

INTRODUCTION

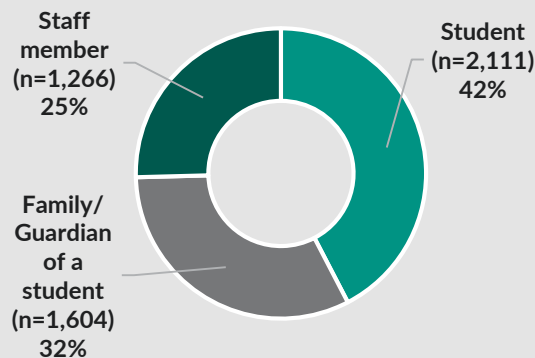
In June 2021, Alexandria City Public Schools (ACPS) administered an online survey to students in Grades 6-12, staff members and families and guardians to gather stakeholder perceptions of school and district climate generally as well as perceptions of educational equity specifically. This is an innovative approach to a standard climate survey and is meant to solicit perceptions around the intersection of equity and climate. The survey was designed to provide ACPS with information to inform planning and identify critical areas for improvement related to the division's [ACPS 2025: Equity For All](#) strategic plan.

A total of 4,981 ACPS stakeholders participated in the survey. However, the total number of respondents varies for each individual survey question. Additional details on survey participation and participant demographics can be viewed at the end of this summary report.

This report summarizes results from the 2020-21 Equity Climate Survey around eight main themes: school climate, instruction and learning, teachers and instructional climate, equity, restorative practices, social-emotional environment and supports, family engagement, and staff professional environment.

Total Survey Respondents 4,981

Respondents by Stakeholder Role



SUMMARY OF RESULTS

AREAS OF STRENGTH

- **Most families, staff, and students have positive perceptions of the learning environment, teachers, and school climate overall.** Stakeholders are most likely to agree that students feel welcome at school (Family: 83%, Staff: 89%, Student: 81%), are encouraged to participate in learning (Family: 79%, Staff: 90%, Student: 76%), and that teachers provide extra support when needed (Family: 78%, Staff: 94%, Student: 88%). The majority of stakeholders also agree with related statements about the overall school and instructional climate.
- **Stakeholders also report positive impressions of the social-emotional environment and supports at their school.** In particular, a large majority report that schools feel safe (Family: 82%, Staff: 87%, Student: 75%) and that adults at school care about all students (Family: 79%, Staff: 88%, Student: 79%). While students and families agree at a lower rate than staff, the majority also agree that adults at school support students, know how to connect students with supports, and help students with problems other than schoolwork (Family: 66-74%, Staff: 81-91%, Student: 69-74%).
- **Staff have especially positive perceptions of their relationships with both students and other staff at their school.** Nearly all staff agree that they have positive relationships with students (98%) and other staff (92%). A slightly lower percentage similarly agree that they have a positive relationship with their direct supervisor (85%). These high levels of agreement are not common across national data and underscore the efforts of leadership and staff in ACPS in this area.*

* Based on Hanover's national data set of 45 school districts and 77,508 respondents who participated in the Equity Survey. Average responses for staff perceptions ranged from 65% - 80%.

SUMMARY OF RESULTS

AREAS OF CONTINUED FOCUS

- There are opportunities to identify and address inequities across the division. Only slightly more than half of staff (53%) agree that resources are equitably allocated across all division schools and many stakeholders agree that students from different backgrounds are treated differently when they break the rules (Family: 33%, Staff: 39%, Student: 34%). Similarly, 24% of staff agree that staff are treated differently because of their race or ethnicity.
- Use of Restorative Practices, such as community circles, varies across classrooms and teachers. Few students and staff report that they use community circles daily (Staff: 18%; Student: 15%) or at least 2-3 times a week (Staff: 8%; Student: 10%). A plurality of students (35%) never participate in community circles. Additionally, 62% of staff are comfortable in using restorative practices.
- Some parents do not believe that their feedback is included or valued in decision-making processes. Compared to other areas, few parents agree with related statements at both the school-level (62%) and division-wide (55%).

