

# ARLINGTON INDEPENDENT SCHOOL DISTRICT ANNUAL STUDENT SURVEY

*Description of the 2016-17 student survey data collection effort and findings*

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September 2017

GIBSON

AN EDUCATION CONSULTING & RESEARCH GROUP

- 1 SURVEY OVERVIEW
- 2 STUDY METHODOLOGY
- 3 FINDINGS

## PURPOSE

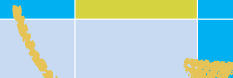
Survey students in the district to obtain information related to the district's strategic plan and inform district and school decision-making:

- 1 Quality of instructional practices
- 2 School safety
- 3 Preparation for college/workforce
- 4 After-school activities
- 5 Quality of facilities
- 6 Lifelong learning environment

## REVIEW OF APPROACH

- Fifth year collecting data for Grade 12 students
- Fourth year collecting data for Grades 6, 8, and 10 students

Grade	2013	2014	2015	2016	2017
Grade 6	x	<b>1st</b>	<b>1st</b>		
Grade 8	x	<b>1st</b>	<b>1st</b>	<b>2nd</b>	<b>2nd</b>
Grade 10	x	<b>1st</b>	<b>1st</b>	<b>2nd</b>	<b>2nd</b>
Grade 12				<b>2nd</b>	<b>2nd</b>



## RESPONSE RATES

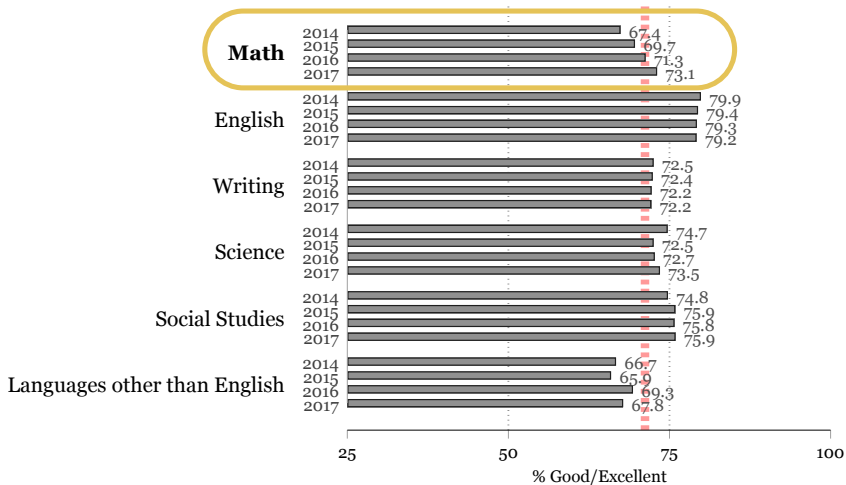
- **82.4%** response rate (*last year 83.1%*)
- Large sample size each campus
- 14,871 surveys collected; 14,339 after data cleaning
- Over 90% of survey respondents in 2017 have participated previously

## QUALITY OF INSTRUCTION

- Thinking about this year, tell us about the quality of teaching at your school in each subject:
  - ▶ Math
  - ▶ English
  - ▶ Science
  - ▶ Social Studies
  - ▶ Languages other than English (Grades 8, 10, and 12 only)
- Response scale: Poor, Okay, Good, Excellent

## QUALITY OF INSTRUCTION OVER TIME

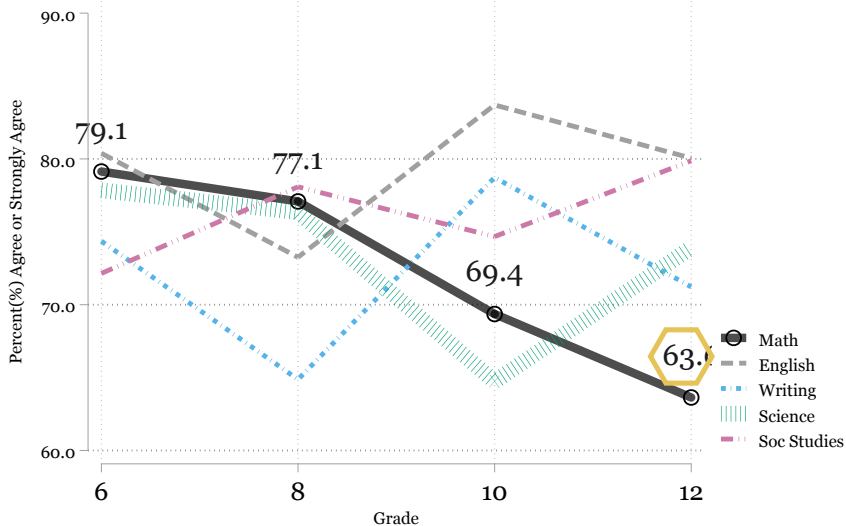
Quality of instruction ratings are consistent over time, though **math ratings** significantly increased from 2014 to 2017.



Grand mean = 71.2%

## QUALITY OF INSTRUCTION BY GRADE

Math and foreign language ratings are lower in higher grade levels





## FACTORS INFLUENCING QUALITY OF INSTRUCTION

- Student characteristics associated with higher quality of instruction ratings:
  - ▶ Higher performing (GPA)
  - ▶ Non-LEP
  - ▶ Non-SpEd (except Math)

