

INTRODUCTION

During the 2023-2024 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:

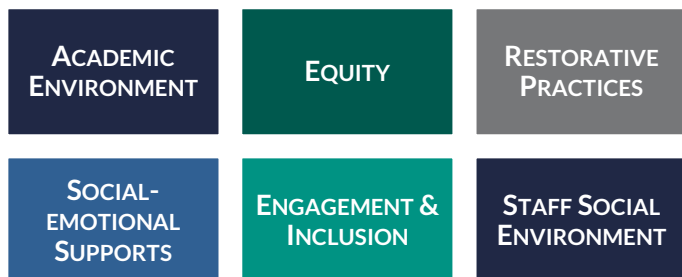
- ❖ Systemic Alignment,
- ❖ Instructional Excellence,
- ❖ Student Accessibility and Support,
- ❖ Strategic Resource Allocation, and
- ❖ Family and Community Engagement

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 four years, ACPS administered an online survey to students in Grades 6-12, staff members, and families and guardians to gather 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 priority areas 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: 2022-2023 and 2023-2024.

SURVEY PARTICIPATION

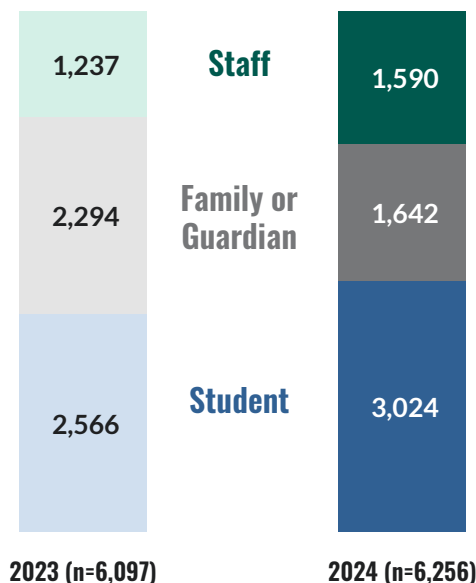
A total of 6,256 ACPS community members participated in the Spring 2024 survey. However, the total number of respondents varies for each individual survey question. Additional details on survey participation and participant demographics can be viewed at the end of this summary report.

This report primarily discusses results from 2023-24 (2024) and offers comparisons to 2022-23 (2023) where relevant. The results are organized around six main themes:



SURVEY RESPONDENTS

by Role and Year



SUMMARY OF RESULTS

PRIORITY AREAS

- **Most families, staff, and students continue to 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: 83%, Staff: 87%, Student: 64%), that teachers provide extra help to students when needed (Family: 79%, Staff: 92%, Student: 78%), and that students are receiving a high-quality education (Family: 67%, Staff: 79%, Student: 68%). Overall, student and family responses remained relatively similar in 2024 across most related questions.
- **Education partners also report positive impressions of the social-emotional environment and supports at their school.** A majority report that adults at school care about all students (Family: 79%, Staff: 87%, Student: 65%). Student agreement increased by 4 percentage points from 2023, while family and staff agreement remained stable from 2023 to 2024. While students and families typically agree at a lower rate than staff, the majority also agree that adults at school support students socially, emotionally, and academically (Family: 75%, Staff: 87%, Student: 65%); know how to connect students with supports (Family: 69%, Staff: 77%, Student: 60%); and help students with problems other than schoolwork (Family: 69%, Staff: 89%, Student: 64%).
- **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 (96%) and other staff (92%) at their school. Staff also typically agree that their colleagues care about them (84%) and they have a positive relationship with their supervisor (87%). Overall, scores slightly increased from the 2023 survey.

AREAS OF CONTINUED FOCUS

- **Feelings of safety at school remained relatively low in 2024, though responses improved as compared to 2023.** The percentage of respondents agreeing that students feel safe at school improved across all groups in 2024. However, students (51%) and staff (77%) are slightly more likely to agree that students feel safe at school than last year (45% and 72%), while family agreement (66%) remained relatively similar to 2023 (65%). While amongst staff (20%) and family (33%) respondents, scores remained the same as compared to 2023, responses from students indicate an increase in perceptions of bullying from 36% in 2023 to 41% in 2024.
- **There is still potential for stronger engagement, professional learning, and growth opportunities for staff.** Staff continue to report comparatively lower perceptions of their opportunities for professional learning (63%) and growth (62%), value of their input on division strategic priority areas (42%), and opportunities for support and collaboration with the Central Office (38%). Staff perceptions are confirmed in the open-ended feedback. Staff agreement slightly declined from 2021 to 2023 but remained steady in the 2024 survey.
- **There are also some gaps in how respondents perceive school equity across the district, with opportunities for improvement.** Agreement among responses varied regarding equity, with less agreement amongst student perceptions of students' respect for others of different backgrounds (2023: 49%, 2024: 45%) than agreement amongst staff (2023: 67%, 2024: 65%) and family (2023: 72%, 2024: 71%) across years. However, students' perceptions regarding how schools treat students from different backgrounds when they break the rules (40%) in 2024 improved as compared to 2023 (44%).

