



# School Climate Survey

## Results and Analysis

Frisco ISD  
2025-2026



## Details of the Study

The Frisco Independent School District (ISD) School Climate Surveys asked parents/guardians, staff members, and students in grades 4-12 for feedback on the school environment. Sogolytics partnered with district team members to develop the survey, which addressed the following topics:

- Teaching and Learning
- Student Support and Relationships
- Whole Child Development
- Safety, Security, and Student Behavior
- Interactions With Teachers/School Staff (parents/guardians and secondary students only)
- School Leadership
- Family Involvement (parents/guardians and campus-based staff only)
- Future-ready Learner
- School Net Promoter Score® (parents/guardians and campus-based staff only)
- Employee Net Promoter Score® (staff only)

The survey was open from March 2 to March 16 (parents/guardians) and 25 (students), 2026. Email invitations with unique links were sent to parents/guardians and staff members. Reminders were sent throughout the survey window.

Parents/Guardians with more than one child enrolled in the district were able to take the survey again. The parent/guardian survey was translated into Spanish.

Non-campus-based staff members answered only district questions.

Students used their student IDs to access the survey in school.

This report summarizes district-level survey results and breaks them down by participant group. Students in grades 4-5 completed a simplified survey and are not included in most comparisons. When possible, survey results are compared with those from 2024-2025 and 2023-2024. When no comparison is available, items are omitted from charts. Labels of N/A indicate a question was not asked in that year or to that participant group.

Findings for each item in the report exclude participants who did not answer. Data labels less than 5 percent are not shown in charts and graphs. Percentages may not total 100 due to rounding.

# Method(s) of Data Collection

Sogolytics 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, staff members, and students in grades 4-12 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.

## Types of Data Collection:

- Random Sampling: Involves selecting a representative subset of the population. It's practical for large populations but carries a risk of sampling errors.
- Census Sampling: Involves studying the entire population. It provides complete data without sampling error.

## Census sampling can be more accurate and robust than random sampling:

- Full Representation: 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 analysis at both macro and micro levels.
- 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

Responding Group	School Year	Number of Invitations Delivered (NMax)	Response Rate (%)	Total Responses
Parents/Guardians	<b>2025-2026</b>	<b>72,479</b>	—	<b>7,869</b>
	2024-2025	76,743	—	7,704
	2023-2024	76,939	—	8,623
Staff	<b>2025-2026</b>	<b>8,582</b>	<b>38%</b>	<b>3,301</b>
	2024-2025	8,841	48%	4,260
	2023-2024	9,564	28%	2,685
Secondary Students (Gr. 6-12)	<b>2025-2026</b>	<b>37,722</b>	<b>48%</b>	<b>17,970</b>
	2024-2025	38,514	50%	19,067
	2023-2024	38,403	53%	20,392
Elementary Students (Gr. 4-5)	<b>2025-2026</b>	<b>9,260</b>	<b>84%</b>	<b>7,806</b>
	2024-2025	9,544	77%	7,325
	2023-2024	9,820	76%	7,480

Participation by Language	Parents/Guardians
English	7,700
Spanish	169

Note: A response rate for parents/guardians could not be calculated because of the public-access link.

# Key Insights

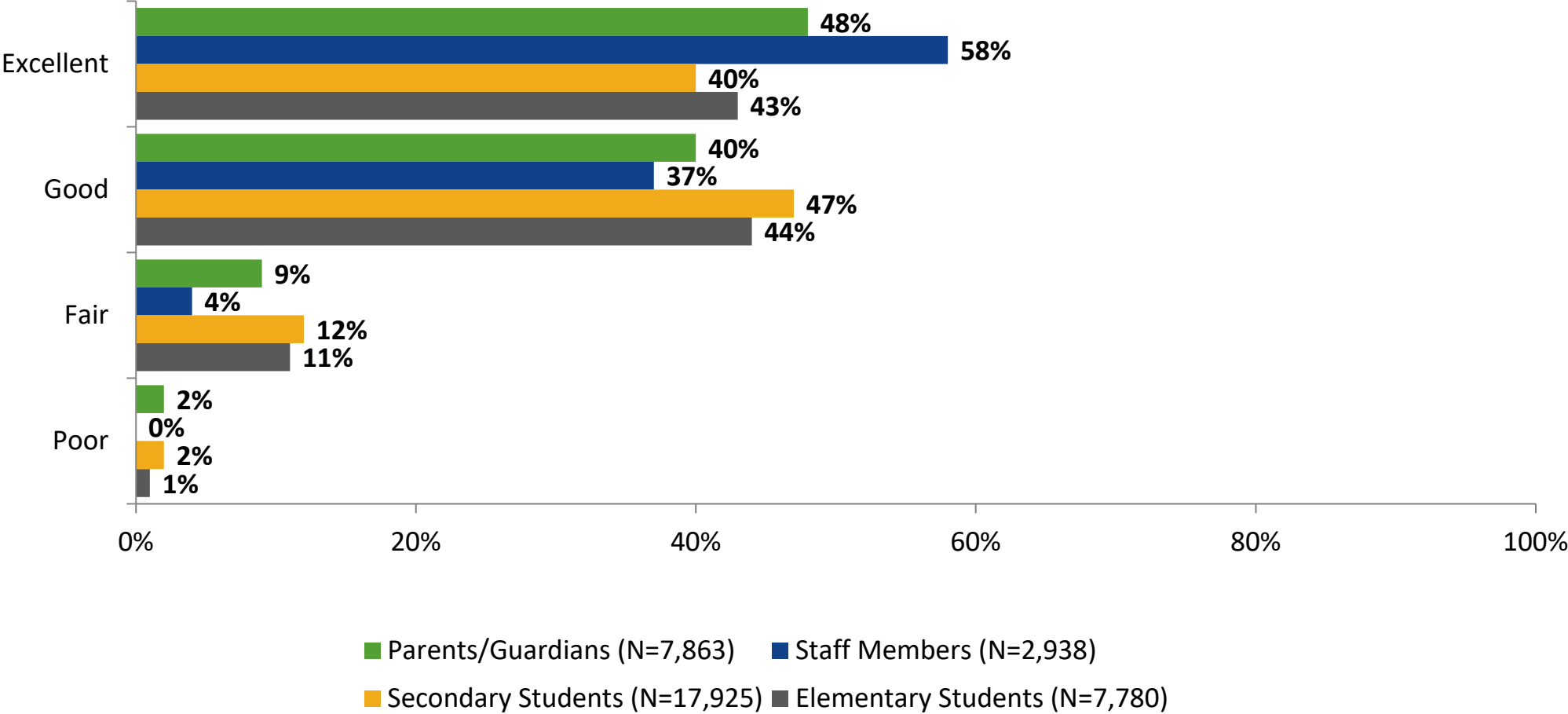
- **Quality of Education & School Recommendation:** Parent/guardian *Excellent/Good* ratings for school quality rose to 88% (up from 87%), with *Excellent* ratings improving 3%. Staff reached 95%, with *Excellent* ratings improving 2%, and secondary students improved to 87% (up from 85%). Parent/guardian NPS increased 10 points over two years (28 to 38), while campus-based staff NPS increased 13 points over the same time frame (33 to 46).
- **Teaching & Learning:** Parent/guardian favorability ranged from 63%, regarding the degree to which teachers successfully show children how lessons relate to life outside of school, to 84%, regarding the degree to which teachers clearly explain learning standards and expectations, in 2025–26, up 1–3 points from 2023–24. While 57% of secondary students said teachers successfully show them how lessons relate to life outside of school, this is a 4% increase from last year.
- **Student Support & Relationships and Whole Child Development:** Parent/guardian ratings ranged from 82%, regarding whether their child receives the support that addresses their individual needs, to 87%, regarding whether there is an adult at school to whom their child can go to for help with a school problem. These ratings increased 1–3 points from 2023–24 (79%–85%). 74% of secondary students said they receive support that addresses their individual needs, up 2% from last year. 53% said they look forward to school each day; this is a 5% increase from last year.
- **Safety, Security & Student Behavior:** Ratings among parents/guardians improved or remained steady across every item within this dimension from 2024-2025 to 2025-2026. The greatest increase was regarding whether staff members are responsive when students report bullying and other safety concerns, which increased 4% to 67%. Among staff members, the three historically lowest-rated items saw improvement for the second year in a row: 80% of staff said discipline is enforced fairly for all students (up 2% from 78% last year) and 84% said students treat staff members with respect and students treat each other with respect (both up 2% from 82% last year). These same three items saw improvement among secondary students as well; 66% said discipline is enforced fairly for all students (up 2%), 70% said students treat staff members with respect (up 3%) and 64% said students treat each other with respect (up 4%).
- **School Leadership:** Parent/guardian perceptions of school leadership improved. 82% said the principal and/or assistant principal(s) make(s) decisions that are in the best interests of students and that they clearly communicate the school's goals for the upcoming school year, up from 80% and 79%, respectively, last year. While still higher at 92% favorability, it is important to note that staff trends differed from those of parents/guardians regarding whether school leaders make decisions that are in the best interests of students; this is a 1% decrease from last year. Favorability increased among secondary students, with 2% more (70%) saying their school leaders make decisions that are in the best interests of students.
- **School-Life Balance:** The greatest decline in favorable scores among parents/guardians occurred regarding whether their child is challenged and supported in their ability to create a school-life balance. 11% strongly disagreed with this statement, 5% more than last year.

# Research-Based Recommendations

- **Strengthen Real-World Relevance in Instruction:** Research on authentic learning shows real-world contexts significantly improve engagement and achievement. Investing in project-based learning and community-connected curriculum that embeds real-world problem-solving into daily instruction can improve perceptions of relevance.
- **Implement Restorative Practices to Build Student Respect:** Research on restorative justice shows restorative circles and peer mediation reduce behavioral incidents while building empathy. Adopting a tiered restorative practices model with dedicated time for community-building circles can improve student-to-student behavior and respect.
- **Prioritize Student Belonging & Engagement:** Research identifies student attitudes toward attending school as a key predictor of academic motivation and well-being. Expanding advisory/mentoring programs, student voice initiatives, and interest-based co-curricular opportunities that foster meaningful connections can lead to an increased number of students looking forward to going to school each day.
- **Address School-Life Balance Through Wellness Frameworks:** Research on homework load and adolescent well-being links excessive academic pressure to stress and disengagement. Auditing homework and assessment policies and pilot stress-reduction programs can ensure students are able to develop school-life balance.
- **Strengthen Bullying Response & Communication:** Research on bullying prevention shows multitiered approaches combining staff training, clear reporting protocols, and student-led campaigns yield the strongest reductions in bullying. Implementing a structured reporting system with transparent family communication on resolution outcomes can improve perceptions of responsiveness when bullying occurs.
- **Sustain Shared Leadership & Transparent Decision-Making:** Research on distributed leadership shows shared decision-making improves trust and commitment. Formalizing teacher and student advisory councils and communicating the rationale behind policy changes to all stakeholders can improve perceptions regarding school leadership decisions across all stakeholders.

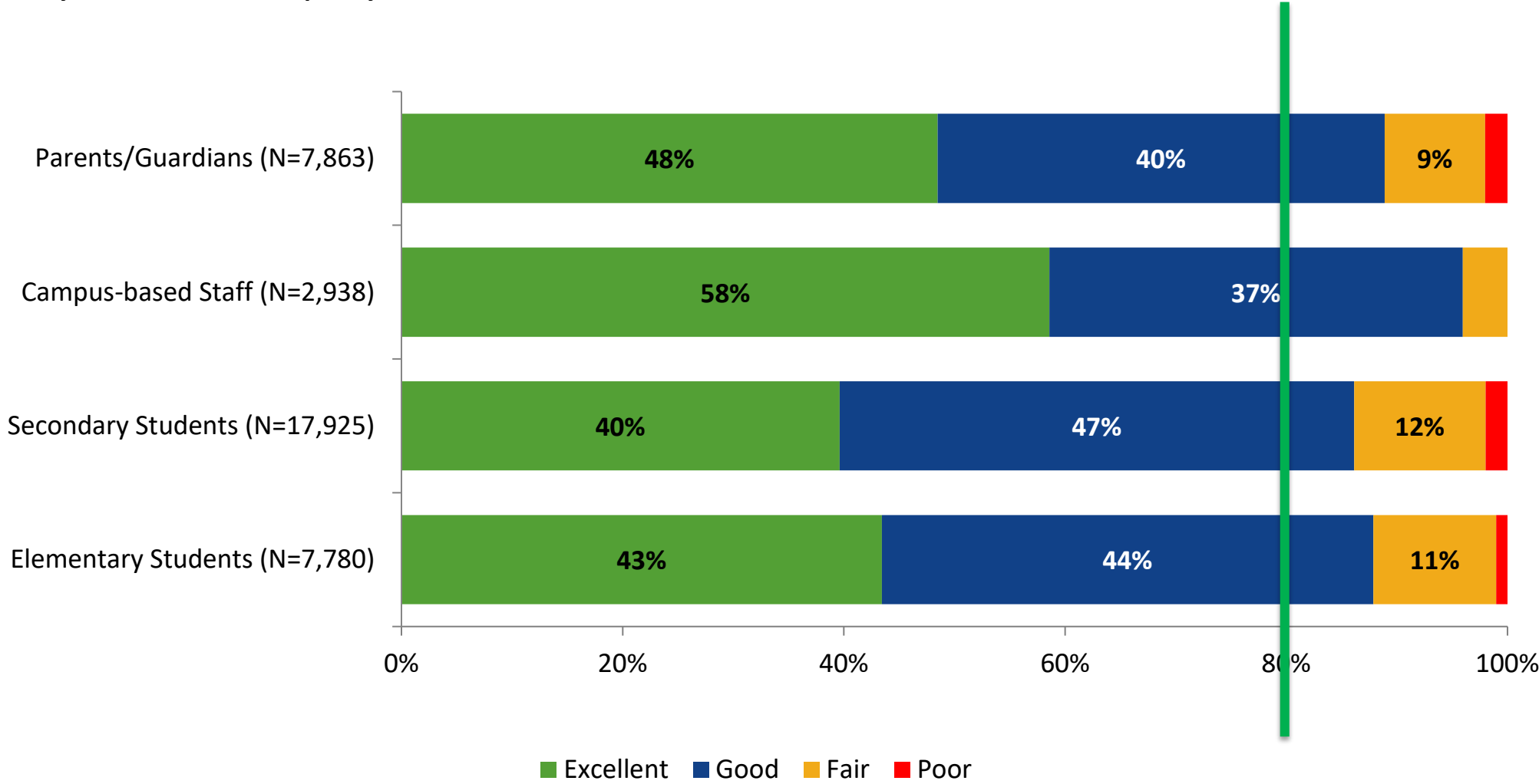
# Quality of Education: Comparison by Respondent Type

How would you rate the overall quality of the education at this school?



