

Employee Engagement Survey

SSD Districtwide Results and Analysis

Special School District of St. Louis County

School Year: 2021-2022



Overview of Project and Results

Engagement is the connection that individuals have with their profession in general and their current job in particular. Several factors can affect an employee's engagement, including relationships with supervisors and administrators, colleagues, students, and parents; the physical work environment; perceptions of personal safety; policy considerations and implementation; support for professional development and growth; perceptions of personal relevance; and general satisfaction.

The Special School District of St. Louis County (SSD) Employee Engagement Survey's goals were to:

- Measure the level of engagement of SSD employees
- Classify employees as highly engaged, engaged, or less engaged
- Identify areas where employee engagement can be improved

This survey was open from Jan. 19 to Feb. 11. Email invitations with unique survey links were sent to employees. Reminders were sent Jan. 27 and Feb. 1, 4, 8, and 11.

This report summarizes district-level survey results breaks them down by employee type. Results are compared with those from 2020-2021 and 2019-2020.

Results do not reflect random sampling; therefore, they should not be generalized to all SSD employees. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. Data labels less than 5 percent are not shown in charts and graphs. Percentages may not total 100 due to rounding.

Responses from the open-ended question were closely analyzed and coded to identify similarities and dissimilarities within the data. Pattern coding was then utilized to identify and categorize similarly coded data to develop the major themes.

Survey Design

The Employee Engagement Survey consists of three parts:

Overall Engagement is composed of nine items that are designed to measure each employee's level of engagement. Based on the average of the responses to these items, an engagement score is calculated for each survey participant. Engagement scores are classified as less engaged (<3.5), engaged (3.5 to 4.5), or highly engaged (>4.5).

Engagement Drivers are items about different aspects of the work environment that may affect engagement. Participants answered each item using the 5-point Likert scale. Engagement drivers are organized into six dimensions:

- Mission and Vision
- District Leadership
- School Leadership
- Feedback and Recognition
- Work Environment
- Career Growth and Training Opportunities

Additional Questions provide information about demographics of participants such as school, job classification, years of service, ethnicity, and gender, as well as information on staff support, professional development, and communications.

Executive Summary

- Participating paraprofessionals had the highest percentage of highly engaged or engaged employees (76%), followed by other SSD staff (71%), and teachers (63%). Overall employee engagement decreased 6 percentage points for paraprofessionals this year (76%) compared to last year (82%). Engagement remained consistent (within 1%) for teachers and other SSD staff this year compared to last year. Several items within the Overall Engagement dimension had increases among participants this year.
 - 69% of participating teachers said they are proud to work for SSD, a 5-percentage point increase from last year (64%); 81% of other SSD staff said the same, a 7-percentage point increase from last year (74%)
 - 55% of other SSD staff said they see professional growth and long-term career opportunities with SSD, an 8-percentage point increase from last year (47%)
- The District Leadership and Feedback and Recognition dimensions continues to have the lowest favorability (strongly agree or agree) among participants. However, there were increases in both dimensions among participants.
 - 32% of participating teachers said SSD leaders clearly explain reasons behind key decisions, a 6-percentage point increase from last year (26%)
 - 42% of Other SSD staff said the district recognizes employees for their high-quality work and accomplishments, a 9-percentage point increase from last year (33%)

As both dimensions have a strong relationships to engagement, a continued focus on these areas will likely increase engagement.
- There were decreases in favorability (strongly agree or agree) in the School/Department Leadership dimension across all items for participating teachers and paraprofessionals. However, there were increases for most items in the same dimension among other SSD staff.
 - The greatest decrease was with participating teachers on the item *The actions of my immediate SSD supervisor are consistent with his or her words* (64%), down 10 percentage points from last year (74%).
 - Overall, participants expressed a desire for more informative, open, and transparent communication from school-level (and district-level) leadership in the open-ended responses.

Participation and Dimension Scores

Participation

Of the 4,371 employees who were emailed survey invitations, 2,362 responded.

Participant Group	School Year	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)
Teachers	2021-2022	1,894	1,209	64%
	2020-2021	2,783	1,641	59%
	2019-2020	2,753	1,651	60%
Paraprofessionals	2021-2022	1,743	738	42%
	2020-2021	1,758	658	37%
	2019-2020	1,791	537	30%
Other SSD Staff	2021-2022	734	415	57%
	2020-2021	734	374	51%
	2019-2020	756	368	49%

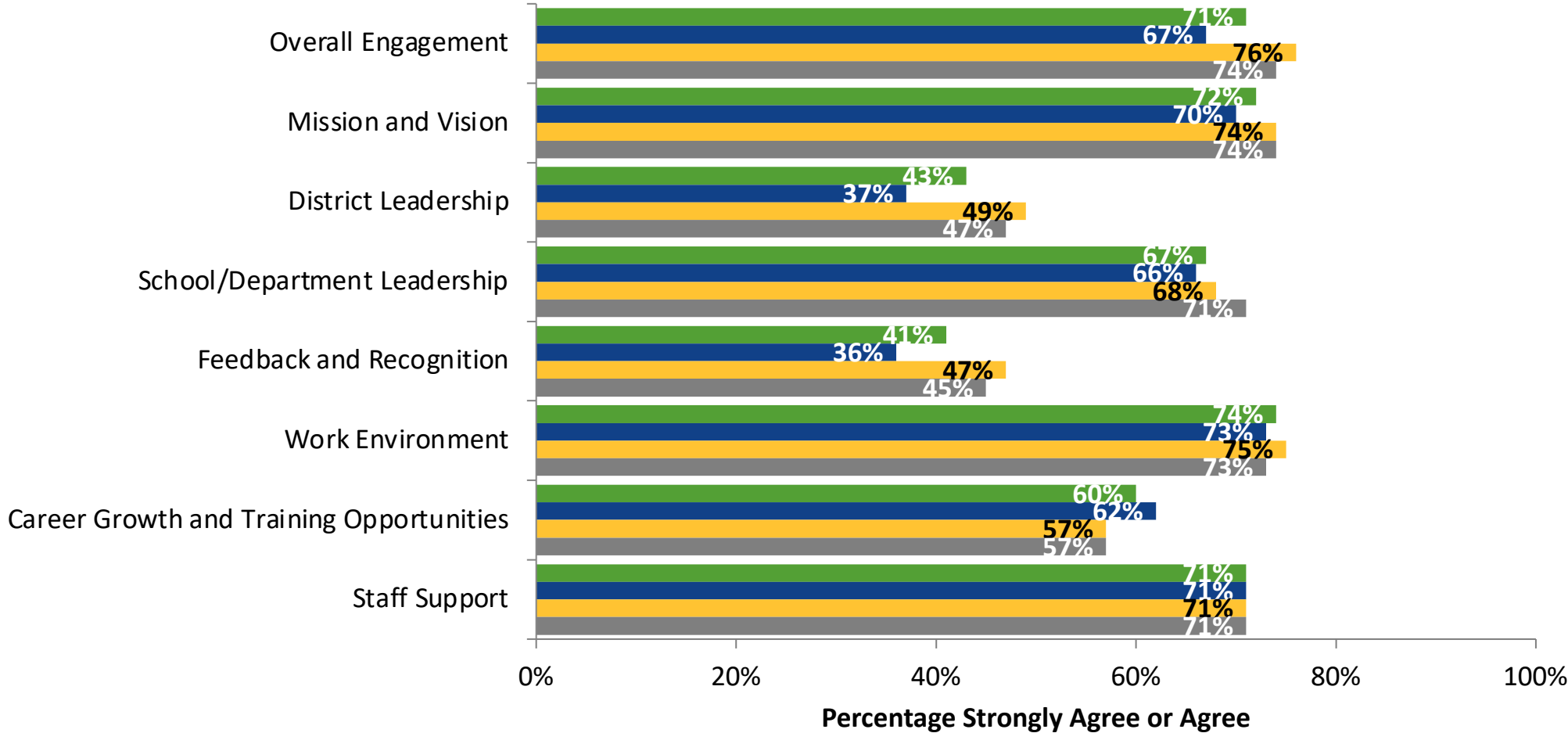
6 Note: Other SSD Staff includes Administrator, Interpreter, Maintenance/Warehouse, Support Clerical, Support Technical, and Transportation.

Participation

Of the 4,371 employees who were emailed survey invitations, 2,362 responded.

Participant Group	School Year	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)
Teachers in SSD Schools	2021-2022	404	294	73%
	2020-2021	587	388	66%
Teachers in Partner Districts	2021-2022	1,490	915	61%
	2020-2021	2,198	1,245	57%
Paraprofessionals in SSD Schools	2021-2022	335	171	51%
	2020-2021	364	172	47%
Paraprofessionals in Partner Districts	2021-2022	1,408	567	40%
	2020-2021	1,394	486	35%
Other SSD Staff	2021-2022	734	415	57%
	2020-2021	734	374	51%

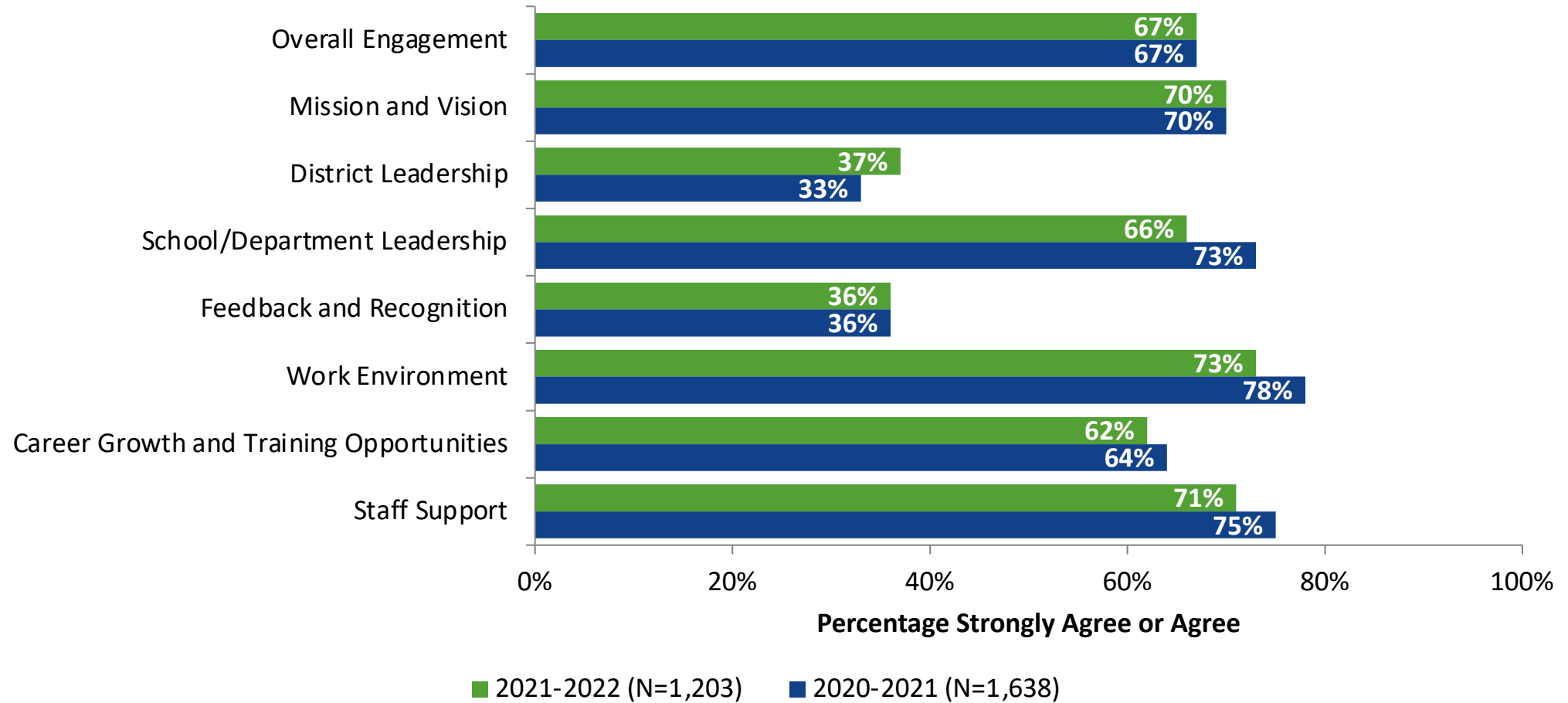
Dimension Scores: Comparison by Respondent Type



■ Overall Staff (N=2,353)
 ■ Teachers (N=1,203)
 ■ Paraprofessionals (N=735)
 ■ Other Staff (N=415)

Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
 Note: This graph shows Strongly Agree or Agree responses for all items within each dimension.

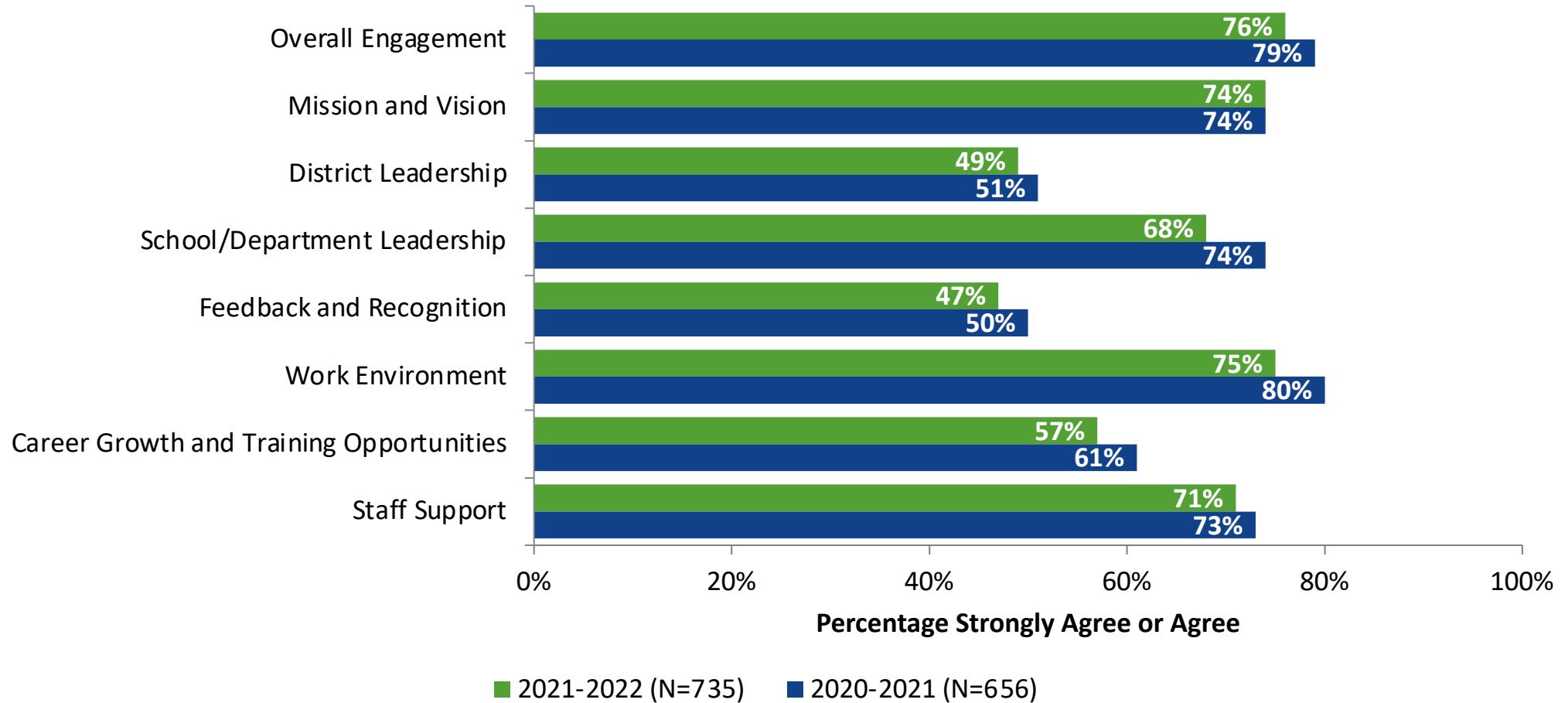
Dimension Scores: Comparison Over Time



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

Notes: This graph shows Strongly Agree or Agree responses for all items within each dimension. Dimension names and some survey items were changed in the 2020-2021 survey.

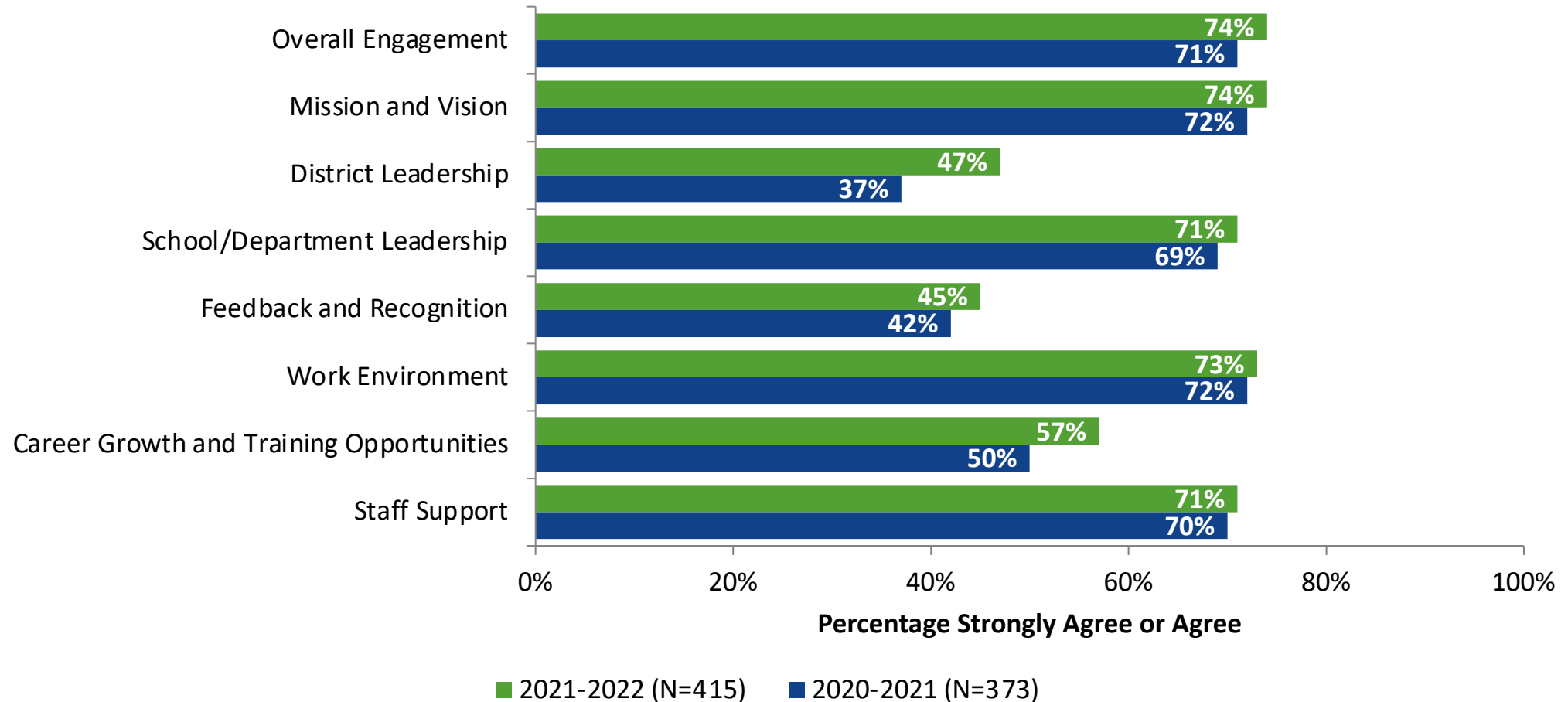
Dimension Scores: Comparison Over Time



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

Notes: This graph shows Strongly Agree or Agree responses for all items within each dimension. Dimension names and some survey items were changed in the 2020-2021 survey.

Dimension Scores: Comparison Over Time



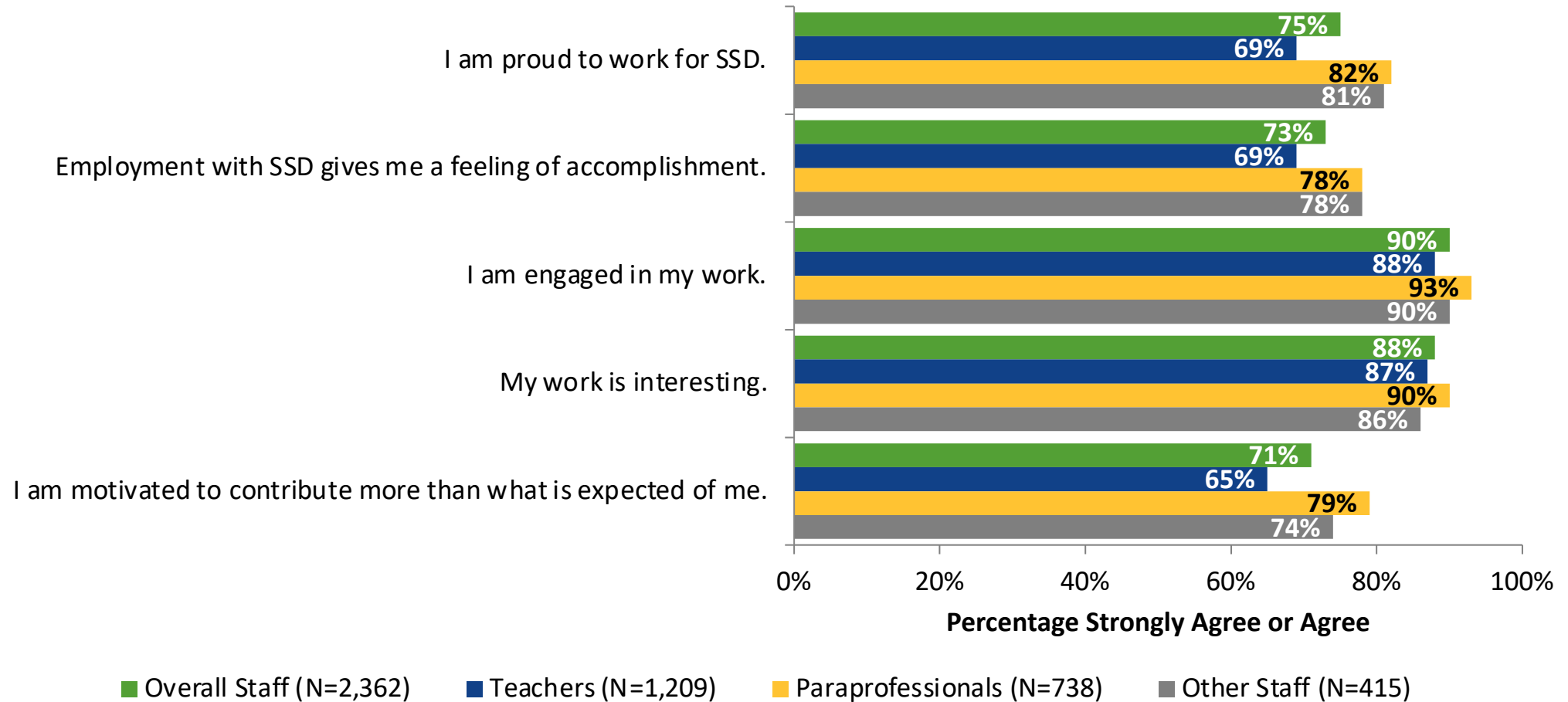
Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

Notes: This graph shows Strongly Agree or Agree responses for all items within each dimension. Dimension names and some survey items were changed in the 2020-2021 survey.

Overall Engagement

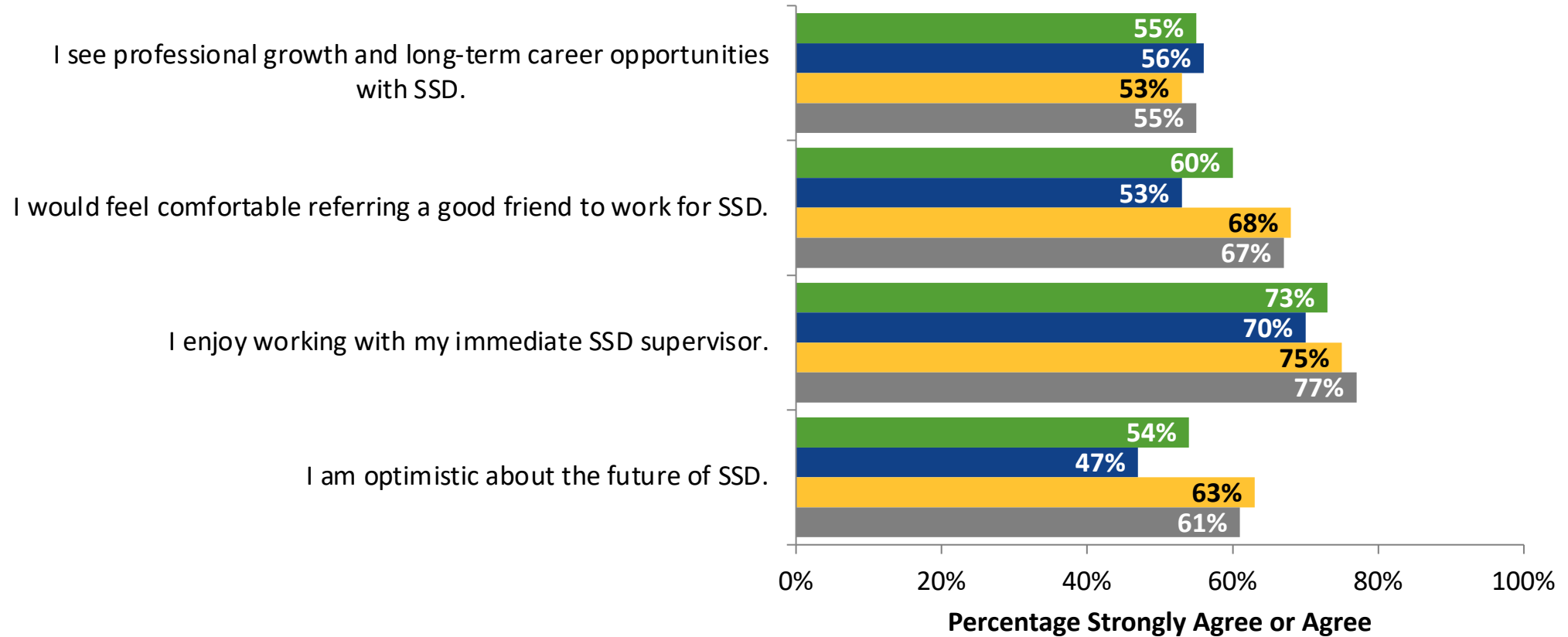
Overall Engagement: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



Overall Engagement: Comparison by Respondent Type (Continued)

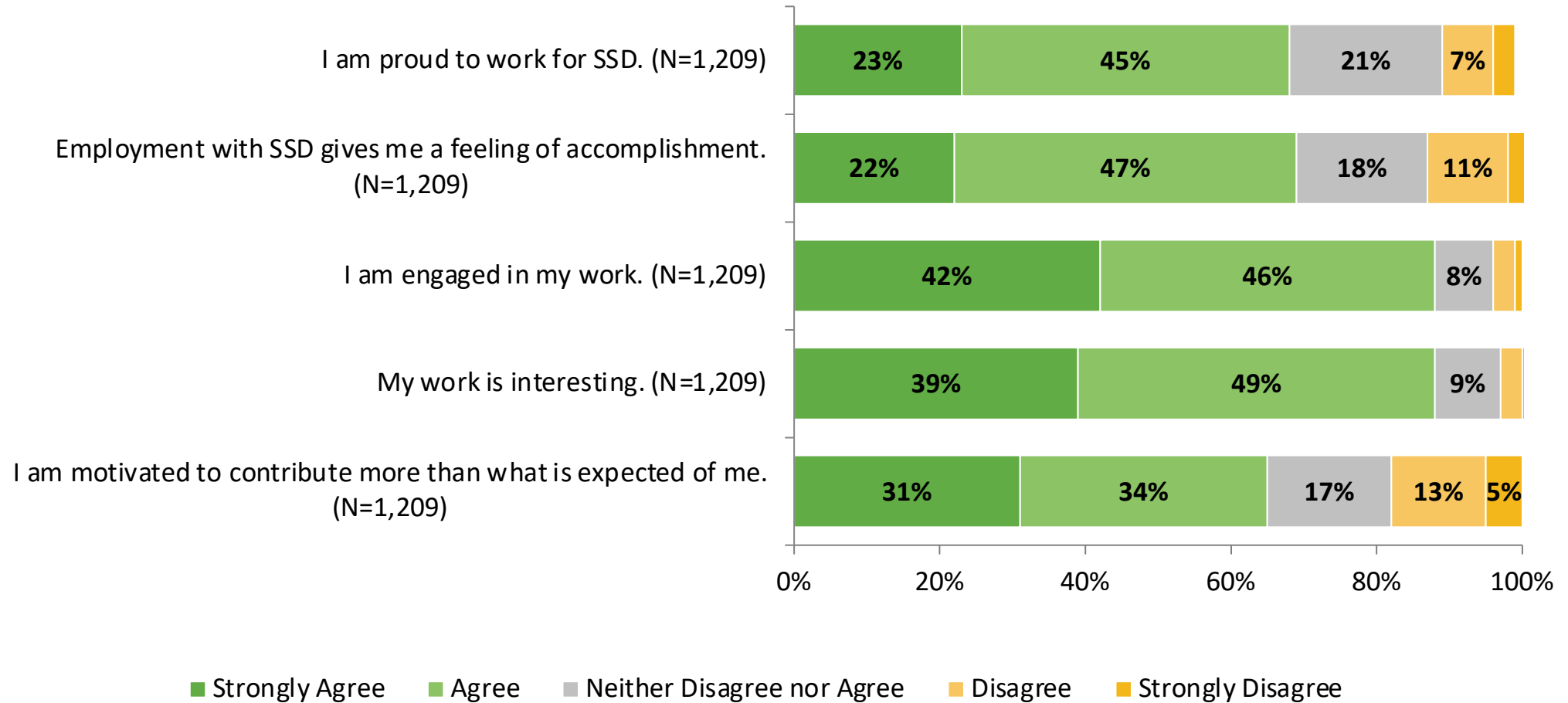
How strongly do you agree or disagree with the following statements?



