Pennypack House School

Level: High School • ULCS Code: 8540

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.
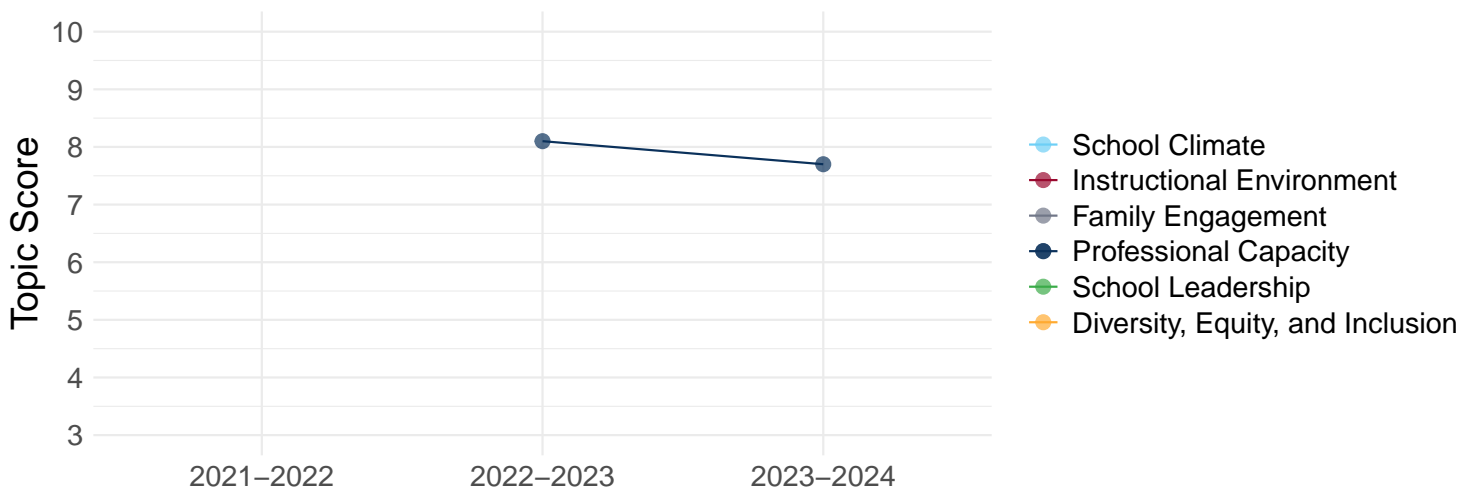
Survey Participation

Student	Teacher	Parent/Guardian	Support Staff
NA	**100%**	**NA**	**75%**
	+30 %points (YOY)		+8 %points (YOY)
Number of Responses: NA out of NA	Number of Responses: 12 out of 12	Number of Responses: NA out of NA	Number of Responses: 3 out of 4

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.
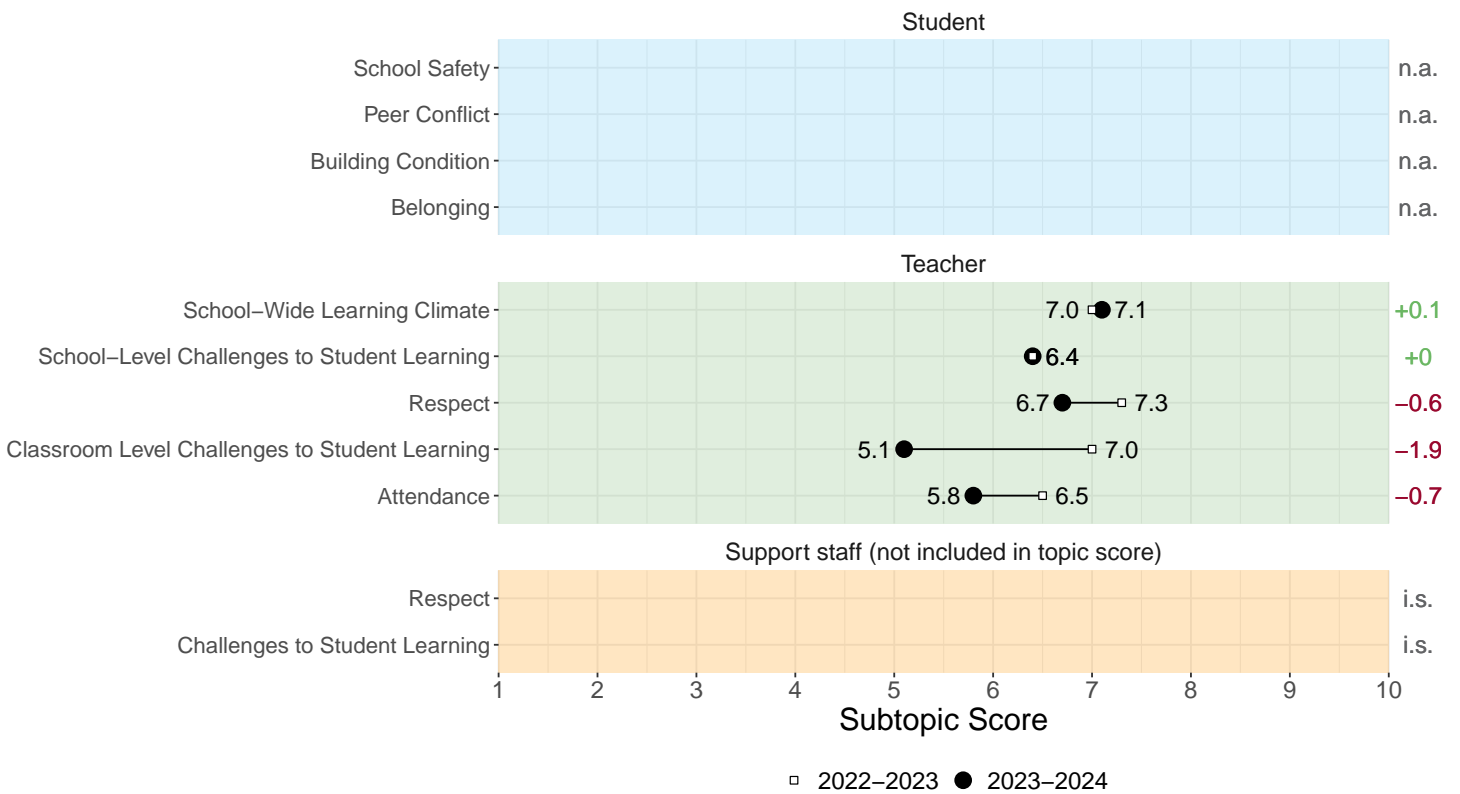
School Climate: Scores

