K12 *Insight*

ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.

Ann Arbor Public Schools
Culture & Climate Survey Annual Report

2024-25 School Year

Board of Education
October 22, 2025

Purpose of the Study

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

The Ann Arbor Public Schools (AAPS) School Quality Survey asked parents and guardians, community members, staff members, and students in grades 3-12 for feedback on the most important dimensions of school climate. Results will inform decisions at both the school and district levels.

K12 *Insight* partnered with district leaders to develop the survey, which addressed the following topics:

- **Overall School Quality**
- **Academic Support**
- **Student Support**
- **School Leadership**
- **Family Involvement**
- **Safety and Behavior**
- **Commitment to Equity and Anti-Discrimination**
- **Cultural Pedagogy**

Overview of Study

The survey was open from May 14, 2025 to June 8, 2025.

This report summarizes survey results and breaks them down by participant group. Results are compared with those from 2022-2023 and 2021-2022.

Email invitations with unique survey links were sent to parents/guardians and campus-based staff members. Parents/Guardians also could access the survey via a public link on the district's website. Reminders were sent throughout the survey window. The parent/guardian survey was translated into Arabic, Chinese, Japanese, Korean, and Spanish.

Students in grades 3-12 used their student IDs to access the survey in school.

In charts and graphs, data labels less than 5 percent are not shown.

Participation

Responding Group	School Year	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-access Link Responses	Total Responses
Parents/Guardians	**2024-2025**	**21,892**	**1,738**	**--**	**491**	**2,229**
	2022-2023	18,951	2,922	—	266	3,188
	2021-2022	18,937	2,827	—	250	3,077
Campus-based Staff	**2024-2025**	**2,316**	**742**	**32%**	**--**	**742**
	2022-2023	2,670	868	33%	—	868
	2021-2022	2,428	884	36%	—	884
Secondary Students (Gr. 6-12)	**2024-2025**	**8,849**	**5,098**	**58%**	**--**	**5,098**
	2022-2023	8,864	1,734	20%	—	1,734
	2021-2022	8,897	1,895	21%	—	1,895
Elementary Students (Gr. 3-5)	**2024-2025**	**3,761**	**2,720**	**72%**	**--**	**2,720**
	2022-2023	3,681	1,413	38%	—	1,413
	2021-2022	3,703	1,100	30%	—	1,100

Demographics

- 2,229 Parent/Guardians took the survey.
  - Racial makeup: 54% Caucasian, 14% Asian, 14% prefer not to answer, 5% African American, 5% Multi-Ethnic, 3% Latino-Hispanic, 1% Arab American, and 3% Other
- 5,098 Students in grades 6-12 took the survey.
  - Racial makeup: 50% White, 14% Asian, 13% Multi-Ethnic, 12% Hispanic-Latino, 10% Black/African American, 1% Arab American
- 2,720 Students in grades 3-5 took the survey.
  - Racial makeup: 50% White, 15% Multi-Ethnic, 14% Asian, 11% Hispanic-Latino, 10% Black/African American, 1% Arab American

Demographics

- 742 Staff took the survey.
  - 69% were teachers, 14% non teaching staff,
    12% paraprofessionals, 3% administrators, and 1% substitute teachers
  - Racial makeup: 61% Caucasian, 4% Asian, 5% African American, 4% Multi-Ethnic, 2% Latino-Hispanic, 1% Arab American, 3% Other,
    20% prefer not to answer

Language of Participation

Language of Participation	Arabic	Chinese	English	Japanese	Korean	Spanish
2024-2025	**3**	**16**	**2,117**	**47**	**24**	**22**
2022-2023	12	42	2,967	79	40	48
2021-2022	14	42	2,856	73	41	51

- Significant participation in English with 2,117 responses, followed by smaller numbers in other languages.
- Arabic: 3 responses; Chinese: 16 responses; Japanese: 47 responses; Korean: 24 responses; Spanish: 22 responses.
- Participation decreased in languages like Arabic and Chinese compared to previous years.
- The survey aimed for inclusivity by providing translations, enhancing accessibility.
- Language diversity reflects the multicultural nature of the student body.
- Continuous efforts to improve outreach in different languages are needed.

Cautions and Caveats

1. Some individuals may not have answered all of the questions in the survey.

2. It is important to recognize that these survey results do not reflect random sampling. Those who responded did so voluntarily, and we have no way of knowing why some chose to respond while others did not choose to do so; we have tried to take care to ensure that we do not attribute intent, positive or negative, to those who did or did not respond with no data about those choices.

3. Despite that, we do consider these responses worth exploring because these are information our community wanted to share with the AAPS.

4. What we know about our sample, compared to our population:
    - Parents/Guardians: female, and white respondents are over-represented;
    - Black and Multiracial respondents are under-represented;
    - The demographic data indicates a need for increased representation of underrepresented groups.

The Survey

The survey is generally made up of questions or statements to which the respondents reply using a response scale.

For overall School Quality, the scale consists of:

Excellent - Good - Fair - Poor

For the majority of other questions, the scale consists of:

Strongly Agree - Agree - Disagree - Strongly Disagree - Don't Know

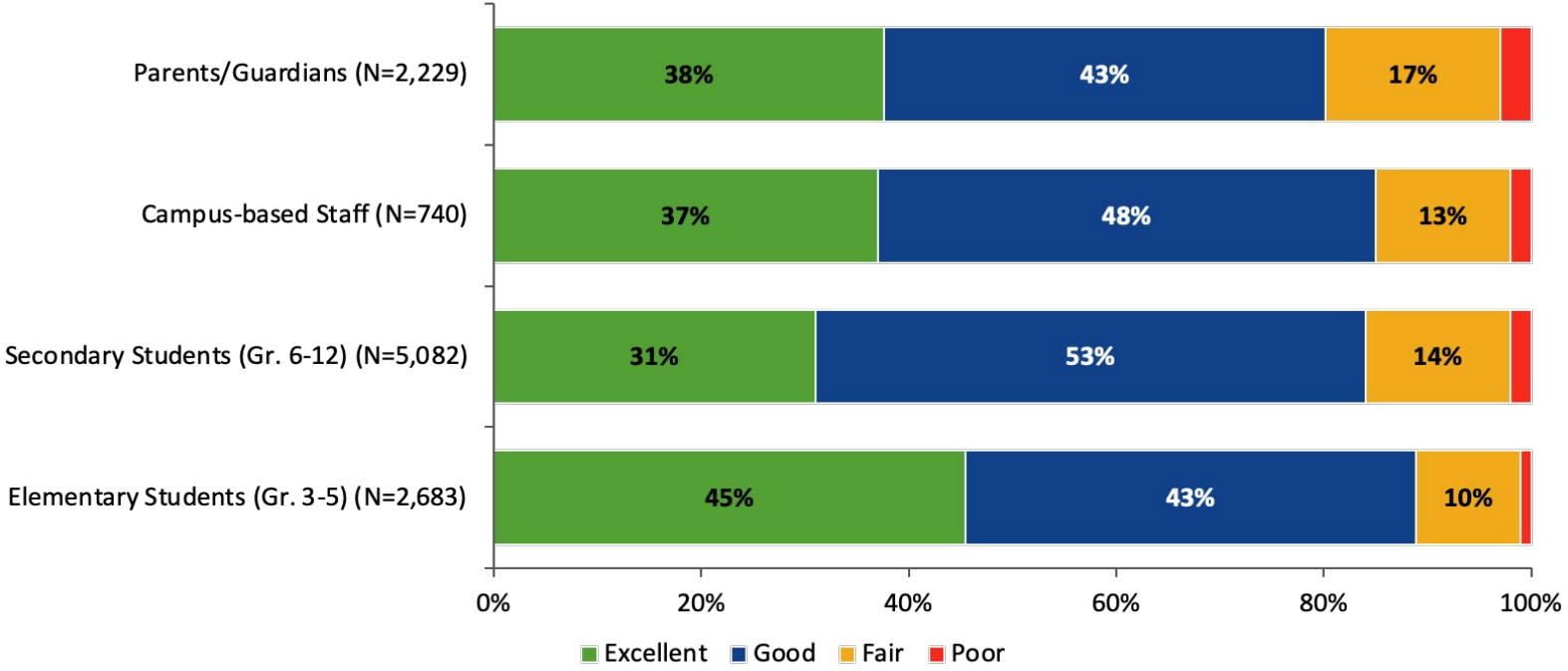
Overall School Quality Experience

Overall School Quality: Summary

- Elementary students rated school quality highest at 88% stating it as excellent or good.
- Campus-based staff rated the quality at 85%, showing strong confidence in the educational environment, while secondary students rated it at 84%.
- Parents/guardians rated school quality at 81%, showing a slight decrease compared to previous years and slightly lower than staff and students.
- There were increases in ratings from campus-based staff (5%), secondary students (10%), and elementary students (3%) compared to the last survey in 2022-2023.
- 89% of secondary students and 88% of elementary students felt they had opportunities to ask questions.
- A significant percentage of students felt they had opportunities to ask questions (88% elementary, 89% secondary), although fewer students (50% secondary, 45% elementary) reported opportunities to move around during lessons.

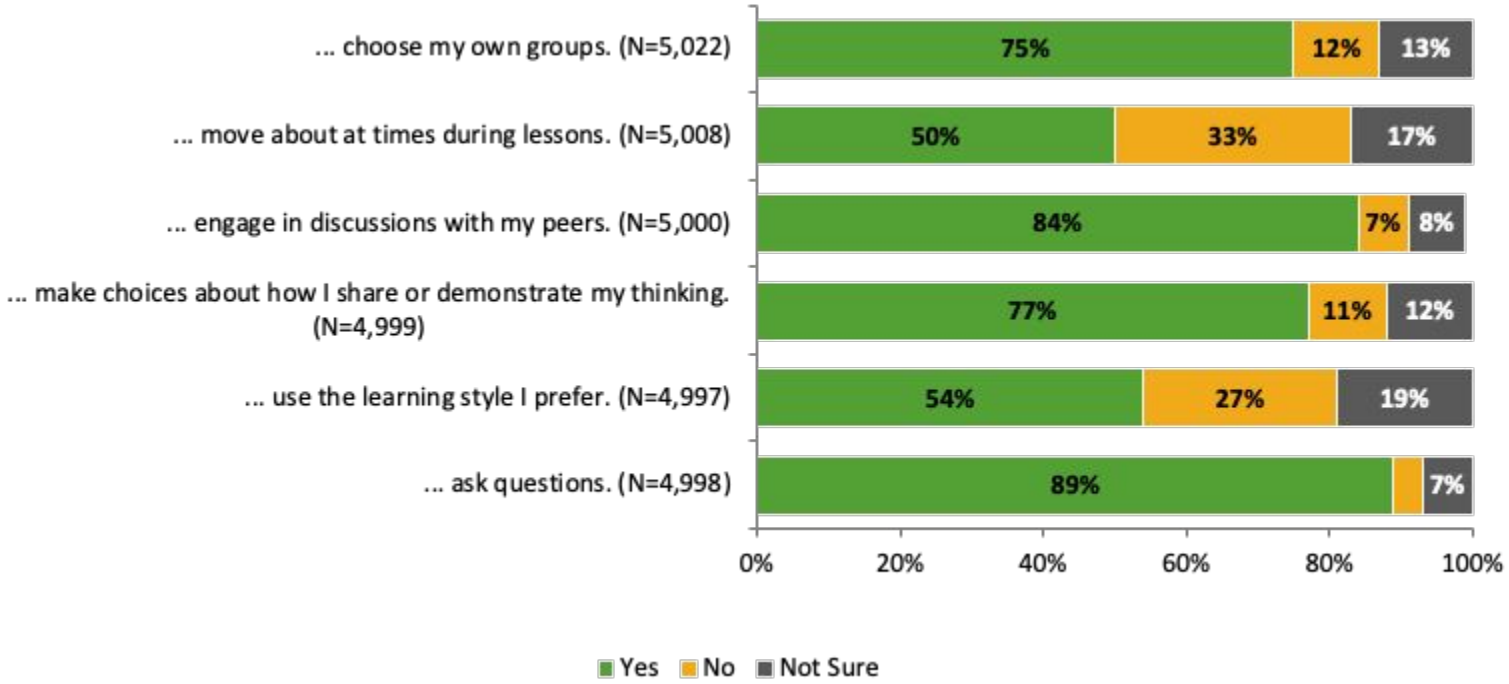
Overall School Quality: Comparison by Respondent Type

