Deep Roots Charter School

Level: Elementary School • ULCS Code: 3438

2023-24 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.
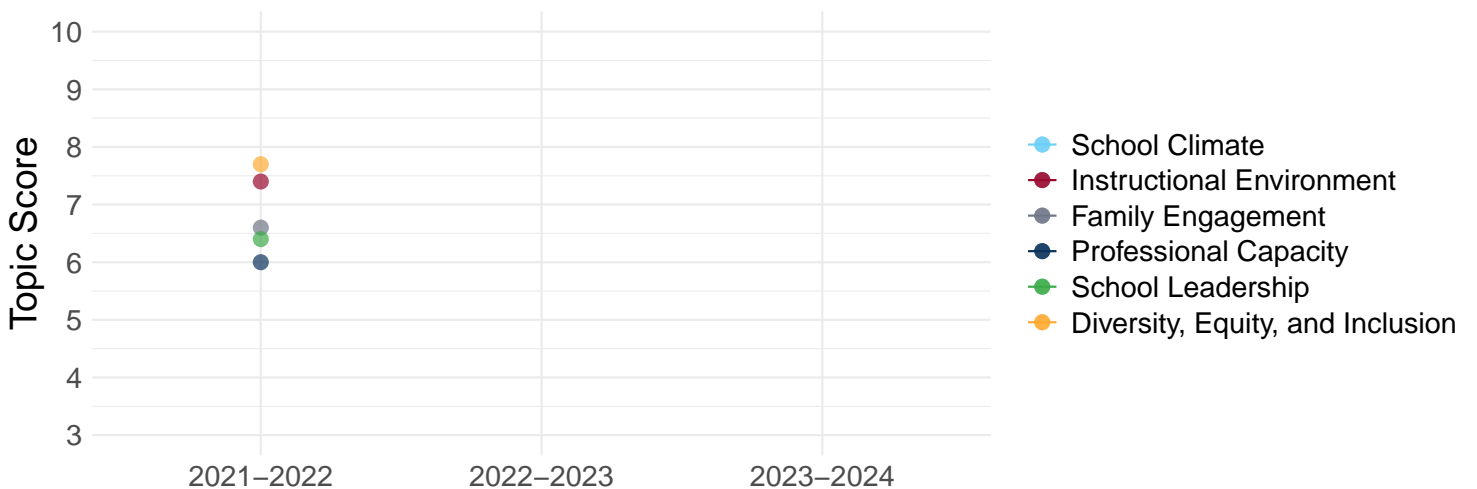
Survey Participation

Student	Teacher	Parent/Guardian	Support Staff
NA	**24%**	**1%**	**14%**
	-11 %points (YOY)	+0 %points (YOY)	
Number of Responses: NA out of NA	Number of Responses: 5 out of 21	Number of Responses: 2 out of 239	Number of Responses: 2 out of 14