Topic Score Trends Compared to Network and All Participating Schools
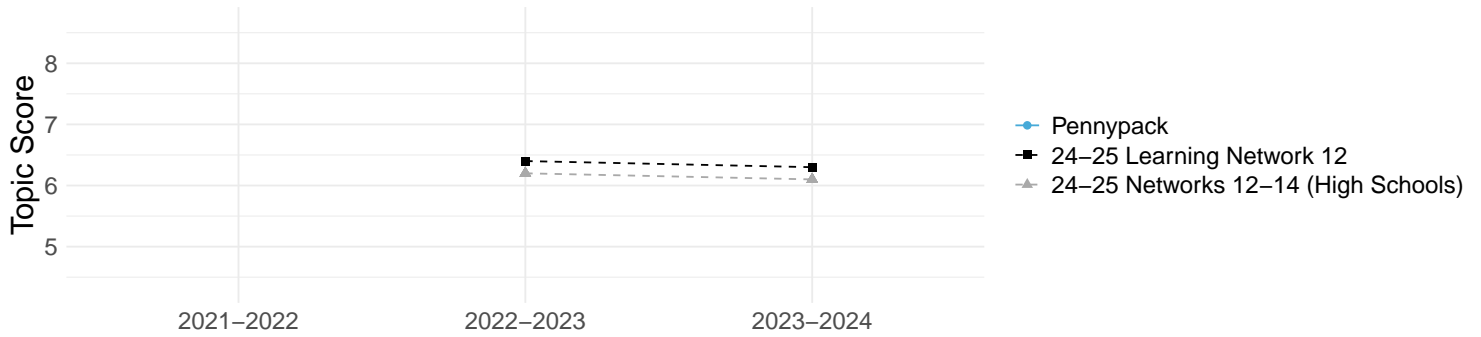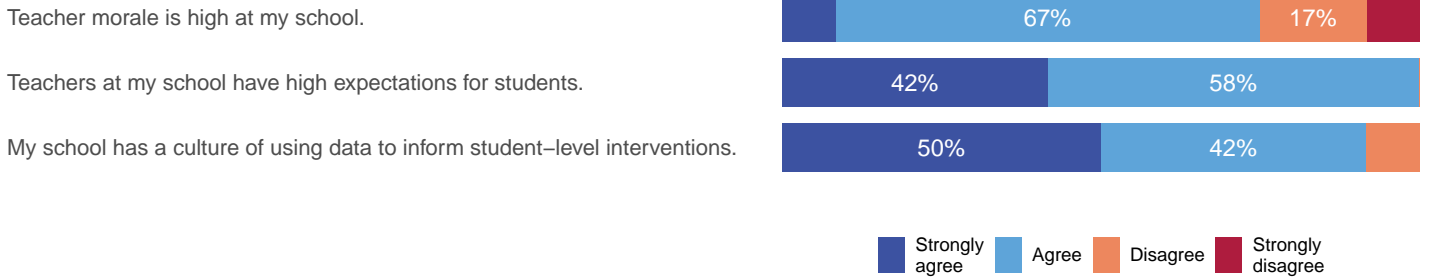

The School Climate topic score is the average of subtopic scores from the Student and Teacher surveys. Sufficient responses must be available from these respondent groups to generate and display topic scores.
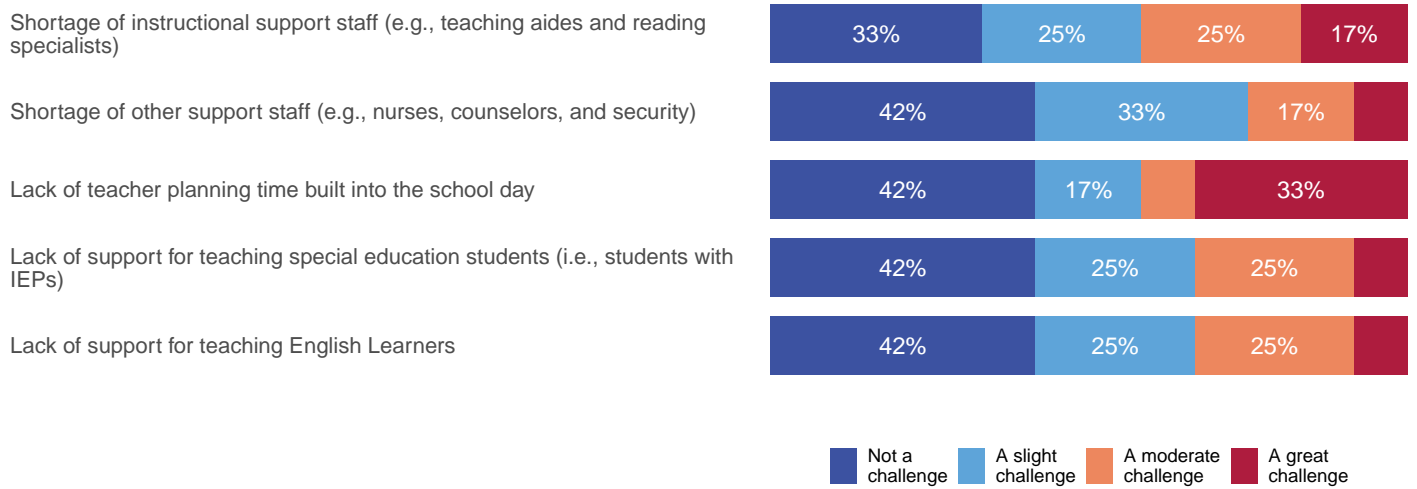
Subtopic Scores by Survey Group

School Climate: Key Questions

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

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Teacher morale is high at my school.		67%	17%	
Teachers at my school have high expectations for students.	42%	58%		
My school has a culture of using data to inform student–level interventions.	50%	42%		

Legend: 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?