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



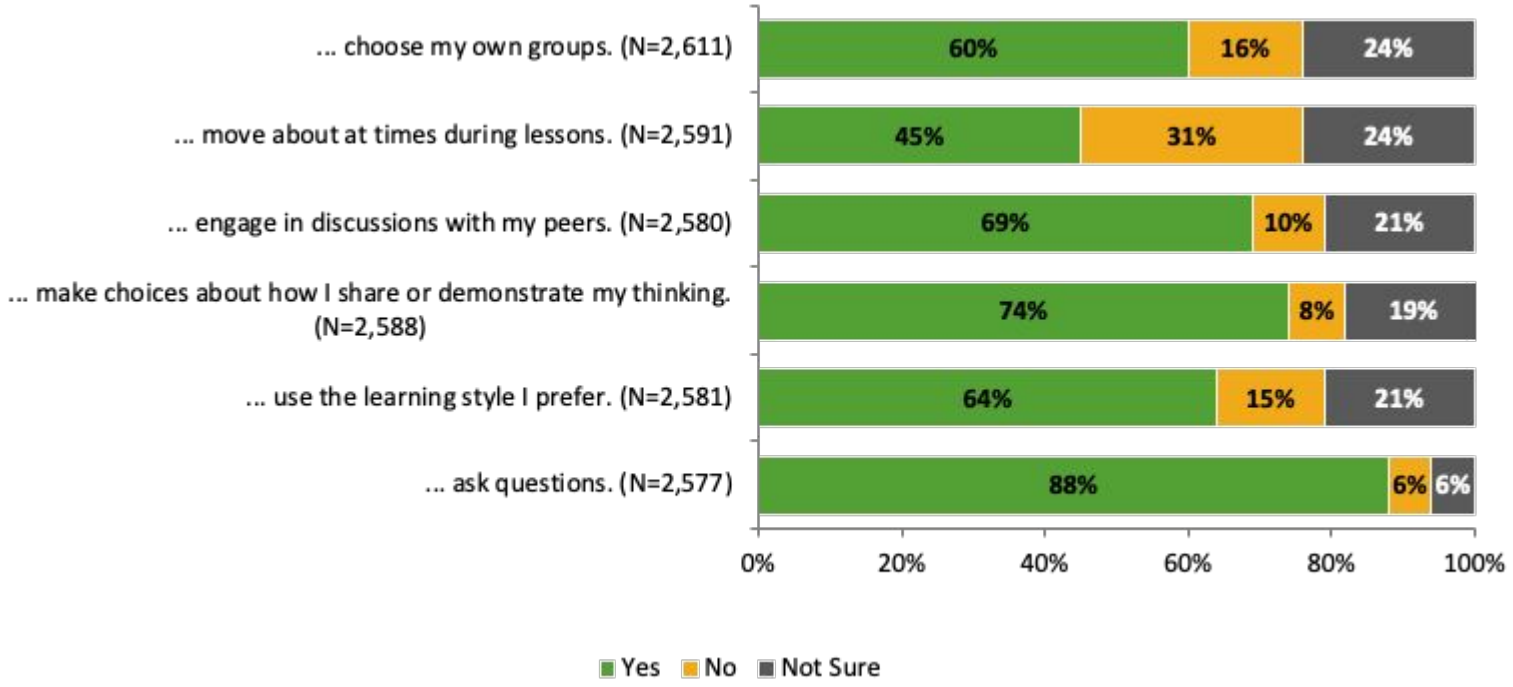
School Experiences

Consider your experiences this school year. I have the opportunity to ...



School Experiences

Consider your experiences this school year. I have the opportunity to ...



Student Support & Relationships

Student Support and Relationships: Summary

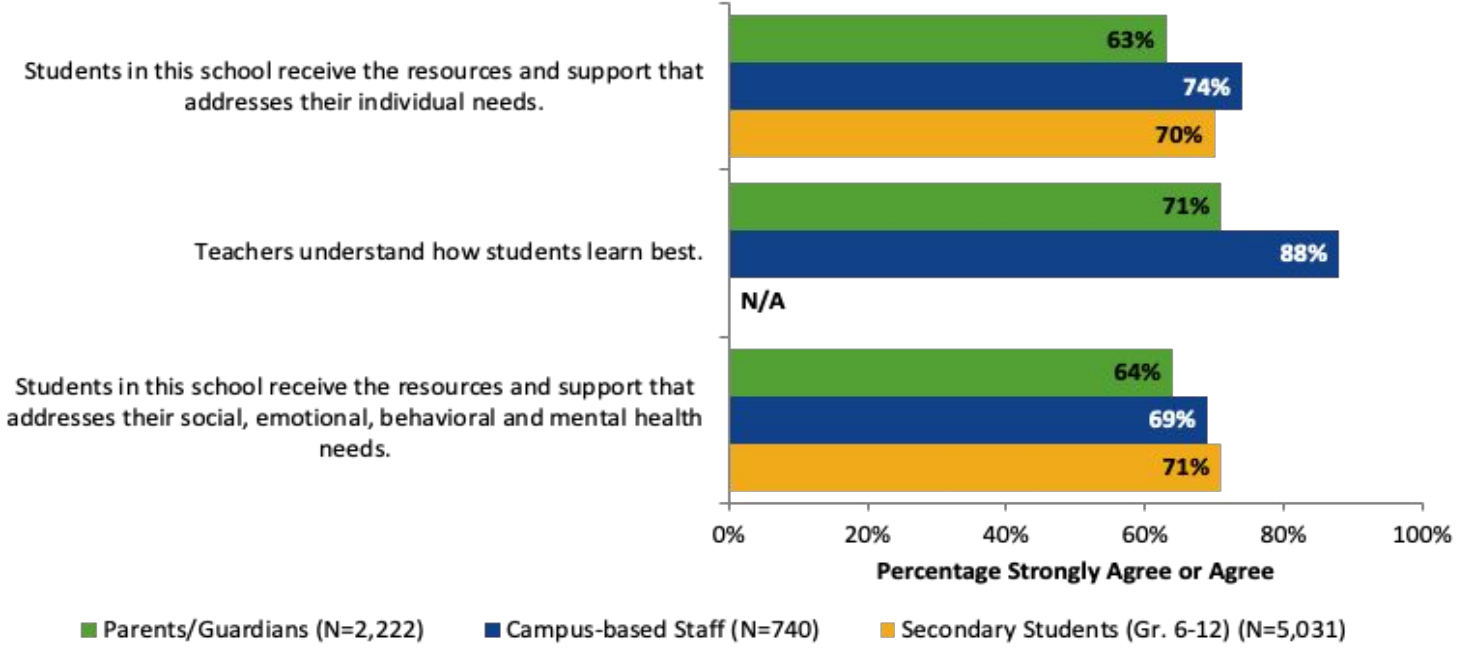
- 86% of parents/guardians and 88% of secondary students reported a supportive staff member for *school* problems.
- 73% of parents/guardians and 79% of secondary students mentioned support for *personal* problems.
- There was an 8% increase in secondary students feeling supported for personal issues compared to 2022-23 at 71%.
- 73% of elementary students felt they could talk to an adult about school problems.
- 52% of elementary students felt they could talk to someone about personal issues.
- The data indicates a need for improved support systems for student personal issues at schools.

Student Support and Relationships: Summary

- 91% elementary students believe or somewhat believe adults treat students with dignity and respect.
- 92% secondary students felt or somewhat felt sense of belonging at school, while 8% did not feel a sense of belonging.
- 91% of elementary students felt or somewhat felt understood by peers and staff.
- 88% of secondary students felt or somewhat felt understood by peers and staff.

Student Support and Relationships: Comparison by Respondent Type (Continued)

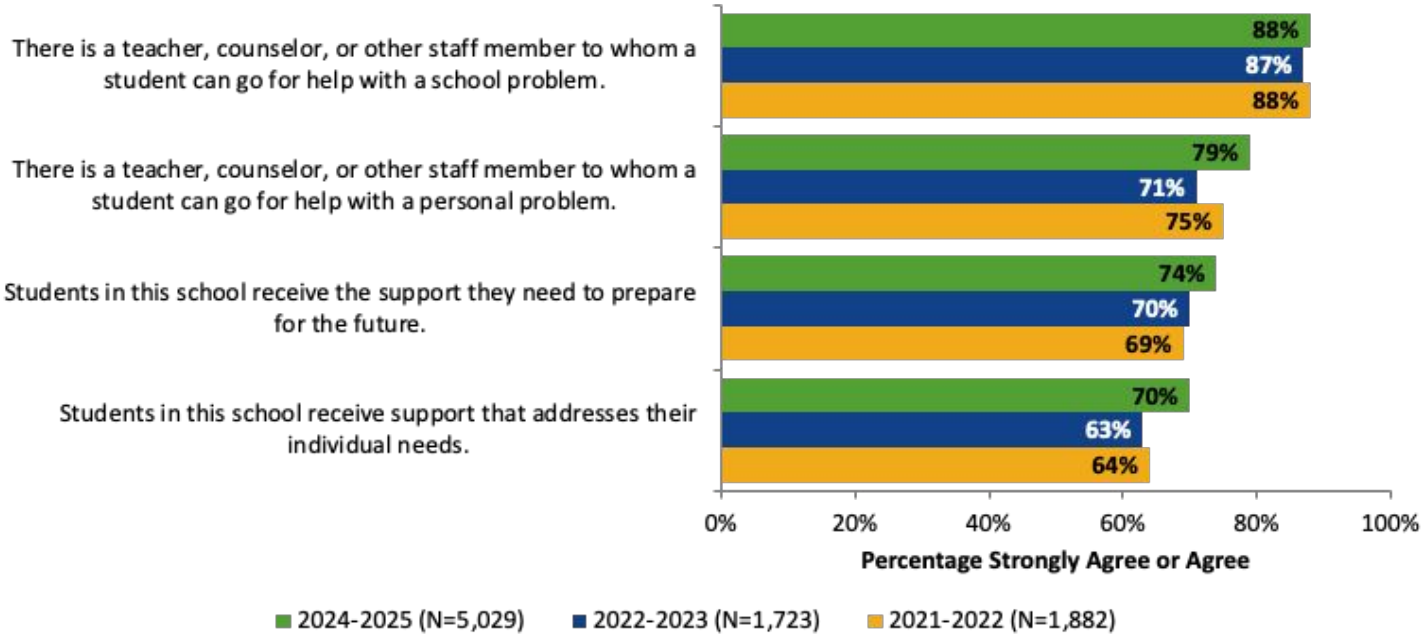
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: N/A indicates a question was not asked to a participant group.