Only students in grades 3-12 participate in the survey. Charter schools were not eligible for the support staff survey in 2022-23. 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. Schools not serving grades 6 or above do not receive Climate or DEI scores, since these topics include questions only shown to students grades 6 and above.
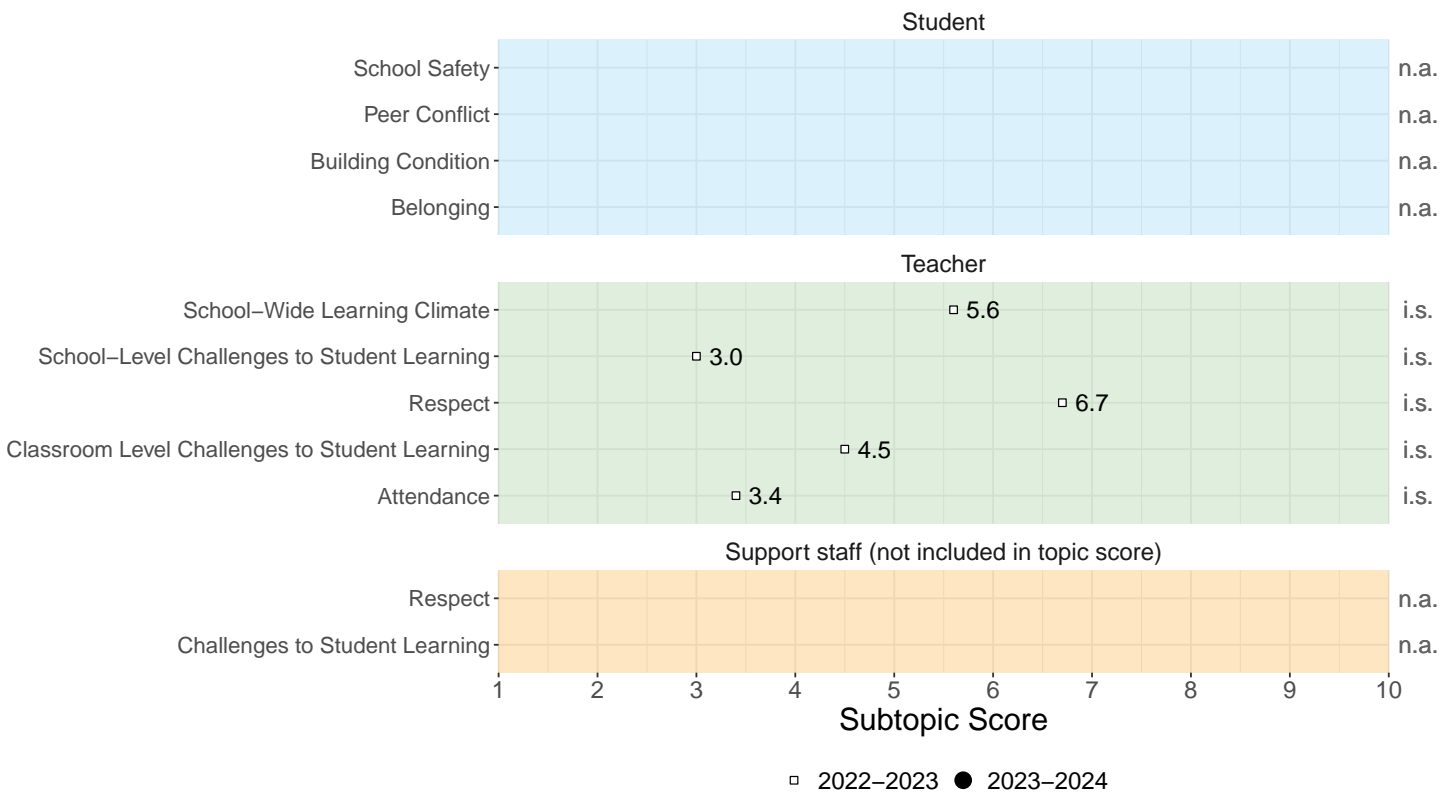
School Climate: Scores

Topic Score Trends Compared to Network and All Participating Schools
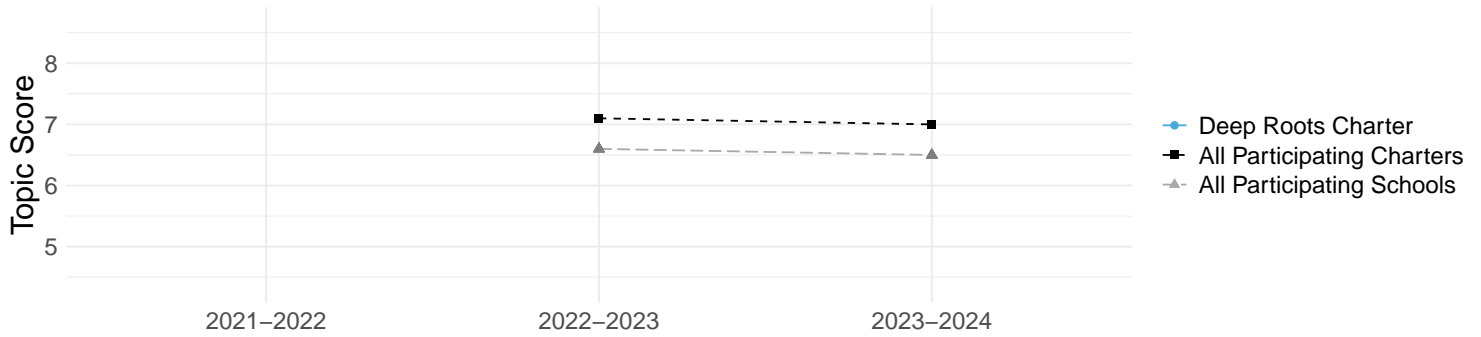
The School Climate topic score is the average of subtopic scores from the Student and Teacher surveys. Sufficient responses must be available from these respondent groups to generate and display topic scores.

Subtopic Scores by Survey Group

School Climate: Key Questions

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

Teacher morale is high at my school.

Teachers at my school have high expectations for students.

