

# Report on the Baltimore County Public Schools 2016 Stakeholder Satisfaction Survey



Department of Research, Accountability, and Assessment

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## Report on the Baltimore County Public Schools 2016 Stakeholder Satisfaction Survey

### Executive Summary

The Baltimore County Public Schools (BCPS) Stakeholder Satisfaction Survey polls all facets of Team BCPS and focuses on the four goal areas of the BCPS five-year strategic plan, *Blueprint 2.0: Our Way Forward*. Several survey items correspond directly to *Blueprint 2.0* performance measures and are reported in the *Blueprint 2.0 Performance Report*. In addition, the survey contributes vital information to the evaluation and improvement of key activities that drive student and organizational performance and are used in school progress planning and department and office performance scorecard development.

This is third year that BCPS has surveyed all stakeholders in a consistent and broad-reaching online format. This year, the survey was available from February 1 through March 6, 2016 across multiple device platforms (e.g., desktop computer, mobile/phone, and tablet). The parent and community member versions of the survey were translated into 14 languages and the student survey was available in Chinese, English, and Spanish.

The survey received 73,130 total responses across all stakeholder groups. Participation in 2016 was consistent with prior year participation for several stakeholder groups; however, slight reductions were recorded for parents/guardians, community members, and school staff. Goal Area 4: Organizational Effectiveness demonstrated the most substantial positive increase. From 2014 to 2016, there were significant positive gains on several items by different stakeholder groups.

### Highlights of Survey Results and Notable Changes

Survey findings are highlighted below to represent key components of each *Blueprint 2.0* goal area. From 2014 to 2016, most results remained consistent; however, notable changes are presented.

#### *Goal 1: Academics*

- Perceptions that BCPS sets high academic expectations is high across all stakeholders with the highest groups being elementary students (94%), parents (89%), school staff (92%), and central office staff (91%).
- Elementary students (68%) perceived less academic challenge than secondary students (middle school 84%; high school 86%) and parents (81%).
- Similar proportions of school (81%) and central staff (80%) agreed that the academic program is designed to meet the needs of all students, but fewer school administrators (73%) agreed.

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- Staff (school staff 88%; school administrators 82%; central office staff 86%) and parents (83%) were more satisfied with efforts to prepare students for college and careers than high school students (78%).
- Over 73% of all parents and BCPS staff agreed that customized and personalized learning provide teachers the opportunity to meet the academic needs of all students.
- Over 80% of all students, parents, school staff and central office staff agreed that access to digital content and tools support customized and personalized learning.
- Over 81% of all parents and students agree that teachers are able to use technology to meet academic needs of all students. This is slightly higher than the average agreement among all BCPS staff (78%).
- Teacher satisfaction with collaboration opportunities during the school day increased eight percentage points (from 53% to 61%) from 2014 to 2016.

### *Goal 2: Safety and Security*

- Overall perceptions of Goal 2 items remained stable from 2014 to 2016.
- There was a difference in perception regarding feeling safe at school between elementary (87%) and secondary (middle and high school both 73%) students who feel safe at school. Parents and school staff had perceptions that were similar to elementary students. Eighty-five percent of central office staff reported feeling safe in their workplace. Despite having the majority of students, parents, and staff feeling safe within BCPS, community members' perception of safety was not as strong (67%).
- Students perceive bullying as a problem (45%) more than parents and school staff (30%).
- The perception from all student groups is that adults respect students more than students respect each other (80% versus 69%).
  - Adults respect students (elementary school 91%; middle school 77%; high school 76%). Adults care about them (elementary school 92%; middle school 77%; high school 71%).
  - Students respect each other at school (elementary school 73%; middle school 37%; high school 41%).

### *Goal 3: Communication*

- Parents and school staff reported the most agreement among all stakeholders regarding the openness, timeliness, and clarity of communication efforts (83% and 73%), and the availability and ease of accessing information (82% and 85%).
- Agreement among school administrators that BCPS communication is open, clear, and timely increased six percentage points (from 66% to 72%) from 2014 to 2016.
- Despite having relatively low overall satisfaction from a small number (n = 466), community members agreement that BCPS communication is open, clear, and timely

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increased 14 percentage points (from 49% to 63%) and agreement that BCPS provides opportunities for two-way communication increased 12 percentage points (from 53% to 65%) from 2014 to 2016.

- Elementary students (88%) and parents (89%) expressed more agreement than secondary students (middle and high school both 75%) that they feel welcome at school.
- Elementary students (87%) expressed more agreement than secondary students (middle school 82%; high school 76%) that teachers tell them how they did on classwork, tests, and homework.
- Among adults, school staff (93%) were more satisfied with communication to parents about student progress than parents (82%). School administrators expressed the least satisfaction regarding communication to parents about student progress (78%).
- School staff (84%) were the most satisfied with performance feedback from supervisors, followed by central office staff (76%) and school administrators (74%).

### *Goal 4: Organizational Effectiveness*

- Stakeholders were asked to grade the effectiveness of BCPS, their school, and/or their department. Grades that would be considered passing in the school setting (e.g., A, B, and C) were considered effective.

Effectiveness was reported by: parents (89%), staff (school staff 85%; school administrators 84%; central office staff 87%), and community members (75%). At least 84% of stakeholders gave high grades for school and department effectiveness, and 89% of school staff graded their school as effective.

- From 2014 to 2016:
  - Community members who graded BCPS as effective increased 15 percentage points (from 60% to 75%) and
  - Parents who graded BCPS as effective increased nine percentage points (from 80% to 89%).
- Although community members, a relatively small reporting group, reported lower satisfaction with the school system than parents, students, and staff; the percentage of community members who would recommend BCPS to others increased 10 percentage points (from 58% to 68%).
- Agreement about student pride among middle and high school students increased nine percentage points (middle from 66% to 75%; high from 62% to 71%) from 2014 to 2016.
- Parent satisfaction with the superintendent's leadership and vision increased 11 percentage points (from 61% to 72%) from 2014 to 2016.
- Satisfaction among community members with the superintendent's leadership and vision increased 15 percentage points (from 41% to 56%) from 2014 to 2016.
- Agreement from both parents and community members that stakeholders work together to solve school challenges increased from 2014-2016. Among parents the increase was

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eight percentage points from 71% to 79% and among community members the increase was 15 percentage points from 46% to 61%.

- Agreement from school staff that students have access to instructional technology needed to succeed increased 11 percentage points (from 70% to 81%) from 2014 to 2016.
- Agreement from school administrators that students have access to instructional technology needed to succeed increased 11 percentage points (from 67% to 78%) from 2014 to 2016.
- School staff (87%) and administrators (82%) were more satisfied with opportunities for professional growth than central office staff (73%). All three stakeholder groups provided similar ratings of the relevance of professional development to their work (school staff and administrators 77%; central office staff 74%).

## Report on the Baltimore County Public Schools 2016 Stakeholder Satisfaction Survey

The 2016 Baltimore County Public Schools (BCPS) Stakeholder Satisfaction Survey polled all facets of Team BCPS. The survey focused on the four goal areas of the BCPS five-year strategic plan, *Blueprint 2.0: Our Way Forward*: academics, safety and security, communication, and organizational effectiveness.

### Survey Administration

The online survey was available from February 1 through March 6, 2016. Stakeholders who serve more than one role, such as a BCPS parent who works for the school system or a parent with children at multiple schools, were encouraged to take the survey multiple times to reflect those experiences. The survey was available to stakeholders across various device platforms (e.g., desktop computer, mobile/phone, and tablet).

Respondents first identified as one of eight stakeholder groups: students, parents/guardians, community members, school staff, school administrators, or central office staff. A four-point scale was used for most items (strongly agree, agree, disagree, and strongly disagree). Other items included yes/no responses and a five-point grading scale of the system and individual schools. Respondents could skip any items in the four *Blueprint 2.0* goal areas; therefore, the choice of “not applicable” was not offered.

### Respondents

There were 73,130 responses in 2016 as shown below.

Stakeholder Group	Response Rates		
	Response Number	Group Number	Response %
Elementary School Students (Grades 4-5)	15,720	17,337	90.7
Middle School Students	18,446	23,989	76.9
High School Students	21,359	31,423	68.0
Parents/Guardians	8,137	n/a	n/a
Community Members	466	n/a	n/a
School Staff (teachers, department chairs, paraeducators, non-instructional staff)	7,225	n/a	n/a
School Administrators (principals and assistant principals)	460	438	n/a
Central Office Staff	1,317	2,192	60.1
Total	73,130		

*Note.* Student group numbers are based on enrollment at the end of the second quarter.

n/a = not available: Exact rates could not be calculated due to unknown population count (i.e. staff working in multiple buildings were encouraged to take the survey at each location.)

The parent and community member versions of the survey were translated into 14 languages. A total of 120 parents and community members responded using translated languages as shown in the following table. The student survey was available in Chinese, English, and Spanish with 397 students using the translated versions.

Parent/Guardian and Community Member Responses by Language		
Language	Count	Response %
English	8,483	98.61
Spanish	72	0.84
Chinese	16	0.19
Arabic	9	0.10
Korean	9	0.10
French	4	0.05
Russian	3	0.03
Urdu	2	0.02
Uzbek	2	0.02
Amharic	1	0.01
Gujarati	1	0.01
Yoruba	1	0.01
<b>Total</b>	<b>8,603</b>	

Student Responses by Language		
Language	Count	Response %
English	55,128	99.29
Spanish	360	0.65
Chinese	37	0.07
<b>Total</b>	<b>55,525</b>	

*Note.* Additional languages available but not selected include: Nepali, Tagalog, and Vietnamese.

Despite increased outreach efforts, there continue to be voices missing. Barriers to survey participation may have included the online nature of the survey, language proficiency, fear of retaliation, and motivation. Recognizing that there are missing voices is an opportunity to make adjustments to include even more voices in future survey administrations.

### Highlights of Survey Results

Selected survey findings are presented below by *Blueprint 2.0* goal area. Results by stakeholder for every survey item are provided in the Appendix.

#### *Goal 1: Academics*

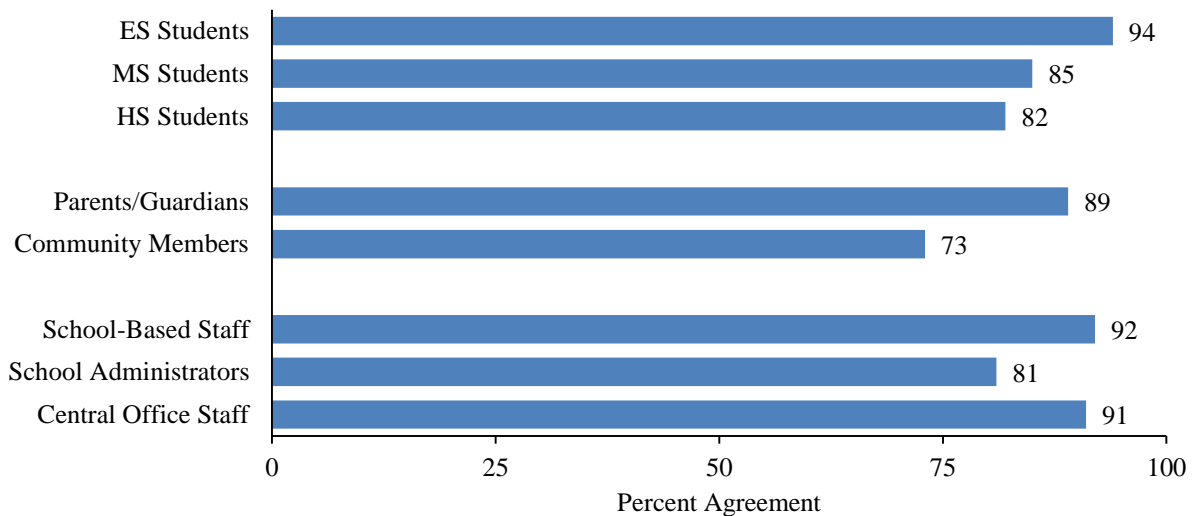
*Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps so that every student will become a globally competitive citizen in a culturally diverse world.*

To graduate all students globally competitive, BCPS has several strategies in place. High academic expectations are reflected in school progress planning, which now focuses on individual student growth instead of the average proficiency of student groups. Ensuring that each student is challenged is a foundation of the BCPS Teaching and Learning Framework, and is a focus of ongoing training on personalized learning. The Board policy on equity and equity leadership training are driving reforms that increase opportunity. Curriculum is aligned to more rigorous college and career readiness state standards in English language arts and math. The system wide transformation to create learner-centered environments is using S.T.A.T. (Students and Teachers Accessing Tomorrow) BCPS One to customize and personalize learning.

***High Academic Expectations***

Agreement that student academic expectations were high exceeded 90 percent for elementary students, school staff, and central office staff; fewer community members agreed.

