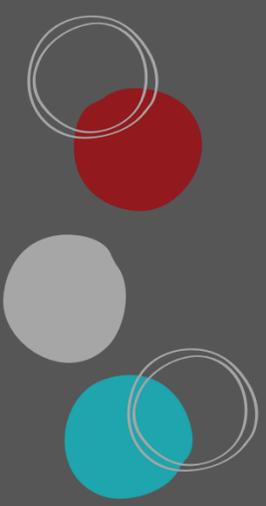


Roseville Area Schools

2024-25 School Climate Report

March 31, 2026



District Goals and Key Strategies

#1 Our graduates are prepared to achieve their goals and aspirations.

- Deliver a challenging, joyful, and safe learning environment
- Deliver innovative, effective practices and systems

#2 Our learners contribute to an equitable, caring society.

- Cultivate student engagement and joy in learning
- Support learner resiliency (student social and emotional learning and mental health)

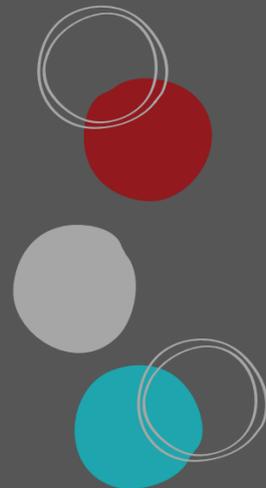
#3 We are a culturally responsive, inclusive, anti-racist district.

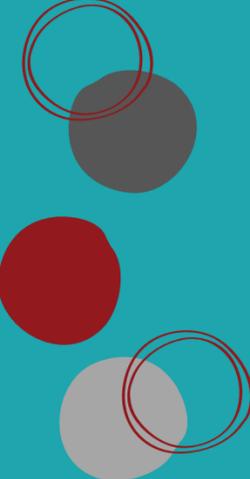
- Build a culture of belonging where all feel welcome, included, and safe

#4 The community is united behind meeting student needs.

- Partner with families and the community to support student success

#5 We are financially secure.

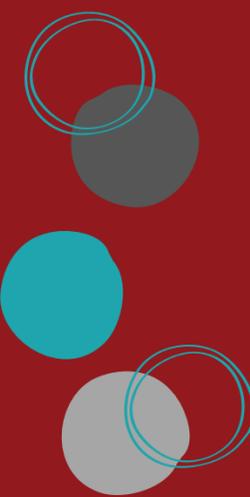
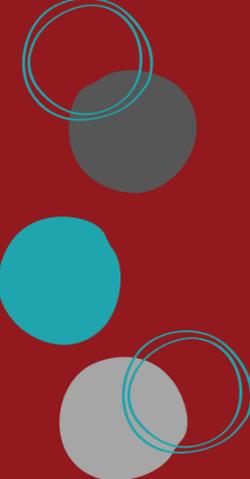
- Cultivate and maintain community trust
- 

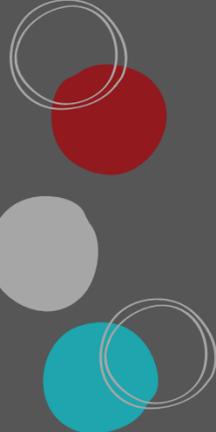


Report Sections:

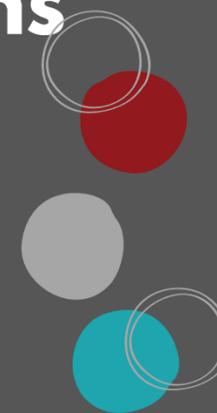
- **Tripod Staff Survey**
 - **Student Discipline Referrals and Suspensions**
 - **MN Student Survey Data**
 - **Social-Emotional Learning and Equity Survey**
- 

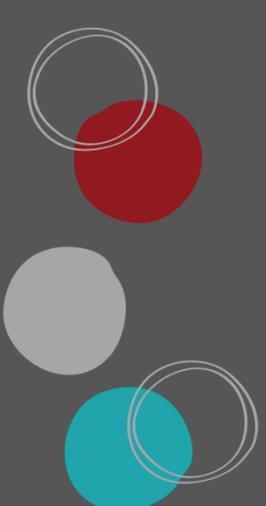
Tripod Staff Survey



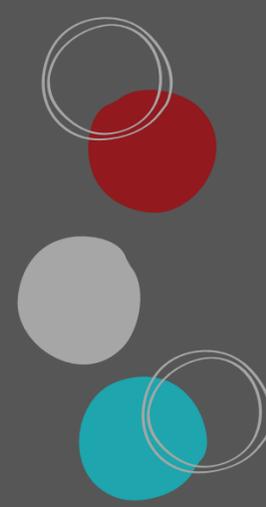


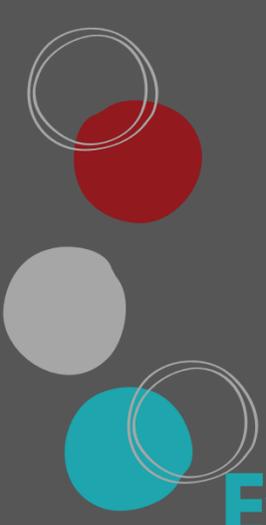
Tripod Survey 101

- **Current Tripod Administration Dates: March 16th - April 10th**
 - **All 623 staff were invited to take the survey - Districtwide Overview**
 - **Data can be sorted by Role, Gender, Class Type, Subject, and School**
 - **There is an option at the end of the survey for staff to identify as BIPOC (not required) allowing us to sort the data by BIPOC staff**
 - **Feedback can be seperated by Principal and Associate Principals**
 - **There is a comment box with limited characters that asks questions regarding school leadership (Word Clouds)**
- 



Tripod Staff Survey

- **Evaluation Quality**
 - **Quality of Professional Learning Communities (PLC)**
 - **Professional Development (PD) Quality**
 - **School Leadership**
 - **Schoolwide Academic Press**
 - **Organizational Effectiveness**
- 



Tripod Staff Survey

Evaluation Quality

captures the clarity of evaluation criteria and teacher satisfaction with school evaluation processes

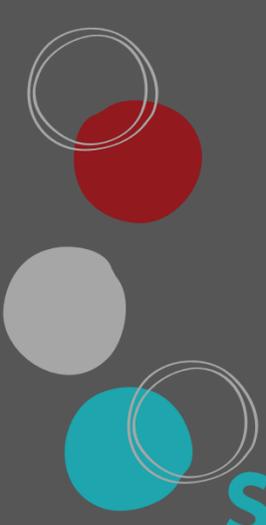
Quality of Professional Learning Communities

(PLC) captures the frequency with which teachers work effectively in small groups to improve their practice and student outcomes.

Professional Development (PD) Quality

assesses teacher perceptions of traditional professional development offerings





Tripod Staff Survey

School Leadership

concerns the role of the principal and other administrators in defining the school's mission, managing instruction, and promoting a positive school-learning climate

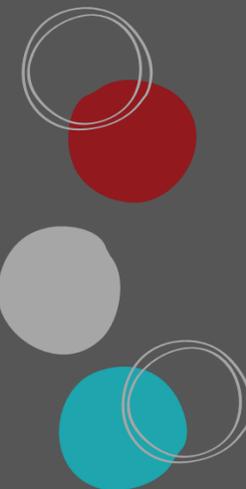
Schoolwide Academic

Press measures the extent to which a school sets high standards for instructional quality and teachers believe they can and actually do collaborate to meet those standards

