



The U 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>.

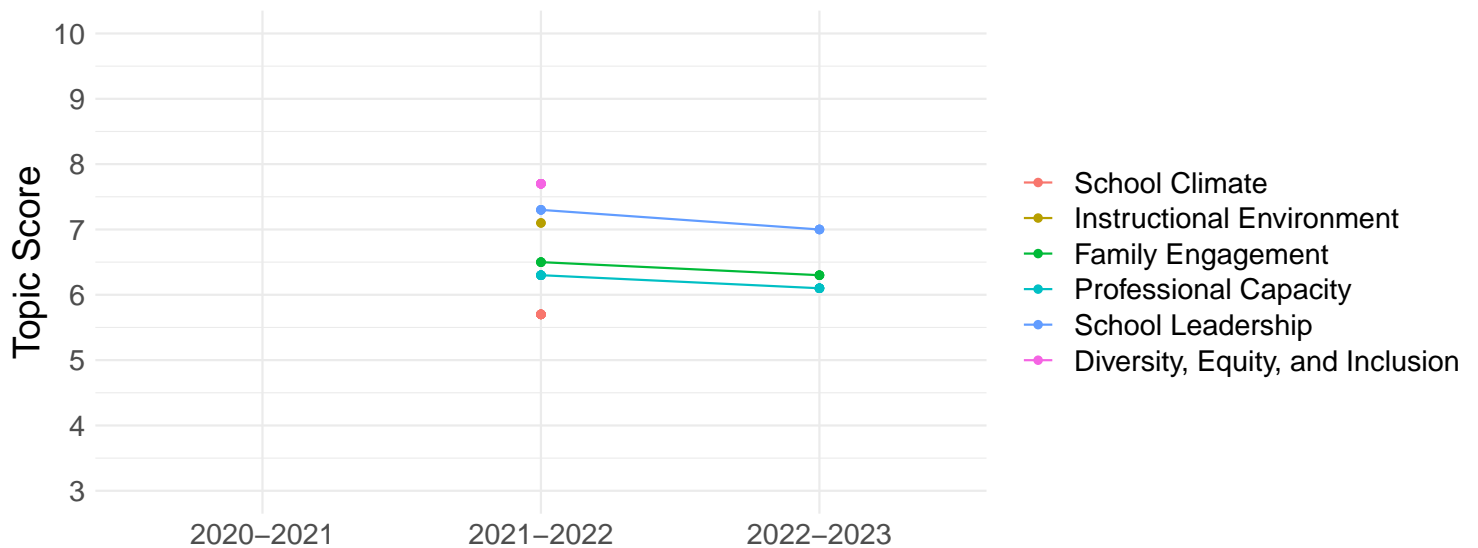
Survey Participation

Student	Teacher	Parent/Guardian	Support Staff
10%	32%	12%	15%
-33 points (YOY)	-43 points (YOY)	+1 points (YOY)	+15 points (YOY)
Number of Responses: 19 out of 196	Number of Responses: 6 out of 19	Number of Responses: 22 out of 187	Number of Responses: 2 out of 13

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.

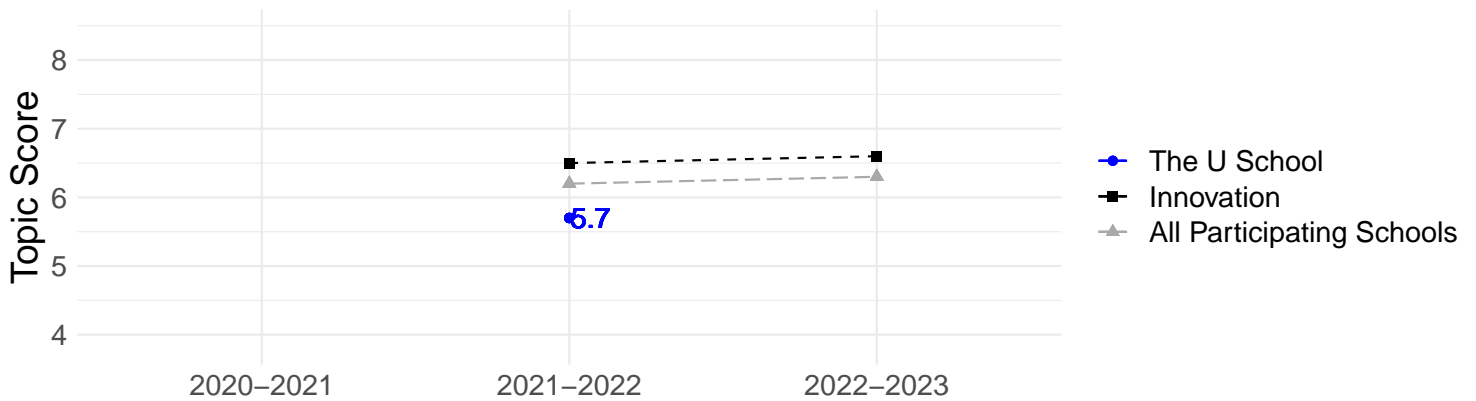
Topic Trends Over Time

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.



