



**Regular Meeting Agenda
Thursday, June 10, 2021
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:15 PM**

Doors will open to the public at 5:30 PM.

Members of the public may access this meeting via live stream at <https://youtu.be/qhW4Zy0g9DM>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up between 4:30 and 6:00 PM on the day of the meeting. Individuals are encouraged to sign up online at <https://bit.ly/3fQ2K0t>; however, hardcopy sign up forms will be available between 5:30 and 6:00 PM at the meeting location.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on June 4, 2021, at 4:45 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. OPENING CEREMONY**
 - A. Pledge of Allegiance
 - B. Moment of Silence
- 3. COMMUNICATIONS / ANNOUNCEMENTS**
 - A. Superintendent Remarks
 - B. Board Member Remarks
 - 1. Committee Updates 3
- 4. CITIZEN COMMENTS**
(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)
- 5. PUBLIC HEARING**
 - A. Annual Review of End-of-Course Accelerated Instruction and Public Hearing 4
 - B. Public Hearing on Technology and Instructional Materials Allotment: AP 15
Human Geography and AP World History
 - 1. Consider Approval of Technology and Instructional Materials Allotment: AP Human Geography and AP World History
 - C. Elementary and Secondary Schools Emergency Relief III Overview and Public 26
Input
- 6. CONSENT AGENDA**
 - A. Consider Approval of Remote Conferencing for Special Education Student 36
Waiver
- 7. SUPERINTENDENT'S REPORT 37**
- 8. DISCUSSION / ACTION ITEMS 1**

A. STUDENT EXPERIENCE	
1. Equity and Diversity Advisory Committee Update	44
2. Report on the 2020-2021 School Quality Survey Results	75
3. Report on BrightBytes Survey Results	248
4. Consider Approval of Human Sexuality Curriculum	262
B. GOVERNANCE	
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3. Strategic Planning Discussion	300
4. Discuss Appointment of Delegate and Alternate to the Texas Association of School Boards 2021 Delegate Assembly	301
C. OPERATIONS	
1. Report on 2021 Employee Engagement Survey Results	302
2. Discussion of Loan Agreement with Child Nutrition Fund	363
3. Discussion of a Resolution Committing and Assigning Fund Balance	365
4. Debt Portfolio Update	369
5. Consider Approval of Guaranteed Maximum Price #2 for Cedar Park MS HVAC Update	393
6. Review Guaranteed Maximum Price #2 for Elementary 29	395
7. Discuss Request for Qualifications (RFQ) for Architectural/Engineering Services for Elementary 31 and Middle School 10	397
8. Discuss Selection of Construction Delivery Method for Elementary 31 and Middle School 10	399
9. General Construction Update	400
9. CLOSED SESSION	
A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter	
B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers	
C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed	
D. Texas Government Code 551.074: deliberation and consideration of employment of Camacho Elementary School Principal	
E. Texas Government Code 551.076: deliberation regarding internal security audit and discussion with Chief Audit Executive	
F. Texas Government Code 551.074: Superintendent Formative Evaluation	
10. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Approval of Teacher and Administrator Contracts	
B. Consider Employment of Camacho Elementary Principal	
11. ADJOURNMENT	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Board Member Representation on Committees & Boards

LISD administrative committees on which Board Members currently serve:

- Community Based Accountability System Committee: Aaron Johnson, Jim MacKay and Anna Smith
- Community Curriculum Advisory Committee (CCAC): Gloria Gonzales-Dholakia and Elexis Grimes
- Equity and Diversity Advisory Committee: Gloria Gonzales-Dholakia and Christine Mauer
- Legislative Committee: Trish Bode, Elexis Grimes, Anna Smith
- Policy Review Committee: Aaron Johnson, Gloria Gonzales-Dholakia, Elexis Grimes
- School Health Advisory Committee (SHAC): Aaron Johnson
- School Safety and Security Committee (*Board President and one additional Board member required*): Board President Trish Bode and Elexis Grimes

Non-LISD committees/boards on which LISD Board members represent the District:

- City of Austin Regional Affordability Committee: Jim MacKay
- City of Cedar Park Key 6: LISD Board President
- City of Leander Key 6: LISD Board President
- LEEF Board Ex-Officio Director: Elexis Grimes

Although not a committee, the Board's liaison to the Internal Auditor is Jim MacKay.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Annual Review of End-of-Course Accelerated Instruction and Public Hearing

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Kimberly Waltmon

Attachments: Annual Review of End-of-Course Accelerated Instruction and Public Hearing Presentation

Background Information:

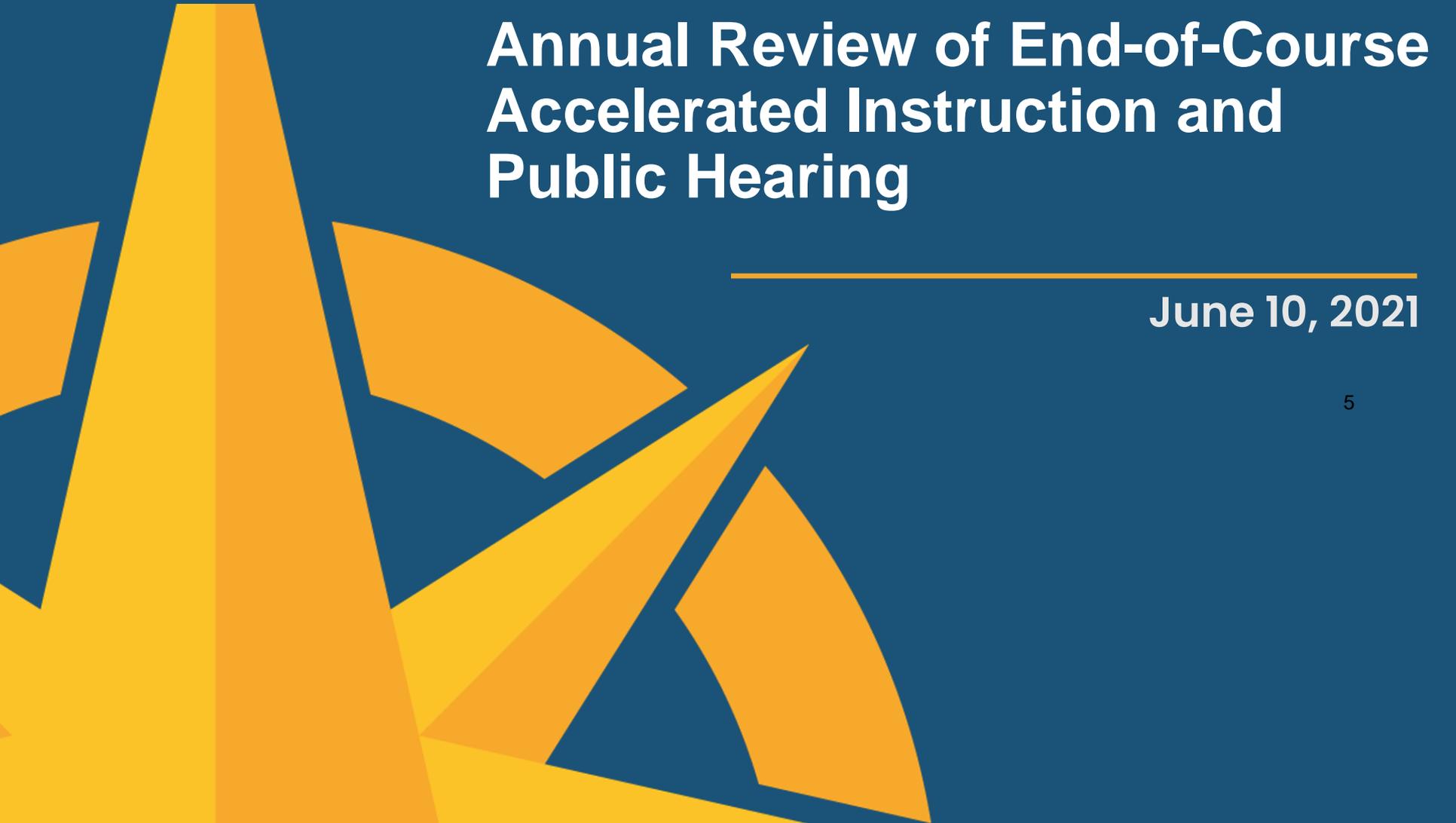
Accelerated Instruction Requirements: The House Bill 5 (HB 5) legislation in the 83rd Legislative Session, added Texas Education Code (TEC) §28.0217. This code requires each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject if the student failed to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation. TEC §29.081 as amended by HB 5 requires each school district to evaluate the effectiveness of accelerated instruction programs for high school students and hold an annual public hearing to consider the results of the evaluation. We will be sharing data from our accelerated instruction from the 2019-20 and 2020-2021 school years.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Annual Review of End-of-Course Accelerated Instruction and Public Hearing

