Alexandria City Public Schools VirtualPLUS+ Supports Poll Results

Between July 31st and August 9th, Alexandria City Public Schools (ACPS) administered an online Reopening Support Poll to families, students, and staff to seek additional feedback on support needed under the Virtual PLUS+ model. The brief poll was designed to gauge and elicit details around stakeholder's need for additional support in the areas of childcare, technology, social and emotional wellness, instruction, outreach and communication, and food and nutrition. This attachment includes a summary of overall results and key findings from quantitative data, results by survey topic with key findings, and appendices with additional disaggregated data including: race/ethnicity, grade bands, special program participation (SWD, EL, TAG), language, staff role, and whether additional support is needed across the identified areas. Qualitative data, in the form of open-ended comments, will be organized by areas of support needed and shared with the appropriate cross-functional team to best inform the VirtualPLUS+ supports planning process.

PARTICIPATION SUMMARY

The number of responses varied among families (n = 5,335) , students (n=446), and staff (n = 1,526). While more families responded to the poll than the pulse surveys, the total number of respondents was less than half that of the reopening survey (n=11,852). Similarly, fewer staff members responded to this support poll in comparison to the Reopening survey (n=2,077). The student response rate was much lower than Pulse surveys when school was in session and will require continued outreach and feedback opportunities from students in the fall.

Among family respondents, Black/African American (-7 percentage points) and Hispanic/Latino (-12 percentage points) families were underrepresented with student enrollment used as a proxy for population. These ratios are largely consistent with recent survey efforts and do represent a marked improvement in representation among these groups when compared to historical survey efforts while acknowledging work remains to continue to increase representation.

As with previous survey efforts, the Department of School and Community Relations led specific, targeted, and multifaceted outreach efforts to encourage participation and seek survey respondent rates that are proportionate across groups to the overall population.

LIMITATIONS

The response rate may limit the generalizability of the results and 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, including the open-ended responses, to best inform decision-making moving forward.

Department of Accountability and Research
As of August 14, 2020

RESULTS SUMMARY

Rates of supports needed varied by stakeholder groups. Across all groups, instructional and technology supports were reported at the highest rates. Along with these needs more than one-third of families also reported a need for childcare support (36%) with the highest rates seen for students in grades PreK-2.

Overall, within and across support areas themes emerged for families where the need to differentiate supports and strategically target specific segments of the population emerged. Technology (41%) saw greater reported needs within families of EL (68%) students and for Hispanic/Latino (59%) and Black or African American (53%) respondents. Social and Emotional (30%) supports were cited at greater rates for families with Students with Disabilities (46%) (SWD). Instructional (47%) support while highest across all groups were particularly elevated for SWD (82%) families as well as EL (66%) and TAG (64%). Outreach and Communication (24%) support were requested at higher rates for families who are non-native English speakers (Spanish - 58%, Amharic - 48%, Arabic - 48%). Finally, Food and Nutrition (30%) supports were at the highest levels of reported need for EL (62%), Hispanic/Latino (64%), and Black or African American (41%) families. Looking at these needs not just within a given area, but rather how an individual family may experience multiple areas of need, will be critical in ensuring wrap-around supports and services to those families most in need.

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 poll that provide detailed tables showing additional analyses run by race/ethnicity, language, grade bands, special program participation (SWD, EL, TAG), staff role, school, and whether additional support is needed across the identified areas. Finally, there is a participation summary highlighting and providing greater detail to the summary of participation provided above.

The Reopening Supports poll was intended to gauge the extent to which supports are needed under the VirtualPLUS+ model and elicit details regarding those needed supports. The quantitative data are presented as an indication of the degree to which supports are needed across all areas. The qualitative data will be leveraged to inform refinement of supports for families, students, and staff within the VirtualPLUS+ model. Data obtained from this poll 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 to inform planning of various supports for stakeholders within the VirtualPLUS+ model.

Summary of Need for Supports Across Groups

Overall Findings
- *Rates of support needed varied by stakeholder groups. Across all groups, instructional and technology supports were reported at the highest rates.*
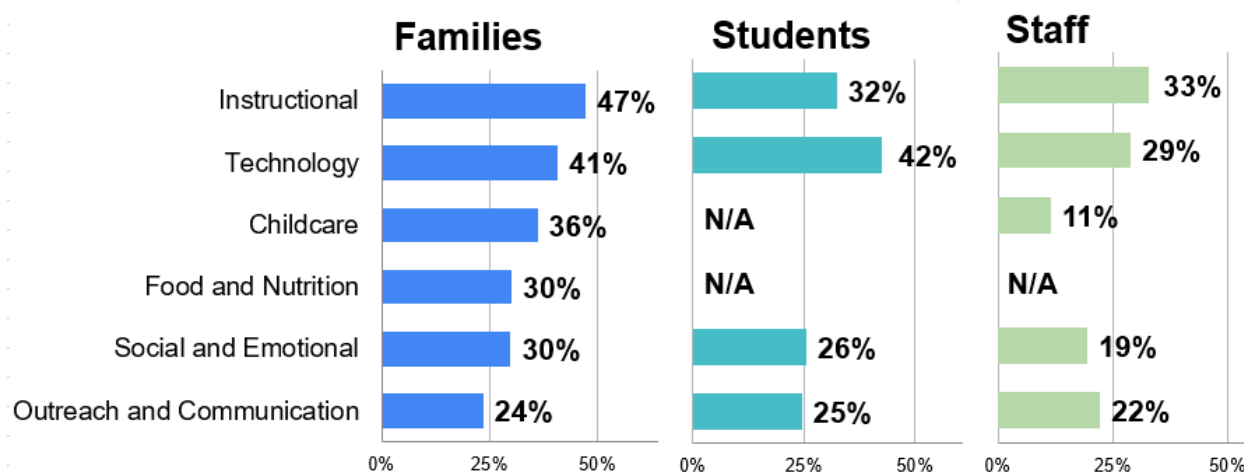

