



# SLEP STAKEHOLDER SURVEY ANALYSIS

Prepared for Alexandria City Public Schools

October 2022

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# INTRODUCTION

# INTRODUCTION

## OVERVIEW

### KEY OBJECTIVES

- Gather stakeholder perceptions of school and division safety at Alexandria City Public Schools (ACPS).
- Understand the needs of students, staff, parents, and community members.
- Inform the School Law Enforcement Partnership (SLEP) Advisory Council's recommendations.

### SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in September and October of 2022 using the Qualtrics platform.
- The analysis includes a total of 5,238 respondents following data cleaning.
- Results are segmented by respondent role [Student (n=2,561), Staff (n=780), Parent (n=1,803), Community (n=94)] and school level [Pre-K (n=30), Elementary (n=1,148), K-8 (n=208), Middle (n=1,712), High (n=2,019)] in the report. Additionally, the data supplement includes the following segments: by school/building, race/ethnicity, race/ethnicity with combined categories, participation in ELL, participation in FRLP, participation in GATE, and participation in SPED.

### RESPONDENT QUALIFICATIONS

- Must be staff member in ACPS, parent/guardian of a student in ACPS, a middle or high school student in ACPS, or a community member who is at least slightly familiar with ACPS.

## INTRODUCTION

# METHODOLOGY

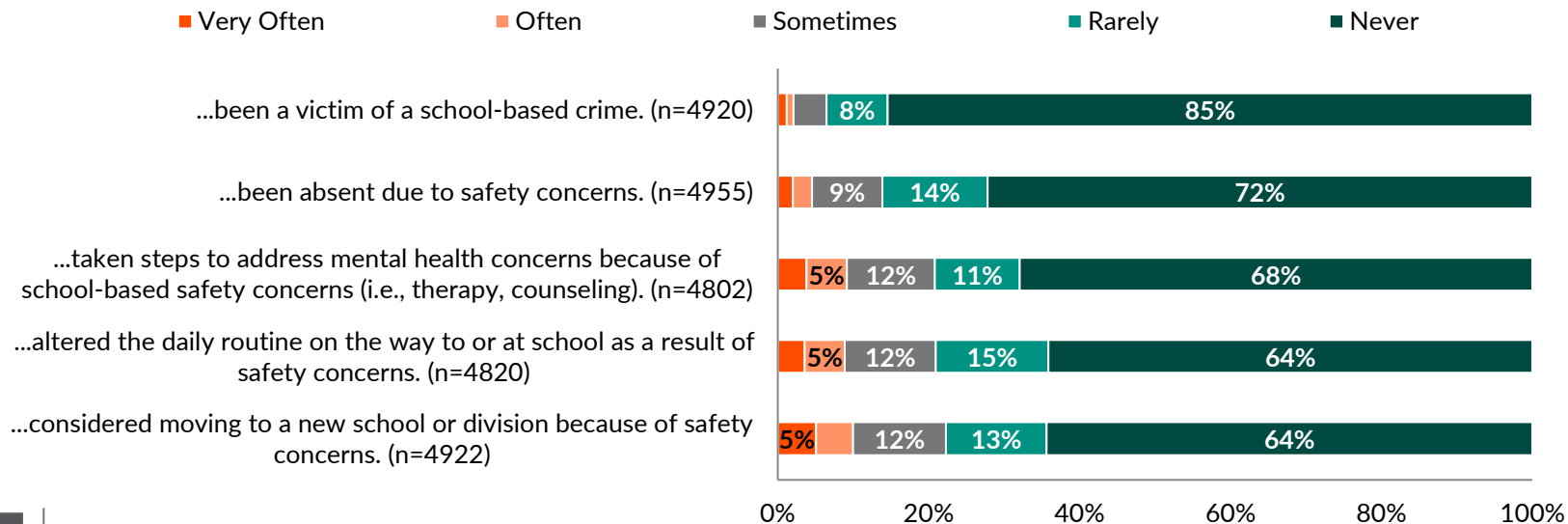
- In the following report, results are segmented by respondent role, school level, race/ethnicity, and middle and high schools.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ( $n < 20$ ) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (\*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.

# KEY FINDINGS

# KEY FINDINGS: PERCEPTIONS OF SAFETY

- There are some differences between groups, but in general, responding stakeholders agree they or their child feel safe in and around school and home, and when they see school security personnel. Overall, more than 80% of respondents agree they or their child feel safe at home (93%), going to and from home (84%), and going to and from school (81%). Around three-quarters report they or their child feel safe at school (72%) and school-sponsored events (73%), or when seeing a school resource officer (74%) or school security officer (73%).
  - Middle and high school respondents are generally less likely to agree than Pre-K, elementary, and K-8 respondents.
- Overall, most respondents and their children have not changed their plans or behavior due to concerns about safety. More than three-quarters of all responding stakeholders or their child have rarely or never been absent, altered daily routines, taken steps to address mental health, or considered moving to a new school or division because of safety concerns. Additionally, 85% report they or their child have not been a victim of a school-based crime in the last year.

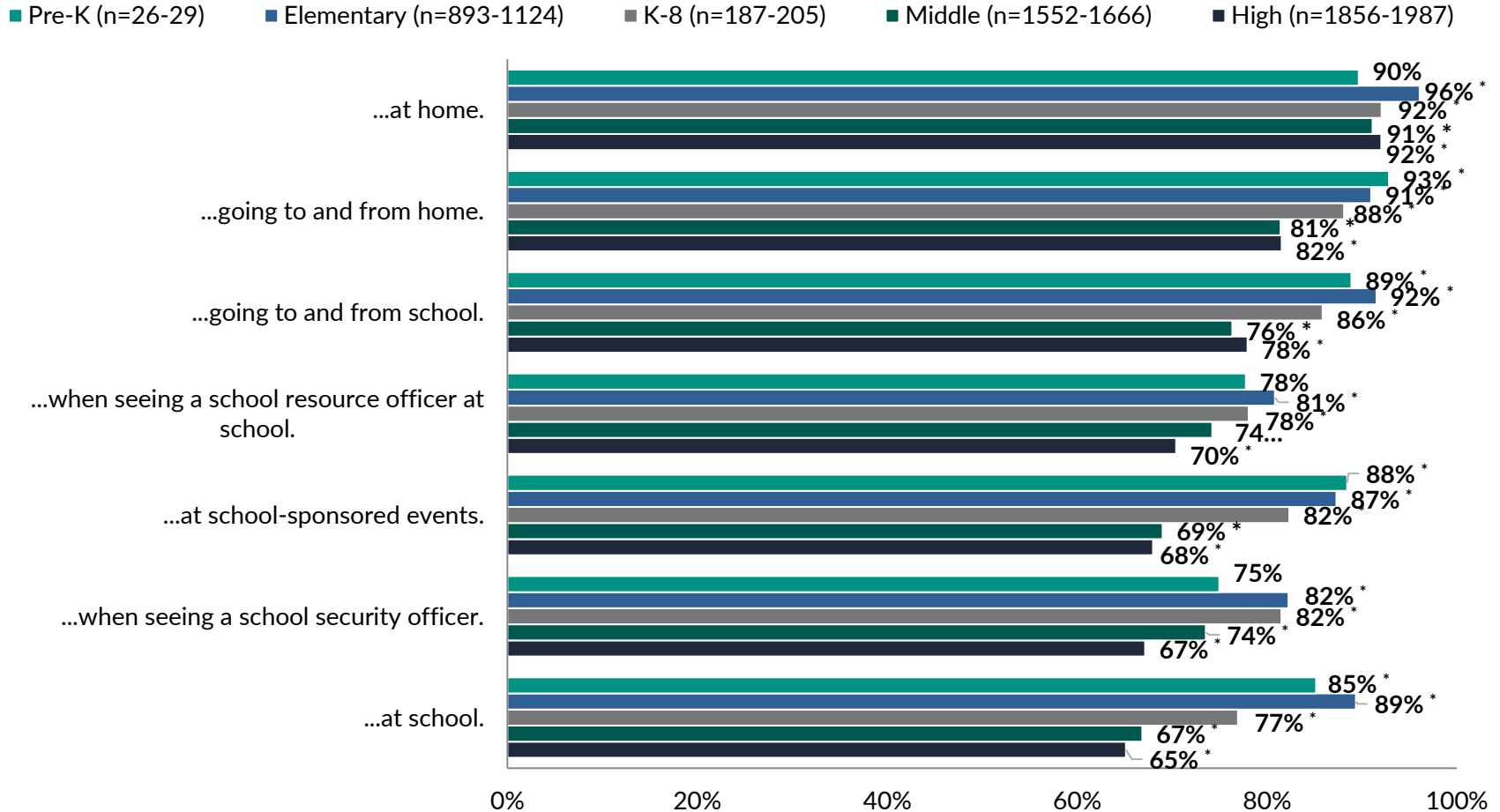
## Within the past year, how often [have you/has your child] done the following?



# ADDITIONAL PERCEPTIONS OF SAFETY

Please rate your agreement with the following statements about school safety: [I feel safe/My child feels safe]...

