



**Administrative & Professional Technical Staff Climate Survey
Executive Summary
April 2017**

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 ninth annual Administrative & Professional-Technical staff survey was administered in January and February of 2017.

Survey Development

The Administrative & Professional-Technical staff survey was first administered during the spring of 2008. The items were developed with input from the School Executives Association (SEA), 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. There were no additions made to the survey for the 2017 administration. However, two questions were removed (“I know how my work relates to the district’s goals within the strategic plan APS 2020” and “The Division of Accountability and Research effectively supports administrators as they work to implement the strategic plan”).

Survey Participants

The Administrative & Professional-Technical staff climate survey was distributed to all staff via the use of an on-line survey tool in late January of 2016. A total of 271 surveys were completed, which represented 78% of the 347 administrative & professional-technical staff in the district. The total percentage of staff responding to the survey in the past six years can be found in Table 1.

Table 1. Admin-PT Survey: Historical Percent Response Rates

2012	2013	2014	2015	2016	2017
96%	75%	75%	65%	81%	78%

The percentage of staff responding to the survey for 2017 was slightly lower than in 2016, although it was higher than in all years from 2013 through 2015. Of those who indicated their position, the majority of the respondents (49% selected

“Professional/Technical” as their job classification, and 18% selected “Principal”. Administrators (not principals) made up 15% of the respondents and Assistant Principals made up 18% of the respondents. There were 27 participants who did not select a specific job classification.

The category for years of APS service with the largest number of respondents was the 11 to 20 year range (30%), followed by the 2-3 year range (20%)(see Table 2). Overall there was a decrease in the percentage employed fewer than four years from 34% of respondents in 2016 to 29% of respondents in 2016.

Table 2. Length of Service within APS

Length of Service	Percent	Count
First Year	9.4%	21
2-3 Years	20.1%	45
4-6 Years	15.2%	34
7-10 Years	13.8%	31
11-20 Years	29.9%	67
20+ Years	11.6%	26

Note. 20 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 to 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		
2016	2017	Change	2016	2017	Change	2016	2017	Change
22.3%	24.2%	1.9%	21.2%	19.8%	-1.4%	56.2%	56.1%	-0.1%

The table above indicates that overall district agreement rates decreased slightly between 2016 and 2017(-0.1%). This change is not considered significant using an effect size model.

Survey Results: Individual Items

Overall, 16 of 36 items (44%) exceeded a 60% agreement rate, which is an increase over the previous year’s percentage of 37%. Of the 15 items with agreement rates less than 50%, six of the items were in the program support category, four of the items were in the morale category, four items were in the trust category, two items were in the communication category and one item each was from clarity of vision, and work conditions categories.

Areas of strength were suggested by high agreement with items associated with work conditions, emergency preparedness, and clarity of vision. Six of the seven items in the work conditions category had high agreement rates (65% or higher). Agreement rates were highest (75% or higher) for five of these work conditions items (my principal/supervisor understands the challenges I face, working in a safe environment, staff respect for people of diverse backgrounds and cultures, there is a professional atmosphere at my site, and the performance evaluation process is fair at my site) and for all three of the emergency preparedness questions. Another area of relative strength is clarity of vision, with two of three items at or above the 65% agreement rate, and particularly for the item concerning understanding the APS vision and mission (81%).

All agreement and change rates by item for the 2017 survey are presented in Table 4. Although there were one-year declines in agreement for some questions, the effect size estimates indicate that none of these decreases were substantial. On the other hand, there were significant 5-year declines for several questions such as “I believe APS has set a clear direction for improving student achievement”; “I feel safe in stating my opinions about issues facing APS...”; “There is an atmosphere of trust and mutual respect within APS”. Significant five-year declines were also seen for three morale-related questions (“I believe decisions made in APS are based on student data and information”; “I would encourage someone to work for APS”; and “...there is a positive relationship between School Executives and the district”) and for all seven of the questions about program support from leadership and district divisions.

Conclusions

- The response rate for this year’s survey (78%) is similar to the rate for the 2016 survey (81%). The Administrative & Professional-Technical Staff survey continues to have the highest response rate of the two staff surveys administered by the district. Approximately 70% of the respondents have been employed within APS for four or more years.
- The majority of Administrative and Professional staff continue to express a relatively high level of satisfaction concerning staff climate, with the current year overall agreement rate at 56% and the overall disagreement rate of 24%.
- There were no substantial changes from the prior year except that there was significantly greater agreement with “my principal/supervisor has a clear understanding of the challenges I face”. There were several 5-year declines in agreement including one question each related to clarity of vision, communication and trust, and there were declines in questions related to morale and program support.
- Areas of strength include working in a safe environment and general work conditions such as teamwork and professionalism as well as emergency preparedness. Clarity of vision, such as understanding the APS mission and vision and

how one's work relates to it, as well as feeling one's work is aligned to district goals, is also an area of relative strength.

- Areas of challenge include trust and mutual respect within APS. In the area of program support, administrative and professional technical staff would like to see improved support from district divisions as they work to implement the district strategic plan and from the District Leadership Team.