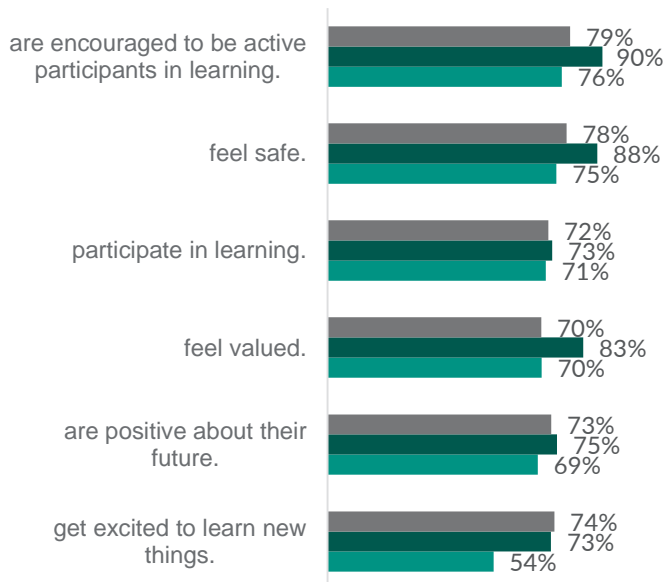
SCHOOL CLIMATE

- Most stakeholders report positive perceptions of the learning environment at their or their child's school, where students feel welcome, valued, and safe. Stakeholders also generally believe that students are encouraged to and do participate in learning. Some stakeholder groups are comparatively less likely to agree that student voices are valued (family/guardians) and that students are excited to learn new things (students).

Most Students at My/My Child's School...

(% Agree + Strongly Agree)

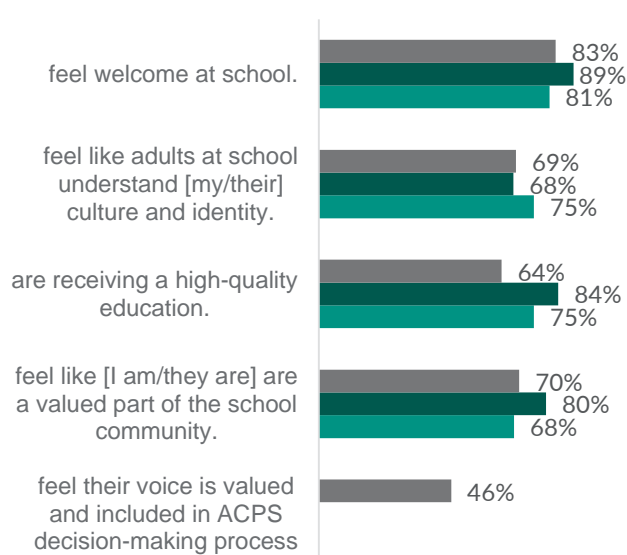
- Family/Guardian (n=1,503-1,616)
- Staff member (n=816-840)
- Student (n=1,929-2,034)



I/My Child/My Students...

(% Agree + Strongly Agree)

- Family/Guardian (n=1,431-1,699)
- Staff member (n=817-832)
- Student (n=1,980-2,048)

