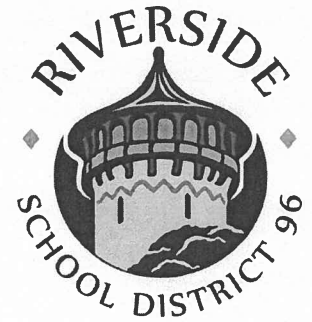


RIVERSIDE PUBLIC SCHOOL DISTRICT 96

3340 S. Harlem Ave. Riverside, IL 60546
708-447-5007
708-447-3252 fax
www.district96.org



Morale Survey Overview: Presented to the Board of Education

Date: November 5, 2025 (tabled and rescheduled) to December 3, 2025

On October 14, 2025, District 96 administered the EAB Staff Morale Survey to all certified and non-certified staff members across our five schools. This marks the second year we have used the EAB platform, succeeding previous surveys administered by Eklund Consulting/Vital Network since 2021.

Note: An addendum prepared by Educational Leadership Solutions was added to this document for December 3, 2025. This document provides an overview and comparison of 2025 5Essentials District Report, 2025 EAB Morale Survey and 2022 Family Engagement Survey. This comparison was supported by ChatGPT.

The shift to the EAB survey was a collaborative decision involving teachers, staff, and administrators. The EAB tool was selected for two key reasons:

1. **Differentiated Feedback:** It specifically allows us to gather and analyze feedback at both the building level and the district level, providing a more granular understanding of morale.
2. **Cost-Effectiveness:** Our existing partnership with EAB made this the most cost-effective option for the district.

Fall 2025 Survey Participation

The overall participation rate significantly increased this fall compared to the Spring 2025 survey, reflecting increased staff engagement.

School Name	Fall 2025 Total Responses	Change from Spring 2025
Total District	207	(+56)
Ames	57	(+16)

Blythe Park	23	(-1)
Central Elementary School	45	(+14)
Hollywood Elementary School	19	(+8)
Hauser Junior High School	63	(+20)
District 96 Administration Center	0	(-1)

Initial Comparisons and Key Findings

This table compares key data points across the last four survey administrations, including the current Fall 2025 results.

Metric	Fall 2024	Winter 2025	Spring 2025	Fall 2025 (Current)	Key Insight
District Participation	184	187	151	207	Significant increase in staff who responded to the survey.
District Overall Score	3.63	3.62	3.52	N/A	Data was omitted from the current survey, preventing comparison.

Highest Disagreement Area	Recognition and Value (32%)	Recognition and Value (30%)	Time and Resources (24%)	Recognition and Value (23%)	Recognition and Value remains the priority area, but the overall percentage of staff disagreeing is smaller than last year—indicating overall improvement .
Top Disagreement Question (General)	In the past week, I've received recognition for doing my job well (41%)	Teachers are recognized for excellent work by district leaders (41%)	My opinions are heard and valued by district leaders (40% disagreement)	I am treated fairly by my colleagues (48%)	Recognition questions are back at the forefront of staff concerns this fall.
Top Disagreement in Priority Area	Teachers are recognized for excellent work by district leaders (38%)	Teachers are recognized for excellent work by district leaders (41%)	Most days, I have a manageable workload (39% - Time and Resources)	Teachers are recognized for excellent work by district administrators (29%)	Teacher recognition continues to be a key area for morale improvement .

Area of Strength	Personal safety best overall	Personal safety and belonging	Recognition and value	Personal safety and belonging	Overall results are more positive than historically seen. Personal safety and belonging continues to lead as an area of strength.
"Leadership communicated actions..."	37% disagree / 34% agree	~49% disagree / 28% agree	~45% disagree / 32% agree	Omitted	This key question was omitted. We recommend adding it back to future surveys, as research suggests staff morale decreases when participants don't feel results are utilized (survey fatigue).

Survey Adjustments and Future Feedback

In comparing the Spring 2025 and Fall 2025 survey results, we noted that three key comparison questions were omitted and will be added back for the mid-year and end-of-year administrations. We will also add an open-ended question to gather richer, qualitative feedback.

