Equity Climate Survey

Alexandria City Public Schools

May 2021

HANOVER
RESEARCH

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INTRODUCTION

The following survey aims to collect perspectives from division stakeholders. 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* is used to indicate wording that may change from stakeholder to stakeholder (e.g., "your" for students and "your child" for families).
- 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 mandatory for survey completion.

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.

- 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 "Unsure/No Opinion"** 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 question at once).
  - **Avoid leading questions.** For example, asking "Many staff members indicate that division 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

WELCOME

Welcome to the Alexandria City Public School (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 CONSENT¹

1. 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]*

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¹ 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

Display if Role is Empty[2]

2. Which of the following best describes your relationship with ACPS? If you are both a family and a staff member, please select your role as a staff member.*

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

Display if Role = Staff

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 *Disqualify*

Display if Q3 = "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 (Social Worker, Psychologist, Nurse, Counselor)
- ❍ Other

Display if Q3 = "Division staff)

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

- ❍ Division leadership
- ❍ Other division staff

Display if Role = Family

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

- ❍ None *Disqualify*
- ❍ 1 child
- ❍ 2 children
- ❍ 3 children
- ❍ 4 children
- ❍ 5 children or more

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[2] Hanover Research recommends using custom links for each stakeholder group when distributing surveys. This reduces the number of questions respondents needs to ask, eliminates the risk of respondents selecting the wrong stakeholder group, and lessens confusion about what stakeholder group a respondent should answer for.

7. *As you have more than one child attending an ACPS, please take this survey for your child whose birthday is earliest in the calendar year. At the end of the survey, you may retake the survey for another child if you wish.*

8. *Please select [your/your child's] grade.**
   - ❍ Pre-K *Disqualify if student*
   - ❍ Kindergarten *Disqualify if student*
   - ❍ Grade 1 *Disqualify if student*
   - ❍ Grade 2 *Disqualify if student*
   - ❍ Grade 3 *Disqualify if student*
   - ❍ Grade 4 *Disqualify if student*
   - ❍ Grade 5 *Disqualify if student*
   - ❍ Grade 6
   - ❍ Grade 7
   - ❍ Grade 8
   - ❍ Grade 9
   - ❍ Grade 10
   - ❍ Grade 11
   - ❍ Grade 12
   - ❍ Adult education

9. *What grade level(s) do you 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

10. Please select [your/your child's] school.*

At which school or site do you <u>primarily</u> work? If you work at multiple schools, please select the school at which you spend the majority of your time.*³

❍ Early Childhood Center
❍ John Adams Elementary
❍ Charles Barrett Elementary
❍ Ferdinand T. Day Elementary
❍ Cora Kelly Magnet Elementary
❍ Lyles-Crouch Elementary
❍ Douglas MacArthur Elementary
❍ George Mason Elementary
❍ Matthew Maury Elementary
❍ Mount Vernon Elementary
❍ James K. Polk Elementary
❍ William Ramsay Elementary
❍ Samuel W. Tucker Elementary
❍ Patrick Henry Elementary School
❍ Jefferson-Houston School
❍ Francis C. Hammond Middle
❍ George Washington Middle
❍ T.C. Williams High School – Minnie Howard
❍ T.C. Williams High School – Satellite
❍ T.C. Williams High School – King Street
❍ Chance for Change
❍ Adult Learning Center Braddock Place Campus at ACPS Central Office
❍ Northern Virginia Juvenile Detention Center (NVJDC)
❍ Central Office *Display if Role = Staff*

11. 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

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³ Note: Responses where the grade and school do not match (e.g., Grade 5 selected for a school with no Grade 5 classrooms) will be disqualified. Please see the Grade/School table in the survey notes section to confirm this information is accurate.

12. *[Do you/Does your child] participate in any of the following?*
   Do you <u>primarily</u> work with any of the following student populations (e.g., special education or EL teacher)? Please select all that apply.*

❑ English Learner (EL)
❑ Student with Disability
❑ Talented and Gifted
❍ None of the above

FOUNDATION FOR LEARNING-POSITIVE EMOTIONAL CLIMATE

13. *Please say how much you agree or disagree with the following statements about school climate:*
   [I/My child/My students] …*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
…feel(s) welcome at school.	❍	❍	❍	❍	❍	❍
…feel(s) like [I am/they are] are a valued part of the school community.	❍	❍	❍	❍	❍	❍
…feel(s) like adults at school understand [my/their] culture and identity.	❍	❍	❍	❍	❍	❍
…is/are receiving a high quality education	❍	❍	❍	❍	❍	❍
… voice is valued and included in ACPS decision-making process. *Display if Role = Family*	❍	❍	❍	❍	❍	❍

Foundation for Learning-Student Attitudes Toward Learning

14. *Please say how much you agree or disagree with the following statements about school instructional climate:*

