



Family Engagement Survey

Executive Summary Report

Fairfax County Public Schools
School Year: 2023-2024



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2023-2024 Family Engagement Survey

Details of the Study:

The Fairfax County Public Schools Family Engagement Survey asked parents/guardians for feedback on their involvement and engagement at their child's school.

K12 *Insight* partnered with division staff members to develop the survey, which addressed the following topics:

- Welcoming Environment
- Communication
- Student Success
- Advocacy
- Family and School Partnerships
- Collaboration With the Community

This survey was open from March 3 to April 3.

Email invitations with unique survey links were sent to parents/guardians. Reminders were sent throughout the survey window. Parents/Guardians also could participate via a public link on the division's website. Paper surveys were available on request. Parents/Guardians with children attending more than one division school could take the survey for each school.

The online and paper surveys as well as email invitations were translated into Amharic, Arabic, Chinese, Farsi, Korean, Pashto, Spanish, Urdu, and Vietnamese.

Survey communications noted multiple ways that families needing assistance in completing the survey could receive that support. With the help of school front office staff, family liaisons, FCPS family phone lines, community liaisons, family engagement paraprofessionals, and the FCPS Family Resource Center, more than 3,500 families were assisted.

Understanding the Results:

K12 *Insight* uses census sampling, which provides data reflective of all voices in the community and is considered to be the most accurate and robust method of data collection when conducting survey research. While all parents/guardians were invited to take the survey, not all participated. Statistical tests designed to infer the perceptions of a larger population from a smaller sample size are not appropriate; rather, descriptive statistics provide the most accurate representation of the data. Therefore, the findings herein cannot be generalized beyond the participants. Nevertheless, this study offers valuable insights into the perceptions of parents/guardians.

The findings for each item exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

To ensure data integrity and prevent any potential bias from multiple submissions, K12 *Insight* employed a "ballot box stuffing" detection feature. This feature is designed to identify and address instances where individuals may attempt to take the survey multiple times to skew the results. For this particular survey, no observable issues were detected.

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Additional Sampling Notes:

Types of Data Collection:

- **Random Sampling:** Involves selecting a representative subset of the population. It's cost-effective, time-efficient, and practical for large populations but carries a risk of sampling errors.
- **Census Sampling:** Involves studying the entire population. It provides complete and detailed data without sampling error but is expensive, time-consuming, and often impractical for very large populations.

Census sampling can be considered more accurate and robust than random sampling in several keyways.

- **Full Representation:** Census sampling includes every individual in the population, ensuring that all subgroups are represented.
- **No Sampling Error:** Since every individual is surveyed, there is no risk of sampling error, leading to more accurate and reliable data.
- **Granular Insights:** Provides detailed information about the entire population, enabling comprehensive analysis at both macro and micro levels. Allows for precise analysis of smaller subgroups within the population, which might be underrepresented in a sample.
- **Non-Response Bias:** With extensive efforts, non-response bias can be minimized since the goal is to reach everyone in the population. Since every individual is included, there is no selection bias, which can occur in random sampling if the sample is not perfectly representative.

Participation:

School Year	Number of Invitations Delivered (NMax)	Number of Email Responses (N)	Paper Surveys	Public-access Link Responses	Total Responses
2023-2024	190,474	15,475	421	10,410*	26,306**
2021-2022	179,693	21,725	163	13,221	35,109
2018-2019	164,384	21,393	295	7,571	29,259

