



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS 2015 Stakeholder Survey Results

Prepared by the Office of Data and Strategy

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Executive Summary

DCPS administered satisfaction surveys to staff (teachers, administrators, and other school-based staff) and students in grades 3 and higher in the spring of 2015. 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 are 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 2015, student response rates increased from 67% to 76%
- Overall, 83% of students viewed their school positively (up from 80% in 2014)
- Top improvements requested by students were around school lunch, facilities, and student behavior/order

Key Findings from the Staff Surveys

Staff surveys were administered to three different groups of school-based staff: administrators, teachers, and other school-based staff.

- In 2015, response rates were 81% for administrators, 57% for teachers, and 51% for other staff
- Overall, 78% of staff felt positively about the climate at the school where they work
- Top areas where administrators would like to see improvements were district responsiveness, district awareness, and human capital
- Top areas where teachers would like to see improvements were support for teachers, professional development, and district responsiveness
- Top areas where staff would like to see improvements were district responsiveness, district awareness, and professional development

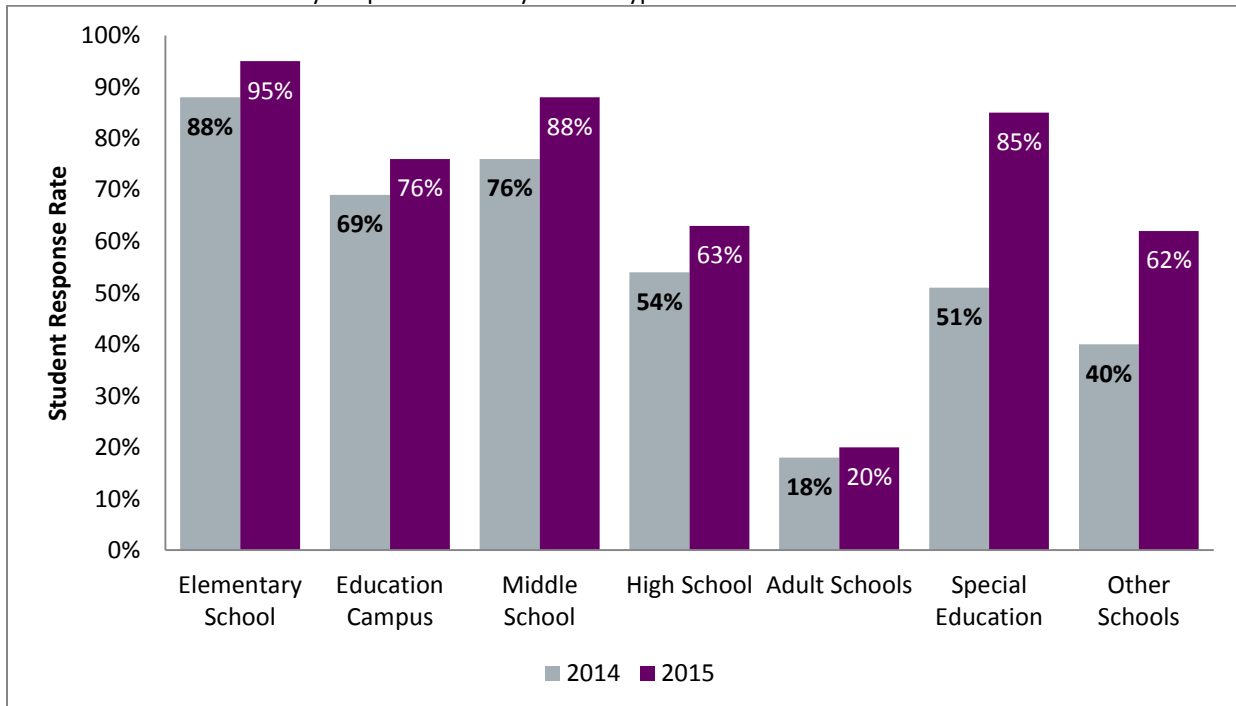
Response Rates

Response rates in 2015 were sufficiently high across all stakeholder groups to have a strong level of confidence in the results, as shown in Table 1. Student response rates increased from 67% in 2014, as did administrator rates (up from 60%), though teacher and other staff results decreased slightly (from 63% and 65%, respectively). Student response rates also increased across all school types.

Table 1: Stakeholder Survey Response Rates

Stakeholder Group	2015 Response Rate
Students	76%
Overall Staff	56%
Teachers	57%
Administrators	81%
Other School Staff	51%

Table 2: 2015 Student Survey Response Rates by School Type



Student Results

Questions on the survey addressed perceptions of teachers, learning, safety, engagement, and overall satisfaction with the school. This section of the report provides a summary of results from the survey; full 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, 2013, and 2014 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).

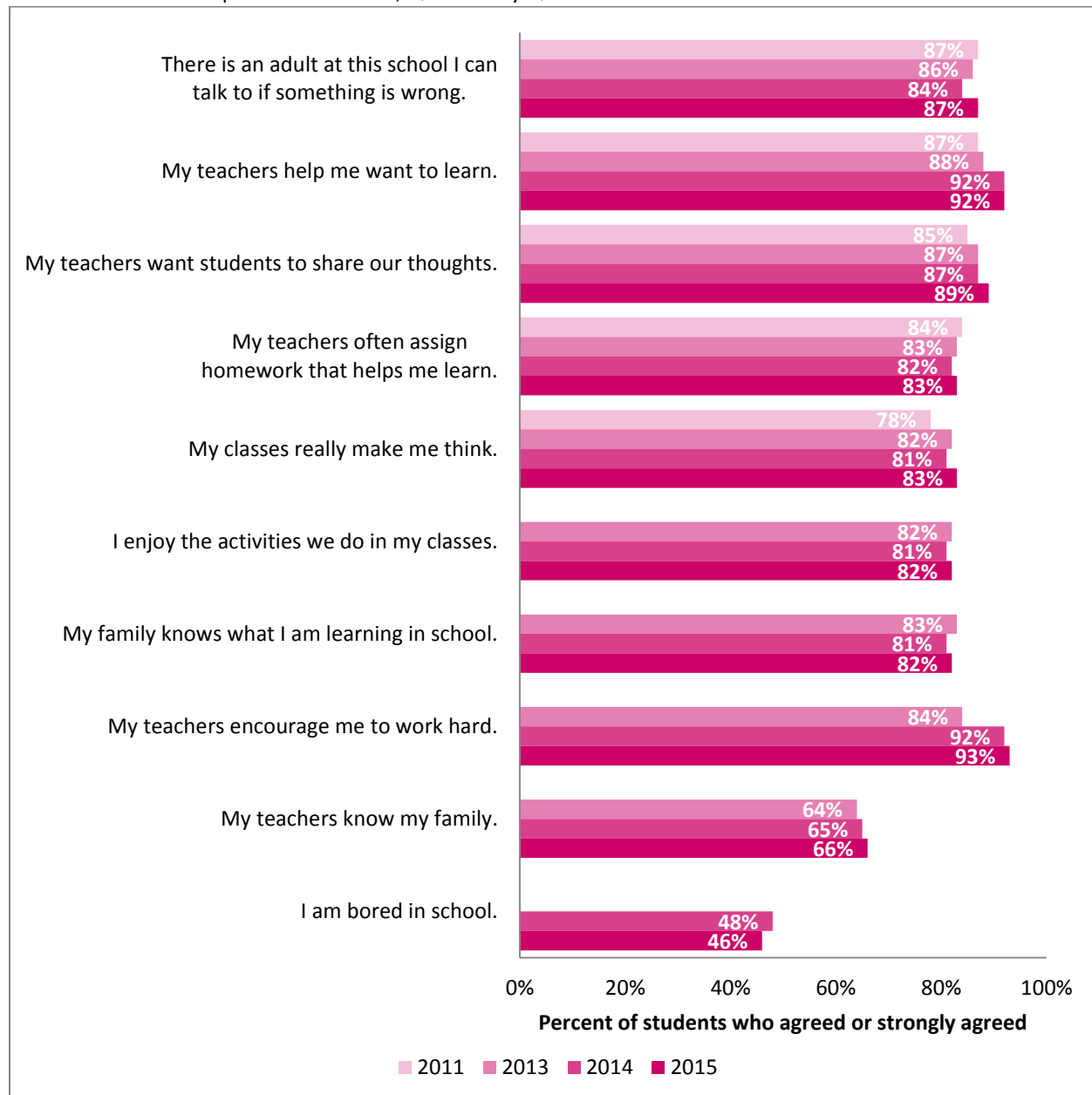
¹ These categories are based off factor analysis performed on the survey data. Details are available in Appendix A.

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 The biggest change from 2014 to 2015 (84% to 87%) was on the question, “There is an adult at this school I can talk to if something is wrong.”

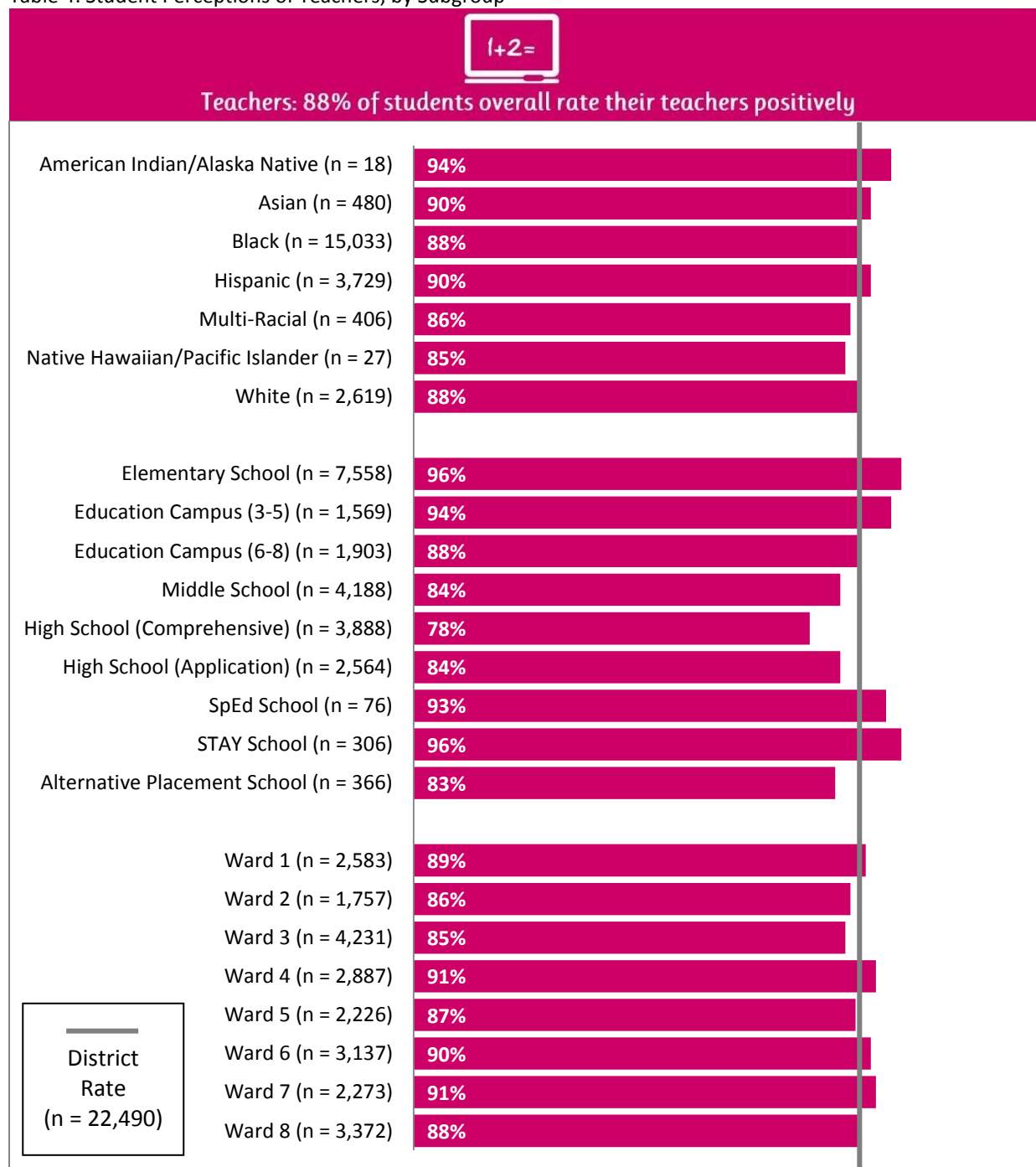
Table 3: Student Perceptions of Teachers, Question by Question



³ The item “I am bored in school” was reverse coded so that “Strongly disagree” and “Disagree” were considered positive responses, and the table shows percent of respondents who disagreed or strongly disagreed with this question.

