

MINORITY ACHIEVEMENT GAP SURVEY ANALYSIS

Prepared for Arlington Public Schools

April 2015



In the following report, Hanover Research analyzes responses to the Minority Achievement Survey administered to staff in the Arlington Public School District. The purpose of the survey was to establish awareness and efficacy of the programs and services offered by the Office of Minority Achievement and the Minority Achievement Coordinator.



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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In the following report, Hanover Research analyzes responses to the Minority Achievement Survey administered to staff in the Arlington Public School District (APS). The purpose of the survey was to establish awareness and efficacy of the programs and services offered by the Office of Minority Achievement (OMA) and the Minority Achievement Coordinator (MAC).

This report comprises three sections and includes two supplemental data files:

- **Section I: Awareness** analyzes respondents' awareness and perception of awareness of various aspects of minority achievement programs and services at their schools.
- **Section II: Mission and Collaboration** presents an analysis of survey responses to questions about the mission and collaboration efforts with the Office of Minority Achievement and the Minority Achievement Coordinator.
- **Section III: Background Information and Segmentations** presents respondents' background information, which is used to segment results in the preceding sections.
- **Data Supplement 1 – Crosstabs:** provides full tabulations of the survey results – both in the aggregate and by multiple segmentations.
- **Data Supplement 2 – Open-Ended Responses:** provides verbatim open-ended responses that can be sorted by segments and by themes.

Responses in the report are presented in the aggregate and segmented by pay scale/school level (P-Scale – All; T-Scale – Elementary/Middle School; T-Scale – High School), as summarized below in Figure ES.1. Some questions are further segmented by T-Scale type and familiarity with the MAC.¹ Footnotes on figures indicate the survey question number and corresponding objective. The Office of Minority Achievement's Program Evaluation Design, which includes the list of objectives, can be found in the Appendix.²

¹ Results are segmented by these groups where requested by APS.

² This document was provided to Hanover Research by APS.

Figure ES.1: Summary of Samples and Segmentations:

SEGMENTATIONS	SAMPLE SIZE	PERCENT OF SAMPLE
Total		
All	447	100%
Pay Scale*		
P-scale	28	6%
T-scale	411	94%
School Level		
Elementary School	26	6%
Middle School	207	46%
High School	214	48%
Pay Scale x School Level*		
T-Scale - Elementary/Middle School	215	49%
T-Scale - High School	196	44%
P-Scale - All	28	6%

*Sums to 439 rather than 447 as eight respondents left this question blank.

KEY FINDINGS

- Overall, P-Scale respondents are much more familiar with, and have a much more positive view of the MAC and OMA services than T-Scale respondents. Many T-Scale respondents are unaware of the programs and services offered by the OMA and the MAC, and would like information about these programs and services to be more widely available. Additionally, in contrast with P-Scale respondents, many T-Scale respondents are unaware that one purpose of the MAC is to provide services to teachers, rather than just students.
- Slightly greater than one-half of respondents agree or strongly agree that the Minority Achievement programs adequately meet the needs of minority students and families at their schools. This figure was substantially higher for P-Scale respondents and respondents that were at least very familiar with the Minority achievement program, and slightly higher for T-Scale high school respondents. However, some note that due to widespread need, the position should be full-time, while others note that the MAC could be more supportive of teachers, rather than just students.
- While most respondents believe that the OMA and MAC provide valuable programs and services to students, several are concerned that these programs and services primarily target African American students, and to a lesser extent, Latino students. These respondents indicate that this makes students from other minority backgrounds feel unwelcome. Additionally, certain respondents indicate that the programs target high-achieving students, while ignoring average or below average students.

SECTION I: AWARENESS

This section presents an analysis of survey responses regarding the awareness of OMA and MAC programs and services.

SUMMARY OF FINDINGS

- **Nearly 40 percent of all respondents are very or extremely familiar with the work of the MAC.** However P-Scale respondents are much more familiar with the MAC than T-Scale respondents. Generally, teachers are less familiar with the MAC's work than other T-Scale respondents, and elementary and middle school T-Scale respondents are the least familiar with this work (Figure 1.1, Figure 1.2, and Figure 1.3).
- Of the programs and services offered by the OMA, **respondents are most familiar with affinity or cohort groups and individual student advising.** They are also fairly familiar with college preparation-related services, such as the George Mason University Early Identification Program. Respondents are least familiar with programs and services for summer opportunities and preparing students to transition to new schools in APS (Figure 1.4, Figure 1.5a, and Figure 1.5b).
 - There is a **wide disparity in familiarity between P-Scale and T-Scale respondents** for all programs and services, with P-Scale respondents reporting much higher rates of familiarity than T-Scale respondents.
 - There are also some **differences between elementary/middle school T-Scale respondents and high school T-Scale respondents.**³ High school respondents are more aware of activities and programs for students (including field trips, summer opportunities, etc.), while elementary and middle school respondents are more aware of activities and programs for parents.
 - When given the opportunity to enumerate additional types of services offered by the MAC, **many respondents mentioned some form of individual counseling, and clubs and groups.** One mentioned that the MAC “offers a tremendous amount of emotional support. Her door is always open and she is a terrific advocate for these students.” Respondents also noted the perception that OMA targets only specific (generally African American and sometimes Latino) student groups on multiple occasions throughout the survey (Figure 1.6).

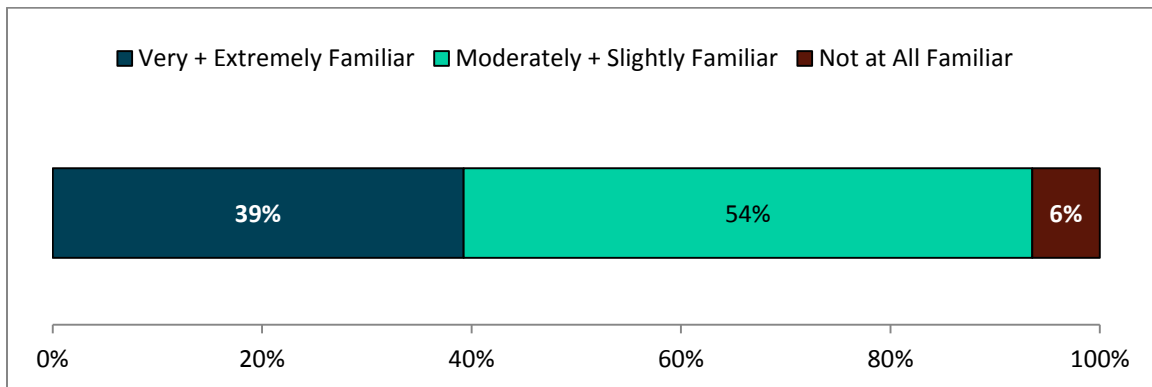
³ Per APS's request, some elementary and middle school responses were excluded for certain questions pertaining to college readiness, etc. See footnotes on Figure 1.4, Figure 1.5a, and Figure 1.5b.

- **Half of all respondents are aware that one of the MAC's roles is to meet with teachers to support students' academic success.** However, nearly one-third of all respondents indicate that they do not know what services the MAC offers to teachers (Figure 1.7 and Figure 1.8).
 - As with familiarity with the OMA, there is a major difference between P-Scale and T-Scale respondents. **P-Scale respondents are much more familiar than T-Scale respondents with the services offered to teachers by the MAC.**
 - Most respondents who listed “other” services offered to teachers mentioned **encouraging cultural competency and/or supporting student services and groups.** (Figure 1.9).
 - Respondents also mentioned the **unequal targeting of OMA programming in schools.** For example, one respondent noted that: “[The MAC] position is very invisible in the school and only serves specific minority groups of Latino/Hispanic and black/African American. There are no publicized programs targeted for East Asian, Middle Eastern or South Asian students.”
- **Half of respondents are unaware of the services that the MAC offers to parents at their school;** however this figure differs substantially across both pay scale and school level respondents. (Figure 1.10 and Figure 1.11).
 - While **61 percent of T-Scale high school and 46 percent of T-Scale elementary and middle school respondents do not know what services are offered to parents,** only 11 percent of P-Scale respondents report that they do not know.
 - In contrast, **nearly all (89 percent) of P-Scale respondents are aware that one of the MAC's services is to inform parents about programs and opportunities.**
 - Overall, **elementary and middle school T-Scale respondents are more aware of parental services than T-Scale high school respondents,** which supports the findings in Figure 1.5.
 - “Other” responses mostly indicated that the **MAC serves to facilitate communication with parents** (Figure 1.12).
- **Nearly two-thirds of all respondents learn about opportunities for minority students from the MAC** (Figure 1.13 and Figure 1.14).
 - **One hundred percent of P-Scale respondents learn about opportunities for minority students from the MAC,** followed by APS communication (61 percent). T-Scale respondents also learn about these opportunities most frequently from the MAC, though this figure is lower than P-Scale. Very few P-Scale respondents, and even fewer T-Scale respondents, learn about opportunities for minority students from the OMA website.
 - **“Other” responses primarily indicate that respondents learn about opportunities for minority students through announcements** (Figure 1.15).

- Overall, **most respondents believe that minority students and families are at least slightly aware of the opportunities available to them**, however more than one third do not know (38 percent) (Figure 1.16 and Figure 1.17).
 - **P-Scale respondents are especially convinced that minority students and families are aware of these opportunities**, with only four percent indicating that they are “not at all aware.” In contrast, T-Scale respondents in all school levels are much less sure about student and family awareness of these opportunities.

FIGURES

Figure 1.1: How familiar are you with the work of the Minority Achievement Coordinator at your school?⁴



(n=443)

⁴ Question 4 – Objective 3a

Figure 1.2: How familiar are you with the work of the Minority Achievement Coordinator at your school? (by Pay Scale and School Level)⁵

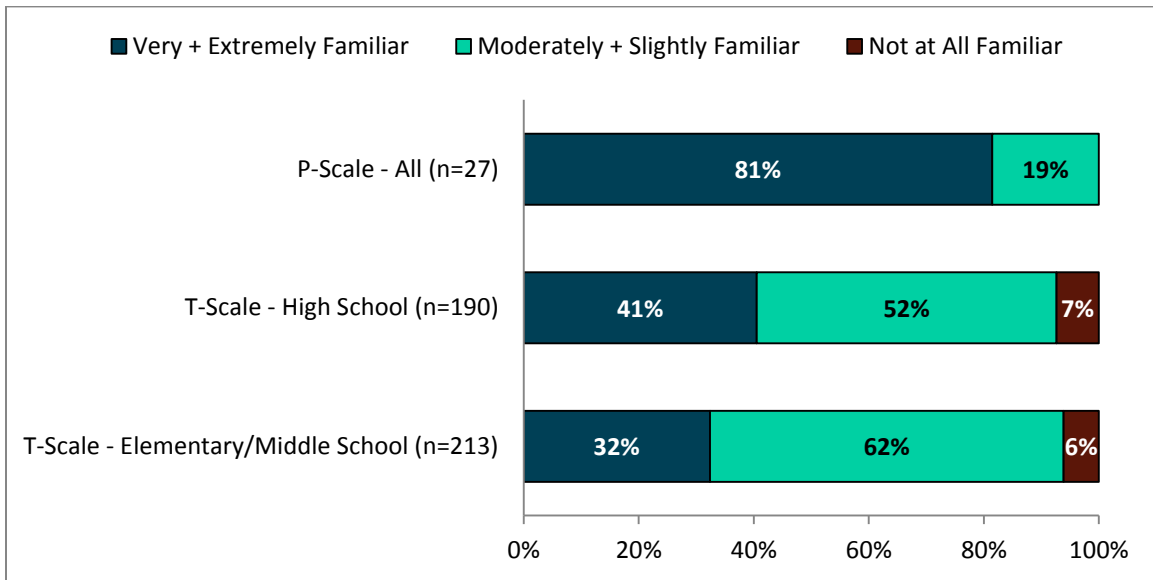
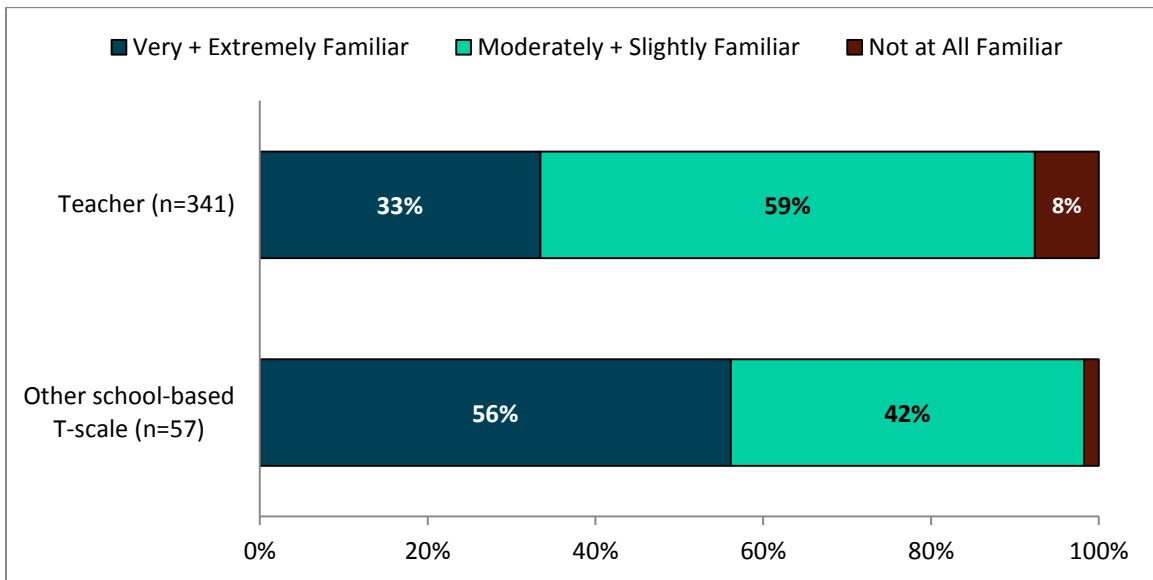