## FACTORS INFLUENCING QUALITY OF INSTRUCTION

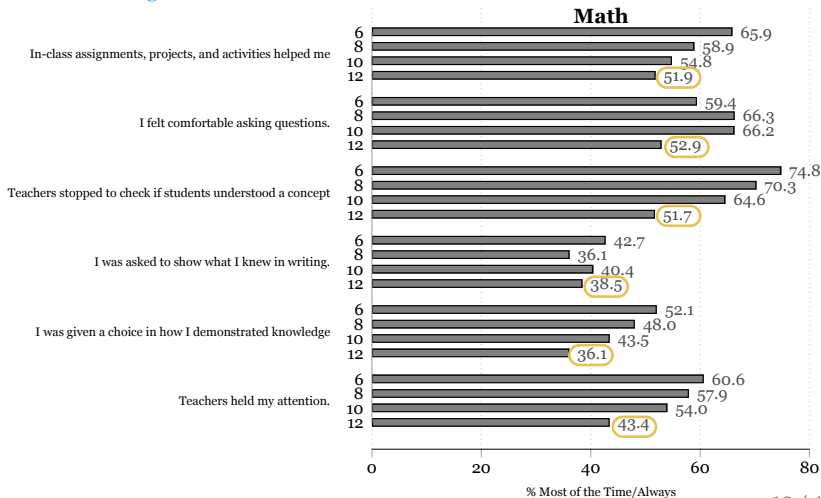
- Student characteristics associated with higher quality of instruction ratings:
  - ▶ Higher performing (GPA)
  - ▶ Non-LEP
  - ▶ Non-SpEd (except Math)
  - ▶ Higher performing students by ethnicity
  - ▶ LEP ratings higher in Math and Foreign Languages

## INSTRUCTIONAL STRATEGIES

- How often were the following statements true...
  - ▶ In your MATH classes
  - ▶ In your ENGLISH classes
  - ▶ In your SCIENCE classes
  - ▶ In your SOCIAL STUDIES classes
- Response scale: Never, Sometimes, Most of the time, Always

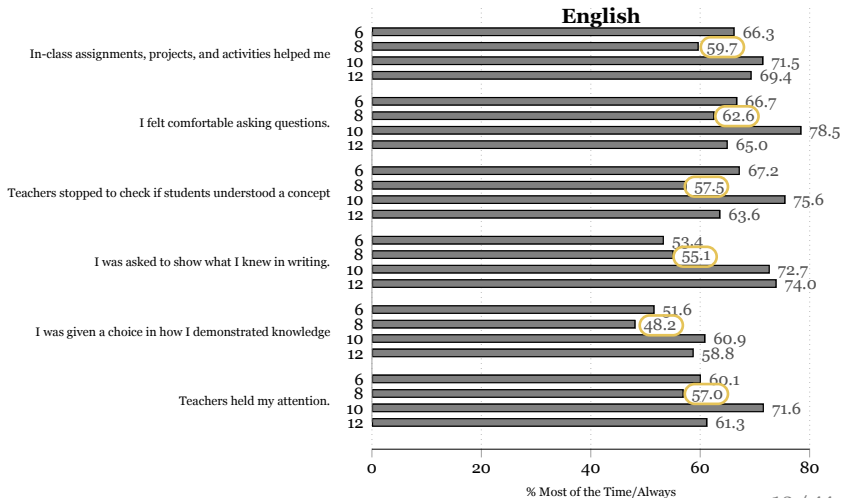
# INSTRUCTIONAL STRATEGIES FOR MATH

Students in higher grades report using varied instructional strategies less frequently than students in lower grades



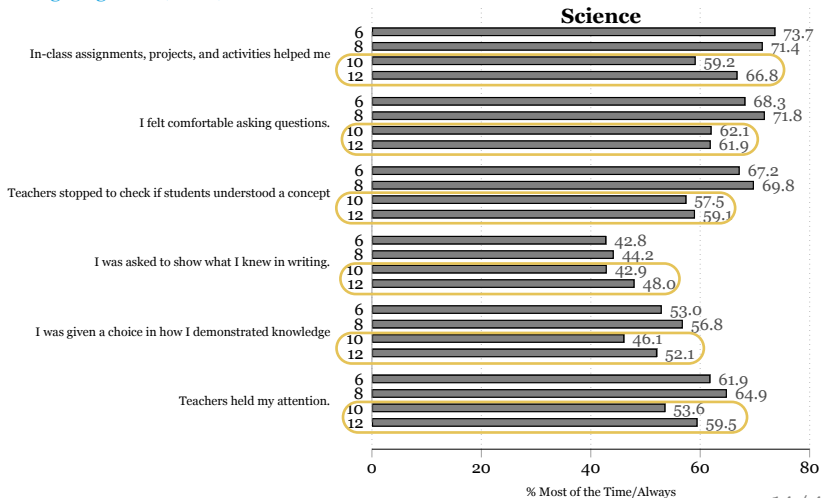
# INSTRUCTIONAL STRATEGIES FOR ENGLISH

Use of a wide variety of instructional strategies is most common in Grade 10, and least common in Grade 8



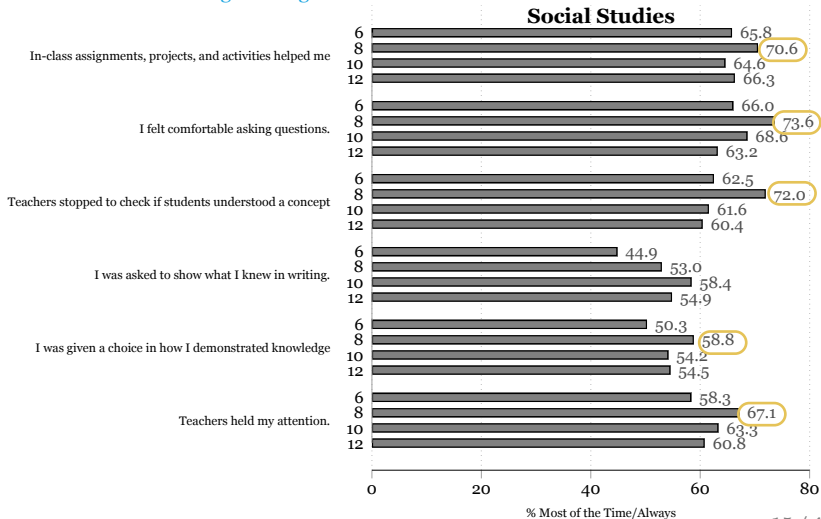
# INSTRUCTIONAL STRATEGIES FOR SCIENCE

Most instructional strategies in science are used more frequently in lower grades (6-8) than higher grades (10-12)



