

El Paso ISD



January 2012



HR Services
Texas Association of School Boards
Austin, Texas

Table of Contents

Executive Summary	1
Demographics	4
Findings	
Factors that Contribute to Job Satisfaction	6
Job Satisfaction and Engagement	6
Working Conditions	7
Compensation and Benefits	7
Support from Coworkers	9
Support from Supervisor	9
District Communications	10
Change in District Leadership	10
Human Resource Department Support	11
Business Office Support	11
Technology Support	12
Campus Environment	12
Curriculum and Instruction Support	13
Student Discipline Support	14
Comments and Suggestions for Improvement	14
Appendix	
Survey Instrument	18

Executive Summary

Background

The HR Services Division of the Texas Association of School Boards (TASB) conducted a survey of El Paso Independent School District (EPISD) employees in November of 2011 at the request of the District. The purpose of the survey was to assess employee attitudes and level of satisfaction with their jobs and work conditions. Survey information will be used to assist district leaders in understanding how employees perceive specific issues and to reveal the general level of job engagement among employees.

TASB HR Services developed the online survey in collaboration with El Paso ISD. When the survey questionnaire was finalized, HR Services sent an e-mail to EPISD staff requesting their participation with a link to the survey. Each employee was assigned a random access code to the survey to ensure that only one response per employee could be submitted. Employee responses were submitted directly to TASB.

Employees responded to statements using a Likert scale and some responses were combined for purposes of analysis. For example, “Strongly Agree” and “Agree” responses were combined to indicate a positive response.

The survey included 14 categories of questions to gather data about the following:

- Demographics
- Job Satisfaction
- Working Conditions
- Compensation and Benefits
- Support from Coworkers
- Support from Supervisor
- District Communications
- Change in District Leadership
- Human Resource Support
- Business Office Support
- Technology Support
- Campus Environment
- Curriculum and Instruction Support
- Student Discipline Support

Participation

All EPISD employees (8,917) were invited to participate in the survey. A total of 4,526 employees completed and submitted questionnaires, yielding a response rate of 51percent.

Employees from all work locations and job types participated in the survey. The largest employee group responding to the survey was the teacher group, comprising 57 percent of the total respondents and representing 54 percent of all teachers employed by the District. The largest group of survey participants (55 percent) has worked for EPISD for 10 years or more.

Major Findings

Job Satisfaction and Engagement

Overall, El Paso ISD employees responded favorably regarding their own job satisfaction. Meaningful work and support from their supervisor are the most important factors that contribute to employee job satisfaction. Over 90 percent of employees like the work they do, feel

good about their accomplishments, understand what is expected of them, and feel that their work is meaningful and challenging—all indicators of a highly engaged workforce. Most El Paso ISD employees (85 percent) understand how their efforts contribute to the district goals.

Most employees feel supported by their coworkers and by their supervisor. Over 80 percent responded that they feel a strong sense of support, trust, and teamwork with their coworkers, all of which are important factors in employee retention and engagement. About 75 percent responded positively to statements about support from their supervisors.

Although 86 percent plan to be working in the district two years from now, fewer employees (71 percent) feel secure in their employment with the district. Sixty-eight percent said that they would recommend the district to a friend as a good place to work. A larger group (77 percent) said that they would recommend their own campus or department as a good place to work.

Working Conditions

The majority of employees expressed satisfaction with their working conditions. Most of those surveyed (92 percent) feel safe at their building and reported that their work hours are reasonable (87 percent).

Most employees (81 percent) are satisfied with their leave benefits but believe that their pay is not fair or competitive with other districts in the area (53 percent). Questions relating to compensation received the lowest ratings in the survey.

District communications received good ratings from the majority of employees. Seventy-three percent of employees were satisfied with employee communications in the district. Electronic communications (Web site and e-mail) were given the highest ratings. Most employees (84 percent) feel that the district does a good job of sharing information about important news and events.

District Leadership

Most respondents (80 percent) believe that the recent change in leadership is the right one for the district, with 11 percent having no opinion. Most employees (64 percent) also said they support the new direction the district is taking, with 21 percent expressing no opinion.

Learning Climate

Regarding the environment on their own campus, 80 percent or more of those who responded are proud of the performance of their campus, feel that their principal treats them fairly, and are satisfied with the support they get from office staff.

Only teachers responded to the questions regarding curriculum and instruction and student discipline. Most teachers agreed (88 percent) that they are challenged to be effective and have high expectations for students. About 76 percent agreed that they have sufficient access to resources and materials, services from paraprofessionals, and that staff development is useful to them. The highest level of disagreement (28 percent) concerned sufficient resources for special populations.

The majority of teachers (72 percent) feel that their principal sets and maintains behavioral standards for students and gives them appropriate assistance to resolve disciplinary problems in the classroom. A smaller majority (65 percent) feel that the student code of conduct is fairly and consistently enforced.

District Level Support

In response to a series of questions related to customer service and support from district level departments, the majority of respondents felt that the HR, business, and technology department staff are courteous, respectful, knowledgeable, and helpful. About 67 percent of employees gave high ratings to the HR department, with 17 percent expressing no opinion. Support from the business office was rated similarly with 64 percent positive ratings and a higher number (29 percent) expressing no opinion. Technology staff and access to technology received high ratings (83 percent) although 32 percent did not feel that maintenance and repairs on equipment are prompt and effective.

Comments

Comments were provided by 28 percent of the survey respondents. Eighteen percent of the comments were accolades for individual employees. Participants offered a wide range of comments that are summarized at the end of the report.

Additional data and a detailed analysis of each question are included in the body of the report.

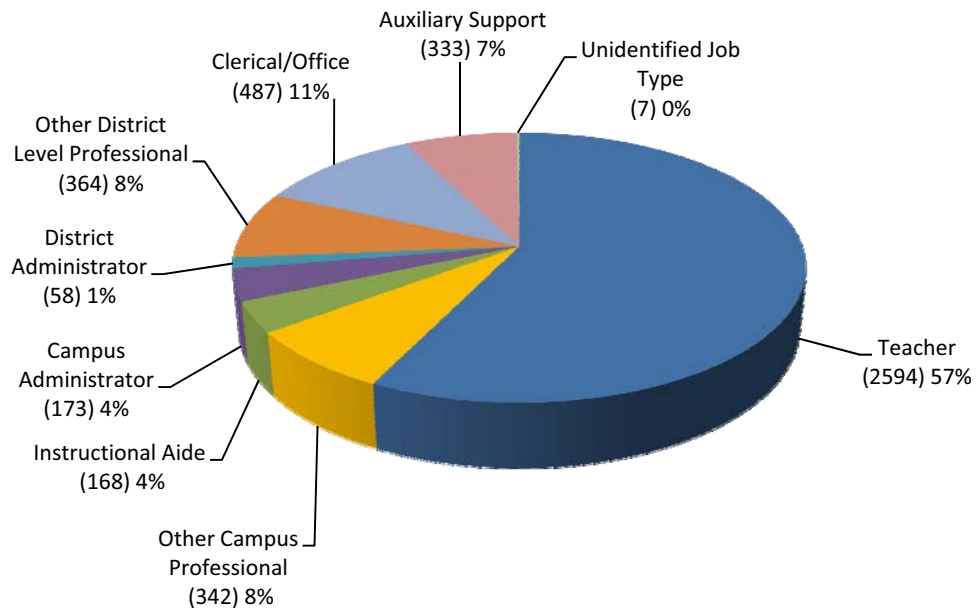
Demographics

Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher	4,818	2,594	54%	57%
Other Campus Professional	359	342	95%	8%
Instructional Aide	407	168	41%	4%
Campus Administrator	224	173	77%	4%
District Administrator	58	58	100%	1%
Other District Level Professional	538	364	68%	8%
Clerical/Office	668	487	73%	11%
Auxiliary Support	1,845	333	18%	7%
Unidentified Job Type	N/A	7	N/A	0%
Total	8,917	4,526	51%	100%

