



Executive Summary

Maplewood Richmond Heights School District Climate & Culture Analysis (Fall 2024)

Maplewood Richmond Heights (MRH) School District conducted a climate and culture survey in Fall of 2024 to assess the experiences of students, staff, and families across key areas influencing school climate and culture. The survey gathered insights on school safety, student voice, relationships, learning environments, and institutional support. This report highlights trends observed from Spring 2024 to Fall 2024, identifying areas of improvement and focus.

Survey Participation

- Students Surveyed: **MRHE** 396 (90.6%), **MS** 168 (83.2%), and **HS** 248 (56.4%)
- Staff Surveyed: 179 (59.6%)
- Families Surveyed: 398 (38.3%)

Survey Participation Analysis

- Elementary Students (MRHE): Participation increased from 86.7% in Spring 2024 to 90.6% in Fall 2024, reflecting a steady engagement in the survey process.
- Middle School Students: Participation nearly doubled, rising from 42.7% in Spring to 83.2% in Fall 2024—a significant improvement in response rates.
- High School Students: Participation jumped from 33.6% in Spring to 56.4% in Fall 2024, demonstrating a marked increase, but still lagging behind younger students.
- Families: Participation improved from 32.5% in Spring to 38.3% in Fall 2024, indicating greater family engagement.
- Staff: Response rates rose from 50% in Spring to 59.6% in Fall 2024, reflecting improved staff participation, but remaining below previous data in Fall 2023.

Key Takeaways:

- The most notable growth occurred among middle and high school students, suggesting successful engagement efforts.
- Family and staff participation also saw positive gains, though staff response rates remain lower than Fall 2023 levels.
- Continued focus on high school engagement and staff participation may help sustain and further improve response rates.

Trends and Findings



1. Positive Growth Areas:

- School Safety improved from 3.31 (Spring 2024) to 3.45 (Fall 2024), indicating increased perceptions of safety within school environments.
- **Data Sharing** showed a significant increase from 2.90 to 3.39, reflecting improved transparency and communication regarding district data.
- **Climate Teams** rose from 3.12 to 3.30, suggesting stronger collaboration and structured efforts in fostering a positive school culture.
- **Institutional Environment** experienced a notable rise from 3.53 to 3.66, showing an overall improvement in structural and environmental factors supporting school operations.

2. Areas of Stability:

- Student Voice decreased slightly from 3.41 to 3.34, reinforcing continued efforts in amplifying student perspectives.
- Structures for Learning stayed stable at 3.33 to 3.34, maintaining a strong foundation for academic support and expectations.
- Parent Involvement exhibited minimal fluctuation (2.98 to 3.08), indicating a steady engagement level from families.

3. Opportunities for Growth:

- Support Staff Workplace Communication & Transparency: The perception of leadership transparency remains a challenge for support staff, with communication from leaders scoring 2.88, indicating a need for improved messaging and engagement from administrators. This year was the first year that support staff was administered a separate survey.
- Support Staff Recognition & Motivation: Support staff motivation based on district values, mission, and vision is 2.84, suggesting an opportunity to enhance alignment and motivation through targeted initiatives.
- Student Interactions & Recognition: Peer relationships and student recognition for positive behavior continue to be areas for development, with scores like students treating each other well at 2.72 and students frequently recognized for good behavior at 2.69.

4. Student Perspectives:

- Students surveyed in all three schools data reflect that student behavior is an opportunity for growth ranging from 2.4 at the elementary school, 2.67 at the middle school, and 2.8 at the high school. This data correlates with student perceptions of good behavior rarely being recognized in schools.
- Students average across all three schools regarding their perception of whether or not they believe they can do well in school is 2.94 on the 4 point scale.



Next Steps

The Fall 2024 survey data reflects notable improvements in school safety, transparency, and institutional environment, while maintaining consistency in student voice and learning structures. However, targeted efforts are needed to enhance staff workplace communication, recognition systems, and student peer relationships. As administration reflects on the Fall 2024 data in preparation for the Spring 2025 administration, MRH will leverage these insights to refine practices, improve staff and student experiences, and strengthen community engagement. Ongoing monitoring and strategic initiatives will ensure sustained progress in creating an inclusive and supportive school environment. More specifically, the following will occur:

1. Facilitate focus groups with members of MRH support staff.
2. Utilize the SKIP partnership to focus on certified and support staff care.
3. Facilitate student focus groups to better understand student perspectives.
4. Further analyze student data to assess differences in data by grade span.
5. Use For our Community Strategic Plan Committee to further understand opportunities for family engagement.