



CLIMATE SURVEY ANALYSIS

Prepared for Hutto Independent School District

July 2021

TABLE OF CONTENTS

3 / [Introduction](#)

4 / [Methodology](#)

5 / [Executive Summary](#)

10 / [Section 1: Construct Results](#)

[Academic Environment](#)

[Social Environment](#)

[School/Building Environment](#)

[Stakeholder Inclusiveness](#)

[Counseling Support](#)

26 / [Section 2: Respondent Characteristics](#)

INTRODUCTION

In this report, Hanover Research (Hanover) analyzes and summarizes the results from the 2020-2021 Hutto Independent School District (Hutto ISD) Climate Survey. In total, 2,684 respondents completed the survey and provided quality survey responses. The report includes results from 1,706 students, 541 parents, 430 staff members, and 7 community members.

THE REPORT CONTAINS THE FOLLOWING SECTIONS:

Executive Summary and Key Findings. We summarize the methodology of the study, provide recommendations, and present high-level key findings.

Section I: Construct Results. For each construct, we present a summary of results and findings. While respondents answered each item on a five-point scale, we present 'top two' results for ease of interpretation. See the accompanying [data survey dashboard](#) for the full set of results.

Section II: Respondent Characteristics. We summarize respondents' characteristics, including school location, grade level, and staff role.

Goals

- 1) Gather feedback from stakeholders
- 2) Understand district and school-level strengths
- 3) Identify areas for improvement

Approach

Online survey of students, parents, staff, and community members in February 2021.

METHODOLOGY

Methodology: The survey was fielded online using the Qualtrics software platform in February 2021 to district staff, students, parents, and community members. After data collection, Hanover identified and removed low-quality respondents.

Constructs: The survey results are divided into four main constructs or themes and associated sub-constructs, as depicted below. Results from custom questions related to counseling support are also included in this analysis.

Academic Environment • Instructional Climate • Student Support Services • Student Engagement • Student Attitudes Towards Learning • Student Outcomes	Social Environment • Students' Positive Relationships and Discipline • Staff Members' Positive Relationships • Bullying and Harassment • Experiences with Bullying and Harassment
School/Building Environment • Building and Personal Safety • Physical Environment • Positive Emotional Climate	Stakeholder Inclusiveness • Parent Engagement • Community Engagement • School Leadership and Personnel • District Leadership and Personnel

EXECUTIVE SUMMARY



RECOMMENDATIONS



Provide additional resources for students' mental health and well-being to achieve a safe and healthy environment. Less than half of middle and high school respondents agree their school provides enough resources and support for students' mental health. In this way, Hutto ISD should develop district and school site action plans for programs and initiatives that address school climate for middle and high schools. In-depth qualitative research could also be considered to gather more information on secondary students experiences at their school.



Develop innovative curricula that provides more rigorous and engaging instruction. Less than 30 percent of secondary respondents agree students get excited to learn new things, enjoy learning, or are motivated to learn. Additionally, nearly 95 percent of staff believe teachers connect class lessons to life outside the classroom, compared to only 51 percent of students and 62 percent of parents. Hutto ISD should explore experiential learning constructs (e.g., service-learning, global classrooms) available in best practice literature.

RECOMMENDATIONS



Create professional development (PD) that addresses teacher burnout and mental health and well-being. While two-thirds of staff agree their school provides quality PD opportunities, staff most often highlight an interest in training around staff and student mental health and wellbeing. District and school site leadership should draw upon these survey findings and the upcoming research capstone to inform strategies to support teachers and respond to their feedback.



Draw on survey findings to create or update action plans associated with Hutto ISD's Vision 2025 Strategic Goals. Since many of the survey's key findings align with the district's strategic goals (e.g., Goals 1.2, 3.2, 4.1, 4.2), Hutto ISD can use the findings as benchmark Key Performance Indicators (KPIs) to inform objectives and goals, strengthen existing initiatives, and implement future programs aimed at helping the district achieve the set goals.

