2017-2018 School Quality Survey Report: Board Presentation

Results and Analysis

Spotsylvania County Public Schools

October 17, 2018

ABOUT US

Creating a world where schools and communities work better together

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OUR PRINCIPLES

Creating a world where schools and communities work better together
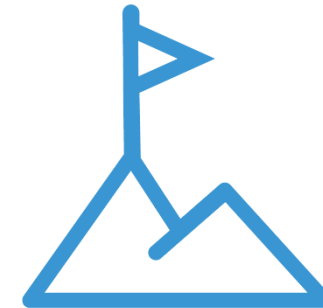
LISTEN

Create 2-way conversation with every member of your school community.

LEARN

Ask the right questions, collect valuable insight, and make smarter decisions.

LEAD

Turn data into action and draft a clear plan to achieve your vision.

Project Overview

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

The Spotsylvania County Public Schools (SCPS) School Quality Survey asked parents, staff, and students in grades 3-12 for feedback on school climate. Results will be used to reinforce the current strategic plan and identify strengths and areas in need of improvement.

K12 *Insight* partnered with Dr. S. Scott Baker, the superintendent, and members of his executive leadership team to develop the survey, which addressed the following topics:

- Academic support
- Student support
- School leadership
- Family involvement
- Safety and behavior
- Criteria to rate schools
- Important skills and abilities students need to be successful
- Extent to which students are prepared for the future
- Overall quality of information and the school division

Details of the Study & Understanding the Results

The survey was open from Jan. 26 to May 23.

Email invitations with unique survey links were sent to parents and staff members. Parents, staff, and students also could participate via a public link on the division's website. Paper surveys were available on request. Reminders were sent Feb. 1, 6, 9, 14, 19, 20, 21, and 23.

Students used their student IDs to access the survey in school.

Pre-survey communications included letters, social media posts, newsletter items, website news items, phone script, and text messages.

It should be noted that fatal school shootings took place in other U.S. school districts during the survey window. These events could have heightened student, staff, and parent concerns about safety.

Spotsylvania County Public Schools (SCPS) had a notably high response rate from parents, staff members, and students in its School Quality Survey. In addition, student participants represented all demographic profiles in SCPS, including race and ethnicity groups and gender.

Understanding the Results

This report summarizes survey results and shows the overall perception of quality, dimensional analysis, and areas of focus for the division.

Auxiliary support staff did not answer questions about school quality. Auxiliary support staff provided feedback on criteria to rate schools, important skills and abilities students need to be successful, extent to which students are prepared for the future, and the overall quality of information and the school division.

The survey used a 4-point agreement scale (Strongly Agree, Agree, Disagree, and Strongly Disagree) with a Don't Know option. Don't know answer options were included within calculations.

Results do not reflect random sampling; therefore, they should not be generalized to all SCPS staff, parents, and students in grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants.

An appendix and school-level reports were provided to the division leadership team.

Findings for each item exclude participants who did not answer. Percentages may not total 100 due to rounding. In bar charts, data labels less than 5 percent are not shown.
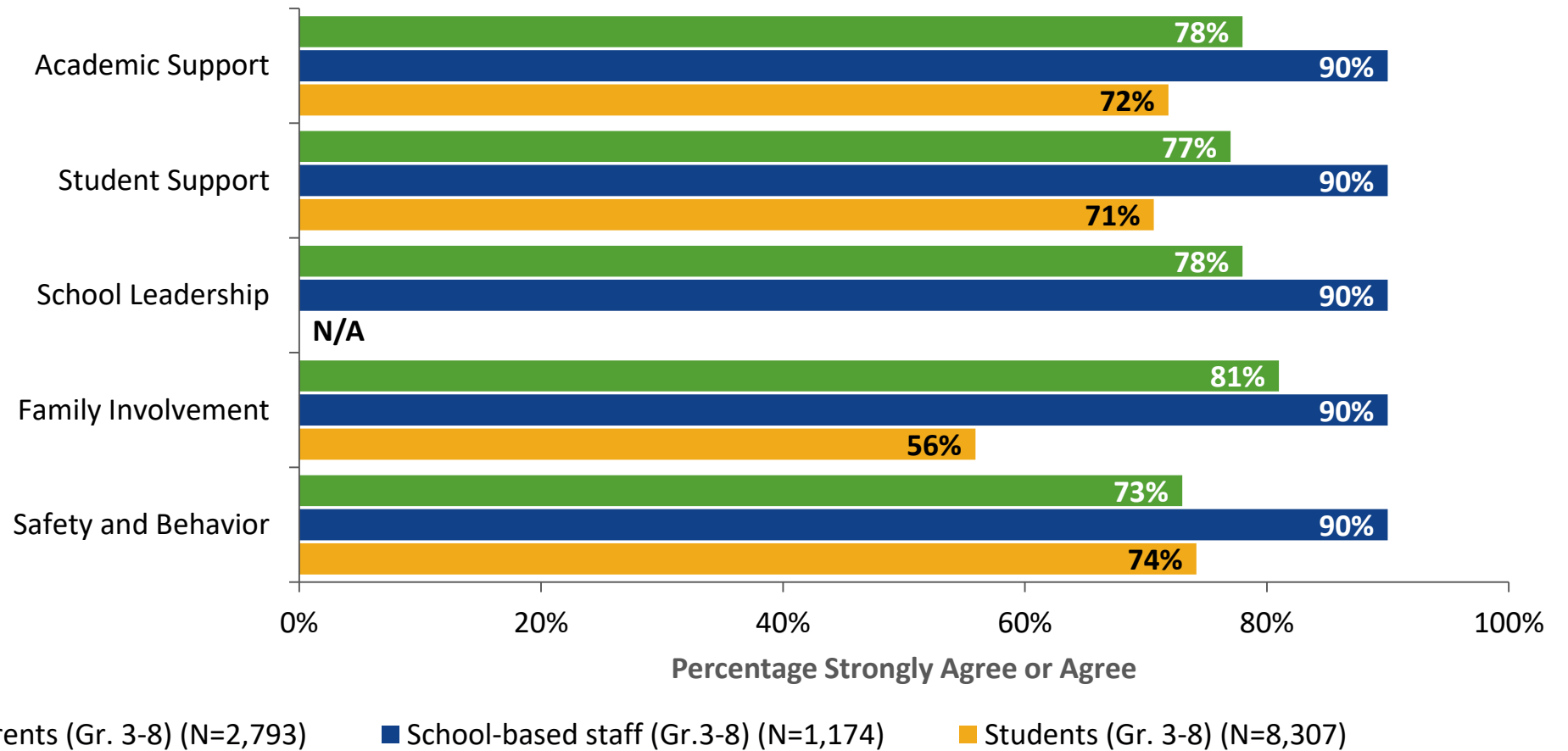
Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-Access Link Responses	Total Responses
Parents (Grades 3-8)	—	2,463	—	338	2,801
Parents (Grades 9-12)	—	1,068	—	157	1,225
School-based staff (Grades 3-8)	—	1,108	—	74	1,182
School-based staff (Grades 9-12)	—	523	—	32	555
Auxiliary support staff	—	216	—	8	224
Students (Grades 3-8)	10,892	8,400	77%	—	8,400
Students (Grades 9-12)	7,542	3,751	50%	796	4,547

