



CLIMATE AND CULTURE SURVEY

Prepared for the Prince George's County Public Schools
January 2023

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INTRODUCTION

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OVERVIEW

KEY OBJECTIVES

- Understand the perspective of Prince George's County Public Schools (PGCPS) staff, student, and parents regarding PGCPS culture and climate.
- Understand staff, student, and parent perspectives on educational excellence, excellence in equity, workforce & operational excellence, and mental health at PGCPS.

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online between November 2022 and January 2023 using the Qualtrics platform.
- The analysis includes a total of 9,848 respondents following data cleaning.
- Survey results are segmented by respondent role (student, staff, parent).

RESPONDENT QUALIFICATIONS

- All respondents are PGCPS staff, students, or parents.

INTRODUCTION

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate, segmented, and verbatim results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Percentages may sum to over 100% for questions where respondents could select more than one answer option.
- Data labels for values less than 5% may be removed from some figures to improve legibility.
- Question text and answer options marked with † are truncated for clarity and brevity.

KEY FINDINGS AND RECOMMENDATIONS

RECOMMENDATIONS

- **Address equity concerns by considering reallocation of resources and providing staff with professional development to provide students of all backgrounds with high-quality instruction.** Although the majority of respondents indicate positive perceptions of instruction at PGCPs, survey responses suggest a number of areas of concern for respondents on equity-related issues. Strategies for addressing these areas include providing quality resource and support for students not meeting grade-level standards, providing an equitable distribution of resources across district schools, and increasing professional development opportunities for staff that are focused on equity-related issues.
- **Investigate and address student concerns regarding their school's emotional climate and physical environment.** Although overall rating of PGCPs' emotional climate and physical environment are generally positive, students provide significantly lower ratings compared to parents and staff. With respect to emotional climate, most students state that they do not like school or feel connected to their school, and almost 40% of students do not feel that adults at their school respect students, families, and staff from diverse backgrounds, and over 40% feel that bullying is a problem at their school. With respect to physical environment, large numbers of students do not feel their classroom environments are up-to-date, are clean and well-maintained, and support student learning. Further investigation may be required to determine specific solutions to address these concerns.
- **Investigate strategies for improving mental health and wellness supports for students and staff and consider increasing professional development opportunities for staff related to mental health and wellness.** The majority of parents and students feel that the school provides information on where and how to access mental health and wellness supports for students, and that these supports, when used, improve students' overall school performance. However, significantly fewer students state a belief that these supports were useful for them, and it may be worthwhile to investigate ways in which these supports and be provided with greater effectiveness in the future. With respect to mental health services provided for district staff, respondents indicate that even though most staff are aware of supports available to them, most staff do not use them. It may be worthwhile to investigate why staff use of these supported is so limited. Staff also indicate a desire for more professional development related to mental health and wellness, and so we recommend that the district solicit information and specific needs and interests and develop and offer professional development opportunities accordingly.

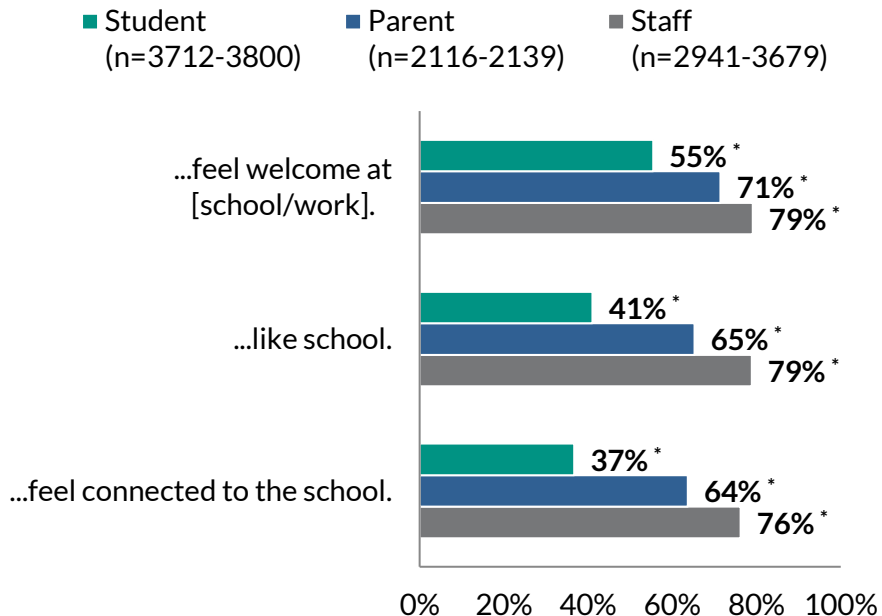
EMOTIONAL CLIMATE AND PHYSICAL ENVIRONMENT