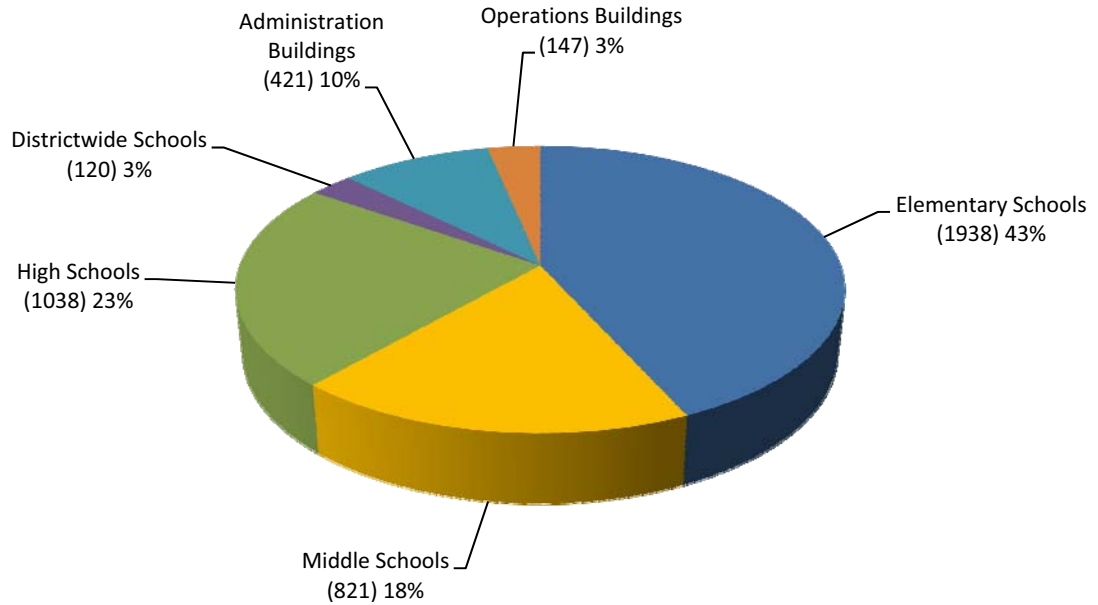
- A total of 4,526 surveys were completed and submitted, yielding a response rate of 51 percent.

Representation by Job Type

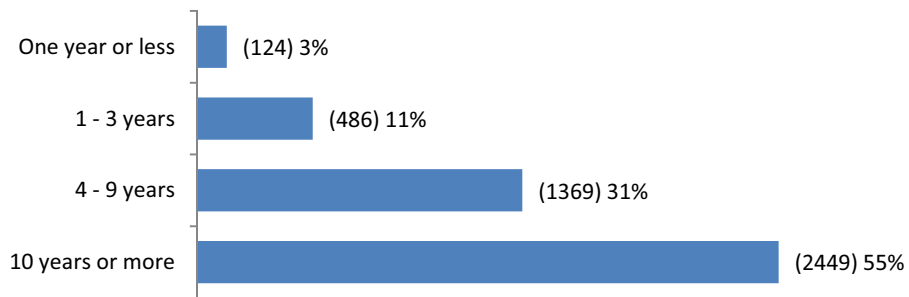


- The largest employee group responding to the survey was the teacher group (57 percent of the total respondents and 54 percent of all teachers employed by the district).

Representation by Work Location



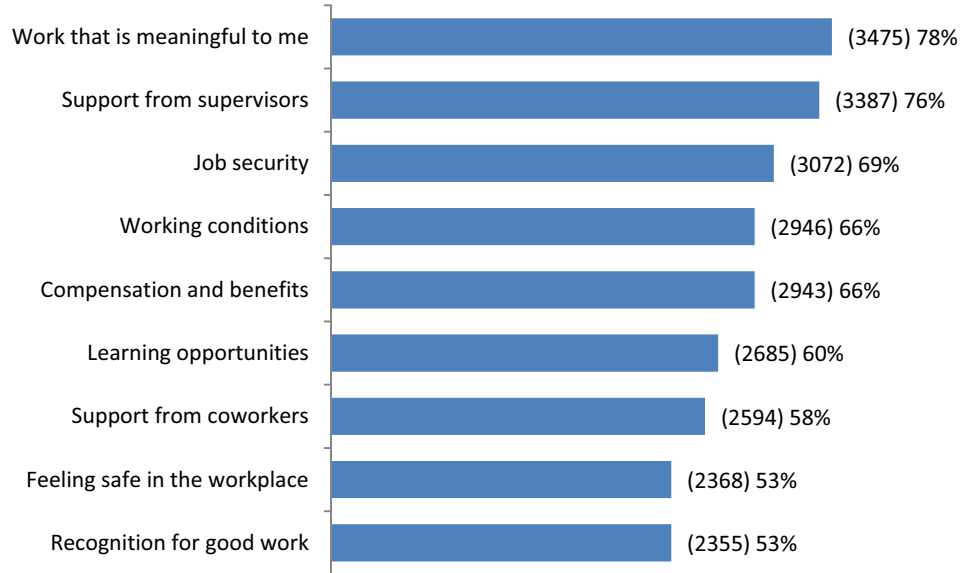
Representation by Length of Employment



- Fifty-five percent of the respondents have been employed by El Paso ISD for 10 years or more.