# INSTRUCTIONAL STRATEGIES FOR SOCIAL STUDIES

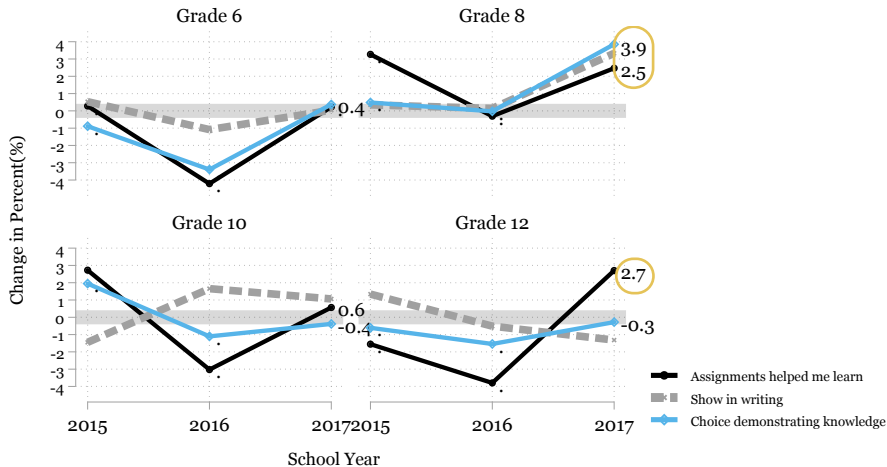
Use of instructional strategies is higher in Grade 8 for Social Studies instruction



# CHANGE IN MATH INSTRUCTIONAL STRATEGY USE

**Grades 6/8:** Largest increases for choice in demonstrating knowledge and doing so in writing;

**Grades 10/12:** largest increases for assignments helping students learn

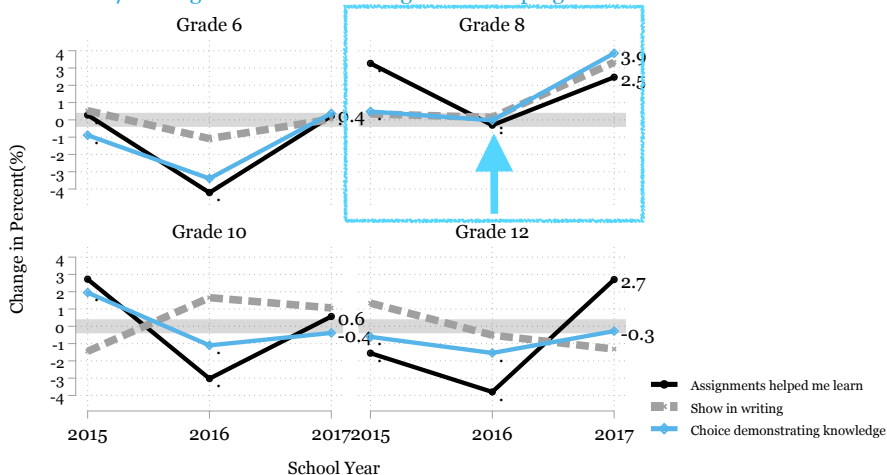




# CHANGE IN MATH INSTRUCTIONAL STRATEGY USE

**Grades 6/8:** Largest increases for choice in demonstrating knowledge and doing so in writing;

**Grades 10/12:** largest increases for assignments helping students learn



## STUDENT ENGAGEMENT

How often were each of the following true for you?

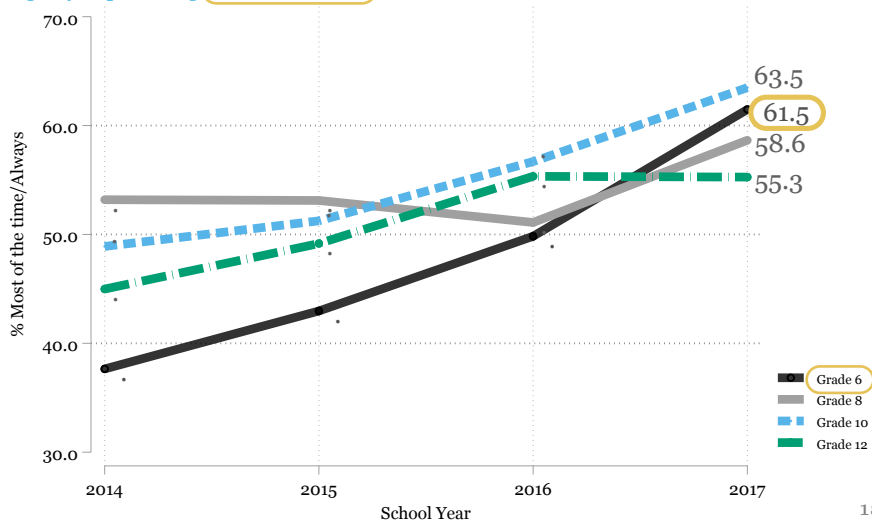
Most of the time/Always	Grade 6	Grade 8	Grade 10	Grade 12
Boring classes*	23%	32%	36%	35%
Enjoyed learning	61%	49%	45%	47%
Challenging courses	43%	40%	53%	50%
<b>Technology use</b>	61%	59%	63%	55%
Learning mattered	62%	44%	34%	30%
Material connected	n/a	n/a	n/a	31%

- = Increased since last year  
 ○ = Did not change  
 ● = Decreased since last year

(\*) = reverse coded item

# OPPORTUNITY TO USE TECHNOLOGY

Technology use in the classroom has increased across all grades since 2014, with the largest jumps among **Grade 6 students**