Note: Auxiliary support staff includes participants who said they work for one of the following departments: Administration, finance, fleet services, food services, Head Start, health services, human resources, information tech training center, instruction, instructional technology services, maintenance, regional adult education, student support services, and transportation.

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Overall Perception of Quality, Dimensional Analysis, and Areas of Focus for the Division

The graph on the following slide shows the combined Strongly Agree or Agree responses for all items in each dimension. Students in grades 3-8 responded to questions for two different dimensions: Learning and School Support. The research team wanted to display comparison data for this respondent group. Therefore, students in grades 3-8 responses for Learning are compared to Academic Support and their responses for School Support are compared to Student Support.

Dimension Scores: Comparison by Respondent Type (Gr. 3-8)

Academic Support
- Parents: 78%
- School-based staff: 90%
- Students: 72%

Student Support
- Parents: 77%
- School-based staff: 90%
- Students: 71%

School Leadership
- Parents: 78%
- School-based staff: 90%
- Students: N/A

Family Involvement
- Parents: 81%
- School-based staff: 90%
- Students: 56%

Safety and Behavior
- Parents: 73%
- School-based staff: 90%
- Students: 74%

Percentage Strongly Agree or Agree

■ Parents (Gr. 3-8) (N=2,793)   ■ School-based staff (Gr.3-8) (N=1,174)   ■ Students (Gr. 3-8) (N=8,307)

Answer Options: Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know
Notes: This graph shows the combined Strongly Agree or Agree responses for all items in each dimension. However, answer options for students in grades 3-8 were True, False, and Don't Know, so the percentages displayed for students in grades 3-8 represent True responses. Students in grades 3-8 were not asked questions about School Leadership; therefore, there is no comparison data for that dimension.

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Dimension Scores: Comparison by Respondent Type (Gr. 9-12)