Figure 1. Setting High Expectations



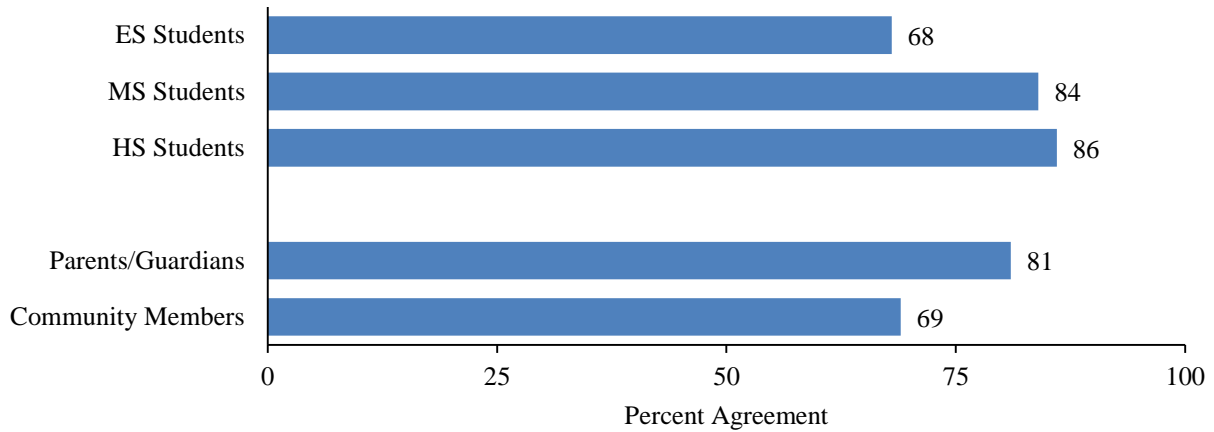
Stakeholder	Item
ES Students	My teachers have high expectations for me to do well in school.
MS and HS Students	My teachers set high standards for learning in their classes.
Parents/Guardians	The school sets high academic standards.
Community Members	BCPS sets high academic standards.
School Staff	My school has high expectations for the academic performance of all students.
School Administrators and Central Office Staff	BCPS has high expectations for the academic performance of all students.



**Academic Challenge**

Elementary students and community members perceived less academic challenge than secondary students and parents. Because item wording varied, items are provided below by stakeholder.

Figure 2. Challenging Our Students

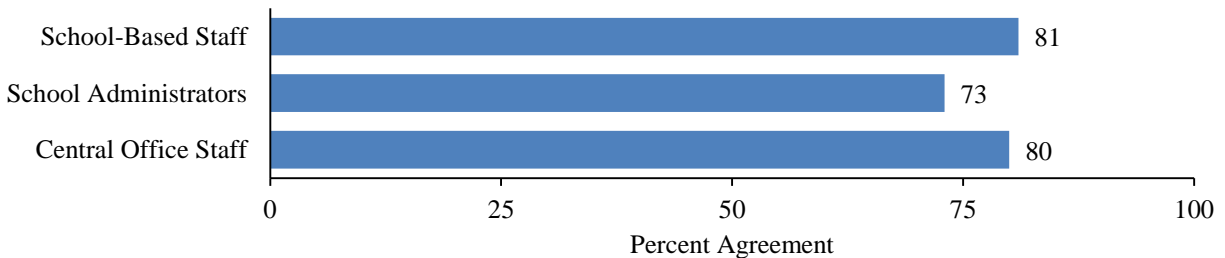


Stakeholder	Item
ES Students	My school work is challenging.
MS and HS Students	I am given challenging work at my school.
Parents/Guardians	The school challenges students to maximize their potential.
Community Members	BCPS challenges students to maximize their potential.

**Equity**

Similar proportions of school and central staff agreed that the academic program is designed to meet the needs of all students, but fewer school administrators agreed.

Figure 3. Meeting the Needs of All Students

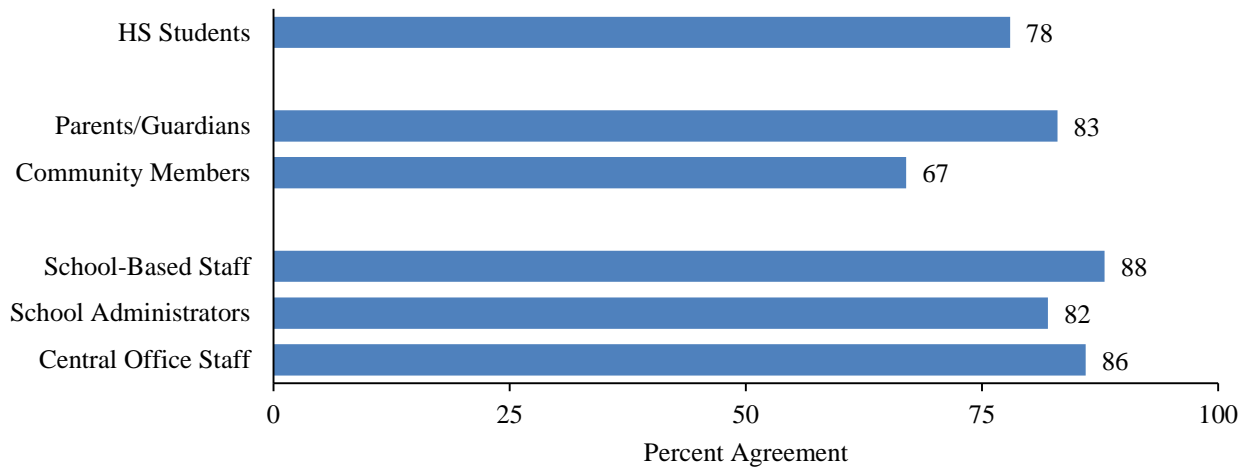


Stakeholder	Item
School Staff	The academic program at my school is designed to meet the needs of all students.
School Administrators and Central Office Staff	The academic program in our school system is designed to meet the needs of all students.

***College and Career Readiness***

Staff and parents were more satisfied with efforts to prepare students for college and careers than high school students and community members. Because item wording varied, items are provided below by stakeholder.

Figure 4. Preparing Students for College and Career

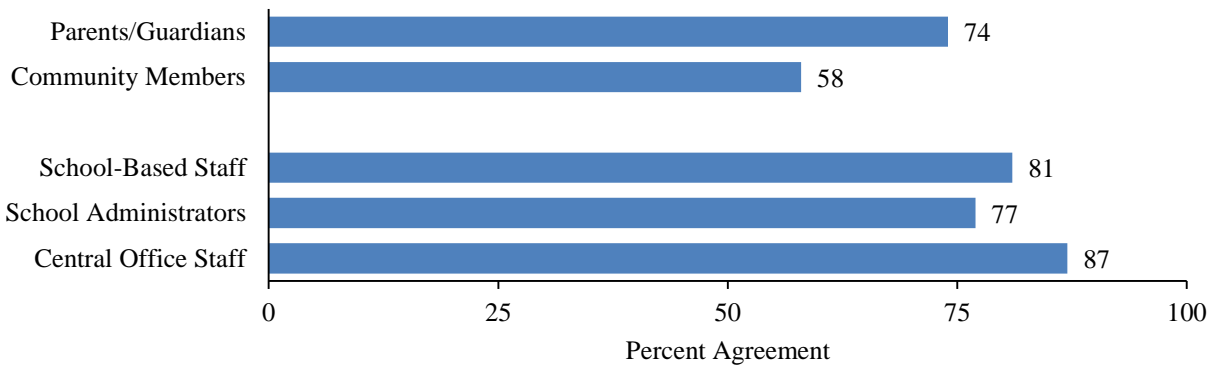


Stakeholder	Item
HS Students	By the time I graduate, I will be prepared for college and/or a career.
Parents/Guardians	The school's academic program prepares students for college and career.
Community Members	BCPS' academic program prepares students for college and career.
School Staff and Administrators	I see how my work contributes to students' college and career readiness.
Central Office Staff	I see how the work of my department contributes to students' college and career readiness.

***Customized and Personalized Learning***

School and central office staff expressed most agreement that customized and personalized learning provide teachers the opportunity to meet the needs of all students.

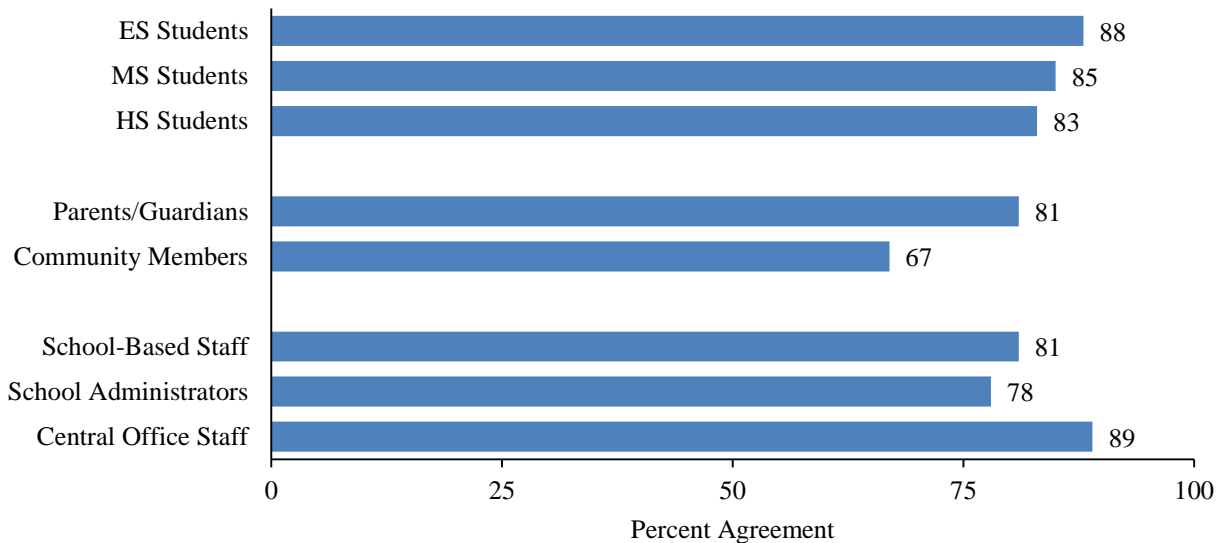
Figure 5. Customized and personalized learning provides teachers the opportunity to meet the academic needs of all students.



***Access to Digital Content***

At least 81 percent of students, parents, school staff, and central office staff agreed that access to digital content and tools supports customized and personalized learning.

Figure 6. Access to Digital Content

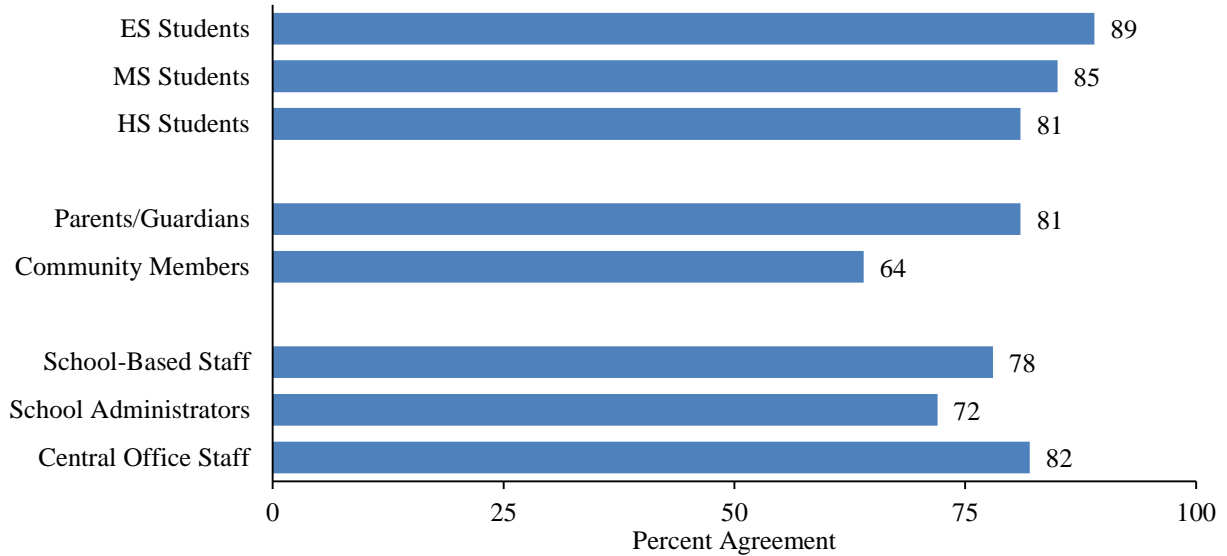


Stakeholder	Item
All Students	Access to digital content and tools supports my learning.
Parents/Guardians, Community Members, School Staff and Administrators, and Central Office Staff	Access to digital content and tools supports customized and personalized learning.

***Teacher Use of Technology***

Students, parents, and central office staff were most satisfied that teachers can use technology to meet the academic needs of all students.

Figure 7. Teacher Use of Technology



Stakeholder	Item
All Students	My teachers are able to use technology to meet my academic needs.
Parents/Guardians, Community Members, School Staff and Administrators, and Central Office Staff	Teachers are able to use technology to meet the academic needs of all students.

