Employee Survey

Douglas County School District, 2017

CORONA INSIGHTS

COMMUNITY SURVEY
YOUR VOICE

Contents

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Overview and Context

This report summarizes a survey of 3,204 DCSD employees that was conducted in late 2016. It is part of a larger community research project that includes the following reports:

- High School Student Survey Report
- High School Student Interview Report
- High School Student Data Breakouts and Open-End Summary
- Employee Survey Report
- Employee Interview Report
- Employee Data Breakouts and Open-End Summary
- Parent and Community Survey Report
- Parent Interview Report
- Parent Data Breakouts and Open-End Summary
- Community Data Summary and Open-End Summary
- Higher education and Employer Interview Report
- Summary of Top-Level Findings
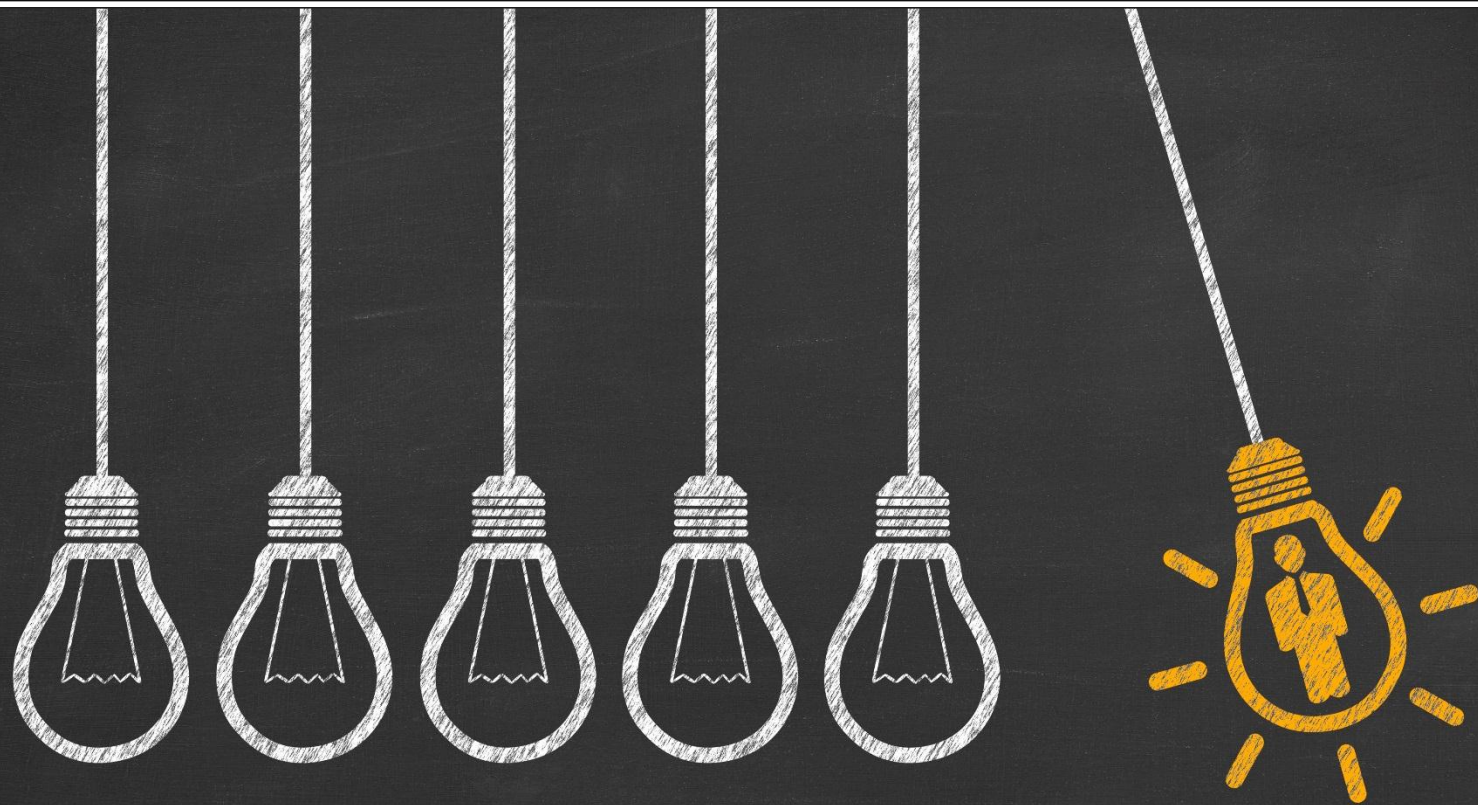
Executive Summary

Top-level summary of the research and findings: (Verbatim employee quotes highlighted in color.)

Employees generally like their jobs

- More than 80 percent believe that…
  - They know what is expected of them
  - They belong at their job
  - They are part of a cooperative team
  - They have the opportunity to do what they do best
  - They work with people who listen to their ideas
  - They work with someone who encourages their professional development
  - They are proud to work at their school

- Classified staff generally have slightly more positive feelings, compared to licensed staff, in every area above other than working with someone who encourages their professional development.

Many employees have negative opinions of the District

- A majority of employees disagree that the District has a good reputation, listens to employees' concerns, provides a positive work environment, and communicates in a way to promote employee achievement.
  - Classified staff have notably less negative feelings than licensed staff, but still skew negative in these aspects.
  - Opinions decline with length of employment in the District.
- Over 40 percent feel that there's more competition in the District than collaboration (49 percent of licensed, 27 percent of classified). Only 20 percent believe there's more collaboration than competition.
- Nonetheless…
  - 60 percent are proud to work at the District.
  - A strong majority (79 percent) are satisfied or at least neutral with their career progress over the past year.

Trust declines as the chain of command gets higher

> 10 percent of employees don't trust District staff at all

> 26 percent of employees don't trust the cabinet at all

> 36 percent of employees don't trust the Board of Education at all

> Classified staff have higher levels of trust than licensed employees, but still not high overall.

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What would increase trust?

⮑ Suggestions centered primarily around culture and school board philosophies. In both areas, employees suggested increasing…

> Transparency

"More face to face interactions and meetings between the community and District leadership and staff. It humanizes leadership and staff and allows the community to get an honest feel for them. There should be more transparency without yelling "we're being transparent." It's become an ugly buzz word that sets off some community members. Just make it part of the day to day practice."

> Honesty

"Be open and clear, be honest, do what you say you are going to do, do what is best for students."

> Communications

"Communication and listening for feedback before implementing change."

> Respect

"Actions that show that the Board majority believe in public education and not in ignoring those who work hard for the district. Hire cabinet members that have experience in education. Follow Roberts Rules of Order during meetings. Stop trying to be the first district to innovate and try the newest ideologies and spend time doing what is best for ALL students in this district. Listen and act upon what is being told to them in this survey by teachers and community members."

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What would increase trust?

- A common culture-specific suggestion included "putting the children first"

  "The district is currently in the middle of change. Putting kids first and doing what you say you're going to do will increase my trust."

- Common suggestions regarding board philosophies included working together and removing politics from the process.

  "Unity among the board members in decision making would help to increase the trust. Knowing that they have the students best interest in mind when making decision rather than the political piece would help."

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What would increase trust?

→ Show that you value and appreciate employees

"The current temporary Superintendent had the right idea when she visited all schools and spoke with principals about their challenges and successes. It was even more helpful when she shared what she learned with the entire district. That engendered trust for me. I think members of the school board should take the same action."

"Visiting employees in the workplace helps. Giving this survey is also helping and if the district personnel responds to this survey, that will be helpful too."

"There should be more visits by board members to terminals, schools and the people that 'make it happen' on a daily basis."

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Most employees believe evaluation is burdensome and not capturing the right aspects of their job

- 42 percent of employees say that evaluation requirements make their job "much harder", and 23 percent say it makes their job "a little harder".

  > Licensed employees cited this much more frequently than classified employees (58 percent "much harder" versus 25 percent).

- Of nine job elements tested, licensed employees in every case were more likely than classified employees to say that the elements made their job more difficult.

  > These included both elements outside of District control (e.g., Colorado state law, students' ability to perform at grade level) and elements within District control (e.g., evaluation requirements for job, expectations of District administration).

Employees are unhappy with pay and pay systems

- 70 percent or more of employees disagree that the current pay system is fair or that it helps retain employees, attract employees, or motivate employees to increase work quality.

- Licensed employees were consistently more likely than classified employees to be dissatisfied with pay and compensation systems.

- Employees most commonly stated that the best use of any additional funds that might become available would be an increase in employee pay.

  > Other suggestions were notably less common and included professional development, building upgrades, new buildings, and technology as larger themes.

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What would make the pay system fair?

⮊ Employees offered many types of suggestions, but the most common types were:

> Reward longevity/experience

"Do not allow the situation that exists where teachers new to the district with equal or even less experience make more than teachers who have been at DCSD through thick and thin. Loyalty used to be valued (longevity pay)."

> Education

"Go back to the standard teacher pay scale where experience and education are valued."

> Remove pay bands

"Pay bands are confusing and unfair. Why is one position valued over another? Aren't we all working toward the same end? If a child does not get a good foundation in Elementary School how can a High School math teacher be successful? I prefer the method we had previously where experience as well as continuing education were rewarded."

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Employees believe that a variety of factors should affect compensation

⮑ Employees were given a list of 13 factors that could be used in determining compensation. For every factor, a majority stated that it should be at least a minor factor in determining compensation, but there were three main categories of support.

> 40+ percent believe it should be a major factor, and less than 5 percent oppose its use:
  - Years in profession, education, supervisor's assessment of performance.

> 30+ percent believe it should be a major factor, and less than 10 percent oppose its use:
  - Years in the District, use of innovation in position, special training

> Majority believe it should be at least a minor factor, but with 12 to 24 percent opposing its use:
  - Difficulty of hiring new people into position, coworkers' assessment of performance, willingness to lead special initiatives, student progress, parent reviews, student achievement, student reviews.

Morale concerns are being amplified

- 60 percent report that they have high morale.
- Only 29 percent believe that their coworkers have high morale.

District concepts are generally seen as reasonable, but implementation has been problematic

⮑ Support for the concept of <u>4C's</u> outweighs opposition by 80 percent to 5 percent. However, only 38 percent support both the concept and the implementation.

⮑ Support for the concept of <u>21st Century Skills</u> outweighs opposition by 71 percent to 8 percent. However, only 29 percent support both the concept and the implementation.

⮑ Support for the concept of <u>World Class Outcomes</u> outweighs opposition by 52 percent to 23 percent. However, only 19 percent support both the concept and the implementation.

⮑ Support for the concept of <u>Guaranteed and Viable Curriculum</u> outweighs opposition by 49 percent to 16 percent. However, only 17 percent support both the concept and the implementation.

Fast change has been a key driver of dissatisfaction

⮕ 49 percent of employees say that the pace of policy and procedure change has been too quick, and most of those believe it has been much too quick.

