

Lower Merion School District (LMSD) has prioritized diversity, equity, inclusion, and belonging (DEIB) in the district. In partnership with Hanover Research (Hanover), LMSD conducted a DEIB survey of educational partners during the 2023-2024 academic year. **A total of 4,762 staff and students** responded to the survey. As part of LMSD's commitment to transparency and its ongoing efforts to foster a culture of inclusivity and belonging, this infographic presents a summary of the key findings of the survey analysis to inform LMSD's education partners.

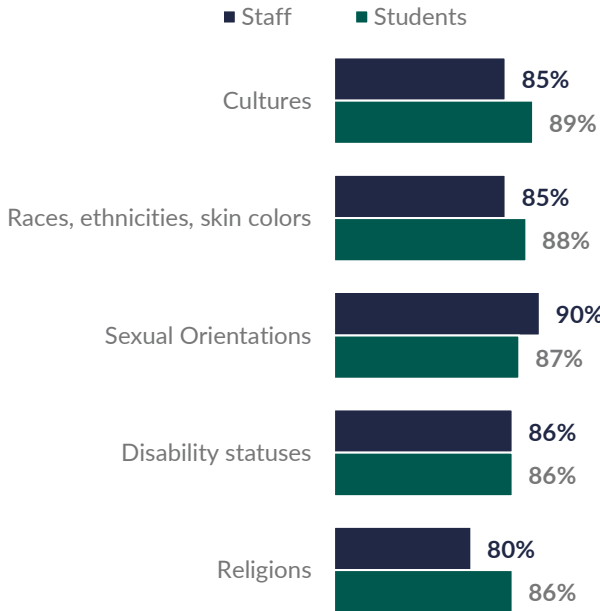
BELIEFS ABOUT EQUITY AND INCLUSION

Overall, staff and student respondents agree that LMSD schools support people across diverse identities. While perceptions of LMSD's support are similar between staff and students, students indicate more positive perceptions than staff.

Perceived Equity and Inclusion of Specific Groups:

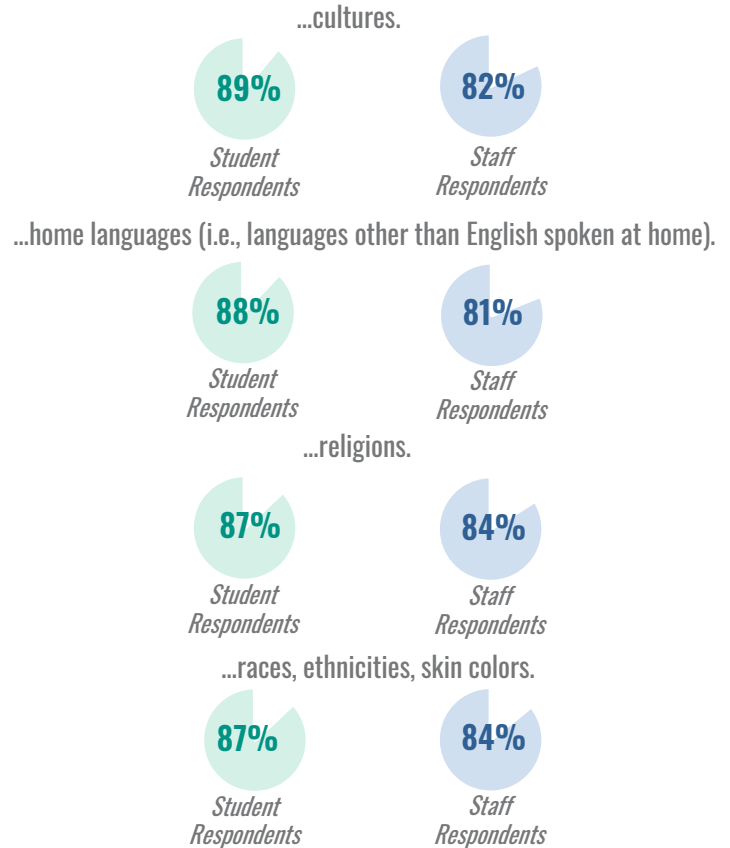
Overall, [my school supports/district schools] support individuals with diverse (top 5):

% Agree + % Strongly Agree



Students at [my school/district schools] are treated fairly, regardless of their (top 5)...

