



Spring 2020

Arlington Public Schools

Key Insights from Students, Families, and Staff

THE ARLINGTON
PARTNERSHIP
FOR CHILDREN, YOUTH & FAMILIES
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Arlington
Public
Schools

Key Insights from Students, Families, and Staff

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Introduction



Background

Arlington Public Schools (APS) and the Arlington Partnership for Children, Youth and Families (APCYF) work with Panorama Education to streamline the collection and use of survey data to better understand stakeholder perceptions within schools and throughout Arlington in general. Feedback is collected from students, staff, and families on a number of key topics including Student Well-Being, Student Success, and Partnerships. Panorama and APS will partner together to support schools in understanding and analyzing the data for school improvement.

Survey Content Development

APS and APCYF first worked with Panorama Education to administer the Your Voice Matters survey in 2018. Following the administration and analysis of this survey, feedback was collected from key stakeholders for a year prior to the 2020 survey administration. This included an online feedback form and engaging with existing employee, student, and family commissions and working groups. Suggested revisions were taken to student and family focus groups for feedback and further refinement. Therefore, many of the questions asked in 2020 are not comparable to those asked in 2018. While trend data is valuable, asking the right questions was prioritized. Content may continue to be refined and revised to align with current school and county priorities, but it is anticipated that more trend information will be available moving forward. In Spring 2020, there were three surveys: a student survey (a 4th-5th grade version and a 6th-12th grade version), a staff survey, and a family survey. The topics on each survey are listed in Figure 1 below.

Figure 1: List of Surveyed Topics by Respondent Group

Student Survey	Staff Survey	Family Survey
<p>Partnerships</p> <ul style="list-style-type: none"> - Home and Community - Trusted Adult - Home and Community <p>Student Success</p> <ul style="list-style-type: none"> - High Expectations <p>Student Well-Being</p> <ul style="list-style-type: none"> - Social, Emotional, and Mental Health - School Climate - School Safety - Trusted Adult - School 	<p>Engaged Workforce</p> <ul style="list-style-type: none"> - Compensation and Benefits - Employee Voice - Professional Learning - Professional Learning - Digital Devices - Staff Engagement - Workplace Climate <p>Operational Excellence</p> <ul style="list-style-type: none"> - Safety <p>Partnerships</p> <ul style="list-style-type: none"> - Family Engagement - Home and Community <p>Student Success</p> <ul style="list-style-type: none"> - High Expectations - Student Well-Being - Professional Learning (Whole Child) - Student Engagement 	<p>Partnerships</p> <ul style="list-style-type: none"> - Family Engagement - Home and Community - School Climate <p>Student Success</p> <ul style="list-style-type: none"> - High Expectations - Student Well-Being - Student Safety - Social, Emotional, and Mental Health

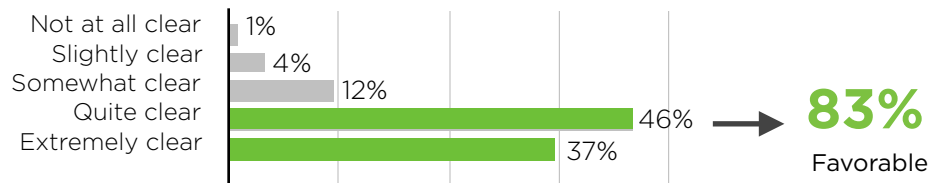
How many people took the survey?

3,824 responses were received on the student survey (grades 4-5), 9,299 responses were received on the student survey (grades 6-12), 3,596 responses were received on the staff survey, and 4,421 responses were received on the family survey. Overall, 19% of family surveys, 70% of student surveys, and 67% of staff surveys were completed. See pages 19-22 of the appendix for demographic breakdowns. Student, teacher, and staff surveys were available in English and Spanish. Family surveys were available in English, Spanish, Mongolian, Amharic, and Arabic.

How are results reported?

Survey questions are scored using a method known as percent favorable. When a question is scored as “67% favorable,” this means that 67% of respondents selected a favorable answer choice. Questions are grouped thematically by topic. Topic scores are then calculated as an average of the percent favorable responses to each question within the topic.

Example Question: At your school, how clear are the rules about what you can and cannot do?



Executive Summary

Students, Grades 4-5



Students in grades 4 and 5 were asked for feedback on a number of topics, ranging from Trusted Adults to Social, Emotional, and Mental Health. A summary of the 3,824 district-wide responses are presented in Figure 2 below.

