

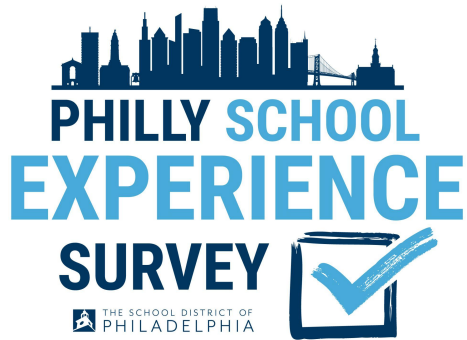


April 2024

# Research Roundup

2022-23 Philly School Experience Survey Results:  
School Climate and Instructional Environment





# Agenda

1. About ERA and the Research Roundup webinar series
2. Philly School Experience Survey (PSES) 2022-23 Results
3. Student Perspectives on Overlapping School Climate Factors
4. PSES 2023-24 and Beyond
5. Questions & Discussion

**This webinar is being recorded.** The recording and a PDF of the slide deck will be available at: [philasd.org/research/roundup](https://philasd.org/research/roundup)

# Evaluation, Research, and Accountability

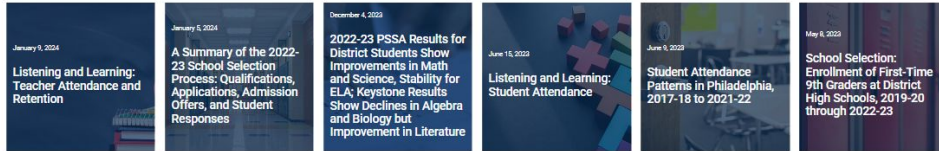
[philasd.org/era](http://philasd.org/era)



## Evaluation, Research, and Accountability

YOU ARE HERE > Evaluation, Research, and Accountability > Evaluation, Research, and Accountability

News About Offices Goals and Guardrails Check & Reflect Series Tools Data Reports Contact



### What can we help you find?

Every year, we collect millions of data points on **student achievement, leadership, school climate, and progress.**

Our offices work with the data to evaluate and report outcomes and develop informational tools.



Office of Research and Evaluation

District Performance Office

Planning and Evidence-Based Supports Office

Office of Assessments

Office of Data Governance

# Evaluation, Research, and Accountability

[philasd.org/era/assessment/](https://philasd.org/era/assessment/)

## Office of Assessment

The Office of Assessment maintains the Assessment Calendar and coordinates the administration of a number of assessments including Star, Keystone, PSSA, PASA, and ACCESS.

- 2023-24 Assessment Calendar
- 2023-24 Assessment Overview

THE SCHOOL DISTRICT OF PHILADELPHIA **Issue Brief: Health & Nutrition**

Household Food Insecurity in the School District of Philadelphia: An Analysis of District-Wide Survey Results.

**PHILADELPHIA**  
**Understanding and Measuring Perceptions of School Climate and Safety: Insights from the Philly School Experience Survey**  
 November 2023

Tell us how we can help you understand the American Society of Criminology annual conference on November 17, 2023 in Philadelphia, PA.

**Presented by:**  
 Erin McCrossan, PhD, Senior Research Associate  
 Helena Pylvainen, MPP, Policy Research Analyst

**Coauthors:**  
 Michael Frisano, MS, Senior Statistician  
 Roland Reyes, MS, Senior Statistician  
 Hannah Barton, Data Analyst

**2022-23 Philly School Experience Survey Results**  
 Office of Evaluation, Research, and Accountability  
 December 2023

[philasd.org/research](https://philasd.org/research)

[schoolprofiles.philasd.org](https://schoolprofiles.philasd.org)

THE SCHOOL DISTRICT OF PHILADELPHIA Compare Schools User Guide Video Tutorials

**SCHOOL PROFILES**  
 Find out how a school or group of schools is performing.  
 Search for a school or narrow your search using the filters below. You can also view data for groups of schools. For example, all Charter Schools or all Network 1 schools by clicking on "School Groupings."

Find a School:  All Schools School Groupings

Search for a school:  
 Search Term  Search  
 Filters

ACADEMY AT PALUMBO  
 ACADEMY FOR THE MIDDLE YEARS (AMY) AT NORTHWEST  
 ACHIEVE ACADEMY  
 ACHIEVE ACADEMY EAST  
 AD PRIMA CHARTER SCHOOL  
 ADAIRE, ALEXANDER SCHOOL  
 ALLEN, DR. ETHEL SCHOOL  
 ALLEN, ETHAN SCHOOL  
 ALLEN, RICHARD PREPARATORY CHARTER SCHOOL  
 ALLIANCE FOR PROGRESS CHARTER SCHOOL

**PHILADELPHIA PUBLIC SCHOOLS**  
 DATA FOR DISTRICT CHARTER, ALTERNATIVE, AND OTHER/CYBER STUDENTS AND SCHOOLS  
 Enrollment: 2023-2024 (next update: November 2024)  
 Performance and Climate data: 2021-2022 (next update: Spring 2024)  
 Survey data: 2022-2023 (next update: Late Fall 2024)

**TOTAL ENROLLMENT** 197,115

**SCHOOL DISTRICT OF PHILADELPHIA CENTRAL OFFICE**  
 842 N. Broad Street  
 Philadelphia, PA 19130  
 P: 215-420-4000

**SUPERINTENDENT**  
 Tony B. Warrington, Ed.D.

**2021-22 PSSA & KEYSTONE - ELA PERFORMANCE (ALL GRADES)**  
 34% 4 POINT DECREASE FROM PREVIOUS YEAR  
 The percentage of students who scored Proficient or Advanced on the state standardized English Language Arts exam.

**2021-22 PSSA & KEYSTONE - MATH PERFORMANCE (ALL GRADES)**  
**2021-22 FOUR-YEAR GRADUATION**

**DISTRICT PROGRESS TOWARDS GOALS AND GUARDRAILS**  
 MORE PUBLIC-SCHOOLS DATA  
 DISTRICT FAST FACTS

**TOTAL SCHOOLS** 331

**DISTRICT SCHOOLS 218**  
 ENROLLMENT 112,816

**CHARTER SCHOOLS 82**  
 ENROLLMENT 64,119

**ALTERNATIVE SCHOOLS 31**  
 ENROLLMENT 3,299

**CYBER CHARTER SCHOOLS**  
 ENROLLMENT 14,643

**OTHER**  
 ENROLLMENT 2,238

[philasd.org/opendata](https://philasd.org/opendata)

THE SCHOOL DISTRICT OF PHILADELPHIA Board of Education | Progress Monitoring

OVERVIEW GOALS & GUARDRAILS GUARDRAIL 1: CLIMATE & INSTRUCTION GUARDRAIL 2: COMPLETE, INSTRUCTION, AND HEALTH GUARDRAIL 3: MENTAL HEALTH SUPPORT GUARDRAIL 4: EQUITY GUARDRAIL 5: PARTNERING WITH PARENTS & FAMILY

**Sections**  
 District and by School Group  
 By Survey Subtopic and Reasonator  
 By School and Student Groups  
 Indicator  
 Guardrail 1 Links  
 Mental Health Support  
 Heat?