# Quality of Education: Comparison by Respondent Type

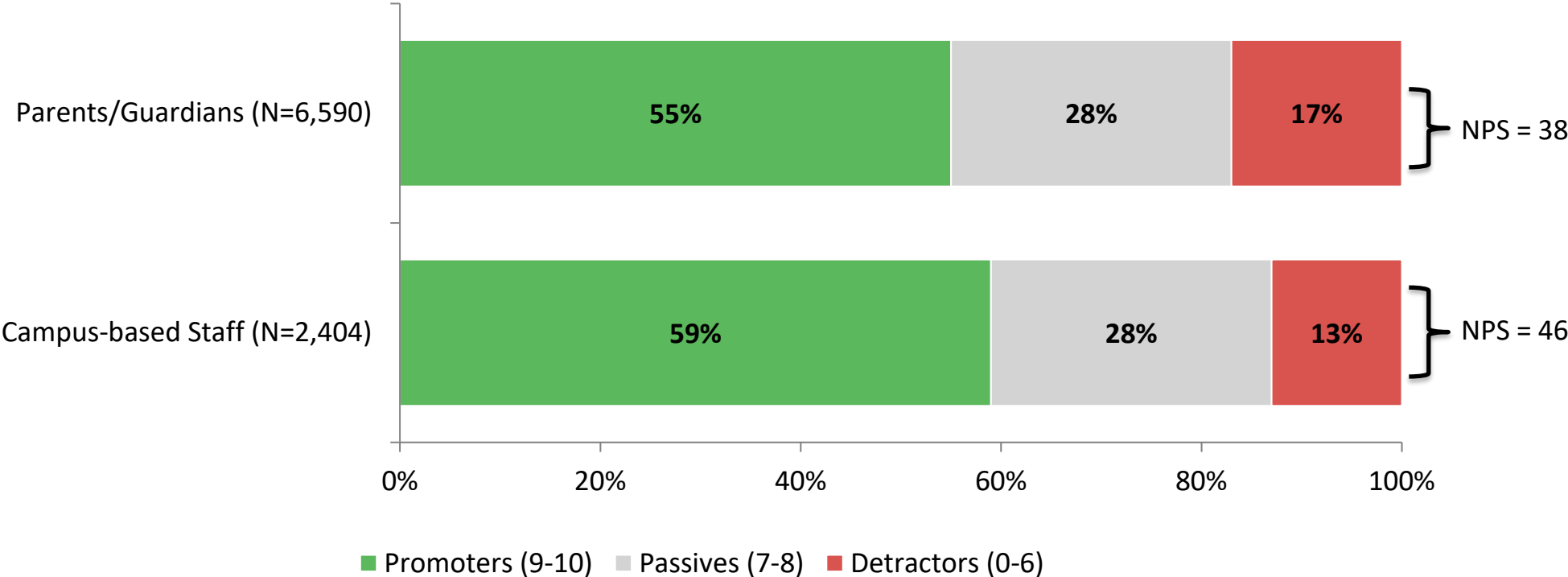
How would you rate the overall quality of the education at this school?





# School Net Promoter Score: Comparison by Respondent Type

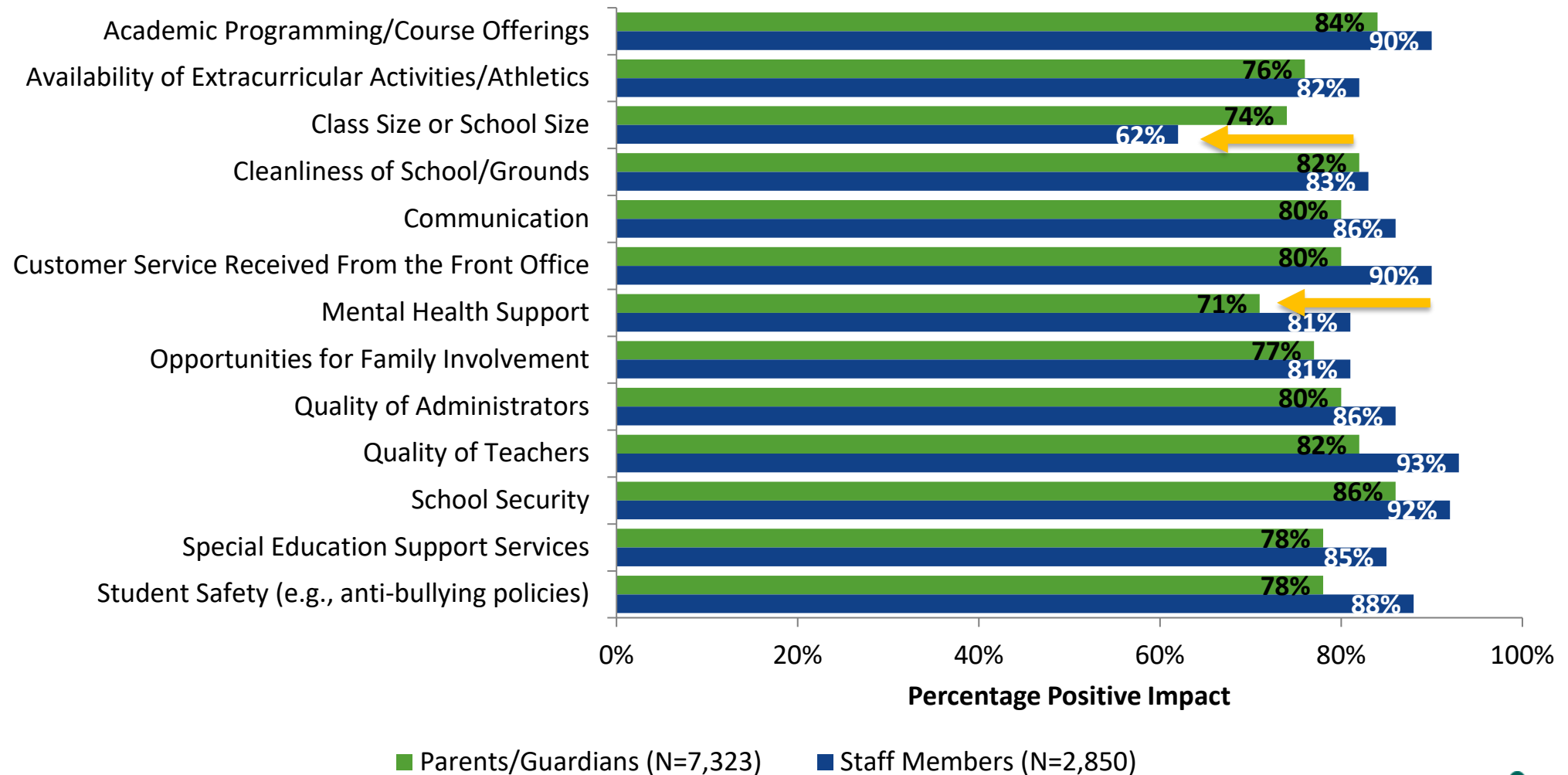
If you knew someone moving to the area with a school-aged child, how likely would you be to recommend your school to them?



Notes: The school Net Promoter Score® (NPS) serves as a proxy for public confidence in a school and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting a school than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school. The school Net Promoter Score has been rounded to a whole number.

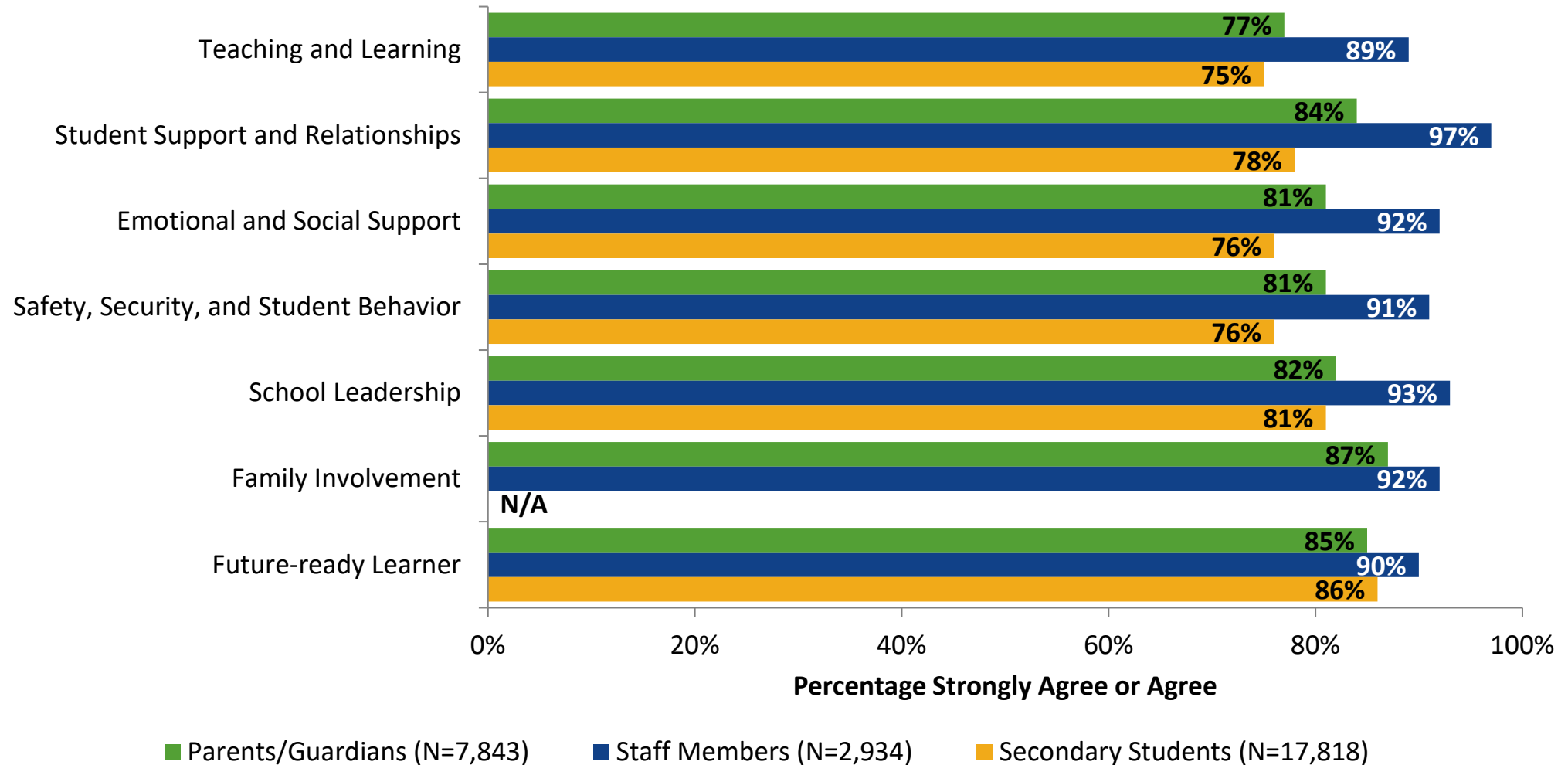
# Impact on School Recommendation: Comparison by Respondent Type

What effect do the following aspects of this school have on your likelihood to recommend it?



Answer options: Positive Impact, No Impact, Negative Impact, Not Applicable

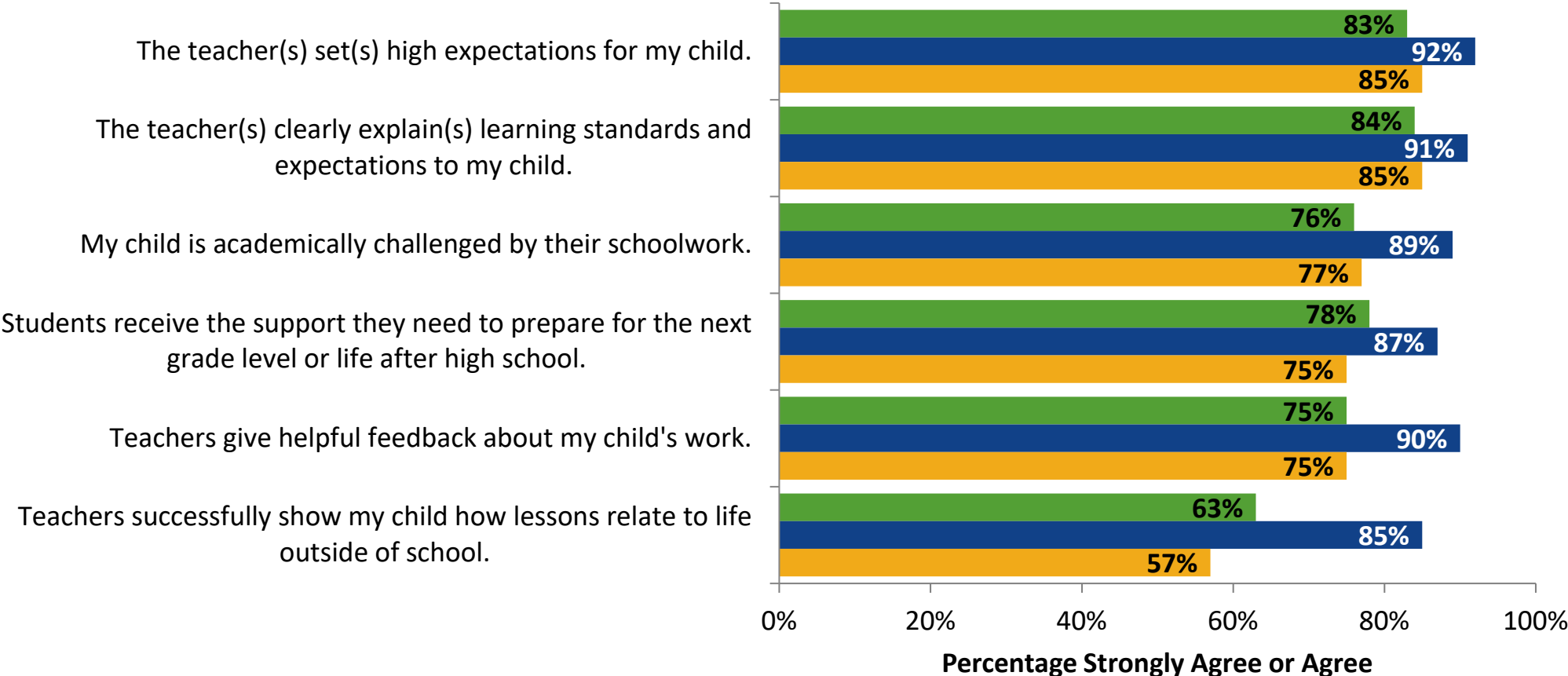
## Dimension Scores: Comparison by Respondent Type



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

# Teaching and Learning: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?

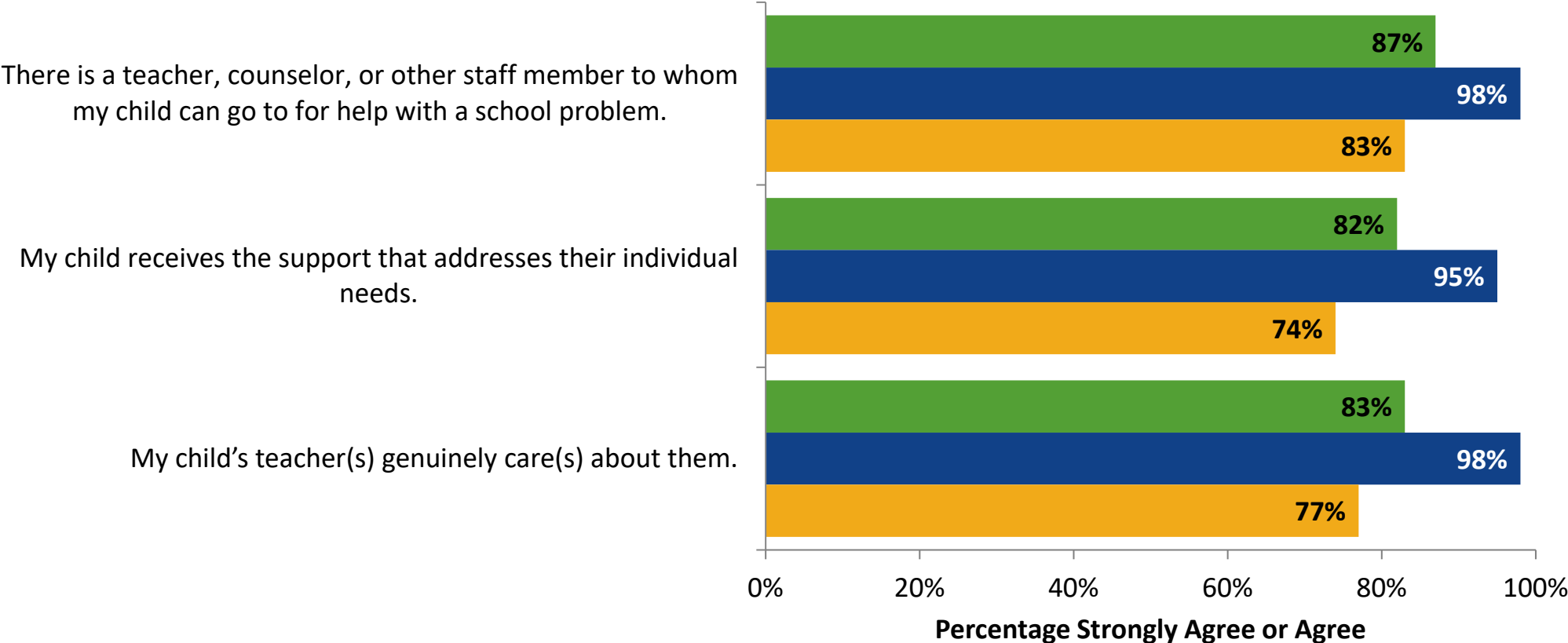


■ Parents/Guardians (N=7,850)   ■ Staff Members (N=2,933)   ■ Secondary Students (N=17,824)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
 Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# Student Support and Relationships: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?

