

# Richland School District Two Stakeholder Feedback Data Document

## *Survey Administration*

Richland School District Two administered parent, student, and certified staff stakeholder feedback surveys with fidelity in regards to administration procedures using the AdvancED® ASSIST™ platform. This was the first administration of the AdvancED® stakeholder feedback surveys in our school system. Therefore, there is no comparison data to previous survey administrations. However, our system has additional survey data from other sources that will support us in analyzing comparison data. Surveys were administered online using the link provided for each of the surveys. Paper copies of the parent, student, and certified staff surveys were provided in multiple languages. Two additional frequently spoken languages in the homes of our students, Korean and Vietnamese, are not translated in ASSIST. Therefore, to be inclusive, we contracted with an external vendor to translate the surveys for these families. The responses from the paper surveys were then entered into the online survey system by school staff. Parents were encouraged to participate in the surveys through a variety of means including several social media platforms, phone calls, and emails. Parents were also provided opportunities to participate in the survey by using the computers at the schools. Students used their devices to complete the surveys at their schools where they had assistance in accessing the survey. All certified staff members were encouraged to participate. The required response rates for parents, students, and certified staff were met for the system.

## *Stakeholder Feedback Results and Analysis*

All stakeholder survey results were reviewed, disaggregated, and analyzed to identify trends. The results were used in identifying areas of notable achievement and areas in need of additional focus. District and school leaders are currently using these results from stakeholder surveys as part of the continuous improvement process.

The middle and high school student, parent, and certified staff stakeholder surveys administered were based on a 5-point scale. The elementary student survey was administered using a 3-point scale. The elementary student survey results were then converted to a 5-point scale. Average scores were calculated to determine levels of satisfaction among stakeholders. The tables below show the results at the standard (table 1) and indicator (table 2) levels.

## ***Areas of Notable Achievement***

### ***Which areas indicate the overall highest level of satisfaction or approval?***

Analysis of the AdvancED® parent, student, and certified staff stakeholder feedback surveys identified Standard 1, Purpose and Direction, as the standard with the highest level of satisfaction. Standard 4, Resources and Support Systems, had the second highest level of satisfaction (tables 1 and 2). To quote one student, “I like how the teachers will sometimes adjust how they teach for the students. Some of us need to see it step-by-step, while others just have to read the directions, and they get it. The teachers just want us to have all of the resources we would need for the real world.”

### ***Which areas show a trend toward increasing stakeholder satisfaction or approval?***

This survey provides only baseline data for stakeholder feedback. Past survey results are not available and were not compared for the purpose of this report.

### ***Which of the above reported findings are consistent with findings from other stakeholder feedback sources?***

Results of the 2015-2016 South Carolina Department of Education school climate surveys are consistent with the results of the AdvancED® parent, student, and certified staff stakeholder feedback surveys in several areas.

The teacher survey items that address similar concepts to those in Standard 1, Purpose and Direction and Standard 2, Governance and Leadership were highly rated by the district’s teachers. All three groups indicated high levels of satisfaction with the physical environment. This is consistent with our findings related to Standard 4, Resources and Support Systems. (Tables 3, 4, and 5)

## ***Areas in Need of Improvement***

### ***Which areas indicate the overall lowest level of satisfaction or approval?***

Even though none of our standards are rated low by the AdvancED® parent, student, and certified staff stakeholder feedback surveys, analysis of responses indicates that Standard 5, Using Results for Continuous Improvement, is the standard with the lowest level of satisfaction.

### ***Which areas show a trend toward decreasing stakeholder satisfaction or approval?***

This survey provides only baseline data for stakeholder feedback. Past survey results are not available and were not compared for the purpose of this report.

### ***What are the implications for these stakeholder perceptions?***

The results of the stakeholder surveys indicate that Richland Two will need to continue providing professional development in the use of results by professional and support staff for continuous improvement.

### ***Which of the above reported findings are consistent with findings from other stakeholder feedback sources?***

Although Standard 5 had the lowest level of satisfaction among the stakeholders, it was still rated highly. This is consistent with the findings of the teacher school climate surveys (Table 5).

