DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DCPS 2017 Stakeholder Survey Results

Prepared by the Office of the Chief of Staff

Executive Summary

DCPS Stakeholder Surveys

DCPS administered satisfaction surveys to staff and students in grades 3 and higher in the spring of 2017. 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.

Student Response Rates are Up!

2%

Student response rates increased from 78% to 80%

93% of students perceive a positive learning environment

86% of students feel safe in and around their school

82% of students perceive positive relationships with staff and peers

70% of students feel that they receive social and emotional support

84% of **students** are satisfied with their school

Satisfaction by School Type

School Type	Satisfaction
Elementary School	89%
Middle School	75%
High School	84%
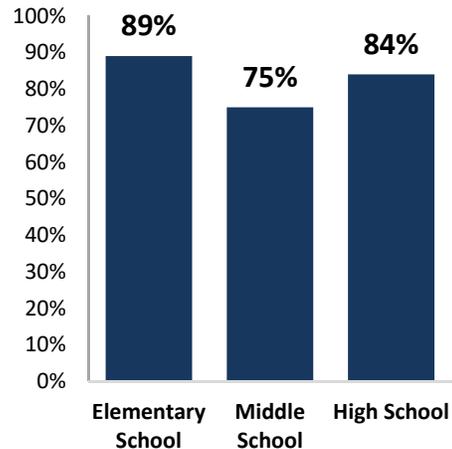
81% of **teachers** are satisfied with their school

Top Five Areas of Support Requested by Teachers

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

Response Rates

Response rates in 2017 were high among students, as shown in Table 1. Student response rates increased from 78% in 2016, although teacher, administrator, and other staff results rates declined (from 68%, 80%, and 41% respectively).

Table 2: Stakeholder Survey Response Rates

Stakeholder Group	2017 Response Rate
Students	80%
Overall Staff	47%
Teachers	51%
Administrators	65%
Other School Staff	41%

Table 2: 2016 Student Survey Response Rates by School Type
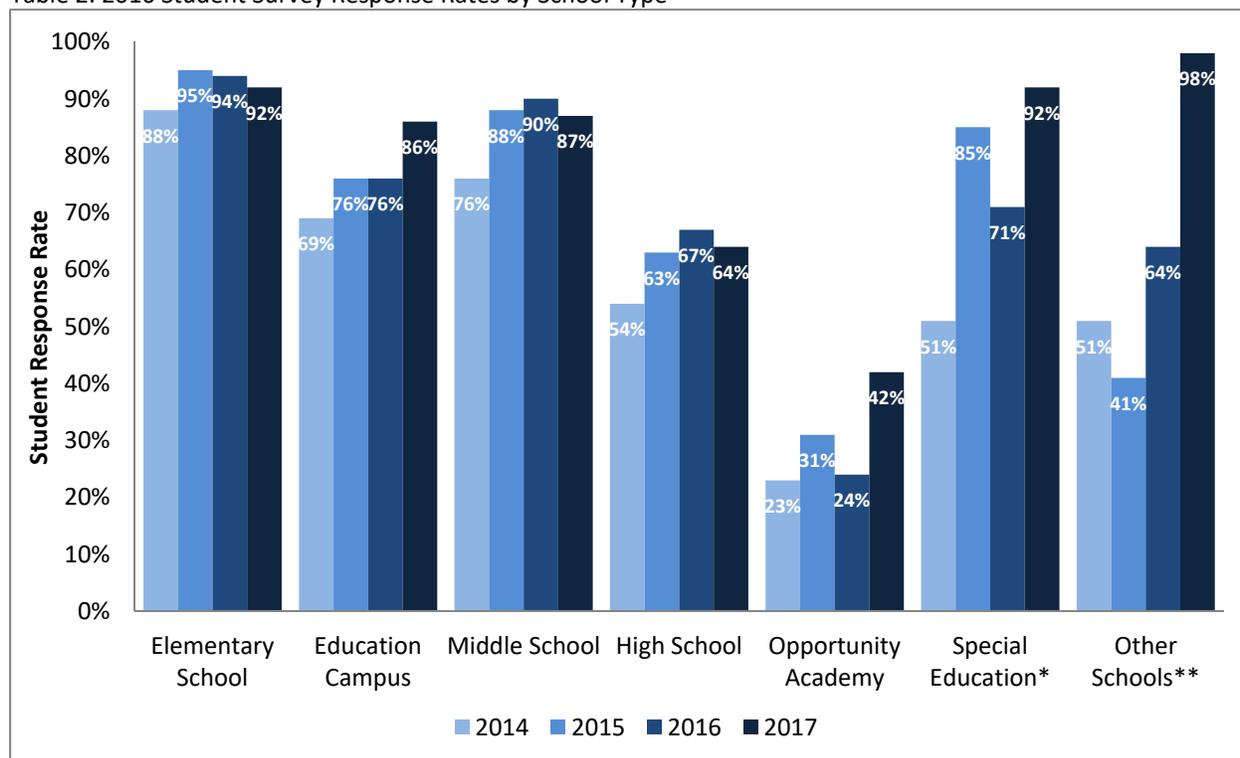
*Only one Special Education School (River Terrace Education Campus) in SY15-16, SY16-17

**CHOICE Academy, Incarcerated Youth Program, Youth Services Center

Student Results

Questions on the survey addressed 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 question-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, 2015, 2016, and 2017 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 and other subgroups, school type, and ward of the school).

1. Student Satisfaction

This category contains eight questions regarding a student's overall satisfaction with their school, as shown in Table 3. From 2016 to 2017, there was an increase in most questions with a few questions remaining the same.

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

Percent of students who are satisfied

■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017

I would recommend my school to other students.
- 2013: 81%
- 2014: 82%
- 2015: 84%
- 2016: 84%
- 2017: 85%

My family is welcome at my school.
- 2013: 90%
- 2014: 91%
- 2015: 92%
- 2016: 92%
- 2017: 94%

My school is clean and well maintained.
- 2013: 64%
- 2014: 62%
- 2015: 64%
- 2016: 61%
- 2017: 64%

I feel safe at my school.
- 2013: 81%
- 2014: 78%
- 2015: 78%
- 2016: 79%
- 2017: 83%

Adults maintain control of my school.
- 2013: 56%
- 2014: 77%
- 2015: 78%
- 2016: 77%
- 2017: 79%

We have enough teaching materials (like books, photocopies, and calculators) for all.
- 2013: 71%
- 2014: 69%
- 2015: 72%
- 2016: 72%
- 2017: 74%

My school offers good after-school options.
- 2013: 78%
- 2014: 79%
- 2015: 82%
- 2016: 83%
- 2017: 83%

I like my school.
- 2013: 79%
- 2014: 77%
- 2015: 80%
- 2016: 81%
- 2017: 81%

This group of questions, when combined, is used to measure DCPS' 4th Capital Commitment Goal of "90% of students will say they like their school." As shown in Table 4, DCPS was at 84% as a district at the end of the 2016-17 school year. This is up from 82% student satisfaction last year at the end of the 2015-2016 school year. Among the largest groups in our sample, students in Elementary Grades and those attending schools in Ward 2 and 3 were the most satisfied. Students in Special Education and STAY programs were also highly satisfied but the number of respondents in these settings is low. Black students, special education students, students in traditional middle schools and those attending schools in Ward 5 were the least satisfied.

84%

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

Subgroup	Percent
American Indian/Alaska Native (n = 20)	90%
Asian (n = 453)	91%
Black (n = 15,014)	81%
Hispanic (n = 4,803)	89%
Multi-Racial (n = 443)	86%
Native Hawaiian/Pacific Islander (n = 38)	95%
White (n = 2,855)	91%
SPED (n= 3,329)	82%
Not SPED (n= 20,295)	84%
English Learner (n= 4,908)	89%
Not English Learner (n=18,718)	83%
Economically disadvantaged (n= 17,555)	83%
Not economically disadvantaged (n=5,126)	90%
Elementary School (n = 8,696)	89%
Education Campus (3-5) (n = 1,640)	89%
Education Campus (6-8) (n = 1,560)	82%
Middle School (n = 4,208)	75%
High School (Comprehensive) (n = 4,924)	84%
High School (Application) (n = 2,112)	77%
SpEd School (n = 107)	88%
STAY School (n = 371)	97%
Alternative Placement School (n = 328)	86%
Ward 1 (n = 3,647)	83%
Ward 2 (n = 1,294)	90%
Ward 3 (n = 3,882)	90%
Ward 4 (n = 3,484)	87%
Ward 5 (n = 2,260)	77%
Ward 6 (n = 3,007)	79%
Ward 7 (n = 2,684)	82%
Ward 8 (n = 3,732)	84%

District Rate (n = 23,993)

Percent of students who are satisfied

2. 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. 92% of students agree that teachers at their school believe they can do challenging work, but only 72% of students believe teachers make learning fun.

