



End of Year Report

ACPS - 2018-19 SCHOOL YEAR

Table of Contents

Executive Summary	<u>3</u>
Data Collection Methodology and Details	
What We Measured:	
Who Responded:	
Key Findings	<u>6</u>
Overall Snapshot:	<u>7</u>
1A. Engaged and Inspired Learners: Staff Responses	<u>8</u>
1B. Engaged and Inspired Learners: Student Responses	<u>10</u>
2A. Opportunities to Learn: Staff Responses	<u>12</u>
2B. Opportunities to Learn: Student Responses	<u>14</u>
3A. Physical Integration: Staff Responses	<u>16</u>
3B. Physical Integration: Student Responses	<u>18</u>
4A. Social Emotional: Staff Responses	<u>20</u>
4B. Social Emotional: Student Responses	<u>23</u>
5A. Instructional Excellence: Staff Responses	<u>26</u>
5B. Instructional Excellence: Student Responses	<u>28</u>
Future Data Collection	<u>30</u>
About KickUp	<u>30</u>



Executive Summary

During the 2018-19 school year, ACPS partnered with [KickUp](#) to collect and analyze staff and student reflections on topics related to equity aligned with the framework found in *Building Equity: Policies and Practices to Empower All Learners*. The purpose of this report is to summarize the data collected in order to inform district-wide improvement efforts.

ACPS and KickUp worked to answer these essential questions:

- How do staff and students perceive the conditions in their school and classes as it relates to 6 core equity-related focus areas?
- In which focus areas and subgroups are we seeing positive perceptions? In which focus areas and in which schools or subgroups may there be opportunities for improvement?
- Where are there variations within schools and populations to consider further?
- How can we collect additional data to formatively assess goals and progress?

The primary goals of this assessment were to:

1. Tighten the feedback loop between administrators, staff, students in regards to equity within schools to develop alignment in a strategic focus on equity.
2. Triangulate data about equity on a school level to formatively assess progress and inform ongoing initiatives.
3. Determine ways to differentiate professional learning and resources by school to improve equity-related practices and outcomes.

Data Collection Methodology and Details

What We Measured:

We captured staff and student reflections on key equity audit indicators, aligned with *Building Equity: Policies and Practices to Empower All Learners* (Smith, Frey, Pumpian, & Fisher). Staff and students answered several questions on a 4-point likert scale in the following categories.

1. Physical Integration
2. Social Emotional
3. Opportunities to Learn
4. Instructional Excellence
5. Engaged and Inspired Learners

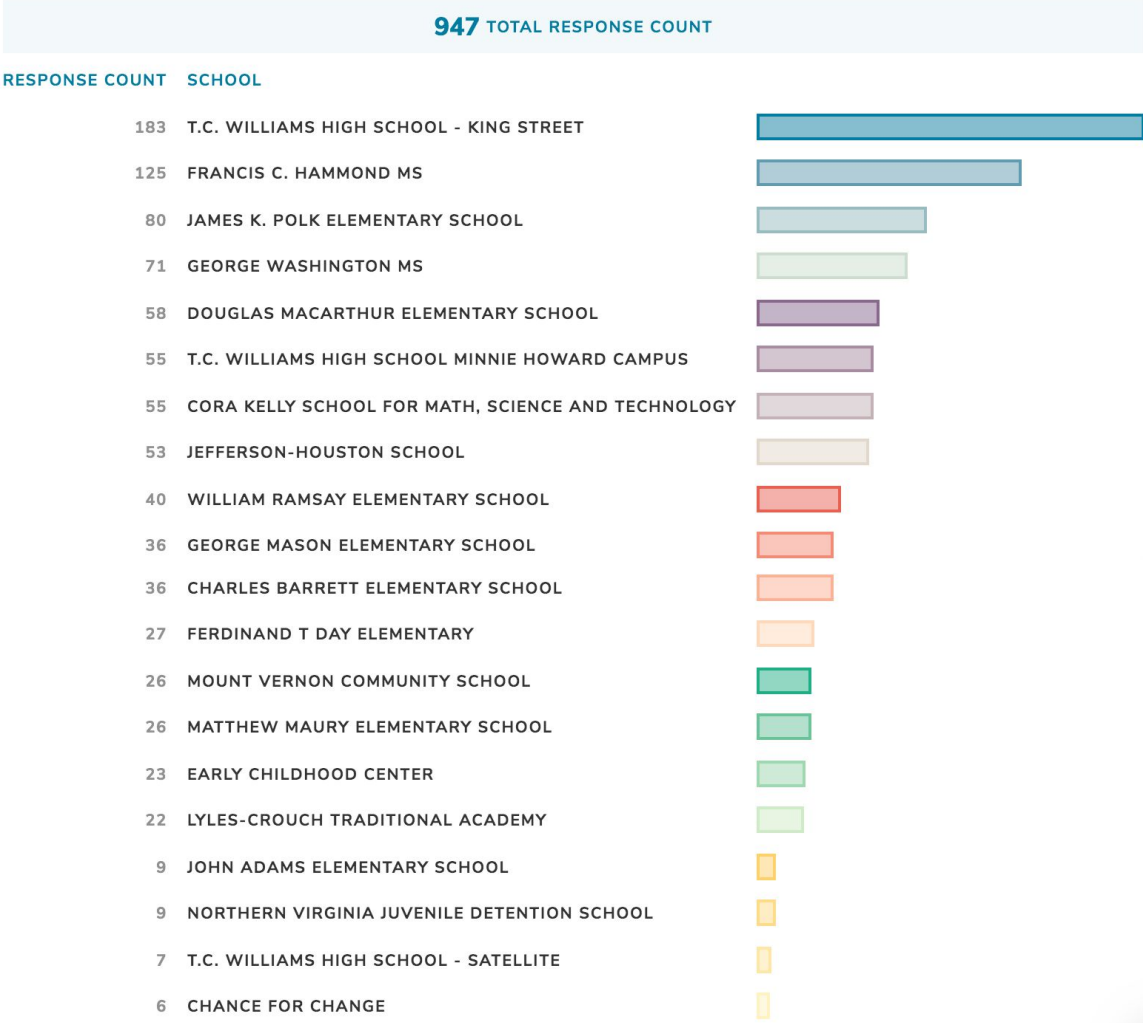
See full instruments here: [Staff Equity Audit](#) | [Student Equity Audit](#)

Who Responded:

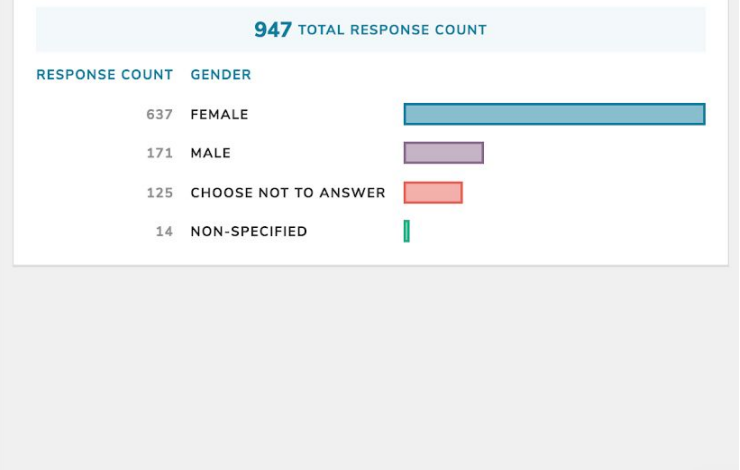
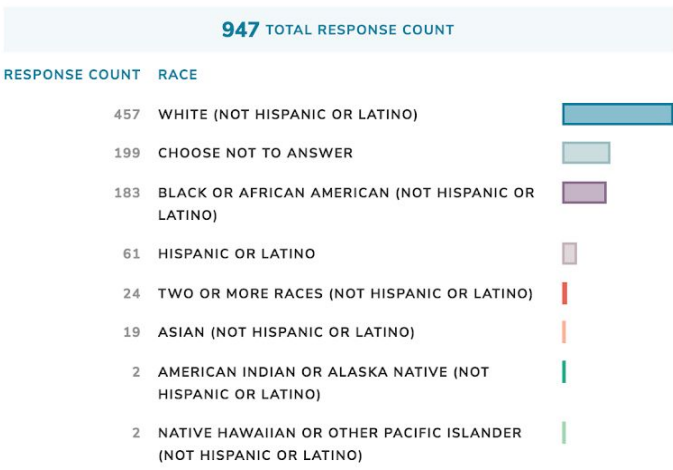
- **947** ACPS staff members responded to the Staff Equity Audit.
- **4,951** ACPS students responded to the Student Equity Audit.

*Equity Audits were conducted between 4/29/2019 and 6/16/2019.
See below for breakdowns of the responses by school, race, and gender.*

Staff Response Breakdown by School:

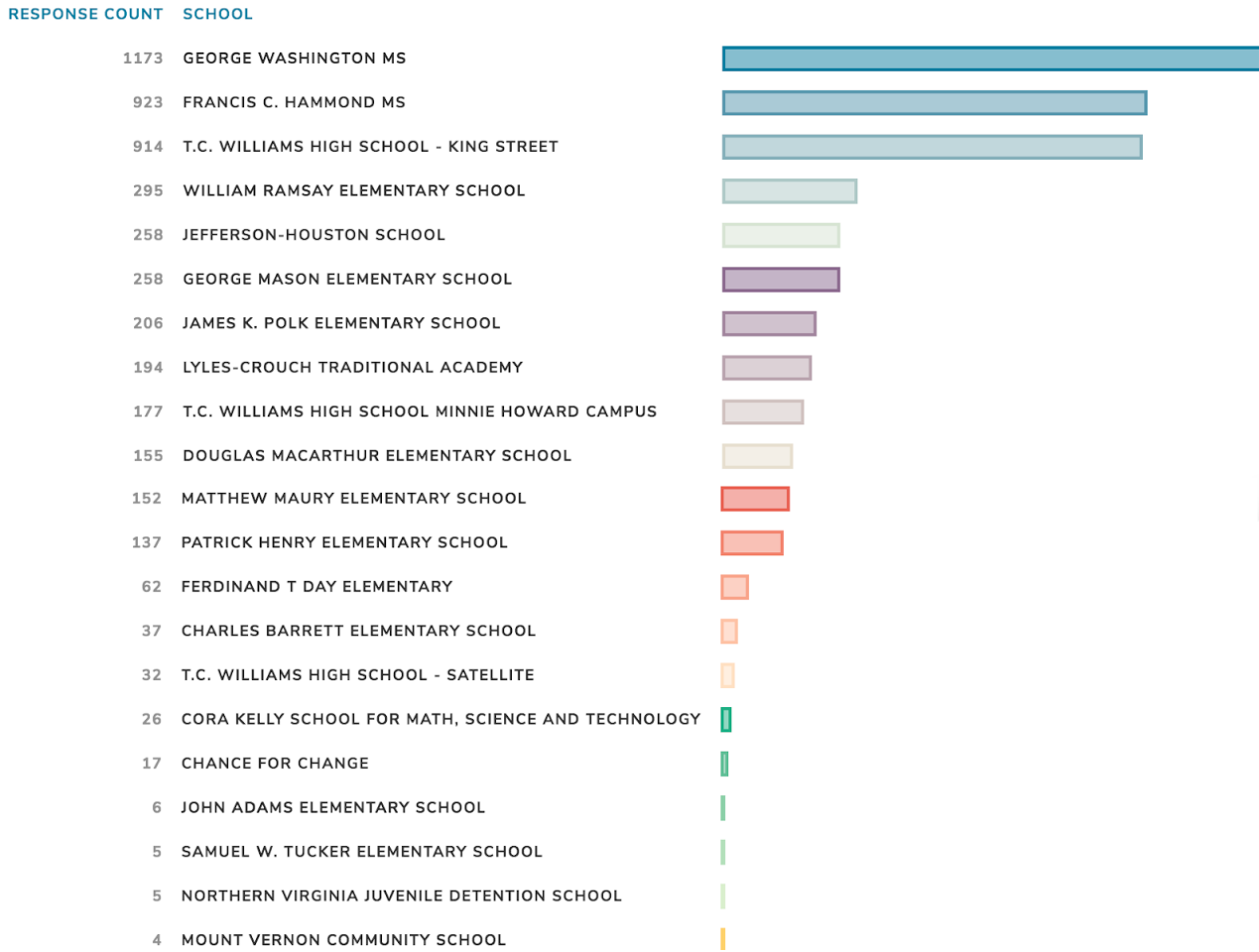


Staff Response Breakdown by Race and Gender:



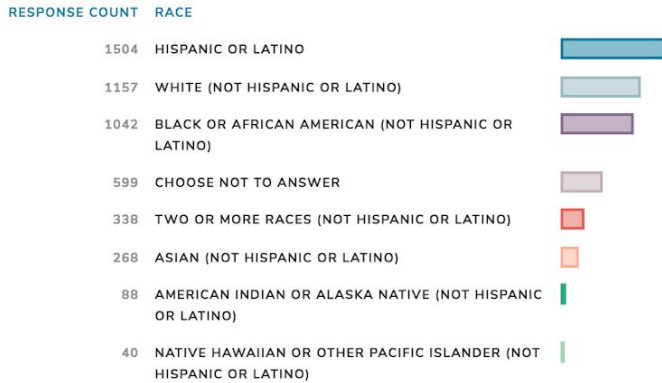
Student Response Breakdown by School:

5036 TOTAL RESPONSE COUNT

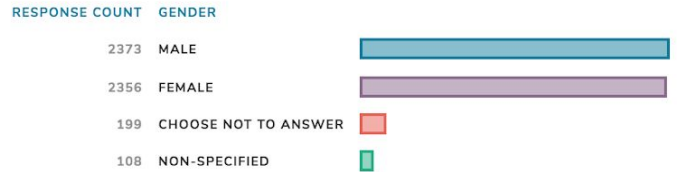


Student Response Breakdown by Race and Gender:

5036 TOTAL RESPONSE COUNT



5036 TOTAL RESPONSE COUNT





Key Findings

Each of the six categories or focus areas was assessed by asking staff and students to respond to 5-8 aligned statements, on the 4-point agreement scale shown below.

AGREEMENT SCALE

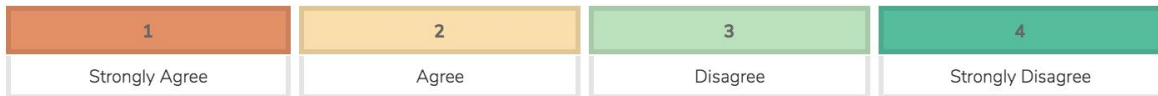
[Show 27 goals aligned with this rubric](#)



A reverse agreement scale was used for items where a response of "Agree" would be considered the negative response.

REVERSE AGREEMENT SCALE

[Show 4 goals aligned with this rubric](#)



In the pages that follow, you will see a series of visuals representing the percentage of participants indicating a positive response for each item and overall category. **Specifically, you will be examining the percentage of participants indicating that they "Agree" or "Strongly Agree" with a given statement, except in the case when the reverse scale above was used.**

Note About Data Interpretation:

Because staff and students were asked to respond to slightly different statements for the majority of categories, it is important to avoid making direct comparisons between staff and student perceptions within a given category, except when zooming in to look at the items asked of both audiences. Response counts must also be specifically kept in mind when interpreting the data.

Overall Snapshot:

Highlights:

- Staff showed the greatest proportion of positive responses to the items in the "Social Emotional" and "Instructional Excellence" categories, relative to the other three. The "Instructional Excellence" category showed similarly high levels of affirmation from student respondents.
 - 85% of participating staff and 87.5% of participating students indicated positive responses to a majority of the items in the category of "Instructional Excellence."
 - Students gave the greatest proportion of positive responses to the items in the "Physical Integration" category.
- While the staff overall responded least positively to items within "Engaged and Inspired Learners" and "Opportunities to Learn" categories, there is high variation among schools, suggesting the potential for examining best-practices at specific sites.
- Staff at Jefferson-Houston, T.C. Williams Minnie Howard, George Washington MS, and Francis C. Hammond indicated the lowest proportion of positive responses across the 5 categories, though we do see several bright spots within each school.
- Students at T.C. Williams - Minnie Howard, George Washington MS, and Francis C. Hammond MS indicated a slightly higher proportion of negative responses across the 5 categories, relative to other schools.

The pages that follow will highlight specific items evaluated in each category as well as the variations across respondents of different schools, races, and genders.

Staff and Student Responses Aggregated Across All Categories

	DATA COUNT	Staff Equity Audit 2018-19	Student Equity Audit 2018-19
		947	4951
> Engaged and Inspired Learners		69.6%	77.7%
> Physical Integration		72.5%	91.5%
> Opportunities to Learn		73.4%	87.7%
> Social Emotional		81.6%	81.9%
> Instructional Excellence		85.0%	87.5%

1A. Engaged and Inspired Learners: Staff Responses

Highlights:

- Only 60% of staff agreed that **"Most of my students would agree with the statement 'I feel prepared to face the challenges in my life.'"**
 - Agreement is less than 50% at Jefferson-Houston School, T.C. Williams High School Minnie Howard Campus and George Washington Middle School.
 - Agreement is greater than 80% at George Mason Elementary School.
- Variations could also be found among staff of different races, with White and Asian participants showing higher levels of agreement, relative to staff of other races.
- Female staff showed slightly higher levels of affirmation compared with male staff and gender non-specified staff.
 - 68.5% of female staff agreed with the statement: **"Most of my students would agree with the statement 'I like learning.'"** Only 55.1% of male staff, and 42.9% of gender non-specified staff agreed with this statement.

All Staff Responses – Engaged and Inspired Learners

		DATA COUNT	All Staff 944
▼	Engaged and Inspired Learners		69.6%
	Most of my students would agree with the statement "I feel prepared to face the challenges in my life."		60.0%
	Most of my students would agree with the statement "I like learning."		64.6%
	Students are provided real life learning experiences that link with their goals and aspirations.		65.0%
	Most of my students would agree with the statement "I am positive about my future."		74.0%
	Most of my students would agree with the statement "I like who I am."		82.3%

Staff Variations by Gender – Engaged and Inspired Learners

		DATA COUNT	All 944	Choose not to answer 124	Non-specified 14	Male 170	Female 636
▼	Engaged and Inspired Learners		69.6%	58.1%	64.3%	67.1%	72.6%
	Most of my students would agree with the statement "I feel prepared to face the challenges in my life."		60.0%	45.5%	57.1%	58.8%	63.2%
	Most of my students would agree with the statement "I like learning."		64.6%	60.5%	42.9%	55.1%	68.5%
	Students are provided real life learning experiences that link with their goals and aspirations.		65.0%	51.6%	57.1%	65.3%	67.6%
	Most of my students would agree with the statement "I am positive about my future."		74.0%	65.6%	71.4%	73.8%	75.8%
	Most of my students would agree with the statement "I like who I am."		82.3%	77.0%	78.6%	82.9%	83.2%

Staff Variations by Race – Engaged and Inspired Learners

Note: Groups with fewer than 3 submissions are omitted from this view.

	Two or More Races (Not Hispanic or Latino)	Choose not to Answer	Black or African American (Not Hispanic or Latino)	Hispanic or Latino	Asian (Not Hispanic or Latino)	White (Not Hispanic or Latino)
DATA COUNT	24	199	181	61	19	456
Engaged and Inspired Learners Most of my students would agree with the statement "I feel prepared to face the challenges in my life." Most of my students would agree with the statement "I like learning." Students are provided real life learning experiences that link with their goals and aspirations. Most of my students would agree with the statement "I am positive about my future." Most of my students would agree with the statement "I like who I am."	54.2%	63.3%	64.6%	65.6%	68.4%	75.9%
	50.0%	49.0%	49.2%	58.3%	63.2%	69.5%
	45.8%	63.3%	59.8%	63.3%	57.9%	68.7%
	58.3%	59.4%	64.6%	74.1%	68.4%	66.4%
	75.0%	68.2%	65.2%	74.6%	84.2%	79.7%
	70.8%	79.2%	76.2%	76.7%	78.9%	87.8%

Staff Variations by School – Engaged and Inspired Learners

Note: Schools with fewer than 10 submissions are omitted from this view.

