



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS 2014 Stakeholder Survey Results

Prepared by the Office of Data and Strategy

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Executive Summary

DCPS administered satisfaction surveys to parents, staff (teachers, administrators, and other school-based staff), and students in grades 3 and higher in the spring of 2014. In addition to collecting general data on school climate, the survey is also the primary way of measuring progress against DCPS' 4th Capital Commitment Goal that 90% of students will say they like their school by 2017.

Key Findings from the Student Survey

The student survey questions were grouped into six categories, one of which is used to create the Student Satisfaction Index, the metric DCPS uses to measure progress against Goal 4. In 2014, 67% of students responded to the survey, representing all schools across the district.

- Overall, 80% of students viewed their school positively
- Student satisfaction increased from 78% in 2013
- Student satisfaction was highest for grades 3-5 and lowest in the middle grades (6-8)
- Black and Hispanic students were least satisfied
- Students rated their teachers highly as well as their personal motivation
- Top improvements requested by students were school lunch, facilities, and cleanliness

Key Findings from the Parent Survey

DCPS administered surveys to parents at all grade levels. A parent census, given via paper and online, had a 13% response rate. In order to have results that were representative of the district, DCPS also conducted a telephone survey with a stratified random sample of parents (stratified by ward, race of the student, and elementary/middle/high school). The final responses were weighted by those three variables in order to produce results that were representative of the district. The telephone sample had a 51% response rate (512 responses). Results appearing in this report come from the telephone sample.

- Overall, 88% of parents were satisfied with their child's school
- Parents were the most satisfied with children at schools in Ward 3
- Parents in Ward 1 and Ward 8 were least satisfied
- Top areas where parents would like to see improvements were facilities, communication, and curriculum/course selection

Key Findings from the Staff Surveys

Staff surveys were administered to school-based staff in three different versions: administrator, teacher, and other school-based staff. Response rates were 60% for administrators, 63% for teachers, and 65% for other staff.

- Overall, 78% of staff were satisfied with their school
- Staff at education campuses and at schools in Ward 1 and Ward 8 were the least satisfied
- Top areas where administrators would like to see improvements were curriculum, professional development, and student assessments

- Top areas where teachers would like to see improvements were teacher evaluation, professional development, and technology
- Top areas where other school staff would like to see improvements were human capital issues, increased security, and communication

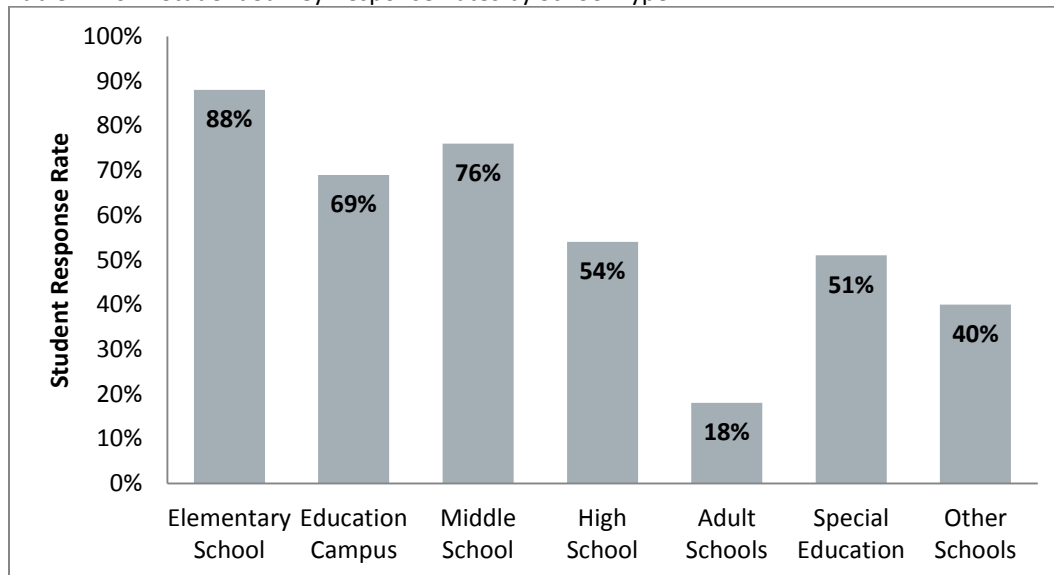
Response Rates

Response rates in 2014 provide sufficient coverage across all stakeholder groups to have a high level of confidence in the results (as shown in Table 1). The only exception is the parent census, which had a very low response rate of 13%. This historically low parent response rate led DCPS to conduct a parent telephone sample, which yielded a 51% response rate. All district-level results presented below for parents come from the telephone sample. Schools with younger students generally had higher student response rates, as shown in the breakout by school type in Table 2.

Table 1: Stakeholder Survey Response Rates

Stakeholder Group	2014 Response Rate
Students	67%
Parents (census)	13%
Parents (sample)	51%
Overall Staff	64%
Teachers	63%
Administrators	60%
Other School Staff	65%

Table 2: 2014 Student Survey Response Rates by School Type



Student Results

Questions on the survey addressed perceptions on teachers, learning, safety, engagement, and overall satisfaction with the school. This section of the report provides a summary of results from the survey; full question-by-question results are available in Appendix B. Appendix A contains more details about the survey administration and analysis methodology.

The questions from the survey are presented in six categories.¹ For each category, by-question results are presented first, including comparison data from the 2011 and 2013 student surveys when applicable. Percentages in the by-question tables reflect the two most positive answers to the question (either “Strongly agree” and “Agree,” “Very safe” and “Mostly safe,” or “Rarely” and “Never”) and exclude any respondents who selected “Don’t know.” The second table within each category shows the combined district result² for that group of questions plus a breakout by demographics (race, school type, and ward of the school).

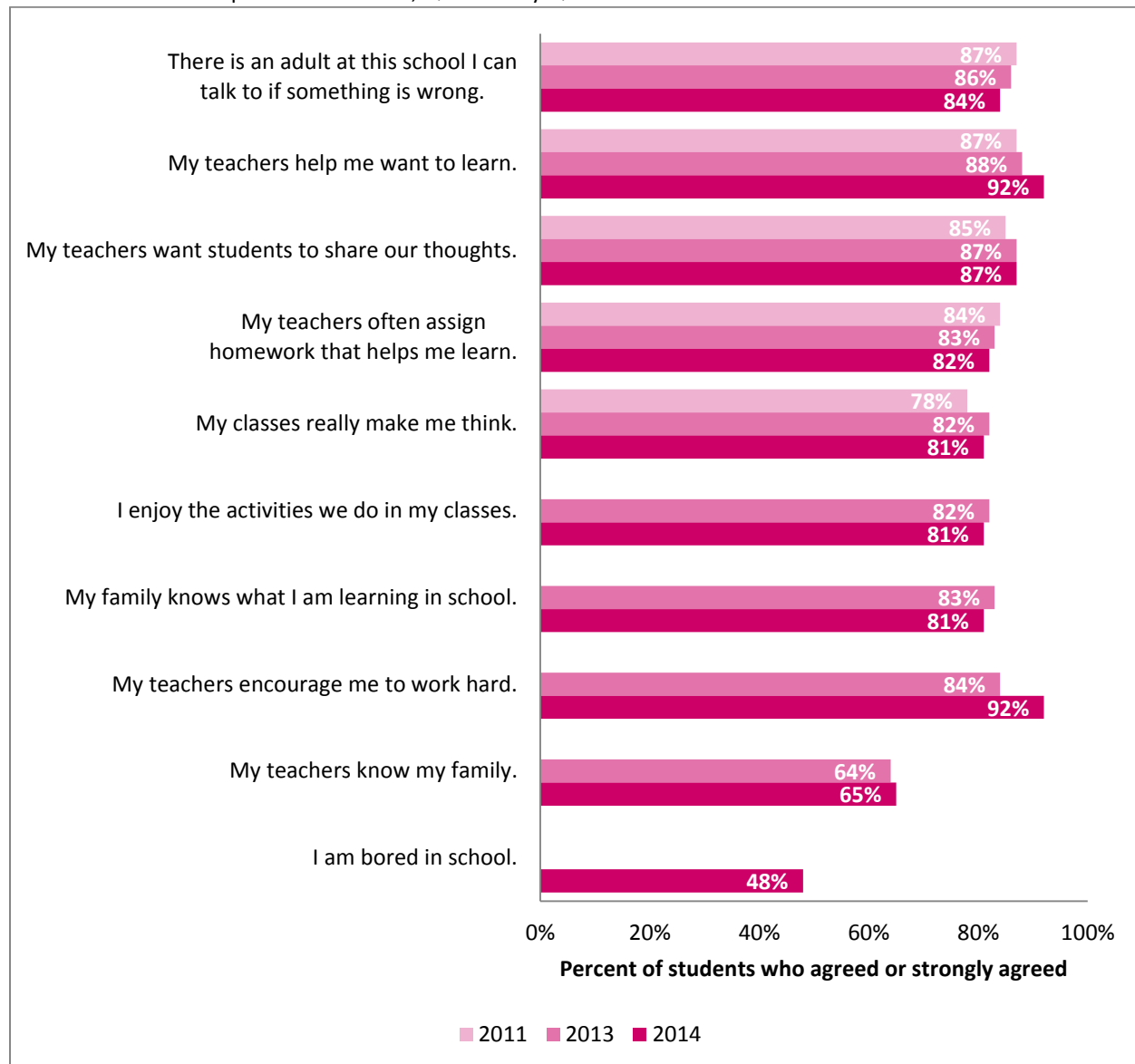
¹ These categories are based off factor analysis performed on the survey data. Details are available in Appendix A.

² More information about this calculation is found in Appendix A.

Perceptions of Teachers

Questions in this category asked students about teachers and about what they are studying in school. Table 3 shows the by-question results for the Perceptions of Teachers category.³ For questions with multiple years of data, the results remained generally consistent.⁴

Table 3: Student Perceptions of Teachers, Question by Question⁵



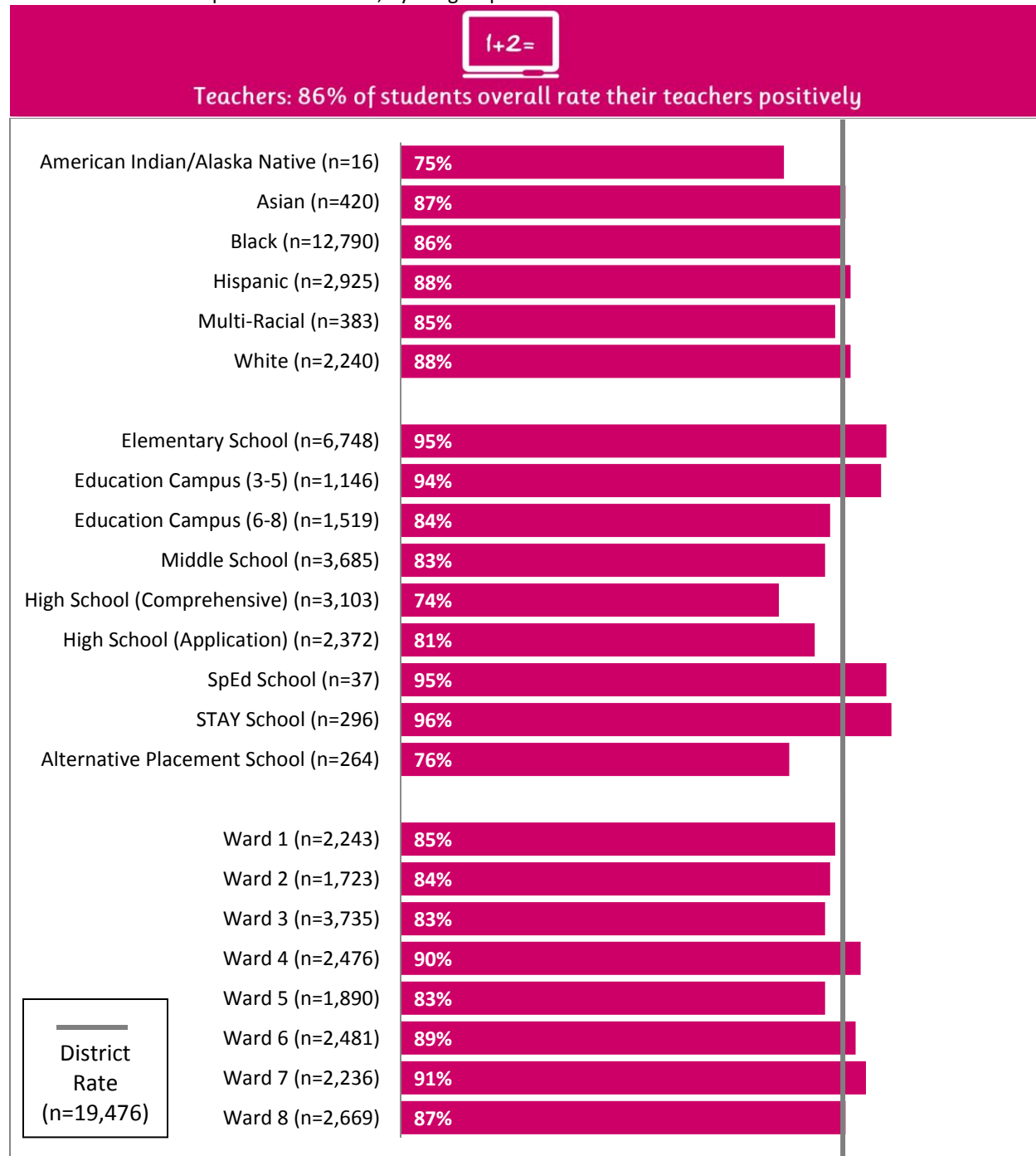
³ The question “I am bored in school” was reverse coded, so “Strongly disagree” and “Disagree” were considered positive responses.

⁴ Two questions had slight wording changes from 2013. “My teachers make me want to learn” changed to “My teachers help me want to learn” and “My teachers challenge me” changed to “My teachers encourage me to work hard”.

⁵ In the question by question tables, all n sizes are based on the number of students in that year who responded to at least one of the questions in the table.

Table 4 shows the questions in Perceptions of Teachers as an overall district score and by subgroup. As explained further in Appendix A, the district score is the percent of students in the district who overall responded favorably to this group of questions. For this category, elementary students, STAY students, and special education students felt the most positive about these questions, while high school students felt least positive.