> Only 19 percent believe that the pace of change has been appropriate or too slow.

> Licensed employees are much more likely than classified employees to believe the pace has been too quick.

Classified staff feel ignored

➲ Classified staff often believe that professional development and evaluations give more weight to licensed staff.

Detailed Findings

Reporting notes

- ➲ The following pages present a detailed analysis of the survey questions.
- ➲ Graphs may not add up to 100% due to a small number of no replies on each question. The no replies are a larger percent of later survey questions, and thus are presented on the later graphs.
- ➲ Statistically significant differences are noted for each question.
- ➲ Graphs typically show overall findings. Additional segment findings are referenced but not always shown (please see accompanying Excel file for all segmentation results).
- ➲ The overall margin of error is ± 1.8%.
  - > The margins of error for the following subgroups are:
    - Licensed: ± 2.6%.
    - Classified: ± 3.0%.
    - Pro/Tech/Admin: ± 4.4%.
    - Charter/Other: ± 4.1%.
    - Traditional Public: ± 1.6%.
  - > All margins of error are with a 95% confidence interval and adjusted for weighting.

Satisfaction with School and District

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Overall, employees are generally positive about their job

All employees

Statement				
I know what is expected of me at work.	2%	8%	36%	53%
I feel like I belong at my job.	3%	8%	32%	56%
The people I work with cooperate as a team.	4%	9%	35%	50%
I have the opportunity to do what I do best every day.	3%	11%	38%	46%
I work with people who listen if I have ideas about doing things better.	4%	12%	37%	45%
There is someone at work who encourages my professional development.	6%	12%	36%	45%
I receive recognition or praise for good work.	7%	14%	41%	36%

Licensed

Statement				
I know what is expected of me at work.	2%	10%	39%	48%
I feel like I belong at my job.	2%	9%	33%	54%
The people I work with cooperate as a team.	3%	10%	37%	49%
I have the opportunity to do what I do best every day.	4%	13%	39%	42%
I work with people who listen if I have ideas about doing things better.	4%	13%	38%	44%
There is someone at work who encourages my professional development.	4%	10%	37%	47%
I receive recognition or praise for good work.	7%	16%	43%	32%

Classified

Statement				
I know what is expected of me at work.	1%	5%	32%	61%
I feel like I belong at my job.	3%	6%	33%	57%
The people I work with cooperate as a team.	5%	9%	34%	51%
I have the opportunity to do what I do best every day.	3%	9%	36%	51%
I work with people who listen if I have ideas about doing things better.	5%	11%	36%	46%
There is someone at work who encourages my professional development.	8%	13%	36%	41%
I receive recognition or praise for good work.	7%	12%	40%	40%

■ Strongly Disagree ■ Somewhat Disagree ■ Somewhat Agree ■ Strongly Agree ■ Unsure

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Q. How much do you agree or disagree with the following?

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Employees tend to like the people they work with, although some would like more recognition

- ➲ Employees feel like they belong at work.
  - > Almost 90 percent of employees feel like they belong at their job. Pro/Admin/Tech employees and those working at charter schools feel more strongly that they belong.
  - > More than 80 percent of employees feel like they have the opportunity to do what they do best everyday. Classified employees and those who work at charter schools feel this more strongly.
  - > Almost 90 percent of employees know what is expected of them at work. Employees who have been in the District longest (20+ years) believe this less strongly. Classified employees and those who work at charter schools feel this more strongly.
  - > More than 80 percent of employees believe that the people they work with cooperate as a team. Charter school employees were more likely to believe this.

- ➲ Employees also tend to feel respected and supported by the people that they worked with.
  - > More than 80 percent of employees said that they work with people who listen if they have ideas about doing things better. The longer employees have worked in the District, the less they believe this. Charter school employees are more likely to believe this.
  - > More than 80 percent of employees believe that someone at work encourages their professional development. The longer employees have worked in the District, the less they believe this. Classified employees feel less support for their professional development at work. Charter school employees are more likely to believe this.
  - > More than three quarters of employees said they receive recognition or praise for good work. The longer employees have worked in the District, the less they believe this. Licensed employees are less likely to believe this. Charter school employees are more likely to believe this.

Employees believe more cooperation exists among their coworkers than across the District

Competition and Collaboration in the District

		Much more competition	Somewhat more competition	Equal amounts collaboration and competition	Somewhat more collaboration	Much more collaboration	Unsure
Overall	In the District	20%	21%	18%	14%	6%	21%
	Among your coworkers	4%	10%	15%	27%	41%	2%
Classified	In the District	12%	15%	22%	15%	6%	28%
	Among your coworkers	4%	8%	16%	25%	41%	4%
Licensed	In the District	25%	24%	15%	12%	4%	18%
	Among your coworkers	4%	12%	15%	28%	39%	

Legend:
- Much more competition
- Somewhat more competition
- Equal amounts collaboration and competition
- Somwhat more collaboration
- Much more collaboration
- Unsure

- ➲ The longer that employees have worked in the District, the less cooperation they feel among their coworkers. Charter school employees reported more cooperation among their coworkers.

- ➲ The longer that employees have worked in the District, the more competition they feel in the District. Licensed employees reported less collaboration and more competition across the District.

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Q Would you say that there is more collaboration or more competition…?

Employees have a positive opinion of their immediate position than about their relationship to the District

All employees

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Unsure	Does not apply
I am proud to work for my school.	2%	6%	26%	57%		9%
I believe my school has a good public image.	5%	12%	35%	37%	10%	
The climate and culture in my school make for a positive work environment.	6%	12%	34%	38%	9%	
I am proud to work for the District.	13%	22%	38%	22%		
My morale is high.	14%	23%	36%	26%		
I feel valued as an employee.	19%	21%	35%	24%		
The communication between the District and schools supports student achievement.	19%	26%	31%	8%	10%	6%
The District keeps employees informed of changes.	19%	27%	40%	10%	4%	
The communication between the District and employees supports employee achievement.	27%	29%	29%	6%	6%	
The climate and culture in the District make for a positive work environment.	33%	28%	24%	8%	5%	
The District listens to employees' concerns.	36%	26%	21%	4%	10%	
The morale among my District coworkers is high.	33%	30%	22%	7%	6%	
I believe the District has a good public image.	40%	29%	20%	7%	4%	

Licensed

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Unsure	Does not apply
I am proud to work for my school.	2%	7%	30%	58%	3%	
I believe my school has a good public image.	5%	13%	38%	39%	3%	
The climate and culture in my school make for a positive work environment.	7%	13%	37%	39%	3%	
I am proud to work for the District.	20%	28%	33%	12%		
My morale is high.	19%	26%	34%	20%		
I feel valued as an employee.	24%	22%	33%	19%		
The communication between the District and schools supports student achievement.	27%	31%	26%	5%	9%	2%
The District keeps employees informed of changes.	22%	28%	37%	8%	4%	
The communication between the District and employees supports employee achievement.	35%	32%	22%	4%	5%	
The climate and culture in the District make for a positive work environment.	43%	28%	18%	4%	4%	
The District listens to employees' concerns.	46%	26%	13%	3%	10%	
The morale among my District coworkers is high.	42%	32%	15%	4%	5%	
I believe the District has a good public image.	50%	29%	13%	4%	3%	

Classified

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Unsure	Does not apply
I am proud to work for my school.	2%	4%	25%	58%	11%	
I believe my school has a good public image.	5%	9%	33%	38%	12%	
The climate and culture in my school make for a positive work environment.	6%	11%	34%	37%	11%	
I am proud to work for the District.	6%	15%	43%	32%		
My morale is high.	9%	19%	38%	32%		
I feel valued as an employee.	13%	21%	37%	28%		
The communication between the District and schools supports student achievement.	10%	20%	36%	11%	11%	11%
The District keeps employees informed of changes.	16%	25%	43%	13%	3%	
The communication between the District and employees supports employee achievement.	18%	27%	36%	9%	8%	
The climate and culture in the District make for a positive work environment.	22%	27%	33%	12%	5%	
The District listens to employees' concerns.	27%	27%	27%	5%	10%	
The morale among my District coworkers is high.	25%	26%	30%	10%	7%	
I believe the District has a good public image.	27%	29%	29%	10%	4%	

Legend: ■ Strongly Disagree ■ Somewhat Disagree ■ Somewhat Agree ■ Strongly Agree ■ Unsure ■ Does not apply

Q How much do you agree or disagree with the following?

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There is a big contrast between how employees feel about their school and about the District

- Employees have a positive opinion about working at their school.
  - > More than 90 percent of employees who work at a school are proud to do so. The longer that employees have worked in the District, the less pride they feel. Charter school employees are more likely to be proud.
  - > About 80 percent of employees who work at a school believe that their school has a good public image. Charter school employees are more likely to believe this.
  - > Almost 80 percent of employees who work at a school believe that the climate and culture of their school make for a positive work environment. The longer that employees have worked in the District, the less likely they are to believe this. Charter school employees are more likely to believe this.
- Employees have a less positive opinion about working with the District.
  - > Almost 60 percent of employees are proud to work for the District. The longer that employees have worked in the District, the less pride they feel. Licensed employees are less proud to work in the District.
  - > Roughly a quarter of employees believe that the District has a good public image. The longer that employees have worked in the District, the less likely they are to believe this. Classified employees and Charter school employees are more likely to believe this.
  - > About a third of employees believe that the climate and culture of the District make for a positive work environment. The longer that employees have worked in the District, the less likely they are to believe this. Classified employees are more likely to believe this.
- Almost 60 percent of employees feel valued as an employee. The longer that employees have worked in the District, the less likely they are to feel valued. Licensed employees are less likely to feel valued. Charter school employees are more likely to feel valued.

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Q How much do you agree or disagree with the following?

Perceptions of morale and of communication with the District are somewhat negative

- Perceptions of morale among coworkers are different than what coworkers are actually experiencing.
  - > Less than 30 percent of employees believe that the morale among their coworkers is high. The longer that employees have worked in the District, the less likely they are to believe this. Licensed employees also are less likely to believe this.
  - > However, more than 60 percent of employees reported that their morale is high. The longer that employees have worked in the District, the less likely they are to have high morale. Licensed employees are less likely to have high morale. Charter school employees are more likely to have high morale.
- Employees feel that communication with the District is not very strong and that it is not supporting student or employee achievements.
  - > Half of employees believe that the District keeps employees informed of changes. The longer that employees have worked in the District, the less likely they are to believe this. Licensed employees are less likely to believe this.
  - > Only a quarter of employees feel like the District listens to employees' concerns. The longer that employees have worked in the District, the less likely they are to feel this. Licensed employees are less likely to feel this.
  - > Less than 40 percent of employees believe that the communication between the District and schools supports student achievement. The longer that employees have worked in the District, the less likely they are to believe this. Licensed employees are less likely to believe this.
  - > About a third of employees believe that the communication between the District and employees supports employee achievements. The longer that employees have worked in the District, the less likely they are to believe this. Licensed employees are less likely to believe this.