June 10, 2021

PURPOSE

The purpose of this presentation is to provide information and hold a public hearing regarding the effectiveness of LISD's Accelerated Instruction Program in accordance with TEC §29.081.

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STATE REQUIREMENTS

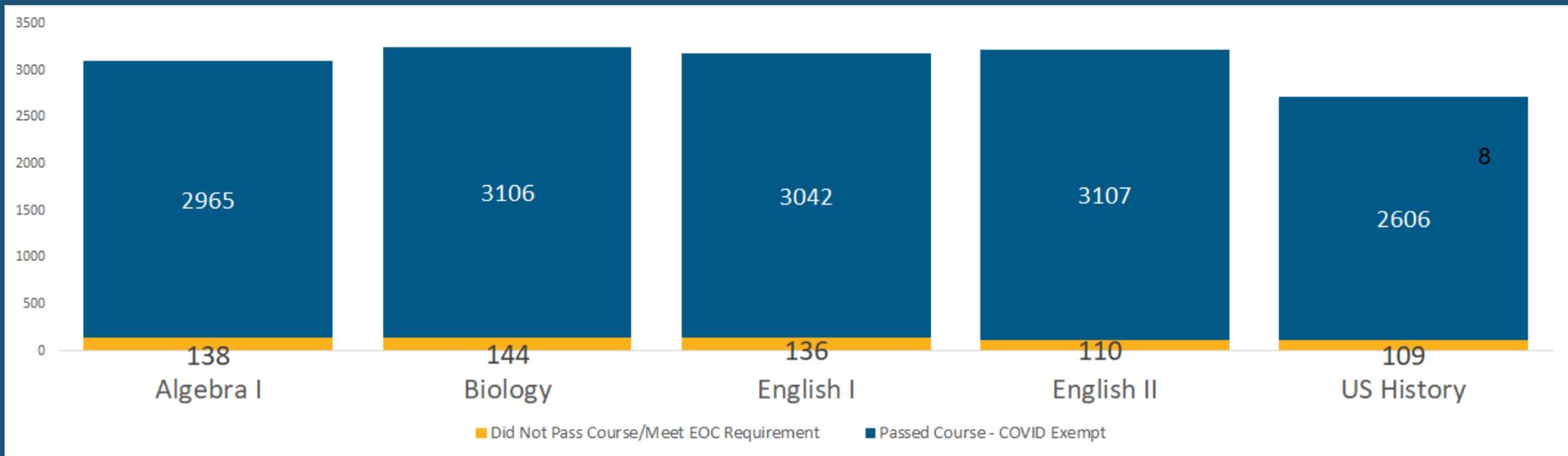
HB 5 requires students to fulfill the requirements of five content areas via STAAR EOC or a substitute assessment:

- **English I**
- **English II**
- **Algebra I**
- **Biology**
- **US History**

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TEC §28.0217 Any student who does not perform satisfactorily on an EOC must receive intervention. The District must evaluate the effectiveness of these interventions in a public hearing. (TEC §29.081)