% Agree + % Strongly Agree



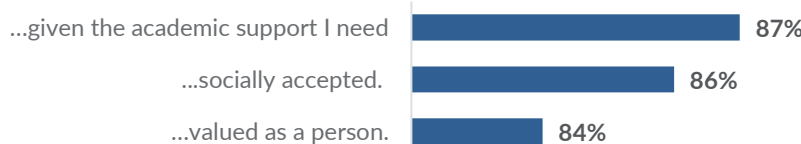
SCHOOL BELONGING AND STUDENTS' RELATIONSHIPS

SCHOOL BELONGING

Respondents agree that students at LMSD schools feel welcome and like they belong to or are a part of the school community. Many students agree that they are supported, recognized, respected, and valued at school.

Student Respondents Only: At school, students are (top 3)...

% Agree + % Strongly Agree

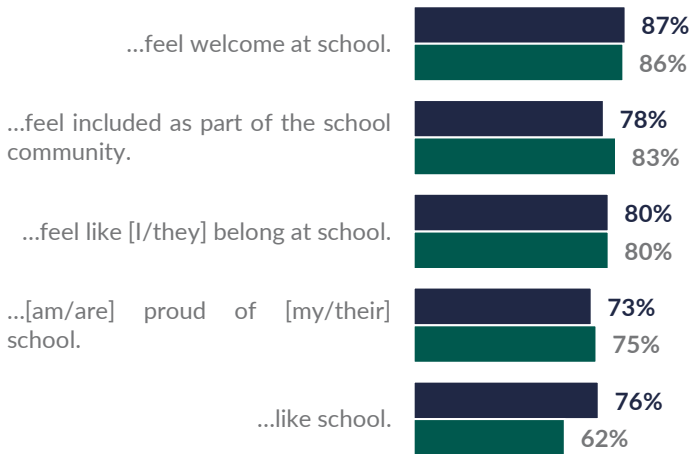


SCHOOL BELONGING CONTINUED...

[I/Students at my school/Students at district schools]...

% Agree + % Strongly Agree

■ Staff ■ Students



84%

...of all student respondents agree that they are respected by adults.



80%

...of all student respondents agree that they are respected by other students.

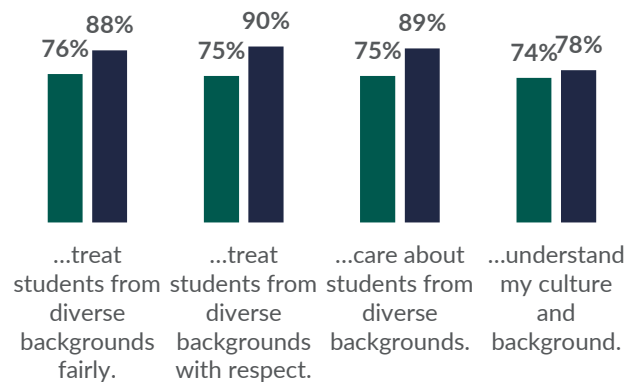
STUDENT RELATIONSHIPS

While respondents perceive students' relationships with adults positively, there are fewer positive perceptions regarding students' relationships with each other. For instance, most students and staff agree that adults at their school treat students from diverse backgrounds with respect. However, respondents indicate less agreement that students treat other students from diverse backgrounds with respect.

[Students/Adults] at [my school/district schools]...

