



Report

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT 2018 EMPLOYEE SURVEY

EXECUTIVE SUMMARY REPORT

Submitted on January 29, 2019

PRODUCED BY
OnStrategy



EXECUTIVE SUMMARY

Survey Launched: October 9, 2018
Survey Closed: December 3, 2018
Number of Respondents: 427 (461 in 2015)

Administrative/Principals: 60 2015: 65	Instructional: 242 2015: 267	Instructional Support/Operations: 114 2015: 122	Undeclared: 11 2015: 7
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Objective: The objective of this survey was to gain a clear understanding of Fairbanks North Star Borough School District’s current state, from the staff’s perspective. Information obtained in this survey will be used to set priorities and inform the development or "refresh" of the SY20-25 Strategic Plan. Survey questions were developed by OnStrategy in conjunction with the FNSBSD Board of Education and Executive Leadership.

Distribution: All permanent FNSBSD employees were invited to participate in the survey which was distributed via email to complete online.

Statistical Confidence: Out of a total base of 1,910 employees invited to participate, there were 461 survey responses. The responses are representative of the employee base with 95% confidence level and a 3.3% +/- confidence interval. In other words, we are 95% confident that the recorded responses are 3.3% +/- of the “true answer” as if we had survey responses from all 1,910 participants.

Segment	# Respondents/Total	Statistical Confidence
Respondents Overall:	427 out of 1,910 (22%)	95% confidence level; 3.3% +/- interval
Administrative:	60 out of 145 (41%)	95% confidence level; 7.8% +/- interval
Instructional:	242 out of 905 (27%)	95% confidence level; 4.3% +/- interval
Support:	114 out of 860 (13%)	95% confidence level; 6.8% +/- interval

Demographics: The majority, or 69%, of survey respondents have worked in the district for 5+ years. Twenty-two of the 60 respondents identified as Administrative Staff were Principals or Directors which represents only 3% of all respondents).

Ratings: Where respondents were asked to rate their level of agreement to statements provided in the survey, the rating scale was a 7-point Likert scale:

Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6	7

The option for “Not sure” was provided and was tallied as zero. In this scale, any mean above 4 (4.01 and above) is considered positive: more people agree with the statement than disagree. Any mean below 4 (3.99 and below) is considered negative: more people disagree with the statement than agree.

In the tables that follow, results for “% Agree” reflect the sum of the percent who selected “Agree” (6) plus those who selected “Strongly agree” (7).

Comparison to 2015: A similar employee survey was conducted in 2015 in conjunction with the Strategic Planning Process. Where possible and relevant, this report will compare results and shifts from employee perspective in 2015 to the current state.



SUMMARY OF FINDINGS

MISSION

Understanding of the District’s Mission is significantly lower for instructional and instructional support / operations staff than administrators.

ENGAGEMENT

Response Rate: The last two surveys are telling as it relates to response rate, both with less than 25% employee participation overall. The 2015 employee survey response rate was 23% and in 2018 it was 22%. The 2018 response rates by segment: 41% of administrators completed the survey; 27% of instructors completed the survey; and 13% of instructional support/operations staff completed it.

Ratings of Engagement: Employee’s ratings of their engagement have improved over 2015, but for every employee who is engaged (likely to advocate for the District), there is one who is disengaged (likely to speak negatively about the District). While the number of engaged administrators and support staff have increased since 2015, instructors’ engagement levels have remained virtually the same since 2015.

If there was a position available, how likely is it that you would recommend working at the FNSBSD to good friends and relatives?								
Engagement Groups	All		Administrative		Instructional		Support	
	2015	2018	2015	2018	2015	2018	2015	2018
Engaged	28.8%	36.6%	36.9%	81.7%	28.1%	26.1%	27.1%	34.8%
Moderately Engaged	31.9%	28.8%	40.0%	13.3%	30.0%	32.2%	31.1%	26.8%
Disengaged	39.3%	34.7%	23.1%	5.0%	41.9%	41.7%	41.8%	38.4%

Drivers of Engagement: The drivers for engagement by segment and the percent of each segment that agrees or strongly agrees with each driver show that administrators are significantly more likely to be engaged (and why), while at least half of instructors and support staff do not agree that they are experiencing key engagement drivers.

