Alexandria City Public Schools Reopening of Schools Survey Results

Between July 6 and 12, Alexandria City Public Schools (ACPS) administered two brief online surveys (one to staff; one to families) to seek additional feedback related to planning for the Fall 2020 reopening of schools. The brief surveys were designed to gauge stakeholder preferences and considerations to inform future decisions regarding potential design options for the reopening of school during the continuing COVID pandemic. This attachment includes a summary of overall results and key findings, results by survey topic with key findings, and appendices with additional disaggregated data including: race/ethnicity, grade bands, special program participation (SWD, EL, TAG), staff role, and preferences between 100% virtual or a hybrid learning model.

PARTICIPATION SUMMARY

Historic response rates were seen across the family (n = 11,852) and staff (n = 2,077) reopening planning survey efforts. This historic engagement continued when looking within all specific groups surveyed and reduced underrepresentation compared to previous survey efforts. This was achieved through specific, targeted, and multifaceted outreach efforts led by the Department of School and Community Relations and our school building leadership.

LIMITATIONS

While the survey captured a very high response rate from both families and staff, non-respondents may have unique needs not represented in the response group. Further, all data collected in this survey must be viewed as a "snapshot" in time of stakeholder perceptions. The rapidly changing environment in which the world currently operates likely truncates the timeline in which these data remain an accurate reflection of current stakeholder perceptions. Finally, these survey data are one source of information and must be combined with all other streams of available information to best inform decision-making moving forward.

RESULTS SUMMARY

Family Model Preferences - A majority of family survey respondents currently prefer the Hybrid Approach (60%). White families (72%) were most likely to prefer the Hybrid Model compared with Hispanic/Latino (53%) and Black/African American (48%) families. PreK-2 (65%) and grades 9-12 (63%) families were more in favor of the Hybrid Approach compared to grades 3-5 (58%) and 6-8 (54%).

Staff Likelihood Return On-Site - A majority (63%) of staff survey respondents currently feel it is somewhat or very likely they return to work on-site this fall. The highest likelihood of return were seen within support staff (73%) with school-based licensed staff (60%) and central office staff (60%). No large differences were seen across staff grade-bands with all falling within three percentage points of each other.

Top Factors Influencing Family and Staff Decisions - Both family and staff reported physical health and safety as the top factor in their current decision-making. Family and staff also both reported the learning and needs of students as primary drivers in decision making. Family responses did vary based on model preference with families selecting the Hybrid Approach prioritizing learning (50%) and social needs (44%) of students where families selecting the Fully Virtual Approach overwhelmingly cited their student's physical health and safety (87%). Factors for staff varied slightly by position category, with support staff and other staff reporting financial considerations among the top five.

Support of Safety Measures - A vast majority of families and staff reported strong support for safety measures with almost all reaching 88% or higher levels of agreement. Students having meals within classrooms was the least supported measure by staff (64%). Mask-wearing was supported at high rates (88% to 95%) for all grade-level bands across family and staff respondents.

Family Transportation Planning - 37% of all family responses report current plans to use ACPS transportation with no difference in ratio between all respondents and those selecting the Hybrid Approach.

Professional Learning Needs of Licensed Staff in Virtual Instruction - Overall, 58% of staff expressed the highest need for professional learning opportunities around engaging students who do not attend virtual sessions regularly. This was the top area of interest across all school-based licensed positions. Varying from the overall top five needs reported by school-based licensed staff, school-based administrators and other licensed staff reported a need for Social-emotional academic learning (SEAL) and support in a virtual learning environment. Almost one-third (31%) of special education teachers reported a need for teaching and supporting executive functioning in a virtual environment.

The sections that follow mirror the above results summary narrative and provide data figures and tables illuminating the findings referenced. Following those sections are appendices for the family survey and staff survey that provide detailed tables showing additional analyses run by race/ethnicity, grade bands, special program participation (SWD, EL, TAG), staff role, and preferences between 100% virtual or a hybrid learning models. Finally, there is a participation summary highlighting and providing greater detail to the summary of participation provided above.

All data obtained from this survey effort should be used in conjunction with other available data sources to best inform decisions moving forward. The results must also be viewed in the context of when they were collected with the knowledge that stakeholder perceptions reported here may change over time as new information becomes available. With that said, these data, along with other data sources, can and should be used as useful planning factors to best inform the 4.0 Continuity of Learning planning process.