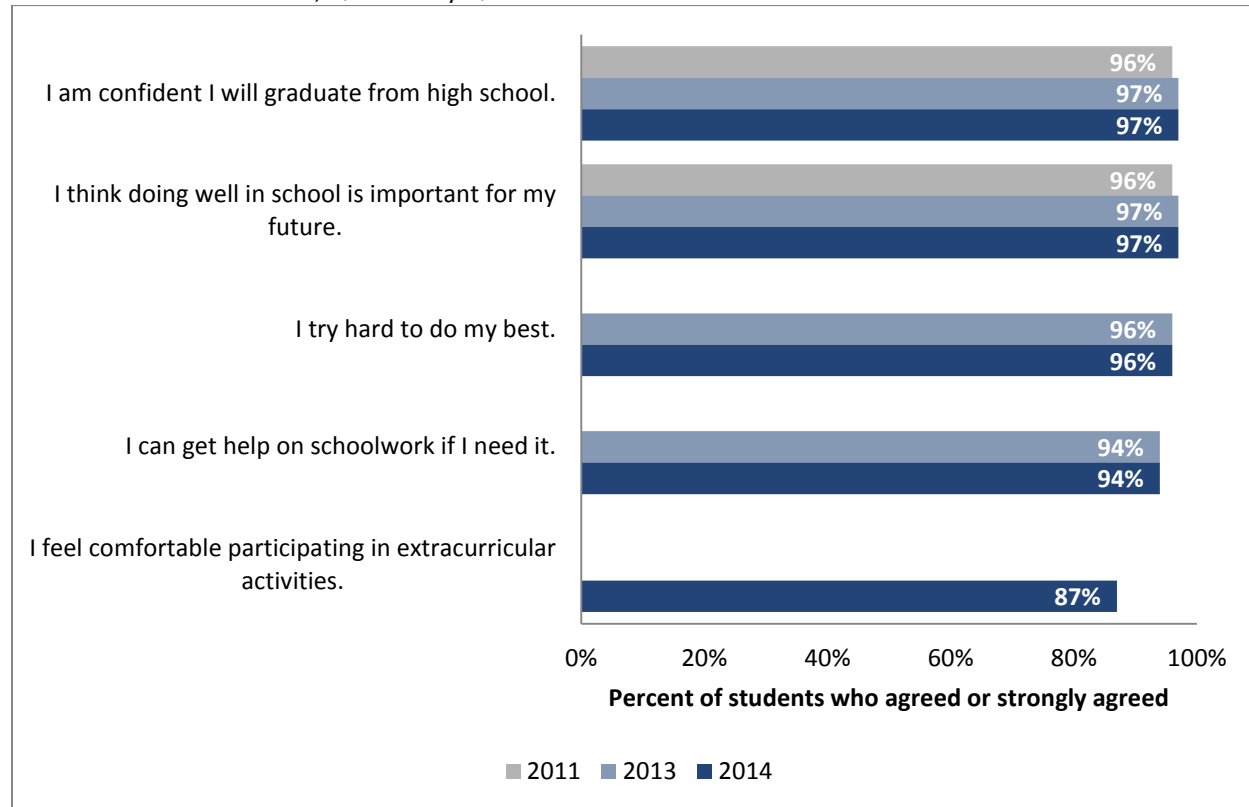
Table 4: Student Perceptions of Teachers, by Subgroup



Student Motivation

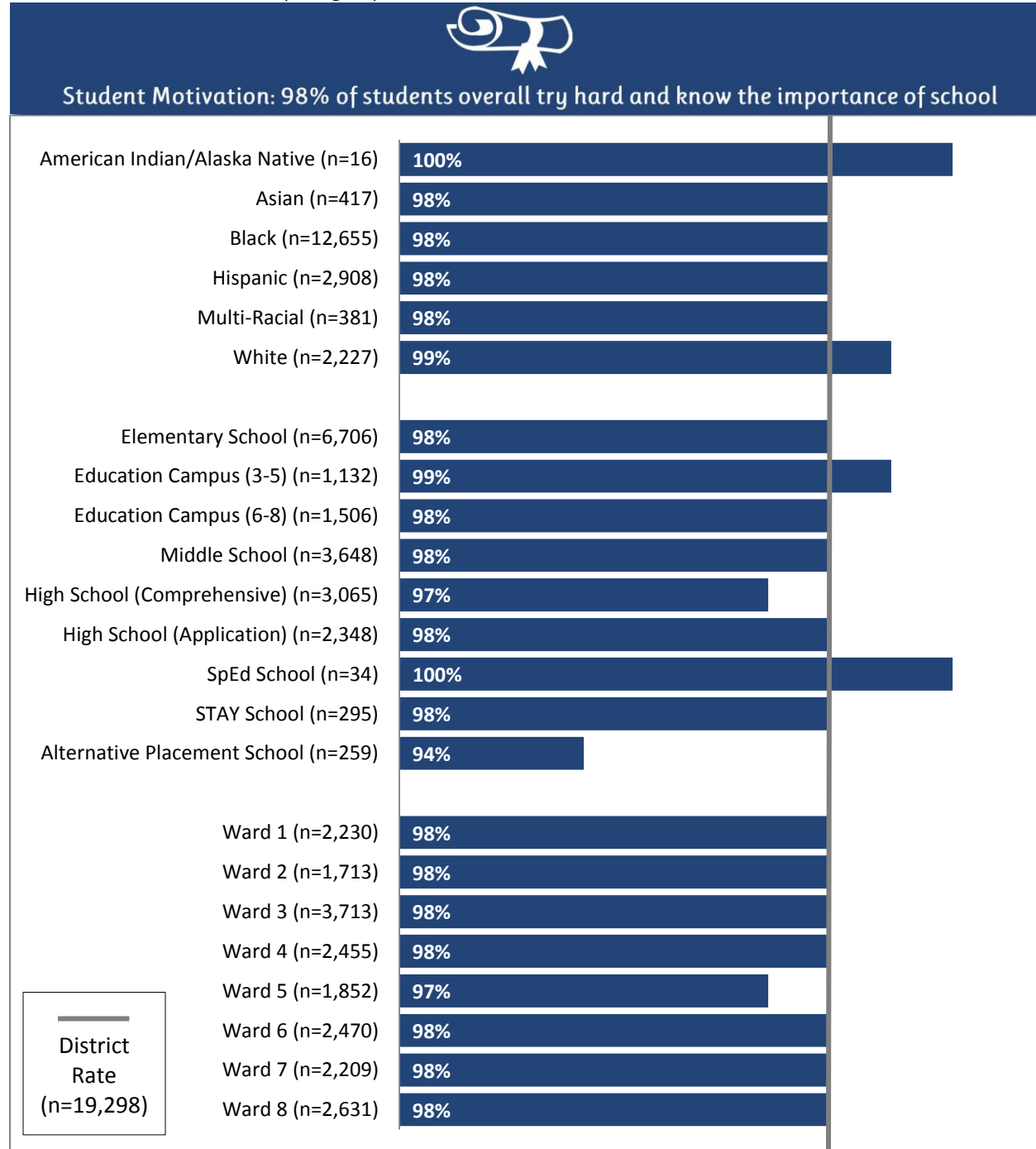
Questions in this category also ask about student learning but are more focused on student motivation. Table 5 shows the by-question results for the Student Motivation category. Results to all of the questions with historical data remained the same from 2013 to 2014.

Table 5: Student Motivation, Question by Question



As Table 6 shows, students in all subgroups answered these four questions positively. The only exception is among students at alternative placement schools, who overall responded slightly less favorably, at 94%.

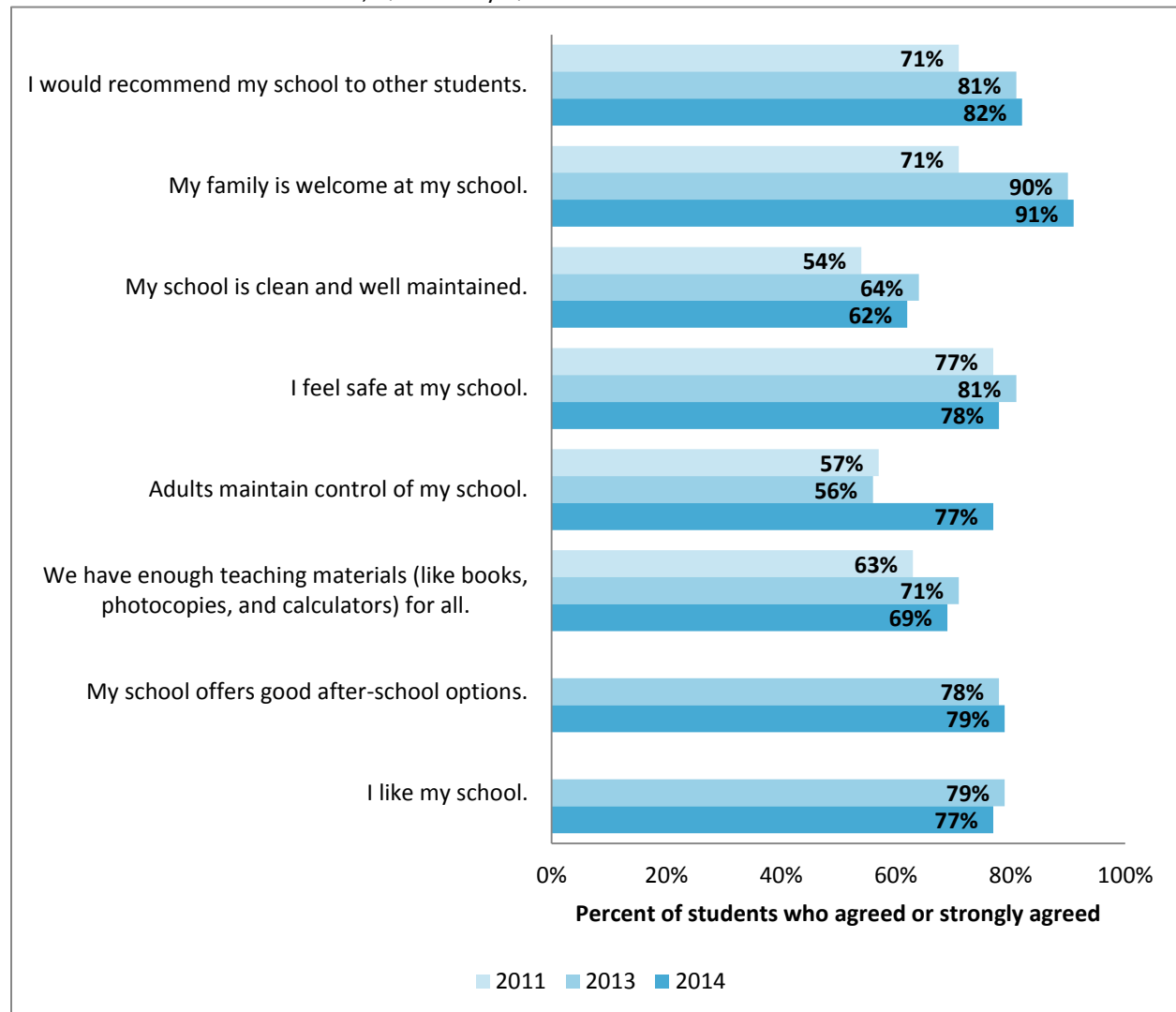
Table 6: Student Motivation, by Subgroup



Student Satisfaction Index

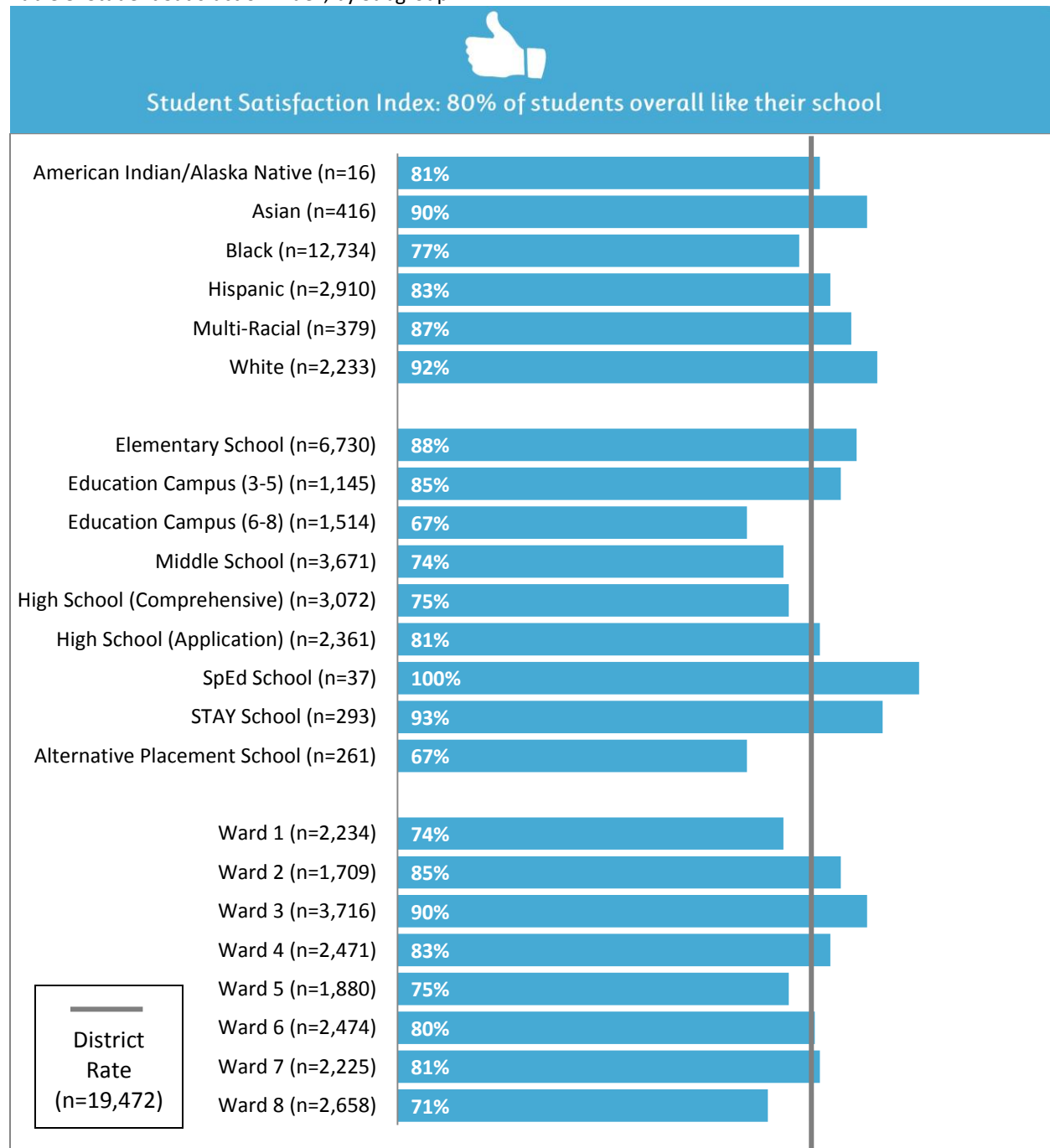
This category contains eight questions regarding a student's overall satisfaction with their school, as shown in Table 7. From 2013 to 2014, the results remained relatively consistent, with the exception of the question "Adults maintain control of my school." The results of this question may have been influenced by a change in the language (the question was previously "My school is calm and in control").

Table 7: Student Satisfaction Index, Question by Question



This group of questions, when combined, is used as the primary way of measuring DCPS' progress against the 4th Capital Commitment Goal of "90% of students will say they like their school." As shown in Table 8, DCPS was at 80% as a district at the end of the 2013-14 school year. Students in middle grades show the lowest amount of satisfaction, both at traditional middle schools and education campuses, though stand-alone middle schools indicated higher levels of satisfaction. Students at alternative placement schools also had lower rates of satisfaction, as did Black students.