Academic Support
- Parents: 67%
- School-based staff: 87%
- Students: 67%

Student Support
- Parents: 72%
- School-based staff: 91%
- Students: 73%

School Leadership
- Parents: 64%
- School-based staff: 81%
- Students: 58%

Family Involvement
- Parents: 67%
- School-based staff: 79%
- Students: 59%

Safety and Behavior
- Parents: 55%
- School-based staff: 82%
- Students: 58%

Percentage Strongly Agree or Agree

■ Parents (Gr.9-12) (N=1,221)   ■ School-based staff (Gr. 9-12) (N=549)   ■ Students (Gr. 9-12) (N=4,512)
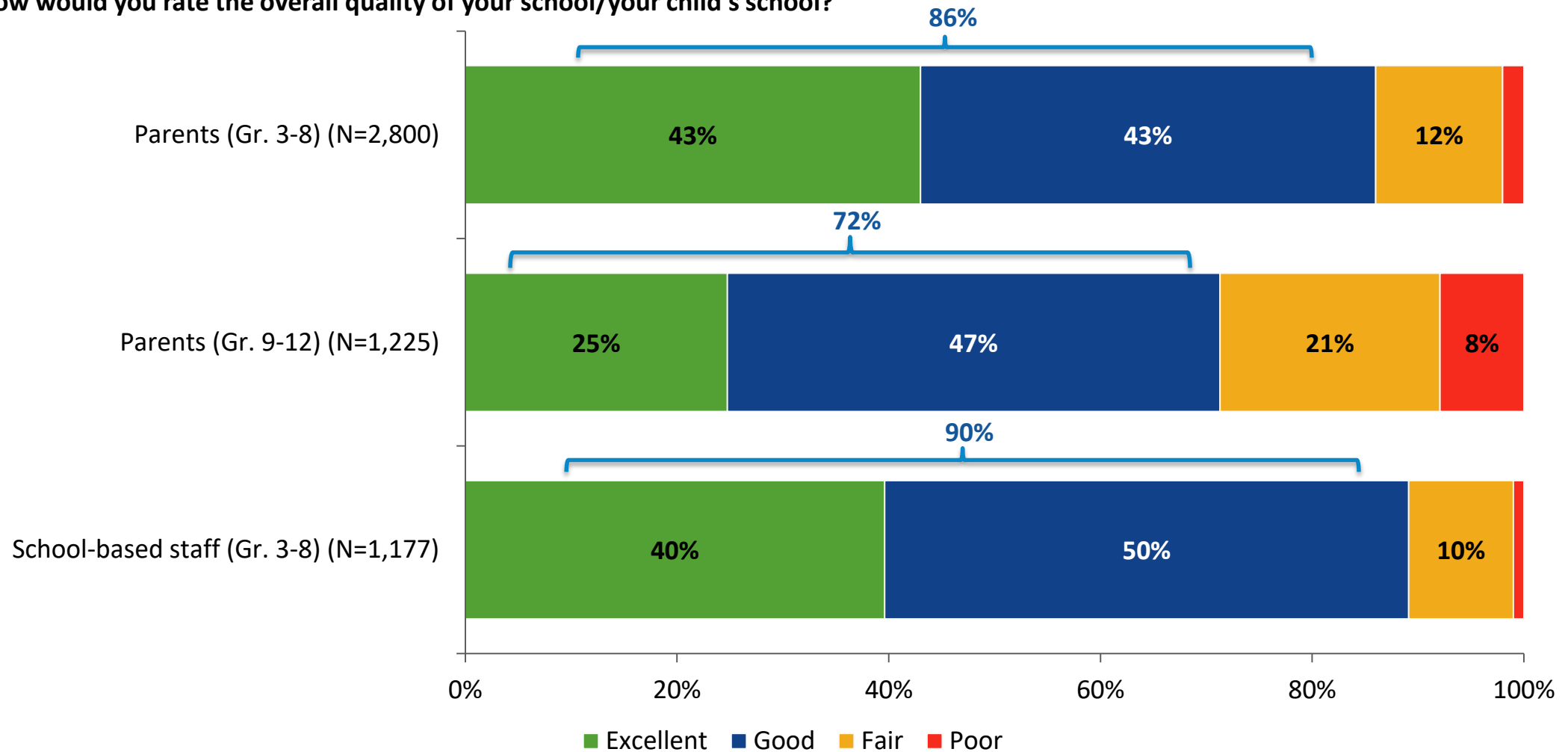
Answer Options: Strongly Disagree, Disagree, Agree, Strongly Agree, Don't Know
Note: This graph shows the combined Strongly Agree or Agree responses for all items in each dimension.

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Overall Quality of School Site

How would you rate the overall quality of your school/your child's school?

Parents (Gr. 3-8) (N=2,800): Excellent 43%, Good 43%, Fair 12% — 86%

Parents (Gr. 9-12) (N=1,225): Excellent 25%, Good 47%, Fair 21%, Poor 8% — 72%

School-based staff (Gr. 3-8) (N=1,177): Excellent 40%, Good 50%, Fair 10% — 90%

Legend: ■ Excellent ■ Good ■ Fair ■ Poor

Note: Auxiliary support staff did not provide feedback about the quality of school sites.
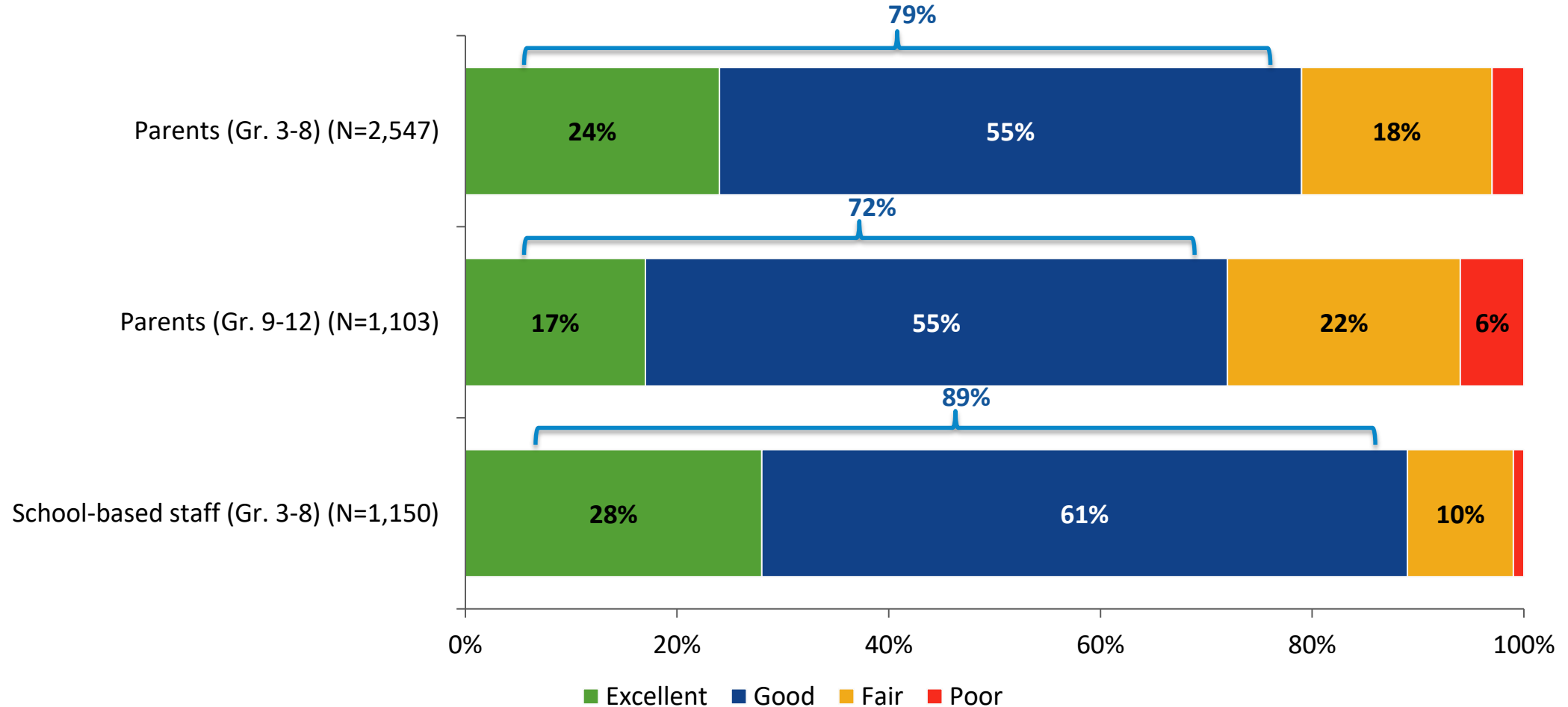
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Overall Quality of School Site (Continued)