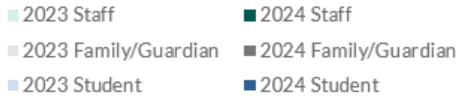
2023-24 EQUITY CLIMATE SURVEY

Prepared for Alexandria City Public Schools

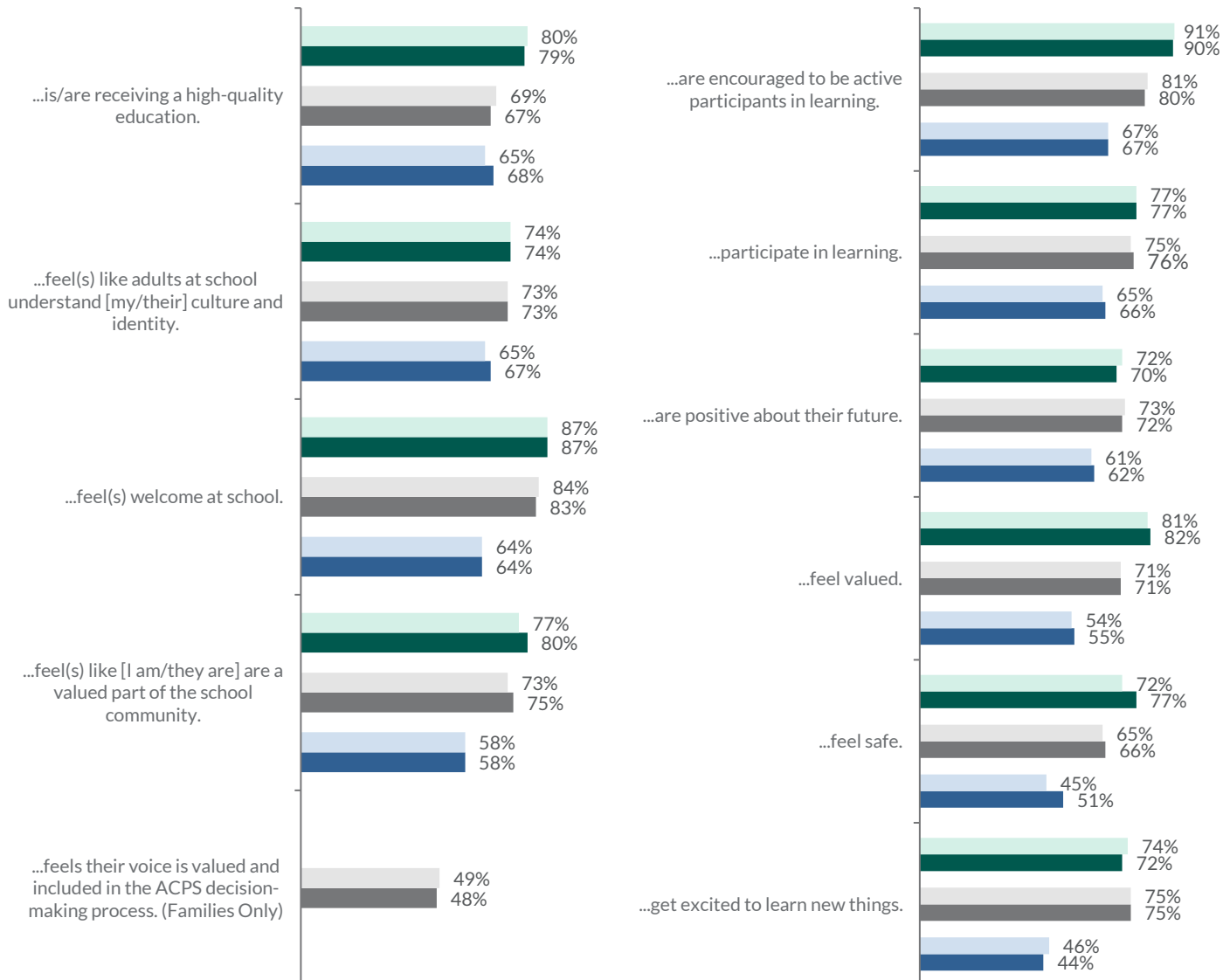


ACADEMIC ENVIRONMENT

Across all respondent groups, education partners 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 2023, perceptions in 2024 remain similar for most questions. Student responses remained relatively similar, though responses improved in feeling safe (2023: 45%, 2024: 51%) and receiving a high-quality education (2023: 65%, 2024: 68%). Family and staff responses remained relatively stable but with staff reporting a higher perception of feeling like a valued part of the community in 2024 (80%) compared to 2023 (77%)

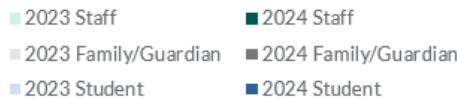


Most Students at My/My Child's School...
(% Agree + Strongly Agree)

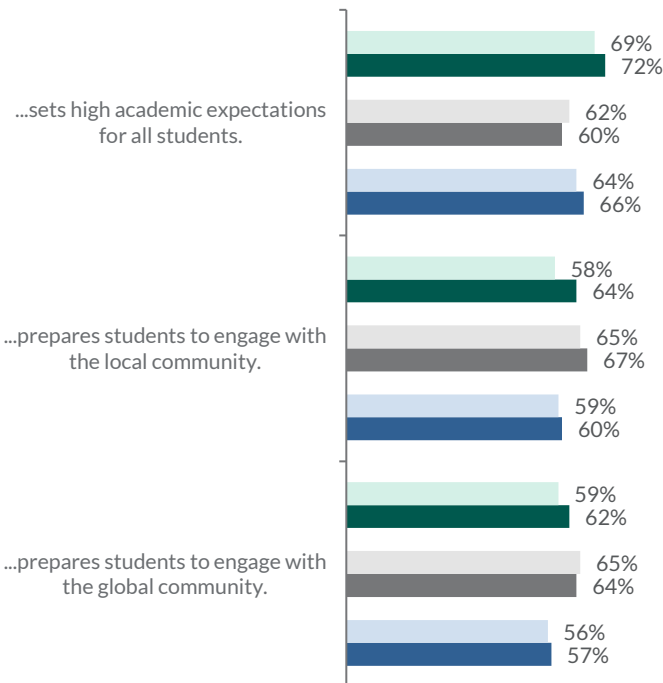


ACADEMIC ENVIRONMENT (CONTINUED)