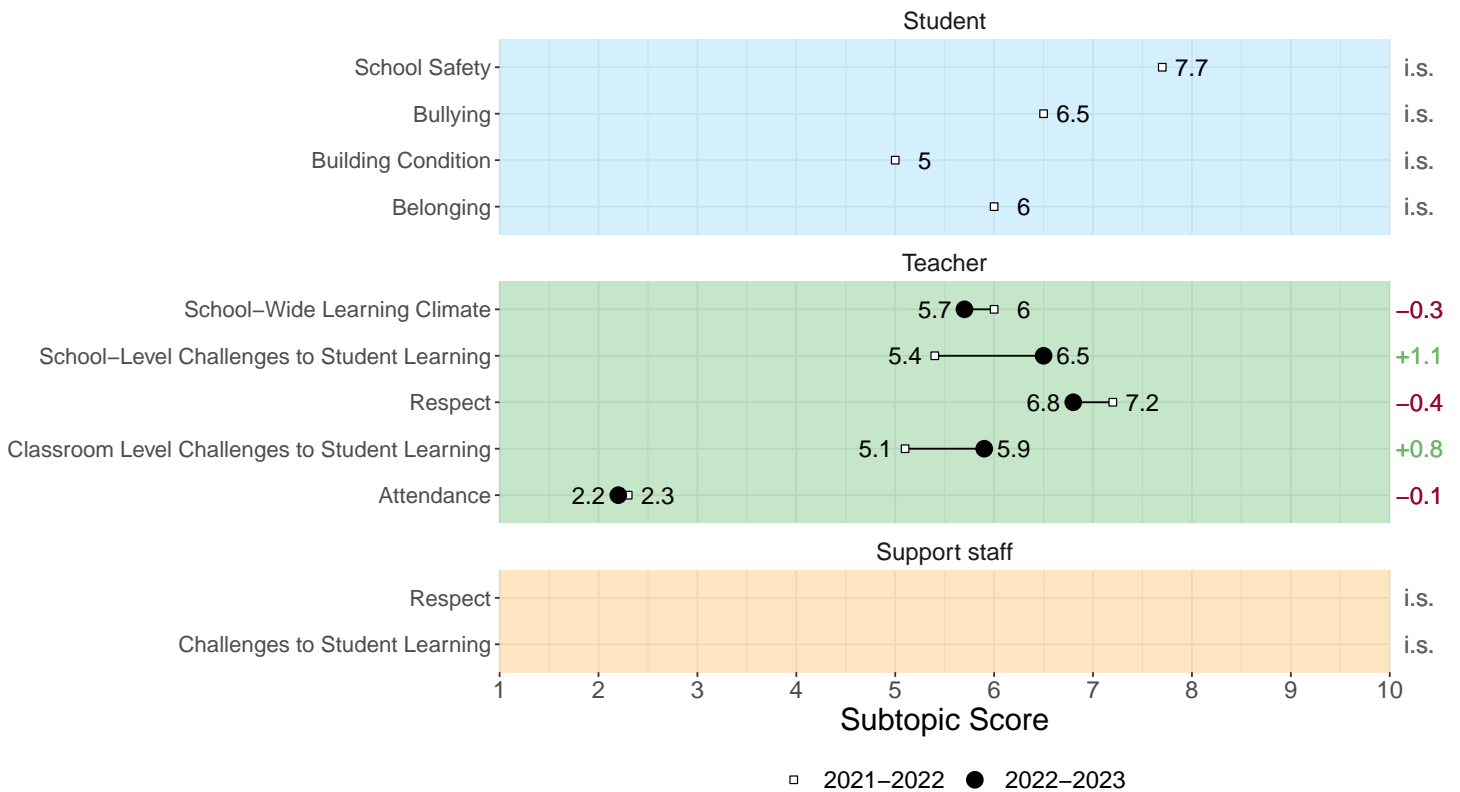
School Climate: Scores

Topic Score Trends Compared to Network and All Participating Schools



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).

Subtopic Scores by Survey Group



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.

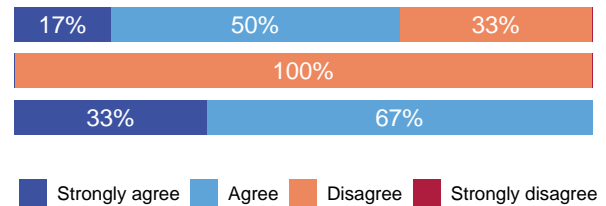
Insufficient Data

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.



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)

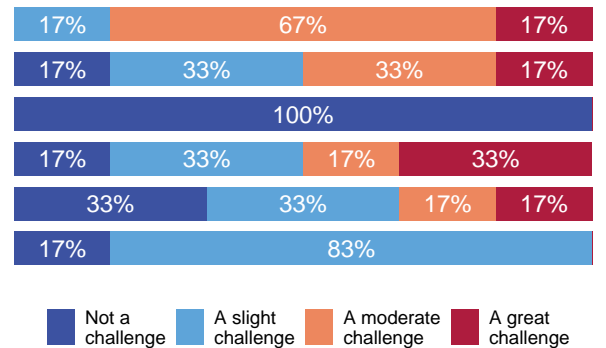
Shortage of other support staff (e.g., nurses, counselors, and security)

