

District-Wide Results

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Executive Summary

For the 2011 DC Public Schools (DCPS) Stakeholder Surveys, DCPS sought out feedback on how the district's schools were performing in order to improve school conditions for all stakeholders. The following report presents the district-wide results based on answers from over 24,000 respondents including students in grades 5-12, parents, teachers, administrators, and staff. Individual school reports were also created for each school and can be accessed at <http://dcps.dc.gov/survey>.

Each stakeholder group was surveyed on a variety of topics including teaching and learning, resources, family and community engagement, school safety, and leadership. From the results, there emerged several key findings which help shed light on how well DCPS is serving its community from the perspective of its students, parents, and school staff. When it came to overall satisfaction with their school, all stakeholder group responses were quite high and generally represented a gradual increase in satisfaction from 2008 to 2009 to 2011. When asked if their "school is on the right track for student achievement," rates of agreement among stakeholder groups ranged from 74% to 94%, surpassing 2009 results for all groups except teachers, whose levels of agreement stayed constant. Stakeholders also showed increases in satisfaction with teachers and the quality of instruction. Ninety percent of parents were satisfied with teachers and 75% or more of students reported that teachers employed engaging practices in the classroom, representing a significant increase from parent and student reports in these areas in 2009.

Looking to other school-based concerns, the 2011 Stakeholder Survey also reveals high levels of satisfaction with pressing issues like school safety, technology access, and additional support services. For example, the majority of teachers and staff reported feeling "safe at my school," with at least 89% agreeing or strongly agreeing with this measure, while 98% of administrators felt the same and 89% of students reported feeling safe in class. Four out of five students reported adequate computer access at school, rates which increased further for teachers (97%) and administrators (100%). Similarly, parents expressed positive views about physical classroom conditions, with a nine percentage point jump in satisfaction to 85% in 2011. Views on the availability of additional support services also grew more favorable since 2009: 81% of parents agreed that the process of enrolling students in needed services was effective, an eight percentage point bump in the last two years.

The report also reveals opportunities for further growth and improvement among DCPS schools. Several DCPS departments saw decreasing levels of satisfaction among parents, including bilingual education and summer school, both of which were among the most highly rated departments in 2009. Satisfaction with bilingual education was down to 78% in 2011 from 89% in 2009, and summer school, decreased to 81% in 2011 from 95% in 2009. Department concerns were also evident among school-based staff, where the Office of Special Education fell in the bottom three rated categories for teachers, administrators, and staff.

In addition to analyzing the results by stakeholder group, the report also offers insights to how response trends differ across subgroups, such as race and ward, which help further clarify the levels of satisfaction with DCPS services within a number of different communities. In terms of race, Caucasian and Asian/Pacific Islander students and parents, as well as Hispanic parents, were the most satisfied



Executive Summary (continued)

with their school's direction and most likely to give their school an "A" grade. However, this racial pattern was not found in responses for school-based staff. In general, African American, Hispanic, and Asian/Pacific Islander staff were most satisfied with their schools, while Caucasian staff were the least satisfied. Some differences were also observed across wards. Ward 3 respondents were among the most satisfied on all questions for students, parents, and staff. Respondents from Wards 4, 5, and 8, however, consistently reported the lowest satisfaction rates.

This report provides the district-wide results for stakeholder groups and subgroups. The report also provides appendices which describe the survey methodology in more detail and question-by-question responses at the district level.

I. Background and Survey Administration

In May and June 2011, DCPS partnered with KPMG to conduct surveys of school stakeholders in order to gauge satisfaction with DCPS schools and the district. These stakeholders included students in grades 5-12, parents, teachers, administrators, and other school-based staff, all of whom shared their views on issues ranging from student achievement and teacher quality to facilities maintenance and school safety. This report shares the feedback collected through these surveys.

Organization of Report

To begin this report, we offer an overview of the survey results, focusing on important satisfaction questions that were asked of multiple stakeholder groups. This section compares results from 2011 to those of the last two survey administration periods (2008 and 2009) to illustrate response trends. Next, we drill down and explore more detailed responses in the results sections for each surveyed stakeholder group, starting with students, followed by parents, and then teachers, administrators, and staff. These sections compare 2011 results to the most recent year of available results, 2009. Throughout the full report, the exhibits are color-coded for the reader's convenience. Student responses are always presented in green, parent responses are in purple, and teacher, administrator, and staff responses are in blue.

In each of the results sections in this report, we provide summaries of responses to key questions which are arranged under the five categories of the DCPS Effective Schools Framework¹:

- ❖ Teaching and Learning: Does the school emphasize instruction and hold students to high expectations for achievement?
- ❖ Resources: Does the school have adequate resources for learning, and is it kept in good condition?
- ❖ Family and Community Engagement: Does the school invest in families and community members to support students?
- ❖ Safe and Effective Learning Environment: Do the school's policies, procedures, and practices support a safe environment that fosters mutual respect, high expectations, and a focus on teaching and learning?
- ❖ Leadership: Does the Principal and leadership provide a clear vision and promote trust in the school community?

Next, we offer an analysis by subgroup (i.e., ethnicity, ward, years of experience, etc.) that may help us understand differences in levels of satisfaction by subgroup. We also provide results of a regression analysis, a statistical approach, to determine the factors that may contribute to overall satisfaction. Lastly, we provide appendices with details on the survey methodology employed and the full question-by-question results.

¹For more information on the Effective Schools Framework, please visit <http://www.dc.gov/DCPS/About+DCPS/Strategic+Documents/Effective+Schools+Framework>.

Survey Administration

DCPS contracted with KPMG LLP (KPMG), a professional services firm, to assist with the production, administration, analysis, and reporting of the 2011 Stakeholder Surveys. DCPS and KPMG administered surveys to students in grades 5-12, parents, teachers, administrators, and staff between May 3 and June 17, 2011. In total, over 24,000 surveys were completed, with response rates ranging from 17% for parents to 85% for administrators (see Exhibit 1 for the population size, number of surveys completed, and response rate for each stakeholder group).

A mixed-mode survey approach was used for both parents and students. These stakeholders could complete the survey online or on a scannable paper form. Surveys for teachers, administrators, and staff, however, were available online only. All survey materials were shipped to each school's designated survey liaison, who was responsible for overseeing the survey administration process at their school.

The surveys described above were censuses of all eligible stakeholders. However, in prior years, response rates to parent census surveys have been quite low and therefore the results have not been representative of parents district wide. To compensate for this, in addition to the census (i.e., the paper/online survey distributed to all DCPS parents), KPMG selected a stratified random sample of parents and surveyed them via a telephone poll. The data collected through the parent telephone sample is more representative of parents district wide compared to the data collected through the parent census survey. Therefore, the parent results included in this report are based on the parent telephone sample.

Exhibit 1: 2011 Survey Response Rates by Stakeholder Group

Survey Group	Population Size	Number of Completed Surveys	Response Rate
Parent	37,083 (paper/online) 2,200 (telephone)	6,437 (paper/online) 678 (telephone)	17.4% (paper/online) 30.8% (telephone)
Student (grades 5-12)	22,465	13,161	58.6%
Teacher	3,565	2,438	68.4%
Administrator	368	311	84.5%
Staff	3,716	1,834	49.4%
Overall Staff	7,649	4,583	59.9%

For a more detailed description of the survey methodology, including details on the parent telephone poll, please see Appendix A.

II. Survey Results and Findings

This section shares the feedback we received from each stakeholder group. First, we provide overall district results that measure general satisfaction levels, including results for key questions that were asked of multiple stakeholder groups. Next, we provide detailed results for each stakeholder group (i.e., students, parents, teachers, administrators and staff).

General Satisfaction Levels

General satisfaction increased among most stakeholder groups from 2008 to 2011, as shown in Exhibits 2 and 3. The survey questions gauging general satisfaction included items about support received within the school, whether DCPS and schools are on the right track, and whether stakeholders would recommend individual schools to someone else. Exhibits 2 and 3 show the percent² of stakeholders that responded favorably³ to questions that measure general satisfaction. The tables show 2008, 2009, and 2011 responses to illustrate changes in satisfaction over time.

DCPS students report the greatest increase in general satisfaction, as measured by the questions below, when compared with other stakeholders. In fact, students increased on every measure of general satisfaction between 2008 and 2011. For example, the percent of students who agreed or strongly agreed that they were strongly supported within their school increased from 70% in 2008 to 72% in 2009 and to 80% in 2011. Students had more positive impressions of their schools in 2011, with 82% of students agreeing that their school was on the right track for student achievement, up from 69% in 2008. Students were also more likely to give their schools a grade of A or B, with 57% doing so in 2011 compared to 50% in 2009 and 44% in 2008.

Exhibit 2: Percent of Students and Parents Responding Favorably to General Satisfaction Items, 2008, 2009, and 2011

	Student			Parent		
	2008	2009	2011	2008	2009	2011
DCPS is on the right track for student achievement	61	69	NA	72	80	83
My school is on the right track for student achievement	69	72	82	78	84	85
I am strongly supported within my school	70	72	80	NA	NA	NA
This school is a welcoming place for my family	63	62	71	NA	NA	NA
What grade would you give your school?	44	50	57	68	66	73
Overall, what grade would you give DCPS?	NA	NA	NA	39	43	49
Do you plan to keep your child(ren) in DCPS?	NA	NA	NA	83	85	83
I would recommend my school to others	65	66	71	NA	78	81

NA - Question was not asked of this stakeholder group.

² Percentages presented throughout this report exclude respondents who selected “don’t know” or “not applicable” for a particular question.

³ Throughout this report, favorable responses refer to the two most positive response options for a survey question, generally the combination of “agree” and “strongly agree,” “satisfied” and “very satisfied,” or “A” and “B”.

General Satisfaction Levels (continued)

General satisfaction among parents also increased gradually over the course of the past several years, with the percent of parents responding favorably to key questions increasing from 2008 to 2009 to 2011 (see Exhibit 2). For example, the percent of parents who agreed or strongly agreed that DCPS was on the right track for student achievement increased from 72% in 2008 to 80% in 2009 and to 83% in 2011.

Among school-based staff, a similar trend appeared, with gradual increases in general satisfaction from 2008 to 2011, as shown in Exhibit 3. For example, the percentage of teachers, administrators, and staff who agreed that their school was on the right track for student achievement increased from 2008 to 2009 to 2011. However, unlike teachers and staff, DCPS administrators were slightly less satisfied compared to prior years on a handful of items. In 2011, administrators appeared to be less satisfied with the support received from both central office and from their individual school and were less likely to give their school an A or B compared with administrators in 2009.

Exhibit 3: Percent of Teachers, Administrators, and Staff Responding Favorably to General Satisfaction Items, 2008, 2009, and 2011

	Teacher			Administrator			Staff		
	2008	2009	2011	2008	2009	2011	2008	2009	2011
DCPS is on the right track for student achievement	58	54	55	84	83	85	73	69	71
The central office effectively supports my school	37	41	46	61	74	70	63	64	68
My school is on the right track for student achievement	67	74	74	86	91	94	78	80	82
I am strongly supported within my school	68	72	70	87	90	86	82	81	83
What grade would you give your school?	52	55	56	73	70	65	65	63	NA
I would recommend my school to others	NA*	58	61	NA*	78	80	NA*	65	71

NA - Question was not asked of this stakeholder group.

NA* - A different response scale was posed in 2008 (likert scale) rather than yes/no question posed in 2009 and 2011.

Consistent with previous years, all stakeholders showed higher satisfaction with their schools than with the district. Stakeholders tended to agree more with the statement “My school is on the right track for student achievement” than “DCPS is on the right track for student achievement,” supporting the idea that stakeholders reported more favorably to direct experiences they have encountered while at their school rather than with DCPS, which they generally do not interact with on a daily basis.



Student Results

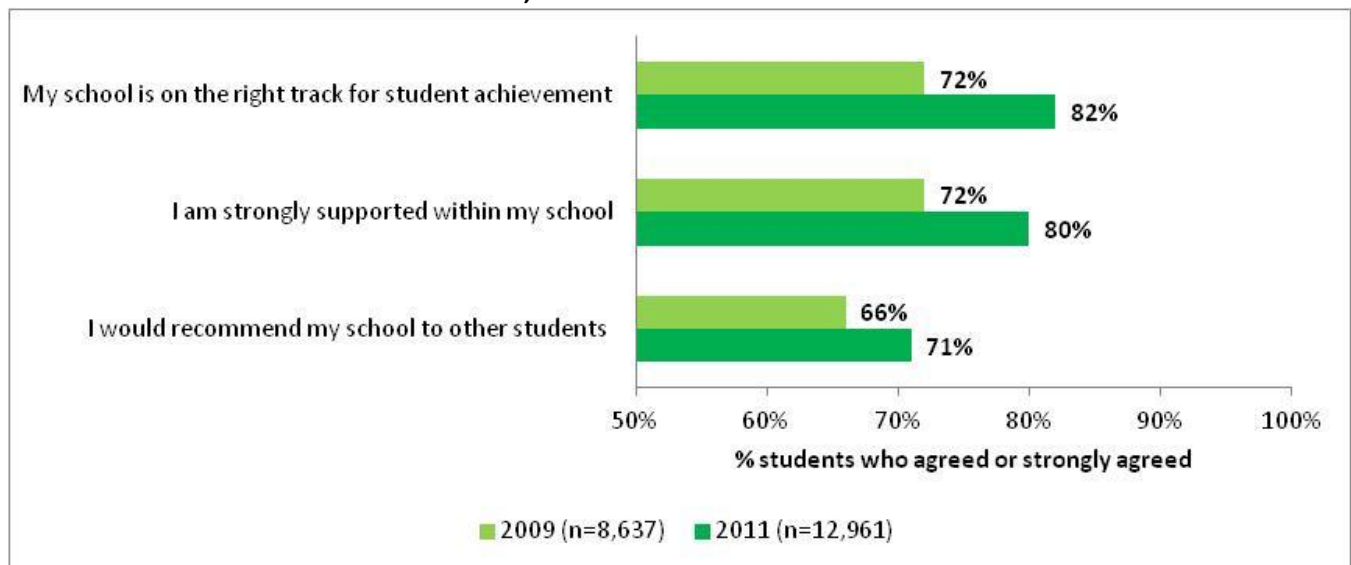
This section provides an analysis of the student surveys and highlights interesting trends across years.

Overall Satisfaction

This section describes how students responded to overall satisfaction-related questions on a district-wide level. Students were asked if they felt supported within their school and their overall feelings about the learning environment at their school.

In 2011, 80% of students agreed or strongly agreed that they were supported within their school, and 82% of students agreed or strongly agreed that their school was on the right track for student achievement (see Exhibit 4). Students responded more favorably in 2011 than in 2009 for these two questions, indicating that students are more satisfied with their school and the direction their school is headed. Seventy-one percent of students agreed or strongly agreed that they would recommend their school to other students which represented a five percentage point increase from 2009 to 2011.

Exhibit 4: Student Satisfaction with School, 2009 and 2011



In the 2009 and 2011 student surveys, students were also asked what grade they would give their school to help gauge overall satisfaction. In 2009 and 2011, 50% and 57% of students responded favorably and gave their school an A or B, respectively. This represents a seven percentage point increase over time and shows a positive trend in satisfaction among students. For all questions that measured overall satisfaction, students responded more favorably in 2011 than in 2009.



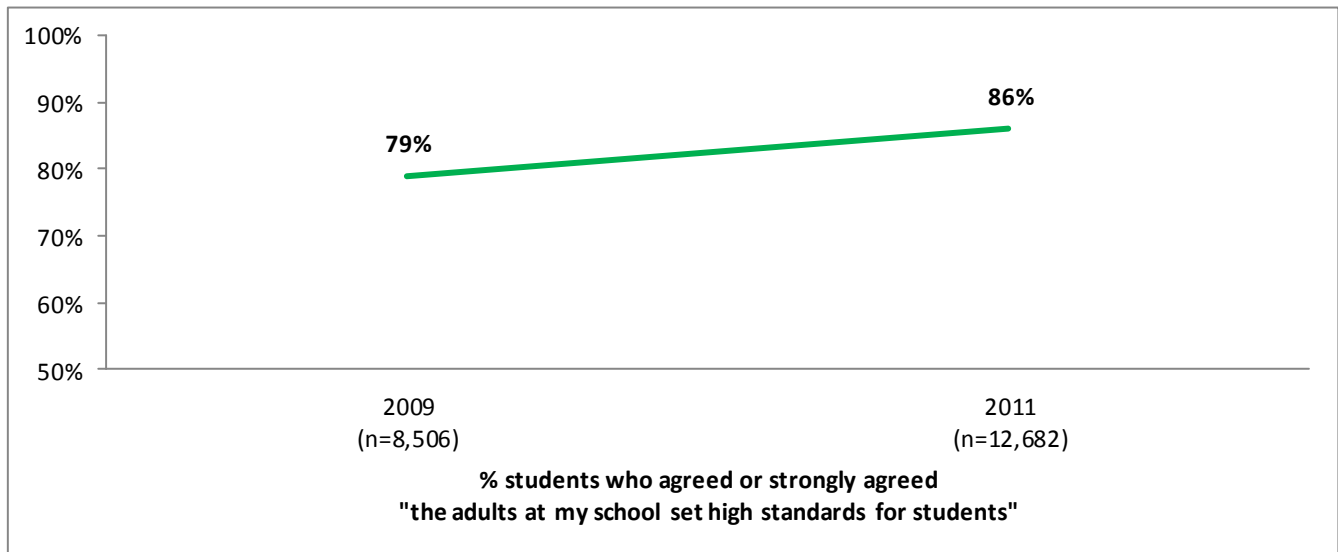
Student Results (continued)

Teaching and Learning

Students were asked various questions about the learning, instruction and teaching standards practiced at their school and how these relate to their success in school.

Some of the questions asked of students in this section focused on expectations set at their school. Eighty-six percent of students in 2011 reported they agreed or strongly agreed that “the adults at my school set high standards for students.” District wide, students had a seven percentage point increase on this measure from 2009 to 2011, as illustrated in Exhibit 5 below.

Exhibit 5: Student Perceptions of Standards Set by Adults in the School, 2009 and 2011

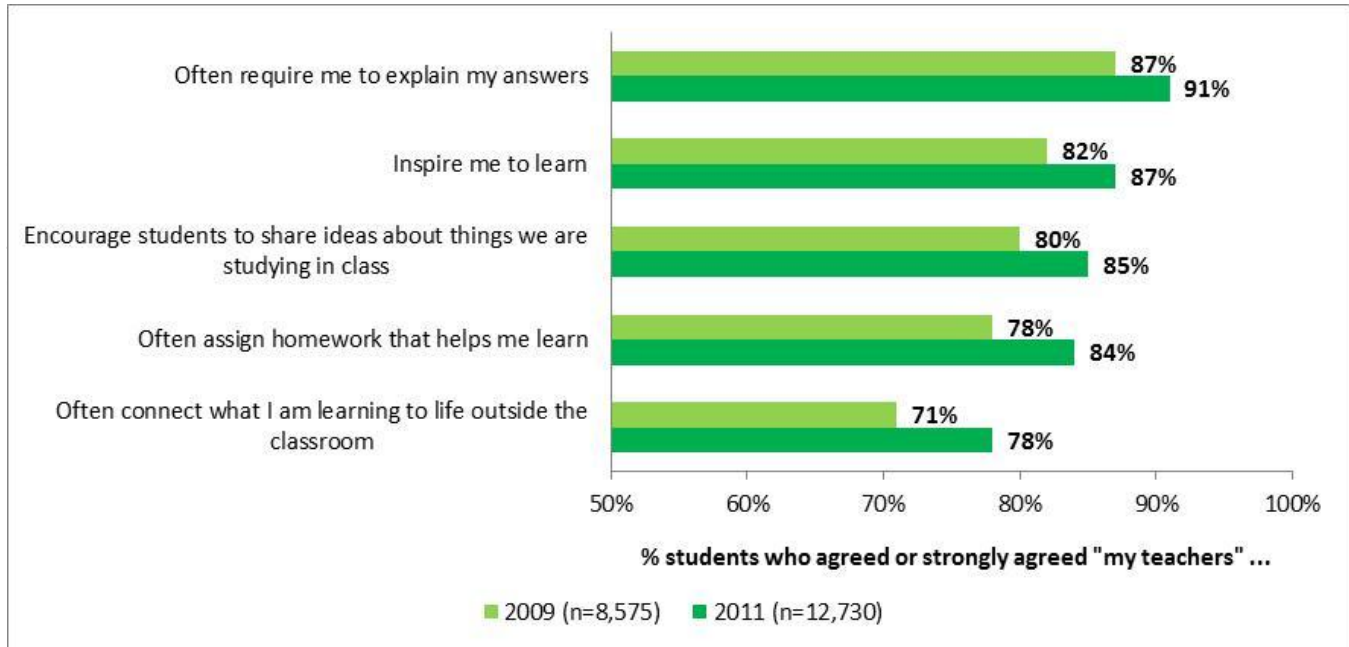


Students were also asked questions about the teachers in their school. Favorable responses to these questions ranged from 78% to 91% in 2011, as shown in Exhibit 6. On average, students reported a 5 percentage point increase across these areas from 2009 to 2011 showing overall positive feedback about their teachers. The item that showed the greatest increase from 2009 to 2011 was the percent of students who reported that their teachers often connect what they are learning to life outside the classroom. The percent of students who responded favorably to this item increased from 71% in 2009 to 78% in 2011.



Student Results (continued)

Exhibit 6: Student Perceptions of Teachers, 2009 and 2011



Other questions focusing on teaching and learning measured student attitudes about school and the future (see Exhibit 7). On every item in this section, the percent of students responding favorably increased slightly from 2009 to 2011. For example, in 2011, 73% of students agreed or strongly agreed that "I like school," compared with 70% in 2009. Students were most likely to report that they were confident that they will graduate from high school and that they knew their strengths and weaknesses in school (96% of students responded favorably to each of these items).

In 2009 and 2011, the vast majority of students (95% in 2009 and 96% in 2011) reported that doing well in school was important for their future. Other responses about student attitudes towards school are illustrated in Exhibit 8.



Student Results (continued)

Exhibit 7: Student Attitudes Towards School and the Future, 2009 and 2011

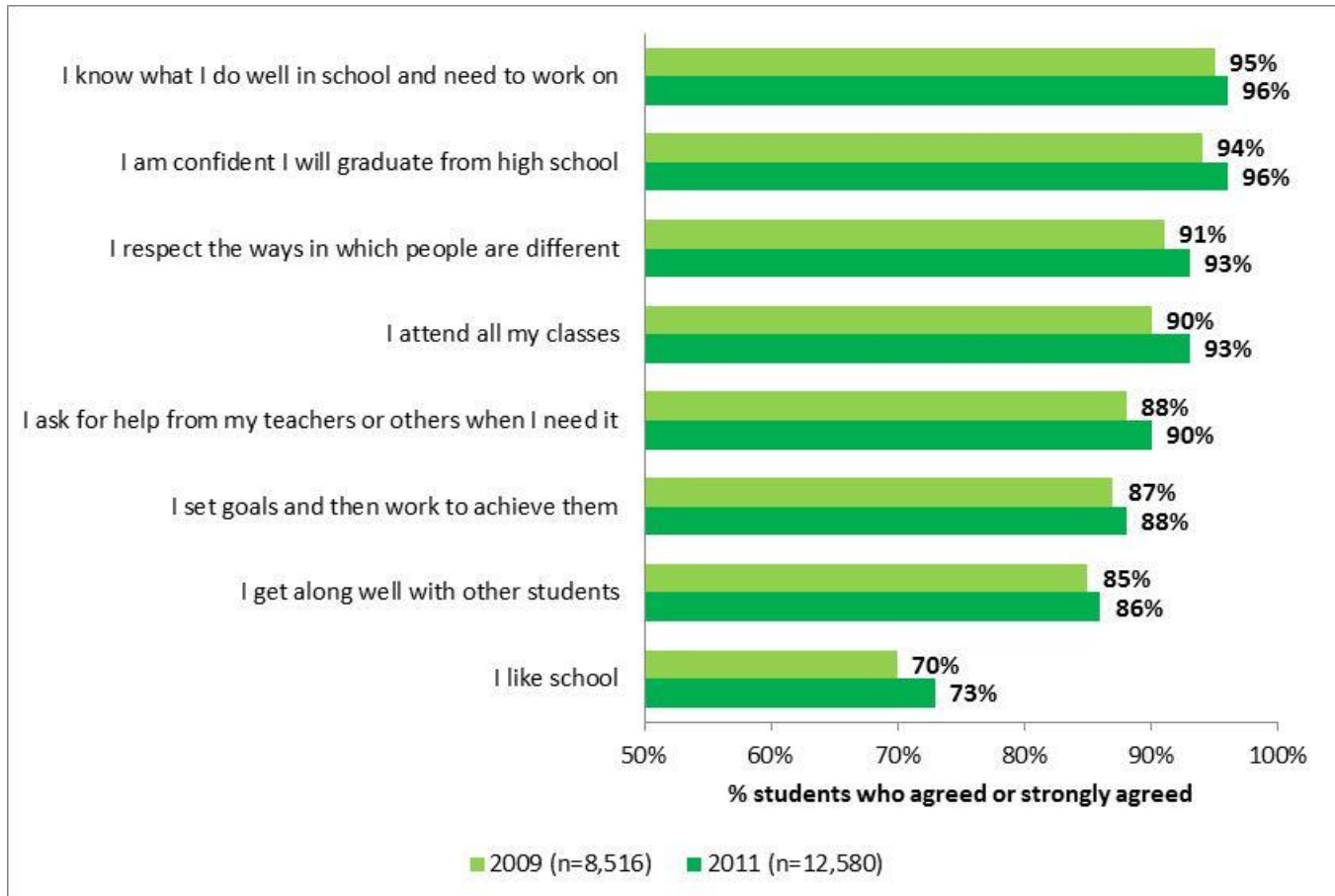
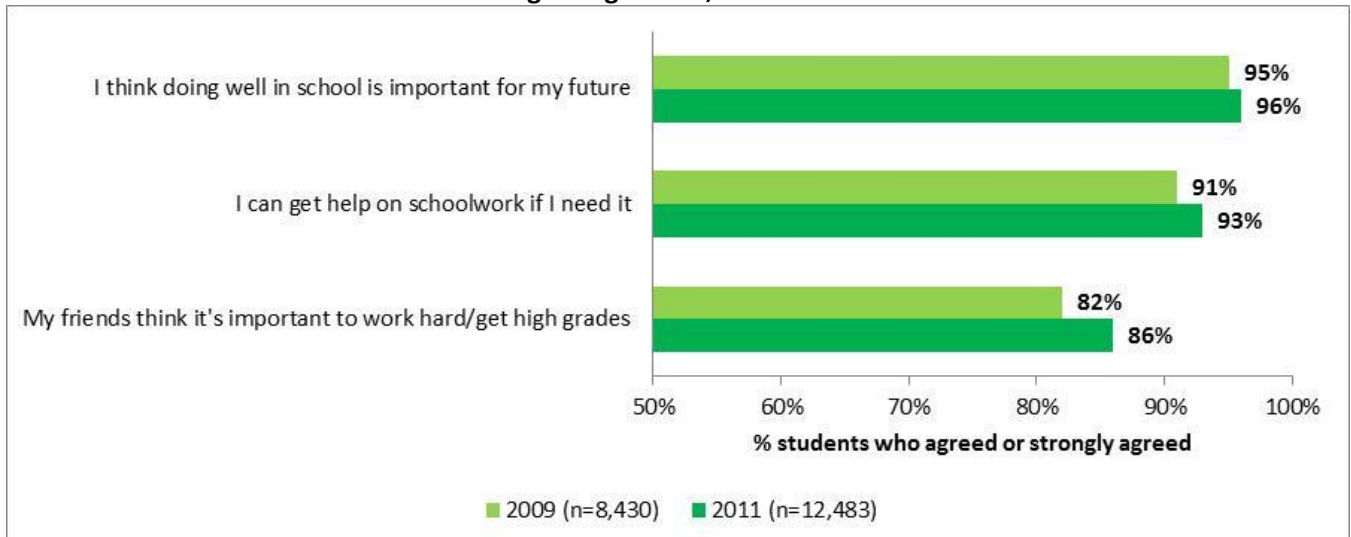


