

Employee Engagement Survey

Charlotte-Mecklenburg Schools
October 8-25, 2012



Overview

Engagement is the sense of connection that individuals have with their profession in general and with their current jobs in particular. Several factors have an impact on staff members' level of engagement. Aspects of the working environment such as relationships with school administration, colleagues, students, and parents; the physical work conditions; shared values; policy considerations and implementation; support for personal development and growth; prior preparation; perceptions of personal relevance; and satisfaction all impact engagement.

This study was conducted to accomplish three goals:

1. Measure the level of engagement among all CMS employees.
2. Identify groups of employees who are less engaged.
3. Identify areas where engagement can be improved.

With this information we hope to improve conditions so that all staff at CMS are fully engaged in their profession. Fully engaged staff are key to improving overall productivity and improve the quality of education and services provided by CMS to students, parents and staff. Because more engaged individuals likely completed the survey, these data may overestimate engagement among employees district-wide.

Study Design

The survey was designed with input from nearly 200 CMS employees during two-days of focus groups. The focus groups were designed to have representation from every CMS school, department, and job category.

All employees of CMS were invited to complete the engagement survey. A likert-type scale was used for survey items. The scale range was 1 = Strongly Disagree to 5 = Strongly Agree. The survey consisted of three parts:

Engagement Scale was comprised of eight items that were specifically designed to measure each staff members' level of engagement. Based on the average of these questions, an "Engagement Score" was computed for each respondent. Scores were classified: Not Engaged (less than 3.5), Engaged (3.5 to 4.5), and Highly Engaged (4.5 to 5.0).

Several factors influence engagement. The survey included 7 categories of items that were designed to measure a range of factors that influence employee engagement. Many of these items were generated as a result of 10 employee focus groups held in September.

- Shared Values
- Leadership
- Communication
- Feedback and Recognition
- Work Environment
- Career Growth and Training Opportunities
- Quality Service

Respondent background items included work location, position, job classification, race/ethnicity as well as gender.

Technical Notes

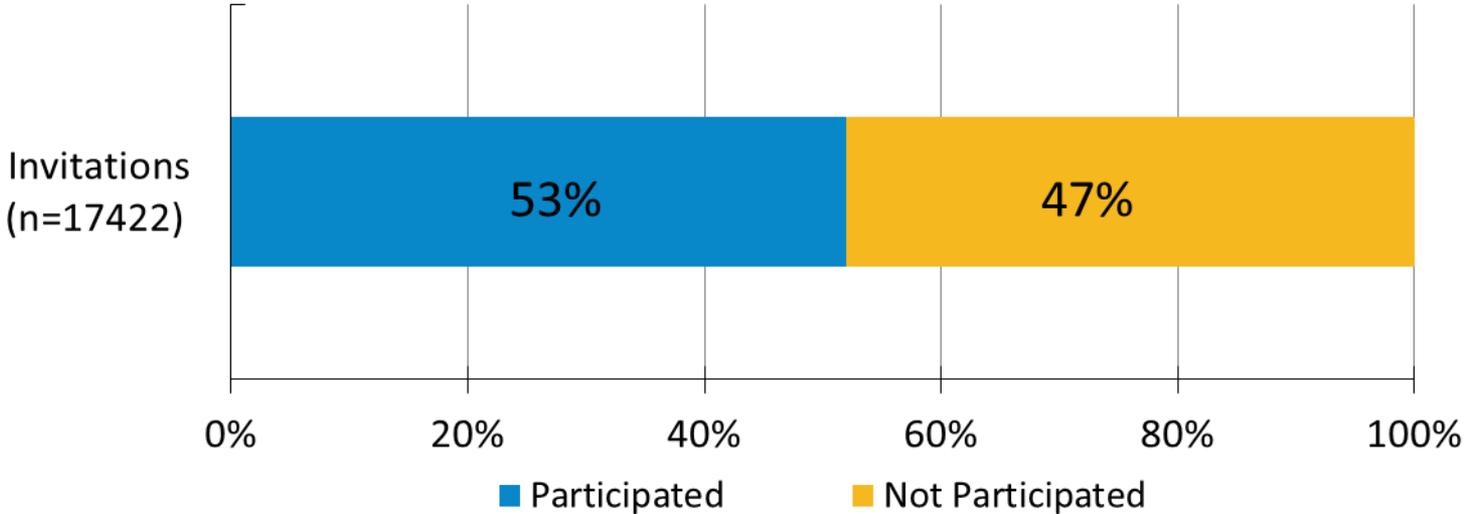
This study was conducted as a census survey. That is, all employees were invited and encouraged to participate thereby giving all CMS staff members an opportunity to express their views. If all staff members participate, a complete picture of engagement results and survey data will be highly accurate.

However, 100% participation is unlikely and we have a response rate of 53%. Whether an individual completes the survey is related to his/her level of engagement. Those individuals who decline to participate generally likely include staff members who are less engaged. Therefore, low levels of participation:

- indicates low staff engagement in general, and
- survey findings may overestimate the level of engagement.

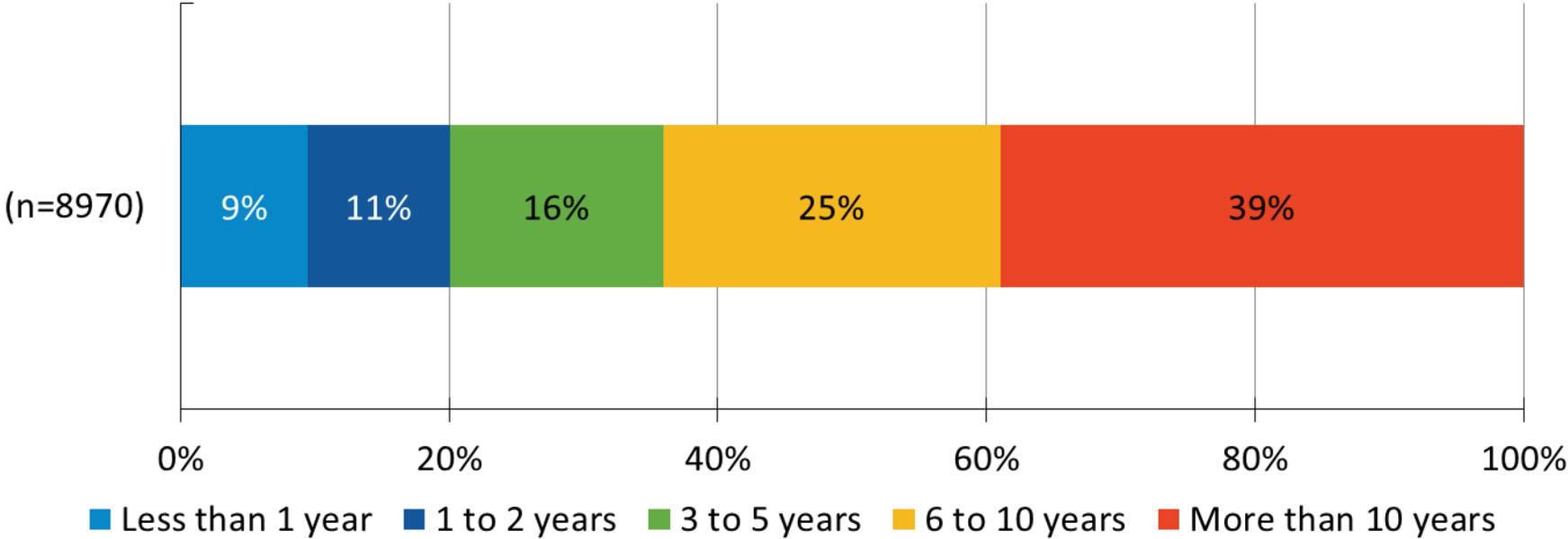
The survey was administered online. Paper versions of the survey were made available for employees without computer access.

Participation Rate

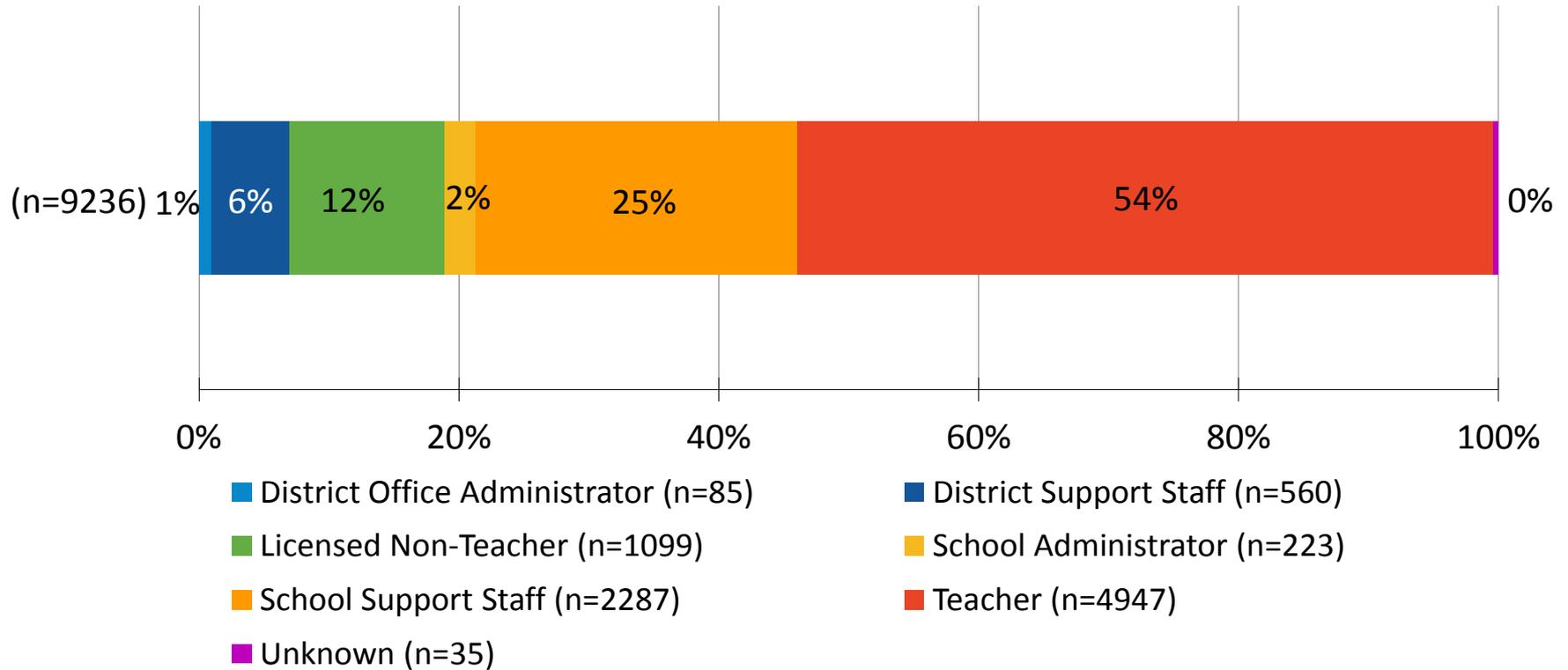


Out of the 17,422 delivered email invitations and the option to complete a paper survey, 9,003 staff members completed the survey to provide an overall completion rate of 52%. There were 243 incomplete responses. The overall participation rate was 53% based on all 9,236 survey participants .

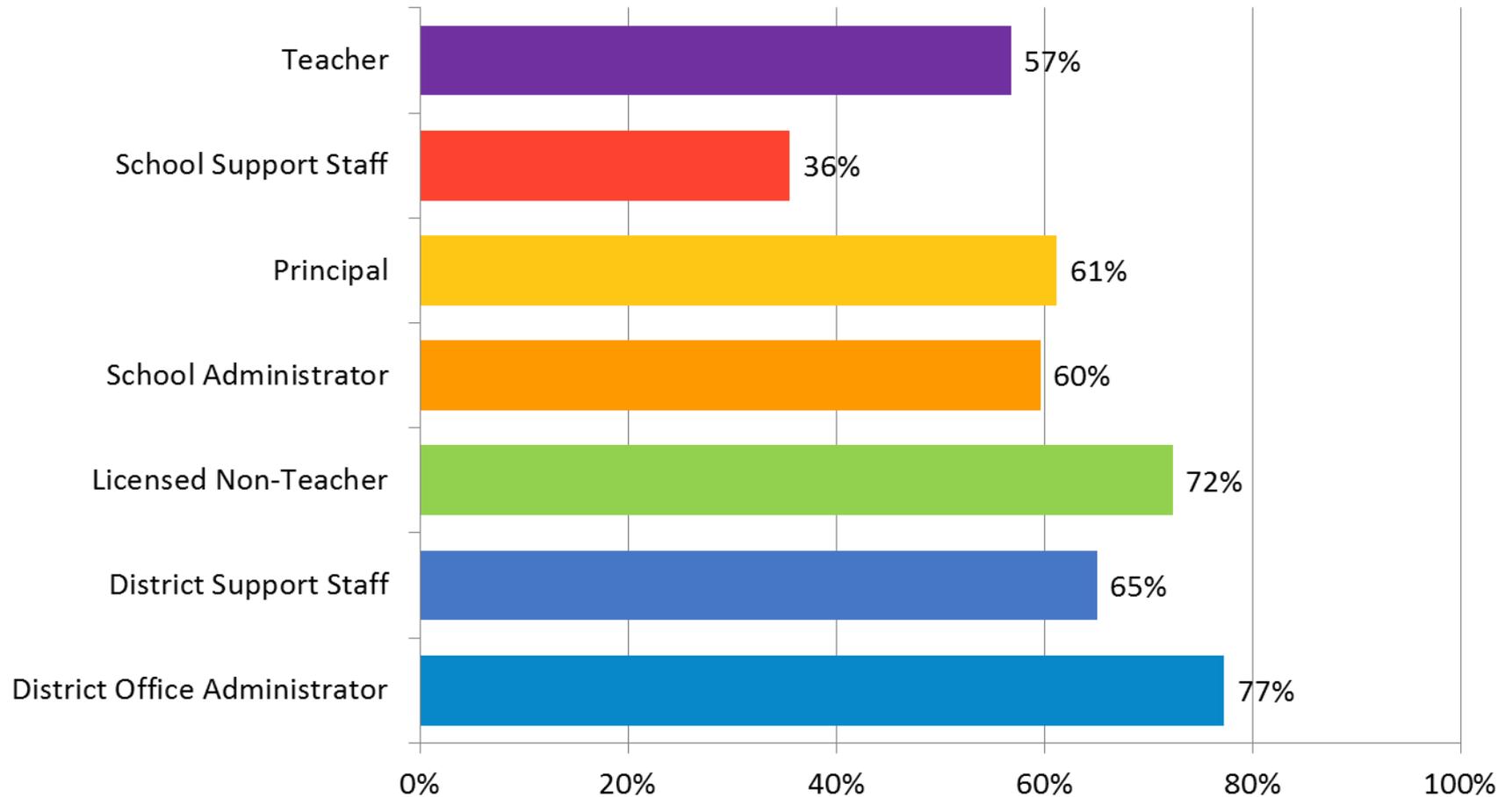
Composition of Respondents by Years of Experience