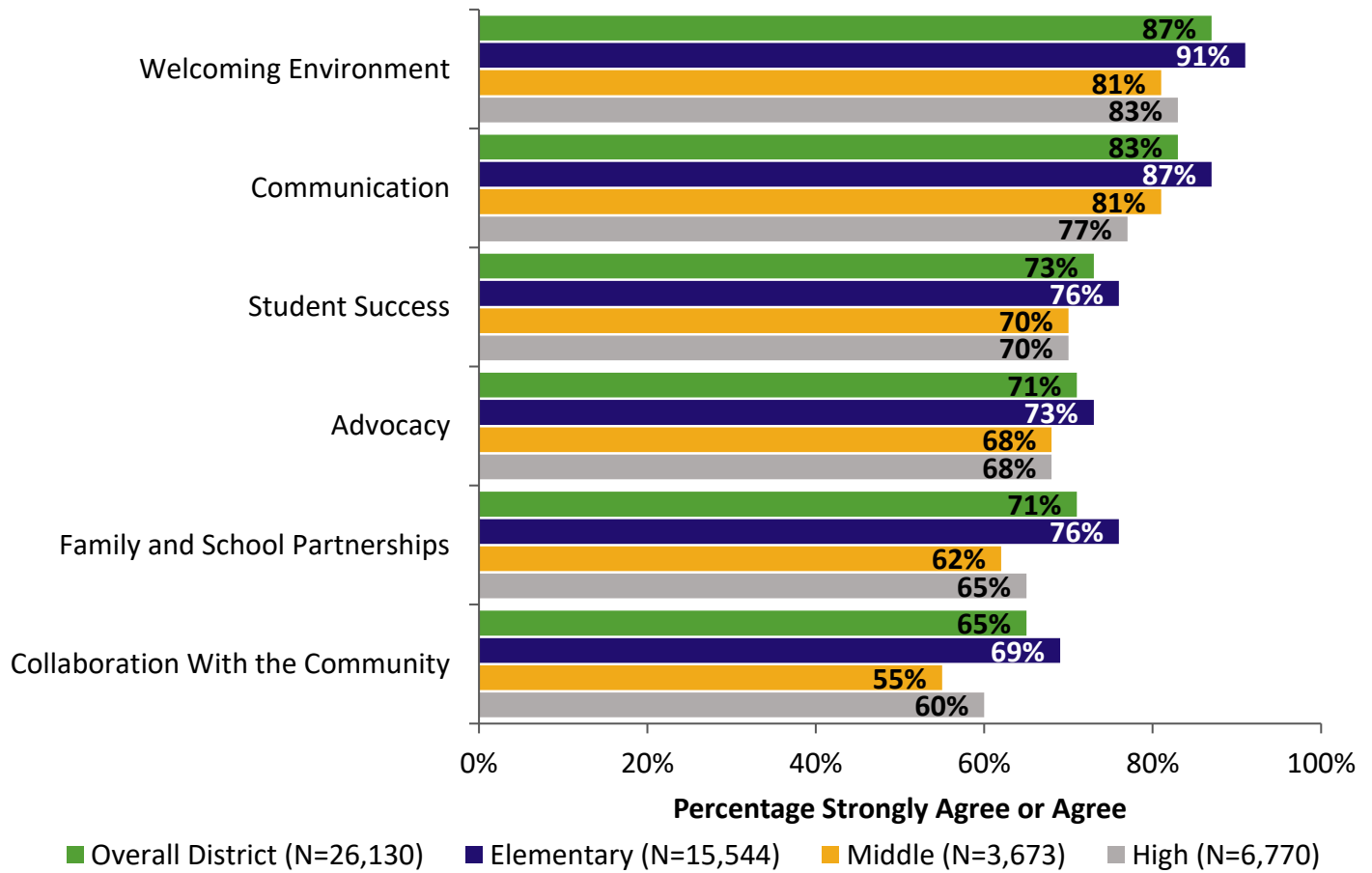
*Includes 1,411 responses from parents/guardians who retook the survey for a different school.