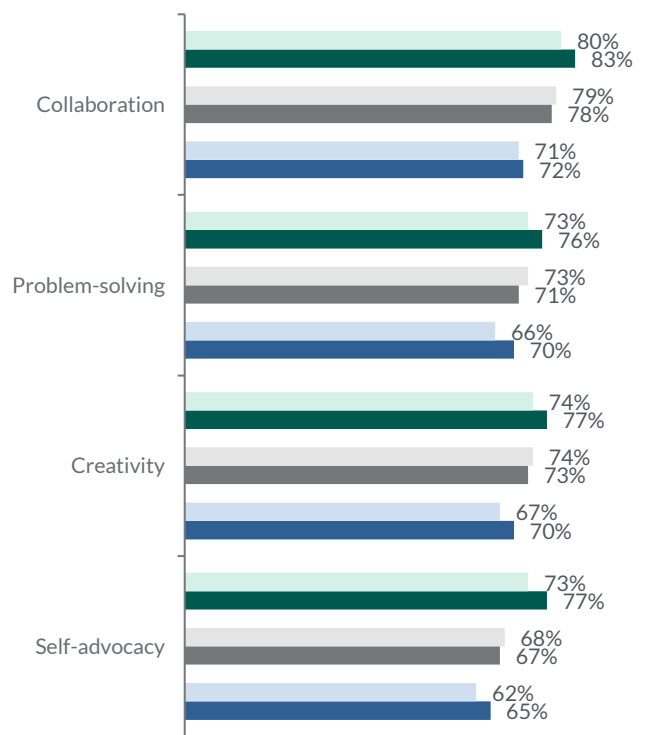
- Family respondents continue to be less likely than staff and students to agree that their school sets high academic expectations for all students, remaining relatively consistent with 62% agreement in 2023 and 60% agreement in 2024. Student and staff responses also remained consistent between 2023 and 2024.
- Opinions on schools preparing students to engage in their global communities remained consistent at about 60% across all respondent groups, while responses improved by an average of three percentage points regarding schools preparing students to engage in their local communities.
- Most respondents continue to carry high perceptions of schools' development of social-emotional skills, particularly collaboration (Family: 78%, Staff: 83%, Student: 72%) and problem-solving (Family: 71%, Staff: 76%, Student: 70%). Students are less likely to agree than family and staff across all skill areas in 2024, though opinions improved as compared to 2023. Family perceptions remained stable, while staff perceptions improved by three to four percentage points in every skill area as compared to 2023.



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



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

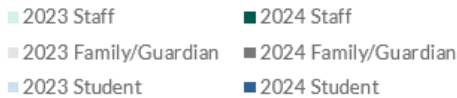


2023-24 EQUITY CLIMATE SURVEY

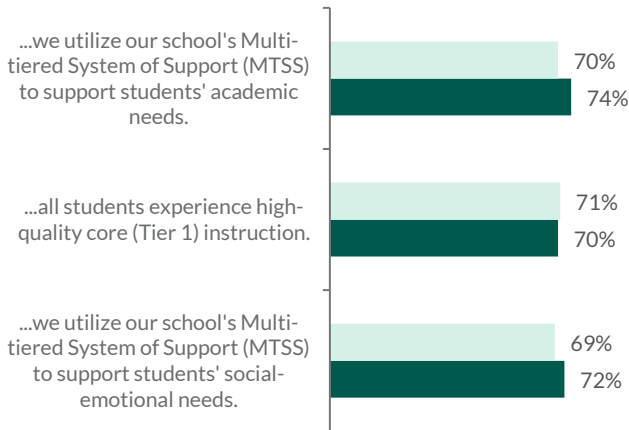
Prepared for Alexandria City Public Schools

ACADEMIC ENVIRONMENT (CONTINUED)

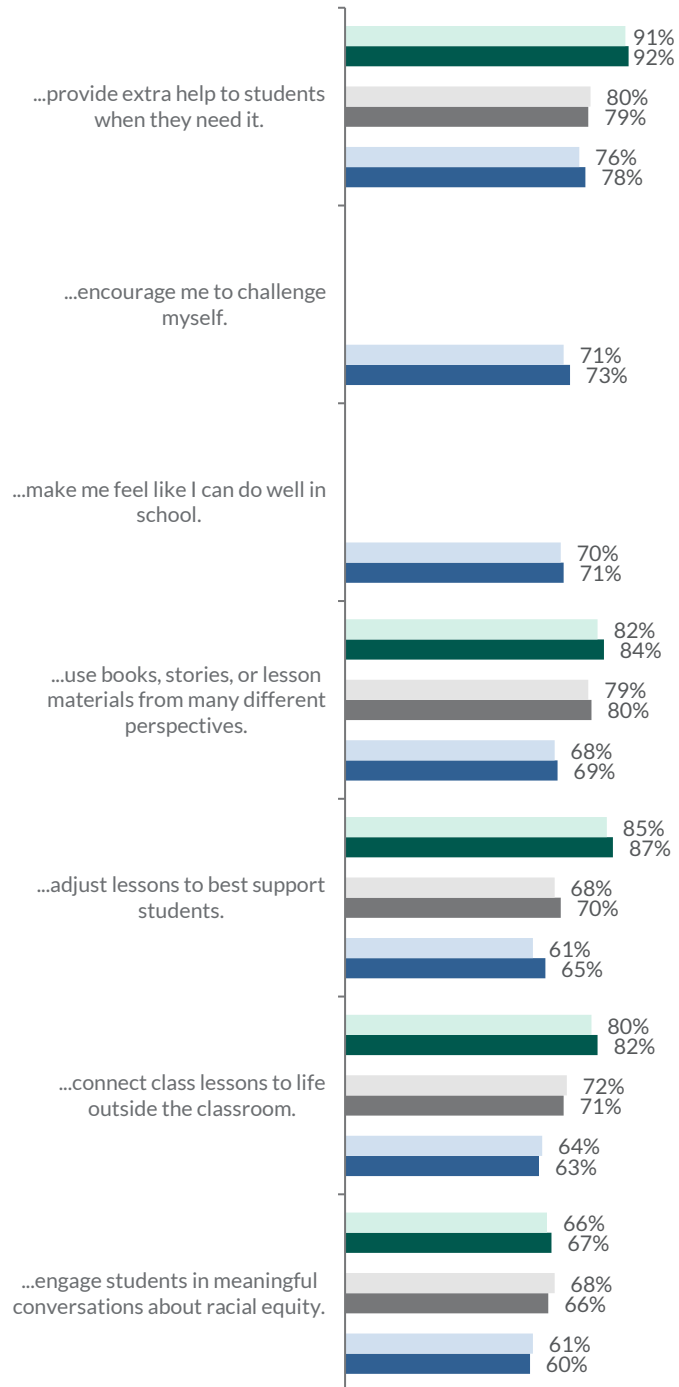
- Staff agreement with statements about MTSS to support students' academic and social-emotional needs improved from 70% and 69% in 2023 to 74% and 72% in 2024, respectively. Opinions on the student experience related to high-quality core instruction remained consistent between years.
- Opinions related to teacher support and instruction remain high, and mostly steady compared to 2023 across all response groups. Family respondents were slightly less likely to agree this year that teachers engage students in meaningful conversations about racial equity (2023: 68%, 2024: 66%) and adjust lessons to best support students (2023: 70%, 2024: 68%).