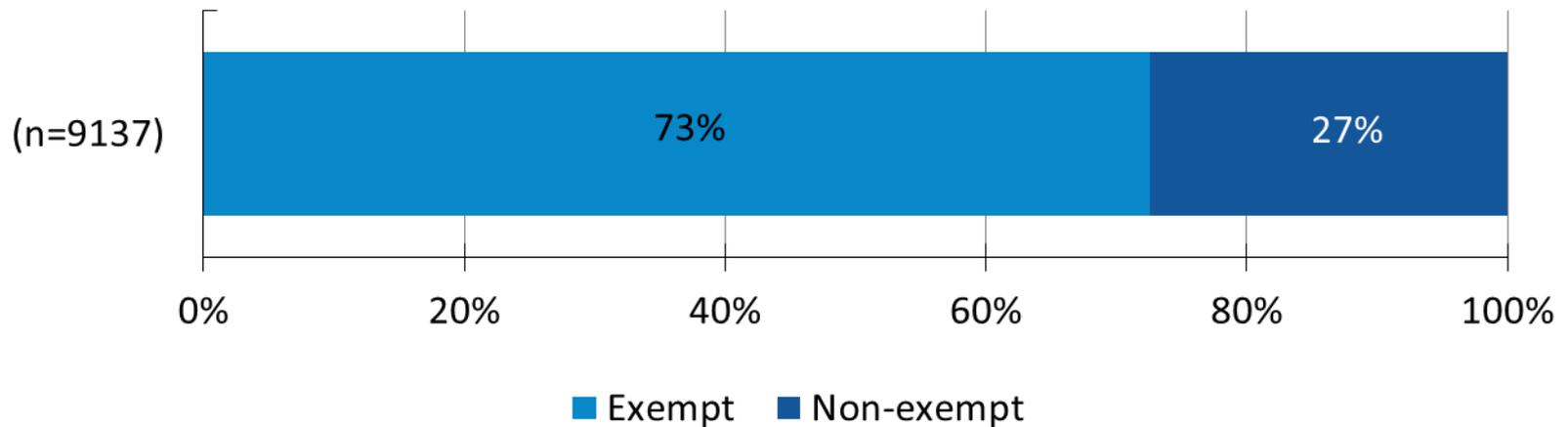
Composition of Respondents by Respondent Group



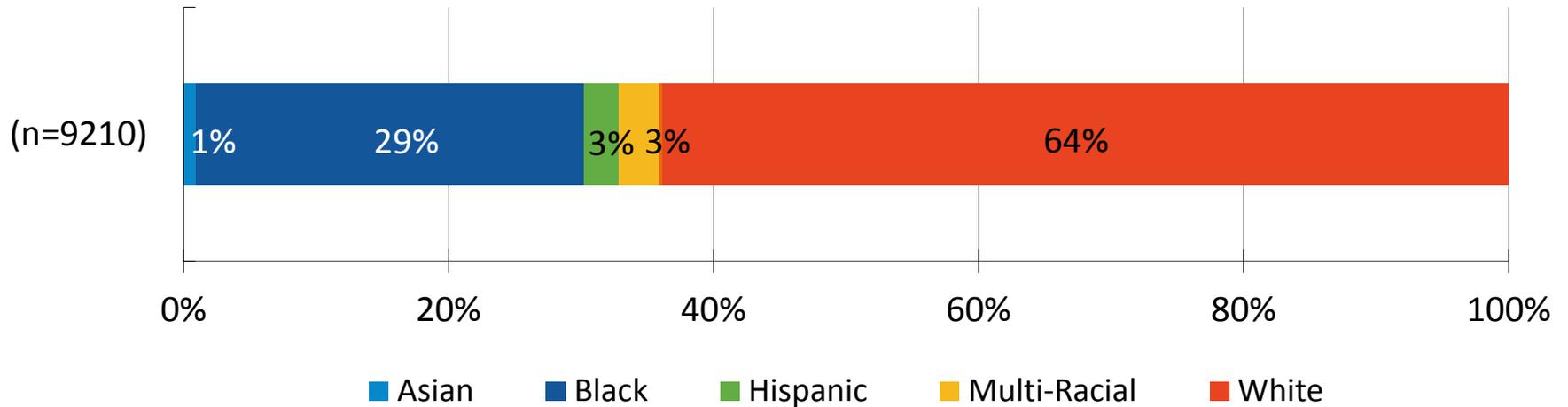
Participation Rate by Respondent Group Total

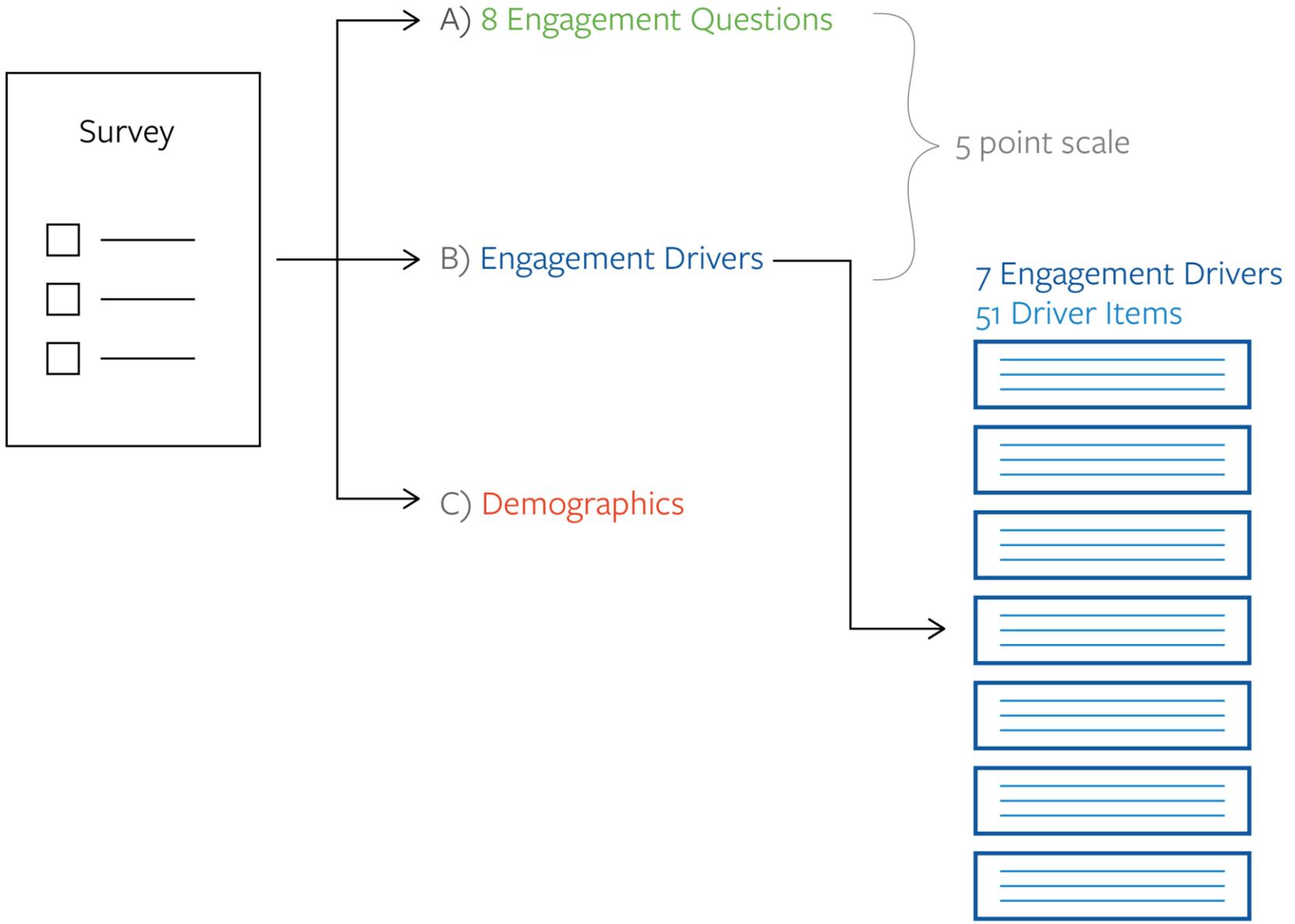


Composition of Respondents by Classification



Composition of Respondents by Ethnicity/Race



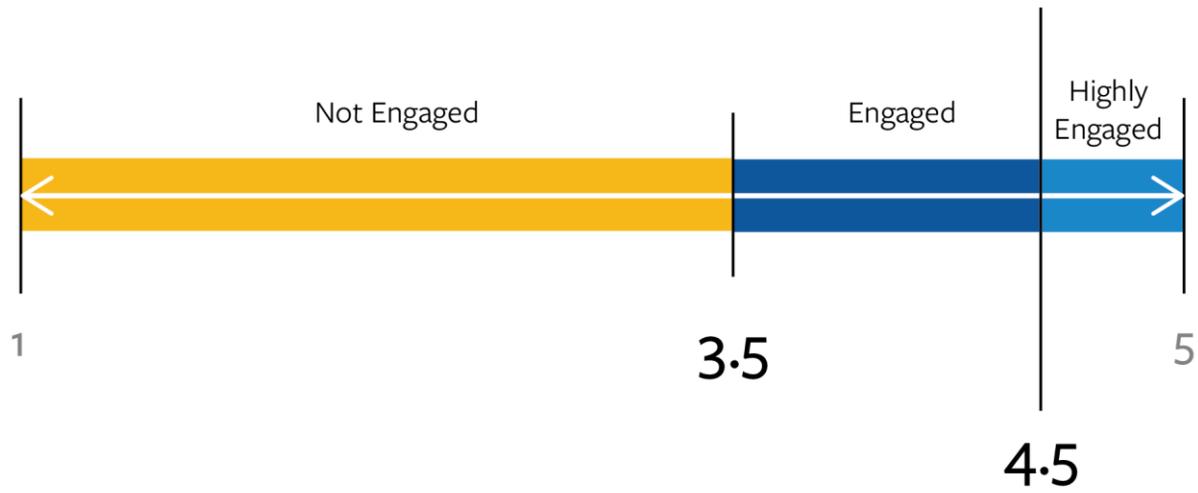
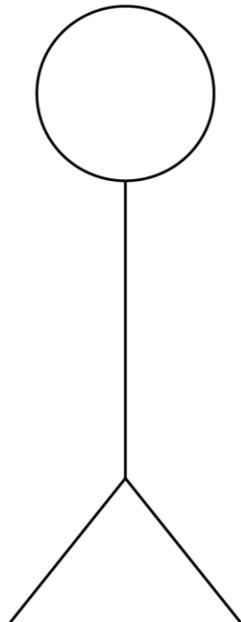


2. Engagement Questions

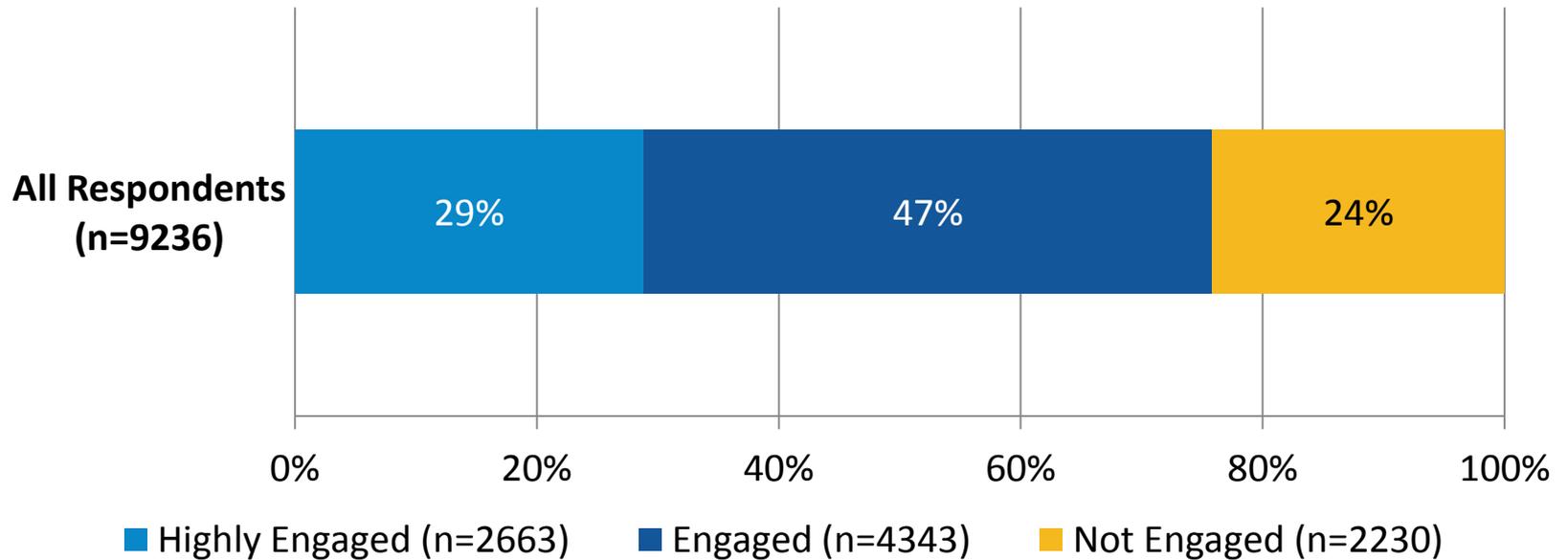
| | EQ1 | EQ2 | EQ3 | EQ4 | EQ5 | EQ6 | EQ7 | EQ8 | Average |
|----------------|--|-----|-----|-----|-----|-----|-----|-----|---------|
| Response 1 | 4 | 5 | 3 | 4 | 2 | 4 | 4 | 3 | 3.62 |
| Response 2 |  | | | | | | | | |
| ⋮ |  | | | | | | | | |
| Response 9,236 |  | | | | | | | | |