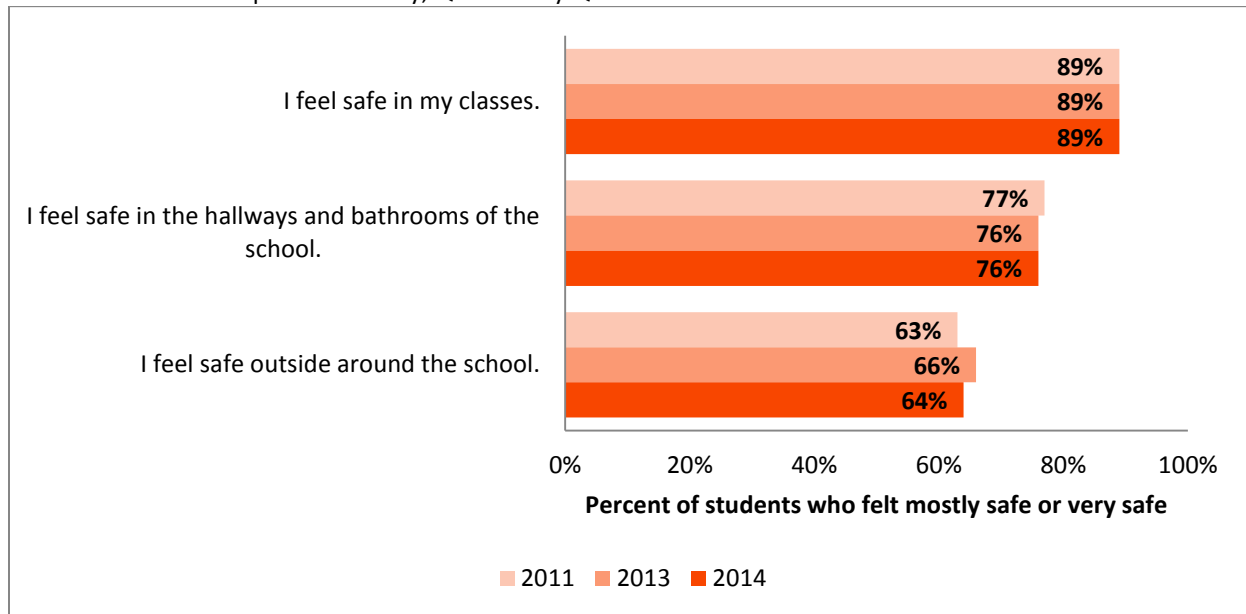
Table 8: Student Satisfaction Index, by Subgroup



Safety

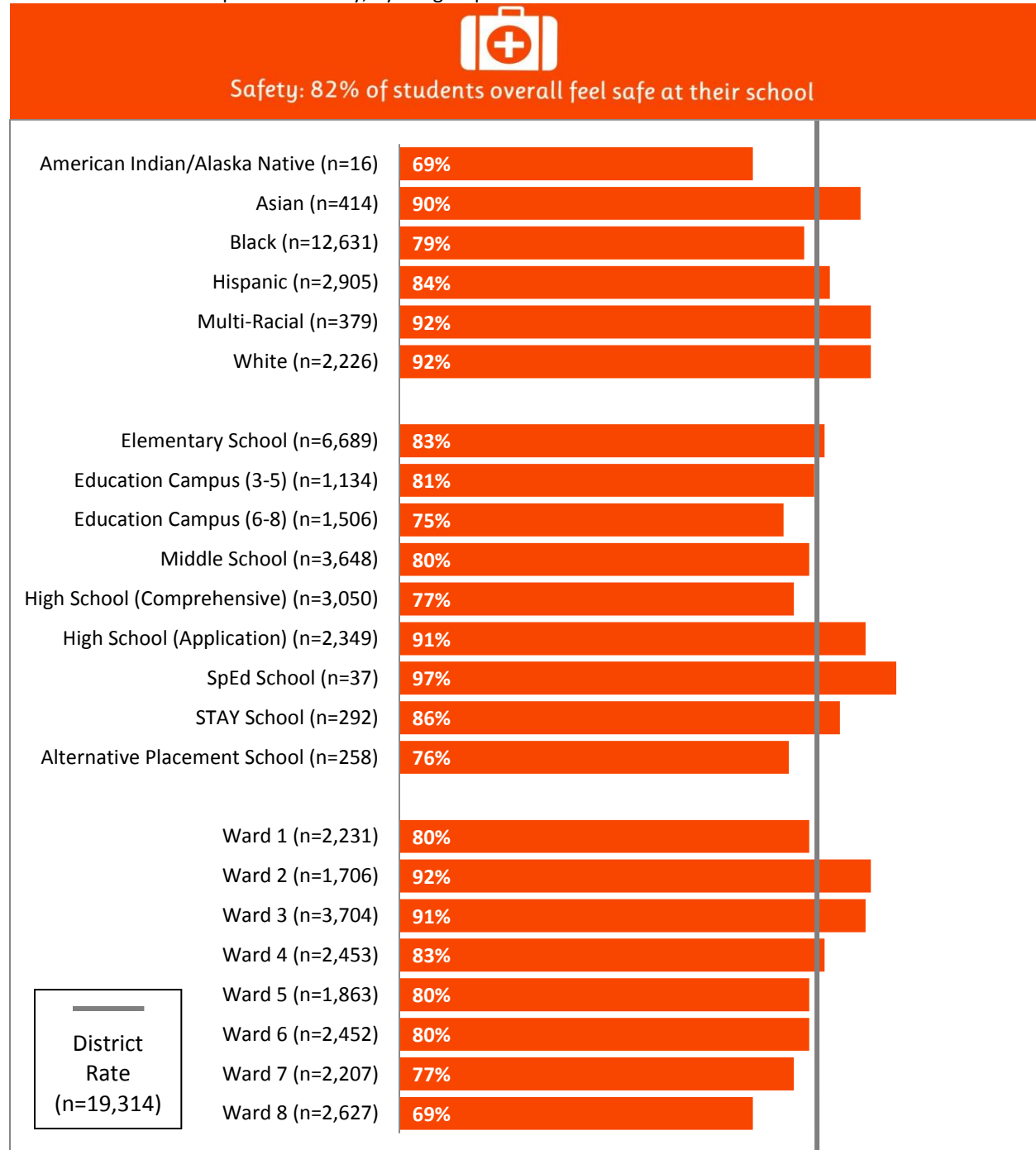
The three questions in this category all relate to how safe students felt in different areas in the school and school campus. Student perceptions of safety in their classrooms and the hallways remained about the same as in 2013, though perceptions of safety around the school campus decreased very slightly, as shown in Table 9.

Table 9: Student Perceptions of Safety, Question by Question



Overall as a district, 82% of students felt safe in their schools, as shown in Table 10. Students in comprehensive high schools, alternative placement schools, and middle grade students at education campuses felt the least safe, as well as those who attend school in Ward 8.

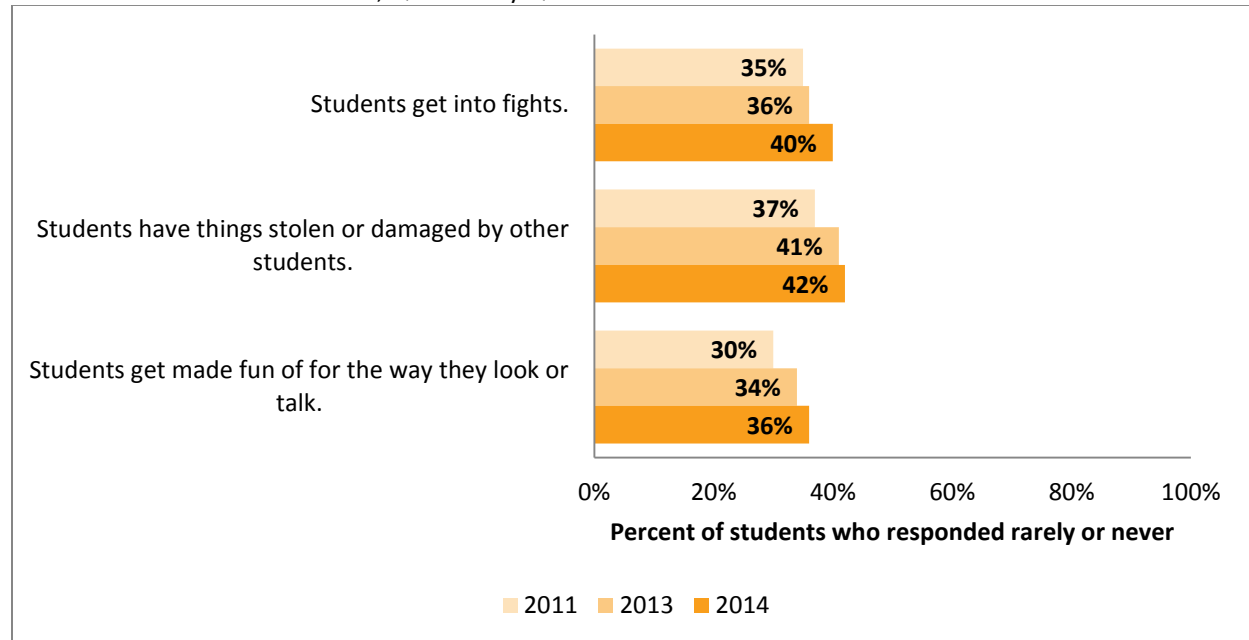
Table 10: Student Perceptions of Safety, by Subgroup



Peer to Peer Interaction

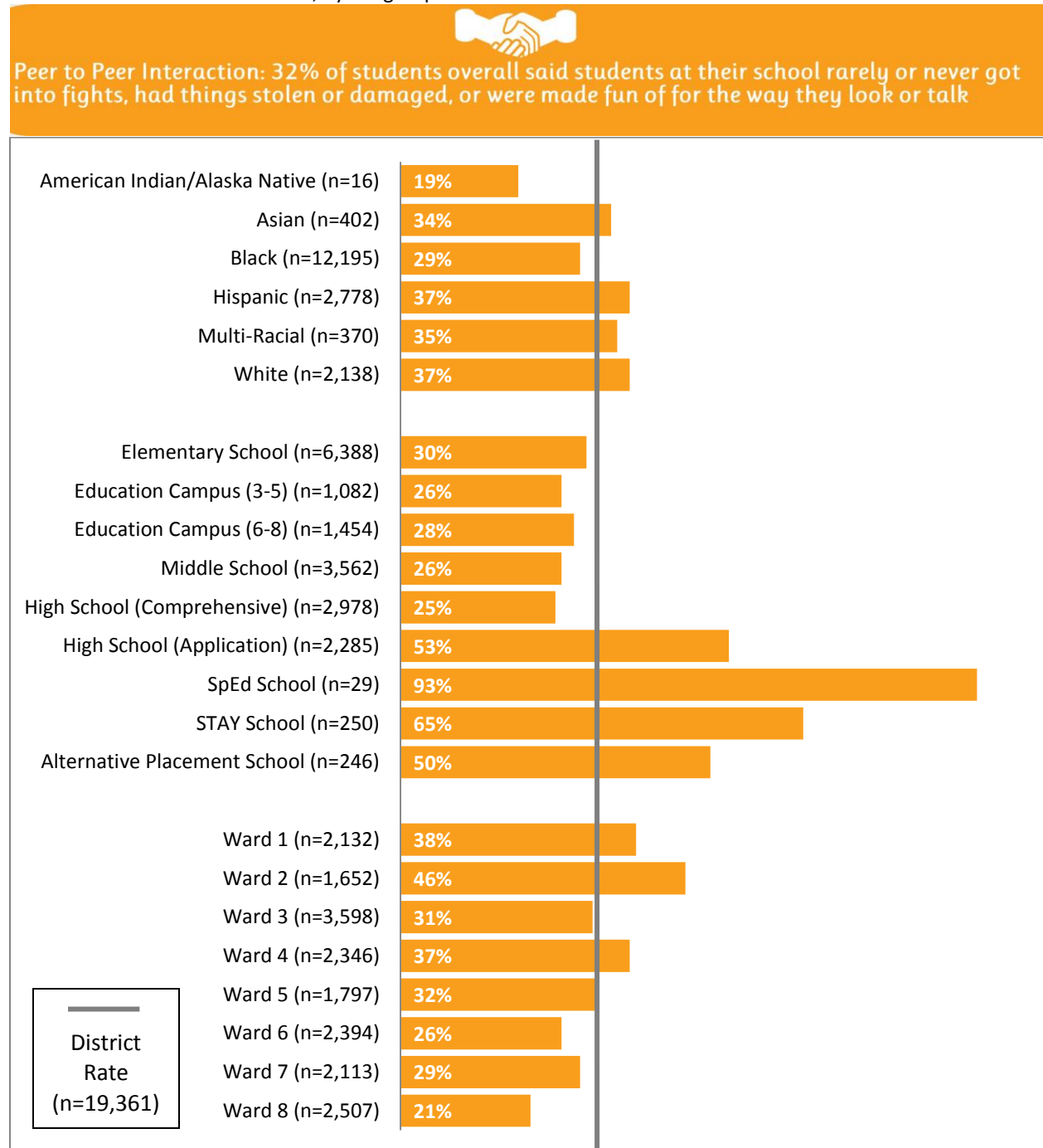
This group of questions asks how often students at a school get into fights, have things stolen or damaged by other students, or get made fun of for the way they look or talk (Table 11). Students answered much less positively on these questions than in any other category, though the responses are slightly more positive than in past years (in this case, responding “rarely” or “never” was considered a positive response).

Table 11: Peer to Peer Interaction, Question by Question



As Table 12 shows, 32% of students in the district overall responded positively to these questions. This is consistent across most subgroups, except STAY schools, alternative placement schools, special education schools, and application high schools, all of which scored higher than the district average. Students who attend schools in Ward 2 also rated their experiences more positively than did students at schools in other wards.

