

INTRODUCTION

During the 2022-2023 school year, K-12 districts across the nation are facing new and continued challenges that have affected their strategic goals, including challenges recruiting and retaining teachers, addressing student achievement and wellbeing, and a continued focus on equity. Alexandria City Public Schools (ACPS) has embedded these concerns into its strategic plan, [ACPS 2025: Equity For All](#). This strategic plan identifies strategic goals for ACPS in the areas of:

- Systemic Alignment,
- Instructional Excellence,
- Student Accessibility and Support,
- Strategic Resource Allocation, and
- Family and Community Engagement

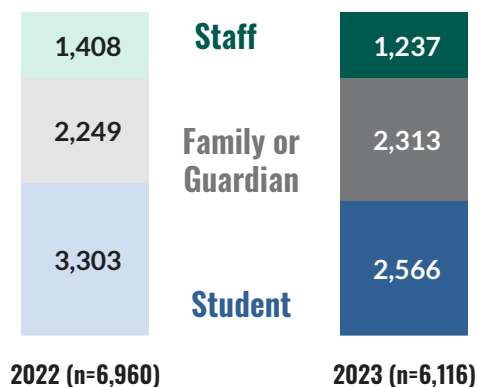
As a core component of the strategic plan’s theory of action, ACPS has committed to “engage students, staff, and families in the decision making and educational process” through a variety of outreach strategies. Over the past three years, ACPS administered an online survey to students in Grades 6-12, staff members, and families and guardians to gather stakeholder perceptions of school and district climate generally as well as perceptions of educational equity specifically. 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. The summary below reflects findings and trends from the two most recent administrations – 2021-22 and 2022-23.

SURVEY PARTICIPATION

A total of 6,116 ACPS stakeholders participated in the Spring 2023 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 primarily discusses results from 2022-23 (2023) and offers comparisons to 2021-22 (2022) where relevant. The results are organized around six main themes: **academic environment**, **equity**, **restorative practices**, **social-emotional supports and environment**, **stakeholder inclusiveness**, and **staff social environment**.

Survey Respondents by Stakeholder Role and Year



SUMMARY OF RESULTS

AREAS OF STRENGTH

- **Most families, staff, and students have positive perceptions of the learning environment, teachers, and school climate overall.** Survey respondents are most likely to agree that students feel welcome at school (Family: 84%, Staff: 87%, Student: 64%), that teachers provide extra support when needed (Family: 80%, Staff: 91%, Student: 76%), and that students are encouraged to be active participants in learning (Family: 81%, Staff: 91%, Student: 67%). Broadly, student responses declined from 2021 to 2023 across most related questions, while family/guardian and staff responses were more likely to remain the same or increase slightly.
- **Stakeholders also report positive impressions of the social-emotional environment and supports at their school.** In particular,, a majority report that adults at school care about all students (Family: 81%, Staff: 87%, Student: 61%). Student agreement decreased by 18 percentage points between 2021 and 2023, while family and staff agreement remained stable from 2021 to 2022 and increased slightly in 2023. While students and families agree at a lower rate than staff, the majority also agree that adults at school support students, connect students with supports, and help students with problems other than schoolwork (Family: 69-81%, Staff: 76-88%, Student: 59-63%).
- **Staff report positive perceptions of their relationships with other staff members, students, and supervisors.** Most staff members agree that they have positive relationships with both students (95%) and other staff (90%) at their school. Eighty to 87% of staff also agree that their colleagues and supervisor cares about them and that they have a positive relationship with their supervisor. There were only minimal changes in perceptions between 2021 and 2023.

