

Report on the Baltimore County Public Schools 2015 Stakeholder Satisfaction Survey



Department of Communications and Community Outreach
Department of Research, Accountability, and Assessment

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Overview

The 2015 Baltimore County Public Schools (BCPS) Stakeholder Satisfaction Survey polled all facets of Team BCPS including students in Grades 4 through 12, parents/guardians, community members, and staff. The survey is 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. The survey is a key BCPS strategy for engaging the community and informing progress related to the *Blueprint 2.0* goal areas.

The 2015 survey was modified based on findings from 2014. Additional items were included to capture information on social emotional learning and bullying. Participation surged 85% from 40,542 responses in 2014 to 74,905 responses in 2015, with more than double the responses from high school students, parents, community members, and central office staff. While more voices were heard in every stakeholder group, results were largely consistent with findings from the 2014 survey.

As in 2014, the stakeholders who expressed the most agreement across goal areas were elementary students. In 2015, satisfaction from secondary students was highest in the area of academics.

Parents continued to report high satisfaction across goal areas. While agreement from community members lagged other stakeholders in 2015, overall community member perception increased from 2014 to 2015 particularly in the areas of communication and organizational effectiveness.

Overall perceptions for school-based and central office staff increased in 2015 across all goal areas. Although perceptions declined in 2015 for school-based administrators, interpretation of these results should be made with caution. Of the 548 respondents who were identified as school-based employees, 21% were misidentified since there are only 435 principals and assistance principals on record in 2015.

Highlighted results from the 2015 survey are summarized below in the context of major BCPS initiatives.

Blueprint 2.0 Goal 1: Academics

BCPS is creating learner-centered environments to meet the needs of a growing and diverse student population that must prepare for 21st century workforce demands. A deliberate focus on equity is guiding efforts to personalize learning so that each student will thrive.

The 2014-2015 school year launched the *Blueprint 2.0* theory of action to prepare all students to graduate globally competitive through equitable access to digital learning and second language acquisition. S.T.A.T. (Students and Teachers Accessing Tomorrow) is leveraging technology to transform teaching and learning through a digital curriculum, 1:1 devices, the BCPS One information portal for educators and families, instructional coaching from S.T.A.T. teachers, and wireless and broadband internet access. To ensure that every student becomes proficient in a second language, BCPS is implementing a Spanish-language instruction program in elementary schools. Passport schools are pioneering Grade 4 Spanish instruction. Students participate in weekly conversational lessons and engage in an online, research-based, and self-paced learning platform that allows students to increase Spanish listening and speaking skills.

2015 Survey Results	Notable Changes from 2014 to 2015
<ul style="list-style-type: none"> • High academic expectations across stakeholders • Elementary students felt more engaged than secondary students but less challenged 	<ul style="list-style-type: none"> • More community members agreed that BCPS prepares students for college and career

Blueprint 2.0 Goal 2: Safety and Security

Recent efforts to ensure that learning and working environments are safe and secure include One-card identification badges for students and staff as well as upgraded electronic entry and security cameras. In collaboration with the Baltimore County Police Department, officers serve as mentors and instructors. Students led the second annual Bullying Prevention Week to celebrate positivity and respect along with the inaugural Bullying Prevention Town Hall.

Future staffing will provide a full-time social worker for every high school and more of these critical staff serving elementary and middle schools. A new grant in partnership with the Department of Justice and the University of Maryland-Baltimore will pilot a comprehensive approach to emotional and behavioral health in schools at each level.

2015 Survey Results	Notable Changes from 2014 to 2015
<ul style="list-style-type: none"> • Most positive perceptions of safety from parents and elementary school students • Elementary students felt a stronger sense of belonging than secondary students 	<ul style="list-style-type: none"> • Increased perceptions of student respect among high school students

Blueprint 2.0 Goal 3: Communication

Hearing from and reaching out to the community are central to making the progress set forth in *Blueprint 2.0*. Increasing participation in the Stakeholder Satisfaction Survey is a key action area. In addition, the fall 2014 Back to School Involves You, Too! campaign targeted business leaders and residents who are not BCPS parents in order to include the whole community in welcoming students to the new school year. Ongoing outreach targeted community association leaders for the first time, and Parent University added a new focus on grandparents.

2015 Survey Results	Notable Changes from 2014 to 2015
<ul style="list-style-type: none"> • Varying agreement with openness, clarity, timeliness, availability, and accessibility of BCPS communications between stakeholder groups • More secondary than elementary students were satisfied with access to postsecondary information • More elementary than secondary students felt listened to and welcomed 	<ul style="list-style-type: none"> • More secondary students agreed that teachers listen to their ideas • More community members agreed that communication is open, clear, timely, available, and accessible

Blueprint 2.0 Goal 4: Organizational Effectiveness

Strategies for supporting and developing staff include new plans for identifying talent within and outside of BCPS, expediting hiring, and improving onboarding. Efforts are underway to modernize school facilities, align program evaluation with the annual instructional and budget cycles for better decision making, and track progress toward school, department, and system goals through the performance management system. Peer Assistance and Review will expand from coaching first-year teachers to include tenured teachers needing additional support.

2015 Survey Results	Notable Changes from 2014 to 2015
<ul style="list-style-type: none"> • High ratings of effectiveness with schools, departments, and BCPS across stakeholder groups • Variation between stakeholder groups on recommending schools or the system to other parents 	<ul style="list-style-type: none"> • Increased school pride among secondary students • More parent satisfaction with ability of teachers to meet child’s needs • More community members agreed to recommend BCPS to others • Higher agreement from parents and community members with superintendent’s leadership and vision; collaboration to solve school-based challenges; and BCPS effectiveness

Survey Administration

The survey was available from January 30 through March 8, 2015. 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.

Respondents first identified as one of eight stakeholder groups: students, parents/guardians, community members, school-based staff, school-based 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

The number of responses grew 85% from 40,542 in 2014 to 74,905 in 2015. From 2014 to 2015, participation increased in every stakeholder group, with more than double the responses from high school students, parents, community members, and central office staff. In 2015, a total of 548 respondents identified as school administrators; however, there are only 435 principals and assistant principals on record. Interpretation of the findings for this group should be made with caution given that 21% of the school administrator respondents misidentified. The table below displays the number of responses by group.

Response Rates			
Stakeholder Group	Response Number	Group Number	Response %
Elementary School Students (Grades 4-5)	15,234	16,829	90.5
Middle School Students	18,683	23,387	79.9
High School Students	21,225	30,828	68.8
Parents/Guardians	9,648	n/a	n/a
Community Members	737	n/a	n/a
School-Based Staff (teachers, department chairs, paraeducators, non-instructional staff)	7,524	n/a	n/a
School-Based Administrators (principals and assistant principals)	548	435	n/a
Central Office Staff	1,306	2,322	56.2
Total	74,905		

Note. Student group numbers are based on enrollment at the end of the second quarter.
n/a = not available

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Response rates were not able to be calculated if the total number belonging to that group was unknown. For example, school-based staff totals could not be calculated because several staff members work in multiple buildings and had the opportunity to identify themselves as staff members in each building.

The parent and community member versions of the surveys were translated into 14 languages. Although English was the most common language used to respond to the survey, 79 parents and community members responded using translated languages as shown in the following table.

Parent /Guardian and Community Member Responses by Language		
Language	Count	Response %
English	10,306	99.24
Spanish	56	0.54
Chinese	9	0.09
Arabic	5	0.05
Vietnamese	2	0.02
Amharic	1	0.01
French	1	0.01
Korean	1	0.01
Nepali	1	0.01
Russian	1	0.01
Urdu	1	0.01
Yoruba	1	0.01
Total	10,385	

Note. Additional languages not selected include:
Gujarati, Tagalog, and Uzbek

Outreach

Survey feedback is enhanced by the extent to which responses truly represent the community. For this reason, the superintendent set the goal of doubling participation in 2015. Principals once again served as key promoters of the survey and were supported with a toolkit of tips for increasing participation and template messages to use in school newsletters, Web sites, phone recordings, and parent letters. Successful school-based strategies included making time during the school day for students and staff to take the survey, as well as, inviting parents to use school devices.

For the first time, the superintendent and district leaders reached out repeatedly to the community through phone messages and weekly updates on participation as well as targeting community associations, the Baltimore County Student Councils, Title I parent liaisons, and seniors. Executive staff were briefed on participation weekly.