Factor	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Shortage of instructional support staff (e.g., teaching aides and reading specialists)	33%	25%	25%	17%
Shortage of other support staff (e.g., nurses, counselors, and security)	42%	33%	17%	
Lack of teacher planning time built into the school day	42%	17%		33%
Lack of support for teaching special education students (i.e., students with IEPs)	42%	25%	25%	
Lack of support for teaching English Learners	42%	25%	25%	

Legend: 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 absenteeism

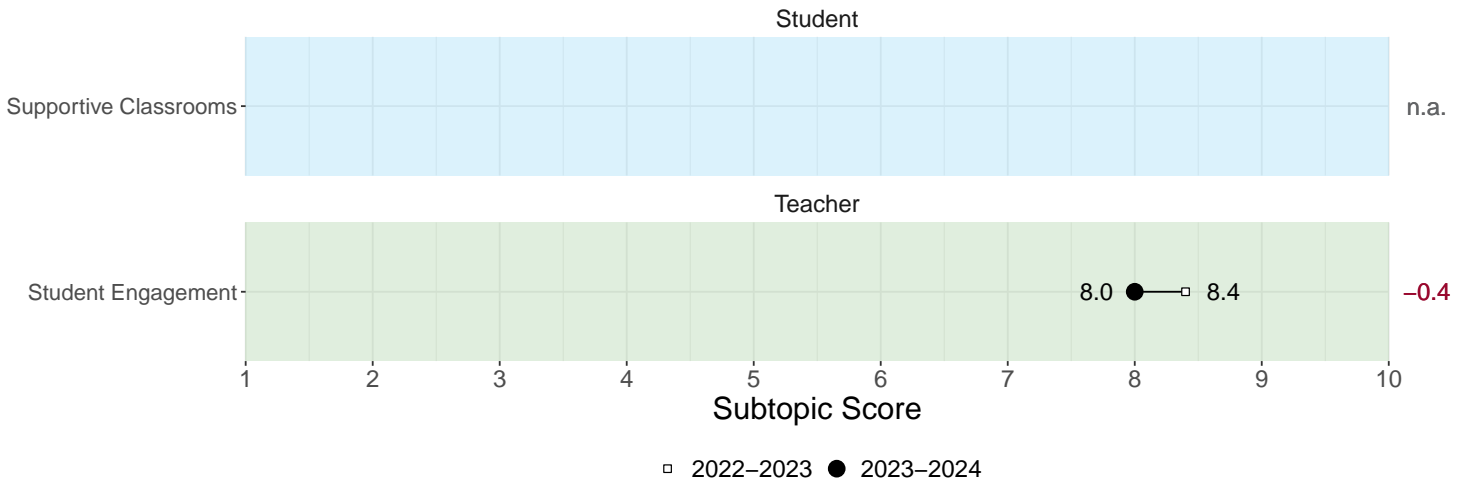Student mental health issues

School crime/safety

Insufficient Data

Instructional Environment: Scores

Topic Score Trends Compared to Network and All Participating Schools
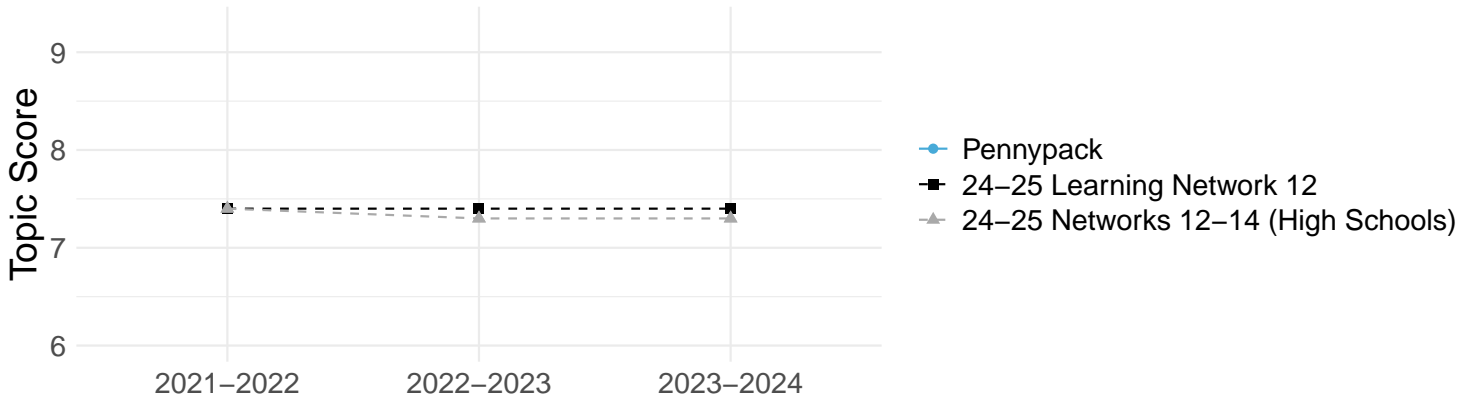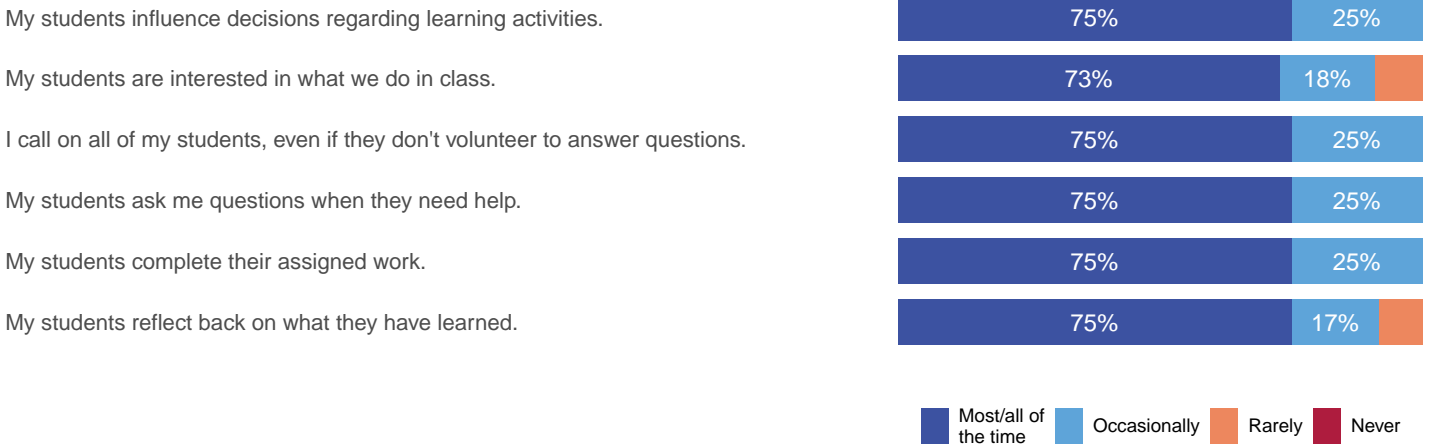