Exhibit 8: Student Attitudes and Values Regarding School, 2009 and 2011

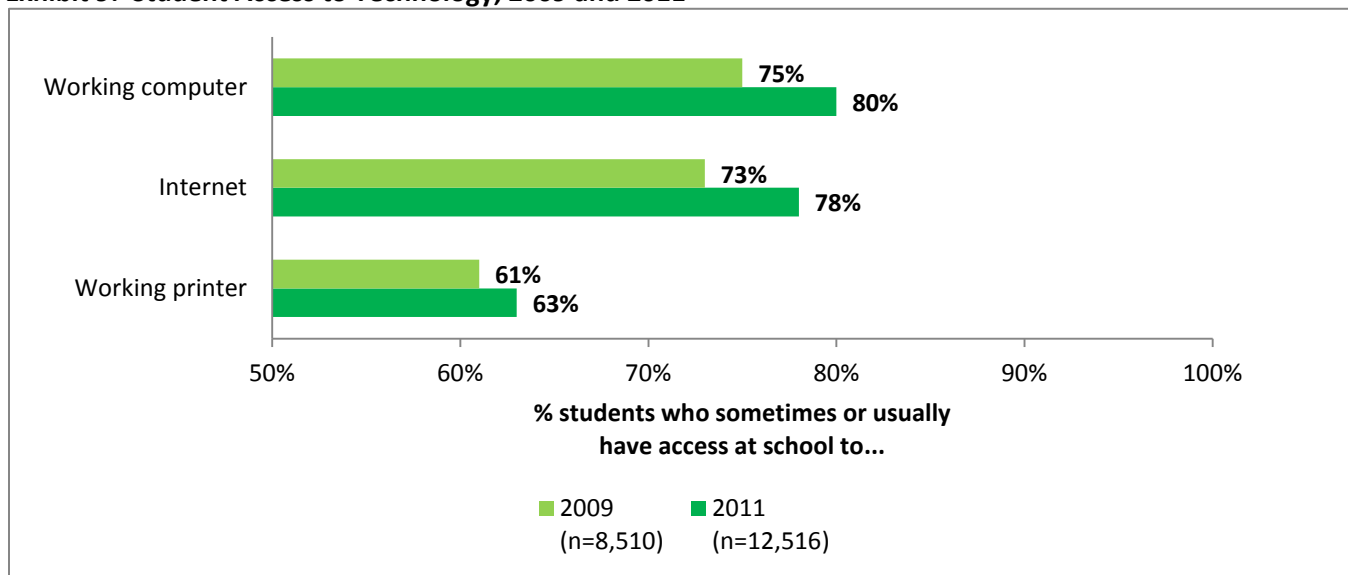


Student Results (continued)

Resources

Students were asked about their access to resources such as computers, printers and the Internet. In 2011, four out of five students sometimes or usually had access to a working computer at school and nearly the same had access to the Internet at school. Students appeared to have slightly more access to technology in 2011 than in 2009, as shown in Exhibit 9 below.

Exhibit 9: Student Access to Technology, 2009 and 2011



In addition to computers and printers, students were asked about their access to teaching materials. There was a small decrease (65% in 2009⁴ to 63% in 2011) in the percent of students agreeing or strongly agreeing that “we have enough teaching materials (like books, photocopies and calculators) for all students.”

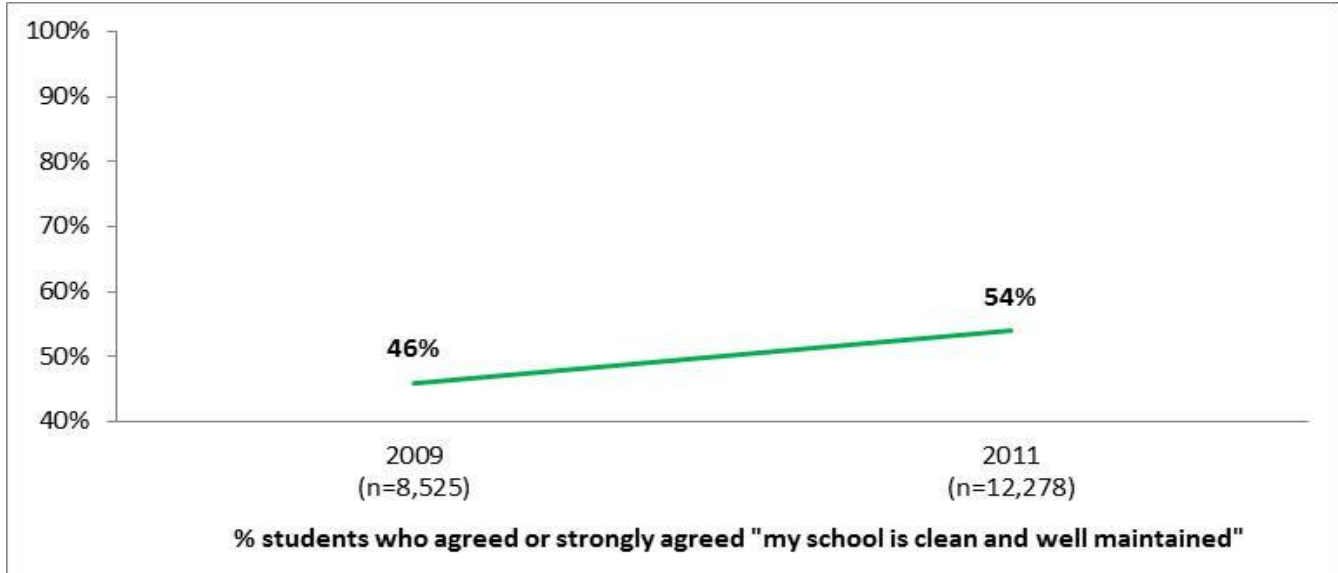
Students were also asked about their satisfaction with the cleanliness and maintenance at their school. From 2009 to 2011, there was an increase in satisfaction in this area, as illustrated in Exhibit 10. Despite an eight percentage point increase in students agreeing or strongly agreeing that their school is clean and well-maintained, the level of satisfaction is still quite low at 54%.

⁴In 2009, the question was worded slightly differently to read, “My classrooms have enough instructional materials.”



Student Results (continued)

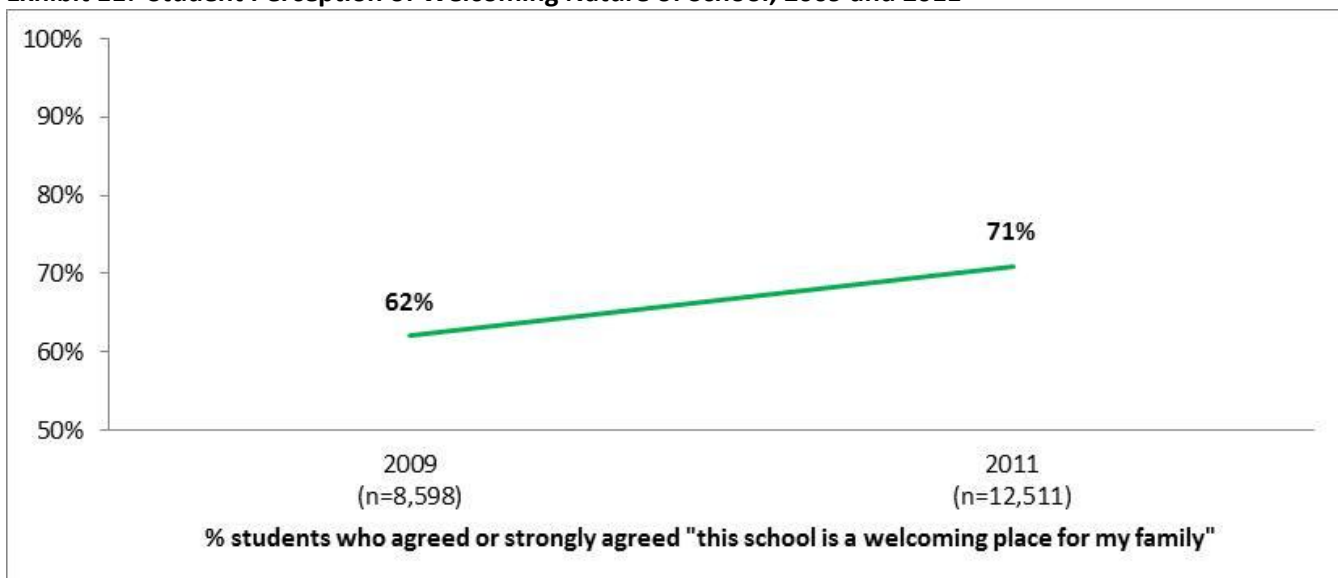
Exhibit 10: Student Perception of School Maintenance, 2009 and 2011



Family and Community Engagement

The Stakeholder Survey measured family and community engagement satisfaction by asking students if they felt their school was a welcoming place for their family. More DCPS students identified their school as a welcoming place for their family this year compared to prior years, as shown in Exhibit 11 (71% of students agreed or strongly agreed with this statement in 2011, compared with 62% in 2009).

Exhibit 11: Student Perception of Welcoming Nature of School, 2009 and 2011



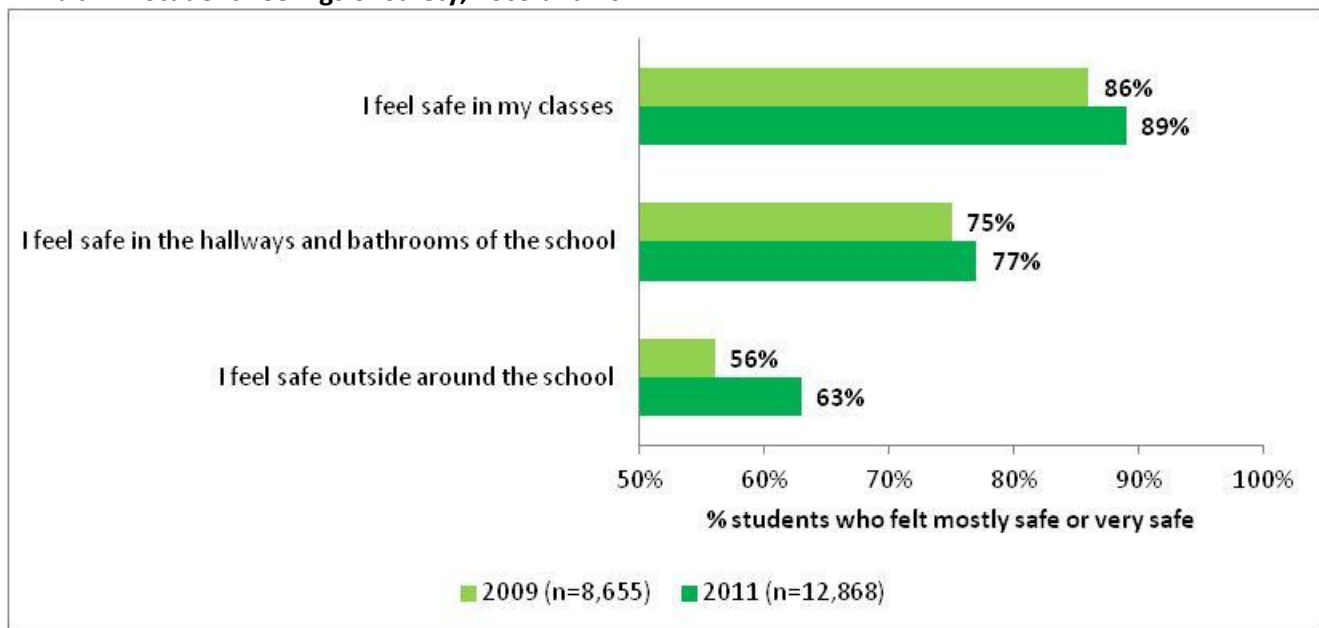


Student Results (continued)

Safe and Effective Learning Environment

Student safety was gauged by asking students how safe they felt at and around their school. Overall, 77% of students agreed or strongly agreed that “I feel safe at my school,” up from 69% in 2009. In general, students reported feeling safer in areas where there were organized, large groups of students with oversight compared to areas with less oversight, as shown in Exhibit 12. For example, 89% of students reported feeling mostly or very safe in classes, 77% in the hallways and bathrooms, and 63% outside around the school. Feelings of safety in these three areas increase from 2009, particularly in terms of safety in areas outside the school.

Exhibit 12: Student Feelings of Safety, 2009 and 2011



Overall, there was a positive trend in students responding favorably that their school was orderly and in control (57% in 2011 versus 51% in 2009), although there is much room for improvement on this measure.

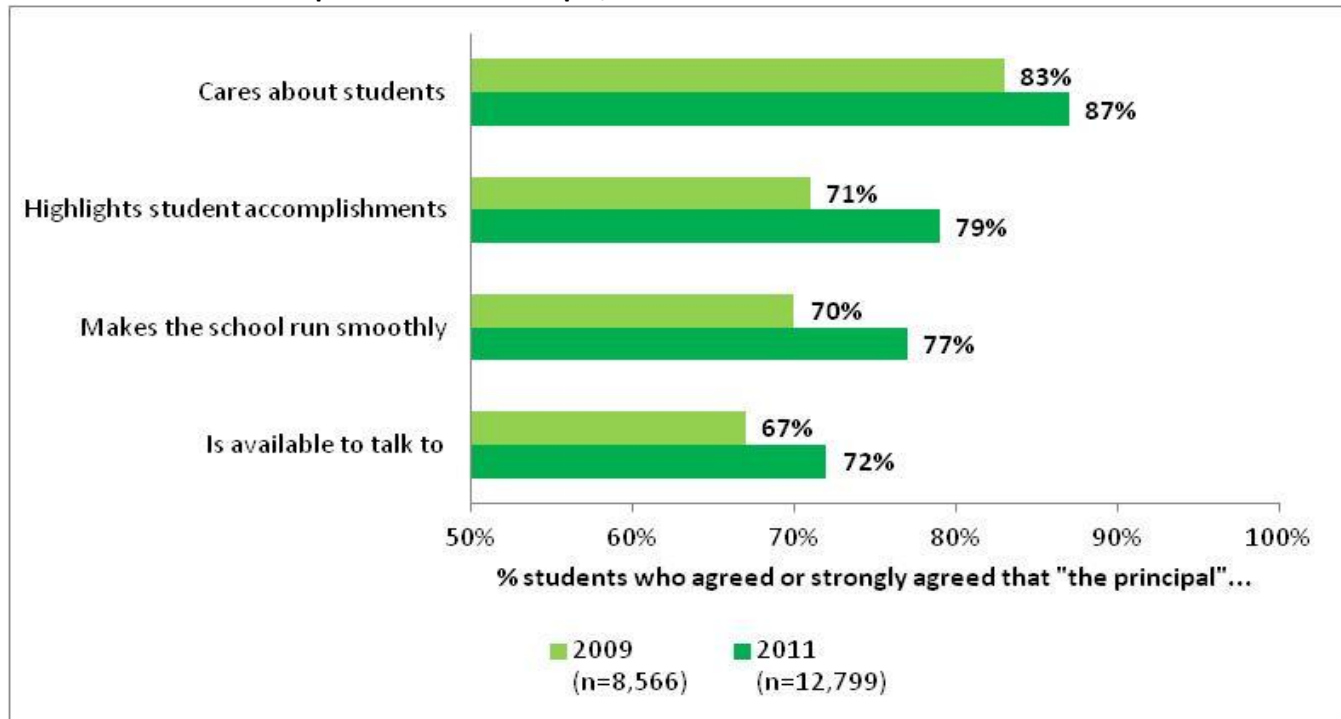
Leadership

Students were asked various questions regarding the principal at their school. In 2011, over three-quarters of DCPS students (77%) reported that their “principal makes the school run smoothly,” which represents a seven percentage point increase from 2009. Students generally had a positive view of the principals in their schools with fairly high percentages of students reporting that principals were available to talk to (72%), highlighted student accomplishments (79%), and cared about students (87%), as shown in Exhibit 13.



Student Results (continued)

Exhibit 13: Student Perceptions of their Principal, 2009 and 2011



Parent Results

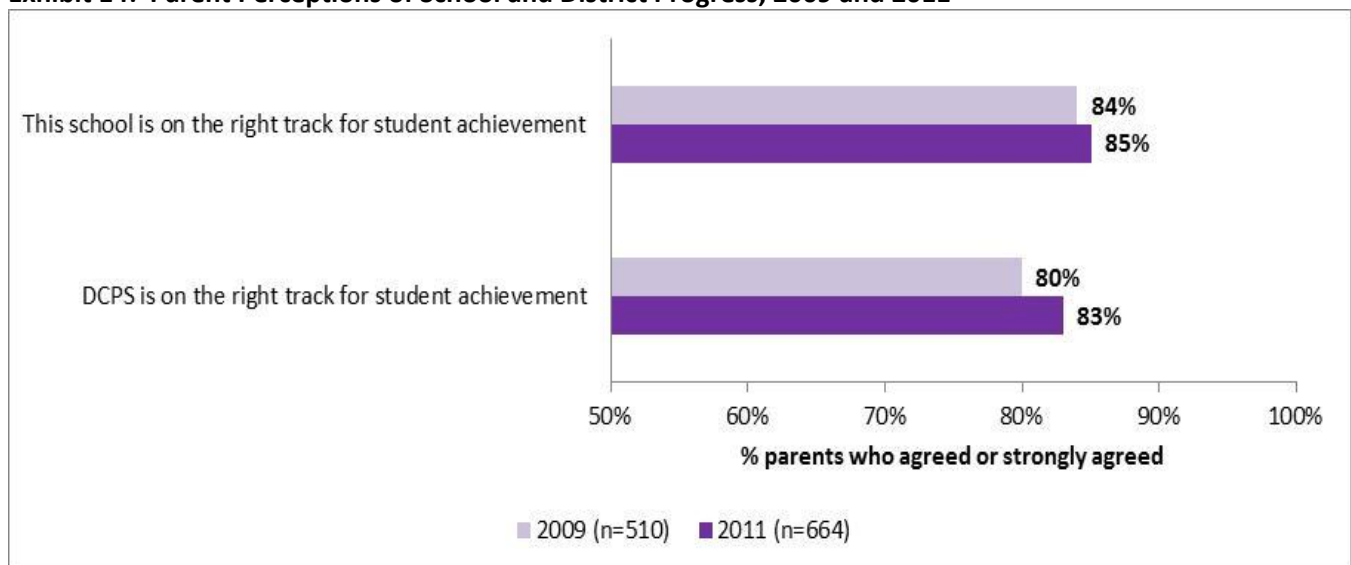
This section provides an analysis of the parent surveys and highlights interesting data trends with comparisons to 2009 data.

Overall Satisfaction

Parents were asked various questions regarding their overall satisfaction with their child(ren)'s school, its learning environment, and DCPS.

As shown in Exhibit 14, 85% of parents agreed or strongly agreed that their child's school was on the right track for student achievement, while 83% felt the same about the district. These represent slight increases from 2009.

Exhibit 14: Parent Perceptions of School and District Progress, 2009 and 2011



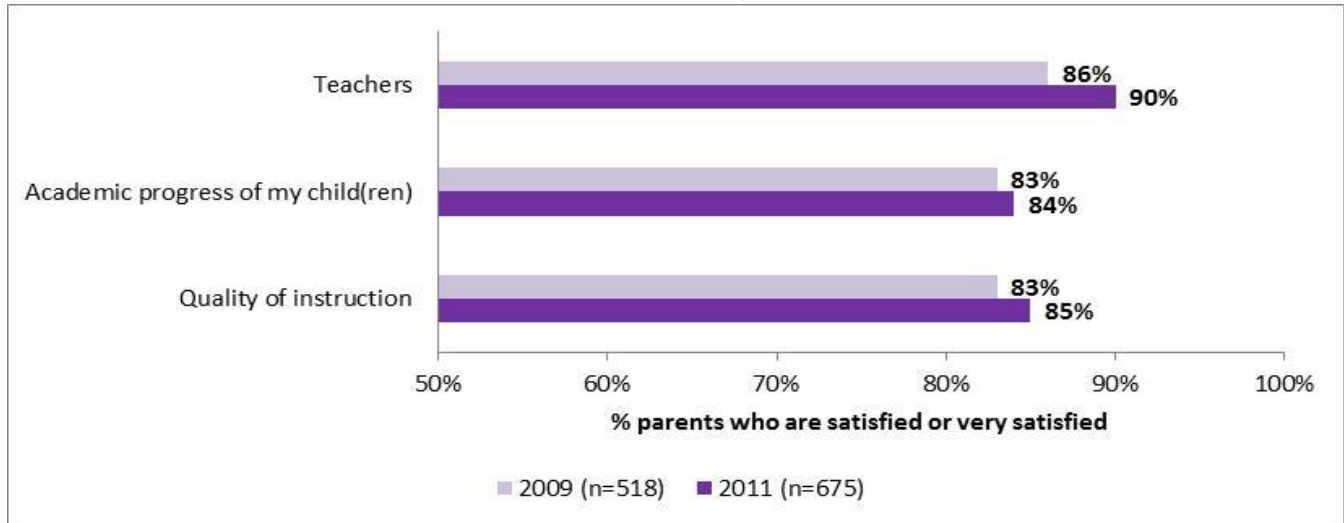
When asked to grade the district, almost half (49%) of parents gave it an "A" or "B." Almost three-quarters (73%) gave their child's school the same grade.

Teaching and Learning

Parents were asked various questions regarding teaching, student learning, and instruction at their child's school. In 2011, there were slight improvements in parents' satisfaction with teaching and learning in DCPS schools, as shown in Exhibit 15. In 2011, 90% of parents reported being satisfied or very satisfied with teachers, 85% with the quality of instruction, and 84% with the academic progress of their children.

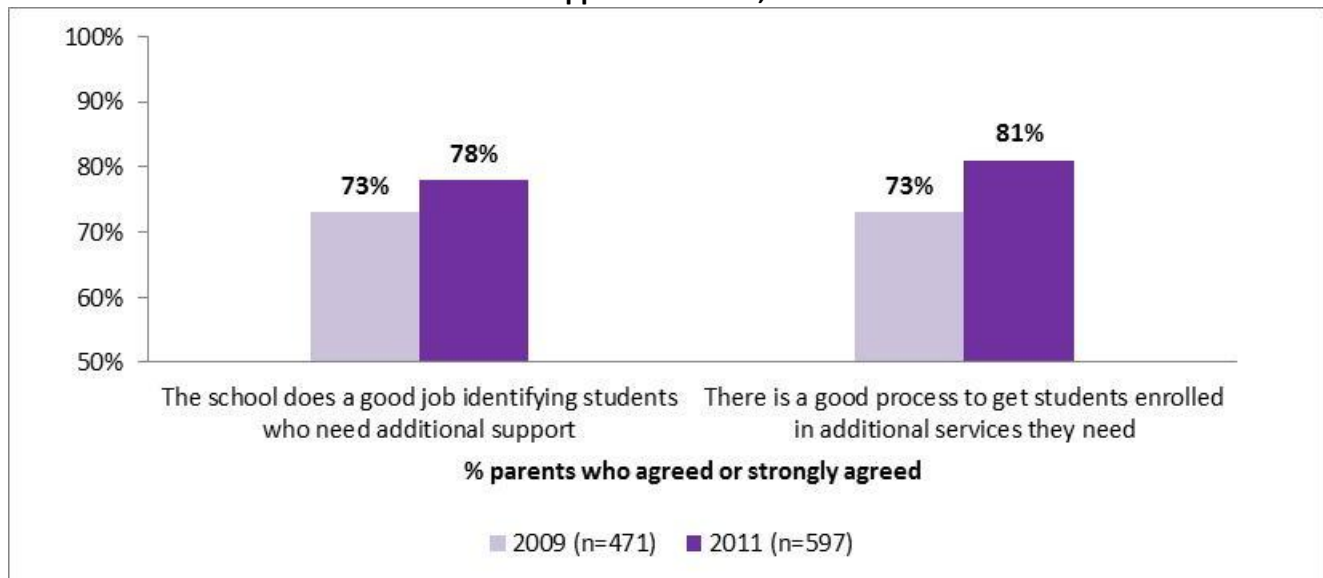
Parent Results (continued)

Exhibit 15: Parent Satisfaction with Teachers and Academics, 2009 and 2011



Other questions asked of parents in the area of teaching and learning focused on identifying and serving students who need additional support. As illustrated in Exhibit 16, since 2009, there have been increases in the percent of parents who agreed or strongly agreed that the school does a good job identifying students who need additional support (73% to 78%) and that there is a good process to get students enrolled in additional needed services (73% to 81%). This indicates that parents are more satisfied with the processes in place to support students' learning needs in 2011.