How would you rate the overall quality of your school/your child's school?

77%

School-based staff (Gr. 9-12) (N=554)
- 29%
- 48%
- 20%

70%

Students (Gr. 3-8) (N=8,369)
- 31%
- 39%
- 23%
- 7%

50%

Students (Gr. 9-12) (N=4,537)
- 10%
- 40%
- 37%
- 13%

0% 20% 40% 60% 80% 100%

■ Excellent ■ Good ■ Fair ■ Poor

Note: Auxiliary support staff did not provide feedback about the quality of school sites.

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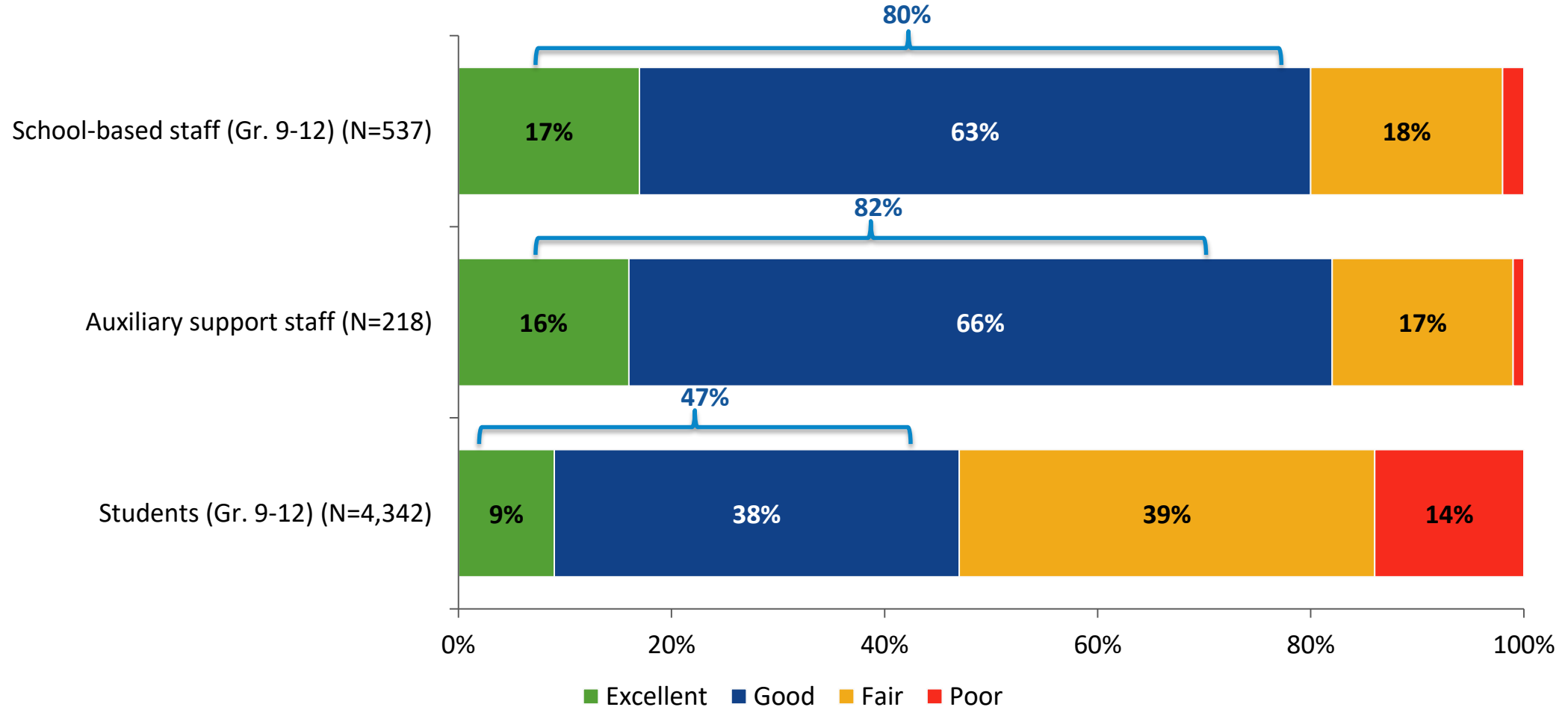# Quality of Spotsylvania County Public Schools

Overall, how would you rate the quality of Spotsylvania County Public Schools?

