



2025-2026 Staff Climate Survey

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Quick Recap of this engagement ◆

Summary

The survey results indicate a mixed sentiment regarding district and school improvement efforts. While there is a general agreement that teachers engage in professional development activities (56% agree, 10% strongly agree) and feel equipped to implement social-emotional learning practices (49% agree, 16% strongly agree), there are concerns about the consistency of vision for school improvement across the district (37% agree, 3% strongly agree). District administrators are perceived as committed to improving student learning (45% agree), but there is skepticism about the facilitation of systems and programs to support school improvement (33% disagree). Communication between district leadership and schools is inconsistent, with 31% disagreeing. Academic placement practices and collaboration between district and schools are areas of concern, with significant disagreement (36% and 34%, respectively). Staff are generally seen as valuing and respecting all students (63% agree, 16% strongly agree), and there is a positive perception of family engagement efforts (53% agree, 27% strongly agree).

Categories

District and School Improvement: Participants express mixed feelings about the district's vision and efforts towards school improvement. While some agree that there is a consistent vision (37% agree), others feel that systems and programs to support improvement are lacking (33% disagree). The perception of district administrators' commitment to student learning is relatively positive (45% agree), but the facilitation of curriculum alignment across grades and schools is seen as insufficient (28% disagree).

Communication and Collaboration: Communication between district leadership and schools is perceived as inconsistent, with 31% disagreeing that it is consistent. Collaboration between district and schools is also a concern, with 34% disagreeing that it is based on support services and growth. Participants feel that effective communication with families is happening (48% agree), but there is room for improvement in district-school communication.

Professional Development and Instructional Practices: There is a positive sentiment regarding professional development activities, with 56% agreeing that teachers engage in activities focused on improving instruction. Participants feel equipped to implement social-emotional learning practices (49% agree), and can identify and implement instructional strategies learned through professional development (46% agree).

Equity and Inclusion: Staff are generally perceived as valuing and respecting all students (63% agree), and there is engagement in conversations about race, gender, oppression, and belonging (43% agree). However, academic placement practices are seen as not providing all students with access to advanced learning opportunities (36% disagree), and school practices and discipline systems are viewed as not being inclusive and equitable (36% disagree).

Family Engagement: There is a positive perception of family engagement efforts, with 53% agreeing that district systems are utilized to establish positive relationships with families. Families are generally seen as feeling welcomed and included in the school community (40% agree), but there is room for improvement in ensuring all families feel connected.

Areas to investigate

- **Vision and Systems for School Improvement:** With 33% disagreeing that the district facilitates systems and programs to support school improvement, further investigation is needed to understand the barriers and develop strategies for improvement.
- **Communication and Collaboration:** The inconsistency in communication between district leadership and schools (31% disagree) and the lack of collaboration based on support services (34% disagree) suggest areas for further exploration to enhance these relationships.
- **Equity in Academic Placement:** The disagreement regarding academic placement practices (36% disagree) indicates a need to investigate how these practices can be improved to ensure equitable access to advanced learning opportunities for all students.

Participation Stats

Responded	92
Completed	77 (84%)

Languages

Language	#	%
English	91	99%
Spanish	1	1%

Favorability Overview

	Favorability score
Average Score	48%
District Support for Improvement	32%
There is a consistent vision of school improvement that is aligned across schools throughout the district.	40%
District administrators demonstrate commitment to improving student learning through district goals, strategies, and the strategic plan initiatives.	47%
This district facilitates systems and programs to support school improvement.	33%
Collaboration between district and schools is based upon support services and growth.	26%
District leadership communicates consistently with my school.	25%
This district facilitates the alignment of curriculum across grades and schools.	19%
Focused Professional Development	62%
Our teachers engage in classroom-based professional development activities (e.g., peer coaching or PLCs) that focus on improving instruction, belonging, and student learning.	65%
I feel equipped to implement social-emotional learning (SEL) practices into instruction.	65%
I can identify and implement instructional strategies learned through professional development this year.	54%
Cultural Responsiveness	51%
Academic placement practices provide all students with access to advanced learning opportunities.	21%
Staff at this school value and respect all students.	79%

Our school community engages in conversations about race, gender, oppression, discrimination, and belonging.	60%
This school communicates effectively with families of all cultures, including through language access supports.	66%
This school implements effective equity practices that create belonging and access for all students.	55%
School practices and discipline systems are implemented in ways that are inclusive and equitable for all students.	23%
Families feel welcomed, included, and connected to the school community.	51%
Effective Leadership	58%
My principal is committed to high-quality instruction.	62%
My principal facilitates systems and processes to support school improvement.	56%
The school leadership team is comfortable presenting and implementing new ideas.	52%
Staff are held accountable for practices needed to achieve our school improvement goals.	38%
I utilize district systems (e.g., conferences, open house events, family engagement opportunities) to establish positive relationships with families.	81%

Detailed Responses

District Support for Improvement

Q1: There is a consistent vision of school improvement that is aligned across schools throughout the district.