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

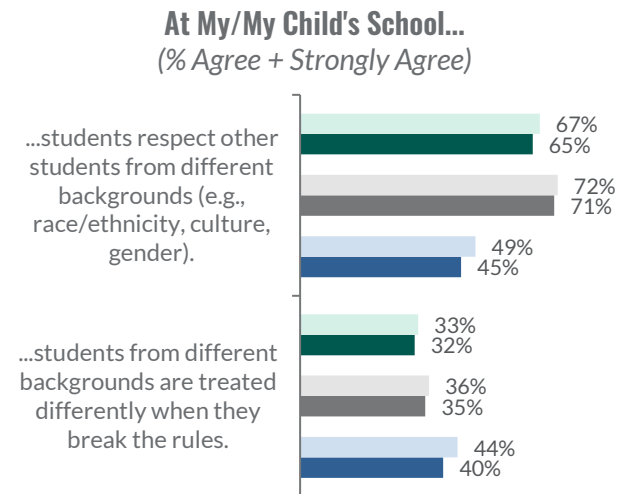
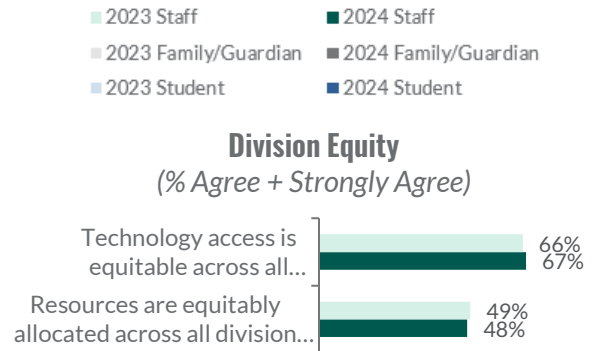


Teachers... (% Agree + Strongly Agree)



EQUITY

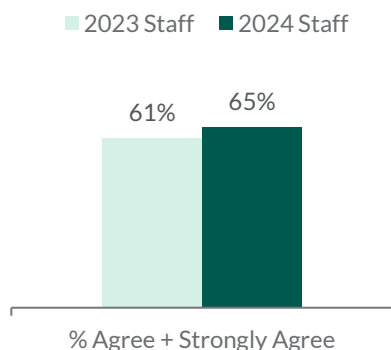
- Staff are less likely to agree that resources are equitably allocated across all divisions (48%), continuing a trend of declining perceptions since 2021. Conversely, respondents who agree technology access is equitable across all division schools increased by one percentage point this year to 67%.
- While perceptions regarding student respect of one another remained consistent in 2024, perceptions of how schools treat students from different backgrounds improved.
 - Students (45%) were less likely than families (71%) and staff (65%) to agree that students respect others from different backgrounds, but more likely (40%) than families (35%) and staff (32%) to agree that schools treat students from different backgrounds differently when they break the rules.
 - All response groups were slightly less likely in 2024 (Family: 32%, Staff: 35%, Student: 40%) to agree that students from different backgrounds are treated differently when they break the rules compared to 2023, especially for student respondents (Family: 33%, Staff: 36%, Student: 44%)



RESTORATIVE PRACTICES

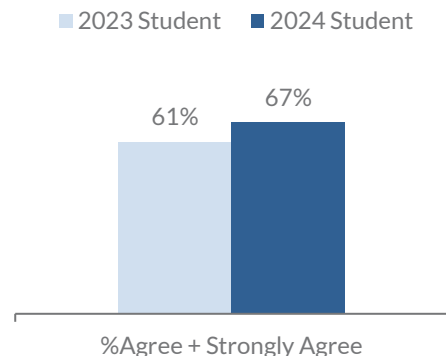
This year, staff comfort with using restorative practices increased by four percentage points from 61% in 2023 to 65% in 2024.

I feel comfortable using restorative practices.



The percentage of students who agree that adults at their school help them learn from their choices, good or bad, also increased in 2024, from 61% to 68%.

Adults at my school help me learn from my choices (good or bad).

