



FREMONT COUNTY
School District 1

Climate Survey Feedback Report

July 18, 2023

WHO IS WSBA?

- **Brian Farmer**, Executive Director
- **Julie Kocourek**, Director of Member Services





**Inspiration
Just Ahead**



PURPOSE

*Fremont County School District #1 (FCSD #1) is seeking to better understand what is **working well** in the district and where there are **opportunities to improve**, particularly with respect to the **climate of the district**.*

SURVEY INSTRUMENT

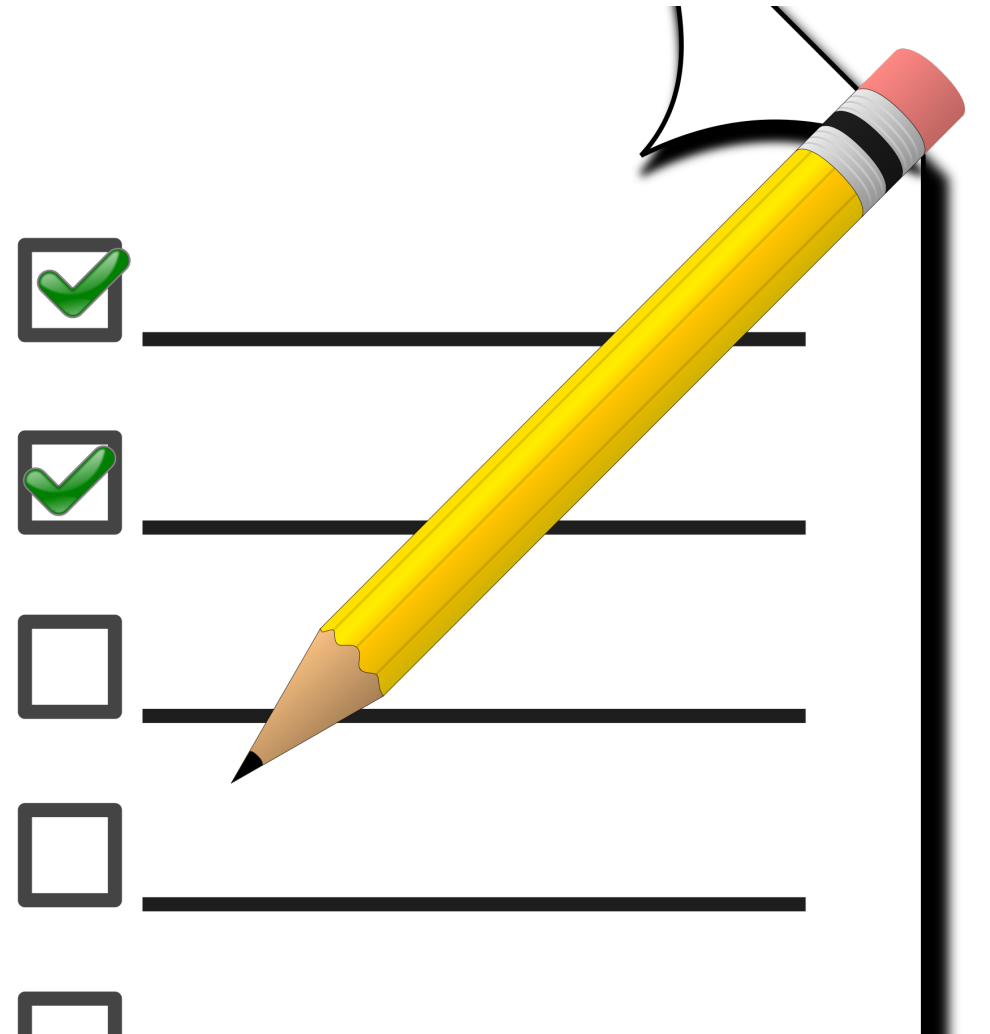
Likert Scale Items

- Used to measure a continuum of perceptions
- Strongly Agree - - - Strongly Disagree

Open Response

- Used to collect more detailed information about those perceptions

Instrument was reviewed, revised, and approved by FCSD #1 school board.