School Reopening Survey High-Level Results Summary
July 6 - July 12, 2020

Overall Reopening Measures

Percentage of:	Families	Staff	
Preferring 100% Virtual Approach	40%	-	
Preferring Hybrid Approach	60%	-	
Very Likely or Somewhat Likely to Return to Work given a Hybrid Approach	-	63%	

Factors Influencing Reopening Preferences/Likelihood to Return to Work On-Site

Families- Top 5 factors	Families	Staff- Top 5 factors	Staff
My child's physical health and safety	56%	Personal physical health and safety	63%
My child's engagement in learning	33%	My family's physical health and safety	54%
My family's physical health and safety	32%	Student needs	39%
My child's social needs	28%	Personal mental health needs (e.g., stress, anxiety)	25%
My child's mental health needs (e.g., stress, anxiety)	20%	Childcare needs	17%

Support of Safety Measures

Percentage in support of:	Families	Staff	
Wearing a face mask	88%	90%	
Participating in on-site temperature checks	93%	93%	
Using hand sanitizer regularly	95%	96%	
Participating in regular hand washing	97%	97%	
Using disinfectant wipes on surfaces	96%	95%	
Maintaining social distancing	93%	93%	
Limited classroom seating to maintain social distancing	92%	-	
Students having meals in the classroom instead of the cafeteria	88%	64%	
Personally ensuring students and staff follow all safety measures	-	86%	

Transportation Needs

Percentage of:	Families	
Preferring to provide student's transportation	43%	
Preferring to use provided ACPS transportation following social distancing guidelines	37%	
N/A, my student does not qualify for ACPS transportation	20%	

Professional Learning Needs

Top 5 needs	Staff	
Engaging students who do not attend virtual sessions regularly.	58%	
Ensuring equity in a virtual classroom	38%	
Differentiating instruction in a virtual learning environment	36%	
Using technology to support virtual learning	28%	
Building rapport with students in a virtual learning environment	26%	

Current Family Preference

Family Preference Between Two Reopening Models

40% Fully Virtual
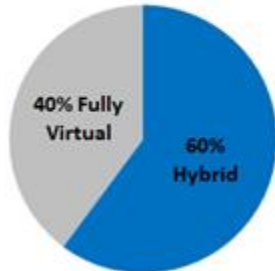
60% Hybrid

Overall Findings
A majority of family survey respondents (60%) currently prefer the Hybrid Approach.

■ A Hybrid Approach: Partial virtual learning and partial in-school instruction following state health orders, social distancing and social gathering guidelines

■ A Fully Virtual Approach: 100% virtual learning with refinements based on feedback from students, staff and families regarding distance learning in March through June

Key Findings
- White families (72%) were most likely to prefer the Hybrid Model compared with Hispanic/Latino (53%) and Black/African American (48%) families.
- PreK-2 (65%) and grades 9-12 (63%) families were more in favor of the Hybrid Approach compared to grades 3-5 (58%) and 6-8 (54%).

Families' Preference between Virtual and Hybrid Approach by Race/Ethnicity

	A Hybrid Approach	A Fully Virtual Approach
Asian	56%	44%
Black or African American	48%	52%
Hispanic/Latino	53%	47%
White	72%	28%
Multi-Racial	67%	33%
Other	57%	43%
Prefer not to answer	53%	47%
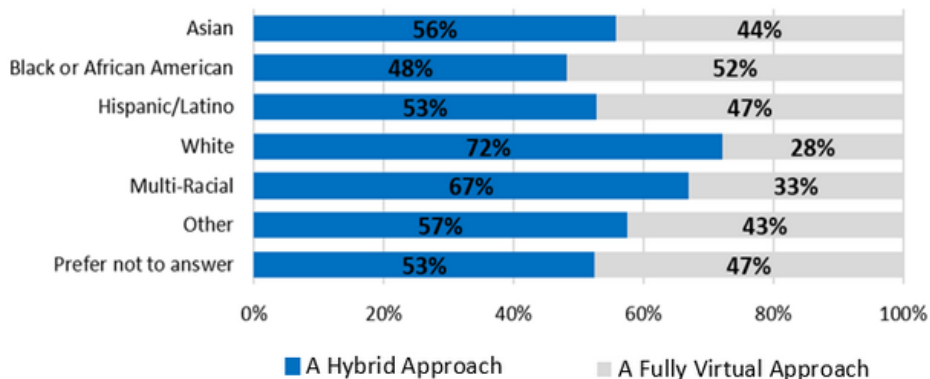
Families' Preference between Virtual and Hybrid Approach by Grade Band

	A Hybrid Approach	A Fully Virtual Approach
PK to 2	65%	35%
3 to 5	58%	42%
6 to 8	54%	46%
9 to 12	63%	37%

Department of Accountability and Research
As of July 15, 2020
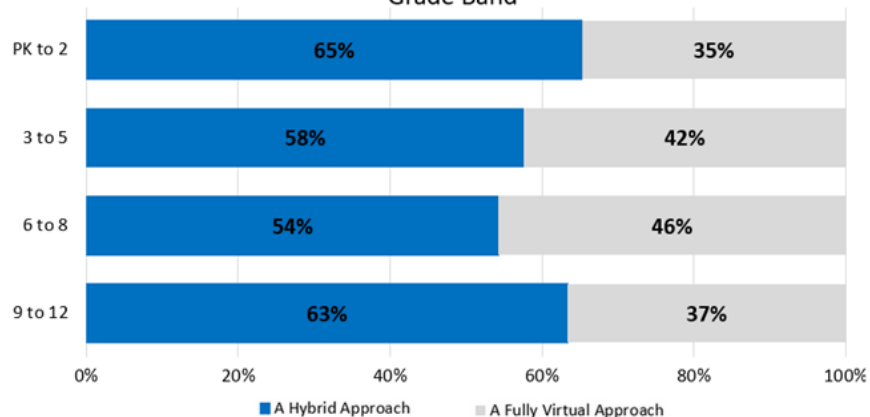
Current Staff Return On-Site