Exhibit 16: Parent Satisfaction with School Support Processes, 2009 and 2011



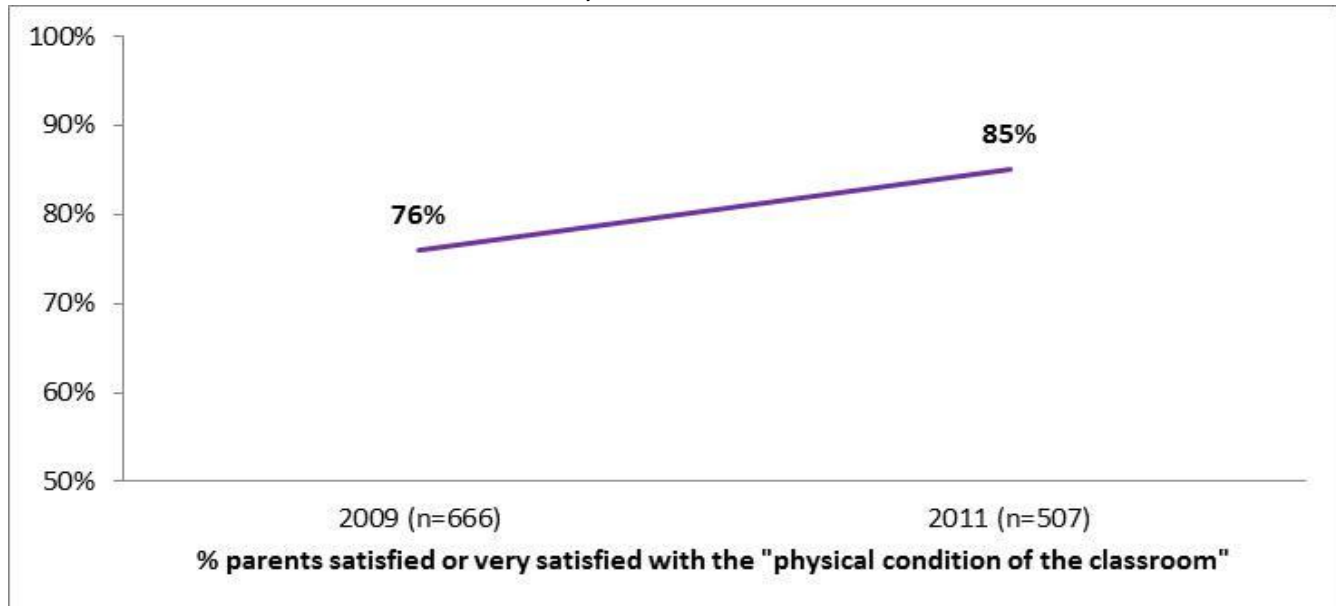


Parent Results (continued)

Resources

A key factor in measuring parent satisfaction in regards to resources includes how parents feel about the physical conditions of classrooms. As illustrated in Exhibit 17 below, in 2011, 85% of parents reported they were very satisfied or satisfied with the conditions of classrooms, representing a nine percentage point increase since 2009.

Exhibit 17: Parent Satisfaction with Classrooms, 2009 and 2011



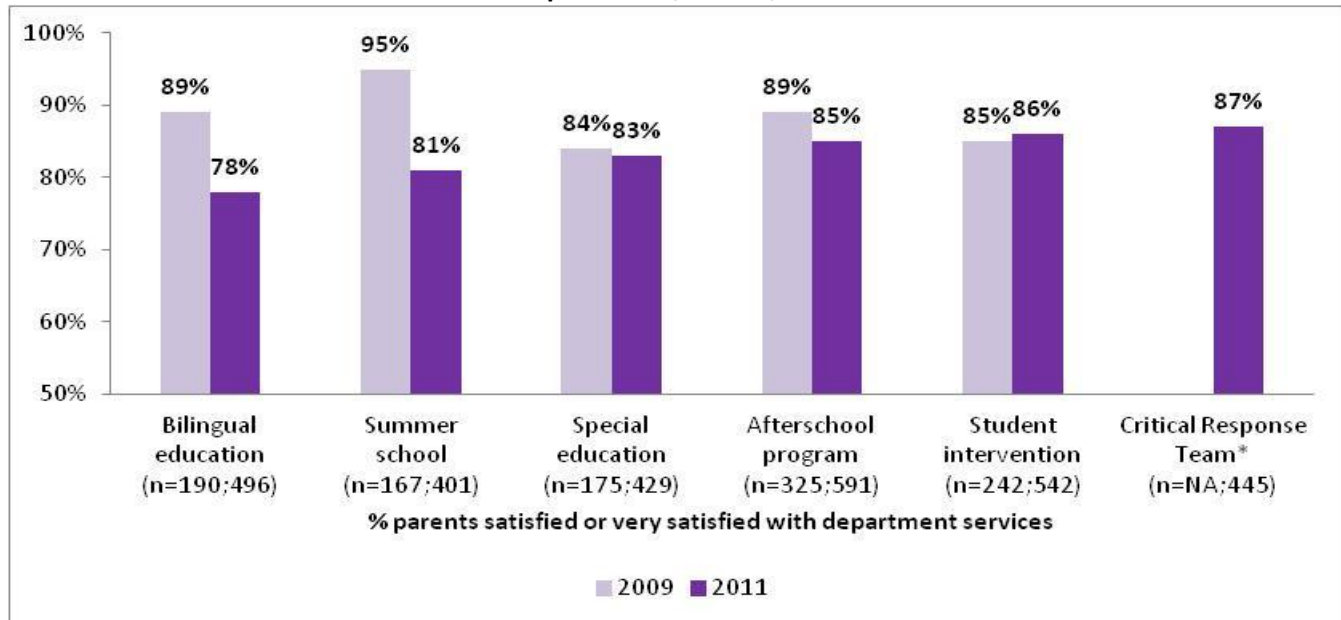
Another key factor in measuring parent satisfaction in regards to resources includes the interactions with school or district departments and offices. Parents reported a decreased level of satisfaction with some school and district departments from 2009 to 2011, including the Office of Bilingual Education (89% in 2009 to 78% in 2011), summer school (95% to 81%), and the afterschool program (89% to 85%) (see Exhibit 18). Satisfaction with special education and student intervention stayed fairly steady from 2009 to 2011.

While satisfaction rates for some school district departments decreased, there was a substantial increase in the number of families that were served by these departments as indicated by the number of parents that were able to complete these questions.



Parent Results (continued)

Exhibit 18: Parent Satisfaction with DCPS Departments/Offices, 2009 and 2011



*Note: Parents were not asked about the Critical Response Team in 2009.

*Note: Parents only rated the departments that they interacted with during the year.

Family and Community Engagement

Parents were asked various questions regarding family and community engagement at their child(ren)'s school.

As illustrated in Exhibit 19 and Exhibit 20 below, in 2011 an overwhelming majority (94%) of parents agreed or strongly agreed that they felt welcome at their school, a three percentage point increase from 2009. In 2011 there was a large increase in the percent of parents agreeing or strongly agreeing that teachers contacted them with concerns (73% in 2009 to 85% in 2011).

Exhibit 19: Percent Perceptions of Welcoming Nature of School, 2009 and 2011

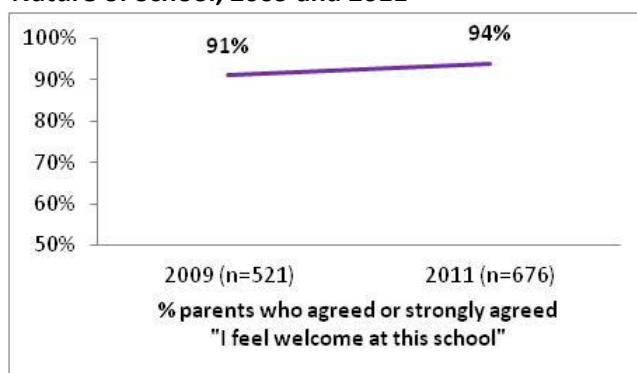
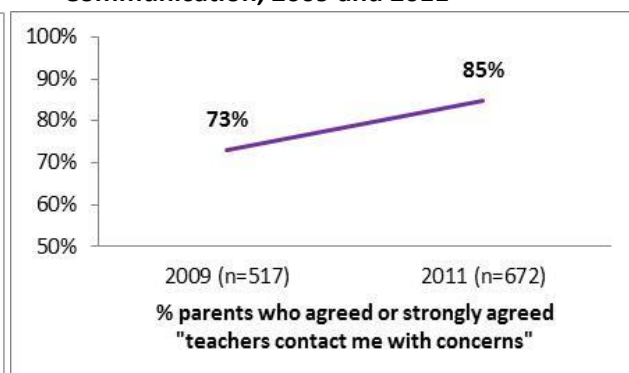


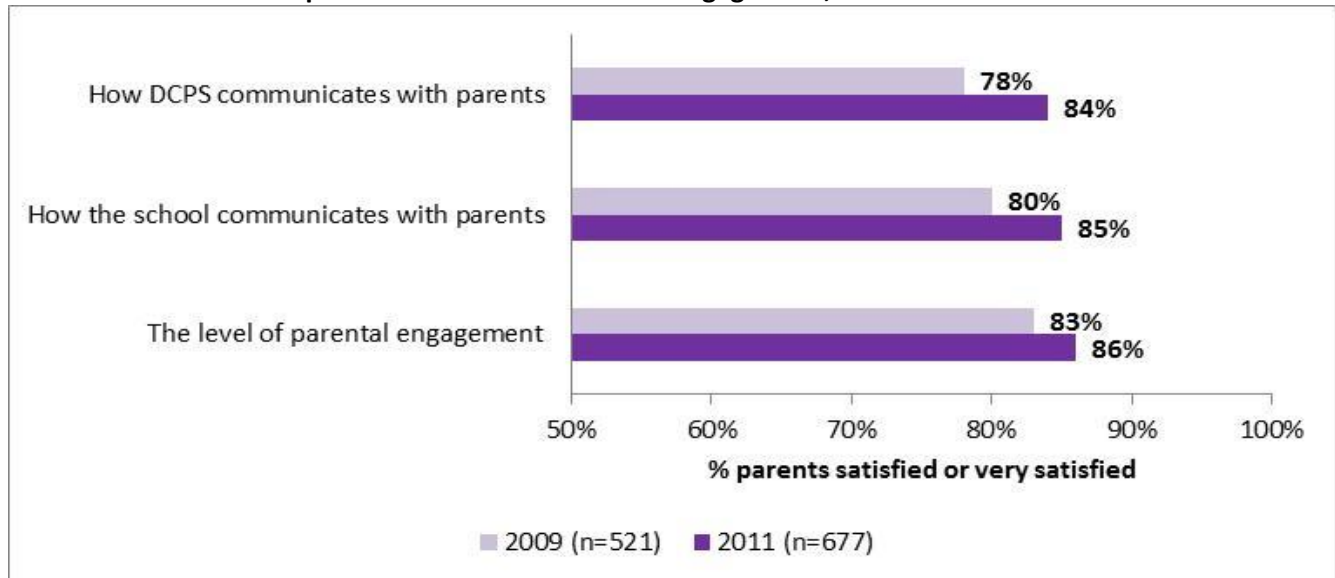
Exhibit 20: Parent Perceptions of Teacher Communication, 2009 and 2011



Parent Results (continued)

Other questions asked in this section relate to communications and parental engagement. As illustrated in Exhibit 21 below, in 2011, about 85% of parents responded favorably about the level of parental engagement and how DCPS and the school communicated with them. This represented increases in satisfaction compared to 2009.

Exhibit 21: Parent Perceptions of Communication and Engagement, 2009 and 2011



Parents were also asked the types of programs and workshops they would like schools to provide for parents. In order of importance, parents reported a desire for workshops in 1) parent/child classes (like Mommy and Me), 2) computer literacy, 3) understanding child development, 4) parenting support groups, and 5) getting to know community resources.

Safe and Effective Learning Environment

Parents were asked various questions regarding the level of safety within and around their child(ren)'s school. As illustrated in Exhibits 22 and 23 below, in 2011, 84% of parents reported they were satisfied or very satisfied with the safety inside the school. This represents a five percentage point increase since 2009. Parents also reported an increase in agreement that their school applies discipline procedures fairly to all students (75% to 79%). The majority of parents appear satisfied with school safety.



Parent Results (continued)

Exhibit 22: Percent Satisfaction with School Safety, 2009 and 2011

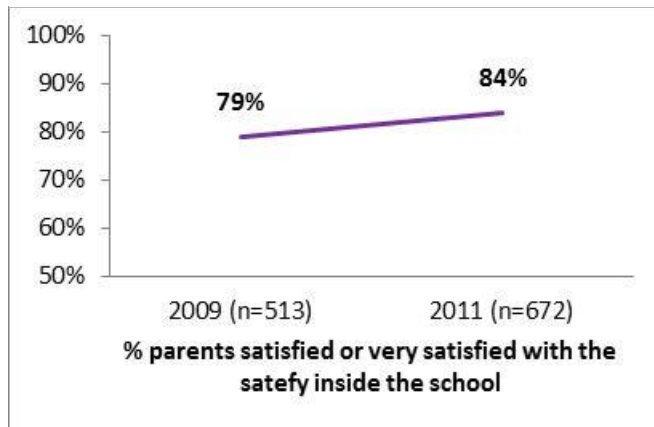
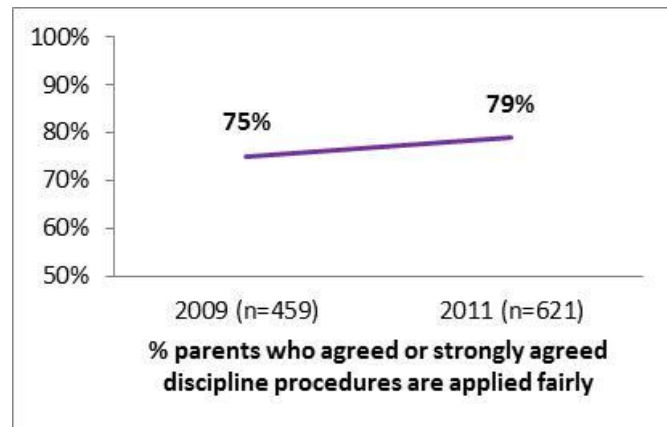


Exhibit 23: Parent Satisfaction with Discipline, 2009 and 2011



Leadership

Parents were asked how they felt about their school's principal in order to measure satisfaction regarding leadership. In 2011, there was a five percentage point increase from 82% to 87% in the percent of parents that were satisfied or very satisfied with the school principal.



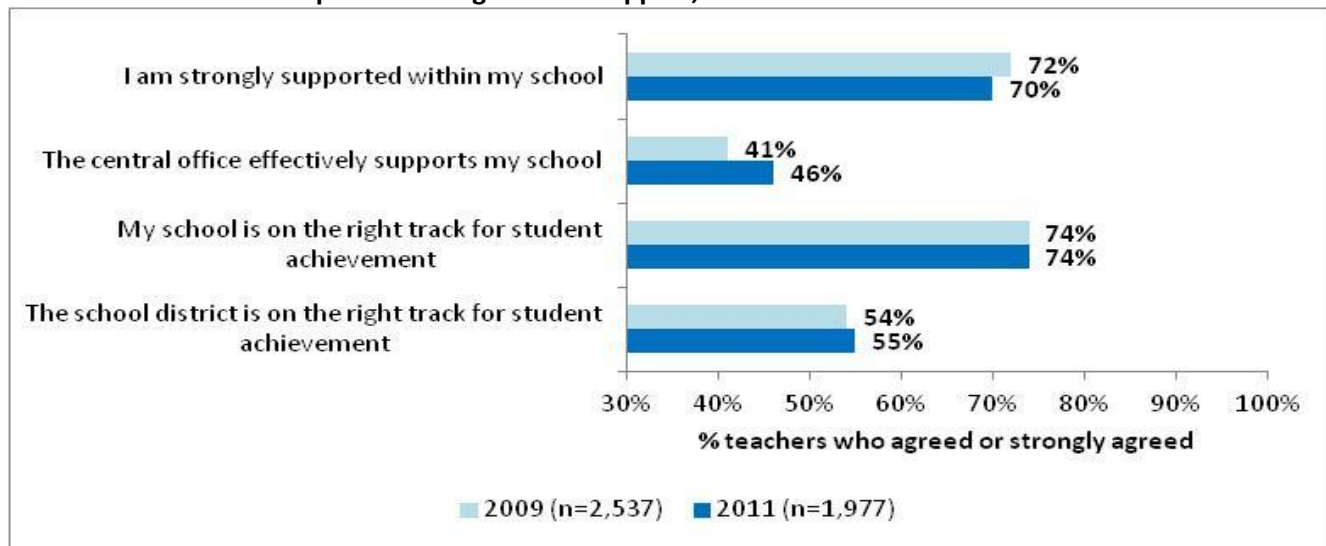
Teacher Results

This section provides the results of the teacher surveys in each of the five categories of the Effective Schools Framework, and highlights changes in satisfaction from 2009 to 2011.

Overall Satisfaction

In 2011, teachers were more satisfied with their own schools than with the district's central office or DCPS as a whole. Nearly three-quarters of teachers agreed or strongly agreed that they were supported within their school and that their school was on the right track for student achievement (see Exhibit 24). However, less than half of teachers agreed or strongly agreed that the central office effectively supported their school and only 55% agreed or strongly agreed that the district was on the right track for student achievement.

Exhibit 24: Teacher Perceptions of Progress and Support, 2009 and 2011

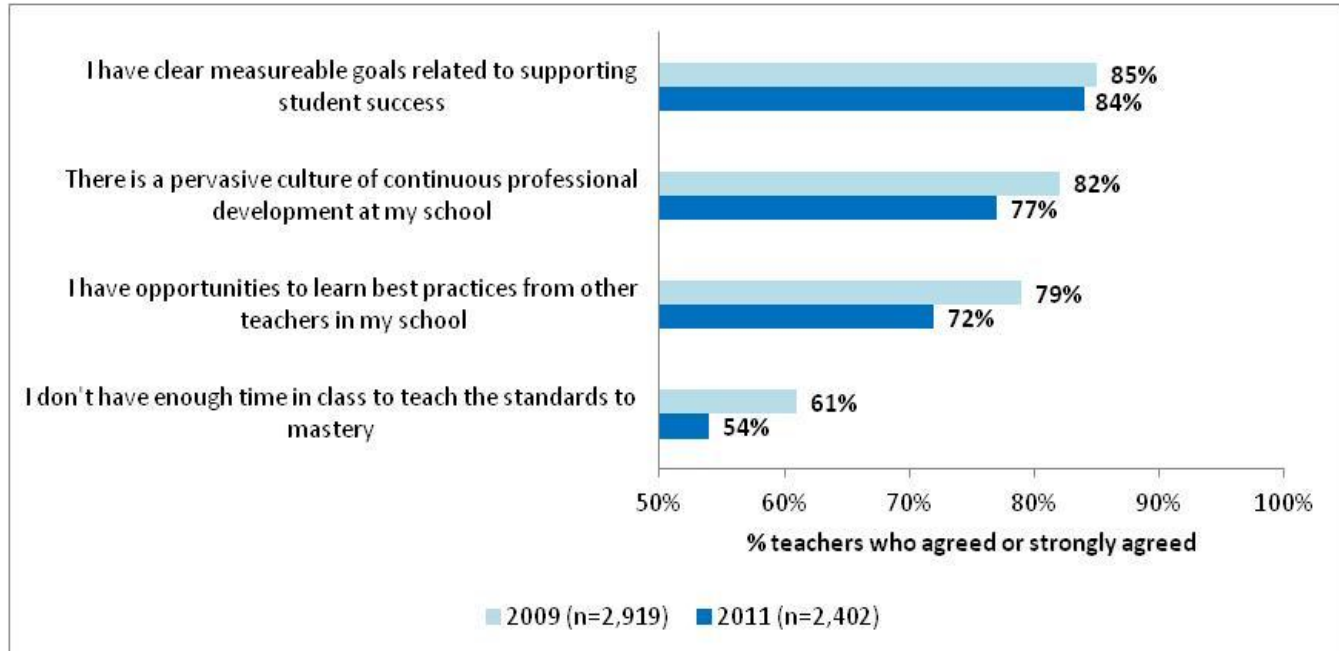


Teaching and Learning

Teachers appear less satisfied with professional development and instructional support at their school in 2011 than they were in 2009, as shown in Exhibit 25. There was a decrease in the percentage of teachers who agreed or strongly agreed with three statements about goal-setting and professional development. For example, 72% of teachers agreed or strongly agreed that they had opportunities to learn best practices from other teachers, down from 79% in 2009. On a positive note, fewer teachers reported that they lacked the time to teach standards to mastery, a statistic that decreased from 61% to 54% from 2009 to 2011.

Teacher Results (continued)

Exhibit 25: Teacher Perceptions of Professional Development and Instruction, 2009 and 2011



In 2011, teachers were also asked about the areas in which they desired more professional development. Approximately one out of three teachers reported they would like more professional development in differentiating instruction, using technology, working with children with special needs, behavior management/conflict resolution, and motivating students. Approximately one out of every four teachers reported they would like more professional development in their content area, re-teaching strategies, and using data to inform instruction. The least desired area for professional development was classroom management.

Resources

Teachers were also asked about their schools' resources, including the availability and adequacy of materials and equipment such as phones and computers, as well as the condition of classrooms.

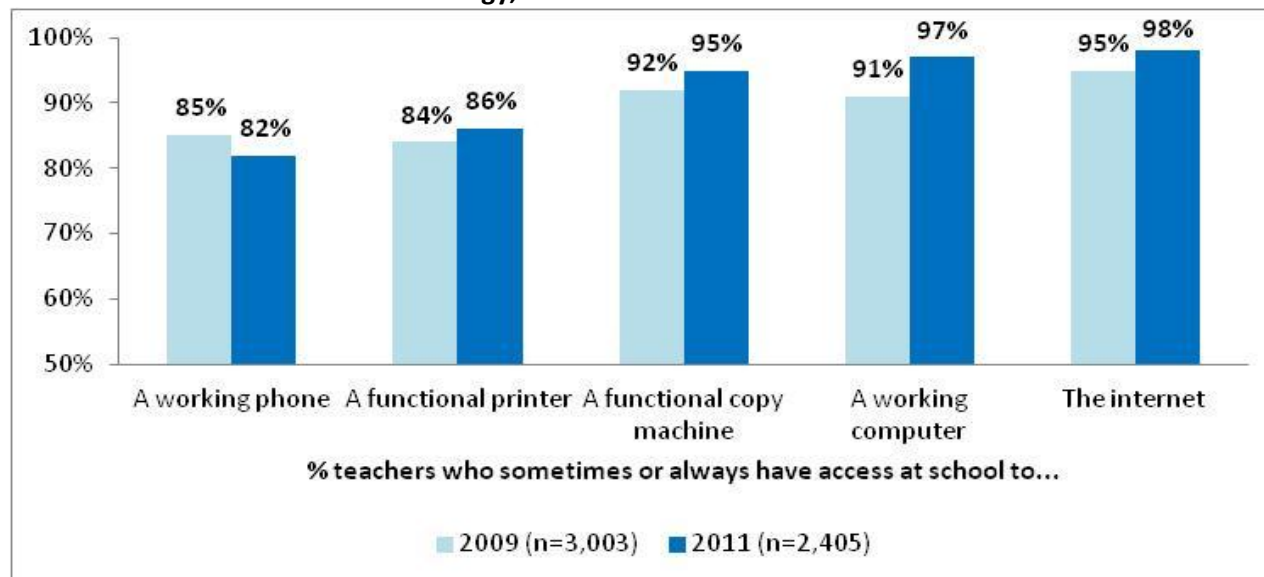
Sixty-three percent of teachers agreed or strongly agreed that, "I have adequate materials/equipment to do my work"-- a four percentage point increase from 2009.

As shown in Exhibit 26, the vast majority of teachers sometimes or always had internet access at school (98%), as well as a working computer (97%) and copy machine (95%) in 2011. A working phone and printer were the resources reported least likely to be available on a regular basis.



Teacher Results (continued)

Exhibit 26: Teacher Access to Technology, 2009 and 2011



Another measure of resources is the maintenance of the school, as well as the physical condition of classrooms. Three-quarters of teachers agreed or strongly agreed that their school was well-maintained and that the classrooms in their school are in good condition. As illustrated in Exhibits 27 and 28 below, teachers appear to be more satisfied with the maintenance and physical condition of their schools in 2011 than in 2009.