■ Overall Staff (N=2,362)
 ■ Teachers (N=1,209)
 ■ Paraprofessionals (N=738)
 ■ Other Staff (N=415)

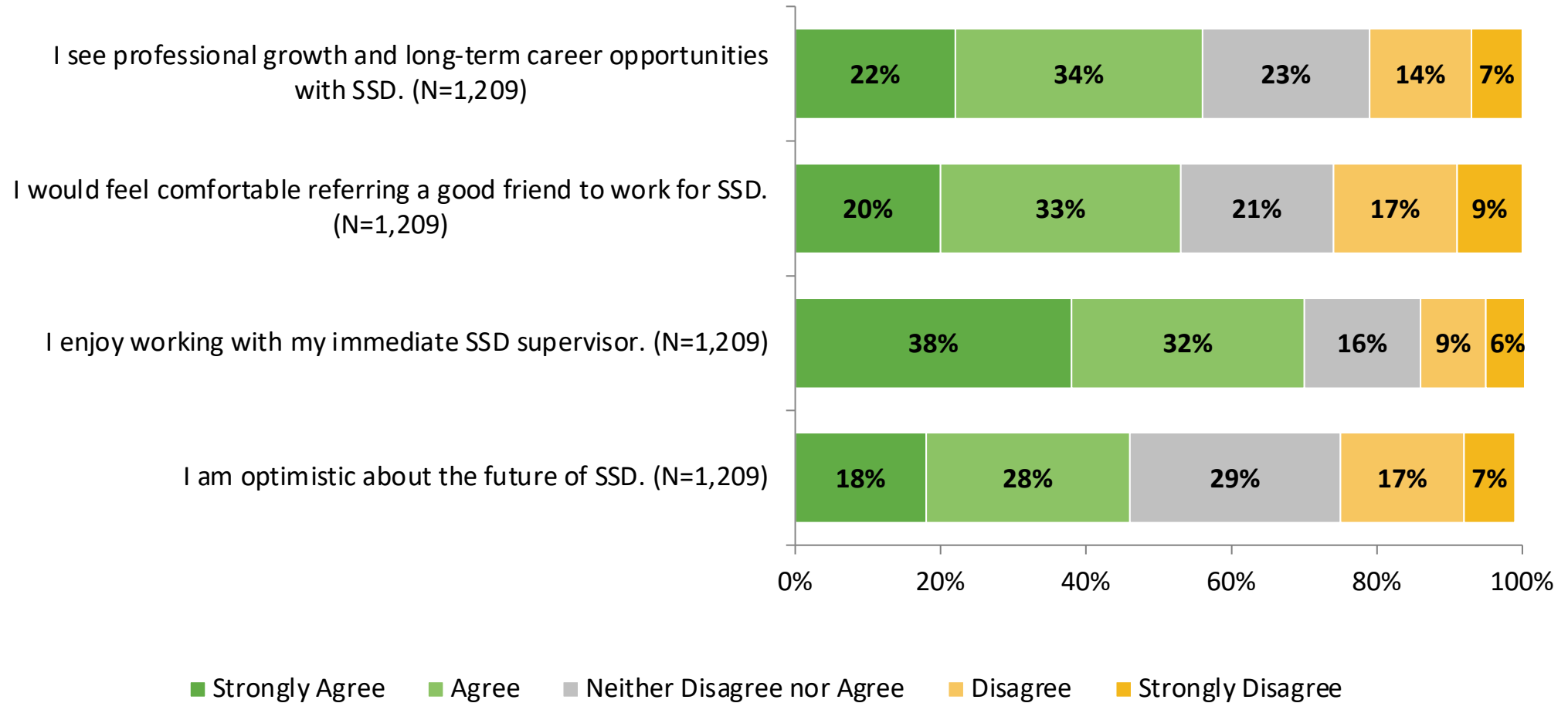
Overall Engagement

How strongly do you agree or disagree with the following statements?



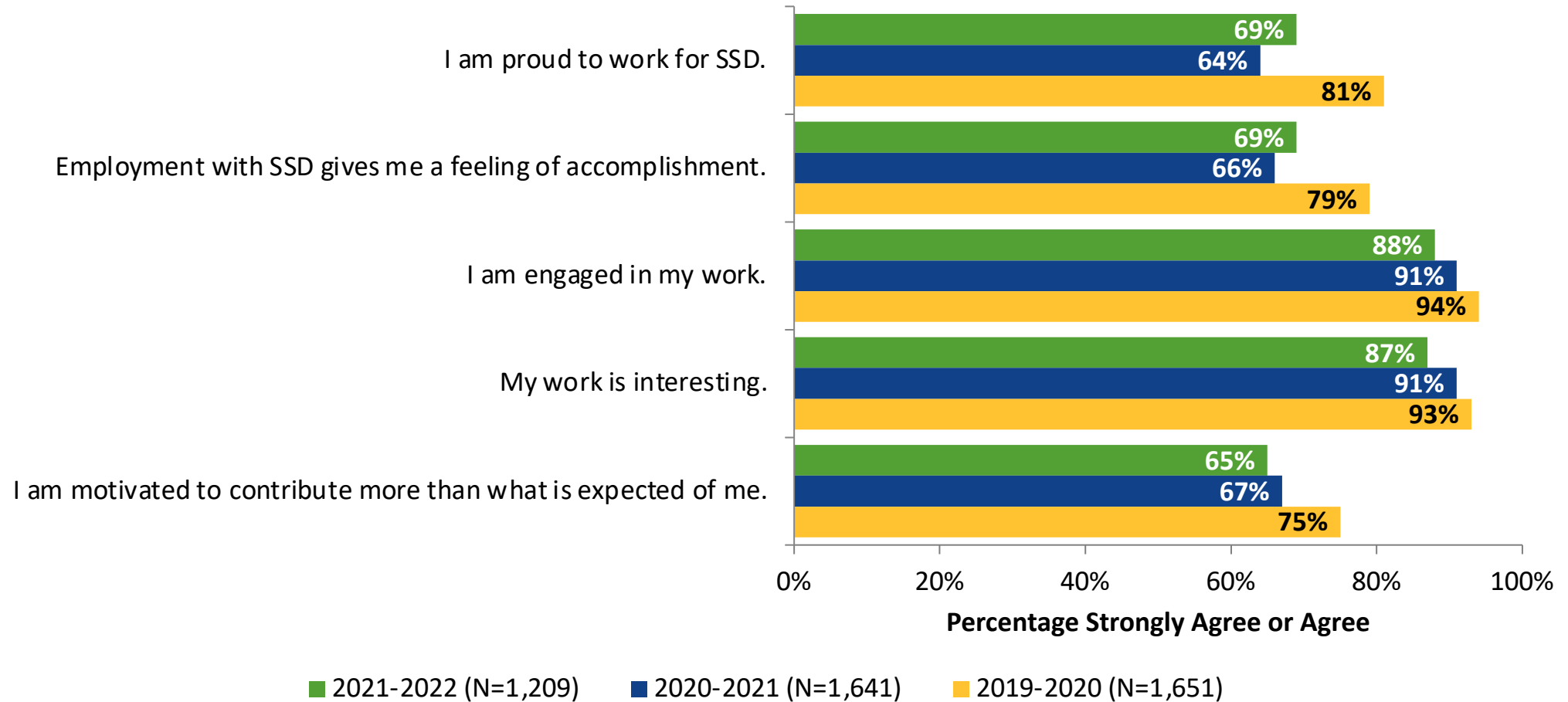
Overall Engagement (Continued)

How strongly do you agree or disagree with the following statements?



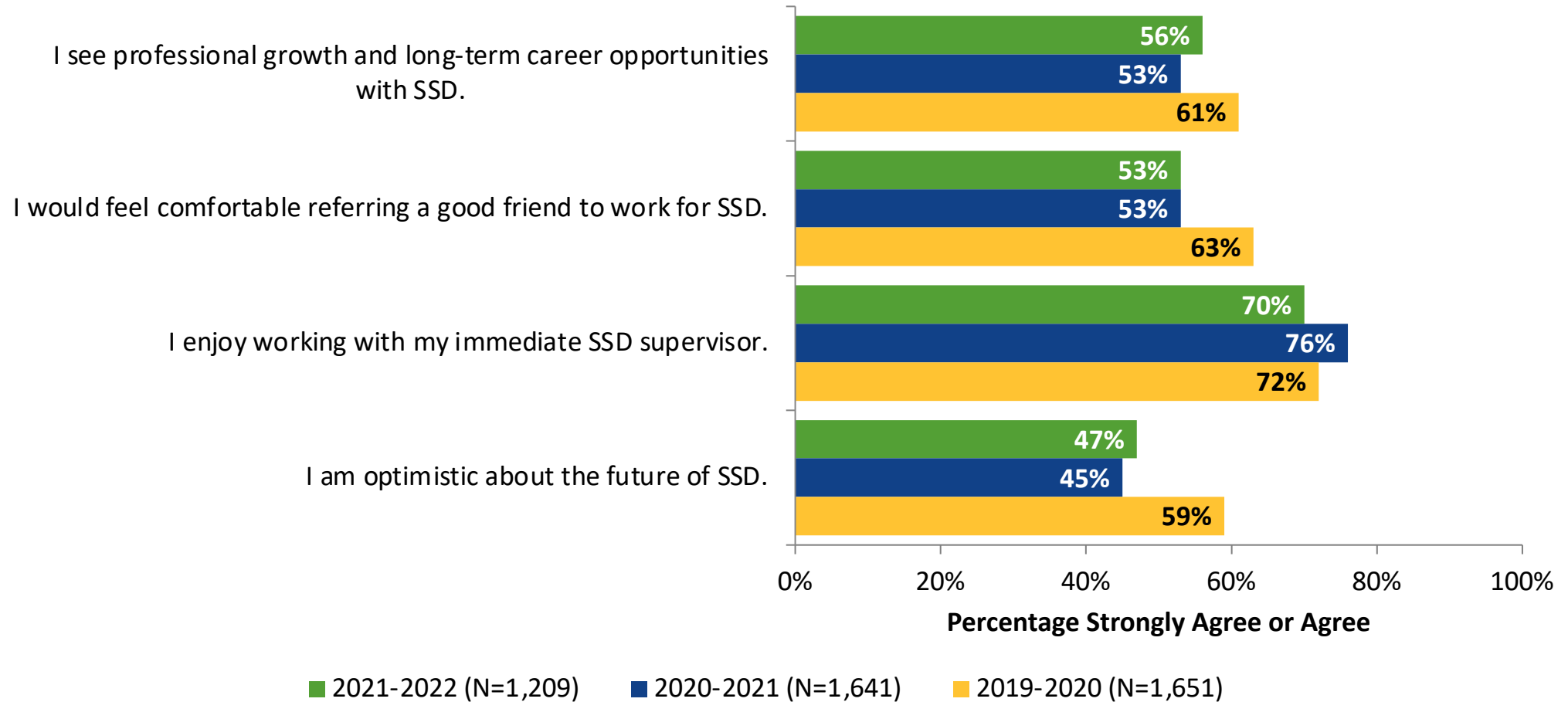
Overall Engagement: Comparison Over Time

How strongly do you agree or disagree with the following statements?



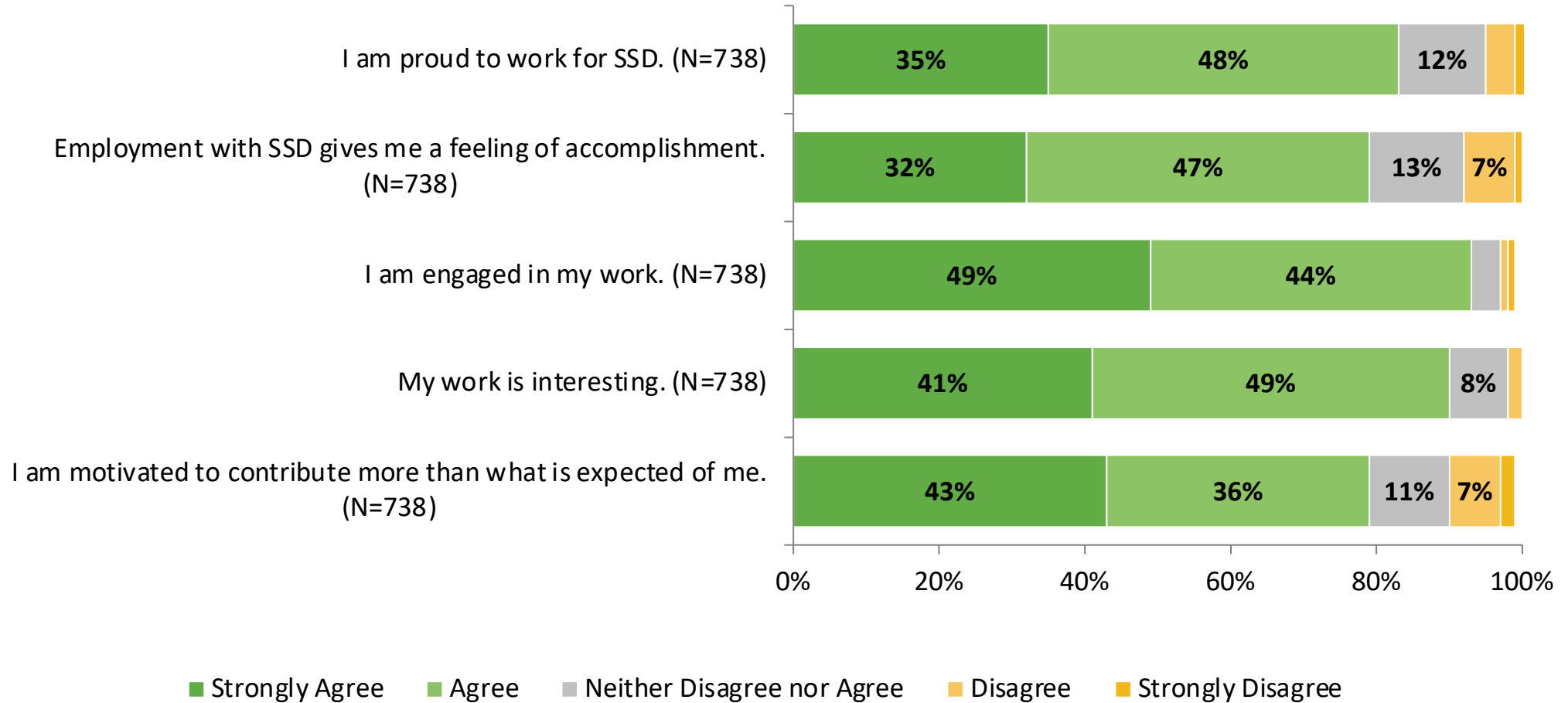
Overall Engagement: Comparison Over Time (Continued)

How strongly do you agree or disagree with the following statements?



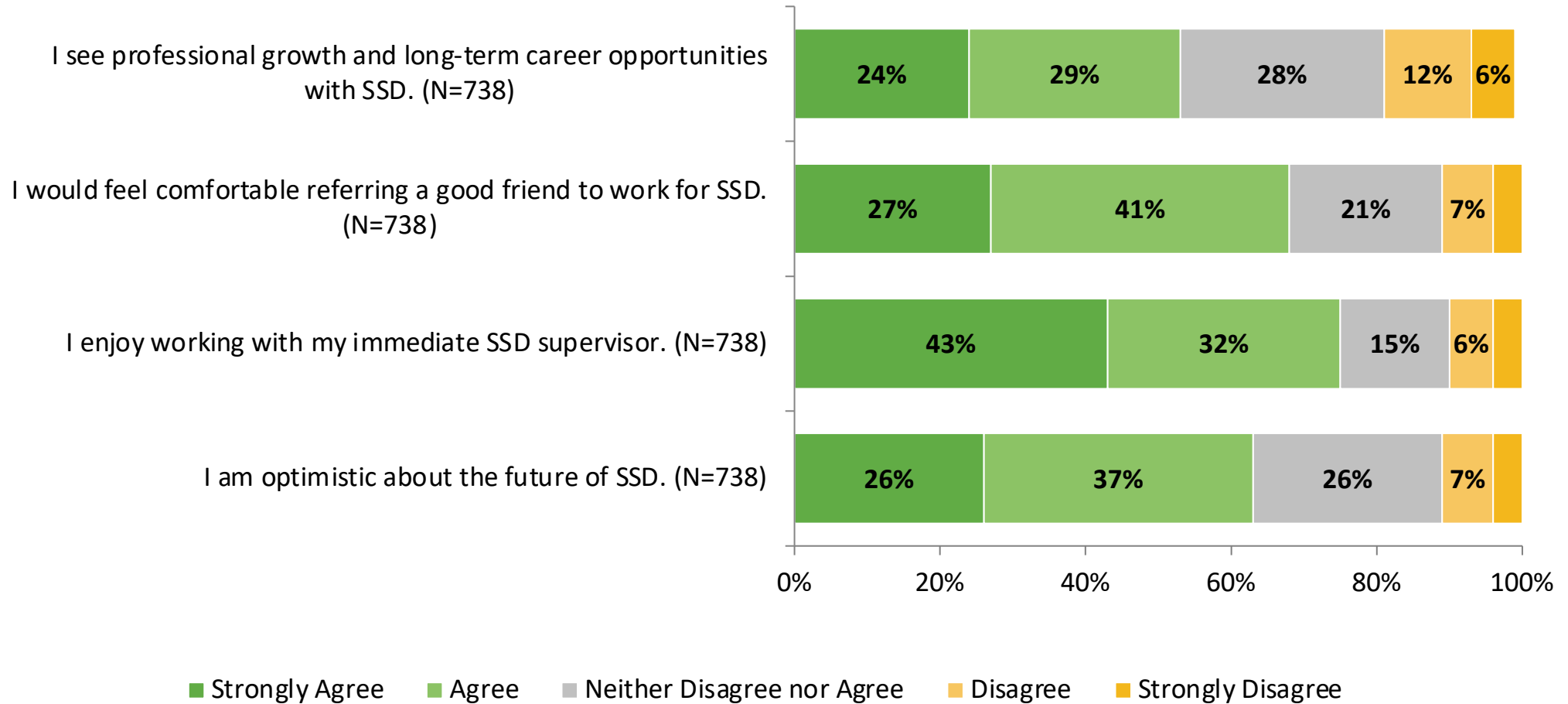
Overall Engagement

How strongly do you agree or disagree with the following statements?



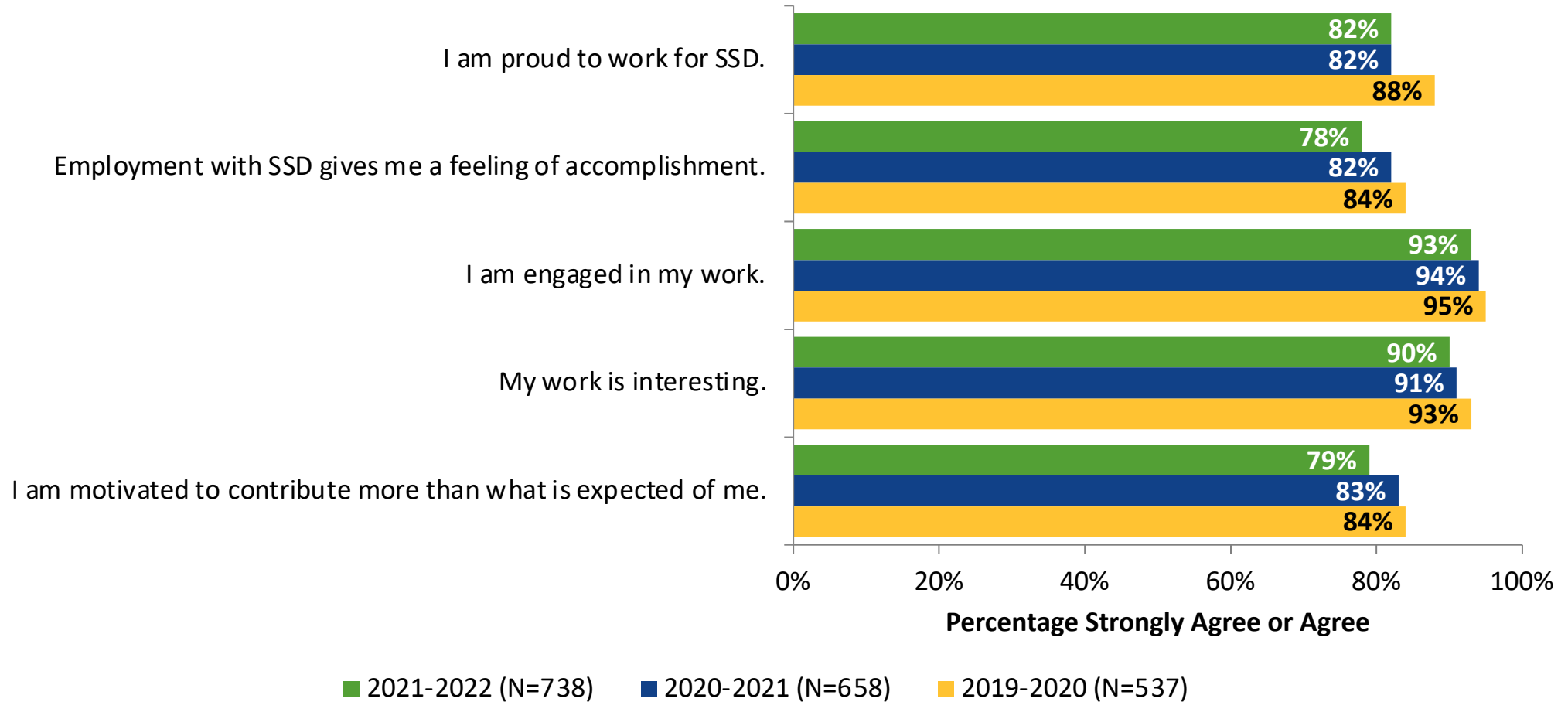
Overall Engagement (Continued)

How strongly do you agree or disagree with the following statements?



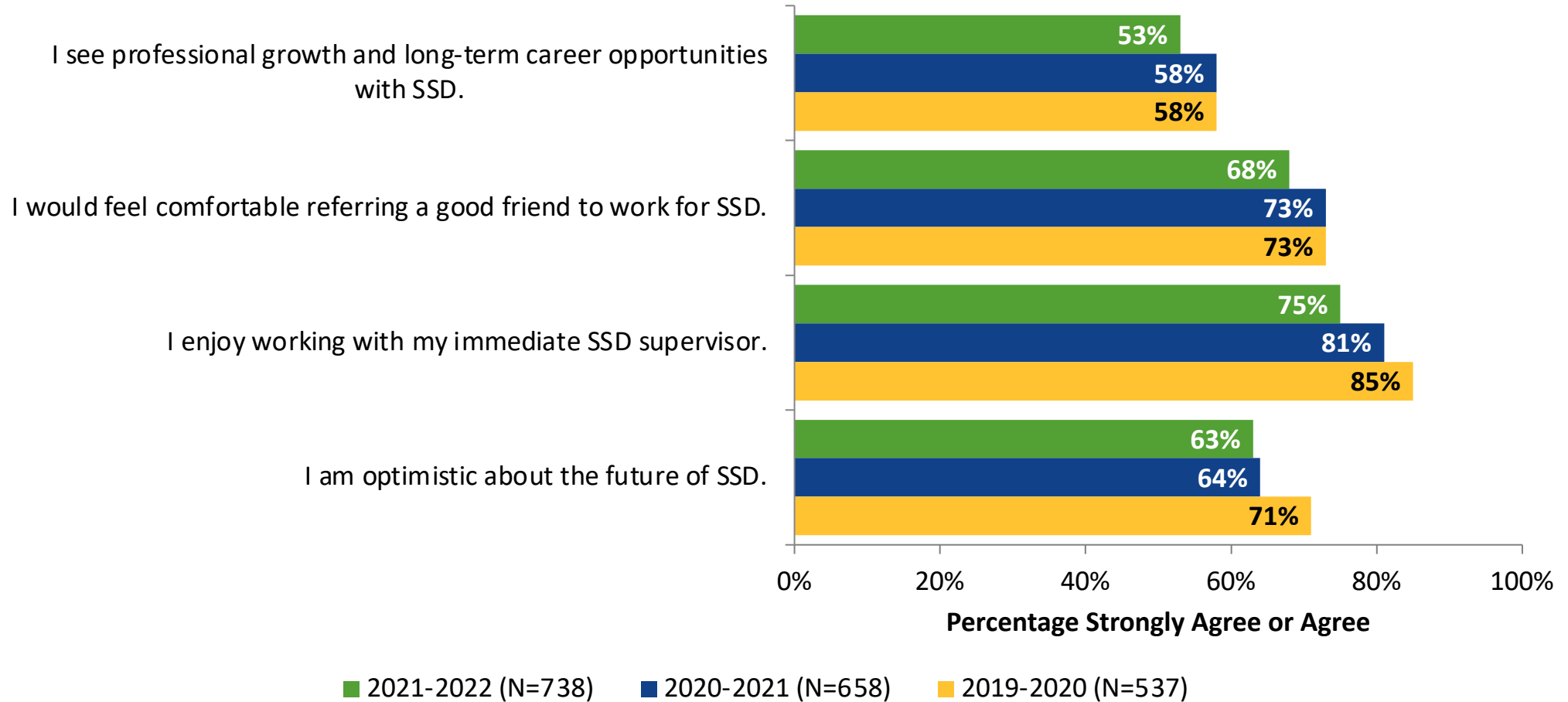
Overall Engagement: Comparison Over Time

How strongly do you agree or disagree with the following statements?



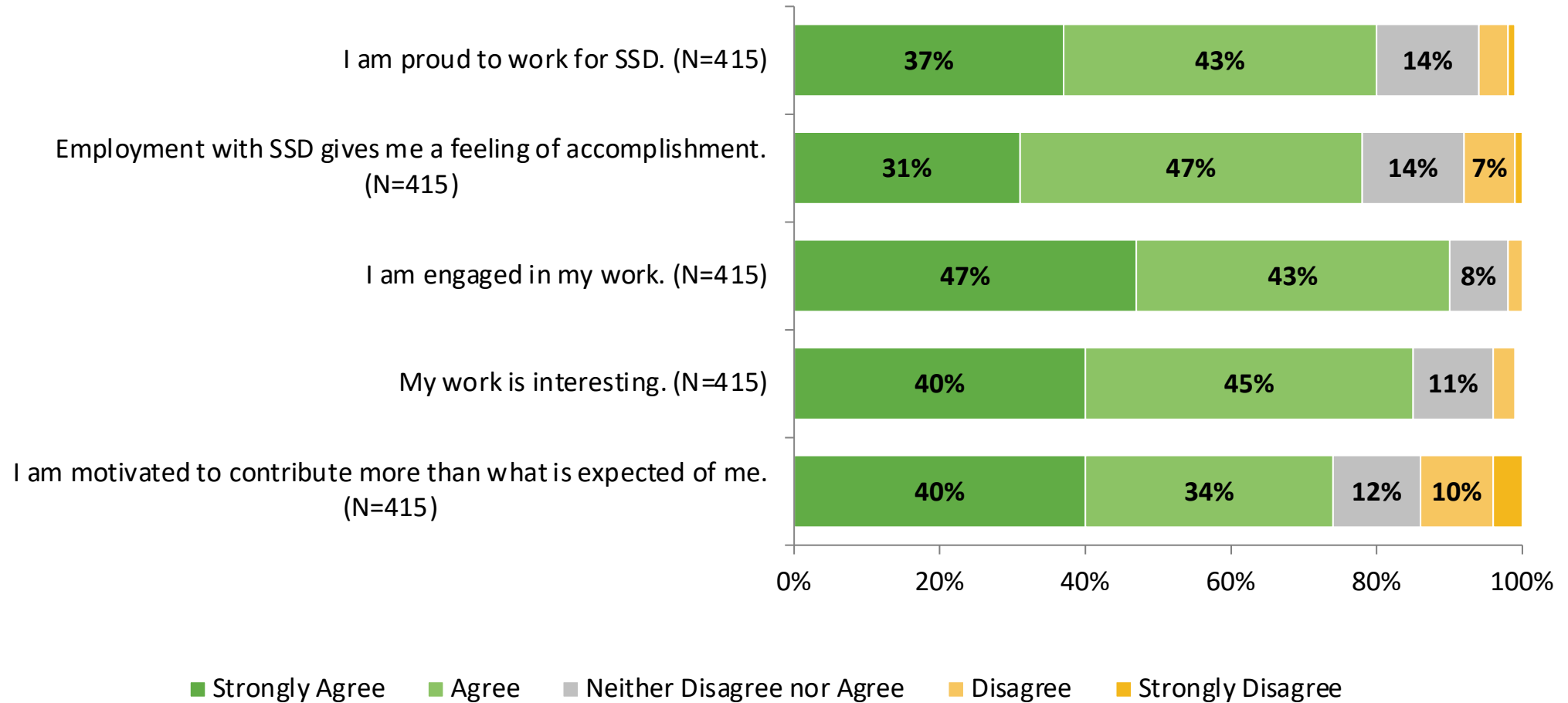
Overall Engagement: Comparison Over Time (Continued)

How strongly do you agree or disagree with the following statements?



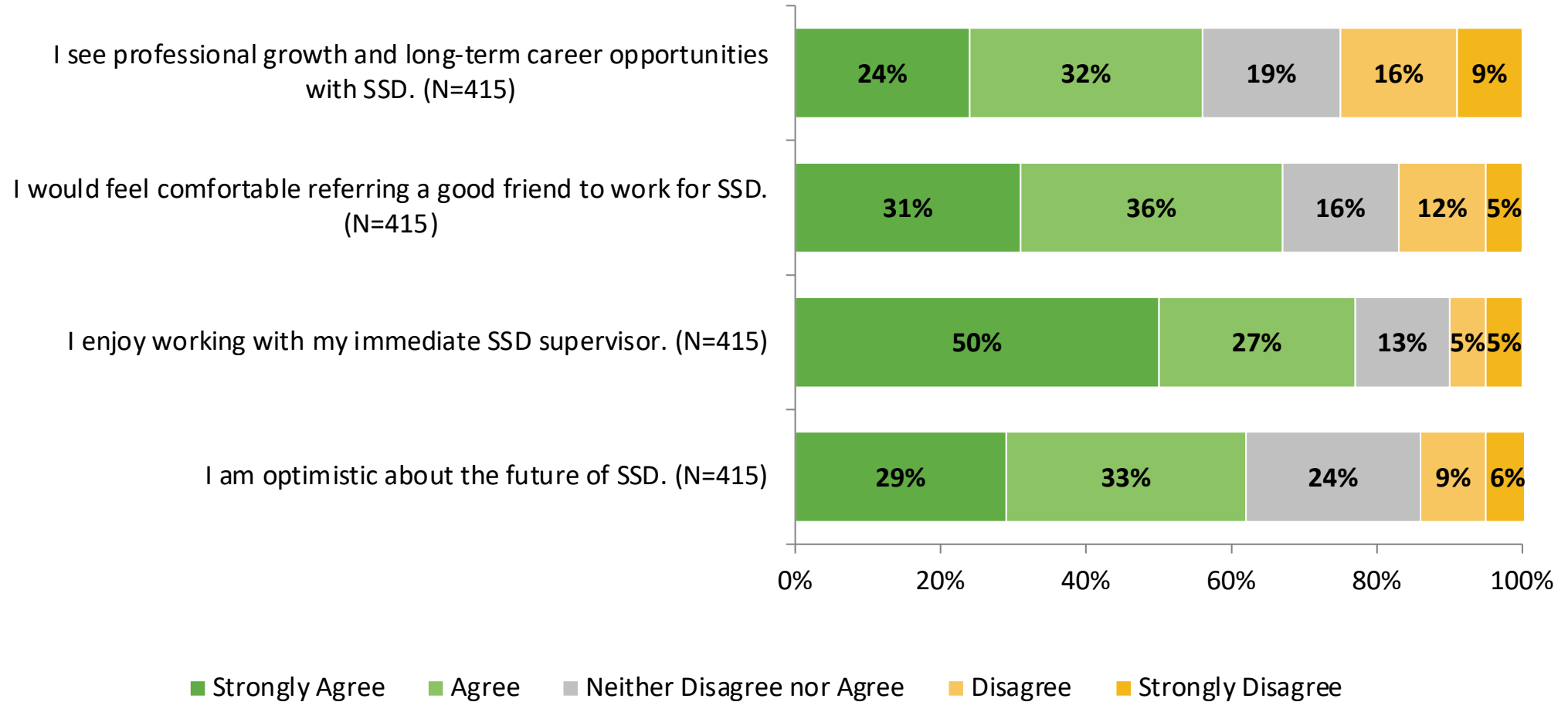
Overall Engagement

How strongly do you agree or disagree with the following statements?



