

CROSSLAKE COMMUNITY SCHOOL DISTRICT

Multi-Year Stakeholder Survey Analysis

2022-2023 through 2024-2025 Trend Summary

Presented to the Board of Directors • February 2026

Purpose

This report summarizes three years of stakeholder satisfaction survey data to inform the Board’s review and approval of the 2025-2026 survey instruments. Understanding historical trends helps contextualize why specific questions have been added, removed, or restructured in the redesigned surveys.

Data Overview

2022-2023	2023-2024	2024-2025
297 respondents across 6 stakeholder groups	167 respondents across 6 stakeholder groups	193 respondents; qualitative Board Report

Consistent District Strengths

The following strengths have remained stable or improved across all three years of data collection:

Strength Area	2022-23	2023-24	Trend
Parent satisfaction with education program	95.4% satisfied (SB)	92.8% satisfied (SB)	Stable
Safe and orderly environment (staff)	86-100% across groups	89-100% across groups	Stable
Someone at CCS cares (parents)	93.8% “really care”	100% (92.9% really care)	Strong
Would recommend CCS (parents)	90.8% agree/SA	90.4% agree/SA	Stable
Staff collaboration and culture (online)	97%+ across metrics	95-100% across metrics	Strong
Mission alignment (staff)	83-97% across groups	84-100% across groups	Stable
Teacher accessibility (parents)	86.1% agree/SA	97.6% agree/SA	Improving

Growth Areas Identified

The following areas showed opportunities for improvement across survey years, informing the redesigned 2025-2026 instruments:

Growth Area	Evidence	District Response	Survey Redesign
Compensation satisfaction	Staff “one thing to change” responses across all three years	District-wide compensation overhaul completed	Direct Likert question added for staff
Decision-making transparency	Staff neutral rates of 21-53% across years; mixed signals on input valued	Strategic Roadmap implementation with defined committee structure	Separate district and school leadership effectiveness questions
Extracurricular programming	Top parent and student request across all years: sports, arts, cooking, languages	Expanded programming under development	Comprehensive activity/program checklist added
Student mission understanding	High “I don’t know” rates in open-ended mission responses across all years	Simplified RELIC values framework introduced	Age-differentiated versions (K-3, 4-8, 9-12)
High school pathway preparation	Parents requesting in-person HS options; students wanting career-focused classes	Three-pathway model (Workforce, Career Tech, College) developed	Explicit pathway preparation questions added
Communication effectiveness	Qualitative complaints increasing by 2024-25; no baseline metric existed	4Cs communication framework implemented	Scaled communication effectiveness question added
Online/seat-based experience gap	Online metrics consistently 10-20+ points higher across student and staff surveys	Targeted improvements to seat-based programming and culture	Separate school-level evaluations enable tracking progress
Student belonging	“Someone cares” 3-point scale too coarse; significant program-level gaps hidden	Responsive Classroom, PBIS, and connection initiatives	Replaced with 5-point “sense of belonging” questions

How the 2025-2026 Surveys Address These Findings

The redesigned survey instruments represent a significant evolution in how CCS collects and uses stakeholder feedback:

Key Design Improvements

- Two-part structure separating District-Level and School-Specific questions for clearer data
- Age-differentiated student versions (K-3, 4-8, 9-12) replacing one-size-fits-all approach

- Standardized 5-point Likert scale throughout, enabling consistent longitudinal comparison
- RELIC values integration aligned with Strategic Roadmap (Respect, Excellence, Learning, Integrity, Community)
- Three explicit post-graduation pathways: Workforce Ready, Career & Technical Education, College Bound
- Demographic questions (grade, tenure, role) added for meaningful cross-tabulation
- Separate district and school-level leadership effectiveness assessments
- Direct compensation and advancement satisfaction measurement for staff
- Scaled communication effectiveness question establishing a measurable baseline

Recommended Administration Plan

Implementation Recommendations

- Timing: Late spring (aligned with spring conferences for parent participation)
- Baseline year: Document 2025-26 as the new baseline for future trend tracking given the instrument redesign
- Response rate targets: Set minimums by group; focus on parent engagement which declined from 94 responses (2022-23) to 31 (2024-25)
- Multiple access points: Digital links via email, school website, QR codes on newsletters, and in-person support during conferences
- Core questions preserved: Safety, recommendation, and satisfaction questions maintained in comparable form for longitudinal continuity
- Results reporting: Disaggregated by program (online/seat-based) and demographic factors to enable targeted improvement

Summary for Board Consideration

Three years of stakeholder data confirm that CCS's core strengths — caring staff, small school environment, safe learning spaces, and mission alignment — remain remarkably stable and are valued across all stakeholder groups. At the same time, the data identifies clear growth areas that the district is actively addressing through the compensation overhaul, Strategic Roadmap implementation, RELIC values framework, and three-pathway post-graduation model.

The redesigned 2025-2026 survey instruments directly respond to every major data gap identified through this multi-year analysis. The Board is asked to review and approve these instruments so they may be administered this spring, establishing the new baseline for continued longitudinal tracking.

The Superintendent recommends Board approval of the 2025-2026 Stakeholder Satisfaction Survey instruments as presented.