** 3,513 families requested and received support in completing the survey.

Language of Participation	Amharic	Arabic	Chinese	English	Farsi	Korean	Pashto	Spanish	Urdu	Vietnamese
2023-2024	66	168	198	22,104	74	404	14	3,136	23	119
2021-2022	124	297	278	27,856	57	933	10	5,372	30	152
2018-2019	2	211	264	26,355	41	592	—	1,664	26	104

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Dimension Scores:



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I feel regular school attendance supports my child's academic success.	94%	Student Success
I feel welcome at my child's school.	92%	Welcoming Environment
This school welcomes families of different backgrounds and cultures.	92%	Welcoming Environment
There is at least one caring adult at the school that my child trusts.	89%	Welcoming Environment
My child enjoys going to this school.	89%	Welcoming Environment

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

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Lowest-ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
I received enough information about what I can do at home to help my child improve their learning.	28%	Student Success
This school provides me with opportunities to connect with other families.	25%	Collaboration With the Community
I received enough information about what I can do at home to support my child with mental health and wellness.	24%	Student Success
The school staff works with me to identify social and emotional skills that my child can develop to be successful.	23%	Student Success
I have been involved in school-based activities, committees, or parent groups.	22%	Family and School Partnerships

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Summary and Insights:

Feelings of Respect:

- 84% of participating parents/guardians indicated that they were respected or very respected at their child’s school, which remained consistent with responses from the 2021-2022 school year (84%).
- 81% of participating parents/guardians indicated that their child was respected or very respected at their school, a 2 percentage-point decrease from the 2021-2022 school year (83%).

Welcoming Environment: Welcoming Environment had the highest dimension score (87%). The following items are among those with the highest agreement:

- 92% of participating parents/guardians said that they feel welcome at their child’s school, up 3 percentage points from the 2021-2022 school year (89%).
- 92% of participating parents/guardians said that their child’s school welcomes families of different backgrounds and cultures, up 2 percentage points from the 2021-2022 school year (90%).
- 89% of participating parents/guardians said that there is at least one caring adult at the school their child trusts and that their child enjoys going to school, up 2 percentage points from the 2021-2022 school year (87%).
- 87% of participating parents/guardians said school leaders make families feel welcome to actively participate in the community, up 7 percentage points from the 2021-2022 school year (80%).

Communication:

- 89% of participating parents/guardians said information provided by their child’s school is easy to understand, a 1 percentage-point decrease from the 2021-2022 school year (90%).
- 85% of participating parents/guardians said school staff keeps them informed of their child’s progress, which remained consistent with responses from the 2021-2022 school year (85%).

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Student Success:

- Fewer participating parents/guardians (67%) said they received enough information about what they can do at home to support their child with mental health and wellness, up 1 percentage point from the 2021-2022 school year (66%).
- 66% of participating parents/guardians said they received enough information about what they can do at home to help their child improve their learning, a consistent response to the 2021-2022 school year (66%).

Advocacy:

- 88% of participating parents/guardians said their child's school recognizes and respects families' cultural, ethnic, and religious diversity, up 2 percentage points from the 2021-2022 school year (86%).
- All items in this dimension had high percentages of Don't Know responses, ranging from 8% to 39%.

Family and School Partnerships:

- 83% of participating parents/guardians said there are opportunities for them to volunteer at their child's school, up 11 percentage points from the 2021-2022 school year (72%).

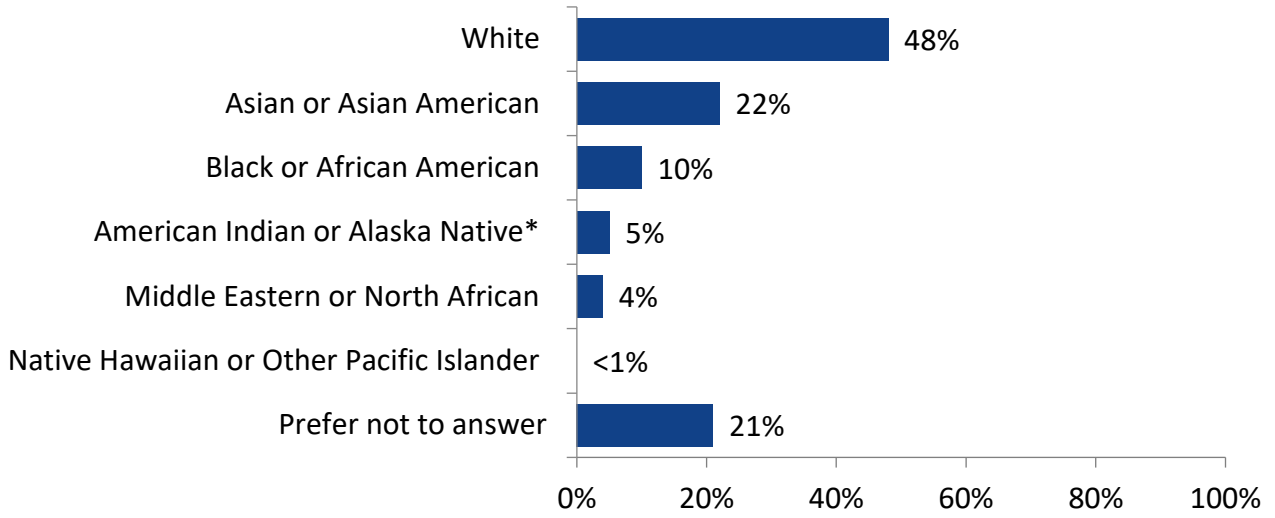
Collaboration With the Community:

- Fewer participating parents/guardians said their child's school provides them with opportunities to connect with other families (59%). However, that was an 8 percentage-point increase from 2021-2022 (51%).
 - 70% of participating parents/guardians said they receive enough information from their child's school about community services to help families, up 3 percentage points from the 2021-2022 school year (67%).
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Demographic Data:

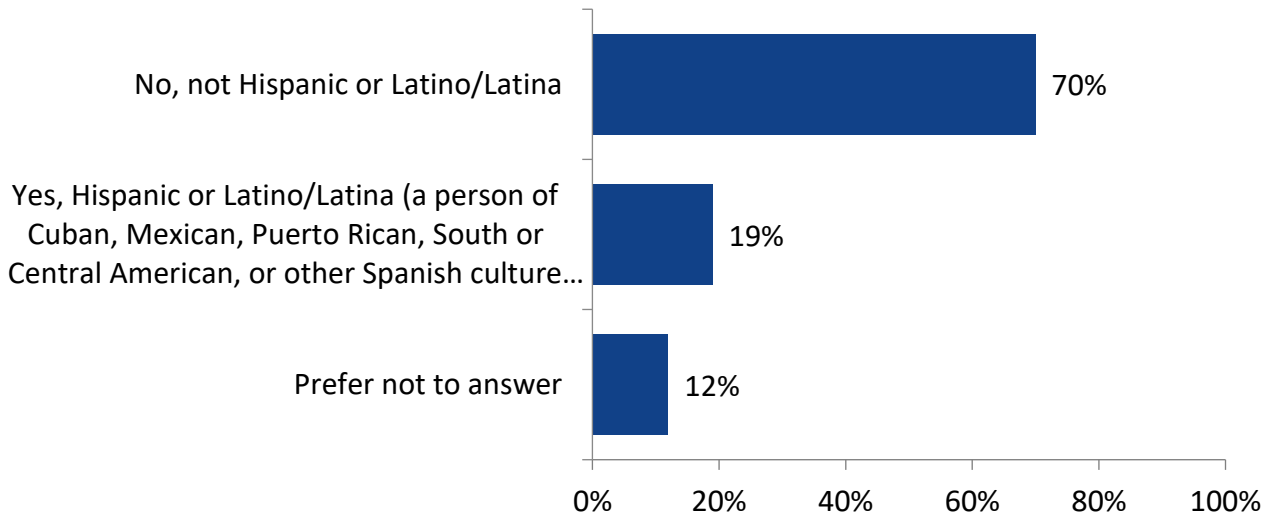
What is your child's race? (N=24,816)



***Participants could write in their child's ethnicity. Write in responses with more than 10 participants include Aztec, Bolivian, Central America, Cherokee, Hispanic, Latino/Latin American, Mayan, Peru/Peruano, Quechua, Salvadorian, and South American.*