New outreach in 2015 also included greater survey visibility: a survey countdown on the BCPS home page, static reminders on high-traffic BCPS Web pages, and pop-up Web reminders. Reminders were also included in staff email signatures, and promotional flyers posted in branches of the Baltimore County Public Library, which provide community access to the internet. Messaging emphasized the ease and convenience of survey completion, which usually took about five minutes and was accessible through mobile devices. In addition, staff members took laptops to bus lots to improve participation from bus attendants and bus drivers, who were under-represented in the 2014 survey.

Missing Voices

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

Making district and school leaders aware of the survey window at the beginning of the school year may help create buy-in and integrate survey participation into events and meetings. For example, principals can plan to offer parents the option of taking the survey during school events that take place while the survey is open. Similarly, staff meetings during the survey window can offer time and device access for completing the survey.

Specifying how to access the survey through schools and libraries may encourage better participation from stakeholders who do not use digital devices and the internet. For example, staff who do not work in front of a computer can be directed to specific devices with easy access to the survey link during convenient time slots. Staff members can be made aware of the opportunity to help input responses for those who are uncomfortable using digital devices.

Expanding awareness of the 14 available language translations can engage more families and community members who speak languages other than English. The BCPS Office of World Languages and local organizations may be able to help spread the word that translations are being offered.

Reinforcing the anonymous nature of the survey may build trust so that stakeholders do not fear retaliation from sharing their perspectives. Another support may be identifying peer ambassadors who can emphasize to others in their stakeholder group—students, parents, community members, or staff—that their responses will not be used against them.

Creating more awareness at the school level regarding stakeholder participation may create more awareness and a sense of friendly competition in order to increase participation.

Highlights of Survey Results

Selected survey findings are presented below by *Blueprint 2.0* goal area. Details of the survey for each stakeholder 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.

Academic Expectations

- Stakeholders agreed that there are high academic expectations for students.

<i>My teachers have high expectations for me to do well in school.</i>	<i>My teachers set high standards for learning in their classes.</i>	
Elementary school students	Middle school students	High school students
93%	85%	81%

<i>The school sets high academic standards.</i>	<i>BCPS sets high academic standards.</i>
Parents/guardians	Community members
88%	76%

<i>My school has high expectations for the academic performance of all students.</i>	<i>BCPS has high expectations for the academic performance of all students.</i>	
School-based staff	School-based administrators	Central office staff
91%	79%	90%

- Students agreed that education is important.

<i>Getting good grades is important to me.</i>	<i>I understand that getting a good education is important.</i>	
Elementary school students	Middle school students	High school students
97%	97%	95%

- Students agreed that they will be prepared for the next step.

<i>By the end of the year, I will be prepared to do well next year.</i>	
Elementary school students	Middle school students
95%	91%

<i>By the time I complete middle school, I will be prepared for high school.</i>	<i>By the time I graduate, I will be prepared for college and/or a career.</i>
Middle school students	High school students

90%

80%

Instructional Program

- Levels of agreement varied among staff members regarding meeting the needs of all students.

<i>The academic program at my school is designed to meet the needs of all students.</i>		<i>The academic program in our school system is designed to meet the needs of all students.</i>	
School-based staff		School-based administrators	Central office staff
78%		65%	75%

- Just over half of school-based staff and administrators agreed that they have opportunities for instructional collaboration.

<i>I have time available during the school day to collaborate with my colleagues regarding curriculum and instructional practices.</i>	
School-based staff	School-based administrators
55%	58%

Student Engagement

- Elementary students were more favorable about peer effort than secondary students.

<i>Most students do their best, even when their school work is difficult.</i>		
Elementary school students	Middle school students	High school students
85%	64%	55%

<i>Most students give up when they can't easily solve a problem.</i>		
Elementary school students	Middle school students	High school students
39%	55%	63%

- Elementary students did not feel as challenged as secondary students.

<i>My school work is challenging.</i>		<i>I am given challenging work at my school.</i>	
Elementary school students	Middle school students	Middle school students	High school students
65%		84%	85%

- Secondary students expressed less interest in their classes than their elementary peers.

<i>I am interested in my classes.</i>		
Elementary school students	Middle school students	High school students
86%	72%	72%

- High school students perceived less real-life relevance than did middle school students.

<i>My school work requires me to think about how academic topics relate to real-life situations.</i>	
Middle school students	High school students
71%	60%



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.

Blueprint 2.0 Metric

- Parents and elementary school students expressed the strongest feelings of safety; these ratings were lowest for community members.

<i>I feel safe at my school.</i>		
Elementary school students	Middle school students	High school students
87%	74%	72%

<i>This school is safe and secure.</i>	<i>BCPS schools are safe.</i>
Parents/guardians	Community members
87%	70%

<i>I feel safe and secure at work.</i>		
School-based staff	School-based administrators	Central office staff
86%	79%	85%

Safety

- Students were more likely than adults to agree that bullying is a problem, with the highest agreement from middle school students and the lowest from school-based administrators.

<i>Bullying is a problem at this school.</i>					
Elementary school students	Middle school students	High school students	Parents/guardians	School-based staff	School-based administrators
43%	49%	41%	27%	32%	21%

- Except among parents, awareness of emergency procedures was high.

<i>Do you know how to respond during an emergency at school?</i>			
Elementary school students	Middle school students	High school students	Parents/guardians
94%	93%	89%	69%

<i>Do you know how to respond during an emergency at work?</i>		
School-based staff	School-based administrators	Central office staff
96%	84%	89%

Systemwide Supports

- More school-based staff than administrators agreed that additional system supports for student behavior are available.

<i>Additional behavioral supports are available from our school system for students who need them.</i>	
School-based staff	School-based administrators
69%	56%

Respect

- Perceptions of student respect were highest for parents and lowest for secondary students.

<i>Students at my school treat me with respect.</i>	<i>Students respect each other at my school.</i>	
Elementary school students	Middle school students	High school students
74%	40%	41%

<i>Students respect each other at this school.</i>	<i>Students at my school respect each other.</i>	
Parents/guardians	School-based staff	School-based administrators
78%	65%	72%

- Most elementary school students and parents agreed that adults at school are respectful, while secondary students were less likely to agree.

<i>Most adults at my school treat me with respect.</i>			<i>My child is treated with respect at this school.</i>
Elementary school students	Middle school students	High school students	Parents/guardians
90%	76%	75%	87%

- Perceptions of adult respect also varied among staff members.

<i>Adults at my school respect each other.</i>		<i>Individuals in this department respect each other.</i>
School-based staff	School-based administrators	Central office staff
86%	79%	76%

Sense of Belonging

- More elementary than secondary students felt they can turn to an adult at school.

<i>There is at least one adult at my school I can go to if I have a problem.</i>		
Elementary school students	Middle school students	High school students
87%	81%	77%

- Perceptions of student acceptance were highest among elementary students.

<i>Most students in my school are accepting of other students.</i>		
Elementary school students	Middle school students	High school students
80%	61%	59%



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.

Blueprint 2.0 Metrics

- Perceptions of the availability and accessibility of information varied among stakeholders, with the most agreement from school-based staff and the least agreement from community members.

<i>Information and results data are available and easily accessible.</i>				
Parents/guardians	Community members	School-based staff	School-based administrators	Central office staff
81%	64%	83%	72%	72%

- The openness, clarity, and timeliness of communication also drew a range of agreement. More parents agreed than community members or staff.

<i>Communication to and from the school system is open, clear, and timely.</i>	
Parents/guardians	Community members
82%	60%

<i>Communication at my school is open, clear, and timely.</i>	<i>Communication in our system is open, clear, and timely.</i>	<i>Communication in my department is open, clear, and timely.</i>
School-based staff	School-based administrators	Central office staff
71%	61%	68%

College and Career Information

- High school students were most likely to report receiving postsecondary information, followed by middle school and then elementary school students.

<i>My teachers talk to me about college and career choices.</i>	<i>My school gives me useful information about colleges and careers.</i>	
Elementary school students	Middle school students	High school students
48%	66%	73%

Student Validation

- More elementary school students felt listened to and welcomed at school than secondary students.

<i>My teachers listen to my ideas.</i>		
Elementary school students	Middle school students	High school students
91%	76%	73%

<i>I feel welcome at my school.</i>		
Elementary school students	Middle school students	High school students
88%	77%	74%

Ratings of Supervisors

- Among staff, fewer school-based administrators reported the ability to talk openly with, share ideas with, and receive useful feedback from their supervisors.