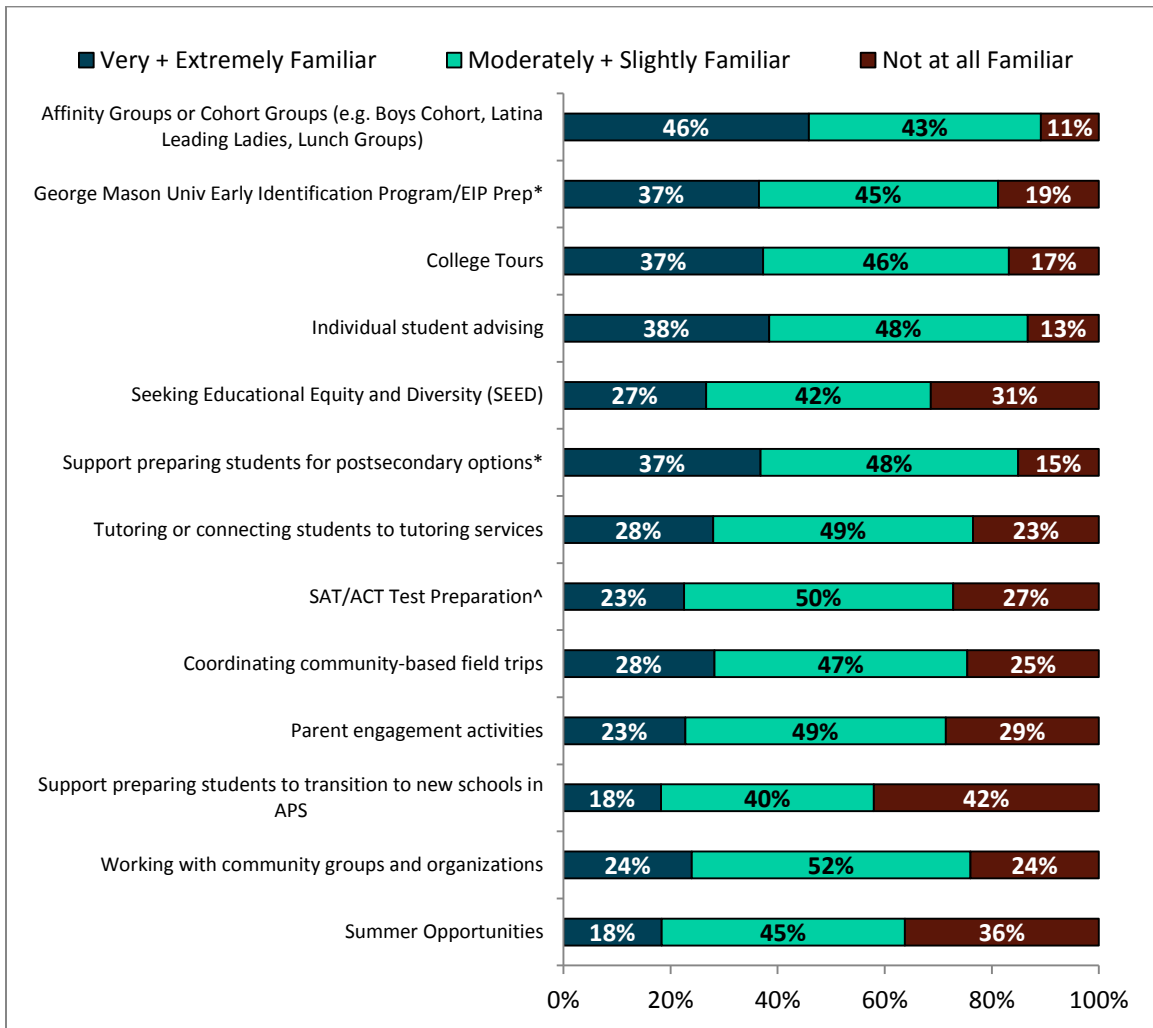
Figure 1.3: How familiar are you with the work of the Minority Achievement Coordinator at your school? (by Teacher vs. "Other" T-Scale)⁶



⁵ Question 4 – Objective 3a

⁶ Question 4 – Objective 3a

Figure 1.4: How familiar are you with the following programs and services offered by the Office of Minority Achievement?⁷



(n=213-446)

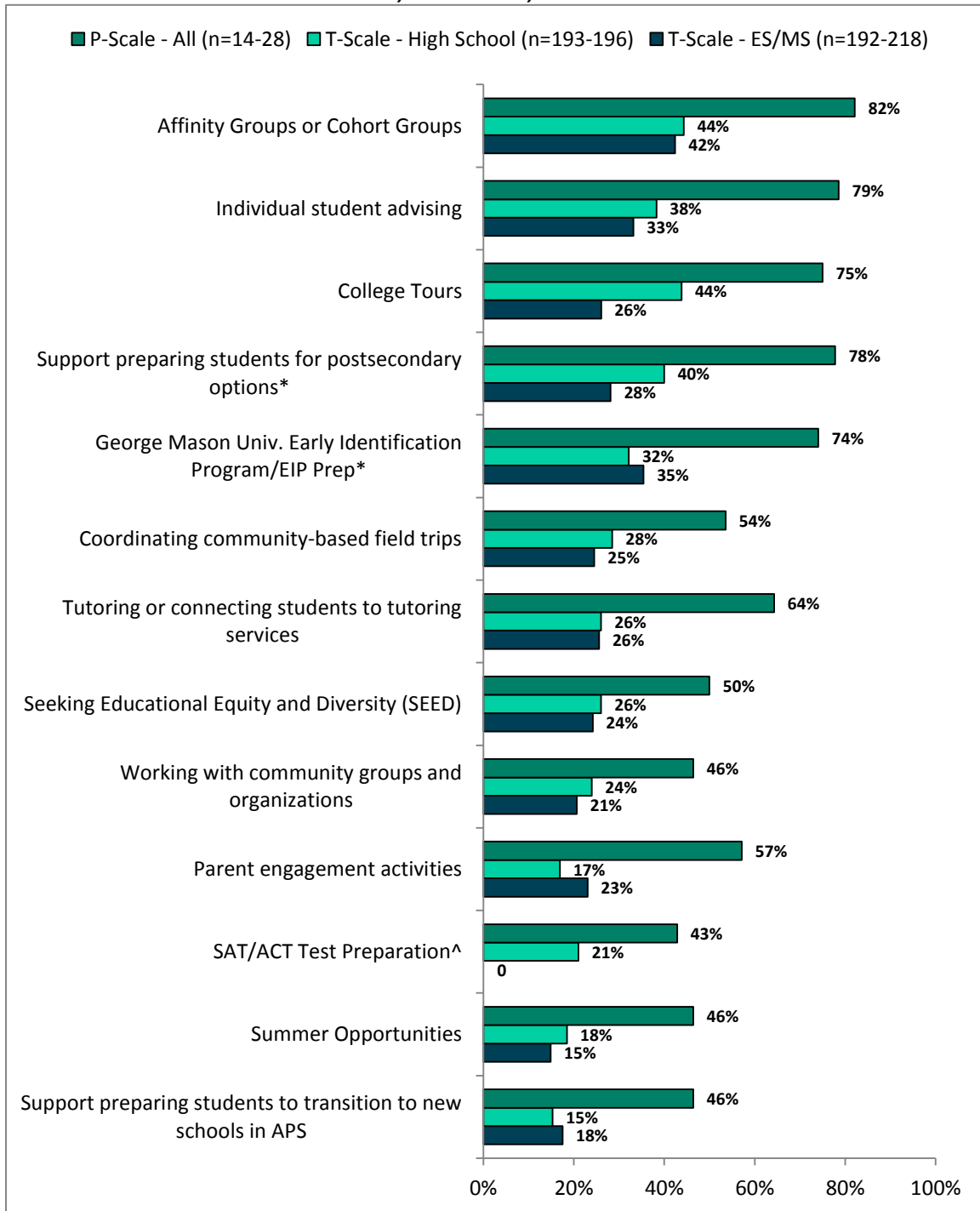
* Elementary responses excluded from question.

^ Elementary and Middle School responses excluded from question.

⁷ Question 5 – Objective 3a

Figure 1.5a: How familiar are you with the following programs and services offered by the Office of Minority Achievement? (by Pay Scale and School Level)⁸

Very + Extremely Familiar



* Elementary responses excluded from question.

^ Elementary and Middle School responses excluded from question.

⁸ Question 5 – Objective 3a

Figure 1.5b: How familiar are you with the following programs and services offered by the Office of Minority Achievement? (by Pay Scale and School Level)⁹

Program/Service	Group	Not at All Familiar	Slightly Familiar	Moderately Familiar	Very Familiar	Extremely Familiar
Affinity Groups or Cohort Groups (e.g. Boys Cohort, Latina Leading Ladies, Lunch Groups)	P-Scale - All (n=28)	0%	11%	7%	46%	36%
	T-Scale - HS (n=194)	12%	18%	26%	24%	21%
	T-Scale - ES/MS (n=217)	12%	18%	28%	28%	14%
Individual student advising	P-Scale - All (n=28)	0%	14%	7%	50%	29%
	T-Scale - HS (n=196)	12%	19%	31%	25%	13%
	T-Scale - ES/MS (n=217)	16%	23%	29%	22%	12%
College Tours	P-Scale - All (n=28)	4%	4%	18%	43%	32%
	T-Scale - HS (n=194)	11%	15%	30%	26%	18%
	T-Scale - ES/MS (n=215)	24%	26%	24%	19%	7%
Support preparing students for postsecondary options*	P-Scale - All (n=27)	4%	4%	15%	41%	37%
	T-Scale - HS (n=195)	11%	20%	29%	25%	15%
	T-Scale - ES/MS (n=192)	21%	28%	23%	21%	7%
George Mason University Early Identification Program (EIP)/EIP Prep*	P-Scale - All (n=27)	0%	4%	22%	37%	37%
	T-Scale - HS (n=196)	21%	20%	27%	18%	14%
	T-Scale - ES/MS (n=192)	19%	19%	26%	23%	13%
Coordinating community-based field trips	P-Scale - All (n=28)	11%	14%	21%	36%	18%
	T-Scale - HS (n=193)	24%	17%	30%	20%	9%
	T-Scale - ES/MS (n=216)	26%	19%	30%	18%	6%

⁹ Question 5 – Objective 3a

Program/Service	Group	Not at All Familiar	Slightly Familiar	Moderately Familiar	Very Familiar	Extremely Familiar
Tutoring or connecting students to tutoring services	P-Scale - All (n=28)	0%	14%	21%	43%	21%
	T-Scale - HS (n=196)	24%	23%	27%	17%	9%
	T-Scale - ES/MS (n=215)	25%	25%	25%	18%	7%
Seeking Educational Equity and Diversity (SEED)	P-Scale - All (n=28)	18%	14%	18%	21%	29%
	T-Scale - HS (n=196)	30%	20%	24%	11%	15%
	T-Scale - ES/MS (n=215)	34%	23%	19%	14%	10%
Working with community groups and organizations	P-Scale - All (n=28)	7%	14%	32%	29%	18%
	T-Scale - HS (n=196)	26%	22%	28%	16%	8%
	T-Scale - ES/MS (n=218)	24%	24%	31%	16%	5%
Parent engagement activities	P-Scale - All (n=28)	0%	14%	29%	36%	21%
	T-Scale - HS (n=195)	35%	21%	27%	11%	6%
	T-Scale - ES/MS (n=217)	26%	22%	29%	17%	6%
SAT/ACT Test Preparation^	P-Scale - All (n=14)	7%	7%	43%	21%	21%
	T-Scale - HS (n=195)	29%	28%	22%	13%	8%
Summer Opportunities	P-Scale - All (n=28)	14%	14%	25%	36%	11%
	T-Scale - HS (n=195)	34%	25%	23%	12%	6%
	T-Scale - ES/MS (n=215)	40%	23%	21%	10%	5%
Support preparing students to transition to new schools in APS	P-Scale - All (n=28)	4%	29%	21%	25%	21%
	T-Scale - HS (n=196)	47%	21%	16%	8%	8%
	T-Scale - ES/MS (n=217)	41%	22%	19%	13%	5%

Elementary responses excluded from question.

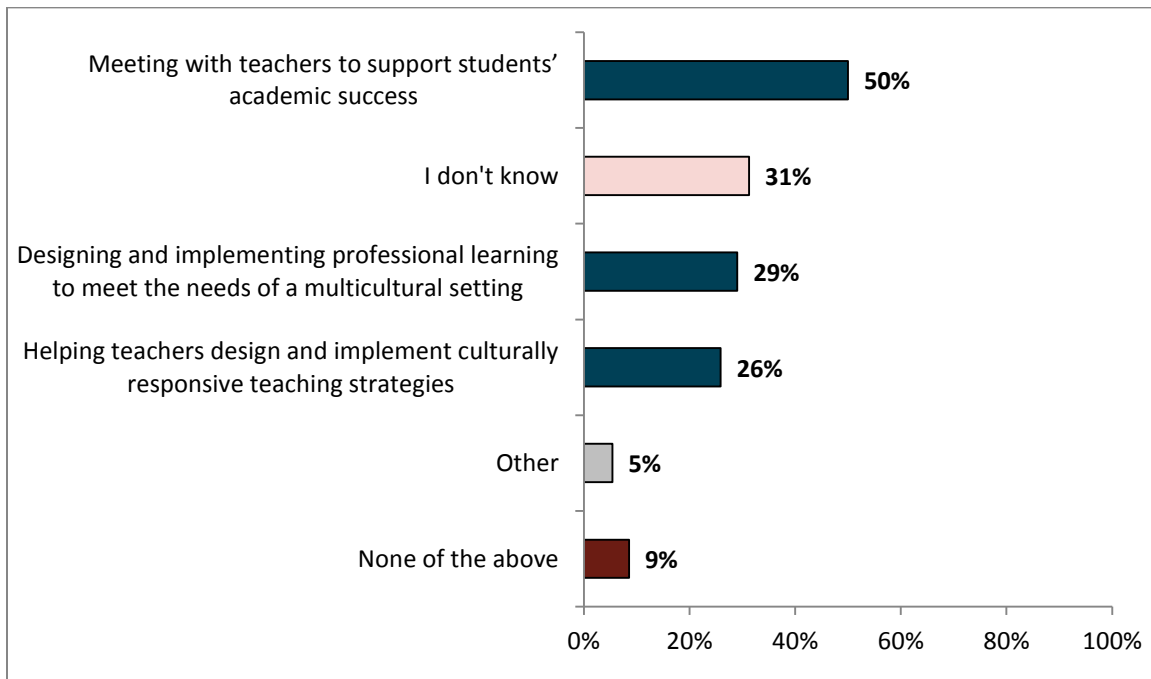
^Elementary and Middle School responses excluded from question.

