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# **INTRODUCTION AND METHODOLOGY**

# Introduction

In May 2008, Eagle Mountain-Saginaw ISD contracted with HR Services of the Texas Association of School Boards (TASB) to independently poll the opinions and perceptions of district staff about their jobs and the district as a whole. The survey was conducted to provide district leaders with input on employee job satisfaction.

# Methodology

In collaboration with Eagle Mountain-Saginaw ISD, TASB developed the online survey questionnaire. When the survey questionnaire was finalized, the district sent an e-mail to district staff requesting participation. The survey was sent out during the final weeks of school which may influence results.

## Questionnaire

The survey contained eight categories of questions to gather data about the following:

- ◆ Demographics
- ◆ Support from coworkers
- ◆ Compensation and benefits
- ◆ Supervisor support
- ◆ Job satisfaction
- ◆ Working conditions
- ◆ District communications
- ◆ Support for teachers

The Board of Trustees asked that certain questions be added to the survey that were not recommended by TASB. Some of these questions are considered vague, leading, or overly subjective and thus more likely to elicit negative responses due to the question design. The added questions are identified in the tables with asterisks. These questions include the following:

- ◆ Employee morale within EM-SISD is positive.
- ◆ I feel my opinion is welcome and respected by district leadership.
- ◆ Staff input is considered before districtwide decisions are made.
- ◆ There is a strong spirit of teamwork and cooperation between staff and central administration.
- ◆ I believe that district leaders will be responsive to this survey.

- ◆ The training I receive is useful and helps me do my job more effectively.
- ◆ I can disagree with my manager without fear of retaliation
- ◆ My supervisor always treats me with respect.

The survey document is included in the Appendix of this report.

### **Survey Population**

Invitations to participate were sent to 1,610 district staff on May 28, 2008. District employees had until June 6, 2008 to complete the survey.

Eleven hundred ninety-six (1,196) employees participated in the survey for a total response rate of 74 percent. Because of the high response rate, the survey carries a 99% confidence level with an interval of plus or minus two percent. All questions were not answered by all respondents.

### **Analysis**

Some responses were combined for purposes of analysis. For example, “strongly agree” and “agree” responses were combined to indicate a *positive* response and “disagree” and “strongly disagree” responses were combined to indicate a *negative* response.

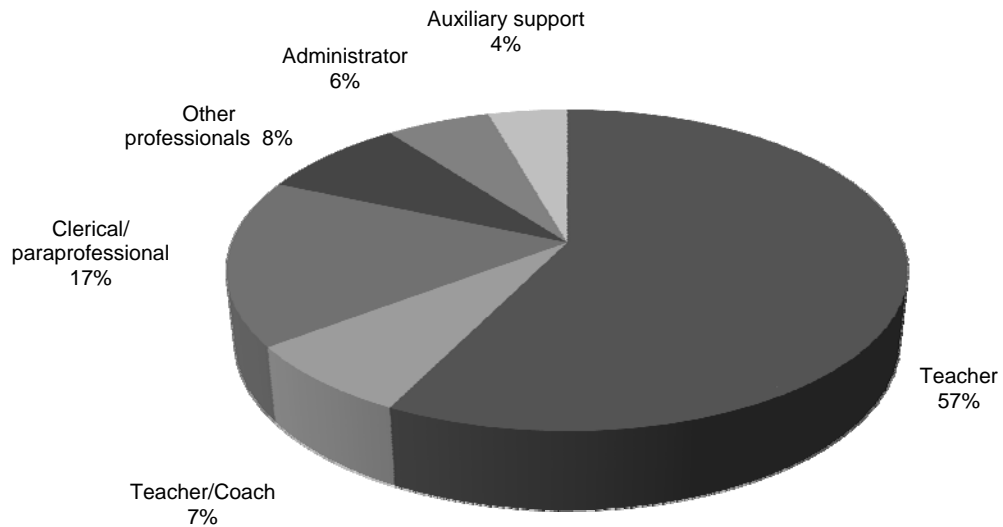
# **SURVEY RESPONDENTS**

# Survey Respondents

## Participation by Job Type

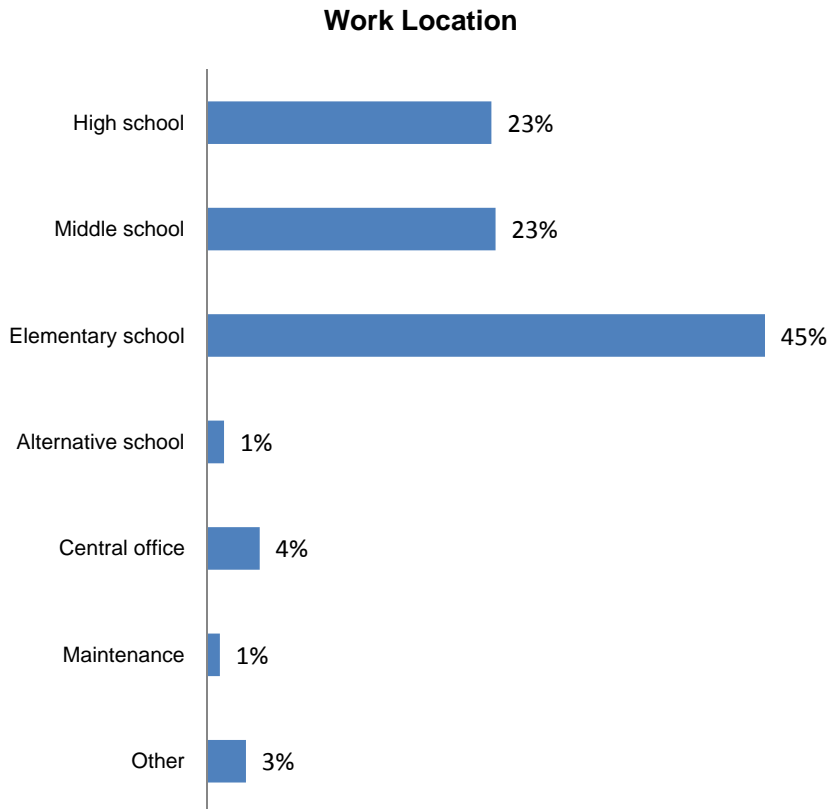
	Number of District Employees	Survey Responses by Job Type	Percent of Employee Group Responding
Teacher	782	686	88%
Teacher/Coach	99	88	89%
Clerical/paraprofessional	291	201	69%
Other professionals (librarian, counselor, diagnostician, etc)	93	98	105%
Administrator	71	70	99%
Auxiliary support (day care, custodial, maintenance, child nutrition, etc.)	274	53	19%
<b>Total</b>	<b>1610</b>	<b>1196</b>	<b>74%</b>