<i>I can talk openly with my school administrators about school-related matters.</i>	<i>I can talk openly with the assistant superintendents about school-related matters.</i>	<i>I can talk openly with my supervisor(s) about work-related matters.</i>
School-based staff	School-based administrators	Central office staff
78%	71%	81%

<i>I am able to share my ideas and opinions with my school administrators.</i>	<i>I am able to share my ideas and opinions with school system administrators.</i>	<i>I am able to share my ideas and opinions with department leadership.</i>
School-based staff	School-based administrators	Central office staff
79%	72%	79%

<i>My supervisor provides performance feedback that is useful to me.</i>	<i>Assistant superintendents provide performance feedback that is useful to me.</i>	<i>My supervisor provides performance feedback that is useful to me.</i>
School-based staff	School-based administrators	Central office staff
82%	70%	79%

Opportunities to Collaborate

- About two-thirds of school-based staff and administrators reported opportunities to collaborate across grades and subjects.

<i>Teachers and staff at my school have the opportunity for dialogue and planning across grades and subjects.</i>	
School-based staff	School-based administrators
67%	68%



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.

School, Department, and System Effectiveness

- Effectiveness ratings were high across stakeholders.

<i>My school is effective or highly effective.</i>				
Elementary students	Middle school students	High school students	Parents/guardians	School-based staff
92%	86%	86%	91%	89%

<i>My department is effective or highly effective.</i>
Central office staff
89%

<i>BCPS is effective or highly effective.</i>				
Parents/guardians	Community members	School-based staff	School-based administrators	Central office staff
87%	75%	83%	80%	89%

Recommending BCPS to Others

- More parents than school-based staff reported that they would recommend their school. More school-based administrators than community members reported that they would recommend BCPS. Similar proportions of staff reported that they would recommend BCPS, their school, or their department to employment seekers.

<i>Would you recommend this school to other parents?</i>	<i>Would you send your child to this school or recommend this school to another parent?</i>
Parents/guardians	School-based staff
85%	67%

<i>Would you recommend BCPS to others?</i>	<i>Would you send your child to a school in our system or recommend schools in this system to another parent?</i>
Community members	School-based administrators
66%	78%

<i>Would you recommend this school to a friend seeking employment?</i>	<i>Would you recommend our school system to a friend seeking employment?</i>	<i>Would you recommend your department to a friend seeking employment?</i>
School-based staff	School-based administrators	Central office staff
75%	75%	78%

Leadership and Collaboration

- Parents were more satisfied with the superintendent’s leadership and school-based collaboration than were community members.

<i>I am satisfied with the superintendent’s leadership and vision.</i>	
Parents/guardians	Community members
70%	47%

<i>Community members, parents, teachers, and school leaders work together to solve school-based challenges.</i>	
Parents/guardians	Community members
77%	54%

Supports for Staff

- Staff gave similar ratings for the relevance of professional development, but differed on satisfaction with growth opportunities and necessary resources.

<i>Professional development offerings are relevant to my work.</i>		
School-based staff	School-based administrators	Central office staff
73%	74%	74%

<i>I have opportunities for professional growth.</i>		
School-based staff	School-based administrators	Central office staff
85%	78%	74%

<i>I have the tools, resources, and technology to do my job.</i>		
School-based staff	School-based administrators	Central office staff
76%	74%	81%

Notable Changes from 2014 to 2015

Several survey items remained unchanged from 2014 to 2015. To examine differences over time, the results of these items were compared. Although there is not enough data to establish trends over time, changes can provide insights into differences in perception. In this section, notable changes are presented for items that have differed by six or more percentage points from 2014 to 2015.

Responses from school-based administrators are not included in this section because a significant percentage of respondents misidentified as school-based administrator¹, and therefore, interpretation of findings should be made with caution. Within the school-based administrator group, 22 items decreased at least six percentage points from 2014 to 2015 across the four goal areas. School-based administrators were the only stakeholder group to exhibit notable declines from 2014 to 2015.



Goal 1: Academics



- The percentage of community members agreeing that “*BCPS’ academic program prepares students for college and career*” increased seven percentage points from 63% to 70%.



Goal 2: Safety and Security



- Agreement from high school students increased six percentage points from 35% to 41% on the item: “*Students respect each other at my school.*”

¹ In 2015, there were 548 respondents identified as school administrators; however, there are only 435 principals and assistant principals on record. Interpretation of the findings for this group should be made with caution given that 21% of the school administrator respondents misidentified.

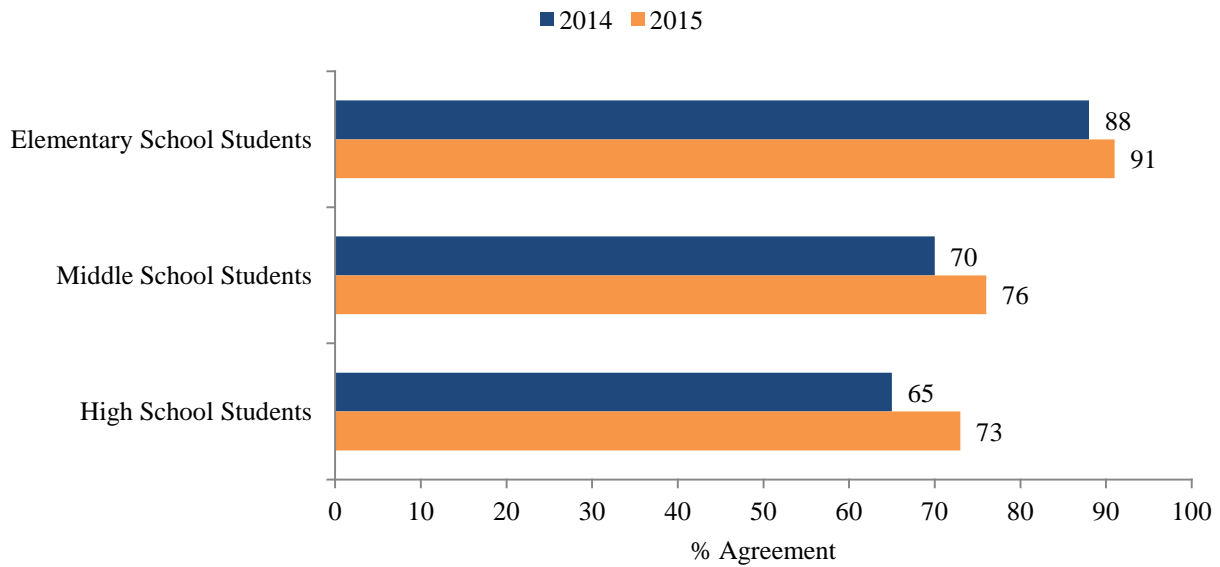


Goal 3: Communication



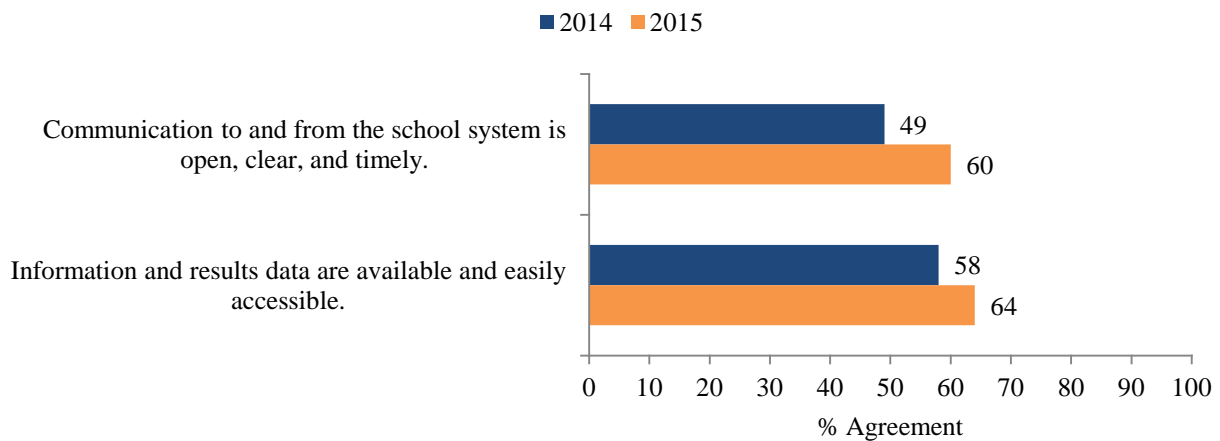
- On the item “*My teachers listen to my ideas*”, agreement increased six percentage points for middle school students and eight percentage points for high school.

