



Your Voice Matters Survey Results

Arlington, Virginia

Key Insights from Arlington Public School Students, Staff, and Families

Spring 2018

THE ARLINGTON
PARTNERSHIP
FOR CHILDREN, YOUTH & FAMILIES
www.apcyf.org



**Arlington
Public
Schools**



Key Insights from Students, Staff, and Families

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Introduction

Background and Purpose

In the summer of 2016, Arlington Public Schools (APS) and the Arlington Partnership for Children, Youth and Families (APCYF) began discussions about ways to better streamline the collection and use of survey data. This was prompted by a need to reduce survey fatigue, increase actionability of survey results, and further align terminology across APS and Arlington County. The vision was to develop one survey that would measure areas of interest to both APS and APCYF. This survey initiative would involve key stakeholder groups, and the new survey would replace three existing surveys (the Site-Based Survey, Community Satisfaction Survey, and Developmental Assets Survey). The Whole Child - Whole Community - Whole School framework guided question development.

In October 2016, APS and APCYF held a kick-off meeting with 72 invited attendees including community non-profits, parents, students, and staff from APS and the Arlington County government. Participants were encouraged to sign up to serve on the survey advisory group or to join working groups that would focus on content development within a particular topic area.

Approximately 25 people attended four meetings throughout the 2016-17 school year to identify topics to be addressed by the new survey. Participants were assigned to small groups according to their expertise or interests to focus on a particular survey topic, including:

- Community, Family, and School
- Learning, Knowledge, and Skills
- Physical Health and Wellbeing
- School Culture and Physical Space
- Social and Emotional Wellbeing

Participants in each group completed activities such as prioritizing past survey questions and themes for inclusion in the new survey, and identifying gaps that were not measured by past surveys.

Concurrently, a survey advisory group met throughout the year to inform the development of the request for proposals (RFP) to select a survey vendor. This committee had 12 members and included staff from APS and Arlington County as well as community members. This committee will continue to meet with a focus on continually improving the survey content and process as well as providing guidance on how to act on results.

Vendor Selection

A request for proposals (RFP) was posted on March 23, 2017. Five proposals met the RFP requirements and were considered and scored by the selection advisory committee (SAC). The committee recommended contracting with Panorama Education, and a contract was put in place on August 15, 2017.

Survey Instrument

In Spring 2018, there were two student surveys (a 5th-6th grade version and 7th-12th grade version), three staff surveys (Central Office, Non-Instructional School Staff, and Teacher), and a family survey. The topics measured on each survey are listed below. See pages 25-30 of the appendix for a full list of survey questions.

Topic	Student	Staff	Family
<i>Barriers to Engagement</i>			X
<i>Health and Wellbeing</i>	X	X	X
<i>Leadership</i>		X	
<i>Professional Learning</i>		X	
<i>Safety (School and Community Climate)</i>	X	X	X
<i>Staff Engagement</i>		X	
<i>Student and Family Engagement (Challenged, Involved, and Connected)</i>	X	X	X
<i>Support for Staff (External Supports and Structures)</i>		X	
<i>Support for Students and Families (External Supports and Structures)*</i>	X	X	X
<i>Voice (Feeling Valued, Supported, and Heard)</i>	X	X	

*Support for Students and Families (External Supports and Structures) was only included on the non-instructional school staff and teacher versions of the staff survey.

Survey Methodology

How many people took the survey?

In Spring 2018, 2,671 5th - 6th grade students, 3,059 7th - 12th grade students, 516 Central Office staff, 549 non-instructional school staff, 1,184 teachers, and 4,821 family members completed the survey. See pages 31-36 of the appendix for demographic breakdowns.

How were surveys administered?

Student surveys were administered online beginning April 16; for ease of access, each student used their student ID as a unique access code. The student survey was available in English and Spanish.

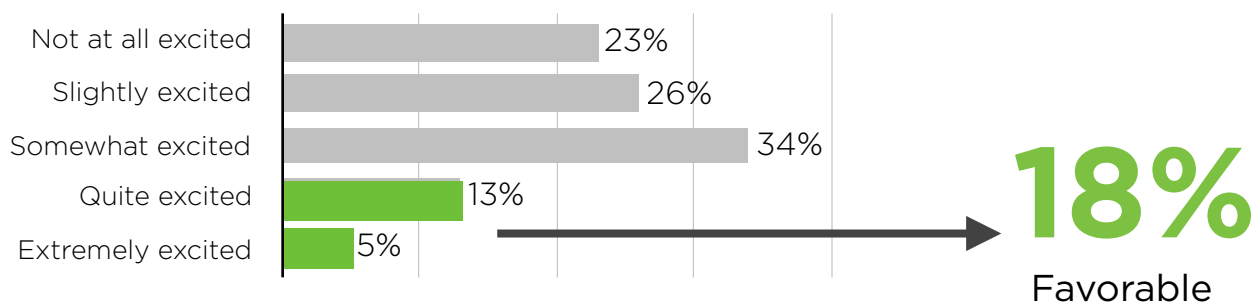
Family surveys were administered via email and direct mail during the May 7 - May 25 survey window. The family survey was available in English and Spanish. Families received one survey for each school in which they had a child enrolled.

Staff surveys were administered online and on paper during the May 7 - May 25 survey window. For ease of access, each staff member received a unique survey link via email. Paper surveys were provided to staff who do not use a computer as part of their regular work responsibilities (bus drivers, maintenance workers, and cafeteria workers). Surveys were available in English and Spanish.

How are results reported?

Survey questions are scored using a method known as percent favorable. When a question is scored as "81% favorable," this means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

Example Question: How excited are you about going to your classes?



Executive Summary

Key Headlines

After a careful review of the data, three key ‘headlines’ to explore in further detail have been identified:

- ***Students, staff, and families view Safety (School and Community Climate) as one of the most favorable topics.*** (Explored in detail on pages 9 & 10)
- ***Students, staff, and families report different views of Student and Family Engagement.*** (Explored in detail on pages 11 & 12)
- ***Central Office staff, non-instructional staff, and teachers agree: Staff Engagement is among the most favorable topics while Voice is unanimously the least favorable topic.*** (Explored in detail on pages 13 & 14)

While there are hundreds of potential ‘headlines’ within the survey results, a number of considerations went into the decision to choose these three to explore in further detail in this report. Considerations included (in no particular order):

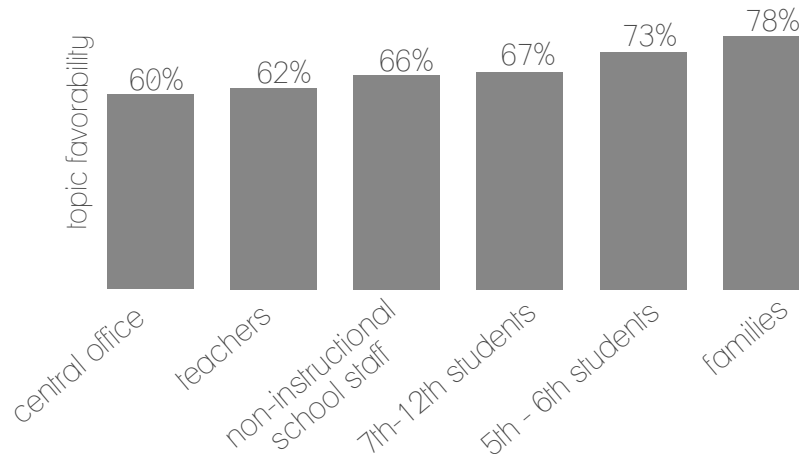
- *overall topic favorability;*
- *relevance to academic performance;*
- *how perspectives varied by subgroups; and*
- *the consensus (or divergence) of student, staff, and family perspectives.*

Because these ‘headlines’ are based on survey data alone, it’s important to consider school- and community-level context in conjunction with the findings when determining next steps. Additionally, one may want to look for additional ‘headlines’ within the data using a different set of criteria or considerations.

It may be easy to focus only on what needs to change. How can student and staff perceptions of Voice improve across the district? These types of questions will and should come up when reviewing the data. However, it’s important to consider areas of strength alongside the areas for growth. *Don’t forget to ask questions about what is working;* doing so can help identify why a strategy or intervention is successful and what others can do to replicate.

STUDENTS, STAFF, AND FAMILIES VIEW SAFETY (SCHOOL AND COMMUNITY CLIMATE) AS ONE OF THE MOST FAVORABLE TOPICS

Safety (School and Community Climate), which measures perceptions of factors in the school, community, and home that cause the respondent to feel safe both physically and emotionally, is reported at 60% favorable or higher by all stakeholder groups.



Students, families, and teachers alike report mostly favorable relationships between teachers and students.

When asked, "How many of your teachers are respectful towards you?"...



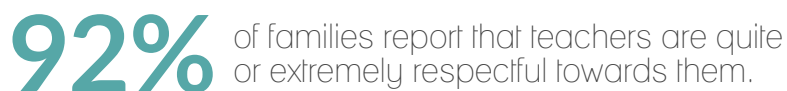
...say most or all of my teachers are respectful towards me.