**Overall and by School Group**  
 Indicator 1.1  
 The percentage of schools with both a high Overall District Wide Survey Climate rating and a high Overall District Wide Survey Instruction rating has grown 12.7% from schools in August 2020 to 54.8% from schools in August 2024.

**Annual Targets**  
 100%  
 90%  
 80%  
 70%  
 60%  
 50%  
 40%  
 30%  
 20%  
 10%  
 0%

**Off-Track**  
 2021-18 2018-19 2019-20 2020-21 2021-22  
 All District Schools 12.1% 8.6% 17.7% 14.0% 24.7% -16.7 -17.6 19.8%

**DISTRICT WIDE SURVEY**  
 Climate and Instruction Topic Scores, All District Schools

School Group (Based on School Type)	2018-19		2019-20		2020-21		2021-22					
	Topic Score	Schools	Topic Score	Schools	Topic Score	Schools	Topic Score	Schools				
On Track - Group A High instruction, high climate	7.6	82	19	8.6%	7.6	81	38	12.7%	7.6	81	50	14.5%
Near Track - Group B One high instruction or high climate	7.2	7.8	45	20.9%	7.3	7.8	46	21.4%	7.4	7.7	41	28.4%
Near Track - Group C Near instruction, near climate	6.5	7.5	83	38.6%	6.4	7.4	84	39.1%	6.7	7.5	84	39.5%
Off Track - Group D Low instruction and/or climate	5.7	7.0	69	31.6%	5.7	7.0	38	12.7%	5.2	7.3	14	6.5%

[philasd.org/era/goals-and-guardrails](https://philasd.org/era/goals-and-guardrails)

## Open Data

The School District of Philadelphia (SDP), in partnership with Open Data Philly, publishes longitudinal data sets spanning various operational school and student performance areas. The public release of this data supports our goals to promote greater transparency and community engagement. Before accessing this data, please review the Terms and Conditions.

School- and Network-level enrollment data and performance on key indicators are also available on our interactive, user-friendly School Profiles website. In addition to district provided data, please visit the state report card, Future Ready Index, for additional metrics.

To date, SDP has released data sets for:

- School Information
  - Master School List, Longitudinal Master School List, School and District Enrollment & Demographics, Pre-School Information, School Catchment Areas, School Catchment Retention Details and Counts, District Wide Surveys, Youth Risk Behavior Survey, School Reopening Information, School Selection, and Household Food Insecurity.
- School Performance
  - School Progress Reports on Education and Equity, District Scorecard, Alternative Education Progress Reports, PSSA & Keystone Exams Data, School and District Graduation Rates, School and District 90% Attendance, Average Daily Attendance, School and District Out-of-School Suspensions, Serious Incidents Counts and Details, and NSC Student Tracker Reports
- District Employees and Finance
  - Expenditure Information, Employee Information, Teacher Information, Teacher Demographics, District and School Budgets, and Full Time Employment (FTE)

**Data Sets**

**School Information**  
 Information on school's attributes

**School Performance**  
 Student performance and climate through the school year

**District Employees and Finance**  
 Expenditures, Employees, Budget, and FTE Data

**Advancing Education Safety**  
 Information on hybrid learning and COVID-19 testing

**Terms and Conditions**  
 Please read!















**Quick Data**

# What is a Research Roundup?

- Regular webinar series with a focus on topics aligned to the [Goals & Guardrails](#) and [Accelerate Philly](#)
- Videos and slide decks available from previous sessions
- Sign up to be notified when webinars are scheduled and when recordings are available:

[philasd.org/research/roundup](https://philasd.org/research/roundup)

## Research Roundup Topics

Mar 2022 	Literacy Performance in Grades K-3	Feb 2023 	Philadelphia Police School Diversion Program
April 2022 	Math Performance in Grades 3-8	April 2023 	Student Attendance
May 2022 	9th Grade “On Track” Rates and High School Graduation	May 2023 	Impact of Facility Investments in LA
June 2022 	Food Insecurity in the School District of Philadelphia	July 2023 	SPREE
July 2022 	English Learners and Students in Special Education	Sept 2023 	Trends, Transitions, and Supports for English Learners
Oct 2022 	PERC: Keystone Graduation Pathways	Dec 2023 	The 9th Grade On-Track Metric
Dec 2022 	District-Wide Surveys	Feb 2024 	The Youth Risk Behavior Surveillance System (YRBS)



# Philly School Experience Survey (PSES): 2022-23 Results

# 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.
- The PSES is always evolving. We are continuing efforts to make the PSES more relevant and useful for school communities, while aligning with District priorities under [Accelerate Philly](#).

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

1	<b>School Climate</b>	<ul style="list-style-type: none"> <li>School-Wide Learning Climate</li> <li>Classroom-Level Challenges</li> <li>School-Level Challenges</li> </ul>	<ul style="list-style-type: none"> <li>Building Condition</li> <li>School Safety</li> <li>Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Belonging</li> <li>Bullying</li> </ul>
2	<b>Instructional Environment</b>	<ul style="list-style-type: none"> <li>Supportive Classrooms</li> <li>Student Engagement</li> </ul>		
3	<b>School Leadership</b>	<ul style="list-style-type: none"> <li>Expectations &amp; Feedback</li> <li>Inclusive Leadership</li> </ul>		
4	<b>Professional Capacity</b>	<ul style="list-style-type: none"> <li>Trauma-Informed Practices</li> <li>Knowledge of Student Supports</li> <li>Support for Innovation</li> </ul>	<ul style="list-style-type: none"> <li>School-based PD</li> <li>Teacher Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>District-led PD Relevance</li> <li>District-led PD Quality</li> </ul>
5	<b>Family Engagement</b>	<ul style="list-style-type: none"> <li>School-Family Relationships</li> <li>Communication with Families</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Involvement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Outreach to Parents/Guardians</li> </ul>
6	<b>Diversity, Equity, and Inclusion</b>	<ul style="list-style-type: none"> <li>Cultural Awareness and Action</li> <li>Anti-Racist Professional Culture</li> </ul>	<ul style="list-style-type: none"> <li>Belonging</li> <li>Educating All Students</li> </ul>	
+	<b>Other Topics</b>	<ul style="list-style-type: none"> <li>External Challenges</li> <li>Attendance and Dropout</li> <li>Transportation</li> <li>Technology Access</li> </ul>	<ul style="list-style-type: none"> <li>Health and Nutrition</li> <li>Food Services</li> <li>Food Insecurity</li> </ul>	<ul style="list-style-type: none"> <li>School Safety Officers</li> <li>Extracurricular Activities</li> <li>Goals &amp; Guardrails</li> </ul>