3. Engagement Score

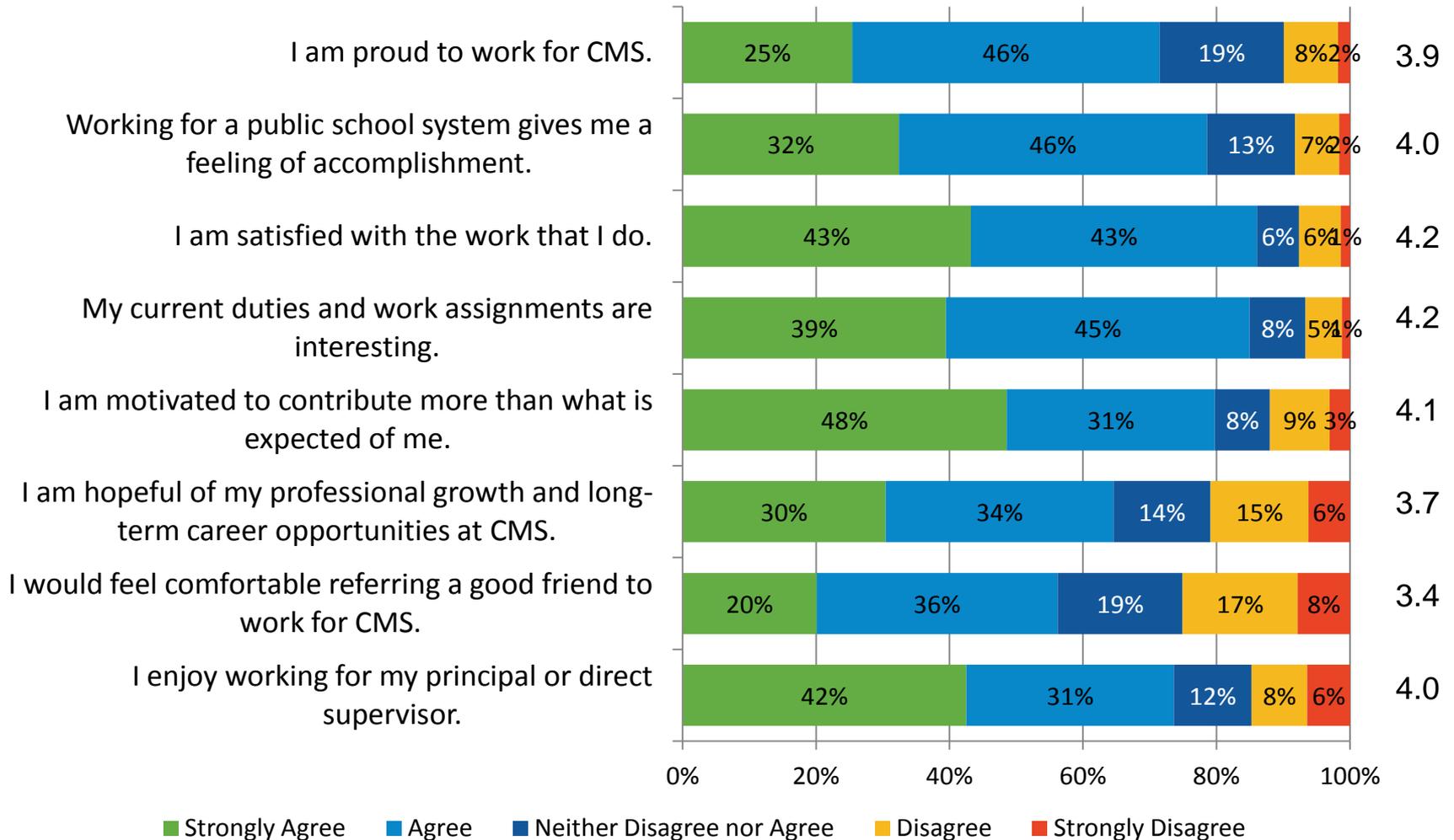


Overall Engagement

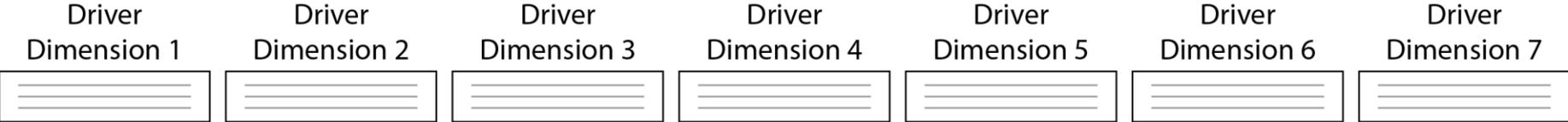


Ratings on the eight engagement scale items were averaged to provide an engagement score for each respondent. Scores were classified according to three levels: Not Engaged (less than 3.5), Engaged (3.5 to 4.5), and Highly Engaged (4.5 to 5.0). Most individuals scored either highly engaged (29%) or engaged (47%). While 24% (n=2230) of respondents registered as not engaged. The median engagement score was 4.0 and ranged from 1.0 to 5.0.

Engagement Items



4. Engagement Driver Dimensions



Driver Dimension 1

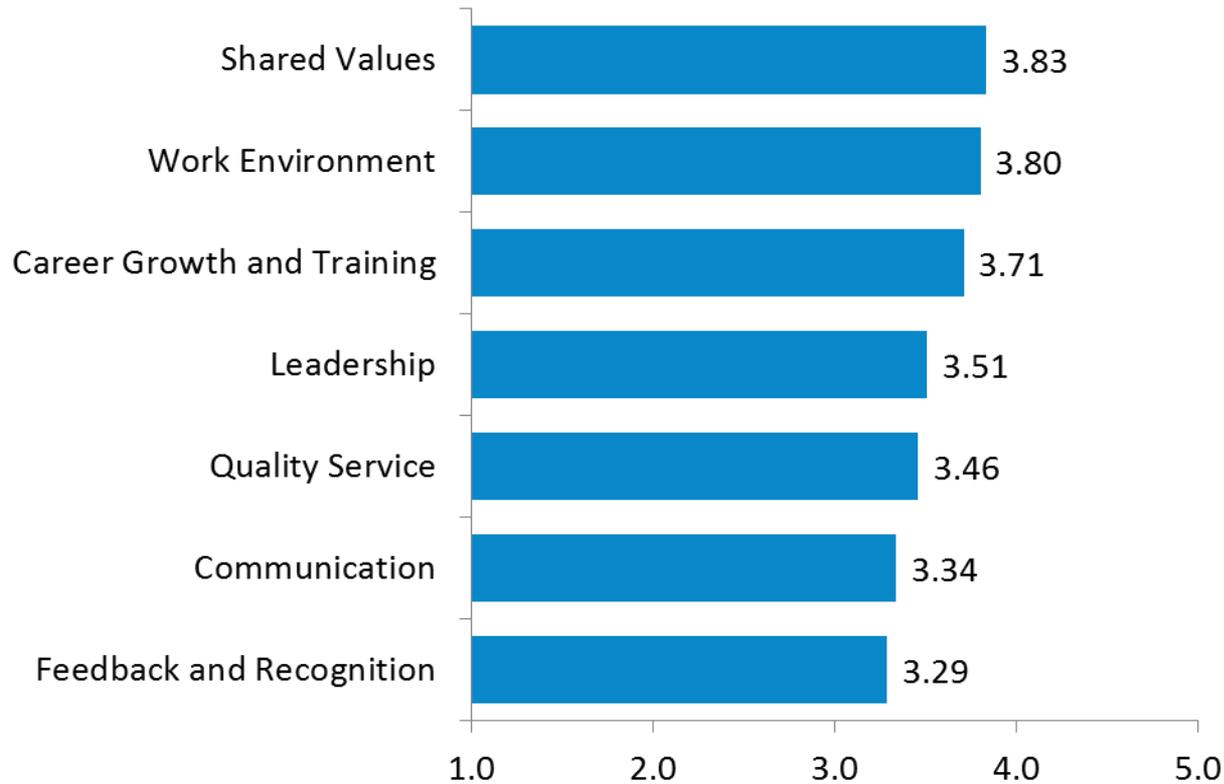
| | Driver Item 1 | Driver Item 2 | Driver Item 3 | Driver Item 4 | Driver Item 5 | Driver Item 6 |
|----------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Response 1 | | | | | | |
| Response 2 | | | | | | |
| ⋮ | | | | | | |
| Response 9,236 | | | | | | |

