Superintendent's 360 Leadership Survey

Prepared for Alexandria City Public Schools

June 2021

HANOVER RESEARCH

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INTRODUCTION

Alexandria City Public Schools (ACPS) has partnered with Hanover Research, a custom research firm based in Washington, D.C., to design, administer, and analyze the 360 Leadership Survey. The survey will target parents, school and division staff, high school students, and community members in ACPS to collect information on how well they believe the division's superintendent, Dr. Gregory C. Hutchings, Jr., is performing across a number of leadership standards which align with the division's Areas of Focus *[hyperlink included for this statement]*.

Ultimately, ACPS will use the feedback received to better serve students, staff, parents, and the community. 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.
- *Light Red text* is survey programming notes that are not seen by respondents.
- 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 "N/A" or "Don't know"** 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 PAGE

Welcome to Alexandria City Public Schools Superintendent's 360 Leadership Survey!

Alexandria City Public Schools (ACPS) would like you to provide an assessment of how well the division's superintendent, Dr. Gregory C. Hutchings, Jr., is performing across a number of leadership standards which align with the division's Areas of Focus and the Virginia Department of Education's Guide for Uniform Performance Standards [hyperlink included for this statement]. ACPS will use the feedback received to better serve students, staff, parents, and the community.

To assist us in gathering your feedback, ACPS has partnered with an independent research firm, Hanover Research. Your feedback will remain anonymous, and your responses will only be reported together with other responses.

The survey will take no more than 10 minutes to complete. Thank you for your participation!

Please click the "Next" button below to begin the survey.

GDPR QUESTION

Q1. 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**. **(End Survey)**

SCREENERS - STAKEHOLDER

Q2. Which of the following best describes your affiliation with Alexandria City Public Schools (ACPS)?
Note: If you are both a parent or guardian and a staff member, please answer the remaining questions for your role of staff member. At the end of the survey, you will be asked if you want to take the survey again for your role as a parent.

❍ Currently enrolled high school student
❍ Parent or guardian of a currently enrolled student
❍ Staff member
❍ City agency member
❍ Community member
❍ ACPS partner
❍ None of the above **(Disqualify)**

Display this question if "Stakeholder" is Staff Member
Q3. Are you also a parent/guardian of a student currently enrolled in a school at ACPS?*

○ Yes
○ No

Q4. What is your current staff role at ACPS?*
○ School staff ((teacher, instructional coach, paraprofessional, school counselor, social worker, etc.
○ School administrator (e.g., principal, assistant principal)
○ Division administrator
○ None of the above **(Disqualify)**

Q5. Which of the following committees are you a member of in ACPS?*
○ Superintendent's Student Leadership Council **Display to Students**
○ PTA Council **Display to Parents**
○ School Board Advisory
○ Other Committee (please specify): _____
○ None - I am not a member of any committee in ACPS

Q6. Which of the following do you most identify with or that most represents you?*
○ I own or work in a small business
○ I work for or I am a member of a civic organization (e.g., Alumni associations, parent-teacher associations, Veteran's organizations)
○ I work for or I am a member of a social advocacy organization (e.g., community action advocacy organizations, substance abuse prevention organizations)
○ I work in a local or federal government agency
○ I am affiliated with a religious organization
○ Other (Please specify): _____

SCREENERS - NUMBER OF CHILDREN AND SCHOOL

Q7. How many children do you have currently attending school in ACPS?*
○ 1 child
○ More than 1 child
○ None **(Disqualify)**

Q8. What school do you currently attend?*

Which school does your child attend?*

Which school does your child attend?

This survey will ask you specific questions about your child's school. If you have multiple children who attend ACPS, please answer the survey for the child whose birthday is earliest in the calendar year. All your answers should be for this child.*

At which school/building do you currently work?