The following questions will be included in the future surveys (February and May):

1. How would you rate your overall satisfaction level with: My School District
2. How would you rate your overall satisfaction level with: My School
3. District leadership has communicated clear actions they will take in response to previous staff survey results.
4. Is there anything else you would like to share about morale in District 96 or at your school?
(Open-ended)

In addition to this tri-annual survey (Fall, February, May), the district gathers morale-based feedback through multiple formal and informal channels, including: exit interviews, "stay" interviews with newly tenured staff (new this year), specific feedback after each professional development session, and the required 5Essentials survey.

Review Process and Action Planning

The review and utilization of these morale survey results occur through a collaborative, multi-tiered approach:

- Building Leadership Teams (BLTs): These teams are in a key position to review and discuss data at the building level and make actionable changes within their respective schools.
- Riverside Education Council (REC): This representative group reviews the data for broader implications.
- Goal 3 Action Team (High-Quality Staff): This team, which focuses on recruiting, retaining, and developing exceptional staff, utilizes the data to inform its goals and strategies at the district level.
- District Leadership Team (DLT): The DLT reviews the combined findings and tracks progress across the district.

Each team reviewing the data is encouraged to identify **two specific areas for focus and improvement**. These targeted action items are then discussed and tracked throughout the year across all review teams.

Staff Morale Survey

Please fill out all questions. This survey is completely confidential and you will not be required to provide any personally identifying information.

The survey will be open on October 14th from 7am to 8pm

* Indicates required question

1. Home Building *

Mark only one oval.

- ☐ Ames
- ☐ Blythe
- ☐ Central
- ☐ Hollywood
- ☐ Hauser

2. I am treated fairly by my colleagues. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

3. I am treated fairly by my school leaders. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

4. My opinions are heard and valued by school leaders. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. My opinions are heard and valued by district leaders. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

6. My district's mission and values are reflected in the actions of school leaders. ^π

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. My district's mission and values are reflected in the actions of district leaders. ^{*}

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

8. Teachers are recognized for excellent work by school leaders. ^{*}

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

9. Teachers are recognized for excellent work by district leaders. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

10. My school leader (or other district supervisor) supports my career aspirations and goals. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

11. I am treated fairly by district leaders. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

12. Most days, I have a manageable workload. ✕

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

13. I see a path for professional advancement in my district. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

14. My options are heard and valued by district leaders. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

15. I have the training and skills I need to do my best work. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

16. I have ownership and control over my teaching practice and classroom. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

17. I understand how my daily work contributes to my school district's mission. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

18. I have all the materials and resources needed to do my job well. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

19. I feel valued for my work as a teacher. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

20. The benefits provided by my district meet my needs. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

21. I feel safe at school. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

22. In the past year, my district has provided opportunities for me to learn and grow as a teacher. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

23. Someone seems to care about me at school. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

24. In the past week, I've received recognition for doing my job well. ✖

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

25. In my current role, I get to do what I do best everyday. *

Mark only one oval.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

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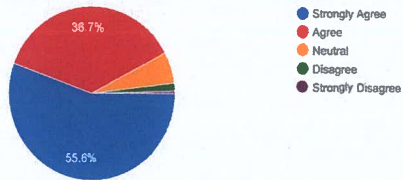
Google Forms