Overall Findings
Sixty-three percent staff survey respondents currently feel it is somewhat to very likely they return to work on-site this fall

Likelihood that Staff will Return to Work On-Site

Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
32%	31%	18%	19%

■ Very likely   ■ Somewhat likely   ▨ Somewhat unlikely   ■ Very unlikely
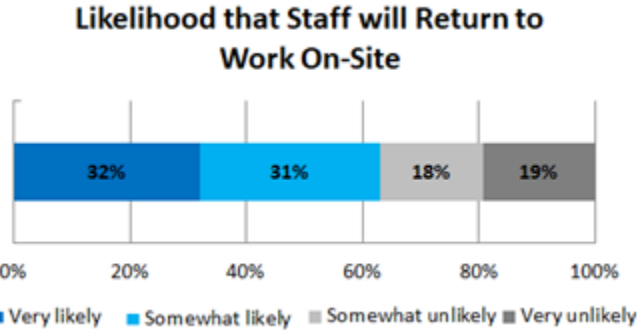
Key Findings
- Highest likelihood of return were seen within support staff (73%) with school-based licensed staff (60%) and central office staff (60%).
- No large differences were seen across staff grade-bands with all falling within three percentage points of each other.

Likehood of Staff Returning to Work On-Site by Position Category

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
School-Based Licensed Staff	29%	31%	18%	22%
Support Staff	44%	29%	17%	11%
Central Office	29%	31%	23%	17%
Other Staff	56%	26%	11%	7%

■ Very likely   ■ Somewhat likely   ▨ Somewhat unlikely   ■ Very unlikely

Likehood of Staff Returning to Work On-Site by Grade Band

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
P-5 school staff	32%	32%	18%	18%
P/K-8 school staff	31%	33%	17%	19%
Middle school staff	32%	30%	16%	23%
High school staff	34%	27%	19%	21%
Central Office staff	27%	33%	23%	17%
Other staff	47%	32%	5%	16%

■ Very likely   ■ Somewhat likely   ▨ Somewhat unlikely   ■ Very unlikely

Top Factors Influencing Family and Staff

Overall Findings
*Both family and staff reported **physical health and safety as the top factor** in their current decision-making. Family and staff also both reported the **learning and needs of students** as primary drivers in decision making.*

Factors Influencing Reopening Preferences/Likelihood to Return to Work On-Site			
Families- Top 5 factors	**Families**	**Staff- Top 5 factors**	**Staff**
My child's physical health and safety	56%	Personal physical health and safety	63%
My child's engagement in learning	33%	My family's physical health and safety	54%
My family's physical health and safety	32%	Student needs	39%
My child's social needs	28%	Personal mental health needs (e.g., stress, anxiety)	25%
My child's mental health needs (e.g., stress, anxiety)	20%	Childcare needs	17%

Key Findings
- Family responses varied based on model preference with families selecting the Hybrid Approach prioritizing learning (50%) and social needs (44%) of students where families selecting the Fully Virtual Approach overwhelmingly cited their student's physical health and safety (87%).
- Factors for staff varied slightly by position category, with support staff and other staff reporting financial considerations among the top five.

Factors Influencing Families' Preference between Hybrid and Virtual Approaches			
Families Preferring Hybrid Approach - Top 5 Factors		**Families Preferring Virtual Approach - Top 5 Factors**	
My child's engagement in learning	50%	My child's physical health and safety	87%
My child's social needs	44%	My family's physical health and safety	64%
My child's physical health and safety	35%	My child's mental health needs (e.g., stress, anxiety)	16%
My child's mental health needs (e.g., stress, anxiety)	23%	Quality of online instruction	11%
Too many distractions at home	22%	My ability to support my child's virtual learning	9%