% Somewhat Agree + % Strongly Agree

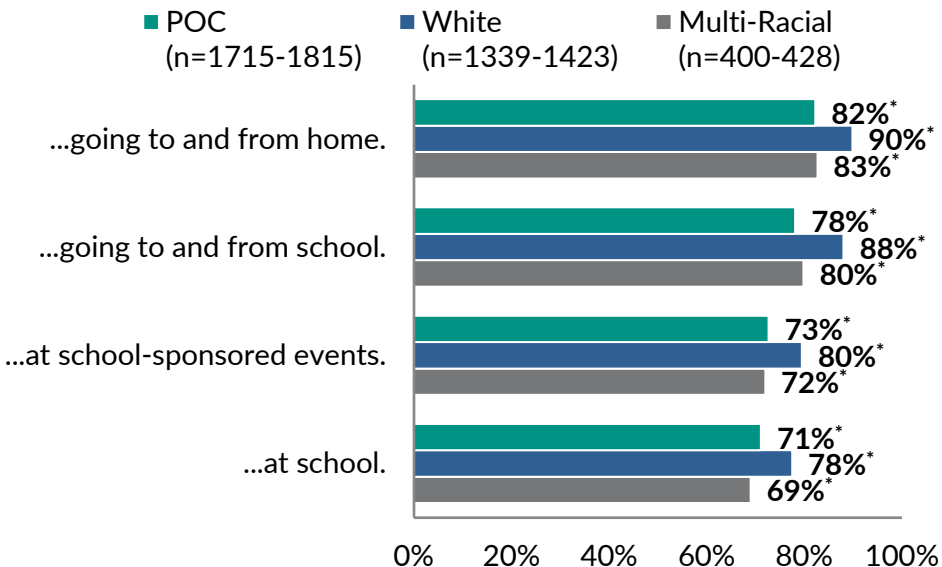




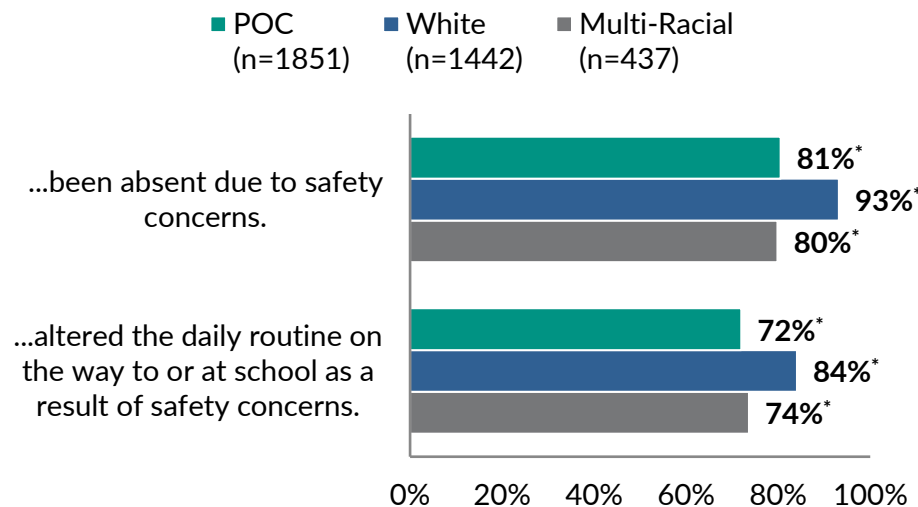
# BY RACE/ETHNICITY CATEGORY: PERCEPTIONS OF SAFETY

- Overall, about two-thirds of respondents report feeling safe; however, POC and multiracial respondents less frequently agree to school safety items compared to their White peers. Notably, POC and multiracial respondents less frequently agree that they feel safe going to and from home and school, at school-sponsored events, and at school.
- While at least 83% of respondents say they or their child have never been a victim of school-based crime, POC and multiracial respondents less frequently indicate never or rarely altering their behavior due to safety concerns. Compared to White respondents, POC and multiracial respondents less frequently indicate that [they have/their child has] been absent or altered their daily routine due to safety concerns by 8% to 12%.

**[I feel safe/My child feels safe]...**  
% Somewhat Agree + % Strongly Agree



**Within the past year, how often [have you/has your child] done the following?**  
% Rarely + % Never

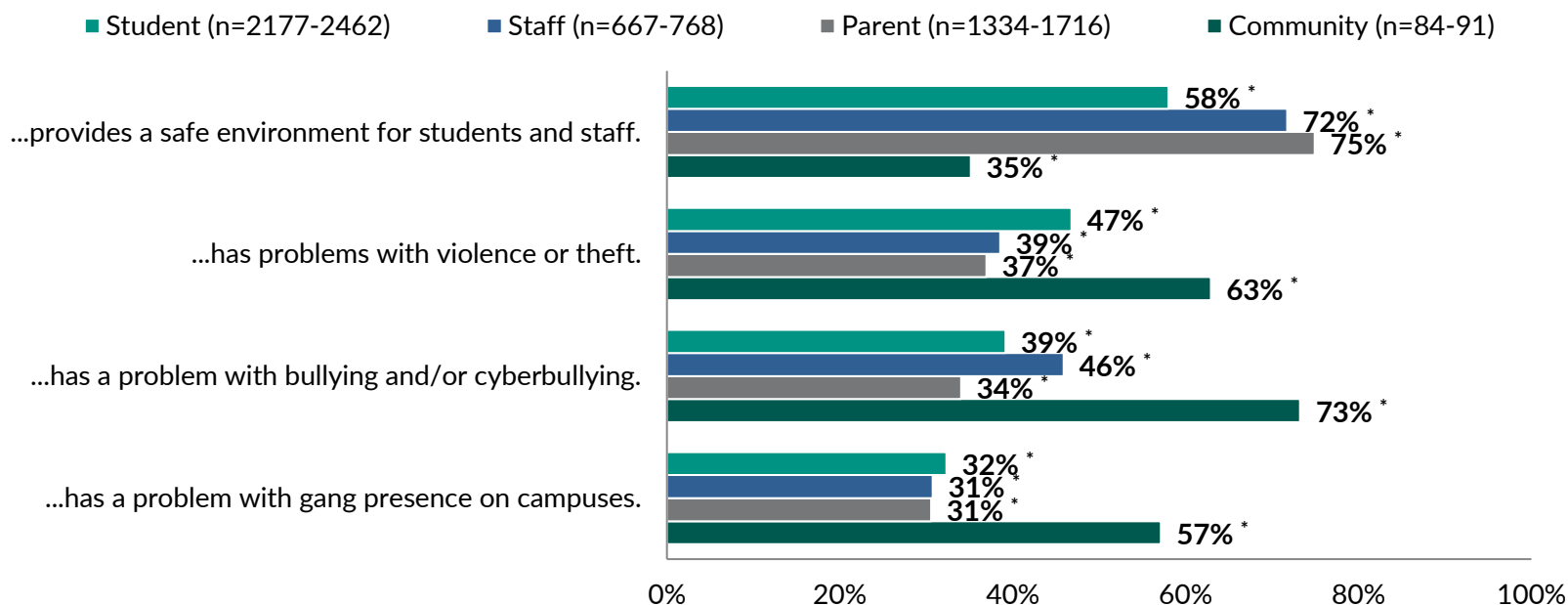


# KEY FINDINGS: SCHOOL SAFETY

- Most students, staff, and parents think ACPS schools provide a safe environment for students and staff, but **community members are less positive**. A majority of students (58%), staff (72%), and parents (75%) agree schools provide a safe environment, compared to just about a third of community members who agree (35%) and around half who disagree (52%).
- However, many respondents, especially community members, think schools have problems with **bullying, violence or theft, and gangs**. About a third to half of students, staff, and parents think there are problems with bullying or cyberbullying, violence or theft, and gang presence at schools, as do about half to three-quarters of community members.

Please rate your agreement with the following statements: [My school/My child's school/The division]...

% Somewhat Agree + % Strongly Agree



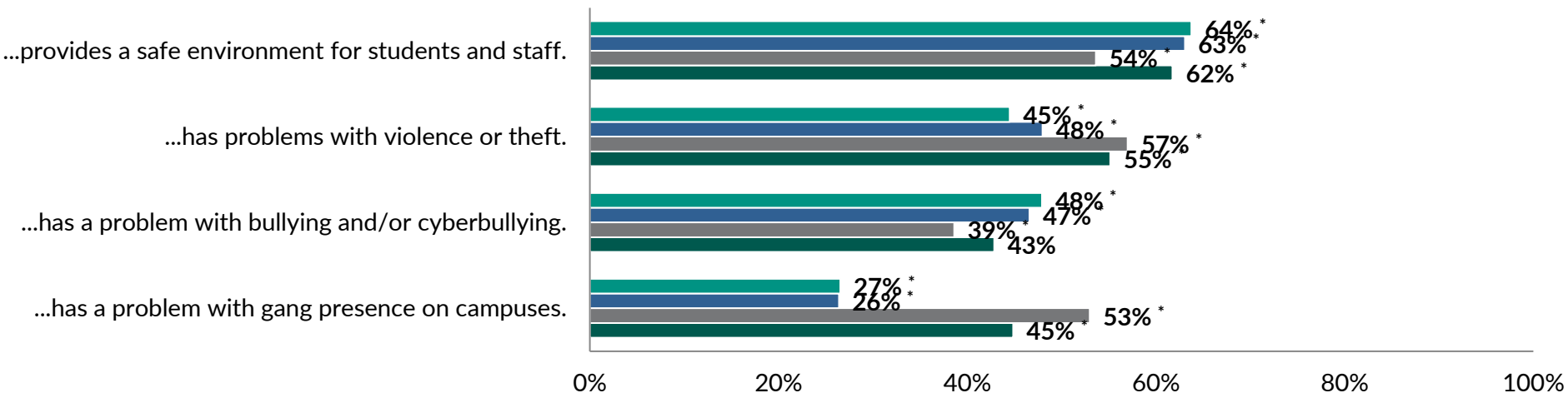
# BY SCHOOL (MIDDLE AND HIGH SCHOOLS ONLY): SCHOOL SAFETY

- Overall perceptions of safety are lower at Alexandria City High School – King Street Campus. Respondents report higher rates of violence/theft (57%) and gang presence (53%). Reports of rarely or never witnessing drug usage (41%) or students bringing weapons to campus (73%) occurs at a lower rate than the Minnie Howard campus (drugs = 51%, weapons = 77%).
- Additionally, respondents from King Street are less likely to say they rarely or never experience learning disruptions because of criminal activity (64%) or witnessing traumatic events (68%) than those from Minnie Howard (criminal activity = 77%, traumatic events = 78%).

Please rate your agreement with the following statements: [My school/My child's school/The division]...