Organizational

Effectiveness

captures the combination of School Leadership and School Academic Press





Evaluation Quality

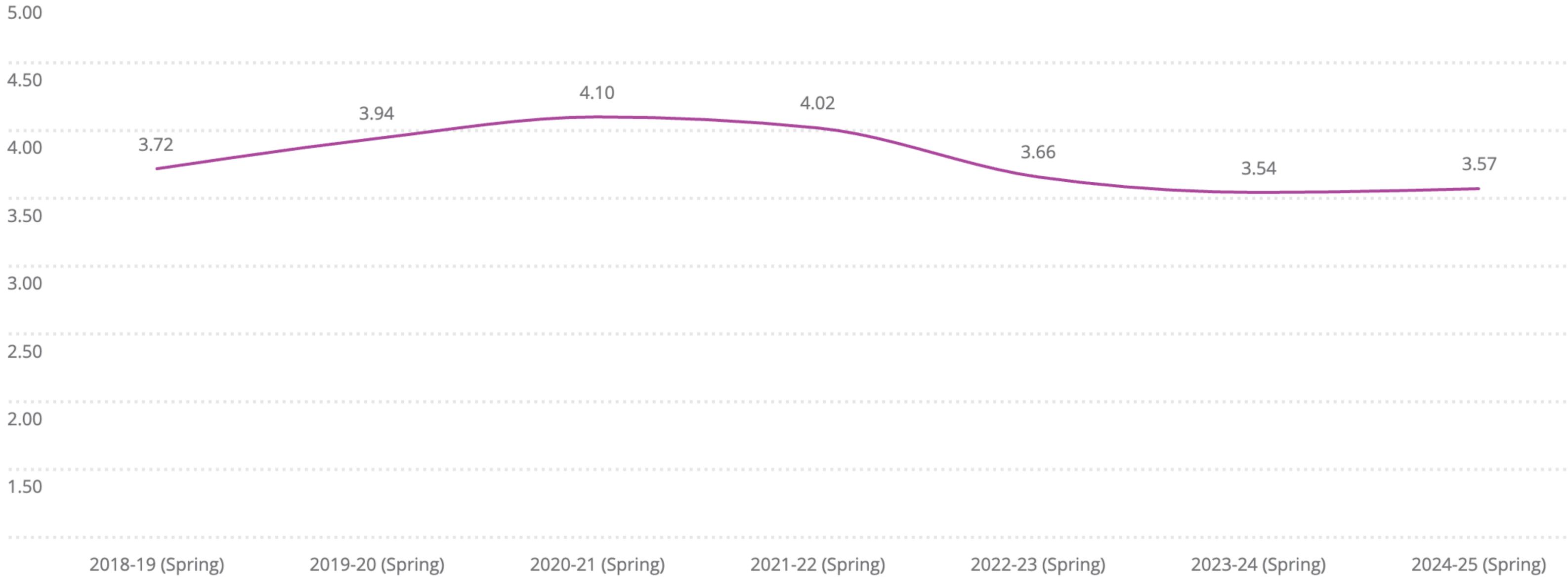
Evaluation Quality 2,934 ⓘ ⚠





Quality of PLC Time Use

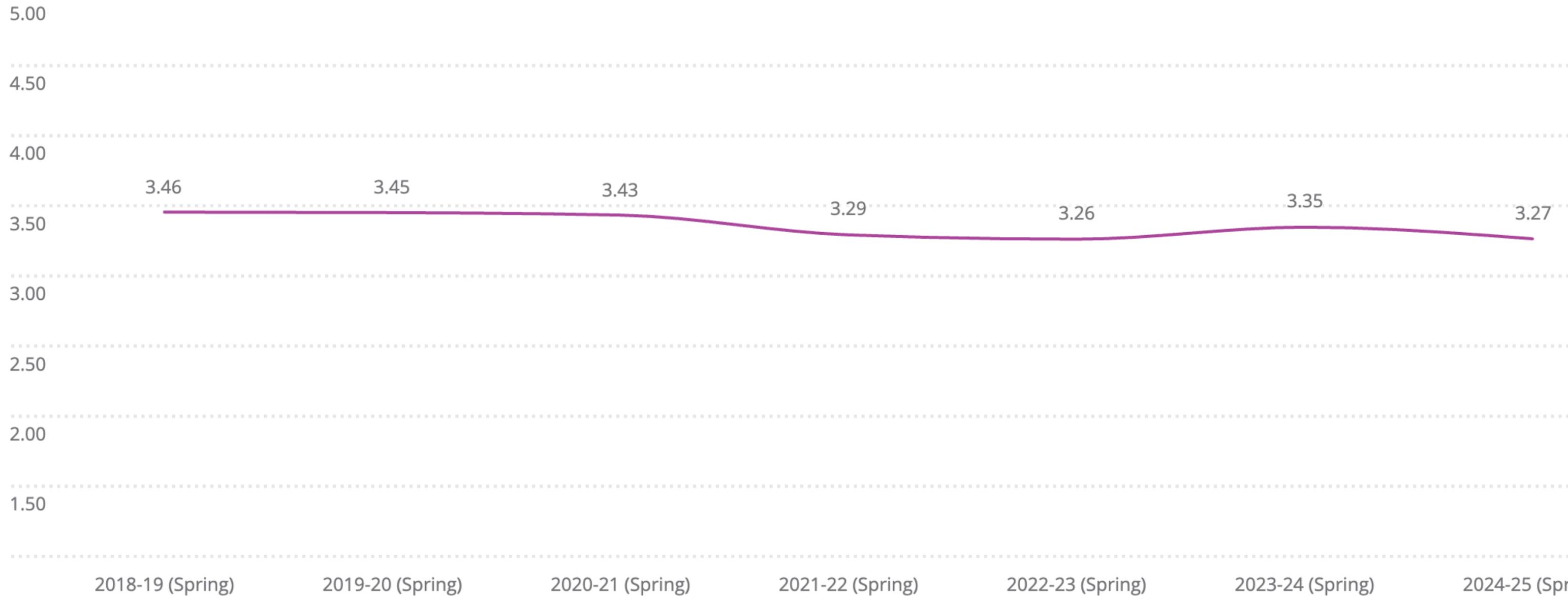
Quality of PLC Time Use 2,818 ⓘ ⚠





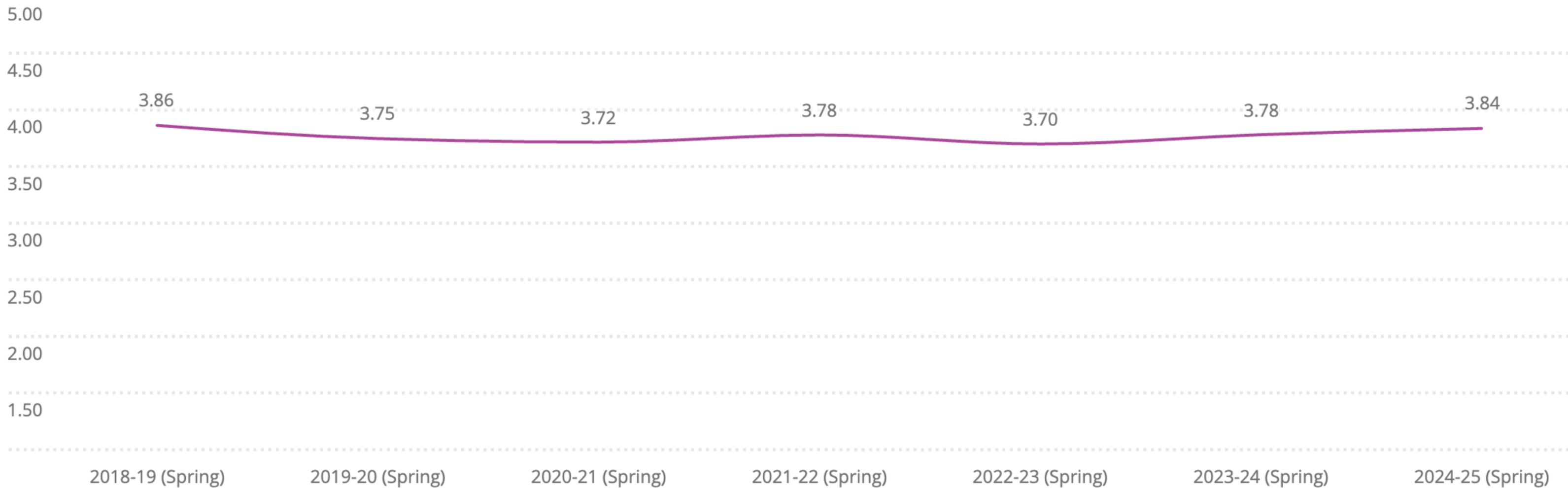
Professional Development Quality

PD Quality 2,867 ⓘ ⚠



School Leadership

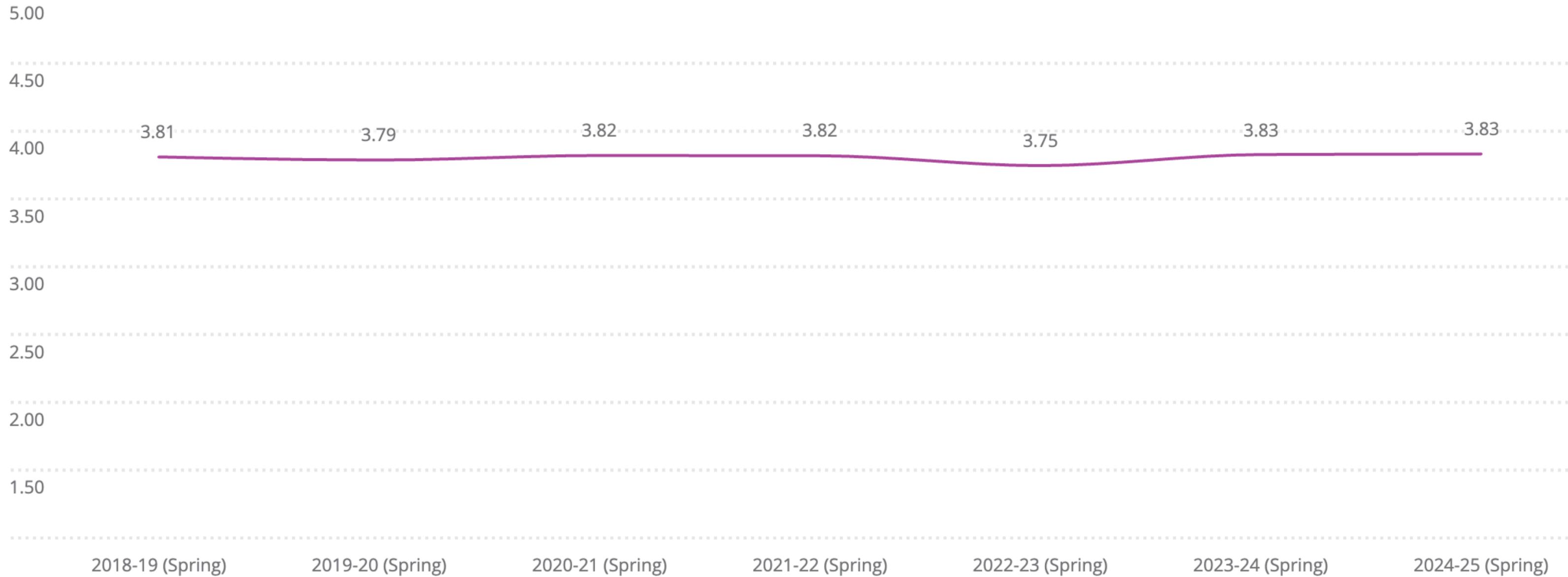
School Leadership 2,862 ⓘ ⚠





Schoolwide Academic Press

Schoolwide Academic Press 2,945 ⓘ ⚠

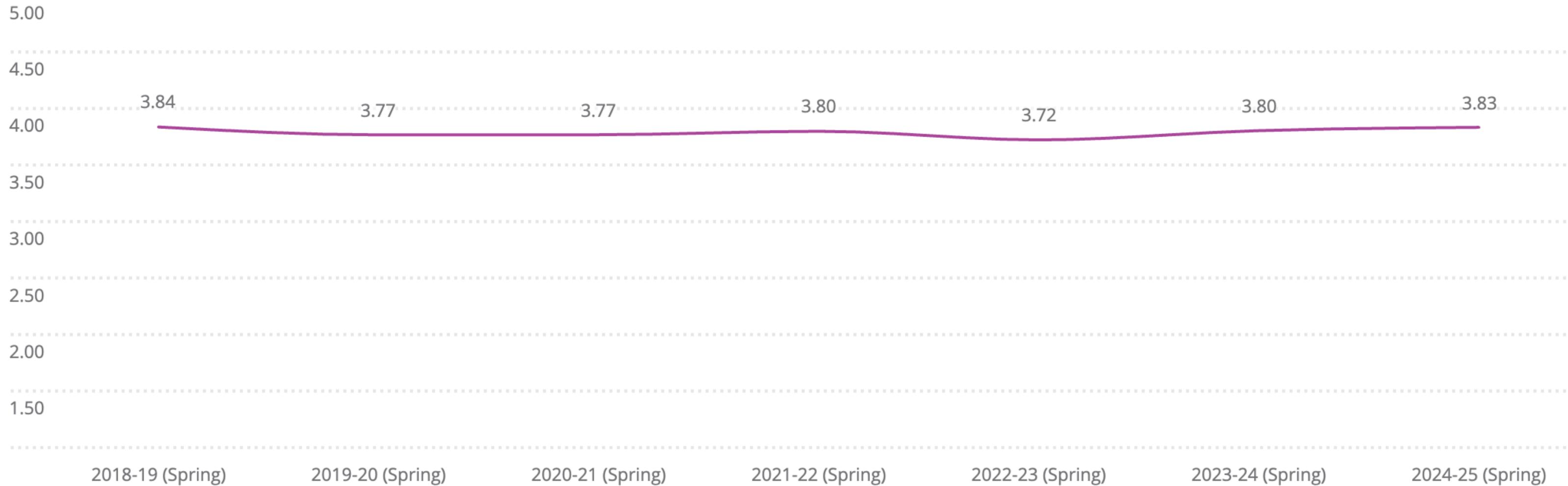




Organizational Effectiveness

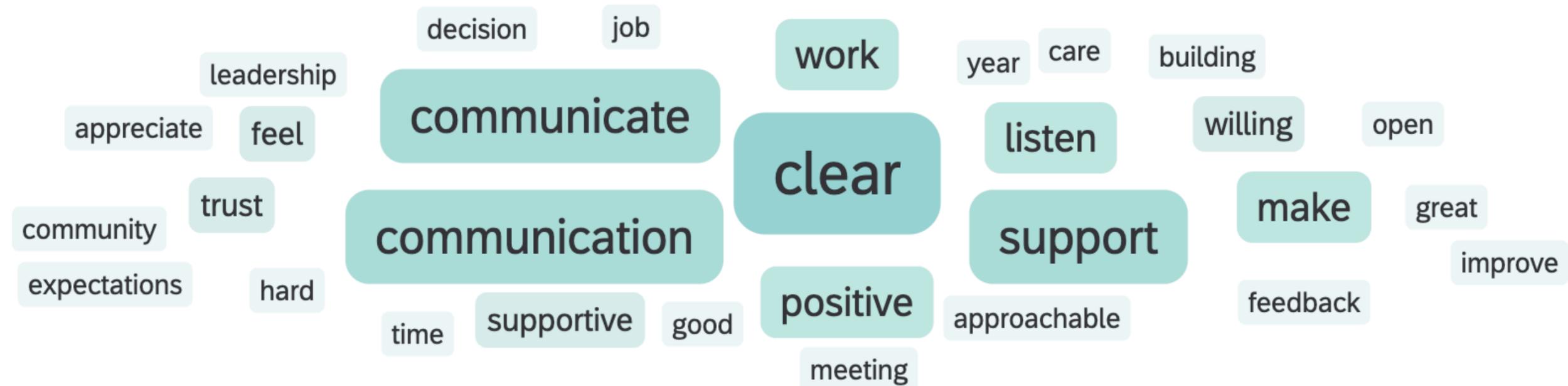


Organizational Effectiveness 2,949 



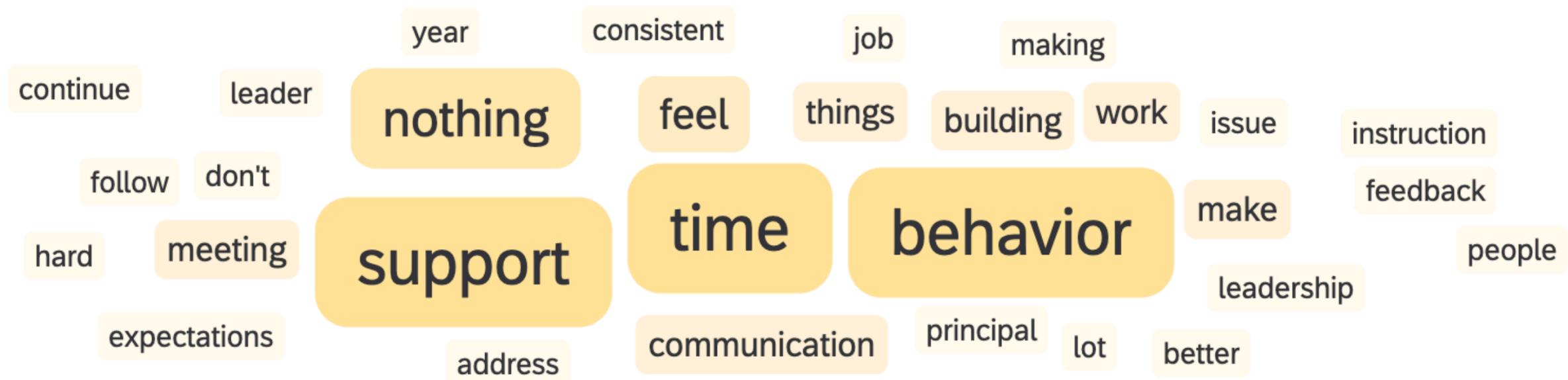
What About Your Principal's Leadership Is Going Well This Year?

Principal Leadership Going Well



What About Your Principal's Leadership Do You Believe Needs Attention?

Principal Leadership Needs Attention



Do You Have Any Other Feedback About Your Principal's Leadership?

Principal Leadership Other Feedback



Tripod Survey BIPOC Staff Insights:

BIPOC Feedback

- Evaluation Quality
- Quality of PLC Time Use
- Professional Development Quality
- School Leadership
- School Academic Press
- Organizational Effectiveness

Districtwide

3.94
3.57
3.27
3.84
3.83
3.83

BIPOC

3.82
3.64
3.20
3.85
3.66
3.75

Central Park was ranked the highest in all six categories by BIPOC staff.