Areas of Support Needed
- *The most frequently cited supports needed among family respondents were instructional (47%) and technology (41%) supports. More than one-third reported a need for childcare support (36%).*
- *The most frequently cited support needed among students was technology (42%). Almost one-third reported a need for instructional support (32%). One in four students reported a need for social/emotional (26%) and/or outreach/communication support (25%).*
- *One-third of staff reported needing instructional support followed closely by a need for technology support (29%).*
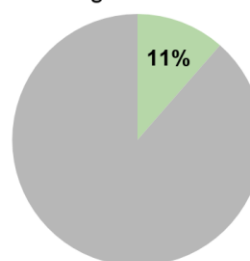
Additional Childcare Support Needed

Overall Findings
- *More than a third of families (36%) and 11% of staff indicated that they are in need of childcare support for the fall under the VirtualPLUS+ model.*
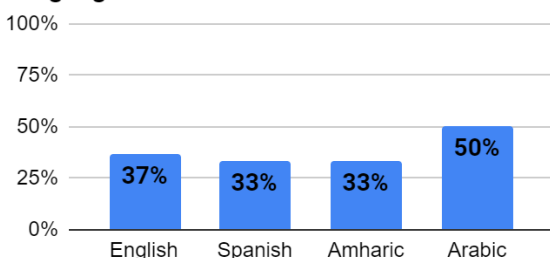
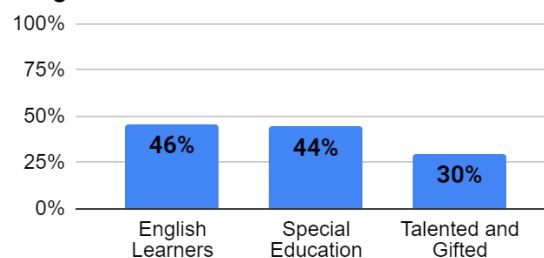Families Needing Childcare Supports
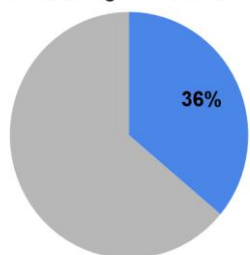
Staff Needing Childcare Supports

Key Findings
- About half of Arabic-speaking families expressed needing support for childcare compared to about a third of respondents completing the survey in the three other languages.
- Families of EL students and students with disabilities also expressed needing support at higher than average rates (46% and 44%, respectively).
- Families of students in elementary school more frequently expressed the need for childcare support relative to families of students in middle or high school.
- The percentage of families needing childcare support did not vary substantially by race/ethnicity (see Appendix B).
- Support staff expressed slightly higher rates (15%) of needing support for childcare under the VirtualPLUS+ model (see Appendix D).
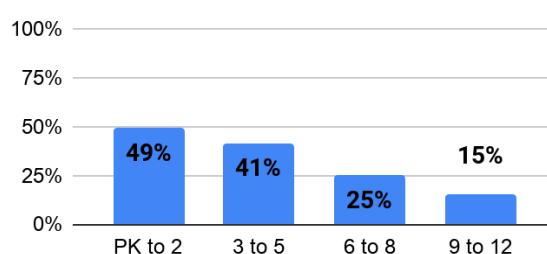
% of Families Needing Childcare Supports by Language

% of Families Needing Childcare Supports by Programs

% of Families Needing Childcare Supports by Grade Band

Additional Technology Support Needed

Overall Findings
- *More than 40% of students and families require additional technology support under the VirtualPLUS+ model*
- *Just under 30% of staff require additional technology support under the VirtualPLUS+ model.*

Percentage of Stakeholders Needing Supports	Families	Students	Staff
Technology	41%	42%	29%

Key Findings (pages 5-6)
- Among programs, students receiving EL services indicated that they need technology support at overwhelming rates (73% of EL students and 68% of families of ELs). As further evidence, between 62-74% of families responding in languages other than English require technology support under the VirtualPLUS+ model. Arabic speaking families expressed the highest level of need in this area.

