



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS 2016 Stakeholder Survey Results

Prepared by the Office of the Chief of Staff

Executive Summary.....3

Response Rates.....4

Student Results.....5

Student Satisfaction Index 6

Perceptions of the Learning Environment 8

Perceptions of Safety In and Around School 10

Perceptions of Interpersonal Relationships..... 12

Perceptions of Social Emotional Learning..... 14

Teacher Results.....16

Open-Ended Results.....18

Appendix A: Survey Methodology.....20

Overview 21

Previous Results 21

Survey Instruments..... 21

Administration and Data Collection..... 21

Analysis 22

Executive Summary

DCPS Stakeholder Surveys

DCPS administered satisfaction surveys to staff and students in grades 3 and higher in the spring of 2016. In addition to collecting 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.

Response Rates are Up:

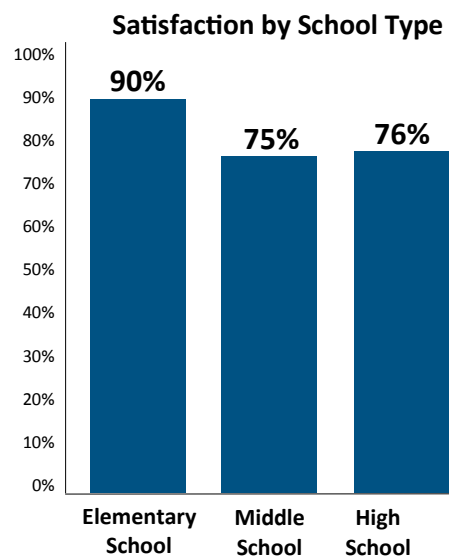
Student response rates increased from 76% to 78%



Teacher response rates increased from 57% to 68%



82%
of students are satisfied
with their school



93% of students perceive a positive learning environment



83% of students feel safe in and around their school



79% of students perceive positive relationships with staff and peers



68% of students feel that they receive social and emotional support

80%
of teachers are satisfied
with their school



Top Five Areas of Support Requested by Teachers

1. Behavior/Discipline
2. Professional Development
3. Human Capital
4. Planning
5. General Support

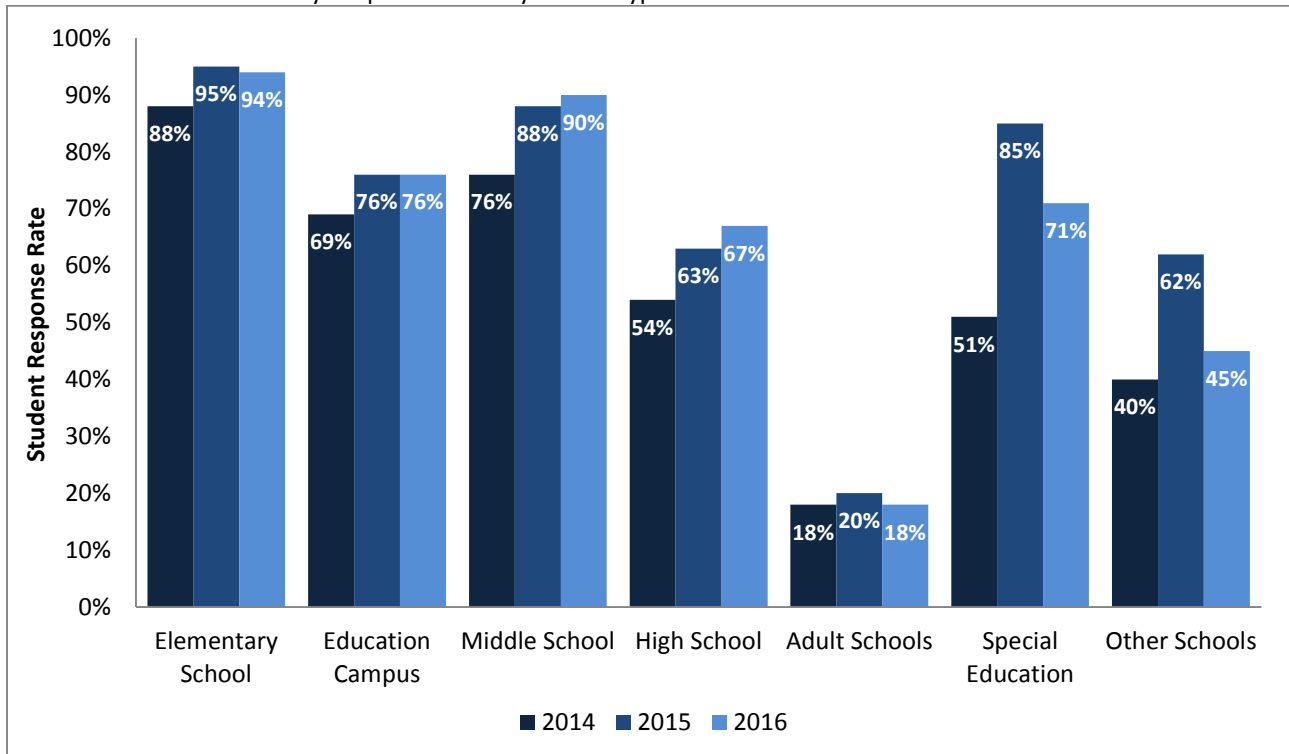
Response Rates

Response rates in 2016 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 76% in 2015, as did teacher rates (up from 57%), though administrator and other staff results remained the same (from 81% and 61%, respectively).

Table 1: Stakeholder Survey Response Rates

Stakeholder Group	2016 Response Rate
Students	78%
Overall Staff	61%
Teachers	68%
Administrators	80%
Other School Staff	51%

Table 2: 2016 Student Survey Response Rates by School Type



Student Results

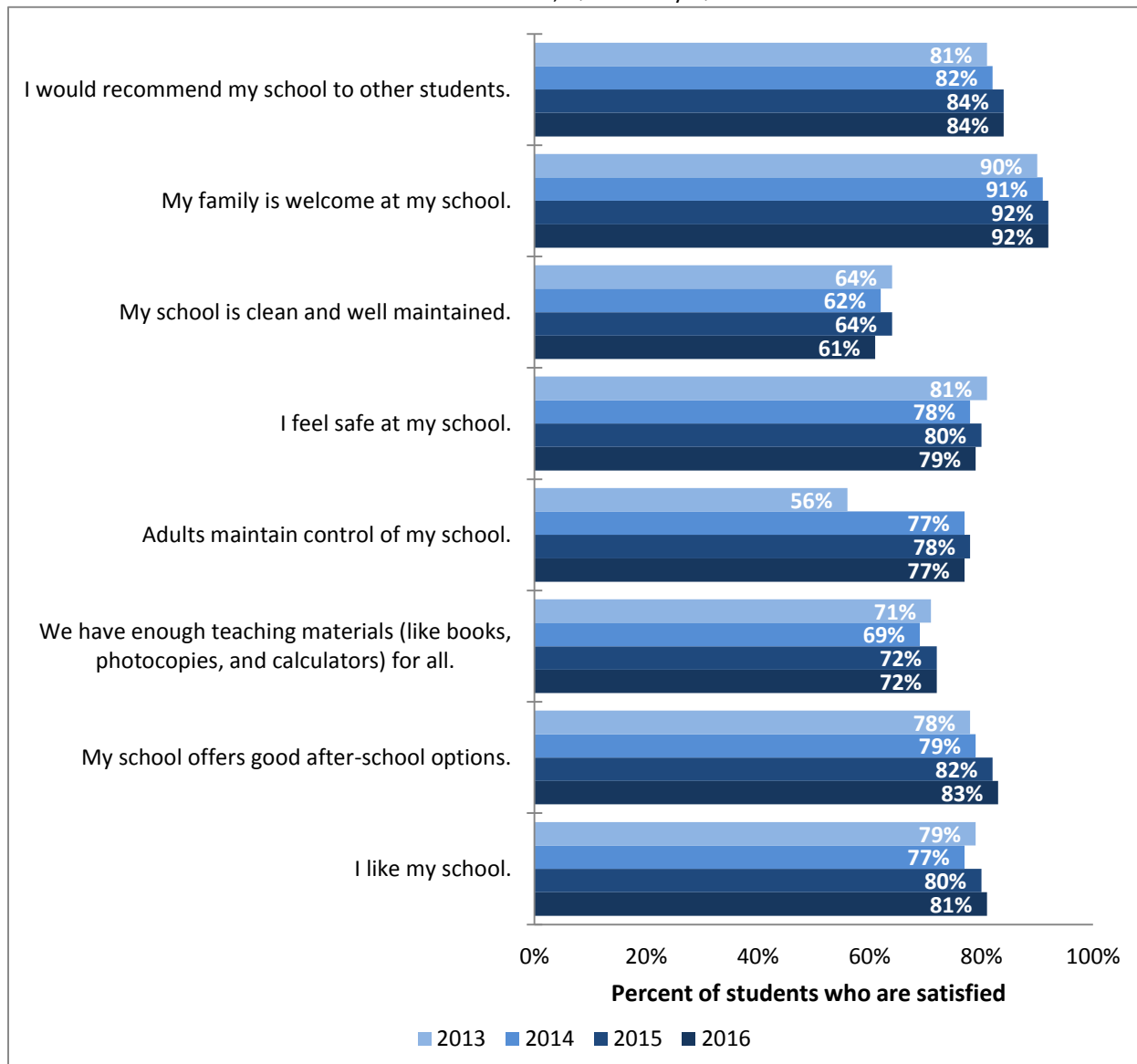
Questions on the survey addressed the learning environment, interpersonal relationships, safety, social-emotional learning, and overall satisfaction with the school. This section of the report provides a summary of results from the survey; full by-question results are available in the accompanying excel file. Appendix A contains more details about the survey administration and analysis methodology.