% Agree + % Strongly Agree

■ Students ■ Adults



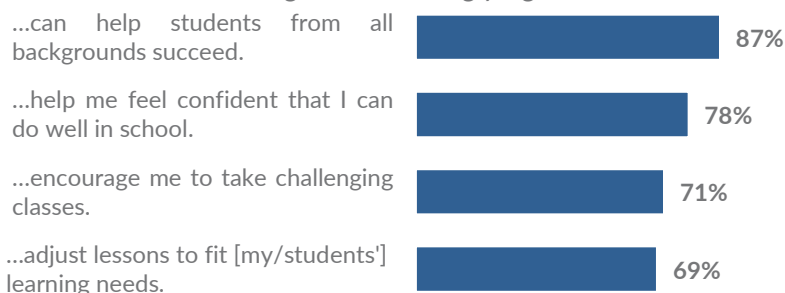
ACADEMIC CLIMATE

INSTRUCTIONAL CLIMATE

Overall, staff and students feel positively about teachers' use of materials. However, staff respondents indicate more agreement than students that teachers use instructional materials that support diversity in instruction. Additionally, staff at the elementary and middle school levels indicate more positive perceptions regarding class activities and lessons.

[My teachers/Teachers at my school/District teachers]...

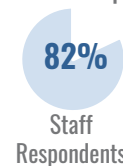
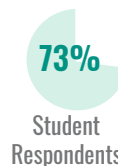
% Agree + % Strongly Agree



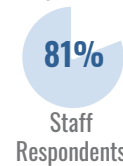
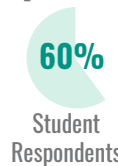
[My teachers/Teachers at my school/District teachers] use books, stories, or lesson materials that...

% Agree + % Strongly Agree

...reflect students' backgrounds and experiences.



...[I/students] can personally relate to.

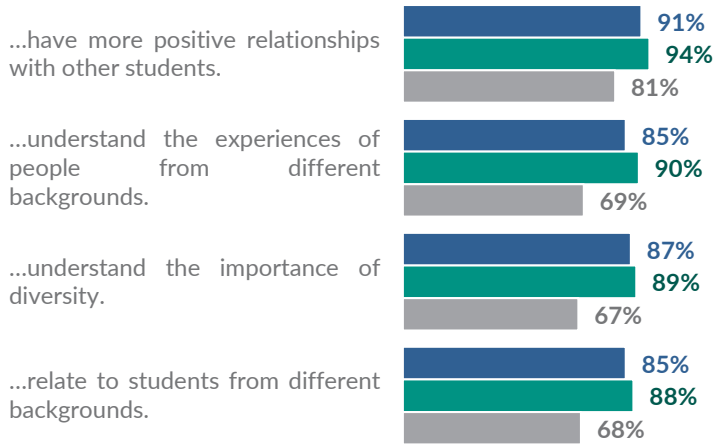


INSTRUCTIONAL CLIMATE CONTINUED...

Staff Responses Only: Class activities and lessons help [me/my students]...

% Agree + % Strongly Agree

■ Elementary ■ Middle ■ High



Student Responses Only: [My school/District schools]...