District 96 Staff Morale Survey Results

EAB Overview		
Overall District Score		#DIV/0!
Focus Areas Ranked by Highest Disagreement		
Threat Area	Average of Total % of Disagree & Strongly Disagree Per Question	
Recognition & Value	23%	
Time & Resources	13%	
Professional Growth	12%	
Leadership Trust & Values Alignment	11%	
Ownership & Input	11%	
Personal Safety & Belonging	5%	
Top Questions Scoring Highest In Disagreement		
Question	Sum of % of Disagree & Strongly Disagree Responses per Question	Morale Focus Area
*Teachers are recognized for excellent work by district leaders.	29%	Recognition and Value
*In the past week, I've received recognition for doing my job well.	28%	Recognition and Value
*My opinions are heard and valued by district leaders.	22%	Ownership and Input
*I see a path for professional advancement in my district.	20%	Professional Growth
*My district's mission and values are reflected in the actions of district leaders.	19%	Leadership Trust and Values Alignment
*Most days, I have a manageable workload.	16%	Time and Resources
*I have the materials and resources needed to do my job well.	13%	Time and Resources
*The benefits provided by my district meet my needs.	12%	Personal Safety and Belonging
*I am treated fairly by district leaders.	12%	Leadership Trust and Values Alignment
*I have the training and skills I need to do my best at work.	10%	Time and Resources
*I feel valued for my work as a teacher.	10%	Recognition and Value
*In the past year, my district has provided opportunities for me to learn and grow as a teacher.	10%	Professional Growth
*I have ownership and control over my teaching practice and my classroom.	8%	Ownership and Input
*I feel safe at school.	7%	Personal Safety and Belonging
*My school leader (or other direct supervisor) supports my career aspirations and goals.	6%	Professional Growth
*I understand how my daily work contributes to my school district's mission.	3%	Leadership Trust and Values Alignment
*In my current role, I get to do what I do best every day.	3%	Ownership and Input
*I am treated fairly by my colleagues.	2%	Personal Safety and Belonging
*Someone seems to care about me at school.	0%	Personal Safety and Belonging

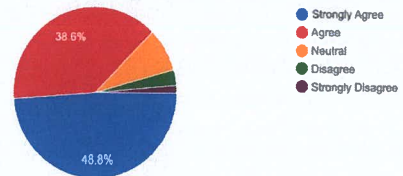
I am treated fairly by my colleagues.

207 responses



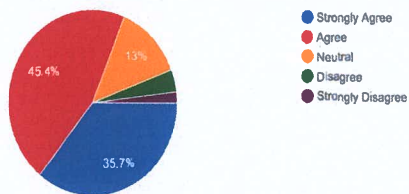
I am treated fairly by my school leaders.

207 responses



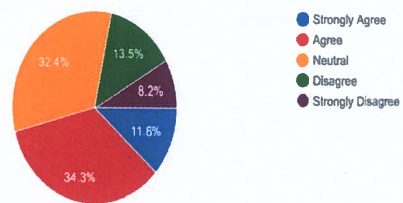
My opinions are heard and valued by school leaders.

207 responses



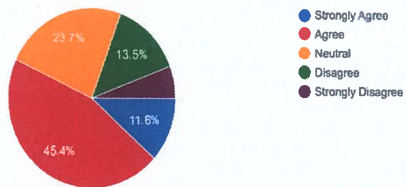
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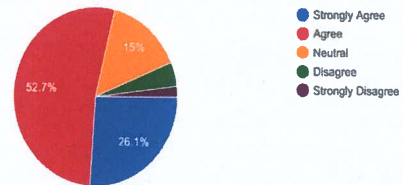
My district's mission and values are reflected in the actions of district leaders.

207 responses



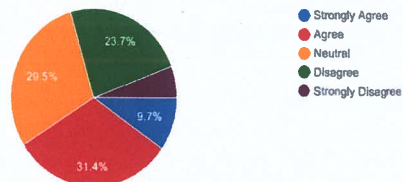
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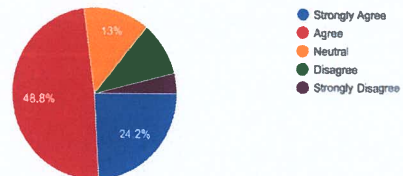
Teachers are recognized for excellent work by district leaders.