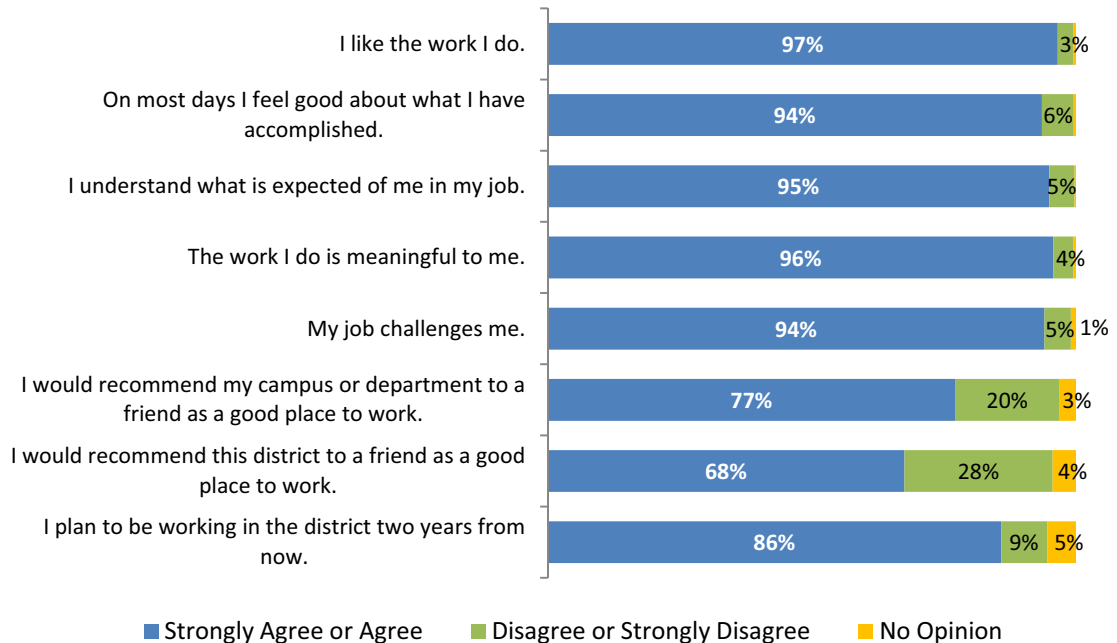
Findings

Factors That Contribute to Job Satisfaction



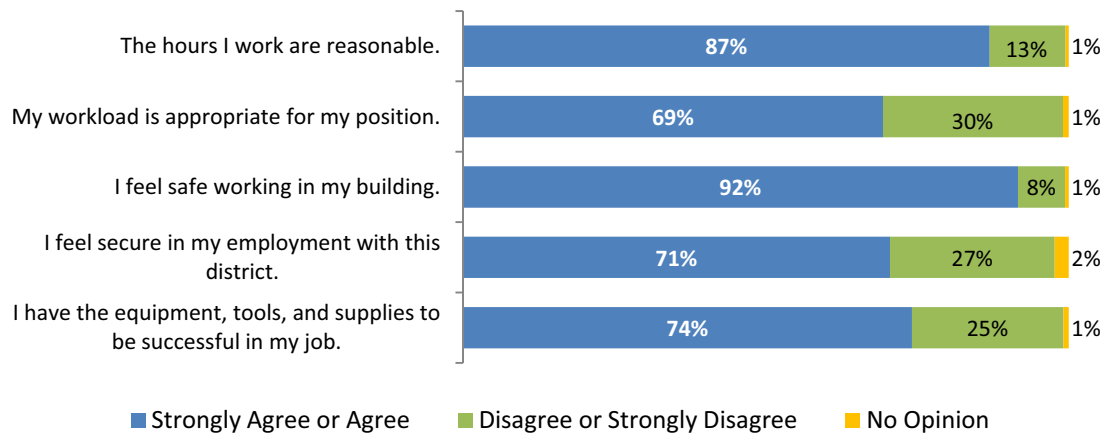
- Respondents indicated that meaningful work and support from supervisors were the most important factors that contribute to their job satisfaction.

Job Satisfaction and Engagement



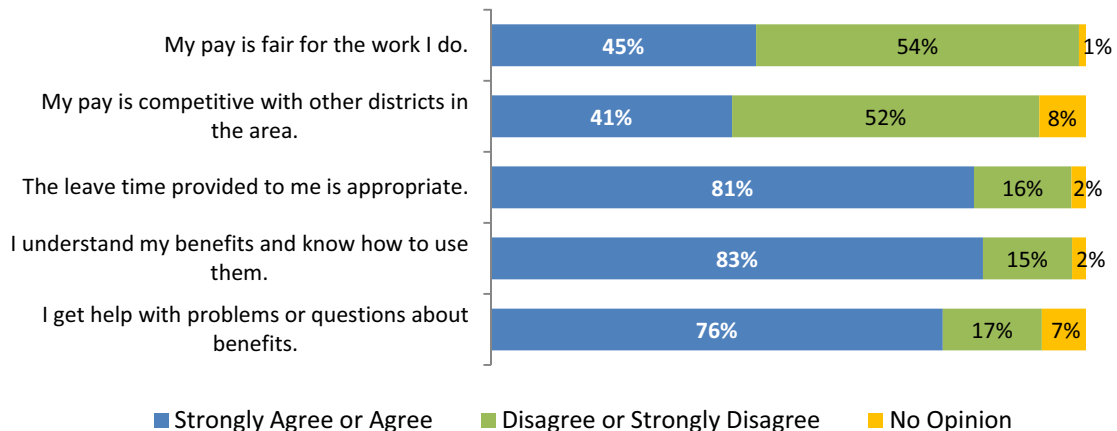
- El Paso ISD employees responded favorably regarding job satisfaction.
- Nearly all respondents like the work they do, find their work meaningful, and understand what is expected of them in their job.
- Ninety-four percent find their job challenging and feel good about what they have accomplished.
- Most respondents plan to be working in the district two years from now.
- Of those surveyed, 77 percent would recommend their campus or department and 68 percent would recommend the district as a good place to work.

Working Conditions



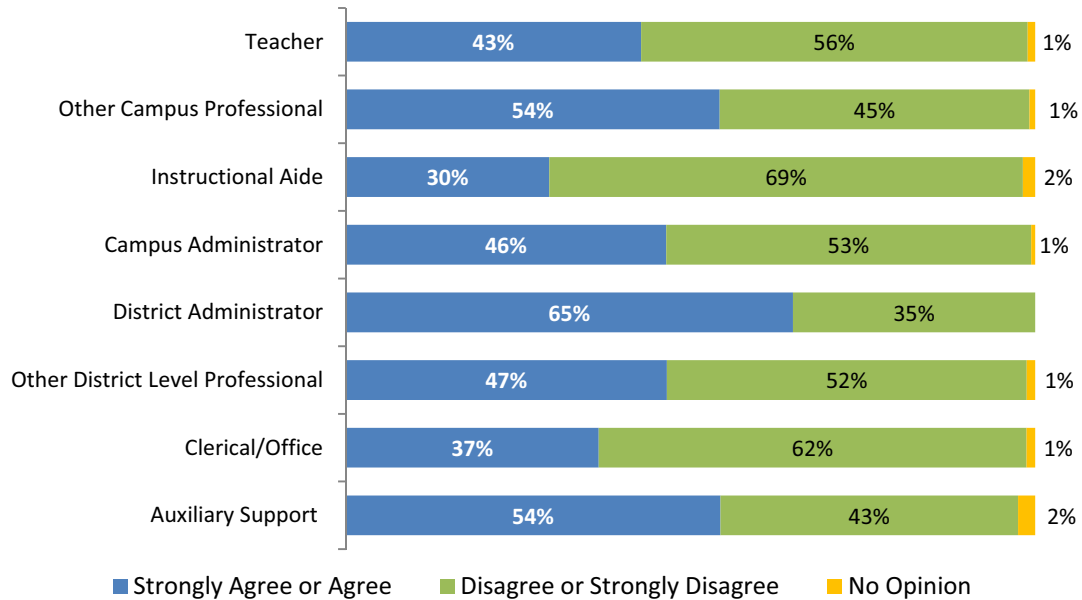
- Most respondents agreed that their work hours are reasonable and they feel safe working in their building.
- More than 70 percent reported that they have the tools needed to do their job and they feel secure about their continued employment in the district.
- Sixty-nine percent of respondents agreed that their workload is appropriate.

