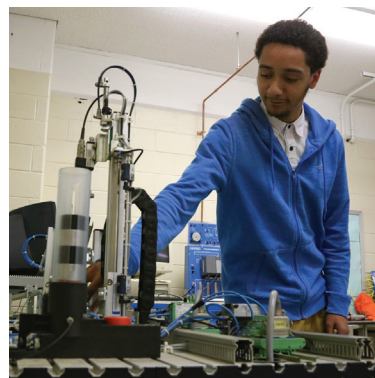
Student

1.	Demonstrates strong ethics and integrity	(21%)
2.	Community leader	(16%)
3.	Past experience as an educator of K-12 students	(12%)
4.	Social services/behavioral health background	(10%)
5.	Higher education background	(10%)

INFORMATIONAL SESSIONS

In January and February 2018 the Administration organized ten informational sessions to explain the transition process and inform the public about how they could apply or nominate someone to serve on the new Board of Education. 140 people attended these information sessions.

City officials also organized listening sessions at two high schools (South Philadelphia H.S. and George Washington H.S.) and with the Philadelphia Youth Commission to hear feedback from our schools' most important stakeholders: students.





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James F. Kenney, Mayor, City of Philadelphia
Otis Hackney, Chief Education Officer, City of Philadelphia

www.phila.gov/education

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