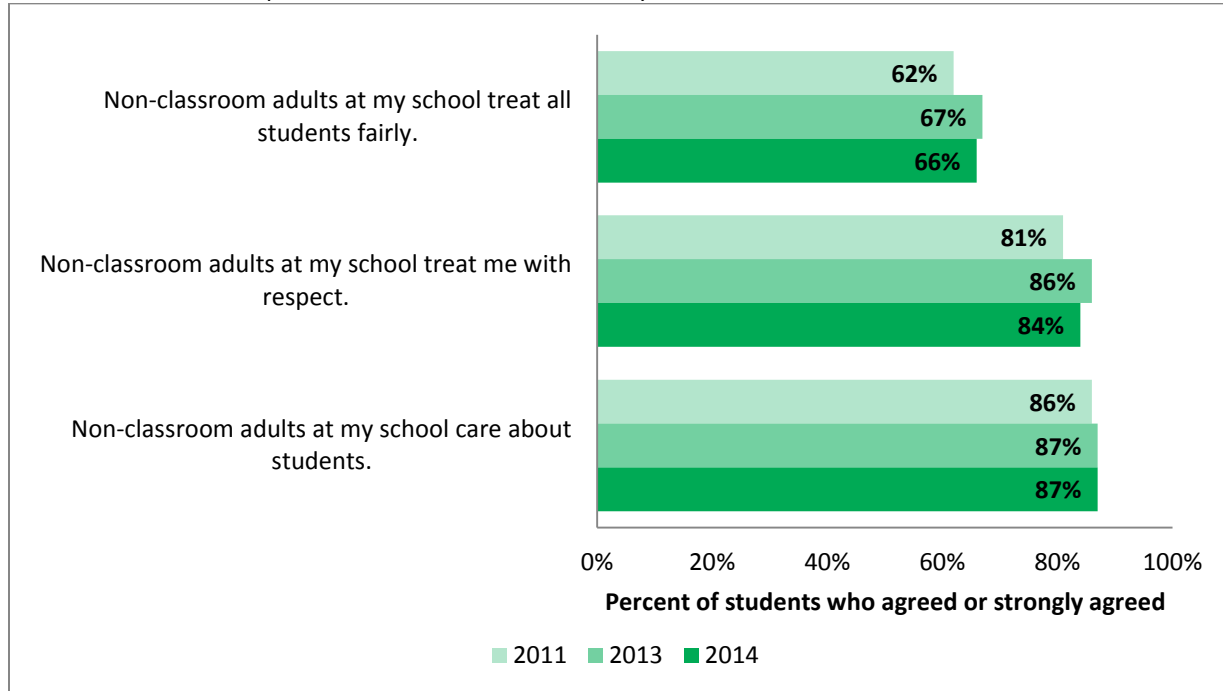
Table 12: Peer to Peer Interaction, by Subgroup



Other Adults

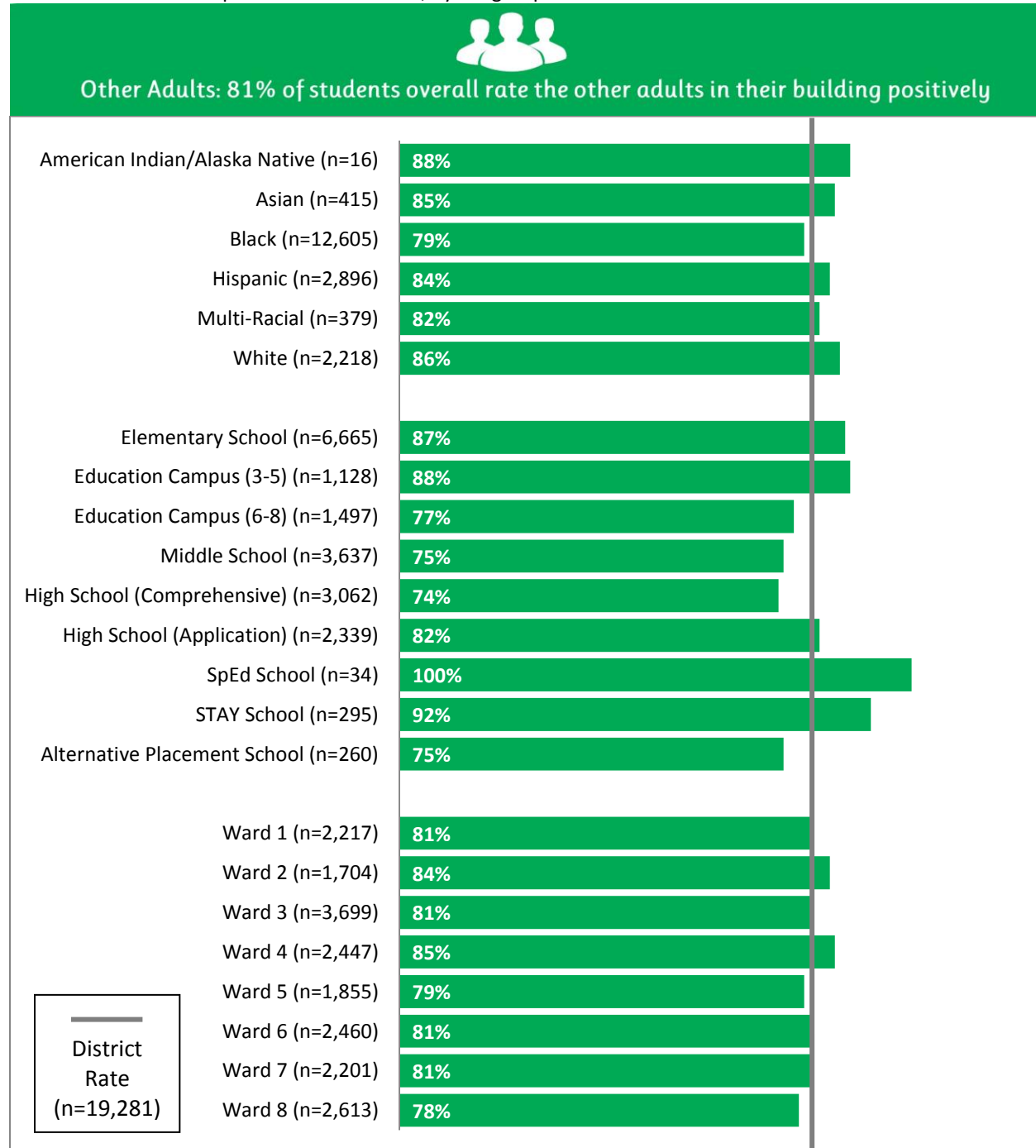
Table 13 shows the results from questions about other adults in the building (besides teachers), including whether they treat all students fairly, with respect, and care about students. All three questions scored either the same as 2013 or just slightly below.

Table 13: Student Perceptions of Other Adults, Question by Question



Across the district, 81% of students rated non-classroom staff as positive (Table 14). Responses were lower for secondary grades (6-8 in both education campuses and middle schools as well as comprehensive high schools and alternative placement schools). Results were fairly consistent across wards.

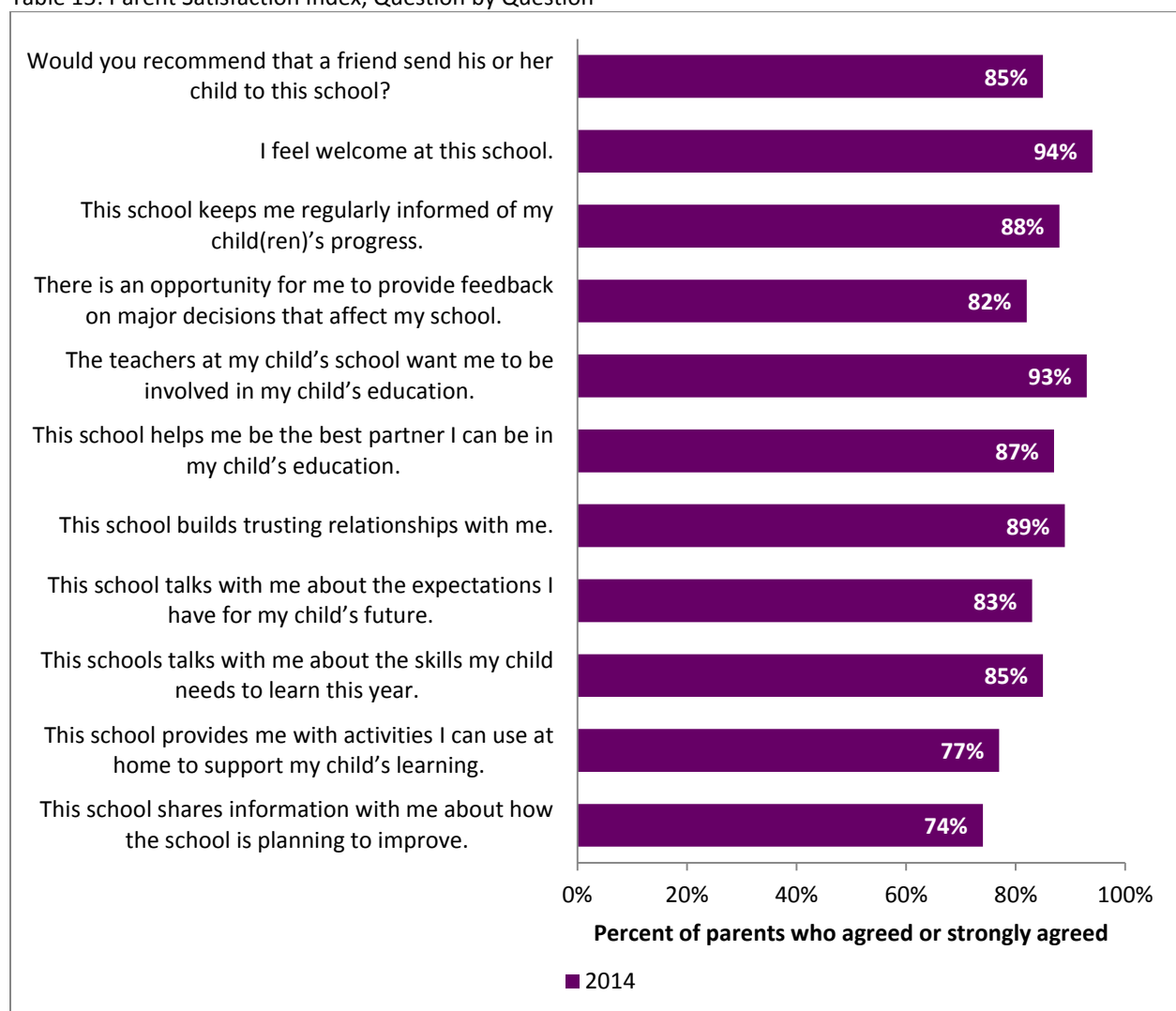
Table 14: Student Perceptions of Other Adults, by Subgroup



Parent Results

Questions on the parent survey asked parents and families about enrollment, communication, staff, and overall satisfaction with the school. Many of the questions were designed to inform DCPS programmatic efforts, so this section of the report shows only a summary of results for the satisfaction questions (Table 15). Full by-question results are available in Appendix B. DCPS conducted both a parent census (online/paper) and a parent telephone sample. District-level results found in this report come from the telephone sample. Appendix A contains more details about the survey administration and analysis methodology.

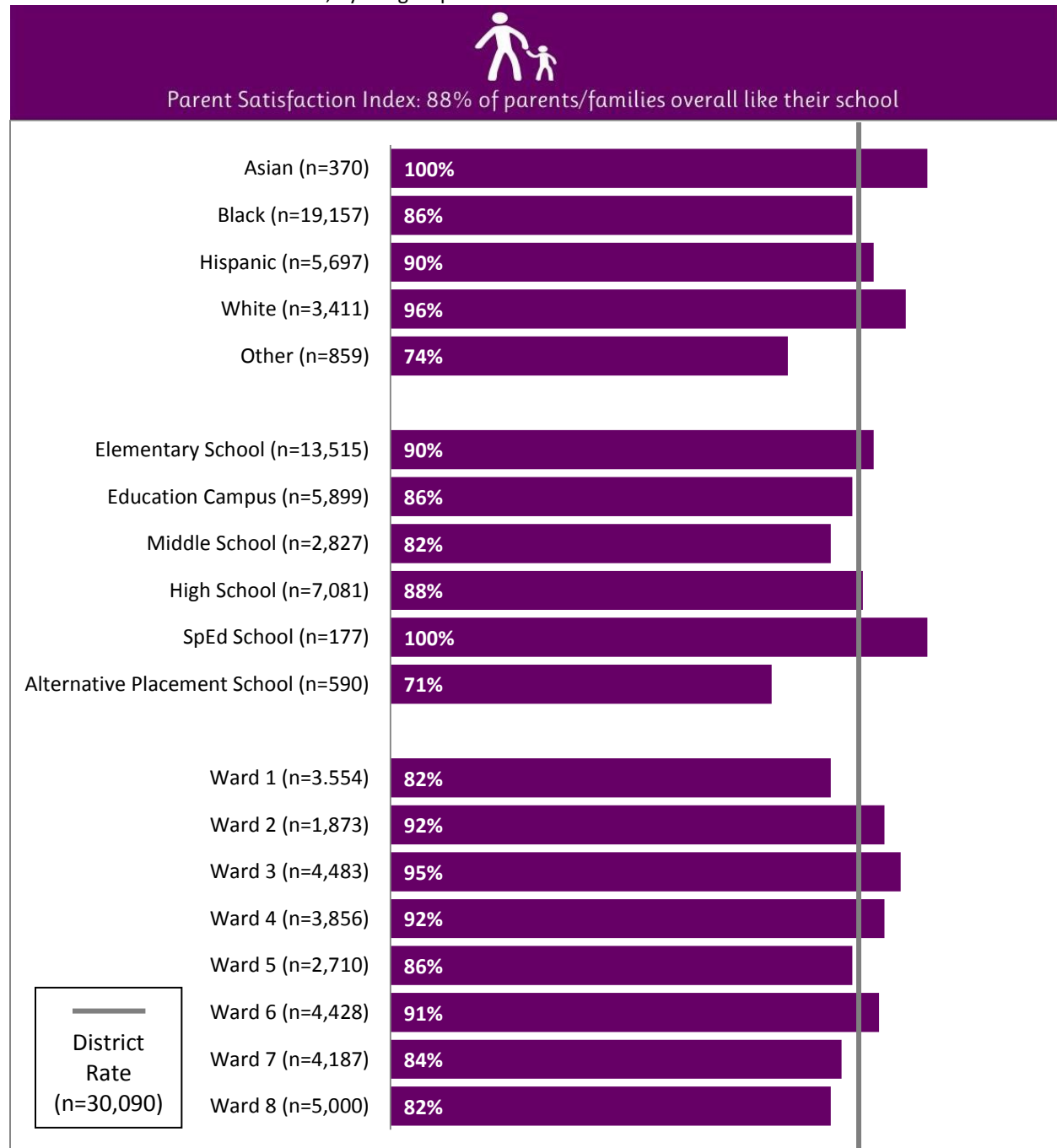
Table 15: Parent Satisfaction Index, Question by Question⁶



⁶ All n-sizes for the parent results reflect the sample after it has been weighted to be more representative of the district and include respondents who answered at least one of the questions on the index.

Among the sample of parents and families, 88% liked their student's school (Table 16). Questions were chosen for this measure that asked about the school specifically (as opposed to the district) and presented an overall picture of satisfaction. Parents of students at special education schools were the most satisfied, while those at alternative placement schools were the least satisfied.

