2025 Stakeholder Climate & Culture Survey Overview

Compiled February 2026

Timeline: December 2025 - January 2026

Audience: District Parents, 4-12 Students, Staff

Overview: DESE requires this survey as part of our school's Annual Performance Report (APR), which informs accreditation and classification decisions. The APR is part of MSIP6, the state's accountability system for reviewing and accrediting Missouri schools. It outlines expectations for school practices and student outcomes with the goal of each student graduating ready for success in college, career, and life.

Our district strategic plan is aligned with MSIP6; the surveys are a part of our strategic planning process. The district will use the results to see how we are performing well, what areas of concern arise, and how to continuously improve to meet the goals of our district's strategic plan.

Results compiled with the assistance of AI

DISTRICT OVERALL THEMES

CELEBRATIONS

Strong Adult Culture: Respect & Relationships: Adults in our system are trusted. It's the most consistent strength across all surveys.

- Staff feel respected by colleagues and leaders.
- Students report being treated respectfully by teachers.
- Parents respect teachers and principals.
- Support staff feel valued and supported.

High Expectations & Belief in Students: There is a clear academic seriousness in the district. People believe in student success.

- Certified staff believe they make an impact.
- Students say teachers expect them to do their best.
- Support staff say adults have high expectations.
- Parents say schools expect quality work.

Safety & Stability: The foundation, physical and relational safety, is solid.

- Staff overwhelmingly feel safe.
- Students (especially elementary) report feeling safe.
- Parents largely believe schools are safe.
- Support staff report 100% positive safety responses.

AREAS FOR IMPROVEMENT:

Engagement, Joy & Relevance: The growth edge is making learning feel engaging, meaningful, and empowering.

- 4–5 students: "I have fun learning" scored lowest.
- 6–12 students: "School is fun here" scored lowest.
- Secondary students: real-world relevance trended soft.
- Parents: moderate confidence in academic experience.
- Staff: rigor present, but engagement nuance emerging.

Peer Culture & Student-to-Student Respect

- Parents: student respect for other students low.
- 4–5 students: friendliness/respect mid-to-lower.
- 6–12 students: respect for differences lower tier.
- Staff: recognition & morale concerns hint at relational climate work.

Student Voice & Recognition

- Students (both levels): voice and ownership softer.
- Certified staff: recognition lower than other metrics.
- Parents: limited confidence student voice is consistently heard.
- Support staff: communication and training clarity softer.

CERTIFIED STAFF RESULTS (90 responses)

CELEBRATIONS

Strong Sense of Purpose & Impact. 98.9% say they make a positive impact with students (p.5). 95%+ love seeing results of their work (p.11). 88.9% believe every student can learn at high levels (p.14). “Impact on student learning” remains one of the stronger retention drivers (p.29).

Supportive Work Environment. 96%+ feel safe at school (p.5). 96%+ say coworkers treat them with respect (p.6). 96%+ say principals treat them with respect (p.9). High marks for administrative support as a reason to stay (p.29).

Commitment to Teaching & Student Success. 95%+ love working at their school (p.11). 95%+ love seeing student results (p.11). Strong clarity around student outcomes (p.22). However: Only ~79% feel the instructional program is challenging (p.22). Enrichment for advanced students trends lower than core culture items (p.22).

AREAS FOR IMPROVEMENT

Academic Rigor & Enrichment Consistency: Only ~79% agree the instructional program is challenging (p.22). Only ~77% agree enrichment for advanced students is effective (p.22). About 79% agree quality work is expected of all students (p.22). Around 18–20% disagree the program is challenging (p.22). This is not alarming, but compared to 95–98% safety and belonging scores, this is a noticeable gap.

Recognition & Staff Morale: 83% feel recognized when they do good work (p.5). Teacher morale trends lower than safety/respect metrics (p.28). “Quality work expected of all adults” sits lower than “quality work expected of me” (p.22), suggesting perception gaps. When most culture indicators sit above 95%, anything in the low 80s stands out.

