

**Lincoln Public Schools**  
**Spring 2024 Feedback Survey Report**

**Overview**

Since 2015, Lincoln Public Schools has conducted annual surveys to help us better understand the experiences of the students and adults in our community. From 2015-2020 these surveys were largely internal instruments designed to provide teachers with direct feedback from their students grade 3-8 and administrators with feedback from their staff. In the 2020-2021 school year, the annual survey program expanded to include family surveys and zoomed out to gather feedback about student and adult experiences across all aspects of school. In 2021-2022, the survey further expanded to add feedback surveys from students in PK-2, and began using the current survey instruments that focus on these areas:

Students	Teachers & Staff	Family Members
Teacher-Student Relationships Rigorous Expectations Curriculum, Instruction, and Assessment School Climate Sense of Belonging Engagement Diversity and Inclusion* Cultural Awareness and Action*  * Grades 6-8 only	Educating All Students Staff-Family Relationships Cultural Awareness and Action Satisfaction and Retention Belonging Professional Learning About Equity	School Climate School Fit Family-School Communication Barriers to Engagement

Student surveys are administered during school. Students in grades 2-8 complete the surveys online, students in K-1 complete the surveys in paper using a simplified scale, and students in PK are surveyed in a 1:1 interview process. Survey results are reported in grade spans that reflect the different developmentally-designed survey instruments that were administered: PK, K-1, 2-5, and 6-8. Overall participation is high with over 94% of students responding. This year, 52% of staff responded to the survey, and 158 family responses were recorded. It is worth noting that there has been a declining trend in family participation (456 in 2021, 381 in 2022, and 231 in 2023). This could reflect fewer “hot” issues (COVID, leadership changes, etc.), but it may also represent some fatigue, particularly given the length of the survey. Consideration may be given in future years to making the survey more succinct and accessible to families. When considering the survey feedback, it is important to keep in mind the context of the response rates: nearly all students, about half of the staff, and roughly 15% of families responded.

This year’s survey responses are summarized in this report. Survey responses were provided on a favorability scale, with a 4 or 5 considered favorable on a 5 point scale, and a 3 considered favorable on a three-point scale.

# Student Feedback

Among students, across all grade spans, the most favorable feedback was around curriculum, instruction and assessment, rigorous expectations, and teacher-student relationships, with between 71% and 91% favorability across grades PK-5 and between 59% and 68% favorability in grades 6-8. (In general, lower favorability/positivity in middle school grades is a common phenomenon seen across different surveys and research and is also reflected in the DESE VOCAL survey reports both locally and at the state level.) The higher favorability in these areas reflects Superintendent Graham’s entry findings that teacher quality and the extent that teachers know and care about their students are areas of strength for the district.

Students’ least favorable responses were in the area of engagement, with school climate and belonging also being a particular area of concern in grades 6-8. Again, we see a connection here to the entry plan findings that there is a need to recommit to excellence and innovation in teaching and learning and to ensure that our systems and actions demonstrate respect and support for every individual.

There were some differences between campuses in these responses, with 6-8 students at the Hanscom School consistently responding more favorably than their Lincoln peers.

## Sample Student Prompts

PK: “When you feel like giving up, do your teachers make you keep trying?” (*Rigorous Expectations*)

K-1: “My teachers usually know when I am confused and help me understand” (Agreement Scale) (*Curriculum, Instruction, and Assessment*)

K-1: “How much respect do students at your school show you?” (*Belonging*)