Most respondents indicate positive feelings regarding PGCP's emotional climate and physical environment. However, students provide the significantly lower rates than parents and staff in both areas.

- Significantly fewer students agree that they feel welcome at school, like school, and feel connected to their school compared to staff members' feelings about their schools and to parents' perceptions of how students feel about their school.
- Significantly fewer students express positive perceptions of their schools' physical environment compared to parents.

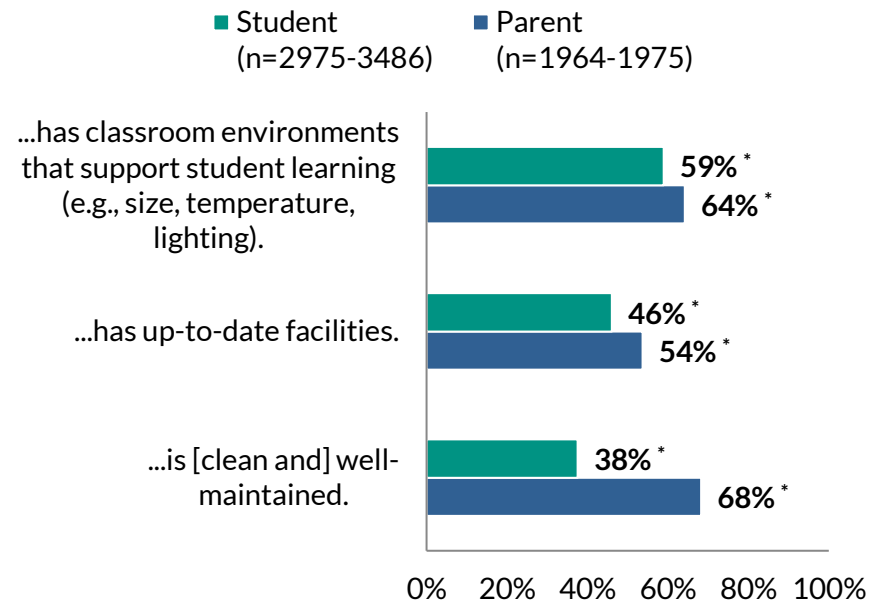
Students at [my/my child's] school / I...

% Agree + % Strongly agree



My [child's] school...

