

CROSSLAKE COMMUNITY SCHOOL DISTRICT

Annual Stakeholder Satisfaction Survey

2025–26 Results & Year-over-Year Comparison

Prepared for: Board of Directors — Regular Meeting, June 22, 2026**Submitted by:** Jenna Leadbetter, Ed.D., District Superintendent**Data sources:** 2025–26 Student, Staff, and Parent/Guardian surveys (249 respondents); compared against the 2024–25 satisfaction analysis.

Executive Summary

This year's satisfaction survey drew 249 responses across our three stakeholder groups, an increase over last year's 193. Staff participation grew notably, strengthening our confidence in the staff findings.

The overall picture is solid: confidence in the district's mission, leadership, and learning environment is high, and several of last year's most urgent pain points have measurably eased. The technology and platform confusion that dominated last year's feedback has largely resolved, transportation has dropped off as a top concern, and parent communication is now rated effective by the overwhelming majority of families.

Three areas warrant continued board attention. **Compensation satisfaction** was the lowest-scoring staff item this year. It tracks with tenure — 20% favorable among first-year staff, rising to 74% at 7+ years — the expected shape of an intentional, experience-differentiated band system. All three employee groups were overhauled this year to a minimum of 90% of market average, with the final group effective July 1. The number reflects timing and scale placement more than a competitiveness gap. **Extracurricular and activity expansion** is the single most-requested improvement from both students and families, as it was last year. And the **in-person program** has clear areas of focus — student climate and pathway readiness — as it stabilizes under the permanent leadership arriving this summer.

We have not waited to act. Since the survey closed, the Board approved the Group C hourly compensation overhaul — paraprofessionals, kitchen, maintenance/custodial, and administrative assistants — effective July 1, and the district held its first-ever district-wide Staff Recognition Celebration. Both respond directly to top themes in this year's data and should be reflected in next year's scores.

Bottom line: the data validates the strategic direction the board has supported — compensation reform, platform consolidation, and communication structure — while pointing clearly to where the next phase of work belongs.

Participation Snapshot

Participation held strong across all three groups, supporting the reliability of the findings below.

Stakeholder Group	2024–25	2025–26	Change
Students	130	152	+17%
Staff	32	64	+100%

Stakeholder Group	2024–25	2025–26	Change
Parents / Guardians	31	33	+6%
Total Respondents	193	249	+29%

Program mix (2025–26): Students — 120 in-person, 31 online. Staff — 40 online, 23 in-person (multi-select). Parents — 22 online, 11 in-person.

One district, two schools. CCS is a single district made up of two schools — the in-person PreK–8 campus in Crosslake and the statewide online K–12 program. “District-wide” items are a combined rating from respondents across both schools; the program sections that follow report each school on its own.

About the data. “Favorable” combines “agree” and “strongly agree” (or equivalent). District-wide items rest on the full samples above; program-specific items reflect smaller sub-samples and are best read as directional. Figures compare to the 2024–25 survey where items match.

Year-over-Year Comparison: Where the Needle Moved

Last year’s report identified a cluster of urgent concerns. The table below tracks each against this year’s data so the board can see, at a glance, what we resolved, what improved, and what persists.

Theme	What the Data Shows (Year over Year)	Status
Compensation & advancement	Top concern last year. The 47% favorable rating reflects sentiment captured before the Group C hourly overhaul — paras, kitchen, maintenance/custodial, and administrative assistants — was Board-approved effective July 1, 2026. Pay is set to a minimum of 90% of market average district-wide via the 80/90/100 band system; all three groups (A, B, C) are now overhauled, completing the foundational compensation year.	Action Taken
Technology / platform confusion	Dual Canvas–Edgenuity frustration dominated last year. Now only a handful of mentions; online digital tools 95% favorable (staff), platform user-friendly 86% (parents).	Substantially Improved
Communication	Flagged urgent last year. Parent communication now 91% at least somewhat effective (67% “very effective”). Still the #1 open-ended staff theme around internal cadence and clarity.	Improved / Ongoing
Extracurriculars & activities	Top community priority last year and again this year — the #1 open-ended request from both students and parents.	Persistent Priority
Transportation	Described as a “crisis” last year (long bus rides). Nearly absent from this year’s responses (2 parent mentions).	De-escalated
Demand for expanded grades	In-person families value the program and continue to ask for it to extend into higher grade levels — a signal of loyalty and an enrollment opportunity.	Opportunity
Career & pathway readiness	Building on last year’s three-prong pathway vision; continued focus on post-graduation readiness across both programs.	Ongoing

Findings by Stakeholder Group

Students (n = 152)

Our youngest students report consistently positive experiences: 95% say they have what they need for schoolwork, 92% have friends at school, and 88% say their teacher helps when needed. Older in-person and online students likewise rate safety, access to help, and clarity of expectations highly.