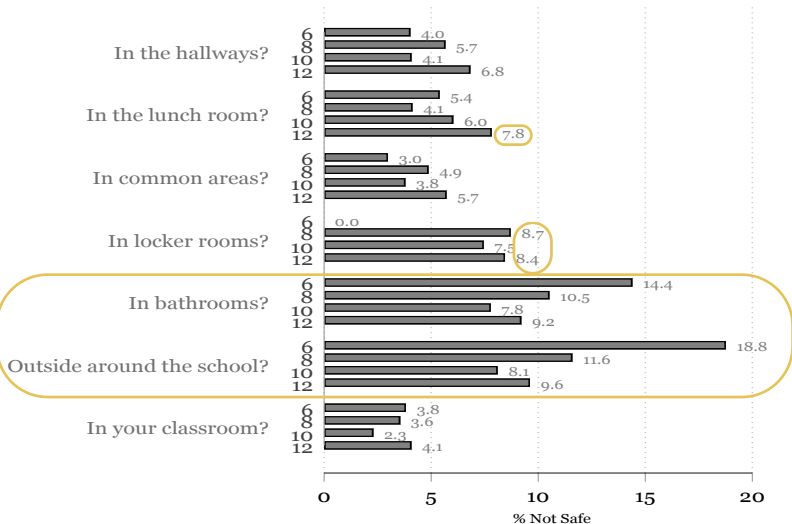


## SCHOOL SAFETY

- How safe do you feel in...?
- Response scale: Not safe, Somewhat safe, Mostly safe, Very safe
- Locations: Outside around the school (on school grounds); locker rooms, bathrooms, lunch room, hallways, other common areas, in your classroom.

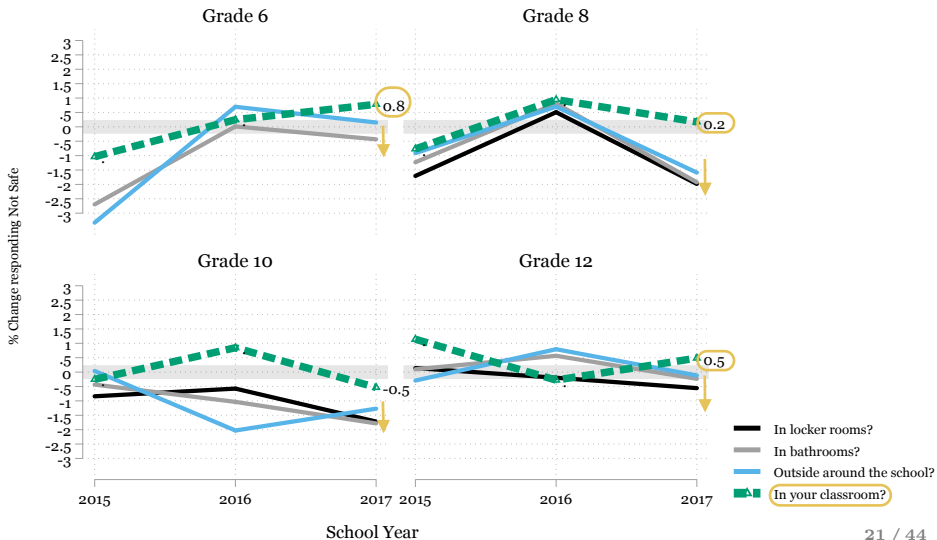
# PERCENT RESPONDING *NOT SAFE*

In 2017, students feel least safe in bathrooms and outside around the school



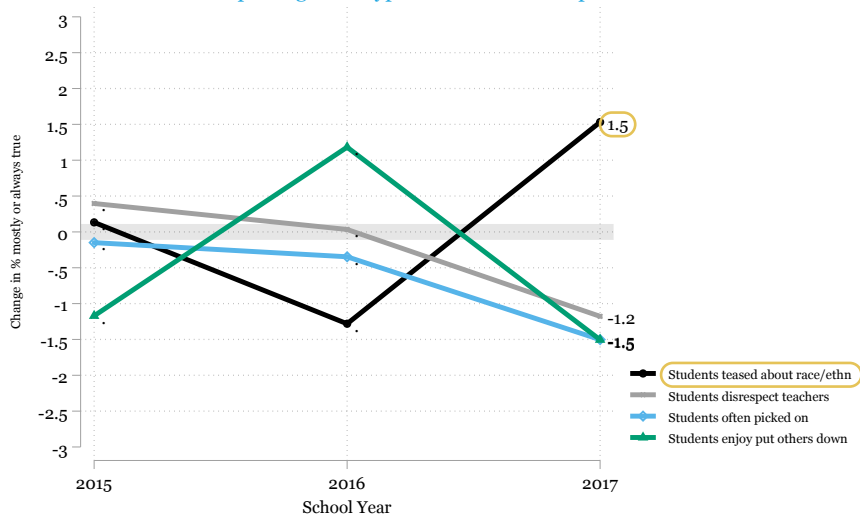
# CHANGE IN PERCENT RESPONDING *NOT SAFE*

Changes in the percent of students feeling **not safe**  
 Largest change for safety *in the classroom*



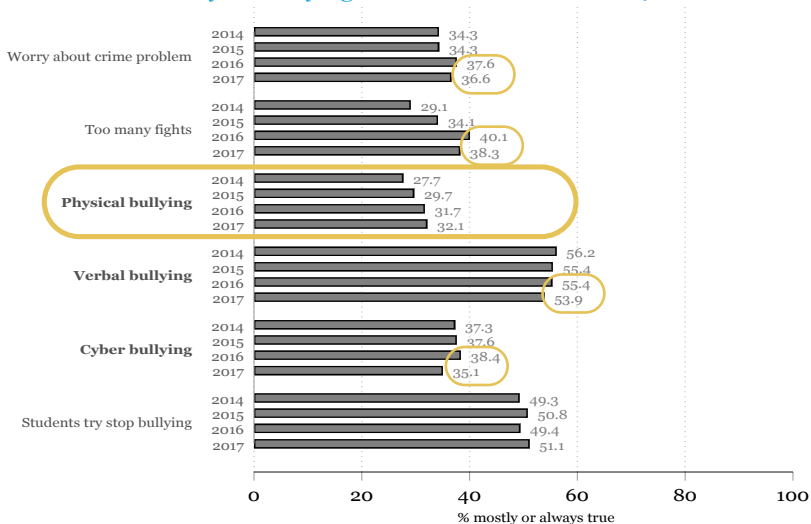
## SAFETY: STUDENT RESPECT ITEMS

More students report student being teased based on race or ethnicity in 2017;  
 lower rates of students reporting other types of student disrespect



