COVID-19 PULSE SURVEY RESULTS
Alexandria City Public Schools

INTRODUCTION

BACKGROUND

In May and June 2020, Alexandria City Public Schools (ACPS) administered a brief online pulse survey to staff, parents, and students in Grades 3-12 to seek feedback related to the Division's response to the COVID-19 school building closures. The two-to-three minute survey was designed to assist in high-level monitoring of the Division's efforts and to inform future decisions regarding how best to provide equitable access and engagement to academic and social and emotional supports during this time.

The COVID-19 Pulse survey was administered in two rounds during the weeks of May 4 and June 8, 2020. This report summarizes and compares results from both administration periods. The results are organized around four main themes: Instruction, Technology, Nutrition, Health, and Safety, and Communication.

LIMITATIONS

The COVID-19 Pulse Survey garnered a high number of respondents (see participation data on pages 6-7). However, non-respondents may have unique needs not represented in the survey results. The Division will continue individual outreach with stakeholders to ensure that their unique needs are being met.

The survey was designed to capture high-level outcomes and not necessarily the reason or context behind these outcomes. During the survey design, Division staff prioritized keeping the survey brief and high-level to minimize the time demands on respondents.

Survey respondents' interpretation of survey questions and concepts may vary. For example, concepts such as "stress" and "academic progress" are relative to respondents' own context and perception and may not be measured equally across all respondents.

SUMMARY OF RESULTS

TRENDS

- Generally, all stakeholder groups report slightly less positive experiences with the Division's response to COVID-19 school building closures in Round 2 (R2) compared to Round 1 (R1) across nearly all survey questions.

AREAS OF STRENGTH

- Parents (83% R1, 78% R2), students (88% R1, 85% R2), and staff (84% R1, 80% R2) report a high level of satisfaction with instructional and academic supports.

- The majority of parents (81% R1, 74% R2), students (78% R1, 75% R2), and staff (82% R1, 83% R2) are also satisfied with social and emotional supports.

- High percentages of parents (86% R1, 80% R2) and staff (82% R1, 78% R2) feel well-informed about decisions made by ACPS.

AREAS OF CONTINUED FOCUS

- Less than half of teachers (46% R1, 37% R2) report that 50 percent or more of students are engaged in learning. Similarly, only about half of teachers agree that students are making academic progress (53% R1, 55% R2).

- About half of parents (51% R1, 54% R2), students (49% R1, 50% R2), and staff (50% R1, 55% R2) continue to experience logistical barriers to working and learning from home.

INSTRUCTION

- A declining percentage of parents and students agree that students are making academic progress at home. However, a slightly higher percentage of staff agree in Round 2 compared to Round 1.

- All stakeholders groups report lower levels of satisfaction with instructional resources provided by ACPS in Round 2 compared to Round 1.

- All stakeholder groups report lower levels of student engagement in Round 2 compared to Round 1.

### Even though school buildings are closed, my students/I/my child is still making academic progress
% Agree + % Strongly Agree

	Round 1	Round 2
Staff	53%	55%
Students	84%	77%
Parents	77%	71%
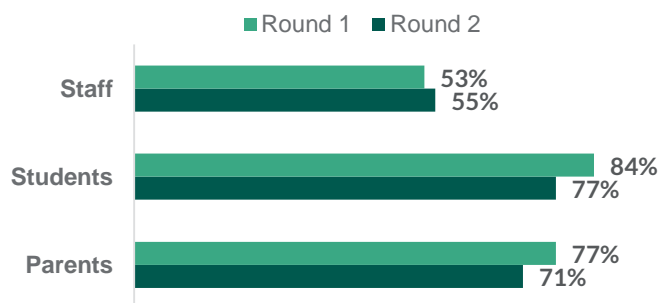
Note: Academic progress as defined as the ongoing learning of new material throughout the 4th quarter

The instructional resources provided by ACPS/my teacher/child's school.
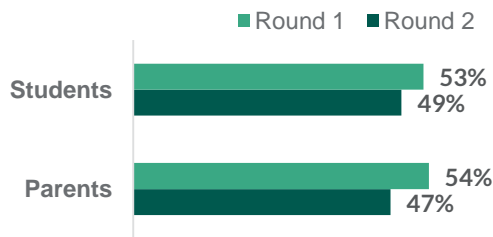*% Somewhat Satisfied + % Completely Satisfied*

