



# Climate Survey

Alexandria City Public Schools

January 2022

# TABLE OF CONTENTS

- Introduction** ..... 2
  - BEST PRACTICES IN SURVEY DESIGN ..... 2
- Survey Instrument** ..... 4
  - INTRODUCTION** ..... 4
  - PRIVACY CONSENT..... 4
  - SCREENERS/BACKGROUND ..... 5
  - FOUNDATION FOR LEARNING - POSITIVE EMOTIONAL CLIMATE (SCHOOL-LEVEL) 11
  - FOUNDATION FOR LEARNING - STUDENT ATTITUDES TOWARDS LEARNING ..... 12
  - INSTRUCTIONAL CLIMATE (SCHOOL-LEVEL) ..... 13
  - INSTRUCTIONAL CLIMATE (TEACHER-LEVEL) ..... 16
  - DIVISION EQUITY ..... 17
  - SCHOOL EQUITY ..... 17
  - BUILDING & PERSONAL SAFETY (SCHOOL/BUILDING-LEVEL) ..... 18
  - RESTORATIVE PRACTICES ..... 19
  - SOCIAL AND EMOTIONAL SUPPORT ..... 20
  - FAMILY ENGAGEMENT (DISTRICT-LEVEL & SCHOOL LEVEL) ..... 21
  - STAFF MEMBERS' POSITIVE RELATIONSHIPS (SCHOOL/BUILDING-LEVEL)..... 23
  - ADDITIONAL THOUGHTS ..... 24
  - DEMOGRAPHICS ..... 25
  - RETAKE..... 25
- About Hanover Research** ..... 26

# INTRODUCTION

The following survey aims to collect perspectives from district students, staff, and parents. When reviewing the survey instrument, please note the following structural aspects of the draft:

- Question numbers (e.g., Q3) pertain to the online survey programming numbers and may be non-linear.
- *Dark red text* is survey programming notes that are not seen by respondents.
- *Light blue text* and square brackets “[ ]” are used to indicate wording that may change from stakeholder to stakeholder (e.g., “your” for students and “your child” for parents).
- Curly brackets “{ }” are used to indicate piped text that depends on embedded data or survey selections.
- Questions are formatted into “Blocks” or core survey sections.
- “○” denotes radio buttons where the respondent can only select one answer.
- “□” denotes a check box where the respondent can select more than one answer option.
- “\*” denotes questions that are not forced response. All items without an asterisk will require a response before an individual may continue to the next question.

## BEST PRACTICES IN SURVEY DESIGN

Hanover designs surveys that align with best practices in survey design. While we are sensitive to your needs and will make modifications as necessary, we strongly encourage you to maintain the following survey design standards moving forward.

- **Require responses** for all survey questions. Some items require forced response because they are used for survey logic. However, using forced response on all close ended questions allows for more thorough data cleaning and the removal of low-quality responses. If a question is sensitive in nature, a “Prefer not to respond” or “NA” may be selected.
- Present matrix questions (e.g., Likert scales going from strongly disagree to strongly agree) from **negative to positive**.
- **Randomize questions** when multiple options are present to decrease “order-effects,” which is common for questions of a similar structure.
- **Balance Likert scales**, for this survey, we primarily utilized three, four, and five-point scales.
- **Use “N/A” or “Don’t know”** options when the question is either not relevant or the respondent is unsure. These are often consolidated because there is not an analytical reason to separate these results. Moreover, extending the scale (i.e., separating “N/A” and “Don’t know” as two different options) may encourage respondents to select more “positive” responses due to the relative physical position of the extended scale.

- **Keep open-ended comments to a minimum.** Respondents start providing redundant answers when faced with more than two or three open-ended responses.
- **Use skip logic** to ensure that respondents only answer questions pertinent to them.
- **Avoid too many or too few questions in a single page.** You may view these aesthetic aspects of the survey once the survey has been programmed into the online platform.
- Avoid questions with the following characteristics:
  - **Avoid double-barreled questions** (e.g., asking two questions at once).
  - **Avoid leading questions.** For example, asking “Many staff members indicate that district buildings are clean. Is your building clean?” may lead a respondent to indicate that their building is clean regardless of their objective opinion. Asking leading questions makes respondents susceptible to social desirability. That is, respondents might then answer questions based on the question wording and not their objective opinion.
  - **Avoid subjective language** for survey questions to ensure that all respondents will interpret the survey item the same way.

# SURVEY INSTRUMENT

## INTRODUCTION

Welcome to the Alexandria City Public Schools (ACPS) Equity Climate Survey!

ACPS is seeking feedback from division stakeholders to determine the degree to which the division is perceived as empowering, welcoming, equity-focused, results-driven, and innovative. ACPS will use the feedback received to ensure that division offerings meet the needs of all students, families, staff, and community members and align with the division's Equity for All 2025 Strategic Plan.

