

Paul L. Dunbar School

2022-2023 PSES Summary Report

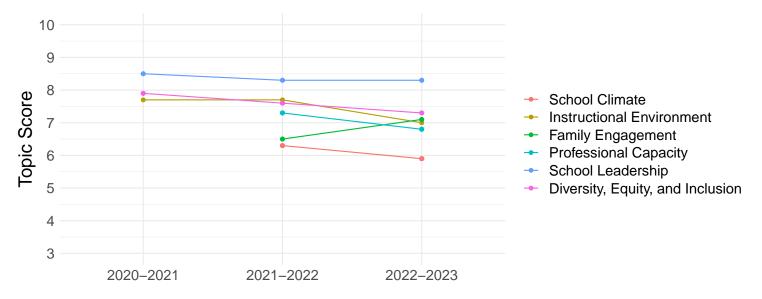
The Office of Research and Evaluation administers the annual **Philly School Experience Survey (PSES)** to District, Charter, and Alternative schools. The survey collects feedback from students, teachers, parents and guardians, school support staff, and school leaders to measure six key topics related to school improvement. For more information about the Philly School Experience Survey, please visit https://www.philasd.org/pses.

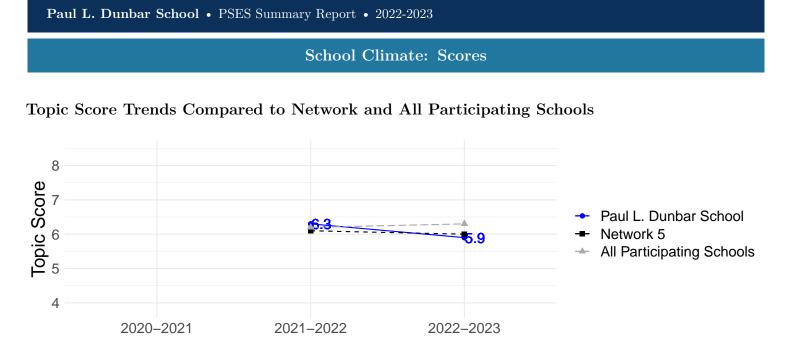
Survey Participation					
Student	Teacher	Parent/Guardian	Support Staff		
86%	87%	29%	29%		
+11 points (YOY)	+8 points (YOY)	+7 points (YOY)	-11 points (YOY)		
Number of Responses:	Number of Responses:	Number of Responses:	Number of Responses:		
144 out of 168	20 out of 23	55 out of 189	7 out of 24		

Only students in grades 3-12 participate in the survey. Data is displayed for each survey group only when there are at least five respondents and the response rate meets a minimum threshold. The minimum response rate is 25% for students, teachers, and support staff and 10% for parents/guardians.

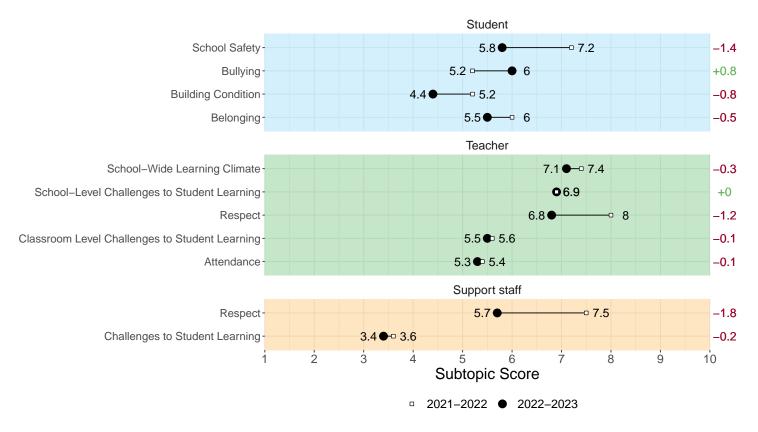
Topic Trends Over Time

The graph below shows trends in the overall topic scores for this school over time. Some topic scores may be missing if response rate thresholds were not met. In 2020-2021, some topic scores are unavailable due to survey changes in that year.





The School Climate topic score is the average of subtopic scores from the Student and Teacher surveys. All subtopic scores for these groups must be available to display the overall topic score. Note that School Climate topic scores are not available in 2020-2021 due to the absence of the Building Condition subtopic in that year (because of virtual learning).