	Round 1	Round 2
Staff	84%	80%
Students	88%	85%
Parents	83%	78%
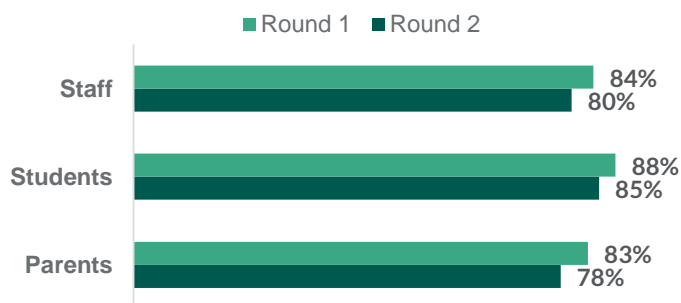
Percentage of your students engaged in learning in the past week
% 50 percent or more students

	Round 1	Round 2
Staff	46%	37%
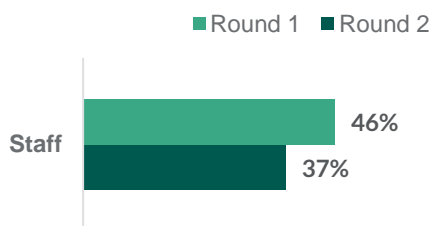
Average hours per day (M-F) I/my child spent on school work this past week.
% 3 or more hours

	Round 1	Round 2
Students	53%	49%
Parents	54%	47%

NOTABLE SUBGROUP RESULTS

- Hispanic students (42% R1, 39% R2) and their parents (43% R1, 42% R2) are less likely than other groups to report spending three or more hours on school work during the past week.

- Middle school staff (89% R1, 85% R2) and high school staff (94% R1, 89% R2) report higher levels of satisfaction with academic support compared to elementary staff (74-77% R1, 71-76% R2).
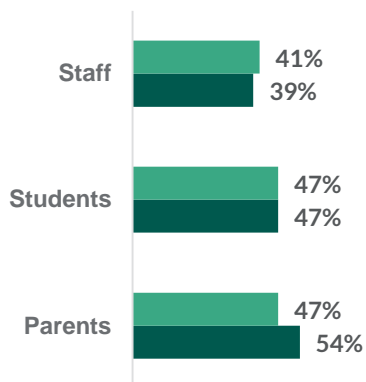
TECHNOLOGY

- Broadly, barriers to working and learning from home remain similar between the two survey rounds.
- An increasing percentage of parents report experiencing environmental barriers to helping their child from home.
- A slightly higher percentage of both staff and parents report experiencing logistical barriers in working or helping their child from home.

What challenges have you experienced while working, learning, or helping child from home?

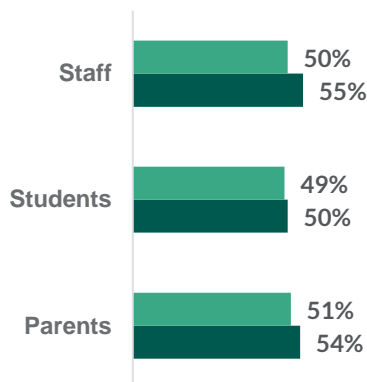#### Environmental Barriers
% Reporting

■ Round 1 ■ Round 2

	Round 1	Round 2
Staff	41%	39%
Students	47%	47%
Parents	47%	54%

Note: Environmental Barriers – Distractions and responsibilities at home

Logistical Barriers
% Reporting

■ Round 1 ■ Round 2

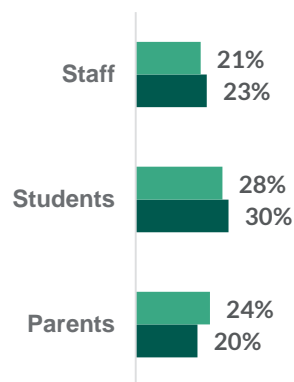|	Round 1	Round 2
Staff	50%	55%
Students	49%	50%
Parents	51%	54%

