

Staff Climate Survey

Results and Analysis

Ferndale School District
April 23 – May 14, 2013



*Serving the Communities of Ferndale, Lummi Island,
Custer, Lummi Reservation and North Bellingham.*

FERNDALE SCHOOLS

Overview

Ferndale School District surveyed staff around their strategic plan. Survey content included:

- Instructional Culture – Standards and Expectations, Student Achievement
- Professionalism and Morale
- Administrative Support – School and District
- Classroom Teaching
- Working with Vulnerable Students
- Technology Use in Instruction and Personal Use
- District Office Departments
- Facilities Improvement Planning
- Communications Improvement Planning

Emailed directly to participants, the survey was open from April 23 to May 14, 2013.

Background – Participation

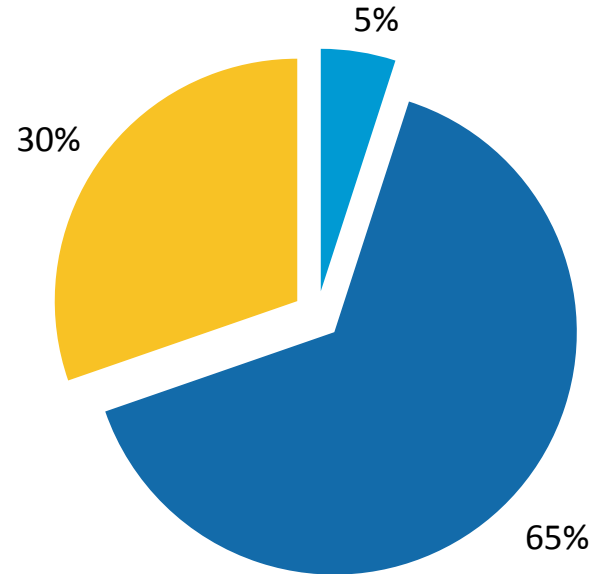
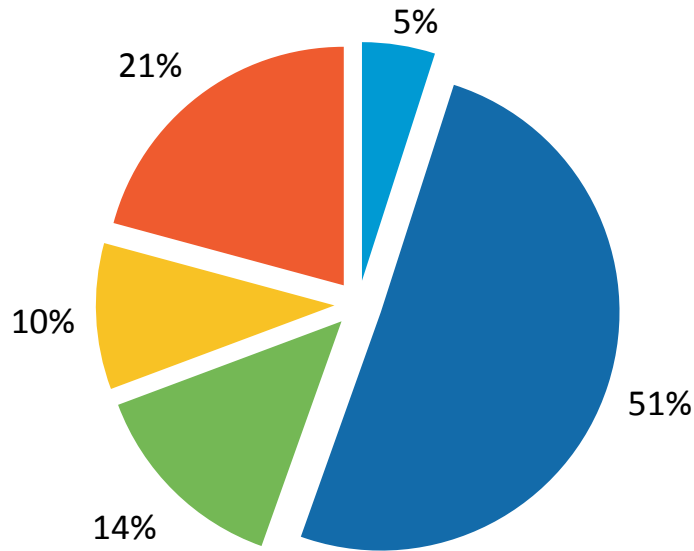
Survey Year	Number of Responses (N)	Max Possible Responses (Nmax)	Response Rate (N/Nmax)
2011	412	671	61%
2012	313	642	49%
2013	373	629	59%

Background – Participants

School/Location	Percent	School/Location	Percent	School/Location	Percent
Ferndale HS	22%	Mountain View ES	7%	Transportation	2%
Eagleridge ES	9%	Skyline ES	7%	Food Services	1%
Vista MS	9%	Horizon MS	7%	Maintenance/ Custodial	1%
Cascadia ES	7%	Central Office	6%	Beach ES	1%
Central ES	7%	Other	5%	Food Service	0%
Custer ES	7%	Windward HS	3%		

Staff Roles

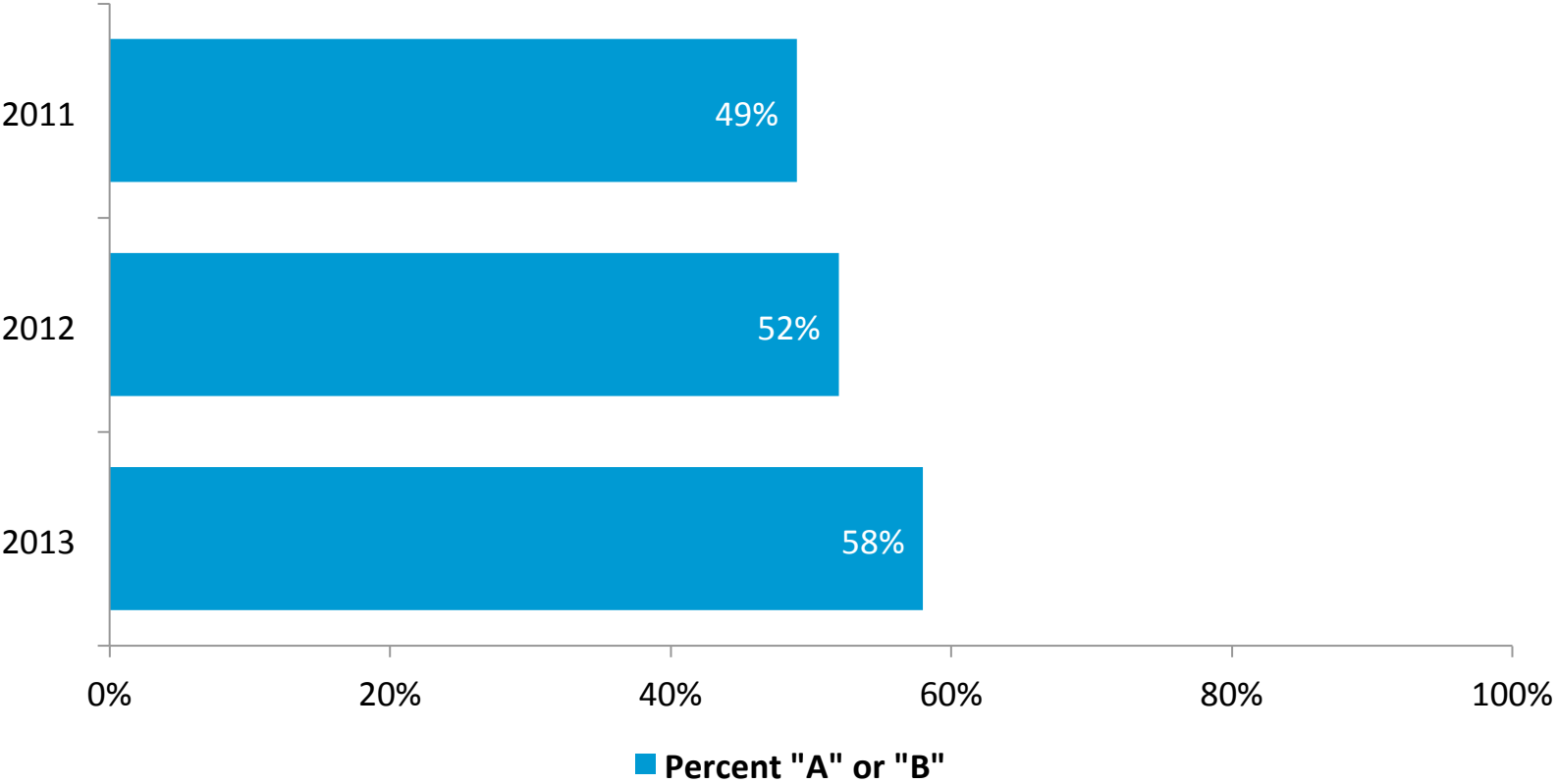
I am a(n):



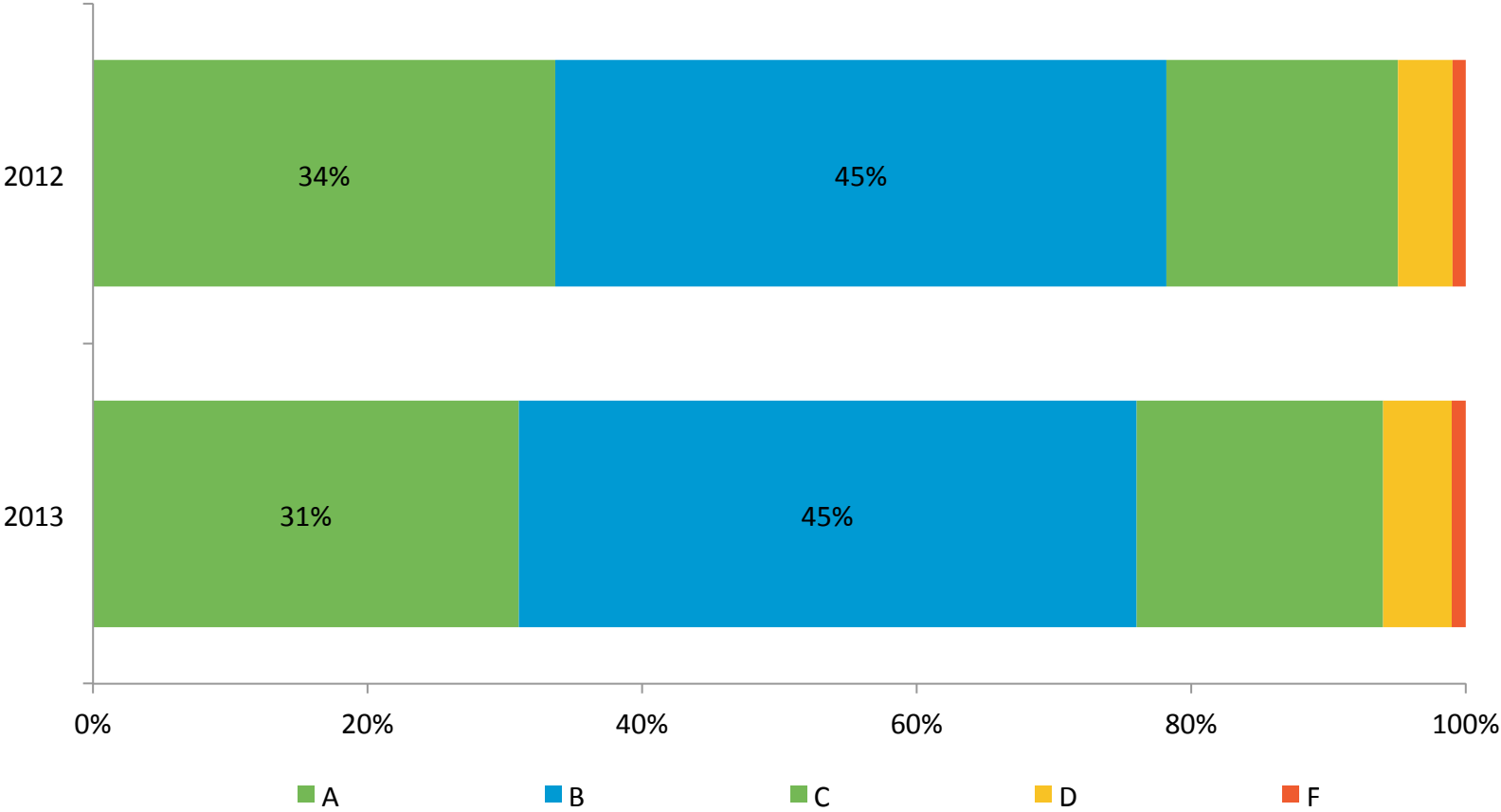
- Administrator
- Classroom Teacher
- Instructional Paraprofessional
- Other Certified Staff (counselor, nurse, speech pathologist)
- Other Classified Staff (prof-tech, bus driver, maintenance worker, food service worker)