Answered: 92 | Not answered: 0

Item	#	%
Strongly disagree	4	4%
Disagree	25	27%
Neither agree nor disagree	26	28%
Agree	34	37%
Strongly agree	3	3%

Favorability Score: 40%

Q2: District administrators demonstrate commitment to improving student learning through district goals, strategies, and the strategic plan initiatives.

Answered: 89 | Not answered: 3

Item	#	%
Strongly disagree	6	7%
Disagree	19	21%
Neither agree nor disagree	22	25%
Agree	40	45%
Strongly agree	2	2%

Favorability Score: 47%

Q3: This district facilitates systems and programs to support school improvement.

Answered: 86 | Not answered: 6

Item	#	%
Strongly disagree	9	10%
Disagree	28	33%
Neither agree nor disagree	21	24%
Agree	26	30%
Strongly agree	2	2%

Favorability Score: 33%

Q4: Collaboration between district and schools is based upon support services and growth.

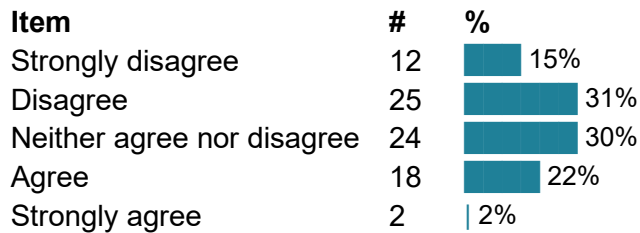
Answered: 82 | Not answered: 10

Item	#	%
Strongly disagree	10	12%
Disagree	28	34%
Neither agree nor disagree	23	28%
Agree	15	18%
Strongly agree	6	7%

Favorability Score: 26%

Q5: District leadership communicates consistently with my school.

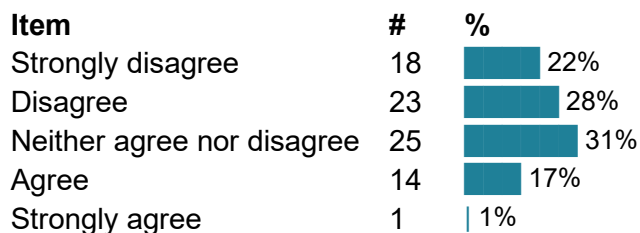
Answered: 81 | Not answered: 11



Favorability Score: 25%

Q6: This district facilitates the alignment of curriculum across grades and schools.

Answered: 81 | Not answered: 11

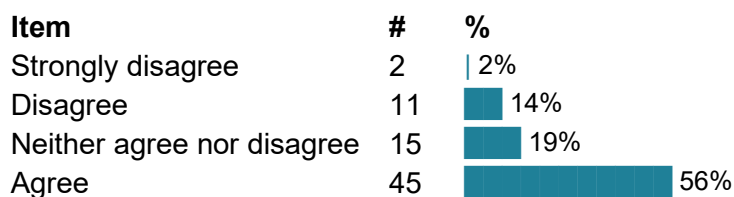


Favorability Score: 19%

Focused Professional Development

Q7: Our teachers engage in classroom-based professional development activities (e.g., peer coaching or PLCs) that focus on improving instruction, belonging, and student learning.

Answered: 81 | Not answered: 11



Strongly agree 8 10%

Favorability Score: 65%

Q8: I feel equipped to implement social-emotional learning (SEL) practices into instruction.

Answered: 81 | Not answered: 11

Item	#	%
Strongly disagree	3	4%
Disagree	9	11%
Neither agree nor disagree	16	20%
Agree	40	49%
Strongly agree	13	16%

Favorability Score: 65%

Q9: I can identify and implement instructional strategies learned through professional development this year.

Answered: 81 | Not answered: 11

Item	#	%
Strongly disagree	4	5%
Disagree	7	9%
Neither agree nor disagree	26	32%
Agree	37	46%
Strongly agree	7	9%

Favorability Score: 54%

Cultural Responsiveness

Q10: Academic placement practices provide all students with access to advanced learning opportunities.

Answered: 81 | Not answered: 11

Item	#	%
Strongly disagree	11	14%
Disagree	29	36%
Neither agree nor disagree	24	30%
Agree	13	16%
Strongly agree	4	5%

Favorability Score: 21%

Q11: Staff at this school value and respect all students.

Answered: 81 | Not answered: 11

Item	#	%
Strongly disagree	3	4%
Disagree	6	7%
Neither agree nor disagree	8	10%
Agree	51	63%
Strongly agree	13	16%

Favorability Score: 79%

Q12: Our school community engages in conversations about race, gender, oppression, discrimination, and belonging.

Answered: 80 | Not answered: 12

Item	#	%
Strongly disagree	6	8%
Disagree	10	12%
Neither agree nor disagree	16	20%
Agree	34	42%
Strongly agree	14	18%

Favorability Score: 60%

Q13: This school communicates effectively with families of all cultures, including through language access supports.