Compensation and Benefits

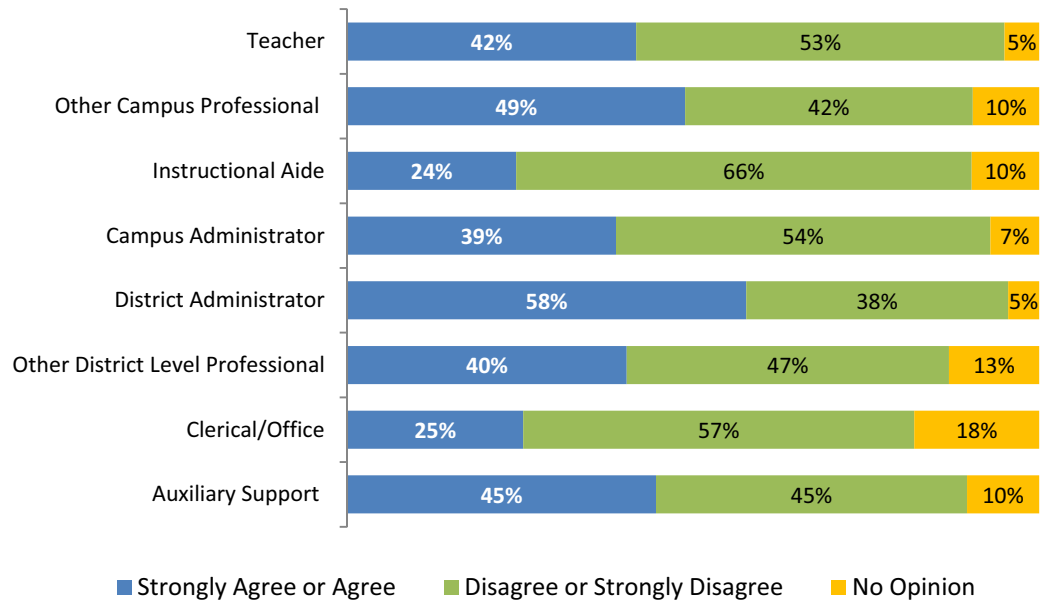


- While most employees are satisfied with their leave benefits, less than half agree that their pay is fair for the work they do or competitive with other districts.
- Attitudes about pay varied among job categories.

My Pay Is Fair for the Work I Do.

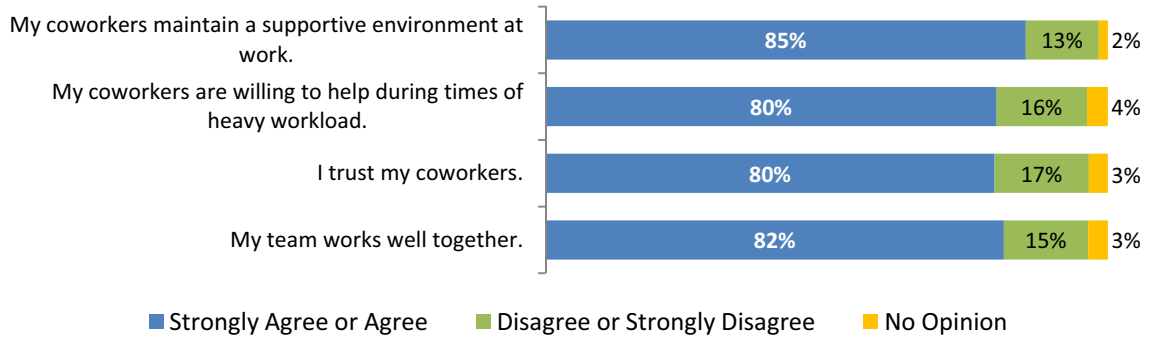


My Pay Is Competitive with Other Districts in the Area.



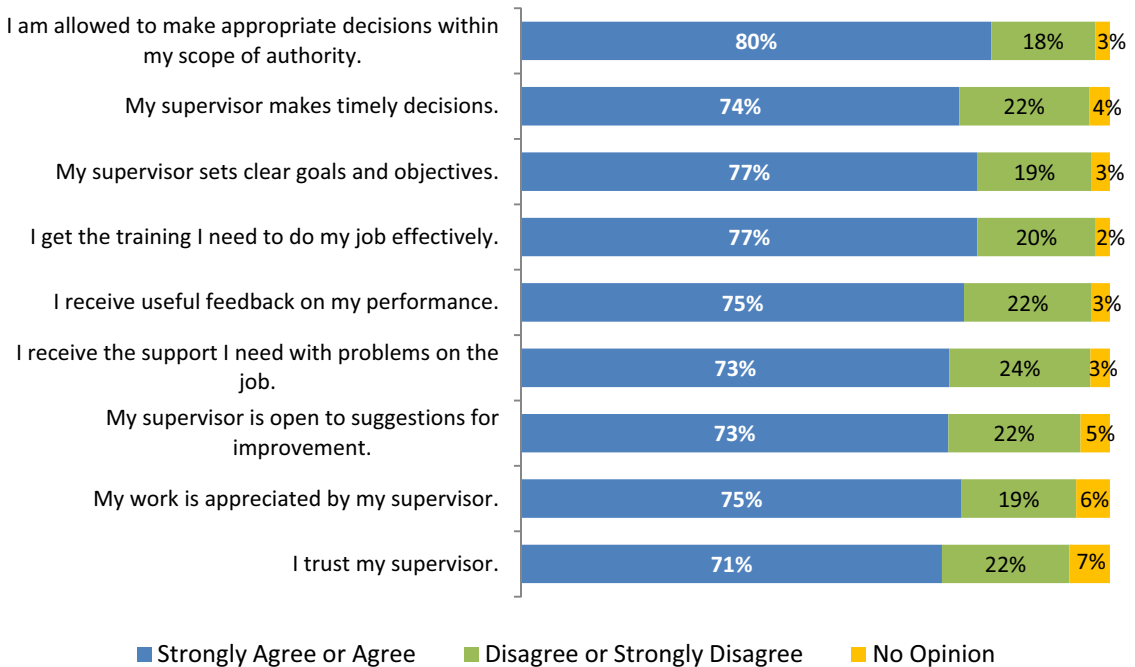
- District administrators were the most satisfied with their pay.
- Instructional aides and clerical support staff were the least satisfied with pay.