% Agree + % Strongly Agree

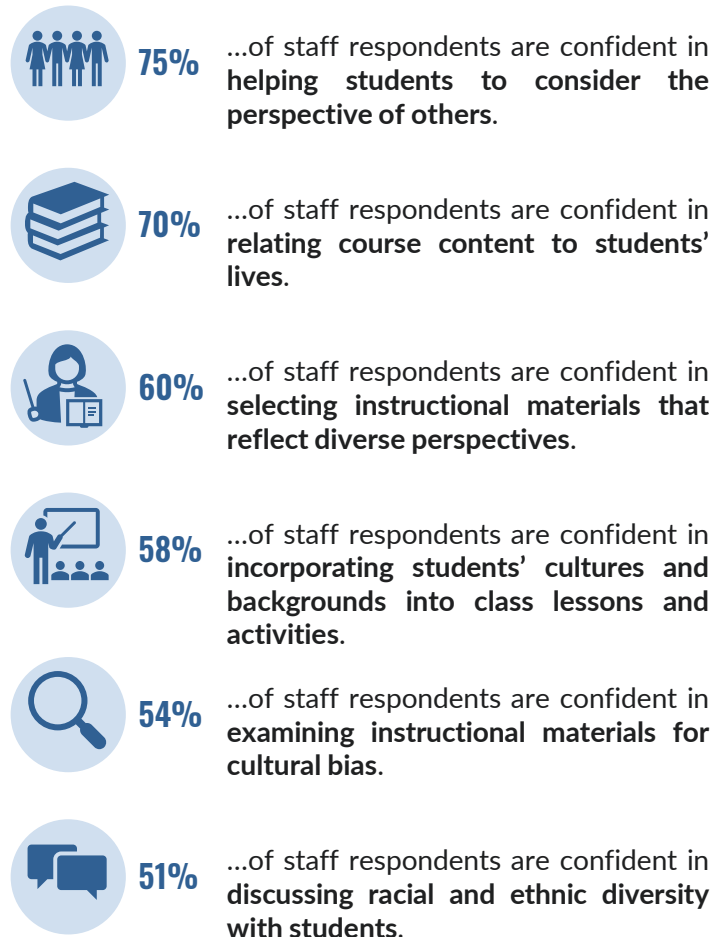
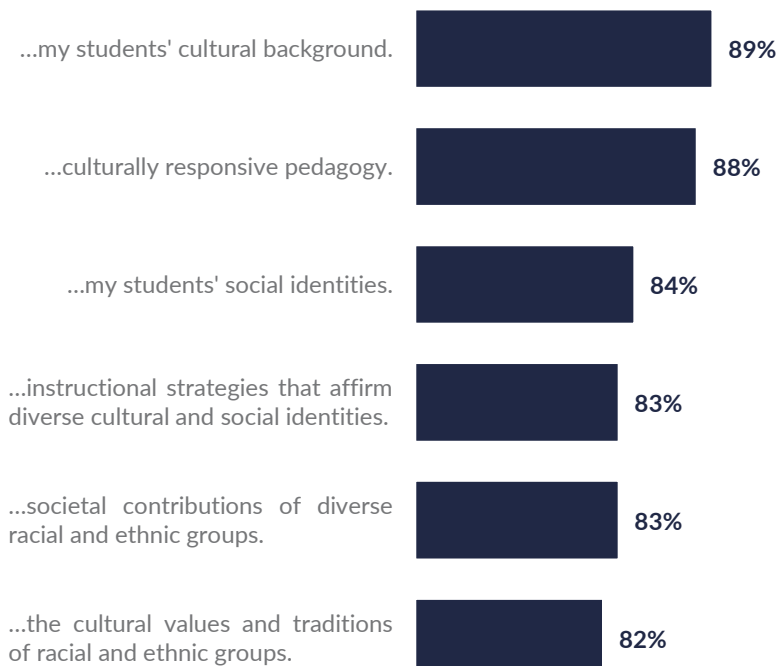


TEACHER SELF-EFFICACY

Instructional staff are confident in their knowledge of culturally responsive instruction. Staff respondents also indicate that LMSD schools communicate high expectations for all teachers, specifically with culturally sustaining practices and pedagogies.

Staff Responses Only: I am knowledgeable about...

% Agree + % Strongly Agree



STUDENT SUPPORT AND SOCIAL CLIMATE

STUDENT SUPPORT

Most student and staff respondents agree that students from all backgrounds have equal access to co-curricular and extra-curricular activities. Fewer staff respondents agree that resources are distributed equally across all district schools.



92% ...of student respondents agree that students from all backgrounds have **equal access to co-curricular activities**, compared to 86% of staff respondents.