- Administrator
- Instructional Staff
- Other Classified & Certified Staff

Overall Grade



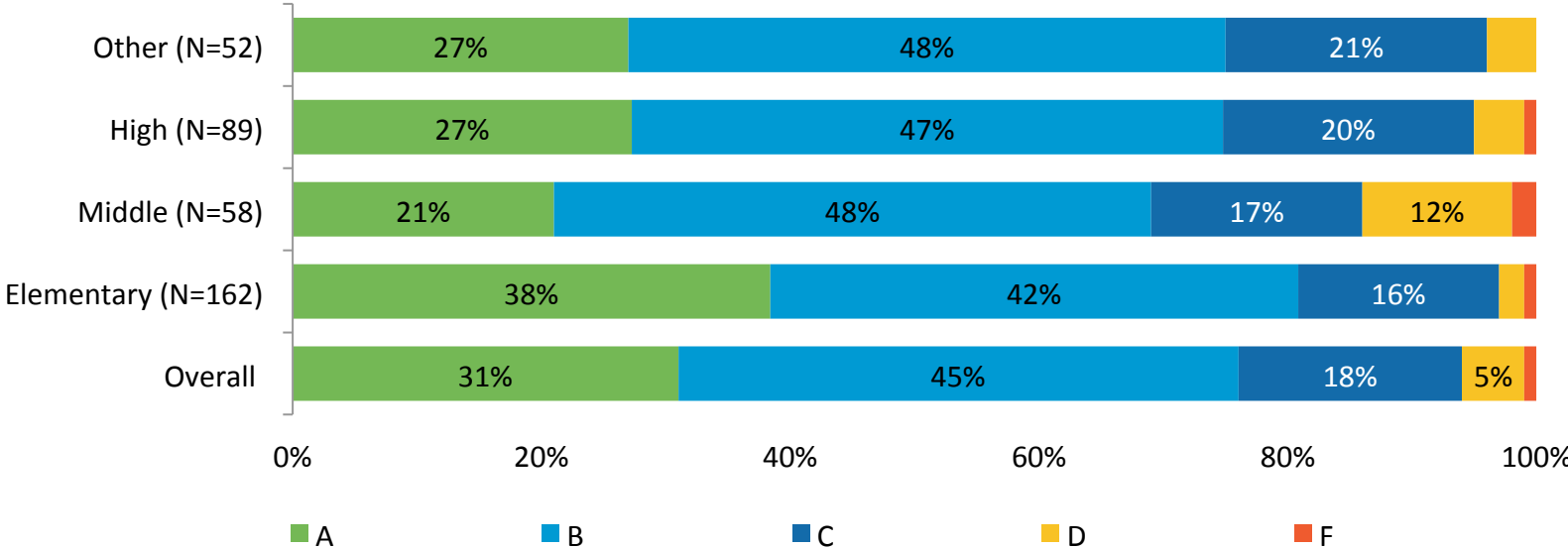
Overall Satisfaction with School/Location



Main Findings

At least 2 out of 3 participants gave schools an A or B.

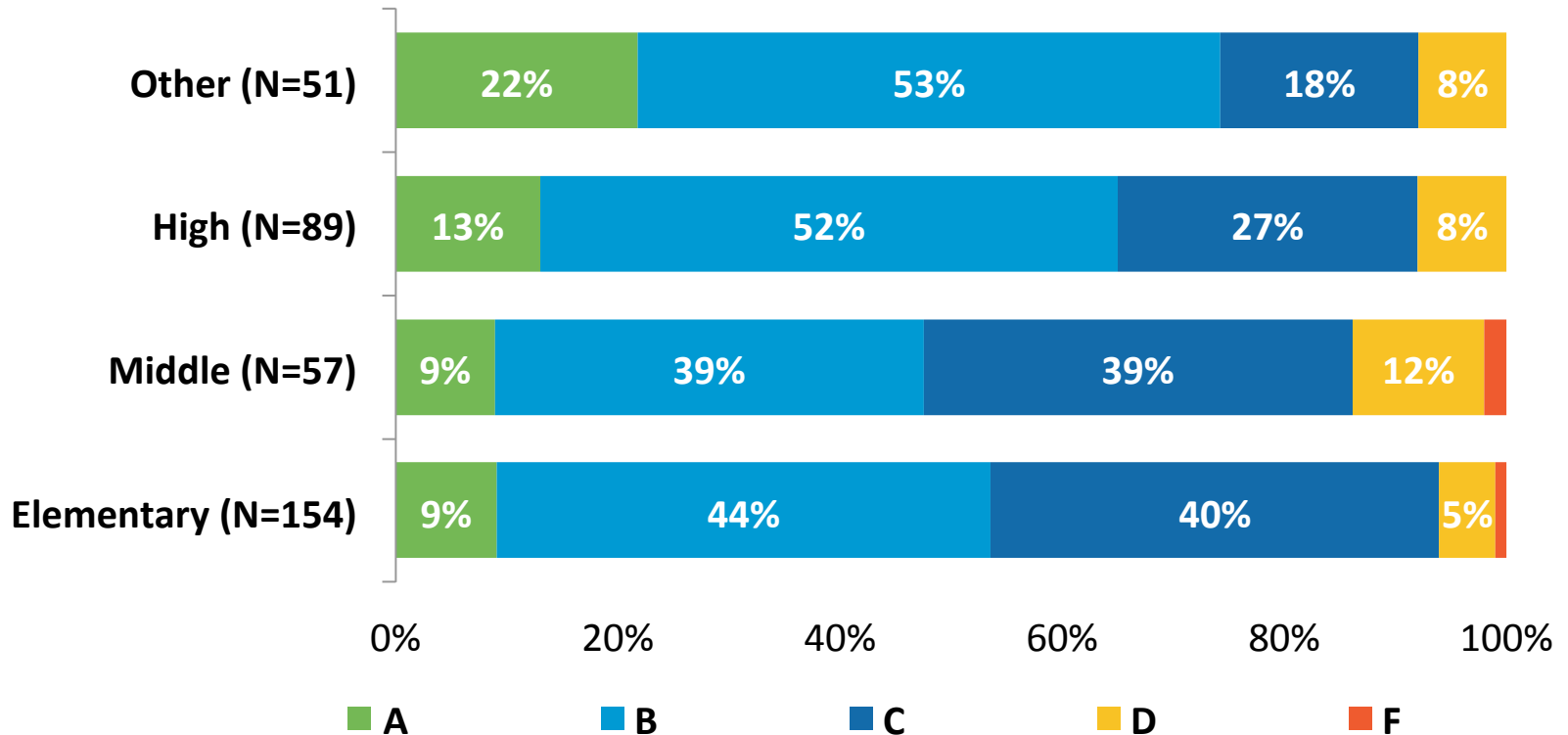
- Between 69% and 92% of participating staff gave their school/location an A or B.
- A greater share of elementary than other participating staff gave their schools an A.
- A smaller share of middle school than other participating staff gave their schools or locations an A or B.



Note: Percentages less than 5% are not shown.

Views of the district were more mixed.

- Between 48% and 75% of participating staff gave the district an A or B.
- A greater share of other classified and certified participants than school-based participants gave the district an A or B.



Note: Percentages less than 5% are not shown.

Results

Standards & Expectations (Q1)

Between 44% and 100% of participating staff at any school level or location had positive views of statements in this topic area.

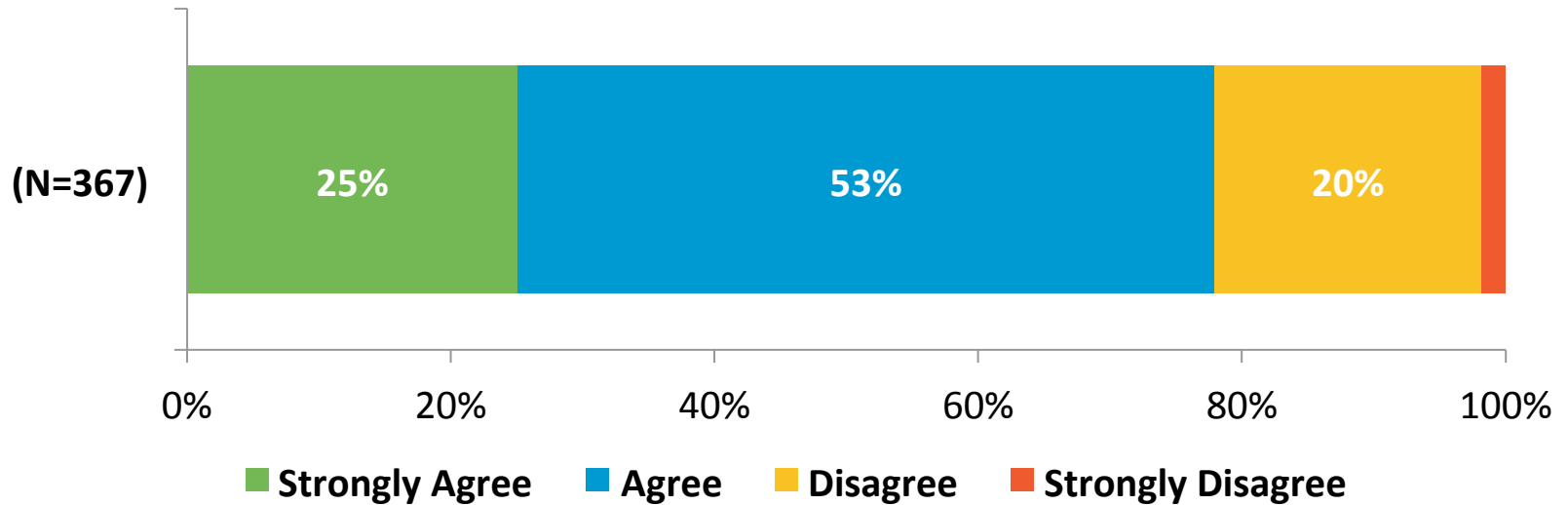
	Elementary (N=161)	Middle (N=55)	High (N=86)	Other (N=49)
	Percent "Strongly Agree" or "Agree"			
I believe every student can learn.	99%	98%	98%	100%
I believe the instructional program in my school/this district is challenging.	97%	91%	86%	90%
I believe quality work is expected of all students at my school/this district.	88%	71%	76%	77%
I believe quality work is expected of all the adults working at my school/this district.	85%	81%	76%	80%
I believe my school/this district provides an atmosphere where every student can succeed.	81%	71%	78%	79%