% Agree + % Strongly agree

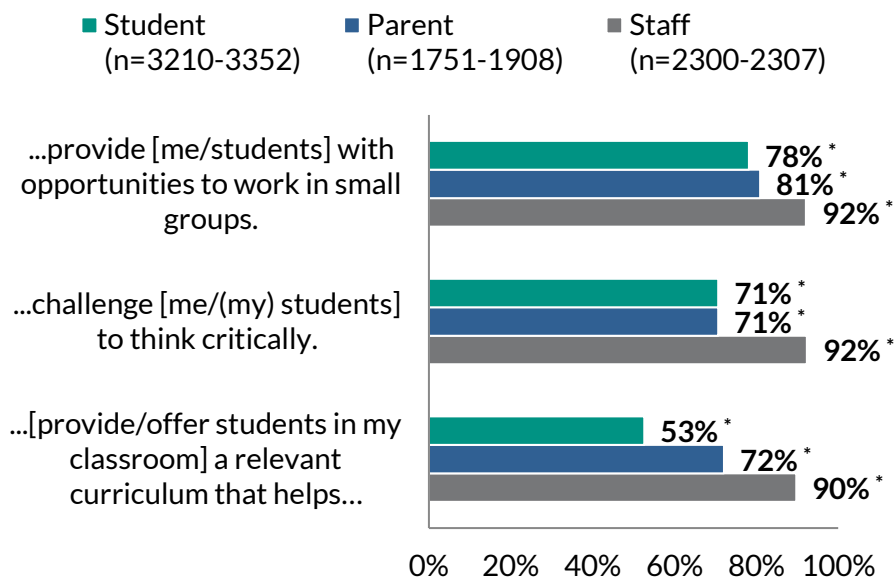


EDUCATIONAL EXCELLENCE

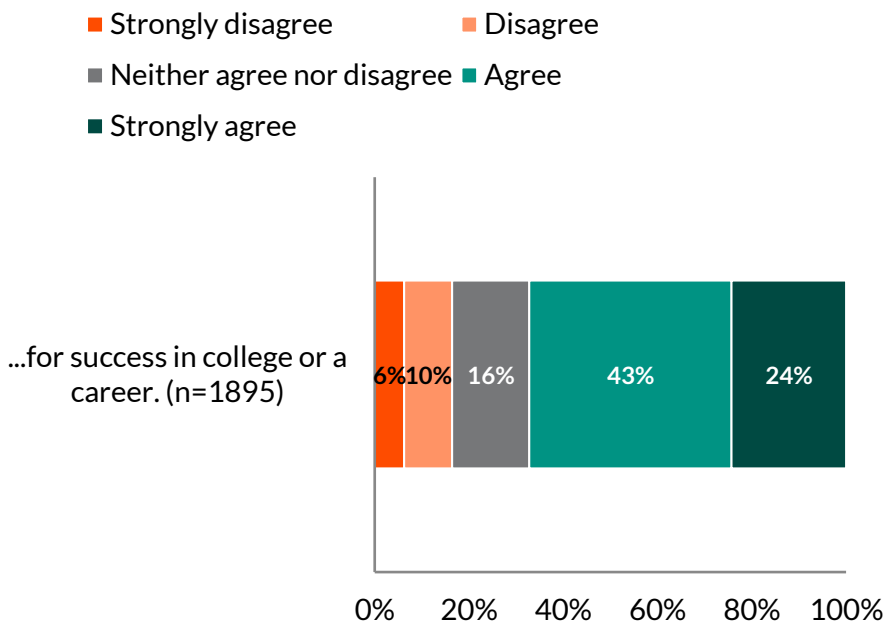
Most respondents express positive perceptions of PGCPs academics. However, significantly fewer students and parents express positive sentiments related to academics compared to staff members.

- Over two-thirds of parents (67%) agree or strongly agree that PGCPs prepares students for success in college or a career.
- The majority of respondents agree or strongly agree that PGCPs teachers provide students with opportunities to work in small groups (83%), challenge students to think critically (77%), and provide students with a relevant curriculum that connects to their lives to the world meaningfully (69%).

[My teachers/My child's teachers/I/Teachers at my school]...
% Agree + % Strongly agree



Schools prepare students...
(Parents Only)



RESPECT AND BULLYING

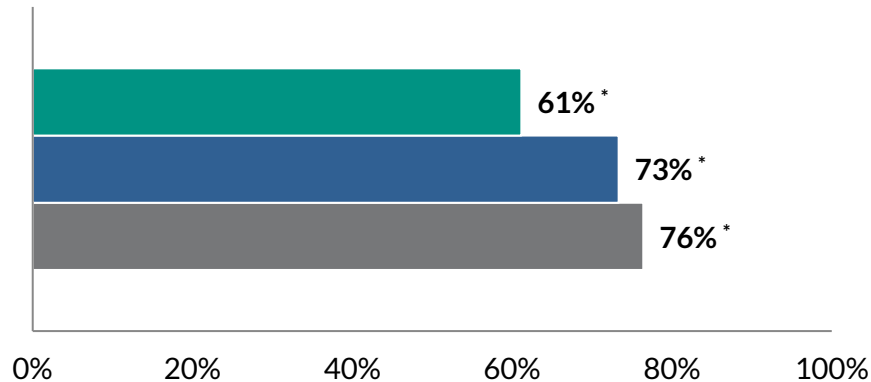
While most respondents state that adults at PGCPs schools respect students, families, and staff from diverse backgrounds, close to half of respondents agree that bullying is a problem at their school. Student sentiments are significantly more negative in these areas compared to parents and staff.