Figure 1.6: What additional types of services does the Minority Achievement Coordinator at your school offer to students? – Open-Response Question¹⁰

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Counseling	116	46%
Clubs and groups	97	39%
College preparation	32	13%
Organizes trips/community activities	32	13%
Coordinates with parents/families	26	10%
Promotes awareness	22	9%
MSAN	17	7%
Other	10	4%
None/Unsure	62	25%
Total Valid Responses	251	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

Figure 1.7: Which of the following services does the Minority Achievement Coordinator offer to teachers at your school?¹¹



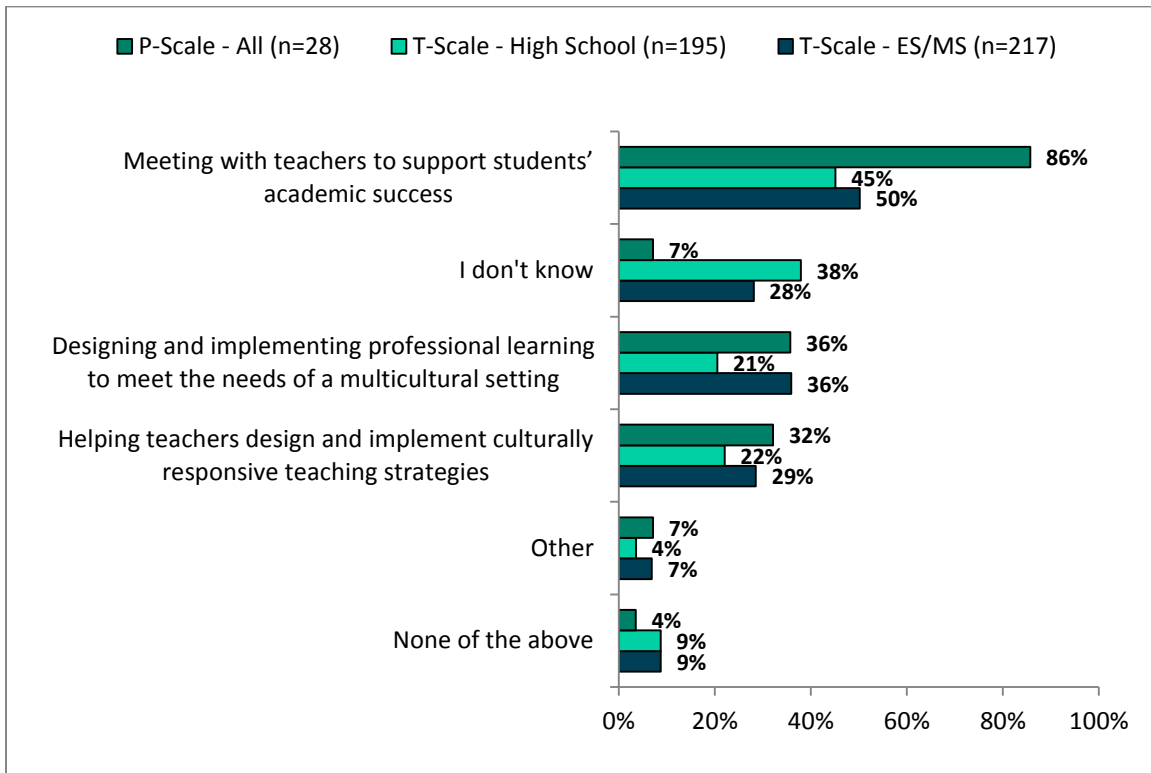
(n=444)

Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

¹⁰ Question 6 – Objective 3a, 4a

¹¹ Question 7 – Objective 3a, 3b, 4a

Figure 1.8: Which of the following services does the Minority Achievement Coordinator offer to teachers at your school? (by Pay Scale and School Level)¹²



Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

Figure 1.9: Which of the following services does the Minority Achievement Coordinator offer to teachers at your school? – “Other”¹³

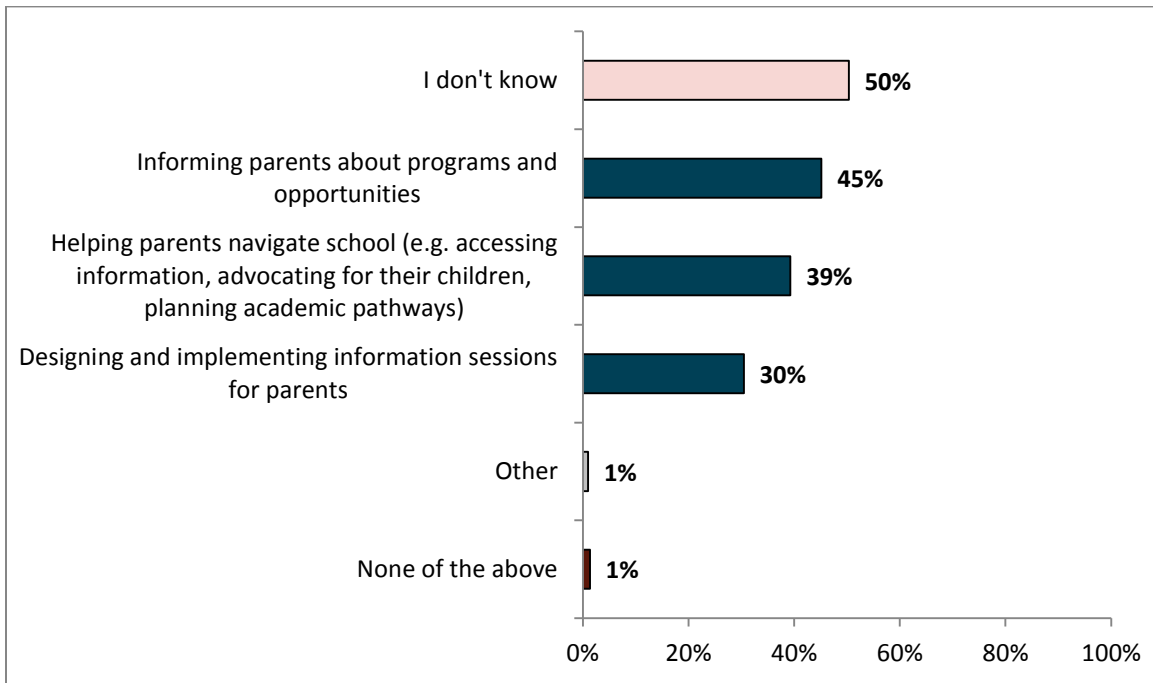
THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Encourages cultural competency	10	42%
Student services/groups	10	42%
Academic help	5	21%
Faculty assistance	4	17%
Conferences/activities	3	13%
Coordinates with parents/families	1	4%
Other	3	13%
None/Unsure	4	17%
Total Valid Responses	24	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

¹² Question 7 – Objective 3a, 3b, 4a

¹³ Question 7 – Objective 3a, 3b, 4a

Figure 1.10: Which of the following services does the Minority Achievement Coordinator offer to parents at your school?¹⁴

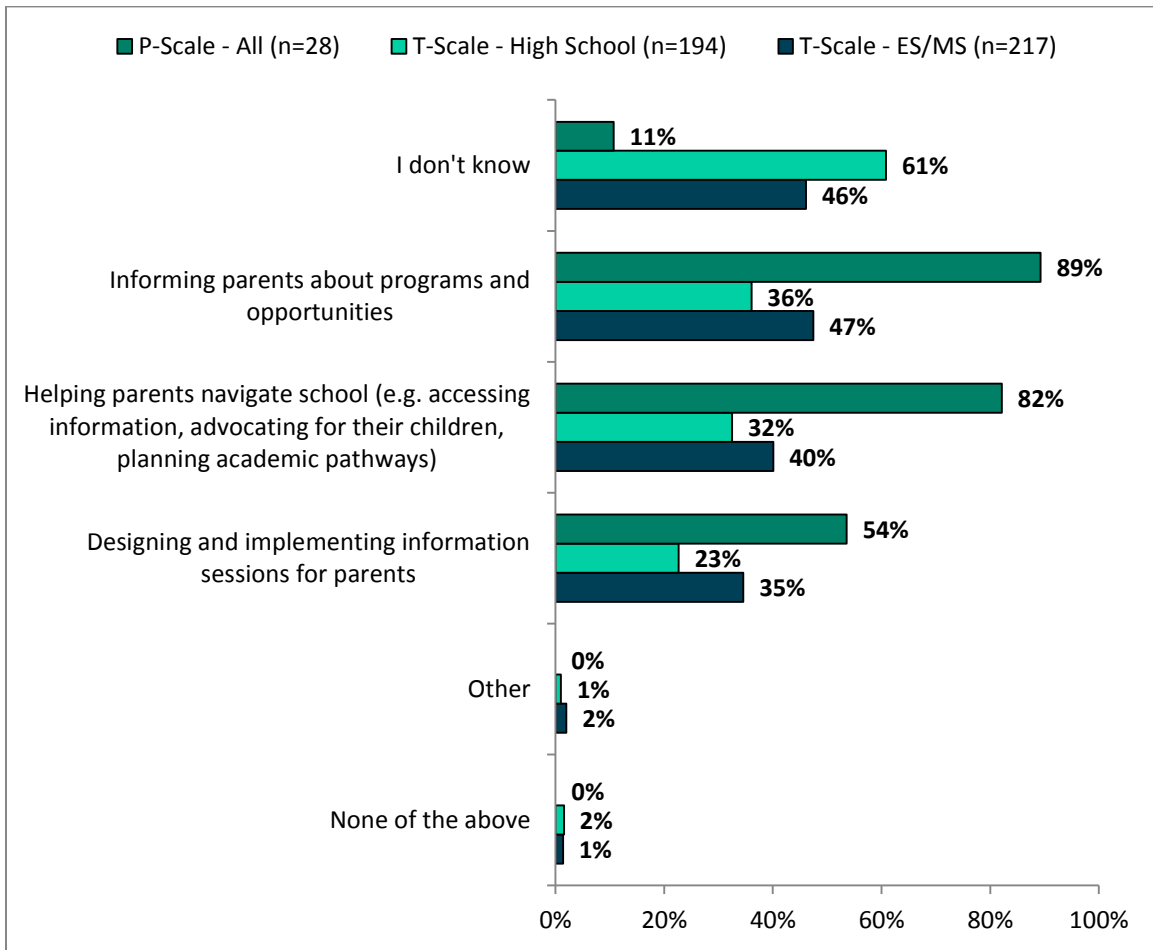


(n=443)

Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

¹⁴ Question 8 – Objective 3a, 3b, 4a

Figure 1.11: Which of the following services does the Minority Achievement Coordinator offer to parents at your school? (by Pay Scale and School Level)¹⁵



Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

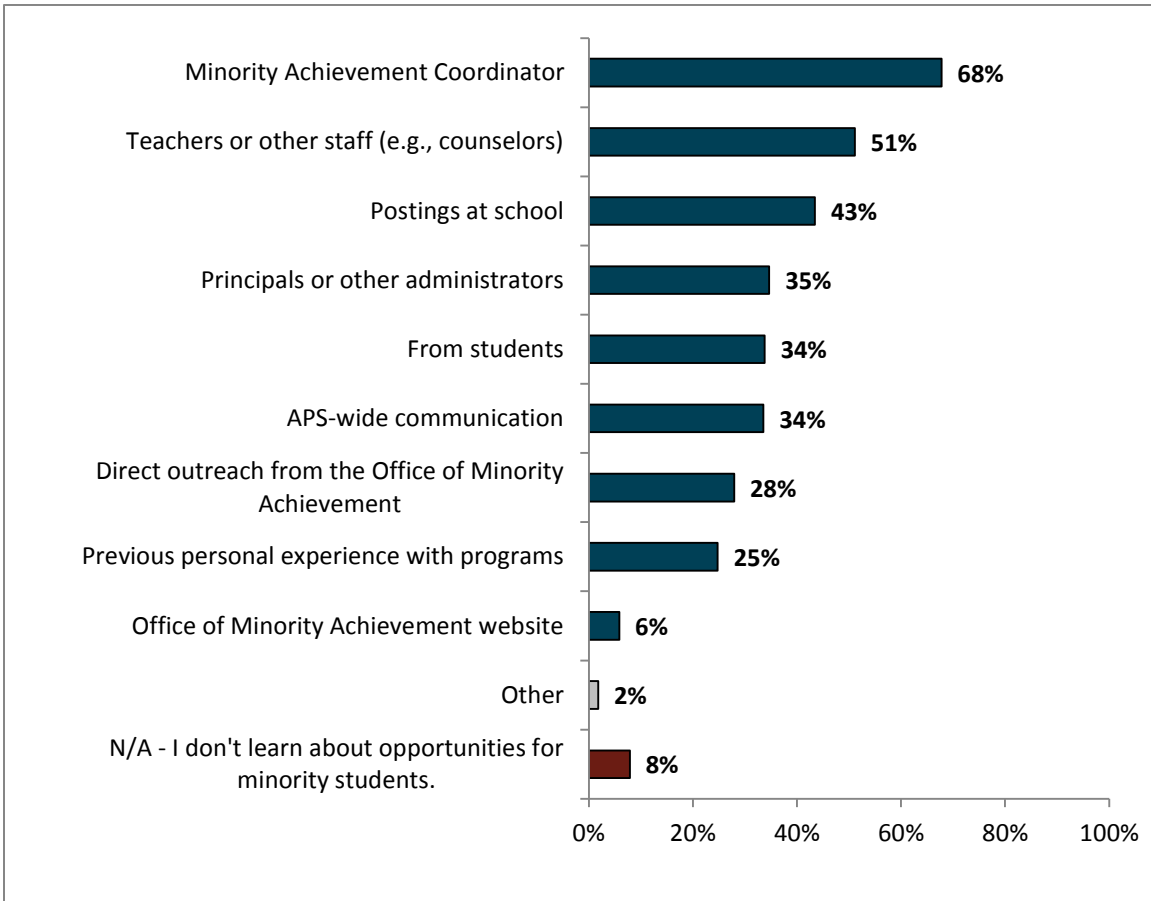
Figure 1.12: Which of the following services does the Minority Achievement Coordinator offer to parents at your school? – “Other”¹⁶

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Facilitates communication	4	67%
None/Unsure	2	33%
Total Valid Responses	6	100%

¹⁵ Question 8 – Objective 3a, 3b, 4a

¹⁶ Question 8 – Objective 3a, 3b, 4a

Figure 1.13: How do you learn about opportunities for minority students at your school?¹⁷

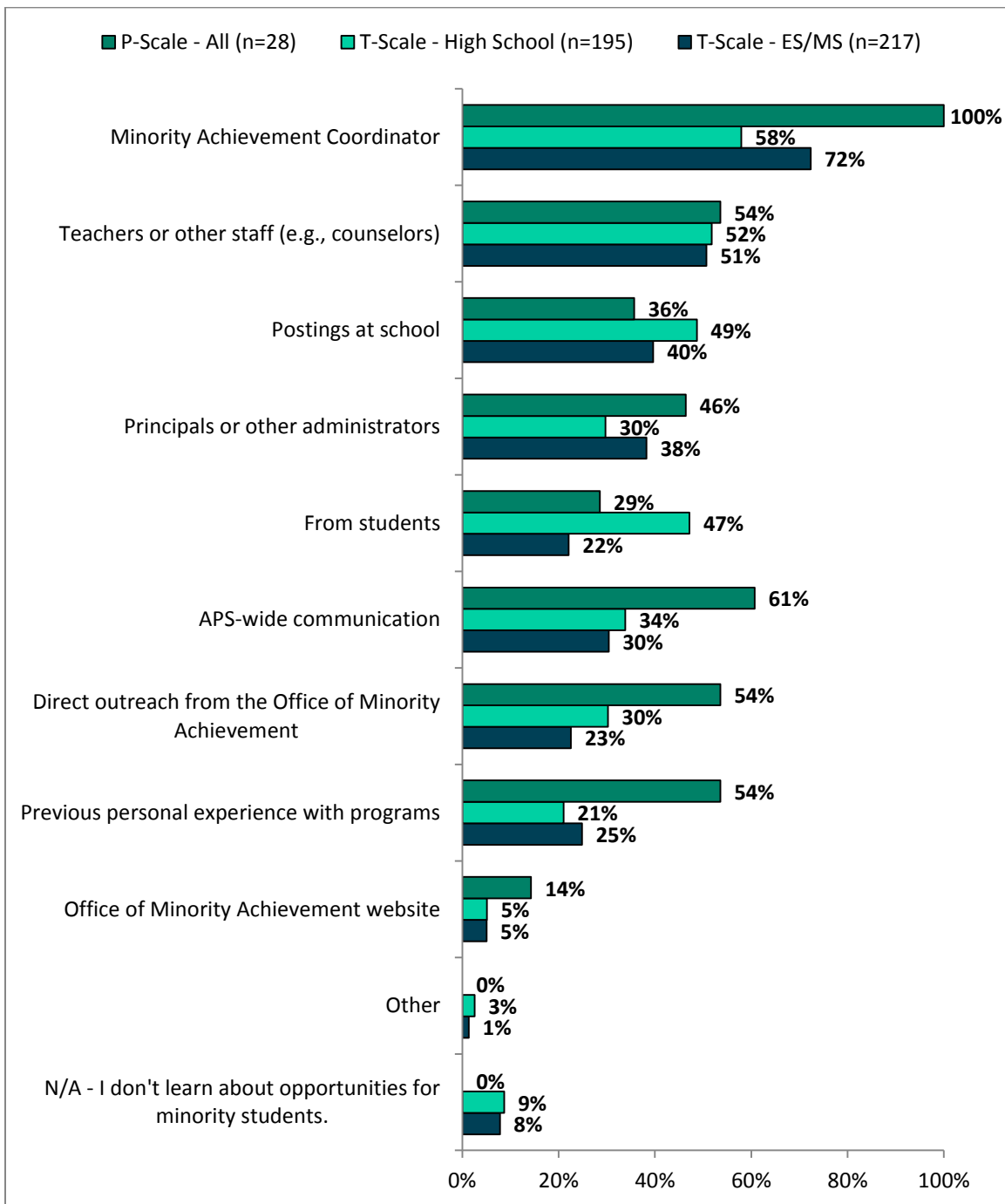


(n=444)

Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

¹⁷ Question 9 – Objective 2c

**Figure 1.14: How do you learn about opportunities for minority students at your school?
(by Pay Scale and School Level)¹⁸**



Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

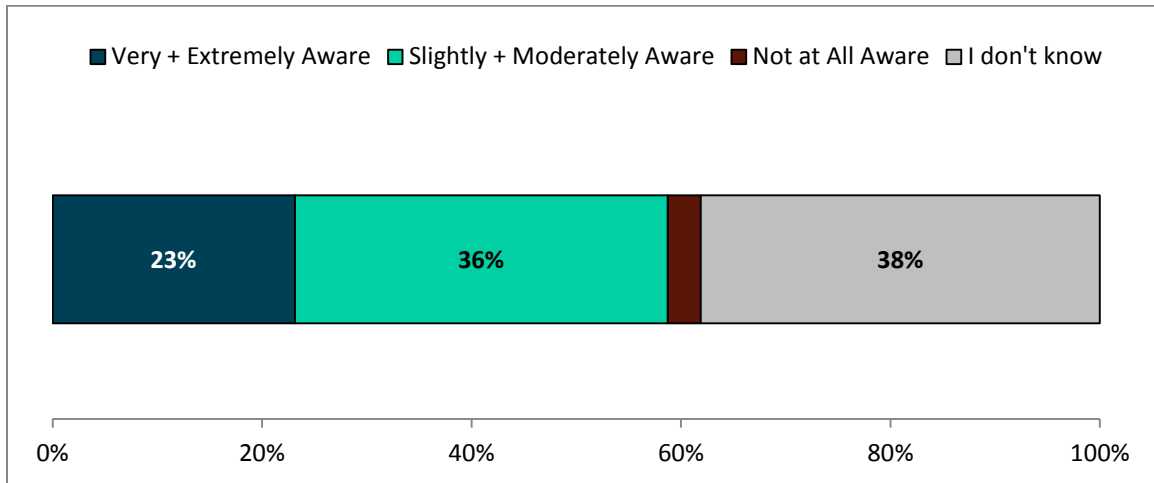
¹⁸ Question 9 – Objective 2c

Figure 1.15: How do you learn about opportunities for minority students at your school? – “Other”¹⁹

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Announcements	4	50%
Staff meetings/notes	2	25%
Posted materials	2	25%
Other staff members	1	13%
Total	8	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

Figure 1.16: How aware are minority students and their families of the resources and opportunities available for minority students?²⁰

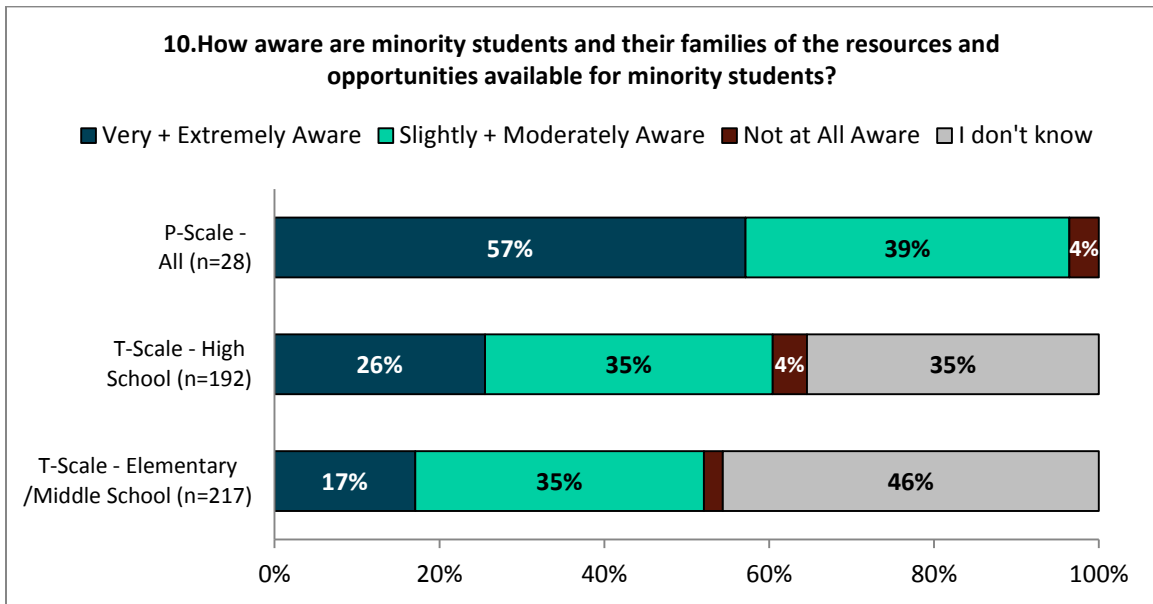


(n=441)

¹⁹ Question 9 – Objective 2c

²⁰ Question 10 – Objective 2d

Figure 1.17: How aware are minority students and their families of the resources and opportunities available for minority students? (by Pay Scale and School Level)²¹



²¹ Question 10 – Objective 2d.

SECTION II: MISSION AND COLLABORATION

This section presents the key findings and figures for survey responses pertaining to the mission and collaboration of the OMA and MAC.

SUMMARY OF FINDINGS

- **A majority of respondents agree or strongly agree that the MAC supports students in a variety of ways**, such as “encourag[ing] students to take challenging courses,” “expos[ing] students to the rigors and expectations of the next level of education.” (Figure 2.1, Figure 2.2, and Figure 2.3), however a substantial minority indicate that they are unsure.
 - **In contrast with most other questions, these responses are not notably different between P-Scale and T-Scale respondents** or by school level. However, there are differences when responses are segmented by familiarity with the work of the MAC. Respondents who are more familiar with the MAC generally agree with the statements about the ways in which the MAC supports students more strongly than those who are less familiar with the work, while a substantial majority of those not at all familiar selected “I don’t know.”
- When asked to describe a time when advocacy by the MAC contributed to a systemic change at their school, respondents most frequently described **committees, professional development, and parent/family outreach or communication** (Figure 2.4).
- While **most respondents feel confident in their interactions with families of minority students**, and that the school administration supports staff in their interactions with families of minority students, T-Scale respondents indicate feeling less supported by the MAC in these interactions than P-Scale respondents. Those who are less familiar with the work of the MAC are less likely to indicate feeling supported by the MAC, though they also select “I don’t know” at a much higher rate than respondents more familiar with the MAC’s work (Figure 2.5, Figure 2.6a, Figure 2.6b, and Figure 2.6c).
 - Respondents who indicate feeling supported by the MAC were asked to describe these types of support. **Most indicated that the MAC supports them in communication, primarily with families, and as an informal resource for advice and help** (Figure 2.7).
- When asked what additional support would be useful in interacting with minority students and families, **many mentioned that they would like to have more information on available opportunities for these students**, as well as additional help in communication. Many indicated that translation services would be especially helpful, including languages other than Spanish (Figure 2.8).

- **Approximately 54 percent of respondents indicate that they agree or strongly agree that the Minority Achievement programs adequately meet the needs of minority students and families at their schools.** However, 38 percent selected “I don’t know.” Agreement with this statement is higher for P-Scale respondents than other groups, as well as those who are more familiar with the MAC’s work. P-Scale respondents and those who were less familiar with the MAC’s work were more likely to select “I don’t know” (Figure 2.9, Figure 2.10a, Figure 2.10b, and Figure 2.10c).
- The 38 respondents (9%) who indicated that they do not feel that Minority Achievement programs adequately meet the needs of minority students and families were asked to explain their responses. **Some indicated that the OMA and MAC were generally not offering enough opportunities, and were not proactive enough in communicating which opportunities are available.** Others mentioned the same issue as other questions, where the focus is only on certain minorities, and still others mentioned that the programs only target above average students (Figure 2.11).
- **Respondents indicated that they collaborate most frequently with the MAC in discussing a student’s progress or building a student’s self-esteem,** while the least frequent types of collaboration are developing new strategies to work with minority students and planning a specific intervention or program (Figure 2.12). These responses differ substantially when looking at results segmented by pay scale/school level (Figure 2.13) and by disaggregated T-Scale employees (Figure 2.14).
 - **P-Scale respondents report engaging in all types of collaboration more frequently than either level of T-Scale respondents.** Only approximately one-tenth of P-Scale respondents indicate that they never engage in any of collaboration types, while 33 to 61 percent of T-Scale respondents indicate that these types of collaboration never occur.
 - Disaggregating by T-Scale (teachers vs. “other”) also shows some differences, though they are much smaller. **Overall, teachers report collaborating less frequently than “other” T-Scale respondents.**
- When asked about additional ways in which they collaborate with the MAC, **respondents primarily mentioned informal help and advice when needed about particular students or families.** Others noted collaboration in terms of events, groups, and extracurricular activities. Others indicated that they would like more collaboration, but that the MAC is only a part-time position, which does not leave enough time to help everyone (Figure 2.15).
- **Nearly half of all respondents report that they are unsure of how students are identified to participate in Minority Achievement programs and services.** Among those who do know, many indicate that students are referred by teachers, the MAC, or the school counselor. (Figure 2.16)
 - **As with other questions, P-Scale respondents are much more aware of how referrals are made.** Only seven percent of P-Scale respondents are unsure of

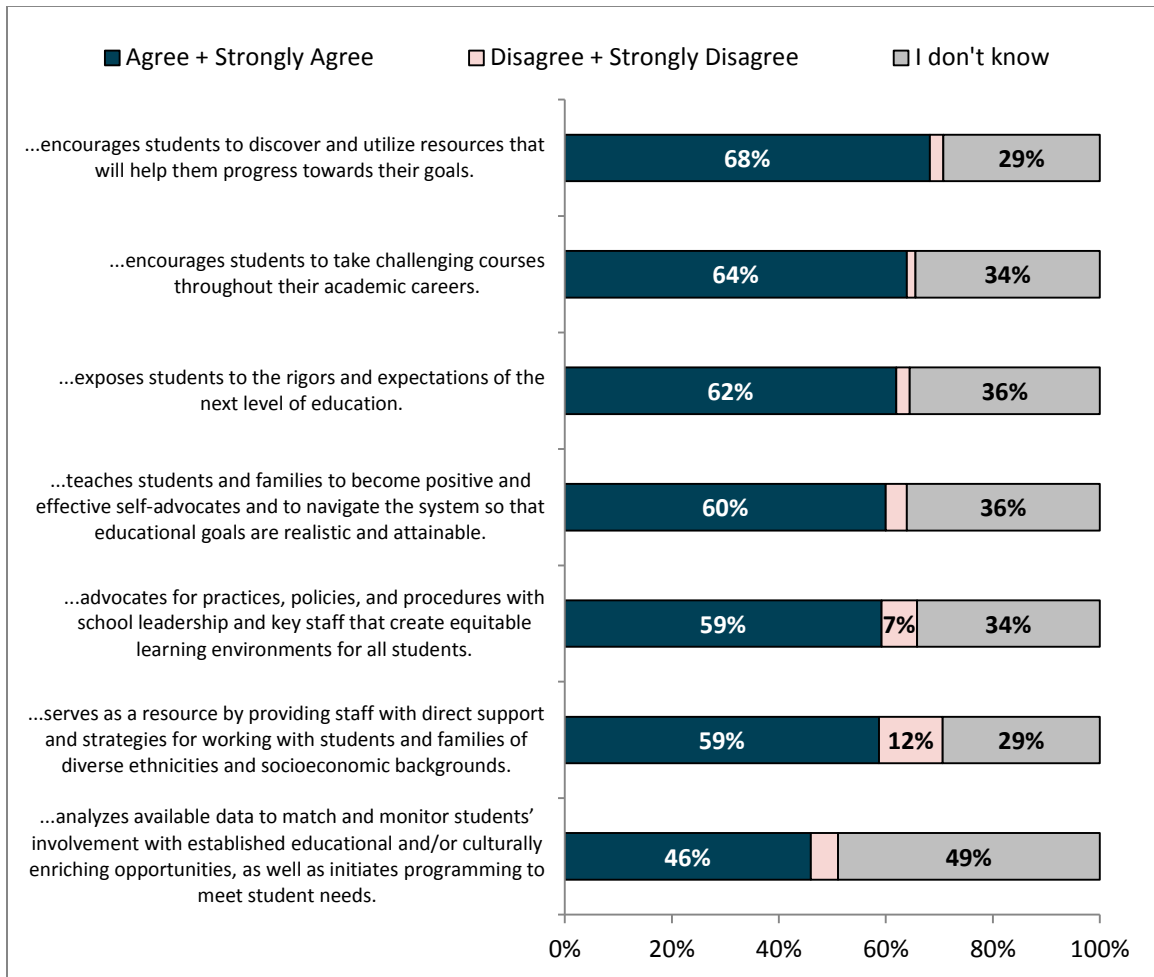
how students are referred, compared to 51 to 53 percent of T-Scale respondents. Most P-Scale respondents believe that students are referred by a variety of individuals, including teachers, the MAC, the school counselor, parents, or self-referrals. While some T-Scale employees selected these methods of referral, the numbers were much smaller, which corresponds to their higher number of “I don’t know” responses (Figure 2.17).

- “Other” responses indicated that **students are referred to Minority Achievement programs and services by the administration, or more generally based on their race or ethnicity** (Figure 2.18).
- When respondents were asked why some students who are identified to participate in Minority Achievement programs choose not to participate, many indicated that they were unsure. Others mentioned that they felt that **students did not want the stigma or to be singled out**. In addition, **some suggested that students did not feel welcome unless they were members of the targeted minority groups**. Many respondents also mentioned scheduling conflicts and not feeling like the programs and services were beneficial enough to merit the time commitment (Figure 2.19).

FIGURES

Figure 2.1: Agreement with Statements about the MAC²²

The MAC...