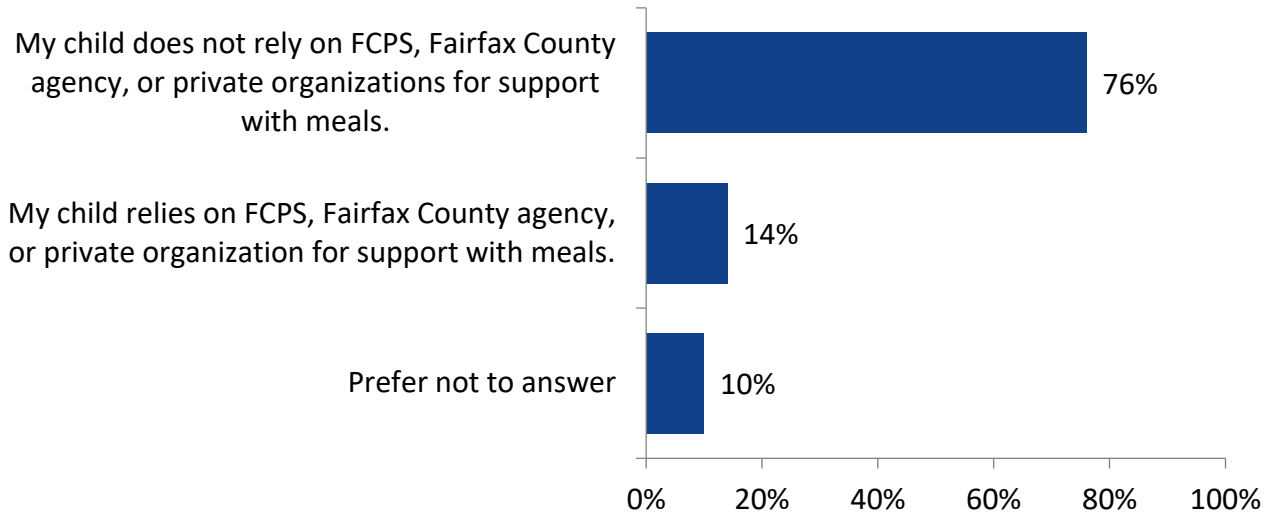
Note: The sum may exceed 100 percent since participants could select more than one answer.

Is your child Hispanic or Latino/Latina? (N=25,433)

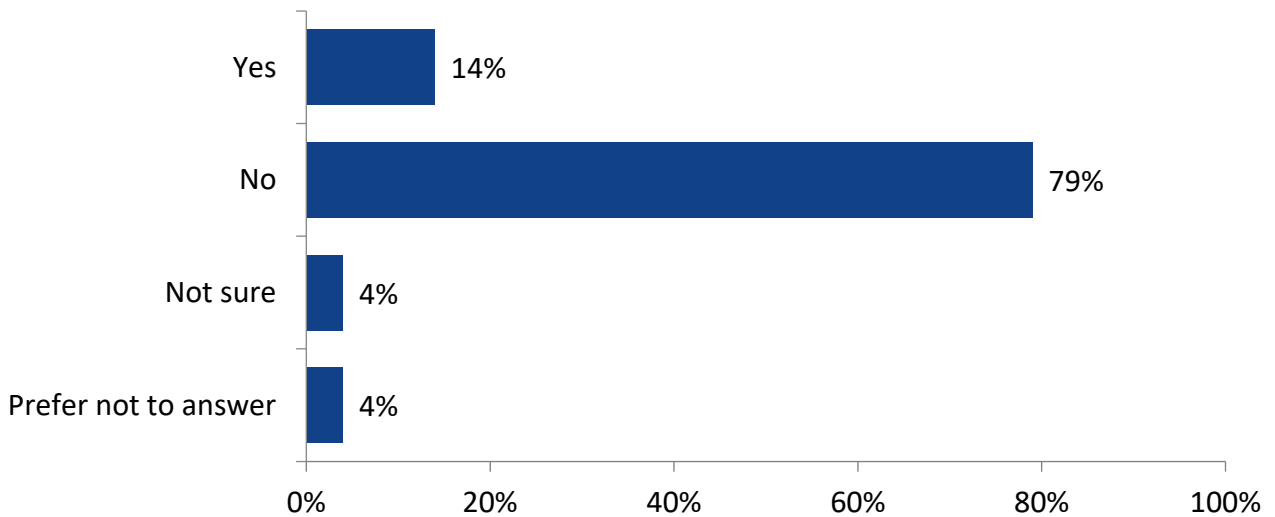


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What best describes your child's food situation? (N=25,848)