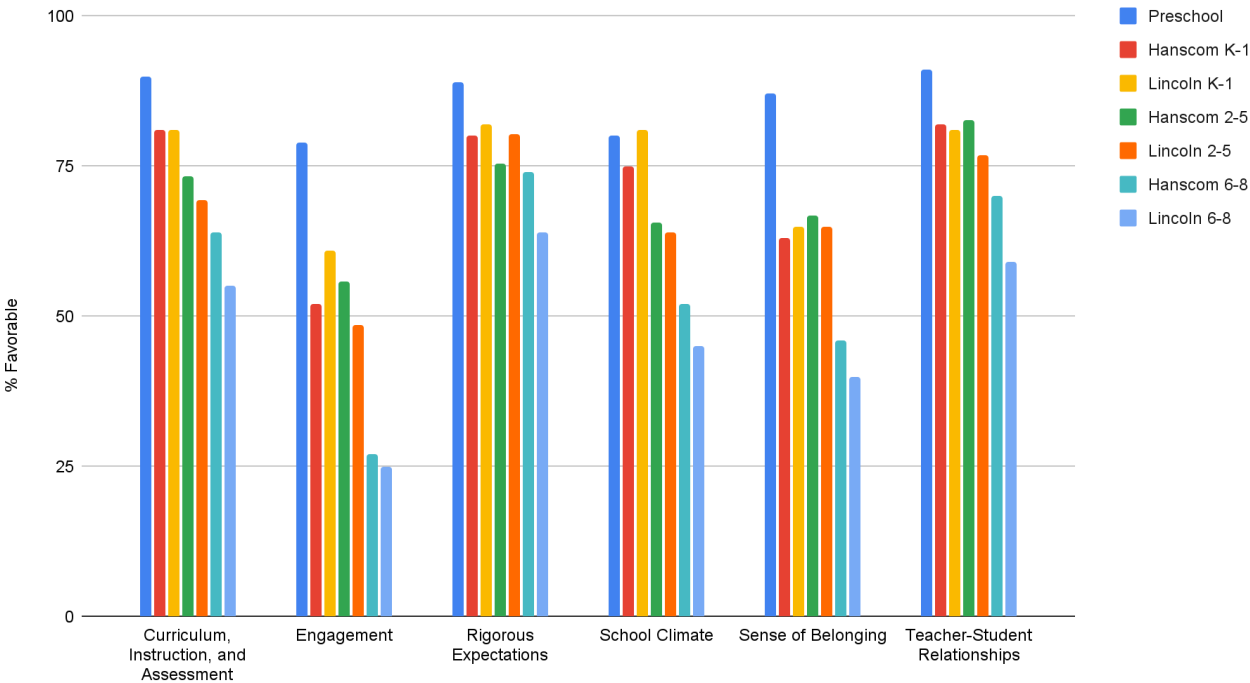
2-5: “How excited would you be to have your teachers again next year?” (*Teacher-Student Relationships*)

2-5: “How interested are you in your classes?” (*Engagement*)

6-8: “How fairly do adults at your school treat people from different races, ethnicities, or cultures?” (*Diversity and Inclusion*)

6-8: “At your school, how much does the behavior of other students hurt or help your learning?” (*School Climate*)

Student Surveys - Percent Favorable by Campus/Grade Span



When looking at the data disaggregated by different groups we also see some significant differences in the area of race/ethnicity. Black students in grades 6-8 were much less likely to respond favorably about school belonging (-16), school climate (-13), teacher-student relationships (-16), and diversity and inclusion (-14). Similar, although less pronounced patterns exist at other grade spans as well. This underscores the continuing importance of the district's continuing AIDE work and the priorities outlined in the updated AIDE Guide.

#### Student Surveys - Difference in % Favorable by Race/Ethnicity

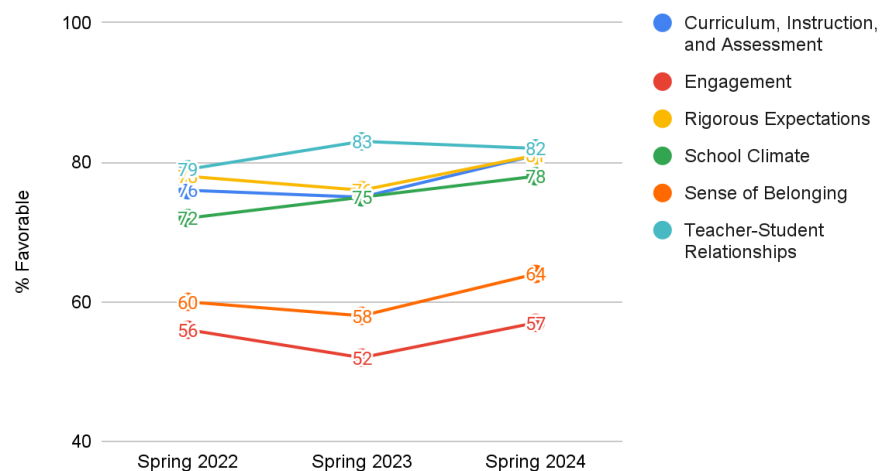
	Group Size	Cultural Awareness and Action Curriculum, Instruction, and Assessment Diversity and Inclusion School Belonging School Climate School Engagement School Rigorous Expectations School Teacher-Student Relationships							
Black	22	-5	-5	-14	-16	-13	-4	-8	-16
Latinx	51	-3	2	1	2	-1	-4	3	10
Multi-racial, non-Latinx	37	-1	-2	-5	-2	1	2	1	0
White	129	2	-1	4	1	0	-1	0	-3