	Jefferson-Houston School	T.C. Williams High School Minnie Howard Campus	Francis C. Hammond MS	T.C. Williams High School - King Street	George Washington MS	Matthew Maury Elementary School	William Ramsay Elementary School	Mount Vernon Community School	Cora Kelly School for Math, Science and Technology	Ferdinand T Day Elementary	George Mason Elementary School	James K. Polk Elementary School	Early Childhood Center	Lyles-Crouch Traditional Academy	Douglas MacArthur Elementary School	Charles Barrett Elementary School
DATA COUNT	52	54	125	182	71	26	40	26	55	27	36	80	23	22	58	36
Engaged and Inspired Learners Most of my students would agree with the statement "I feel prepared to face the challenges in my life." Students are provided real life learning experiences that link with their goals and aspirations. Most of my students would agree with the statement "I like learning." Most of my students would agree with the statement "I am positive about my future." Most of my students would agree with the statement "I like who I am."	26.9%	42.6%	51.2%	58.8%	52.1%	76.9%	92.5%	84.6%	89.1%	81.5%	88.9%	92.5%	91.3%	95.5%	100.0%	100.0%
	26.9%	35.2%	42.7%	47.2%	39.4%	65.4%	65.0%	76.9%	76.4%	70.4%	85.7%	81.0%	69.6%	95.5%	94.8%	97.2%
	30.8%	50.0%	54.8%	56.2%	56.3%	61.5%	77.5%	68.0%	72.7%	59.3%	72.2%	74.7%	87.0%	90.9%	84.2%	100.0%
	35.3%	30.2%	39.2%	45.5%	33.8%	84.6%	95.0%	88.5%	90.9%	88.9%	91.4%	92.5%	100.0%	95.5%	100.0%	97.1%
	50.0%	45.3%	59.7%	65.2%	64.8%	80.8%	82.5%	80.8%	89.1%	81.5%	94.3%	94.9%	82.6%	100.0%	100.0%	97.2%
	53.8%	61.1%	67.7%	76.4%	77.5%	92.3%	92.5%	88.5%	96.4%	96.3%	100.0%	96.3%	95.7%	100.0%	98.3%	100.0%

1B. Engaged and Inspired Learners: Student Responses

Highlights:

- 80% of students indicated agreement with the positive statement: "My teachers help me prepare for when things get difficult."
- Students at T.C. Williams Minnie Howard responded more negatively to a number of items in this category, relative to other schools. Responses are otherwise relatively consistent.
- Students identifying with Two or More Races and Native Hawaiian students indicated a lower proportion of positive responses, relative to students of other races.
- Gender non-specified students rated items in this category significantly lower than all other students. The item, "My teachers talk about things that are important to me." stands out as being particularly low among gender non-specified students.

All Student Responses – Engaged and Inspired Learners

		All Student Responses
		4919
DATA COUNT		
✓ Engaged and Inspired Learners		77.7%
	I have many chances to ask and answer questions about myself.	69.4%
	My teachers talk about things that are important to me. ⓘ	71.6%
	School is a place that helps me imagine my future.	73.3%
	School is a place that helps me plan for my future.	78.0%
	My teachers help me prepare for when things get difficult.	79.7%

Student Variations by Gender – Engaged and Inspired Learners

		All Student Responses	Non-specified	Choose not to answer	Female	Male
		4919	99	192	2320	2308
DATA COUNT						
✓ Engaged and Inspired Learners		77.7%	46.5%	64.1%	78.8%	79.1%
	I have many chances to ask and answer questions about myself.	69.4%	45.5%	61.8%	69.0%	71.5%
	My teachers talk about things that are important to me. ⓘ	71.6%	39.6%	61.6%	70.6%	74.7%
	School is a place that helps me imagine my future.	73.3%	44.3%	58.6%	75.5%	73.6%
	School is a place that helps me plan for my future.	78.0%	54.5%	61.9%	80.2%	78.1%
	My teachers help me prepare for when things get difficult.	79.7%	53.1%	71.7%	79.6%	81.7%

Student Variations by Race – Engaged and Inspired Learners

	All Student Responses	Two or More Races (Not Hispanic or Latino)	White (Not Hispanic or Latino)	Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	Black or African American (Not Hispanic or Latino)	Hispanic or Latino	Choose not to Answer	Asian (Not Hispanic or Latino)	American Indian or Alaska Native (Not Hispanic or Latino)
DATA COUNT	4919	333	1141	38	1021	1463	579	264	80
Engaged and Inspired Learners I have many chances to ask and answer questions about myself.	77.7%	70.3%	73.4%	68.4%	78.3%	81.2%	77.5%	84.1%	83.8%
My teachers talk about things that are important to me. i	71.6%	61.2%	67.9%	61.1%	72.9%	73.9%	73.6%	78.4%	73.3%
School is a place that helps me imagine my future.	73.3%	64.4%	68.0%	64.7%	73.9%	77.9%	75.5%	74.8%	80.3%
School is a place that helps me plan for my future.	78.0%	71.2%	74.1%	72.2%	79.1%	81.8%	76.0%	81.5%	85.5%
My teachers help me prepare for when things get difficult.	79.7%	72.2%	76.6%	80.6%	77.9%	82.1%	84.3%	84.0%	87.7%

Student Variations by School – Engaged and Inspired Learners

Note: Schools with fewer than 20 responses are omitted from this view.

	T.C. Williams High School Minnie Howard Campus	Chance for Change	George Washington MS	Francis C. Hammond MS	T.C. Williams High School - King Street	Matthew Maury Elementary School	Charles Barrett Elementary School	Douglas MacArthur Elementary School	T.C. Williams High School - Satellite	Jefferson-Houston School	George Mason Elementary School	Lyles-Crouch Traditional Academy	Ferdinand T Day Elementary	William Ramsay Elementary School	James K. Polk Elementary School	Patrick Henry Elementary School	Cora Kelly School for Math, Science and Technology
DATA COUNT	172	14	1150	896	889	149	36	154	32	248	252	193	62	293	204	135	24
Engaged and Inspired Learners I have many chances to ask and answer questions about myself.	64.0%	64.3%	70.9%	74.0%	76.7%	72.5%	77.8%	85.1%	84.4%	81.9%	88.5%	89.6%	87.1%	90.1%	87.3%	90.4%	87.5%
My teachers talk about things that are important to me. i	59.3%	69.2%	64.8%	67.3%	72.0%	57.5%	66.7%	76.2%	80.6%	71.6%	77.9%	73.1%	74.6%	71.5%	76.2%	77.7%	79.2%
School is a place that helps me imagine my future.	57.7%	50.0%	67.8%	70.8%	73.9%	68.0%	72.2%	76.0%	80.6%	78.7%	81.0%	84.9%	72.9%	84.5%	76.8%	84.8%	91.7%
School is a place that helps me plan for my future.	67.9%	69.2%	74.3%	76.6%	80.5%	72.8%	70.6%	74.3%	76.7%	78.5%	83.5%	86.9%	75.0%	85.1%	80.2%	89.3%	72.7%
My teachers help me prepare for when things get difficult.	70.0%	61.5%	73.6%	74.5%	75.3%	76.7%	91.7%	92.0%	77.4%	84.5%	89.9%	91.6%	91.5%	93.7%	93.1%	94.7%	91.3%

2A. Opportunities to Learn: Staff Responses

Highlights:

- 63.2% of participants *agreed* with the negative statement: **"There is a noticeable relationship between student demographics and rigorous classes."**
 - Only 3 schools had greater than 50% of staff indicate the positive response (in this case, disagreement).
- Variations among several indicators are especially pronounced when comparing by school (*e.g. Charles Barrett has a higher proportion of positive responses compared with George Washington MS*). Refer to the visuals below for further exploration.
- While responses are relatively consistent across most racial groups, staff from two or more racial groups rated lower across all items, relative to staff identifying with other races.
- When looking at staff responses grouped by gender, there is relative consistency in the proportion of staff who responded positively. There is some variation among staff identifying as gender non-specified. A small sample of 14 makes it difficult to draw specific conclusions.

All Staff View – Opportunities to Learn

		DATA COUNT	All Staff
∨	Opportunities to Learn		932
	There is a noticeable relationship between student demographics and rigorous classes.		73.3%
	Staff meets the needs of diverse student groups.		36.8%
	Effective communication skills are valued in our school.		76.2%
	Students are encouraged to complete challenging classes/coursework.		74.3%
	Staff have high expectations for all students.		82.2%
			75.3%

Staff Variations by Gender – Opportunities to Learn

		All Staff	Non-specified	Choose not to answer	Male	Female
	DATA COUNT	932	14	125	166	627
∨	Opportunities to Learn	73.3%	64.3%	62.4%	69.9%	76.6%
	There is a noticeable relationship between student demographics and rigorous classes.	36.8%	35.7%	36.4%	32.7%	38.0%
	Staff meets the needs of diverse student groups.	76.2%	78.6%	63.6%	78.0%	78.1%
	Effective communication skills are valued in our school.	74.3%	50.0%	58.9%	75.9%	77.5%
	Students are encouraged to complete challenging classes/coursework.	82.2%	50.0%	75.0%	83.7%	83.9%
	Staff have high expectations for all students.	75.3%	57.1%	68.9%	77.0%	76.5%

Staff Variations by Race – Opportunities to Learn

Note: Groups with fewer than 3 responses were omitted from this view.

