2022-23 Philly School Experience Survey Results

Office of Evaluation, Research, and Accountability
December 2023

The Philly School Experience Survey (PSES) is one of the best tools we have for monitoring conditions in schools across the city.

- The PSES has been administered in District, alternative, and charter schools every spring since 2014-15.

- Multiple stakeholder groups take the PSES, including grades 3-12 students, parents/guardians, teachers, support staff, and school leaders (principals & assistant principals).

- The PSES was developed using research on effective schools and school reform, particularly the extensive work done by Anthony Bryk and his colleagues (2010) at The University of Chicago Consortium on School Research.

- The PSES is a tool for school communities and their leaders to measure how their school is progressing in six core areas related to school improvement.

- The PSES was originally called the District-Wide Survey. In 2022-23 it was renamed to make it more clear that it is a survey *about* school communities and *for* school communities.
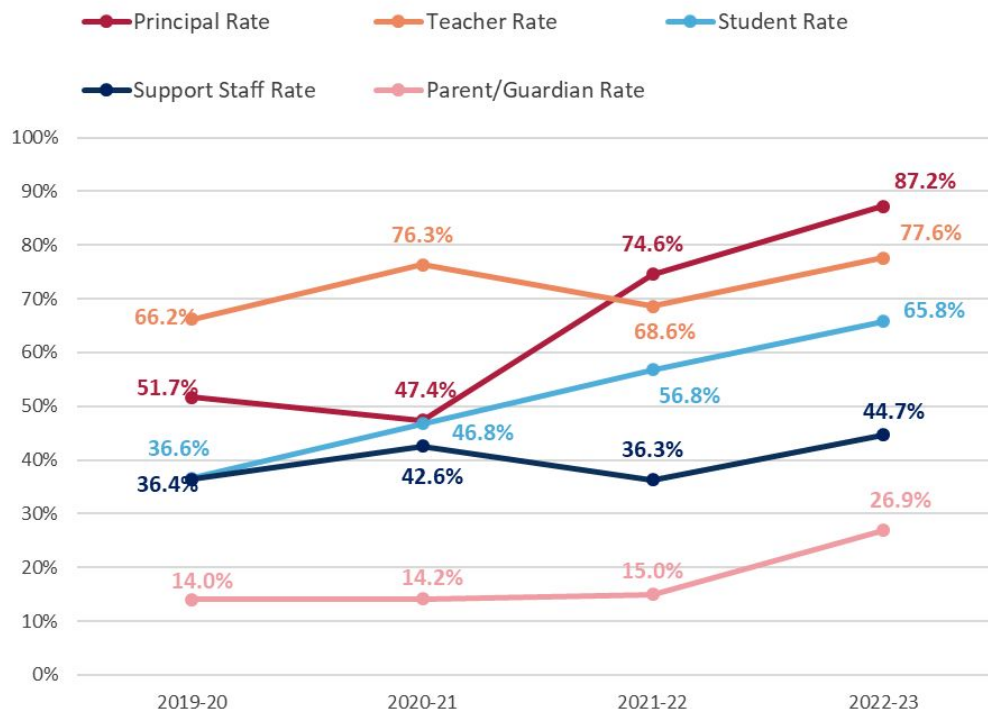
Participation rates increased for all respondent groups in 2022-23.

More than 95,000 stakeholders across District and alternative schools participated in the PSES, a 24% increase compared to 2021-22. **Parent/guardian response rates increased by 12 percentage points**, with nearly 12,000 more parents and guardians participating than in the previous year (an 82% increase).

The distribution of students and staff who responded to the 2022-23 PSES was similar to the broader population of those enrolled or employed with respect to race/ethnicity and gender.

For more details see the
[2022-23 Technical Report](#).

Legend: Principal Rate | Teacher Rate | Student Rate | Support Staff Rate | Parent/Guardian Rate

	2019-20	2020-21	2021-22	2022-23
Principal Rate	51.7%	47.4%	74.6%	87.2%
Teacher Rate	66.2%	76.3%	68.6%	77.6%
Student Rate	36.6%	46.8%	56.8%	65.8%
Support Staff Rate	36.4%	42.6%	36.3%	44.7%
Parent/Guardian Rate	14.0%	14.2%	15.0%	26.9%

This slide deck summarizes key trends in the conditions of District and alternative schools across Philadelphia in 2022-23.

- This deck contains results from District and alternative schools only – it does not include charter schools.

- This deck includes samples of question-level results to illustrate the types of issues underlying the topic and subtopic trends. The text of some questions has been shortened or adapted to support readability and interpretation.

- This deck is organized into the following sections:

  - System-level trends across all core school improvement topics

  - Deeper dives into each of the core topics: School Climate, Instructional Environment, School Leadership, Professional Capacity, Family Engagement, and Diversity, Equity, and Inclusion

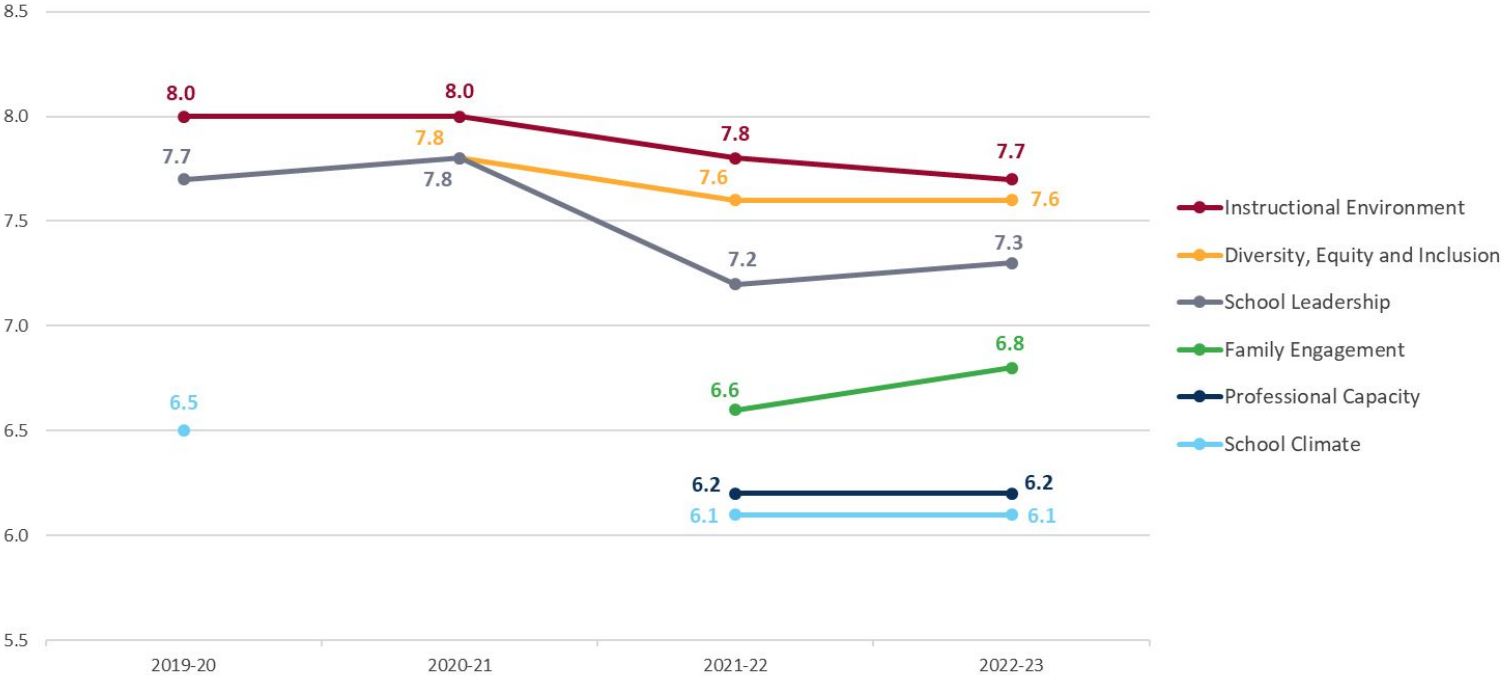 - PSES results related to each Priority Area in Accelerate Philly, the SDP strategic plan

Complete 2022-23 summary reports by school, Learning Network, and sector (including charter schools) can be found here.

The PSES covers six core topics, plus additional key issues.

1	**School Climate**	• School-Wide Learning Climate • Classroom-Level Challenges • School-Level Challenges • Building Condition • School Safety • Attendance • Respect • Belonging • Bullying
2	**Instructional Environment**	• Supportive Classrooms • Student Engagement
3	**School Leadership**	• Expectations & Feedback • Inclusive Leadership
4	**Professional Capacity**	• Trauma-Informed Practices • Knowledge of Student Supports • Support for Innovation • School-based PD • Teacher Collaboration • District-led PD Relevance • District-led PD Quality
5	**Family Engagement**	• School-Family Relationships • Communication with Families • Parent/Guardian Involvement • Teacher Outreach to Parents/Guardians
6	**Diversity, Equity, and Inclusion**	• Cultural Awareness and Action • Anti-Racist Professional Culture • Belonging • Educating All Students
+	**Other Topics**	• External Challenges • Attendance and Dropout • Transportation • Technology Access • Health and Nutrition • Food Services • Food Insecurity • School Safety Officers • Extracurricular Activities • Goals & Guardrails

Scores in the six core topics* were similar to 2021-22, with the largest year-over-year change in Family Engagement, which increased by 0.2 points.

Legend:
- Instructional Environment
- Diversity, Equity and Inclusion
- School Leadership
- Family Engagement
- Professional Capacity
- School Climate

Data points:

Topic	2019-20	2020-21	2021-22	2022-23
Instructional Environment	8.0	8.0	7.8	7.7
Diversity, Equity and Inclusion		7.8	7.6	7.6
School Leadership	7.7	7.8	7.2	7.3
Family Engagement			6.6	6.8
Professional Capacity			6.2	6.2
School Climate	6.5		6.1	6.1

*For more information about how topic scores are calculated and what they mean, see the PSES 2022-23 Technical Report.

These results reflect responses from District and alternative schools (charter schools are excluded).

While aggregate topic scores did not change much from 2021-22 to 2022-23, there was much more fluctuation at the school level.
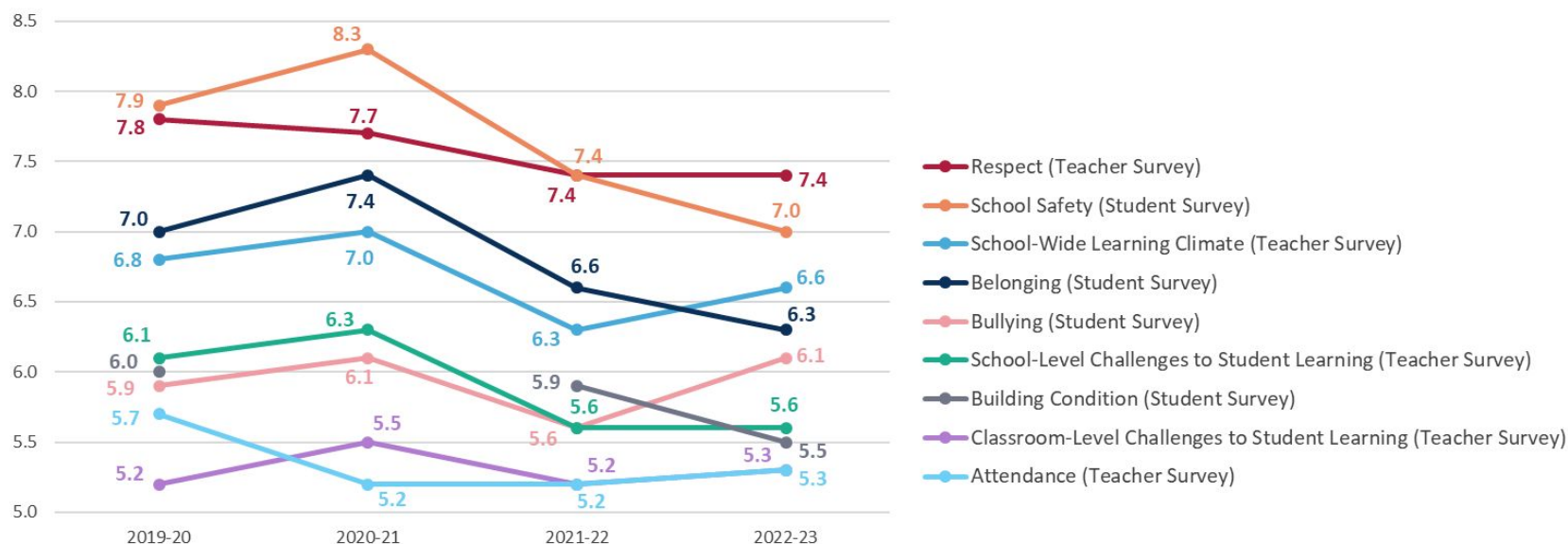

This figure shows the year-over-year change in topic scores from 2021-22 to 2022-23.

Each dot represents a school. Schools on the horizontal line saw no change in 2022-23 compared to 2021-22. Each school's distance from the line corresponds to the degree of change compared to 2021-22.

These results reflect responses from District and alternative schools (charter schools are excluded).

1	**School Climate**
2	Instructional Environment
3	School Leadership
4	Professional Capacity
5	Family Engagement
6	Diversity, Equity, and Inclusion

While the overall School Climate score was 6.1 in both 2021-22 and 2022-23, trends varied for different subtopics within School Climate.