207 responses

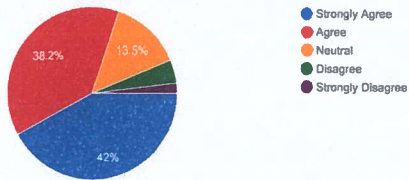


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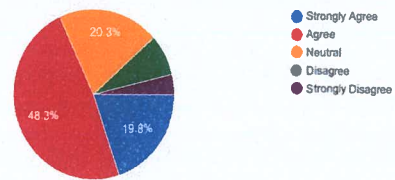
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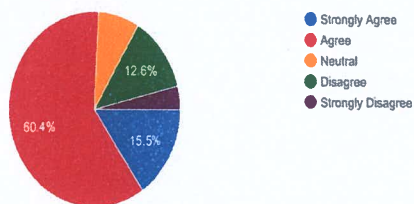
My school leader (or other district supervisor) supports my career aspirations and goals.
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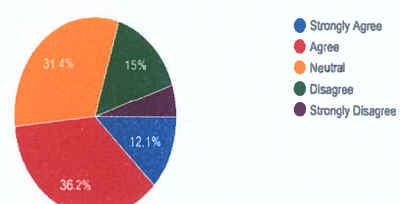
I am treated fairly by district leaders.
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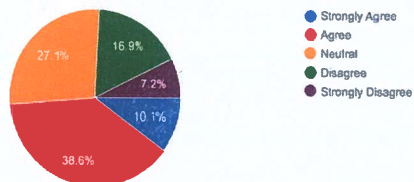
Most days, I have a manageable workload.
207 responses



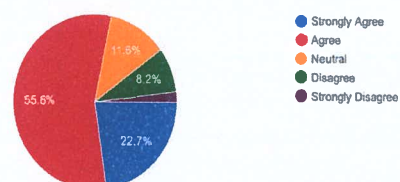
I see a path for professional advancement in my district.
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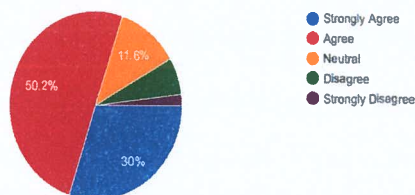
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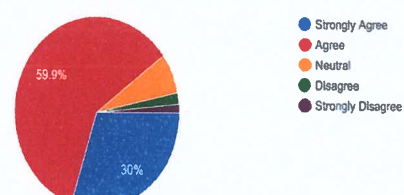
I have the training and skills I need to do my best work.
207 responses



I have ownership and control over my teaching practice and classroom.
207 responses

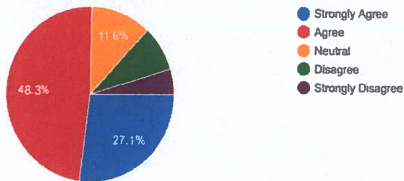


I understand how my daily work contributes to my school district's mission.
207 responses



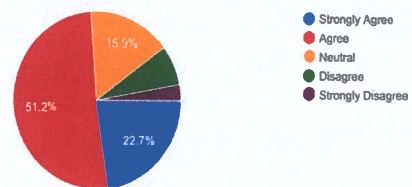
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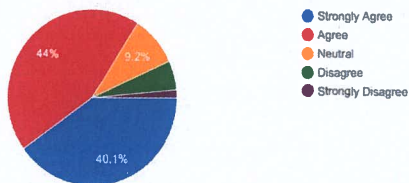
I feel valued for my work as a teacher.

207 responses



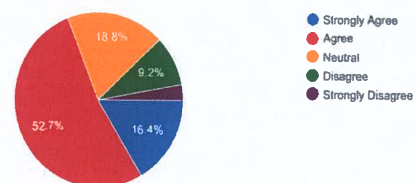
I feel safe at school.

207 responses



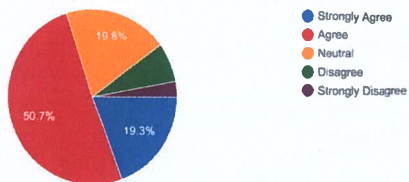
The benefits provided by my district meet my needs.

207 responses



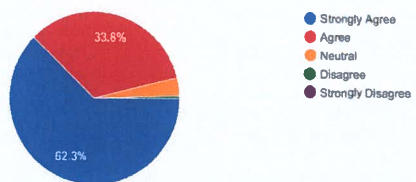
In the past year, my district has provided opportunities for me to learn and grow as a teacher.

207 responses



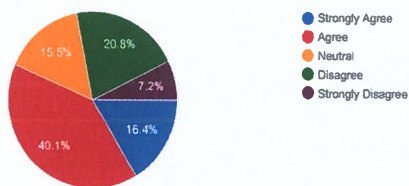
Someone seems to care about me at school.

207 responses



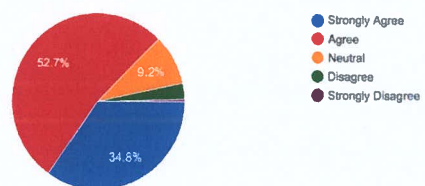
In the past week, I've received recognition for doing my job well.