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 and STAY students felt the most positive about these questions, while students at comprehensive high schools felt least positive.

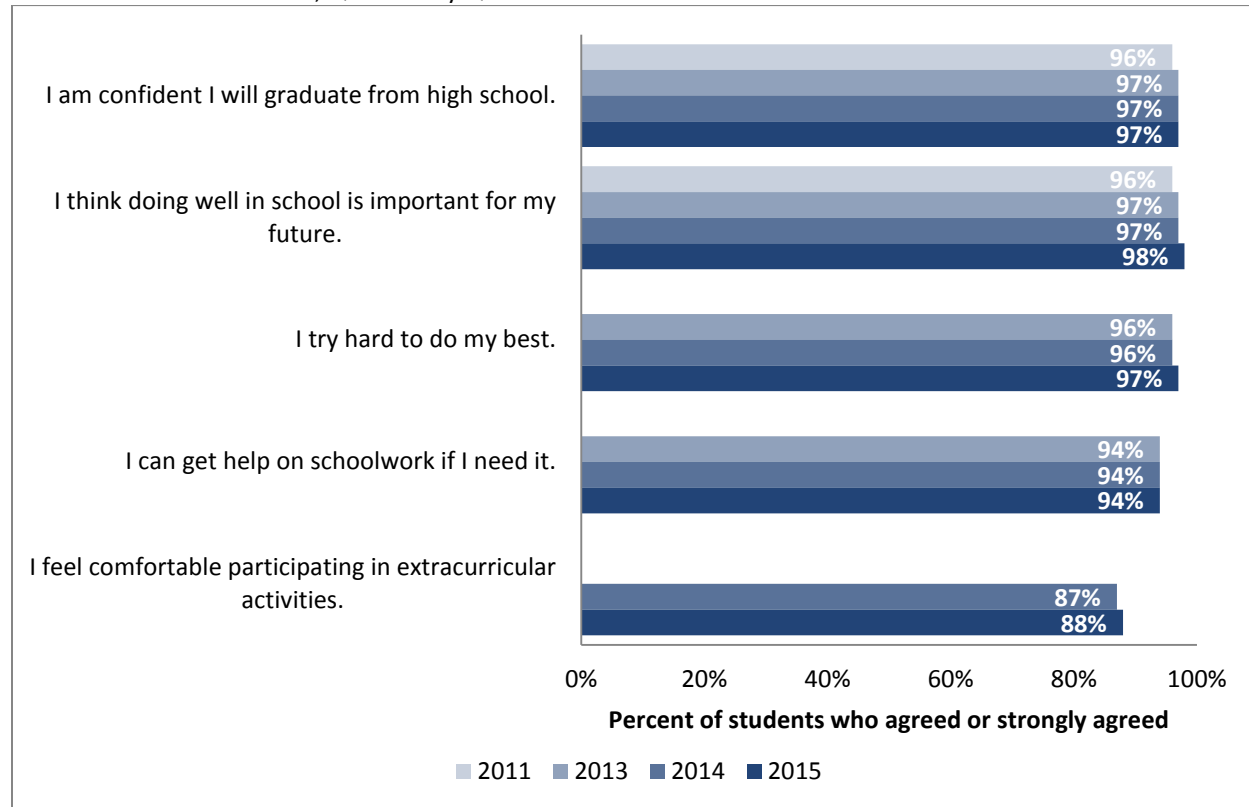
Table 4: Student Perceptions of Teachers, by Subgroup



Student Motivation

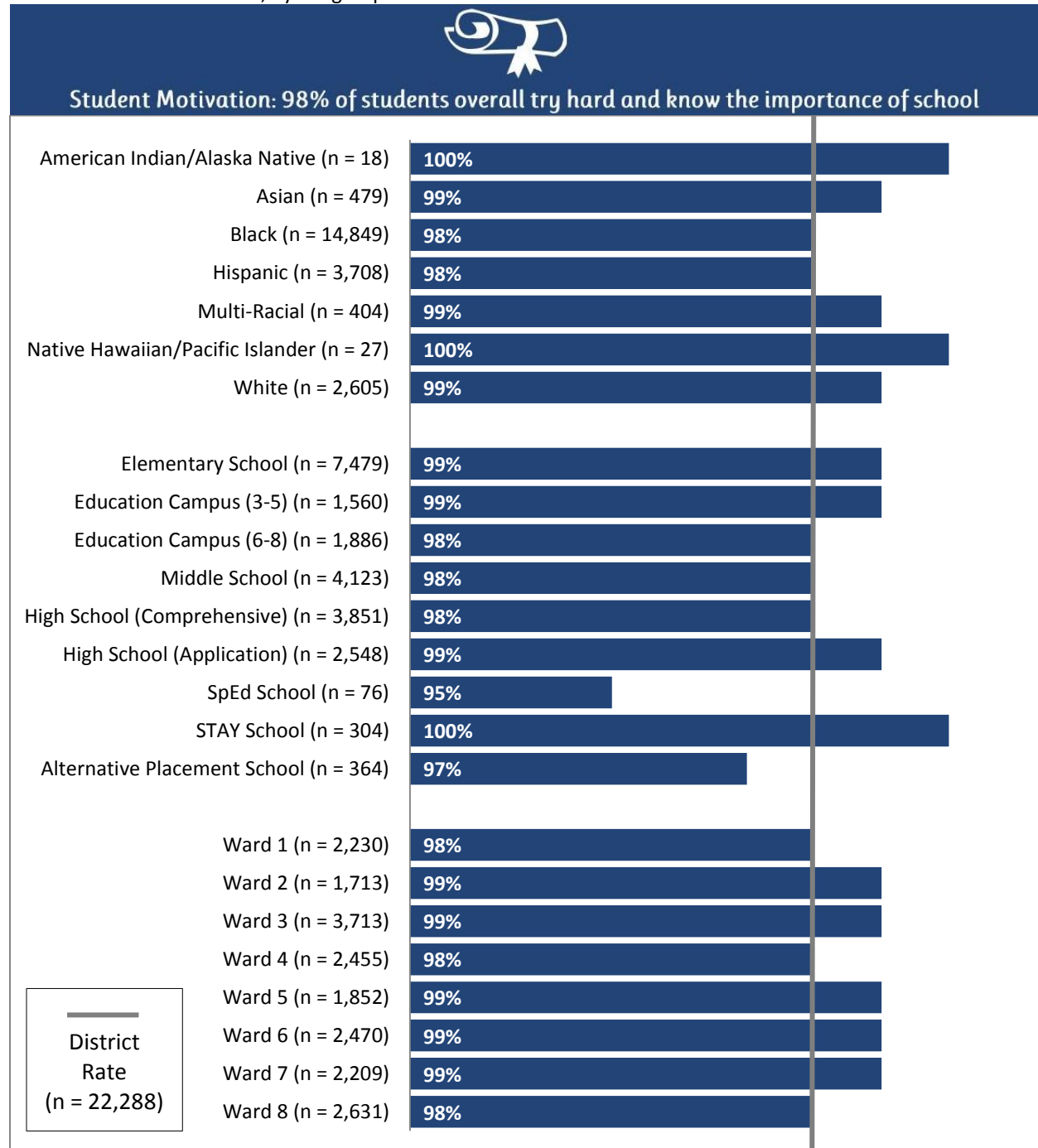
Questions in this category also ask about student learning but are more focused on student motivation. Table 5 shows the by-question results for the Student Motivation category. Results remained consistently high across the questions in this category.

Table 5: Student Motivation, Question by Question



As Table 6 shows, students in all subgroups answered these four questions positively. One exception is among students at special education schools, who overall responded slightly less favorably, at 95%.

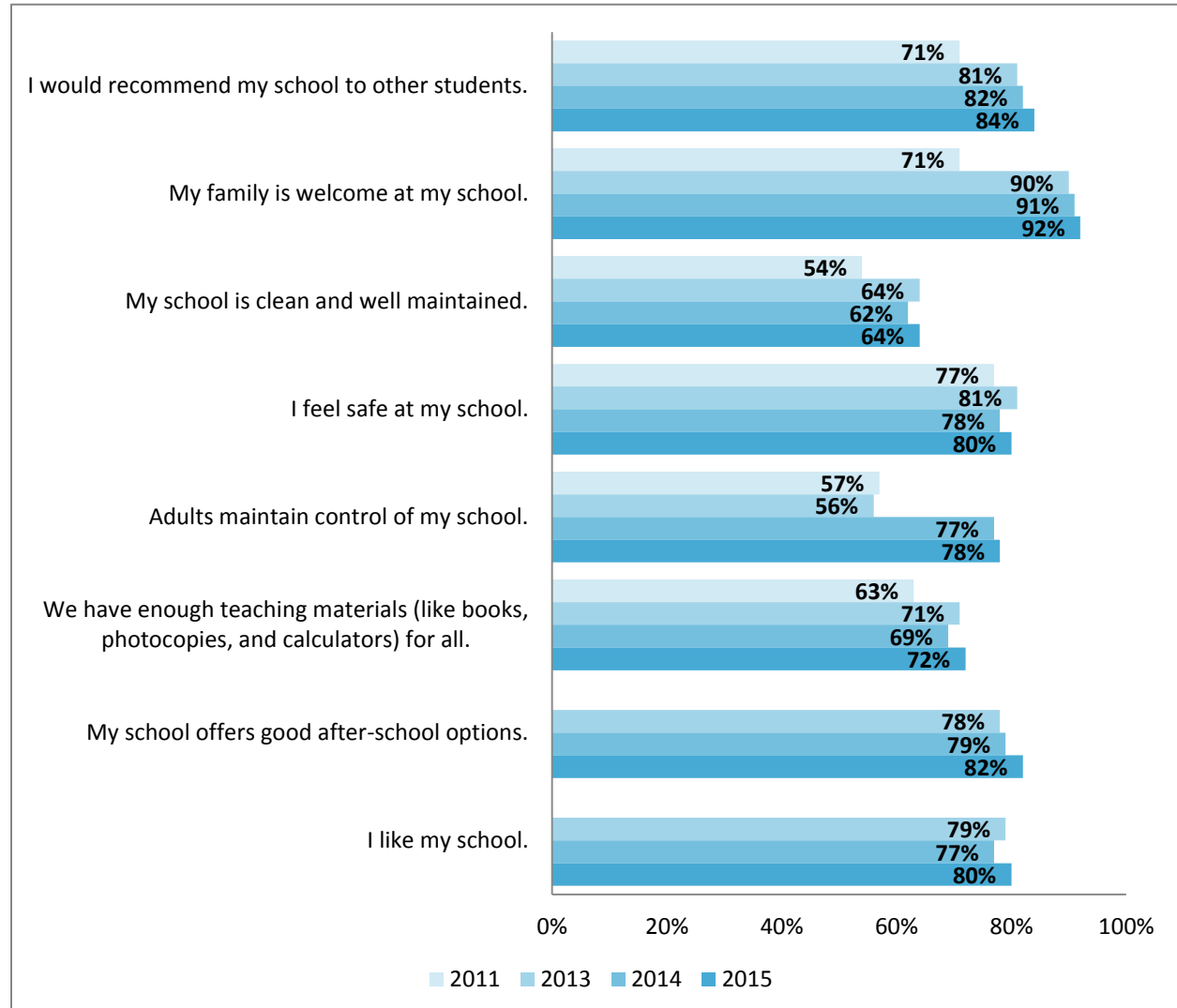
Table 6: Student Motivation, by Subgroup



