



## 2017 Engagement Surveys Executive Summary

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**Audience:** Community and Legislative Board Committee, Senior Leaders, Community

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**Background:** Each spring, the District conducts three stakeholder surveys to evaluate its efforts to engage, inform and listen to students, staff and families. The surveys are all electronic, with users invited to participate through direct email blasts to staff and families, and email messages, announcements, and teacher-led participation for the student survey. Results are analyzed at the District and School levels, with action items captured in department projects and school improvement plans, as appropriate.

### Student Survey

The 2017 student survey was changed as the District partnered with Panorama to deploy a research-based survey with robust reporting and comparative data on academic and social and emotional student perceptions. This survey was administered to 3,122 students in grades 3-12 (55% participation) and scored on a scale of 1 (low/disagree/not likely) to 5 (high/agree/likely).

#### *Key Findings:*

- Rigorous expectations consistently received high marks across all grades
- Teacher-Student Relationships (Elementary) and Valuing of School (Secondary) also
- Student engagement decreased from previous years and is low relative to peers

#### *Next Steps:*

- August - School improvement planning process will review perception data and identify engagement and climate/culture goals
- September - Discussion with administrative teams at September sectionals on results and survey design to determine if any adjustments to questions are necessary.

## **Staff Survey**

The 2017 staff survey was in its second year of deployment, measuring staff engagement based on Deloitte and Touche's research regarding the five drivers of employee engagement. Five-hundred (45%) of staff members chose to respond to the survey, a decrease from 625 in 2016. The survey is scored on a scale of 1 (strongly disagree) to 4 (strongly agree).

### *Key Findings:*

- Strong results continued in the areas of staff collaboration (3.7), clear work expectations (3.4), and mission-driven work (3.4).
- Small, but positive (.1) improvements in leadership transparency, efforts to inform, and overall staff optimism.
- Slight decreases (-.1) in several areas of hands-on management including responsiveness, feedback and risk-taking.
- The greatest opportunity for improvement across all employee groups is again time for slack.

### *Next Steps:*

- September - Deploy new approach to educator effectiveness and the evaluation process to address hands-on management concerns.
- Yearlong- Continue to strengthen engagement practices; roundtables, senior leader listening sessions, and department communication to build on trust in leadership results.
- January - Conduct pulse survey to monitor impact of salary and benefit changes, overall climate and staff engagement.

## **Family Survey**

The 2017 family survey has been administered in its current form for many years. The survey report was adjusted in 2016 to match the staff survey "domain/driver" approach, grouping a series of questions into an aggregate score for eight domains. The survey is scored on a scale of 1 (strongly disagree) to 4 (strongly agree).

### *Key Findings:*

- Overall satisfaction continues to be high, with high marks for helpful staff, quality facilities, and school pride.
- All domain areas averaged above a score of "agree."
- Opportunities for improvement include bus transportation concerns, stronger reporting about academic progress, and meeting every student's needs.

### *Next steps:*

- July - A new transportation company was selected in February 2017 and will be in place for 2017-18.
- November - Schools will continue to plan for ways to engage students in the parent/teacher conference structure.
- Yearlong - Continued efforts to make learning personal at all grades and subject areas through personalized learning action plans.

# 2017 District Employee Engagement Scorecard - All Staff

Response Count **500**

Meaningful Work	Hands-On Management	Positive Work Environment	Growth Opportunity	Trust in Leadership
<b>3.2</b>	<b>3.0</b>	<b>3.2</b>	<b>3.1</b>	<b>3.1</b>
Autonomy	Flexible Work Environment	Clear & Transparent Goals	Training and Support on the Job	Mission & Purpose
<b>3.1</b>	<b>3.2</b>	<b>3.2</b>	<b>2.9</b>	<b>3.2</b>
Select to Fit	Coaching	Humanistic Workplace	Facilitated Talent Mobility	Continuous Investment in People
<b>3.3</b>	<b>3.0</b>	<b>3.2</b>	<b>3.0</b>	<b>3.0</b>
Small & Empowered Teams	Invest in Management Development	Culture of Recognition	Self-Directed Talent Development	Transparency & Honesty
<b>3.5</b>	<b>2.8</b>	<b>3.1</b>	<b>3.2</b>	<b>3.1</b>
Time for Slack	Modern Performance Management	Inclusive & Diverse Work Environment	High-Impact Learning Culture	Inspiration
<b>2.9</b>	<b>2.9</b>	<b>3.0</b>	<b>3.2</b>	<b>3.2</b>