The Instructional Environment topic score is the average of subtopic scores from the Student and Teacher surveys. Sufficient responses must be available from these respondent groups to generate and display topic scores.
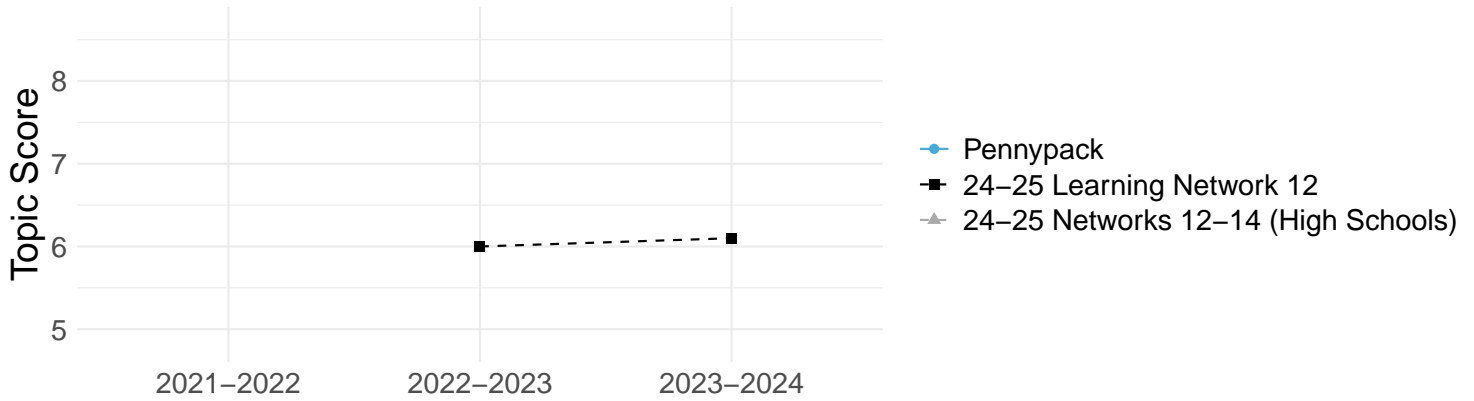
Subtopic Scores by Survey Group