Support from Coworkers



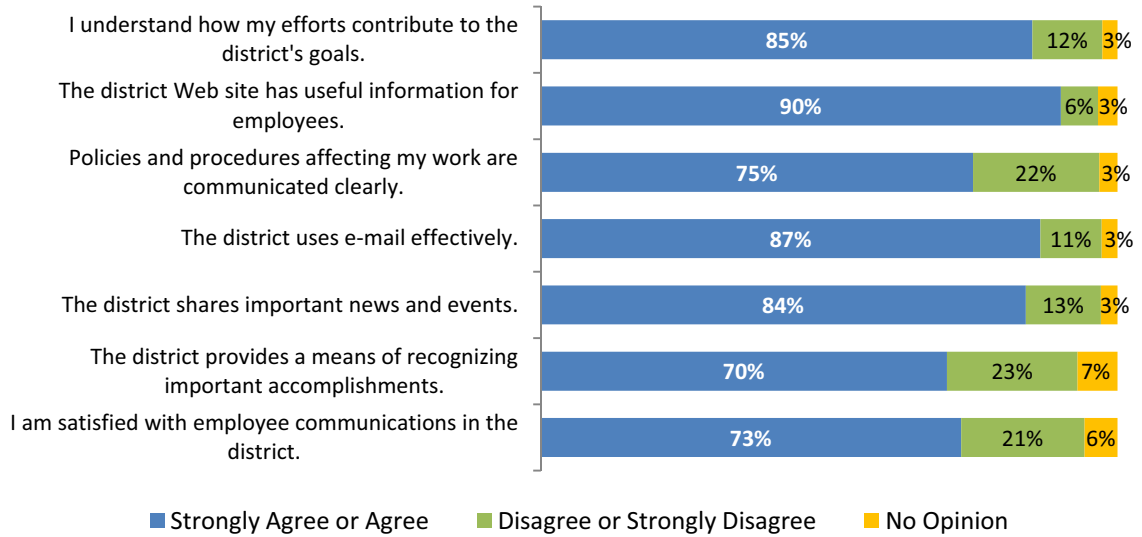
- Positive attitudes about coworkers were strong with more than 80 percent feeling a sense of teamwork and support from their coworkers.

Support from Supervisor



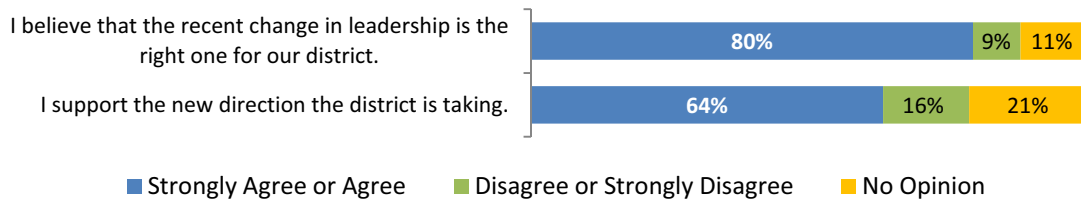
- On average, 75 percent of respondents agree that they receive support from their supervisor across all areas surveyed.

District Communications



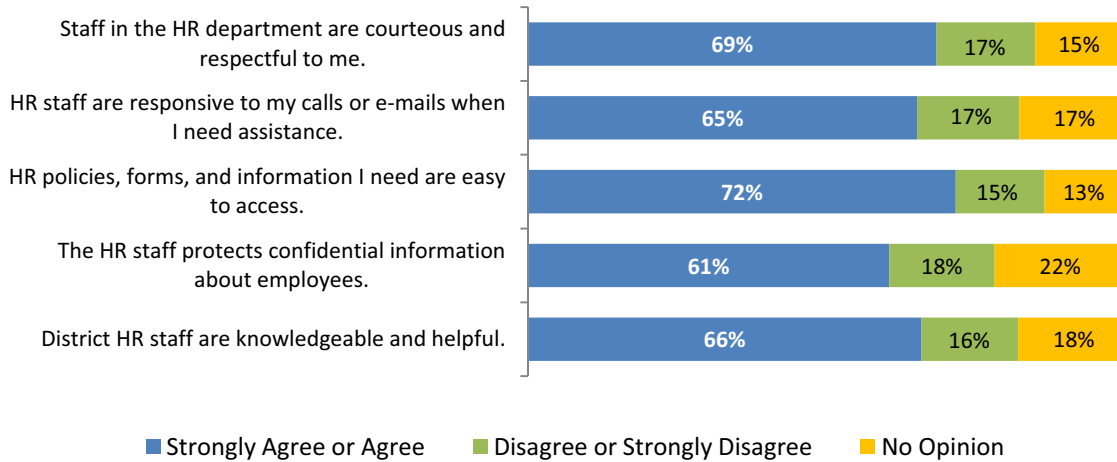
- Seventy percent or more of respondents were satisfied with district communication in all areas surveyed.
- Most respondents find the district’s Web site useful and e-mail communication effective.
- More than 80 percent understand how their efforts contribute to the district’s goals and agree that the district shares important news.

Change in District Leadership



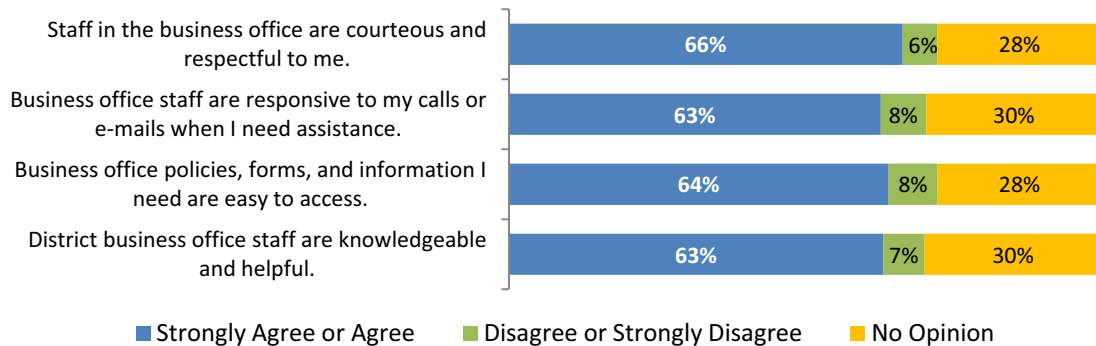
- Most respondents (80 percent) believe that the recent change in leadership is the right one for the district.
- Most employees said they support the district’s new direction. However, 21 percent had no opinion.

Human Resource Department Support



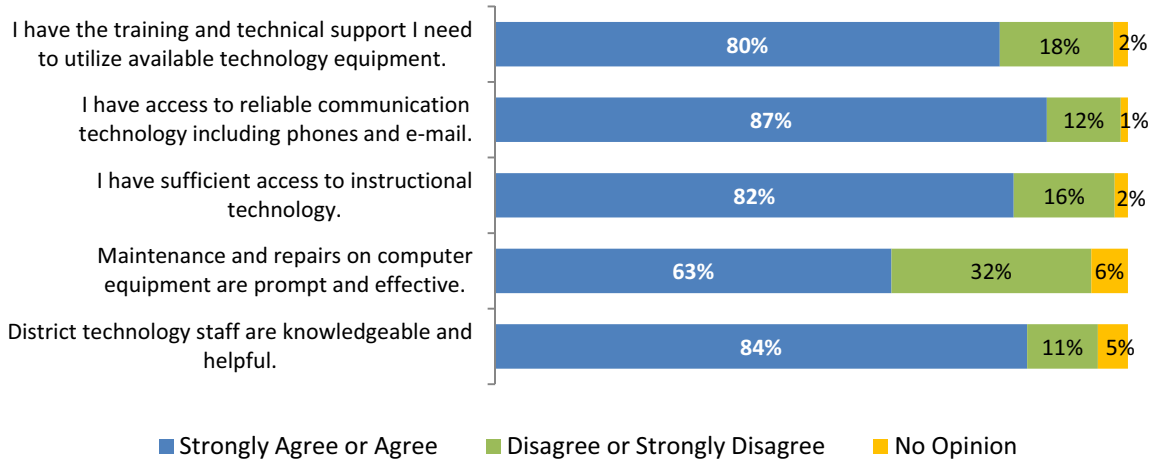
- About two-thirds of employees agreed with statements about support from the Human Resource Department. A significant number (13 to 22 percent) had no opinion.