School Climate: Key Questions

Student survey: How often are these things true?

- When I am in school, I feel like I belong. The school building is in good condition. Other students treat me with respect.
- My school is clean.
- I feel safe in the bathrooms in my school.
- I feel safe in my classes.
- I enjoy being in school.

24%	27%		27%	22%
23%	26%	2	9%	23%
30%	24	%	33%	14%
14% 16	%	38%		32%
28%	16%	16% 25%		31%
41%	6	23%	259	% 12%
27%	18%	32	%	24%

Most or all of the time Occasionally Rarely Never

Teacher survey: How much do you agree with the following statements?

Teachers at my school have high expectations for students.

Teacher morale is high at my school.

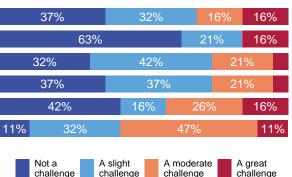
My school has a culture of using data to inform student-level interventions.

42%	53%		
32%	42%	21%	
58%		37%	

Strongly agree Agree Disagree Strongly disagree

Teacher survey: To what extent do you consider each of the following factors a challenge to student learning in your school?

Shortage of instructional support staff (e.g., teaching aides and reading specialists) Shortage of other support staff (e.g., nurses, counselors, and security) Lack of teacher planning time built into the school day Lack of support for teaching special education students (i.e., students with IEPs) Lack of support for teaching English Learners Bullying



Support staff survey: To what extent do you consider each of the following factors a challenge to student learning at your school?

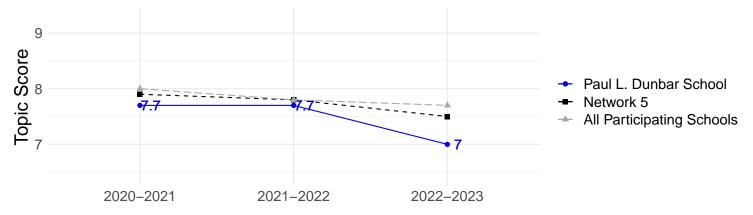
Teacher/staff turnover Student mental health issues Student absenteeism School crime/safety

29	%	۷	13%		29%
29	1%			71%	
14%	29%	0		57%	, 0
14%	29%	6 1	14%		43%
	lot a hallenge	A slight challenge	e	A moderate challenge	A great challenge

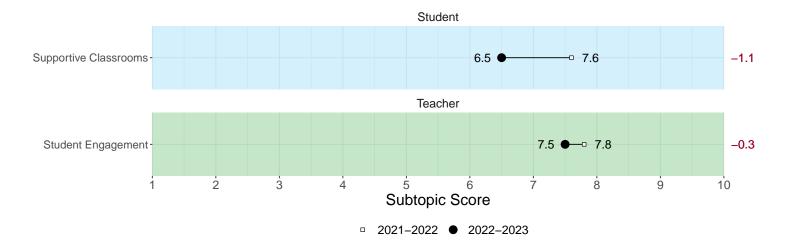


Instructional Environment: Scores

Topic Score Trends Compared to Network and All Participating Schools



The Instructional Environment topic score is the average of subtopic scores from the Student and Teacher surveys. All subtopic scores for these groups must be available to display the overall topic score.



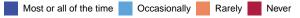
Instructional Environment: Key Questions

Student survey: How often are these things true?

There is at least one adult at school I trust. My teachers make sure I understand lessons before teaching something new. My teachers are willing to provide me with extra help if I need it. My school meets my learning needs.

In my classes we stay busy and do not waste time.

45%		23%		20%		12%
39%		20%	20% 29%			12%
45%		22%	6	24%		
43%		25%		23%		
27%	19%	37%		5	1	7%



Teacher survey: How often are the following statements true about your classroom?

My students reflect back on what they have learned.

