

District Climate Report



Lubbock ISD
2020

Online Survey of Students, Parents, and Community

February - March 2020

Goals

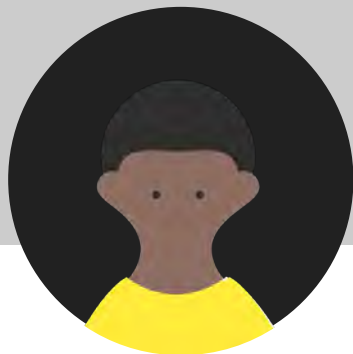
1. Gather feedback from stakeholders
2. Identify areas of improvement
3. Assess community perceptions

8,354 (18) 6,494 (19) Respondents
11,671 (20)



4,245 (18)
4,556 (19)
7,957 (20)

Students



2,145 (18)
960 (19)
1,692 (20)

Staff



2,105 (18)
918 (19)
1945 (20)

Parents



55 (18)
60 (19)
77 (20)

Community

4 Main Areas

- **School/Building Environment**
- **Academic Environment**
- **Social Environment**
- **Stakeholder Inclusiveness**



School/Building Environment

- Positive Emotional Climate
- Building and Personal Safety



Academic Environment

- Instructional Climate
- Student Attitudes Towards Learning
- Student Engagement
- Student Support Services
- Student Outcomes



Social Environment

- Students Positive Relationships and Discipline
- Staff Members Positive Relationships
- General Bullying and Harassment
- Student Experiences with Bullying and Harassment
- Staff Experience with Bullying and Harassment



Stakeholder Inclusiveness

- Parent Engagement
- School Leadership and Personnel



Key Findings

Strengths

Respondents agree that district schools challenge and support students academically:

- 84% of all respondents agree that their school and teachers want students to succeed.
- Most respondents believe that their school sets high expectations for student achievement (78%), provides a well-rounded curriculum (72%), and adequately challenges advanced students (72%).

Key Findings

Strengths

Respondents are satisfied with school-provided resources.

- At least three-quarters of respondents agree that their school provides enough technology resources (84%) and material resources (74%) to support student learning.
- At least 70% of respondents agree that their school provides enough resources for high-achieving students (73%), special education students (71%), and English language learners (70%).

Key Findings

Strengths

District staff members are satisfied with their relationships and with the personal support they receive.

- Nearly all staff indicate that they have positive relationships with students (97%) and with other staff members (94%)
- Over three-quarters of staff agree that their school provides enough professional development (87%), opportunities for peer collaboration and support (84%), quality professional development opportunities (82%), and enough material resources (e.g., books, supplies) (79%).

Key Findings

Strengths

Parents are satisfied with the level of communication and engagement they receive from teachers and staff from their child's school.

- At least three-quarters of parents agree that staff members at their child's school make parents feel welcome (77%), effectively communicate with parents regarding their child's behavior (75%), respond to parents' questions or concerns (75%), make it easy for parents to attend meetings (75%),
- Respondent agreement in several of these areas increased from the 2018-19 survey.

Key Findings Areas for Improvement

While most respondents feel safe at school, there are concerns about violence or theft at school.

- Only 35% of students agree that their school does NOT have issues with violence or theft.
- This represents a slight decrease from 41% in 2017-18 and 39% in 2018-19.

Key Findings Areas for Improvement

Respondents are concerned with student attitudes/motivations toward learning.

- Less than half of all respondents agree that students at their school are motivated to learn (37%), come to class prepared (36%), get excited to learn new things (35%), or enjoy learning (34%).
- Student attitudes towards learning appear to have worsened over time.
- The percentages of respondents in 2019-20 who agree with each of the statements related to student attitudes is between 7-12 percentage points lower when compared to respondents in 2017-18.

Key Findings

Areas for Improvement

There are some concerns surrounding school rules and respect.

- Less than half of all respondents agree that students at their child's school follow school rules (44%) or respect other students (48%), and this represents a slight decline when compared to previous survey administrations.
- Between 2017-18 and 2019-20, the percentage of respondents who agree that adults at their child's school respect students declined from 69% to 62%, and the percentage of respondents who agree that adults at their child's school care about students declined from 78% to 71%.

