Division of Accountability & Research

Administrative & Professional Technical Staff Climate Survey
Executive Summary
February 2015

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 seventh annual Administrative & Professional-Technical staff survey was administered in January and February of 2015.

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 several changes made to the survey for the 2015 administration.   First, all reference to the old strategic plan (i.e., VISTA 2015) was removed and was replaced with a generic reference to the strategic plan. This change impacted eight questions – in all reports that compare across years these questions are compared to previous questions that reference VISTA 2015. Second, one new question was added to the survey. The new question is below, and was embedded into the section of the survey where it fit most appropriately. Third, questions about division support were restructured to reflect the re-organization that has taken place in the district. Specifically, the question that referenced the Division of Instruction was re-written to reference the Division of Equity in Learning, and the question about the Division of Equity and Engagement was removed.

> Q34. I feel prepared to deal with each of the following emergency situations:
> - o Lockdown
> - o Tornado
> - o Fire Drill

Survey Participants

The Administrative & Professional-Technical staff climate survey was distributed to all staff via the use of an on-line survey tool in January and February of 2015. A total of 216 surveys were completed, which represented 65% of the 334 administrative &

professional-technical staff in the district. The total percentage of staff responding to the survey since its inception in 2008 can be found in table 1.

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

Job Classification	Total	2008	2009	2010	2011	2012	2013	2014	2015
Overall	216	97%	100%	100%	100%	96%	75%	75%	65%

Note. Total reflects number of survey responses in 2015.

The percentage of staff responding to the survey for 2015 was less than the percentage responding in 2014 and reflects the highest response rate of any of the district's staff surveys. The drop in the percentage of staff responding is due to a large increase in the number of staff members within the administrative & professional-technical group; the overall number of respondents for 2015 is comparable to the number of respondents for 2014 (216 vs. 220). The majority of the respondents (62%) selected "Professional/Technical" as their job classification, and 16% selected "Principal". Administrators (not principals) made up 16% of the respondents and Assistant Principals made up 5% of the respondents. There were 40 participants who did not select a specific job classification.

The category for years of APS service with the highest number of respondents was the 11 to 20 year range (see table 2).

Table 2. Length of Service within APS

Length of Service	Percent	Count
First Year	8.8%	15
2-3 Years	15.3%	26
4-6 Years	13.5%	23
7-10 Years	20.0%	34
11-20 Years	26.5%	45
20+ Years	15.9%	27

Note. 40 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		
2014	2015	Change	2014	2015	Change	2014	2015	Change
18.4%	19.7%	1.3%	21.0%	19.3%	-0.7%	60.6%	61.0%	+0.4%

The table above indicates that overall district agreement rates increased slightly between 2014 and 2015 (+0.4%). This change is not considered significant using an effect size model.

Survey Results: Individual Items

Overall, 18 of 35 items (51%) exceeded a 60% agreement rate, which is a decrease over the previous year's percentage of 55%. Of the 12 items with agreement rates less than 50%, four of the items were grouped into the trust category, five items were grouped into the program support category, two items were grouped into the communication category, and one item was in the morale category.

The highest agreement rates were associated with working in a safe environment and other items concerning work conditions. These items had high agreement rates (greater than 70%) for four of five items in the work conditions category. Another area of relative strength is morale, with five of eight items at or above the 60% agreement rate.

All agreement and change rates by item and category for the 2015 survey are presented in Table 4.

Conclusions

●The response rate for this year's survey is lower than the rate for the 2014 survey. The Administrative & Professional-Technical Staff survey continues to have the highest response rate (65%) of the two staff surveys administered by the district. Approximately 76% 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 61.0% and the overall disagreement rate of 19.7%.

●Areas of strength include working in a safe environment and general work conditions such as teamwork and professionalism. Staff morale, such as feeling empowered to help solve problems and appreciated, is an area of relative strength.

●Areas of challenge include trust and mutual respect within APS and the perception of being able to influence decisions made at the district level.   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.

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

Item	Ag./SA	1-Yr Change	7-Yr Change
Clarity of Vision			
1. I understand the long-term vision of APS.*	73.6%	5.4%	-17.9%**
2. I know how my work relates to the districts goals/priorities.	78.7%	7.5%**	-9.3%**
3. I believe APS has set a clear direction for improving student achievement.	55.8%	5.1%	-22.2%**
Communication			
4. Administrators/supervisors share the information I need to perform my job.	57.7%	-6.5%	-14.2%**
5. I am encouraged to provide suggestions on ways to improve programs*	58.9%	-9.9%	-8.6%
6. I feel safe in stating my opinions about APS programs*	45.2%	-10.2%	-11.6%
7. I feel safe in stating my opinions about issues facing APS*	43.4%	-10.1%	-16.5%
Trust			
8. I trust the people who make district decisions that affect me.	37.9%	-6.2%	-14.3%**
9. I am given the opportunities to influence the decisions made by the district.	43.3%	-3.2%	------
10. I am able to influence the decisions that are made by the district.	31.0%	-3.0%	-6.5%
11. There is an atmosphere of trust and mutual respect within APS	43.6%	1.7%	-3.5%
Morale			
12. District professional development has provided me with strategies for my work*	51.5%	-6.8%	-6.2%
13. I believe decisions made in APS are based on adequate student data*	58.5%	-2.1%	-6.7%
14. I would encourage someone to work for APS	60.0%	-7.0%	-17.0%**
15. There is a positive relationship between SEA and the district*	49.8%	-9.0%	8.3%
16. I understand the roles and responsibilities of the APS Board of Education	69.4%	-0.4%	------
17. I feel empowered to help solve problems.	61.1%	-5.0%	-4.0%
21. I feel appreciated for the work that I do.	62.1%	-3.1%	-4.1%
37. There is an atmosphere of trust and mutual respect between principals in APS*	82.0%	3.2%	------
Work Conditions			
18. My principal/supervisor has a clear understanding of the challenges I face.	64.0%	-3.9%	-13.6%**
19. Staff work in a site environment that is safe.	86.8%	-3.1%	2.9%
22. There is a spirit of teamwork and cooperation at my site.	75.9%	1.3%	1.6%
23. There is a professional atmosphere for staff working at my site.	78.3%	-1.2%	-2.9%
24. My performance evaluations are fair	70.4%	-1.4%	-13.3%**

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Item	Ag./SA	1-Yr Change	7-Yr Change
Program Support			
26. The DLT has an adequate awareness of issues at the building level	41.2%	-4.8%	-4.1%
27. The DLT effectively supports building administrators*	48.0%	3.5%	2.7%
28. Division of Equity in Learning effectively supports building administrators*	47.9%	0.7%	------
29. Division of Accountability/Research effectively supports building administrators *	66.0%	-0.7%	------
30. Division of Support Services effectively supports building administrators*	66.0%	2.9%	------
31. Division of Finance effectively supports building administrators*	60.7%	-2.3%	------
32. Division of Human Resources effectively supports building administrators*	49.7%	-1.2%	------
33. Division of the Superintendent effectively supports building administrators*	49.7%	1.2%	------

Note. All responses of "not applicable" were omitted from this analysis. DLT: district leadership team.
*: question abbreviated for report. 2008 n=212. 2014: n=220. 2015: n=216
** These changes reflect an effect size, a measure of change in the Agree/Strongly Agree percentage between years, of .25 or higher and are generally considered substantive.

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