The questions from the survey are presented in five categories based on indices of school climate and the DCPS School Climate Initiative's core components. For each question, by-question results are presented first, including comparison data from the 2013, 2014, and 2015 student surveys when applicable. Percentages in the by-question tables reflect the two most positive answers to the questions (either "Strongly agree" and "Agree" or "Very safe" and "Mostly safe" The second table within each category shows the combined district result for that group of questions plus a breakout by demographics (race, school type, and ward of the school).

Consistently High Student Satisfaction

This category contains eight questions regarding a student’s overall satisfaction with their school, as shown in Table 3. From 2015 to 2016, the results remained relatively consistent, with a few questions showing a slight decrease.

Table 3: Percent of Students Satisfied with Their School, Question by Question

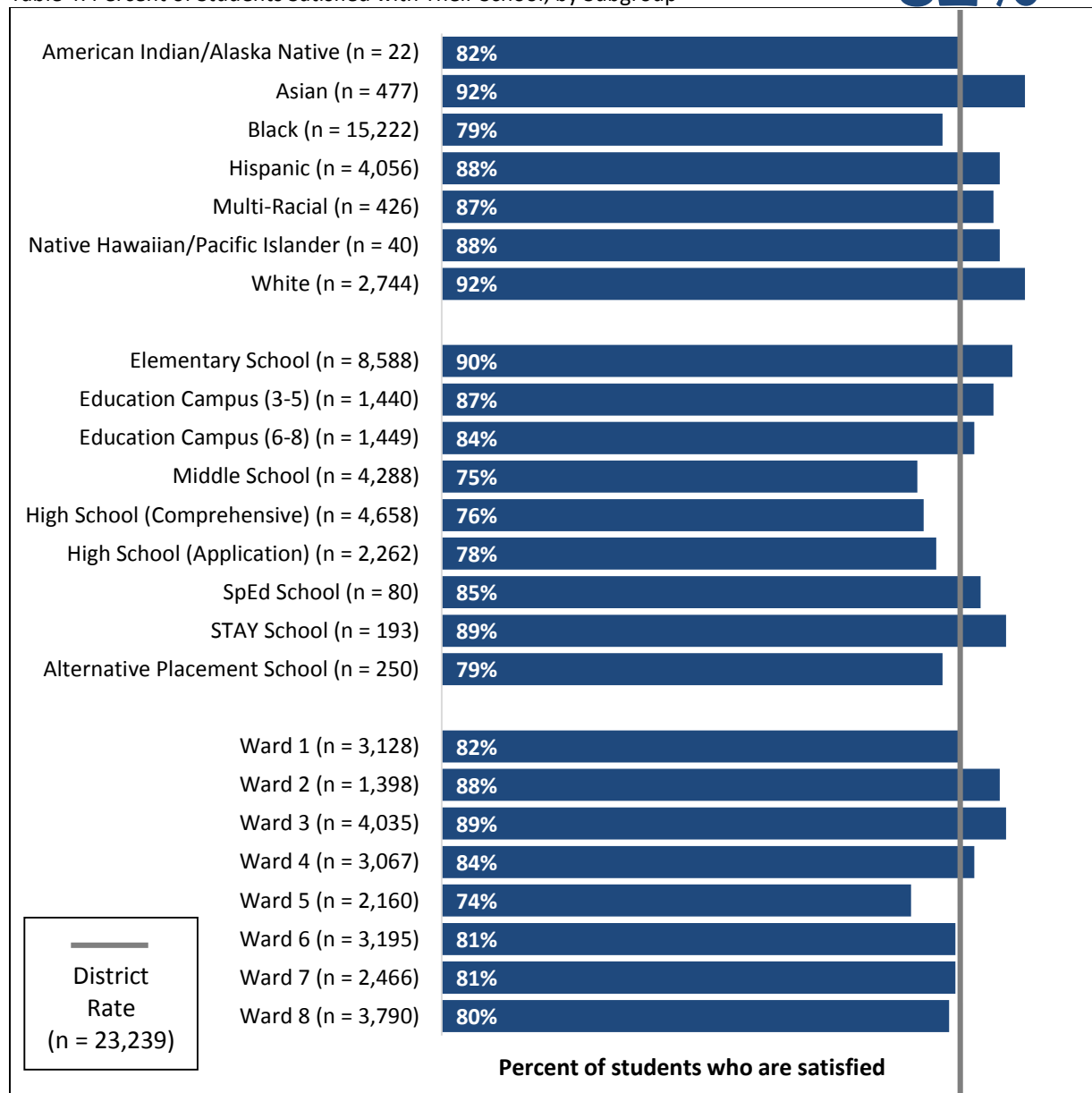




This group of questions, when combined, is used as the primary way of measuring DCPS' progress against the 4th Capital Commitment Goal of "90% of students will say they like their school." As shown in Table 4, DCPS was at 82% as a district at the end of the 2015-16 school year. Students in middle grades at education campuses made the largest increase in satisfaction this year. Students in traditional middle schools and those living in Ward 5 are the least satisfied.

82%

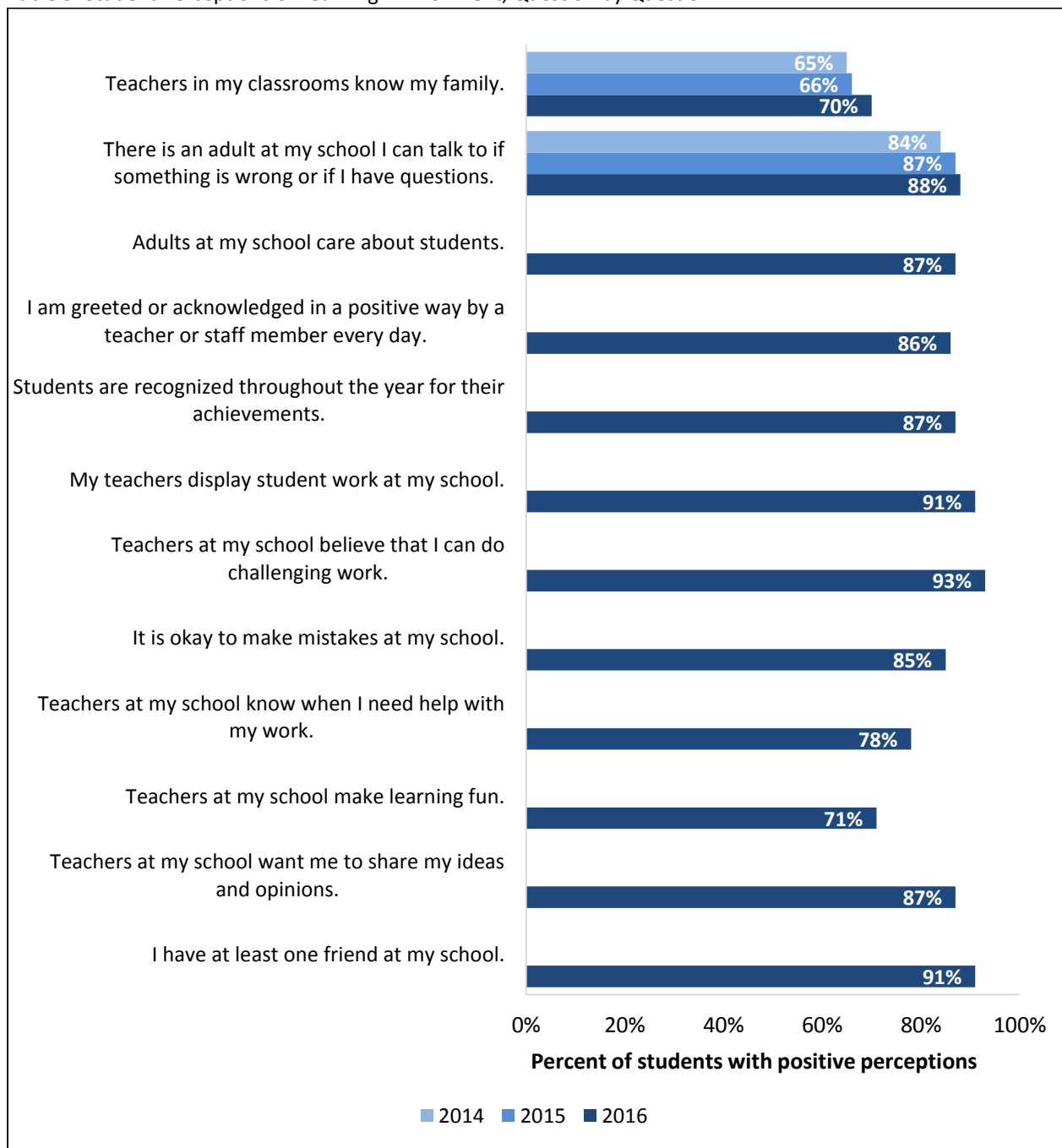
Table 4: Percent of Students Satisfied with Their School, by Subgroup