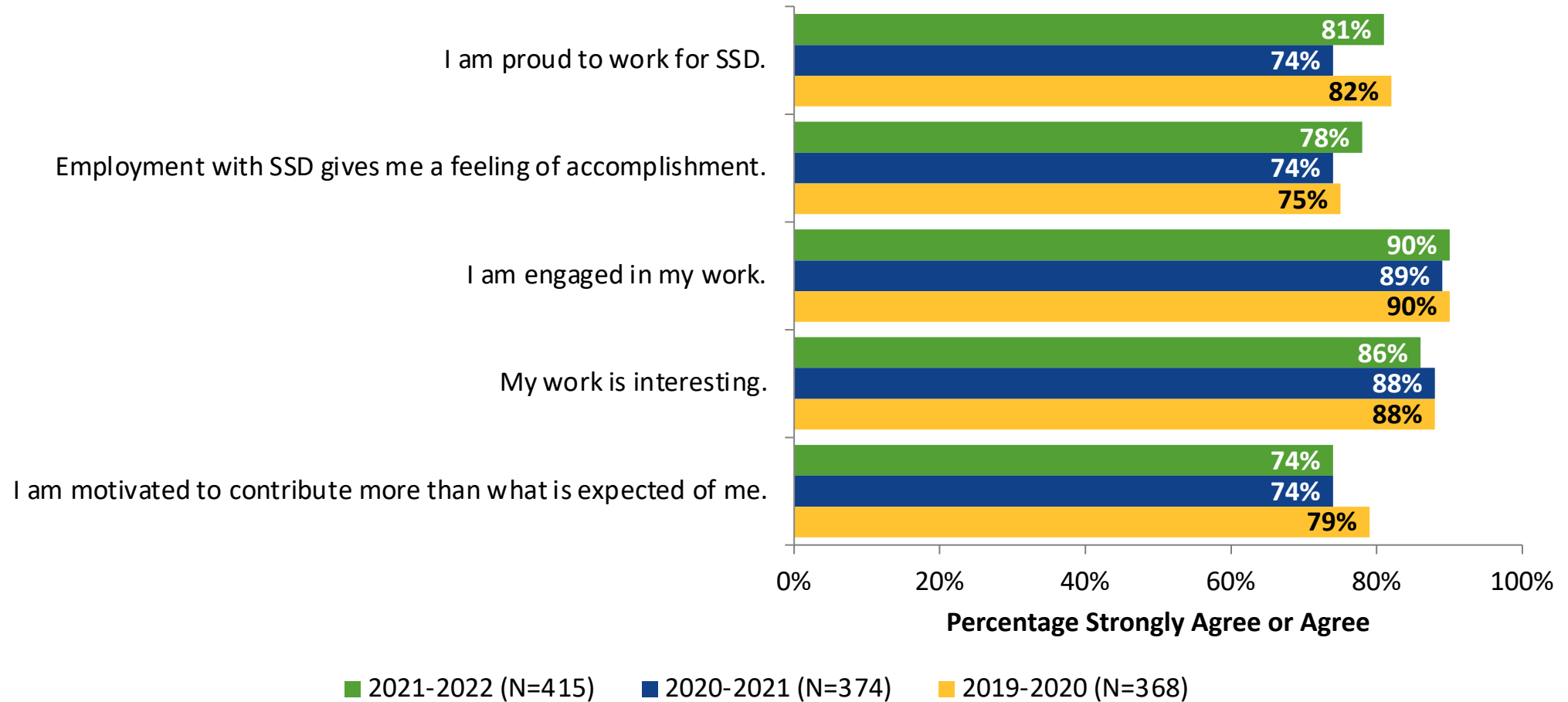
Overall Engagement (Continued)

How strongly do you agree or disagree with the following statements?



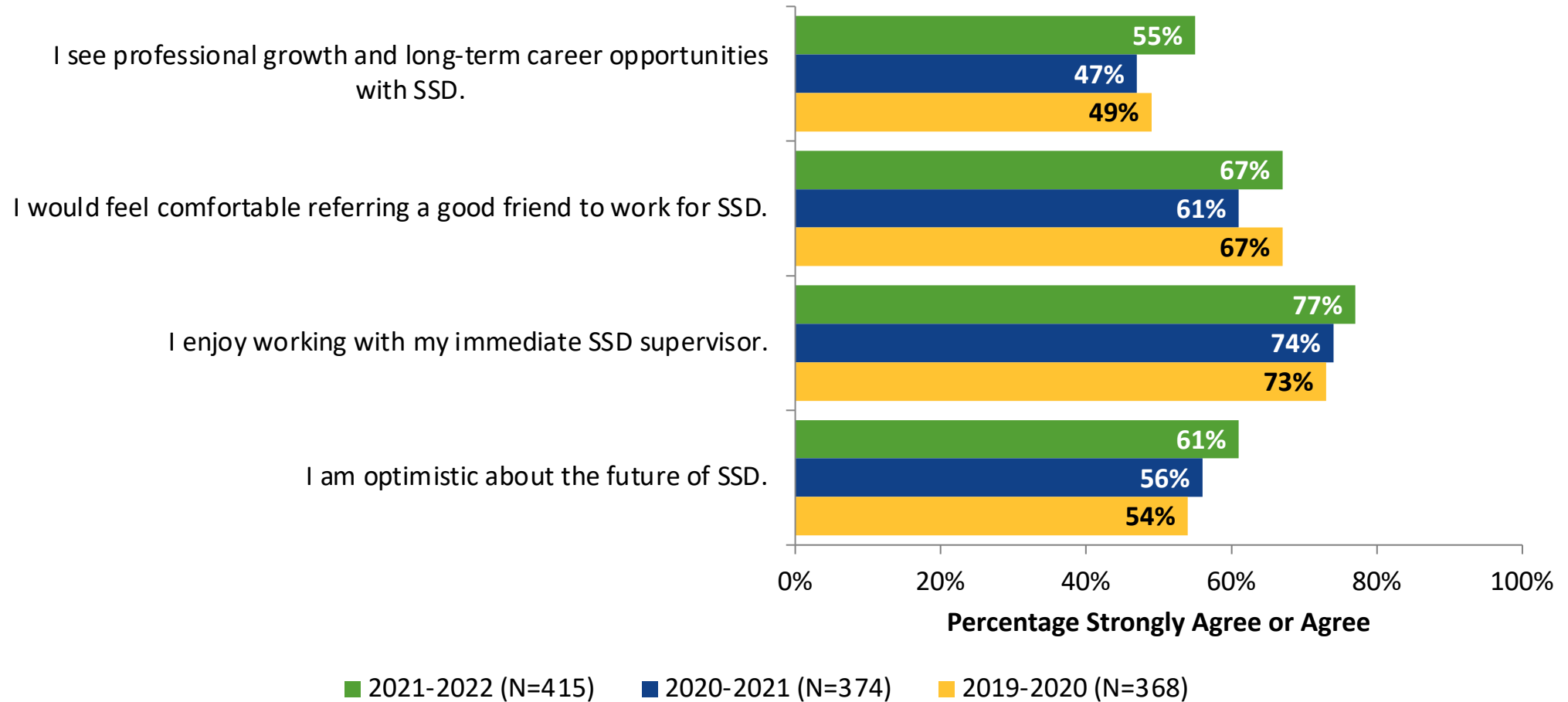
Overall Engagement: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Overall Engagement: Comparison Over Time (Continued)

How strongly do you agree or disagree with the following statements?



Calculating and Classifying Engagement Scores

Each participant's engagement score is the average of their responses to nine engagement questions (EQ). Those average scores are then classified on a scale of highly engaged (>4.5), engaged (3.5 to 4.5), and less engaged (<3.5).

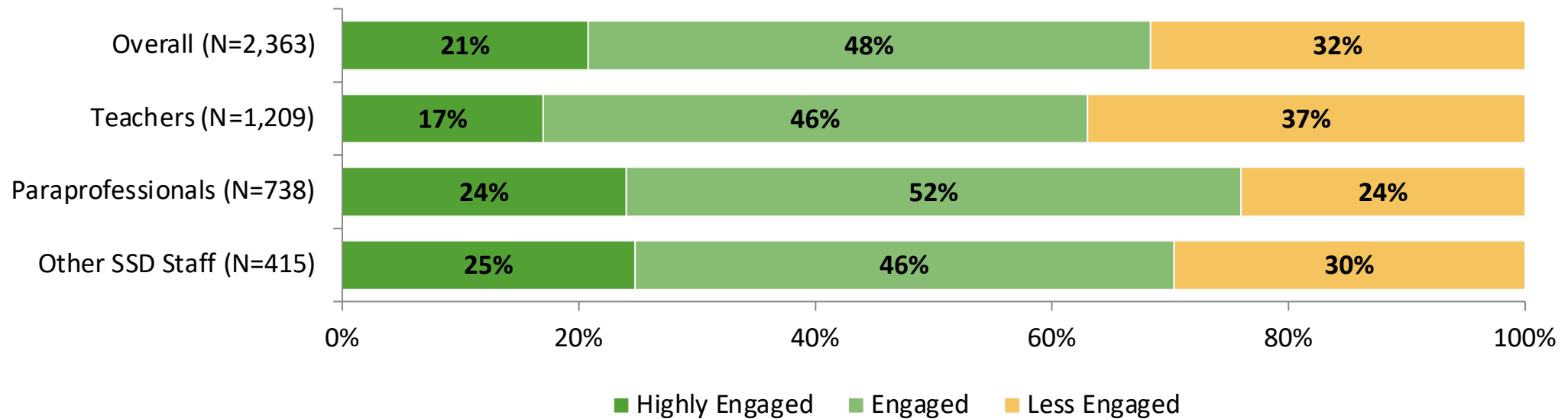
	Engagement Questions									Average
	EQ1	EQ2	EQ3	EQ4	EQ5	EQ6	EQ7	EQ8	EQ9	
Participant 1	4	5	3	4	2	4	4	3	3	3.55
Participant 2	→									
⋮	→									
Participant Y	→									
> 4.5 Highly Engaged			3.5 to 4.5 Engaged			< 3.5 Less Engaged				

Overall Engagement

Responses to the nine engagement items were averaged to calculate an engagement score for each participant. To calculate the engagement score, each response option was assigned a numerical value:

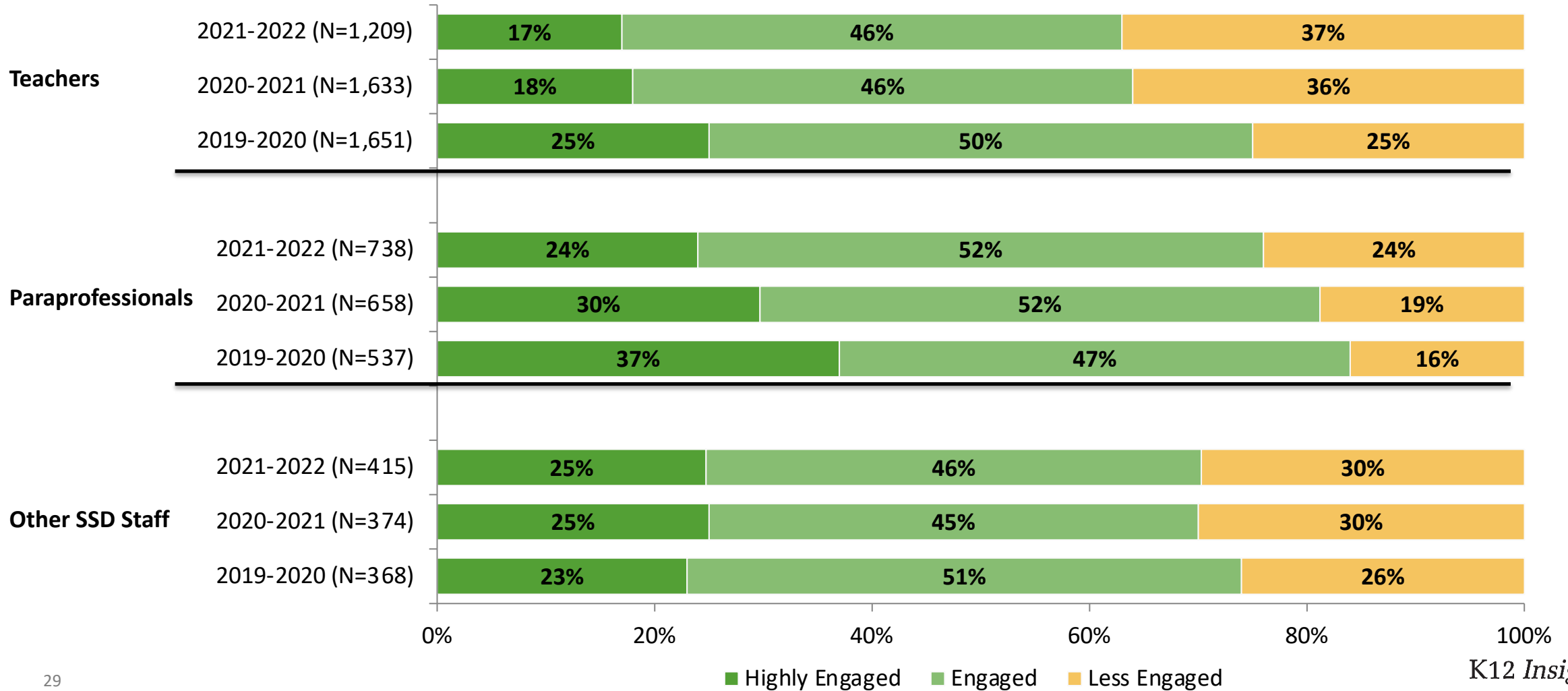
- Strongly Disagree = 1
- Disagree = 2
- Neither Disagree nor Agree = 3
- Agree = 4
- Strongly Agree = 5

Average scores were classified into three levels: **Highly Engaged** (>4.5), **Engaged** (3.5 to 4.5), or **Less Engaged** (<3.5).



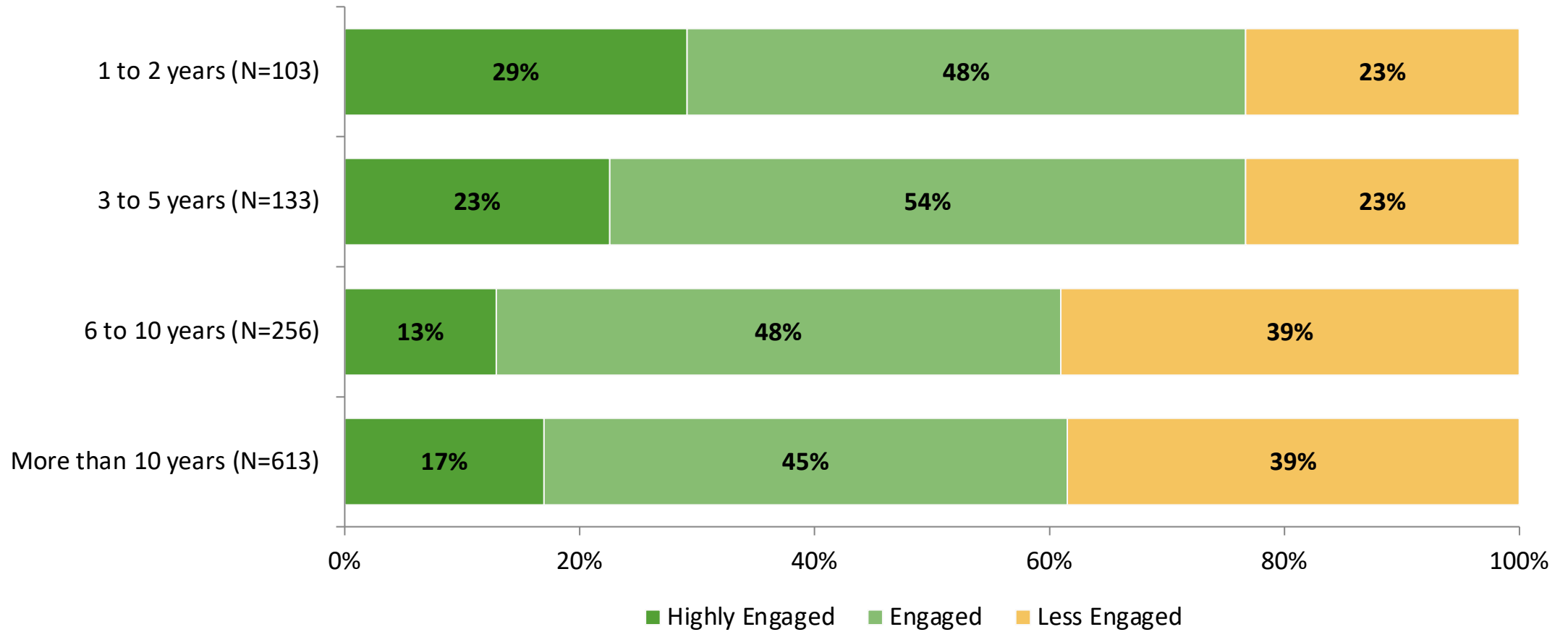
Overall Engagement: Comparison Over Time

Average scores were classified into three levels: **Highly Engaged** (>4.5), **Engaged** (3.5 to 4.5), or **Less Engaged** (<3.5).

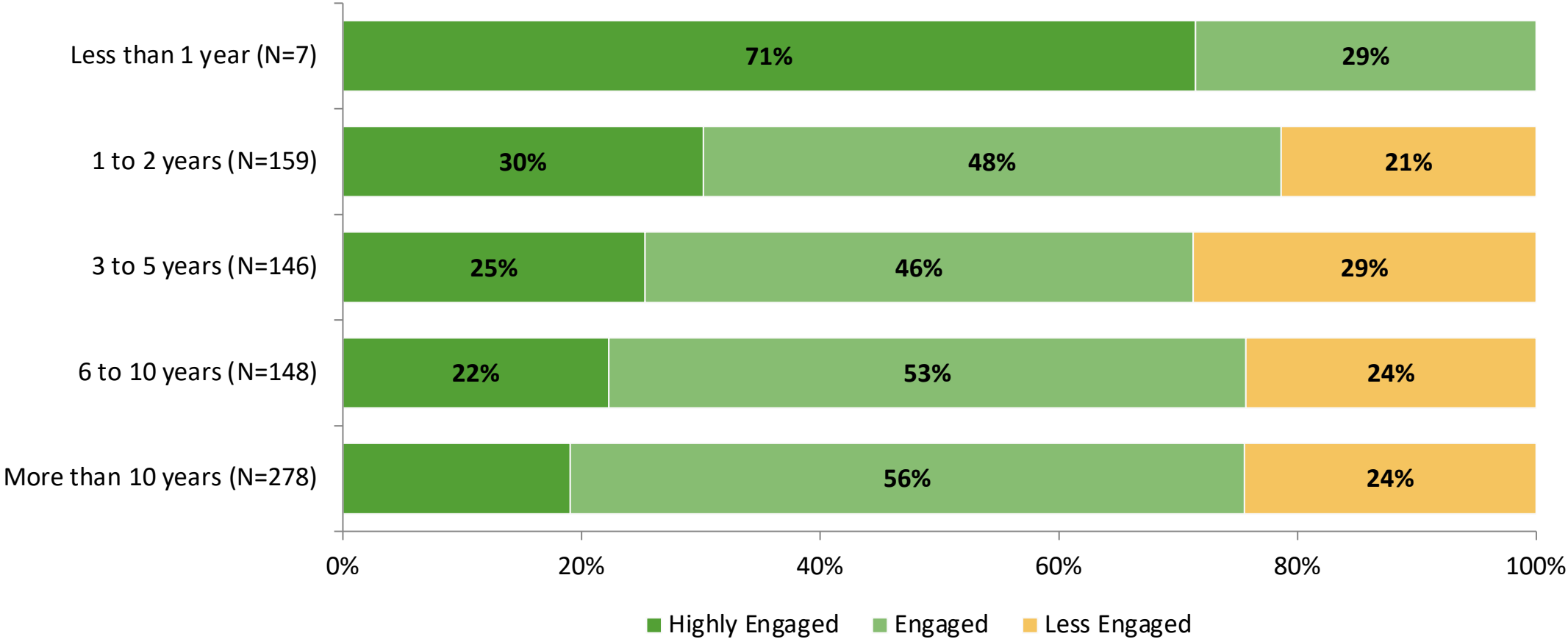


Overall Engagement by Demographics

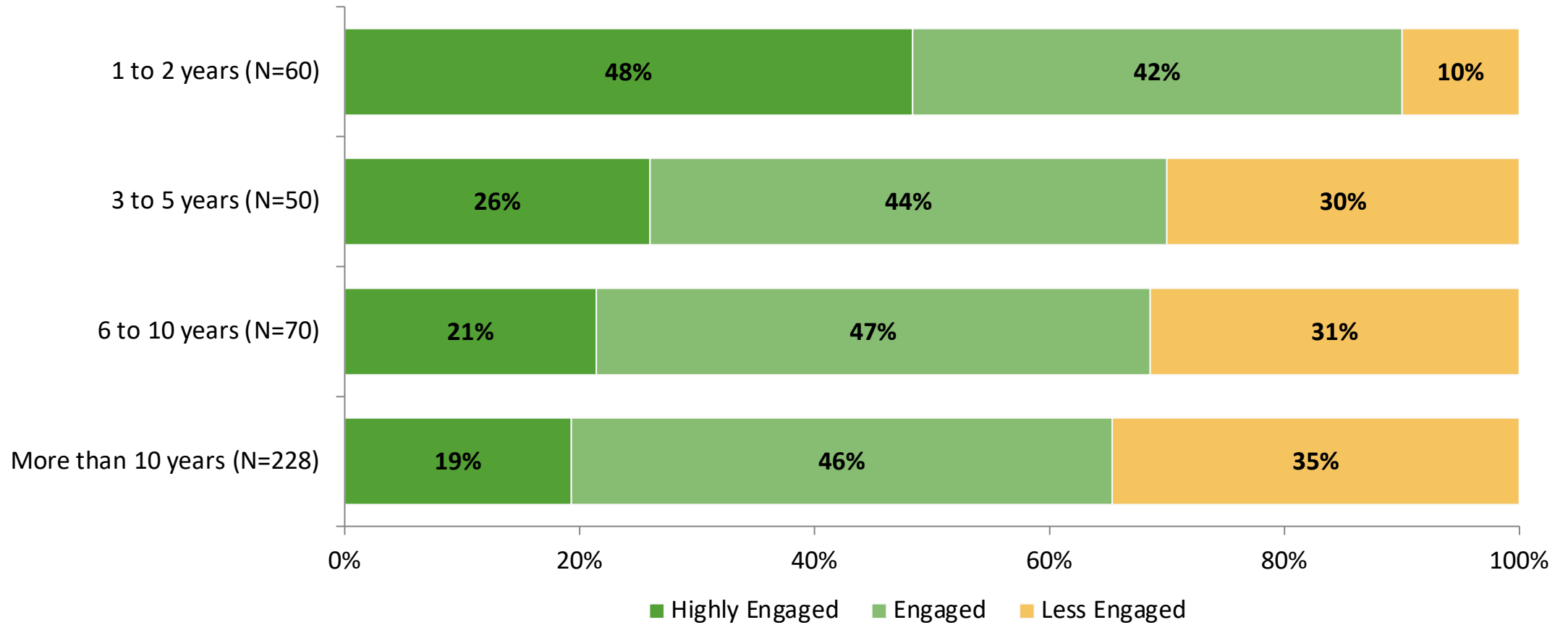
Engagement by Years of Service



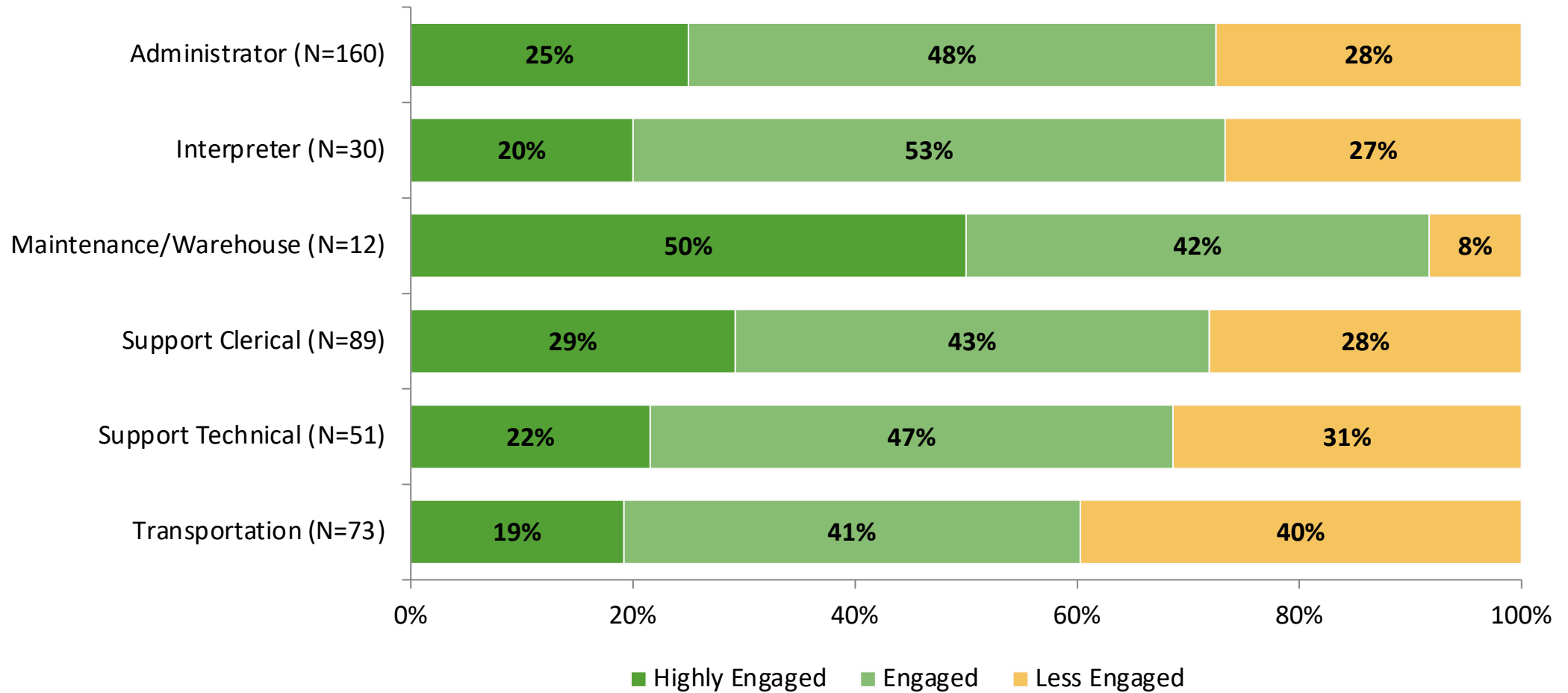
Engagement by Years of Service



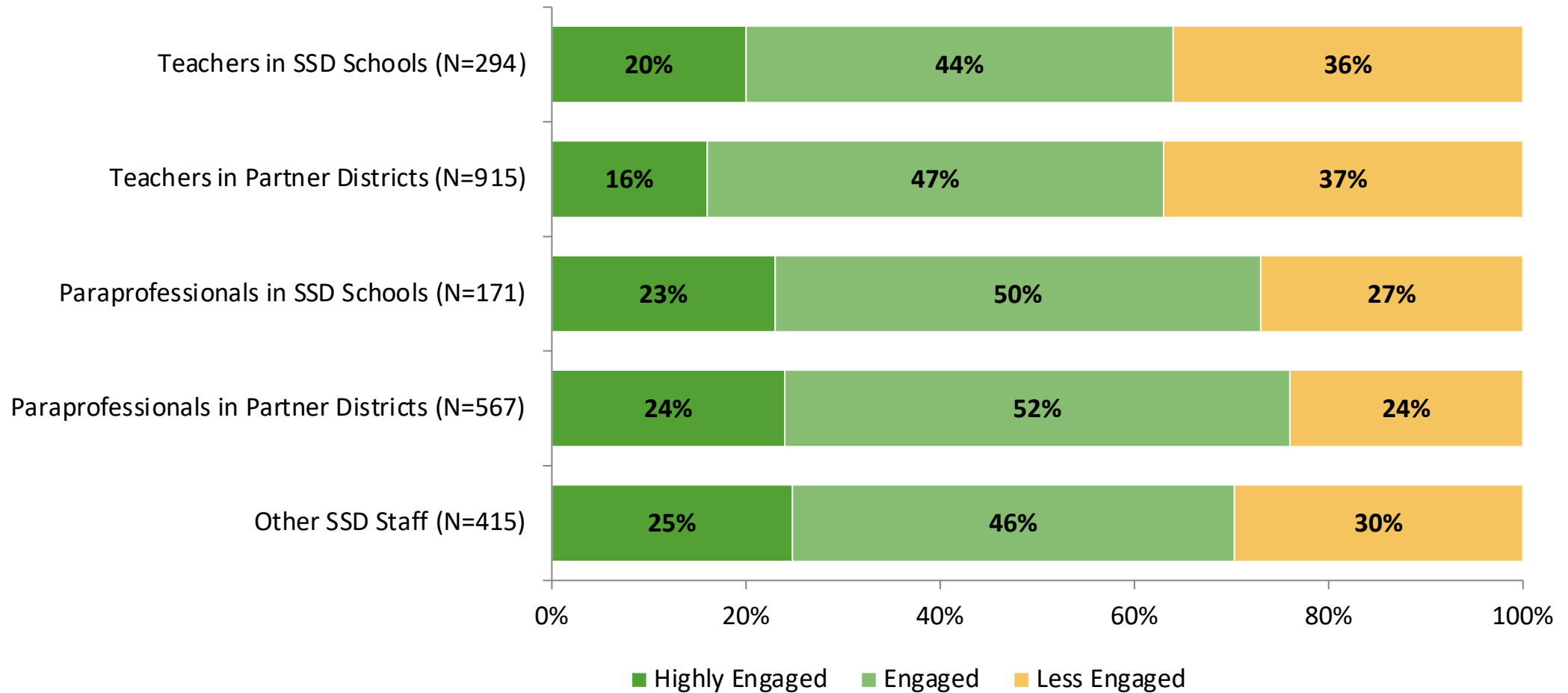
Engagement by Years of Service



Engagement by Role



Engagement by SSD/Partner District Staff



Focus Areas

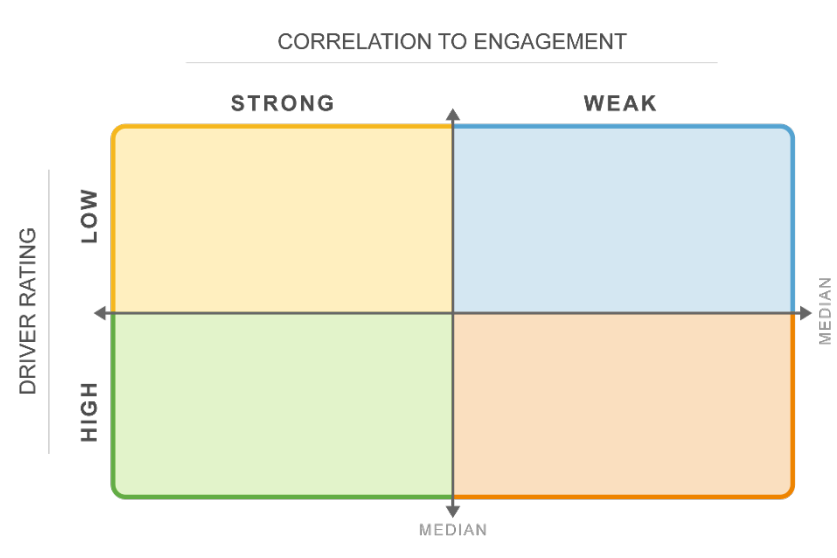
Focus Areas to Increase Employee Engagement

Thirty-six items (drivers) were used to assess the school/workplace environment and identify opportunities to increase engagement. Each item was rated on a five-point scale, with higher values indicating stronger agreement.