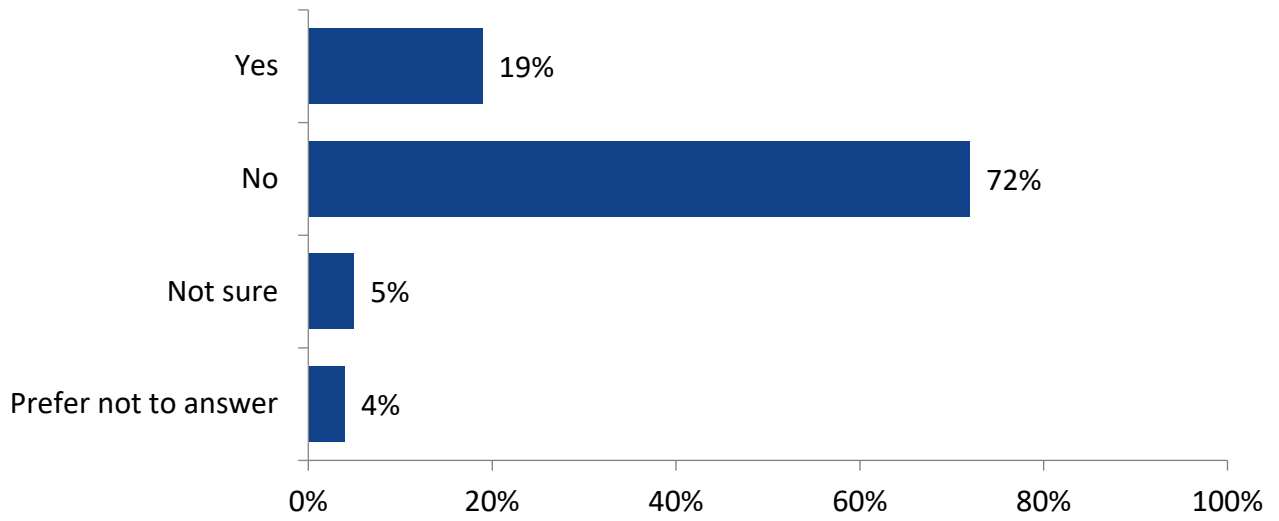


Does your child receive English for Speakers of Other Languages (ESOL) services? (N=26,010)