Standards & Expectations (Q1), *continued*

In general, middle school participants had less positive views than did participants at other school levels and locations.

	Elementary (N=161)	Middle (N=55)	High (N=86)	Other (N=49)
	Percent “Strongly Agree” or “Agree”			
I believe the vision for my school/this district is clear.	76%	52%	75%	71%
I believe we have an action plan in place which can get us to our vision.	72%	44%	73%	67%
I believe the vision for my school/this district is shared by most staff.	71%	54%	74%	60%
I believe my school/this district has a good public image.	60%	57%	72%	73%

3 out of 4 participants viewed standards & expectations favorably.



Note: Percentages less than 5% are not shown.

Instructional Culture (Q2)

Between 64% and 100% of participants at any school level or location had positive beliefs about statements in this topic area.

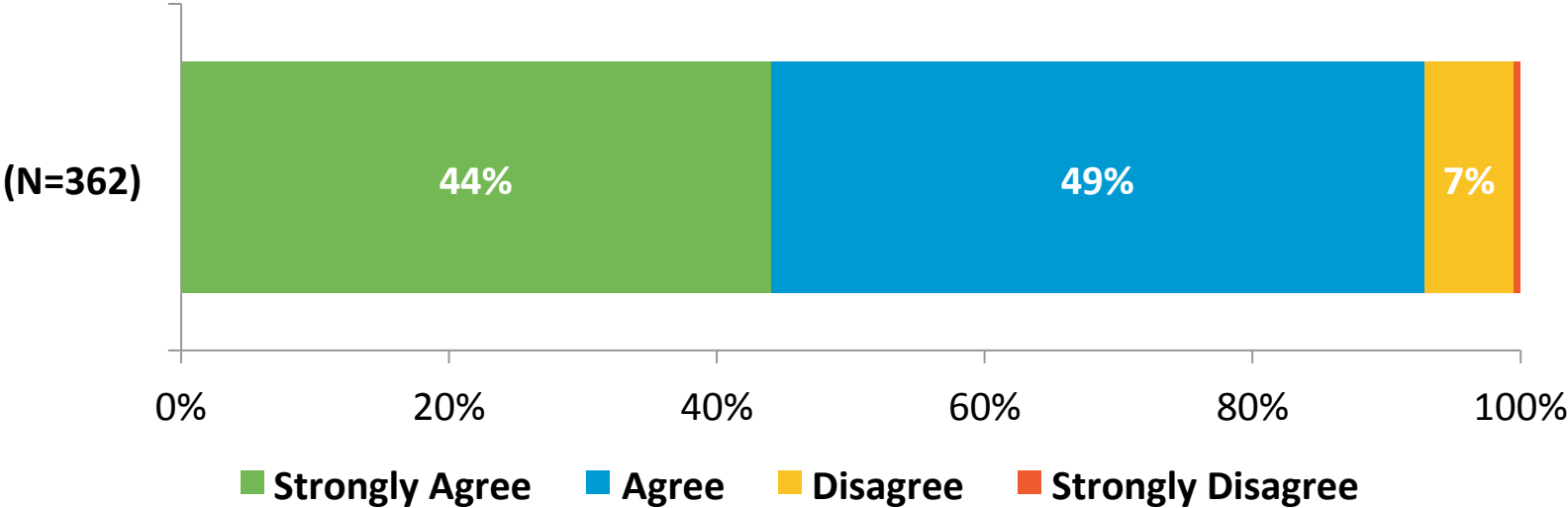
	Elementary (N=159)	Middle (N=57)	High (N=87)	Other (N=49)
	Percent “Strongly Agree” or “Agree”			
I believe student achievement can increase through effective parent involvement.	100%	100%	100%	100%
I believe student achievement can increase through differentiating instruction.	99%	100%	95%	96%
I believe student achievement can increase through providing a threat-free environment.	99%	100%	97%	100%
I believe student achievement can increase through teacher use of student achievement data.	98%	88%	89%	94%
I believe student achievement can increase through close personal relationships between students and teachers.	98%	98%	98%	94%

Instructional Culture (Q2), *continued*

Across school levels and locations, participating staff had the most positive beliefs about parent involvement increasing student achievement and the least positive beliefs about state assessments increasing student achievement.

	Elementary (N=159)	Middle (N=57)	High (N=87)	Other (N=49)
	Percent "Strongly Agree" or "Agree"			
I believe student achievement can increase through effective professional development related to our goals.	96%	98%	91%	92%
I believe student achievement can increase through continuous improvement of every teacher's instructional practice.	96%	100%	97%	98%
I believe student achievement can increase through using student data folders and/or otherwise involving students in tracking their own progress.	95%	90%	88%	94%
I believe student achievement can increase through the use of computers.	89%	83%	74%	84%
I believe student achievement can increase through using ongoing student assessments related to state standards.	82%	66%	64%	70%

9 out of 10 participants had positive instructional culture beliefs.



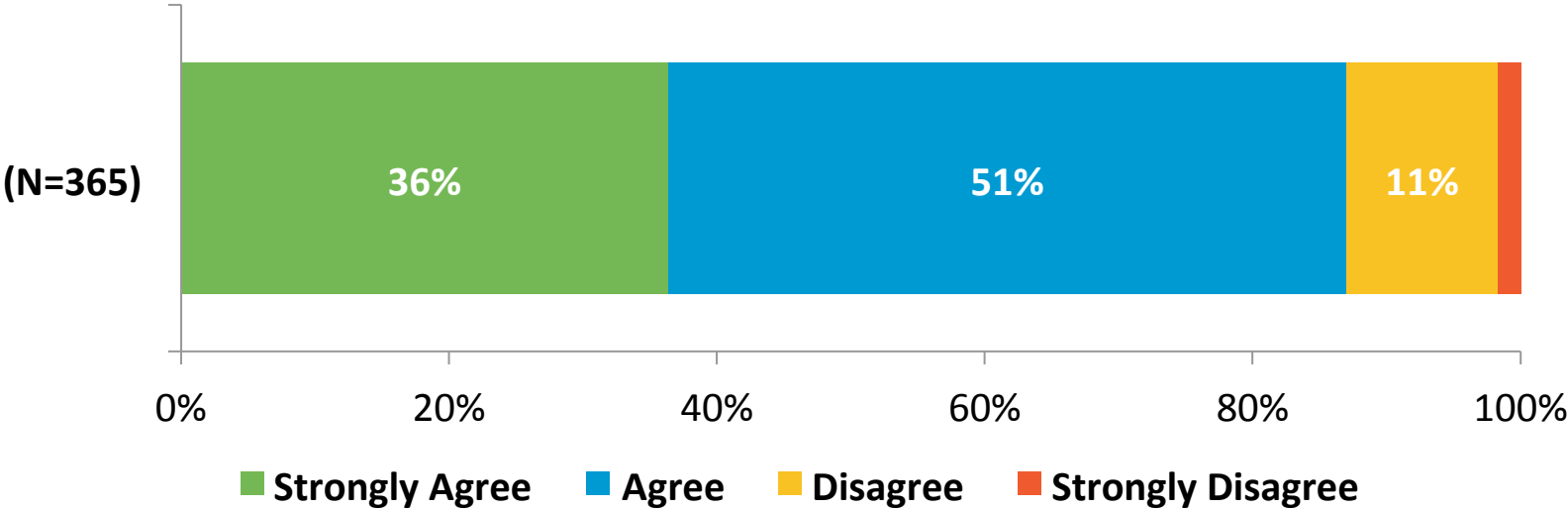
Note: Percentages less than 5% are not shown.

Professionalism (Q3)

Between 65% and 97% of participating staff at any school level or location had positive views of the professionalism of their immediate work environment.

	Elementary (N=160)	Middle (N=58)	High (N=88)	Other (N=52)
	Percent “Strongly Agree” or “Agree”			
I know what the expectations are for my job.	96%	84%	97%	90%
I feel the people I work with care about me.	93%	95%	91%	88%
I have the opportunity to develop my skills.	89%	71%	83%	77%
I work with people who treat me with respect.	88%	93%	94%	92%
I feel recognized for good work.	82%	69%	73%	65%

9 out of 10 participants viewed professionalism favorably.