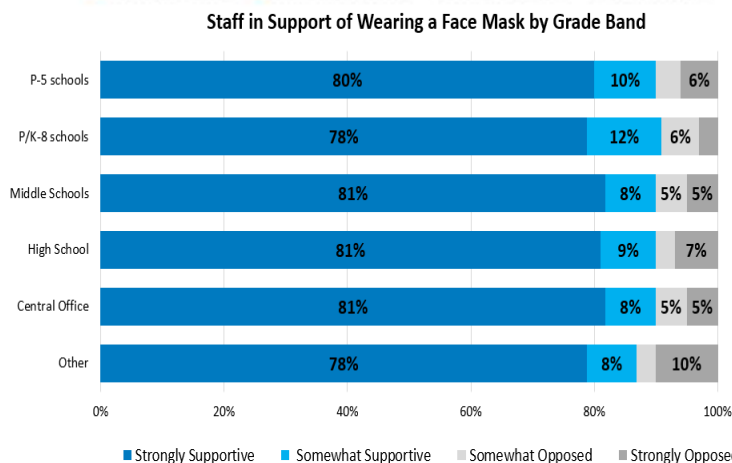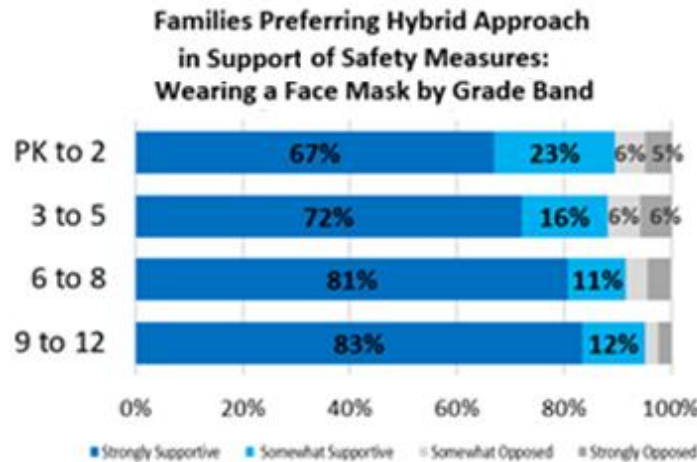| Factors Influencing Likelihood to Return to Work On-Site							
School-Based Licensed Staff - Top 5		**Support Staff - Top 5 Factors**		**Central Office Staff - Top 5 Factors**		**Other Staff - Top 5 Factors**	
Personal physical health and safety	64%	Personal physical health and safety	59%	Personal physical health and safety	60%	Personal physical health and safety	44%
My family's physical health and safety	56%	My family's physical health and safety	44%	My family's physical health and safety	60%	Student needs	
Student needs	43%	Student needs	29%	Personal mental health needs (e.g., stress, anxiety)	25%	My family's physical health and safety	37%
Personal mental health needs (e.g., stress, anxiety)	27%	Financial considerations	21%	Childcare needs	20%	Personal mental health needs (e.g., stress, anxiety)	22%
Childcare needs	18%	Personal mental health needs (e.g., stress, anxiety)	17%	My family's schedule (work and other scheduling challenges)	18%	Financial considerations Quality of work I can complete at home	19%

Support of Safety Measures

Overall Findings
A vast majority of families and staff reported strong support for safety measures.

Support of Safety Measures		
Percentage in support of:	Families	Staff
Wearing a face mask	88%	90%
Participating in on-site temperature checks	93%	93%
Using hand sanitizer regularly	95%	96%
Participating in regular hand washing	97%	97%
Using disinfectant wipes on surfaces	96%	95%
Maintaining social distancing	93%	93%
Limited classroom seating to maintain social distancing	92%	-
Students having meals in the classroom instead of the cafeteria	88%	64%
Personally ensuring students and staff follow all safety measures	-	86%

Key Findings
- Students having meals within classrooms was the least supported measure by staff (64%).
- Mask-wearing was supported at high rates (88% to 95%) for all grade-level bands across family and staff respondents.

Families Preferring Hybrid Approach in Support of Safety Measures: Wearing a Face Mask by Grade Band

Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	67%	23%	6%	5%
3 to 5	72%	16%	6%	6%
6 to 8	81%	11%		
9 to 12	83%	12%		

Staff in Support of Wearing a Face Mask by Grade Band

	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
P-5 schools	80%	10%		6%
P/K-8 schools	78%	12%		6%
Middle Schools	81%	8%	5%	5%
High School	81%	9%		7%
Central Office	81%	8%	5%	5%
Other	78%	8%		10%

Department of Accountability and Research
As of July 15, 2020

Current Family Transportation Plans

Overall Findings

Thirty-seven percent of all family responses report current plans to use ACPS transportation with no difference in ratio between all respondents and those selecting the Hybrid Approach.

Transportation Needs for All Families

43%	37%	20%

0%   20%   40%   60%   80%   100%

■ I prefer to provide my student's transportation

■ I prefer to use the provided ACPS transportation following social distancing guidelines

■ N/A, my student does not qualify for ACPS transportation
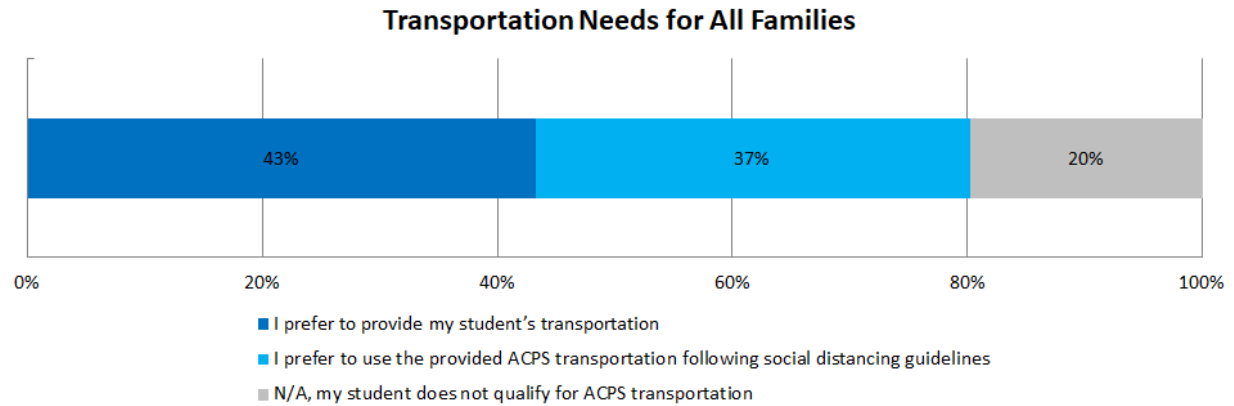
Professional Learning Needs of Licensed Staff within a Virtual Environment

Overall Findings
Overall, 58% of staff expressed the highest need for professional learning opportunities around engaging students who do not attend virtual sessions regularly.