## Participation by Job Type



- ◆ Seventy-four percent of the district’s employees participated in the survey.
- ◆ The largest employee group responding to the survey was the teacher group (57 percent of total respondents).
- ◆ The teacher and teacher/coach groups combined constituted 64% of the survey respondents. Because the majority of respondents were teachers or teachers and coaches, summary responses for the district overall will be influenced by the opinions of these employee groups.
- ◆ Five more survey respondents identified themselves as professionals than were included in that job type by the district.
- ◆ Due to the low participation rate among auxiliary support staff, caution should be used in attributing opinions from this survey to this group.

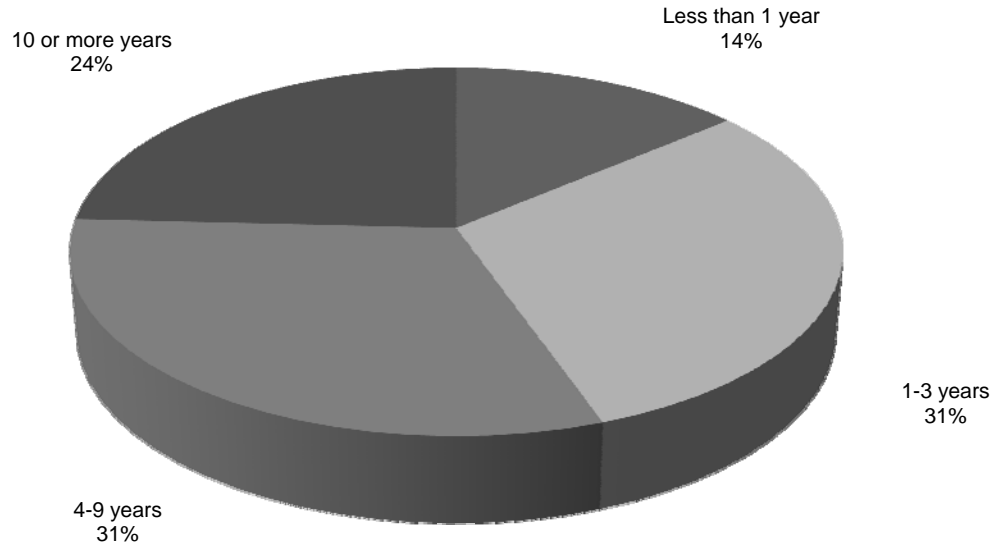
**Participation by Campus and Department Location**



- ◆ Forty-five percent of participating employees work at an elementary level campus.

## Participation by Length of Employment

**Length of Employment at Eagle Mountain-Saginaw ISD**



	<b>Count</b>	<b>Pct</b>
Less than 1 year	166	<b>14%</b>
1-3 years	366	<b>31%</b>
4-9 years	373	<b>31%</b>
10 or more years	289	<b>24%</b>
<b>Total</b>	<b>1194</b>	<b>100%</b>

- ◆ An analysis of participation by length of employment indicates a good balance of representation across years of service.

# **SUMMARY TABLES**

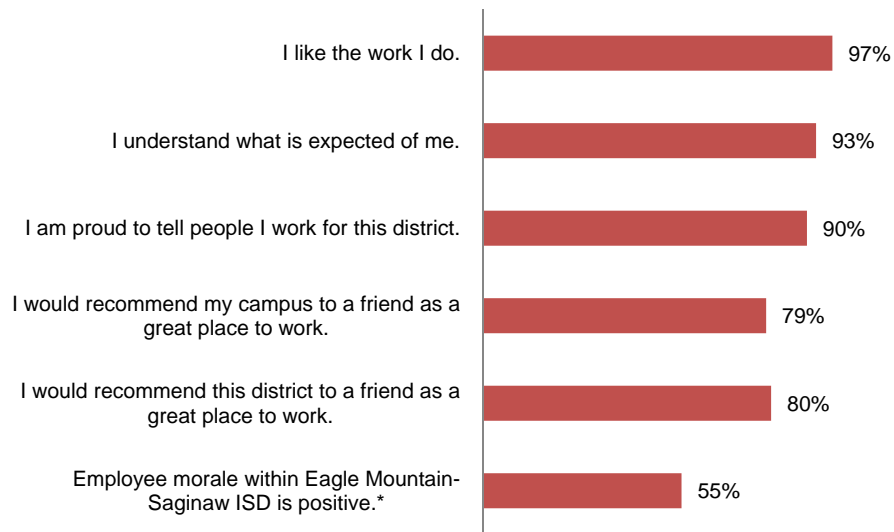
# Summary Tables

Data are based on responses from 1,196 district staff received by June 6, 2008. Not all questions were answered by all participants.