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

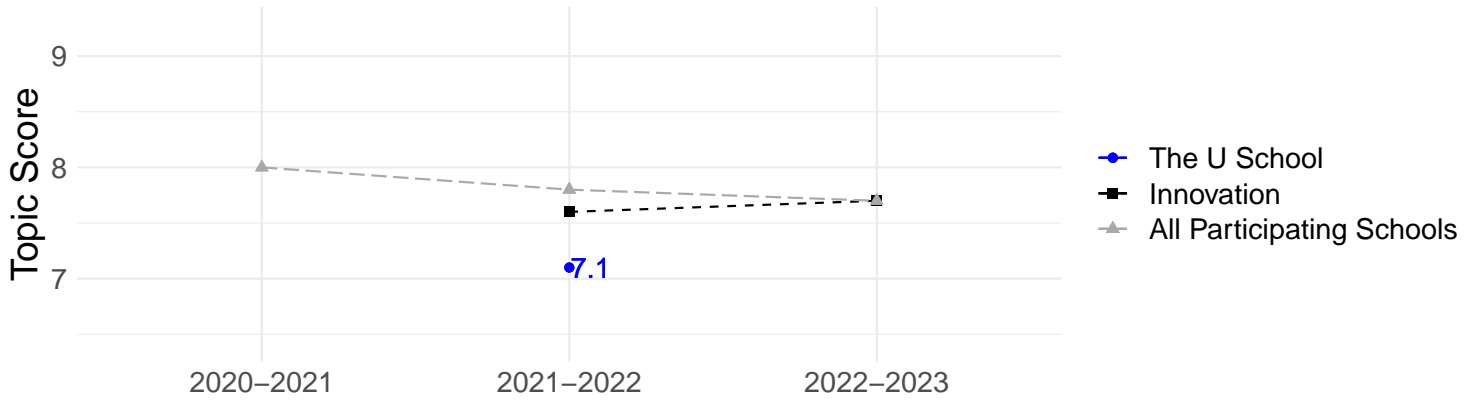
Student absenteeism

School crime/safety

Insufficient Data

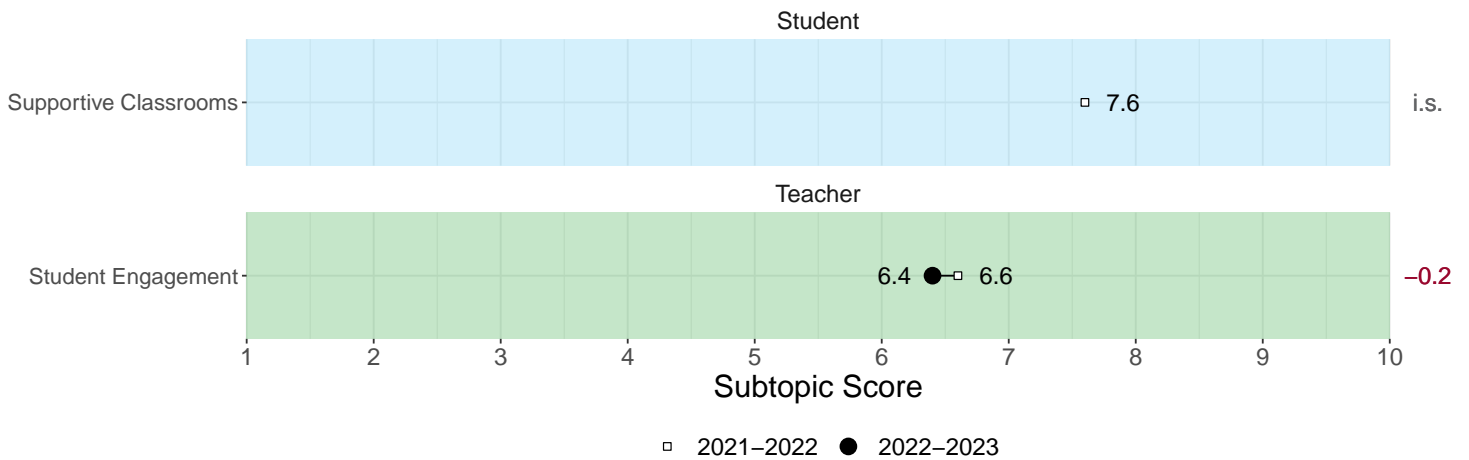
Instructional Environment: Scores

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.

Subtopic Scores by Survey Group



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.

Insufficient Data

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.