**Goal 2: Safety and Security**

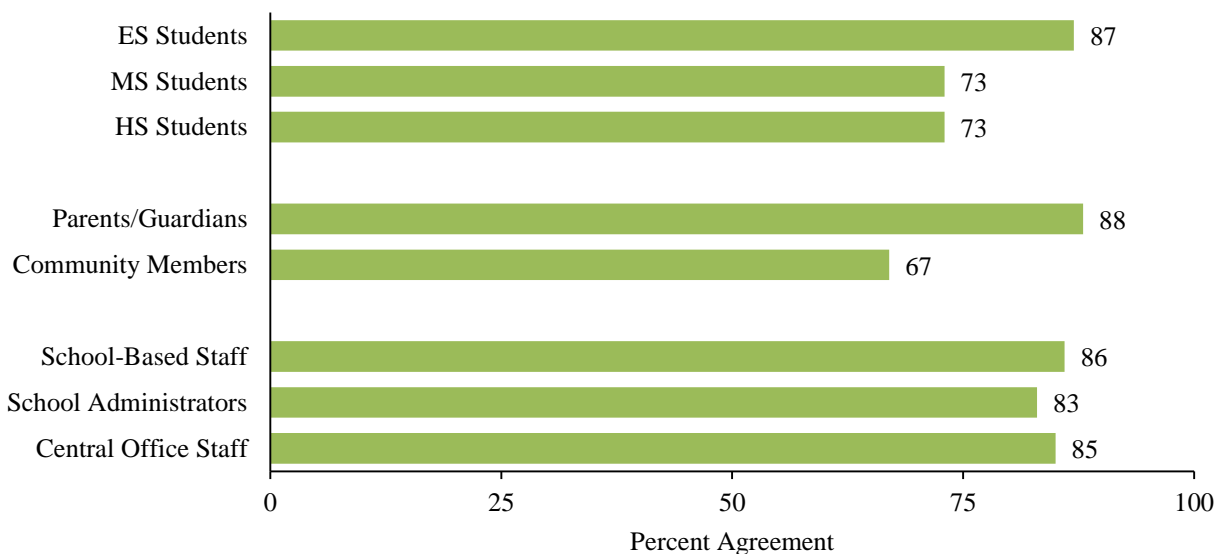
*Every school and office will be safe and secure, promote individual well-being, and provide positive, respectful, and caring environments for teaching, learning, and working.*

Safety and security are a priority for ensuring high levels of teaching and learning. Systemwide strategies include controlled entry, visitor identification, visitor screening, safety and security plans, and security equipment as well as staff training and partnering with the Baltimore County Police Department. BCPS also implements mentoring initiatives, character education, online bullying reporting, and student-led bullying prevention.

**Safety at School and Work (Blueprint 2.0 Performance Measure)**

There was a gap in the percentage of elementary and secondary students who feel safe at school. Parents and staff had perceptions that were similar to elementary students, but those of community members were the lowest.

Figure 8. Safety at School and Work

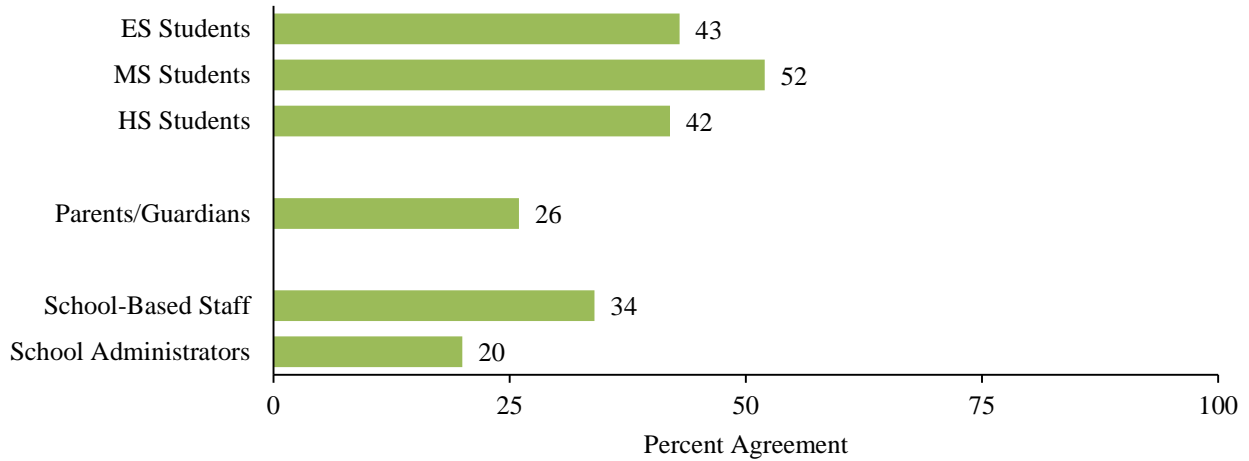


Stakeholder	Item
All Students	I feel safe at my school.
Parents/Guardians	The school is safe and secure.
Community Members	BCPS schools are safe.
All Staff	I feel safe and secure at work.

***Bullying***

More students than adults reported that bullying is a problem at school. More than half of middle school students agreed, with elementary and high school agreement above 40 percent. School administrators expressed the least agreement.

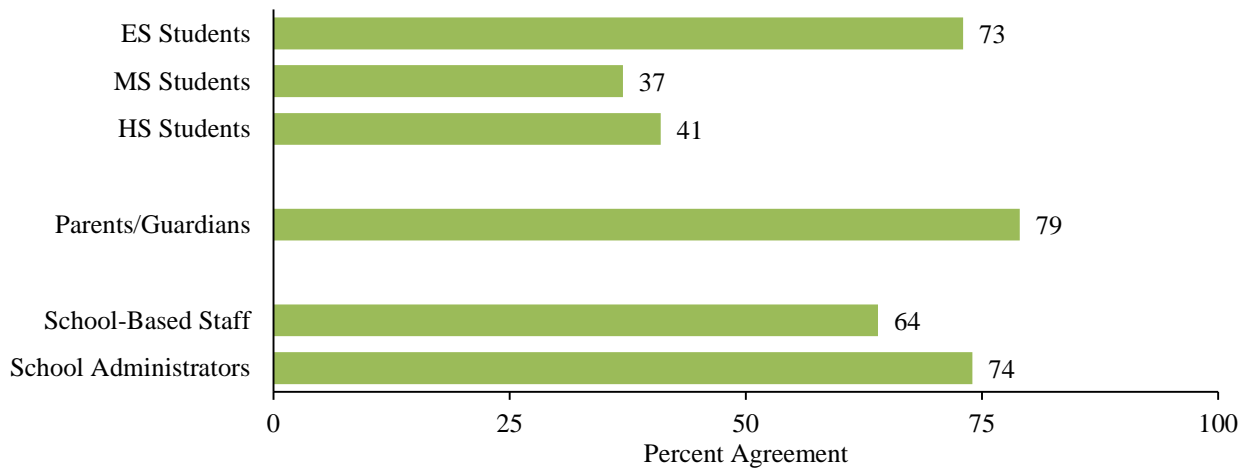
Figure 9. Bullying Is a Problem



***Student Respect***

A large gap separated elementary and secondary students when asked three items: whether students respect each other at school, whether adults respect students, and whether adults care about them. Parents had the highest level of satisfaction with student respect, while middle school students had the lowest.

Figure 10. Students Respect Each Other



Stakeholder	Item
All Students	Students at my school treat me with respect.
Parents/Guardians	Students respect each other at this school.
School Staff and Administrators	Students at my school respect each other.

Figure 11. Most adults at my school treat me with respect.

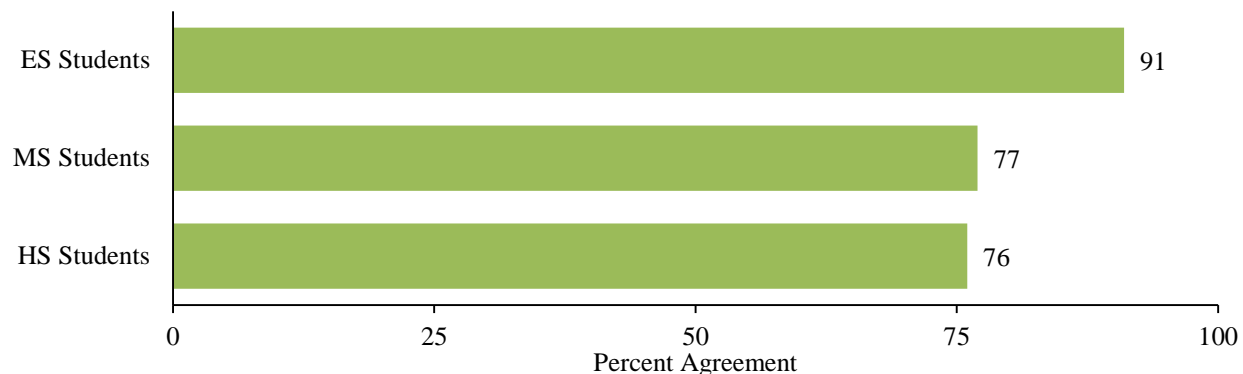
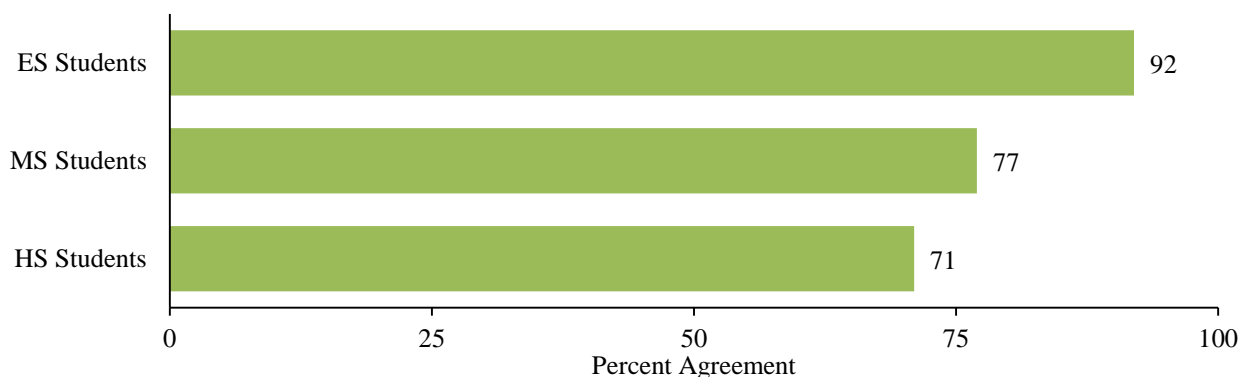


Figure 12. Most adults at my school care about me as a person.



**Goal 3: Communication**

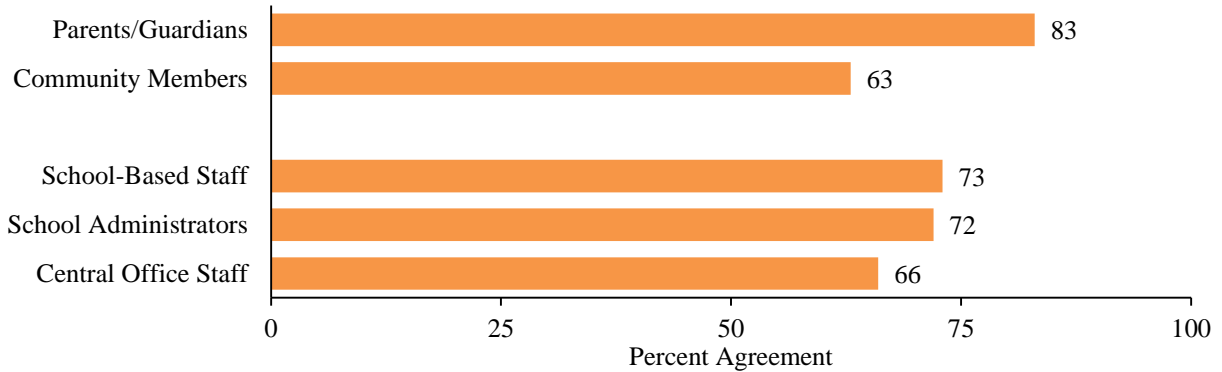
*Every stakeholder will experience clear, timely, honest, transparent, and widely available communication about system initiatives and activities that engages them in building a culture of trust through action and establishes BCPS as a world-class school system.*

BCPS outreach engages the entire community known as Team BCPS—including students, parents, residents, and business leaders—to support student success. BCPS has expanded face-to-face outreach including town halls, forums, and advisory groups as well as new online tools such as the Stakeholder Satisfaction Survey, mobile app, blog, e-newsletter, and meetings that are live-streamed and video archived. Parent University was developed to support parents as every child’s first teacher through in-person and online resources. The website was redesigned, and social media tools are used more often. Schools build relationships with families with support from the Office of Family and Community Engagement. Feedback about student and staff progress informs continuous improvement efforts.

***Open, Clear, and Timely Communication (Blueprint 2.0 performance measure)***

Parents and school staff expressed the most satisfaction with communication being open, clear, and timely while community members expressed the least.