*Additional groups confidentially protected*

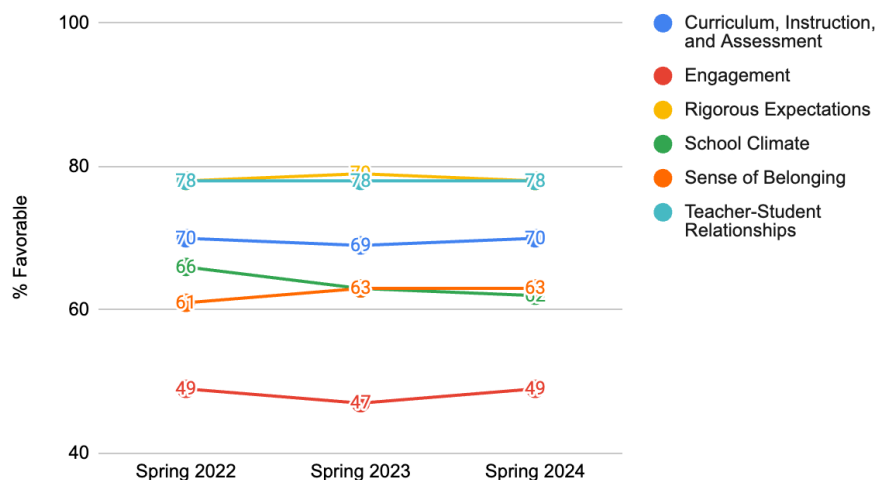
When looking at responses across time, one trend that emerges is that there has been relatively little change over the past 3 years in grades K-8. Across the three years, nearly every domain has remained flat, varying by no more than +/- 4 percentage points over the three years. (See page 4 for detail.)

The only exceptions were cultural awareness and action in grades 6-8, which trended down from 52% in 2022 to 43% in 2024 (-9), school climate in grades K-1 which increased from 72% to 78% favorable (+6), and curriculum, instruction, and assessment in grades K-1 which increased from 76% to 81% (+5).

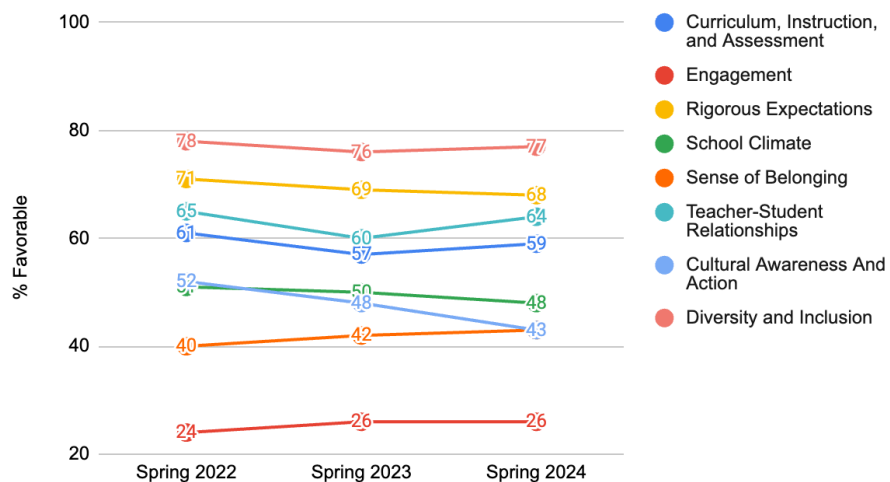
## K-1 Student Surveys - Percent Favorable 2022-2024



## 2-5 Student Surveys - Percent Favorable 2022-2024



## 6-8 Student Surveys - Percent Favorable 2022-2024



**Family Feedback**

Family feedback is similar to past years, with the most positive feedback at the Preschool, and the least favorable responses, particularly in school climate and school fit at the Lincoln 5-8. It is worth noting that across all schools, both students and families responded with similar sentiments about school climate.