Legend:
- Respect (Teacher Survey)
- School Safety (Student Survey)
- School-Wide Learning Climate (Teacher Survey)
- Belonging (Student Survey)
- Bullying (Student Survey)
- School-Level Challenges to Student Learning (Teacher Survey)
- Building Condition (Student Survey)
- Classroom-Level Challenges to Student Learning (Teacher Survey)
- Attendance (Teacher Survey)

These results reflect responses from District and alternative schools (charter schools are excluded).

2022-23 School Climate scores varied widely by school, ranging from 4.0 to 8.3, with higher average scores among high schools.

School Climate Scores, 2022-23

5.94

6.04

6.46

Mean Score

School Level
Elementary N=101
Middle N=23
High N=44
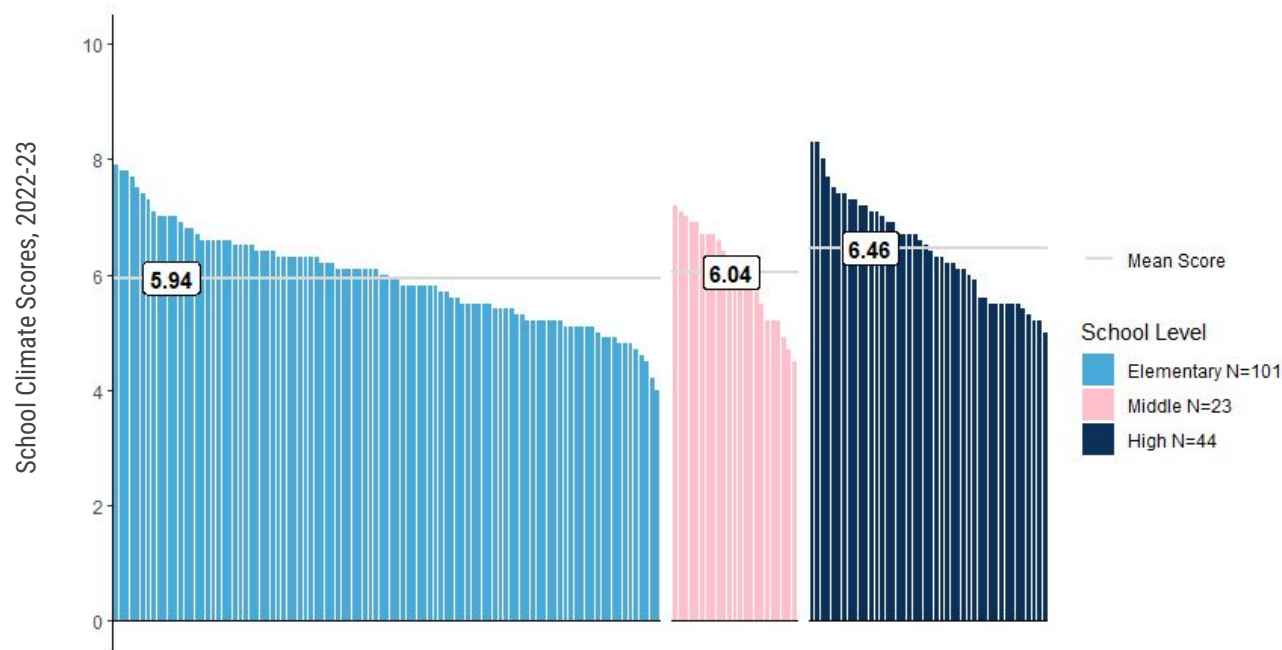
Each column represents a school's Climate score in 2022-23.

Columns are grouped by school level and sorted descending to show the range and mean for School Climate scores at each school level.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

The degree of change in School Climate scores compared to 2021-22 also varied widely by school, with the largest average declines found among middle schools.
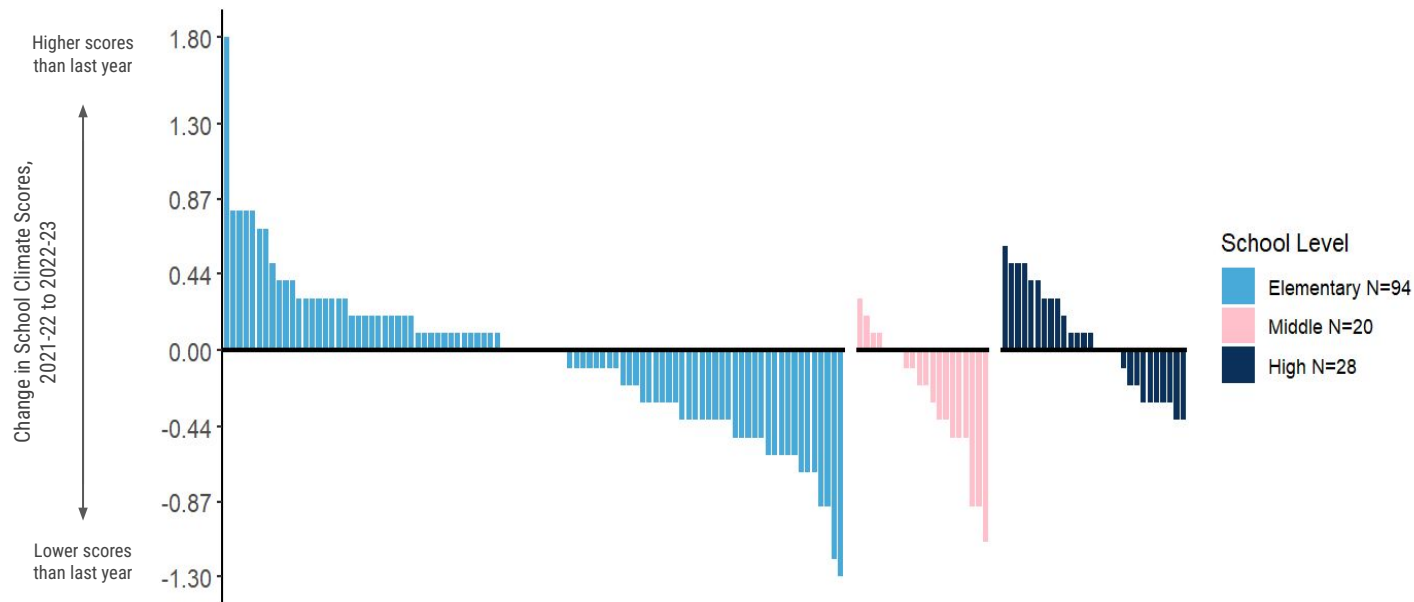
This figure shows how much the School Climate scores changed for each school from 2021-22 to 2022-23.
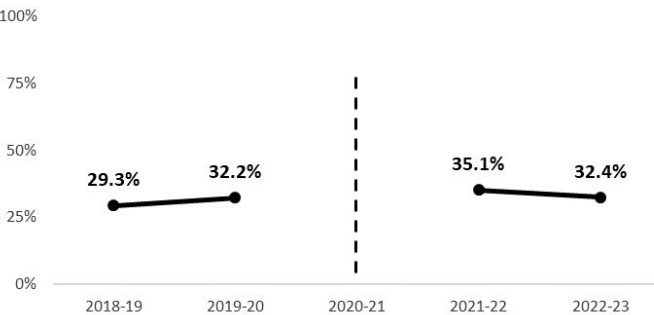
Each column represents a school. Columns above the black line at 0 are schools whose scores increased, and columns below the black line are schools whose scores decreased. Schools with no change are represented by blank spaces on the black line.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

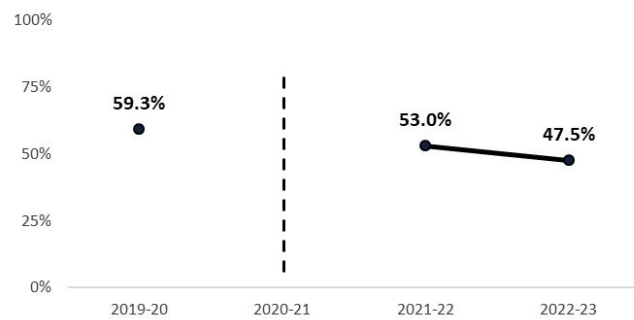# Students perceived School Safety, Building Conditions, and Belonging more negatively than in 2021-22.

I feel safe in the cafeteria.

% of students who responded with "most or all of the time"
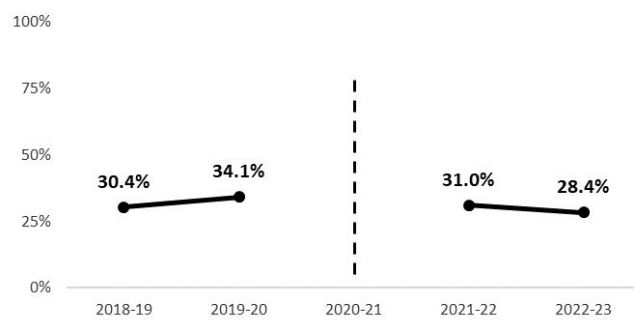

The school building is in good condition.

% of students who responded with "most or all of the time"
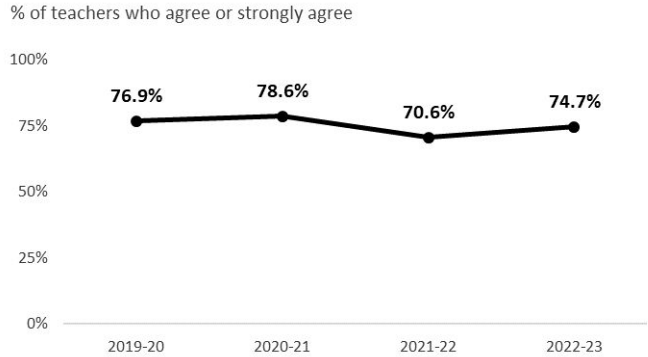

I enjoy being in school.

% of students who responded with "most or all of the time"

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.

Teachers reported improvement in School-Wide Learning Climate compared to 2021-22.

Teacher morale is high at my school.

% of teachers who agree or strongly agree

- 2019-20: 60.9%
- 2020-21: 68.9%
- 2021-22: 49.5%
- 2022-23: 53.9%

Curriculum, instruction, and learning materials are well coordinated across different grade levels.

% of teachers who agree or strongly agree

- 2019-20: 76.9%
- 2020-21: 78.6%
- 2021-22: 70.6%
- 2022-23: 74.7%

My school has a culture of using data to inform student-level interventions.
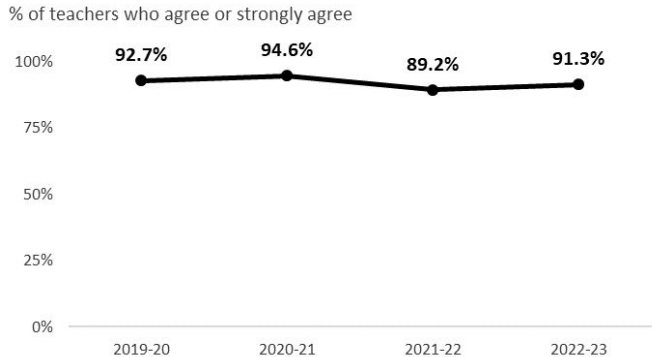
% of teachers who agree or strongly agree

- 2019-20: 92.7%
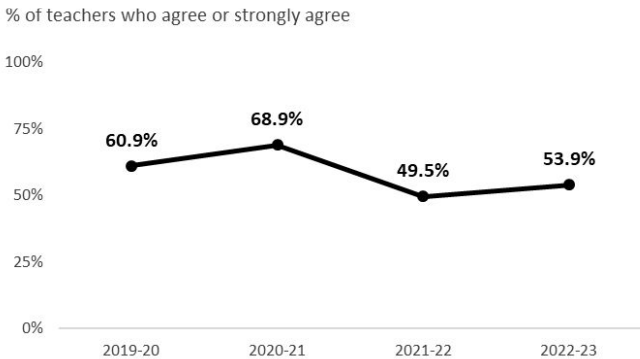- 2020-21: 94.6%
- 2021-22: 89.2%
- 2022-23: 91.3%

These results reflect responses from District and alternative schools (charter schools are excluded).
Some survey questions have been rephrased slightly to best fit the context of this presentation.

1	School Climate
2	**Instructional Environment**
3	School Leadership
4	Professional Capacity
5	Family Engagement
6	Diversity, Equity, and Inclusion

The two Instructional Environment subtopics had opposite trends: the student-reported Supportive Classrooms score decreased, while the teacher-reported Student Engagement score increased.

These results reflect responses from District and alternative schools (charter schools are excluded).
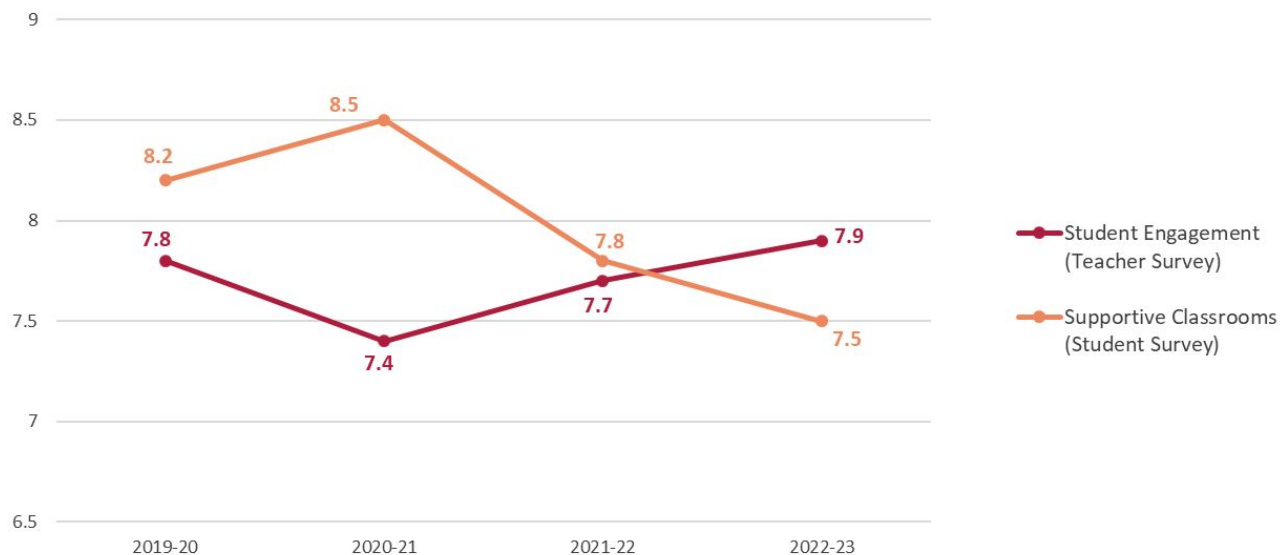
Instructional Environment scores ranged from 6.4 to 9.3, with little variation by school level.

