



## **Division of Accountability & Research**

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### **Licensed Staff Climate Survey Executive Summary (2010-2011)**

Research has shown that the professional climate of an organization influences its outcomes. Climate can be defined as behaviors within a workplace or learning environment that can influence whether an individual feels personally safe, listened to, valued, treated fairly, and with respect. In order to evaluate the professional climate in the Aurora Public Schools as perceived by employees, the fifth annual licensed staff climate survey was administered in January of 2011.

#### **Survey Development**

The Licensed staff climate survey was first administered during the spring of 2007. The items were developed with input from the Aurora Education Association, staff focus groups, district leadership, and the Division of Accountability and Research. The items were designed to reflect attitudes related to clarity of vision, communication, morale, program support, trust, and work conditions. In December of 2010, items were again reviewed by AEA, principals, and the Division of Accountability and Research. No changes were made to the survey for the 2011 administration (i.e. except for changing the wording of VISTA 2010 to VISTA 2015 where appropriate).

#### **Survey Participants**

The Licensed staff climate survey was provided to all staff via the use of an on-line survey tool and by hard copy in January 2011. A total of 1,916 surveys were completed in 2011. The percentage of staff responses approximated 92%. The total percentage of staff responding to the survey since its inception in 2007 can be found in table 1.

**Table 1. Licensed Survey: Historical Percent Response Rates**

<b>Job Classification</b>	<b>Total</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>5-Yr Ch.</b>
Overall	1,916	60%	90%	87%	88%	92%	+32%

**Note.** Total reflects number of survey responses in 2011. In 2011, only 10 submitted surveys were hard copies; 9.6% were submitted by other educational professionals (counselor, psychologist, social workers, etc.).

The number of staff responding to the survey has ranged from 87% to 92% the past three years. These rates are significantly greater than those of the first year of implementation (i.e. 27% greater). In 2011, 54.4% of respondents reported that they had been employed by the district from 1 to 6 years (see table 2),

**Table 2. Length of Service within APS**

Length of Service	Percent	Count
First Year	8.4%	137
2-3 Years	19.9%	325
4-6 Years	26.1%	426
7-10 Years	18.3%	299
11-20 Years	17.9%	293
20+ Years	9.4%	154

**Note.** 282 participants failed to identify the number of years they had been employed by the district.

### Survey Results: Overall

The survey items have been examined based on overall and item specific responses. The items have remained relatively consistent between years allowing us perform a simple longitudinal examination of overall results. All items are aligned so agreement indicates favorable outcomes. Table 3 illustrates the overall agreement rates for the past two-years.

**Table 3. Overall Survey Agreement Rates**

% Disagree/Strongly Disagree			Neutral %		% Agree/Strongly Agree		
2010	2011	Change	2010	2011	2010	2011	Change
22.9%	23.8%	+0.9%	17.1%	16.9%	60.1%	59.3%	-0.8%

The data indicate that overall district agreement rates were stable between years. Overall, a 0.8% decrease in agreement was noted between 2010 and 2011 with an increase of 0.9% in disagreement rates. This change is not considered significant using a 5% change criteria (i.e.  $\geq 5\%$  is considered meaningful).

### Survey Results: Individual Items

In total, 26 of 49 items (53%) exceeded 60% agreement rates indicating moderate satisfaction concerning overall climate. The 53% rate is lower than that observed for classified staff (71%) and administrative/professional-technical staff (68%). Table four presents agreement and change rates by item and category. The highest agreement rates were associated with items concerning program support and school work conditions which indicates that staff believes they work in safe, professional, and cooperative work-sites. In addition, they believe that ELL, art, music, physical education, and library/media programs are supported within their school. The lowest reported agreement rates were associated with the “trust” category with half of the items having agreement rates below 36%. Most respondents disagreed with the statement that they can influence decisions made by the district (58.1%). Also, licensed staff responded with a 33.5% agreement rate that there’s a positive relationship between the AEA and district.

## Conclusions

- The Licensed Staff survey had a response rate of 92% which is a 4% increase from last year. Fifty-four percent of survey participants have been employed within APS from one to six years.
- The overall aggregate agreement rates were largely stable between years with a current overall year agreement rate of 59.3%.
- Most survey items continue to show moderate agreement rates. Overall, item agreement rates are lower than that identified within the Administrative/Professional-Technical and Classified staff surveys. Individual items agreement rates experienced limited change between-years with only three items changing by more than five percent.
- Areas of strength are related to school work conditions and support of programs. Areas of concern are related to trust and communication. Specifically, low agreement rates were noted for items related to trust in district decision makers and a belief that they are able to influence the decisions made by the district. Furthermore, a low percentage of staff reports that they are comfortable expressing their opinions about district issues and programs.