# STUDENT SAFETY: SCHOOL BULLYING ITEMS

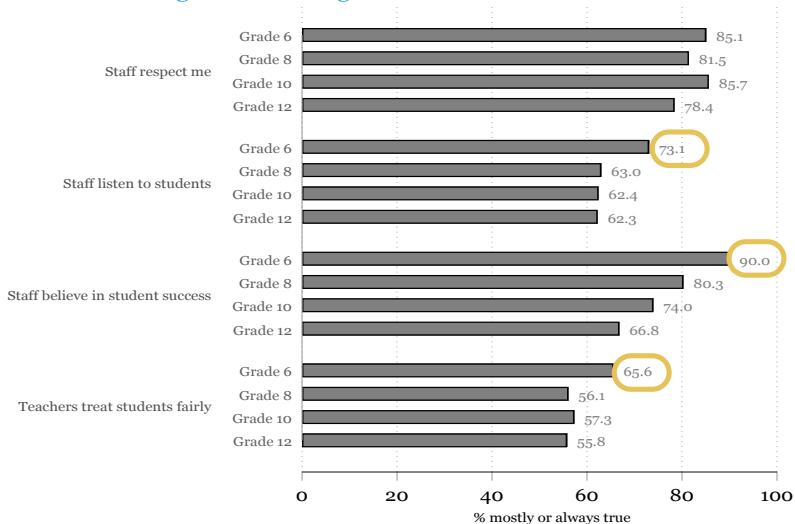
Concerns about physical bullying have increased while concerns about verbal and cyber bullying have decreased since 2014





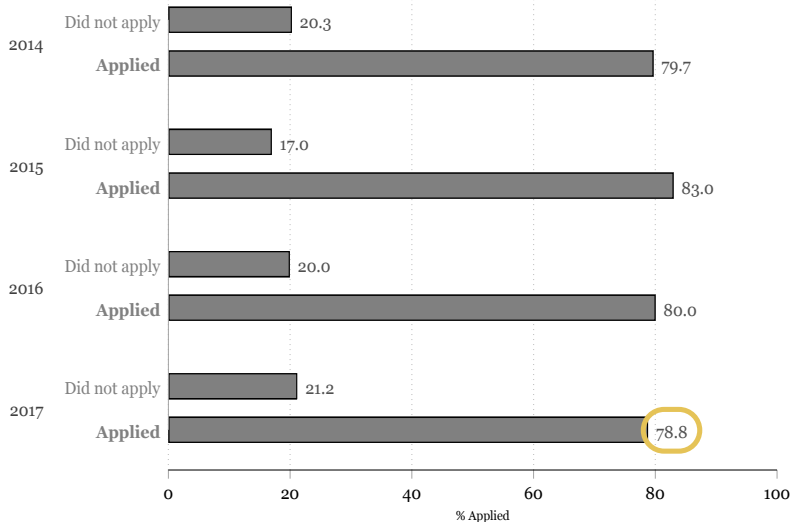
## STAFF RESPECT

Staff respect rates have not changed much over time; also respect rates are often higher for lower grade levels



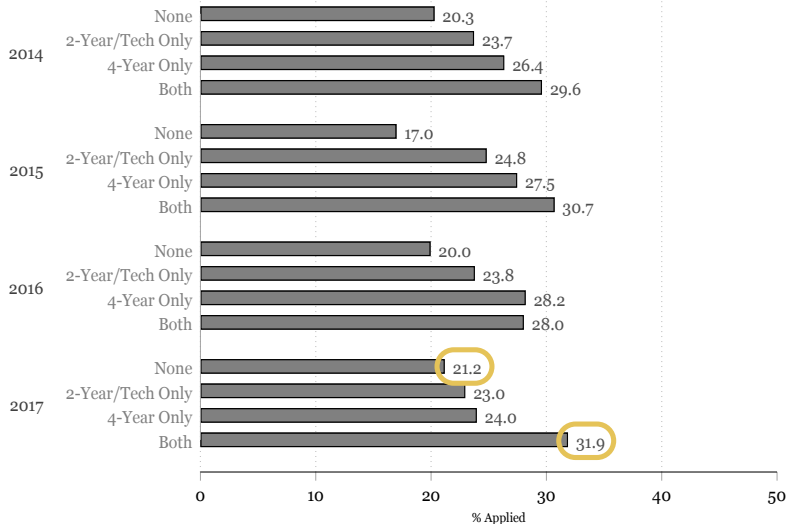
# PREPARATION FOR COLLEGE AND WORKFORCE

Nearly 80% of AISD seniors report that they have applied for college



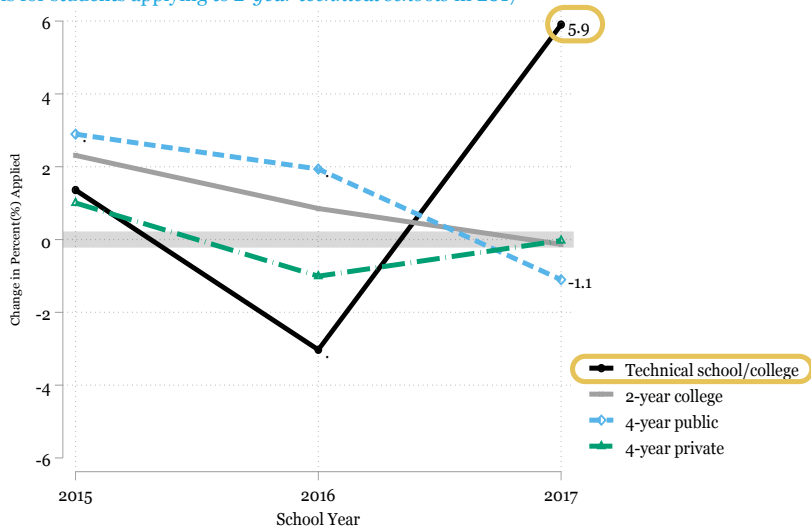
## APPLIED TO COLLEGE BY INSTITUTION TYPE