## Job Satisfaction

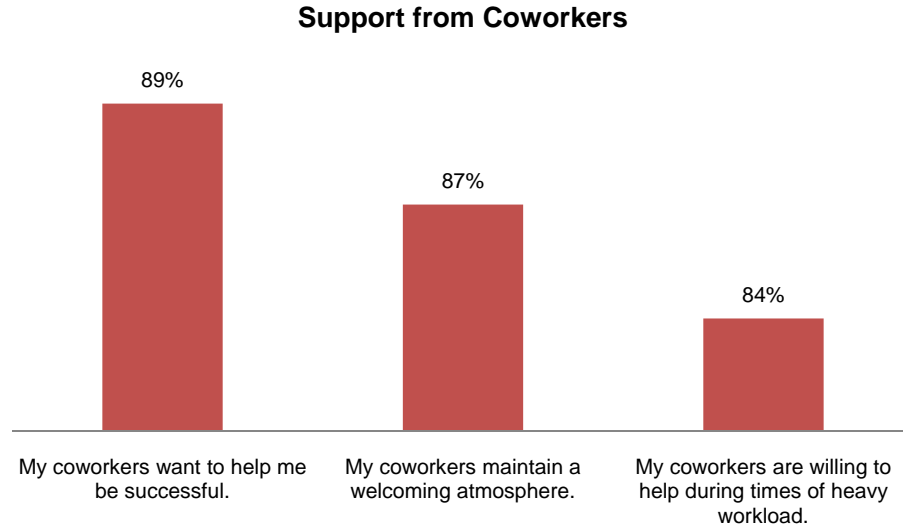
- ◆ Eagle Mountain-Saginaw ISD employees responded favorably with regard to job satisfaction.
  - ❖ Ninety percent or more of the employees surveyed like the work they do, understand what is expected of them, and are proud to tell people they work for the district.
  - ❖ More than 79% of employees would recommend both the district and their campus as a great place to work.
  - ❖ A lower response rate to the question about morale of others contradicts the response rates about employees' personal attitudes.

### Job Satisfaction



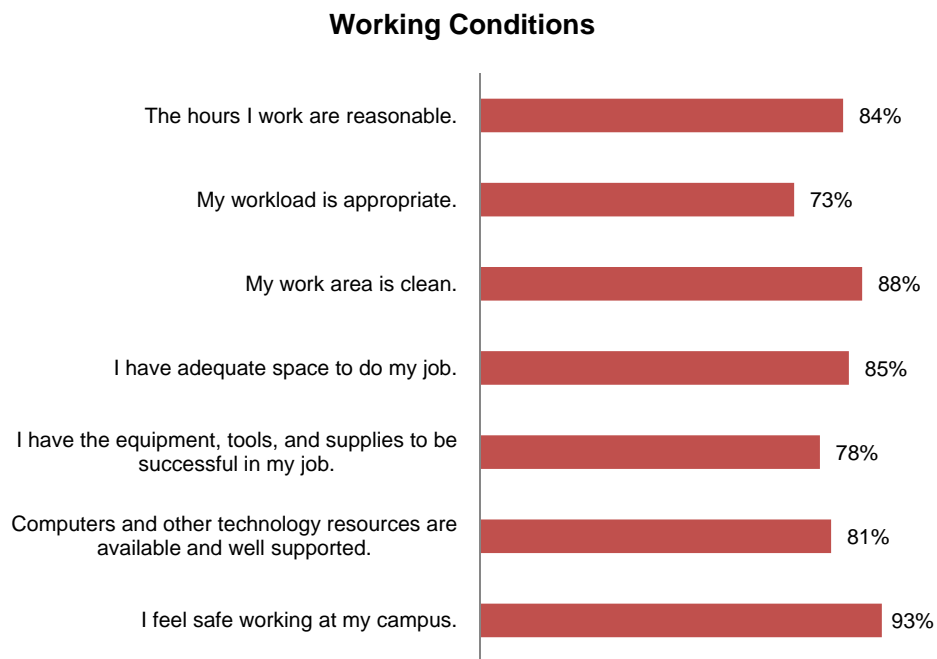
## Support from Coworkers

- ◆ Eighty-four percent or more of employees indicated they have the support of their coworkers and feel camaraderie within their work group.



## Working Conditions

- ◆ More than 80% of respondents feel the hours they work are reasonable and they work in a safe, clean environment with adequate space and technology resources available to do their jobs.