Student Satisfaction Index

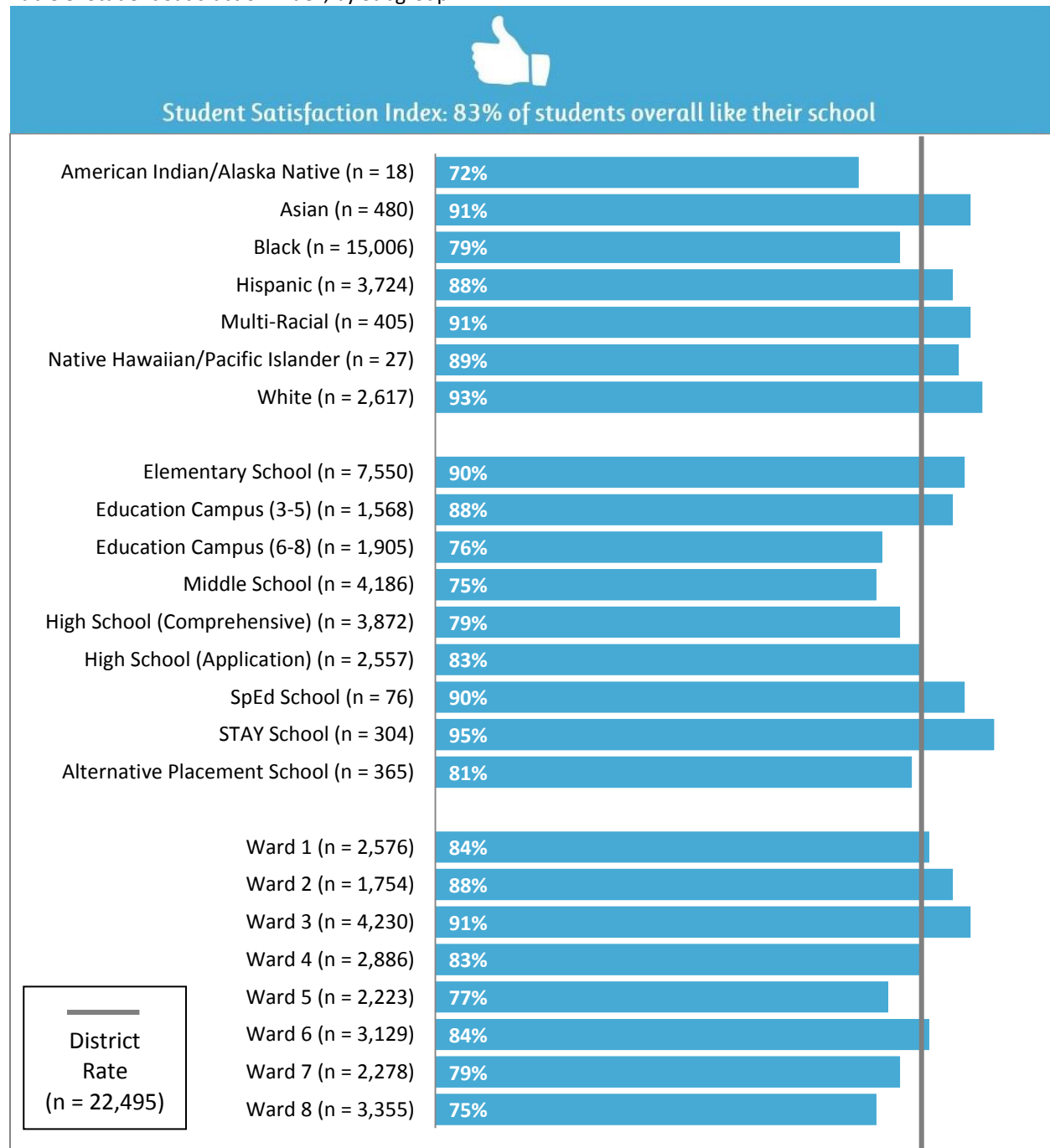
This category contains eight questions regarding a student's overall satisfaction with their school, as shown in Table 7. From 2014 to 2015, the results remained relatively consistent, with all questions showing a slight increase.

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 83% as a district at the end of the 2014-15 school year. Students in middle grades show the lowest amount of satisfaction, both at traditional middle schools and education campuses, though both groups made gains from previous years.

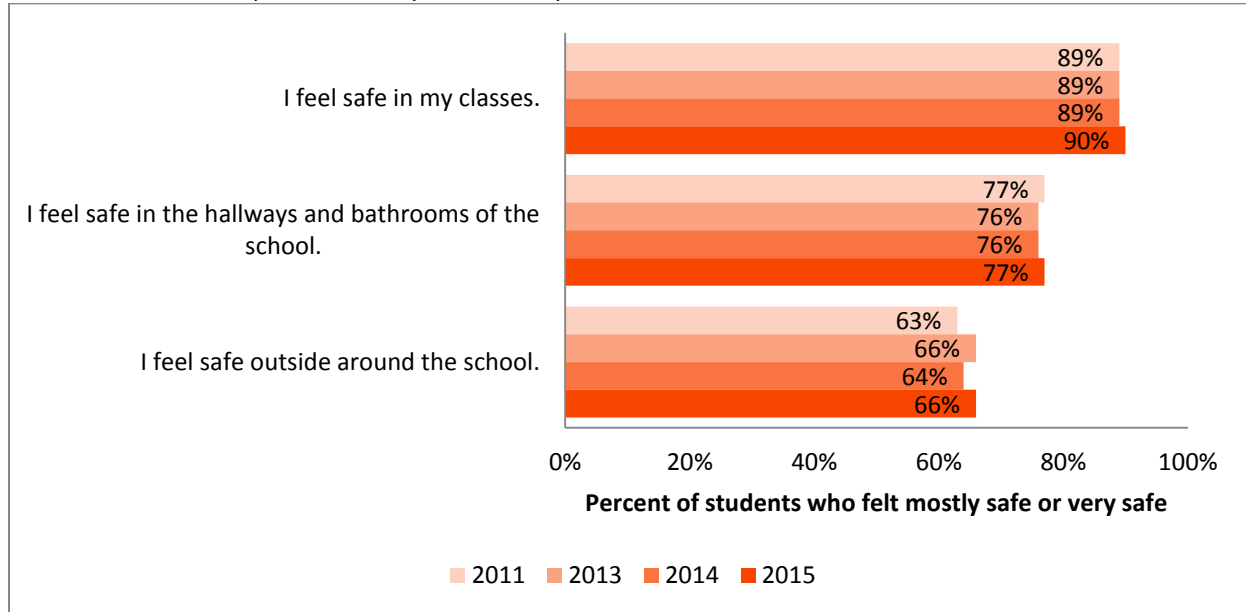
Table 8: Student Satisfaction Index, by Subgroup



Safety

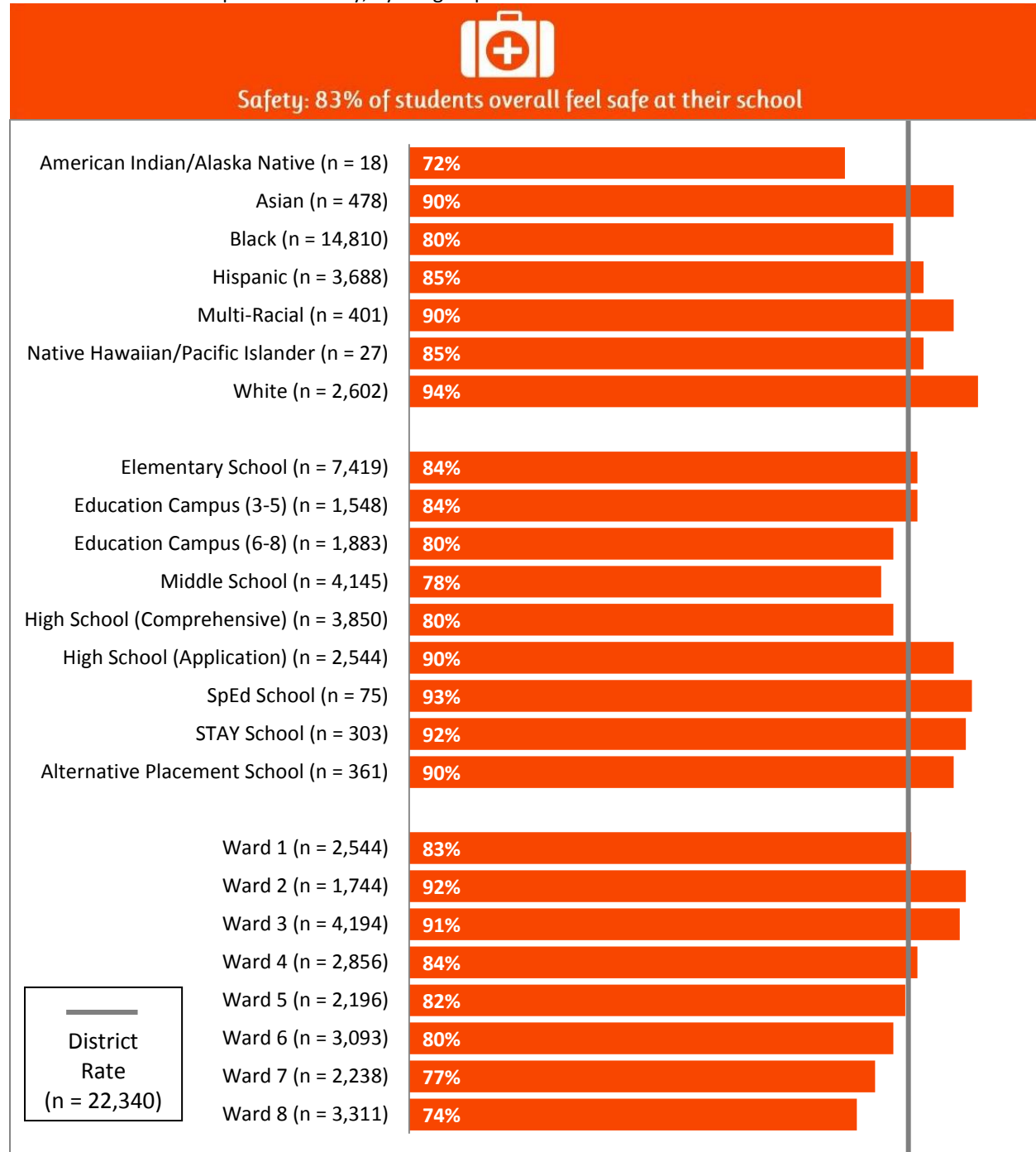
The three questions in this category all relate to how safe students felt in different areas of the school campus. Student perceptions of safety in their classrooms and the hallways remained about the same as in 2014, with perceptions of safety around the school bouncing back slightly, as shown in Table 9.