Over time more grade 12 students are applying for **both** 2 and 4-year schools or **none**



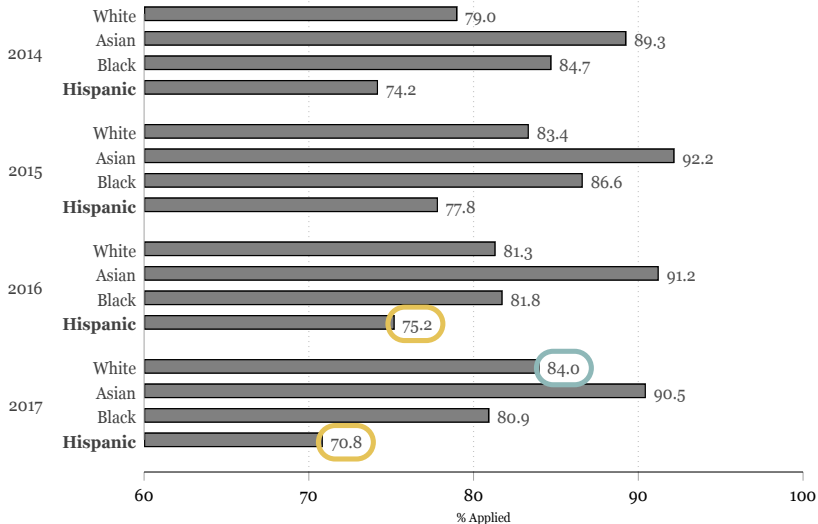
## CHANGE OVER TIME IN APPLICATION RATES

Largest portion of increase in applying to **2- and 4-year schools** is for students applying to *2-year technical schools* in 2017



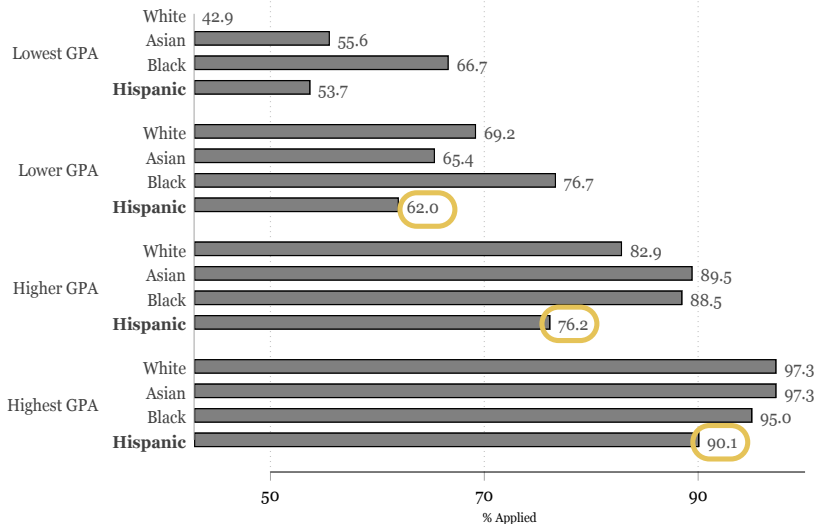
# COLLEGE APPLICATIONS BY RACE/ETHNICITY

Hispanic students reported application rates continue to decrease in 2017



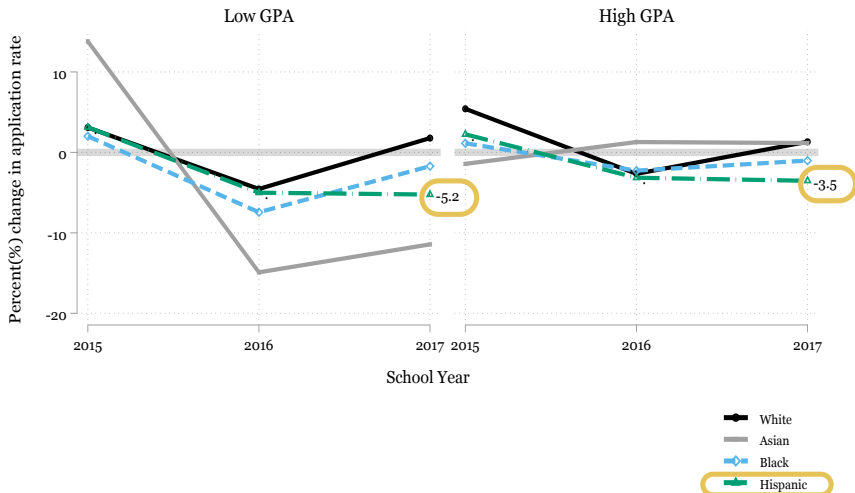
# COLLEGE APPLICATIONS BY ETHNICITY AND GPA

Even at higher GPA levels, Hispanic student application rates lag behind other student groups



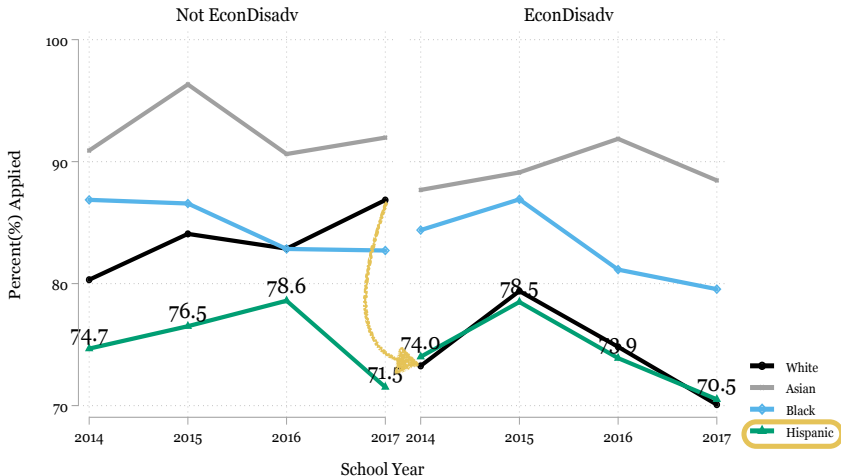
## CHANGE IN APPLICATION RATES (2015 TO 2017)