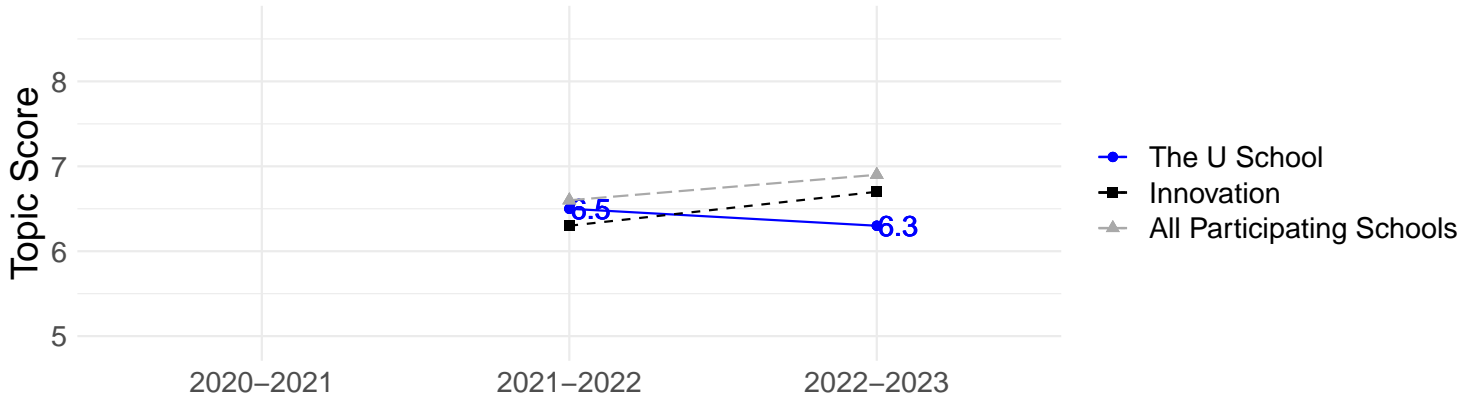
I call on all of my students, even if they don't volunteer to answer questions.



■ Most or all of the time
 ■ Occasionally
 ■ Rarely
 ■ Never

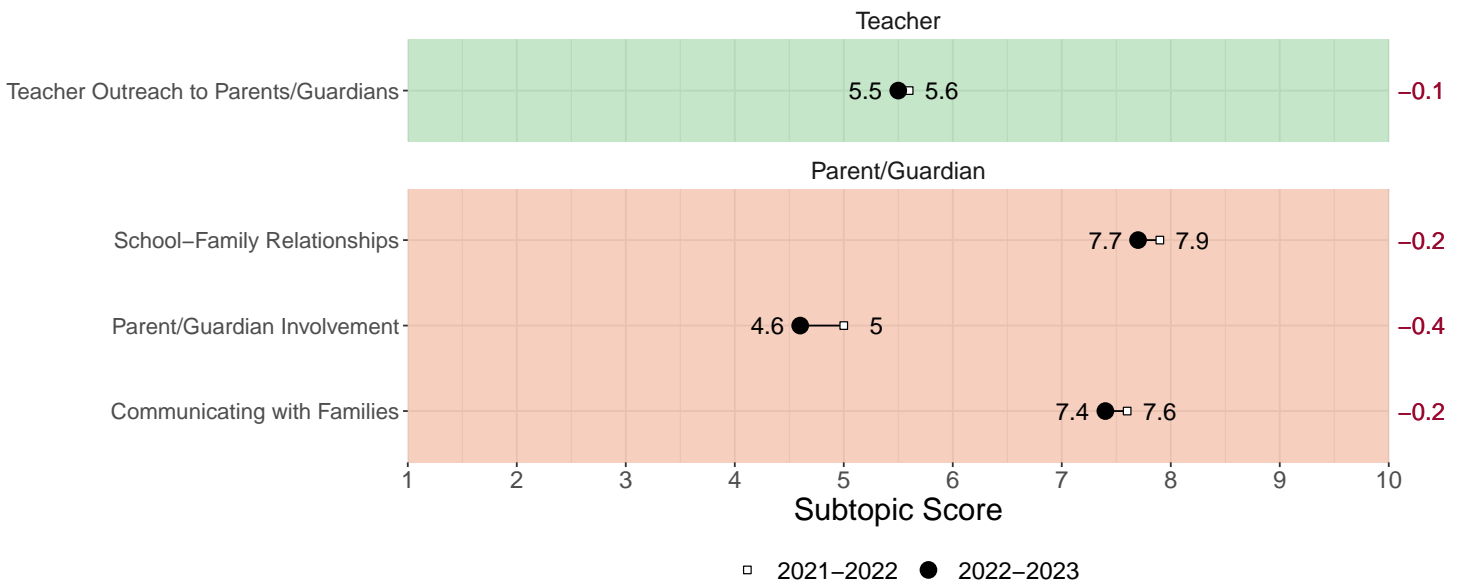
Family Engagement: Scores

Topic Score Trends Compared to Network and All Participating Schools



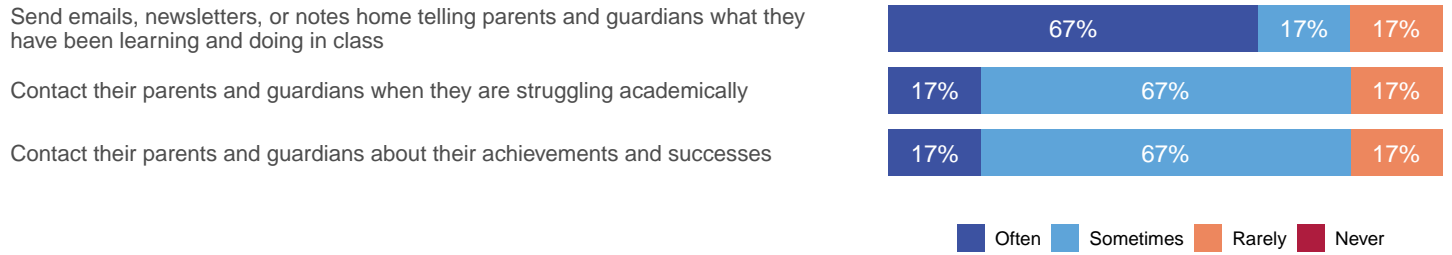
The Family Engagement topic score is the average of subtopic scores from the Teacher and Parent/Guardian surveys. All subtopic scores for these groups must be available to display the overall topic score. Note that Family Engagement topic scores are not available in 2020-21 because the Teacher Outreach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