When asked, "How respectful are relationships between staff and students?"...

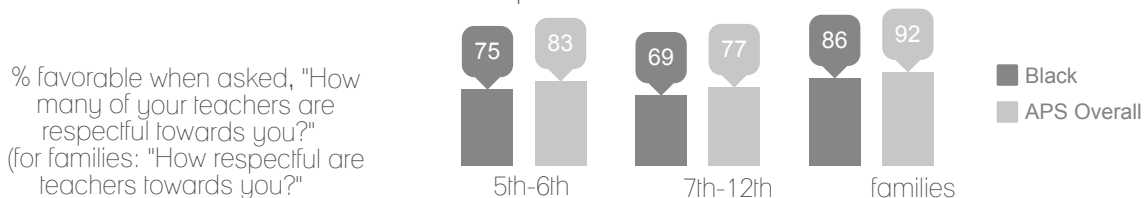


...say relationships between staff and students are quite or extremely respectful.

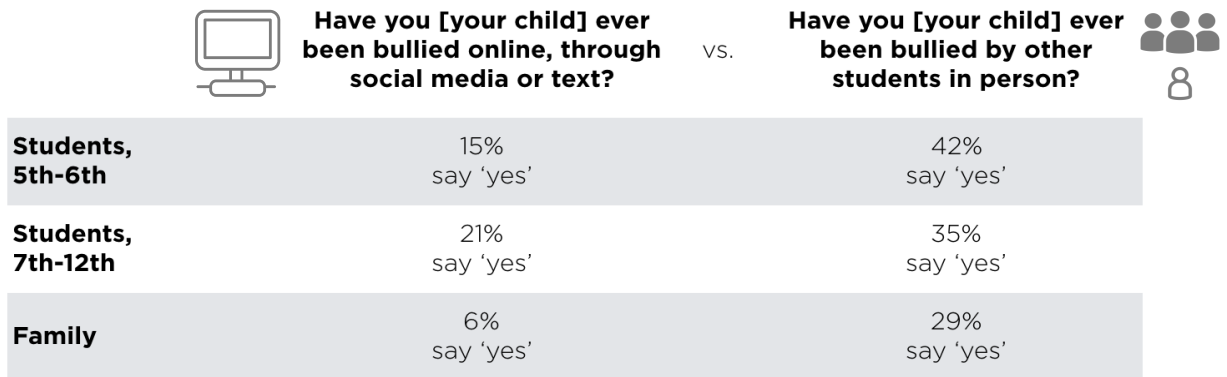
and



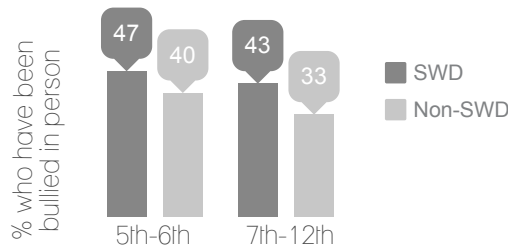
however, black/african american students and families report less favorably when it comes to respect.



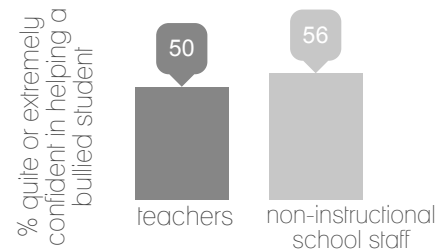
Both students and families report that in-person bullying is more prevalent than online bullying.



Students with disabilities (SWD) report higher rates of bullying.



Only about half of staff feel confident in addressing bullying.



When it comes to Safety at a school-level, the distribution of favorability reported by students and families is relatively small; however, staff responses by school are more variable.

<p>teachers</p> <p>High: 87 Low: 51 Mean: 63 Median: 62 Range: 36</p>	<p>non-instructional school staff</p> <p>High: 86 Low: 49 Mean: 67 Median: 67 Range: 37</p>	<p>students, 7-12</p> <p>High: 76 Low: 61 Mean: 67 Median: 67 Range: 15</p>	<p>students, 5-6</p> <p>High: 79 Low: 63 Mean: 73 Median: 73 Range: 16</p>	<p>family</p> <p>High: 89 Low: 73 Mean: 79 Median: 78 Range: 16</p>
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Looking Ahead

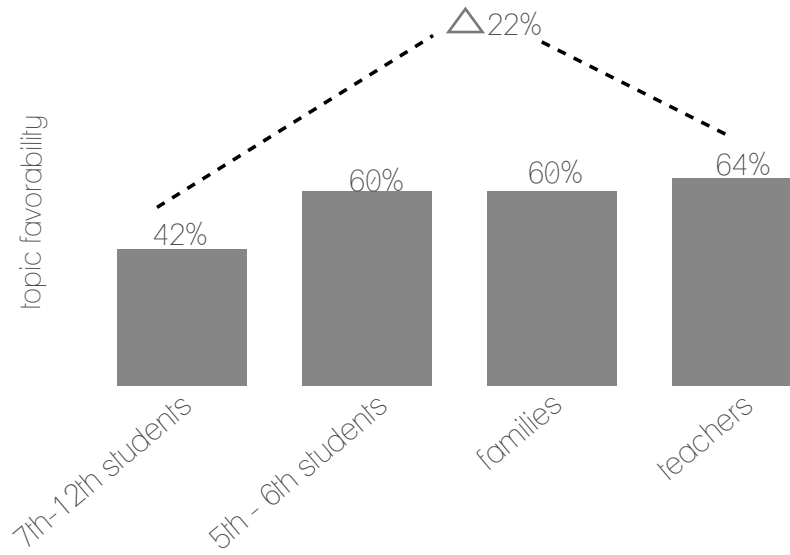
Recognizing alignment, or divergence, among student, staff, and family perspectives is a grounding way to formulate data-driven next steps. Consider the following questions after looking at the three stakeholders' perspectives on Safety (School and Community Climate):

- When asked about the amount of respect between students and staff, both parties respond mostly favorably. Given this consensus, how can APS further build upon this mutual respect between students and staff? How might APS use this strength to help increase favorability in other areas such as student and staff perception of Voice?

- The majority of students and families alike generally agree that while online bullying seems to be less of an issue, in-person at school bullying poses more of a problem. Given this consensus, what steps can APS take to address in-person at school bullying? What additional data would be helpful to examine alongside this survey data - number of at school incidents reported, types of incidents reported? How can the district increase confidence levels among staff in dealing with bullied students?

STUDENTS, STAFF, AND FAMILIES REPORT DIFFERENT VIEWS OF STUDENT AND FAMILY ENGAGEMENT

When it comes to Student and Family Engagement, which measures perceptions of factors that ensure that students feel challenged academically and all feel involved and connected to the school community and each other, teachers report most favorably while 7th-12th students report least favorably.



There is a mismatch between stakeholder perceptions of how challenged students are in class: students and families report being far less challenged by school work than teachers perceive.

When students are asked, "How often are you challenged by what you learn in class?"...

36% of 5th-6th students & **38%** of 7th-12th students
...say frequently or almost always.

When families are asked, "How challenging is your child's school work?"...

34% of families
...say quite or extremely challenging.

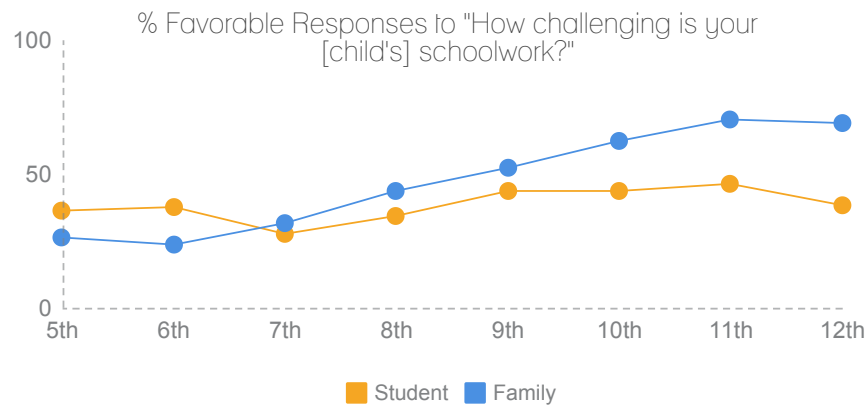
compared with

Teachers respond almost twice as favorably when asked a similar question.

When teachers are asked, "How well do teachers at your school individualize learning to challenge all students?"

63% of teachers
...say quite or extremely well.

Overall, students feel more challenged by school work as grade level increases, as corroborated by both student and family data.



When asked about teacher expectations of students, 5th-6th grade students report teachers have the highest expectations while families report lowest; and perceptions of teacher expectations vary by certain subgroups.