	All Staff	Two or More Races (Not Hispanic or Latino)	Choose not to Answer	Black or African American (Not Hispanic or Latino)	Asian (Not Hispanic or Latino)	White (Not Hispanic or Latino)	Hispanic or Latino
DATA COUNT	932	24	199	178	18	449	60
Opportunities to Learn There is a noticeable relationship between student demographics and rigorous classes. Staff meets the needs of diverse student groups. Effective communication skills are valued in our school. Students are encouraged to complete challenging classes/coursework. Staff have high expectations for all students.	73.3%	41.7%	68.3%	66.3%	88.9%	78.8%	75.0%
	36.8%	20.8%	38.9%	34.7%	44.4%	37.0%	39.7%
	76.2%	54.2%	70.1%	66.7%	86.7%	83.4%	74.6%
	74.3%	62.5%	65.5%	75.0%	76.5%	77.1%	83.1%
	82.2%	62.5%	76.8%	79.5%	83.3%	86.4%	83.3%
	75.3%	54.2%	71.6%	67.0%	77.8%	80.9%	77.2%

Staff Variations by School – Opportunities to Learn

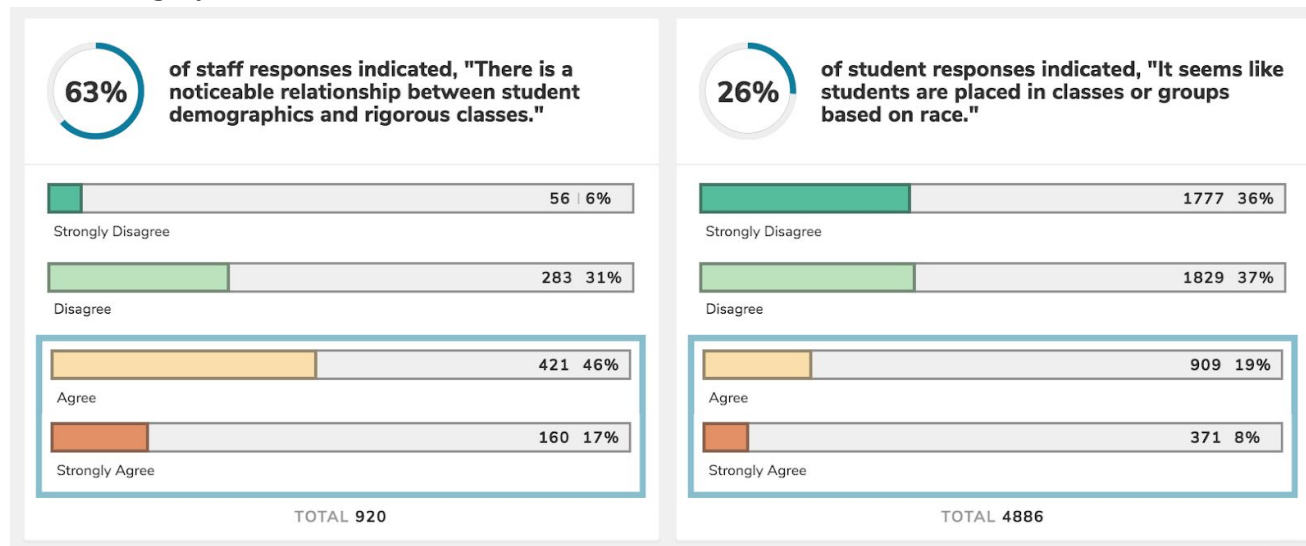
Note: Schools with fewer than 10 submissions are omitted from this view.

	Jefferson-Houston School	T.C. Williams High School Minnie Howard Campus	George Washington MS	T.C. Williams High School - King Street	Matthew Maury Elementary School	Francis C. Hammond MS	Mount Vernon Community School	George Mason Elementary School	Ferdinand T Day Elementary	William Ramsay Elementary School	Early Childhood Center	Cora Kelly School for Math, Science and Technology	Douglas MacArthur Elementary School	James K. Polk Elementary School	Lyles-Crouch Traditional Academy	Charles Barrett Elementary School
DATA COUNT	52	55	71	179	26	123	26	36	27	40	22	55	58	80	21	36
Opportunities to Learn There is a noticeable relationship between student demographics and rigorous classes. Staff meets the needs of diverse student groups. Effective communication skills are valued in our school. Students are encouraged to complete challenging classes/coursework. Staff have high expectations for all students.	38.5%	54.5%	53.5%	60.3%	69.2%	72.4%	65.4%	86.1%	63.0%	90.0%	90.9%	90.9%	89.7%	96.3%	100.0%	100.0%
	48.1%	14.5%	17.1%	16.9%	19.2%	46.7%	23.1%	25.0%	65.4%	53.8%	61.1%	63.0%	39.7%	56.6%	45.0%	42.9%
	41.2%	70.9%	64.8%	61.1%	88.5%	74.0%	76.9%	75.0%	88.5%	82.1%	95.5%	92.6%	91.1%	94.9%	90.5%	91.7%
	39.2%	60.0%	58.6%	67.2%	53.8%	66.4%	73.1%	88.9%	55.6%	95.0%	90.9%	90.9%	94.8%	91.0%	100.0%	100.0%
	58.8%	74.5%	74.6%	74.6%	92.3%	81.3%	84.6%	94.4%	66.7%	82.5%	70.0%	89.1%	94.8%	97.5%	100.0%	97.2%
	39.2%	63.0%	61.4%	66.3%	96.2%	67.8%	80.8%	86.1%	66.7%	87.5%	86.4%	81.8%	87.9%	96.3%	100.0%	97.2%

2B. Opportunities to Learn: Student Responses

Highlights:

- In each item within this category, 74% or more selected the positive response.
- Teachers and students indicated differing perspectives on the relationship between rigor and race. However, this item showed the greatest proportion of negative responses in the category for both staff and students.



- Across racial groups, student responses do not vary significantly.
- Female students responded slightly more positively than male students in this category; however, gender non-specified students rated the indicators significantly lower than both male and female students. 56.6% of gender non-specified students agreed with the statement "Teachers seem to be able to meet the needs of all their students, including me."

All Student View – Opportunities to Learn

		DATA COUNT	All Students
∨	Opportunities to Learn		4936
	Teachers seem to be able to meet the needs of all students, including me. ⓘ		87.7%
	I am challenged in my classes. ⓘ		77.0%
	I am challenged in my classes. ⓘ		81.3%
	It seems like students are placed in classes and groups based on race. ⓘ		73.8%
	I am encouraged to complete challenging classes/coursework. ⓘ		84.0%
	Teachers believe in my abilities. ⓘ		86.4%

Student Variations by Gender – Opportunities to Learn

	All	Non-specified	Choose not to answer	Male	Female
DATA COUNT	4936	101	194	2321	2320
Opportunities to Learn Teachers seem to be able to meet the needs of all their students, including me. 1 I am challenged in my classes. 1 It seems like students are placed in classes and groups based on race. 1 I am encouraged to complete challenging classes/coursework. 1 Teachers believe in my abilities. 1	87.7%	68.3%	84.0%	87.4%	89.1%
	77.0%	56.6%	67.6%	78.9%	76.8%
	81.3%	73.5%	77.2%	80.2%	83.0%
	73.8%	65.7%	75.9%	72.8%	75.0%
	84.0%	64.3%	77.4%	82.9%	86.5%
	86.4%	62.9%	81.0%	86.6%	87.7%

Student Variations by Race – Opportunities to Learn

	All	Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	Hispanic or Latino	Black or African American (Not Hispanic or Latino)	Two or More Races (Not Hispanic or Latino)	Choose not to Answer	Asian (Not Hispanic or Latino)	White (Not Hispanic or Latino)	American Indian or Alaska Native (Not Hispanic or Latino)
DATA COUNT	4936	40	1471	1024	335	577	264	1143	82
Opportunities to Learn Teachers seem to be able to meet the needs of all their students, including me. 1 I am challenged in my classes. 1 It seems like students are placed in classes and groups based on race. 1 I am encouraged to complete challenging classes/coursework. 1 Teachers believe in my abilities. 1	87.7%	82.5%	87.6%	86.7%	85.4%	87.5%	87.5%	89.9%	85.4%
	77.0%	69.2%	80.1%	73.7%	73.9%	77.5%	74.3%	77.1%	83.6%
	81.3%	82.1%	78.5%	83.0%	81.8%	78.5%	77.3%	85.8%	75.0%
	73.8%	81.6%	69.7%	73.1%	74.5%	77.0%	76.1%	77.6%	65.8%
	84.0%	80.6%	81.6%	83.3%	84.5%	81.6%	85.0%	88.7%	81.4%
	86.4%	75.7%	87.2%	84.4%	83.4%	85.7%	89.1%	88.3%	86.1%

Student Variations by School – Opportunities to Learn

Note: Schools with fewer than 20 submissions are omitted from this view.

	Chance for Change	T.C. Williams High School - Minnie Howard Campus	T.C. Williams High School - King Street	Francis C. Hammond MS	George Washington MS	Jefferson-Houston School	Matthew Maury Elementary School	Patrick Henry Elementary School	James K. Polk Elementary School	Cora Kelly School for Math, Science and Technology	Charles Barrett Elementary School	William Ramsay Elementary School	George Mason Elementary School	T.C. Williams High School - Satellite	Ferdinand T Day Elementary	Lyles-Crouch Traditional Academy	Douglas MacArthur Elementary School
DATA COUNT	14	176	893	903	1153	252	149	136	204	23	36	294	250	32	62	194	152
Opportunities to Learn Teachers seem to be able to meet the needs of all their students, including me. 1 I am challenged in my classes. 1 It seems like students are placed in classes and groups based on race. 1 I am encouraged to complete challenging classes/coursework. 1 Teachers believe in my abilities. 1	71.4%	83.5%	85.7%	83.7%	86.3%	85.7%	93.3%	94.9%	90.7%	95.7%	94.4%	91.2%	94.8%	96.9%	93.5%	93.8%	95.4%
	75.0%	71.8%	74.9%	71.7%	74.3%	75.6%	78.8%	83.7%	82.2%	90.9%	94.4%	84.5%	88.2%	96.8%	83.3%	83.9%	82.8%
	61.5%	81.9%	85.1%	75.9%	81.9%	74.1%	82.2%	79.3%	76.6%	82.6%	77.8%	84.3%	84.2%	93.5%	86.9%	88.0%	84.7%
	42.9%	63.6%	60.6%	77.7%	65.6%	75.5%	83.9%	87.3%	85.8%	87.0%	80.0%	84.7%	86.2%	77.4%	88.3%	90.2%	89.5%
	58.3%	78.3%	83.4%	77.0%	87.4%	80.5%	85.8%	88.6%	82.7%	81.8%	88.9%	85.9%	91.1%	93.5%	91.4%	90.1%	86.1%
	61.5%	80.6%	86.6%	82.4%	84.8%	86.5%	90.4%	87.9%	90.0%	100.0%	100.0%	89.8%	95.5%	90.3%	86.9%	89.6%	90.7%

3A. Physical Integration: Staff Responses

Highlights:

- While 79% of staff across the district agreed with the statement: "Efforts are made to foster respect between students from different backgrounds and identities," only 54.6% *disagreed* with the negative statement: "There are tensions in the school between students with different backgrounds and identities."
- Responses in this category vary especially widely by school.
- There is some variation across staff of different races, where staff identifying as Asian indicated the most positive responses while staff of two or more races showed the least positive responses across several items in this category.
- Responses vary slightly by gender.