→ Average



Factors that Influence Engagement

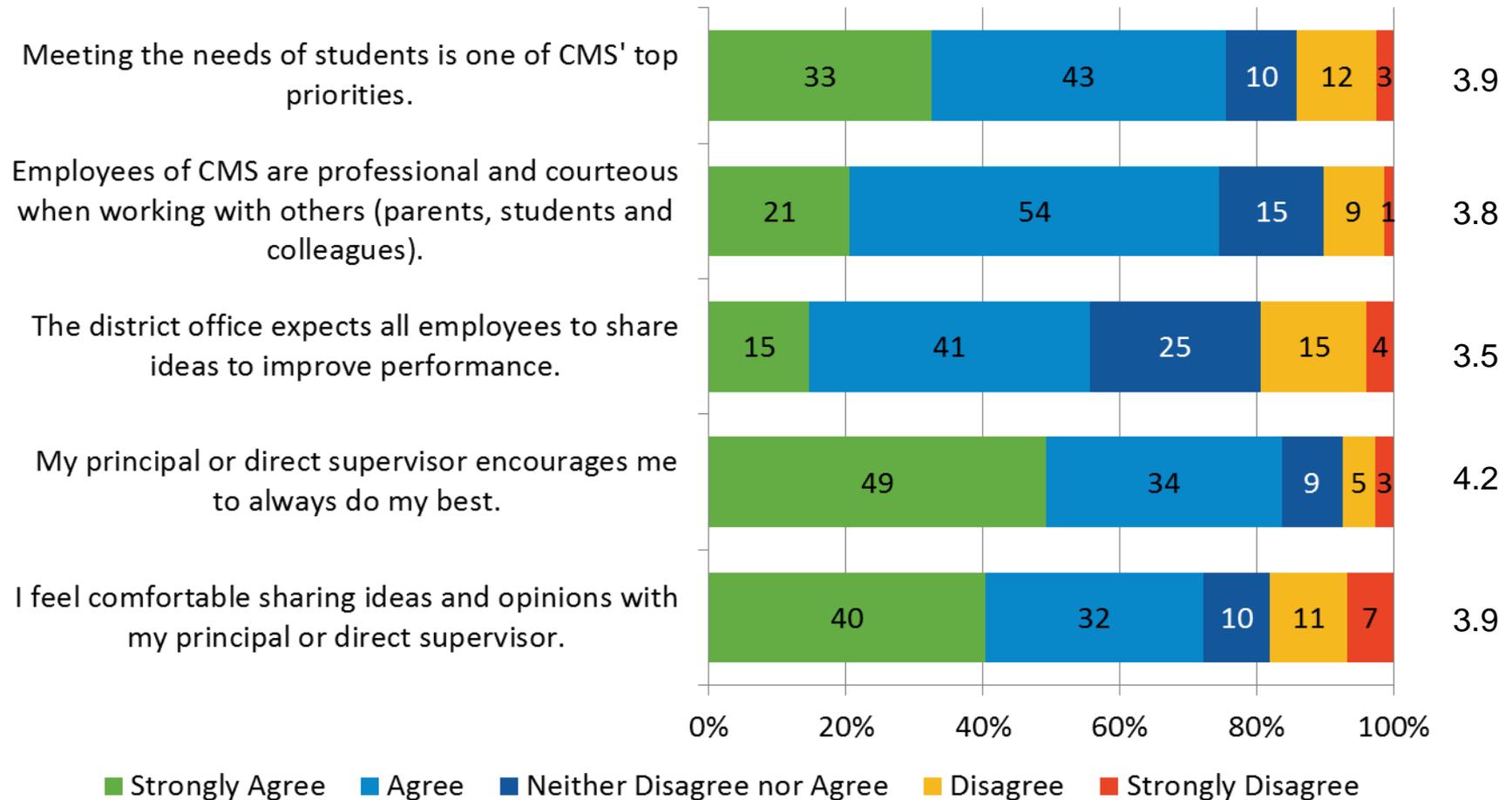
0.54



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

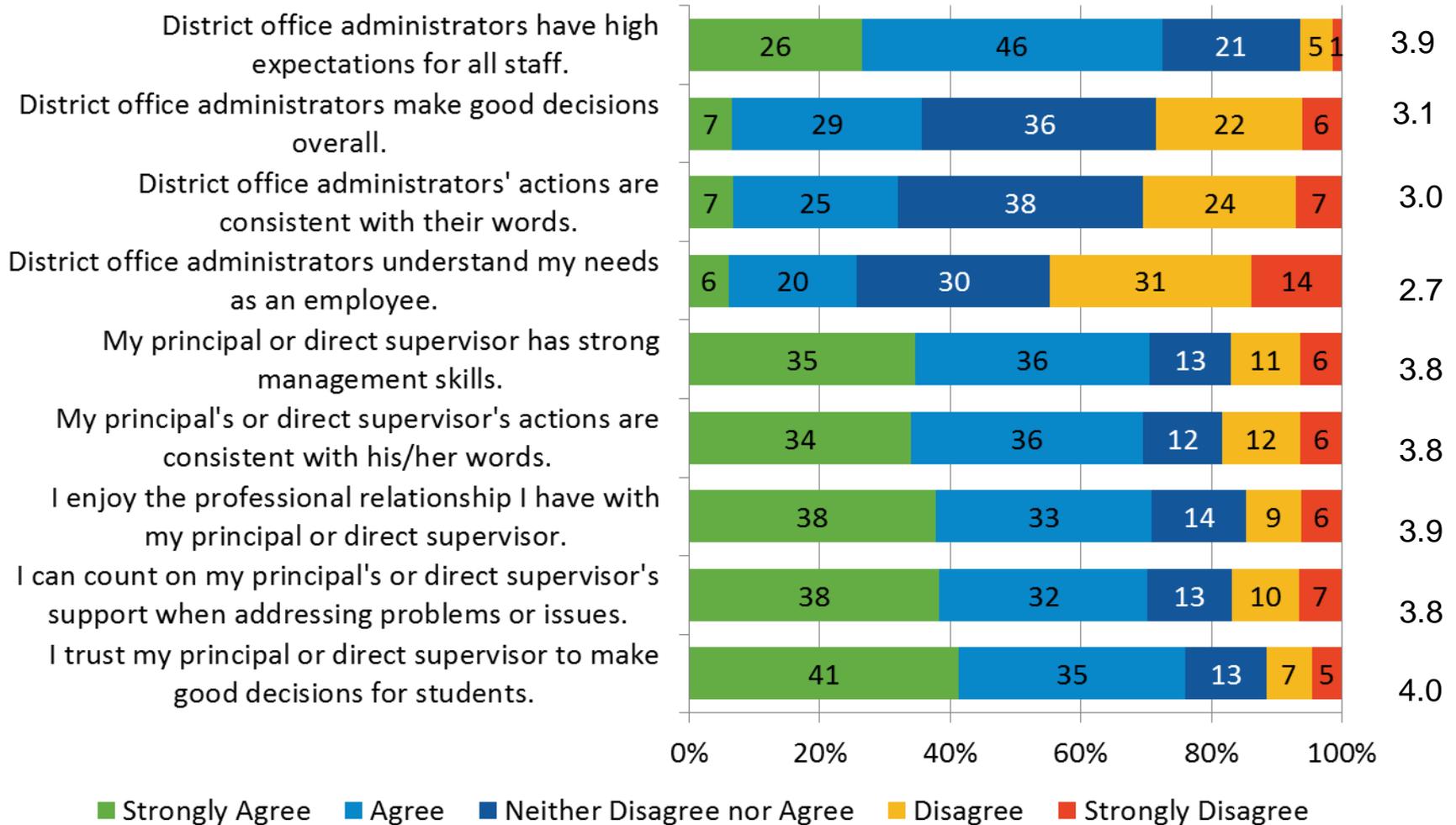
Shared Values Drivers

Overall Score: 3.83



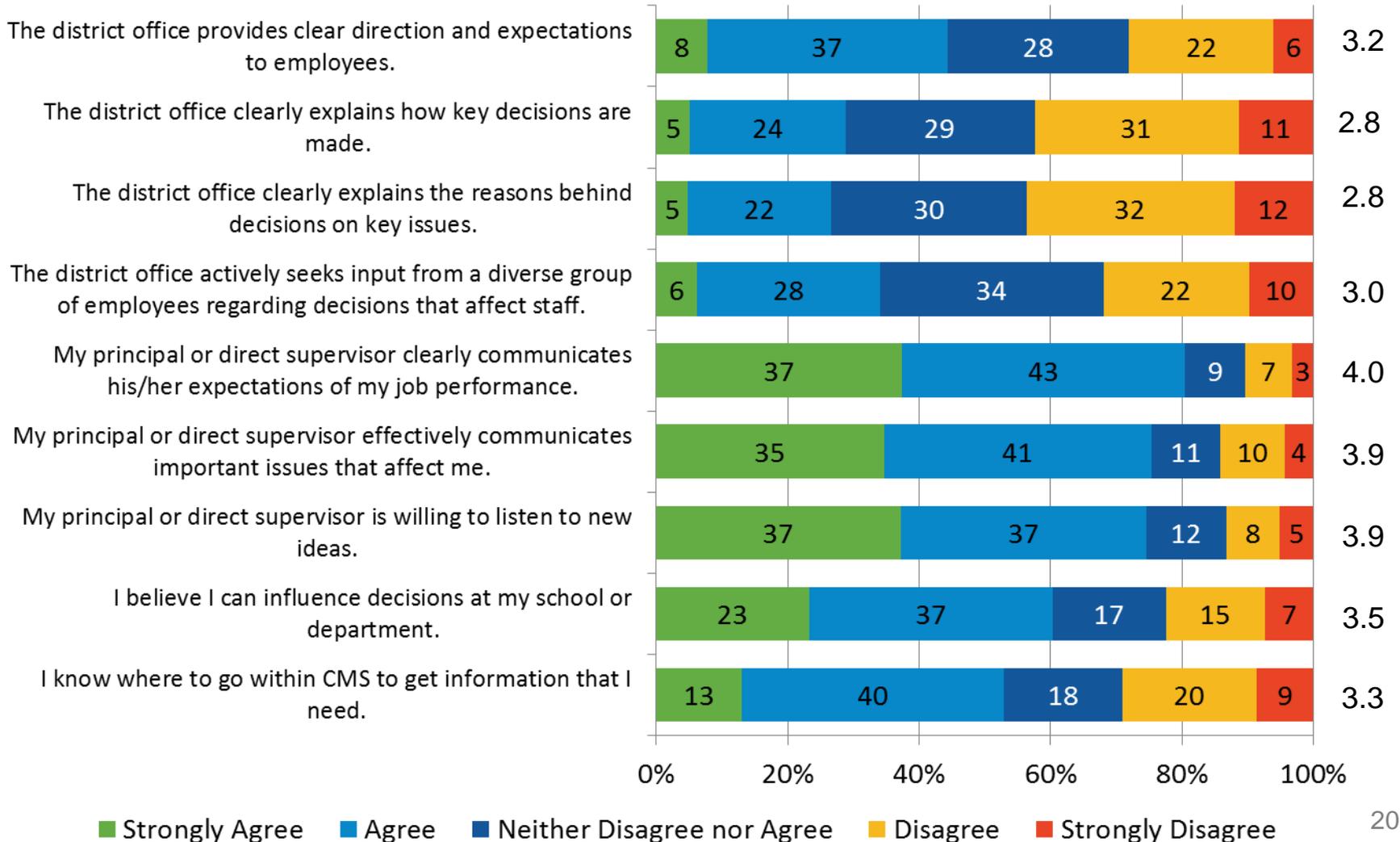
Leadership Drivers

Overall Score: 3.51



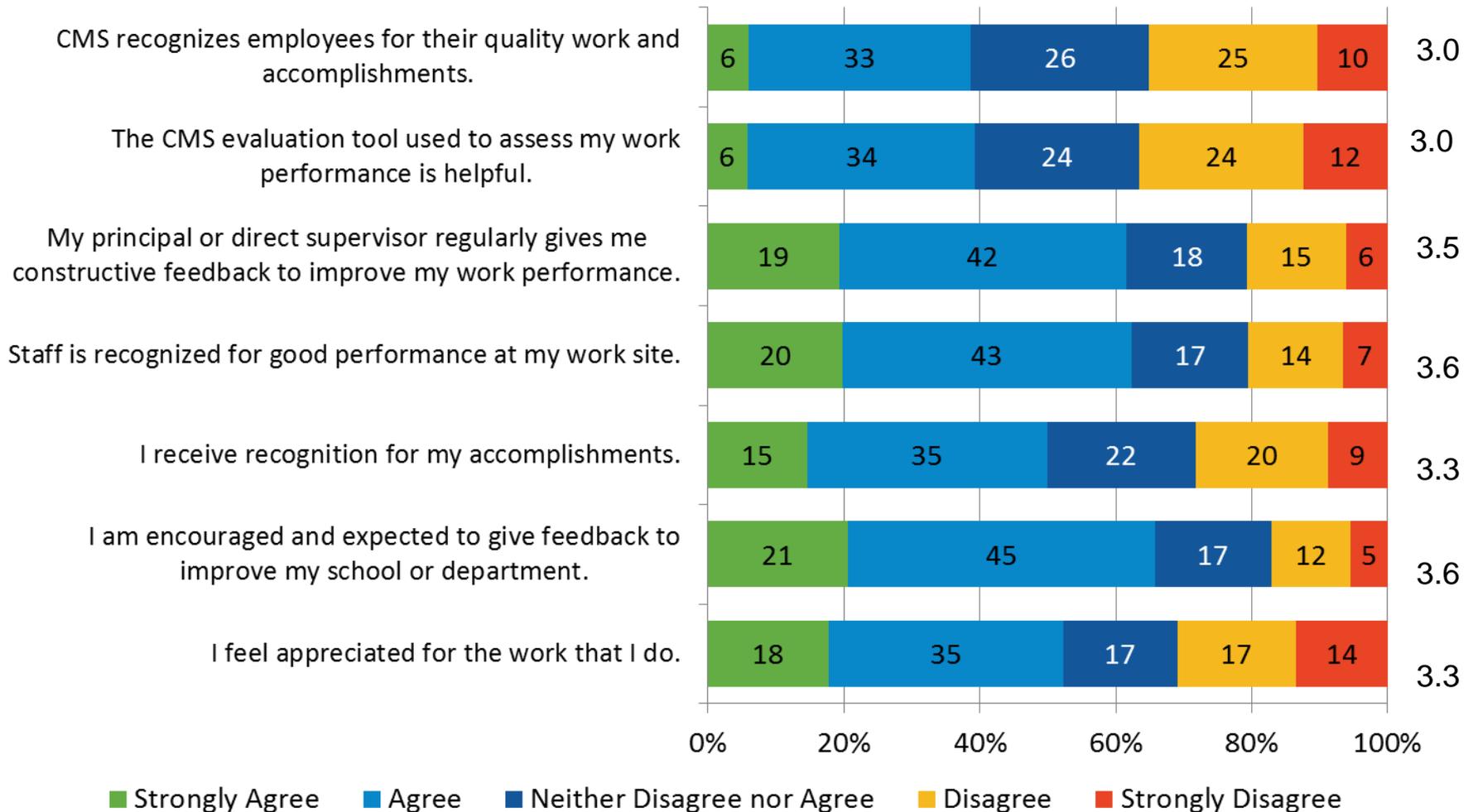
Communication Drivers

Overall Score: 3.34



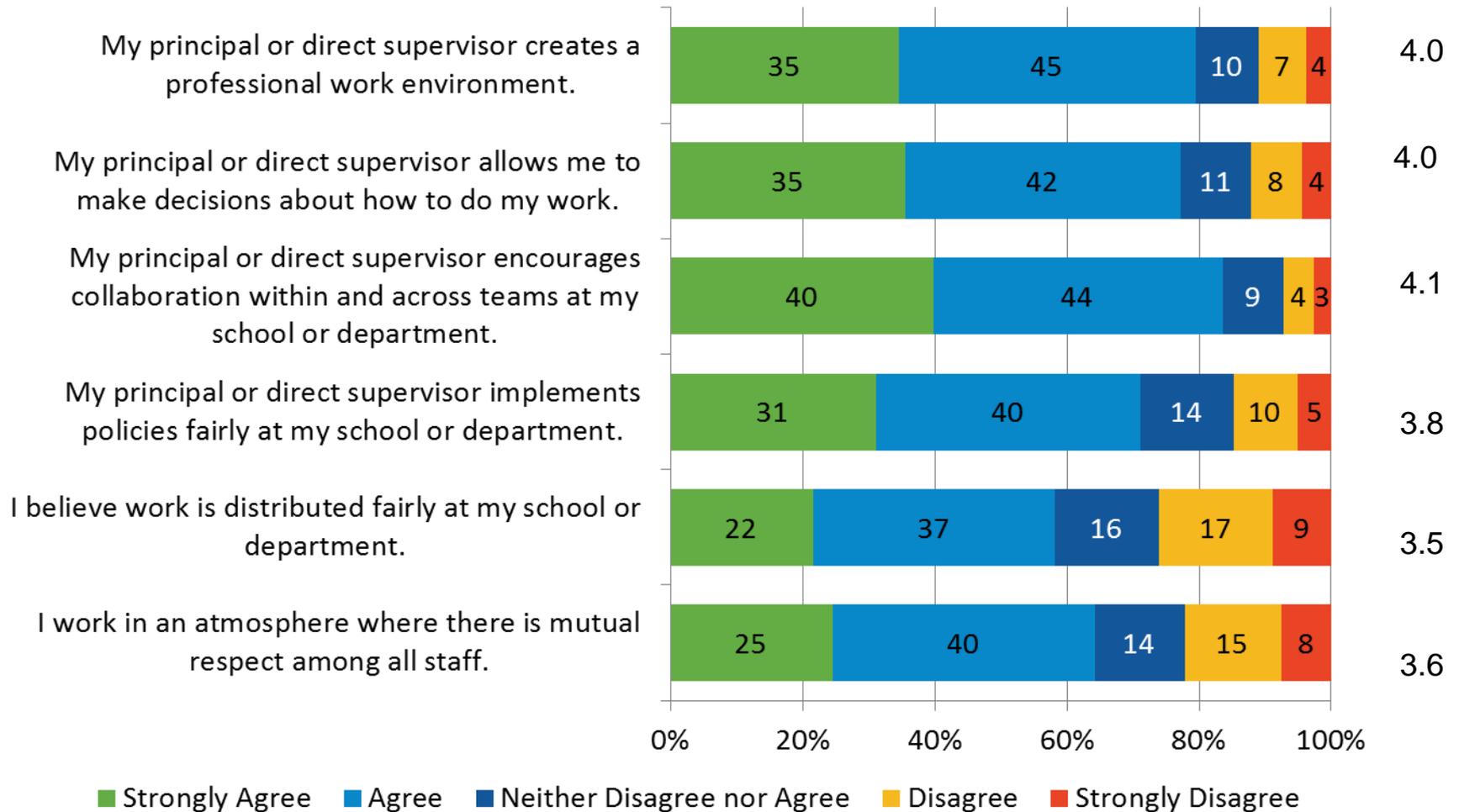
Feedback and Recognition Drivers

Overall Score: 3.29

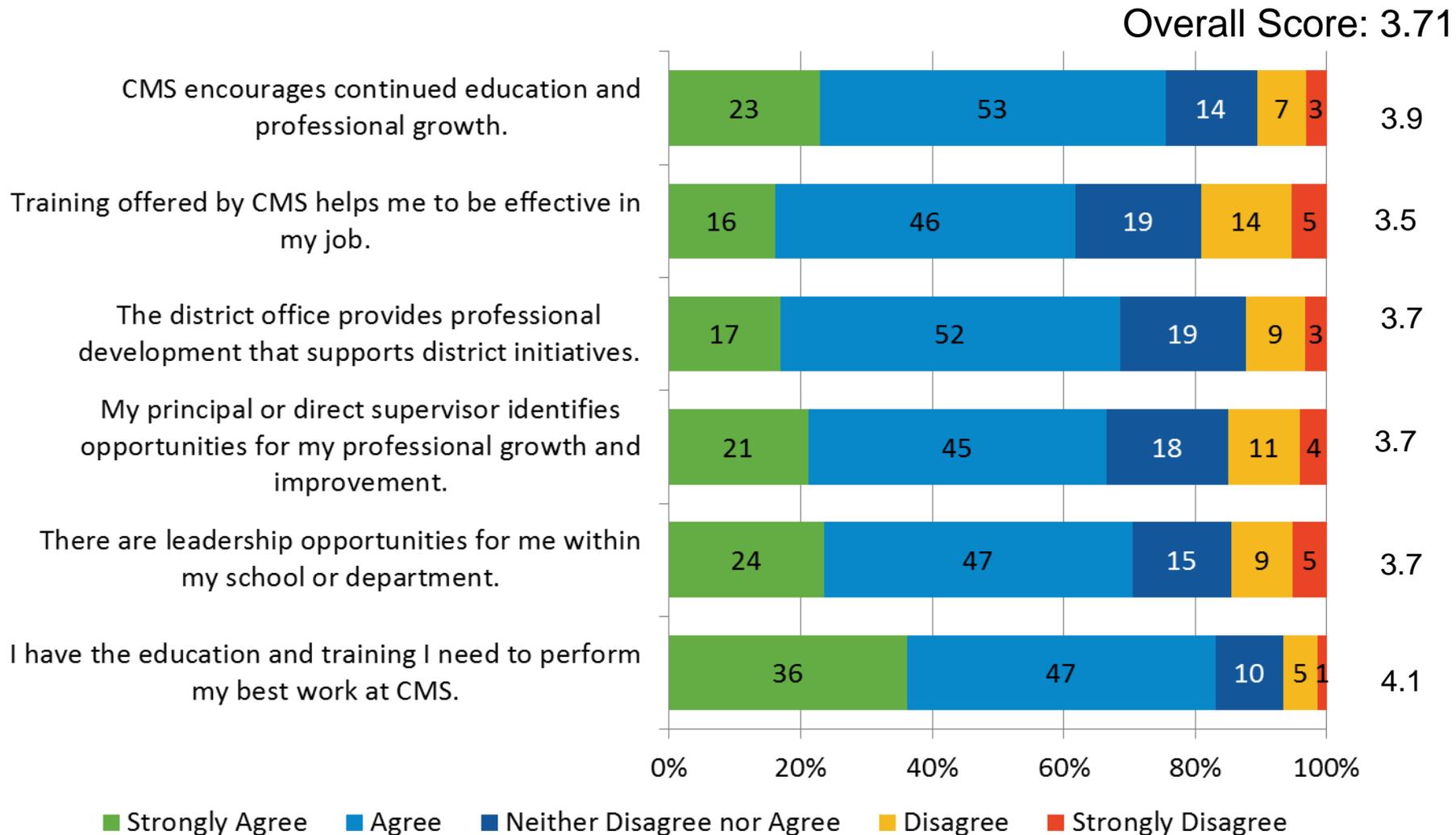


Work Environment Drivers

Overall Score: 3.80

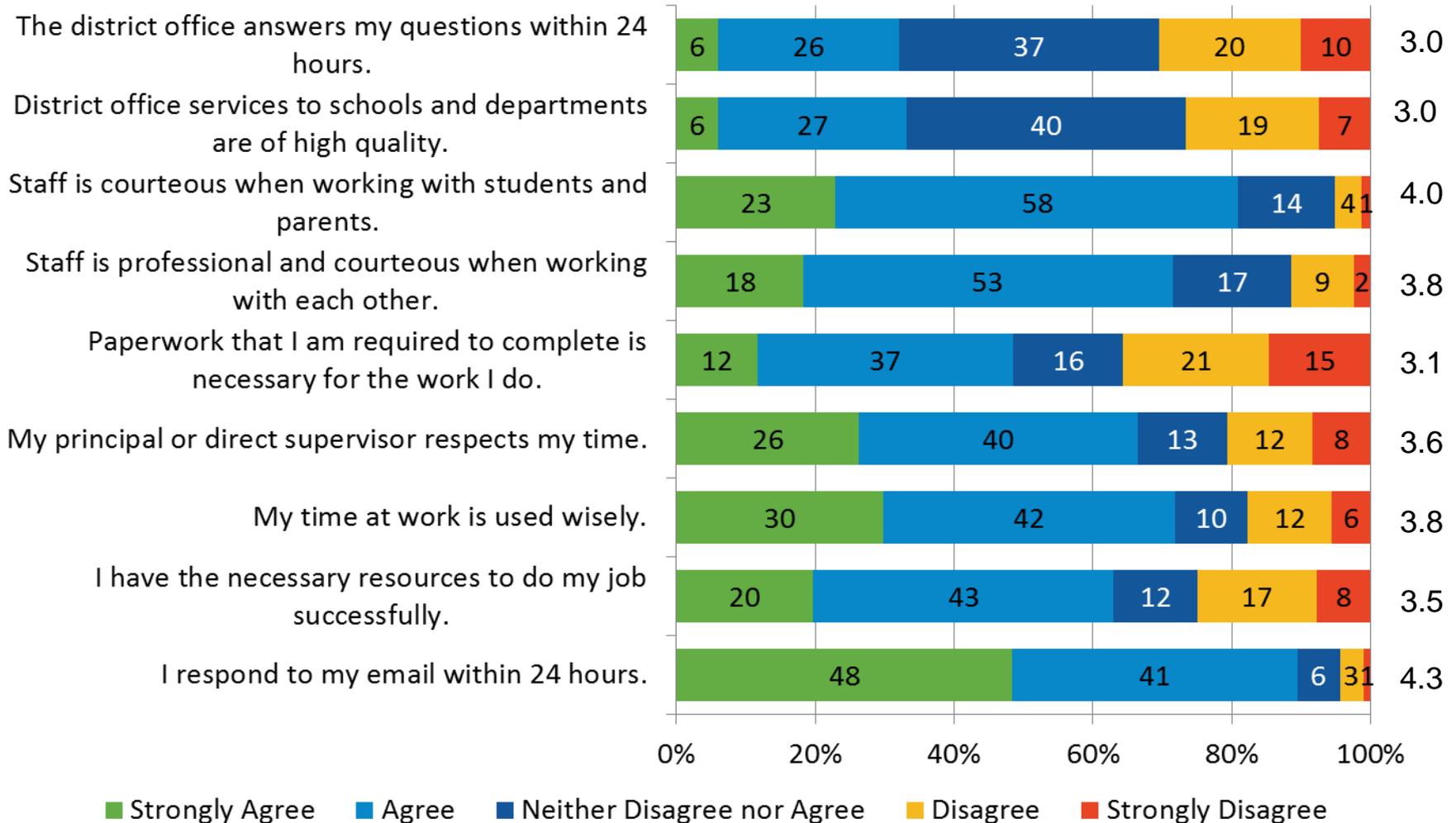


Career Growth and Training Opportunities Drivers



Quality Service Drivers

Overall Score: 3.46



Where Should Efforts be Focused to Improve Employee Engagement?

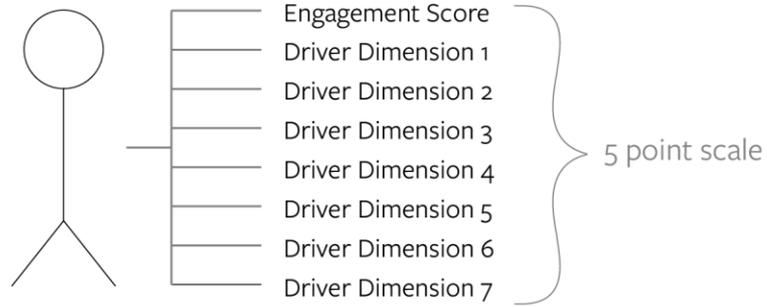
Fifty-one items examined aspects of the school/workplace environment to find areas of focus to help improve engagement. Each area was rated on a five-point scale, with higher values indicating a stronger level of agreement.

The relationship between each employee's ratings and their overall engagement score was also examined. To do this, correlation coefficients were computed between the engagement scores and each school/workplace item. A correlation coefficient is a measure of how strongly two items are related to each other. The value can range from -1.0 to 0 to +1.0. The closer to ± 1.0 , the stronger the relationship.