Figure 13. Open, Clear, and Timely Communication

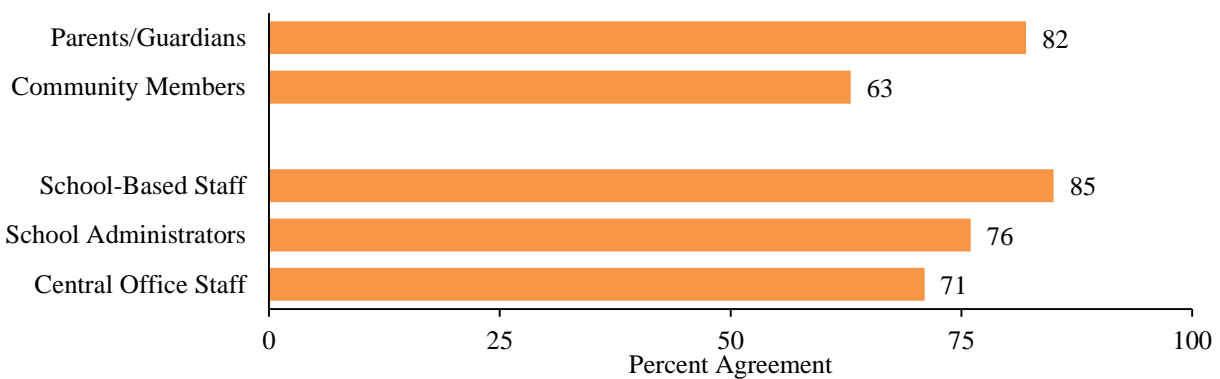


Stakeholder	Item
Parents/Guardians and Community Members	Communication to and from the school system is open, clear, and timely.
School Staff	Communication at my school is open, clear, and timely.
School Administrator	Communication in our system is open, clear, and timely.
Central Office Staff	Communication in my department is open, clear, and timely.

***Information and Results Data (Blueprint 2.0 performance measure)***

Parents and school staff agreed the most that information and results data were available and easily accessible while community members agreed the least.

Figure 14. Information and results data are available and easily accessible.

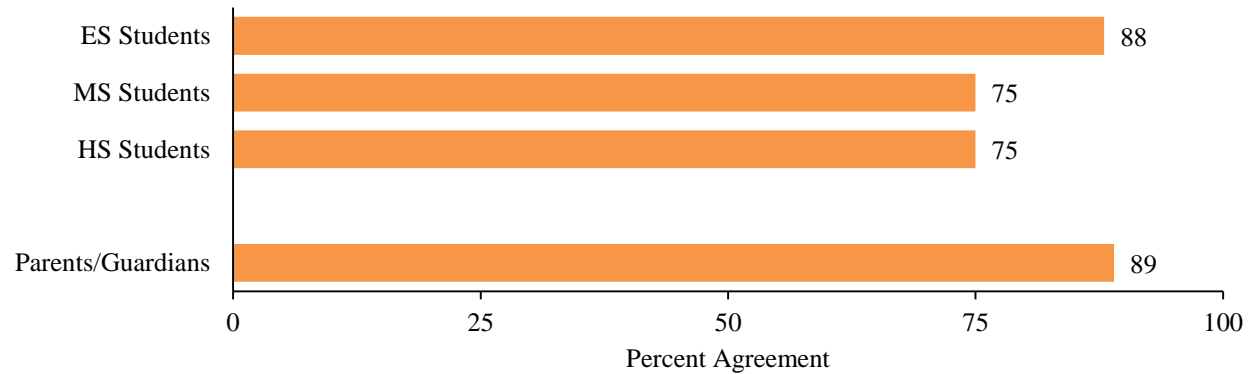




***Welcoming Environment***

Elementary students and parents expressed more agreement than secondary students that they feel welcome at school.

Figure 15. School Welcomes Me

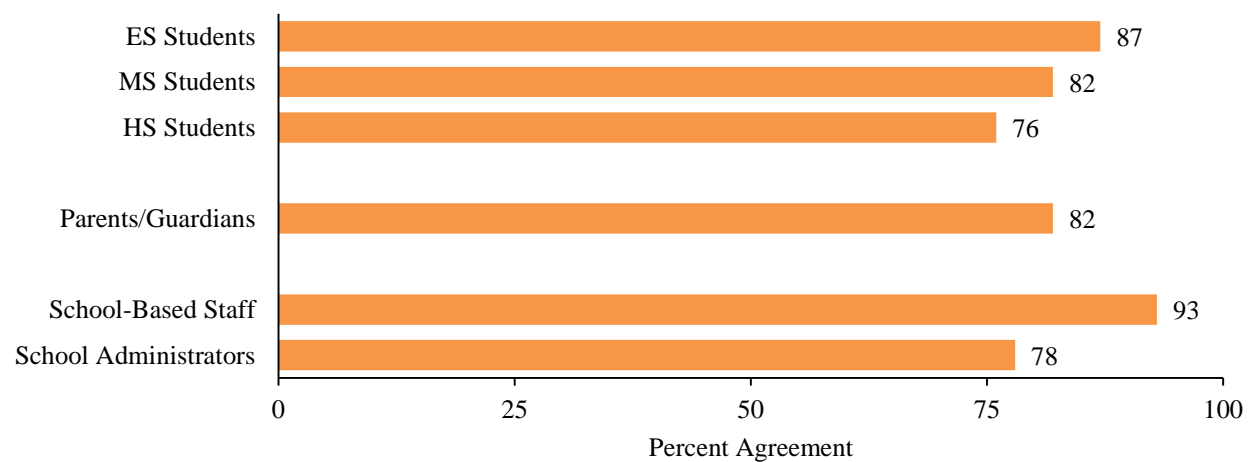


Stakeholder	Item
All Students	I feel welcome at my school.
Parents/Guardians	I feel welcome at my child’s school.

***Feedback about Student Progress***

Elementary students expressed more agreement than secondary students that teachers tell them how they did on classwork, tests, and homework. School staff were more satisfied with communication to parents about student progress than parents and school administrators.

Figure 16. Feedback about Student Progress

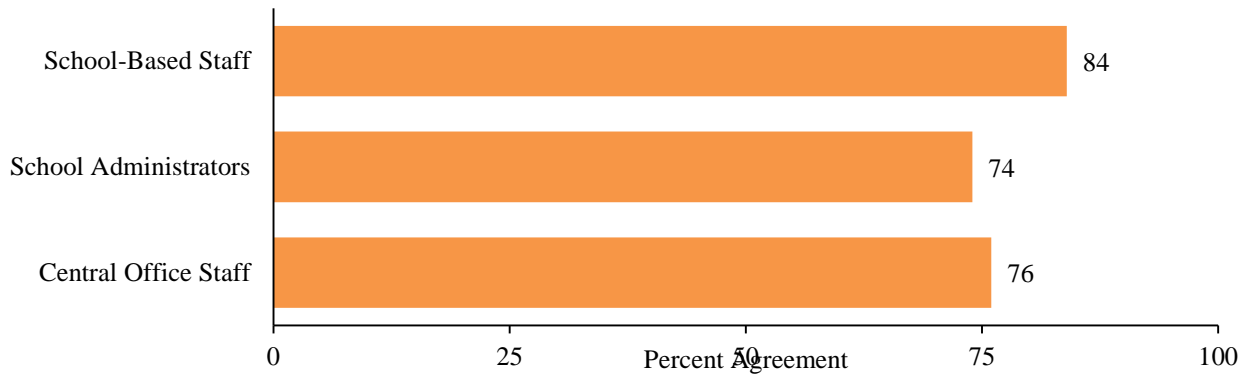


Stakeholder	Item
All Students	My teachers tell me how I do on my classwork, tests, and homework assignments.
Parents/Guardians	I am satisfied with the quality of information about my child's academic and social progress.
School Staff and Administrators	Teachers at my school communicate frequently to parents about student progress.

***Performance Feedback for Staff***

School staff were more satisfied with performance feedback from supervisors than central office staff and school administrators.

Figure 17. Usefulness of Performance Feedback



Stakeholder	Item
School Staff and Central Office Staff	My supervisor provides performance feedback that is useful to me.
School Administrators	Assistant superintendents provide performance feedback that is useful to me.

***Goal 4: Organizational Effectiveness***

*Baltimore County Public Schools will maximize organizational efficiency and effectiveness by engaging in strategic efforts that employ rigorous, relevant, and reasonable performance standards that provide for all employees’ professional growth and shared accountability for student, school, and organizational performance.*

System, school, and department effectiveness are driven by a performance management system where staff set measurable goals and document progress. Supporting the professional growth of every employee is a priority. Strategies are underway to prepare school staff for leadership positions, to offer career ladders that keep excellent teachers in the classroom, and to provide leadership training to those working in central offices.

***System, School, and Department Effectiveness***

Stakeholders were asked to grade the effectiveness of BCPS, their school, and/or their department. Grades of A, B, and C were considered effective. Parents and staff gave BCPS the highest grades; community members expressed the least satisfaction. School and department grades were high across stakeholders.

Figure 18. Graded BCPS as Effective (A, B, or C)

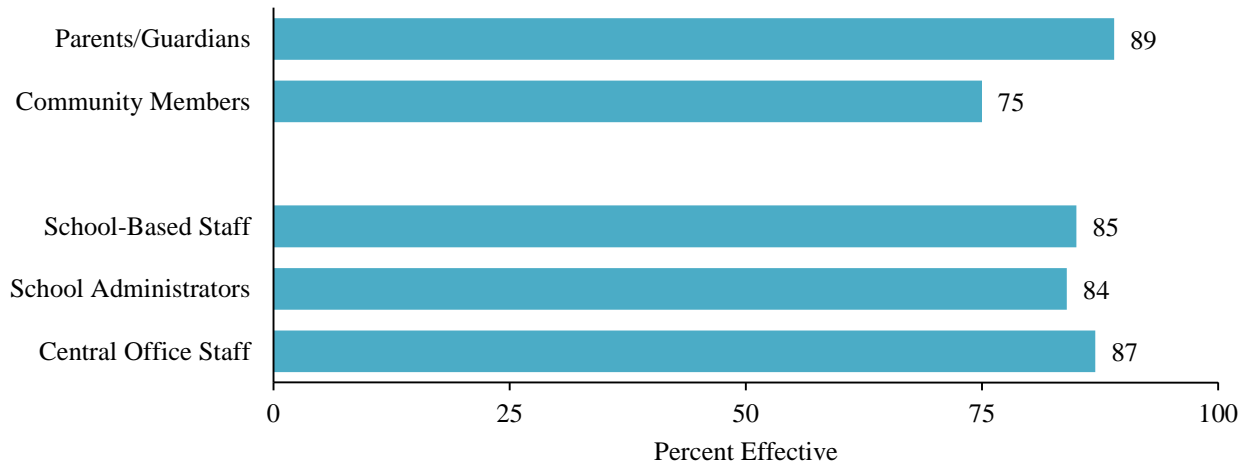
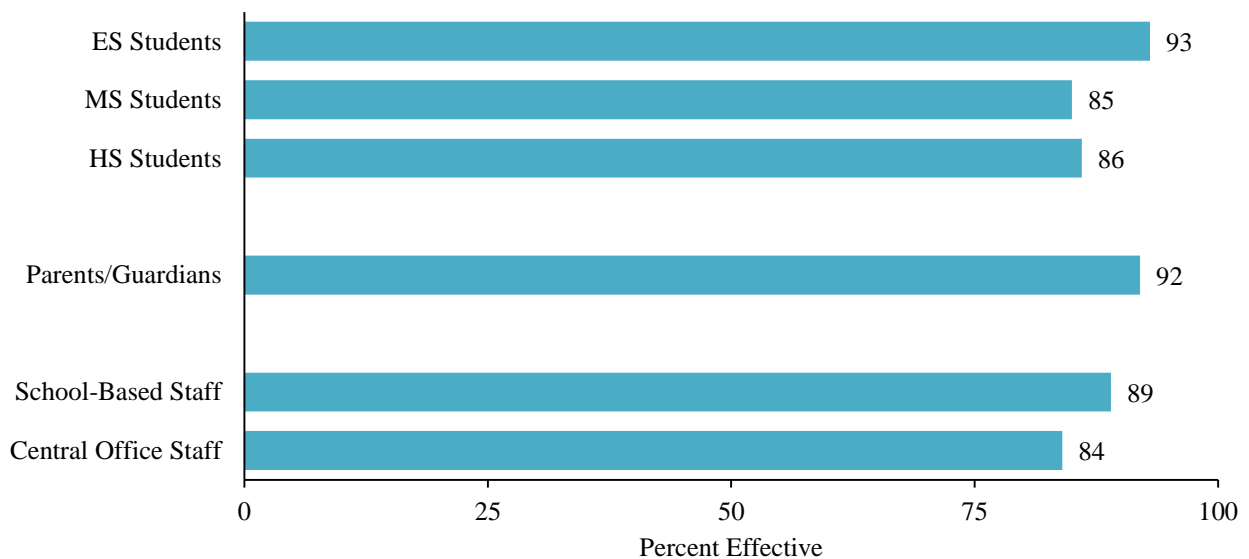


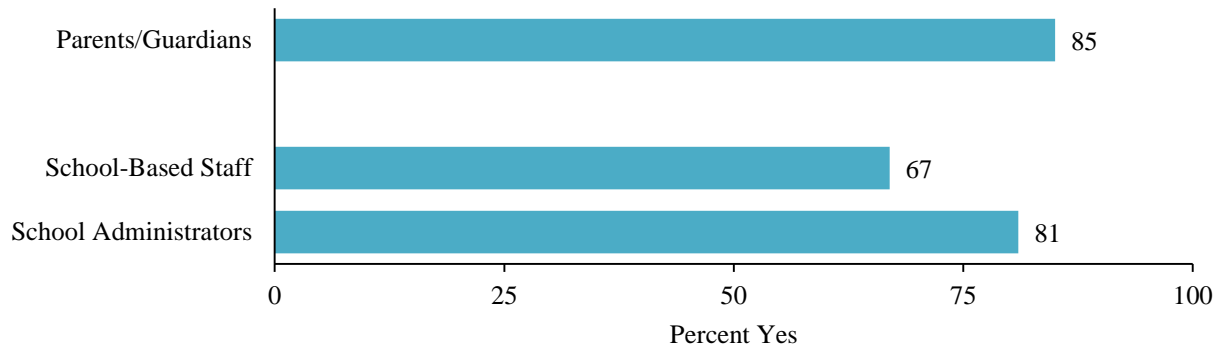
Figure 19. Graded School/Department as Effective (A, B, or C)



**Recommend School to another Parent**

Parents and school administrators were similarly likely to recommend their school/a BCPS school to another parent while school staff were least likely to do so.