% Somewhat Agree + % Strongly Agree

■ Francis C. Hammond (n=644-756)   ■ George Washington (n=754-880)   ■ King Street Campus (n=1304-1499)   ■ Minnie Howard Campus (n=379-455)



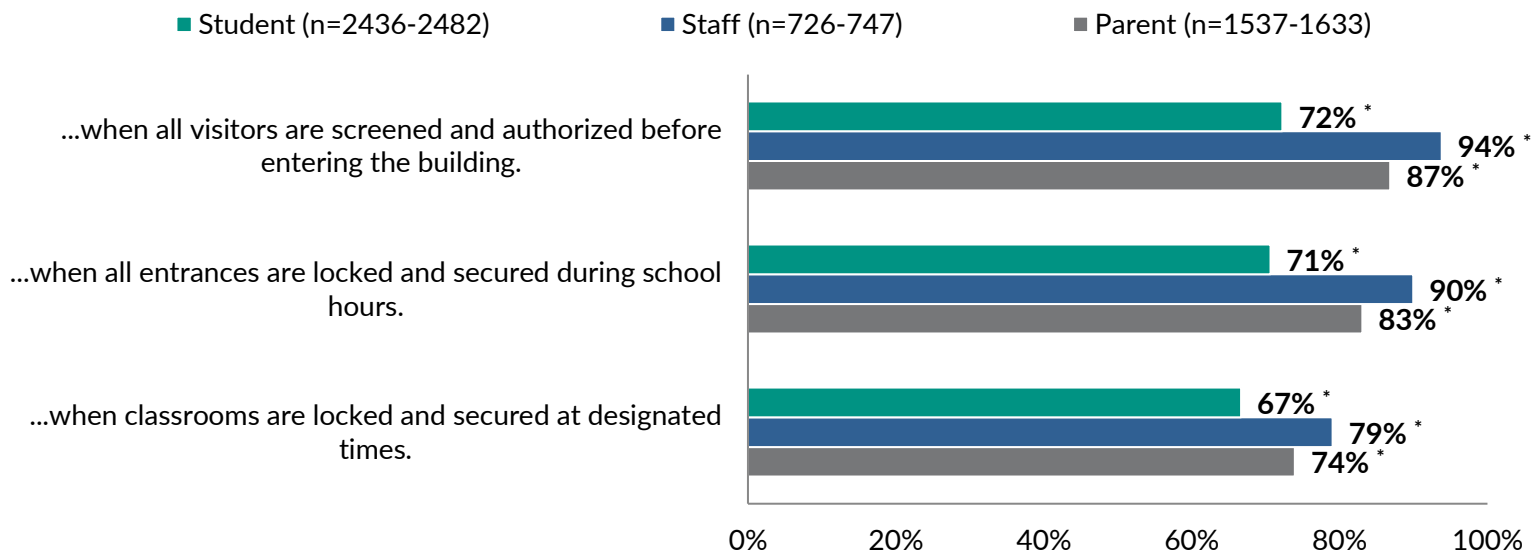
# KEY FINDINGS: SAFETY PROCEDURES

- Most respondents report their or their child's school follows building safety procedures and that they or their child feels safe when these procedures are followed.
  - Overall, two-thirds or more of all respondents indicate all visitors are screened and authorized prior to entry (76%), all entrances are locked and secured during school hours (74%), classrooms are locked and secured at designated times (67%), and classrooms have necessary safety equipment (64%). There are some differences between groups, and community members are less likely to agree these procedures are followed.
  - Most students, staff, and parents agree they or their children feel safe when these procedures are followed, with staff and parents more likely to agree than students.

Please rate your agreement with the following statements about school safety:

[I feel safe/My child feels safe]...

% Somewhat Agree + % Strongly Agree



Note: An asterisk (\*) indicates at least one statistically significant difference between groups.

# KEY FINDINGS: BULLYING AND HARASSMENT

- Responses indicate personal experiences with bullying and harassment are not common.
  - Across all student, staff, and parent respondents, large majorities indicate that, in the past year, they, their child, or students at their school have rarely or never been cyberbullied by staff (98%), injured by staff and required medical assistance (97%), physically threatened or harmed by staff (97%), sexually harassed or harmed by staff (97%), or verbally harassed by staff (94%).
  - Experiences involving students occur somewhat more frequently, but still most report they, their child, or students at their school have rarely or never been cyberbullied by students (88%), injured by students and required medical assistance (93%), physically threatened or harmed by students (85%), sexually harassed or harmed by students (93%), or verbally harassed by students (75%).

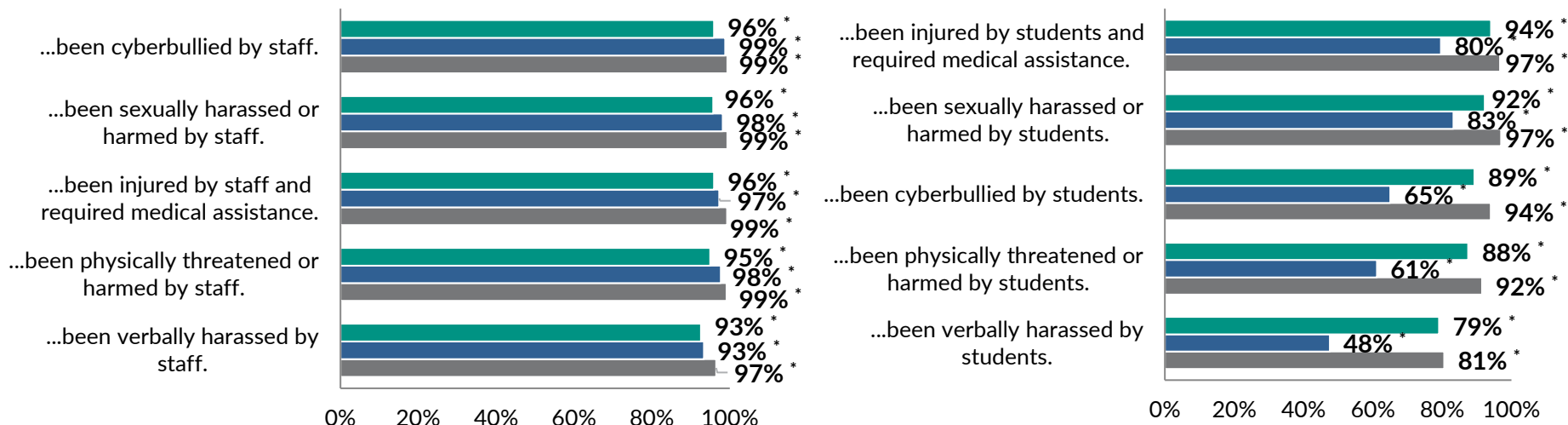
Based on personal experience, in the past year, how often has the following happened at [your/your child's] school? [I have/My child has/Students have]...

% Rarely + % Never

■ Student (n=2304-2317)

■ Staff (n=573-662)

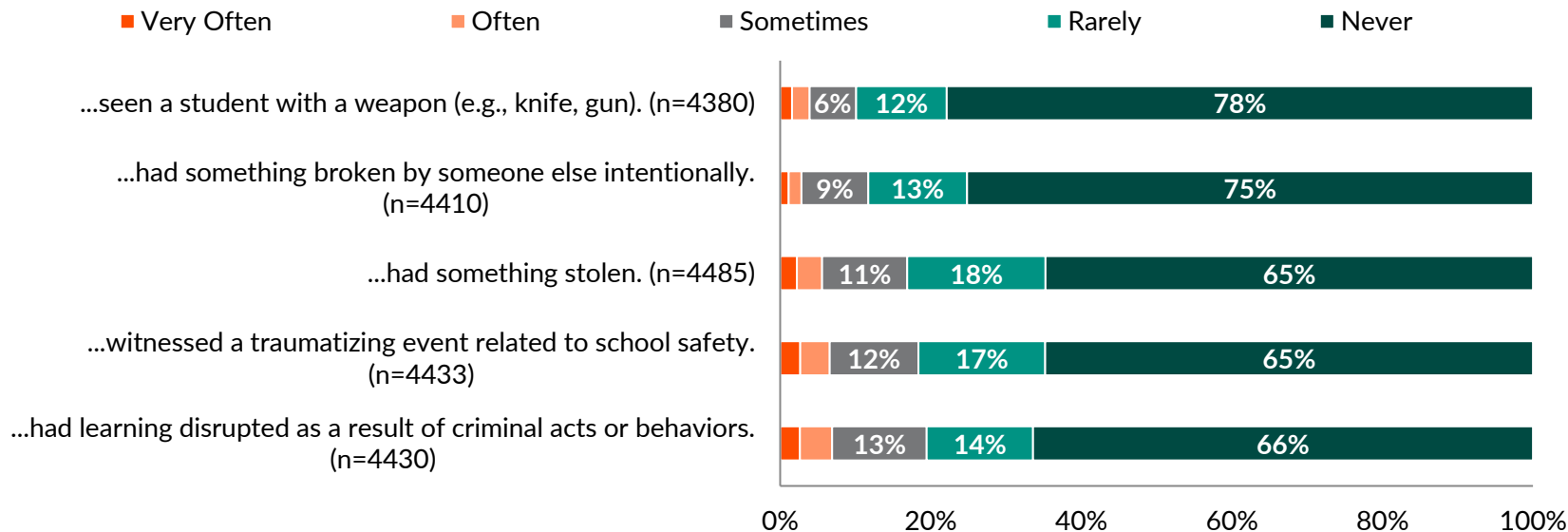
■ Parent (n=1390-1584)



# KEY FINDINGS: OTHER EXPERIENCES

- **Respondents also report infrequent personal experiences with other negative behavior.** Around 90% indicate students have rarely or never seen a student with a weapon (90%) or had something intentionally broken by someone else (88%), and about three-quarters report this never happened. About 80% across students, staff, and parents indicate students rarely or never had something stolen (83%), witnessed a traumatizing event related to school safety (82%), or had learning disrupted due to criminal acts or behaviors (81%). Less than 10% across students, staff, and parents describe any of these incidents as occurring often or very often.
  - For most of these harmful experiences, students and parents are more likely than staff to report they rarely or never happened (Students: 82-90%, Parents: 83-94%, Staff: 68-72%).