Largest increases for White students in 2017, and  
Largest decreases for Hispanic students and lower GPA Asian students



# GPA AND ECONOMIC DISADVANTAGED (FRL) STATUS

Economically disadvantaged students with lower GPA rates are sometimes applying for college at higher rates than non-economically disadvantaged students of the same race/ethnicity group



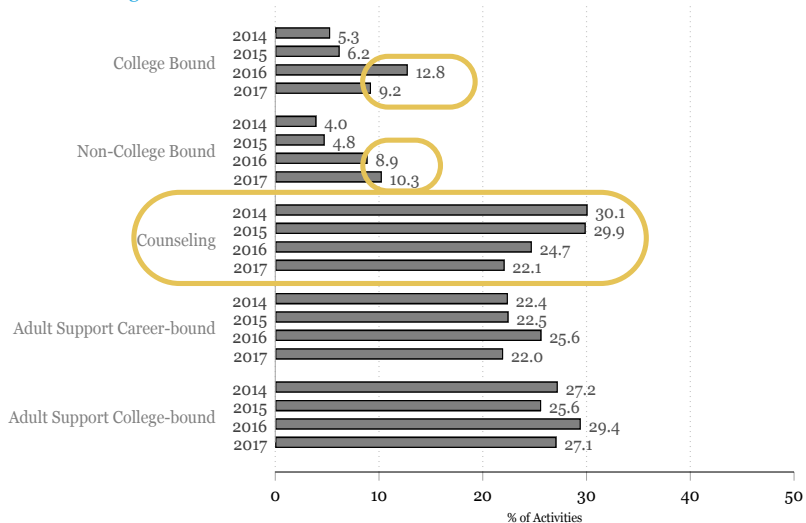


## STUDENT ACTIONS AND STAFF SUPPORT

- Student **college-bound activities** (6 possible)
- Student **career(non-college)-bound** (3 possible)
- Staff/adult counseling supports (4 possible)
- Staff/adult support for **college** (8 possible)
- Staff/adult support for **career** (4 possible)

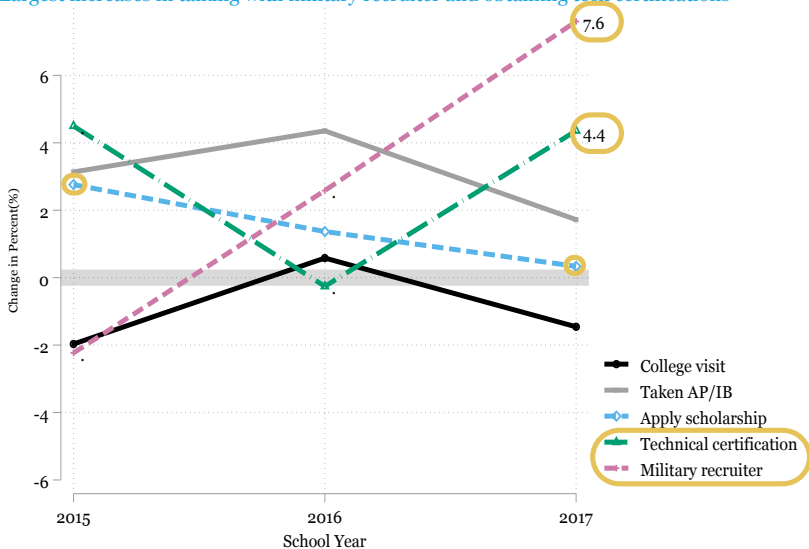
## STUDENT ACTIONS AND STAFF SUPPORT

The proportion of students reporting college and non-bound activities have increased while counseling interactions have decreased



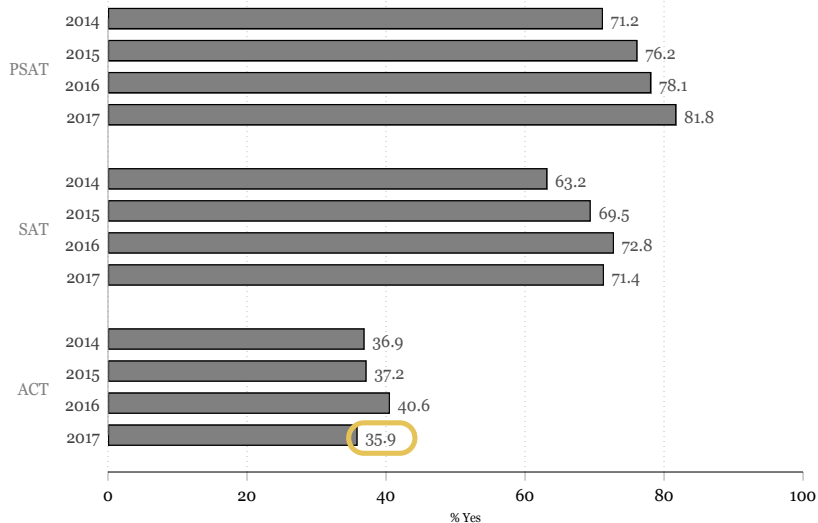
## CHANGE IN STUDENT ACTIONS

Largest increases in talking with military recruiter and obtaining tech certifications



## CHANGE IN STUDENT TESTING

Largest decrease in 2017 was for reported ACT testing rates (back to pre-2016 levels)



## AFTER-SCHOOL ACTIVITIES

- School-affiliated activities not associated with a class (e.g., academic student club)
- Off-campus community engagement activities
- Community service/volunteer work outside of school

## AFTER-SCHOOL ACTIVITIES

	Grade 6	Grade 8	Grade 10	Grade 12
At least 1 co-curricular class	25%	90%	85%	82%
Extracurricular activity	88%	87%	80%	81%
Off-campus engagement	66%	68%	67%	69%
Outside community service	29%	40%	46%	55%
At least 1 of the above (91%)	95%	93%	88%	85%

- = Increased since last year
- = Did not change
- = Decreased since last year

## LIFELONG LEARNING

Items tapping concept of the school encouraging the development of lifelong learners

My school encourages students to ...