Figure 3. “*My teachers listen to my ideas.*”



- Two items with notable increases from community members increased six and eleven percentage points.

Figure 4. Items that increased at least six percentage points among community members in the Communication section



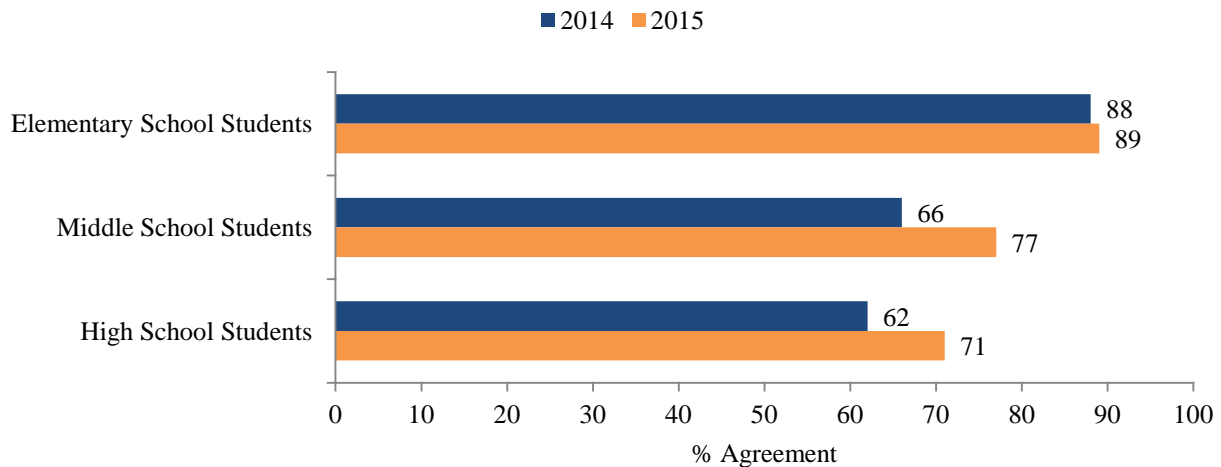


Goal 4: Organizational Effectiveness



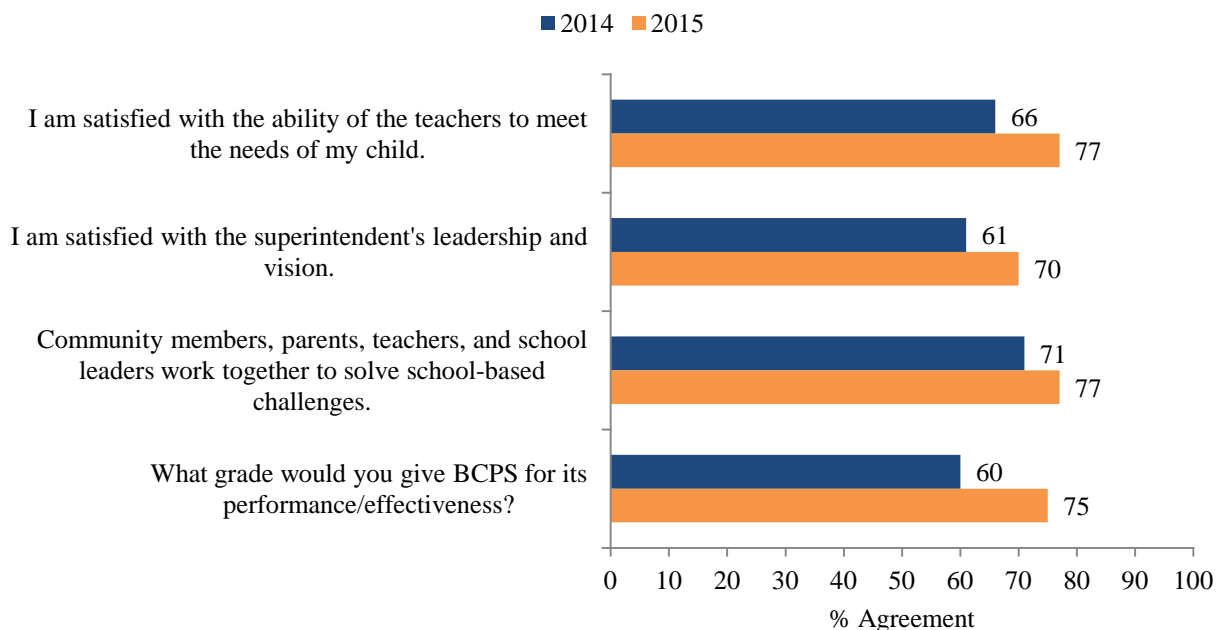
- Agreement with the item “*I am proud to be a student at this school*” increased 11 percentage points for middle school students and nine percentage points for high school students.

Figure 6. "I am proud to be a student at this school"



- Parent agreement increased on four items, ranging from six to nine percentage points.

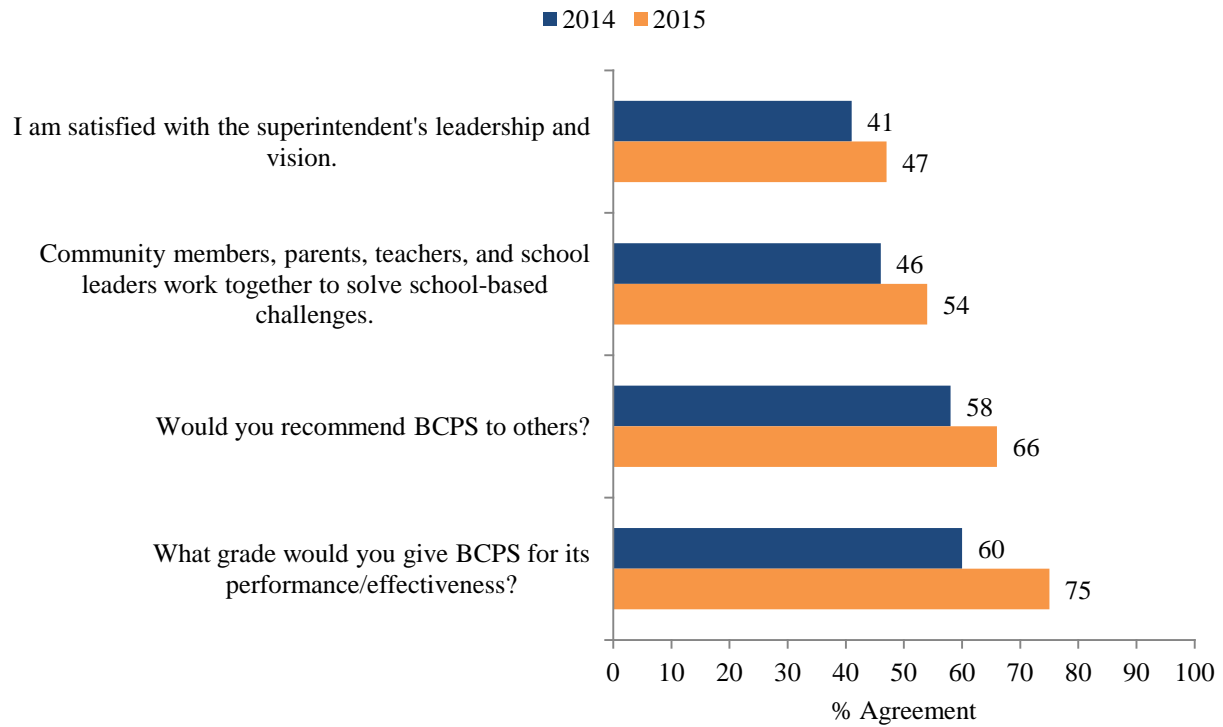
Figure 7. Items that increased at least six percentage points among parents in the Organizational Effectiveness section



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- All four items within Goal 4 increased for community members, ranging from six to fifteen percentage points.