% of Families Needing Technology Supports by Programs
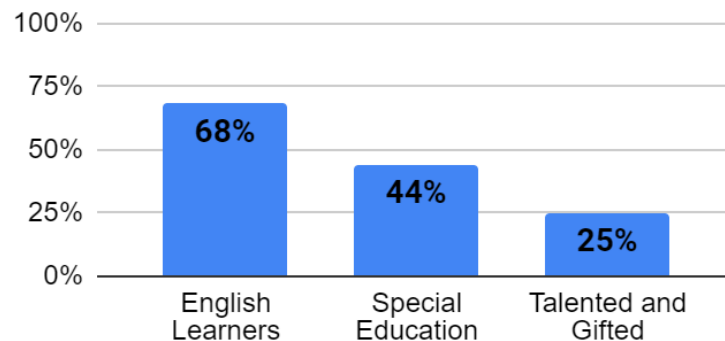
% of Families Needing Technology Supports by Language
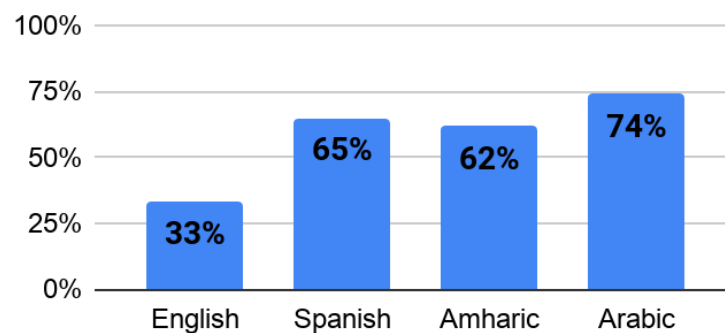
Key Findings (continued)
- More than half of Hispanic/Latino (59%) and Black/African American (53%) families need additional technology support compared to 22% of White families.
- Families with children in lower grade levels expressed the highest level of support needs. These results were echoed in the student survey responses as well (see Appendix C).
- Almost a third of school-based licensed staff (31%) responded that they needed technology support under the VirtualPLUS+ model.

% of Families Needing Technology Supports by Race/Ethnicity

Race/Ethnicity	Percentage
Hispanic/Latino	59%
Black or African American	53%
Other	51%
Asian	47%
Prefer not to answer	40%
Multi-Racial	36%
White	22%

% of Families Needing Technology Supports

Grade Level	Percentage
PK to 2	52%
3 to 5	43%
6 to 8	37%
9 to 12	33%
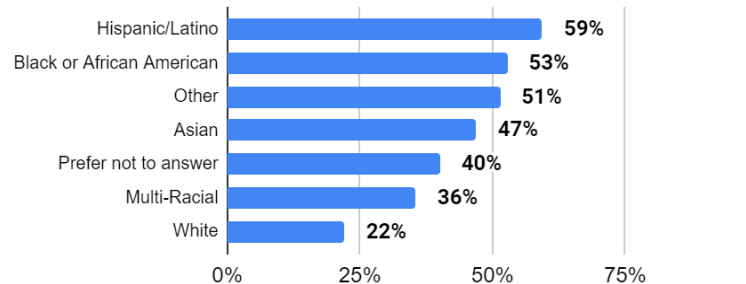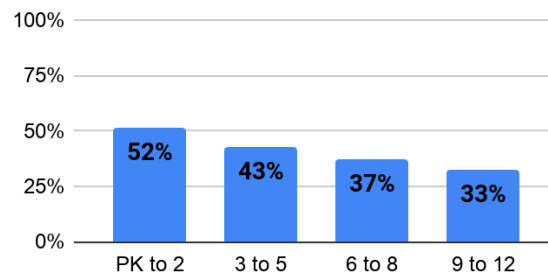
% of Staff Needing Technology Supports by Position

Position	Percentage
School Licensed Staff	31%
Other	18%
Central Office Staff	17%
Support Staff	16%
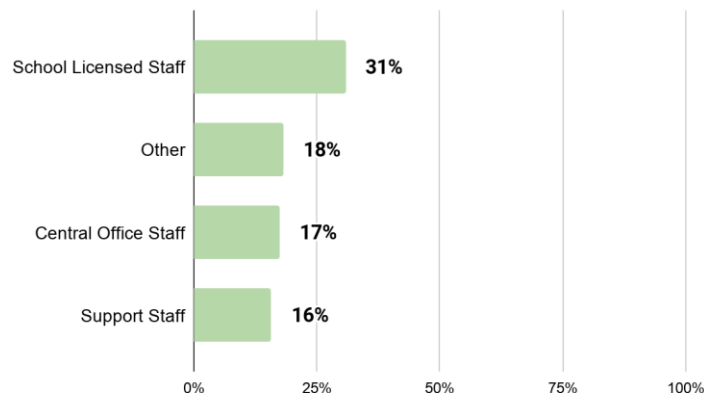
Additional Social Emotional Support Needed