This survey will ask you specific questions about your school or building. <u>If you split your time between multiple schools or buildings, please answer the survey for the building where you spend the most time.</u> All your answers should be for this school or building.*

○ Central Office **Display to Division Administrators**
○ Early Childhood Center
○ John Adams Elementary School
○ Charles Barrett Elementary School
○ Ferdinand T. Day Elementary School
○ Cora Kelly School for Math, Science and Technology
○ Lyles-Crouch Traditional Academy
○ Douglas MacArthur Elementary School
○ George Mason Elementary School
○ Matthew Maury Elementary School
○ Mount Vernon Community School
○ James K. Polk Elementary School
○ William Ramsay Elementary School
○ Samuel W. Tucker Elementary School
○ Patrick Henry K-8 School
○ Jefferson-Houston PreK-8 IB School
○ Francis C. Hammond Middle School
○ George Washington Middle School
○ T.C. Williams High School King Street Campus
○ T.C. Williams High School Minnie Howard Campus
○ T.C. Satellite Campus at ACPS Central Office
○ Chance for Change
○ Northern Virginia Juvenile Detention Center
○ Adult Learning Center
○ None of the above **(Disqualify)**

SCREENERS - GRADE LEVEL

Display this question if "Stakeholder" is Student
Q9. What is your current grade level?*

Display this question if "Stakeholder" is Parent

What is your child's current grade level?*
- ⭘ Pre-K *DQ if Student*
- ⭘ Kindergarten *DQ if Student*
- ⭘ Grade 1 *DQ if Student*
- ⭘ Grade 2 *DQ if Student*
- ⭘ Grade 3 *DQ if Student*
- ⭘ Grade 4 *DQ if Student*
- ⭘ Grade 5 *DQ if Student*
- ⭘ Grade 6 *DQ if Student*
- ⭘ Grade 7 *DQ if Student*
- ⭘ Grade 8 *DQ if Student*
- ⭘ Grade 9
- ⭘ Grade 10
- ⭘ Grade 11
- ⭘ Grade 12

Note: The corresponding grade level will display based on the school they select in Q8 (e.g., respondents who select an elementary school will be shown grades K through Grade 5 as response options)

Q10. What grade level(s) do you currently 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

COMMITTEES AND COMMUNITY MEMBERS

Q11. Which of the following do you most identify with or that most represents you?

- ○ I own or work in a small business
- ○ I work for or I am a member of a civic organization (e.g., Alumni associations, parent-teacher associations, Veteran's organizations)
- ○ I work for or I am a member of a social advocacy organization (e.g., community action advocacy organizations, substance abuse prevention organizations)
- ○ I work in a local or federal government agency
- ○ I am affiliated with a religious organization
- ○ Other (please specify):

PERFORMANCE STANDARD 1: MISSION, VISION, AND GOALS

Q12. For each of the following performance indicators related to <u>Performance Standard 1: Missions, Vision, and Goals</u>, please indicate how effective or ineffective superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:*

<u>Note:</u> The goal for Performance Standard 1: Missions, Vision, and Goals is as follows: *The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Promoting a climate of mutual respect, trust, and professionalism with the school board and staff *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Working with all individuals, groups, agencies, committees, and organizations in ACPS to provide and maintain schools that are safe and productive	❍	❍	❍	❍	❍	❍
Establishing a productive relationship with the school board to **implement** the school division's mission, vision, core values, and goals to promote student academic progress *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
<u>**Overseeing**</u> the administration of the school division's mission, vision, core values, and goals in ACPS schools	❍	❍	❍	❍	❍	❍
Developing strategic plan goals that utilize subcommittees comprised of diverse stakeholders *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Creating systems to **monitor progress** towards the school division's goals and objects	❍	❍	❍	❍	❍	❍

PERFORMANCE STANDARD 2: PLANNING AND ASSESSMENT

Q13. **For each of the following performance indicators related to** <u>Performance Standard 2: Planning and Assessment</u>**, please indicate how effective or ineffective superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:***

<u>Note:</u> **The goal for Performance Standard 2: Planning and Assessment is as follows:** *The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Utilizing research-based data gathered from division improvement measurements (e.g., assessment data) to improve the educational experience of students	❍	❍	❍	❍	❍	❍
Developing and implementing instructional programs that enhance teaching and student achievement to meet all required federal and state standards	❍	❍	❍	❍	❍	❍
Proactively seeking out a variety of data to guide planning and decision-making	❍	❍	❍	❍	❍	❍
Sharing pertinent data with the school board	❍	❍	❍	❍	❍	❍
Promoting the awareness and use of relevant data among division personnel to improve instructional programs	❍	❍	❍	❍	❍	❍
Identifying key metrics to measure academic progress on the ACPS 2025 Strategic Plan *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Using evidence from major division initiatives (e.g., High School Project, School Start Times) to inform planning and decision-making *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Providing leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively	❍	❍	❍	❍	❍	❍