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

Insufficient Data

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

Insufficient Data

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
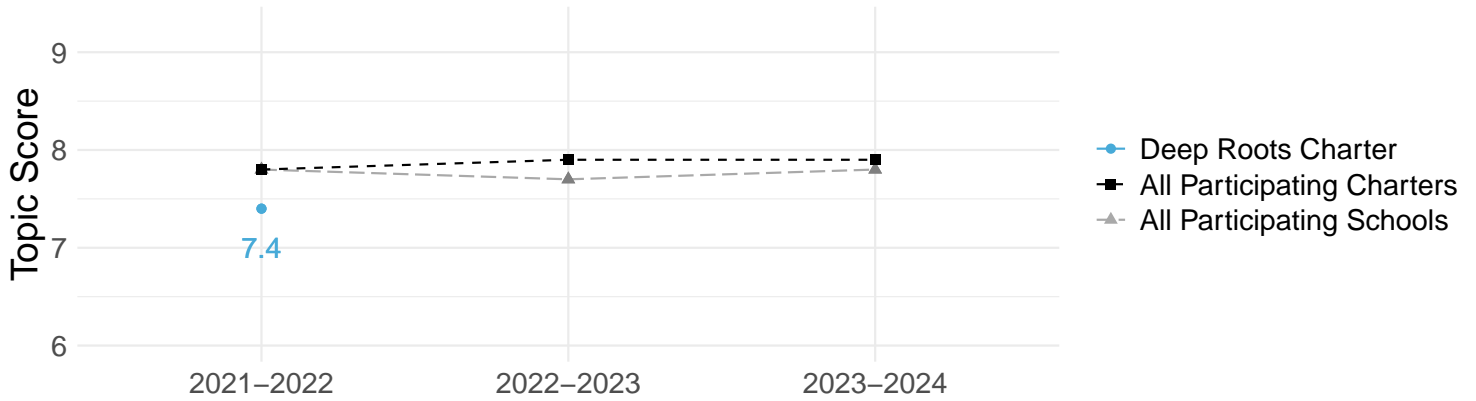
Student absenteeism

Student mental health issues
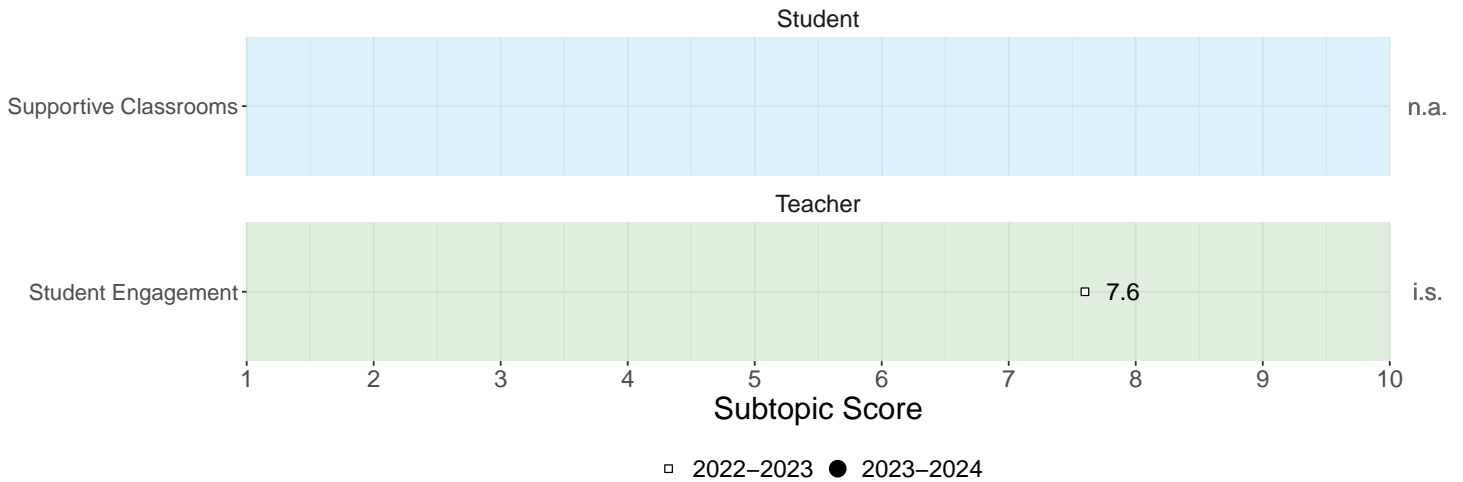
School crime/safety

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. Sufficient responses must be available from these respondent groups to generate and display topic scores.

Subtopic Scores by Survey Group

Instructional Environment: Key Questions

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

My students influence decisions regarding learning activities.

