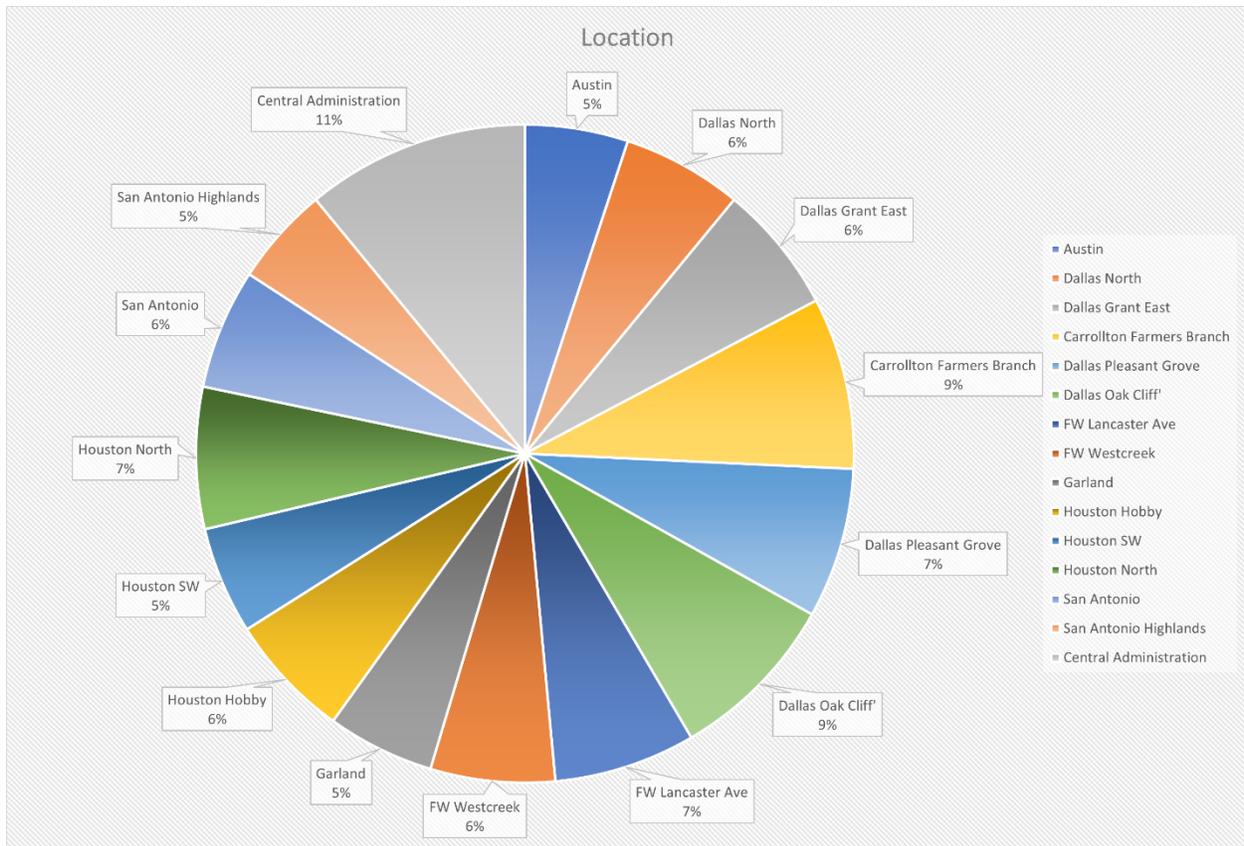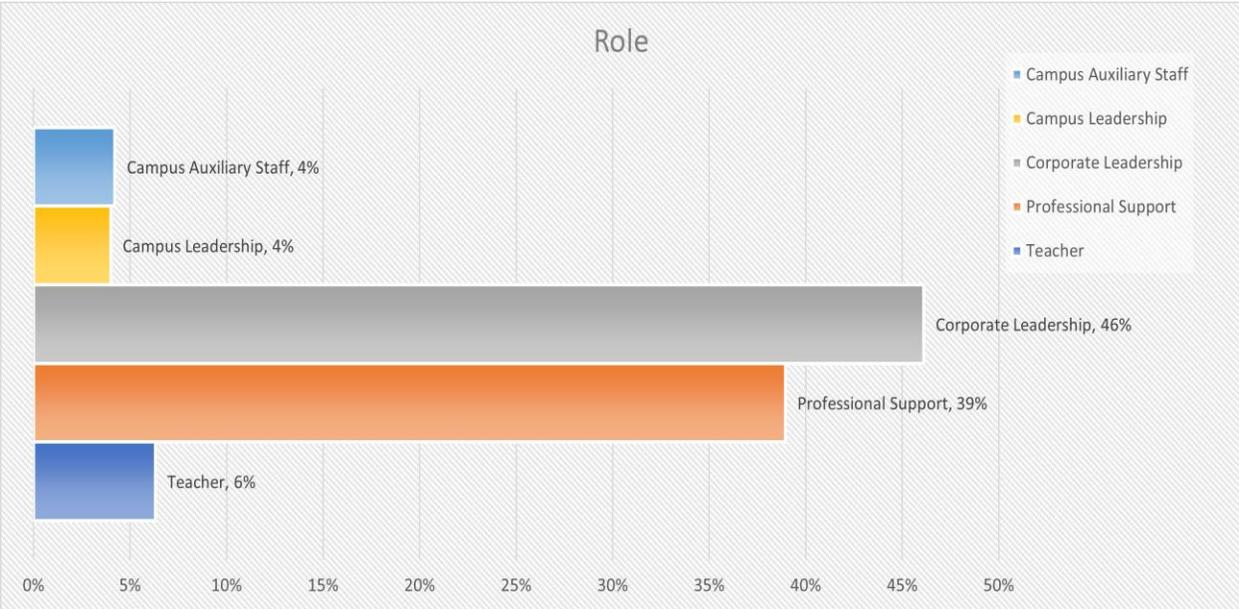