Note: Logistical Barriers – Internet or other technology issues, needing help with school work, not sure what to work on

No Barriers
% Reporting

■ Round 1 ■ Round 2

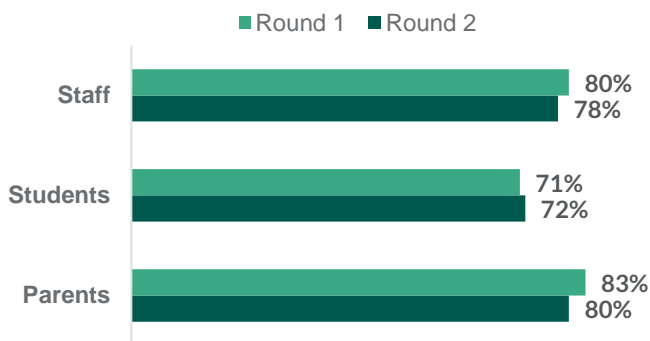|	Round 1	Round 2
Staff	21%	23%
Students	28%	30%
Parents	24%	20%

NOTABLE SUBGROUP RESULTS

- Asian (44% R1, 58% R2) and White (57% R1, 66% R2) parents are more likely than Black (40% R1, 42% R2) and Hispanic/Latino (33% R1, 43% R2) parents to report environmental barriers. However, this trend is not found among students, where responses are similar by race/ethnicity.
- Parents with students receiving English language (60% R1, 62% R2) and Special Education (64% R1, 67% R2) services are more likely than parents of students not receiving any special services (48% R1, 52% R2) to report logistical barriers.
- Parents of PK-2 students are most likely to report environmental (59% R1, 68% R2) and logistical (59% R1, 59% R2) barriers. Generally, the percentage of parents reporting barriers decreases as students get older.
- High school students (59% R1, 57% R2) are more likely than elementary and middle school students to report experiencing environmental barriers.

NUTRITION, WELLNESS, AND SAFETY

- Respondents generally report similar levels of agreement on questions related to student, child, and their own stress management.

- Staff are slightly more satisfied with social and emotional supports while parents and students are less satisfied between the two survey rounds.
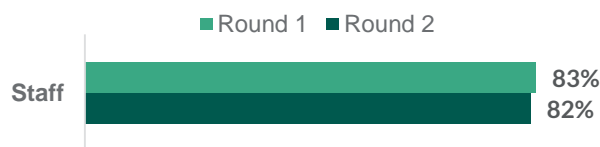
Students/I am/my child is managing stress well
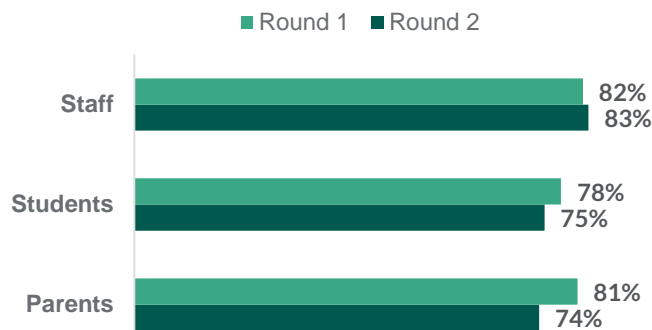*% Agree + % Strongly Agree*

Round 1 ■ Round 2

Staff	80% / 78%
Students	71% / 72%
Parents	83% / 80%

Family has Access to Enough Food
% Agree + % Strongly Agree

Round 1 ■ Round 2

Parents	91% / 90%

Child Recieved Meals from ACPS at Least One Time in Past Week
Of parents reporting not enough food only

Round 1 ■ Round 2

Parents	46% / 38%

I am managing my stress well
% Agree + % Strongly Agree

Round 1 ■ Round 2

Staff	83% / 82%

Satisfaction with social and emotional supports
% Somewhat Satisfied + % Completely Satisfied

Round 1 ■ Round 2

Staff	82% / 83%
Students	78% / 75%
Parents	81% / 74%

Note: Staff satisfaction with supports from ACPS; Parents and Students satisfaction with supports from school

NOTABLE SUBGROUP RESULTS

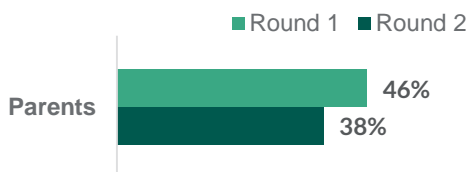- Parents of students receiving Special Education services (76% R1, 68% R2) are less likely to agree that their child is managing stress well.