Figure 2. Summary of Spring 2020 Student (Grades 4-5) Survey Results

Topic	Category	Percent Favorable
Trusted Adult - School	Student Well-Being	78%
High Expectations	Student Success	72%
Home and Community	Partnerships	70%
Trusted Adult - Home and Community	Partnerships	69%
School Safety	Student Well-Being	69%
School Climate	Student Well-Being	67%
Social, Emotional, and Mental Health	Student Well-Being	65%

- **Students report most favorably about having a trusted adult at school.**
 - 85% say that there is at least one adult in school who they can talk to about the things that are going well and 82% say that there is at least one adult in school who they can talk to when they need help (in school or personally).
- **Students report least favorably about Social, Emotional, and Mental Health.**
 - 60% of students cite feeling so stressed or overwhelmed that they are not able to participate in regular activities.
 - Just 45% of students feel that they were able to describe their feelings ‘quite’ or ‘extremely’ clearly in the past 30 days.
- **Survey results vary by student groups.**
 - Partnerships: Home and Community sees the most variance by student group. The following groups report well below average when asked about Home and Community (points below the district average): Spanish speakers (-10), English Learners (-8), Black/African Americans (-7), Hispanics (-6), and Students with Disabilities (-5).
 - Students with Disabilities report below average across all topics excepted Trusted Adult - School, where they report 2 points above average.
 - Feedback varies widely by Student English Language Proficiency Level: generally results increase with level of proficiency, with Level 1 or ‘Entering’ students responding generally least favorably across topics and Level 6 or ‘Reaching’ students responding generally most favorably.
 - Students with an IEP report below average on most topics, especially School Climate and Social, Emotional, and Mental Health, where they report 7 points below average.
- **While Social, Emotional, and Mental Health was the least favorable of all topics, many questions saw improvement from the Spring 2018 survey while others saw declines.**
 - “How much did you care about other people’s feelings?” increased by 6 points.
 - “How clearly were you able to describe your feelings?” increased by 4 points.
 - “How often do you feel sad?” decreased by 10 percentage points.

Executive Summary

Students, Grades 6-12



Students in grades 6-12 were asked for feedback on a number of topics, ranging from Trusted Adults to Social, Emotional, and Mental Health. A summary of the 9,299 district-wide responses are presented in Figure 3 below.

Figure 3. Summary of Spring 2020 Student (Grades 6-12) Survey Results

Topic	Category	Percent Favorable
School Safety	Student Well-Being	73%
Trusted Adult - Home and Community	Partnerships	70%
Trusted Adult - School	Student Well-Being	68%
Home and Community	Partnerships	63%
School Climate	Student Well-Being	58%
Social, Emotional, and Mental Health	Student Well-Being	54%
High Expectations	Student Success	52%

• **Students report most favorably about School Safety.**

- Students in grades 6-12 report 4 points more favorably than their 4-5 grade peers when it comes to School Safety.
- 85% of students say a student or group of students has ‘never’ posted hurtful or threatening things about them on social media.
- 84% of students say they have ‘never’ been physically hurt by a student or group of students during this school year.

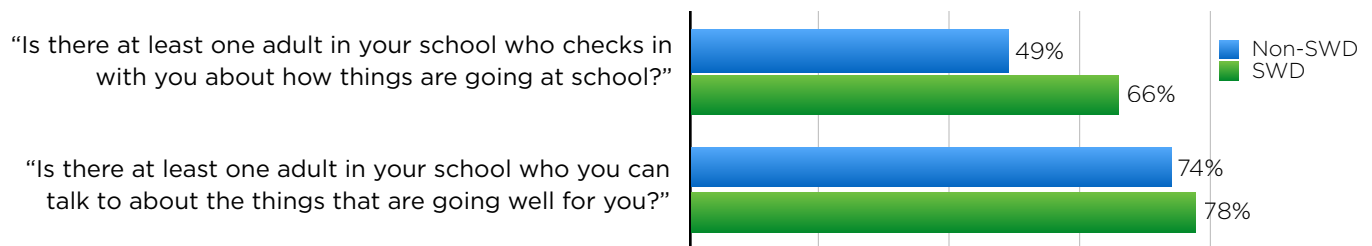
• **Students report least favorably about High Expectations.**

- Just 28% of students say they are ‘quite’ or ‘extremely’ excited to learn.
- Students report that their expectations of themselves (51% favorable) are lower than teachers’ expectations for them (67% favorable).