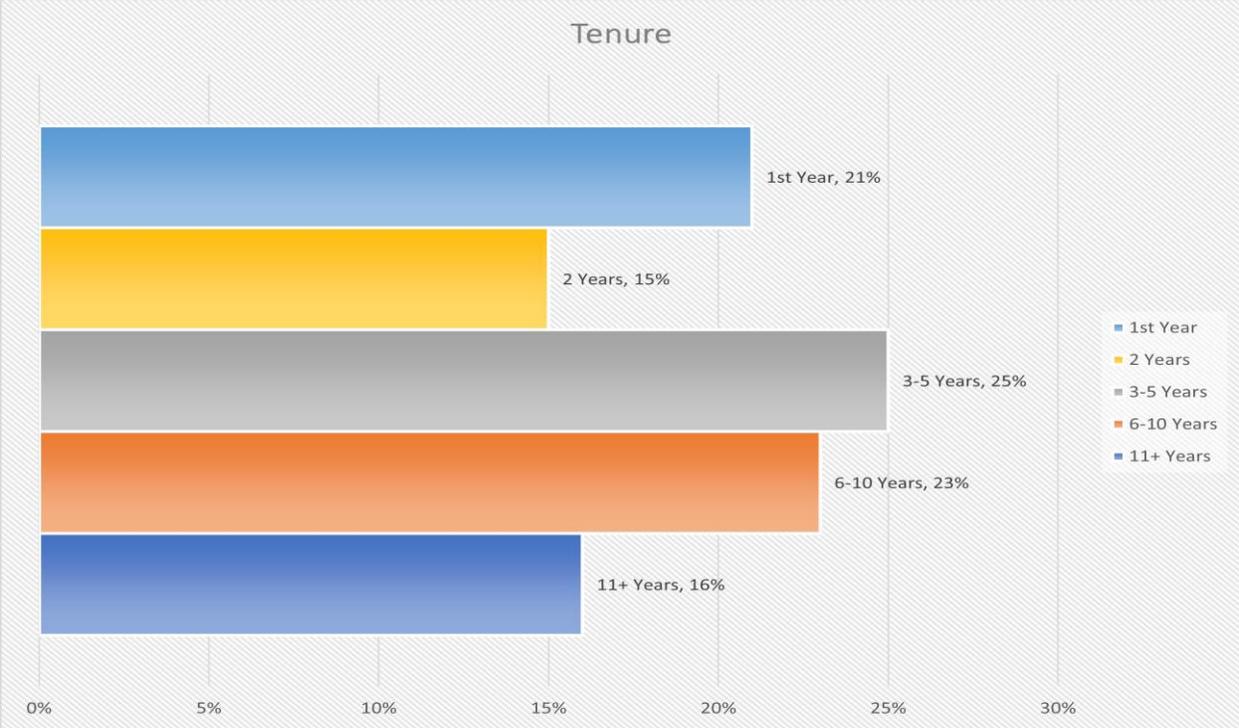# DISTRICTION DIRECTION PROJECT