## *Additional Data and Analysis*

*Table 1: Richland School District Two Stakeholder Survey Results by Standard*

Standard	Standard Description	Elementary School	Middle & High School	Parent	Certified Staff
1	The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	4.87	3.82	4.15	4.31
2	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	4.53	3.63	4.09	4.26
3	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	4.65	3.74	4.11	4.08
4	The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	4.73	3.62	4.20	4.30
5	The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	4.50	3.65	4.12	4.16

*Table 2: Richland School District Two Stakeholder Survey Results by Indicator*

Indicator	Indicator Description	Elementary School	Middle & High School	Parent	Certified Staff
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a system-wide purpose for student success.	4.87	3.96	4.16	4.34
1.2	The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	--	3.62	--	4.34
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	--	3.84	4.25	4.35
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	4.43	3.71	--	4.35
2.2	The governing body operates responsibly and functions effectively.	--	--	4.07	4.36
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	--	--	3.87	4.25
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	4.62	3.61	4.21	4.35
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	--	--	4.19	4.20
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	--	--	--	4.18
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	4.71	3.74	4.20	4.15
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	4.82	3.95	--	4.08

Indicator	Indicator Description	Elementary School	Middle & High School	Parent	Certified Staff
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	4.71	3.51	4.16	4.10
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	4.85	--	--	--
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	--	--	4.11	3.93
3.6	Teachers implement the system's instructional process in support of student learning.	4.77	3.90	4.25	4.10
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	--	--	--	3.99
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	4.12	3.62	4.13	4.05
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	4.66	3.55	4.05	4.12
3.11	All staff members participate in a continuous program of professional learning.	--	--	--	4.18
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	--	3.72	4.04	4.17
4.1	The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs.	--	--	4.32	4.43
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations.	--	--	4.17	4.25
4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	4.48	3.27	4.39	4.38
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	4.88	3.95	4.35	4.33

Indicator	Indicator Description	Elementary School	Middle & High School	Parent	Certified Staff
4.5	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	4.92	3.91	--	4.26
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.	4.66	3.57	4.17	4.22
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.94	--	--	4.25
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.	--	--	--	4.02
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	4.89	3.92	4.23	4.26
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.	4.74	3.52	4.15	4.30
	<b>System Total</b>	<b>4.65</b>	<b>3.71</b>	<b>4.18</b>	<b>4.21</b>

Table 3: 2015-2016 South Carolina Department of Education School Climate Student Survey Results, Average Score

Item	Item Description	Elementary & Middle School Students	High School Students
1	My classes are challenging (not too easy; they make me think).	3.07	3.01
2	My teachers want me to understand what I am learning, not just remember facts.	3.47	3.09
3	My teachers expect students to learn.	3.68	3.40
4	My teachers expect students to behave.	3.67	3.53
5	My teachers spend enough time helping me learn.	3.20	2.93
6	My teachers help students when they do not understand something.	3.39	3.14
7	My teachers do a good job teaching me mathematics.	3.44	3.11
8	My teachers do a good job teaching me English language arts.	3.40	3.29
9	My teachers give tests on what I learn in class.	3.60	3.35
10	My teachers give homework assignments that help me learn better.	3.21	2.95
11	My classes are interesting and fun.	2.90	2.63
12	Students at my school believe they can do good work.	2.96	2.82
13	My teachers praise students when they do good work.	2.95	2.83
14	Work done by students can be seen on the walls of my school.	3.29	3.09
15	The textbooks and workbooks I use at my school really help me to learn.	2.90	2.53
16	The media center at my school has a good selection of books.	3.24	3.08
17	I use computers and other technology at my school to help me learn.	3.61	3.46
<b>18</b>	<b>I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.</b>	<b>3.16</b>	<b>2.95</b>
19	The grounds around my school are kept clean.	2.93	2.92
20	The hallways at my school are kept clean.	3.12	2.97
21	The bathrooms at my school are kept clean.	2.25	2.47
22	Broken things at my school get fixed.	3.08	2.87
23	There is enough room for students to learn at my school.	3.46	3.14
24	Students at my school behave well in class.	2.39	2.59
25	Students at my school behave well in the hallways, in the lunchroom, and on the playground.	2.37	2.47
26	Students at my school know the rules and what happens when students break the rules.	3.28	3.07
27	The rules about how students should behave in my school are fair.	3.19	2.89
28	The rules for behavior are enforced at my school.	3.36	3.17
29	I feel safe at my school before and after school hours.	3.34	3.22
30	I feel safe at my school during the school day.	3.42	3.27
31	I feel safe going to or coming from my school.	3.47	3.31
32	Students from different backgrounds get along well at my school.	2.94	3.07
33	Teachers and students get along well with each other at my school.	2.97	2.94
34	Teachers work together to help students at my school.	3.35	3.00
35	My school has a variety of extracurricular activities for students.	--	3.31
<b>36</b>	<b>I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.</b>	<b>3.18</b>	<b>3.04</b>
37	My parent knows what I am expected to learn in school.	3.43	3.14
38	My parent knows how well I am doing in school.	3.63	3.43
39	My school informs parents about school programs and activities.	3.47	3.15