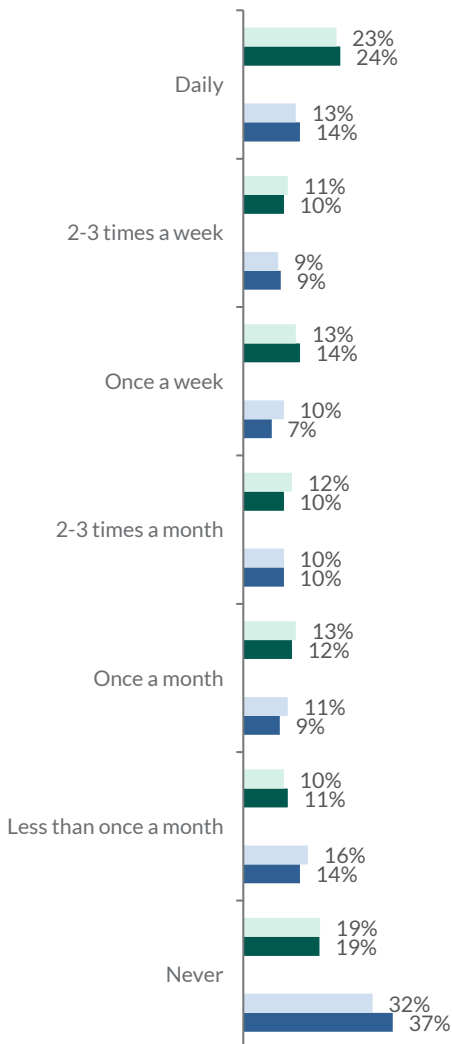


RESTORATIVE PRACTICES (CONTINUED)

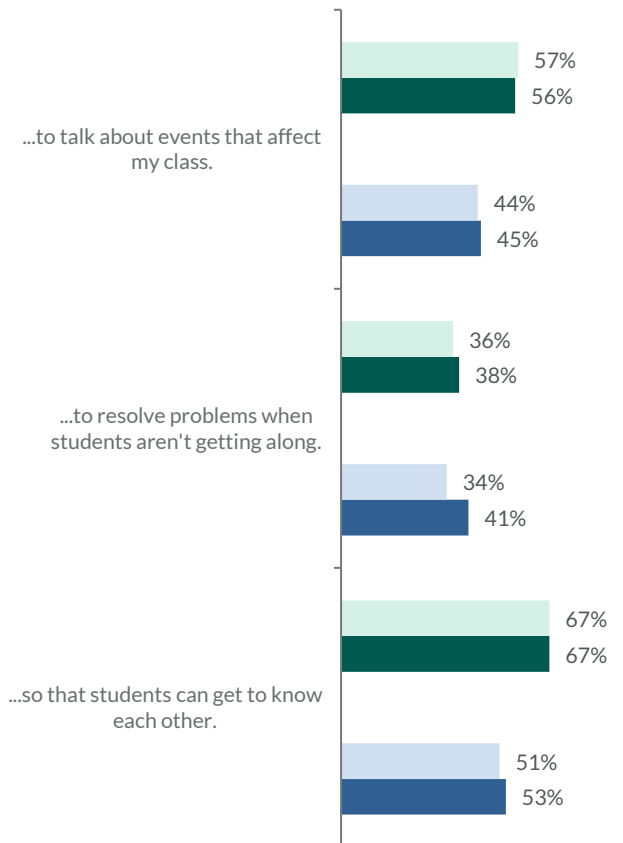
According to students and staff members, the use of restorative practices in classrooms varies, though use remains low. Overall, students were more likely to report infrequent use of community circles than staff, with responses indicating “never” increased from 2023. Students (37%-14%) were more likely than staff (19%-11%) to report that they never participate in or facilitate community circles or that community circles are used less than once a month. Less than a quarter of staff (24%) report daily use, while only (14%) of students report participating in community circles daily. Staff responses have remained generally consistent between last year and this year.

However, when students and staff participate in or facilitate community circles, it is often so students get to know each other. Staff indicated higher levels of participation in community circles so students can get to know each other (Staff: 67%, Student: 53%) and talk about events that affect their class (Staff: 56%, Student: 45%), while students indicated more frequent use of circles to resolve problems when students aren't getting along (Staff: 38%, Student: 41%).

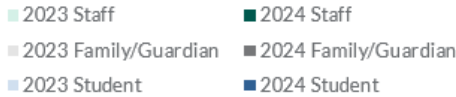
How often do you participate in/facilitate community circles in your classroom?



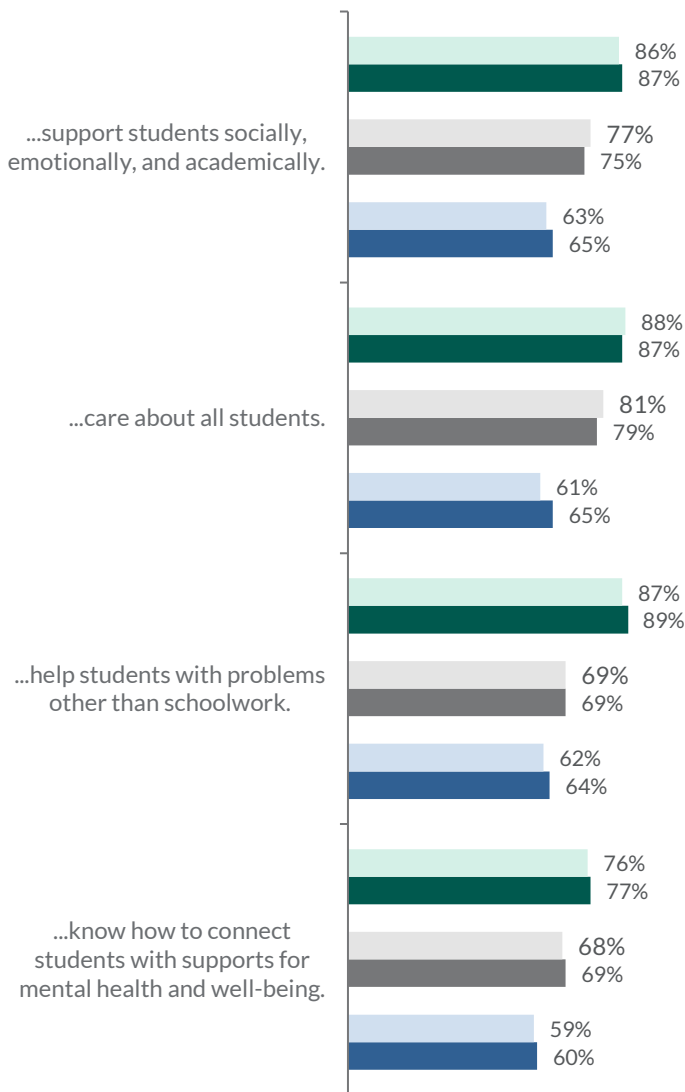
In my classroom, community circles are used...