Table 4. Item Agreement Rates with Between-Year Change



Historical Comparison: APS Admin/PT Survey

		Agr/S..	1-Yr ..	5-Yr D..	1-Yr E..	5-Yr E..
1	I understand the vision and mission of the Aurora Public Schools.	80.8%	3.5%	-3.1%	0.09	-0.08
2	I believe APS has set a clear direction for improving student achievement.	39.5%	-4.8%	-24.7%	-0.10	-0.50
3	I feel my work is aligned to the work of the district's goals within the strategic plan APS 202..	66.4%	0.1%	--	0.00	--
4	Administrators/supervisors share the information I need to perform my job.	63.0%	4.1%	-4.1%	0.08	-0.09
5	I am encouraged to provide suggestions on ways to improve programs or services.	59.9%	3.3%	-1.9%	0.07	-0.04
6	I feel have an avenue for providing suggestions on ways to to improve programs or services.	49.1%	-1.1%	--	-0.02	--
7	I feel safe in stating my opinions about issues facing APS even if I disagree with an approach ..	41.1%	0.9%	-5.8%	0.02	-0.12
8	I trust the people who make district decisions that affect me.	27.8%	-9.6%	-23.3%	-0.21	-0.48
9	I am given opportunities to influence the decisions made by the district.	38.3%	3.7%	-9.1%	0.08	-0.18
10	I am able to influence the decisions made by the district.	24.2%	-3.2%	-10.5%	-0.07	-0.23
11	There is an atmosphere of trust and mutual respect within APS.	26.8%	-9.9%	-15.5%	-0.21	-0.33
12	District professional learning I have participated in has provided me with strategies that I ha..	44.4%	1.3%	0.4%	0.03	0.01
13	I believe decisions made in APS are based on student data and information.	45.3%	-9.1%	-17.0%	-0.18	-0.34
14	I would encourage someone to work for APS.	46.8%	-9.2%	-16.9%	-0.18	-0.34
15	Based on my experience there's a positive relationship between School Executives of Aurora ..	37.3%	-11.6%	-23.5%	-0.23	-0.48
16	I understand the roles and responsibilities of the APS Board of Education.	68.0%	3.8%	-10.0%	0.08	-0.23
17	I feel empowered to help solve problems.	64.1%	4.5%	2.9%	0.09	0.06
18	My principal/supervisor has a clear understanding of the challenges I face.	74.9%	11.9%	11.5%	0.26	0.25
19	Staff work in a site environment that is safe.	86.3%	5.2%	0.5%	0.14	0.01
20	Staff at my site respect people from different backgrounds and cultures	86.9%	5.7%	2.3%	0.16	0.07
21	I feel appreciated for the work I do.	64.0%	5.2%	-0.8%	0.11	-0.02
22	There is a spirit of teamwork and cooperation at my site.	74.2%	8.0%	3.4%	0.18	0.08
23	There is a professional atmosphere for staff working at my site.	80.3%	9.8%	4.7%	0.23	0.11
24	The performance evaluation process is fair at my site.	76.5%	7.4%	0.5%	0.17	0.01
25	Required District meetings and professional learning are differentiated enough to meet my n..	36.5%	0.5%	--	0.01	--
26	The District Leadership Team has an adequate awareness of issues at my site.	28.6%	-8.3%	-15.9%	-0.18	-0.33
27	The District Leadership Team effectively supports building administrators as they work to i..	30.2%	-11.4%	-30.9%	-0.24	-0.63
28	The Division of Equity in Learning effectively supports administrators as they work to imple..	31.5%	-8.6%	-30.3%	-0.18	-0.62
29	The Division of Support Services effectively supports administrators as they work to implem..	56.4%	1.7%	-14.6%	0.03	-0.31
30	The Division of Finance effectively supports administrators as they work to implement the st..	37.3%	-10.8%	-33.0%	-0.22	-0.68
31	The Division of Human Resources effectively supports administrators as they work to imple..	48.0%	5.0%	-13.0%	0.10	-0.26
32	The Division of the Superintendent effectively supports administrators as they work to impl..	34.3%	-8.5%	-25.4%	-0.17	-0.52
33a	I feel prepared to deal with each of the following emergency situations: Lockdown	94.0%	5.5%	--	0.20	--
33b	I feel prepared to deal with each of the following emergency situations: tornado	90.7%	3.0%	--	0.10	--
33c	I feel prepared to deal with each of the following emergency situations: Fire Drill	95.5%	3.1%	--	0.13	--
36	There is an atmosphere of trust and mutual respect between principals in APS.	69.4%	1.0%	-0.6%	0.02	-0.01

Note: All responses of "don't know" and "not applicable" were omitted from this analysis.

N Survey Respondents for 2016-17=271; N for 2015-16=284; N for 2011-12=244.

*ES=Effect size-a measure of change in the Agree/Strongly Agree percentage from one year to the next. Effect sizes of .25 or higher are generally considered substantive and are noted here with Blue (+) or Orange(-) text.