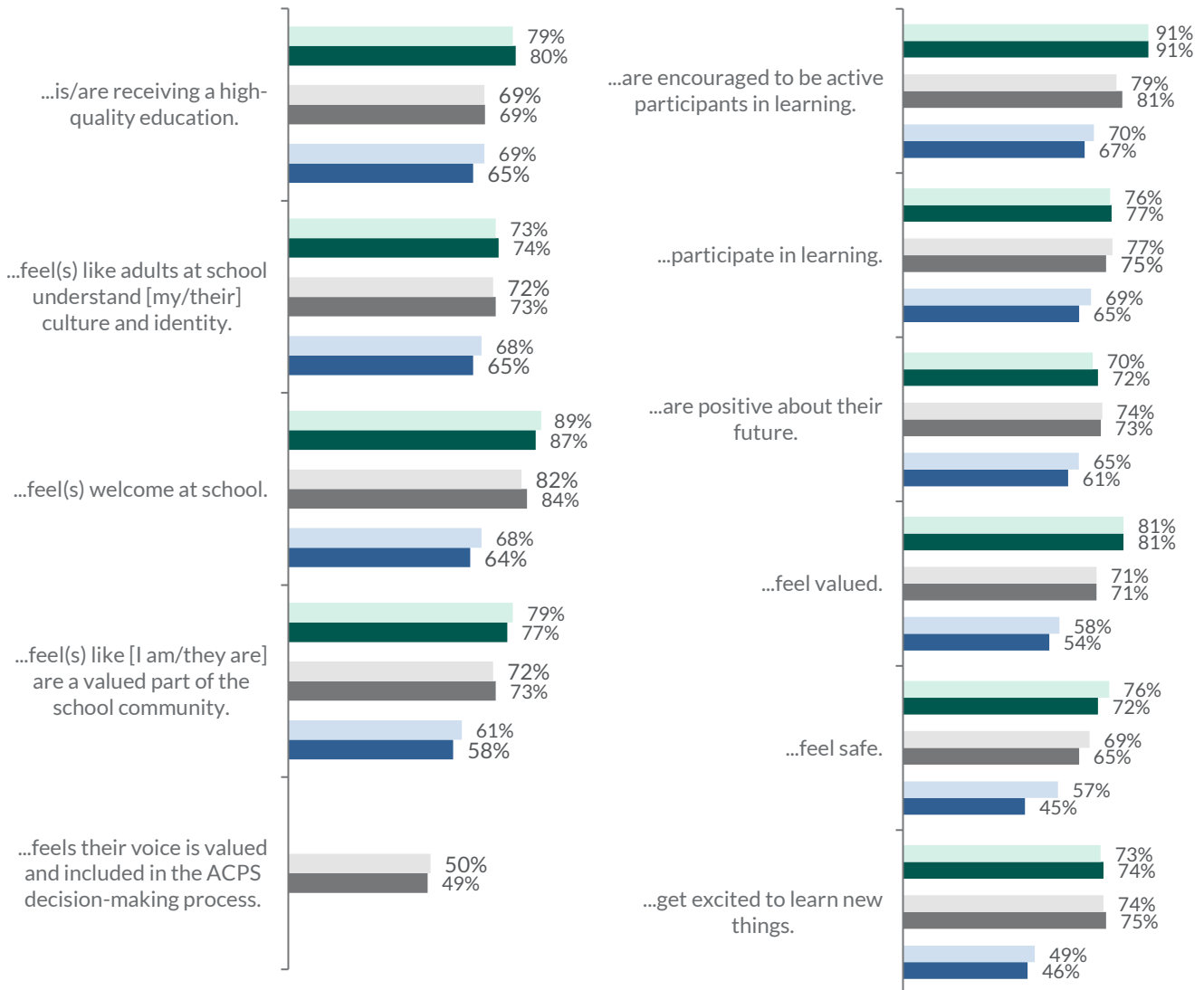
AREAS OF CONTINUED FOCUS

- **Feeling of safety at school continued to decline between 2021 and 2023.** The percentage of respondents agreeing that they feel safe at school declined across all stakeholder groups in 2023. Students are less likely to agree that they feel safe at school (47%) than staff (71%) and family/guardians (70%). Agreement that they (or their child) feel safe during school declined from 2021 to 2023 by 28 percentage points for students, 16 percentage points for staff, and 12 percentage points for family/guardians. Conversely, agreement that students are frequently bullied at school (Family: 33%; Staff: 20%; Students: 36%) increased for all stakeholder groups between 2021 and 2023, peaking in 2022 before declining somewhat in 2023.
- **There is still potential for stronger engagement, professional learning, and growth opportunities for staff.** Staff report comparatively lower perceptions of their opportunities for professional learning and growth (60-64%), value of their input on division strategic areas of focus (43%), and opportunities for support and collaboration with the Central Office (37%). Staff perceptions are also confirmed in the open-ended feedback. Staff agreement declined from 2021 to 2023 by 10% for opportunities for professional growth and by 7% for opportunities for support and collaboration with the Central Office.

ACADEMIC ENVIRONMENT

- Most stakeholders report positive perceptions of the learning environment at their or their child's school, where students feel welcome, valued, and engaged in learning. Compared to 2021, perceptions in 2023 remain similar for most questions. Student responses declined substantially across most questions, while family/guardian and staff responses remained relatively stable or increased slightly. In particular, the percentage of students agreeing that students feel safe at school declined from 75% in 2021 to 45% in 2023, although a majority of staff (72%) and parents (65%) continue to agree with this statement.

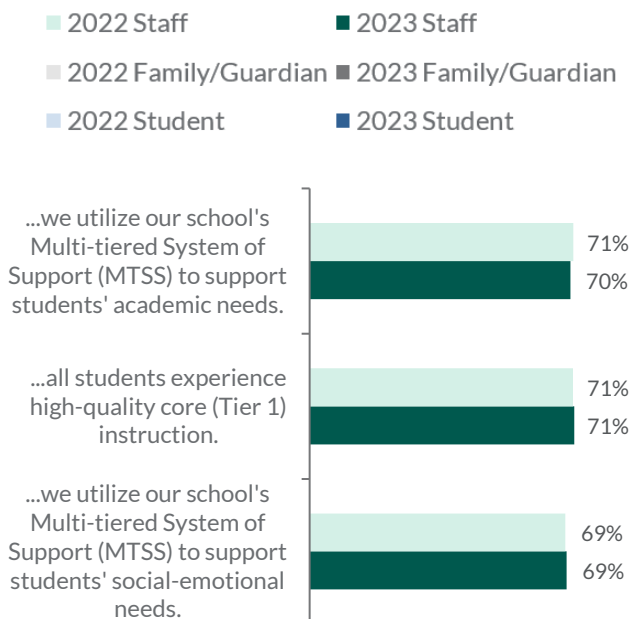
Most Students at My/My Child's School...
(% Agree + Strongly Agree)



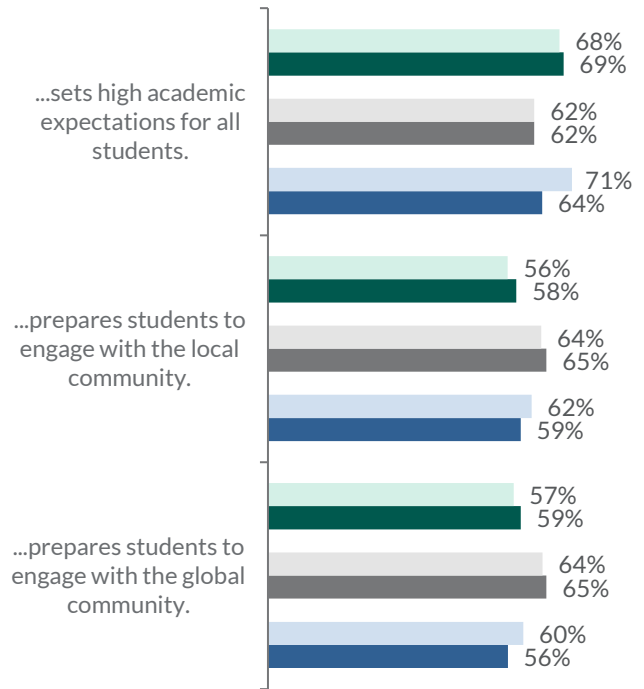
ACADEMIC ENVIRONMENT (CONTINUED)