(n=226-315)

²² Question 11 – Objective 1a, 4a

Figure 2.2: Agreement with Statements about the MAC (by Pay Scale and School Level)²³

<i>The MAC...</i>	Group	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know
...encourages students to take challenging courses throughout their academic careers.	T-Scale - ES/MS (n=216)	0%	1%	39%	16%	43%
	T-Scale - HS (n=195)	1%	1%	39%	30%	30%
	P-Scale - All (n=28)	0%	4%	39%	50%	7%
...encourages students to discover and utilize resources that will help them progress towards their goals.	T-Scale - ES/MS (n=215)	2%	2%	46%	16%	34%
	T-Scale - HS (n=195)	1%	0%	45%	27%	28%
	P-Scale - All (n=28)	0%	4%	50%	43%	4%
...exposes students to the rigors and expectations of the next level of education.	T-Scale - ES/MS (n=217)	1%	1%	40%	16%	42%
	T-Scale - HS (n=195)	1%	2%	39%	26%	33%
	P-Scale - All (n=28)	0%	4%	43%	43%	11%
...teaches students and families to become positive and effective self-advocates and to navigate the system so that educational goals are realistic and attainable.	T-Scale - ES/MS (n=216)	1%	3%	43%	14%	40%
	T-Scale - HS (n=195)	2%	3%	40%	18%	37%
	P-Scale - All (n=28)	0%	0%	57%	36%	7%
...analyzes available data to match and monitor students' involvement with established educational and/or culturally enriching opportunities, as well as initiates programming to meet student needs.	T-Scale - ES/MS (n=217)	2%	2%	37%	11%	47%
	T-Scale - HS (n=194)	1%	5%	26%	13%	55%
	P-Scale - All (n=28)	0%	4%	43%	29%	25%
...advocates for practices, policies, and procedures with school leadership and key staff that create equitable learning environments for all students.	T-Scale - ES/MS (n=217)	3%	3%	39%	16%	39%
	T-Scale - HS (n=195)	4%	4%	41%	19%	33%
	P-Scale - All (n=28)	0%	4%	61%	32%	4%
...serves as a resource by providing staff with direct support and strategies for working with students and families of diverse ethnicities and socioeconomic backgrounds.	T-Scale - ES/MS (n=217)	3%	8%	44%	16%	29%
	T-Scale - HS (n=195)	6%	8%	36%	17%	33%
	P-Scale - All (n=28)	0%	7%	68%	25%	0%

²³ Question 11 – Objective 1a, 4a

Figure 2.3: Agreement with Statements about the MAC (by familiarity with MAC’s work)²⁴

<i>The MAC...</i>	Group	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know
...encourages students to take challenging courses throughout their academic careers.	Not at All Familiar (n=28)	4%	0%	4%	0%	93%
	Slightly Familiar (n=86)	0%	0%	37%	5%	58%
	Moderately Familiar (n=146)	1%	1%	44%	15%	39%
	Very Familiar (n=113)	0%	2%	51%	34%	13%
	Extremely Familiar (n=56)	0%	2%	27%	64%	7%
...encourages students to discover and utilize resources that will help them progress towards their goals.	Not at All Familiar (n=28)	4%	4%	7%	0%	86%
	Slightly Familiar (n=86)	2%	0%	40%	7%	51%
	Moderately Familiar (n=145)	1%	1%	54%	12%	31%
	Very Familiar (n=114)	0%	1%	54%	32%	12%
	Extremely Familiar (n=55)	2%	2%	33%	60%	4%
...exposes students to the rigors and expectations of the next level of education.	Not at All Familiar (n=28)	4%	4%	4%	0%	89%
	Slightly Familiar (n=86)	1%	1%	33%	2%	63%
	Moderately Familiar (n=146)	1%	2%	44%	14%	40%
	Very Familiar (n=114)	0%	2%	56%	29%	13%
	Extremely Familiar (n=56)	0%	0%	27%	66%	7%
...teaches students and families to become positive and effective self-advocates and to navigate the system so that educational goals are realistic and attainable.	Not at All Familiar (n=28)	4%	4%	0%	0%	93%
	Slightly Familiar (n=86)	1%	1%	34%	5%	59%
	Moderately Familiar (n=146)	1%	3%	45%	10%	42%
	Very Familiar (n=114)	2%	2%	59%	23%	15%
	Extremely Familiar (n=55)	2%	2%	42%	49%	5%

²⁴ Question 11 – Objective 1a, 4a

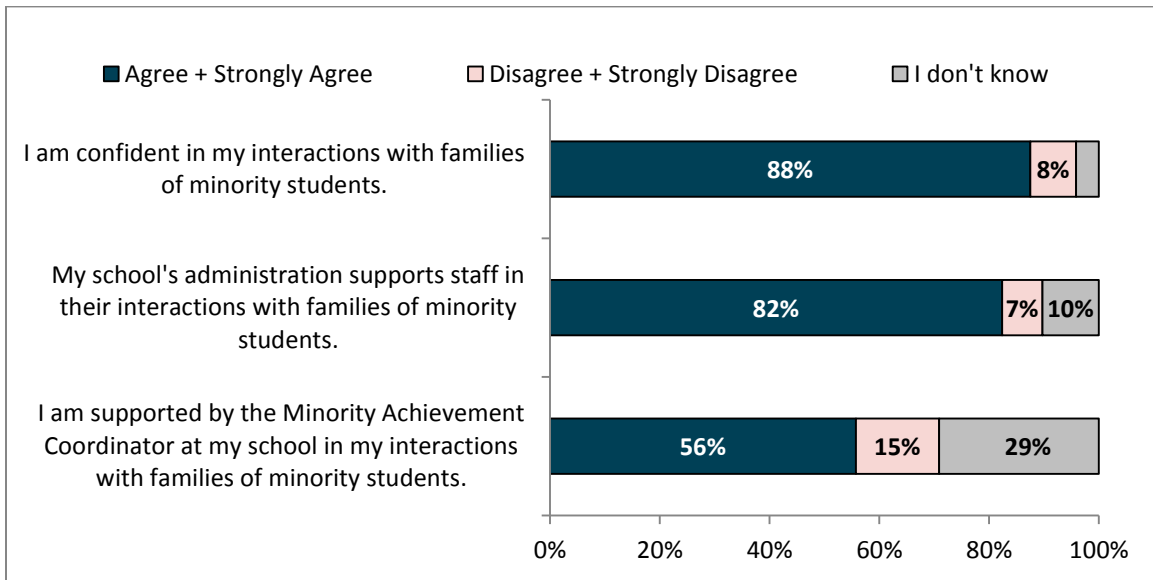
<i>The MAC...</i>	Group	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know
...analyzes available data to match and monitor students' involvement with established educational and/or culturally enriching opportunities, as well as initiates programming to meet student needs.	Not at All Familiar (n=28)	4%	4%	7%	0%	86%
	Slightly Familiar (n=86)	2%	3%	20%	0%	74%
	Moderately Familiar (n=146)	1%	3%	32%	8%	56%
	Very Familiar (n=114)	1%	5%	48%	16%	30%
	Extremely Familiar (n=55)	2%	2%	36%	45%	15%
...advocates for practices, policies, and procedures with school leadership and key staff that create equitable learning environments for all students.	Not at All Familiar (n=28)	4%	4%	7%	0%	86%
	Slightly Familiar (n=86)	3%	3%	30%	1%	62%
	Moderately Familiar (n=146)	2%	5%	49%	10%	35%
	Very Familiar (n=114)	4%	3%	53%	26%	14%
	Extremely Familiar (n=56)	4%	2%	34%	55%	5%
...serves as a resource by providing staff with direct support and strategies for working with students and families of diverse ethnicities and socioeconomic backgrounds.	Not at All Familiar (n=28)	4%	4%	7%	0%	86%
	Slightly Familiar (n=86)	2%	5%	40%	3%	50%
	Moderately Familiar (n=146)	4%	12%	43%	12%	29%
	Very Familiar (n=114)	5%	5%	54%	23%	12%
	Extremely Familiar (n=56)	0%	11%	39%	45%	5%

Figure 2.4: Please describe a time when advocacy by the Minority Achievement Coordinator contributed to a systemic change at your school. – Open-Response Question²⁵

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Committees	3	20%
Professional Development	3	20%
Parent/family communication and outreach	2	13%
Yearly Review	1	7%
Other	1	7%
None	5	33%
Total Valid Responses	15	100%

²⁵ Question 12 – Objective 4a

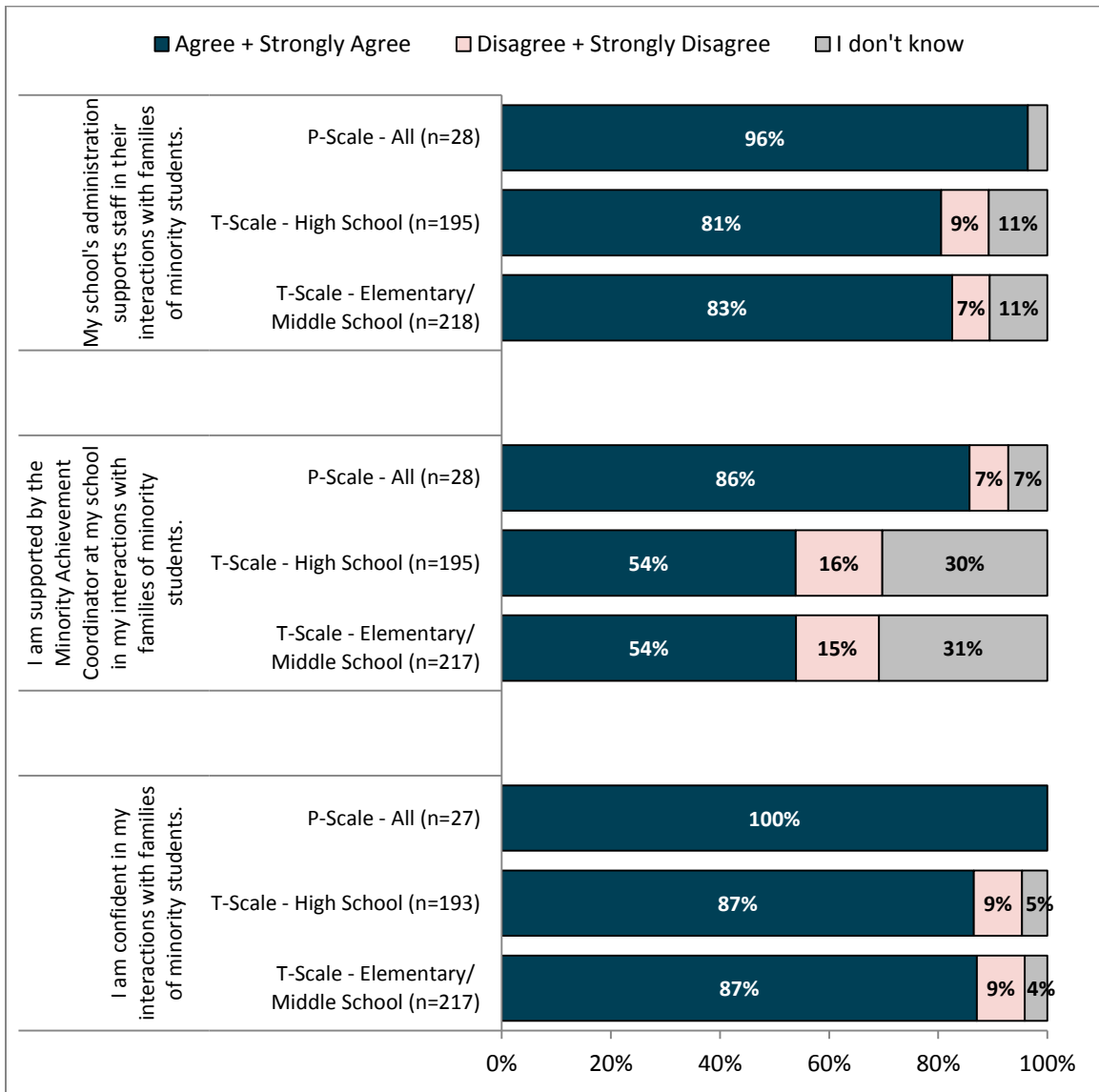
Figure 2.5: How strongly do you agree with the following?²⁶



(n=314-400)

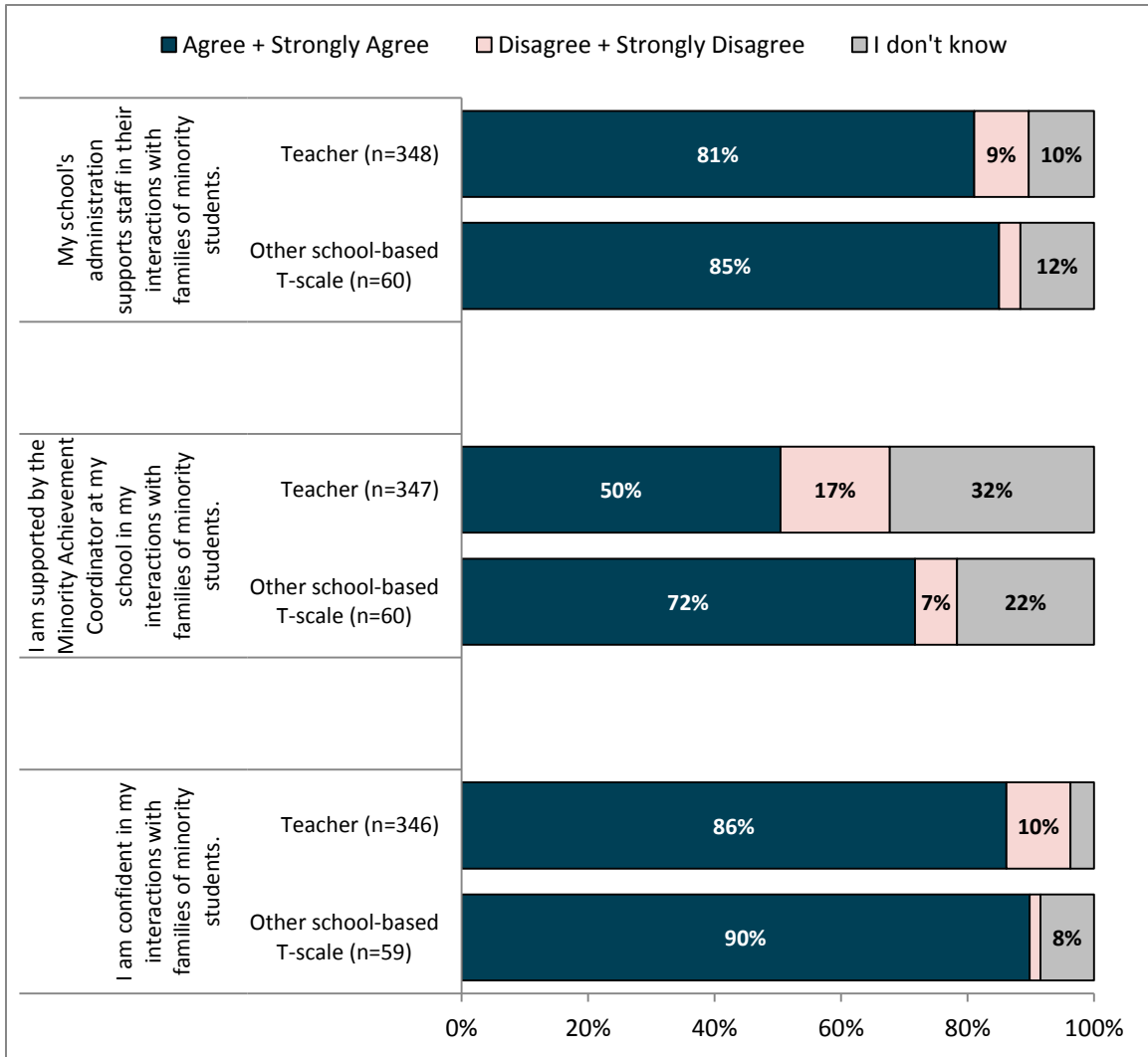
²⁶ Question 13 – Objective 3b

Figure 2.6a: How strongly do you agree with the following? (by Pay Scale and School Level)²⁷