Segment	2018 Top Drivers of Engagement	% Agree
Administrative	I am encouraged to think independently within the guidelines of my work.	85%
	Our organization definitely has the right people / skills to do the required work.	68%
Instructional	The FNSBSD values me as an employee.	28%
	I believe that Fairbanks North Star Borough School District is an equitable and inclusive employer.	49%
Instructional Support/Operations	Our organization definitely has the right people/skills to do the required work.	44%
	The FNSBSD values me as an employee.	28%



Drivers of Employees Feeling Valued: Considering that feeling valued is an important driver of employee engagement for instructional and support employees, OnStrategy analyzed what would need to improve for these employees to feel more valued—essentially, what were the actionable drivers to increase the sense that employees are valued? The table below summarizes the key drivers that contribute to employees feeling valued:

Drivers of Employees Feeling Valued		
Instructional Staff		
Driver (% Who Agree)	Aspects that Impact Employee Value	Impact on Employees Feeling Valued*
The District’s leadership creates a work environment that helps me do my job. (24.8%)	100%	High
I believe that Fairbanks North Star Borough School District is an equitable and inclusive employer . (49.3%)	76%	Mid
Throughout all branches of the FNSBSD, high standards and ethics are practiced . (28.9%)	64%	Mid
My opinion is valued . (24.7%)	62%	Mid
Instructional Support / Operations Staff		
Driver (% Who Agree)	Aspects that Impact Employee Value	Impact on Employees Feeling Valued
My compensation and benefits package motivate me to stay with the FNSBSD. (26.8%)	100%	High/Mid
My opinion is valued . (36.8%)	84%	Mid
Throughout all branches of the FNSBSD, high standards and ethics are practiced. (27.5%)	83%	Mid
I believe that Fairbanks North Star Borough School District is an equitable and inclusive employer . (43.8%)	70%	Mid

*Relative impact/strength is based on standardized co-efficient results: Very High (>.4), High (.4-.3), Mid (.2 - .3), Low (.1 - .2). In other words, this is the strength of a “predictor” of feeling valued as an employee.

Improving Engagement: To improve engagement scores among instructional and support staff, the District should focus on changing and improving experiences and perceptions in the above areas.

ADMINISTRATORS

Compared to 2015 survey results, there have been meaningful, positive shifts among administrators, but much less so among instructional and support staff. Furthermore, administrators’ positive perceptions are much more emphatic than those of instructors and support staff.

INSTRUCTIONAL STAFF

The 2018 survey results indicate that a majority of the ‘front line’ does not feel equipped with what they need to do their jobs. While they feel slightly positive about receiving the information they need, instructors do not feel their opinions are valued; and instructors do not generally feel positive about their work environment. Instructors appear to feel they have good working relationships with their peers and feel they can speak openly to their supervisors, but they do not generally hold positive attitudes about where they work and there has been virtually no improvement among instructors about their work environment since 2015.

INSTRUCTIONAL SUPPORT / OPERATIONS STAFF

This segment is the least likely to understand the District’s Mission, and less so than in 2015. They are more likely than instructors to feel they’re getting the information they need and to feel their opinion is valued, but hold the lowest opinion about the District’s quality education and service (and their ratings are lower than 2015). Support staff also feel they have good working relationships with their peers and feel they can speak openly to their supervisors, but they do not generally hold resoundingly positive attitudes about where they work; and similar to instructors, there has been virtually no improvement among support staff about their work environment since 2015.



BEING STUDENT CENTERED

There is significant disparity between administrators' and instructors' opinions about Leadership and the District being student-centered: fewer instructors hold positive opinions or understanding of either area than do administrators. Instructors and support staff hold barely positive opinions about the District's student-centered decision-making, while administrators' opinions are resoundingly positive.

PERSONALIZED LEARNING

District employees put significant emphasis on increased access to Career & Technical Education and Competency-Based Learning as options worth expanding or implementing in the next several years.

DISTRICT PRIORITIES

Class size was ranked by staff as the top priority for ensuring quality education. Social and emotional support of underserved students and reading at grade level by third grade ranked as secondary priorities but considered to be areas the District should focus on over the next several years.