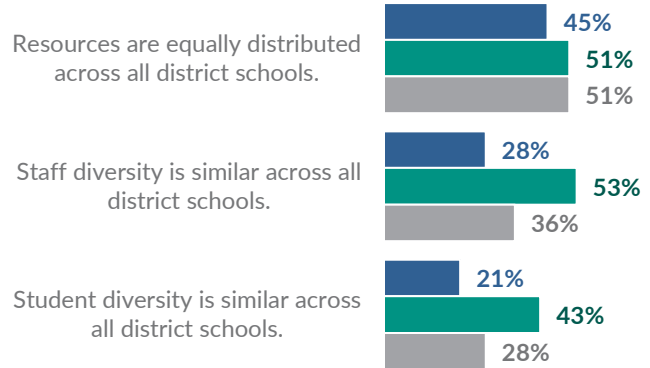


92% ...of student respondents agree that students from all backgrounds have **equal access to extra-curricular activities**, vs. 85% of staff

Staff Responses Only: Please say how much you agree or disagree with the following statements:

% Agree + % Strongly Agree

■ Elementary ■ Middle ■ High



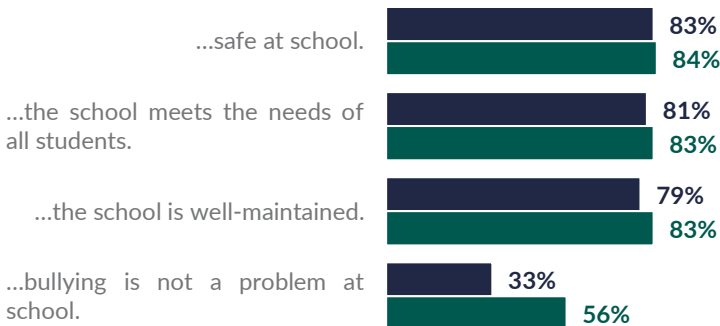
DISCIPLINE AND SAFETY

Both student and staff respondents agree that adults at LMSD schools clearly communicate both what school rules are as well as the consequences for breaking those rules. Students indicate higher agreement than staff respondents when it comes to discipline and safety. For example, about half of student respondents agree that bullying is not a problem at their schools, compared to a third of staff respondents.

I feel...

% Agree + % Strongly Agree

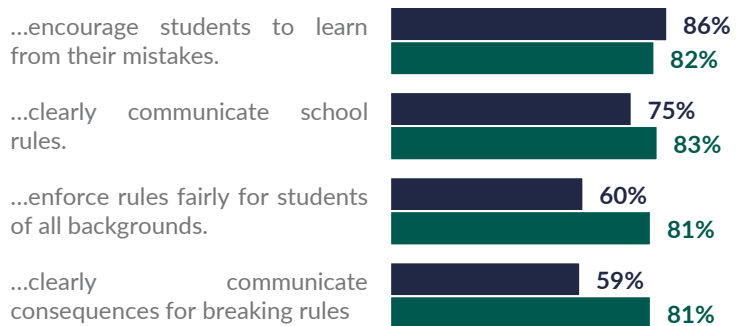
■ Staff ■ Student



Adults at [my school/district schools...]

% Agree + % Strongly Agree

■ Staff ■ Student



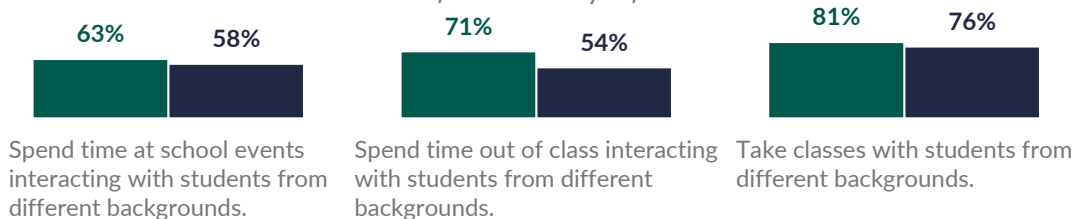
ENGAGEMENT, OUTREACH, AND DISTRICT PRIORITIZATION

Overall, perceptions about school partnerships and involvement are positive. Staff members agree that LMSD schools work with families to help students succeed and communicate well with family members. Student respondents also agree that their families are involved in their education and that they feel welcome at school events.