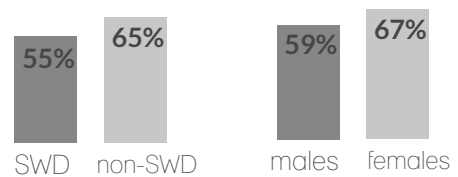
87%
of 5th-6th grade students

say teachers believe they can do quite or extremely well in school.



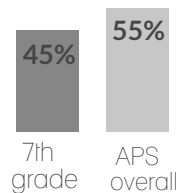
63%
of 7th-12th grade students

say teachers' expectations of them are quite or extremely high.



55%
of families

say teachers' expectations of their child are quite or extremely high.



Looking Ahead

One consistent finding of academic research is that high expectations are one of the most reliable drivers of high student achievement, even in students who do not have a history of successful achievement. Knowing this, it might be worth further investigating the discrepancy in perceptions of how challenged students are in school.

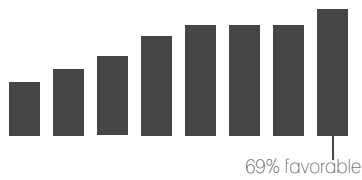
- Why do students and families report almost half as favorably as teachers when asked about how challenging student school work is? If students are indeed not as challenged as teachers perceive, how can APS help teachers to raise the bar of the rigor of student work?

- Perceptions of teacher expectations vary not only by stakeholder group - students and families - but also by a number of subgroups including students with disabilities vs. students without disabilities, gender, and grade level. What steps can APS take to ensure that all students and families feel that teachers hold students to the highest expectations, regardless of grade level, education status or gender?

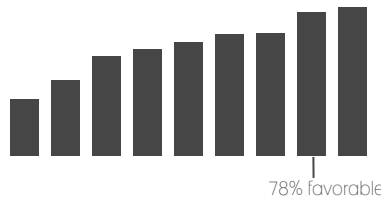
CENTRAL OFFICE STAFF, NON-INSTRUCTIONAL STAFF, AND TEACHERS AGREE: STAFF ENGAGEMENT IS AMONG THE MOST FAVORABLE TOPICS WHILE VOICE IS UNANIMOUSLY THE LEAST FAVORABLE

Staff Engagement, which measures the degree to which staff and teachers feel invested and have tools necessary to build an engaging environment for students, is...

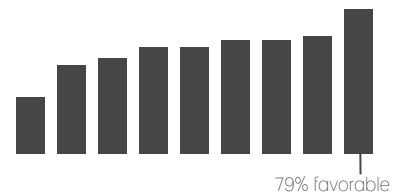
...the most favorable topic for Central Office Staff



...the 2nd most favorable topic for non-instructional staff



...the most favorable topic for teachers



Staff report particularly favorably when asked about trying new strategies at work and about the quality of colleagues' work.

When asked, "How willing are you to try new approaches in your work?"...

92%

of teachers

86%

of central office staff

83%

of non-instructional staff

...say quite or extremely willing.

However, when asked, "How willing are your school administrators/supervisors to try new strategies?", staff are much less favorable (Central Office: 47%; Non-Instructional: 55%; Teachers: 61% favorable).

When asked about agreement with the statement, "My department/school colleagues are committed to doing quality work in support of the APS mission and goals."...

89%

of teachers

78%

of central office staff

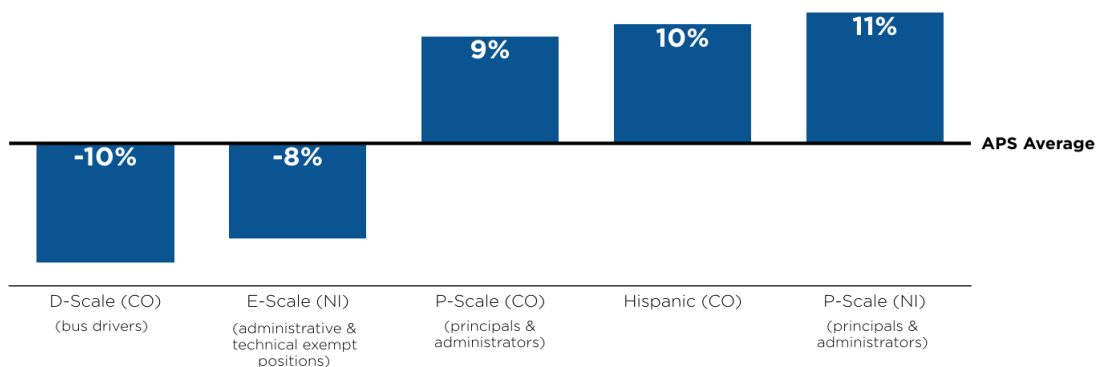
84%

of non-instructional staff

...somewhat or strongly agree.

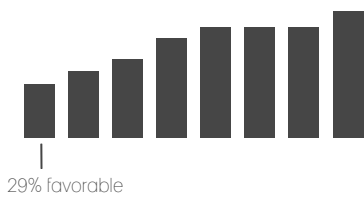
While male and female staff members report similar levels of Engagement, there is more variance among other subgroups.

Groups that Respond Well Above or Below the APS Average (NI=non-instructional, CO=central office, T=teacher)

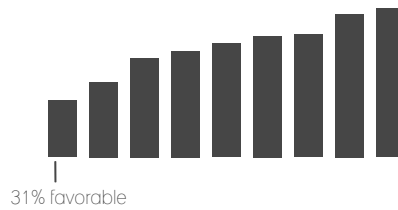


Voice, which measures staff perceptions of their opportunities to feel valued, supported, and heard, is...

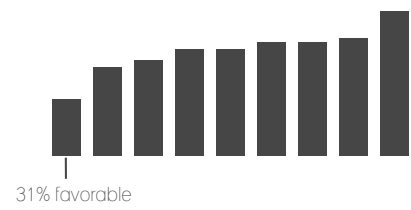
...the least favorable topic for Central Office Staff



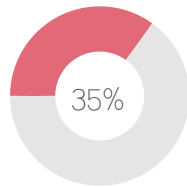
...the least favorable topic for non-instructional staff



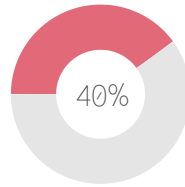
...the least favorable topic for teachers



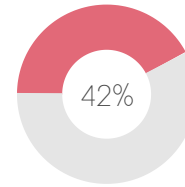
Staff report having very little influence over department or school decisions that affect them and feel that their opinion is not particularly valued.



of central office staff



of teachers



of non-instructional staff

...say their opinion is valued quite a bit or a tremendous amount by their school/department.

Female staff members report particularly unfavorably compared to their male peers when it comes to Voice, especially when it comes how valued they feel their opinion is.

When asked, "How much do leaders in your department/school value your opinion?", males and females respond...

	Central Office	Non-Instructional	Teacher
Male	45% favorable	46% favorable	49% favorable
Female	32% favorable	40% favorable	39% favorable

Looking Ahead

Staff across roles - Central Office, Non-Instructional, and Teachers - agree that Staff Engagement within Arlington Public Schools is an area of strength while staff Voice leaves room for improvement. Research shows that when teachers are engaged in school decisions and collaborate with administrators and each other, school climate improves. This promotes a better learning environment for students, which raises student achievement, and a better working environment for teachers, which reduces teacher turnover*. With this in mind, it might be worth focusing efforts on improving staff Voice:

- How can APS use the strong Engagement of its staff to help boost Voice - in particular, in helping to increase staff perception of how valued their opinion is in school- and department-level decision making?

- What factors might cause females to feel their opinion is valued less than their male counterparts, and what steps can be taken to close this gap in perception?

*https://www.dft.org/ae/winter2014-2015/kahlenberg_potter_sb

Results Overview

Student, 5th - 6th

Topic Favorability: Overall, 5th-6th grade students report most favorably when it comes to Safety (School and Community Climate) at 73% favorable. In particular, when asked, “Overall, how safe do you feel at home?”, 92% of students respond quite or extremely safe. In contrast, at 53% favorable, students respond least favorably when it comes to Voice (Feeling Valued, Supported, and Heard). When asked, “How clearly are you able to describe your feelings?”, only 41% of students respond quite or extremely clearly. Students respond similarly unfavorably when asked, “How often do your parents ask questions about your friends?”, with only 41% saying frequently or almost always.

Subgroup Variances: When examining 5th-6th grade results by subgroups, a number of data points stand out:

*When it comes to **Health and Wellbeing**,*

- Students whose primary language is not English respond -5 percentage points below APS Overall.
- English language learners respond -6 percentage points below APS Overall.
- Hispanic students respond -6 percentage points below APS Overall.
- Students who are identified as gifted respond +5 percentage points above APS Overall.
- White students respond +5 percentage points above APS Overall.

*When it comes to **Student and Family Engagement**,*

- Students with a 504 plan respond -4 percentage points below APS Overall.