## Each stakeholder group answers questions about designated topics.

Respondent Group	School Climate	Instructional Environment	School Leadership	Professional Capacity	Family Engagement	Diversity, Equity, and Inclusion
Parent/Guardian			✓		✓	✓
Student	✓	✓				✓**
Teacher	✓	✓	✓	✓***	✓	✓
Principal/ Assistant Principal*	✓	✓	✓	✓	✓	✓
Support Staff*	✓		✓	✓		✓

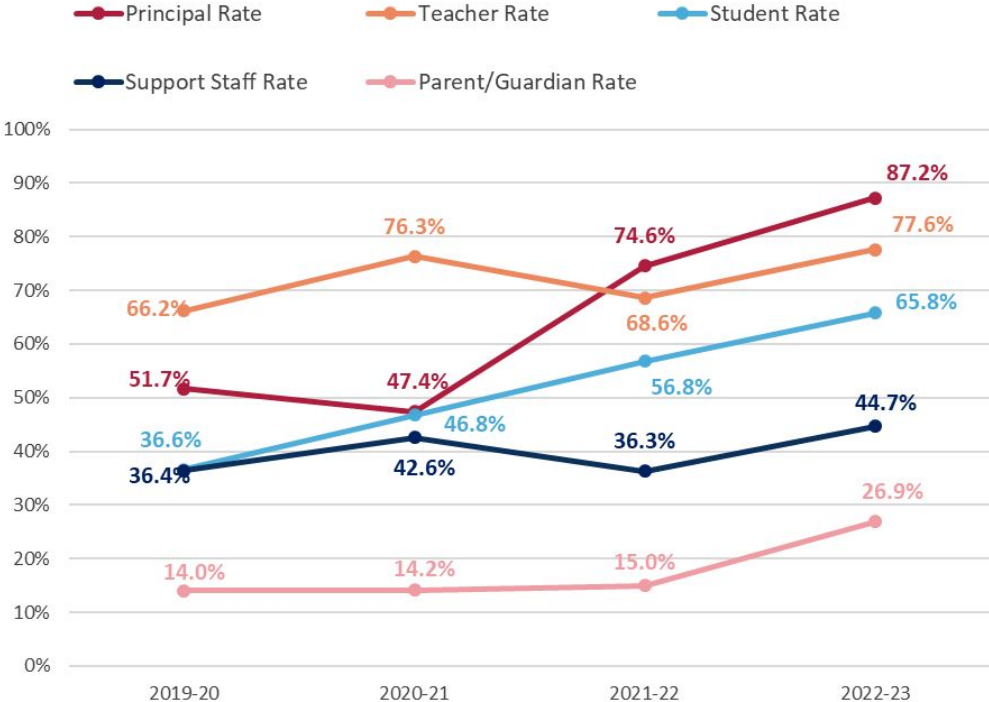
\*Not included in overall school-level topic scores

\*\*DEI questions only appear for students in grades 6-12. Thus, if a school only serves students in grades 5 and below they will not receive a DEI topic score.

\*\*\*Charter and contracted school teachers do not answer questions about District-led professional development and thus do not receive a Professional Capacity topic score.

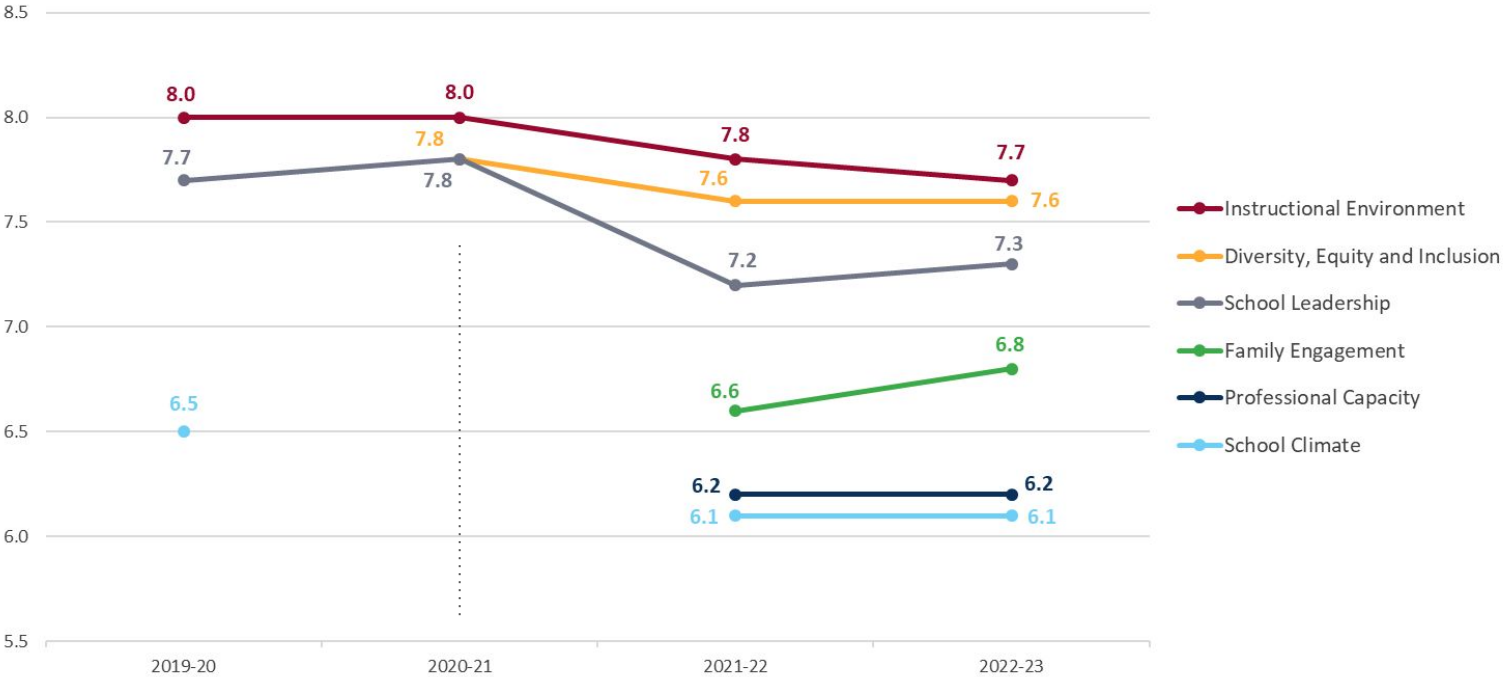
# Participation rates increased for all respondent groups in 2022-23.