Answered: 80 | Not answered: 12

Item	#	%
Strongly disagree	2	2%
Disagree	12	15%
Neither agree nor disagree	13	16%
Agree	38	48%
Strongly agree	15	19%

Favorability Score: 66%

Q14: This school implements effective equity practices that create belonging and access for all students.

Answered: 78 | Not answered: 14

Item	#	%
Strongly disagree	4	5%
Disagree	16	21%
Neither agree nor disagree	15	19%
Agree	32	41%
Strongly agree	11	14%

Favorability Score: 55%

Q15: School practices and discipline systems are implemented in ways that are inclusive and equitable for all students.

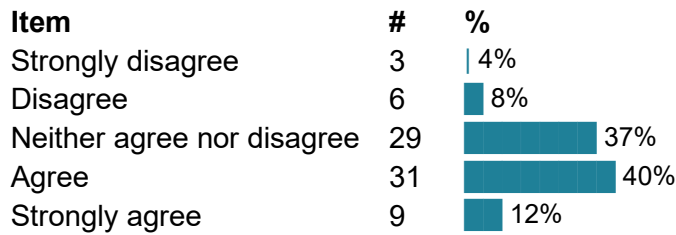
Answered: 78 | Not answered: 14

Item	#	%
Strongly disagree	10	13%
Disagree	28	36%
Neither agree nor disagree	22	28%
Agree	11	14%
Strongly agree	7	9%

Favorability Score: 23%

Q16: Families feel welcomed, included, and connected to the school community.

Answered: 78 | Not answered: 14

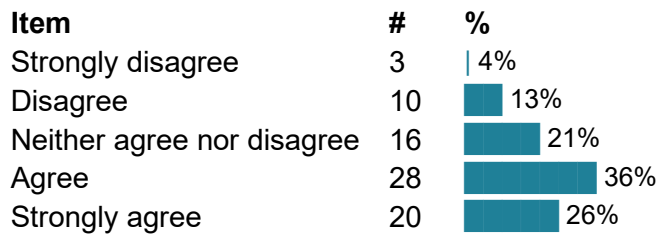


Favorability Score: 51%

Effective Leadership

Q17: My principal is committed to high-quality instruction.

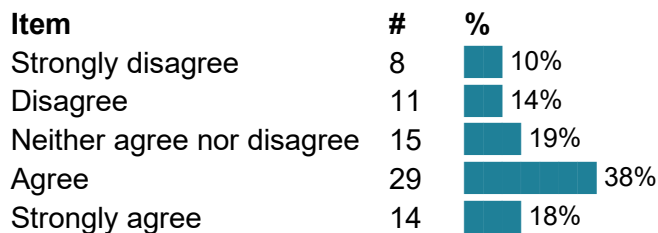
Answered: 77 | Not answered: 15



Favorability Score: 62%

Q18: My principal facilitates systems and processes to support school improvement.

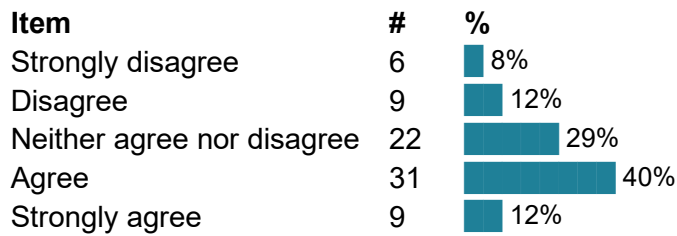
Answered: 77 | Not answered: 15



Favorability Score: 56%

Q19: The school leadership team is comfortable presenting and implementing new ideas.

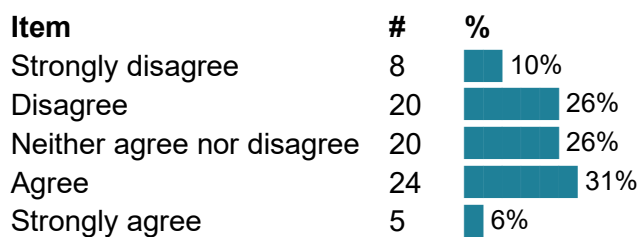
Answered: 77 | Not answered: 15



Favorability Score: 52%

Q20: Staff are held accountable for practices needed to achieve our school improvement goals.

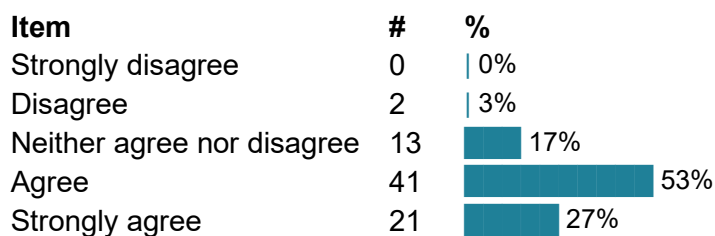
Answered: 77 | Not answered: 15



Favorability Score: 38%

Q21: I utilize district systems (e.g., conferences, open house events, family engagement opportunities) to establish positive relationships with families.

Answered: 77 | Not answered: 15



Favorability Score: 81%