Student Support and Relationships: Comparison Over Time

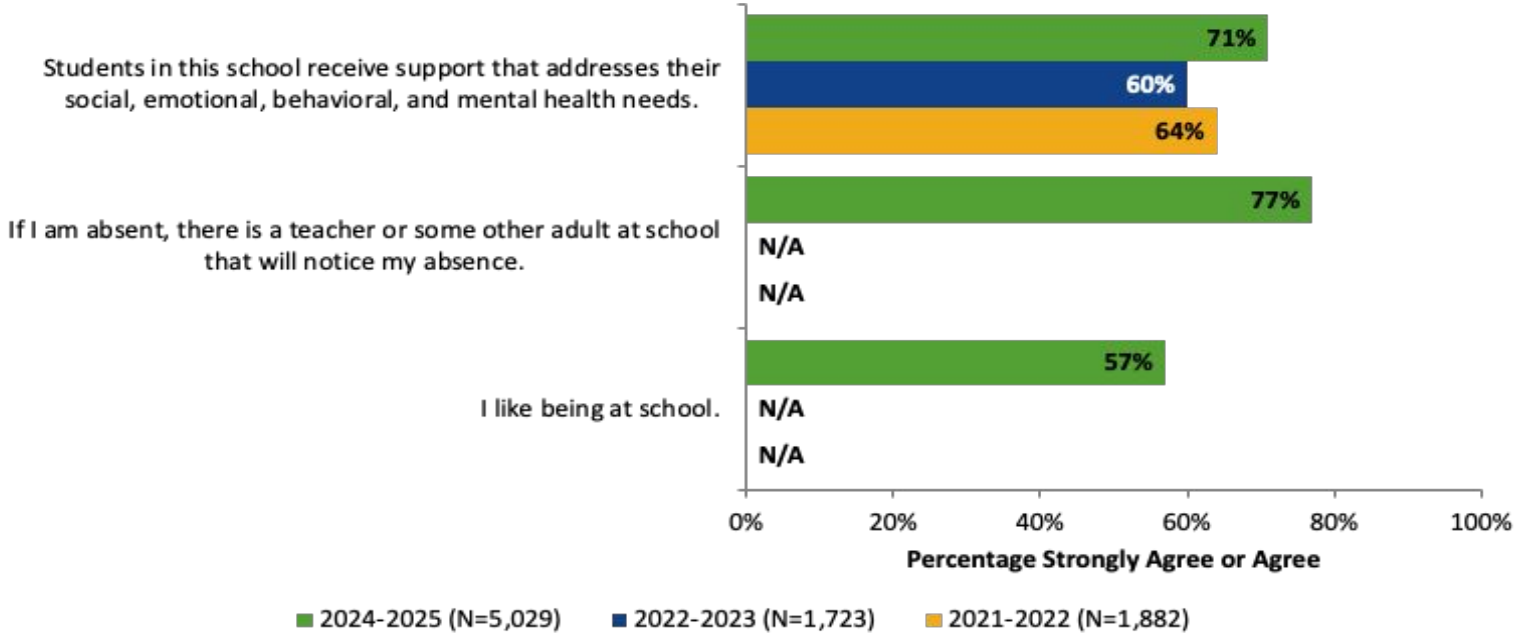
How strongly do you agree or disagree with the following statements?



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

Student Support and Relationships: Comparison Over Time (Continued)

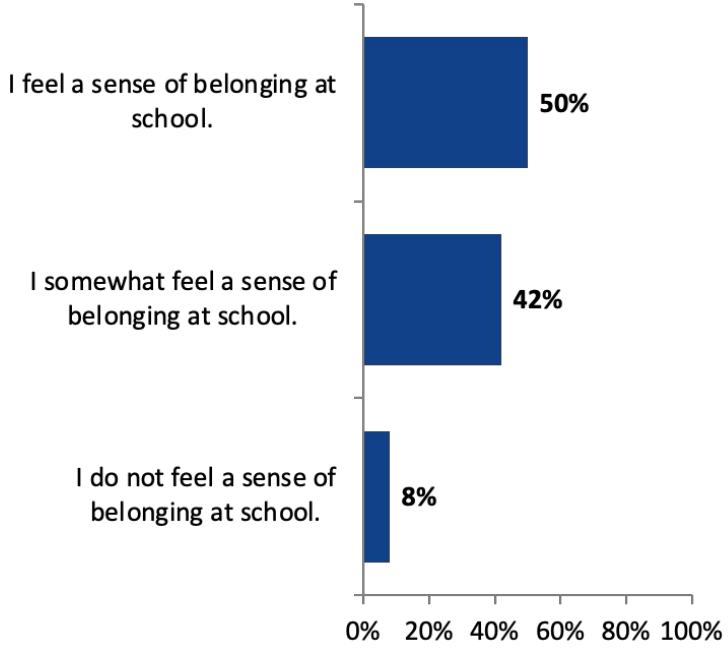
How strongly do you agree or disagree with the following statements?



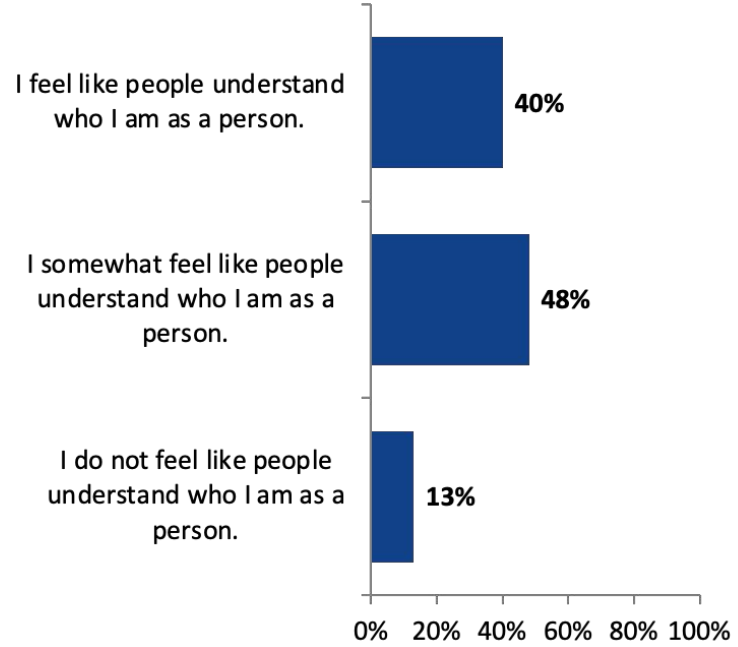
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: N/A indicates a question was not asked during a survey administration.

Belonging and Understanding

When you are at school, how much do you feel like you belong? (N=4,992)

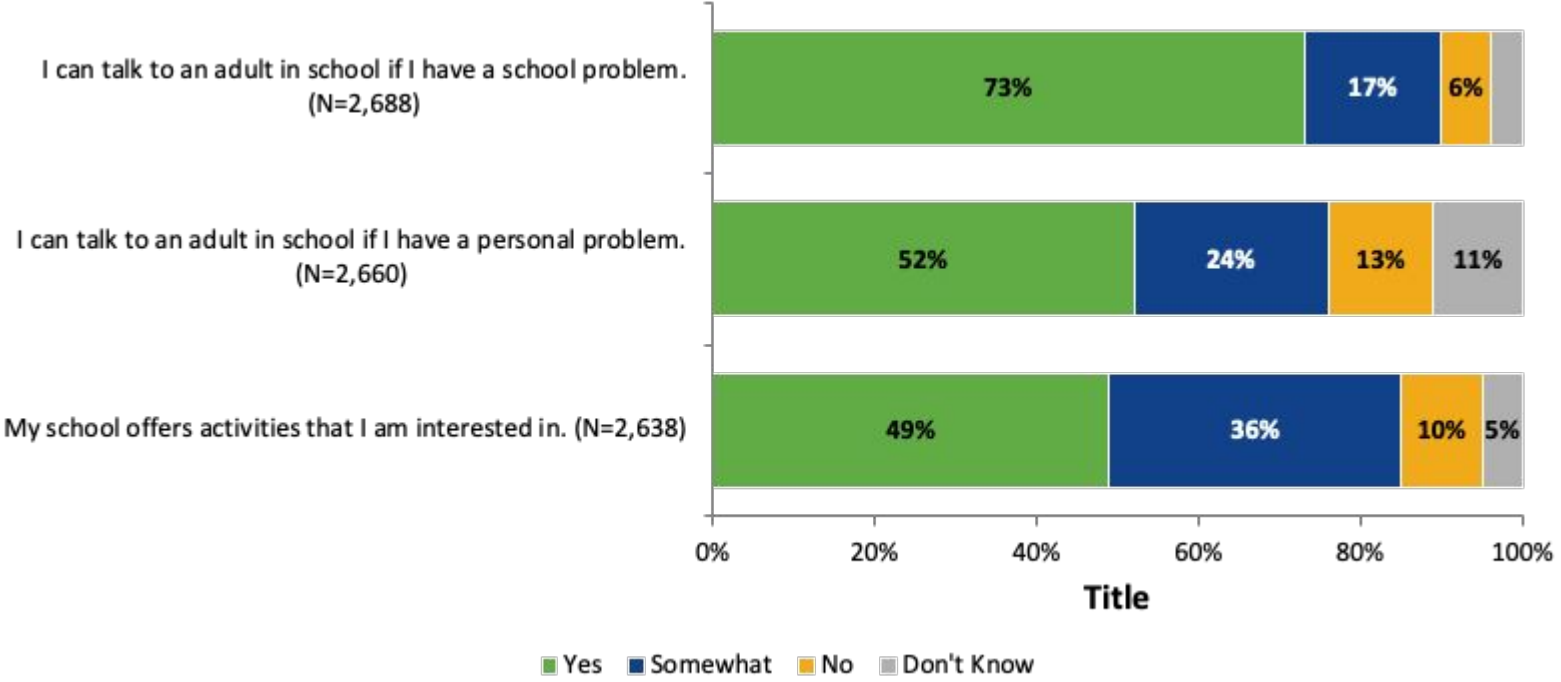


How much do you feel people at school understand who you are as a person? (N=4,977)



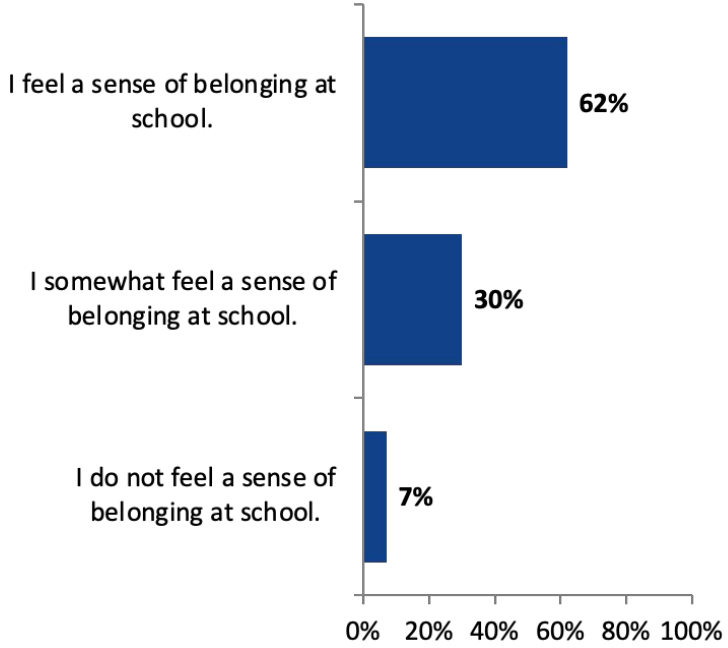
Student Support and Relationships

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

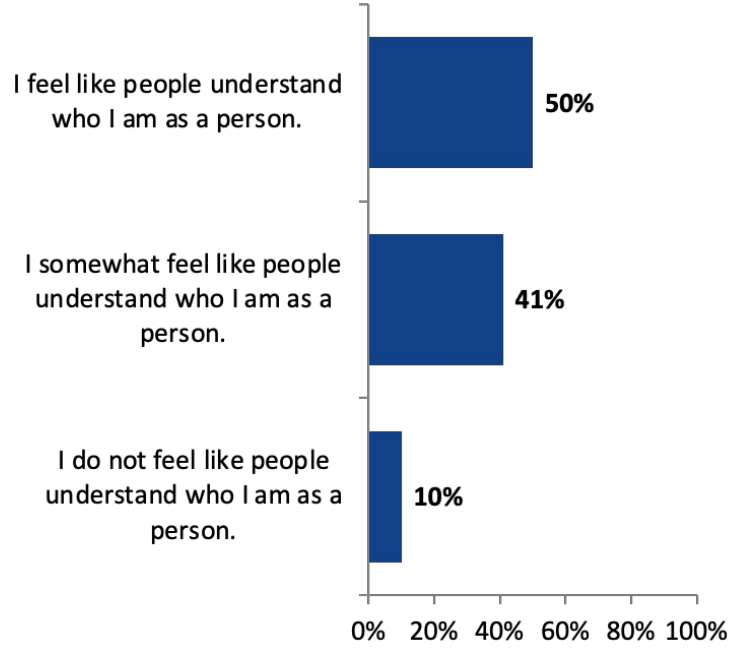


Belonging and Understanding

When you are at school, how much do you feel like you belong? (N=2,653)