Exhibit 27: Teacher Perceptions of School Maintenance, 2009 and 2011

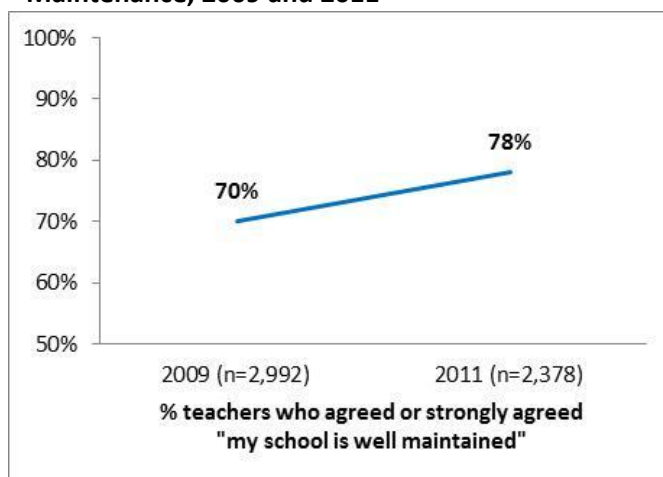
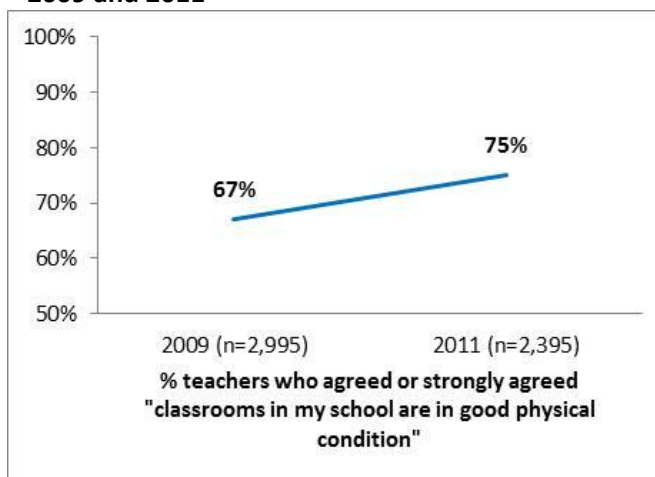


Exhibit 28: Teacher Satisfaction with Classrooms, 2009 and 2011

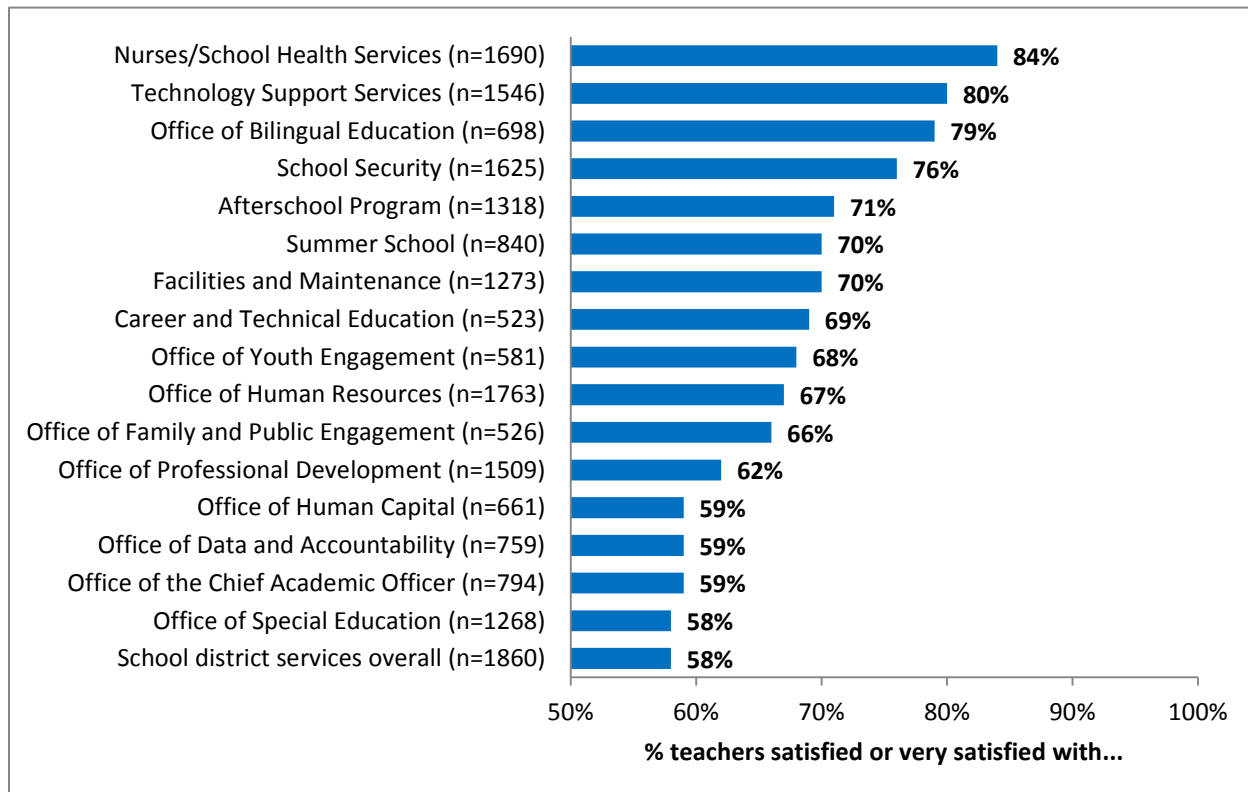




Teacher Results (continued)

Teachers were asked about their satisfaction with DCPS departments and support services. Responses from teachers are illustrated below in Exhibit 29, which shows the percentage of teachers who were satisfied or very satisfied with these departments. The top three departments were nurses/school health services, technology support services, and the Office of Bilingual Education. Conversely, teachers were least satisfied with school district services overall and the Office of Special Education.

Exhibit 29: Teacher Satisfaction with DCPS Departments and Support Services, 2011



Family and Community Engagement

When asked if staff at their school “work hard to build trusting relationship with parents,” 87% of teachers agreed. This item was not directly comparable to 2009 responses, since it was worded differently in prior years.



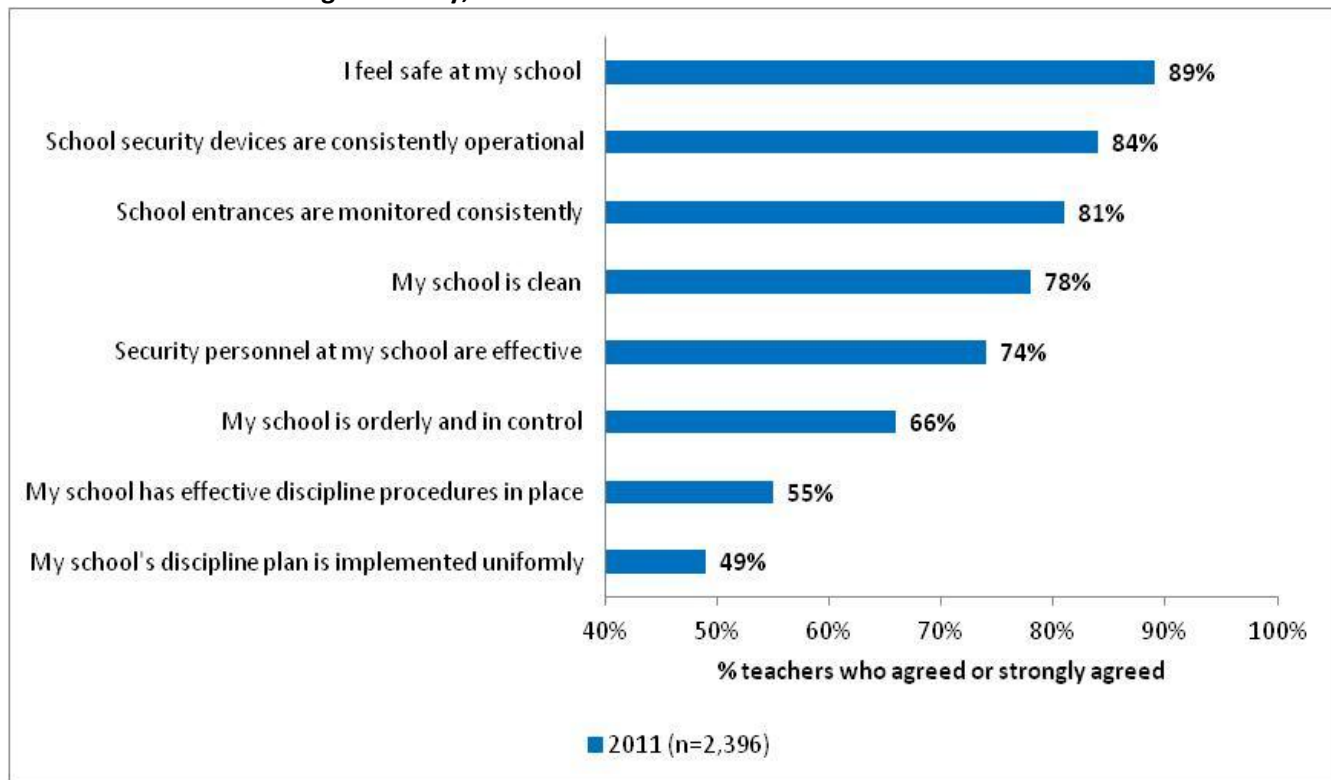
Teacher Results (continued)

Safe and Effective Learning Environment

As illustrated in Exhibit 30, teachers were asked several questions regarding safety and discipline. In 2011, 89% of teachers agreed or strongly agreed with the statement “I feel safe at my school.”

Other safe and effective learning environment questions asked of teachers focused on order and discipline within the school. In 2011, 49% of teachers agreed or strongly agreed that their school’s discipline plan was uniformly implemented and 55% reported discipline procedures were in place. Only 66% of teachers agreed or strongly agreed that “My school is orderly and in control,” while at least 74% of teachers agreed or strongly agreed that security personnel, school entrance monitoring and security devices are effective. These results may indicate schools should focus efforts on improving school safety and discipline procedures. Direct comparisons to 2009 were not possible due to a change in the question wording.

Exhibit 30: Teacher Feelings of Safety, 2011



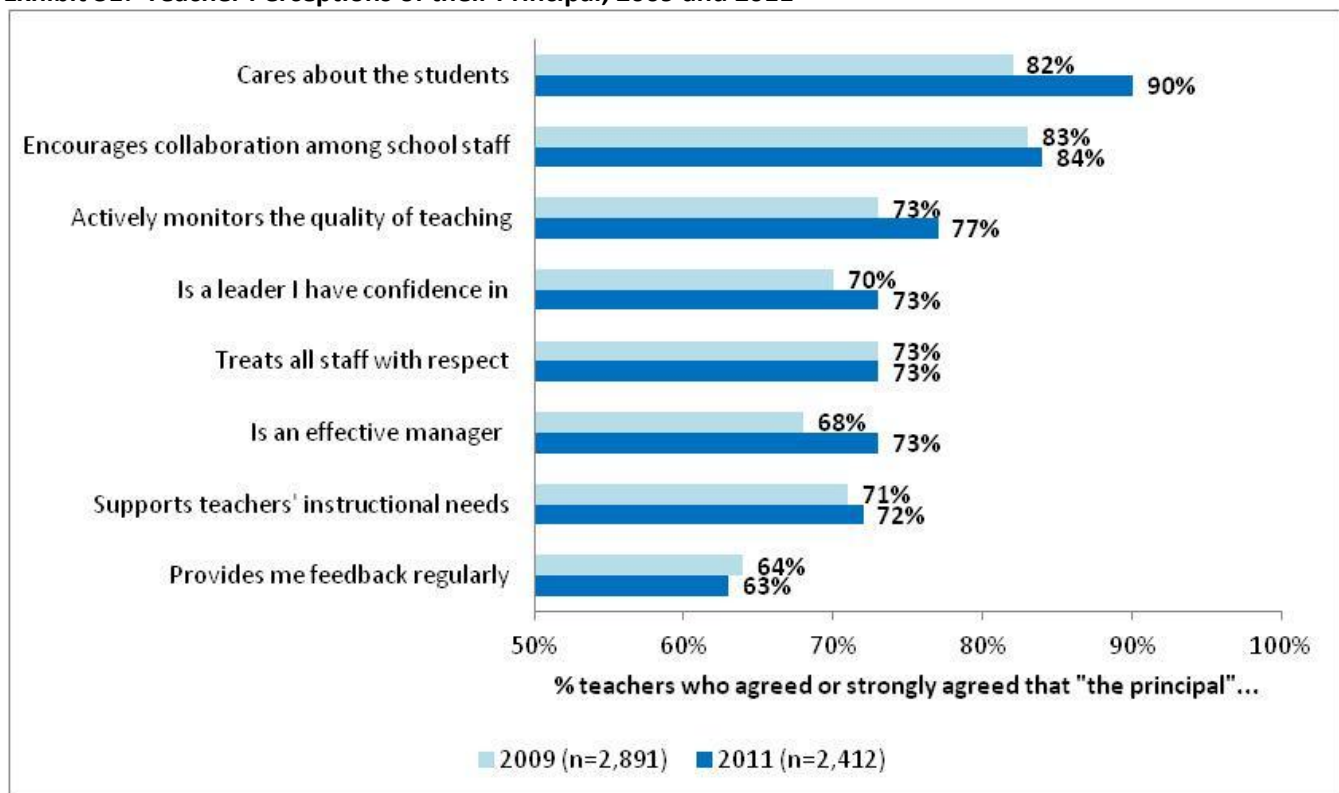
Teacher Results (continued)

Leadership

Teachers were also asked questions about the principal at their school. Specifically, teachers were asked about their principal's support, management and encouragement.

Across nearly every question regarding leadership, teachers reported higher quality of principal performance in 2011 than in 2009. For example, when asked if principals cared about students, 90% of teachers agreed or strongly agreed, up from 82% in 2009. Approximately three-quarters of teachers reported that their principal treated staff with respect (73%), was an effective manager (73%), and was a leader that teachers had confidence in (73%), as shown in Exhibit 31. In addition, 72% of teachers agreed or strongly agreed that their principal supported their instructional needs and 63% agreed or strongly agreed that their principal provides feedback regularly.

Exhibit 31: Teacher Perceptions of their Principal, 2009 and 2011



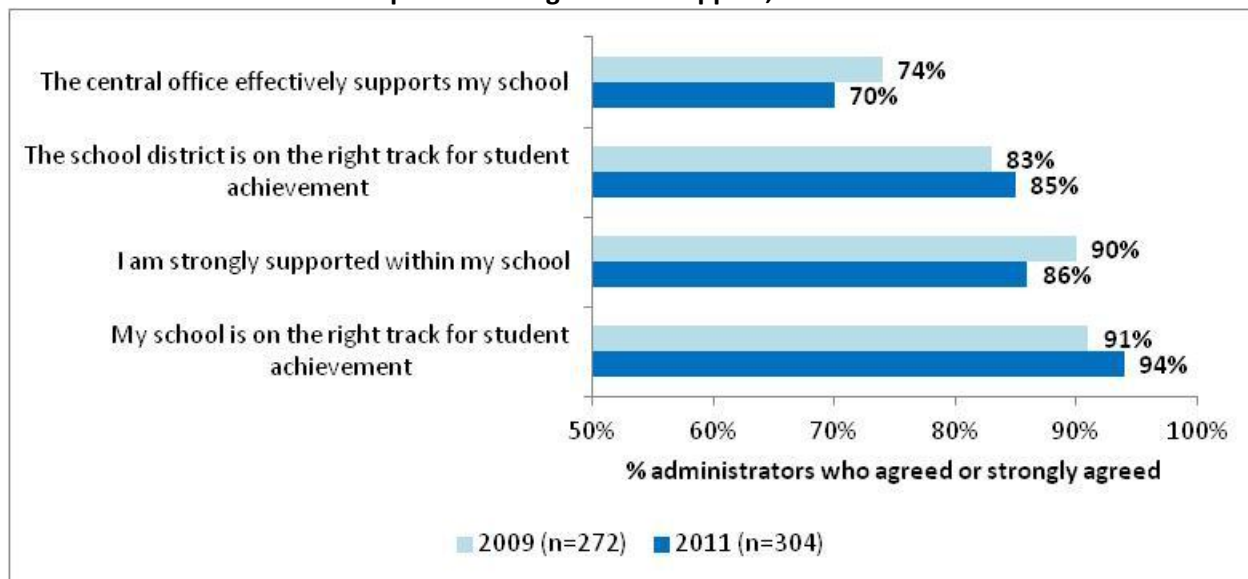
Administrator Results

This section provides the results of the administrator surveys, which include principals, assistant principals, deans of students, and business managers.

Overall Satisfaction

Administrators, like teachers, were asked various questions about their school and DCPS. As illustrated in Exhibit 32, there were only slight changes in satisfaction from 2009 to 2011 in terms of administrators' views on whether the school and district were on the right track and whether they received support from within the school and from central office. In general, administrators were most likely to agree or strongly agree that their school was on the right track for student achievement (94%). Only 70% of administrators agreed or strongly agreed that the central office effectively supported their school.

Exhibit 32: Administrator Perceptions of Progress and Support, 2009 and 2011



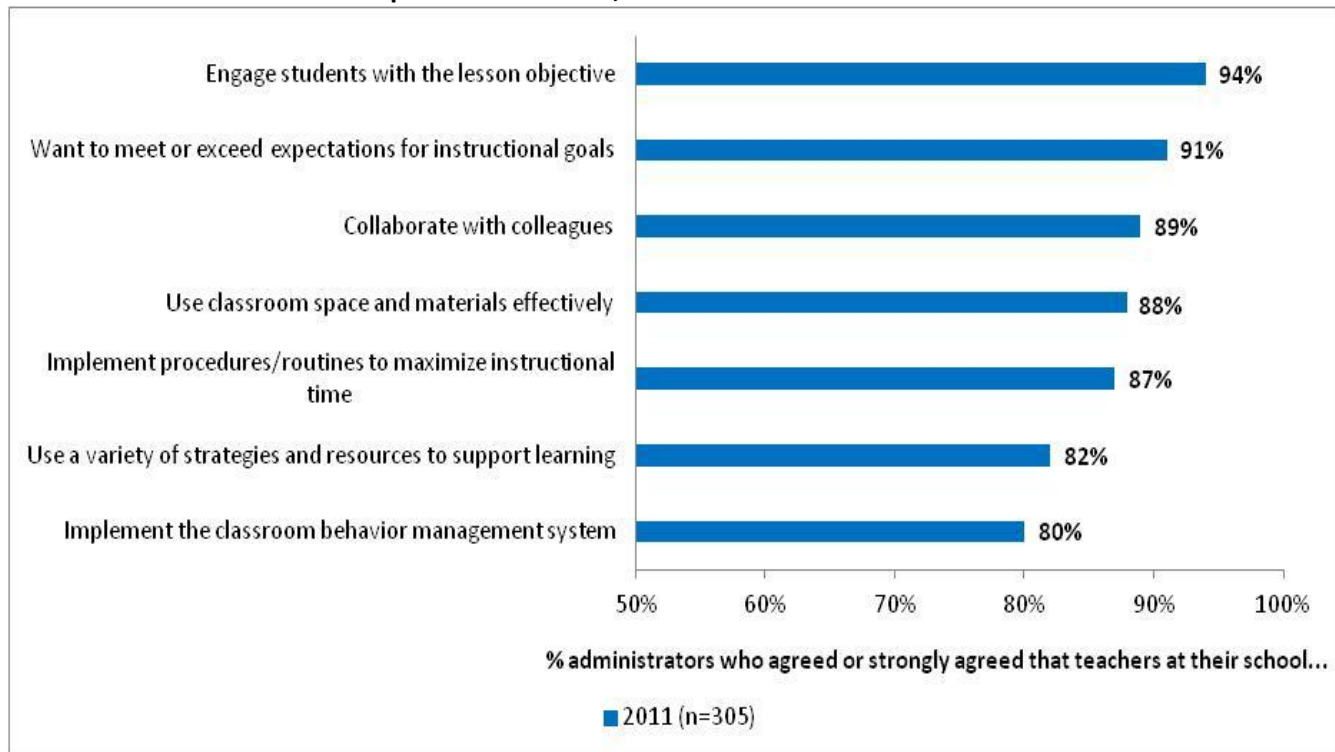
Administrators were also asked if they would recommend their school to a friend looking for a school for his/her child. In 2011, four out of five administrators indicated that they would, which is a slight increase from 2009. While happy to recommend their school to others, administrators were also tough graders of their school. Only 65% gave their school an "A" or "B" grade in 2011--a five percentage point decrease from 2009.

Teaching & Learning

Administrator satisfaction regarding their teaching staff was also assessed. As illustrated in Exhibit 33, over 80% of administrators agreed or strongly agreed that teachers engage students, meet expectations, collaborate with colleagues, and use classroom space effectively. Comparisons to 2009 are not available for these items due to wording changes.

Administrator Results (continued)

Exhibit 33: Administrator Perceptions of Teachers, 2011



Resources

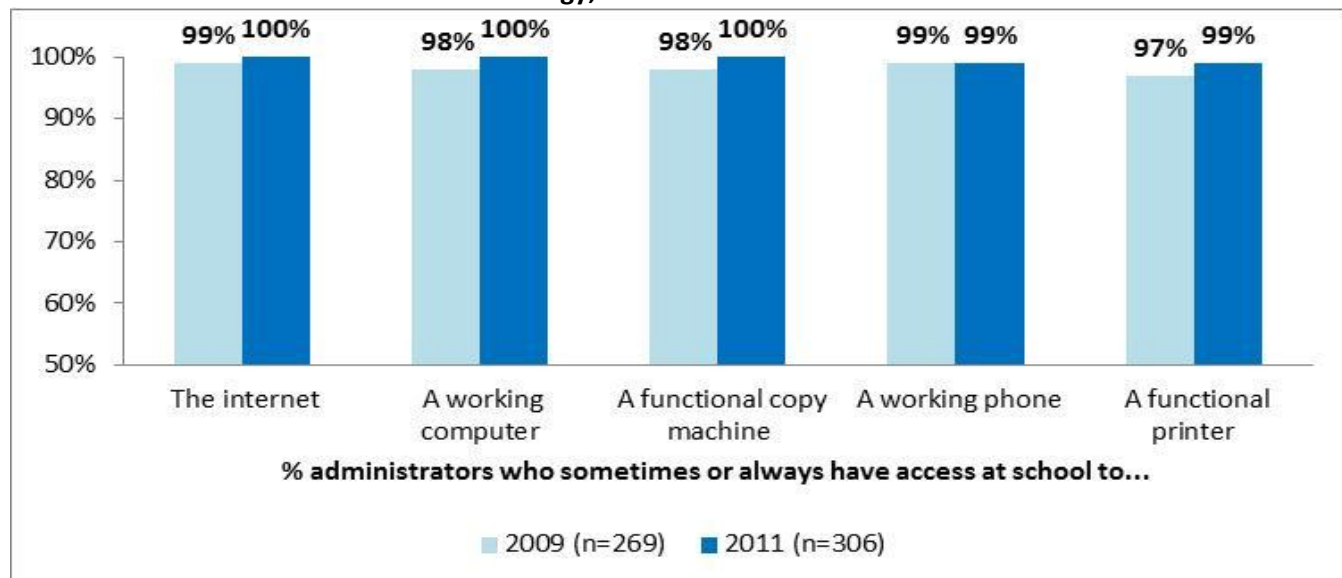
Administrators were also asked about their satisfaction as it related to resources, ranging from Internet access and facilities to DCPS departments and support services.

A key factor in measuring administrator satisfaction was the availability of technology. As illustrated in Exhibit 34, virtually all administrators responded that they had access to the internet and computing technologies at their school “sometimes” or “always” in 2009 and again in 2011. This suggests that efforts to get all schools “wired” and internet-ready have been largely successful, a vital step forward since administrators in particular need steady and reliable access to the internet and computers in order to analyze school data.



Administrator Results (continued)

Exhibit 34: Administrator Access to Technology, 2009 and 2011



Other questions asked of administrators related to their school's physical condition and maintenance. Eighty-four percent of administrators agreed or strongly agreed that their school was well maintained (Exhibit 35), and 83% did so when asked if their school classrooms were in good physical condition (Exhibit 36). These 2011 measures reflect improvements of six to eight percentage points, respectively, since 2009.

Exhibit 36: Administrator Perceptions of School Maintenance, 2009 and 2011

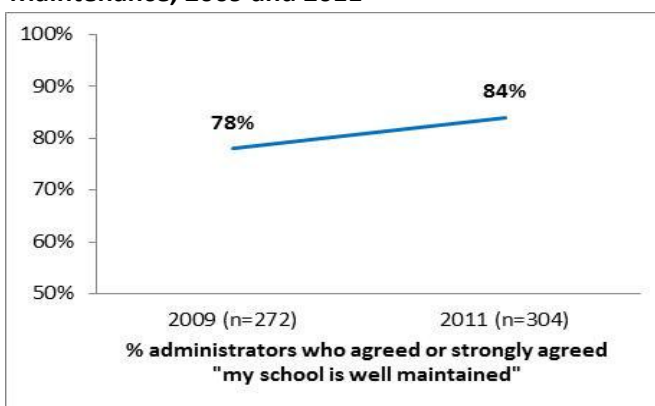
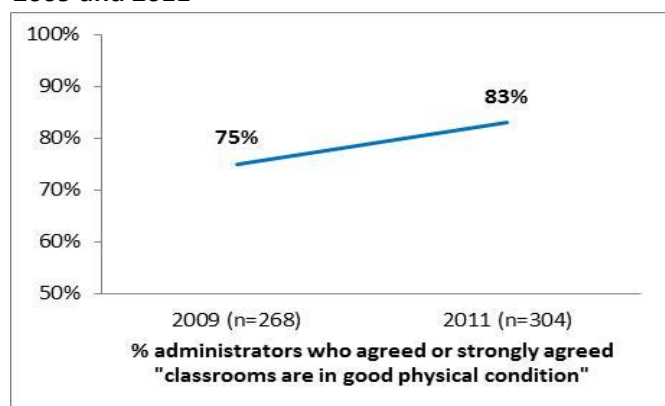


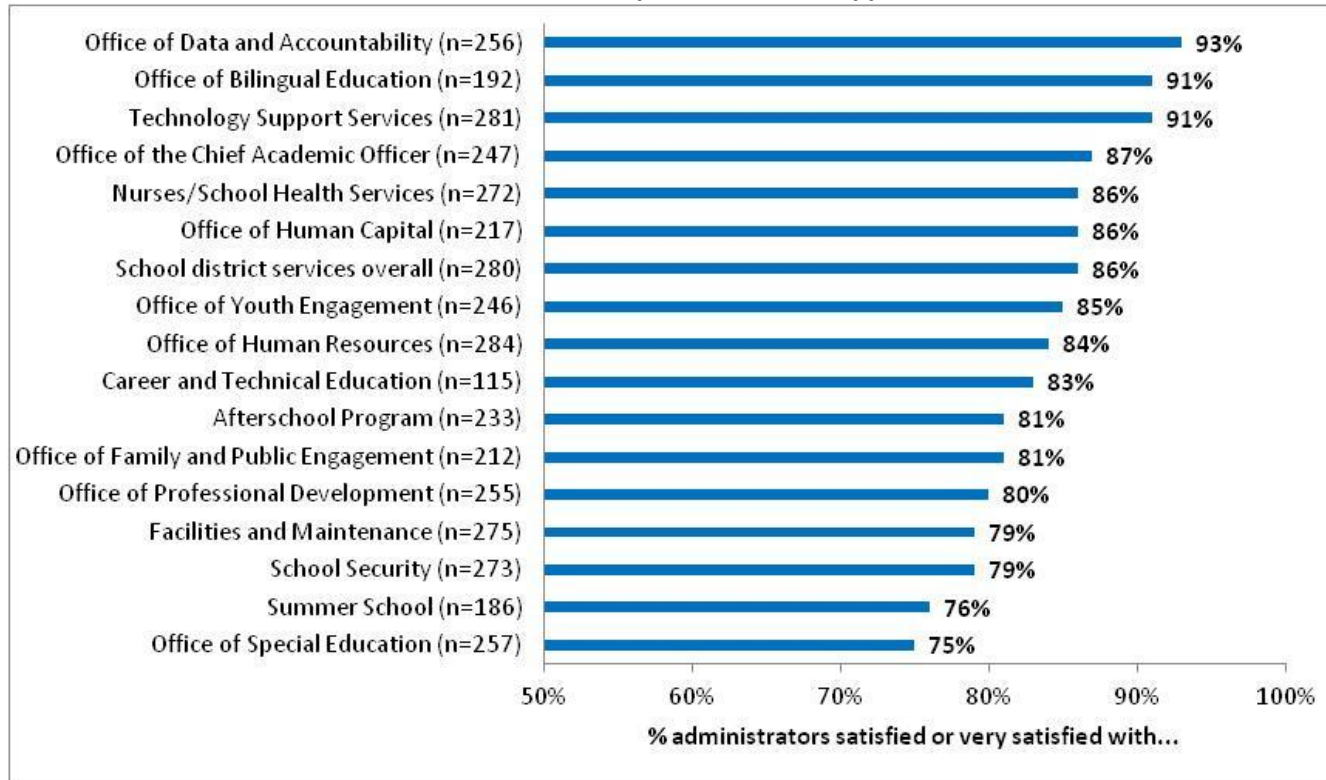
Exhibit 37: Administrator Perceptions of Classrooms, 2009 and 2011



In addition, administrators also asked about their satisfaction with DCPS departments and support services. Generally, 86% were satisfied or very satisfied with school district services overall. In particular, administrators reported the most satisfaction with the Office of Data and Accountability, the Office of Bilingual Education, and technology support services. Administrators showed the least satisfaction with the Office of Special Education. See Exhibit 37 for the percent of administrators who were satisfied or very satisfied with each of the DCPS departments and support services.