Survey Results Executive Summary

Response Rate. There were 475 TCA employees who responded to the District Direction survey facilitated by Leath Group. The average response rate for employee surveys normally ranges between 30-40%. A survey response rate of 50% or higher is considered excellent, and response rates that close in on the higher end likely are driven by employees who are motivated and deeply invested in the action that follows in the survey's wake. Response rates for the present TCA District Direction online survey ranged from 55% - 93%, with an average response rate of 70%. While this, indeed, is cause to celebrate, perhaps the magnitude of a 58 question, 15-page monster of a survey (which takes on average 51 minutes to complete) was a little ambitious for the end of an unprecedent school year, as the response rate for total completion (all 10 required questions) was 29%.

Demographic Information.

Tenure

- 1st Year, 21%
- 2 Years, 15%
- 3-5 Years, 25%
- 6-10 Years, 23%
- 11+ Years, 16%

Legend: 1st Year, 2 Years, 3-5 Years, 6-10 Years, 11+ Years

Role

- Campus Auxiliary Staff, 4%
- Campus Leadership, 4%
- Corporate Leadership, 46%
- Professional Support, 39%
- Teacher, 6%

Legend: Campus Auxiliary Staff, Campus Leadership, Corporate Leadership, Professional Support, Teacher

- Campus Auxiliary Staff (Facilities, Maintenance, Kitchen, Security)
- Campus Leadership (Principal, Assistant Principal)
- Corporate Leadership (Officer, Director)
- Professional Support (Student Advocate, Academic Advisor, Interventionist, Administrative Assistant, ARD Facilitation Specialist, Accounting, Payroll, Purchasing, Finance, IT, Controller, Registrar, Student Nutrition Specialist, Clerk, Coordinators, Development Team)
- Teacher (Instructional Coach, Tutor, Teacher's Aide, Teaching Assistant, Literary Coach, Department Head)

Required Questions. Ten of the 58 survey questions were required questions. Three of these questions covered Demographic Information: Location, Tenure, and Role (see above). Five of the next questions were ratings.

Job Satisfaction: How meaningful do you find your work at TCA?

Job Retention: How strong is the likelihood that you will remain at TCA another year if nothing changes?

Meaningful Work: How meaningful do you find your work at TCA?

Burnout: What is the level of burnout you currently experience?

Inspiring Mission Statement: How inspired are you by the current Mission Statement?

JOB SATISFACTION

3.8★
average rating

*N = 456, M = 3.78, SD = 1.03

JOB RETENTION

3.6★
average rating

N = 422, M = 3.62, SD = 1.42

MEANINGFUL WORK

4.4★
average rating

*N = 412, M = 4.44, SD = .89

BURNOUT

3.3★
average rating

*N = 404, M = 3.33, SD = 1.36

INSPIRING MISSION STATEMENT

3.8★
average rating

*N = 351, M = 3.75, SD = 1.20

The final two questions concerned rankings. Based on respondent choices, the following lists are rank ordered from most important to least.

Please rank the TOP 3 most URGENT Process Improvements TCA should focus on immediately.

