

Network 1

2022-2023 PSES Summary Report

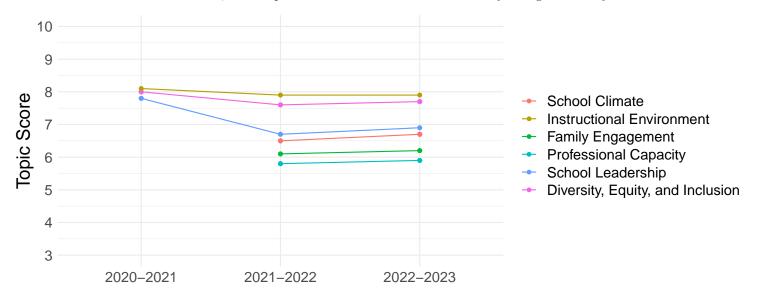
The Office of Research and Evaluation administers the annual **Philly School Experience Survey (PSES)** to District, Charter, and Alternative schools. The survey collects feedback from students, teachers, parents and guardians, school support staff, and school leaders to measure six key topics related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

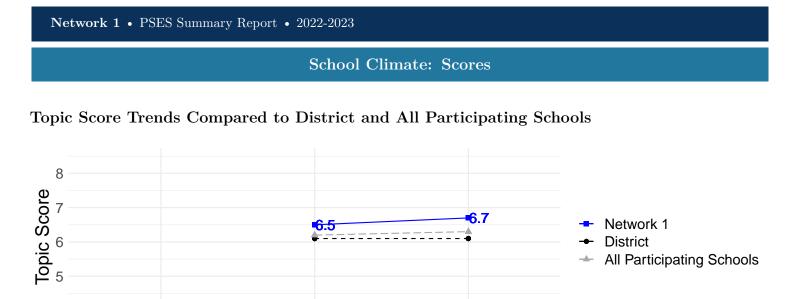
Survey Participation						
Student	Teacher	Parent	Support Staff	Principal/AP		
57%	82%	13%	37%	68%		
+15 points (YOY)	+31 points (YOY)	+3 points (YOY)	+19 points (YOY)	-1 points (YOY)		
Number of	Number of	Number of	Number of	Number of		
Responses:	Responses:	Responses:	Responses:	Responses:		
9,030 out of 15,770	729 out of 890	1,899 out of 14,915	190 out of 514	30 out of 44		

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 and staff and 10% for parents/guardians.

Topic Trends Over Time

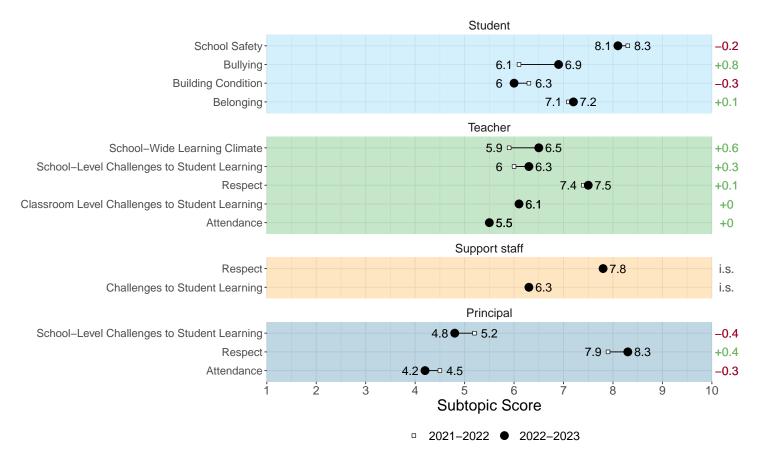
The graph below shows overall topic scores for this network over time. Some topic scores may be missing if response rate thresholds were not met. In 2020-21, some topic scores are unavailable due to survey changes in that year.





4 2020–2021 2021–2022 2022–2023

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 2020-21 due to the absence of the Building Condition subtopic in that year (because of virtual learning).

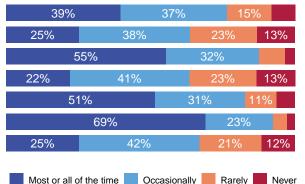


School Climate: Key Questions

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.



Most or all of the time Occasionally Rarely

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.