**Based on personal experience, in the past year, how often has the following happened at [your/your child's] school?[I have/My child has/Students have]...**

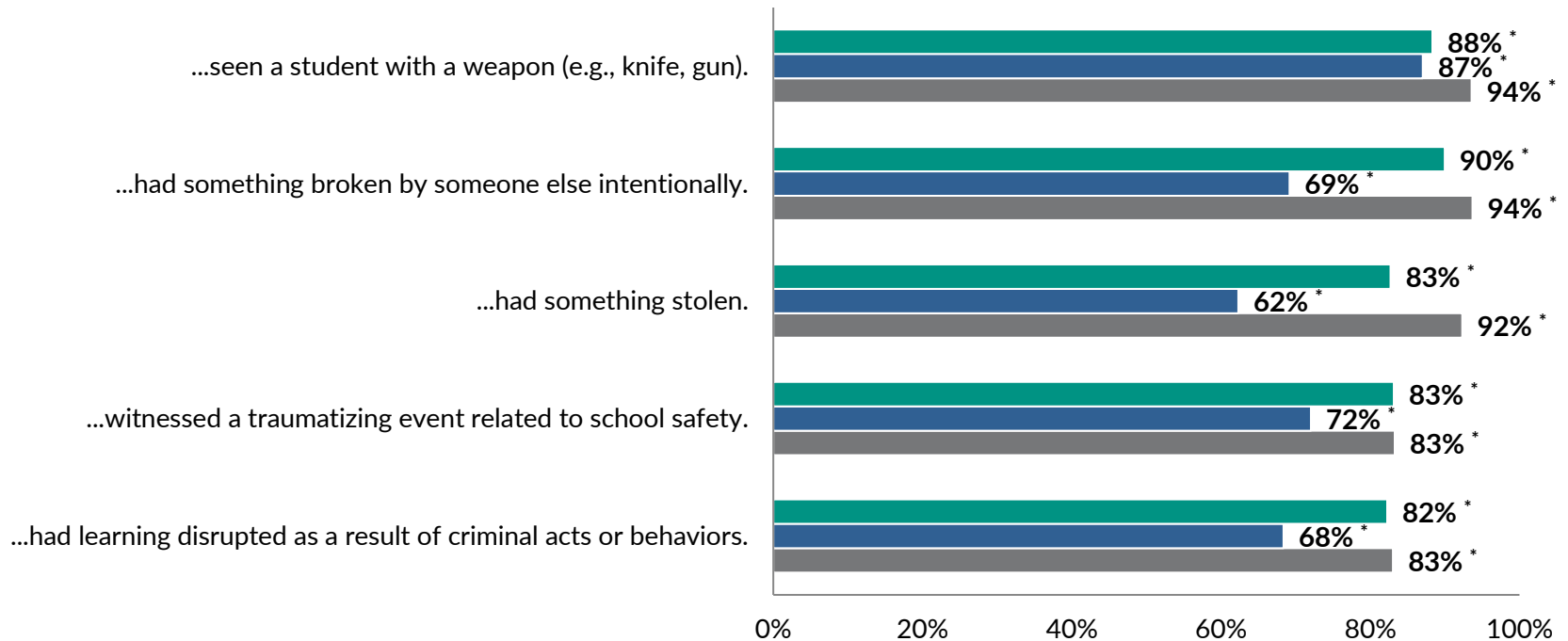


# KEY FINDINGS: OTHER EXPERIENCES

Based on personal experience, in the past year, how often has the following happened at [your/your child's] school? [I have/My child has/Students have]...

% Rarely + % Never

■ Student (n=2266-2309)   ■ Staff (n=618-642)   ■ Parent (n=1464-1539)



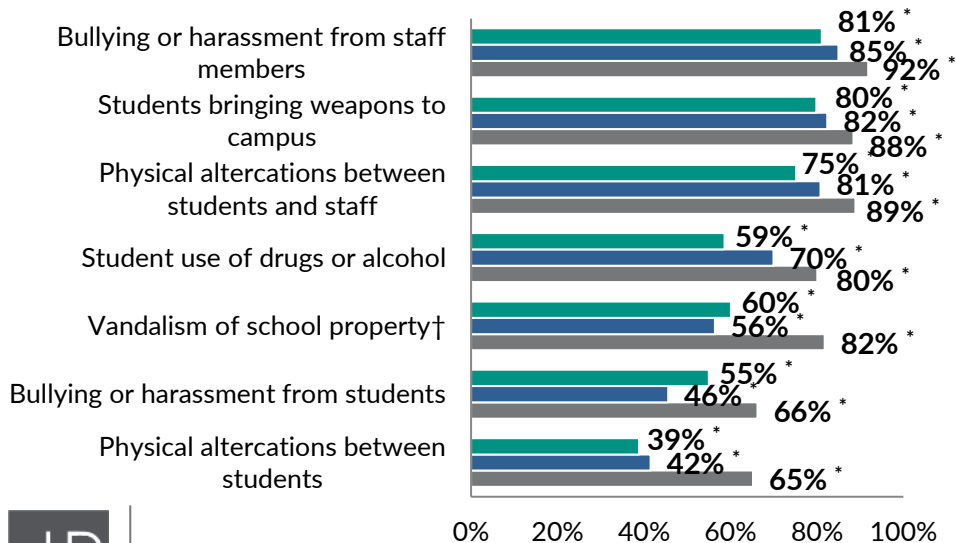
# KEY FINDINGS: INCIDENTS WITNESSED

- When asked how often they witnessed or heard of such harmful behavior, however, respondents report more frequent occurrences. Community members are less likely to indicate rarely or never hearing of each type of incident than other respondents. There are also differences in how often students, staff, and parents witness these incidents.
  - Incidents involving staff are still infrequent, with around 80% of all student, staff, and parent respondents rarely or never witnessing bullying or harassment from staff (85%) or physical altercations between students and staff (81%), compared to 57% who rarely or never see bullying or harassment from students and 48% who rarely or never witness physical altercations between students.
  - Other problem behaviors are less common, as 83% rarely or never witness students bringing weapons to campus, and around two-thirds rarely or never see student use of drugs or alcohol or vandalism of school property.

## How often have you witnessed the following incidents take place at [your school/your child's school/division schools]?

% Rarely + % Never

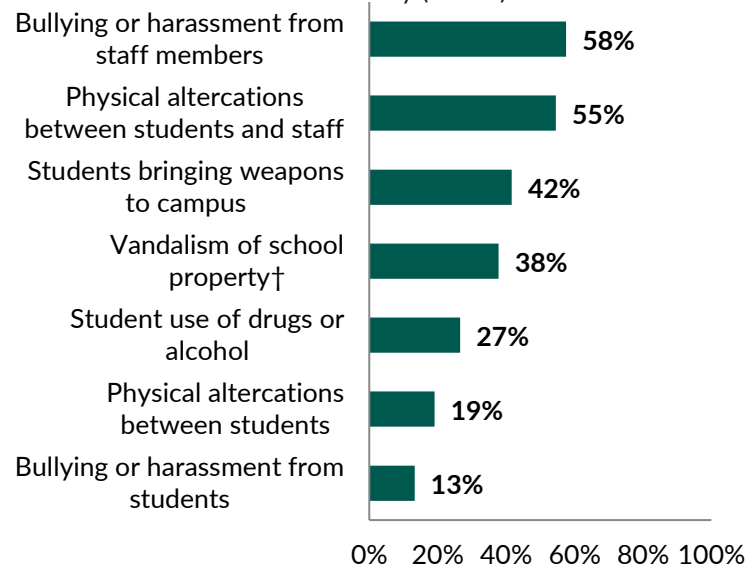
■ Student (n=2289-2348) ■ Staff (n=709-754) ■ Parent (n=1434-1554)



## How often have you heard of the following incidents taking place in division schools?

% Rarely + % Never

■ Community (73-84)



Note: An asterisk (\*) indicates at least one statistically significant difference between groups. † indicates that question text has been truncated for chart legibility. For full text please see the accompanying data supplement.

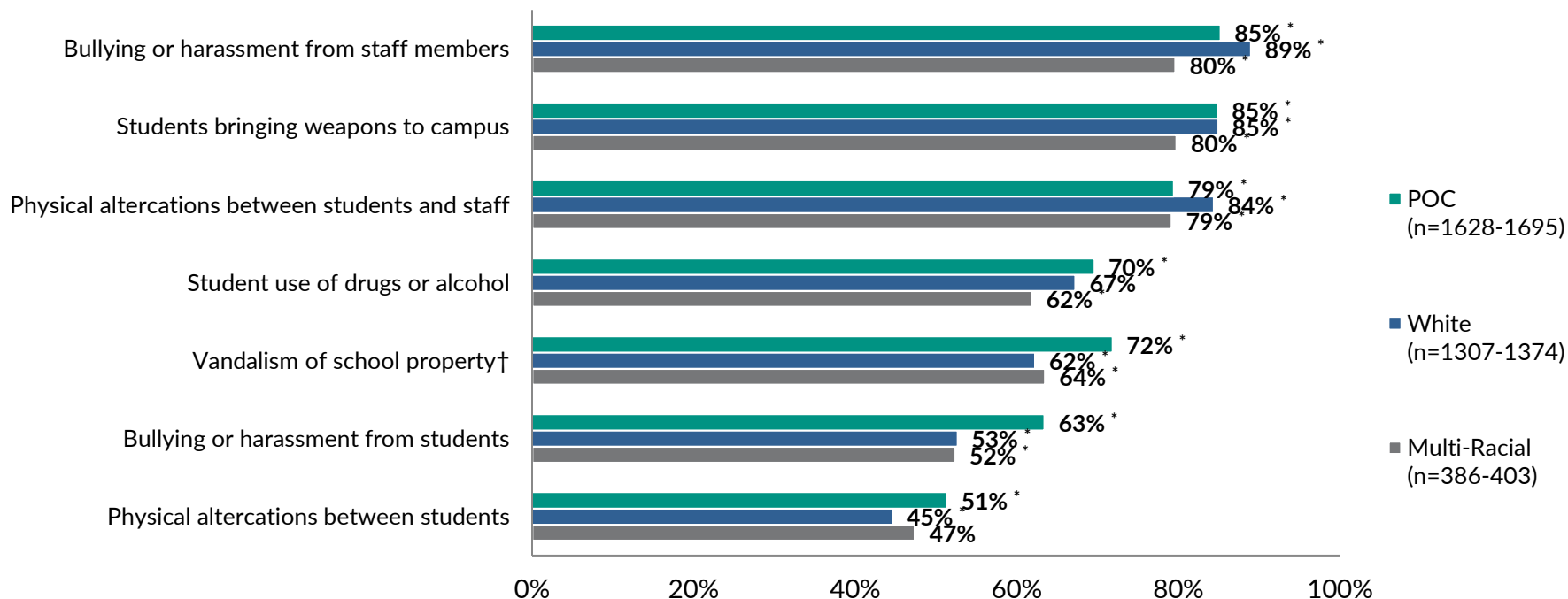


# BY RACE/ETHNICITY CATEGORY: INCIDENTS WITNESSED

- Generally, POC report witnessing fewer incidents of negative student behavior compared to White or Multiracial respondents. Notably, 72% of POC say they never or rarely witness vandalism of school property compared to 62% of White respondents and 64% of Multiracial respondents. Similarly, 63% of POC report seeing bullying or harassment from students compared to 53% of White and 52% of Multiracial respondents.