All Staff Responses – Physical Integration

		DATA COUNT	All Staff
			947
∨	Physical Integration		72.5%
	There are tensions in the school between students with different backgrounds and identities.		54.6%
	Classroom placement ensures that diversity exists in all learning environments.		65.0%
	Our physical school building is a place that supports learning for all students.		70.4%
	Students are being prepared to function as a member of a diverse society.		74.5%
	Efforts are made to foster respect between students from different backgrounds and identities.		79.0%

Staff Variations by Gender – Physical Integration

		All	Choose not to answer	Non-specified	Male	Female	
		DATA COUNT	947	125	14	171	637
∨	Physical Integration	72.5%	54.4%	78.6%	74.3%	75.5%	
	There are tensions in the school between students with different backgrounds and identities.	54.6%	49.6%	71.4%	43.8%	58.1%	
	Classroom placement ensures that diversity exists in all learning environments.	65.0%	49.6%	53.8%	63.1%	68.8%	
	Our physical school building is a place that supports learning for all students.	70.4%	59.7%	71.4%	70.6%	72.4%	
	Students are being prepared to function as a member of a diverse society.	74.5%	55.6%	64.3%	78.8%	77.3%	
	Efforts are made to foster respect between students from different backgrounds and identities.	79.0%	67.2%	85.7%	80.1%	80.9%	

Staff Variations by Race- Physical Integration

Note: Groups with fewer than 3 submissions are omitted from this view.

	All	Two or More Races (Not Hispanic or Latino)	Choose not to Answer	Black or African American (Not Hispanic or Latino)	Hispanic or Latino	White (Not Hispanic or Latino)	Asian (Not Hispanic or Latino)
DATA COUNT	947	24	199	183	61	457	19
<p>Physical Integration</p> <p>There are tensions in the school between students with different backgrounds and identities.</p> <p>Classroom placement ensures that diversity exists in all learning environments.</p> <p>Our physical school building is a place that supports learning for all students.</p> <p>Students are being prepared to function as a member of a diverse society.</p> <p>Efforts are made to foster respect between students from different backgrounds and identities.</p>	72.5%	58.3%	64.8%	69.9%	68.9%	77.0%	94.7%
	54.6%	50.0%	52.6%	58.6%	45.9%	55.5%	52.6%
	65.0%	39.1%	55.2%	60.3%	63.3%	72.2%	66.7%
	70.4%	62.5%	65.8%	71.8%	72.1%	71.2%	84.2%
	74.5%	50.0%	61.2%	67.6%	73.8%	83.8%	89.5%
	79.0%	62.5%	70.7%	75.1%	75.4%	84.8%	89.5%

Staff Variations by School - Physical Integration

Note: Schools with fewer than 10 submissions are omitted from this view.

	Jefferson-Houston School	George Washington MS	T.C. Williams High School - King Street	T.C. Williams High School Minnie Howard Campus	Francis C. Hammond MS	Ferdinand T Day Elementary	Matthew Maury Elementary School	Mount Vernon Community School	George Mason Elementary School	Cora Kelly School for Math, Science and Technology	Lyles-Crouch Traditional Academy	Douglas MacArthur Elementary School	William Ramsay Elementary School	Charles Barrett Elementary School	James K. Polk Elementary School	Early Childhood Center
DATA COUNT	53	71	183	55	125	27	26	26	36	55	22	58	40	36	80	23
<p>Physical Integration</p> <p>There are tensions in the school between students with different backgrounds and identities.</p> <p>Classroom placement ensures that diversity exists in all learning environments.</p> <p>Our physical school building is a place that supports learning for all students.</p> <p>Students are being prepared to function as a member of a diverse society.</p> <p>Efforts are made to foster respect between students from different backgrounds and identities.</p>	41.5%	40.8%	59.6%	63.6%	70.4%	63.0%	73.1%	69.2%	69.4%	90.9%	90.9%	94.8%	92.5%	97.2%	96.3%	95.7%
	45.3%	43.7%	40.8%	48.1%	41.6%	44.4%	26.9%	57.7%	55.6%	63.0%	85.7%	68.4%	82.1%	80.6%	83.8%	91.3%
	43.1%	21.1%	45.2%	44.4%	71.5%	69.2%	69.2%	56.0%	66.7%	88.9%	86.4%	87.7%	85.0%	88.9%	93.8%	87.0%
	42.3%	47.1%	63.5%	65.5%	63.2%	55.6%	76.9%	50.0%	94.4%	81.8%	81.8%	86.2%	85.0%	91.7%	88.8%	91.3%
	35.8%	52.1%	67.6%	70.9%	63.4%	81.5%	88.5%	76.9%	80.6%	89.1%	81.8%	96.6%	87.2%	94.4%	91.3%	87.0%
	49.1%	54.9%	70.6%	77.8%	78.4%	70.4%	61.5%	88.5%	80.6%	90.9%	95.5%	96.5%	92.5%	97.2%	96.3%	91.3%

3B. Physical Integration: Student Responses

Highlights:

- In three out of the four indicators in this category, greater than 80% of students indicated a positive response (agreeing with a positive statement); however, in only 40.9% *disagreed* with the negative statement: **"There are tensions in the school between students with different backgrounds and identities."**
 - In both staff and student groups, this item stood out as the most negatively rated of all items in the Physical Integration category.
 - This item is one of the few in which students showed a more prevalent negative response, compared with staff (where 54.6% of staff disagreed with the same item).
- There are only slight variations across schools and racial groups. T.C. Williams Satellite Campus and Ferdinand T. Day Elementary were the only two schools in which greater than 60% of students responded positively by *disagreeing* with the statement **"There are tensions in the school between students with different backgrounds and identities."**

All Student Responses - Physical Integration

		DATA COUNT	All Students
			4951
▼	Physical Integration		91.5%
	There are tensions in the school between students with different backgrounds and identities. ⓘ		40.9%
	Adults at my school understand my culture and background.		80.7%
	I am being prepared to be part of a diverse society. ⓘ		86.9%
	In my classroom there are students from different backgrounds.		93.2%

Student Variations by Gender - Physical Integration

		All	Non-specified	Choose not to answer	Male	Female	
		DATA COUNT	4951	101	197	2325	2328
▼	Physical Integration		91.5%	78.2%	82.2%	92.0%	92.4%
	There are tensions in the school between students with different backgrounds and identities. ⓘ		40.9%	47.5%	43.5%	41.8%	39.5%
	Adults at my school understand my culture and background.		80.7%	62.0%	66.8%	80.6%	82.7%
	I am being prepared to be part of a diverse society. ⓘ		86.9%	71.3%	74.5%	87.6%	87.9%
	In my classroom there are students from different backgrounds.		93.2%	79.0%	88.1%	93.4%	94.1%

Student Variations by Race – Physical Integration

	All	Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	Black or African American (Not Hispanic or Latino)	American Indian or Alaska Native (Not Hispanic or Latino)	Hispanic or Latino	Choose not to Answer	Two or More Races (Not Hispanic or Latino)	Asian (Not Hispanic or Latino)	White (Not Hispanic or Latino)
DATA COUNT	4898	38	1016	78	1461	575	327	265	1138
Physical Integration	91.5%	73.7%	89.7%	92.3%	91.6%	89.9%	90.5%	90.9%	95.0%
There are tensions in the school between students with different backgrounds and identities. 1	40.7%	41.7%	37.1%	37.5%	36.5%	45.0%	41.4%	44.6%	45.9%
Adults at my school understand my culture and background.	80.8%	77.8%	75.6%	79.2%	82.7%	76.2%	75.6%	77.5%	87.6%
I am being prepared to be part of a diverse society. 1	87.0%	69.4%	86.3%	79.7%	85.2%	83.2%	88.9%	87.9%	92.2%
In my classroom there are students from different backgrounds.	93.3%	84.2%	91.3%	90.7%	94.2%	91.7%	94.7%	93.4%	94.9%

Student Variations by School – Physical Integration

Note: Schools with fewer than 20 submissions are omitted from this view (except for Chance for Change).

	Chance for Change	Jefferson-Houston School	Francis C. Hammond MS	George Washington MS	T.C. Williams High School Minnie Howard Campus	Matthew Maury Elementary School	Patrick Henry Elementary School	T.C. Williams High School - King Street	Charles Barrett Elementary School	Cora Kelly School for Math, Science and Technology	Ferdinand T Day Elementary	William Ramsay Elementary School	James K. Polk Elementary School	Lyles-Crouch Traditional Academy	Douglas MacArthur Elementary School	George Mason Elementary School	T.C. Williams High School - Satellite
DATA COUNT	15	251	907	1153	177	149	136	900	37	25	61	291	205	194	154	252	31
Physical Integration	60.0%	86.5%	90.8%	91.8%	88.7%	91.3%	94.1%	90.7%	97.3%	92.0%	88.5%	92.8%	92.2%	94.8%	94.8%	95.2%	96.8%
There are tensions in the school between students with different backgrounds and identities. 1	60.0%	30.1%	32.9%	33.4%	38.6%	38.8%	38.6%	43.6%	43.2%	58.3%	60.3%	47.0%	58.9%	51.5%	57.0%	58.2%	63.3%
Adults at my school understand my culture and background.	53.8%	77.1%	79.5%	81.3%	78.2%	78.8%	76.5%	80.8%	86.5%	96.0%	79.7%	81.5%	74.6%	85.1%	83.4%	89.2%	83.3%
I am being prepared to be part of a diverse society. 1	46.7%	82.7%	85.9%	86.4%	85.3%	88.6%	88.1%	88.2%	89.2%	80.0%	81.7%	89.3%	85.8%	88.7%	86.3%	92.8%	93.5%
In my classroom there are students from different backgrounds.	57.1%	90.1%	94.1%	94.4%	93.7%	95.2%	94.8%	91.1%	89.2%	76.0%	93.1%	94.3%	95.0%	96.4%	93.4%	92.8%	96.7%

4A. Social Emotional: Staff Responses

Highlights:

- More than 70% of staff indicated the positive response for the 4 indicators in this category related to staff support.
- While 81% of staff agreed that "Students feel safe at our school," only 56% *disagreed* with the negative statement "Bullying is a problem at our school."
 - Bullying concerns were particularly prevalent at Jefferson-Houston, Francis C. Hammond Middle School and Northern VA Detention School.
- Only 51% *disagreed* that "students from specific racial groups are more likely to be sent out of class for disciplinary action." This topic had with the greatest proportion of negative responses of all in the category.
 - While staff at Mount Vernon Community School showed a greater proportion of positive responses in nearly all other topics, in this particular topic, the negative response was more prevalent when compared with any other school.