Based on the combination of ratings and correlation with engagement, the areas were classified as high vs. low in ratings and high vs. low in relation to engagement. The relation to engagement is based on a median rating to engagement of 0.46.

Those areas that were rated low, but had a strong correlation with engagement (red) should receive primary focus. The secondary area contains items that had high ratings and a strong correlation with engagement (yellow).

5.

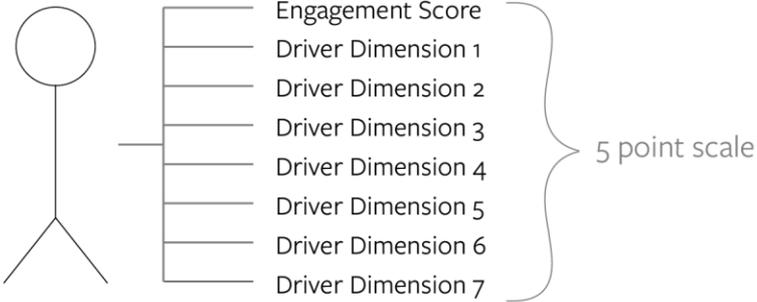


| | Driver Item 1 | Driver Item 2 | ... | Driver Item 51 |
|----------------|---------------|---------------|-----|----------------|
| Response 1 | | | | |
| Response 2 | | | | |
| ⋮ | | | | |
| Response 9,236 | | | | |
| Average | | | | |



Median Driver Score

6.

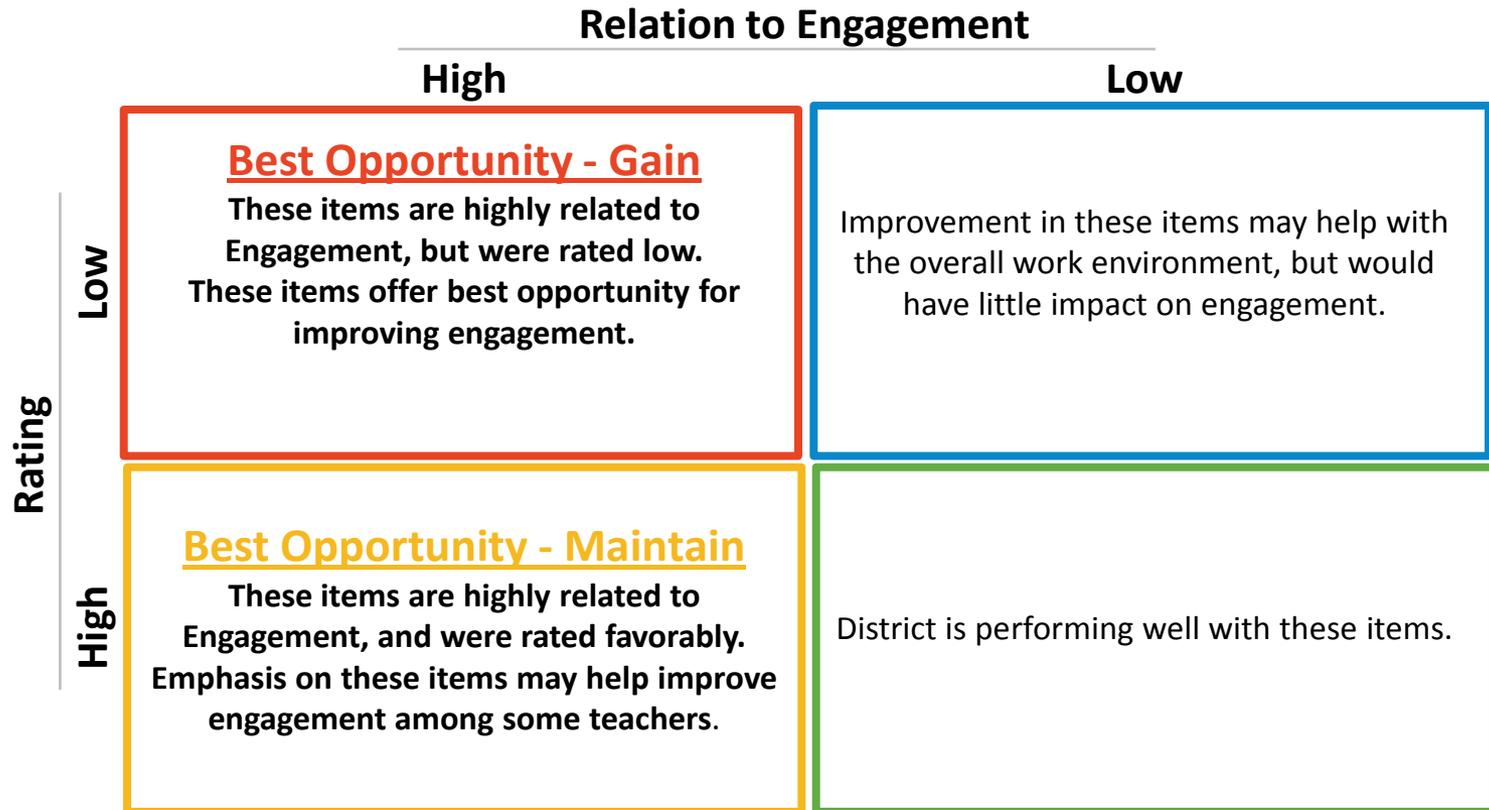


| | Engagement Score | Driver Item 1 | Driver Item 2 | ... | Driver Item 51 |
|-------------------------------|------------------|---------------|---------------|-----|----------------|
| Response 1 | | | | | |
| Response 2 | | | | | |
| ⋮ | | | | | |
| Response 9,236 | | | | | |
| Correlation (-1 to +1) | | | | | |



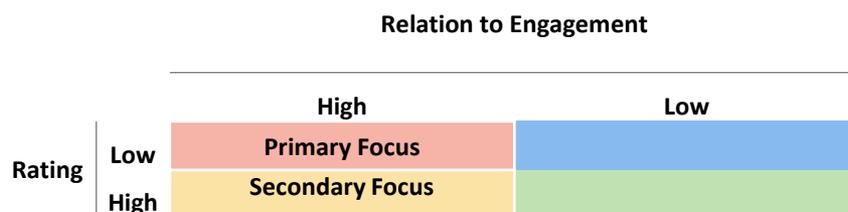
Median Correlation Score

Where Should Efforts be Focused to Improve Employee Engagement?