BIPOC Feedback

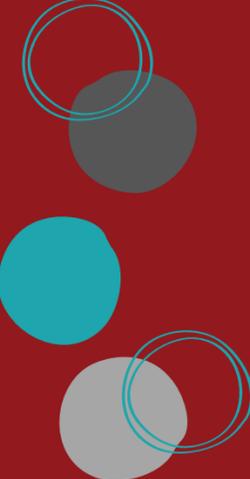
- Evaluation Quality
- Quality of PLC Time Use
- Professional Development Quality
- School Leadership
- School Academic Press
- Organizational Effectiveness

DW - BIPOC

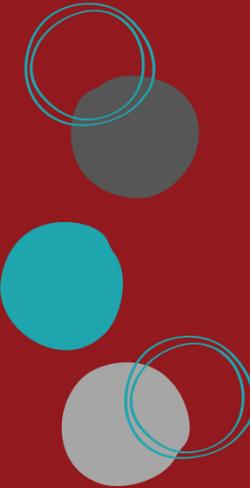
3.82
3.64
3.20
3.85
3.66
3.75

CP - BIPOC

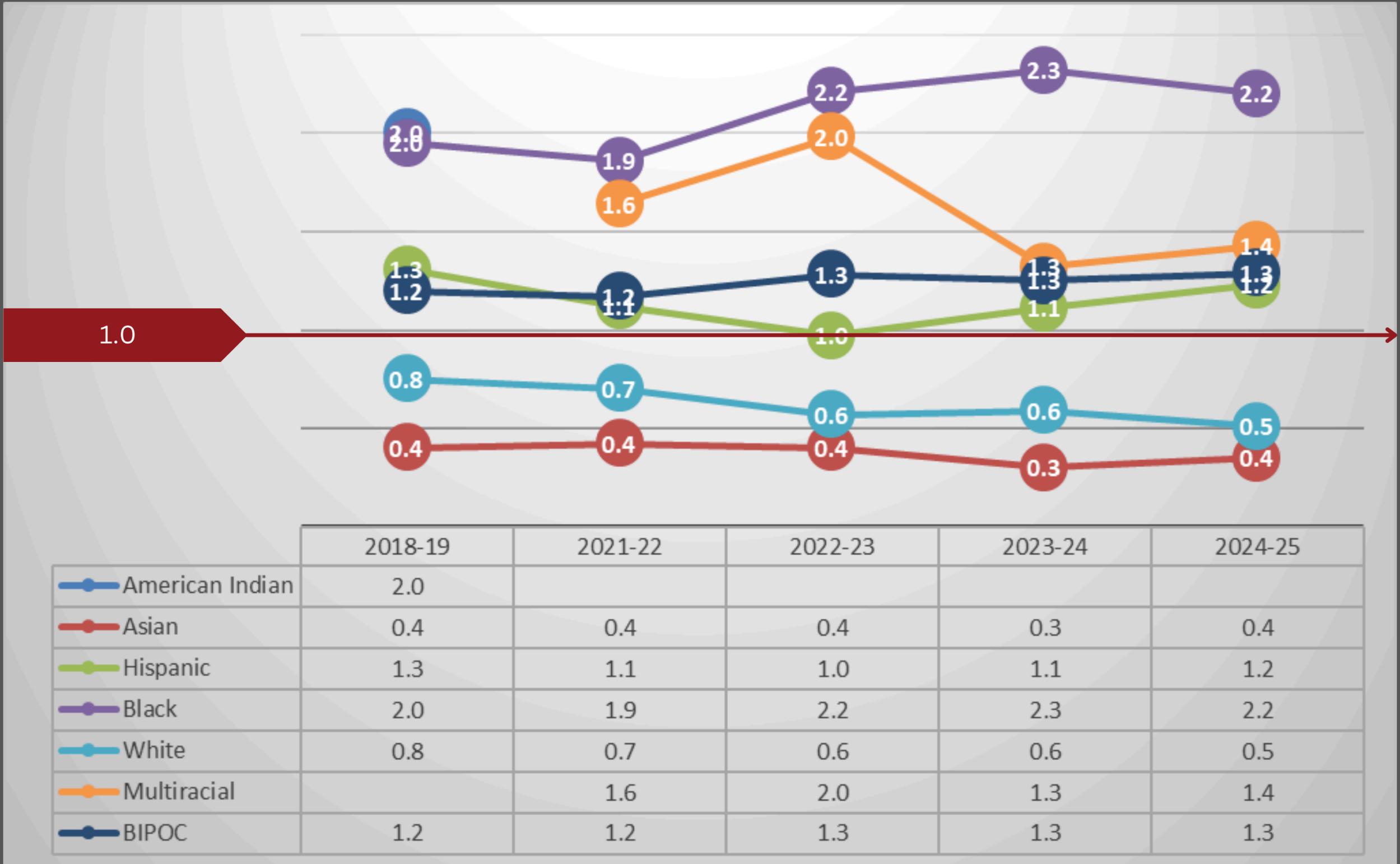
4.22
4.29
3.75
4.19
3.90
4.04



Student Discipline Referrals and Suspensions



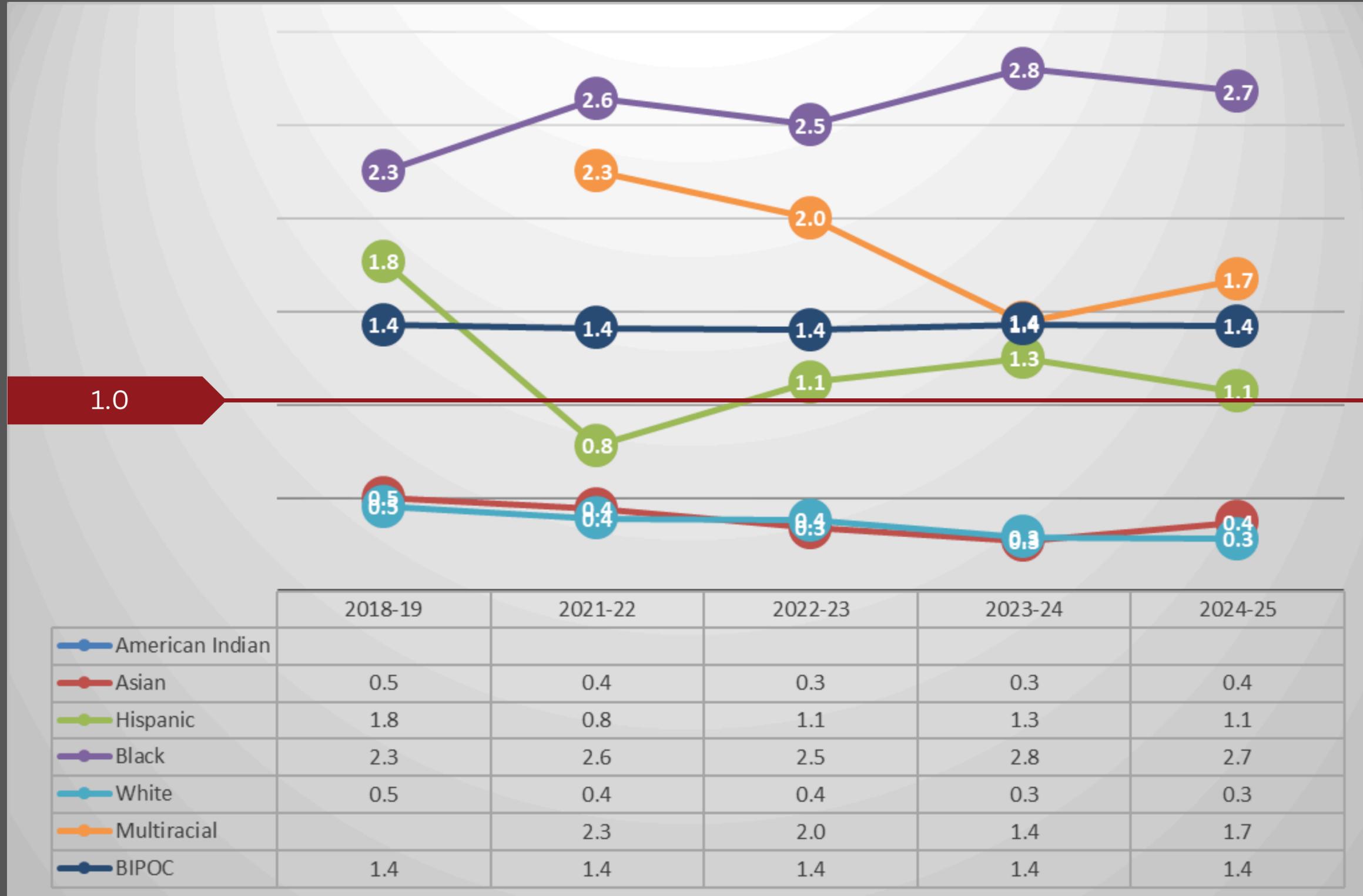
Discipline Referrals- Duplicated



Number of Duplicated Referrals

# of Referrals	2018-19	2021-22	2022-23	2023-24	2024-25
American Indian	131				
A/PI	331	180	189	151	157
Hispanic	716	398	395	486	499
Black	1680	796	995	1166	1012
White	1422	664	579	632	477
Multiracial		321	443	354	364
BIPOC	2858	1697	2024	2165	2036
All students	4280	2361	2603	2797	2513

Suspensions- Duplicated

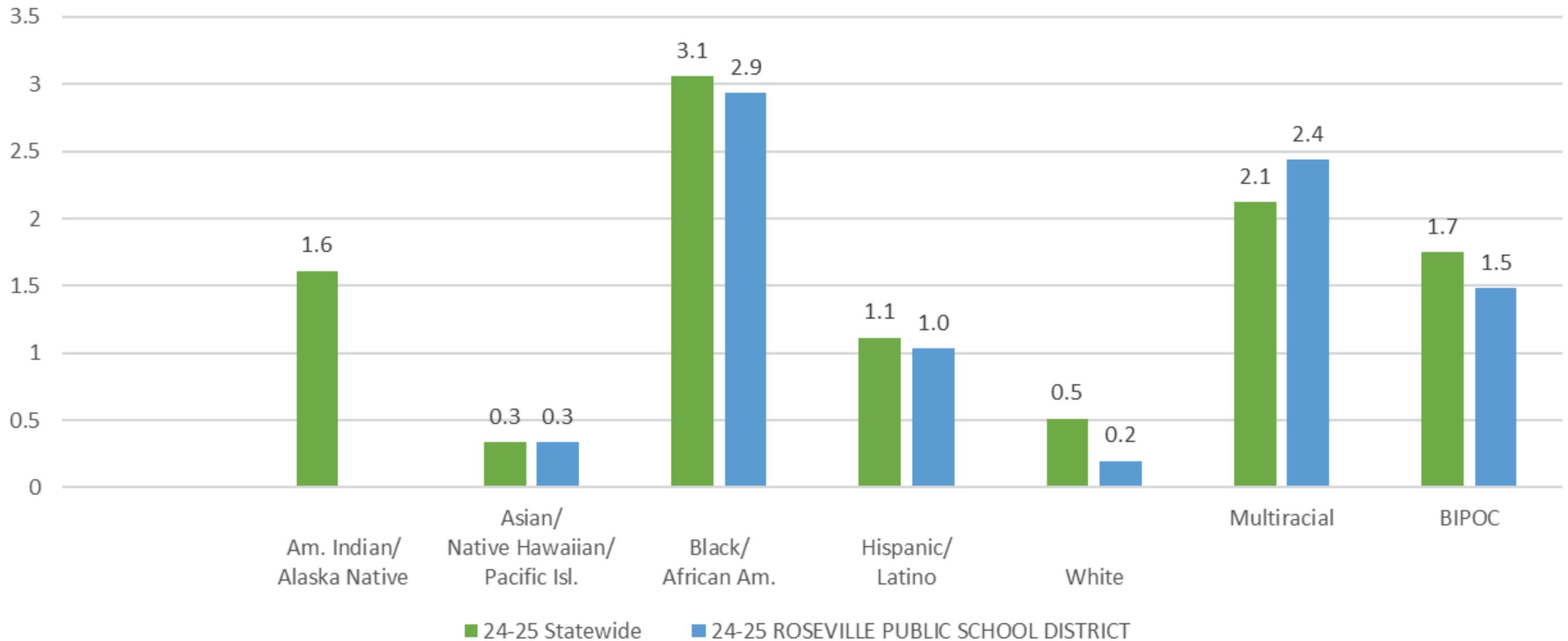


Number of Duplicated Suspensions

# of Suspensions	2018-19	2021-22	2022-23	2023-24	2024-25
American Indian					
Asian	44	16	22	25	26
Hispanic	105	31	62	98	74
Black	203	125	155	251	210
White	91	41	53	55	45
Multiracial		49	38	69	72
BIPOC	356	221	302	443	383
All Students	443	262	355	498	428

