
Employee Survey Report 2025

Includes Employee
Engagement and
Culture & Climate
Surveys

Prepared by the Department of
Research, Evaluation, and Testing



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Introduction

This report contains summary information from Anoka-Hennepin's two annual employee surveys related to engagement and staff experiences/perceptions regarding the culture and climate of their site.

The research-based Employee Engagement Survey has been administered annually since 2012-13. The anonymous, online survey is administered mid-year to all employee groups from all levels and central departments.

This year, the survey was sent to 5,850 staff via email, who were asked to complete it between January 7th and January 24th, 2025. There were 2,609 employees who completed the survey, with representation from all departments and role types. The Employee Engagement Survey takes staff approximately 10-15 minutes to complete and consists of 29 main items, 28 of which are aligned with one of five dimensions:

- Basic needs
- Growth
- Supervisor support
- Team
- Equity

Beginning in 2018-19, after staff submitted the Employee Engagement Survey, they had the opportunity to take the Site Culture and Climate Survey through a separate link. In 2024-25, there were 1,788 employees who completed this survey. This survey also takes staff approximately 10-15 minutes to complete and is comprised of 29 items, 28 of which are aligned with one of five dimensions:

- Basic needs (different items than on the Employee Engagement Survey)
- Supportive staff relationships
- Responsiveness and improvement
- Student and family focus
- Equity (different items than on the Employee Engagement Survey)

All answers to both surveys were anonymous. The Employee Engagement Survey asks respondents their level, role, race/ethnicity, and years of service; however, to maintain anonymity in this survey, the data are never broken down and analyzed by more than one respondent characteristic at a time, so responses from individuals or small groups of staff cannot be identified. The only respondent characteristic asked on the Site Culture and Climate Survey is the staff member's site.

Results from these two employee surveys help inform district priorities and improvements and continue to provide essential input toward strengthening the culture and climate within our district and across our sites. Data from the Employee Engagement Survey is also a key performance indicator on the district scorecard.

The Site Culture and Climate Survey, specifically, provides important feedback to site leadership teams and informs district efforts to improve the quality of work life in Anoka-Hennepin schools and other sites.

This report first compares overall engagement and satisfaction by level/department, role, years of service, alignment to special education, part-time/full-time status, and race/ethnicity, followed by item level data. Following this, data over the last twelve years of administration are presented to allow for examination of data trends. The last portion of the report summarizes the culture and climate data by dimension, site, and item, as well as item trends displaying data since the survey was added in 2018-19.

Key Messages

Illustrated in the graphs that follow.

Employee Engagement

- Overall, based on 2,609 employees who completed the Employee Engagement Survey, there was 84% employee engagement and 66% overall satisfaction with one's job, both increasing from 2024.
 - The employee engagement percentage is based on an average of responses to 29 engagement items, and the satisfaction percentage is based on one item about overall satisfaction when considering all aspects of one's job.
- Out of all employees sent the surveys, 45% completed the Employee Engagement Survey, down from 52% in 2024 which was the highest participation rate in survey history.
- Overall employee engagement increased at all levels/departments since 2024. Engagement for beyond grade 12 staff increased the most, by 7% from 2024 to 2025.
 - Engagement increased or maintained for six of the seven role types since 2024. Employees in teachers/TOSA roles reported the lowest engagement rate, 83%, which reflects a 7% increase since last year.
 - Consistent with prior years, staff aligned to special education were less engaged than non-special ed. peers.
 - Full-time employees were less engaged than their part-time peers, aligning with findings from prior years.
- Agreement with the engagement items was highest among the basic needs dimension (88%) and lowest among the growth dimension (78%), with all dimensions increasing over last year.
- Job satisfaction increased overall and for all levels/departments, with the smallest increase being 9% for central department staff and the highest increase being 22% for elementary staff.
 - Employees who have been in their role for more years or employed in A-H for more years were less satisfied with their job than employees who have fewer years of service.
 - While there were increases in job satisfaction for community education, licensed specialized, paraeducator, and teacher staff, there were decreases for admin/principals, other, and secretary staff roles.
- Comments from the Employee Engagement Survey focused on several areas, including the district's commitment to diversity, equity and inclusion, school board policies, communication, burnout and support, professional development opportunities, and student behavior and safety concerns.

Culture and Climate

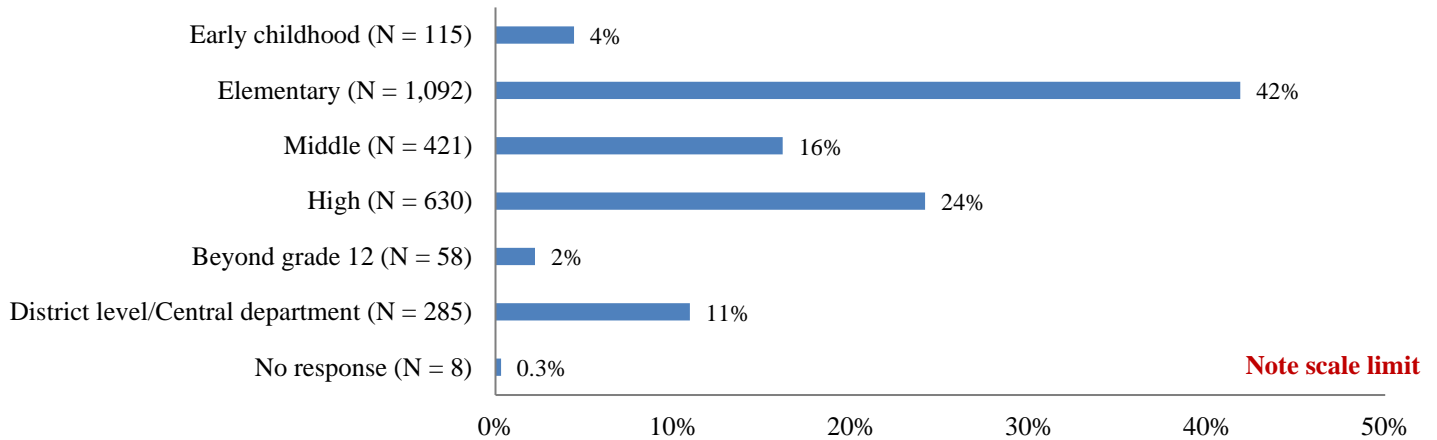
- Overall, based on the perceptions of 1,788 employees who completed the Culture and Climate Survey, there was an average level of agreement related to positive culture of 86%, an increase of 5% since 2024. Agreement increased or maintained since last year across all items.
 - The culture and climate percentage is based on an average of responses to 29 engagement items.
 - Of the employees who completed the Employee Engagement Survey, 69% also responded to the Culture and Climate Survey.
- Employees at elementary, middle, high, and other school sites all increased beyond 1% in level of agreement related to positive culture since 2024, while employees at the ESC maintained the same agreement rate as 2024.
- The item about positive overall workplace culture and climate showed there has been a steady four-year increase for high school and other school site staff, and a steady decrease for central department staff over the past three years.
- This year, the dimension rated the highest was supportive staff relationships (88%) and the lowest dimension was responsiveness and improvement (83%).
- Elementary sites had a notable spread of 24% between the highest and lowest average site ratings related to culture and climate. Middle and high schools had smaller differences between the highest and lowest schools, both at 11%. However, it is important to keep in mind that the representation across sites varied, so interpretation of these results should be made with caution, taking participation counts into consideration.
- Comments from the Culture and Climate Survey focused on areas including physical work environment, communication, decision-making involvement, job expectations, relationships and culture, student expectations and support, and diversity, equity and inclusion.

Employee Engagement Survey

Employee engagement respondents

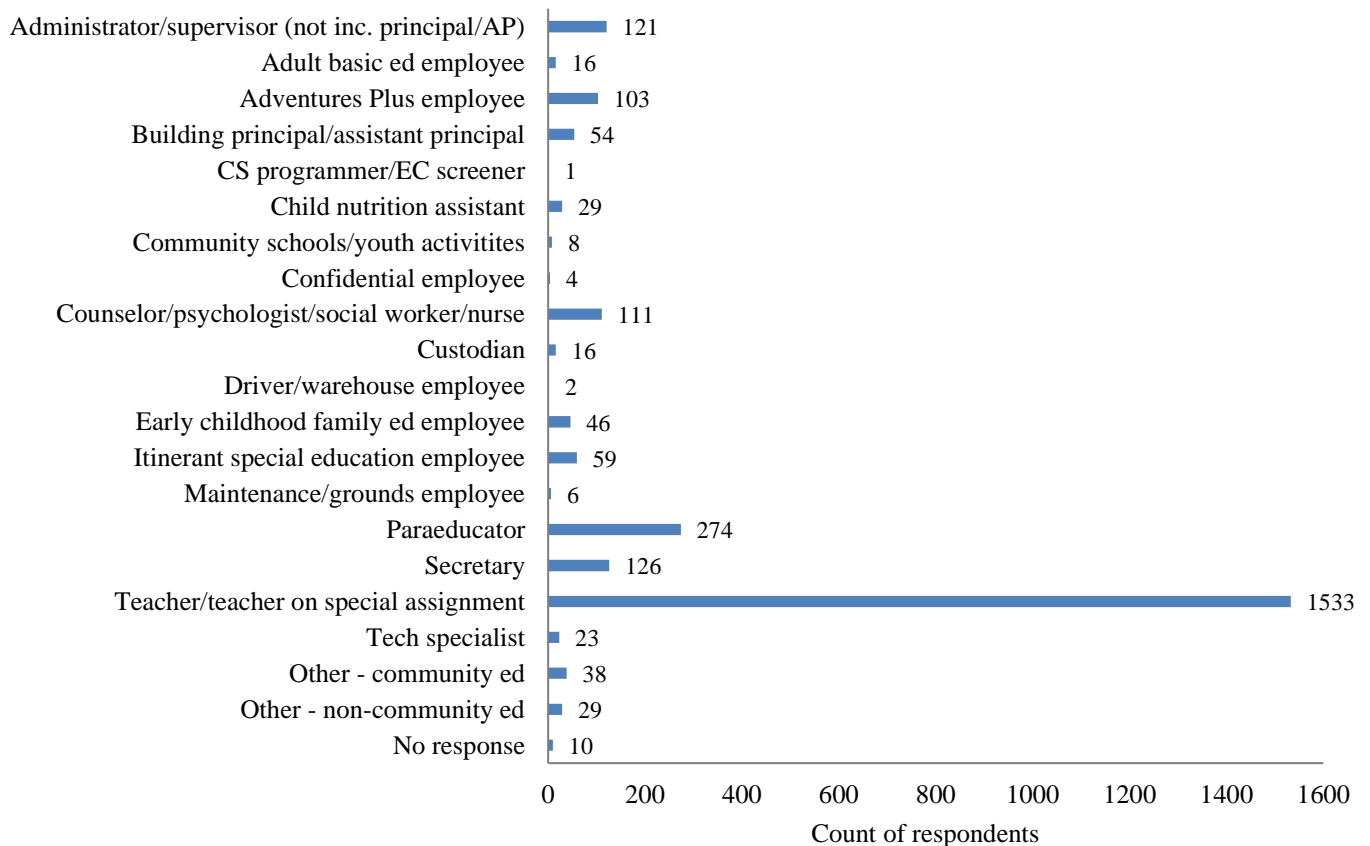
A total of 2,609 staff completed the Employee Engagement Survey, corresponding to a response rate of 45%. There was representation from all levels. Last year the survey had the highest response rate in survey history (52%).

With which level does your current position most closely align?



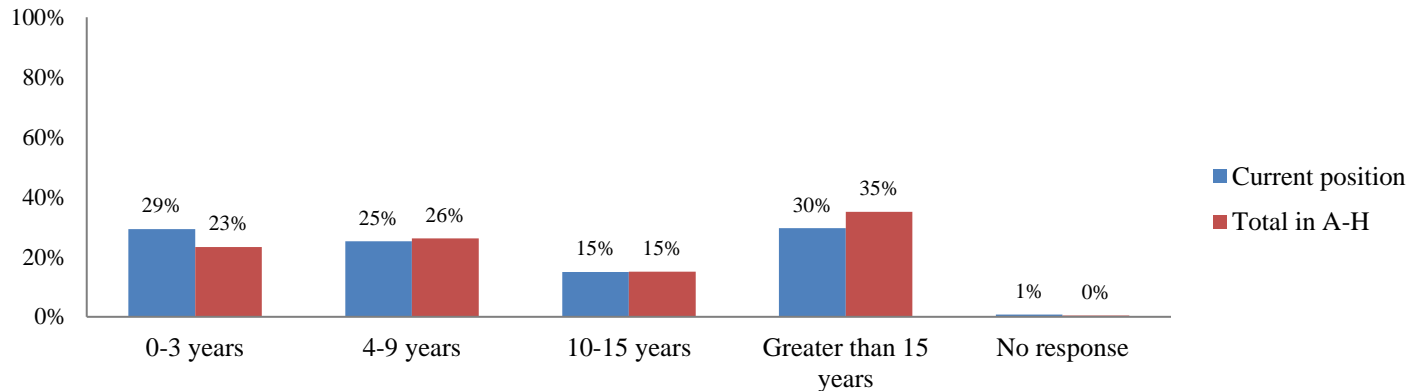
All employee groups had some degree of representation, however representation from CS programmers/EC screeners, confidential employees, and driver/warehouse employees was low with fewer than 5 employees in each group.

What is your current role in the school district?

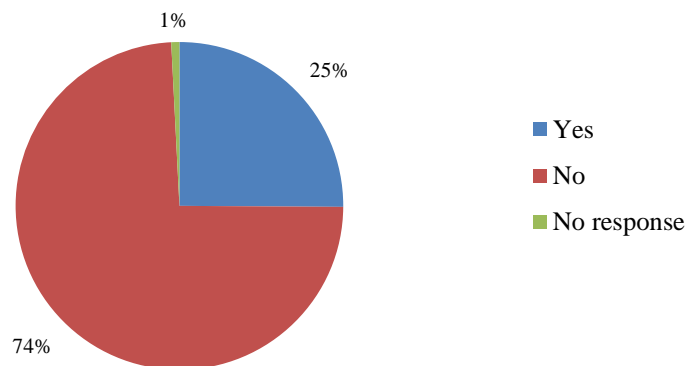


The greatest percentage of staff who responded to the survey have been employed in their current role for more than 15 years, closely followed by those employed 0-3 years. Representation by total years in Anoka-Hennepin (A-H) showed the highest percentage of respondents have been employed more than 15 years. For both years in current position and years total in A-H, the lowest percentage of respondents were between 10-15 years. In addition, one-fourth of respondents were aligned to special education and 89% of respondents reported full-time employment. The racial/ethnic breakdown of staff responding to the survey match the overall staff demographics, with a slight underrepresentation of Black employees (shown in graphic on following page).

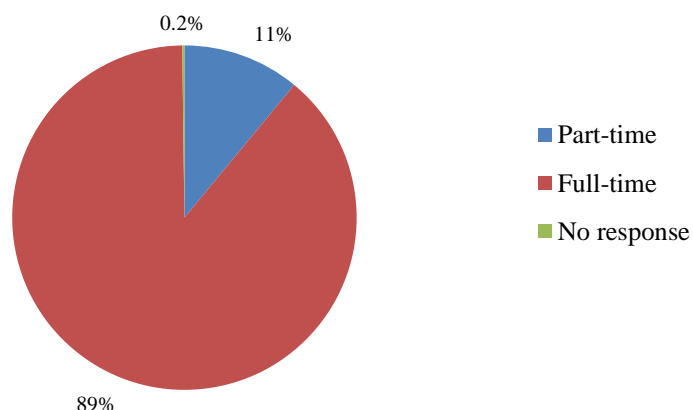
How many years of service do you have?



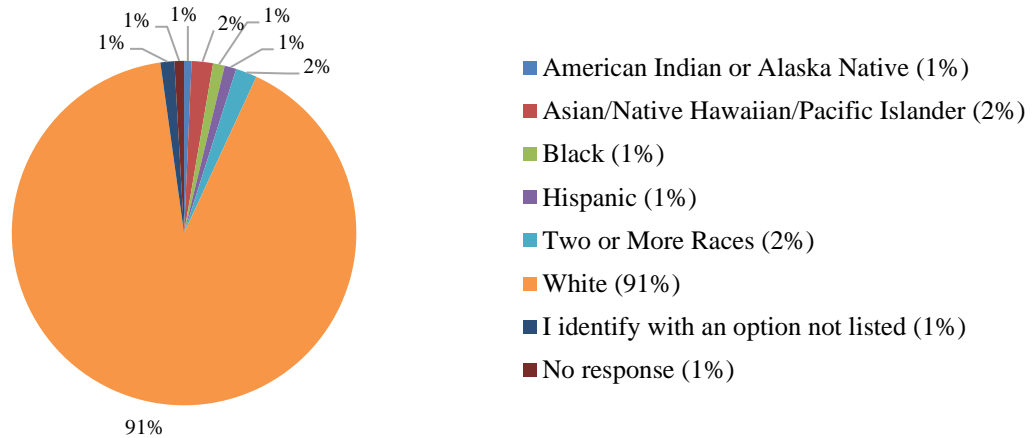
Is your primary assignment aligned to special education?



Is your current position part-time or full-time?



What race/ethnicity do you most closely identify with?