KEY FINDINGS - STRENGTHS

- **Respondents generally believe district schools are safe and provide support.**
 - Over 80 percent of respondents agree students are safe at their school, including at school-sponsored events, while going to and from school, and at pick-up and drop-off locations, and over 75 percent of respondents agree they have not been physically threatened by students at school.
 - Perceptions of safety are consistently highest at elementary campuses and lowest at middle school campuses.
 - Most stakeholders also agree schools provide enough technology resources (89%) and technology support (81%), basic resources such as food and medical services (79%), and material resources for students (78%).
- **Staff provide positive feedback on their relationships with peers and supervisors.**
 - Specifically, staff report they have positive relationships with other staff members and know their colleagues care about them. They also feel their supervisors support their professional development and care about them.
 - Staff also agree they have enough technology resources and material resources.
- **Respondents highlight several strengths of the academic environment at district schools.**
 - For example, respondents believe district schools prepare students with computer and technology skills and offer opportunities for collaboration.
 - Further, over 70 percent of respondents agree their school supports English language learners, special education students, and high achieving students, and that their school offers quality extracurricular and co-curricular activities.

KEY FINDINGS – AREAS FOR IMPROVEMENT

- **There are some discrepancies in the perceptions of district curricula among respondent groups.**
 - For example, elementary respondents are more likely than secondary respondents to agree that their school provides a well-rounded curriculum. Moreover, less than one-third of secondary respondents agree students get excited to learn new things, enjoy learning, or are motivated to learn (compared to approximately half of elementary respondents).
 - Staff are significantly more likely than students or parents to believe teachers connect class lessons to life outside the classroom. Additionally, only around half of parent and student respondents agree district schools prepare students for college or a career.
- **Parents have varying perceptions about district and school communication, transparency, engagement, and decision-making processes.**
 - Parents are generally satisfied with district and school communication, and agree the district communicates with them in their preferred language and formats. At the school level, most parents agree staff respond to parent questions or concerns, communicate with parents regarding their child's behavior and academic progress, and make parents feel welcome.
 - However, parents are less likely to agree the district is transparent about decision-making or engages parents. Additionally, at the school level, only around half of middle and high school parents agree their school provides parents with resources to support their child's educational needs, engages parents, and is transparent with parents about school decisions.
- **While respondents generally provide positive feedback on the district's counseling program, high school stakeholders offer significantly less positive responses than elementary school respondents.**
 - At the high school level, responses highlight the need for improved mental health supports, increasing students' ability to understand their emotions, and helping students relate to others from diverse backgrounds.
 - Staff also highlight the need for additional professional development related to self-care and burnout, as well as both staff and student mental health and well-being.

SECTION I: CONSTRUCT RESULTS



ACADEMIC ENVIRONMENT



ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (1/2)



GUIDING DISCUSSION QUESTIONS

- How might you interpret these data? What inequities or gaps, if any, might they indicate?
- Why might discrepancies in perceptions exist among certain respondent groups?
 - *Among elementary, middle, and high school students?*
 - *Among staff, parents, and students?*
- Are curricula designed and structured for optimal learning and engagement?
- Are there any surprises in how satisfied or dissatisfied respondents find certain district or school resources?

Note: Full text and data can be found under **Academic Environment** construct in the Hanover **Data Dashboard**.

- Stakeholders agree district's teachers expect students to do their best in school and want students to succeed.
 - Over 90 percent of staff agree teachers provide **extra help** to students when they need it, keep students **updated on their academic progress**, provide **helpful comments** on students' schoolwork, and **praise students' efforts**.
 - However, parents and students are significantly less likely to agree with these statements.
- There are some discrepancies in the perception of district curricula.
 - While 80 percent of elementary stakeholders agree their school provides a **well-rounded curriculum**, middle school and high school respondents are significantly less likely to agree with this statement (62% and 65%, respectively).
 - Further, nearly 95 percent of staff believe **teachers connect class lessons to life outside the classroom**, compared to only 51 percent of students and 62 percent of parents.
 - Relatedly, only half of respondents agree district schools **prepare students for college** (53%) or a **career** (51%).
- Around 70-75 percent of respondents agree their school supports English language learners, special education students, and high achieving students.
 - Elementary respondents are more likely to agree with these statements than middle or high school respondents.

ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (2/2)

- **Students have lower perceptions of their own engagement and attitudes towards learning.**
 - While at least two-thirds of staff believe students **work hard**, are **excited to learn new things**, enjoy learning, and are **motivated to learn**, less than half of student respondents agree with these statements.
 - When examining these statements by student age, **less than 30 percent of secondary respondents agree** students get excited to learn new things, enjoy learning, or are motivated to learn.
- **Respondents provide generally positive feedback when asked if Hutto ISD schools are preparing students for future endeavors.**
 - Respondents believe district schools prepare students with **computer and technology skills** (77%), to **collaborate with others** (66%), to **take responsibility for their actions** (64%), and with **critical thinking skills** (64%).
 - However, stakeholders are less likely to agree students are **prepared to engage with the local or global community**, **engage in self-reflection**, or **manage emotions**.
- **While most stakeholders are satisfied with district resources, students raise particular concerns regarding student mental health and well-being resources.**
 - Most stakeholders agree schools provide enough **technology resources** (89%) and **technology support** (81%), **basic resources such as food and medical services** (79%), and **material resources** for students (78%).
 - However, *less than half of middle and high school respondents* agree their school provides enough resources for **students' mental health and well-being**.
- **Most stakeholders are satisfied with the extracurricular and co-curricular activities offered at their schools.**
 - Over 70 percent of stakeholders agree their school offers quality extracurricular activities and co-curricular activities, and that they are **satisfied with the amount of offerings**. These responses are more common from middle and high school respondents, as compared to the responses of elementary stakeholders.

SOCIAL ENVIRONMENT

SOCIAL ENVIRONMENT: SUMMARY OF RESULTS (1/2)



GUIDING DISCUSSION QUESTIONS

- **Why might discrepancies in perceptions exist among certain respondent groups? How might you learn more about these differences in perceptions?**
 - *Among elementary, middle, and high school students?*
 - *Among staff, parents, and students?*
- **Reflect on how you might build on the current strengths of school and district social environment. If you expected some aspects of school climate to be more positive, how might you improve those aspects?**

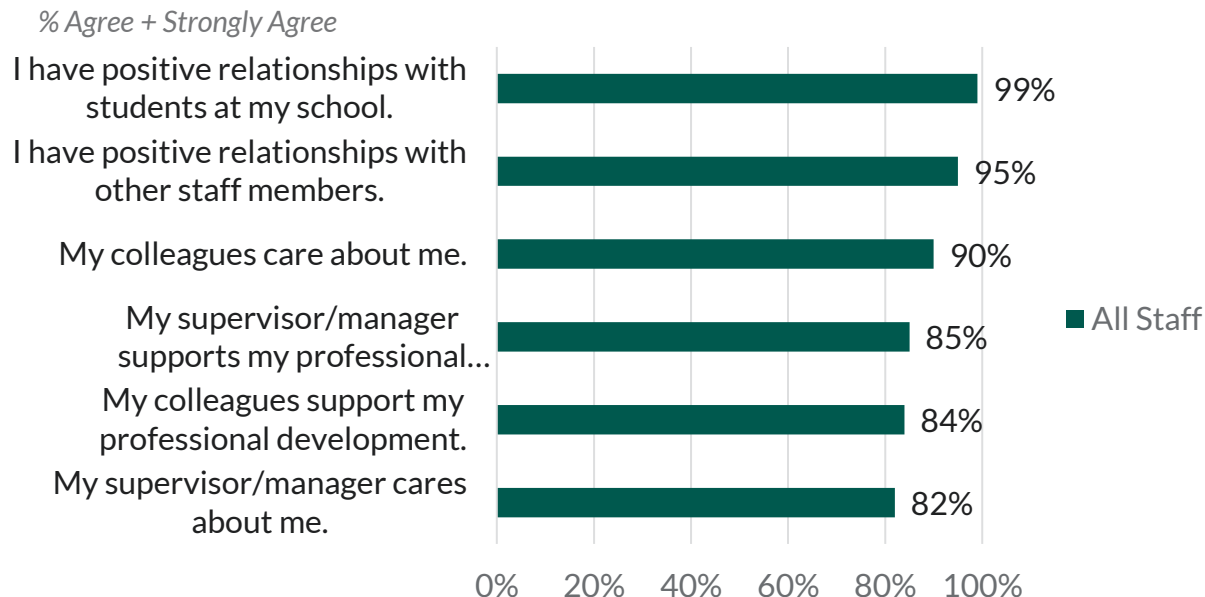
Note: Full text and data can be found under Social Environment construct in the Hanover Data Dashboard.