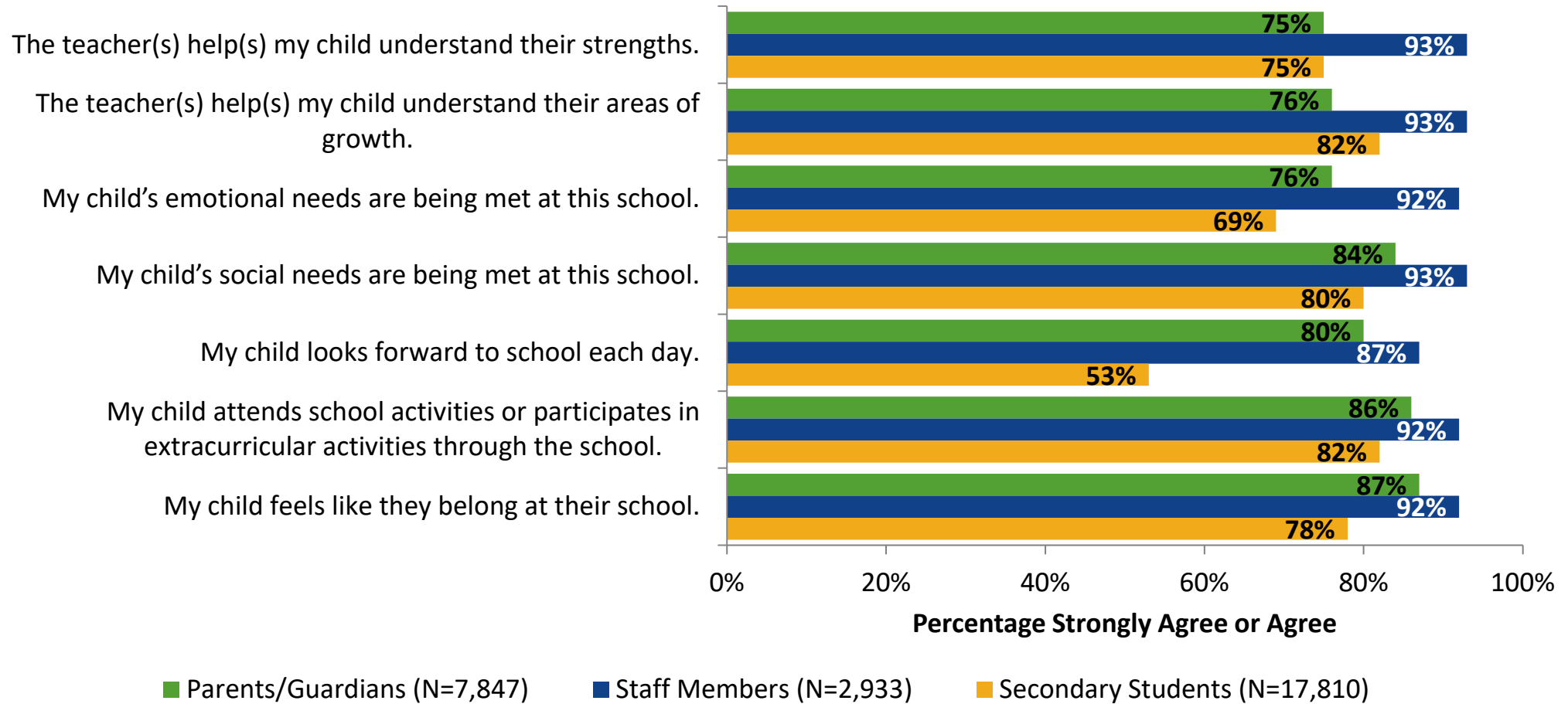


■ Parents/Guardians (N=7,854)   ■ Staff Members (N=2,939)   ■ Secondary Students (N=17,879)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
 Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# Whole Child Development: Comparison by Respondent Type

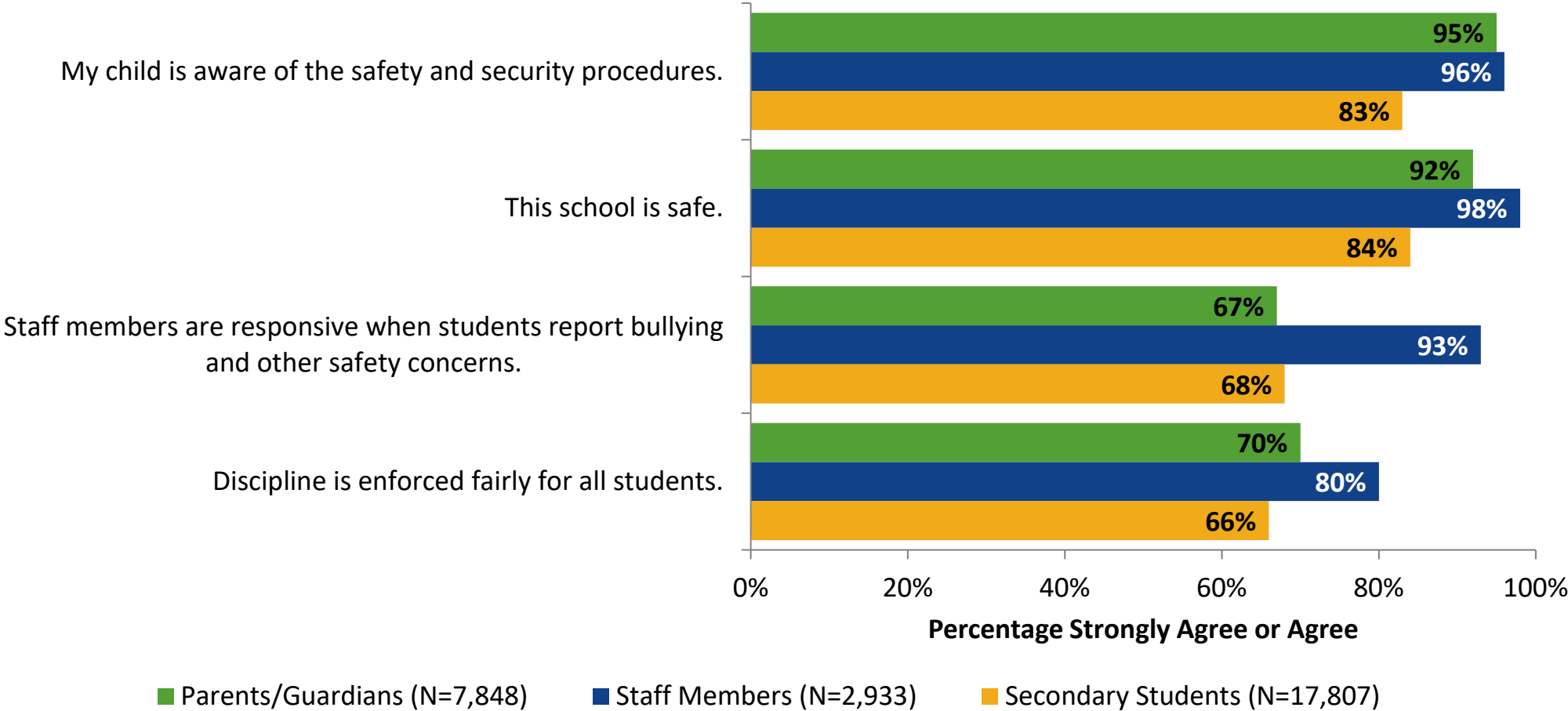
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
 Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# Safety & Security: Comparison by Respondent Type

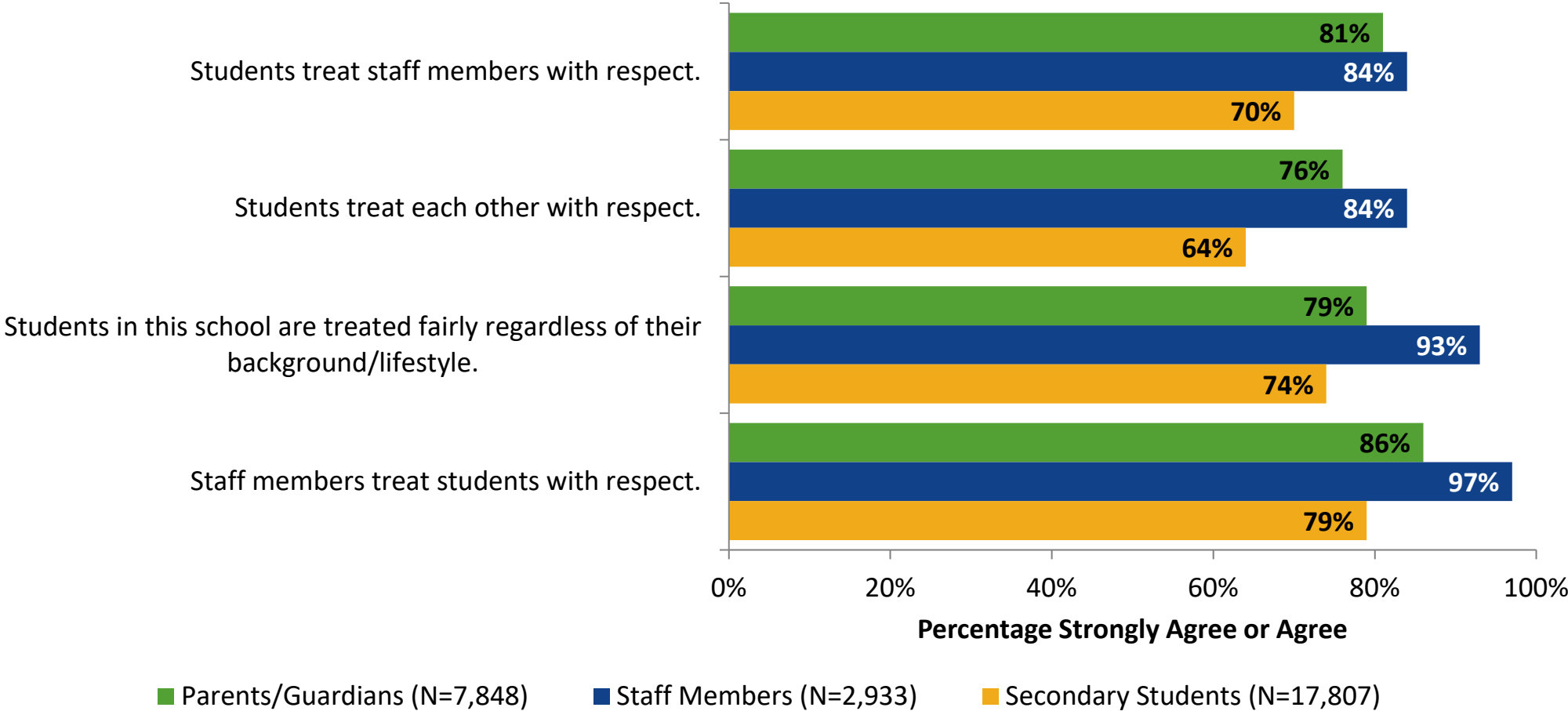
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
 Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# Student Behavior: Comparison by Respondent Type

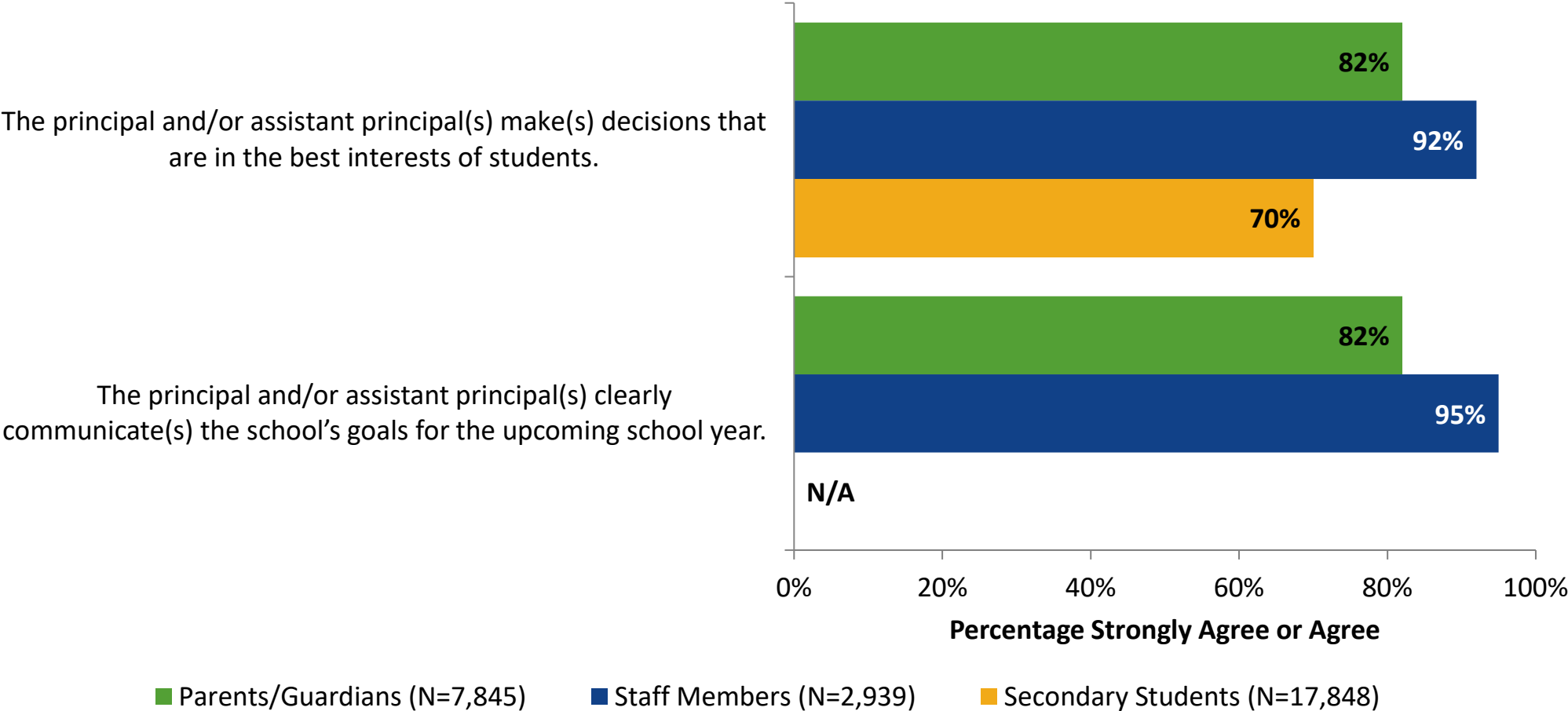
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
 Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# School Leadership: Comparison by Respondent Type