**Sample Family Prompts**

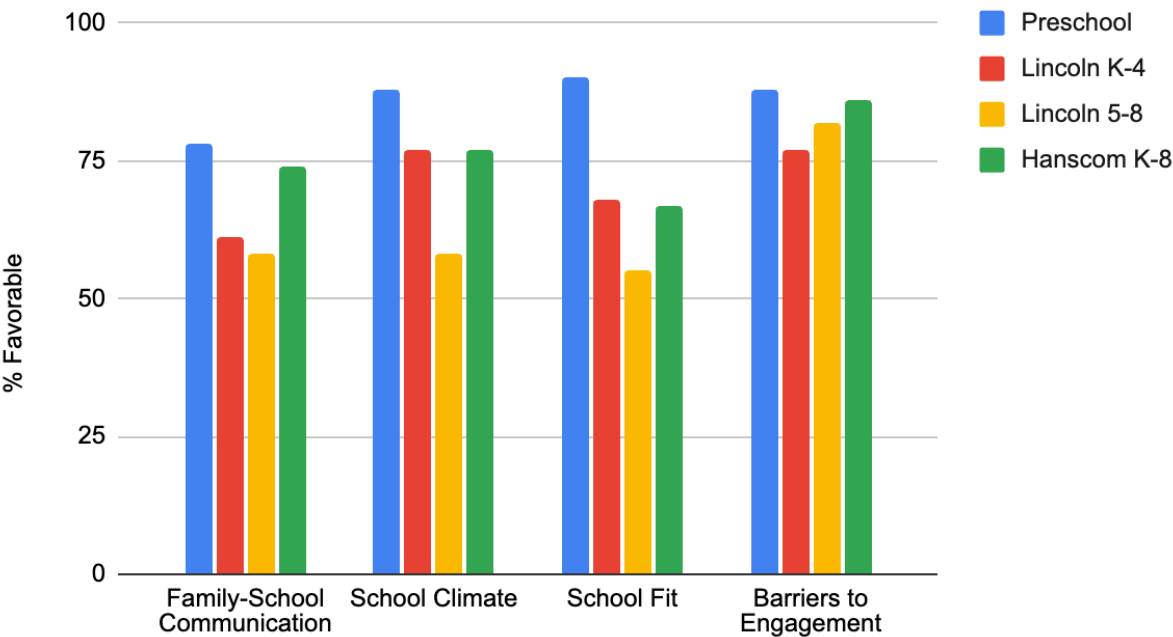
"How motivating are the classroom lessons at your child's school?" (*School Climate*)

"At your child's school how well does the overall approach to behavior and discipline work for your child?" (*School Fit*)

"How satisfied are you with the frequency of communication from your child's teacher(s)?" (*Family-School Communication*)

"How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?" (*Barriers to Engagement*)

Family Surveys - Percent Favorable by School



Like the student surveys, the family feedback has also been generally flat over the past three years, and the percent favorable in each area was nearly identical from 2022 to 2023.

Boston and Hanscom families tended to be more positive than Lincoln families in their responses, particularly in the area of Family-School Communication (+14 and +11 respectively), and families of students with IEPs or 504 plans also were more positive about Family-School Communication (+8), as were families of english language learners (+10).

## Staff Feedback

Staff responses were grouped by Teachers (including any administrators who responded), Educational Support Professionals (ESPs), and Other Staff, which included facilities, administrative support, IT, and food services staff.

The Other Staff group responded to a subset of the survey that did not include questions about instructional and classroom-based practices.

### Sample Staff Prompts

Teachers and ESPs: "How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?" (*Educating All Students*)