Key Findings

Three Year Comparison

Student respondents' perceptions of their schools' emotional and physical climate has slightly decreased through the years.

- Students less frequently agree that they are proud to attend school 60% (18), 53% (19), 49% (20)
- Feel welcome at school 63% (18) 61% (19) 59% (20) or like school 43% (18), 39% (19), 33% (20)

Key Findings

Three Year Comparison

Parent respondents' perceptions of their schools' emotional and physical climate has remained steady.

- Parents agree that students at their child's school are proud to attend school 79%(18), 75% (19), 77% (20)
- That students like school 76% (18), 71% (19), 75% (20)

Key Findings

Three Year

Comparison

Staff continue to agree that their school is safe.

- Agree that they feel safe at school 85%(18), 88% (19), 84% (20)
- Feel safe going to and from school 86%(18), 89% (19), 88% (20)
- Feel safe at school-sponsored events and activities held after school 86% (18), 89% (19), 87% (20)

Key Findings

Three Year

Comparison

Community Members report that the district:

- Engages the community 41% (18), 64%(19), 54% (20)
- Is transparent about district decision-making 33% (18), 53% (19), 41% (20)
- Responds to community member's questions and concerns 36% (18), 59% (19), 48% (20)

Recommendation

Conduct additional research to identify ways to improve student attitudes and motivations toward learning.

While stakeholders are largely satisfied with the resources and programs that the district provides, respondents do not believe that students are highly motivated learners. Consider conducting additional research, such as focus groups or interviews, to identify incentives that will improve student learning motivations and practices.

Recommendation

Promote or develop additional supports and programming related to students' mental health and social-emotional development.

Only 58% of respondents agree that their child's school provides enough resources for students' mental health and well-being, and less than half agree that their school develops students' ability to manage emotions.

Especially following school closures caused by COVID-19, the district may conduct surveys to gather information on students' social-emotional needs and develop programs and outreach for the 2020-21 academic year to address these needs.

Recommendation

Review school disciplinary measures to ensure that school rules are followed and that concerns surrounding violence and theft are allayed.

Most respondents do not agree that students follow school rules, and respondents have concerns about violence or theft in schools. Determine the effectiveness of current disciplinary measures, and consider conducting additional research (e.g., focus groups, in-depth interviews, and secondary research) to identify new practices that could be more effective in ensuring compliance and reducing violence/theft.

4 Main Areas - **Summary**

- **School/Building Environment**
- **Academic Environment**
- **Social Environment**
- **Stakeholder Inclusiveness**



School/Building Environment

- Most **adults** believe school fosters a positive emotional climate
- **Students** are less positive.
- Generally **all respondents** feel safe at school.

Academic Environment

- **Most respondents** raise concerns regarding student attitudes toward learning, managing-emotions, and conflict resolution.
- **Respondents** agree that students are supported and challenged academically and that the district provides needed resources (technology, for all students – High Achieving, Special Ed students, and English Language Learners).

Social Environment

- Staff members are highly satisfied with their relationships and with the personal support they receive.
- Respondents shared mixed feedback on the fairness and consistent enforcement of school rules.
- Most agree that students do not respect other students or follow school rules.

Social Environment (Continued)

- **Students** are more likely to report bullying and harassment as compared to staff or parents. Students report that bullying does occur (almost daily) for physical appearance (most common reason for bullying), sexual orientation (next most common), and race or ethnicity (third most common reason for bullying).

Stakeholder Inclusiveness

- **Parents and staff** are satisfied with school-level administrators (slightly improved since 2018-2019).
- **Parents and staff** have mixed opinions of communication and decision-making from district leadership.
- **Staff are more likely than parents** to agree that district leaders communicate a strong vision for the district, make decisions that support student learning, and manage the district budget responsibly.

Stakeholder Inclusiveness (Continued)

- **Parents** report high levels of satisfaction with communication and engagement from teachers and staff. They believe staff members and teachers engage parents, are transparent, provide resources, make parents feel welcome, and effectively communicate about child's behavior.