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.
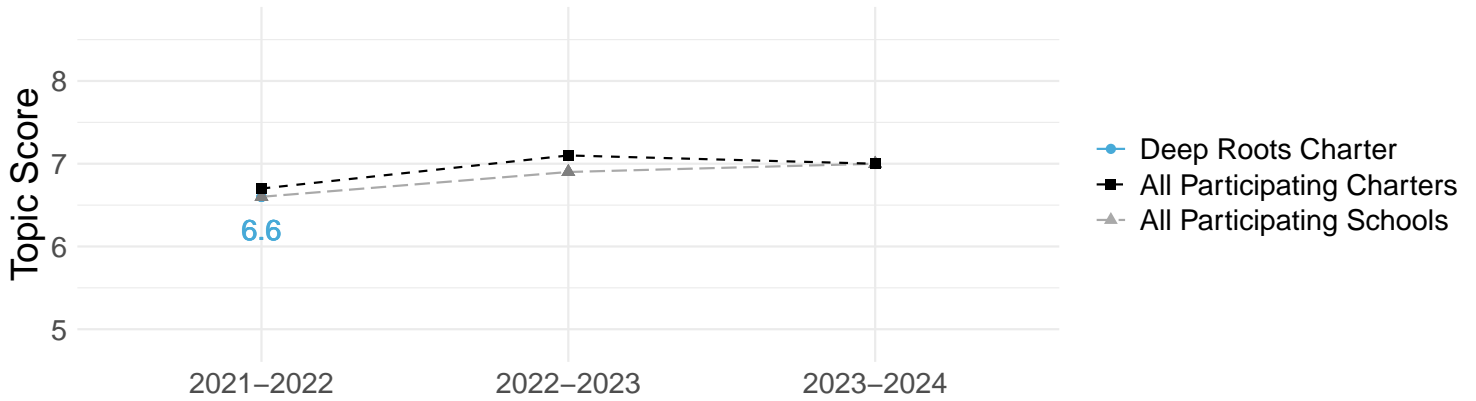
My students ask me questions when they need help.

My students complete their assigned work.

My students reflect back on what they have learned.

Insufficient Data

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. Sufficient responses must be available from these respondent groups to generate and display topic scores.

Subtopic Scores by Survey Group
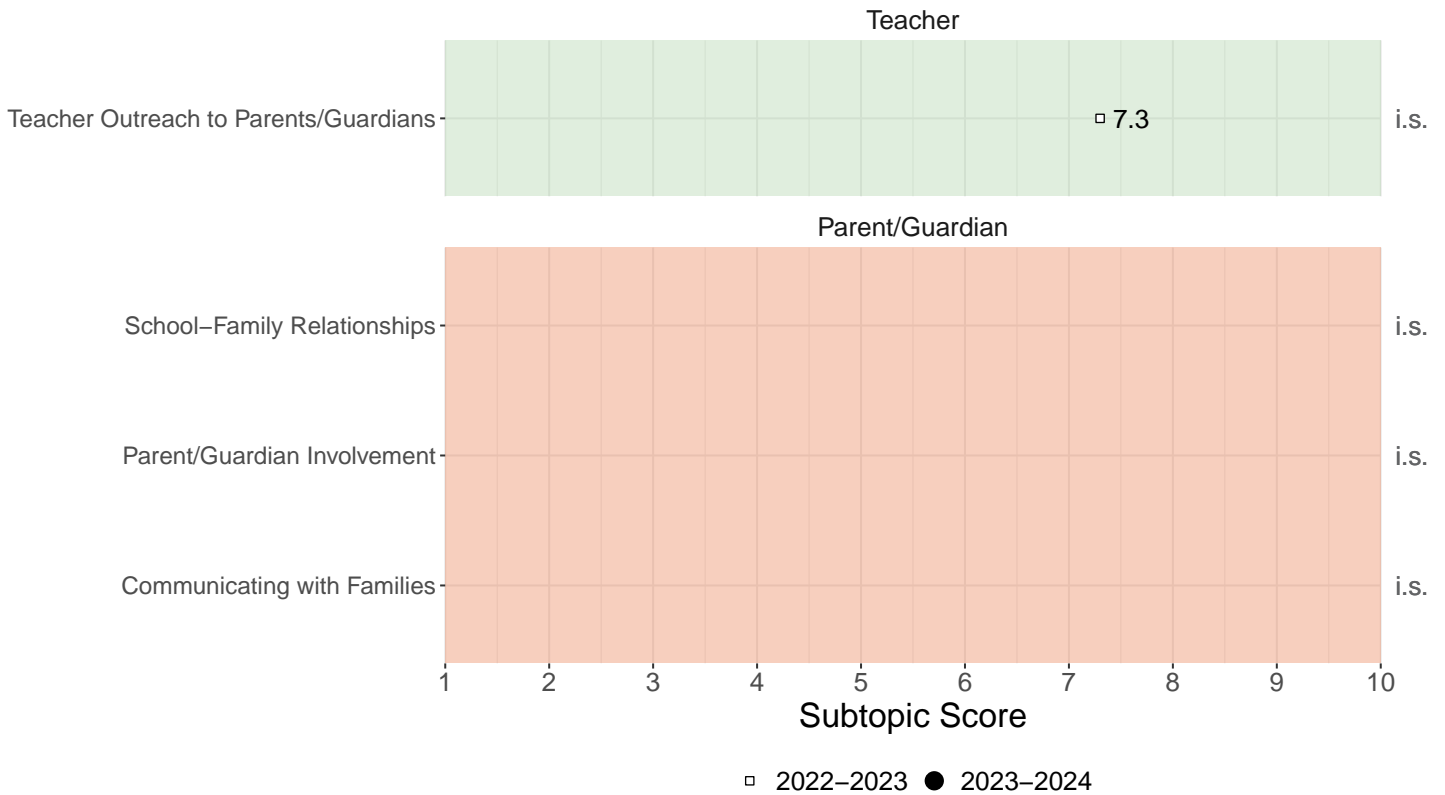
Family Engagement: Key Questions

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

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

Contact their parents and guardians about their achievements and successes

Contact their parents and guardians when they are struggling academically

Suggest activities that their parents and guardians can do to complement activities in the classroom

Insufficient Data

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

School activities are scheduled at times that I can attend.