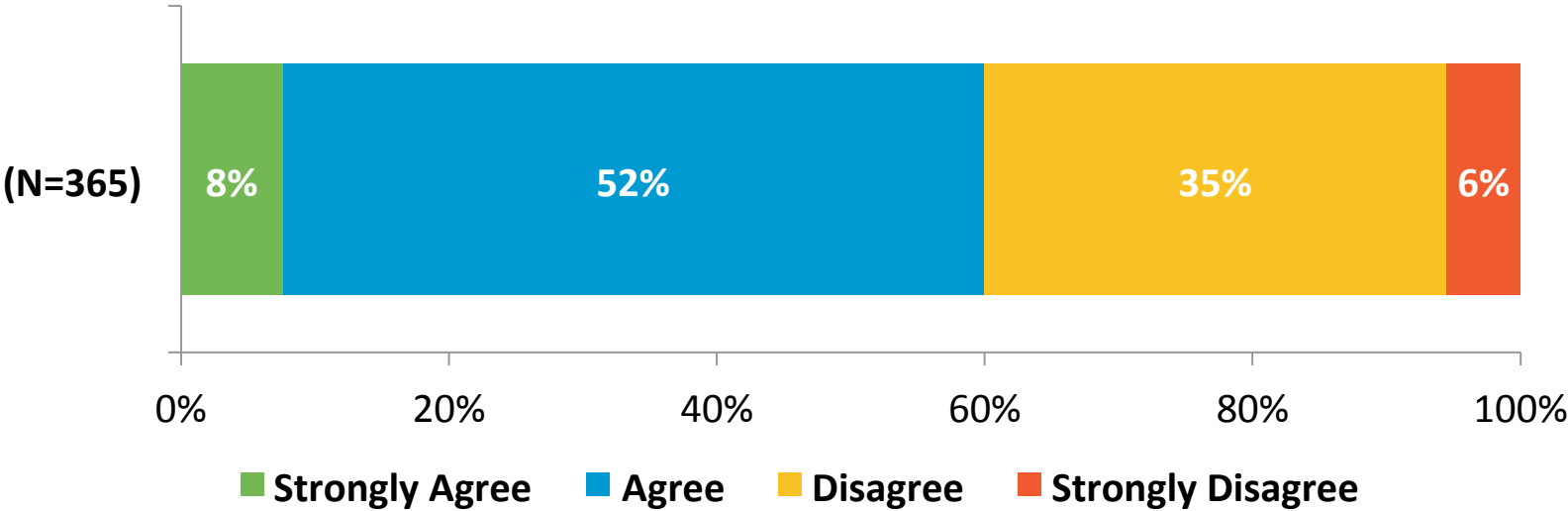
Note: Percentages less than 5% are not shown.

Morale (Q4)

Between 34% and 77% of participating staff at any school level or location reported positive morale in their immediate work environment.

	Elementary (N=149)	Middle (N=56)	High (N=83)	Other (N=47)
	Percent “Strongly Agree” or “Agree”			
Morale is high on the part of administrators.	77%	58%	76%	70%
Morale is high on the part of students.	72%	61%	68%	74%
Morale is high on the part of support staff.	45%	41%	64%	50%
Morale is high on the part of teachers.	42%	34%	66%	57%

3 out of 5 participants reported positive morale.



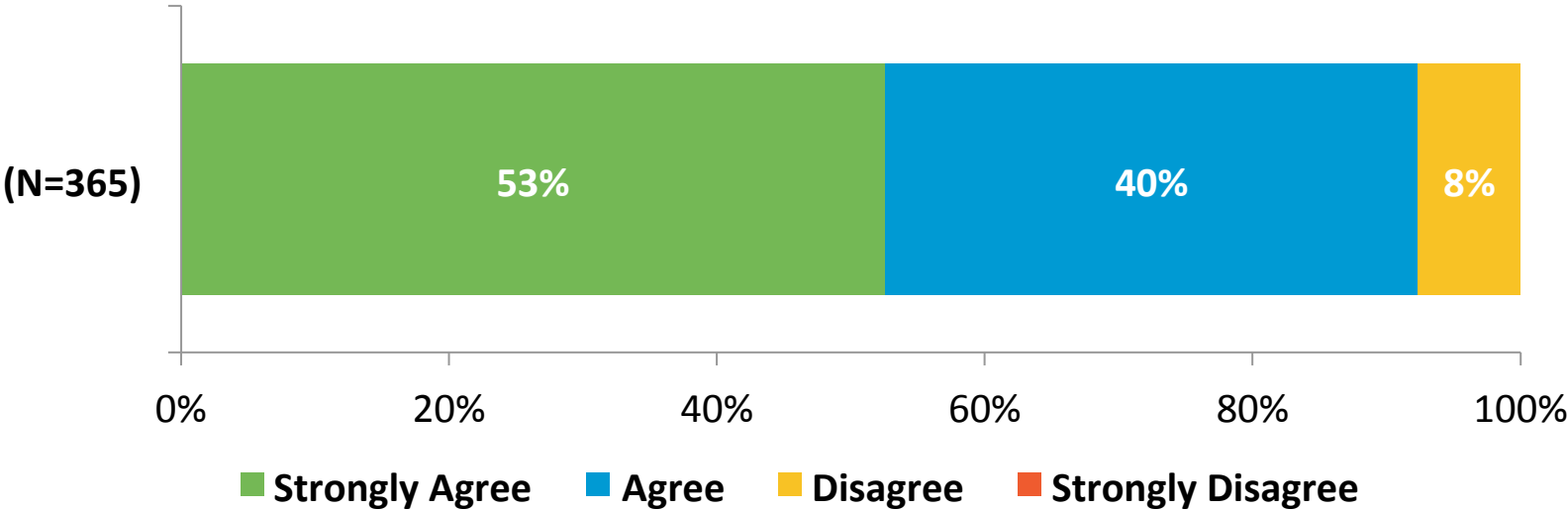
Concerns Specific to School Administrative & Instructional Staff

Support by District Administrators (Q10)

Between 82% and 100% of **school administrators** had positive views of statements related to district administrative support.

	Percent "Strongly Agree" or "Agree"
The district administrators treat me with respect.	100%
The district administrators allow me to be an effective leader.	100%
The district administrators are effective instructional leaders.	94%
The district administrators support me in running my school.	94%
The district administrators facilitate communication effectively.	88%
The district administrators model continuous improvement.	88%
The district administrators support shared decision-making.	82%

9 out of 10 participants had positive views of district support.



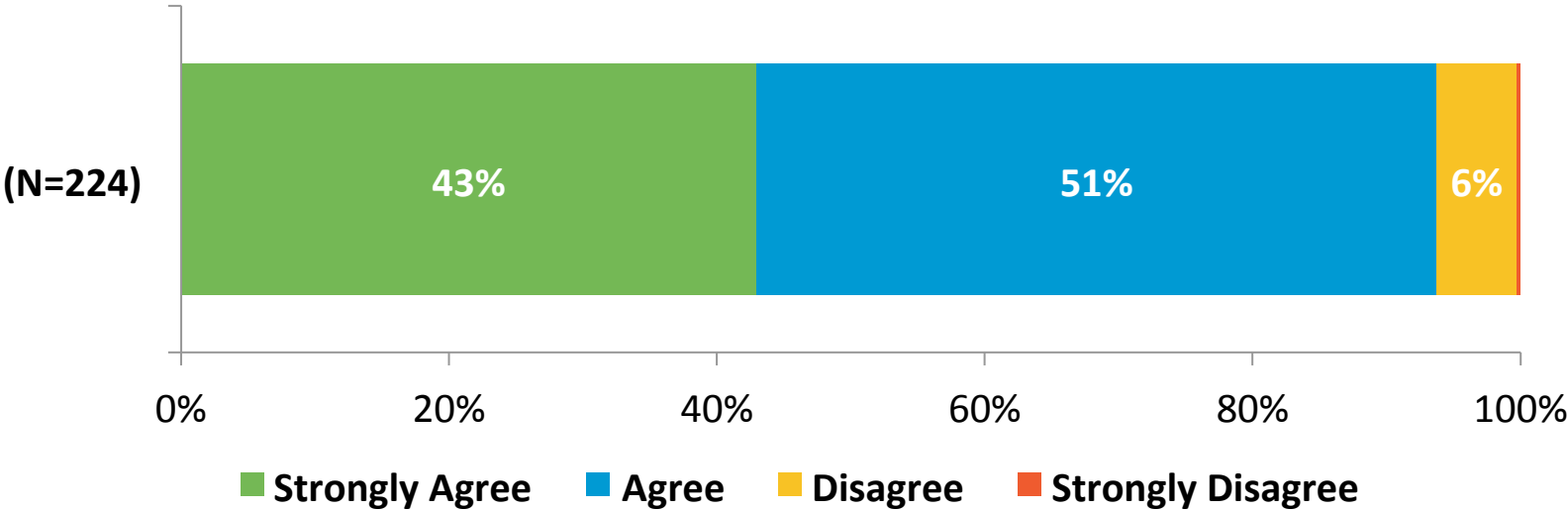
Note: Percentages less than 5% are not shown.

Classroom Teaching (Q11)

Between 69% and 100% of participating **instructional staff** at any school level had positive views of classroom teaching.

	Elementary (N=108)	Middle (N=42)	High (N=59)
	Percent "Strongly Agree" or "Agree"		
I love to teach/support teaching.	100%	98%	100%
Learning is fun in my classroom.	99%	93%	98%
I support the use of an instructional framework to guide my instruction.	99%	100%	97%
Student learning outcomes for my class(es) are clear to me.	97%	80%	98%
I teach to the state grade level expectations.	97%	95%	93%
Teachers in this school communicate with each other to facilitate student learning across grades.	80%	79%	69%

9 out of 10 participants had positive views of teaching.