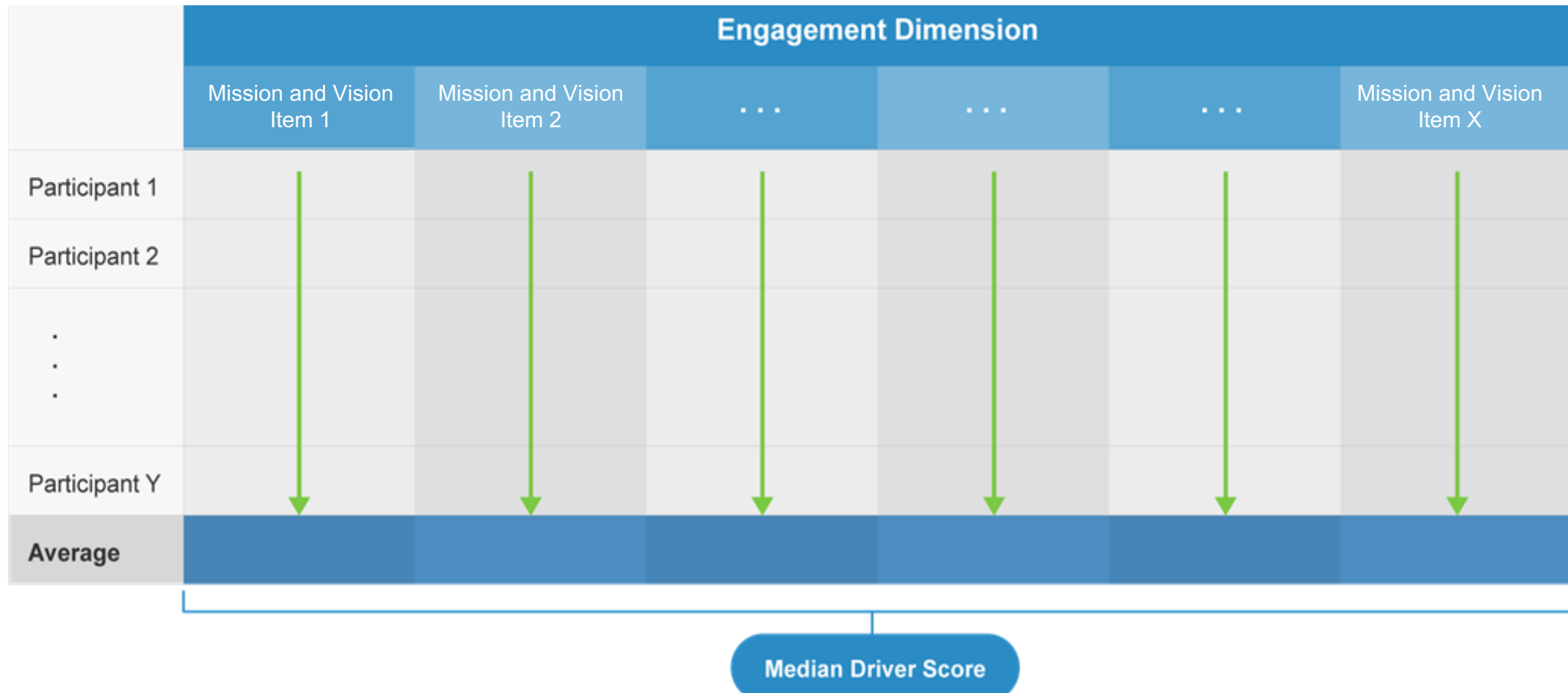
The relationship between each employee's responses (driver ratings) and his or her overall engagement score was also analyzed. To do this, the strength of the relationship (the correlation coefficient) between the engagement scores and each driver was calculated. Values can range from zero to +1.0. The closer to +1.0, the stronger the relationship.

Driver ratings were classified as high or low based on the median. Correlations to engagement were classified as strong or weak based on the median.

The primary focus area (yellow) is for items that rated low but have a strong correlation to engagement. The secondary focus area (green) is for items that received high ratings and have a strong correlation to engagement.



Engagement Dimensions Calculations



Focus Areas

Focus Areas and Relationship to Engagement

Correlation to Engagement			
		Strong	Weak
Driver Rating	Low	Primary Focus	
	High	Secondary Focus	

Median	
Driver Rating	X
Correlation to Engagement	Y

Yellow (Primary Focus):

Improving scores for these items will likely increase employee engagement. The average scores for these statements are low (below driver rating X), but the items have strong relationships to engagement (correlation to engagement Y).

Green (Secondary Focus):

Celebrating these items will promote positive employee engagement. The average scores for these statements are high (at or above driver rating X), and the items have strong relationships to engagement (correlation to engagement Y).

Orange:

Celebrating these items will promote positive work environment. The average scores for these statements are high (at or above driver rating X), and the items have weak relationships to engagement (correlation to engagement Y).

Blue:

Improving these items will promote a positive work environment. The average scores for these statements are low (at or below driver rating X), and the items have weak relationships to engagement (correlation to engagement Y).

Focus Areas

Survey Item	Driver Rating	Correlation to Engagement
SSD leaders clearly explain the reasons behind decisions on key issues.	2.79	0.63
SSD leaders understand my professional needs.	2.80	0.68
SSD recognizes employees for their high-quality work and accomplishments.	2.82	0.57
I am recognized for my accomplishments.	2.87	0.57
SSD leaders' actions are consistent with their words.	2.95	0.69
I feel appreciated for my work.	2.95	0.66
SSD leaders promote a positive work culture.	3.02	0.71
SSD leaders encourage employees to share ideas to improve performance.	3.07	0.64
I can provide input on how SSD accomplishes its mission.	3.23	0.59
SSD is moving in a direction that reflects our mission and vision.	3.35	0.69
My immediate SSD supervisor regularly gives me constructive feedback to improve my performance.	3.67	0.55
The actions of my immediate SSD supervisor are consistent with his or her words.	3.67	0.57
My immediate SSD supervisor implements policies fairly in my school or	3.68	0.57
I trust my immediate SSD supervisor to make good decisions.	3.70	0.58
My immediate SSD supervisor promotes a positive work culture.	3.71	0.57
My immediate SSD supervisor effectively communicates about important issues that affect me.	3.71	0.56
My immediate SSD supervisor encourages continued education and professional growth.	3.77	0.56

Median	
Driver Rating	3.68
Correlation to Engagement	0.55

Correlation to Engagement			
		Strong	Weak
Driver Rating	Low	Primary Focus	
	High	Secondary Focus	

Focus Areas (Continued)

Survey Item	Driver Rating	Correlation to Engagement
I can count on the support of my immediate SSD supervisor when addressing	3.72	0.55
I work in an atmosphere where there is mutual respect among staff.	3.75	0.37
SSD encourages continued education and professional growth.	3.75	0.55
My colleagues are held to high professional standards.	3.81	0.39
My immediate SSD supervisor clearly communicates his or her expectations of my job performance.	3.81	0.53
My immediate SSD supervisor encourages collaboration within and across teams in	3.86	0.55
I know how I can fulfill SSD's mission and vision.	3.92	0.52
My colleagues help create a positive work environment.	3.94	0.31
SSD's mission and vision is clearly defined.	3.97	0.48
My colleagues are committed to their jobs.	3.98	0.33
I support SSD's mission and vision.	4.07	0.54
I am familiar with the mission and vision of SSD.	4.10	0.38
My colleagues support me.	4.17	0.28
Staff members are recognized for good performance at my work site.	2.93	0.53
There are leadership opportunities for me in my school or department.	3.40	0.53
I have the materials I need to do my job.	3.49	0.44
The training I have received from SSD has helped me perform my job more effectively.	3.50	0.51
My immediate SSD supervisor identifies opportunities for my professional growth	3.55	0.55
SSD's professional development supports district initiatives.	3.61	0.53

Median	
Driver Rating	3.68
Correlation to Engagement	0.55

Correlation to Engagement			
		Strong	Weak
Driver Rating	Low	Primary Focus	
	High	Secondary Focus	

Focus Areas

Survey Item	Driver Rating	Correlation to Engagement
There are leadership opportunities for me in my school or department.	3.07	0.58
I am recognized for my accomplishments.	3.17	0.57
SSD leaders clearly explain the reasons behind decisions on key issues.	3.22	0.63
Staff members are recognized for good performance at my work site.	3.22	0.57
SSD leaders understand my professional needs.	3.23	0.65
SSD leaders' actions are consistent with their words.	3.32	0.69
I feel appreciated for my work.	3.40	0.63
SSD leaders encourage employees to share ideas to improve performance.	3.43	0.60
My immediate SSD supervisor identifies opportunities for my professional growth and improvement.	3.44	0.58
SSD leaders promote a positive work culture.	3.46	0.67
SSD is moving in a direction that reflects our mission and vision.	3.62	0.70
SSD's professional development supports district initiatives.	3.69	0.57
The training I have received from SSD has helped me perform my job more effectively.	3.76	0.62
My immediate SSD supervisor implements policies fairly in my school or department.	3.78	0.62
The actions of my immediate SSD supervisor are consistent with his or her words.	3.83	0.59
I can count on the support of my immediate SSD supervisor when addressing	3.85	0.59
I trust my immediate SSD supervisor to make good decisions.	3.86	0.61
My immediate SSD supervisor promotes a positive work culture.	3.88	0.60

Median	
Driver Rating	3.77
Correlation to Engagement	0.57

Correlation to Engagement			
		Strong	Weak
Driver Rating	Low	Primary Focus	
	High	Secondary Focus	

Focus Areas (Continued)

Survey Item	Driver Rating	Correlation to Engagement
My colleagues are held to high professional standards.	3.79	0.55
My immediate SSD supervisor encourages collaboration within and across teams in my school or department.	3.80	0.56
I work in an atmosphere where there is mutual respect among staff.	3.80	0.50
My immediate SSD supervisor effectively communicates about important issues that affect me.	3.83	0.57
I have the materials I need to do my job.	3.84	0.49
My immediate SSD supervisor clearly communicates his or her expectations of my job performance.	3.93	0.53
My colleagues help create a positive work environment.	3.98	0.49
SSD's mission and vision is clearly defined.	3.99	0.47
My colleagues are committed to their jobs.	4.04	0.50
I know how I can fulfill SSD's mission and vision.	4.04	0.45
I am familiar with the mission and vision of SSD.	4.10	0.37
My colleagues support me.	4.14	0.49
I support SSD's mission and vision.	4.17	0.50
SSD recognizes employees for their high-quality work and accomplishments.	3.13	0.56
I can provide input on how SSD accomplishes its mission.	3.48	0.51
My immediate SSD supervisor regularly gives me constructive feedback to improve my performance.	3.63	0.52
My immediate SSD supervisor encourages continued education and professional	3.67	0.55
SSD encourages continued education and professional growth.	3.70	0.55

Median	
Driver Rating	3.77
Correlation to Engagement	0.57

Correlation to Engagement			
		Strong	Weak
Driver Rating	Low	Primary Focus	
	High	Secondary Focus	

Focus Areas

Survey Item	Driver Rating	Correlation to Engagement
SSD leaders clearly explain the reasons behind decisions on key issues.	3.04	0.63
I am recognized for my accomplishments.	3.09	0.62
SSD recognizes employees for their high-quality work and accomplishments.	3.12	0.59
SSD leaders understand my professional needs.	3.13	0.73
There are leadership opportunities for me in my school or department.	3.24	0.61
SSD leaders' actions are consistent with their words.	3.25	0.70
SSD leaders promote a positive work culture.	3.28	0.71
I feel appreciated for my work.	3.32	0.70
SSD leaders encourage employees to share ideas to improve performance.	3.34	0.64
The district is moving in a direction that reflects our mission and vision.	3.62	0.62
My immediate SSD supervisor effectively communicates about important issues that affect me.	3.83	0.59
My immediate SSD supervisor implements policies fairly in my school or department.	3.87	0.59
My immediate SSD supervisor clearly communicates his or her expectations of my job performance.	3.88	0.58
The actions of my immediate SSD supervisor are consistent with his or her words.	3.89	0.58
My immediate SSD supervisor encourages collaboration within and across teams in my school or department.	3.90	0.57
My immediate SSD supervisor promotes a positive work culture.	3.91	0.59
I trust my immediate SSD supervisor to make good decisions.	3.92	0.59
I can count on the support of my immediate SSD supervisor when addressing problems or issues.	3.95	0.60

Median	
Driver Rating	3.71
Correlation to Engagement	0.57

Correlation to Engagement			
		Strong	Weak
Driver Rating	Low	Primary Focus	
	High	Secondary Focus	

Focus Areas (Continued)

Survey Item	Driver Rating	Correlation to Engagement
My immediate SSD supervisor encourages continued education and professional growth.	3.72	0.54
My colleagues are held to high professional standards.	3.72	0.47
My colleagues help create a positive work environment.	3.86	0.37
I have the materials I need to do my job.	3.96	0.54
The district's mission and vision is clearly defined.	3.96	0.52
My colleagues are committed to their jobs.	4.00	0.43
I know how I can fulfill SSD's mission and vision.	4.02	0.50
My colleagues support me.	4.08	0.39
I support the district's mission and vision.	4.18	0.56
I am familiar with the mission and vision of SSD.	4.20	0.40
Staff members are recognized for good performance at my work site.	3.19	0.55
My immediate SSD supervisor identifies opportunities for my professional growth and improvement.	3.36	0.52
I can provide input on how the district accomplishes its mission.	3.42	0.49
The training I have received from SSD has helped me perform my job more effectively.	3.57	0.49
My immediate SSD supervisor regularly gives me constructive feedback to improve my performance.	3.62	0.57
SSD encourages continued education and professional growth.	3.65	0.49
SSD's professional development supports district initiatives.	3.65	0.44
I work in an atmosphere where there is mutual respect among staff.	3.70	0.49

Median	
Driver Rating	3.71
Correlation to Engagement	0.57

Correlation to Engagement		
	Strong	Weak
Driver Rating	Low	Primary Focus
Rating	High	Secondary Focus

Engagement Driver Dimensions

Highest and Lowest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am engaged in my work.	90%	Overall Engagement
My work is interesting.	88%	Overall Engagement
I am familiar with the mission and vision of SSD.	88%	Mission and Vision
I support SSD's mission and vision.	85%	Mission and Vision
There is someone I can go to in my department/school to help me with a work problem.	85%	Staff Support

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
SSD leaders understand my professional needs.	37%	District Leadership
SSD leaders clearly explain the reasons behind decisions on key issues.	37%	District Leadership
SSD recognizes employees for their high-quality work and accomplishments.	36%	Feedback and Recognition
I am recognized for my accomplishments.	35%	Feedback and Recognition
Staff members are recognized for good performance at my work site.	34%	Feedback and Recognition

Highest and Lowest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am engaged in my work.	88%	Overall Engagement
I am familiar with the mission and vision of SSD.	88%	Mission and Vision
My work is interesting.	87%	Overall Engagement
There is someone I can go to in my department/school to help me with a work problem.	86%	Staff Support
My colleagues support me.	85%	Work Environment

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
SSD leaders understand my professional needs.	46%	District Leadership
SSD leaders clearly explain the reasons behind decisions on key issues.	45%	District Leadership
SSD recognizes employees for their high-quality work and accomplishments.	41%	Feedback and Recognition
Staff members are recognized for good performance at my work site.	39%	Feedback and Recognition
SSD leaders' actions are consistent with their words.	39%	District Leadership

Highest and Lowest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am engaged in my work.	93%	Overall Engagement
My work is interesting.	90%	Overall Engagement
I am familiar with the mission and vision of SSD.	88%	Mission and Vision
I support SSD's mission and vision.	87%	Mission and Vision
There is someone I can go to in my department/school to help me with a work problem.	83%	Staff Support

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
SSD recognizes employees for their high-quality work and accomplishments.	31%	Feedback and Recognition
There are leadership opportunities for me in my school or department.	30%	Career Growth and Training Opportunities
Staff members are recognized for good performance at my work site.	29%	Feedback and Recognition
I am recognized for my accomplishments.	29%	Feedback and Recognition
SSD leaders understand my professional needs.	26%	District Leadership

Highest and Lowest-ranking Items

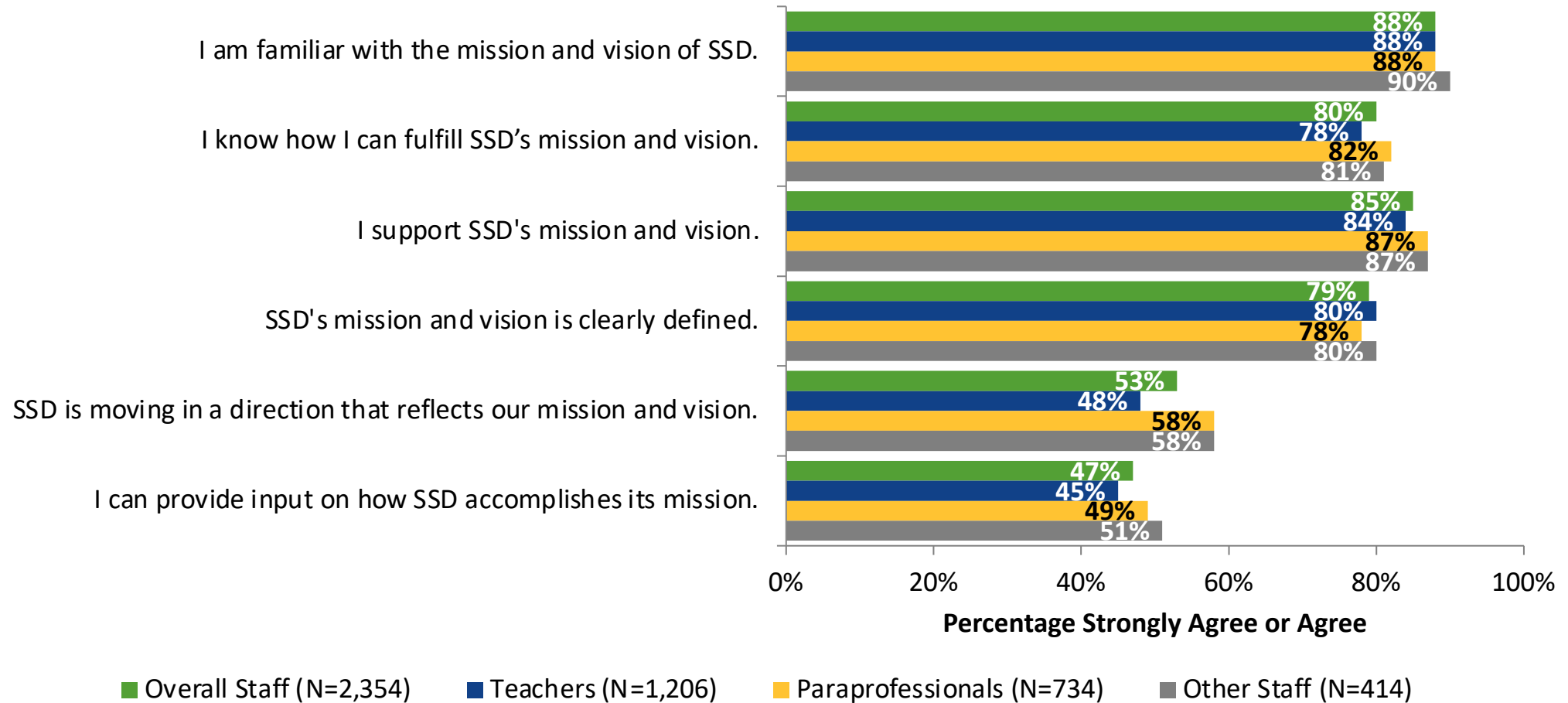
Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am engaged in my work.	90%	Overall Engagement
I am familiar with the mission and vision of SSD.	90%	Mission and Vision
I support the district’s mission and vision.	87%	Mission and Vision
My work is interesting.	86%	Overall Engagement
There is someone I can go to in my department/school to help me with a work problem.	85%	Staff Support

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
SSD leaders clearly explain the reasons behind decisions on key issues.	35%	District Leadership
SSD leaders understand my professional needs.	32%	District Leadership
SSD recognizes employees for their high-quality work and accomplishments.	32%	Feedback and Recognition
I am recognized for my accomplishments.	32%	Feedback and Recognition
Staff members are recognized for good performance at my work site.	29%	Feedback and Recognition

Mission and Vision

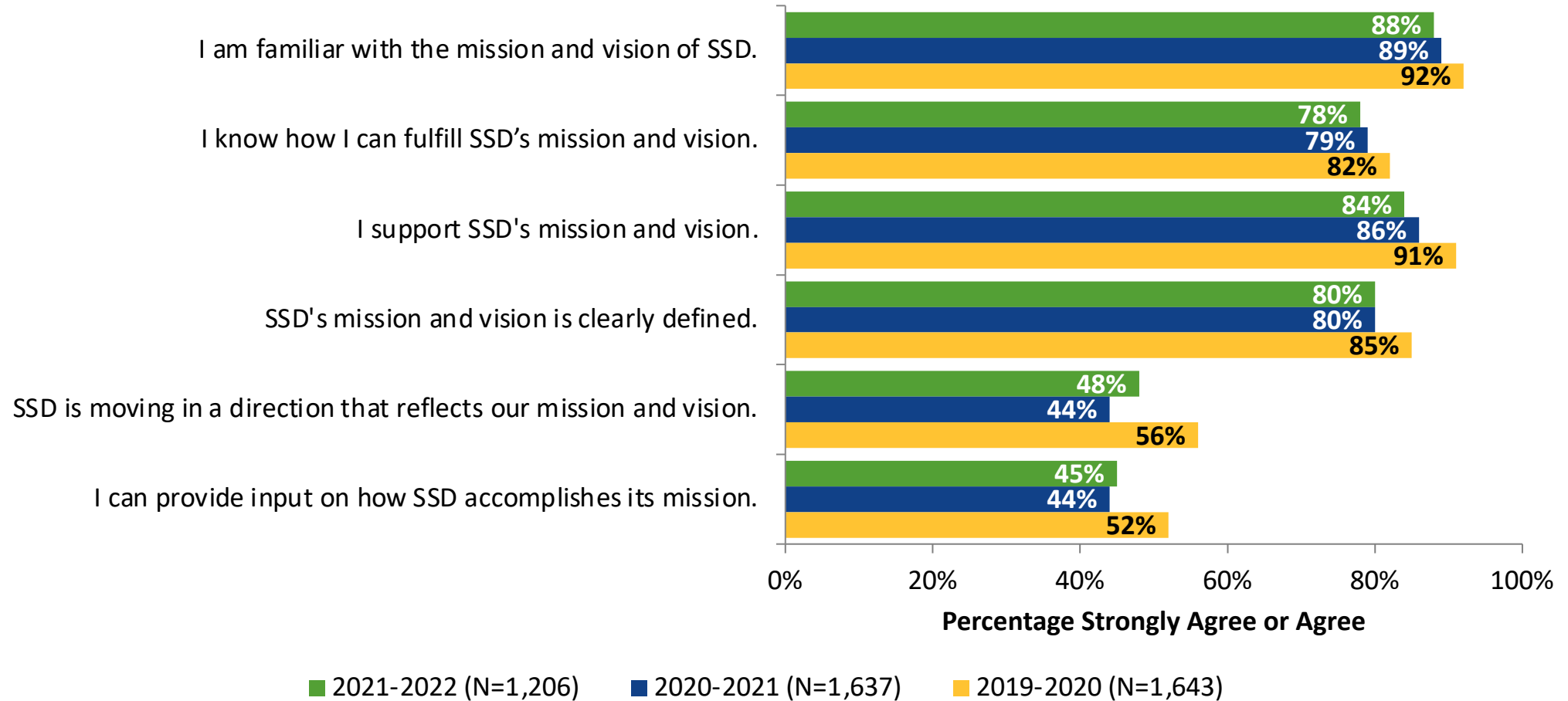
Mission and Vision: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



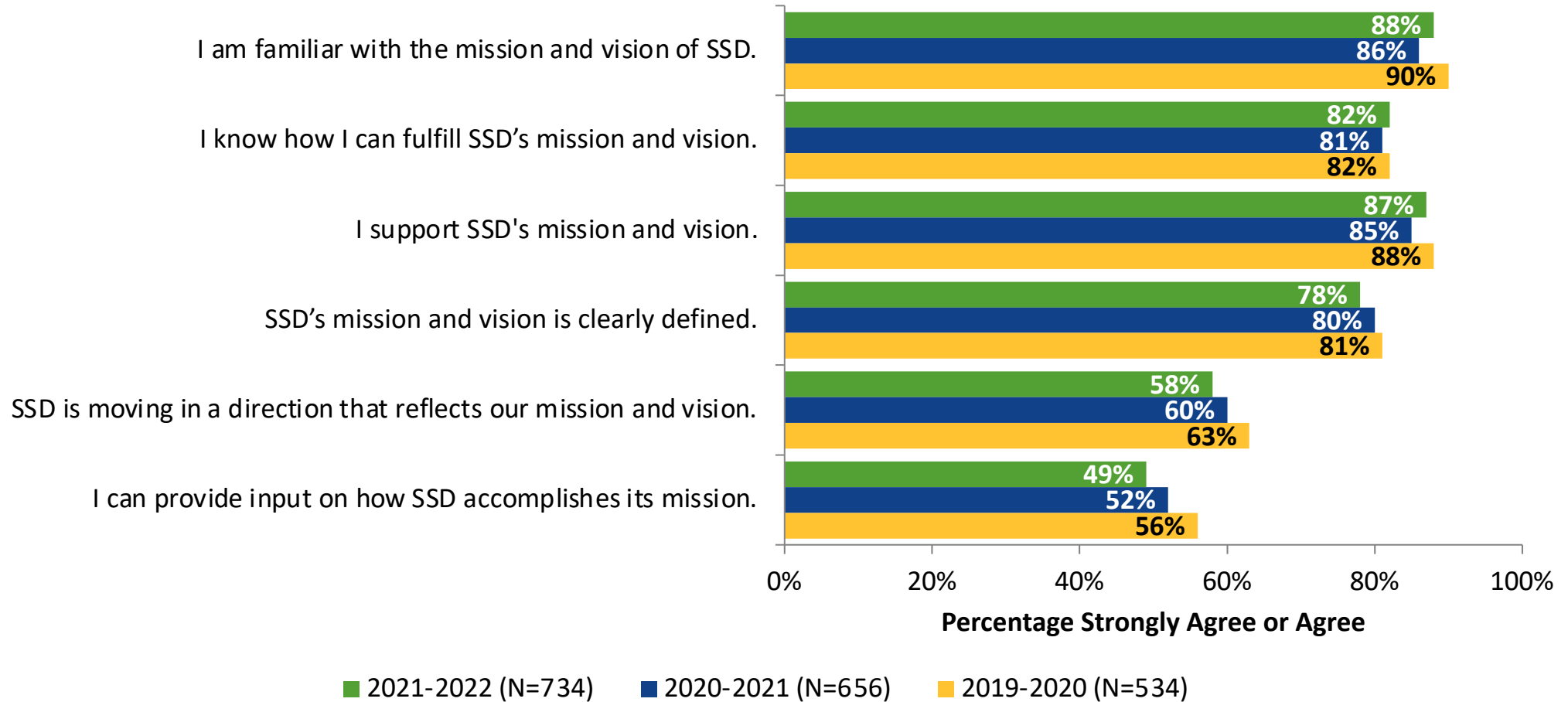
Mission and Vision: Comparison Over Time

How strongly do you agree or disagree with the following statements?



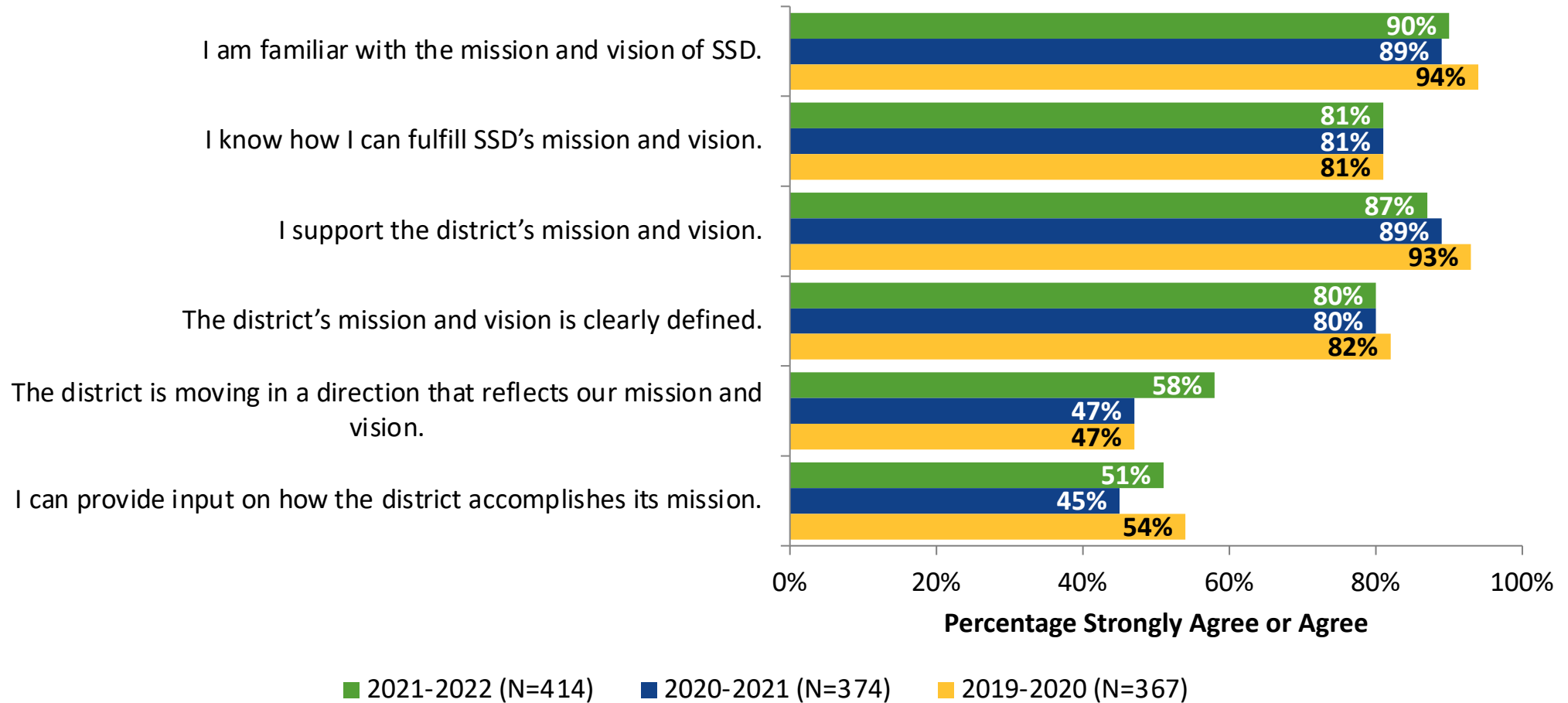
Mission and Vision: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Mission and Vision: Comparison Over Time

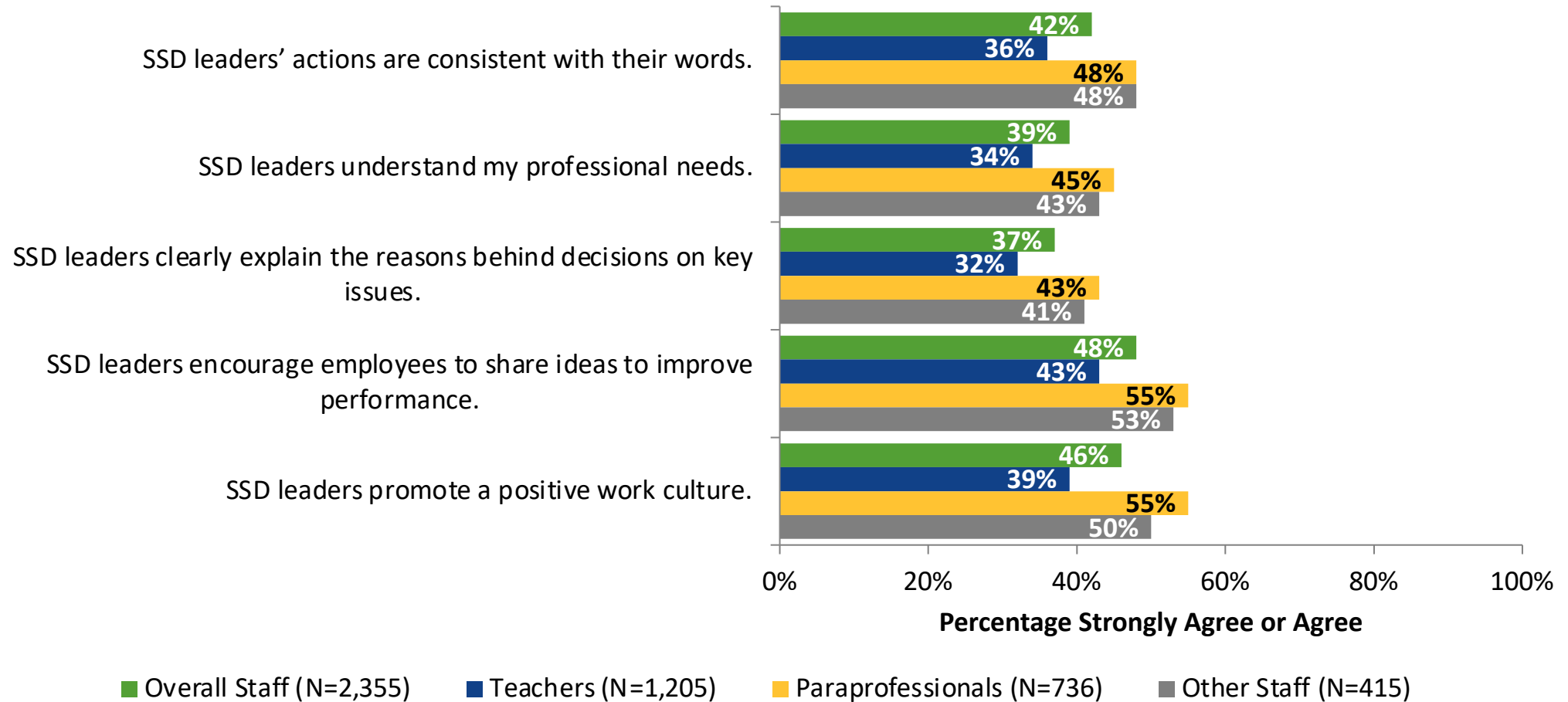
How strongly do you agree or disagree with the following statements?