Instructional Environment: Key Questions

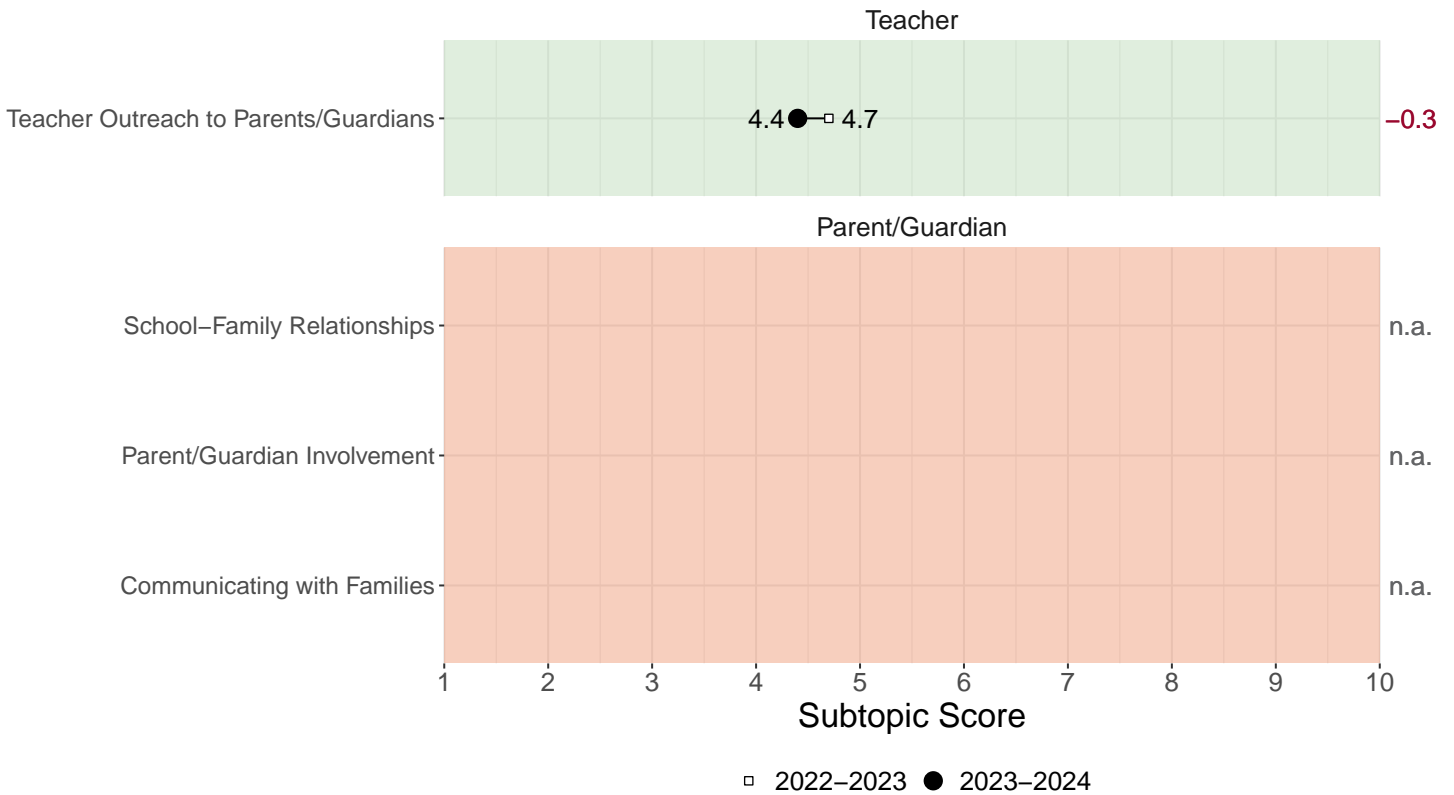Teacher survey: How often are the following statements true about your classroom?

My students influence decisions regarding learning activities.

75%	25%

My students are interested in what we do in class.

73%	18%	

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

75%	25%

My students ask me questions when they need help.

75%	25%

My students complete their assigned work.

75%	25%

My students reflect back on what they have learned.

75%	17%	

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

Family Engagement: Scores

Topic Score Trends Compared to Network and All Participating Schools
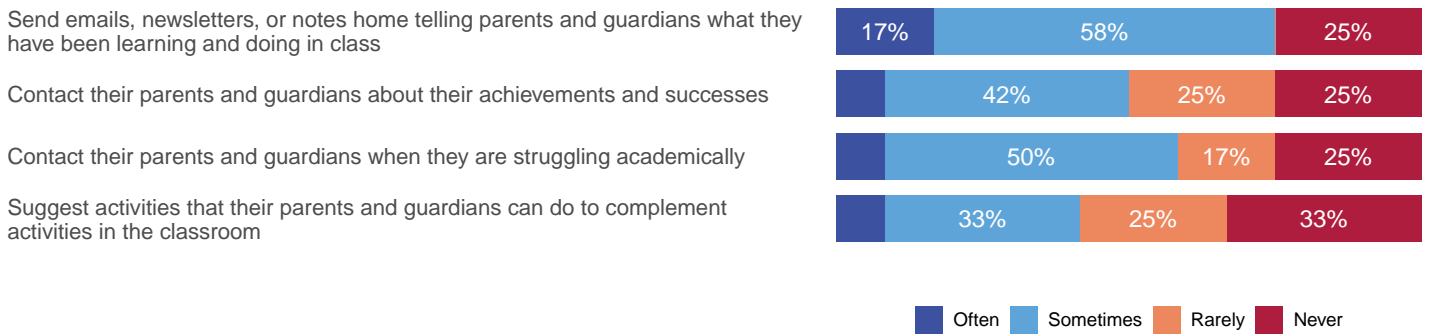

The Family Engagement topic score is the average of subtopic scores from the Teacher and Parent/Guardian surveys. Sufficient responses must be available from these respondent groups to generate and display topic scores.
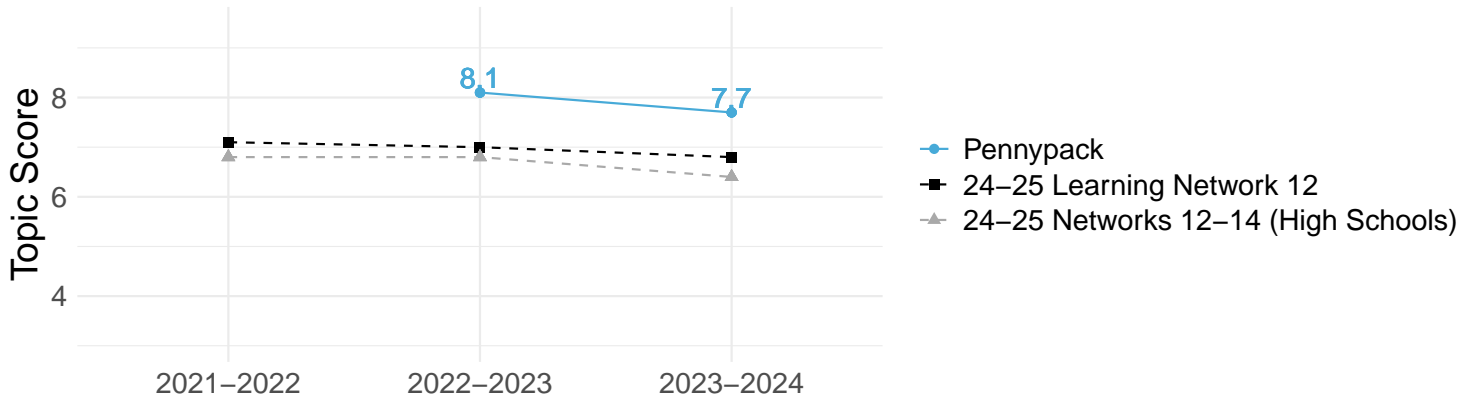
Subtopic Scores by Survey Group