## How often have you witnessed the following incidents take place at [your school/your child's school/division schools]?

% Rarely + % Never

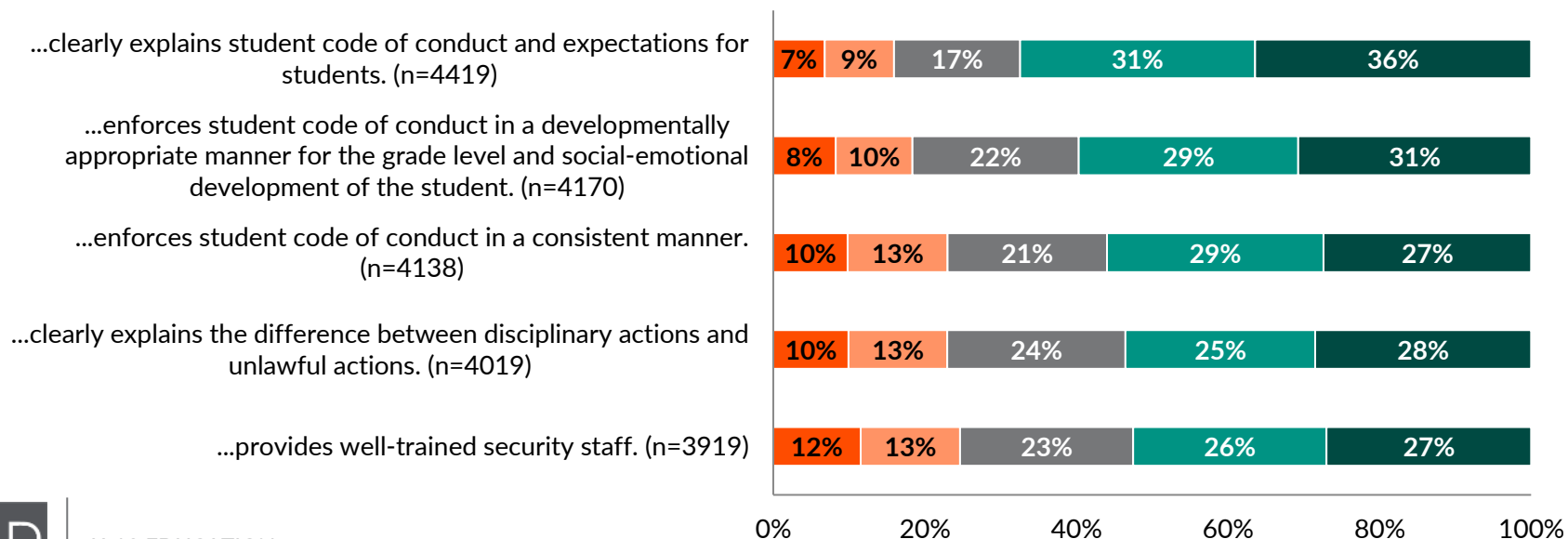


# KEY FINDINGS: DISCIPLINE AND CHANGES

- **There is room to improve communication about and enforcement of the student code of conduct.** Specifically, 67% across students, staff, and parents agree their or their child's school clearly explains the student code of conduct and expectations for students, but about half feel that way about the difference between disciplinary actions and unlawful actions (54%), and 23% disagree. Most agree that the school enforces the code in a developmentally appropriate (60%) and consistent (56%) way, and provides well-trained security staff (53%), but around a fifth to a quarter disagree.
- **Responding stakeholders select additional mental health services, increased focus on addressing student behavior, and enhancing building security/equipment/infrastructure as the three most important changes to implement to increase safety.** Around a third or more of all respondents include these items on their top three list, and additional mental health services and increased focus on addressing behavior are among the three most frequently selected changes for each individual stakeholder group.

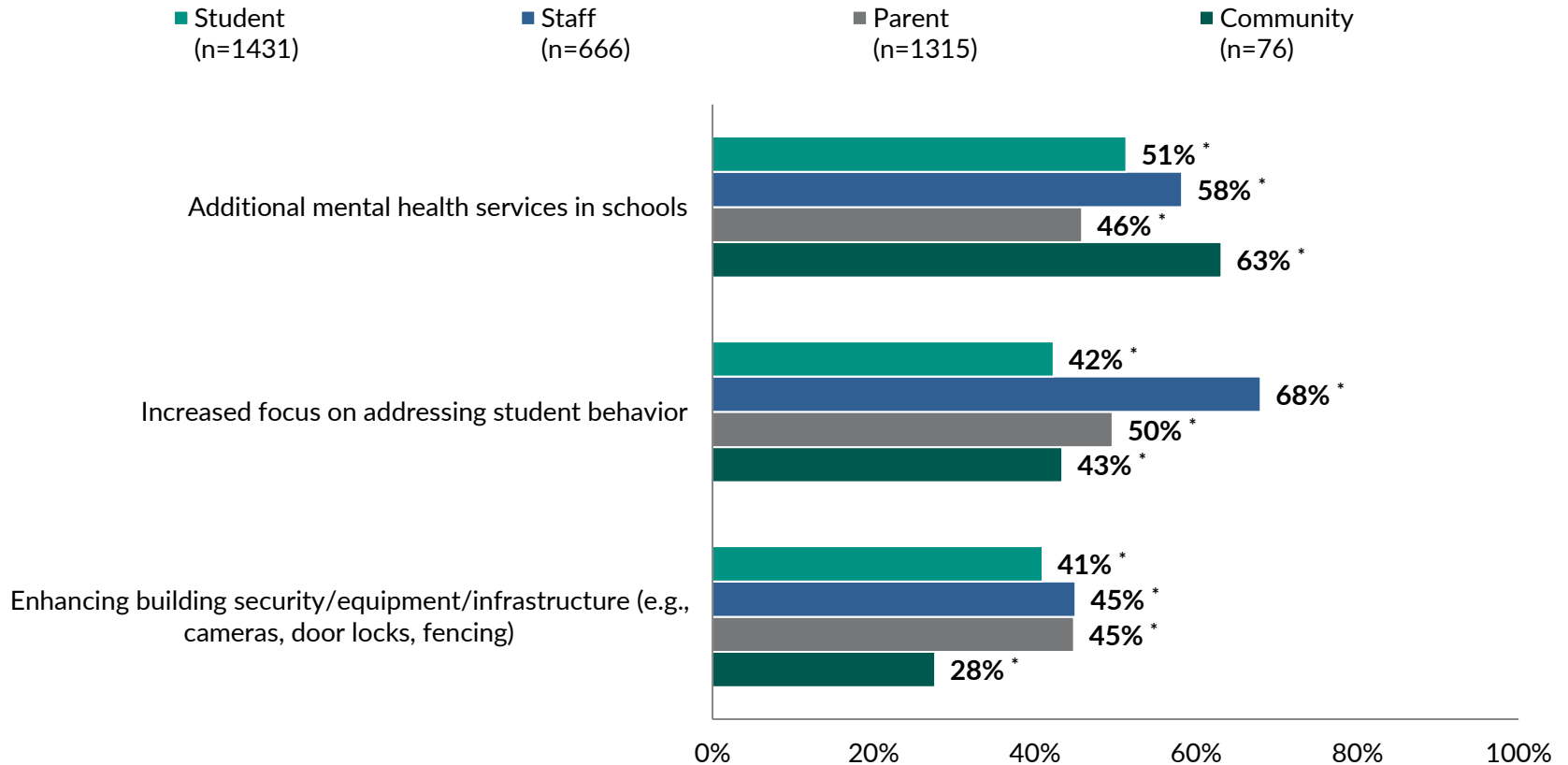
Please rate your agreement with the following statements: [My school/My child's] school...

■ Strongly Disagree    
 ■ Somewhat Disagree    
 ■ Neither Agree nor Disagree    
 ■ Somewhat Agree    
 ■ Strongly Agree



# KEY FINDINGS: DISCIPLINE AND CHANGES

Which of the following should ACPS consider implementing to increase school and division safety? Please select up to three.