*Across **all five topics**,*

- Students with disabilities respond below APS Overall; in particular, they respond -7 percentage points below APS Overall on Safety and Health and Wellbeing.
- Students with an IEP respond below APS Overall; in particular, they respond -9 percentage points below APS Overall on Health and Wellbeing.
- Black or African American students respond below APS Overall; in particular, they respond -8 percentage points below APS Overall on Health and Wellbeing.
- 6th grade students respond below APS Overall.
- Females respond higher than males; in particular, they respond +6 percentage points higher when it comes to Voice.

Free Response: Students were asked, “What are you most stressed about?”. The most mentioned topics include:

- **Homework, Tests, and Grades** - *“I’m often really stressed about the amount of homework/schoolwork that I have to do. Also, balancing my school and out of school life can be very difficult and stressful. I’m also stressed about tests, grades, and friends.”*

Results Overview

Student, 7th - 12th

Topic Favorability: Like 5th-6th grade students, 7th-12th grade students respond most favorably about Safety (School and Community Climate) at 67% favorable. Within Safety, students respond most favorably when asked, “Overall, how safe do you feel at home?”; 90% report feeling quite or extremely safe. However, also within Safety, only 46% of students respond favorably when asked, “How fairly do the adults enforce the rules?”.

Students respond least favorably to questions about Student and Family Engagement, at 42% favorability. In particular, just 17% of 7th-12th graders report being quite or extremely excited about going to class.

Subgroup Variances: When examining 7th-12th grade results by subgroups, a number of variances emerge:

*When it comes to **Health and Wellbeing,***

- English language learners respond -4 percentage points below APS Overall.
- 11th and 12th grade students respond -5 and -4 percentage points below APS Overall, respectively. 7th grade students respond +7 percentage points above APS Overall.
- Hispanic students respond -4 percentage points below APS Overall, while White students respond +4 percentage points above APS Overall.
- Male students respond +8 percentage points higher than female students.
- Students with an IEP respond -4 percentage points below APS Overall.

*When it comes to **Student and Family Engagement,***

- Students with a 504 plan respond -4 percentage points below APS Overall.

*Across **all five topics,***

- Black or African American students respond below APS Overall; in particular, they respond -4 percentage points below APS Overall on Health and Wellbeing and -5 percentage points below APS Overall on Safety and Voice.

Free Response: When asked, “What are you most stressed about?”, the majority of 7th-12th grade responses relate to the following topics:

- **Schoolwork** - *“Homework, schoolwork, and balancing that with other out of school activities.”*

7th-12th grade students were also asked, “What can adults do to better support you?”. Many responses include keywords such as:

- **Advice and Listen** - *“I would like someone to listen and offer advice.”*
- **Ask** - *“Ask us questions about how we are feeling in/out of school.”*

Results Overview

Family Members

Topic Favorability: Families respond most favorably when asked about Barriers to Engagement. Overall, families feel that the barriers to becoming involved in their child's school are *low or nonexistent*. In particular, at least 90% of surveyed families cite the following potential issues as either '**not a problem at all**' or only a '**small problem**' in becoming involved in their child's school:

- The school does not communicate well with people who speak your language (97% report this is 'not a problem at all' or a 'small problem')
- Negative memories of your own school experience (96%)
- The school does not communicate well with people from your culture (95%)
- Concerns about getting to school safely (94%)
- Transportation-related challenges (93%)
- Your child does not want you to contact the school (92%)
- The school is not welcoming to parents (90%)

Families respond next most favorably about Safety (School and Community Climate), at 78% favorability. In particular, families report especially favorably when it comes to the respectfulness of teachers, staff, and administrators (92%, 90% and 89% favorability, respectively). However, families respond least favorably when it comes to Health and Wellbeing, at just 47% favorability. In fact, only 19% of families report that food choices at school are quite or extremely healthy.

Subgroup Variances: As seen in student data, the majority of variance among family subgroups is observed within the Health and Wellbeing topic:

*When it comes to **Health and Wellbeing**,*

- Families of students with disabilities report -5 percentage points below APS Overall.
- Families who report a lower household income tend to report more favorably; those with an income between \$0 and \$24,000 report +13 percentage points above APS Overall, while those with an income of \$200,001 and higher report -4 percentage points below APS Overall.
- Favorability generally decreases as the level of education of the family member increases: those with no formal education report the highest while those with a professional degree report the lowest.
- Favorability generally decreases with student grade level; families with 1st grade students report highest at +13 percentage points above APS Overall, while families of 12th grade students report among the lowest at -12 percentage points below APS Overall.

Families of English learners/students whose primary language is not English,

- Report at or above APS Overall on the majority of topics, in particular on Health and Wellbeing (primary language not English: +8 percentage points and English learner: +9 percentage points) and Student & Family Engagement (primary language not English: +6 percentage points and English learner: +5 percentage points)

School Type: As demonstrated by the table below, families from different school types (Alternative, Elementary, Middle, High and Secondary) all report mostly similarly with a few exceptions. When it comes to Health and Wellbeing, Elementary school families report much more favorably than the rest, at 55% favorable, which is +20 percentage points more favorable than High school family scores. Elementary families report marginally higher across all topics, except for Student and Family Engagement, where High school families report the highest favorability at 66% favorable.

	Barriers to Engagement*	Safety	Support for Students and Families	Student and Family Engagement	Health and Wellbeing
Alternative	83%	80%	65%	60%	44%
Elementary	85%	80%	70%	64%	55%
Middle	82%	75%	67%	59%	37%
High	82%	75%	70%	66%	35%
Secondary	83%	76%	69%	63%	37%

**For Barriers to Engagement, percent favorable scores represent the number of families reporting that issues are either ‘not a problem at all’ or a ‘small problem’.*

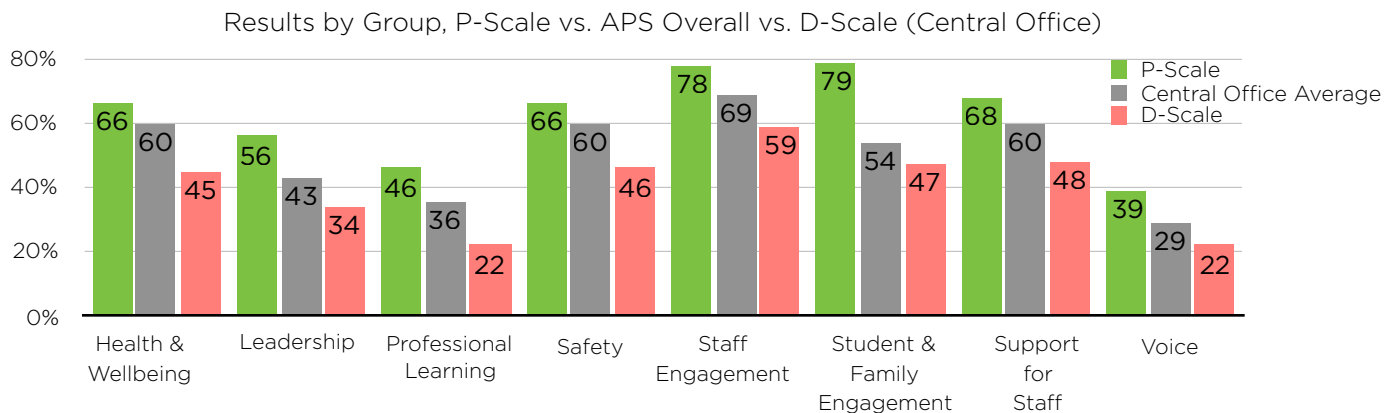
Results Overview

Central Office Staff

Topic Favorability: At 69% favorable, Central Office staff report most favorably about Staff Engagement. A vast majority of staff, 76%, say that they like going to work, and 86% report that they are quite or extremely willing to try new strategies at work. When asked if they still see themselves working at APS in two years, 66% of Central Office staff say yes (10% say no and 24% say I don't know). On the other hand, staff report least favorably when it comes to Voice (Feeling Valued, Supported, and Heard). When asked about their perception of their influence and opinion:

- Only 14% feel that they have quite a bit or a tremendous amount of influence over department decisions that affect them; and
- Only 35% feel that leaders in their department value their opinion quite a bit or a tremendous amount.

Subgroup Variances: The biggest variances within responses are noticed between pay scale groups. In particular, while P-Scale staff (principals and administrators) respond well above APS Overall on all topics, D-Scale staff (bus drivers) respond well below APS Overall across all topics (see chart below).



When it comes to race, a few data points stand out:

- Asian Central Office staff respond -9 percentage points below APS Overall on Health and Wellbeing.
- Hispanic staff respond +10 percentage points above APS Overall on Staff Engagement.

Finally, male Central Office staff respond more favorably than their female counterparts across all topics except for Health and Wellbeing, where they respond -7 percentage points less favorably than females.