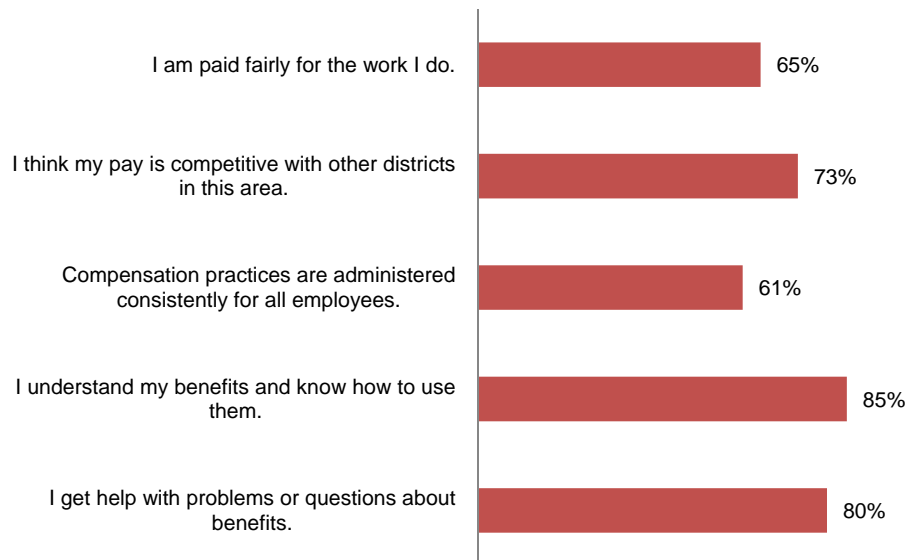


## Compensation and Benefits

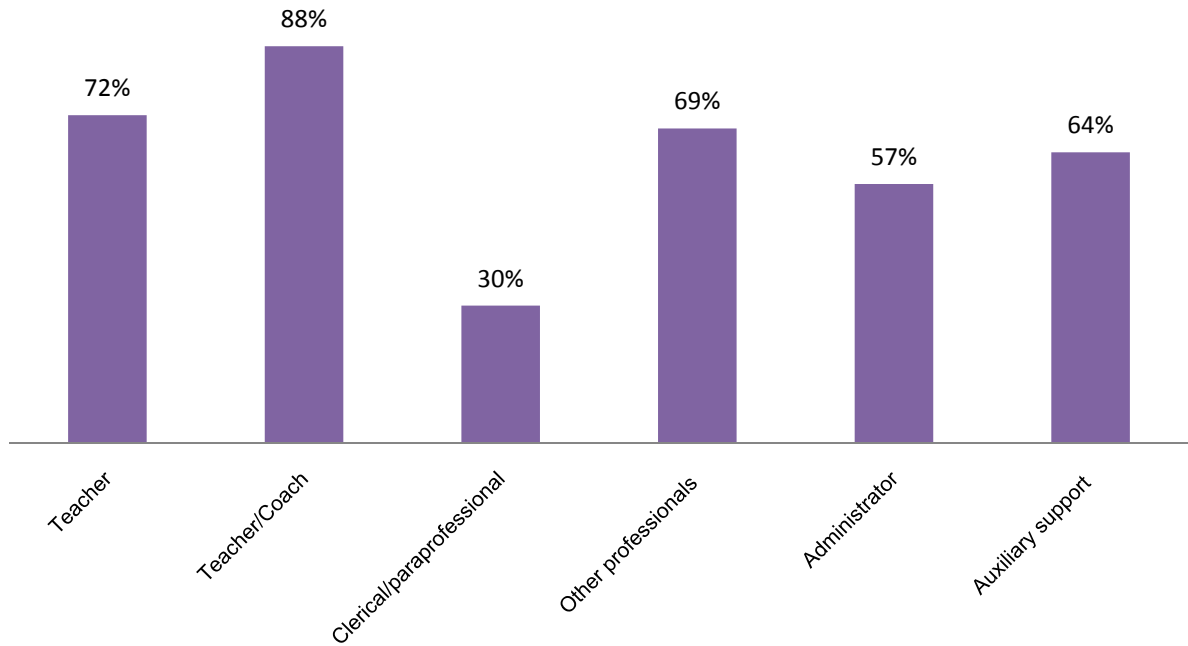
- ◆ The majority of respondents agreed with all statements related to compensation and benefits; however, responses varied by question and job category.
  - ❖ Over 80 % of participants felt they know how to use their benefits and they get help with benefits questions when needed.
  - ❖ More than 65% of all participants believe they are paid fairly for the work they do and their pay is competitive with other districts in the area. The level of agreement, particularly in regard to pay and benefits, varies widely among groups.
  - ❖ While the majority of all respondents felt that compensation practices were administered consistently, the level of agreement varied among work groups.
  - ❖ The lower response pattern to questions about pay is typical of surveys from other districts.