District Leadership

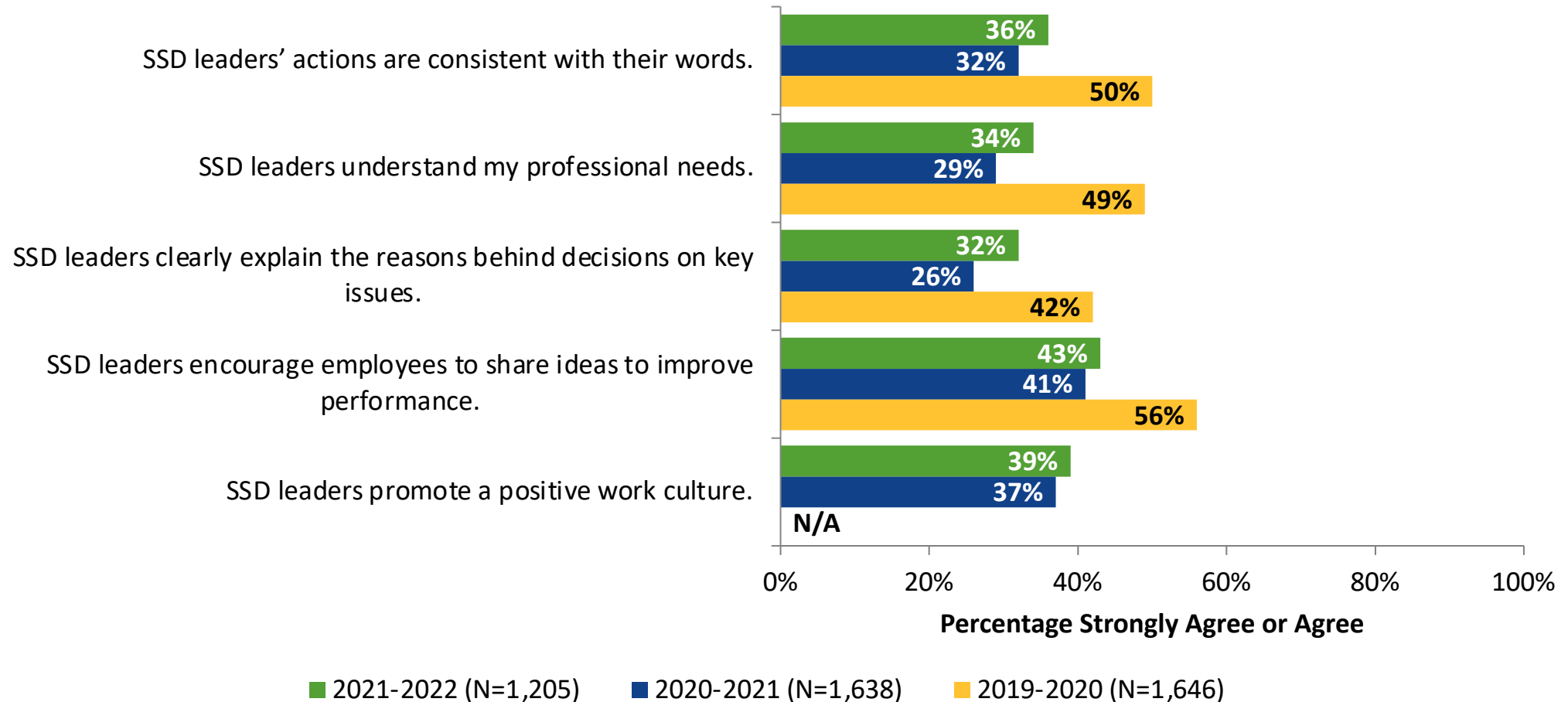
District Leadership: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



District Leadership: Comparison Over Time

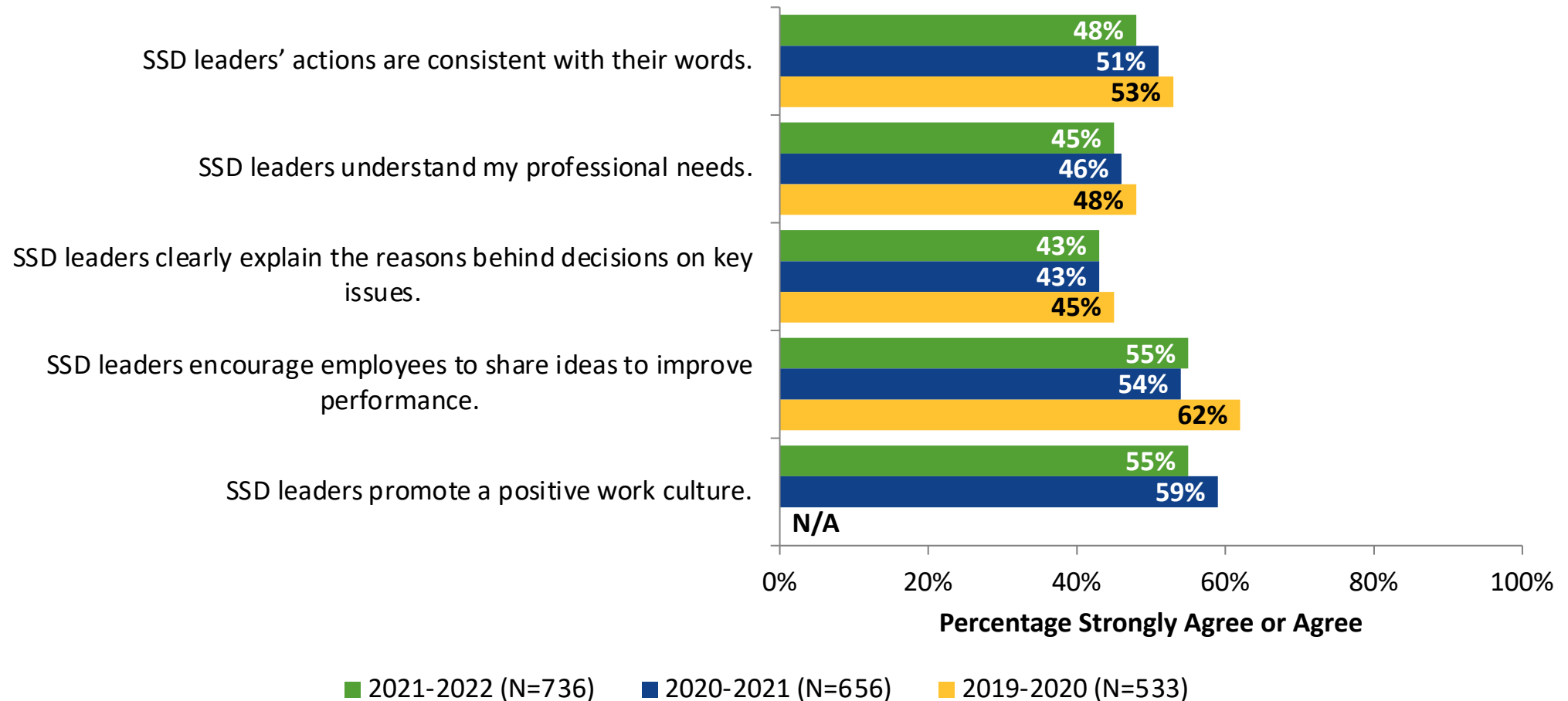
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
 Note: N/A indicates a question was not asked in 2019-2020.

District Leadership: Comparison Over Time

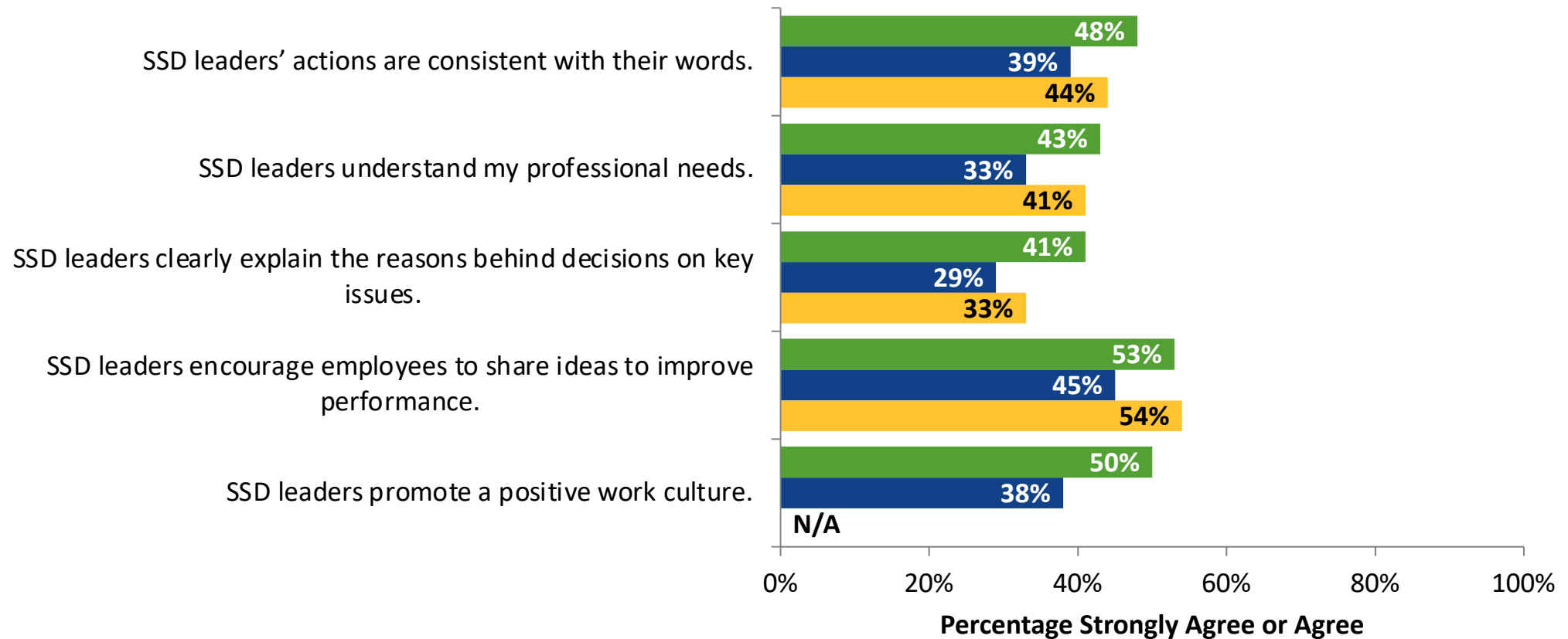
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
Note: N/A indicates a question was not asked in 2019-2020.

District Leadership: Comparison Over Time

How strongly do you agree or disagree with the following statements?



■ 2021-2022 (N=415) ■ 2020-2021 (N=373) ■ 2019-2020 (N=367)

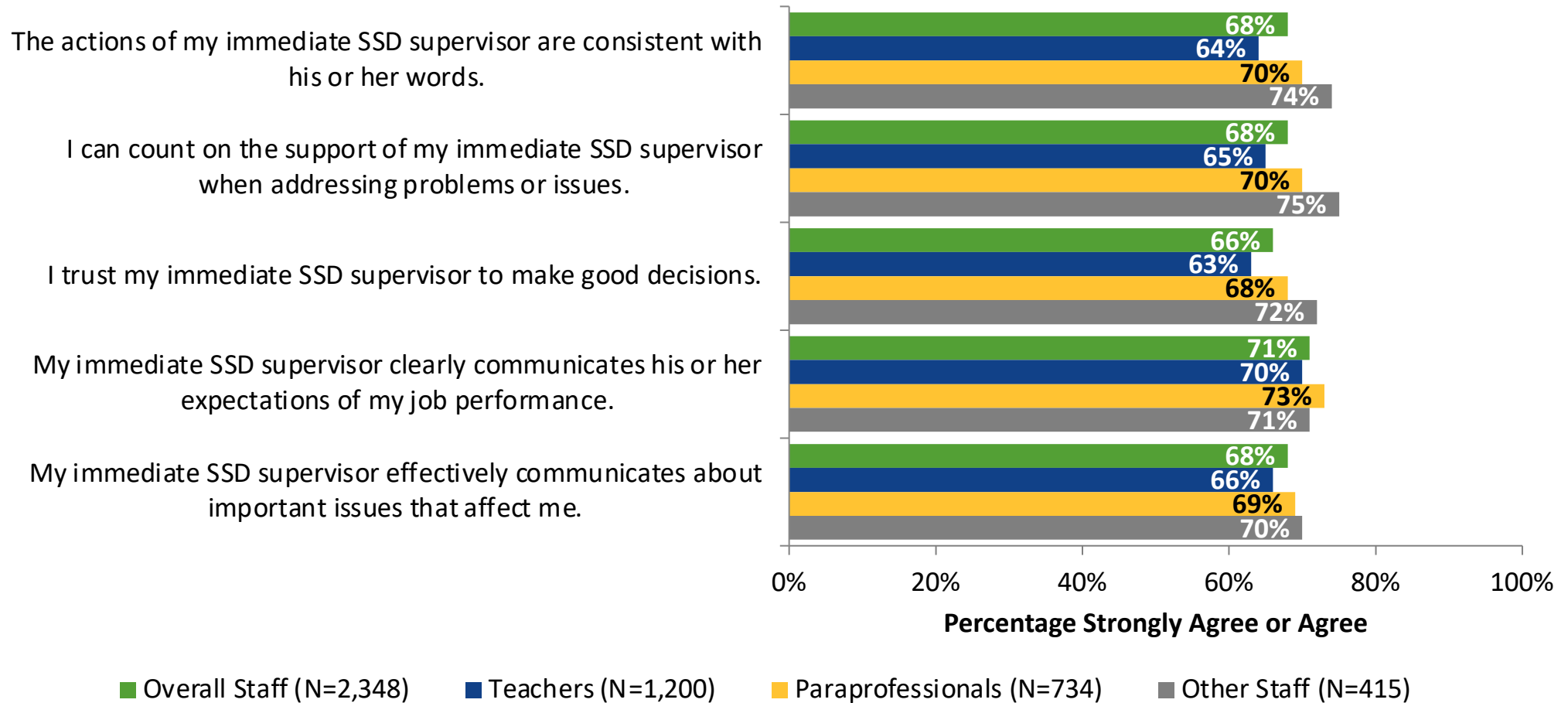
Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

Note: N/A indicates a question was not asked in 2019-2020.

School/Department Leadership

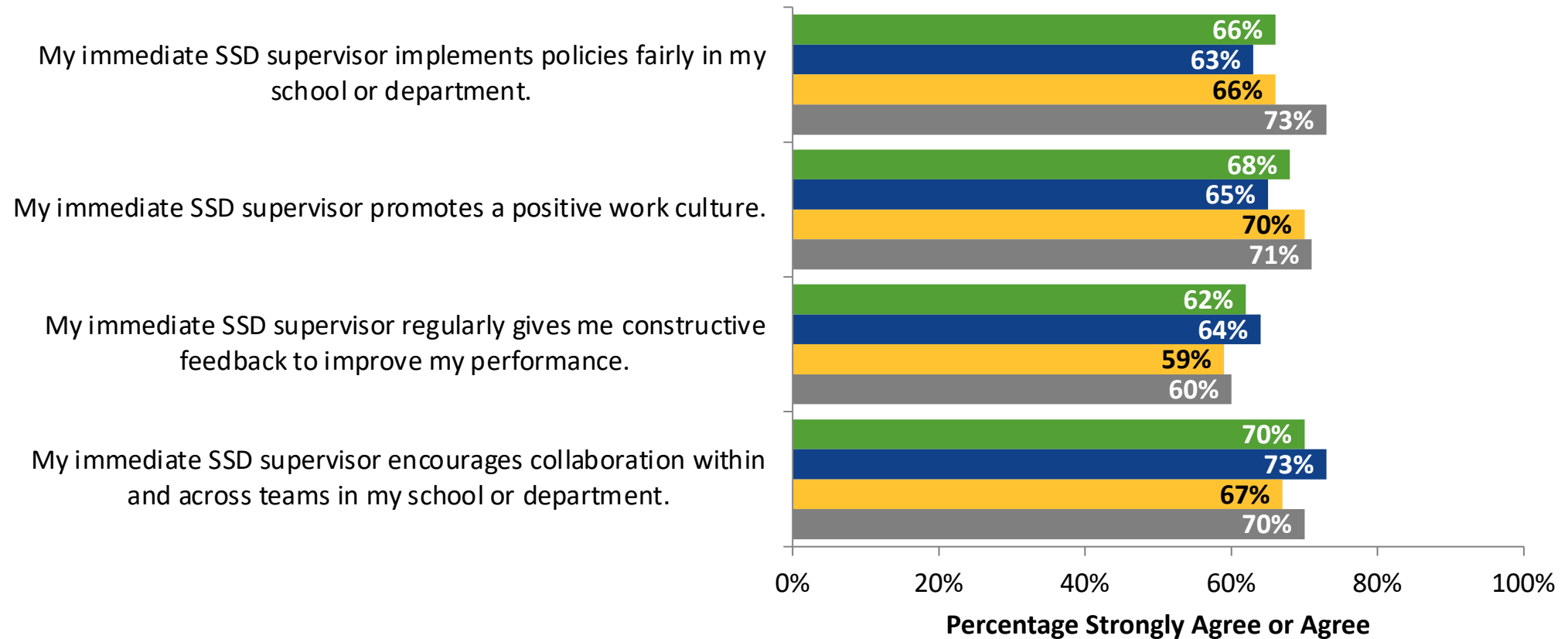
School/Department Leadership: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



School/Department Leadership: Comparison by Respondent Type (Continued)

How strongly do you agree or disagree with the following statements?

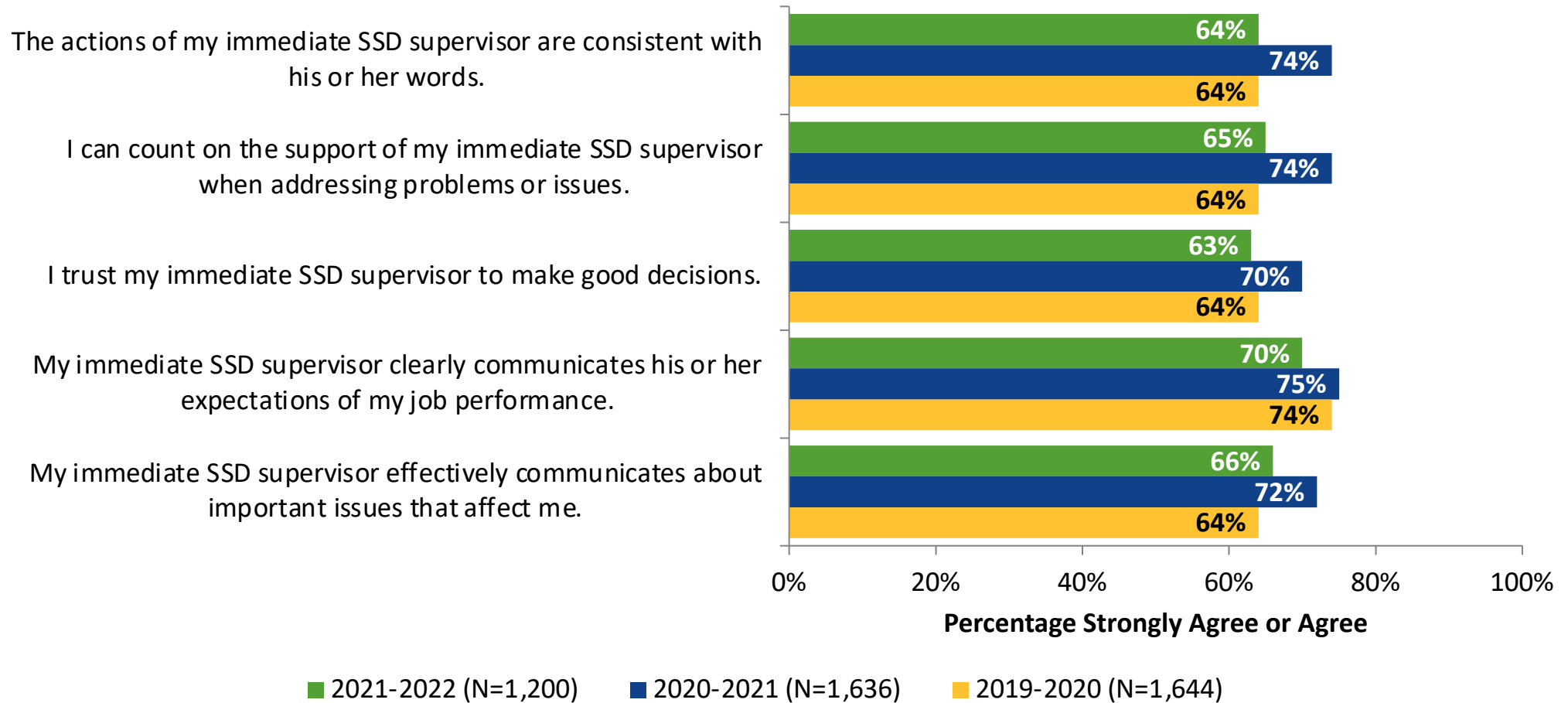


■ Overall Staff (N=2,348)
 ■ Teachers (N=1,200)
 ■ Paraprofessionals (N=734)
 ■ Other Staff (N=415)

Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

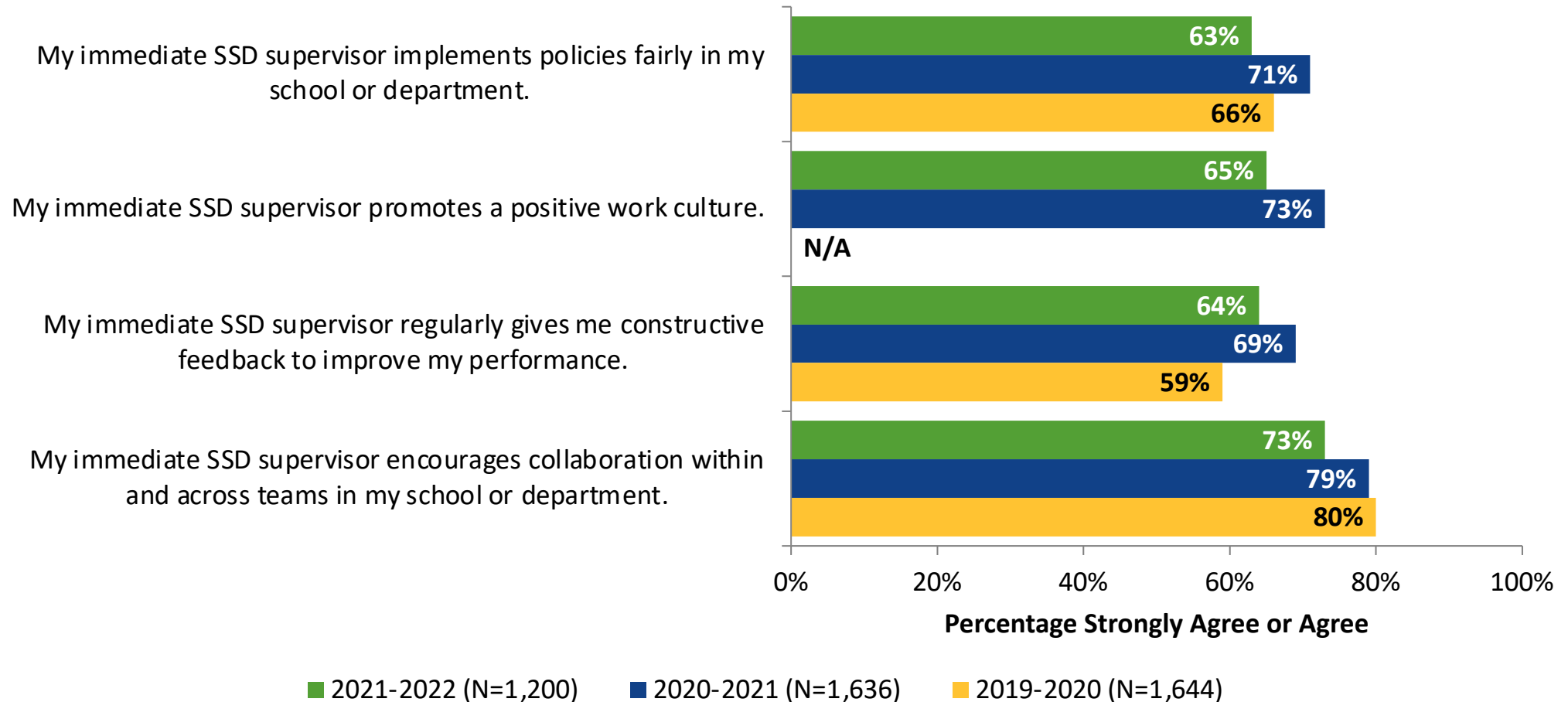
School/Department Leadership: Comparison Over Time

How strongly do you agree or disagree with the following statements?



School/Department Leadership: Comparison Over Time (Continued)

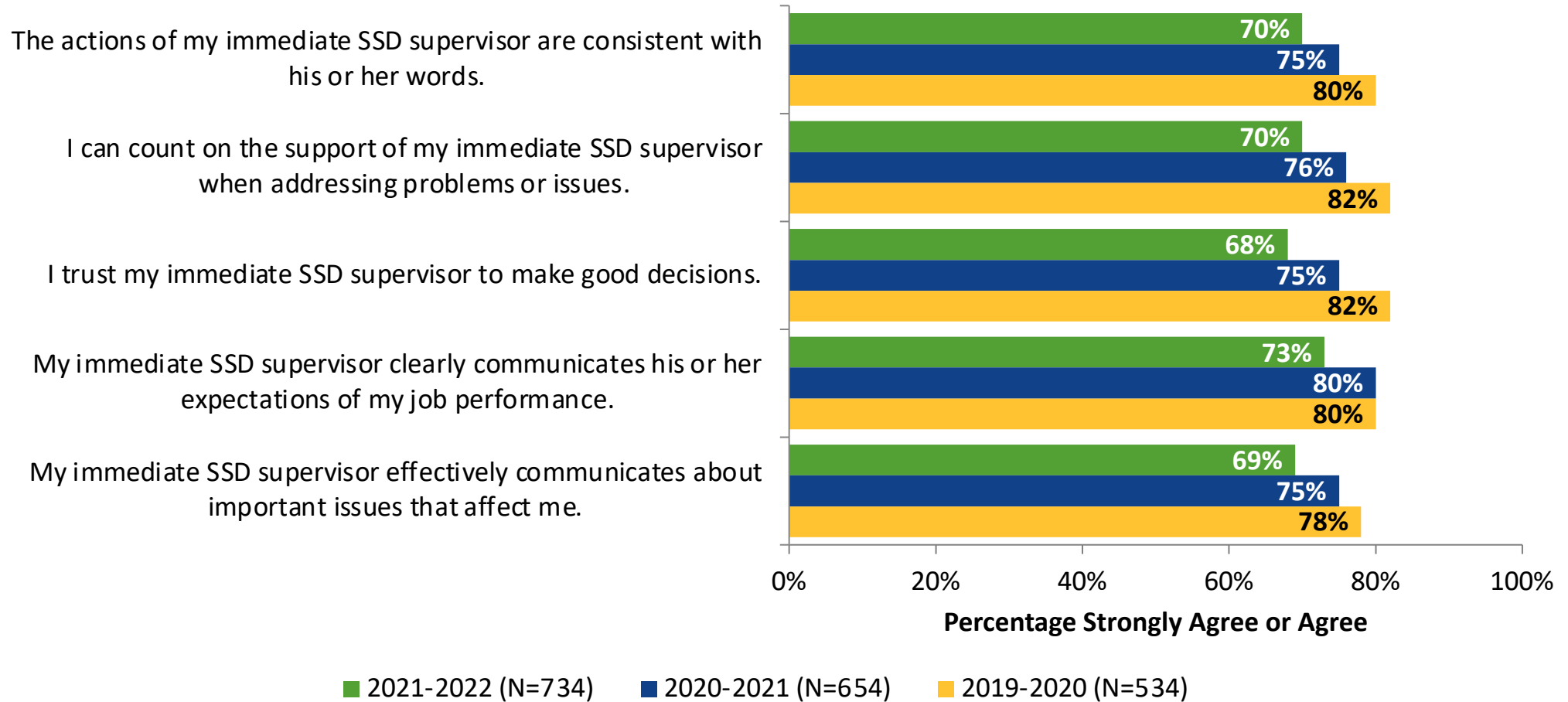
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
 Note: N/A indicates a question was not asked in 2019-2020.

