

Pinellas County School Board

Food Service Climate Survey

Results

Assessment, Accountability & Research

July 2013

**Pinellas County School Board
Food Service Climate Survey Results
2012-2013 SY**

Executive Summary

Purpose

The Pinellas County School Board's (PCSB) Assessment, Accountability & Research (AAR) department conducted an online climate survey during the spring of 2013 for school-based food service employees. Food service employees deliver a specific service to the schools. The purpose of the survey is to obtain food service employees' perceptions of the overall district climate of the school(s) they serve.

This is the first year of surveying food service employees as a separate department. AAR met with the Associate Superintendent of Operational Services and Director of Food Services to discuss the climate survey. During the discussion, AAR presented questions for review and a distribution timetable for the survey. The climate survey was administered online in order to minimize cost and provide food service employees an extended period of time to complete the survey.

Methodology

Flyers announcing the survey were distributed to the cafeteria managers. Cafeteria managers were asked to post the flyers where employees could see the information about the survey and when it would be available. Assessment, Accountability & Research (AAR) obtained a list of food service employees (1,208 employees) from PCSB's TERMS system. AAR emailed a memo to the food service employees' PCSB email addresses with directions and a link to the survey; the survey was open for seventeen days.

There were fifty-two likert questions on the survey. Food service employees rated their agreement levels for each of the statements from the following options: Strongly Agree, Agree, Disagree, and Strongly Disagree. The results were collapsed into Agreement and Disagreement columns. Strongly Agree and Agree responses were aggregated to form the Agreement column; Disagree and Strongly Disagree were aggregated to form the Disagreement column.

Out of the 1,208 food service employees, a total of 83 (6.9%) responded to the survey. There is a 90% confidence level that the results are reliable with a margin of error of $\pm 8.8\%$. However, caution should be exercised when interpreting these results. Individual food service employees are assigned to one of the many schools throughout the district. The specific school(s) where the 83 respondents are located cannot be determined from the responses. As a result, there is not sufficient evidence that the results are an acceptable representative sample of the food service employees as a group.

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Table 1
Ratings for the Twelve Constructs

Survey Constructs	Agreement %	Disagreement %
Confidence in District Leadership	93.8%	6.2%
Support from District Leadership	81.4%	18.6%
School Principal Support	83.5%	16.5%
Assistant Principal Support	85.0%	15.0%
Parent & Student Support	78.5%	21.5%
High Expectations	94.9%	5.1%
Perceived Effectiveness	97.9%	2.1%
Parent Communication	95.1%	4.9%
Opportunities for Professional Development	86.8%	13.2%
Morale	78.9%	21.1%
Staff Collaboration	86.5%	13.5%
Global Satisfaction	94.3%	5.7%

Note. N = 83; Agreement is the combination of "Strongly Agree" and "Agree" responses. Disagreement is the combination of "Disagree" and "Strongly Disagree" responses.

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Table 2
Ratings for Construct Items

Construct	Items	Agreement		Disagreement	
		N	%	N	%
District Leadership	School Board Members	70	88.6%	9	11.4%
	Superintendent	75	97.4%	2	2.6%
	Area Superintendents	72	93.5%	5	6.5%
	Teaching and Learning	75	94.9%	4	5.1%
	Human Resources	76	95.0%	4	5.0%
	Walter Pownall Services	72	90.0%	8	10.0%
	Finance	73	92.4%	6	7.6%
	Technology and Information Systems	79	98.8%	1	1.3%
District Support	I trust the District Administrators' decision making process.	64	82.1%	14	17.9%
	District Administrators inspire teamwork among district and school-based staff.	60	76.9%	18	23.1%
	District Administrators treat school-based staff with professional respect.	67	87.0%	10	13.0%
	District Administrators are responsive to concerns of school-based staff.	61	78.2%	17	21.8%
	District Administrators promote an atmosphere of respect and collegiality.	63	80.8%	15	19.2%
	In this district, administrators and staff work together to develop goals and values that guide the entire district.	65	83.3%	13	16.7%
School Principal Support	I trust the Principal's decision making process.	71	87.7%	10	12.3%
	The Principal inspires teamwork among staff.	66	81.5%	15	18.5%
	The Principal treats staff with professional respect.	66	82.5%	14	17.5%
	The Principal is responsive to concerns of staff.	69	85.2%	12	14.8%
	The Principal promotes an atmosphere of respect and collegiality.	67	82.7%	14	17.3%
	At this school, administrators and staff work together to develop goals and values that guide us.	66	81.5%	15	18.5%
Assistant Principal Support	The Assistant Principal facilitates communication effectively.	65	82.3%	14	17.7%
	The Assistant Principal is an effective instructional leader.	67	87.0%	10	13.0%
	The Assistant Principal treats me with respect.	67	85.9%	11	14.1%