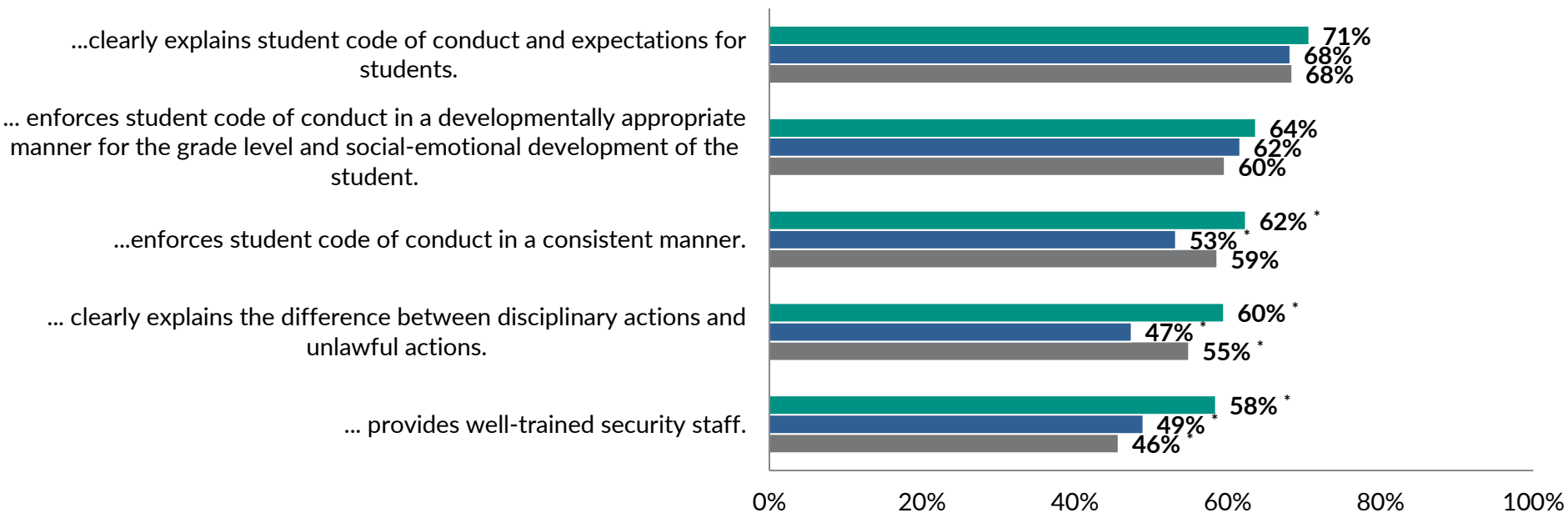
# BY RACE/ETHNICITY CATEGORIES: DISCIPLINE AND CHANGES

- White respondents less frequently agree that their or their child's school enforces student code of conduct in a consistent manner or clearly explains the difference between disciplinary actions and unlawful conduct actions. Additionally, fewer than 50% of White and Multiracial respondents agree that their or their child's school provides well-trained security staff.

Please rate your agreement with the following statements: [My school/My child's] school...

% Somewhat Agree + % Strongly Agree

■ POC (n=1582-1658)
 ■ White (n=1062-1324)
 ■ Multi-Racial (n=339-396)

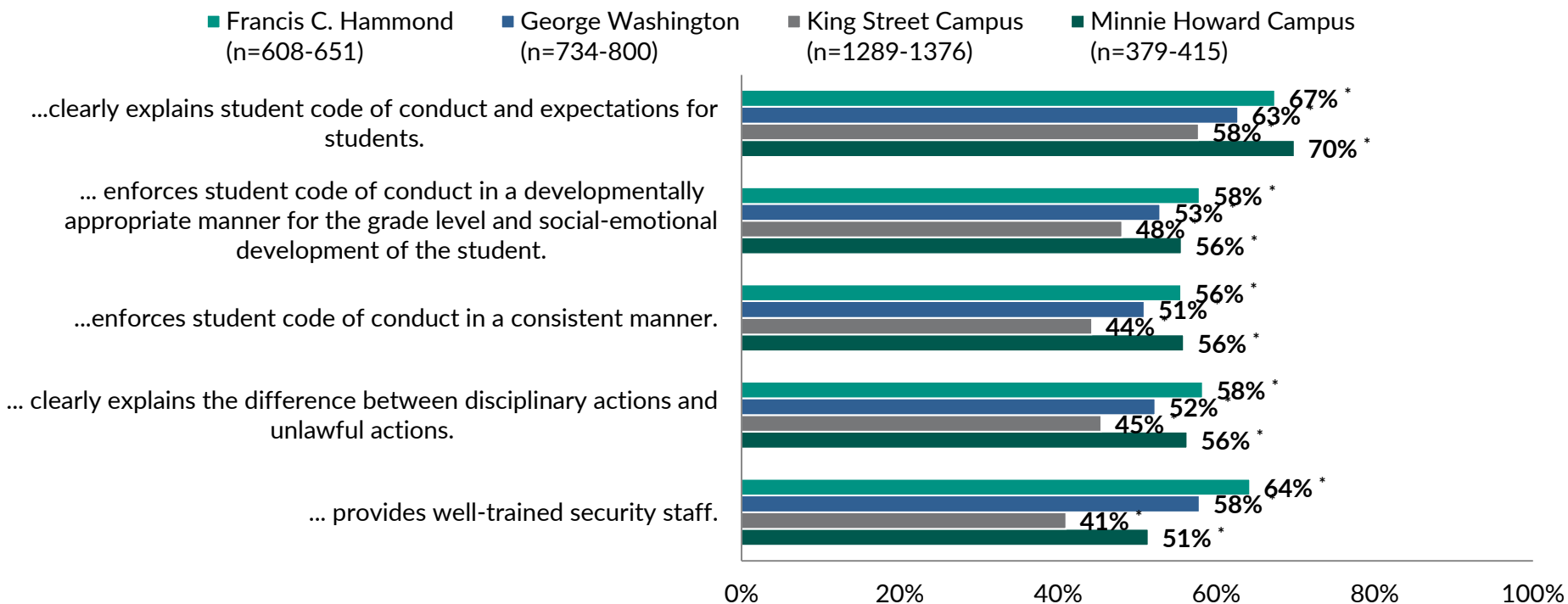


# BY SCHOOL (MIDDLE AND HIGH SCHOOLS ONLY): DISCIPLINE AND CHANGES

- Respondents from the King Street Campus express less positive views around the student code of conduct compared to other middle and high schools. Specifically, less than half agree that the enforcement of the student code of conduct is enforced in a developmentally appropriate manner for the grade level and social-emotional development of the student or is enforced in a consistent manner at the school.

Please rate your agreement with the following statements: [My school/My child's] school...

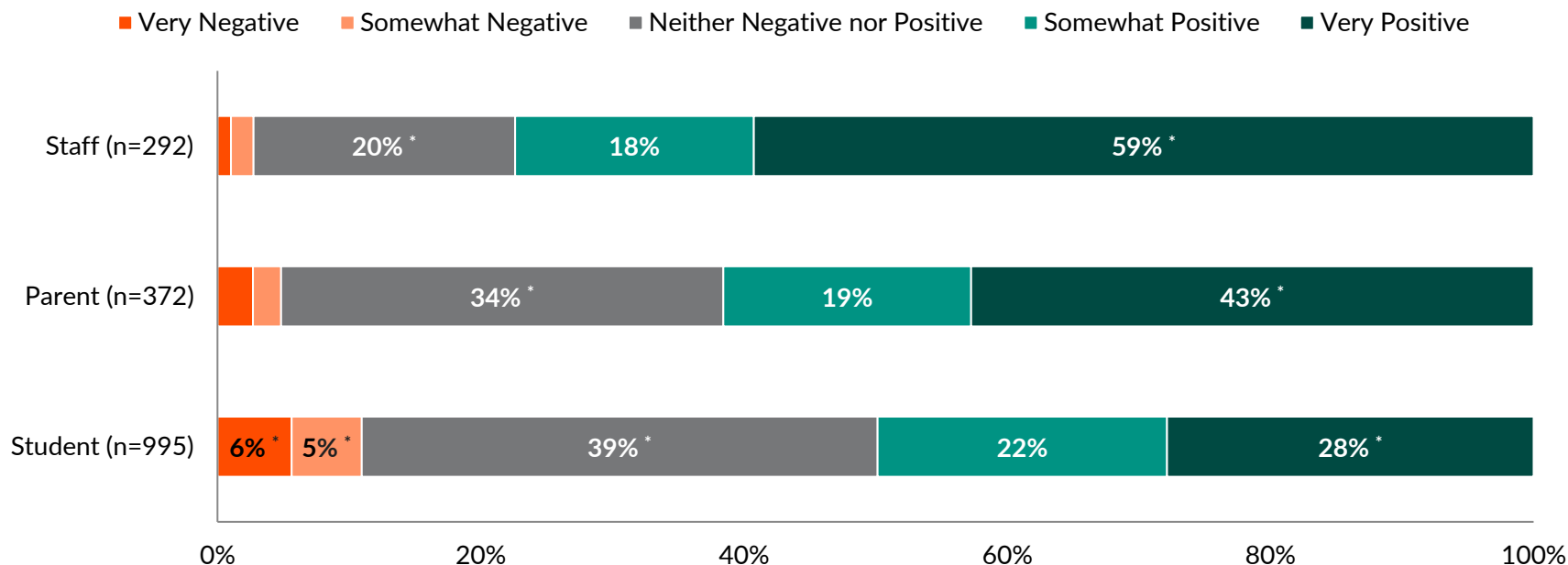
*% Somewhat Agree + % Strongly Agree*



# KEY FINDINGS: INTERACTIONS WITH SROs

- **Most non-staff respondents do not know how to contact their SRO, and most do not frequently interact with SROs.** Specifically, 59% of staff know how to contact their SRO, but less than a third of students (31%) and parents (21%) know how to do so. Most students (91%), staff (65%), parents (86%), and community members (82%) rarely or never interacted with an SRO in the past year. Across students, staff, and parents, 57% are unsure what activities their SRO supports.
- **Many respondents are uncertain how to rate their interactions with their SRO, but those who do rate them are largely positive.** About half of students (53%) and parents (46%) are "Unsure" how to rate their interactions with their SROs, along with 20% of staff. Of those who do rate their interactions, half of students and most staff (77%) and parents (62%) rate their interactions as positive.