Perceptions of the Learning Environment

Questions in this category asked students about their perceptions of teachers and the school environment. Table 5 shows the by-question results for the Learning Environment category. 93% of students agree that teachers at their school believe they can do challenging work, but only 71% of students believe teachers make learning fun.

Table 5: Student Perceptions of Learning Environment, Question by Question



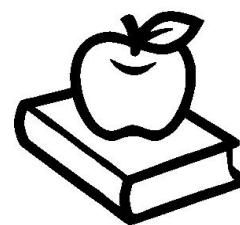
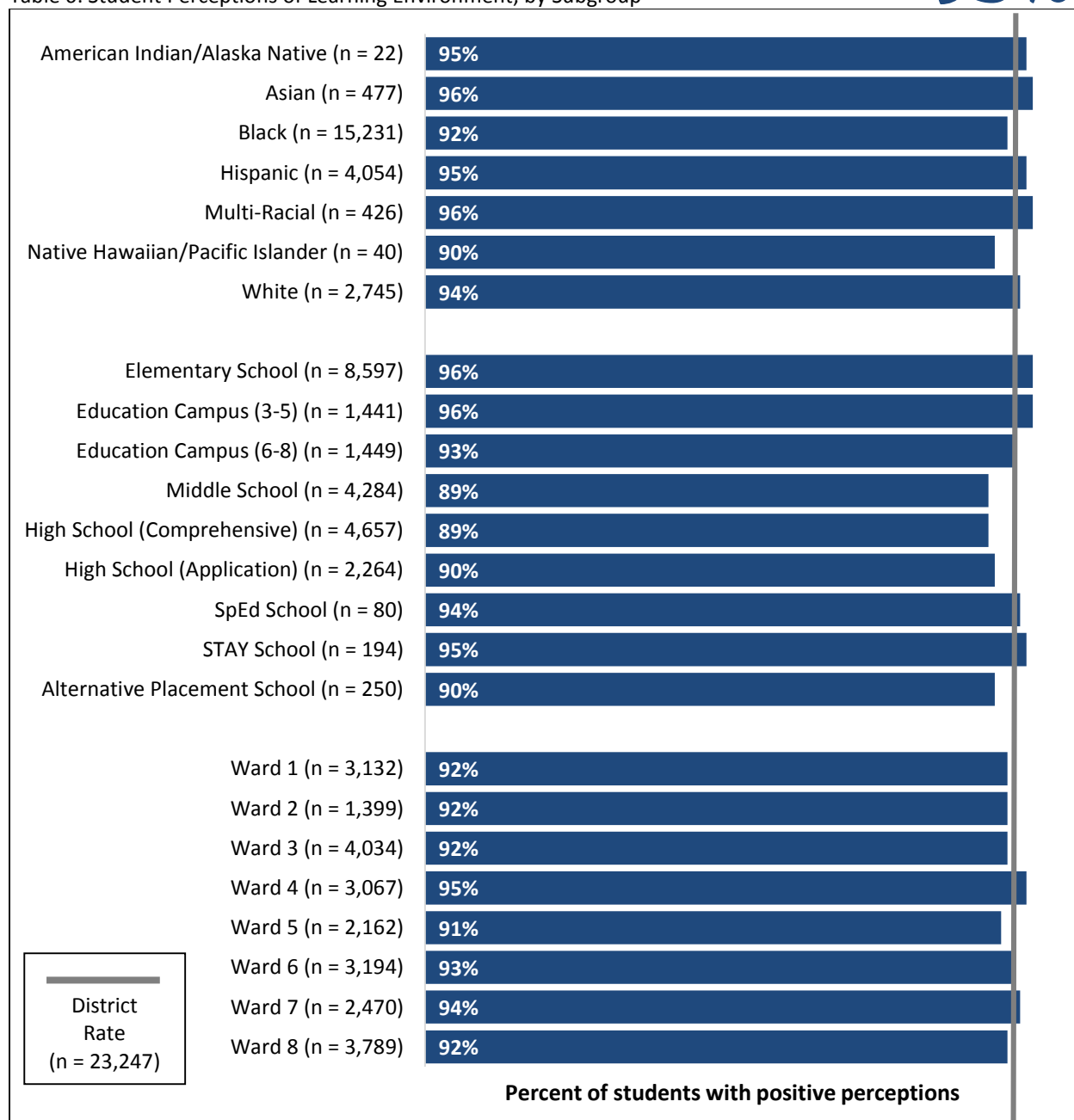


Table 6 shows the questions in Learning Environment as an overall district score and by subgroup. As explained further in Appendix A, the district score is the percent of students in the district who overall responded favorably to this group of questions. For this category, students in grades 3 through 5 and STAY students feel the most positive about these questions, while students at middle schools and comprehensive high schools feel the least positive.

93%

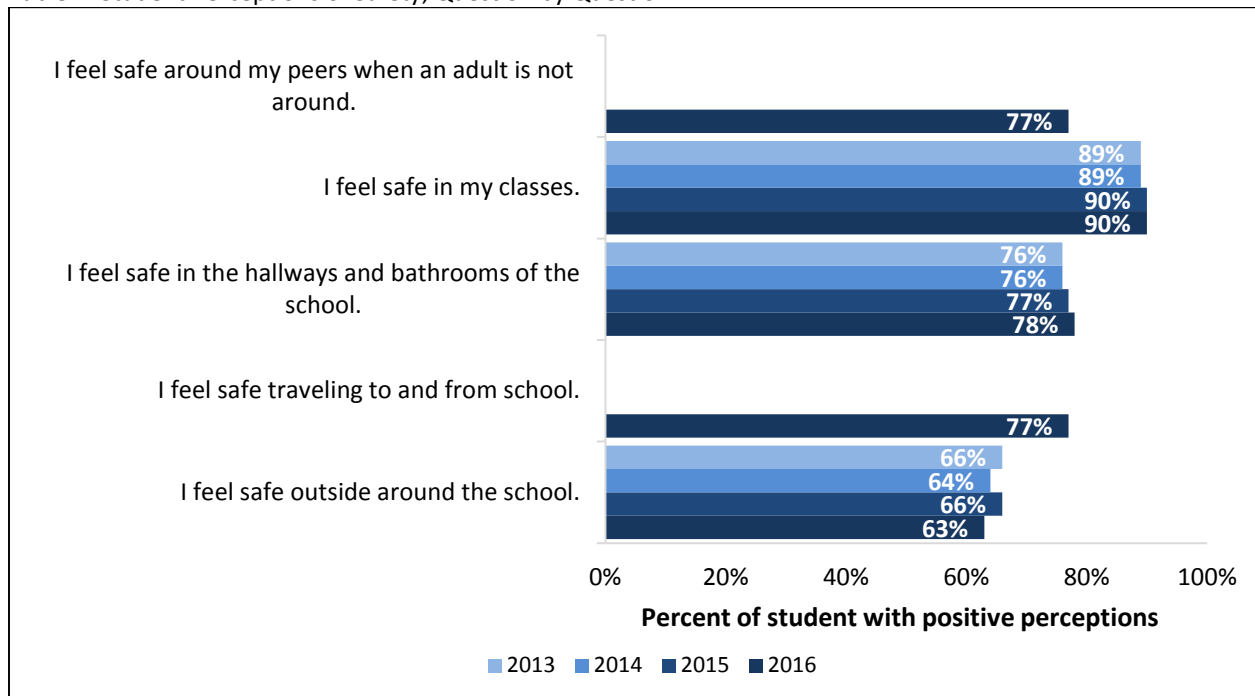
Table 6: Student Perceptions of Learning Environment, by Subgroup



Perceptions of Safety In and Around School

Questions in this category all relate to how safe students feel in and around their school. Student perceptions of safety in their classrooms remained the same as in 2015, while perceptions of safety outside around the school decreased slightly, as shown in Table 7.