- Significantly fewer students (61%) agree or strongly agree that adults at their school respect students, families, and staff from diverse backgrounds compared to parents (73%) and staff members (76%).
- Close to half of students and parents (42%) agree or strongly agree that bullying is a problem at school.

Adults at [my school/my child's school/my workplace] respect students, families, and staff from diverse backgrounds.

% Agree + % Strongly Agree

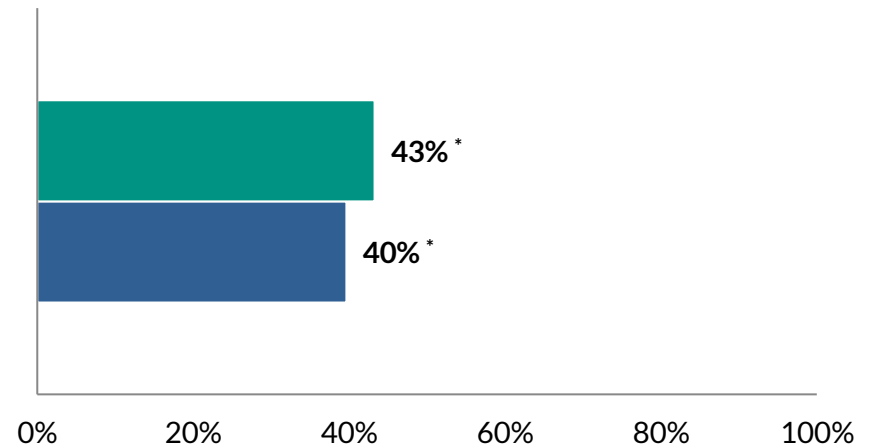
■ Student (n=3288) ■ Parent (n=1906) ■ Staff (n=3508)



Bullying is a problem at [my/my child's] school.

% Agree + % Strongly agree

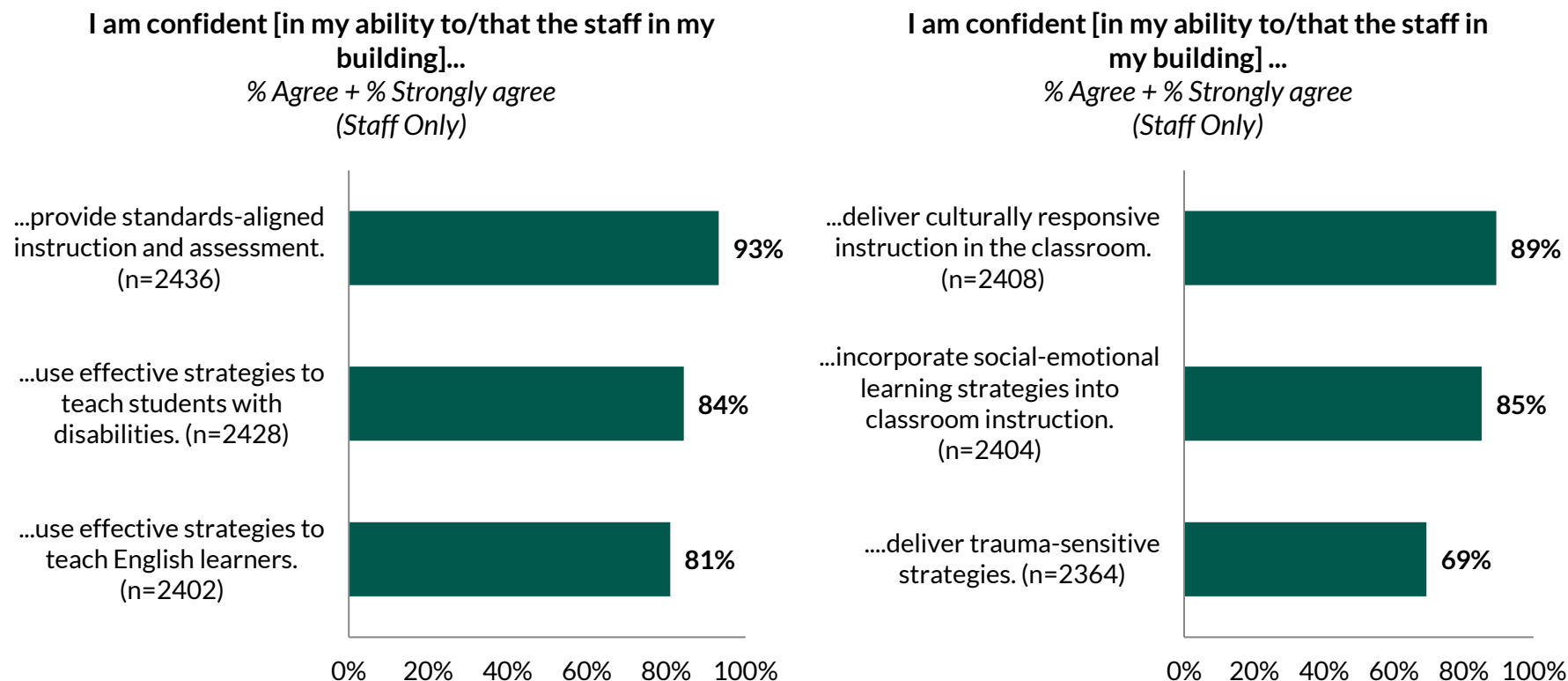
■ Student (n=3122) ■ Parent (n=1665)