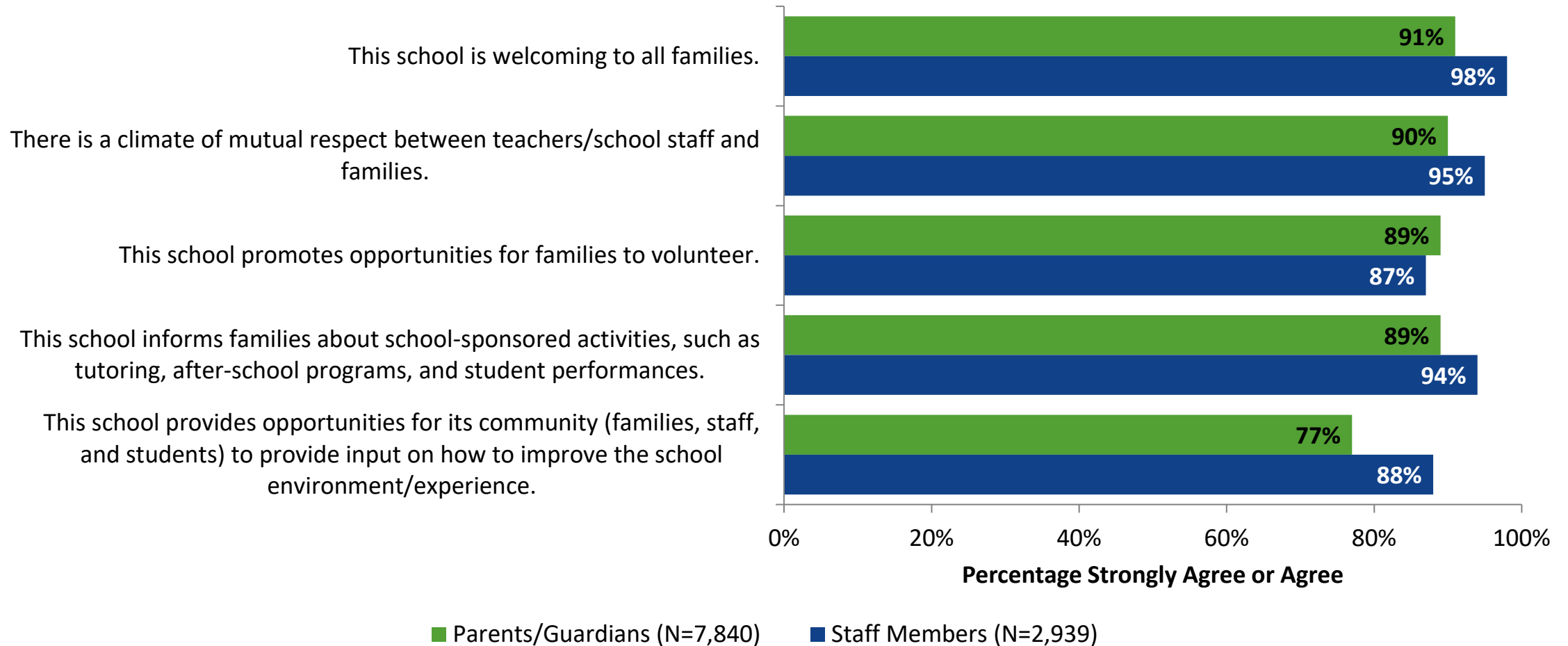
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know  
N/A indicates participants did not answer this question

# Family Involvement: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



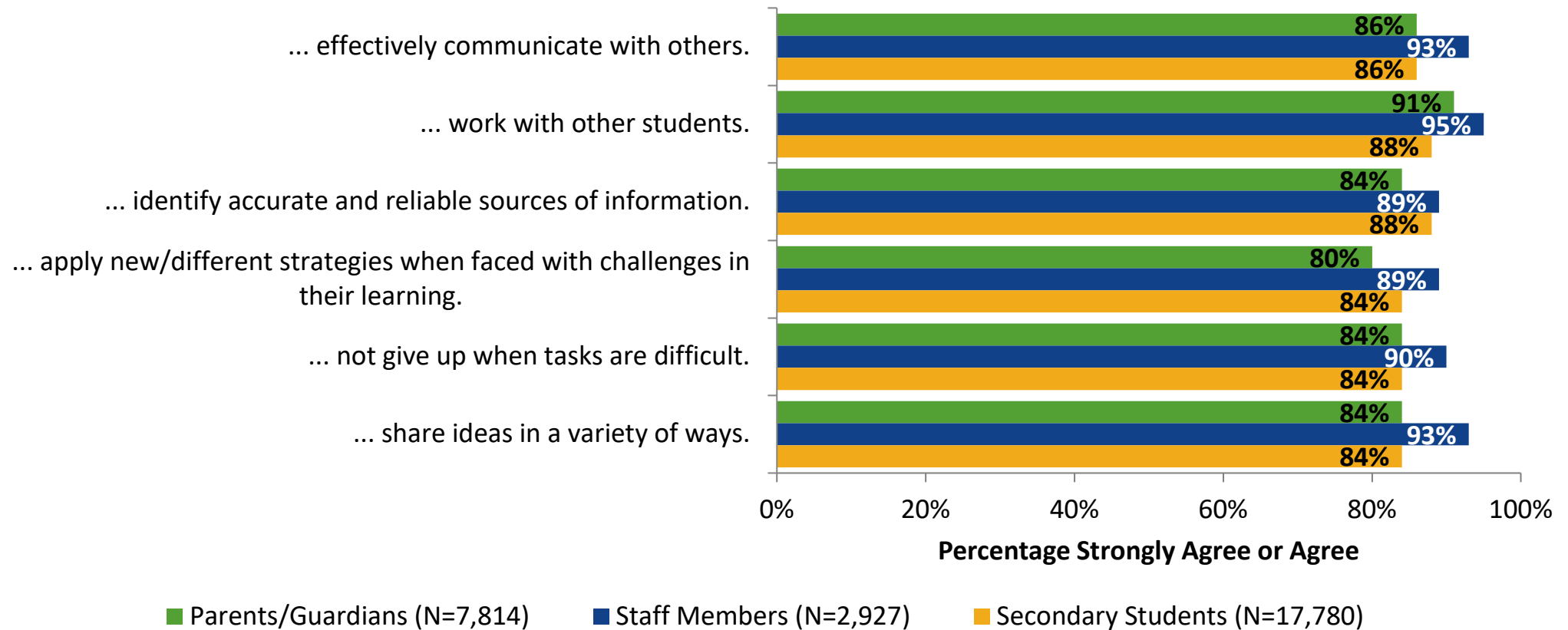
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Only parents/guardians and campus-based staff members answered these questions. Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# Future-ready Learner: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?

In addition to academics, my child is challenged and supported in their ability to ...



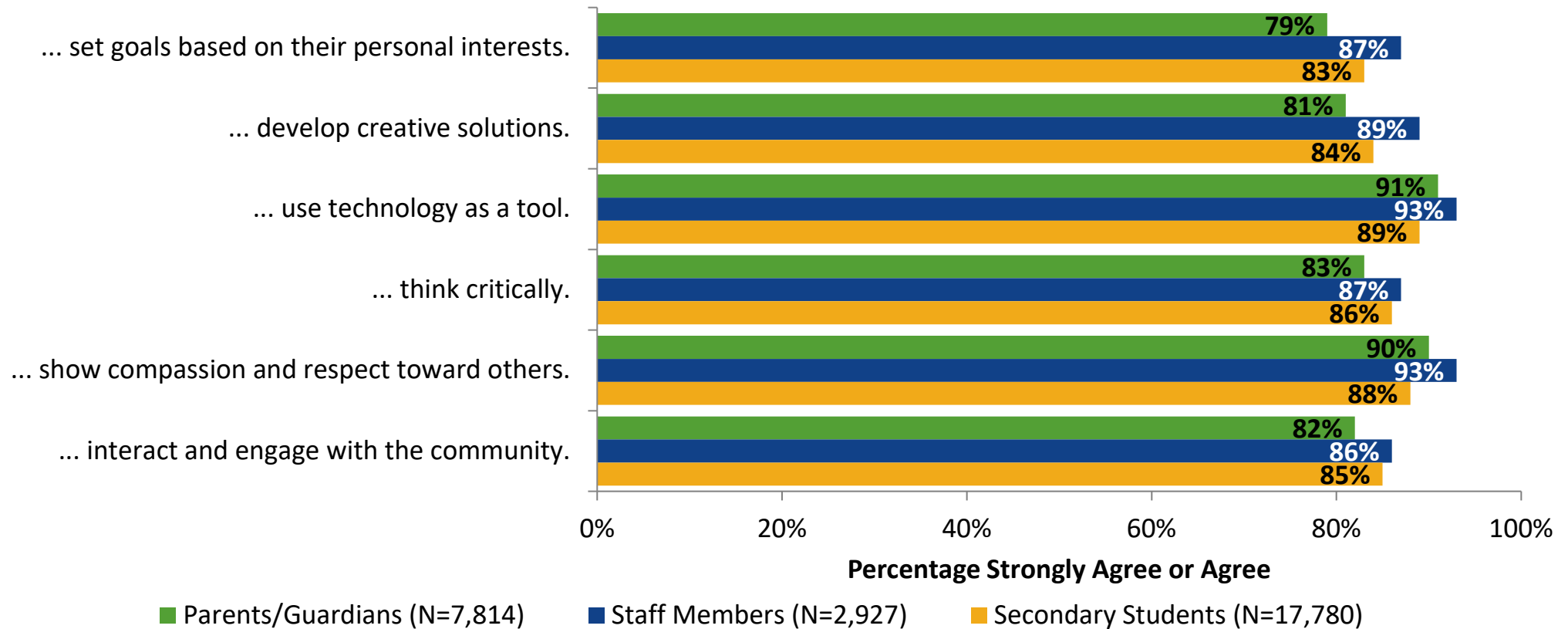
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

# Future-ready Learner: Comparison by Respondent Type (Continued)

How strongly do you agree or disagree with the following statements?

In addition to academics, my child is challenged and supported in their ability to ...



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

Wording varied slightly between participant groups. Wording displayed is from the parent/guardian survey.

## Highest- and Lowest-Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
My child is aware of the safety and security procedures.	95%	Safety & Security
This school is safe.	92%	Safety & Security
This school is welcoming to all families.	91%	Family Involvement
In addition to academics, students are challenged and supported in their ability to work with other students.	91%	Future-ready Learner
In addition to academics, students are challenged and supported in their ability to use technology as a tool.	91%	Future-ready Learner

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
My child is academically challenged by their schoolwork.	21%	Teaching and Learning
Teachers give helpful feedback about my child's work.	21%	Teaching and Learning
My child looks forward to school each day.	19%	Whole Child Development
Teachers successfully show my child how lessons relate to life outside of school.	18%	Teaching and Learning
Students receive the support they need to prepare for the next grade level or life after high school.	16%	Teaching and Learning

## Highest- and Lowest-Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
There is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem.	98%	Student Support and Relationships
Teachers in this school genuinely care about students.	98%	Student Support and Relationships
This school is safe.	98%	Safety & Security
This school is welcoming to all families.	98%	Family Involvement
All school staff members are aware of the safety and security procedures.	97%	Safety & Security

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced fairly for all students.	17%	Student Behavior
Students treat staff members with respect.	15%	Student Behavior
Students treat each other with respect.	14%	Student Behavior
My campus leadership acknowledges/recognizes employees for their high-quality work and accomplishments.	10%	School Leadership
The principal and/or assistant principal(s) is/are visible on campus throughout the school day.	8%	School Leadership

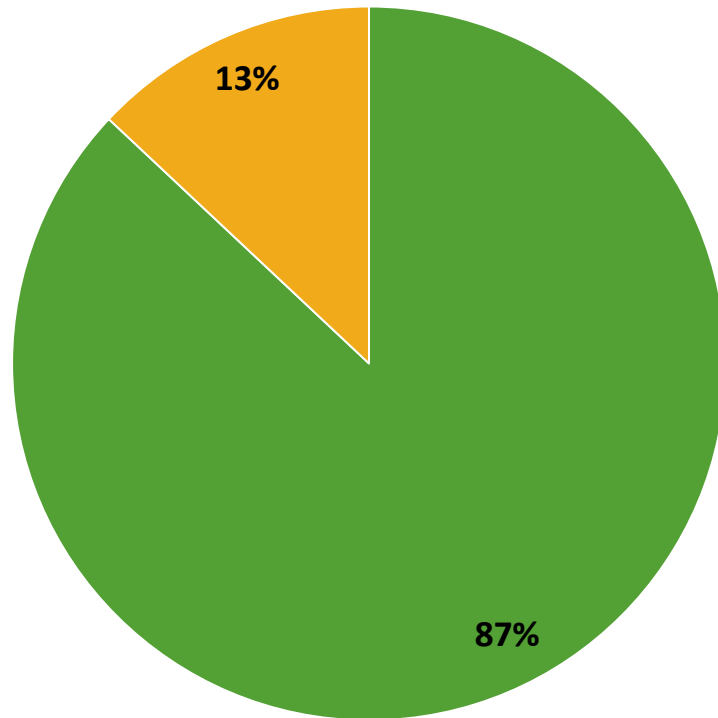
## Highest- and Lowest-Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
All school staff members are aware of the safety and security procedures.	90%	Safety & Security
The principal and/or assistant principal(s) is/are visible on campus throughout the school day.	90%	School Leadership
In addition to academics, students are challenged and supported in their ability to use technology as a tool.	89%	Future-ready Learner
Teachers in this school encourage me to take responsibility for my actions.	88%	Whole Child Development
... work with other students.	88%	Future-ready Learner
Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
I look forward to school each day.	37%	Whole Child Development
Teachers successfully show me how lessons relate to life outside of school.	34%	Teaching and Learning
Teachers offer interesting and engaging lessons.	25%	Teaching and Learning
Discipline is enforced fairly for all students.	25%	Safety & Security
Students treat each other with respect.	25%	Student Behavior