Business Office Support



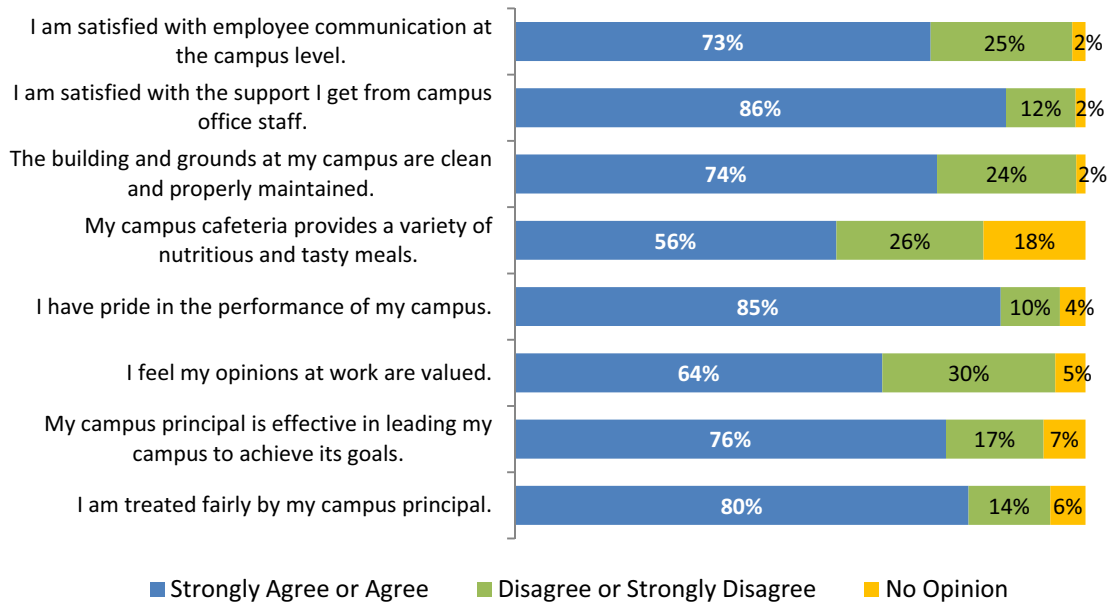
- More than 63 percent agreed with all statements about support from the business office and 28 to 30 percent had no opinion.

Technology Support



- Over 80 percent agreed that they have sufficient access and training to use technology. The lowest area of agreement (63 percent) was about maintenance and repairs on equipment.
- Auxiliary support employees did not respond to survey questions about technology.

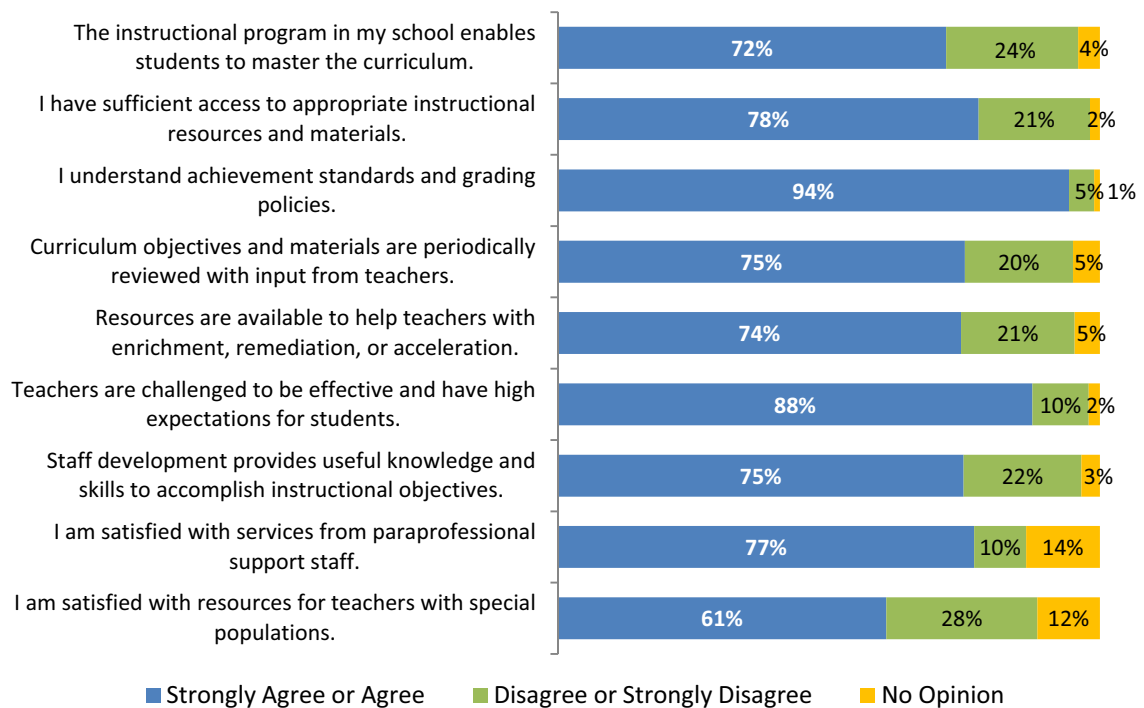
Campus Environment



- Only teachers, other campus professionals, and classroom aides responded to questions about campus environment.
- Most were satisfied with the support they get from campus office staff and were proud of their campus' performance.

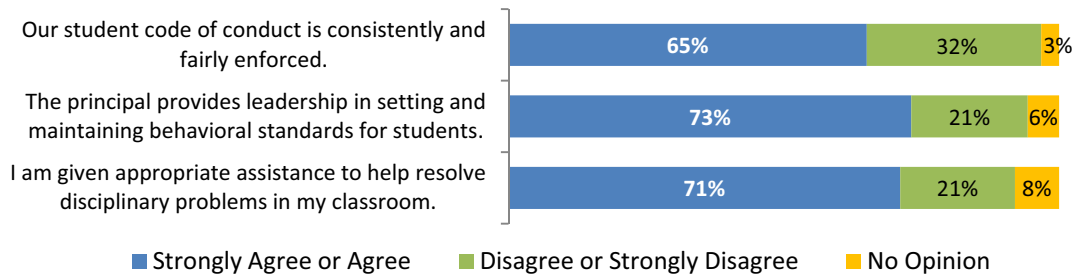
- More than 70 percent of those who responded felt their principal was effective in leading the campus to achieve its goals and were satisfied with campus communications. Fewer respondents (64 percent) agreed that their opinions at work are valued.
- Seventy-four percent agreed that the building and grounds at their campus are clean and properly maintained. While only 56 percent agreed that the cafeteria provides nutritious and tasty meals, 18 percent of those responding said they had no opinion about the cafeteria.