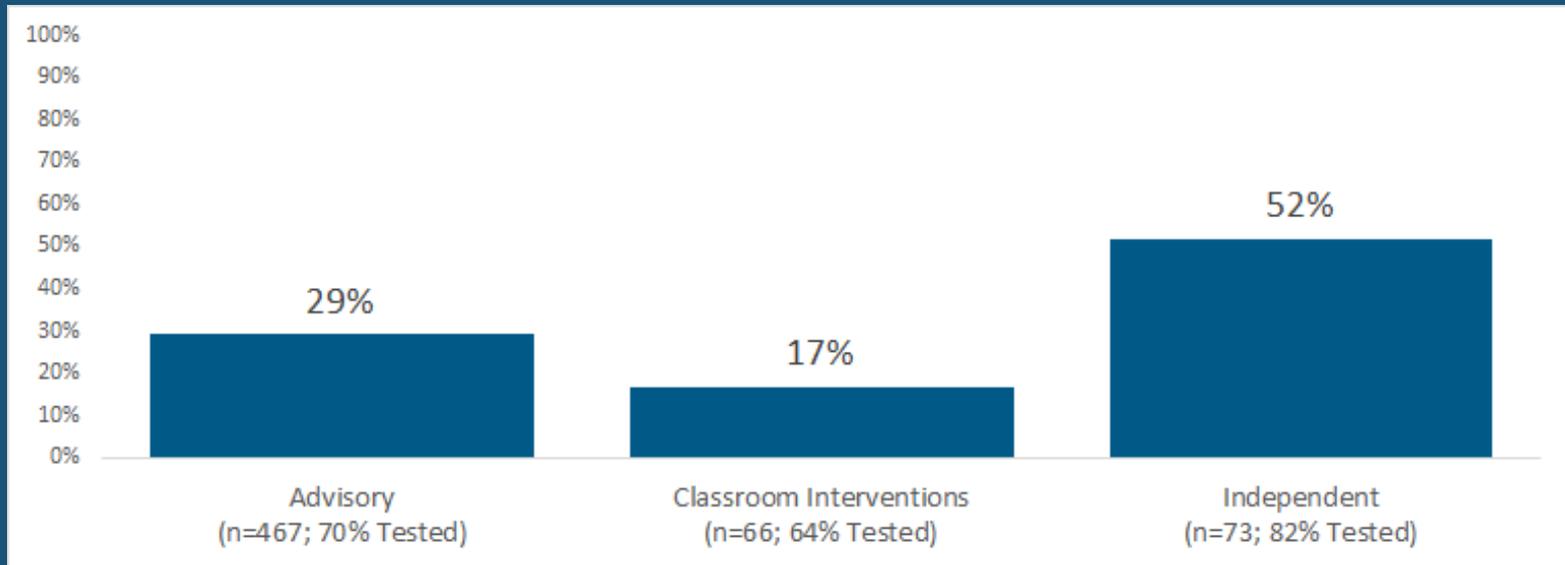
2020 EOC COURSE COMPLETIONS



TYPES OF ACCELERATED INSTRUCTION

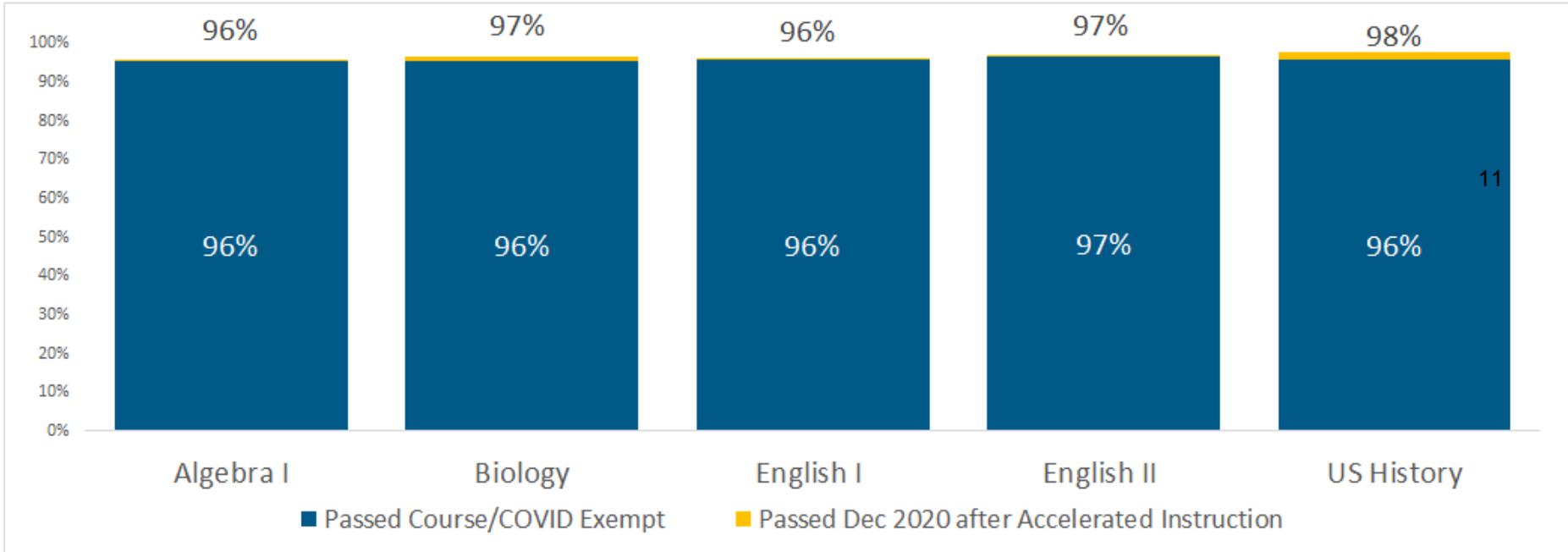
- **Advisory**
Structured time during the school day to address intervention/challenge
- **Classroom Interventions**
Small group intervention during enrolled classes
- **Independent**
District provided resources for flexible student practice

PASS RATE BY INTERVENTION



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CUMULATIVE PASS RATE



SB 149 SUMMARY

An Individual Graduation Committee (IGC) must evaluate a student candidate's completed project(s). In addition, the IGC must confirm the candidate meets the following:

- Met passing standard on minimum of 3 EOCs
- Attempted all offered EOC administrations
- Attended EOC interventions offered through LISD
- Meets LISD credit requirements

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2021 IGC Graduates = 52

DISCUSSION

PUBLIC HEARING

The background features a dark blue field on the left, transitioning into a series of overlapping, angular shapes in shades of yellow and orange on the right. These shapes resemble stylized rays or facets of a larger object, creating a dynamic, modern aesthetic.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item:	Consider Approval of Technology and Instructional Materials Allotment: AP Human Geography and AP World History
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Jennifer Collins
Attachments:	Technology and Instructional Materials Allotment: Social Studies Presentation

Background Information:

The Technology and Instructional Materials Adoption presentation was shared at the May 20 Board Meeting, and the Public Hearing will take place at the June 10 Board Meeting.

Funding from the Technology and Instructional Materials Allotment (TIMA) has been provided to districts to be utilized for the purchase of Social Studies instructional materials for AP Human Geography and AP World History. The proposed instructional materials approved under this recommendation are scheduled to be implemented beginning in the 2021-2022 school year. Adoption by the Board of Trustees of recommended resources is required prior to purchase. Final selection must be recorded in the Board minutes. LISD teachers in our AP Human Geography and AP World History courses have worked hand-in-hand with district administrators throughout the research and selection process. Input and feedback have been gathered from staff, parents, community members through the Districtwide Educational Improvement Council (DWEIC) and the Community Curriculum Advisory Committee (CCAC). Instructional materials being considered were also made available for public and trustee viewing on April 12 through May 5 at Vandergrift High School Library and Leander ISD Administration Building Lobby. Books will be displayed and available for view at the Board meeting May 20, 2021.