Subtopic Scores by Survey Group

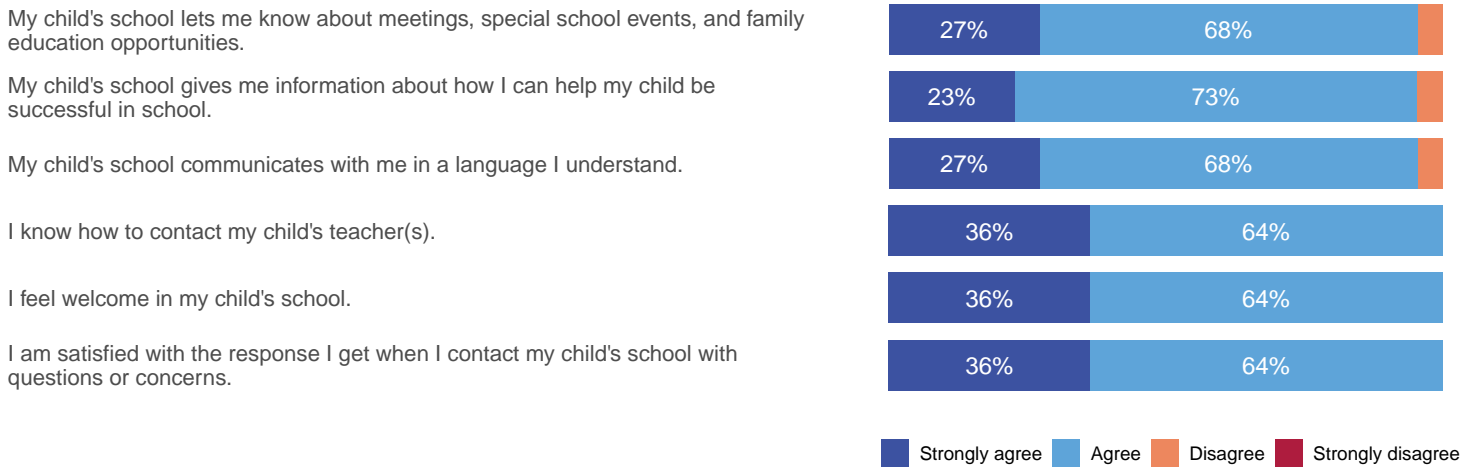


Family Engagement: Key Questions

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

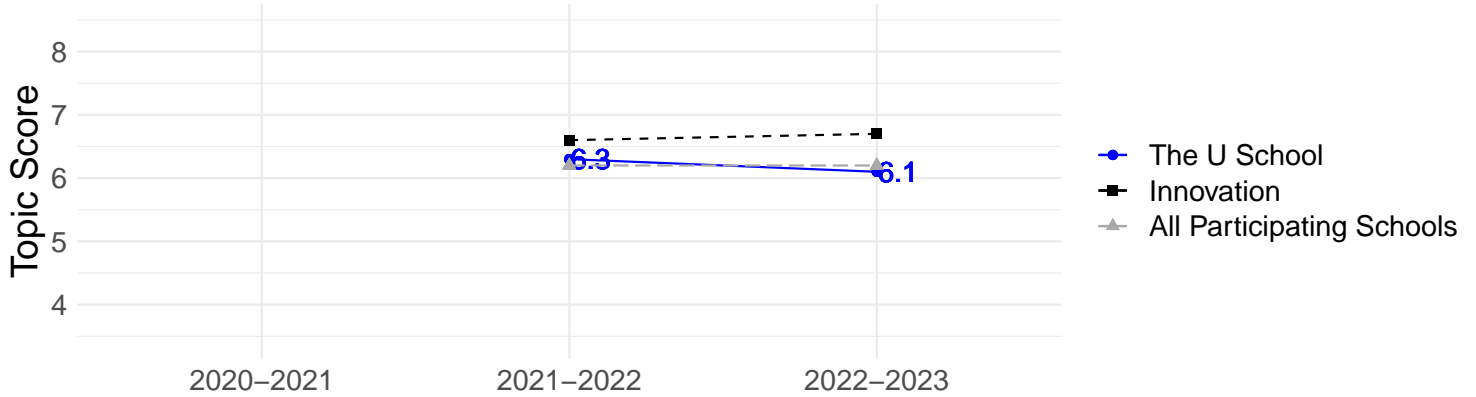


Parent and Guardian survey: How much do you agree with the following?