EXCELLENCE IN EQUITY – STAFF CONFIDENCE

Staff members generally express high levels of confidence with respect to their ability to teach students equitably in the classroom. Among areas related to equity, respondents express the lowest level of confidence in their ability to deliver instruction using trauma-sensitive strategies.

- Almost one-third staff members (31%) do not express confidence in their ability to deliver trauma-sensitive strategies in the classroom.



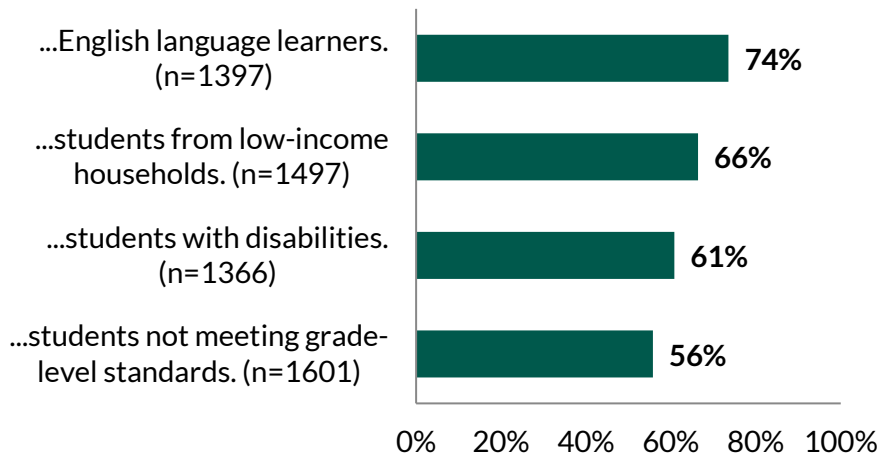
EXCELLENCE IN EQUITY – RESOURCES AND SUPPORT

Respondents expressed mixed opinions on the resources and support provided by PGCPs. Survey responses suggests that areas of improvement include resources and support for students non meeting grade level and equitable distribution of resources across the district.

- Students and parents express the lowest perceptions of resources and support for students not meeting grade-level standards, with just over half (56%) agreeing or strongly agreeing that the district provides enough resources and support.
- About half of parents (51%) agree or strongly agree that resources are distributed equitably across district schools.