- **Respondents generally agree students are safe from bullying at school.**
 - Over 75 percent of respondents agree they have not been physically threatened by students at school.
 - While 86 percent of respondents indicate they/their child has not been **bullied or harassed online** at school, only 68 percent of respondents report they/their child has never been **verbally harassed** by students at school.
 - When examining trends by student age, **bullying appears to be most prevalent for middle school students.**
 - Students most often experience bullying or harassment based on **physical appearance, political beliefs, or gender identity or expression**, and are less likely to be bullied for their religion, sex, or disability status.
- **In general, respondents believe that school staff care about and respect students.**
 - However, at the middle and high school levels, only around half of respondents agree **school staff respect students and fairly enforce school rules.**
 - Further, less than half of secondary respondents believe **students care about and respect one another** or that students **follow school rules.**

SOCIAL ENVIRONMENT: SUMMARY OF RESULTS (2/2)

- Staff provide positive feedback on their relationships with students, peers, and supervisors.
 - Specifically, staff report they have **positive relationships with students** (99%), with **other staff members** (95%) and know their colleagues care about them (90%), and their **supervisor supports their professional development** (85%) and **cares about them** (82%).
 - Staff also agree they have enough **technology resources** (91%) and **material resources** (84%), but only 63 percent of respondents agree the district provides quality **professional development opportunities**.
- Over 80 percent of respondents agree that students have friends from diverse backgrounds and frequently interact with their peers.

AGREEMENT WITH STATEMENTS ABOUT STAFF MEMBERS' POSITIVE RELATIONSHIPS



SCHOOL/BUILDING ENVIRONMENT



SCHOOL/BUILDING ENVIRONMENT: SUMMARY OF RESULTS (1/2)



GUIDING DISCUSSION QUESTIONS

- Why might discrepancies in perceptions exist among certain respondent groups? How might you learn more about these differences in perceptions?
 - Among elementary, middle, and high school students?
 - Among staff, parents, and students?
- Thinking of the areas in which respondents view the school/building environment most positively, why do you think these areas have seen more success? How can you optimize routines or tools to address the less successful areas reported by respondents?

Note: Full text and data can be found under School/Building Environment construct in the Hanover Data Dashboard.

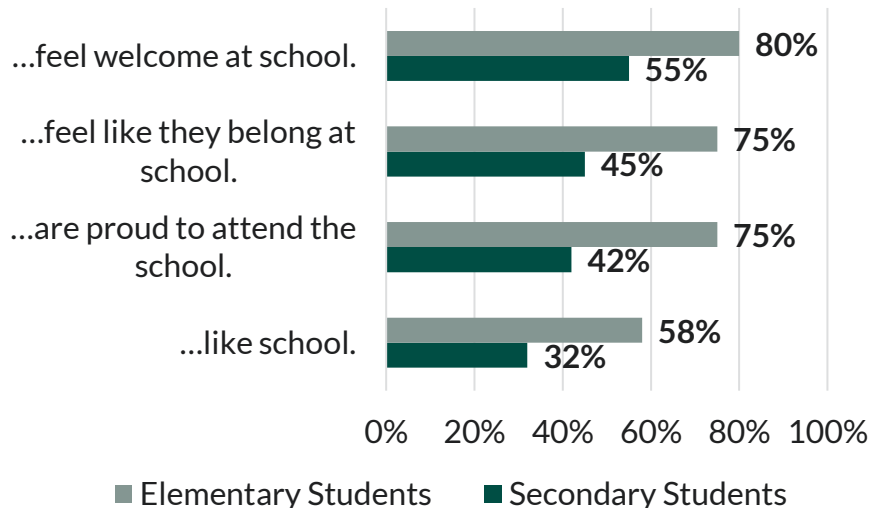
- Respondents generally feel safe at school.
 - Over 80 percent of respondents agree that students are **safe at their school**, including at **school-sponsored events**, while going to and from school, and at **pick-up and drop-off locations**.
 - Nearly 80 percent of respondents also agree district schools **protect students' online information and virtual classrooms**.
 - Perceptions of safety are consistently **highest at elementary campuses** and **lowest at middle school campuses**.
- Most respondents think Hutto ISD schools are well-maintained, but they have concerns about the cleanliness of school bathrooms.
 - Respondents generally agree the district's schools have **clean common spaces**, are **well-maintained**, and have **classroom environments that support student learning**.
 - However, *less than half* of respondents agree their school has **clean bathrooms**.