SOCIAL-EMOTIONAL SUPPORTS & SCHOOL BUILDING ENVIRONMENT

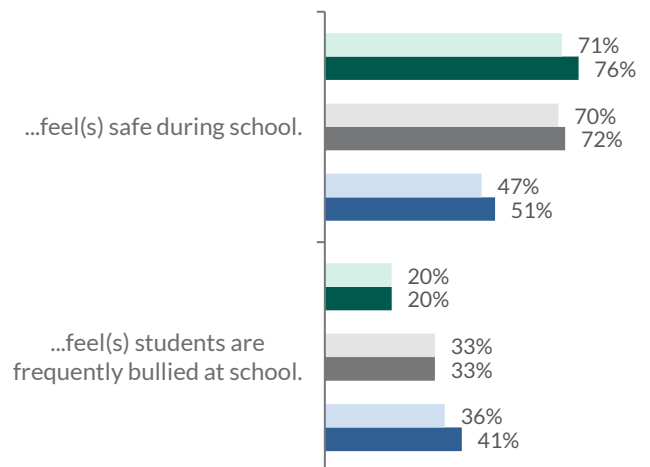


Adults at My/My Child's School... (% Agree + Strongly Agree)



- Most families, staff, and students agree with the social-emotional supports offered at their schools, with respondents all very likely to indicate that adults at their school care about all students (Family: 79%, Staff: 87%, Student: 65%); help students with problems other than schoolwork (Family: 69%, Staff: 89%, Student: 64%); and support students socially, emotionally, and academically (Family: 75%, Staff: 87%, Student: 65%). Students were overall less likely than families and staff to agree with each statement, but perceptions of how adults care about all students did improve amongst student respondents by four percentage points.
- Families (72%) and staff (76%) are significantly more likely to agree that themselves or their child feel safe during school than students (51%), though all respondents indicate improved feelings of safety as compared to last year (Family: 70%, Staff: 71%, Student: 47%). Family and staff responses remained consistent regarding bullying (Family: 33%. Staff: 20%) between 2023 and 2024; however, more student respondents in 2024 (41%) felt as if students are frequently bullied at school than in 2023 (36%).