I feel welcome in my child's school.

My child's school communicates with me in a manner that is clear and timely.

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

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

My child's school lets me know about meetings, special school events, and family education opportunities.
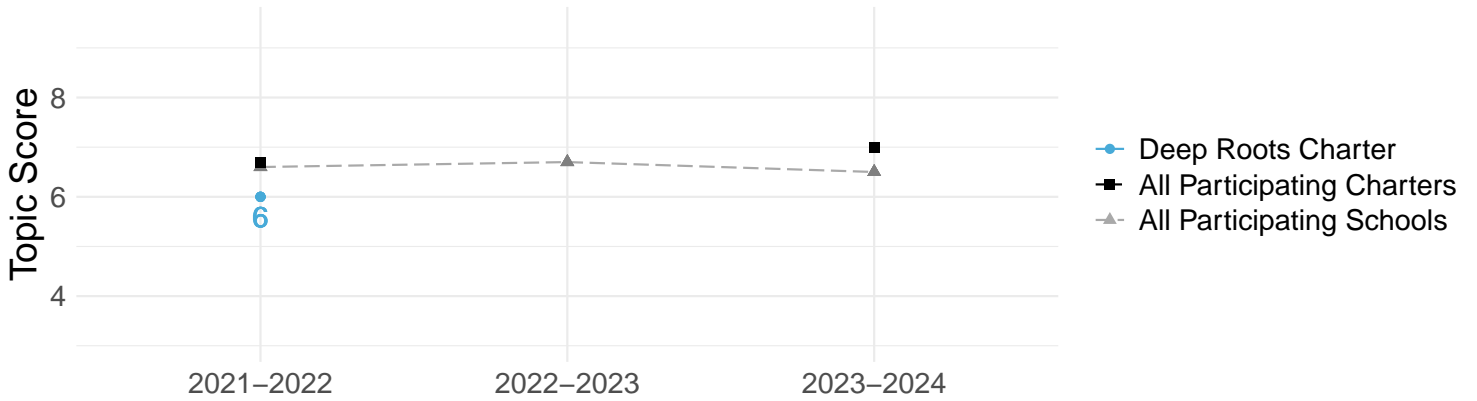
I know how to contact my child's teacher(s).