# Additional Questions

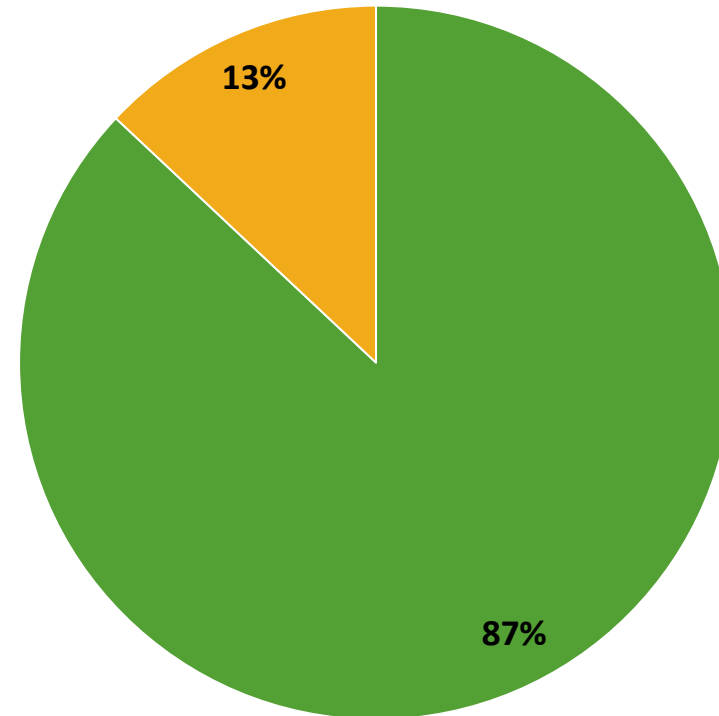
## Title I Family Engagement Policy and Compact

The school has provided me with a copy of the Title I Parent and Family Engagement Policy during my parent-teacher conference. (N=781)



■ Yes ■ No

The school has provided me with a copy of the Title I School-Parent Compact during my parent-teacher conference. (N=780)

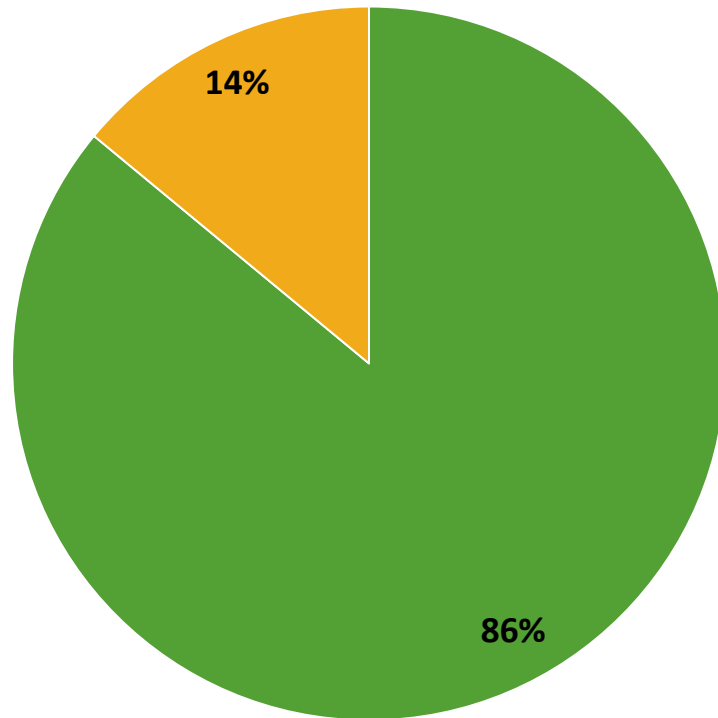


■ Yes ■ No

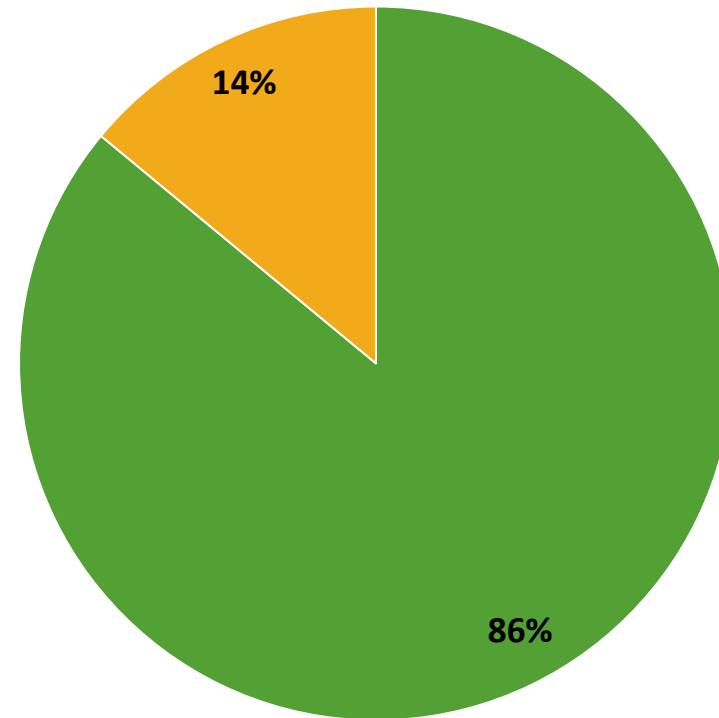
Only parents/guardians with children attending a Title I school answered these questions.

## Title I Family Engagement Policy and Compact

I provided parents with a copy of the Title I Parent and Family Engagement Policy at parent-teacher conferences. (N=249)



I provided parents with a copy of the Title I School-Parent Compact at parent-teacher conferences. (N=247)



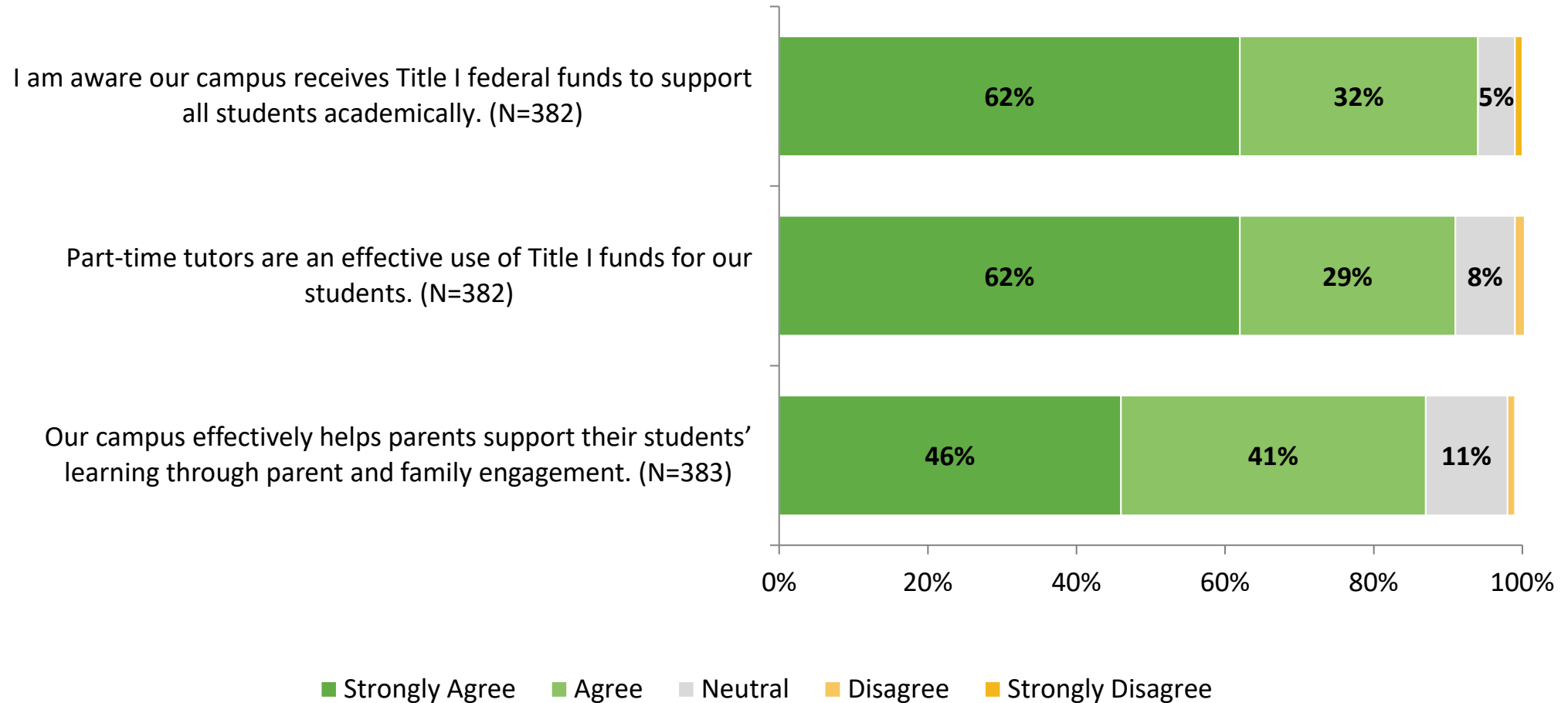
■ Yes ■ No

■ Yes ■ No

Only staff members working in a Title I school answered these questions.

# Title I Funding

How strongly do you agree or disagree with the following statements?

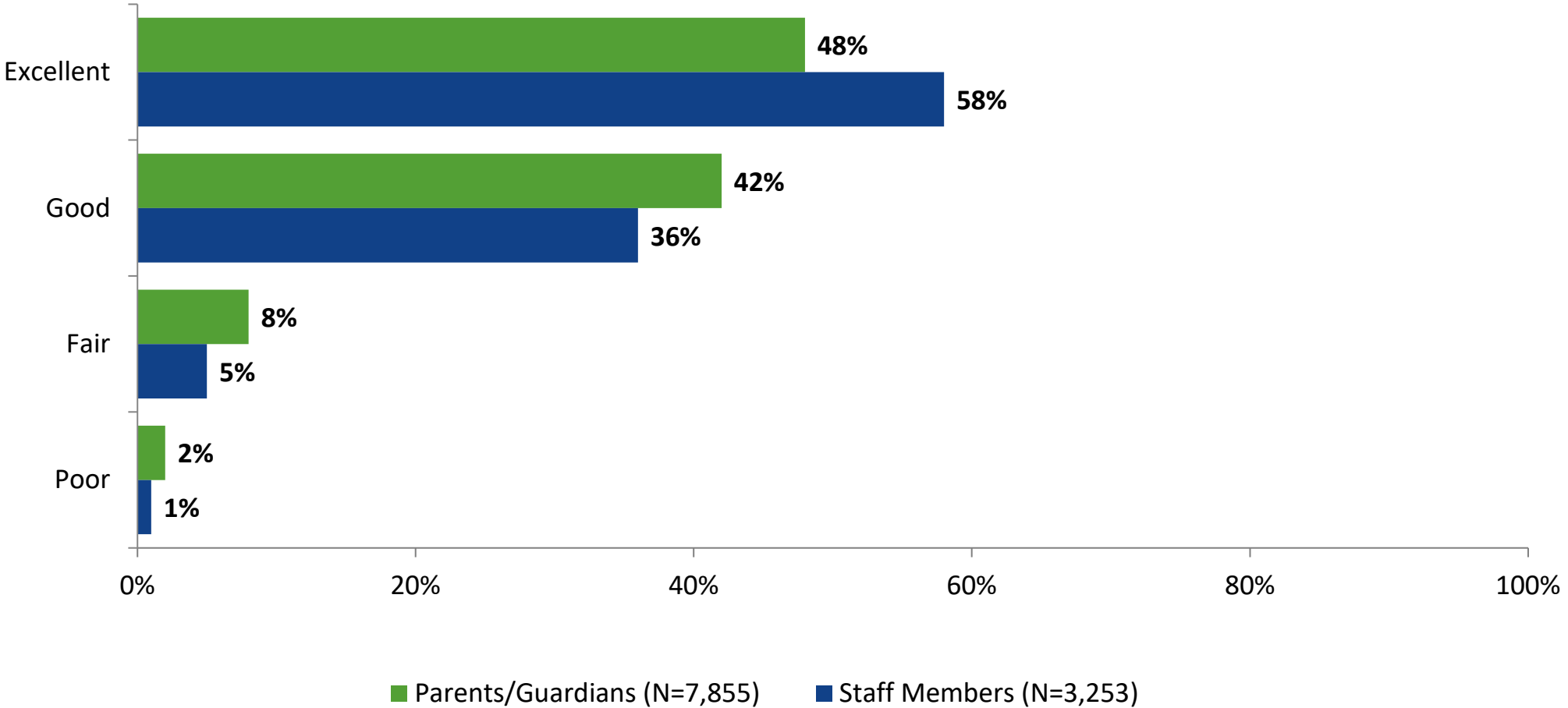


Only staff members working at Title I schools answered these questions.

# District Questions

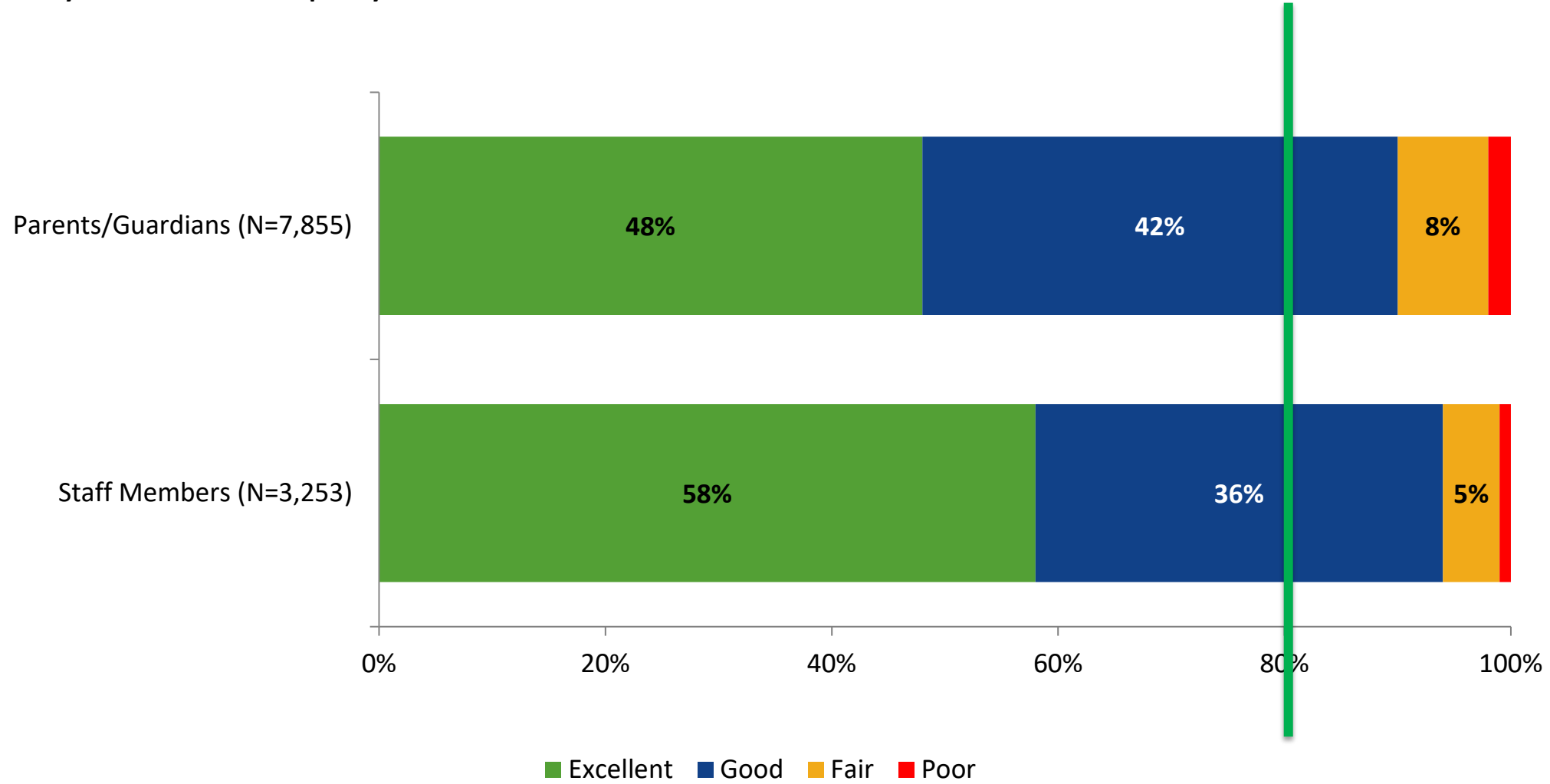
# District Quality of Education: Comparison by Respondent Type

How would you rate the overall quality of the education at Frisco ISD?