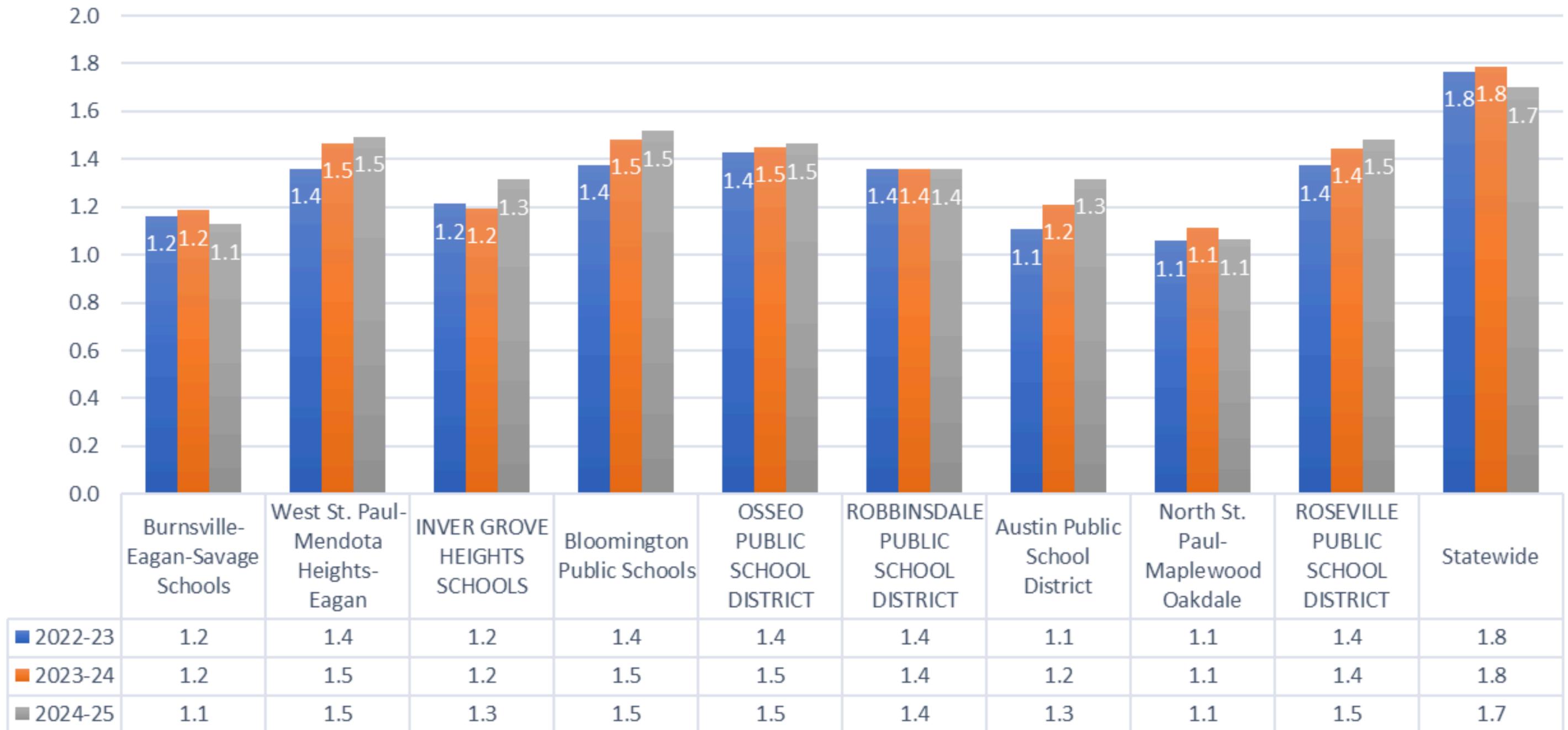
Duplicated Suspensions- Comparison

Roseville Area Schools Compared to Statewide Suspensions by Race/Ethnicity



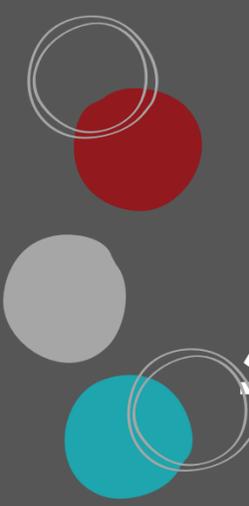
Duplicated Suspensions- Comparable Districts

Comparable Districts BIPOC Suspensions

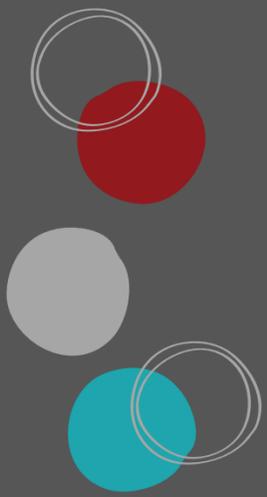


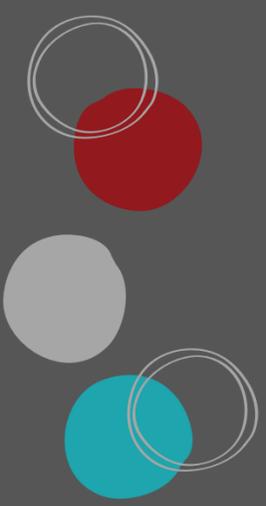
Duplicated Suspensions- Comparable Districts School Year 24-25



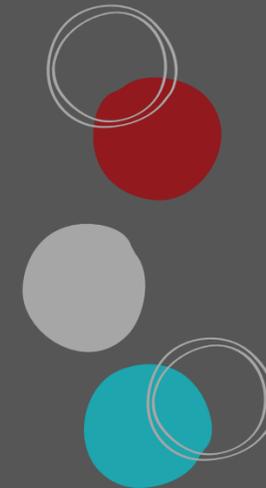


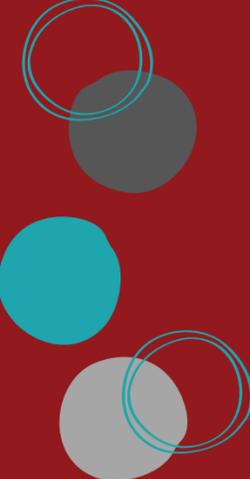
Suspension and Referral Data Summary:

- If we look at 3 year trends, both total numbers of referrals and suspensions have decreased. That means students are in class learning more.
 - While there is variability in discipline data, white students are consistently underrepresented and black students are consistently overrepresented.
 - Black students and multiracial students are the only students overrepresented in discipline data
- 

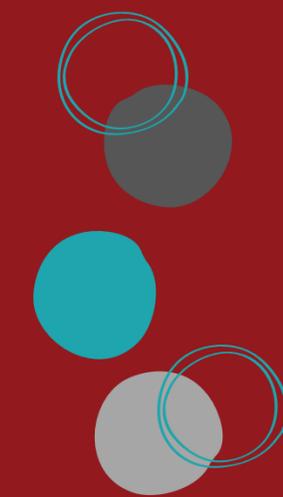


District Response/Systems Change:

- **Teacher development**
 - **Cultural Competence- cross culturally competency**
 - **Teacher responsibility not changing students**
 - **How are we redesigning our system to meet the needs of our students?**
 - **Affinity Groups and Cultural Liaisons**
 - **FOCUS, impacts of students of color having a teacher of color**
 - **Relationships with students and belief about them**
- 