All Staff Responses – Social Emotional

		All Staff
		942
	DATA COUNT	
▼	Social Emotional	81.6%
	Students from specific racial groups are more likely to be sent out of class for disciplinary action.	51.9%
	Bullying is a problem at our school.	56.2%
	The social and emotional needs of our students are adequately supported by our school.	61.5%
	Staff know what to do if students' mental health and well-being are in question.	70.8%
	Students feel safe at our school.	80.7%
	Staff promotes positive race relations to better interact with students from different backgrounds.	79.8%
	Staff show they care about all students.	86.8%
	Staff support students beyond their academic performance.	89.9%

Staff Variations by Gender – Social Emotional

	All	Choose not to answer	Non-specified	Male	Female
DATA COUNT	942	124	14	170	634
Social Emotional Students from specific racial groups are more likely to be sent out of class for disciplinary action.	81.6%	68.5%	78.6%	83.5%	83.8%
Bullying is a problem at our school.	51.9%	46.0%	57.1%	52.4%	52.9%
The social and emotional needs of our students are adequately supported by our school.	56.2%	41.1%	50.0%	57.5%	59.0%
Staff know what to do if students' mental health and well-being are in question.	61.5%	51.2%	28.6%	60.4%	64.5%
Students feel safe at our school.	70.8%	54.0%	53.8%	67.9%	75.3%
Staff promotes positive race relations to better interact with students from different backgrounds.	80.7%	70.7%	64.3%	85.7%	81.7%
Staff show they care about all students.	79.8%	66.7%	64.3%	84.7%	81.3%
Staff support students beyond their academic performance.	86.8%	83.7%	78.6%	87.6%	87.3%
	89.9%	79.8%	92.9%	91.7%	91.3%

Staff Variations by Race – Social Emotional

Note: Groups with fewer than 3 submissions are omitted from this view.

	All	Two or More Races (Not Hispanic or Latino)	Choose not to Answer	Asian (Not Hispanic or Latino)	Black or African American (Not Hispanic or Latino)	Hispanic or Latino	White (Not Hispanic or Latino)
DATA COUNT	942	24	197	19	182	61	455
Social Emotional Students from specific racial groups are more likely to be sent out of class for disciplinary action.	81.6%	70.8%	75.1%	84.2%	74.2%	73.8%	88.8%
Bullying is a problem at our school.	51.9%	29.2%	51.0%	61.1%	44.2%	47.5%	56.6%
The social and emotional needs of our students are adequately supported by our school.	56.2%	45.8%	45.6%	57.9%	60.0%	57.4%	59.2%
Staff know what to do if students' mental health and well-being are in question.	61.5%	69.6%	48.7%	61.1%	64.8%	60.7%	65.2%
Students feel safe at our school.	70.8%	70.8%	57.1%	89.5%	69.8%	67.2%	76.9%
Staff promotes positive race relations to better interact with students from different backgrounds.	80.7%	87.5%	74.4%	68.4%	81.5%	70.5%	84.5%
Staff show they care about all students.	79.8%	62.5%	73.6%	84.2%	69.1%	82.0%	87.1%
Staff support students beyond their academic performance.	86.8%	62.5%	84.1%	73.7%	82.1%	90.0%	91.0%
	89.9%	91.7%	86.2%	89.5%	83.9%	88.3%	93.8%

Staff Variations by School – Social Emotional

Note: Schools with fewer than 10 submissions are omitted from this view.

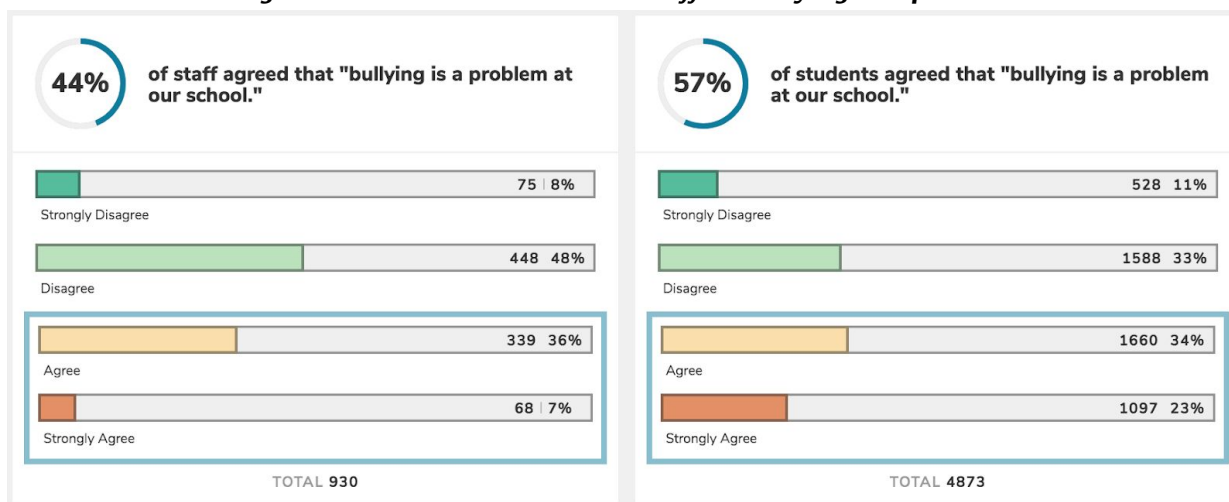
	Jefferson-Houston School	Ferdinand T Day Elementary	Francis C. Hammond MS	George Washington MS	T.C. Williams High School - King Street	Matthew Maury Elementary School	T.C. Williams High School Minnie Howard Campus	Cora Kelly School for Math, Science and Technology	Mount Vernon Community School	George Mason Elementary School	William Ramsay Elementary School	Lyles-Crouch Traditional Academy	Douglas MacArthur Elementary School	Early Childhood Center	Charles Barrett Elementary School	James K. Polk Elementary School
DATA COUNT	53	27	125	70	181	26	55	55	26	36	40	21	58	22	36	80
✓ Social Emotional Students of some races are treated differently than others when they misbehave. Bullying is a problem at our school. The social and emotional needs of our students are adequately supported by our school. Staff know what to do if students' mental health and well-being are in question. I feel safe at school. Staff promotes positive race relations to better interact with students from different backgrounds. I believe adults at my school care about me. I know at least one adult in school who supports me outside of class.	30.2%	59.3%	78.4%	81.4%	74.0%	80.8%	83.6%	90.9%	92.3%	91.7%	90.0%	90.5%	94.8%	95.5%	100.0%	97.5%
	35.8%	73.1%	58.4%	35.7%	34.3%	30.8%	38.2%	74.1%	26.9%	63.9%	74.4%	52.4%	41.4%	77.3%	77.8%	76.3%
	13.7%	40.7%	31.1%	42.9%	54.5%	53.8%	47.3%	59.3%	69.2%	58.3%	59.0%	85.7%	91.2%	95.5%	80.6%	81.3%
	17.0%	25.9%	48.4%	58.6%	64.2%	30.8%	63.6%	70.4%	69.2%	72.2%	56.4%	61.9%	79.3%	90.9%	97.2%	81.3%
	34.6%	29.6%	69.4%	65.7%	70.5%	61.5%	74.5%	67.3%	76.9%	77.8%	71.8%	81.0%	86.2%	72.7%	83.3%	87.3%
	25.0%	63.0%	60.2%	85.7%	80.4%	69.2%	86.8%	85.2%	92.3%	100.0%	89.7%	100.0%	100.0%	95.5%	97.2%	98.8%
	47.2%	61.5%	82.3%	72.5%	71.9%	80.0%	76.4%	85.5%	80.8%	83.3%	84.6%	85.7%	91.2%	95.5%	91.7%	94.9%
	73.1%	85.2%	79.2%	80.0%	79.7%	92.3%	83.3%	89.1%	88.5%	94.4%	95.0%	95.2%	96.6%	95.5%	97.2%	98.8%
	71.2%	81.5%	88.8%	81.4%	85.0%	96.2%	87.0%	94.4%	100.0%	91.7%	94.9%	90.5%	96.5%	95.5%	100.0%	100.0%

4B. Social Emotional: Student Responses

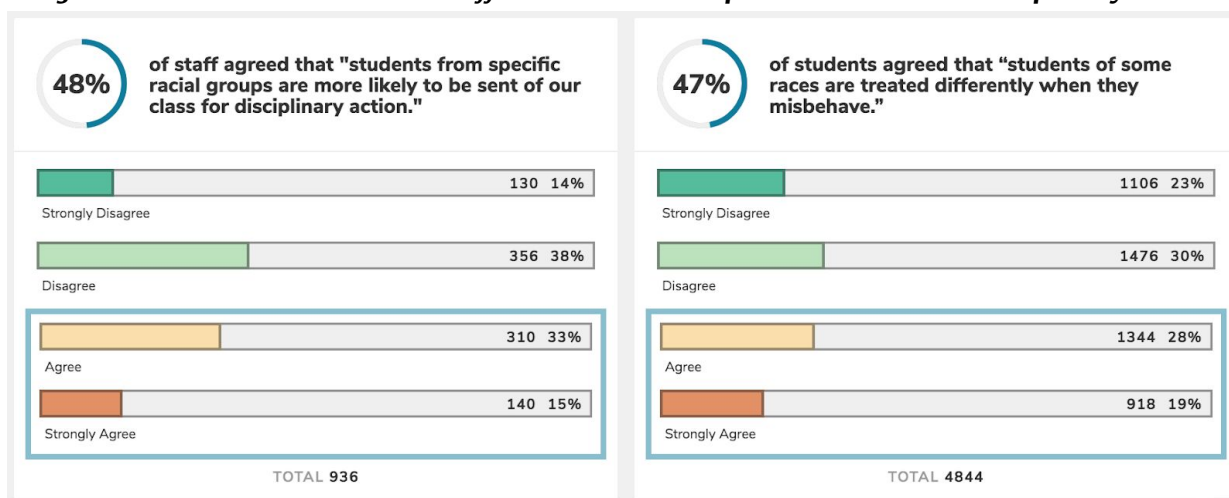
Highlights:

- Staff and student responses were fairly consistent in this category: Items related to staff support received positive responses from more than 73% of students, while the two items receiving the lowest proportion of positive responses were:
 - "Bullying is a problem at our school."
 - "Students of some races are treated differently when they misbehave."
- Greater than 60% of students indicated that "Bullying is a problem at our school" at Cora Kelly, Jefferson Houston, George Washington Middle, Francis C. Hammond Middle, and William Ramsay Elementary.
 - Conversely, T.C. Williams - King Street had over 60% of students disagree with this statement, suggesting the lowest prevalence of bullying among participating schools.
- Responses were relatively consistent across racial groups. In some areas, gender non-specified staff responded less positively than students of other genders.