Administrator Results (continued)

Exhibit 37: Administrator Satisfaction with DCPS Departments and Support Services, 2011



Administrators were also asked about school finances and reported dramatic gains in satisfaction. Sixty-nine percent agreed or strongly agreed that “there is an effective process for obtaining goods and services,” up 18 percentage points from 2009. Sixty-eight percent agreed that “goods and services are provided in a timely manner,” up 26 percentage points from 2009. However, only two-thirds of administrators agree that “invoices are paid in a timely manner” and less than half agree they have “quick access to funds when needed,” possibly indicating a need for more support from DCPS on reviewing invoices and funding policies.

Family and Community Engagement

Administrator satisfaction regarding family and community engagement was measured by whether the adults working in the school “work hard to build trusting relationships with parents.” Eighty-two percent of administrators agreed or strongly agreed with this statement in 2011. A direct comparison to 2009 is not possible for this item.

Administrator Results (continued)

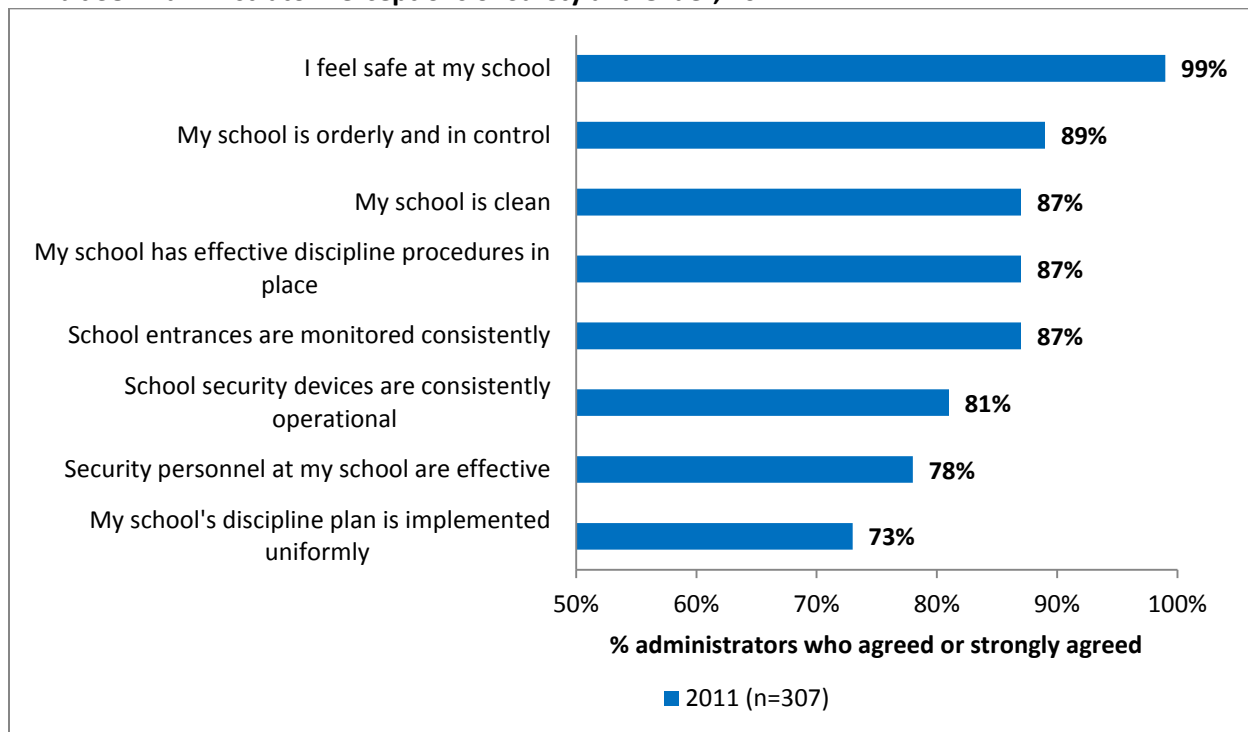
Safe and Effective Learning Environment

Finally, administrators were asked about their satisfaction with the working environment and the safety in and around their school, as well as their levels of satisfaction with school security devices and security personnel.

Administrators overwhelmingly agreed or strongly agreed (95%) that their school was a “good place to work,” which is consistent with 2009 responses. Almost all administrators (98%) felt respected at their school in 2011, up three percentage points from 2009.

Safety inside the school did not appear to be a personal worry for administrators, as 99% agreed or strongly agreed that they felt safe at their school. Administrators were slightly less positive about other measures of safety and order, as illustrated in Exhibit 38. Interestingly, while 87% of administrators reported their school has “effective discipline procedures in place,” only 73% reported their school’s “discipline plan is implemented uniformly,” possibly indicating that implementation of existing policies may be improved. Direct comparisons to 2009 are not available for these items.

Exhibit 38: Administrator Perceptions of Safety and Order, 2011



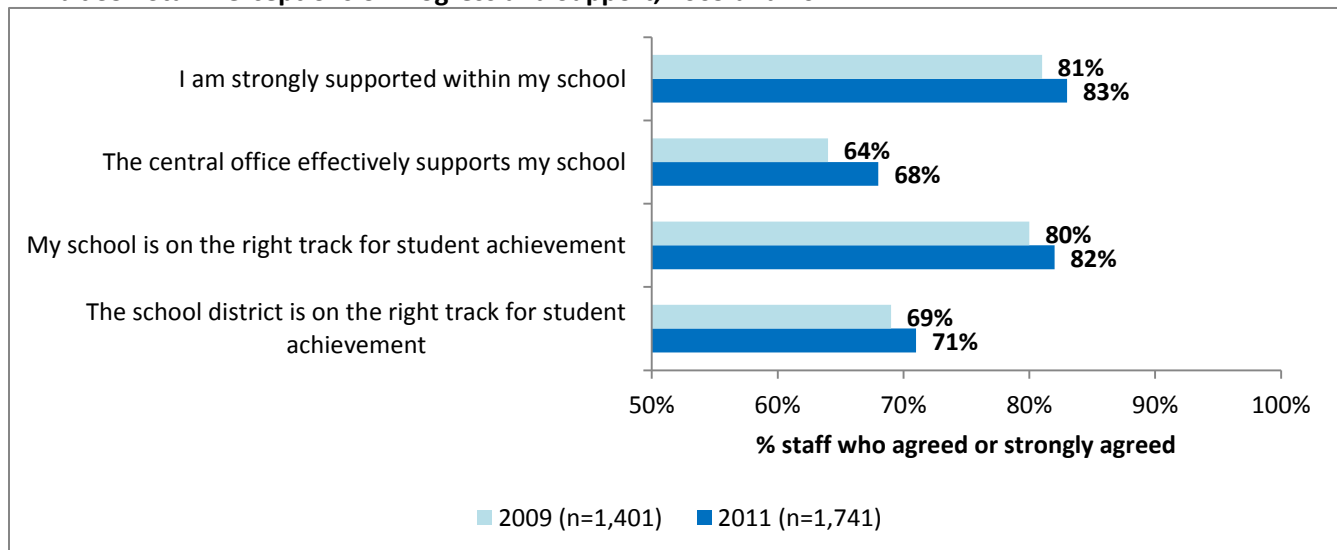
Staff Results

This section includes the results of surveys completed by school staff, including all adults working in the school not classified as teachers or administrators. This included staff such as counselors, librarians, aides, front office staff, security guards, and food service workers.

Overall Satisfaction

As illustrated in Exhibit 39, staff satisfaction at both the district and school level increased from 2009 to 2011. As found among other stakeholder groups, staff were more likely to report satisfaction with their school (83%) than the district (68%) in terms of support received.

Exhibit 39: Staff Perceptions of Progress and Support, 2009 and 2011



To measure overall satisfaction, staff were also asked if they would recommend their school to a friend. In 2009, 65% of staff would have given a recommendation, but in 2011, 71% of staff would have done so, showing a six percentage point increase from 2009 to 2011.

Resources

To gauge if staff had the needed materials and facilities to complete their duties, they were asked various questions regarding the resources at their school. In 2011, 77% of the staff agreed or strongly agreed that they had adequate materials and equipment to do their work, representing a two percentage point increase since 2009. As Exhibit 40 and 41 show, 82% of the staff agreed or strongly agreed that their school was well maintained and their school classrooms were in good physical condition. These measures reflect progress of three to five percentage points since 2009.

Staff Results (continued)

Exhibit 40: Staff Perceptions of Maintenance, 2009 and 2011

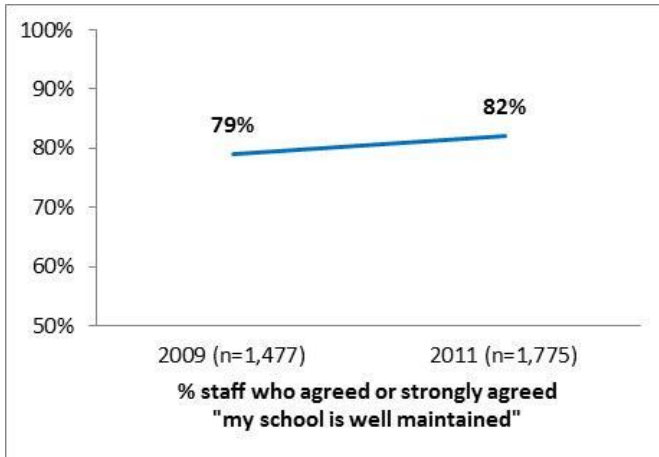
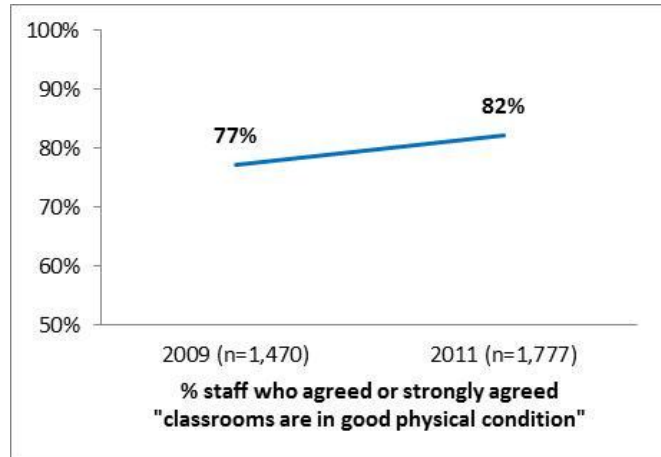
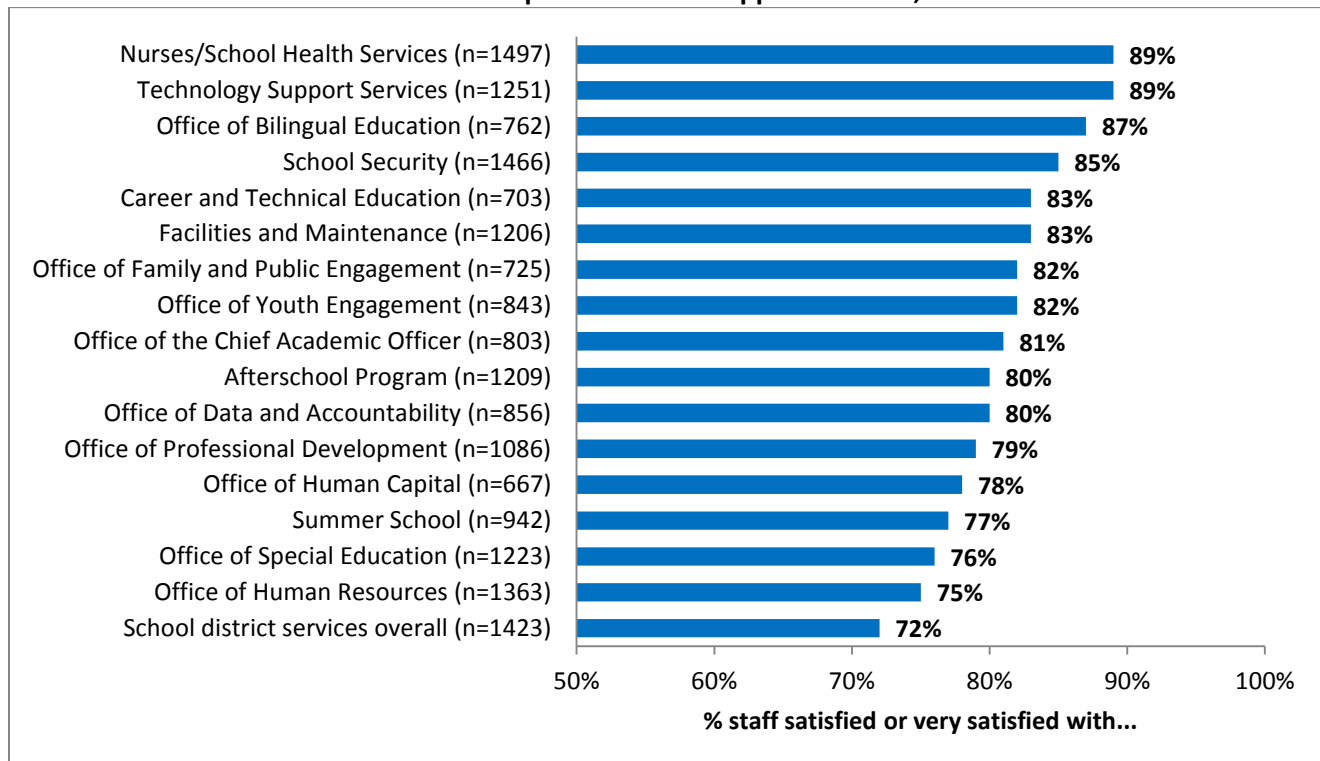


Exhibit 41: Staff Perceptions of Classrooms, 2009 and 2011



As with teachers and administrators, staff were asked about their satisfaction with DCPS departments and support services. The top three rated departments matched those reported by teachers: school health, technology support services, and the Office of Bilingual Education. See Exhibit 42 for the percent of staff who responded favorably to DCPS departments and support services.

Exhibit 42: Staff Satisfaction with DCPS Departments and Support Services, 2011





Staff Results (continued)

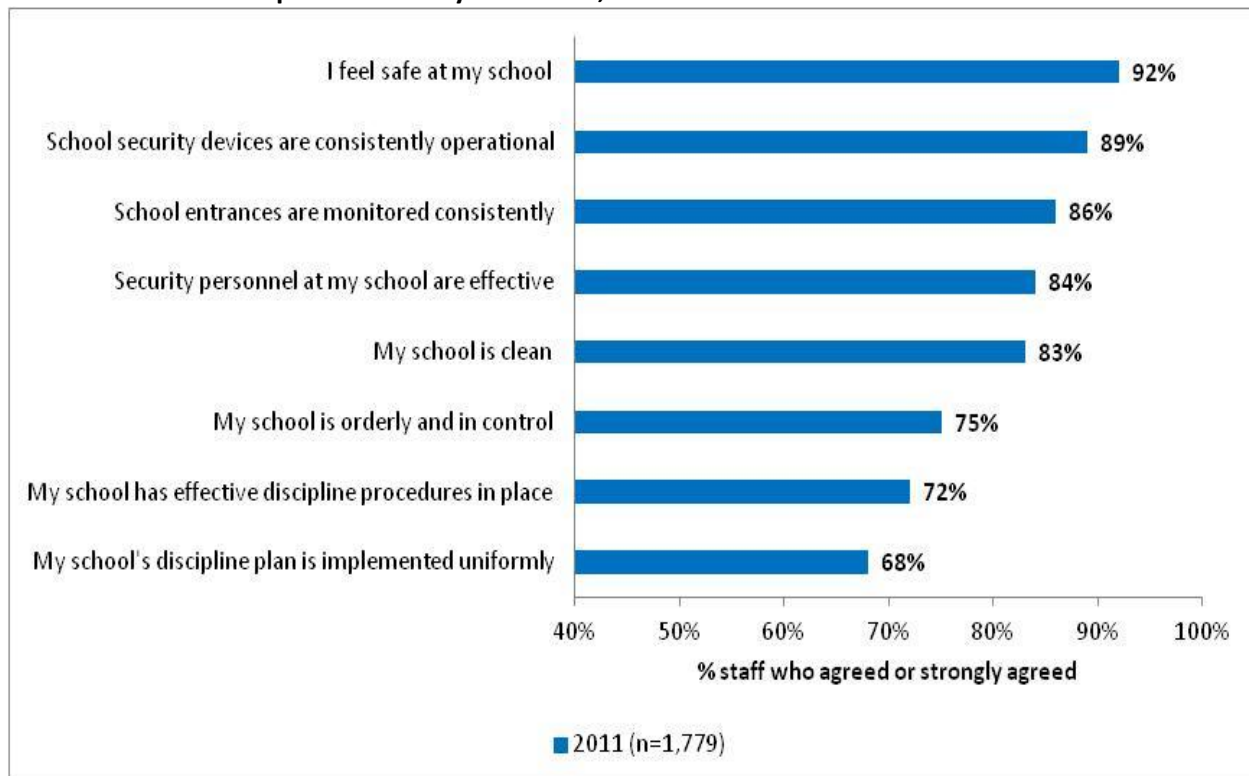
Family and Community Engagement

As a measure of family engagement, staff were asked about whether the adults working in their school worked “hard to build trusting relationships with parents.” Eighty-eight percent of staff agreed or strongly agreed with this statement in 2011.

Safe and Effective Learning Environment

When asked about the safety in and around their school environment, staff reported relatively high feelings of safety, but felt less positive about the school’s level of order and use of discipline procedures. For example, as illustrated in Exhibit 43, 92% of staff agreed or strongly agreed that they felt safe at their school in 2011. However, only 72% agreed or strongly agreed that the school had effective discipline procedures in place and 68% agreed or strongly agreed that the discipline plan was implemented uniformly. These findings may indicate that school staff view discipline as a problem at their school and that school leaders may want to reexamine their policies and enforcement plans. Direct comparisons to 2009 were not possible due to a change in the question wording.

Exhibit 43: Staff Perceptions of Safety and Order, 2011





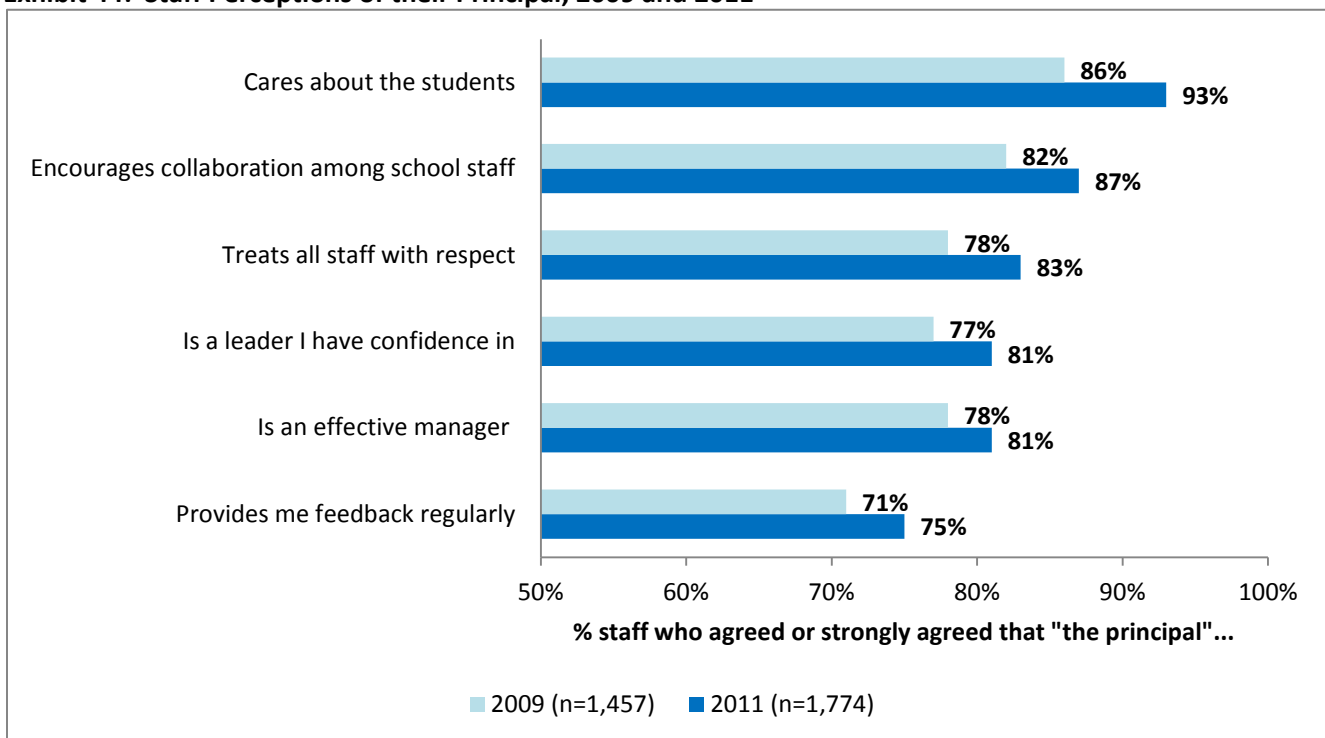
Staff Results (continued)

Staff also weighed in on their satisfaction with working at their school. Eighty-five percent of staff agreed or strongly agreed that their school was a “good place to work.” Staff also reported they were more respected by their co-workers (93%) than by their administrators (88%). Both levels appear to show high levels of respect and fulfillment in the workplace.

Leadership

On the topic of leadership (specifically principals) at their schools, staff reported significant across-the-board increases in rates of agreement with each quality measure, as illustrated in Exhibit 44. For example, there was a seven percentage point increase since 2009 in staff that agreed or strongly agreed that the principal cared about students, as well as a five percentage point increase in the rate of agreement on whether the principal treated all staff with respect and encouraged collaboration among staff. Regarding their principal’s efforts to support staff professional development, three-quarters of staff agreed or strongly agreed that their principal provided them with feedback regularly, and 81% reported that their principal was an effective manager.

Exhibit 44: Staff Perceptions of their Principal, 2009 and 2011



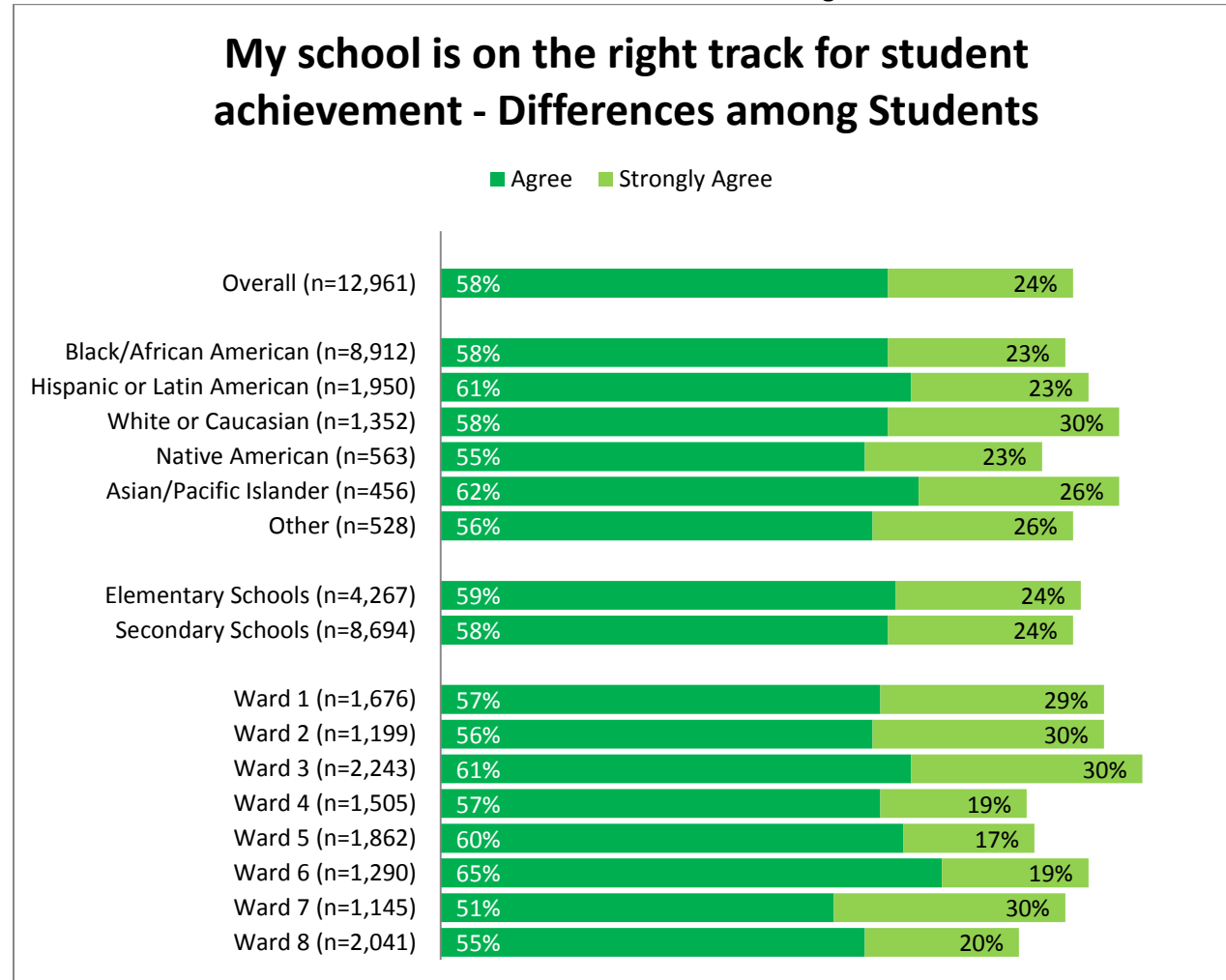
III. Subgroup Analysis

It is important to review differences within each stakeholder group to help determine if certain groups--for example, race or school type--differed in their level of satisfaction. The analysis below highlights differences within each stakeholder group.