- Family/guardians continue to be less likely than staff and students to agree that their school sets high academic expectations for all students, although the percent of students agreeing declined from 76% in 2021 to 64% in 2023.
- About 60% across all stakeholder groups believe that their school prepares students to engage with the local and global communities. Student agreement declined from 2021 to 2023, while staff agreement declined from 2021 to 2022 before partially recovering in 2023. Family/guardian agreement increased consistently from 2021 to 2023.
- 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. Student agreement declined across all skill areas between 2021 and 2023, while staff and family agreement increased.
- Staff agreement with statements about MTSS use declined from 75-78% of respondents in 2021 to 69-71% in 2023.

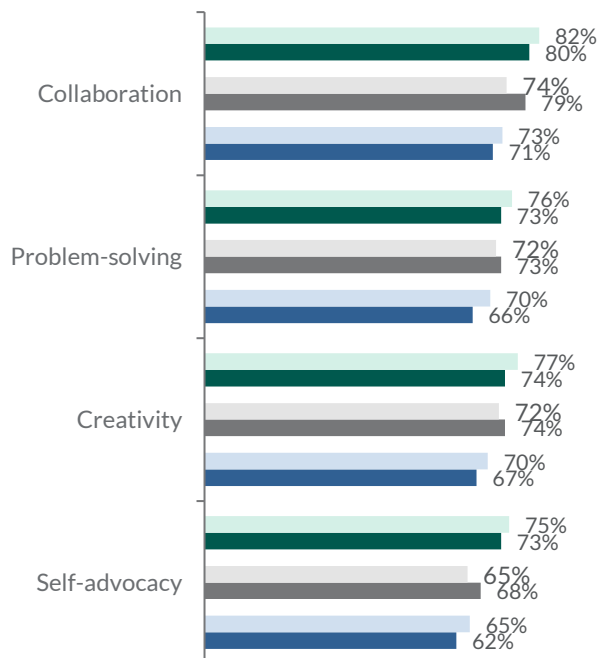
At My School...
(% Agree + Strongly Agree)



My/My Child's School...
(% Agree + Strongly Agree)

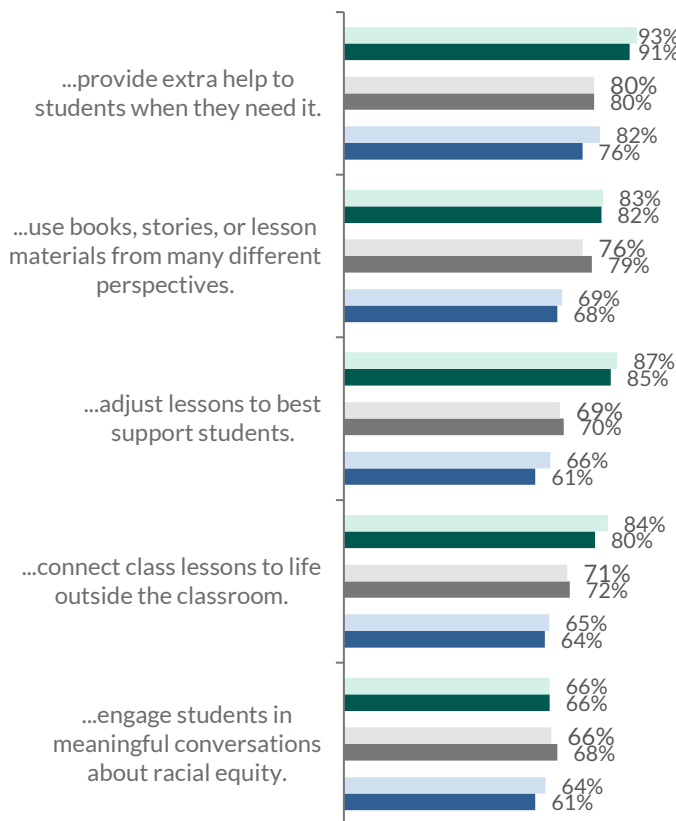
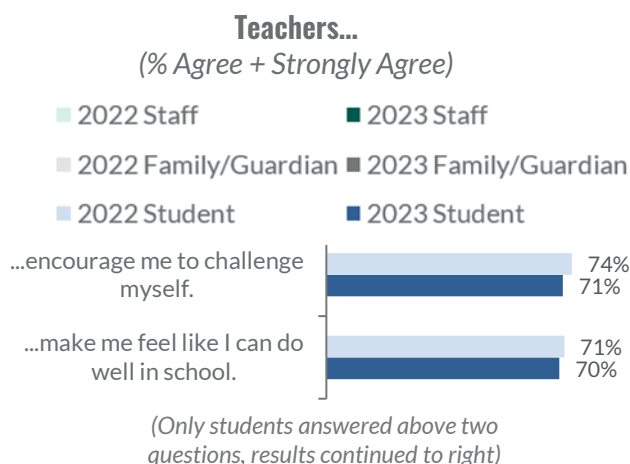