### Compensation and Benefits

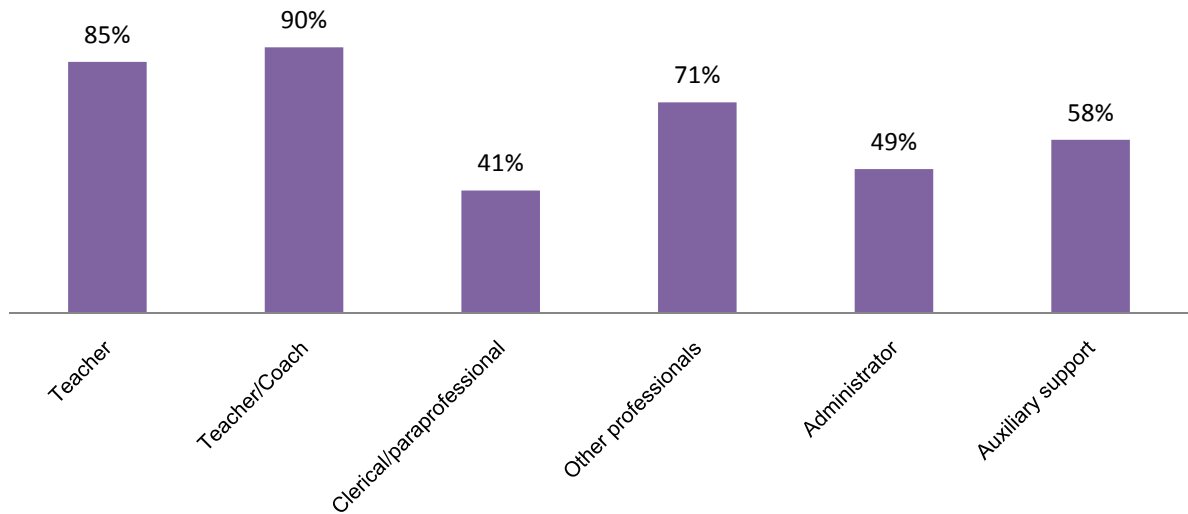


### I am paid fairly for the work I do.



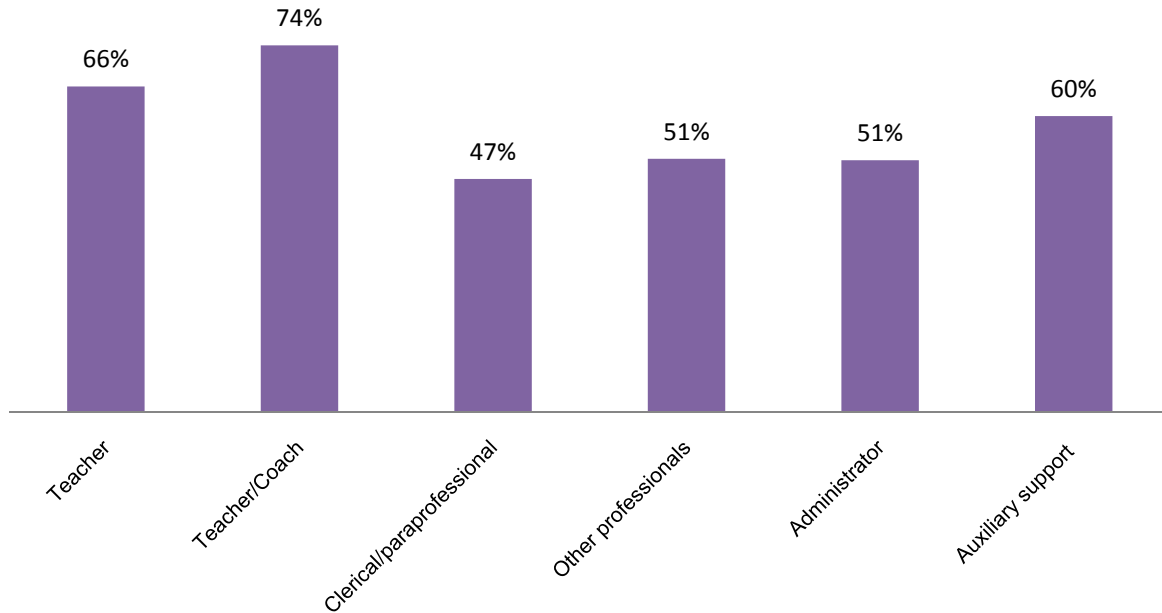
Note: See appendix for detailed table. Graph indicates the number of positive responses and the percent of the total group responding.

### I think my pay is competitive with other districts in the area.



Note: See appendix for detailed table. Graph indicates the number of positive responses and the percent of the total group responding.

**Compensation practices are administered consistently for all employees.**



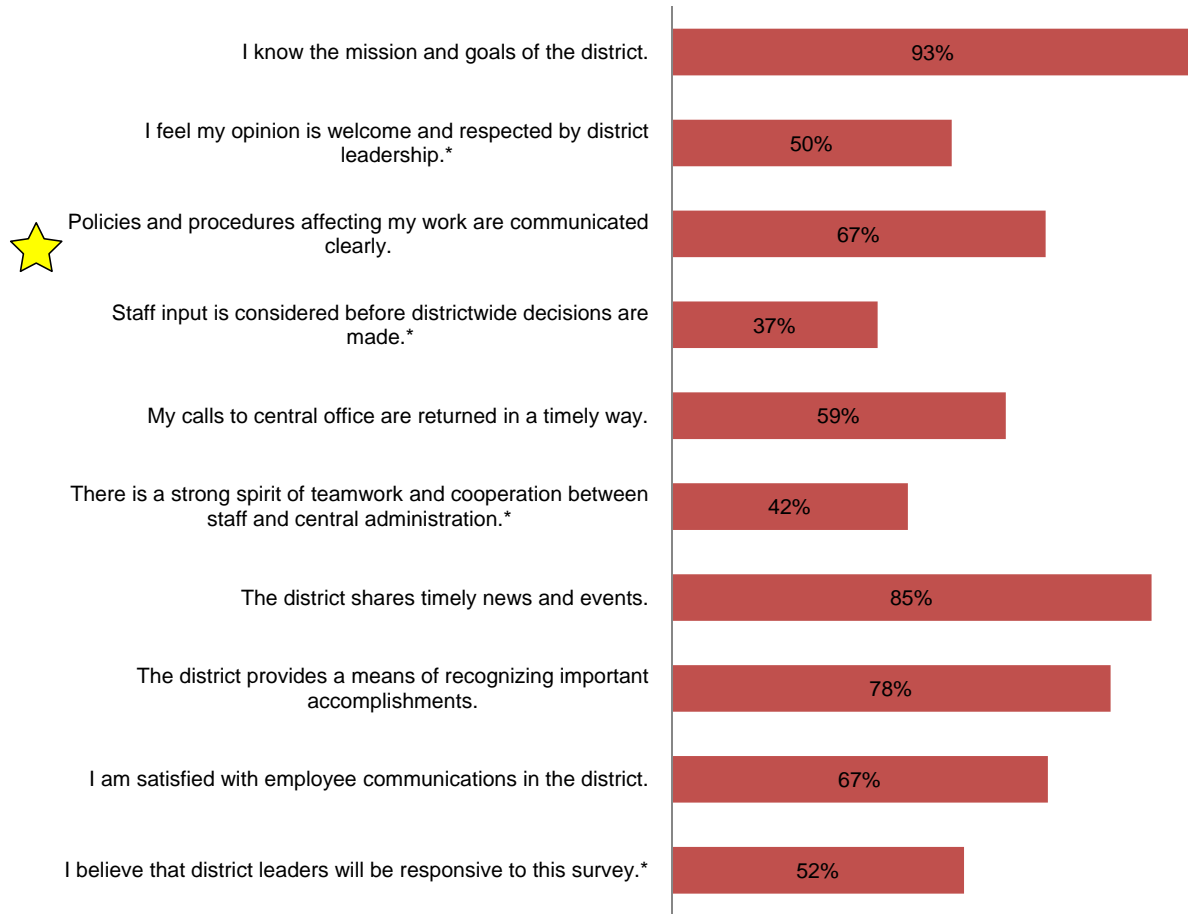
Note: See appendix for detailed tables. Graph indicates the number of positive responses and the percent of the total group responding.