How much do you feel people at school understand who you are as a person? (N=2,639)



Safety, Security, and Student Behavior

Safety, Security, and Student Behavior: Summary

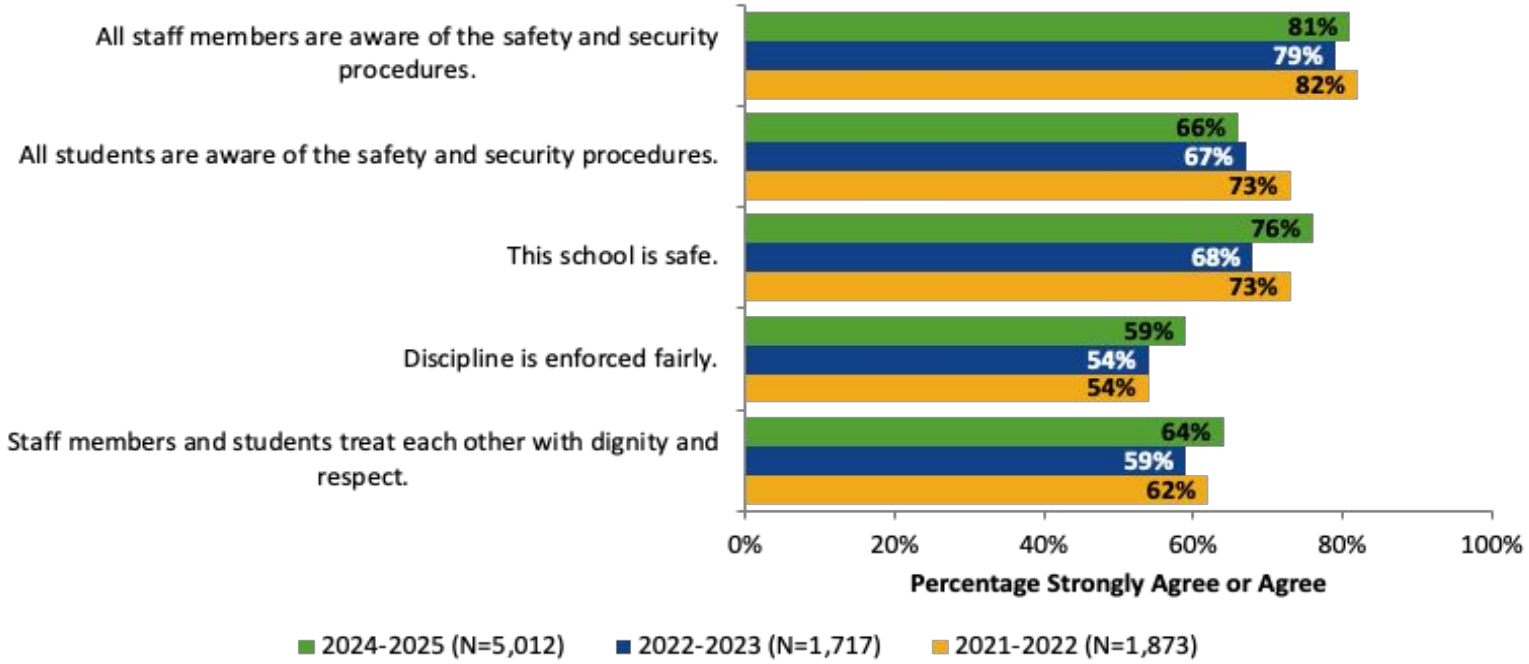
- There was a notable increase in favorable responses regarding school safety from parents, staff and students compared to previous years.
  - 84% of parents/guardians, 81% of campus-based staff, and 76% of secondary students believe the school is safe in 2024-25.
  - Compared to 80% parents/guardians, 78% of campus-based staff, and 68% of secondary students in 2022-23.
  - 72% of elementary students indicated yes and 20% elementary students somewhat believe the school is safe.
- 55% parent/guardians, 81% campus-based staff, 73% secondary students and 74% elementary students believe that bullying is not tolerated at their school.
- The survey results suggest a positive trend in perceptions of school safety and handling of bullying.

Safety, Security, and Student Behavior: Summary

- 70% of parents/guardians believe students treat each other with dignity and respect.
- 73% of campus-based staff, 64% of secondary students believe staff members and students treat each other with respect.
- 84% elementary students believe or somewhat believe adults in this school treat students with dignity and respect.
- 92% of campus-based staff and 84% secondary students are aware of what they should do in the event of an emergency.
- 89% of elementary students know my school's safety and security drills.
- While perceptions of safety have improved, ongoing attention to maintaining and enhancing these standards is essential for fostering a secure learning environment.

Safety, Security, and Student Behavior: Comparison Over Time

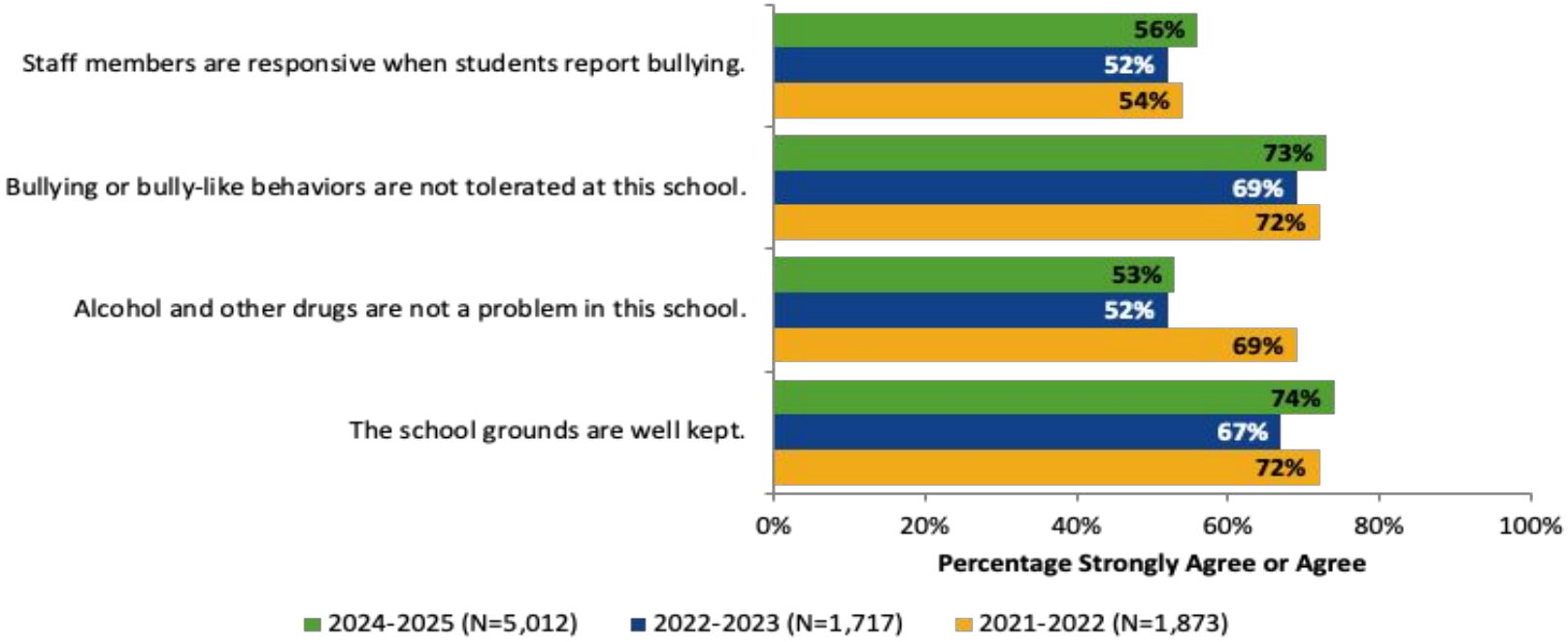
How strongly do you agree or disagree with the following statements?



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

Safety, Security, and Student Behavior: Comparison Over Time (Continued)

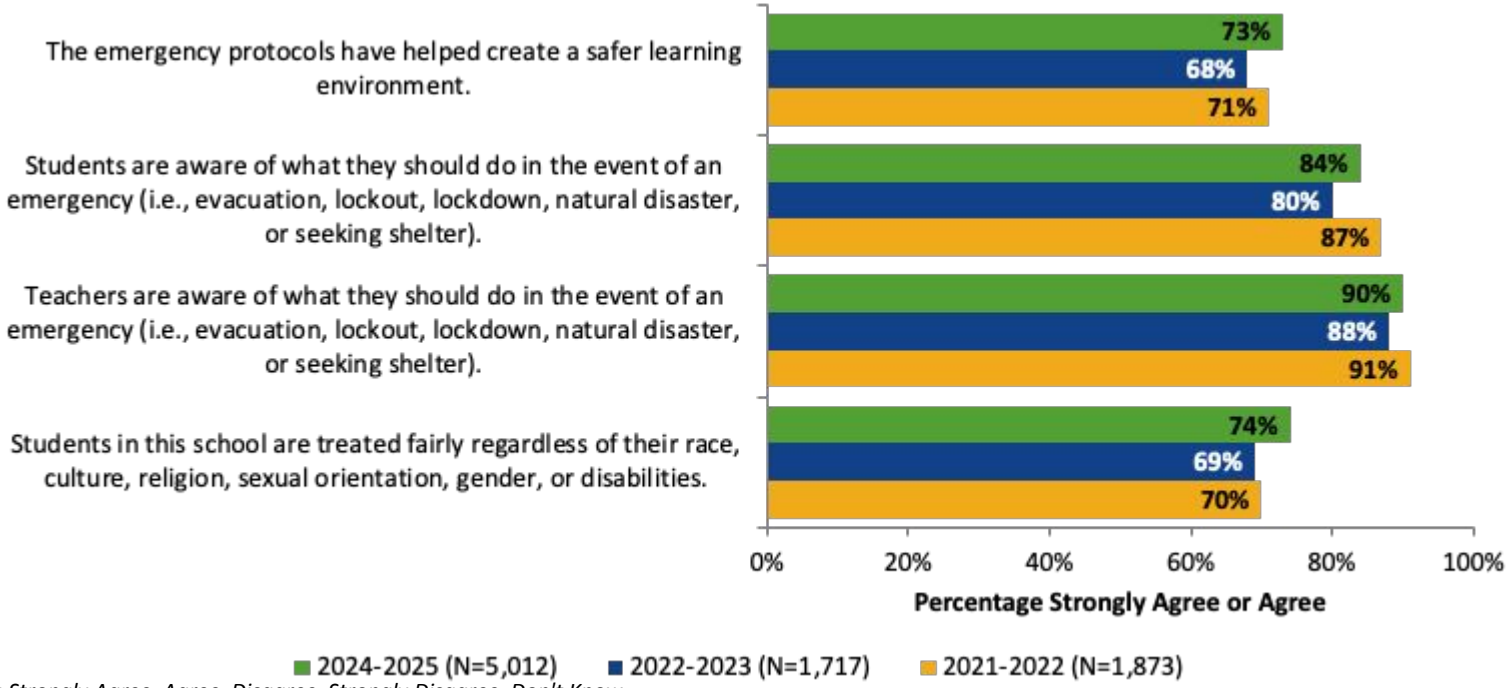
How strongly do you agree or disagree with the following statements?