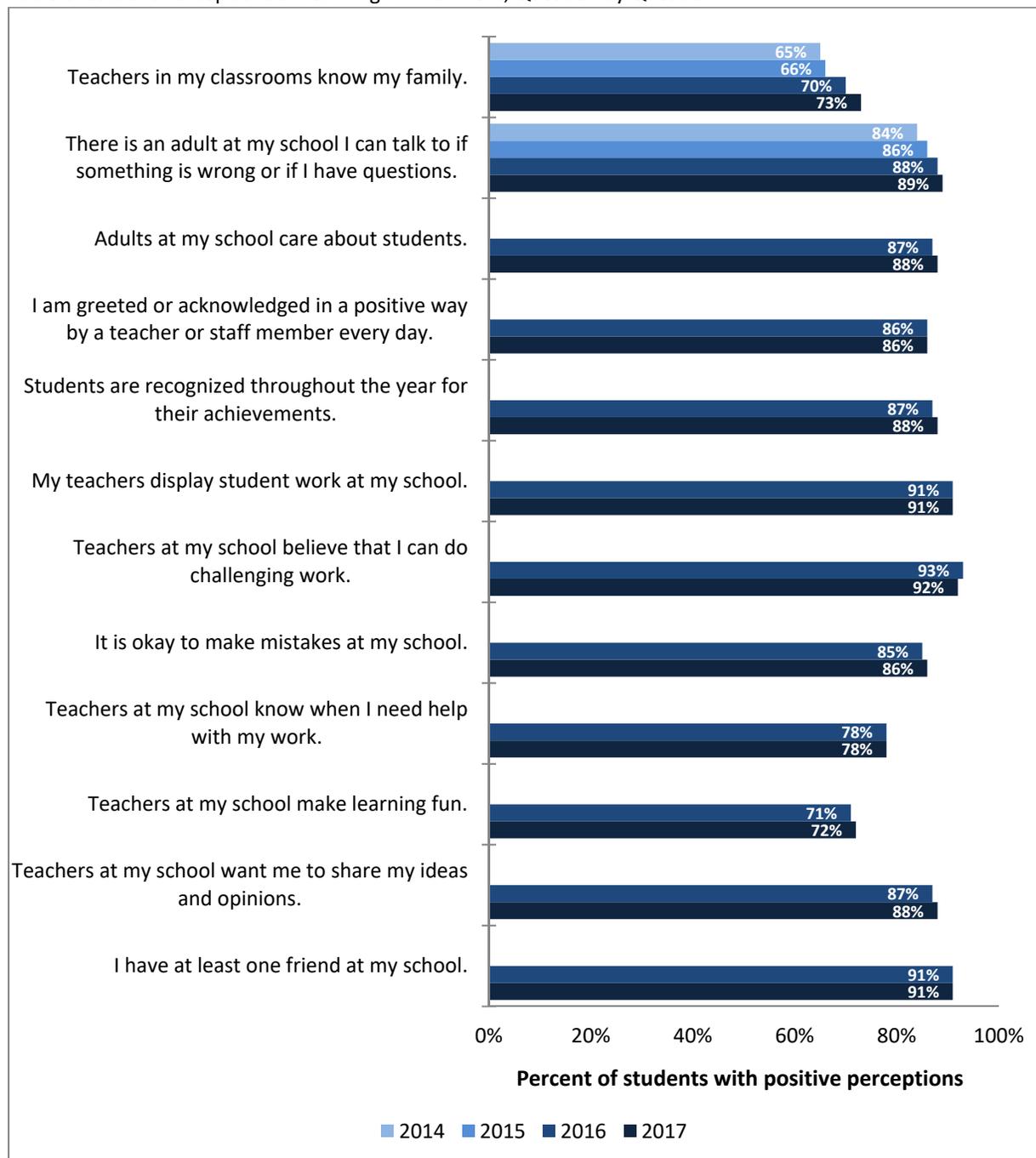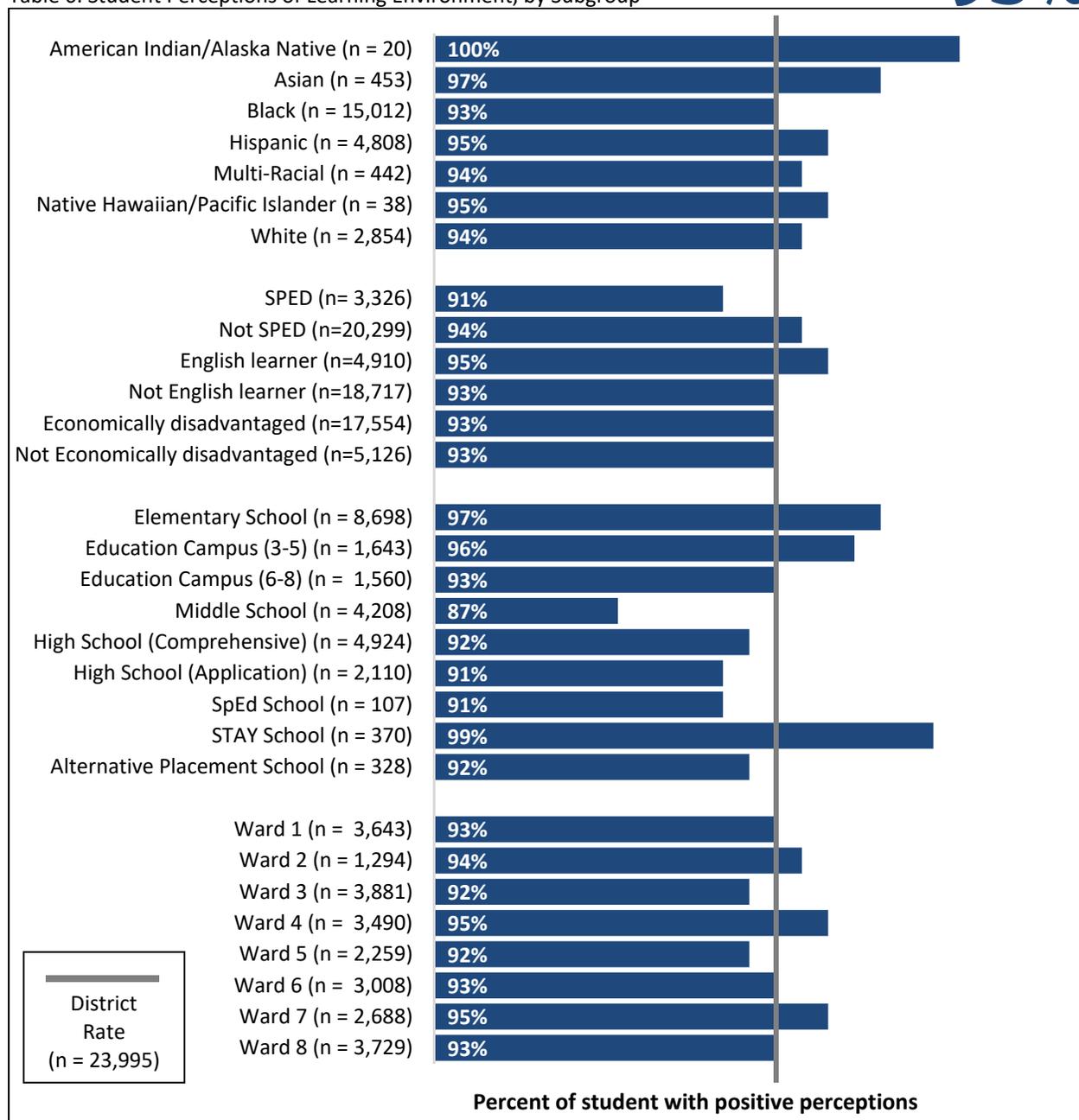Table 5: Student Perceptions of Learning Environment, Question by Question

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. As a district, 93% of responded favorably to this scale. This remained the same as the previous year when 93% of students responded positively to the learning environment. Among the largest groups in our sample, students in elementary grades, English learners, Hispanic students and students in Wards 2, 5, and 7 felt the most positive about these questions, while Black students and those at traditional middle schools felt least positive.