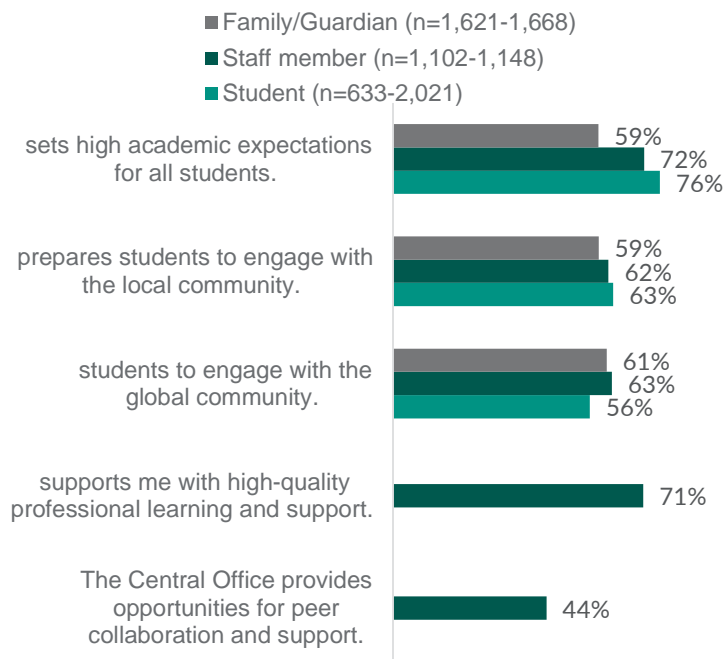


INSTRUCTION AND LEARNING

- Family/guardians are less likely than staff and students to agree that their school sets high academic expectations for all students, though a majority of all three stakeholder groups agree overall.
- About 60% across all stakeholder groups believe that their school prepares students to engage with the local and global communities.
- Most stakeholders believe that schools help to develop skills in collaboration, problem-solving, creativity, and self-advocacy. However, family/guardians are less likely to agree than students and staff members.
- About three-fourths of staff members agree that their school uses MTSS supports and provides high-quality Tier 1 instruction.

My School/My Child's School...

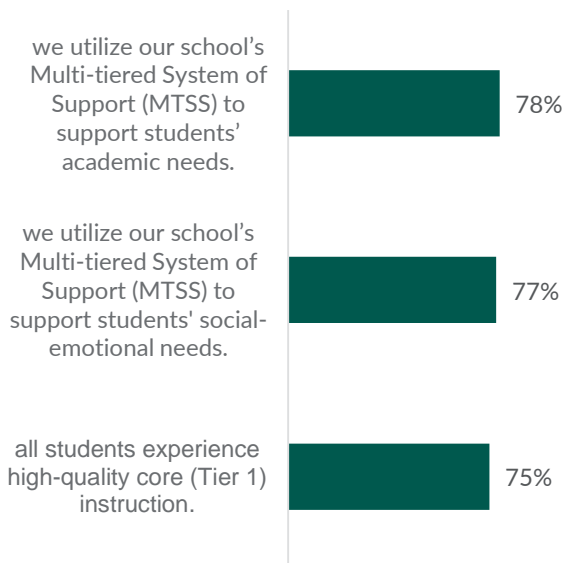
(% Agree + Strongly Agree)



At My School...

(% Agree + Strongly Agree)

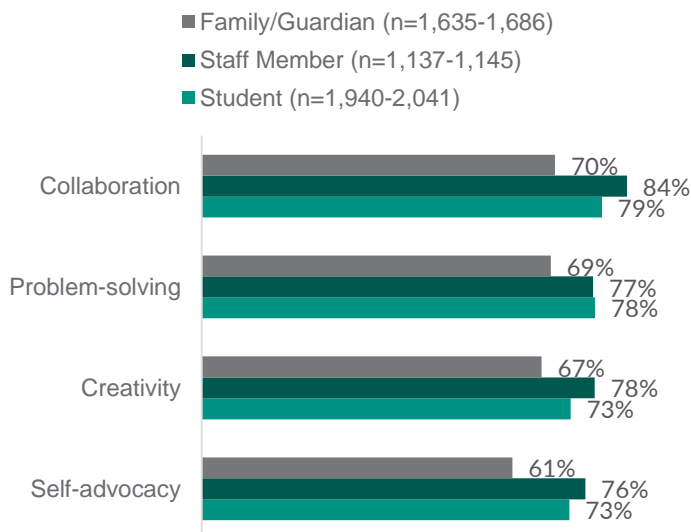
■ Staff Member (n=1,108-1,113)



My/My Child's School Helps Students

Develop...

(% Agree + Strongly Agree)