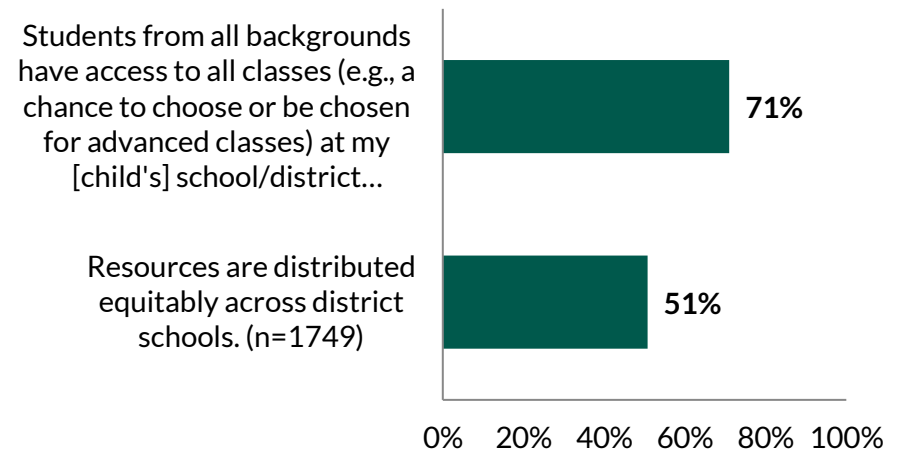
My [child's] school provides enough quality resources and support for...

% Agree + % Strongly agree
(Students and Parents only)



Please indicate how much you disagree or agree with the following statements.

% Agree + % Strongly agree
(Parents only)



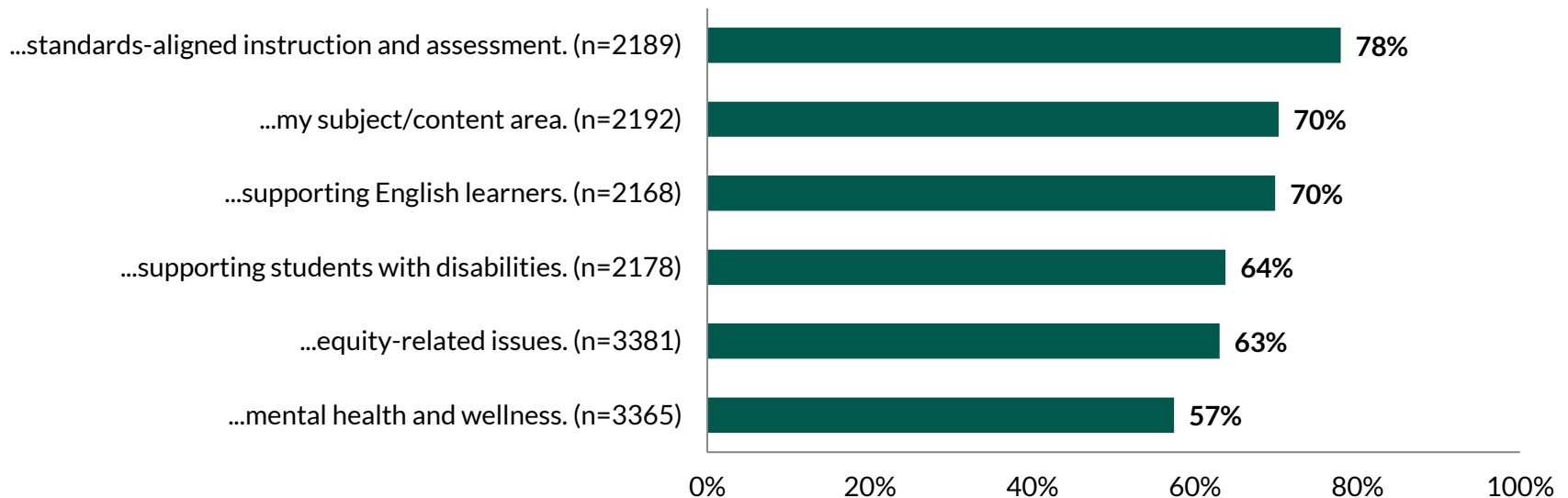
PROFESSIONAL DEVELOPMENT NEEDS

Staff provide mixed responses with respect to the access to professional learning opportunities provided by the school/district. Survey responses suggest that the areas needing the most professional learning opportunities are mental health and wellness and equity-related issues.

- Less than two-thirds of respondents agree or strongly agree that the district provides enough professional learning opportunities related to mental health and wellness (63%) and equity-related issues (57%).

[My school/The district] provides enough professional learning opportunities related to...