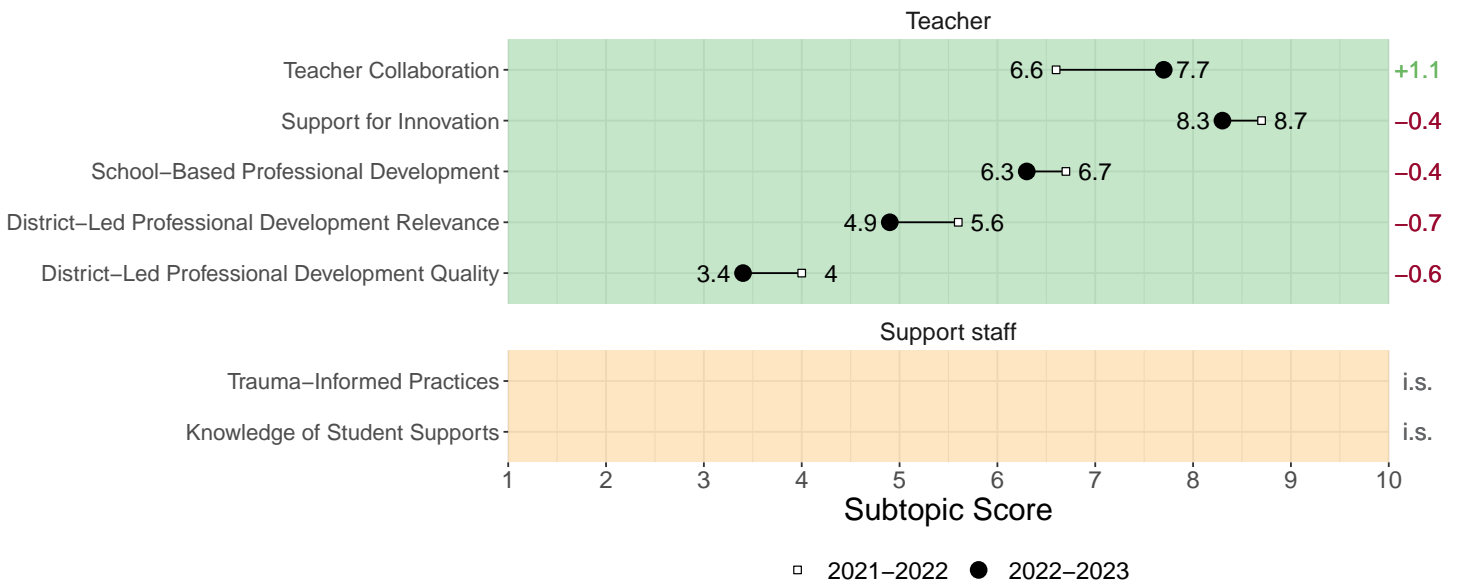
Professional Capacity: Scores

Topic Score Trends Compared to Network and All Participating Schools



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.

Subtopic Scores by Survey Group



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.



Strongly agree Agree Disagree Strongly disagree

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.



Strongly agree Agree Disagree Strongly disagree

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.



Strongly agree Agree Disagree Strongly disagree

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



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

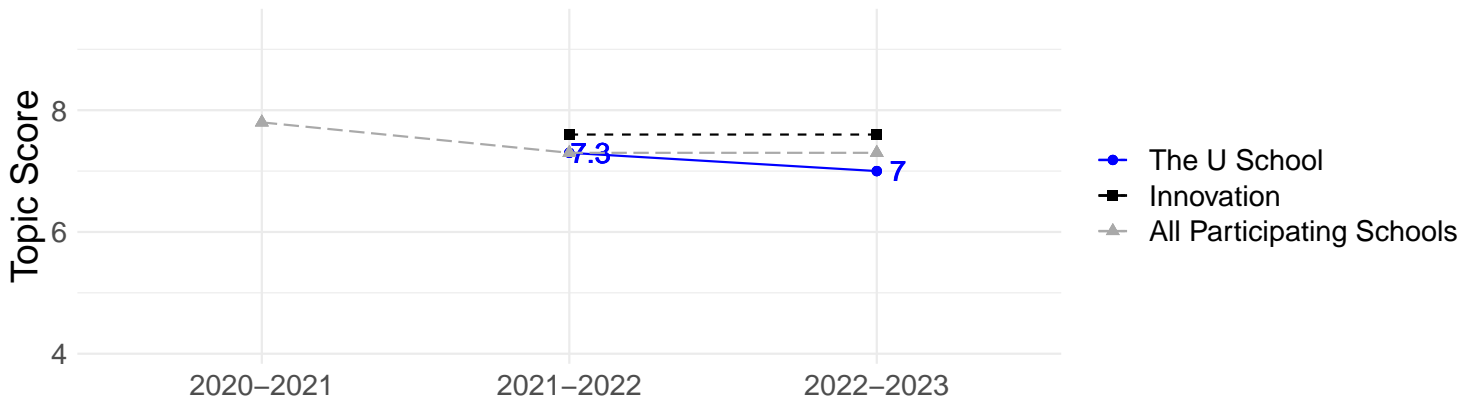
Match students to the appropriate internal (school-based) resources/supports