93%

Table 6: Student Perceptions of Learning Environment, by Subgroup

Subgroup	Percent
American Indian/Alaska Native (n = 20)	100%
Asian (n = 453)	97%
Black (n = 15,012)	93%
Hispanic (n = 4,808)	95%
Multi-Racial (n = 442)	94%
Native Hawaiian/Pacific Islander (n = 38)	95%
White (n = 2,854)	94%
SPED (n= 3,326)	91%
Not SPED (n=20,299)	94%
English learner (n=4,910)	95%
Not English learner (n=18,717)	93%
Economically disadvantaged (n=17,554)	93%
Not Economically disadvantaged (n=5,126)	93%
Elementary School (n = 8,698)	97%
Education Campus (3-5) (n = 1,643)	96%
Education Campus (6-8) (n = 1,560)	93%
Middle School (n = 4,208)	87%
High School (Comprehensive) (n = 4,924)	92%
High School (Application) (n = 2,110)	91%
SpEd School (n = 107)	91%
STAY School (n = 370)	99%
Alternative Placement School (n = 328)	92%
Ward 1 (n = 3,643)	93%
Ward 2 (n = 1,294)	94%
Ward 3 (n = 3,881)	92%
Ward 4 (n = 3,490)	95%
Ward 5 (n = 2,259)	92%
Ward 6 (n = 3,008)	93%
Ward 7 (n = 2,688)	95%
Ward 8 (n = 3,729)	93%

District Rate (n = 23,995)

Percent of student with positive perceptions

3. 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 on all questions increased, as shown in Table 7.
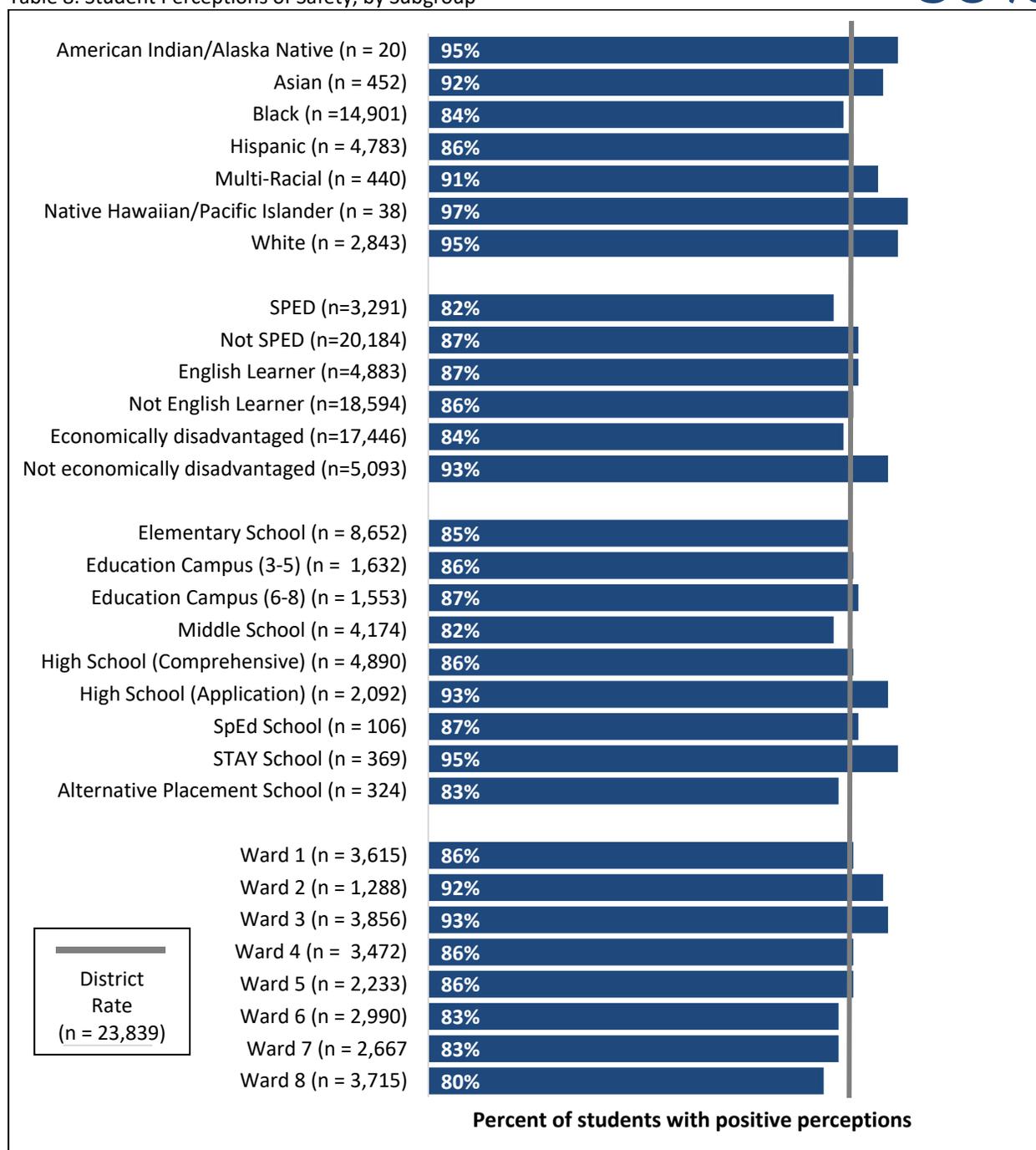
Table 7: Student Perceptions of Safety, Question by Question
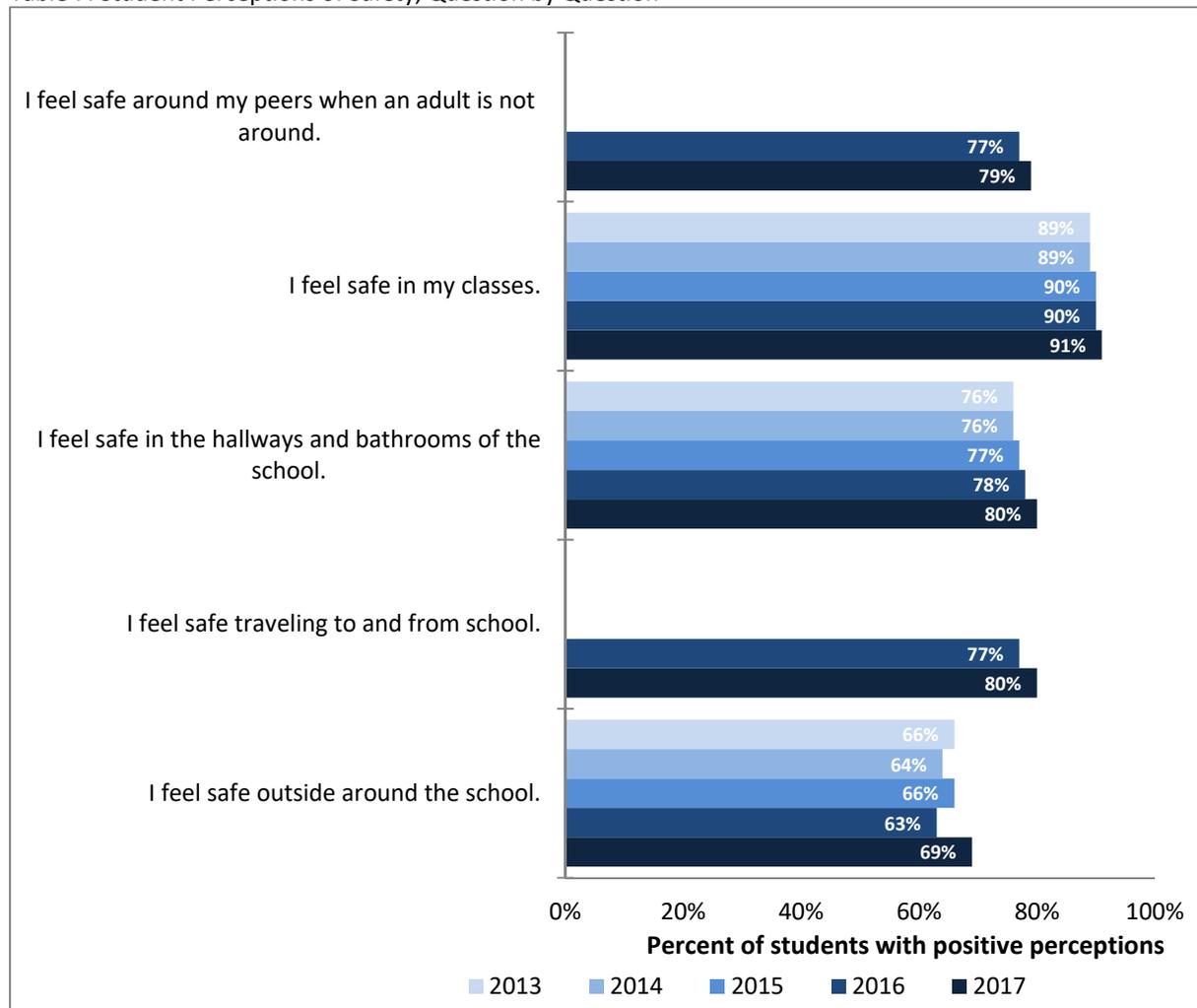
Overall, as a district, 86% of student felt safe in their schools, as shown in Table 6. This is up from 83% of student feeling safe last year at the end of the 2015-2016 school year. Among the largest groups in our sample, students in application high schools and Ward 2 and 3 schools felt the safest. Black students, special education students, middle school students, and those in Ward 8 felt the least safe.
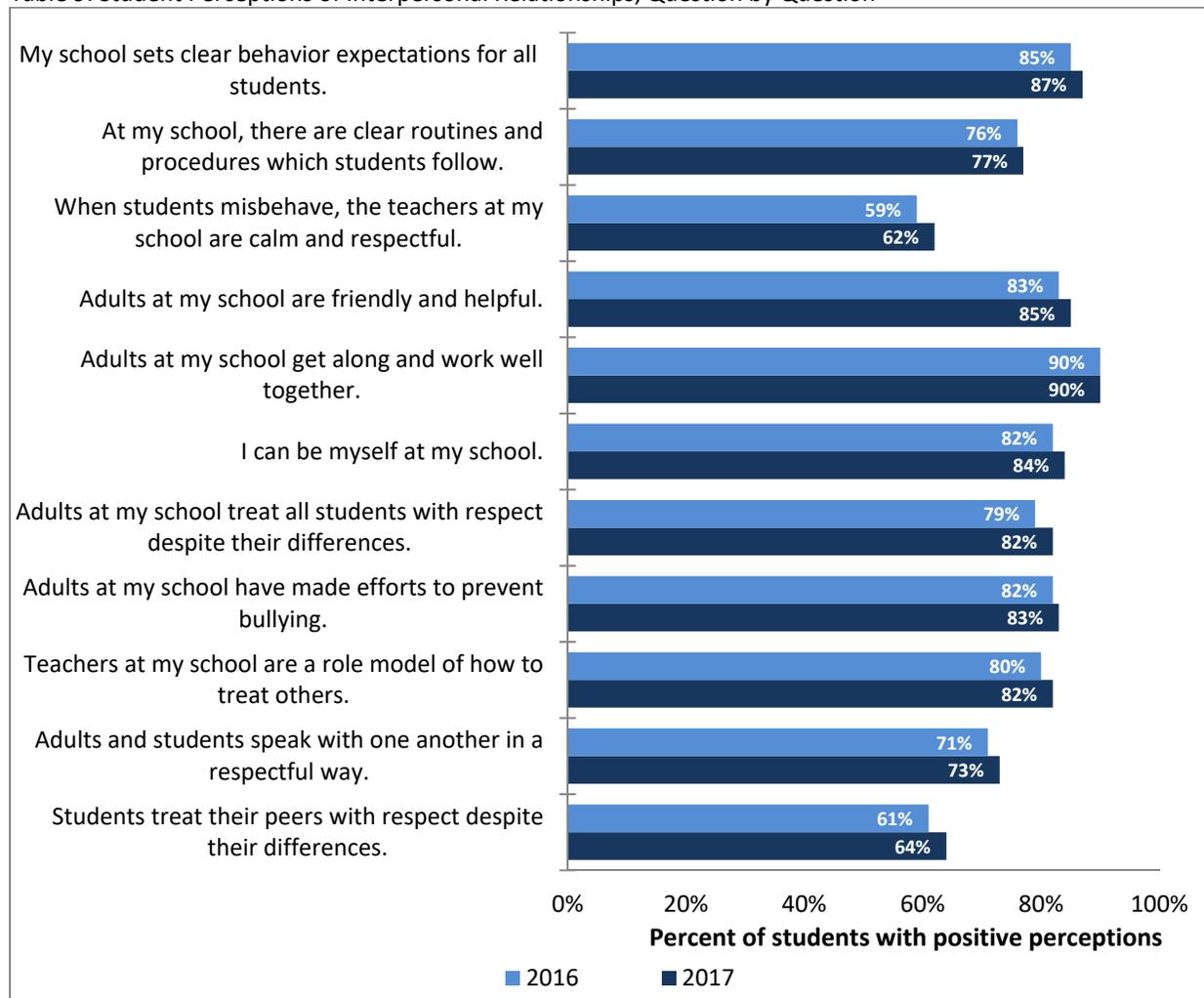
86%