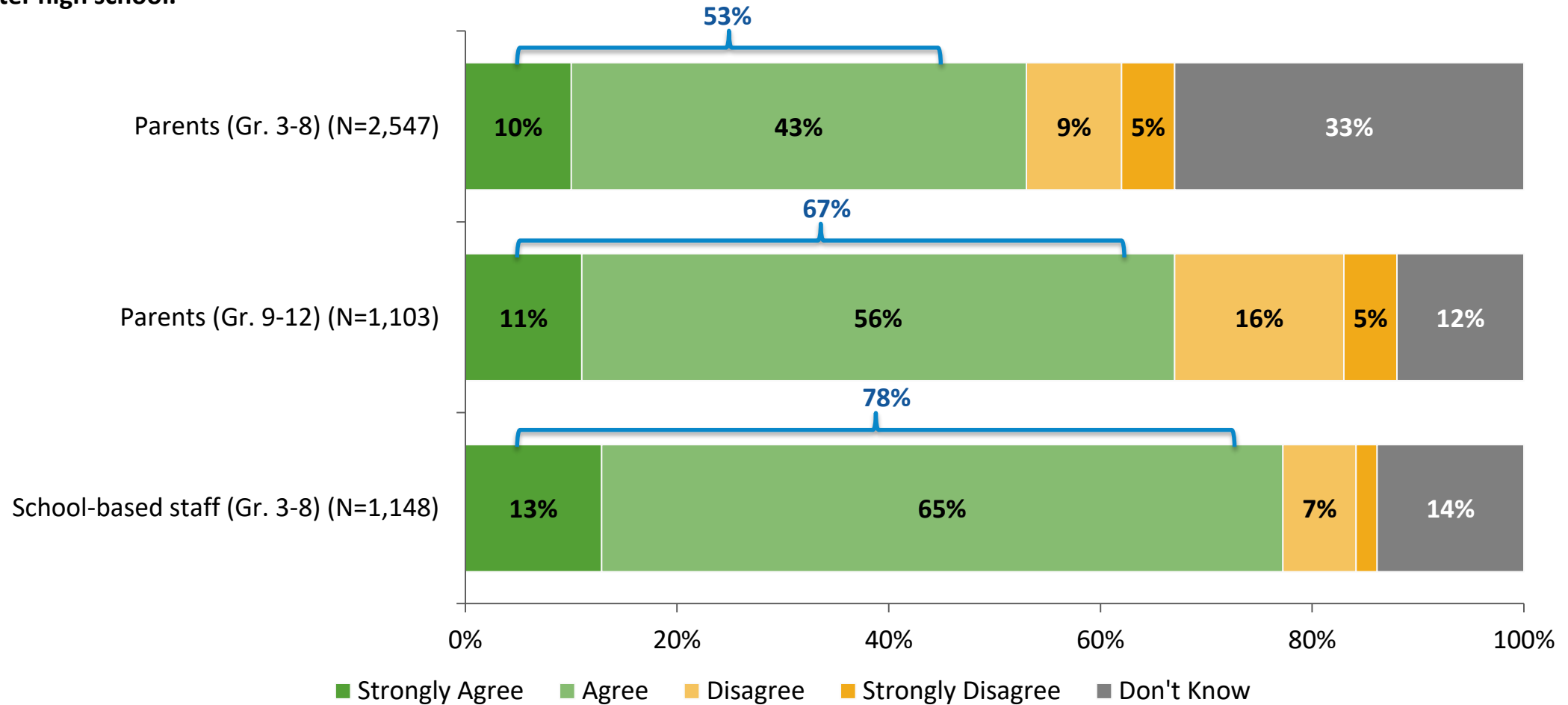Note: Students in grades 3-8 were not asked this question.

Quality of Spotsylvania County Public Schools (Continued)

Overall, how would you rate the quality of Spotsylvania County Public Schools?

School-based staff (Gr. 9-12) (N=537)
- 80%
- Excellent 17%
- Good 63%
- Fair 18%

Auxiliary support staff (N=218)
- 82%
- Excellent 16%
- Good 66%
- Fair 17%

Students (Gr. 9-12) (N=4,342)
- 47%
- Excellent 9%
- Good 38%
- Fair 39%
- Poor 14%