Insufficient Data

Match students to the appropriate external resources/supports

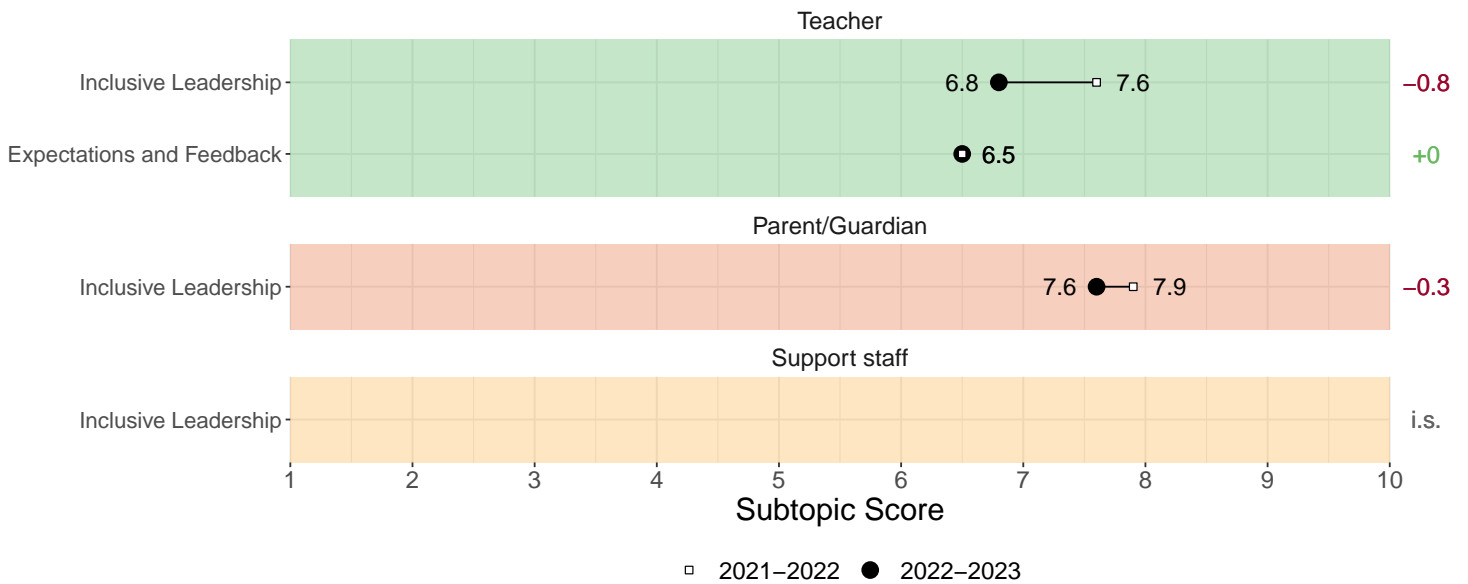
School Leadership: Scores

Topic Score Trends Compared to Network and All Participating Schools



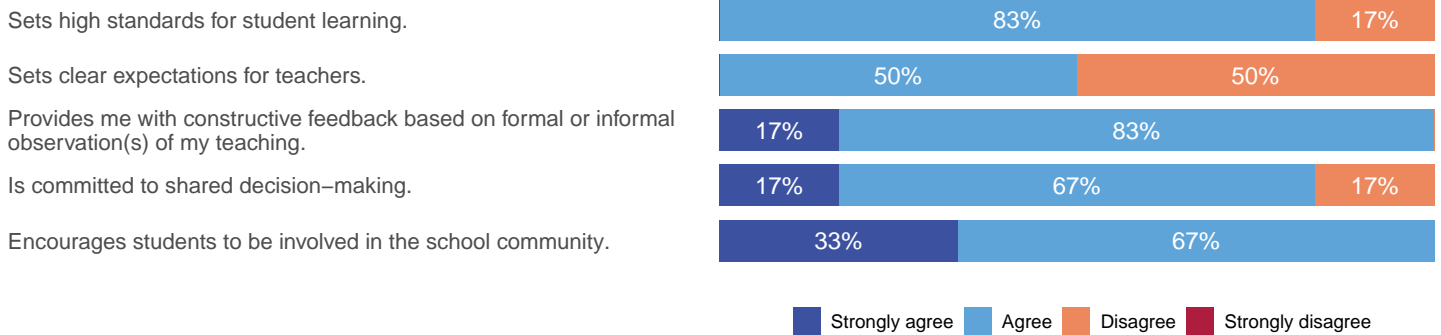
The School Leadership topic score is the average of subtopic scores from the Teacher and Parent/Guardian surveys. All subtopic scores for these groups must be available to display the overall topic score.

Subtopic Scores by Survey Group



School Leadership: Key Questions

Teacher survey: My principal/school leader:



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



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

works to create a sense of community in this school.