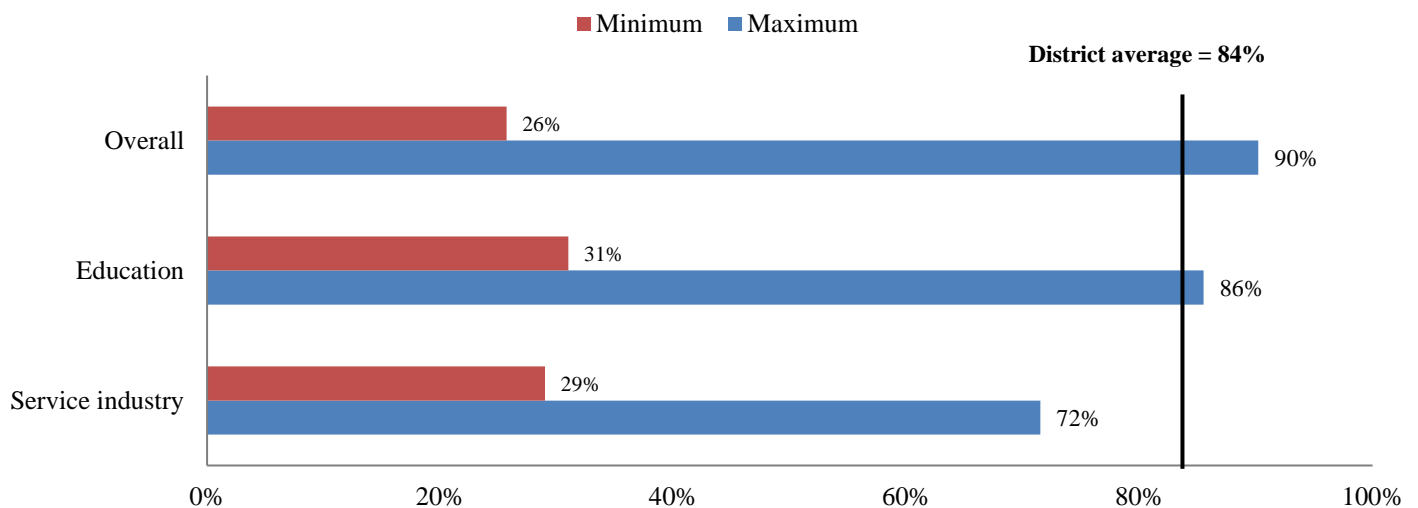


Note: ‘American Indian/Alaska Native’ is abbreviated as ‘American Indian’, ‘Asian/Pacific Islander/Native Hawaiian’ is abbreviated as ‘Asian’, and ‘I identify with an option not listed’ is abbreviated as ‘Option not listed’ throughout this report.

Industry standards

While there are no statistics on employee engagement available across districts in the state, there are a number of research companies that publish average employee engagement levels across various industries. The graph below displays the minimum and maximum employee engagement values found when reviewing the research overall, in the education field, as well as in the service industry^a. External sources report varied overall engagement levels in the education industry, ranging from 31% to 86% average overall engagement. The vertical black line represents overall employee engagement in A-H in 2024-25. Across the A-H levels (elementary, middle, high, etc.) average employee engagement ranged from 81% to 88%.

Range of industry standards



^a These employee engagement statistics are from the Quantum Workplace “Engagement in K-12 Education” and the Gallup “State of the American Workplace” reports.

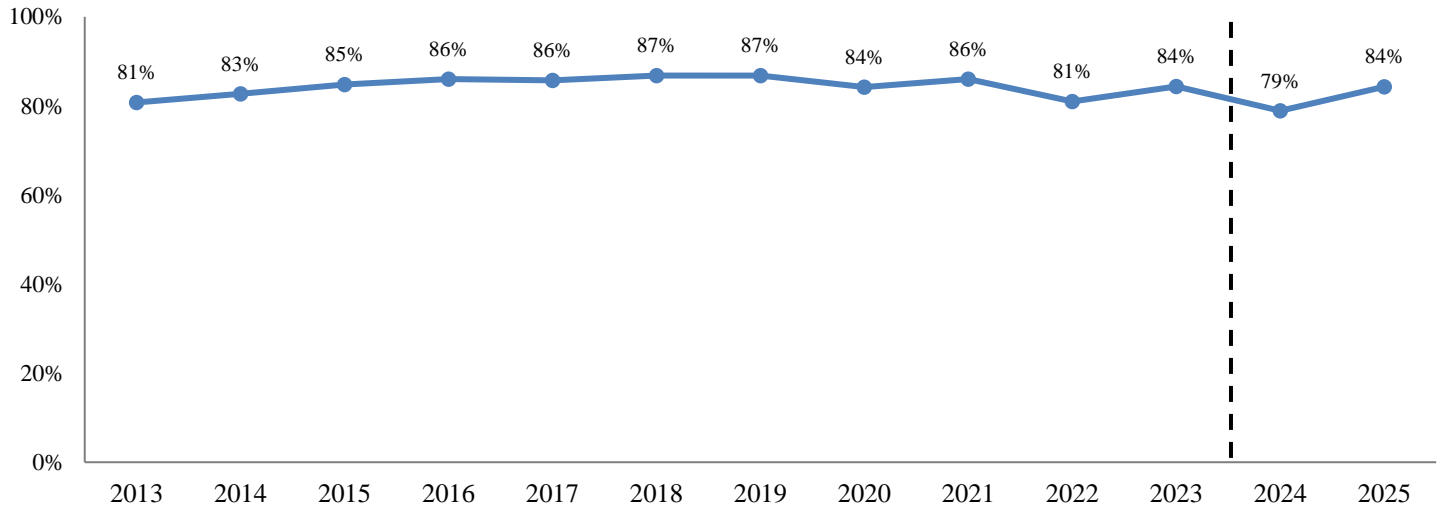
Percentage of overall employee engagement across all engagement items

(Disaggregated by level/department, role, years of service, special education alignment, part-time/full-time, and race/ethnicity;
Additional items related to equity were added in 2024 and were incorporated into overall engagement)

This section is focused on overall average agreement, combining *strongly agree* and *agree*, across all 29 engagement items. Staff reported an overall average engagement level of 84%, up from 79% in 2024.

Employee engagement trend. Over the past four years, overall employee engagement rates have been up and down. In 2024, the overall employee engagement rating was at the lowest level since the survey's inception, followed by a 5% increase from 2024 to 2025, which is the largest one-year increase in survey history.

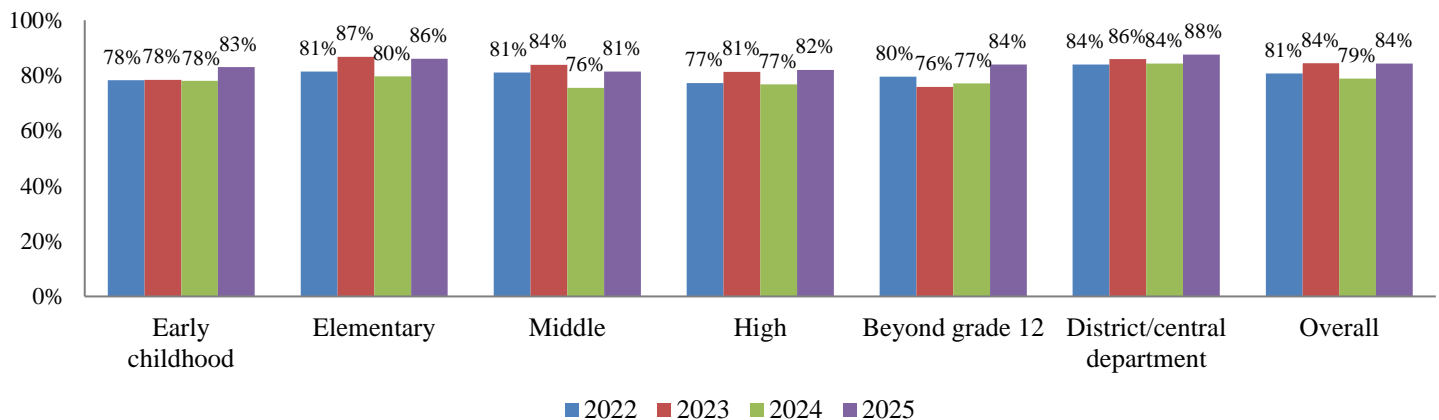
Percentage of overall employee engagement: Thirteen-year trend



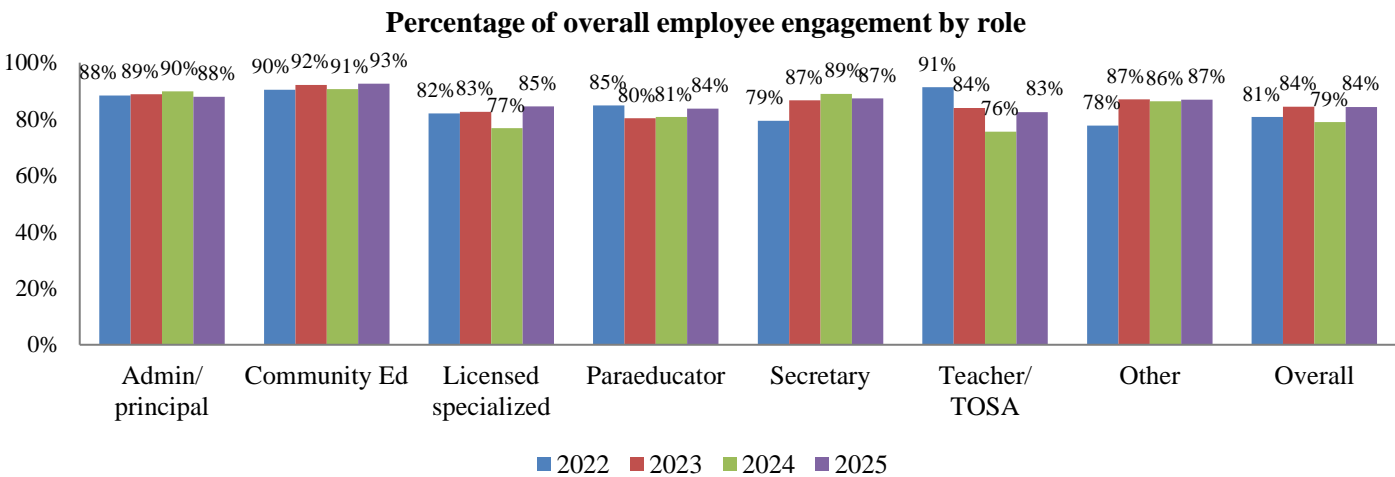
Note: The dotted line indicates that additional items related to equity were added in 2024 and were incorporated into overall engagement.

Level. Overall engagement reported by staff were relatively similar across levels, ranging from 81% to 88%. Across all levels, overall engagement increased compared to 2024, with the largest increase seen for beyond grade 12 staff (7% increase). The smallest increase was 4%, for central department staff. All other levels increased by 5-6%.

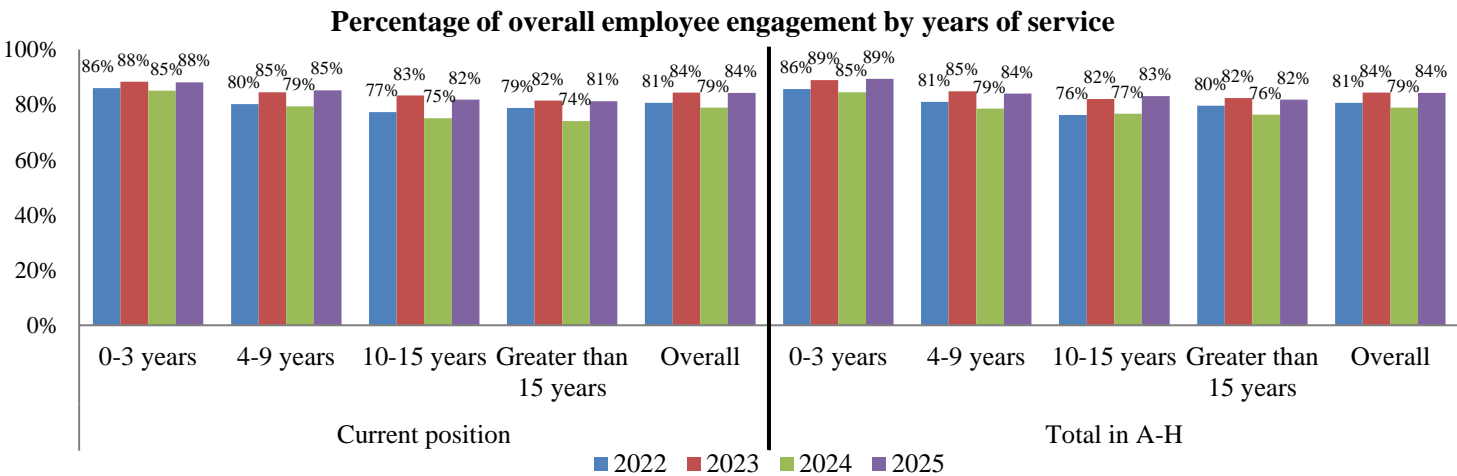
Percentage of overall employee engagement by level



Role. Overall levels of engagement reported by staff in 2025 based on role category^b ranged from 83% (teacher/TOSA) to 93% (community education employee). From 2024 to 2025, the role category of other maintained an engagement rate within 1% of the rate reported in 2024. Two role categories decreased by 2% (admin/principal and secretary) while the other four groups increased. The greatest increase was for the licensed specialized staff (8%) followed by teacher/TOSA (7%).

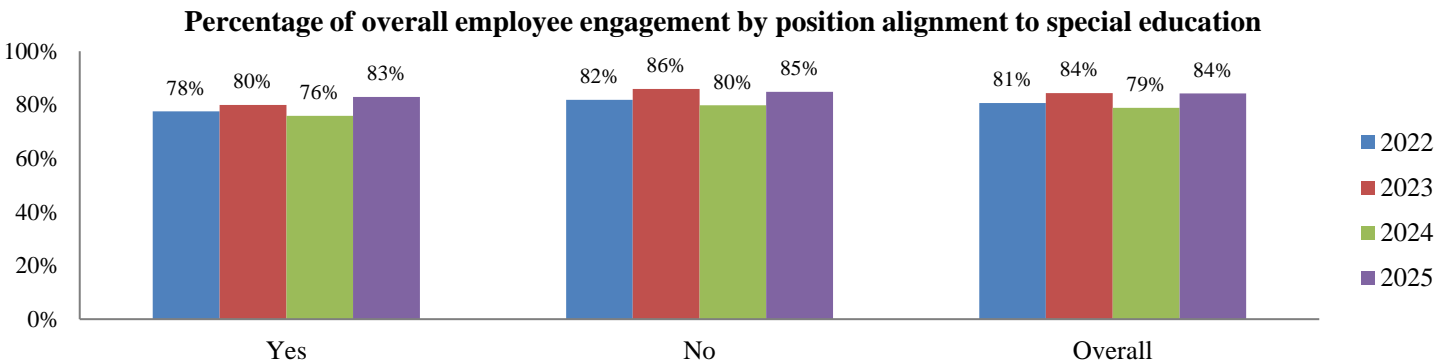


Years of service. Engagement increased for employees across all years of service categories from last year. The groups with the highest increases since last year were staff employed 10-15 years and greater than years in their current position (7% increase each), employed 4-9 years in their current position (6% increase), or in the district 10-15 years and greater than years (6% increase each). Consistent with prior years, engagement was highest among those who have less than four years of service in their current role or in A-H, and engagement decreased as years of service increased.

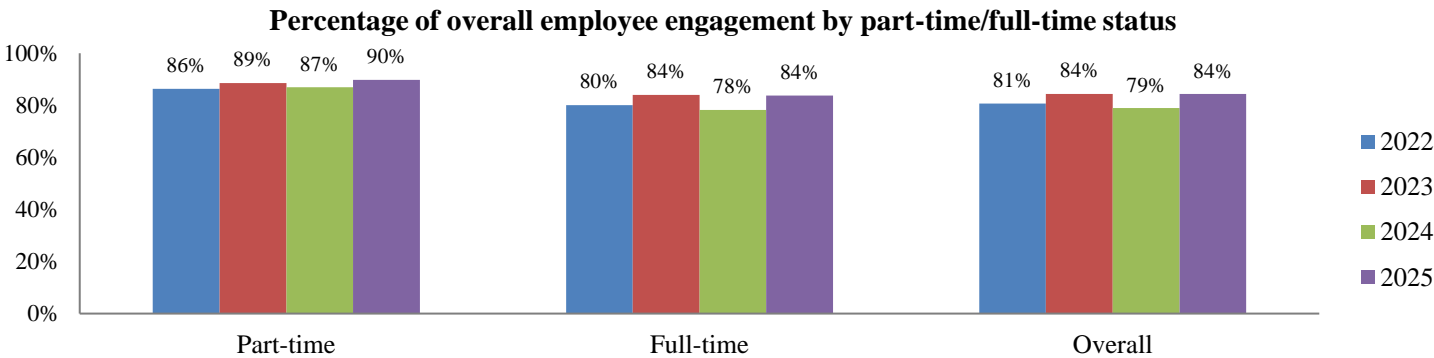


^b The Admin/principals grouping contains the Administrator/supervisor and Building principal/assistant principal survey options. The Community Ed grouping contains the Adult basic ed employee, Adventures Plus employee, Community schools/youth activities, Early childhood family ed employee, and Other-community ed options. The licensed specialized grouping contains the Counselor/psychologist/social worker/nurse and Itinerant special education employee options. The Other grouping contains the CS programmer/EC screener, Child nutrition assistant, Confidential employee, Custodian, Driver/warehouse employee, Maintenance/grounds employee, Tech specialist, and Other-non-community ed options. All other groups on the graphic are listed as the response option offered on the survey.

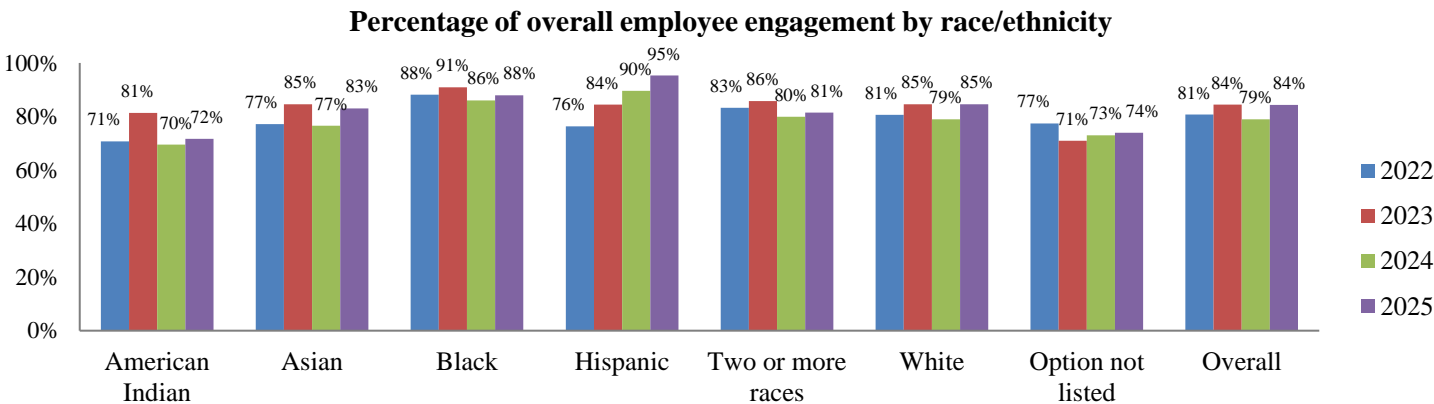
Alignment to special education. Employees whose role is aligned to special education (SpEd) reported being slightly less engaged than their non-SpEd aligned counterparts. While both groups increased in their engagement, the increase for SpEd aligned employees was greater (7%) than the increase for non-SpEd aligned employees (5%).