Best Opportunity for Gain

| | | Rating | Relation To Engagement |
|------------------------|--|--------|------------------------|
| Leadership | District office administrators understand my needs as an employee. | 2.73 | 0.52 |
| Feedback & Recognition | The CMS evaluation tool used to assess my work performance is helpful. | 2.96 | 0.47 |
| Leadership | District office administrators' actions are consistent with their words. | 3.01 | 0.46 |
| Leadership | District office administrators make good decisions overall. | 3.08 | 0.49 |
| Feedback & Recognition | I feel appreciated for the work that I do. | 3.26 | 0.62 |
| Feedback & Recognition | I receive recognition for my accomplishments. | 3.27 | 0.50 |
| Work Environment | I believe work is distributed fairly at my school or department. | 3.45 | 0.50 |
| Communication | I believe I can influence decisions at my school or department. | 3.54 | 0.53 |
| Feedback & Recognition | My principal or direct supervisor regularly gives me constructive feedback to improve my work performance. | 3.54 | 0.49 |
| Work Environment | I work in an atmosphere where there is mutual respect among all staff. | 3.59 | 0.48 |
| Feedback & Recognition | I am encouraged and expected to give feedback to improve my school or department. | 3.64 | 0.49 |
| Quality Service | My principal or direct supervisor respects my time. | 3.64 | 0.56 |



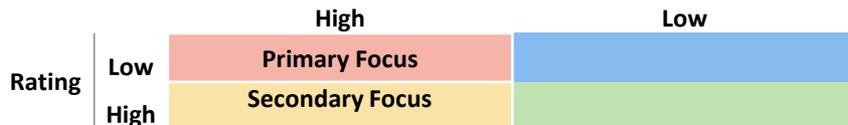
| Median | |
|------------------------|------|
| Rating | 3.69 |
| Relation to Engagement | 0.46 |

Best Opportunity to Maintain

| | | Rating | Relation To Engagement |
|------------------|--|--------|------------------------|
| Quality Service | My time at work is used wisely. | 3.78 | 0.50 |
| Leadership | My principal's or direct supervisor's actions are consistent with his/her words. | 3.79 | 0.53 |
| Leadership | My principal or direct supervisor has strong management skills. | 3.82 | 0.54 |
| Work Environment | My principal or direct supervisor implements policies fairly at my school or department. | 3.82 | 0.53 |
| Leadership | I can count on my principal's or direct supervisor's support when addressing problems or issues. | 3.85 | 0.55 |
| Shared Values | I feel comfortable sharing ideas and opinions with my principal or direct supervisor. | 3.88 | 0.57 |
| Leadership | I enjoy the professional relationship I have with my principal or direct supervisor. | 3.88 | 0.57 |
| Communication | My principal or direct supervisor effectively communicates important issues that affect me. | 3.91 | 0.51 |
| Communication | My principal or direct supervisor is willing to listen to new ideas. | 3.93 | 0.52 |
| Work Environment | My principal or direct supervisor allows me to make decisions about how to do my work. | 3.96 | 0.52 |
| Work Environment | My principal or direct supervisor creates a professional work environment. | 3.99 | 0.52 |
| Leadership | I trust my principal or direct supervisor to make good decisions for students. | 4.01 | 0.56 |
| Communication | My principal or direct supervisor clearly communicates his/her expectations of my job performance. | 4.04 | 0.48 |
| Shared Values | My principal or direct supervisor encourages me to always do my best. | 4.23 | 0.53 |

Relation to Engagement

Median



| | |
|------------------------|------|
| Rating | 3.69 |
| Relation to Engagement | 0.46 |

Low Rating, Low Correlation

| | | Rating | Relation To Engagement |
|--------------------------|---|--------|------------------------|
| Communication | The district office clearly explains the reasons behind decisions on key issues. | 2.76 | 0.39 |
| Communication | The district office clearly explains how key decisions are made. | 2.80 | 0.39 |
| Quality Service | The district office answers my questions within 24 hours. | 2.97 | 0.29 |
| Communication | The district office actively seeks input from a diverse group of employees regarding decisions that affect staff. | 2.98 | 0.37 |
| Feedback and Recognition | CMS recognizes employees for their quality work and accomplishments. | 2.99 | 0.42 |
| Quality Service | District office services to schools and departments are of high quality. | 3.05 | 0.38 |
| Quality Service | Paperwork that I am required to complete is necessary for the work I do. | 3.10 | 0.43 |
| Communication | The district office provides clear direction and expectations to employees. | 3.18 | 0.39 |
| Communication | I know where to go within CMS to get information that I need. | 3.28 | 0.38 |
| Shared Values | The district office expects all employees to share ideas to improve performance. | 3.47 | 0.41 |
| Quality Service | I have the necessary resources to do my job successfully. | 3.50 | 0.46 |
| Career Growth | Training offered by CMS helps me to be effective in my job. | 3.53 | 0.41 |
| Feedback and Recognition | Staff is recognized for good performance at my work site. | 3.55 | 0.46 |
| Career Growth | My principal or direct supervisor identifies opportunities for my professional growth and improvement. | 3.69 | 0.45 |

Relation to Engagement

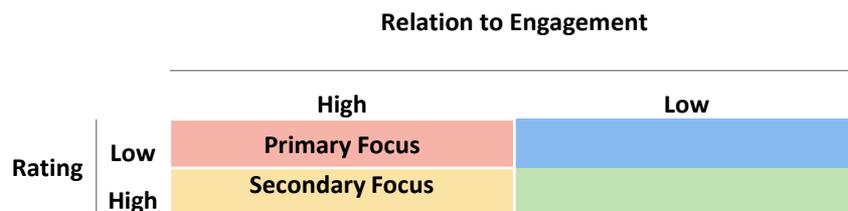


Median

| | |
|------------------------|------|
| Rating | 3.69 |
| Relation to Engagement | 0.46 |

High Rating, Low Correlation

| | | Rating | Relation To Engagement |
|------------------|--|--------|------------------------|
| Career Growth | The district office provides professional development that supports district initiatives. | 3.70 | 0.34 |
| Career Growth | There are leadership opportunities for me within my school or department. | 3.74 | 0.40 |
| Quality Service | Staff is professional and courteous when working with each other. | 3.76 | 0.35 |
| Quality Service | Employees of CMS are professional and courteous when working with others (parents, students and colleagues). | 3.83 | 0.35 |
| Career Growth | CMS encourages continued education and professional growth. | 3.85 | 0.36 |
| Shared Values | Meeting the needs of students is one of CMS' top priorities. | 3.91 | 0.46 |
| Leadership | District office administrators have high expectations for all staff. | 3.91 | 0.34 |
| Quality Service | Staff is courteous when working with students and parents. | 3.97 | 0.30 |
| Career Growth | I have the education and training I need to perform my best work at CMS. | 4.11 | 0.32 |
| Work Environment | My principal or direct supervisor encourages collaboration within and across teams at my school or department. | 4.13 | 0.43 |
| Quality Service | I respond to my email within 24 hours. | 4.32 | 0.15 |

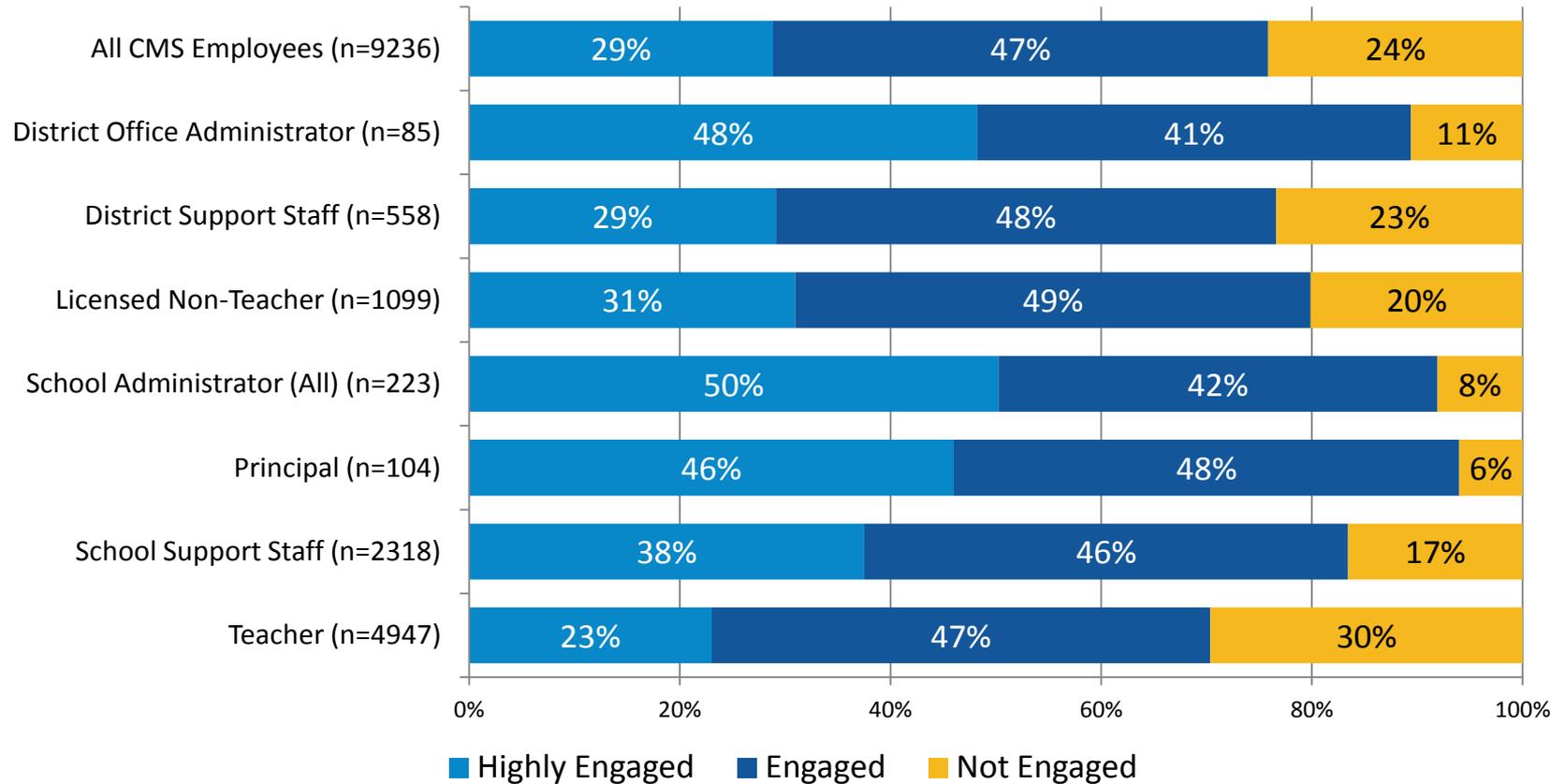


| | | Median |
|------------------------|--|--------|
| Rating | | 3.69 |
| Relation to Engagement | | 0.46 |

Analysis by Respondent Group

Overall Engagement by Respondent Group

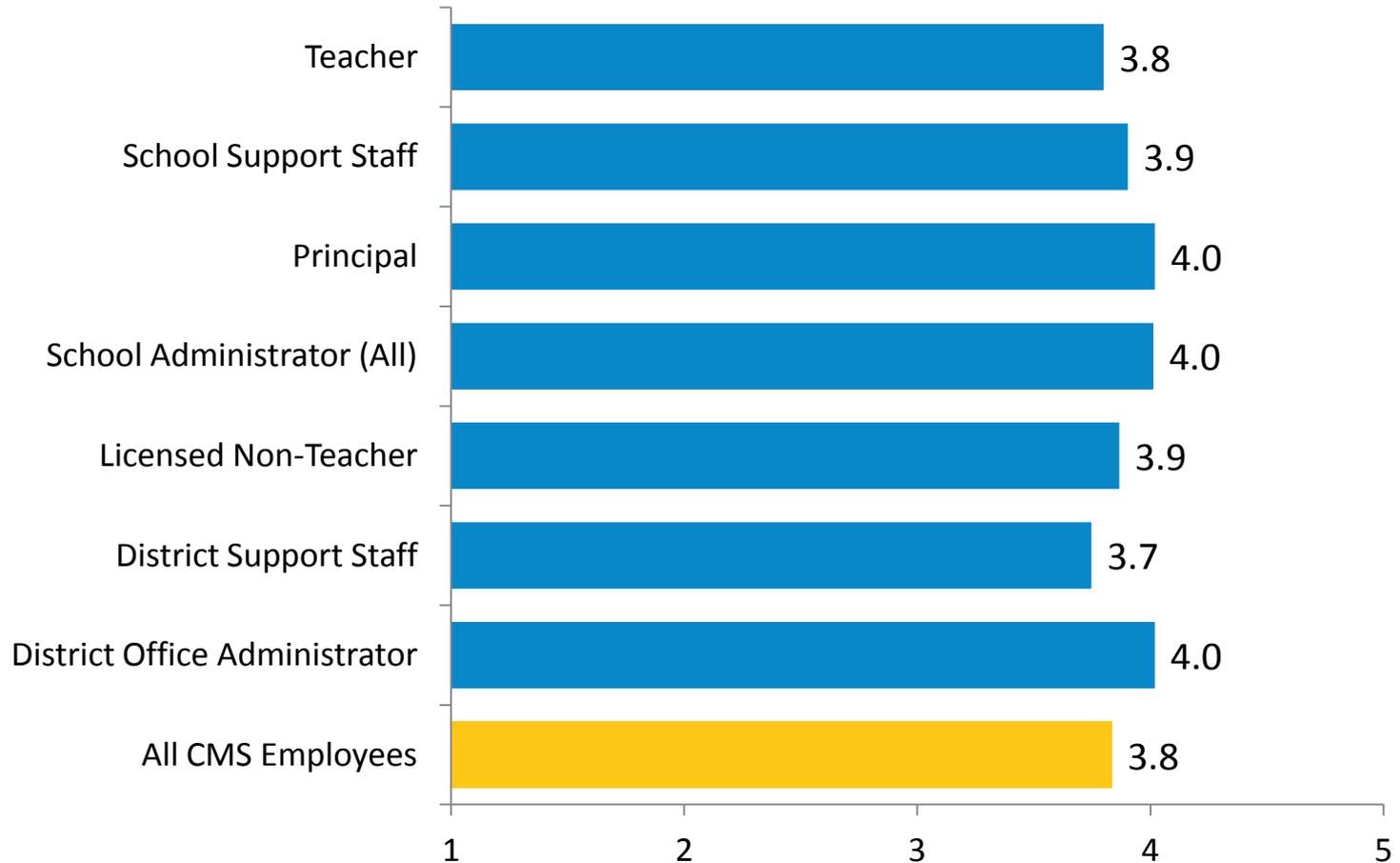
Range of Not Engaged: 6% to 30%



Note: The principal respondent group is also included in the school administrator group.