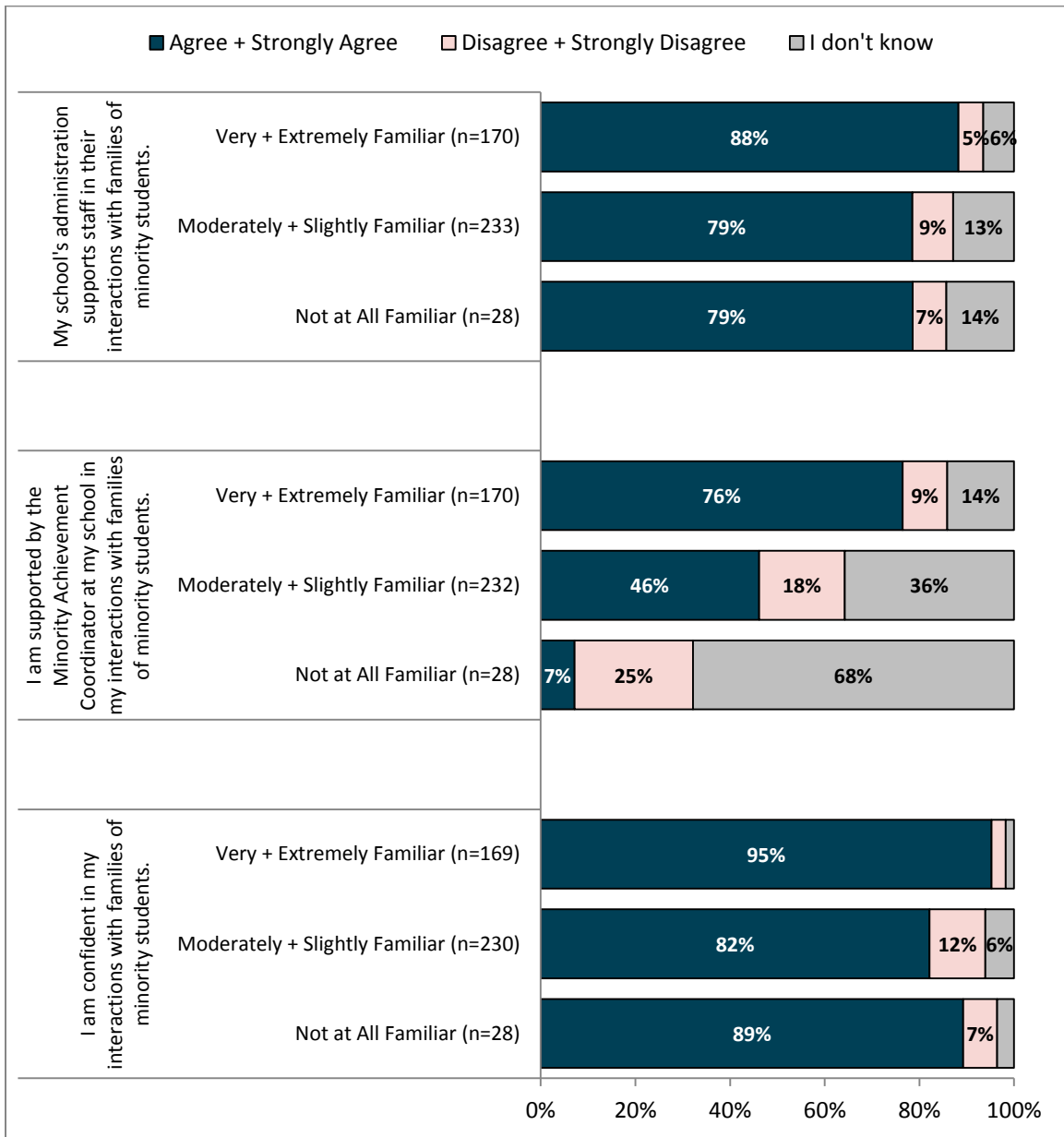
²⁷ Question 13 – Objective 3b

Figure 2.6b: How strongly do you agree with the following? (by T-Scale)²⁸



²⁸ Question 13 – Objective 3b

Figure 2.6c: How strongly do you agree with the following? (by familiarity with MAC's work)²⁹



²⁹ Question 13 – Objective 3b

Figure 2.7: In what ways does the Minority Achievement Coordinator support you in your interactions with families of minority students? – Open-Response Question ³⁰

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Helps communication	69	51%
Available for advice/help	69	51%
Helps individual students	47	35%
Attends meetings	36	27%
Provides resources	34	25%
Home visits	6	4%
Total Valid Responses	135	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

Figure 2.8: What additional support would be helpful to you in your interactions with families of minority students? – Open-Response Question ³¹

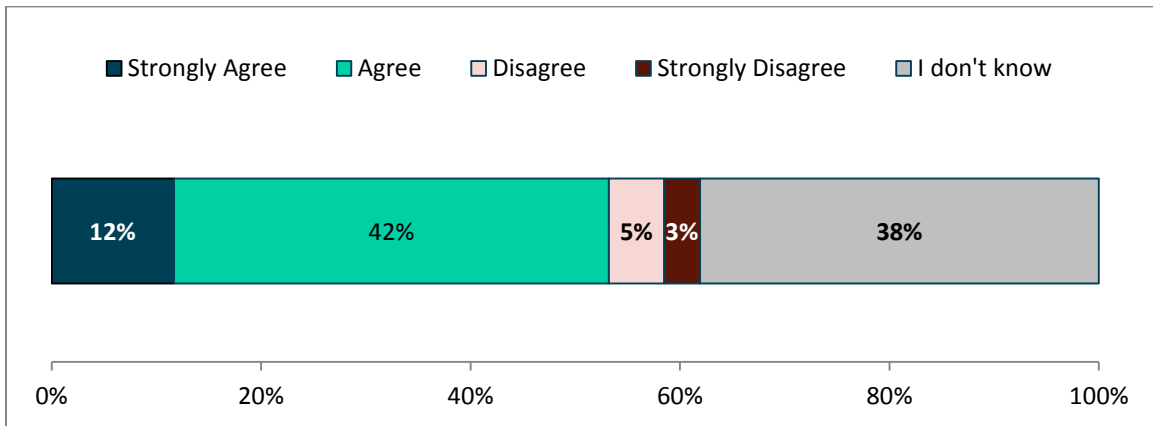
THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Informing about available resources	36	30%
Communication with families and students	29	24%
Translation	18	15%
Sharing information about specific students/families	18	15%
Training for staff/Professional Development	17	14%
More staff/Full-time position	5	4%
Other	17	14%
Unsure/Nothing/Already offer what I need	40	33%
Total Valid Responses	122	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

³⁰ Question 14 – Objective 3b; Respondents were only shown this question if they indicated that they are supported by the Minority Achievement Coordinator in their interactions with families of minority students (Question 13).

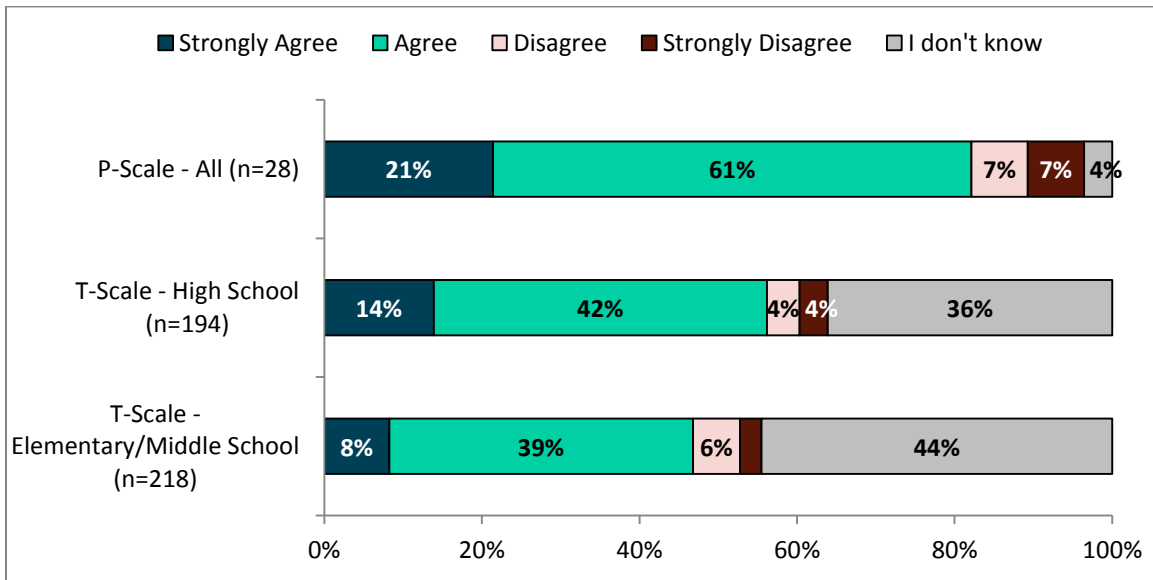
³¹ Question 15 – Objective 3b

Figure 2.9: Minority Achievement programs adequately meet the needs of minority students and families³²



(n=274)

Figure 2.10a: Minority Achievement programs adequately meet the needs of minority students and families (by Pay Scale and School Level)³³



³² Question 16 – Objective 3b

³³ Question 16 – Objective 3b

Figure 2.10b: Minority Achievement programs adequately meet the needs of minority students and families (by T-Scale)³⁴

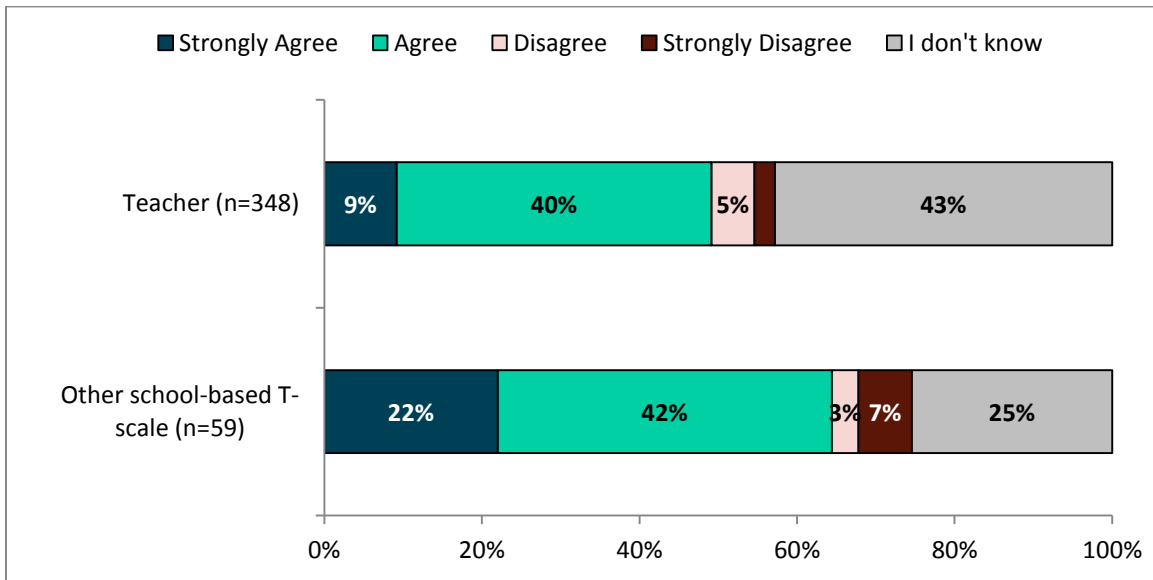
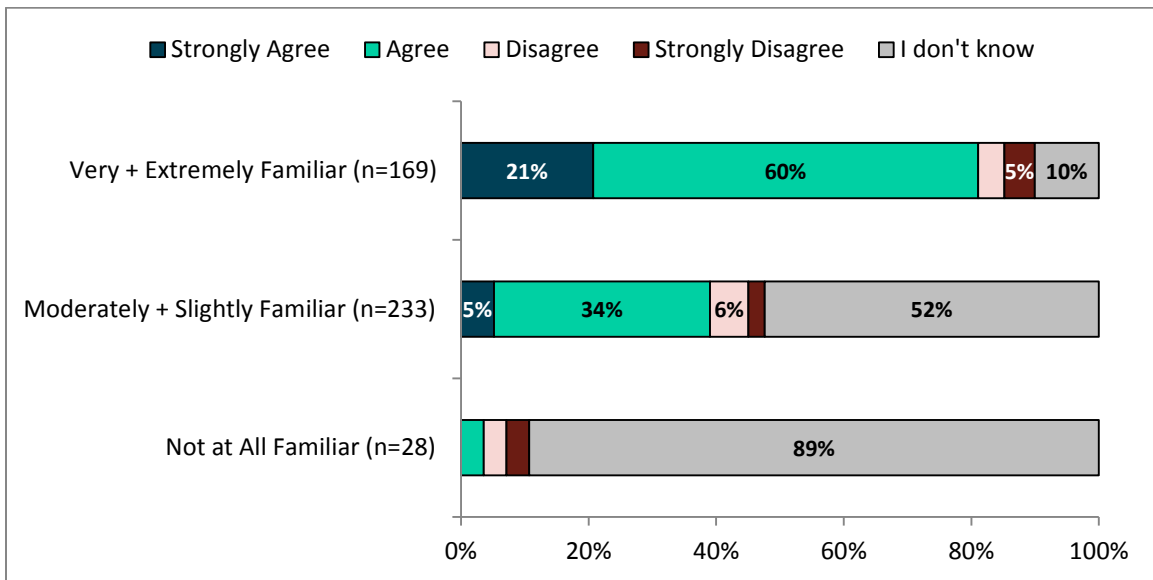


Figure 2.10c: Minority Achievement programs adequately meet the needs of minority students and families (by familiarity with MAC's work)³⁵