My/My Child's School Helps Students Develop...
(% Agree + Strongly Agree)



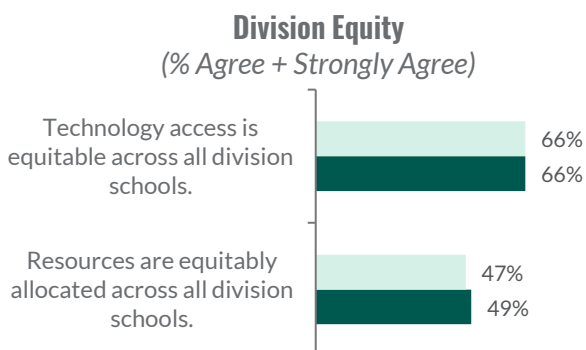
ACADEMIC ENVIRONMENT (CONTINUED)

- A majority of respondents agree with statements related to teacher support and instruction and are most likely to agree that teachers provide extra support to help students when they need it. Student agreement with all statements declined from 2021 to 2023, while family/guardian and staff agreement remained more stable.

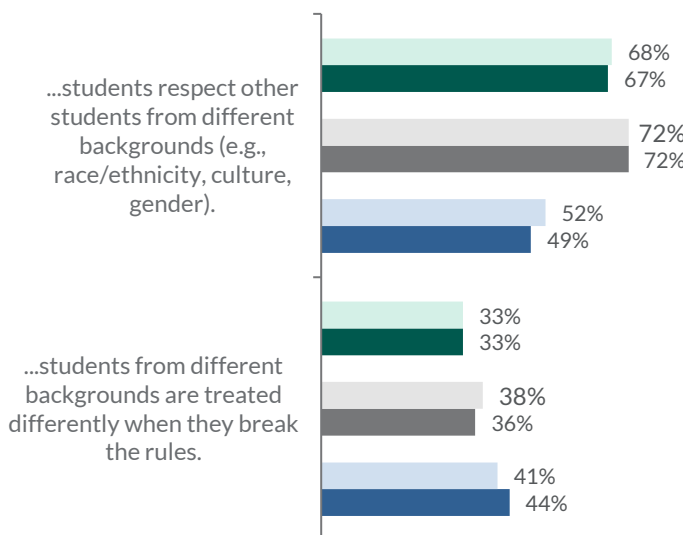


EQUITY

- Slightly less than half of staff members (49%) agree that resources are equitably allocated across schools, down from 53% in 2021. A majority (66%) of respondents agree that technology access is equitable.
- Most family/guardians (72%) and staff (67%) agree that students respect other students from different backgrounds. Student agreement declined from 67% in 2021 to 49% in 2023.



At My/My Child's School...
(% Agree + Strongly Agree)

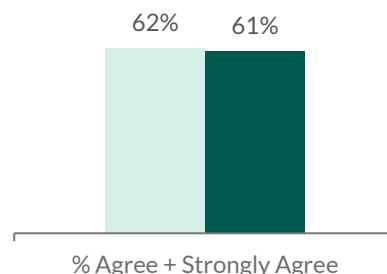


RESTORATIVE PRACTICES

- According to students and staff members, the use of restorative practices in classrooms varies. The number of respondents reporting that they participate in or facilitate community circles at least once a week has increased from 29% to 32% of students and from 39% to 46% of staff from 2021 to 2023, although 32% of students and 19% of staff report never participating. A majority 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. The number of students who report using community circles to resolve problems increased from 33% in 2021 to 42% in 2022 before declining to 34% in 2023.

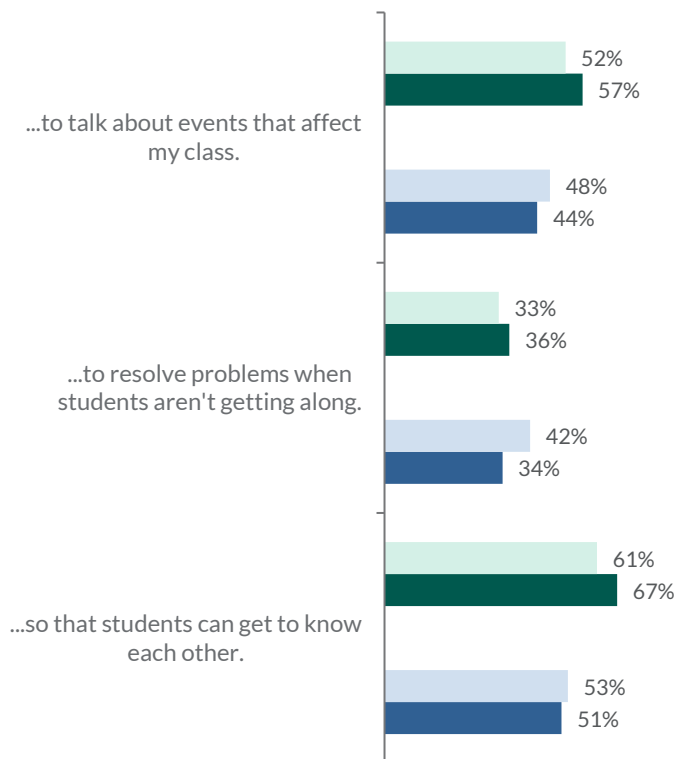
I feel comfortable using restorative practices