- 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).
- In 2022-23, we developed two main strategies to improve response rates:
  - Made the parent/guardian survey shorter and more accessible (by removing the student ID requirement)
  - Centered schools in communication and outreach around survey administration



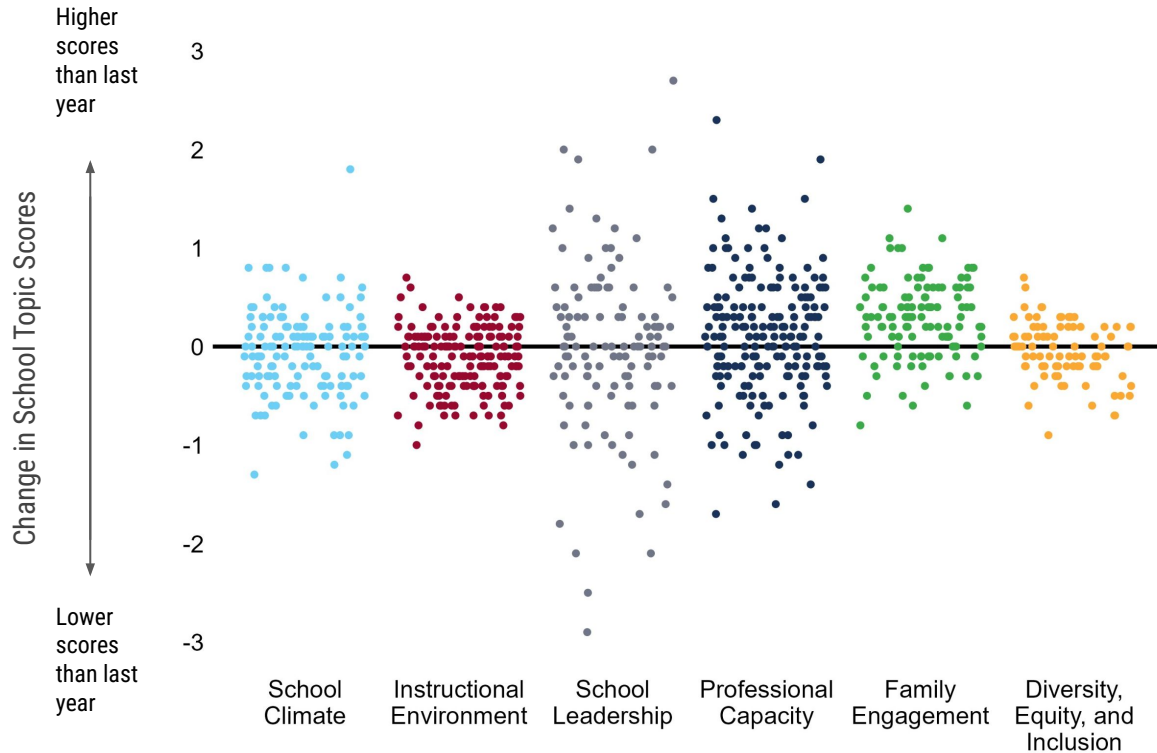
*These results reflect responses from District and alternative schools (charter schools are excluded).*

# 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.



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

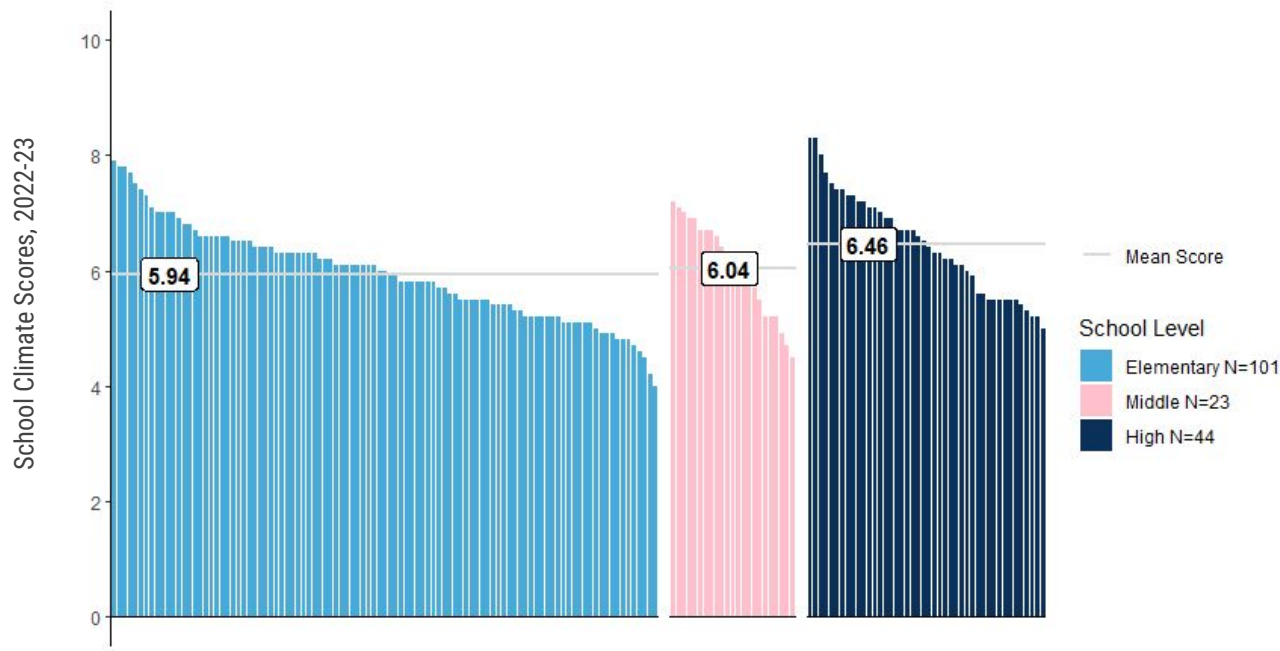
## While aggregate topic scores did not change much from 2021-22 to 2022-23, there was much more fluctuation at the school level.



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.