Table 9: Student Perceptions of Safety, Question by Question



Overall as a district, 83% of students felt safe in their schools, as shown in Table 10. Students in comprehensive high schools, middle schools, and middle grades at education campuses felt the least safe, as well as those who attend school in Ward 8.

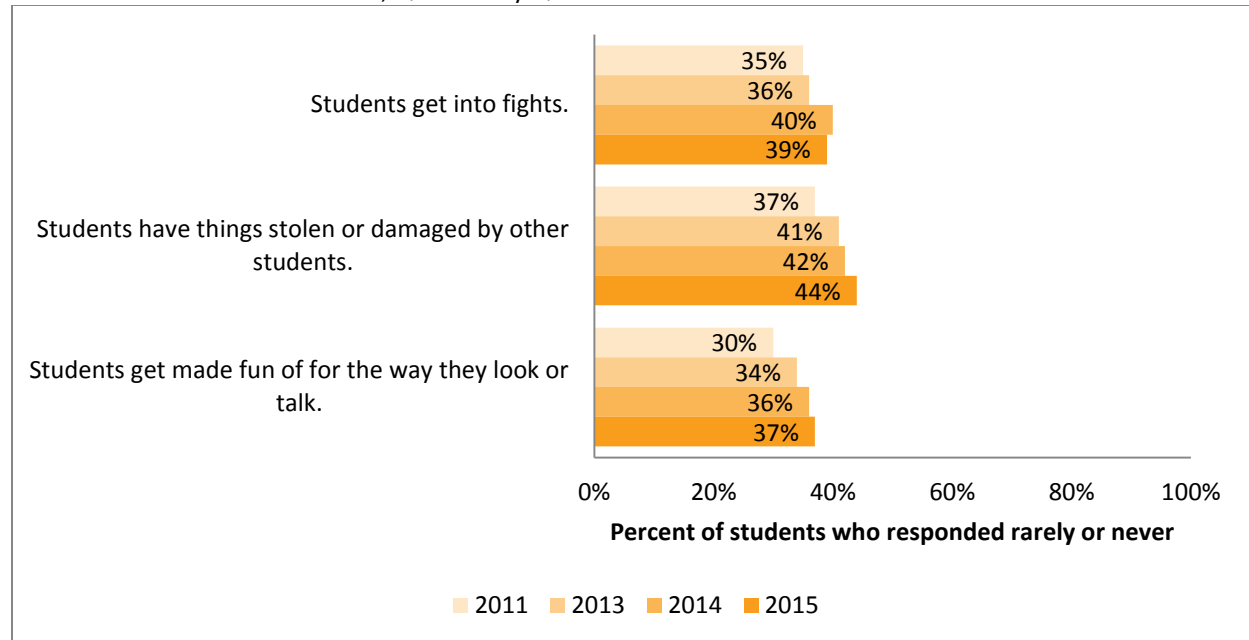
Table 10: Student Perceptions of Safety, by Subgroup



Peer-to-Peer Interaction

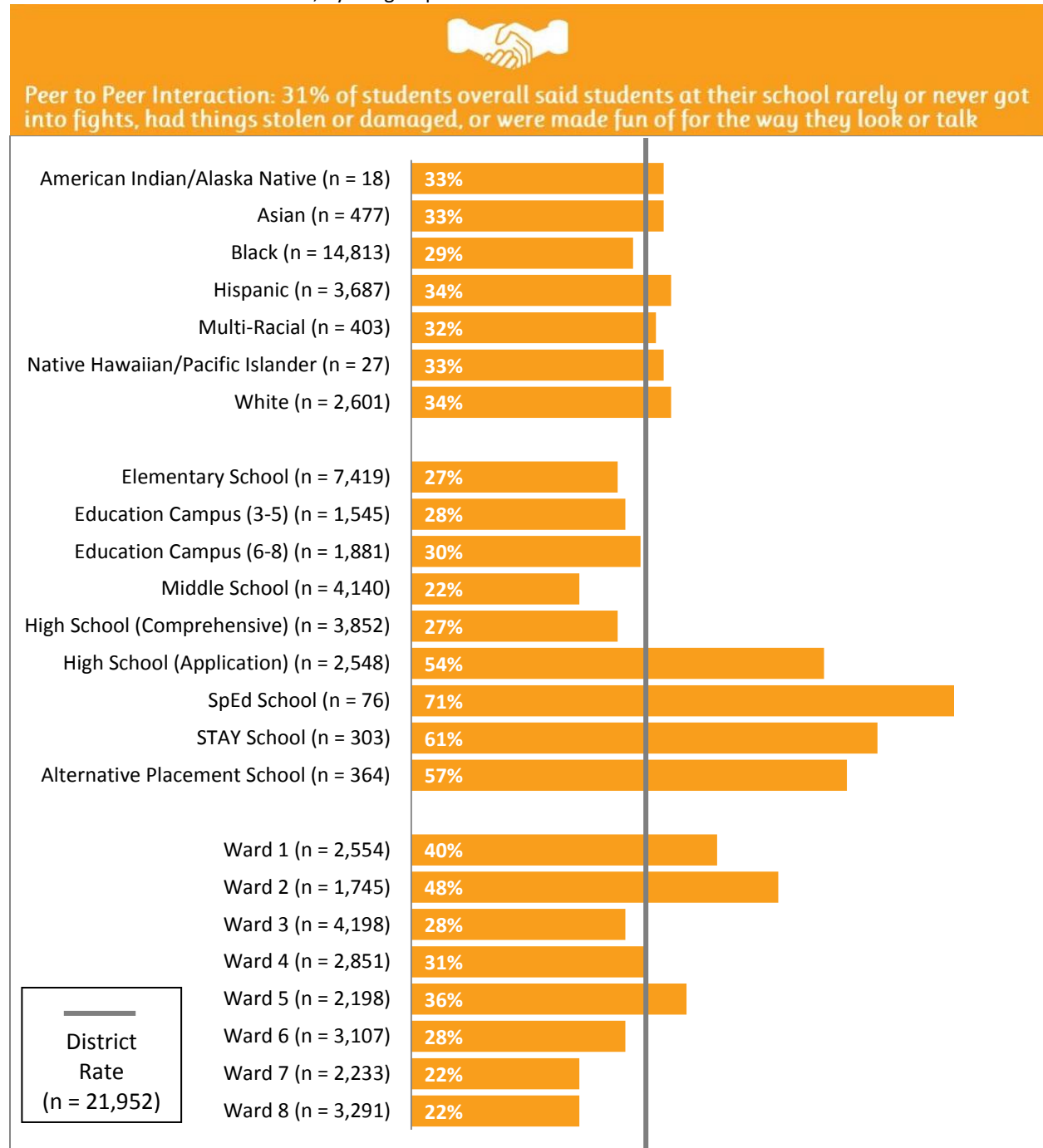
This group of questions asks how often students at a school get into fights, have things stolen or damaged by other students, or get made fun of for the way they look or talk (Table 11). Students answered much less positively on these questions than in any other category, though the responses are slightly 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, 31% 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.

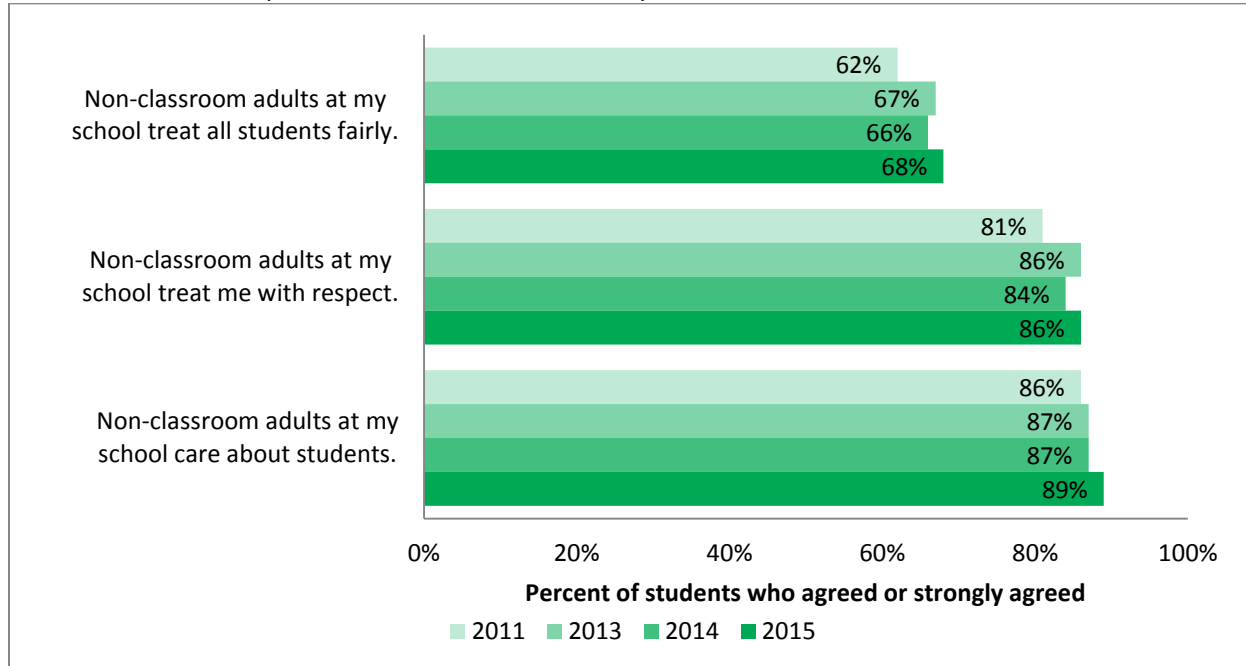
Table 12: Peer to Peer Interaction, by Subgroup