Shared Values

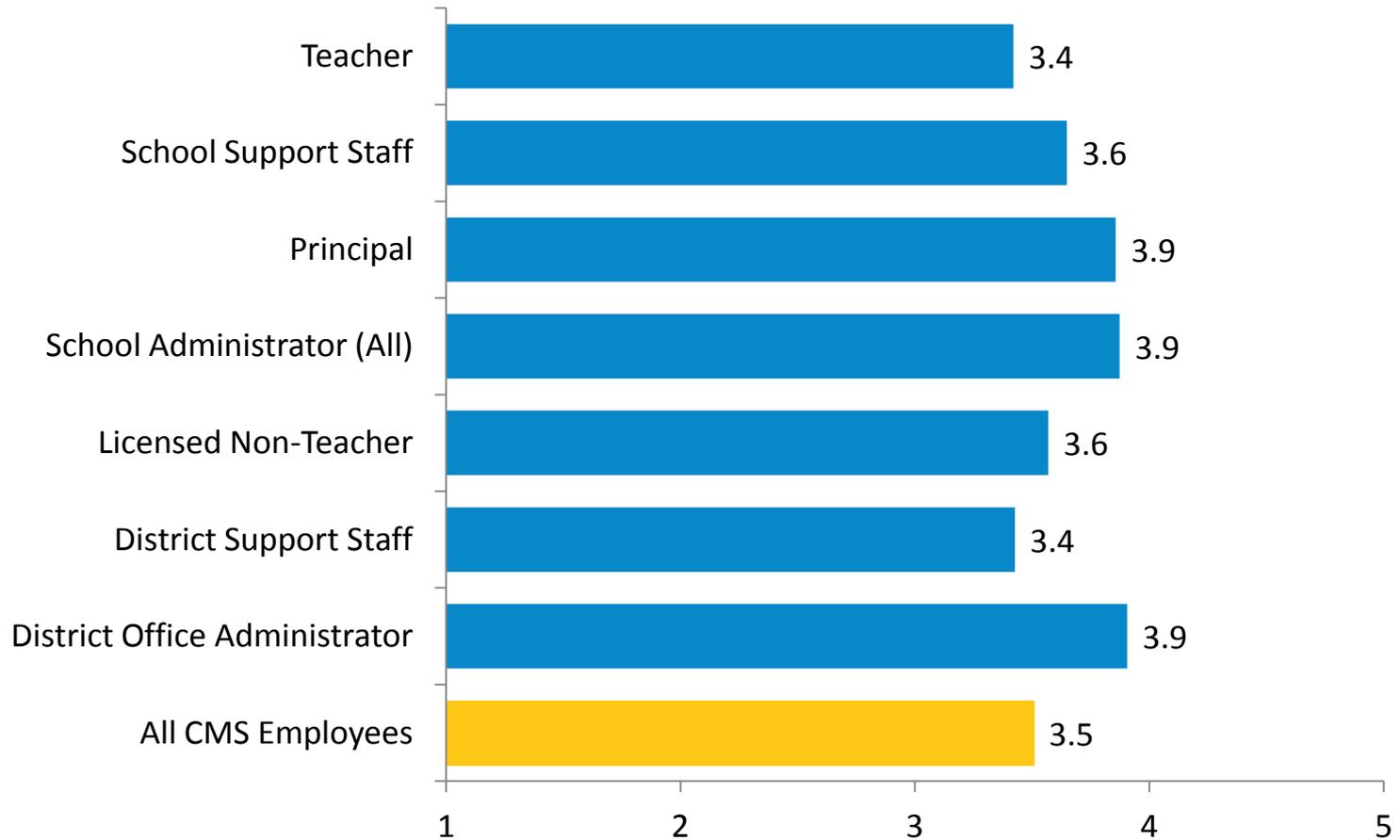
0.3



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Leadership

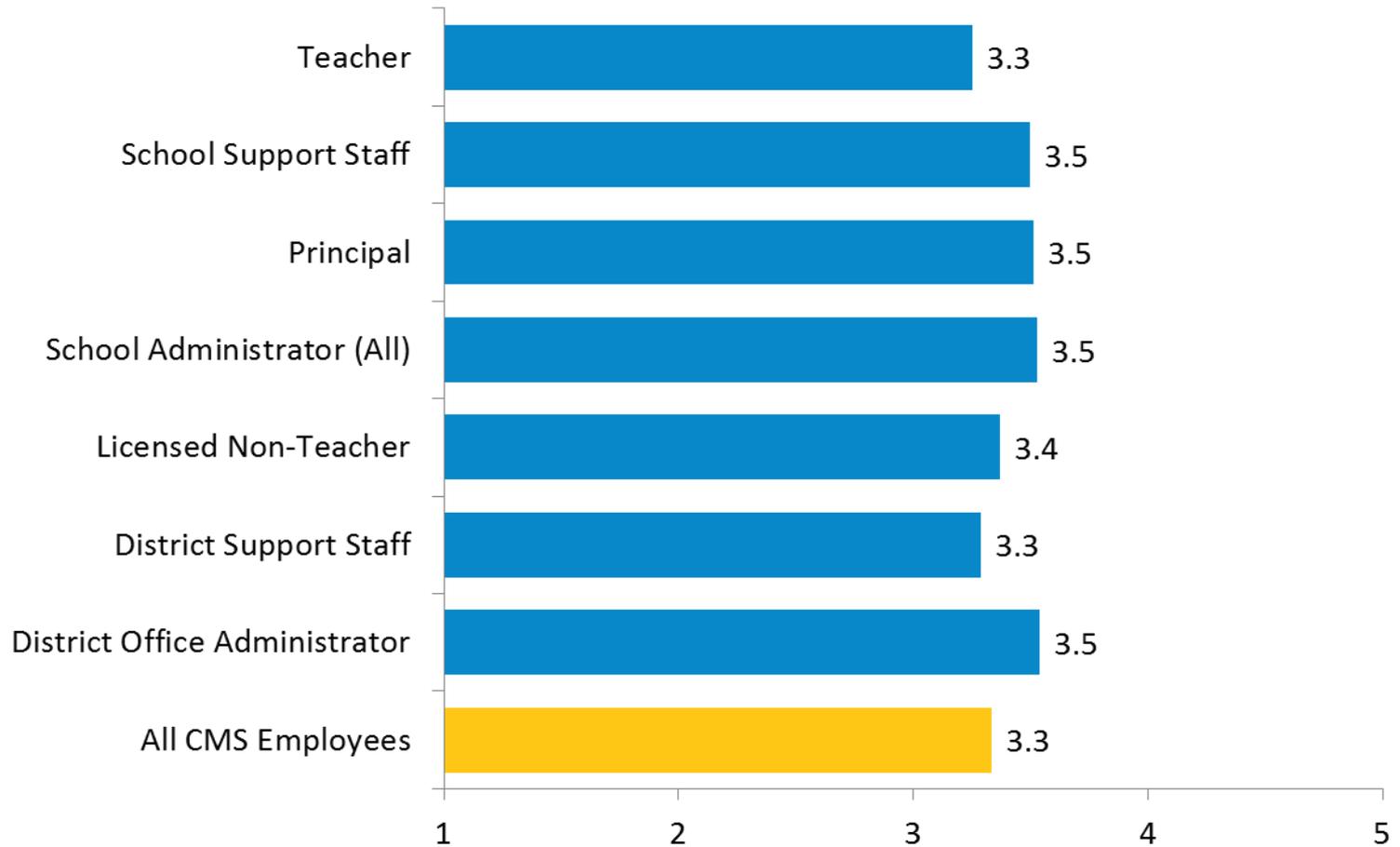
0.5



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Communication

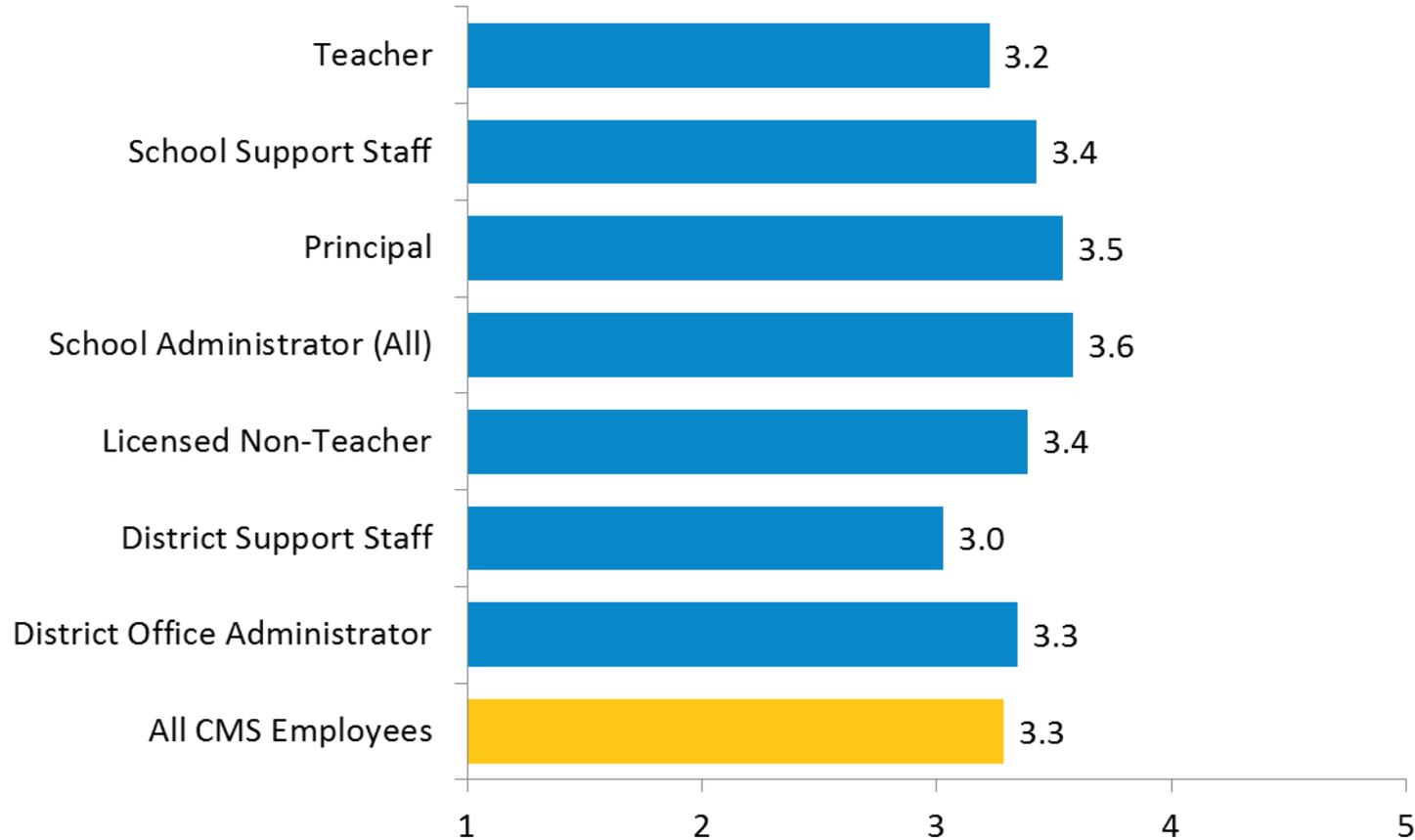
0.2



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Feedback and Recognition

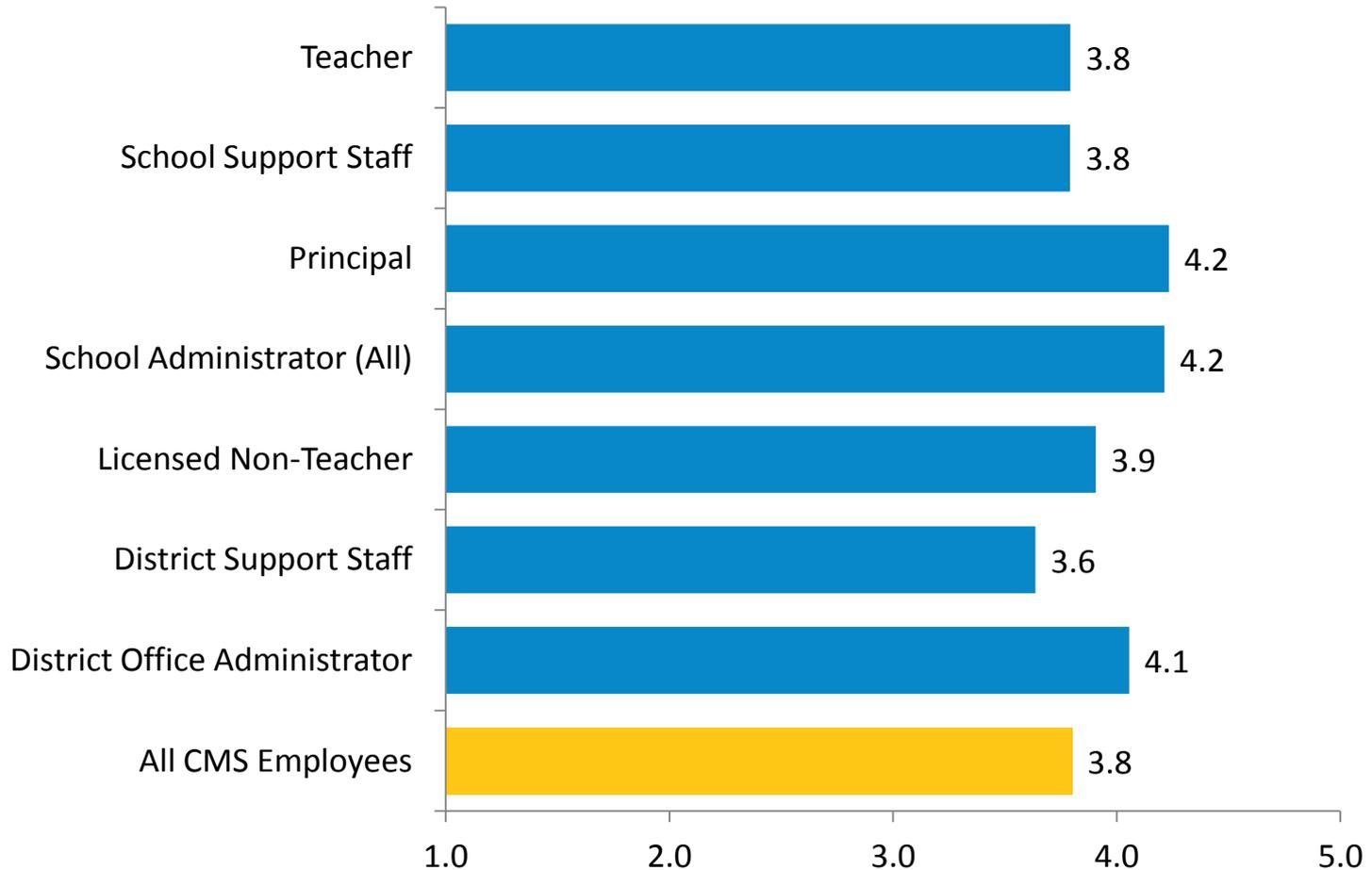
0.6



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Work Environment

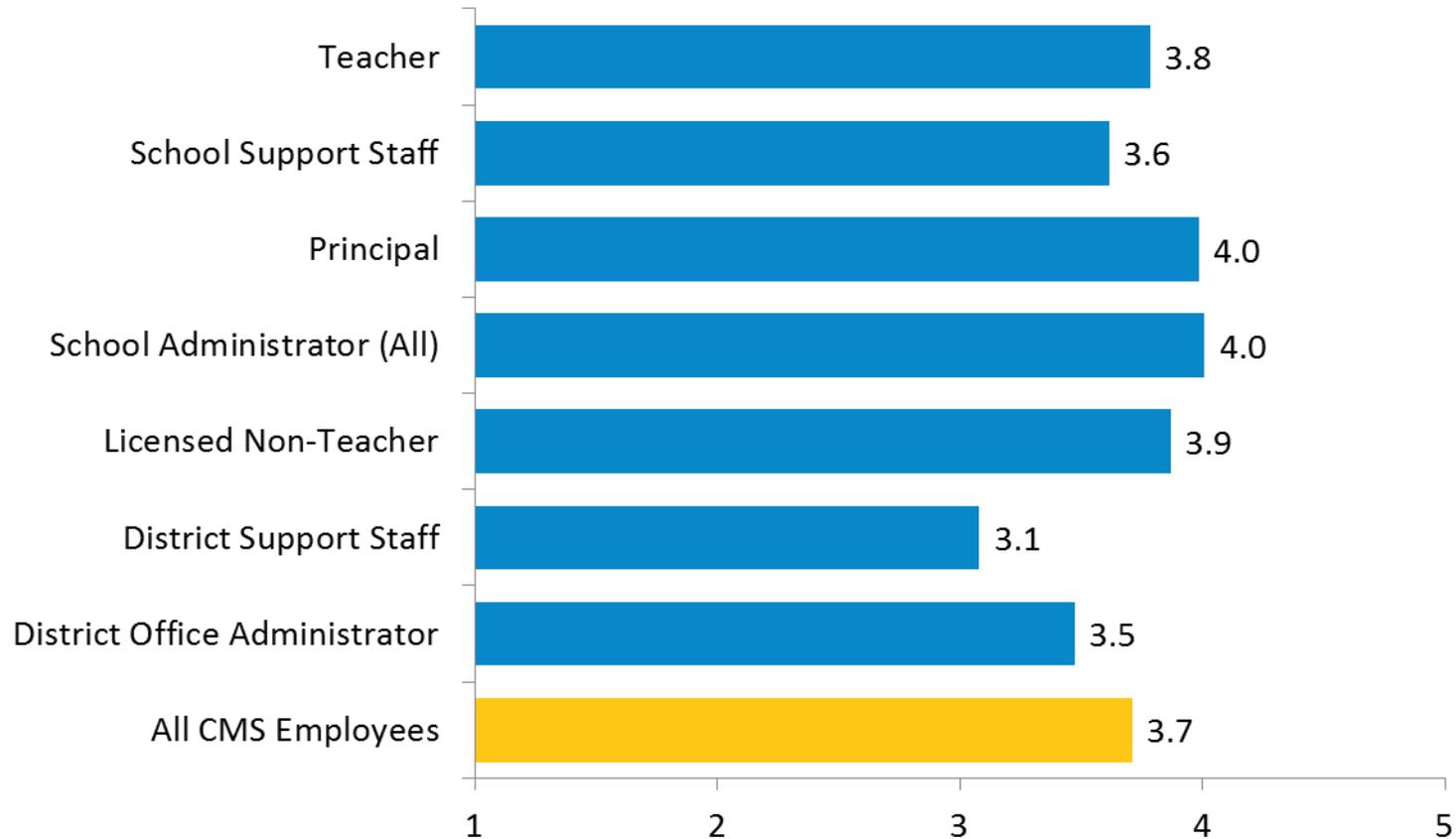
0.6



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Career Growth and Training Opportunities

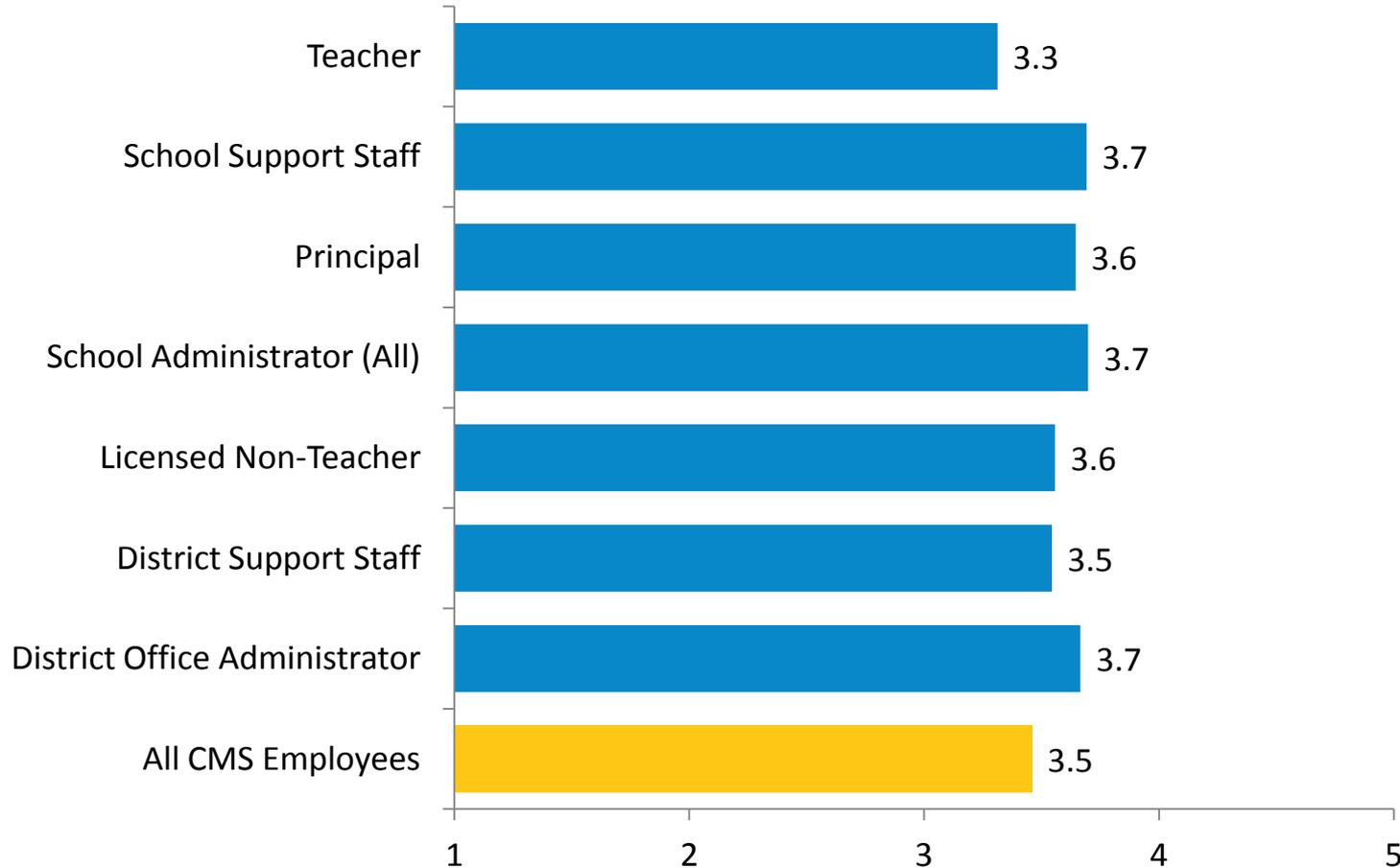
0.9



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Quality Service

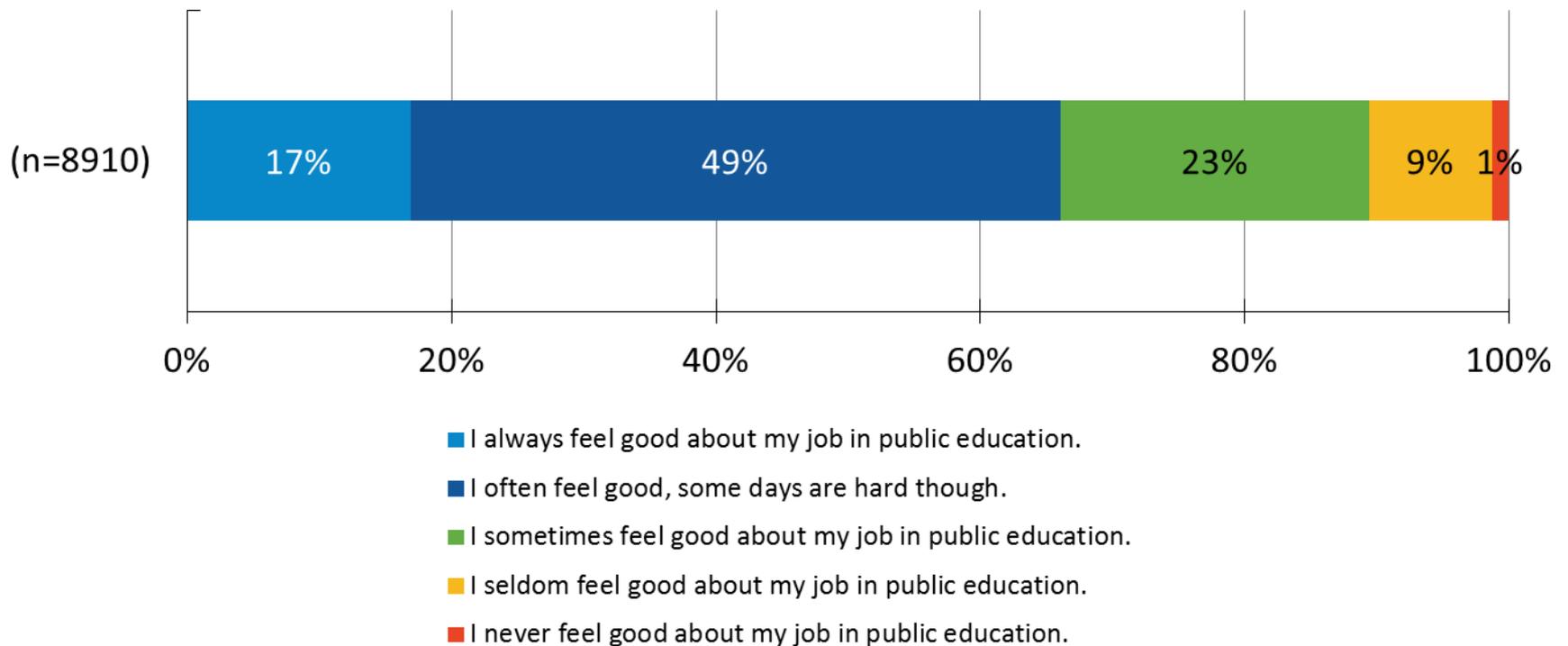
0.4



*Response Options: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Disagree nor Agree; 4 = Agree; 5 = Strongly Agree and "Not Applicable" Not Applicable responses were excluded from all calculations

Feelings as a public school employee

Overall, how do you feel as an employee in a public school system?



Themes of Responses to Open-Ended Questions

Please share some **short-term** suggestions that CMS could do to make you feel better about working in a public school system. (n=4243)

Selected Themes

Share positive stories about CMS work in the media and community (e.g., zone celebrations, staff appreciations days)

Examine policies and procedures with Human Relations (e.g., evaluation process, pay for performance)

Pay attention to a more thoughtful implementation and training related to new initiatives (e.g., new report card)

Provide school staff with improved technical resources (e.g., WiFi connectivity, updated version of Microsoft office and newer printers)

Continue with the “town hall meeting” and open lines of communication