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

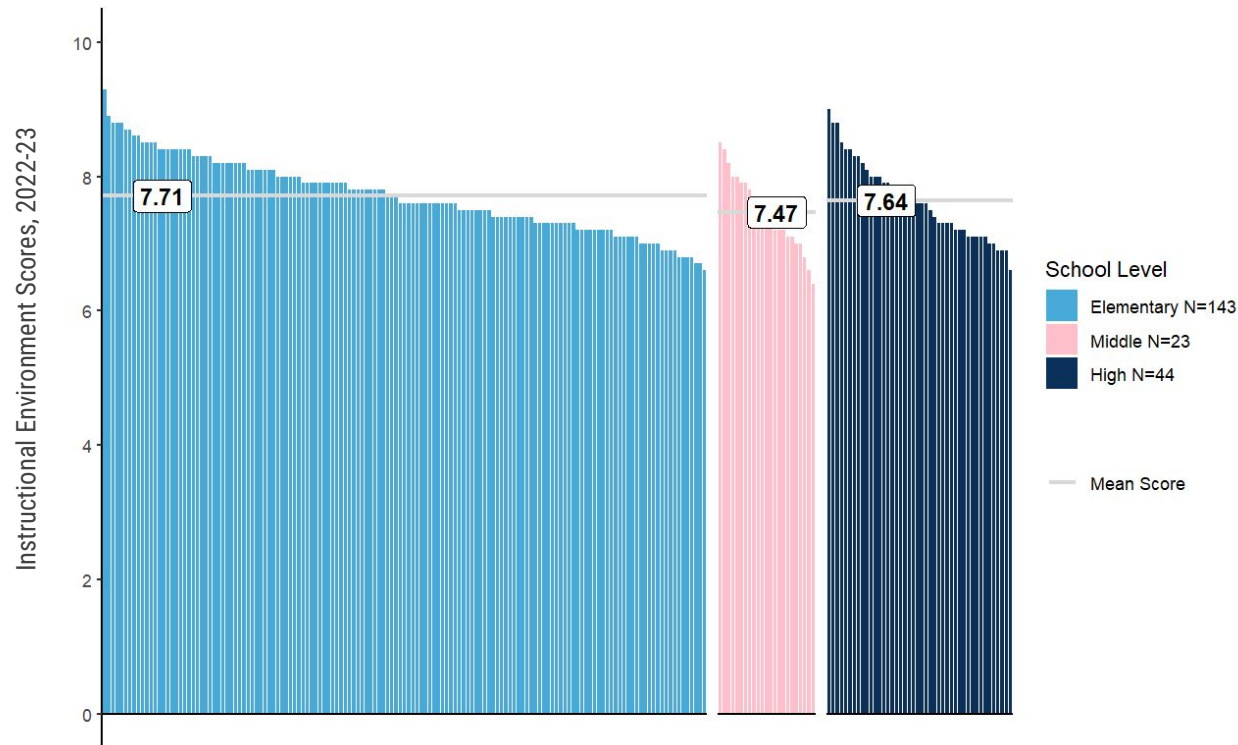


Each column represents a school's Climate score in 2022-23.

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.*

## Instructional Environment scores ranged from 6.4 to 9.3, with little variation by school level.

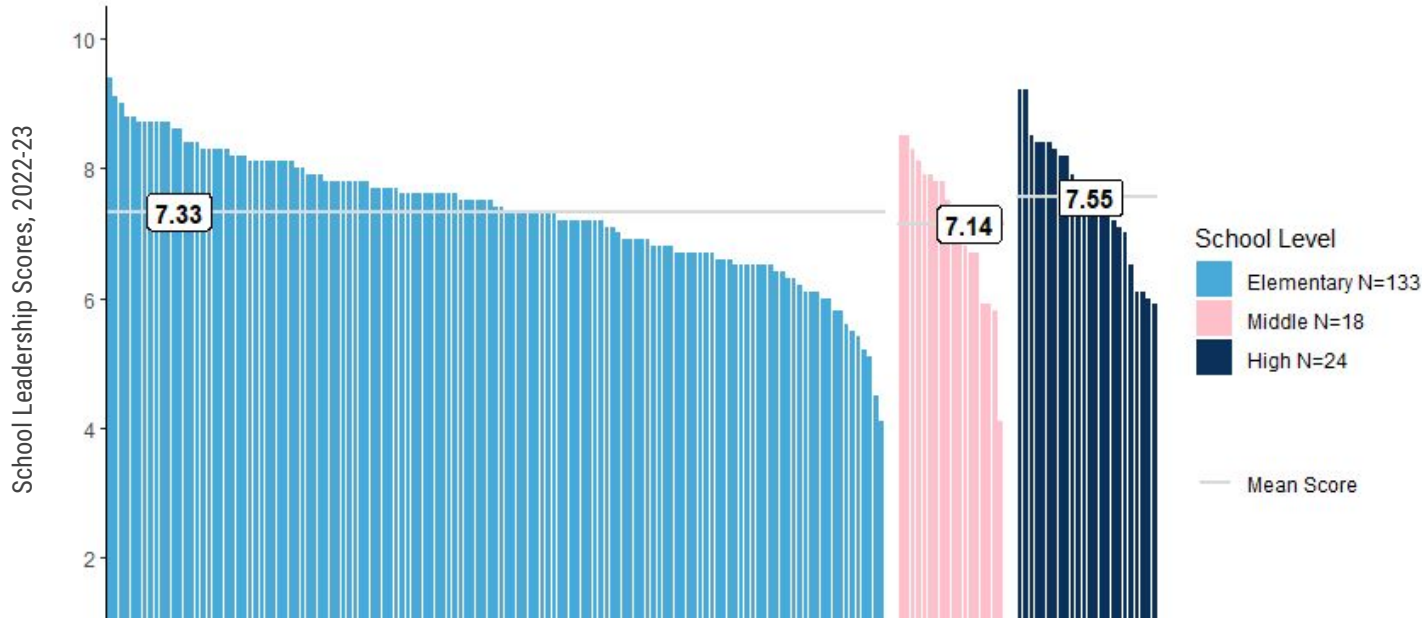


Each column represents a school's Instructional Environment score in 2022-23.

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.*

## School Leadership scores varied widely by school, ranging from 4.1 to 9.4.



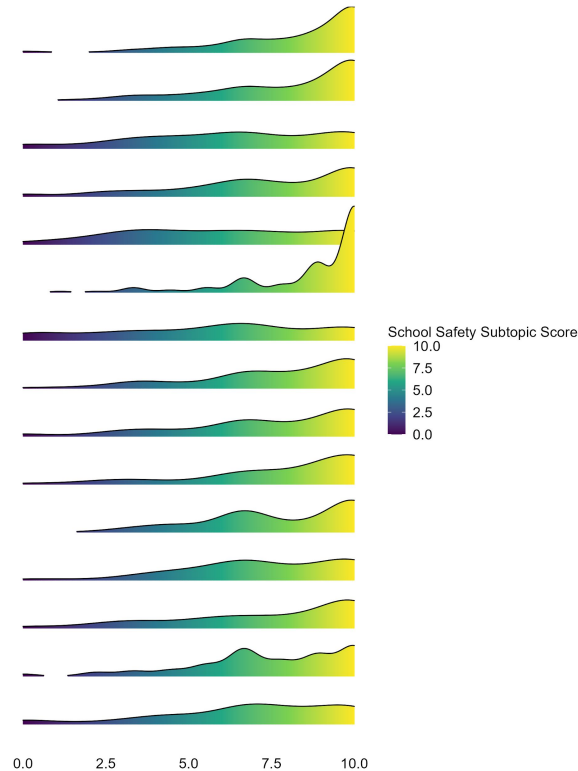
Each column represents a school's Leadership score in 2022-23.