2022 Staff 2023 Staff

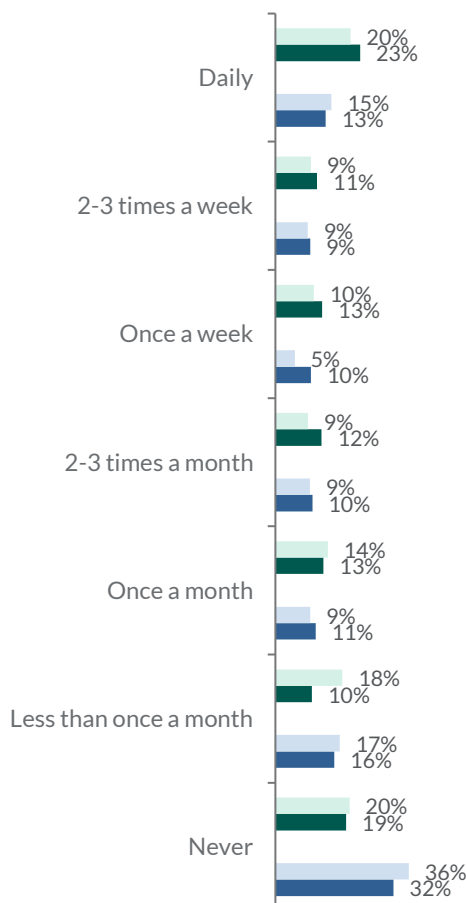


In my classroom, community circles are used...

2022 Staff 2023 Staff
 2022 Family/Guardian 2023 Family/Guardian
 2022 Student 2023 Student



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

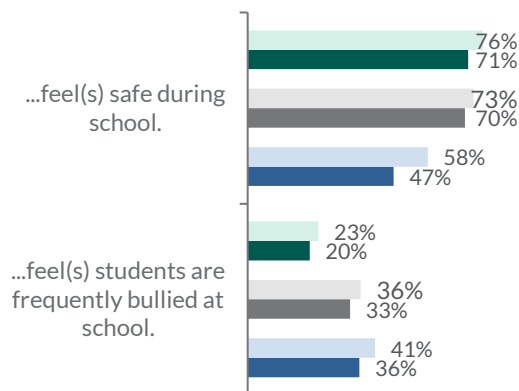
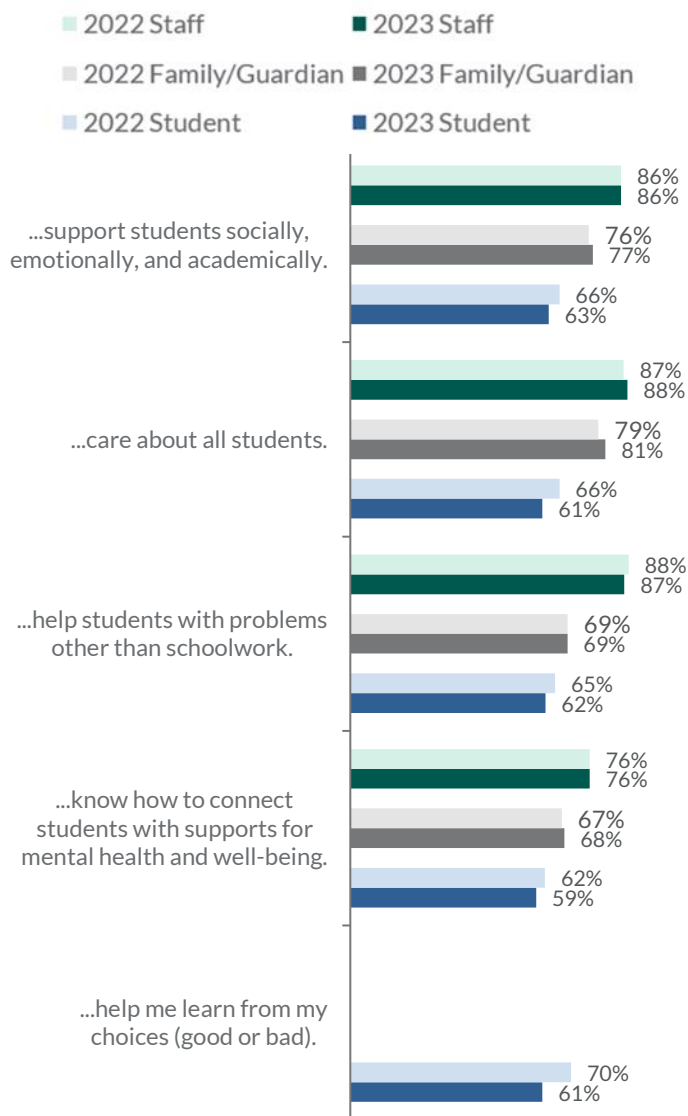


SOCIAL-EMOTIONAL SUPPORTS AND SCHOOL BUILDING ENVIRONMENT

- Most 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 lower rate. Family/guardian and staff agreement with these statements was broadly similar in 2023 compared to 2021, while student agreement declined somewhat.
- Most staff (71%) and family (70%) respondents agree that students feel safe at school. However, only 47% of students agree that students feel safe during school, down from 75% in 2021. A decreasing percentage of all stakeholder groups agree that students are frequently bullied at school.