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

Safety, Security, and Student Behavior: Comparison Over Time (Continued)

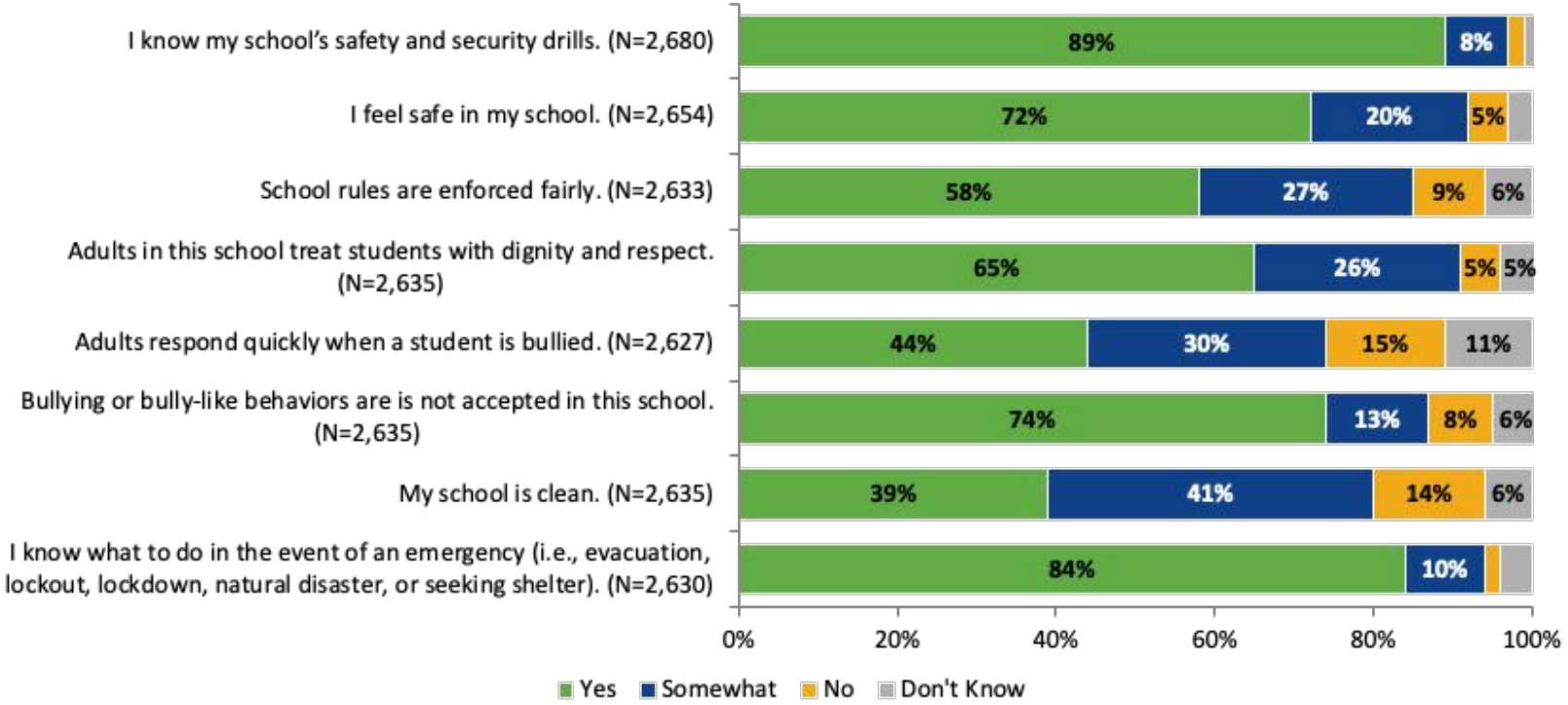
How strongly do you agree or disagree with the following statements?



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

Safety and Behavior

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



Family Involvement

Family Involvement: Summary

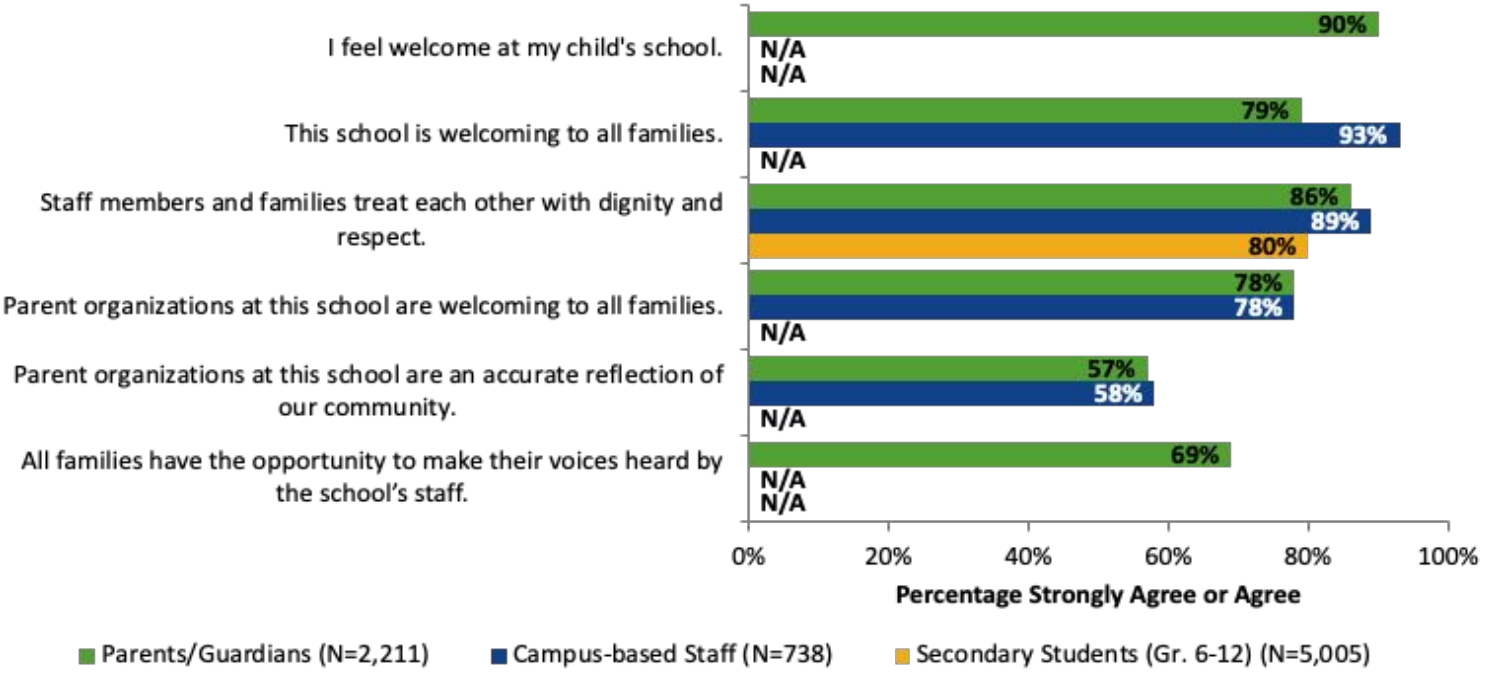
- 90% of parents/guardians agreed that they felt welcomed at their child's school, suggesting a strong sense of inclusion.
- 89% of parents/guardians said that families can easily contact teachers for information and questions about their children.
    - Of the 68% of parents/guardians that reached out to their child’s teacher, 91% said the teacher was courteous.
- 84% of parents/guardians said that families can easily contact school staff members for information and questions about their children.
    - Of the 52% of parents/guardians that reached out to a staff member, 89% said the school staff member (support staff, OT, PT, SSW, and OP) was courteous.
- Approximately 71% of families agreed that they know about school-sponsored activities, indicating good communication from the school. Of this, 63% felt encouraged to attend school events.

Family Involvement: Summary

- 93% of campus based staff agreed that the school is welcoming to all families.
- 86% of parents/guardians believed that staff and families treat each other with dignity and respect, fostering a collaborative environment.
- 78% of parents/guardians stated that parent organizations are welcoming and inclusive, which supports family involvement in schools.
- 69% of parents/guardians felt that all families have the opportunity to make their voices heard in school matters.

Family Involvement: Comparison by Respondent Type

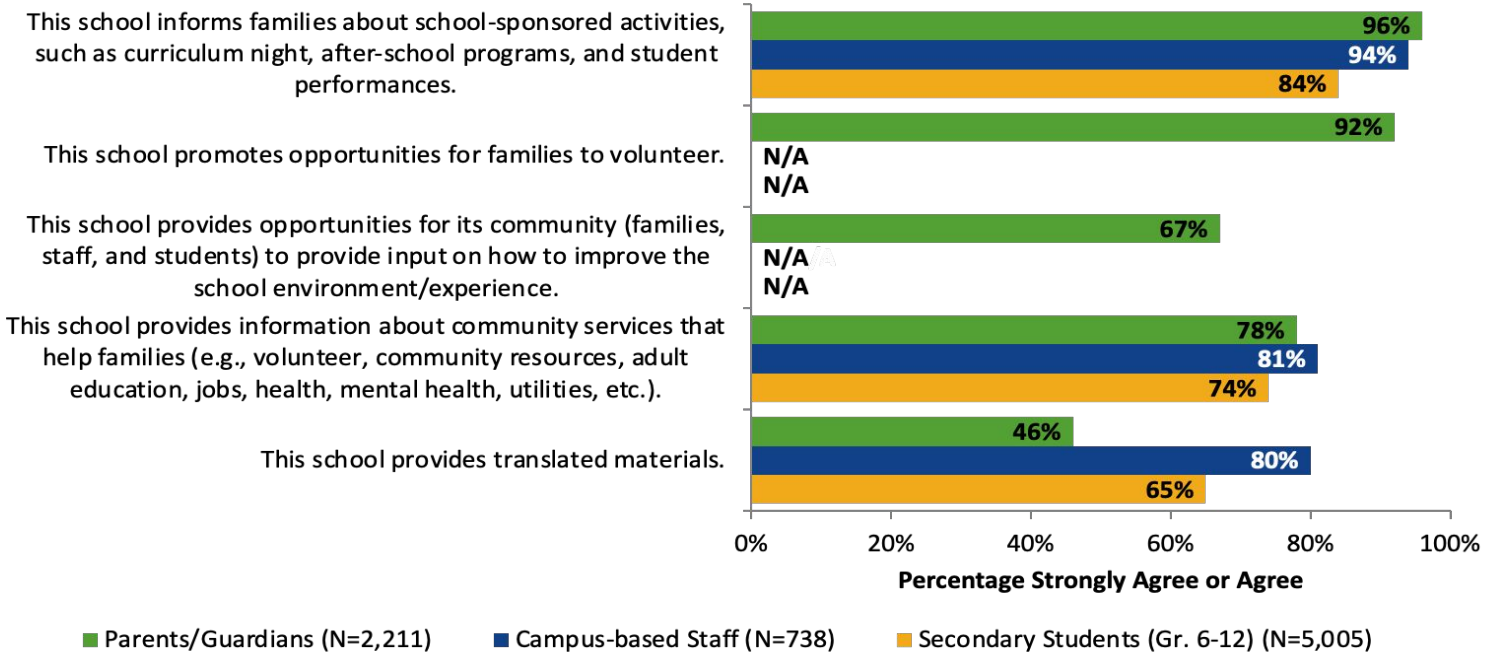
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: N/A indicates a question was not asked to a participant group.