Part-time/full-time status. Overall engagement was higher for employees who reported that their current position is part-time (90%) compared to full-time (84%), which has also been true historically. Engagement for both groups increased since 2024, though to a greater extent for full-time employees.



Race/ethnicity. Overall engagement reported by staff based on race/ethnicity ranged from 72% (American Indian) to 95% (Hispanic) in 2025. Staff who identify as Hispanic have increased their overall engagement year over year from 76% in 2022 to 95% in 2025. Five of the seven racial/ethnic categories increased their engagement rate beyond 1% since 2024, with the largest increase seen for Asian and White employees who increased by 6%. Employees who identify with two or more races or with an option not listed maintained a rate within 1% of last year.



Overall employee engagement by dimension

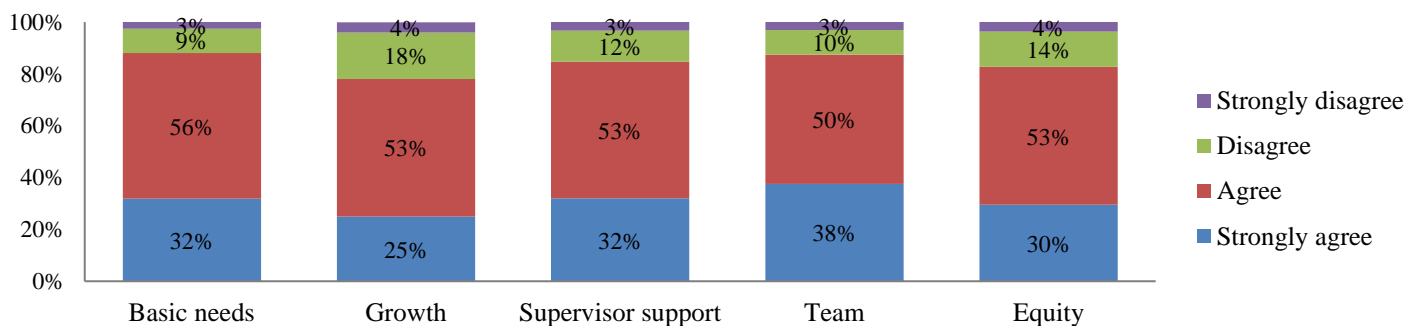
(Additional items related to equity were added in 2024 and were incorporated into overall engagement)

This section disaggregates overall engagement rates by the five dimensions that make up the Employee Engagement Survey. Each of the 28^c main items addressed one of the five dimensions: basic needs, growth, supervisor support, team, or equity.

The basic needs dimension is made up of items such as *I feel safe in my work place* and *I understand my job requirements and expectations*. The growth dimension includes items such as *I receive ongoing support to improve my skills* and *I regularly receive meaningful feedback on my performance*. The supervisor support dimension contains items such as *I am recognized for the quality of my work* and *I have the opportunity to use my skills and abilities each day*. The team dimension is made up of items such as *My work is important to the mission of the district* and *I feel I am a part of a team*. The equity dimension includes items like *People with diverse backgrounds and identities are valued in Anoka-Hennepin*.

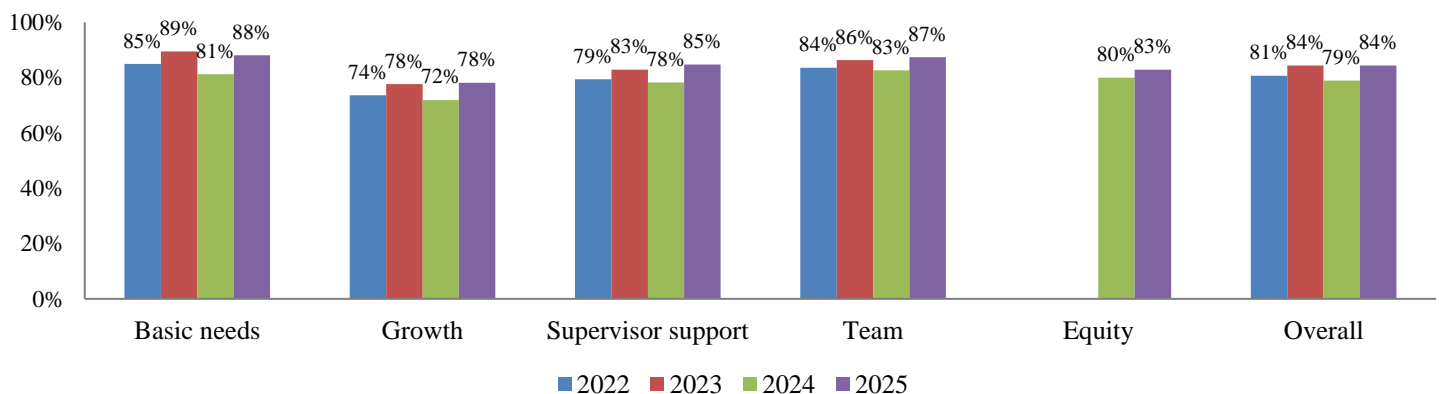
The team dimension has the highest percentage of employees choosing the *strongly agree* response option, whereas the growth dimension items have the lowest percentage of employees choosing *strongly agree* response option. Across dimensions, there was not much variability (1% range) in the percentage of employees who chose *strongly disagree*. There was slightly more variability across dimensions in the percentage of employees choosing *disagree* (9% range), *agree* (6% range), and the greatest variability for the *strongly agree* option (13% range).

Percentage of agreement by dimension



The percentage of overall agreement was highest on the basic needs dimension (88%) and lowest on the growth dimension (78%). The growth dimension has consistently been the lowest rated dimension since the survey's inception. All dimensions increased by three to seven percentage points since 2024.

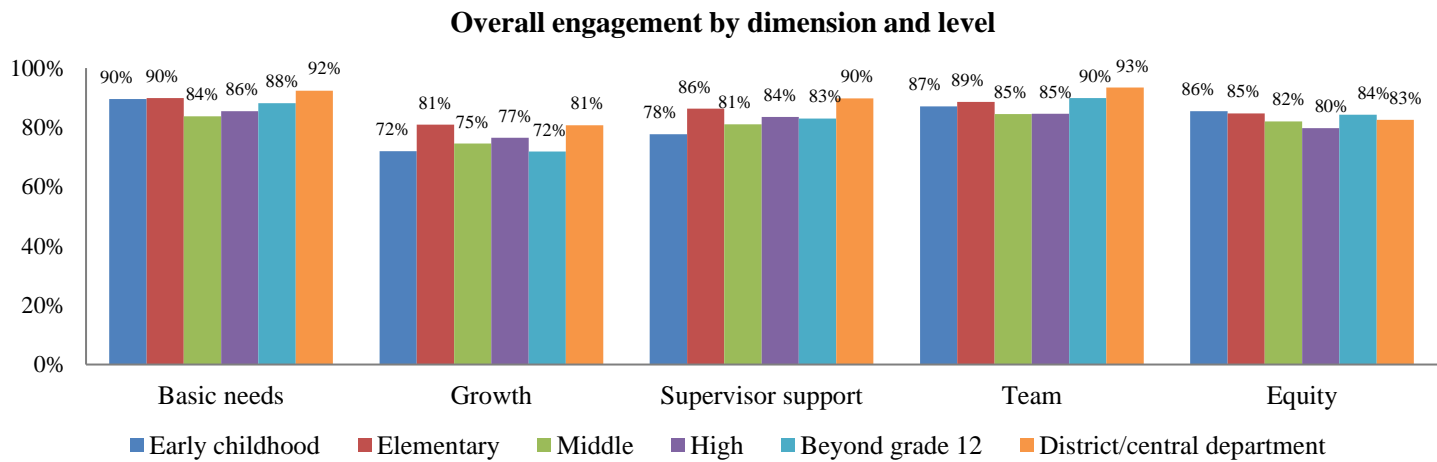
Overall engagement trend by dimension



Note: Overall engagement by dimension values, inclusive of agree and strongly agree options, may not exactly match stacked bar breakdowns by dimension due to rounding.

^c There are 29 engagement items; however, one is a general question, not aligned to any one dimension.

Levels were most similar across the equity dimension. The greatest difference between two levels was within the supervisor support dimension: district/central department staff reported the highest (90%) and early childhood staff reported the lowest (78%) level of agreement, a difference of 12 percentage points. Across all levels, the growth area was rated the lowest, and across three of the six levels, basic needs was rated the highest, and in the remaining three levels, team was rated the highest.



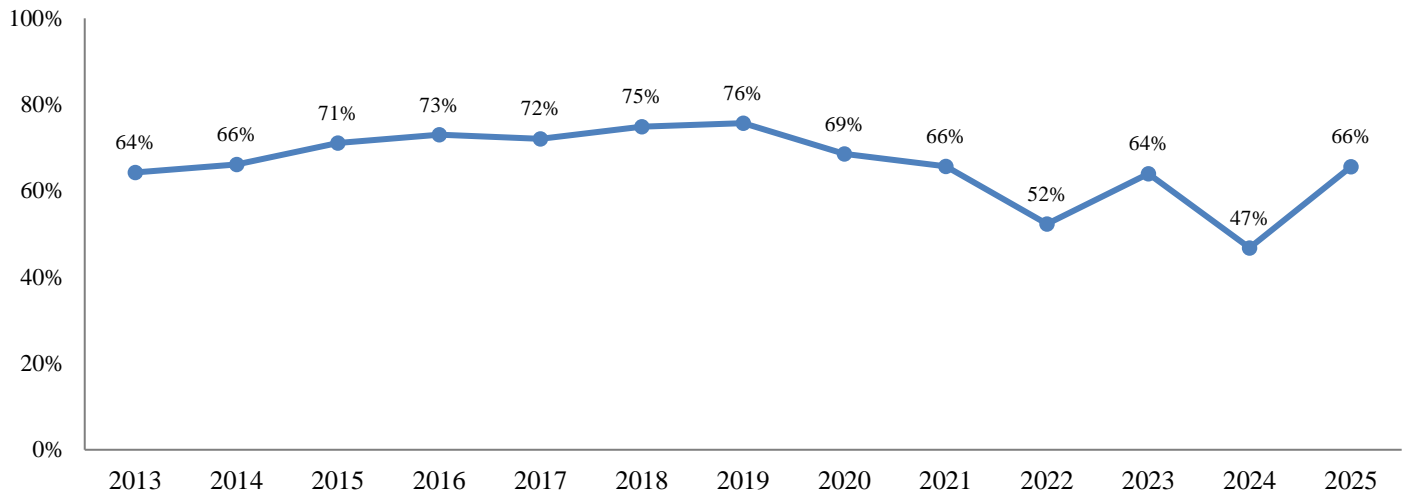
Percentage of employee satisfaction when considering all aspects of their job

(Disaggregated by level/department, role, years of service, special education alignment, part-time/full-time, and race/ethnicity)

This section is focused on the percentage of employees who reported being either *extremely satisfied* or *satisfied*, when considering all aspects of their job. Overall, 66% of staff reported satisfaction, a 19% increase since 2024.

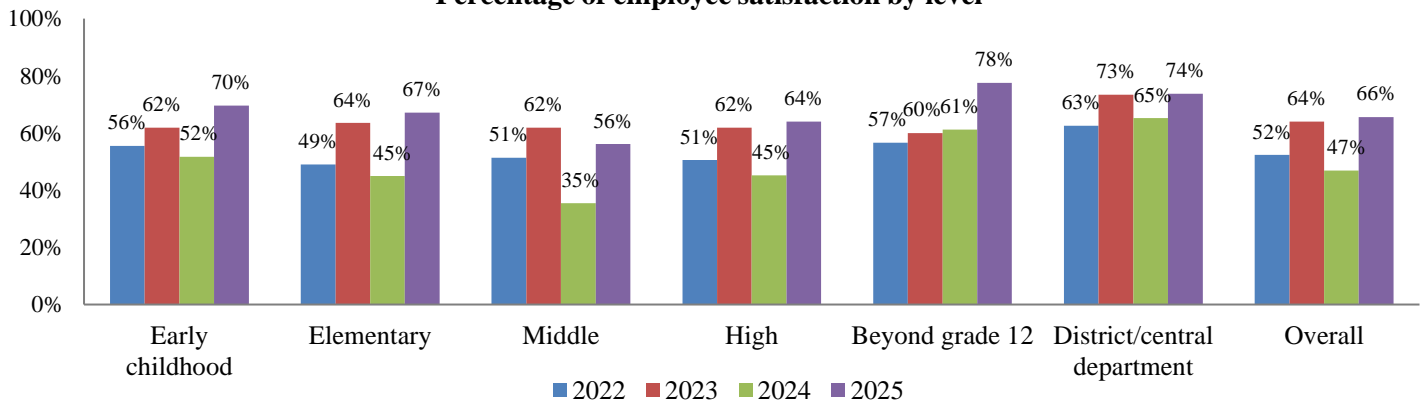
Employee satisfaction trend. In general, since the first administration of this survey in 2013, there had been a steady increase in the percentage of employees reporting overall satisfaction through 2019. Starting in 2020, there has been a downward trend in satisfaction, followed by alternating years of ups and downs, with the 2025 rate matching the 2021 rate of 66%.

Percentage of overall job satisfaction: Thirteen-year trend

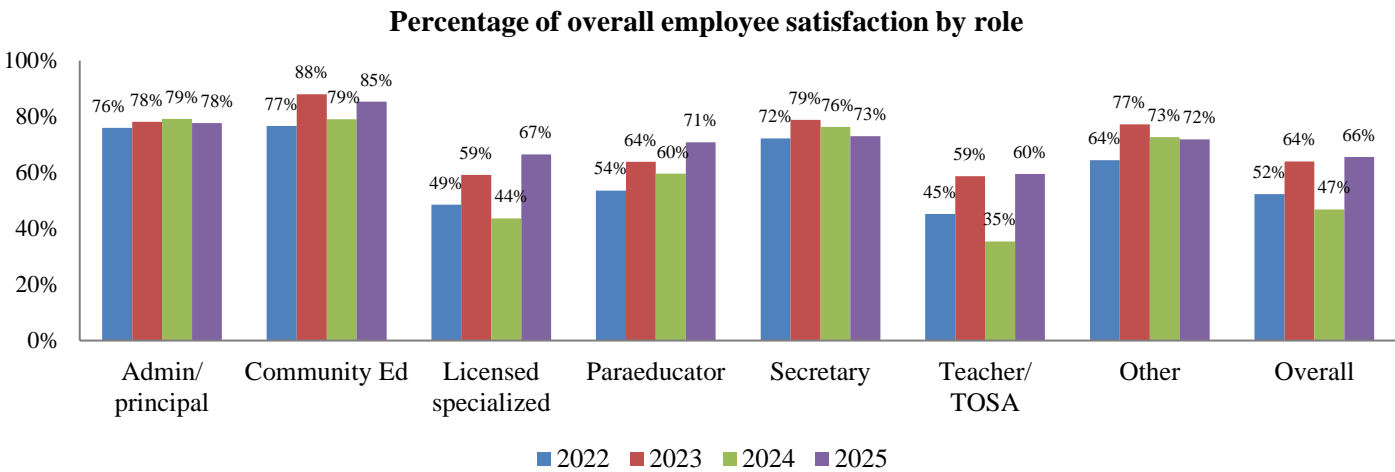


Level. Responses from employees at every level indicated an increase in job satisfaction, after decreases at nearly every level in 2024. Increases ranged from 9% for district/central department staff to 22% for elementary staff. Middle school staff continue to report the lowest job satisfaction rates, and beyond grade 12 reported the highest rate in 2025. Over the prior three years, district/central department staff had reported the highest satisfaction rate. Most levels followed a similar trend to the overall district, with lower rates in 2022, increases in 2023, decreases in 2024, followed by increases in 2025. For most levels, the 2025 rate was similar to or greater than the 2023 rate, with the exception of middle school, whose rate in 2025 (56%) was 6% lower than the 2023 rate (62%).