Retention Pressures with Parental Support & Compensation: The retention question (Q15) is very telling (p.29). Lowest scoring factors influencing decision to stay: Parental Support – 2.60 and District Salary & Benefits – 4.37. Meanwhile we see a positive for: School Climate & Culture – 5.69 and Administrative Support – 5.85. That gap is significant. Why this may be a leading challenge: Internal culture is strong. External pressures (parent dynamics + pay realities) are what threaten sustainability.

Note: “Student Voice” fell off the challenges list and was replaced with the retention pressures.

SUPPORT STAFF RESULTS (29 responses)

Headline: Support staff feel safe, valued, and impactful — but want clearer training pathways and stronger communication alignment.

CELEBRATIONS. The results remained the same from 2024, yet are more defined in 2025.

Safety and Student Care: 100% agree students are safe (p.9). 100% agree they personally feel safe (p.9). ~96% agree teachers help students when they have problems (p.9). ~96% say teachers treat students with respect (p.9).

Sense of Belonging & Purpose: Support staff feel connected to their work and buildings. ~93% feel they belong (p.9). ~90% feel supported by coworkers (p.9). 100% believe they can positively impact student success (p.9). ~96% look forward to working each day (p.9). This mirrors what we saw with certified staff: strong internal purpose.

Supervisor Awareness & Preventative Leadership: One of the highest "strongly agree" percentages in the entire survey: **~90% positive**, with **nearly 69% strongly agreeing** that supervisors identify issues before they become problems (p.9). That's notable. It suggests trust in building-level leadership awareness.

AREAS FOR IMPROVEMENT

Training & Professional Development: This is the clearest opportunity area. ~83% say the district provided specific training related to their job. ~82% say training helped them do a better job. 17%–24% show disagreement or neutrality around training items (p.9).

Communication & Open Channels: ~83% agree there are open communication channels (p.9). 17% disagree. Not low numbers, but an opportunity for growth.

Discipline & Fairness Perception: While still mostly positive, these are softer than core culture items: Discipline handled fairly: ~92% positive (with some disagreement) (p.9). Students treated fairly: ~96% positive but fewer "strongly agree." Public image of school: ~89% positive (p.9).

DISTRICT PARENT RESULTS (29 responses)

Headline: Parents trust our people and safety, yet want stronger student behavior, clearer voice, and greater confidence in academic performance.

CELEBRATIONS

Strong Respect for Teachers & Principals: This is one of the strongest clusters in the survey. 91% respect the school's teachers (p.10). 88% respect the school's principals (p.10). 86% say teachers show respect for students (p.10). This shows foundational trust. Even with low turnout, this is a consistent strength.

Safety - Transportation & Supervision: Safety trends strongly positive overall. ~89% say their child is safe going to and from school (p.10). ~86% say their child is safe at school (p.10). Supervision during and before/after school both trend near 80%+ positive (p.10).

Communication Channels & Updates: Operational communication scores better than perception-based items. ~92% say they receive messages in a variety of ways (p.11). ~82% say the school provides frequent updates (p.11). ~73% feel welcome at school (p.10). There's room to grow, but structurally, your communication systems are landing.

AREAS FOR IMPROVEMENT

Student Respect & Peer Behavior: This is the lowest-performing cluster. ~62% agree students show respect for other students (p.10). About 37% disagree or strongly disagree. Social needs of students also trend lower (~73% positive, p.10). That's a meaningful perception gap, and likely tied to behavior and culture concerns.

Student Voice & Community Feedback: Only ~45% say student voices are heard "almost all the time" or "frequently" (p.12). Nearly 30% say "once in awhile" or "almost never." Only about 50% say the district frequently shares culture/climate data (p.13). Only about 57% believe the school makes an effort to obtain community feedback (p.11). This is one of the clearest district-level perception gaps.

Academic Confidence & Future Readiness: This cluster is solid but not strong. Only ~70% say the school performs well academically (p.10). Only ~66% say the school prepares students for future work (p.10). Only ~68% believe the learning environment is excellent (p.10). Only ~64% feel the school has a good public image (p.10). These aren't crisis numbers, but they're noticeably lower than respect and safety scores. That's perception-level work.

STUDENT RESULTS GRADES 4-5 (62 responses)

Headline: “Students trust their teachers and feel supported — but want learning to feel more engaging and peer culture to feel stronger.”

CELEBRATIONS

Students feel supported by their teachers. This is our strongest theme. The items below scored the highest averages. This tells us that students trust their teachers. They feel believed in. They feel respected.

- *“My teacher is a good teacher.”*
- *“My teacher believes I can learn.”*
- *“My teacher treats me with respect.”*
- *“My teacher thinks I will be successful.”*

High expectations & thinking work: Students are reporting meaningful academic expectations. This is great alignment point with your certified staff data: expectations and instructional intent are visible to kids.

- *“The work I do in class makes me think.”*
- *“Very good work is expected at my school.”*
- *“I know what I am supposed to be learning.”*

Strong family support perception: *“My family believes I can do well in school.”* The single highest-rated item. Students overwhelmingly feel that home support exists, and it matters for confidence and motivation.

AREAS FOR IMPROVEMENT

Fun & engagement:*“I have fun learning.”* That doesn’t mean school is negative, but compared to strong teacher relationships and expectations, engagement is softer. There’s an opportunity here around instructional engagement and student experience. Related lower items:

- *“I have freedom at school.”*
- *“I am challenged by the work my teachers ask me to do.”* (mid-range)

Peer relationships & student respect: This was a lower-scoring cluster. It mirrors what we saw in the parent data around peer respect.

- *“Students at my school are friendly.”*
- *“Students at my school treat me with respect.”*
- *“Students are treated fairly by the principal.”* (mid-lower tier)

Recognition & Student Voice: Kids feel supported by teachers. But recognition and broader leadership connection could be stronger. Student voice question trends are more moderate than teacher-relationship items.

- *“I am recognized for good work.”*
- *“My principal cares about me.”*

STUDENT RESULTS GRADES 6-12 (646 responses)

Headline: “Students feel respected and held to high standards — but they’re not consistently engaged, empowered, or excited.”

CELEBRATIONS

High Expectation & Effort Culture: Our strongest cluster is about effort and standards. Students clearly see that adults expect effort and performance; this aligns strongly with our certified staff data around expectations.
Top-rated items:

- “My teachers expect me to do my best.”
- “My teachers expect students to do their best.”
- “I am doing my best in school.”
- “My teachers set high standards for achievement.”

Respect from Adults: Students report feeling respected by adults across roles. This is important: adult culture is strong.

- Treated with respect by office staff
- Treated with respect by principals
- Treated with respect by supervisors (bus/lunchroom)
- Treated with respect by teachers

Personal Responsibility & Confidence: There’s a healthy accountability thread here. Students don’t just see expectations; they feel responsible. Students report:

- “Doing well in school makes me feel good about myself.”
- “I assess my own work.”
- “Teachers encourage self-assessment.”

AREAS FOR IMPROVEMENT

Engagement & Enjoyment: “School is fun here” is the lowest performing item overall. There is a consistent pattern, mirrored in the grades 4-5 results. Closely followed by:

- “My teachers make learning fun.”
- “I like this school.”
- “I like to learn.”

Relevance & Real World Connection: Students feel they aren’t connecting learning to life.

- “I find what I learn to be relevant to real life.”
- “I understand how to apply what I learn to real-life situations.”
- “I feel like I am in charge of what I learn.”

Peer Culture & Student Voice: This pattern is consistent across all survey areas. Lower-scoring areas:

- “Students respect other students who are different.”
- “Student voices are heard and respected.” (trended soft)
- “I feel like I belong” sits more mid-range than top-tier.