• **Favorability varies by student groups.**

- Students with disabilities (SWD) report below average across all topics except for Trusted Adult-School, where they report 7 points above students without disabilities. *(Students with IEPs vs without IEPs follows the same trend)*

Figure 4. Trusted Adult-School Question-Level Percent Favorable Results, SWD vs. Non-SWD



• **Favorability varies by student groups, continued.**

- Students with a primary language other than English report below average on the Partnerships: Home and Community topics.
- Students of English Proficiency Level 1, or ‘Entering’, report 11 points above average on High Expectations but 12 points below average on Partnerships: Home and Community.
- English Language Learners report 8 points below Non-English Learners when it comes to Partnerships: Home and Community and Trusted Adult - Home and Community.
- Partnerships: Home and Community favorability declines with student grade level: 6th graders report most favorably at 70% favorable while 11th graders report least favorably at 55% favorable (12th graders at 58% favorable).
- Partnerships: Home and Community also varies by student race, with Hispanic students reporting lowest at 56% favorable and White students reporting highest at 68% favorable.

• **Of the 10 survey questions that remained the same from Spring 2018 to Spring 2020, five increased in favorability, two stayed the same, and three declined in favorability.**

Question	Spring 2018	Change	Spring 2020
When others disagreed with you, how respectful were you of their views?	59%	+7	66%
How well did you get along with students who are different from you?	71%	+5	76%
In your family, how clear are the rules about what you can and cannot do?	74%	+5	79%
How much did you care about other people’s feelings?	71%	+5	76%
To what extent were you able to stand up for yourself without putting others down?	54%	+2	56%
When you get stuck while learning something new, how likely are you to try a different strategy?	40%	0	40%
How often do you spend time outside (including parks, in your neighborhood, or at school)?	51%	0	51%
Overall, how much do you feel like you belong at your school?	55%	-1	54%
How much does your opinion matter to your family?	63%	-2	61%
How clearly were you able to describe your feelings in the past 30 days?	37%	-2	35%

Executive Summary

Staff



Staff were asked for feedback on a number of topics, ranging from Student Success to Staff Engagement to Compensation and Benefits. Of note, staff survey participation increased significantly from 2018 to 2020. In 2018 1,184 instructional staff completed a survey compared to 2,587 instructional staff in 2020. In 2018, 540 non-instructional staff completed a survey compared to 740 non-instructional staff in 2020. A summary of the 2020 district-wide responses are presented in Figure 5 below.

Figure 5. Summary of Spring 2020 Staff Survey Results

Topic	Category	Percent Favorable
Student Engagement	Student Well-Being	73%
Staff Engagement	Engaged Workforce	67%
Professional Learning - Digital Devices	Engaged Workforce	66%
Professional Learning - Whole Child	Student Well-Being	62%
Compensation and Benefits	Engaged Workforce	61%
High Expectations	Student Success	61%
Family Engagement	Partnerships	60%
Workplace Climate	Engaged Workforce	59%
Safety	Operational Excellence	51%
Home and Community	Partnerships	50%
Employee Voice	Engaged Workforce	37%
Professional Learning	Engaged Workforce	37%

• Staff report most favorably about Student and Staff Engagement.

- 82% say they can make a personal connection with all of their students ‘quite’ or ‘extremely’ well.
- 77% say that they are ‘quite’ or ‘extremely’ proud to work at APS.
- 73% of staff say that they still see themselves working at APS in two years’ time, a decline of 3 points from Spring 2018.

• Staff report least favorably about Employee Voice and Professional Learning.

- Just 26% of staff say they have a quite a bit or a tremendous amount of influence over school or department decisions that affect them.
- Principals and administrators report 40 points more favorably than teachers when asked about Employee Voice.
- Just 24% of staff say they have ‘quite a bit’ or ‘a tremendous’ amount of input in the professional learning opportunities available to them.

• **Survey feedback results vary widely by staff groups.**

Employee Pay Scale Group

- Principals and administrators report well above average across all topics, particularly Employee Voice (+42) and Professional Learning (+29).
- T-Scale employees (teachers) report slightly below average across all topics except for Compensation and Benefits (+4), Employee Voice (+2), and Professional Learning-Whole Child (+7).
- Extended Day employees respond well above average across all topics except for Compensation and Benefits, where they report 8 points below average.

Employee Race or Ethnicity

- Employee Voice sees the highest degree of variance between employee race groups: staff of other or all other races¹ report lowest at 8 and 20 points below average, respectively, while white staff respond highest at 4 points above average.