- An increasing percentage of high school (66% R1, 73% R2) and elementary (77% R1, 82% R2) students agree that they are managing stress well.

- Elementary teachers are more likely than middle and high teachers to agree that students are managing stress well.

COMMUNICATION

- All stakeholder groups report declining levels of connectivity between the two survey rounds. Compared to Round 1, parent connectivity to their child's school decreased by 7 percentage points, which was the largest decline.

- Parents and staff also report declining levels of agreement on if they feel well-informed about decision making.
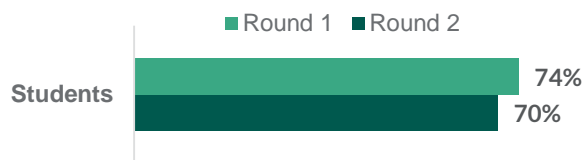
I feel connected to students
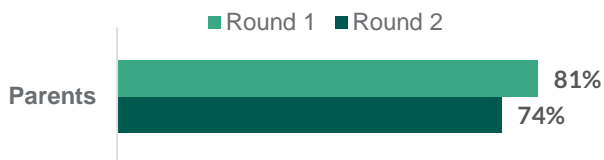*% Agree + % Strongly Agree*

■ Round 1 ■ Round 2
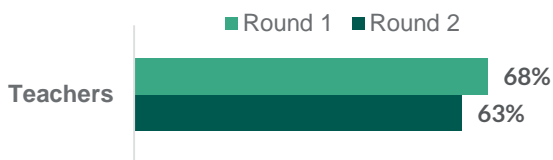
Teachers
- 68%
- 63%

I feel connected to teachers
% Agree + % Strongly Agree

■ Round 1 ■ Round 2

Students
- 74%
- 70%

I feel connected to the school
% Agree + % Strongly Agree

■ Round 1 ■ Round 2

Parents
- 81%
- 74%

I feel connected to my coworkers
% Agree + % Strongly Agree

■ Round 1 ■ Round 2
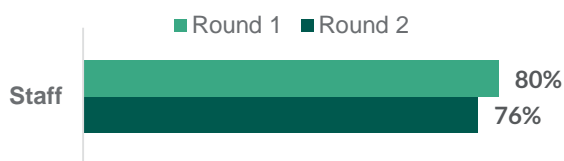
Staff
- 80%
- 76%

I feel well-informed about decisions
% Agree + % Strongly Agree

■ Round 1 ■ Round 2

Staff
- 82%
- 78%
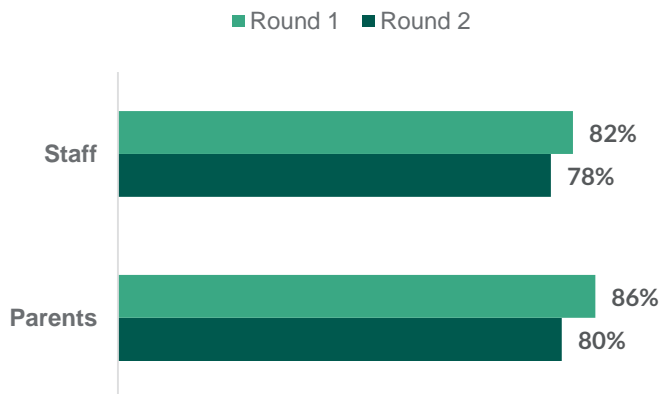
Parents
- 86%
- 80%

Note: Staff - decisions made by school/department/office
Parents - decisions made by ACPS

NOTABLE SUBGROUP RESULTS

- Parents of students receiving English language services (91% R1, 89% R2) feel more well-informed about decision making compared to other parent groups.