Instructional Environment Scores, 2022-23

School Level
- Elementary N=143
- Middle N=23
- High N=44

— Mean Score

7.71 7.47 7.64
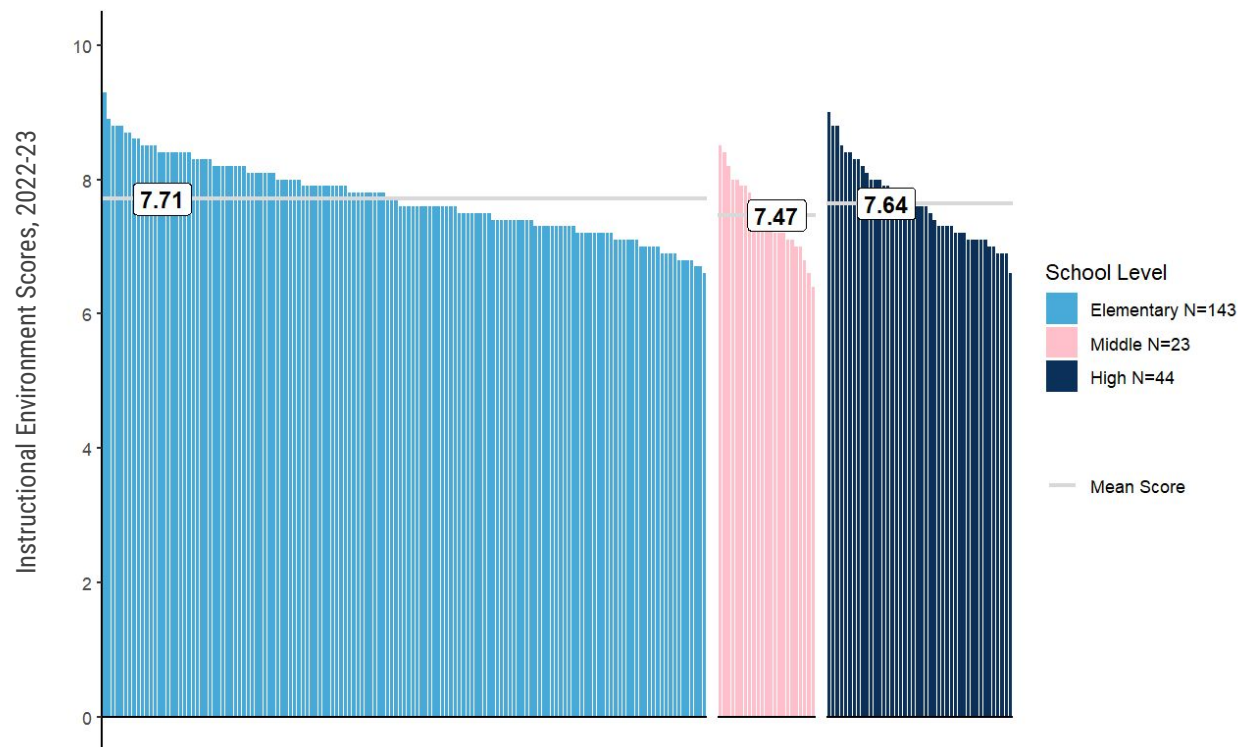
Each column represents a school's Instructional Environment score in 2022-23.

Columns are grouped by school level and sorted descending to show the range and mean for Instructional Environment scores at each school level.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

There were more schools with decreases in Instructional Environment in 2022-23 than with increases.

Higher scores than last year

Change in Instructional Environment Scores, 2021-22 to 2022-23

0.70
0.46
0.23
0.00
-0.23
-0.46
-0.69
-1.00

Lower scores than last year

School Level
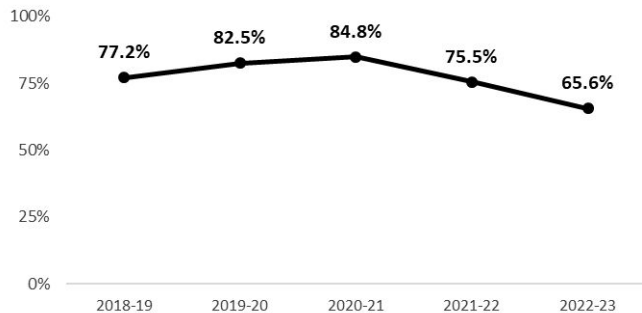- Elementary N=131
- Middle N=20
- High N=28
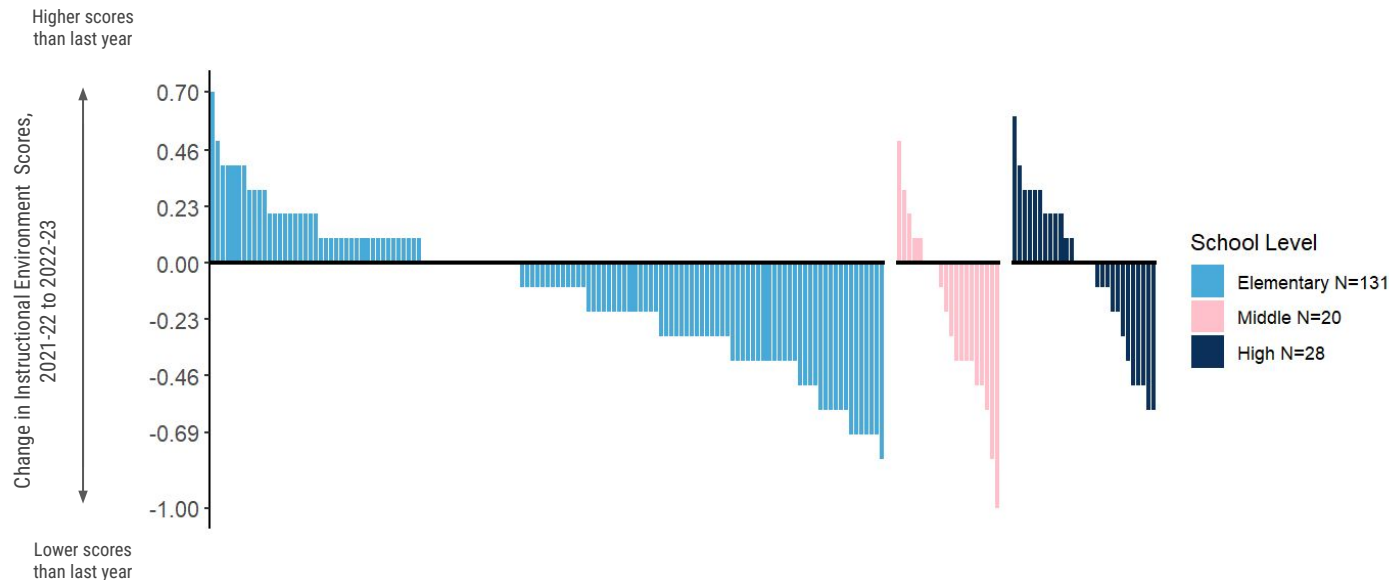
This figure shows how much Instructional Environment scores changed for each school from 2021-22 to 2022-23.

Each column represents a school. Columns above the black line at 0 are schools whose scores increased, and columns below the black line are schools whose scores decreased. Schools with no change are represented by blank spaces on the black line.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

While teachers reported greater Student Engagement, student perceptions of Supportive Classrooms were more negative than in 2021-22.

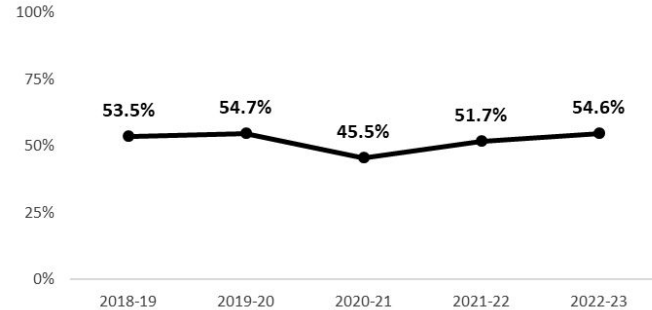*My students are motivated to learn.*

% of teachers who responded with "most or all of the time"

Year	Value
2018-19	53.5%
2019-20	54.7%
2020-21	45.5%
2021-22	51.7%
2022-23	54.6%

My teachers want me to succeed.

% of students who responded with "most or all of the time"

Year	Value
2018-19	77.2%
2019-20	82.5%
2020-21	84.8%
2021-22	75.5%
2022-23	65.6%

In my classes we learn a lot.

% of students who responded with "most or all of the time"
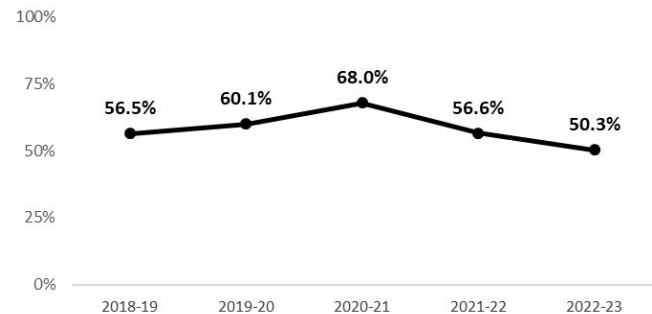
Year	Value
2018-19	56.5%
2019-20	60.1%
2020-21	68.0%
2021-22	56.6%
2022-23	50.3%

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.

1	School Climate
2	Instructional Environment
3	**School Leadership**
4	Professional Capacity
5	Family Engagement
6	Diversity, Equity, and Inclusion

On average, teachers in District and alternative schools reported improvement in School Leadership in 2022-23.

Legend:
- Inclusive Leadership (Parent/Guardian Survey)
- Expecations and Feedback (Teacher Survey)
- Inclusive Leadership (Teacher Survey)

These results reflect responses from District and alternative schools (charter schools are excluded).
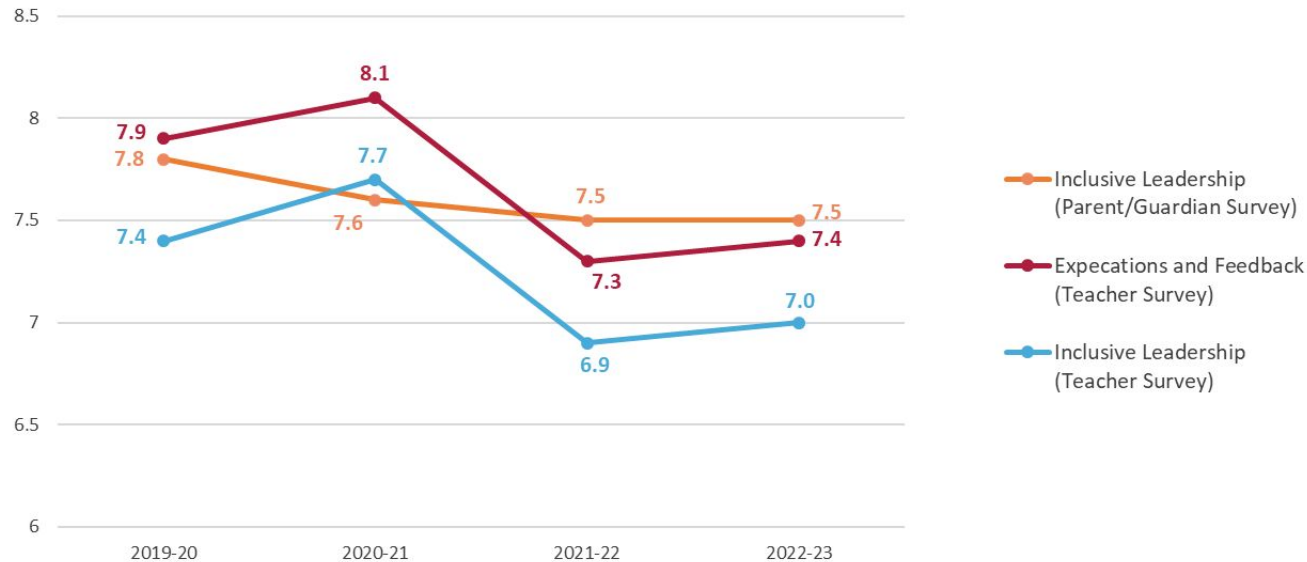
School Leadership scores varied widely by school, ranging from 4.1 to 9.4.