Figure 8. Items that increased at least six percentage points among community members in the Organizational Effectiveness section



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Appendix

Elementary School Students (Total Responses = 15,234)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Getting good grades is important to me.	n	220	181	3,069	11,640	15,110
	%	1.5	1.2	20.3	77.0	100
My school work is challenging.	n	793	4,414	7,786	1,800	14,793
	%	5.4	29.8	52.6	12.2	100
In school, I participate in class activities.	n	323	935	7,503	5,958	14,719
	%	2.2	6.4	51.0	40.5	100
Most students give up when they can't easily solve a problem.	n	3,101	6,021	4,017	1,726	14,865
	%	20.9	40.5	27.0	11.6	100
I get involved in class activities.	n	355	833	7,199	6,447	14,834
	%	2.4	5.6	48.5	43.5	100
My teachers have high expectations for me to do well in school.	n	385	651	5,104	8,688	14,828
	%	2.6	4.4	34.4	58.6	100
Most students do their best, even when their school work is difficult.	n	599	1,619	7,131	5,493	14,842
	%	4.0	10.9	48.1	37.0	100
I am interested in my classes.	n	663	1,471	7,138	5,500	14,772
	%	4.5	10.0	48.3	37.2	100
By the end of the year, I will be prepared to do well next year.	n	291	455	4,401	9,590	14,737
	%	2.0	3.1	29.9	65.1	100
I pay attention in class.	n	345	839	7,286	6,261	14,731
	%	2.3	5.7	49.5	42.5	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel safe at my school.	n	676	1,189	5,591	7,292	14,748
	%	4.6	8.1	37.9	49.4	100
I feel like I can be myself when I am at school.	n	1,118	2,265	5,839	5,396	14,618
	%	7.7	15.5	39.9	36.9	100
Most adults at my school treat me with respect.	n	493	965	5,485	7,664	14,607
	%	3.4	6.6	37.6	52.5	100
Students at my school treat me with respect.	n	1,116	2,587	7,184	3,614	14,501
	%	7.7	17.8	49.5	24.9	100
Bullying is a problem at this school.	n	4,067	4,259	3,022	3,213	14,561
	%	27.9	29.3	20.8	22.1	100
There is at least one adult at my school I can go to if I have a problem.	n	937	988	4,018	8,574	14,517
	%	6.5	6.8	27.7	59.1	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Elementary School Students (Total Responses = 15,234)

Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
Most adults at my school care about me as a person.	n	449	834	5,967	7,214	14,464	
	%	3.1	5.8	41.3	49.9	100	
Most students in my school are accepting of other students.	n	941	1,999	7,403	4,046	14,389	
	%	6.5	13.9	51.5	28.1	100	
		No	Yes	Total			
Do you know how to respond during an emergency at school?	n	827	13,212	14,039			
	%	5.9	94.1	100			
Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
My teachers listen to my ideas.	n	440	916	6,970	6,229	14,555	
	%	3.0	6.3	47.9	42.8	100	
Most students in my school try to work out their disagreements with other students by talking to them.	n	1,695	3,384	6,743	2,613	14,435	
	%	11.7	23.4	46.7	18.1	100	
I feel welcome at my school.	n	649	1,142	5,734	6,896	14,421	
	%	4.5	7.9	39.8	47.8	100	
Most students in my school stop and think before doing anything when they get angry.	n	2,447	4,672	5,563	1,691	14,373	
	%	17.0	32.5	38.7	11.8	100	
My teachers tell me how I do on my classwork, tests, and homework assignments.	n	591	1,309	6,335	6,160	14,395	
	%	4.1	9.1	44.0	42.8	100	
Most students in my school get into arguments when they disagree with people.	n	1,708	3,966	5,243	3,435	14,352	
	%	11.9	27.6	36.5	23.9	100	
My teachers talk to me about college and career choices.	n	3,262	4,181	4,393	2,428	14,264	
	%	22.9	29.3	30.8	17.0	100	
		No	Yes	Total			
Do you have broadband Internet access where you live?	n	1,143	12,816	13,959			
	%	8.2	91.8	100			
Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
I am proud to be a student at this school.	n	740	870	4,564	8,059	14,233	
	%	5.2	6.1	32.1	56.6	100	
		F	D	C	B	A	Total
What grade would you give your school for its performance/effectiveness?	n	604	536	1,802	4,779	6,668	14,389
	%	4.2	3.7	12.5	33.2	46.3	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Middle School Students (Total Responses = 18,683)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I understand that getting a good education is important.	n	468	159	3,699	14,245	18,571
	%	2.5	0.9	19.9	76.7	100
I am given challenging work at my school.	n	621	2,348	11,613	3,827	18,409
	%	3.4	12.8	63.1	20.8	100
In school, I participate in class activities.	n	618	1,519	10,649	5,404	18,190
	%	3.4	8.4	58.5	29.7	100
Most students give up when they can't easily solve a problem.	n	1,510	6,834	7,198	2,873	18,415
	%	8.2	37.1	39.1	15.6	100
I get involved in class activities.	n	687	1,802	10,489	5,436	18,414
	%	3.7	9.8	57.0	29.5	100
My teachers set high standards for learning in their classes.	n	838	1,990	9,114	6,479	18,421
	%	4.6	10.8	49.5	35.2	100
Most students do their best, even when their school work is difficult.	n	1,583	5,025	8,452	3,381	18,441
	%	8.6	27.3	45.8	18.3	100
I am interested in my classes.	n	1,429	3,685	9,595	3,697	18,406
	%	7.8	20.0	52.1	20.1	100
By the end of the year, I will be prepared to do well next year.	n	602	1,031	8,294	8,481	18,408
	%	3.3	5.6	45.1	46.1	100
I pay attention in class.	n	581	1,380	10,772	5,684	18,417
	%	3.2	7.5	58.5	30.9	100
My academic skills are improving.	n	548	1,382	9,414	6,958	18,302
	%	3.0	7.6	51.4	38.0	100
My school work requires me to think about how academic topics relate to real-life situations.	n	1,466	3,846	8,755	4,299	18,366
	%	8.0	20.9	47.7	23.4	100
By the time I complete middle school, I will be prepared for high school.	n	713	1,127	7,984	8,530	18,354
	%	3.9	6.1	43.5	46.5	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel safe at my school.	n	1,668	3,009	9,036	4,462	18,175
	%	9.2	16.6	49.7	24.6	100
I feel like I can be myself when I am at school.	n	1,831	3,762	8,044	4,459	18,096
	%	10.1	20.8	44.5	24.6	100
Most adults at my school treat me with respect.	n	1,593	2,771	8,597	5,142	18,103
	%	8.8	15.3	47.5	28.4	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Middle School Students (Total Responses = 18,683)

Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Students respect each other at my school.	n	4,308	6,573	5,934	1,284	18,099
	%	23.8	36.3	32.8	7.1	100
Bullying is a problem at this school.	n	2,745	6,435	5,365	3,510	18,055
	%	15.2	35.6	29.7	19.4	100
There is at least one adult at my school I can go to if I have a problem.	n	1,532	1,941	7,284	7,304	18,061
	%	8.5	10.8	40.3	40.4	100
Most adults at my school care about me as a person.	n	1,422	2,649	9,359	4,601	18,031
	%	7.9	14.7	51.9	25.5	100
Most students in my school are accepting of other students.	n	2,690	4,404	8,437	2,432	17,963
	%	15.0	24.5	47.0	13.5	100
		No	Yes	Total		
Do you know how to respond during an emergency at school?	n	1,143	16,271	17,414		
	%	6.6	93.4	100		
Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
My teachers listen to my ideas.	n	1,436	2,849	10,326	3,148	17,759
	%	8.1	16.0	58.2	17.7	100
Most students in my school try to work out their disagreements with other students by talking to them.	n	4,138	6,071	6,118	1,392	17,719
	%	23.4	34.3	34.5	7.9	100
I feel welcome at my school.	n	1,417	2,677	9,812	3,810	17,716
	%	8.0	15.1	55.4	21.5	100
Most students in my school stop and think before doing anything when they get angry.	n	5,273	6,959	4,416	1,035	17,683
	%	29.8	39.4	25.0	5.9	100
My teachers tell me how I do on my classwork, tests, and homework assignments.	n	1,070	2,356	9,327	4,958	17,711
	%	6.0	13.3	52.7	28.0	100
Most students in my school get into arguments when they disagree with people.	n	1,528	3,313	7,289	5,565	17,695
	%	8.6	18.7	41.2	31.5	100
My school gives me useful information about colleges and careers.	n	1,981	3,921	7,870	3,767	17,539
	%	11.3	22.4	44.9	21.5	100
		No	Yes	Total		
Do you have broadband Internet access where you live?	n	944	16,275	17,219		
	%	5.5	94.5	100		