- Students receiving English language services (84% R1, 75% R2), also generally report higher levels of connectivity to teachers.

- Elementary students (84% R1, 84% R2) report higher and sustaining levels of agreement that they feel connected to their teacher.

- High school teachers (62% R1, 46% R2) report an especially sharp decline in their level of connectivity with students.
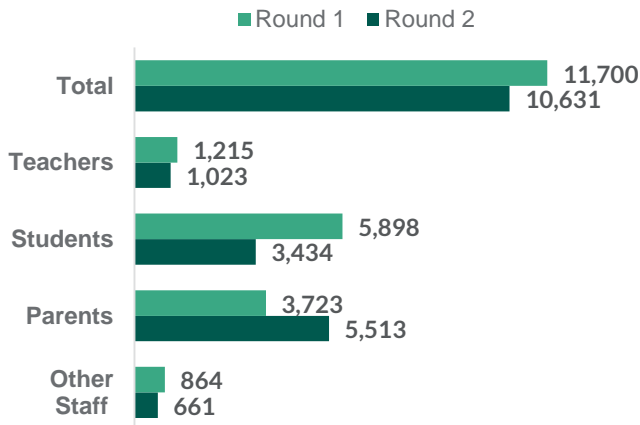
COVID-19 PULSE SURVEY RESULTS
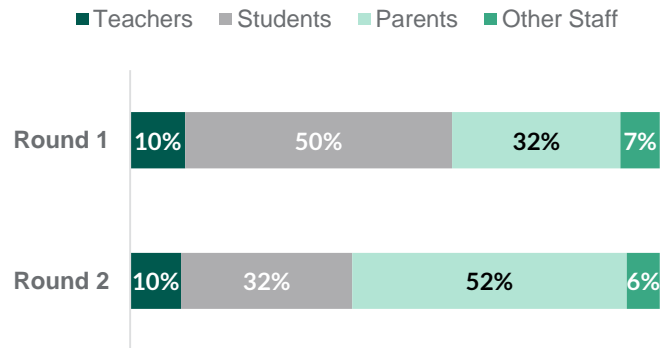*Alexandria City Public Schools*
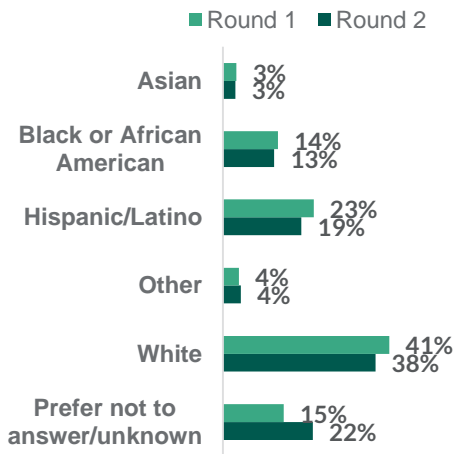
SURVEY RESPONDENTS

Respondent Count by Group

Legend: ■ Round 1 ■ Round 2
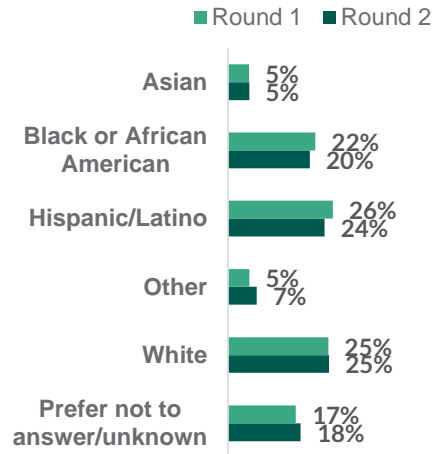
Group	Round 1	Round 2
Total	11,700	10,631
Teachers	1,215	1,023
Students	5,898	3,434
Parents	3,723	5,513
Other Staff	864	661

Respondent Percentage by Group

Legend: ■ Teachers ■ Students ■ Parents ■ Other Staff

	Teachers	Students	Parents	Other Staff
Round 1	10%	50%	32%	7%
Round 2	10%	32%	52%	6%