How often [do you/do students] do the following?

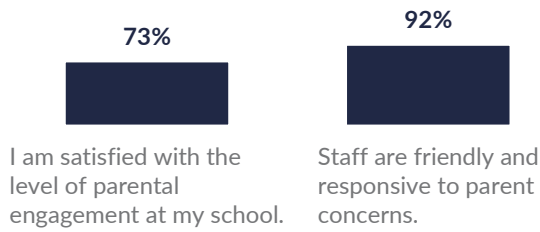
% Often + % Very Often

■ Staff ■ Students



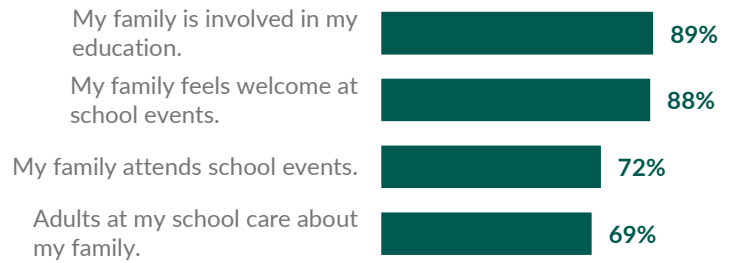
Staff Responses Only: Please say how much you agree or disagree with the following statements about parent engagement.

% Agree + % Strongly Agree



Student Responses Only: [My school/District schools]...

% Agree + % Strongly Agree



89% ...of staff respondents agree that their school **works with families to help students succeed.**

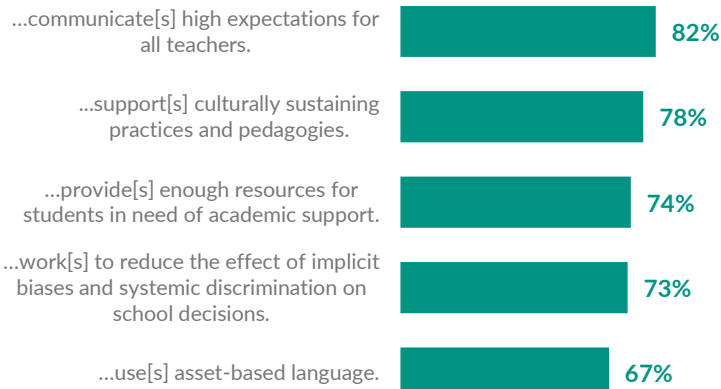


86% ...of staff respondents agree that their school **provides translation services to families who need it.**

STAFF PERCEPTIONS

Staff Respondents Only: [My school/District schools] (top 5)...

% Agree + % Strongly Agree



Staff Responses Only: Please say how much you agree or disagree with the following statements about parent engagement.

% Agree + % Strongly Agree



63% ...of staff respondents agree that their school **enough quality professional development on equity related topics.**

DISTRICT PRIORITIES

Areas of strength throughout the district differ by respondent group. Students indicate that the district is doing best in school safety and discipline areas; whereas staff members indicate that LMSD is doing best at creating a welcoming environment and providing staff with resources and support. Areas of improvement also vary by respondent group. Staff members' responses provide three clear areas that LMSD can improve, while student responses are more diverse.

Staff Indicated: Top 3 Areas of Strength

Response Percentage	Areas LMSD is Performing Best
48%	Creating a welcoming environment.
42%	Staff resources and support.
28%	Resources and support for academic achievement.

Student Indicated: Top 3 Areas of Strength

Response Percentage	Areas LMSD is Performing Best
37%	Creating a welcoming environment.
36%	School safety and discipline.
29%	Meeting the needs of all students.