Family Involvement: Comparison by Respondent Type (Continued)

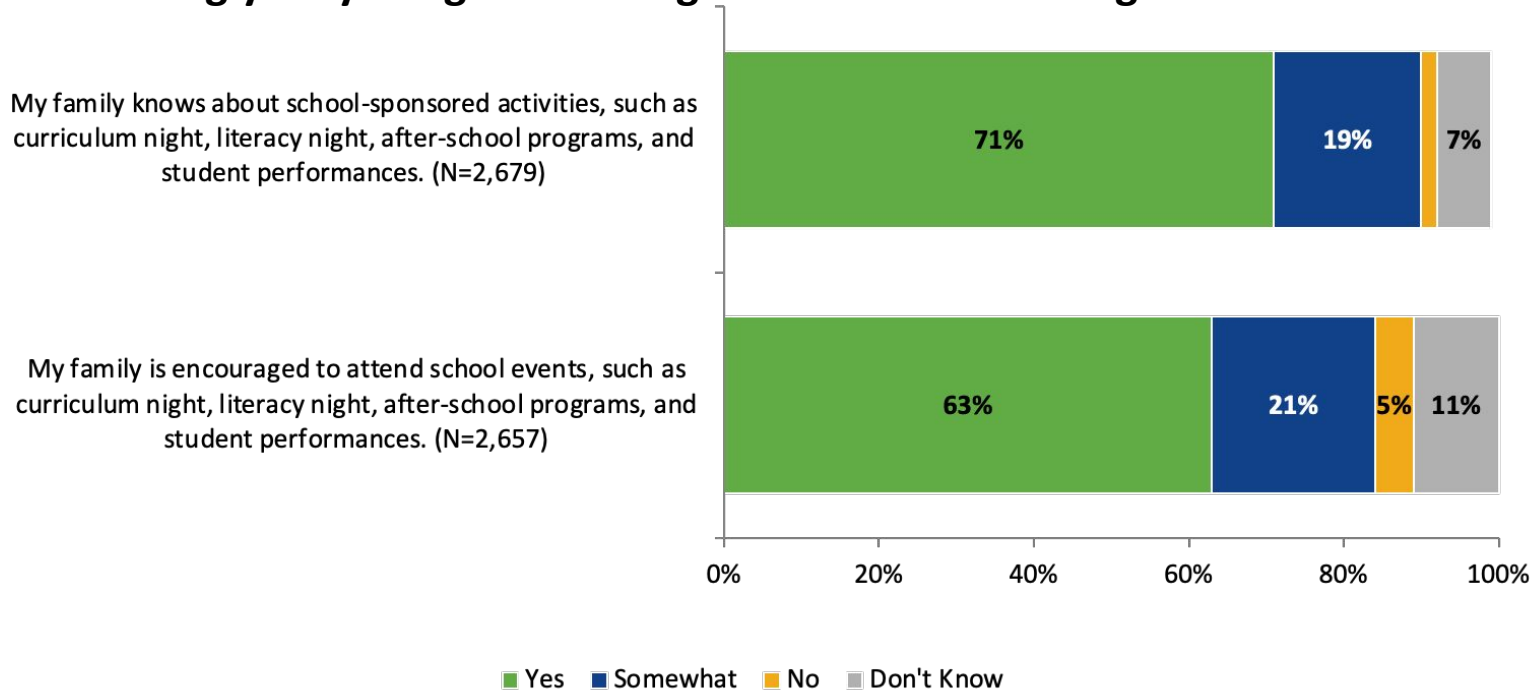
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: N/A indicates a question was not asked to a participant group.

Family Involvement

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



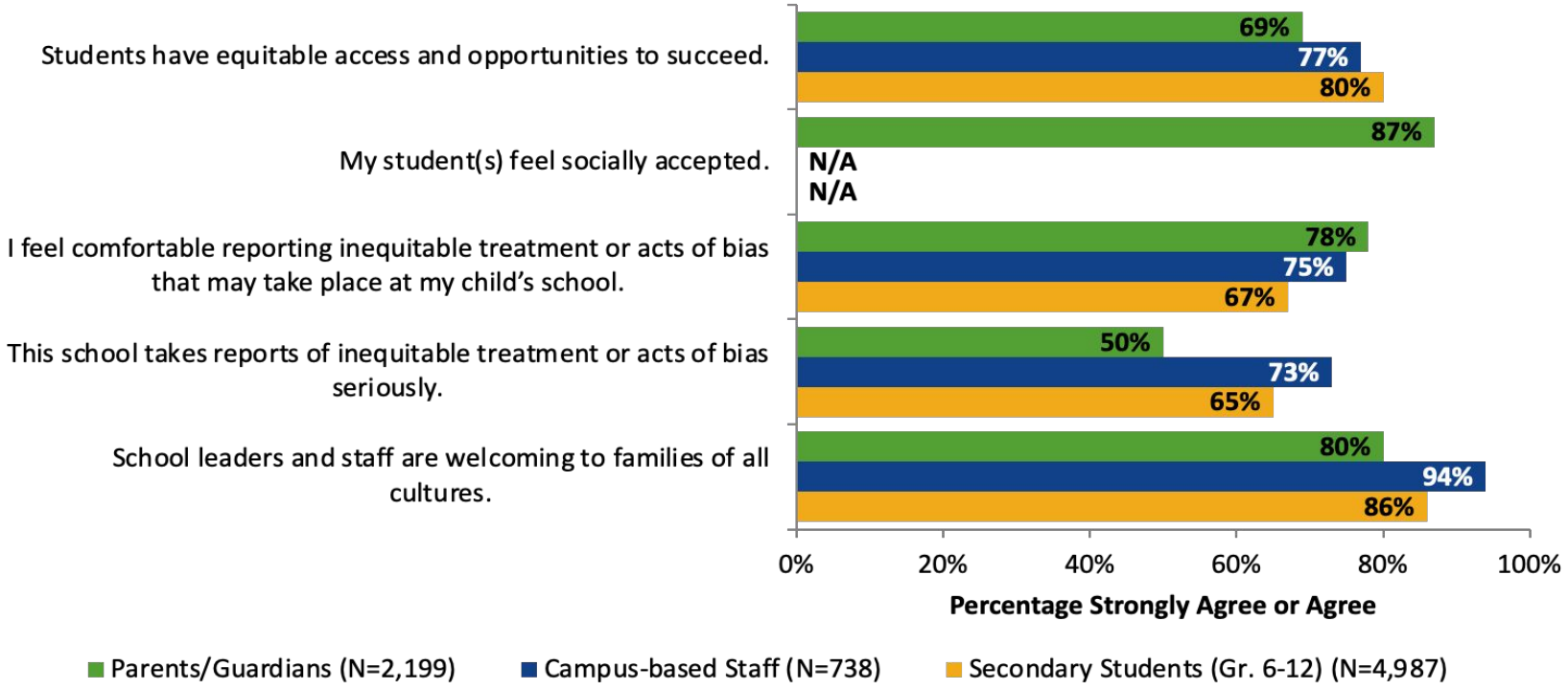
Commitment to Equity and Anti-discrimination

Commitment to Equity and Anti-discrimination- Summary

- 9% of parents/guardians reported experiencing harassment based on race, with 25% of secondary students stating they were unaware of such incidents.
- Awareness of district policies regarding inequitable treatment varied among respondents.
    - 78% of parents/guardians
    - 75% of campus-based staff
    - 67% of secondary students
- The data indicates that respondents need to be informed about anti-discrimination policies and procedures in place.
    - 55% of parents/guardians
    - 68% of campus-based staff
- The data indicates a need for improved communication about equity initiatives.
- Schools must actively promote and ensure adherence to anti-discrimination policies.

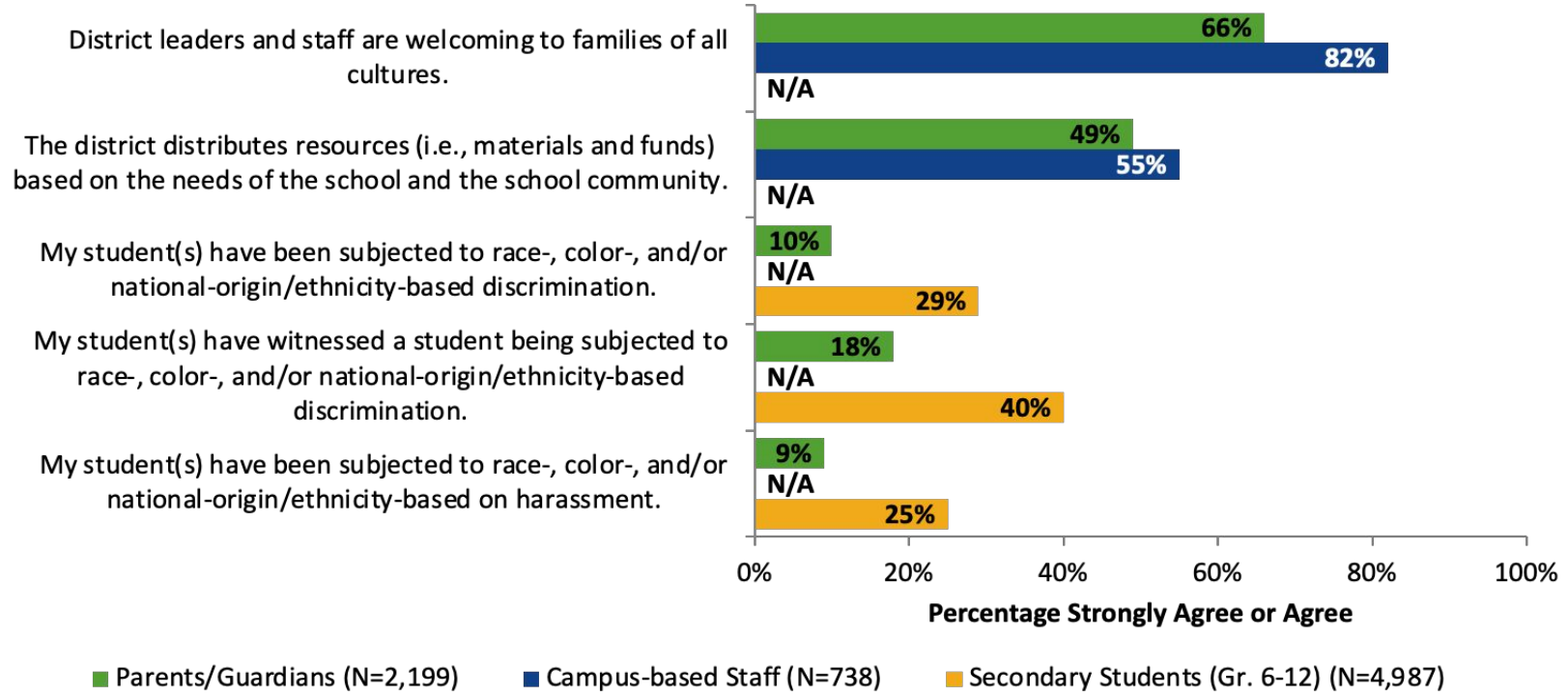
Commitment to Equity and Anti-discrimination: Comparison by Respondent Type