Student Results by Race, Grade Level, and Ward

Further examination was conducted on reported agreement to “my school is on the right track for student achievement”. Students were slightly more likely to agree with this statement if they were Caucasian or Asian than if they were of another race. Elementary and secondary school students reported similar levels of agreement. Finally, looking across wards, students in Ward 3 reported the highest levels of agreement on this item, whereas students in Wards 4, 5, and 8 reported the lowest levels of agreement.

Exhibit 45: Percent of Students Who Believe Their School Is on the Right Track for Student Achievement, 2011

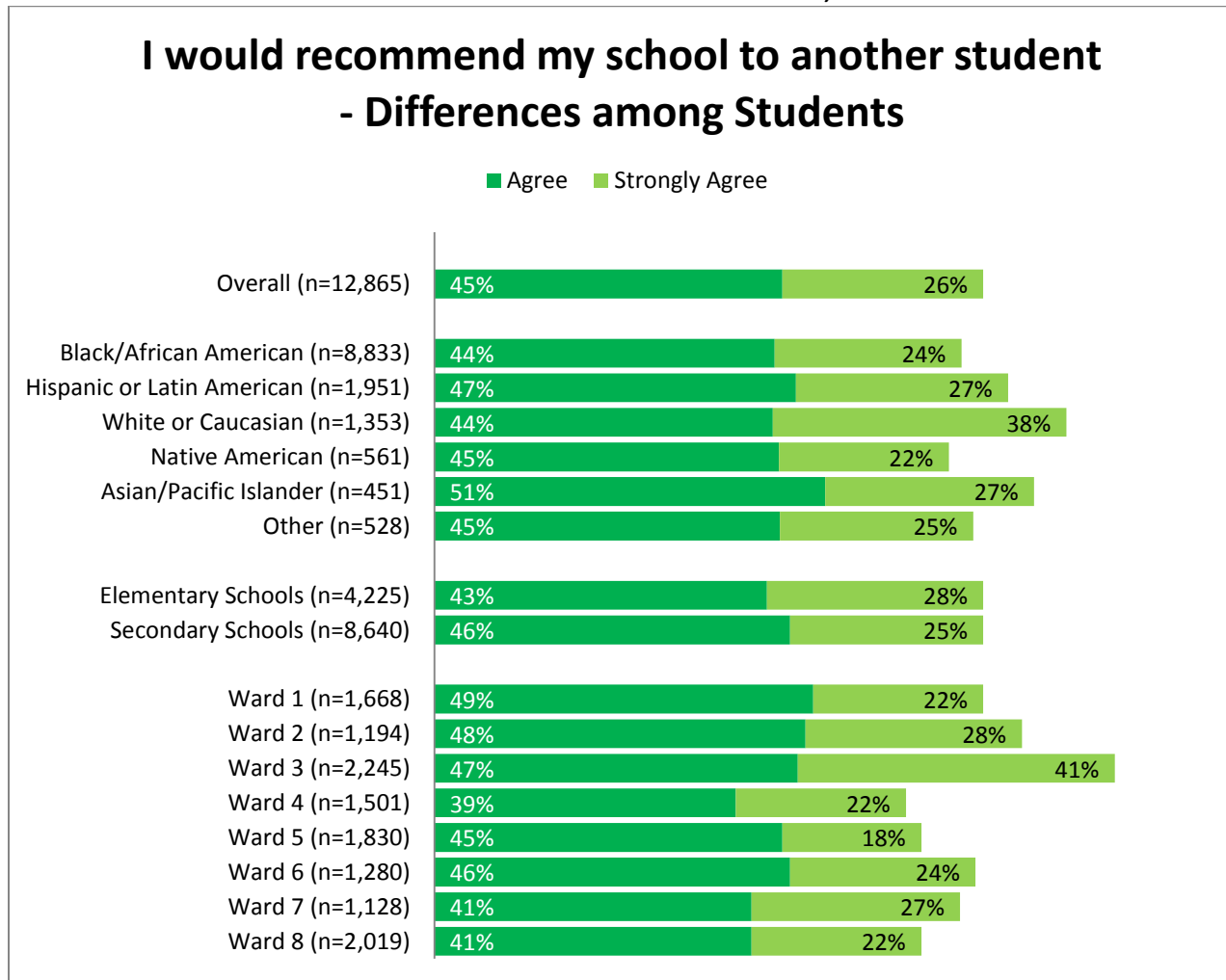




Subgroup Analysis (continued)

When asked if students would recommend their school to another student, Caucasian and Asian students were the most likely to make a recommendation while African American and Native American students were the least likely. Similar to the findings on the previous item, elementary and secondary school students were equally as likely to recommend their school. Ward 3 students again indicate a higher rate of satisfaction, reporting that they would recommend their school at a much higher rate than other students, especially those in Wards 4, 5, and 8.

Exhibit 46: Percent of Students Who Would Recommend Their School, 2011

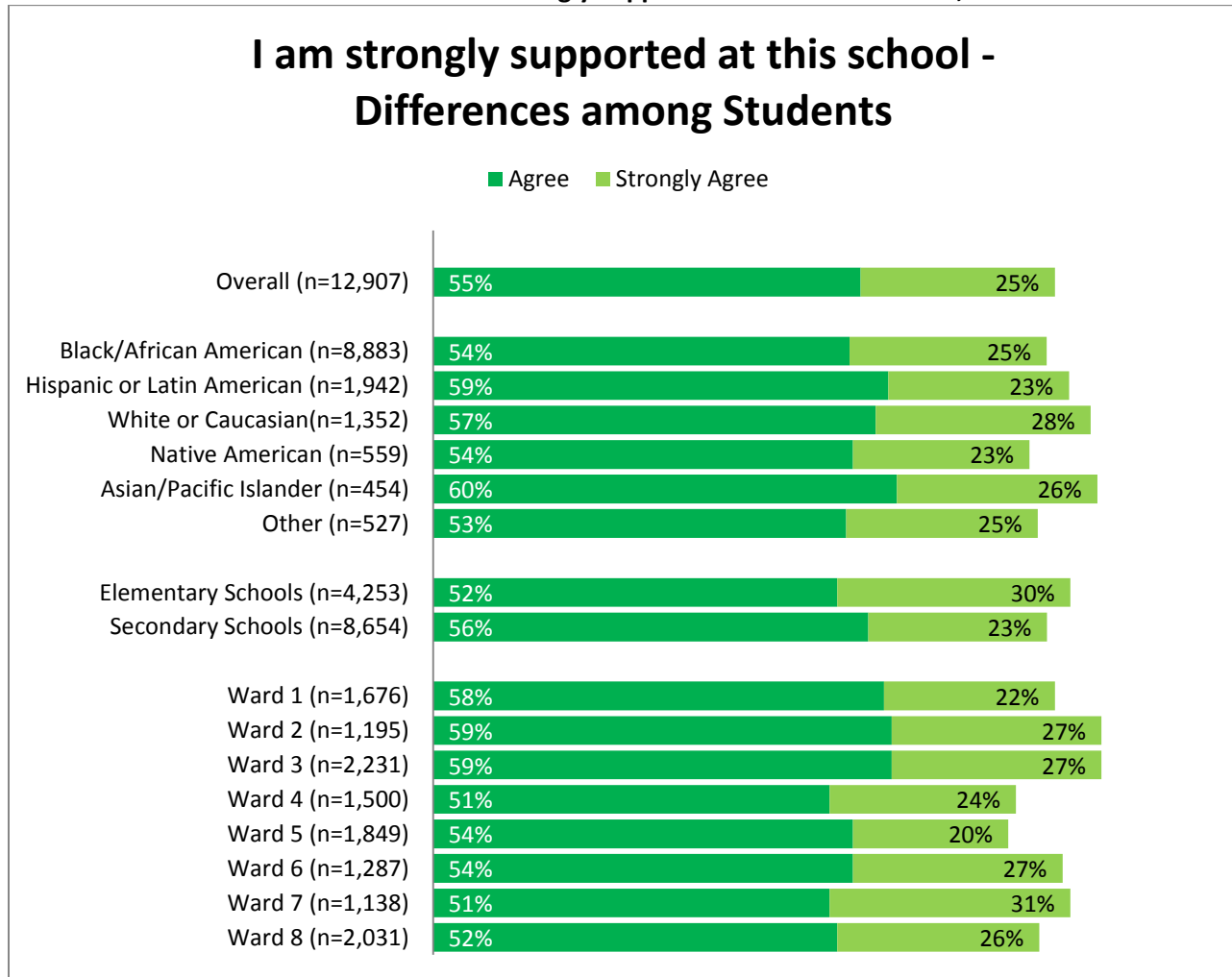




Subgroup Analysis (continued)

Regarding the support that students feel from their schools, Caucasian and Asian students felt more strongly supported than those of other races. Differences between elementary and secondary school student responses were again minimal as both felt about equally supported within their schools. Students in Wards 2 and 3 felt most supported within their school, while students in Wards 4 and 5 felt the least supported.

Exhibit 47: Percent of Students Who Feel Strongly Supported Within Their School, 2011

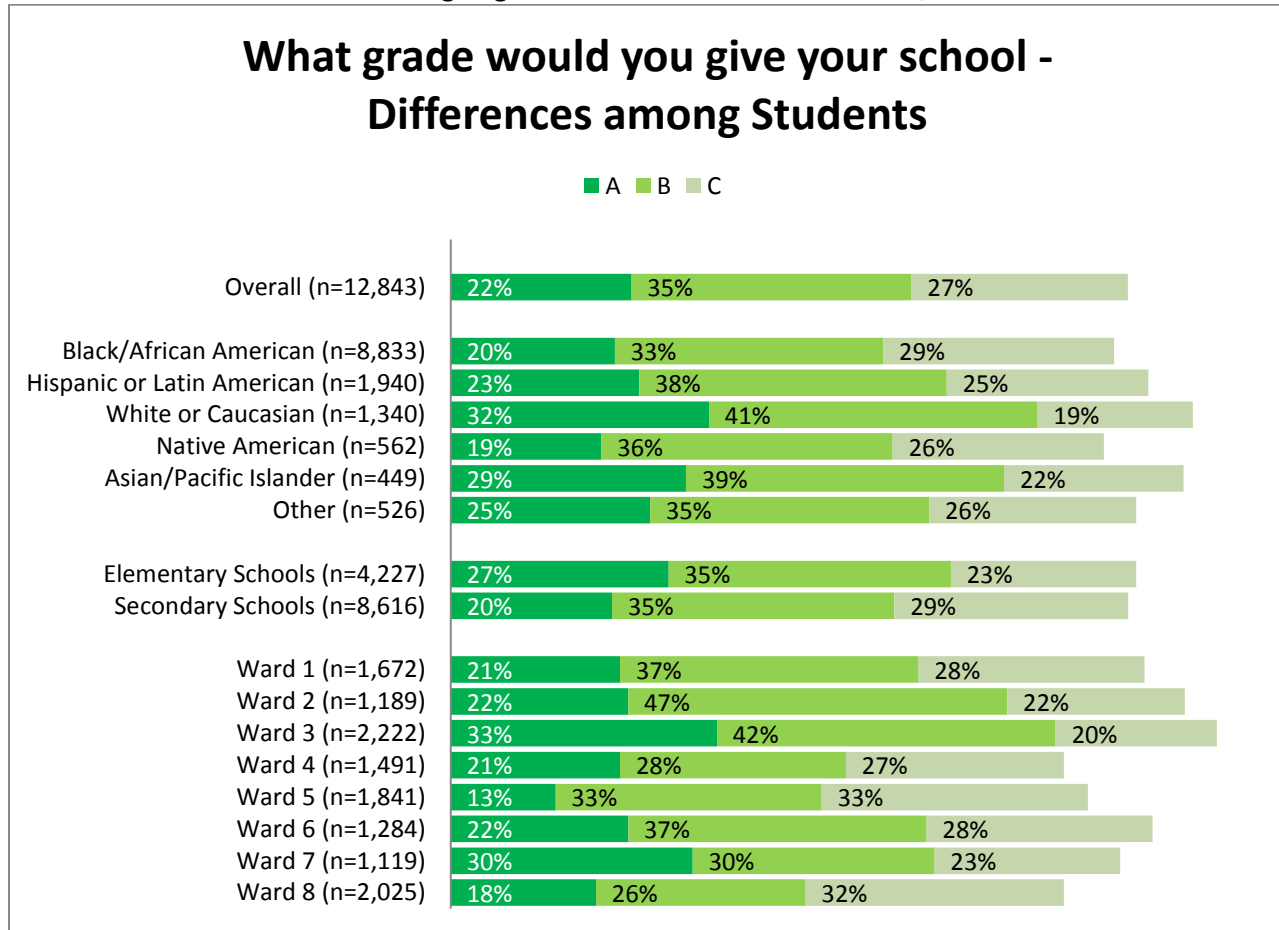




Subgroup Analysis (continued)

When asked what grade they would give their school, Caucasian and Asian students were the most likely to assign their school a grade of “A,” and elementary school students generally gave their schools higher grades than secondary school students. More students in Wards 3 and 7 gave their school an “A” grade than any other wards, and students in Wards 5 and 8 were least likely to give their school an “A.”

Exhibit 48: Percent of Students Assigning Each Letter Grade to Their School, 2011



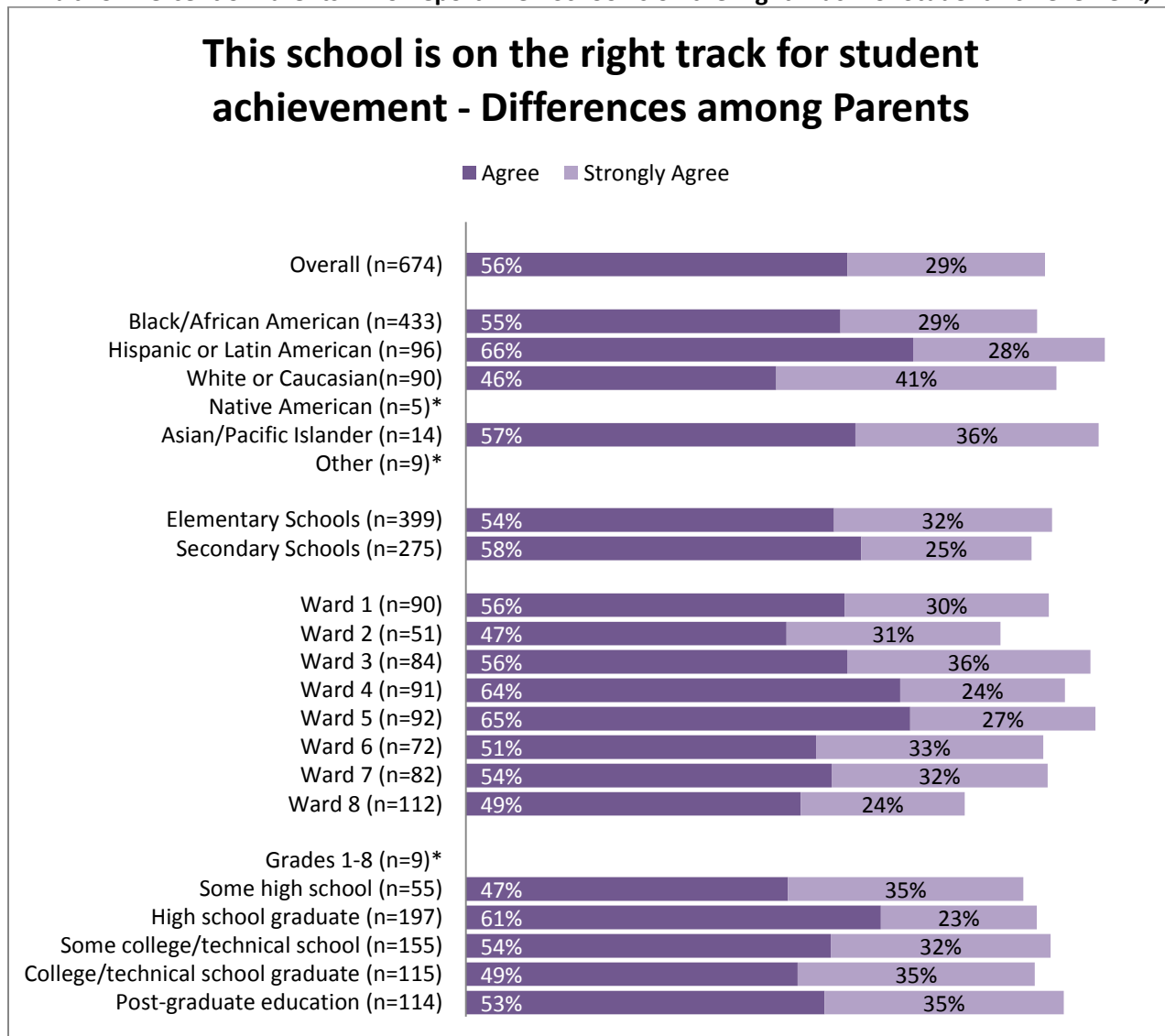


Subgroup Analysis (continued)

Parent Results by Race, Grade Level, and Ward

Looking at parent responses by subgroups, the results show that parents were more likely to say that their school is on the right track if they were Hispanic or Asian than if they were African American or Caucasian, and if their children attended schools in Wards 3 and 5. Parents tended to respond similarly about the school being on the right track for student achievement regardless of their own education level.

Exhibit 49: Percent of Parents Who Report Their School Is on the Right Track for Student Achievement, 2011



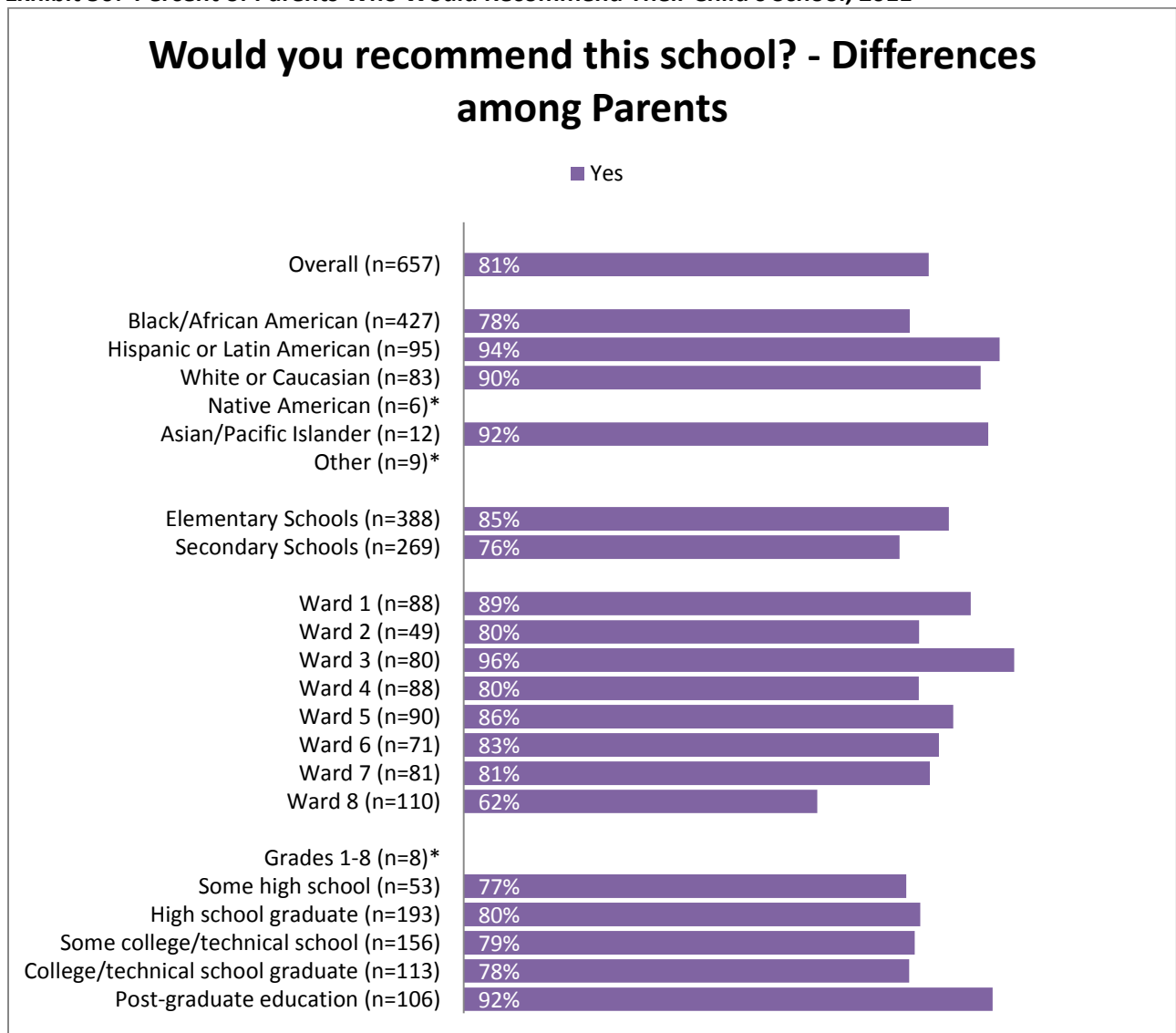
* Data are not displayed for groups with less than ten respondents.



Subgroup Analysis (continued)

Parents were most likely to recommend their child's school if they were Hispanic, Caucasian, or Asian than if they were African American, or if their child attended elementary schools versus secondary schools. Parents with children in Ward 1 and 3 schools were more likely to recommend their school than parents with children attending schools in other wards. Parents were likely to recommend their child's school regardless of their educational level. However, parents with a post-graduate education were the most likely to recommend their child's school.

Exhibit 50: Percent of Parents Who Would Recommend Their Child's School, 2011



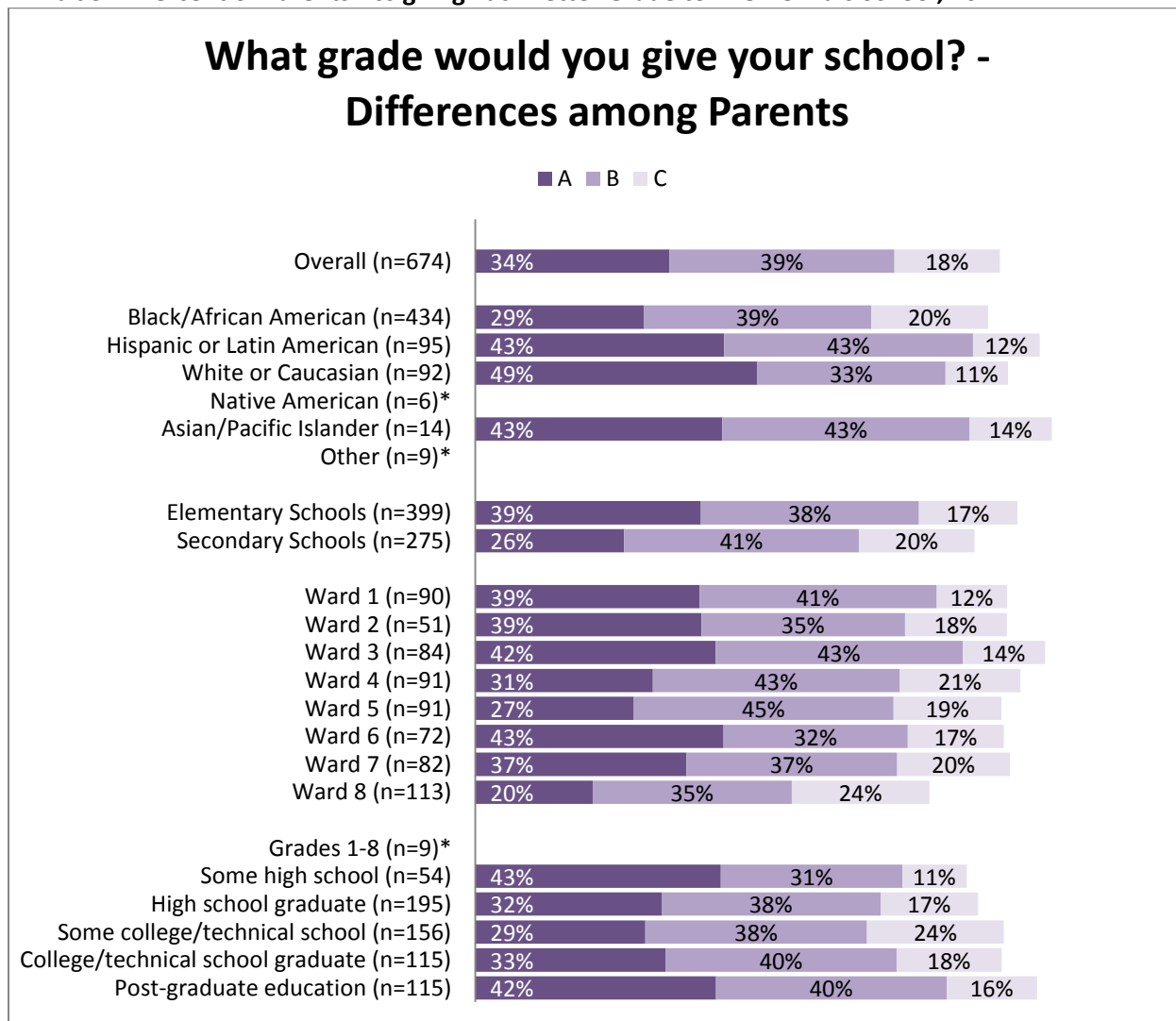
* Data are not displayed for groups with less than ten respondents.



Subgroup Analysis (continued)

When asked to grade their child's school, parents who were Hispanic, Caucasian, or Asian were more likely to assign their child's school a grade of "A" than other parents. Parents of elementary school children were also more likely to give their child's school an "A" compared to parents of secondary school students. The parents of students in Wards 3 and 6 gave the school an "A" most often, while parents of students in schools in Wards 4, 5, and 8 were least likely to give the top grade.

Exhibit 51: Percent of Parents Assigning Each Letter Grade to Their Child's School, 2011



* Data are not displayed for groups with less than ten respondents.