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Middle School Students (Total Responses = 18,683)

Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
I am proud to be a student at this school.	n	1,776	2,193	8,109	5,364	17,422	
	%	10.2	12.6	46.5	30.8	100	
		F	D	C	B	A	Total
What grade would you give your school for its performance/effectiveness?	n	1,121	1,267	4,318	7,316	3,611	17,633
	%	6.4	7.2	24.5	41.5	20.5	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

High School Students (Total Responses = 21,225)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I understand that getting a good education is important.	n	671	286	4,910	15,199	21,066
	%	3.2	1.4	23.3	72.2	100
I am given challenging work at my school.	n	825	2,264	12,537	5,331	20,957
	%	3.9	10.8	59.8	25.4	100
In school, I participate in class activities.	n	875	2,219	12,080	5,573	20,747
	%	4.2	10.7	58.2	26.9	100
Most students give up when they can't easily solve a problem.	n	1,250	6,405	9,737	3,544	20,936
	%	6.0	30.6	46.5	16.9	100
My teachers set high standards for learning in their classes.	n	1,119	2,908	11,459	5,441	20,927
	%	5.4	13.9	54.8	26.0	100
I get involved in class activities.	n	968	2,910	12,298	4,728	20,904
	%	4.6	13.9	58.8	22.6	100
Most students do their best, even when their school work is difficult.	n	2,310	7,167	8,991	2,479	20,947
	%	11.0	34.2	42.9	11.8	100
I am interested in my classes.	n	1,550	4,367	11,430	3,597	20,944
	%	7.4	20.9	54.6	17.2	100
I pay attention in class.	n	858	1,872	13,020	5,133	20,883
	%	4.1	9.0	62.4	24.6	100
My academic skills are improving.	n	1,005	2,366	11,562	5,884	20,817
	%	4.8	11.4	55.5	28.3	100
My school work requires me to think about how academic topics relate to real-life situations.	n	3,059	5,396	8,769	3,686	20,910
	%	14.6	25.8	41.9	17.6	100
By the time I graduate, I will be prepared for college and/or a career.	n	1,479	2,613	9,478	7,331	20,901
	%	7.1	12.5	45.4	35.1	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel safe at my school.	n	2,168	3,653	10,796	3,947	20,564
	%	10.5	17.8	52.5	19.2	100
I feel like I can be myself when I am at school.	n	1,995	3,909	9,922	4,694	20,520
	%	9.7	19.1	48.4	22.9	100
Most adults at my school treat me with respect.	n	1,843	3,198	10,931	4,552	20,524
	%	9.0	15.6	53.3	22.2	100
Students respect each other at my school.	n	4,759	7,231	6,943	1,545	20,478
	%	23.2	35.3	33.9	7.5	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

High School Students (Total Responses = 21,225)

Safety and Security			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Bullying is a problem at this school.	n	3,269	8,775	5,858	2,562	20,464	
	%	16.0	42.9	28.6	12.5	100	
There is at least one adult at my school I can go to if I have a problem.	n	1,940	2,797	9,545	6,203	20,485	
	%	9.5	13.7	46.6	30.3	100	
Most adults at my school care about me as a person.	n	2,010	4,091	10,724	3,637	20,462	
	%	9.8	20.0	52.4	17.8	100	
Most students in my school are accepting of other students.	n	3,027	5,291	9,733	2,371	20,422	
	%	14.8	25.9	47.7	11.6	100	
		No	Yes	Total			
Do you know how to respond during an emergency at school?	n	2,160	17,966	20,126			
	%	10.7	89.3	100			
Communications			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
My teachers listen to my ideas.	n	1,714	3,775	11,958	2,548	19,995	
	%	8.6	18.9	59.8	12.7	100	
Most students in my school try to work out their disagreements with other students by talking to them.	n	4,858	6,970	6,776	1,339	19,943	
	%	24.4	35.0	34.0	6.7	100	
I feel welcome at my school.	n	1,784	3,446	11,731	2,987	19,948	
	%	8.9	17.3	58.8	15.0	100	
Most students in my school stop and think before doing anything when they get angry.	n	5,967	7,687	5,153	1,102	19,909	
	%	30.0	38.6	25.9	5.5	100	
My teachers tell me how I do on my classwork, tests, and homework assignments.	n	1,554	3,421	11,055	3,935	19,965	
	%	7.8	17.1	55.4	19.7	100	
Most students in my school get into arguments when they disagree with people.	n	1,580	4,164	9,234	4,954	19,932	
	%	7.9	20.9	46.3	24.9	100	
My school gives me useful information about colleges and careers.	n	1,835	3,541	9,885	4,587	19,848	
	%	9.3	17.8	49.8	23.1	100	

2015 BCPS Stakeholder Satisfaction Survey
Appendix

High School Students (Total Responses = 21,225)

Communications		No	Yes	Total			
Do you have broadband Internet access where you live?	n	1,300	18,339	19,639			
	%	6.6	93.4	100			
Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
I am proud to be a student at this school.	n	2,301	3,276	9,315	4,564	19,456	
	%	11.8	16.8	47.9	23.5	100	
		F	D	C	B	A	Total
What grade would you give your school for its performance/effectiveness?	n	1,127	1,632	6,149	7,792	3,240	19,940
	%	5.7	8.2	30.8	39.1	16.3	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Parents (Total Responses = 9,648)

Academics			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The school sets high academic standards.	n	387	772	4,773	3,633	9,565	
	%	4.1	8.1	49.9	38.0	100	
My child does work that prepares him/her for the next academic year.	n	371	735	4,958	3,483	9,547	
	%	3.9	7.7	51.9	36.5	100	
The school's academic program prepares students for college and career.	n	476	1,323	4,849	2,733	9,381	
	%	5.1	14.1	51.7	29.1	100	
The school challenges students to maximize their potential.	n	551	1,410	4,469	3,102	9,532	
	%	5.8	14.8	46.9	32.5	100	
The school provides its students with a high quality education.	n	485	1,037	4,536	3,461	9,519	
	%	5.1	10.9	47.7	36.4	100	
I am satisfied with the instruction my child receives at this school.	n	638	1,280	4,314	3,307	9,539	
	%	6.7	13.4	45.2	34.7	100	
Safety and Security			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
This school is safe and secure.	n	436	763	4,671	3,614	9,484	
	%	4.6	8.1	49.3	38.1	100	
Students respect each other at this school.	n	659	1,421	4,946	2,421	9,447	
	%	7.0	15.0	52.4	25.6	100	
My child is treated with respect at this school.	n	432	802	4,993	3,224	9,451	
	%	4.6	8.5	52.8	34.1	100	
Bullying is a problem at this school.	n	1,987	4,844	1,765	726	9,322	
	%	21.3	52.0	18.9	7.8	100	
		No	Yes	Total			
In case of an emergency, do you know the procedures at this school?	n	2,891	6,349	9,240			
	%	31.3	68.7	100			
Communications			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Communication to and from the school system is open, clear, and timely.	n	507	1,136	4,190	3,495	9,328	
	%	5.4	12.2	44.9	37.5	100	
Information and results data are available and easily accessible.	n	426	1,363	4,607	2,879	9,275	
	%	4.6	14.7	49.7	31.0	100	
I feel welcome at my child's school.	n	433	720	4,307	3,884	9,344	
	%	4.6	7.7	46.1	41.6	100	

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Parents (Total Responses = 9,648)