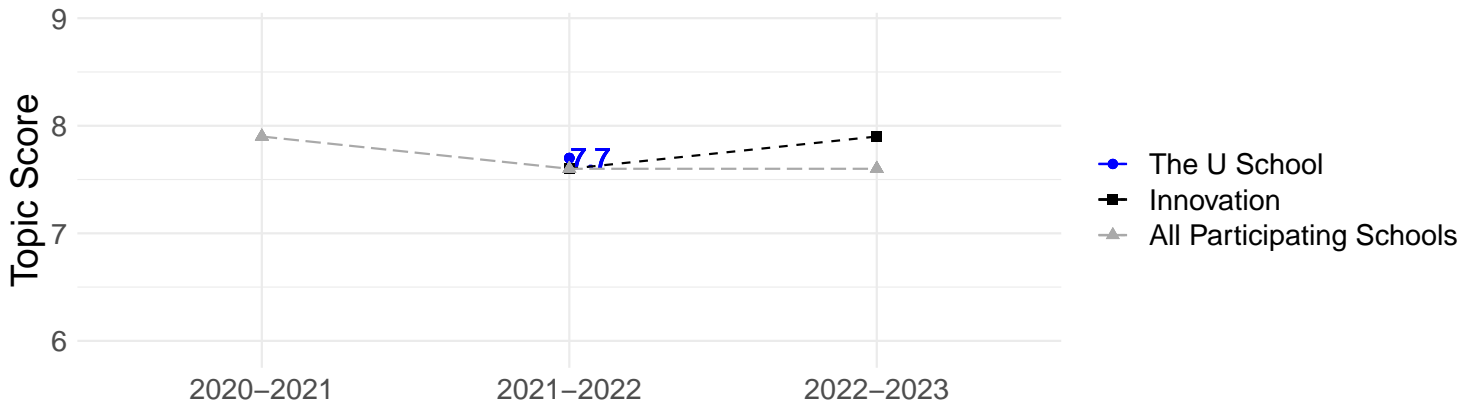
promotes parent/guardian involvement in the school.

creates buy-in among faculty and staff.

Insufficient Data

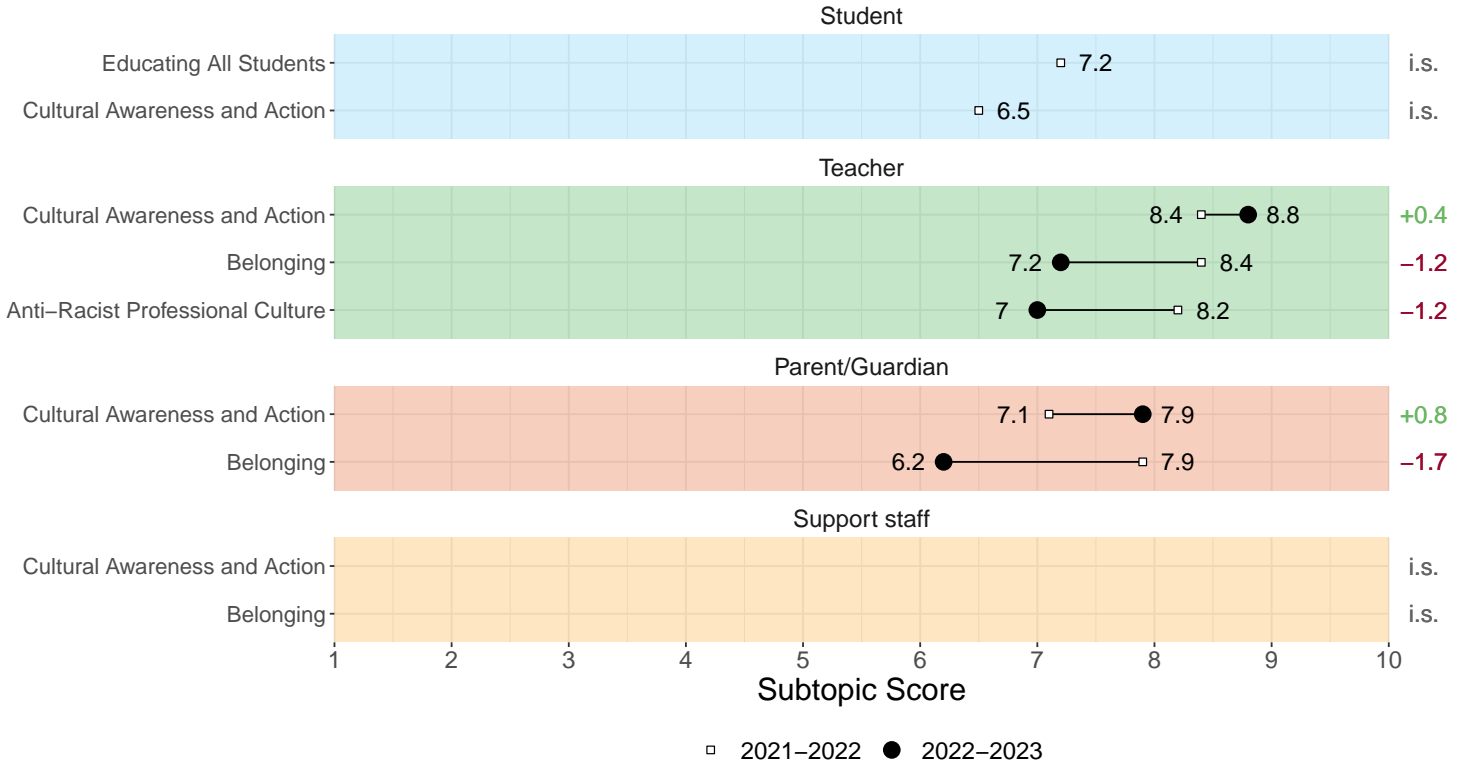
Diversity, Equity, and Inclusion: Scores

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.

Subtopic Scores by Survey Group



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.

Insufficient Data

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.



Strongly agree Agree Disagree Strongly disagree

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.



Most or all of the time Occasionally Rarely Never

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.

Insufficient Data

I feel connected to other adults at my school.

Technical Notes

tinyurl.com/PSESnotes



Feedback Form

tinyurl.com/PSESfeedbacksurvey