Table 8: Student Perceptions of Safety, by Subgroup

Subgroup	Percent
American Indian/Alaska Native (n = 20)	95%
Asian (n = 452)	92%
Black (n =14,901)	84%
Hispanic (n = 4,783)	86%
Multi-Racial (n = 440)	91%
Native Hawaiian/Pacific Islander (n = 38)	97%
White (n = 2,843)	95%
SPED (n=3,291)	82%
Not SPED (n=20,184)	87%
English Learner (n=4,883)	87%
Not English Learner (n=18,594)	86%
Economically disadvantaged (n=17,446)	84%
Not economically disadvantaged (n=5,093)	93%
Elementary School (n = 8,652)	85%
Education Campus (3-5) (n = 1,632)	86%
Education Campus (6-8) (n = 1,553)	87%
Middle School (n = 4,174)	82%
High School (Comprehensive) (n = 4,890)	86%
High School (Application) (n = 2,092)	93%
SpEd School (n = 106)	87%
STAY School (n = 369)	95%
Alternative Placement School (n = 324)	83%
Ward 1 (n = 3,615)	86%
Ward 2 (n = 1,288)	92%
Ward 3 (n = 3,856)	93%
Ward 4 (n = 3,472)	86%
Ward 5 (n = 2,233)	86%
Ward 6 (n = 2,990)	83%
Ward 7 (n = 2,667	83%
Ward 8 (n = 3,715)	80%

District Rate (n = 23,839)