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.*

## Note! There is even more variation *within* schools than there is between schools.

Distribution of individual students' School Safety subtopic scores for 15 randomly selected District schools, 2021-22



- When looking at any given school's results, it is important to explore the *distribution* of responses on each survey (e.g. by grade level, gender, race/ethnicity, etc). School mean scores hide wide variation in individual student, family, and staff experiences in our schools.
- Last year, we conducted an [exploratory, mixed methods study](#) of students' responses on PSES Climate and Instructional Environment subtopics:
  - For the quantitative side of the study, we ran multilevel regression models which showed that the majority (83-93%) of the variation in student responses on these subtopics in 2021-22 was *within* rather than between schools.
  - The qualitative portion of the study corroborated and enriched our understanding of how students are responding to the survey.





# Student Perspectives on Overlapping School Climate Factors

# Research Questions

**In order to decolonize and humanize educational research, researchers must “center the realities, desires, and stories of the people with whom we work.”** (San Pedro & Kinloch, 2017, p. 373S)

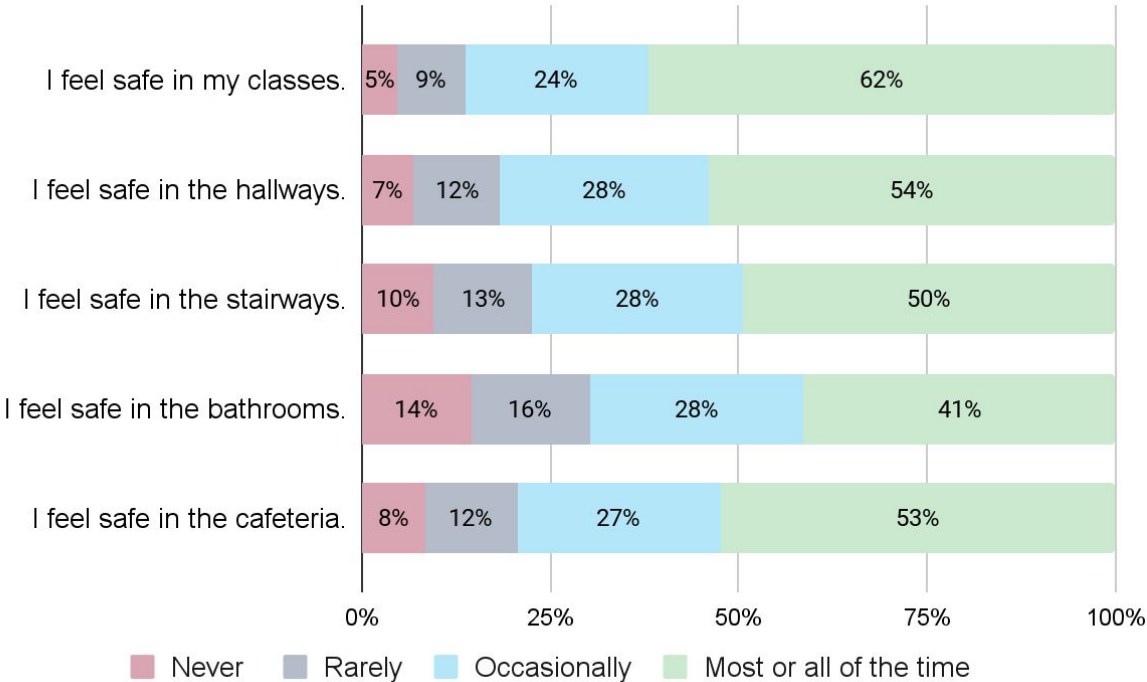
Research Question: *How do students understand PSES questions related to school climate and safety?*



- Are students understanding PSES questions in ways that are consistent with what school and district leaders might expect?
- What physical spaces of their school are students thinking about when they answer PSES questions positively or negatively?
- What types of school staff are students thinking about when they answer PSES questions positively or negatively?
- What specific incidents or examples are students thinking about when they answer PSES questions positively or negatively?

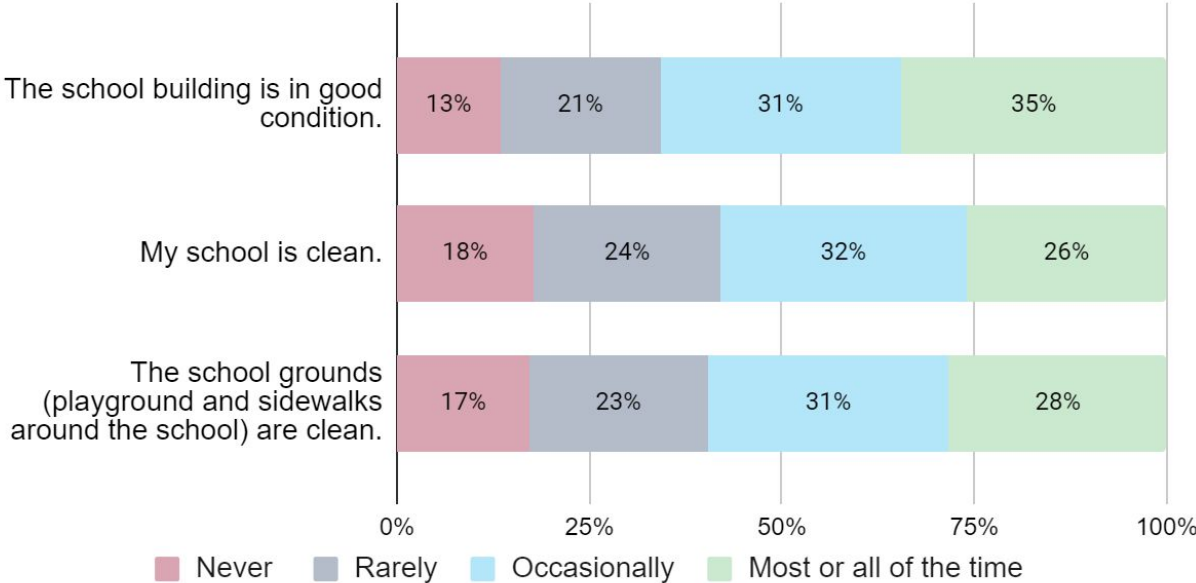
# PSES School Safety Subtopic

District Student Responses to School Safety Questions, 2021-22



# PSES Building Conditions Subtopic

District Student Responses to Building Conditions Questions, 2021-22



# Methods



**ORE developed and finalized protocols with input from the Office of School Climate and Culture.**

Developed questions based on cognitive interview wording

Conducted a pilot study with superintendent's student advisory group in June 2022