Adults at My/My Child's School...
(% Agree + Strongly Agree)

I/My Child...
(% Agree + Strongly Agree)

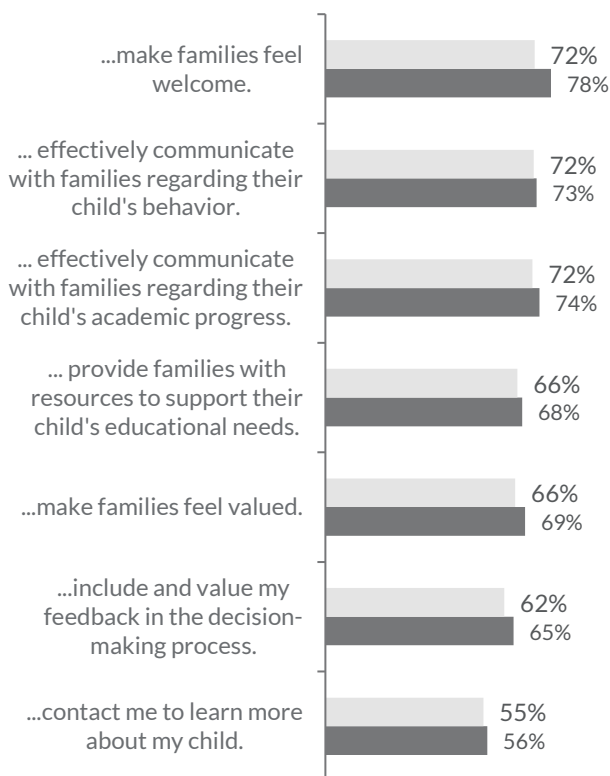
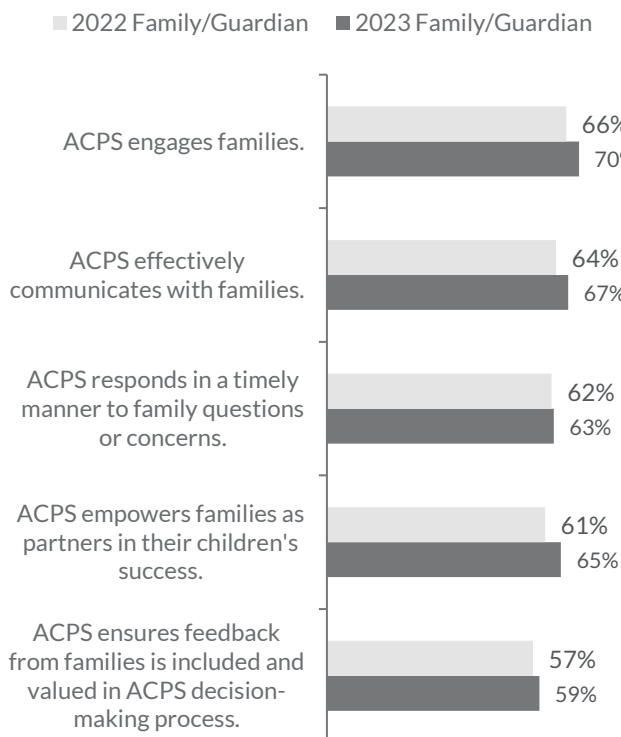


STAKEHOLDER INCLUSIVENESS

- Family/guardians hold a slightly more favorable view of school-level engagement than division-level engagement; however, over half of respondents agree with all statements on family engagement. Perceptions of division family engagement increased from 2021-2023.
- In comparison to other areas, stakeholders are least likely to agree that school staff members contact them to learn more about their child (56%), that they are included and valued in decision-making (59% division; 65% school), and that ACPS empowers families as partners in student success (65%).

Division Family Engagement
(% Agree + Strongly Agree)

Staff Members at My Child's School...
(% Agree + Strongly Agree)

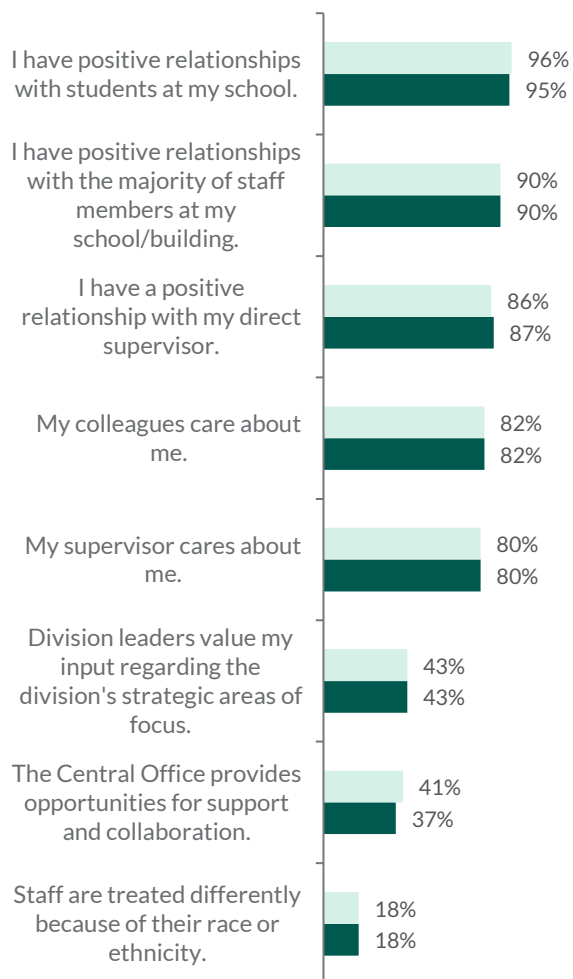
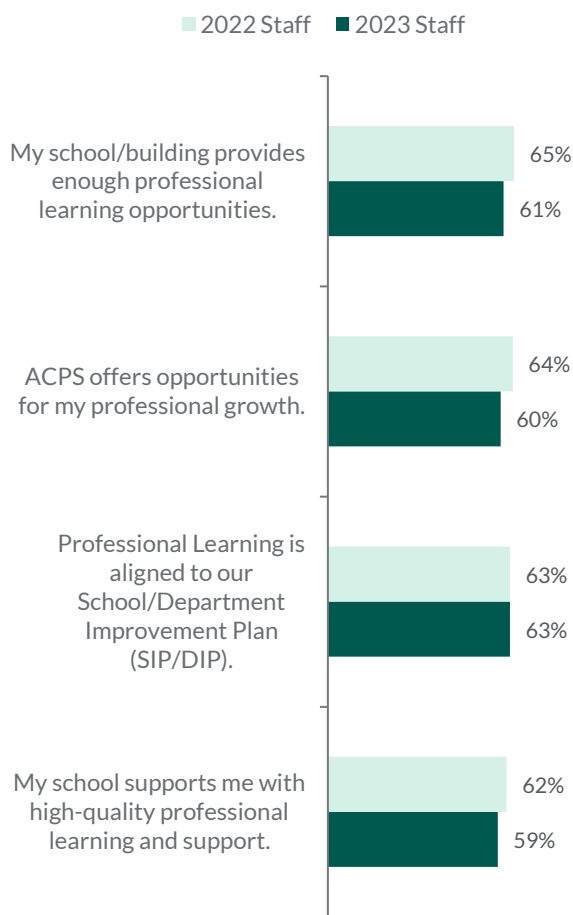