School Leadership Scores, 2022-23

7.33   7.14   7.55

School Level

Elementary N=133

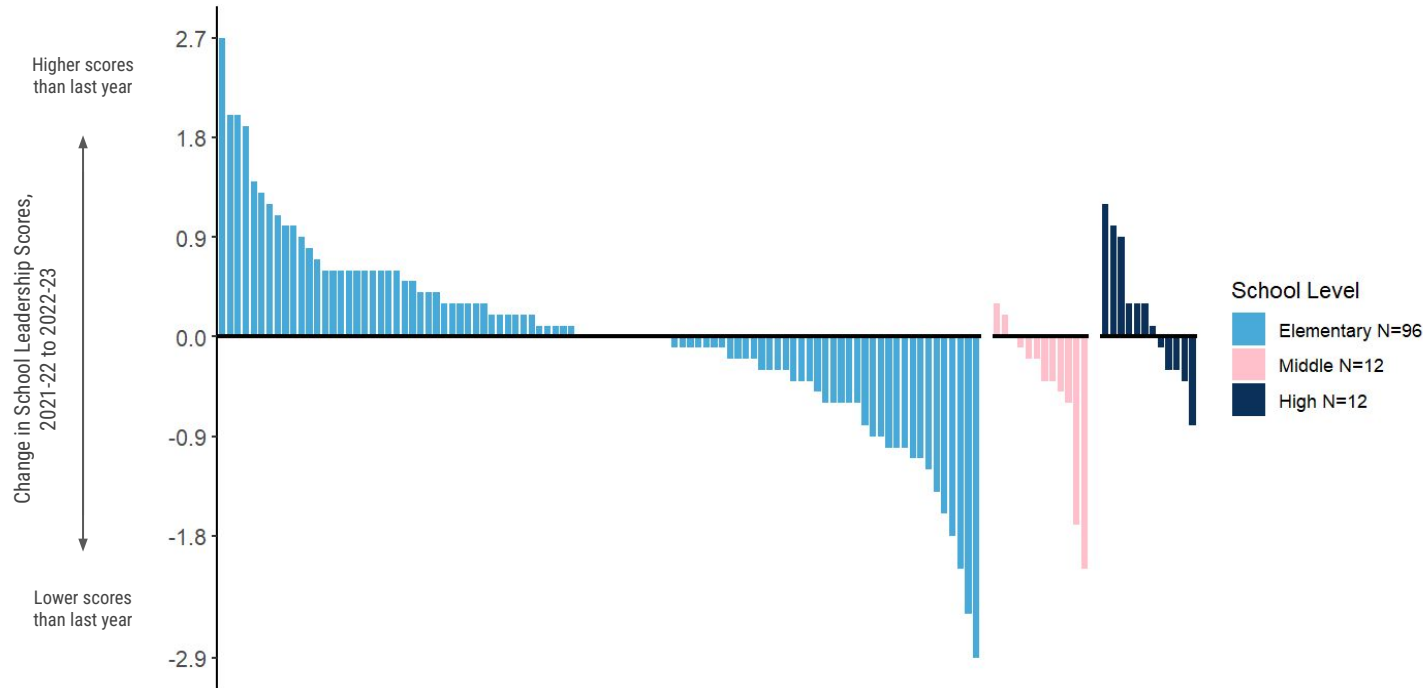Middle N=18

High N=24

—— Mean Score
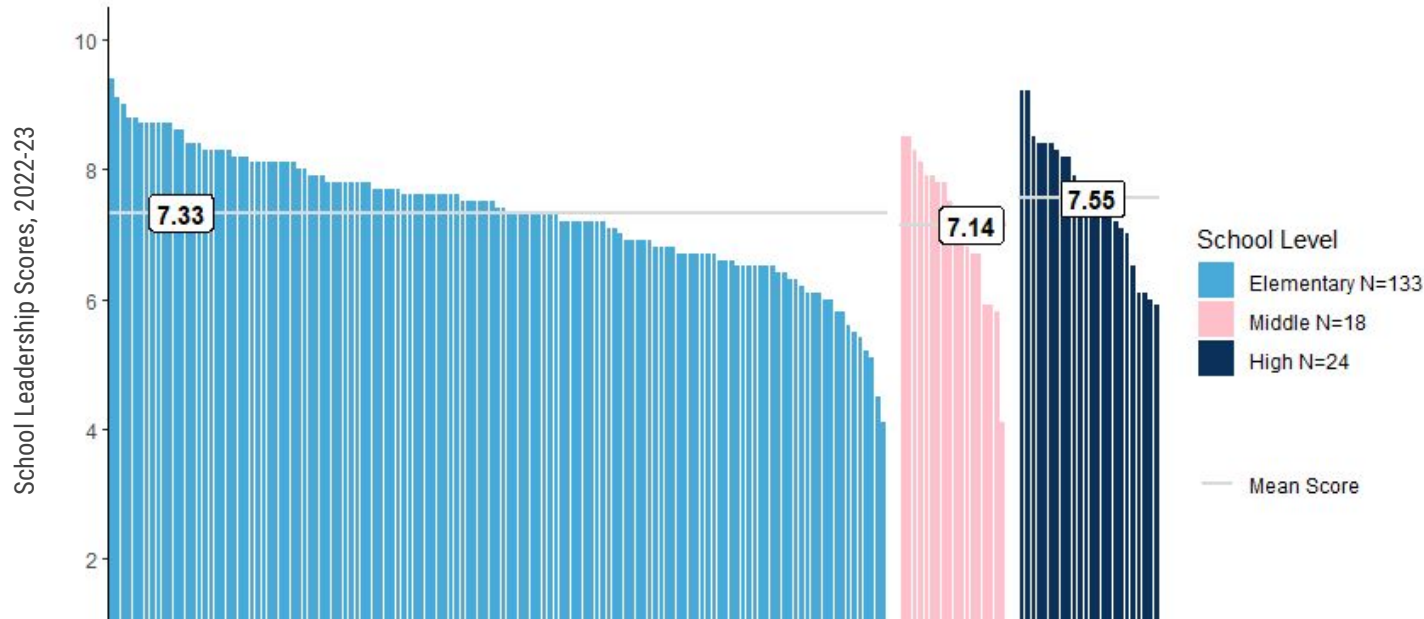
Each column represents a school's Leadership score in 2022-23.

Columns are grouped by school level and sorted descending to show the range and mean for School Leadership scores at each school level.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

School Leadership trends from 2021-22 to 2022-23 varied widely by school, and declines were most common among middle schools.

Higher scores than last year

Lower scores than last year

Change in School Leadership Scores, 2021-22 to 2022-23

School Level
- Elementary N=96
- Middle N=12
- High N=12

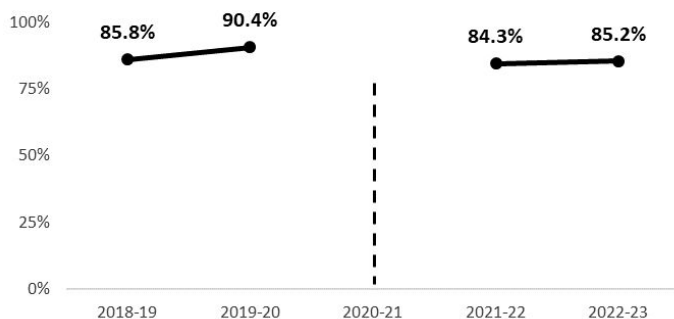This figure shows how much School Leadership scores changed for each school from 2021-22 to 2022-23.

Each column represents a school. Columns above the black line at 0 are schools whose scores increased, and columns below the black line are schools whose scores decreased. Schools with no change are represented by blank spaces on the black line.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

At a District level, teacher perceptions of many aspects of School Leadership were slightly more positive than in 2021-22.
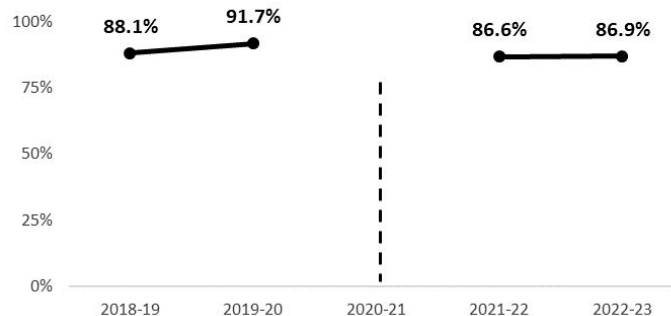
My principal sets high standards for student learning.

% of teachers who agree or strongly agree

	2018-19	2019-20	2020-21	2021-22	2022-23
	88.1%	91.7%		86.6%	86.9%

My principal communicates a clear mission for our school.

% of teachers who agree or strongly agree

	2018-19	2019-20	2020-21	2021-22	2022-23
	85.8%	90.4%		84.3%	85.2%

My principal creates buy-in among faculty.

% of teachers who agree or strongly agree
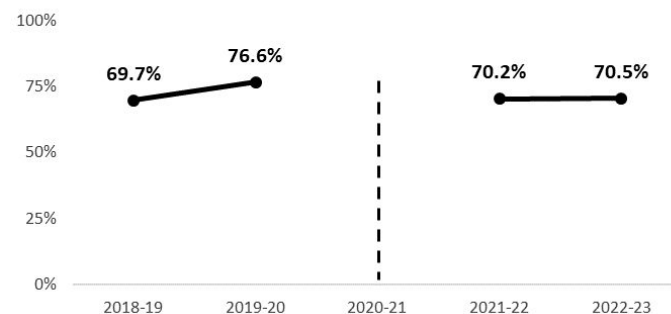
	2018-19	2019-20	2020-21	2021-22	2022-23
	69.7%	76.6%		70.2%	70.5%

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.

1	School Climate
2	Instructional Environment
3	School Leadership
4	**Professional Capacity**
5	Family Engagement
6	Diversity, Equity, and Inclusion

While the overall Professional Capacity score increased slightly, trends for subtopics within Professional Capacity varied.

All Professional Capacity subtopics come from the Teacher Survey.

- Support for Innovation
- Teacher Collaboration
- School-Based Professional Development
- District-Led Professional Development Relevance
- District-Led Professional Development Quality

These results reflect responses from District and alternative schools (charter schools are excluded).
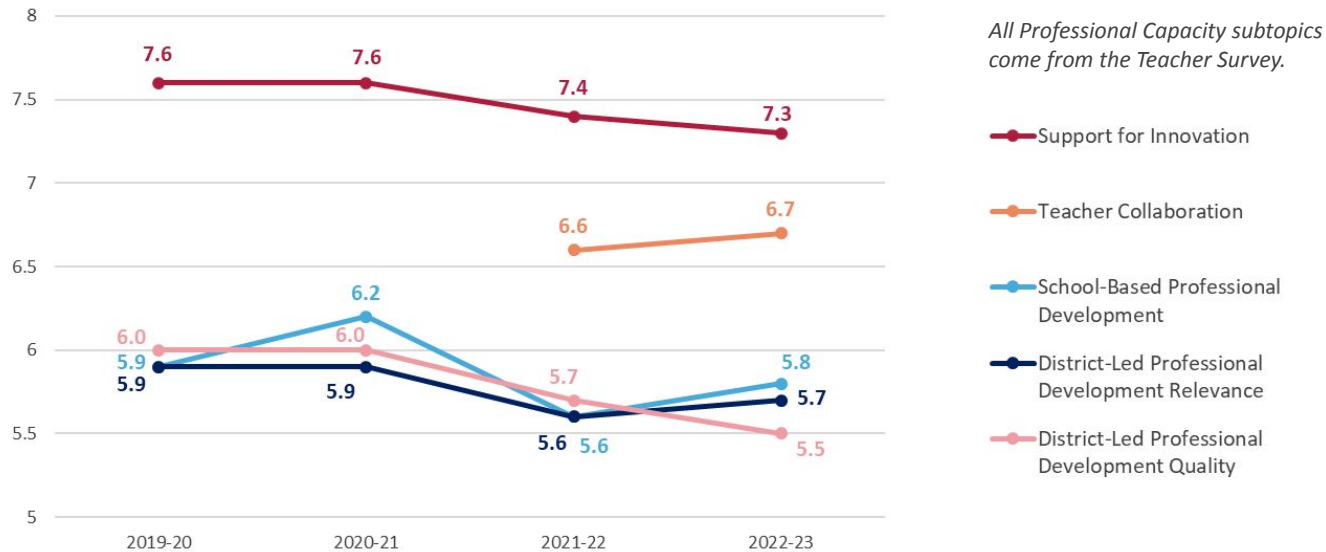
Professional Capacity scores varied by school, ranging from 3.8 to 8.5.