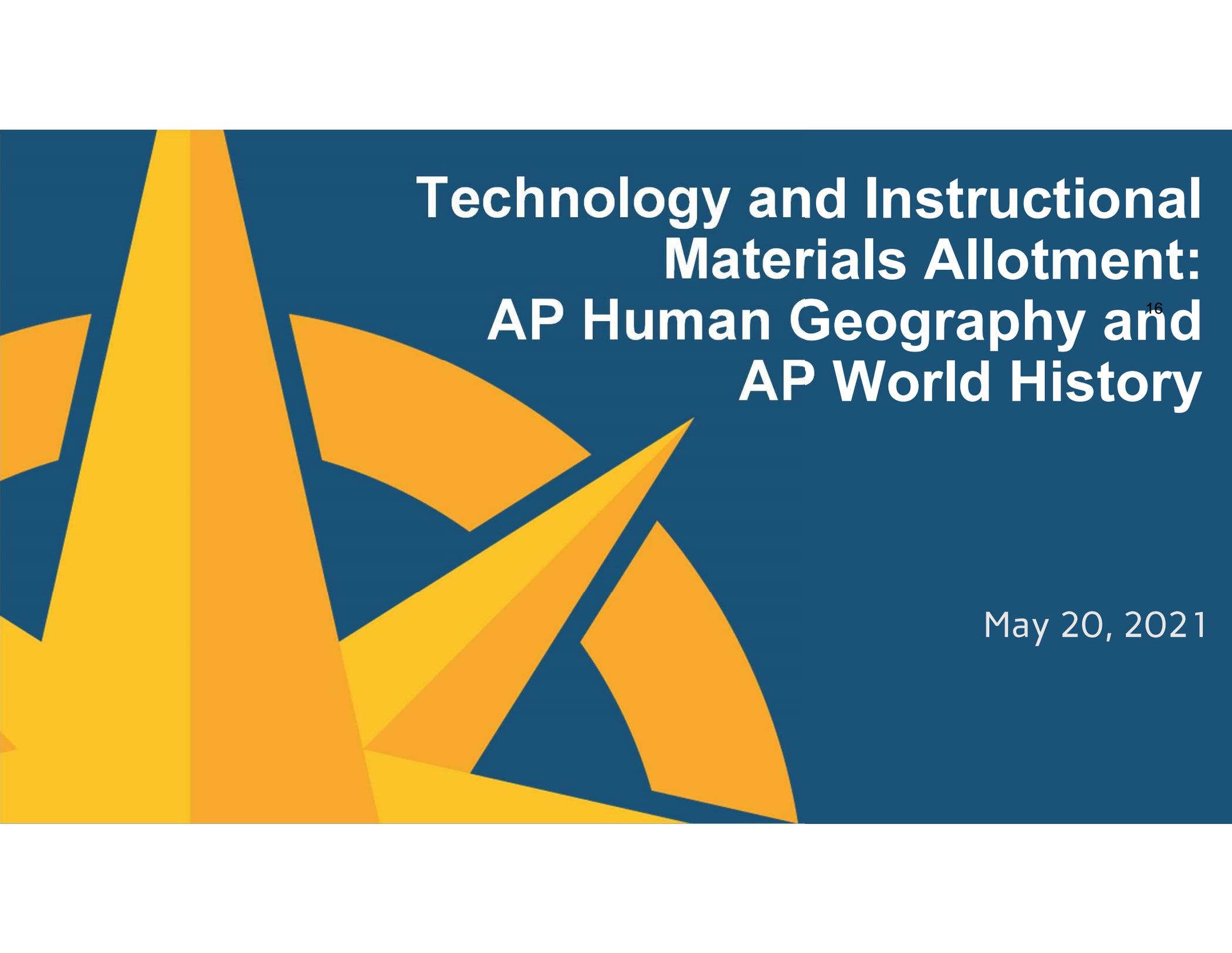
The 83rd Legislature passed Senate Bill 1474, which addresses the adoption of major curriculum initiatives by a school district, and requires processes to ensure opportunities for public and staff comments. The district has made the choice to use this same process for other major instructional material adoptions in LISD. Parents and staff were notified of the opportunity to review and comment on the LISD Website regarding instructional materials being considered. Additionally, Senate Bill 1474 requires an opportunity for public and staff comments at a Board meeting.

Administrative Recommendation:

Administration recommends the Board of Trustees adopt the text, Human Geography: A Spatial Perspective for the AP Human geography course and the text, Traditions and Encounters for AP 2020 for the AP world history course for purchase using the Leander Independent School District 2021 Technology and Instructional Materials Allocation.

Sample Motion:

I move that the Board of Trustees adopt the text, Human Geography: A Spatial Perspective for the AP Human geography course and the text, Traditions and Encounters for AP 2020 for the AP world history course for purchase using the Leander Independent School District 2021 Technology and Instructional Materials Allocation.



Technology and Instructional Materials Allotment: AP Human Geography and AP World History

May 20, 2021

PURPOSE

The purpose of this presentation is to provide an overview of the Technology and Instructional Materials Allotment (TIMA) process and make a recommendation for AP Human Geography and AP World History instructional materials adoption.

OVERVIEW

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What is Technology and Instructional Material Allotment (TIMA)?

Textbook and Technology Funds
TIMA



Instructional Materials: Content addressing the College Board's Course and Exam Descriptions Guidelines for the courses in the process including hard copy and digital resources/materials to teach the standards.

AP SS Instructional Materials Selection

19

- There is not an adoption cycle for AP courses
- AP Human Geography (APHG) and AP World History (WHAP)
- Students receive World Geography and World History credit for these two courses
- Students may receive college course credit for passing the exam for each of these courses.

STAKEHOLDER INVOLVEMENT

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Leander ISD

- ✓ District level committee (included all teachers of each course)



Community

- ✓ District Wide Educational Improvement Council (DWEIC)
- ✓ Community Curriculum Advisory Committee (CCAC)
- ✓ Community Feedback
 - Public preview with physical copies of textbooks at VHS & Central Office
 - Online options with links

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TIMELINE

<p>Collected names of texts and publishers that teachers wanted to review for the adoption. Input provided by all APHG and WHAP teachers.</p>	<p>Nov/Dec 2020</p>
<p>Ordered, received and distributed physical samples and electronic access of texts teachers wanted to review. Provided teachers with rubric to rate materials.</p>	<p>21 Jan, 2021</p>
<p>Publisher presentations began and teachers continue to submit feedback via the rubric provided.</p>	<p>Feb. 2021</p>
<p>Continued publisher presentations and review of materials. Began to narrow choices of materials for the public to provide input on.</p>	<p>March 2021</p>
<p>Final publisher presentations. Teachers continue to provide feedback. Website and samples provided for top choices for public input.</p>	<p>April 2021</p>
<p>Compile campus preferences and collect public feedback. Develop recommendation for Chief Academic Officer, T and L Executive Directors, IMA Exec Committee and LISD Board.</p>	<p>May 2021</p>
<p>Recommendation taken to the LISD School Board. Final approval and purchase in June.</p>	<p>May 2021</p>