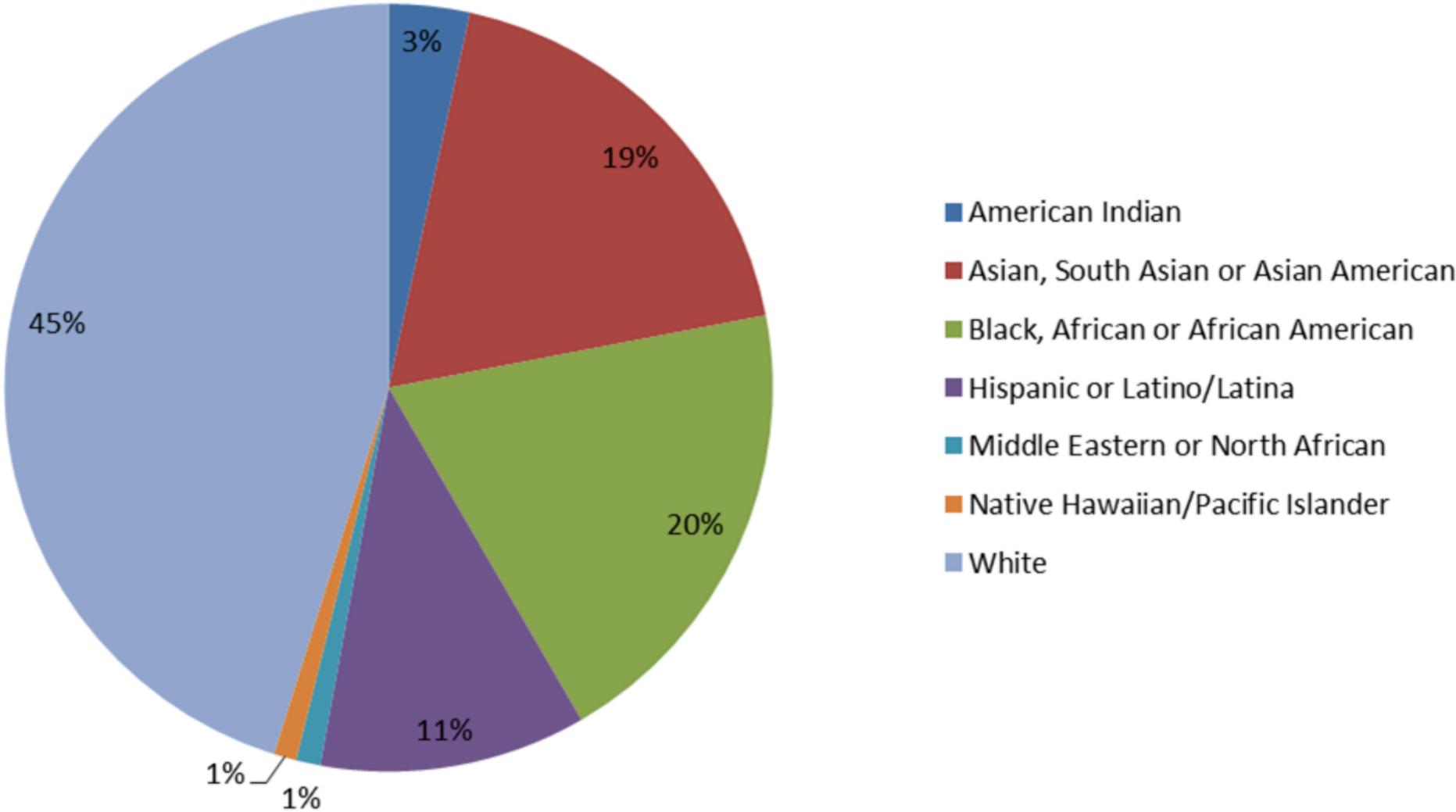


MN Student Survey 2025



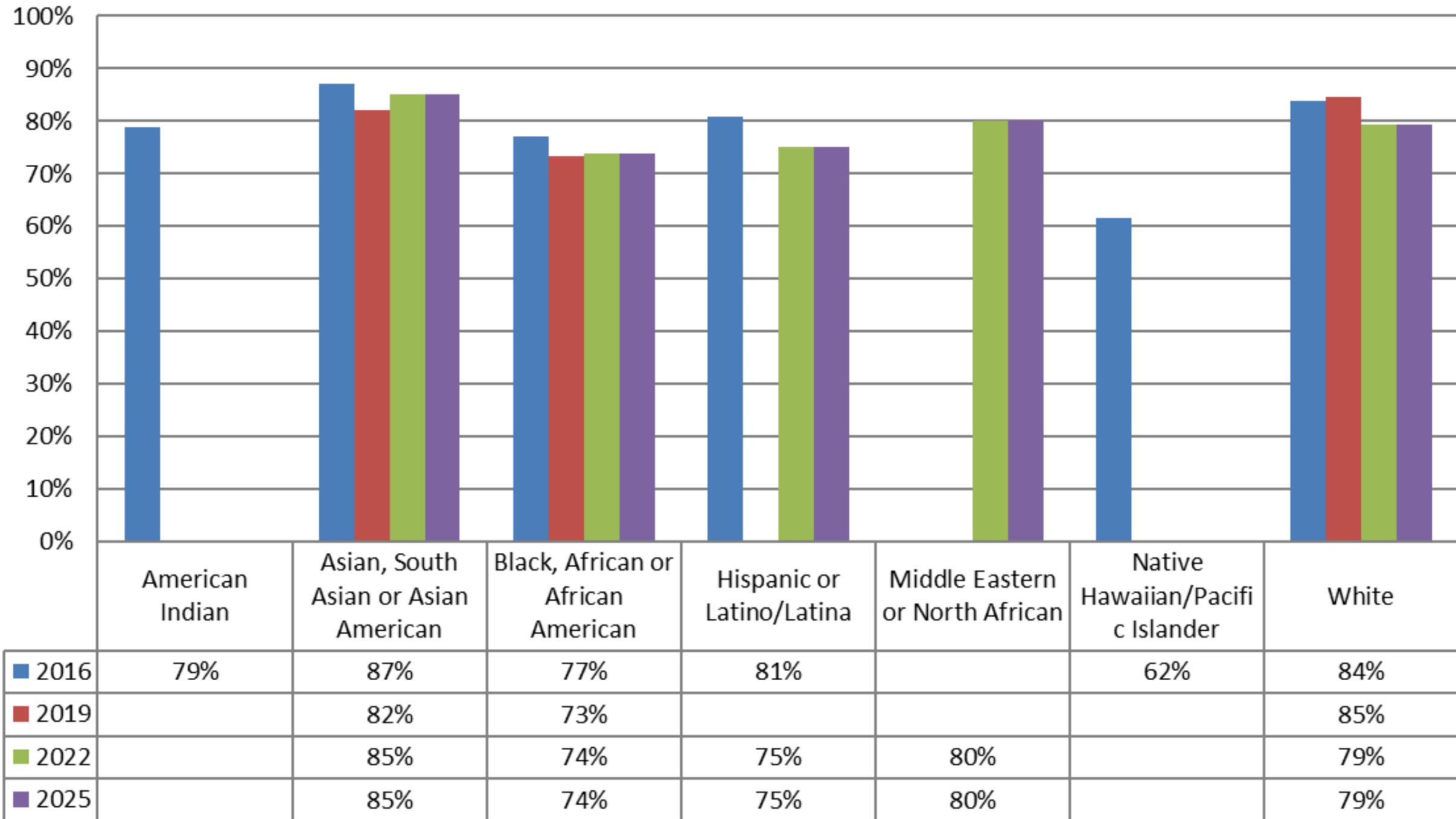
2025 MN Student Survey

Survey Participants Demographics by Race/Ethnicity



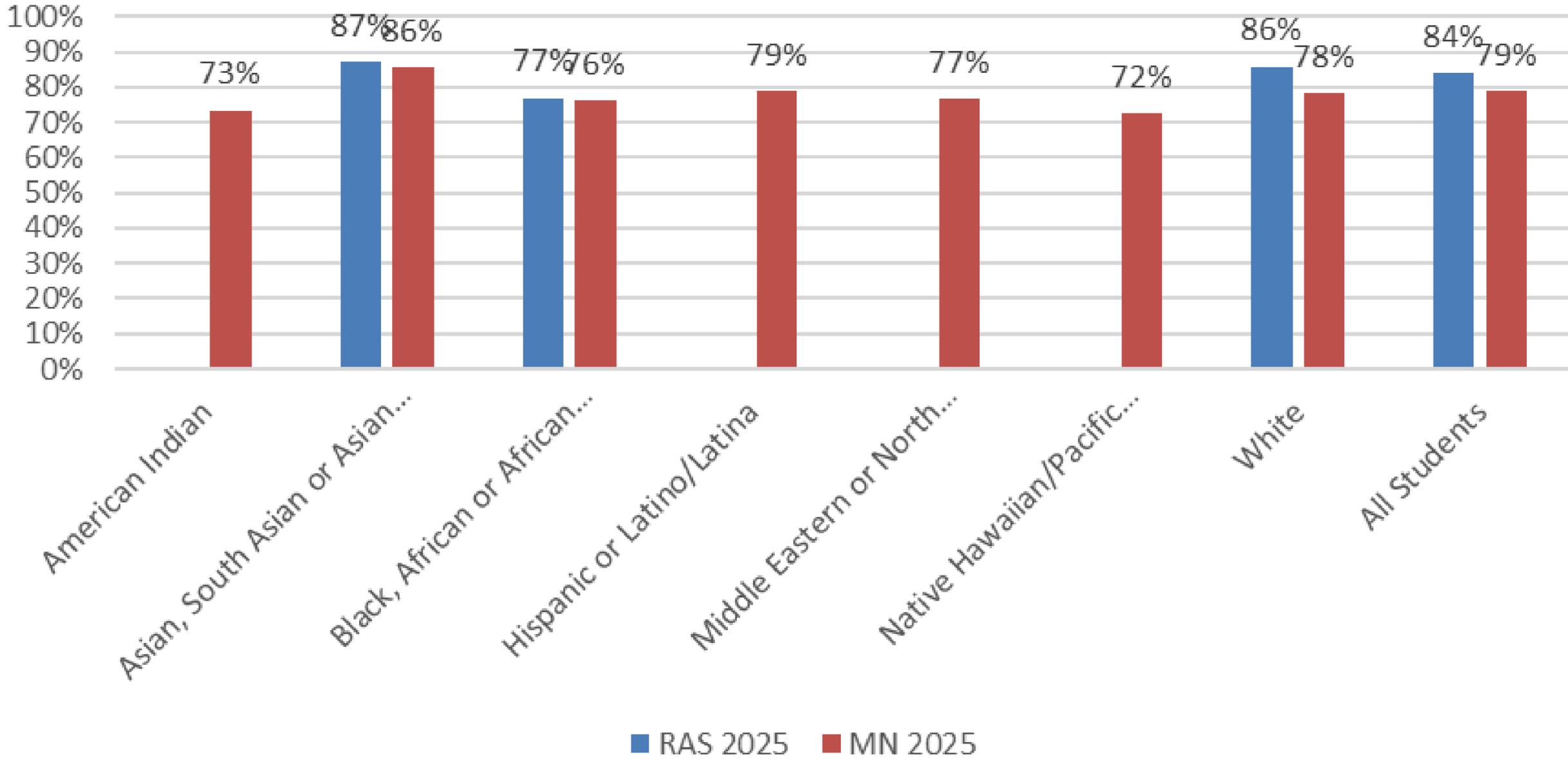
2025 MN Student Survey

Overall, adults at my school treat students fairly.



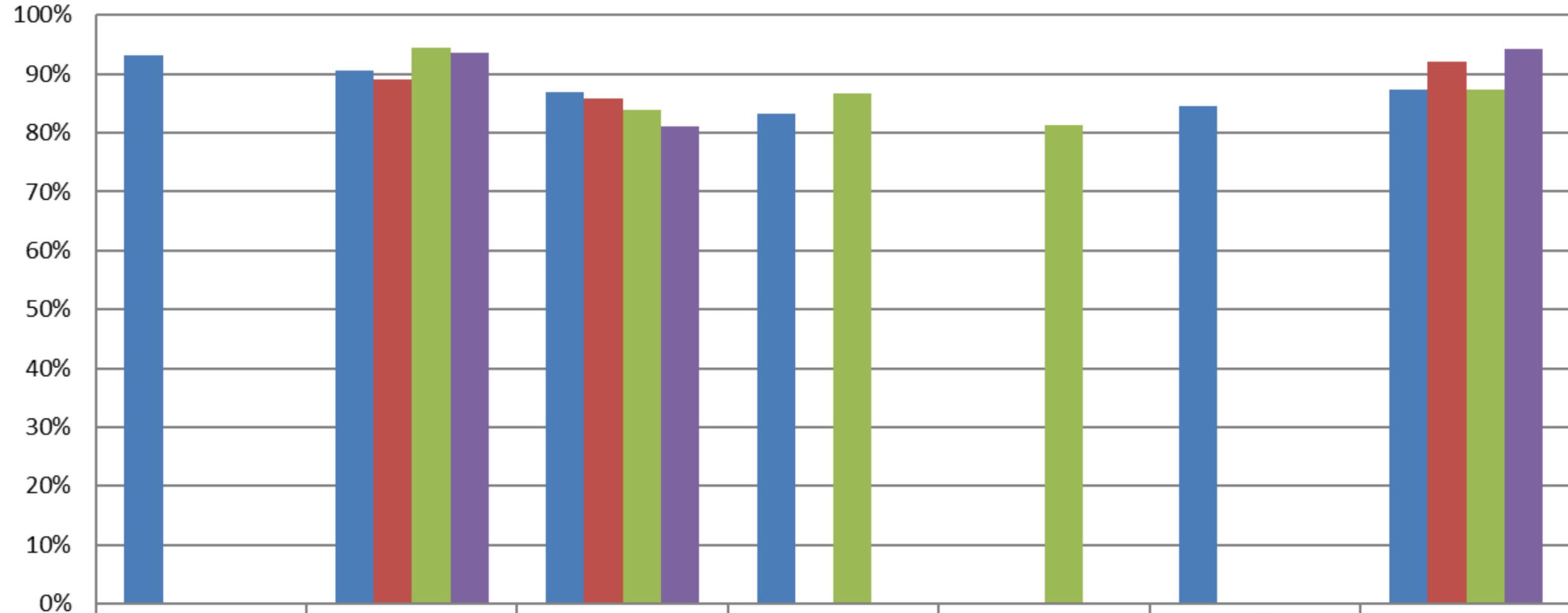
2025 MN Student Survey

Overall, adults at my school treat students fairly.



2025 MN Student Survey

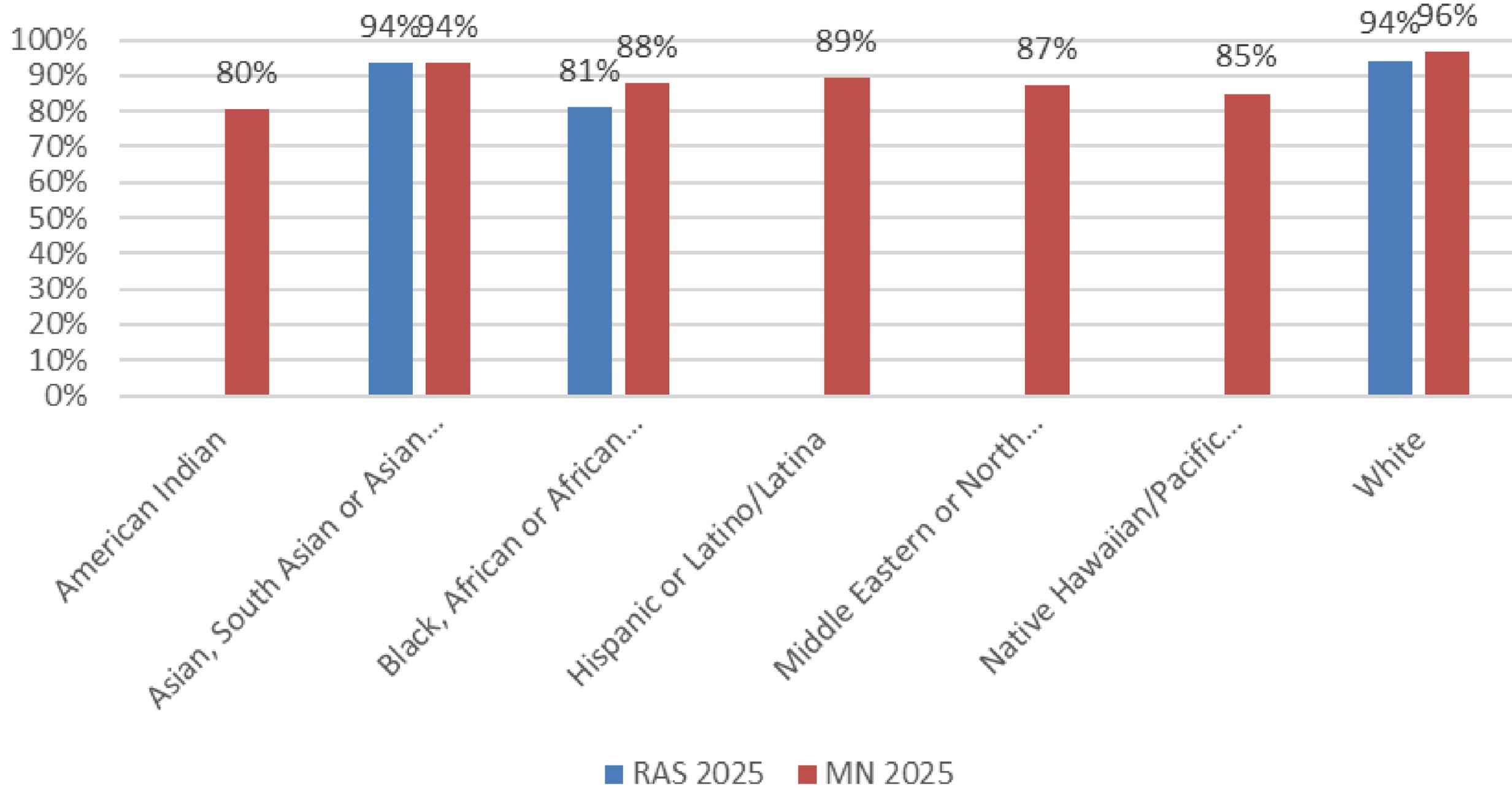
At my school, teachers care about students.