• **Of the 12 survey questions that remained the same from Spring 2018 to Spring 2020 for instructional staff, eight increased in favorability, one stayed the same, and three declined in favorability.**

Instructional Staff²

Question	2018	Change	2020
How manageable is your workload?	30%	+9	39%
How well does your school partner with families to help them plan for their child's future?	53%	+8	61%
How respectful are the relationships between staff and students?	71%	+6	77%
How prepared do you feel to help students with personal problems?	57%	+6	63%
How well does your school ensure all families can engage with their child's learning, regardless of whether the family can physically be at the school?	55%	+5	60%
How effectively does your school collaborate with outside providers and organizations to meet the needs of students and families?	46%	+4	50%
How proud are you to work at APS?	77%	+2	79%
How well can you make a personal connection with all of your students?	81%	+1	82%
How much has the professional development you've received at your school/APS improved your students' achievement?	40%	-2	38%
Do you see yourself still working at APS in two years' time?	76%	-2	74%
How often do you think about looking for a job in another school division or employer in your field?	68%	-3	65%
How satisfied are you with your annual salary (your pay, excluding medical benefits and other perks)?	67%	-4	63%

¹Other or all other races includes staff members whose race/ethnicity is self-reported as something other than Asian, Black/African American, Hispanic, White, or Multiple.

²Comparisons in this table refer to changes in perceptions of instructional staff from 2018 to 2020. Data on changes in perceptions of all staff from 2018 to 2020 are not available.

Executive Summary

Family



Families were asked for feedback on a number of topics, ranging from Family Engagement to Student Safety. A summary of the 4,421 district-wide responses are presented in Figure 6 below.

Figure 6. Summary of Spring 2020 Family Survey Results

Topic	Category	Percent Favorable
School Climate	Partnerships	92%
Home and Community	Partnerships	83%
Family Engagement	Partnerships	82%
Student Safety	Student Well-Being	78%
Social, Emotional, and Mental Health	Student Well-Being	77%
High Expectations	Student Success	71%

• Families report most favorably about the Partnerships topics, particularly School Climate.

- 94% say they have ‘almost never’ felt that they’ve been treated poorly by staff at school because of their race, ethnicity, culture, gender, socio-economic status or sexual orientation.
- Over 90% of families say that teachers, front office staff, and school administrators are ‘quite’ or ‘extremely’ respectful in interactions with them.
- Importantly, School Climate sees little variance by most family and student demographic groups, though Black/African American and other race families respond 5 and 9 points below average, respectively.

• Families report least favorably about High Expectations.

- A quarter of all families say that their child is ‘not challenged at all’ or ‘challenged too little’ by what he or she learns in class.
- 74% of families say teachers’ expectations are ‘just right’ while 15% say they are too low and 11% say too high.

• Perspectives vary by family demographic group, especially when it comes to the Student Success and Student Well-Being topics.

High Expectations

- Families of **English learners** respond *13 points lower* than non-English learners
- Families of **identified gifted students** respond *8 points lower* than not identified gifted students
- Families of **no formal education, some high school education, or high school diploma or equivalent** report *well below average*
- Families making **under \$50,000** report *well below average*
- Families of **12th grade students** report *10 points above average*

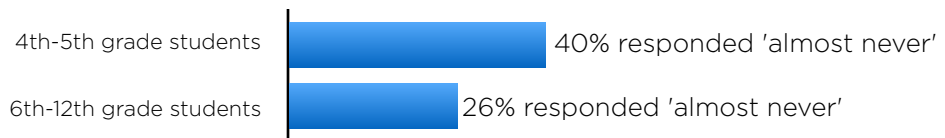
Social, Emotional, and Mental Health

- Families whose **students have a 504 plan** report *17 points below* those who don't
 - Families of **students with disabilities**, defined as those who have an IEP or a 504 plan, report *20 points lower* than non-students with disabilities
 - English learners** report *9 points higher* than non-English learners
 - Families of **8th-12th grade students** report *significantly below average*
 - Families of **students with an IEP** report *20 points lower* than those without
- **Of the three questions that were also asked on the 2018 survey, two saw a 1 point increase while one saw a decrease.**
 - “How well do your child’s teachers partner with you to support your child’s learning?” decreased by 5 points, from 56% favorable in 2018 to 51% favorable in 2020.

How can Arlington Public Schools target the improvement and support of students' Social, Emotional, and Mental Health?