**Table 4. Item Agreement Rates with Between-Year Change by Category**

Item	Ag/SA	Change
<b><u>Clarity of Vision</u></b>		
1. I understand the long-term vision of APS	77.9%	-2.3%
3. I know how my work relates to the district's goals/priorities as stated in VISTA*	65.7%	-4.1%
4. I believe APS has set a clear direction for improving student achievement	57.7%	-2.0%
16. I understand the roles and responsibilities of the APS Board of Education	55.6%	1.1%
<b><u>Communication</u></b>		
2. District administrators share the information I need to perform my job	63.5%	0.9%
5. I am encouraged to provide district suggestions on ways to improve programs*	35.9%	0.7%
6. I am comfortable in stating my opinions about APS programs even if I disagree*	31.6%	-0.4%
7. I am comfortable in stating my opinions about issues facing APS if I disagree*	32.9%	-1.1%
17. Building Administrators share the information that I need to perform my job	69.7%	1.4%
32. I am kept informed of the school improvement plan (SIP)	79.8%	6.1%
34. The performance evaluation process is fair in my school	63.5%	-0.2%
<b><u>Morale</u></b>		
14. I would encourage someone to work for APS	52.4%	-3.5%
40. I feel appreciated for the work I do	60.0%	-0.2%
41. There is a spirit of teamwork and cooperation at my site	62.4%	0.4%
42. There is a professional atmosphere for staff working at my school/site	71.6%	-0.2%
<b><u>Program Support</u></b>		
43. My school has effective plans in place to assist ELL students	71.0%	3.8%
44. I believe the district is becoming more effective in meeting needs of ELL*	65.6%	0.6%
45. I believe the Art programs are supported at my building	78.8%	0.7%
46. I believe the Music programs are supported at my building	78.7%	-0.2%
47. I believe the Physical Education programs are supported at my building	77.4%	-1.6%
48. I believe the library/media programs are supported at my building	71.4%	-3.4%
<b><u>Trust</u></b>		
8. I trust the people who make district decisions that affect me	32.9%	-0.6%
10. I am able to influence decisions that are made by the district	14.3%	1.1%
11. There is an atmosphere of trust and mutual respect within APS	35.6%	-2.5%
15. Based on my experience there's a positive relation between the AEA & district*.	33.5%	-20.7%
18. I trust the people who make school decisions that affect me	59.0%	3.0%
21. There is an atmosphere of trust/mutual respect between building admin. & staff*	56.3%	2.2%
22. There is an atmosphere of trust/mutual respect among teachers in our building	72.1%	2.3%
23. I am trusted to make sound professional decisions about instruction	69.7%	2.6%
<b><u>Work Conditions (District)</u></b>		
9. I am given opportunities to influence the decisions that are made by the district	27.0%	-1.0%
12. District professional development has provided me with instructional strategies*	54.9%	-3.8%
13. I believe decisions made in APS are based on adequate student data/info.*	50.9%	-1.7%
26. Teachers are allowed to focus on educating students with minimal interruption	58.6%	4.4%

Item	Ag/SA	Change
27. I have sufficient access to instructional materials and resources	73.7%	0.7%
28. I have sufficient access to instructional technology	74.9%	-0.4%
<b>Work Conditions (School)</b>		
19. I am given opportunities to influence decisions that are made by my school/site	63.8%	3.3%
20. I am able to influence the decisions that are made by my school/site.	54.3%	1.6%
24. I believe decisions at my site are based on adequate student data/ information*	66.2%	2.2%
25. Decisions made at my site are based on the best interests of students	63.4%	3.4%
29. Faculty has an effective process for group decisions & solving problems*	54.2%	3.3%
30. Employees are empowered to help solve problems	59.1%	3.9%
31. I have opportunities to participate in school planning and decision making	68.0%	-0.4%
33. My principal/supervisor has a clear understanding of the challenges in my job*	57.6%	1.9%
35. Building PD has provided me with instructional strategies*	63.0%	-3.3%
36. Teachers and staff work in a school environment that is clean/well maintained	87.0%	1.2%
37. Rules for student conduct are consistently enforced by administration	53.5%	-5.3%
38. Rules for student conduct are consistently enforced by teaching staff	54.6%	-2.0%
39. Staff work in a school environment that is safe	79.0%	-3.9%

**Note.** All responses of "not applicable" were omitted from this analysis. \*: question abbreviated for report. 2010: n=1844. 2011: n=1916.