	American Indian	Asian, South Asian or Asian American	Black, African or African American	Hispanic or Latino/Latina	Middle Eastern or North African	Native Hawaiian/Pacific Islander	White
■ 2016	93%	91%	87%	83%		85%	87%
■ 2019		89%	86%				92%
■ 2022		94%	84%	87%	81%		87%
■ 2025		94%	81%				94%

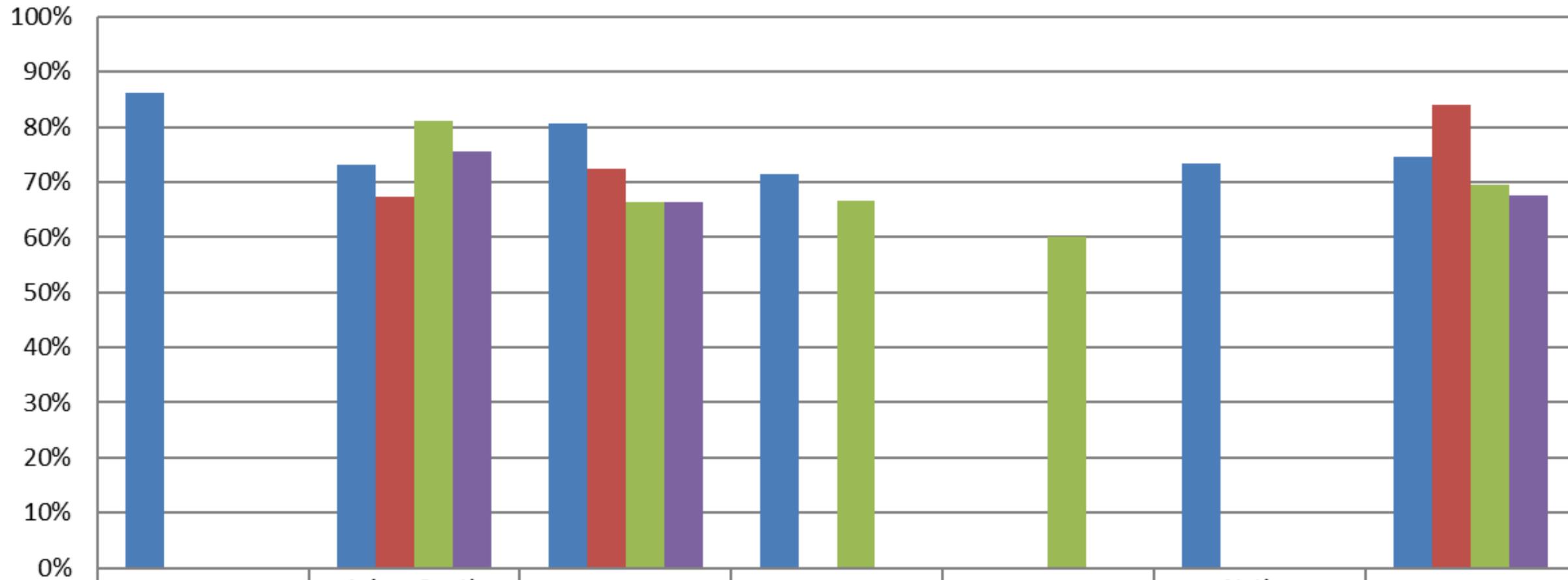
2025 MN Student Survey

At my school, teachers care about students



2025 MN Student Survey

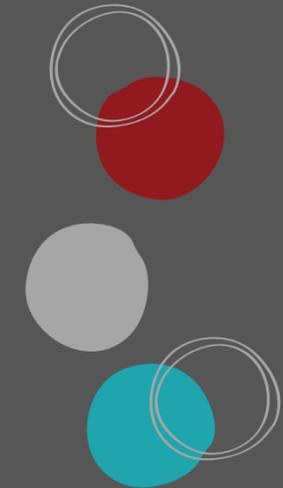
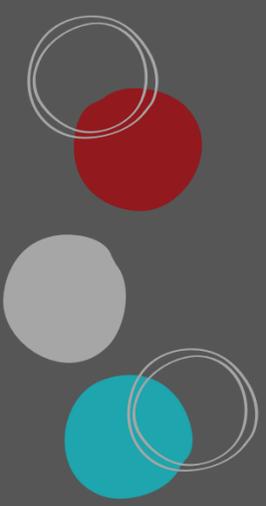
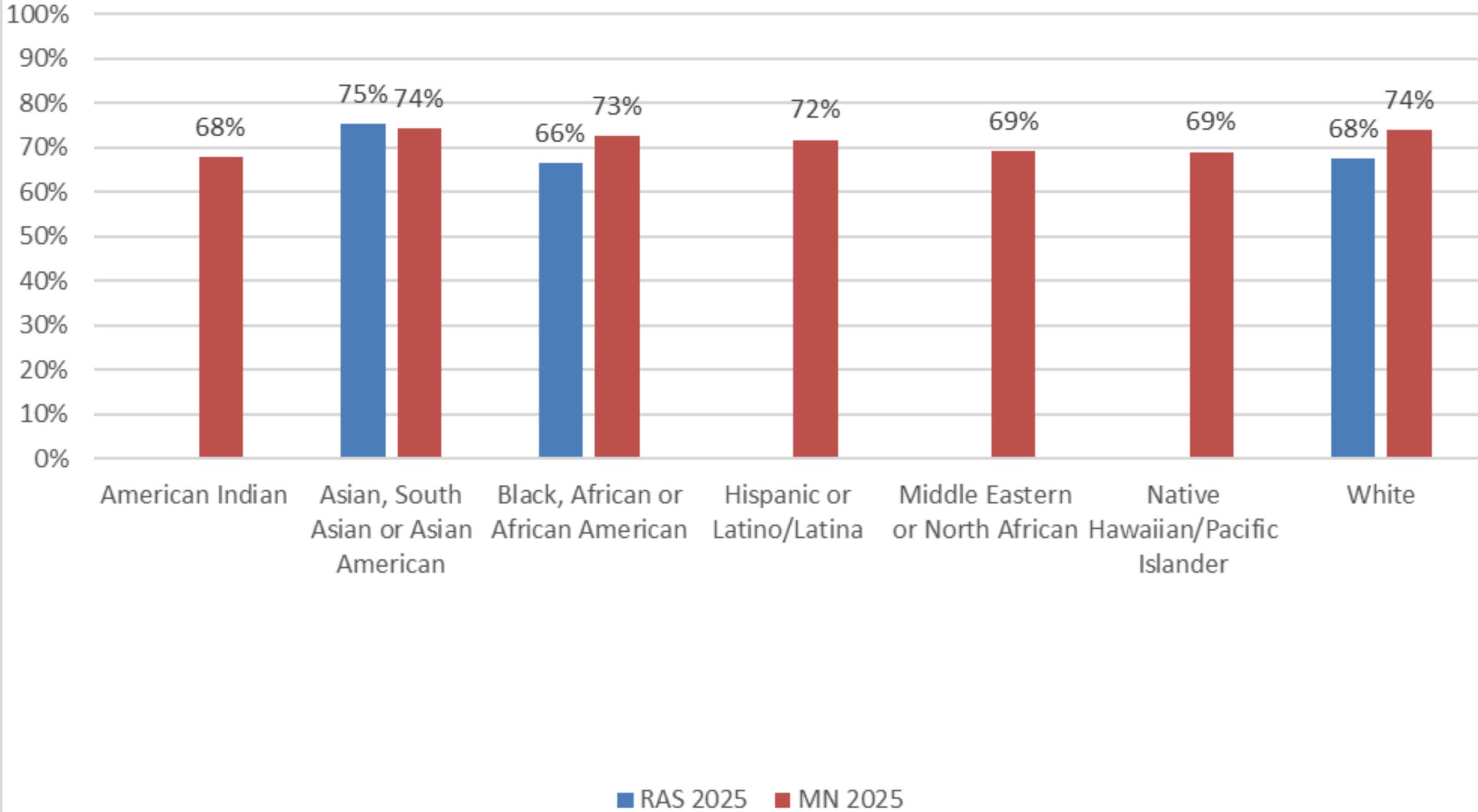
Most teachers at my school are interested in me as a person.

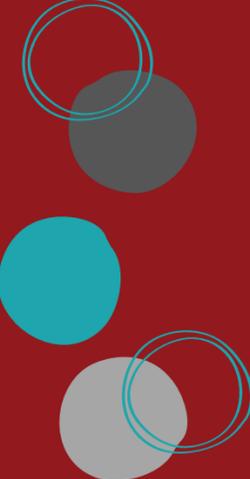


	American Indian	Asian, South Asian or Asian American	Black, African or African American	Hispanic or Latino/Latina	Middle Eastern or North African	Native Hawaiian/Pacific Islander	White
■ 2016	86%	73%	81%	72%		73%	75%
■ 2019		67%	73%				84%
■ 2022		81%	66%	67%	60%		70%
■ 2025		75%	66%				68%

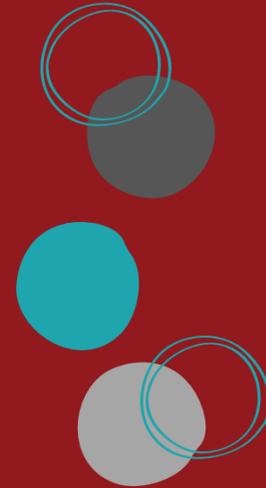
2025 MN Student Survey

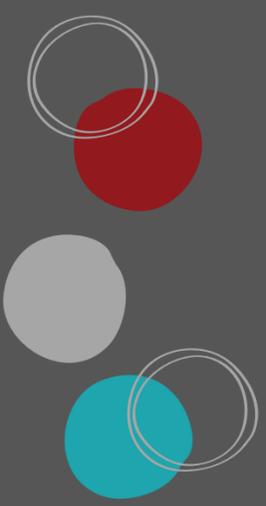
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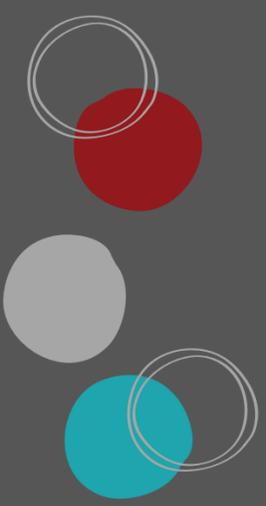
Social-Emotional Learning and Equity Survey





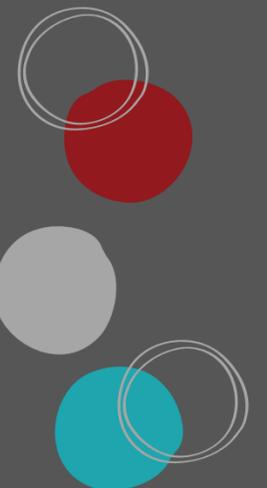
Notes for Survey administration 2025

- **2025: 1,919 complete surveys**
- **2024: 3,122 complete surveys**
- **Surveyed students in grades 5-12**
- **Technical issues when many students completing the survey at the same time, most impacted at Secondary**
- **Students who had mostly incomplete items in a scale were removed from the data analysis which is why some of the total numbers are different.**



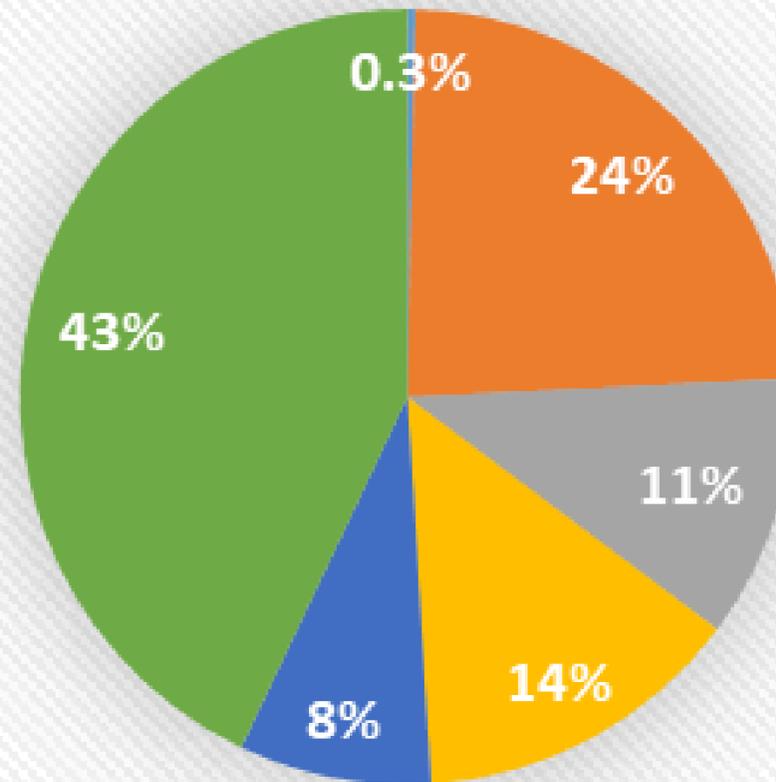
Equity and SEL Survey Overview

- **Partnership with University of Virginia**
- **Self Report:**
 - **SEL Competencies**
 - **Well-being (7-12 only)**
 - **Bullying**
 - **Equity Literacy**
- **Report about School/Teachers:**
 - **Teacher Equitable Practices**
 - **Culture of Equity**
 - **School Care and Safety**