Item	Item Description	Elementary & Middle School Students	High School Students
40	Parents at my school know their children's homework assignments.	3.03	2.54
41	My parent helps me with my homework when I need it.	3.34	2.79
42	Parents are welcomed at my school.	3.62	3.41
43	Parents volunteer and participate in activities at my school.	3.29	2.92
<b>44</b>	<b>I AM SATISFIED WITH HOME-SCHOOL RELATIONS.</b>	<b>3.29</b>	<b>3.15</b>

*Table 4: 2015-2016 South Carolina Department of Education School Climate Parent Survey Results, Average Score*

Item	Item Description	Parents
1	My child's teachers give homework that helps my child learn.	3.27
2	My child's school has high expectations for student learning.	3.44
3	My child's teachers encourage my child to learn.	3.45
4	My child's teachers provide extra help when my child needs it.	3.28
<b>5</b>	<b>I AM SATISFIED WITH THE LEARNING ENVIRONMENT AT MY CHILD'S SCHOOL.</b>	<b>3.28</b>
6	My child's teachers contact me to say good things about my child.	2.66
7	My child's teachers tell me how I can help my child learn.	2.80
8	My child's teachers invite me to visit my child's classrooms during the school day.	2.66
9	My child's school returns my phone calls or e-mails promptly.	3.18
10	My child's school includes me in decision-making.	2.95
11	My child's school gives me information about what my child should be learning in school.	3.03
12	My child's school considers changes based on what parents say.	2.88
13	My child's school schedules activities at times that I can attend.	3.08
14	My child's school treats all students fairly.	3.11
15	The principal at my child's school is available and welcoming.	3.34
<b>16</b>	<b>I AM SATISFIED WITH HOME-SCHOOL RELATIONS AT MY CHILD'S SCHOOL.</b>	<b>3.11</b>
17	My child's school is kept neat and clean.	3.40
18	My child's teachers care about my child as an individual.	3.34
19	Students at my child's school are well-behaved.	2.91
20	My child feels safe at school.	3.27
21	My child's teachers and school staff prevent or stop bullying at school.	3.15
22	My child's school has an anti-bullying program to prevent or deal with bullying.	3.17
<b>23</b>	<b>I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY CHILD'S SCHOOL.</b>	<b>3.19</b>

*Table 5: 2015-2016 South Carolina Department of Education School Climate Teacher Survey Results, Average Score*