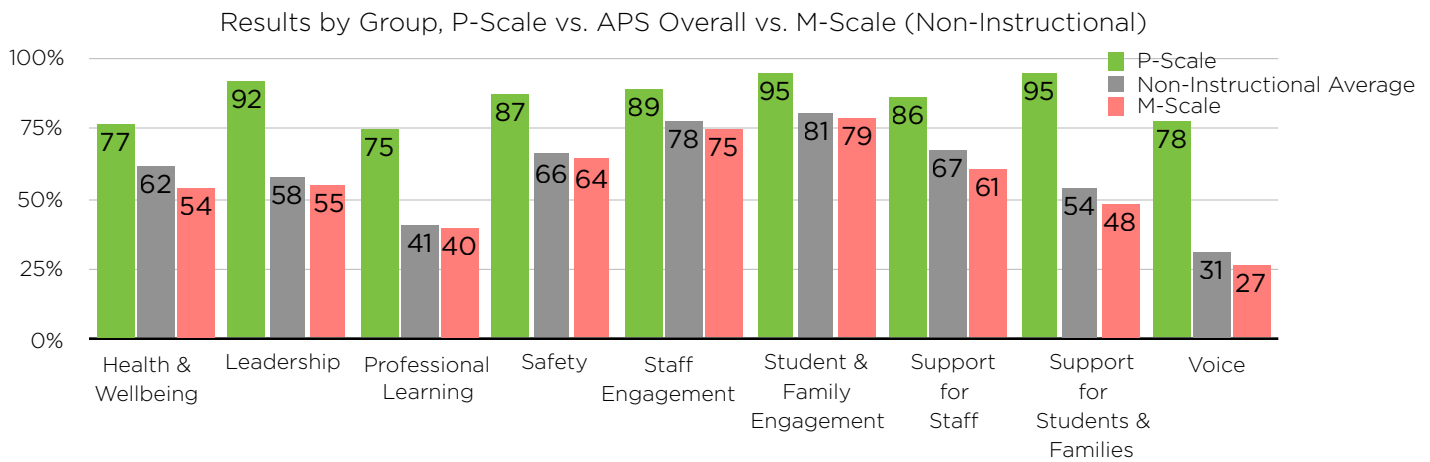
Results Overview

Non-Instructional School Staff

Topic Favorability: Non-Instructional school staff respond most favorably when it comes to Student and Family Engagement (81% favorable) followed closely by Staff Engagement (78% favorable). In particular, 81% of staff somewhat or strongly agree that the principal is responsive to concerns of parents and the community. Additionally, 89% report that they like going to work, and 78% report that they still see themselves working at APS in two years.

Like Central Office staff and Teachers, Non-Instructional school staff report least favorably about Voice (Feeling Valued, Supported, and Heard), at 31% favorable. Only 17% feel that they have quite a bit or a tremendous amount of influence over school decisions that affect them.

Subgroup Variances: Like Central Office staff, P-Scale employees (principals and administrators) respond well above APS Overall across all eight topics. When it comes to Voice in particular, P-Scale staff respond +47 percentage points above APS Overall. On the other hand, M-Scale employees (custodial and maintenance) respond below APS Overall on all topics.



When it comes to race subgroups, one variance related to Asian employees stands out:

- Asian employees respond above APS Overall on all topics except Health and Wellbeing; they respond +14 percentage points above APS Overall on Professional Learning.

Results Overview

Teachers

Topic Favorability: In line with Central Office and Non-Instructional school staff, teachers respond most favorably about Staff Engagement (79% favorable). An overwhelming majority of teachers, 92%, report that they are quite or extremely willing to try new teaching strategies. Additionally, nine out of ten teachers would be very or somewhat likely to recommend that a friend apply for a position with APS.

Again in line with their Central Office and Non-Instructional school peers, teachers report least favorably about Voice (Feeling Valued, Supported, and Heard). In particular, only 17% of teachers feel they have a quite a bit or a tremendous amount of influence over school decisions that affect them. Related to professional development, only 35% of teachers say that they have quite a bit or a tremendous amount of input over their own professional development opportunities.

Subgroup Variances: A number of data points stand out when examining teacher response data by subgroups:

When it comes to **teacher gender**,

- Male teachers report more favorably than females on all topics except for Professional Learning, where they report -6 percentage points less favorably.

When it comes to **teacher race/ethnicity**,

- Black or African-American teachers report above APS Overall on all topics; in particular, they report +10 percentage points above APS Overall on Professional Learning and +9 percentage points above APS Overall on Leadership and Support for Staff.
- Asian teachers report mostly above APS Overall on topics; however, when it comes to Voice, they report -9 percentage points below APS Overall.

Free Response: Teachers were asked, “What additional professional development do you feel is needed?”. Themes that emerge from teacher responses include:

- **Canvas** - “Scaffolded canvas training.”
- **Differentiated Professional Development** - “Subject based professional development.”; “Professional development must be based on re-assessing teacher skills, qualifications, and professional interests.”
- **Technology** - “More technology that is grade specific and content specific.”

School Type: As demonstrated by the table below, teachers from Alternative programs respond more favorably than teachers from all other school types, across all nine topics. Middle school teachers respond least favorably on seven of the nine topics. In particular, when it comes to Safety, teachers at Alternative programs report 18 percentage points more favorably than teachers at Middle schools. Additionally, while Alternative program teachers report 76% favorably when it comes to Support for Staff, Middle school teachers report -16 percentage points less favorably at 60% favorable.

	Health and Well-being	Leadership	Professional Learning	Safety	Staff Engagement	Student and Family Engagement	Support for Staff	Support for Students and Families	Voice
Alternative Programs*	69%	68%	54%	73%	82%	73%	76%	60%	44%
Elementary	55%	57%	50%	64%	79%	65%	61%	53%	29%
Middle	61%	52%	43%	55%	77%	59%	60%	48%	27%
High	62%	59%	41%	59%	79%	60%	64%	49%	28%
Secondary	62%	58%	43%	59%	79%	61%	63%	50%	31%

**Alternative Programs included: Arlington Community High School, Career Center (Part Time and Full Time), Langston High School Continuation Program, and New Directions.*

Conclusion

Looking Ahead

It is valuable to think about students, families, and staff separately, as this is often useful when formulating *concrete plans of action*. It also allows school teachers, leaders, staff, and community partners to set goals on competencies that they hope to see improve over time and to target specific efforts to achieve those changes.

It is also useful to think about these *stakeholders collectively*. How do the three perspectives align? At what points do they diverge and what might be cause for the divergence? Recognizing this consensus, or divergence, across groups is a good place to begin when thinking about next steps to take based on the data.

The headlines presented in this report can be a good starting point when considering next steps to take from the data. Fruitful discussions around the following questions can lead to the beginnings of a concrete action plan.

- ▶ When asked about the amount of respect between students and staff, both parties respond mostly favorably. Given this consensus, how can APS further build upon this mutual respect? How might APS use this strength to help increase favorability in other areas such as student and staff perception of Voice?
- ▶ The majority of students and families alike generally agree that while online bullying seems to be less of an issue, in-person at school bullying poses more of a problem. Given this consensus, what steps can APS take to address in-person at school bullying? What additional data would be helpful to examine alongside this data - number of at school incidents reported, types of incidents reported? How can the district increase confidence levels among staff in dealing with bullied students?
- ▶ Why do students and families report almost half as favorably as teachers when asked about how challenging student school work is? If students are indeed not as challenged as teachers perceive, how can APS help teachers to raise the bar of the rigor of student work?
- ▶ Perceptions of teacher expectations vary not only by stakeholder group - students and families - but also by a number of subgroups including students with disabilities vs. non-students with disabilities, gender, and grade level. What steps can APS take to ensure that all students and families feel that teachers hold students to the highest expectations, regardless of grade level, education status or gender?

- ▶ How can APS use the strong Engagement of its staff to help boost staff Voice - in particular, in helping to increase staff perception of how valued their opinion is in school- and department-level decision making?
- ▶ What factors might cause female employees to feel their opinion is valued less than their male counterparts when it comes to school and department decisions and what steps can be taken to close this gap in perception?

Next Steps

Arlington Public Schools (APS), in conjunction with the Arlington Partnership for Children, Youth and Families (APCYF), launched a new survey initiative during the 2017-2018 school year in an effort to streamline the collection and use of survey data. The results from the Spring 2018 survey administration represent the perceptions and voices of students, staff, and families across the APS community. Because new survey instruments were developed for the Spring 2018 administration, it is important that the results be viewed as a baseline for how APS stakeholders feel about a variety of topics. Throughout the 2018-2019 school year, APS and APCYF will be working to disseminate results and help all stakeholders engage with and act upon the data. As part of this process, setting numeric survey score targets can be a helpful way for thinking about measuring progress and improving results over time. By prioritizing areas for growth and establishing concrete goals and action steps, stakeholders often see results improve from year-to-year.

To learn more about how to access additional information and resources please visit: <https://apcyf.arlingtonva.us/our-work/your-voice-matters-survey/>.