207 responses



In my current role, I get to do what I do best everyday.

207 responses





Chat GPT was used to create this analysis using these three data sources:

1. 2025 5Essentials District Report
2. 2025 Morale Diagnostics Survey
3. 2022 Community Engagement Survey

District Strengths

1. Strong relationships at the classroom and building level

Across all three datasets, teachers show up as caring, committed, and steady.

Families deeply trust classroom teachers.

Students say most teachers are supportive even when broader climate scores dip.

Why it matters: The relational core of the district is solid. This is the foundation for every improvement effort.

2. High family engagement and connection to schools

Families are active, present, and supportive.

The 5Essentials shows Involved Families at Strong.

The Community Survey shows parents feel welcomed and connected at the school level.

Why it matters: A district with engaged families has a built-in advantage: faster adoption, smoother communication, and stronger community support.

3. Staff collaboration and collegial culture are improving

Collaborative Teachers scores are rising.

Staff in the Morale Survey consistently highlight supportive colleagues and healthy team dynamics.

Why it matters: A healthy adult culture inside schools accelerates instructional improvement and reduces turnover.

4. Teachers feel committed to their schools

School Commitment scores increased, and morale data shows pride in serving students and working with peers.

Why it matters: This is a retention advantage. Teachers who feel loyalty to their school give more, stay longer, and invest deeply in students.

5. Clear strengths in family-teacher trust

While system-level trust needs work, the teacher-parent relationship is notably strong.

This is consistently echoed in the Community Survey and 5Essentials.

Why it matters: Strong teacher-parent trust is one of the most powerful drivers of student engagement and attendance.

District Growth Areas

1. Lack of clarity and coherence across initiatives, programs, and expectations

This is the biggest cross-dataset signal.

Teachers report program overload.

Parents report unclear academic expectations.

Students report inconsistent challenge and support.

What to do: Build a tighter instructional vision, reduce initiative clutter, and align expectations across classrooms and schools.

2. Trust and communication weaken as you move from classroom → school → district

Families trust teachers, but not always the system.

Staff trust peers but not always the district direction.

Students trust individual teachers more than the school environment.

What to do: Increase transparency, simplify communication, and rebuild district-level trust by tightening feedback loops.

3. Academic challenge and rigor need to improve and become more consistent

Students rate rigor and engagement the lowest across all 5Essentials student metrics.

Parents repeatedly ask for more challenge and clearer expectations.

Staff say unclear direction makes rigor uneven.

What to do: Clarify the district's instructional non-negotiables, expand enrichment, and raise expectations with support.

4. Students' relational safety and well-being are uneven

Safety is Neutral.

Student-Teacher Trust is Weak.

Parents raise concerns about peer dynamics and SEL consistency.

Staff report rising behavioral disruptions.

What to do: Invest in relational culture, restorative practices, and consistent SEL structures across buildings.

5. Teachers need clearer career pathways and stronger district-level support

Staff feel supported by direct supervisors but uncertain about growth, voice, and advancement.

Teacher Influence and PD Quality remain Weak.

What to do: Create a districtwide teacher-leadership ladder, clarify PD priorities, and establish more teacher voice in decision-making.

6. Families want more influence in district-level decisions

5Essentials shows parent influence in decision-making at Neutral.

Community Survey comments echo the same.

What to do: Build more meaningful parent committees, listening structures, and feedback loops that actually shape direction.

In One Sentence

The district's strength is its relationships; its challenge is its coherence. To get better, the district needs to clarify expectations, tighten instructional alignment, rebuild trust at the system level, and deliver a more consistent student experience.

Themes Across the Three Data Sources

1. Trust is emerging but inconsistent across stakeholder groups

Why this theme appears:

- 5Essentials: Teacher-Principal Trust rises from 35→43 but still sits at Neutral. Student-Teacher Trust remains Weak (39). Parent influence is Neutral. These pockets of rising trust alongside weak areas form a clear pattern.
- Community Survey 2022: Parents generally report positive relationships with teachers but express concerns about transparency, communication frequency, and feeling truly heard.
- Morale Diagnostics 2025: Staff responses show uneven trust in supervisors and the organization's direction. Items tied to leadership transparency and confidence show mixed Agree/Neutral/Disagree patterns.