44%		49%		
22%	39%		22%	16%
34%		53%	6	11%



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

27%	30%	24%	19%
27%	28%	25%	21%
28%	26%	25%	22%
30%	29%	26%	16%
38%	349	%	20%
31%	44%)	19%
Not a challenge	A slight challenge	A moderate challenge	A great challenge

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

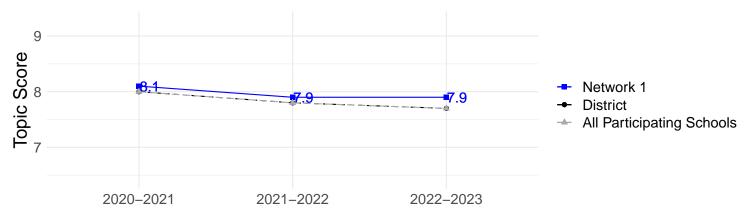
Teacher/staff turnover
Student mental health issues
Student absenteeism
School crime/safety

	51%			3	33%		
15%	16%		35%)		35%	
17%		37%		22	2%	23	%
	41%			30%		18%	10%
	ot a nallenge	A sli	ght lenge	A moo	derate inge	A gre	

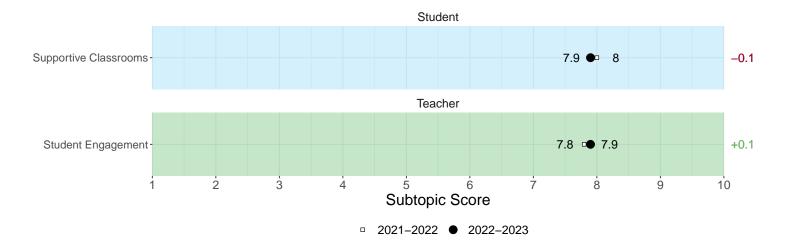


Instructional Environment: Scores

Topic Score Trends Compared to District 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.

56%	24%	10%	
36%	41	%	17%
59%		30%	ó
49%		36%	11%
42%	43%		11%

Most or all of the time Occasionally Rarely Never

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

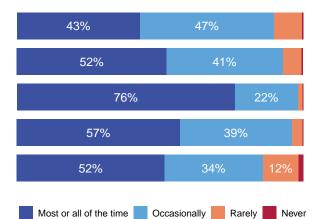
My students reflect back on what they have learned.

My students influence decisions regarding learning activities.

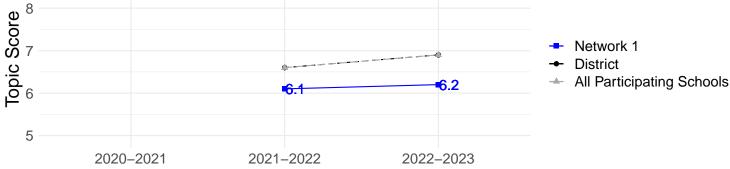
My students complete their assigned work.

My students are interested in what we do in class.

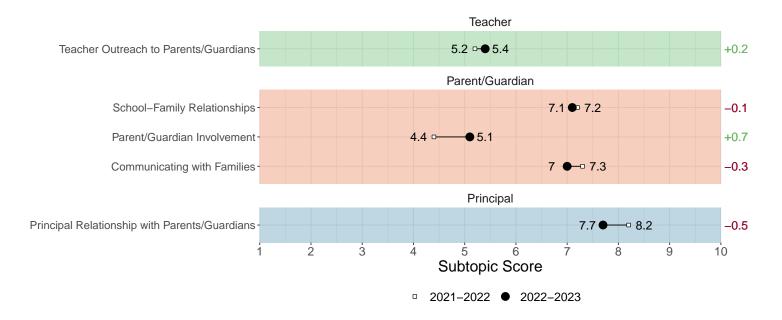
I call on all of my students, even if they don't volunteer to answer questions.







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 scores are not available in 2020-21 because the Teacher Outreach to Parents/Guardians subtopic was revised in 2021-22.



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.

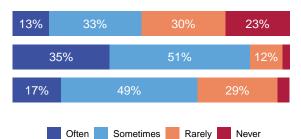
My child's school gives me information about how I can help my child be successful in school.