◇ Individual

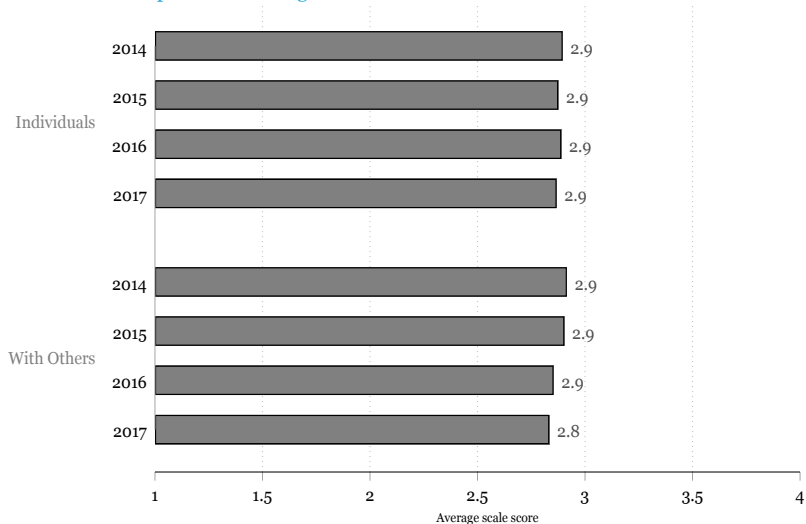
- ▶ Pursue topics that interest them
- ▶ Be curious
- ▶ Get excited about learning
- ▶ Pursue different interests
- ▶ Be creative
- ▶ Try new things
- ▶ Engage in class discussions

◇ With others

- ▶ Community service or service projects
- ▶ Build leadership skills
- ▶ Participate in school clubs/organizations
- ▶ Become involved in mentoring

## INDIVIDUAL LIFELONG LEARNING

Once again in 2017 students agreed that AISD schools create an environment that fosters the development of lifelong learners





## WHAT'S NEXT?

Draft report: August 2017

Final report: September 2017

# SCHOOL-LEVEL REPORTS EXAMPLE

## District Results

2016-17 Grade 12 Student Survey

### About This Report

This report presents responses from grade 12 students in your school who completed the student survey. This cover page summarizes responses across each of the major areas of questioning, and compares your students' responses to the average response across all grade 12 students in the district. On the following pages, student characteristics, and question-by-question results are displayed for your school across time.

District Results  
Response Rate:  
**73.1%**

(2967 of 4057 eligible students completed the survey)

### Report Contents

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### Campus Overview

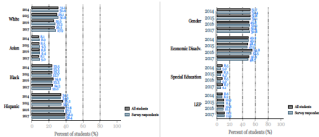
Survey Area	2016	2017	District 2017
<b>Quality/Alignment of Instructional Practices (% assessing positively)</b>			
Quality of Instruction			
Math	%	%	83.6%
English	%	%	80.0%
Writing	%	%	71.2%
Science	%	%	73.9%
Social Studies	%	%	79.6%
Languages other than English	%	%	64.7%
<b>School Safety and Respectful Environment (Avg on 4-point scale)</b>			
School Safety	0	0	2.6
Staff Respect	0	0	2.6
<b>Lifelong Learning Environment (Avg on 4-point scale)</b>			
Individual Behaviors	0	0	2.8
Behaviors with Others	0	0	2.8
<b>Facilities (% assessing positively)</b>			
Cleanliness	0%	0%	40.6%
Equipment and Furniture	0%	0%	67.6%
Space and Facilities	0%	0%	97.9%
Grounds and Building Maintenance	0%	0%	64.7%
<b>Preparation for College/Workforce (Average score)</b>			
Applications			
% Applied Overall	0%	0%	78.6%
Student Actions			
College-Bound	0 (out of 4)	0 (out of 4)	1.7 (out of 4)
Career-Bound	00 (out of 3)	00 (out of 3)	0.6 (out of 3)
School Counseling	0 (out of 4)	0 (out of 4)	1.2 (out of 4)
Staff Support			
College-Bound	0 (out of 8)	0 (out of 8)	3.4 (out of 8)
Career-Bound	0 (out of 4)	0 (out of 4)	1.1 (out of 4)

Note: The higher (or missing) value between the campus 2016 and 2017 outcome is highlighted above. Missing value (-) indicates no surveys in this area were taken in that year.

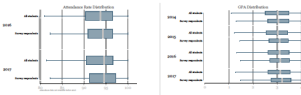
## 1 Overview of the student respondents

**Repeat student respondents.** This is the third year of survey administration. The percentage of students that took the survey two years ago and again this year is 81%. (That is, those repeat respondents were in grade 10 in 2015 and in grade 12 in 2017). For grade 12 at all campuses in the district, the rate of repeat survey participants was 81%.

**Student characteristics.** The figures below show a comparison of characteristics for students who took the survey and all students at the District Results in grade 12.



**Student outcomes.** The figures below show a comparison of the attendance rate and GPA for student respondents. The full distribution is shown as a boxplot where the median is the middle vertical shaded line and the interquartile range (between the 25<sup>th</sup> and 75<sup>th</sup> percentiles) is bounded by the blue box.



### Notes:

The remainder of this survey provides the item-level outcomes for each survey question with comparisons for this year (2017) against your survey years, where they exist.  
Data was not entered (e.g., missing) for some of these questions in years when (1) this question was not asked for the grade level or in the school year or (2) there were less than 10 responses for that item in a year.  
For the electronic version of this report, you can click any grey-shaded box to jump to a distribution, such as the [Link to Contents](#).

# QUESTIONS?