Overall Findings
- *Thirty percent of families reported a need for social and emotional support. Roughly a quarter of students also reported a need for this support (26%) and 19% of staff.*

Percentage of Stakeholders Needing Supports

	Families	Students	Staff
Social and Emotional	30%	26%	19%

Key Findings
- Almost half (46%) of families of students receiving special education services responded that they needed additional social and emotional support under the VirtualPLUS+ model.
- More students responding to the survey in Spanish (34%) expressed needing social and emotional support relative to students responding in English or other languages. (Fewer than 10 students completed the poll in Arabic or Amharic and are therefore not displayed on the chart.)
- No noticeable patterns were observed across race/ethnicity groups for families and students in the area of social and emotional support needs (see Appendix B).
- Social and emotional support needs did not seem to vary based on grade band with roughly equivalent percentages of families needing support across elementary and secondary level (see Appendix B).

% of Students Needing Social and Emotional Supports by Language

English	Spanish
23%	34%
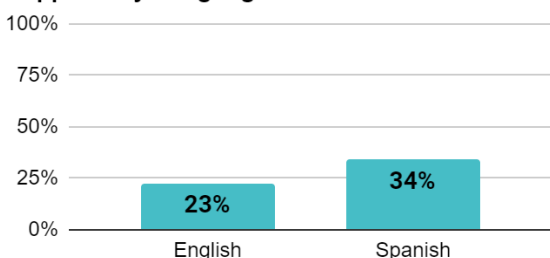
% of Families Needing Social and Emotional Supports by Programs

English Learners	Special Education	Talented and Gifted
33%	46%	33%
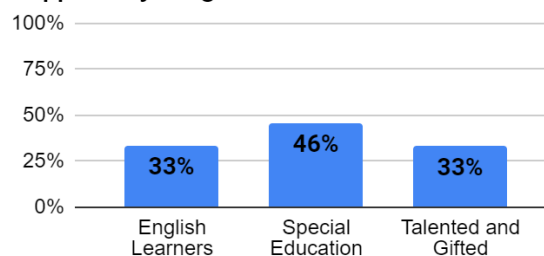
Additional Instructional Support Needed

Overall Findings
- *Almost one-half of families reported a need for instructional support compared with approximately one-third of students (32%) and staff (33%).*

Percentage of Stakeholders Needing Supports

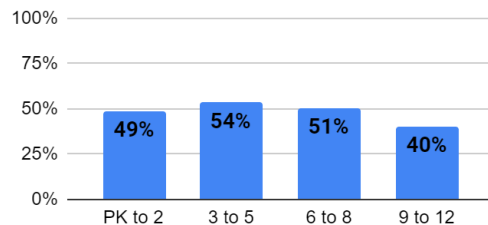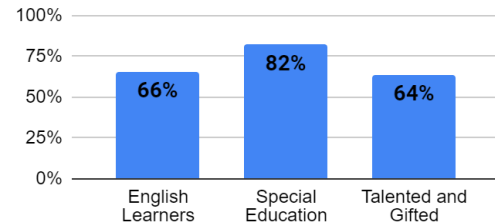|	Families	Students	Staff
Instructional	47%	32%	33%

Key Findings
- An overwhelming percentage (82%) of families of students receiving special education services responded that they needed additional instructional support under the VirtualPLUS+ model. Almost two-thirds of families of English learners (66%) and TAG (64%) responded that they needed additional instructional supports.
- By grade band, about half of families with students in grades pre-kindergarten through grade 8 indicated needing instructional support with slightly less support needs reported at the high school (40%) level.
- More than half of families responding in Spanish (54%) and Arabic (51%) identified instructional support as an area of need compared to 46% of English respondents and 38% of Amharic responding families.
- Instructional support was the highest area of need across staff. Instructional staff, in particular, identified needs in this area with EL teachers having the highest percentage of responses needing additional instructional support under the VirtualPLUS+ model.

% of Families Needing Instructional Supports by Grade Band

PK to 2	3 to 5	6 to 8	9 to 12
49%	54%	51%	40%

% of Families Needing Instructional Supports by Programs

English Learners	Special Education	Talented and Gifted
66%	82%	64%

% of Families Needing Instructional Supports by Language

English	Spanish	Amharic	Arabic
46%	54%	38%	51%
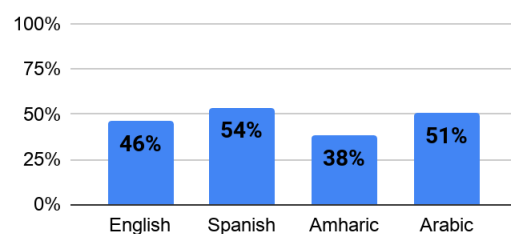
% of Staff Needing Instructional Supports by Position

EL Teacher	49%
Special Education Teacher	44%
Teacher	42%
School Administrator	21%
Other School Licensed	18%