Most students at [my/my child's] school ...*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
...are encouraged to be active participants in learning	○	○	○	○	○	○
...participate in learning	○	○	○	○	○	○
...feel safe	○	○	○	○	○	○
feel valued	○	○	○	○	○	○
...get excited to learn new things	○	○	○	○	○	○
...are positive about their future.	○	○	○	○	○	○

Instructional Climate (School-Level)

15. *Please say how much you agree or disagree with the following statements about school instructional climate:*

[My school/My child's school] ...*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
...sets high academic expectations for all students.	○	○	○	○	○	○
...prepares students to engage with the <u>local community</u>. *Display if Role = Family or Staff OR IF Student Grade Level = High*	○	○	○	○	○	○

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
…prepares students to engage with the <u>global community</u>. *Display if Role = Family or Staff OR IF Student Grade Level = High*	○	○	○	○	○	○
	○	○	○	○	○	○
…supports me with high-quality professional learning and support *Display if Role=Staff*	○	○	○	○	○	○
…Central Office provides opportunities for peer collaboration and support. *Display if Role=Staff*	○	○	○	○	○	○

Rows are randomized to reduce order effects.

Display if Role = Student or Family
OR Q3 = "School staff"

16. *Please say how much you agree or disagree with the following statements about student development:*

[My school/My child's school] helps students develop the following skills:*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
Creativity	○	○	○	○	○	○
Problem-solving	○	○	○	○	○	○
Collaboration	○	○	○	○	○	○
Self-advocacy	○	○	○	○	○	○

Rows are randomized to reduce order effects.

Display if Role = Student or Family
OR Q3 = "School staff"

Q3 = "School staff"

17. *Please say how much you agree or disagree with the following statements about student instruction:*

At my school…*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
…all students experience high quality core (Tier 1) instruction	❍	❍	❍	❍	❍	❍
…we utilize our school's Multi-tiered System of Support (MTSS) to support students' social emotional needs.	❍	❍	❍	❍	❍	❍
…we utilize our school's Mulit-tiered System of Support (MTSS) to support students' academic needs.	❍	❍	❍	❍	❍	❍

INSTRUCTIONAL CLIMATE (TEACHER-LEVEL)

18. *Please say how much you agree or disagree with the following statements about school instructional climate:*

[My teachers/My child's teachers/Teachers at my school] …*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
…connect class lessons to life outside the classroom.	○	○	○	○	○	○
…provide extra help to students when they need it.	○	○	○	○	○	○
…use books, stories, or lesson materials from many different perspectives (e.g., cultures, race/ethnicities, genders).	○	○	○	○	○	○
…adjust lessons to best support students.	○	○	○	○	○	○
…engage students in meaningful conversations about racial equity (e.g., when race does not determine quality of life, opportunities, and outcomes).	○	○	○	○	○	○
…make me feel like I can do well in school. *Display if Role = Student*	○	○	○	○	○	○
…encourage me to challenge myself (e.g., take challenging classes, work on difficult projects). *Display if Role = Student*	○	○	○	○	○	○

Rows are randomized to reduce order effects.

Division Equity

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

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
<u>Resources</u> are equitably allocated across all division schools.	○	○	○	○	○	○
<u>Technology access</u> is equitable across all division schools.	○	○	○	○	○	○

School Equity

20. *Please say how much you agree or disagree with the following statements about school equity:* *
    At [my/my child's] school, …*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
…students respect other students from different backgrounds (e.g., race/ethnicity, culture, gender).	○	○	○	○	○	○
…students from different backgrounds are treated differently when they break the rules.	○	○	○	○	○	○

Building and Personal Safety

21. *Please say how much you agree or disagree with the following statements about building and personal safety:*
    [I/My child] …*

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	Unsure/ No opinion
…feel(s) safe during school.	○	○	○	○	○	○
…feel(s) students are frequently bullied at school.	○	○	○	○	○	○

Rows are randomized to reduce order effects.

Restorative Practices

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

23. *Please say how much you agree or disagree with the following statement:*
    I feel comfortable using restorative practices.*
- ○ Completely disagree
- ○ Somewhat disagree
- ○ Neither agree nor disagree
- ○ Somewhat agree
- ○ Completely agree
- ○ Unsure

24. **Please say how much you agree or disagree with the following statements about restorative circles:**
    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.	❍	❍	❍	❍	❍	❍
...to talk about events that affect my class.	❍	❍	❍	❍	❍	❍
...to resolve problems when students aren't getting along.	❍	❍	❍	❍	❍	❍

Rows are randomized to reduce order effects.

25. **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).*
    - ❍ Completely disagree
    - ❍ Somewhat disagree
    - ❍ Neither agree nor disagree
    - ❍ Somewhat agree
    - ❍ Completely agree
    - ❍ Unsure

SOCIAL AND EMOTIONAL SUPPORT

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

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
...know how to connect students with supports for mental health and well-being.	❍	❍	❍	❍	❍	❍
...care about all students.	❍	❍	❍	❍	❍	❍
...help students with problems other than schoolwork.	❍	❍	❍	❍	❍	❍

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
…support students socially, emotionally, and academically.	○	○	○	○	○	○

Rows are randomized to reduce order effects.