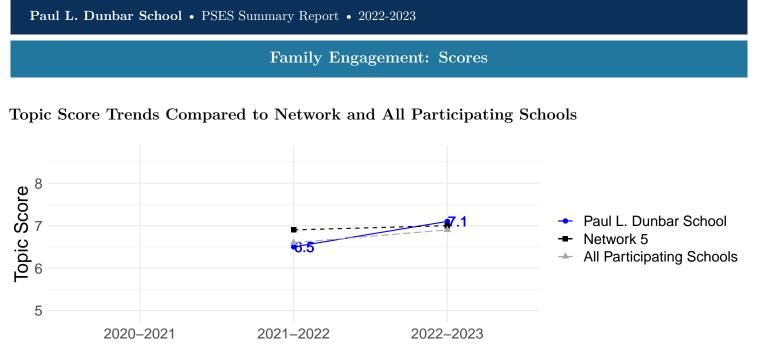
My students influence decisions regarding learning activities.

My students complete their assigned work.

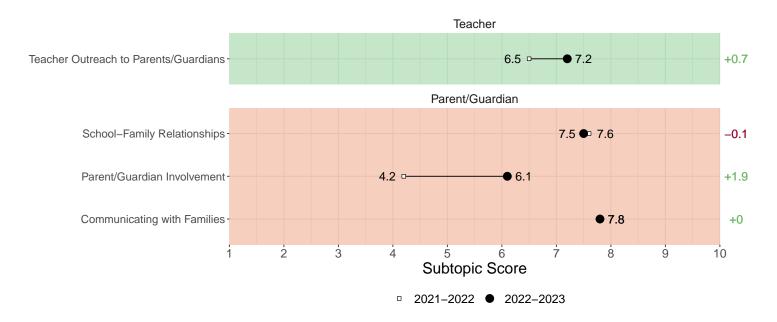
My students are interested in what we do in class.

I call on all of my students, even if they don't volunteer to answer questions.

32%		53%	1	1%
47%		42%		11%
7	4%		26	%
32%		63%		
63%	0		37%	
Most or all of the ti	me	Occasionally	Rarely	Neve



The Family Engagement topic score is the average of subtopic scores from the Teacher and Parent/Guardian surveys. All subtopic scores for these groups must be available to display the overall topic score. Note that Family Engagement topic scores are not available in 2020-21 because the Teacher Outreach to Parents/Guardians subtopic was revised in 2021-2022.



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Family Engagement: Key Questions

Teacher survey: During this academic year, how often did you do the following for a typical student?

Send emails, newsletters, or notes home telling parents and guardians what they have been learning and doing in class

Contact their parents and guardians when they are struggling academically

Contact their parents and guardians about their achievements and successes

Parent and Guardian survey: How much do you agree with the following?

My child's school lets me know about meetings, special school events, and family education opportunities.

My child's school gives me information about how I can help my child be successful in school.

My child's school communicates with me in a language I understand.

I know how to contact my child's teacher(s).

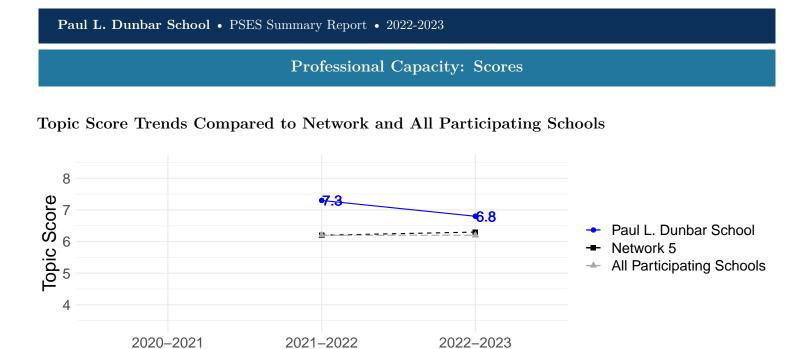
I feel welcome in my child's school.

I am satisfied with the response I get when I contact my child's school with questions or concerns.