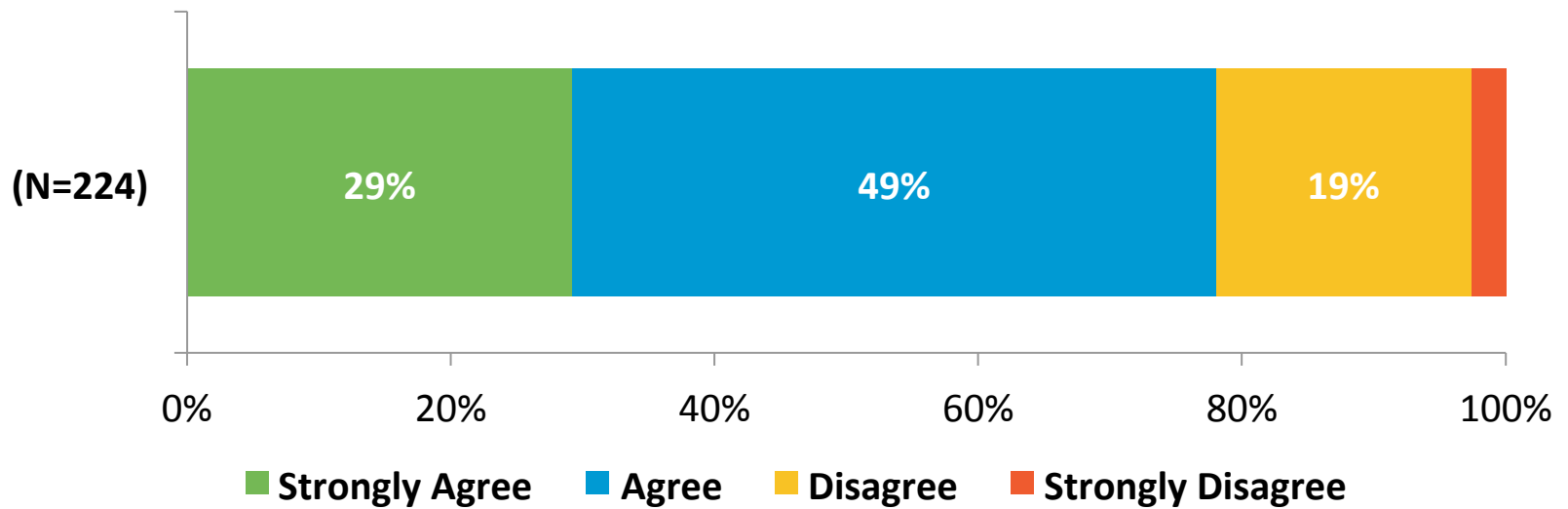
Note: Percentages less than 5% are not shown.

Working with Vulnerable Populations (Q12)

Between 43% and 95% of participating instructional staff at any school level had positive views of their ability to work with various groups of vulnerable students.

	Elementary (N=115)	Middle (N=44)	High (N=61)
	Percent "Strongly Agree" or "Agree"		
I feel that I am equipped to work effectively with ethnically/racially diverse students.	92%	87%	95%
I feel that I am equipped to work effectively with students who live in poverty.	89%	80%	89%
I feel that I am equipped to work effectively with low-achieving students.	89%	84%	77%
I feel that I am equipped to work effectively with special education students.	72%	73%	67%
I feel that I am equipped to work effectively with English language learners.	60%	43%	57%

8 out of 10 participants felt equipped to work with vulnerable students.



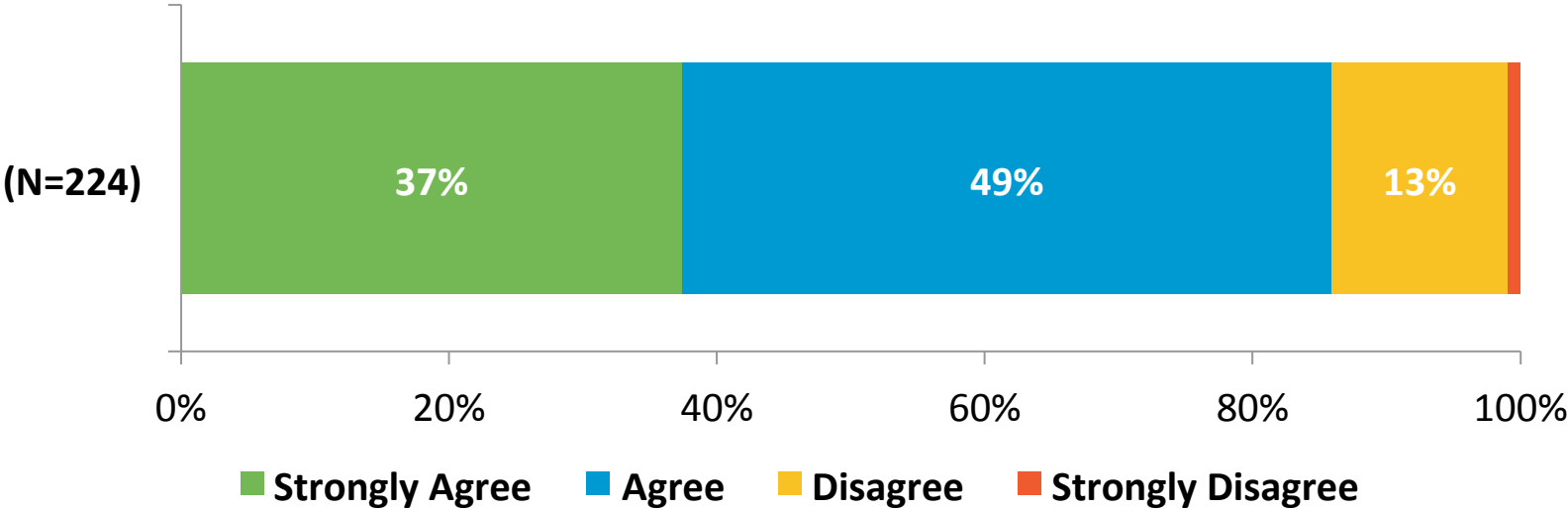
Note: Percentages less than 5% are not shown.

School Administrative Support (Q15)

Between 73% and 97% of participating certified and classified staff at any school level or location had positive views of school administrative support.

	Elementary (N=37)	Middle (N=11)	High (N=21)	Other (N=33)
	Percent "Strongly Agree" or "Agree"			
My administrators treat me with respect.	97%	82%	91%	94%
My administrators are effective instructional leaders.	92%	82%	86%	79%
My administrators support shared decision-making.	86%	91%	86%	81%
My administrators model continuous improvement.	86%	73%	91%	86%
My administrators facilitate communication effectively.	84%	82%	86%	76%
My administrators are always focused on what is best for students and their learning.	81%	82%	91%	92%
My administrators are effective in helping us reach our vision.	81%	91%	86%	82%

4 out of 5 participants viewed school administrators favorably.



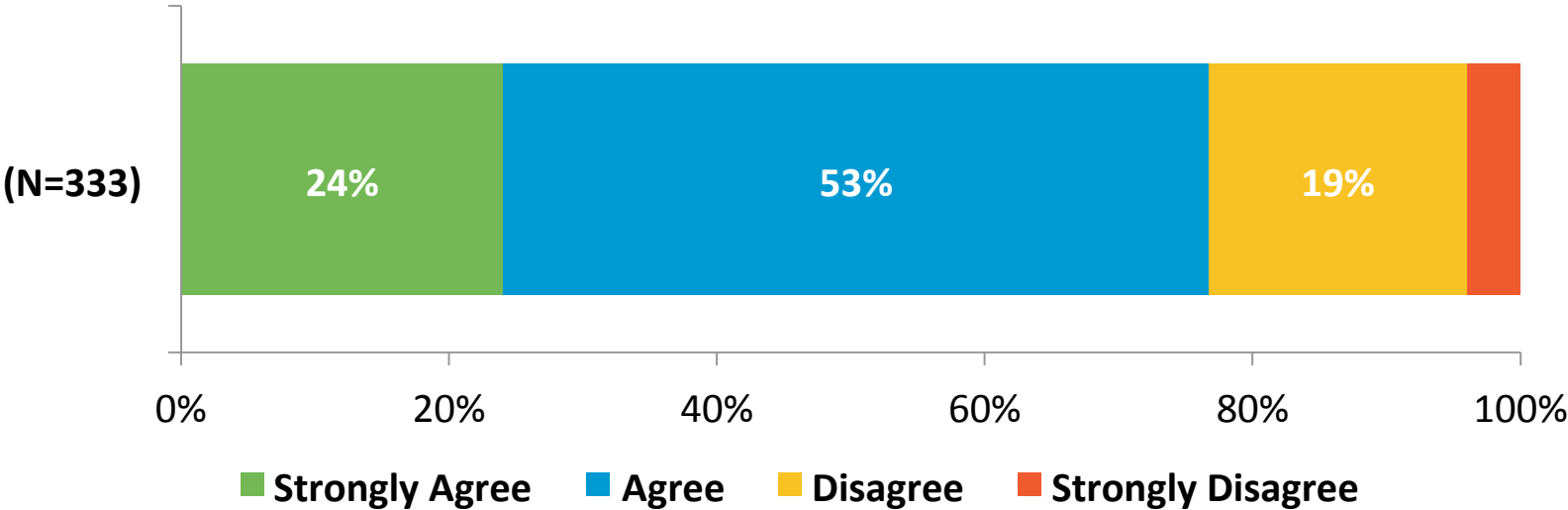
Note: Percentages less than 5% are not shown.

Support for Technology Implementation (Q18)

Between 41% and 96% of participating instructional and administrative staff at any school level or location viewed support for technology implementation favorably.

	Elementary (N=140)	Middle (N=49)	High (N=83)	Other (N=40)
	Percent "Strongly Agree" or "Agree"			
The district should continue to filter internet content to my students in such areas like YouTube and other video media.	96%	86%	68%	87%
This past school year (2012/13), the level of technology support provided by Northwest Technology met my expectations.	87%	74%	90%	65%
I have internet connectivity in all locations of my building and throughout the district as needed.	83%	87%	91%	93%
I believe student achievement would increase by increasing access to instructional technology.	80%	80%	76%	89%
I believe we should take advantage of student technology by implementing a Student Bring Your Own Device Program at the high school level.	71%	82%	66%	76%
This past school year (2012/13), the professional development opportunities for instructional technologies and tools met my goals.	53%	41%	54%	50%

3 out of 4 participants viewed technology implementation favorably.