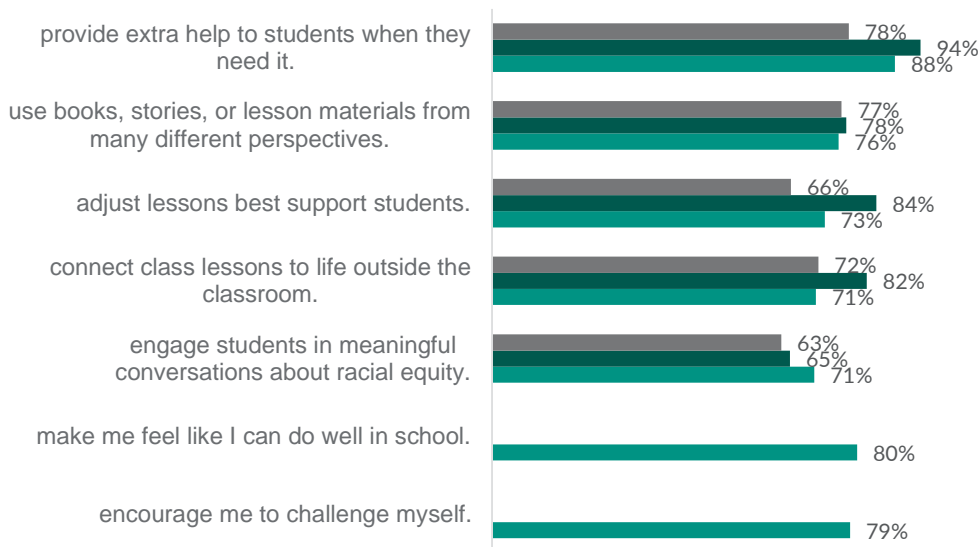
TEACHERS AND INSTRUCTIONAL CLIMATE

- While most stakeholders agree with statements related to teacher support and instruction, they are most likely to agree that teachers provide extra support to help students when they need it. Further, about 80% of students agree that teachers make them feel like they can do well in school and encourage students to challenge themselves.

Teachers...

(% Agree + Strongly Agree)

■ Family/Guardian (n=1,427-1,625) ■ Staff Member (n=795-826) ■ Student (n=1,915-1,998)



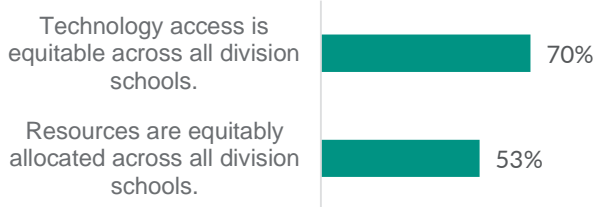
EQUITY

- A little over half of staff members (53%) agree that resources are equitably allocated across schools, though 70% agree that technology access is equitable.
- About three-fourths of family/guardians (78%) and staff (74%) and two-thirds of students (67%) agree that students respect other students from different backgrounds.

Division Equity

(% Agree + Strongly Agree)

■ Staff Member (n=1,107-1,141)



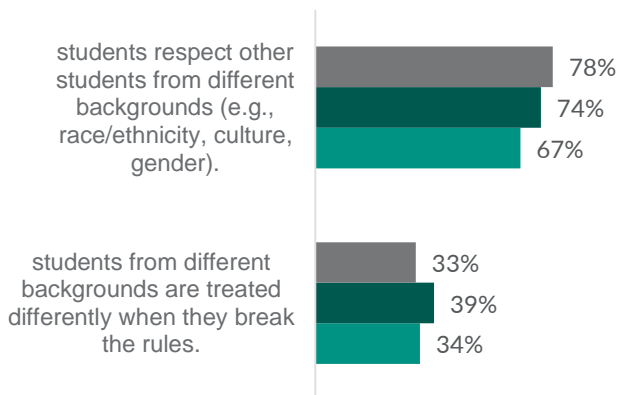
At My/My Child's School...

(% Agree + Strongly Agree)

■ Family/Guardian (n=1,272-1,568)

■ Staff Member (n=1,073-1,113)

■ Student (n=1,696-1,867)