A third of employees do not trust the District School Board at all

Trust of District Administration and Staff

		Do not trust at all	Trust a little	Trust somewhat	Trust a lot	Trust completely	Unsure
Overall	The District School Board	36%	26%	19%	5%	1%	13%
Overall	The District cabinet (Superintendent and cabinet officers)	26%	24%	22%	8%	3%	16%
Overall	The District staff	10%	20%	36%	20%	4%	9%
Classified	The District School Board	24%	25%	25%	8%	2%	17%
Classified	The District cabinet (Superintendent and cabinet officers)	20%	21%	26%	9%	2%	21%
Classified	The District staff	8%	17%	39%	20%	4%	11%
Licensed	The District School Board	43%	27%	15%	3%		12%
Licensed	The District cabinet (Superintendent and cabinet officers)	34%	27%	17%	5%	2%	15%
Licensed	The District staff	14%	25%	34%	16%	3%	9%

➲ There is more trust for the District cabinet and the District staff. The longer that employees have worked in the District, the less trust they have in any of the District administration and staff. Similarly, licensed employees also have less trust for any of the District administration and staff. Charter school employees are more trusting.

Most suggestions for increasing trust described changes to culture and School Board philosophy

Ways to Increase Trust

Category	Percentage
Culture	45%
School Board Philosophy	38%
Operations	21%
Resources	13%
School Administration Philosophy	9%
Decision Power	8%
Knowledge	3%
Academic Philosophy	1%
No suggestion	3%
Other	0%
No reply	21%
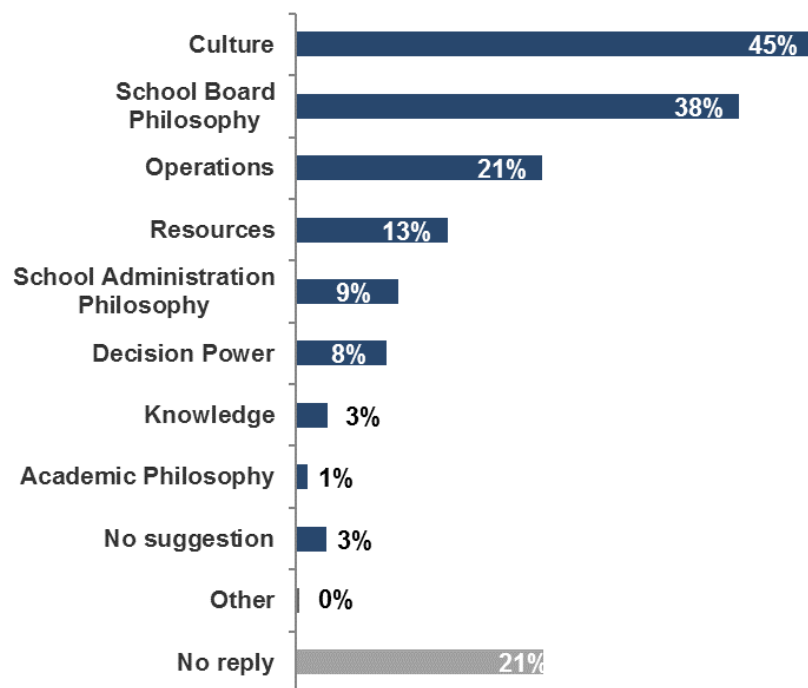
- Suggestions related to culture generally mentioned valuing and respecting employees, communicating better, placing children first, being honest/keeping promises, and being transparent.

- Suggestions about school board philosophy encourage the board to work together, to remove politics from the process, to be transparent, to be honest, and to respect and trust others.

- Comments about resources almost all focus on pay, either amount or market/performance-based pay.

- Comments that focus on school administration philosophy suggest sharing the big picture and listening.

- Comments about decision power tend to mention giving teachers more of a say in decisions.

- *See the accompanying data file for verbatim responses.*

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Q [If trust is somewhat or less for either] What action do you believe would most increase trust? *(open end)*

District Policies

Most employees feel some degree of control over their career

Control Over Job

		No control	A little control	Some control	A lot of control	Total control	Unsure	Does not apply
Overall	How you are teaching	2%	8%	20%	26%	10%		32%
	What you are teaching	3%	8%	23%	25%	7%		33%
	Your career development	6%	16%	32%	31%	12%		2%
Classified	How you are teaching	2%	6%	15%	13%	4%		58%
	What you are teaching	4%	7%	15%	10%	3%		59%
	Your career development	7%	16%	30%	28%	11%		5%
Licensed	How you are teaching	2%	10%	27%	39%	15%		6%
	What you are teaching	3%	10%	31%	39%	10%		6%
	Your career development	5%	16%	35%	32%	9%		

➲ The vast majority of employees for whom it is applicable feel like they have at least some control over both what they are teaching and how they are teaching.

➲ More than 90 percent of employees feel like they have at least some control over their career development. Employees who have worked in the District longer reported slightly less control. Also, licensed employees reported slightly less control. Pro/Admin/Tech employees and charter school employees reported more control over their career development.

Q How much control do you have over…?

About half of employees are satisfied with their career progress over the past 12 months

Satisfaction with Career Progress

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied	Unsure
Overall	6%	11%	21%	36%	22%	4%
Classified	4%	8%	23%	37%	22%	5%
Licensed	8%	13%	20%	36%	19%	3%
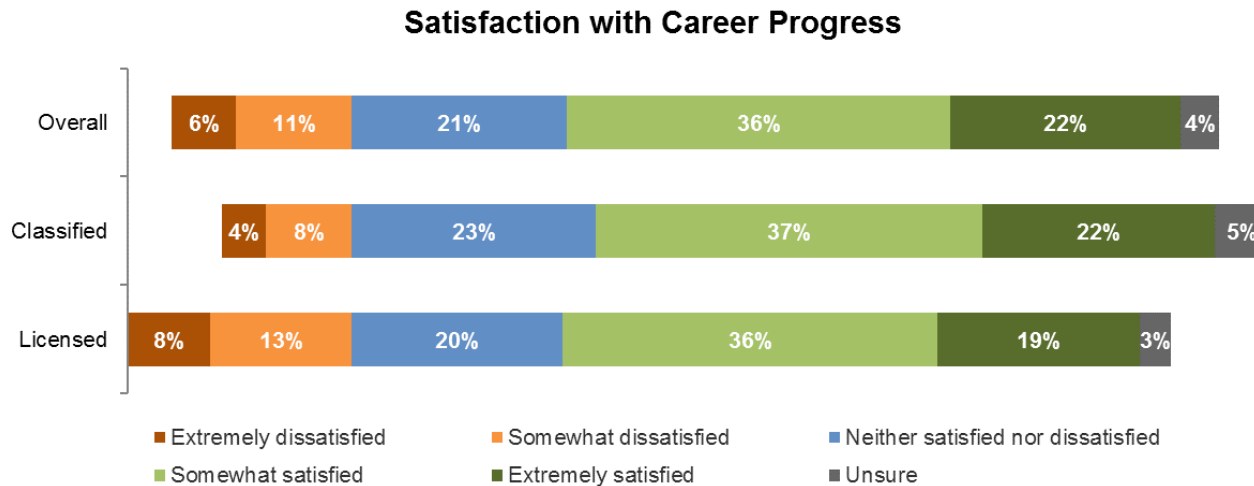
- Less than a fifth of employees reported being dissatisfied with their progress. Employees who have worked in the District longer are more dissatisfied with their progress. Similarly, licensed employees are also less satisfied with their progress. Charter school employees are more satisfied.

Q How satisfied are you with your career progress over the past 12 months?

The needs of most employees are met at least a little by current professional development offerings

Ability of Professional Development to Meet Needs

Overall: 15% | 22% | 24% | 25% | 7% | 4%
Classified: 11% | 20% | 22% | 29% | 9% | 6%
Licensed: 19% | 25% | 26% | 22% | 5%

Legend:
- Does not meet my needs at all
- Meets my needs a little
- Meets my needs somewhat
- Mostly meets my needs
- Meets my needs completely
- I do not have access to professional development in my position
- Unsure

➲ Employees who have worked in the District longer are more likely to report that the available professional development does not meet their needs. Similarly, licensed employees are also more likely to report that the available professional development does not meet their needs.

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Q How well does the professional development that is available to you meet your needs?

There are several factors that make employees' jobs harder

All employees

Factor	Much harder	A little harder	No impact	A little easier	Much easier	Unsure	Does not apply
Evaluation requirements for my job	42%	23%	15%	7%	3%		6%
Expectations of District administration	32%	23%	18%	6%		8%	10%
Administrative duties associated with my job	22%	25%	24%	6%	3%		16%
Unique needs of students	16%	32%	24%	6%	3%		17%
Expectations of parents	15%	27%	28%	8%	2%		16%
Resources available to me	12%	19%	23%	28%	9%		5%
Students' ability to perform at grade level	9%	21%	24%	8%	3%		32%
Colorado state law	9%	27%	32%	6%	11%		13%
Academic standards	6%	15%	35%	8%	4%		29%

Licensed

Factor	Much harder	A little harder	No impact	A little easier	Much easier	Unsure	Does not apply
Evaluation requirements for my job	58%	22%	8%	3%			5%
Expectations of District administration	46%	23%	13%	4%		6%	
Administrative duties associated with my job	31%	29%	22%	4%			10%
Unique needs of students	22%	40%	27%	5%			3%
Expectations of parents	19%	32%	34%	7%	4%		
Resources available to me	16%	23%	21%	27%	8%		2%
Students' ability to perform at grade level	14%	30%	31%	10%		8%	
Colorado state law	11%	35%	36%	5%		3%	
Academic standards	9%	21%	45%	10%		8%	

■ Much harder ■ A little harder ■ No impact ■ A little easier ■ Much easier ■ Unsure ■ Does not apply

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Q Have any of the following factors made your job easier or harder since you first started working for the District?

There are several factors that make employees' jobs harder

All employees

Factor	Much harder	A little harder	No impact	A little easier	Much easier	Unsure	Does not apply
Evaluation requirements for my job	42%	23%	15%	7%	3%		6%
Expectations of District administration	32%	23%	18%	6%		8%	10%
Administrative duties associated with my job	22%	25%	24%	6%	3%		16%
Unique needs of students	16%	32%	24%	6%	3%		17%
Expectations of parents	15%	27%	28%	8%	2%		16%
Resources available to me	12%	19%	23%	28%	9%		5%
Students' ability to perform at grade level	9%	21%	24%	8%	3%		32%
Colorado state law	9%	27%	32%	6%	11%		13%
Academic standards	6%	15%	35%	8%	4%		29%

Classified

Factor	Much harder	A little harder	No impact	A little easier	Much easier	Unsure	Does not apply
Evaluation requirements for my job	25%	25%	21%	11%	5%		9%
Expectations of District administration	14%	22%	23%	8%	13%		16%
Administrative duties associated with my job	10%	17%	28%	8%	5%		26%
Unique needs of students	9%	23%	20%	7%	5%		33%
Expectations of parents	10%	20%	22%	9%	2%		30%
Resources available to me	7%	13%	28%	27%	10%	6%	10%
Students' ability to perform at grade level	4%	9%	16%	5%	4%		58%
Colorado state law	4%	16%	30%	5%	16%		25%
Academic standards	4%	9%	22%	4%	5%		54%

■ Much harder ■ A little harder ■ No impact ■ A little easier ■ Much easier ■ Unsure ■ Does not apply

Q Have any of the following factors made your job easier or harder since you first started working for the District?