SEVEN AREAS OF FOCUS

1. Work Environment
2. Processes & Procedures
3. Safety & Security
4. Chain of Communication
5. Job Responsibilities
6. Curriculum & Instruction
7. PLCs





SURVEY QUESTIONS

Likert Items

- Indicate your level of agreement with the following statements

Open Response

- List 3 things that are going well
- List 3 things that could be improved
- Additional Comments



LAUNCH

- Email invitation sent April 25th
- Closed May 19th
- All **certified** and **classified** staff invited to participate
- Reminders sent May 8th and May 17th



STRUCTURE OF REPORT

1. Purpose
2. Survey Questions
3. Participants
4. Results (Likert items)
5. Results (Open response items)



PARTICIPANTS

250 total participants

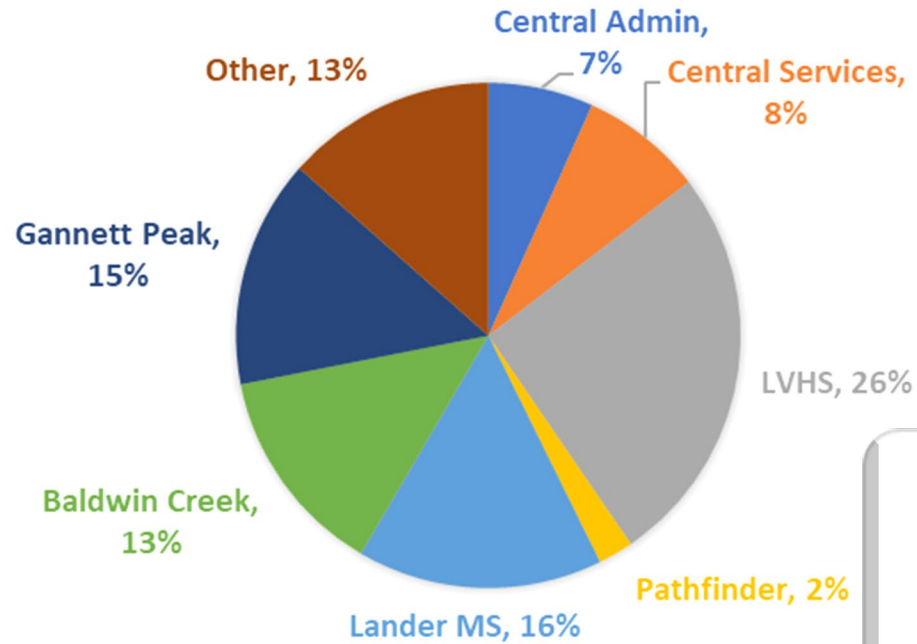
- 161 certified
- 89 classified
- Tracked by building