This study is for research purposes only: all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to ACPS in an anonymized form (i.e., your name and identifying information such as race and gender will not be shared with the division or tied to your responses), so please be candid in your responses.

Please note that you should not use your name or other identifying information in your open-ended responses.

Thank you for your participation!  
*Please click the arrow button below to begin.*

## PRIVACY CONSENT<sup>1</sup>

- Hanover Research takes protecting your personal information seriously. We use your data for research and analysis purposes only. Please see our Privacy Policy to learn how we collect and process your data.***
  - I consent** to having my personal data collected for this survey.
  - I do not consent** to having my personal data collected and wish to **exit the survey**. *[Exit survey and delete data]*

---

<sup>1</sup> In compliance with data privacy laws both in the United States and internationally, this question must appear at the beginning of the survey because respondents must consent to having their responses recorded before any data may be collected. Hanover Research must ask all respondents for their consent to gather and store their data.

## SCREENERS/BACKGROUND

2. Which of the following best describes your affiliation with ACPS?

- Student
- Staff member
- Family/Guardian of a student
- None of the above

Display this question if "Q2" is Staff member

3. Which of the following best describes your role at ACPS?

- School staff (e.g., teacher, paraprofessional, administrator, support staff)
- Division staff (e.g., administrator, division-office staff)
- None of the above

Display this question if "Q0" is School staff

4. Which of the following best describes your role at your school?

- Teacher
- School-based administrator (e.g., principal, vice principal)
- Front office staff
- Paraprofessional
- Student support services (e.g., social worker, psychologist, nurse, counselor)
- Other school staff

Display this question if "Q0" is Division staff

5. Which of the following best describes your role in the division?

- Division leadership
- Other division staff

Display this question if "Group" is Parent

6. How many children do you have currently enrolled in an ACPS school?

- 0
- 1
- 2
- 3
- 4
- 5 or more

Display this question if "Q6" is 2 or more

7. As you have more than one child attending an ACPS school, please take this survey for your oldest child. At the end of the survey, you may retake the survey for another child if you wish.

*Display if Retake is Yes*

**8. Welcome back to the Alexandria City Public Schools (ACPS) Equity Climate Survey!**

**Thank you for taking the survey for [one/two/three/several] of your children.**

**Please take this survey for your next oldest child.**

*Display this question if "Group" is Student*

**9. Please select your grade.**

*Display this question if "Group" is Parent*

**Please select your child's grade.**

- Pre-K
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Adult education

*Display this question if "Q4" is Teacher*

**10. What grade level(s) do you currently teach? Please select all that apply.**

- Pre-K
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Adult education

*Display this question if "Group" is Student*

**11. Please select your school.**

*Display this question if "Group" is Parent*

**Please select your child's school.**

*Display this question if "Group" is Staff*

**At which school or site do you primarily work? If you work at multiple schools, please select the school at which you spend the majority of your time.**



- Early Childhood Center
- John Adams Elementary School
- Charles Barrett Elementary School
- Naomi L. Brooks Elementary School
- Ferdinand T. Day Elementary School
- Cora Kelly School for Math, Science, and Technology
- Lyles-Crouch Traditional Academy
- Douglas MacArthur Elementary School
- George Mason Elementary School
- Mount Vernon Community School
- James K. Polk Elementary School
- William Ramsay Elementary School
- Samuel W. Tucker Elementary School
- Patrick Henry Elementary School
- Jefferson-Houston PreK-8 IB School
- Francis C. Hammond Middle School
- George Washington Middle School
- Alexandria City High School - Minnie Howard Campus
- Alexandria City High School - Satellite Campus at ACPS Central Office
- Alexandria City High School - King Street Campus
- Virtual Virginia
- Chance for Change Academy
- Adult Learning Center Braddock Place Campus at ACPS Central Office
- Alexandria City Detention Center
- Northern Virginia Juvenile Detention Center School
- Alexandria City Evening Administrative Center
- Central Office *Display This Choice: If Group" is Staff*

*Display this question if "Q3" is Division staff*

**12. To which department are you assigned?**

- Accountability and Research
- Financial Services
- Facilities and Operations
- Human Resources
- School and Community Relations
- Student Services and Equity
- Teaching, Learning, and Leadership
- Technology Services

*Display this question if "Group" is Staff*

**13. How many years have you worked at ACPS?**

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- More than 10 years

*Display this question if "Group" is Student*

**14. Do you participate in any of the following programs? Please select all that apply.**

*Display this question if "Group" is Parent*

**Does your child participate in any of the following programs? Please select all that apply.**

*Display this question if "Q7" is Teacher*

**Do you primarily work with any of the following student populations (e.g., special education or EL teacher)? Please select all that apply.**

- English Learners (EL)
- Students with Disabilities
- Talented and Gifted
- None of the above

# FOUNDATION FOR LEARNING - POSITIVE EMOTIONAL CLIMATE (SCHOOL-LEVEL)

Display this question if "Group" is Student

15. Please indicate how much you disagree or agree with the following statements:  
I...

Display this question if "Q4" is Teacher

Please indicate how much you disagree or agree with the following statements:  
My students...

