

BOARD MEMO

Date: May 18, 2023

For ACTION

For INFORMATION X

Board Agenda: Yes X

No

FROM: Clinton Page, Ed.D, Chief of Accountability and Research
THROUGH: Melanie Kay-Wyatt, Ed.D., Interim Superintendent of Schools
TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board
TOPIC: ACPS Equity Climate Survey 2022-23 Results

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 1: Systemic Alignment	Goal 4: Strategic Resource Allocation
Goal 2: Instructional Excellence	Goal 5: Family and Community Engagement
Goal 3: Student Accessibility and Support	

SY 2022-2023 FOCUS AREA:

Social Emotional and Academic Learning Recovery
Strategic Plan Implementation

FY 2023 BUDGET PRIORITY:

Social and Emotional Supports for Students

SUMMARY:

The annual Equity Climate Survey is a key measurement component tied to the Equity for All Strategic Plan. Results inform school and division staff on key indicators of climate, through an equity lens, to inform areas of strength and continued focus based on stakeholder perceptions. Areas of strength identified include continued positive perceptions of the learning environment, teachers, social-emotional supports, staff relationships, and the school climate overall. Areas of continued focus revolve around stakeholders' feeling of safety, professional learning, opportunities to identify and address inequities, and the frequency of use of restorative practices.

BACKGROUND:

As a component of the new Equity for All strategic plan, ACPS partnered with Hanover Research to administer an equity climate survey to staff, students, and families. The survey combined elements of a traditional climate survey and past ACPS equity audits to create an instrument that gauges school and division climate through the specific lens of equity. The survey was administered to staff, students, and families from February 3 to February 26.

This year's survey saw 6,116 participants, 844 less than the 2022 administration. Multiple efforts were put in place to actively seek participation from historically underrepresented stakeholder groups leading to a more representative sample than in the past. Black/African American families were still underrepresented by six percentage points compared to division

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enrollment ratios while Hispanic families were underrepresented by 17 percentage points. White parents were overrepresented by 16 percentage points compared to the overall population.

On the whole, results were consistent with the prior year for most survey items with 89% of responses across respondent groups falling within four percentage points of 2022. Student perceptions remained generally less favorable than those of families and staff. Areas of strength identified include most families, staff, and students having positive perceptions of the learning environment, teachers, and school climate overall. Stakeholders also report positive impressions of the social-emotional environment and support at their school. While students and families agree at a lower rate than staff, the majority also agree that adults at school support students, connect students with support, and help students with problems other than schoolwork. Staff report positive perceptions of their relationships with other staff, students, and supervisors.

Areas of continued focus revolve around feeling of safety, which declined between 2021 and 2023. Students were less likely to agree that they feel safe at school (47%) than staff (71%) and families (70%). Agreement that they (or their child) feel safe during school declined from 2021 to 2023 by 28 percentage points for students, 16 percentage points for staff, and 12 percentage points for families. Agreement that students are frequently bullied at school (Family: 33%, Staff: 20%, and Students: 36%) increased for all stakeholder groups between 2021 and 2023.

There are opportunities to address and identify inequities across the division as well as to improve the use of restorative practices. In 2023, about half (49%) of students agree that students respect those from different backgrounds, a 14-percentage point decline from 2021. In terms of restorative practices, one-third of students (32%) report participating in community circles less than once a week.

Data from the survey will be used to inform school and department improvement efforts for the coming school year by providing key data on critical climate areas that must be attended to in order to fulcrum improvement efforts. The attached summary provides more detailed survey results.

RECOMMENDATION:

The Interim Superintendent recommends that the School Board review this information for an understanding of the ACPS Equity Climate survey results.

IMPACT:

The ACPS Equity Climate survey generates understanding on how stakeholders are experiencing ACPS as an organization each and every day through an equity lens.

ATTACHMENTS:

1. *ACPS Annual Equity Climate Survey Results Presentation*
2. *2022-2023 Equity Climate Survey Results Summary*

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