Table 7: Student Perceptions of Safety, Question by Question

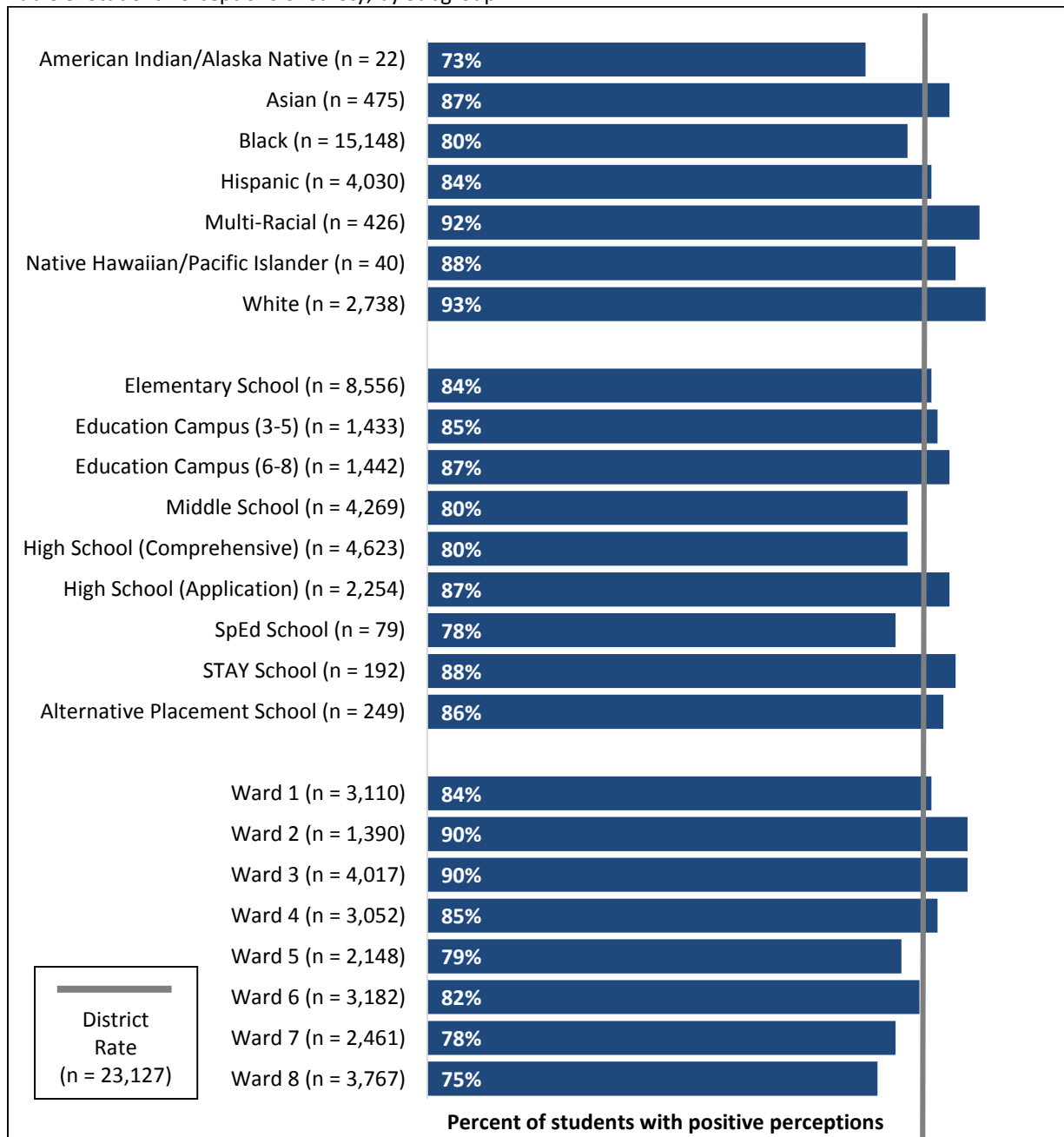


Overall, as a district, 83% of student feel safe in their schools, as shown in Table 8. Students in middle schools, comprehensive high schools, and a special education school feel the least safe, as well as those who attend school in Ward 8.



83%

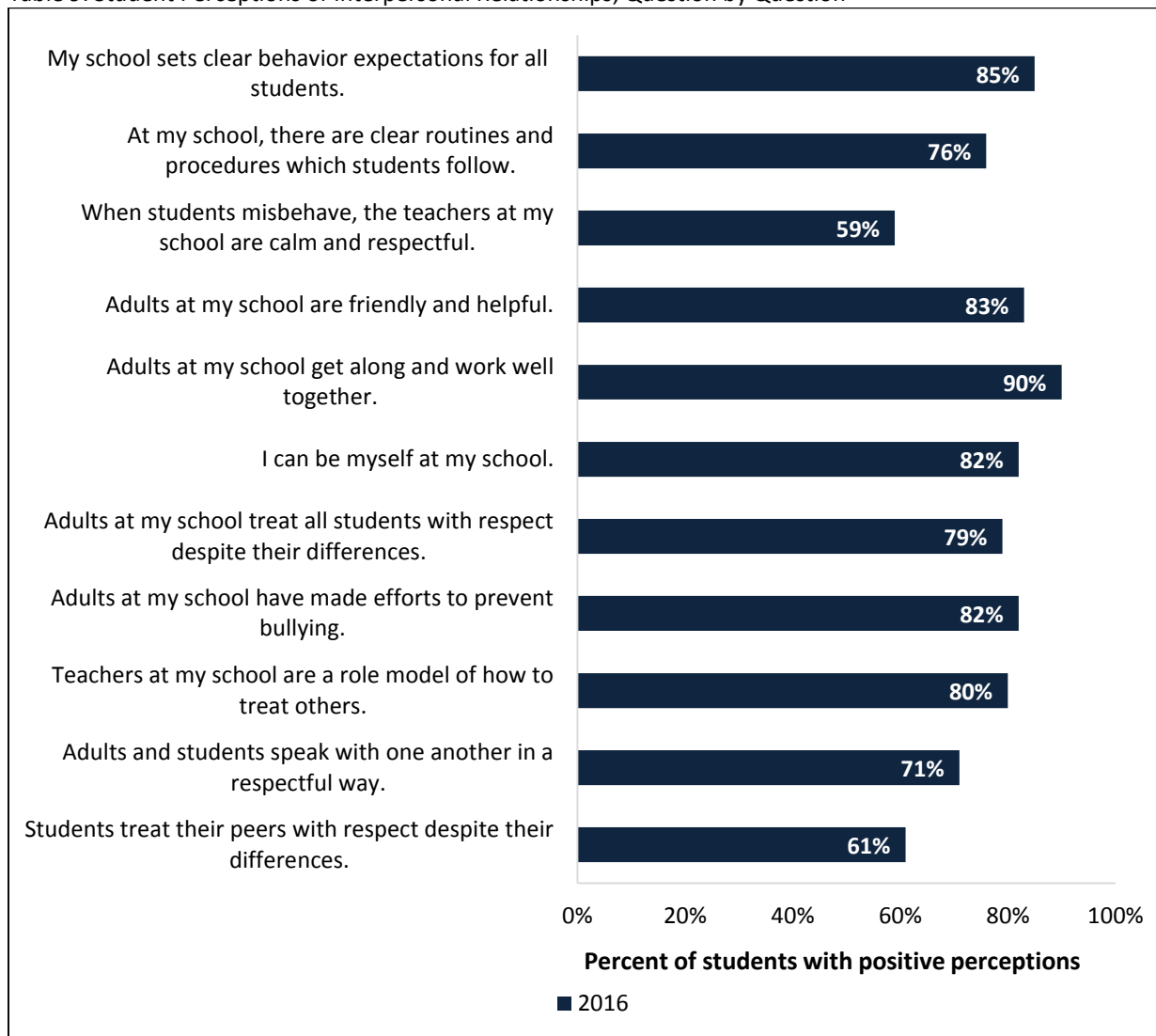
Table 8: Student Perceptions of Safety, by Subgroup



Perceptions of Interpersonal Relationships

The questions in this category all relate to how students perceive the relationships they have with staff in the building and peers. This category addresses respectful interactions and clear behavior expectations and routines. As seen in Table 9, student perceptions of adult relationships are high, but only 61% of students feel that their classmates treat peers with respect despite their differences.