% Agree + % Strongly agree
(Staff only)

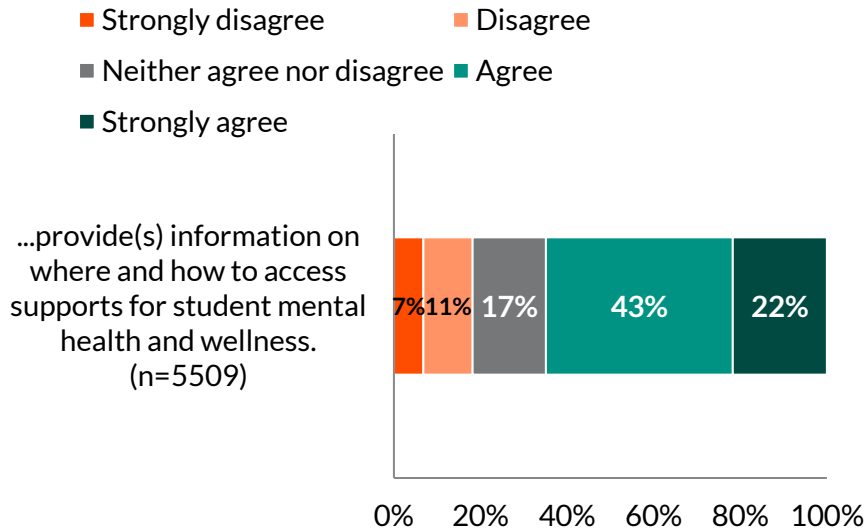


MENTAL HEALTH - STUDENTS

While most students and parents agree that their school provides information on where and how to access supports for mental health and wellness, students indicate lower levels of satisfaction with the effectiveness of mental health supports compared to parents.

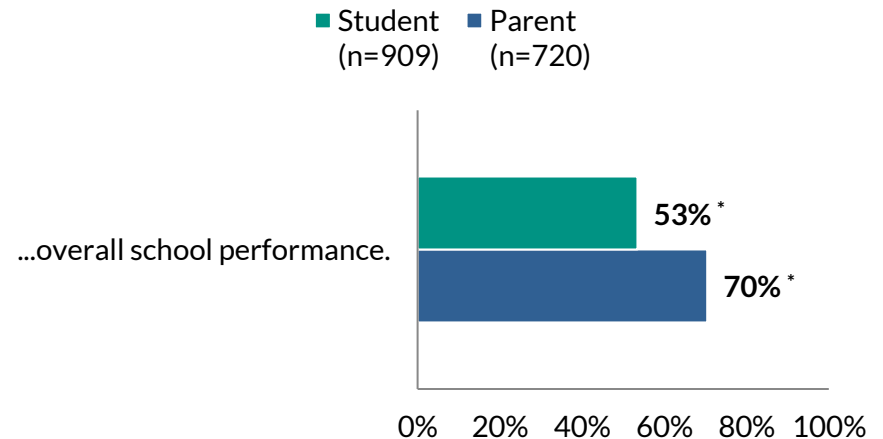
- Almost two-thirds of students and parents (65%) agree or strongly agree that PGCPs provides information on mental health and wellness support for students.
- Significantly fewer students that used mental health supports in the past (53%) agree or strongly agree that they improved their overall school performance compared to parents whose children used PGCPs mental health supports (70%).

My school/My child's school... (Students and Parents Only)



One or more of the student mental health supports [I/my child] used improved [my/their]...

% Agree + % Strongly agree



Note: An asterisk (*) indicates a statistically significant difference between groups.