GOALS

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Adopt instructional materials that:

- Maximize learning opportunities for all students
- Align to College Board's Course and Exam Descriptions
- Support the teaching of the state standards (TEKS) for World Geography and World History
- Continue to provide challenging and accessible text and materials to support a college-level course

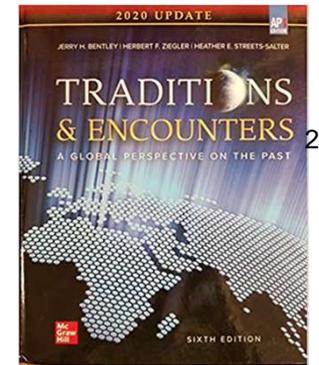
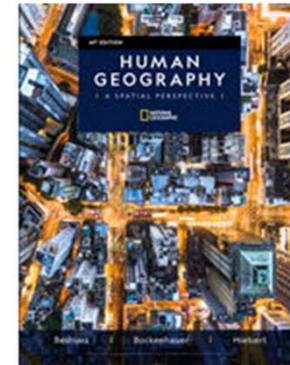


RESOURCE CONSIDERATION

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- Began with a total of 9 resources to consider
- Publisher presentations on each of the 9 resources
- Initial criteria: *Meet College Board's Course and Exam Descriptions*
- Rubric completed by district committee
- Top two resources for each course reviewed by teachers, students, and the public

RECOMMENDATION



Highlights of materials:

- Aligned with College Board Course and Exam Descriptions as well as TEKS
- Provides dynamic online student and teacher resources
- APHG - Emphasizes inquiry based learning and real-world applications. Addresses writing needs in a recursive manner throughout the text.
- WHAP - Emphasizes analyzing historical sources and evidence as students draw inferences and understand the context and connections among events. Text reading is accessible for a variety of student reading levels.

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item:	Elementary and Secondary Schools Emergency Relief III Overview and Public Input
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Kendra Winans and Elaine Cogburn
Attachments:	Elementary and Secondary Schools Emergency Relief III Overview and Public Input Presentation

Background Information:

Authorized in the American Rescue Plan Act (ARP) which was signed into law March 2021, districts have been allocated funds under the Elementary and Secondary School Emergency Relief III (ESSER III) for the period of availability of March 13, 2020 (with pre-award), to September 30, 2024 (with carryover). Leander ISD has been allocated a total of \$15,811,197. The administration will present an overview of ESSER III including process, data sources, expenditure requirements, and recommended uses for the funds. Following the overview, the Board will accept public input to ensure the community has an opportunity to provide additional feedback on the suggested uses to address areas of need due to the impact of COVID.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Elementary and Secondary School Emergency Relief III

Board Meeting: June 10, 2021

PURPOSE

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The purpose of this presentation is to provide an overview of the Elementary and Secondary School Emergency Relief III (ESSER III) requirements, potential uses of funds and seek public input



ESSER Overview

Fund Source: Under the American Rescue Plan (ARP) Act through the ESSER III.

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Leander ISD's Allocation: \$15,811,197

Purpose of funds: Respond to the pandemic and the impact it has had on student learning

Funds Available: March 13, 2020 (as pre-award) - September 30, 2024



ESSER Requirements



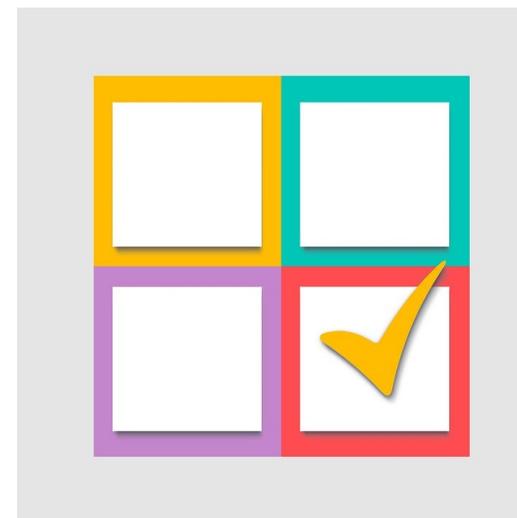
- Meaningful consultation with variety of stakeholders
- Review of data to address learning of student groups
- Develop a plan identifying 20% of ESSER funds allocated to targeting learning of student groups and instructional time
 - Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic
- Revision and Evaluation of the plan every 6 months
- Required “Safe Return to In-Person Instruction and Continuity of Services Plan” and ESSER plan posted on website within 30 days of receiving funds

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*No supplement supplant requirement

Multiple Potential Uses of Funds

- Prevention and mitigation strategies to address learning of student groups
- Professional Development
- Staffing
- Mental Health and Behavioral Supports
- Materials
- Extended Instructional Time
- Facilities
- Technology



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Process for use of ESSER Funds

PLAN



- Funds released- application open
- Steering committee formed
 - Sub committees
 - Public Input
 - Spending Priorities to address learning of student groups
- Plan proposed to board for public input
- Ongoing listening sessions
- Adjust/Amend plan every six months based on community feedback
- Post plan within 30 days of receiving funds

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Stakeholder Input



Date	Audience	Notes
April 27 - May 1, 2020	Parents, Teachers, Students	Virtual Learning Survey
May 29 - June 14, 2020	Parents, Teachers, Staff, and Students	School Reopening ThoughtExchange Survey
July 8 - July 9, 2020	Parents, Teachers, Staff, and Students	School Reopening Webinars
August 21 - August 25, 2020	Teacher and Staff	ThoughtExchange Survey
September 18 - October 2, 2020	Teachers and Staff	ThoughtExchange Survey
October 14 - 19, 2020	Teachers and Staff	8 Listening Sessions
November - January 2021	Teachers, Parents, Students	Mid-Year Teaching and Learning Surveys
	Parents, Guardians, and Students	School Quality Survey
	Teachers and Staff	UT Engagement Survey
March 24 -	Teachers, Students, and Parents	Brightbytes Technology Survey
June 2, 2021	Community, Parents, Teachers, Staff, Students	Listening Leaders Listening Sessions
June 10, 2021	Community, Parents, Teachers, Staff, Students	ESSER Plan Public Hearing

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Recommended Uses For ESSER III Funds

- Summer school costs
- Edgenuity labs at High School
- Additional Elementary Counselors
- Student Success Facilitators
- SPIRE -Phonics Reading Intervention Kits and Professional Learning
- Universal Screener
- Reading Academies
- Air quality improvements with Merv filters
- Hardware and Software utilized as a response to COVID
- Learning management system
- Continued WIFI hotspots

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Discussion and Public Input

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item:	Consider Approval of Remote Conferencing for Special Education Student Waiver	
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Kimberly Waltmon	
Attachments:	Remote Conferencing for Special Education Student	

Background Information:

A student has a health issue that impairs their ability to attend school in person. The Admission, Review, Dismissal (ARD) committee decided that home-bound placement was too restrictive in nature for the student's needs. The ARD committee recommended that the student be given a remote conferencing option so they can fully participate in their senior level coursework.