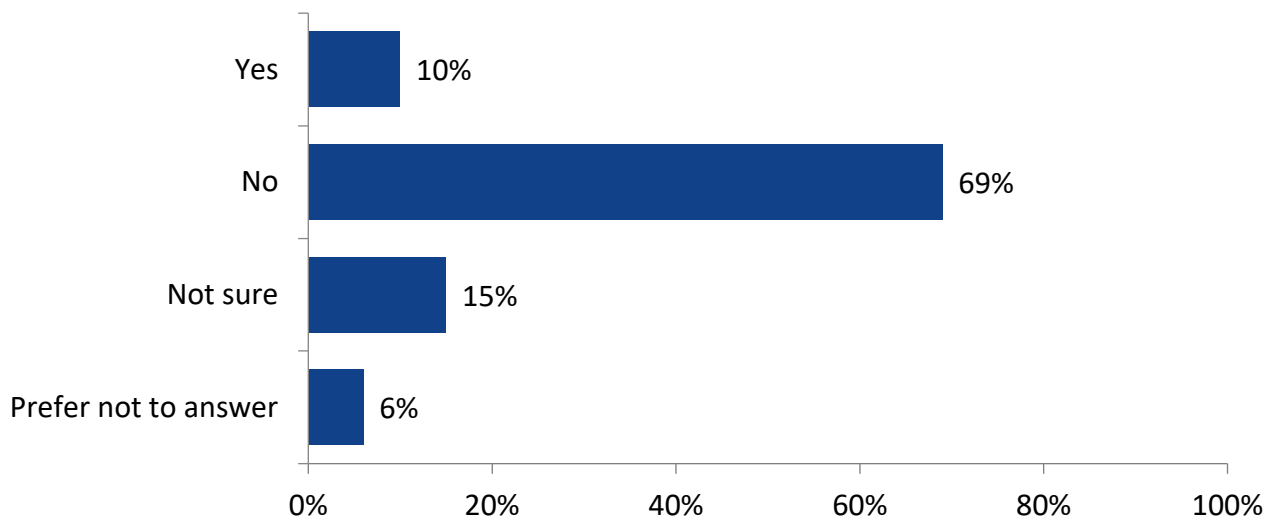


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Does your child receive special education services with an Individualized Education Program (IEP)?
(N=25,960)

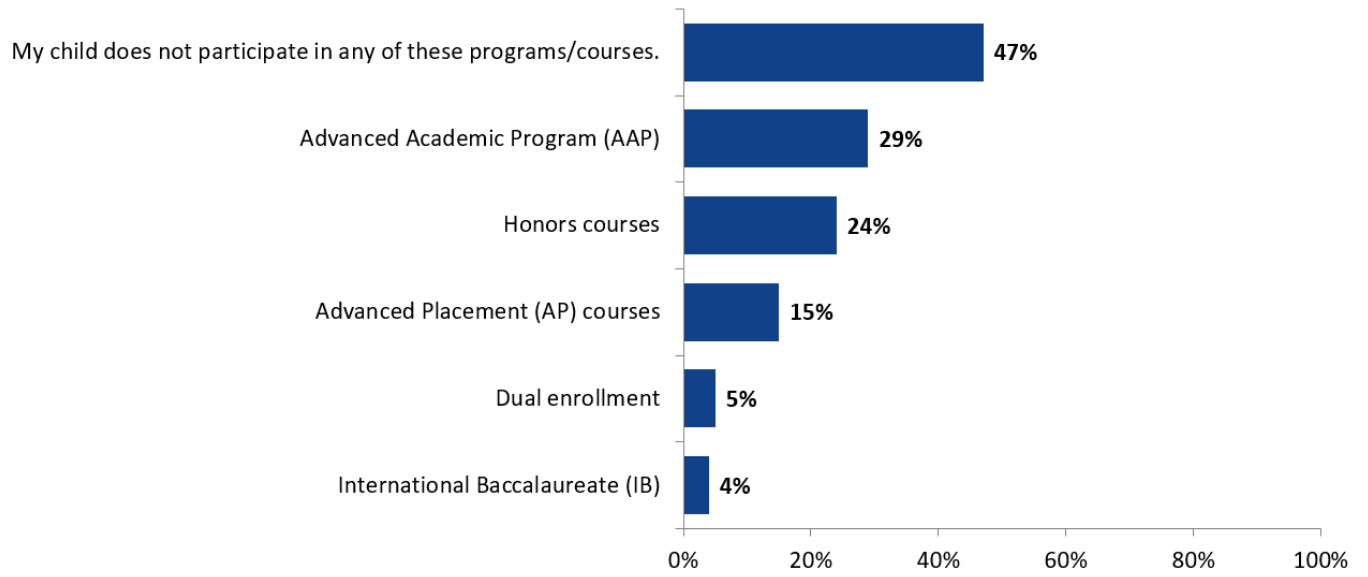


Does your child have a 504 plan? (N=25,833)