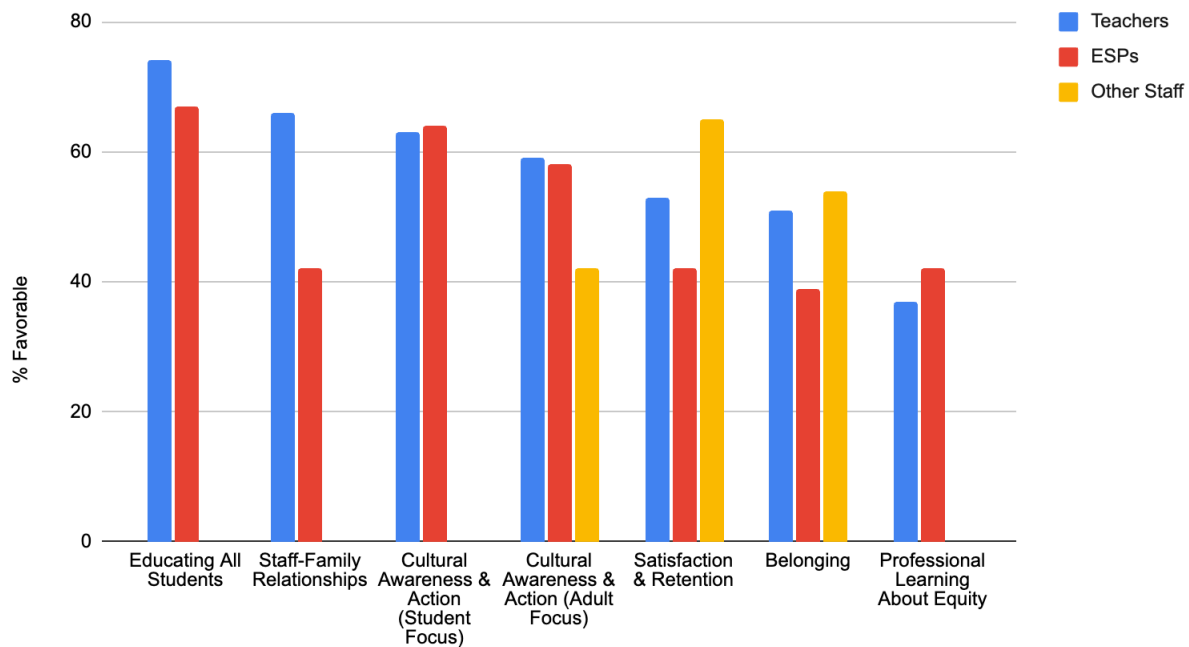
Teachers and ESPs: "Overall, how effective has your school administration been in helping you advance student equity?" (*Professional Learning About Equity*)

Teachers and ESPs: "How often do you individually communicate with the families of your students?" (*Staff-Family Relationships*)

All: "How connected do you feel to other adults at work?" (*Belonging*)

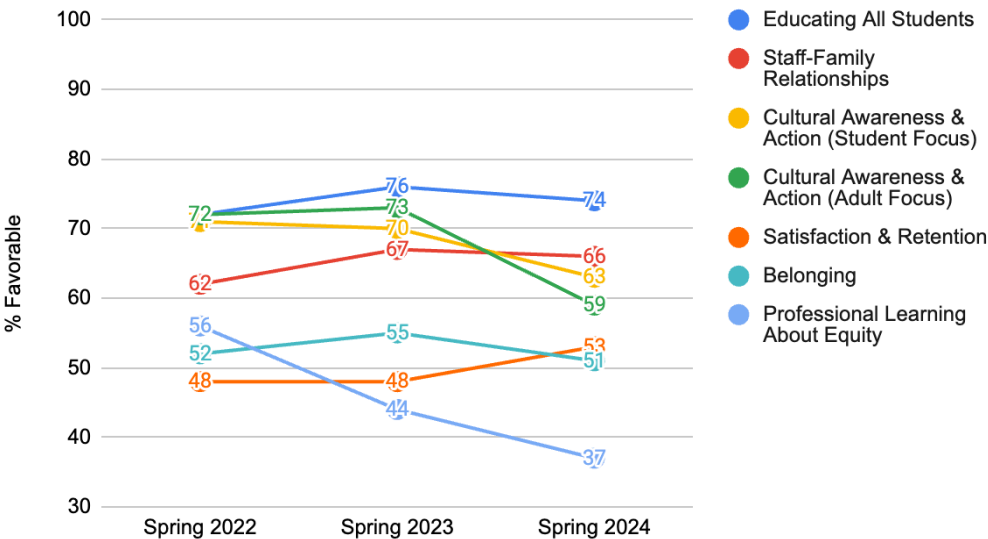
All: "How satisfied are you in your current position?" (*Satisfaction & Retention*)

