

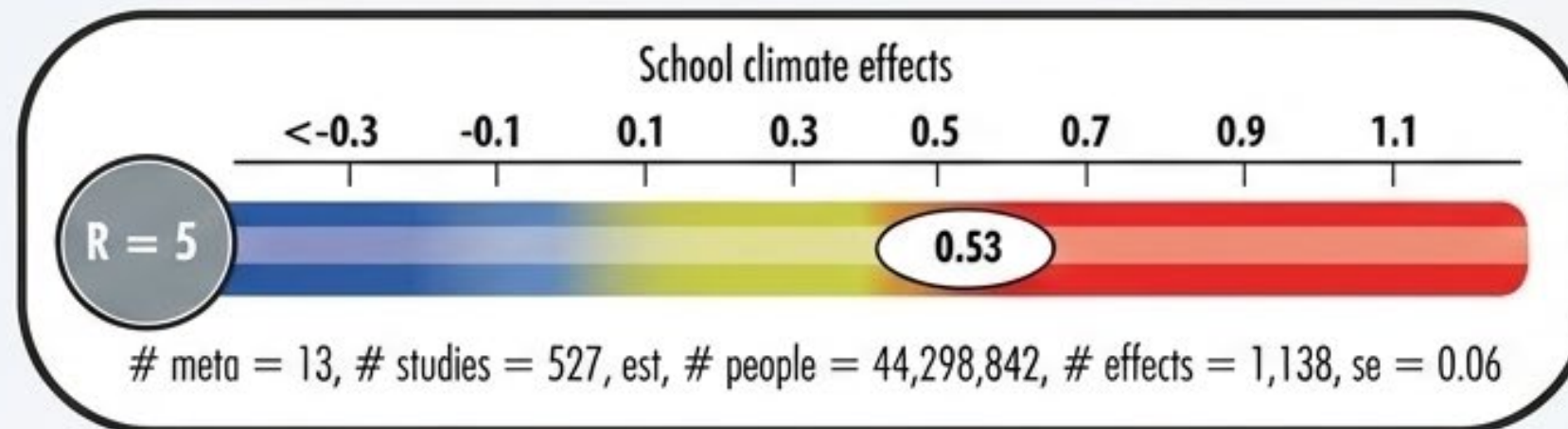
2026 Teacher & Staff Feedback Survey

Districtwide Results Analysis

Prepared for the SAU #11 School Board

The Outcomes of Climate

A positive school climate is the product of a school system's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and maintaining respectful, trusting, and caring relationships.



Student Attendance



Academic Achievement



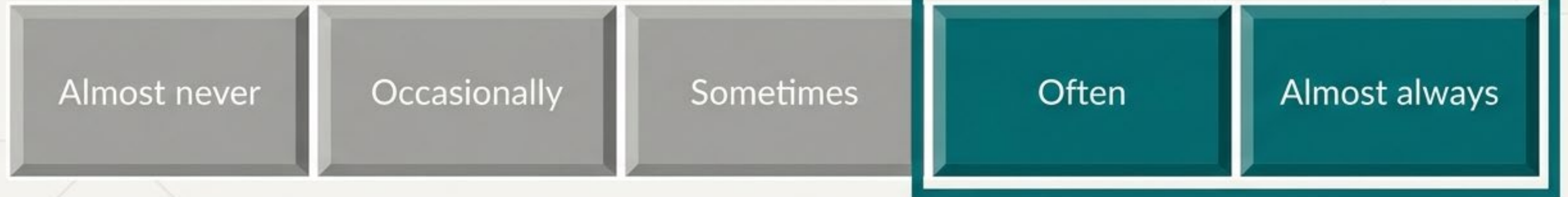
Graduation Rates

According to Visible Learning (2023), school climate has a direct, significant effect size (0.53) on key metrics.

Belonging	How much faculty and staff feel that they are valued members of the school community.
Educating All Students	Faculty perceptions of their readiness to fully support all learners.
Evaluation of Staff	Perceptions of the system that is used to evaluate faculty and staff.
Feedback-Coaching	Perceptions of the amount and quality of feedback faculty and staff receive.
Building Leadership	Perceptions of the leadership’s operational effectiveness.
School Climate	Perceptions of the overall social and learning climate of the school.
Staff-Family Relationships	Perceptions of faculty and staff relationships with the families at their school.
Staff-Leadership Relationships	Perceptions of faculty and staff relationships with leaders.
Teacher Self-Efficacy	Faculty perceptions of their professional strengths and areas for growth.
Well-Being & Job Satisfaction	Faculty and staff perceptions of their own professional well-being.

Understanding the Survey Scale

How often do you feel safe at work?



Response Favorability is defined as the percentage of staff who responded with "Often" or "Almost always." All percentages in this report reflect this combined favorability metric.

The 2026 District Snapshot

Strengths

Teacher Efficacy (75%)

Staff-Leadership Relationships (73%)

Educating All Students (70%)

Belonging (63%)

Growth Opportunities

Evaluation (46%)

Feedback-Coaching (27%)

Teacher Self-Efficacy

Faculty perceptions of their professional strengths and areas for growth.



High confidence in subject matter mastery and ability to clearly explain the most complex content to students.



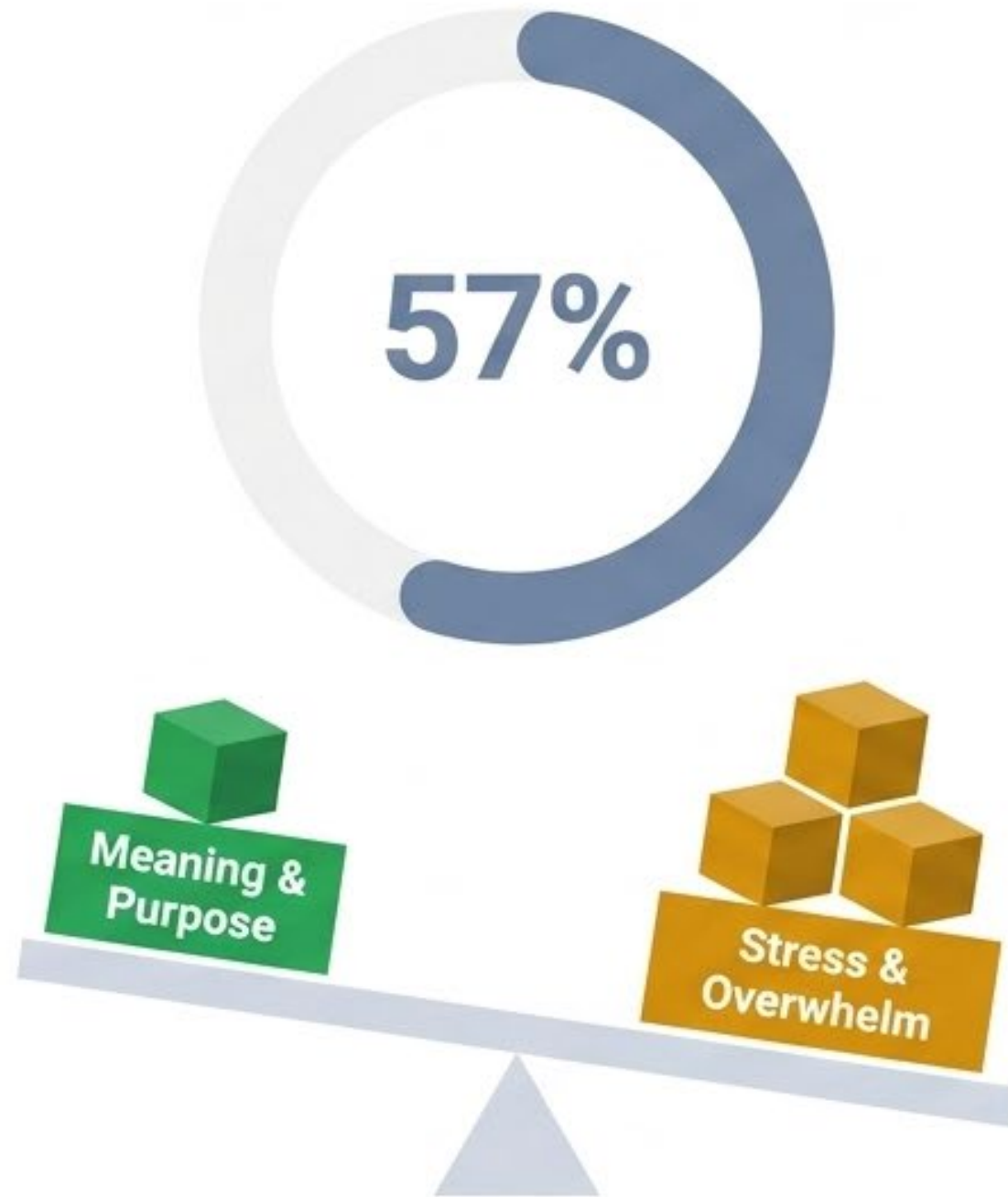
Strong, resilient belief in their ability to help the school's most challenging students learn.



Slightly lower confidence in quickly adapting or finding another approach when a specific teaching strategy fails for a group.

Well-Being & Job Satisfaction

Faculty and staff perceptions of their own professional well-being.



A vast majority of staff find their work deeply meaningful and feel effective in their daily roles.



There is a notable dichotomy in daily emotions; staff frequently feel “engaged” and “hopeful,” but simultaneously report high frequencies of feeling “stressed” or “overwhelmed.”



Overall job satisfaction sits in the middle range (57%), directly reflecting the ongoing tension between high systemic purpose and high individual stress.

Belonging

How much faculty and staff feel that they are valued members of the school community.



Staff report feeling highly connected to other adults at their school, establishing a strong baseline of collegiality.



The district maintains a stable, slight upward trend, growing from 62% in 2024/2025 to 63% in 2026.



While general connection is high, there is targeted room to improve how well colleagues feel they truly understand each other as unique individuals outside of their professional roles.

Section 2: Student & Community Focus

Educating All Students

Faculty perceptions of their readiness to fully support all learners.



+12 Points Since 2024



Exceptional comfort among staff in interacting with students from varying cultural backgrounds.



Significant multi-year growth, representing one of the district's largest leaps, climbing from 58% in 2024 to 70% in 2026.



While interpersonal comfort is high, lower confidence remains around having academic conversations in response to events occurring in the world related to diversity and race.

Staff-Family Relationships

Perceptions of faculty and staff relationships with the families at their school.



58%

A donut chart with a blue segment representing 58% of the total. The rest of the chart is light gray. The percentage '58%' is written in large blue font in the center of the white circle.



Families are generally viewed as highly friendly, caring, and respectful toward district staff.



Scores have stabilized after a peak in 2025 (60%), remaining healthily above the 2024 baseline of 47%.



Communicating with families, particularly when navigating specific student challenges or delivering difficult news is a friction point.

School Climate

Perceptions of the overall social and learning climate of the school.



Interpersonal interactions and relationships between faculty, staff, and students are viewed as highly positive and respectful.



Steady, notable improvement across the district, rising from a stagnant 45% in 2024/2025 to 51% this year.



Despite improvements, staff report the need to better colleague-to-colleague support and collective responsibility for improving programming.

Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.



District leadership is viewed as highly respectful, friendly, and understanding toward staff members' personal lives.



Strong foundational trust exists between school leaders and faculty, successfully rebounding from a slight dip in 2025.



While interpersonal relationships are excellent, further work is needed to be done to gain momentum for new initiatives (e.g., legislative, evidenced-based, etc.)

Building Leadership

Perceptions of the school leadership's operational effectiveness.



Leaders are perceived as having a clear, positive overall influence on the quality of the staff's daily work.



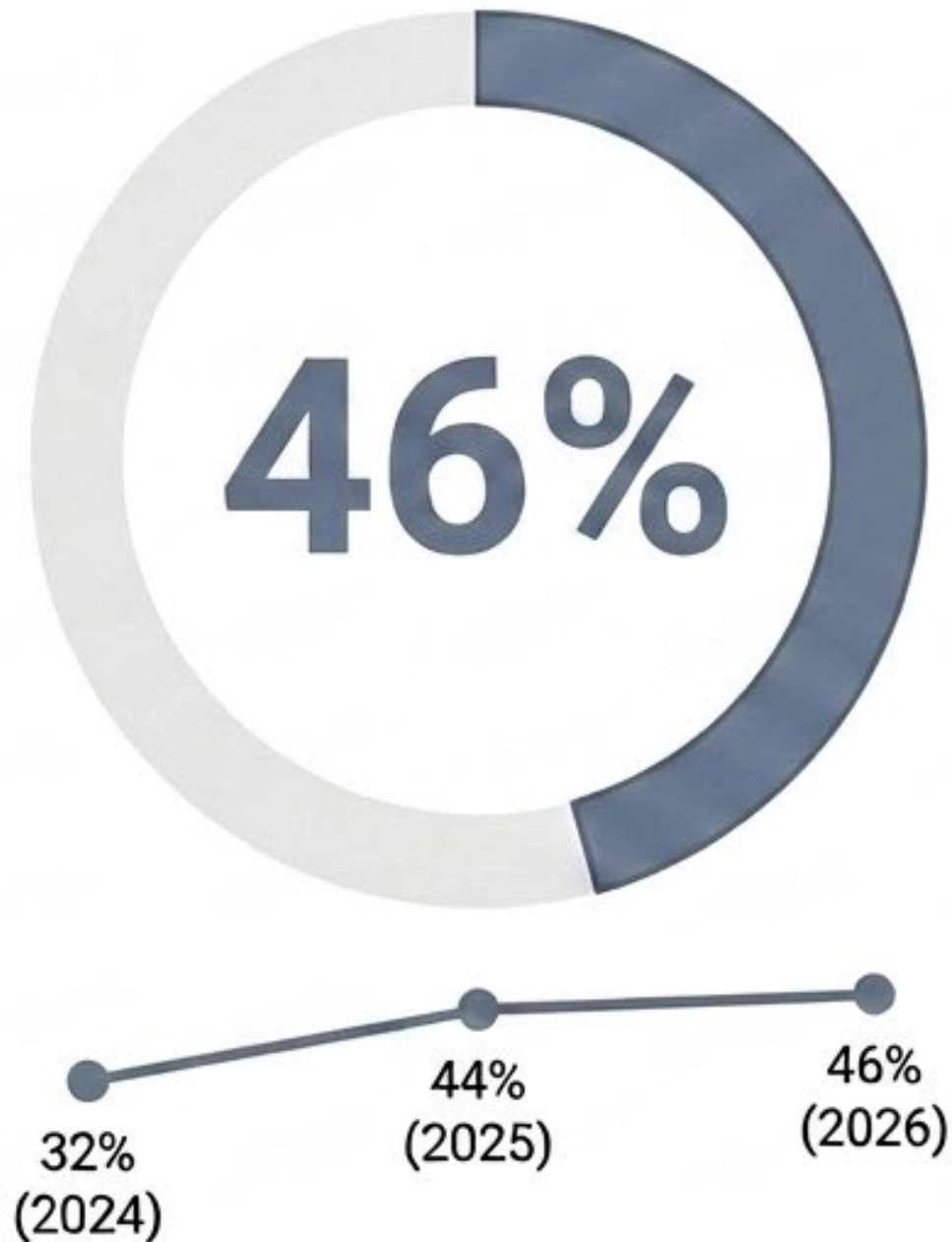
The district maintains modest, steady growth overall in this scale, up from 56% in 2024.



Staff indicate a strong desire for more input and shared voice when important decisions are made.

Evaluation of Staff

Perceptions of the system that is used to evaluate faculty and staff.



A massive 14-point systemic improvement since 2024, demonstrating that recent shifts in evaluation protocols are resonating.



Staff generally agree that the current evaluation system is fair, accurate at recognizing good work, and occurs with sufficient frequency.



Concerns remain regarding how objectively performance is assessed, and critically, how well the system actually functions to help staff improve their practice.

Feedback & Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.



This remains the district's lowest-scoring scale overall, though it has seen incremental, steady growth (from 22% to 27% since 2024).



Staff report receiving highly infrequent feedback on their instructional work outside of the formal, mandated evaluation cycle.



When feedback is received, it is frequently viewed as not thorough enough to cover all the complex, varied aspects of an educator's modern role.

The Ecosystem Synthesis

Our Strengths: People & Purpose



Efficacy



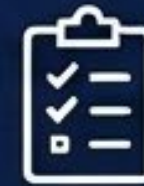
Relationships



Inclusion

We have a highly capable, deeply caring staff who derive profound meaning from their work and trust their leaders.

Our Opportunities: Systems & Feedback



Evaluation



Coaching



Voice

The lower satisfaction scores stem from systems, not people. Staff want improved instructional feedback, evaluations aligned to their roles, and opportunities to participate in decision-making.

The Bottom Line: We must leverage our relational capital to improve structural processes

Q & A