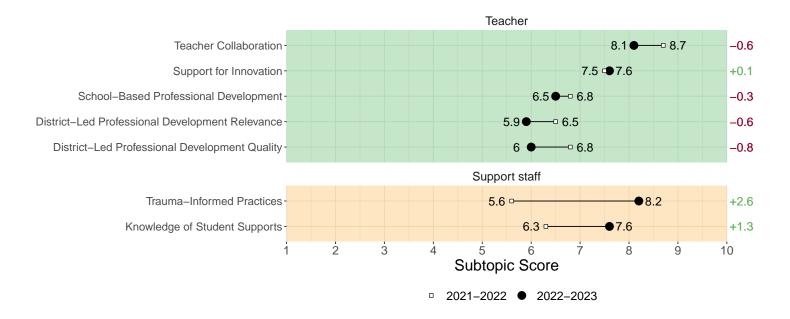
53%		37%		
47%		42%		
Often So	ometimes	Rarely	Never	
46%		46%		
44%		47%		
45%		49%		
50%		44%		
44%	44% 50%			
44%		44%		
Strongly agree Ag	gree 🗾 D	visagree St	rongly disagr	

42%

37%



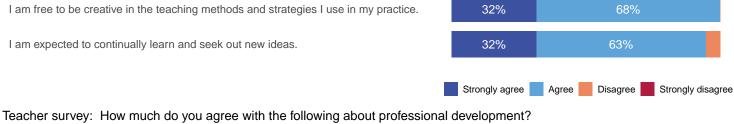
The Professional Capacity topic score is the average of subtopic scores from the Teacher survey. All subtopic scores for this group must be available to display the overall topic score. Note that Professional Capacity topic scores are not available in 2020-21 because the Teacher Collaboration subtopic was revised in 2021-2022.



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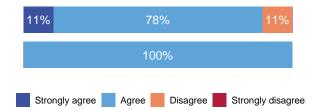
Professional Capacity: Key Questions

Teacher survey: How much do you agree with the following statements?



Professional development is available to me at various times, such as job-embedded experiences, before or after-school hours, and summer experiences.

In my school, teachers use what they learn from District professional development to adjust and inform teaching practices.



Teacher survey: How much do you agree with the following about school-based professional development?

Teachers' backgrounds, experience levels, and learning needs are considered when planning school professional development.

Teacher input is taken into consideration when planning school professional development.

68% Strongly agree Agree Disagree Strongly disagree

26%

39%

Never

68%

61%

Teacher survey: How often, if at all, do groups of teacher(s) at your school meet to address the following topics?

The individual learning needs of students

Effective instructional strategies

Support staff survey: How confident are you in your ability to do the following?

Work with teachers and school leaders to support students who have experienced trauma

Match students to the appropriate internal (school-based) resources/supports

Match students to the appropriate external resources/supports

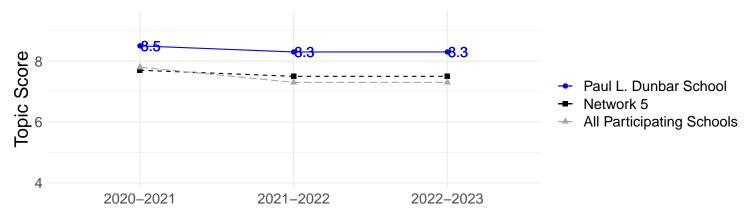


Often Sometimes Rarely

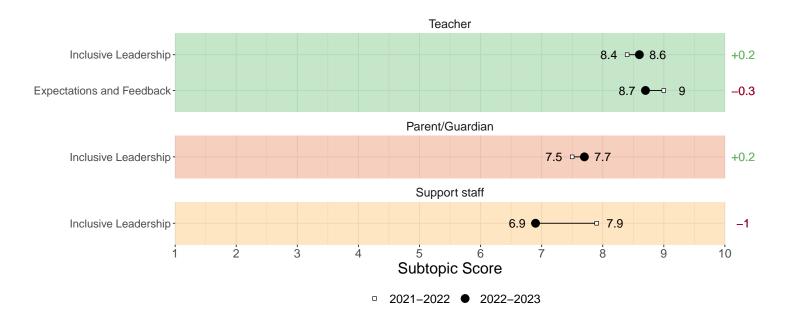


School Leadership: Scores

Topic Score Trends Compared to Network and All Participating Schools



The School Leadership topic score is the average of subtopic scores from the Teacher and Parent/Guardian surveys. All subtopic scores for these groups must be available to display the overall topic score.



School Leadership: Key Questions

Teacher survey: My principal/school leader:

63% Sets high standards for student learning. 58% Sets clear expectations for teachers. Provides me with constructive feedback based on formal or informal 58% observation(s) of my teaching. 58% Is committed to shared decision-making. 58% Encourages students to be involved in the school community.