□ 2022–2023   ● 2023–2024

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

| 17% | 58% | 25% |

Contact their parents and guardians about their achievements and successes

| | 42% | 25% | 25% |

Contact their parents and guardians when they are struggling academically

| | 50% | 17% | 25% |

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

| | 33% | 25% | 33% |

■ Often   ■ Sometimes   ■ Rarely   ■ Never

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
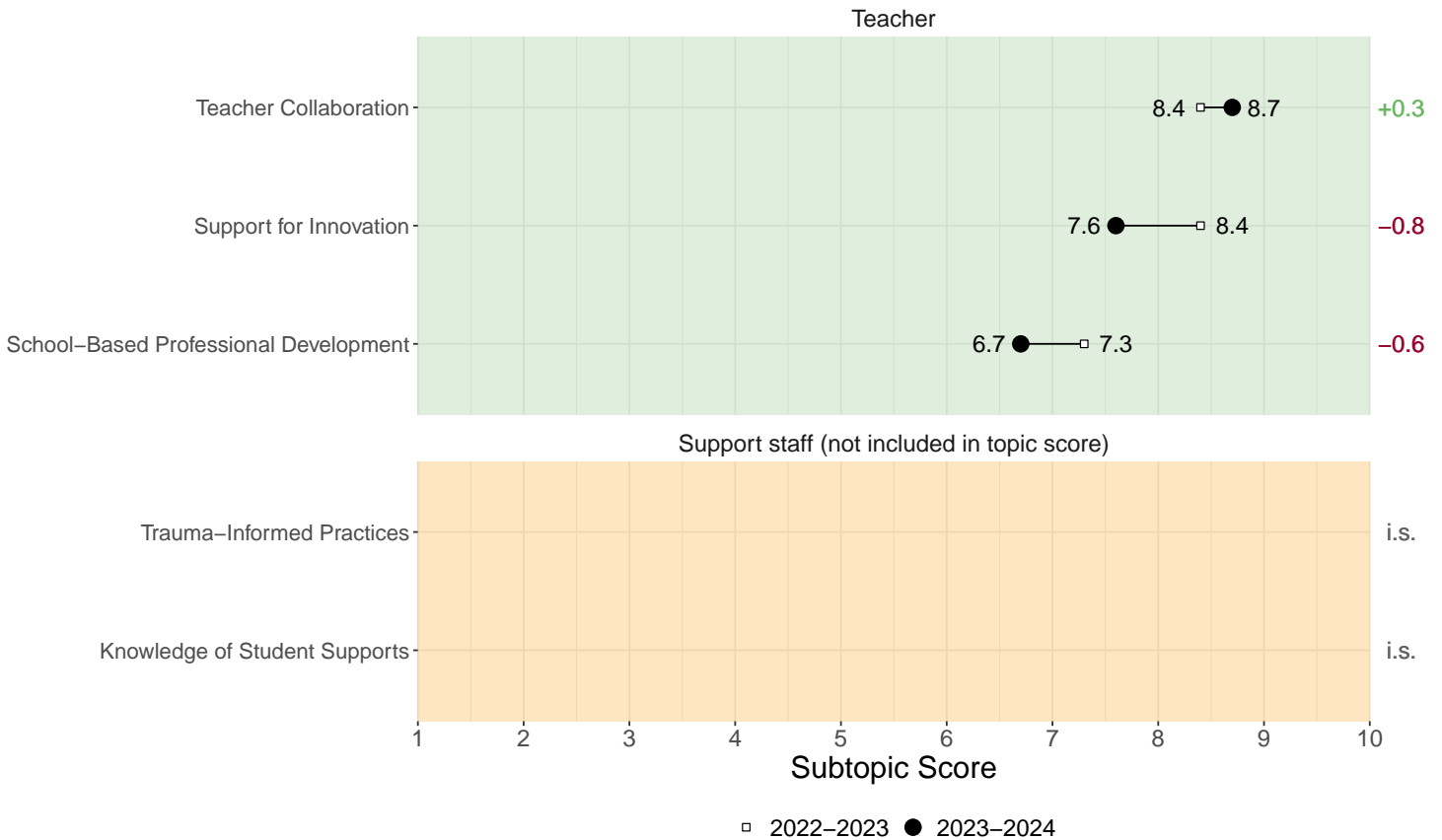
Professional Capacity: Key Questions

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

Statement	Strongly agree	Agree	Disagree
I am expected to continually learn and seek out new ideas.	36%	64%	
I am free to be creative in the teaching methods and strategies I use in my practice.	36%	55%	

Legend: 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?

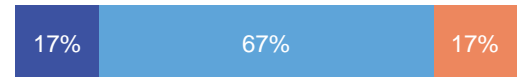| Topic	Often	Sometimes	Rarely
Effective instructional strategies	58%	42%	
The individual learning needs of students	67%	33%	
Coordination of instruction within grade levels	75%	17%	
Coordination of instruction across grade levels	75%	17%	

Legend: Often, Sometimes, Rarely, Never

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

Statement	Strongly agree	Agree	Disagree
Teacher input is taken into consideration when planning school professional development.	17%	58%	25%
Teachers' backgrounds, experience levels, and learning needs are considered when planning school professional development.	17%	67%	17%
In my school, teachers meet during the school day for school professional development (in addition to district–designated PD days).		92%	
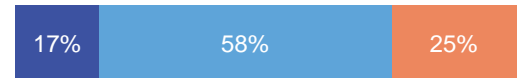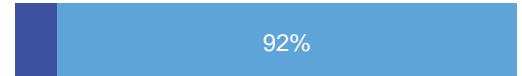
Legend: Strongly agree, Agree, Disagree, Strongly disagree