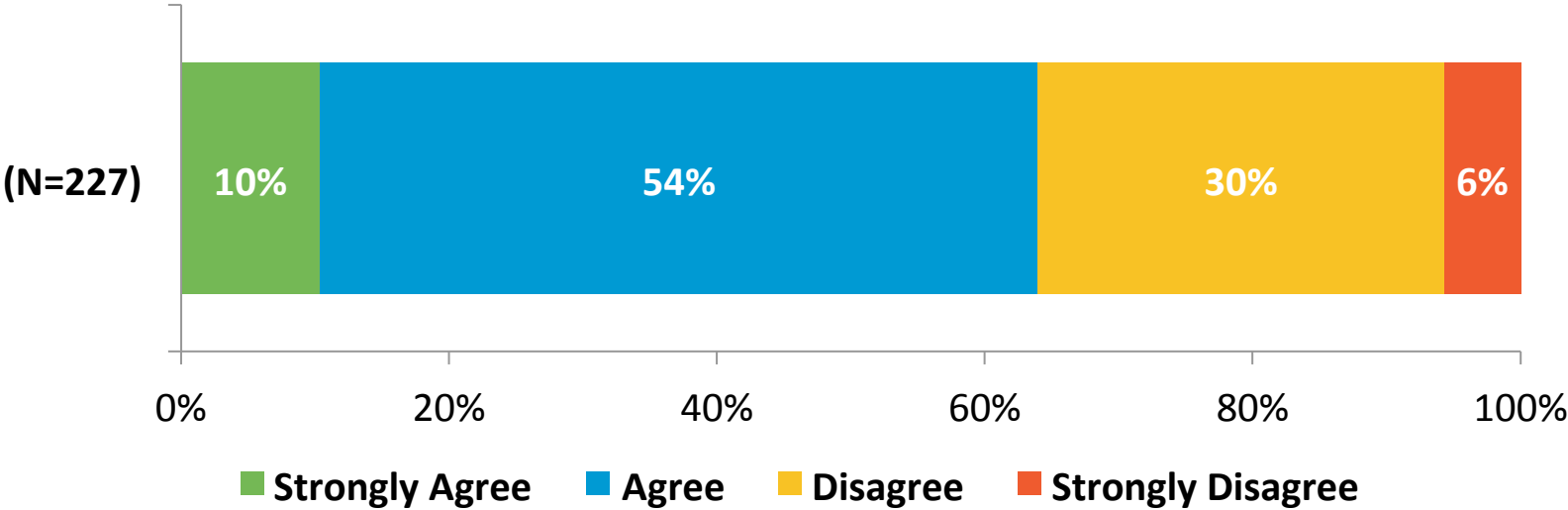
Note: Percentages less than 5% are not shown.

Instructional Technologies (Q20)

Between 44% and 91% of participating instructional and administrative staff at any school level or location had positive views of instructional technologies.

	Elementary (N=107)	Middle (N=44)	High (N=61)	Other (N=10)
	Percent "Strongly Agree" or "Agree"			
I am able to find appropriate web-based instructional resources for my students.	73%	80%	91%	80%
The district-installed applications are currently meeting my instructional needs.	64%	68%	69%	60%
I depend primarily on district-installed applications to enhance my classroom learning activities.	62%	61%	55%	70%
The greatest instructional resources to my students are web-based resources.	44%	48%	57%	82%

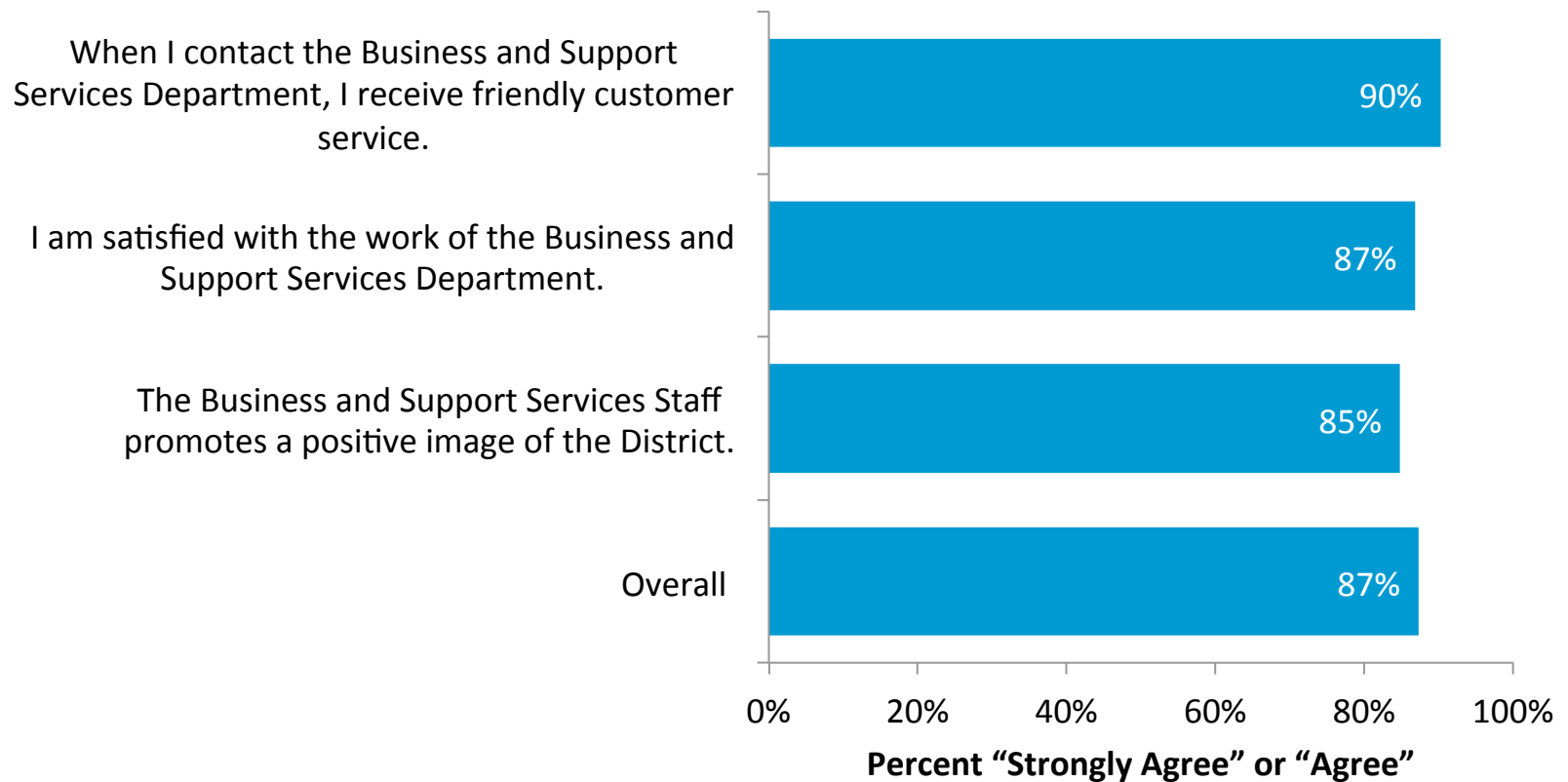
3 out of 5 participants had positive views of instructional technologies.



District Office Departments

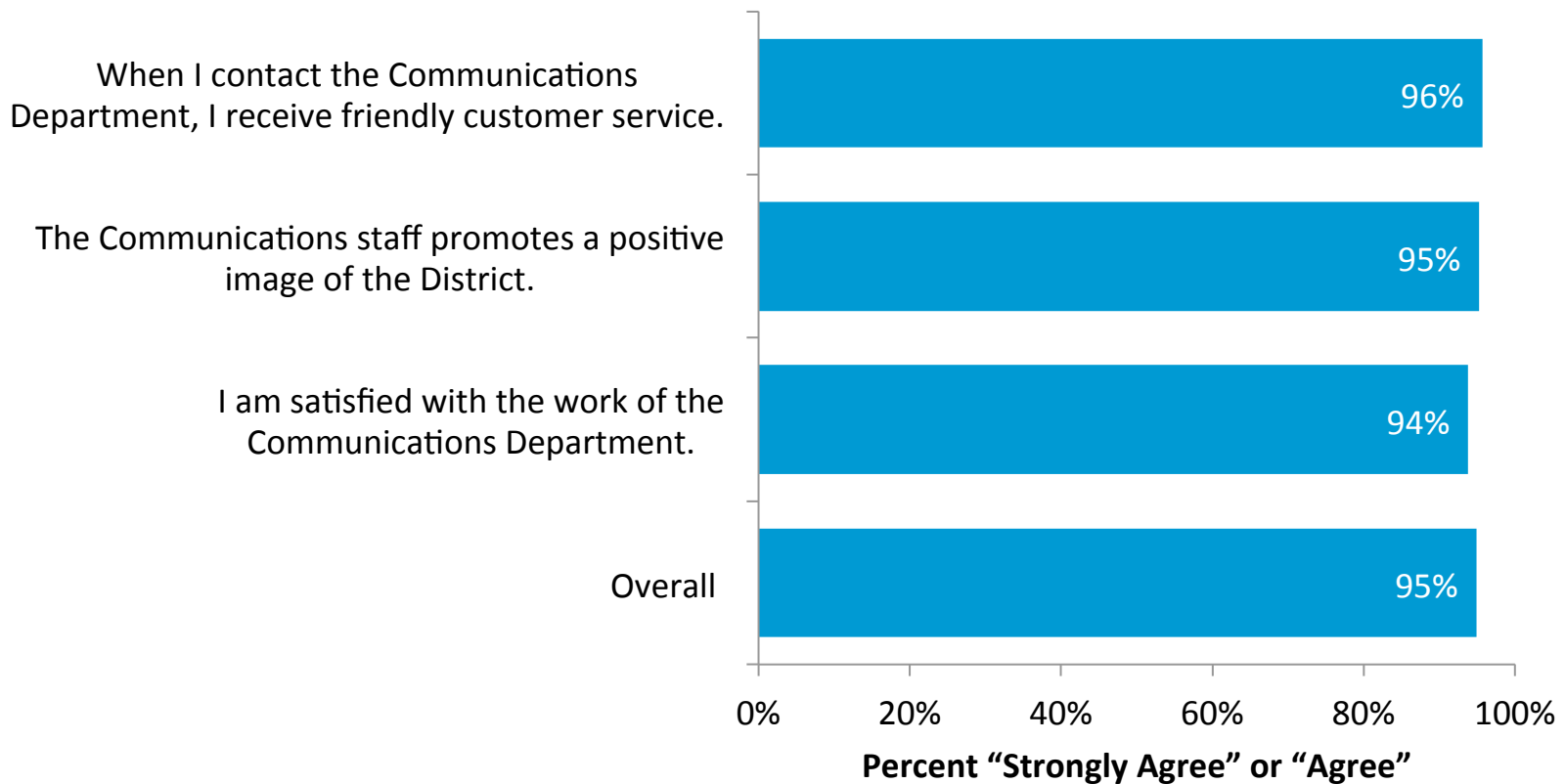
Business & Support Services Department

Between 85% and 90% of participants were satisfied with this department.