Table 16: Parent Satisfaction Index, by Subgroup⁷

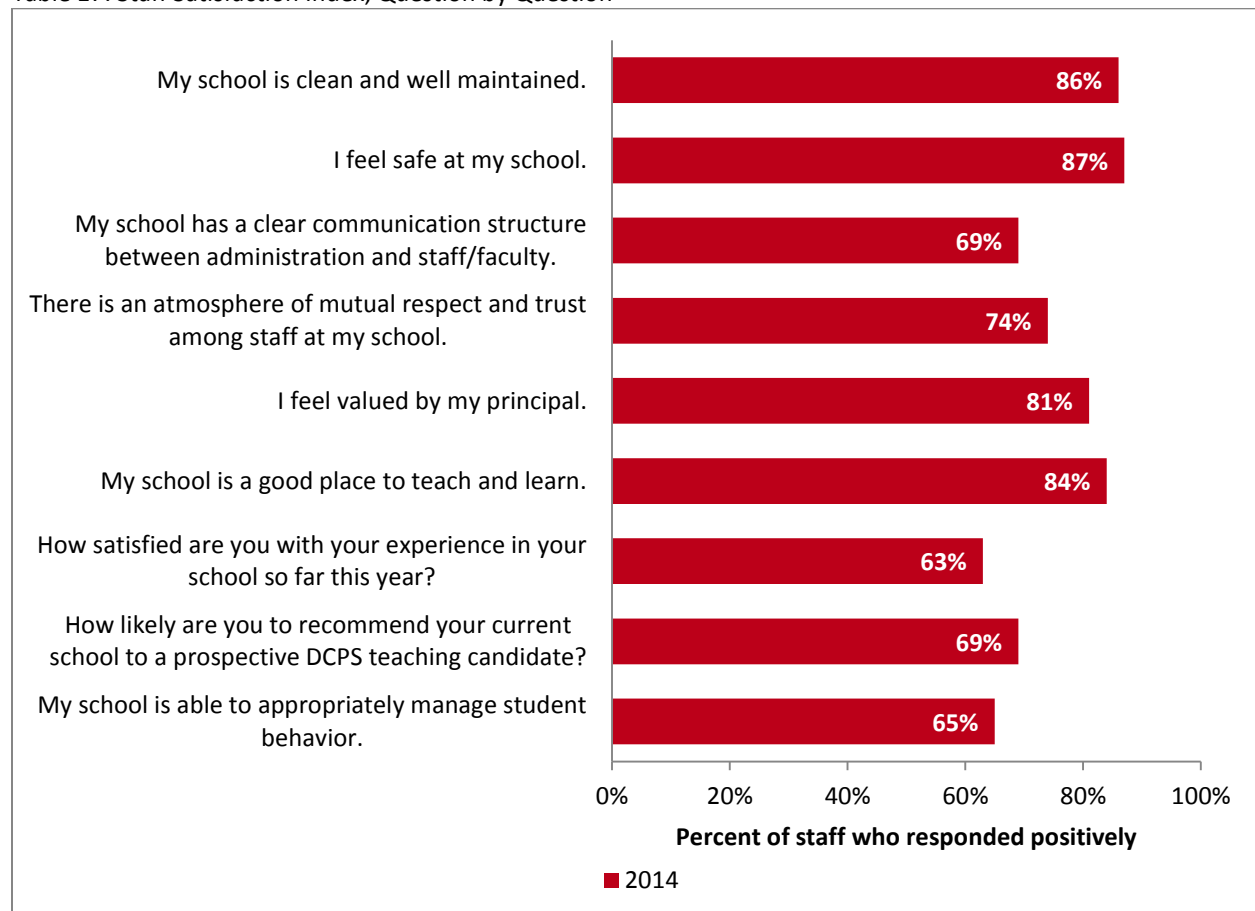


⁷ Ward in this table is the ward where the child attends school, not where the family lives.

Staff Results

Surveys were administered to teachers, administrators, and other school staff. This section presents results for all three groups combined. Questions on the survey asked staff about curriculum, professional development, programming, and overall satisfaction with the school. Many of the questions were designed to inform DCPS programmatic efforts, so this section of the report shows only a summary of results for the satisfaction questions (Table 17). Full by-question results are available in Appendix B.

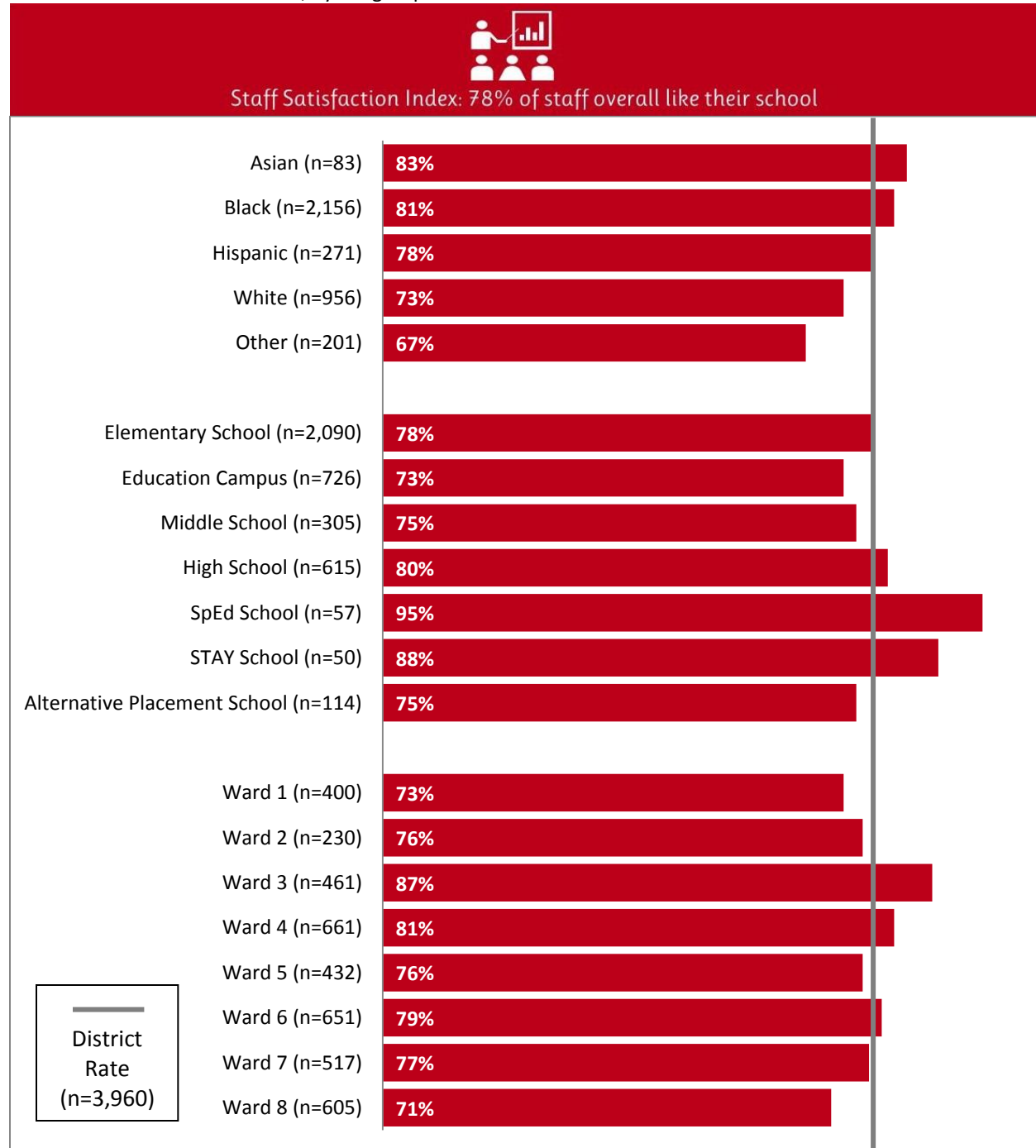
Table 17: Staff Satisfaction Index, Question by Question⁸



⁸ The n-size includes respondents who answered at least one question on the index.

When combined, 78% of staff, teachers, and administrators liked the school where they work (Table 18). Questions were chosen for this measure that asked about the school specifically (as opposed to the district) and presented an overall picture of satisfaction. Staff at education campuses and at schools in Ward 1 or Ward 8 were the least satisfied.

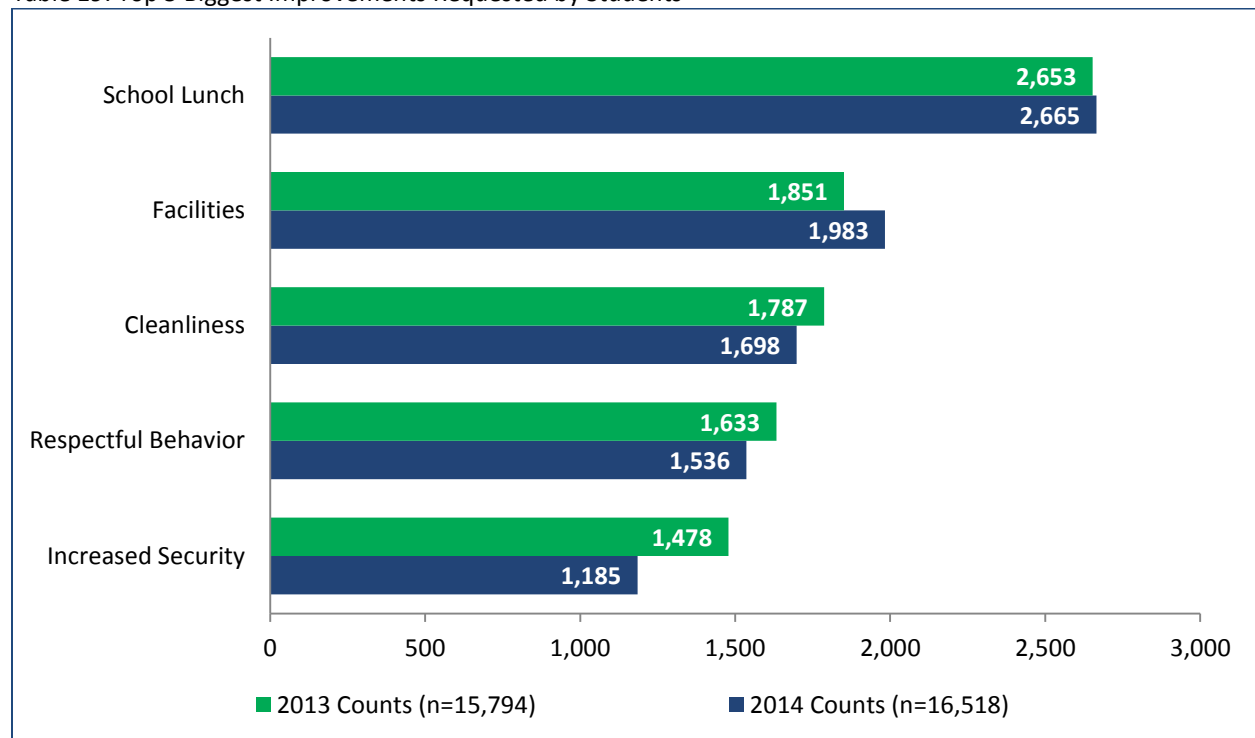
Table 18: Staff Satisfaction Index, by Subgroup



Open-Ended Results

Students were asked, “What are the biggest improvements we can make in your school?” Results for both 2013 and 2014 are shown in Table 19. Counts represent the number of students who mentioned that area in their response; student responses could count for multiple topic areas if they mentioned several in their written response. In 2014, the top categories for students were school lunch, facilities, cleanliness, respectful behavior, and increased security.

Table 19: Top 5 Biggest Improvements Requested by Students



All staff were asked “What are the biggest improvements that still need to be made in the school district (DCPS)?” Results can be seen below for administrators (Table 20), teachers (Table 21), and other staff (Table 22). Counts represent the number of staff members who mentioned that area in their response; responses could count for multiple topic areas if they mentioned several in their written response. Administrators most requested change around curriculum, teachers around their evaluation process, and other staff around general issues related to human capital.

Parents were asked, “What would you like to change at this school?” (Table 23). Counts represent the number of parents who mentioned that area in their response; responses could count for multiple topic areas if they mentioned several in their written response. Top requests made by parents were facilities, communication, and curriculum.

