Employee Engagement Survey

Spring 2022 Results Report

Oxford School District

OXFORD
SCHOOL DISTRICT

Summary of Results for Scaled Survey Data

Oxford School District is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to know that their child is receiving a great education. To build on this commitment, the leadership of the school district gathers data on essential goals and measures: employee engagement, parent satisfaction, student engagement, quality of district support services, and student achievement. The district's journey of excellence using these measurable goals aligned to the Evidence-Based Leadership[SM] framework began in 2021 and focuses on the use of data to identify gaps, take action, and follow through to ensure continuous improvement in the district.

The Employee Engagement Survey was administered to all employees to assess three areas: 1) Perceptions about immediate supervisors supporting a best place to work environment; 2) Perceptions of executive leadership supporting a best place to work environment; and 3) Perceptions about communication practices. Collecting these data allow leaders to recognize the good work that many in the organization accomplish every day, and to identify opportunities for improvement and gaps in performance that should be addressed.

This report provides an overview of the findings for the current survey administration for the organization.

▼ A total of **336** employees provided feedback during the current survey administration.

▼ The organization's overall mean was **4.00**, using a scale of 1 to 5. About **41%** of all response choices were in the "Strongly Agree" category or "Top Box."

The overall mean and top box percentage by survey administration is highlighted in Table 1.

Table 1. Participation, Overall Mean, and Top Box by Survey Administration

	Fall 2021	Spring 2022
Participation	*301*	*336*
Overall Mean[1]	4.01	4.00
Top Box Percentage	36.61%	40.74%

[1] Items 1-14 only

"Top Box Percentage" is the percentage of employees who select the "Strongly Agree" option indicating that they are *most positive*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., "Strongly Agree") compared to those who are just satisfied (i.e., "Agree") when rating their experience or engagement. In this way, top box scoring provides more focused data to better understand employee engagement and loyalty.

On the following page, Table 2 provides the Supervisor category item means, total responses (count), and top box percentage. The Supervisor category allows each employee to reflect on the work environment shaped by his/her supervisor. Supervisors include all levels of leaders across the organization.

Table 2. Principal / Supervisor Items: Total Responses, Item Mean, Top Box Percentage

	Mean	Count	Top Box
1. My principal/supervisor provides me good processes and resources to do my job.	4.16	333	45.35%
2. My principal/supervisor provides feedback on my strengths as an employee.	3.74	333	34.83%
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	4.08	333	45.65%
4. My principal/supervisor recognizes good performance.	3.93	332	40.66%
5. My principal/supervisor demonstrates a genuine concern for my welfare.	4.14	333	52.85%
6. My principal/supervisor makes the best use of available funds.	4.24	332	46.08%
7. My principal/supervisor consults me on the decisions that affect my job.	3.83	329	34.35%
8. My principal/supervisor sets clear expectations for judging my performance.	3.88	333	37.24%
9. My principal/supervisor provides the support needed to accomplish my work objectives.	4.07	330	45.15%
10. My principal/supervisor provides feedback concerning areas for improving my performance.	3.80	332	32.53%

Table 3 provides the Superintendent / District category item means, total responses (count), and top box percentage.

Table 3. Superintendent / District Items: Total Responses, Item Mean, Top Box Percentage

	Mean	Count	Top Box
11. The superintendent manages district finances effectively.	3.84	333	30.33%
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	4.23	333	45.65%
13. The superintendent makes decisions that are in the best interest of the school district.	3.91	331	34.74%
14. If given a choice, I would recommend that a parent select this district for his or her child.	4.12	332	44.88%

Table 4 provides the Communication category item means, total responses, and top box percentage.

Table 4. Communication: Total Responses, Item Mean, Top Box Percentage

	Mean	Count	Top Box
C1. My school district supports honest two-way communication between supervisors and employees.	3.70	332	28.92%
C2. My school district supports an environment where employees regularly share and exchange ideas.	3.92	330	32.12%
C3. Open and honest communication is an important part of the culture in my school district.	3.70	329	27.05%
C4. I have a clear understanding of the mission and goals of my school district.	4.05	330	33.03%

The next pages of the report present the automated, online view of the survey responses for each item.

The first table shows the participation by school/department location. Each table that follows shows the following for each survey item:

- Percent (and Frequency) Distribution of Response Choices

    o Top Box is represented in the "Strongly Agree" column.

- A Bar Graph Representation of the Percent Frequency Distribution.

    o The percent distribution is useful to "norm" the responses across items as each item may not have the same number of total responses. The bar graph makes cross-item comparison easier to view.

- Total Number of Responses or Response Total

- Mean or Average Score

As you review the means in the automated, online report, you may notice some minimal fluctuations in the means (e.g., +/- 0.01 or more given the number of eligible employee responses per item which, if lower, could make the mean more sensitive). This may also be true as you view the online reports for different departments as compared with the department means presented in future tables and the Appendix 4 in this report. Any differences are due to rounding.