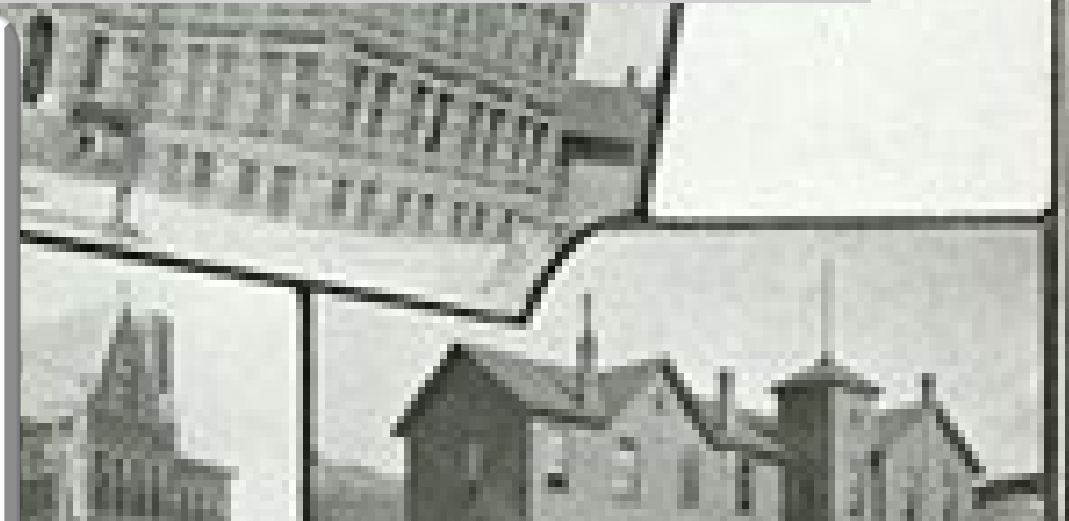
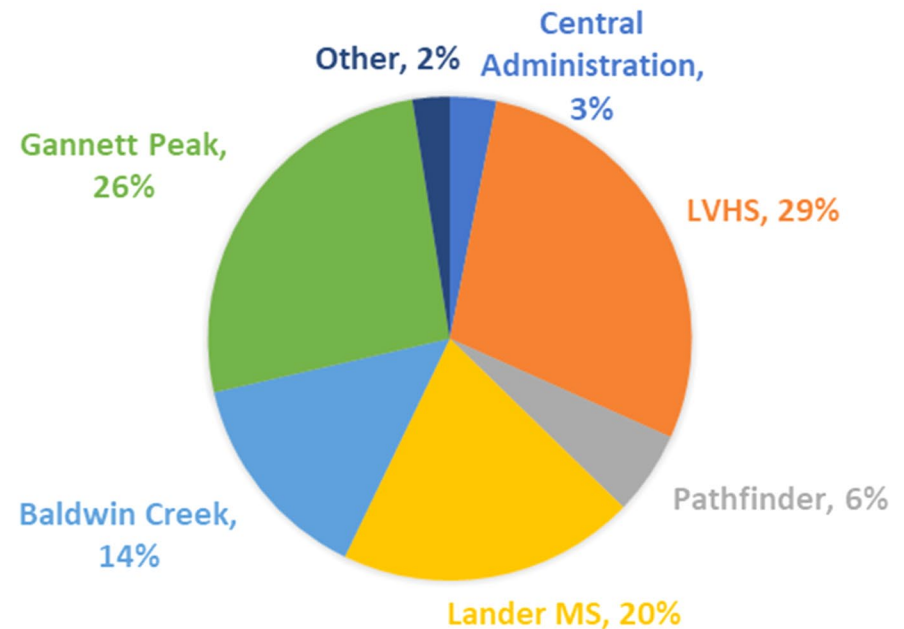
Names, positions, and email addresses kept anonymous

BREAKDOWN BY BUILDING

PERCENT OF CLASSIFIED STAFF PARTICIPANTS PER BUILDING



PERCENT OF CERTIFIED STAFF PARTICIPANTS PER BUILDING



ANALYSIS

Likert Items

Numerical value added to each response

(i.e., 5, 4, 3, 2, 1)

Open Response Items

Responses coded based on apparent concepts (themes)