Professional Capacity Scores, 2022-23

6.26

6.22

6.24

School Level

Elementary N=145

Middle N=21

High N=44

Mean Score
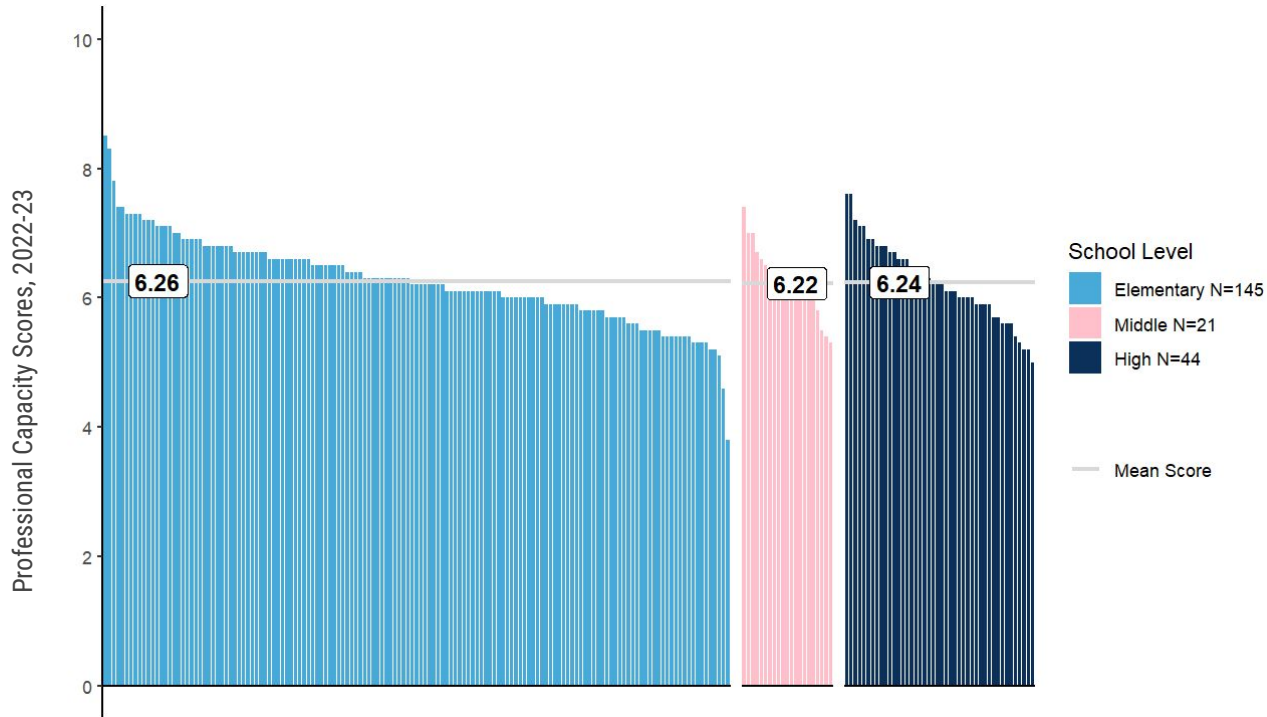
Each column represents a school's Professional Capacity score in 2022-23.

Columns are grouped by school level and sorted descending to show the range and mean for Professional Capacity scores at each school level.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

While Professional Capacity scores increased in the majority of schools, many schools saw declines in 2022-23.
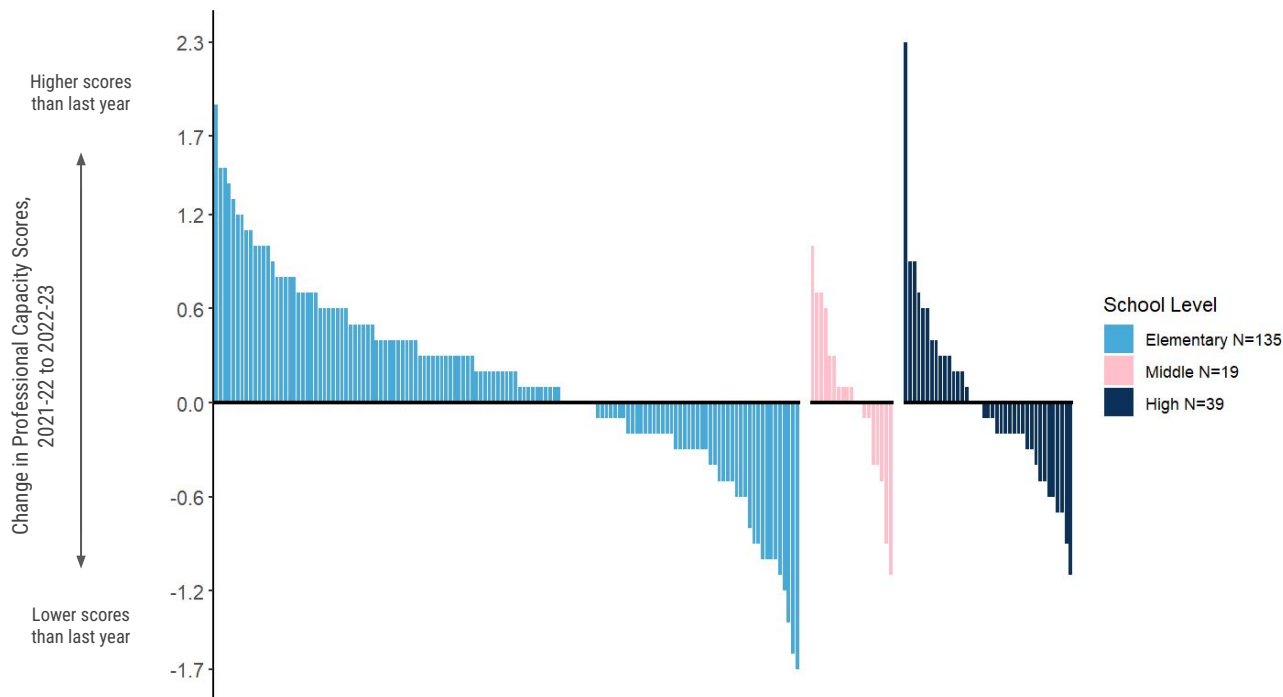
This figure shows how much Professional Capacity scores changed for each school from 2021-22 to 2022-23.
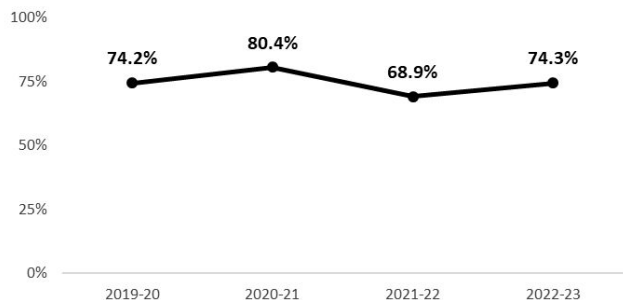
Each column represents a school. Columns above the black line at 0 are schools whose scores increased, and columns below the black line are schools whose scores decreased. Schools with no change are represented by blank spaces on the black line.

School Level
- Elementary N=135
- Middle N=19
- High N=39

Higher scores than last year

Lower scores than last year

Change in Professional Capacity Scores, 2021-22 to 2022-23

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

# Teachers reported improvement in Teacher Collaboration and some aspects of professional development (PD).
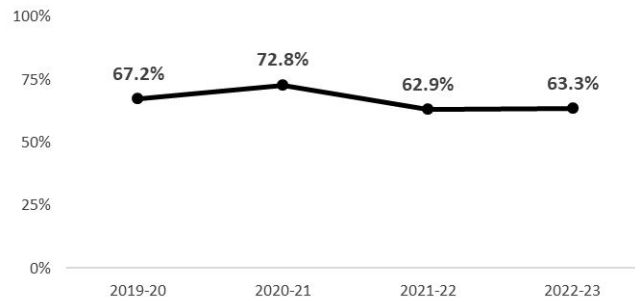
How often do groups of teachers at your school meet to address coordination of instruction across grade levels?

% of teachers who responded with "sometimes" or "often"

	2019-20	2020-21	2021-22	2022-23
			59.2%	62.9%

Teachers meet during the school day for school PD (in addition to District-designated PD days).

% of teachers who agree or strongly agree

2019-20	2020-21	2021-22	2022-23
74.2%	80.4%	68.9%	74.3%
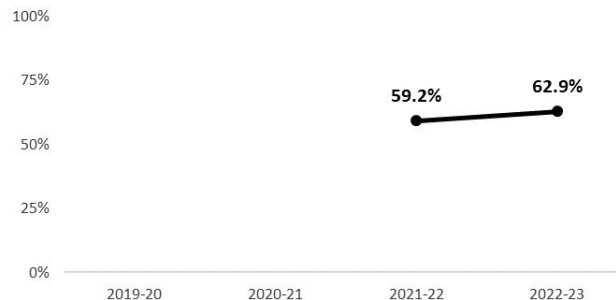
How much do you agree that teacher input is taken into consideration when planning School PD?

% of teachers who agree or strongly agree

2019-20	2020-21	2021-22	2022-23
67.2%	72.8%	62.9%	63.3%

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.
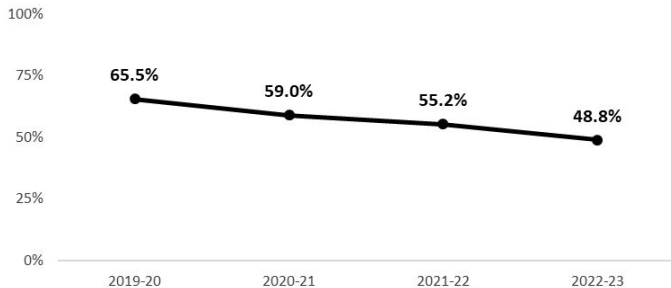
Teacher perceptions of Support for Innovation and District-Led Professional Development (PD) Quality declined.

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

% of teachers who agree or strongly agree

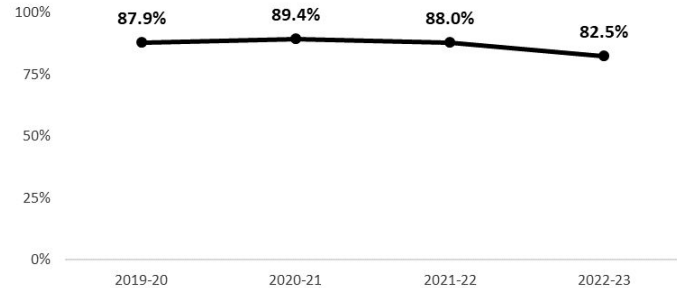87.9% 89.4% 88.0% 82.5%

2019-20 2020-21 2021-22 2022-23

How often did District-wide PD sessions provide opportunities for analyzing student work?

% of teachers who responded "occasionally" or "most or all of the time"
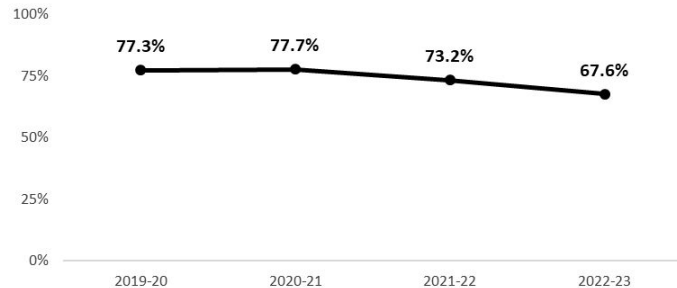

65.5% 59.0% 55.2% 48.8%

2019-20 2020-21 2021-22 2022-23

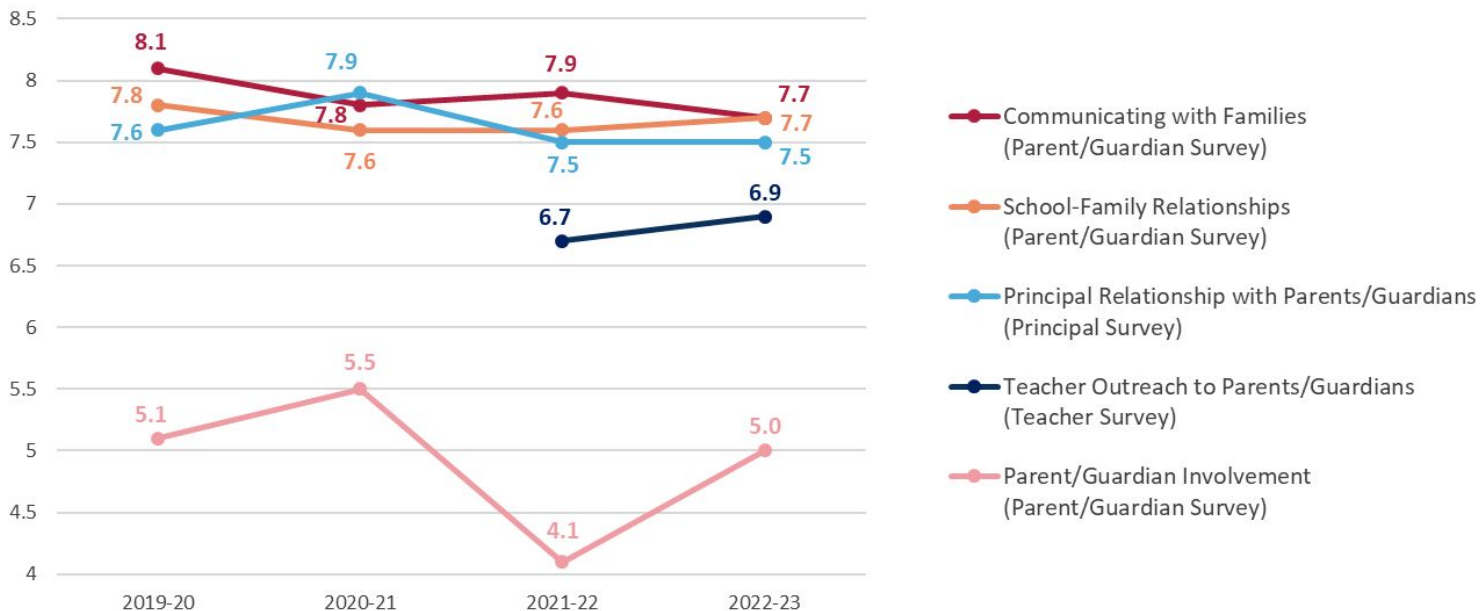*How often were District-wide PD sessions integrated/linked with your daily lessons/curricula?*

% of teachers who responded "occasionally" or "most or all of the time"

77.3% 77.7% 73.2% 67.6%

2019-20 2020-21 2021-22 2022-23

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.

1	School Climate
2	Instructional Environment
3	School Leadership
4	Professional Capacity
5	**Family Engagement**
6	Diversity, Equity, and Inclusion

The improved Family Engagement Score was driven by a large increase in the Parent/Guardian Involvement subtopic score.

These results reflect responses from District and alternative schools (charter schools are excluded).