Percent of students with positive perceptions

4. 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. Student perceptions of adult relationships were high, but only 62% of students felt that teachers are calm and respectful when student misbehave.
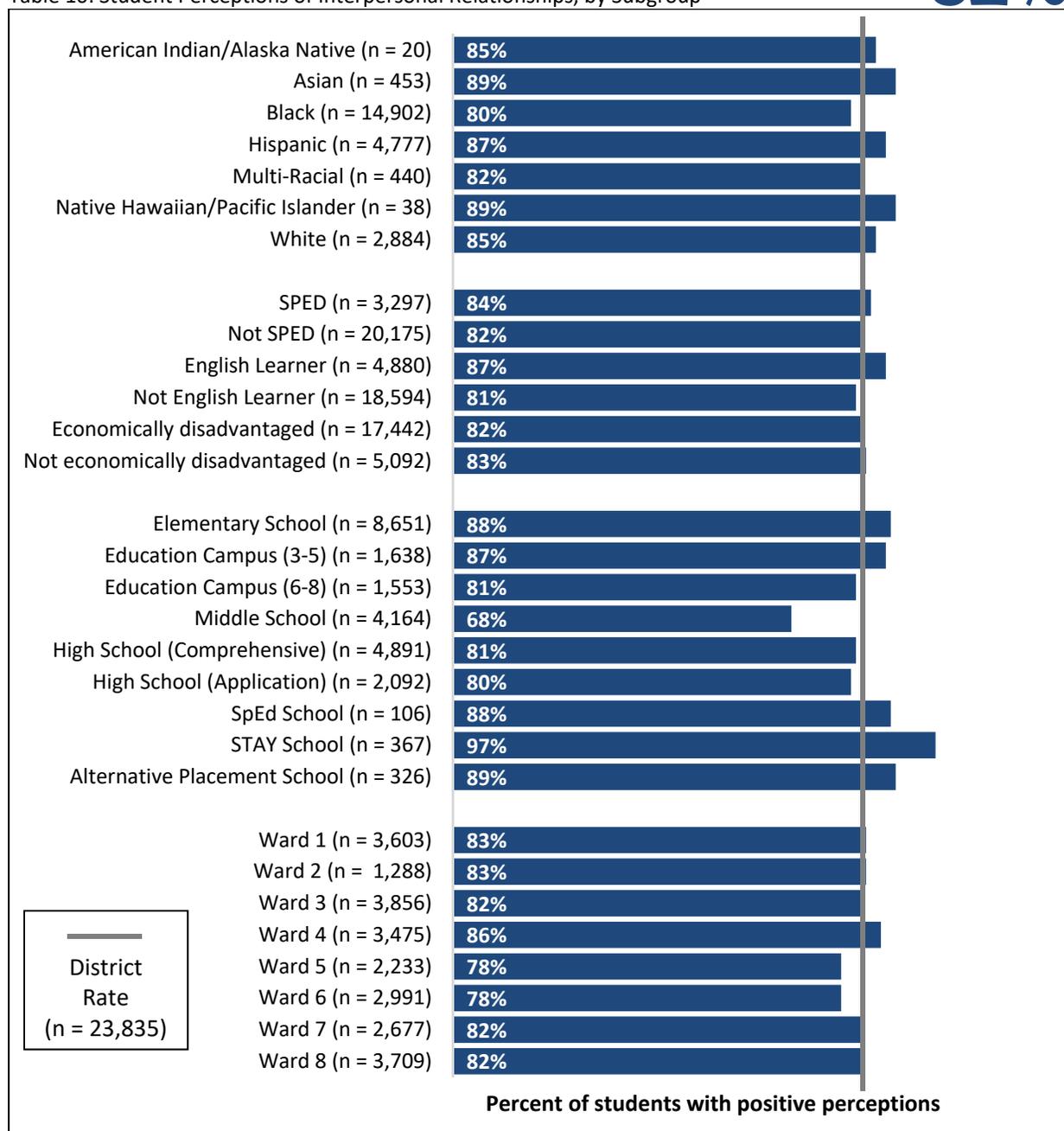
Table 9: Student Perceptions of Interpersonal Relationships, Question by Question

Question	2016	2017
My school sets clear behavior expectations for all students.	85%	87%
At my school, there are clear routines and procedures which students follow.	76%	77%
When students misbehave, the teachers at my school are calm and respectful.	59%	62%
Adults at my school are friendly and helpful.	83%	85%
Adults at my school get along and work well together.	90%	90%
I can be myself at my school.	82%	84%
Adults at my school treat all students with respect despite their differences.	79%	82%
Adults at my school have made efforts to prevent bullying.	82%	83%
Teachers at my school are a role model of how to treat others.	80%	82%
Adults and students speak with one another in a respectful way.	71%	73%
Students treat their peers with respect despite their differences.	61%	64%

Percent of students with positive perceptions

■ 2016   ■ 2017

Overall as a district, 82% of students perceived positive interpersonal relationships in their school, as shown in Table 10. This is up from 79% last year at the end of the 2015-2016 school year. Among the largest groups in our sample, Hispanic, English learner students and students in Elementary grades and Ward 4 had the most positive perceptions of interpersonal relationships in school while those in application high schools and middle schools had the least positive perceptions.
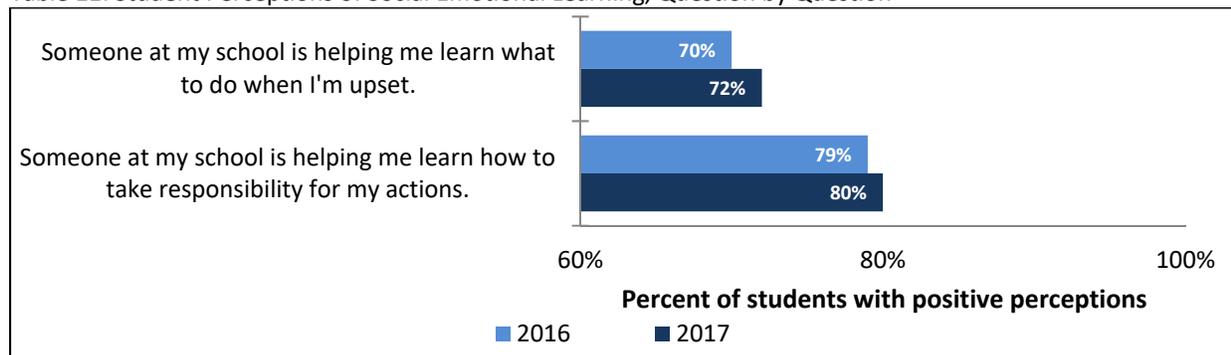
82%

Table 10: Student Perceptions of Interpersonal Relationships, by Subgroup

Subgroup	Percent
American Indian/Alaska Native (n = 20)	85%
Asian (n = 453)	89%
Black (n = 14,902)	80%
Hispanic (n = 4,777)	87%
Multi-Racial (n = 440)	82%
Native Hawaiian/Pacific Islander (n = 38)	89%
White (n = 2,884)	85%
SPED (n = 3,297)	84%
Not SPED (n = 20,175)	82%
English Learner (n = 4,880)	87%
Not English Learner (n = 18,594)	81%
Economically disadvantaged (n = 17,442)	82%
Not economically disadvantaged (n = 5,092)	83%
Elementary School (n = 8,651)	88%
Education Campus (3-5) (n = 1,638)	87%
Education Campus (6-8) (n = 1,553)	81%
Middle School (n = 4,164)	68%
High School (Comprehensive) (n = 4,891)	81%
High School (Application) (n = 2,092)	80%
SpEd School (n = 106)	88%
STAY School (n = 367)	97%
Alternative Placement School (n = 326)	89%
Ward 1 (n = 3,603)	83%
Ward 2 (n = 1,288)	83%
Ward 3 (n = 3,856)	82%
Ward 4 (n = 3,475)	86%
Ward 5 (n = 2,233)	78%
Ward 6 (n = 2,991)	78%
Ward 7 (n = 2,677)	82%
Ward 8 (n = 3,709)	82%

District Rate (n = 23,835)