**District Environment**



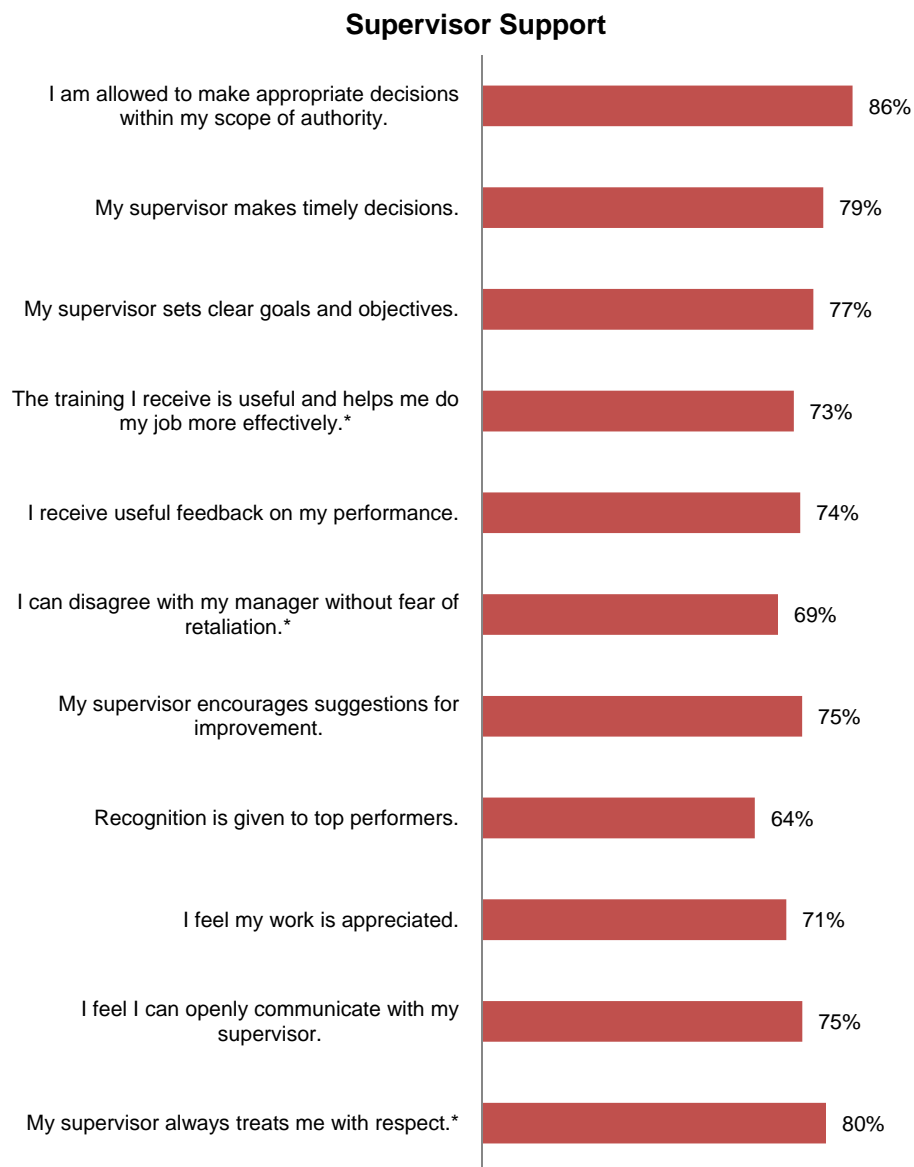
- ◆ The majority of respondents agreed with 7 of 10 statements relating to district environment.
- ◆ More than two-thirds of respondents were satisfied with employee communications in the district, felt the district provides a means of recognizing important accomplishments, and felt that policy and procedures that affect their work are communicated clearly.
- ◆ Eighty-five percent or more of respondents know the mission and goals of the district and feel the district shares timely news and events.
- ◆ The most negative responses applied to questions added by the district.

## District Environment



## Supervisor Support

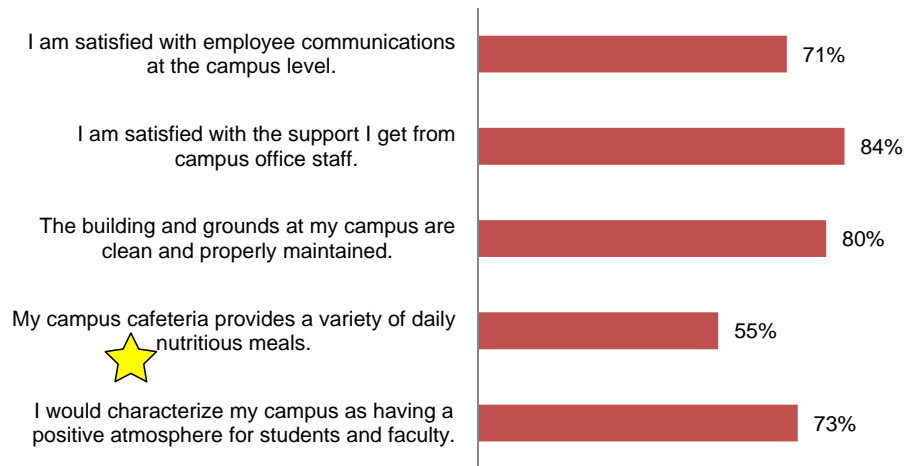
- ◆ More than two-thirds of respondents reported they receive support from their supervisor in all areas, except recognition of top performers.
- ◆ Eighty percent or more of respondents indicated their supervisor always treats them with respect and allows them to make appropriate decisions within their scope of authority.
- ◆ Seventy-five percent or more of respondents agreed their supervisor sets clear goals and objectives and makes timely decisions; that they can openly communicate with their supervisor; and their supervisor encourages suggestions for improvement.



## Campus Environment

- ◆ Statements related to campus environment were made available to those respondents who identified themselves as teachers, coaches, clerical or paraprofessionals, other professionals, and administrators only.
- ◆ More than 70% of respondents reported that they were satisfied with communications at the campus level and the support they get from campus office staff, the building and grounds at their campus is clean and properly maintained, and they characterized their campus as having a positive atmosphere for students and faculty.