Legend: ■ Excellent ■ Good ■ Fair ■ Poor

Note: Students in grades 3-8 were not asked this question.
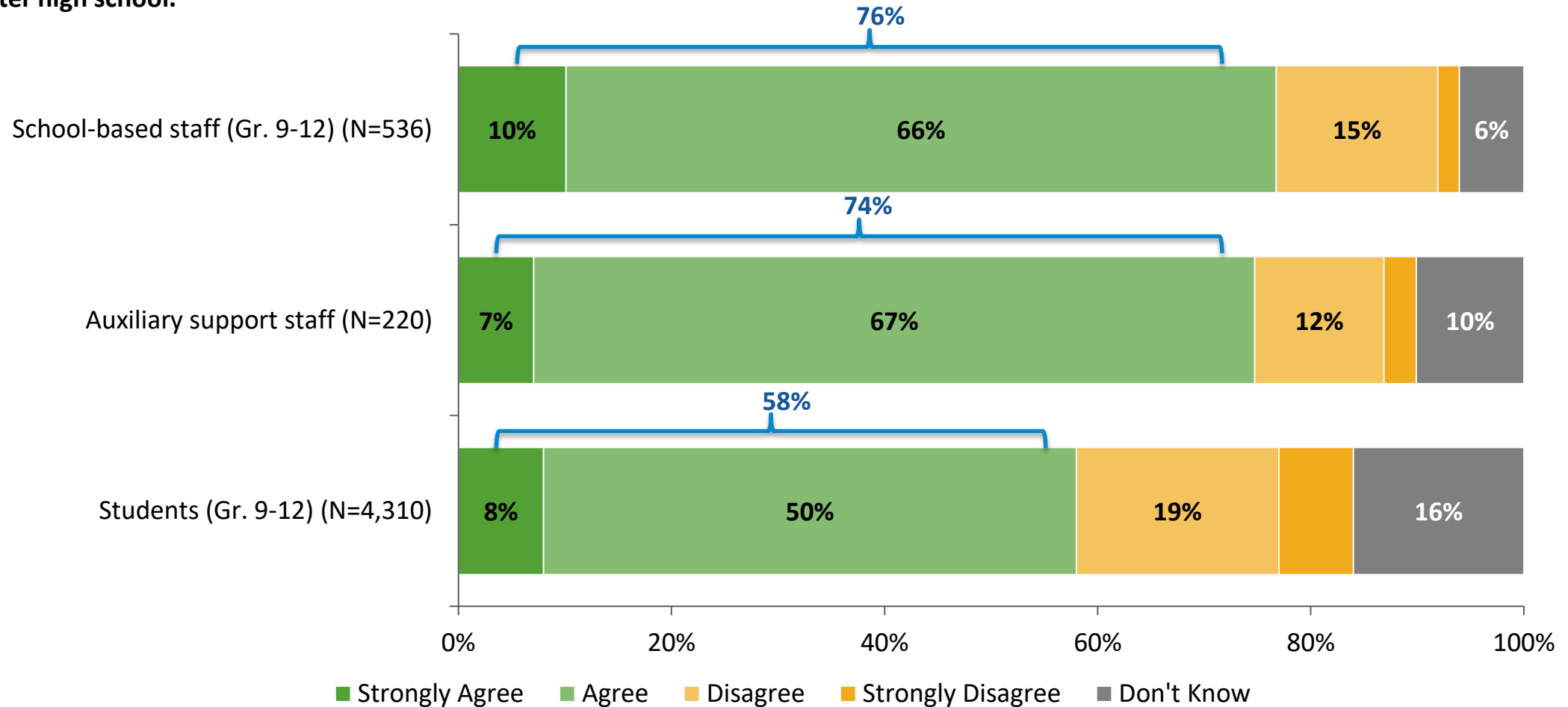
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Perception of Level of Preparedness

How strongly do you disagree or agree with the following statement? Spotsylvania County Public Schools students are prepared for success after high school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parents (Gr. 3-8) (N=2,547) — 53%	10%	43%	9%	5%	33%
Parents (Gr. 9-12) (N=1,103) — 67%	11%	56%	16%	5%	12%
School-based staff (Gr. 3-8) (N=1,148) — 78%	13%	65%	7%		14%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

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Note: Students in grades 3-8 were not asked this question.

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Perception of Level of Preparedness