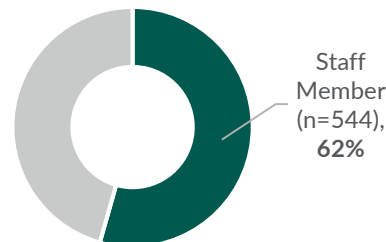


RESTORATIVE PRACTICES

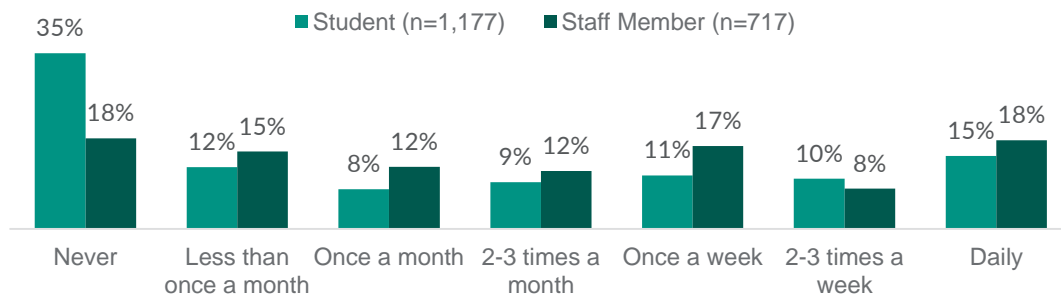
- Students and staff members report varying use of restorative practices in classrooms. Fewer than half report that they participate in or facilitate community circles at least once a week and 35% of students report never participating. Slightly more than half of staff (62%) agree that they are comfortable using restorative practices.
- Students and staff most often use community circles to get to know each other and to talk about events. However, only about one-third of students (33%) and staff members (29%) use community circles most of the time or always to resolve problems when students are not getting along.

I feel comfortable using restorative practices.

(% Agree + Strongly Agree)

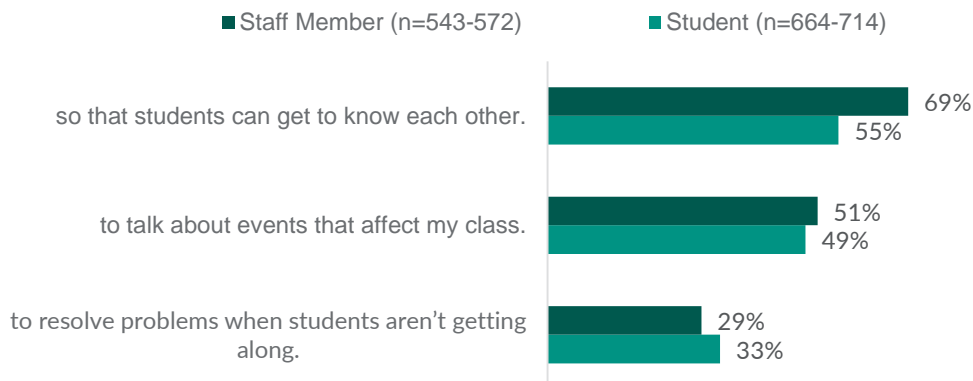


How often do you participate in/facilitate community circles in your classroom?



In My Classrooms, Community Circles are Used...

(% Most of the Time + Always)



SOCIAL-EMOTIONAL ENVIRONMENT AND SUPPORTS

- A large majority of staff agree that adults at their school care about, support, and help students with problems outside of schoolwork. Most students and family/guardians also agree, but at a slightly lower rate.
- All stakeholders report high agreement that schools feel safe, though students (75%) are less likely to agree than family/guardians (82%) and staff members (87%). About a quarter of students and family/guardians agree that students are frequently bullied at school.

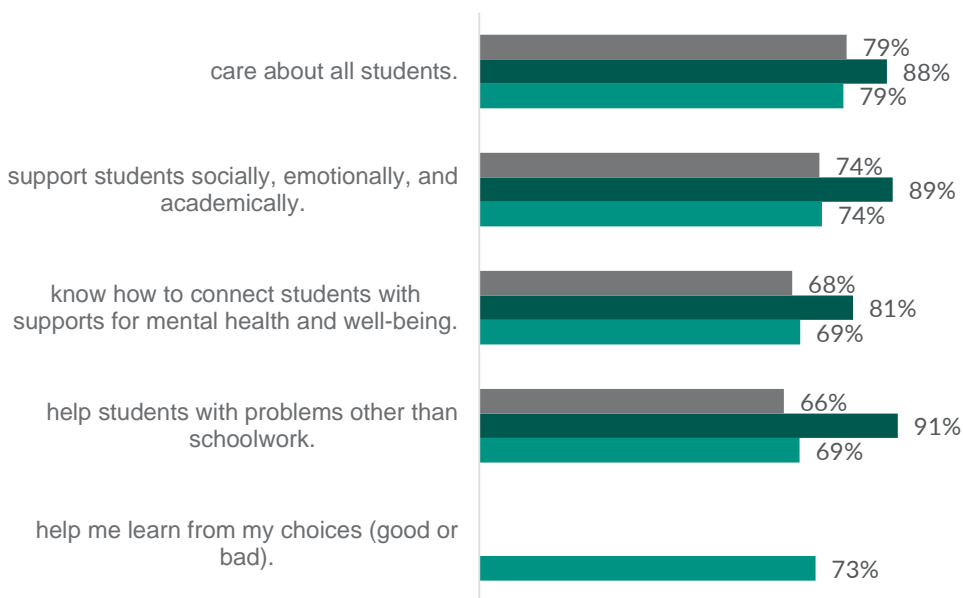
Adults at My (Child's) School...