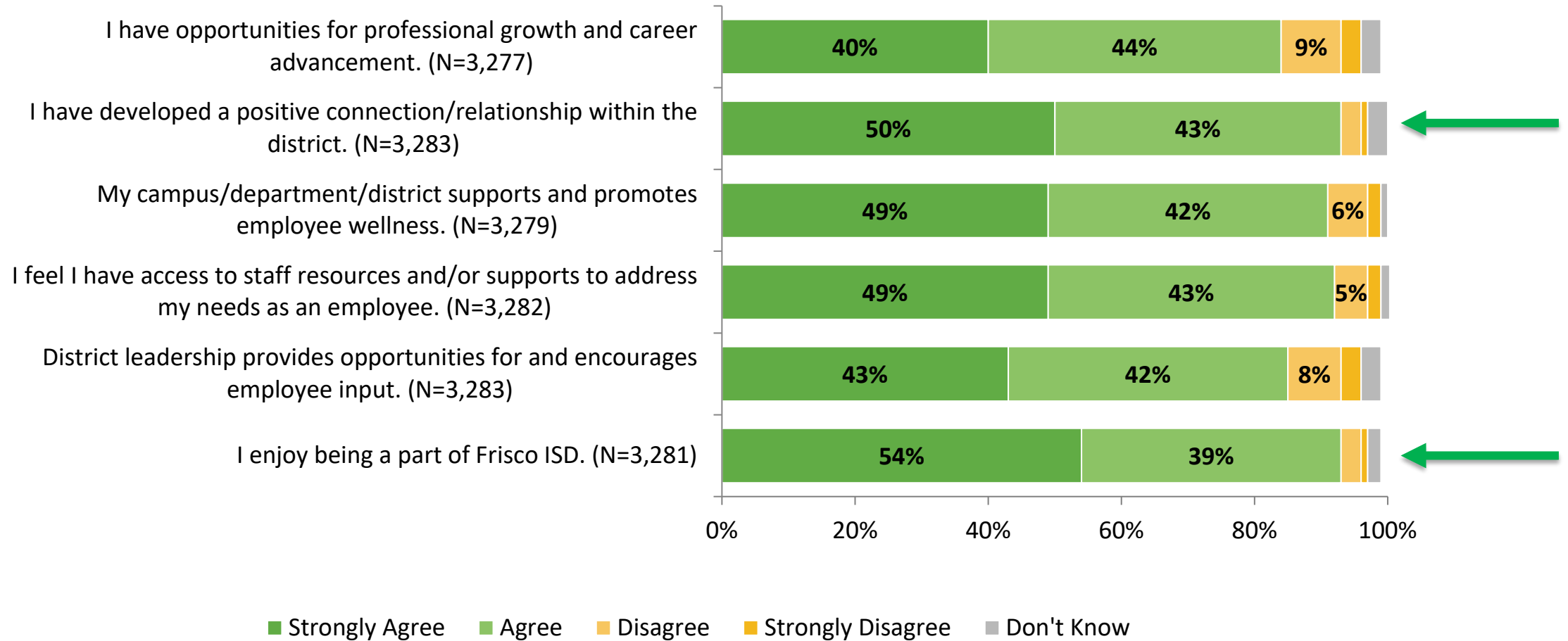
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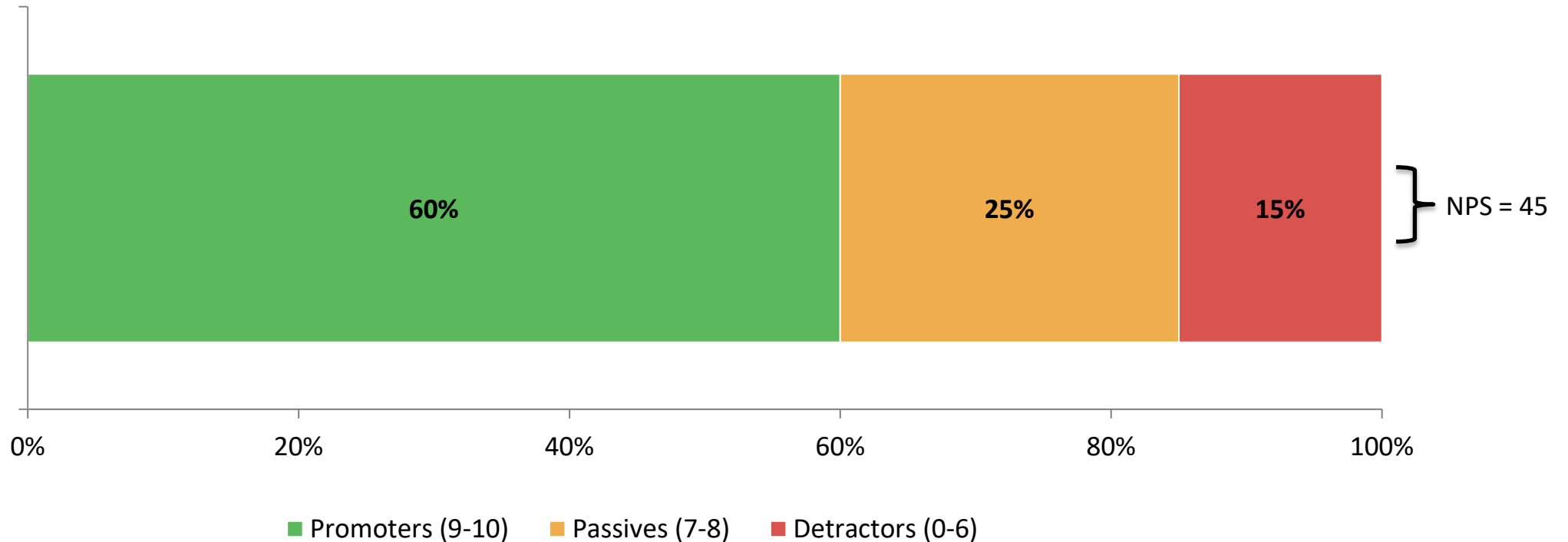
# Employee Experience

How strongly do you agree or disagree with the following statements?



## School/Department as a Place to Work - eNPS

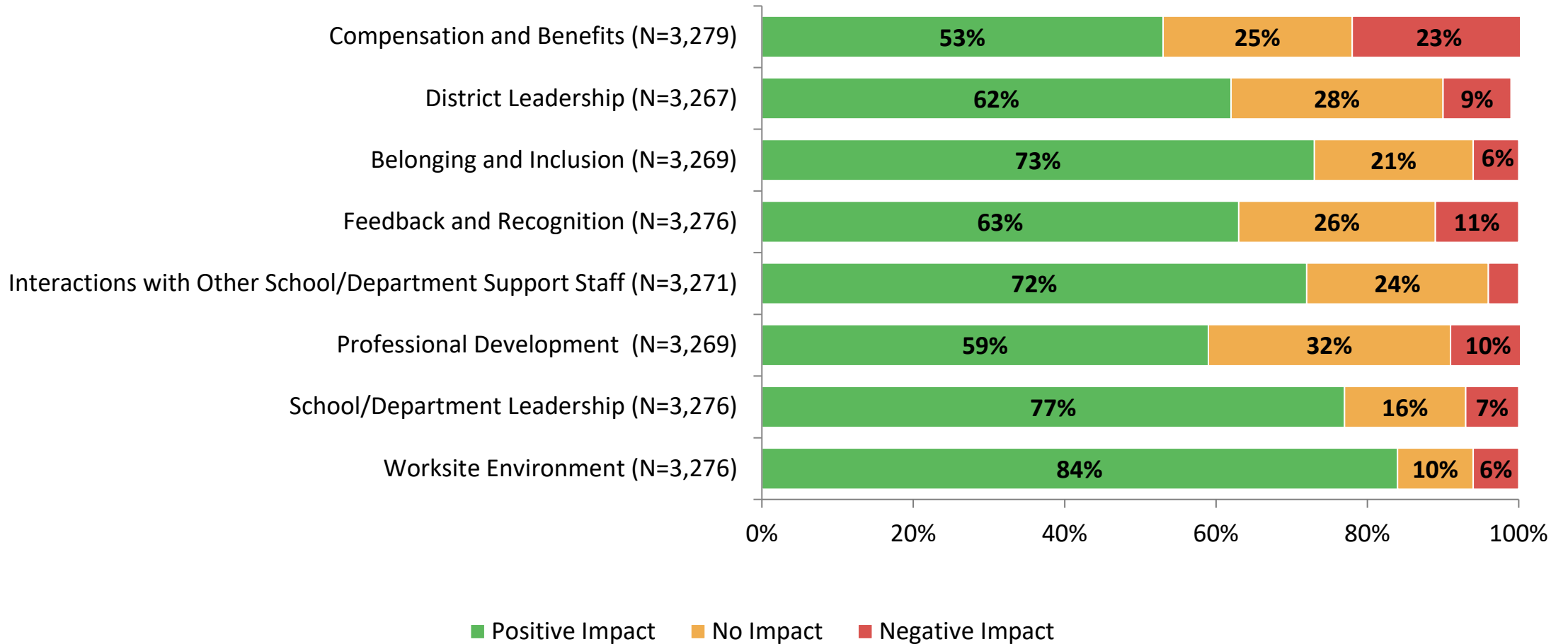
If you knew someone who was a fit for a position within your school/department how likely would you be to recommend your school/department as a place to work? (N=2,859)



Only staff members answered this question. This question was added this school year. The Net Promoter Score® (NPS) serves as a proxy for public confidence in a school or department and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting a school or department than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or department.

# Impact on School/Department Work Recommendation

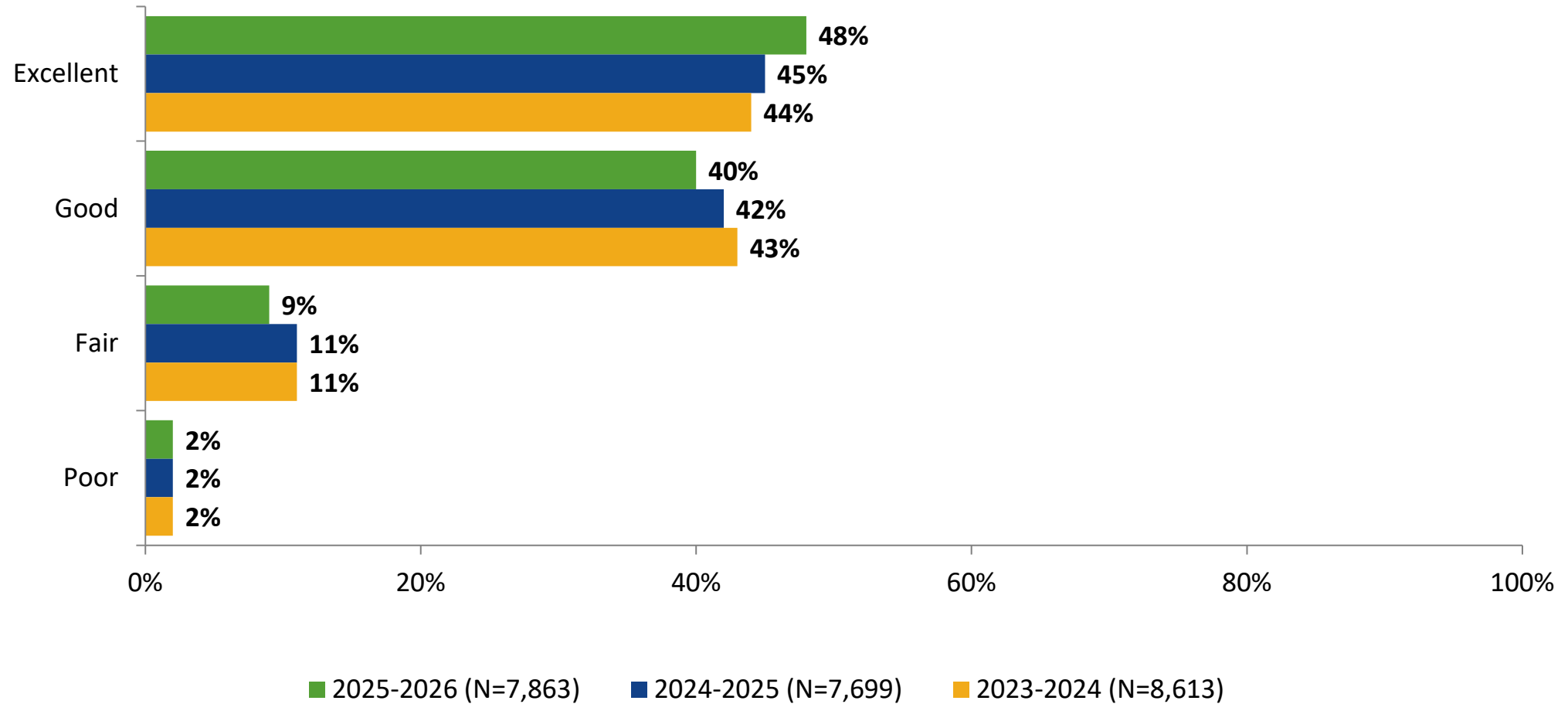
What effect do the following aspects of your school have on your likelihood to recommend it?