Communications			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
The school provides opportunities for two-way communication.	n	414	794	4,774	3,336	9,318	
	%	4.4	8.5	51.2	35.8	100	
I know how to get school information when I need it.	n	324	783	4,761	3,454	9,322	
	%	3.5	8.4	51.1	37.1	100	
School staff return phone calls or e-mails in a timely manner.	n	511	872	4,139	3,749	9,271	
	%	5.5	9.4	44.6	40.4	100	
I am satisfied with the quality of information about my child's academic and social progress.	n	498	1,252	4,397	3,164	9,311	
	%	5.4	13.5	47.2	34.0	100	
Communication to and from my child's school is easy to understand.	n	370	663	4,682	3,582	9,297	
	%	4.0	7.1	50.4	38.5	100	
		No	Yes	Total			
Do you have broadband Internet access where you live?	n	465	8,694	9,159			
	%	5.1	94.9	100			
Organizational Effectiveness			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I am satisfied with the ability of the teachers to meet the needs of my child.	n	451	1,096	4,459	3,205	9,211	
	%	4.9	11.9	48.4	34.8	100	
I am satisfied with the principal's leadership at my child's school.	n	683	871	4,034	3,576	9,164	
	%	7.5	9.5	44.0	39.0	100	
I am satisfied with school improvement planning at my child's school.	n	589	1,413	4,531	2,357	8,890	
	%	6.6	15.9	51.0	26.5	100	
I am satisfied with the superintendent's leadership and vision.	n	1,115	1,538	4,425	1,913	8,991	
	%	12.4	17.1	49.2	21.3	100	
Community members, parents, teachers, and school leaders work together to solve school-based challenges.	n	627	1,476	4,643	2,256	9,002	
	%	7.0	16.4	51.6	25.1	100	
		Definitely Not	Probably Not	Probably Yes	Definitely Yes	Total	
Would you recommend this school to other parents?	n	516	878	3,049	4,745	9,188	
	%	5.6	9.6	33.2	51.6	100	
		F	D	C	B	A	Total
What grade would you give your child's school for its performance/effectiveness?	n	310	504	1,286	3,320	3,812	9,232
	%	3.4	5.5	13.9	36.0	41.3	100
What grade would you give BCPS for its performance/effectiveness?	n	474	762	2,098	3,935	1,911	9,180
	%	5.2	8.3	22.9	42.9	20.8	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Community Members (Total Responses = 737)

Academics			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
BCPS sets high academic standards.	n	39	135	388	152	714	
	%	5.5	18.9	54.3	21.3	100	
BCPS' academic program prepares students for college and career.	n	54	160	362	129	705	
	%	7.7	22.7	51.4	18.3	100	
BCPS challenges students to maximize their potential.	n	57	182	347	116	702	
	%	8.1	25.9	49.4	16.5	100	
BCPS provides its students with a high quality education.	n	54	168	349	134	705	
	%	7.7	23.8	49.5	19.0	100	
Safety and Security			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
BCPS schools are safe.	n	61	151	390	106	708	
	%	8.6	21.3	55.1	15.0	100	
Communications			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Communication to and from the school system is open, clear, and timely.	n	82	181	287	110	660	
	%	12.4	27.4	43.5	16.7	100	
Information and results data are available and easily accessible.	n	66	170	306	107	649	
	%	10.2	26.2	47.2	16.5	100	
The school system provides opportunities for two-way communication.	n	82	192	285	101	660	
	%	12.4	29.1	43.2	15.3	100	
I know how to get school information when I need it.	n	65	149	309	141	664	
	%	9.8	22.4	46.5	21.2	100	
Organizational Effectiveness			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I am satisfied with the superintendent's leadership and vision.	n	169	177	212	90	648	
	%	26.1	27.3	32.7	13.9	100	
Community members, parents, teachers, and school leaders work together to solve school-based challenges.	n	102	193	257	89	641	
	%	15.9	30.1	40.1	13.9	100	
Would you recommend BCPS to others?		Definitely Not	Probably Not	Probably Yes	Definitely Yes	Total	
	n	59	162	282	153	656	
	%	9.0	24.7	43.0	23.3	100	
		F	D	C	B	A	Total
What grade would you give BCPS for its performance/effectiveness?	n	50	113	203	210	86	662
	%	7.6	17.1	30.7	31.7	13.0	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

School Staff (Total Responses = 7,524)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
My school has high expectations for the academic performance of all students.	n	178	512	3,088	3,649	7,427
	%	2.4	6.9	41.6	49.1	100
The academic program at my school is designed to meet the needs of all students.	n	329	1,315	3,532	2,216	7,392
	%	4.5	17.8	47.8	30.0	100
I see how my work contributes to students' college and career readiness.	n	185	681	3,691	2,686	7,243
	%	2.6	9.4	51.0	37.1	100
Adults in my school believe that all students have the ability to achieve.	n	223	868	3,460	2,844	7,395
	%	3.0	11.7	46.8	38.5	100
Additional instructional supports from our school system are available to students who need them.	n	495	1,423	3,404	2,007	7,329
	%	6.8	19.4	46.5	27.4	100
I have time available during the school day to collaborate with my colleagues regarding curriculum and instructional practices.	n	1,223	1,951	2,853	1,105	7,132
	%	17.2	27.4	40.0	15.5	100
Teachers in my school regularly analyze and use student achievement data in collaboration with colleagues to adjust instructional practices.	n	319	986	3,669	2,195	7,169
	%	4.5	13.8	51.2	30.6	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel safe and secure at work.	n	307	762	3,225	3,090	7,384
	%	4.2	10.3	43.7	41.9	100
Adults at my school respect each other.	n	246	747	3,667	2,679	7,339
	%	3.4	10.2	50.0	36.5	100
Additional behavioral supports are available from our school system for students who need them.	n	689	1,577	3,310	1,685	7,261
	%	9.5	21.7	45.6	23.2	100
Students at my school respect each other.	n	765	1,782	3,750	991	7,288
	%	10.5	24.5	51.5	13.6	100
Discipline policies and procedures are implemented consistently at my school.	N	1,079	1,943	2,920	1,310	7,252
	%	14.9	26.8	40.3	18.1	100
Bullying is a problem at this school.	n	1,237	3,642	1,785	544	7,208
	%	17.2	50.5	24.8	7.6	100
		No	Yes	Total		
Do you know how to respond during an emergency at work?	n	247	6,744	6,991		
	%	3.5	96.5	100		

2015 BCPS Stakeholder Satisfaction Survey
Appendix

School Staff (Total Responses = 7,524)

Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Communication at my school is open, clear, and timely.	n	558	1,569	3,517	1,570	7,214
	%	7.7	21.8	48.8	21.8	100
Information and results data are available and easily accessible.	n	238	961	4,072	1,688	6,959
	%	3.4	13.8	58.5	24.3	100
I can talk openly with my school administrators about school-related matters.	n	559	1,009	3,084	2,551	7,203
	%	7.8	14.0	42.8	35.4	100
I am able to share my ideas and opinions with my school administrators.	n	512	965	3,191	2,506	7,174
	%	7.1	13.5	44.5	34.9	100
My supervisor provides performance feedback that is useful to me.	n	409	853	3,434	2,442	7,138
	%	5.7	12.0	48.1	34.2	100
My school encourages parent involvement.	n	165	447	3,481	3,068	7,161
	%	2.3	6.2	48.6	42.8	100
Teachers at my school communicate frequently to parents about student progress.	n	108	395	3,765	2,765	7,033
	%	1.5	5.6	53.5	39.3	100
Teachers and staff at my school have the opportunity for dialogue and planning across grades and subjects.	n	632	1,654	3,155	1,477	6,918
	%	9.1	23.9	45.6	21.4	100
		No	Yes	Total		
Do you have broadband Internet access where you live?	n	529	6,205	6,734		
	%	7.9	92.1	100		
Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I work in a positive, professional work environment.	n	391	1,057	3,521	2,138	7,107
	%	5.5	14.9	49.5	30.1	100
My school administration fosters a collaborative work environment.	n	434	1,000	3,304	2,294	7,032
	%	6.2	14.2	47.0	32.6	100
I receive the information I need to perform my job effectively.	n	335	1,015	3,824	1,928	7,102
	%	4.7	14.3	53.8	27.2	100
Professional development offerings are relevant to my work.	n	487	1,404	3,480	1,590	6,961
	%	7.0	20.2	50.0	22.8	100
I have opportunities for professional growth.	n	286	777	3,969	1,977	7,009
	%	4.1	11.1	56.6	28.2	100
I have the tools, resources and technology to do my job.	n	431	1,248	3,695	1,678	7,052
	%	6.1	17.7	52.4	23.8	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

School Staff (Total Responses = 7,524)

Organizational Effectiveness		Definitely Not	Probably Not	Probably yes	Definitely Yes	Total	
Students at my school have access to instructional technology needed to succeed.	n	466	1,464	3,445	1,588	6,963	
	%	6.7	21.0	49.5	22.8	100	
The number of students assigned to me is manageable.	n	664	1,206	3,399	1,476	6,745	
	%	9.8	17.9	50.4	21.9	100	
Would you send your child to this school or recommend this school to another parent?	n	848	1,440	2,401	2,319	7,008	
	%	12.1	20.6	34.3	33.1	100	
Would you recommend this school to a friend seeking employment?	n	610	1,135	2,490	2,783	7,018	
	%	8.7	16.2	35.5	39.7	100	
		F	D	C	B	A	Total
What grade would you give your school for its performance/effectiveness?	n	176	614	1,568	2,706	2,038	7,102
	%	2.5	8.7	22.1	38.1	28.7	100
What grade would you give BCPS for its performance/effectiveness?	n	319	903	2,441	2,709	699	7,071
	%	4.5	12.8	34.5	38.3	9.9	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