SCHOOL/BUILDING ENVIRONMENT: SUMMARY OF RESULTS

- Elementary and secondary respondents have differing perceptions of the emotional climate at district schools.
 - Elementary respondents report a **positive emotional climate** at district schools, with over 80 percent of these stakeholders agreeing that students **feel connected** to their school, **feel welcome** at school, and **feel they belong** at school.
 - Secondary respondents are **significantly less likely to agree** with these statements, as only 60-62 percent of middle and high school respondents agree students feel welcome at school and only 52-53 percent agree students feel they belong at school.
 - Further, only 32 percent of middle and high school students agree they **feel connected** with their school, and only 27 percent of high school students agree their school **reflects their values**.

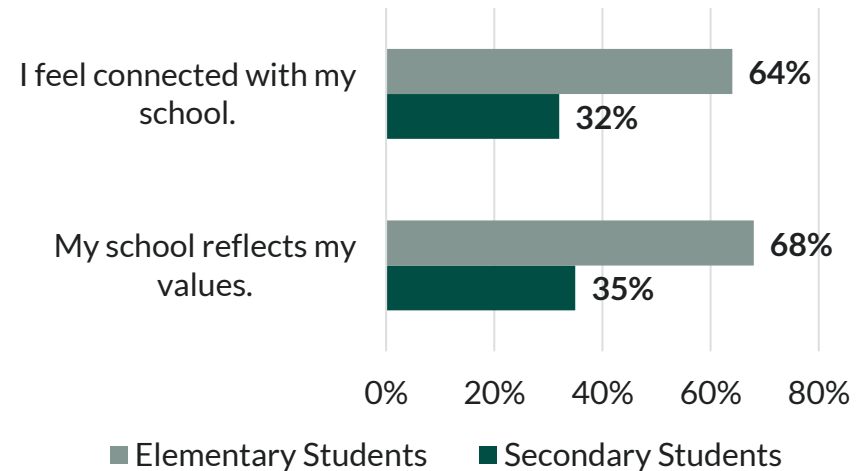
STUDENTS AT MY SCHOOL...

% Agree + Strongly Agree



AGREEMENT WITH STATEMENTS ABOUT POSITIVE EMOTIONAL CLIMATE...

% Agree + Strongly Agree



STAKEHOLDER INCLUSIVENESS

STAKEHOLDER INCLUSIVENESS: SUMMARY OF RESULTS (1/2)



GUIDING DISCUSSION QUESTIONS

- Why might discrepancies in perceptions exist among certain respondent groups? How might you learn more about these differences in perceptions?
 - *Among elementary, middle, and high school students?*
 - *Among staff, parents, and students?*
- Are there any surprises in how stakeholders perceive certain communication methods or decisions?
- What other information might you need to understand what stakeholders find relatively more or less valuable?

Note: Full text and data can be found under Stakeholder Inclusiveness construct in the Hanover **Data Dashboard**.

- At the school level, most parents agree staff respond to parent questions or concerns, communicate with parents regarding their child's behavior and academic progress, and make parents feel welcome.
 - However, only around half of middle and high school parents agree their school provides parents with resources to support their child's educational needs, engages parents, and is transparent with parents about school decisions.
- Parents and staff generally agree their school leaders make decisions that support student learning (76%) and students' physical (79%) and emotional (72%) well-being.
 - However, only 66 percent of staff agree school administrators are **in tune with teachers' concerns**, and less than 60 percent of parents indicate **leaders are in tune with parent or student concerns**.