Professional Learning Needs	
Top 5 needs	**Staff**
Engaging students who do not attend virtual sessions regularly.	58%
Ensuring equity in a virtual classroom	38%
Differentiating instruction in a virtual learning environment	36%
Using technology to support virtual learning	28%
Building rapport with students in a virtual learning environment	26%

Key Findings
- Engaging students who did not regularly attend was the top area of interest (53%-71%) across all school-based licensed positions.
- Varying from the overall top five needs reported by school-based licensed staff, school-based administrators and other licensed staff reported a need for Social-emotional academic learning (SEAL) and support in a virtual learning environment. Almost one-third (31%) of special education teachers reported a need for teaching and supporting executive functioning in a virtual environment.

Top 5 Professional Learning Needs by School-Based Staff Position *(Top 5 highlighted for each subgroup)*					
By Position	Teacher	Special education teacher	EL teacher	Other school licensed staff	School-based administrator
Engaging students who do not attend virtual sessions regularly.	59%	71%	63%	53%	64%
Differentiating instruction in a virtual learning environment	41%	36%	43%	24%	31%
Ensuring equity in a virtual classroom	39%	26%	45%	39%	46%
Building rapport with students in a virtual learning environment	32%	15%	26%	22%	23%
Using technology to support virtual learning	28%	32%	31%	27%	18%
Social-emotional academic learning (SEAL) and support in a virtual learning environment	19%	21%	21%	34%	39%
Teaching and supporting executive functioning skills in a virtual learning environment	12%	31%	14%	13%	7%

Appendix A - Family Data Tables

School Reopening Family Survey Disaggregated Results July 6 - July 12, 2020		
Family Preference between Virtual and Hybrid Approaches		
Percentage of Families Preferring Hybrid Approach: 60% Overall		
By Race/Ethnicity	**Hybrid Approach**	**Virtual Approach**
Asian	56%	44%
Black or African American	48%	52%
Hispanic or Latino	53%	47%
White	72%	28%
Multiracial	67%	33%
Other	57%	43%
Prefer not to answer	53%	47%
By Grade Band	**Hybrid Approach**	**Virtual Approach**
PK to 2	65%	35%
3 to 5	58%	42%
6 to 8	54%	46%
9 to 12	63%	37%
By Special Program	**Hybrid Approach**	**Virtual Approach**
English Language Learning	53%	47%
Special Education	57%	43%
Talented and Gifted	62%	38%

Factors Influencing Reopening Preferences *(Top 5 highlighted for each subgroup)*

By Preference for Hybrid vs. Virtual Approach	**Hybrid Approach**	**Virtual Approach**		
My child's physical health and safety	35%	87%		
My child's access to food/meals	2%	3%		
My child's mental health needs (e.g., stress, anxiety)	23%	16%		
My child's social needs	44%	3%		
My family's physical health and safety	11%	64%		
Access to devices (e.g., computer)	2%	3%		
Internet access	1%	2%		
Too many distractions at home	22%	1%		
My child's engagement in learning	50%	7%		
Quality of online instruction	21%	11%		
Guidance/Feedback on assignments	11%	2%		
Supports for special student populations (e.g., English Learners, Special Education, Talented and Gifted)	8%	3%		
My family's schedule (work and other scheduling challenges)	17%	6%		
Childcare needs	4%	2%		
My ability to support my child's virtual learning	14%	9%		
Transportation	1%	3%		
Consistency in schedules for all students in our household	5%	7%		
None	1%	2%		
Other (long)	3%	8%		
By Grade Band	**PK to 2**	**3 to 5**	**6 to 8**	**9 to 12**
My child's physical health and safety	50%	56%	61%	56%
My child's access to food/meals	2%	3%	4%	3%
My child's mental health needs (e.g., stress, anxiety)	18%	18%	19%	25%
My child's social needs	34%	28%	22%	27%
My family's physical health and safety	29%	32%	35%	31%
Access to devices (e.g., computer)	2%	3%	3%	2%
Internet access	1%	2%	2%	2%
Too many distractions at home	13%	11%	13%	17%
My child's engagement in learning	37%	32%	28%	33%
Quality of online instruction	13%	15%	18%	23%
Guidance/Feedback on assignments	4%	6%	9%	12%
Supports for special student populations (e.g., English Learners, Special Education, Talented and Gifted)	6%	7%	6%	5%
My family's schedule (work and other scheduling challenges)	21%	16%	9%	5%
Childcare needs	6%	4%	1%	0%
My ability to support my child's virtual learning	16%	14%	11%	7%
Transportation	1%	1%	3%	3%
Consistency in schedules for all students in our household	6%	6%	5%	6%