## 2016 District Employee Engagement Scorecard - All Staff

Response  
Count **625**

Meaningful Work	Hands-On Management	Positive Work Environment	Growth Opportunity	Trust in Leadership
<b>3.1</b>	<b>3.0</b>	<b>3.1</b>	<b>3.0</b>	<b>3.1</b>
Autonomy	Flexible Work Environment	Clear & Transparent Goals	Training and Support on the Job	Mission & Purpose
<b>3.0</b>	<b>3.1</b>	<b>3.2</b>	<b>2.8</b>	<b>3.2</b>
Select to Fit	Coaching	Humanistic Workplace	Facilitated Talent Mobility	Continuous Investment in People
<b>3.2</b>	<b>3.0</b>	<b>3.2</b>	<b>2.9</b>	<b>3.0</b>
Small & Empowered Teams	Invest in Management Development	Culture of Recognition	Self-Directed Talent Development	Transparency & Honesty
<b>3.4</b>	<b>2.7</b>	<b>3.1</b>	<b>3.1</b>	<b>3.0</b>
Time for Slack	Modern Performance Management	Inclusive & Diverse Work Environment	High-Impact Learning Culture	Inspiration
<b>2.9</b>	<b>2.9</b>	<b>3.0</b>	<b>3.2</b>	<b>3.1</b>

## Overview

Using [Deloitte & Touche's Framework for staff engagement](#), we established commitments (italics in left column, underneath each sub-element (e.g. Autonomy) and then questions to measure our commitments (right column).

### What we have learned: Five elements drive engagement



Graphic: Deloitte University Press | DUPress.com

<http://www2.deloitte.com/content/dam/Deloitte/tr/Documents/finance-transformation/Global%20Yay%204%B1nar/us-cfo-unlocking-the-secrets.pdf>

## Meaningful work

<p>Autonomy</p> <p><i>I am encouraged to take risks and actively participate in decisions that impact work.</i></p>	<ul style="list-style-type: none"> <li>• I have the opportunity to change my physical work environment.</li> <li>• I have taken a risk in my work in the last six months</li> <li>• I have the opportunity to provide input into decisions that impact my work</li> </ul>
<p>Select to Fit</p> <p><i>I am satisfied with my work and it is a match to my skills and interests.</i></p>	<ul style="list-style-type: none"> <li>• My work gives me a feeling of accomplishment.</li> <li>• My work makes good use of my skills and abilities</li> </ul>
<p>Small, Empowered Teams</p>	<ul style="list-style-type: none"> <li>• I have collaborated at least once a month with my peers and</li> </ul>

<p><i>I frequently collaborate with others on work that matters to me and my job responsibilities.</i></p>	<p>colleagues on our work.</p> <ul style="list-style-type: none"> <li>● My PLC/department (work team) is entrusted to make decisions that impact our work.</li> </ul>
<p>Time for Slack</p> <p><i>My workload and performance expectations allow me to think, create, and reflect.</i></p>	<ul style="list-style-type: none"> <li>● My team has enough skilled staff for me to complete my work.</li> <li>● My workload allows me to reflect, think, and create.</li> </ul>

## Hands-on Management

<p>Clear, transparent goals -</p> <p><i>I have clear goals and expectations, and am able to have a voice in the goal setting process</i></p>	<ul style="list-style-type: none"> <li>● I know what is expected of me at work.</li> <li>● My supervisor works with me to set professional goals.</li> <li>● My supervisor holds me accountable for producing quality results.</li> </ul>
<p>Coaching -</p> <p><i>I receive timely and meaningful feedback on my performance from a variety of sources (peers, manager, etc.).</i></p>	<ul style="list-style-type: none"> <li>● My supervisor/evaluator has given me purposeful feedback on my performance quarterly.</li> <li>● I have been given feedback by a peer/colleague in the past three months that has helped me grow.</li> </ul>
<p>Invest in Management Development</p> <p><i>My leadership skills and capacity are being purposefully developed.</i></p>	<ul style="list-style-type: none"> <li>● My supervisor has discussed my career objectives and pathway with me this year.</li> <li>● My supervisor has provided opportunities and resources to develop my leadership skills.</li> </ul>
<p>Modern Performance Management -</p> <p><i>I am expected to meet performance requirements and am supported when I take smart risks.</i></p>	<ul style="list-style-type: none"> <li>● My supervisor challenges me in ways that stretch my potential.</li> <li>● My supervisor encourages me to take smart risks in my work.</li> <li>● My supervisor responds to employees who are not meeting expectations.</li> </ul>