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

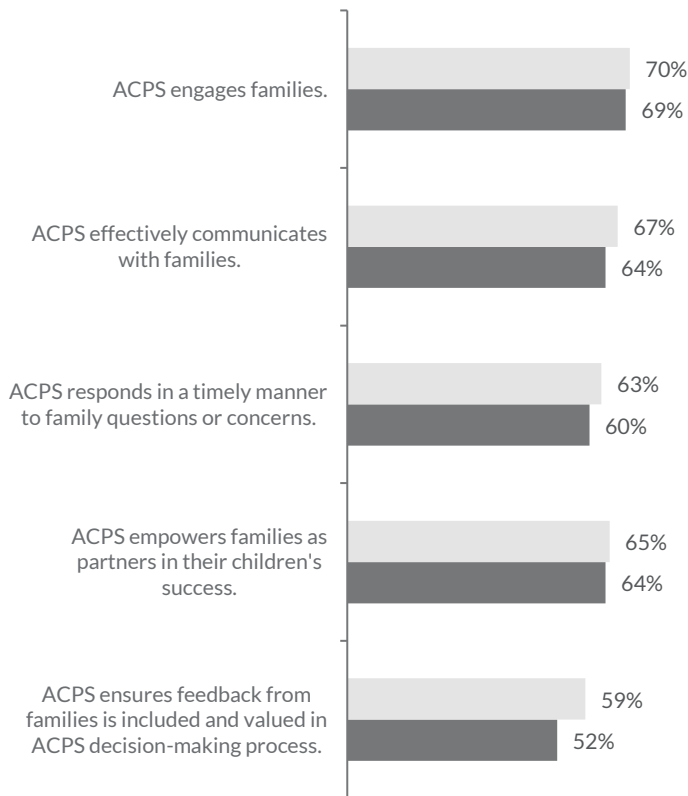


ENGAGEMENT & INCLUSION

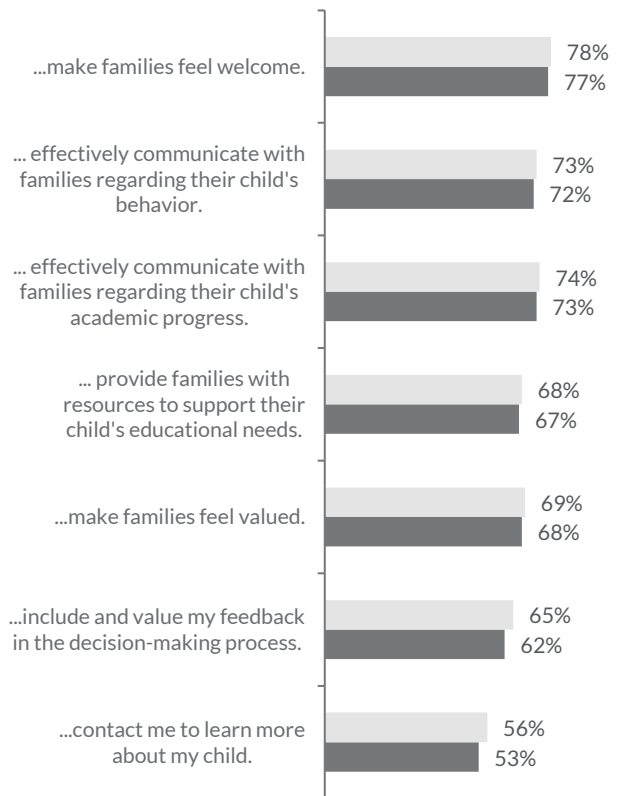
- Overall, families' perceptions of engagement and inclusion are consistent with last year's survey. However, families were less likely to agree with district efforts to ensure inclusion and engagement with all education partners than they were last year. For example, both the percentage of families who agree that ACPS effectively communicates with families (64%) and responds in a timely manner to family questions or concerns (60%) in 2024 slightly declined compared to 2023. More noticeably, families are not only least likely to agree that ACPS ensures feedback from families is included and valued in ACPS decision-making processes (52%), but this statement also saw the sharpest decline in perceptions as compared to 2023 (59%).
- While perceptions remain high, family agreement with staff member engagement and inclusion remained consistent compared to 2023. Families agreed in 2024 that staff members make them feel welcome (77%) and valued (68%), effectively communicate regarding their child's behavior (72%) and academic progress (73%), and provide families with resources to support their child's educational needs (67%), with scores remaining consistent across years with variation by one percentage point for each statement. Slight declines, each by three percentage points, were among family perceptions related to being included and valued as part of the decision-making process (62%) and being contacted for more information about their children (53%).

Division Family Engagement
(% Agree + Strongly Agree)

■ 2023 Family/Guardian ■ 2024 Family/Guardian



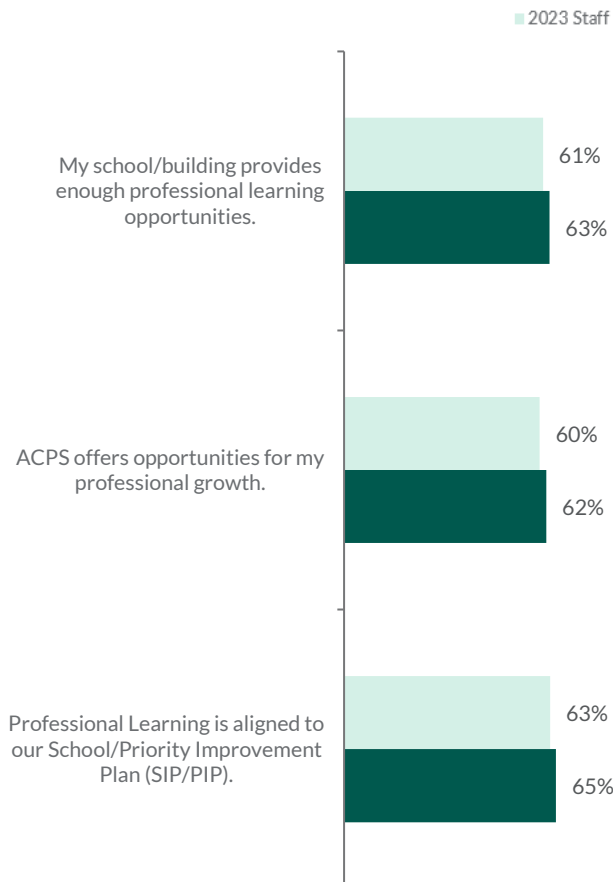
Staff Members at My Child's School...
(% Agree + Strongly Agree)