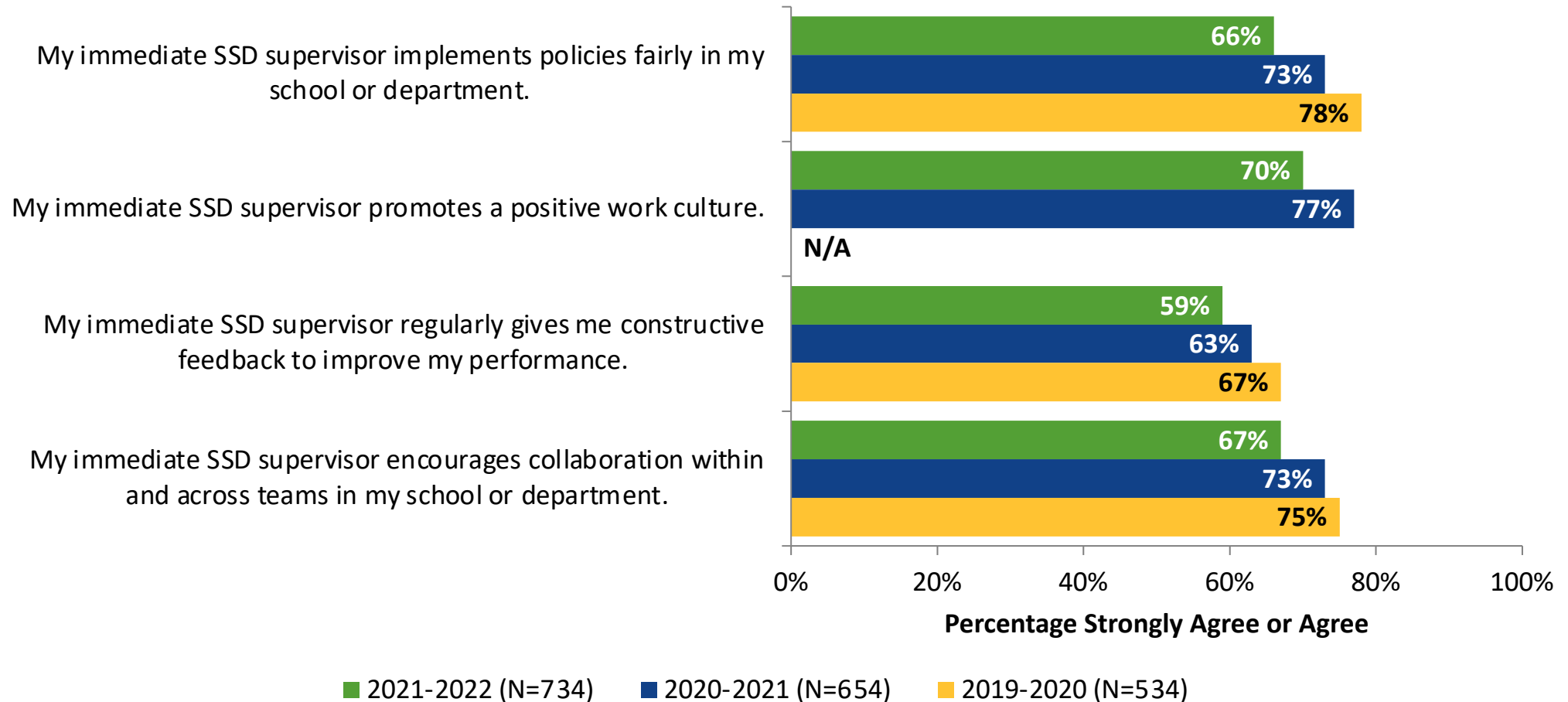
School/Department Leadership: Comparison Over Time

How strongly do you agree or disagree with the following statements?



School/Department Leadership: Comparison Over Time (Continued)

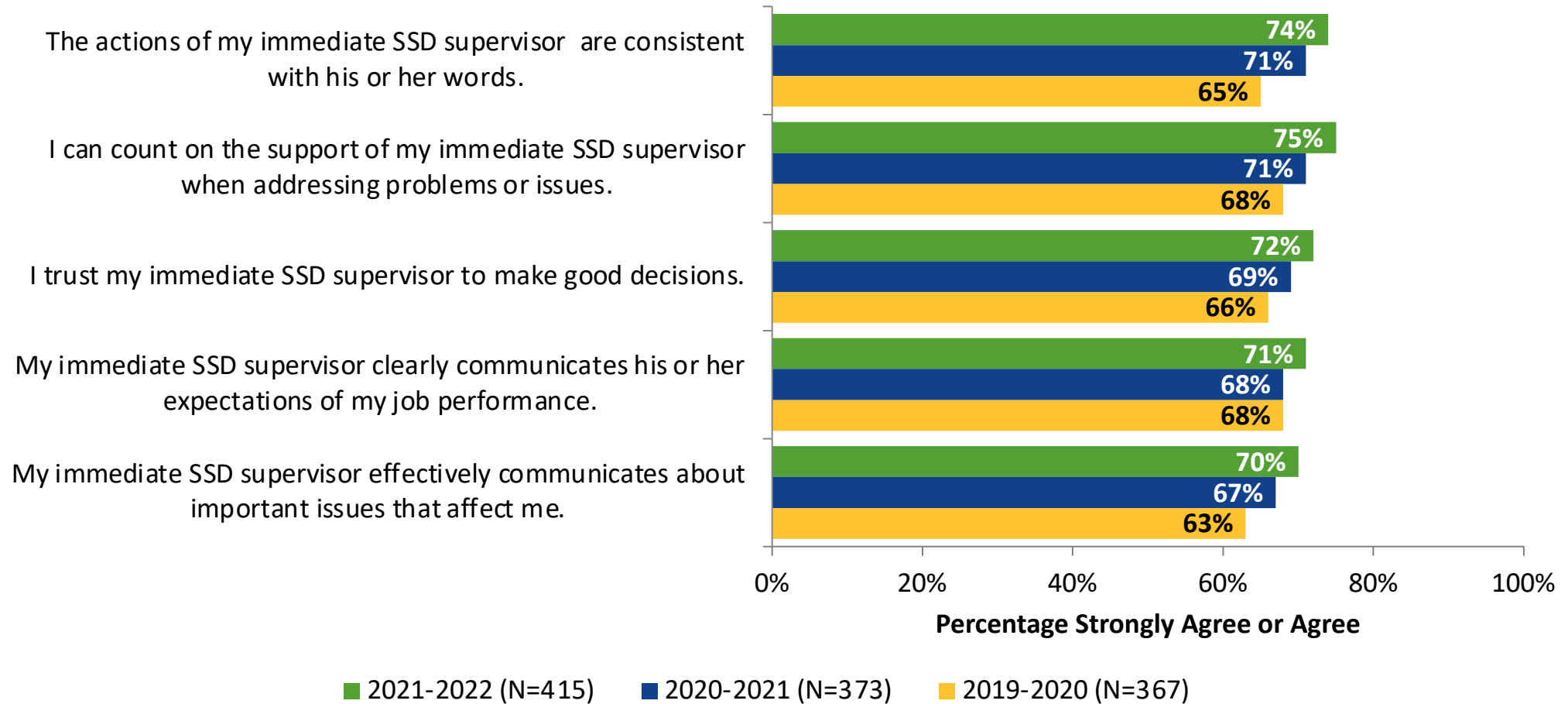
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
Note: N/A indicates a question was not asked in 2019-2020.

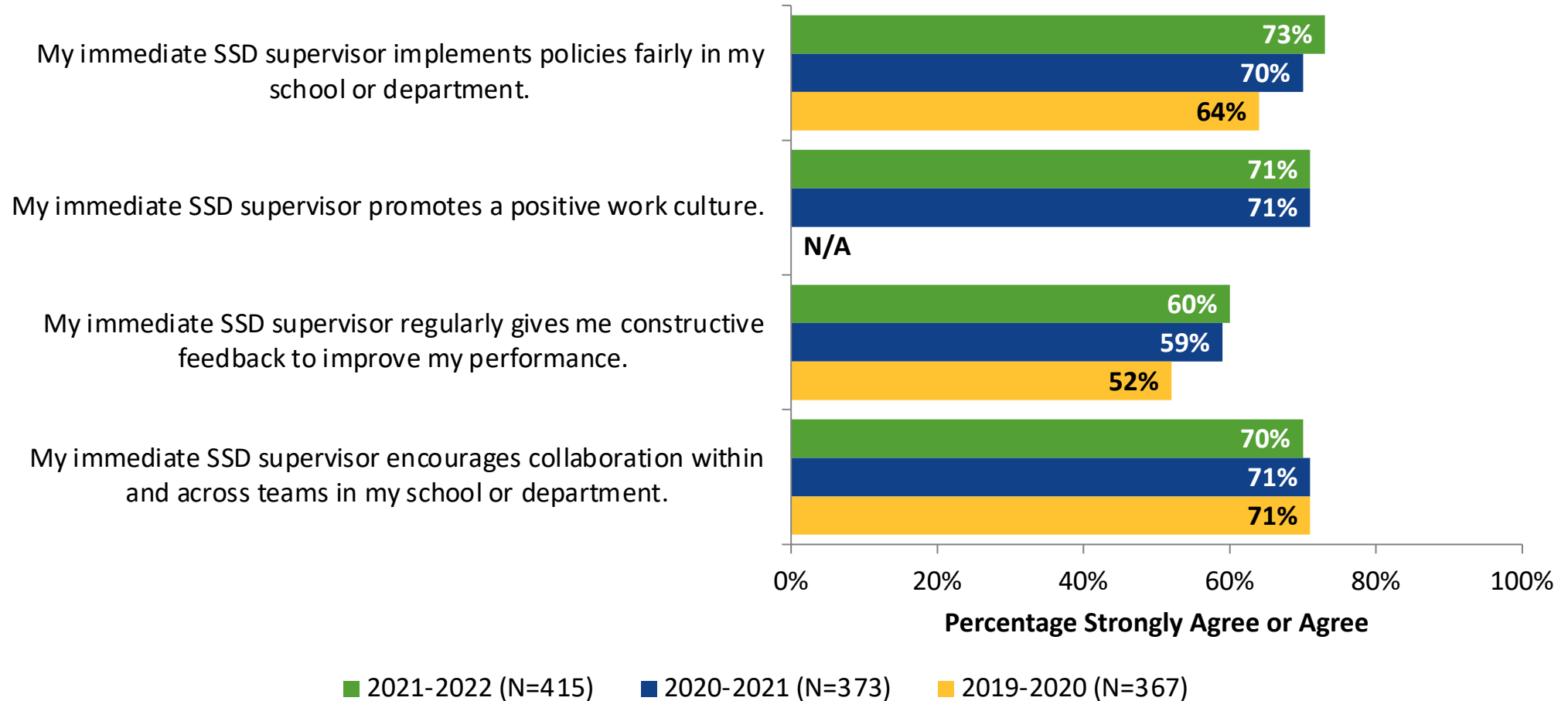
School/Department Leadership: Comparison Over Time

How strongly do you agree or disagree with the following statements?



School/Department Leadership: Comparison Over Time (Continued)

How strongly do you agree or disagree with the following statements?

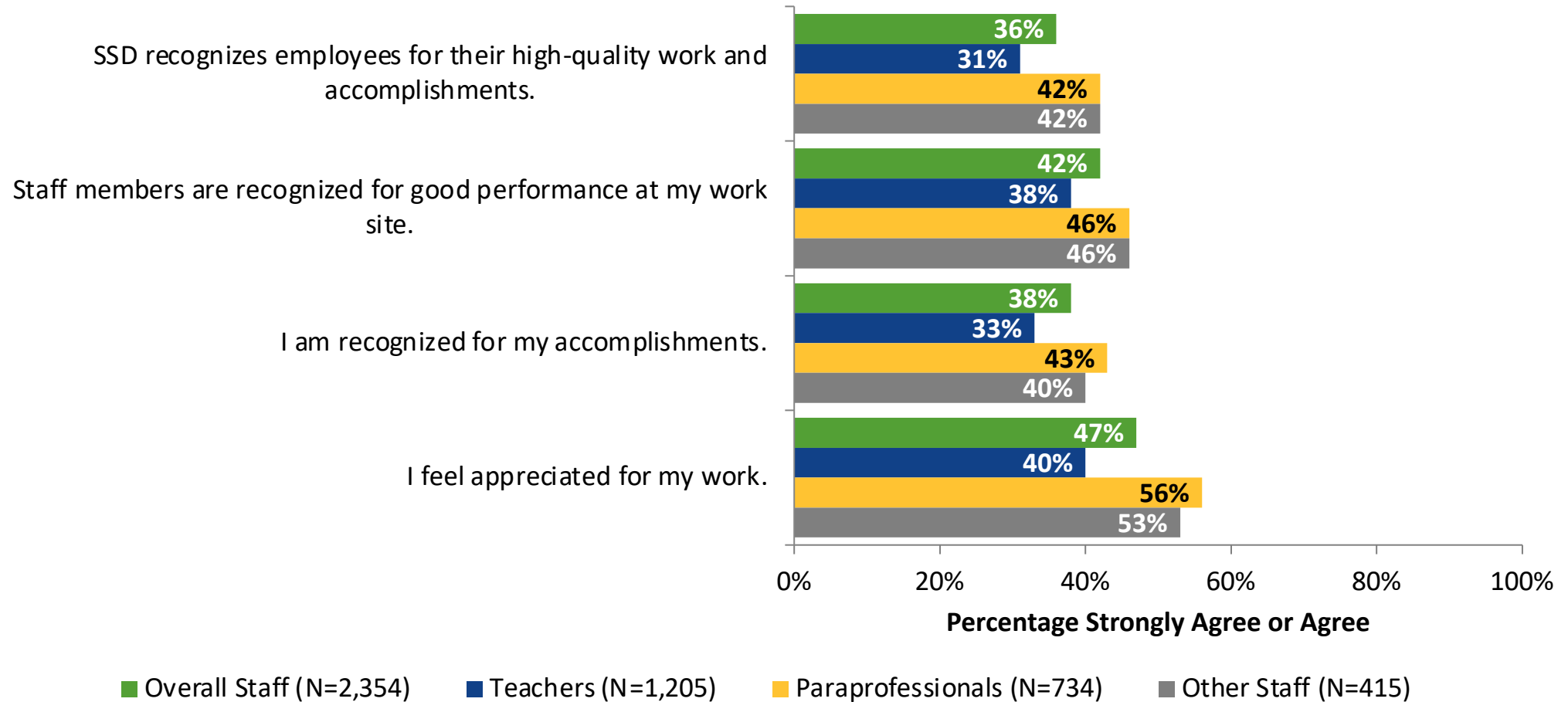


Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
Note: N/A indicates a question was not asked in 2019-2020.

Feedback and Recognition

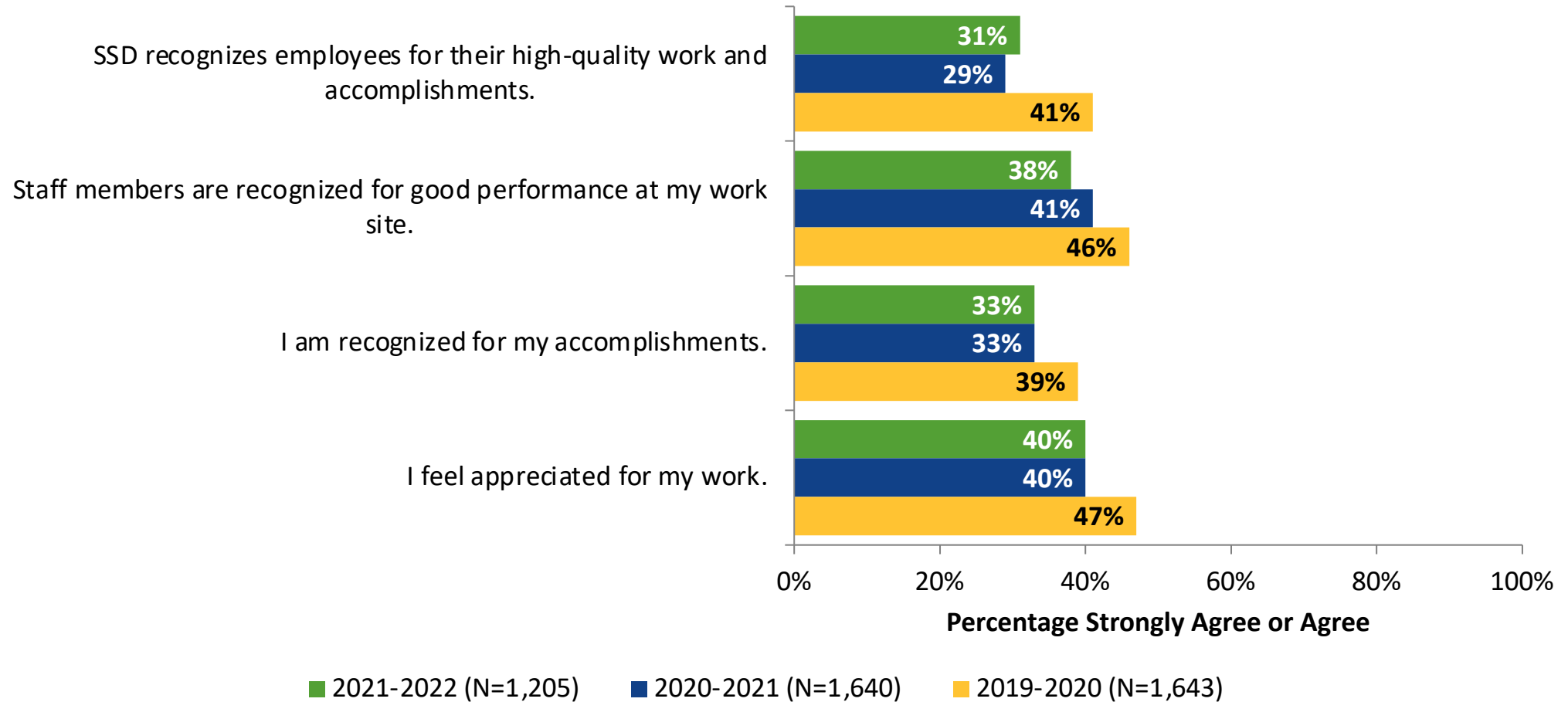
Feedback and Recognition: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



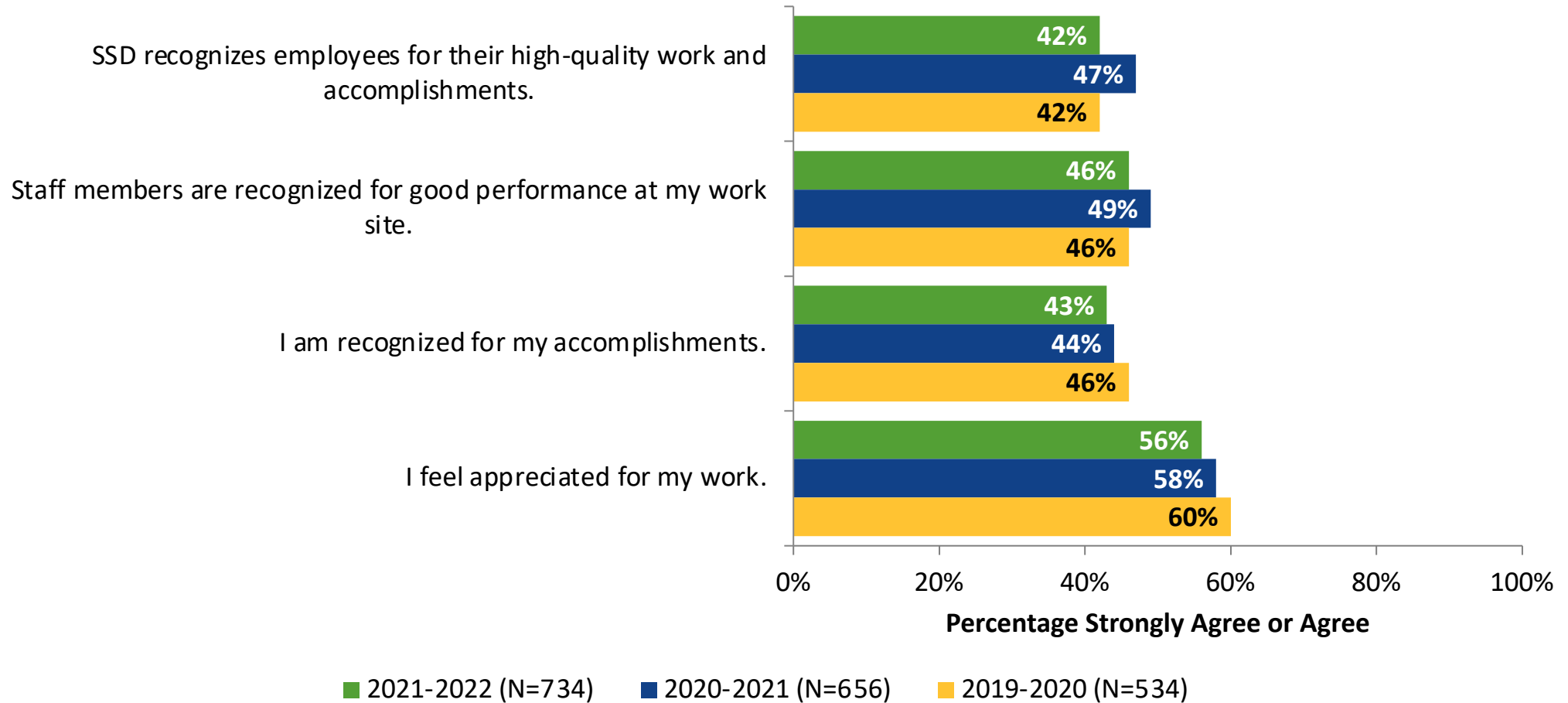
Feedback and Recognition: Comparison Over Time

How strongly do you agree or disagree with the following statements?



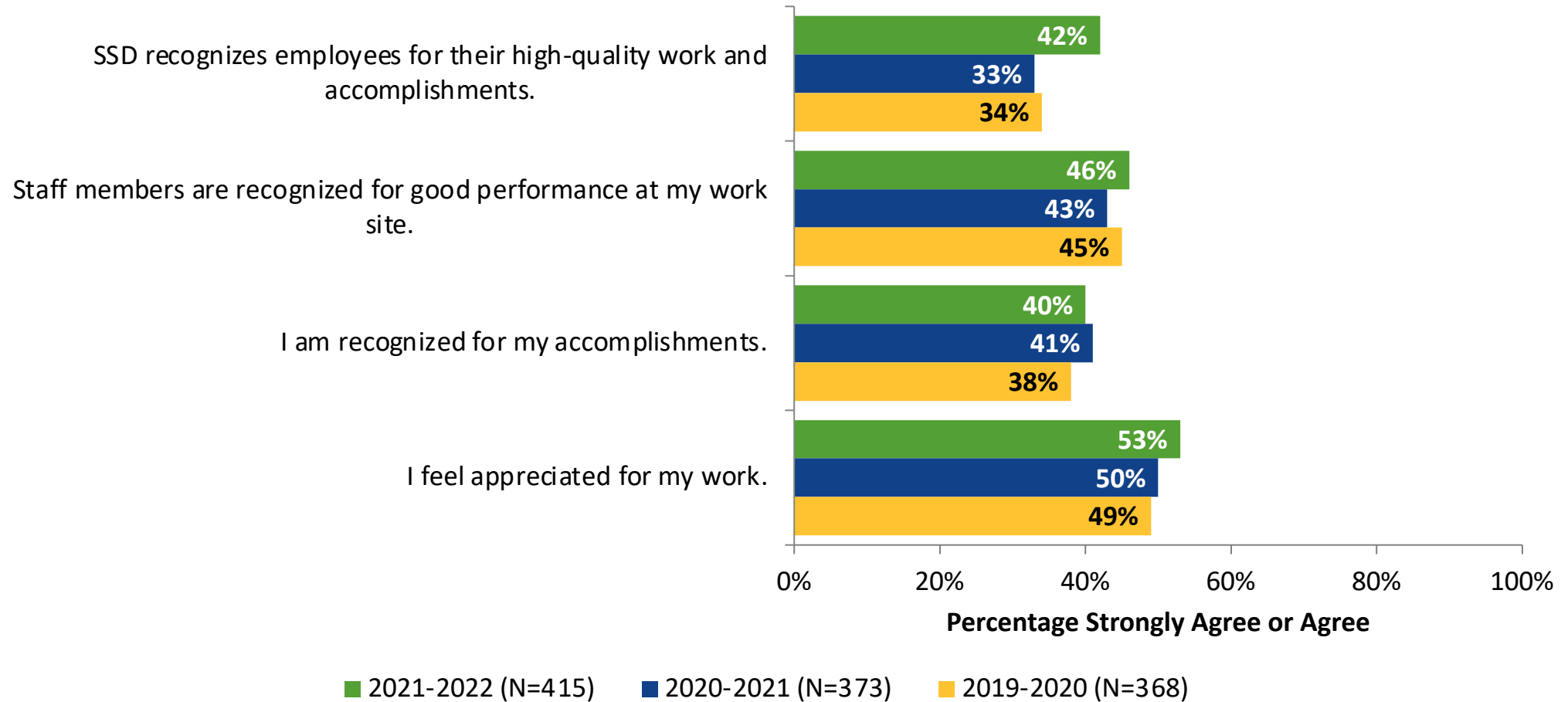
Feedback and Recognition: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Feedback and Recognition: Comparison Over Time

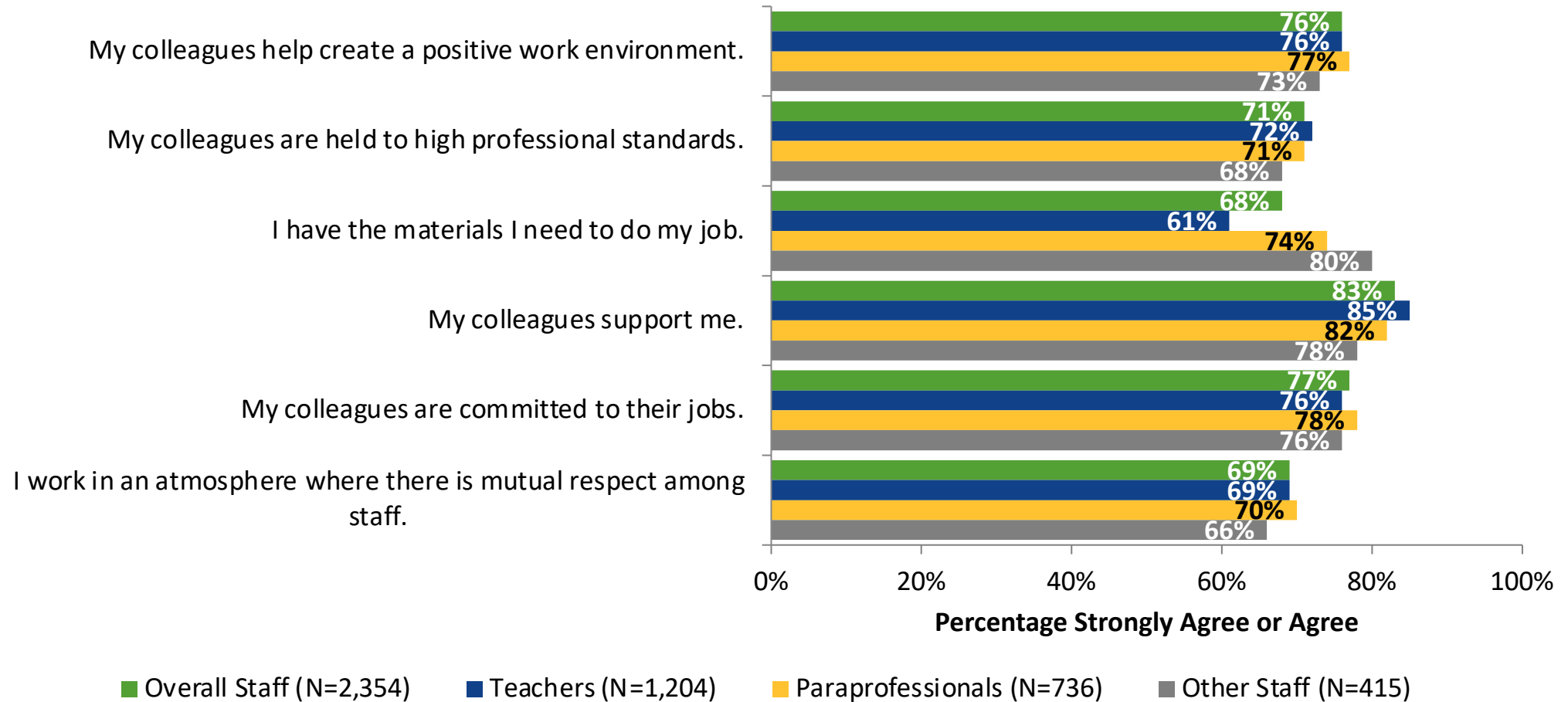
How strongly do you agree or disagree with the following statements?



Work Environment

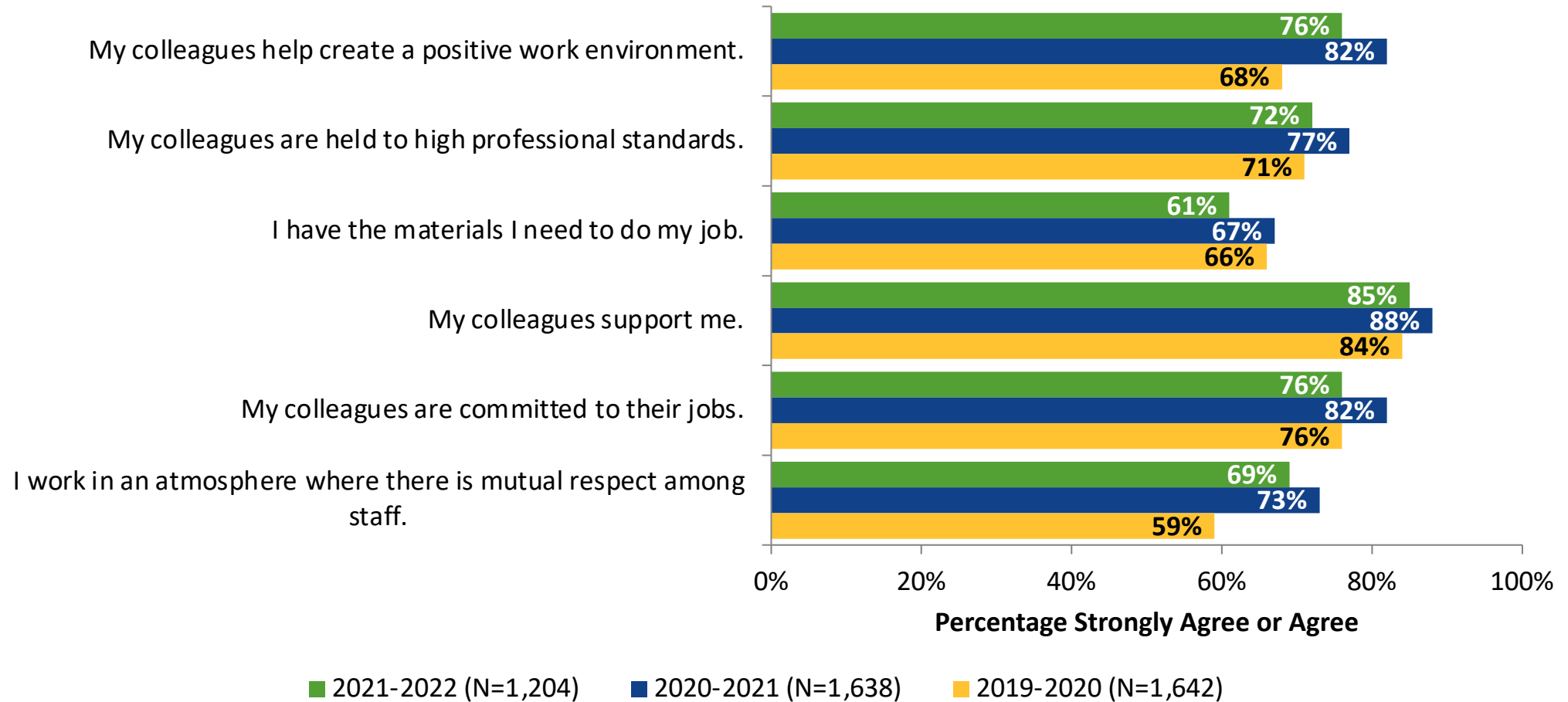
Work Environment: Comparison by Respondent Type

How strongly do you agree or disagree with the following statements?