Percent of students with positive perceptions

5. 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 more positively on these questions than students did last year.
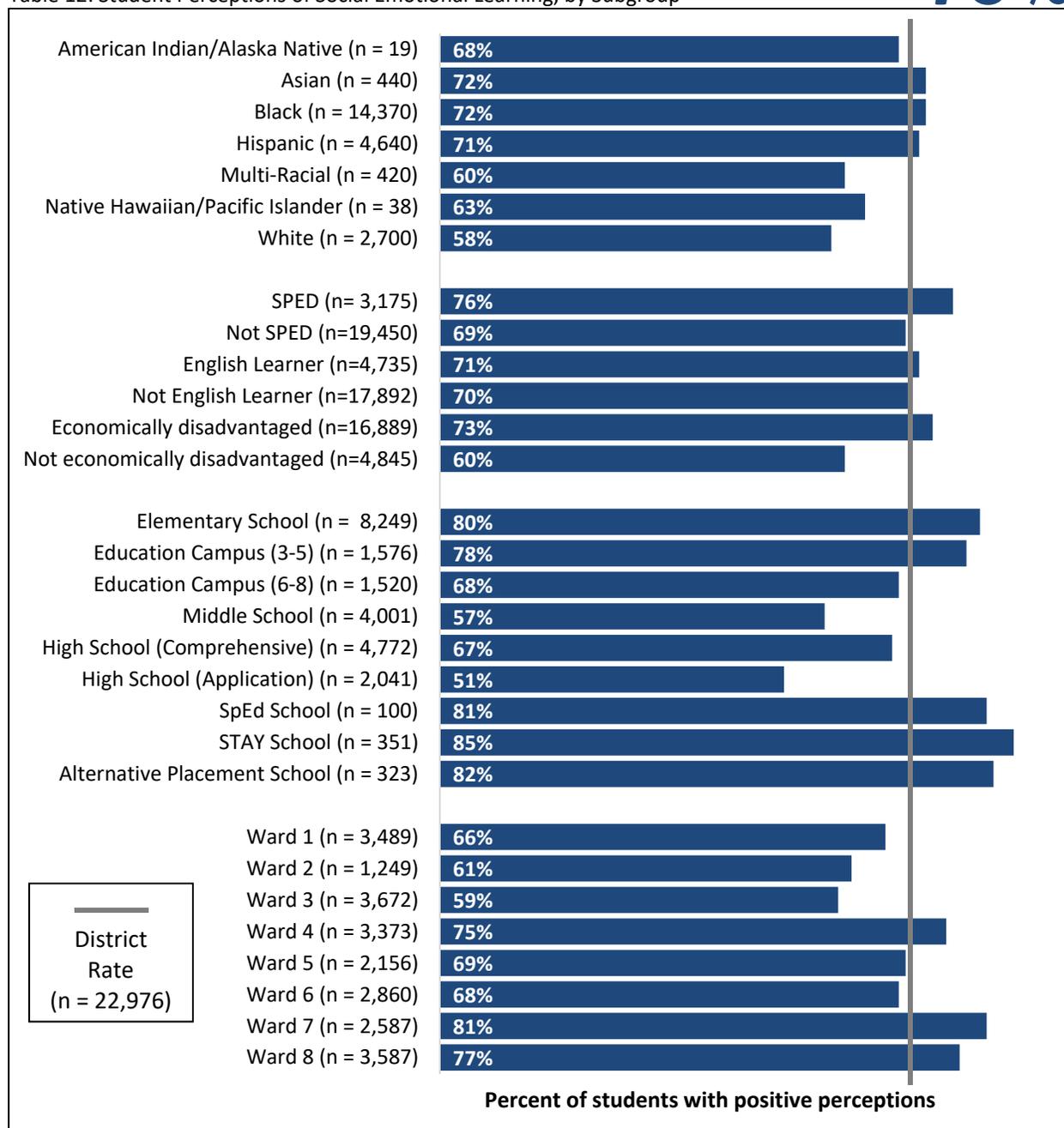
Table 11: Student Perceptions of Social Emotional Learning, Question by Question

Someone at my school is helping me learn what to do when I'm upset.
- 2016: 70%
- 2017: 72%

Someone at my school is helping me learn how to take responsibility for my actions.
- 2016: 79%
- 2017: 80%

Percent of students with positive perceptions

■ 2016 ■ 2017

As Table 12 shows, 70% of students in the district overall responded positively to these questions around social emotional support. This is up from 68% last year at the end of the 2015-2016 school year. Perceptions were least positive for White students, those in middle schools, application high schools, and schools in Ward 3. Black, Hispanic, Special education students and those in Wards 4, 7 and 8 had more positive perceptions of social emotional support.

70%

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

Subgroup	Percent
American Indian/Alaska Native (n = 19)	68%
Asian (n = 440)	72%
Black (n = 14,370)	72%
Hispanic (n = 4,640)	71%
Multi-Racial (n = 420)	60%
Native Hawaiian/Pacific Islander (n = 38)	63%
White (n = 2,700)	58%
SPED (n= 3,175)	76%
Not SPED (n=19,450)	69%
English Learner (n=4,735)	71%
Not English Learner (n=17,892)	70%
Economically disadvantaged (n=16,889)	73%
Not economically disadvantaged (n=4,845)	60%
Elementary School (n = 8,249)	80%
Education Campus (3-5) (n = 1,576)	78%
Education Campus (6-8) (n = 1,520)	68%
Middle School (n = 4,001)	57%
High School (Comprehensive) (n = 4,772)	67%
High School (Application) (n = 2,041)	51%
SpEd School (n = 100)	81%
STAY School (n = 351)	85%
Alternative Placement School (n = 323)	82%
Ward 1 (n = 3,489)	66%
Ward 2 (n = 1,249)	61%
Ward 3 (n = 3,672)	59%
Ward 4 (n = 3,373)	75%
Ward 5 (n = 2,156)	69%
Ward 6 (n = 2,860)	68%
Ward 7 (n = 2,587)	81%
Ward 8 (n = 3,587)	77%

District Rate (n = 22,976)

Percent of students with positive perceptions

Teacher Satisfaction 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
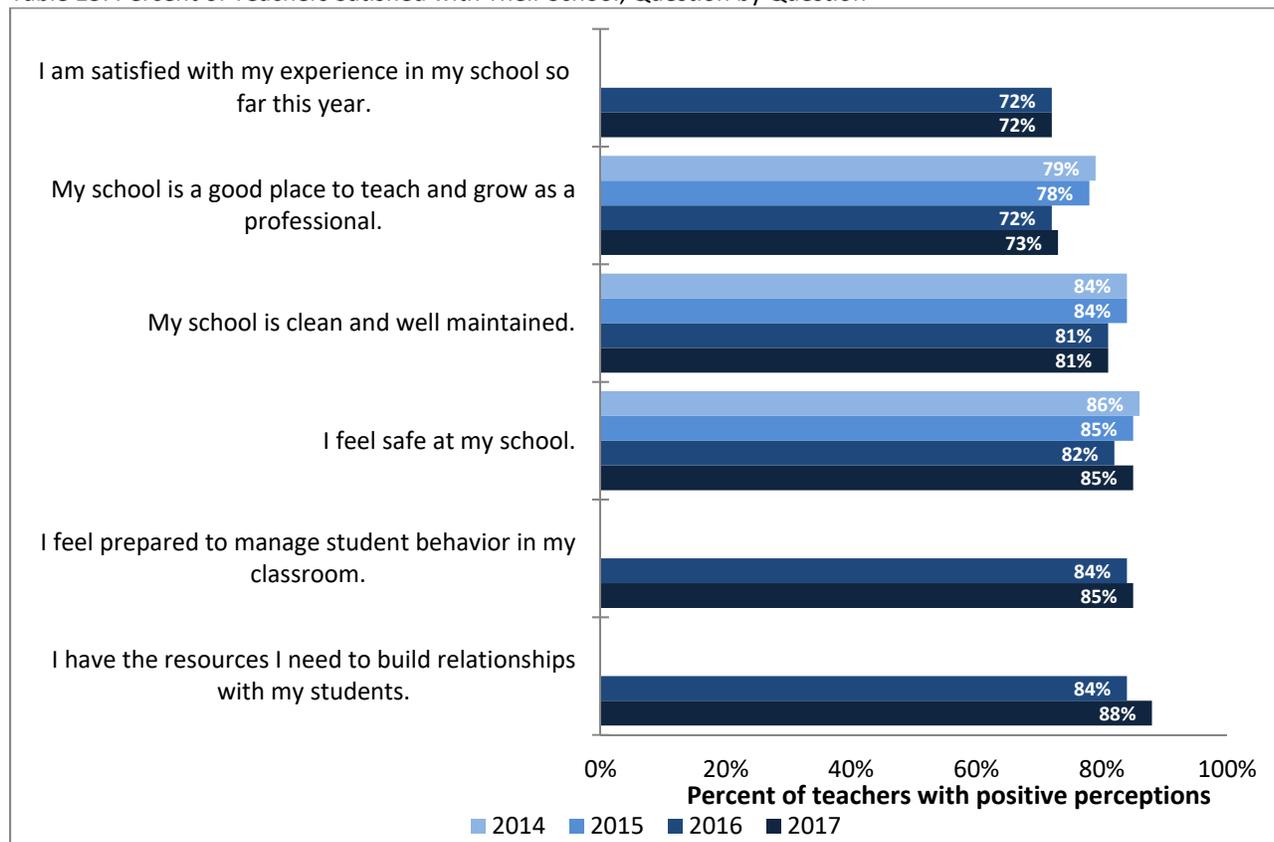
As shown in Table 14, 81% of teachers were satisfied with the school where they work. This is up one point from 81% teacher satisfaction last year at the end of the 2015-2016 school year. Questions were chosen for this measure that asked specifically about the school (as opposed to the district) and presented an overall picture of school climate. First year DCPS teachers and those at middle schools felt the least satisfied about their school.