Other Adults

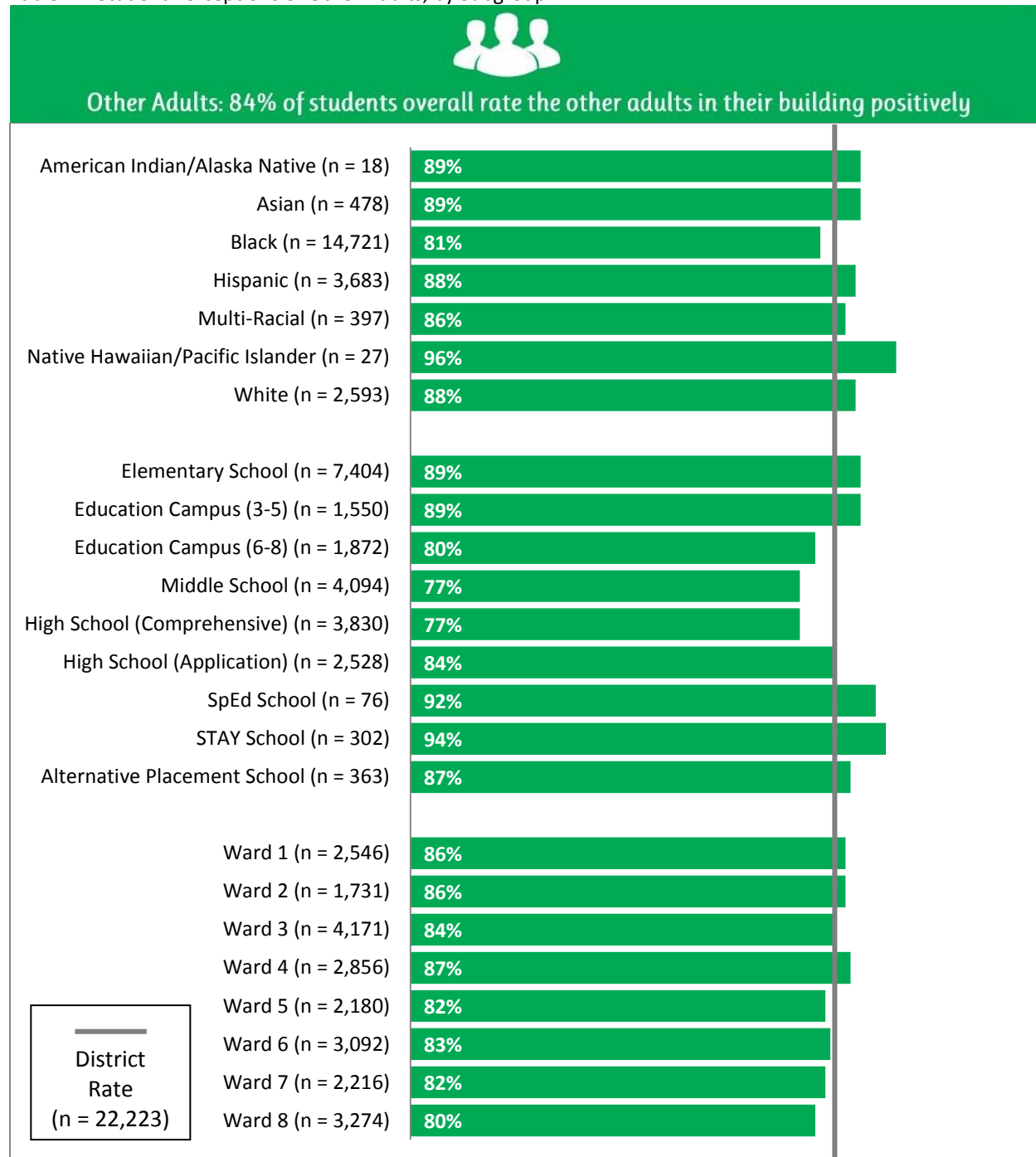
Table 13 shows the results from questions about other adults in the building (besides teachers), including whether they treat all students fairly, with respect, and care about students. All three questions indicated slightly higher scores than in 2014.

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



Across the district, 84% of students rated their interactions with 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). Results were fairly consistent across wards.

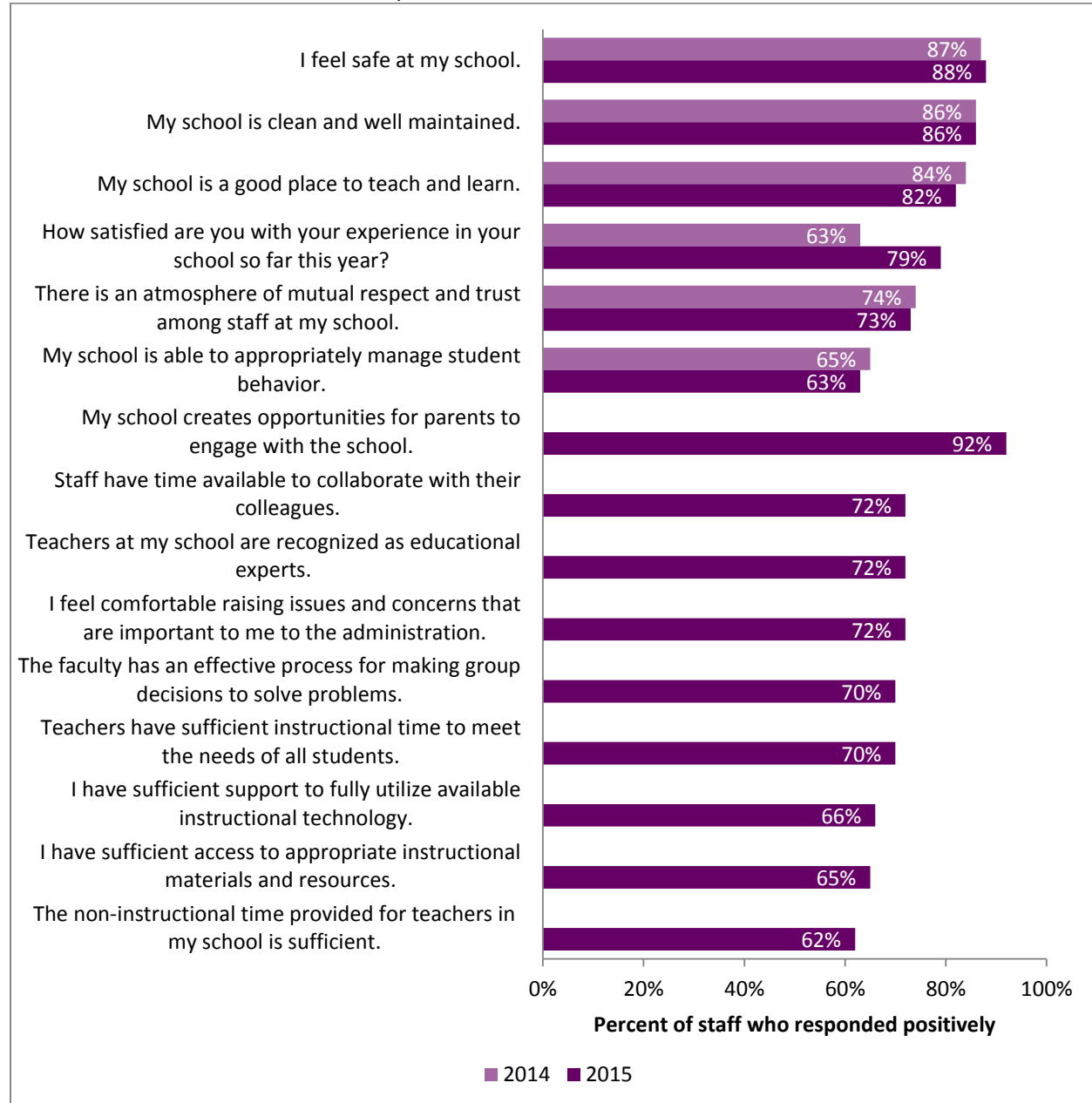
Table 14: Student Perceptions of Other Adults, by Subgroup



Staff Results

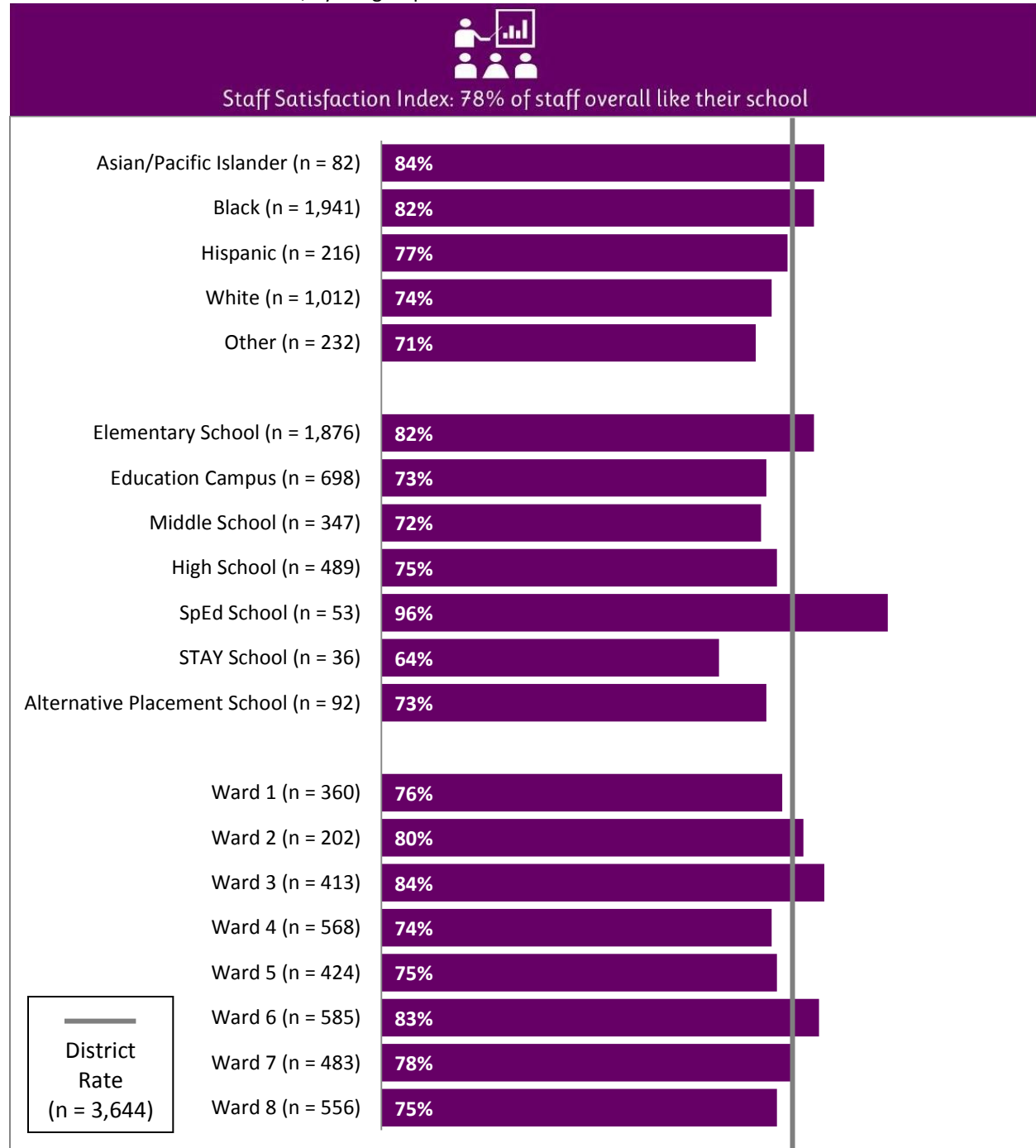
Surveys were administered to teachers, administrators, and other school staff. This section presents results for all three groups combined. Questions on the survey asked staff about curriculum, professional development, and overall school climate. This section only shows results for the Staff Climate Index (Table 17), though full by-question results are available in Appendix B.

Table 17: Staff Climate Index, Question by Question



When combined, 78% of staff, teachers, and administrators felt positively about the climate at the school where they work (Table 18). Questions were chosen for this measure that asked specifically about the school (as opposed to the district) and presented an overall picture of school climate. Staff at STAY schools felt the lowest about their school climate.