³⁴ Question 16 – Objective 3b

³⁵ Question 16 – Objective 3b

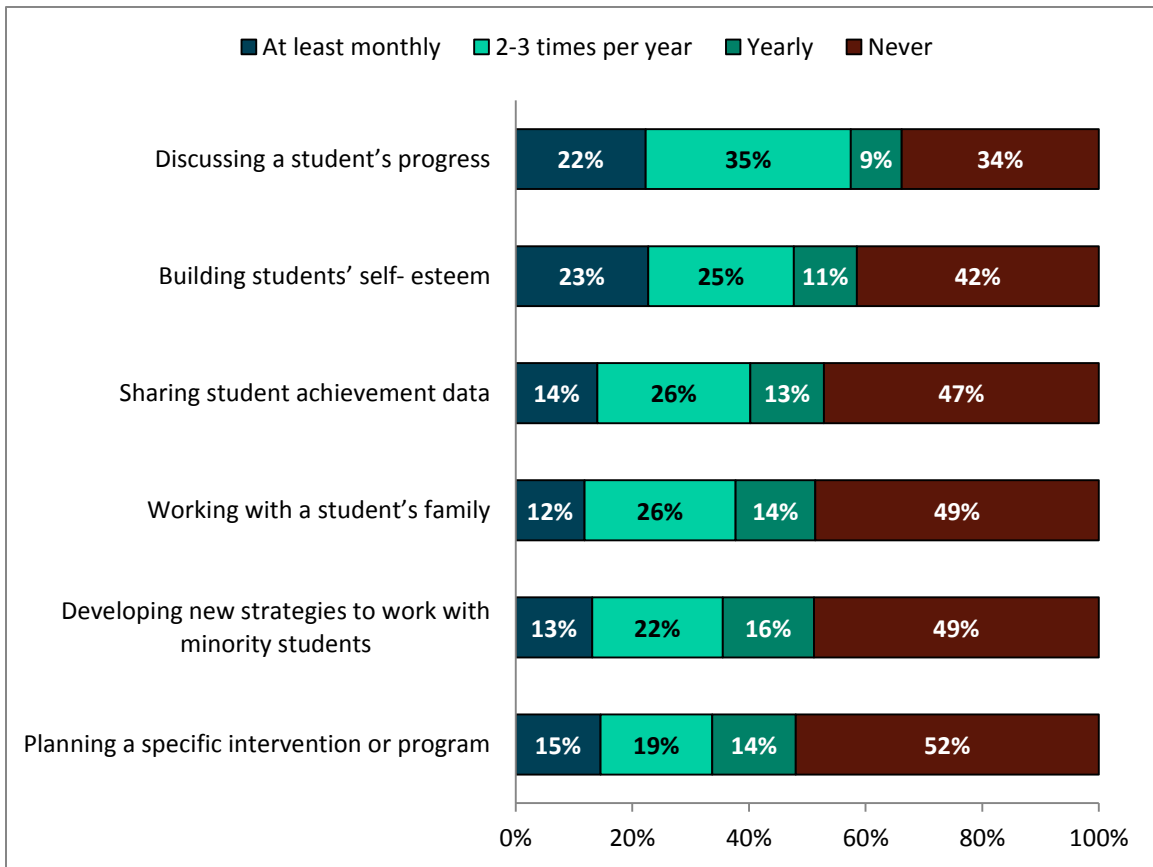
Figure 2.11: Why do you feel that the Minority Achievement programs at your school do not adequately meet the needs of minority students and families? – Open-Response Question³⁶

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Not doing enough, including not enough communication of offerings	15	50%
Only works with specific (usually high achieving, non-HILT) students	13	43%
Not enough time/staff devoted to program	5	17%
Only target specific minorities (African American)	4	13%
School too segregated	1	3%
Other	5	17%
Total Valid Responses	30	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

³⁶ Question 17 – Objective 3b; Respondents were only shown this question if they indicated that they “disagree” or “strongly disagree” with Question 16: “Minority Achievement programs at my school adequately meet the needs of minority students and families.”

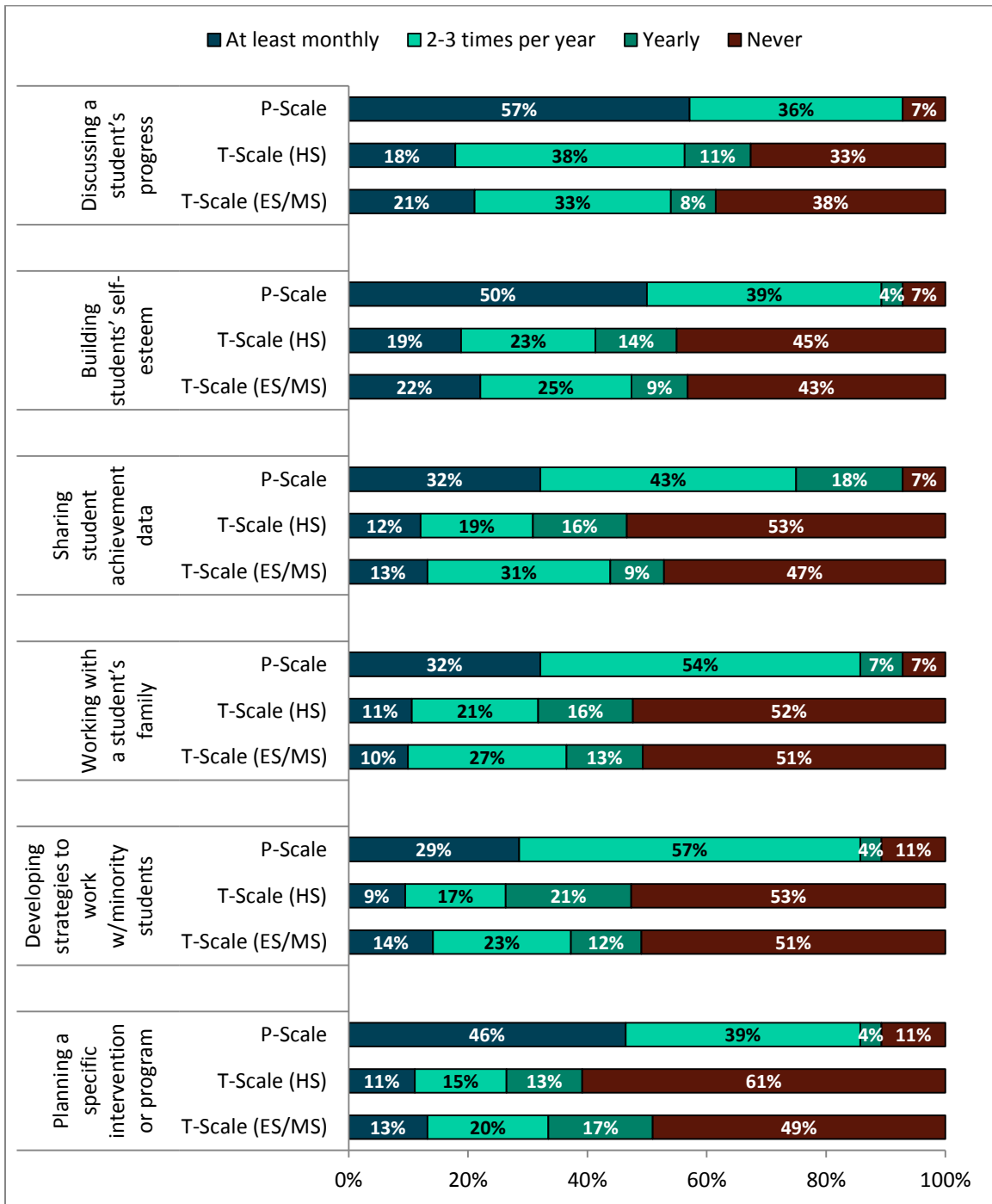
Figure 2.12: How frequently do you collaborate with the MAC for the following?³⁷



(n=432-436)

³⁷ Question 18 – Objective 3a

Figure 2.13: How frequently do you collaborate with the MAC for the following? (by Pay Scale and School Level)³⁸



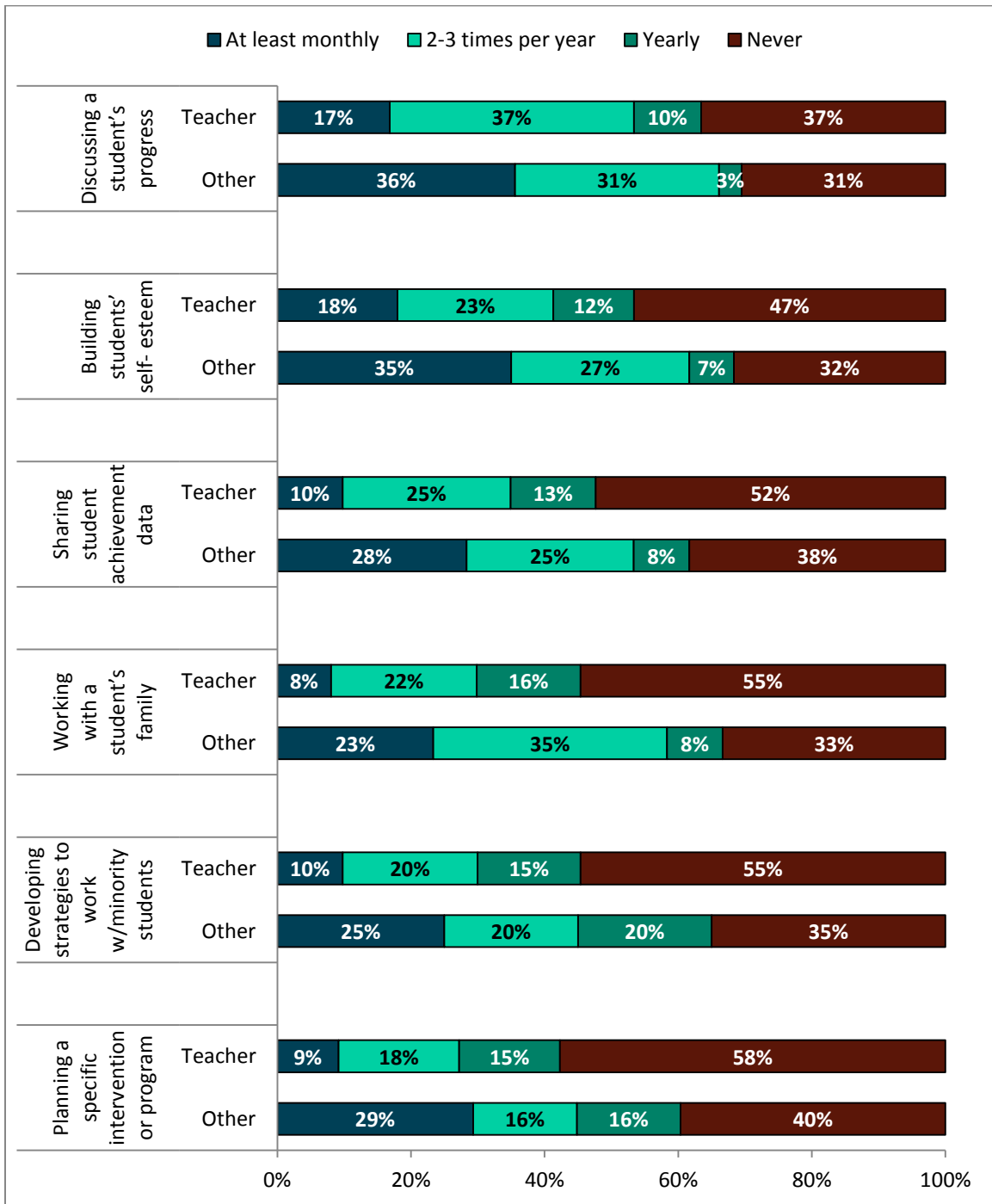
(T-Scale - Elementary/Middle School n=211-213)

(T-Scale - High School n=189-191)

(P-Scale - All n=28)

³⁸ Question 18 – Objective 3a

Figure 2.14: How frequently do you collaborate with the MAC for the following? (by Teacher vs. "Other" T-Scale)³⁹



(Teacher n=335-339)

(Other school-based T-scale n=58-60)

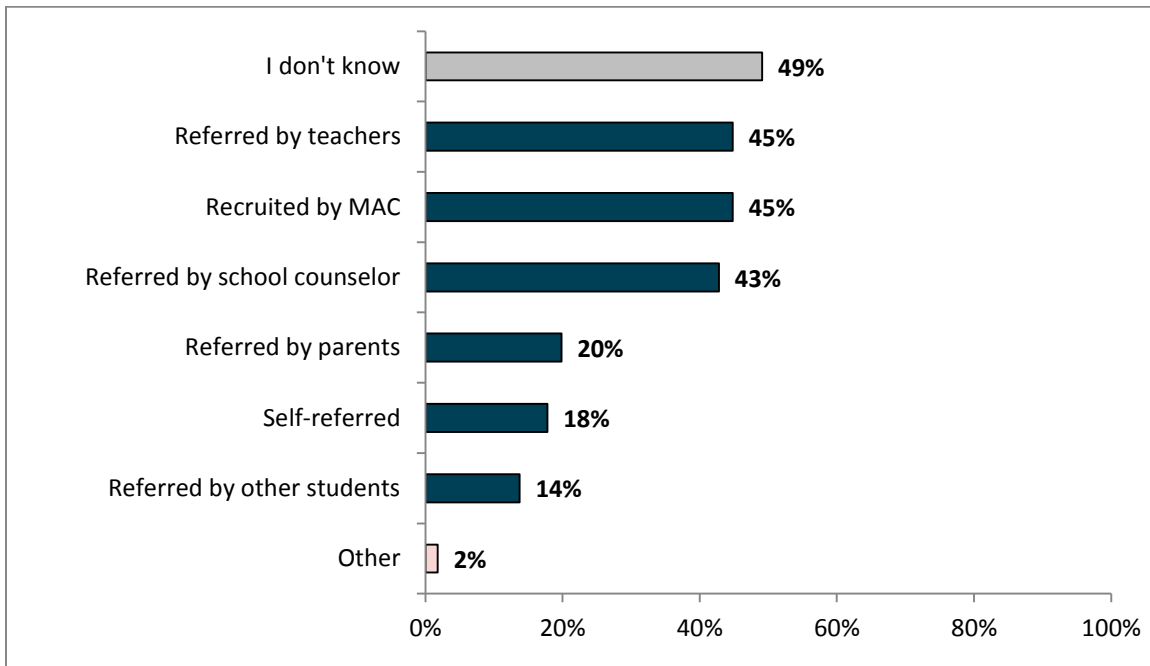
³⁹ Question 18 – Objective 3a

Figure 2.15: In what additional ways do you collaborate with the Minority Achievement Coordinator at your school? – Open-Response Question⁴⁰

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Informal help/advice as needed about specific students	45	40%
Events/groups/extra curriculars	26	23%
Resource sharing	12	11%
Meetings	11	10%
Professional Development	9	8%
Other	5	4%
None/Unsure	39	35%
Total Valid Responses	112	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

Figure 2.16: How are students at your school identified to participate in Minority Achievement programs and services?⁴¹



(n=444)

Note: Totals sum to greater than 100 percent because respondents could choose multiple responses.