Item	Item Description	Certified Staff
1	My school provides challenging instructional programs for students.	3.68
2	Teachers at my school effectively implement the State Curriculum Standards.	3.74
3	Teachers at my school focus instruction on understanding, not just memorizing facts.	3.63
4	Teachers at my school have high expectations for students' learning.	3.65
5	There is a sufficient amount of classroom time allocated to instruction in essential skills.	3.48
6	Student assessment information is effectively used by teachers to plan instruction.	3.48
7	Effective instructional strategies are used to meet the needs of low achieving students.	3.41
8	My school offers effective programs for students with disabilities.	3.62
9	Instructional strategies are used to meet the needs of academically gifted students.	3.66
10	The level of teacher and staff morale is high at my school.	2.83
11	Teachers respect each other at my school.	3.38
12	Teachers at my school are recognized and appreciated for good work.	3.22
13	Students at my school are motivated and interested in learning.	3.11
14	There are sufficient materials and supplies available for classroom and instructional use.	3.43
15	Our school has a good selection of library and media material.	3.63
16	Our school has sufficient computers for instructional use.	3.71
17	Computers are used effectively for instruction at my school.	3.53
18	There are relevant professional development opportunities offered to teachers at my school.	3.45
19	The school administration communicates clear instructional goals for the school.	3.26
20	The school administration sets high standards for students.	3.35
21	The school administration has high expectations for teacher performance.	3.54
22	The school administration provides effective instructional leadership.	3.18
23	Student assessment information is used to set goals and plan programs for my school.	3.37
24	Teacher evaluation at my school focuses on instructional improvement.	3.34
25	School administrators visit classrooms to observe instruction.	3.38
26	The school administration arranges for collaborative planning and decision making.	3.35
<b>27</b>	<b>I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.</b>	<b>3.23</b>
28	The grounds around my school are kept clean.	3.54
29	The hallways at my school are kept clean.	3.58
30	The bathrooms at my school are kept clean.	3.33
31	The school building is maintained well and repaired when needed.	3.45
32	There is sufficient space for instructional programs at my school.	3.37
33	Students at my school behave well in class.	2.95
34	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	2.84
35	Rules and consequences for behavior are clear to students.	3.04
36	The rules for behavior are enforced at my school.	3.43
37	The rules about how students should behave in my school are fair.	3.22
38	I have been bullied by an adult at this school.	1.51
39	I have been bullied by a student at this school.	1.55
40	My school or district provides me with training to assist in preventing and/or dealing with bullying.	2.91
41	I feel safe at my school before and after school hours.	3.66

Item	Item Description	Certified Staff
42	I feel safe at my school during the school day.	3.71
43	I feel safe going to or coming from my school.	3.77
44	Students from different backgrounds get along well at my school.	3.45
45	Teachers and students get along well with each other at my school.	3.45
46	Teachers at my school collaborate for instructional planning.	3.39
<b>47</b>	<b>I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL .</b>	<b>3.30</b>
48	Parents at my school are aware of school policies.	3.41
49	Parents at my school know about school activities.	3.51
50	Parents at my school understand the school's instructional programs.	3.24
51	Parents at my school are interested in their children's schoolwork.	3.05
52	Parents at my school support instructional decisions regarding their children.	3.17
53	Parents attend conferences requested by teachers at my school.	3.21
54	Parents at my school cooperate regarding discipline problems.	3.07
55	Parents attend school meetings and other school events.	3.08
56	Parents participate as volunteer helpers in the school or classroom.	2.81
57	Parents are involved in school decisions through advisory committees.	3.23
<b>58</b>	<b>I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.</b>	<b>3.15</b>
59	I have sufficient space in my classroom to meet the educational needs of my students.	3.44
60	My non-instructional duties do not interfere with my essential role of educating students.	3.04
61	I have access to reliable communication technology, including phone, fax, and e-mail.	3.84
62	I feel supported by administrators at my school.	3.28
63	The faculty and staff at my school have a shared vision.	3.20
64	I am familiar with local, state, and national policies and how they affect teaching and learning.	3.63
65	Local, state, or national policies assist me in meeting the educational needs of my students.	3.29
66	The school leadership makes a sustained effort to address teacher concerns.	3.16
67	My decisions in areas such as instruction and student progress are supported.	3.45
68	Teachers at my school are encouraged to develop innovative solutions to problems.	3.47
69	I feel comfortable raising issues and concerns that are important to me.	3.14
70	Sufficient resources are available to allow teachers to take advantage of professional development activities.	3.43
71	My class sizes allow me to meet the educational needs of my students.	3.20
<b>72</b>	<b>I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.</b>	<b>3.29</b>