Social, Emotional, and Mental Health is the least favorable topic for 4th-5th grade students at 65% favorable and is the second to least favorable topic for 6th-12th grade students at 54% favorable. Students of all grade levels respond least favorably when asked about stress in their lives:

Figure 7: “How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?”



Importantly, this question about student stress received the least favorable response of all questions on the 6th-12th grade student survey and the second to least favorable response of all questions on the 4th-5th grade student survey. Parents were asked for their perspective on their child's stress levels as well. Parent perspectives do not align closely with student perspectives, and tend to underestimate the stress that children are reporting:

Figure 8: “Has your child ever been so stressed or overwhelmed that they were not able to participate in regular activities?”



Raising awareness of this mismatch in student and family perspectives is an important first step in working towards reducing stress among APS students. Examining responses to this question by student and family demographic groups is another step towards better understanding the pressure students are feeling. As demonstrated by the tables below, a few groups consistently respond well below average when it comes to stress, including students with disabilities, English language learners, 11th grade students, and students with IEPs.

Figure 9: “How often do you/your child feel so stressed or overwhelmed that you are not able to participate in regular activities?” - % Favorable Results by Demographic Groups

Student (4-5)		Student (6-12)		Family	
Student (4-5) Average	40%	Student (6-12) Average	26%	Family Average	77%
English learners	-9	English learners	-1	Families of 11th grade students	-16
Students with disabilities	-12	Students with IEPs	-3	Students with disabilities	-16
Students with IEPs	-14	Students with disabilities	-4	Students with IEPs	-17
		11th grade students	-10		

In addition to the question about stress, there are a few other questions related to Social, Emotional, and Mental Health where student responses were less favorable:

Figure 10: “During the past 30 days, how clearly were you able to describe your feelings?”



Figure 11: “During the past 12 months, how often did you feel so sad or hopeless that you stopped doing some usual activity?”



The Social, Emotional, and Mental Health of students is a clear area of improvement for Arlington Public Schools. When determining next steps to take from the data around mental health, perhaps consider utilizing ‘trusted adults’ at school, which is a consistent strength cited by students: when asked, “Is there at least one adult in your school who you can talk to when you need help?”, 82% of 4th-5th graders and 76% of 6th-12th graders said ‘yes’. Equipping these adults with the tools needed to support mental health is crucial. One starting point may be the Whole Child training, as 48% of staff report not having attended a training related to Whole Child. And finally, when creating an action plan on Social, Emotional, and Mental Health improvement, look to school leaders within the district, which are highlighted in the tables below.

Figure 12: School Leaders in Social, Emotional, and Mental Health

Student (4-5)

Social, Emotional, and Mental Health District Average	65%
Long Branch Elementary	71%
Glebe Elementary	70%
McKinley Elementary	70%

Student (6-12)

Social, Emotional, and Mental Health District Average	54%
New Directions Program	64%
Williamsburg Middle School	60%
Arlington Community High School	59%

Students with disabilities report below average across most topics

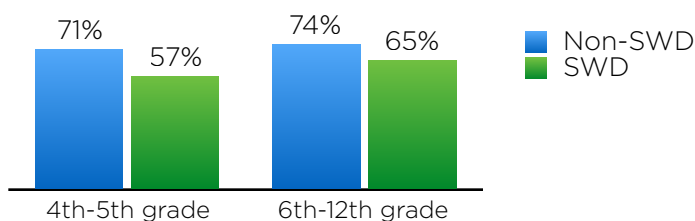
Students with disabilities (SWD), defined as those who have an IEP or a 504 plan, account for 17% of 4th-5th grade student respondents and 19% of 6th-12th grade student respondents. As they represent a good sized portion of the student body, it's important to understand why students with disabilities report below average across most of the surveyed topics, as demonstrated in Figure 13 below.