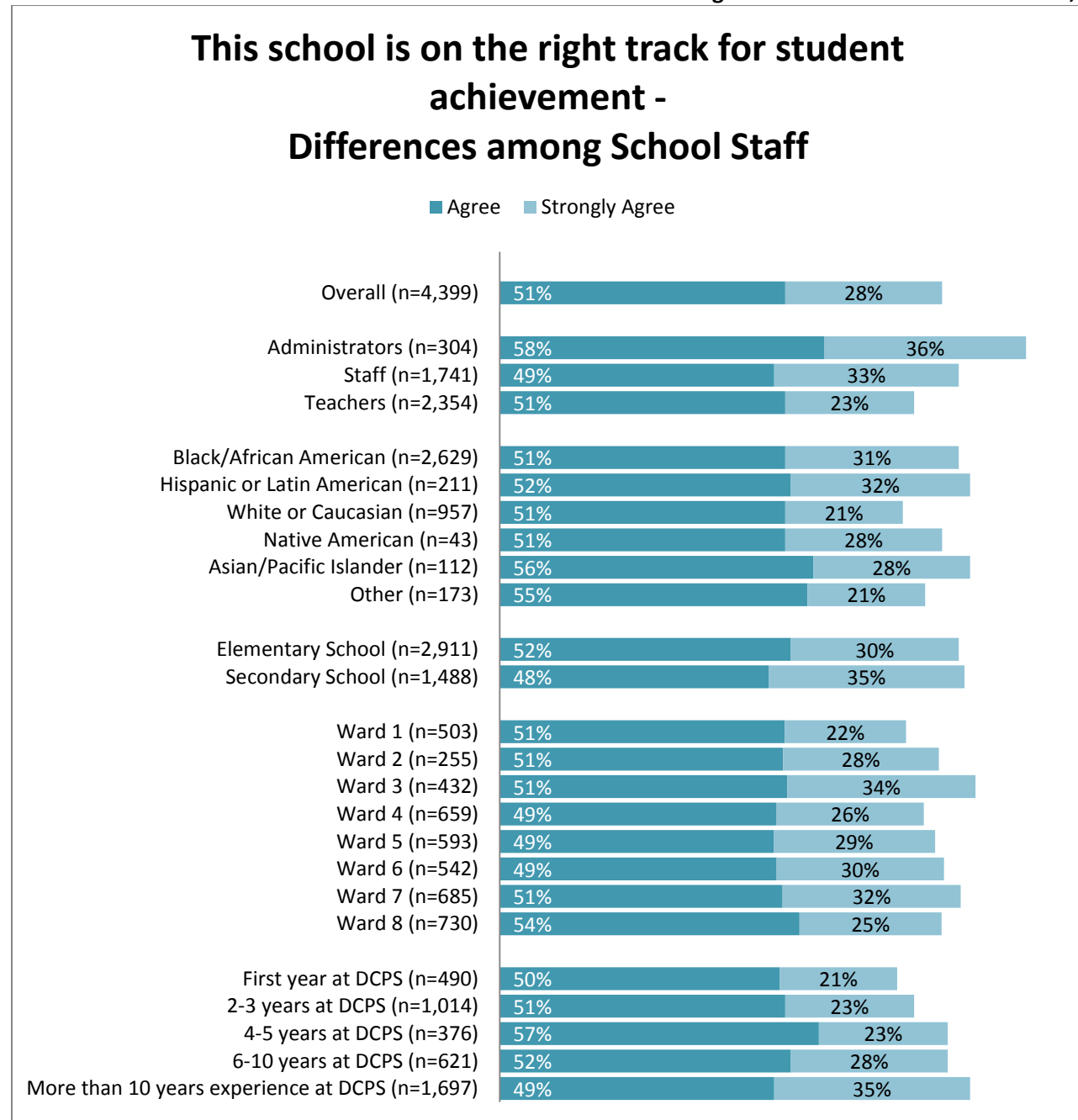


Subgroup Analysis (continued)

All School-based Staff Results by Race, Grade Level, and Ward

In this section, “school staff” represents the combined responses of all teachers, administrators, and staff. Administrators responded more favorably about their school’s direction than teachers or staff. Caucasian school staff report the lowest satisfaction rates on this item. School staff in Ward 3 reported slightly higher satisfaction than those in other wards. The results also indicate that DCPS school staff appear to show higher levels of satisfaction as their years of experience increase.

Exhibit 52: Percent of School Staff Who said Their School Is on the Right Track for Student Achievement, 2011

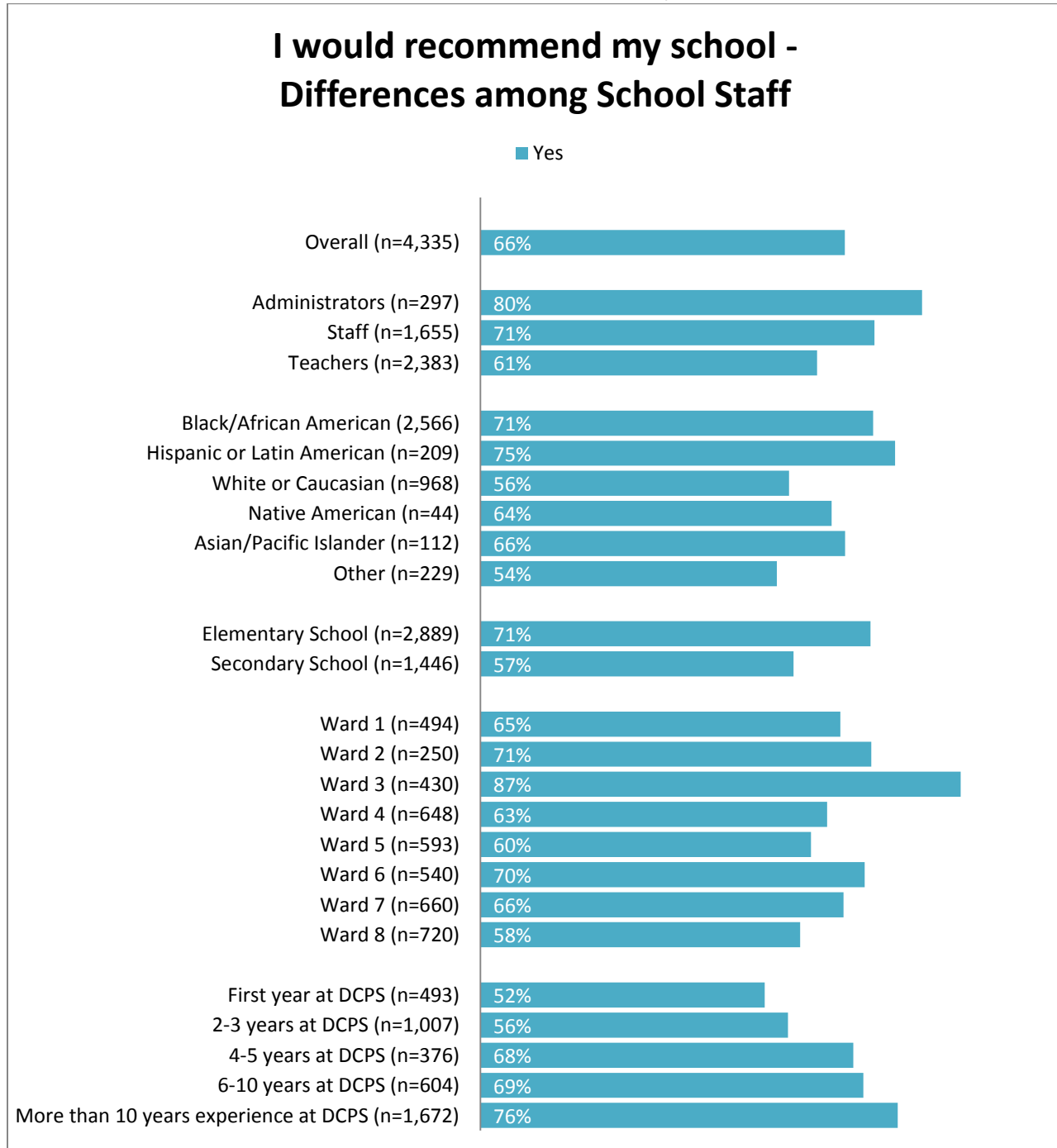




Subgroup Analysis (continued)

Consistent with results of the previous analyses, administrators are more likely to recommend their school to others than teachers and staff. Teachers were least likely to recommend their school. Results also indicate that African American and Hispanic school staff were more likely to recommend the school than Caucasian school staff. School staff in Ward 3 were much more likely to recommend their school than staff in other wards. Overall, DCPS staff are more likely to recommend their school as their years of experience increase.

Exhibit 53: Percent of Staff Who Would Recommend Their School, 2011

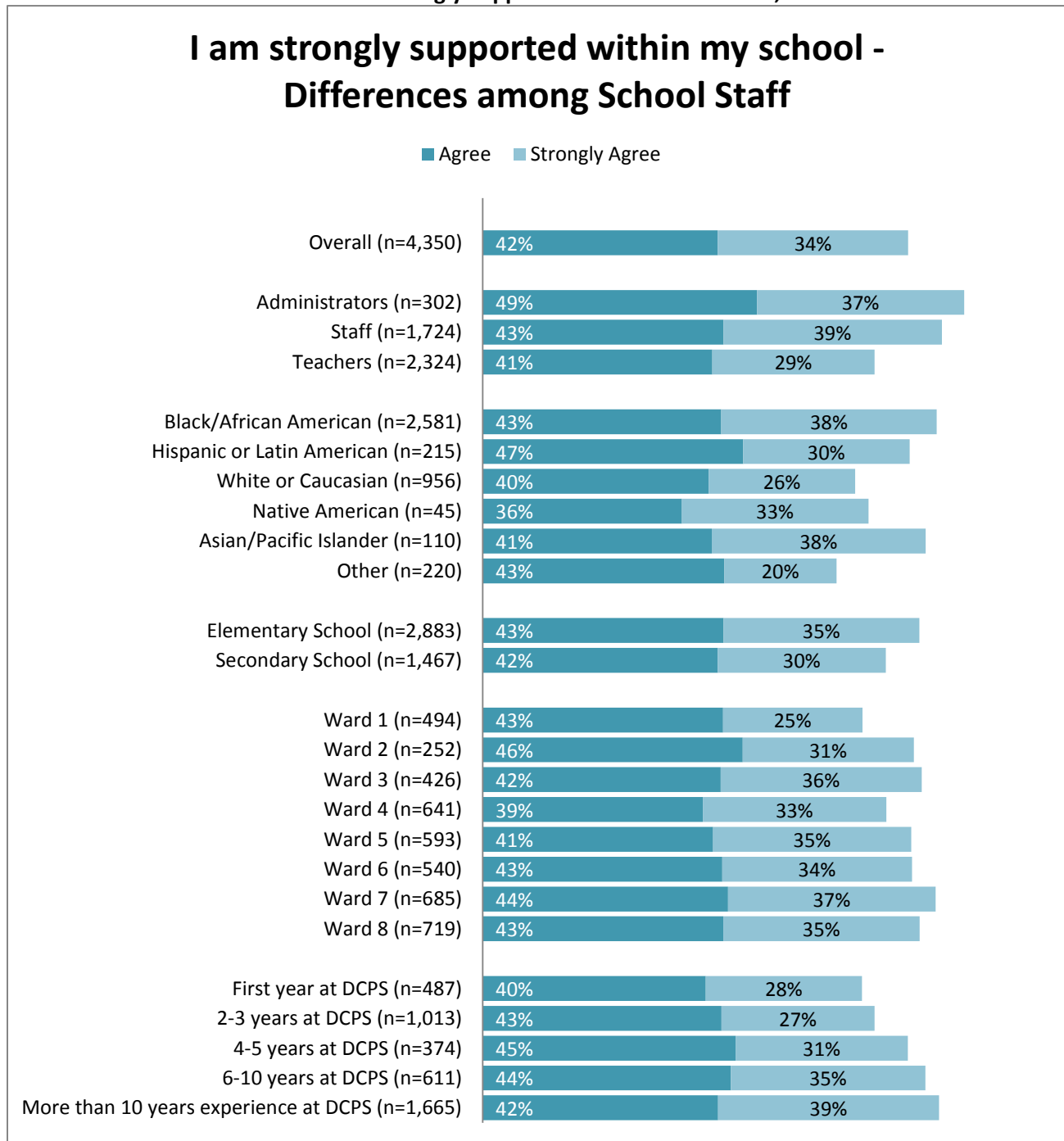




Subgroup Analysis (continued)

When asked about being supported within their school, administrators responded more positively than staff, while teachers felt the least supported. African American, Hispanic, and Asian school staff were more likely to feel supported than staff of other races. Responses by Ward did not differ much, while across the district DCPS school staff felt more supported as their tenure in the district increased.

Exhibit 54: Percent of Staff Who Feel Strongly Supported Within Their School, 2011



IV. Regression Analysis: Factors Affecting Overall Satisfaction

This section presents regression results that help illustrate which areas of school operations and environment may be of the most interest to stakeholders. School and district leaders may use this analysis to help determine which areas may most influence overall satisfaction.

Methods

Consistent with the 2009 district-level report created by Westat⁵, a regression analysis is used to determine factors that may affect overall satisfaction as approximated by responses to items in the first section of each survey (e.g., “What grade would you give your school?” and “My school is on the right track for student achievement”). On the 2011 survey questionnaires, each survey question was grouped by a specific topic of interest (listed in Exhibit 55). For instance, a section of the student questionnaire contained three questions that asked about the student’s access to technology at school. Each respondent’s answers were given an overall topic score representing the percentage of all items that were answered positively for that topic. A student, for instance, would receive a score of 1.0 (or 100%) for the “Technology Access” topic if a student provided favorable answers to all three questions in that section, or a score of 0.66 (or 66%) if the student responded favorably to two out of three of the questions in this topic area. An answer was considered “favorable” if it fell into the top two response categories (e.g., strongly agree/agree or very satisfied/satisfied). For questions where the first two categories would reflect a negative situation (e.g., “How often do students in your school have things stolen or damaged by other students?”), the two responses that conveyed favorability were used. This method of calculation was used both for the independent variables in our regression model (listed in Exhibit 55), as well as the dependent variable “Overall Satisfaction,” based on responses to questions in the first section of each survey.

Separate regression models were run for each of the respondent groups to best capture the variations in opinions among students, parents, teachers, administrators, and staff. The statistical models explained between 40 percent and 63 percent of the variation. As a perfect model with no error would explain 100 percent of the variation, these models performed fairly well. Each of the factors included in the student model were statistically significant and the student model explained 45 percent of the variation. Each of the other models had many but not all statistically significant factors. The teacher model explained the greatest amount of variance at 63 percent.

Exhibit 55 shows a coefficient for each of the factors (e.g. “Instructional Practices”) in each model (e.g. “Parents”). These coefficients can be interpreted as how well the factor predicts overall satisfaction for each respondent group. The larger the coefficient, the more that factor contributed to that

⁵Chaney, B. (2009, December). DCPS Stakeholder Surveys 2009: Districtwide Results. Prepared by Westat, 1650 Research Boulevard, Rockville, MD 20850. Available at <http://dcps.dc.gov/DCPS/Files/downloads/ABOUT%20DCPS/Surveys-08-09/DCPS-Stakeholder-Surveys-District-level-2009.pdf>.

Regression Analysis (continued)

respondent group's overall satisfaction level. If a factor is both statistically significant and has a high regression coefficient, that factor could be viewed as a priority area for that respondent group.

Results

The regression results of the models for each respondent group are displayed in the table below. As expected, the most important topic of interest differs between respondent groups, as each has different priorities with respect to satisfaction with their school. The coefficients indicate safety is the most important factor to students, while teachers, administrators and staff value their work environment most. Parent's overall satisfaction was most strongly related to instructional practices. Blank cells below indicate that topic was not included in the survey for that stakeholder group.

Exhibit 55: Regression Results on Factors Related to Overall Satisfaction

Factor	Students	Administrators	Teachers	Other Staff	Parents
Intercept	2.58*	14.75	-18.77*	-13.58*	3.14*
Safety	0.46*	0.19*	0.20*	0.23*	0.09*
Work Environment		0.22*	0.36*	0.40*	
Instructional Practices	0.09*		0.13*		0.39*
Special Departments					0.00
Student's Goals and Views	-0.04*				
Communications and Parental Engagement					0.18*
School Principal	0.17*		0.26*	0.09*	0.09*
School Staff	0.27*	0.20*	0.12*	0.21*	0.02
Teachers	0.04*	0.06			0.06*
Technology Access	0.02*	-0.17	-0.11*		
Building		0.11*	0.02	-0.02	0.03*
District Services		0.10*	0.14*	0.16*	
Budget		0.08*			
R-squared (variation explained)	0.45	0.40	0.63	0.52	0.45

* Indicates statistical significance at $p < 0.05$

Appendix A: Methodology

Overview

In May and June 2011, DCPS partnered with KPMG to conduct surveys of school stakeholders in order to gauge satisfaction with DCPS schools and the district. These stakeholders included students in grades 5-12, parents, teachers, administrators, and other school-based staff, all of whom shared their views on issues ranging from student achievement and teacher quality to facilities maintenance and school safety.

Survey Instrument

The 2011 DCPS Stakeholder Survey marked the third iteration of the questionnaire in recent history, and its questions and content were largely based on the 2007-08 and 2008-09 questionnaires. In order to boost the survey's relevancy and usefulness for the DC community, DCPS's Office of Data and Accountability (ODA) hosted focus groups during the fall of 2010 to obtain feedback about the content of the 2008-09 surveys, and the 2010-11 survey reflects the revisions made as a result of this feedback.

Beginning in May 2011, five separate versions of the survey were distributed for each of the five stakeholder groups –parents, students, teachers, administrators, and staff– in either hard-copy or web-based form. All surveys featured similar core questions on overall satisfaction, as well as questions on topics such as Teaching and Learning, Resources, Family and Community Engagement, and Safe and Effective Learning Environment. While the surveys for teachers, staff, and administrators were the most similar in their question content, each version featured a few notable differences due to variations in personnel responsibilities. For example, while questions regarding budget and procurement were only included in surveys for administrators, questions regarding satisfaction with the principal were only included in teacher and staff surveys.

Survey Eligibility and Administration

DCPS and KPMG worked together to identify survey respondents across all eligible parents/guardians, teachers, staff, administrators, and students (in grades 5-12), each of which required specialized administration efforts to support stakeholder participation. Within these stakeholder groups, some individuals were unable or ineligible to complete the survey and were thus excluded from the survey respondent pool. The eligibility requirements for each group are outlined below, as well as details on the survey administration methods for all stakeholder groups.

Students in grades 5-12: All students enrolled in a DCPS school in grades 5-12 as of March 14, 2011--according to the DC Student Tracking and Reporting System (DC STARS)--were eligible to complete the 2011 Stakeholder Survey. KPMG provided each school with one survey for each of the 22,465 eligible students.

Appendix A: Methodology (continued)

Within the total eligible student population, a number of students fell under exceptions that rendered them ineligible. Each school was instructed to inform ODA of which students were subject to these exceptions and to remove them from the survey pool. The following list outlines all student eligibility exceptions:

- *Students who have 'opted-out' of the survey:* Students whose parents returned a signed withdrawal form to the school indicating that their child could not participate in the survey process were removed from the school's student survey population.
- *Students that are no longer attending the school:* Survey Liaisons were asked to submit the names of students who no longer attended the school in order to adjust the school's student population accordingly.
- *Students who cannot complete the survey due to physical or cognitive disabilities:* Survey Liaisons were asked to submit the names of students who were not able to complete the survey due to physical or cognitive disabilities in order to adjust the school's student population accordingly.
- *External Diploma Program (EDP) students:* Survey Liaisons were asked to provide eligible EDP students a survey; however, at the end of the survey, DCPS removed non-responding EDP students from the survey pool and adjusted the affected school's student population accordingly. This was done because some EDP students did not regularly check in with their school during the survey period, and therefore were unable to receive their paper survey.

Parents: Parents of students in all grade levels (kindergarten through twelfth grade) enrolled in a DCPS school as of March 14, 2011 were eligible to complete the survey. ODA provided each school with one survey per eligible household. Parents were directed to complete only one survey per school, even if they had more than one child at the same school and happened to receive more than one survey. The total eligible parent population totaled 37,083 households.

Like students, parents had the option to complete the survey either in paper form or online. All designated Survey Liaisons worked with their school's administration to determine the best method for distributing the parent survey materials, whether by sending surveys home with students, distributing them at school meetings and events, or mailing the surveys directly. Parents who completed the survey in hard-copy were asked to return the survey using an enclosed postage-paid envelope.

DCPS Teachers, Administrators, and Staff: All school-based teachers, administrators and staff (including aides, food service employees, security guards, counselors, librarians, etc.) working at least part time in a DCPS school were eligible to complete the survey. The list of eligible staff was compiled by DCPS's Human Resources department, as well as from contractor staff lists provided by the Office of School Security and the Office of Food Services, and each Survey Liaison received a staff roster for their school to help identify eligible staff. District-wide, 7,649 staff members were eligible to complete the survey.

Appendix A: Methodology (continued)

At the end of the survey period, DCPS's Office of Data and Accountability reviewed the staff data in order to identify employees who fell under eligibility exceptions and the school's staff population was adjusted if necessary. Staff were removed from the survey population if they were no longer employed at the school at the time of survey administration or if they were away on medical or maternity leave.

The teacher, administrator, and staff surveys were only offered online. All personnel were given sealed postcards with access codes and instructions to complete their group's version of the survey online. Access codes were designed to ensure that staff accessed the appropriate survey (i.e. no teachers were able to access the surveys for administrators or other staff) and to ensure that one and only one survey was completed by each eligible respondent.

Parent Telephone Poll

In addition to the paper and online surveys, KPMG also conducted a parent telephone poll using a stratified random sample of DCPS parents to help ensure that parent responses were representative of DCPS parents. The sample was stratified by ward, race, and grade level (i.e., elementary or secondary).

The frame provided by DCPS to KPMG contained 64,559 records, with one or more records per student (i.e., one record for each parent/guardian contact; a child could have up to six contacts). Prior to selecting the sample, KPMG excluded 5,154 records that had no contact information on file, and also excluded 866 students that had either been discharged or transferred to another school since the initial survey lists were prepared.

To select the sample, KPMG performed the following steps, (1) kept only one parent/guardian per student, in most cases that is the parent/guardian the student lived with, if there was no parent/guardian living with the student, we used the parent/guardian who had custody of the student; (2) defined households so that all students who shared the same parents at the same address were considered to form a single household (resulting in a total of 41,404 households), and (3) within each household, randomly selected one student. This created the final frame of 33,034 eligible student/household combinations.

To select the representative sample of parents, KPMG stratified the household population by ward, race of the selected student, and grade level of the selected student (i.e., elementary or secondary), and then selected households randomly from each of these strata. The 2,200 parent household sample was stratified to ensure that the number of parents contacted in each subgroup was proportional to the subgroup's size in the total population, meaning it was representative of the total parent population at the broader ward, race, and grade levels (see Representativeness of Parent Responses below for more evidence of this).



Appendix A: Methodology (continued)

Once the sample was finalized, trained interviewers called parents from the sample based on call times agreed upon with DCPS (morning, evening, etc.) using phones equipped with Computer Aided Telephone Interview (CATI) stations. Only one parent/guardian was asked to respond per household, and that parent/guardian was asked to respond only for the school of the selected student.

The final sample is representative of the population at the broader district, ward, race, and school type levels, but not necessarily for each school because of the small number of parents selected from each school. For this reason, district-wide parent results included in this report are based on the data collected through the parent telephone poll, while school-level results included in individual school reports are based on the data collected through the parent census.

Outreach and Data Collection

Throughout the survey planning, administration, and close-out phases, DCPS and its partners at Clear Channel Communications conducted numerous outreach efforts and advertising campaigns to raise awareness and boost participation. Some of these efforts were implemented on an on-going basis, and others were on a one-time basis. On-going communication efforts included sending emails to Survey Liaisons, principals, and parents; placing radio, print, and online advertisements for the DC metro area; and engaging in social media outreach, among other efforts. One-time communication efforts included providing Survey Liaison training, posting information in participating schools, and sending reminders for parents and educators to complete the survey.

Once the surveys were completed, KPMG processed the survey data files from two vendors: Web-based survey data from NetEndeavor for the parent, student, teacher, administrator and staff surveys; and hard-copy survey data from Scantron for the parent and student surveys. KPMG then used a data management and statistical package (STATA) to combine all survey data and perform the following data integrity checks and cleaning:

- Identified valid survey codes in the population
- Excluded duplicate surveys
- Excluded surveys with no valid responses
- Validated missing or incorrectly entered response data

Response Rates

After all surveys were collected, the response rates for each stakeholder group were calculated by dividing the number of returned surveys by the total adjusted population size. Response rates for each stakeholder are presented in Exhibit 56.

Appendix A: Methodology (continued)

Table 56: Response Rates per Stakeholder Group: 2011

Survey Group	Population Size	Number of Returned Surveys	Response Rate
Parent (paper/online)	37,083	6,437	17.4%
Parent* (telephone)	2,200	678	30.8%
Student (grades 5-12)	22,465	13,161	58.6%
Teacher	3,565	2,438	68.4%
Administrator	368	311	84.5%
Staff	3,716	1,834	49.4%
Overall Staff	7,649	4,583	59.9%

* Because the telephone survey results are from a representative sample and not a census, response rates are calculated differently and should not serve as direct comparison with other survey results.

For the second year in a row, response rates continued to grow among parents and students. The 2011 rates exceeded 2009 rates across these stakeholder groups, increasing by 17 percentage points for students, and 6 points for parents district-wide. Response rates dipped among teachers and staff while increasing slightly among administrators.

Representativeness of Parent Responses

Tables 57-59 below display the characteristics of parents responding to the parent census survey and the parent telephone poll by ward, school type, and race. These distributions are then compared to the overall distribution of parents in the DCPS population in order to show how closely the distribution of parents responding via each medium—paper/online and telephone—align with the population distribution. These tables demonstrate that the parents responding to the telephone poll were more representative of all parents in the school system than the parents responding to the parent census survey.

As an example, consider Ward 6 (see Table 57), where approximately 11 percent of parents in the district send their children to school. Among the total number of parents who responded to the telephone poll, 11 percent were parents who send their children to Ward 6 schools, while 15 percent of the parents responding to the parent census survey were parents in Ward 6 schools. This translates into an exact match between the telephone poll and total population distributions and a difference of 5 percentage points between the parent census survey and total population distributions for Ward 6. The smaller disparity between the population percentage and *telephone poll* percentage (i.e., 0%) compared to that of the population percentage and *parent census survey* percentage (i.e., 5%) indicates that telephone poll responses are more representative of the Ward 6 population. From the information shown in Tables 57 and 58, the same could be stated for each ward and each school type.