ANALYSIS CONSIDERATIONS

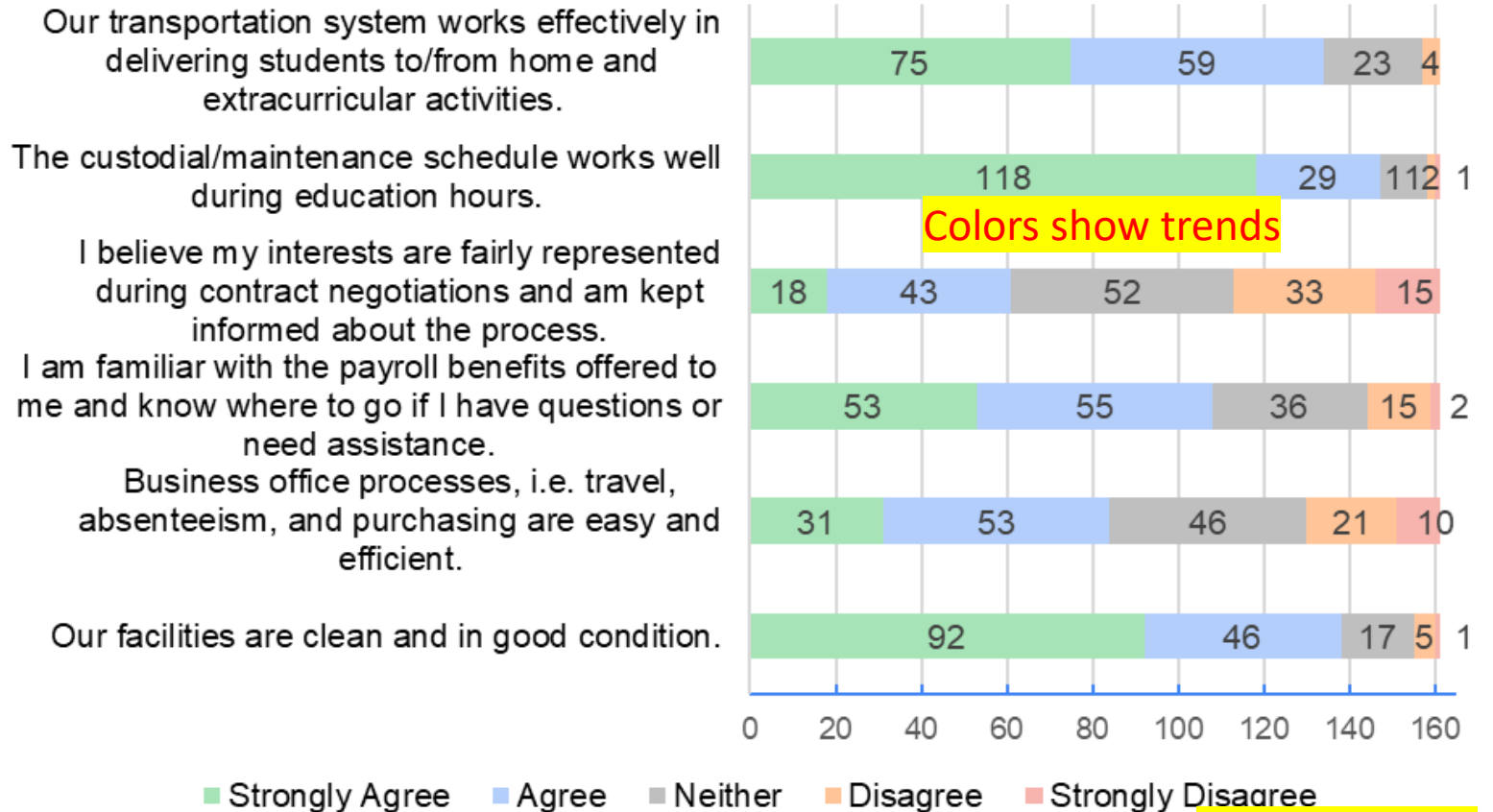
Because WSBA has no prior context about the participants, responses were able to be evaluated without any applied interpretation.

To protect anonymity, participation values of five or less were suppressed.
($n < 6 =$ not reported)