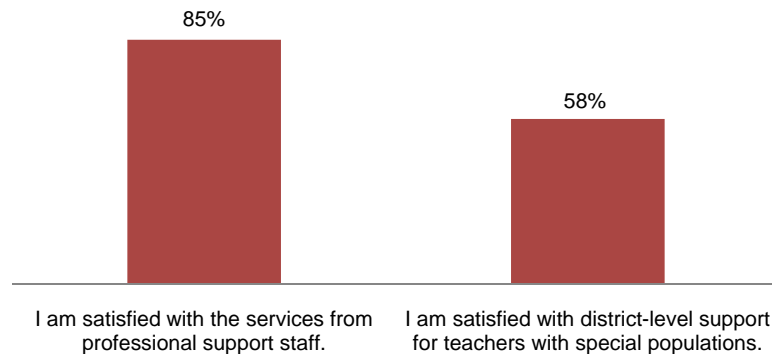
### Campus Environment



## Support for Teachers

- ◆ Seven hundred seventy-two teachers and coaches responded to statements regarding teacher support.
- ◆ Eighty-five percent of the teachers and teacher/coaches responding reported they were satisfied with services received from other professional staff members.

### Teacher Support



## Other Comments and Suggestions

- ◆ Additional comments were provided by 423 respondents—35 % of the survey participants.
- ◆ Twenty-one percent of those commenting shared accolades for coworkers, support staff, supervisors, and the superintendent. A number of respondents compared working in the district favorably to their previous experiences.
- ◆ The largest body of comments addressed TAKS testing, teaching techniques, curriculum, and ideas for improving student achievement.
  - ❖ Most comments expressed concern for a growing focus on TAKS tests, citing increased testing of students and the related stress on both teachers and students.
  - ❖ Opinions were expressed on the merits of various programs with both opponents and proponents of the programs mentioned.
  - ❖ Several comments recommended that teachers be afforded the freedom to teach based on their professional knowledge and skills rather than be proscribed a curriculum used by the district as a whole.
  - ❖ Other suggestions included developing a districtwide tutoring program; splitting ESL students among qualified grade level teachers so students get more individual attention; and evaluating behavior modification and emotionally disturbed needs to develop an intermediate intervention program for those students.
- ◆ Respondents indicated that the district has experienced rapid growth and a great deal of change in the last two years. Representative comments included:
  - ❖ “Change is not easy.”
  - ❖ “Change is necessary, although difficult for some to accept.”
  - ❖ “Our district is going through a time of change, which can make some people uncomfortable.”
  - ❖ “Changing old ways and embracing new ways is not necessarily always a bad thing. However, I think bringing on ‘too much too fast’ is what has happened and has overwhelmed many employees.”
  - ❖ “...changes have been frustrating...”
- ◆ Suggestions were also made to better support teachers.
  - ❖ Review referral processes and reporting requirements for effectiveness and duplication and consider simplifying, eliminating, or consolidating existing procedures when new requirements are added.
  - ❖ Plan meetings with an awareness of the impact of taking teachers out of the classroom; of other district obligations; the timeliness, relevance, and importance of the content; and the use of alternate delivery methods such as email distribution of memos and power point presentations that can be reviewed at a time most convenient for the teacher.
  - ❖ Enhance the mentoring program for new teachers including support with how to record grades and attendance with written instructions for future reference.

- ◆ A number of respondents expressed a lack of understanding of how the district pay system worked and how it affected them.
  - ❖ There was an appeal for a change to a set pay day. Suggestions included the 15<sup>th</sup> of the month, the 20<sup>th</sup> of the month, and the 25<sup>th</sup> of the month.
  - ❖ Pay increases were suggested.
- ◆ Communication related comments stressed the value of clear, consistent, timely information, and the need to understand who to ask when questions arise.
  - ❖ Several comments expressed a lack of understanding of the hiring and transferring process.
  - ❖ A number of respondents expressed a desire for greater internal visibility of the superintendent and principals as well as other cabinet level staff allowing them to become better known to staff and more approachable.
- ◆ Additional ideas were presented along with a suggestion to implement an electronic suggestion box or set up advisory groups so employees can continue to offer ideas and input to the district. Some suggestions included the following.
  - ❖ Reinstate “jeans Friday.”
    - The need for appropriate, professional dress for staff was acknowledged and the suggestion made by several of those commenting that allowing nice jeans to be worn with a school shirt might be a reasonable compromise.
  - ❖ Develop a program to recruit recent district graduates and encourage them to return to the district to teach.
  - ❖ Upgrade technology and increase the availability and use of technology for students as well as teachers and provide the necessary levels of responsive support to meet instructional needs.
  - ❖ Develop a plan to groom employees so they are ready for career advancement when opportunities arise.
  - ❖ Keep the day care open later to accommodate meeting schedules.
  - ❖ E-mail a weekly calendar of district events that include all campuses.
- ◆ Concern was expressed that the school board appears to be divided and is not working as an effective team. It was also commented that some board members seem to be focused on personal agendas rather than the needs of the students and that the board is affording greater credence than appropriate to the opinions of a small number of disgruntled employees. Concerns about board members maintaining confidentiality were also mentioned.
- ◆ Concerns about budget cuts and facilities included the following:
  - ❖ There was a concern about budget cuts and how that would impact the instructional program.
  - ❖ A need for additional facilities was cited including more general classroom space, science labs, computer labs, fine arts storage, child care facilities, storage for

custodial equipment, and office space for the use of staff that travel between campuses. Expansion of the alternative discipline campus and the need for a separate elementary alternative learning center were also mentioned.

- ❖ The concern was expressed about a growing population of students with complex healthcare needs and the staffing and facilities that will be necessary for the district to serve those students.
- ❖ Maintenance concerns at some locations included air conditioning problems; cleanliness of restrooms and hallways; and pest problems such as bugs, mice, and snakes.

# **APPENDIX**

## Tables

(See compensation charts beginning on page 18.)