Table 9: Student Perceptions of Interpersonal Relationships, Question by Question

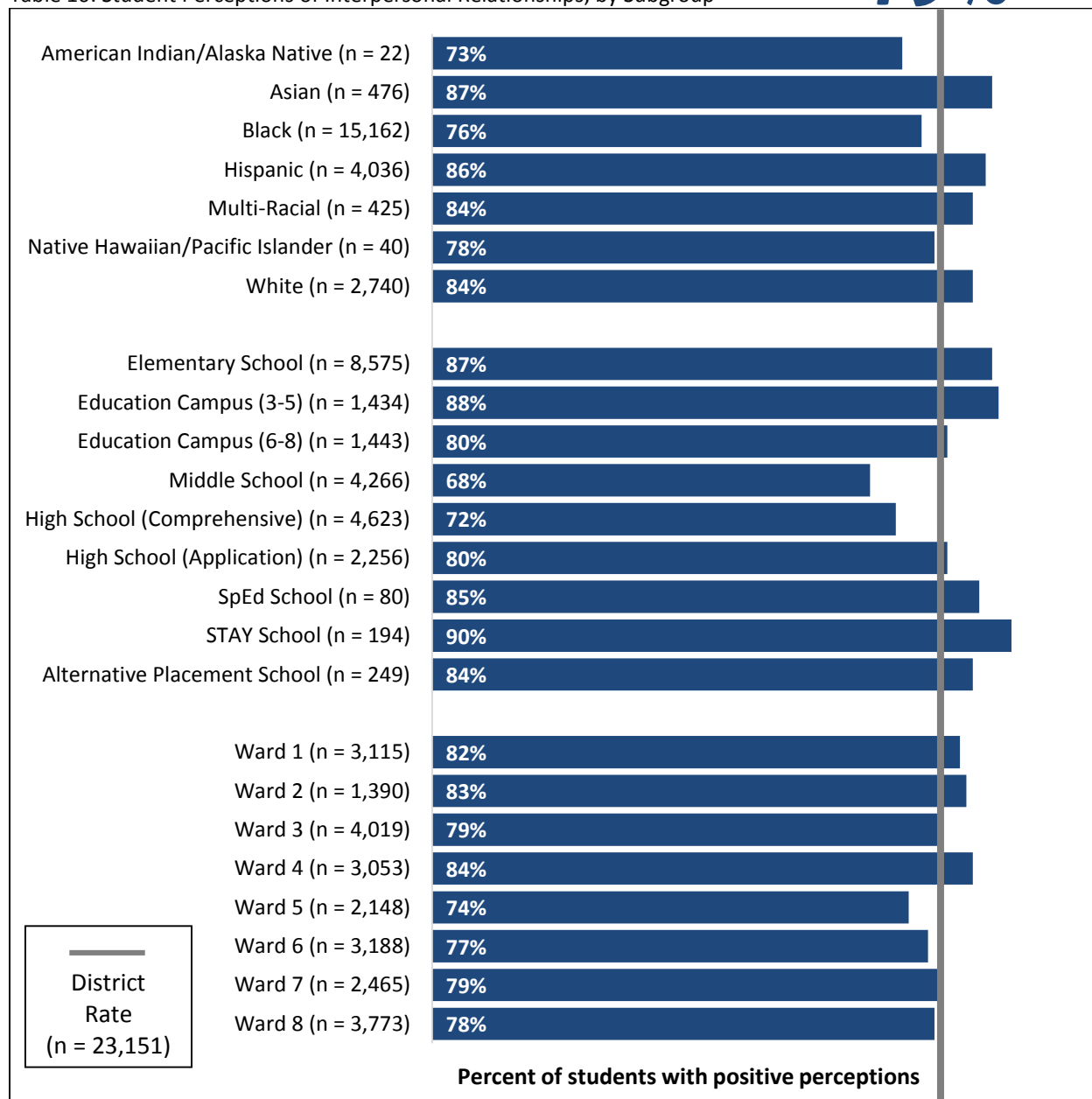


Overall as a district, 79% of students perceive positive interpersonal relationships in their school, as shown in Table 10. Students in comprehensive high schools and middle schools have the least positive perceptions of relationships in their buildings.



79%

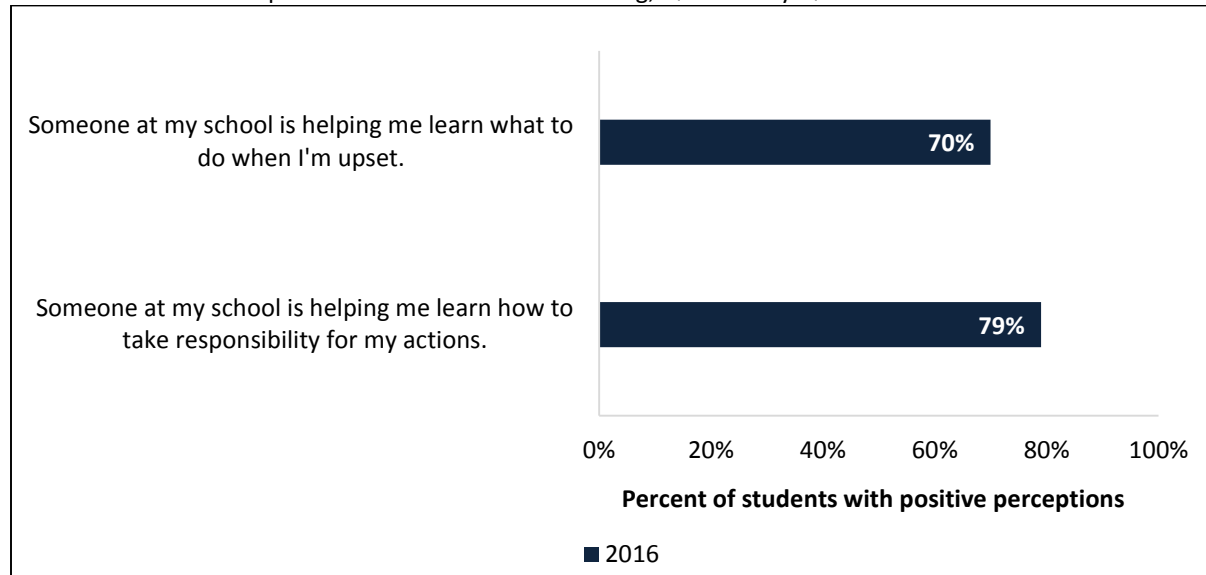
Table 10: Student Perceptions of Interpersonal Relationships, by Subgroup



Perceptions of Social Emotional Learning

This group of questions asks how students feel about the social and emotional support they receive from someone at their school (Table 11). Students answered less positively on these questions than in any other category.