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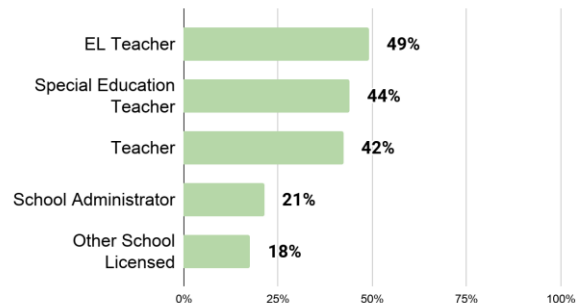
Additional Outreach and Communication Support Needed

Overall Findings
- *Roughly one in four respondents indicated needing additional outreach and communication support.*

Percentage of Stakeholders Needing Supports	Families	Students	Staff
Outreach and Communication	24%	25%	22%

Key Findings
- EL families, EL students, and teachers of EL students were most likely to express the need for additional outreach and communication support.
- Between 48-58% of families responding in a language other than English indicated that they needed additional outreach and communication support compared with 14% of responses received in English.
- Almost half of families of English learners (47%) need additional outreach and communication support compared with about a quarter of families of students receiving special education services and 17% of families receiving TAG services.
- Hispanic/Latino families were most likely to express needing additional outreach and communication support (see Appendix B).
- More than a third (36%) of EL teachers expressed needing additional support in the area of outreach and communication to EL families and/or students.

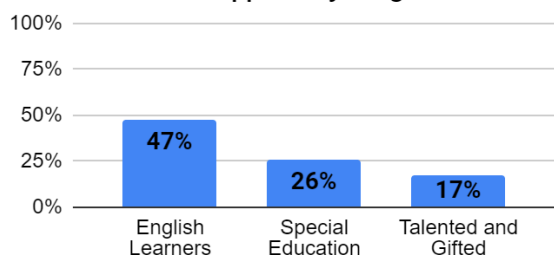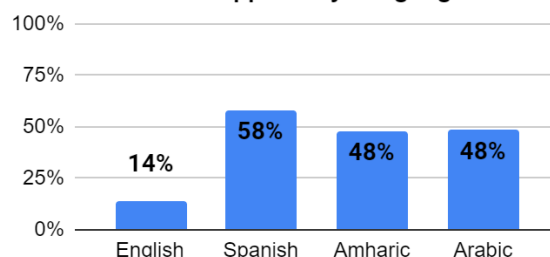**% of Families Needing Outreach and Communication Supports by Programs**

	English Learners	Special Education	Talented and Gifted
	47%	26%	17%

% of Families Needing Outreach and Communication Supports by Language

	English	Spanish	Amharic	Arabic
	14%	58%	48%	48%

% of Students Needing Outreach and Communication Supports by Programs

	English Learners	Special Education	Talented and Gifted
	58%	44%	18%
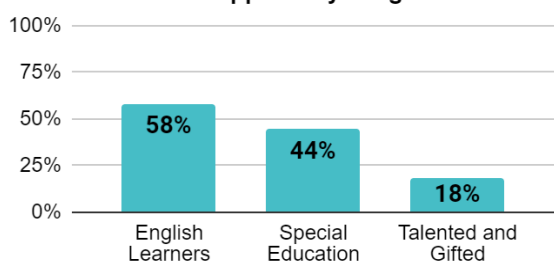
% of Staff Needing Outreach and Communication Supports by Position

Position	%
EL Teacher	36%
Teacher	29%
Other School Licensed	18%
School Administrator	17%
Special Education Teacher	15%
Other	15%
Support Staff	12%
Central Office Staff	9%
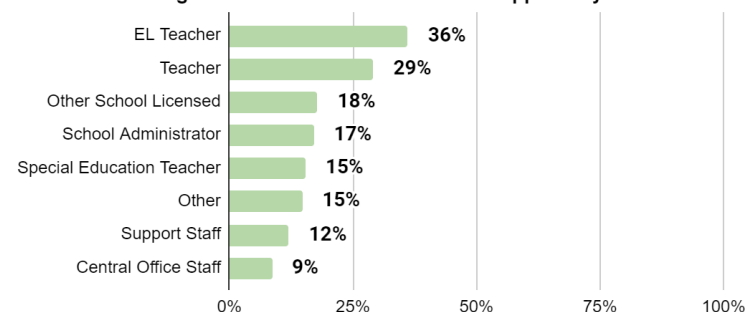
Additional Food and Nutrition Support Needed

Overall Findings
- *Thirty percent of families reported a need for additional food and nutrition support.*

Families Needing Food/Nutrition Supports

30%
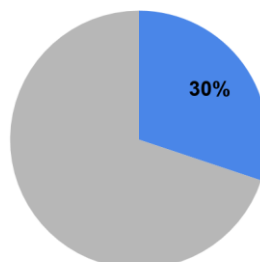
Key Findings
- Almost three-fourths of families (73%) responding in Spanish expressed needing additional food and nutrition support under the VirtualPLUS+ model.
- By program, more than half of families of EL students (62%) and more than a third of families of special education students (34%) responded that they needed additional food and nutrition support.
- Hispanic families were most likely to respond that additional food nutrition support was needed at 64% followed by 41% of Black or African American families. Only 6% of White families indicated needing additional food and nutrition support under the VirtualPLUS+ model.
- Food support needs were consistent across grade bands (see Appendix B).