Table 20: Top 5 Biggest Improvements Requested by Administrators

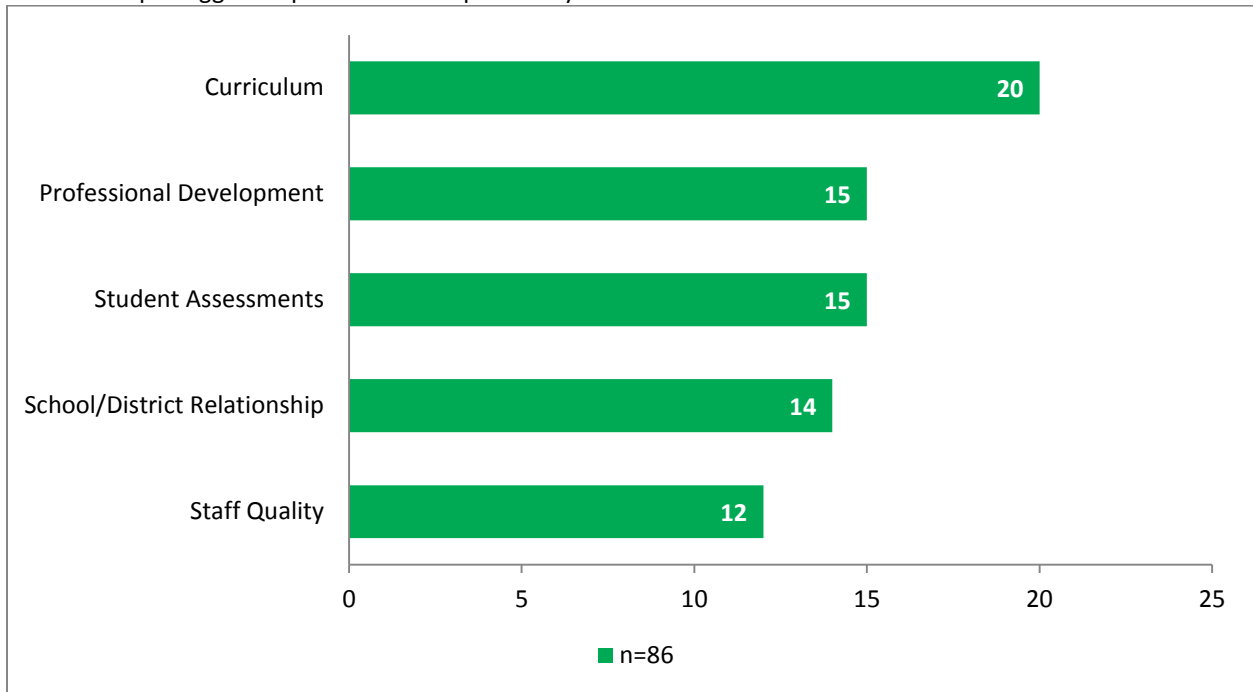


Table 21: Top 5 Biggest Improvements Requested by Teachers

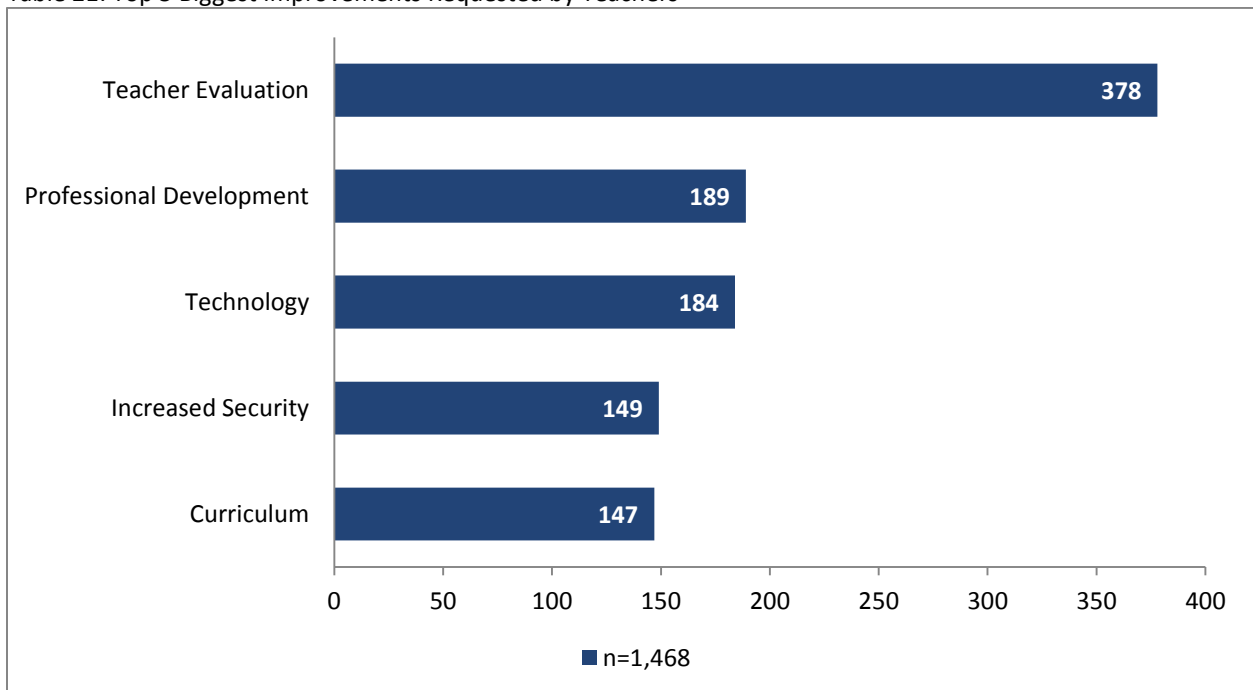


Table 22: Top 5 Biggest Improvements Requested by Other Staff

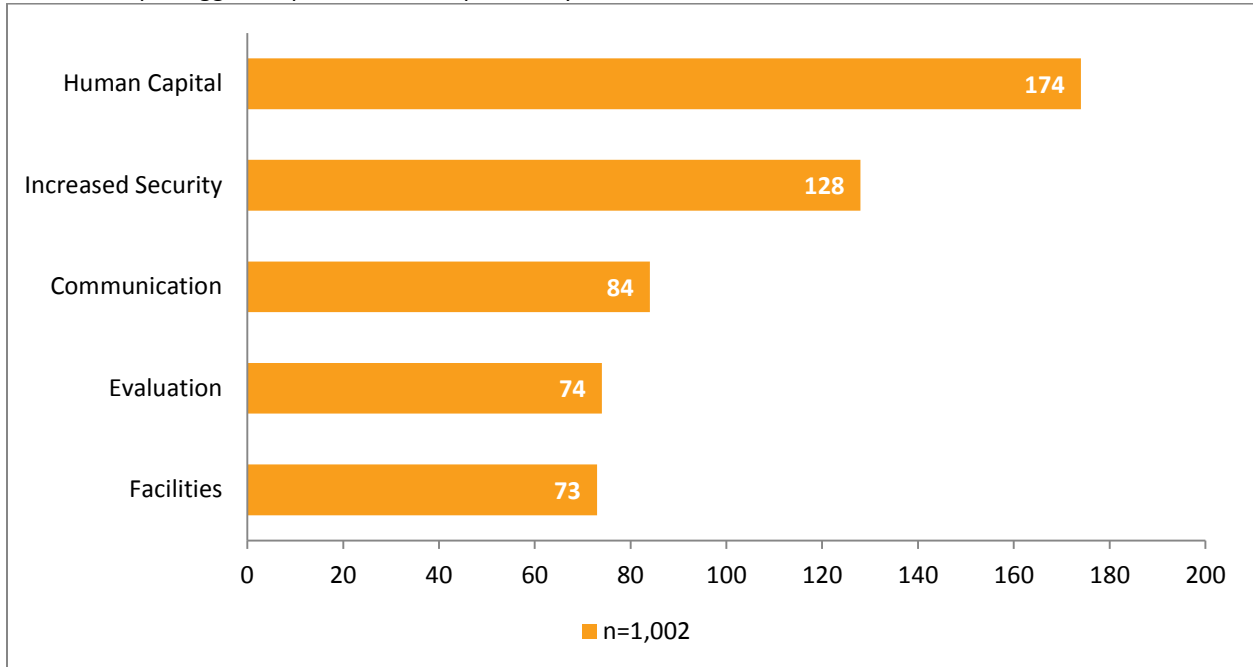
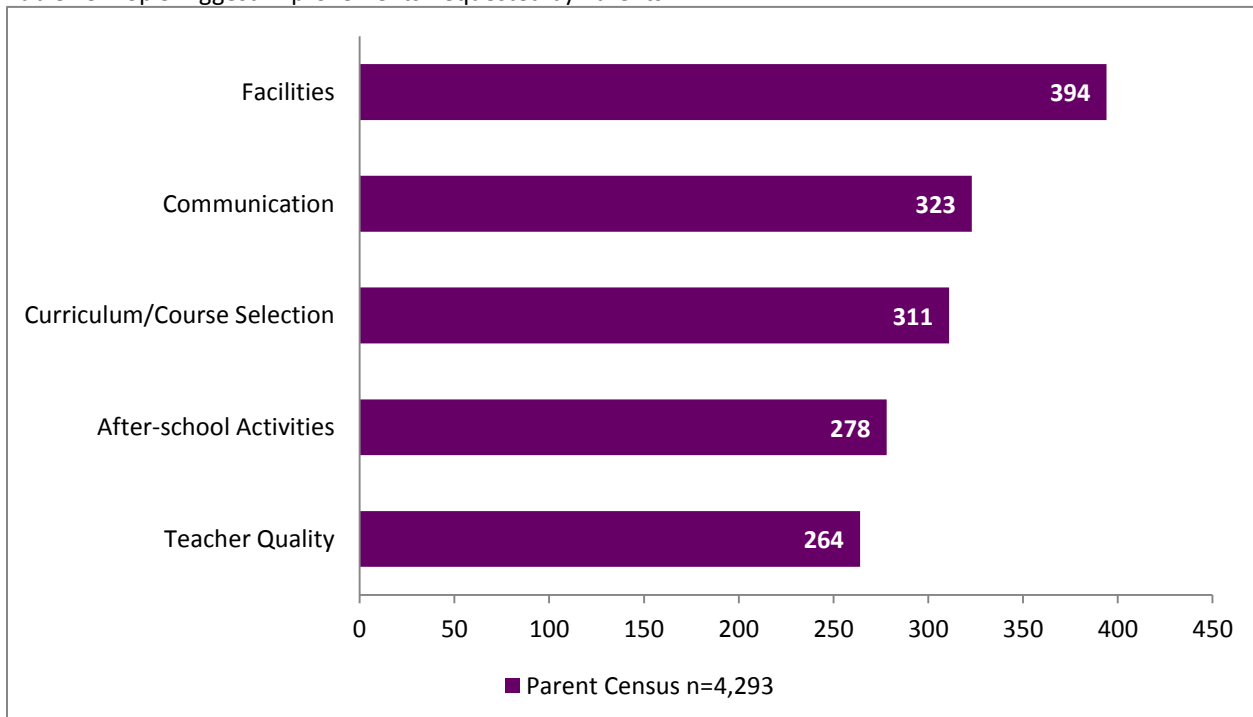


Table 23: Top 5 Biggest Improvements Requested by Parents



Appendix A: Survey Methodology

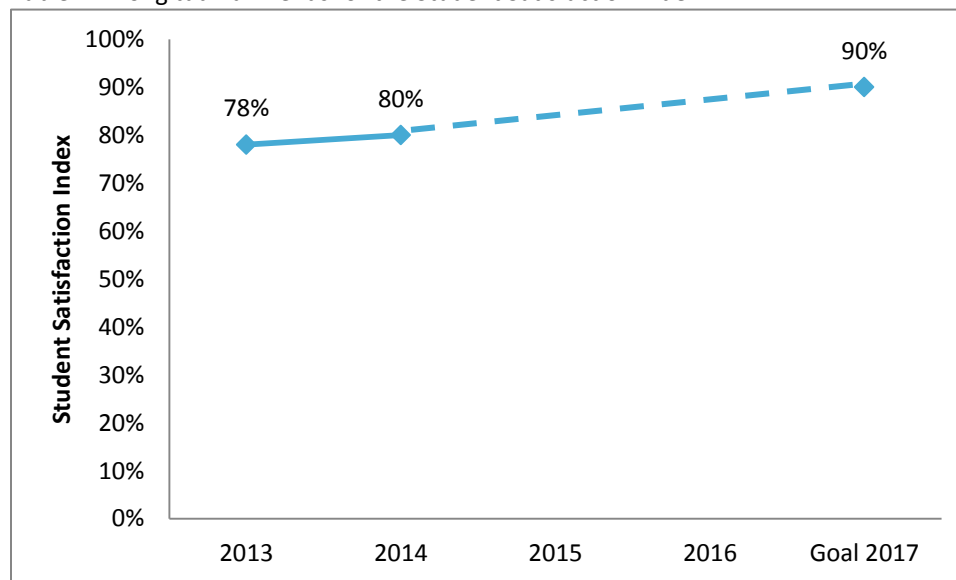
Overview

DCPS administered student surveys in April and May 2014 to parents, staff (teachers, administrators, and other school staff), and students in grades 3 and higher. This year marked the first time parents and staff were surveyed since 2011. The Office of Data and Strategy (ODS) managed the survey administration process for the district, and each principal designated a Survey Liaison to serve as a point of contact for the school.

Previous Results

DCPS administered student surveys in 2013 that were nearly identical to those in 2014. Table 23 below shows the results of the Student Satisfaction Index across two years of data.

Table 24: Longitudinal Trends for the Student Satisfaction Index



Survey Instruments

The 2014 student survey instrument was very similar to the one used in 2013. The wording of some questions was changed for better clarity and a few questions were added. To solicit input on the staff and parent surveys, ODS met with representatives from across DCPS and encouraged offices to align questions with needs from their operating plans.

Administration and Data Collection

The survey administration window ran from April 22, 2014 through May 23, 2014. DCPS worked with an external contractor, Westat, to administer surveys to all stakeholder groups. Schools had the choice of online or paper surveys for all stakeholder groups (paper surveys were provided for all groups but schools/individuals could elect to take the survey online). ODS made an effort to engage schools in the process earlier so that schools were clear on the purpose of the survey and followed up with schools throughout the process to support them in meeting the deadline. ODS also provided incentives to Survey Liaisons whose schools had high response rates across stakeholder groups. Student and staff surveys were administered during the school day and schools were responsible for distributing parent surveys (either through backpacking or mailing home). The paper results were returned to Westat for scanning. Data from all surveys was then given to ODS for analysis.

All students enrolled in a DCPS school in grades 3 and higher as of March 25, 2014 were eligible to complete the survey. Prior to administering the survey, schools also distributed parental passive consent forms so that families could opt out a student from taking the survey if they wished. Schools submitted to ODS a list of students who were ineligible to take the survey, meaning students either returned a signed consent form, were no longer attending the school by the date surveys were administered, or could not complete the survey due to cognitive disabilities. ODS removed the ineligible students from a school's population count and created an "adjusted population" for each school and the district so that these ineligible students did not count against a school's response rate. ODS also removed staff members who were no longer working at the school or who were on extended leave. The original staff lists came from DCPS' Human Resources team.

Parents of students in all grade levels (PK3 through 12) enrolled in a DCPS school as of March 25, 2014 were eligible to complete the census survey. Paper copies of surveys were provided to schools to distribute to parents. Westat also conducted a telephone survey with a stratified random sample of parents in order to provide district-level results that were representative of the DCPS population. The sample was stratified by ward, race (of the student), and level (elementary/middle/high school). The final responses were weighted by those three variables in order to produce results that were representative of the district.

Analysis

Surveys were counted as a response as long as the respondent answered at least one question. One of the goals of the student surveys was to measure DCPS' progress towards the 4th Capital Commitment Goal of "90% of students will say they like their school." While the survey instrument did include the question "I like my school," relying on only one question to track a metric is not a robust method of analysis. Therefore, in 2013, ODS ran a factor analysis on the 30 main closed-ended questions in order to group them into categories. Factor analysis sorts survey items into groups based on similar response patterns (for example, a student who chose "Disagree" on one item in the factor was likely to also choose "Disagree" on a second item in the factor). The grouping is an indication that the survey items are measuring a similar underlying concept. The 2013 student survey grouped into six factors: Perceptions of Teachers, Qualities Related to Liking School, Perceptions of Safety, Student Motivation, Peer to Peer Interaction, and Perceptions of Other Adults. These same factor groupings were retained in 2014, though questions were added to two factors. ODS ran both a confirmatory factor analysis and reliability analysis on the 2014 student survey data as checks before using the same factors for a second year.

The second factor, Qualities Related to Liking School, contained the question "I like my school" and was converted to the Student Satisfaction Index to measure progress against Goal 4. The factor itself is expressed by taking an average score for all of the items in the factor. Each student is then assigned a value for the factor ranging from 1 to 4, with 4 being the most satisfied with those items. The Student Satisfaction Index is the percent of students whose factor score was on the positive end of the scale (i.e., above 2.5). Students received a score on the factor if they answered at least two of the questions in that factor. Factor scores and index percentages were also created for the five remaining factors.

Questions for the staff and parent index were chosen because they focused on the school (rather than the district) and were more general or focused on climate rather than specific programming (e.g., "I feel safe at my school" versus "How satisfied are you with the level of IT support you have received in the

past six months?”) Staff and parent indices were calculated the same way as the student index, though the staff index ranges from 1-6, making the mean for the staff index 3.5. Reliability statistics for each index (students, parents, and staff) are found in Table 24 below.