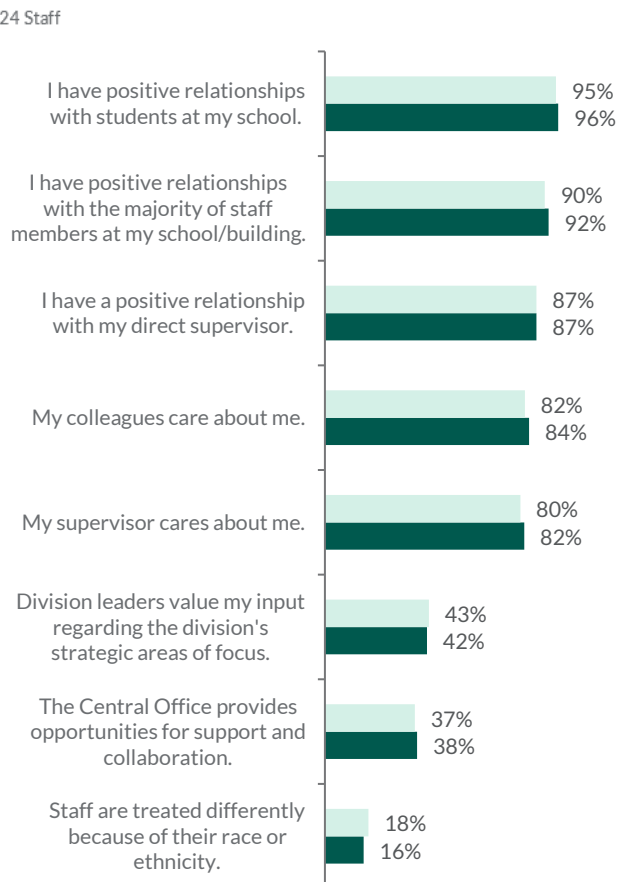
STAFF SOCIAL ENVIRONMENT

- Staff perceptions of resources and professional learning opportunities remained relatively stable, with slightly improved perceptions on schools providing enough professional learning opportunities (2024: 63%, 2023: 61%) and alignment between professional learning opportunities and the School or Priority Improvement Plans (2024: 65%, 2023: 63%). Staff agreement with the district’s efforts to offer opportunities for individual professional growth remained consistent, with 60% agreement in 2023 and 62% in 2024.
- Perceptions of staff relationships with other staff and with students remained positive and consistent compared to 2023. Staff agree that they have positive relationships with students at their school (2024: 96%, 2023: 95%), with the majority of staff members at their school (2024: 92%, 2023: 90%), and that their colleagues care about them (2024: 84%, 2023: 82%).
- Most staff responses also indicated positive relationships between staff and leadership, remaining relatively stable as compared to 2023. Staff continue to agree that they have a positive relationship with their direct supervisor (2024, 2023: 87%) and staff feel their supervisor cares about them (2024: 82%, 2023: 80%). However, there is slightly less agreement that division leaders value staff input regarding the division’s strategic priority areas (2024: 42%, 2023: 43%).
- Positively, few staff responses indicate staff feel some are treated differently because of their race or ethnicity (2024: 16%, 2023: 18%).

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



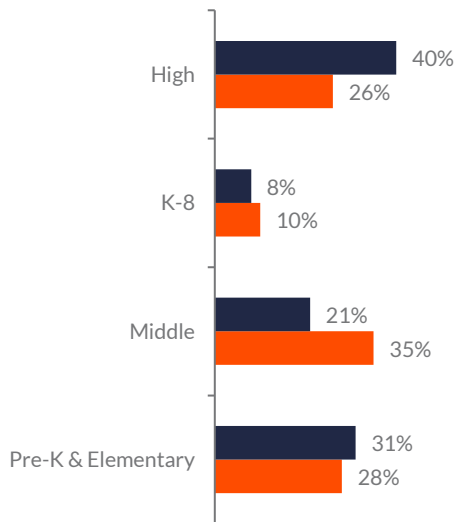
Staff Relationships (% Agree + Strongly Agree)



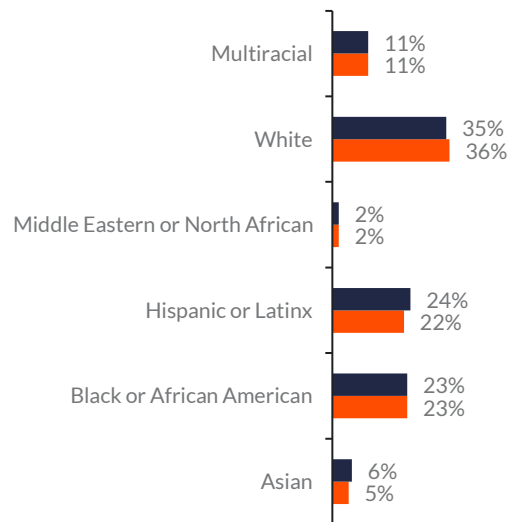
RESPONDENT DEMOGRAPHICS

■ 2023 ■ 2024

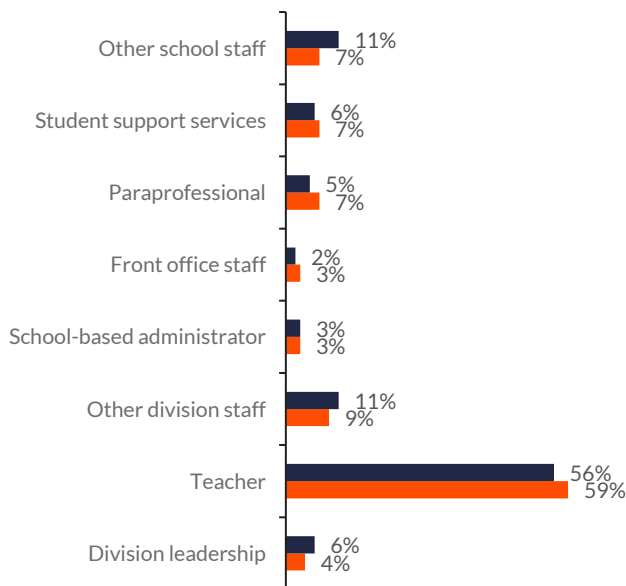
Respondent Group Participation by Grade Band



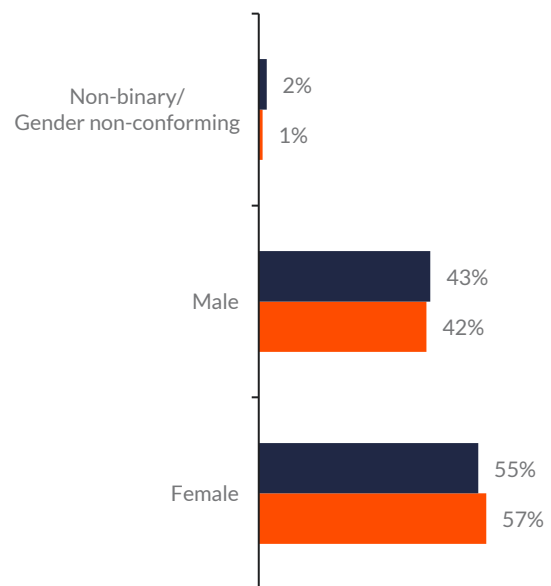
Respondent Group Participation by Race or Ethnicity



Staff Respondents by Role



Respondent Group Participation by Gender Identity



Note: Groups with less than 20 respondents round down to 0% of their total respondent populations and are therefore not included in the summary.