Administrative Recommendation:

Administration recommends the board allow administration to seek a waiver from TEA to request that remote instruction be provided to a student. The waiver includes this instructional arrangement to be counted as classroom time for Foundational School program funding purposes and count the student in attendance when remote instruction is provided.

Sample Motion:

I move to allow LISD administration to seek a waiver from TEA to request that remote instruction be provided to a student and counted as classroom time for Foundational School program funding purposes and count the student in attendance when remote instruction is provided.

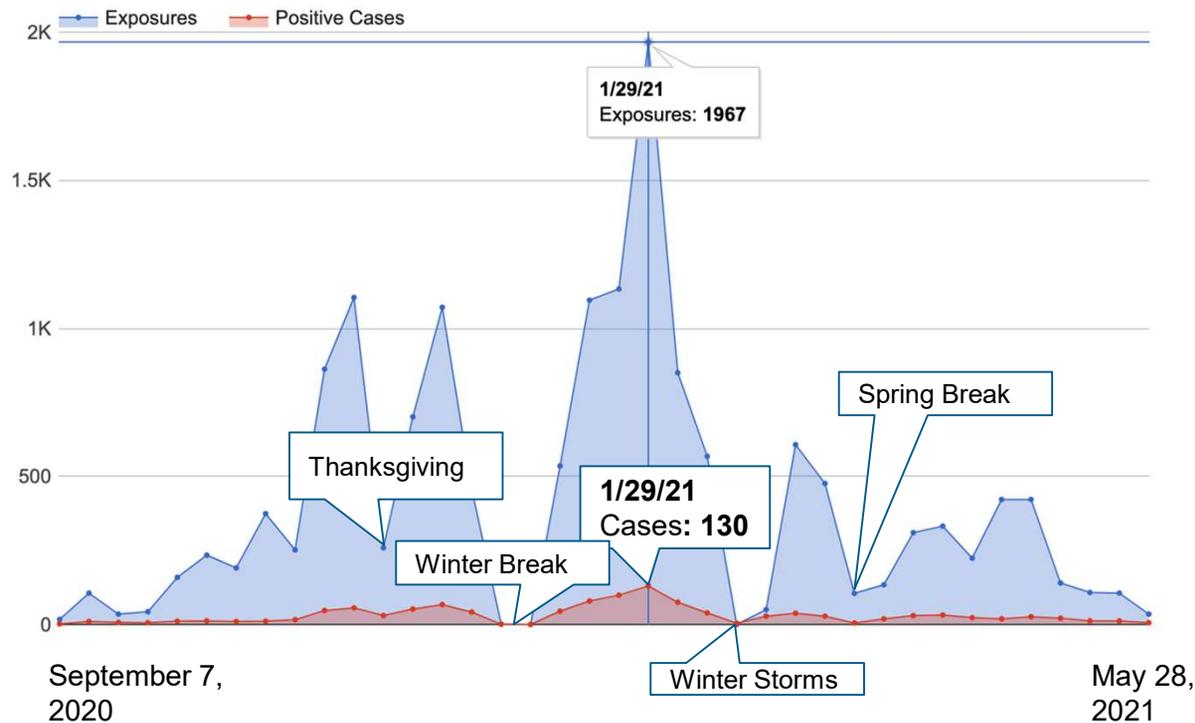


LEANDER ISD
LEADING TO A BRIGHT FUTURE

Launch to Learning 2020-21

Health Services

Student positives, student exposures, staff positives, staff exposures ³⁸



Student Cases	852
Student Exposures	14,311
Staff Cases	301
Staff Exposures	1,182

Dashboard:

<https://www.leanderisd.org/covid19dashboard/>

*Total numbers are Sept. 7 - May 28

Health Response Protocols

Current Status: GREEN

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- Removed health protocols for masks, physical distancing, visitors, etc.
- Health Departments resume their normal duties (contact tracing, quarantining, data reporting, etc.)
- Indicators and Status:
 - Green - COVID Protocols and Strategies if the indicators listed in the dropdowns below are low or improving
 - Red - COVID Protocols and Strategies if the indicators listed in the dropdowns below are high or worsening.



https://www.leanderisd.org/covid19_guidanceforsummerfall2021/

3

2021-22 Enrollment

Registration opened for all new and returning students.

40

	2021-22			
Pre-Kindergarten*	828 (+15)			
Kindergarten	2,218 (+275)			
First Grade	2,727(+21)	2020-21	Budget	PASA
District	41,006 (+557)	40,736	41,749	43,951

Green/Red numbers indicate the growth/decline of the data point since the last Superintendent's Report on May 20.

Updated: June 09, 2021

*PreK includes pending registrations. 2021-22 enrollment includes current students rolling over into next year and new student registrations for the next school year.

Upcoming Events

	Date	Notes
District Offices Closed	June 28 - July 5	Offices closed.
Summer Leadership Retreat	July 19 - July 21	School and district leaders meet for training, shared learning, and team building.
Support Staff Job Fair	July 24	Job fair targeted for transportation, food service, substitute teaching, custodial, maintenance, and special education instructional assistants.
Safety and Operational Summit	July 27	School and district leaders meet for training and shared learning.
District Culture and Vision Day	July 30	District Culture and Vision Day for new to district employees.
BackPack Attack	July 31	District partnership with local faith-based community to donate school supplies to students in need.
Returning Staff Start	August 5	First official day back on campus for teachers and most school staff.
Convocation	August 6	Watch Party model with campuses and departments watching a live stream from their campuses at a centralized location.
First Day of School	August 12	#1LISD returns for 2021-22 school year

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THANK YOU, #ILISD!

TO ALL OF OUR STAFF GOING ABOVE AND
BEYOND TO KEEP SCHOOLS OPEN AND
PEOPLE SAFE.