**Please rate the level of quality of your interactions with your SRO:**

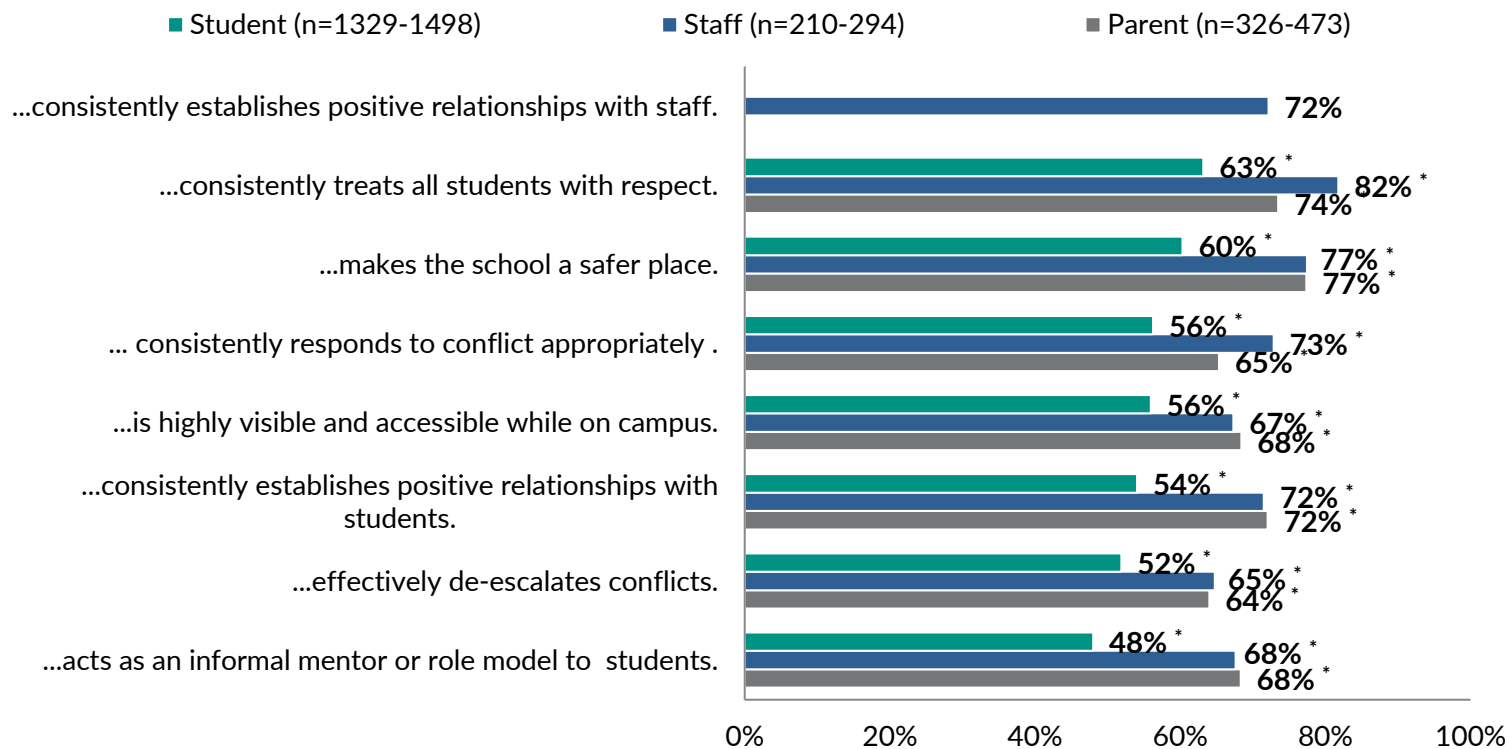


# KEY FINDINGS: PERCEPTIONS OF SROs

- Respondents who share their perceptions of SROs have largely positive opinions. Of the 31-39% of students, 19-42% of staff, and 33-54% of parents who provide an answer other than "Don't Know or Not Applicable" when asked their perceptions of SROs, around two-thirds to three-quarters of staff and parents agree with each positive statement, compared to around half to two-thirds of students. Respondents are least likely to think the SRO acts as an informal mentor or role model or effectively de-escalates conflicts and are most likely to agree that the SRO consistently treats all students with respect and makes the school a safer place.

Please rate your agreement with the following statements: The SRO at [my/my child's] school...

% Agree + % Strongly Agree

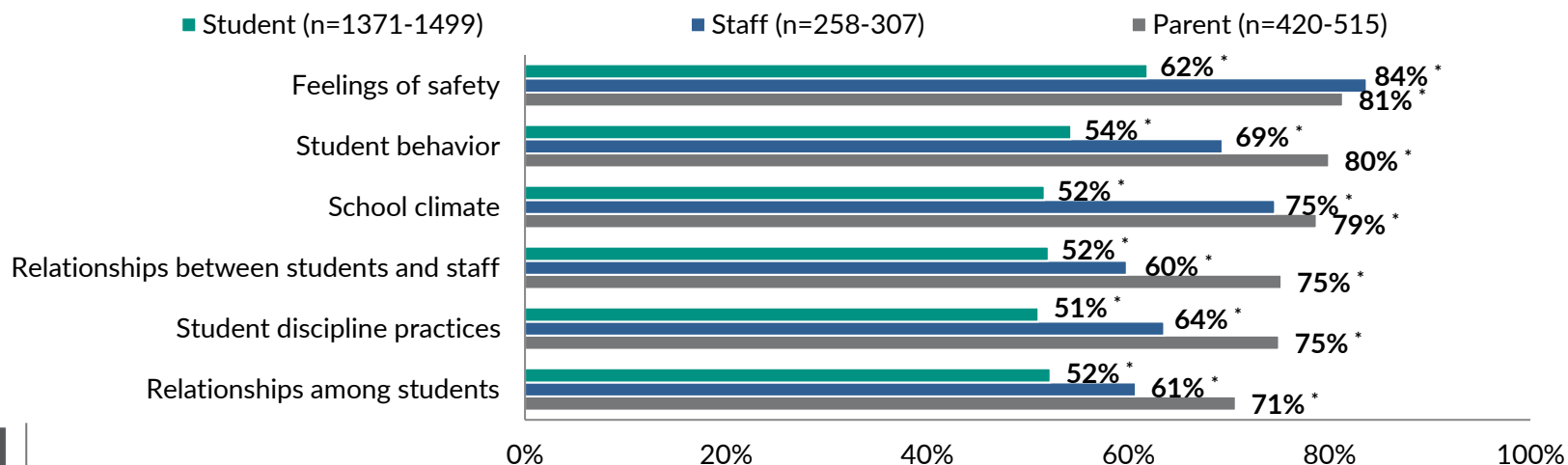


# KEY FINDINGS: IMPACT OF SROs

- Of those who rate the impact of the presence of an SRO, staff and parents are the most positive, followed by students, while community members express mixed opinions. Around 30-40% of students and parents select "Don't Know or Not Applicable" on these items, as do about 20-30% of staff and 20% of community members.
  - Respondents are most likely to think SROs have a positive impact on feelings of safety, with about 80% of staff (84%) and parents (81%) feeling this way, along with around 60% of students (62%) and community members (56%).
  - In other areas, a little over half of students describe the impact positively, as do 60-75% of staff and 70-80% of parents. For instance, 80% of parents rate the impact on student behavior positively, compared to 69% of staff, while around three-quarters of both view SROs as making a positive impact on school climate.
  - Community members, however, are divided, with around 40% viewing the impact on each area as positive or as negative. Specifically, 46% think the presence of SROs impacts student behavior positively and 41% think it has a negative impact, while 46% think the impact on student discipline practices is negative and 43% think it is positive.

## Based on your personal experience, how does the presence of an SRO impact the following areas in [your school/your child's school/division schools]?

*% Somewhat Positively + % Very Positively*

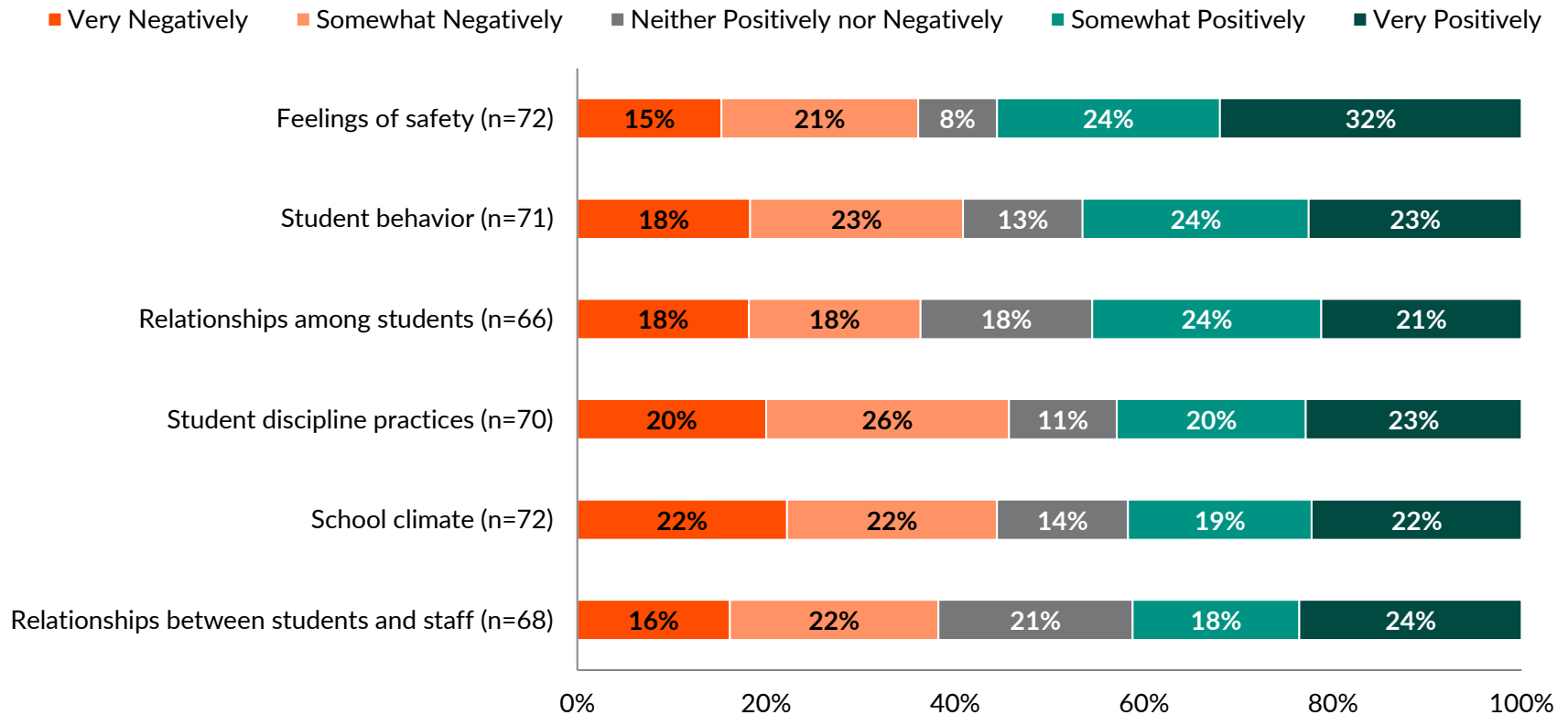




# KEY FINDINGS: IMPACT OF SROs

Based on your personal experience, how does the presence of an SRO impact the following areas in division schools?