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Construct	Items	Agreement		Disagreement	
		<i>N</i>	%	<i>N</i>	%
Parent & Student Support	Parent support for this school is strong.	65	82.3%	14	17.7%
	Parents are actively involved in student learning at this school.	65	82.3%	14	17.7%
	Students are well behaved at this school.	55	71.4%	22	28.6%
	Students show respect toward each other at this school.	57	72.2%	22	27.8%
	Students show respect toward adults at this school.	59	74.7%	20	25.3%
High Expectations	Students work hard to achieve academic success at this school.	67	88.2%	9	11.8%
	Teachers care if students learn at this school.	76	96.2%	3	3.8%
	Teachers at this school have high expectations of all students.	75	94.9%	4	5.1%
Perceived Effectiveness	Quality work is expected of all students at this school.	74	93.7%	5	6.3%
	I work effectively with low-achieving students.	67	95.7%	3	4.3%
	I work effectively with an ethnically/socially diverse population of students.	70	100.0%		
Parent Communication	I work effectively with Exceptional Education students.	70	100.0%		
	I work effectively with Limited English speaking students.	67	95.7%	3	4.3%
	Teachers at this school communicate with parents often about their child's progress.	69	95.8%	3	4.2%
Opportunities for Professional Development	Teachers at this school communicate with parents often about class activities.	68	94.4%	4	5.6%
	I am provided with meaningful opportunities to improve my skills.	67	88.2%	9	11.8%
	I have the opportunity to develop my skills.	66	86.8%	10	13.2%
Morale	This school is committed to promoting professional development.	64	85.3%	11	14.7%
	Morale is high in this school.	60	73.2%	22	26.8%
	Morale is high in this school among support staff.	66	80.5%	16	19.5%
	Morale is high in this school among teachers.	60	75.9%	19	24.1%
	Morale is high in this school among administrators.	66	85.7%	11	14.3%
	The principal inspires high morale at this school.	63	78.8%	17	21.3%
	The principal promotes activities that improve morale at this school.	62	79.5%	16	20.5%

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Construct	Items	Agreement		Disagreement	
		N	%	N	%
Staff Collaboration	Staff treat one another with respect at this school.	70	85.4%	12	14.6%
	Staff collaborate well with each other at this school.	71	87.7%	10	12.3%
	There is a climate of trust among staff members.	70	86.4%	11	13.6%
Global Satisfaction	Overall, I am satisfied working at this school.	75	93.8%	5	6.3%
	I look forward to coming to work at this school.	75	94.9%	4	5.1%

Note. Agreement is the combination of "Strongly Agree" and "Agree" responses. Disagreement is the combination of "Disagree" and "Strongly Disagree" responses.