% of Families Needing Food and Nutrition Supports by Language
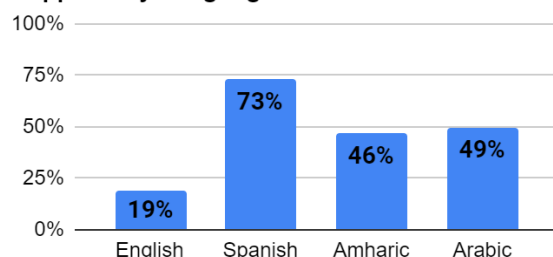
% of Families Needing Food and Nutrition Supports by Programs
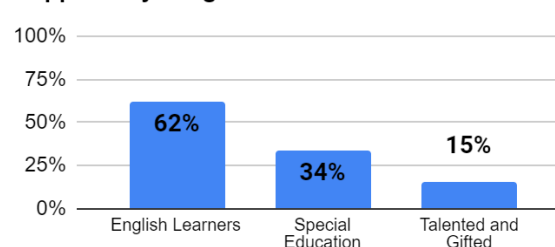
% of Families Needing Food and Nutrition Supports by Race/Ethnicity
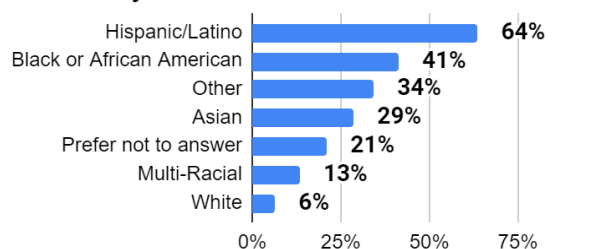
Appendix A – Summary Table

Reopening Supports Poll Results Summary July 31 - August 9, 2020			
	Families	Students	Staff
Overall Number of Participants	5,335	446	1,526
Percentage of Stakeholders Needing Supports			
	Families	Students	Staff
Childcare	36%	-	11%
Technology	41%	42%	29%
Social and Emotional	30%	26%	19%
Instructional	47%	32%	33%
Outreach and Communication	24%	25%	22%
Food and Nutrition	30%	-	-

Appendix B – Disaggregated Family Data Tables

Reopening Supports Poll Disaggregated Results - Families July 31 - August 10, 2020						
Percentage of Families Needing Supports	**Childcare**	**Technology**	**Social and Emotional**	**Instructional**	**Outreach and Communication**	**Food and Nutrition**
All Families	36%	41%	30%	47%	24%	30%
Language						
English	37%	33%	31%	46%	14%	19%
Spanish	33%	65%	30%	54%	58%	73%
Amharic	33%	62%	11%	38%	48%	46%
Arabic	50%	74%	27%	51%	48%	49%
Race/Ethnicity						
Asian	38%	47%	32%	48%	16%	29%
Black or African American	34%	53%	25%	40%	16%	41%
Hispanic/Latino	34%	59%	30%	48%	46%	64%
White	36%	22%	31%	48%	15%	6%
Multi-Racial	46%	36%	34%	43%	13%	13%
Other	40%	51%	22%	54%	31%	34%
Prefer not to answer	39%	40%	37%	57%	20%	21%
Special Programs						
English Learners	46%	68%	33%	66%	47%	62%
Special Education	44%	44%	46%	82%	26%	34%
Talented and Gifted	30%	25%	33%	64%	17%	15%
Grade Band						
PK to 2	49%	52%	30%	49%	23%	30%
3 to 5	41%	43%	31%	54%	25%	33%
6 to 8	25%	37%	32%	51%	27%	34%
9 to 12	15%	33%	29%	40%	22%	31%
School (*continued on next page*)						
Early Childhood Center	57%	66%	31%	44%	21%	43%