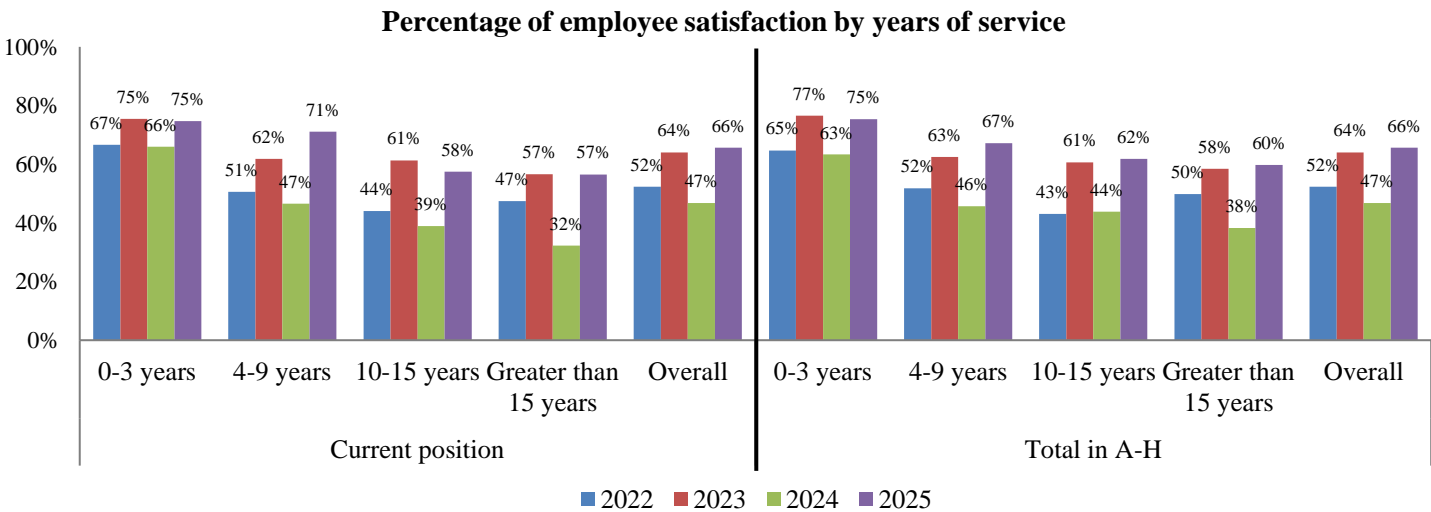
Percentage of employee satisfaction by level



Role. Overall levels of satisfaction reported by staff based on role category^d ranged from 60% (teacher/TOSA) to 85% (community education) in 2025. The role categories of teacher/TOSA and licensed specialized showed rates across the past four years that follow the same pattern as the overall rate: large decreases in 2024, followed by a rebound in 2025 that brought the 2025 rate for teachers/TOSA within 1% of the 2023 rate, while the increase for licensed specialized staff brought the rate to 8% above the 2023 rate. This pattern was also seen for community education employees and paraeducators, but with smaller decreases in 2024. However, the admin/principal, other staff, and secretary groups all showed a decrease from 2024 to 2025, with the decrease being year over year for the other staff and secretary groups.

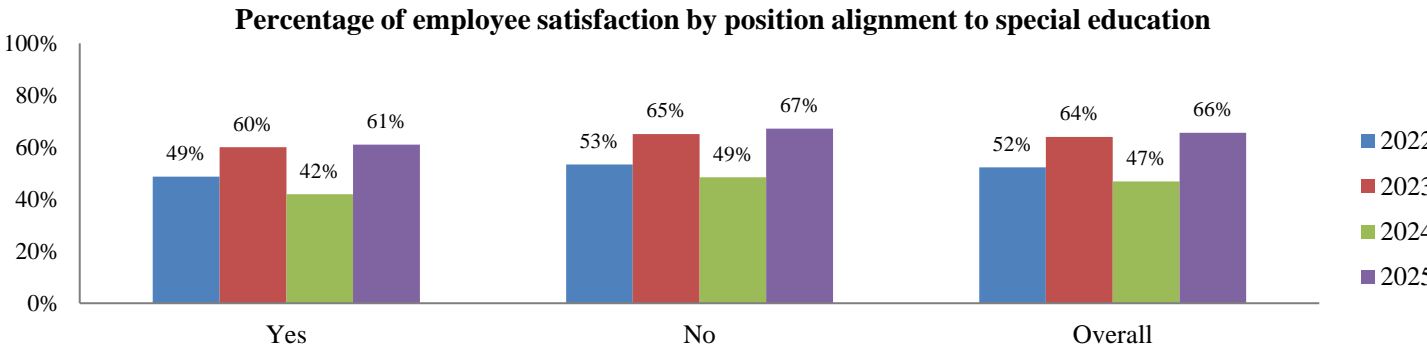


Years of service. As employees’ years of service increased for both current positions and total years in A-H, their levels of satisfaction decreased, a pattern that was seen in prior years. When focused to current position, increases ranged from 9% for staff who have been in their position 0-3 years to 25% for employees who have been in their role greater than 15 years. Similarly, the increases ranged from 12% for employees who have been in A-H for 0-3 years to 22% for those who have been in A-H greater than 15 years.

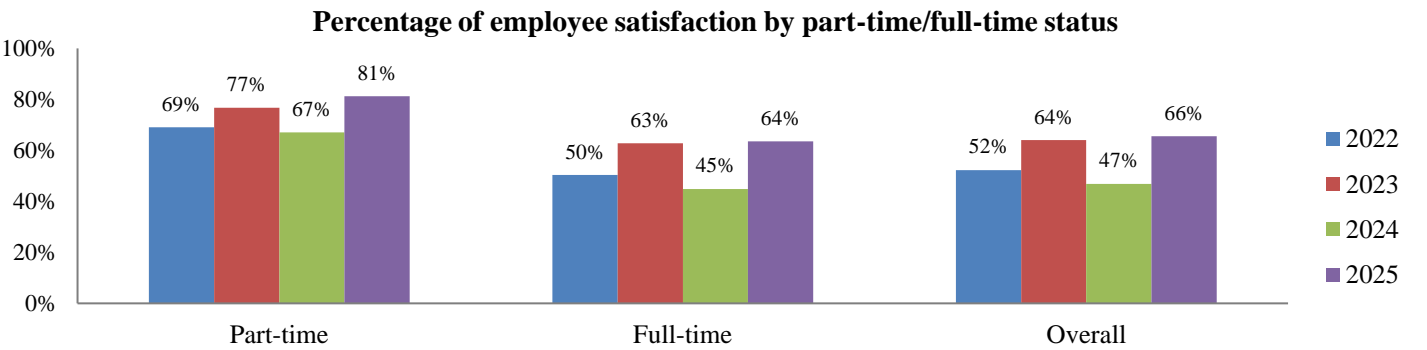


^d The Admin/principals grouping contains the Administrator/supervisor and Building principal/assistant principal survey options. The Community Ed grouping contains the Adult basic ed employee, Adventures Plus employee, Community schools/youth activities, Early childhood family ed employee, and Other-community ed options. The licensed specialized grouping contains the Counselor/psychologist/social worker/nurse and Itinerant special education employee options. The Other grouping contains the CS programmer/EC screener, Child nutrition assistant, Confidential employee, Custodian, Driver/warehouse employee, Maintenance/grounds employee, Tech specialist, and Other-non-community ed options. All other groups on the graphic are listed as the response option offered on the survey.

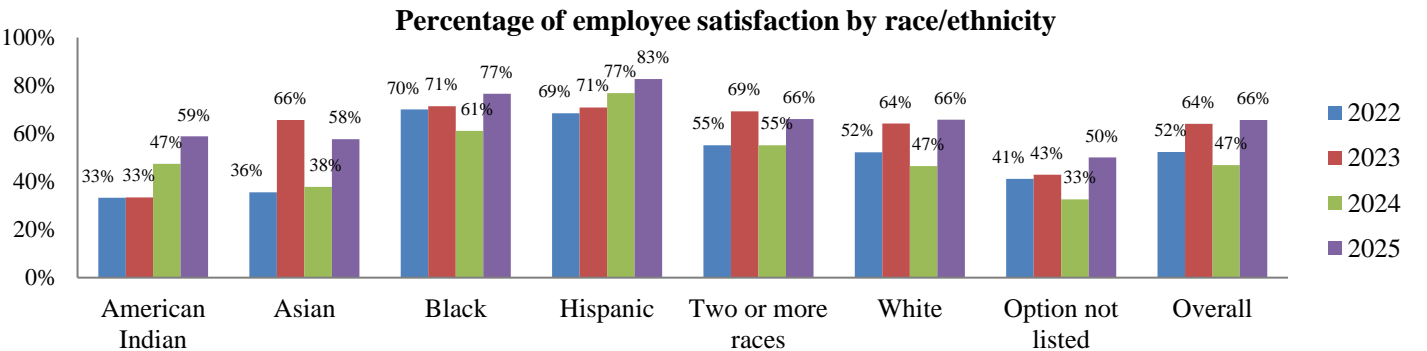
Alignment to special education. Overall job satisfaction was higher for employees who reported that their current position was not aligned to special education compared to those aligned to special education. Special education aligned and non-special education aligned employees experienced a similar increase (19% and 18%, respectively) in job satisfaction from 2024 to 2025, bringing their rates to slightly above what was reported in 2023.



Part-time/full-time status. Compared to full-time employees in the district, 17% more of part-time employees reported being satisfied or extremely satisfied with their job. Since 2024, part-time employees’ satisfaction rate increased by 14% while full-time employees’ rate increased by 19%.

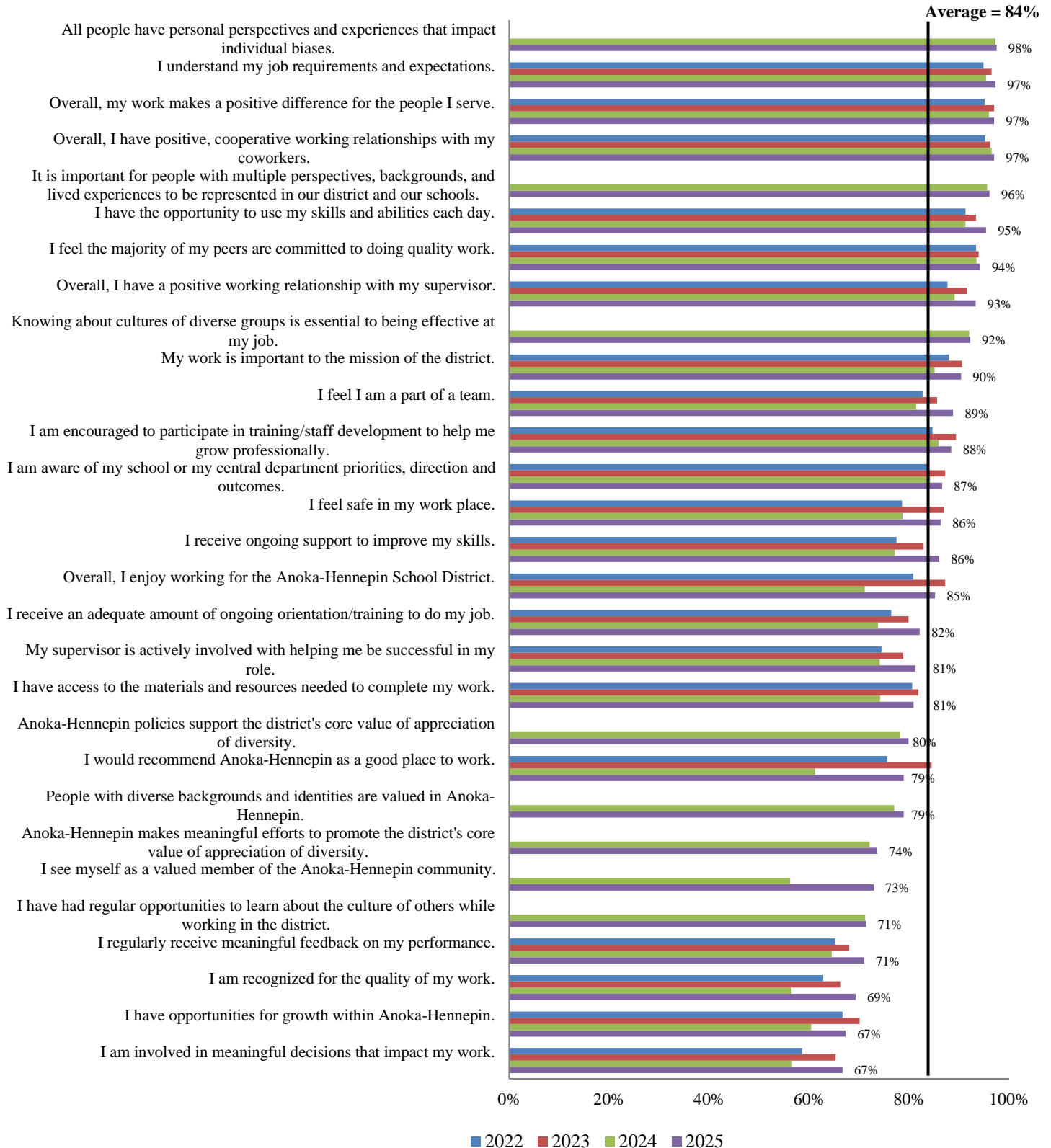


Race/ethnicity. Job satisfaction reported based on race/ethnicity ranged from 50% (Option not listed) to 83% (Hispanic) in 2025. In 2025, all seven racial/ethnic categories increased their engagement rate by 6% or more since 2024, with the largest increase seen for Asian employees who increased by 20%. Despite increases in 2025, employees who identify as Asian or with two or more races did not reach the job satisfaction levels that were reported in 2023. Over the past four years, Hispanic employees have reported year over year increases in their job satisfaction.



Employee engagement agreement by item

The graph below represents the percentage of employees who responded *strongly agree* or *agree* to each item. The vertical black line in this graph represents the average overall agreement, 84%. Agreement with seven of the 29 items maintained a rate within 1% of 2024. Agreement with the remaining 22 items showed increases from 2024 to 2025, with the largest increase being for the item *I would recommend Anoka-Hennepin as a good place to work* (61% in 2024, 79% in 2025). However, agreement with this item is still lower than what was reported in 2023 (85%).

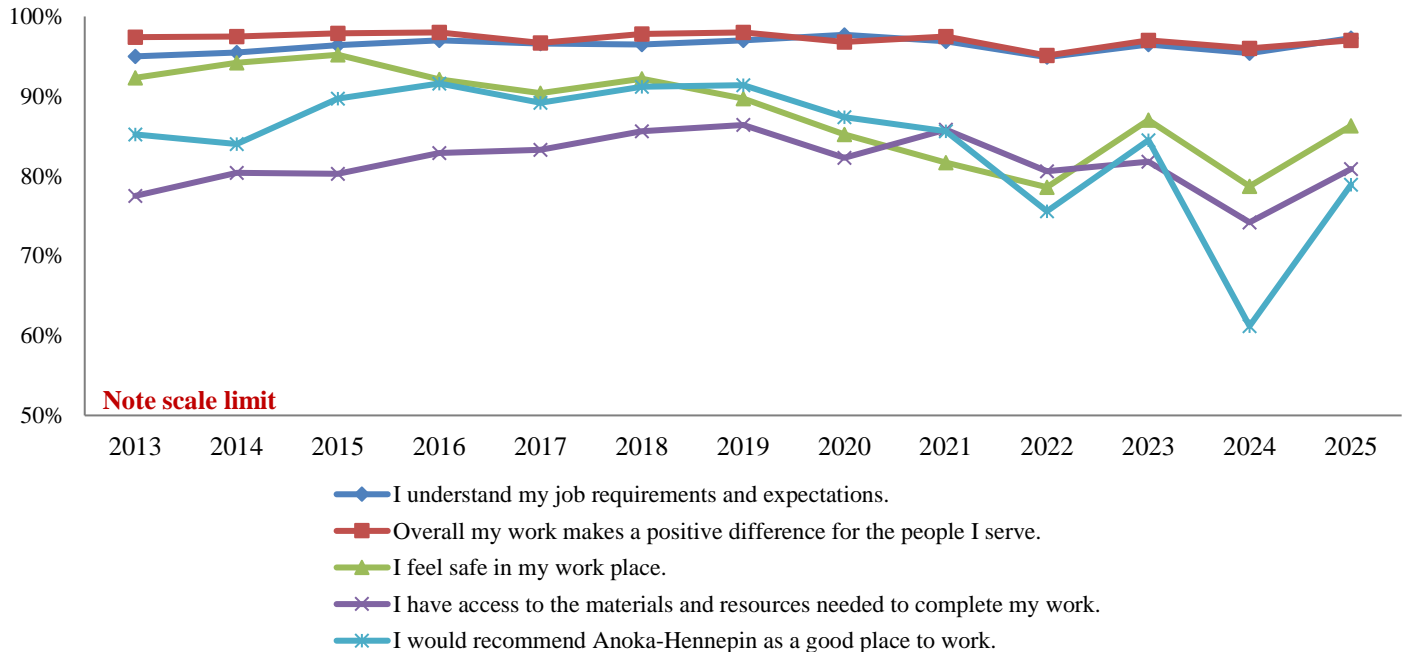


Note: Data labels represent current year responses. Items are sorted highest to lowest based on current year. Equity items were added in 2024.

Trend data: Percentage agreement of employee engagement items by dimension

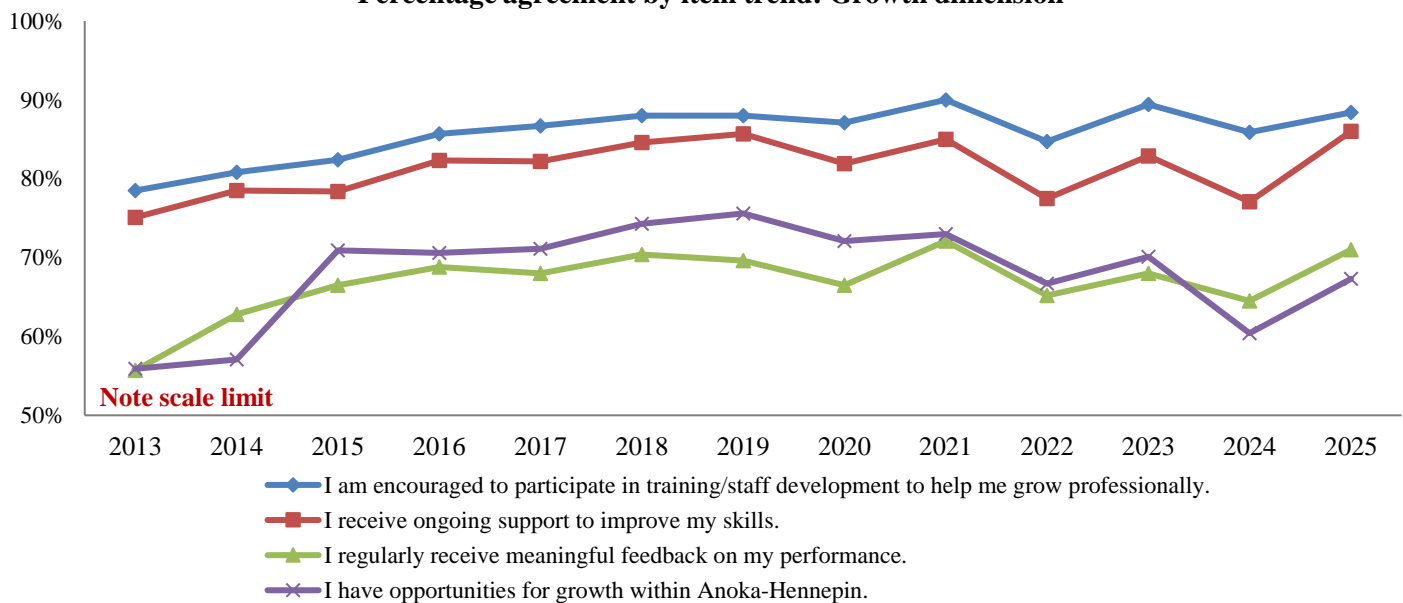
Basic needs. Four of the five items in the basic needs dimension increased by more than 1% from 2024 to 2025, with the item *I would recommend Anoka-Hennepin as a good place to work* increasing the most, by 18%. The item *Overall my work makes a positive difference for the people I serve* maintained a rate within 1% of last year's agreement rate.