Students also point to clear areas of focus. In the in-person school, student climate and behavior expectations are the most-raised theme, with students themselves asking for more consistent expectations among peers. Among online students, confidence about post-graduation preparation is a relative focus area. By a wide margin, the most-requested improvement across all student groups is more activities and extracurriculars.

- **What students value most:** small class sizes and caring teachers (in-person); flexibility, pacing, and responsive teachers (online).
- **What they'd change:** more extracurriculars, more consistent behavior expectations, and small logistics (lunch, breaks).

Staff (n = 64)

Staff alignment with mission and vision is exceptionally strong (98% understand and support the district vision). District leadership and mission-consistent decision-making both sit at 86% favorable. The lowest-scoring item is compensation and advancement satisfaction at 47% — and the breakdown matters. Dissatisfaction is not concentrated among hourly staff (hourly/support 40%, licensed/salaried 48%); it tracks with tenure. Satisfaction rises from 20% among staff in their first year to 74% among those with 7+ years of service. That pattern is the expected result of an intentional, experience- and qualification-differentiated band system: entry tiers start lower by design, which is precisely what allows the district to reserve top-of-scale pay for demonstrated excellence and to meet the state's high-quality-teacher charter indicator. The overhaul was the deliberate, repeatedly communicated remedy for long-standing systemic pay inequities; all three employee groups — licensed (A), leadership (B), and hourly (C) — were moved to a minimum of 90% of market average, with Group C the final group, effective July 1. Recognition (61%) and communication cadence (73%) are the other growth areas.

Compensation Satisfaction by Tenure (Staff)	Favorable	Read
Less than 1 year (entry tiers)	20%	n=10
1–3 years	38%	n=8
4–6 years	36%	n=22
7+ years (upper tiers)	74%	n=23

Staff — District-Level Items (n=64)	Favorable	Read
Understand & support the district vision	98%	Strength
Leadership decisions support student learning	86%	Strength
Decisions uphold district mission	86%	Strength
District communication is effective	73%	Solid / Watch
Accomplishments adequately acknowledged	61%	Watch

Staff — District-Level Items (n=64)	Favorable	Read
Satisfied with compensation & advancement	47%	Priority

Each program has its own profile. The online program posts consistently high leadership and culture scores — including 100% favorable on collaborative staff culture. The in-person program is strong on safety and resources, with focus areas around pathway readiness and consistency of systems. In-person principal-leadership ratings are excluded this year: an unplanned mid-year change in the role means respondents were evaluating two different individuals, so those scores can't be fairly attributed to anyone. The principal search is in its interview stage now, with a decision expected by July 1, 2026 — a well-timed opportunity to support the program under permanent leadership.

Online Program — Staff & Parent Confidence	Favorable	Read
Online principal provides effective leadership (staff)	98%	Strength
Collaborative, supportive staff culture (staff)	100%	Strength
I feel my work is valued (staff)	90%	Strength
Online communication clear & timely (parents)	91%	Strength
Child making appropriate progress (parents)	91%	Strength
Learning platform is user-friendly (parents)	86%	Strength

In-Person Program — Strengths	Favorable	Read
Safe & orderly environment (staff)	92%	Strength
Materials & resources to teach effectively (staff)	88%	Strength

Focus areas for the in-person program include student climate and behavior expectations, pathway readiness, and consistency of systems and procedures — a natural early agenda for incoming permanent leadership, supported by MTSS/SEL work already under way. (In-person principal-leadership ratings are excluded this year because an unplanned mid-year change in the role meant respondents were evaluating two different individuals.)

Parents & Guardians (n = 33)

Families would recommend the district to others at 84% favorable, and 91% rate district communication at least somewhat effective — with 67% calling it “very effective.” This is a notable reversal of last year’s communication concerns. Parents also see real evidence of the district’s environmental-connection mission: not a single family answered “no” when asked whether CCS helps their child connect with the environment.