Family Engagement scores ranged from 5.3 to 8.3, with higher average scores among elementary schools.

Family Engagement Scores, 2022-23

7.13 6.46 6.35

School Level
- Elementary N=133
- Middle N=18
- High N=24

— Mean Score
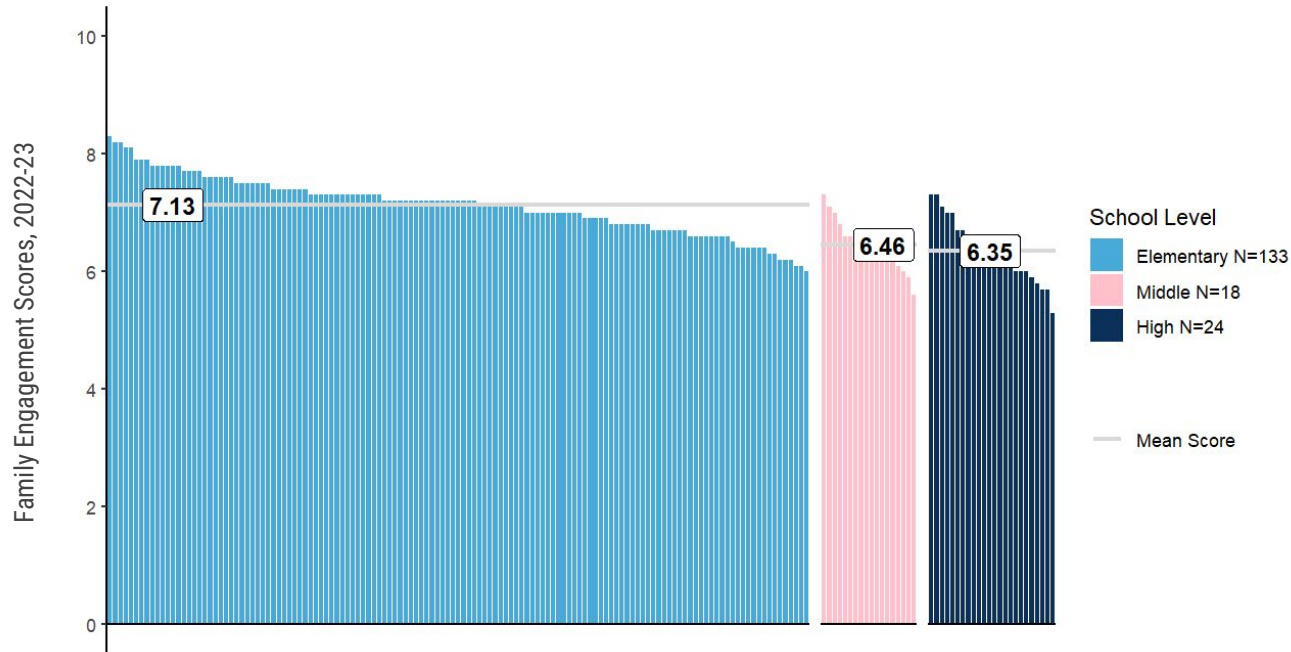
Each column represents a school's Family Engagement score in 2022-23.

Columns are grouped by school level and sorted descending to show the range and mean for Family Engagement scores at each school level.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

Family Engagement scores increased for most elementary, middle and high schools in 2022-23.
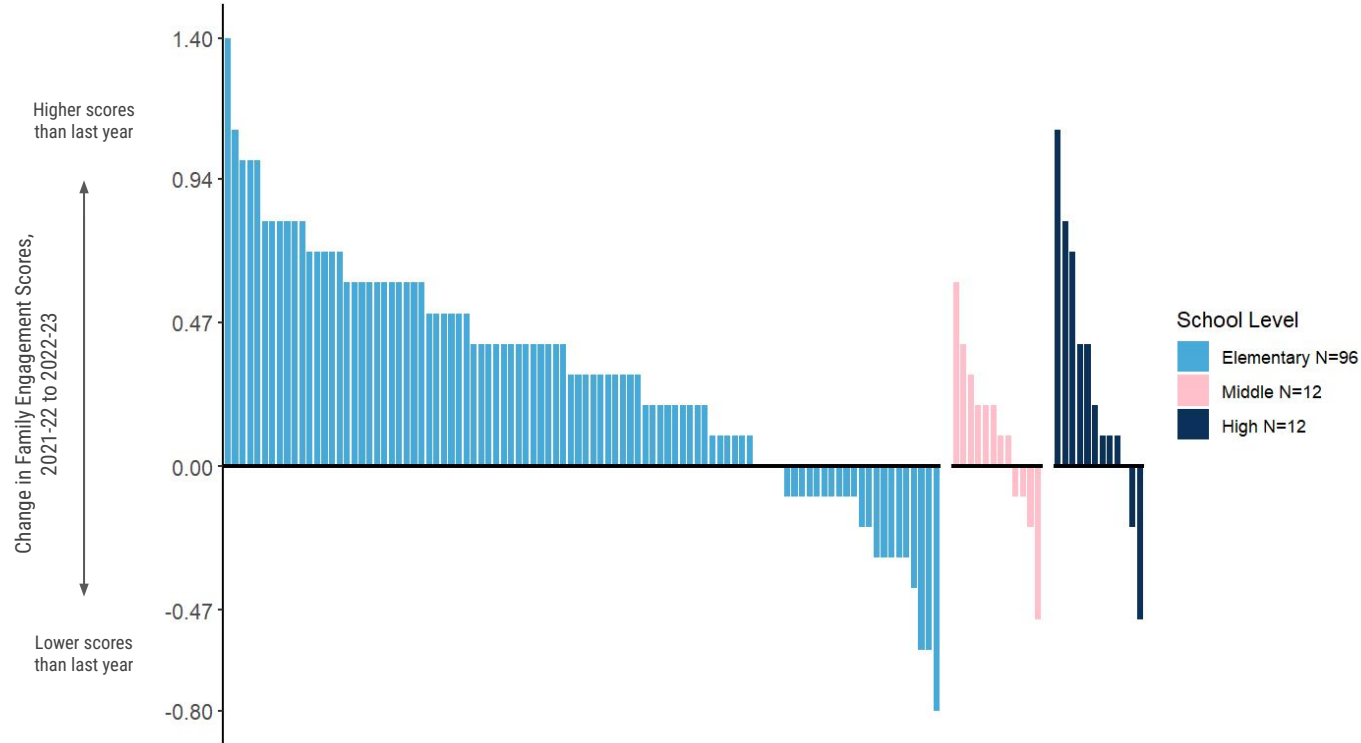
This figure shows how much Family Engagement scores changed for each school from 2021-22 to 2022-23.

Each column represents a school. Columns above the black line at 0 are schools whose scores increased, and columns below the black line are schools whose scores decreased. Schools with no change are represented by blank spaces on the black line.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

Most parents and guardians perceived communication and relationships between schools and families positively, and parent/guardian involvement in schools returned to the 2019-20 level.

Since the beginning of the school year, has any adult in your child's household attended a school sponsored event at your child's school?

% of parents/guardians who responded with "yes"

- 56.5% (2019-20)
- 39.1% (2021-22)
- 56.6% (2022-23)

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

% of parents/guardians who agree or strongly agree

- 91.7% (2019-20)
- 91.6% (2020-21)
- 90.2% (2021-22)
- 89.7% (2022-23)
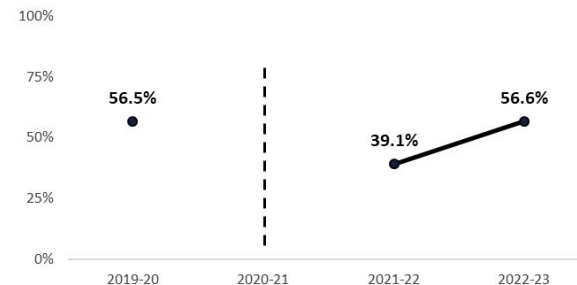
My child's school gives me information about how I can help my child be successful in school.

% of parents/guardians who agree or strongly agree
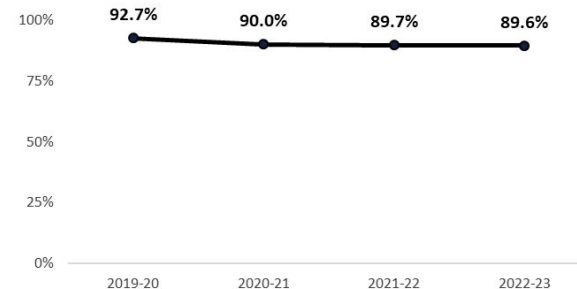
- 92.7% (2019-20)
- 90.0% (2020-21)
- 89.7% (2021-22)
- 89.6% (2022-23)

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.

School District of Philadelphia • Office of Evaluation, Research, and Accountability 34

1	School Climate
2	Instructional Environment
3	School Leadership
4	Professional Capacity
5	Family Engagement
6	**Diversity, Equity, and Inclusion**

There was minimal movement in Diversity, Equity and Inclusion subtopic scores at the District-level.

Legend:
- Cultural Awareness and Action (Teacher Survey)
- Cultural Awarenss and Action (Parent/Guardian Survey)
- Belonging (Teacher Survey)
- Belonging (Parent/Guardian Survey)
- Anti-Racist Professional Culture (Teacher Survey)
- Cultural Awareness and Action (Student Survey)

These results reflect responses from District and alternative schools (charter schools are excluded).
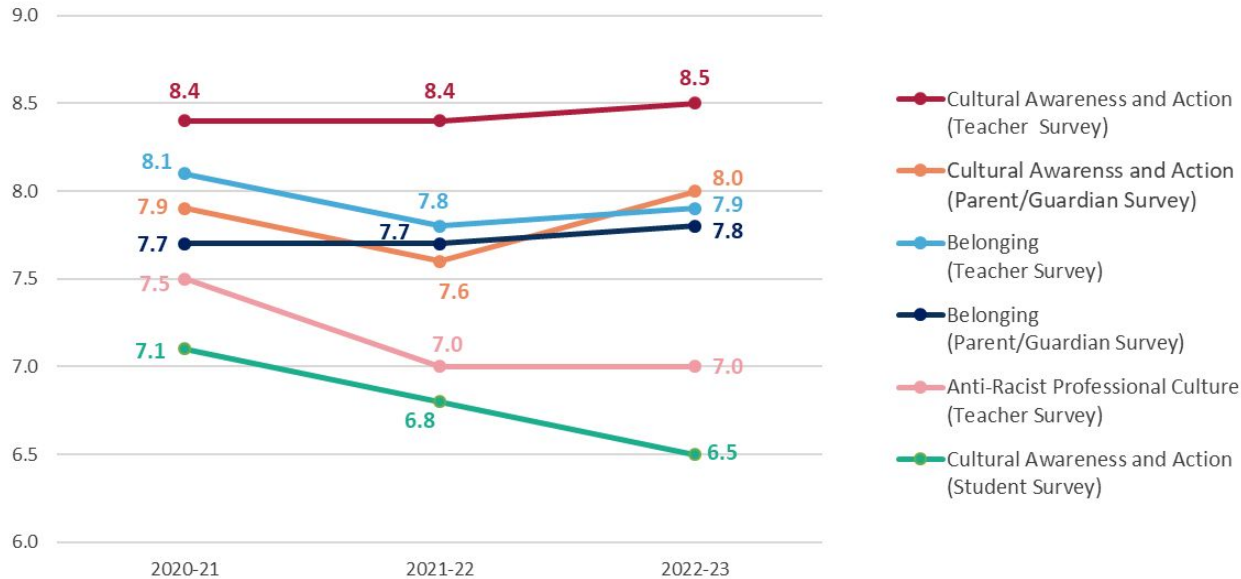
Diversity, Equity, and Inclusion scores varied by school, and high schools had higher scores on average.