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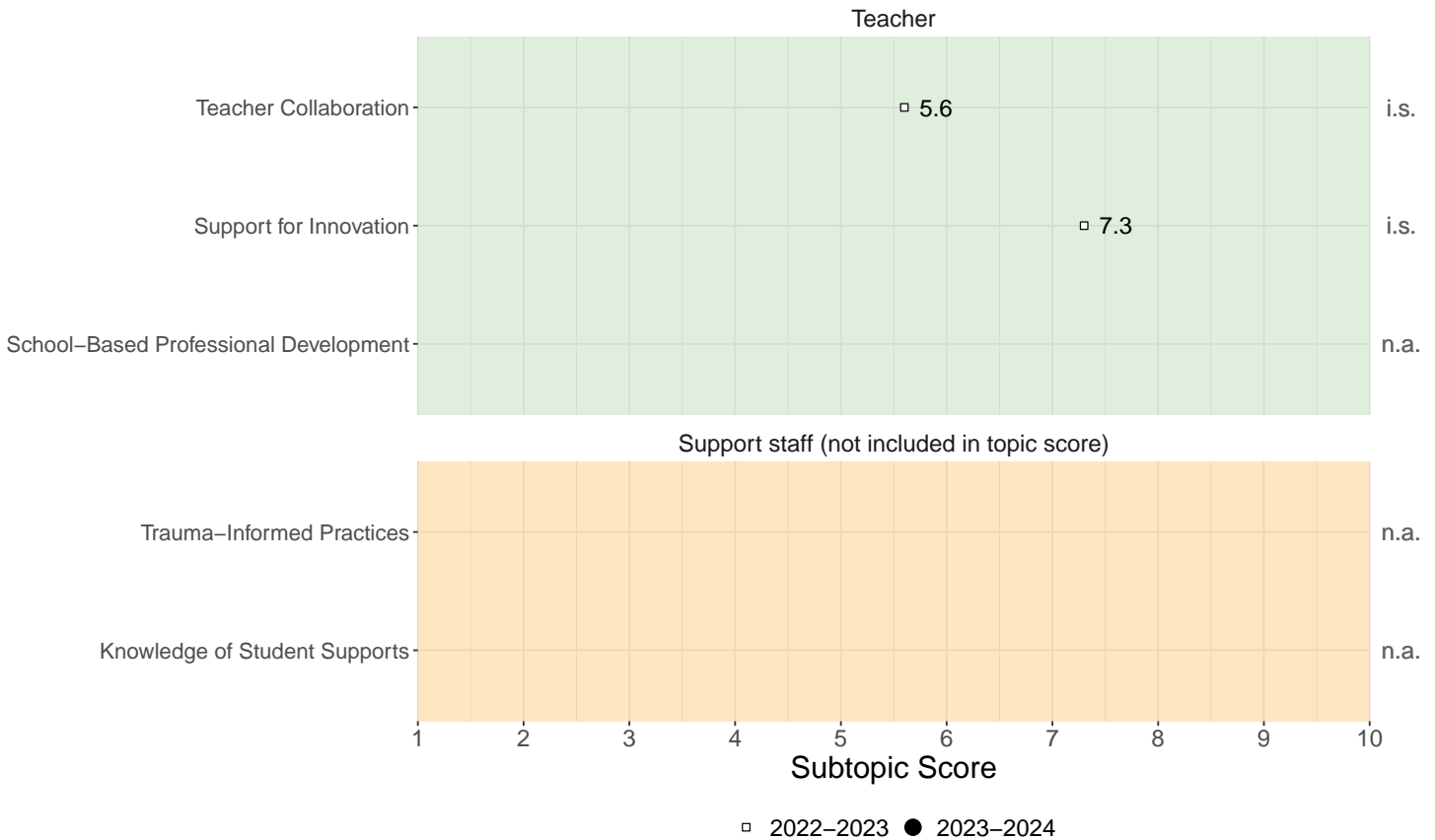
Insufficient Data

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. Sufficient responses must be available from these respondent groups to generate and display topic scores.

Subtopic Scores by Survey Group

Professional Capacity: Key Questions

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

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

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

Insufficient Data

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

Effective instructional strategies

The individual learning needs of students

Coordination of instruction within grade levels

Insufficient Data

Coordination of instruction across grade levels

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

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

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

Insufficient Data

In my school, teachers meet during the school day for school professional development (in addition to district–designated PD days).

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

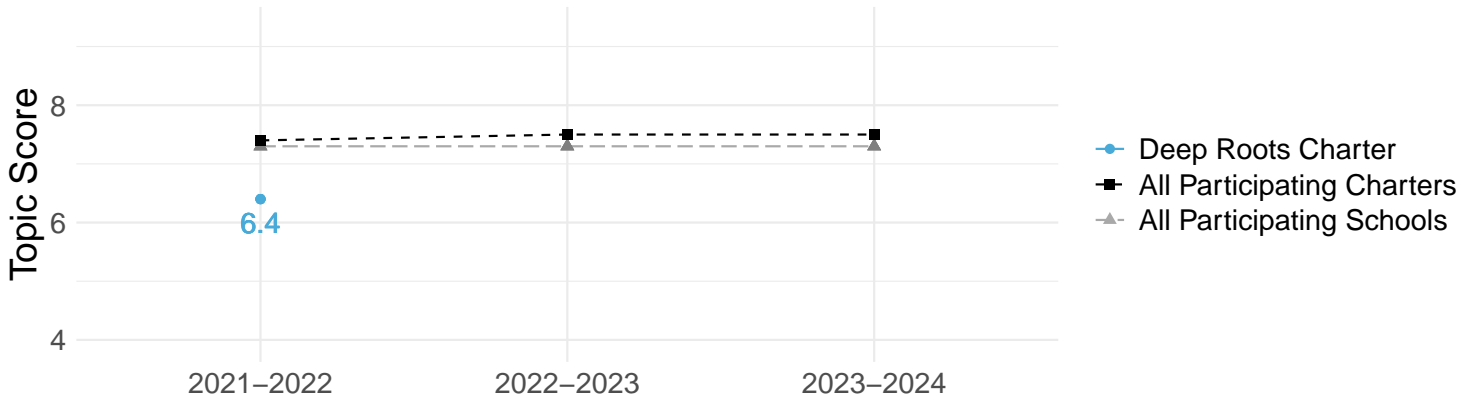Interact with students in a way that does not trigger prior trauma

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. Sufficient responses must be available from these respondent groups to generate and display topic scores.