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Establishing annual assessment workbook which includes achievement data across various indicators, such as PALS benchmarks, SOL Pass Rates, AP performance, SAT performance, on-time graduation rates, attendance, chronic absenteeism, and EL Progress (WIDA)	❍	❍	❍	❍	❍	❍
Supporting the effective use of data for decision-making division wide	❍	❍	❍	❍	❍	❍
Requiring the use of an established curriculum division-wide	❍	❍	❍	❍	❍	❍
Ensuring full access and opportunity for all students	❍	❍	❍	❍	❍	❍
Organizing the division calendar to maximize learning	❍	❍	❍	❍	❍	❍
Managing fiscal resources effectively and in alignment with division goals *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍

PERFORMANCE STANDARD 3: INSTRUCTIONAL LEADERSHIP

Q14. For each of the following performance indicators related to <u>Performance Standard 3: Instructional Leadership</u>, please indicate how effective or ineffective superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:*

<u>Note:</u> **The goal for Performance Standard 3: Instructional Leadership is as follows:** *The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Communicating a clear vision of excellence and continuous improvement consistent with the goals of the school division	❍	❍	❍	❍	❍	❍
Ensuring that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning	❍	❍	❍	❍	❍	❍
Providing direction and support in planning and implementing activities and programs that help improve instructional professional learning	❍	❍	❍	❍	❍	❍
Employing innovative and effective leadership strategies that **empower teachers**	❍	❍	❍	❍	❍	❍
Employing innovative and effective leadership strategies that **maximize student academic progress**	❍	❍	❍	❍	❍	❍
Employing innovative and effective leadership strategies that **result in effective teaching and learning**	❍	❍	❍	❍	❍	❍
Demonstrating a willingness to collaborate with **internal stakeholders**	❍	❍	❍	❍	❍	❍
Demonstrating a willingness to collaborate with **external stakeholders**	❍	❍	❍	❍	❍	❍

PERFORMANCE STANDARD 4: ORGANIZATIONAL LEADERSHIP AND SAFETY

Q15. For each of the following performance indicators related to <u>Performance Standard 4: Organizational Leadership and Safety</u>, please indicate how effective or ineffective superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:*

<u>Note:</u> The goal for Performance Standard 4: Organizational Leadership and Safety is as follows: *The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

RESPONSES RANDOMIZED	NOT AT ALL EFFECTIVE	SLIGHTLY EFFECTIVE	MODERATELY EFFECTIVE	VERY EFFECTIVE	EXTREMELY EFFECTIVE	DON'T KNOW/NOT SURE
Identifying, analyzing, and resolving problems related to **facilities** *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Identifying, analyzing, and resolving problems related to **school safety**	❍	❍	❍	❍	❍	❍
Identifying, analyzing, and resolving problems related to **operations**	❍	❍	❍	❍	❍	❍
Identifying, analyzing, and resolving problems related to **Talented and Gifted (TAG)** *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Identifying, analyzing, and resolving problems related to **Students with Disabilities (SWD)**	❍	❍	❍	❍	❍	❍
Identifying, analyzing, and implementing strategies to help increase the graduation rates of **Hispanic males**	❍	❍	❍	❍	❍	❍
Identifying, analyzing, and resolving problems related to **human resources** *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Implementing sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs	○	○	○	○	○	○
Acquiring, allocating, and managing division human, material, and financial resources to ensure the effective and equitable support of all of the division's students, schools, and programs	○	○	○	○	○	○
Advocating for students and families through professional organizations and government advocacy	○	○	○	○	○	○
Reviewing, developing, and recommending effective division policies *[Hyperlink included for this item]*	○	○	○	○	○	○
Serving as a highly effective manager who demonstrates proactive decision-making, coordinates safe, efficient operations, and maximizes available resources	○	○	○	○	○	○

PERFORMANCE STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

Q16. For each of the following performance indicators related to <u>Performance Standard 5: Communication and Community Relations</u>, please indicate how effective or ineffective superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:*

Note: The goal for Performance Standard 5: Communication and Community Relations is as follows: *The superintendent fosters the success of all students through effective communication with stakeholders.*