### I am paid fairly for the work I do.

	Agree	% Agree	Disagree	% Disagree	No Opinion/ Not Applicable	% No Opinion/ Not Applicable	Total
Teacher	496	72%	186	27%	4	1%	686
Teacher/Coach	77	88%	11	13%	0	0%	88
Clerical/ paraprofessional	61	30%	138	69%	2	1%	201
Other professionals	68	69%	30	31%	0	0%	98
Administrator	40	57%	30	43%	0	0%	70
Auxiliary support	34	64%	19	36%	0	0%	53
<b>Total</b>	<b>776</b>	<b>65%</b>	<b>414</b>	<b>35%</b>	<b>6</b>	<b>1%</b>	<b>1196</b>

### I think my pay is competitive with other districts in the area.

	Agree	% Agree	Disagree	% Disagree	No Opinion/ Not Applicable	% No Opinion/ Not Applicable	Total
Teacher	581	85%	101	15%	3	0%	685
Teacher/Coach	79	90%	8	9%	1	1%	88
Clerical/ paraprofessional	83	41%	90	45%	28	14%	201
Other professionals	69	71%	27	28%	1	1%	97
Administrator	34	49%	36	51%	0	0%	70
Auxiliary support	31	58%	17	32%	5	9%	53
<b>Total</b>	<b>877</b>	<b>73%</b>	<b>279</b>	<b>23%</b>	<b>38</b>	<b>3%</b>	<b>1194</b>

**Compensation practices are administered consistently for all employees.**

	<b>Agree</b>	<b>% Agree</b>	<b>Disagree</b>	<b>% Disagree</b>	<b>No Opinion/ Not Applicable</b>	<b>% No Opinion/ Not Applicable</b>	<b>Total</b>
<b>Teacher</b>	448	66%	159	23%	76	11%	683
<b>Teacher/Coach</b>	65	74%	20	23%	3	3%	88
<b>Clerical/ paraprofessional</b>	93	47%	77	39%	28	14%	198
<b>Other professionals</b>	50	51%	24	24%	24	24%	98
<b>Administrator</b>	35	51%	31	45%	3	4%	69
<b>Auxiliary support</b>	31	60%	17	33%	4	8%	52
<b>Total</b>	722	61%	328	28%	138	12%	1188

# Employee Opinion Survey Eagle Mountain-Saginaw ISD

## Demographic Information:

<b>1.</b>	<b>Job type</b>
	<input type="radio"/> Teacher
	<input type="radio"/> Teacher/Coach
	<input type="radio"/> Clerical/paraprofessional
	<input type="radio"/> Other professionals (librarian, counselor, diagnostician, etc)
	<input type="radio"/> Administrator
	<input type="radio"/> Auxiliary support (day care, custodial, maintenance, child nutrition, etc.)

<b>2.</b>	<b>Location</b>
	<input type="radio"/> High school
	<input type="radio"/> Middle school
	<input type="radio"/> Elementary school
	<input type="radio"/> Alternative school
	<input type="radio"/> Central office
	<input type="radio"/> Maintenance
	<input type="radio"/> Other _____

<b>3.</b>	<b>Length of employment at Eagle Mountain-Saginaw ISD (<i>completed full years of experience</i>)</b>
	<input type="radio"/> Less than 1 year
	<input type="radio"/> 1-3 years
	<input type="radio"/> 4-9 years
	<input type="radio"/> 10 or more years

<b>4.</b>	<b>Job Satisfaction</b>					
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>
	I like the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand what is expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am proud to tell people I work for this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend my <b>campus</b> to a friend as a great place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend this <b>district</b> to a friend as a great place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Employee morale within Eagle Mountain-Saginaw ISD is positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>5. Support from coworkers</b>						
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>
	My coworkers want to help me be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My coworkers maintain a welcoming atmosphere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My coworkers are willing to help during times of heavy workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>6. Working conditions</b>						
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>
	The hours I work are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My workload is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My work area is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have adequate space to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have the equipment, tools, and supplies to be successful in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Computers and other technology resources are available and well supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel safe working at my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>7. Compensation and benefits</b>						
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>
	I am paid fairly for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I think my pay is competitive with other districts in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Compensation practices are administered consistently for all employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand my benefits and know how to use them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I get help with problems or questions about benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8.	District environment	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
	I know the mission and goals of the district.	○	○	○	○	○
	I feel my opinion is welcome and respected by district leadership.	○	○	○	○	○
	Policies and procedures affecting my work are communicated clearly.	○	○	○	○	○
	Staff input is considered before districtwide decisions are made.	○	○	○	○	○
	My calls to central office are returned in a timely way.	○	○	○	○	○
	There is a strong spirit of teamwork and cooperation between staff and central administration.	○	○	○	○	○
	The district shares timely news and events.	○	○	○	○	○
	The district provides a means of recognizing important accomplishments.	○	○	○	○	○
	I am satisfied with employee communications in the district.	○	○	○	○	○
	I believe that district leaders will be responsive to this survey.	○	○	○	○	○

<b>9. Supervisor support</b>						
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>	
I am allowed to make appropriate decisions within my scope of authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My supervisor makes timely decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My supervisor sets clear goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The training I receive is useful and helps me do my job more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I receive useful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I can disagree with my manager without fear of retaliation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My supervisor encourages suggestions for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Recognition is given to top performers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I feel my work is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I feel I can openly communicate with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My supervisor always treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>10. Campus Environment</b>						
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>	
I am satisfied with employee communications at the campus level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am satisfied with the support I get from campus office staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The building and grounds at my campus are clean and properly maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My campus cafeteria provides a variety of daily nutritious meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I would characterize my campus as having a positive atmosphere for students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>11. Teachers Only</b>						
		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/Not Applicable</b>
	I am satisfied with the services from professional support staff (librarians, counselors, reading specialists, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with district level support for teachers with special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments or feedback.	<hr/> <hr/> <hr/>
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