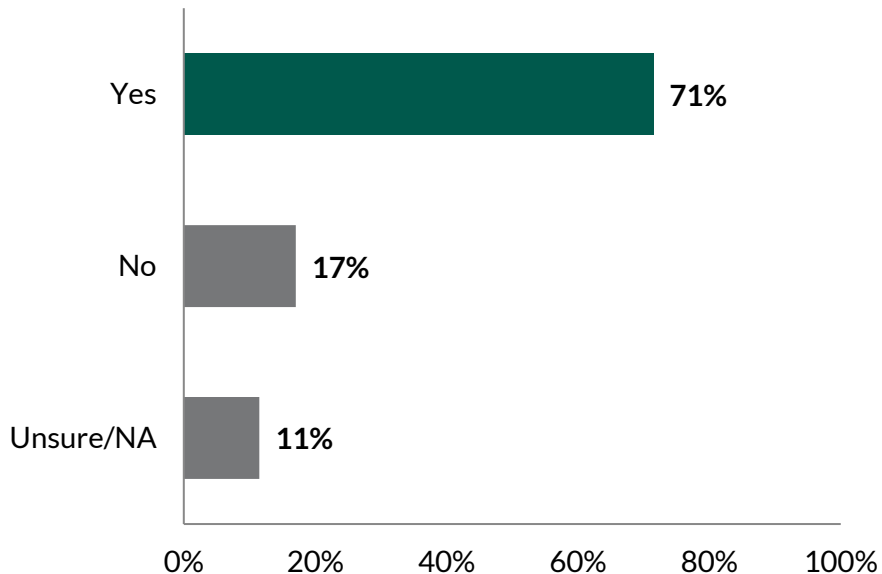
Note: Only students and parents answered the question on the left and only students who used PGCPs mental health supports and parents whose children used these supports answered the question on the right.

MENTAL HEALTH - STAFF

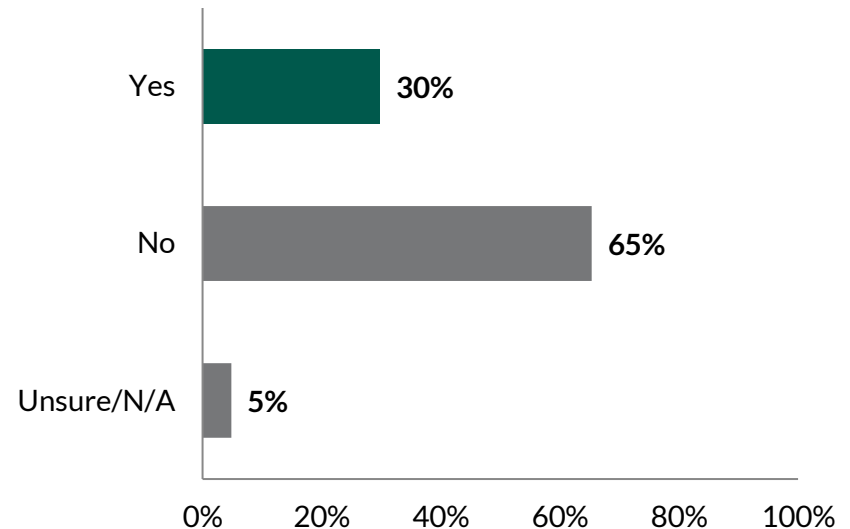
While most staff members express awareness of the mental health and wellness supports available to district staff, the majority report that they have never used them.

- While most staff members (71%) are aware of the mental health and wellness supports available to district staff, almost two-thirds of staff members (65%) have not used any of them.

Are you aware of the mental health and wellness supports available to district staff? (n=3568)
(Staff Only)



Have you used one or more of the supports available to staff to improve your mental health and wellness (e.g., stress, coping skills)? (n=3561)
(Staff Only)



RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Respondent Role (n=9848)

Student	40%
Staff member	38%
Parent/Guardian	23%

School/Building Type (n=9848)

Elementary School	23%
Middle School	34%
High School	27%
Academy/K-8 School	6%
Special Center	1%
Public Charter School	4%
District/Central Office	3%
Other	3%

Staff Years of Experience (n=3695)

Less than 1 year	7%
1 to 3 years	15%
4 to 6 years	15%
7 to 10 years	16%
11 to 15 years	12%
16 to 20 years	14%
More than 20 years	21%

School Staff Role (n=2962)

Instructional Staff	80%
Support Staff	15%
School Administrator	5%

Race/Ethnicity (n=8819)

Black or African /American	46%
Hispanic or Latin(o/a/x)	22%
White	20%
Asian	6%
American Indian or Alaska Native	4%
Middle Eastern or North African	1%
Native Hawaiian or Other Pacific Islander	1%
Not listed/Prefer to self-describe	3%

Gender Identity (n=8839)

Female	64%
Male	27%
Non-binary/Gender non-conforming	2%
Not listed/Prefer to self-describe	1%



Thank you.

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