SAFETY

Instructors and support staff rate the safety of the District's schools lower than do administrators and generally, the percent of all segments who agree that the schools are safe is not resoundingly positive.

SUMMARY OF QUESTION RESPONSES BY DISTRICT EMPLOYEE SEGMENTS

KEY

An increase of 10 percentage points or greater vs. 2015	No significant change from 2015	A decline of 10 percentage points or greater vs. 2015
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- % Agree columns reflect the sum of the “Agree” and “Strongly Agree” responses, (not “Somewhat Agree” responses).
- Means that are **bolded** are the highest across all three segments; means in **red** are the lowest across all three segments.

Mission & Leadership

MISSION & LEADERSHIP	Administrative				Instructional				Instructional Support / Ops			
	2015 (N = 65)		2018 (N = 60)		2015 (N = 267)		2018 (N = 242)		2015 (N = 122)		2018 (N = 114)	
	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean
I understand the District’s mission (what we are trying to accomplish).	55.4%	5.12	80.0%	6.03	34.1%	4.46	40.9%	4.79	40.2%	4.69	31.5%	4.62
The District’s leadership creates a work environment that helps me do my job.	49.2%	5.02	78.3%	5.98	28.4%	4.00	24.8%	4.11	28.7%	4.16	27.2%	4.11
I receive all of the pertinent information I need to do my work.	43.0%	4.80	68.3%	5.60	27.8%	4.11	31.1%	4.51	30.3%	4.34	39.5%	4.63
My opinion is valued.	37.5%	4.73	78.4%	5.82	18.2%	3.63	24.7%	4.00	23.1%	3.89	36.8%	4.37
I can speak freely to my supervisor(s).	64.6%	5.46	90.0%	6.28	48.3%	4.72	59.9%	5.23	52.4%	4.99	57.9%	5.12
I believe District staff work together well across departments whenever needed.	36.0%	4.70	75.0%	5.88	19.4%	3.79	58.6%	5.35	16.5%	3.99	53.1%	5.26
The District or my school/department administrative team is very good at providing praise for a job well done.	43.0%	4.92	60.0%	5.43	31.1%	4.18	38.0%	4.55	37.7%	4.51	43.0%	4.77



Being Student Centered

BEING STUDENT CENTERED	Administrative				Instructional				Instructional Support / Ops			
	2015 (N = 65)		2018 (N = 60)		2015 (N = 267)		2018 (N = 242)		2015 (N = 122)		2018 (N = 114)	
	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean
The District consistently strives to provide quality education and service to FNSBSD students.	64.6%	5.52	90.0%	6.28	51.7%	5.02	52.0%	5.03	59.9%	5.27	40.4%	4.91
I am allowed to make decisions in order to solve problems for FNSBSD students within my job duties or responsibilities.	56.2%	5.31	85.5%	6.03	38.2%	4.66	49.2%	5.01	45.1%	4.89	46.9%	5.04
I believe the District's prioritizing and decision-making are student centered (based on the needs of the students first?)	38.1%	4.83	74.6%	5.97	21.7%	3.88	22.3%	4.07	32.0%	4.40	23.0%	4.02
I believe the District's response to necessary discipline is very appropriate.	NA	NA	65.0%	5.52	NA	NA	21.7%	4.06	NA	NA	23.7%	4.15



Measurement & Analysis

MEASUREMENT AND ANALYSIS	Administrative				Instructional				Instructional Support / Ops			
	2015 (N = 65)		2018 (N = 60)		2015 (N = 267)		2018 (N = 242)		2015 (N = 122)		2018 (N = 114)	
	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean
I know how to measure and assess the quality of my work.	73.9%	5.71	81.6%	5.97	76.8%	5.93	82.2%	6.05	71.3%	5.65	61.1%	5.52
I can use this information to make changes that will enhance my job performance.	67.2%	5.61	81.7%	5.98	76.8%	5.92	79.7%	5.98	67.2%	5.58	56.3%	5.39
I believe my department provides top quality service to the parents/families of FNSBSD.	73.5%	5.97	80.0%	6.15	67.8%	5.69	60.5%	5.52	64.8%	5.55	59.3%	5.37