Percentage of Families Needing Supports	Childcare	Technology	Social and Emotional	Instructional	Outreach and Communication	Food and Nutrition
School *(continued from previous page)*						
John Adams Elementary School	44%	64%	27%	50%	34%	50%
Charles Barrett Elementary School	48%	32%	32%	52%	19%	14%
Ferdinand T. Day Elementary School	50%	71%	30%	48%	39%	60%
Cora Kelly School for Math, Science and Technology	42%	53%	30%	53%	34%	49%
Lyles-Crouch Traditional Academy	40%	29%	28%	45%	11%	8%
Douglas MacArthur Elementary School	46%	35%	35%	53%	19%	18%
George Mason Elementary School	50%	30%	33%	55%	22%	17%
Matthew Maury Elementary School	51%	28%	39%	53%	18%	9%
Mount Vernon Community School	45%	45%	32%	56%	26%	28%
James K. Polk Elementary School	36%	56%	27%	47%	22%	42%
William Ramsay Elementary School	39%	62%	26%	51%	38%	58%
Samuel W. Tucker Elementary School	42%	48%	26%	40%	17%	32%
Patrick Henry K-8 School	42%	54%	25%	42%	23%	48%
Jefferson-Houston PreK-8 IB School	40%	43%	29%	46%	21%	30%
Francis C. Hammond Middle School	27%	49%	29%	46%	32%	46%
George Washington Middle School	23%	26%	33%	54%	24%	22%
T.C. Williams High School - Minnie Howard	17%	36%	28%	43%	23%	32%
T.C. Williams High School - Satellite	13%	55%	32%	39%	35%	35%
T.C. Williams High School - King Street	15%	30%	29%	40%	20%	28%
Chance for Change Academy	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

Appendix C – Disaggregated Student Data Tables

Reopening Supports Poll Disaggregated Results - Students July 31 - August 10, 2020				
Percentage of Students Needing Supports	**Technology**	**Social and Emotional**	**Instructional**	**Outreach and Communication**
All Students	42%	26%	32%	25%
Language				
English	32%	23%	25%	11%
Spanish	69%	34%	50%	60%
Amharic	n < 10			
Arabic	n < 10			
Race/Ethnicity				
Asian	38%	16%	28%	24%
Black or African American	38%	16%	22%	9%
Hispanic/Latino	56%	29%	40%	44%
White	25%	28%	29%	13%
Multi-Racial	35%	29%	35%	6%
Other	50%	42%	55%	25%
Prefer not to answer	41%	21%	26%	10%
Special Programs				
English Learners	73%	44%	66%	58%
Special Education	72%	48%	74%	44%
Talented and Gifted	31%	30%	40%	18%
Grade Band				
PK to 2	75%	29%	44%	34%
3 to 5	63%	27%	50%	37%
6 to 8	48%	22%	36%	25%
9 to 12	31%	24%	26%	15%
School (*continued on next page*)				
Early Childhood Center	n < 10			
John Adams Elementary School	87%	20%	40%	33%
Charles Barrett Elementary School	n < 10			

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Percentage of Students Needing Supports	Technology	Social and Emotional	Instructional	Outreach and Communication
School (*continued from previous page*)				
Ferdinand T. Day Elementary School	92%	58%	85%	86%
Cora Kelly School for Math, Science and Technology	n < 10	20%	30%	n < 10
Lyles-Crouch Traditional Academy	46%	8%	38%	8%
Douglas MacArthur Elementary School	n < 10			
George Mason Elementary School	91%	38%	64%	57%
Matthew Maury Elementary School	n < 10			
Mount Vernon Community School	76%	36%	58%	50%
James K. Polk Elementary School	62%	25%	31%	15%
William Ramsay Elementary School	65%	24%	50%	36%
Samuel W. Tucker Elementary School	55%	20%	32%	25%
Patrick Henry K-8 School	55%	14%	28%	21%
Jefferson-Houston PreK-8 IB School	55%	42%	42%	17%
Francis C. Hammond Middle School	52%	23%	37%	28%
George Washington Middle School	32%	25%	34%	34%
T.C. Williams High School - Minnie Howard	33%	30%	30%	21%
T.C. Williams High School - Satellite	n < 10			
T.C. Williams High School - King Street	28%	23%	23%	11%
Chance for Change Academy	n < 10			

Appendix D – Disaggregated Staff Data Tables

Reopening Supports Poll Disaggregated Results - Staff July 31 - August 10, 2020					
Percentage of Staff Needing Supports	Childcare	Technology	Social and Emotional	Instructional	Outreach and Communication
All Staff	11%	29%	19%	33%	22%
Position					
Teacher	8%	33%	33%	42%	29%
Special Education Teacher	10%	29%	29%	44%	15%
EL Teacher	11%	23%	23%	49%	36%
Other School Licensed	14%	32%	32%	18%	18%
Paraprofessional	9%	33%	33%	24%	11%
Front Office Staff	16%	29%	29%	10%	8%
Food Service/Nutrition	21%	22%	22%	17%	12%
Facilities/Maintenance	13%	25%	25%	25%	38%
Transportation	16%	22%	22%	22%	13%
School Administrator	19%	14%	14%	21%	17%
Central Office Staff	12%	17%	17%	9%	9%
Other	17%	18%	18%	24%	15%
Grade Band					
P-5 school staff	14%	30%	19%	35%	22%
P/K-8 school staff	17%	24%	24%	36%	15%
Middle school staff	10%	23%	15%	27%	19%
High school staff	11%	26%	19%	28%	23%
School (*continued on next page*)					
Early Childhood Center	18%	28%	24%	28%	15%
John Adams Elementary School	11%	23%	11%	27%	11%
Charles Barrett Elementary School	18%	33%	16%	47%	28%
Ferdinand T. Day Elementary School	13%	35%	25%	33%	27%