Figure 20. Would Recommend School to Another Parent



Stakeholder	Item
Parents/Guardians	Would you recommend this school to other parents?
School Staff	Would you send your child to this school or recommend this school to another parent?
School Administrators	Would you send your child to a school in our system or recommend schools in this system to another parent?

**Professional Growth**

School staff and administrators were more satisfied with opportunities for professional growth than central office staff. However, these three stakeholder groups provided similar ratings of the relevance of professional development to their work.

Figure 21. I have opportunities for professional growth.

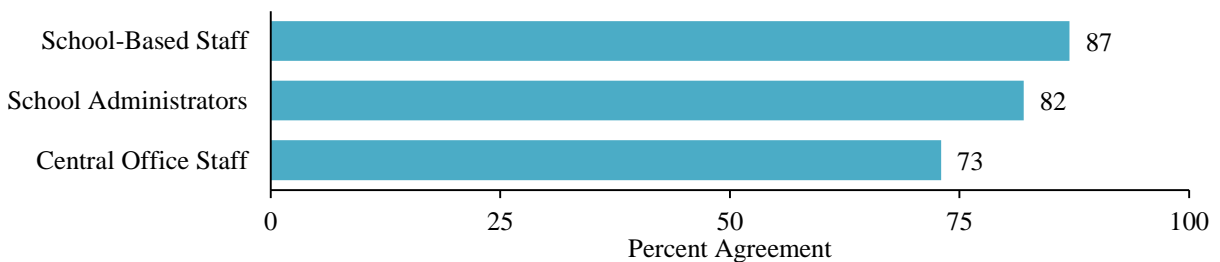
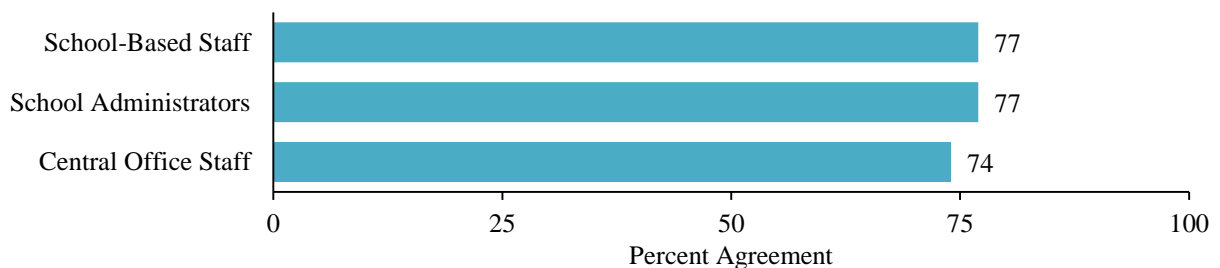


Figure 22. Professional development offerings are relevant to my work.



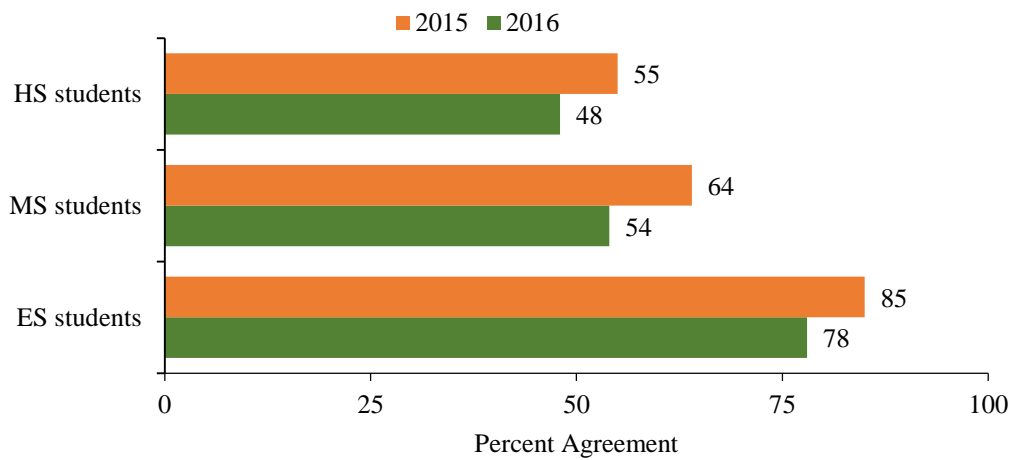
### Notable Changes

From 2014 to 2016, most results remained consistent; however, there were notable changes which are presented below. There were no notable changes for items related to Goal 2: Safety and Security.

#### Goal 1: Academics

- On the item “*Students do their best, even when work is difficult,*” agreement decreased 10 percentage points for middle school students from 2015 to 2016. Note: This item was introduced in 2015; therefore, there are no 2014 data.

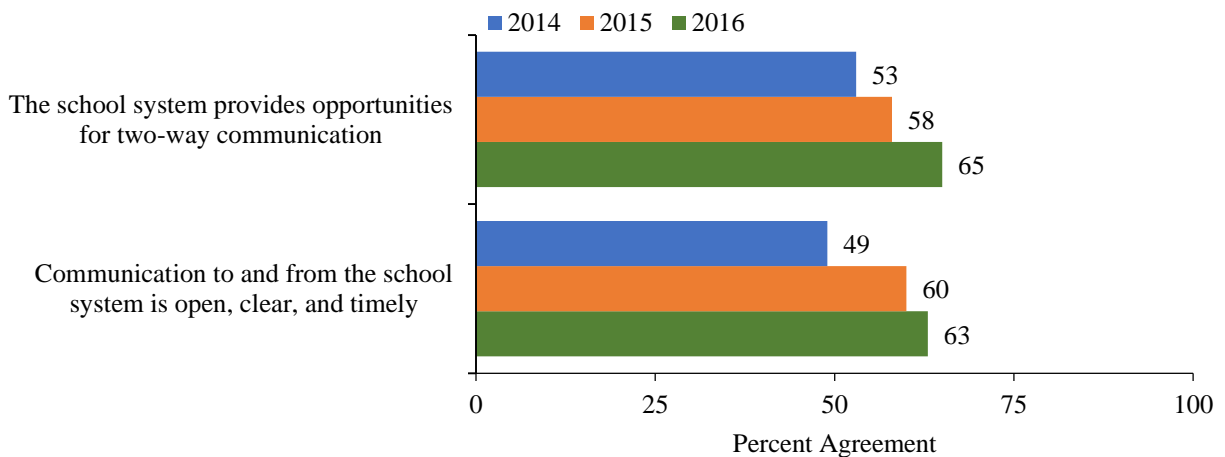
Figure 23. Student Effort



#### Goal 3: Communication

- Agreement from community members increased 12 and 14 percentage points on two communication items from 2014 to 2016.

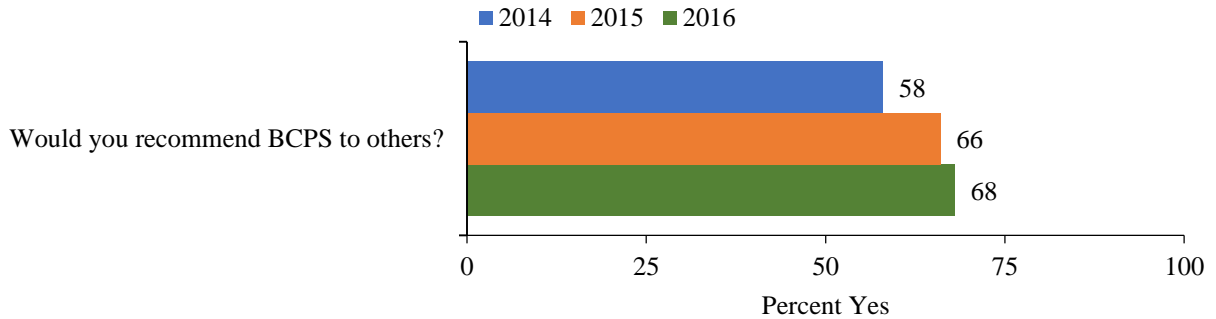
Figure 24. BCPS Communication



**Goal 4: Organizational Effectiveness**

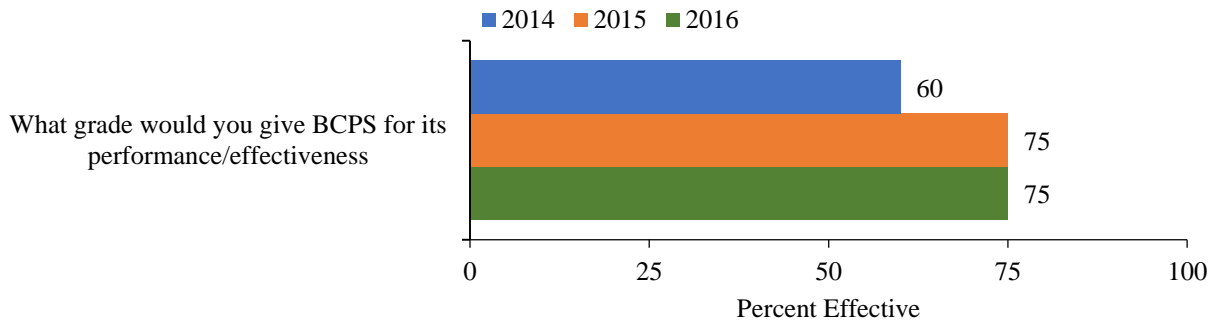
- The percentage of community members who would recommend BCPS to others increased 10 percentage points from 2014 to 2016.

Figure 25. Recommending BCPS



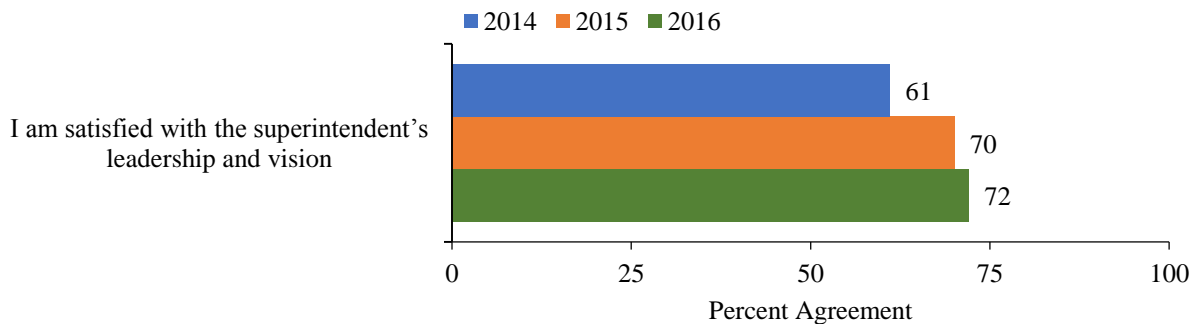
- The percentage of community members who graded BCPS as effective increased 15 percentage points from 2014 to 2016.

Figure 26. BCPS Effectiveness—Community Members



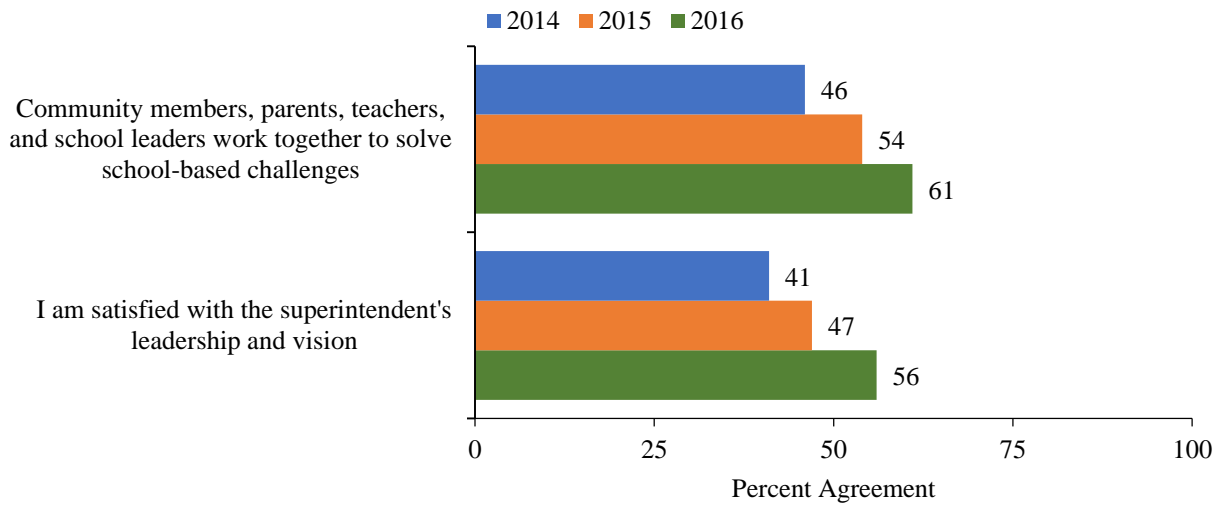
- The percentage of parents who were satisfied with the superintendent’s leadership and vision increased 11 percentage points from 2014 to 2016.