Workforce Focus

WORKFORCE FOCUS	Administrative				Instructional				Instructional Support / Ops			
	2015 (N = 65)		2018 (N = 60)		2015 (N = 267)		2018 (N = 242)		2015 (N = 122)		2018 (N = 114)	
	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean
The people I work with cooperate and work as a team.	67.7%	5.66	76.3%	5.93	58.1%	5.40	67.4%	5.71	61.4%	5.46	66.9%	5.62
My supervisor encourages me to develop my job skills so I can advance in my career.	60.0%	5.25	73.3%	5.85	57.7%	5.21	61.4%	5.31	53.7%	4.92	47.7%	4.98
I believe that Fairbanks North Star Borough School District is an equitable and inclusive employer.	NA	NA	74.0%	5.85	NA	NA	49.3%	5.02	NA	NA	43.8%	4.65
The FNSBSD values me as an employee.	50.7%	5.20	75.0%	5.77	38.4%	4.09	28.2%	4.25	31.2%	4.39	28.3%	4.21
I am committed to my school or department's excellence.	95.4%	6.58	NA	NA	97.0%	6.61	NA	NA	92.6%	6.53	NA	NA
I am encouraged to think independently within the guidelines of my work.	73.8%	5.88	85.0%	6.13	61.3%	5.23	52.0%	5.15	62.3%	5.48	56.6%	5.23
My compensation and benefits package motivate me to stay with the FNSBSD.	47.7%	5.20	63.3%	5.52	41.2%	4.71	28.9%	4.26	40.7%	4.65	26.8%	4.23
I believe FNSBSD can do more to improve employee retention.	NA	NA	53.3%	5.17	NA	NA	75.0%	6.03	NA	NA	61.6%	5.56



Process Management

PROCESS MANAGEMENT	Administrative				Instructional				Instructional Support / Ops			
	2015 (N = 65)		2018 (N = 60)		2015 (N = 267)		2018 (N = 242)		2015 (N = 122)		2018 (N = 114)	
	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean
My department has a very solid process for doing our work.	62.6%	5.52	75.0%	5.70	45.3%	5.01	46.0%	5.12	48.4%	5.10	50.9%	5.13
My department is well prepared to handle an emergency.	67.7%	5.65	64.4%	5.75	53.5%	5.18	45.3%	5.10	54.9%	5.15	45.9%	4.95
I have everything that is needed to be effective in my position.	52.3%	5.20	70.0%	5.75	29.9%	4.40	31.4%	4.53	42.6%	4.74	41.0%	4.69
I believe that my/our school(s) are as safe as they possibly can be.	NA	NA	55.0%	5.35	NA	NA	36.5%	4.53	NA	NA	30.4%	4.33
My workspace has a positive impact on my overall well-being.	NA	NA	76.3%	5.63	NA	NA	43.1%	4.83	NA	NA	46.0%	4.76



Results & Additional Input

RESULTS	Administrative				Instructional				Instructional Support / Ops			
	2015 (N = 65)		2018 (N = 60)		2015 (N = 267)		2018 (N = 242)		2015 (N = 122)		2018 (N = 114)	
	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean	% Agree	Mean
Our organization definitely has the right people/skills to do the required work.	44.6%	5.14	68.3%	5.65	37.2%	4.70	38.6%	4.78	39.4%	4.90	43.8%	4.93
Throughout all branches of the FNSBSD, high standards and ethics are practiced.	38.5%	4.86	70.0%	5.63	39.9%	4.35	28.9%	4.43	23.9%	4.26	27.5%	4.24
ADDITIONAL INPUT												
I am proud that I am part of a school district that provides excellent educational programs (2015).	72.4%	5.82	NA	NA	55.6%	5.31	NA	NA	59.9%	5.55	NA	NA
I feel the district has provided avenues for staff contribution to district decision-making. (2015 & 2018)	NA	NA	NA	NA	18.5%	3.94	12%	4.14	NA	NA	NA	NA
I feel my school administration has provided avenues for <u>staff contribution to site</u> decision-making. (2018)	NA	NA	NA	NA	NA	NA	46%	4.90	NA	NA	NA	NA
Over the past three to five years, I believe the District as a whole has made substantial progress towards our vision of every student achieving his/her path to academic and career success. (2018)	NA	NA	72%	6.09	NA	NA	NA	NA	NA	NA	NA	NA