# Comparison Over Time

## Quality of Education: Comparison Over Time

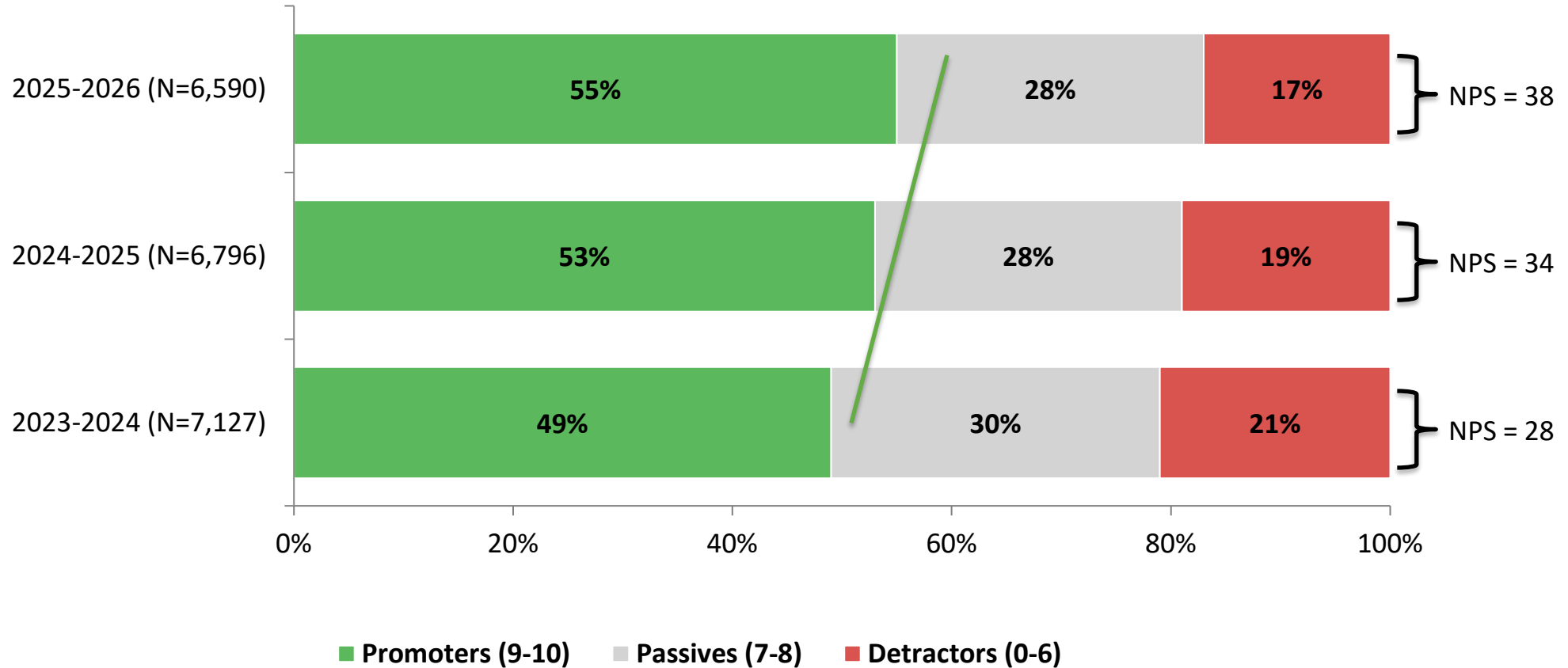
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## School Net Promoter Score: Comparison Over Time

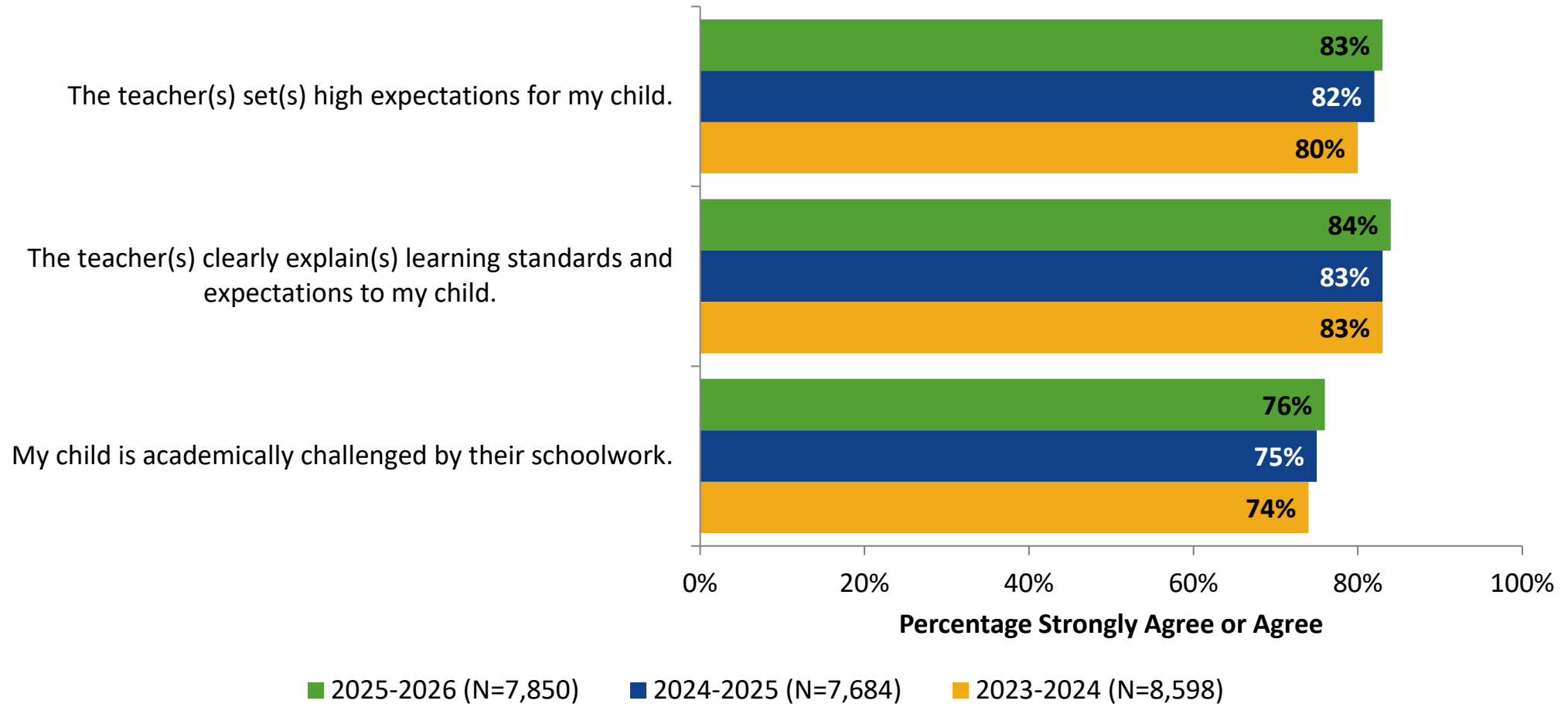
If you knew someone moving to the area with a school-aged child, how likely would you be to recommend your school to them?



The Net Promoter Score® (NPS) serves as a proxy for public confidence in a school and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from the percentage of promoters, which gives a value between -100 and 100. A positive score means there are more people promoting a school than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school.

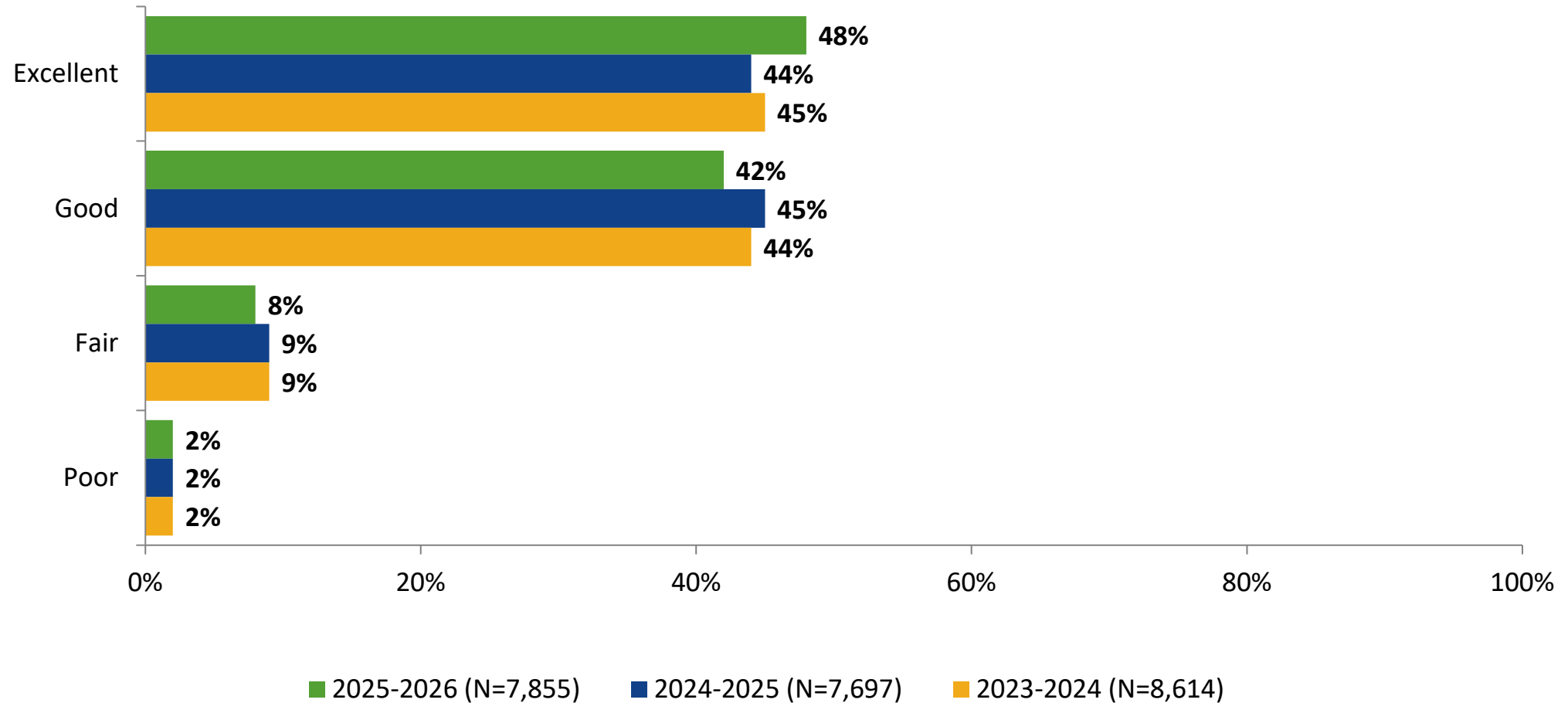
## Teaching and Learning: Comparison Over Time

How strongly do you agree or disagree with the following statements?



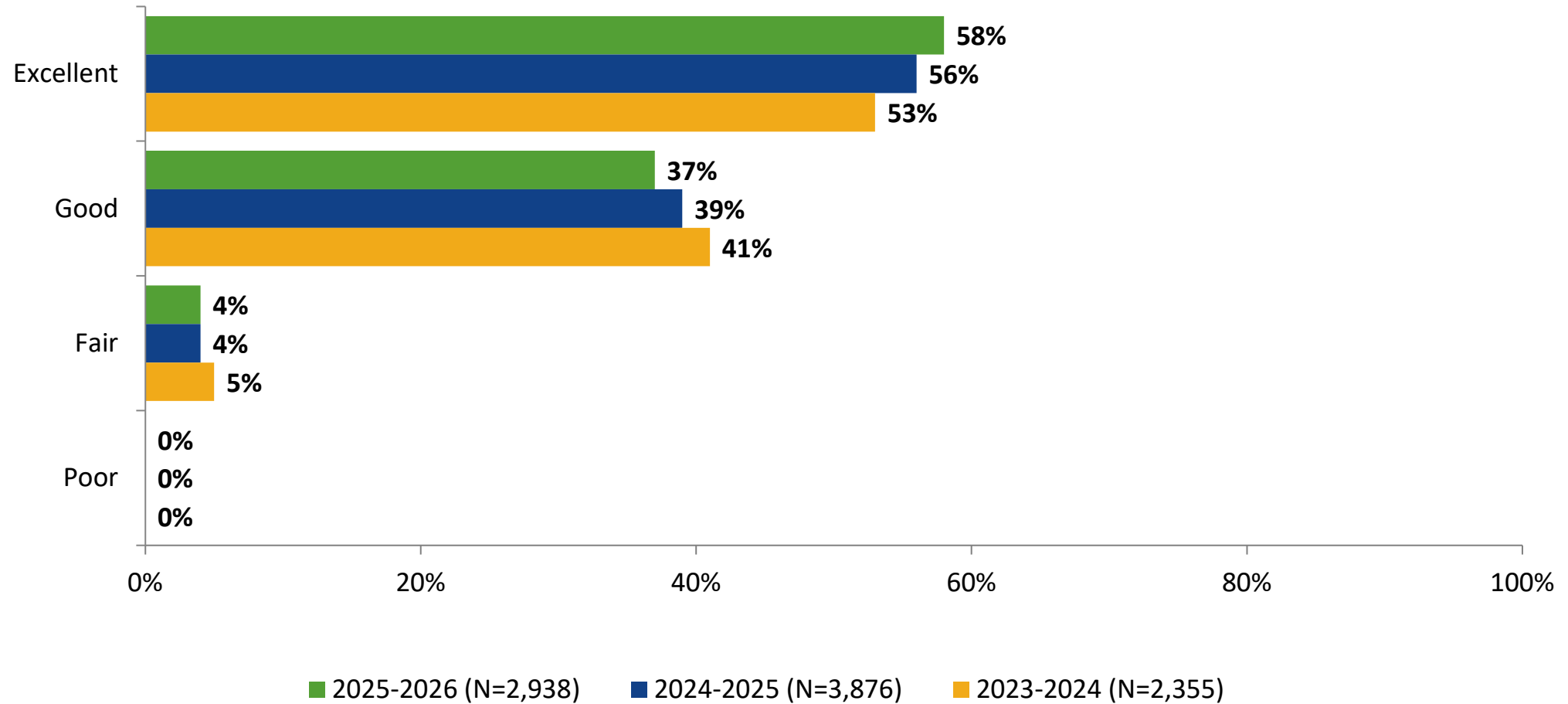
## District Quality of Education: Comparison Over Time

How would you rate the overall quality of the education at Frisco ISD?



## Quality of Education: Comparison Over Time

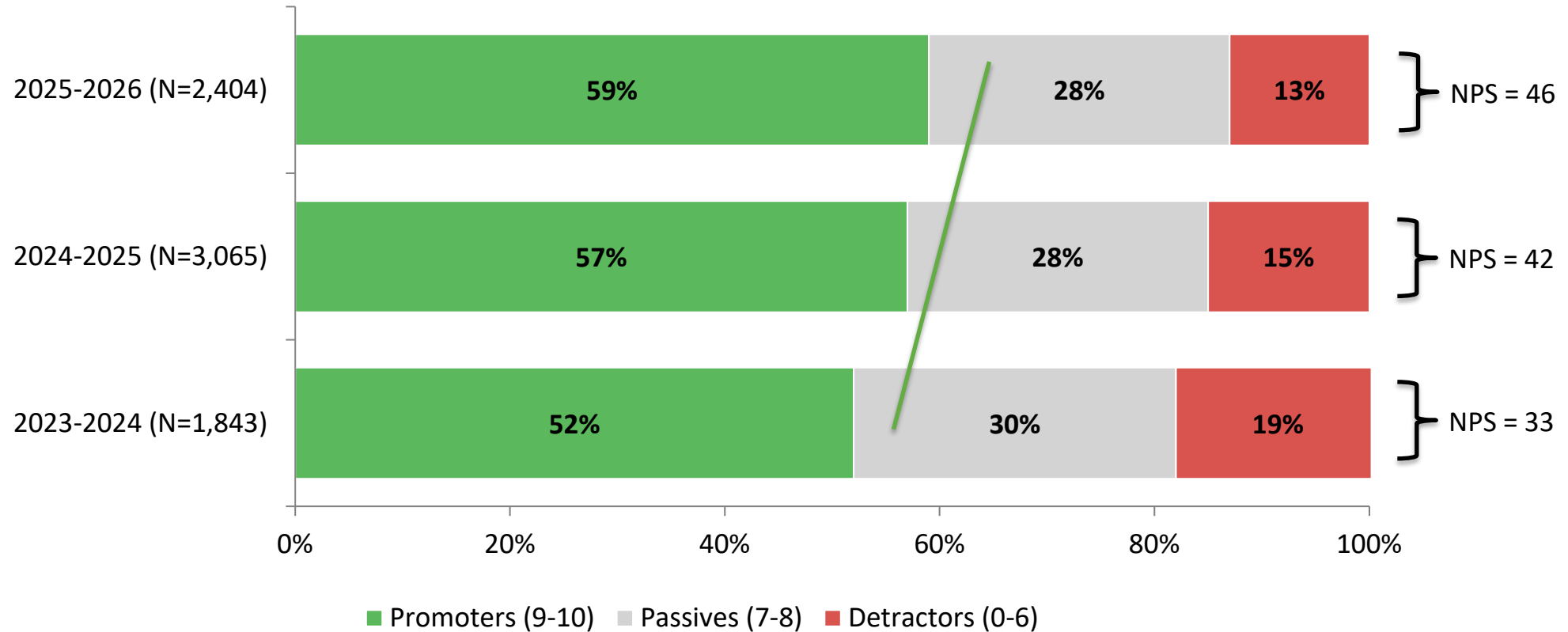
How would you rate the overall quality of the education at your school?