Curriculum and Instruction Support



- Only teachers participated in the survey questions on curriculum and instruction and student discipline support.
- Seventy-two percent of the teachers who responded to the survey feel the instructional program enables students to master the curriculum.
- Most teachers understand achievement standards (94 percent) and are challenged to be effective and have high expectations of students (88 percent).
- Teachers reported that they had sufficient access to instructional materials (78 percent) and resources available to help with enrichment, remediation, or acceleration (74 percent). While the majority of respondents (61 percent) were satisfied with resources for teachers with special populations, 28 percent disagreed.
- Seventy-five percent of teachers said that they periodically reviewed and provided input on curriculum objectives and materials and that staff development was useful in accomplishing instructional goals.
- Seventy-seven percent of teachers said they were satisfied with services from paraprofessional support staff. Fourteen percent had no opinion.

Student Discipline Support



- More than 70 percent of teachers reported that the principal provides leadership in setting and maintaining behavioral standards and agreed that they are given appropriate assistance to resolve disciplinary problems in their classroom.
- Sixty-five percent said that the student code of conduct is consistently and fairly enforced.

Comments and Suggestions for Improvement

Additional comments were provided by 1,278 respondents—28 percent of the survey participants. Recurring themes by order of frequency are summarized below.

- The greatest number of comments (373) were complaints about management style with the most frequent comments related to inconsistent treatment of employees including favoritism and failure to address employee performance and behavior issues, failing to treat subordinates with respect, managing through intimidation, and publicly reprimanding employees.
- The second most frequent comments (336) were about curriculum and instruction. Comments were about testing (teaching to the test, too much testing, misalignment of common assessments with the curriculum), burdensome workload including paperwork and class sizes, the value and use of instructional coaches, and the lack of freedom to adapt schedules and vary instructional techniques such as interactive notebooks to meet the needs of students.
- Accolades for other employees (231) included specific compliments about coworkers, principals, assistant principals, and Dr. Jordan.
- Two hundred twenty-eight (228) comments were about compensation and benefits with most mentioning the lack of pay raises over the last few years and the increasing cost of benefits resulting in a reduction in take home pay.
- One hundred thirty-two (132) comments were about district facilities and resources. Most referred to needed maintenance and repair of facilities, safety concerns, and a more equitable allocation of technology and supplies in the classroom.

- Other comment themes that were repeated by fewer people include the following:
 - Inconsistencies in student discipline (65)
 - A lack of responsiveness and supportive service from central office departments (49)
 - Disrespectful or rude treatment by coworkers (46)
 - Embarrassment or anger directed at the previous superintendent and administration (46)
 - Lack of communication at the district level to provide information about “the new direction” and not listening to employee suggestions (45)
 - Lack of trust in top level leadership and a concern about retaliation for expressing opinions (28)
- Participants also offered specific suggestions including the following which are listed in order of frequency:
 - Hire Dr. Jordan to be El Paso ISD’s next superintendent.
 - Improve technology. Provide up-to-date software and equipment to improve access and ensure that attachments can be opened without switching browsers for select programs. Improve the usability of TEAMS. Make sure the firewall is sufficient to protect district information. Increase the number of computers for student use. Provide smart boards for math teachers. Use technology to gather and compile student data rather than having teachers do it manually.
 - Rework common assessments so they correlate with the curriculum and are better aligned with student levels. Review answers for accuracy and clarity.
 - Eliminate the academic coach position and return those teachers to the classroom at least part time. This will reduce class sizes and redirect those resources to direct instruction. Have coaches serve as department heads to save money and minimize redundancy.
 - Update the curriculum guide to make it easier to follow, reduce attachments, and reduce the number of copies needed thereby reducing paper costs. Have materials ready and teachers trained at the beginning of the year. Provide more funding for classroom supplies and materials. Solicit teacher input; balance classes to level out workload and the number of at-risk students in each class.
 - Conduct a pay study based on market information, update pay scales, and implement the system fairly in all departments.
 - Review job descriptions for teachers, campus clerical staff, and diagnosticians to make sure they are up to date, accurate, and the workload is balanced and realistic. Require academic supervision experience for all levels of superintendents. Make sure that hiring is consistent with requirements for trade licenses as well as for academic certifications.
 - Reduce announcements to once in the morning and again just before dismissal. Don’t mix student announcement with faculty and staff announcements. Send faculty and staff announcements by e-mail and mark critical or urgent e-mail to prevent them from getting lost in the volume received each day. Don’t send paper copies if an e-mail has already been sent.

- Provide more staff development about special education for regular classroom teachers and find more appropriate materials for special education students. The special education department should take a proactive role in measuring the effectiveness of inclusion. Be timelier in writing goals.
- Provide more training programs addressing bullying and other social issues. Develop a mentoring program for school leaders. Provide staff development at the middle school level for assistant principals.
- Develop uniform, districtwide procedures and apply them consistently from campus to campus to facilitate work flows. Streamline existing processes to eliminate duplication of effort.
- Send only one person involved from each campus to a meeting or training and have them report back to the others.
- Conduct an aggressive public relations campaign to highlight the achievements of the district, its students, and its employees.
- Recognize the achievements of support departments on the Web site.

Appendix

El Paso ISD Employee Opinion Survey 2011

Please enter the access code then click "next" to start the survey.	
---	--

1.	Job Type
	<input type="radio"/> Teacher
	<input type="radio"/> Other Campus Professional (Counselor, Librarian, Nurse, Diagnostician, Speech Language Pathologist, etc.)
	<input type="radio"/> Instructional Aide
	<input type="radio"/> Campus Administrator
	<input type="radio"/> District Administrator
	<input type="radio"/> Other District Level Professional
	<input type="radio"/> Clerical/Office
	<input type="radio"/> Auxiliary Support (Food Service, Transportation, Custodian, Maintenance, Police, etc.)

2.	Work Location
	<input type="radio"/> Elementary School
	<input type="radio"/> Middle School
	<input type="radio"/> High School
	<input type="radio"/> Districtwide School
	<input type="radio"/> Administration Buildings (Education Center, Professional Development Center, Fine Arts, Risk Management, Special Populations)
	<input type="radio"/> Operations Buildings (Food Service, Transportation, Custodian, Maintenance, Warehouse, etc.)

3.	At which elementary school do you work?
	<input type="radio"/> About Face
	<input type="radio"/> Alta Vista Elementary School
	<input type="radio"/> Aoy Elementary School
	<input type="radio"/> Barron Elementary School
	<input type="radio"/> Beall Elementary School
	<input type="radio"/> Bliss Elementary School
	<input type="radio"/> Bond Elementary School
	<input type="radio"/> Bonham Elementary School
	<input type="radio"/> Bradley Elementary School
	<input type="radio"/> Burleson Elementary School
	<input type="radio"/> Burnet Elementary School
	<input type="radio"/> Cielo Vista Elementary School
	<input type="radio"/> Clardy Elementary School
	<input type="radio"/> Clendenin Elementary School
	<input type="radio"/> Coldwell Elementary School
	<input type="radio"/> Collins Elementary School
	<input type="radio"/> Cooley Elementary School
	<input type="radio"/> Crockett Elementary School
	<input type="radio"/> Crosby Elementary School
	<input type="radio"/> Douglass Elementary School
	<input type="radio"/> Dowell Elementary School
	<input type="radio"/> Fannin Elementary School
	<input type="radio"/> Green Elementary School
	<input type="radio"/> Guerrero Elementary School