STAKEHOLDER INCLUSIVENESS: SUMMARY OF RESULTS

- **Parents are generally satisfied with district communications.**
 - Parents are satisfied the district communicates with them in their **preferred language** (98%) and **preferred formats** (93%). Parents also generally agree the district provides parents with **basic resources** when necessary (82%), **updates families on district decisions** (79%), and **effectively communicates with parents** (70%).
 - However, parents are less likely to agree the district is **transparent about decision-making** (62%) or **engages parents** (59%).
- **Respondents report positive perceptions of the district's community engagement.**
 - Over 80 percent of respondents agree the district engages the community, effectively communicates with community members, and responds to questions or concerns from the community. Around three-fourths of respondents also agree the district uses community feedback to inform decision-making and considers what is best for the community when making decisions.
- **However, stakeholders are less aware of district decision-making processes.**
 - For example, less than two-thirds of respondents believe district leaders manage the budget responsibly, and only 56 percent agree leaders are in tune with school-level issues or concerns.
 - Further, only around 60 percent of parents and staff agree the district attracts and retains staff from diverse backgrounds or retains high quality teachers.

COUNSELING SUPPORT



COUNSELING SUPPORT: SUMMARY OF RESULTS (1/2)



GUIDING DISCUSSION QUESTIONS

- Why might discrepancies in perceptions exist among certain respondent groups? How might you learn more about these differences in perceptions?
 - *Among elementary, middle, and high school students?*
 - *Among staff, parents, and students?*
- What do your stakeholder responses suggest about the robustness of the counseling program and potential areas for improvement?
- If you expected some aspects of the counseling program to be more beneficial, how might you design to improve those aspects?

Note: Full text and data can be found under Counseling Support construct in the Hanover Data Dashboard.

- Respondents generally provide positive feedback on the counseling program, although elementary stakeholders offer significantly higher responses than high school respondents.
 - Specifically, over 80 percent of elementary respondents agree with all statements related to the counseling program, compared to around 50 percent of high school respondents.
 - At the high school level, responses highlight the **need for improved mental health supports**, increasing students' ability to **understand their emotions**, and helping students relate to others from diverse backgrounds.
- Staff express interest in additional professional development opportunities around mental health support.
 - When asked about additional professional development, staff most often highlight an interest in training or support related to **self-care and burnout** (47%), **staff mental health and wellbeing** (36%), and **student mental health and wellbeing** (33%).

SECTION II: RESPONDENT CHARACTERISTICS



RESPONDENT CHARACTERISTICS



Stakeholder Groups (n=2,684)

Student	64%
Parent	20%
Staff member (e.g., school, district)	16%
Community member	<1%



Special Program Affiliation (n=2,623)

Special Education	16%
English Language Learner (ELL)	13%
Gifted and Talented	12%
None of the above	72%



Staff Roles at Hutto ISD (n=430)

School Staff	87%
District Staff	13%



Year-Long Remote Learner (n=2,376)

No	71%
Yes	29%

School Staff Roles (n=376)

Instructional Staff (e.g., classroom teacher, instructional aide, etc.)	79%
School Administrator	3%
School Office Staff	6%
Other School Staff (e.g., facilities, counseling, etc.)	12%



Years Employed at Hutto ISD (n=430)

Less than 1 year	13%
1 to 3 years	33%
4 to 6 years	21%
7 to 10 years	16%
11 to 15 years	10%
16 to 20 years	5%
More than 20 years	1%

District Staff Roles (n=54)

District Administrator	46%
District Office Staff	26%
Other District Staff	28%

RESPONDENT CHARACTERISTICS

Student Grade Level (n=2,247)



Pre-K	<1%
Kindergarten	2%
Grade 1	3%
Grade 2	2%
Grade 3	2%
Grade 4	2%
Grade 5	27%
Grade 6	13%
Grade 7	14%
Grade 8	13%
Grade 9	6%
Grade 10	7%
Grade 11	5%
Grade 12	4%

Teacher Grade Level (n=298)



Pre-K	9%
Kindergarten	18%
Grade 1	19%
Grade 2	20%
Grade 3	21%
Grade 4	18%
Grade 5	21%
Grade 6	16%
Grade 7	19%
Grade 8	19%
Grade 9	16%
Grade 10	20%
Grade 11	20%
Grade 12	19%

Teacher/Student School (n=2,677)



Cottonwood Creek Elementary	6%
Howard Norman Elementary	5%
Hutto Elementary	6%
Kerley Elementary	6%
Nadine Johnson Elementary	6%
Ray Elementary	6%
Veterans' Hill Elementary	6%
Hutto Middle School	12%
Farley Middle School	26%
Hutto High School	22%
River Horse Academy	<1%
Little Hippos Child Development Center	0%
District Office	1%



Thank you.

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