There are several factors that make employees' jobs harder

- Employees feel that several factors outside of District control have made their jobs harder.
  - > More than 40 percent of those for whom it is applicable said that students' ability to perform at grade level made their job harder.
  - > More than half of employees for whom it is applicable believe that the unique needs of students made their job harder.
  - > Half of those for whom it is applicable said that parents' expectations made their job harder. Employees who have worked for the District longer are more likely to believe this made their job harder.
  - > Roughly a third of employees for whom it is applicable believe that Colorado state law made their job harder, and a third believe it had no impact on their job. For licensed employees, slightly more believe that it made their job harder compared to the percent who think it had no impact. The longer that employees have worked in the District, the more strongly they believe that it made their job harder.
- Employees often feel that several factors potentially under District control made their jobs harder.
  - > More than half of employees reported that administrative duties associated with their job made it harder. The longer employees have worked for the District, the larger negative impact they believe these duties have on their job. Licensed employees are much more likely to report that administrative tasks made their job much harder.
  - > More than half of employees believe that expectations of the District administration made their job harder. Employees who have worked for the District longer and licensed employees are more likely to believe this made their job harder.
  - > Roughly a third of employees reported that the resources available to them made their job easier, and a third said it made their job harder. Licensed employees are more likely than classified employees to say that it made their job harder. Charter school employees are more likely to say that the resources made their job easier.
  - > Most employees for whom it is applicable reported that academic standards had no impact on their job. About a third of licensed employees reported that academic standards made their job harder.
  - > Two thirds of employees believe that the evaluation requirements of their job made their job harder. The longer that employees have worked in the District, the more strongly they believe this. Licensed employees and Pro/Tech/Admin employees are more likely to believe that it made their job harder, compared to classified employees.

Q Have any of the following factors made your job easier or harder since you first started working for the District?

Many employees are somewhat negative about the evaluation tool and the pay process

All employees

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Unsure
The District pay system retains quality employees to my department or school.	56%	21%	10%	10%	
The District pay system attracts quality employees to my department or school.	55%	22%	10%	10%	
The District pay system is fair within my department or school.	51%	21%	15%	11%	
The District's pay process motivates me to increase my work quality.	49%	25%	15%	8%	
The current evaluation tool used for my position accurately measures my effectiveness.	44%	24%	18%	9%	
The District's evaluation process motivates me to increase my work quality.	44%	24%	20%	9%	
The District pay system creates competition between me and other employees.	21%	17%	26%	18%	17%

Licensed

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Unsure
The District pay system retains quality employees to my department or school.	65%	18%	6%	10%	
The District pay system attracts quality employees to my department or school.	65%	18%	6%	10%	
The District pay system is fair within my department or school.	58%	18%	11%	11%	
The District's pay process motivates me to increase my work quality.	58%	20%	12%	7%	
The current evaluation tool used for my position accurately measures my effectiveness.	52%	24%	12%	9%	
The District's evaluation process motivates me to increase my work quality.	53%	23%	14%	8%	
The District pay system creates competition between me and other employees.	16%	13%	31%	28%	13%

Classified

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Unsure
The District pay system retains quality employees to my department or school.	48%	25%	13%	11%	
The District pay system attracts quality employees to my department or school.	46%	27%	11%	11%	
The District pay system is fair within my department or school.	42%	26%	16%	12%	
The District's pay process motivates me to increase my work quality.	39%	31%	17%	8%	
The current evaluation tool used for my position accurately measures my effectiveness.	38%	24%	23%	10%	
The District's evaluation process motivates me to increase my work quality.	35%	26%	24%	9%	
The District pay system creates competition between me and other employees.	29%	23%	20%	6%	22%

■ Strongly Disagree ■ Somewhat Disagree ■ Somewhat Agree ■ Strongly Agree ■ Unsure

CORONA INSIGHTS

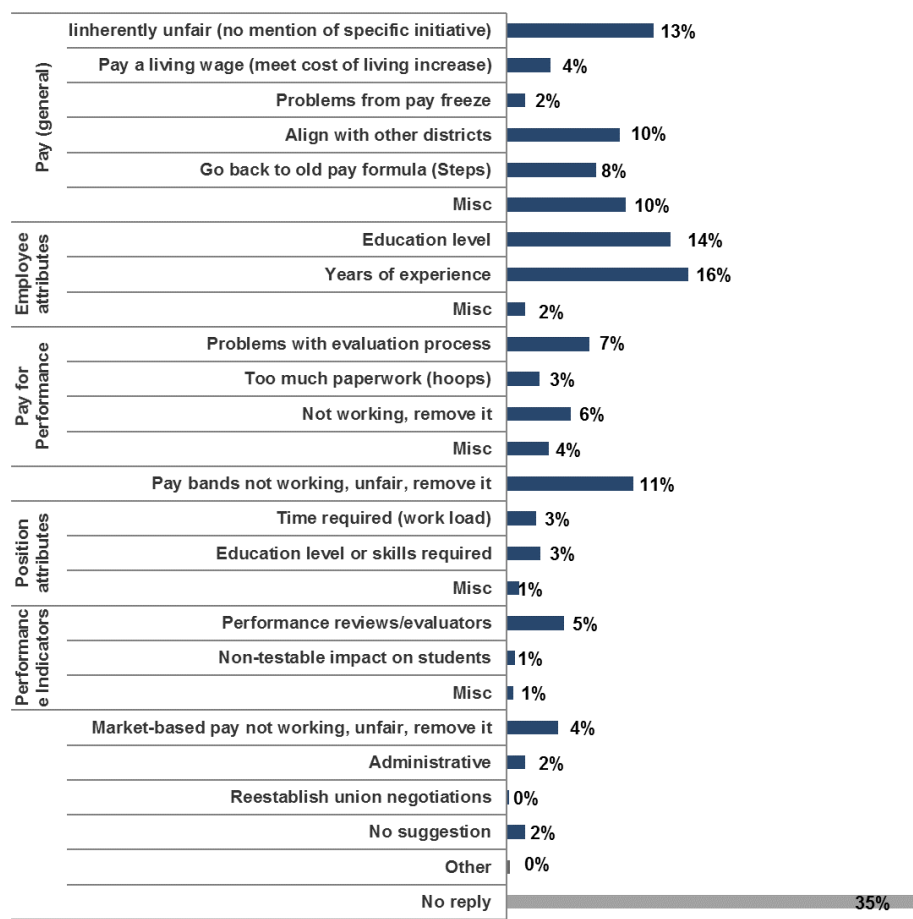Q How much do you agree or disagree with the following?

Employees do not think that the evaluation tool or the pay system have a good impact on employees

⊃ Employees do not think that the evaluation tool is motivating or accurate.

> About two thirds of employees do not agree that the current evaluation tool used for their position accurately measures their effectiveness. Employees who have worked in the District 5 years or more are more likely to strongly disagree. Licensed employees are more likely to strongly disagree compared to classified employees, and classified employees are more likely to strongly disagree compared to Pro/Tech/Admin employees.

> About two thirds of employees do not agree that the District's evaluation process motivates them to increase their work quality. The longer employees have worked in the District, the more likely they are to strongly disagree. Licensed employees are most likely to disagree.

⊃ Similarly, employees do not think that the pay system is having many positive impacts.

> More than 40 percent of employees believe that the District pay system creates competition between them and other employees. Employees who have worked in the District for less than 5 years are more likely to be unsure of whether this creates competition. Those who have worked in the District for five years or more are more likely to believe that it creates competition. Licensed employees are the most likely to believe that it creates competition, while classified employees are more likely than other employees to be unsure.

> Three quarters of employees do not believe that the District pay system attracts quality employees to their department or school. The longer employees have worked in the District the less likely they are to believe that it attracts quality employees, while employees who have worked there for less than 5 years are more unsure. Licensed employees are less likely to believe this than other employees.

> Similarly, more than three quarters of employees do not believe that the District pay system retains quality employees in their department or school. The longer employees have worked in the District the less likely they are to believe that it retains quality employees , while employees who have worked there for less than 5 years are more unsure. Licensed employees are less likely to believe this than other employees.

> Less than a fifth of employees believe that the District pay system is fair within their department or school. The longer employees have worked in the District the less likely they are to believe that it is fair , while employees who have worked there for less than 5 years are more unsure. Licensed employees are less likely to believe this than other employees.

> A fifth of employees believe that the District's pay process motivates them to increase their work quality. The longer employees have worked in the District the less likely they are to believe that it motivates them, while employees who have worked there for less than 5 years are more unsure. Licensed employees are less likely to believe this than other employees.

Q How much do you agree or disagree with the following?

To make pay fair, employees suggested focusing on employee attributes and removing pay bands

Recommendations for Making Pay System Fair

Pay (general)
- Iinherently unfair (no mention of specific initiative): 13%
- Pay a living wage (meet cost of living increase): 4%
- Problems from pay freeze: 2%
- Align with other districts: 10%
- Go back to old pay formula (Steps): 8%
- Misc: 10%

Employee attributes
- Education level: 14%
- Years of experience: 16%
- Misc: 2%

Pay for Performance
- Problems with evaluation process: 7%
- Too much paperwork (hoops): 3%
- Not working, remove it: 6%
- Misc: 4%

Position attributes
- Pay bands not working, unfair, remove it: 11%
- Time required (work load): 3%
- Education level or skills required: 3%
- Misc: 1%

Performance Indicators
- Performance reviews/evaluators: 5%
- Non-testable impact on students: 1%
- Misc: 1%

- Market-based pay not working, unfair, remove it: 4%
- Administrative: 2%
- Reestablish union negotiations: 0%
- No suggestion: 2%
- Other: 0%
- No reply: 35%

○ Several employees suggested focusing more on employee attributes, such as education and tenure.

○ Several employees feel that the pay bands are not working.

○ Other common suggestions for making the pay system fair include aligning with other districts or going back to old formula. Some employees feel like any pay system is inherently unfair.

○ *See the accompanying data file for verbatim responses.*

Q [If disagree that pay system is fair] What is the primary change you would recommend making in order to make the pay system fair?