Subtopic Scores by Survey Group
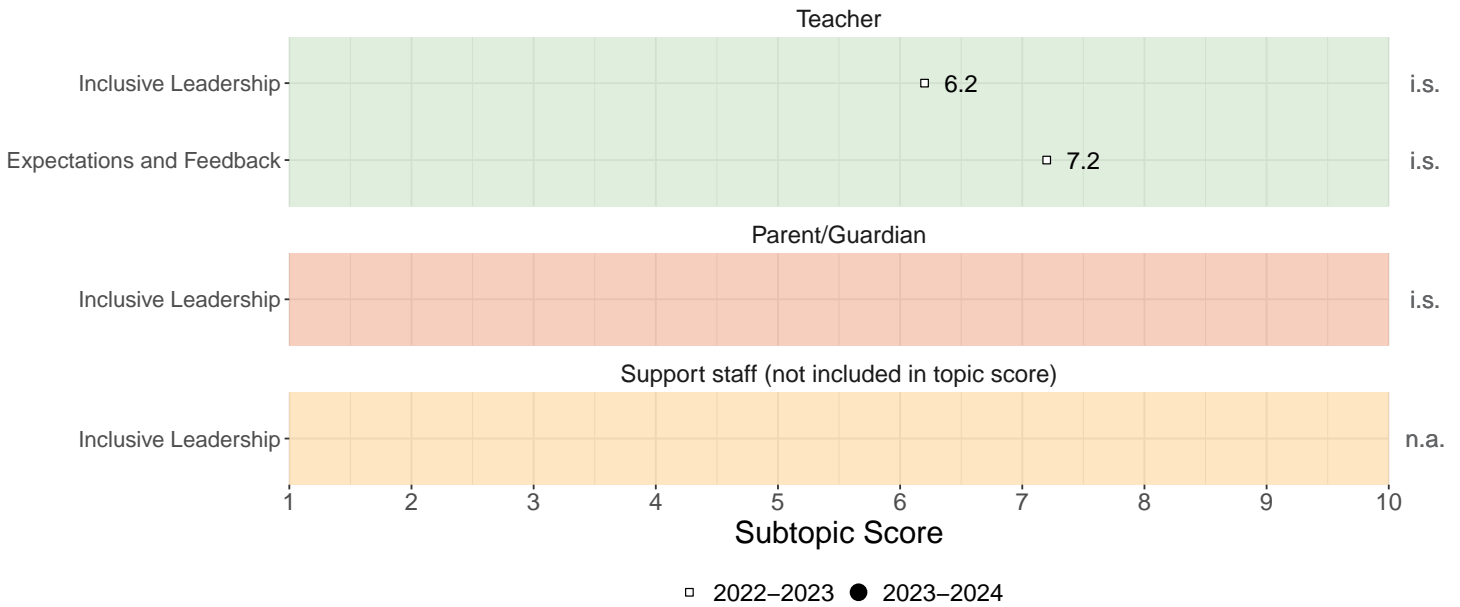
School Leadership: Key Questions

Teacher survey: My principal/school leader...

Sets high standards for student learning.

Is committed to shared decision–making.

Sets clear expectations for teachers.

Encourages students to be involved in the school community.

Provides me with constructive feedback based on formal or informal observation(s) of my teaching.

Insufficient Data

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

has a clear mission for the school.

works to create a sense of community in the school.

Insufficient Data

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

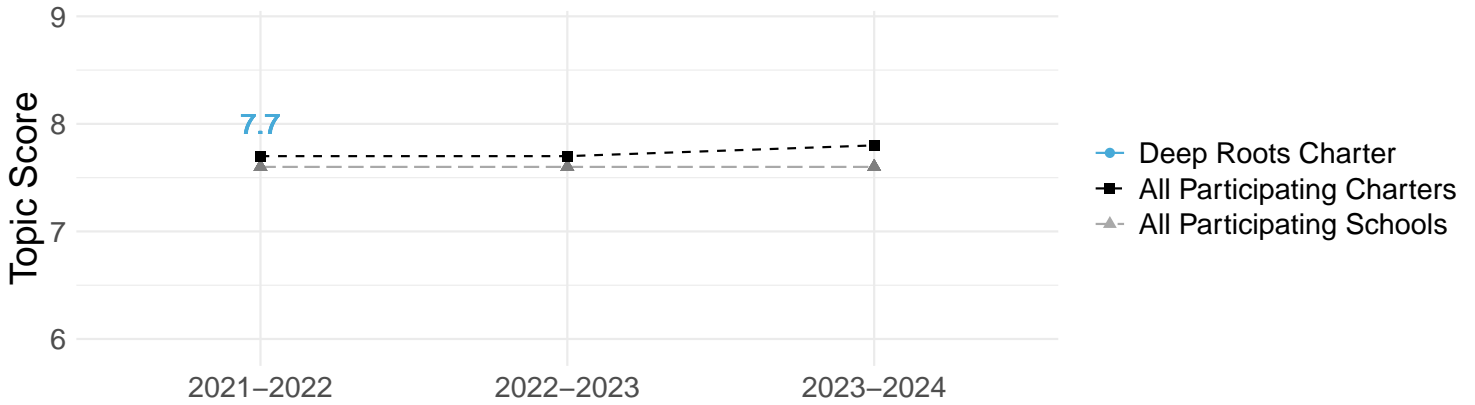works to create a sense of community in this school.