37% 37% 42%

Strongly agree Agree Disagree Strongly disagree

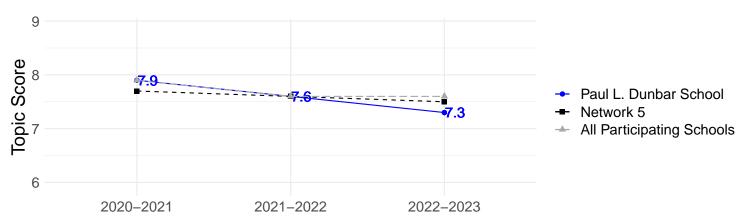
Parent and Guardian survey: How much do you agree with the following? The principal or school leader...

works to create a sense of community in the school.	43%	54%
has a clear mission for the school.	35%	57%
	Strongly agree	Agree Disagree Strongly disagree
Support staff survey: The principal/school leader at my school	:	
works to create a sense of community in this school.	43%	14% 43%
promotes parent/guardian involvement in the school.	43%	57%
creates buy-in among faculty and staff.	43%	14% 43%

Strongly agree Agree Disagree Strongly disagree

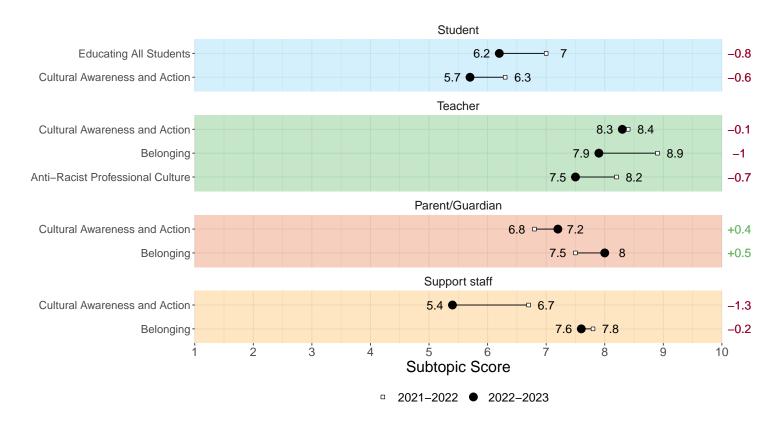


Diversity, Equity, and Inclusion: Scores



Topic Score Trends Compared to Network and All Participating Schools

The Diversity, Equity, and Inclusion topic score is the average of subtopic scores from the Student, Teacher, and Parent/-Guardian surveys. All subtopic scores for these groups must be available to display the overall topic score. Note that the student survey includes questions in this topic only for grades 6-12. Student response data is unavailable for schools serving only lower grades.



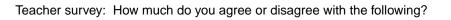
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Diversity, Equity, and Inclusion: Key Questions

Student survey: How often do the following things happen?

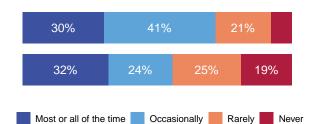
Teachers encourage me to learn about people from different races, ethnicities, or cultures.

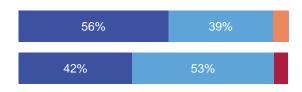
Students at my school treat people from different races, ethnicities, or cultures fairly.



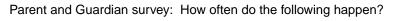
Leaders at this school work to advance student equity.

I am comfortable discussing race-related topics with my students.









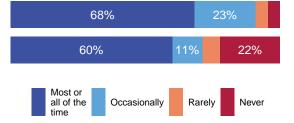
At school, my child learns about people from different races, ethnicities, or cultures.

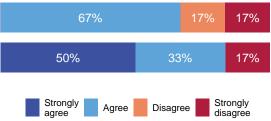
Adults at my child's school treat people from different races, ethnicities, or cultures fairly.

Support staff survey: How much do you agree or disagree with the following?

When a sensitive issue of diversity arises at school, I can implement strategies to appropriately address the situation.

I feel connected to other adults at my school.





Technical Notes

tinyurl.com/PSES notes



Feedback Form

tinyurl.com/PSESfeedbacksurvey



ses at school, I can implement strategies