Percentage agreement by item trend: Basic needs dimension

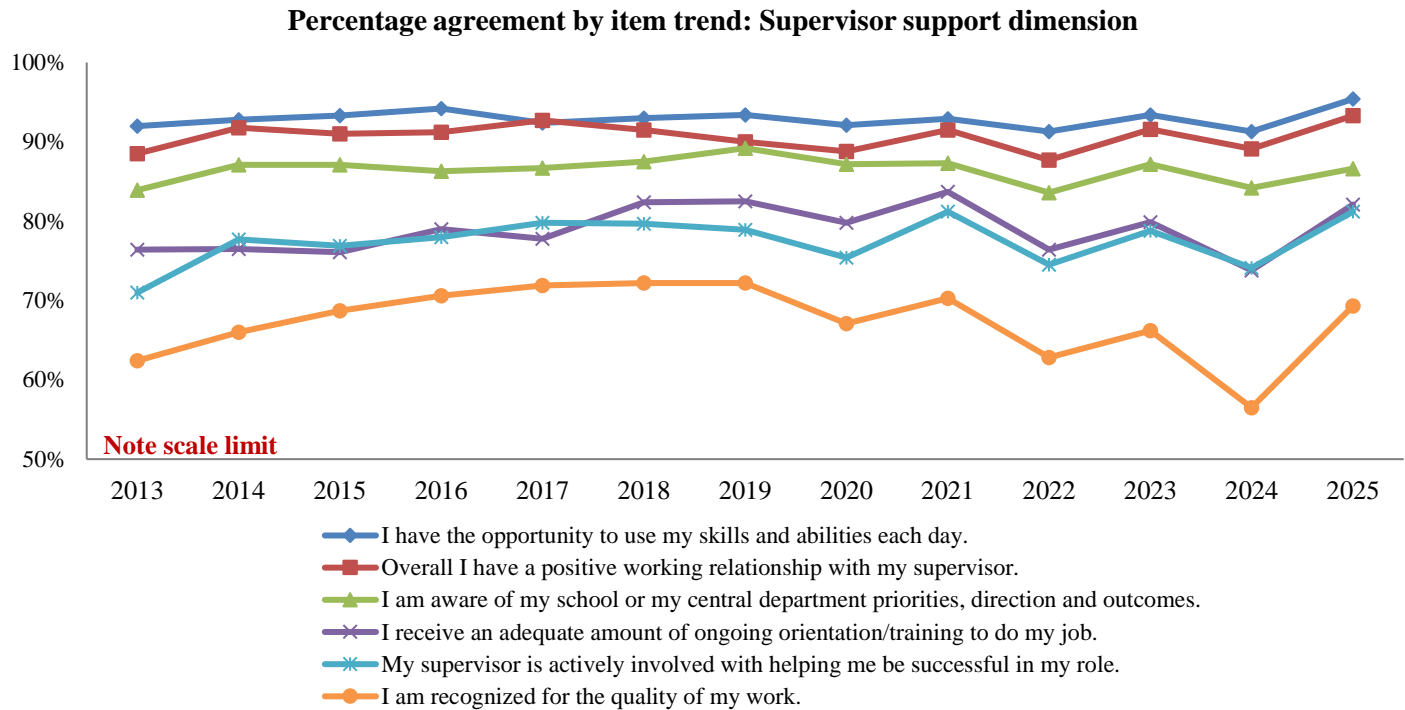


Growth. Each item in this dimension has been up and down over the past six years, with alternating decreases and increases across the board on items from 2019 through 2025, which was a year of increases. The item with the greatest increase since 2024 was *I receive ongoing support to improve my skills* which increased by 9%. All other items increased by between 2% and 7%.

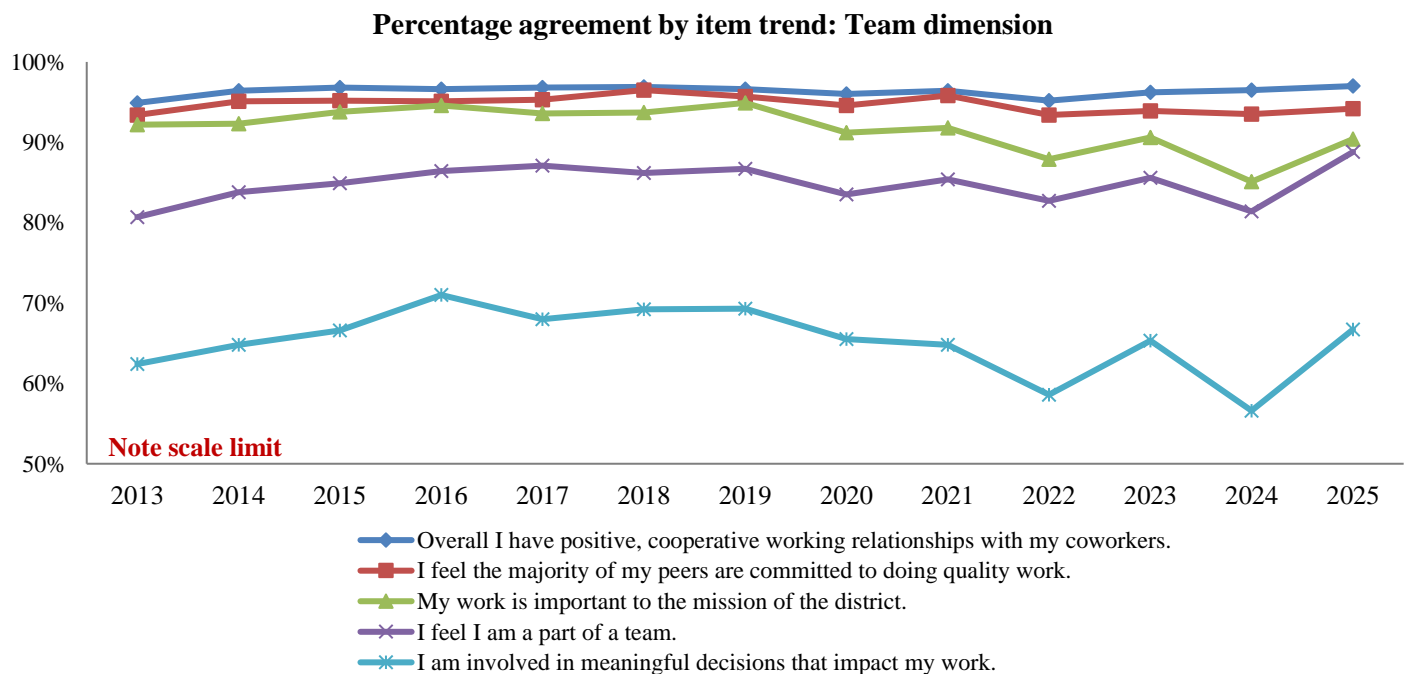
Percentage agreement by item trend: Growth dimension



Supervisor support. Each item in this dimension has been up and down over the past several years, with alternating years of decreases and increases starting in 2019, ending with an increase in 2025. The item *I am recognized for the quality of my work* showed the greatest increase, up 12% since 2024, however, this item continues to be rated at rates much lower than other items. All other items increased by between 3% and 8%.



Team. Two items maintained the same agreement rate as 2024, while the other three increased by between 5% and 10%. The item with the greatest increase was *I am involved in meaningful decisions that impact my work*, which increased by 10% since last year after a 9% decrease from 2023 to 2024. This item is rated consistently substantially lower than other items in this dimension and on the survey overall.



Equity. Items aligned with the equity dimension were included on the survey for the first time in 2024. From 2024 to 2025, four of the eight items showed increases beyond 1%, with the greatest increase being for the item *I see myself as a valued member of the Anoka-Hennepin community*, which increased from 56% to 73%. The other three items that increased were by a margin of 2%. The remaining three items maintained a rate within 1% of 2024. The item *All people have personal perspectives and experiences that impact individual biases* continues to be the item with the highest agreement in this dimension and is the highest on the survey overall.



Employee Engagement Comments

In relation to each item, there was a comment box for which respondents were given the opportunity to expand upon their choice. Approximately 33% of respondents commented on at least one item. In all, there were just under 3,400 comments on the employee engagement items. Themes regarding staff perceptions are described below.

Communication and clear direction:

- Lack of communication from district leadership
- Unclear priorities, direction, and outcomes
- Desire for transparency regarding decision-making
- Lack of connection to the central office

Diversity, equity, and inclusion:

- Concerns that the school board's actions were undermining diversity, equity, and inclusion efforts
- Focus given to some groups but not others
- Lack of diversity in staff, especially among new leadership hires
- Concerns about the sunseting of the Equity Achievement Plan and equity committees/groups

Feeling undervalued and disrespected:

- Not feeling valued or respected by the district, school board, or administration
- Opinions and expertise not valued
- Frustrations regarding lack of involvement in decision-making
- Lack of compassion and support for staff

Resources and support:

- Lack of necessary materials and inadequate facilities
- Concerns about support structures with elimination of Teaching and Learning Specialist roles
- Out of pocket spending on necessary supplies
- Widespread concern around budget cuts

School board's actions and policies:

- Concerns around the school board's political agendas
- Lack of support for diversity, equity, and inclusion efforts
- Lack of support for emotional and mental health needs
- Impact of school board actions on climate and student and staff well-being

Student behavior and safety concerns:

- Student behavior, lack of accountability for students, and a need for support in managing student behavior concerns
- Concerns around student behavior impacting learning for all students
- Safety concerns resulting from student behaviors

Training and professional development:

- Training and professional development opportunities seem irrelevant, unhelpful, or unmeaningful
- Lack of opportunities specific to roles, areas, and levels of experience (Multilingual Learner staff, Special education staff, cultural competency)

Workload and burnout:

- Overworked and burned out due to ever-increasing workloads, changing expectations, and student behaviors
- Not enough time to complete the required daily work

In relation to each level, the top three themes emerged:

Early childhood:

- Feelings of lack of support and recognition, with specific mention of special education staff, speech pathologists, and paraeducators
- Financial concerns, including budget cuts, compensation and benefits, and feeling disrespected in contract negotiations
- School board concerns, particularly in relation to diversity, equity, and inclusion efforts and social and emotional supports being reduced

Elementary:

- Student behavior and safety, including references to lack of accountability for behavior and concerns about students being placed in the wrong educational setting
- Budget cuts were a major concern, as well as frustrations around lack of resources and updated technology
- Curriculum and training, especially in relation to professional development opportunities relevant to their roles, as well as gaps in curriculum materials and lack of training for new hires

Middle:

- Student behavior and safety, with concerns about lack of support, lack of student accountability for behavior, as well as staff safety as a result of student violence
- Changes to curriculum and priorities, with specific concerns around the Essentials ELA course, special education curriculum, and the district's overall direction
- Lack of teacher input and support, with teaching staff feeling that the district or administration does not seek teacher input in a genuine way, and that staff are feeling a lack of support

High:

- School board and district leadership, specifically related to poor communication, conservative ideologies, and the school board influence on the district's core values
- Budget cuts and resources, including concerns around increased class sizes and difficulty obtaining necessary materials
- Lack of support and value, related to low compensation, reductions in support staff, and teachers not feeling supported by leadership

Beyond Grade 12:

- Poor communication and lack of support from administration and district leadership
- Dissatisfaction in relation to compensation and benefits
- District direction, with specific concern about the future in relation to the political climate

District/ESC:

- School board and political influences, resulting in inconsistent priorities, lack of commitment to core values, and threats to diversity, equity, and inclusion efforts
- Budget cuts leading to demoralized staff and extremely low morale
- Lack of leadership and communication, with particular attention on lack of communication and leadership during difficult times, poor leadership in the top roles, and confusing decisions with no explanation

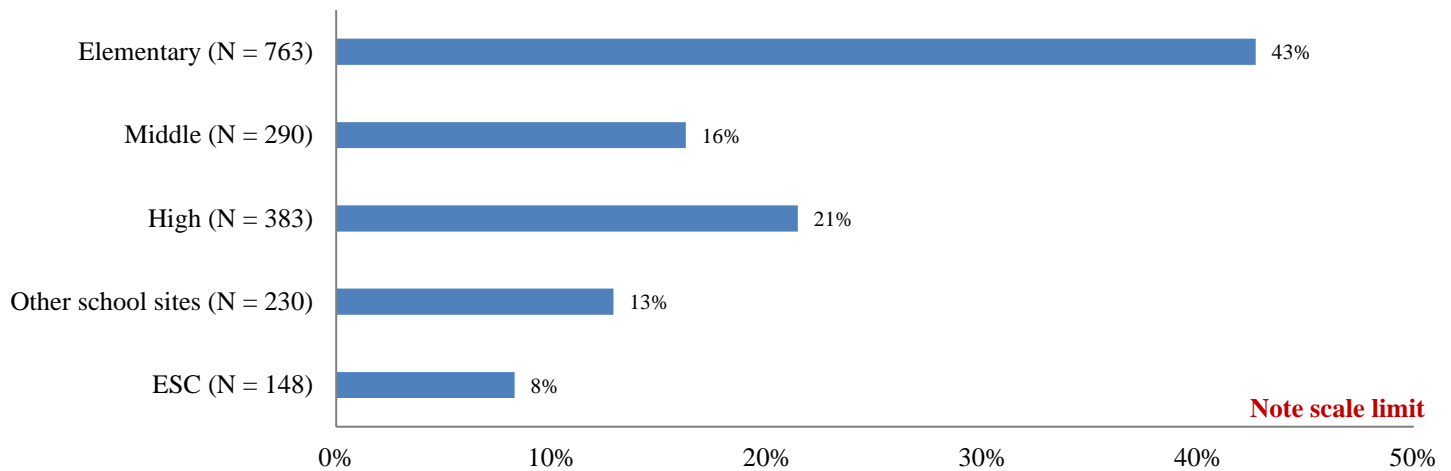
Culture and Climate Survey

Culture and climate respondents

(Additional items related to equity were added in 2024 and were incorporated into overall culture and climate)

A total of 1,788 staff completed the Culture and Climate Survey that followed the Employee Engagement Survey, with representation across all levels and sites, corresponding to a response rate of 31% of all employees. Of the employees who completed the Employee Engagement Survey, 69% also responded to the Culture and Climate Survey.

With which site does your current position most closely align?



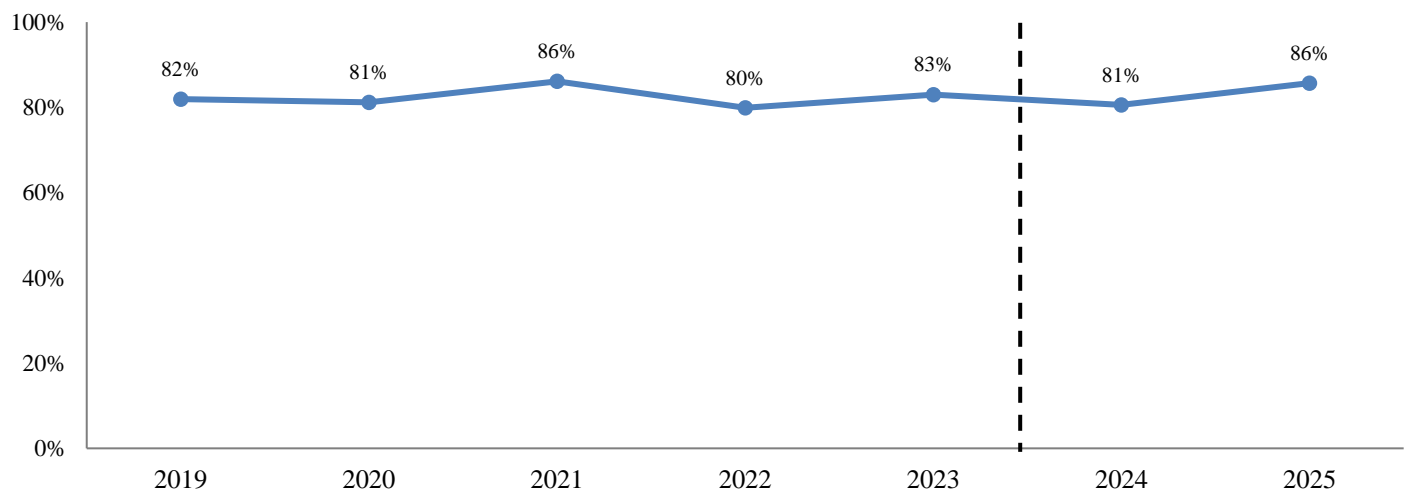
Note: 'Other school sites' include ABE Sites, A-H Technical HS, Blaine ECC, Compass Bell, Riverview ECC, RTL, Sandburg Regional HS, Sorteberg ECC, STEP, Two Rivers Transition Program, and 'Other'. Some respondents chose a site within more than one level, so the sum across levels does not equal the district total respondents.

Percentage of overall positive culture agreement

The overall agreement related to positive culture is calculated by combining responses of *strongly agree* and *agree* across all 29 of the culture and climate items. Across all sites, there was 86% agreement of a positive culture, up 5% from 2024.

Since the inception of the Culture and Climate Survey, overall positive culture and climate agreement has maintained a level at or slightly above 80 percent, with the exception of 2021 and 2025, when agreement was higher.