*Community Only Question*



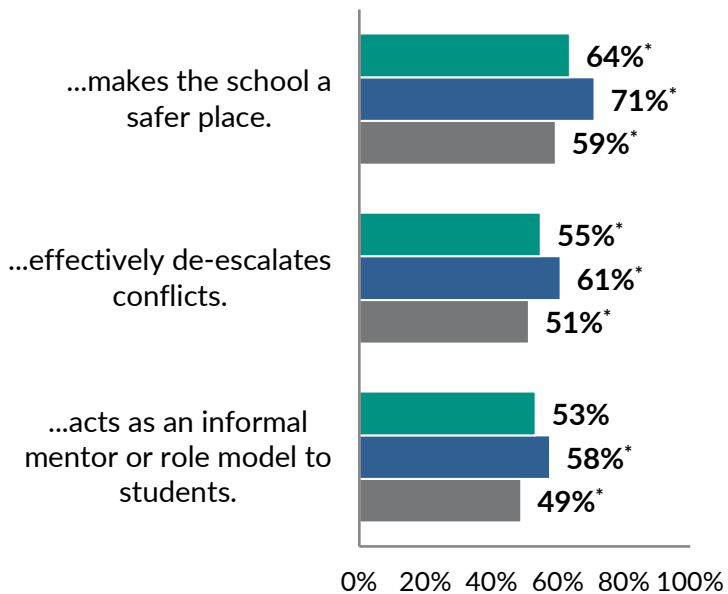
# BY RACE/ETHNICITY CATEGORY: IMPACT OF SROs

- White respondents are more likely to have a favorable opinion about SROs, especially about safety. Compared to POC and multiracial respondents, White respondents are more likely to agree that SROs de-escalate conflicts (61%) and make the schools safer (71%). When coupled with personal experiences, White respondents are more likely to indicate an SRO has a positive impact on safety, climate, behavior, and discipline practices.

## The SRO at [my/my child's] school...

% Agree + % Strongly Agree

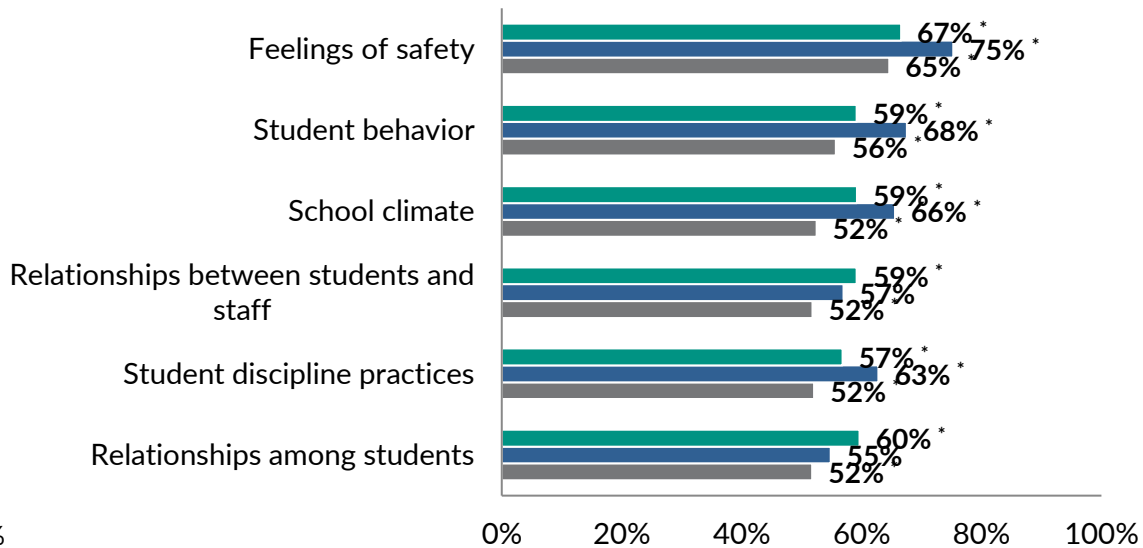
■ POC (n=900-1025)
 ■ White (n=478-613)
 ■ Multi-Racial (n=193-229)



## Based on your personal experience, how does the presence of an SRO impact the following areas in [your school/your child's school/division schools]?

% Somewhat Positively + % Very Positively

■ POC (n=977-1056)
 ■ White (n=544-652)
 ■ Multi-Racial (n=215-243)

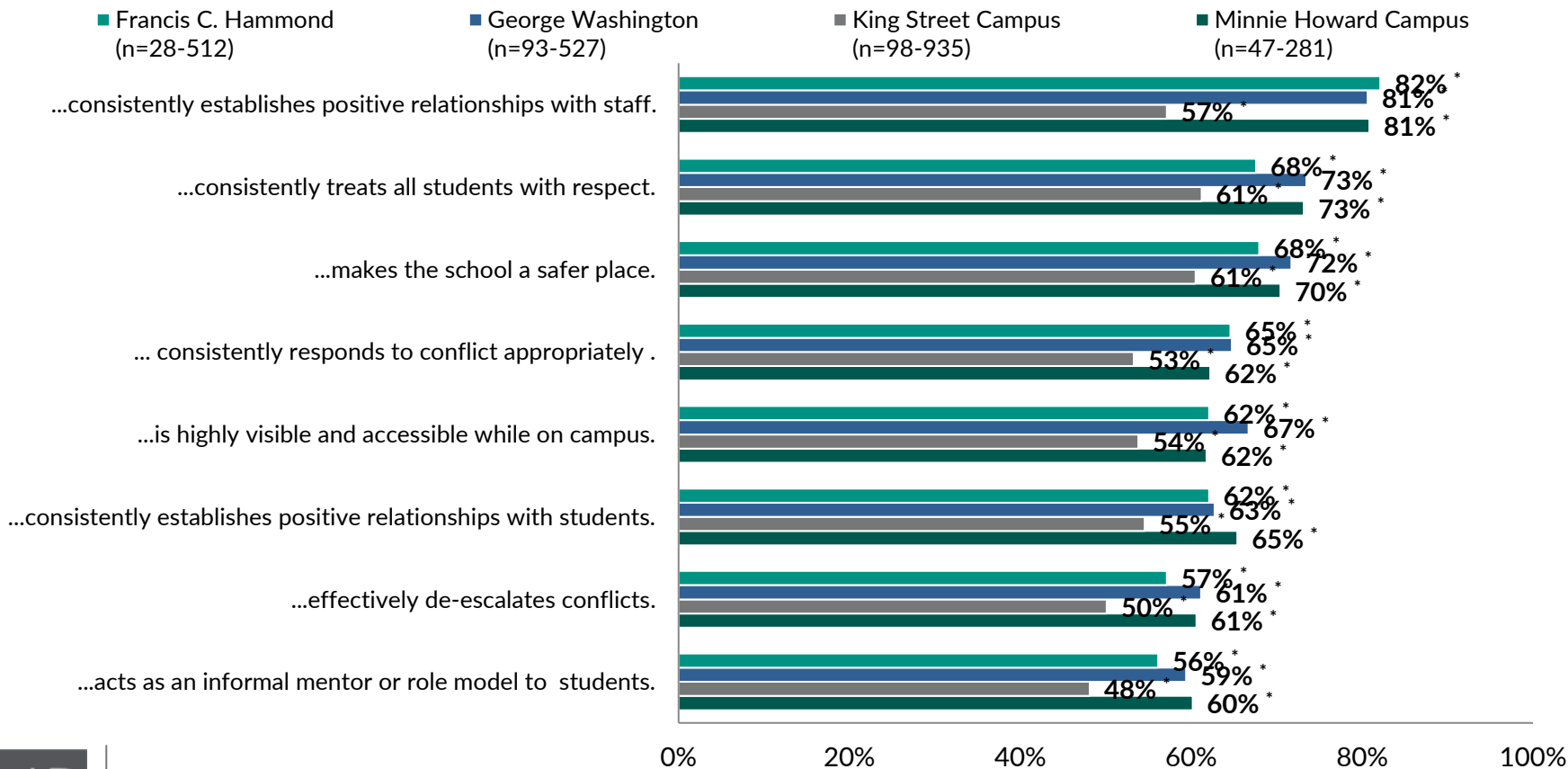


# BY SCHOOL (MIDDLE AND HIGH SCHOOLS ONLY): IMPACT OF SROs

- Respondents from Alexandria City High School – King Street Campus are less likely to agree that SROs positively affect their school. Most notably, only 57% of King Street Campus staff agree that SROs' establish positive relationships with staff compared to more than 80% agreement for other middle and high schools.

## The SRO at [my/my child's] school...

% Agree + % Strongly Agree





Thank you.

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