School Administration (Total Responses = 548)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
BCPS has high expectations for the academic performance of all students.	n	100	15	174	250	539
	%	18.6	2.8	32.3	46.4	100
The academic program in our school system is designed to meet the needs of all students.	n	106	80	229	120	535
	%	19.8	15.0	42.8	22.4	100
I see how my work contributes to students' college and career readiness.	n	97	25	185	228	535
	%	18.1	4.7	34.6	42.6	100
Adults in our school system believe that all students have the ability to achieve.	n	95	78	242	119	534
	%	17.8	14.6	45.3	22.3	100
Additional instructional supports from our school system are available to students who need them.	n	112	81	243	98	534
	%	21.0	15.2	45.5	18.4	100
I have time available during the school day to collaborate with my colleagues regarding curriculum and instructional practices.	n	120	103	225	87	535
	%	22.4	19.3	42.1	16.3	100
Teachers in my school regularly analyze and use student achievement data in collaboration with colleagues to adjust instructional practices.	n	100	64	220	150	534
	%	18.7	12.0	41.2	28.1	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel safe and secure at work.	n	93	18	161	256	528
	%	17.6	3.4	30.5	48.5	100
Adults at my school respect each other.	n	88	25	224	189	526
	%	16.7	4.8	42.6	35.9	100
Additional behavioral supports are available from our school system for students who need them.	n	105	126	198	97	526
	%	20.0	24.0	37.6	18.4	100
Students at my school respect each other.	n	93	52	268	111	524
	%	17.8	9.9	51.2	21.2	100
Discipline policies and procedures are implemented consistently at my school.	n	86	38	199	202	525
	%	16.4	7.2	37.9	38.5	100
Bullying is a problem at this school.	n	170	244	65	46	525
	%	32.4	46.5	12.4	8.8	100
		No	Yes	Total		
Do you know how to respond during an emergency at work?	n	80	414	494		
	%	16.2	83.8	100		
Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Communication in our system is open, clear, and timely.	n	101	100	216	97	514
	%	19.7	19.5	42.0	18.9	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

School Administration (Total Responses = 548)

Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Information and results data are available and easily accessible.	n	91	52	258	112	513
	%	17.7	10.1	50.3	21.8	100
I can talk openly with the assistant superintendents about school-related matters.	n	97	51	182	181	511
	%	19.0	10.0	35.6	35.4	100
I am able to share my ideas and opinions with school system administrators.	n	91	54	210	158	513
	%	17.7	10.5	40.9	30.8	100
Assistant superintendents provide performance feedback that is useful to me.	n	100	51	179	181	511
	%	19.6	10.0	35.0	35.4	100
BCPS encourages parent involvement.	n	85	22	176	228	511
	%	16.6	4.3	34.4	44.6	100
Teachers at my school communicate frequently to parents about student progress.	n	88	37	228	159	512
	%	17.2	7.2	44.5	31.1	100
Teachers and staff at my school have the opportunity for dialogue and planning across grades and subjects.	n	90	72	210	138	510
	%	17.7	14.1	41.2	27.1	100
		No	Yes	Total		
Do you have broadband Internet access where you live?	n	84	408	492		
	%	17.1	82.9	100		
Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I work in a positive, professional work environment.	n	88	37	191	185	501
	%	17.6	7.4	38.1	36.9	100
My assistant superintendent fosters a collaborative work environment.	n	88	45	169	193	495
	%	17.8	9.1	34.1	39.0	100
I receive the information I need to perform my job effectively.	n	85	43	236	136	500
	%	17.0	8.6	47.2	27.2	100
Professional development offerings are relevant to my work.	n	86	45	217	151	499
	%	17.2	9.0	43.5	30.3	100
I have opportunities for professional growth.	n	86	23	221	166	496
	%	17.3	4.6	44.6	33.5	100
I have the tools, resources and technology to do my job.	n	83	45	211	159	498
	%	16.7	9.0	42.4	31.9	100
My school has access to instructional technology needed for students to succeed.	n	98	79	205	115	497
	%	19.7	15.9	41.3	23.1	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

School Administration (Total Responses = 548)

Organizational Effectiveness		Definitely Not	Probably Not	Probably Yes	Definitely yes	Total	
Would you send your child to a school in our system or recommend schools in this system to another parent?	n	87	22	132	256	497	
	%	17.5	4.4	26.6	51.5	100	
Would you recommend our school system to a friend seeking employment?	n	89	34	120	253	496	
	%	17.9	6.9	24.2	51.0	100	
		F	D	C	B	A	Total
What grade would you give BCPS for its performance/effectiveness?	n	84	16	95	217	93	505
	%	16.6	3.2	18.8	43.0	18.4	100

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Central Office Staff (Total Responses = 1306)

Academics		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
BCPS has high expectations for the academic performance of all students.	n	60	65	571	545	1,241
	%	4.8	5.2	46.0	43.9	100
The academic program in our school system is designed to meet the needs of all students.	n	83	221	618	297	1,219
	%	6.8	18.1	50.7	24.4	100
I see how the work of my department contributes to students' college and career readiness.	n	63	104	535	497	1,199
	%	5.3	8.7	44.6	41.5	100
Safety and Security		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I feel safe and secure at work.	n	77	109	602	484	1,272
	%	6.1	8.6	47.3	38.1	100
Individuals in this department respect each other.	n	128	178	519	431	1,256
	%	10.2	14.2	41.3	34.3	100
		No	Yes	Total		
Do you know how to respond during an emergency at work?	n	137	1,092	1,229		
	%	11.2	88.9	100		
Communications		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Communication in my department is open, clear, and timely.	n	138	265	524	314	1,241
	%	11.1	21.4	42.2	25.3	100
Information and results data are available and easily accessible.	n	110	236	604	271	1,221
	%	9.0	19.3	49.5	22.2	100
I can talk openly with my supervisor(s) about work-related matters.	n	122	116	463	545	1,246
	%	9.8	9.3	37.2	43.7	100
I am able to share my ideas and opinions with department leadership.	n	116	141	511	474	1,242
	%	9.3	11.4	41.1	38.2	100
My supervisor provides performance feedback that is useful to me.	n	129	134	505	462	1,230
	%	10.5	10.9	41.1	37.6	100
		No	Yes	Total		
Do you have broadband Internet access where you live?	n	130	1,037	1,167		
	%	11.1	88.9	100		

2015 BCPS Stakeholder Satisfaction Survey
Appendix

Central Office Staff (Total Responses = 1306)

Organizational Effectiveness		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	
I work in a positive, professional work environment.	n	95	158	567	392	1,212	
	%	7.8	13.0	46.8	32.3	100	
My supervisor fosters a collaborative work environment.	n	111	134	481	480	1,206	
	%	9.2	11.1	39.9	39.8	100	
I receive the information I need to perform my job effectively.	n	91	157	587	377	1,212	
	%	7.5	13.0	48.4	31.1	100	
Professional development offerings are relevant to my work.	n	107	200	578	307	1,192	
	%	9.0	16.8	48.5	25.8	100	
I have opportunities for professional growth.	n	116	192	566	324	1,198	
	%	9.7	16.0	47.3	27.1	100	
I have the tools, resources and technology to do my job.	n	99	123	606	371	1,199	
	%	8.3	10.3	50.5	30.9	100	
The workload expected of me is manageable.	n	111	192	637	264	1,204	
	%	9.2	16.0	52.9	21.9	100	
		Definitely Not	Probably Not	Probably Yes	Definitely Yes	Total	
Would you recommend your department to a friend seeking employment?	n	105	156	462	486	1,209	
	%	8.7	12.9	38.2	40.2	100	
		F	D	C	B	A	Total
What grade would you give your department for its performance/effectiveness?	n	68	71	217	437	427	1,220
	%	5.6	5.8	17.8	35.8	35.0	100
What grade would you give BCPS for its performance/effectiveness?	n	67	67	301	555	217	1,207
	%	5.6	5.6	24.9	46.0	18.0	100