Percentage of overall culture and climate agreement: Six-year trend



Note: The dotted line indicates that additional items related to equity were added in 2024 and were incorporated into overall culture and climate.

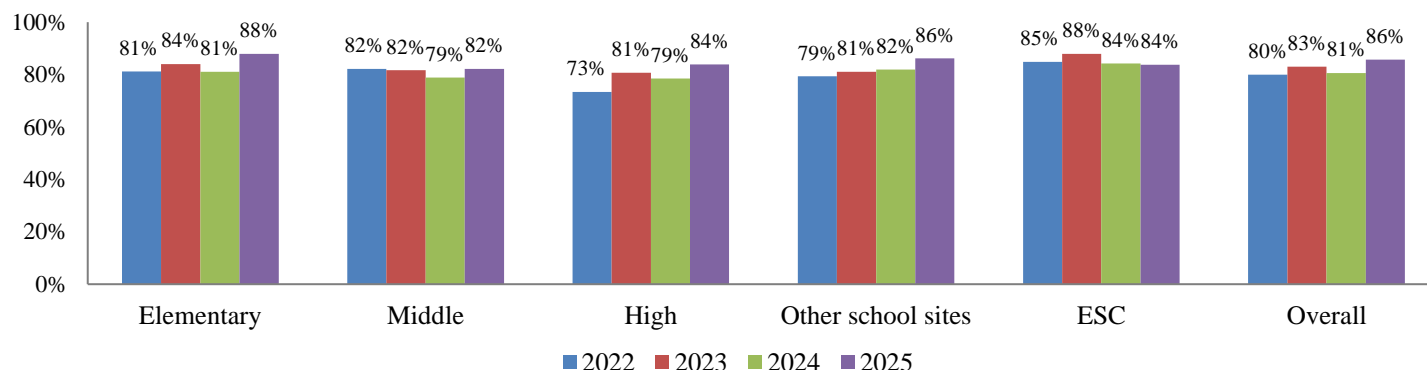
Percentage of overall positive culture agreement disaggregated by site level

(Disaggregated by level/department;

Additional items related to equity were added in 2024 and were incorporated into overall culture and climate)

Site level. All site categories reported higher agreement in 2025 than in 2024, except for ESC who maintained the same agreement level as 2024. Increases ranged from 3% at the middle school level to 7% at the elementary school level.

Percentage of agreement by site level

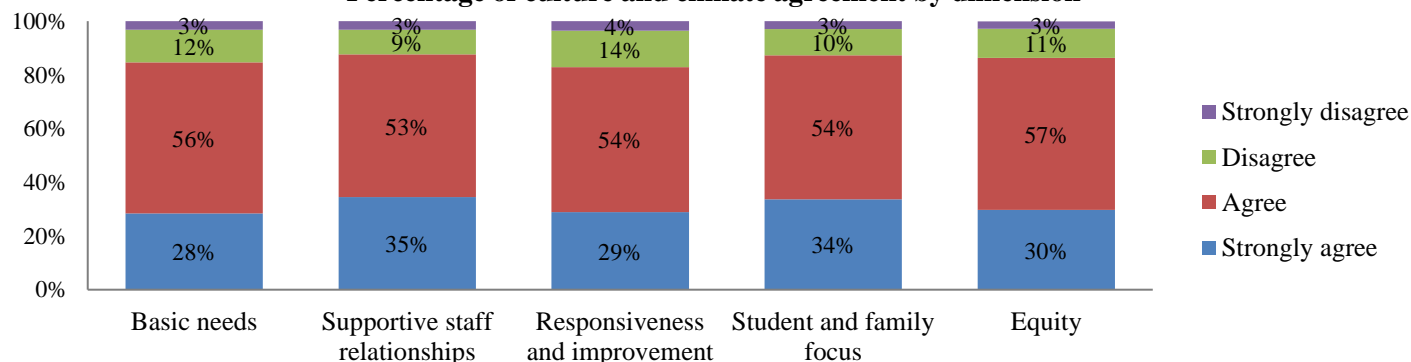


Overall positive culture agreement by dimension

This section disaggregates the ratings of overall culture and climate by the five dimensions that make up the Culture and Climate Survey. Each of the 28^e main items addressed one of the five dimensions: basic needs, supportive staff relationships, responsiveness and improvement, student and family focus, or equity. The basic needs dimension contains items like *The expectations of my job are reasonable* and *Staff wellness is a priority at my building*. The supportive staff relationships dimension contains items like *I feel a sense of belonging at work* and *I feel like I am valued in my workplace*. The responsiveness and improvement dimension includes items like *At this site, we adapt well to change* and *Staff are held to high expectations*. The student and family focus dimension includes items like *Students are held to high expectations* and *Staff at this site work to meet the learning needs of all students*. The equity dimension includes items like *All students and staff have equitable access to opportunities for success*.

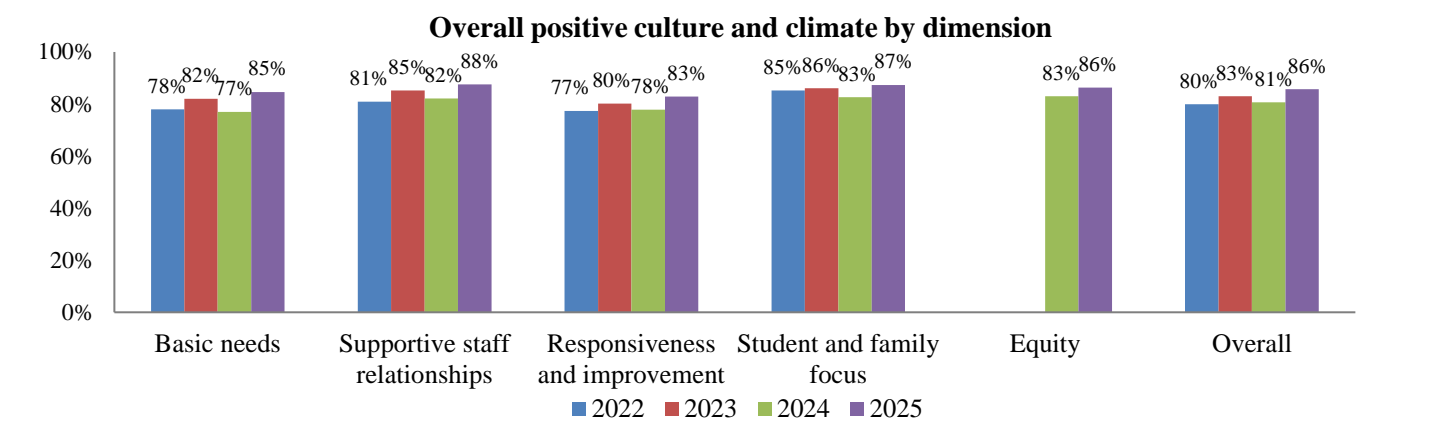
The dimension with the highest percentage of employees choosing *strongly agree* was supportive staff relationships (35%) and the lowest was basic needs (28%). Across dimensions, there was very little variability in the percentage of employees who chose *strongly disagree* (1% range), with more variability across dimensions in the percentage choosing *disagree* (5% range), *agree* (4% range), and *strongly agree* (7% range).

Percentage of culture and climate agreement by dimension



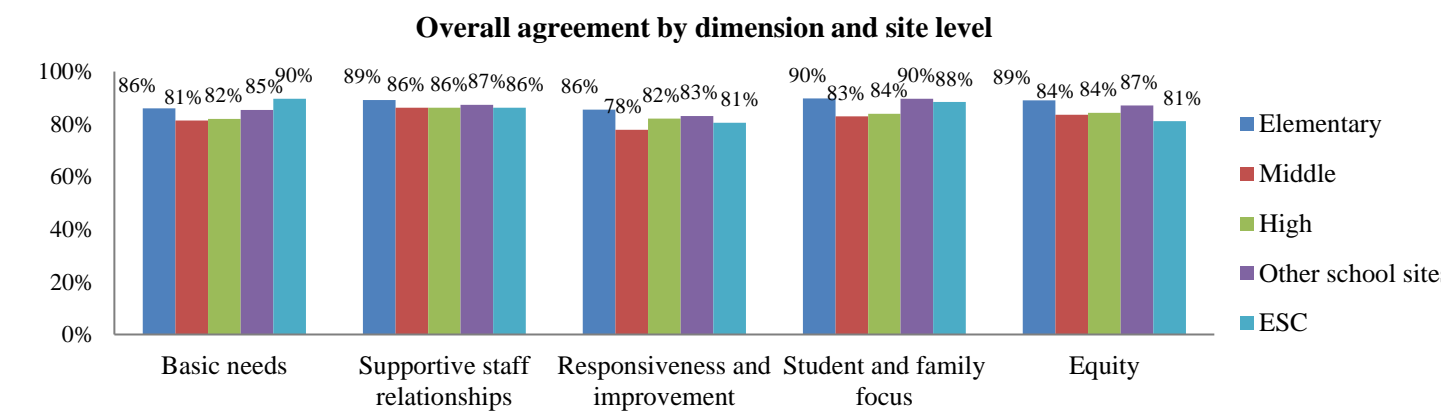
^e There are 29 culture and climate items; however, one is a general item, not aligned to any one dimension.

The percentage of overall agreement was highest for the supportive staff relationships dimension (88%) and lowest for the responsiveness and improvement dimension (83%). All dimensions increased from 2024 to 2025, with the largest increase being in the dimension of basic needs (77% in 2024 to 85% in 2025).



Note: Overall engagement by dimension values, inclusive of agree and strongly agree options, may not exactly match stacked bar breakdowns by dimension on previous page due to rounding.

The greatest difference across dimensions within a group of staff were with ESC employees who rated basic needs highest (90%) and responsiveness and improvement and equity dimensions lowest (81%) with a 9% difference between dimensions. The greatest difference across levels within a dimension was seen on the basic needs dimension with ESC staff reporting the highest levels of agreement (90%) and middle school staff reporting the lowest (81%).

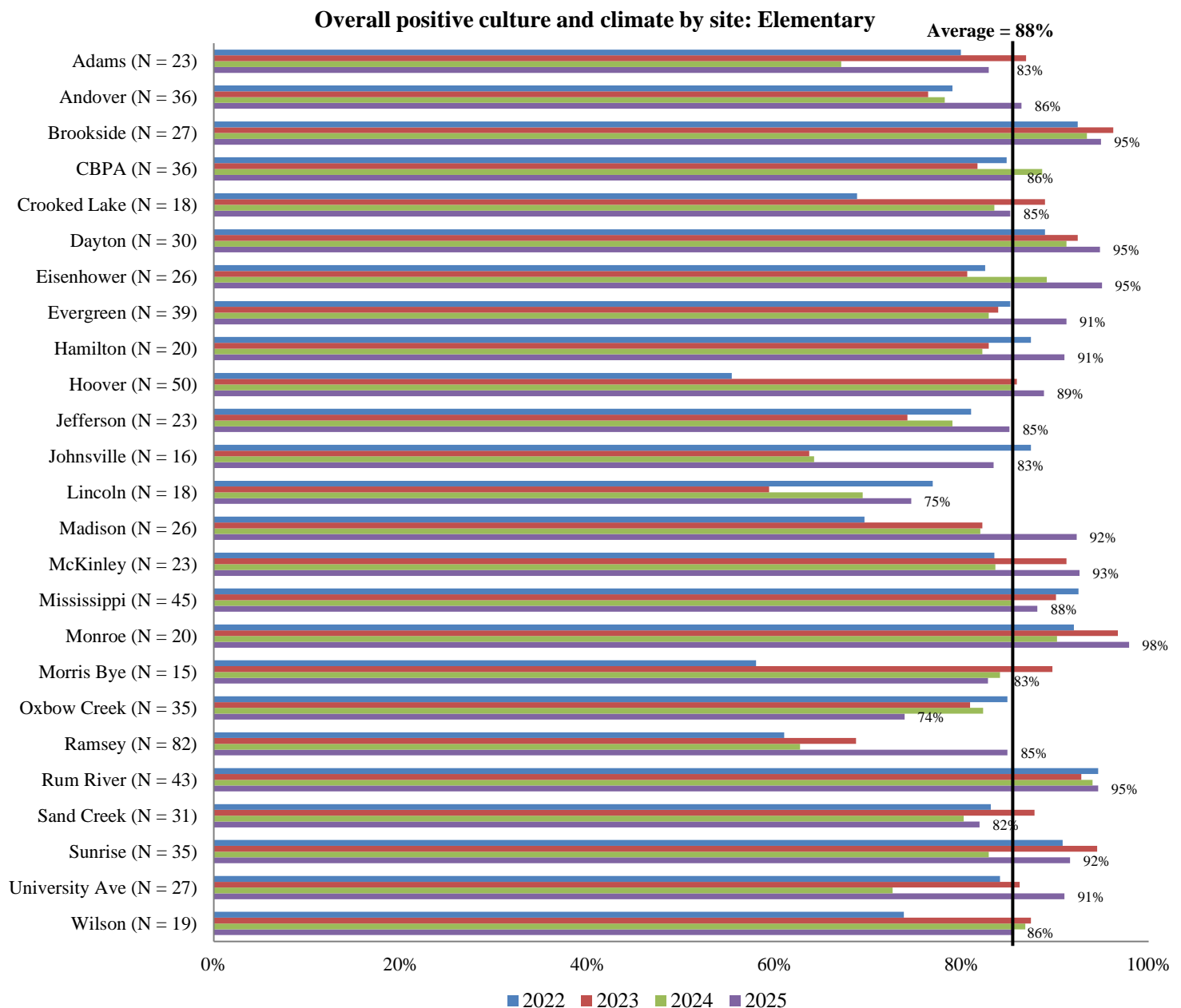


Overall positive culture agreement by site

(Additional items related to equity were added in 2024 and were incorporated into overall culture and climate)

The graphs on pages 25-27 represent the average percentage of employees who agreed with the 29 culture and climate items. The vertical black line in each graph represents the average overall agreement for that level. Please note the number of respondents when interpreting results. Site size should also be considered when accounting for participant counts. These averages are not necessarily representative of site-wide views as survey participation was voluntary and not randomly selected.

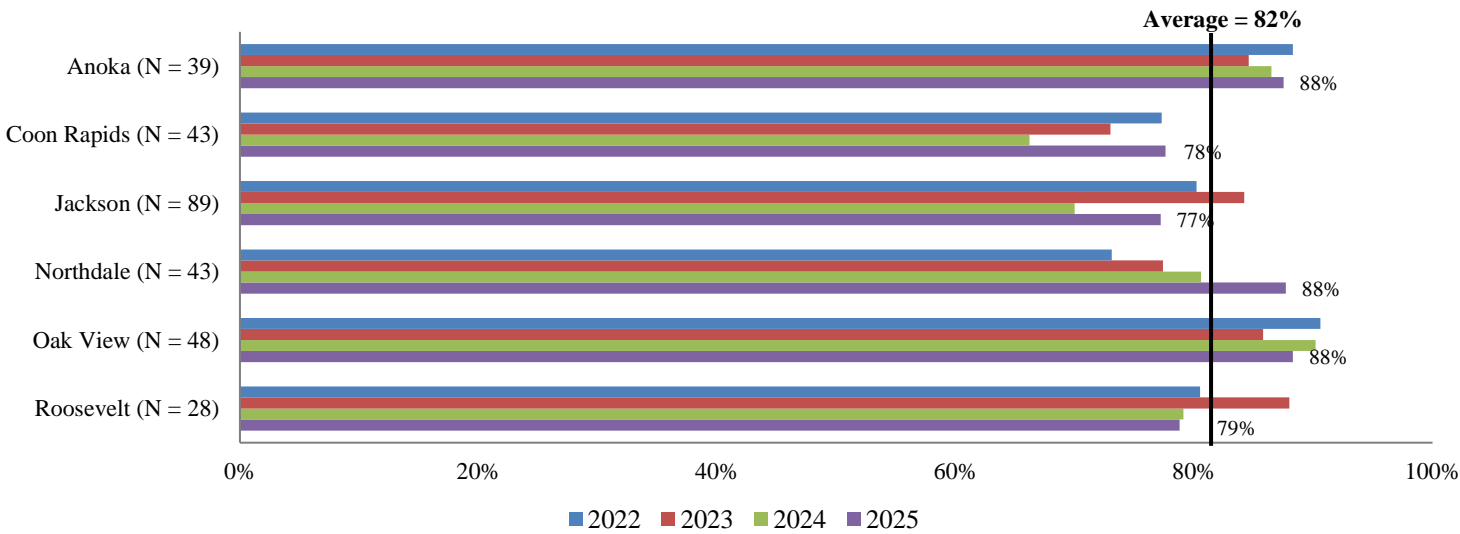
Elementary. The elementary average agreement was 88%. There was significant variability around this average with a 24% spread between the lowest (74%) and highest (98%) site ratings. However, representation across sites varied, which should be considered when interpreting these results. Nineteen of the twenty-five sites increased their average agreement beyond 1% over last year. The site with the greatest increase was Ramsey (63% in 2024 and 85% in 2025). Two sites decreased their average agreement from 2024 to 2025, and four sites maintained a rate within 1% of last year.



Note: Count of respondents by site represent current year participation. Representation of the site may have been different in earlier years. Data labels represent current year responses.

Middle. On average, there was 82% agreement across the middle school sites with considerable variation around that average. There was an 11% spread between the highest (88%) and lowest (77%) ratings at sites. Three of the six sites increased their average agreement this year, while one site decreased their average agreement rate. The largest change was a 12% increase for Coon Rapids Middle School. Note, some sites had less representation than others.