Department of Accountability and Research
As of July 15, 2020

	English Learner	Special Education	Talented and Gifted	
None	1%	1%	2%	2%
Other	4%	5%	5%	5%

By Special Program	English Learner	Special Education	Talented and Gifted
My child's physical health and safety	65%	56%	53%
My child's access to food/meals	7%	2%	1%
My child's mental health needs (e.g., stress, anxiety)	13%	19%	22%
My child's social needs	14%	22%	33%
My family's physical health and safety	32%	32%	31%
Access to devices (e.g., computer)	6%	2%	1%
Internet access	4%	1%	1%
Too many distractions at home	17%	10%	10%
My child's engagement in learning	24%	29%	36%
Quality of online instruction	13%	12%	23%
Guidance/Feedback on assignments	7%	7%	8%
Supports for special student populations (e.g., English Learners, Special Education, Talented and Gifted)	10%	33%	7%
My family's schedule (work and other scheduling challenges)	9%	11%	13%
Childcare needs	2%	3%	3%
My ability to support my child's virtual learning	10%	13%	11%
Transportation	4%	2%	1%
Consistency in schedules for all students in our household	4%	5%	6%
None	3%	1%	1%
Other	2%	5%	7%

Support of Safety Measures *(of families preferring the Hybrid Approach)*

Percentage in support of Wearing a Face Mask: 88% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	67%	23%	6%	5%
3 to 5	72%	16%	6%	6%
6 to 8	81%	11%	4%	4%
9 to 12	83%	12%	3%	2%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	83%	12%	3%	2%
Special Education	72%	16%	5%	7%
Talented and Gifted	79%	13%	4%	4%

Percentage in support of Participating in On-Site Temperature Checks: 93% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	88%	9%	1%	1%
3 to 5	86%	10%	2%	2%
6 to 8	84%	11%	2%	3%
9 to 12	82%	14%	2%	2%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	79%	10%	4%	7%
Special Education	84%	9%	3%	5%
Talented and Gifted	85%	10%	2%	2%

Percentage in support of Using Hand Sanitizer Regularly: 95% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	90%	7%	1%	2%
3 to 5	89%	7%	2%	2%
6 to 8	89%	7%	1%	2%
9 to 12	93%	6%	1%	1%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	83%	8%	2%	6%
Special Education	88%	7%	2%	3%
Talented and Gifted	90%	7%	2%	1%

Percentage in support of Participating in Regular Hand Washing: 97% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	97%	2%	0%	1%
3 to 5	97%	2%	0%	1%
6 to 8	93%	4%	1%	2%
9 to 12	93%	5%	1%	1%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	87%	5%	3%	6%

Special Education	93%	4%	1%	2%
Talented and Gifted	96%	3%	0%	1%

Percentage in support of Using Disinfectant Wipes on Surfaces: 96% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	91%	6%	1%	1%
3 to 5	91%	7%	1%	1%
6 to 8	91%	6%	1%	2%
9 to 12	94%	5%	0%	1%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	85%	6%	3%	6%
Special Education	90%	6%	2%	3%
Talented and Gifted	92%	6%	1%	1%

Percentage in support of Maintaining Social Distancing: 93% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	69%	22%	5%	3%
3 to 5	72%	20%	4%	3%
6 to 8	80%	14%	3%	3%
9 to 12	79%	17%	3%	2%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	80%	11%	3%	6%
Special Education	81%	12%	3%	3%
Talented and Gifted	81%	14%	3%	2%

Percentage in support of Limited Classroom Seating to Maintain Social Distancing: 92% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	69%	22%	6%	3%
3 to 5	72%	19%	5%	3%
6 to 8	77%	16%	4%	4%
9 to 12	76%	18%	4%	2%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	78%	11%	4%	7%
Special Education	80%	13%	3%	4%
Talented and Gifted	79%	14%	4%	3%

Percentage in support of Students Having Meals in the Classroom Instead of the Cafeteria: 88% Overall

By Grade Band	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
PK to 2	70%	22%	6%	2%
3 to 5	70%	20%	5%	5%
6 to 8	68%	20%	6%	6%
9 to 12	59%	26%	10%	5%
By Special Program	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
English Language Learning	71%	16%	5%	9%
Special Education	72%	16%	6%	6%
Talented and Gifted	72%	18%	5%	4%

Transportation Needs

Families' preferred reopening approach	Provide Student's Transportation	Use ACPS Transportation	Does Not Qualify
All families	43%	37%	20%
Hybrid Only	41%	37%	22%
By Grade Band	**Provide Student's Transportation**	**Use ACPS Transportation**	**Does Not Qualify**
PK to 2	44%	25%	30%
3 to 5	38%	31%	31%
6 to 8	35%	52%	13%
9 to 12	43%	42%	14%
By Special Program	**Provide Student's Transportation**	**Use ACPS Transportation**	**Does Not Qualify**
English Language Learning	24%	66%	10%
Special Education	38%	43%	19%
Talented and Gifted	47%	26%	27%