What this really means: The district is rebuilding trust, but progress is uneven. Adults trust each other more than students trust adults, and families trust teachers more than they trust the system.

2. Collaboration is improving among staff, but students experience uneven support and connection

Why this theme appears:

- 5Essentials: Collaborative Teachers rises across several measures (e.g., Collaborative Practices up 6 points, School Commitment up 5). But student-facing metrics inside Supportive Environment drop: Academic Personalism falls to Weak (27), Student-Teacher Trust remains Weak.
- Community Survey: Parents frequently cite strong teachers and caring relationships, but also identify inconsistency across classrooms and buildings.

- **Morale Diagnostics:** Items about colleague relationships are largely strong, but many respondents identify uneven levels of support for student needs and workload pressure that affects student responsiveness.

What this really means: Adults collaborate well with one another, but students aren't consistently experiencing the benefits of that collaboration in daily instruction or relationships.

3. Academic challenge is not consistently felt by students

Why this theme appears:

- **5Essentials:** Ambitious Instruction stays Neutral. Academic Press declines (35→33). Classroom Rigor and Academic Engagement both sit in Weak performance bands. English Instruction rises modestly but Math Instruction declines.
- **Community Survey:** Parents frequently request more challenge, more differentiation, and clearer expectations around rigor and homework. Concerns about uneven academic expectations show up repeatedly in open-ended responses.
- **Morale Diagnostics:** Staff comments indicate that initiative overload and unclear curricular coherence impact their ability to deliver consistent rigor.

What this really means: Students aren't consistently reporting that classes push them, stretch them, or make them think deeply. Families and teachers see it too—just from different angles.

4. Communication and clarity of direction are pain points

Why this theme appears:

- **5Essentials:** Program Coherence is Neutral (47) and remains a challenge. Teachers explicitly report too many competing programs, unclear alignment across grades, and inconsistency among teachers.
- **Community Survey:** Families ask for clearer communication, more transparency about decisions, and more consistent messaging across schools.
- **Morale Diagnostics:** Staff responses reveal mixed confidence in leadership communication about goals, changes, and district direction.

What this really means: The system suffers from signal-to-noise imbalance. People want clarity, not more initiatives.

5. Family engagement is strong, but family influence in decision-making is only moderate

Why this theme appears:

- **5Essentials:** Involved Families is Strong, with Teacher-Parent Trust up 7 points. But Parent Influence on Decision Making remains Neutral (57).
- **Community Survey:** A strong majority identify positive relationships with teachers, but many parents feel disconnected from district-level decisions, committees, and curriculum influence.
- **Morale Diagnostics:** Staff note strong family support but also the perception that families are not consistently engaged at a systems-level beyond classroom communication.

What this really means: Families are present, supportive, active—but not always empowered as partners in shaping direction.

6. Teacher morale is stronger in day-to-day relationships than in long-term career confidence

Why this theme appears:

- 5Essentials: School Commitment rises meaningfully. Teachers feel loyalty and enjoyment, but measures tied to Professional Development and Teacher Influence remain Weak or Neutral.
- Community Survey: Families describe teachers as committed, caring, and high-quality, which aligns with staff pride.
- Morale Diagnostics: Staff agree their immediate colleagues and supervisors support them, but questions about advancement pathways, workload, and feeling heard by district leadership show markedly mixed responses.

What this really means: Teachers love their students and peers but remain uncertain about long-term growth, system-level support, and influence on district direction.

7. Student well-being and sense of safety show mixed signals

Why this theme appears:

- 5Essentials: Safety declines slightly and remains Neutral (51). Academic Personalism and Student-Teacher Trust are Weak.
- Community Survey: Parents mostly agree their children feel safe but note concerns about peer dynamics, social media impact, and inconsistent social-emotional supports.
- Morale Diagnostics: Staff report student behavioral disruptions as a notable issue, consistent with 5Essentials classroom disruption metrics.

What this really means: The district is safe in the broad sense, but the *relational experience* of safety—belonging, being known, trusting adults—is uneven.