⁴⁰ Question 19 – Objective 3a

⁴¹ Question 20 – Objective 2b

Figure 2.17: How are students at your school identified to participate in Minority Achievement programs and services? (by Pay Scale and School Level)⁴²

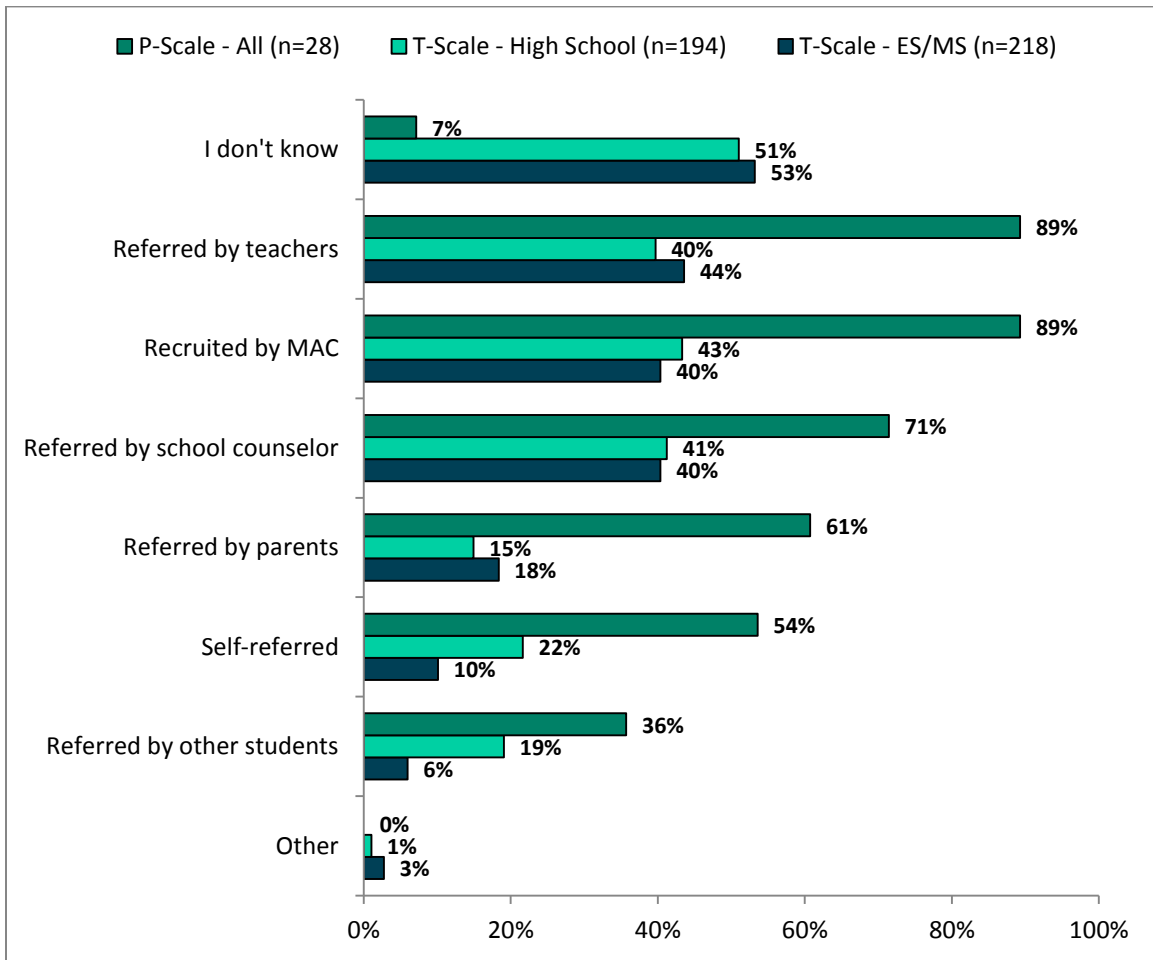


Figure 2.18: How are students at your school identified to participate in Minority Achievement programs and services? – “Other”⁴³

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Referred by administration	2	25%
By race/ethnicity	2	25%
ParentVue	1	13%
Unsure/Other	3	38%
Total	8	100%

⁴² Question 20 – Objective 2b

⁴³ Question 20 – Objective 2b

Figure 2.19: Why do some students who are identified to participate in Minority Achievement programs choose not to? – Open-Response Question⁴⁴

THEME	NUMBER OF RESPONSES	PERCENT OF VALID RESPONSES
Stigma/Don't want to be singled out/Don't feel welcome (mostly targets African American students)	38	27%
Scheduling conflicts	23	17%
Unfamiliar with program	17	12%
Not worth it/Not needed	17	12%
Parents	12	9%
Other	7	5%
Unsure	63	45%
Total Valid Responses	139	100%

The sum of the number of responses is greater than number of respondents because some responses were categorized in multiple themes.

⁴⁴ Question 21 – Objective 2e

SECTION III: BACKGROUND INFORMATION AND SEGMENTATIONS

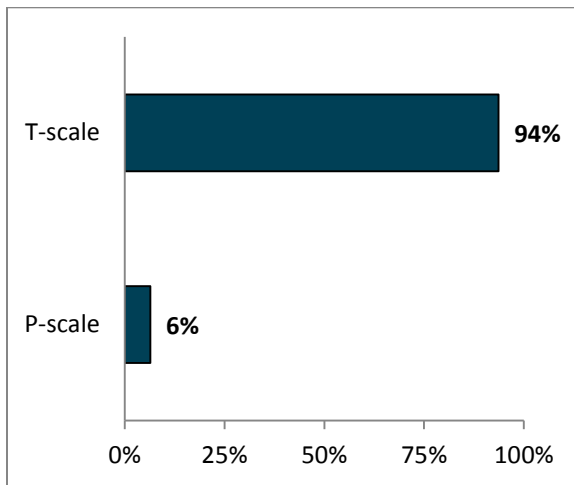
This section presents the background information of respondents that was used for the segmentations in this report.

SUMMARY OF FINDINGS

- **More than 90 percent of respondents are T-Scale employees, and most of those employees are teachers** (Figure 3.1 and Figure 3.3).
- **High school and middle school employees each represent just under half of all respondents**, while elementary respondents make up just six percent of the sample (Figure 3.2).

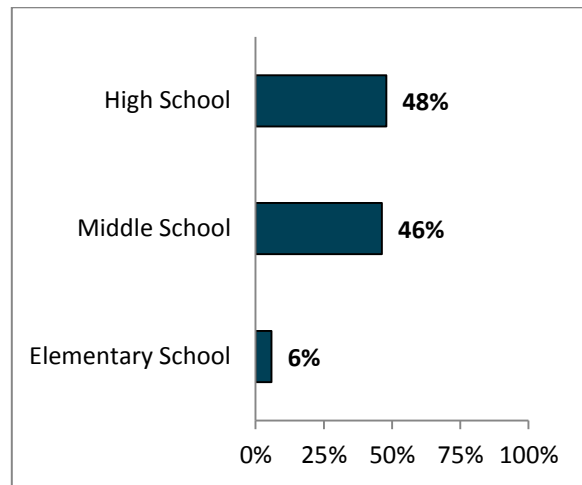
FIGURES

Figure 3.1: What is your pay scale?⁴⁵



(Total n=439; T-Scale n=411; P-Scale n=28)

Figure 3.2: What level is your school?⁴⁶

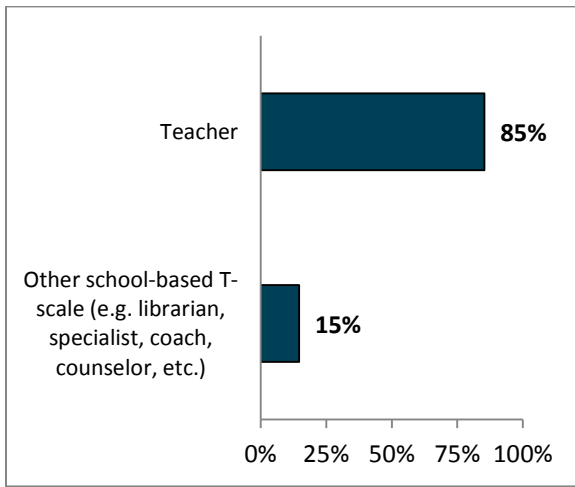


(Total n=447; ES n=26; MS n=207; HS n=214)

⁴⁵ Question 1

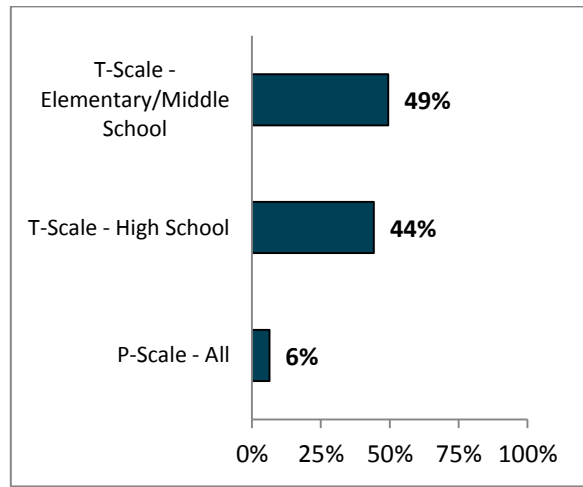
⁴⁶ Question 2

Figure 3.3: Which of the following best describes your position?⁴⁷



(Total n=410; Teacher n=350; Other T-Scale n=60)

Figure 3.4: P-Scale/T-Scale - by school level⁴⁸



(Total n=443; T-Scale ES/MS n=219; T-Scale HS n=196; P-scale n=28)

⁴⁷ Question 3

⁴⁸ Question 1 x Question 2

APPENDIX: MINORITY ACHIEVEMENT DESIGN

The Office of Minority Achievement’s goal is to maintain relationships that assist students, families and schools in the attainment of academic excellence and to ensure equal access for all students to all academic programs by:

1. encouraging students to take challenging courses throughout their academic careers.
2. exposing students to the rigors and expectations of the next level of education.
3. analyzing available data to match and monitor students’ involvement with established educational and/or culturally enriching opportunities, as well as to initiate programming to meet student needs.
4. encouraging students to discover and utilize resources that will help them progress towards their goals.
5. teaching students and families to become positive and effective self-advocates and to navigate the system so that educational goals are realistic and attainable.
6. serving as a resource by providing staff with direct support and strategies for working with students and families of diverse ethnicities and socioeconomic backgrounds.
7. advocating for practices, policies, and procedures with school leadership and key staff that create equitable learning environments for all students.

Figure A1: Minority Achievement Program Evaluation Design⁴⁹

PROGRAM/SERVICE GOAL	PROGRAM/SERVICE QUESTION	DATA SOURCE(S)
Evaluation Question 1: How effectively was the Minority Achievement program implemented?		
Goals 1-7	1a What is the level of alignment between the seven goals of the Minority Achievement Office, the Minority Achievement Coordinator position description, and the day-to-day activities of the coordinators in the schools?	Existing Tools, Data Sources: <ul style="list-style-type: none"> • Current position descriptions Tools to be Developed: <ul style="list-style-type: none"> • Running record of coordinator activities. Need to define <ul style="list-style-type: none"> ○ Time periods (fall, winter spring?) ○ Time increments (15, 20 or 30 minute intervals?)

⁴⁹ Table provided by APS

PROGRAM/SERVICE GOAL	PROGRAM/SERVICE QUESTION	DATA SOURCE(S)
Evaluation Question 1: How effectively was the Minority Achievement program implemented?		
		<ul style="list-style-type: none"> ○ Length of capture (one or two weeks?) ● Survey or interview or focus group of coordinators, counselors, principals, and assistant principals.
<p>Goal 3: Minority Achievement Coordinators analyze available to data to match and monitor students' involvement with pre-existing, as well as self-initiated educational and/or culturally enriching opportunities.</p>	<p>2a Identify school-based and district-wide programs and services that specifically target minority students.</p> <p>2b How are students identified to participate in Minority Achievement programs and services? Are these processes consistent across the district?</p> <p>2c To what extent is communication about opportunities for minority students stated consistently so that all students have access to the available services?</p> <p>2d To what extent are minority students and their families aware of the resources and opportunities available for minority students?</p> <p>2e Do all identified students participate in the programs? If not, why?</p>	<p>Existing Tools, Data Sources:</p> <ul style="list-style-type: none"> ● Program descriptions <p>Tools to be Developed:</p> <ul style="list-style-type: none"> ● Analysis of program descriptions ● Process review of how students are identified and whether the identification process can be facilitated through the student information system (SIS). ● Collection and analysis of the number of students <ul style="list-style-type: none"> ○ Invited to apply ○ Completing the application process ○ Offered a space in the program ● Student focus groups (minority students participating in programs and those who are not) ● Parent focus groups ● Staff focus groups or survey
<p>Goal 6: Minority Achievement Coordinators work directly with school-based staff to provide support and strategies for working with families of a diverse student population.</p>	<p>3a To what extent are teachers and other staff aware of the resources and opportunities available for minority students?</p> <p>3b To what extent do teachers and other staff feel they are supported in working with families of a diverse student population?</p>	<p>Tools to be Developed:</p> <ul style="list-style-type: none"> ● Surveys of school-based staff, minority achievement coordinators, and administrators
<p>Goal 7: Minority Achievement Coordinators advocate for practices, policies, and procedures with school leadership and key staff that create equitable learning environments for all students.</p>	<p>4a In what ways do coordinators advocate for equitable practices, policies, and procedures with school leadership and key staff?</p>	<p>Tools to be Developed:</p> <ul style="list-style-type: none"> ● Survey or interview or focus group of coordinators, counselors, principals, and assistant principals. ● Is there a way to include other key staff? Key staff may be different positions at different schools.

PROGRAM/SERVICE GOAL	PROGRAM/SERVICE QUESTION	DATA SOURCE(S)
Evaluation Question 2: What were the outcomes?		
<p>Goal 1: Students who participate in Minority Achievement programs take challenging courses throughout their academic careers.</p> <p>Goal 2: Students who participate in Minority Achievement programs are exposed to the rigors and expectations of the next level of education.</p> <p>Goal 4: Students who participate in Minority Achievement programs discover and use resources that help them progress towards their personal goals.</p>	<p>5a To what extent do students who participate in identified Minority Achievement programs</p> <ol style="list-style-type: none"> a. Enroll in accelerated coursework? b. Maintain or improve grades? c. Achieve high SAT scores? d. Apply and get accepted into post-secondary education? e. Graduate on time? <p>5b To what extent do students who participate in identified Minority Achievement programs</p> <ol style="list-style-type: none"> a. Discover and b. Take advantage of opportunities and resources? 	<p>Existing Tools, Data Sources:</p> <ul style="list-style-type: none"> • Grades • Enrollment data • Graduation data • Senior survey (college acceptance and attendance) • SAT scores <p>Tools to be Developed:</p> <ul style="list-style-type: none"> • Lists of participating students • Lists of eligible but non-participating students (if possible) • Participation in programs offered: <ul style="list-style-type: none"> ○ College tours ○ Mentoring groups/co-curricular activities ○ Leadership opportunities ○ Early Identification Program (EIP) • Participation in SAT program • Taking SAT • Participation in enrichment opportunities
<p>Goal 5: Students and families become positive and effective self-advocates and navigate the system so that educational goals are realistic and attainable.</p>	<p>6a To what extent do students who participate in identified Minority Achievement programs report that their school/classroom environment is supportive and academically challenging?</p> <p>6b To what extent do students who participate in identified Minority Achievement programs become effective self-advocates?</p> <p>6c To what extent do parents of minority students report that they are comfortable navigating the system?</p>	<p>Existing Tools, Data Sources:</p> <ul style="list-style-type: none"> • Site-based surveys (possible comparison?) • Community Satisfaction surveys (possible comparison?) <p>Tools to be Developed:</p> <ul style="list-style-type: none"> • Student focus groups • Parent focus groups

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