Y-axis: Diversity, Equity, and Inclusion Scores, 2022-23

Mean scores shown on chart: **7.45**, **7.52**, **7.73**

School Level
- Elementary N=89
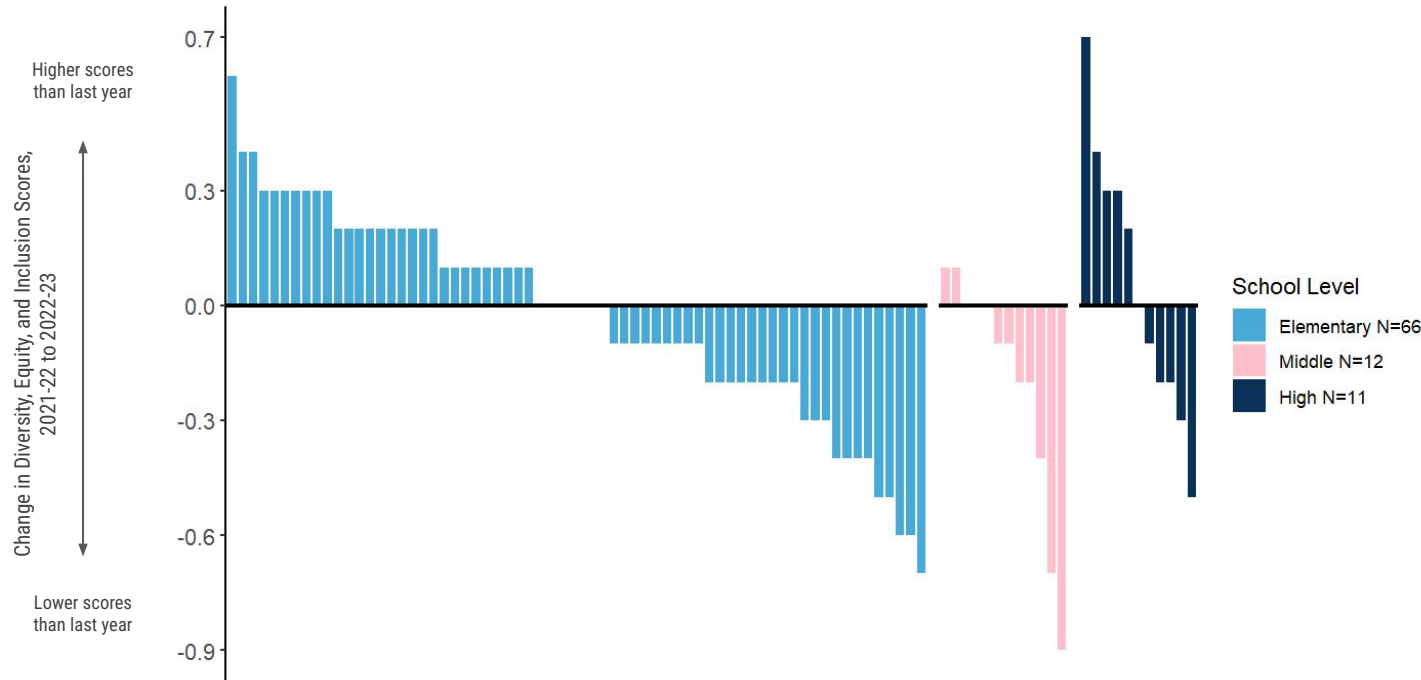- Middle N=18
- High N=22
- — Mean Score
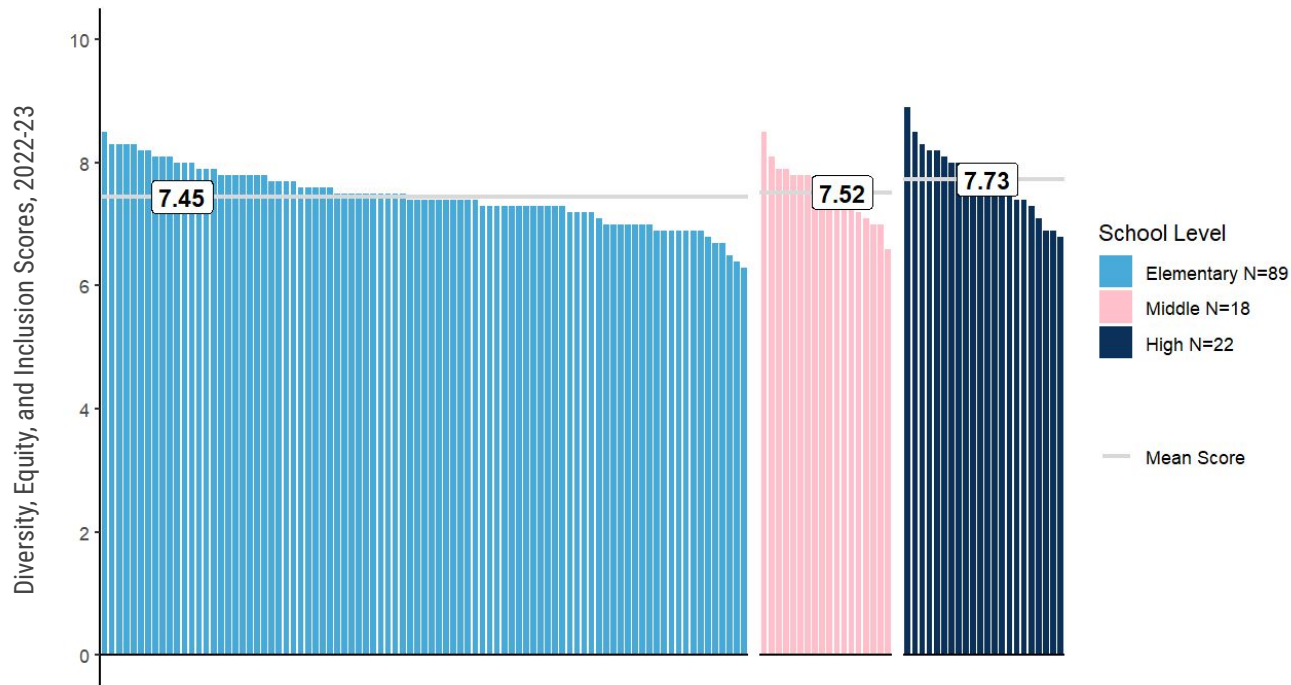
This figure shows Diversity, Equity, and Inclusion scores for District and alternative schools in 2022-23.

Each column represents a school. Columns are grouped by school level and sorted descending to show the range of Diversity, Equity, and Inclusion scores and the mean for each school level.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

Although the aggregate DEI score was the same as in 2021-22, year-over-year trends varied by school.

This figure shows how much Diversity, Equity, and Inclusion scores changed for each school from 2021-22 to 2022-23.

Each column represents a school. Columns above the black line at 0 are schools whose scores increased, and columns below the black line are schools whose scores decreased. Schools with no change are represented by blank spaces on the black line.

These results reflect responses from District and alternative schools (charter schools are excluded). Notes on school levels: "Elementary" includes elementary, elementary-middle, elementary-middle-high, and elementary-high schools. "Middle" includes middle and middle-high schools. "High" includes high and transition/overage schools.

At a District level, perceptions of DEI issues changed little from 2021-22 to 2022-23.

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

% of students who responded with "most or all of the time"

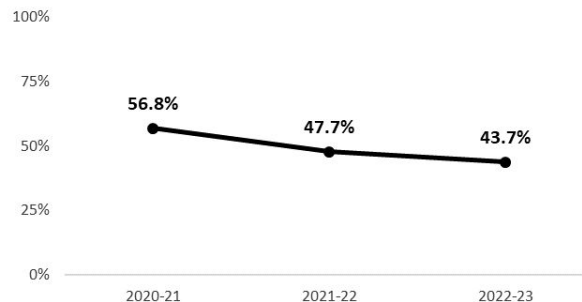|		
56.8%	**47.7%**	**43.7%**
2020-21	2021-22	2022-23

I think about what my colleagues of different races, ethnicities, or cultures experience.

% of principals who responded with "most or all of the time"

68.0%	**67.5%**	**67.6%**
2020-21	2021-22	2022-23

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

% of teachers who responded with "most or all of the time"
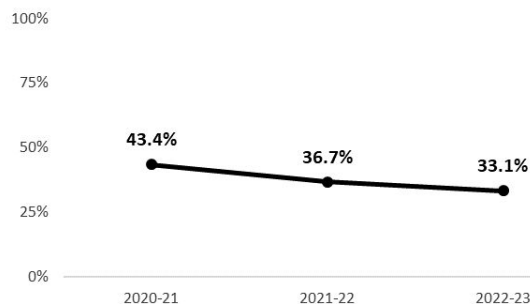
43.4%	**36.7%**	**33.1%**
2020-21	2021-22	2022-23

These results reflect responses from District and alternative schools (charter schools are excluded). Some survey questions have been rephrased slightly to best fit the context of this presentation.

1	School Climate
2	Instructional Environment
3	School Leadership
4	Professional Capacity
5	Family Engagement
6	Diversity, Equity, and Inclusion
➡	**Accelerate Philly**

The PSES contains a wealth of data relevant to SDP's new strategic plan, *Accelerate Philly.*

- Launched in 2023, Accelerate Philly is a five-year road map containing 62 Strategic Actions organized under 5 Priority Areas designed to accelerate progress toward Achieving the Board of Education's Goals and Guardrails.

- There are PSES topics, subtopics, and questions relevant to each of the five priorities in Accelerate Philly, a sample of which are presented in the subsequent slides.

Additional relevant questions can be found by entering keywords into the search bar for the PSES Dashboard Question Explorer.

THE SCHOOL DISTRICT OF PHILADELPHIA

ACCELERATE PHILLY

2023-2028 Strategic Plan

These results reflect responses from District and alternative schools (charter schools are excluded).

Improve safety and well-being

Accelerate Philly notes that Philadelphians have made clear that school climate and safety should be the first priority for SDP, and that neighborhood safety affects students' ability to attend school. Priority 1 therefore includes Strategic Actions for supporting safety inside of schools (1.3 and 1.4), and expanding the Safe Path Program to reduce risks in the neighborhood around schools and ensure students can get to school safely every day (1.5).

The PSES captures perceptions of School Safety in its core School Climate topic as well as in the questions in the Neighborhood Safety and Attendance subtopics which can be found in the PSES Dashboard Question Explorer.

Student: How often are these things true?

I feel safe going to and from school.
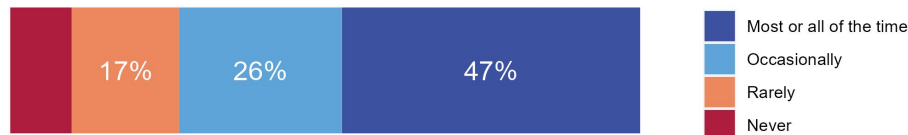
17%	26%	47%

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

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

Safety concerns on the way to or around the school
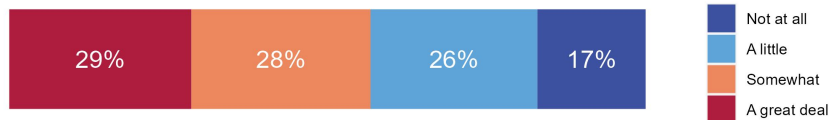
| 29% | 28% | 26% | 17% |

- Not at all
- A little
- Somewhat
- A great deal

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

Neighborhood crime/safety

| 27% | 24% | 28% | 21% |

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

These results reflect responses from District and alternative schools (charter schools are excluded).
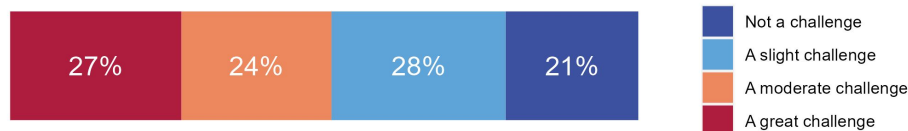
Improve safety and well-being

Exposure to trauma increases the risk that students will develop mental health disorders, and *Accelerate Philly* highlights the need for more trauma-informed approaches and resources to support schools to address students mental health and socioemotional needs (1.8). In addition to mental health challenges, chronic health conditions are also a barrier to student attendance and learning, and *Accelerate Philly* includes a Strategic Action to ensure all schools have certified school nurses (1.9).

The PSES measures the challenges schools face in addressing student mental health, and the adequacy of support staff to address both physical and mental health in its core School Climate topic.

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

Student mental health issues

34%	29%	25%	12%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge
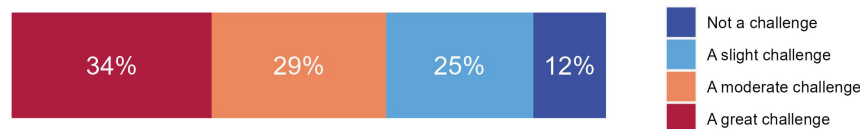
Support: How confident are you in your ability to do the following?

Work with teachers and school leaders to support students who have experienced trauma
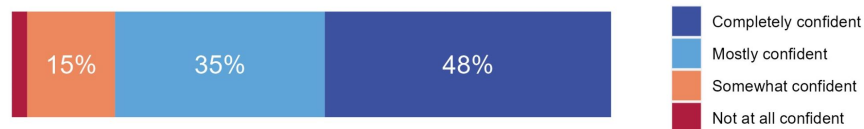
15%	35%	48%

- Completely confident
- Mostly confident
- Somewhat confident
- Not at all confident

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

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

28%	31%	25%	16%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

These results reflect responses from District and alternative schools (charter schools are excluded).
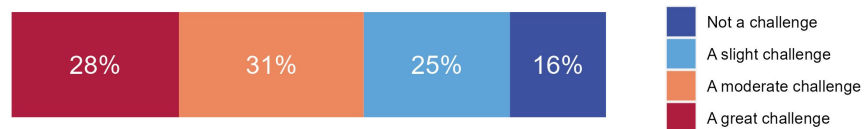
Improve safety and well-being

There is a clear relationship between school climate and student attendance and academic achievement. To this end, *Accelerate Philly's* Strategic Action 1.7 calls for auditing the extent of implementation of the District's major school climate programs.

The School Climate topic and its subtopics allow SDP to compare how schools across the District are doing and to track school climate changes over time. Related non-core subtopics can be explored in the PSES Dashboard Question Explorer and include Family Perceptions of School Climate, Bullying (Pilot), and Discipline.

Student: How much do you agree or disagree?

If I told a teacher or other adult at this school that another student was bullying me, they would try to help me.

12%	50%	28%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

Student behavior

29%	27%	29%	14%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge
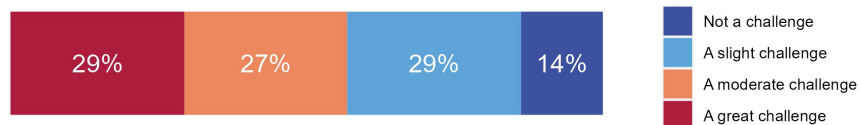
Teacher: How much do you agree or disagree with the following statements?

My school consistently uses positive behavioral supports to encourage responsible behavior.

17%	50%	26%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

These results reflect responses from District and alternative schools (charter schools are excluded).

Improve safety and well-being

Accelerate Philly emphasizes the importance of students' physical experiences inside of schools, which are related to their sense of belonging and safety in school. Priority 1 includes Strategic Actions for improving school facilities (1.1), managing environmental hazards (1.2), and ensuring students have access to "sufficient, healthy, and appetizing food during appropriate meal times" (1.10).