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



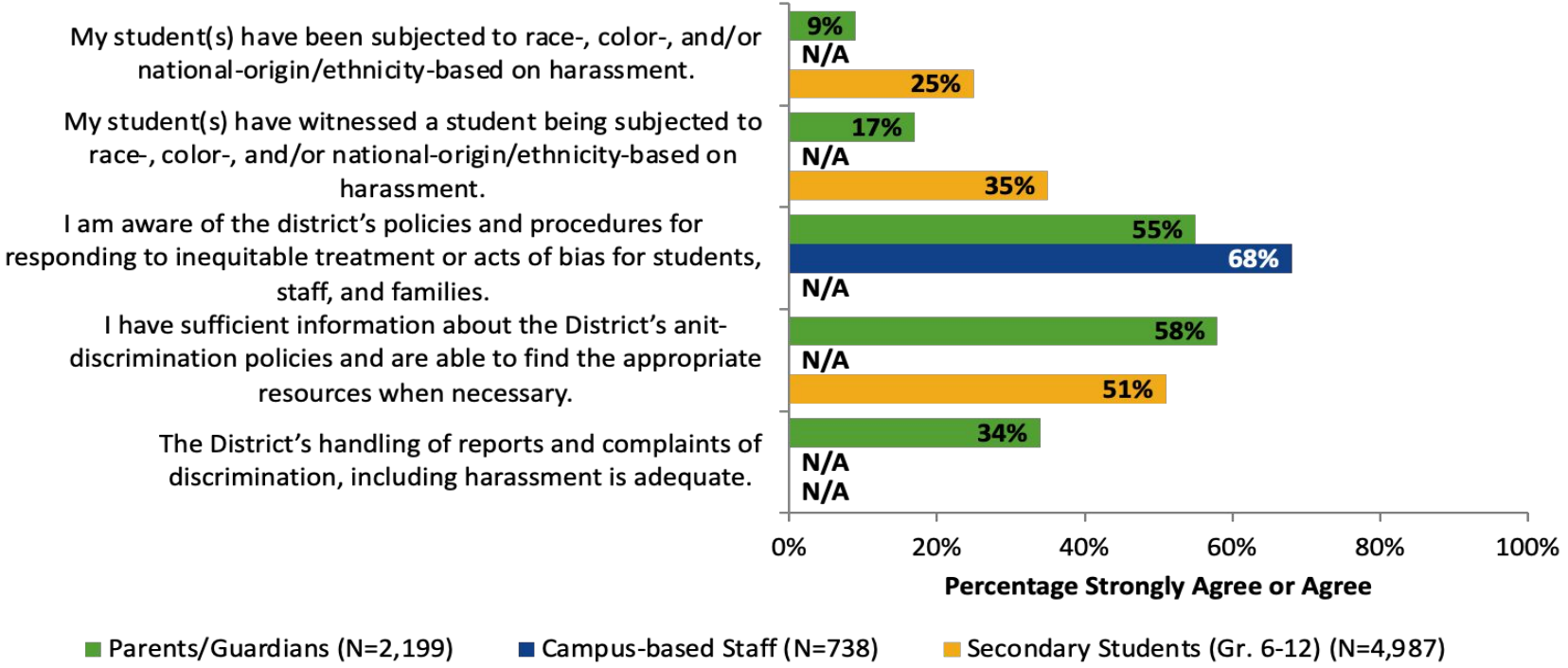
Commitment to Equity and Anti-discrimination: Comparison by Respondent Type (continued)

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



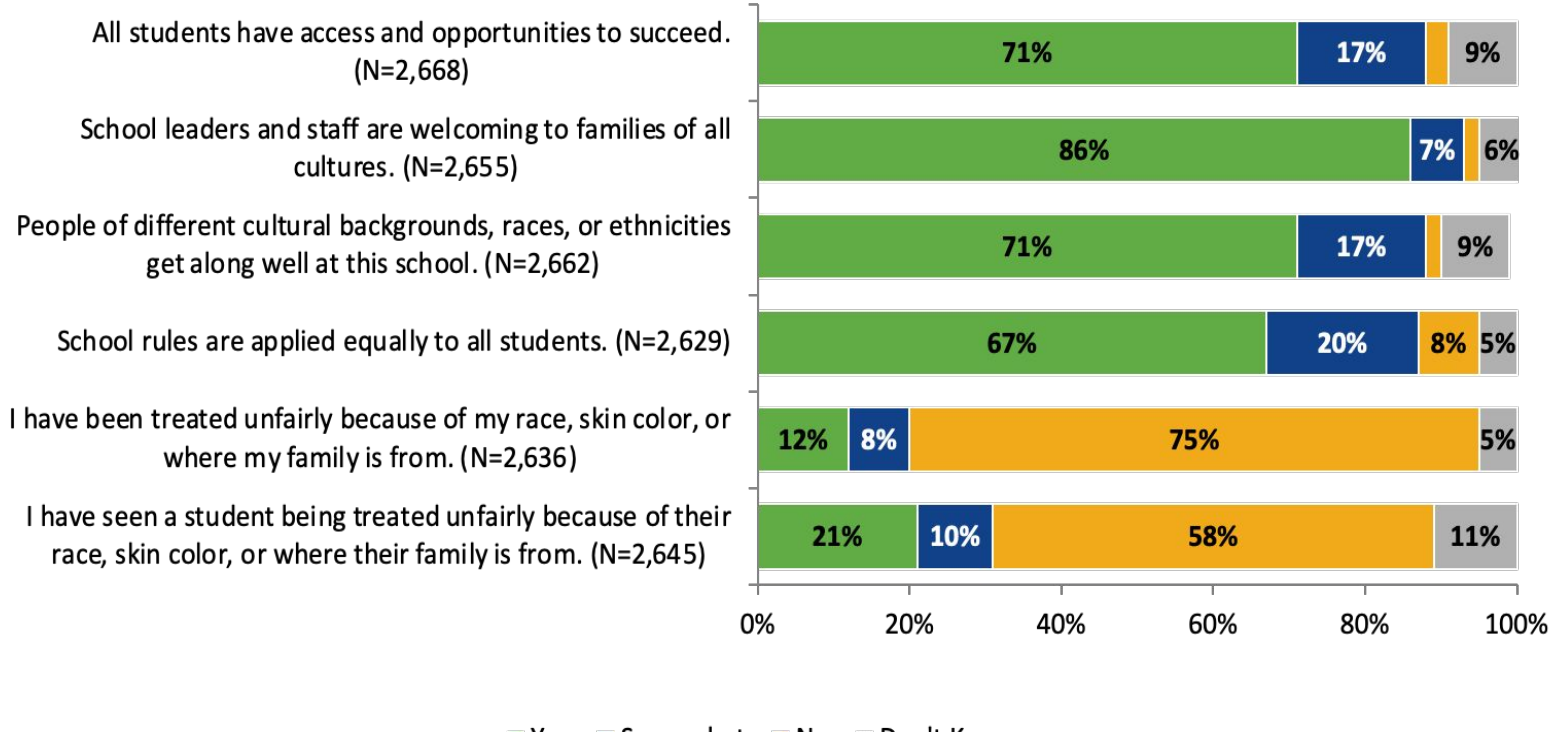
Commitment to Equity and Anti-discrimination: Comparison by Respondent Type (continued)

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



Commitment to Equity and Anti-discrimination: Comparison Over Time

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



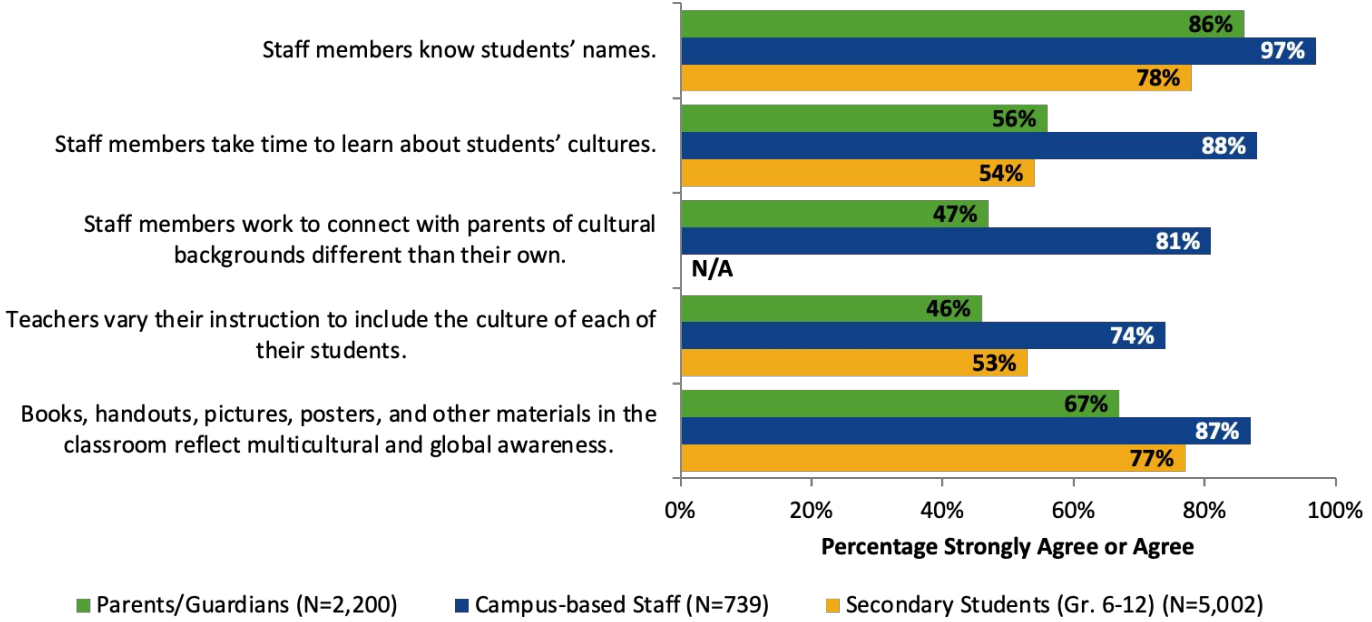
Cultural Pedagogy

Cultural Pedagogy: Summary

- 97% of staff reported knowing students’ names, indicating strong student-teacher relationships.
- 86% of parents/guardians felt staff members know students' names.
- 56% of parents felt staff take time to learn about students' cultures. While 88% of staff felt they take time to learn about students’ cultures.
- 67% of parents/guardians agreed that classroom materials reflect multicultural and global awareness, indicating some level of inclusion in educational resources. While 87% of staff and 77% of students materials reflect multicultural and global awareness.