Display this question if "Group" is Parent

Please indicate how much you disagree or agree with the following statements:  
My child...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...feel(s) welcome at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...feel(s) like [I am/they are] are a valued part of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...feel(s) like adults at school understand [my/their] culture and identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is/are receiving a high-quality education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This question if "Group" = Parent</i> ...feels their voice is valued and included in the ACPS decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

# FOUNDATION FOR LEARNING - STUDENT ATTITUDES TOWARDS LEARNING

Display this question if "Group" is Student

Or Q4 is Teacher

16. Please indicate how much you disagree or agree with the following statements:  
Most students at my school...

Display this question if "Group" is Parent

Please indicate how much you disagree or agree with the following statements:  
Most students at my child's school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...are encouraged to be active participants in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...participate in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...feel valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get excited to learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are positive about their future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

## INSTRUCTIONAL CLIMATE (SCHOOL-LEVEL)

Display this question if "Group" is Student

Or Q0 is School staff

17. Please indicate how much you disagree or agree with the following statements:  
My school...

Display this question if "Group" is Parent

Please indicate how much you disagree or agree with the following statements:  
My child's school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...sets high academic expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Display This Choice: If "Group" is Staff Or "Group" is Parent Or "Group" is Student</p> ...prepares students to engage with the <u>local</u> community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Display This Choice: If "Group" is Parent Or "Group" is Staff Or "Group" is Student...prepares students to engage with the <u>global</u> community.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Display This Choice: If "Group" is Staff</p> ...supports me with high-quality professional learning and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display this question if "Q0" is School staff

18. Please indicate how much you disagree or agree with the following statement:

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
The Central Office provides opportunities for support and collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question if "Group" is Student

Or Q0 is School staff

19. Please indicate how much you disagree or agree with the following statements about student development:

My school helps students develop the following skills:

Display this question if "Group" is Parent

Please indicate how much you disagree or agree with the following statements about student development:

My child's school helps students develop the following skills:

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display this question if "Q0" is School staff

20. Please say how much you agree or disagree with the following statements about student instruction: At my school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...all students experience high-quality core (Tier 1) instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...we utilize our school's Multi-tiered System of Support (MTSS) to support students' <u>social-emotional</u> needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...we utilize our school's Multi-tiered System of Support (MTSS) to support students' <u>academic</u> needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects



## INSTRUCTIONAL CLIMATE (TEACHER-LEVEL)

Display this question if "Group" is Student

21. Please indicate how much you disagree or agree with the following statements about the school's instructional climate:

My teacher(s)...

Display this question if "Group" is Parent

Please indicate how much you disagree or agree with the following statements about the school's instructional climate:

My child's teacher(s)...

Display this question if "Q7" is Teacher

Please indicate how much you disagree or agree with the following statements about the school's instructional climate:

Teachers at my school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...connect class lessons to life outside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provide extra help to students when they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...use books, stories, or lesson materials from many different perspectives (e.g., cultures, race/ethnicities, genders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...adjust lessons to best support students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...engage students in meaningful conversations about racial equity (e.g., when race does not determine quality of life, opportunities, and outcomes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This Choice:</i> <i>If Group" is Student</i> ...make me feel like I can do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This Choice:</i> <i>If Group" is Student</i> ...encourage me to challenge myself (e.g., take challenging classes, work on difficult projects).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## DIVISION EQUITY

Display this question if "Group" is Staff

22. Please say how much you agree or disagree with the following statements about division equity:

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
Resources are equitably allocated across all division schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology access is equitable across all division schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

## SCHOOL EQUITY

Display this question if "Group" is Student

Or Q0 is School staff (e.g., teacher, paraprofessional, administrator, support staff)

23. Please say how much you agree or disagree with the following statements about school equity:  
At my school...

Display this question if "Group" is Parent

Please say how much you agree or disagree with the following statements about school equity:  
At my child's school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...students respect other students from different backgrounds (e.g., race/ethnicity, culture, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...students from different backgrounds are treated differently when they break the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

## BUILDING & PERSONAL SAFETY (SCHOOL/BUILDING-LEVEL)

*Display this question if "Group" is Student*

*Or Q0 is School staff*

**24. Please indicate how much you disagree or agree with the following statements about building and personal safety:**

**I...**

*Display this question if "Group" is Parent*

**Please indicate how much you disagree or agree with the following statements about building and personal safety:**

**My child...**

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...feel(s) safe during school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...feel(s) students are frequently bullied at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Items above are randomized to reduce order effects*

## RESTORATIVE PRACTICES

Display this question if "Group" is Student

25. How often do you participate in community circles in your classroom?

Display this question if "Q7" is Teacher

How often do you facilitate community circles in your classroom?