Table 25: Reliability for Each Index

Index	Reliability
Student Perceptions of Teachers	$\alpha = .831$
Student Satisfaction Index	$\alpha = .822$
Student Perceptions of Safety	$\alpha = .721$
Student Motivation	$\alpha = .714$
Student Peer to Peer Interaction	$\alpha = .687$
Student Perceptions of Other Adults	$\alpha = .800$
Parent Satisfaction Index	$\alpha = .903$
Staff Satisfaction Index	$\alpha = .914$

Appendix B: Question by Question Results

Question by Question Results—Students

Please mark how much you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree
I would recommend my school to other students	30%	52%	12%	6%
My family is welcome at my school	44%	47%	7%	3%
My family knows what I am learning in school	34%	48%	15%	4%
There is an adult at this school I can talk to if something is wrong	47%	37%	10%	6%
We have enough teaching materials (like books, photocopies, and calculators) for all students	28%	41%	23%	9%

How much do you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree
My school is clean and well-maintained	18%	44%	26%	13%
My classes really make me think	30%	51%	15%	4%
I enjoy the activities we do in my classes	32%	48%	15%	4%
My school offers good after-school options	34%	45%	15%	6%
I feel safe at my school	33%	46%	14%	7%
Adults maintain control of my school	30%	47%	17%	6%

How safe do you feel in the following places?	Very safe	Mostly Safe	Somewhat Safe	Not Safe
Outside around the school	28%	36%	26%	11%
In the hallways and bathrooms of the school	41%	35%	16%	8%
In my classes	65%	25%	8%	3%

How often do students in your school...	Often	Sometimes	Rarely	Never	Don't Know
Get into fights	21%	35%	25%	12%	7%
Have things stolen or damaged by other students	21%	32%	23%	14%	10%
Get made fun of for the way they look or talk	31%	27%	19%	14%	8%

The teachers in my classrooms...	Strongly Agree	Agree	Disagree	Strongly Disagree
Help me want to learn	47%	45%	7%	2%
Want students to share our thoughts	40%	47%	10%	3%
Often assign homework that helps me learn	39%	43%	14%	5%
Know my family	29%	36%	25%	10%
Encourage me to work hard	54%	38%	6%	2%

Note: Percentages in this Appendix may differ from those in the full report because “Don’t know” responses were excluded from percentages reported in the district- and school-level reports.

Question by Question Results—Students

The adults not in the classroom at my school...	Strongly Agree	Agree	Disagree	Strongly Disagree
Care about students	37%	50%	10%	3%
Treat me with respect	36%	49%	12%	4%
Treat all students fairly	28%	38%	24%	10%

How much do you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree
I try hard to do my best	61%	36%	3%	1%
I am confident I will graduate from high school	73%	23%	2%	1%
I can get help on schoolwork if I need it	55%	39%	5%	2%
I think doing well in school is important for my future	76%	21%	2%	1%
I like my school	34%	43%	13%	10%
I feel comfortable participating in extracurricular activities	46%	41%	10%	3%
I am bored in school	19%	28%	32%	21%

Please mark whether you participate in these activities...	Yes	No
I participate in sports at my school	51%	49%
I participate in after-school programs at my school	49%	51%

What after-school option would you most like to see at your school?			
Sports	44%	Languages	5%
Music	8%	Government/Debate	3%
Art	8%	Clubs	14%
Drama	7%	Other	11%

What grade would you give...	A	B	C	D	F
your school?	31%	35%	22%	8%	5%

How involved were you in deciding to go to this school?	Very Involved	Somewhat Involved	Somewhat Uninvolved	Uninvolved	Don't Know
	33%	32%	9%	14%	13%

What is the most important reason that you enrolled in this school?			
It is easy to get to	11%	My parents want me to go to this school	16%
It is a safe place	3%	I was transferred here from another school	6%
It has a strong academic program	7%	It is the best place for me to learn	18%
It has a specialized curriculum or program	3%	It has a special program for me	2%
It has good after school activities like sports and clubs	1%	Other	7%
It is where most of my friends go to school	8%	I don't know	10%
My sisters and brothers also attend (or used to go here)	9%		

Question by Question Results—Students

Are you at the school that you most wanted to attend?	Yes	55%	No	30%
	Don't Know	15%		

If not, why didn't you go to that school?				
Didn't get a seat through the lottery	7%	Too hard to get there	11%	
Didn't get into a selective high school	13%	It isn't safe	3%	
My parents/family didn't want me to go there	23%	Other	44%	

How do you usually get to school?				
I walk	29%	I take the bus and/or Metro	35%	
I ride a bicycle	1%	A DCPS school bus picks me up	3%	
I go by car	32%			

The following questions are applicable for students in 9th through 12th grade only.

Are you aware of the high school graduation requirements?	Yes	90%	No	9%
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Are you on track towards high school graduation?	Yes	74%	No	7%
	Not Sure	20%		

What are your plans after high school? (Mark all that apply)				
Continue school	94%	Join the military	15%	
Get a job	90%	Other plans	55%	
Not sure	26%			

Have you taken any preparation courses to help you prepare for taking college entrance tests like the ACT or SAT?	Yes	52%	No	48%
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Have you taken any college entrance tests? (Mark all that apply)	SAT	44%	ACT	12%
	Other	18%		

How prepared do you feel to go to college, trade school, or into the workforce once you leave DCPS?	Very Prepared	32%	Somewhat Prepared	58%
	Unprepared	11%		

Question by Question Results—Parents

Would you recommend that a friend send his or her child to this school?

Yes	85%	No	15%
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Please mark how much you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I feel welcome at this school	47%	46%	5%	1%	
This school keeps me regularly informed of my child(ren)'s progress	48%	40%	9%	3%	
There is an opportunity for me to provide feedback on major decisions that affect my school	30%	53%	15%	3%	
The DCPS website is where I go to get valuable information from DCPS	17%	48%	28%	7%	
The DCPS website is easy to use and navigate	24%	58%	17%	1%	
The alerts and updates I get through DCPS' digital communication channels are timely	25%	45%	7%	1%	22%
There is an opportunity for me to provide feedback on major district initiatives (e.g., school consolidations, boundary and feeder changes)	17%	59%	21%	3%	
DCPS values community input when making major policy decisions	15%	58%	22%	5%	
The teachers at this school want me to be involved in my child's education	54%	40%	5%	2%	

How much do you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
This school helps me be the best partner I can be in my child's education	43%	44%	12%	2%	
The process to enroll my child at this school was clear and easy to understand	48%	48%	4%	1%	
I would prefer to enroll my child online instead of in person	18%	26%	45%	11%	
The process for getting involved with this school's LSAT (Local School Advisory Team) is clear	15%	36%	8%	2%	39%
The process for getting involved with this school's parent organization is clear	38%	51%	10%	2%	0%

Please tell us how well you child's school does each of the following:

	Very Well	Okay	Not Well	Not At All
Building trusting relationships with you	55%	34%	8%	3%
Talking with you about the expectations you have for your child's future	48%	35%	10%	7%
Talking with you about the skills your child needs to learn this year	51%	34%	10%	5%
Providing you with activities you can use at home to support your child's learning	44%	33%	12%	11%
Sharing information with you about how the school is planning to improve	40%	35%	15%	11%

Question by Question Results—Parents

What after-school option would you most like to see at this school?

Sports	33%	Languages	12%
Music	8%	Government/Debate	2%
Art	8%	Clubs	4%
Drama	5%	Other	28%

Where did you find information about how to enroll your student? (Mark all that apply.)

Via mailing to my house	29%	Went to school in person	54%
Called school to ask	7%	Other	17%
Online	15%		

How helpful have you found DCPS communication about specialized supports (e.g., special education offerings, bilingual support, early childhood services)?

	<i>Very Helpful</i>	<i>Somewhat Helpful</i>	<i>Somewhat Unhelpful</i>	<i>Very Unhelpful</i>	<i>Not Applicable</i>
	36%	20%	4%	7%	33%

Please rate the quality of your child's Individualized Education Plan (IEP) academic goals and, if applicable, the prescription of related services supports.

	<i>High Quality</i>	<i>Fair Quality</i>	<i>Low Quality</i>	<i>Improper</i>	<i>Not Applicable</i>
	29%	25%	6%	1%	39%

How effective would you rate DCPS' Language Acquisition Intake Centers (formerly Bilingual Education Centers)?

	<i>Highly Effective</i>	<i>Somewhat Effective</i>	<i>Not Effective</i>	<i>Not Applicable</i>
	15%	23%	5%	57%

How useful do you find the DCPS online school profiles?

	<i>Very Useful</i>	<i>Somewhat Useful</i>	<i>Not at all Useful</i>	<i>Never Used Them</i>
	23%	20%	2%	56%

What is the most important reason for enrolling your child in this school?

It is close to our home	43%	It is where most of my child's friends go to school	1%
It is close to my work	1%	I have other children who are enrolled or used to be enrolled at this school	1%
It has good teachers and academics	28%	My child was transferred here	2%
It has a special curriculum or program	9%	It feeds into a middle or high school that I prefer	2%
It has good after school activities like sports and clubs	2%	It provides the special education services my child needs	3%
It is a safe place or has good discipline	2%	Other	5%

Question by Question Results—Parents

What is the second most important reason for enrolling your child in this school?

It is close to our home	17%	It is where most of my child's friends go to school	2%
It is close to my work	2%	I have other children who are enrolled or used to be enrolled at this school	9%
It has good teachers and academics	27%	My child was transferred here	3%
It has a special curriculum or program	10%	It feeds into a middle or high school that I prefer	2%
It has good after school activities like sports and clubs	5%	It provides the special education services my child needs	2%
It is a safe place or has good discipline	6%	Other	15%

Does your child attend his/her assigned in-boundary (based on your home address) school?

Yes	66%	No	30%
I don't know our assigned school	3%		

If no, what is the main reason that you did not send your child to their assigned/in-boundary school?

It is not close to our home	2%	It is not a safe place or does not have good discipline	13%
It is not close to my work	3%	I did not feel welcome there	0%
It does not have good teachers and academics	22%	The school does not feed into a middle or high school that I preferred	5%
It does not have a special curriculum or program	17%	It does not provide the special education services my child needs	5%
It does not have good after school activities/extracurriculars like sports and clubs	1%	Other	32%

Question by Question Results—Administrators

Please mark how much you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
My Instructional Coach's work contributes to increased student achievement	40%	29%	21%	2%	2%	7%
I have the skills and knowledge to provide high-quality professional development and coaching to all the teachers in my building	43%	48%	9%	0%	1%	0%
I have the time and capacity to provide high-quality professional development and coaching to all the teachers in my building	11%	24%	35%	14%	10%	6%

Please indicate the extent to which the following DCPS professional development opportunities helped you to strengthen your leadership skills aligned to the Leadership Framework standards:	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Leadership Academy	6%	28%	28%	9%	15%	14%
Cluster Meetings	11%	37%	23%	8%	12%	8%
Feedback from my Instructional Superintendent	30%	32%	21%	5%	8%	6%
Executive Master's in Leadership	38%	11%	9%	4%	18%	21%
New Principal Development Series	5%	23%	20%	13%	20%	19%
Assistant Principal Development Series	11%	29%	23%	9%	10%	18%
Patterson Fellowship Mentor Principal Sessions	6%	26%	20%	6%	20%	24%
Targeted 40 School Visits	7%	25%	28%	1%	17%	22%
Other	21%	27%	18%	0%	12%	24%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I feel that DCPS is committed to helping me grow professionally	12%	32%	35%	8%	7%	6%
Teachers have opportunities for career advancement in DCPS without leaving the classroom	15%	47%	23%	9%	6%	1%
At my school, there are opportunities for teachers to provide instructional feedback to one another	25%	38%	25%	6%	5%	1%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
My school implements the DCPS scope and sequence.	35%	38%	18%	2%	6%	1%
Teachers at my school use data to monitor students' academic performance	43%	34%	19%	2%	2%	0%
I have the community partners I need to meet the goals for my school	20%	41%	30%	3%	6%	1%
I have the skills I need to recruit, select, and manage relationships with community partners	29%	55%	15%	1%	1%	0%
I believe there is value in gaining the support of community-level stakeholders in improving student achievement	64%	32%	4%	0%	1%	0%

Question by Question Results—Administrators

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
I had sufficient time to approve my enrollment projections	12%	44%	23%	8%	8%	5%	
I had sufficient time to complete my budget process	7%	30%	20%	17%	17%	10%	
The process to develop my school's budget allocation was transparent	13%	43%	16%	11%	7%	9%	
I was adequately prepared to create and finalize my school's budget	13%	46%	19%	8%	8%	6%	
This year's school budget process improved over previous years	8%	35%	16%	9%	4%	4%	26%

How satisfied are you with the level of IT support you have received in the last six months?	Very Satisfied	Satisfied	Somewhat Satisfied	Not at all Satisfied	Not Applicable
	18%	31%	38%	12%	1%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Don't Know
A Continuum of Services is in place at my school to provide the appropriate supports to students with diverse needs	11%	36%	28%	8%	10%	6%	2%
My school has been provided with the resources to serve as a model of DCPS' definition of inclusive education	4%	27%	25%	12%	13%	16%	3%

My school most needs assistance around special education in...			
Professional development	15%	Intervention support	42%
Staffing	26%	Support with federal and state regulations (compliance)	4%
Curriculum support	13%		

My school most needs assistance around early childhood education in...			
Professional development	31%	Intervention support	35%
Staffing	4%	Support with federal and state regulations (compliance)	4%
Curriculum support	27%		

My school most needs assistance around bilingual education in...			
Professional development	31%	Intervention support	32%
Staffing	15%	Support with federal and state regulations (compliance)	5%
Curriculum support	17%		

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
The DCPS Human Resources Division has improved over the last six months	9%	40%	28%	1%	5%	1%	16%
I am satisfied with the customer service provided by the DCPS Human Resources Division	16%	47%	24%	4%	4%	1%	4%

Question by Question Results—Administrators

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I am consistently provided opportunities to provide feedback on major district initiatives (e.g., school consolidations, boundary and feeder changes)	8%	32%	23%	14%	16%	9%
DCPS values community input when making major policy decisions	8%	38%	29%	9%	10%	7%
I feel safe at my school	48%	35%	11%	3%	2%	1%
My school is clean and well-maintained	36%	40%	16%	6%	1%	1%
There is an atmosphere of mutual respect and trust among staff at my school	21%	40%	23%	7%	5%	4%
My school is a good place to teach and learn	37%	39%	15%	3%	4%	1%
My school is able to appropriately manage student behavior	32%	37%	17%	4%	5%	5%
My school has a clear communication structure between administration and faculty	27%	46%	17%	3%	4%	3%
DCPS provides all the materials and equipment I need to do my job effectively	6%	32%	36%	12%	8%	5%
I have the technology I need to do my job effectively	20%	37%	24%	8%	7%	4%

Outside of IMPACT, how often do you or an assistant principal give teachers informal feedback based on a classroom visit?