3.	At which elementary school do you work?
	<input type="radio"/> Hart Elementary School
	<input type="radio"/> Hawkins Elementary School
	<input type="radio"/> Herrera Elementary School
	<input type="radio"/> Hillside Elementary School
	<input type="radio"/> Hughey Elementary School
	<input type="radio"/> Johnson Elementary School
	<input type="radio"/> Kohlberg Elementary School
	<input type="radio"/> Lamar Elementary School
	<input type="radio"/> Lee Elementary School
	<input type="radio"/> Logan Elementary School
	<input type="radio"/> Lundy Elementary School
	<input type="radio"/> Macarthur Elementary School
	<input type="radio"/> Mesita Elementary School
	<input type="radio"/> Milam Elementary School
	<input type="radio"/> Moreno Elementary School
	<input type="radio"/> Moye Elementary School
	<input type="radio"/> Newman Elementary School
	<input type="radio"/> Nixon Elementary School
	<input type="radio"/> Park Elementary School
	<input type="radio"/> Polk Elementary School
	<input type="radio"/> Powell Elementary School
	<input type="radio"/> Putnam Elementary School
	<input type="radio"/> Rivera Elementary School
	<input type="radio"/> Roberts Elementary School
	<input type="radio"/> Rusk Elementary School
	<input type="radio"/> Schuster Elementary School
	<input type="radio"/> Stanton Elementary School
	<input type="radio"/> Tippin Elementary School
	<input type="radio"/> Tom Lea Elementary School
	<input type="radio"/> Travis Elementary School
	<input type="radio"/> Vilas Elementary School
	<input type="radio"/> Western Hills Elementary School
	<input type="radio"/> Whitaker Elementary School
	<input type="radio"/> Zach White Elementary School
	<input type="radio"/> Zavala Elementary School

4.	At which middle school do you work?
	<input type="radio"/> Armendariz Middle School
	<input type="radio"/> Bassett Middle School
	<input type="radio"/> Brown Middle School
	<input type="radio"/> Canyon Hills Middle School
	<input type="radio"/> Charles Middle School
	<input type="radio"/> Guillen Middle School
	<input type="radio"/> Henderson Middle School
	<input type="radio"/> Hornedo Middle School
	<input type="radio"/> LaFarelle Middle School
	<input type="radio"/> Lincoln Middle School
	<input type="radio"/> MacArthur Middle School
	<input type="radio"/> Magoffin Middle School
	<input type="radio"/> Morehead Middle School
	<input type="radio"/> Richardson Middle School
	<input type="radio"/> Ross Middle School
	<input type="radio"/> Terrace Hills Middle School
	<input type="radio"/> Wiggs Middle School

5.	At which high school do you work?
	<input type="radio"/> Andress High School
	<input type="radio"/> Austin High School
	<input type="radio"/> Bowie High School
	<input type="radio"/> Burges High School
	<input type="radio"/> Chapin High School
	<input type="radio"/> Coronado High School
	<input type="radio"/> El Paso High School
	<input type="radio"/> Franklin High School
	<input type="radio"/> Franklin Ninth Grade Center
	<input type="radio"/> Irvin High School
	<input type="radio"/> Jefferson High School
	<input type="radio"/> Silva Health Magnet
	<input type="radio"/> Sunset High School
	<input type="radio"/> Telles Academy
	<input type="radio"/> Transmountain Early College HS

6.	At which districtwide school do you work?
	<input type="radio"/> Center Career & Technology Education
	<input type="radio"/> Delta Academy
	<input type="radio"/> San Jacinto Adult Learning Center
	<input type="radio"/> Schoolage Parent Center
	<input type="radio"/> Other Districtwide Campus

7.	Length of Employment at El Paso ISD
	<input type="radio"/> One year or less
	<input type="radio"/> 1 - 3 years
	<input type="radio"/> 4 - 9 years
	<input type="radio"/> 10 years or more

8.	Please indicate those factors that you value as most important to your personal job satisfaction (check all that apply).
	<input type="checkbox"/> Compensation and benefits
	<input type="checkbox"/> Feeling safe in the workplace
	<input type="checkbox"/> Job security
	<input type="checkbox"/> Work that is meaningful to me
	<input type="checkbox"/> Recognition for good work
	<input type="checkbox"/> Support from coworkers
	<input type="checkbox"/> Support from supervisors
	<input type="checkbox"/> Learning opportunities
	<input type="checkbox"/> Working conditions

Please indicate your level of agreement with the following statements.

9.	Job Satisfaction					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I like the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	On most days I feel good about what I have accomplished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand what is expected of me in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The work I do is meaningful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My job challenges me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend my campus or department to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend this district to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I plan to be working in the district two years from now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10.	Working Conditions					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	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 for my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel safe working in my building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel secure in my employment with this district.	<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"/>

11.	Compensation and Benefits					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	My pay is fair for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My pay is competitive with other districts in the area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The leave time provided to me is appropriate.	<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"/>

12.	Support from Coworkers					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	My coworkers maintain a supportive environment at work.	<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"/>
	I trust my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My team works well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13.	Support from Supervisor					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	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"/>
	I get the training I need to do my job 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 receive the support I need with problems on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor is open to suggestions for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My work is appreciated by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I trust my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.	District Communications					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I understand how my efforts contribute to the district's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district Web Site has useful information for employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures affecting my work are communicated clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district uses e-mail effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district shares important news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district provides a means of recognizing important accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with employee communications in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15.	Change in District Leadership					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I believe that the recent change in leadership is the right one for our district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I support the new direction the district is taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16.	Human Resource Department Support					
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	Staff in the HR department are courteous and respectful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HR staff are responsive to my calls or e-mails when I need assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HR policies, forms, and information I need are easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The HR staff protects confidential information about employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District HR staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Business Office Support						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	Staff in the business office are courteous and respectful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Business office staff are responsive to my calls or e-mails when I need assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Business office policies, forms, and information I need are easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District business office staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Technology Support						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I have the training and technical support I need to utilize available technology equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have access to reliable communication technology including phones and e-mail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have sufficient access to instructional technology including computers, software, and internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Maintenance and repairs on computer equipment are prompt and effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District technology staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Campus Environment						
		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	I am satisfied with employee communication 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 nutritious and tasty meals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have pride in the performance of my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel my opinions at work are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My campus principal is effective in leading my campus to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am treated fairly by my campus principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20.	Curriculum and Instruction Support	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	The instructional program in my school enables students to master the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have sufficient access to appropriate instructional resources and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand achievement standards and grading policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Curriculum objectives and materials are periodically reviewed with input from teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Resources are available to help teachers with enrichment, remediation, or acceleration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Teachers are challenged to be effective and have high expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Staff development provides teachers with useful knowledge and skills to accomplish instructional objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with services from paraprofessional support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with resources for teachers with special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21.	Student Discipline Support	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable/ No Opinion
	Our student code of conduct is consistently and fairly enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The principal provides leadership in setting and maintaining behavioral standards for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am given appropriate assistance to help resolve disciplinary problems in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22.	Comments
	<hr/> <hr/> <hr/> <hr/> <hr/>