Table 11: Student Perceptions of Social Emotional Learning, Question by Question

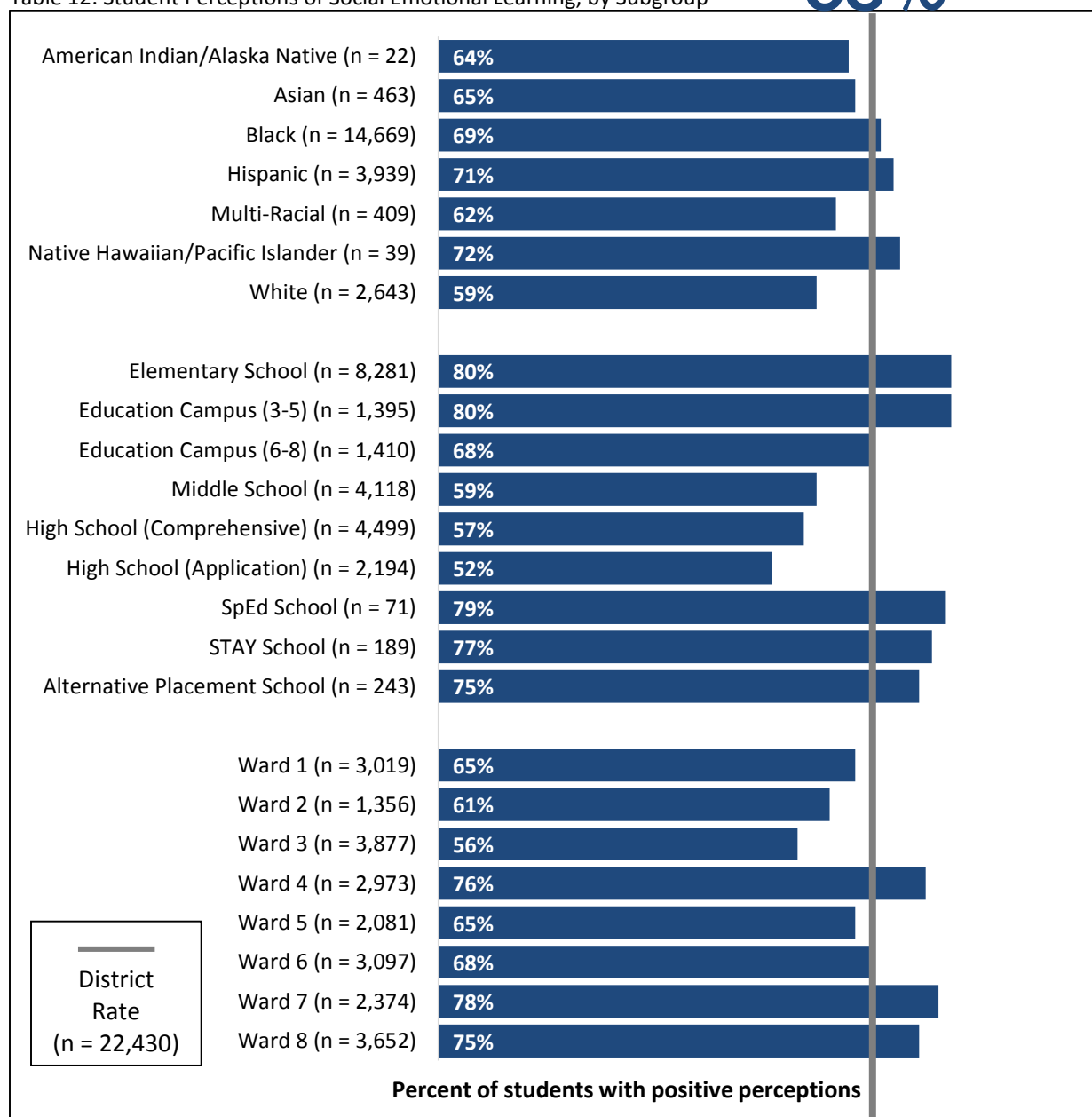




As Table 12 shows, 68% of students in the district overall responded positively to these questions. This is consistently low across middle schools, comprehensive high schools, and application high schools. Students who attend schools in Ward 7 also rated their experiences more positively than did students at schools in other wards.

68%

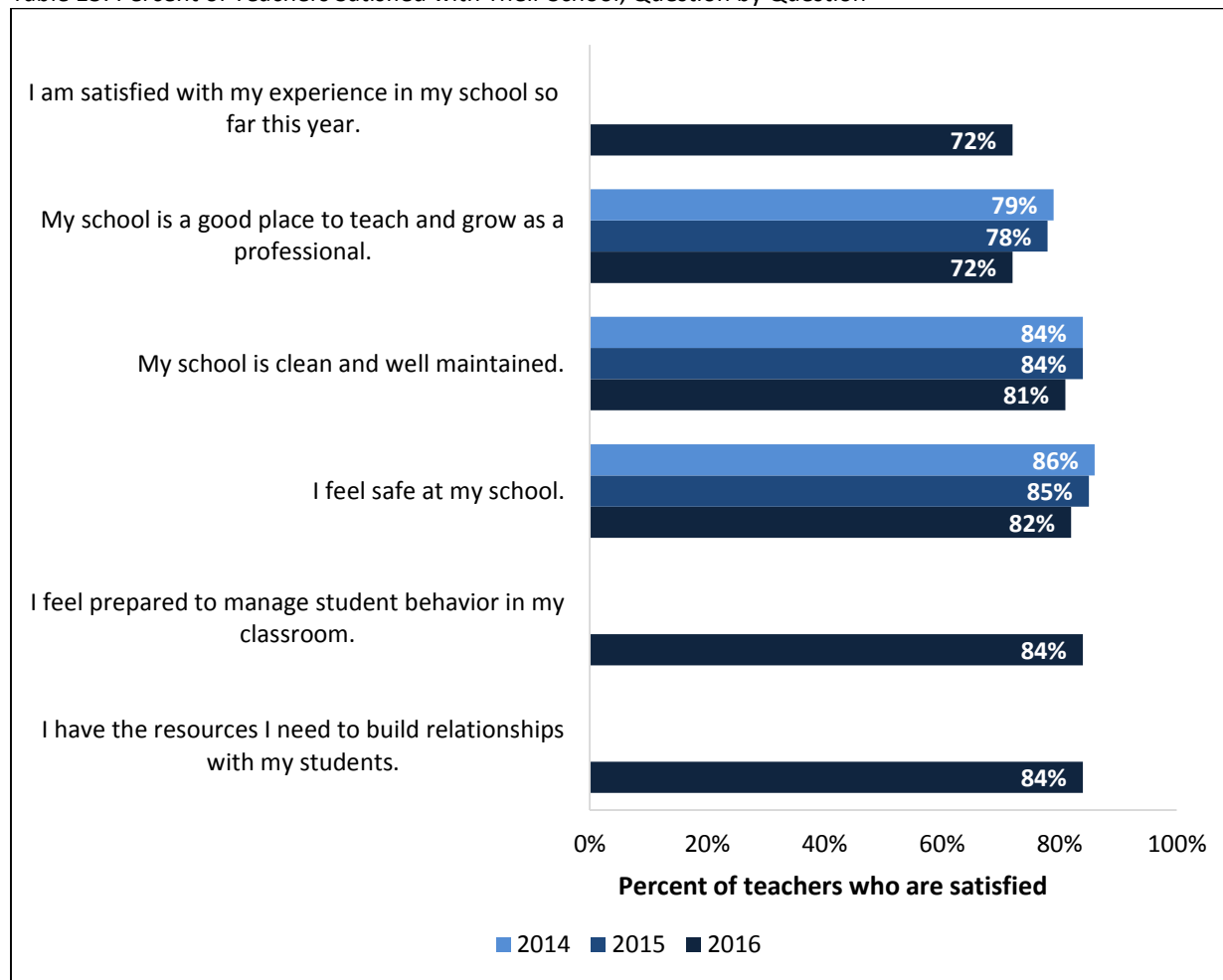
Table 12: Student Perceptions of Social Emotional Learning, by Subgroup



Teacher Results

Surveys were administered to teachers, administrators, and other school staff. This section presents results for teachers only. Questions on the survey asked teachers about school leadership, routines and procedures, relationships with other staff and students, and their overall satisfaction with their school. This section only shows results for the Teacher Satisfaction Index (Table 13), though full by-question results are available in the accompanying excel file along with results for administrators and other school staff.