FAMILY ENGAGEMENT

27. *Please say how much you agree or disagree with the following statements about family engagement.* *

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
ACPS engages families	○	○	○	○	○	○
ACPS empowers families as partners in their children's success.	○	○	○	○	○	○
ACPS effectively communicates with families.	○	○	○	○	○	○
ACPS ensures feedback is included and valued in ACPS decision-making process.	○	○	○	○	○	○
ACPS responds in a timely manner to family questions or concerns.	○	○	○	○	○	○

Rows are randomized to reduce order effects.

28. *Please say how much you agree or disagree with the following statements about family engagement.*
*Staff members at my child's school… *

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION

...contacts me to learn more about my child.	○	○	○	○	○	○
...make families feel <u>welcome</u>.	○	○	○	○	○	○
...make families feel <u>valued.</u>	○	○	○	○	○	○
...include and value my feedback in the decision-making process.	○	○	○	○	○	○
... provide families with resources to support their child's educational needs.	○	○	○	○	○	○
... make it easy for families to attend meetings.	○	○	○	○	○	○
... effectively communicate with families regarding my child's behavior.	○	○	○	○	○	○
... effectively communicate with families regarding my child's academic progress.	○	○	○	○	○	○

Rows are randomized to reduce order effects.

Staff Members' Positive Relationships

Display if Role = Staff

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

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
My school/building provides enough professional learning opportunities.	❍	❍	❍	❍	❍	❍
ACPS offers opportunities for my professional growth.	❍	❍	❍	❍	❍	❍
PD is aligned to our School/Department Improvement Plan SIP/DIP.	❍	❍	❍	❍	❍	❍

Rows are randomized to reduce order effects.

Display if Role = Staff

30. Please say how much you agree or disagree with the following statements about staff relationships.*

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
I have positive relationships with the majority of staff members at my school/building.	❍	❍	❍	❍	❍	❍
I have positive relationships with students at my school.	❍	❍	❍	❍	❍	❍
My colleagues care about me.	❍	❍	❍	❍	❍	❍
My supervisor cares about me.	❍	❍	❍	❍	❍	❍
Division leaders value my input regarding the division's strategic areas of focus.	❍	❍	❍	❍	❍	❍
Staff are treated differently because of their race or ethnicity.	❍	❍	❍	❍	❍	❍

	COMPLETELY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	COMPLETELY AGREE	UNSURE/ NO OPINION
I have a positive relationship with my direct supervisor.	❍	❍	❍	❍	❍	❍

Rows are randomized to reduce order effects.

ADDITIONAL THOUGHTS

31. *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

32. *With which of the following gender identities [do you/does your child] most identify?* *
- ❍ Male
- ❍ Female
- ❍ Non-binary/Gender non-conforming
- ❍ Not listed/Prefer to self-describe (specify, if desired):_____
- ❍ Prefer not to respond

33. *With which of the following categories [do you/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

ACPS SITES AND GRADE BANDS

School	Grade Band
Early Childhood Center	PreK-K
John Adams Elementary	K-Grade 5
Charles Barrett Elementary	PreK-Grade 5
Ferdinand T. Day Elementary	K-Grade 5
Cora Kelly Magnet Elementary	PreK-Grade 5
Lyles-Crouch Elementary	K-Grade 5
Douglas MacArthur Elementary	K-Grade 5
George Mason Elementary	K-Grade 5
Matthew Maury Elementary	K-Grade 5
Mount Vernon Elementary	K-Grade 5
James K. Polk Elementary	K-Grade 5
William Ramsay Elementary	PreK-Grade 5
Samuel W. Tucker Elementary	K-Grade 5
Patrick Henry Elementary School	K-Grade 8
Jefferson-Houston School	PreK-Grade 8
Francis C. Hammond Middle	Grade 6-8
George Washington Middle	Grade 6-8
T.C. Williams High School – Minnie Howard	Grade 9
T.C. Williams High School – Satellite	Grade 9-12
T.C. Williams High School – King Street	Grade 10-12
Chance for Change	
Northern Virginia Juvenile Detention Center School	
Adult Learning Center Braddock Place Campus at ACPS Central Office	Adult Education
T.C. Williams Evening Administrative Center	Adult Education
Alexandria City Detention Center	Adult Education
Division Office	NA Staff only

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, families, 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, families, and staff.

OUR BENEFITS

EXPERT
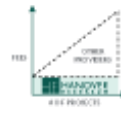200+ analysts with multiple methodology research expertise

FLEXIBLE
Ongoing custom research agenda adapts with organizations' needs

DEDICATED
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