CORONA INSIGHTS

DCSD Employee Survey

More licensed employees rule out factors as a basis for compensation

Factors to Base Compensation On

All employees

Factor	Not a factor	Minor factor	Moderate factor	Major factor	Unsure	Does not apply
Years in my profession	3%	11%	37%	45%	1%	
My education	4%	13%	34%	43%		3%
My supervisor's assessment of my performance	2%	10%	43%	41%	1%	
Years served in the District	9%	17%	37%	33%	2%	
Special training	3%	16%	43%	32%		3%
Use of innovation in my position	8%	25%	38%	21%		5%
The difficulty of hiring new people into my position	24%	22%	27%	17%	5%	
My coworkers' assessment of my performance	25%	26%	29%	12%	4%	
Willingness to help lead special initiatives in the District	20%	28%	27%	11%		8%
Student progress in my school	12%	22%	26%	9%		27%
Parent reviews	22%	26%	22%	7%		18%
Student achievement in my school	15%	24%	23%	7%		27%
Student reviews	22%	24%	21%	7%		23%

Licensed

Factor	Not a factor	Minor factor	Moderate factor	Major factor	Unsure	Does not apply
Years in my profession	1%	9%	35%	53%		
My education	1%	7%	32%	59%		
My supervisor's assessment of my performance	2%	14%	47%	34%	1%	
Years served in the District	8%	16%	37%	36%	1%	
Special training	3%	17%	43%	35%	1%	
Use of innovation in my position	10%	27%	40%	18%		2%
The difficulty of hiring new people into my position	31%	23%	26%	16%	2%	
My coworkers' assessment of my performance	32%	28%	27%	9%	2%	
Willingness to help lead special initiatives in the District	26%	33%	28%	8%		3%
Student progress in my school	15%	31%	33%	12%		5%
Parent reviews	31%	34%	24%	5%		3%
Student achievement in my school	20%	35%	29%	7%		6%
Student reviews	28%	32%	25%	7%		5%

Legend: ■ Not a factor ■ Minor factor ■ Moderate factor ■ Major factor ■ Unsure ■ Does not apply

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Q To what extent should the following be factors in determining compensation for your position?

DCSD Employee Survey
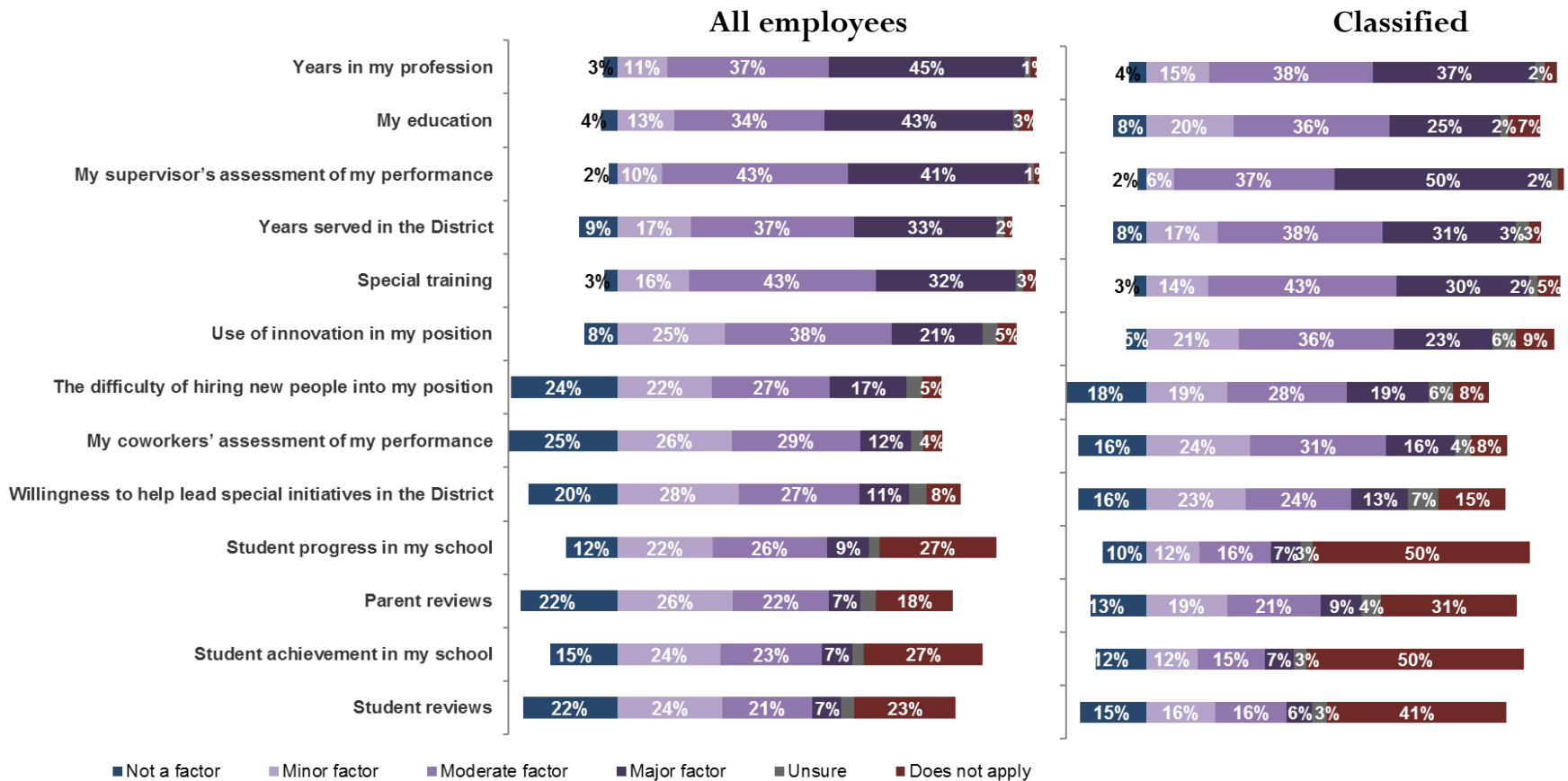
40

Most employees, though, agree on the relative importance of different factors for compensation

Factors to Base Compensation On

All employees | **Classified**

	All employees	Classified
Years in my profession	3% / 11% / 37% / 45% / 1%	4% / 15% / 38% / 37% / 2%
My education	4% / 13% / 34% / 43% / 3%	8% / 20% / 36% / 25% / 2% 7%
My supervisor's assessment of my performance	2% / 10% / 43% / 41% / 1%	2% 6% / 37% / 50% / 2%
Years served in the District	9% / 17% / 37% / 33% / 2%	8% / 17% / 38% / 31% / 3% 3%
Special training	3% / 16% / 43% / 32% / 3%	3% / 14% / 43% / 30% / 2% 5%
Use of innovation in my position	8% / 25% / 38% / 21% / 5%	5% / 21% / 36% / 23% / 6% 9%
The difficulty of hiring new people into my position	24% / 22% / 27% / 17% / 5%	18% / 19% / 28% / 19% / 6% 8%
My coworkers' assessment of my performance	25% / 26% / 29% / 12% / 4%	16% / 24% / 31% / 16% / 4% 8%
Willingness to help lead special initiatives in the District	20% / 28% / 27% / 11% / 8%	16% / 23% / 24% / 13% / 7% / 15%
Student progress in my school	12% / 22% / 26% / 9% / 27%	10% / 12% / 16% / 7% 3% / 50%
Parent reviews	22% / 26% / 22% / 7% / 18%	13% / 19% / 21% / 9% 4% / 31%
Student achievement in my school	15% / 24% / 23% / 7% / 27%	12% / 12% / 15% / 7% 3% / 50%
Student reviews	22% / 24% / 21% / 7% / 23%	15% / 16% / 16% / 6% 3% / 41%

Legend: ■ Not a factor ■ Minor factor ■ Moderate factor ■ Major factor ■ Unsure ■ Does not apply

Q To what extent should the following be factors in determining compensation for your position?

CORONA INSIGHTS

DCSD Employee Survey

41

Employees generally think their experience and education are more important for compensation

➲ Tenure and education are considered key factors on which to base compensation.

 > Overall employees believe that tenure, both overall and in the District, their training and education, and their supervisor's assessment of their performance are the most important factors when determining compensation.

 > The longer that employees have worked in the District, the more important they think years served in the District should be in determining compensation. Pro/Admin/Tech employees believe this is less important.

 > The longer that employees have worked in the District, the more important they think years served in their profession should be in determining compensation. Licensed employees are more likely to believe that this is important.

 > Licensed employees think that their education is more important than Pro/Tech/Admin, who think it is more important than classified employees. Licensed employees also are more likely to believe that special training is important.

➲ A quarter of employees do not think that the difficulty of hiring people into their position should factor into compensation. Licensed employees are less likely to believe that this should be a factor. The longer licensed and Pro/Tech/Admin employees have worked in the District, the less likely they are to believe that this should be a factor. For classified employees, they are more likely to believe that this should be a factor if they have worked in the District for a few years. Charter school employees are more likely to believe that this should be a factor.

➲ Classified employees think that their supervisor's assessment is more important than Pro/Tech/Admin, who think it is more important than licensed employees. They also are more likely to believe that their coworkers assessment is important.

➲ Licensed employees are less likely to think that willingness to help lead District special initiatives is important.

➲ Charter school employees are more likely to think that student progress and achievement at their school should be a factor.

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INSIGHTS

Q To what extent should the following be factors in determining compensation for your position?

DCSD Employee Survey   42

More than 80 percent of employees do not know how to negotiate for their pay if they wanted to

Know How to Negotiate Pay

Legend:
- Overall
- Licensed
- Classified

Bar values: 13% (Overall), 8% (Licensed), 12% (Classified)
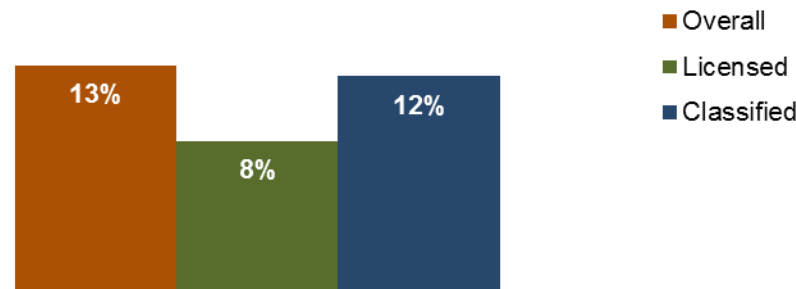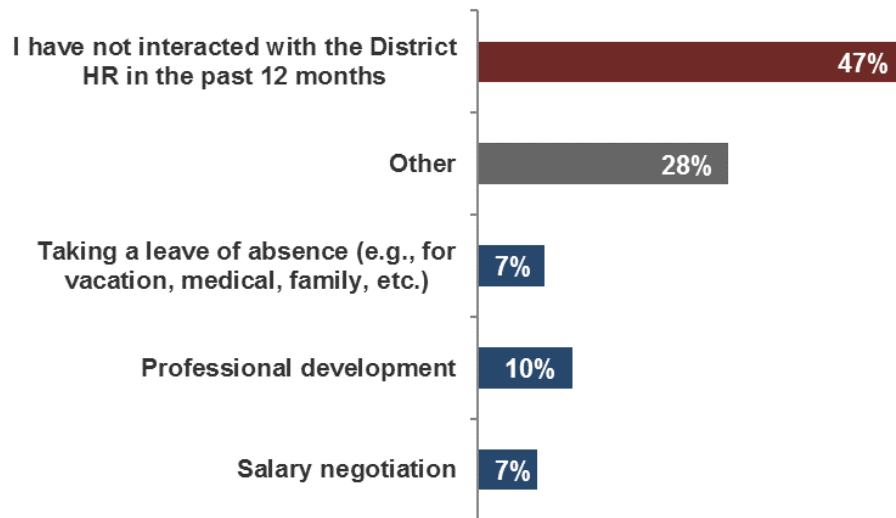
➲ Pro/Tech/Admin employees are more likely to know how to, followed by classified employees. Licensed employees are the least likely to know.