Appendix B - Staff Data Tables

School Reopening Staff Survey Disaggregated Results July 6 - July 12, 2020				
Staff Likelihood to Return to Work On-Site				
Percentage of Staff Reporting Very Likely or Somehat Likely to Return to Work: 63% Overall				
By Position Category	**Very likely**	**Somewhat likely**	**Somewhat unlikely**	**Very unlikely**
Other staff	56%	26%	11%	7%
Central Office staff	29%	31%	23%	17%
Support staff	44%	29%	17%	11%
School-based licensed staff	29%	31%	18%	22%
By Band	**Very likely**	**Somewhat likely**	**Somewhat unlikely**	**Very unlikely**
Other staff	47%	32%	5%	16%
Central Office staff	27%	33%	23%	17%
High school staff	34%	27%	19%	21%
Middle school staff	32%	30%	16%	23%
P/K-8 school staff	31%	33%	17%	19%
P-5 school staff	32%	32%	18%	18%
Factors Influencing Likelihood to Return to Work On-Site *(Top 5 highlighted for each subgroup)*				
By Position Category	**School-based licensed staff**	**Support staff**	**Central Office staff**	**Other staff**
Personal physical health and safety	64%	59%	60%	44%
My family's physical health and safety	56%	44%	60%	37%
Student needs	43%	29%	16%	44%
Personal mental health needs (e.g., stress, anxiety)	27%	17%	25%	22%
Childcare needs	18%	13%	20%	15%
Quality of work I can complete at home	15%	10%	15%	19%
My family's schedule (work and other scheduling challenges)	10%	13%	18%	4%
Financial considerations	9%	21%	9%	19%
Quantity of work I can complete from home	7%	9%	15%	4%
Other (Please specify)	7%	3%	7%	0%
Personal social needs	4%	7%	3%	11%
Too many distractions at home	3%	7%	2%	0%
None	1%	11%	6%	11%
Support of Safety Measures				
Percentage in support of Wearing a Face Mask: 90% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	88%	0%	0%	12%
Central Office staff	81%	8%	5%	6%
Support staff	79%	6%	4%	10%
School-based licensed staff	80%	11%	4%	6%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other	78%	8%	3%	10%
Central Office	81%	8%	5%	5%
High School	81%	9%	3%	7%
Middle Schools	81%	8%	5%	5%
P/K-8 schools	78%	12%	6%	3%
P-5 schools	80%	10%	4%	6%
Percentage in support of Participating in At-Work Site Temperature Checks: 93% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	85%	4%	0%	12%
Central Office staff	84%	9%	4%	3%
Support staff	81%	7%	2%	10%
School-based licensed staff	88%	7%	2%	3%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	78%	17%	0%	5%
Central Office staff	85%	8%	4%	4%
High school staff	84%	9%	3%	4%
Middle school staff	87%	5%	2%	6%
P/K-8 school staff	88%	8%	1%	3%
P-5 school staff	88%	6%	2%	4%

Percentage in support of Using Hand Sanitizer Regularly: 96% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	96%	0%	0%	4%
Central Office staff	93%	6%	1%	1%
Support staff	86%	5%	2%	7%
School-based licensed staff	92%	5%	1%	2%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	90%	7%	0%	3%
Central Office staff	92%	7%	1%	1%
High school staff	91%	6%	2%	1%
Middle school staff	91%	5%	1%	4%
P/K-8 school staff	92%	3%	1%	3%
P-5 school staff	91%	5%	2%	3%
Percentage in support of Participating in Regular Hand Washing: 97% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	92%	4%	0%	4%
Central Office staff	99%	1%	0%	1%
Support staff	89%	3%	0%	8%
School-based licensed staff	96%	2%	1%	1%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	91%	5%	0%	4%
Central Office staff	99%	1%	0%	1%
High school staff	93%	4%	1%	1%
Middle school staff	95%	2%	0%	3%
P/K-8 school staff	97%	1%	0%	3%
P-5 school staff	95%	2%	0%	3%
Percentage in support of Using Disinfectant Wipes on Surfaces: 95% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	96%	0%	0%	4%
Central Office staff	99%	1%	0%	1%
Support staff	87%	5%	1%	7%
School-based licensed staff	91%	5%	1%	3%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	90%	5%	2%	3%
Central Office staff	99%	1%	0%	1%
High school staff	87%	6%	1%	6%
Middle school staff	92%	3%	1%	4%
P/K-8 school staff	92%	4%	1%	3%
P-5 school staff	90%	5%	2%	3%
Percentage in support of Maintaining Social Distancing: 93% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	88%	0%	4%	8%
Central Office staff	93%	3%	2%	1%
Support staff	82%	7%	3%	8%
School-based licensed staff	83%	10%	3%	4%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	78%	14%	3%	5%
Central Office staff	94%	2%	2%	1%
High school staff	85%	9%	2%	4%
Middle school staff	87%	6%	2%	6%
P/K-8 school staff	83%	10%	3%	3%
P-5 school staff	81%	10%	4%	5%
Percentage in support of Students Having Meals in the Classroom Instead of the Cafeteria: 64% Overall				
By Position Category	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	72%	12%	4%	12%
Central Office staff	76%	14%	6%	4%
Support staff	62%	18%	8%	12%
School-based licensed staff	39%	19%	17%	24%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	67%	17%	9%	7%