Revised question wording based on student feedback



**ORE conducted 15 focus groups between July 19-27, 2022 during summer school sessions.**

Four focus groups were with English learners with translation support

Sessions were audio recorded and professionally transcribed



**The research team coded and checked all data for emergent themes.**



# Sample

ORE worked with summer programs to arrange focus groups with 70 students from 42 different District schools:

- 70 students total:
  - 29 high school students
  - 41 middle school students
- Sample was roughly representative of District middle and high school students

	Percentage of Students in Focus Groups	Percentage of District Middle and High School Students
<b>Race/Ethnicity</b>		
Asian	15.7%	6.9%
Black/African American	61.4%	52.6%
Hispanic/Latino	17.1%	21.5%
Multi Racial/Other	4.3%	6.0%
White	1.4%	12.7%
<b>Gender</b>		
Female	44.3%	48.9%
Male	55.7%	51.1%
<b>English Learner Status</b>		
EL	34.3%	15.4%
Non-EL	65.7%	84.6%

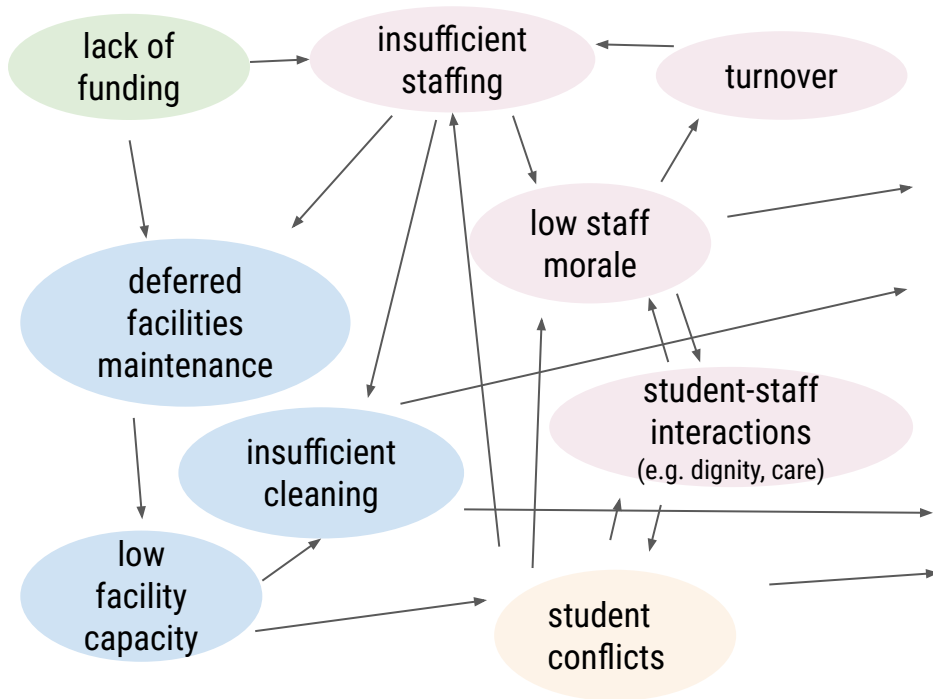
# Key Findings: Interconnectedness

Overall, students' responses revealed the interconnectedness of school safety with climate, staffing, cleanliness, building condition, security protocols, discipline practices, belonging and trust.

*The bathrooms are dirty, and then there's groups of girls that sit in there and just talk. Or sometimes they'll be in there smoking. Or sometimes, there's only one toilet. Since there's only one toilet, they're all waiting for this one toilet. Then you get yelled at because you're supposedly taking extra trips instead of just going to the bathroom. It's a whole thing. Sometimes, the bathrooms aren't even open. You can't even go to the bathroom.*

# Multiple, interconnected factors contribute to student experiences

## Implicit/contributing factors



## Student experience

*"The bathrooms are dirty, and then there's groups of girls that sit in there and just talk. Or sometimes they'll be in there smoking. Or sometimes, there's only one toilet. Since there's only one toilet, they're all waiting for this one toilet. Then you get yelled at because you're supposedly taking extra trips instead of just going to the bathroom. Sometimes, the bathrooms aren't even open. You can't even go to the bathroom."*

## Outcomes

- Physical safety
- Emotional safety
- Health/well-being
- Trusting relationships with staff
- Relationships with peers
- Learning experience
- Sense of belonging



# Key Findings: Staffing & Safety

## Students felt less safe in spaces without sufficient supervision and when there was chaos/disorder.

- Most students said they answered the safety questions thinking about their physical safety, although some said they thought about emotional safety, or that emotional and physical safety were too interrelated to separate.
- Many students felt safe “most or all of the time” in classrooms. Those who did not feel safe cited substitute teachers or the occasional fight.
- About half felt safe stairwells and hallways. Those who did not feel safe cited a very isolated space or unused stairwell, or overcrowding issues (such as pushing during a fire drill).
- About half felt less safe or not at all safe in bathrooms, during lunchtime in the cafeteria, and in the schoolyard, during recess, and at dismissal time. Students noted that many of these concerns stemmed from insufficient supervision.

***Unless you're with your friends...You got to watch your back or you going to get jumped.***

***[Another student:] Yes. Unless you have people around you. Because certain groups, especially in stairways and hallways, there's not enough teachers, I say. But even that, most teachers don't do anything anyways.***

# Key Findings: Security Protocols, Discipline, & Safety

## Students worried about fights breaking out, weapons being brought into school, and school shooters.

- Students shared security concerns regarding cameras, locks, entrances and exits, and protocols and procedures.
- Overall, school safety officers made students feel safer, and students expressed that more school safety presence would make them feel even safer. However, some students did not feel safe being searched or patted down by officers.
- Metal detectors made students feel more safe.
- Others wanted metal detectors to be installed or better enforced.

***[Interpreter:] He's saying...where he eats lunch, the door where they exit is the same door where they come in. Kids sometimes will go outside to buy pizza, they sneak out, and then he comes in and the others open the door...He was like, "A shooter could come in through that door."***

# Key Findings: Cleanliness & Building Conditions

## Students' perceptions of cleanliness often stemmed from bathroom conditions, specifically.

- Students understood “clean” to mean that, in general across their school, trash is picked up; there is not generally dust, debris, or evidence of pests; and bathrooms are operational, have adequate soap and toilet paper, and are not filthy.
- Students noted that sometimes things don't get fixed for a long time (e.g., toilets, leaks, etc.) which causes overuse of non-broken items, in turn causing cleanliness issues.
- Students described many problems with pest control, which felt unclean to them.
- Students understood “building condition” to be whether a school was in good repair, beyond what could be fixed easily. They mentioned ceilings bubbling from water damage, mold, pipes, paint cracking, etc.