Please rank the TOP 3 most IMPORTANT Organizational Priorities for TCA to focus on.
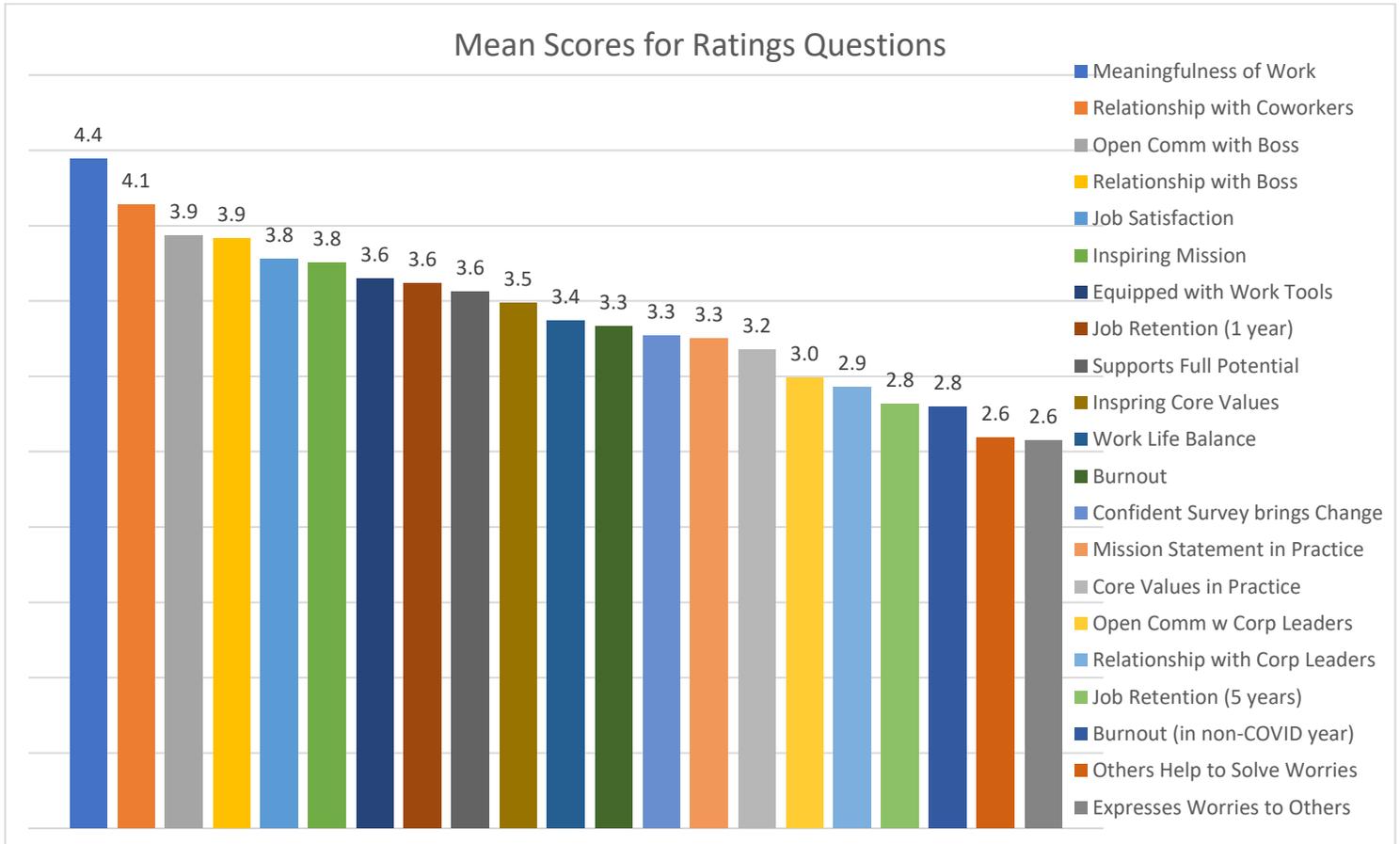
URGENT PROCESS IMPROVEMENTS

59	Aligning the District (standardized, but not cookie-cutter; consistent goals, messaging, and policies across campuses)
47	Sharing Best Practices across campuses (templates, analytics, technology)
44	Establishing Effective Training (onboarding, position descriptions, role manuals, mentorship)
40	Standardizing Operating Procedures (standardized policies, procedures, operations, processes, practices)
39	Obtaining Up to Date Software/Technology Systems (high quality, easy to use, connected, aligned, stable)
34	Disseminating Information Proactively (broadcast communication that is clear, consistent, pertinent, inclusive)
29	Engaging in Proactive Planning (moving from a reactive culture, global real-time calendar, sticking to what was planned, stability)
24	Improving Employee Evaluations (consistent, fair, providing 360-degree feedback, adding accountability, discipline, including meaningful and actionable feedback)
23	Practicing Effective Meeting Management (clear objectives, appropriate purpose and meeting times, right people/duration/frequency, organized, include follow up)

IMPORTANT ORGANIZATIONAL PRIORITIES

117	Strengthening Relationships within Community Outreach, Parent Involvement, and Partnerships (investing in parents, communities, businesses, and the help we/they need from each other)
95	Establishing Transparent and Trusting Communication (clear, complete, unfiltered, de-politicized, agenda-free, tolerant of differences, permission to speak truth to power as long as it's constructive and never insubordinate)
86	Acquiring and Retaining High Quality Talent (hiring and retaining highly qualified, effective, certified, passionate, committed, knowledgeable teachers/leadership/staff)