81%

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

Subgroup	Percent
Black (n = 833)	83%
Hispanic (n = 141)	77%
White (n = 748)	82%
Native American (n=34)	71%
Asian/Pacific Islander (n = 72)	82%
Other (n = 149)	71%
Elementary School (n = 1,069)	83%
Education Campus (3-5) (n = 130)	88%
Education Campus (6-8) (n = 148)	78%
Middle School (n = 201)	72%
High School (Comprehensive) (n = 346)	79%
High School (Application) (n=75)	85%
SpEd School (n = 16)	75%
STAY School (n = 13)	100%
Alternative Placement School (n = 32)	81%
First year working at DCPS (n=244)	75%
2-3 years working at DCPS (n=562)	80%
4-5 years working at DCPS (n=312)	78%
6-10 years working at DCPS (n=417)	83%
More than 10 years working at DCPS…	87%
Ward 1 (n = 261)	90%
Ward 2 (n = 116)	89%
Ward 3 (n = 299)	82%
Ward 4 (n = 352)	79%
Ward 5 (n = 176)	76%
Ward 6 (n = 257)	81%
Ward 7 (n = 247)	82%
Ward 8 (n = 335)	77%

District Rate (n = 2,050)

Percent of teachers who are satisfied

Open-Ended Results

Students were asked, "What would help you to do better academically in school?" Results for 2017 are shown in Table 15. This is the second year this question has been asked. Counts represent the percent 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 2017, the top categories for students were student self-improvement, academic assistance, teacher quality, recess/less work, and classroom environment. Descriptions of codes are given below.

Table 15: Top 5 Biggest Improvements Requested by Students
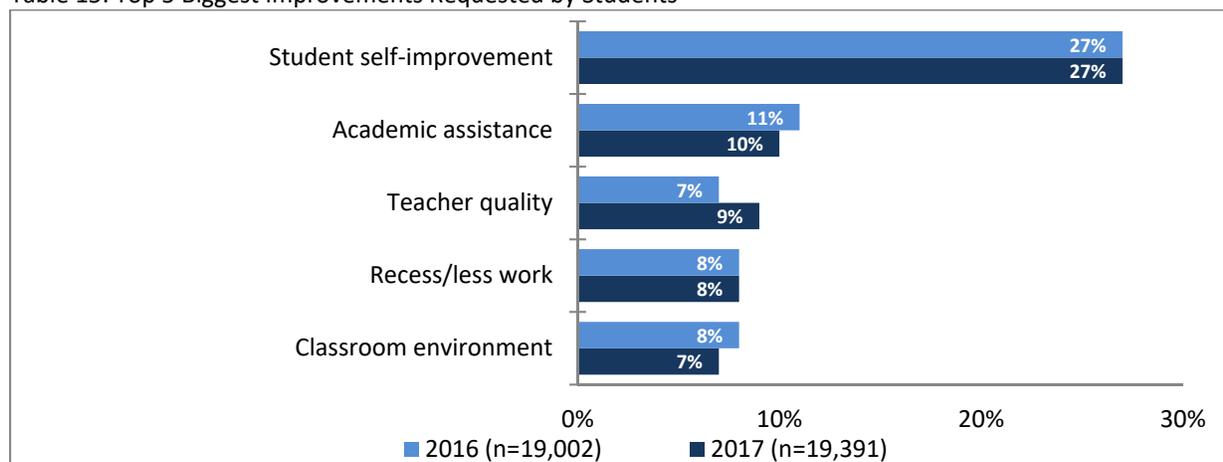
Table 16. Description of student response codes

Code	Description
Student self-improvement	Includes statements such as "I can do better/work harder/pay more attention"
Academic assistance	More or better support for students, add or change incentives for student achievement.
Teacher quality	Better teachers, better class management, patience, teacher behavior, treatment of students, less mean teachers
Recess/less work	Comments about recess, more relaxed, having more fun, less pressure, too much work, more time for leisure, etc.
Classroom environment	Includes student issues with distractions in the classroom from friends, people talking, other students (not specific to behavior issues).

All staff were asked "What additional support would be most helpful for your work?" in 2016 and 2017. Results are subsequently presented for administrators (Table 17), teachers (Table 18), and other staff (Table 19). Counts represent the percent 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, teachers, and staff all most requested professional development support. Descriptions of codes are given below in Table 20.

Table 17: Top 5 Supports Requested by Administrators

Professional Development	47% / 40%
Support for Admin Staff	7% / 18%
Socio-Emotional Supports for Students	4% / 11%
Policies and programs	3% / 9%
Human Capital	7% / 9%

■ 2016 (n=107) ■ 2017 (n = 85)
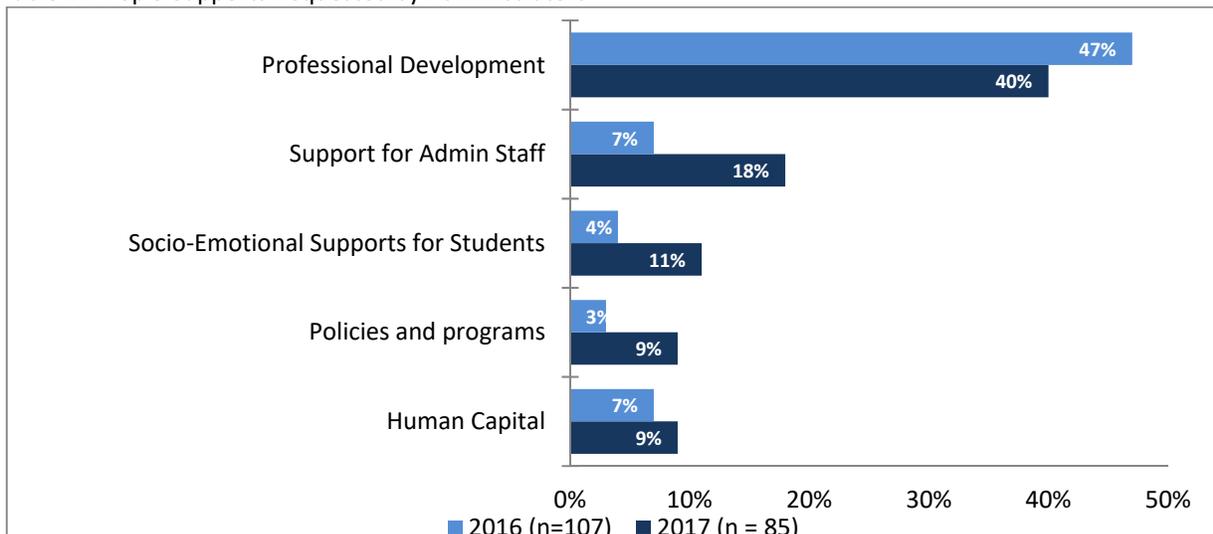
Table 18: Top 5 Supports Requested by Teachers

Professional Development	19% / 15%
Behavior/Discipline	19% / 12%
Human Capital	14% / 10%
Planning	11% / 9%
Support for Teachers	10% / 6%