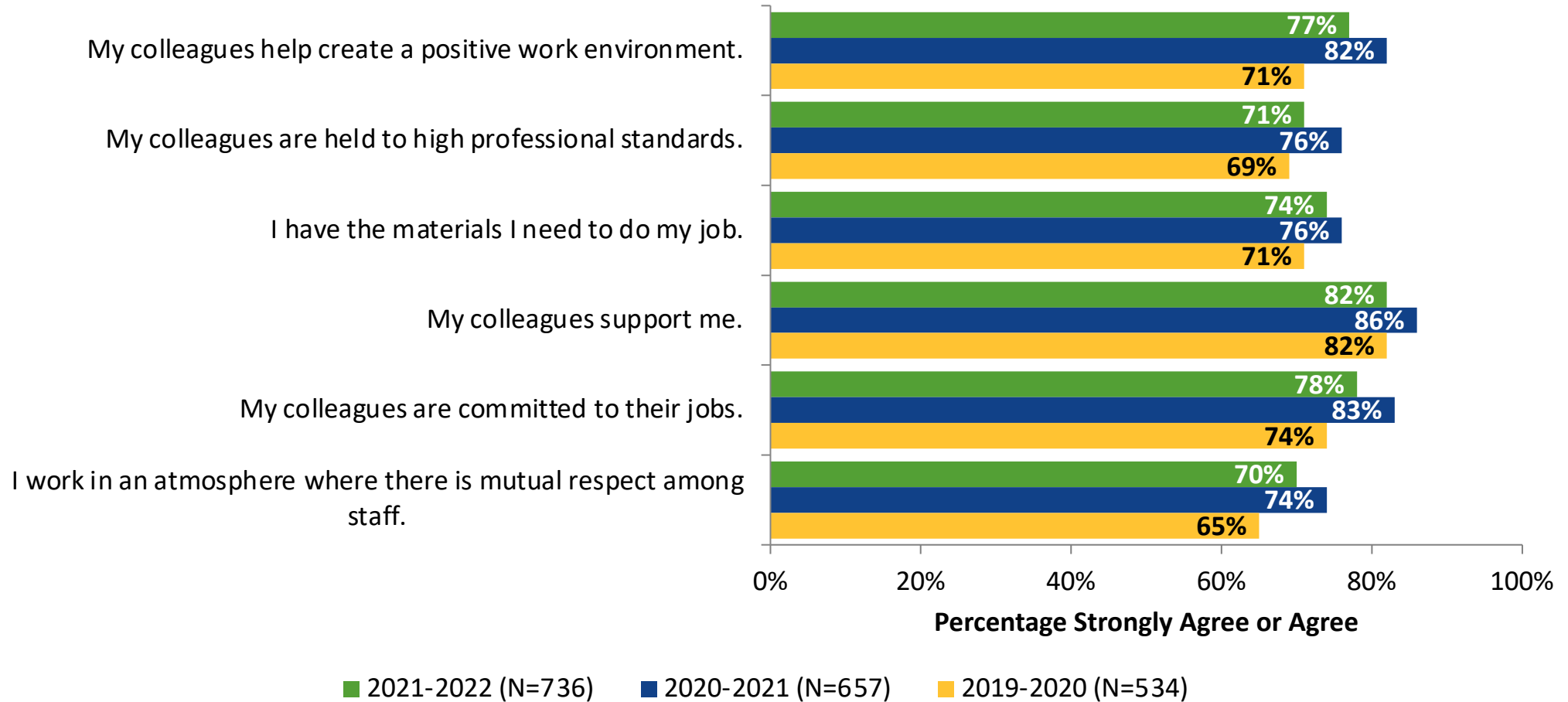
Work Environment: Comparison Over Time

How strongly do you agree or disagree with the following statements?



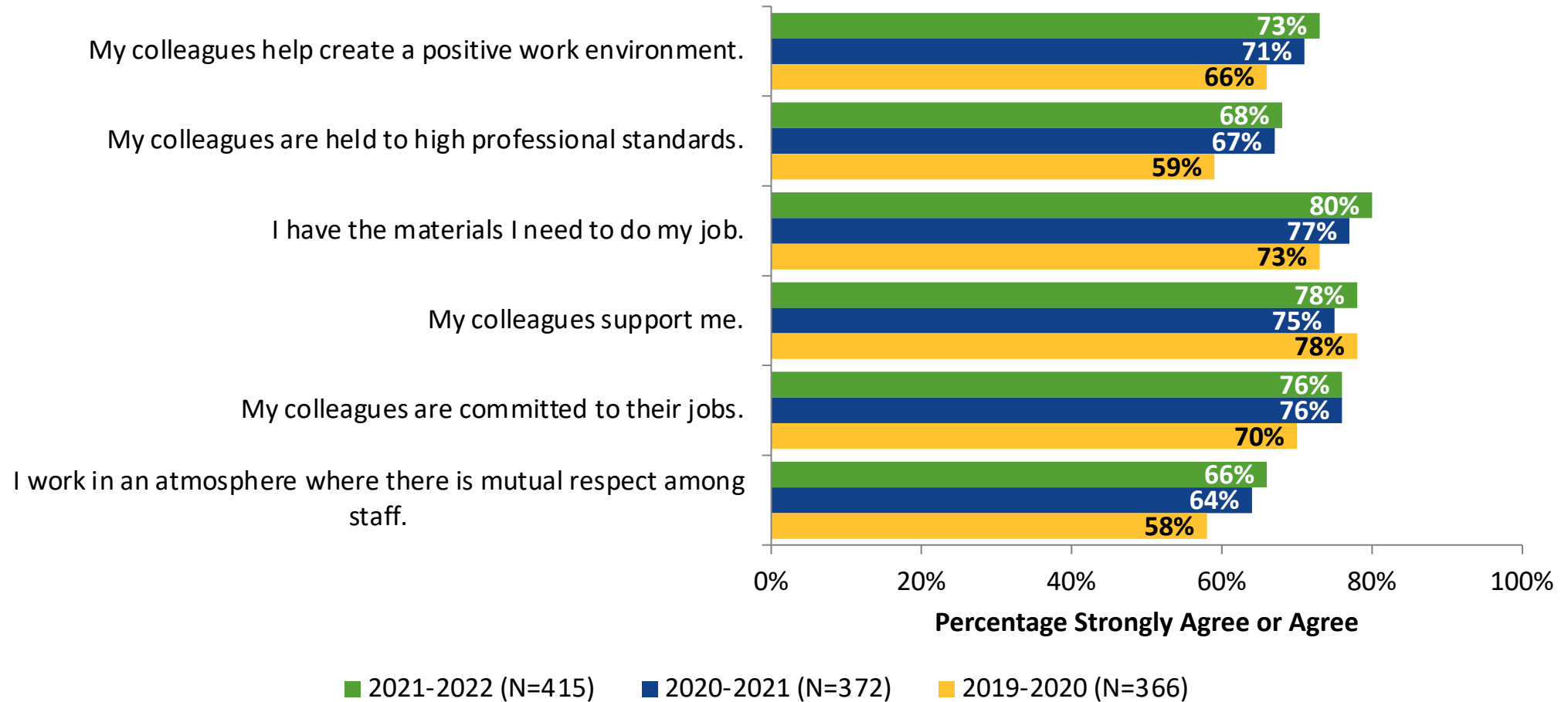
Work Environment: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Work Environment: Comparison Over Time

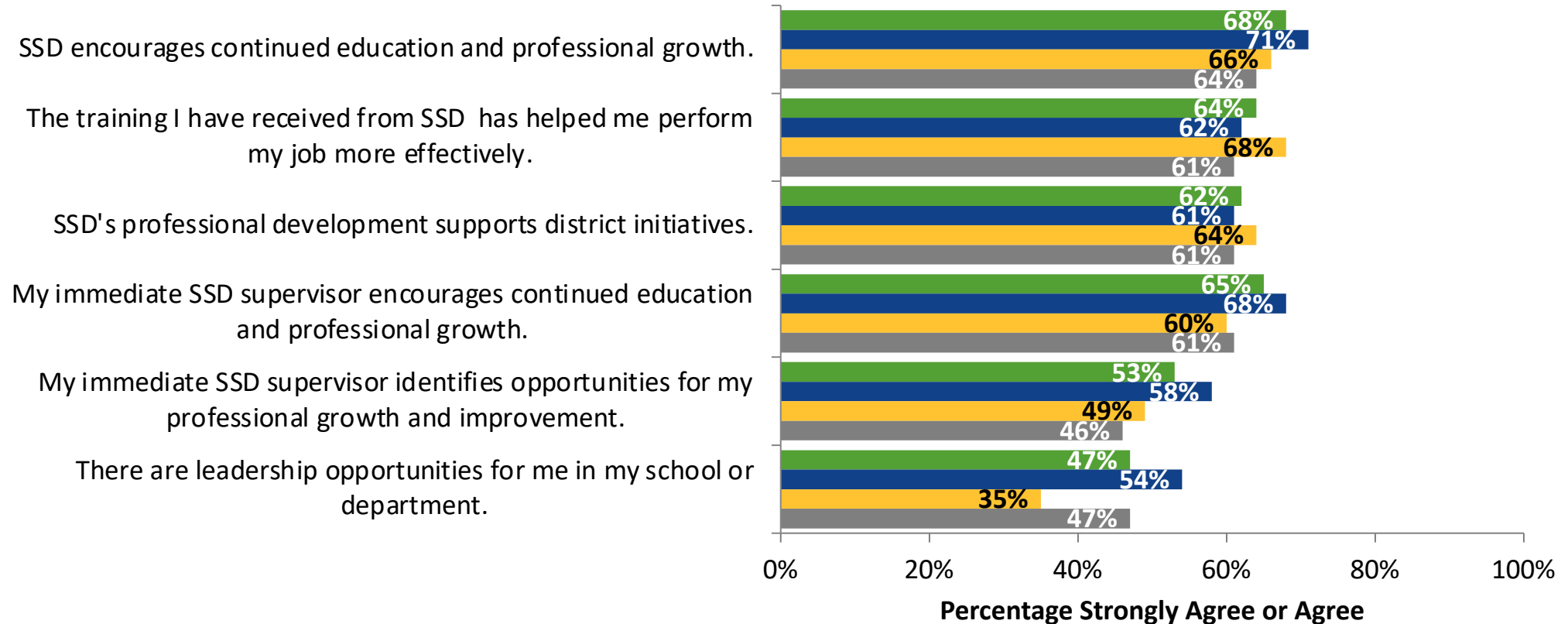
How strongly do you agree or disagree with the following statements?



Career Growth and Training Opportunities

Career Growth and Training Opportunities: Comparison by Respondent Type

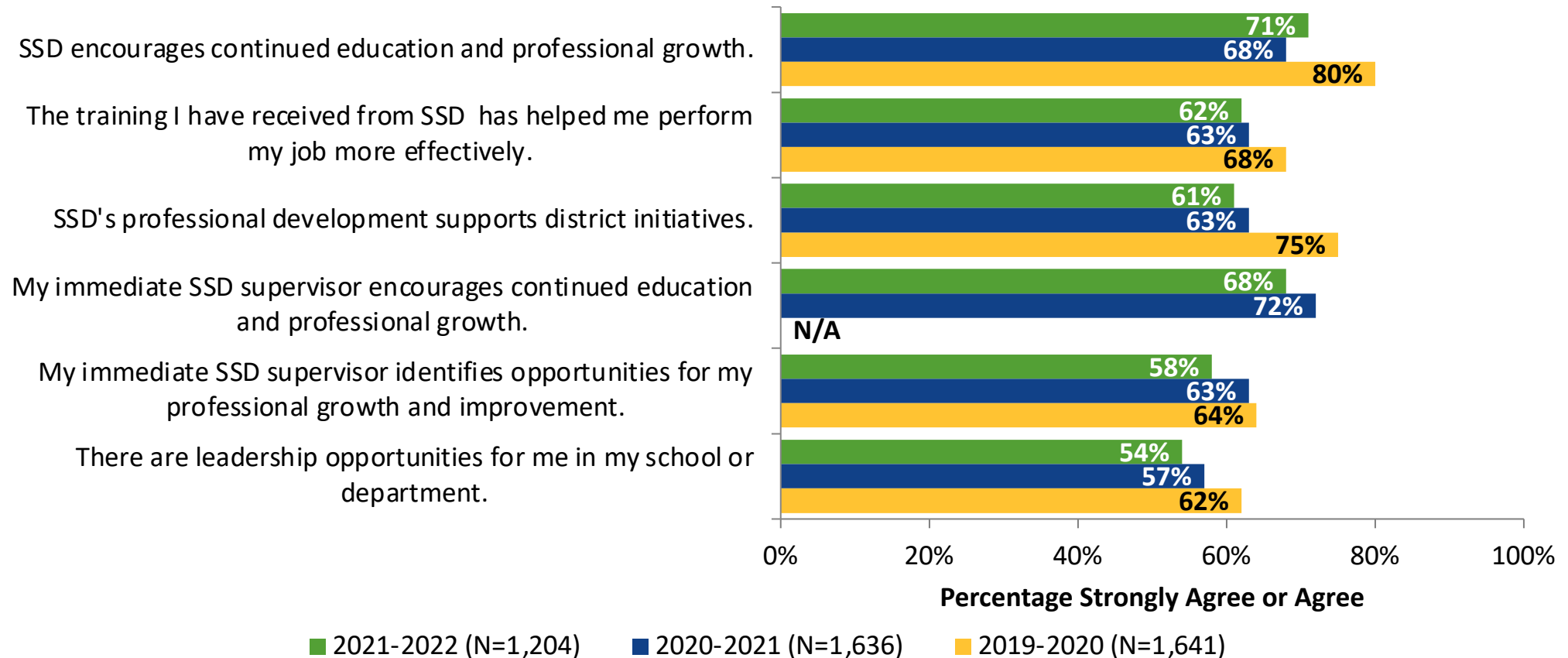
How strongly do you agree or disagree with the following statements?



■ Overall Staff (N=2,353)
 ■ Teachers (N=1,204)
 ■ Paraprofessionals (N=735)
 ■ Other Staff (N=414)

Career Growth and Training Opportunities: Comparison Over Time

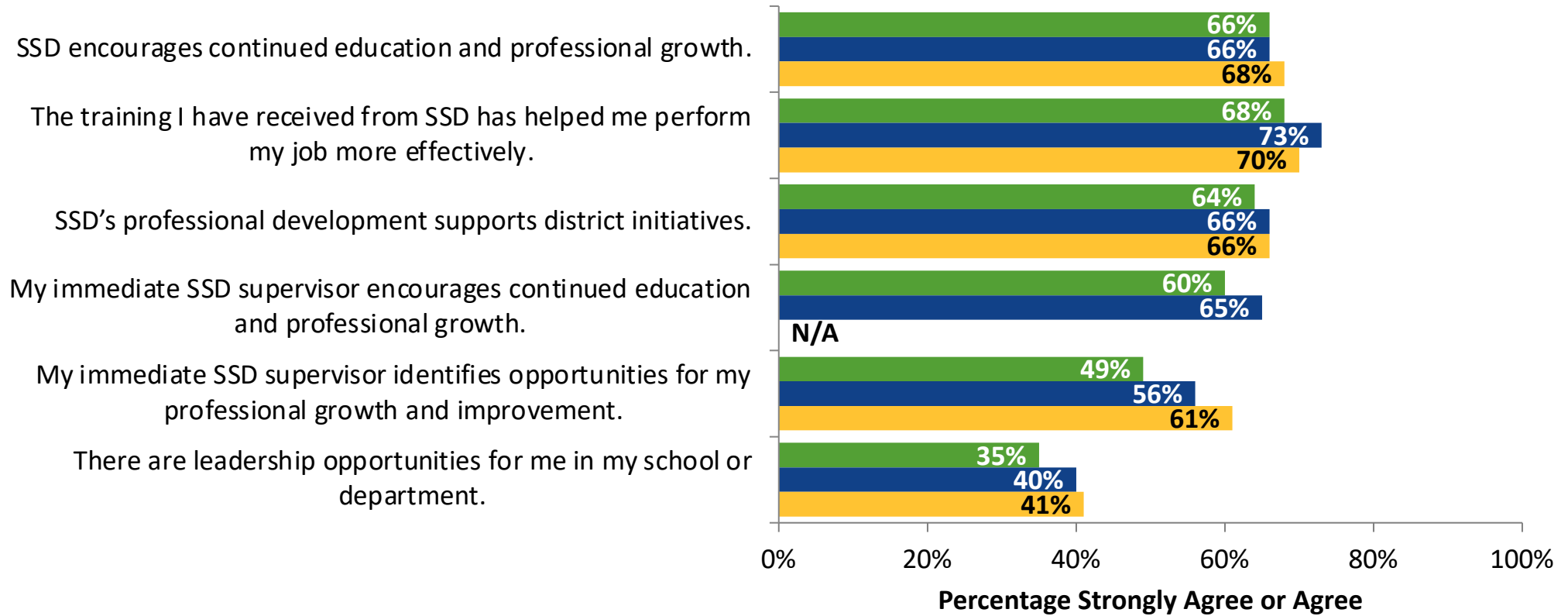
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
 Note: N/A indicates a question was not asked in 2019-2020.

Career Growth and Training Opportunities: Comparison Over Time

How strongly do you agree or disagree with the following statements?

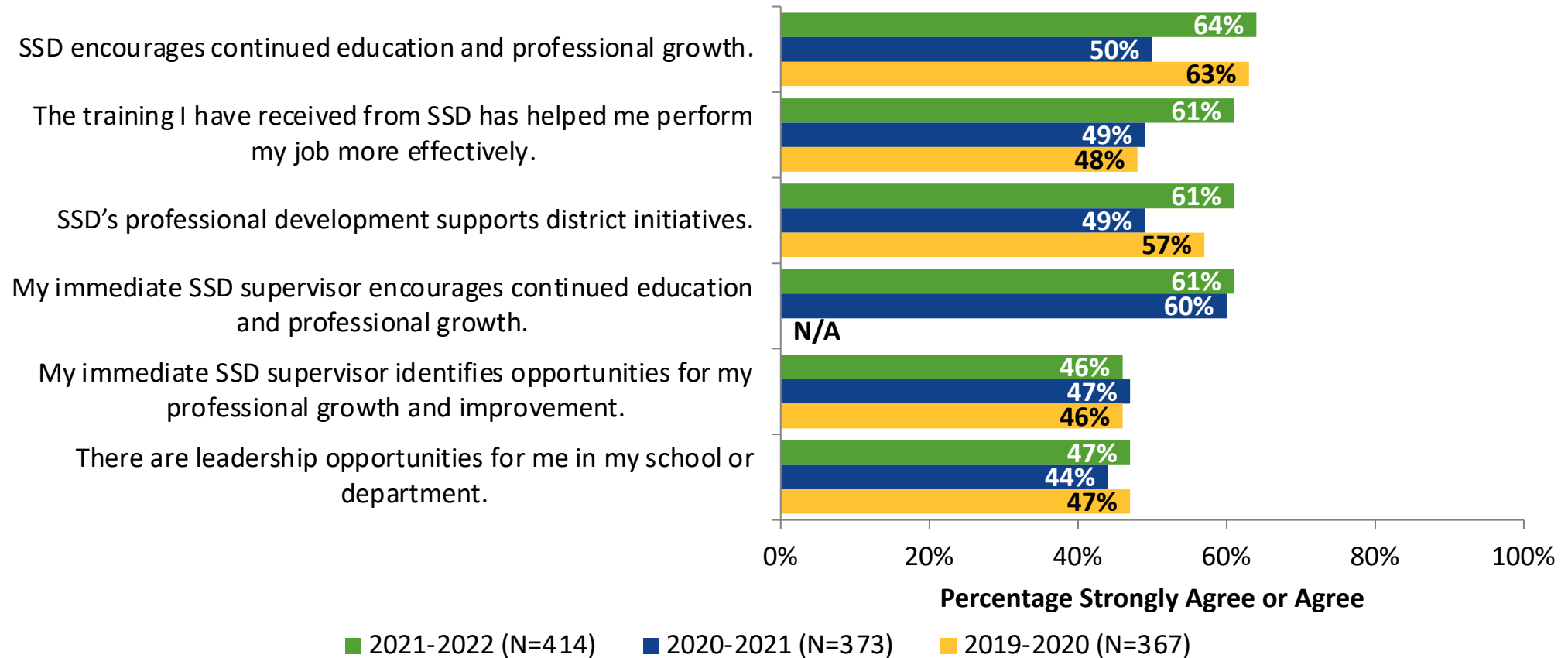


■ 2021-2022 (N=735) ■ 2020-2021 (N=656) ■ 2019-2020 (N=534)

Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
 Note: N/A indicates a question was not asked in 2019-2020.

Career Growth and Training Opportunities: Comparison Over Time

How strongly do you agree or disagree with the following statements?

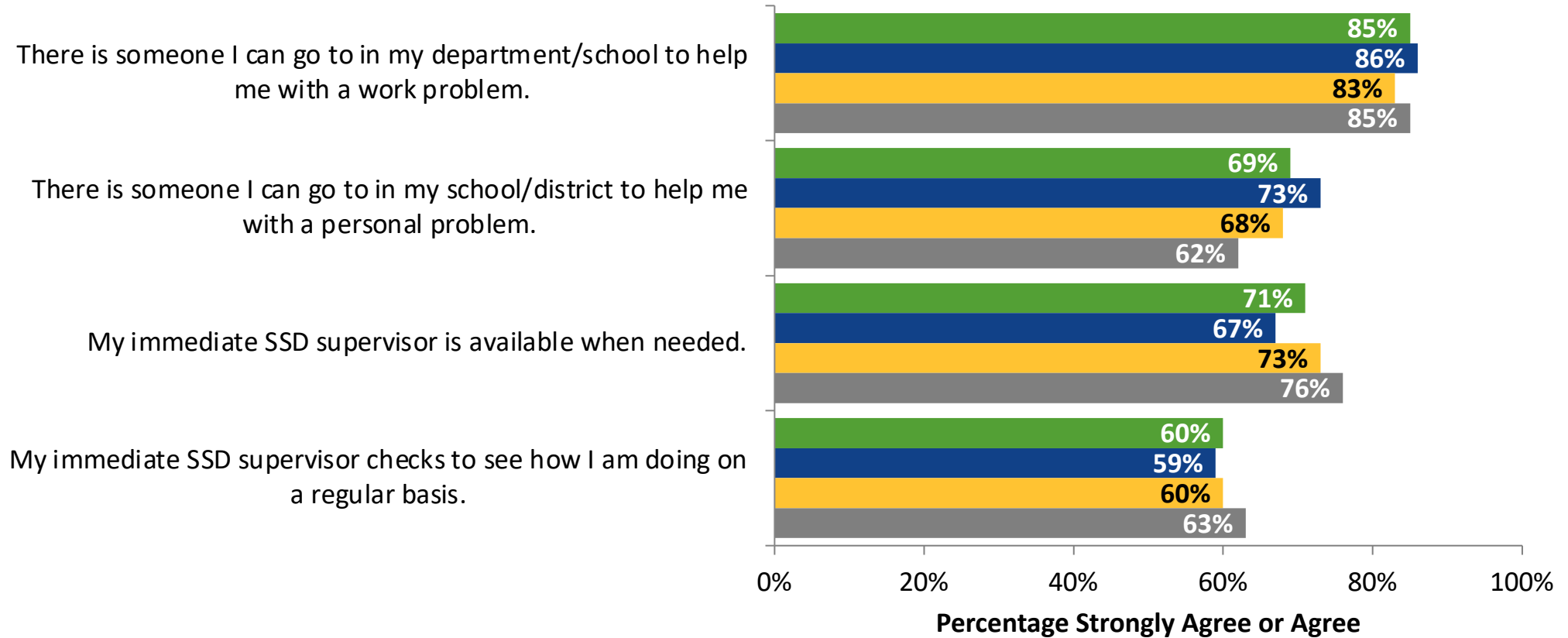


Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree
 Note: N/A indicates a question was not asked in 2019-2020.

Staff Support

Staff Support: Comparison by Respondent Type

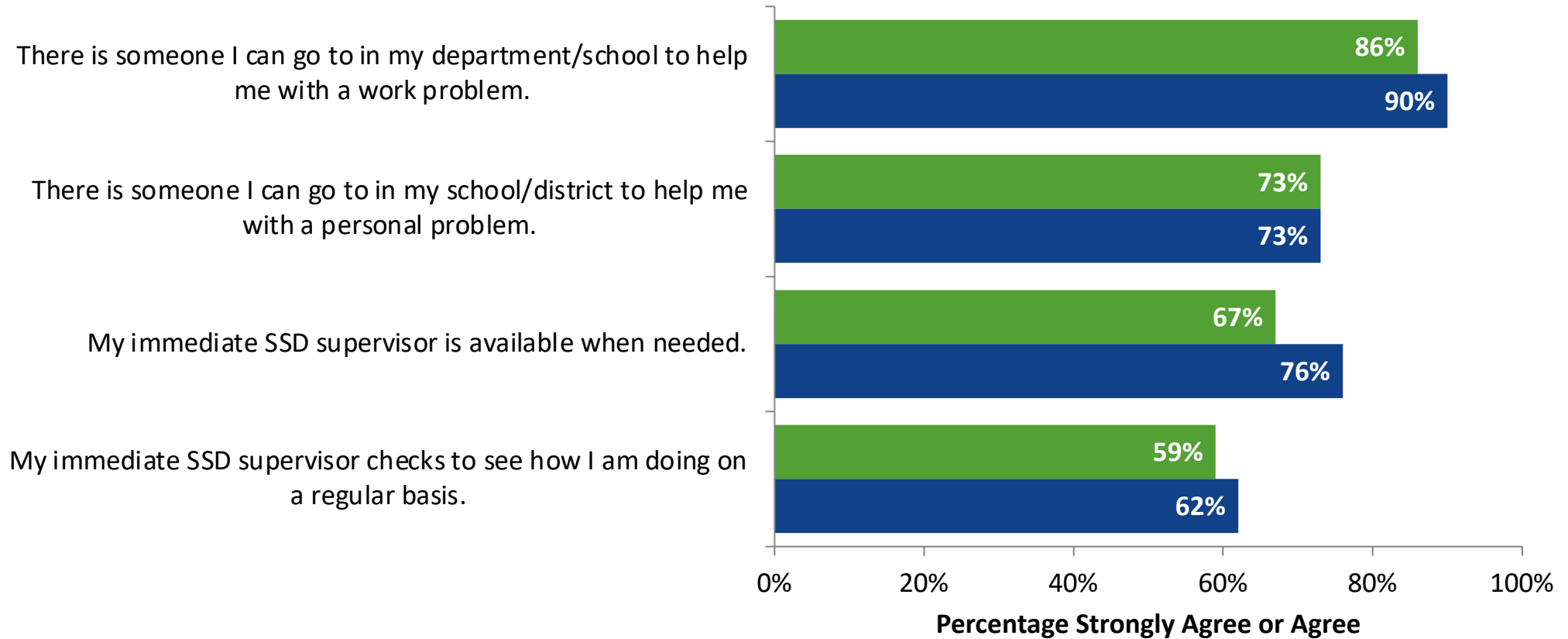
How strongly do you agree or disagree with the following statements?



■ Overall Staff (N=2,340)
 ■ Teachers (N=1,192)
 ■ Paraprofessionals (N=735)
 ■ Other Staff (N=414)

Staff Support: Comparison Over Time

How strongly do you agree or disagree with the following statements?



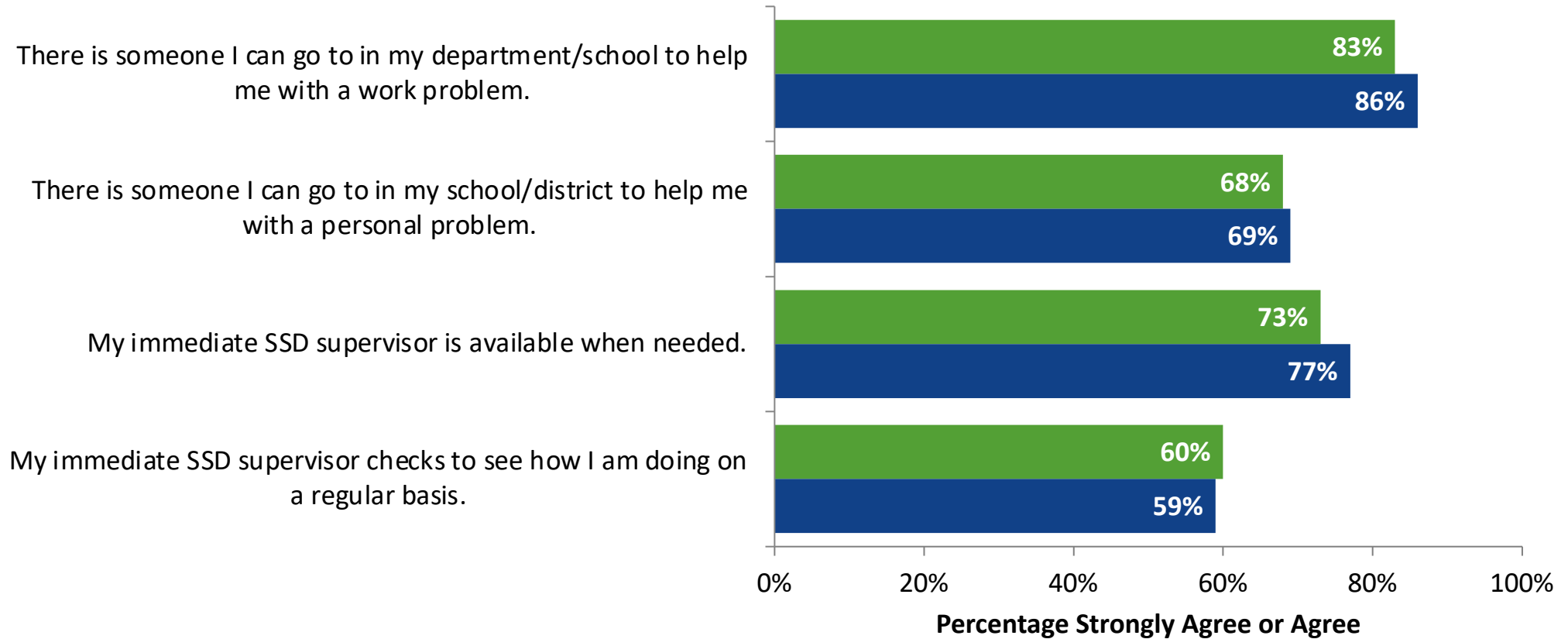
■ 2021-2022 (N=1,192) ■ 2020-2021 (N=1,637)

Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

Note: These questions were added in 2020-2021.

Staff Support: Comparison Over Time

How strongly do you agree or disagree with the following statements?