Cultural Pedagogy: Comparison by Respondent Type

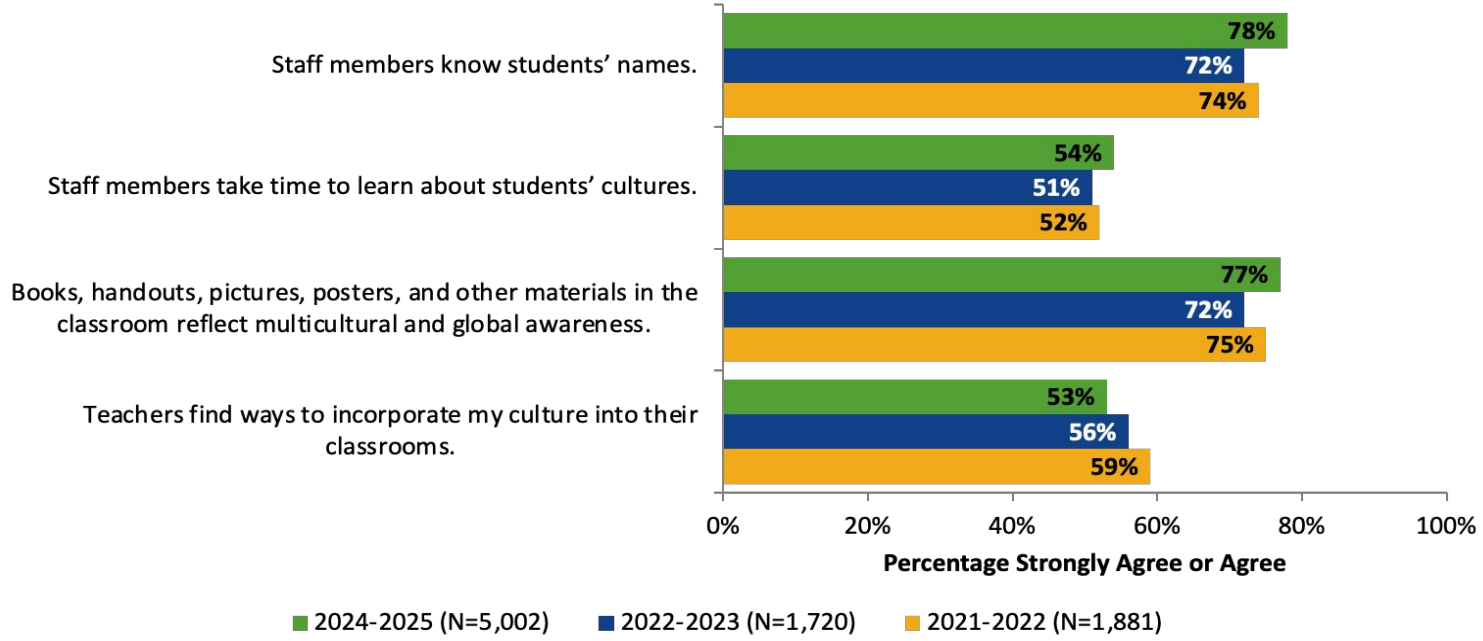
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: N/A indicates a question was not asked to a participant group.

Cultural Pedagogy: Comparison Over Time

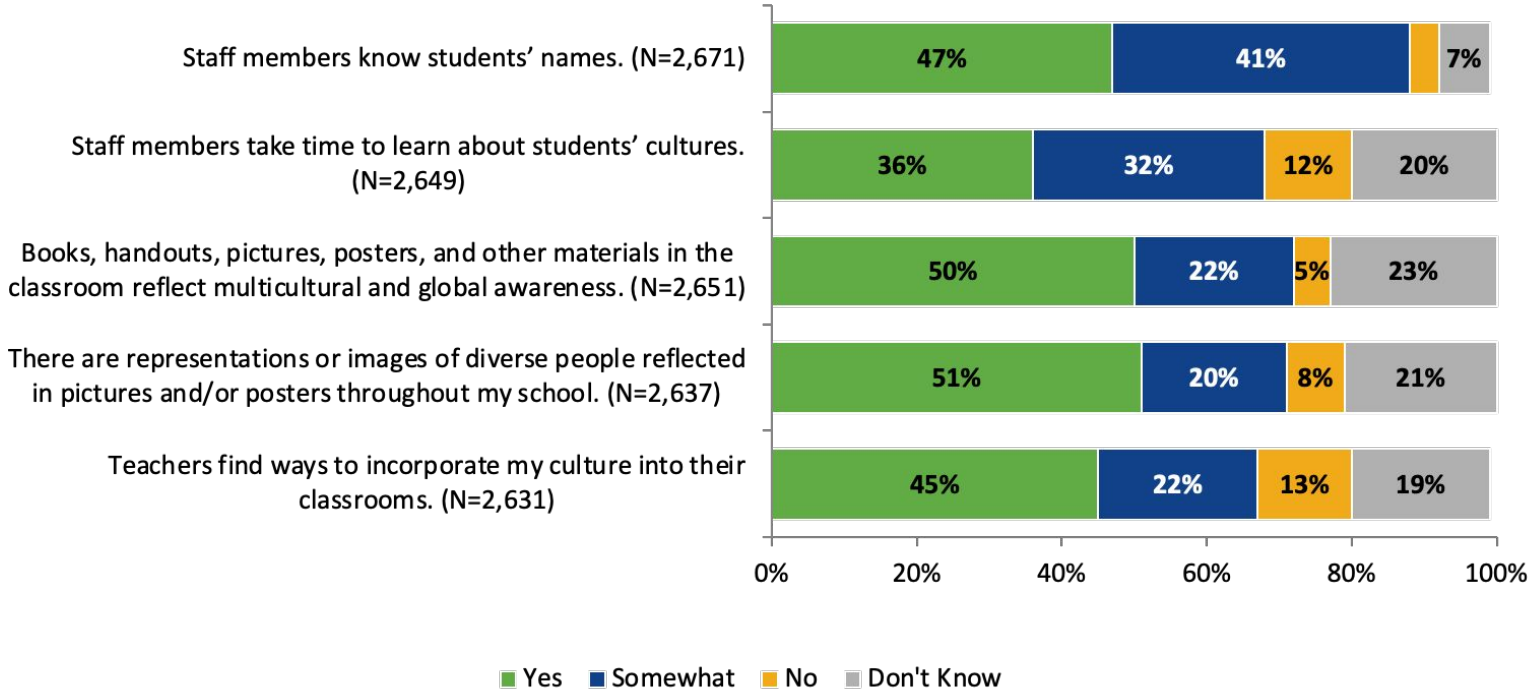
How strongly do you agree or disagree with the following statements?



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

Cultural Pedagogy

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



Recommendations and Next Steps

Recommendations

Strengthen Equity, Inclusion, and Safety Initiatives

Enhance Communication and Reporting Structures

- Improve systems for students, families, and school staff to report and address concerns related to:
  - Anti-discrimination
  - School safety
  - Bullying and harassment
  - Support for underrepresented families

- Develop a clear, accessible structure for stakeholders to share issues or concerns in a timely and supportive manner.

Refine Survey Tools for Better Feedback

- Collaborate with K12 Insight to improve the clarity and inclusiveness of survey questions

  Original question: "Teachers vary their instruction to include the culture of each of their students."
  Improved Question: "Do the materials, textbooks, and lessons in your child's classroom include a variety of cultural backgrounds?"

Recommendations (continued)

Strengthen Anti-Bullying Measures

- Implement a dual reporting system:
  Internal: Create a consistent internal process for students and staff to report bullying.
  External: Continue using OK2SAY as an anonymous reporting option.

- Introduce or expand school-wide anti-bullying programs at every campus to promote awareness and prevention.

Cell Phone Use

- Standardize and enforce cell phone use expectations across all levels to reduce distractions and support student well-being and safety.

Next Steps: Students

Student Support and Relationship-Building Initiatives

Student Support Advisory Committee

- Guides district-wide efforts to enhance student well-being
- Focuses on systems of support for K–12 students

Prioritizing Relationships in K–12 Classrooms

- Build strong, positive student-staff relationships
- Ensure every student has a trusted adult at school
- Use classroom and advisory time to support identity and belonging

Restorative Practices for Community and Conflict Resolution

- Implement Restorative Practices in K–12 classrooms
- Build inclusive classroom communities
- Create safe spaces for resolving conflict and repairing harm

Next Steps: Students (continued)

Expand Academic Support Across Grade Levels

Use a Multi-Tiered System of Supports (MTSS) framework to broaden access to:

- Tutoring programs
- Peer mentoring
- Targeted academic interventions (designed to address learning needs and close perception gaps regarding academic support)

Improve Student Engagement

- Student voice initiatives

Next Steps: Students (continued)

Whole Child Support Through Data & Curriculum

SAEBRS (Grades 6–12)

- Social, Academic, and Emotional Behavior Screener
- Identifies and supports students' Social, academic, emotional and behavioral needs

TRAILS (K–12)

- Mental health curriculum promoting student well-being
- Evidence-based strategies for emotional resilience

Next Steps: Students (continued)

Strategic Community Partnerships

- Collaborate with local organizations supporting mental and behavioral health:
  - **Neutral Zone**
  - **Peer to Peer**
  - **Girls' Group**
  - **Community Action Network**
  - **PEACE Neighborhood Center**

- Extend services and supports beyond the classroom

Next Steps: Parents/Guardians

Family and Community Engagement

- **Foster a Welcoming Environment**
  Prioritize efforts that help all families feel welcomed and develop a strong sense of belonging within our schools.
- **Promote Equity in Access and Participation**
  Ensure all families—especially those who are underrepresented—have equal access to information, resources, and opportunities to engage in their children's education.
- **Encourage Representation at School Events**
  Support building principals in conducting proactive outreach to encourage diverse family participation in school events such as PTO/PTSO meetings, school functions, and English Language Family Nights.
- **Strengthen Community Connections**
  Create meaningful opportunities for district leadership to engage with the broader community, building trust and stronger partnerships.

Next Steps: Parents/Guardians (continued)

- **Enhance Communication and Outreach**
  - Personalize outreach efforts to help families access important information.
  - Administrators and school staff should directly connect with underrepresented families to personally invite them to school activities.
  - Ensure all school-to-home communication is available in families' preferred languages.

- **Support Inclusive Feedback Opportunities**

  In preparation for the Spring 2026 Climate Survey:
  - Distribute QR codes at community centers to broaden access.
  - Offer personalized outreach from school staff to encourage participation.
  - Invite families to school buildings to complete the survey using district devices.

Next Steps: Staff

Staff Development and Inclusive Curriculum Initiatives

- **Human Resources Roadshow**
  Ongoing outreach to engage with staff, share updates, and gather feedback across campuses.

- **Two-Year Professional Learning Plan**: **Teacher Clarity and Success Criteria**
  A district-wide initiative focused on enhancing instructional practices through a sustained, two-year professional development plan.

- **Professional Development Opportunities**
  Continued support through both district-level and building-based professional learning sessions.

- **Restorative Practices Training**
  Targeted training for administrators to implement restorative approaches that support positive school culture and conflict resolution.

- **Clear School-Based Systems for Student Support**
  Every school is implementing defined processes to address behavioral concerns and bullying in a consistent and effective manner.

- **District Leadership Engagement**
  District leaders are actively engaging with school-based staff to strengthen communication, collaboration, and support.

Next Steps: Staff (continued)

Curriculum Diversity and Inclusive Instruction

- **Teaching & Learning Department**
  Actively working to ensure curriculum materials reflect diverse cultures, perspectives, and experiences.

- **Arts & Letters Program**
  A newly adopted, highly diverse program selected specifically for its inclusive texts and concepts.

- **English and School Library Departments**
  Focused on expanding and diversifying the selection of novels offered in middle and high school classrooms.

- **Social Studies Department**
  Celebrates and affirms cultural diversity through lessons, instructional materials, and discussions, in alignment with the Michigan K–12 Social Studies Standards.

K12 *Insight*

ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.

Ann Arbor Public Schools
Culture & Climate Survey Annual Report

2024-25 School Year

Board of Education
October 22, 2025