Figure 13: Student Survey Results by Group, SWD compared to Non-SWD

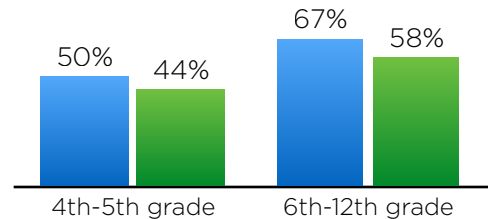
Group Name	Group Size	Partnerships: Home and Community Partnerships: Trusted Adult - Home and Community Student Success: High Expectations Student Well-Being: School Climate Student Well-Being: School Safety Student Well-Being: Social, Emotional, and Mental Health Student Well-Being: Trusted Adult - School							
		Partnerships: Home and Community	Partnerships: Trusted Adult - Home and Community	Student Success: High Expectations	Student Well-Being: School Climate	Student Well-Being: School Safety	Student Well-Being: Social, Emotional, and Mental Health	Student Well-Being: Trusted Adult - School	
Student (4-5)									
All respondents	3,824	70%	69%	72%	67%	69%	65%	78%	
Non-SWD	3,186	+2	0	0	+1	+1	+2	0	
SWD	635	-5	-3	-4	-6	-5	-7	+2	
Student (6-12)									
All respondents	9,299	63%	70%	52%	58%	73%	54%	68%	
Non-SWD	7,485	+1	+1	0	+1	+1	+1	-2	
SWD	1,764	-4	-3	-1	-4	-4	-3	+5	

Topics related to Student Well-Being see some of the larger discrepancies between students with disabilities and those without disabilities. The following two questions related to peer-to-peer respect and bullying see some of the largest gaps:

How many of your classmates or other students in your school are respectful towards you? - % Favorable Responses



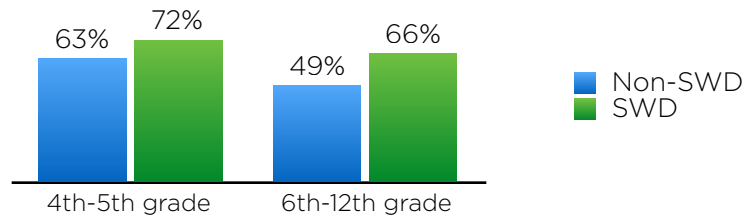
During this school year, how often has a student or group of students called you names or teased you in a way that made you feel uncomfortable, embarrassed, excluded, or hurt? - % Favorable Responses



Families mirror this trend when asked about bullying: families of students with disabilities report more instances of bullying than families of non-students with disabilities when asked, “During this school year, how often has the same student or group of students called your child names or teased them in a way that made them feel uncomfortable, embarrassed, excluded, or hurt?”.

On the other hand, students with disabilities respond more favorably than non-students with disabilities when it comes to trusted adults at school, particularly on the following question:

Figure 14: “Is there at least one adult in your school who checks in with you about how things are going at school (such as asking if you need help with something or if you feel included)?”



How can APS leverage these strong relationships between trusted adults at school and students with disabilities to improve SWD’s perceptions of their own well-being, particularly in regards to respect and bullying? Making these trusted adults aware of the inequity in data between students with disabilities and non-students with disabilities and better understanding the root causes of this inequity will be an important first step.

How can Arlington Public Schools ensure employee's voices are heard?

Asking staff members for their feedback on their work environment is an important first step in ensuring that all employees have an opportunity to provide input on their working and teaching conditions. One key takeaway from staff input on the 2020 survey is that the majority of employees did not respond favorably when asked about their voice in the community and the decision-making process. As demonstrated in Figure 15 below, Employee Voice varies widely by employee pay-scale.

Figure 15: Questions related to Employee Voice: % Favorable Average Response, as well as Response by certain Employee Pay-scale Subgroups

In your school or department, how often are there opportunities for you to provide input about different initiatives?

P-Scale	79%
E-Scale	49%
X-Scale	45%
T-Scale	42%
APS average favorability	39%
G-Scale	36%
M-Scale	32%
A-Scale	24%
C-Scale	23%
D-Scale	14%

How much influence do you have over school or department decisions that affect you?

P-Scale	81%
X-Scale	30%
T-Scale	26%
E-Scale	26%
APS average favorability	26%
C-Scale	24%
M-Scale	18%
A-Scale	17%
G-Scale	17%
D-Scale	15%

How much input do you have in the professional learning opportunities available to you?

X-Scale	52%
P-Scale	48%
E-Scale	33%
M-Scale	30%
C-Scale	27%
APS average favorability	24%
A-Scale	22%
T-Scale	22%
G-Scale	14%
D-Scale	11%

How accessible are leadership opportunities at your school or in your department?