Table 3
Ratings for Constructs Compared to District School-based Results

Survey Constructs	Food Service		District	
	Agreement	Disagreement	Agreement	Disagreement
	%	%	%	%
Confidence in District Leadership	93.8%	6.2%	80.5%	19.5%
Support from District Leadership	81.4%	18.6%	63.5%	36.5%
School Principal Support	83.5%	16.5%	75.8%	24.2%
Assistant Principal Support	85.0%	15.0%	83.5%	16.5%
Parent & Student Support	78.5%	21.5%	63.0%	37.0%
High Expectations	94.9%	5.1%	93.1%	6.9%
Perceived Effectiveness	97.9%	2.1%	95.7%	4.3%
Parent Communication	95.1%	4.9%	89.9%	10.1%
Opportunities for Professional Development	86.8%	13.2%	86.5%	13.5%
Morale	78.9%	21.1%	60.7%	39.3%
Staff Collaboration	86.5%	13.5%	83.1%	16.9%
Global Satisfaction	94.3%	5.7%	82.0%	18.0%

Note. Food Services N = 83; District N = 4,126; Agreement is the combination of "Strongly Agree" and "Agree" responses. Disagreement is the combination of "Disagree" and "Strongly Disagree" responses.

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Table 4

Rating for All Items Compared to District School-based Results

Items	Food Service		District	
	Agreement	Disagreement	Agreement	Disagreement
	%	%	%	%
•School Board Members	88.6%	11.4%	70.7%	29.3%
•Superintendent	97.4%	2.6%	85.8%	14.2%
•Area Superintendents	93.5%	6.5%	75.1%	24.9%
•Teaching and Learning	94.9%	5.1%	85.9%	14.1%
•Human Resources	95.0%	5.0%	85.6%	14.4%
•Walter Pownall Services	90.0%	10.0%	89.6%	10.4%
•Finance	92.4%	7.6%	74.5%	25.5%
•Technology and Information Systems	98.8%	1.3%	77.5%	22.5%
•I trust the District Administrators' decision making process.	82.1%	17.9%	64.2%	35.8%
•District Administrators inspire teamwork among district and school-based staff.	76.9%	23.1%	58.7%	41.3%
•District Administrators treat school-based staff with professional respect.	87.0%	13.0%	72.9%	27.1%
•District Administrators are responsive to concerns of school-based staff.	78.2%	21.8%	59.0%	41.0%
•District Administrators promote an atmosphere of respect and collegiality.	80.8%	19.2%	67.8%	32.2%
•In this district, administrators and staff work together to develop goals and values that guide the entire district.	83.3%	16.7%	58.3%	41.7%
•I trust the Principal's decision making process.	87.7%	12.3%	75.3%	24.7%
•The Principal inspires teamwork among staff.	81.5%	18.5%	73.9%	26.1%
•The Principal treats staff with professional respect.	82.5%	17.5%	81.5%	18.5%
•The Principal is responsive to concerns of staff.	85.2%	14.8%	74.7%	25.3%

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Items	Food Service		District	
	Agreement %	Disagreement %	Agreement %	Disagreement %
•The Principal promotes an atmosphere of respect and collegiality.	82.7%	17.3%	76.8%	23.2%
•At this school, administrators and staff work together to develop goals and values that guide us.	81.5%	18.5%	72.4%	27.6%
•The Assistant Principal facilitates communication effectively.	82.3%	17.7%	81.4%	18.6%
•The Assistant Principal is an effective instructional leader.	87.0%	13.0%	79.8%	20.2%
•The Assistant Principal treats me with respect.	85.9%	14.1%	89.2%	10.8%
•Parent support for this school is strong.	82.3%	17.7%	57.9%	42.1%
•Parents are actively involved in student learning at this school.	82.3%	17.7%	53.1%	46.9%
•Students are well behaved at this school.	71.4%	28.6%	66.5%	33.5%
•Students show respect toward each other at this school.	72.2%	27.8%	65.1%	34.9%
•Students show respect toward adults at this school.	74.7%	25.3%	66.4%	33.6%
•Students work hard to achieve academic success at this school.	88.2%	11.8%	68.8%	31.2%
•Teachers care if students learn at this school.	96.2%	3.8%	97.7%	2.3%
•Teachers at this school have high expectations of all students.	94.9%	5.1%	91.5%	8.5%
•Quality work is expected of all students at this school.	93.7%	6.3%	90.0%	10.0%
•I work effectively with low-achieving students.	95.7%	4.3%	96.6%	3.4%
•I work effectively with an ethnically/socially diverse population of students.	100.0%	0.0%	98.6%	1.4%
•I work effectively with Exceptional Education students.	100.0%	0.0%	95.6%	4.4%