## School Net Promoter Score: Comparison Over Time

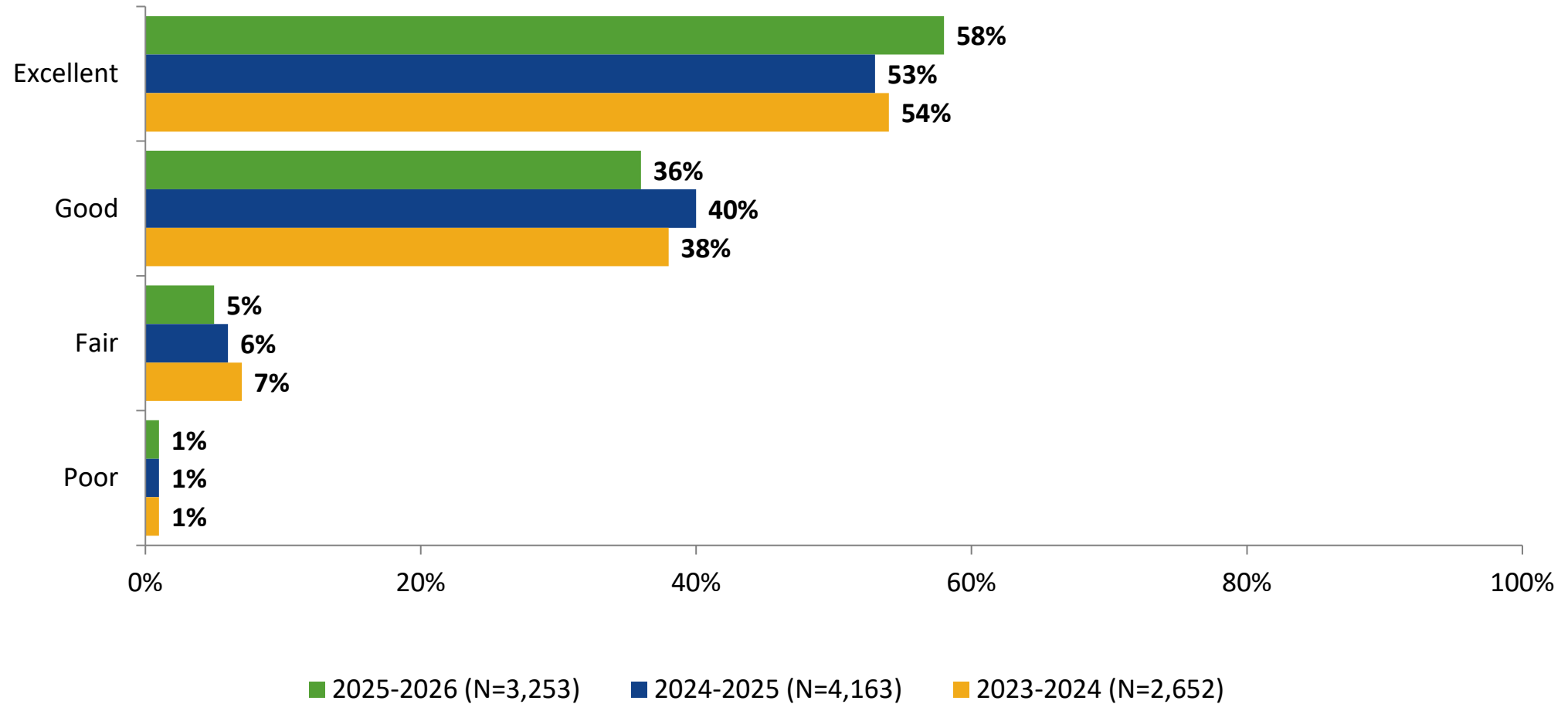
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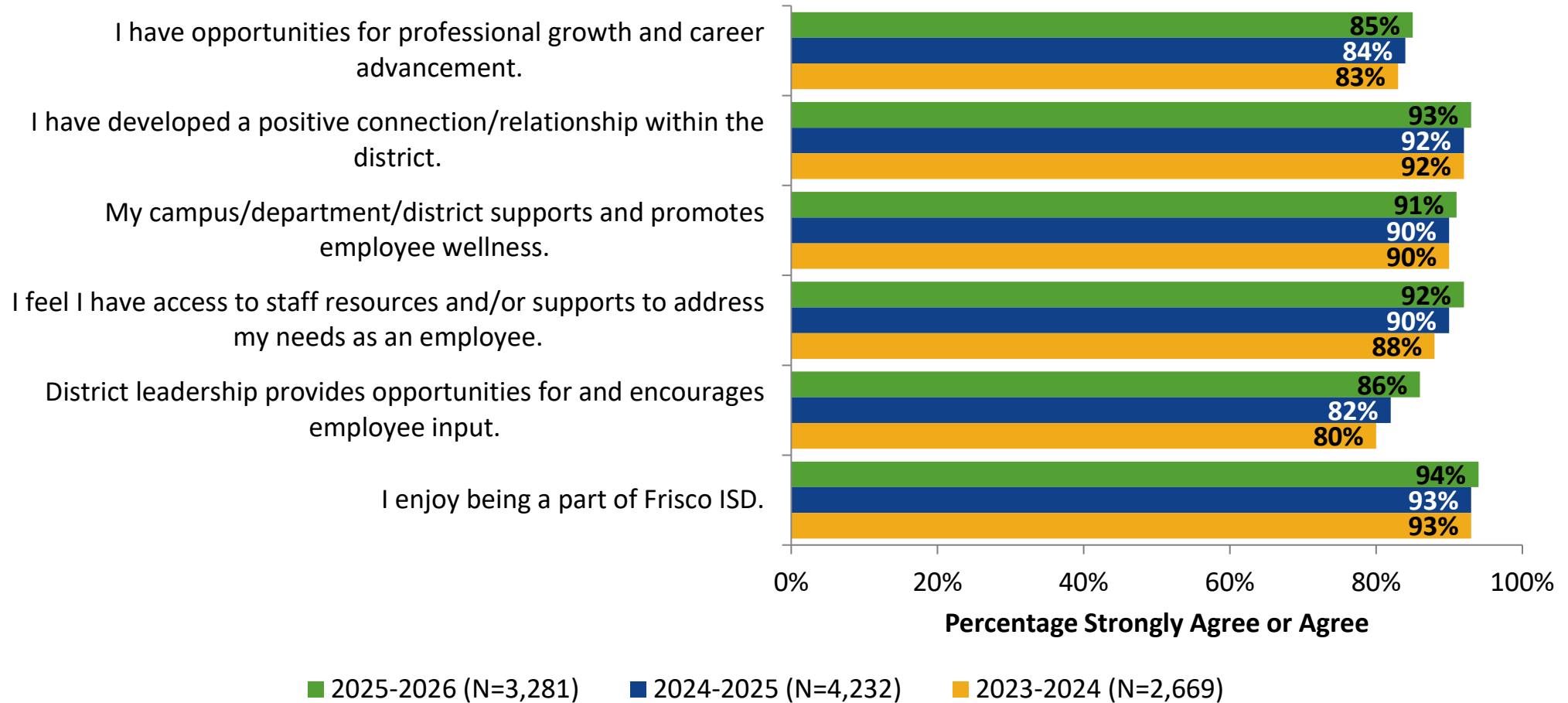
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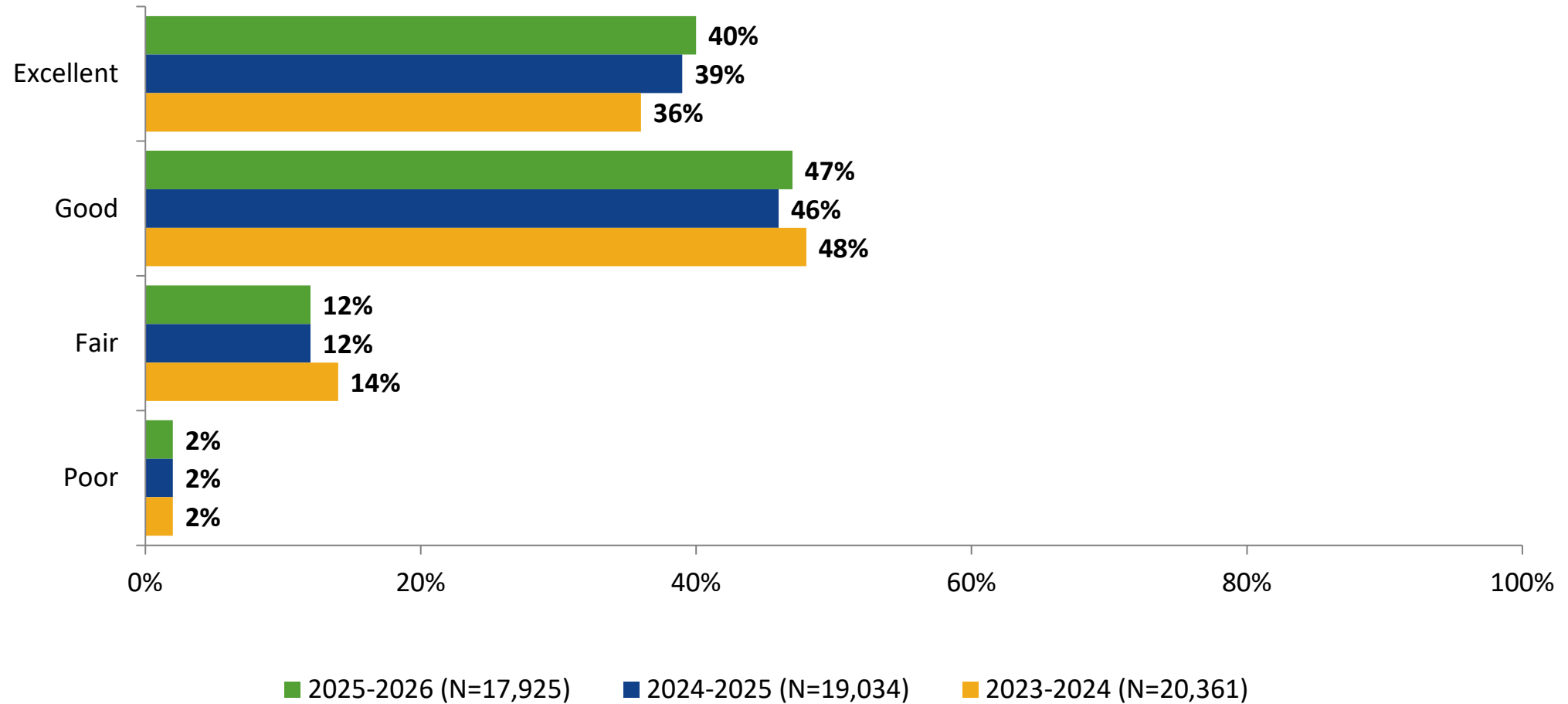
## Employee Experience: Comparison Over Time

How strongly do you agree or disagree with the following statements?



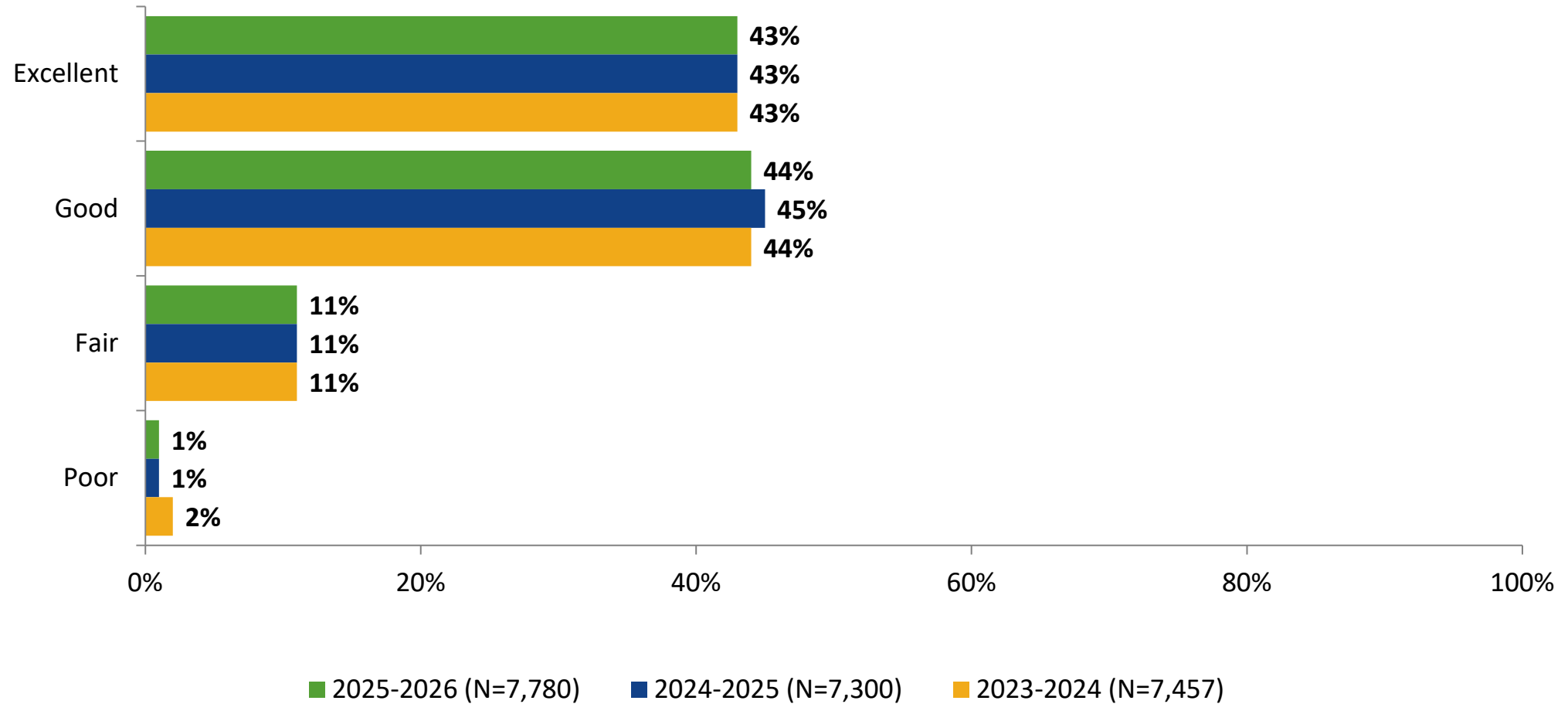
## Quality of Education: Comparison Over Time

How would you rate the overall quality of the education at your school?



## Quality of Education: Comparison Over Time

How would you rate your school?





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