STAFF SOCIAL ENVIRONMENT

- Most staff members agree that they have positive relationships with both students (95%) and other staff (90%) at their school. Eighty to 87% of staff also agree that their colleagues and supervisor cares about them and that they have a positive relationship with their supervisor. There were only minimal changes in perceptions between 2021 and 2023.
- Staff report comparatively lower perceptions of their opportunities for professional learning and growth (60-64%), value of their input on division strategic areas of focus (43%), and opportunities for support and collaboration with the Central Office (37%). Staff perceptions are also confirmed in the open-ended feedback. Staff agreement with these statements declined slightly from 2021 to 2023.
- The percent of staff respondents who agree that staff are treated differently because of their race or ethnicity declined from 24% in 2021 to 18% in 2022 and 2023.

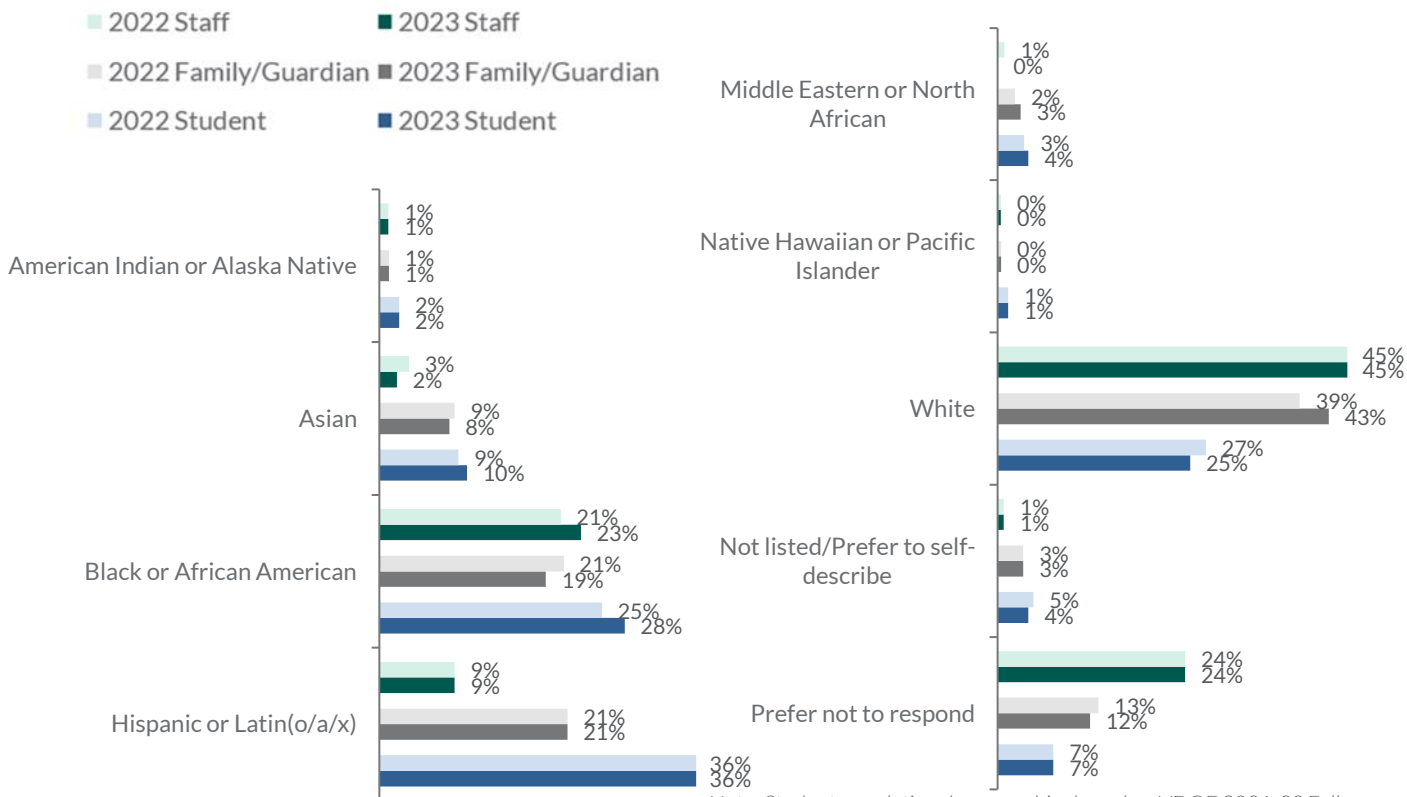
Staff Resources and Professional Learning (% Agree + Strongly Agree)