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

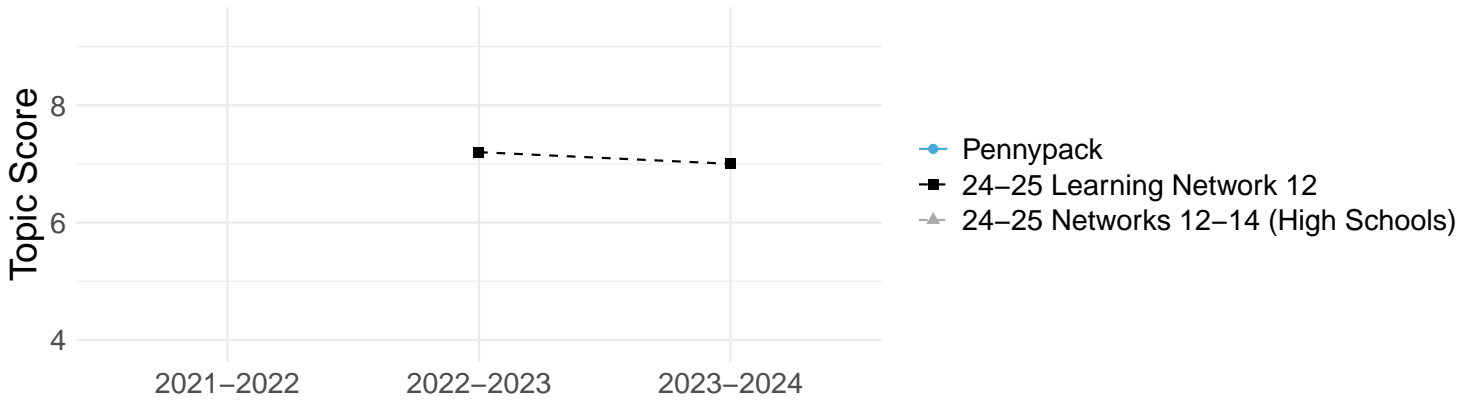- Interact with students in a way that does not trigger prior trauma
- Match students to the appropriate internal (school–based) resources/supports
- Match students to the appropriate external resources/supports
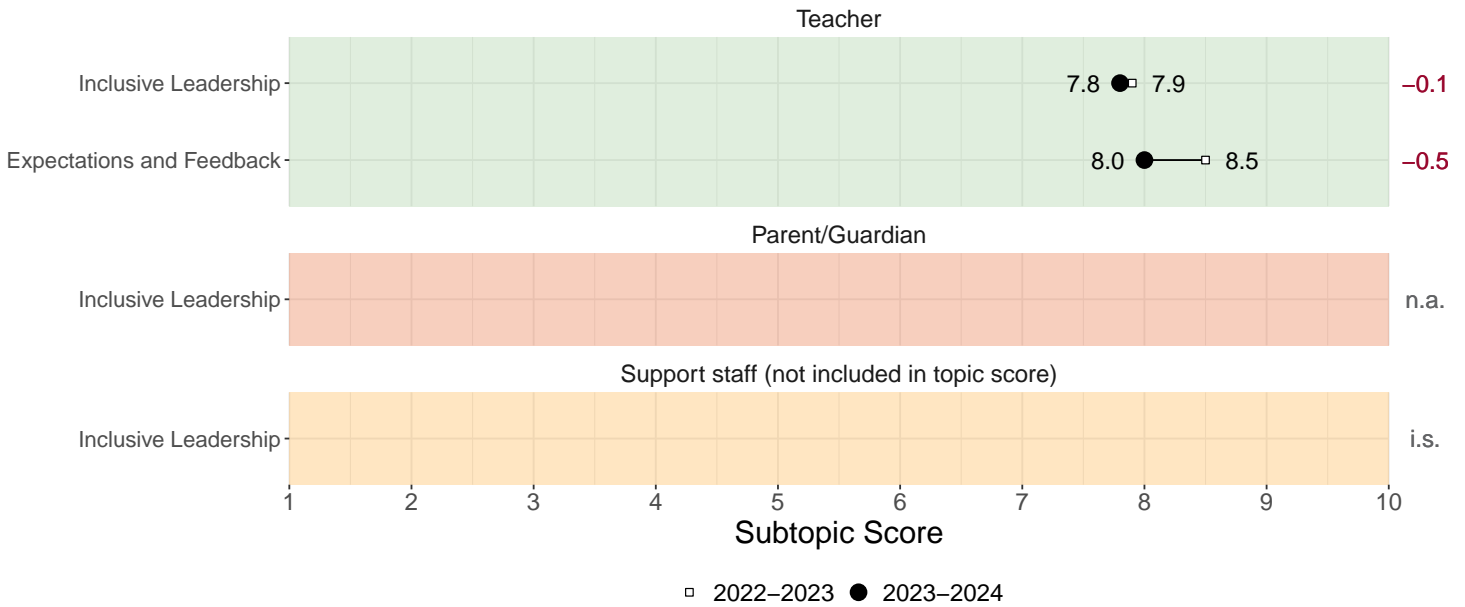
Insufficient Data

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.

| 58% | 33% | |

Is committed to shared decision–making.

| 55% | 27% | 18% |

Sets clear expectations for teachers.

| 50% | 42% | |

Encourages students to be involved in the school community.

