



# Barnwell School District 45

## Perception Data Analysis

### 2021

Annually, the district administers two key perception surveys. The results from these surveys provide valuable information from students, teachers and parents. The opinion surveys are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. These results appear on the annual district and school report cards. The Student Engagement Survey is intended to illustrate students' level of engagement with school experiences. This survey was newly administered as part of the annual perception survey administrations beginning in the Spring of 2018. Three domains of student engagement with school are measured according to behavioral engagement, cognitive engagement, and emotional engagement. These survey results are also used to calculate the state's district and school ratings released annually. Most importantly, the results from the surveys are used to guide the district's improvement efforts.

The district fully agrees perception data is instrumental for continuous improvements. Often times, stakeholders' perceptions become the reality. In order to move forward with improvement efforts, perceptions have to be discussed and reflected upon openly for progress towards improvement to be made. The process of analyzing results from perception surveys is extremely powerful. These personal insights offer data that provide clear evidence surrounding how our students, parents, and teachers feel about our day-to-day work and the overall goals of the district.

During the 2020-2021 school year, the engagement surveys were not administered due to constraints from the pandemic. The district intends to begin administering this survey again in the spring of 2022. As part of the state's accountability system for 2020-2021, student engagement was measured by the chronic absenteeism rate. The rate was reported but has not been factored into an overall rating. The Chronic Absenteeism Rate is federally defined. A student is considered chronically absent when they miss 10% or more of the student



# Barnwell School District 45

## Perception Data Analysis

### 2021

attendance days for which they are enrolled in a given school year regardless of the reason for the absence.

#### *Results of Student Opinion Surveys*

	2018	2019	2021
Number of surveys returned	414	614	460
Percent satisfied with learning environment	81.1%	77.0%	88.3%
Percent satisfied with social and physical environment	80.5%	76.8%	89.6%
Percent satisfied with school-home relations	84.4%	82.2%	87.1%

*Due to school closures, surveys were not administered in 2020.*

#### *Results of Parent Opinion Surveys*

	2018	2019	2021
Number of surveys returned	247	182	246
Percent satisfied with learning environment	83.8%	75.7%	84.5%
Percent satisfied with social and physical environment	80.1%	72.9%	78.8%
Percent satisfied with school-home relations	69.5%	65.3%	72.7%

*Due to school closures, surveys were not administered in 2020.*

#### *Results of Teacher Opinion Surveys*

	2018	2019	2021
Number of surveys returned	137	148	150
Percent satisfied with learning environment	90.6%	94.6%	95.4%
Percent satisfied with social and physical environment	83.9%	93.3%	96.0%
Percent satisfied with school-home relations	74.4%	75.7%	81.3%

*Due to school closures, surveys were not administered in 2020.*



# Barnwell School District 45

## Perception Data Analysis

### 2021

#### *Results of Student Engagement Surveys*

	2018	2019	2020
Percentage of Students Scoring "Committed" on Student Engagement Survey	62%	70.5%	63.8%
Domains of School Engagement			
Cognitive	59%	67.8%	60.4%
Behavioral	60.5%	69.7%	62.12%
Emotional	66.5%	73.9%	68.94%
Participation Rate	98.9%	99.3%	94%

*A review of the 2020 data indicates there may have still been pending roster corrections/updates when schools closed March 13, 2020.*

#### *Chronic Absenteeism Rate*

Our District	Change from Last Year	State
9.3%	Down from 17.3%	8.2%

The longitudinal analysis of the opinion surveys clearly indicates the district has made progress in the last three year as measured by opinions of our student, teachers and parents. The 2020-2021 school year, was definitely the most challenging in our time for districts across the nation. There is no doubt there are areas that must be addressed and continuous improvement sought, but it is extremely validating to see the data indicates, overall, our stakeholders were satisfied with the efforts of the district. Even though there is a fluctuation of the data from the engagement surveys and the upward trend is not as evident as with the opinion surveys, consistently from 2018 to 2020 progress is still evident. It is important to note schools were faced with extremely challenging decisions in the beginning of March 2020. Coincidentally, this was the same time the student engagement survey window was drawing to an end. Even this year, with changes in accountability data and areas included in the engagement rating, progress is still evident. Although the chronic absenteeism is slightly higher than the state average, it is significantly lower than the previous year. Student attendance during the 2020-2021 school year was drastically impacted by the effects of COVID-19, hybrid schedules for our high school students, and the fact that as of May 2021, approximately 28% of our students, districtwide,



# **Barnwell School District 45**

## **Perception Data Analysis**

### **2021**

were being served virtually. Attendance procedures were very different for the 2020-2021 school year, as the Chronic Absenteeism Rate included excused and unexcused absences. Our district was extremely cautious with quarantine periods and did not modify our procedures in December of 2020, when shortened quarantine period options were released by the CDC. There were districts across the state that shortened quarantine periods for close contacts to 10 days; whereas, in comparison, we adhered to 14 days until the beginning of the 2021 school year. This varying practice from district to district would have impacted the overall state averages.

As part of the ongoing improvement efforts, the district carefully considers the overall averages as well as responses to individual questions by building and by stakeholder groups. The intentional focus on positive communications in the last few years, along with our efforts to be extremely consistent with practices and transparency, is a result of constant review of perception data.