QUESTIONS AND ANSWERS

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Equity and Diversity Advisory Committee Update
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Laurelyn Arterbury and Chrysta Carlin
Attachments: Equity and Diversity Advisory Committee Update Presentation (*to be loaded to BoardBook prior to the meeting*)

Background Information:

An update will be provided to the Board of Trustees on the work that the Equity and Diversity Advisory Subcommittees have done. This will include an overview of the data that was collected through the Equity and Diversity Listening Sessions that were held in February and March.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Equity and Diversity Advisory Committee Update

June 10, 2021

Equity and Diversity Advisory Committee

Purpose: The purpose of the Leander ISD Equity and Diversity Advisory Committee is to provide guidance to ensure equity and diversity within Leander ISD. We will work to affect change and support Leander ISD as we take action to eradicate racism and promote a more diverse, equitable and inclusive culture. We will do this through three focus areas:

Policy and Practice
Professional Learning
Community Collaboration

FOCUS AREAS





Leander ISD Equity Listening Session Report

Preliminary Report to the
LISD Board of Trustees

June 10, 2021

Participants

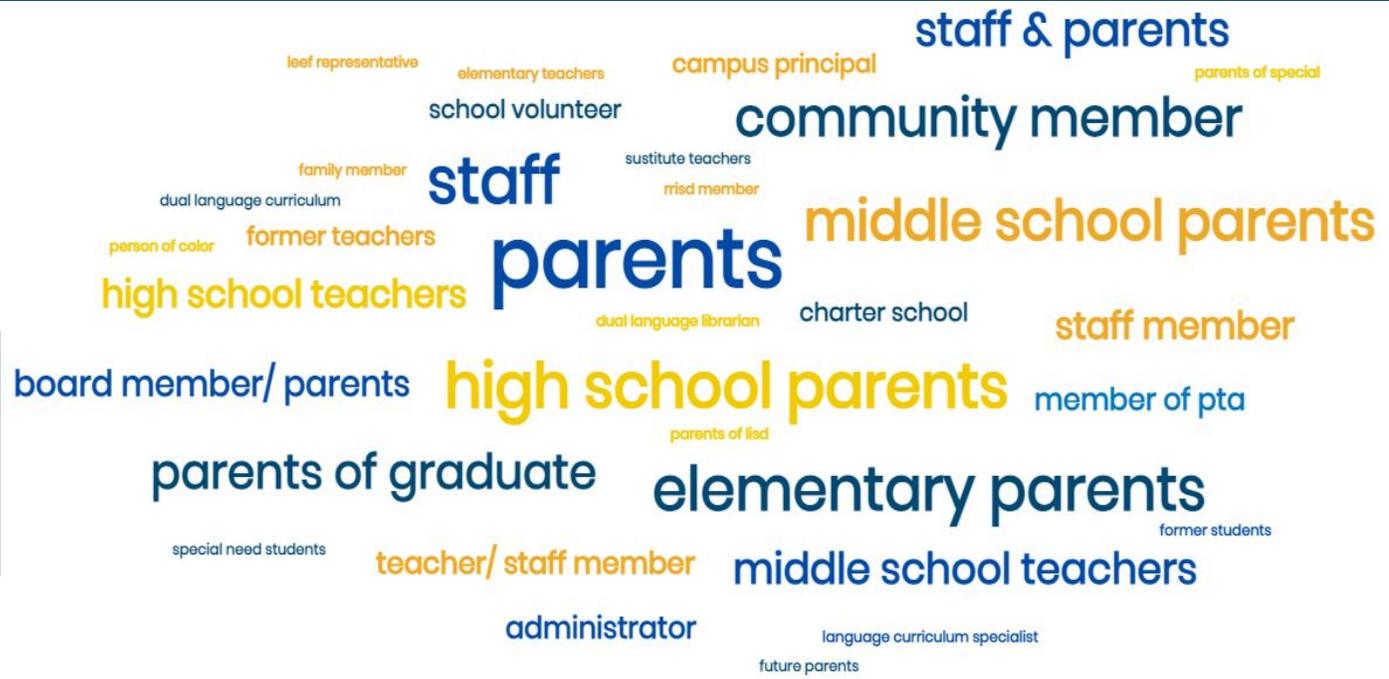
177
Total Participants

110
Form Responses

10 Virtual Listening Sessions

- February 10th - 12:00 pm
- February 15th - 5:30 pm
- February 16th - 12:00 pm
- February 18th - 5:30 pm
- February 22nd - 12:00 pm
- February 24th - 5:30 pm
- March 1st - 5:30 pm
- March 4th - 12:00 pm
- March 8th - 12:00 pm
- March 8th - 5:30 pm
- March 10th - 12:00 pm
- March 12th - 12:00 pm
- March 23rd - 7:30 pm
- March 30th - 7:30 pm

Snow-Vid
2021



> 30 Volunteer
Facilitators/ Notetakers

Break-out Rooms
of 4 to 8 people

1 Hour Sessions w/
Scripted Introduction

Goals of Listening Sessions



To listen and learn from community, staff and students about their experiences related to equity and diversity in Leander ISD.



See participants and be seen by sharing our stories.

50



To gather feedback on possible next steps for equity and diversity in LISD

Listening Session Questions

What do you think the district needs to know regarding equity and diversity in Leander ISD?

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What experiences have you had with equity and diversity (or lack thereof) in Leander ISD?

What additional action steps do you feel the district needs to take regarding equity and diversity?

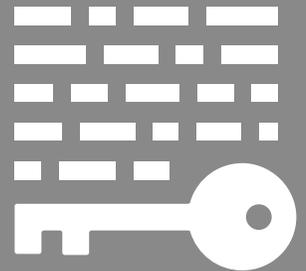
Methodology

910 Comments

10 Listening
Sessions +
Form



57 Codes



5 Key
Themes

Politicalization & Polarization

- Existence of a DEI Problem in LISD
- Perceptions of Political Bias, Anti-White Sentiment, and Lack of Diversity of Thought
- Negative Adult Behavior & Lack of Tolerance
- Issues with Books and Curriculum Content

Cultural Responsiveness

- Diversity of Staff
- Importance of High Expectations and Positive Cultural Representations
- Celebrate All Types of Diversity
- Curriculum Content and Materials

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Inclusive Culture

- Importance of Dialog, Intentional Planning, Mutual Respect and Including Diverse Voices
- Sense of Belonging & Access to Opportunities
- Culture of Kindness, Love, and Acceptance
- Addressing Needs of Diverse Groups

Clarity, Transparency, & Communication

- Clear Definition of Diversity, Equity, and Inclusion
- Build Trust
- Reporting & Resolving Issues and Lack of Accountability
- Call for New/Different Voices

Desire for Dialog and Action

- Individual and Collective Action
- Equity Office/ Expert Advice/ Support
- Professional Learning
- Frustration with Pace of Action vs. Desire for No Action

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Theme 1: Politicalization & Polarization



Polarized views on the extent of Diversity, Equity, and Inclusion as a problem in LISD

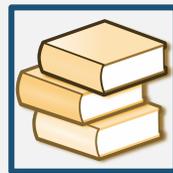


Perceptions of Political Bias & Anti-White Sentiment and Lack of Diversity of Thought

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Negative Adult Behavior and Lack of Tolerance



Issues with Books & Curriculum Content

Beliefs about the Existence of DEI as a Problem

“I’ve never ever seen a problem with the way things are. My kids have friends from all different races and cultures, and everyone is happy. I wish people would stop making it an issue when it’s truly not.”