| 55% | 45% |

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

| 50% | 33% | 17% |

■ Strongly agree   ■ Agree   ■ Disagree   ■ Strongly disagree

Support staff survey: The principal/school leader at my school...
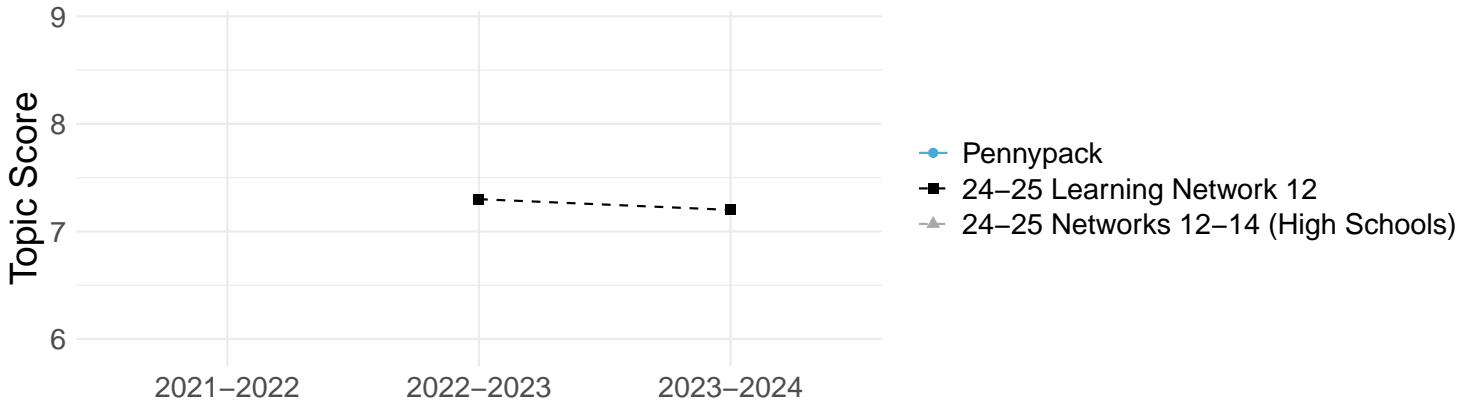
works to create a sense of community in this school.

promotes parent/guardian involvement in the school.

Insufficient Data

creates buy–in among faculty and staff.

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
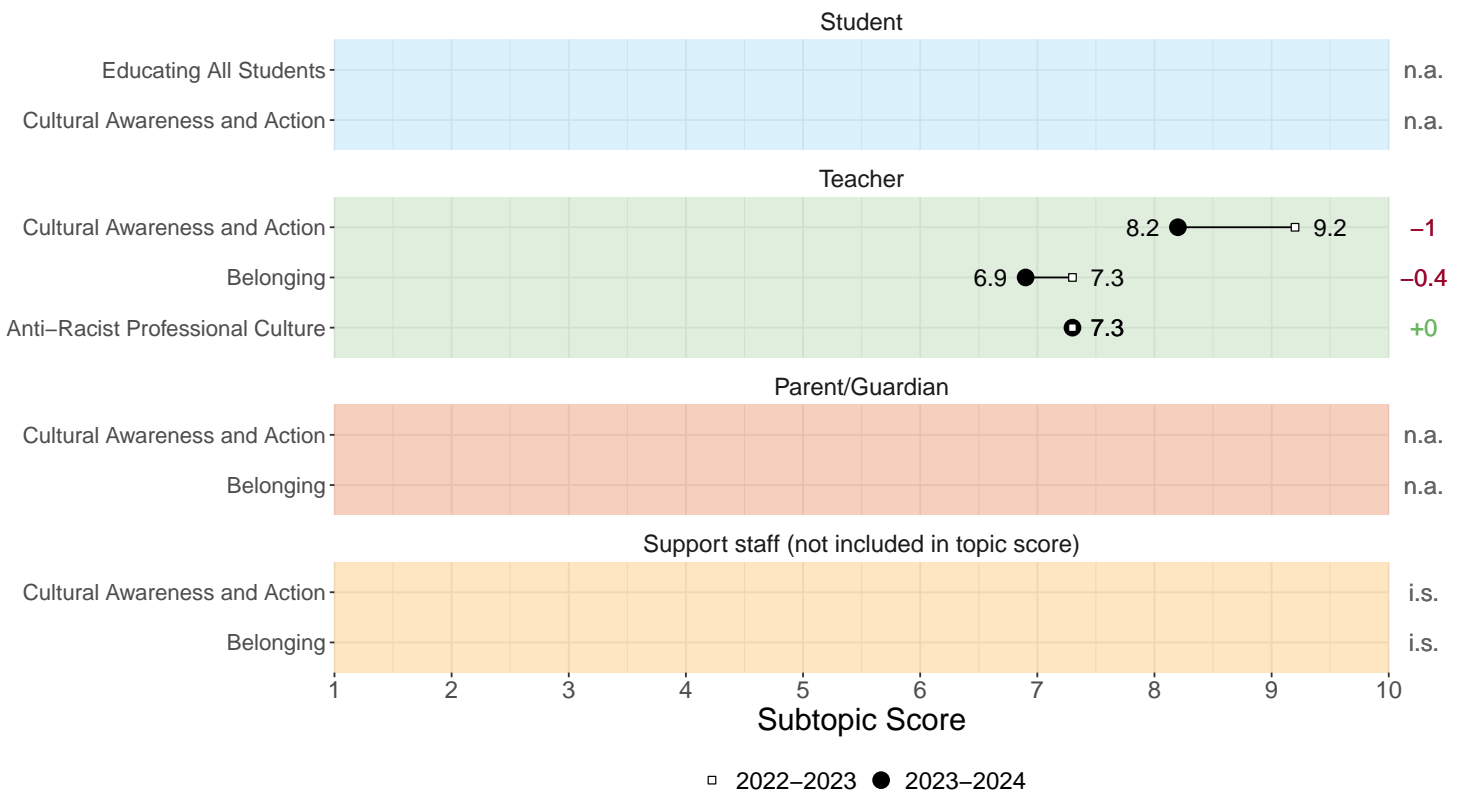
Diversity, Equity, and Inclusion: Key Questions

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

Leaders at this school work to advance student equity.

50%	42%	

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

50%	50%

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

50%	42%	

■ Strongly agree　■ Agree　■ Disagree　■ Strongly disagree

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