Alignment between students and staff on bullying as a problem.



Alignment between students and staff on the relationship between race and disciplinary actions.



All Student Responses – Social Emotional

		DATA COUNT	All Students
			4948
▼	Social Emotional		81.9%
	Bullying is a problem at our school.		43.4%
	Students of some races are treated differently than others when they misbehave. ⓘ		53.3%
	I know at least one adult in school who supports me outside of class. ⓘ		73.3%
	I feel safe at school. ⓘ		79.3%
	I believe adults at my school care about me. ⓘ		80.7%
	Adults in my school want me to learn from the good and bad choices I make.		86.8%

Student Variations by Gender – Social Emotional

		All	Non-specified	Choose not to answer	Female	Male	
		DATA COUNT	4948	100	193	2329	2326
▼	Social Emotional		81.9%	57.0%	68.4%	82.2%	83.7%
	Bullying is a problem at our school.		43.4%	42.0%	36.8%	40.6%	46.9%
	Students of some races are treated differently than others when they misbehave. ⓘ		53.3%	43.3%	54.7%	51.7%	55.2%
	I know at least one adult in school who supports me outside of class. ⓘ		73.3%	59.2%	67.0%	75.3%	72.4%
	I feel safe at school. ⓘ		79.3%	52.0%	62.1%	79.8%	81.4%
	I believe adults at my school care about me. ⓘ		80.7%	56.1%	67.2%	82.9%	80.7%
	Adults in my school want me to learn from the good and bad choices I make.		86.8%	66.3%	79.8%	88.8%	86.3%

Student Variations by Race – Social Emotional

	All	Two or More Races (Not Hispanic or Latino)	Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	Black or African American (Not Hispanic or Latino)	Hispanic or Latino	American Indian or Alaska Native (Not Hispanic or Latino)	Asian (Not Hispanic or Latino)	Choose not to Answer	White (Not Hispanic or Latino)
DATA COUNT	4948	328	40	1027	1477	82	266	583	1145
Social Emotional	81.9%	78.7%	77.5%	80.3%	82.3%	81.7%	82.3%	80.8%	84.3%
Bullying is a problem at our school.	43.4%	39.4%	43.6%	42.9%	43.4%	46.6%	40.3%	39.5%	47.6%
Students of some races are treated differently than others when they misbehave. ⓘ	53.3%	50.6%	58.3%	47.2%	52.3%	45.2%	53.8%	59.7%	57.8%
I know at least one adult in school who supports me outside of class. ⓘ	73.3%	72.6%	66.7%	73.6%	71.6%	74.0%	67.3%	74.4%	76.3%
I feel safe at school. ⓘ	79.3%	73.6%	78.4%	78.4%	79.7%	82.7%	84.6%	75.2%	81.8%
I believe adults at my school care about me. ⓘ	80.7%	79.3%	70.3%	76.9%	80.3%	77.6%	82.8%	81.4%	84.7%
Adults in my school want me to learn from the good and bad choices I make.	86.8%	84.7%	81.6%	88.1%	86.7%	80.6%	88.5%	85.0%	87.6%

Student Variations by School – Social Emotional

Note: Schools with fewer than 20 submissions are omitted from this view (except for Chance for Change)

	Chance for Change	T.C. Williams High School Minnie Howard Campus	George Washington MS	Francis C. Hammond MS	T.C. Williams High School - King Street	Cora Kelly School for Math, Science and Technology	Jefferson-Houston School	William Ramsay Elementary School	Patrick Henry Elementary School	Matthew Maury Elementary School	Ferdinand T Day Elementary	James K. Polk Elementary School	Douglas MacArthur Elementary School	Charles Barrett Elementary School	Lyles-Crouch Traditional Academy	T.C. Williams High School - Satellite	George Mason Elementary School
DATA COUNT	14	173	1157	908	897	24	253	291	136	150	62	205	153	36	192	32	252
Social Emotional	50.0%	65.3%	76.6%	75.0%	83.4%	79.2%	85.0%	87.3%	87.5%	86.7%	91.9%	89.8%	91.5%	94.4%	95.8%	96.9%	95.2%
Bullying is a problem at our school.	46.2%	45.0%	33.9%	35.3%	61.9%	25.0%	33.7%	35.3%	22.4%	49.0%	36.1%	47.0%	34.7%	63.9%	60.4%	71.0%	62.8%
Students of some races are treated differently than others when they misbehave. ⓘ	53.8%	42.0%	44.8%	51.5%	41.2%	73.9%	57.7%	64.2%	60.9%	61.2%	70.0%	65.5%	70.9%	77.8%	75.4%	67.7%	74.2%
I know at least one adult in school who supports me outside of class. ⓘ	50.0%	64.3%	71.2%	66.1%	74.6%	62.5%	79.2%	76.1%	84.8%	77.9%	78.7%	80.1%	89.5%	72.2%	68.2%	87.1%	81.3%
I feel safe at school. ⓘ	57.1%	70.3%	75.3%	69.8%	85.7%	81.8%	72.8%	80.0%	86.8%	82.7%	91.7%	88.3%	79.1%	97.2%	93.8%	87.5%	92.3%
I believe adults at my school care about me. ⓘ	53.8%	68.1%	79.3%	71.6%	79.1%	83.3%	84.2%	85.0%	89.5%	89.2%	88.3%	90.5%	88.9%	94.4%	91.7%	93.3%	90.4%
Adults in my school want me to learn from the good and bad choices I make.	53.8%	78.8%	85.1%	85.5%	83.9%	78.3%	90.2%	90.7%	92.5%	88.2%	93.2%	91.0%	91.4%	88.9%	93.2%	90.3%	93.6%

5A. Instructional Excellence: Staff Responses

Highlights:

- Staff responses in this category were especially positive relative to other categories, with 87% of staff agreeing that **"Teachers notice students' individual instructional needs."**
- There is some variation among staff of different races (e.g. A lower proportion of staff of Two or More Races rated positively than staff of Asian descent). Reference the visuals below to explore further.
- On the topic of MTSS, there is significant variation in responses by school.
- Staff at Ferdinand T. Day Elementary showed high levels of variation within this category. While more than 90% of staff agreed with several indicators, only 48% agreed that staff utilize the school's MTSS, and only 59% agreed that their school's professional learning is aligned with their School Improvement Plan.

All Staff Responses – Instructional Excellence

		DATA COUNT	All Staff
Instructional Excellence			945
	Staff utilize our school's Multi-tiered System of Support (MTSS).		85.0%
	There is an environment that fosters student creativity. ⓘ		71.3%
	There is an environment that facilitates problem-solving among students. ⓘ		72.0%
	All students experience quality core instruction.		76.7%
	Students learn how to collaborate. ⓘ		77.2%
	Teachers differentiate for individual students as needed in their classrooms.		81.0%
	My school's professional learning is aligned with our School Improvement Plan (SIP).		81.0%
	Teachers notice student's individual instructional needs.		84.3%
			86.8%

Staff Variations by Gender – Instructional Excellence

		All	Choose not to answer	Non-specified	Male	Female
	DATA COUNT	945	125	14	170	636
Instructional Excellence		85.0%	72.8%	71.4%	83.5%	88.1%
	Staff utilize our school's Multi-tiered System of Support (MTSS).	71.3%	61.6%	46.2%	65.1%	75.4%
	There is an environment that fosters student creativity. ⓘ	72.0%	55.3%	64.3%	72.9%	75.1%
	There is an environment that facilitates problem-solving among students. ⓘ	76.7%	61.0%	64.3%	77.1%	80.0%
	All students experience quality core instruction.	77.2%	67.7%	78.6%	73.4%	80.1%
	Students learn how to collaborate. ⓘ	81.0%	70.7%	78.6%	79.3%	83.5%
	Teachers differentiate for individual students as needed in their classrooms.	81.0%	81.1%	71.4%	76.9%	82.3%
	My school's professional learning is aligned with our School Improvement Plan (SIP).	84.3%	73.9%	64.3%	82.9%	87.0%
	Teachers notice student's individual instructional needs.	86.8%	82.9%	84.6%	85.8%	87.8%

Staff Variations by Race – Instructional Excellence

Note: Groups with fewer than 3 submissions are omitted from this view.

	All	Two or More Races (Not Hispanic or Latino)	Choose not to Answer	Black or African American (Not Hispanic or Latino)	White (Not Hispanic or Latino)	Hispanic or Latino	Asian (Not Hispanic or Latino)
DATA COUNT	945	24	199	183	455	61	19
Instructional Excellence	85.0%	70.8%	79.4%	81.4%	89.2%	85.2%	89.5%
Staff utilize our school's Multi-tiered System of Support (MTSS).	71.3%	69.6%	62.4%	68.9%	74.5%	76.7%	89.5%
There is an environment that fosters student creativity. ⓘ	72.0%	54.2%	62.6%	72.0%	76.3%	71.7%	84.2%
There is an environment that facilitates problem-solving among students. ⓘ	76.7%	70.8%	68.4%	73.5%	81.7%	73.3%	88.9%
All students experience quality core instruction.	77.2%	54.2%	72.1%	70.2%	82.4%	80.3%	88.9%
Students learn how to collaborate. ⓘ	81.0%	69.6%	74.9%	79.4%	85.0%	83.3%	63.2%
Teachers differentiate for individual students as needed in their classrooms.	81.0%	63.6%	81.4%	72.1%	84.6%	85.0%	78.9%
My school's professional learning is aligned with our School Improvement Plan (SIP).	84.3%	77.3%	78.6%	82.5%	87.8%	81.0%	89.5%
Teachers notice student's individual instructional needs.	86.8%	58.3%	86.2%	80.4%	90.5%	88.5%	89.5%

Staff Variations by School – Instructional Excellence

Note: Schools with fewer than 10 submissions are omitted from this view.

