

Data Set Names & General Descriptions

- 1) Indoor Environmental Quality [IEQ] Master Dashboard** – Data set summarizing IEQ inspections from 2010 to date and containing more than 6,000 individually documented building condition deficiencies, findings, notes, and recommendations for action, as well as remediation status information.

- 2) Asbestos Survey Information & Detail [Asbestos Hazard Emergency Response Act - AHERA] – Room-by-Room Master AHERA IEQ Spreadsheet**– This data set lists all asbestos-containing materials in every area of each school and includes the presence, location, amount and condition of asbestos-containing building materials [ACBM]. These surveys and reports are required by federal [EPA] law and individual school-specific reports should be located in each school building

- 3) Lead-in-Water Data [1999-2010]** – A data set documenting all lead-in-water sampling data, results and information collected over the approximately 10+ year period and providing sampling results for every drinking water outlet tested. Additionally, school specific, individual reports for every building surveyed are also available

- 4) Crawlspace & Attic Environmental Assessment** – This is data describing conditions, primarily with respect to asbestos-containing materials, in school attic and crawlspace areas, in which ventilation system and other mechanical components may be located and that are accessed by District maintenance employees and others

- 5) Door Sweep Survey** – This information relates to condition of basement and ground level exterior doors that are deficient and/or damaged such that their ability to stop rodent intrusion and infestation into buildings is compromised.

- 6) Facilities, Operations & Maintenance Work Order System [MOJO] Data** – Large data base that includes data about maintenance work orders scheduled, needed and conducted and should be able to analyzed by school, by “trade”, by type of work order and other data fields. This system has been newly upgraded.

- 7) Facility Condition Assessment Survey, Data & Reports** – This is a comprehensive data set of major facility conditions, needs and ranking from the just completed Facility Condition Assessment Survey [July, 2015 – Feb/March, 2016]. In addition to comprehensive data, individual reports for each school should also be available

- 8) Drinking Water Outlet Survey** – Data set of water outlet operational status based on survey work recently completed

- 9) Damaged Lead Paint & Plaster Survey – [Room-by-Room Master AHERA-IEQ Spreadsheet]** – this is comprehensive survey data describing conditions of walls and

ceilings whether or not lead-paint containing detailing the degree and type of damage found at the time of survey

10) Asthma Prevalence Data – The SDP collects prevalence data on medically-diagnosed asthma at the school level and also includes selected information on inhaler usage and related details

11) Energy Use/Efficiency Data – This is district-wide information, at the school level, detailing energy consumption costs, categories, use of steam, electricity, fuel oil, water, etc., and including energy star ratings and other information

**** Please note the following re: the information provided above:**

[a] It is provided only for descriptive, informational purposes and descriptions may not be fully comprehensive and the exact titles of the data/information sets may vary from what is listed here.

[b] There are many other relevant data sources that would be useful in shedding light on school environmental and building condition issues that may not be included here;

[c] Both the School District of Philadelphia and the City of Philadelphia have Open Data Initiatives and may be of direct assistance in being able to obtain copies of data in CSV, Excel or other similar formats for the listed; and

[d] Publishing publicly funded school environmental-building condition data promotes more robust engagement by the public and can help SDP leaders formulate priorities, budgets, plans and approaches shaped much more by the needs and interests of all interested stakeholders. As stated well in the U.S. Open Data Policy, “Data is a valuable national resource and a strategic asset to the U.S. Government, its partners, and the public. Managing this data as an asset and making it available, discoverable, and usable – in a word, open not only strengthens our democracy and promotes efficiency and effectiveness in government, but also has the potential to create economic opportunity and improve citizens’ quality of life. We believe this to be true with respect to the school data discussed here.