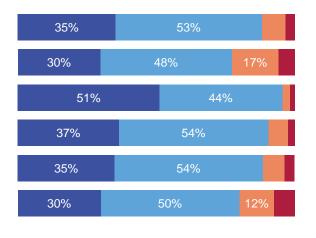
My child's school communicates with me in a language I understand.

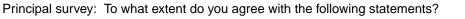
I know how to contact my child's teacher(s).

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.



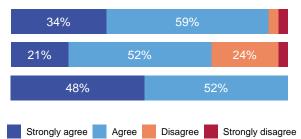




Parents and guardians treat me with respect.

Parents and guardians are actively involved in their child's education.

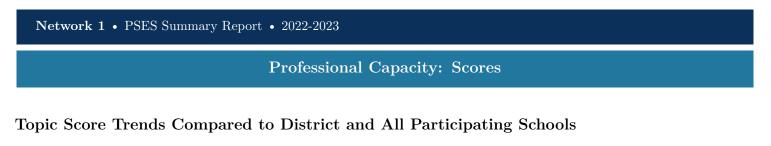
I actively engage parents and guardians in their child's education.

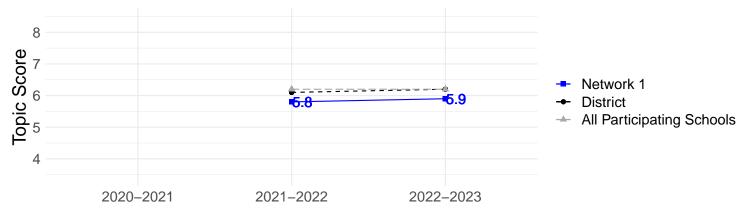


Disagree

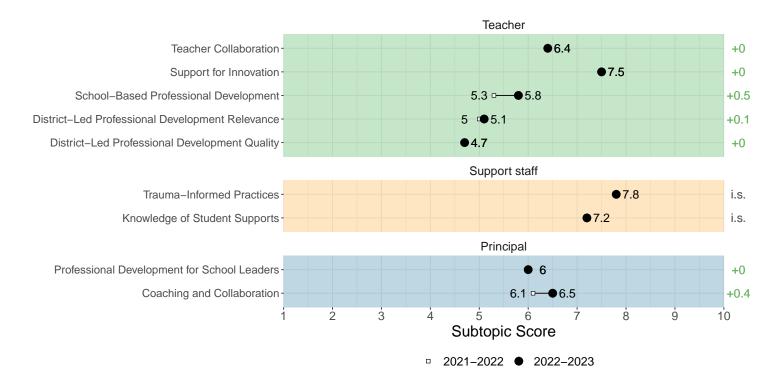
Strongly disagree

Strongly agree Agree





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 scores are not available in 2020-21 because the Teacher Collaboration subtopic was revised in 2021-22.

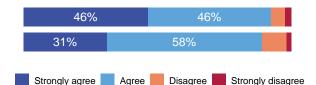


Professional Capacity: Key Questions

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

I am free to be creative in the teaching methods and strategies I use in my practice.

I am expected to continually learn and seek out new ideas.



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

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.

19%			68%		
	50%	0		32%	13%
Strongly ag	Iree	Agree	Disag	aree	Strongly disagre

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.

14%	51%	27%
14%	49%	27%

Strongly agree Agree Disagree Strongly disagree

Completely

confident

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	35%	42%	19%
Effective instructional strategies	36%	45%	14%
	Often	Sometimes Rarely	Never
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	50%	38%	11%
Match students to the appropriate internal (school-based) resources/supports	47%	35%	13%
Match students to the appropriate external resources/supports	41%	35%	19%

Principal survey: To what extent did the Leader Professional Development you received this year do the following?

Offer information about what to do once challenges were identified (how to identify and choose interventions) Help you develop your leadership skills

Focus on real problems of practice

11%	48%		30%	11%
22%	41%		22%	15%
19%	44%		379	%
Comple	etely Moderately	S	omewhat	Not at all