	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
Central Office staff	71%	16%	9%	5%
High school staff	44%	16%	17%	23%
Middle school staff	36%	21%	12%	30%
P/K-8 school staff	49%	18%	13%	19%
P-5 school staff	45%	20%	16%	20%

Percentage in support of Ensuring Students and Staff Follow All Safety Measures: 86% Overall

By Position Category	Strongly Supportive	Somewhat Supportive	Somewhat Opposed	Strongly Opposed
Other staff	85%	8%	0%	8%
Central Office staff	83%	11%	4%	2%
Support staff	81%	7%	4%	8%
School-based licensed staff	67%	17%	7%	9%
By Grade Band	**Strongly Supportive**	**Somewhat Supportive**	**Somewhat Opposed**	**Strongly Opposed**
Other staff	80%	9%	5%	5%
Central Office staff	86%	8%	4%	2%
High school staff	62%	19%	7%	12%
Middle school staff	71%	11%	4%	13%
P/K-8 school staff	76%	15%	4%	5%
P-5 school staff	71%	15%	7%	7%

Professional Learning Needs

By Position	Teacher	Special education teacher	EL teacher	Other school licensed staff	School-based administrator	Central office staff
Engaging students who do not attend virtual sessions regularly.	59%	71%	63%	53%	64%	27%
Differentiating instruction in a virtual learning environment	41%	36%	43%	24%	31%	9%
Ensuring equity in a virtual classroom	39%	26%	45%	39%	46%	25%
Building rapport with students in a virtual learning environment	32%	15%	26%	22%	23%	8%
Using technology to support virtual learning	28%	32%	31%	27%	18%	24%
Planning in a virtual learning environment	21%	22%	14%	12%	8%	11%
Summative assessment in a virtual learning environment	20%	16%	14%	8%	13%	9%
Social-emotional academic learning (SEAL) and support in a virtual learning environment	19%	21%	21%	34%	39%	23%
Formative assessment in a virtual learning environment	18%	17%	11%	9%	18%	6%
Creating a trusting and inclusive virtual learning environment	13%	5%	7%	11%	7%	15%
Managing behavior in a virtual learning environment	12%	16%	5%	8%	3%	11%
Teaching and supporting executive functioning skills in a virtual learning environment	12%	31%	14%	13%	7%	6%
Managing personal stress while supporting a virtual learning environment	11%	14%	5%	17%	7%	26%
Collaboration with colleagues in a remote work setting	8%	9%	9%	17%	18%	47%
Other (Please specify)	3%	5%	3%	4%	8%	7%

Appendix C - Participation Summary Report

FAMILY PARTICIPATION SUMMARY
Number of Family Responses: 11,852

Overall Responses
- Overall number of responses far exceeds both Pulse Surveys (round 1 = 3,723, round 2 = 5,513).

Response by Race/Ethnicity and Language
- Black/African American families and Hispanic/Latino family representation not quite representative of the student population.
- Black/African American families comprise 19% of survey responses compared with 25% of the student population, and
- Hispanic/Latino families comprise 21% of survey responses compared with 37% of the student population.
- Conversely, White families are still overrepresented with 37% of survey responses, compared with 28% of the student population.
- The percentage of surveys completed in Spanish represented 15% of respondents. These response rates are still low compared to Pulse Surveys (round 1 = 21%, round 2 = 19%).
- Approximately 2% of respondents completed the survey in Arabic (n=209) and another approximately 2% of respondents completed the survey in Amharic (n=237).

Responses by School
- Response rates by school were estimated as the number of family responses divided by the number of students enrolled. Response rates ranged widely, from 25% (ECC) to 100% (LCTA), and was approximately 73% across all schools.

Responses by Special Programs
- The percentage of ELL families responding was approximately 23% (out of 5,083).
- SPED response rate was about 61% (out of 1,672).
- TAG response rate is high (about 100%).

STAFF PARTICIPATION SUMMARY
Number of Staff Responses: 2,077

Overall Responses
- Response count equals a response rate of roughly 78% of all staff based on FY21 FTE of 2,662.
- Responses in comparison to Pulse surveys: round 1 = 2,079; round 2 = 1,684

Response Rate Estimates by role/position
- The response rate for instructional staff is estimated at 79% (n=1,205).
- The response rate for "other school licensed" (counselors, psychologists, social workers, school nurses, instructional coaches/interventionists, TISs, library media specialists) is estimated at 85% (n=257).
- School front office staff and food services/nutrition staff response rates were estimated at 67% (n=78) and 68% (n=85) respectively.
- *Lower response rates in critical support roles including transportation (25%; n=38), and facilities/maintenance (18%; n=28) suggests additional efforts are needed to solicit feedback for decision-making for these stakeholders*.

Responses by location
- Response rates were estimated based on the number of budgeted positions. Staff were asked where they were located the majority of their time.
- Elementary school response rates ranged from 71-100%.
- PK/K-8 school response rates ranged from 78- 98%.
- Secondary only response rates ranged from 89-100%.