Appendix

Survey Questions and Answers: Student Survey*

Health and Wellbeing

Factors that demonstrate an array of physical and emotional wellbeing and health.

- 1.) How often do you feel sad?
- 2.) How often do you feel excited about the future?
- 3.) How often do you feel stressed out?
- 4.) During a typical school week, how often do you eat breakfast?
- 5.) In the last week, how often did you eat fresh fruits or vegetables? For example, apples, bananas, carrots, and spinach are all fresh fruits and vegetables.
- 6.) In an average day, how many hours of "screen time" (time in front of computer, laptop, tablet, etc.) do you spend learning for school? Please include time you spend in school and outside of school.
- 7.) In an average day, how many hours of "screen time" (time in front of phone, computer, laptop, tablet, TV, etc.) do you spend on entertainment or fun (for example, playing games or watching shows)? Please include time you spend in school and outside of school.
- 8.) In an average day, how many hours of "screen time" (time in front of phone, computer, laptop, tablet, TV, etc.) do you spend on social media like Snapchat or Instagram? Please include time you spend in school and outside of school.
- 9.) How often do you spend time outside (including parks, in your neighborhood, or at school)?

Safety (School and Community Climate)

Factors in the school, community and home that cause the respondent to feel safe both physically and emotionally.

- 1.) During the past 30 days...How carefully did you listen to other people's point of view?
- 2.) During the past 30 days...How much did you care about other people's feelings?
- 3.) During the past 30 days...How well did you get along with students who are different from you?
- 4.) During the past 30 days...When others disagreed with you, how respectful were you of their views?
- 5.) During the past 30 days...To what extent were you able to stand up for yourself without putting others down?
- 6.) How many of your teachers are respectful towards you?
- 7.) Have you ever been bullied online, through social media or text?
- 8.) Have you ever been bullied by other students in person?
- 9.) Overall, how safe do you feel at school?
- 10.) Overall, how safe do you feel at home?
- 11.) Overall, how safe do you feel in your neighborhood?
- 12.) How often do you feel that you are treated differently by other students because of your race, ethnicity, gender, or sexual orientation?
- 13.) At your school, how fairly do the adults enforce the rules?
- 14.) In your family, how clear are the rules about what you can and cannot do?

*Student survey questions presented are from the 7th-12th grade survey. Questions mirror, with minor adjustments, those on the 5th-6th grade survey.

Student and Family Engagement (Challenged, Involved, and Connected)

Factors that ensure that students feel challenged academically and all feel involved and connected to school community and each other.

- 1.) How well do people at your school understand you as a person?
- 2.) How connected do you feel to others in your school?
- 3.) Overall, how much do you feel like you belong at your school?
- 4.) When you feel like giving up on a difficult task, how likely is it that you teachers will encourage you to keep trying?
- 5.) Overall, how high are your teachers' expectations of you?
- 6.) How often do your teachers encourage you to do your best?
- 7.) How often do your teachers take time to make sure you understand the material?
- 8.) How often are you challenged by the materials in class?
- 9.) When you get stuck while learning something new, how likely are you to try a different strategy?
- 10.) How well have your teachers helped you learn to manage your time?
- 11.) How excited are you about going to your classes?
- 12.) When you are not in school, how often do you talk about ideas from your classes?

Support for Students and Families (External Supports and Structures)

External supports and structures that exist in the school and community to support families and students.

- 1.) If you walked into class upset, how many of your teachers would ask how you are doing?
- 2.) If you came to school upset, do you know of an adult at school you can talk to?
- 3.) If you were upset, do you know an adult outside of school that you can talk to?
- 4.) This school year, how often have you met one-on-one with in-school support staff like a guidance counselor, social worker, or psychologist?
- 5.) How connected do you feel to others in your school?
- 6.) In a typical week, how often does an adult in your home talk to you about what you are doing in school?

Voice (Feeling Valued, Supported, and Heard)

Students, families, staff and teachers have opportunities to feel valued, supported and heard.

- 1.) During the past 30 days...How well did you get along with students who are different from you?
- 2.) During the past 30 days...How clearly were you able to describe your feelings?
- 3.) During the past 30 days...When others disagreed with you, how respectful were you of their views?
- 4.) During the past 30 days...To what extent were you able to stand up for yourself without putting others down?
- 5.) How often do you talk with your parents about the things that matter most to you?
- 6.) How well do people at your school understand you as a person?
- 7.) How often do your parents ask questions about your social life?
- 8.) How much does your opinion matter to your family?
- 9.) How much influence do you have over family decisions that affect you?
- 10.) How much influence do you have over school decisions that affect you?
- 11.) How often do adults in your community listen to what you have to say? Adults in your community could include adults you see in your neighborhood on weekends or after school that are not your family or teachers.

Appendix

Survey Questions: Staff Survey*

Health and Wellbeing

Factors that demonstrate an array of physical and emotional wellbeing and health.

- 1.) How manageable is your workload?
- 2.) How satisfied are you with your annual salary (your pay, excluding medical benefits and other perks)?
- 3.) How satisfied are you with your benefits package (medical benefits, supplemental retirement savings program, and scholarships)?
- 4.) Do you know how to access EAP or other mental health support services if needed?

Leadership

Staff assessment of leadership and the culture of leadership in their school or department.

- 1.) How much do administrators at your school value your opinion?
- 2.) How effectively do administrators at your school create leadership opportunities for staff?
- 3.) Overall, how much do you learn about your work from the administrators in your school?
- 4.) How willing are your supervisors to try new approaches in their work?
- 5.) The principal is responsive to the concerns of parents and the community.
- 6.) My principal is responsive to staff.
- 7.) My evaluator gives me performance feedback and conducts thorough, accurate evaluations of my work.

Professional Learning

Opportunities for professional development meet teacher and staff needs.

- 1.) How much does your school support your professional growth?
- 2.) Overall, how much do you learn about your work from the administrators in your school?
- 3.) How relevant have the professional development opportunities offered by your school/APS been to your work?
- 4.) How much input do you have into individualizing your own professional development opportunities?

Safety (School and Community Climate)

Factors in the school, community and home that cause the respondent to feel safe both physically and emotionally.

- 1.) How respectful are relationships between staff and administrators?
- 2.) How respectful are the relationships between staff and students?
- 3.) How much of a problem is bullying among students at your school?
- 4.) How confident are you that you can help students who are being bullied?
- 5.) Overall, how much respect do APS families have for staff?
- 6.) Overall, how much respect do staff have for APS families?
- 7.) At your school, how fairly do staff treat students?
- 8.) How much do adults at your school value diversity?
- 9.) At your school, how often do you feel other staff treat you differently because of your race, ethnicity, gender, or sexual orientation?
- 10.) How often do you feel that students are treated differently by adults because of their race, ethnicity, gender, or sexual orientation?
- 11.) Overall, how much trust exists between staff and administrators at your school?
- 12.) How fairly do school administrators treat staff?
- 13.) My building is safe and secure.

**Staff survey questions presented are from the Non-Instructional School Staff survey. Questions mirror, with minor adjustments, those on the Teacher and Central Office surveys.*

Staff Engagement

Factors that ensure that staff and teachers feel invested and have tools necessary to build engaging environment for students.

- 1.) How proud are you to work at APS?
- 2.) How likely would you be to recommend that a friend apply for a position with APS?
- 3.) Does APS motivate you to go beyond what you would in a similar role elsewhere?
- 4.) Do you see yourself still working at APS in two years' time?
- 5.) How often do you think about looking for a job in another school division or employer in your field?
- 6.) I like going to work.
- 7.) My school colleagues are committed to doing quality work in support of the APS mission and goals.
- 8.) The mission/purpose of APS makes me feel that my job is important.

Student and Family Engagement (Challenged, Involved, and Connected)

Factors that ensure that students feel challenged academically and all feel involved and connected to school community and each other.

- 1.) The principal is responsive to the concerns of parents and the community.

Support for Staff (External Supports and Structures)

External supports and structures that exist in the school and community to support teachers and staff.

- 1.) When you face challenges at work, how supportive are your school administrators?
- 2.) When challenges arise in your personal life, how understanding are your school administrators?
- 3.) How manageable is your workload?
- 4.) How satisfied are you with your annual salary (your pay, excluding medical benefits and other perks)?
- 5.) How satisfied are you with your benefits package (medical benefits, supplemental retirement savings program, and scholarships)?
- 6.) Do you know how to access EAP or other mental health support services if needed?
- 7.) During the current school year, I have received recognition or praise for doing good work.
- 8.) I have the materials and equipment I need to do my best work.
- 9.) My principal is responsive to staff.
- 10.) My evaluator gives me performance feedback and conducts thorough, accurate evaluations of my work.

Support for Students and Families (External Supports and Structures)

External supports and structures that exist in the school and community to support families and students.

- 1.) How prepared do you feel to help students with personal problems?
- 2.) How well does your school support you to build connections with families from all backgrounds?
- 3.) How confident are you that you can help students who are being bullied?