Responses by Race/Ethnicity

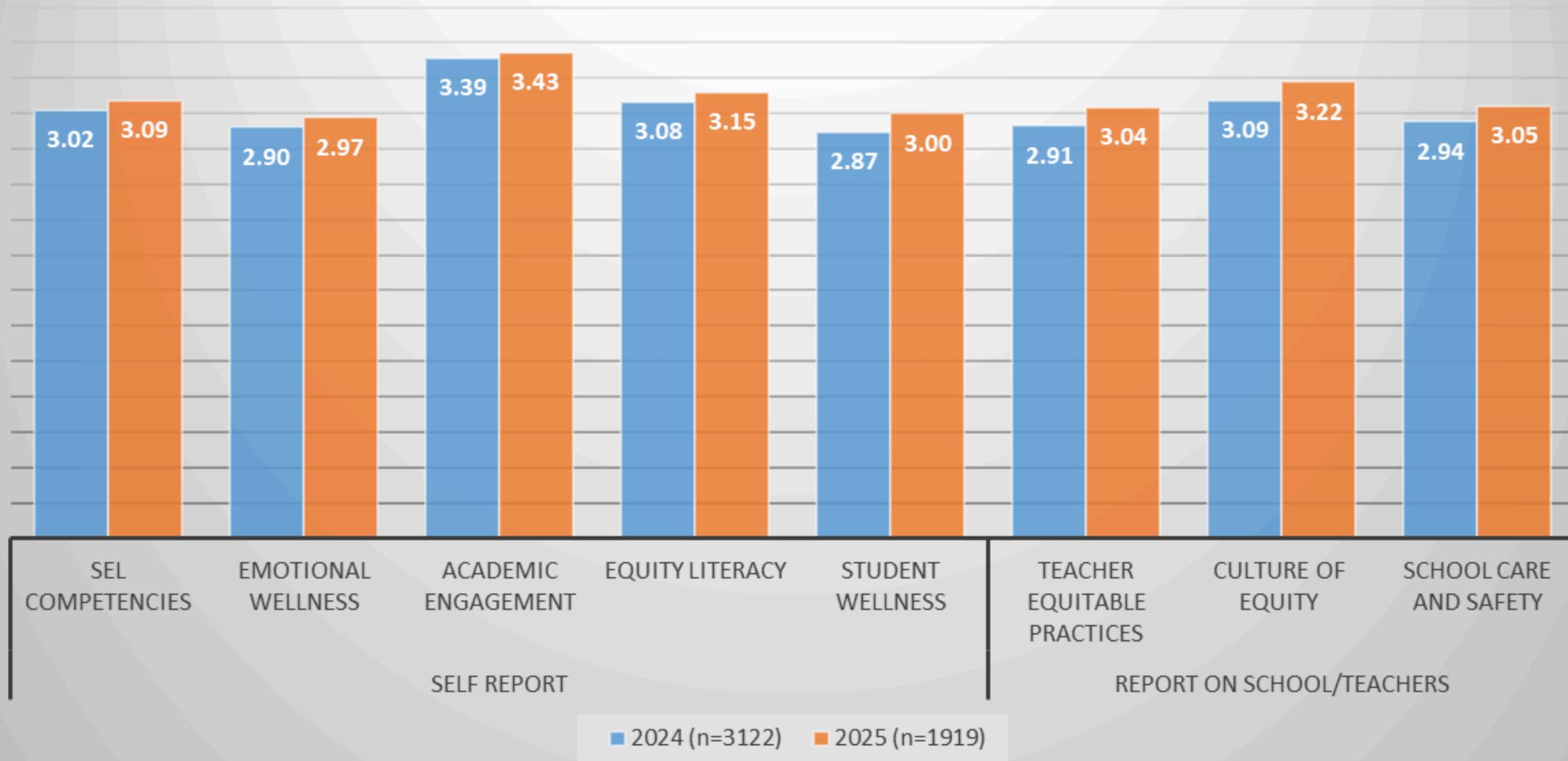
Student Respondents by Race/Ethnicity



- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Two or More
- White

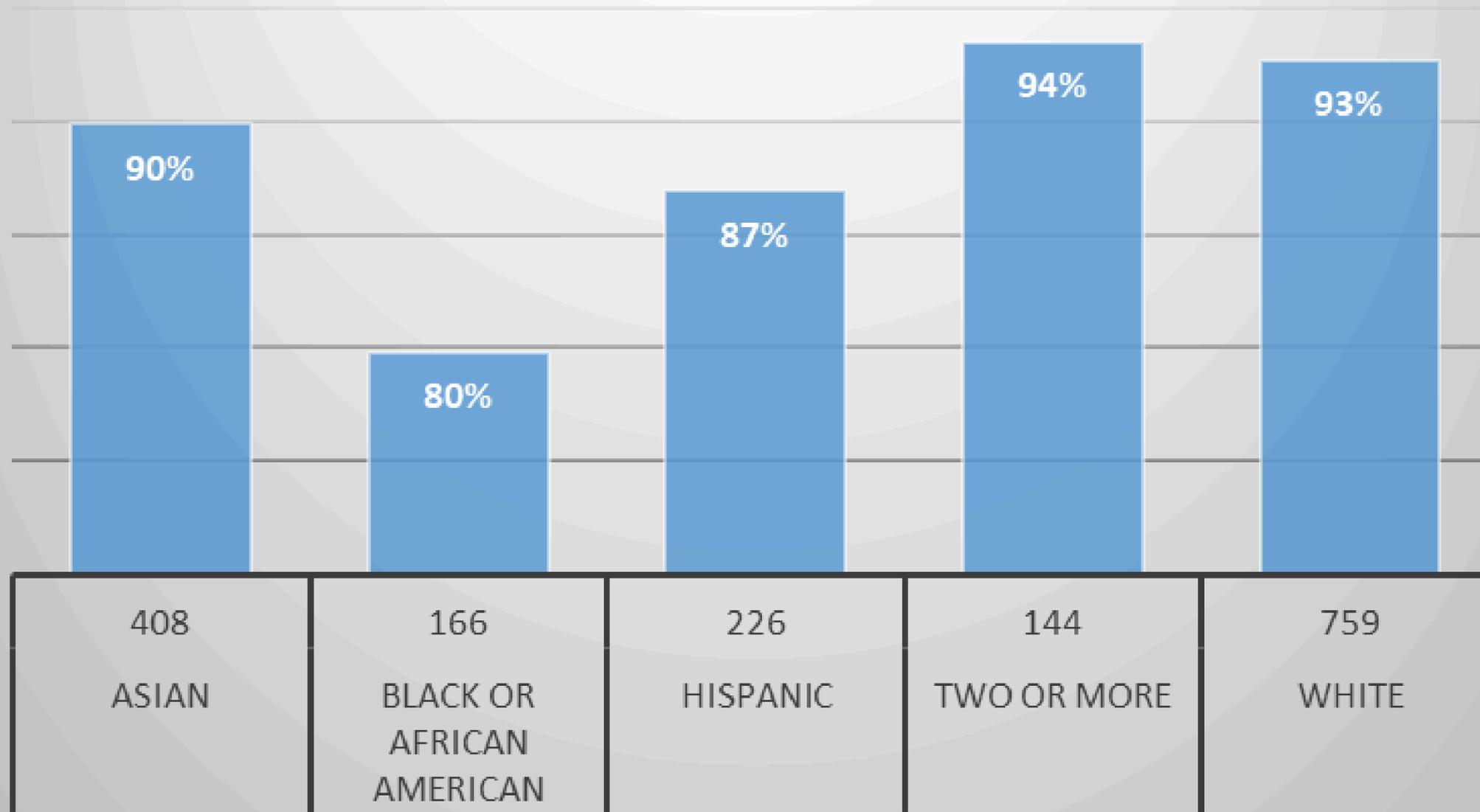
Composite Scores- Comparison

District Composite Scale Scores- 2024 vs 2025

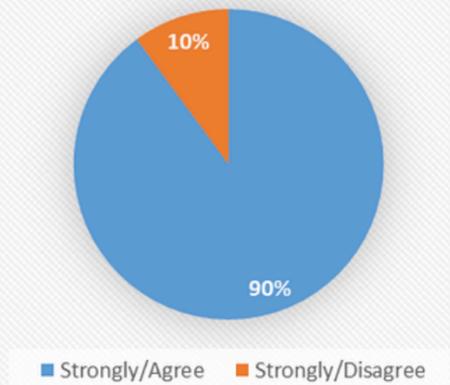


At this school students of all races are treated fairly.

Agree/Strongly Agree

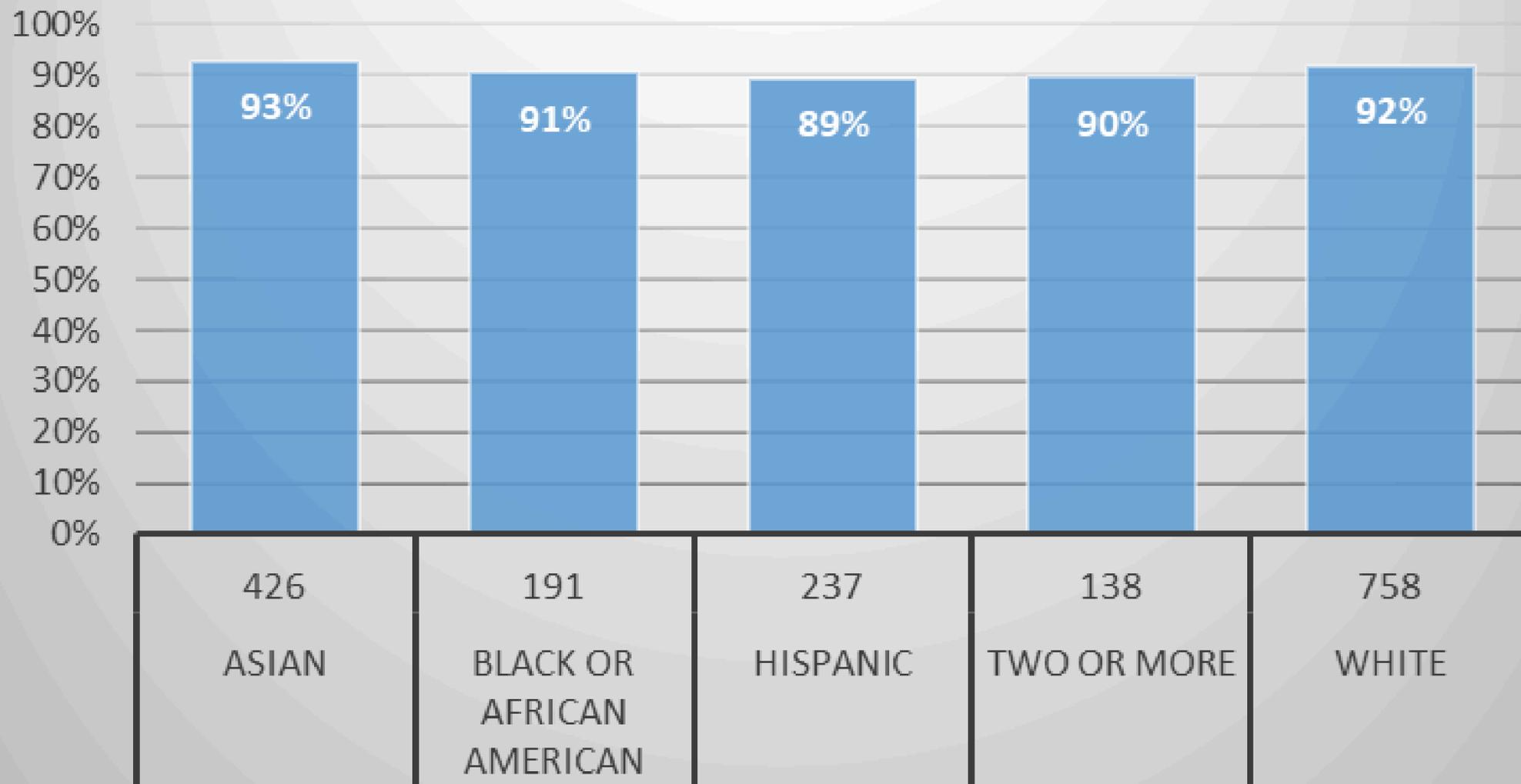


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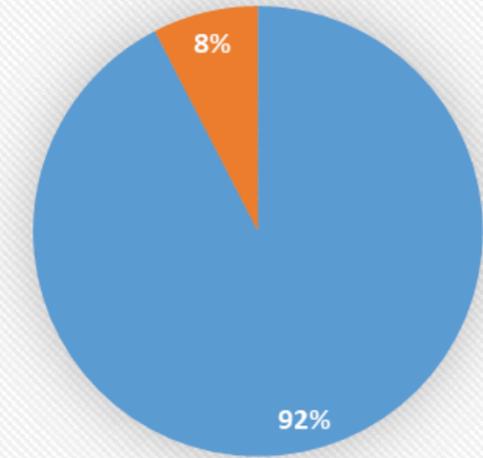


