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
Evaluation, Research, and Accountability

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

SCHOOL PROFILES
Choose from a drop-down menu of schools.
Search for your school by name, select a district, or enter a teacher's name.

November 2023

Issue Brief: Health & Nutrition
Household Food Insecurity in the School District of Philadelphia: An Analysis of District-Wide Survey Results

Understanding and Measuring Perceptions of School Climate and Safety: Insights from the Philly School Experience Survey

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

PHILADELPHIA PUBLIC SCHOOLS
197,115

SCHOOL DISTRICT OF PHILADELPHIA CENTER LINE
331

2012-2013

2012-13 PSSA & Keystone - 8th Grade Performance (All Grades)

34%

Open Data
The School District of Philadelphia (SDP), in partnership with Open Data Philly, provides open data sets spanning various program levels, school and student performance. The public release of these data complements our goal to promote greater transparency and community engagement. Before accessing these data, please review the Terms and Conditions.

School and Whiteness-based enrollment data and performance on key indicators are also available via our online tool, User Friendly School Profiles. To add these link to your school's homepage, please visit the link here. For more details, and the additional resources.

SDP also releases data sets for:
- School Information
- School Surveys (Student, Teacher, Parent, etc. and General Surveys)
- School Performance
- School Surveys (Equity, Finance, Budget, etc.)
- School Performance Reports
- Advancing Education
- Student Demographics
- Student Engagement
- School Demographics
- School Demographics and Dashboard
- School Demographics and Dashboard
- Office of Evaluation, Research, and Accountability
- Public Assessment

Quick Data
Data Sets
School Information
Program Surveys
School Surveys
District Surveys
Community Surveys
Quick Data

philasd.org/opendata

philasd.org/era/goals-and-guardrails

philasd.org/research
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

### Research Roundup Topics

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

<table>
<thead>
<tr>
<th></th>
<th>School Climate</th>
<th>Instructional Environment</th>
<th>School Leadership</th>
<th>Professional Capacity</th>
<th>Family Engagement</th>
<th>Diversity, Equity, and Inclusion</th>
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<tr>
<td>1</td>
<td>School-Wide Learning Climate</td>
<td>Supportive Classrooms</td>
<td>Expectations &amp; Feedback</td>
<td>Trauma-Informed Practices</td>
<td>School-Family Relationships</td>
<td>Cultural Awareness and Action</td>
<td>Accessibility and Inclusion</td>
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<td>Classroom-Level Challenges</td>
<td>Student Engagement</td>
<td>Inclusive Leadership</td>
<td>Knowledge of Student Supports</td>
<td>Communication with Families</td>
<td>Anti-Racist Professional Culture</td>
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<td>Expectations &amp; Feedback</td>
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<td>School-based PD</td>
<td>Parent/Guardian Involvement</td>
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Office of Evaluation, Research, and Accountability • April 2024
Each stakeholder group answers questions about designated topics.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>School Climate</th>
<th>Instructional Environment</th>
<th>School Leadership</th>
<th>Professional Capacity</th>
<th>Family Engagement</th>
<th>Diversity, Equity, and Inclusion</th>
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<td>✓</td>
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<td>✓**</td>
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<td>✓</td>
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<td>✓</td>
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<td>✓</td>
<td>✓***</td>
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<tr>
<td>Support Staff*</td>
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<td>✓</td>
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</table>

*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.

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).
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 - School Scores

School Climate Scores, 2022-23

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.

Office of Evaluation, Research, and Accountability • April 2024
Instructional Environment scores ranged from 6.4 to 9.3, with little variation by school level.
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.

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.

These results reflect responses from District and alternative schools (charter schools are excluded).
Note! There is even more variation within schools than there is between schools.

- 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?
District Student Responses to School Safety Questions, 2021-22

- I feel safe in my classes: 5% Never, 9% Rarely, 24% Occasionally, 62% Most or all of the time
- I feel safe in the hallways: 7% Never, 12% Rarely, 28% Occasionally, 54% Most or all of the time
- I feel safe in the stairways: 10% Never, 13% Rarely, 28% Occasionally, 50% Most or all of the time
- I feel safe in the bathrooms: 14% Never, 16% Rarely, 28% Occasionally, 41% Most or all of the time
- I feel safe in the cafeteria: 8% Never, 12% Rarely, 27% Occasionally, 53% Most or all of the time
District Student Responses to Building Conditions Questions, 2021-22

The school building is in good condition.
- Never: 13%
- Rarely: 21%
- Occasionally: 31%
- Most or all of the time: 35%

My school is clean.
- Never: 18%
- Rarely: 24%
- Occasionally: 32%
- Most or all of the time: 26%

The school grounds (playground and sidewalks around the school) are clean.
- Never: 17%
- Rarely: 23%
- Occasionally: 31%
- Most or all of the time: 28%
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.
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

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

- Lack of funding
- Insufficient staffing
- Deferred facilities maintenance
- Insufficient cleaning
- Low facility capacity
- Low staff morale
- Student-staff interactions (e.g., dignity, care)
- Student conflicts
- Turnover

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
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."
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.
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.
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
- **Staff and student** surveys launch on **May 1**
- To learn more about the survey this year, visit: philasd.org/pses
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

School Profiles
schoolprofiles.philasd.org

Research & Reports
philasd.org/research

Plus, at philasd.org/pses!
Printable 2-page school and District reports
Annual PSES Open Data files