How strongly do you disagree or agree with the following statement? Spotsylvania County Public Schools students are prepared for success after high school.
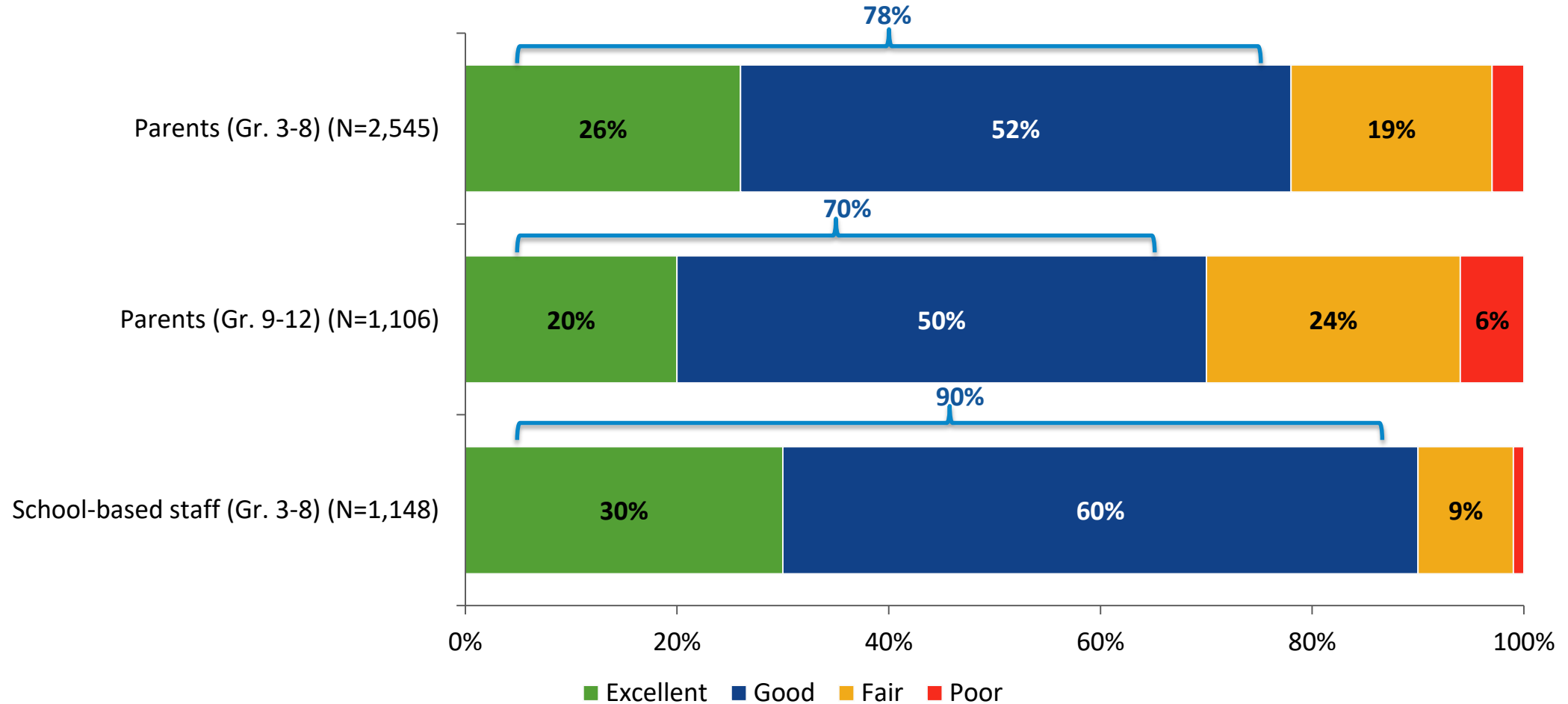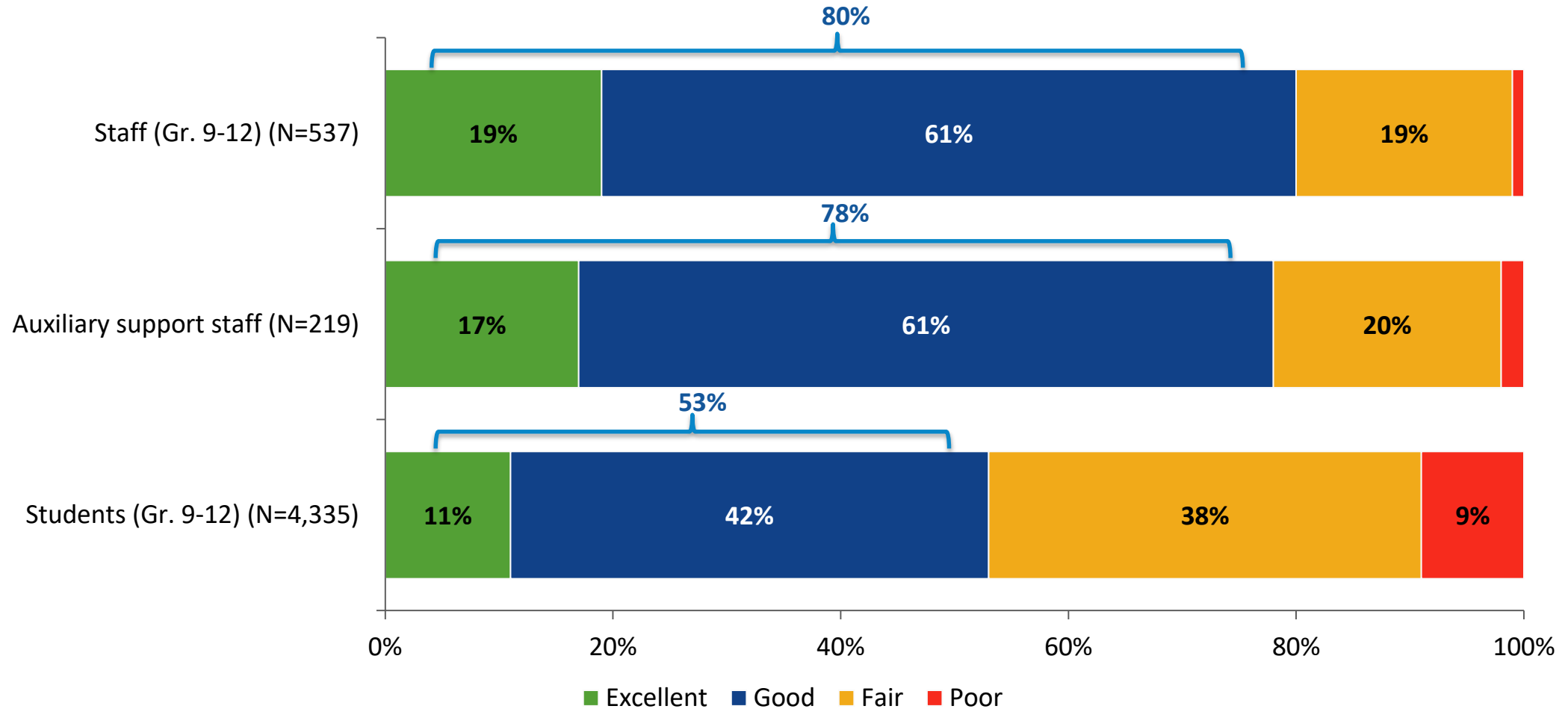

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Note: Students in grades 3-8 were not asked this question.

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Perception of Information Received From SCPS

Overall, how would you rate the quality of the information you receive from Spotsylvania County Public Schools?

	Excellent	Good	Fair	Poor
Parents (Gr. 3-8) (N=2,545) — **78%**	26%	52%	19%	
Parents (Gr. 9-12) (N=1,106) — **70%**	20%	50%	24%	6%
School-based staff (Gr. 3-8) (N=1,148) — **90%**	30%	60%	9%	

■ Excellent ■ Good ■ Fair ■ Poor

Note: Students in grades 3-8 were not asked this question.

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Perception of Information Received From SCPS (Continued)

Overall, how would you rate the quality of the information you receive from Spotsylvania County Public Schools?

80%

| Staff (Gr. 9-12) (N=537) | 19% | 61% | 19% | |

78%

| Auxiliary support staff (N=219) | 17% | 61% | 20% | |

53%

| Students (Gr. 9-12) (N=4,335) | 11% | 42% | 38% | 9% |

0%   20%   40%   60%   80%   100%

■ Excellent   ■ Good   ■ Fair   ■ Poor

Note: Students in grades 3-8 were not asked this question.