Staff Surveys - Percent Favorable by Role



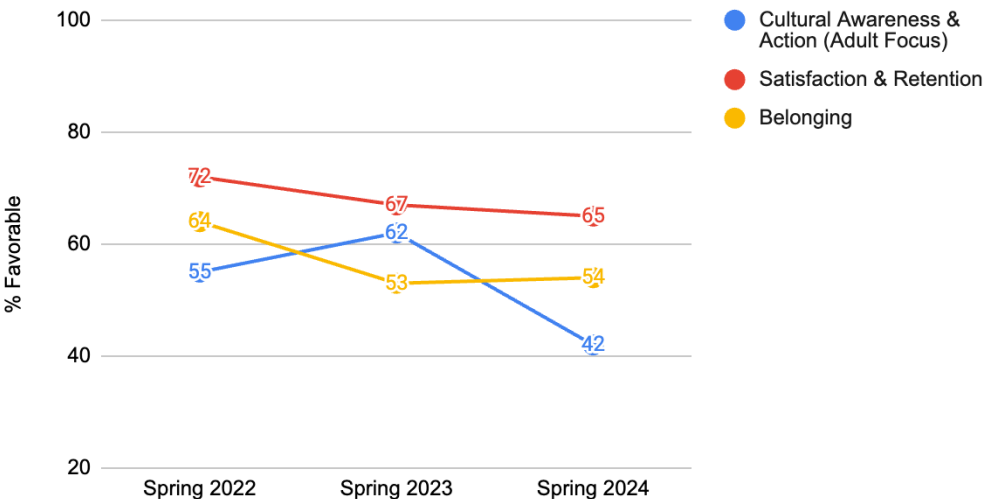
While student and family feedback have been relatively flat over the past three years, staff percent favorability has noticeably trended down in the areas of cultural awareness and action and professional learning about equity. This again reflects the need to refocus and reinvest in the district's AIDE work as detailed in the AIDE guide update.

Teacher Surveys - Percent Favorable 2022-2024

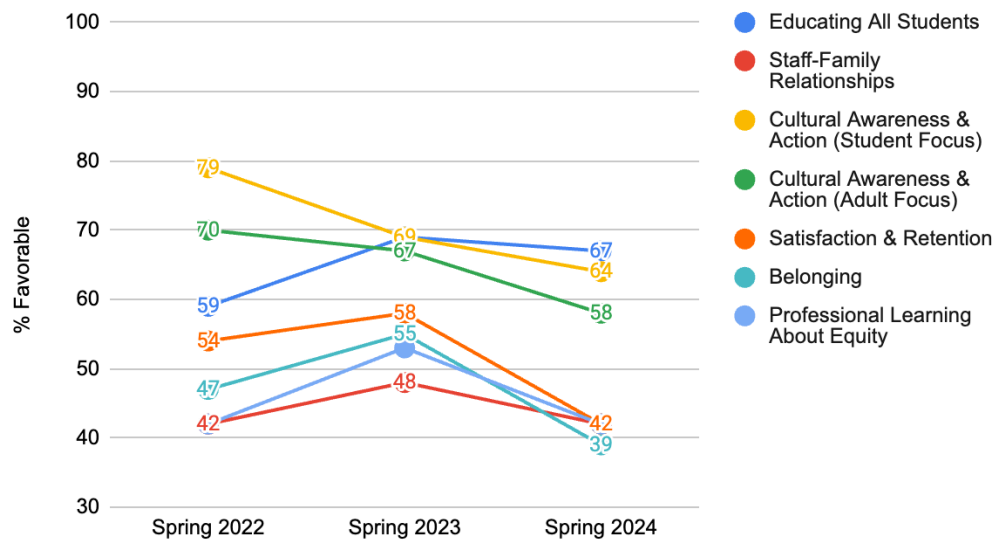


Other Staff\* Surveys - Percent Favorable 2022-2024

\* Food Services, Administrative Support, IT, Facilities, and other non-Instructional Staff



## ESP Surveys - Percent Favorable 2022-2024



ESP responses also showed a drop in favorability across all areas from last year, with particularly steep 16 percentage point drops in satisfaction and retention and belonging. Again, this connects directly to the AIDE guide priorities, which highlight human resources, including onboarding, retention, and support as an area of focus.

### **Conclusion**

In general, this year's survey feedback is similar to responses from the last two years and supports many of the findings from Superintendent Graham's entry plan report and the objectives outlined in the AIDE guide. As we engage in district-wide strategic planning and the development of school-based improvement plans this summer, these responses will inform that process and provide a baseline as we measure the impact of school and district efforts.