(% Agree + Strongly Agree)

■ Family/Guardian (n=1,397-1,575)

■ Staff member (n=1,097-1,122)

■ Student (n=730-1,868)



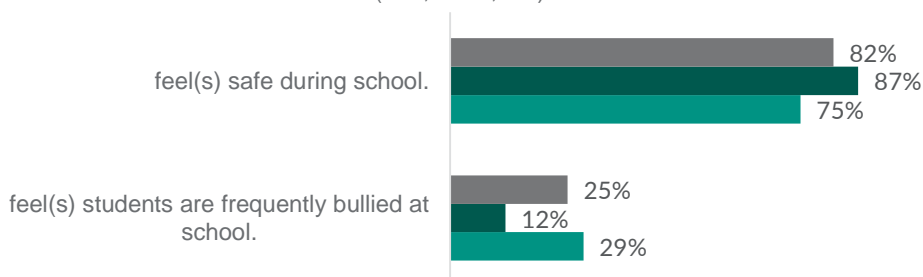
My/My Child's School...

(% Agree + Strongly Agree)

■ Family/Guardian (n=1,452-1,590)

■ Staff Member (n=1,059-1,121)

■ Student (n=1,704-1,922)



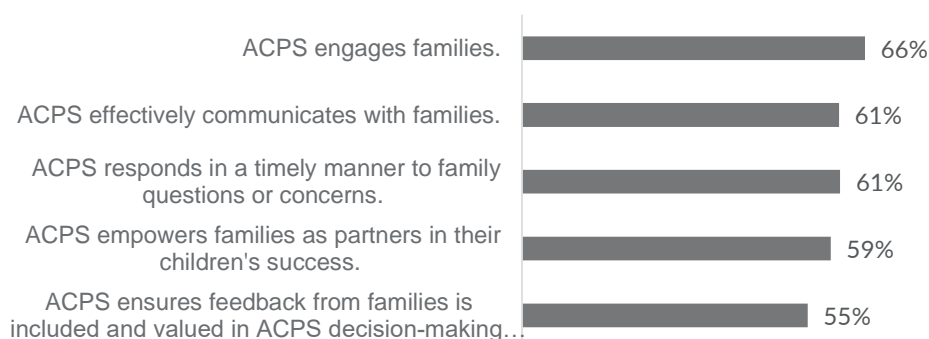
FAMILY ENGAGEMENT

- Family/guardians have a slightly more positive perception of school-level engagement than division-level engagement; however, over half of respondents agree with all statements on family engagement.
- Compared to other areas, respondents are least likely to agree that school staff members contact them to learn more about their child (52%), that they are included and valued in decision-making (55% division; 62% school), and that ACPS empowers families as partners in student success (59%).

Division Family Engagement

(% Agree + Strongly Agree)

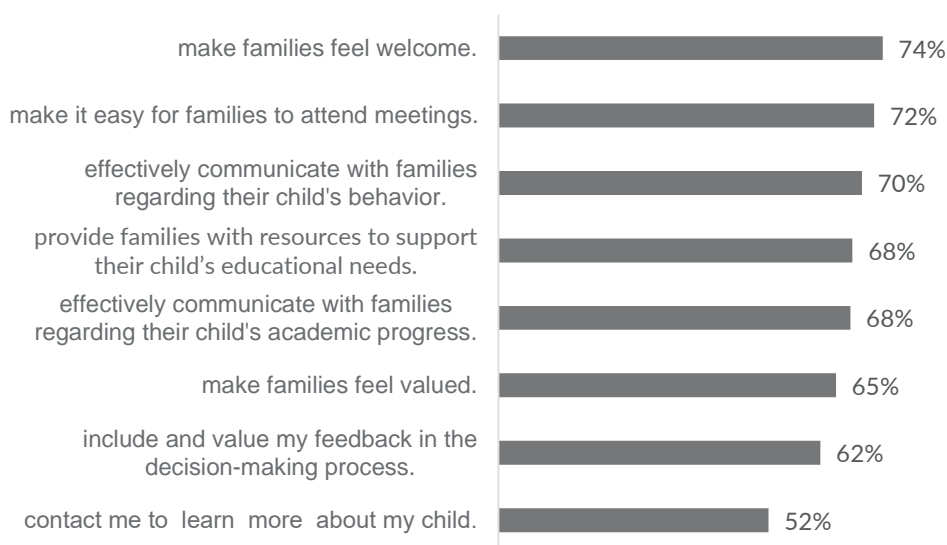
■ Family/Guardian (n=1,568-1,624)