Somewhat

confident

Not at all

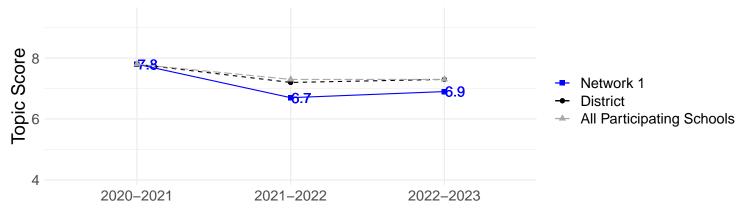
confident

Mostly

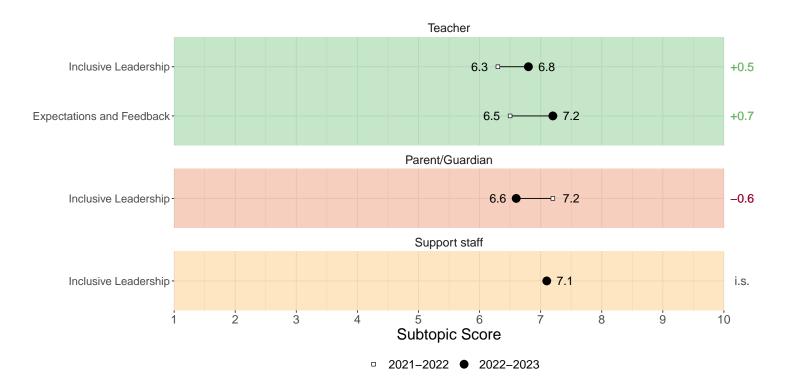
confident



Topic Score Trends Compared to District and All Participating Schools

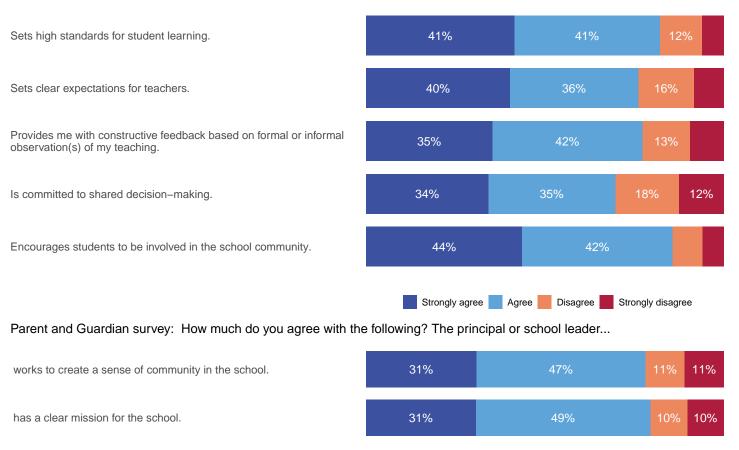


The School Leadership topic score is the average of subtopic scores from the Teacher and Parent/Guardian surveys. All subtopic scores for these groups must be available to display the overall topic score.

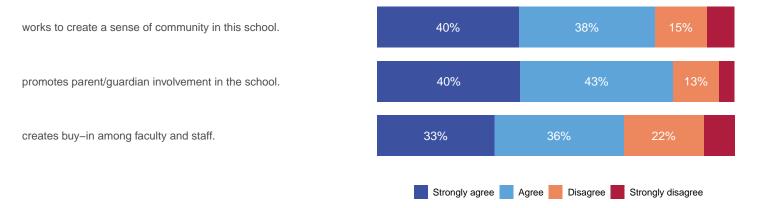


School Leadership: Key Questions

Teacher survey: My principal/school leader:



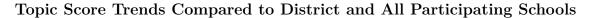
Support staff survey: The principal/school leader at my school:

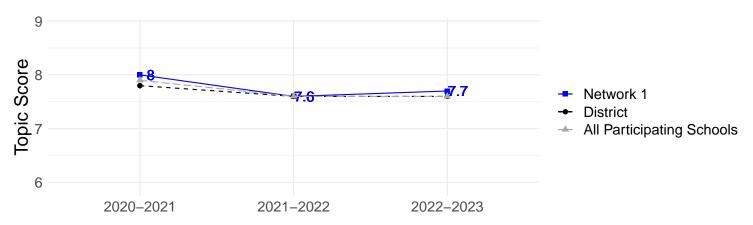


Strongly agree Agree Disagree

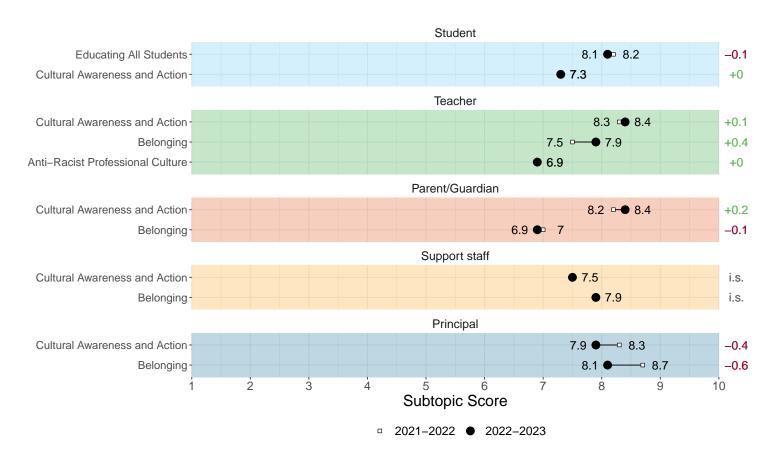
Strongly disagree

Diversity, Equity, and Inclusion: Scores





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.



Diversity, Equity, and Inclusion: Key Questions

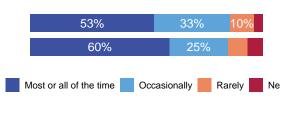
Student survey: How often do the following things happen?

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.

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

Leaders at this school work to advance student equity.

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







Parent and Guardian survey: How often do the following happen?

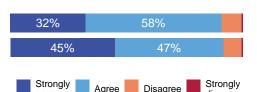
At school, my child learns about people from different races, ethnicities, or cultures. Adults at my child's school treat people from different races, ethnicities, or cultures fairly.

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

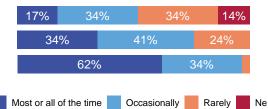
When a sensitive issue of diversity arises at school, I can implement strategies to appropriately address the situation.

I feel connected to other adults at my school.









Principal survey: How often do the following happen?

Staff at my school have important conversations with each other about race, even when the conversation might be uncomfortable

My professional development experiences help me explore new ways to promote equity in my practice

In my school, students have opportunities to learn about people from different races, ethnicities, or cultures

Technical Notes

tinyurl.com/PSESnotes



Feedback Form

time

tinyurl.com/PSESfeedbacksurvey



Additional Key Question Results: Academic Achievement

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

Teacher turnover	34%		28%	
Teacher absences		43%		32%
Students' inadequate basic skills or prior preparation	24%	6	41%	
Student tardiness	10%	31%		
Student mental health	24%	6		69%
Student food insecurity	24%		45%	
Student chronic illness (asthma, diabetes, etc.)	10%	48%		
Student absenteeism	24%		31%	
Shortage of other support staff (e.g., nurses, counselors, and security)	3	1%	4	1%
Shortage of instructional support staff (e.g., teacher aides, SPED assistants)	18%	21%		54%
Shortage of highly-qualified teachers	14%	28%		41%
School crime/safety	21%		52%	
Pressure to perform well on the state standardized tests	10%	28%	31%	
Neighborhood crime/safety	21%	17%		62
Lack of teacher planning time built into the school day	24%	17%	21%	
Lack of support from parents and guardians		48%		28
Lack of support for teaching special education students (i.e., students with IEPs)	11%	43%		21%
Lack of support for teaching English Learners	21%		52%	
Lack of school resources to provide the extra help for students who need it	14%	24%	34%	6
Lack of high-quality professional development opportunities for teachers	24%		45%	
Lack of computers or other technological resources	38%	6	31%	
Lack of adequate funding	17%	34	%	
Inadequate textbooks, materials, or other non-technological instructional resources	17%	31%		4
Frequent changes in District/Charter leadership	10% 10%		59%	
Frequent changes in District/Charter initiatives	21%		48%	
	Not			A modera

A slight challenge challenge

challenge

A moderate A great challenge

21%

28%

52%

41%

21%

17%

14%

17%

25%

28%

28%

21%

28%

45%

31%

38%

2%

Additional Key Question Results: Academic Achievement (continued)