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Establishing and maintaining effective and timely channels of communication **with board members**	○	○	○	○	○	○
Establishing and maintaining effective and timely channels of communication **between the schools and community** *[Hyperlink included for this item]*	○	○	○	○	○	○
Using formal and informal techniques to gather external perceptions and input as a part of the decision-making process	○	○	○	○	○	○
Working collaboratively with all stakeholders to **secure resources**	○	○	○	○	○	○
Working collaboratively with all stakeholders to **support the success of a diverse student population**	○	○	○	○	○	○
Creating an atmosphere of trust and mutual respect with all stakeholders	○	○	○	○	○	○
Applying and communicating findings to all stakeholders to ensure continuous improvement	○	○	○	○	○	○
Establishing a streamlined customer relations management system for delivering information including crisis communications and feedback from stakeholders	○	○	○	○	○	○
Creating innovative and productive methods to communicate and engage effectively with stakeholders	○	○	○	○	○	○

PERFORMANCE STANDARD 6: PROFESSIONALISM

Q17. For each of the following performance indicators related to Performance Standard 6: Professionalism, please indicate how effective or ineffective

superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:*

Note: The goal for Performance Standard 6: Professionalism is as follows: *The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

RESPONSES RANDOMIZED	NOT AT ALL EFFECTIVE	SLIGHTLY EFFECTIVE	MODERATELY EFFECTIVE	VERY EFFECTIVE	EXTREMELY EFFECTIVE	DON'T KNOW/NOT SURE
Modeling professional, moral, and ethical standards as well as personal integrity in all interactions	○	○	○	○	○	○
Responding fairly and appropriately to actions of others	○	○	○	○	○	○
Maintaining a high level of personal knowledge regarding new developments and techniques	○	○	○	○	○	○
Sharing information about new developments and techniques with appropriate staff	○	○	○	○	○	○
Providing equity training for school board, administrators, and school staff *[Hyperlink included for this item]*	○	○	○	○	○	○
Providing high-quality professional development for all staff	○	○	○	○	○	○

PERFORMANCE STANDARD 7: DIVISION-WIDE STUDENT ACADEMIC PROGRESS

Q18. For each of the following performance indicators related to <u>Performance Standard 7: Division-Wide Student Academic Progress</u>, please indicate how effective or ineffective superintendent Dr. Gregory C. Hutchings Jr. has been in achieving or meeting these indicators:*

Note: The goal for Performance Standard 7: Division-Wide Student Academic Progress is as follows: *The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.*

Responses Randomized	Not at All Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Don't Know/Not Sure
Developing, implementing, monitoring, and updating division action plans that result in increased student academic progress *[Hyperlink included for this item]*	❍	❍	❍	❍	❍	❍
Using appropriate data and applying research to make informed decisions related to student academic progress and division improvement	❍	❍	❍	❍	❍	❍
Leading staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback	❍	❍	❍	❍	❍	❍
Using end-of-year academic data (e.g., SOL pass rates, graduation rates) to determine acceptable student academic progress	❍	❍	❍	❍	❍	❍

OPEN-ENDED

Q19. Please use the space below to provide any additional comments you would like to share about superintendent Dr. Gregory C. Hutchings, Jr.'s strengths as a leader or administrator.

Q20. Please use the space below to provide any suggestions you may have about improving Dr. Gregory C. Hutchings, Jr.'s overall effectiveness in his role as superintendent.

DEMOGRAPHICS

Q21. With which of the following gender identities do you most identify?

○ Male
○ Female
○ Non-binary/Gender non-conforming
○ Not listed/Prefer to self-describe (specify, if desired):
○ *Prefer not to respond*

Q22. Which of the following best describes your race/ethnicity? *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 Other Pacific Islander
❑ White
❑ Not listed/Prefer to self-describe (specify, if desired):
○ *Prefer not to respond*

RE-TAKE OPTION AS A PARENT

Q23. Would you like to answer the survey again, this time as a parent?

Note: If you select "Yes," you will be directed to the beginning of the survey, as soon as you submit your current responses. *

◯ Yes
◯ No

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, parents, 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, parents, and staff.

OUR BENEFITS

EXPERT
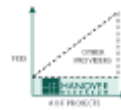200+ analysts with multiple methodology research expertise

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DEDICATED
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