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Criteria to Rate Schools

In Virginia, standardized testing plays a large role in division and school ratings. If you could use different criteria to rate our schools, which would you choose? Enter 1-5 for your top 5 with Rank 1 being your most preferred. Use each rank only once. The top five ranked responses are highlighted for each respondent group.

Criteria	Parents (Gr. 9-12) (N=1,084)	Parents (Gr. 3-8) (N=2,463)	School-based staff (Gr. 9-12) (N=527)	School-based staff (Gr. 3-8) (N=1,135)	Auxiliary support staff (N=218)	Students (Gr. 9-12) (N=4,263)
College-ready graduates	1	5	5	6	5	1
A culture of high expectations for all students	2	1	1	2	3	3
Availability of rigorous academic programming	3	4	6	4	6	4
High-quality employees	4	2	2	3	4	6
Career-ready graduates	5	6	3	5	2	2
The division's whole-child approach (ensuring each student is healthy, safe, engaged, supported, and challenged)	6	3	4	1	1	7
Extracurricular offerings	7	7	10	11	9	5
Overall quality of technology resources	8	8	9	9	7	8
Overall quality and maintenance of facilities	9	11	11	10	10	9
Overall quality of special education services	10	9	7	7	8	11
Strong community engagement	11	10	8	8	11	10

Note: Students in grades 3-8 were not asked this question.

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Important Skills for Students

Please rank the five most important skills and abilities that students need to be successful in the future. Enter 1-5 for your top 5 with Rank 1 being your most preferred. Use each rank only once. The top five ranked responses are highlighted for reach respondent group.

Response	Parents (Gr. 9-12) (N=1,058)	Parents (Gr. 3-8) (N=2,354)	School-based staff (Gr. 9-12)	School-based staff (Gr. 3-8) (N=1,117)	Auxiliary support staff (N=217)	Students (Gr. 9-12) (N=4,075)
Communication (writing, listening, speaking)	1	1	1	1	1	1
Critical thinking	2	2	2	2	2	2
Interpersonal skills (working with others)	3	3	3	3	3	5
Problem solving	4	4	4	4	4	4
Organization and time management	5	6	5	6	7	6
Leadership	6	9	7	9	10	3
Science, technology, engineering, and math (STEM)	7	7	9	8	9	12
Reading comprehension	8	5	6	5	5	13
Personal financial management	9	10	8	11	6	7
Math skills	10	8	11	7	8	9
Community service (giving back to the community)	11	11	10	10	11	10
Research (gathering and analyzing information)	12	15	12	12	13	15
Fine and performing arts (music, theater, visual arts)	13	12	13	13	12	8
Fluency in a second language	14	13	14	14	*14	11
Social sciences (study of history, other cultures, economics, and government)	15	14	15	15	*14	14

Notes: Students in grades 3-8 were not asked this question. Items marked with an asterisk received the same rank score.

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Key Insights

- Nearly **19,000 SCPS stakeholders participated** in the inaugural School Quality Survey administered by K12 *Insight,* including parents of current SCPS students, school-based staff from grades 3-12, auxiliary support staff, and students in grades 3-12.

- Participating **school-based staff (grades 3-8) rated the overall quality of their school higher than other participating stakeholders**. More specifically, 90% of school-based staff (grades 3-8) rated the overall quality of their school as excellent or good, whereas 86% of parents of students in grades 3-8 and 70% of students in grades 3-8 rated the overall quality of their school as excellent or good.

- Participating **school-based staff (grades 3-12) had the most favorable views of the dimensions measuring school quality** compared with other stakeholders. This pattern is consistent with national findings in K12 *Insight's* benchmark study.

- The greatest amount of difference in agreement between stakeholder groups was found in the **Safety and Behavior dimension**. There was more than a 15 percentage-point difference between the average favorable views of all participating school-based staff and the other stakeholders (students and parents).

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Key Insights (Continued)

- Additional questions were asked of stakeholders about level of preparedness, quality of information received from SCPS, criteria to rate schools, and important skills students need to be successful in the future. **The majority of participating parents, school-based staff, and students strongly agree or agree that students are prepared for success after high school**.

- **Participating school-based staff (grades 3-8) had the most favorable perception of the quality of information received from the division**. More specifically, 90% of participating school-based staff members (grades 3-8) rated this information as excellent or good; whereas, just over half of participating high school students (53%) rated it as excellent or good.

- There was consistency across stakeholders in ranking **communication and critical thinking as the two most important skills and abilities** that students need to be successful in the future.

- There were different opinions about the criteria that should be used to rate the schools. Participating high school students and parents of high school students ranked **college-ready graduates as their top choice**, whereas parents of students in grades 3-8 and school-based high school staff members ranked **"a culture of high expectations for all students" as their number one choice**. Auxiliary support staff members and school-based staff members for grades 3-8 ranked the division's whole-child approach as their number one choice.

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Recommended Next Steps

K12 *Insight* recommends:

- **Conducting focus groups** with students in grades 6-12 to ask how teachers could better relate what they are learning in school to life outside of school. More than half of the participating high school students (54%) said that teachers do not successfully show students how lessons relate to life outside of school. SCPS could use such detail to drive instructional changes and programming in the classroom, which could lead to greater student engagement and academic achievement.

- **Conducting focus groups** with parents of high school students to learn how they define timely and helpful feedback from teachers. These were the two lowest ranking indicators among this stakeholder group.

- **Facilitating structured conversations** with school-based staff (grades 9-12) and school leadership teams to gauge how they perceive their school environment. The two lowest ranking indicators for school-based staff related to enforcement of discipline and mutual respect between students and staff members. These conversations could help identify issues that could be affecting staff morale. This session could also be used as a launching pad to brainstorm strategies to sustain successes and identify areas that need improvement and should be tied to school improvement plans.

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