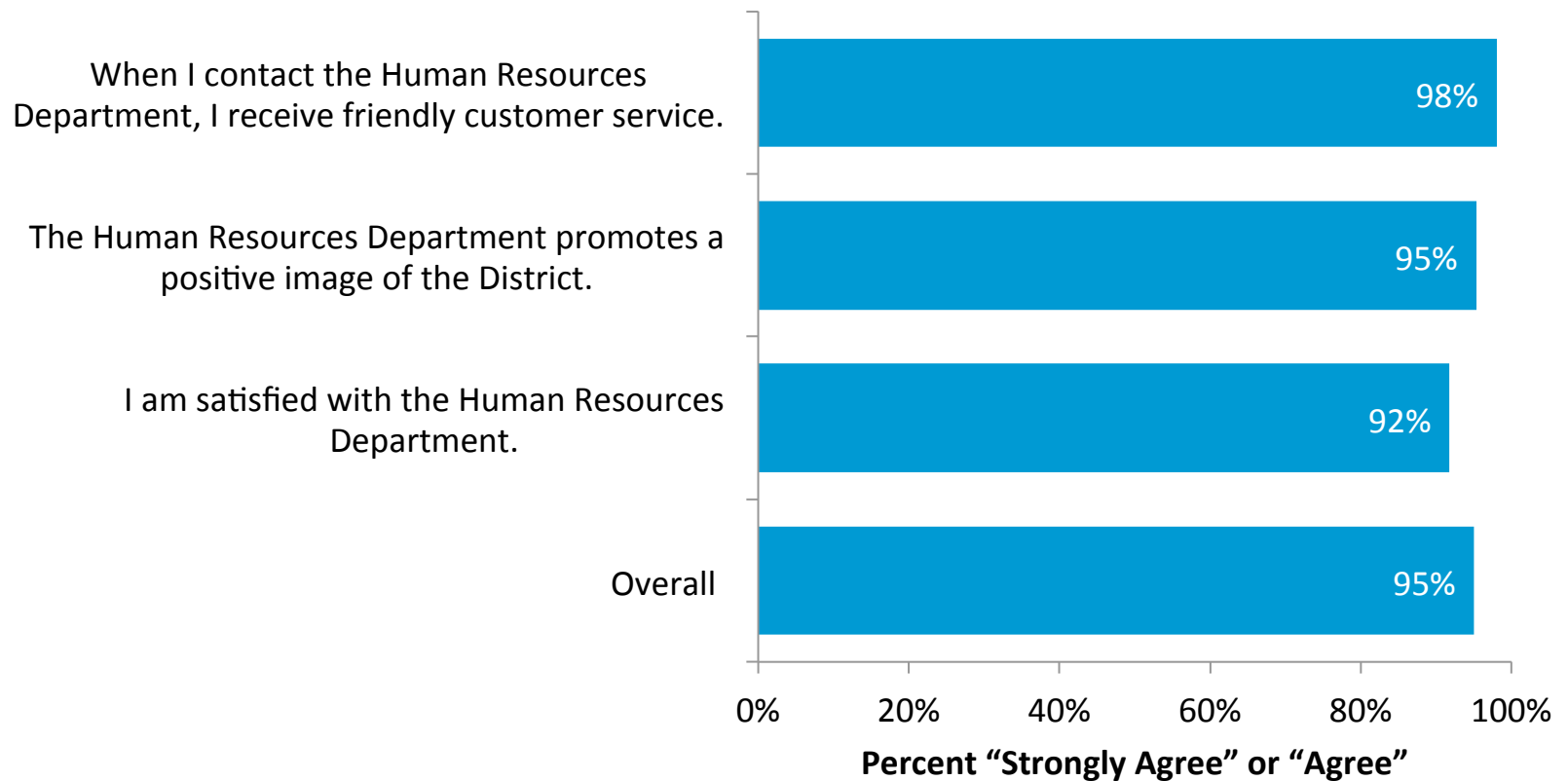
Communications Department

Between 94% and 96% of participants were satisfied with this department.



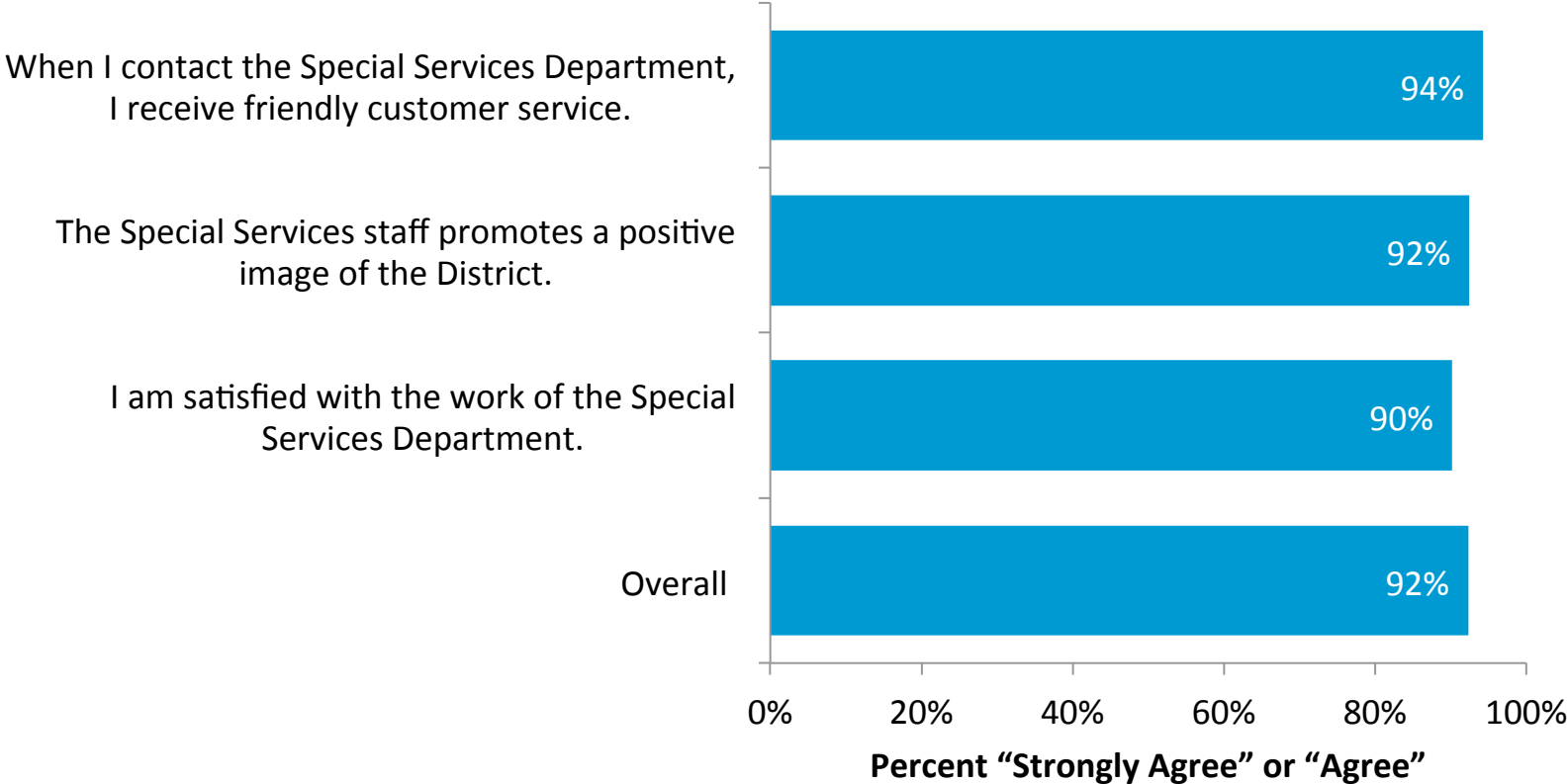
Human Resources Department

Between 92% and 98% of participants were satisfied with this department.



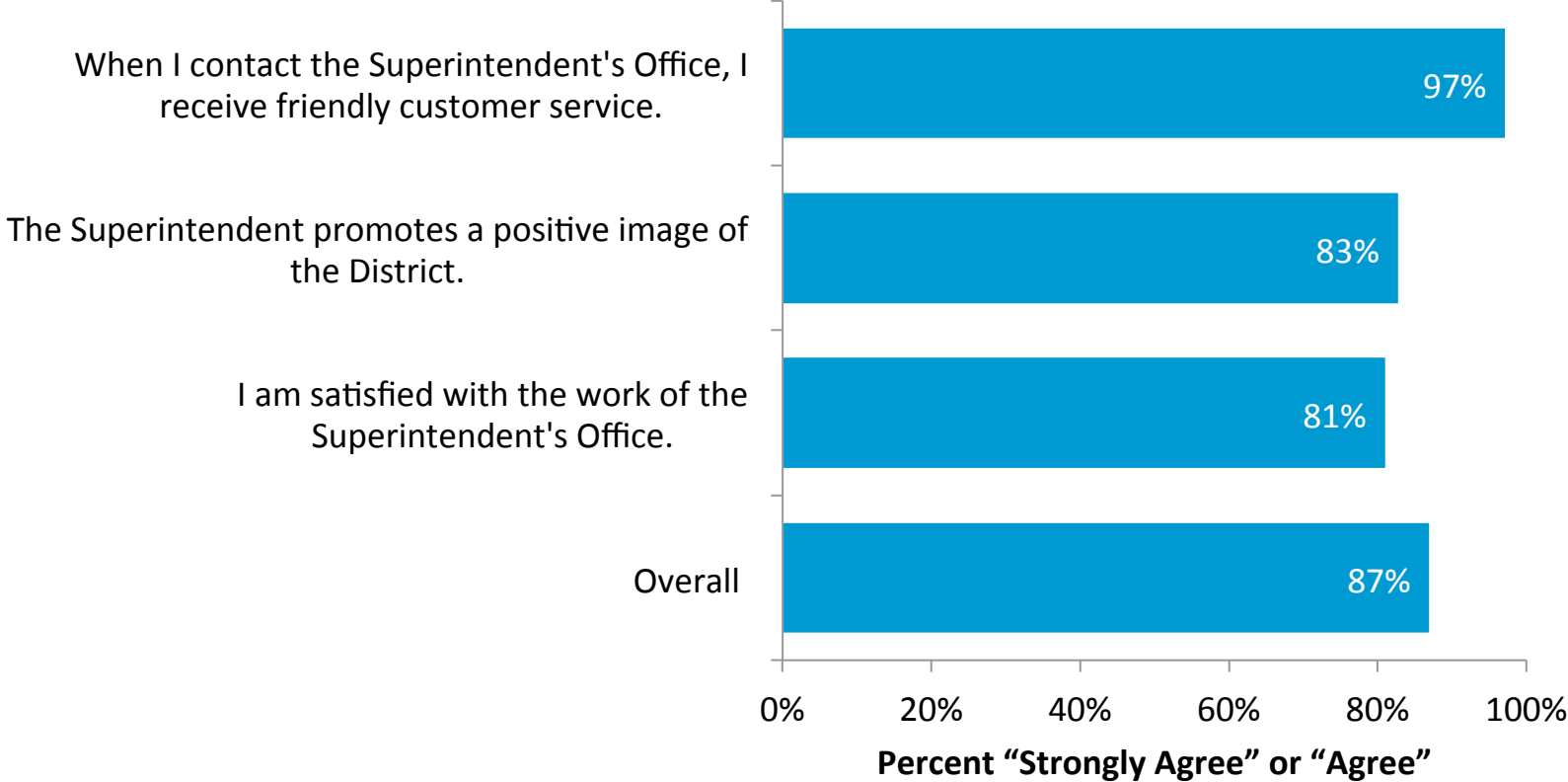
Special Services Department

Between 90% and 94% of participants were satisfied with this department.