READING THE REPORT

Policies & Procedures

161 Responses **Counts, not %**

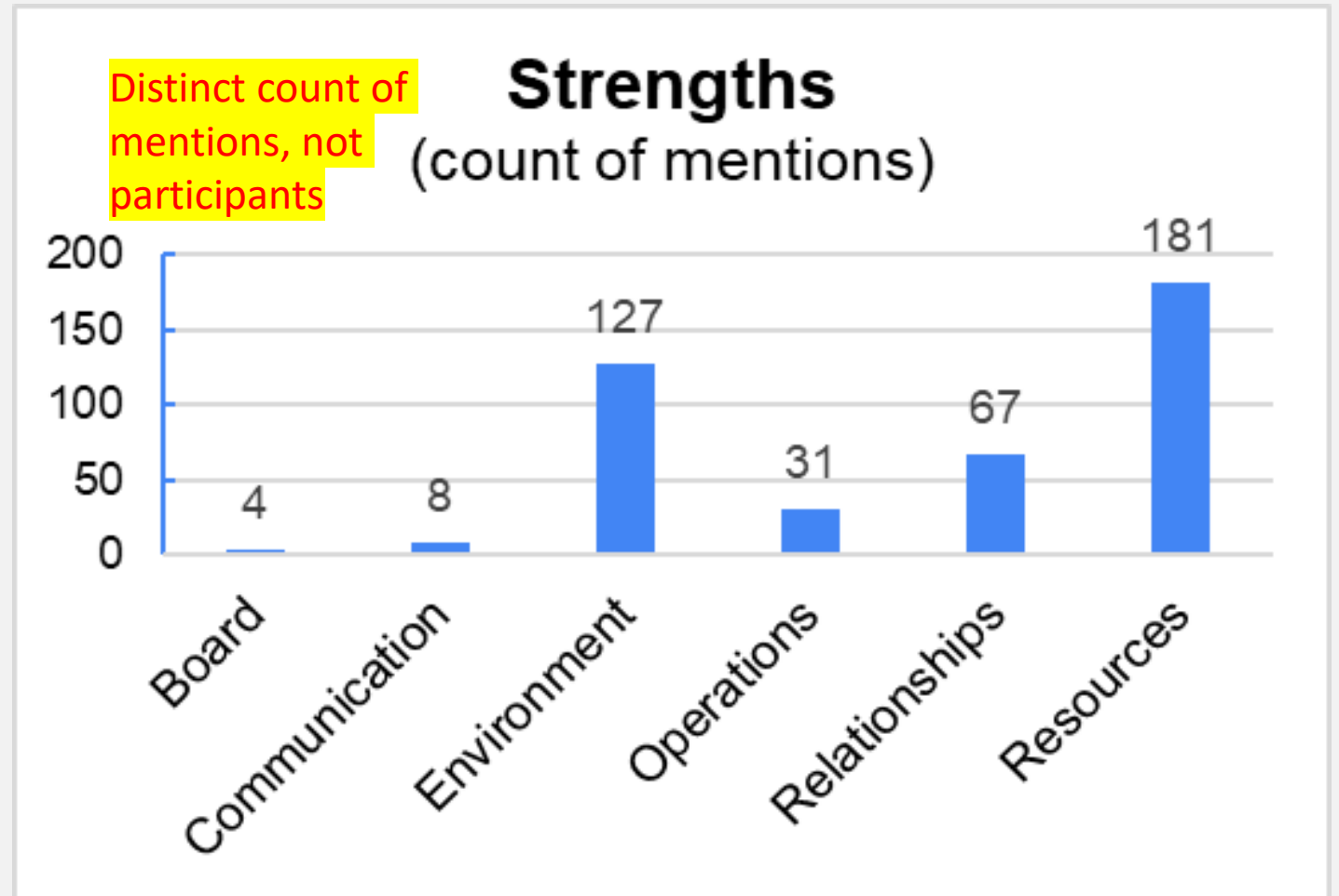


Colors show trends

If 0 responses, category not shown

READING THE REPORT

The data from the open-ended questions was organized and coded based on the frequency with which specific concepts appeared in the responses.



Six themes from open responses

READING THE REPORT

For clarity, the following definitions were applied to provide a common understanding for each concept code – or theme – identified in the data.

CODE/THEME	DEFINITION
Board	Actions related to governance, including... preparation for meetings, micromanagement, politics, following chain of communication, support for administration/schools
Communication	consistent messaging, transparency, honesty, seeking input, open lines across all levels, listening/follow-through, approachability; also includes staff perceptions of external communication (i.e., with parents, community)
Environment	Conditions that impact workplace behaviors/motivation/morale, including... availability of staff, presence of administration, high/consistent expectations across all levels, common vision, feelings of trust toward others, commitment to action (e.g., improving culture, solution-oriented), commitment to students/success
Operations	Conditions that impact the general functions of the workplace, including... facilities (including cleanliness, accessibility, good working order), safety protocols, business management, human resources, hiring practices, policies, scheduling/calendar, temporary school closures, other procedures
Relationships	Conditions that impact trust/confidence among ALL staff, including... a demonstration of caring (toward students and staff), collaboration/professionalism, mutual respect/support shown toward all and across all levels, teamwork (ownership of duties, helpful to others); also includes staff perceptions of relationships with students, parents, and community
Resources	Funding (i.e., salaries, benefits), time (i.e. for planning, collaboration), staffing (levels, quality, efficiency), priorities in support of students/staff (i.e., quality curriculum, PD), district-wide initiatives (quantity/quality, frequency, implementation), class sizes