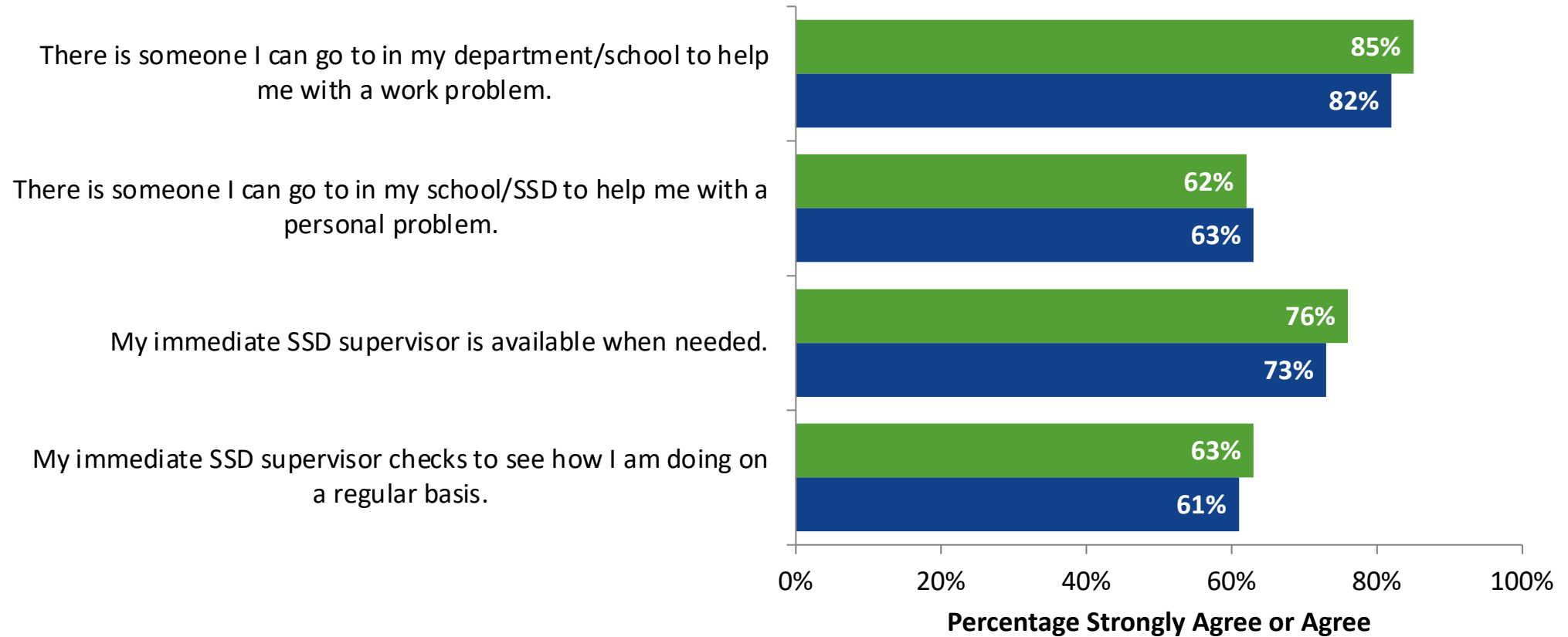
■ 2021-2022 (N=735) ■ 2020-2021 (N=656)

Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

Note: These questions were added in 2020-2021.

Staff Support: Comparison Over Time

How strongly do you agree or disagree with the following statements?



■ 2021-2022 (N=414) ■ 2020-2021 (N=373)

Answer options: Strongly Agree, Agree, Neither Disagree nor Agree, Disagree, Strongly Agree

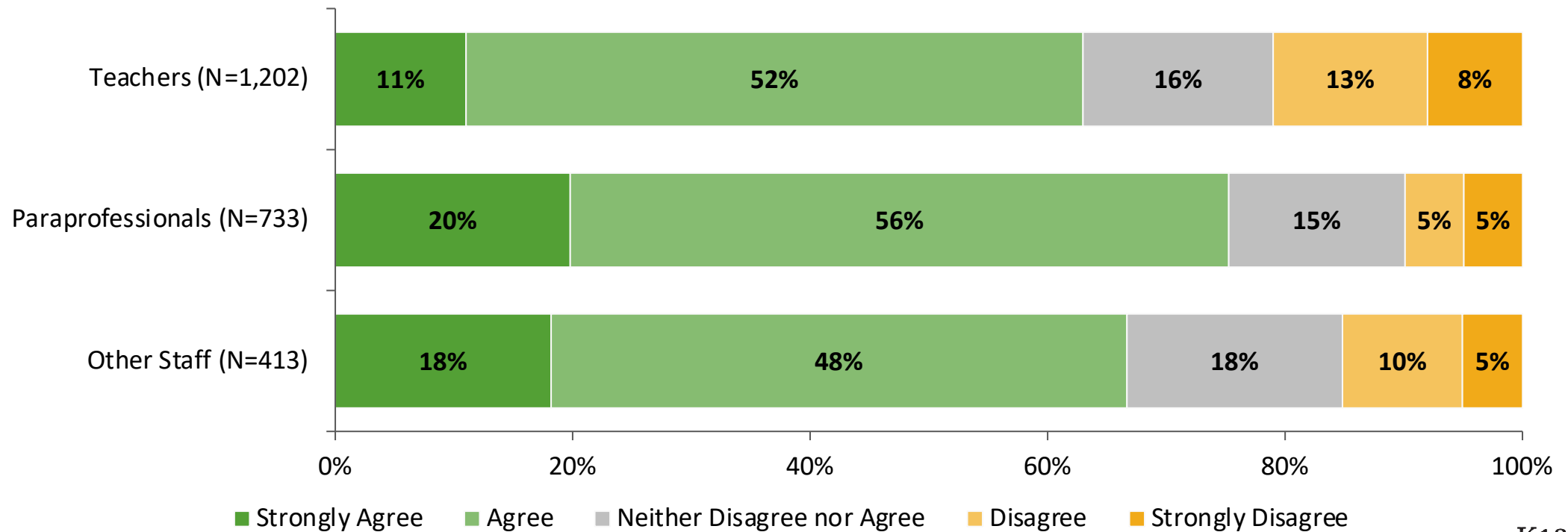
Note: These questions were added in 2020-2021.

Additional Questions

Online Professional Development Opportunities: Comparison by Respondent Type

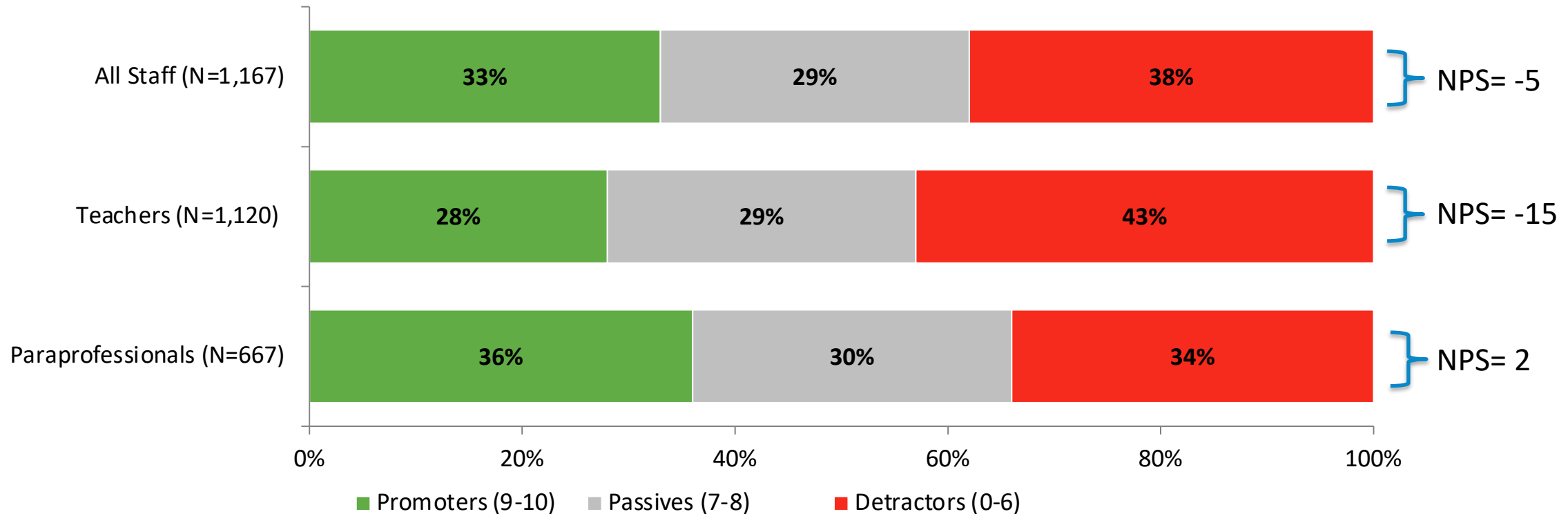
How strongly do you agree or disagree with the following statement?

I have been provided online or other remote professional development opportunities and/or training to meet the current requirements and expectations of my job.



Net Promoter Score — School

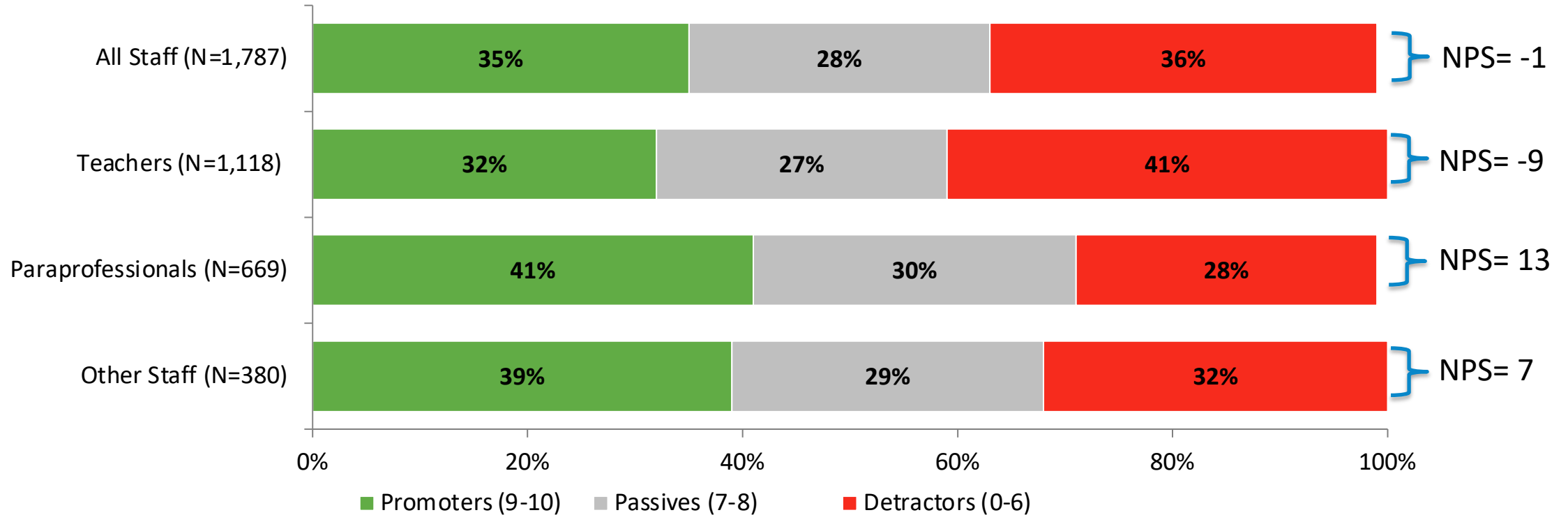
How likely are you to recommend your school to a family member or friend?



Note: Participants were asked how likely they were to recommend their school to a friend or colleague on a scale of zero to 10 with zero being not at all likely and ten being extremely likely. The scores are clustered into Promoters, Passives, and Detractors, based on the rating. Passives represent individuals who do not have an unequivocal opinion about their school or district. The Net Promoter Score has been rounded to a whole number. Percentages may not total 100 due to rounding.

Net Promoter Score — District

How likely are you to recommend Special School District to a family member or friend?



Note: Participants were asked how likely they were to recommend Special School District to a friend or colleague on a scale of zero to 10 with zero being not at all likely and ten being extremely likely. The scores are clustered into Promoters, Passives, and Detractors, based on the rating. Passives represent individuals who do not have an unequivocal opinion about their school or district. The Net Promoter Score has been rounded to a whole number. Percentages may not total 100 due to rounding.

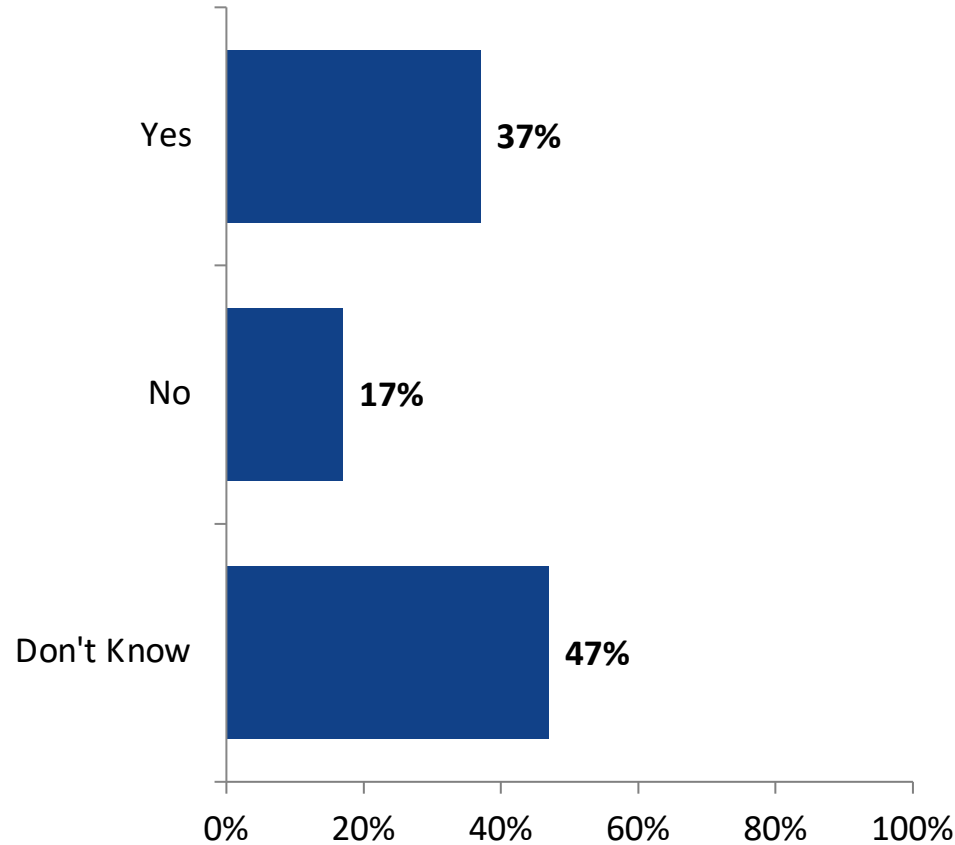
Word Cloud

What word best describes how you feel about your work? (N=342)

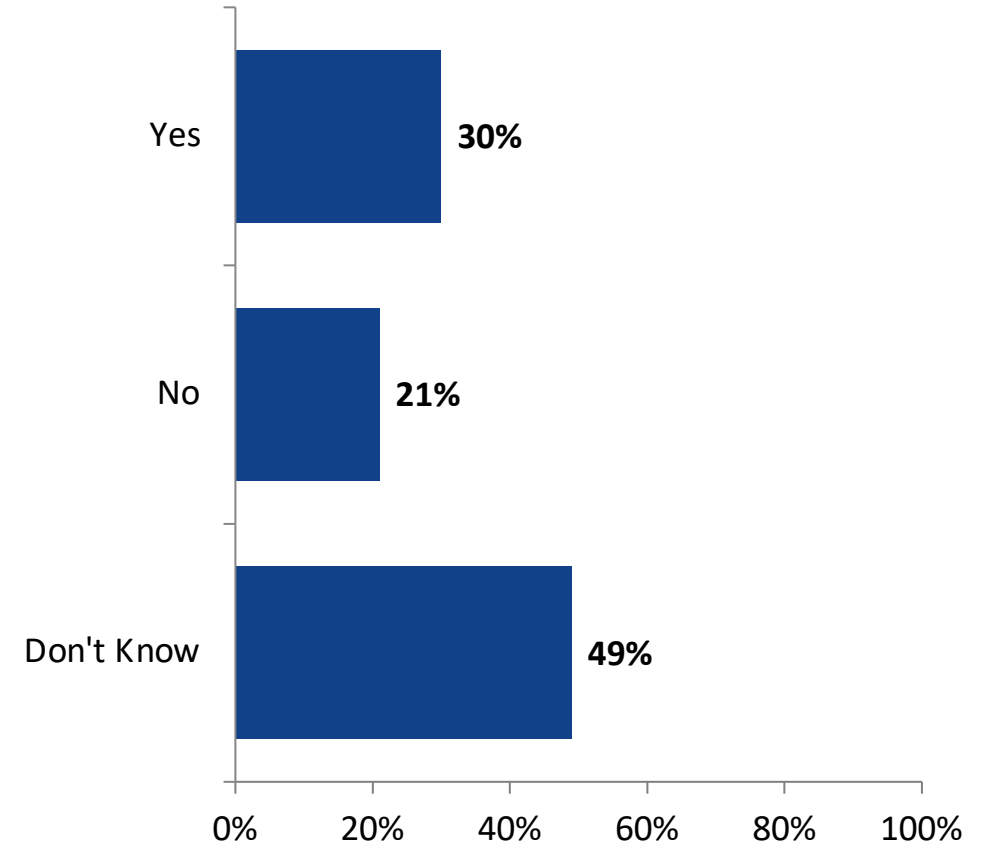


Sharing Survey Results & Using Data to Improve

The SSD Employee Engagement Survey was last administered in 2020-2021. Were the results shared with you? (N=1,205)

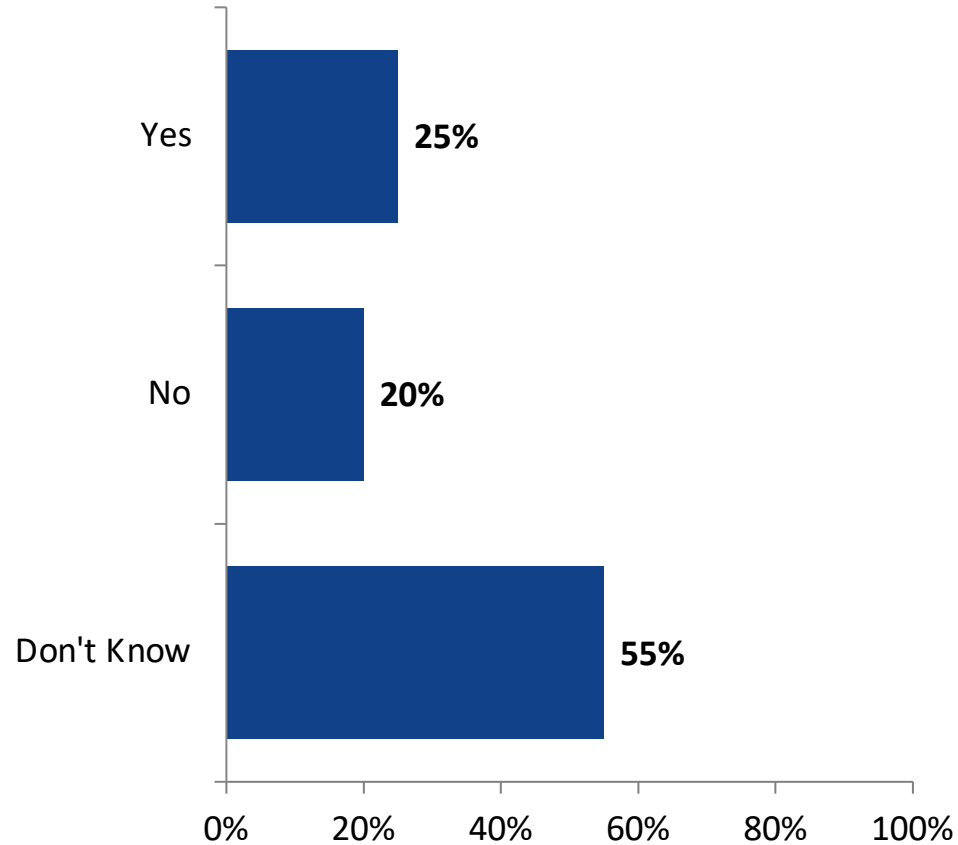


Has your immediate SSD supervisor made changes to improve employee engagement since the 2020-2021 school year? (N=1,203)

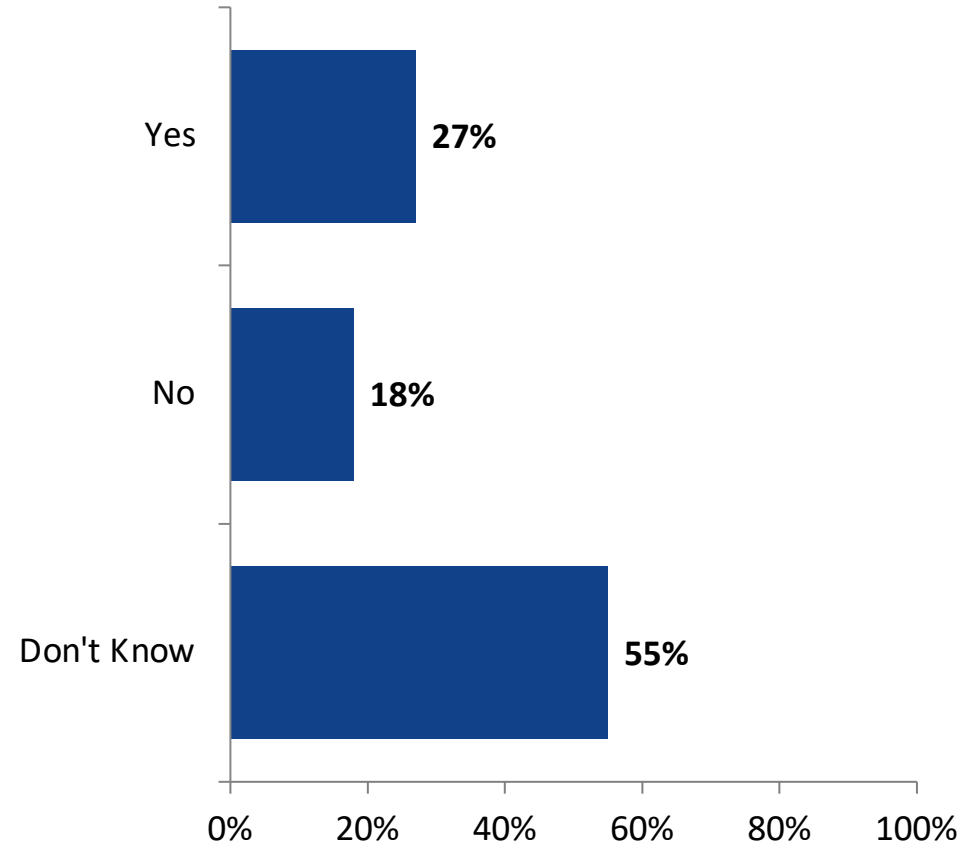


Sharing Survey Results & Using Data to Improve

The SSD Employee Engagement Survey was last administered in 2020-2021. Were the results shared with you? (N=730)

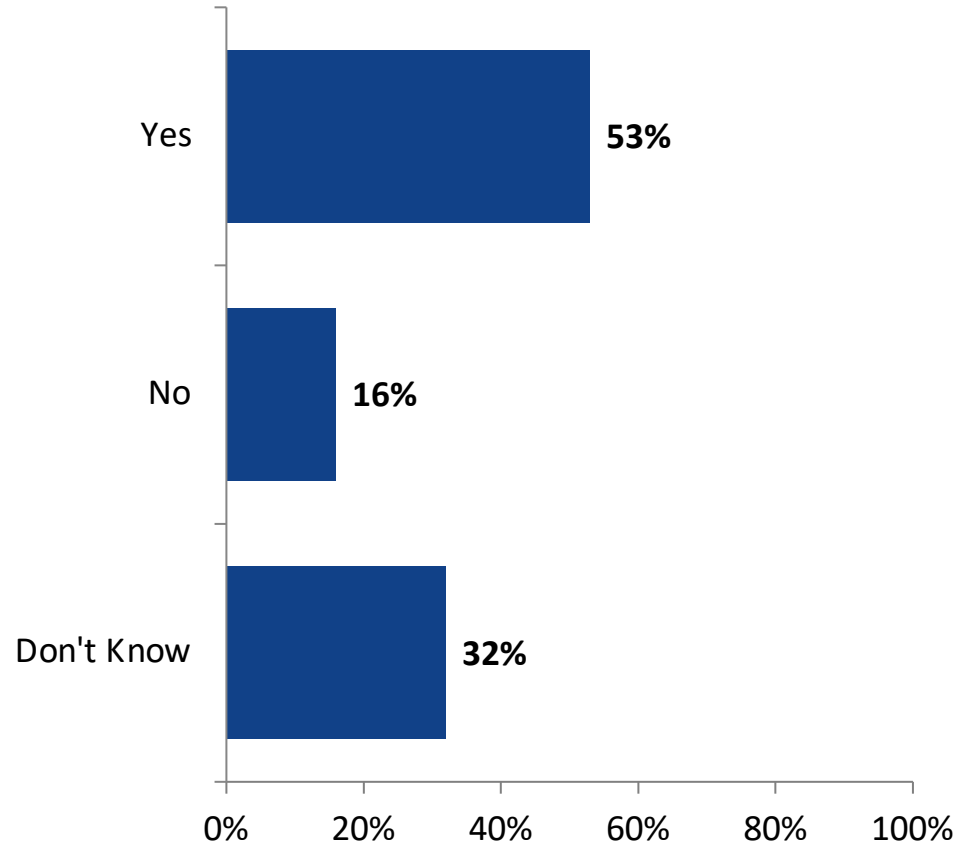


Has your immediate SSD supervisor made changes to improve employee engagement since the 2020-21 school year? (N=733)

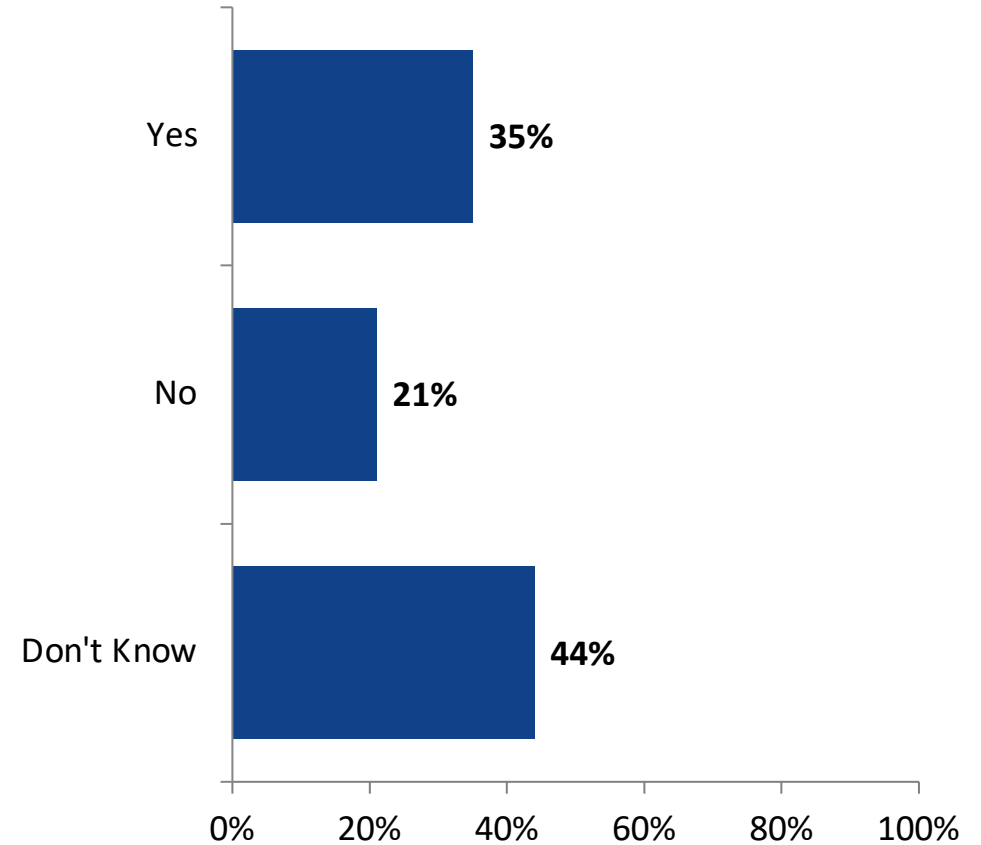


Sharing Survey Results & Using Data to Improve

The SSD Employee Engagement Survey was last administered in 2020-2021. Were the results shared with you? (N=413)



Has your immediate SSD supervisor made changes to improve employee engagement since the 2020-2021 school year? (N=411)



Improving Employee Engagement

How can SSD improve and sustain employee engagement and satisfaction? (N=784)

Workload: Participating teachers said they were overworked and “spread too thin”. They expressed concern with the volume of paperwork, frequency of meetings, and lack of planning time to complete their work. They suggested reducing or streamlining paperwork, minimizing meetings, and allocating more time for teachers to work and collaborate.

Recognition, Appreciation, and Compensation: Participants shared that they would like to be recognized for their effort and dedication, particularly in relation to the increased workload brought on by the pandemic. Participants said they believe all employees (including paraprofessionals) should be compensated fairly, including improved benefits for COVID-19 related absences. They also noted that a reduction in workload was one way to demonstrating appreciation to the staff.

Support from Leadership: Participants said they wanted greater support from leadership including more interaction with their supervisor. Responding teachers believe that their leadership is overworked and thus unable to provide the support for employee’s needs. Furthermore, participants feel their concerns are not being addressed by leadership.

Increase Staffing and Resources: Participating teachers said more staff is needed at all levels. Participants stated that insufficient staffing is the cause of many issues within the district, including teachers, paraprofessionals, and administrators being overworked. Additionally, participating teachers requested more access to classroom materials, paraprofessional support, and professional development opportunities.

Communication: Participants said they would like to receive more informative, open, and transparent communication from district- and school-level leadership. Participants also said they would like to have a stronger voice in the decision-making process and more opportunities to provide input or feedback throughout the school year. Participants said they want more opportunities for two-way communication where district leaders can share how they are utilizing the feedback from employees to make decisions.

Improving Employee Engagement

How can SSD improve and sustain employee engagement and satisfaction? (N=416)

Compensation: Paraprofessionals said higher compensation is needed. They said it is often necessary for them to obtain additional employment to cover their living expenses under the current compensation rates. Paraprofessionals in SSD said they want paid time off and to be paid for a full year instead of 10-months. Paraprofessionals working in partner districts also said they want paid time off and/or a switch to a salary scale.

Communication and Staff Voice: SSD paraprofessionals said open, timely, and transparent communication is needed from leadership. They said they want the district to listen to them and be included in the decision-making processes. They want to know their voices are heard when they have concerns and see the district follow through with plans that address their concerns. Increased opportunities for two-way communication between paraprofessionals and leadership may positively impact employee engagement and satisfaction.

Increased Staffing: Participating paraprofessionals stated there is a need for additional, qualified team members. Participants said they are understaffed and are overworked as a result. They are also concerned that being understaffed weakens the programs in place for students.

Focused Professional Development and Advancement Opportunities: Participants said training that specifically focuses on the tasks of paraprofessionals is needed. Additionally, they said they want training that provides paraprofessionals with advancement opportunities. Their recommendations included self-selected professional development or access to funds to participate in professional development that is personally meaningful.

Recognition: Participants expressed the need for more recognition of their work. They said they often feel undervalued and underappreciated despite being indispensable. They said they want a work environment that includes mutual respect among all staff in their buildings and respect and appreciation from district-level staff and leaders.

Improving Employee Engagement

How can SSD improve and sustain employee engagement and satisfaction? (N=230)

Communication: Other SSD staff said they would like to receive more timely, consistent, and transparent communication from district- and school-level leadership. They also said they would like to have a stronger voice in the decision-making process and more opportunities to provide input or feedback throughout the school year. They asked for SSD to provide more opportunities for two-way communication.

Recognition: Participants said they would like to be recognized for their hard work. They offered suggestions for systems to publicly recognize employees who exceed expectations or other ways to share appreciation including gifts, meals, awards, or additional compensation.

Staffing: Participants said they are short staffed, and it causes stress for the employees. Participants said that time and effort should be spent in finding qualified candidates and to develop a seamless transition between personnel. Participants also suggested offering hiring incentives and long-term employee rewards.

Leadership: Participants said they would like district-level leaders to be more visible at the school level as this would help district leaders understand the experiences of all employees better. They said visibility would help build relationships and trust. Participants shared feelings of being underappreciated and disrespected by district leadership. Additionally, there were reports of favoritism from some supervisors, resulting in perceived inequality between staff members.

Compensation: Participants said employees should be compensated fairly, including improvements to compensation related to the increased workloads and health and safety changes during the pandemic. Additionally, participants who discussed increased compensation said that adjustments to pay were needed prior to COVID-19.

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