Staff Relationships (% Agree + Strongly Agree)



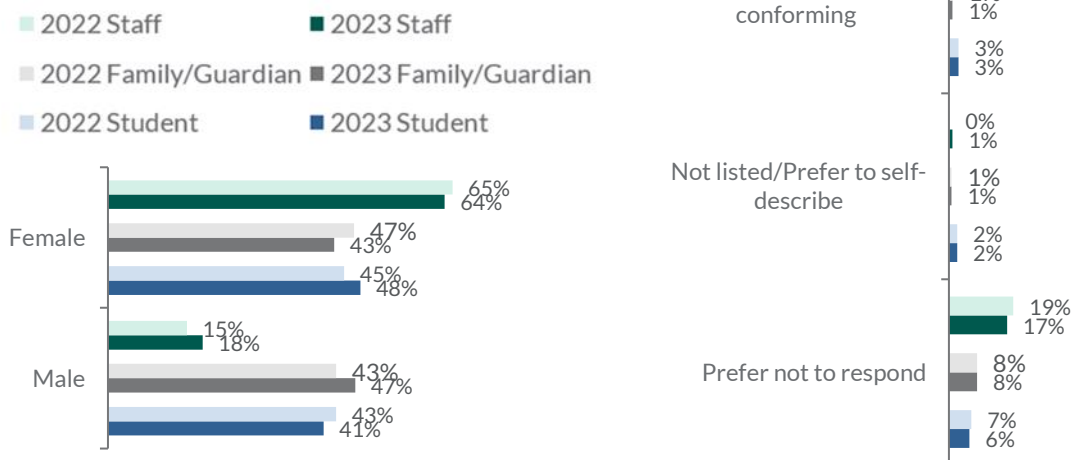
SURVEY RESPONDENTS

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



Note: Student population demographics based on VDOE 2021-22 Fall Membership Dataset: Asian: 6%, Black: 26%, Hispanic: 38%, White: 27%

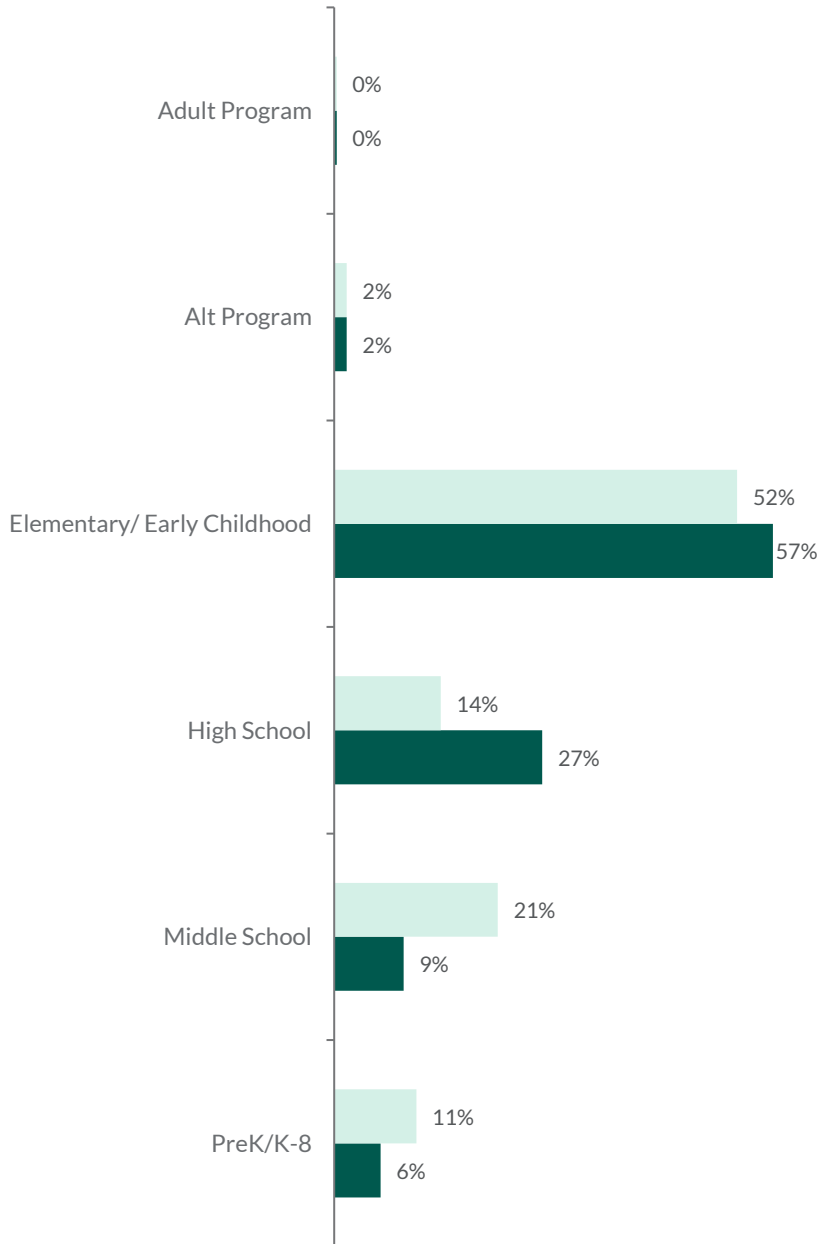
With which of the following gender identities do you/your child most identify?



SURVEY RESPONDENTS

School Grade Level

- 2022 Staff
- 2023 Staff
- 2022 Family/Guardian
- 2023 Family/Guardian
- 2022 Student
- 2023 Student



School or Division Staff

- 2022 Staff
- 2023 Staff