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Items	Food Service		District	
	Agreement %	Disagreement %	Agreement %	Disagreement %
•I work effectively with Limited English speaking students.	95.7%	4.3%	92.0%	8.0%
•Teachers at this school communicate with parents often about their child’s progress.	95.8%	4.2%	92.7%	7.3%
•Teachers at this school communicate with parents often about class activities.	94.4%	5.6%	87.1%	12.9%
•I am provided with meaningful opportunities to improve my skills.	88.2%	11.8%	82.6%	17.4%
•I have the opportunity to develop my skills.	86.8%	13.2%	87.8%	12.2%
•This school is committed to promoting professional development.	85.3%	14.7%	89.1%	10.9%
•Morale is high in this school.	73.2%	26.8%	51.1%	48.9%
•Morale is high in this school among support staff.	80.5%	19.5%	56.6%	43.4%
•Morale is high in this school among teachers.	75.9%	24.1%	51.2%	48.8%
•Morale is high in this school among administrators.	85.7%	14.3%	71.2%	28.8%
•The principal inspires high morale at this school.	78.8%	21.3%	67.6%	32.4%
•The principal promotes activities that improve morale at this school.	79.5%	20.5%	66.5%	33.5%
•Staff treat one another with respect at this school.	85.4%	14.6%	88.6%	11.4%
•Staff collaborate well with each other at this school.	87.7%	12.3%	84.2%	15.8%
•There is a climate of trust among staff members.	86.4%	13.6%	76.5%	23.5%
•Overall, I am satisfied working at this school.	93.8%	6.3%	83.2%	16.8%
•I look forward to coming to work at this school.	94.9%	5.1%	80.9%	19.1%

Note. Agreement is the combination of "Strongly Agree" and "Agree" responses. Disagreement is the combination of "Disagree" and "Strongly Disagree" responses.

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At the end of the survey, food service employees were given the opportunity to add comments about any of the survey topics. The comments section was limited to 250 characters. Comments are collected and presented as written; AAR does not edit the comments. Table 5 contains the seventy-nine comments expressed by the food service employees.

Table 5
Comments from the Climate Survey

Comments:

- | | |
|---------------------------|---|
| District Leadership: | <ul style="list-style-type: none"> •I feel improved communication still needs work. •i THINK TRAINING ON PRODUCTION RECORDS TO EMPLOYEES NEEDS A LITTLE MORE HELP •none •School Board concedes to parents and does not stand behind employee/policies •School Board has made desicions with out contacting nor requested FS Director concerns. •some questions above i did not answer because i dont know enough about these particular areas. •Some subjects need a ""slightly agree/disagree"" column. •Superintendent seems to care about teachers and not support staff. •Traval pay i have no confidence in finance dept. . |
| District Support: | <ul style="list-style-type: none"> •At time I wonder if they take a look at each school endividually. •I feel that the district is more concerned with how the administration feels not how the school based staff feels especially support staff. •I like district wide trainings. •I would rather select slightly agree/disagree for my choices. •none •HERE WERE NO SOMETIMES BOX TO CHECK. THAT WOULD BE HELPFUL TO HAVE TO GET A BETTER IDEA |
| School Principal Support: | <ul style="list-style-type: none"> •5 Principal in less than 10 years, Our present Principal gets our studens,our staff and has a great plan in place to reach successfuly our gouls. •A ++++++ •EXcellent principal at my school |

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Comments:

- I am a Roving Specialist,I don't have ""one"" Principal
- It seems she has a lack of control over any circumstances at school. children do not respond to her either do parents, just at the car line she tries to enforce safty issues and parents walk right by her.
- My Principal includes us in all the schools fuctions and in decisions that affect us.
- none
- Our principal is very supported to the cafe staff, and she make you fill special.
- Our principal treats each Cafe staff with respect. She is always helping in the dining room if needed. She mops, sweeps and wipes tables everyday. Whatever is needed she is there.
- Principal is extremely terse, bordering on disrespectful. Does not treat food service employees fairly.
- THIS IS A REALLY GOOD THE PRINCIPAL AND STAFF ARE WARM AND GREAT PEOPLE
- We do have a new principal at this school. I feel overall she has done a wonderful job. It seems that a handful of people seem to make the decisions without any regard for the rest of the school. I don't feel that is correct.
- We have the best principal in the world

Assistant Principal Support:

- A +++++
- ALWAYS THERE WHEN YOU NEED HER, CAN SEE SHE LOVES HER JOB
- Great team. My principal does my evaluation and together we do my staff.
- He's a great guy, when I have an issue he's always there to answer any questions or concerns and he is AWSOME with the kids.
- I was an intern during this school year and did not receive an appraisal
- none
- Overall, very supportive. Again, I believe communication could improve.
- Quinn changes her mind daily on a variety of subjects. Everyone knows she is bi-polar.
- seems unable to multi task, and there is much conflict over diciplinary actions taken at school. some students who misbehave and need intervention are excused and other children are singled out depending on if the child or parent is liked.
- She does not follow through on employee concerns and it seems that only comminication that goes on is about important decisions is amongst a very small group of people in the school.
- She is never around when needed in the Cafe dining room area. She does not help with anything.

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Comments:

- Parent & Student Support:
- As a Rover,I have found that different schools have different issues
 - I have been in 12 schools during my training and in the majority of them the students lacked respect from one another and disrespected the administrators
 - Much better than pass years.
 - NEED A SOMETIMES BOX HERE TOO
 - none
 - not all students are like this ,but we have a hand full of students who dont respect anyone
 - parents are given too much power.IF it POLICY then that should be all there is to any situation
 - Parents seemed to be more involved before the current regime was hired. P & AP need to go!
 - The parental support has declined over the year and the students behavior seems to be getting worse.
- High Expectations:
- Most teachers are good and caring.
 - none
- Perceived Effectiveness:
- I personally have very little contact with students in the kitchen I do volunteer for my childrens classes and love helping anyway I'm asked!!
 - I work effectively with most students. I do not usually know about their personal lives/status.
 - none
- Parent Communication:
- As a parent, I have NOT found these things to be true
 - I THINK ALL PARENTSD IN ANY SCHOOL SHOULD BE MORE INVOLVED THEY JUST CHOOSE NOT TO
 - I usually know what's going on with my child's class/grades.
 - none
- Opportunities for Professional Development:
- Great opportunities to develop my skills, in food service .
 - It depends on who you are and your job.
 - Need more classes for C of D that would pertain to support service positions or food services and more work hours with benefits
 - none

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Comments:

Morale:

- again,different schools have different issues
- My supervisor is supportive though my work load is very heavy.
- none
- Support is treated as if they are not as important as teachers by some teachers.
- The principal needs some professional development classes that teach how to talk to your peers, including non-teachers!
- there is a rift between the teachers and the principal/VICE PRINCIPAL. I don't know what the issue is but there is an issue.

Staff Collaboration:

- none
- Not only do they work great good together, but they are there for moral support.
- Teachers form their own clicks. They gossip about eachother. One is always mad at another. Cafe staff members don't have time for that.
- Teachers tell on each other and talk behind each others' backs.

Global Satisfaction:

- I enjoy every moment at this school, my staff and co workers are great this is my best job yet. Looking forward to the new school year.
 - i feel food service is not included in school wided activies or treated like support staff
 - I feel very comfortable working with all kitchen staff. Kathy is excellent and a pleasure to work with .
 - I Love working at my school.
 - It would probably be MUCH better if the P & AP were transferred.
 - Pay for support staff & food services is poverty level, required mandatory processing and orientation & food sanitation are not paid??
 - This Survery should break down the different departments as well to survey
 - Why is there no vacation pay for food service? Should maintance be responsible for cleaning drains and not food service?
-