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

Wide range of student abilities in class	28%	3	33%	30)%
Teacher turnover	44%		26%	16%	14%
Student behavior	28%	40%		22%	10%
Student absenteeism (cutting class)	25%	35%	2	24%	15%
Shortage of highly-qualified teachers	50%		25%		5 11%
Principal turnover	74%		11%		
Lack of teacher planning time built into the school day	28%	26%	25%		22%
Lack of computers or other technological resources	5	58%	26		13%
Insufficient class time to cover all of the curriculum	26%	33%	2	27%	14%
Inadequate textbooks, materials, or other non-technological instructional resources	41%		30%	19%	
Frequent changes in school priorities	39%	2	27%		11%
	Not a challen	ge A slight challenge	A moderate challenge	A great challe	at nge

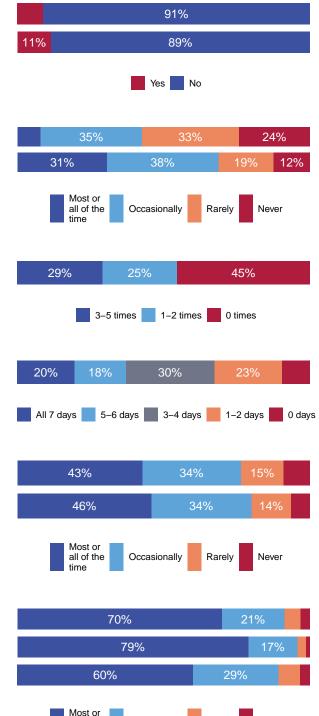
Teacher survey: To what extent do you consider each of the following factors a challenge to student learning in your school?



Additional Key Question Results: Safety and Wellbeing

Parent and Guardian survey: In the past 12 months...

were you ever hungry but didn't eat because there wasn't enough money for food? did you ever eat less than you felt you should because there wasn't enough money for food?



all of the

time

Occasionally

Rarely

Never

Student survey: How often are these things true?

The food tastes good.

The cafeteria space or lunchroom feels welcoming.

Student survey: School lunches

About how many times a week do you eat school lunches?

Student survey: During the past 7 days...

On how many days were you physically active for a total of at least 60 minutes?

Student survey: How often are these things true?

I feel safe in the neighborhood surrounding my school.

I feel safe going to and from school.

Parent and Guardian survey: How often do the following happen?

My child feels safe going to and from school.

My child feels safe at school.

My child's school is clean.

Additional Key Question Results: Recruitment and Retention

Principal survey: During this school year (including the summer), how many times did you:

Receive formal coaching or mentoring (from an internal/external coach, mentor or supervisor)?

Participate in Tier 1 leadership meetings to review school- or grade-level data to improve Tier 1 instruction and climate?

Participate in an informal or formal support network (e.g., PLC, Affinity Group)

Collaborate with other principals

41% 33% 11% 15% 48% 31% 14% 59% 38% 1 29% 39% 21% 11%

Often Sometimes Rarely

Never

Principal survey: To what extent do you feel respected by:

The School Board

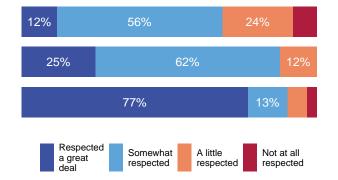
District/Charter Operator administrators

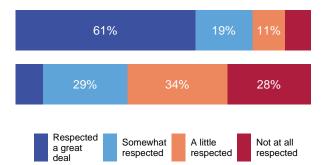
Assistant Superintendents

Teacher survey: To what extent do you feel respected by:

Your principal

District/Charter administrators





Additional Key Question Results: Attendance

Principal survey: How much have the following factors contributed to student absenteeism in your school this year?

Transportation challenges	10%	31%		34%	24%
Students' work schedules	28%		34%	2	1% 17%
Safety concerns on the way to or around the school	17%	38%		34	4% 10%
Safety concerns inside the school		55%		;	38%
Physical illness	21%		48%		31%
Mental health challenges	29% 68%				
Lack of trust in the District	54%		21%	21%	
Lack of positive relationships with school peers and staff	41%			41%	17%
Lack of instruction at the right level (classes being too easy or too hard for students)	41%		45%		
Lack of engaging and relevant classroom instruction	31%		55%		
Housing instability	10%		76%		10%
Family emergencies	38%		41%		17%
Caretaking responsibilities		38%		31%	24%
		Not at all	A little	Somewhat	A great deal



Additional Key Question Results: Goals and Guardrails

To what extent are you aware of SDP's Goals and Guardrails?