Table 13: Percent of Teachers Satisfied with Their School, Question by Question

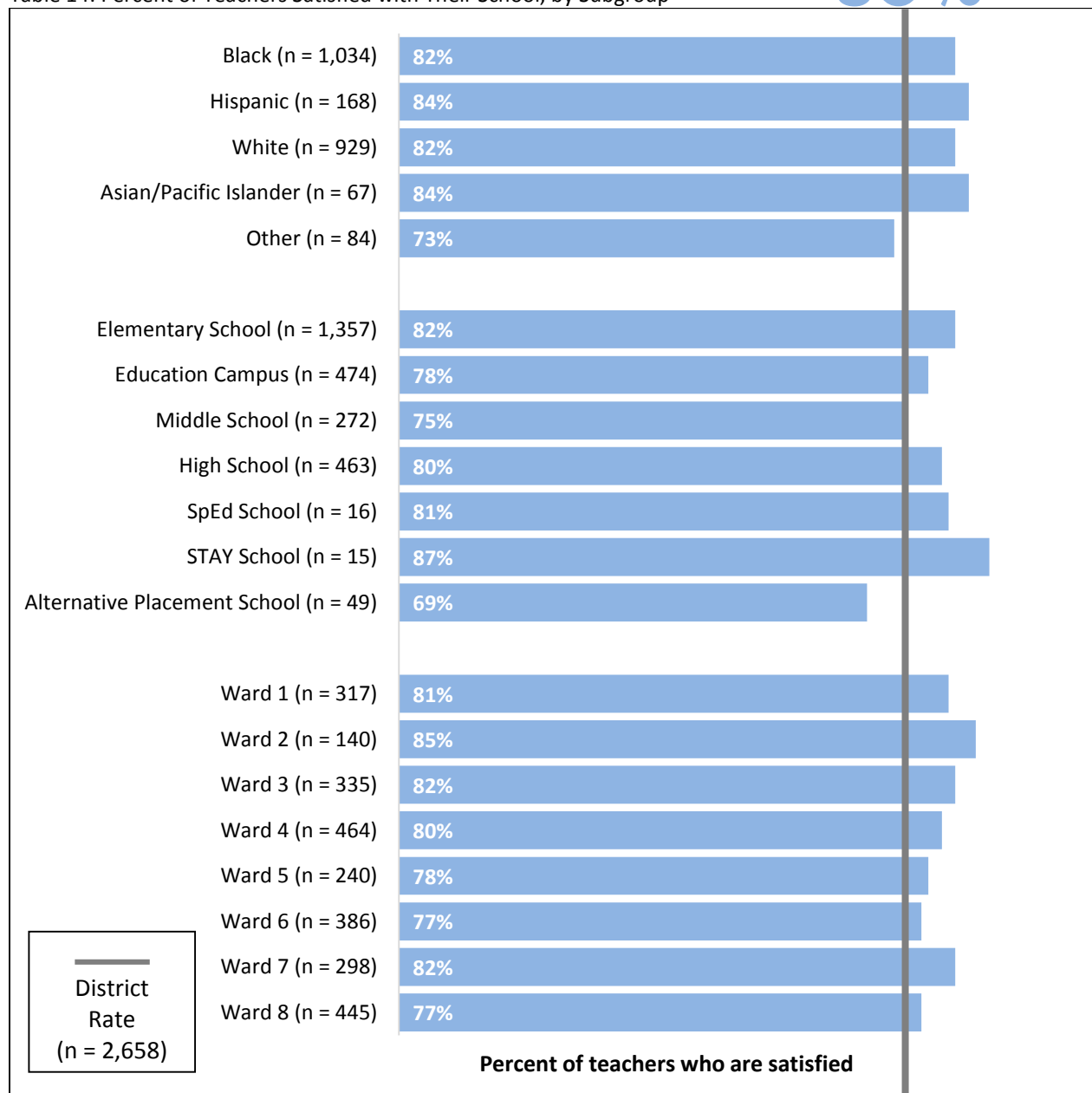


As shown in Table 14, 80% of teachers are satisfied with the school where they work. Questions were chosen for this measure that asked specifically about the school (as opposed to the district) and presented an overall picture of school climate. Teachers at alternative placement schools feel the least satisfied about their school.



80%

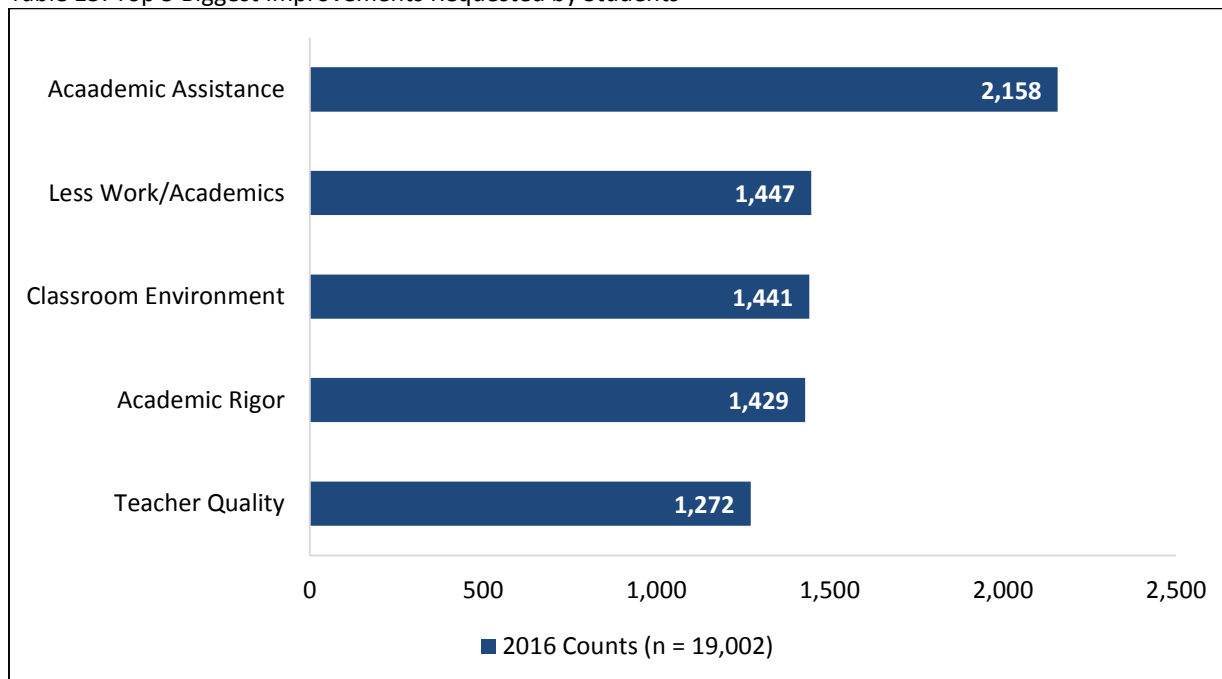
Table 14: Percent of Teachers Satisfied with Their School, by Subgroup



Open-Ended Results

Students were asked, “What would help you to do better academically in school?” Results for 2016 are shown in Table 15, this is the first year this question has been asked. 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 2016, the top categories for students are academic assistance, having less work/academics, classroom environment, academic rigor, and teacher quality.

Table 15: Top 5 Biggest Improvements Requested by Students



All staff were asked “What additional support would be most helpful for your work?” Results are subsequently presented for administrators (Table 16), teachers (Table 17), and other staff (Table 18). 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 support in professional development, teachers most requested support around behavior and discipline, and other staff most requested support in professional development.