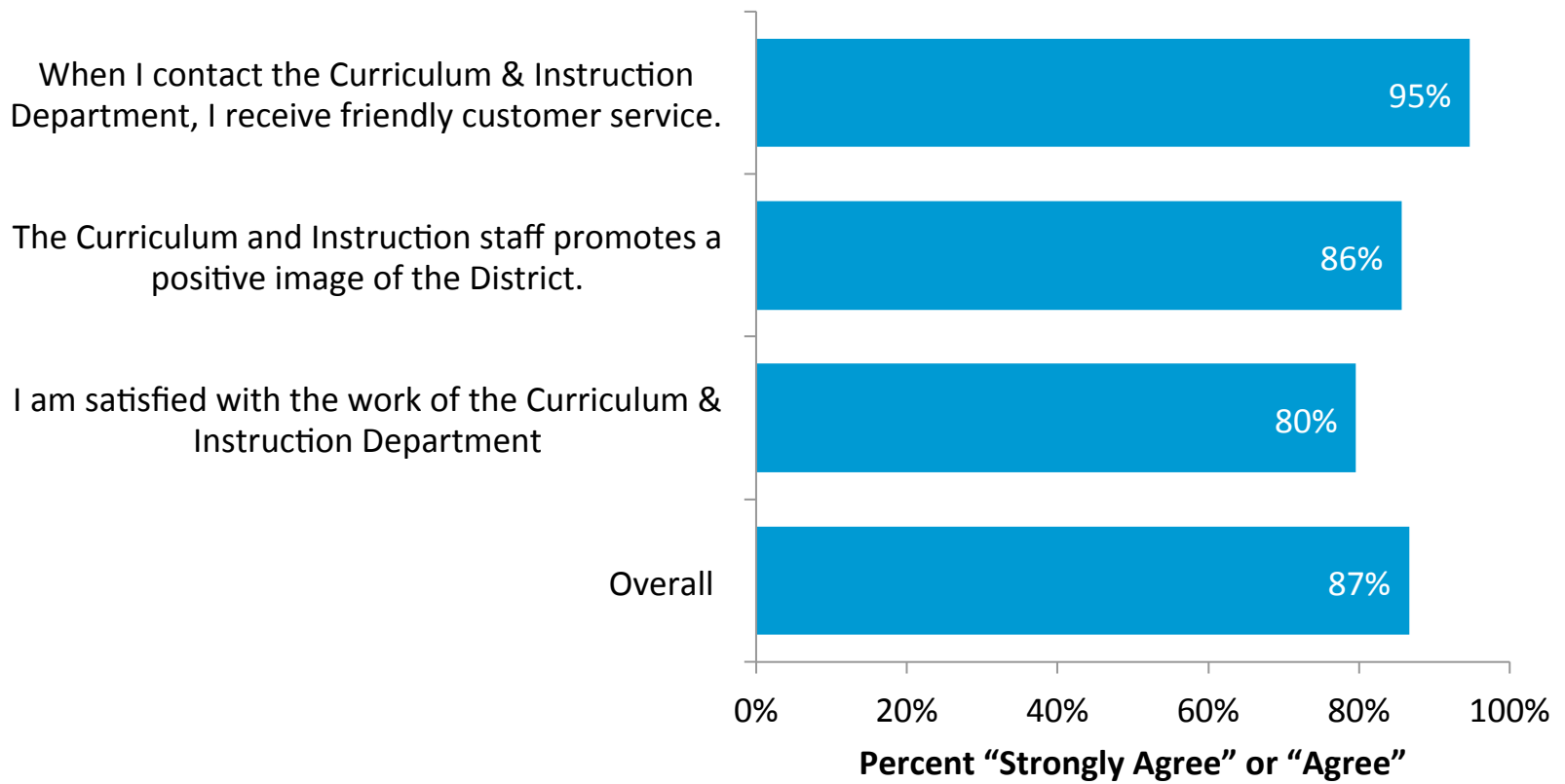
Superintendent's Office

Between 81% and 97% of participants were satisfied with this department.



Curriculum & Instruction Department

Between 80% and 95% of participants were satisfied with this department.



Facilities & Communications Improvement Planning

Facilities

Please identify the most important factor you think we should consider in proposing the next bond measure for improving our school facilities:

Greatest educational benefit to the students and families of the school district	58%
Greatest facility needs as identified by the assessment	28%
Greatest overall value of the bond measure	8%
Cost to the individual taxpayer	7%

Facilities, *continued*

From the list below, please select the two projects you feel are the community's highest priorities:

District High Schools	60%
Custer Elementary School	51%
North Bellingham Elementary School	49%
Vista Middle School	40%

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Facilities, *continued*

Given current low interest rates and favorable environment for construction projects, do you feel this is a good time to run a bond measure to enhance our community assets by rebuilding one or more schools?

Yes	68%
No	32%

Mode of Receiving Information

Please rank the top 3 ways you would prefer to receive information from the district.

	Overall Rank
Email	1
Automated Phone Calls	2
Mail (Hard copy postal service)	3
Website	4
Live, Face-to-Face meetings	5
Electronic Newsletter	6
Flyers sent home with students	7
Text Messages	8
Facebook	9
Twitter	10

Social Media

Which statement most closely describes you with regard to use of social media?

I am using social media more often now and am comfortable with it.	32%
I am using social media and consider myself a "beginner."	14%
I use social media tools and consider myself an "advanced" user.	11%
I have tried social media but am not comfortable with it.	10%
I am skeptical of social media and do not use it at all.	9%
Other	9%
I am curious about social media but have not used it yet.	6%
I use social media as a regular part of my work or professional development.	5%
I have tried social media but am just now beginning to use it personally.	3%
I consider myself an "expert" when it comes to social media.	2%

Social Media, *continued*

Which social media do you use?

Websites	74%
Facebook	69%
YouTube	60%
Pinterest	36%
Blogs	19%
LinkedIn	12%
SchoolTube	9%
I do not use social media	9%
Twitter	7%
RSS News Feeds	6%
Myspace	3%
Flickr	2%
Other	2%

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Access to Technology

Please indicate the technology you have available for use.

Laptop computer	83%
Desktop computer	56%
Smartphone (able to access Internet)	43%
Tablet (iPad or similar)	30%
Standard mobile phone (no Internet access)	25%
Dedicated eBook reader (Kindle, Nook, etc.)	21%
Other	3%
Netbook	2%

Note: Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Themes From Open-Ended Questions

District Strengths

What are the strengths of this district?

Quality and commitment of teachers and staff

Communication between staff and administration

Supportive and committed administration

Commitment to putting students' needs and education first.

District Improvement

Please share any ideas to help us improve the school district.

Standardize curriculum and grading across teachers and the district

Increase administrative support of teaching and support staff. Employee morale and trust were specifically highlighted.

Improve intra-district and external communications. Communication between Central Office and schools, administrators and staff, and parents and schools were all mentioned.

Too many initiatives/changes are being attempted at once. Greater focus on education is desired.

Key Findings

Highlights	Next Steps
Approximately 60% of our entire staff took the survey, including classroom teachers, para-educators, specialists, administrative assistants, bus drivers, custodians, food service workers, and others.	We will explore ways to increase the participation rate to 75% in spring 2014.
While nearly all respondents believe every student can learn (98-100%), fewer believe we are currently providing an atmosphere that allows every student to do his or her best learning (71-81%).	We have decided to make developing positive climate, culture, and atmosphere a primary focus of our work during the 2013-2014 school year.
Morale is an area of concern for staff. Fewer than half feel morale is high for elementary and middle level teachers.	Once again, this statistic reinforces the need for us to focus on establishing a more positive climate, culture, and atmosphere throughout the district.

Key Findings (cont'd)

Highlights	Next Steps
<p>We have strong agreement about the factors that will improve student achievement. Such factors include parent involvement, strong instruction that addresses individual learning needs, students tracking their own progress, appropriate technology tools, threat-free environment, effective use of data, and positive relationships between students and staff.</p>	<p>We will continue to work to increase the presence of these positive factors in all of our district schools and classrooms. Since all are embedded in the new teacher and principal evaluation program (TPEP), our efforts to implement TPEP will closely align with this goal.</p>
<p>Four out of five respondents feel technology can improve learning, but only about half feel they have received enough training to use technology effectively as an instructional tool.</p>	<p>Implement more technology-focused professional development during the year ahead.</p>
<p>Approximately two thirds of the staff that responded to the survey believes this is a good time for the school district to run a bond issue.</p>	<p>We will take this information back to the Facilities Advisory Committee (FAC) to guide its future work,; and we will also share it with the members of the School Board, who are the ultimate decision-makers when it comes to taking such initiatives to the voters.</p>
<p>Overall, staff feels positive about administrators, and they are generally satisfied with the work of the district office (over 80% gave the D.O. favorable ratings in all categories).</p>	<p>Although we are pleased with these results, we definitely will not take them for granted. By carefully reading individual comments included in this survey, creating additional ways for staff to make their voices heard, and responding to what we hear, we hope to increase satisfaction rates in all categories to 90% by spring 2014.</p>

Thank you!

For more information about climate in Ferndale Schools, please refer to the YourVoice page on the district website: <http://www.ferndale.wednet.edu/>