Voice (Feeling Valued, Supported, and Heard)

Students, families, staff and teachers have opportunities to feel valued, supported and heard.

- 1.) How much influence do you have over school decisions that affect you?
- 2.) How much do administrators at your school value your opinion?
- 3.) How effectively do administrators at your school create leadership opportunities for staff?

Appendix

Survey Questions and Answers: Family Survey

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"

- 1.) Child care needs
- 2.) Transportation-related challenges
- 3.) Concerns about getting to the school safely
- 4.) How busy your schedule is
- 5.) Scheduling conflicts
- 6.) School staff seem too busy
- 7.) You feel unsure about how to communicate with the school
- 8.) The school provides little information about involvement opportunities
- 9.) The school is not welcoming to parents
- 10.) The school does not communicate well with people from your culture
- 11.) The school does not communicate well with people who speak your language
- 12.) You do not feel a sense of belonging with your child's school community
- 13.) Negative memories of your own school experience
- 14.) Your child does not want you to contact the school
- 15.) You worry that adults at the school will treat your child differently if you raise a concern

Health and Wellbeing

Factors that demonstrate an array of physical and emotional wellbeing and health.

- 1.) How much stress does your child experience due to academics?
- 2.) How healthy are the food choices for students at your child's school?
- 3.) If your child has a chronic health condition, how satisfied have you been with the support you have received from your child's school?

Safety (School and Community Climate)

Factors in the school, community and home that cause the respondent to feel safe both physically and emotionally.

- 1.) Has your child ever been bullied online, through social media or text?
- 2.) Has your child ever been bullied by other students in-person at school?
- 3.) If your child was bullied, how easy was it for you to get support from the school?
- 4.) How consistently does your child's school enforce school rules for all students?
- 5.) How often do you feel you are treated differently by staff at your child's school because of your race, ethnicity, culture, gender, socio-economic status or sexual orientation?
- 6.) Overall, how respectful have school administrators been in their interactions with you?
- 7.) Overall, how respectful have teachers been in their interactions with you?
- 8.) Overall, how respectful have other school staff been in their interactions with you?

Student and Family Engagement (Challenged, Involved, and Connected)

Factors that ensure that students feel challenged academically and all feel involved and connected to school community and each other.

- 1.) Do you have someone in your child's school whom you can go to with questions about your child?
- 2.) In general, how high are teachers' expectations for your child?
- 3.) How supportive is your child's school if you need to advocate for your child's needs?
- 4.) How often does your child's school provide learning opportunities about supporting your child's academic achievement? (e.g. College/High School Information Nights, orientations, Back to School Nights, Math Nights, etc.)
- 5.) How often does your child's school provide learning opportunities about supporting your child's well-being?(e.g. principal chats/coffees, PTA sponsored speakers, etc.)
- 6.) How well does your child's school communicate with you?
- 7.) How well does your child's school communicate about the appropriate use of educational technology (like iPads and MacBooks)?
- 8.) How challenging is your child's school work?
- 9.) How well do your child's teachers partner with you to support your child's learning?

Support for Students and Families (External Supports and Structures)

External supports and structures that exist in the school and community to support families and students.

- 1.) If your child was bullied, how easy was it for you to get support from the school?
- 2.) How often does your child's school provide learning opportunities about supporting your child's academic achievement? (e.g. College/High School Information Nights, orientations, Back to School Nights, Math Nights, etc.)
- 3.) How often does your child's school provide learning opportunities about supporting your child's well-being? (e.g. principal chats/coffees, PTA sponsored speakers, etc.)
- 4.) Considering all activities, how often does your child participate in outside-of-school activities?
- 5.) How confident do you feel talking with your child about sensitive topics (for example, bullying at school or concerning current events)?
- 6.) How well does your child's school help you understand community resources available to your family outside of APS?

Appendix

Demographic Breakdown: Student Survey (5th - 6th)

2,671 responses

Student 504 Plan

Does not have 504 plan	2,579	97%
Has 504 plan	92	3%

Student Language

Primary language English	1,815	68%
Primary language not English	856	32%

Students with Disabilities (IEP and 504 Plan)

Non-SWD	2,200	82%
SWD	471	18%

ELL Status

English learner	827	31%
Non-English learner	1,844	69%

Student Gender

Female	1,328	50%
Male	1,343	50%

Gifted status

Identified gifted	899	34%
Not identified gifted	1,772	66%

Student Grade Level

5	2,002	75%
6	669	25%

Student Race

Asian	219	8%
Black/African American	254	10%
Hispanic	732	27%
Other	152	6%
White	1,314	49%

Special education status

Does not have IEP	2,292	86%
Has IEP	379	14%

Appendix

Demographic Breakdown: Student Survey (7th - 12th)

3,059 responses

Student 504 Plan

Does not have 504 plan	2,896	95%
Has 504 plan	163	5%

Student Language

Primary language English	1,909	62%
Primary language not English	1,150	38%

Students with Disabilities (IEP and 504 Plan)

Non-SWD	2,450	80%
SWD	609	20%

ELL Status

English learner	788	26%
Non-English learner	2,271	74%

Student Gender

Female	1,453	47%
Male	1,606	53%

Gifted status

Identified gifted	882	29%
Not identified gifted	2,177	71%

Student Grade Level

7	646	21%
8	591	19%
9	531	17%
10	532	17%
11	488	16%
12	176	6%
13	9	0%
77	86	3%

Student Race

Asian	266	9%
Black/African American	290	9%
Hispanic	994	32%
Other	168	5%
White	1,341	44%

Special education status

Does not have IEP	2,613	85%
Has IEP	446	15%

Appendix

Demographic Breakdown: Central Office Survey

516 responses

Pay Scale

No response	24	5%
D-Scale (bus drivers)	90	17%
E-Scale (Administrative and Technical Exempt Positions)	101	20%
G-Scale (clerical)	52	10%
M-Scale (custodial and maintenance)	34	7%
P-Scale (principals and administrators)	54	10%
T-Scale (teachers, teacher specialists, counselors, librarians, occupational/physical therapists, etc.)	147	28%
All other	14	3%

Employee Race/Ethnicity

No response	52	10%
Asian	23	4%
Black / African-American	114	22%
Hispanic	76	15%
White	210	41%
Other	41	8%

Employee Home Language

No response	28	5%
Primary language English	409	79%
Primary language not English	79	15%

Employee Gender

No response	32	6%
Male	162	31%
Female	322	62%

Appendix

Demographic Breakdown: Non-Instructional School Staff Survey

549 responses

Pay Scale

No response	47	9%
A-Scale (instructional assistants, resource and occupational/physical therapy assistants, ASL assistants)	191	35%
C-Scale (cafeteria)	50	9%
E-Scale (Administrative and Technical Exempt Positions)	27	5%
G-Scale (clerical)	87	16%
M-Scale (custodial and maintenance)	94	17%
X-Scale (Extended Day)	27	5%
All other	26	5%

Employee Gender

No response	39	7%
Male	127	23%
Female	383	70%

Employee Race/Ethnicity

No response	49	9%
Asian	40	7%
Black / African-American	100	18%
Hispanic	179	33%
White	146	27%
Other	35	6%

Employee Home Language

No response	34	6%
Primary language English	328	60%
Primary language not English	187	34%

Appendix

Demographic Breakdown: Teacher Survey

1,184 responses

Pay Scale

T-Scale (teachers, teacher specialists, counselors, librarians, occupational/physical therapists, etc.)	1,164	98%
All other	20	2%

Employee Gender

No response	53	4%
Male	179	15%
Female	952	80%

Employee Race/Ethnicity

No response	68	6%
Asian	30	3%
Black / African-American	68	6%
Hispanic	88	7%
White	842	71%
Other	88	7%

Employee Home Language

No response	26	2%
Primary language English	1,088	92%
Primary language not English	70	6%

Appendix

Demographic Breakdown: Family Survey

4,818 responses

Student 504 Plan

Does not have 504 plan	4,574	95%
All other	247	5%

Student Language

Primary language English	3,927	81%
Primary language not English	894	19%

Students with Disabilities (IEP and 504 Plan)

Non-SWD	4,015	83%
All other	806	17%

ELL Status

Non-English learner	4,115	85%
All other	706	15%

Student Gender

Female	2,379	49%
Male	2,442	51%

Gifted status

Identified gifted	1,526	32%
Not identified gifted	3,295	68%

Student Grade Level

0	382	8%
1	355	7%
2	350	7%
3	422	9%
4	474	10%
5	508	11%
6	360	7%
7	442	9%
8	372	8%
9	270	6%
10	267	6%
11	283	6%
12	212	4%
All other	124	3%

Student Race

Asian	377	8%
Black/African American	311	6%
Hispanic	866	18%
Other	439	9%
White	2,828	59%

Special education status

Does not have IEP	4,256	88%
All other	565	12%

What is your race or ethnicity?