Table 16: Top 5 Supports Requested by Administrators

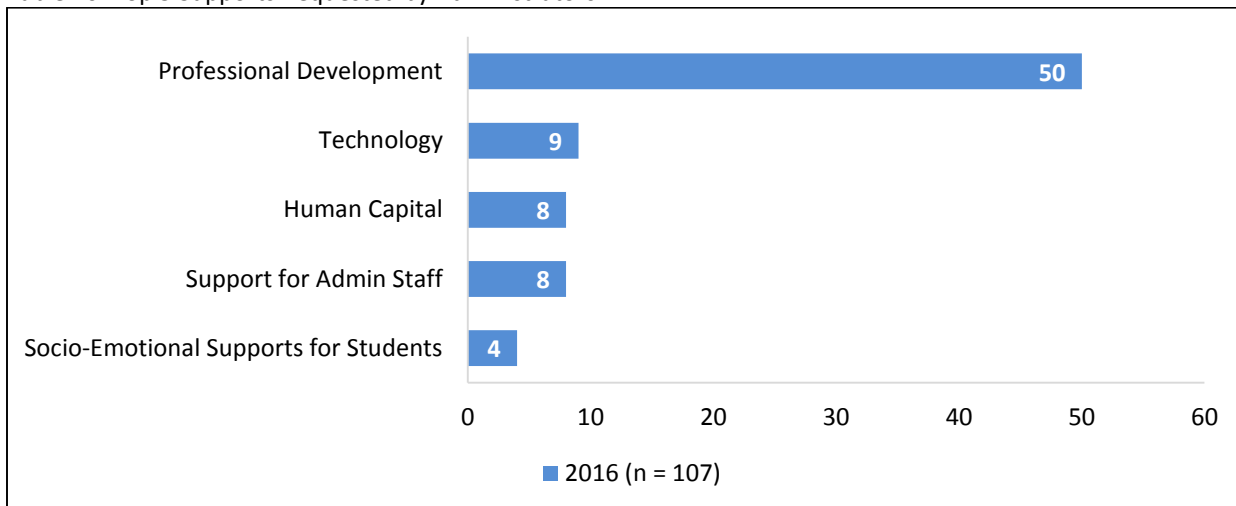


Table 17: Top 5 Supports Requested by Teachers

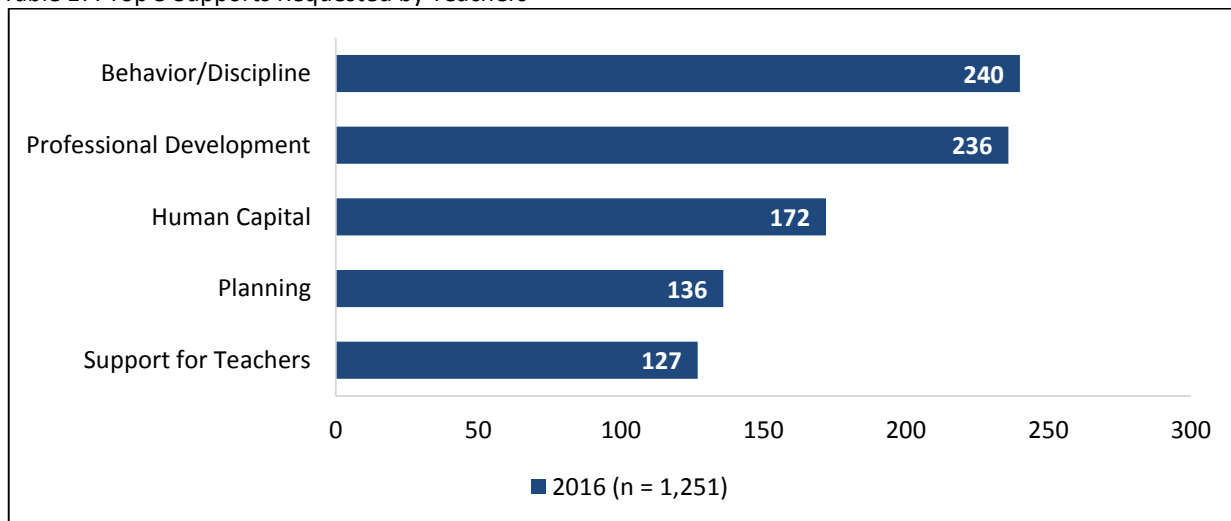
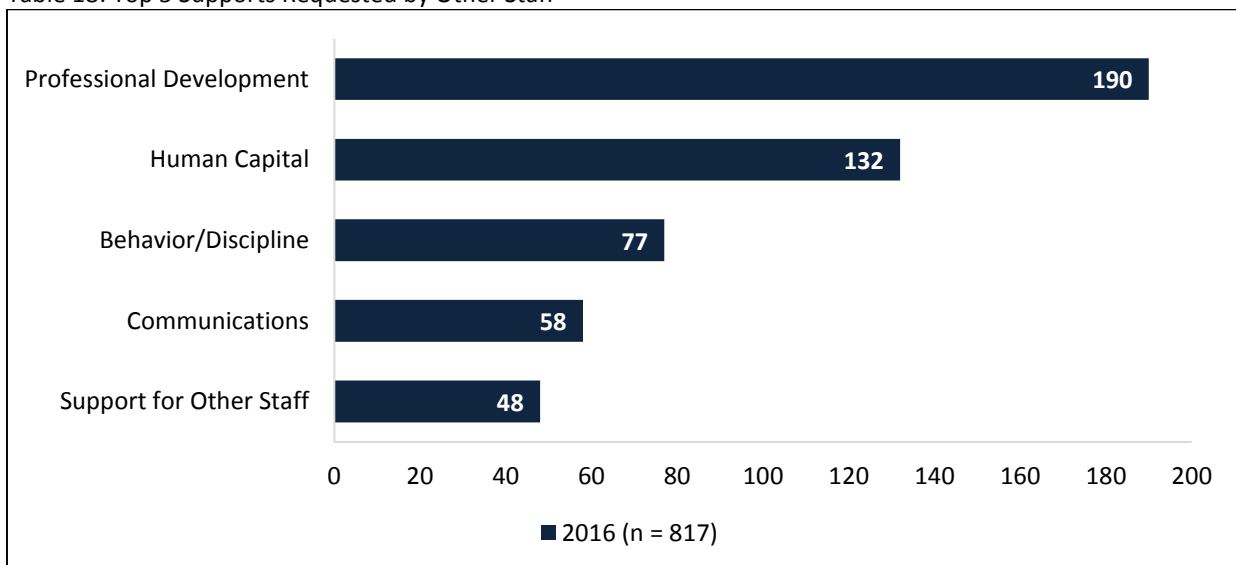


Table 18: Top 5 Supports Requested by Other Staff



Appendix A: Survey Methodology

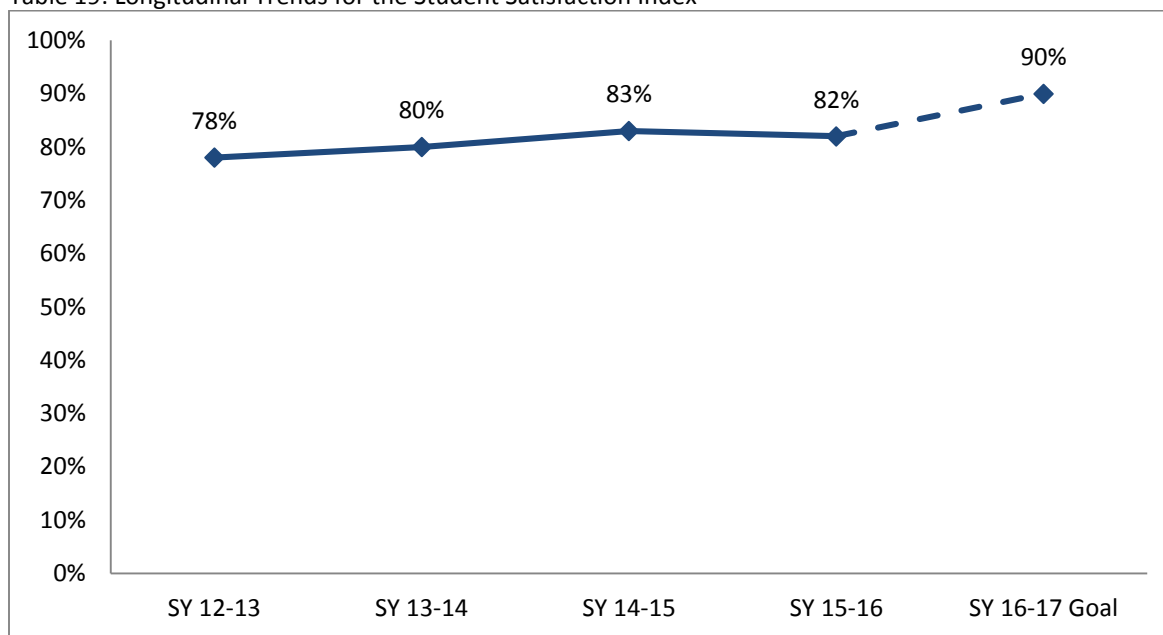
Overview

DCPS administered student surveys in May 2016 to staff (teachers, administrators, and other school staff) and students in grades 3 and higher. The Data and Strategy team (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 2016 that were different from those administered in previous years, but still contained the same eight student satisfaction questions. Table 19 below shows the results of the Student Satisfaction Index across four years of data.

Table 19: Longitudinal Trends for the Student Satisfaction Index



Survey Instruments

The 2016 survey instrument was brand new and included questions that were not asked during previous years of administration. The survey instrument aligned with school climate components and input was sought from across DCPS. The teacher and staff surveys were also aligned to school climate, while the administrator survey remained very similar to 2015.

Administration and Data Collection

The survey administration window ran from May 2, 2016 through May 13, 2016. 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, 2016 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. In 2016, the new student survey questions grouped into five factors: Learning Environment, Safety, Student Satisfaction, Interpersonal Relationships, and Social Emotional Learning. Only the Safety and Student Satisfaction groupings remain from previous administrations of the survey, the other three are brand new. ODS ran an exploratory factor analysis to compose these new factors and to confirm that the same questions stuck together for Student Satisfaction and Safety.

The second factor, Student Satisfaction, contained the question "I like my school" and is used 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 four remaining factors.

Questions for the teacher index were chosen because they grouped together into one factor after an exploratory factor analysis was performed on the teacher survey. Teacher index questions are focused on the climate of the school. An exploratory factor analysis was also performed on the staff survey, but no distinguishable factors resulted from this analysis. Teacher indices were calculated the same way as the student index, though the teacher index ranged from 1-6, making the mean for the teacher index 3.5. Reliability statistics for each index (students and teacher) are found in Table 20.

Table 20: Reliability for Each Index

Index	Reliability
Student Satisfaction Index	$\alpha = .831$
Student Perceptions of Learning Environment	$\alpha = .866$
Student Perceptions of Safety	$\alpha = .749$
Student Perceptions of Interpersonal Relationships	$\alpha = .890$
Student Perceptions of Social-Emotional Learning	$\alpha = .745$
Teacher Satisfaction Index	$\alpha = .862$