82	Creating an Organizational Culture of Psychological Safety (working to overcome fear, distrust, anxiety, uncertainty with empathy, listening, support, encouragement, inclusion)
78	Reducing Employee Churn (turnover, early retirements, emotional support for overwhelmed teachers, balance of duties/responsibilities, improving overall stability)
75	Encouraging Courageous/Calming Servant Leadership
73	Bolstering Campus Morale (combating fatigue and failure messaging)
66	Incorporating Thoughtful and Inclusive Decision Making (not simply top down, more campus/teacher involvement, unbiased)
62	Managing High Quality Talent (managing employee performance, giving feedback, rewarding those who grow and improve and perform at increasingly higher levels, and releasing those who are unwilling or unable to evolve, demonstrate the values, or perform highly)
60	Awakening Passionate, Heart Driven, Relational Employees with Positive, Constructive, Can-Do Attitudes
49	Advancing Professional Development (growing talent through thoughtful, strategic, aligned training opportunities, assessments, mentorships, certifications, and the like)
44	Leveraging a Student Centric Vision for the Future (understanding student needs and demands)
37	Refreshing Reputation/Brand (broader audience, updated, inspirational)
31	Developing Best in Class Student Curriculum (solid, cutting edge, relevant, research-based, technology focused when necessary)
31	Revisiting Financial Allocations (best use, appropriate prioritization, increased transparency)
24	Fostering Cooperative District Climate (instead of competition; ensuring geographic equality)

General Overview of Statistical Analyses. Although this is only a brief overview of some of the results from the statistical analyses, more detail will follow in the full report.

Mean Scores for Ratings Questions

Legend
Meaningfulness of Work
Relationship with Coworkers
Open Comm with Boss
Relationship with Boss
Job Satisfaction
Inspiring Mission
Equipped with Work Tools
Job Retention (1 year)
Supports Full Potential
Inspring Core Values
Work Life Balance
Burnout
Confident Survey brings Change
Mission Statement in Practice
Core Values in Practice
Open Comm w Corp Leaders
Relationship with Corp Leaders
Job Retention (5 years)
Burnout (in non-COVID year)
Others Help to Solve Worries
Expresses Worries to Others

Bar values (left to right): 4.4, 4.1, 3.9, 3.9, 3.8, 3.8, 3.6, 3.6, 3.6, 3.5, 3.4, 3.3, 3.3, 3.3, 3.2, 3.0, 2.9, 2.8, 2.8, 2.6, 2.6

Analysis of Variance. Taking the 21 ratings questions and subjecting these to analyses of variance statistical procedures by demographic variables, we offer some preliminary interpretations.

Tenure. While the measurement of length of time an employee has worked at TCA as assessed through our demographic question cannot be considered a measure across time, we can view these employees as different snapshots filling out a picture of the TCA experience as it relates to tenure. There were significant relationships on five of the ratings questions: Job Satisfaction, Openness of Communication with Corporate Leadership, Job Retention (Year 1), Job Retention (Year 2), and Burnout.

- 1st year: Employees in their first year have high levels of Job Satisfaction and low levels of Burnout. In addition, they feel comfortable speaking openly with Corporate Leadership.
- 2nd year: Employees in their 2nd year seem to be showing signs of strain. They report the lowest levels of Job Satisfaction and comfort in speaking openly with Corporate Leadership. These employees are also the least likely to stay at TCA after a year (and also after 5 years), if nothing changes.

- <u>3 – 5 years</u>: Employees in years 3 through 5 are struggling as they report the highest levels of burnout. In many ways, they look very similar to 2nd year employees, reporting the 2nd lowest levels of Job Satisfaction, Communication Openness with Corporate Leadership, Job Retention after Year 1 and Year 5, just behind 2nd year employees.
- <u>6-10 years</u>: Employees in the mid to late range years may be described as "meh" when it comes to Job Satisfaction and Communication Openness with Corporate Leadership. These employees have the 2nd highest rate of Burnout (behind 3-5 year employees), yet they are committed to TCA, for better or for worse, as they have the 2nd highest report of Job Retention after Year 1 and Year 5 (only behind the longest tenure employees).
- <u>11+ years</u>: Employees who have the longest tenure at TCA have the highest reports of Job Satisfaction, Open Communication with Corporate Leadership, and the lowest report of Burnout. In addition, they are planning to stay at TCA no matter what (as measured by Job Retention, Year 1 and Year 5). You might say their experience has served them well and allowed them to see past any current difficulties.