Figure 27. Superintendent’s Leadership—Parents



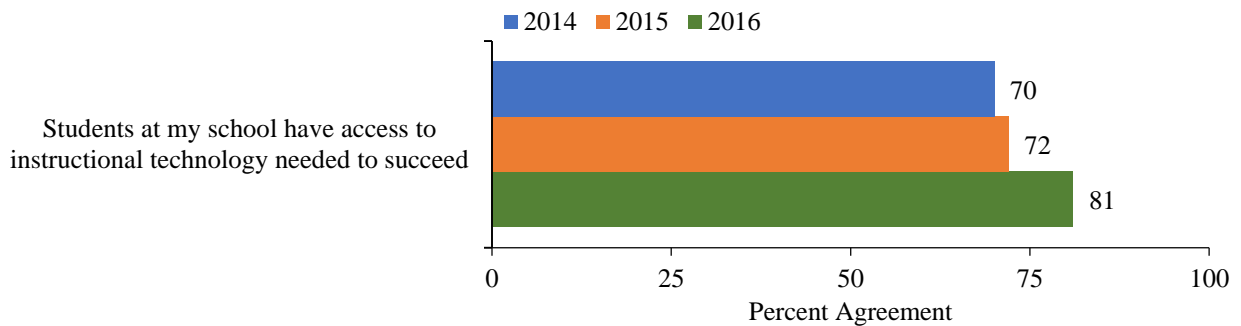
- Agreement from community members on these organizational effectiveness items increased 15 percentage points from 2014 to 2016.

Figure 28. Community Collaboration and Superintendent’s Leadership—Community Members



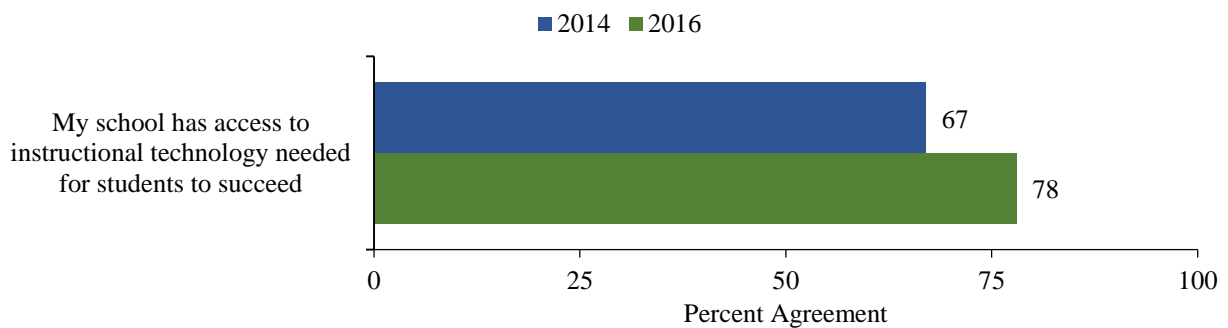
- Agreement from school staff that students have access to instructional technology increased 11 percentage points from 2014 to 2016.

Figure 29. Access to Instructional Technology—School Staff



- Agreement from school administrators that their school has access to instructional technology increased 11 percentage points on this item from 2014 to 2016.

Figure 30. Access to Instructional Technology<sup>1</sup>—School Administrators



<sup>1</sup> Responses from school-based administrators in 2015 were excluded because a significant percentage of respondents misidentified as school-based administrator.

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Elementary School Students (Total Responses = 15,720)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Getting good grades is important to me.	n	198	180	3,381	11,853	15,612
	%	1.3	1.2	21.7	75.9	100
My school work is challenging.	n	698	4,152	8,564	1,886	15,300
	%	4.6	27.1	56.0	12.3	100
In school, I participate in class activities.	n	253	840	7,946	6,247	15,286
	%	1.7	5.5	52.0	40.9	100
My teachers have high expectations for me to do well in school.	n	343	599	5,878	8,556	15,376
	%	2.2	3.9	38.2	55.7	100
Most students do their best, even when their school work is difficult.	n	806	2,573	7,795	4,227	15,401
	%	5.2	16.7	50.6	27.5	100
I am interested in my classes.	n	545	1,588	7,662	5,597	15,392
	%	3.5	10.3	49.8	36.4	100
By the end of the year, I will be prepared to do well next year.	n	284	436	5,242	9,427	15,389
	%	1.9	2.8	34.1	61.3	100
I pay attention in class.	n	301	1,022	8,290	5,731	15,344
	%	2.0	6.7	54.0	37.4	100
Access to digital content and tools supports customized and personalized learning	n	436	1,436	7,637	5,769	15,278
	%	2.9	9.4	50.0	37.8	100
My teachers are able to use technology to meet my academic needs	n	503	1,200	7,296	6,307	15,306
	%	3.3	7.8	47.7	41.2	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I feel safe at my school.	n	717	1,272	5,945	7,229	15,163
	%	4.7	8.4	39.2	47.7	100
I feel like I can be myself when I am at school.	n	1,047	2,362	6,198	5,423	15,030
	%	7.0	15.7	41.2	36.1	100
Most adults at my school treat me with respect.	n	464	953	6,006	7,616	15,039
	%	3.1	6.3	39.9	50.6	100
Students at my school treat me with respect.	n	1,185	2,911	7,439	3,441	14,976
	%	7.9	19.4	49.7	23.0	100
Bullying is a problem at this school.	n	4,167	4,383	3,199	3,282	15,031
	%	27.7	29.2	21.3	21.8	100



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Elementary School Students (Total Responses = 15,720)

<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
There is at least one adult at my school I can go to if I have a problem.	n	818	1039	4,303	8,848	15,008	
	%	5.5	6.9	28.7	59.0	100	
Most adults at my school care about me as a person.	n	432	799	6,568	7,161	14,960	
	%	2.9	5.3	43.9	47.9	100	
Most students in my school are accepting of other students.	n	1,039	2,291	7,797	3,843	14,970	
	%	6.9	15.3	52.1	25.7	100	
		<b>No</b>	<b>Yes</b>	<b>Total</b>			
Do you know how to respond during an emergency at school?	n	861	13,889	14,750			
	%	5.8	94.2	100			
<b>Communications</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
My teachers listen to my ideas.	n	432	927	7,428	6,110	14,897	
	%	2.9	6.2	49.9	41.0	100	
Most students in my school try to work out their disagreements with other students by talking to them.	n	1,971	3,813	6,573	2,450	14,807	
	%	13.3	25.8	44.4	16.6	100	
I feel welcome at my school.	n	628	1,218	6,251	6,694	14,791	
	%	4.3	8.2	42.3	45.3	100	
Most students in my school stop and think before doing anything when they get angry.	n	2,777	4,989	5,443	1,566	14,775	
	%	18.8	33.8	36.8	10.6	100	
My teachers tell me how I do on my classwork, tests, and homework assignments.	n	57	1,332	6,564	6,353	14,766	
	%	3.5	9.0	44.5	43.0	100	
My teachers talk to me about college and career choices.	n	2,810	4,521	4,861	2,539	14,731	
	%	19.1	30.7	33.0	17.2	100	
		<b>No</b>	<b>Yes</b>	<b>Total</b>			
Do you have broadband Internet access where you live?	n	1,080	13,317	14,397			
	%	7.5	92.5	100			
<b>Organizational Effectiveness</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
I am proud to be a student at this school.	n	771	874	5,117	7,957	14,719	
	%	5.2	5.9	34.8	54.1	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give your school for its performance/effectiveness?	n	540	571	1,965	5,128	6,628	14,832
	%	3.6	3.9	13.3	34.6	44.7	100

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**Middle School Students** (Total Responses = 18,446)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I understand that getting a good education is important.	n	410	207	3,859	13,933	18,409
	%	2.2	1.1	21.0	75.7	100
I am given challenging work at my school.	n	591	2,348	11,619	3,700	18,257
	%	3.2	12.9	63.7	20.3	100
In school, I participate in class activities.	n	552	1,504	10,775	5,255	18,085
	%	3.1	8.3	59.6	29.1	100
My teachers set high standards for learning in their classes.	n	735	1,987	9,913	5,620	18,254
	%	4.0	10.9	54.3	30.8	100
Most students do their best, even when their school work is difficult.	n	2,220	6,252	7,512	2,325	18,308
	%	12.1	34.2	41.0	12.7	100
I am interested in my classes.	n	1,370	3,762	9,729	3,445	18,305
	%	7.5	20.6	53.2	18.8	100
By the end of the year, I will be prepared to do well next year.	n	585	1,158	8,599	7,969	18,310
	%	3.2	6.3	47.0	43.5	100
I pay attention in class.	n	553	1,305	10,949	5,505	18,311
	%	3.0	7.1	59.8	30.1	100
My academic skills are improving.	n	519	1,298	9,677	6,741	18,234
	%	2.9	7.1	53.1	37.0	100
My school work requires me to think about how academic topics relate to real-life situations.	n	1,500	3,896	8,841	4,098	18,334
	%	8.2	21.3	48.2	22.4	100
By the time I complete middle school, I will be prepared for high school.	n	709	1,453	8,798	7,374	18,333
	%	3.9	7.9	48.0	40.2	100
Access to digital content and tools supports customized and personalized learning	n	819	1,885	9,379	6,181	18,263
	%	4.5	10.3	51.4	33.8	100
My teachers are able to use technology to meet my academic needs	n	871	1,948	9,489	5,982	18,289
	%	4.8	10.7	51.9	32.7	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I feel safe at my school.	n	1,853	3,056	8,984	4,203	18,096
	%	10.2	16.9	49.7	23.2	100
I feel like I can be myself when I am at school.	n	1,985	3,751	7,982	4,312	18,030
	%	11.0	20.8	44.3	23.9	100
Most adults at my school treat me with respect.	n	1,579	2,639	8,772	5,046	18,036
	%	8.8	14.6	48.6	28.0	100

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**Middle School Students** (Total Responses = 18,446)

<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Students respect each other at my school.	n	4,737	6,607	5,451	1,197	17,992
	%	26.3	36.7	30.3	6.7	100
Bullying is a problem at this school.	n	2,546	6,148	5,351	3,927	17,972
	%	14.17	34.21	29.77	21.85	100
There is at least one adult at my school I can go to if I have a problem.	n	1,523	1,915	7,430	7,136	18,004
	%	8.5	10.6	41.3	39.6	100
Most adults at my school care about me as a person.	n	1,509	2,593	9,394	4,500	17,996
	%	8.4	14.4	52.2	25.0	100
Most students in my school are accepting of other students.	n	3,077	4,669	8,061	2,165	17,972
	%	17.1	26.0	44.9	12.1	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you know how to respond during an emergency at school?	n	1,196	16,534	17,730		
	%	6.8	93.2	100		
<b>Communications</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
My teachers listen to my ideas.	n	1,436	2,878	10,306	3,147	17,767
	%	8.1	16.2	58.0	17.7	100
Most students in my school try to work out their disagreements with other students by talking to them.	n	4,849	5,933	5,599	1,338	17,719
	%	27.4	33.5	31.6	7.6	100
I feel welcome at my school.	n	1,613	2,735	9,822	3,544	17,714
	%	9.1	15.4	55.5	20.0	100
Most students in my school stop and think before doing anything when they get angry.	n	5,998	6,865	3,910	922	17,695
	%	33.9	38.8	22.1	5.2	100
My teachers tell me how I do on my classwork, tests, and homework assignments.	n	1,043	2,109	9,527	5,034	17,713
	%	5.9	11.9	53.8	28.4	100
My school gives me useful information about colleges and careers.	n	1,942	3,786	8,115	3,832	17,675
	%	11.0	21.4	45.9	21.7	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you have broadband Internet access where you live?	n	954	16,375	17,329		
	%	5.5	94.5	100		

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**Middle School Students** (Total Responses = 18,446)

<b>Organizational Effectiveness</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
I am proud to be a student at this school.	n	1,913	2,496	8,469	4,758	17,636	
	%	10.8	14.2	48.0	26.0	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give your school for its performance/effectiveness?	n	1,262	1,438	4,714	7,070	3,273	17,757
	%	7.1	8.1	26.6	39.8	18.4	100