Percentage of Staff Needing Supports	Childcare	Technology	Social and Emotional	Instructional	Outreach and Communication
School (*continued from previous page*)					
Cora Kelly School for Math, Science and Technology	9%	27%	7%	14%	11%
Lyles-Crouch Traditional Academy	19%	34%	35%	45%	16%
Douglas MacArthur Elementary School	22%	31%	17%	40%	27%
George Mason Elementary School	13%	30%	20%	30%	38%
Matthew Maury Elementary School	10%	28%	17%	24%	15%
Mount Vernon Community School	10%	29%	17%	37%	21%
James K. Polk Elementary School	9%	41%	20%	39%	26%
William Ramsay Elementary School	10%	20%	19%	36%	25%
Samuel W. Tucker Elementary School	20%	31%	19%	37%	26%
Patrick Henry K-8 School	9%	25%	23%	34%	18%
Jefferson-Houston PreK-8 IB School	25%	24%	25%	38%	11%
Francis C. Hammond Middle School	10%	17%	14%	23%	14%
George Washington Middle School	11%	32%	15%	31%	25%
T.C. Williams High School - Minnie Howard	14%	18%	17%	28%	19%
T.C. Williams High School - Satellite	14%	14%	14%	14%	36%
T.C. Williams High School - King Street	10%	30%	20%	29%	24%
Chance for Change Academy	n < 10	n < 10	n < 10	n < 10	n < 10

Appendix D - Participation Summary Report

FAMILY PARTICIPATION SUMMARY
Number of Family Responses: 5,335

Overall Responses
- Responses in comparison to Pulse surveys: round 1 = 3,723 and round 2 = 5,513 as well as to Reopening Survey = 11,852.

Response by Race/Ethnicity and Language
- Black/African American families and Hispanic/Latino family representation were not quite representative of the student population.
- Black/African American families comprise 19% of survey responses compared with 26% of the student population, and
- Hispanic/Latino families comprise 25% of survey responses compared with 37% of the student population.
- Conversely, White families are overrepresented with 38% of survey responses, compared with 28% of the student population.
- The percentage of surveys completed in Spanish represented 20% of respondents. These response rates are comparable to those of the Pulse Surveys (round 1 = 21%, round 2 = 19%) and higher than the Reopening Survey (15%).
- Approximately 3% of respondents completed the survey in Amharic (n=146) and another approximately 2% of respondents completed the survey in Arabic (n=88).

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 29% (T. C. Williams King Street) to 75% (LCTA), and was approximately 42% across all schools.

Responses by Special Programs
- The percentage of EL families responding was approximately 14% (out of 5,083).
- SPED response rate was about 40% (out of 1,672).
- TAG response rate was about 53% (out of 2,258).

STUDENT PARTICIPATION SUMMARY
Number of Student Responses: 446

Overall Responses
- Response count equals a response rate of roughly 3% of all students based on May 2020 enrollment of 16,012.

Response by Race/Ethnicity and Language
- Black/African American and White student representation are not quite representative of the student population.
- Hispanic/Latino students comprise 39% of survey responses compared with 37% of the student population.
- Black/African American students comprise 23% of survey responses compared with 26% of the student population, and
- White students comprise 21% of survey responses compared with 28% of the student population.
- The percentage of surveys completed by students in Spanish represented 30% of respondents.
- Fewer than 10 students completed the survey in Amharic and no students completed the survey in Arabic.

Responses by School
- Student response rates ranged from 0% (CFC) to 10% (TC-Satellite), and was approximately 3% across all schools.

Responses by Special Programs
- The percentage of EL students responding was approximately 2% (out of 5,083).
- SPED student response rate was about 2% (out of 1,672).
- TAG student response rate was about 3% (out of 2,258).

<u>STAFF PARTICIPATION SUMMARY</u>
Number of Staff Responses: 1,526

Overall Responses
- Response count equals a response rate of roughly 57% of all staff based on FY21 FTE of 2,662.
- Responses in comparison to Pulse surveys: round 1 = 2,079 and round 2 = 1,684 as well as to Reopening Survey = 2,077.

Response Rate Estimates by role/position
- The response rate for instructional staff is estimated at 56% (n=880).
- The response rate for "other school licensed" (counselors, psychologists, social workers, school nurses, instructional coaches/interventionists, TISs, library media specialists) is estimated at 50% (n=150).
- Response rates varied across support roles. The highest rate of response was among school food/nutrition staff (95%) and the lowest among facilities/maintenance staff (28%).

Responses by location
- Response rates were estimated based on the number of budgeted positions. Staff were asked to select all work locations that applied.
- Elementary school response rates ranged from 69-100%.
- PK/K-8 school response rates ranged from 67-81%.
- Secondary only response rates ranged from 64-100%.