P-Scale	76%
X-Scale	57%
T-Scale	49%
APS average favorability	47%
C-Scale	47%
M-Scale	45%
A-Scale	43%
E-Scale	38%
G-Scale	36%
D-Scale	20%

A good starting point in improving employee voice might be with staff administrators/supervisors. When asked, “How respectful are relationships between staff and administrators/supervisors? (A supervisor is the person who directly oversees or evaluates your work.)”, 77% employees say ‘quite’ or ‘extremely’ respectful. Another first step in the improvement process might be to look to the school sites where Employee Voice is strongest:

Figure 16: School/Site Leaders in Employee Voice

Elementary Leaders		Secondary Leaders		Central Office Leaders	
Elementary Employee Voice Average	36%	Secondary Employee Voice Average	42%	Central Office Employee Voice Average	33%
Discovery Elementary	49%	H-B Woodlawn Secondary	77%	Superintendent's Office	91%
Ashlawn Elementary	48%	Arlington Community High	75%	School & Community Relations	61%
Hoffman-Boston Elementary	47%	Dorothy Hamm Middle	56%		

Conclusion

Looking Ahead

The key 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 for the state, districts, and schools.

How can Arlington Public Schools target the improvement and support of students' Social, Emotional, and Mental Health?

- ▶ Families generally underestimate the stress that children are enduring, reporting 77% favorable when asked about student stress-levels compared to students' 40% favorability (4th-5th grade) and 26% favorability (6th-12th grade). How can the district make families aware of this mismatch and what tools can be given to students, families, and teachers to help combat this high-level of reported student stress?
- ▶ Certain groups report more stress than others, including students with disabilities, English language learners, 11th grade students, and students with IEPs. How can APS support these groups in particular?
- ▶ How can the district provide more opportunities for staff, and perhaps families, to receive the Whole Child training, as under half of staff say they have received this training? How can APS utilize 'trusted adults' in school, a strength in the survey data, to combat low reported levels of Social, Emotional, and Mental Health?

Students with disabilities report below average across most topics.

- ▶ How can APS leverage the strong relationships between trusted adults at school and students with disabilities to improve SWD's perceptions of their own well-being, particularly in regards to respect and bullying?

How can APS ensure employee's voices are heard?

- ▶ Principals and administrators consistently report significantly higher than all other pay-scale employees when asked about Employee Voice. How can this strong sense of voice be funneled through to all pay-scales to ensure all groups feel heard and valued?
- ▶ How can APS utilize the reported strong relationships between staff and supervisors/administrators to increase Employee Voice?

Appendix

Demographic Breakdown: Student, Grades 4-5

Student 504 Plan

Subgroup with no data	3	0%
Does not have 504 plan	3,669	96%
Has 504 plan	152	4%

Student Primary Language

Subgroup with no data	3	0%
AMHARIC	75	2%
ARABIC	70	2%
ENGLISH	2,758	72%
MONGOLIAN	74	2%
OTHER	205	5%
SPANISH	639	17%

Students with Disabilities (IEP or 504 Plan)

Subgroup with no data	3	0%
Non-SWD	3,186	83%
SWD	635	17%

Student SY WIDA/ELP Level

Subgroup with no data	2,737	72%
1	71	2%
2	93	2%
3	292	8%
4	196	5%
6	435	11%

ELL Status

Subgroup with no data	3	0%
English Learner	1,087	28%
Non-English Learner	2,734	71%

Gifted status

Subgroup with no data	3	0%
Identified Gifted	1,312	34%
Not Identified Gifted	2,509	66%

Student Grade Level

Subgroup with no data	3	0%
4	1,858	49%
5	1,963	51%

Student Race

Subgroup with no data	3	0%
Asian	355	9%
Black/African American	344	9%
Hispanic	975	25%
Other	305	8%
White	1,842	48%

Special education status

Subgroup with no data	3	0%
Does not have IEP	3,338	87%
Has IEP	483	13%

Appendix

Demographic Breakdown: Student, Grades 6-12

Student 504 Plan

Subgroup with no data	50	1%
Does not have 504 plan	8,704	94%
Has 504 plan	545	6%

Student Primary Language

Subgroup with no data	50	1%
AMHARIC	169	2%
ARABIC	147	2%
ENGLISH	6,449	69%
MONGOLIAN	140	2%
OTHER	567	6%
SPANISH	1,777	19%

Students with Disabilities (IEP or 504 Plan)

Subgroup with no data	50	1%
Non-SWD	7,485	80%
SWD	1,764	19%

Student SY WIDA/ELP Level

Subgroup with no data	7,396	80%
1	180	2%
3	258	3%
4	359	4%
6	963	10%
All other	143	2%

ELL Status

Subgroup with no data	50	1%
English Learner	1,900	20%
Non-English Learner	7,349	79%

Gifted status

Subgroup with no data	50	1%
Identified Gifted	3,401	37%
Not Identified Gifted	5,848	63%