HIGHLIGHTS

Based on the **Likert** items, there are high levels of satisfaction among ALL staff in the following areas:

- Resources to do job effectively
- Professionalism between colleagues
- Feeling appreciated
- Transportation, custodial/maintenance, facilities
- Prepared for emergencies, feel safe
- Interaction and follow up from supervisors
- Training/PD opportunities
- Meaningful evaluation practices
- Commitment to student success

This list represents the aggregate responses of all buildings across the district. Building-level highlights are not shown here.

HIGHLIGHTS

Based on the **Likert** items, there are concerns among ALL staff in the following areas:

- Communication of mission and practices/policies to support that mission
- Consideration of opinions in decision-making
- Effective use of “Early Out Wednesdays”
- Adequate compensation and benefits

This list represents the aggregate responses of all buildings across the district. Building-level highlights are not shown here.

HIGHLIGHTS

Based on the **Open Response** items, there are high levels of satisfaction among ALL staff in the following areas:

- Collaboration and sense of community among staff
- Care, dedication, and support for students
- Opportunities for growth/development

Based on the **Open Response** items, there are concerns among ALL staff in the following areas:

- Pay and compensation
- Communication and transparency
- Student discipline and accountability

These lists represent the aggregate responses of all buildings across the district. Building-level highlights are not shown here.

CONSIDERATIONS FOR OPEN RESPONSES

It's important to note that lower Strength scores do not necessarily mean respondents believe the district is weak in certain areas; in most cases, it simply means that the sub-category (e.g., "communication") was not mentioned. Conversely, higher Opportunity (concerns) scores aren't necessarily criticisms; some are suggestions for the district to take into consideration.



CAVEATS

One question was added within one day of the survey launch:

- *I believe all students feel safe in our schools*

The wording of a question was changed within one day of the survey launch:

- *I feel that we need a School Resource Officer on every campus to ensure safety of students and staff*

Two sections (8 questions) on the certified staff survey were asked only of those who spend most of their workday interacting with students:

- *Instruction*
- *PLC Activities*

CORRECTIONS



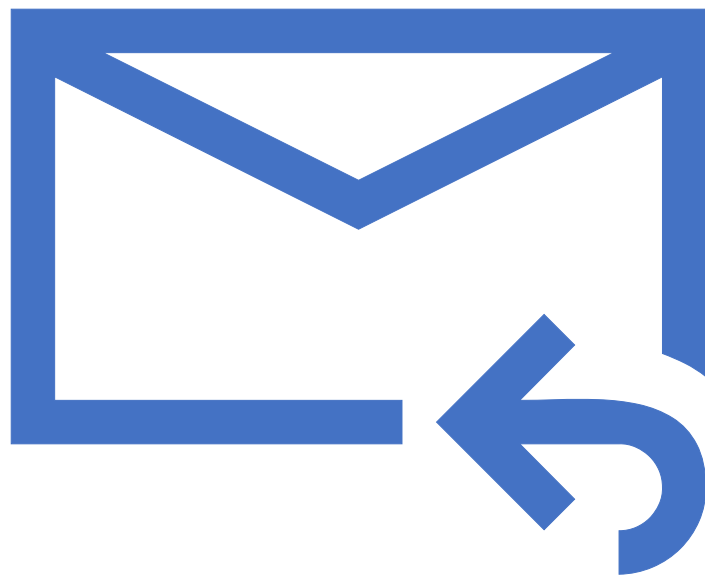
The report stated that the surveys were structured to address **six** areas of focus.

Correction: The surveys addressed **seven** areas of focus.



The report stated that the surveys opened on **April 24th**.

Correction: The surveys opened on **April 25th**.



Questions?

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