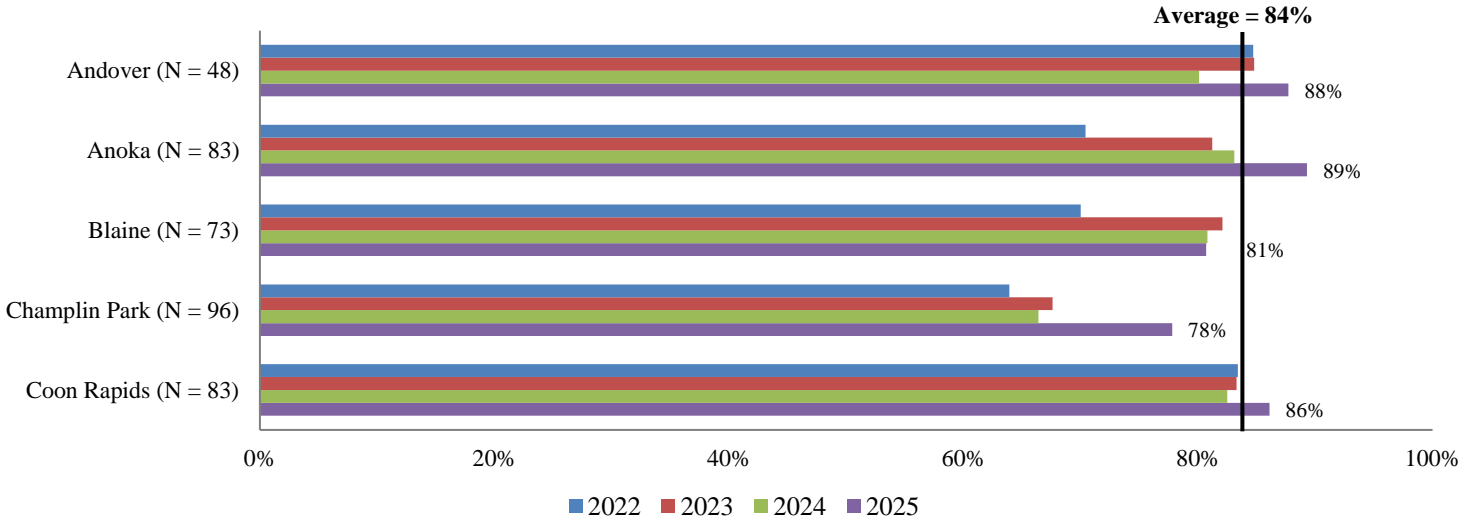
Overall positive culture and climate by site: Middle



Note: Count of respondents by site represent current year participation. Representation of the site may have been different in earlier years. Data labels represent current year responses.

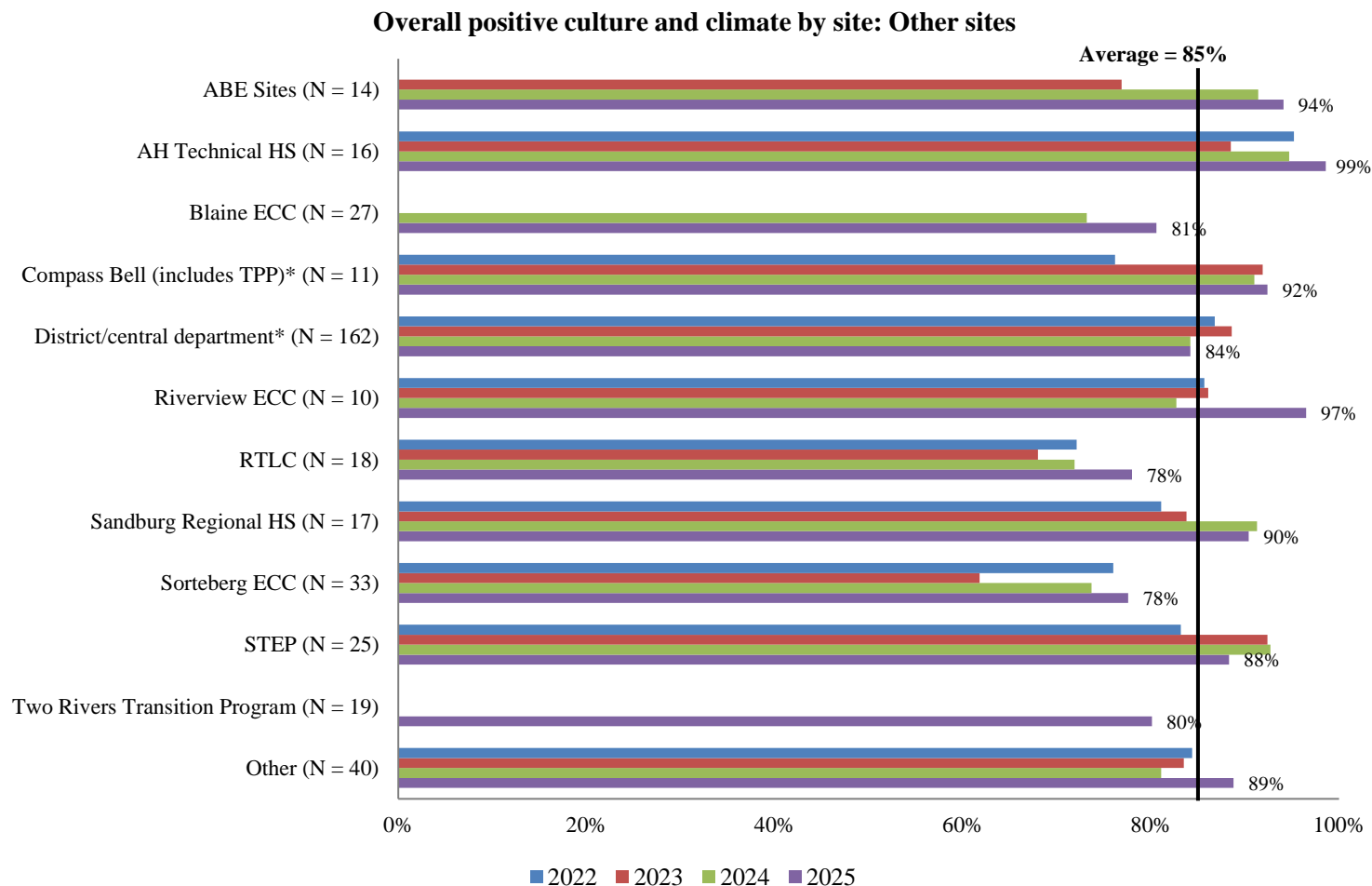
High. Across the high school sites, there was an overall average agreement rate of 84% with considerable spread around this average. There was a 11% spread between the highest (89%) and lowest (78%) rated sites. One of the five sites maintained an average agreement rate within 1% of last year, and the remaining four sites increased beyond this level. The largest increase was for Champlin Park High School (66% in 2024 and 78% in 2025). Note, some sites had less representation than others.

Overall positive culture and climate by site: High



Note: Count of respondents by site represent current year participation. Representation of the site may have been different in earlier years. Data labels represent current year responses.

Other sites. Overall, the average agreement across other sites, including ESC, was 85%. Of the ten sites and other sites, seven increased their average agreement since last year, with the greatest increase (14%) being for Riverview ECC. One site, STEP, decreased in agreement since 2024 (5% decrease). There was quite a bit of variability across sites, though many of these smaller sites did not have significant representation.



Note: Count of respondents by site represent current year participation. Representation of the site may have been different in earlier years. Data labels represent current year data.

*TPP is the Teen Parenting Program. Beginning in 2023, TPP is located within Compass Bell, prior to which it was located within the ESC.

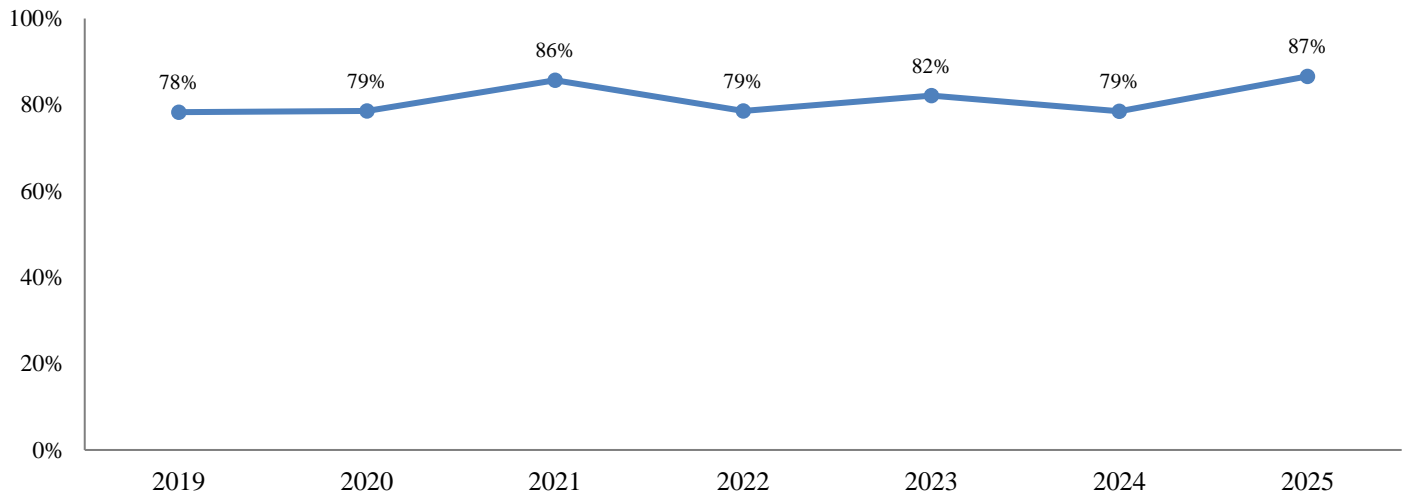
Agreement rate of positive culture and climate in general

(Single item; Disaggregated by site)

This section is focused on the percentage of employees who reported that they *strongly agree* or *agree* with the statement *Overall, my workplace has a positive culture and climate*. Overall, 87% of staff reported a positive culture and climate in their workplace, the highest rate since the survey's inception, and an 8% increase over 2024.

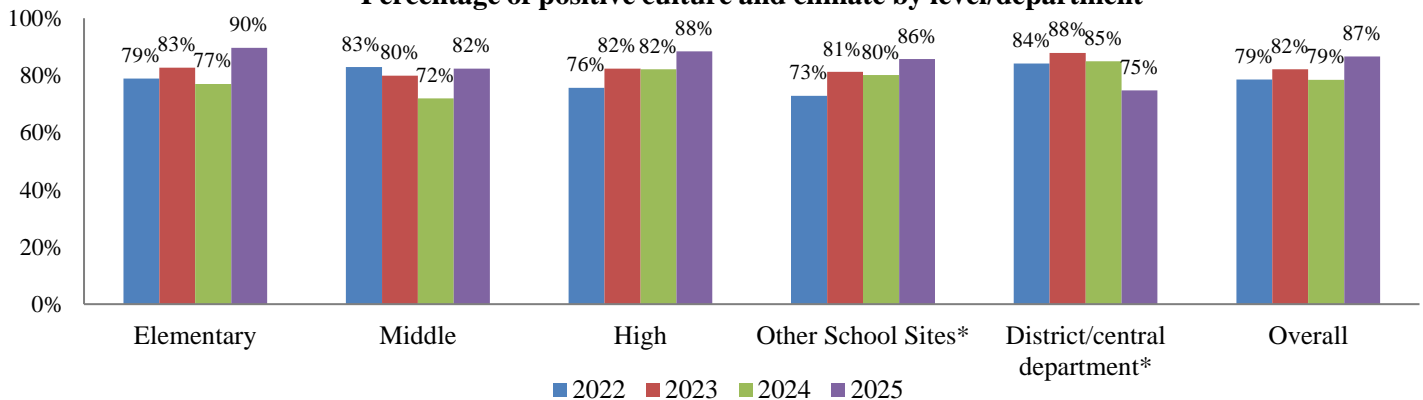
Employee satisfaction trend. In general, since the first administration of this survey in 2019, the districtwide response to this question has remained in the upper 70 or lower 80 percent range, with a higher rate of 86% in 2021 and 87% in 2025.

Percentage of overall workplace culture and climate : Seven-year trend



Level/department. Responses from employees at nearly every level indicated an increase in overall feelings of positive culture and climate, with the exception of district/central department, who saw a 10% decrease since 2024. At other levels, the increase ranged from 6% (high school and other school sites) to 13% (elementary). There has been a steady increase at high school and other school sites on this item over the past four years, and a steady decrease for central department staff over the past three years.

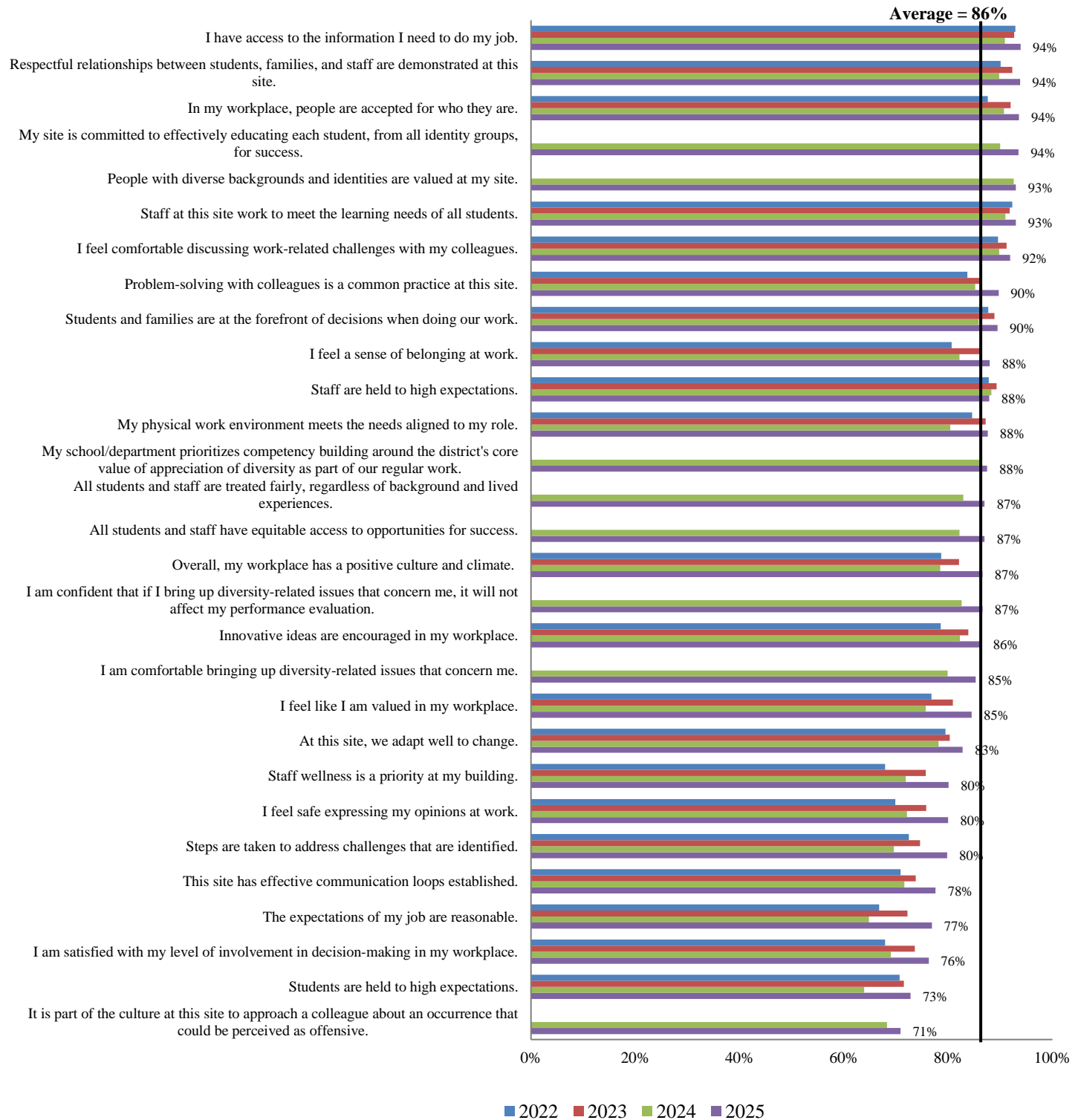
Percentage of positive culture and climate by level/department



*Starting in 2024, Sandburg was included in Other school sites, prior to which it was included with the District level/central department data.

Culture and climate agreement by item

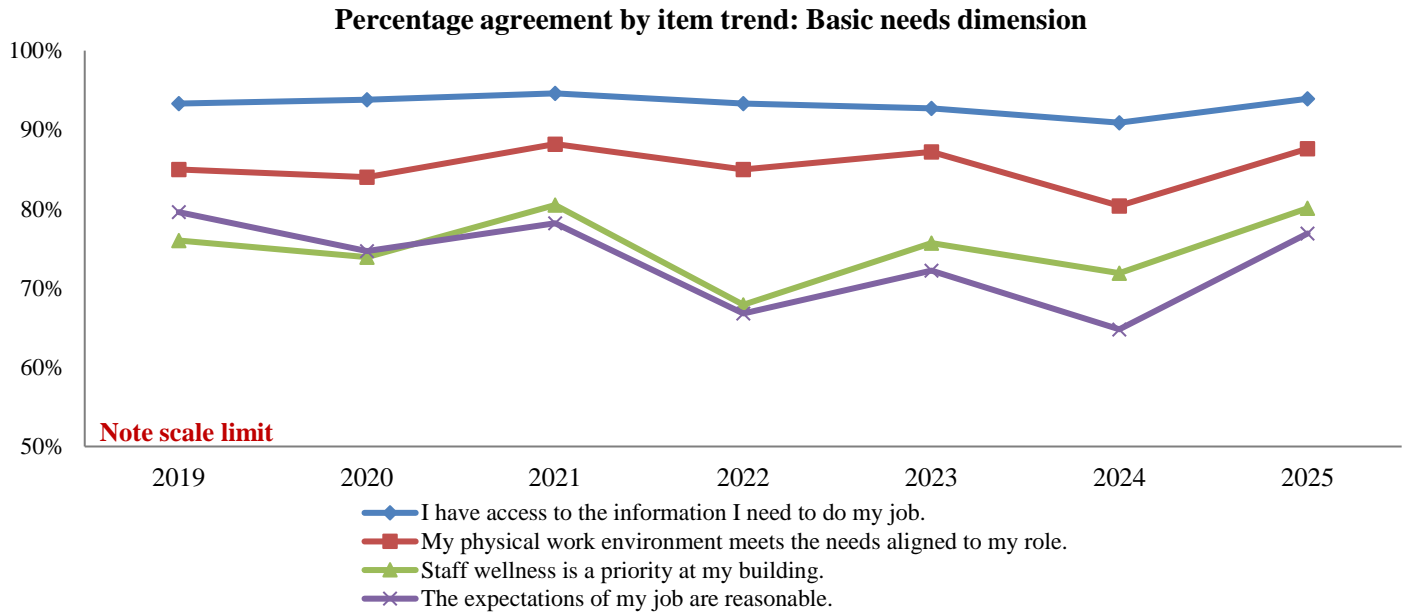
The graph below represents the percentage of employees who responded *strongly agree* or *agree* to each item. The vertical black line in this graph represents the average overall agreement. Agreement across all items increased from 2024 to 2025, except two items that maintained the same level. The item that showed the greatest increase was *The expectations of my job are reasonable*, 65% in 2024 to 77% in 2025.