<u>Role</u>. The five Roles selected to represent TCA employee categories are only very general guides to the way the organization fulfills its various duties. <u>There were significant relationships on eight of the ratings questions</u>: Relationship with Boss, Communication Openness with Corporate Leadership, Relationship with Corporate Leadership, Job Retention (Year 1), Meaningfulness of Work, Burnout, Burnout in a non-COVID year, and Work Life Balance.

- <u>Campus Auxiliary Staff</u>: In many ways, the Auxiliary Staff are the happiest employees at TCA. They report the lowest Burnout (both after this year and in non-COVID years) and the highest reports of their work having Meaning. They also feel heard, valued, and supported by both their Boss and Corporate Leadership, with which they experience Communication Openness. They are the employees who are most likely to stay at TCA, even if nothing changes.
- <u>Campus Leadership</u>: As we know, this has been a rough year for Campus Leaders, and it shows. These employees report the lowest Work/Life Balance and the highest levels of Burnout (which has risen significantly this year for these decision-makers from non-COVID years). They are also the most distanced from finding Meaning in their work and desire to see the most change (i.e., are the most likely to leave after a year if nothing changes).
- <u>Corporate Leadership</u>: The adage "it's lonely at the top" may refer to Corporate Leaders who report feeling the least heard, valued and supported by their Boss. Being at the top may bring other struggles as well as we see similarities between Corporate and Campus Leaders who report the two lowest scores on Meaningfulness of Work. Perhaps the current year has brought unusual stress to this group of employees as normally they have some of the lowest levels of Burnout (non-COVID years). The picture is not all dire as they report high levels of Work/Life Balance and positive relationships and open communication with their coworkers at Corporate.
- <u>Professional Support</u>: These employees who work as Professional Support Staff enjoy the highest levels of Work/Life Balance and some of the lowest levels of Burnout,

especially this year. But they are on their guard as they are very likely to leave after a year if nothing changes. We see these folks as being right behind Campus Leaders in wanting to see change happen.

- <u>Teacher</u>: Teachers have both high-highs and low-lows. They report the highest levels of Meaningful Work and commitment to TCA in staying put in their jobs after a year, even if nothing changes. However, they have one of the lowest levels of Work/Life Balance (behind Campus Leaders) and report being unable to speak openly with Corporate Leadership.

<u>Region</u>. The 15 Locations may be divided into various Regions. We will report the three ways we are currently exploring: Region4 (Dallas, Fort Worth, Austin/San Antonio, Houston); North/South (Dallas/Fort Worth v Austin/San Antonio/Houston); Region2 (Dallas v. Rest). Using these various divisions we found <u>significant relationships on ten of the ratings questions</u>: Relationship with Boss, Communication Openness with Boss, Communication Openness with Corporate Leadership, Meaningfulness of Work, Work/Life Balance, Expresses Worries to Others, Mission Statement in Practice, Core Values in Practice, Inspiring Core Values, and Confident Survey will bring Change.

- <u>Dallas Campuses</u>: When considering Dallas Campuses against all other campuses, Dallas Campuses report feeling heard, valued, and supported by the boss (Relationship with Boss) and experiencing open communication with the boss. However, Dallas Campuses struggle to find Meaningfulness in their work and don't express their worries to anyone at work, choosing to keep their difficulties to themselves.
- <u>Austin/San Antonio:</u> Austin/San Antonio taken together report the lowest ratings on Relationship with Boss and Communication Openness with Boss, suggesting that there may be reason to explore these relationships further.
- <u>Southern Campuses</u>: When comparing Northern against Southern campus locations, the Southern Campuses seem to have a more positive outlook. They report higher levels of openness speaking with Corporate Leaders than do the Northern Campuses, better Work/Life Balance, and believe in the Mission and Core Values as both stated and practiced. Finally, Southern Campuses are more confident than Northern Campuses that this District Direction project will bring about change.

Student Enrichment Rankings

	Value
Life Skills	97
Electives	91
Trade School	89
Social Workers on Campus	82
Whole Child Advocates	79
Sports	76
Certifications	74
Extracurriculars (non-sport)	74
Career Center	68
Emotional Support Skills	66
Psychologists on Campus	59
Work Study	54
ESL/Ell	50
Parent Outreach	44
CCMR	38
Specialty Schools	30
Directors for Special Population	28
Blended Learning	21
FIE Center	17