	Jefferson-Houston School	T.C. Williams High School - King Street	T.C. Williams High School - Minnie Howard Campus	Francis C. Hammond MS	George Washington MS	Ferdinand T Day Elementary	Mount Vernon Community School	George Mason Elementary School	Matthew Maury Elementary School	Cora Kelly School for Math, Science and Technology	William Ramsay Elementary School	Early Childhood Center	Douglas MacArthur Elementary School	Lyles-Crouch Traditional Academy	James K. Polk Elementary School	Charles Barrett Elementary School
DATA COUNT	53	182	55	125	71	27	26	36	26	55	40	23	58	21	80	36
Instructional Excellence	49.1%	74.7%	70.9%	83.2%	80.3%	88.9%	88.5%	94.4%	100.0%	94.5%	95.0%	95.7%	96.6%	100.0%	98.8%	100.0%
Staff utilize our school's Multi-tiered System of Support (MTSS).	22.6%	55.1%	51.9%	60.3%	62.9%	48.1%	80.8%	91.7%	96.2%	92.7%	95.0%	87.0%	94.8%	100.0%	93.7%	97.2%
I am learning how to be creative. ⓘ	43.4%	59.4%	63.6%	66.9%	62.0%	92.6%	69.2%	77.8%	69.2%	78.2%	72.5%	87.0%	89.7%	90.5%	88.8%	97.2%
I am learning how to solve problems. ⓘ	45.3%	66.1%	64.8%	67.7%	70.0%	88.9%	65.4%	83.3%	96.2%	85.5%	92.5%	91.3%	93.1%	90.5%	90.0%	97.2%
All students experience quality core instruction.	35.8%	65.7%	68.5%	68.5%	70.0%	74.1%	76.9%	94.4%	92.3%	88.7%	90.0%	91.3%	96.6%	100.0%	92.5%	100.0%
I am learning how to collaborate. ⓘ	41.5%	79.5%	68.5%	80.8%	75.7%	92.6%	80.8%	86.1%	76.9%	87.0%	85.0%	87.0%	91.4%	95.2%	91.3%	100.0%
Teachers differentiate for individual students as needed in their classrooms.	61.5%	69.3%	70.4%	74.2%	73.2%	88.9%	73.1%	91.4%	100.0%	87.0%	92.5%	87.0%	93.1%	95.2%	96.2%	100.0%
My school's professional learning is aligned with our School Improvement Plan (SIP).	47.1%	72.0%	74.1%	87.0%	82.9%	59.3%	80.0%	94.4%	100.0%	98.2%	95.0%	100.0%	100.0%	95.2%	96.2%	100.0%
Teachers notice student's individual instructional needs.	67.3%	76.2%	75.9%	83.1%	87.0%	92.6%	84.0%	100.0%	100.0%	90.9%	95.0%	95.7%	94.8%	95.2%	98.8%	97.2%

5B. Instructional Excellence: Student Responses

Highlights:

- Student perceptions in this category were especially positive. For all items in "Instructional Excellence," students gave the positive response more than 75% of the time.
- Responses varied by gender but remained relatively consistent across racial groups. Students of non-specified gender gave a greater proportion of negative responses, relative to students of other genders in this category.
- Responses were also relatively consistent among schools with the exception of T.C. Williams - Minnie Howard, whose students responded significantly more negatively in this category relative to students at other schools.

All Student Responses – Instructional Excellence

	DATA COUNT	All Students 4940
Instructional Excellence		87.5%
I receive excellent instruction in my classes.		76.4%
Teachers meet my needs.		78.5%
Teachers explain the importance of what I am learning.		75.9%
I am learning how to be creative. ⓘ		78.3%
I am learning how to collaborate. ⓘ		86.0%
I know how to be successful in each of my classes.		84.8%
I am learning how to work in groups.		85.7%
I am learning how to solve problems. ⓘ		85.9%

Student Variations by Gender – Instructional Excellence

	DATA COUNT	All 4940	Non-specified 100	Choose not to answer 195	Male 2320	Female 2325
Instructional Excellence		87.5%	67.0%	80.0%	87.5%	88.9%
I receive excellent instruction in my classes.		76.4%	47.4%	72.3%	78.0%	76.3%
Teachers meet my needs.		78.5%	46.9%	73.3%	79.7%	79.0%
Teachers explain the importance of what I am learning.		75.9%	54.5%	68.4%	77.2%	76.1%
I am learning how to be creative. ⓘ		78.3%	51.5%	71.4%	77.9%	80.4%
I am learning how to collaborate. ⓘ		86.0%	58.6%	76.5%	85.8%	88.1%
I know how to be successful in each of my classes.		84.8%	62.9%	81.2%	85.1%	85.8%
I am learning how to work in groups.		85.7%	62.6%	74.3%	85.1%	88.2%
I am learning how to solve problems. ⓘ		85.9%	63.6%	73.8%	86.3%	87.5%

Student Variations by Race – Instructional Excellence

	All	Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)	Two or More Races (Not Hispanic or Latino)	White (Not Hispanic or Latino)	Hispanic or Latino	Black or African American (Not Hispanic or Latino)	Choose not to Answer	American Indian or Alaska Native (Not Hispanic or Latino)	Asian (Not Hispanic or Latino)
DATA COUNT	4940	39	333	1146	1470	1023	581	82	266
Instructional Excellence	87.5%	74.4%	85.0%	87.3%	87.8%	87.0%	89.0%	86.6%	90.2%
I receive excellent instruction in my classes.	76.4%	69.4%	72.2%	72.8%	79.0%	76.5%	77.6%	76.7%	80.2%
Teachers meet my needs.	78.5%	68.4%	73.4%	82.1%	78.6%	73.5%	80.7%	76.7%	84.2%
Teachers explain the importance of what I am learning.	75.9%	75.0%	70.7%	67.2%	81.1%	75.6%	81.9%	73.0%	80.8%
I am learning how to be creative. ⓘ	78.3%	72.2%	71.7%	74.5%	79.9%	80.3%	80.3%	81.8%	82.3%
I am learning how to collaborate. ⓘ	86.0%	77.8%	82.8%	87.2%	86.2%	86.5%	84.4%	84.2%	86.6%
I know how to be successful in each of my classes.	84.8%	75.0%	83.2%	86.6%	82.6%	83.9%	88.8%	83.8%	88.0%
I am learning how to work in groups.	85.7%	80.6%	84.0%	85.7%	86.2%	85.4%	84.8%	88.3%	88.5%
I am learning how to solve problems. ⓘ	85.9%	78.4%	83.0%	86.8%	85.7%	86.2%	85.9%	84.4%	87.5%

Student Variations by School – Instructional Excellence

Note: Schools with fewer than 20 submissions are omitted from this view (except for Chance for Change).

	T.C. Williams High School Minnie Howard Campus	Chance for Change	George Washington MS	Francis C. Hammond MS	T.C. Williams High School - King Street	Matthew Maury Elementary School	Jefferson-Houston School	T.C. Williams High School - Satellite	Cora Kelly School for Math, Science and Technology	George Mason Elementary School	Lyles-Crouch Traditional Academy	William Ramsay Elementary School	Douglas MacArthur Elementary School	Patrick Henry Elementary School	Charles Barrett Elementary School	James K. Polk Elementary School	Ferdinand T Day Elementary
DATA COUNT	176	14	1153	903	894	151	249	32	23	252	193	294	153	136	36	205	62
Instructional Excellence	75.0%	64.3%	84.3%	83.2%	85.5%	91.4%	90.0%	93.8%	100.0%	94.0%	96.4%	95.6%	96.1%	96.3%	94.4%	94.1%	95.2%
I receive excellent instruction in my classes.	63.0%	66.7%	66.9%	72.3%	76.1%	79.5%	82.3%	77.4%	82.6%	91.6%	84.3%	88.5%	81.0%	89.5%	91.4%	88.2%	89.7%
Teachers meet my needs.	70.1%	69.2%	76.1%	71.4%	76.7%	80.7%	80.3%	87.1%	81.8%	90.8%	88.1%	84.3%	81.6%	84.2%	97.2%	88.2%	85.0%
Teachers explain the importance of what I am learning.	56.6%	69.2%	68.1%	73.9%	67.0%	86.8%	82.2%	76.7%	91.3%	86.0%	90.1%	94.1%	85.3%	93.1%	88.9%	90.1%	90.2%
I am learning how to be creative. ⓘ	64.0%	64.3%	71.9%	74.6%	75.0%	83.4%	87.0%	80.6%	91.3%	87.1%	88.1%	90.4%	86.3%	91.0%	94.4%	84.2%	95.0%
I am learning how to collaborate. ⓘ	79.8%	66.7%	83.0%	80.9%	89.2%	87.2%	85.5%	90.3%	100.0%	90.2%	90.6%	89.9%	89.5%	93.2%	91.7%	90.2%	90.0%
I know how to be successful in each of my classes.	75.7%	69.2%	81.3%	81.2%	82.1%	89.0%	85.0%	83.9%	100.0%	94.8%	89.5%	93.1%	92.1%	92.4%	97.2%	92.0%	96.6%
I am learning how to work in groups.	78.6%	76.9%	84.3%	81.4%	86.3%	85.1%	85.5%	83.3%	87.0%	89.9%	91.7%	92.4%	92.7%	91.7%	94.4%	87.3%	86.4%
I am learning how to solve problems.	77.7%	69.2%	83.6%	82.9%	84.9%	87.8%	87.4%	93.5%	100.0%	92.8%	94.3%	88.0%	88.9%	93.3%	94.4%	90.7%	88.3%

Q Future Data Collection

To expand upon the initial round of data collection, Jefferson-Houston School will begin collecting monthly equity feedback from students and teachers in order to identify progress, barriers, and next steps on a formative basis. Formative data collection may be a valuable practice to expand beyond Jefferson-Houston School in the future. ACPS will collect district wide data again during the 2019-20 school year to measure change over time, and gather qualitative feedback from students and teachers.

i About KickUp

Who we are:

We are a team of educators and education professionals passionate about supporting K-12 systems in their pursuit of continuously improving professional learning.

What we do:

[KickUp](#) helps K-12 systems manage job-embedded professional learning, assess program impact, and use formative data to drive better decision-making.

How We Do It

Two complementary modules:

- **Analytics platform** that enables organizations to collect, consolidate, and triangulate data from surveys, observations, walkthroughs, and PD attendance.
- **Job-embedded PD management** that helps automate coordinating and registering teachers for all forms of professional learning.

Who we serve:

School districts, PD providers, and education service centers across the country, including:

