RIVERSIDE PUBLIC SCHOOL DISTRICT 96

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Morale Survey Overview: Presented to the Board of Education
November 4, 2026

On **October 9, 2026**, District 96 administered the new Panorama Staff Morale Survey to all certified and non-certified staff members (support staff) across our five schools.

This marks the first year we have used the Panorama platform for a staff morale survey. In preceding years (since 2021), we utilized different staff morale surveys from Vital Network (previously Eklund Consulting and EAB).

The shift to the Panorama survey was a collaborative decision involving teachers, staff, and administrators. The current Panorama Survey was designed to reflect the same questions and domains previously measured in the Vital Network and EAB surveys. The decision to shift to Panorama was determined with feedback from teachers, parents, and the leadership team. Special thanks to the High Quality Staff Action Team and the Family and Community Partnerships Action Team who examined previous survey tools and provided valuable feedback about the process and the actual surveys. The Panorama Survey is now considered an allowable alternative to the 5Essentials Survey. District 96 has explored the option of providing a more meaningful, relevant, and digestible survey that, during Winter/Spring 2027, will replace 5Essentials for staff, students, and parents.

A detailed overview of the Fall 2026 Panorama Survey results, recent comparative results, and recommendations for action steps are included here:

Survey Topic Summary (favorable ratings are the combined agree and strongly agree results)

The Riverside School District 96 Teacher & Staff Survey (prepared October 13, 2026) reflects strong foundational morale at the building level—driven by high peer respect, strong safety, and positive school leadership—contrasted by actionable gaps in district-level communication, professional development value, and staff workload management.

Topic	Topic Score (favorable)	Key Findings & Metrics
Belonging	**84%**	High mutual respect among colleagues (85% favorable) and a strong sense of mattering to the school community (80% favorable).
School Leadership	**79%**	Strong confidence in building leadership treating staff fairly (91% favorable) and caring about individuals (79% favorable).
Resources	**79%**	Adequate resource availability, with 47% reporting no resource struggles and 33% reporting only minor struggles.
School Climate	**76%**	Positive working environment (73% favorable) supported by strong teacher autonomy (80% trusted to teach in the best way).
Recognition & Benefits	**62%**	Benefits meet needs for 66% of staff, but recent job recognition drops to 58% favorable.
Well-Being	**61%**	Staff feel extremely safe (93% favorable) and satisfied with their job (65% favorable), but suffer from high stress (only 27% favorable on feeling overwhelmed).
Professional Learning	**54%**	General growth support is positive (71% favorable), but the perceived value of

Topic	Topic Score (favorable)	Key Findings & Metrics
		provided PD sessions is low (36% favorable).
District Leadership	**53%**	Moderate alignment on district mission (64% favorable), but low ratings on communicating action from past survey feedback (39% favorable).

Core Data Insights

- **Building vs. District Leadership Gap:** While building-level leadership enjoys high trust (79% favorable score), district leadership scored lowest overall (53%). Only 39% of staff feel district leaders clearly communicate action plans based on previous survey feedback, creating a perception gap between gathering feedback and delivering visible change.
- **PD Quality Disconnect:** Staff feel school environments support their growth (71% favorable), yet only 36% find district professional development offerings valuable. This indicates a need to shift from current PD focus to more targeted, actionable learning opportunities.
- **Workload & Burnout Strain:** Despite high workplace safety (93% favorable) and overall job satisfaction (65% favorable), 41% of respondents report feeling overwhelmed at work "frequently" or "almost always" (yielding a 27% favorable rating).
- **Recognition Needs:** 21% of respondents disagreed or felt neutral about receiving recognition in the past month, pointing to an opportunity to improve regular staff appreciation.

Recommended Next Steps:

1. **Address areas for continued improvement**
2. **Develop working team(s) to address root cause analysis of areas for improvement and develop action steps for improvement**

Response: High-Level Metric Comparison-Certified Staff/Support Staff

Survey Topic	Certified Staff Score	Support Staff Score	Variance (Support Staff vs. Certified Staff)
School Climate	76%	**98%**	**+22%**
School Leadership	79%	**90%**	**+11%**
Belonging	84%	**88%**	**+4%**
Well-Being	61%	**77%**	**+16%**
Recognition & Benefits	62%	**72%**	**+10%**
Resources	**79%**	56%	**-23%**
District Leadership	53%	49%	**-4%**
Professional Learning	**54%**	26%	**-28%**

Strategic Takeaways

1. **Divergent Strengths:** Support staff report significantly higher workplace morale, feeling more valued by building leadership, less overwhelmed by daily tasks, and more regularly recognized than teaching staff.
2. **Support Staff Deficits (Resources & Training):** While teachers feel well-resourced (79% score), support staff face notable resource constraints (56% score). Furthermore, support staff experience a disconnect with professional development, with 74% finding PD offerings non-relevant
3. **Teacher Burnout Pressure:** Teachers experience substantially higher workload stress than support staff, with 41% experiencing frequent or near-constant overwhelm compared to just 17% of support staff.
4. **Shared District Leadership Gap:** Both groups express their lowest satisfaction with District Leadership (53% teachers, 49% support staff) and share a lack of trust in district follow-through regarding past survey feedback (39% vs. 38%).
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Year-Over-Year Morale Trend Analysis (2024–2025 vs. 2026)

Comparing the current Fall 2026 survey results with the historical trend report from Fall 2024 through Fall 2025 highlights key multi-year shifts in staff perception, sustained strengths, and ongoing district challenges.

Multi-Year Trend Overview

Metric / Key Focus Area	Fall 2024	Spring 2025	Fall 2025	Fall 2026 (Teachers)	Fall 2026 (Support Staff)	Multi-Year Trend & Analysis
Overall District Participation	184	151	207	*Analyzed Separately*	*Analyzed Separately*	Staff engagement increased significantly following the move to the EAB platform.
Top Area of Disagreement / Focus	Recognition & Value (32% Disagree)	Time & Resources (24% Disagree)	Recognition & Value (23% Disagree)	Recognition & Benefits (62% Favorable)	Resources (56% Favorable) / PD (26% Favorable)	Disagreement around recognition steadily declined from 2024 to 2025. In 2026, concerns shifted toward resource adequacy and PD relevance for support staff.
Primary Area of Strength	Personal Safety	Recognition & Value	Personal Safety & Belonging	Belonging (84%) / Safety (93%)	School Climate (98%) / Safety (90%)	Personal safety and workplace belonging have consistently remained the district's strong foundation across all survey cycles.
District Leadership Follow-T	34% Agree (37% Disagree)	32% Agree (~45% Disagree)	*Omitted*	39% Favorable	38% Favorable	Restored in 2026 after being omitted in Fall 2025. Results

hrough *(Clear Action Communication)*						show slight improvement over Spring 2025 (32% to ~38-39%), but remaining a persistent area of growth.

Key Longitudinal Insights

- **Long-Term Progress on Staff Recognition**
  - *Historical Context:* Recognition and value were the primary driver of staff dissatisfaction in 2024, with 32% actively disagreeing in Fall 2024. This improved by Fall 2025 as disagreement dropped to 23%.
  - *2026 Status:* The trend toward improvement has held, though a split exists between roles. Support staff reports high monthly recognition (76% favorable), whereas teachers report lower monthly recognition (58% favorable), indicating that recognition efforts have been more effective for support roles than classroom teachers.
- **Enduring Culture of Personal Safety and Belonging**
  - *Historical Context:* Across all prior administrations (Fall 2024, Winter 2025, Spring 2025, Fall 2025), "Personal Safety and Belonging" consistently rated as the highest-scoring district strength.
  - *2026 Status:* This trend remains intact. Safety ratings remain high across both teachers (93% favorable) and support staff (90% favorable). Belonging scores remain strong at 84% for teachers and 88% for support staff.
- **Emergence of Specific Operational Vulnerabilities in 2026**
  - *Historical Context:* Time and resources previously emerged as a temporary top concern in Spring 2025 (24% disagreement).

2026 Status: Granular role-based reporting in 2026 reveals distinct operational pain points: teachers experience high workload overwhelm (only 27% favorable on stress), while support staff cite resource constraints (56% topic score) and non-relevant professional development (26% topic score).

Examples of actions taken to improve communication, visibility, and recognition:

- Detailed Teaching and Learning update shared weekly
- Special Education newsletter shared weekly with special education team. This includes a “why you rock” section for staff-to-staff nominations and “shout outs” from peers.
- Dedicated technology support hours for Hauser to ensure students are assisted when needed.
- Staff Hub (website) created for staff to have one place to get the information that is needed
- Enhanced communication about committees, including goals, time commitments, and how to get involved
- Fall Social
- Winter Breakfasts at each school

- Ongoing work to address professional learning needs for all staff. This includes: instructional coaching, approval of conferences and specialized professional learning opportunities, regular meetings with DLT to review PD feedback and related planning, gathering of feedback from teachers and support staff about desired and needed professional learning
- Stay interviews with newly tenured teachers conducted with superintendent
- Exit interview opportunities provided to all staff exiting voluntarily.
- School visits-events, special activities, responsiveness to invitations, reinstatement of (superintendent) school-based “office hours” pending