Online program parents are highly satisfied (communication 91%, academic progress 91%, platform usability 86%). In-person program parents are positive on belonging and progress; their in-person leadership ratings are excluded this year for the same split-referent reason noted above. Their top open-ended requests mirror students’: more extracurriculars, clearer teacher-to-family communication, and continued interest in in-person options through high school.

What's Working — Strengths to Protect

- **Mission and vision alignment.** 98% of staff understand and support the district vision; families see the environmental-literacy mission lived out.
- **Online program excellence.** Leadership, culture, communication, and platform usability all rate 86–100% favorable across staff and parents.
- **A safe, caring environment.** Safety and access-to-help scores are high across every group; relationships with teachers are the most-cited thing students and families value.
- **Resolved pain points.** Technology/platform confusion and transportation — both urgent last year — have substantially eased, and parent communication is now rated effective by the large majority.

Closing the Loop — Actions Taken Since the Survey

The board should know that the district has already acted on this year's clearest themes. These steps were taken after the survey window closed and are not yet reflected in the scores above.

- **Group C compensation overhaul — approved, effective July 1.** The Board approved new wage scales for all hourly staff — paraprofessionals, kitchen/food service, maintenance/custodial, and administrative assistants — bringing pay to a minimum of 90% of market average district-wide, consistent with the 80/90/100 band system. This directly answers the year's lowest-scoring item (compensation, 47% favorable) and the most frequent open-ended staff request. It also completes the foundational compensation year: Groups A (licensed), B (leadership), and C (all hourly) have now each received a full overhaul, with the district moving into a steady three-year COLA-based rotation.
- **First-ever district-wide Staff Recognition Celebration.** Held following the close of the survey, the inaugural event honored years-of-service recipients, retirees, and award recipients across both programs — a direct response to feedback that recognition was inconsistent (acknowledgment scored 61% favorable, with comments that the same individuals tended to be recognized). A structured, district-wide ballot process was built so recognition is shaped by staff themselves.
- **Promote-from-within as standing practice.** When able, CCS fills openings by promoting from within — strengthening the advancement pathways staff asked about and reinforcing retention. This practice carries into the in-person principal search now underway, with a decision expected by July 1.

Priority Areas for Board Attention

- **Compensation — monitor the impact (was 47% favorable).** With the Group C overhaul effective July 1, the board's focus shifts from approval to follow-through: communicate the change clearly to staff and watch for the expected lift in next year's satisfaction and retention data.
- **Extracurricular & activity expansion.** The #1 improvement request from both students and families, two years running.
- **In-person program support.** Student climate and behavior expectations, pathway readiness, and consistency of systems are the program's focus areas — a natural early agenda for the incoming permanent leadership arriving this summer.

- **Career & pathway readiness.** Post-graduation preparation across both programs is an area for continued investment, building on the three-prong pathway vision.
- **Internal communication & recognition.** Still the top staff open-ended theme; recognition equity (“the same people are recognized”) is a fixable, morale-relevant detail.

Recommended Next Steps

1. **Communicate and monitor the Group C compensation change**, now effective July 1, and continue building transparent advancement pathways — reinforced by the district’s promote-from-within practice.
2. **Build an extracurricular expansion plan** for 2026–27 spanning both programs, using survey demand to prioritize offerings.
3. **Charge the incoming permanent in-person principal** (decision expected by July 1) with a focused plan on student climate and behavior expectations and on pathway readiness, supported by MTSS/SEL resources already underway.
4. **Make recognition recurring.** Build on the inaugural Staff Recognition Celebration with a sustained, equitable practice that distributes acknowledgment more broadly and protects the internal-communication gains parents are already feeling.
5. **Continue pathway development** with particular attention to post-graduation preparation in the online program, and report participation/readiness metrics back to the board annually.

Closing

This year’s results tell a coherent story: where the board invested — platform consolidation, communication structure, and compensation reform — the groundwork is now in place. The work ahead is focused and achievable: let the completed compensation overhaul take hold across all staff, expand the activities our students and families keep asking for, and support the in-person program as permanent leadership arrives this summer. We are rooted in a strong foundation and clear about where to grow next.

With grit and grace,

Dr. Jenna Leadbetter, Ed.D.

District Superintendent | Crosslake Community School District