Parents by Race/Ethnicity

Legend: ■ Round 1 ■ Round 2

Race/Ethnicity	Round 1	Round 2
Asian	3%	3%
Black or African American	14%	13%
Hispanic/Latino	23%	19%
Other	4%	4%
White	41%	38%
Prefer not to answer/unknown	15%	22%

Students by Race/Ethnicity

Legend: ■ Round 1 ■ Round 2

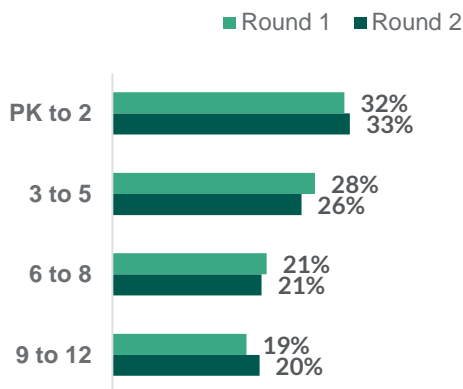| Race/Ethnicity	Round 1	Round 2
Asian	5%	5%
Black or African American	22%	20%
Hispanic/Latino	26%	24%
Other	5%	7%
White	25%	25%
Prefer not to answer/unknown	17%	18%

Note: Student population demographics as of 9/30/2019: Asian: 5%, Black: 26%, Hispanic: 37%, Other: 4%, White: 28%

Parents by Grade Band

Legend: ■ Round 1 ■ Round 2

Grade Band	Round 1	Round 2
PK to 2	32%	33%
3 to 5	28%	26%
6 to 8	21%	21%
9 to 12	19%	20%

Students by Grade Band

Legend: ■ Round 1 ■ Round 2

Grade Band	Round 1	Round 2
3 to 5	37%	29%
6 to 8	37%	50%
9 to 12	26%	21%
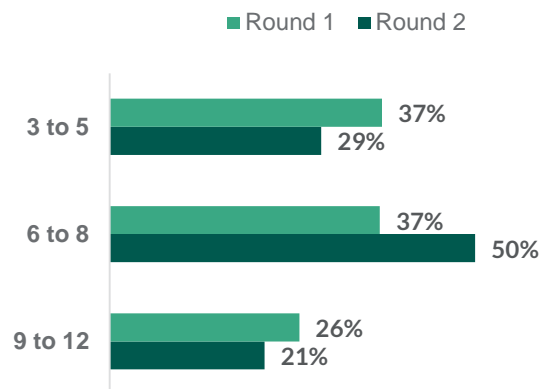
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SURVEY RESPONDENTS

Parents by Program

■ Round 1 ■ Round 2

Program	Round 1	Round 2
Talented and gifted (TAG)	24%	23%
Special education	9%	10%
English language learning	8%	7%
None of the above	60%	62%

Students by Program

■ Round 1 ■ Round 2

Program	Round 1	Round 2
Talented and gifted (TAG)	22%	25%
Special education	8%	7%
English language learning	4%	3%
None of the above	67%	65%
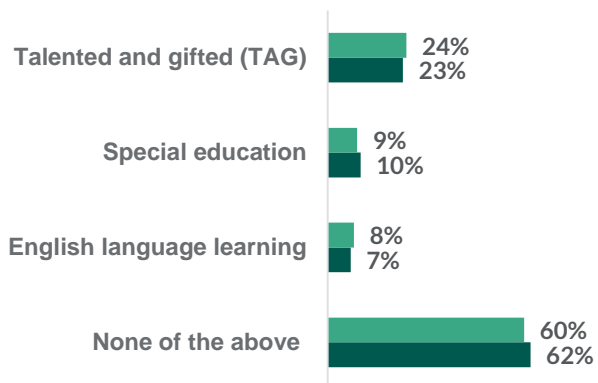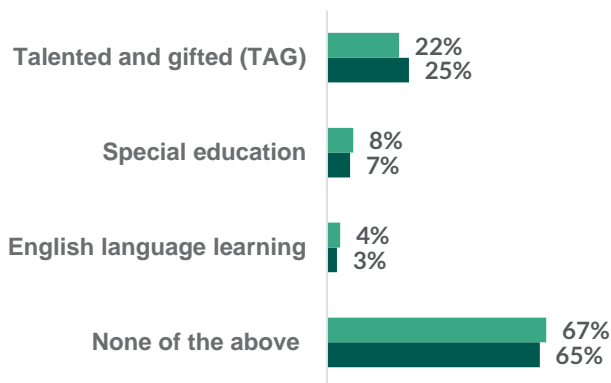
Parents by Language