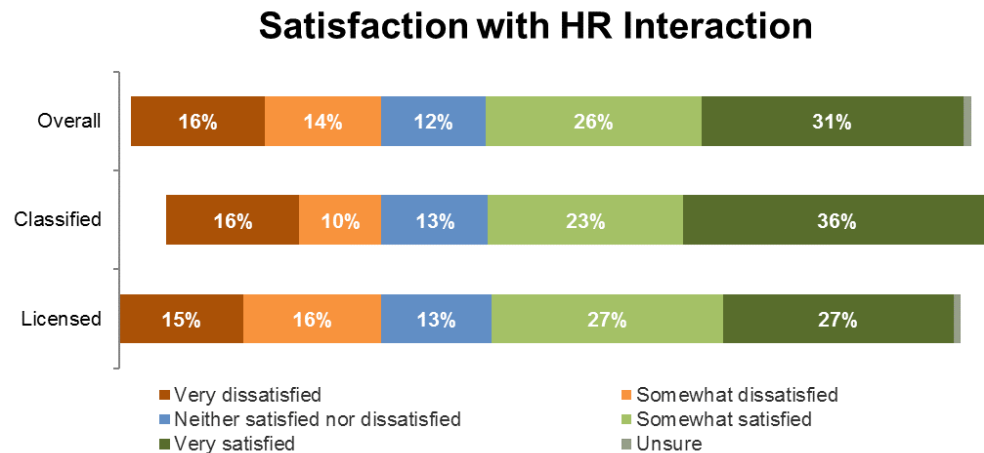CORONA INSIGHTS

Q If you wanted to negotiate your pay, do you know how to do that with the District?

DCSD Employee Survey 43

Almost half of employees have not interacted with District HR in the past 12 months

Reason for Contacting HR

I have not interacted with the District HR in the past 12 months	47%
Other	28%
Taking a leave of absence (e.g., for vacation, medical, family, etc.)	7%
Professional development	10%
Salary negotiation	7%

➲ Pro/Tech/Admin employees are more likely than other employees to have interacted with them.

➲ Other reasons for contacting HR in the past 12 months include the hiring process, questions about benefits, and questions about pay.

Q Please think about your most recent interaction with District HR in the past 12 months. For which of the following reasons did you interact with District HR?

CORONA INSIGHTS

Slightly more than half of those who have interacted with HR are satisfied with the interaction

Satisfaction with HR Interaction

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Overall	16%	14%	12%	26%	31%
Classified	16%	10%	13%	23%	36%
Licensed	15%	16%	13%	27%	27%

Legend:
- Very dissatisfied
- Somewhat dissatisfied
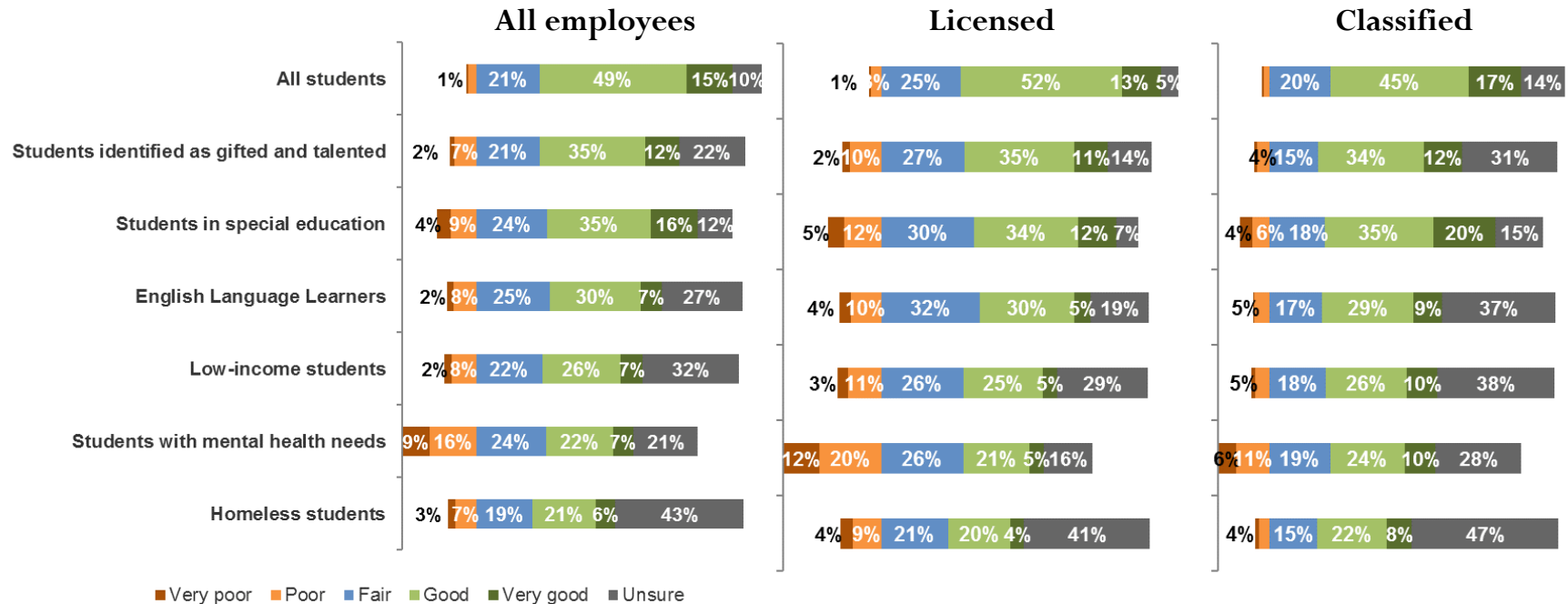- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied
- Unsure

➲ Classified employees are more satisfied with their most recent interaction than licensed or Pro/Tech/Admin employees.

Q [if yes] How would you rate your satisfaction with your most recent interaction?

Students and District Initiatives

CORONA
INSIGHTS

Two thirds of employees believe the District is serving all students well
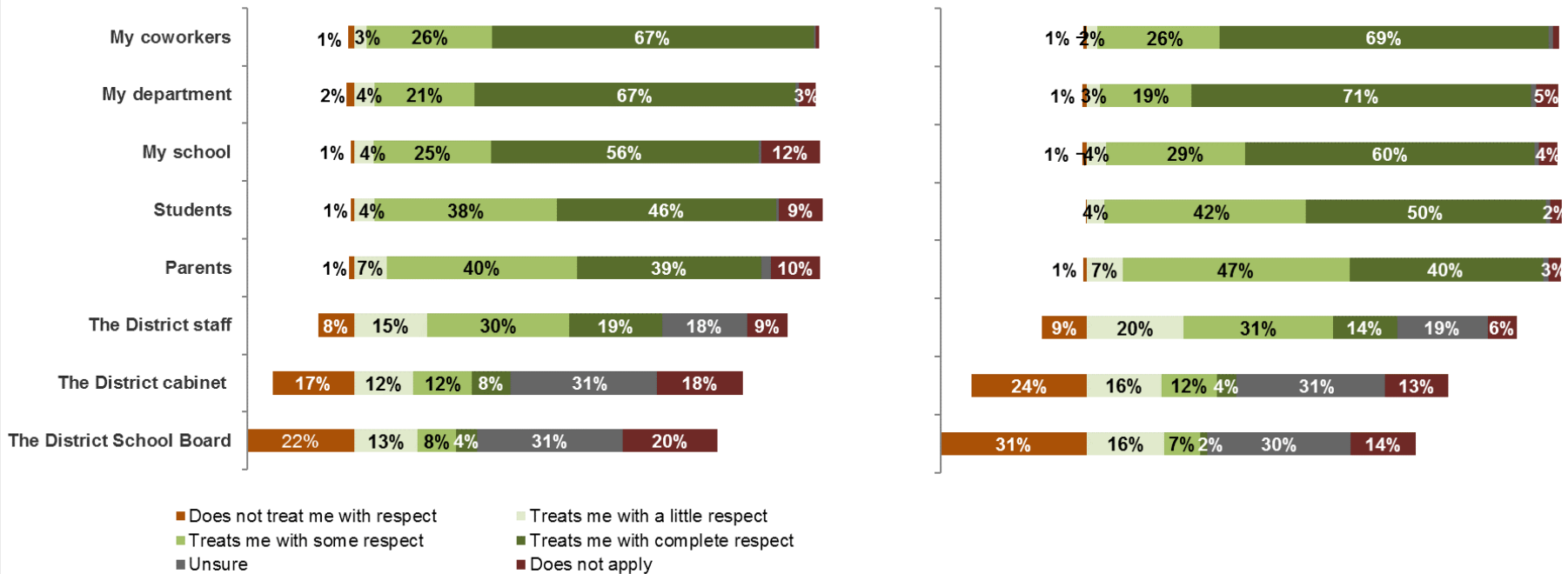
How Well the District Serves Students

Chart: "How Well the District Serves Students" comparing All employees, Licensed, and Classified across categories (All students, Students identified as gifted and talented, Students in special education, English Language Learners, Low-income students, Students with mental health needs, Homeless students). Legend: Very poor, Poor, Fair, Good, Very good, Unsure.

- Newer employees, classified and Pro/Tech/Admin employees, and charter school employees are less sure of how well the District is serving students overall and specific groups of students.
- Employees are most unsure of how well the District is serving homeless and low-income students.

Q How would you rate the District at serving the following types of students?