The PSES contains a number of questions related to these initiatives under the Building Conditions subtopic of School Climate, in addition to the Health and Nutrition questions shown here and available in the PSES Dashboard Question Explorer.

Student: How often are these things true?

My school is clean.

21%	25%	28%	26%

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

Student: How often are these things true?

The cafeteria space or lunchroom feels welcoming.

19%	24%	28%	28%

■ Most or all of the time
■ Occasionally
■ Rarely
■ Never
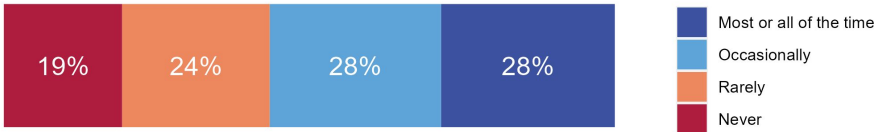
Student: How often are these things true?

The food tastes good.

27%	34%	26%	13%

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

These results reflect responses from District and alternative schools (charter schools are excluded).
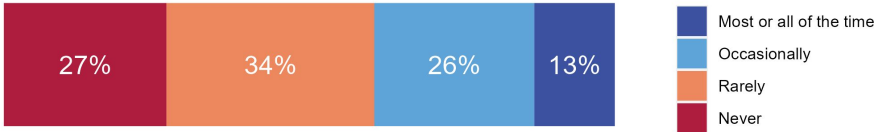
Partner with families and community

Under *Accelerate Philly,* SDP aims to foster trusting relationships with students, families, and staff through Strategic Actions designed to improve communication (2.1 and 2.2), involve staff and families in decision making (2.3 – 2.7), and strengthen parent/guardian engagement in their students' education (2.9 and 2.10).

The PSES Family Engagement topic tracks these issues from the perspectives of parents, teachers, and school leaders. The Inclusive Leade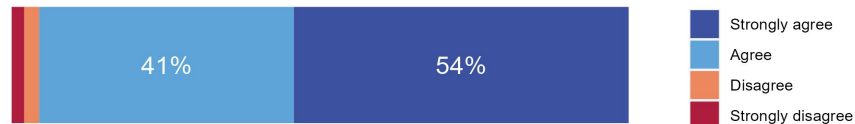rship subtopic also measures the extent to which school leaders involve students, staff, and families in the vision and strategic priorities for their schools.

Parent: How much do you agree with the following? My child's school…

communicates with me in a language I understand.

	41%	54%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

Lack of trust in the District

11%	23%	35%	31%

- Not at all
- A little
- Somewhat
- A great deal
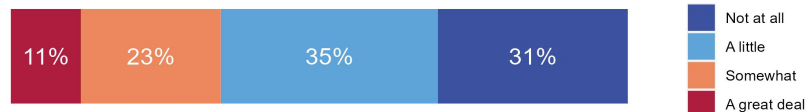
Support: The principal/school leader at my school:

encourages students to be involved in the school community.

	48%	38%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

These results reflect responses from District and alternative schools (charter schools are excluded).

Accelerate academic achievement

Priority 3 of *Accelerate Philly* relates to the District goal of providing the "learning environments and supports necessary for all students to develop foundational academic skills and graduate college and career ready." To ensure every student's learning needs are met, Strategic Action 3.8 calls for auditing and improving compliance with Individualized Education Plans and expanding support for English Learners.

The PSES School Climate topic includes questions about lack of resources for supporting students' learning needs, which are measured under School Climate and sampled on this slide. The Instructional Environment topic measures students' perceptions of how well they are supported in the learning process, and the Professional Capacity topic tracks the extent to which teachers feel prepared to support students.

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

Lack of school resources to provide extra help to students who need it
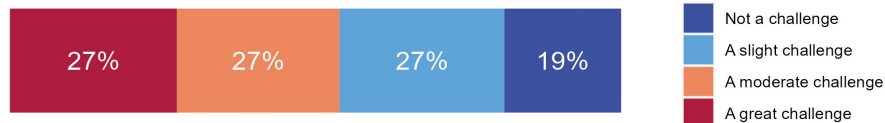
27%	27%	27%	19%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

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

Lack of support for teaching special education students (i.e., students with IEPs)

24%	25%	26%	25%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

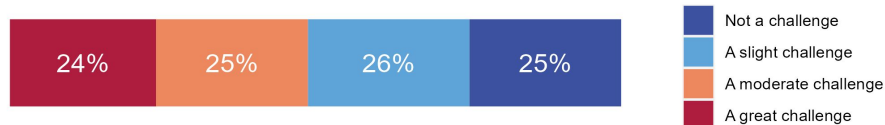**Teacher:** To what extent do you consider each of the following factors a challenge to student learning in your school?

Lack of support for teaching English Learners

19%	21%	26%	33%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

These results reflect responses from District and alternative schools (charter schools are excluded).

Accelerate academic achievement

A number of Strategic Actions in *Accelerate Philly* involve the purchase and implementation of standards-aligned core instructional resources for core subjects (3.2 – 3.4). Priority 3 also calls for provision of support to teachers in implementing curricula in a way that is culturally and linguistically relevant (3.9).

The PSES School Climate topic – particularly its School-Wide Learning Climate subtopic – measures teachers' perceptions of their schools' instructional strategies and implementation of curriculum. The Cultural Awareness and Action subtopic under Diversity, Equity, and Inclusion also tracks school efforts to ensure students learn about people from diverse cultures and backgrounds in school.
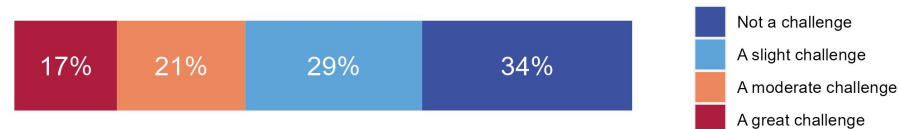
Teacher: How much do you agree with the following statements?

My school has clear strategies for improving instruction.

16%	49%	31%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

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

Inadequate textbooks, materials, or other non-technological instructional resources

17%	21%	29%	34%

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

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

Curriculum, instruction, and learning materials are well coordinated across different grade levels at my school.

20%	48%	27%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

These results reflect responses from District and alternative schools (charter schools are excluded).

Accelerate academic achievement

Accelerate Philly's Priority 3 emphasizes long-term outcomes for students, with Strategic Actions designed to support the transition to high school (3.13), prevent dropout (3.14), improve access to Career and Technical Education (CTE) programs (3.12), and provide financial literacy modules to high school students (3.15).

The PSES non-core "College and Career" and "Attendance and Dropout" subtopics contain questions relevant to these *Accelerate Philly* objectives, sampled here and available in the PSES Dashboard Question Explorer.

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

Lack of engaging and relevant classroom instruction

Legend: Not at all / A little / Somewhat / A great deal

Bar: 20% | 35% | 36%

Student: How much do you agree with the following statements?

My school is helping to prepare me for a career/career pathway.

Legend: Strongly agree / Agree / Disagree / Strongly disagree

Bar: 15% | 53% | 24%

Student: How much do you agree with the following statements?

My school is helping to prepare me for college.

Legend: Strongly agree / Agree / Disagree / Strongly disagree

Bar: 16% | 52% | 24%

Recruit and retain diverse and highly effective educators

Priority 4 of *Accelerate Philly* is designed to address the need for a supported, valued, and well-prepared workforce to support student well-being and achievement. It includes a set of Strategic Actions focused on recruitment, including reducing vacancies in hard-to-staff schools (4.2), recruiting more Black and Latino male educators (4.5), building a teacher preparation middle college high school (4.6), expanding "Grow-Your-Own" programs (4.7), and assessing long-term staffing needs (4.3).

The impact of current staffing shortages is measured in the PSES School Climate topic. Questions related to specific roles (e.g. teachers, counselors, etc.) can also be found using the search bar in the PSES Dashboard Question Explorer.
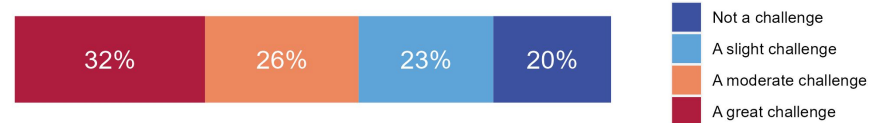
Principal: To what extent do you consider each of the following factors a challenge to student learning in your school?

Shortage of highly-qualified teachers
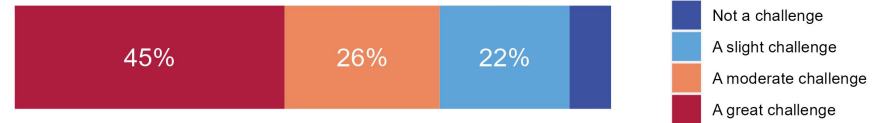
45%	26%	22%	

- ■ Not a challenge
- ■ A slight challenge
- ■ A moderate challenge
- ■ A great challenge

Teacher: 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)

32%	26%	23%	20%

- ■ Not a challenge
- ■ A slight challenge
- ■ A moderate challenge
- ■ A great challenge

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

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

27%	22%	23%	28%

- ■ Not a challenge
- ■ A slight challenge
- ■ A moderate challenge
- ■ A great challenge

These results reflect responses from District and alternative schools (charter schools are excluded).

Recruit and retain diverse and highly effective educators

In addition to strategies to bolster recruitment, Priority 4 includes strategies to improve retention of school-based staff, such as Strategic Action 4.4.

Research in SDP and nationally has found a strong relationship between school climate and teacher morale and retention. The PSES School Climate topic includes a number of questions about the impact of staff attrition on student learning.
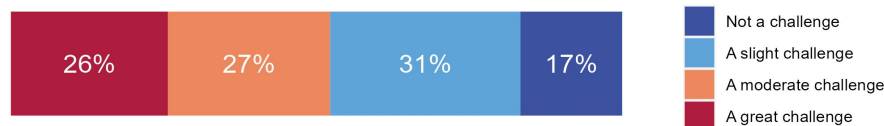
Teacher: How much do you agree with the following statements?

Teacher morale is high at my school.
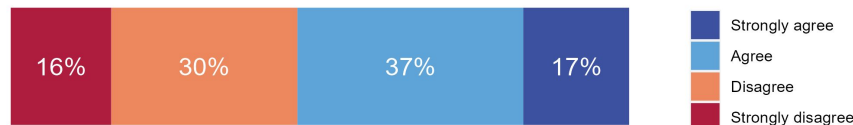
16%	30%	37%	17%

- ■ Strongly agree
- ■ Agree
- ■ Disagree
- ■ Strongly disagree

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

Teacher turnover

26%	27%	31%	17%

- ■ Not a challenge
- ■ A slight challenge
- ■ A moderate challenge
- ■ A great challenge

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

Principal turnover

		12%	72%

- ■ Not a challenge
- ■ A slight challenge
- ■ A moderate challenge
- ■ A great challenge
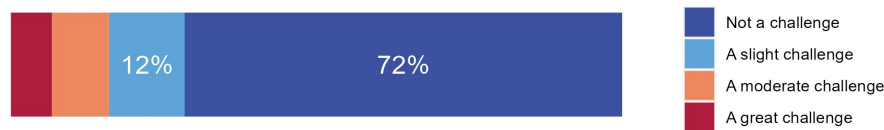
Recruit and retain diverse and highly effective educators

Priority 4 includes a set of Strategic Actions designed to improve retention through PD, coaching, and feedback systems that make school staff feel more prepared and effective in their roles (4.8 and 4.9). Since research shows the importance of effective management in retaining employees, Priority 4 also includes Strategic Actions to strengthen instructional leadership teams to better support school staff (4.1), and ensure that school leaders receive regular feedback from their direct reports (4.10).

The PSES Professional Capacity topic measures staff perceptions of PD provided at the District and school levels, and the School Leadership topic tracks teacher and support staff perceptions of their school leaders.

Teacher: My principal/school leader:

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

12%	44%	38%

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Teacher: 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.

23%	55%	13%

- Strongly agree
- Agree
- Disagree
- Strongly disagree
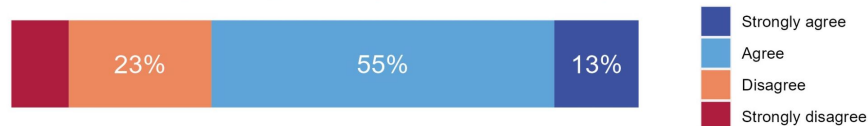
Principal: During this school year (including the summer), how many times did you:

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

20%	15%	25%	40%

- Often
- Sometimes
- Rarely
- Never

Deliver efficient, high-quality, cost-effective operations

Priority 5 of *Accelerate Philly* focuses on ways District operations can be improved to better support schools and achieve District objectives. The implementation of Strategic Actions related to onboarding of new hires (5.3), budgeting processes (5.8), facilities (5.10), and school cleaning (5.11) will have a direct impact on schools.

While most of these issues will be tracked directly in a new survey for school leaders to provide feedback to Central Office (5.7), the PSES contains some questions relevant to these objectives. The School Climate topic tracks challenges with staffing (also highlighted under Priority 4) and includes questions about whether principals/APs and teachers feel respected by District and Network administrators, which can be found under the "Respect" subtopic in the PSES Dashboard Question Explorer.

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

Transportation challenges

32%	37%	24%	

- Not at all
- A little
- Somewhat
- A great deal

Principal: To what extent do you feel respected by:

District/Charter Operator administrators

	18%	45%	29%

- Respected a great deal
- Somewhat respected
- A little respected
- Not at all respected

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

Frequent changes in District/Charter initiatives

34%	36%	22%	

- Not a challenge
- A slight challenge
- A moderate challenge
- A great challenge

These results reflect responses from District and alternative schools (charter schools are excluded).