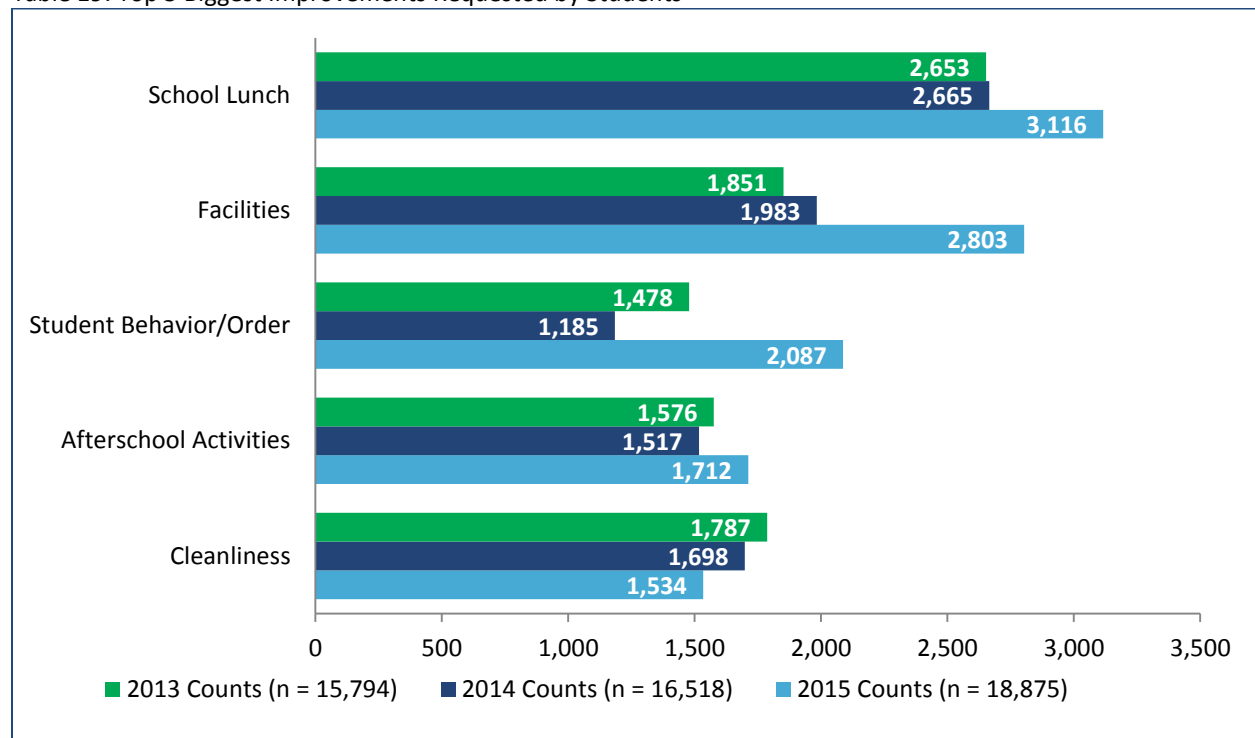
Table 18: Staff Satisfaction Index, by Subgroup



Open-Ended Results

Students were asked, “What are the biggest improvements we can make in your school?” Results for 2013 through 2015 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 2015, the top categories for students were school lunch, facilities, student behavior/order, afterschool activities, and cleanliness.

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 are subsequently presented 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 a change in professional development, teachers most requested changes around curriculum, and other staff most requested a change in the level of district responsiveness.

Table 20: Top 5 Biggest Improvements Requested by Administrators

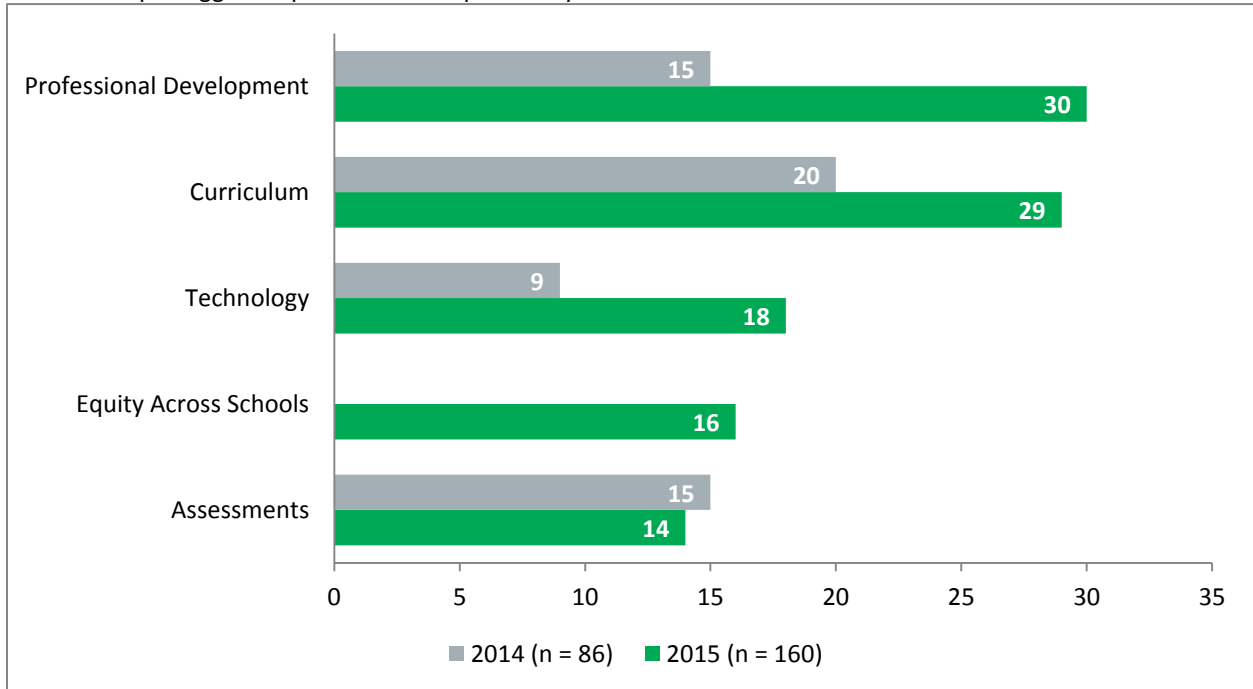


Table 21: Top 5 Biggest Improvements Requested by Teachers

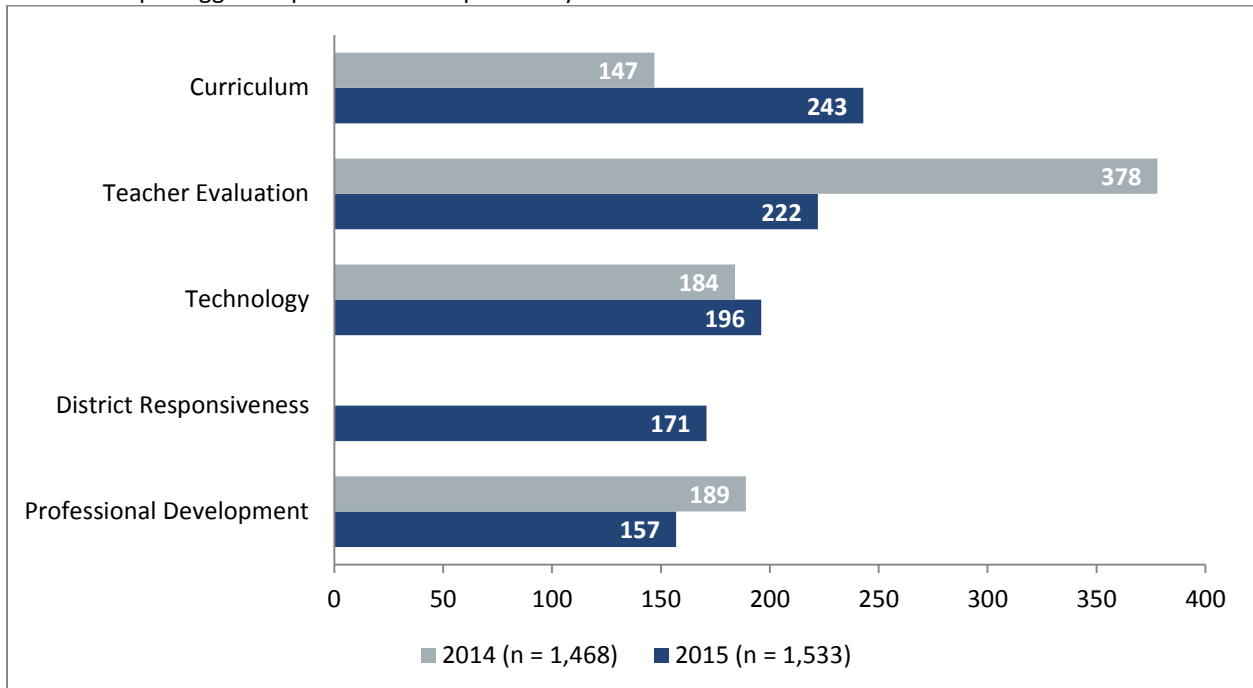
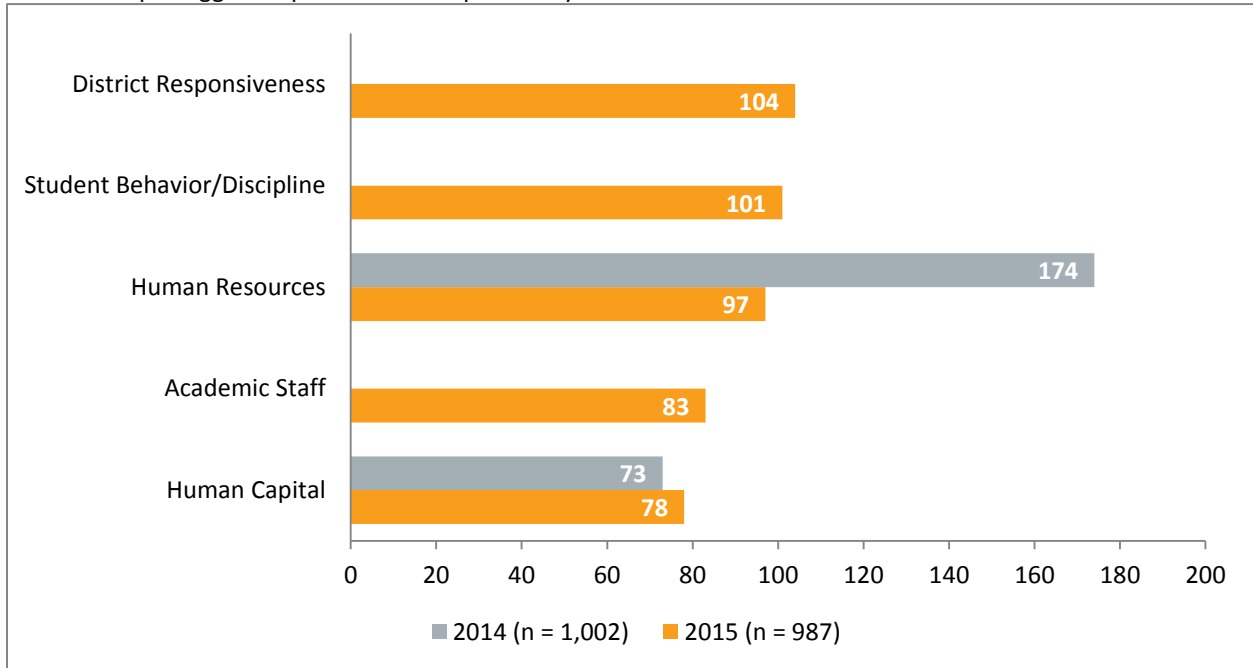