## Positive Work Environment

<p>Flexible Work Environment -</p> <p><i>My work space adapts to my professional needs and when life circumstances arise, I have the flexibility to respond.</i></p>	<ul style="list-style-type: none"> <li>● My work environment is adaptable to support individual and group work time.</li> <li>● When I have a personal or family matter, I am supported in my effort to respond to the situation.</li> </ul>
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<p>Humanistic Workplace - our employees need to feel safe and welcome at work</p> <p><i>I feel safe and am treated with respect at work.</i></p>	<ul style="list-style-type: none"> <li>● I feel safe at work.</li> <li>● My colleagues treat me and each other professionally.</li> <li>● Employee behavior creates a positive work environment.</li> </ul>
<p>Culture of Recognition -</p> <p><i>My work is recognized and celebrated both publicly and privately.</i></p>	<ul style="list-style-type: none"> <li>● I have been recognized for my work in the past quarter.</li> <li>● My supervisor openly celebrates successes.</li> <li>● I have offered recognition for a colleague's work/performance in the past quarter.</li> <li>●</li> </ul>
<p>Inclusive, Diverse Work Environment -</p> <p><i>I feel safe sharing ideas and opinions that may be different than others.</i></p>	<ul style="list-style-type: none"> <li>● I feel comfortable sharing my ideas and opinions.</li> <li>● My supervisor actively seeks and values different perspectives and ideas.</li> </ul>

## Growth Opportunity

<p>Training and Support on the job</p> <p><i>I have opportunities to pursue training and learning that prepares me to meet expectations.</i></p>	<ul style="list-style-type: none"> <li>● When job expectations change, I am sufficiently prepared to meet those expectations.</li> <li>● The opportunities for ongoing education and professional development provided by the District meet my professional learning needs.</li> </ul>
<p>Facilitated Talent Mobility</p> <p><i>My supervisor discusses career growth and leadership opportunities with me.</i></p>	<ul style="list-style-type: none"> <li>● The work opportunities presented to me support my career goals.</li> <li>● My supervisor determines staff roles according to talents and strengths.</li> </ul>
<p>Self-Directed Talent Development</p> <p><i>I can pursue learning that will help me meet my career goals.</i></p>	<ul style="list-style-type: none"> <li>● I am given adequate choice to pursue professional learning that is of interest to me.</li> <li>● I have actively participated in professional learning in the past six months.</li> </ul>
<p>High-Impact Learning Culture</p> <p><i>I strive to continuously improve my skills and abilities and am encouraged to share my knowledge and skills with others.</i></p>	<ul style="list-style-type: none"> <li>● I am encouraged to share my knowledge and skills with others.</li> <li>● I am expected to improve the quality of my work in response to current data and information.</li> </ul>

## Trust in Leadership

<p>Mission and Purpose -</p> <p><i>My work meaningfully connects to the mission of the District.</i></p>	<ul style="list-style-type: none"><li>● My work contributes in a meaningful way to the mission of the district.</li><li>● My principal or supervisor effectively communicates our goals and plans to accomplish them.</li><li>● My supervisor builds a shared purpose centered on our goals and priorities</li></ul>
<p>Continuous Investment in People</p> <p><i>The District invests in its employees by providing a secure environment and the resources I need to do my job.</i></p>	<ul style="list-style-type: none"><li>● The district is committed to providing resources and training so I can be successful in my work.</li><li>● The district appropriately prioritizes the safety and well-being of its employees.</li><li>● The district takes appropriate steps to ensure that it hires highly effective staff.</li></ul>
<p>Transparency and Honesty</p> <p><i>Leadership operates transparently and honestly.</i></p>	<ul style="list-style-type: none"><li>● I have access to the information I need to do my job.</li><li>● District leadership operates transparently.</li><li>● I trust my supervisor to work ethically.</li></ul>
<p>Inspiration</p> <p><i>The future of Elmbrook Schools inspires me to do my best work.</i></p>	<ul style="list-style-type: none"><li>● My supervisor inspires me to do my very best work.</li><li>● I am optimistic about the future of the Elmbrook Schools.</li><li>●</li></ul>