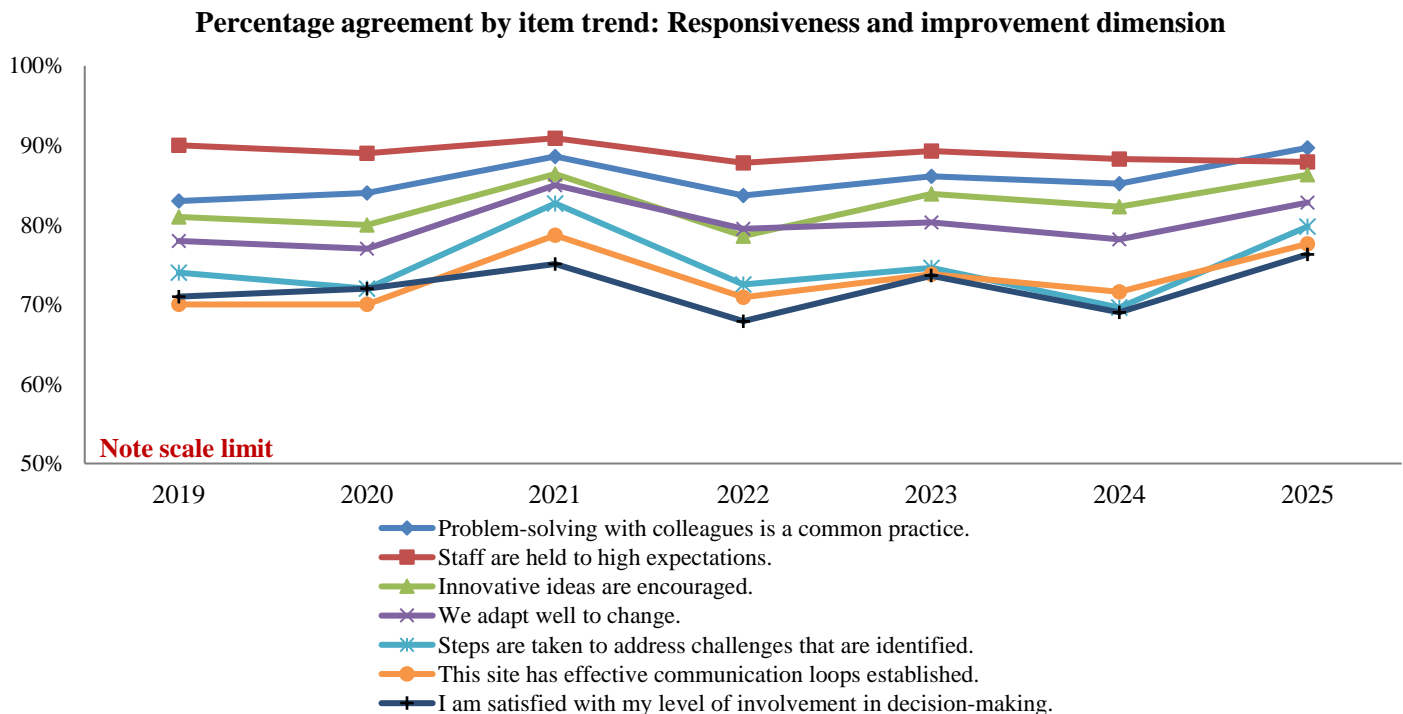
Note: Data labels represent current year responses. Items are sorted highest to lowest based on current year. Equity items were added in 2024.

Trend data: Percentage agreement of culture and climate items by dimension

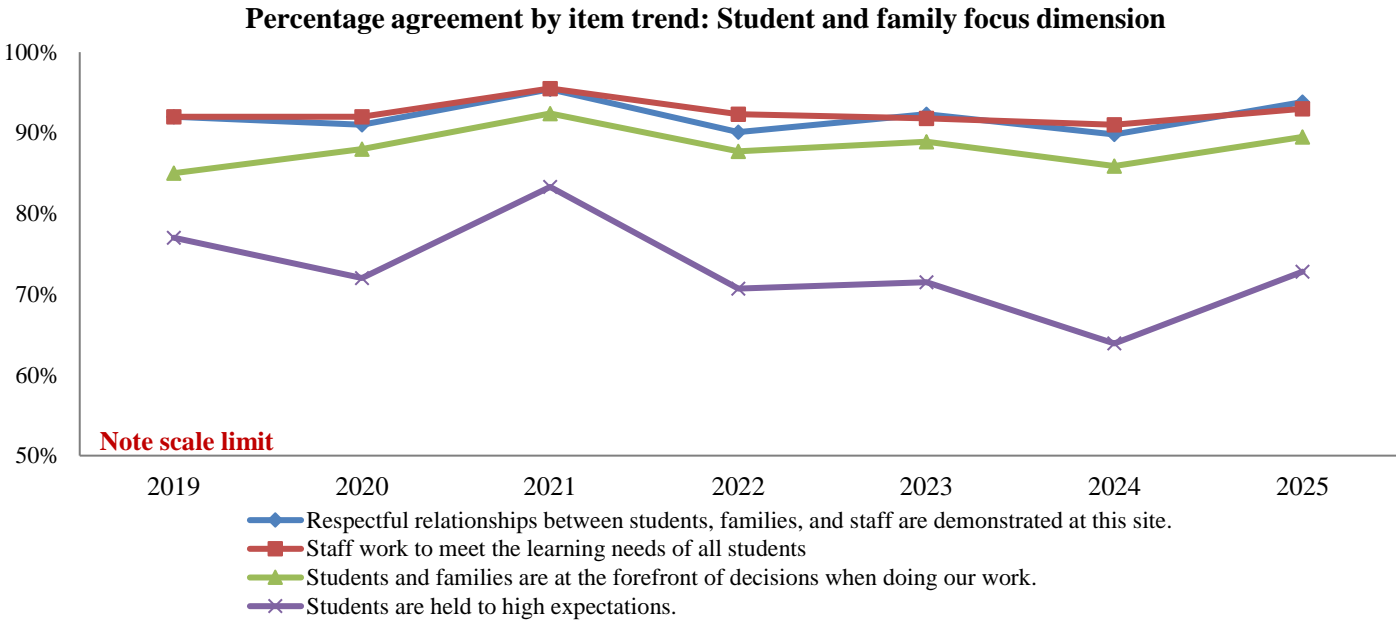
Basic needs. Each item in the basic needs dimension increased the agreement rate from 2024 to 2025. The item that showed the greatest increase (12% increase) was *The expectations of my job are reasonable*. The relative positioning of the items within the dimension has remained stable over the past five survey administrations.



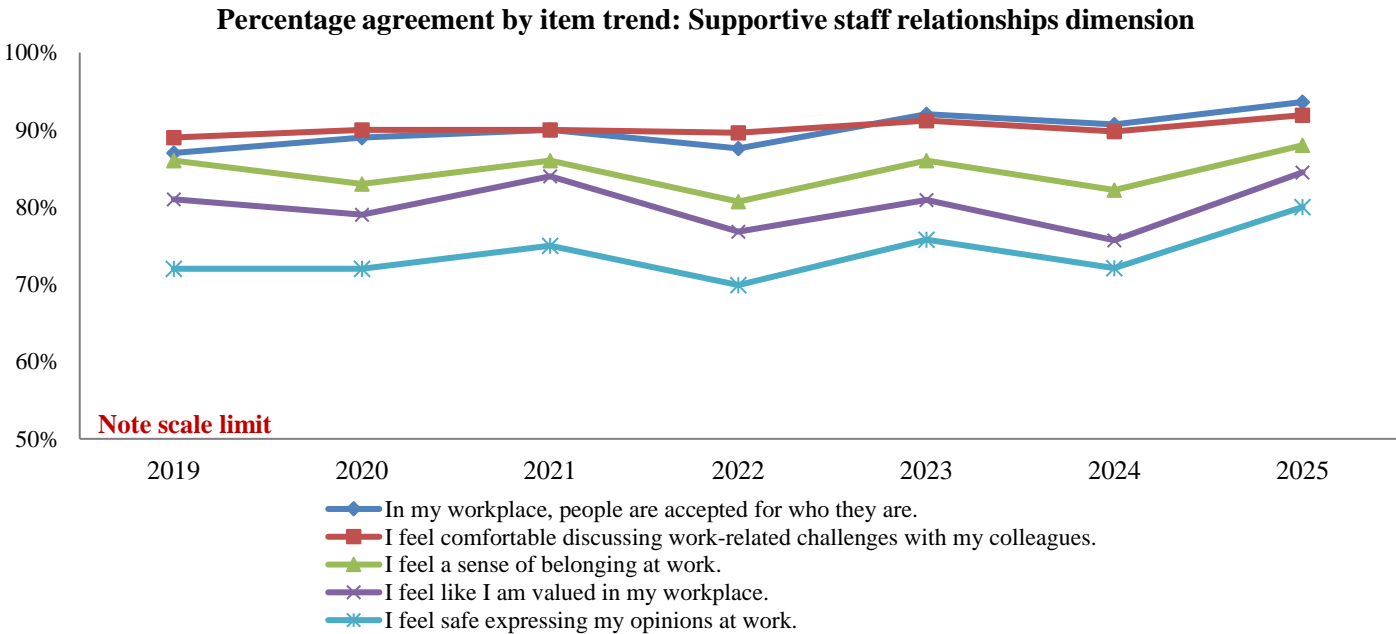
Responsiveness and improvement. Prior to 2025, the percentage of agreement responses to items in this dimension have had alternating increases and decreases over the previous four years. In 2025, six of the seven items experienced increases in agreement, and the item *Staff are held to high expectations* maintained a rate within 1% of last year. The item that increased the most was *Steps are taken to address challenges that are identified*, which increased by 10%.



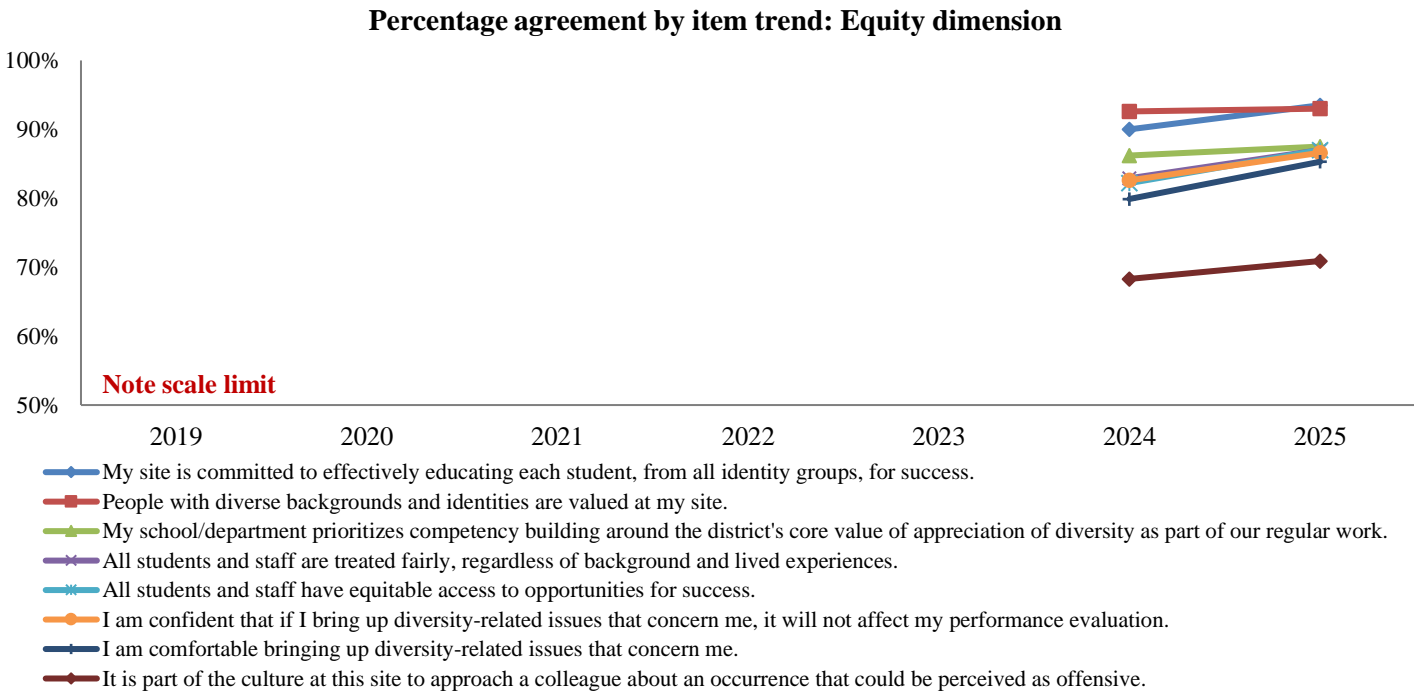
Student and family focus. All items in the student family and focus dimension increased since last year. The item *Students are held to high expectations* has consistently been the lowest item in this dimension since the first administration of this survey and has shown the greatest variability across time in this dimension, with a 9% increase from 2024 to 2025.



Supportive staff relationships. Each item in this dimension has increased since last year, with the greatest increase (9% increase) being for the item *I feel like I am valued in my workplace*. Generally, across the seven years the survey has been distributed, each item within this dimension has maintained the same relative position; the item *I feel safe expressing my opinions at work* has consistently been the item with the lowest agreement, and the items *I feel comfortable discussing work-related challenges with my colleagues* and *In my workplace, people are accepted for who they are* consistently having the highest agreement.



Equity. The equity dimension was included on the survey for the first time in 2024. From 2024 to 2025, seven of the eight items in the dimension increased by more than 1% and one item maintained the same agreement rate as 2024. Increases ranged from 2% to 5%, with the items *All students and staff have equitable access to opportunities for success* and *I am comfortable bringing up diversity-related issues that concern me* increasing the most (5% each).



Culture and Climate Comments

In relation to each item, there was a comment box for which respondents were given the opportunity to expand upon their choice. Approximately 30% of respondents commented on at least one item. In all, there were just over 1,900 comments on the culture and climate items. Themes representing staff perspective across responses in the comments are described below.

Communication and information access:

- Poor communication, lack of transparency, inconsistent messaging and lack of timely information
- Staff not having access to relevant materials such as IEP and 504 documentation
- Changes are poorly communicated

Decision-making involvement:

- Lack of meaningful involvement in decision-making
- Top-down decision-making and lack of collaboration

Diversity, equity, and inclusion:

- Concerns around equitable treatment of students and staff
- Concerns that diverse staff are not staying in the organization
- Some fear retribution in relation to bringing up diversity, equity, and inclusion issues

Job expectations:

- Overwhelming and unreasonable workload
- Consistent additions to responsibilities without additional resources, support, or compensation

Managing challenges:

- Inconsistent follow-through with addressing challenges
- Fear around speaking openly about challenges with fear of retribution
- Difficult adapting to constant change, particularly when directives and vision are unclear

Physical environment and resources:

- Limited resources and materials
- Inadequate or outdated facilities, particularly space and temperature control problems

Staff relationships and culture:

- Lack of trust among colleagues and between staff and leadership
- Staff do not feel valued for their contributions

Student expectations and support:

- Inconsistent expectations for student behavior and lack of consequences
- Students with behavior needs impacting the learning of all students
- Multilingual learners and students receiving special education services need more support
- Students who are high performing or those who do not have specific learning or behavioral needs are not getting what they need academically

In relation to each level, the top three themes emerged:

Elementary:

- Physical work conditions, including small, outdated, unclean facilities, with poor temperature regulation
- Lack of decision-making involvement, with feelings that their input is not valued, that they are not consulted in decisions that impact them directly, and that there is a disconnect between administration and staff
- Student behavior and expectations, with focus on unsafe conditions due to physical behaviors of students

Middle:

- Physical work conditions, including small spaces, aging facilities, lack of air conditioning, and issues with cleanliness and maintenance
- Decision-making involvement, with staff feeling that district leadership makes decisions without regard for their impacts, and that there is a lack of transparency in the process of making decisions
- Student behavior and expectations, with concerns that accountability and expectations have declined, and behavior concerns are impacting the learning environment for all

High:

- Physical work conditions, with frustrations around staff moving classrooms throughout the day, spaces too small to accommodate class sizes, lack of privacy, and outdated facilities
- Decision-making involvement, with staff feeling their feedback is ignored or unwelcome, and a desire for more transparency and involvement in decisions that impact day-to-day work
- Student expectations and support, with respondents indicating that there was a lack of standards in relation to passing courses and graduation along with concerns that accountability behaviorally and academically was lacking

Other school sites:

- Physical work environment, specifically temperature fluctuations, accessibility concerns, and space limitations
- Workload and expectations, with concerns regarding increasing responsibilities leading to burnout, an abundance of special education paperwork, and high caseloads
- Communication concerns such as confusing communications, receiving important updates through word-of-mouth from colleagues, and a lack of connection between general education and special education

District/ESC:

- Physical work conditions, specific to adequate or private workspace, space for virtual meetings, and temperature regulation
- Communication, including untimely, inconsistent, unclear, inadequate, and sometimes absent communication from district leadership
- Overall culture and climate of the workplace, with a lack of unification from top leadership, overall sense of unease in relation to budget cuts, feelings of job insecurity, frustrations over removal of highly regarded professionals from leadership roles, lack of shared vision, and lack of consideration for impacts of decisions

This report was created by the Research, Evaluation, and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.ahschools.us/ret, or call (763) 506-1000 and request the RET department.