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High School Students (Total Responses = 21,359)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I understand that getting a good education is important.	n	658	323	5,481	14,853	21,315
	%	3.1	1.5	25.7	69.7	100
I am given challenging work at my school.	n	721	2,295	13,249	4,919	21,184
	%	3.4	10.8	62.5	23.2	100
In school, I participate in class activities.	n	836	2,228	12,998	4,997	21,059
	%	4.0	10.6	61.7	23.7	100
My teachers set high standards for learning in their classes.	n	947	2,809	12,623	4,812	21,191
	%	4.5	13.3	59.6	22.7	100
Most students do their best, even when their school work is difficult.	n	2,885	8,089	8,395	1,829	21,198
	%	13.6	38.2	39.6	8.6	100
I am interested in my classes.	n	1,504	4,683	12,099	2,929	21,215
	%	7.1	22.1	57.0	13.8	100
I pay attention in class.	n	759	1,841	13,915	4,667	21,182
	%	3.6	8.7	65.7	22.0	100
My academic skills are improving.	n	869	2,513	12,476	5,282	21,140
	%	4.1	11.9	59.0	25.0	100
My school work requires me to think about how academic topics relate to real-life situations.	n	2,983	6,090	9,070	3,092	21,235
	%	14.1	28.7	42.7	14.6	100
By the time I graduate, I will be prepared for college and/or a career.	n	1,529	3,110	10,521	6,069	21,229
	%	7.2	14.7	49.6	28.6	100
Access to digital content and tools supports customized and personalized learning	n	1,117	2,573	12,158	5,328	21,176
	%	5.3	12.2	57.4	25.2	100
My teachers are able to use technology to meet my academic needs	n	1,207	2,812	12,433	4,726	21,178
	%	5.7	13.3	58.7	22.3	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I feel safe at my school.	n	2,154	3,584	11,551	3,641	20,930
	%	10.3	17.1	55.2	17.4	100
I feel like I can be myself when I am at school.	n	1,982	3,795	10,672	4,450	20,899
	%	9.5	18.2	51.1	21.3	100
Most adults at my school treat me with respect.	n	1,789	3,289	11,591	4,222	20,891
	%	8.6	15.7	55.5	20.2	100
Students respect each other at my school.	n	4,950	7,427	7,134	1,313	20,824
	%	23.8	35.7	34.3	6.3	100

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High School Students (Total Responses = 21,359)

<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Bullying is a problem at this school.	n	3,072	9,093	6,076	2,578	20,819
	%	14.8	43.7	29.2	12.4	100
There is at least one adult at my school I can go to if I have a problem.	n	1,835	2,849	10,194	5,976	20,854
	%	8.8	13.7	48.9	28.7	100
Most adults at my school care about me as a person.	n	1,928	4,145	11,514	3,267	20,854
	%	9.3	19.9	55.2	15.7	100
Most students in my school are accepting of other students.	n	3,035	5,561	10,107	2,131	20,834
	%	14.6	26.7	48.5	10.2	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you know how to respond during an emergency at school?	n	2,038	18,550	20,588		
	%	9.9	90.1	100		
<b>Communications</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
My teachers listen to my ideas.	n	1,685	4,041	12,542	2,280	20,548
	%	8.2	19.7	61.0	11.1	100
Most students in my school try to work out their disagreements with other students by talking to them.	n	5,318	7,298	6,736	1,143	20,495
	%	26.0	35.6	32.9	5.6	100
I feel welcome at my school.	n	1,707	3,505	12,556	2,732	20,500
	%	8.3	17.1	61.3	13.3	100
Most students in my school stop and think before doing anything when they get angry.	n	6,336	7,906	5,216	987	20,445
	%	31.0	38.7	25.5	4.8	100
My teachers tell me how I do on my classwork, tests, and homework assignments.	n	1,439	3,427	11,928	3,704	20,498
	%	7.0	16.7	58.2	18.1	100
My school gives me useful information about colleges and careers.	n	1,886	3,986	10,558	4,036	20,466
	%	9.2	19.5	51.6	19.7	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you have broadband Internet access where you live?	n	1,243	18,704	19,947		
	%	6.2	93.8	100		

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High School Students (Total Responses = 21,359)

<b>Organizational Effectiveness</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
I am proud to be a student at this school.	n	2,301	3,575	10,367	4,078	20,231	
	%	11.3	17.6	51.0	20.1	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give your school for its performance/effectiveness?	n	1,127	1,779	6,459	8,052	3,061	20,475
	%	5.5	8.7	31.5	39.3	15.0	100

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Parents (Total Responses = 8,137)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The school sets high academic standards.	n	267	614	4,191	3,020	8,092
	%	3.3	7.6	51.8	37.3	100
My child does work that prepares him/her for the next academic year.	n	220	595	4,340	2,913	8,068
	%	2.7	7.4	53.8	36.1	100
The school's academic program prepares students for college and career.	n	306	1,034	4,422	2,207	7,969
	%	3.8	13.0	55.5	27.7	100
The school challenges students to maximize their potential.	n	352	1,159	4,017	2,536	8,064
	%	4.4	14.4	49.8	31.5	100
The school provides its students with a high quality education.	n	294	855	4,074	2,826	8,049
	%	3.7	10.6	50.6	35.1	100
I am satisfied with the instruction my child receives at this school.	n	394	1,116	3,921	2,631	8,062
	%	4.9	13.8	48.6	32.6	100
Customized and personalized learning provides teachers the opportunity to meet the academic needs of all students.	n	521	1,570	3,808	2,120	8,019
	%	6.5	19.6	47.5	26.4	100
Access to digital content and tools supports customized and personalized learning.	n	417	1,085	4,107	2,436	8,045
	%	5.2	13.5	51.1	30.3	100
Teachers are able to use technology to meet the academic needs of all students.	n	393	1,130	4,096	2,392	8,011
	%	4.9	14.1	51.1	29.9	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
This school is safe and secure.	n	369	601	3,922	3,140	8,032
	%	4.6	7.5	48.8	39.1	100
Students respect each other at this school.	n	535	1,147	4,224	2,083	7,989
	%	6.7	14.4	52.9	26.1	100
My child is treated with respect at this school.	n	328	672	4,190	2,804	7,994
	%	4.1	8.4	52.4	35.1	100
Bullying is a problem at this school.	n	1,653	4,175	1,439	659	7,926
	%	20.9	52.7	18.2	8.3	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
In case of an emergency, do you know the procedures at this school?	n	2,414	5,492	7,906		
	%	30.5	69.5	100		



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Parents (Total Responses = 8,137)

<b>Communications</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Communication to and from the school system is open, clear, and timely.	n	389	957	3,870	2,712	7,928
	%	4.9	12.1	48.8	34.2	100
Information and results data are available and easily accessible.	n	284	1,137	4,276	2,184	7,881
	%	3.6	14.4	54.3	27.7	100
I feel welcome at my child's school.	n	275	610	3,680	3,361	7,926
	%	3.5	7.7	46.4	42.4	100
The school provides opportunities for two-way communication.	n	245	644	4,153	2,856	7,898
	%	3.1	8.2	52.6	36.2	100
I know how to get school information when I need it.	n	200	632	4,159	2,927	7,918
	%	2.5	8.0	52.5	37.0	100
School staff return phone calls or e-mails in a timely manner.	n	355	712	3,698	3,130	7,895
	%	4.5	9.0	46.8	39.7	100
I am satisfied with the quality of information about my child's academic and social progress.	n	336	1,073	3,856	2,640	7,905
	%	4.3	13.6	48.8	33.4	100
Communication to and from my child's school is easy to understand.	n	218	522	4,178	2,968	7,886
	%	2.8	6.6	53.0	37.6	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you have broadband Internet access where you live?	n	460	7,390	7,850		
	%	5.9	94.1	100		
<b>Organizational Effectiveness</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I am satisfied with the ability of the teachers to meet the needs of my child.	n	304	1,001	3,883	2,650	7,838
	%	3.9	12.8	49.5	33.8	100
I am satisfied with the principal's leadership at my child's school.	n	485	705	3,584	3,032	7,806
	%	6.2	9.0	45.9	38.8	100
I am satisfied with school improvement planning at my child's school.	n	466	1,139	4,061	1,969	7,635
	%	6.1	14.9	53.2	25.8	100
I am satisfied with the superintendent's leadership and vision.	n	856	1,312	3,804	1,764	7,736
	%	11.1	17.0	49.2	22.8	100
Community members, parents, teachers, and school leaders work together to solve school-based challenges.	n	450	1,131	4,203	1,914	7,698
	%	5.9	14.7	54.6	24.9	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

Parents (Total Responses = 8,137)

<b>Organizational Effectiveness</b>		<b>Definitely Not</b>	<b>Probably Not</b>	<b>Probably Yes</b>	<b>Definitely Yes</b>	<b>Total</b>	
Would you recommend this school to other parents?	n	392	749	2,517	4,130	7,788	
	%	5.0	9.6	32.3	53.1	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give your child's school for its performance/effectiveness?	n	218	399	1,115	2,790	3,312	7834
	%	2.8	5.1	14.2	35.6	42.3	100
What grade would you give BCPS for its performance/effectiveness?	n	305	549	1,705	3,357	1,876	7,792
	%	3.9	7.1	21.9	43.1	24.1	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

Community Members (Total Responses = 466)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
BCPS sets high academic standards.	n	35	86	203	127	451
	%	7.8	19.1	45.0	28.2	100
BCPS' academic program prepares students for college and career.	n	47	101	204	103	455
	%	10.3	22.2	44.8	22.6	100
BCPS challenges students to maximize their potential.	n	51	91	212	98	452
	%	11.3	20.1	46.9	21.7	100
BCPS provides its students with a high quality education.	n	47	83	235	85	450
	%	10.4	18.4	52.2	18.9	100
Customized and personalized learning provides teachers the opportunity to meet the academic needs of all students.	n	70	120	182	79	451
	%	15.5	26.6	40.4	17.5	100
Access to digital content and tools supports customized and personalized learning.	n	56	93	199	103	451
	%	12.4	20.6	44.1	22.8	100
Teachers are able to use technology to meet the academic needs of all students.	n	62	99	188	93	442
	%	14.0	22.4	42.5	21.0	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
BCPS schools are safe.	n	59	92	213	90	545
	%	13.0	20.3	46.9	19.8	100
<b>Communications</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Communication to and from the school system is open, clear, and timely.	n	54	112	201	76	443
	%	12.2	25.3	45.4	17.2	100
Information and results data are available and easily accessible.	n	51	113	202	73	439
	%	11.6	25.7	46.0	16.6	100
The school system provides opportunities for two-way communication.	n	62	90	208	80	440
	%	14.1	20.5	47.3	18.2	100
I know how to get school information when I need it.	n	40	74	230	98	442
	%	9.1	16.7	52.0	22.2	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

Community Members (Total Responses = 466)

<b>Organizational Effectiveness</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
I am satisfied with the superintendent's leadership and vision.	n	103	85	157	83	428	
	%	24.1	19.9	36.7	19.4	100	
Community members, parents, teachers, and school leaders work together to solve school-based challenges.	n	69	96	181	79	425	
	%	16.2	22.6	42.6	18.6	100	
		<b>Definitely Not</b>	<b>Probably Not</b>	<b>Probably Yes</b>	<b>Definitely Yes</b>	<b>Total</b>	
Would you recommend BCPS to others?	n	56	83	163	132	434	
	%	12.9	19.1	37.6	30.4	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give BCPS for its performance/effectiveness?	n	44	63	109	138	78	432
	%	10.2	14.6	25.2	31.9	18.1	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

School Staff (Total Responses =7,225)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
My school has high expectations for the academic performance of all students.	n	142	437	3,270	3,323	7,172
	%	2.0	6.1	45.6	46.3	100
The academic program at my school is designed to meet the needs of all students.	n	266	1,061	3,699	2,126	7,152
	%	3.7	14.8	51.7	29.7	100
I see how my work contributes to students' college and career readiness.	n	168	682	3,736	2,508	7,094
	%	2.4	9.6	52.7	35.4	100
Adults in my school believe that all students have the ability to achieve.	n	172	821	3,578	2,574	7,145
	%	2.4	11.5	50.1	36.0	100
Additional instructional supports from our school system are available to students who need them.	n	415	1,239	3,631	1,839	7,124
	%	5.8	17.4	51.0	25.8	100
I have time available during the school day to collaborate with my colleagues regarding curriculum and instructional practices.	n	917	1,837	3,145	1,142	7,041
	%	13.0	26.1	44.7	16.2	100
Teachers in my school regularly analyze and use student achievement data in collaboration with colleagues to adjust instructional practices.	n	223	857	3,932	2,037	7,049
	%	3.2	12.2	55.8	28.9	100
Customized and personalized learning provides teachers the opportunity to meet the academic needs of all students.	n	274	1,092	3,903	1,779	7,048
	%	3.9	15.5	55.4	25.2	100
Access to digital content and tools supports customized and personalized learning.	n	342	1,029	3,775	1,924	7,070
	%	4.8	14.6	53.4	27.2	100
Teachers are able to use technology to meet the academic needs of all students.	n	357	1,195	3,560	1,967	7,079
	%	5.0	16.9	50.3	27.8	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I feel safe and secure at work.	n	320	699	3,153	2,959	7,131
	%	4.5	9.8	44.2	41.5	100
Adults at my school respect each other.	n	217	752	3,554	2,571	7,094
	%	3.1	10.6	50.1	36.2	100
Additional behavioral supports are available from our school system for students who need them.	n	639	1,401	3,370	1,670	7,080
	%	9.0	19.8	47.6	23.6	100
Students at my school respect each other.	n	800	1,760	3,610	912	7,082
	%	11.3	24.9	51.0	12.9	100
Discipline policies and procedures are implemented consistently at my school.	n	1,035	1,846	2,967	1,219	7,067
	%	14.7	26.1	42.0	17.3	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