Appendix A: Methodology (continued)

Exhibit 57: Distributions of Parents by Ward, 2011

Ward	Parent Population		Telephone Poll Respondents			Parent Census Survey Respondents		
	N	% of Total	N	% of Total	Difference from Population	N	% of Total	Difference from Population
1	4,120	14%	75	11%	-3%	622	10%	-4%
2	2,264	8%	51	8%	0%	540	8%	1%
3	3,729	12%	101	15%	2%	1,334	21%	8%
4	3,968	13%	91	13%	0%	695	11%	-2%
5	3,986	13%	92	14%	0%	489	8%	-6%
6	3,206	11%	72	11%	0%	989	15%	5%
7	3,734	12%	82	12%	0%	722	11%	-1%
8	5,052	17%	114	17%	0%	1,046	16%	-1%
Total	30,059	100%	678	100%	--	6,437	100%	--

Exhibit 58: Distributions of Parents by School Type, 2011

School Type	Parent Population		Telephone Poll Respondents			Parent Census Survey Respondents		
	N	% of Total	N	% of Total	Difference from Population	N	% of Total	Difference from Population
Elementary	17,973	60%	402	59%	-1%	4,465	69%	10%
Secondary	12,086	40%	276	41%	-1%	1,976	31%	-10%
Total	30,059	100%	678	100%	--	6,441	100%	--

While a point of comparison is not available for the relative closeness of the distribution of telephone poll respondents by race, this distribution is almost identical to that of the population (see Exhibit 59), indicating the sample of telephone poll respondents is well aligned with the population.



Appendix A: Methodology (continued)

Exhibit 59: Distributions of Parents by Race, 2011

Student Race	Parent Population		Telephone Poll Respondents		
	N	% of Total	N	% of Total	Difference from Population
Asian/Pacific Islander	774	3%	20	3%	0%
Black/African American	21,841	73%	481	71%	-2%
Hispanic	4,424	15%	104	15%	0%
Indian	25	0%	3	0%	0%
Not Entered	48	0%	0	0%	0%
White or Caucasian	2,947	10%	70	10%	0%
Total	30059	100%	678	100%	--

Note: The parent census survey distribution by race is not shown due to constraints in the data. We do not know the racial composition of parents whose children are enrolled at DCPS. We only know the racial composition of their children.

Appendix B: Question by Question Results

Question by Question Results – Students

13,161 students (59% of eligible students) completed the survey district-wide

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree
My school is on the right track for student achievement	24%	58%	14%	4%
I am strongly supported within my school	25%	55%	16%	4%
I would recommend my school to other students	26%	45%	21%	8%
This school is a welcoming place for my family	25%	46%	21%	8%

What grade would you give...	A	B	C	D	F
your school?	22%	35%	27%	11%	5%

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel safe at my school	26%	45%	15%	6%	8%
Everyone is expected to follow the school rules	33%	42%	15%	7%	3%
School entrances are always monitored	32%	40%	16%	5%	6%
Hallways, stairwells, bathrooms are empty of students during class periods	12%	28%	33%	19%	9%
School security devices (for example, cameras) work	35%	38%	8%	3%	16%
Security personnel at my school do a good job	26%	45%	15%	7%	7%
My school is orderly and in control	15%	39%	26%	14%	6%
My school is clean and well maintained	17%	34%	25%	19%	5%

How safe do you feel in the following places?	Very safe	Mostly safe	Somewhat safe	Not safe
Outside around the school	27%	36%	28%	9%
In the hallways and bathrooms of this school	41%	36%	17%	6%
In my classes	63%	26%	9%	3%

How often do students in your school...	Often	Sometimes	Rarely	Never	Don't know
Get into fights	24%	38%	24%	10%	4%
Have things stolen or damaged by other students	25%	33%	23%	11%	9%
Get made fun of for the way they look or talk	38%	28%	17%	11%	6%
See gang activity in school	12%	16%	19%	40%	13%

The principal at my school...	Strongly agree	Agree	Disagree	Strongly disagree
Makes the school run smoothly	30%	47%	16%	6%
Cares about students	46%	41%	9%	4%
Is available to talk to	29%	43%	21%	8%
Highlights student accomplishments regularly	32%	46%	16%	6%

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 working at my school...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Work hard and try to make the school work well	38%	52%	8%	2%
Care about students	34%	52%	12%	3%
Include at least one adult I can talk to if something is wrong	44%	43%	9%	3%
Help maintain discipline in the entire school	25%	52%	18%	4%
Treat me with respect	33%	48%	14%	5%
Give me extra help when I need it	37%	49%	11%	3%
Treat all students fairly	23%	39%	27%	11%
Set high standards for students	38%	48%	10%	4%

My teachers...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Inspire me to learn	40%	47%	10%	3%
Often connect what I'm learning to life outside the classroom	29%	48%	18%	4%
Encourage students to share ideas about things we're studying in class	35%	50%	12%	3%
Often require me to explain my answers	42%	48%	7%	2%
Often assign homework that helps me learn	39%	45%	12%	4%

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
We have enough teaching materials (like books, photocopies and calculators) for all students	25%	39%	26%	10%
In my classes, we often discuss different interpretations of things we read	30%	54%	12%	3%
My classes really make me think	27%	51%	17%	4%
When I am absent, the teacher gives me missed assignments	28%	42%	21%	9%

How often do you have...	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Access to a working computer at school	43%	37%	14%	6%
Access to the internet at school	44%	34%	15%	6%
Access to a working printer at school	33%	30%	19%	18%

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I try hard to do well in school	59%	37%	3%	1%
I know what I do well in school and what areas I need to work on	56%	40%	3%	1%
I ask for help from my teachers or others when I need it	44%	46%	8%	2%
I set goals and then work to achieve them	42%	47%	10%	2%
I respect the ways in which people are different	49%	44%	5%	1%
I get along well with other students	39%	47%	11%	4%
I am confident I will graduate from high school	71%	25%	3%	1%



Question by Question Results – Students

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I like school	28%	45%	18%	10%
I attend all my classes	58%	35%	6%	1%
I think doing well in school is important for my future	70%	26%	3%	1%
I can get help on schoolwork if I need it	53%	40%	5%	2%
My friends think it's important to work hard to get high grades	41%	45%	11%	3%

Gender	Male	48%	Female	52%
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Grade	5th	20%	8th	14%	11th	10%
	6th	15%	9th	10%	12th	7%
	7th	15%	10th	9%		

How would you describe yourself?				
Black/African American	69%	Native American		4%
Hispanic	15%	Asian/Pacific Islander		4%
White or Caucasian	10%	Other		4%

What languages does your family speak at home?				
English	86%	Chinese		1%
Spanish	16%	Amharic		1%
French	2%	Other		4%

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

Are you aware of the high school graduation requirements?	Yes	88%	No	12%
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Are you on track towards high school graduation?	Yes	78%	No	5%
	Not Sure	17%		

What are your plans after high school?				
Continue school	35%	Join the military		3%
Get a job	16%	Other plans		5%
Not sure	3%			

Have you taken any preparation courses to help you prepare for taking college entrance tests like the ACT or SAT?	Yes	41%	No	59%
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Have you taken any college entrance tests?	SAT	15%	ACT	4%
	Other	6%		



Question by Question Results – Parents

678 parents completed the sample survey district-wide

How much you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
DCPS is on the right track for student achievement	19%	63%	11%	5%	2%
This school is on the right track for student achievement	29%	55%	10%	5%	1%

Overall, what grade would you give...	A	B	C	D	F	Don't know
this school?	33%	39%	18%	5%	4%	1%
DCPS?	14%	33%	34%	9%	5%	5%

Do you plan to keep your child(ren) in DCPS?	Yes	79%	If not, why?	Moving out of DC	1%
	No	16%		Unhappy with school system	6%
	Don't know	5%		Other	8%

Would you recommend that a friend send his or her child to this school?	Yes	79%	No	18%	Don't know	3%
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How satisfied you are with the following at this school:	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know
Quality of instruction	32%	53%	12%	3%	0%
Academic progress of my child(ren)	38%	45%	12%	4%	0%
Physical condition of the classrooms	29%	54%	12%	3%	2%
Safety inside the school	35%	48%	11%	5%	1%
School's office staff	34%	52%	9%	3%	2%
Teachers	39%	49%	8%	2%	1%
School principal	38%	44%	8%	5%	5%
How the school communicates with parents	43%	42%	10%	5%	0%
How DCPS communicates with parents	23%	59%	12%	3%	3%
The level of parental engagement	28%	54%	10%	4%	4%

Which aspect of your child(ren)'s school is most important to you?			
Welcoming environment	4%	Academics/Student learning	54%
School's leadership/principal	9%	Teachers	10%
Safety	17%	Facility/building	1%
Location	4%	Other	1%

Do you know...	Yes	No
DCPS' policies on students' rights and responsibilities?	74%	26%
DCPS' policies on parents' rights and responsibilities?	76%	24%
How to volunteer at your child(ren)'s school?	89%	11%



Question by Question Results – Parents

How much you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know/ Not applicable</i>
This school keeps me regularly informed of my child(ren)'s progress	45%	41%	10%	4%	0%
Teachers contact me with concerns	38%	45%	11%	4%	1%
I receive interpretations/translations when I need them	24%	39%	8%	2%	27%
The school does a good job identifying students who need additional support	28%	41%	13%	7%	12%
There is a good process to get students enrolled in additional services they need	23%	47%	12%	5%	12%
I have all of the information that I need to make the right decisions about my child(ren)'s education at DCPS	28%	55%	13%	3%	1%

Please mark how much you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
I feel welcome at this school	47%	47%	4%	2%	0%
School staff members are helpful in answering my questions	41%	48%	8%	2%	1%
This school applies discipline procedures fairly to all students	25%	48%	12%	7%	8%
This school makes student learning its #1 priority	37%	48%	10%	3%	2%
This school has high expectations for my child(ren)	39%	44%	12%	4%	1%
This school does a good job of understanding and addressing my child(ren)'s individual learning needs	34%	45%	14%	5%	1%

How satisfied are you with your interactions with the following departments/offices this year?	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>I did not interact with this dept/office</i>
Bilingual education	18%	40%	12%	4%	27%
Special education	17%	36%	6%	4%	37%
Student intervention	17%	52%	8%	3%	20%
Afterschool program	30%	44%	10%	3%	13%
Summer school	14%	34%	8%	3%	41%
Critical Response Team	14%	44%	7%	1%	34%

What types of programs and workshops would you like the schools to provide for you as a parent/guardian?			
Understanding the DC public school system	22%	Getting to know your community resources	23%
Job search strategies	21%	Computer literacy	28%
Parent/child classes (like Mommy and me)	37%	Effective discipline strategies	19%
Finance/dealing with money	20%	Stress management	23%
Understanding child development	28%	Other	3%
Parenting support groups	25%		



Question by Question Results – Parents

How many of your children attend DCPS schools?	1	54%	2	31%	3	9%		
	4	4%	5 or more	2%				
What grades are they in?	Pre-K/K	25%	3	10%	6	10%	9	13%
	1	14%	4	13%	7	10%	10	10%
	2	14%	5	12%	8	9%	11	9%
							12	10%
What is your relationship with these students?	Parent	88%	Grandparent	7%	Other family member		1%	
	Guardian	5%	Aunt/Uncle	1%	Other		0%	
Are any of your children currently receiving special education services?				Yes	21%	No	79%	
Are any of your children currently receiving English Language Learner (ELL) services?				Yes	12%	No	88%	
In your household, what languages are spoken?	English	94%	French	2%	Amharic	1%		
	Spanish	17%	Chinese	1%	Other	4%		
How would you describe your background?	Black/African American		64%	Native American		1%		
	Hispanic or Latin American		14%	Asian/Pacific Islander		2%		
	White or Caucasian		14%	Other		1%		
What is your gender?				Male	23%	Female	77%	
What ward do you live in?	1	7%	3	7%	5	13%	7	18%
	2	3%	4	18%	6	10%	8	23%
In what ward(s) do your child(ren) go to school?	1	6%	3	11%	5	9%	7	12%
	2	5%	4	13%	6	10%	8	15%
What is the highest level of education you completed?								
Grades 1-8			1%	Some college/technical school			24%	
Some high school			8%	College/technical school graduate			18%	
High school graduate			30%	Post-graduate education			18%	



Question by Question Results – Teachers

2,438 teachers (68% of eligible teachers) completed the survey district-wide

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The school district (DCPS) is on the right track for student achievement	6%	46%	30%	12%	6%
The central office effectively supports my school	5%	34%	30%	15%	16%
My school is on the right track for student achievement	23%	50%	17%	8%	2%
I am strongly supported within my school	28%	40%	19%	11%	1%

Overall, what grade would you give your school	A	B	C	D	F	Don't know
	19%	36%	26%	12%	4%	2%

If a friend of yours was looking for a school for his/her child, would you recommend your school?	Yes	No
	61%	39%

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree
My school is a good place to work	31%	47%	17%	6%
I have adequate materials/equipment to do my work	22%	41%	27%	10%
My coworkers respect me	45%	48%	5%	1%
The administrators at this school respect me	39%	42%	12%	7%

How much do you agree or disagree that the adults working at your school...	Strongly agree	Agree	Disagree	Strongly disagree
Care about the students	53%	43%	3%	0%
Help maintain discipline in the entire school	29%	45%	21%	5%
Take responsibility for improving their school	32%	51%	15%	2%
Pursue opportunities to grow professionally	31%	55%	13%	2%
Work hard to build trusting relationships with parents	33%	53%	12%	2%

How much do you agree or disagree that the principal working at your school...	Strongly agree	Agree	Disagree	Strongly disagree
Is an effective manager who makes the school run smoothly	31%	41%	17%	10%
Cares about the students	50%	40%	7%	2%
Encourages collaboration among school staff	44%	41%	10%	5%
Actively monitors the quality of teaching	36%	41%	17%	7%
Provides me feedback regularly	27%	36%	24%	13%
Supports teachers' instructional needs	31%	42%	19%	9%
Treats all staff with respect	37%	36%	16%	12%
Is a leader I have confidence in	37%	36%	16%	12%



Question by Question Results – Teachers

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
There is a pervasive culture of continuous professional development focused on teaching and learning at my school	27%	50%	19%	4%
I have opportunities to learn best practices from other teachers in my school	23%	49%	23%	5%
I have clear measurable goals related to supporting student success	29%	55%	13%	2%
I don't have enough time in class to teach the standards to mastery	17%	37%	39%	7%
My school effectively identifies the individual learning needs of all students including special education students and English language learners	20%	49%	24%	8%

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
I feel safe at my school	42%	47%	8%	3%	1%
My school's discipline plan is implemented uniformly	15%	32%	30%	20%	2%
My school is orderly and in control	19%	46%	23%	11%	1%
School entrances are monitored consistently	28%	49%	14%	5%	3%
School security devices are consistently operational	27%	44%	9%	5%	16%
My school has effective discipline procedures in place	17%	37%	29%	15%	2%
Security personnel at my school are effective	23%	48%	17%	8%	4%

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Classrooms in my school are in good physical condition	27%	49%	18%	6%
My school is clean	29%	49%	15%	6%
My school is well maintained	28%	50%	17%	5%

How frequently do you have access to the following technologies in school...	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
A working computer	83%	13%	3%	1%
The internet	81%	18%	1%	0%
A functional printer	62%	25%	9%	5%
A functional copy machine	57%	37%	4%	1%
A working phone	66%	16%	9%	10%

Select up to three areas in which you would like to have more professional development			
Behavior management/conflict resolution	35%	Differentiating instruction	41%
Motivating students	34%	My content area	26%
Reteaching strategies	24%	Using data to inform instruction	22%
Using technology	37%	Working with children with special needs	36%
Classroom Management	17%	Other	7%



Question by Question Results – Teachers

How satisfied are you with the following DCPS departments and support services...	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know
School district services overall	3%	43%	25%	8%	21%
Office of Special Education	3%	28%	15%	7%	47%
Office of Bilingual Education	6%	17%	4%	2%	71%
Office of the Chief Academic Officer	2%	18%	9%	5%	66%
Office of Professional Development	5%	34%	16%	8%	36%
Office of Youth Engagement	3%	14%	6%	2%	75%
Office of Family and Public Engagement	2%	12%	5%	3%	78%
Office of Data and Accountability	2%	17%	8%	6%	68%
Office of Human Capital	2%	14%	6%	5%	72%
Office of Human Resources	6%	44%	17%	8%	26%
Technology Support Services	13%	39%	9%	5%	35%
Facilities and Maintenance	7%	31%	11%	5%	46%
Summer School	4%	20%	7%	4%	64%
Afterschool Program	9%	31%	10%	6%	44%
Career and Technical Education	3%	12%	4%	3%	78%
School Security	10%	42%	11%	5%	31%
Nurses/School Health Services	18%	42%	8%	3%	29%

Indicate your years of experience.	This is my first year	2-3 years	4-5 years	6-10 years	More than 10 years
Including this year, how many years have you been working at this school?	19%	35%	11%	11%	24%
Including this year, how many years have you been working at DCPS?	13%	25%	9%	15%	38%

Gender	Male	24%	Female	76%
How would you describe yourself?				
Black/African American	47%	Native American	1%	
Hispanic	5%	Asian/Pacific Islander	4%	
White or Caucasian	32%	Other	6%	

Do you work primarily with students with special needs?	Yes	24%	No	76%
Do you work primarily with students who are English Language Learners?	Yes	23%	No	77%

How satisfied are you with the following experiences as a new teacher...	Strongly agree	Agree	Disagree	Strongly disagree
The hiring process (application, fingerprinting, etc.)	23%	60%	14%	3%
Explanation of benefits	13%	48%	29%	10%
New teacher orientation process	11%	48%	27%	14%



Question by Question Results – Administrators

311 administrators (85% of eligible administrators) completed the survey district-wide

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The school district (DCPS) is on the right track for student achievement	18%	65%	12%	3%	2%
The central office effectively supports my school	16%	52%	24%	6%	3%
My school is on the right track for student achievement	36%	58%	4%	2%	1%
I am strongly supported within my school	37%	49%	13%	1%	0%

Overall, what grade would you give your school	A	B	C	D	F	Don't know
	22%	42%	31%	4%	0%	1%

If a friend of yours was looking for a school for his/her child, would you recommend your school?	Yes	80%	No	20%
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How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I have quick access to funds when needed	8%	38%	33%	15%	6%
I have received adequate budget training	16%	44%	27%	10%	4%
There is an effective process for obtaining goods and services	15%	50%	21%	8%	6%
Goods and services are provided in a timely manner	14%	51%	21%	10%	5%
Invoices are paid in a timely manner	9%	46%	19%	9%	16%
Are you a PASS user?	Yes	54%	No	46%	

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree
My school is a good place to work	48%	47%	4%	1%
I have adequate materials/equipment to do my work	36%	53%	9%	1%
I am respected at my school	52%	46%	1%	1%

How much do you agree or disagree that the adults working at your school...	Strongly agree	Agree	Disagree	Strongly disagree
Care about the students	53%	44%	3%	0%
Help maintain discipline in the entire school	35%	50%	14%	1%
Take responsibility for improving their school	32%	53%	14%	1%
Pursue opportunities to grow professionally	26%	57%	16%	1%
Work hard to build trusting relationships with parents	29%	53%	16%	2%

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree
Classrooms in my school are in good physical condition	32%	51%	15%	2%
My school is clean	36%	51%	11%	2%
My school is well maintained	36%	48%	13%	2%



Question by Question Results – Administrators

The instructional staff at my school...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Engage students with lesson objectives	28%	67%	5%	0%
Want to meet or exceed expectations for instructional goals	40%	51%	9%	0%
Use a variety of strategies and resources to support learning for all students	29%	53%	18%	0%
Implement the classroom behavior management system	22%	58%	17%	2%
Implement classroom procedures and routines to maximize instructional time	24%	63%	12%	1%
Use classroom space and materials effectively	25%	63%	11%	1%
Collaborate with colleagues	35%	54%	10%	1%

How much do you agree or disagree that...	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
I feel safe at my school	58%	40%	1%	0%	0%
My school's discipline plan is implemented uniformly	29%	44%	24%	3%	1%
My school is orderly and in control	38%	51%	10%	1%	0%
School entrances are monitored consistently	43%	43%	11%	3%	0%
School security devices are consistently operational	36%	43%	16%	3%	2%
My school has effective discipline procedures in place	33%	53%	12%	1%	0%
Security personnel at my school are effective	34%	43%	16%	6%	1%

How frequently do you have access to the following technologies in school...	<i>Always</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
A working computer	95%	5%	0%	0%
The internet	95%	5%	0%	0%
A functional printer	93%	6%	1%	0%
A functional copy machine	88%	12%	0%	0%
A working phone	96%	4%	1%	0%

How satisfied are you with the following DCPS departments and support services...	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Don't know</i>
School district services overall	13%	69%	13%	1%	4%
Office of Special Education	10%	53%	19%	2%	16%
Office of Bilingual Education	13%	45%	5%	1%	36%
Office of the Chief Academic Officer	15%	56%	9%	2%	19%
Office of Professional Development	11%	56%	14%	4%	16%
Office of Youth Engagement	19%	49%	10%	2%	19%
Office of Family and Public Engagement	9%	48%	11%	2%	30%
Office of Data and Accountability	19%	59%	5%	1%	16%
Office of Human Capital	15%	46%	8%	3%	28%
Office of Human Resources	20%	59%	14%	1%	7%
Technology Support Services	24%	60%	7%	1%	8%



Question by Question Results – Administrators

How satisfied are you with the following DCPS departments and support services...	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Don't know</i>
Facilities and Maintenance	13%	58%	14%	5%	10%
Summer School	7%	40%	10%	5%	38%
Afterschool Program	13%	50%	11%	4%	23%
Career and Technical Education	6%	26%	5%	2%	62%
School Security	13%	58%	13%	7%	9%
Nurses/School Health Services	22%	55%	9%	3%	10%

Indicate your years of experience.	<i>This is my first year</i>	<i>2-3 years</i>	<i>4-5 years</i>	<i>6-10 years</i>	<i>More than 10 years</i>
Including this year, how many years have you been working at this school?	20%	36%	11%	14%	19%
Including this year, how many years have you been working at DCPS?	7%	22%	8%	15%	48%

Gender	Male	37%	Female	63%
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How would you describe yourself?			
Black/African American	73%	Native American	0%
Hispanic	5%	Asian/Pacific Islander	1%
White or Caucasian	14%	Other	3%



Question by Question Results – Staff

1,834 staff (49% of eligible staff) completed the survey district-wide

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The school district (DCPS) is on the right track for student achievement	15%	52%	19%	7%	6%
The central office effectively supports my school	14%	44%	20%	7%	14%
My school is on the right track for student achievement	32%	47%	12%	5%	4%
I am strongly supported within my school	39%	42%	12%	5%	2%

If a friend of yours was looking for a school for his/her child, would you recommend your school?	Yes	71%	No	29%
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How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree
My school is a good place to work	40%	45%	11%	4%
I have adequate materials/equipment to do my work	32%	45%	18%	5%
My coworkers respect me	45%	48%	5%	2%
The administrators at this school respect me	47%	41%	8%	4%

How much do you agree or disagree that the adults working at your school...	Strongly agree	Agree	Disagree	Strongly disagree
Care about the students	52%	43%	4%	1%
Help maintain discipline in the entire school	36%	45%	15%	4%
Take responsibility for improving their school	38%	49%	11%	3%
Pursue opportunities to grow professionally	36%	51%	10%	3%
Work hard to build trusting relationships with parents	39%	49%	9%	2%

How much do you agree or disagree that the principal working at your school...	Strongly agree	Agree	Disagree	Strongly disagree
Is an effective manager who makes the school run smoothly	42%	39%	12%	7%
Cares about the students	53%	40%	5%	2%
Encourages collaboration among school staff	48%	39%	8%	4%
Provides me feedback regularly	37%	38%	18%	7%
Treats all staff with respect	44%	39%	10%	7%
Is a leader I have confidence in	44%	37%	12%	7%

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel safe at my school	46%	45%	6%	3%	1%
My school's discipline plan is implemented uniformly	26%	40%	20%	10%	4%
My school is orderly and in control	28%	46%	17%	8%	1%
School entrances are monitored consistently	39%	45%	10%	3%	2%



Question by Question Results – Staff

How much do you agree or disagree that...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
School security devices are consistently operational	36%	44%	7%	3%	10%
My school has effective discipline procedures in place	28%	42%	18%	9%	4%
Security personnel at my school are effective	36%	46%	10%	5%	2%

Indicate your years of experience.	<i>This is my first year</i>	<i>2-3 years</i>	<i>4-5 years</i>	<i>6-10 years</i>	<i>More than 10 years</i>
Including this year, how many years have you been working at this school?	20%	34%	12%	12%	22%
Including this year, how many years have you been working at DCPS?	11%	23%	9%	15%	43%

How satisfied are you with the following DCPS departments and support services...	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Don't know</i>
School district services overall	10%	49%	18%	5%	19%
Office of Special Education	12%	40%	11%	5%	31%
Office of Bilingual Education	10%	27%	4%	2%	57%
Office of the Chief Academic Officer	8%	29%	6%	3%	54%
Office of Professional Development	12%	37%	9%	4%	39%
Office of Youth Engagement	10%	29%	6%	3%	52%
Office of Family and Public Engagement	8%	25%	5%	2%	59%
Office of Data and Accountability	9%	30%	7%	3%	52%
Office of Human Capital	6%	23%	5%	3%	62%
Office of Human Resources	12%	46%	13%	6%	22%
Technology Support Services	19%	44%	5%	3%	29%
Facilities and Maintenance	15%	42%	7%	4%	32%
Summer School	10%	31%	8%	4%	47%
Afterschool Program	16%	38%	8%	6%	32%
Career and Technical Education	8%	25%	4%	3%	60%
School Security	20%	50%	8%	4%	17%
Nurses/School Health Services	28%	48%	7%	3%	16%



Question by Question Results – Staff

What is your position at this school?

Aide (non-instructional)	5%	Counselor	5%
Aide (instructional)	29%	Coordinator	8%
Clerk, office assistant	7%	Librarian/media specialist	2%
Therapist, social worker, psychologist	8%	Security officer	5%
Custodian, food service worker, gardener	12%	Other	15%
Academic coach	4%		

Gender

Male	26%	Female	74%
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How would you describe yourself?

Black/African American	73%	Native American	1%
Hispanic	5%	Asian/Pacific Islander	2%
White or Caucasian	9%	Other	5%