- Never
- Less than once a month
- Once a month
- 2-3 times a month
- Once a week
- 2-3 times a week
- Daily
- Unsure

Display this question if "Q4" is Teacher

26. Please say how much you agree or disagree with the following statement: I feel comfortable using restorative practices.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Unsure

Display this question if "Q4" is Teacher

Or Group is Student

27. Please say how frequently the following are true: In my classrooms, circles are used...

	NEVER	SOMETIMES	ABOUT HALF THE TIME	MOST OF THE TIME	ALWAYS	UNSURE/NO OPINION
...so that students can get to know each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to talk about events that affect my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...to resolve problems when students aren't getting along.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display this question if "Group" is Student

28. Please say how much you agree or disagree with the following statement:  
Adults at my school help me learn from my choices (good or bad).

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree
- Unsure

## SOCIAL AND EMOTIONAL SUPPORT

Display this question if "Group" is Student

Or Q0 is School staff

29. Please say how much you agree or disagree with the following: Adults at my school...

Display this question if "Group" is Parent

Please say how much you agree or disagree with the following: Adults at my child's school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...know how to connect students with supports for mental health and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...care about all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...help students with problems other than schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...support students socially, emotionally, and academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

## FAMILY ENGAGEMENT (DISTRICT-LEVEL & SCHOOL LEVEL)

Display this question if "Group" is Parent

30. Please indicate how much you disagree or agree with the following statements about family engagement:

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
ACPS engages families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACPS empowers families as partners in their children's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACPS effectively communicates with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACPS ensures feedback from families is included and valued in ACPS decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACPS responds in a timely manner to family questions or concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display this question if "Group" is Parent

31. Please indicate how much you disagree or agree with the following statements:  
Staff members at my child's school...

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
...contact me to learn more about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...make families feel welcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...make families feel valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...include and value my feedback in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... provide families with resources to support their child's educational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... effectively communicate with families regarding their child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... effectively communicate with families regarding their child's academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

## STAFF MEMBERS' POSITIVE RELATIONSHIPS (SCHOOL/BUILDING-LEVEL)

*Display this question if "Group" is Staff*

*32. Please indicate how much you disagree or agree with the following statements about staff resources and professional learning (PL):*

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
My school/building provides enough professional learning opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACPS offers opportunities for my professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Learning is aligned to our School/Department Improvement Plan (SIP/DIP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Items above are randomized to reduce order effects*



Display this question if "Group" is Staff

33. Please indicate how much you disagree or agree with the following statements about relationships.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	DON'T KNOW OR NOT APPLICABLE
I have positive relationships with the majority of staff members at my school/building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have positive relationships with students at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Division leaders value my input regarding the division's strategic areas of focus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are treated differently because of their race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a positive relationship with my direct supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

## ADDITIONAL THOUGHTS

34. Please use this space to share any additional feedback for ACPS. Please note that these responses will be shared with the division directly, so please avoid providing personally identifying information.

-----  
 -----  
 -----  
 -----  
 -----

## DEMOGRAPHICS

*Display this question if "Group" is Staff*

*Or Group" is Student*

**35. With which of the following gender identities do you most identify?**

*Display this question if "Group" is Parent*

**With which of the following gender identities does your child most identify?**

- Female
- Male
- Non-binary/Gender non-conforming
- Not listed/Prefer to self-describe (specify, if desired): \_\_\_\_\_
- Prefer not to respond

*Display this question if "Group" is Staff*

*Or Group" is Student*

**36. With which of the following categories do you identify? Please select all that apply.**

*Display this question if "Group" is Parent*

**With which of the following categories does your child identify? Please select all that apply.**

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latin(o/a/x)
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- Not listed/Prefer to self-describe (specify, if desired): \_\_\_\_\_
- Prefer not to respond

## RETAKE

*Display this question if Group is "Parent"*

*And Children >= 2*

**37. Thank you for completing our survey!**

**Would you like to answer again for another child?**

- Yes
- No

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

## OUR BENEFITS



### EXPERT

200+ analysts with multiple methodology research expertise



### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



### DEDICATED

Exclusive account and research teams ensure strategic partnership



### EFFICIENT

Annual, fixed-fee model shares costs and benefits



[www.hanoverresearch.com](http://www.hanoverresearch.com)