Staff Members at My Child's School...

(% Agree + Strongly Agree)

■ Family/Guardian (n=1,509-1,597)



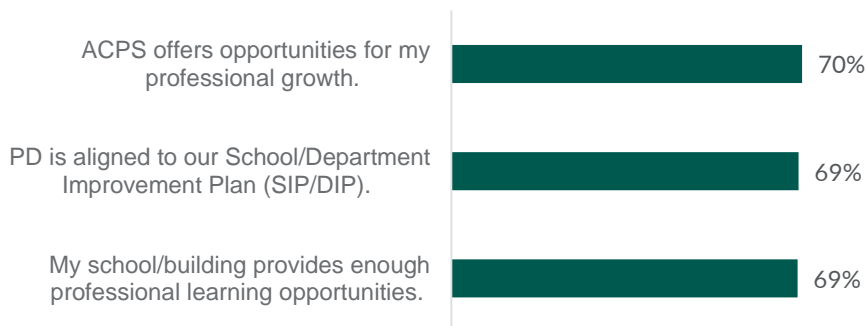
STAFF PROFESSIONAL ENVIRONMENT

- Nearly all staff members agree that they have positive relationships with both students (98%) and other staff (92%) at their school. 80-85% of staff also agree that their colleagues and supervisor cares about them and that they have a positive relationship with their supervisor.
- Staff report lower perceptions of their opportunities for professional learning (69-70%) and value of their input on division strategic areas of focus (47%). A notable percentage of staff also agree that staff are treated differently because of their race or ethnicity (25%).

Staff Resources and Professional Learning

(% Agree + Strongly Agree)

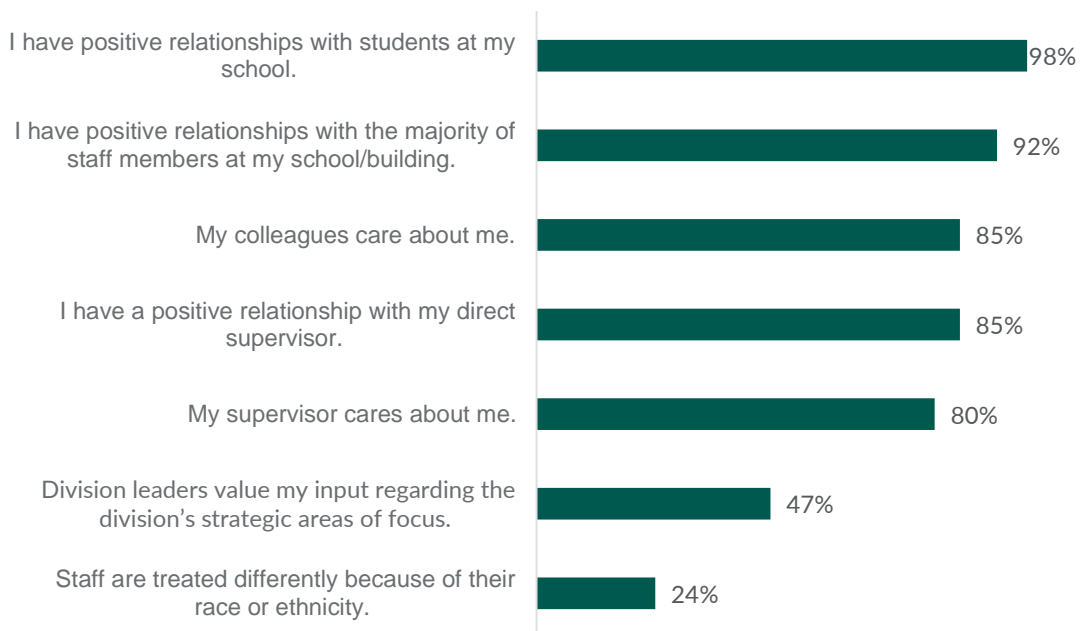
■ Staff Member (n=1,122-1,216)