***Bathroom wise, the stalls occasionally they're not clean. Some of the bathroom doors are broken which needs to be a fix. Some of them, they don't lock. Kids can easily go in there.***

# Key Findings: Belonging

## Students cited caring teachers, inclusion, and co-curricular activities as fostering belonging.

- Many students mentioned having friends at school as contributing to their sense of belonging, as well as clubs/extracurricular activities.
- Teachers contribute to a student's sense of belonging when they accommodate different learning styles, understand their circumstances, and help students feel confident in their classes.
- School staff contribute to belonging when they listen, help in difficult situations, help manage emotions, and treat students as a whole person.

***We have sports. Sports are a big thing that push people together. And no matter how different you are, you have to work as a team. So, they're very inclusive.***

# Key Findings: Trusting Relationships

## Students trust consistent, fair, and caring adults who keep what they say confidential.

- Many students mentioned counselors as adults they can trust.
- Teachers can foster a sense of trust in the classroom by connecting with students, demonstrating care, and listening.
- When asked about their relationships with staff, students in many focus groups reported feeling distrust for teachers and staff who seem inflexible, unhelpful, dismissive, hostile, disrespectful, or threatening; who escalate situations or react in “immature” ways; and who (in their view) apply rules or expectations inconsistently or unfairly.
- Another common response about feeling distrust and lack of care was when teachers and staff did not allow students to go to the bathroom when needed, rushed them through lunch, or ignored other health issues such as asthma.

***Maybe the teacher can just be overall disrespectful. I know that it's really common for teachers to just be downright disrespectful to their students but then proceed to demand respect in return... Openly not caring for emotions, not taking time to slow down and talk with the student if they're clearly struggling, outright denying them help or attention if they need it, policing going to the bathroom.***

# Student Suggestions

## Students provided suggestions for improving safety and climate in their schools:

- Increase the number of staff, including security personnel, supervising students in bathrooms, hallways, cafeterias, recess, and at dismissal times. Increase the number of facilities staff, to create a more clean and orderly environment.
- Consistent and fair enforcement of rules.
- More support for and acceptance of LGBTQ students.
- More support for English Learner students, especially Bilingual Counseling Assistants.
- Train staff on conflict resolution skills and de-escalation strategies.
- Treat students as whole people, with more care and empathy.

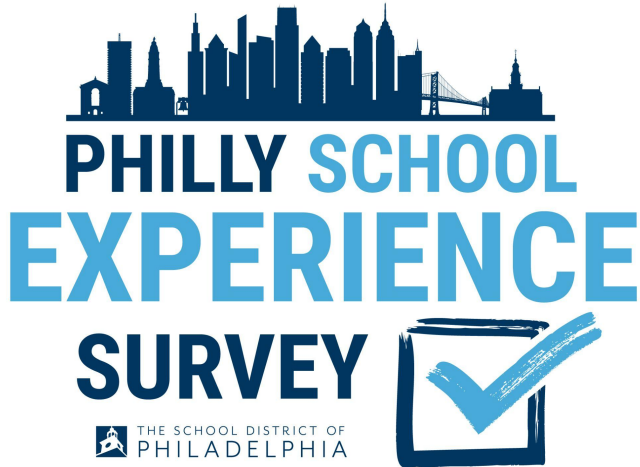
***Try and talk to kids about, I don't know, accepting people with differences. Because we have about – we have a lot of different people at our school and stuff. We have a lot of LGBTQ people, different people of different races and stuff. And a lot of the kids at our school are terribly racist and homophobic. And it can be real hard trying to be there and stuff for these kids.***



**PSES 2023-24 and Beyond**

# The 2023-24 PSES is already underway!

- **Parent/Guardian** survey launched on **April 1**: [philasd.org/parentsurvey](https://philasd.org/parentsurvey)
- **Staff and student** surveys launch on **May 1**
- To learn more about the survey this year, visit: [philasd.org/pses](https://philasd.org/pses)



**2023-24 Survey Administration Resources**

[% 2023-24 Parent Response Rate Tracker](#)

Click the button below to view a slide deck with detailed information and a library of resources for promoting the survey at your school.

[☰ Philly School Experience Survey Resource Packet](#)

Click the social media image below to open a high quality version. Then right click and choose "Save image as..." to download the image for social media, emails, newsletters, etc.

Click the image below to download or print the 2023-24 PSES promotional flyer for parents and guardians.



# Ongoing system-wide learning

## Supporting schools to engage with their PSES results

- Making results available as soon as possible following close of the survey window
- Improving products (e.g. new pdf summary reports) and support for data use

## PSES-related projects in the ORE research agenda

- Summary of 2023-24 PSES Results
- Study of the Relationship between the PSES and Measures of School Improvement
- Descriptive study of Philly School Experience Survey 2022-23 support staff survey results

## Collaboration with program offices

Using PSES to gather data on implementation strategic actions under Accelerate Philly

Continued use by external researchers and partners

# Explore PSES Results

## Interactive PSES Dashboard

[philasd.org/psesresults](https://philasd.org/psesresults)

RESPONSE RATE BOARD GOALS AND GUARDRAILS HIGHLIGHTS TOPICS QUESTION EXPLORER

### QUESTION EXPLORER

GIVE ME A TOUR

How was each question answered?

Use this page to view data associated with a specific question. To select a different question, use the "Select a question" panel, below. Click on the current question to view all available questions. You can narrow down the questions by using the Question Categories.

Select a question

Question Categories

Parent/Guardian: Parent activities at my child's school are scheduled at times that I can attend.



## Research & Reports

[philasd.org/research](https://philasd.org/research)



### External Research Review

Comprehensive information about the Research Review Committee process - a requirement before conducting any research in SDP

## School Profiles

[schoolprofiles.philasd.org](https://schoolprofiles.philasd.org)

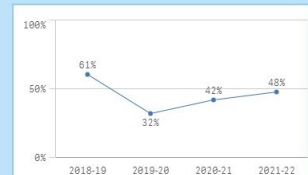
MENT & GRAPHICS READING & LANGUAGE ARTS MATH & SCIENCE COLLEGE & CAREER CLIMATE SURVEY RESULTS MORE INFO

Survey data on this page are from the 2018-2019 to 2021-2022 school years; use caution when comparing data from prior years because rates and responses may have been impacted by COVID-19 related school closures and digital learning. Scores for all years on this report are calculated using 2021-2022 thresholds to support comparisons across years.

### STUDENT RESPONSE RATE (GRADES 3-12)

48% | 6 POINT INCREASE FROM LAST YEAR

The percentage of students who responded to the District-Wide Survey.



Switch to Table View

+ More Details

Plus, at [philasd.org/pses](https://philasd.org/pses)!

Printable 2-page school and District reports  
Annual PSES Open Data files



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# Questions?