Employees generally feel respected by their coworkers

Treated With Respect By…

All Employee

Group	Does not treat me with respect	Treats me with a little respect	Treats me with some respect	Treats me with complete respect	Unsure	Does not apply
My coworkers	1%	3%	26%	67%		
My department	2%	4%	21%	67%		3%
My school	1%	4%	25%	56%		12%
Students	1%	4%	38%	46%		9%
Parents	1%	7%	40%	39%		10%
The District staff	8%	15%	30%	19%	18%	9%
The District cabinet	17%	12%	12%	8%	31%	18%
The District School Board	22%	13%	8%	4%	31%	20%

Licensed

Group	Does not treat me with respect	Treats me with a little respect	Treats me with some respect	Treats me with complete respect	Unsure	Does not apply
My coworkers	1%	2%	26%	69%		
My department	1%	3%	19%	71%		5%
My school	1%	4%	29%	60%		4%
Students		4%	42%	50%		2%
Parents	1%	7%	47%	40%		3%
The District staff	9%	20%	31%	14%	19%	6%
The District cabinet	24%	16%	12%	4%	31%	13%
The District School Board	31%	16%	7%	2%	30%	14%

- ■ Does not treat me with respect
- ■ Treats me with a little respect
- ■ Treats me with some respect
- ■ Treats me with complete respect
- ■ Unsure
- ■ Does not apply

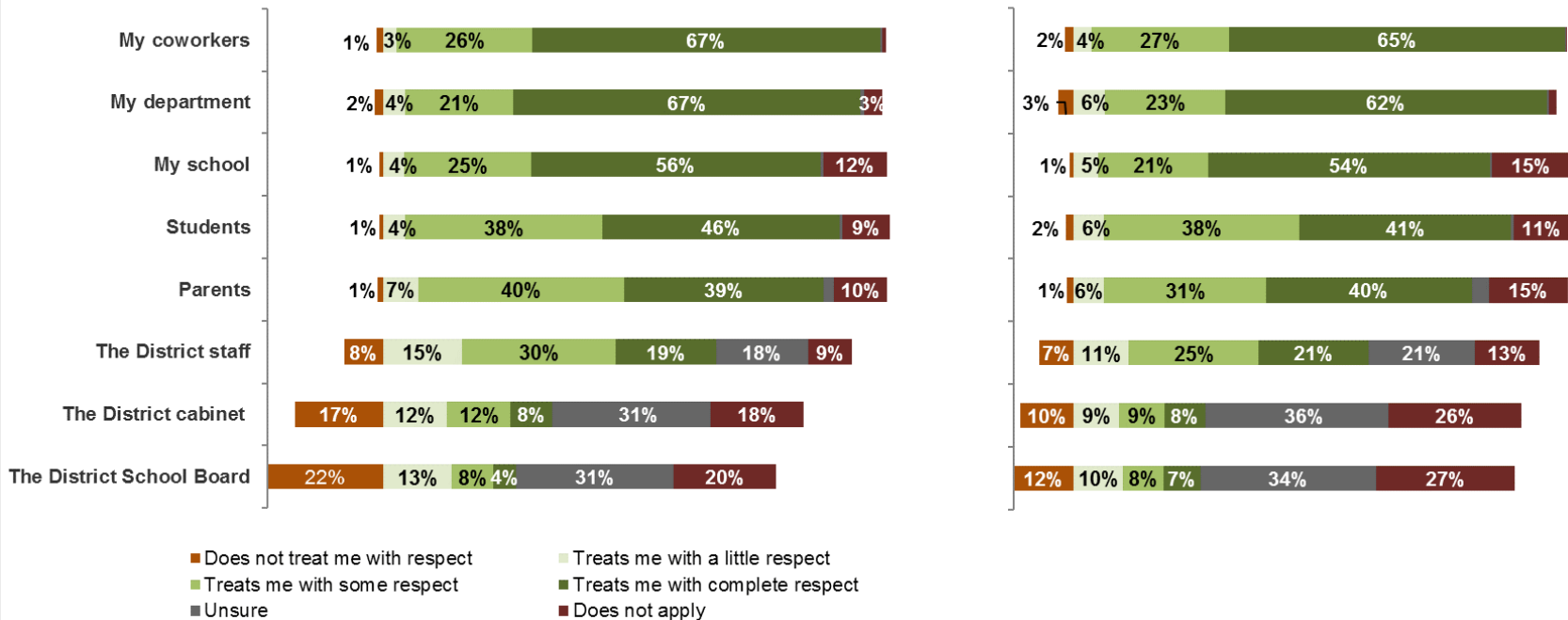Q For each group, please rate the degree to which they treat you with respect

Employees feel uncertain whether they are respected by District administration

Treated With Respect By…

All Employee

|	Does not treat me with respect	Treats me with a little respect	Treats me with some respect	Treats me with complete respect	Unsure	Does not apply
My coworkers	1%	3%	26%	67%		
My department	2%	4%	21%	67%		3%
My school	1%	4%	25%	56%		12%
Students	1%	4%	38%	46%		9%
Parents	1%	7%	40%	39%		10%
The District staff	8%	15%	30%	19%	18%	9%
The District cabinet	17%	12%	12%	8%	31%	18%
The District School Board	22%	13%	8%	4%	31%	20%

Classified

	Does not treat me with respect	Treats me with a little respect	Treats me with some respect	Treats me with complete respect	Unsure	Does not apply
My coworkers	2%	4%	27%	65%		
My department	3%		6%	23%	62%	
My school	1%	5%	21%	54%		15%
Students	2%	6%	38%	41%		11%
Parents	1%	6%	31%	40%		15%
The District staff	7%	11%	25%	21%	21%	13%
The District cabinet	10%	9%	9%	8%	36%	26%
The District School Board	12%	10%	8%	7%	34%	27%

- Does not treat me with respect
- Treats me with a little respect
- Treats me with some respect
- Treats me with complete respect
- Unsure
- Does not apply

Q For each group, please rate the degree to which they treat you with respect

Employees generally feel respected by people they work with or serve in their job

➲ However, employees are the least likely to feel respected or to know whether they are respected by the District School Board and the District cabinet.

➲ Charter school employees feel more respected by their schools.

➲ Employees who have worked in the District for shorter amounts of time are less sure of whether the District School Board, cabinet, and staff treats them with respect. The longer that employees have worked for the District, however, the less unsure they are and the more they feel that the Board, cabinet, and staff do not respect them.

Increasing salaries is a typical suggestion for how to use any additional funds
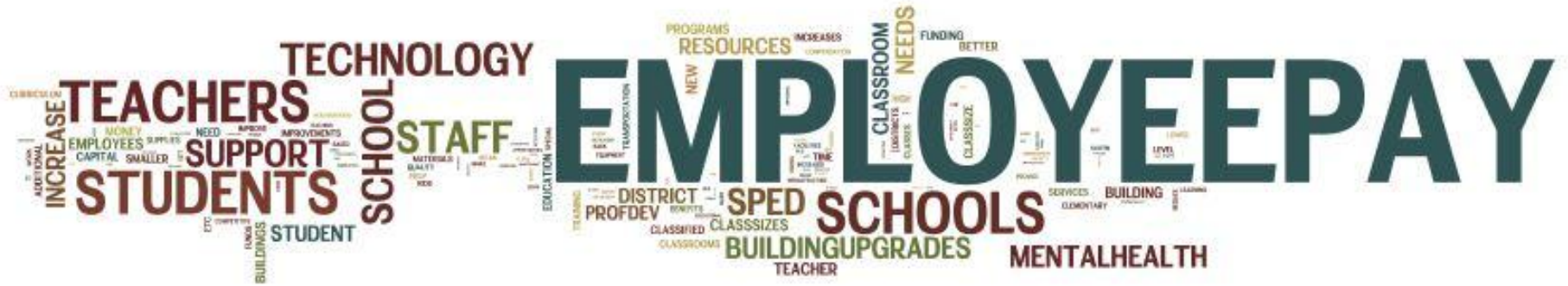
➲ Increasing employee pay is a common suggestion. Several employees also suggested funding for professional development.

➲ Building upgrades and maintenance, along with funding for new buildings are common suggestions.

➲ Several employees suggested spending extra funding on technology and other classroom resources.

➲ Many employees suggested focusing extra funding on students. Many noted a need for more mental health resources, special education resources, and hiring more staff in order to reduce class size.

Q If the District receives any additional funds from the state, what three things should those funds be spent on in order to most improve the District?

A third of employees for whom it is applicable rated the curriculum as good or very good

Rating of Guaranteed and Viable Curriculum

	Very poor	Poor	Fair	Good	Very good	Unsure	Does not apply to my position
Overall	8%	8%	16%	16%	4%	9%	37%
Classified	2%	2%	7%	9%	3%	13%	61%
Licensed	12%	13%	25%	23%	4%	7%	15%
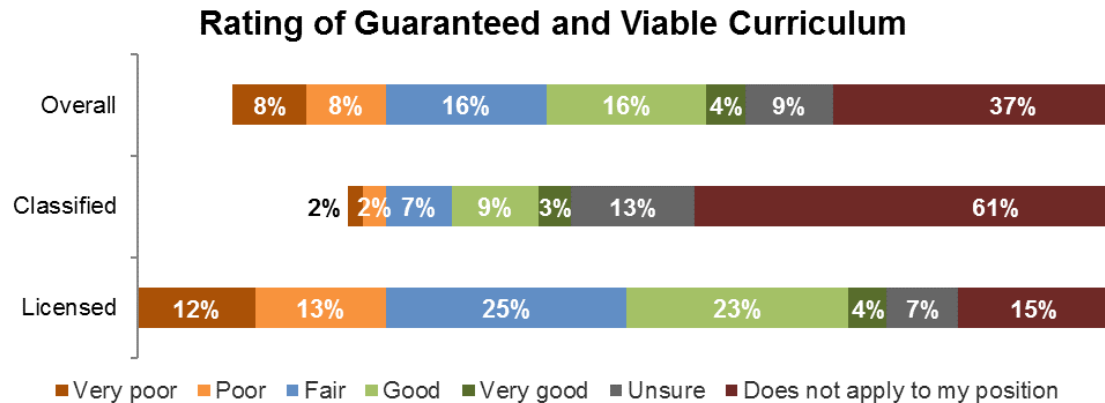
➲ A quarter of employees for whom it is applicable rated the Guaranteed and Viable Curriculum as poor or very poor.

Q How would you rate the Guaranteed and Viable Curriculum (GVC) at serving students at your school?