■ Round 1 ■ Round 2

Language	Round 1	Round 2
English	77%	78%
Spanish	21%	19%
Amharic	1%	2%
Arabic	1%	1%
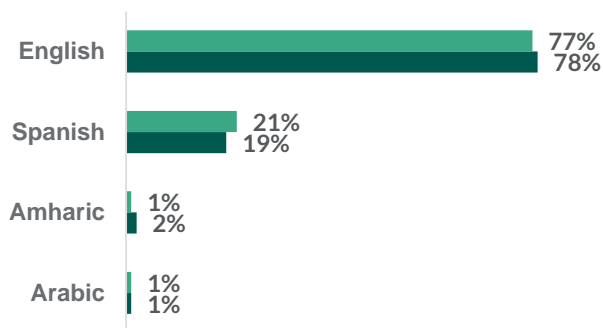
Staff by Job Role

■ Round 1 ■ Round 2

Job Role	Round 1	Round 2
Teacher*	44%	46%
Other school licensed staff**	13%	13%
Support - paraprofessional	9%	9%
Special education teacher	7%	8%
ELL teacher	7%	7%
Central office staff	7%	6%
Support - school front office staff***	4%	4%
School-based administrator	3%	3%
Support - food service, facilities, transportation	3%	2%
Other	2%	3%
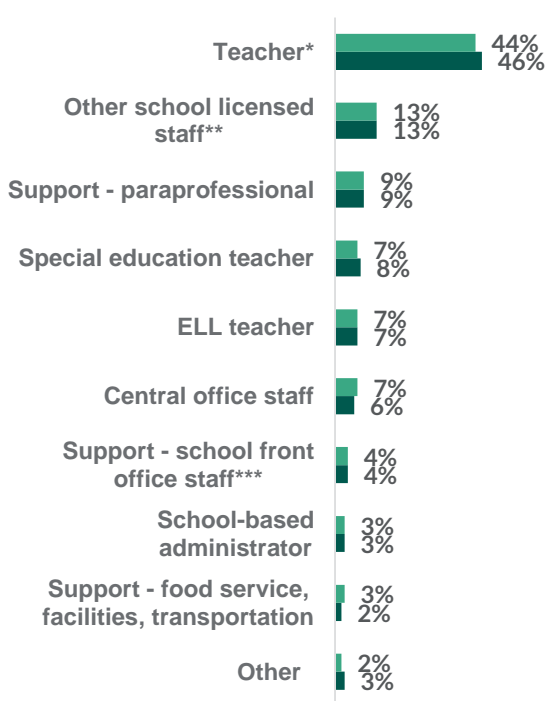
Staff by Work Situation

■ Round 1 ■ Round 2

Work Situation	Round 1	Round 2
Telecommuting	95%	97%
Reporting to work onsite (as an essential employee)	5%	3%
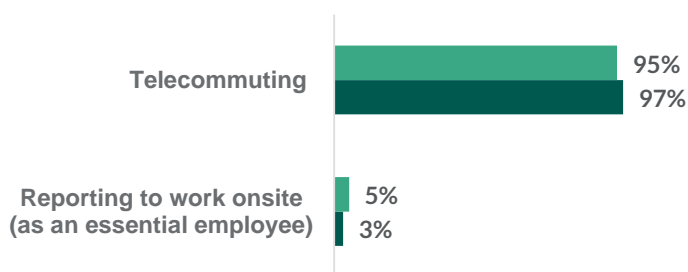
* Elementary, middle, high school, including electives teachers
**Counselor, Psychologist, Social Worker, instructional coach, interventionist, technology integration specialists, library medial specialists, etc.
***Administrative assistant, registrar