Student Grade Level

Subgroup with no data	50	1%
6	1,835	20%
7	1,694	18%
8	1,472	16%
9	1,345	14%
10	1,005	11%
11	979	11%
12	919	10%

Student Race

Subgroup with no data	50	1%
Asian	805	9%
Black/African American	833	9%
Hispanic	2,503	27%
Other	650	7%
White	4,458	48%

Special education status

Subgroup with no data	50	1%
Does not have IEP	8,030	86%
Has IEP	1,219	13%

Appendix

Demographic Breakdown: Staff

Employee Pay Scale (Self-Reported)

Subgroup with no data	116	3%
A-Scale (instructional assistants, resource and occupational/physical therapy assistants, ASL assistants)	380	11%
C-Scale (cafeteria)	42	1%
D-Scale (bus drivers)	153	4%
E-Scale (Administrative and Technical Exempt Positions)	178	5%
G-Scale (clerical)	159	4%
M-Scale (custodial and maintenance)	155	4%
P-Scale (principals and administrators)	123	3%
T-Scale (teachers, teacher specialists, counselors, librarians, occupational/physical therapists, etc.)	2,191	61%
X-Scale (Extended Day)	99	3%

What is your race or ethnicity?

Subgroup with no data	176	5%
Asian	145	4%
Black / African-American	507	14%
Hispanic	529	15%
White	1,940	54%
Multiple	118	3%
Other	167	5%
All other	14	0%

Employee Pay Scale

Subgroup with no data	268	7%
A SCALE	371	10%
E SCALE	176	5%
G SCALE	165	5%
M SCALE	163	5%
P SCALE	127	4%
T SCALE	2,211	61%
X SCALE	102	3%
All other	13	0%

Employee Role Type

Subgroup with no data	269	7%
Instructional	2,587	72%
Non-Instructional	740	21%

Appendix

Demographic Breakdown: Family

Student 504 Plan

Subgroup with no data	52	1%
Does not have 504 Plan	4,103	93%
Has 504 Plan	266	6%

Student Primary Language

Subgroup with no data	52	1%
AMHARIC	47	1%
ARABIC	37	1%
ENGLISH	3,716	84%
MONGOLIAN	16	0%
OTHER	137	3%
SPANISH	416	9%

Students with Disabilities (IEP or 504 Plan)

Subgroup with no data	52	1%
Non-SWD	3,563	81%
SWD	806	18%

Student SY WIDA/ELP Level

Subgroup with no data	3,902	88%
1	66	1%
2	77	2%
3	122	3%
4	68	2%
6	186	4%

ELL Status

Subgroup with no data	52	1%
English Learner	519	12%
Non-English Learner	3,850	87%

Gifted status

Subgroup with no data	52	1%
Identified Gifted	1,526	35%
Not Identified Gifted	2,843	64%

Student Grade Level

Subgroup with no data	52	1%
00	302	7%
01	342	8%
02	342	8%
03	387	9%
04	471	11%
05	471	11%
06	368	8%
07	372	8%
08	331	7%
09	241	5%
10	223	5%
11	225	5%
12	206	5%
All other	88	2%

Student Race

Subgroup with no data	52	1%
Asian	242	5%
Black/African American	243	5%
Hispanic	771	17%
Other	401	9%
White	2,712	61%

Special education status

Subgroup with no data	52	1%
Does not have IEP	3,829	87%
Has IEP	540	12%

What is your race or ethnicity?

Subgroup with no data	66	1%
Asian	301	7%
Black or African American	233	5%
Hispanic or Latino	565	13%
White	2,844	64%
Two or More Races/Ethnicities	307	7%
Other	105	2%

Please select the highest level of education you have completed.

Subgroup with no data	55	1%
No formal education	35	1%
Some high school	123	3%
High school diploma or equivalent	147	3%
Some vocational or technical training	38	1%
Some college	173	4%
An associate's degree	66	2%
A bachelor's degree	1,163	26%
A master's degree	1,765	40%
A professional degree (JD, MD)	622	14%
A doctoral degree (PhD)	214	5%

Please indicate your approximate average household income.

Subgroup with no data	326	7%
\$0 to \$24,000	212	5%
\$24,001 to \$51,000	330	7%
\$51,001 to \$72,000	153	3%
\$72,001 to \$87,000	106	2%
\$87,001 to \$110,000	284	6%
\$110,001 to \$150,000	466	11%
\$150,001 to \$200,000	710	16%
\$200,001 or higher	1,834	41%



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