DCSD Employee Survey 52

CORONA INSIGHTS

There is generally support for District initiatives, although support of the implementation is weaker

Support for District Initiative

		Do NOT support	Support BUT NOT impl.	Support AND impl.	Do not understand	Not heard
Overall	4 Cs (communication, collaboration, critical thinking, and creativity)	5%	42%	38%	4%	7%
	21st Century skills	8%	42%	29%	6%	11%
	World Class Outcomes	23%	33%	19%	10%	11%
	Guaranteed and Viable Curriculum	16%	32%	17%	11%	19%
Classified	4 Cs (communication, collaboration, critical thinking, and creativity)	5%	28%	39%	8%	12%
	21st Century skills	5%	28%	26%	11%	22%
	World Class Outcomes	12%	23%	20%	16%	20%
	Guaranteed and Viable Curriculum	8%	17%	14%	18%	34%
Licensed	4 Cs (communication, collaboration, critical thinking, and creativity)	5%	51%	37%		3%
	21st Century skills	10%	53%	29%		3%
	World Class Outcomes	31%	38%	16%	6%	5%
	Guaranteed and Viable Curriculum	23%	41%	18%	7%	8%

- Do NOT support the concept
- Support the concept BUT NOT the implementation
- Support the concept AND the implementation
- Do not understand this concept
- I have not heard of this

- There is the most support for the 4C's and 21st century skills.

- Classified employees, newer employees, and charter school employees are less likely to have heard of any of these initiatives.

- Among licensed employees, those who have worked in the District for 5 years or longer are less likely to support the concept for the Guaranteed and Viable Curriculum, 21st century skills, and World Class Outcomes. They are more likely to support the concept but not the implementation of all four initiatives.

Q For each of the following current Douglas County School District initiatives, please indicate whether you support the concept and how Douglas County School District is currently implementing it.

CORONA INSIGHTS

Employees who have worked in the District longer are more likely to feel that changes have been too quick

Pace of Change in District

	Way too quick	A little too quick	Neither too quick nor too slow	A little too slow	Way too slow	Unsure
Overall	34%	15%	11%	4%	4%	29%
Classified	18%	13%	15%	8%	5%	37%
Licensed	44%	16%	8%	1%	3%	27%

■ Way too quick ■ A little too quick ■ Neither too quick nor too slow ■ A little too slow ■ Way too slow ■ Unsure
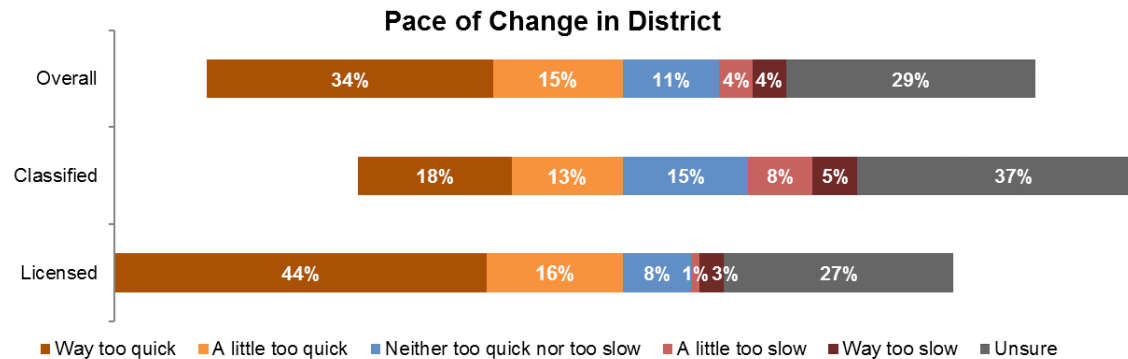
➲ Employees who have worked for the District for a shorter amount of time are more unsure about the pace of change.

➲ Licensed and Pro/Tech/Admin employees are more likely to feel that the pace of change has been too quick. Classified employees are more unsure, followed by licensed employees.

➲ Charter school employees are more likely to be unsure about the pace of change.

CORONA INSIGHTS

Q Which of the following best describes the pace of change in policies and procedures in Douglas County School District in the past 3 years?

Demographics

Unweighted Raw Data

Demographics

These data represent raw responses. See the next section for a discussion of statistical weightings.

	Total	Job Type		
		Licensed	Classified	Pro/Tech/ Admin
Base	3204	1770	1112	319
Job Type				
Licesned	55%	100%	-	-
Classified	35%	-	100%	-
Administrative	5%	-	-	53%
Professional	4%	-	-	42%
Technical	1%	-	-	5%
Location				
No reply	0%	-	-	-
Charter	3%	3%	2%	4%
Traditional Public	76%	88%	67%	43%
Other	21%	10%	31%	53%
Tenure				
Less than a year	9%	7%	13%	7%
1 to 4 years	28%	26%	30%	30%
5 to 9 years	18%	17%	21%	18%
10 to 14 years	21%	22%	19%	23%
15 to 19 years	14%	16%	12%	14%
20+ years	10%	13%	6%	9%

Q.
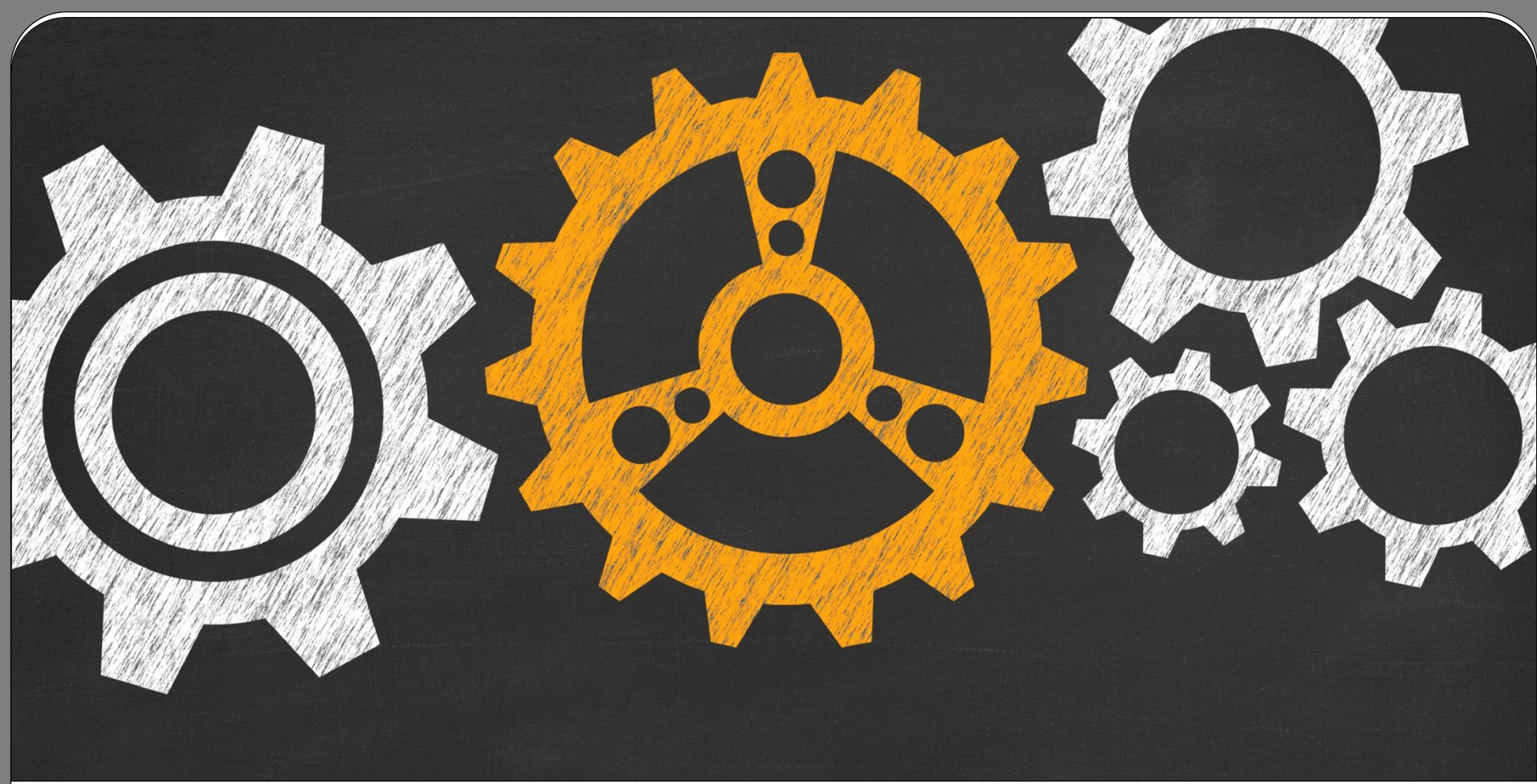
Appendix

Research Methodology • Additional Reference

Methodology

- Research mode & sampling
  - Online survey via list provided by Douglas County School District.
- Survey instrument
  - The survey was designed by Corona Insights.
  - The survey was approximately 15 minutes in length.
- Execution
  - Surveys were completed between November 22nd and December 15th, 2016.
  - Corona Insights sent an email invitation and two reminder emails (the reminder only went to customers who had not yet completed the survey). Access to the survey was controlled via unique login information to prevent more than one survey from employee.
  - 3,204 total surveys are included in this analysis after data cleaning, including 66 partial responses that were reviewed and considered sufficient to include in the final dataset. After removing bounced emails, this represents a 31.4% response rate (AAPOR RR3).
  - Because certain populations may be more likely to respond to a survey, we needed to weight the data in order to make the survey sample representative of the overall population of employees. The survey sample differed somewhat from the population in tenure of employee, type of employee, and location of employee. Thus, data were weighted by tenure of employee (0-4 years, 5-14 years, 15+ years), type of employee (licensed vs. classified/pro/tech/admin), and location of employee (charter school, traditional public school, other type of location). Weights ranged from 0.52 to 6.0.

Cognitive Testing

- After the initial design of the survey, Corona conducted a series of cognitive testing interviews to pre-test the survey with 10 employees. Employees were asked to take a draft of the survey and then discuss the survey with a Corona interviewer. The goals of the interviews were as follows:
  - > Ensure questions were asked in a clear, answerable manner
  - > Ensure questions were asked in a neutral, unbiased manner
  - > Ensure that the survey was not missing expected questions
- As a result of the cognitive testing interviews, the final survey included edits to wording, response options, question structure, and addition/deletion of questions.
- All interviews were conducted in-person in October and November 2016.
- Cognitive testing participants were recruited via a random list of all DCSD employees.
- General characteristics of the participants from the interviews are summarized in the chart below.

Gender	Employee Type	Length of Time Working in DCSD
Male: 2 Female: 8	Licensed: 5 Classified: 5	0-5 years: 4 6-10 years: 1 11+ years: 5

Segments

⮑ The data were segmented with the following variables:

> Tenure: less than a year, 1-4 years, 5-9 years, 10-14 years, 15-19 years, 20+ years

> Job type: Licensed, classified, Pro/Tech/Admin

> Location: Charter school, Traditional Public school, Other (Alternative school or non school location)

⮑ Full results of the survey broken out by each of these variables are included in an accompanying data file.

About Corona Insights

Our founder named the company Corona because the word means "light." It's the knowledge that surrounds and illuminates an issue; exactly what we provide. Our firm's mission is to provide accurate and unbiased information and counsel to decision makers. We provide market research, evaluation, and strategic consulting for organizations both small and large.

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