Multiple times per week	22%	Once per month	19%
Once per week	12%	Once every other month	7%
Multiple times per month	33%	Less than six times per year	8%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I have clear expectations for how to do my job well, as articulated through School Leader IMPACT	15%	52%	21%	5%	4%	3%
I feel confident in my ability to collect aligned and specific evidence to determine accurate TLF scores	38%	53%	6%	1%	1%	1%
I feel confident in my ability to provide teachers with meaningful, clear, and bite-sized suggestions for growth based on the TLF	45%	46%	6%	2%	1%	1%
As an evaluator, I am satisfied with the IMPACT training I have received	29%	40%	21%	4%	4%	2%
Master Educators are a support to the teachers in my school	7%	35%	30%	17%	7%	5%
I had the opportunity to provide input on revisions to School Leader IMPACT	15%	39%	15%	8%	13%	10%
Staff IMPACT is a fair evaluation tool	9%	37%	35%	11%	4%	4%
School Leader IMPACT is an accurate reflection of my performance	5%	21%	28%	20%	13%	14%
School Leader IMPACT has helped me to improve my effectiveness	5%	21%	35%	15%	13%	12%
My school's technology is adequate to implement computer-based assessments	7%	23%	21%	12%	21%	17%

Question by Question Results—Administrators

How prepared...	<i>Very Prepared</i>	<i>Mostly Prepared</i>	<i>Somewhat Prepared</i>	<i>Not at all Prepared</i>
Is your school staff to implement computer-based assessments?	7%	22%	57%	15%
Are your students to take computer-based assessments?	7%	17%	61%	15%

Question by Question Results—Teachers

How much do you agree or disagree that...	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I use data to monitor my students' academic performance	53%	38%	8%	1%	0%	0%
Using student data from assessments, I work with other staff at my school to create re-teach plans	28%	34%	22%	7%	6%	3%
My school's technology is adequate to implement computer-based assessments	14%	20%	24%	14%	16%	13%

How prepared...	<i>Very Prepared</i>	<i>Mostly Prepared</i>	<i>Somewhat Prepared</i>	<i>Not at all Prepared</i>
Is your school staff to implement computer-based assessments?	12%	27%	44%	18%
Are your students to take computer-based assessments?	8%	23%	42%	28%

How much do you agree or disagree that...	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Not Applicable</i>
Session content for district-wide professional development is relevant to my needs	13%	28%	31%	11%	10%	7%	
At district-wide professional development, I learned skills I was able to apply immediately in my classroom	14%	30%	30%	12%	8%	6%	
(Elementary only): I have been given the support I need to implement my school's literacy focus area	17%	38%	24%	10%	8%	4%	
I have a strong understanding of how to design instruction for my high-ability learners	25%	42%	21%	7%	4%	1%	
My work with an Instructional Coach helped me increase student achievement	16%	21%	17%	6%	9%	7%	24%
I am clear on what aspects of my practice I need to improve in order to drive student achievement	26%	49%	18%	4%	3%	1%	
I receive professional development that directly meets my development needs and improves my practice	14%	26%	30%	13%	11%	7%	
The feedback I receive from Master Educators after TLF observations helps me to improve my practice	13%	28%	28%	11%	10%	10%	
The feedback I receive from administrators after TLF observations helps me to improve my practice	15%	34%	27%	10%	8%	7%	
I am satisfied with the consistency of feedback I receive from my school administrators and Master Educators	11%	26%	27%	15%	13%	9%	
I am satisfied with my opportunities for career advancement in DCPS without leaving the classroom	10%	28%	29%	13%	12%	7%	
I would be interested in teaching positions that allow me to teach part time and serve in a teacher leader role part time	29%	27%	18%	7%	13%	7%	
At my school, there are opportunities for peers to provide instructional feedback to one another	16%	26%	24%	13%	14%	8%	

Outside of IMPACT, how often does your principal or an assistant principal give you informal feedback based on a classroom visit?

Multiple times per week	5%	Once per month	14%
Once per week	5%	Once every other month	10%
Multiple times per month	17%	Less than six times per year	50%

Question by Question Results—Teachers

How much do you agree or disagree that...	<i>Strongly Agree</i>	<i>Agree</i>	<i>Somewhat Agree</i>	<i>Somewhat Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Not Applicable</i>
I implement the DCPS scope and sequence in my classroom	27%	34%	22%	5%	7%	6%	
I have received adequate training on Common Core State Standards for the subject(s) that I teach	10%	23%	24%	11%	12%	9%	12%
I have sufficient resources (books, technology, instructional materials, etc.) to help my students master the Common Core State Standards in the grade(s) and subject(s) I teach	8%	19%	22%	13%	12%	15%	11%
I have adequate professional development to help my students master the Common Core State Standards in the grade(s) and subject(s) I teach	7%	23%	25%	14%	12%	9%	12%
I feel prepared to help ALL of my students master the Common Core State Standards in the grade(s) and subject(s) I teach	10%	24%	24%	14%	9%	7%	12%
All families at my school can and want to support student learning	10%	23%	28%	15%	16%	8%	
Focusing my time on engaging families helps me improve student achievement	18%	37%	30%	8%	5%	2%	
I would like to learn new ways to engage families	29%	41%	21%	5%	3%	1%	
Staff at my school get the support (training, tools, guidance, etc.) they need to effectively engage families	11%	27%	30%	15%	12%	7%	

Please estimate the percentage of your students' families with whom...	<i>0-9%</i>	<i>10-29%</i>	<i>30-49%</i>	<i>50-69%</i>	<i>70-89%</i>	<i>90-100%</i>
You communicate monthly or more about their child's progress on grade-level skills	7%	15%	16%	17%	22%	24%
You have built a trusting relationship	6%	14%	12%	17%	25%	25%

How satisfied are you with the level of IT support you have received in the past six months?	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Not at all Satisfied</i>	<i>Not Applicable</i>
	12%	29%	29%	20%	10%

What is your level of understanding around the process and best practices of moving students from an IEP to general education?	<i>Very Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>No Understanding</i>	<i>Not Applicable</i>
	23%	51%	19%	7%

Please rate your level of confidence in providing guidance to families about DCPS transition programs for high school students (e.g., career development opportunities).	<i>Very Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>No Understanding</i>	<i>Not Applicable</i>
	7%	25%	26%	42%

Question by Question Results—Teachers

Please rate your level of confidence in developing measurable, ambitious academic IEP goals for your students that are aligned to curriculum standards.	High	Somewhat High	Fair	Low	Not Applicable
	19%	22%	27%	15%	17%

Please choose one of the following describing your experience with related service providers (e.g., Social Worker, Occupational/Physical Therapist, Speech Language Therapist).			
Very Helpful and Effective	35%	Mixed Levels of Helpfulness and Effectiveness	11%
Somewhat Helpful and Effective	42%	Not Applicable	6%
Not Helpful or Effective	7%		

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
The DCPS Human Resources Division has improved over the last six months	5%	18%	26%	8%	6%	4%	33%
I am satisfied with the customer service provided by the DCPS Human Resources Division	8%	29%	27%	9%	7%	4%	17%
I am able to receive answers to questions I have from the Central Office in a timely manner	9%	29%	27%	9%	6%	5%	15%
I feel safe at my school	35%	35%	17%	6%	5%	3%	
My school is clean and well-maintained	28%	35%	22%	7%	5%	4%	
I have clear expectations for how to do my job well, as articulated through IMPACT	21%	35%	22%	9%	6%	5%	1%
Overall, IMPACT scores are an accurate reflection of my performance	9%	21%	24%	15%	13%	18%	
IMPACT has had a positive effect on my professional practice	8%	16%	22%	16%	15%	25%	
I feel valued by my principal	32%	27%	18%	7%	7%	9%	
There is an atmosphere of mutual respect and trust among staff at my school	19%	28%	22%	11%	10%	10%	
My school is a good place to teach and learn	27%	30%	22%	9%	7%	6%	
My school is able to appropriately manage student behavior	13%	22%	22%	14%	12%	18%	
My school has a clear communication structure between administration and faculty	16%	28%	20%	12%	11%	14%	
My knowledge of DCPS' performance-based compensation system, IMPACTplus, influenced my decision to apply to DCPS	6%	12%	13%	7%	24%	37%	
I am consistently provided opportunities to provide feedback on major district initiatives (e.g. school consolidations, boundary and feeder changes)	5%	18%	25%	17%	17%	18%	
DCPS values community input when making major policy decisions	5%	18%	35%	17%	14%	10%	
DCPS provides all the materials and equipment I need to do my job effectively	4%	16%	26%	19%	19%	16%	
I have the technology I need to do my job effectively	9%	22%	25%	15%	15%	14%	

Question by Question Results—Teachers

How satisfied are you...	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Not at all Satisfied</i>
With your decision to join DCPS?	22%	43%	30%	6%
With your experience in your school so far this year?	24%	35%	29%	13%

How likely are you to recommend your current school to a prospective DCPS teaching candidate?	<i>Very Unlikely</i>	<i>Unlikely</i>	<i>Somewhat Unlikely</i>	<i>Somewhat Likely</i>	<i>Likely</i>	<i>Very Likely</i>
	20%	28%	21%	11%	8%	13%

Question by Question Results— Other Staff

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
DCPS provides all the materials and equipment I need to do my job effectively	16%	30%	28%	10%	10%	7%
I have the technology I need to do my job effectively	20%	36%	24%	8%	7%	4%

How satisfied are you with the level of IT support you have received in the past six months?	Very Satisfied	Satisfied	Somewhat Satisfied	Not at all Satisfied	Not Applicable
	21%	40%	24%	9%	6%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
The DCPS Human Resources Division has improved over the last six months	11%	29%	19%	5%	5%	2%	30%
I am satisfied with the customer service provided by the DCPS Human Resources Division	15%	39%	21%	6%	4%	2%	12%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I feel safe at my school	35%	39%	14%	6%	4%	3%
My school is clean and well-maintained	35%	35%	17%	6%	4%	2%
Overall, IMPACT scores are an accurate reflection of my performance	25%	34%	18%	8%	7%	8%
IMPACT has had a positive effect on my professional practice	19%	27%	22%	11%	12%	10%

How satisfied are you...	Very Satisfied	Satisfied	Somewhat Satisfied	Not at all Satisfied	Not Applicable
With your experience in your school so far this year?	31%	38%	22%	9%	1%
With your decision to join DCPS?	39%	40%	18%	3%	

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I feel valued by my principal	42%	29%	15%	4%	4%	6%
There is an atmosphere of mutual respect and trust among staff at my school	23%	31%	24%	9%	7%	7%
My school is able to appropriately manage student behavior	20%	29%	25%	10%	9%	8%
My school has a clear communication structure between administration and staff	23%	32%	20%	10%	8%	8%
My school is a good place to teach and learn	36%	36%	18%	6%	3%	2%
I am consistently provided opportunities to provide feedback on major district initiatives (e.g., school consolidations, boundary and feeder changes)	15%	26%	25%	11%	14%	10%
DCPS values community input when making major policy decisions	11%	27%	30%	13%	10%	8%

Appendix C: School-Level Results

Elementary Schools		
School Name	Response Rate	Student Satisfaction Index
Aiton ES	93%	77%
Amidon-Bowen ES	81%	80%
Bancroft ES	88%	86%
Barnard ES	88%	91%
Beers ES	100%	92%
Brent ES	92%	98%
Bruce-Monroe ES @ Park View	99%	90%
Burrville ES	76%	93%
C.W. Harris ES	79%	74%
Capitol Hill Montessori School @ Logan	100%	86%
Cleveland ES	99%	91%
Drew ES	95%	98%
Eaton ES	100%	97%
Garfield ES	60%	84%
Garrison ES	92%	82%
H.D. Cooke ES	90%	87%
Hearst ES	90%	90%
Hendley ES	61%	71%
Houston ES	89%	72%
Hyde-Addison ES	94%	87%
J.O. Wilson ES	83%	97%
Janney ES	98%	97%
Ketcham ES	100%	87%
Key ES	96%	97%
Kimball ES	94%	85%
King, M.L. ES	89%	64%
Lafayette ES	98%	97%
Leckie ES	100%	90%
Ludlow-Taylor ES	54%	97%
Malcolm X ES @ Green	81%	66%
Mann ES	95%	95%
Marie Reed ES	100%	92%
Maury ES	89%	97%
Miner ES	86%	79%
Moten ES	79%	77%
Murch ES	99%	95%
Nalle ES	82%	88%
Orr ES	90%	66%

School Name	Response Rate	Student Satisfaction Index
Patterson ES	85%	78%
Payne ES	98%	89%
Plummer ES	91%	89%
Powell ES	93%	91%
Randle Highlands ES	93%	96%
Ross ES	100%	96%
Savoy ES	92%	82%
Seaton ES	94%	96%
Shepherd ES	92%	89%
Simon ES	96%	92%
Smothers ES	85%	92%
Stanton ES	60%	86%
Stoddert ES	95%	91%
Thomas ES	89%	77%
Thomson ES	89%	84%
Tubman ES	95%	88%
Turner ES	12%	72%
Tyler ES	97%	84%
Watkins ES	88%	90%
Education Campuses		
School Name	Response Rate	Student Satisfaction Index
Brightwood EC	94%	79%
Brookland EC @ Bunker Hill	55%	56%
Browne EC	89%	63%
Burroughs EC	73%	67%
Langdon EC	90%	80%
Langley ES	100%	82%
LaSalle-Backus EC	69%	69%
Noyes EC	94%	58%
Oyster-Adams Bilingual School	87%	85%
Raymond EC	80%	92%
School Without Walls @ Francis-Stevens	90%	75%
Takoma EC	81%	81%
Truesdell EC	99%	77%
Walker-Jones EC	85%	78%
West EC	90%	81%
Wheatley EC	77%	77%
Whittier EC	50%	74%

Middle Schools		
School Name	Response Rate	Student Satisfaction Index
Deal MS	93%	91%
Eliot-Hine MS	48%	56%
Hardy MS	96%	75%
Hart MS	53%	63%
Jefferson Middle School Academy	82%	64%
Johnson MS	57%	58%
Kelly Miller MS	77%	63%
Kramer MS	72%	61%
McKinley MS	67%	69%
Sousa MS	82%	81%
Stuart-Hobson MS	76%	70%
Comprehensive High Schools		
School Name	Response Rate	Student Satisfaction Index
Anacostia HS	25%	53%
Ballou HS	32%	52%
Cardozo EC	34%	47%
Coolidge HS	50%	68%
Dunbar HS	22%	80%
Eastern HS	53%	80%
Roosevelt HS @ MacFarland	43%	71%
Wilson HS	63%	84%
Woodson, H.D. HS	49%	84%
Application High Schools		
School Name	Response Rate	Student Satisfaction Index
Benjamin Banneker HS	97%	65%
Columbia Heights EC (CHEC)	55%	78%
Ellington School of the Arts	80%	82%
McKinley Technology HS	61%	81%
Phelps HS	57%	82%
School Without Walls HS	81%	97%
Special Education Schools		
School Name	Response Rate	Student Satisfaction Index
Mamie D. Lee School	53%	100%
Sharpe Health School	50%	100%

STAY Schools		
School Name	Response Rate	Student Satisfaction Index
Ballou STAY	25%	93%
Roosevelt STAY @ MacFarland	13%	93%
Alternative Placement Schools		
School Name	Response Rate	Student Satisfaction Index
CHOICE Academy @ Emery	15%	67%
Incarcerated Youth Program	76%	48%
Luke Moore Alternative HS	31%	98%
Washington Metropolitan HS	44%	45%
Youth Services Center	75%	69%