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. Sufficient responses must be available from these respondent groups to generate and display topic scores. Student survey questions in this topic are only for grades 6-12, which means student response data is unavailable for schools serving only grades K-5.

Subtopic Scores by Survey Group
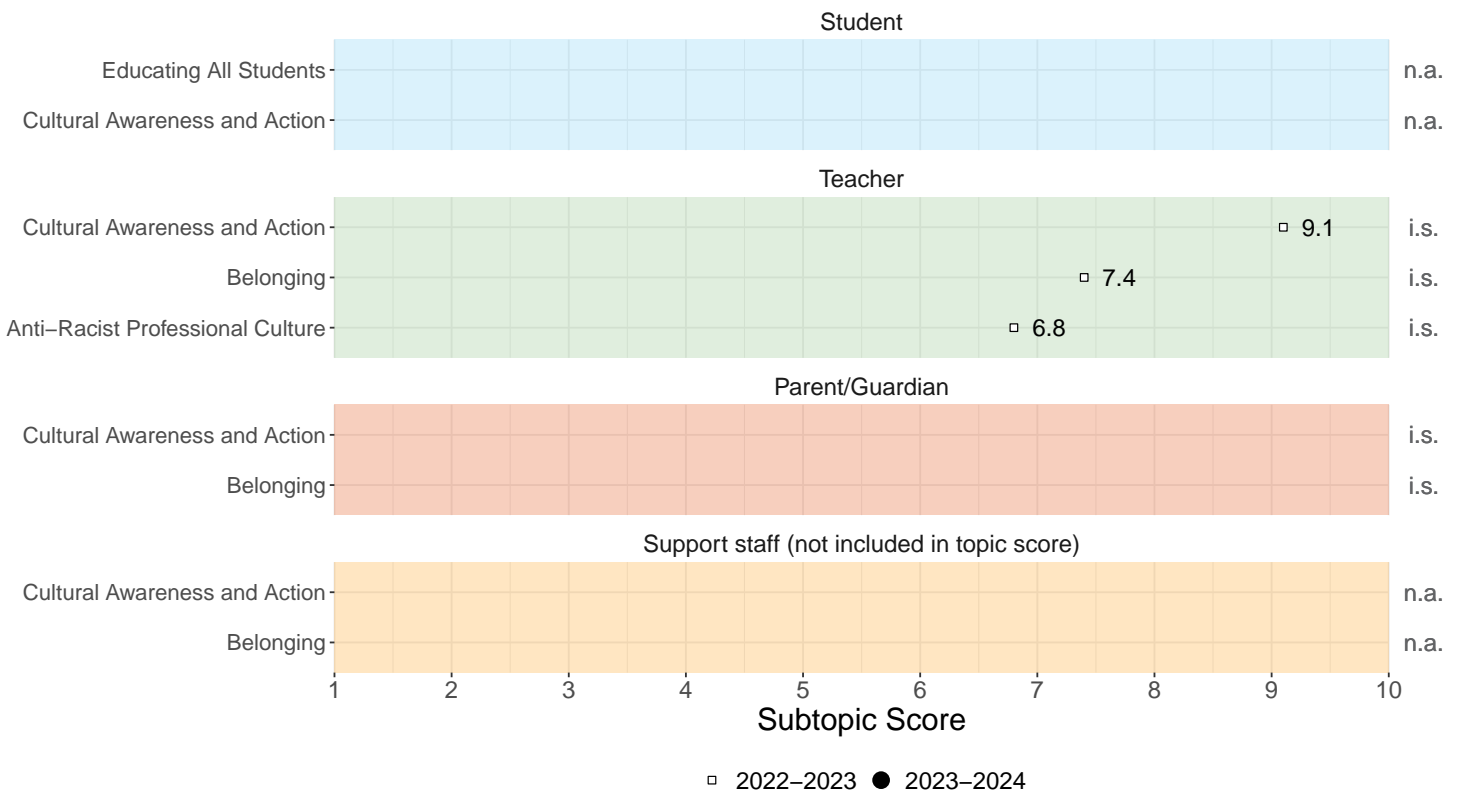
Diversity, Equity, and Inclusion: Key Questions

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.

Insufficient Data

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

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

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

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

Insufficient Data

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

I feel connected to other adults at my school.

I am comfortable discussing race–related topics with my colleagues.

Insufficient Data

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

Technical Notes

tinyurl.com/2024PSESnotes

Feedback Form

tinyurl.com/2024PSESfeedbacksurvey