Staff Relationships

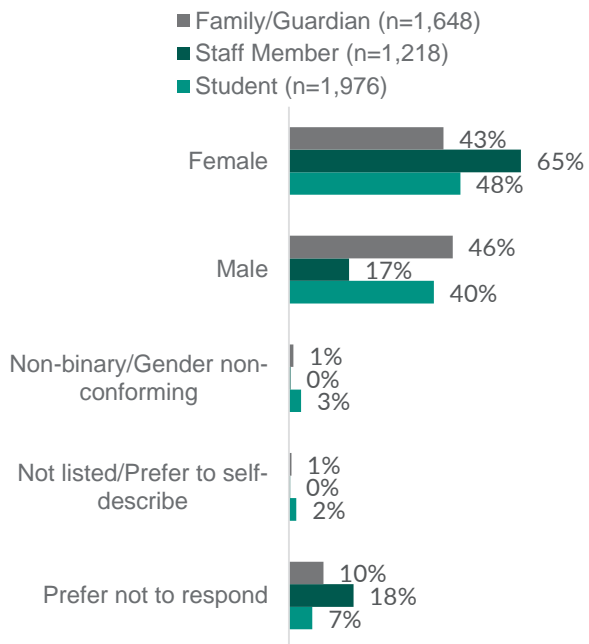
(% Agree + Strongly Agree)

■ Staff Member (n=1,133-1,219)

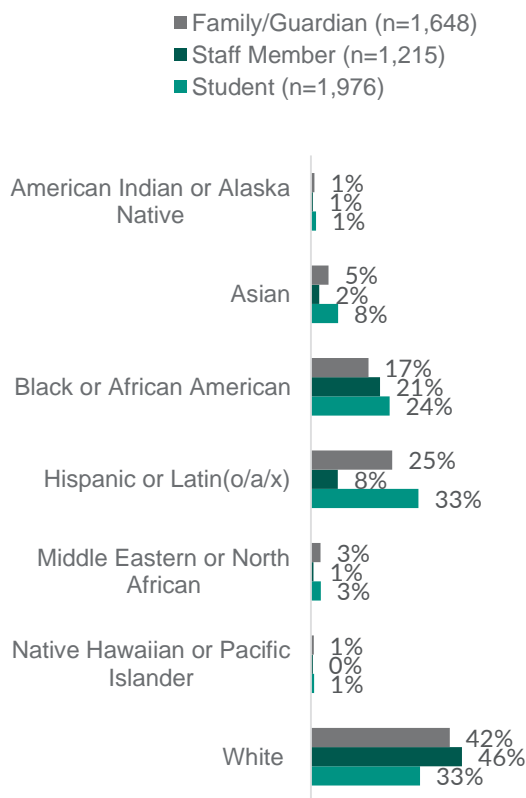


SURVEY RESPONDENTS

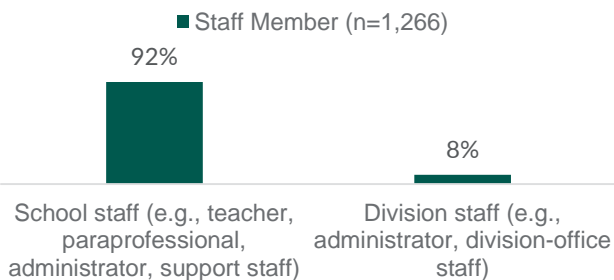
With which of the following gender identities do you/your child most identify?



With which of the following categories do you/your child identify? (Select all that apply)



School or Division Staff



Note: Student population demographics based on VDOE 2020-21 Fall Membership Dataset: Asian: 6%, Black: 26%, Hispanic: 37%, White: 28%

School Grade Level