DEIB DIAGNOSTIC INFOGRAPHIC

Staff Indicated: Top 3 Areas of Improvement

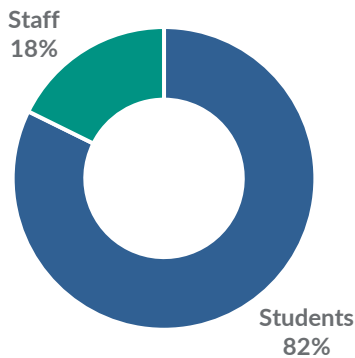
Response Percentage	Areas in Need of Improvement
37%	Resources and support for staff mental health and wellbeing.
37%	Staff resources and support.
36%	School safety and discipline.

Student Indicated: Top 3 Areas of Improvement

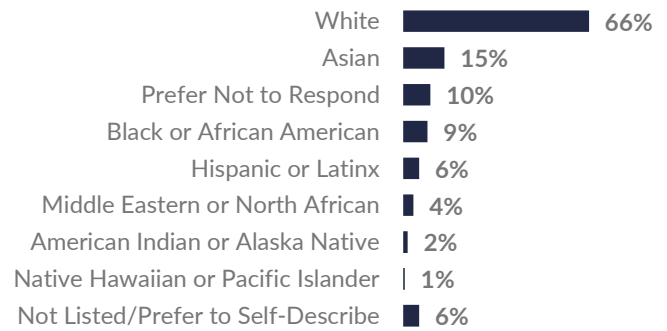
Response Percentage	Areas in Need of Improvement
27%	Staff resources and support.
27%	Meeting all needs of all students.
23%	College and career readiness support.

RESPONDENT CHARACTERISTICS

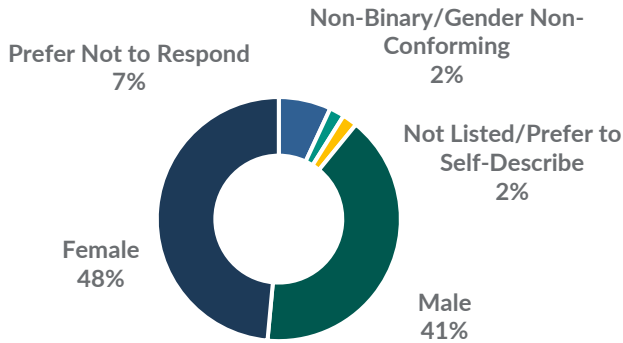
SURVEY RESPONDENTS (n=4762)



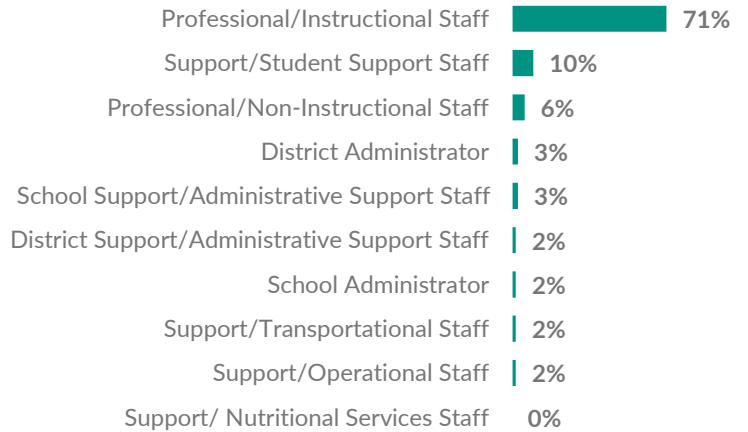
RACE AND ETHNICITY



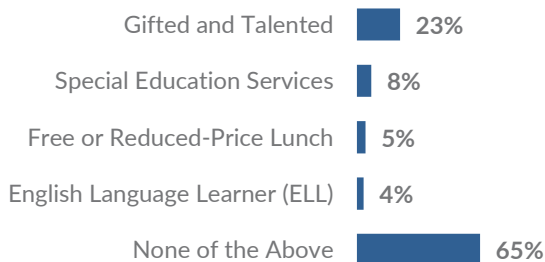
GENDER IDENTITY



SCHOOL STAFF



PROGRAM PARTICIPATION



5 TOP LANGUAGES