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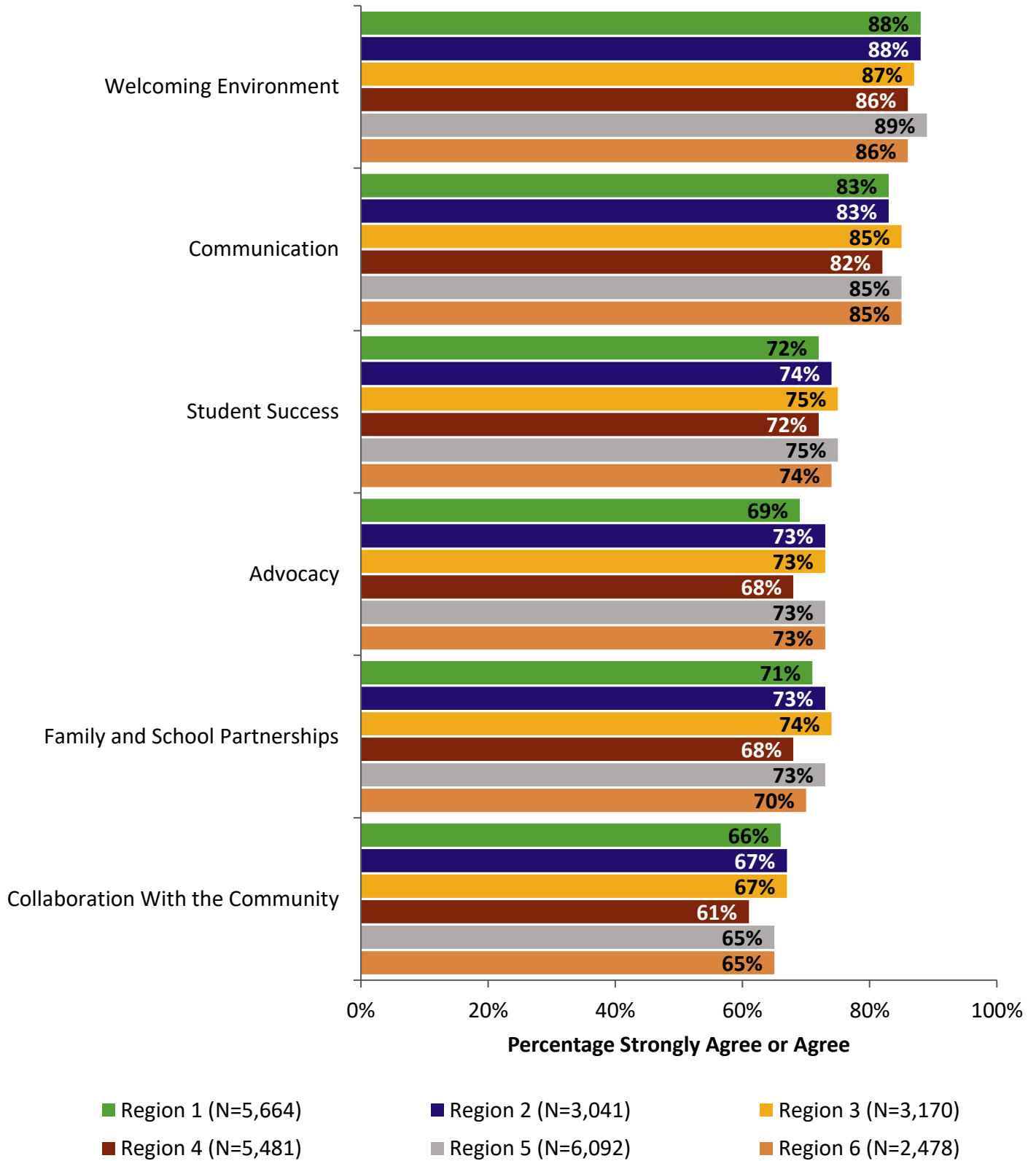
Does your child participate in any of the following programs/courses? (N=24,741)



Note: The sum may exceed 100 percent since participants could select more than one answer.

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Dimension Scores by Region:



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
 Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.