School Staff (Total Responses =7,225)

<b>Safety and Security</b>			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Bullying is a problem at this school.	n	1,213	3,467	1,829	553	7,062	
	%	17.2	49.1	25.9	7.8	100	
		<b>No</b>	<b>Yes</b>	<b>Total</b>			
Do you know how to respond during an emergency at work?	n	218	6,640	6,858			
	%	3.2	96.8	100			
<b>Communications</b>			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Communication at my school is open, clear, and timely.	n	476	1,453	3,526	1,574	7,029	
	%	6.8	20.7	50.2	22.4	100	
Information and results data are available and easily accessible.	n	203	854	4,152	1,735	6,944	
	%	2.9	12.3	59.8	25.0	100	
I can talk openly with my school administrators about school-related matters.	n	472	907	3,127	2,514	7,020	
	%	6.7	12.9	44.5	35.8	100	
I am able to share my ideas and opinions with my school administrators.	n	413	904	3,269	2,417	7,003	
	%	5.9	12.9	46.7	34.5	100	
My supervisor provides performance feedback that is useful to me.	n	360	729	3,478	2,417	6,984	
	%	5.2	10.4	49.8	34.6	100	
My school encourages parent involvement.	n	133	436	3,581	2,849	6,999	
	%	1.9	6.2	51.2	40.7	100	
Teachers at my school communicate frequently to parents about student progress.	n	102	387	3,975	2,497	6,961	
	%	1.5	5.6	57.1	35.9	100	
Teachers and staff at my school have the opportunity for dialogue and planning across grades and subjects.	n	545	1,463	3,378	1,525	6,911	
	%	7.9	21.2	48.9	22.1	100	
		<b>No</b>	<b>Yes</b>	<b>Total</b>			
Do you have broadband Internet access where you live?	n	493	6,432	6,925			
	%	7.1	92.9	100			
<b>Organizational Effectiveness</b>			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I work in a positive, professional work environment.	n	310	1,007	3,493	2,155	6,965	
	%	4.5	14.5	50.2	30.9	100	
My school administration fosters a collaborative work environment.	n	369	893	3,392	2,253	6,907	
	%	5.3	12.9	49.1	32.6	100	
I receive the information I need to perform my job effectively.	n	254	852	3,857	1,978	6,941	
	%	3.7	12.3	55.6	28.5	100	

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

School Staff (Total Responses =7,225)

<b>Organizational Effectiveness</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>	
Professional development offerings are relevant to my work.	n	415	1,203	3,565	1,719	6,902	
	%	6.0	17.4	51.7	24.9	100	
I have opportunities for professional growth.	n	270	633	3,895	2,104	6,902	
	%	3.9	9.2	56.4	30.5	100	
I have the tools, resources and technology to do my job.	n	319	1,060	3,667	1,887	6,933	
	%	4.6	15.3	52.9	27.2	100	
Students at my school have access to instructional technology needed to succeed.	n	281	1,009	3,700	1,899	6,889	
	%	4.1	14.7	53.7	27.6	100	
The number of students assigned to me is manageable.	n	635	1,226	3,426	1,457	6,744	
	%	9.4	18.2	50.8	21.6	100	
		<b>Definitely Not</b>	<b>Probably Not</b>	<b>Probably Yes</b>	<b>Definitely Yes</b>	<b>Total</b>	
Would you send your child to this school or recommend this school to another parent?	n	925	1,355	2,410	2,218	6,908	
	%	13.4	19.6	34.9	32.1	100	
Would you recommend this school to a friend seeking employment?	n	569	1,045	2,591	2,678	6,883	
	%	8.3	15.2	37.6	38.9	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give your school for its performance/effectiveness?	n	171	593	1,619	2,686	1,886	6,955
	%	2.5	8.5	23.3	38.6	27.1	100
What grade would you give BCPS for its performance/effectiveness?	n	248	769	2,346	2,720	836	6,919
	%	3.6	11.1	33.9	39.3	12.1	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

School Administration (Total Responses = 460)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
BCPS has high expectations for the academic performance of all students.	n	65	19	139	230	453
	%	14.4	4.2	30.7	50.8	100
The academic program in our school system is designed to meet the needs of all students.	n	69	54	226	102	451
	%	15.3	12.0	50.1	22.6	100
I see how my work contributes to students' college and career readiness.	n	64	18	159	210	451
	%	14.2	4.0	35.3	46.6	100
Adults in our school system believe that all students have the ability to achieve.	n	66	62	236	87	451
	%	14.6	13.8	52.3	19.3	100
Additional instructional supports from our school system are available to students who need them.	n	67	72	238	74	451
	%	14.9	16.0	52.8	16.4	100
I have time available during the school day to collaborate with my colleagues regarding curriculum and instructional practices.	n	72	98	202	80	452
	%	15.9	21.7	44.7	17.7	100
Teachers in my school regularly analyze and use student achievement data in collaboration with colleagues to adjust instructional practices.	n	60	43	216	133	452
	%	13.3	9.5	47.8	29.4	100
Customized and personalized learning provides teachers the opportunity to meet the academic needs of all students.	n	64	39	221	127	451
	%	14.2	8.7	49.0	28.2	100
Access to digital content and tools supports customized and personalized learning.	n	66	32	216	135	449
	%	14.7	7.1	48.1	30.1	100
Teachers are able to use technology to meet the academic needs of all students.	n	66	58	232	93	449
	%	14.7	12.9	51.7	20.7	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I feel safe and secure at work.	n	64	14	135	235	448
	%	14.3	3.1	30.1	52.5	100
Adults at my school respect each other.	n	64	21	187	177	449
	%	14.3	4.7	41.7	39.4	100
Additional behavioral supports are available from our school system for students who need them.	n	77	111	188	72	448
	%	17.2	24.8	42.0	16.1	100
Students at my school respect each other.	n	62	54	250	82	448
	%	13.8	12.1	55.8	18.3	100
Discipline policies and procedures are implemented consistently at my school.	n	62	32	190	160	444
	%	14.0	7.2	42.8	36.0	100



2016 BCPS Stakeholder Satisfaction Survey  
Appendix

School Administration (Total Responses = 460)

Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Bullying is a problem at this school.	n	135	220	56	35	446
	%	30.3	49.3	12.6	7.9	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you know how to respond during an emergency at work?	n	64	370	434		
	%	14.7	85.3	100		
Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Communication in our system is open, clear, and timely.	n	75	49	214	105	443
	%	16.9	11.1	48.3	23.7	100
Information and results data are available and easily accessible.	n	58	46	220	117	441
	%	13.2	10.4	49.9	26.5	100
I can talk openly with the assistant superintendents about school-related matters.	n	68	44	140	185	437
	%	15.6	10.1	32.0	42.3	100
I am able to share my ideas and opinions with school system administrators.	n	66	36	180	159	441
	%	15.0	8.2	40.8	36.1	100
Assistant superintendents provide performance feedback that is useful to me.	n	61	54	163	156	434
	%	14.1	12.4	37.6	35.9	100
BCPS encourages parent involvement.	n	55	19	171	193	438
	%	12.6	4.3	39.0	44.1	100
Teachers at my school communicate frequently to parents about student progress.	n	53	41	205	138	437
	%	12.1	9.4	46.9	31.6	100
Teachers and staff at my school have the opportunity for dialogue and planning across grades and subjects.	n	57	45	203	131	436
	%	13.1	10.3	46.6	30.1	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you have broadband Internet access where you live?	n	60	378	438		
	%	13.7	86.3	100		

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

School Administration (Total Responses = 460)

Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
I work in a positive, professional work environment.	n	63	19	172	180	434	
	%	14.5	4.4	39.6	41.5	100	
My assistant superintendent fosters a collaborative work environment.	n	61	36	151	183	431	
	%	14.2	8.4	35.0	42.5	100	
I receive the information I need to perform my job effectively.	n	51	27	229	123	430	
	%	11.9	6.3	53.3	28.6	100	
Professional development offerings are relevant to my work.	n	59	42	209	121	431	
	%	13.7	9.7	48.5	28.1	100	
I have opportunities for professional growth.	n	54	23	198	155	430	
	%	12.6	5.4	46.1	36.1	100	
I have the tools, resources and technology to do my job.	n	55	27	205	144	431	
	%	12.8	6.3	47.6	33.4	100	
My school has access to instructional technology needed for students to succeed.	n	58	38	199	135	430	
	%	13.5	8.8	46.3	31.4	100	
		<b>Definitely Not</b>	<b>Probably Not</b>	<b>Probably Yes</b>	<b>Definitely Yes</b>	<b>Total</b>	
Would you send your child to a school in our system or recommend schools in this system to another parent?	n	57	27	105	244	433	
	%	13.2	6.2	24.3	56.3	100	
Would you recommend our school system to a friend seeking employment?	n	55	27	104	241	427	
	%	12.9	6.3	24.4	56.4	100	
		<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Total</b>
What grade would you give BCPS for its performance/effectiveness?	n	54	17	63	215	87	436
	%	12.4	3.9	14.4	49.3	19.0	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

Central Office Staff (Total Responses = 1,317)

<b>Academics</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
BCPS has high expectations for the academic performance of all students.	n	53	60	626	540	1,279
	%	4.1	4.7	48.9	42.2	100
The academic program in our school system is designed to meet the needs of all students.	n	65	189	718	291	1,263
	%	5.2	15.0	56.9	23.0	100
I see how the work of my department contributes to students' college and career readiness.	n	64	119	568	521	1,272
	%	5.0	9.4	44.7	41.0	100
Customized and personalized learning provides teachers the opportunity to meet the academic needs of all students.	n	50	111	697	389	1,247
	%	4.0	8.9	55.9	31.2	100
Access to digital content and tools supports customized and personalized learning.	n	58	85	682	429	1,254
	%	4.6	6.8	54.4	34.2	100
Teachers are able to use technology to meet the academic needs of all students.	n	57	170	715	305	1,247
	%	4.6	13.6	57.3	24.5	100
<b>Safety and Security</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
I feel safe and secure at work.	n	87	104	569	532	1,292
	%	6.7	8.1	44.0	41.2	100
Individuals in this department respect each other.	n	151	196	500	446	1,293
	%	11.7	15.2	38.7	34.5	100
		<b>No</b>	<b>Yes</b>	<b>Total</b>		
Do you know how to respond during an emergency at work?	n	106	1,158	1,264		
	%	8.4	91.6	100		
<b>Communications</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
Communication in my department is open, clear, and timely.	n	183	254	505	346	1,288
	%	14.2	19.7	39.2	26.9	100
Information and results data are available and easily accessible.	n	141	233	624	281	1,279
	%	11.0	18.2	48.8	22.0	100
I can talk openly with my supervisor(s) about work-related matters.	n	143	138	432	573	1,286
	%	11.1	10.7	33.6	44.6	100
I am able to share my ideas and opinions with department leadership.	n	146	155	478	502	1,281
	%	11.4	12.1	37.3	39.2	100
My supervisor provides performance feedback that is useful to me.	n	139	164	500	469	1,272
	%	10.9	12.9	39.3	36.9	100

2016 BCPS Stakeholder Satisfaction Survey  
Appendix

Central Office Staff (Total Responses = 1,317)

Communications		No	Yes	Total			
Do you have broadband Internet access where you live?	n	110	1,086	1,196			
	%	9.2	90.8	100			
Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
I work in a positive, professional work environment.	n	134	175	534	422	1,265	
	%	10.6	13.8	42.2	33.4	100	
My supervisor fosters a collaborative work environment.	n	128	151	455	523	1,257	
	%	10.2	12.0	36.2	41.6	100	
I receive the information I need to perform my job effectively.	n	107	195	591	371	1,264	
	%	8.5	15.4	46.8	29.4	100	
Professional development offerings are relevant to my work.	n	109	215	595	341	1,260	
	%	8.7	17.1	47.2	27.1	100	
I have opportunities for professional growth.	n	141	203	561	354	1,259	
	%	11.2	16.1	44.6	28.1	100	
I have the tools, resources and technology to do my job.	n	101	148	641	371	1,261	
	%	8.0	11.7	50.8	29.4	100	
The workload expected of me is manageable.	n	117	226	660	260	1,263	
	%	9.3	17.9	52.3	20.6	100	
		Definitely Not	Probably Not	Probably Yes	Definitely Yes	Total	
Would you recommend your department to a friend seeking employment?	n	121	190	454	503	1,268	
	%	9.5	15.0	35.8	39.7	100	
		F	D	C	B	A	Total
What grade would you give your department for its performance/effectiveness?	n	93	113	200	415	441	1,262
	%	7.4	8.9	15.9	32.9	34.9	100
What grade would you give BCPS for its performance/effectiveness?	n	55	107	294	561	245	1,262
	%	4.4	8.5	23.3	44.4	19.4	100