No response	166	3%
Asian	410	9%
Black or African American	284	6%
Hispanic or Latino	583	12%
White	2,812	58%
Other	566	12%

Please indicate your approximate average household income.

No response	464	10%
\$0 to \$24,000	221	5%
\$24,001 to \$51,000	439	9%
\$51,001 to \$72,000	185	4%
\$72,001 to \$87,000	144	3%
\$87,001 to \$110,000	338	7%
\$110,001 to \$150,000	605	13%
\$150,001 to \$200,000	736	15%
\$200,001 or higher	1,689	35%

Please select the highest level of education you have completed.

No response	137	3%
No formal education	35	1%
Some high school	84	2%
High school diploma or equivalent	153	3%
Some vocational or technical training	34	1%
Some college	244	5%
An associate's degree	117	2%
A bachelor's degree	1,239	26%
A master's degree	1,861	39%
A professional degree (JD, MD)	628	13%
A doctoral degree (PhD)	289	6%

Appendix

Response Rates with Margin of Error

Response rates vary significantly depending on the context of a school district and the stakeholder groups surveyed. Most often, transparent and advanced communication about the purpose of a survey has an important impact on response rates. Given the wide variability in school districts' survey programs, there is no fixed number that is an average of response rates for stakeholder surveys. However, it's typical to see response rates between 60-100% for students, 40-80% for staff, and 10-50% for families.

Response rates with margin of error for student, family, and employee surveys are available on the following pages. The overall margin of error for the survey is calculated at a 95% confidence interval, meaning that in 19 out of 20 cases, the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population.

Note: On the student survey, margin of error calculations for elementary sites are based on the fifth-grade population for that school, rather than overall enrollment, as only fifth grade students participated in the survey. Margins of error for secondary schools and alternative programs are calculated based off the entire student population.

Appendix

Response Rates with Margin of Error - Student Surveys

School Name	Grade 5 and Secondary Enrollment	Students in Sample	Completed Surveys	Response Rate	Margin of Error (95% Confidence Interval)
Total	15687	6939	5730	83%	1
Abingdon Elementary School	109	109	101	93%	2.7
Arlington Community High School	251	202	132	65%	5.9
Arlington Science Focus Elementary	105	107	92	86%	3.6
Arlington Tech	106	106	43	41%	11.6
Arlington Traditional Elementary	95	95	94	99%	1
Ashlawn Elementary School	96	95	91	96%	2.4
Barcroft Elementary School	68	68	65	96%	2.6
Barrett Elementary School	95	95	87	92%	3.1
Campbell Elementary School	57	56	50	89%	4.9
Career Center Full-Time	111	95	45	47%	11.3
Career Center Part-time	623	515	254	49%	4.7
Carlin Springs Elementary School	99	97	89	92%	3.3
Claremont Elementary School	106	106	101	95%	2.1
Discovery Elementary School	121	121	115	95%	2
Drew Model School	81	81	73	90%	3.6
Glebe Elementary School	109	108	105	97%	1.8
Gunston Middle School	987	394	347	88%	4.2
H-B Woodlawn Secondary Program	703	352	318	90%	4.1
Hoffman-Boston Elementary School	60	61	53	87%	4.6
Jamestown Elementary School	89	89	78	88%	3.9
Jefferson Middle School	1044	374	314	84%	4.6
Kenmore Middle School	918	376	401	107%	3.7
Key Elementary School	86	86	79	92%	3.2
Langston High School Continuation	122	122	92	75%	5.1
Long Branch Elementary School	78	78	71	91%	3.5
McKinley Elementary School	146	146	137	94%	2.1
New Directions	35	35	19	54%	15.4
Nottingham Elementary School	74	74	72	97%	1.9
Oakridge Elementary School	125	128	115	90%	2.6
Patrick Henry Elementary School	83	83	80	96%	
Randolph Elementary School	73	83	67	81%	3.5
Swanson Middle School	1220	388	329	85%	4.6
Taylor Elementary School	119	119	100	84%	3.9
Tuckahoe Elementary School	93	93	87	94%	2.7
Wakefield High School	2011	468	335	72%	4.9
Washington-Lee High School	2212	487	404	83%	4.4
Williamsburg Middle School	1250	392	350	89%	4.5
Yorktown High School	1927	455	345	76%	4.8

Appendix

Response Rates with Margin of Error - Family Surveys

School Name	Invitations Sent	Completed Surveys	Response Rate	Margin of Error (95% Confidence Interval)
Total	22171	4821	22%	1.25
Abingdon Elementary School	517	98	19%	8.92
Arlington Community High School	83	2	2%	68.87
Arlington Science Focus Elementary	520	130	25%	7.45
Arlington Tech	89	24	27%	17.19
Arlington Traditional Elementary	412	137	33%	6.85
Ashlawn Elementary School	517	147	28%	6.84
Barcroft Elementary School	328	42	13%	14.14
Barrett Elementary School	421	77	18%	10.11
Campbell Elementary School	340	101	30%	8.19
Career Center Full Time	149	11	7%	28.53
Career Center Part Time	533	47	9%	13.66
Carlin Springs Elementary School	476	56	12%	12.31
Claremont Elementary School	582	199	34%	5.64
Discovery Elementary School	431	139	32%	6.85
Drew Model School	502	100	20%	8.78
Glebe Elementary School	461	137	30%	7.03
Gunston Middle School	880	182	21%	6.47
H-B Woodlawn Secondary Program	632	176	28%	6.28
Hoffman-Boston Elementary School	418	68	16%	10.89
Jamestown Elementary School	426	93	22%	9
Jefferson Middle School	943	185	20%	6.46
Kenmore Middle School	824	154	19%	7.13
Key Elementary School	550	131	24%	7.48
Langston High School Continuation	112	8	7%	33.54
Long Branch Elementary School	431	98	23%	8.71
McKinley Elementary School	577	187	32%	5.9
New Directions	26	1	4%	98
Nottingham Elementary School	357	118	33%	7.39
Oakridge Elementary School	608	144	24%	7.14
Patrick Henry Elementary School	495	84	17%	9.75
Randolph Elementary School	360	48	13%	13.19
Stratford Program	51	7	14%	34.75
Swanson Middle School	1095	283	26%	5.02
Taylor Elementary School	491	139	28%	7.05
Tuckahoe Elementary School	398	134	34%	6.9
Wakefield High School	1612	216	13%	6.21
Washington-Lee High School	1830	337	18%	4.87
Williamsburg Middle School	1122	283	25%	5.05
Yorktown High School	1572	298	19%	5.11

Appendix

Response Rates with Margin of Error - Employee Surveys

School	Invitations Sent*	Total Completed	Response Rate	Margin of Error (95% Confidence Interval)
Total	4188	2249	54%	1.41
Abingdon Elementary School	108	30	28%	15.3
Arlington Community High School	32	30	94%	4.5
Arlington Science Focus Elementary	91	37	41%	12.5
Arlington Traditional Elementary	80	54	68%	7.7
Ashlawn Elementary School	108	41	38%	12.1
Barcroft Elementary School	88	27	31%	15.8
Barrett Elementary School	107	44	41%	11.4
Campbell Elementary School	89	62	70%	6.9
Career Center	105	44	42%	11.3
Carlin Springs Elementary School	114	58	51%	9.1
Central Office	884	516	58%	2.79
Claremont Elementary School	106	35	33%	13.6
Discovery Elementary School	81	31	38%	13.9
Drew Model School	131	80	61%	6.9
Glebe Elementary School	87	26	30%	16.2
Gunston Middle School	128	64	50%	8.7
H-B Woodlawn Secondary Program	80	44	55%	10
Hoffman-Boston Elementary School	115	31	27%	15.1
Jamestown Elementary School	81	24	30%	16.9
Jefferson Middle School	143	62	43%	9.4
Kenmore Middle School	125	42	34%	12.4
Key Elementary School	108	73	68%	6.6
Langston High School Continuation	21	9	43%	25.3
Long Branch Elementary School	86	29	34%	14.9
McKinley Elementary School	105	47	45%	10.7
New Directions	10	6	60%	26.7
Nottingham Elementary School	74	41	55%	10.3
Oakridge Elementary School	111	68	61%	7.4
Patrick Henry Elementary School	127	27	21%	16.8
Randolph Elementary School	97	47	48%	10.3
Reed	33	8	24%	30.6
Stratford	39	10	26%	27.1
Swanson Middle School	144	81	56%	7.2
Taylor Elementary School	95	40	42%	11.9
Tuckahoe Elementary School	77	38	49%	11.4
Wakefield High School	231	106	46%	7
Washington-Lee High School	250	96	38%	7.9
Williamsburg Middle School	135	54	40%	10.4
Yorktown High School	207	87	42%	8

**Differences between employee survey invitation numbers reflected in this Appendix and those within the Panorama platform are the result of paper survey forms generated to ensure accessibility, as well as departmental reporting customization.*



Arlington Public Schools

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