My teachers care about me

Agree/Strongly Agree



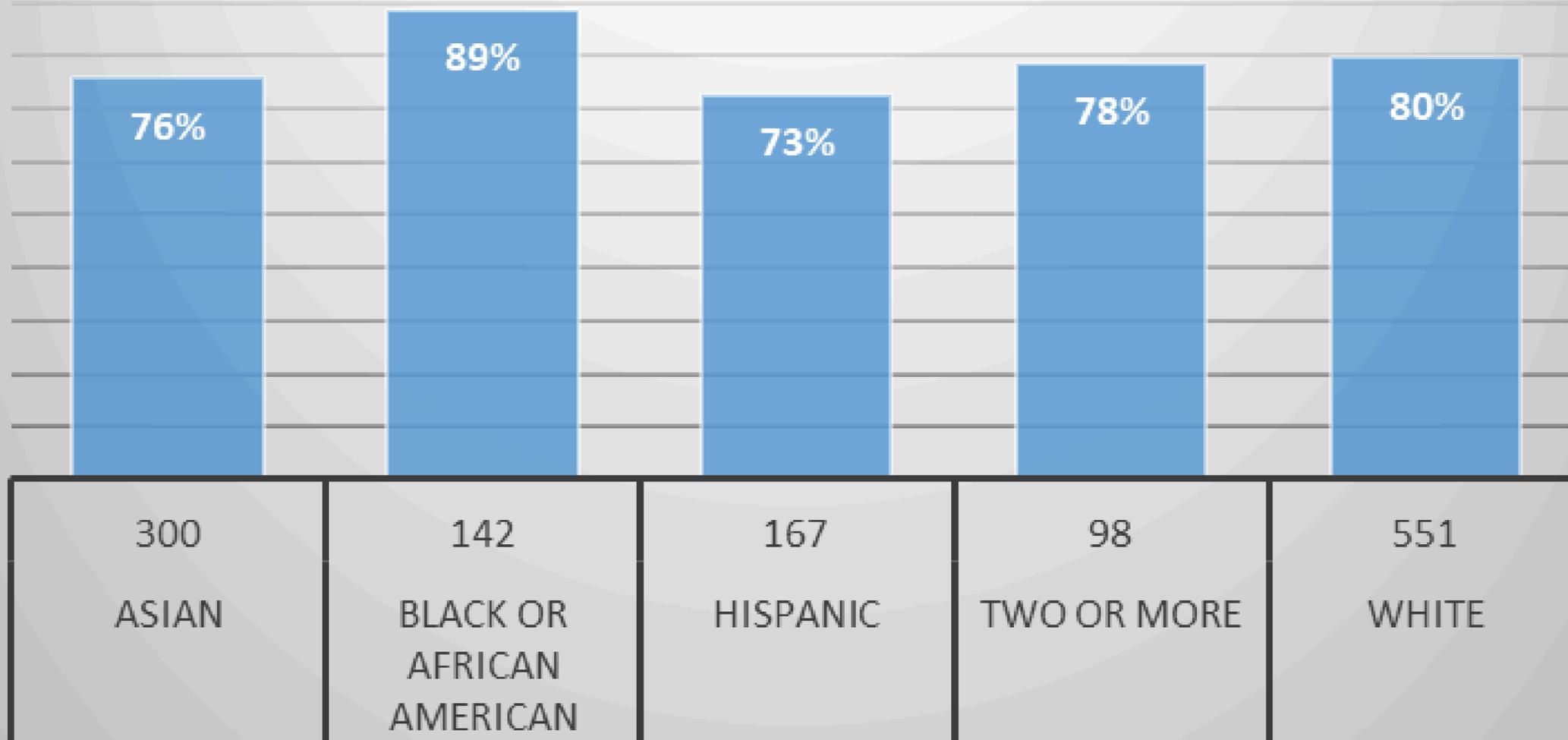
My Teachers Care About Me



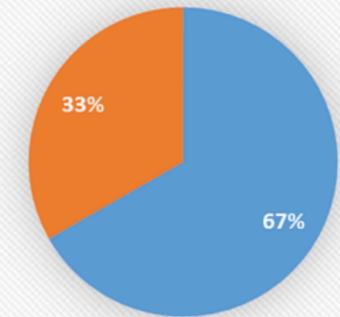
■ Strongly/Agree ■ Strongly/Disagree

My teacher asks me about my identity and what it means to me.

Agree/Strongly Agree



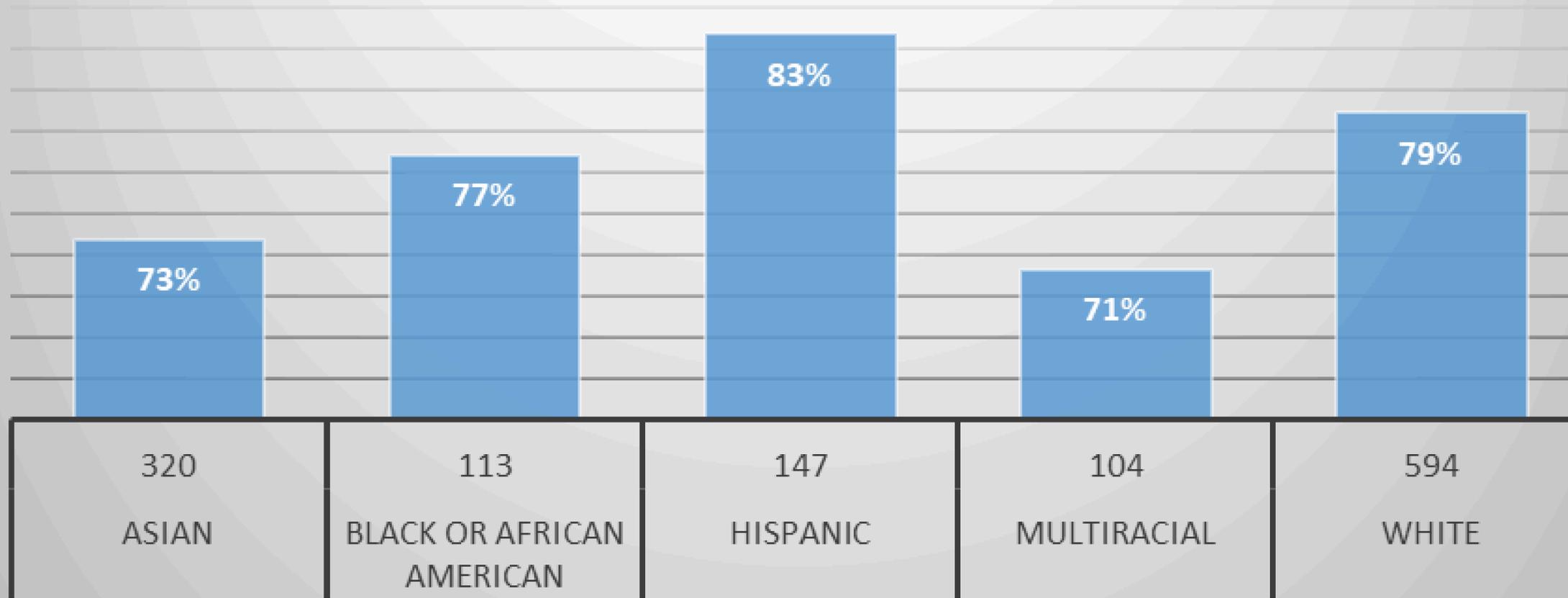
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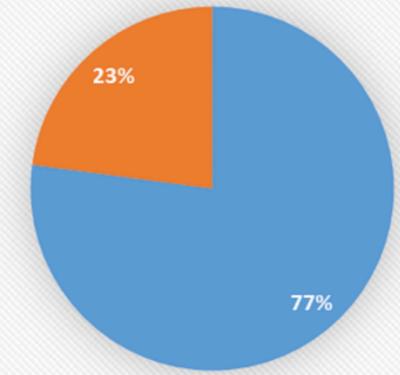
■ Strongly/Agree ■ Strongly/Disagree

Materials Reflect Culture

Materials reflect my culture: Agree/Strongly Agree



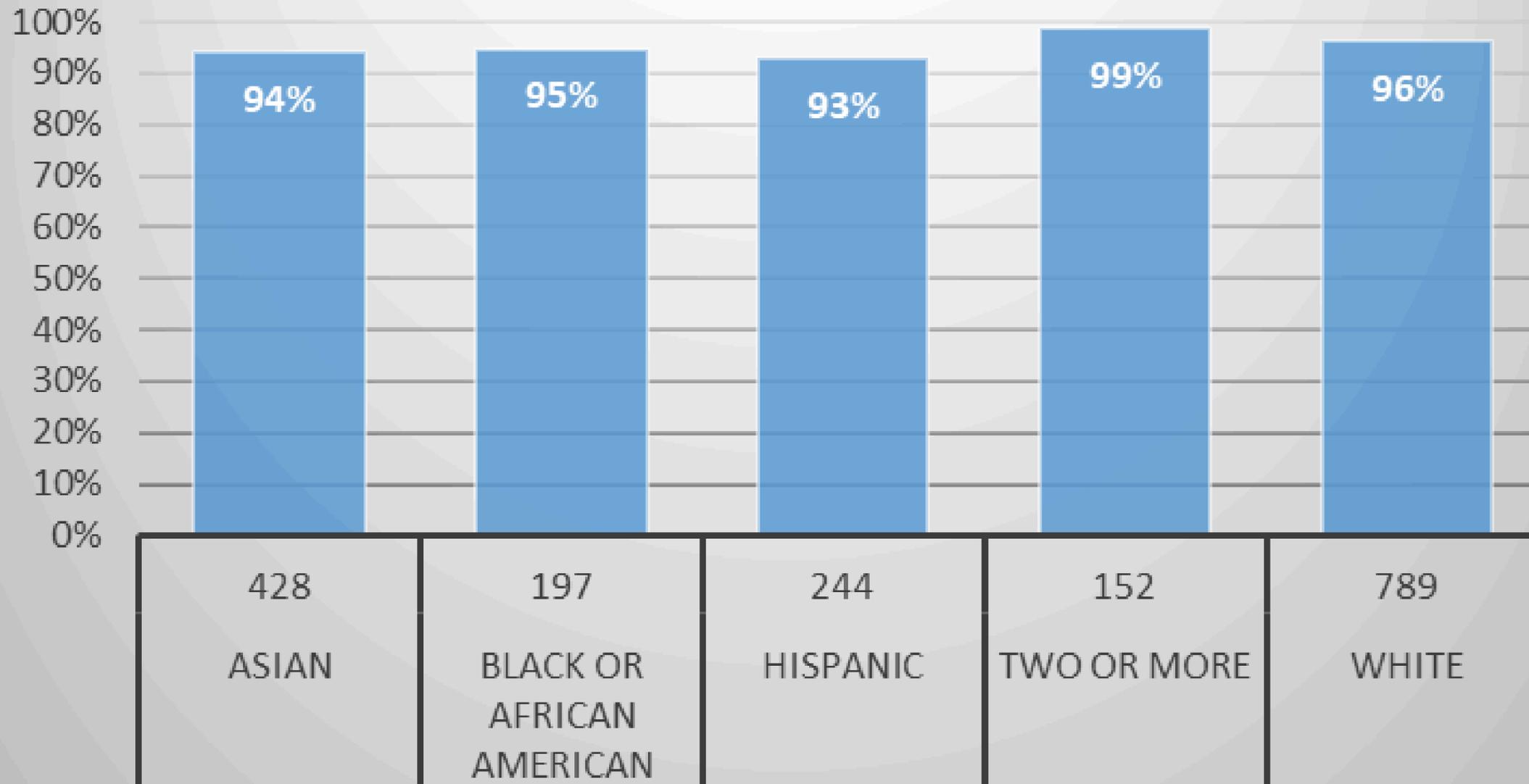
Materials that reflect my culture.



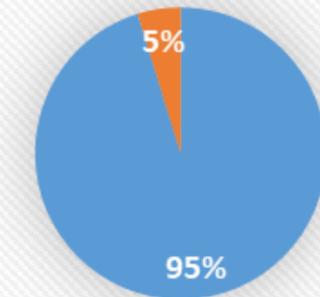
■ Strongly/Agree ■ Strongly/Disagree

I believe I can do well in school.

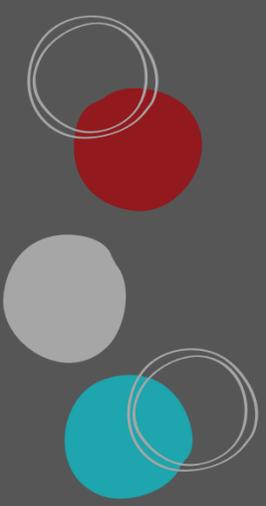
Agree/Strongly Agree



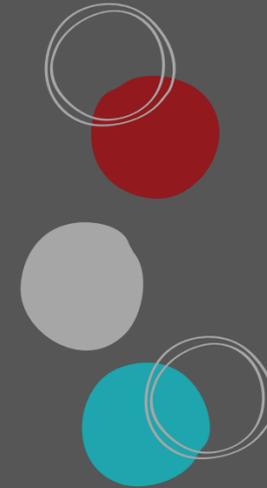
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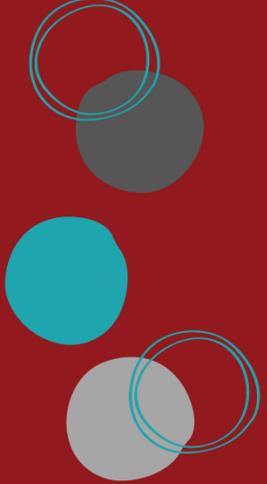


■ Strongly/Agree ■ Strongly/Disagree



Summary of Surveys

- **MN Student Survey and SEL and Equity Survey**
 - **Every 3 years vs Yearly**
 - **In general, students ranked their teachers/schools higher for treating them fairly, caring, and more interested in SEL and Equity survey**
 - **SEL and Equity Survey more hopeful than results from Minnesota Study Survey**
 - **95% of students believe they can do well in school**
 - **SEL and Equity Survey supports:**
 - **Equity strategic work and PD**
 - **District Strategic Plan and Goal Monitoring**
 - **School Improvement Planning**
 - **Student Voice**
- 



Questions and Discussion