Reduce unnecessary paperwork and non-teaching tasks (e.g., limit the number of meetings)

Themes of Responses to Open-Ended Questions

Please share some *long-term* suggestions that CMS could do to make you feel better about working in a public school system. (n=3640)

Selected Themes

Create more opportunities to highlight quality performance for **ALL** types of employees

Set up structures to seek representation from appropriate employee groups when making decisions that may impact them directly

Design communication system to gather input from all employees and disseminate information to all employees, not only teachers and administrators

Improve compensation and benefits

Provide more sustained and on-going training for prioritized initiatives (e.g., inclusion practices, differentiation, collaboration and common core)

Examine current initiatives and prioritize them based on highest impact on student performance, lowest impact on staff time and overall potential benefit

Establish a process to observe and listen at the school sites

Conclusions

Highlights:

- More than 50% of all employees participated in the survey with representation of more than 50% of each respondent group with the exception of School Support Staff.
- Seventy-six percent of employees who responded are engaged or highly engaged in their work in CMS.
- Shared values (3.8) was the strongest factor that influences engagement, with communication (3.34) and feedback and recognition (3.29) being the two weakest factors.
- Generally, the majority of employees rated items referencing their workplace or school more positively than items referencing the district office.
- Items about district office communicating clear direction, expectations, decision-making processes and explanation were the lowest survey items.