■ 2016 (n=1.251) ■ 2017 (n=1.356)
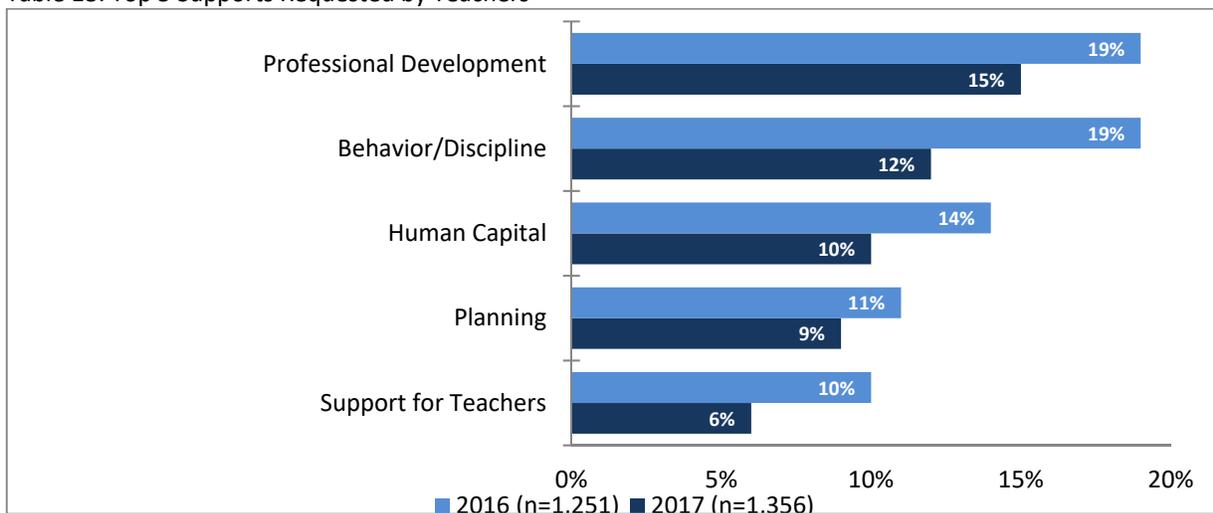
Table 19: Top 5 Supports Requested by Other Staff

Professional Development	23% / 19%
Human Capital	16% / 16%
Communications	7% / 9%
Behavior/Discipline	9% / 8%
Working relationships	5% / 7%

■ 2016 (n=817) ■ 2017 (n = 654)
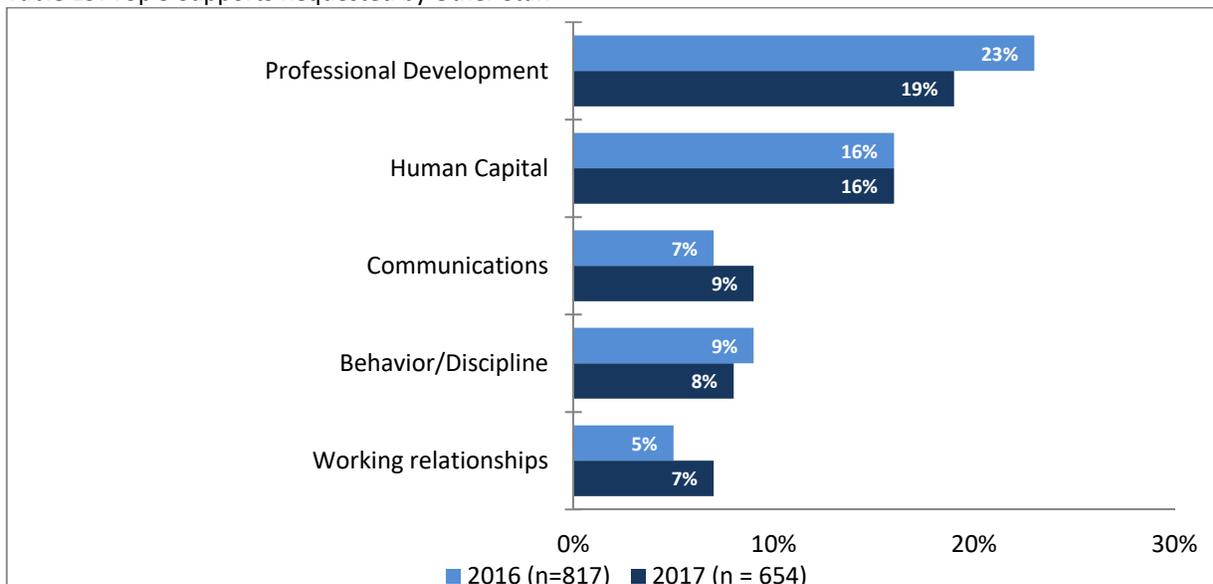
Table 20. Description of staff response codes

Code	Description
Professional development	Includes training, mentorship, anything related to PD, opportunity for advancement
Support for admin staff	More, better support, respect, help for administrative staff
Socio-emotional support for students	Include increased counselor presence, supportiveness from staff, and making students feel comfortable
Policies and programs	Quantity & quality, timing of, consistency, communication, clarity, implementation. Discussion of initiatives.
Human capital	Counselors, administrators, principals, vice principals, all other staff: quality of, availability of, effectiveness of, etc.
Behavior/discipline	Better student discipline, absenteeism, misbehaving in classroom,
Planning	Time for planning, lesson planning,
Support for teachers	More, better support, respect, help for teachers
Communications	Any comment related to communication to or among teachers, parents and schools.

Appendix A: Survey Methodology

Overview

DCPS administered student surveys in May 2017 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 2017 that were different from those administered in SY 12-13 through SY 14-15, but still contained the same eight student satisfaction questions. Table 21 below shows the results of the Student Satisfaction Index across five years of data.

Table 21: Longitudinal Trends for the Student Satisfaction Index
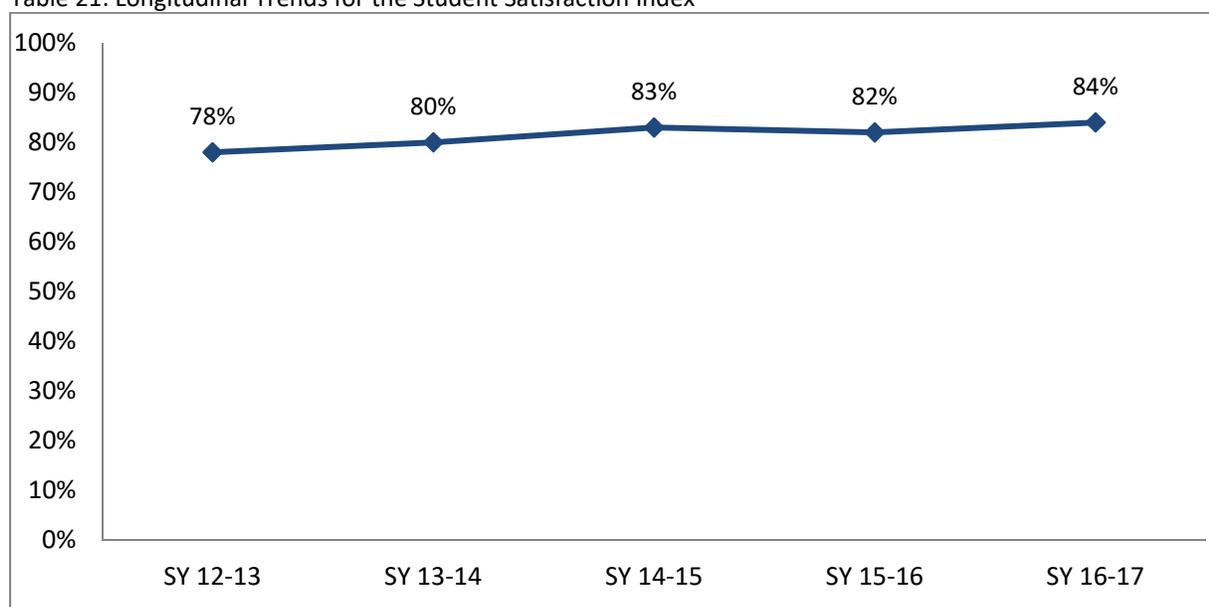
Survey Instruments

The 2017 survey instrument was identical to the survey administered in SY 16-17. The survey instrument aligned with school climate components, and input was sought from across DCPS. The teacher surveys were also aligned to school climate but changed from five factors to four, while the administrator survey and staff survey remained very similar to the SY 15-16 survey.

Administration and Data Collection

The survey administration window ran from May 22 - June 2, 2017. 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 27, 2017 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 were 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. These factors were determined to be reliable at the time of their identification and in 2017, the reliability of these factors was once again confirmed through the alpha-levels reported in Table 22.

The 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.

Four items from the teacher survey were changed from 2016 to 2017, and the survey grouped from five factors to four factors. An exploratory factor analysis was also performed on the non-teacher 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 22.

Table 22: Reliability for Each Index

Index	Reliability
Student Satisfaction Index	α = .831
Student Perceptions of Learning Environment	α = .862
Student Perceptions of Safety	α = .762
Student Perceptions of Interpersonal Relationships	α = .887
Student Perceptions of Social-Emotional Learning	α = .719
Teacher Satisfaction Index	α = .868