Table 22: Top 5 Biggest Improvements Requested by Other Staff



Appendix A: Survey Methodology

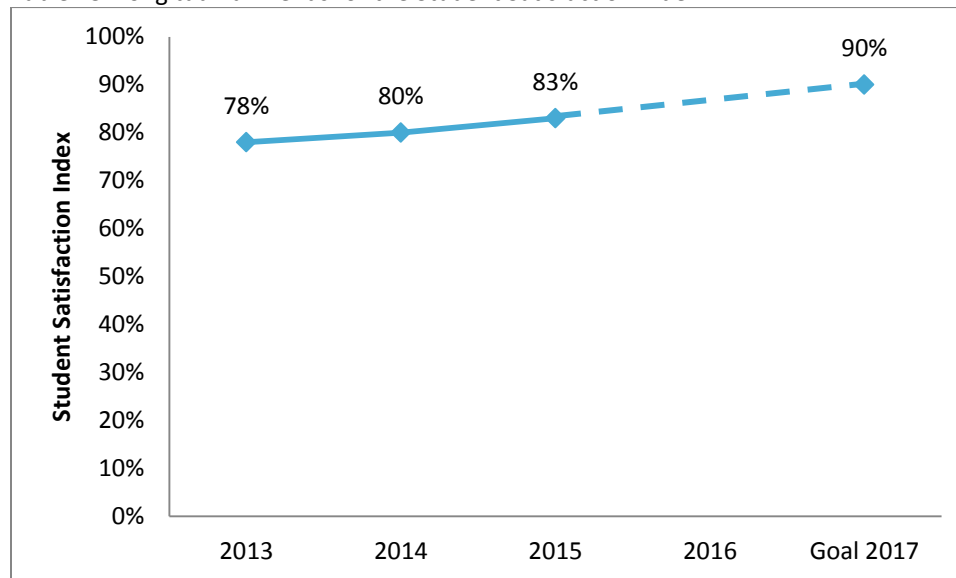
Overview

DCPS administered student surveys in April and May 2015 to staff (teachers, administrators, and other school staff) and students in grades 3 and higher. 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 and 2014 that were nearly identical to those in 2015. Table 23 below shows the results of the Student Satisfaction Index across three years of data.

Table 23: Longitudinal Trends for the Student Satisfaction Index



Survey Instruments

The 2015 student survey instrument was very similar to the one used in 2013 and 2014. The only changes made in 2015 were to the additional questions asked of high school students. To solicit input on the staff surveys, ODS asked for proposed questions 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 20, 2015 through May 1, 2015. DCPS worked with an external contractor, Westat, to administer surveys to all stakeholder groups. Schools had the choice of online or paper surveys for students (paper surveys were provided but schools could elect to take the survey online) and surveys for staff were offered online only. ODS made an effort to engage schools early on in the process 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 schools that had the highest response rates across stakeholder groups. Student and staff surveys were administered during the school day. 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 9, 2015 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.

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, and remained the same for 2015. 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 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 indices were calculated the same way as the student index, though the staff index ranged from 1-6, making the mean for the staff index 3.5. Reliability statistics for each index (students and staff) are found in Table 24.

Table 24: Reliability for Each Index

Index	Reliability
Student Perceptions of Teachers	$\alpha = .831$
Student Satisfaction Index	$\alpha = .821$
Student Perceptions of Safety	$\alpha = .714$
Student Motivation	$\alpha = .715$
Student Peer to Peer Interaction	$\alpha = .722$
Student Perceptions of Other Adults	$\alpha = .796$
Staff Satisfaction Index	$\alpha = .934$

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	31%	52%	11%	5%
My family is welcome at my school	45%	47%	6%	2%
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	49%	37%	9%	5%
We have enough teaching materials (like books, photocopies, and calculators) for all students	30%	42%	20%	7%

How much do you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree
My school is clean and well-maintained	20%	44%	25%	11%
My classes really make me think	32%	51%	13%	4%
I enjoy the activities we do in my classes	33%	49%	14%	4%
My school offers good after-school options	37%	45%	13%	5%
I feel safe at my school	34%	46%	13%	7%
Adults maintain control of my school	31%	47%	16%	6%

How safe do you feel in the following places?	Very safe	Mostly Safe	Somewhat Safe	Not Safe
Outside around the school	28%	37%	26%	9%
In the hallways and bathrooms of the school	42%	35%	17%	7%
In my classes	64%	26%	8%	2%

How often do students in your school...	Often	Sometimes	Rarely	Never	Don't Know
Get into fights	22%	35%	24%	12%	7%
Have things stolen or damaged by other students	19%	30%	25%	15%	12%
Get made fun of for the way they look or talk	31%	27%	19%	14%	9%

The teachers in my classrooms...	Strongly Agree	Agree	Disagree	Strongly Disagree
Help me want to learn	49%	43%	6%	2%
Want students to share our thoughts	42%	47%	9%	3%
Often assign homework that helps me learn	39%	44%	13%	4%
Know my family	30%	36%	24%	9%
Encourage me to work hard	55%	38%	5%	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	39%	50%	9%	3%
Treat me with respect	38%	48%	11%	3%
Treat all students fairly	30%	39%	23%	9%

How much do you agree or disagree that...	Strongly Agree	Agree	Disagree	Strongly Disagree
I try hard to do my best	60%	37%	3%	1%
I am confident I will graduate from high school	73%	24%	2%	1%
I can get help on schoolwork if I need it	56%	38%	4%	1%
I think doing well in school is important for my future	77%	21%	2%	1%
I like my school	36%	44%	12%	8%
I feel comfortable participating in extracurricular activities	47%	42%	9%	3%
I am bored in school	18%	28%	32%	22%

Please mark whether you participate in these activities...	Yes	No
I participate in sports at my school	50%	50%
I participate in after-school programs at my school	50%	50%

What after-school option would you most like to see at your school?			
Sports	45%	Languages	13%
Music	17%	Government/Debate	11%
Art	18%	Clubs	23%
Drama	16%	Other	18%

What grade would you give...	A	B	C	D	F
your school?	34%	36%	22%	8%	0%

How involved were you in deciding to go to this school?	Very Involved	Somewhat Involved	Somewhat Uninvolved	Not Involved	Don't Know
	37%	36%	10%	17%	0%

What is the most important reason that you enrolled in this school?			
It is easy to get to	19%	My sisters and brothers also attend (or used to go here)	17%
It is a safe place	23%	My parents want me to go to this school	24%
It has a strong academic program	17%	I was transferred here from another school	12%
It has a specialized curriculum or program	13%	Other	3%
It has good after school activities like sports and clubs	16%	I don't know	14%
It is where most of my friends go to school	14%		

Question by Question Results—Students

Are you at the school that you most wanted to attend?	Yes	53%	No	30%
	Don't Know	17%		

If not, why didn't you go to that school?			
Didn't get a seat through the lottery	9%	Too hard to get there	12%
Didn't get into a selective high school	12%	It isn't safe	4%
My parents/family didn't want me to go there	24%	Other	44%

How do you usually get to school?			
I walk	32%	I take the bus and/or Metro	41%
I ride a bicycle	7%	A DCPS school bus picks me up	9%
I go by car	38%		

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

Are you aware of the high school graduation requirements?	Yes	93%	No	7%
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Are you on track towards high school graduation?	Yes	77%	No	6%
	Not Sure	17%		

What are your plans after high school? (Select up to 2)			
4 year college or university	72%	Get a job (full time)	21%
2 year college or university	14%	Get a job (part time)	18%
Industry, trade, or occupational certification program	7%	Other	6%
Military (enlist)	7%		

Based on your after high school plans, do you know the steps you need to take to be successful in those plans?	Yes	80%	No	5%
	Not Sure	15%		

Do any of the following adults provide advice and support to help you be successful in your after high school plans?			
School Counselor	55%	Mentor	19%
Teacher	58%	Pastor	7%
Parent	76%	Other	13%
Family member (non-parent)	47%	No adults in my life provide advice and support for my after high school plans	3%

How prepared do you feel to go to college, trade school, or into the workforce once you leave DCPS?	Very Prepared	35%	Somewhat Prepared	57%
	Unprepared	8%		

Question by Question Results—Administrators

Please mark how much you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
The students in my school have access to enriching after-school programming.	37%	37%	15%	6%	3%	2%
I feel confident in DCPS' ability to engage the community when making major policy changes/decisions.	15%	38%	36%	6%	3%	3%
I feel there is an opportunity to provide feedback on major district initiatives (i.e., budget, school consolidations, boundary and feeder changes).	17%	35%	30%	7%	7%	4%
My school creates opportunities for parents to engage with the school.	50%	40%	9%	0%	1%	0%
My school implements the DCPS units of study.	40%	40%	13%	3%	3%	1%
Having an instructional coach contributes to student achievement.	51%	28%	13%	4%	3%	1%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
I have appropriate instructional materials and resources to ensure ELL students are learning both English and academic content.	19%	29%	20%	6%	5%	1%	20%
I have the skills and knowledge to provide high quality professional development and coaching to all teachers in my building.	49%	42%	8%	1%	0%	0%	
I have the time and capacity to provide high quality professional development and coaching to all teachers in my building.	16%	26%	31%	19%	5%	3%	
My general education teachers receive enough professional development to effectively support ELLs and students with disabilities.	8%	24%	30%	16%	15%	7%	
My school conducts planning (e.g. staffing, professional development, family engagement, teacher collaboration) specifically with specialized populations (ELLs, PK3/PK4, students with disabilities) in mind.	31%	43%	20%	3%	3%	1%	
There are high-quality candidates available in the teacher recommended pool.	10%	40%	32%	14%	3%	1%	
I have the community partners I need to advance my school goals (community partners can mean any external group providing resources/time to your work- volunteers, community groups, after school programs, donors).	20%	42%	29%	5%	4%	1%	
I receive equitable resources for my specialized student populations (ELLs, PK3/PK4, students with disabilities) in comparison to my general education populations.	12%	39%	27%	13%	6%	4%	
I understand how my enrollment projections were developed.	18%	42%	19%	10%	7%	4%	
I had sufficient time to complete the budget process.	7%	35%	26%	15%	9%	8%	
I understand how my school's budget allocation was developed.	15%	38%	27%	11%	5%	5%	
I was adequately prepared to create and finalize my school's budget.	15%	41%	28%	10%	3%	3%	

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
This year's communications around the school budget process improved over previous years.	11%	31%	19%	5%	5%	3%	26%
I am satisfied with the level of customer service I receive during the procurement process.	11%	28%	15%	6%	7%	5%	28%
I am satisfied with the customer service provided by the DCPS HR Division.	26%	53%	16%	3%	1%	1%	
DCPS provides the technology and equipment I need to do my job effectively.	16%	41%	25%	9%	5%	4%	
I am satisfied with the level of IT support I receive.	21%	38%	26%	6%	6%	3%	1%
Teachers have sufficient instructional time to meet the needs of all students.	17%	34%	21%	19%	6%	3%	
The non-instructional time (collaboration, planning, meetings with students and families, etc.) provided for teachers in my school is sufficient.	17%	35%	22%	15%	7%	4%	
Staff have time available to collaborate with their colleagues.	26%	42%	18%	7%	5%	1%	
There is an atmosphere of mutual respect and trust among staff at my school.	22%	49%	18%	8%	2%	1%	
My school is a good place to teach and learn.	44%	40%	12%	3%	1%	0%	
The faculty has an effective process for making group decisions to solve problems.	17%	45%	28%	8%	2%	1%	
I feel comfortable raising issues and concerns that are important to me to my supervisor.	52%	32%	8%	3%	3%	1%	
My school is able to appropriately manage student behavior.	30%	38%	21%	7%	3%	1%	
I feel safe at my school.	60%	35%	4%	1%	0%	0%	
My school is clean and well maintained.	34%	47%	15%	3%	2%	0%	
School Leader IMPACT evaluations are a fair and accurate reflection of my performance.	17%	36%	25%	13%	4%	5%	
School Leader IMPACT has helped me to improve my effectiveness.	15%	35%	28%	14%	4%	4%	

How satisfied are you...	Strongly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Strongly Dissatisfied
With your experience in your school so far this year?	43%	43%	8%	3%	4%	0%

Question by Question Results—Teachers

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
The assessments that my students take are high quality.	14%	38%	26%	10%	9%	4%
Data from assessments helps me understand how my students are doing.	20%	36%	25%	7%	7%	4%
I feel confident in DCPS' ability to engage the community when making major policy changes/decisions.	5%	20%	31%	18%	16%	11%
I feel there is an opportunity to provide feedback on major district initiatives (i.e., budget, school consolidations, boundary and feeder changes).	5%	20%	31%	18%	15%	11%
My school creates opportunities for parents to engage with the school.	40%	38%	14%	5%	3%	2%
I have the resources I need to engage with my students' families around student learning.	21%	38%	20%	9%	7%	4%
I feel prepared to help all of my students master the Common Core State Standards in the grades and subjects I teach.	17%	35%	24%	10%	8%	6%
I implement the DCPS units of study in my classroom.	30%	35%	16%	5%	8%	6%
Working with an instructional coach helps me increase student achievement.	21%	30%	22%	9%	8%	10%
Session content for professional development is relevant to my needs.	11%	28%	27%	13%	11%	10%
At professional development sessions, I learned skills I was able to apply immediately in my classroom.	14%	26%	31%	12%	9%	9%
I am clear on what aspects of my practice I need to improve in order to drive student achievement.	21%	48%	20%	6%	3%	2%
My school conducts planning (e.g. staffing, professional development, family engagement, teacher collaboration) specifically with specialized populations (ELLs, PK3/PK4, students with disabilities) in mind.	22%	32%	21%	10%	8%	7%
I am satisfied with the customer service provided by the DCPS HR Division.	14%	41%	29%	8%	5%	4%
DCPS provides the technology and equipment I need to do my job effectively.	9%	23%	26%	15%	14%	14%

How much do you agree or disagree that...	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
I am satisfied with the level of IT support I receive.	13%	35%	23%	9%	10%	8%	2%
I have sufficient access to appropriate instructional materials and resources.	11%	30%	24%	14%	13%	9%	
I have sufficient support to fully utilize available instructional technology.	10%	29%	27%	14%	12%	9%	
I have appropriate instructional materials and resources to ensure ELL students are learning both English and academic content.	4%	16%	16%	11%	11%	7%	34%
Staff have time available to collaborate with their colleagues.	14%	29%	23%	12%	12%	10%	
Teachers have sufficient instructional time to meet the needs of all students.	11%	34%	25%	15%	15%	0%	

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>
The non-instructional time (collaboration, planning, meetings with students and families, etc.) provided for teachers in my school is sufficient.	11%	27%	23%	14%	13%	13%
Teachers at my school are recognized as educational experts.	15%	30%	26%	10%	9%	9%
There is an atmosphere of mutual respect and trust among staff at my school.	18%	29%	23%	11%	9%	11%
My school is a good place to teach and learn.	24%	33%	21%	8%	7%	6%
I feel comfortable raising issues and concerns that are important to me to the administration.	23%	26%	20%	10%	9%	13%
My school is able to appropriately manage student behavior.	11%	24%	22%	14%	13%	17%
I feel safe at my school.	31%	39%	15%	6%	6%	4%
My school is clean and well maintained.	29%	37%	18%	7%	5%	4%
The faculty has an effective process for making group decisions to solve problems.	13%	26%	26%	14%	11%	11%
I know how to design instruction for my high-ability learners.	30%	49%	16%	4%	2%	1%

How satisfied are you...	<i>Strongly Satisfied</i>	<i>Moderately Satisfied</i>	<i>Slightly Satisfied</i>	<i>Slightly Dissatisfied</i>	<i>Moderately Dissatisfied</i>	<i>Strongly Dissatisfied</i>
With your experience in your school so far this year?	25%	35%	14%	8%	10%	9%

Question by Question Results— Other Staff

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 feel confident in DCPS' ability to engage the community when making major policy changes/decisions.	11%	34%	32%	11%	8%	4%
I feel there is an opportunity to provide feedback on major district initiatives (i.e., budget, school consolidations, boundary and feeder changes).	10%	32%	30%	12%	11%	6%
My school creates opportunities for parents to engage with the school.	44%	34%	14%	3%	3%	2%
My school conducts planning (e.g. staffing, professional development, family engagement, teacher collaboration) specifically with specialized populations (ELLs, PK3/PK4, students with disabilities) in mind.	32%	39%	16%	6%	4%	3%

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 am satisfied with the level of customer service I receive during the procurement process.	14%	37%	17%	5%	4%	3%	20%
I am satisfied with the customer service provided by the DCPS HR Division.	18%	45%	23%	6%	4%	3%	
DCPS provides the technology and equipment I need to do my job effectively.	18%	33%	23%	10%	10%	7%	
I am satisfied with the level of IT support I receive.	21%	41%	20%	7%	6%	4%	3%
Staff have time available to collaborate with their colleagues.	18%	38%	23%	9%	7%	5%	
There is an atmosphere of mutual respect and trust among staff at my school.	19%	31%	25%	9%	7%	9%	
My school is a good place to teach and learn.	33%	34%	18%	7%	4%	4%	
The faculty has an effective process for making group decisions to solve problems.	18%	33%	24%	11%	8%	7%	
I feel comfortable raising issues and concerns that are important to me to the administration.	28%	31%	17%	7%	7%	8%	
My school is able to appropriately manage student behavior.	18%	30%	22%	11%	8%	10%	
I feel safe at my school.	39%	37%	14%	5%	3%	3%	
My school is clean and well maintained.	33%	35%	19%	5%	5%	3%	

How satisfied are you...	<i>Strongly Satisfied</i>	<i>Moderately Satisfied</i>	<i>Slightly Satisfied</i>	<i>Slightly Dissatisfied</i>	<i>Moderately Dissatisfied</i>	<i>Strongly Dissatisfied</i>
With your experience in your school so far this year?	36%	37%	11%	5%	5%	6%

Appendix C: School-Level Results

Elementary Schools		
School Name	Response Rate	Student Satisfaction Index
Aiton ES	100%	73%
Amidon-Bowen ES	83%	83%
Bancroft ES	95%	93%
Barnard ES	93%	90%
Beers ES	100%	99%
Brent ES	100%	96%
Bruce-Monroe ES	96%	94%
Burrville ES	100%	88%
C.W. Harris ES	100%	98%
Cleveland ES	99%	100%
Drew ES	90%	98%
Eaton ES	100%	95%
Garfield ES	100%	98%
Garrison ES	97%	84%
H.D. Cooke ES	98%	82%
Hearst ES	98%	94%
Hendley ES	96%	76%
Houston ES	99%	87%
Hyde-Addison ES	99%	93%
J.O. Wilson ES	87%	91%
Janney ES	97%	97%
Ketcham ES	95%	84%
Key ES	99%	99%
Kimball ES	95%	82%
King, M.L. ES	98%	72%
Lafayette ES	97%	96%
Langley ES	98%	85%
Leckie ES	97%	92%
Ludlow-Taylor ES	75%	89%
Malcolm X ES	100%	94%
Mann ES	95%	99%
Marie Reed ES	100%	94%
Maury ES	99%	97%
Miner ES	98%	90%
Moten ES	93%	88%
Murch ES	98%	93%
Nalle ES	88%	83%
Orr ES	98%	85%

School Name	Response Rate	Student Satisfaction Index
Patterson ES	99%	84%
Payne ES	98%	99%
Plummer ES	94%	78%
Powell ES	94%	95%
Randle Highlands ES	93%	89%
Ross ES	100%	100%
Savoy ES	91%	68%
School Within School @ Goding	100%	100%
Seaton ES	98%	95%
Shepherd ES	97%	81%
Simon ES	100%	92%
Smothers ES	85%	86%
Stanton ES	73%	90%
Stoddert ES	98%	97%
Thomas ES	93%	61%
Thomson ES	90%	83%
Tubman ES	87%	90%
Turner ES	99%	95%
Tyler ES	99%	90%
Watkins ES	99%	89%
Education Campuses		
School Name	Response Rate	Student Satisfaction Index
Brightwood EC	97%	87%
Brookland EC	93%	77%
Browne EC	95%	80%
Burroughs EC	90%	78%
Capitol Hill Montessori @ Logan	95%	84%
Langdon EC	95%	79%
LaSalle-Backus EC	83%	63%
Noyes EC	90%	64%
Oyster-Adams Bilingual School	84%	86%
Raymond EC	99%	100%
School Without Walls @ Francis-Stevens	70%	86%
Takoma EC	99%	87%
Truesdell EC	87%	87%
Walker-Jones EC	85%	74%
West EC	97%	78%
Wheatley EC	86%	75%
Whittier EC	93%	73%

Middle Schools		
School Name	Response Rate	Student Satisfaction Index
Deal MS	99%	92%
Eliot-Hine MS	85%	74%
Hardy MS	93%	84%
Hart MS	64%	54%
Jefferson MS Academy	83%	68%
Johnson MS	86%	48%
Kelly Miller MS	83%	66%
Kramer MS	74%	58%
McKinley MS	91%	77%
Sousa MS	89%	63%
Stuart-Hobson MS	96%	77%
Comprehensive High Schools		
School Name	Response Rate	Student Satisfaction Index
Anacostia HS	28%	64%
Ballou HS	55%	70%
Cardozo EC	N/A	N/A
Coolidge HS	76%	62%
Dunbar HS	0%	N/A
Eastern HS	72%	84%
Roosevelt HS	43%	72%
Wilson HS	77%	85%
Woodson, H.D. HS	42%	84%
Application High Schools		
School Name	Response Rate	Student Satisfaction Index
Benjamin Banneker HS	98%	95%
Columbia Heights EC (CHEC)	52%	77%
Ellington School of the Arts	72%	75%
McKinley Technology HS	83%	77%
Phelps HS	74%	63%
School Without Walls HS	91%	98%
Special Education Schools		
School Name	Response Rate	Student Satisfaction Index
Mamie D. Lee	89%	82%
Sharpe Health School	82%	97%
STAY Schools		
School Name	Response Rate	Student Satisfaction Index
Ballou STAY	40%	97%
Roosevelt STAY	9%	89%

Alternative Schools		
School Name	Response Rate	Student Satisfaction Index
CHOICE Academy	34%	100%
Incarcerated Youth Program	76%	79%
Luke Moore Alternative HS	69%	96%
Washington Metropolitan HS	66%	59%
Youth Services Center	30%	65%