Belief that Equity is NOT a problem in LISD

Belief that Equity is a problem in LISD

“One thing is a lot of people in the community don’t think we have issues. How do we get those people to listen? I am interested in getting action for those that it is impacting and get those that don’t experience to hear it and listen. I feel that they don’t hear the people saying there is a problem. How can we get them to hear the stories that our friends are saying, believe us.”

Politicalization & Perception of Bias

“Equity and diversity seems to have become code for: granting our teachers permission to teach liberal political ideology and values that are juxtaposed to conservative religions.”

“It’s a shame that “equity” has been politicized. Providing opportunities for all, especially historically underserved populations, does not mean few opportunities for others.”

Theme 2: Cultural Responsiveness



Diversity of Staff

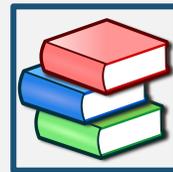


Importance of High Expectations &
Positive Cultural Representations

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Desire to Celebrate All Types of
Diversity



Curriculum Content and Materials

Diversity of Staff

“Very little representation of POC in staff and administration and teachers. Son only ever saw one other POC in his elementary school. We can have intentionally in our recruiting. Making connections at Black colleges so we can represent those POC in LISD.”

“Lack of diverse staff impacts students of color who do not see role models in teaching/ leadership roles on campus.”

“Would like to see our staff more closely resemble the student populations so students see teachers that represent them in some form. The diversity and equity person whose sole job is to focus on this.”

Importance of Positive Cultural Representations

“Please look at finding curriculum that tells the full story of indigenous people & minorities. Highlight their contributions, find books that speak to this in a positive light. Tell the stories of overcoming odds. Tell of their struggle against racism, poverty w/ out stereotyping. Poverty doesn't equal foul language, sexual promiscuity, drugs for all minorities.”

“There needs to be more work done to highlight positive contributions from all minorities through out history. Not just reinforcing negative stereotyping of poverty, drugs, alcoholism, gangs, rape, teen pregnancy, & alcoholism. These things are already proliferated in the movies, media, & music culture. Minority students need to see & have positive associations w/ their culture & white students need to see the potential, contributions, & successes that individuals in minority groups have had in society.”

Theme 3: Inclusive Culture



Importance of Dialog, Intentional Planning, Mutual Respect, and Including Diverse Voices



Sense of Belonging & Access to Opportunities



Culture of Kindness, Love, and Acceptance



Addressing the Needs of Diverse Groups

Importance of Dialog, Intentional Planning, Mutual Respect, and Including Diverse Voices

“As a teacher, I think it is important to have these conversations as a staff. Creating systems where we can get feedback is important. One teacher advocating on behalf of the student isn’t always as effective. If a student doesn’t feel like they have a faculty member they can lean on as an advocate they may not have a voice. Especially regarding tracking and choices for classes in high school.”

“This is important work and emotions run high. We need tools to support this work and make it where it is safe to have conversations. Can easily shut down individuals.”

“It’s concerning to hear that some kids cannot express their beliefs/perspectives for fear of backlash.”

Addressing the Needs of Diverse Groups

“It's not just about black history, we have a diverse community, we have a population from India. We need more equitable inclusion. We need to do better learning names. I feel like teachers don't know names, its challenging, but what can we do to have more cultural activities to know more about people's cultures.”

“All the students should be treated alike on same grounds not judged by their economic background, race, color. The District should start educating children from lower grades about the diversity, equity and to show kindness to multicultural children. Bring it in as part of every school and make it fun with learning different cultures and their highlights. Be the change agent if we need to see the change in our kids.”

“My son with special needs is not always given an equitable education or experience. How will this be addressed in an woke school district.”

“It is very important that students in marginalized groups have voices that serve as a role model for them.”

Theme 4: Need for Clarity, Transparency, & Communication



Clear Definition of Diversity, Equity, & Inclusion



Build Trust



Reporting & Resolving Issues and Lack of Accountability



Call for New/Different Voices

Need for Clarity, Transparency, & Communication

“Transparency - communication to what is being done, as parent don’t expect to get perfect but recognize there’s a problem and seeking solution. So communicate constantly to parents.”

“Knowing the definition of the terms are not obvious. We are assuming that everyone knows. This is important when our professional development is not required/mandatory. Everything is optional. What is offered is not offered openly or readily available. It needs to be normalized.”

“Better communication. More transparency. Continued forums with the community. Willingness to listen and accept all feedback.”

“What I found is a problem with us we don’t have a common language, we don’t know the difference between equity and diversity, equality. ”

Call for New/Different Voices

“Would like for us to train students on empowerment and teach them how to bring up issues so their voice gets heard. Help students understand our processes and train them how to use our systems. Here is what to expect. We don’t want students to remain silent because they don’t know how to speak up.”

“The intentions of these conversations are good, but a lot of people are uncomfortable or scared to speak out in fear of backlash or being labeled. ...it’s important to have these conversations but wonder what the solutions is for people getting backlash for sharing their personal experiences. Students are sharing that they get backlash from peers at school for speaking out.”

Theme 5: Desire for Dialog and Action



Individual and Collective
Action



Equity Office/Expert Advice/
Support



Professional Learning



Frustration with Pace of Action
vs. Desire for No Action

Frustration with Pace of Action VS. Desire for No Action

“I think that the District needs to step up to the challenge and enact tangible action steps. This subject seems to have been relegated to the shadows with very little community outreach and involvement. It’s been relegated to a perpetual cycle of management with no forward motion in site.”

“I think they need stop with all this, its progressive distraction and its hurting others. Half of your parents and members don't agree with this”

“... continuously focusing on race and gender issues is doing nothing but creating more division”

Desire for Dialog and Action

“I went to a board meeting and watched a black mom share what happened to her student and even her student shared, and it shook me. It changed my perception and made me realize that we have work to do. Now I watch those board meetings and I want to see something happen. I want to see change. We need to respect and honor those lived in experiences of POC.”

“I hope the district knows there are a lot of people who don't come to board meetings and they have voices and opinions too. I really want LISD to know I respect that they are going through this process and what racism is and how equity differs from equality. Be brave and bold enough to continue.”

“I believe equity and diversity is extremely important in Leander ISD and it needs to be carefully implemented appropriately by a diverse group of individuals, not just one like minded group. It needs to be done in ways that are thoughtfully prepared and age appropriate.”

Specific Recommendations Shared

Increase Diversity
of Staff

Celebrate Diverse
Cultures

Need for
Dedicated Office
of Equity

Continue to Seek ⁶⁹
Support and
Expert Advice

Support for
Marginalized
Students

Remove Barriers
to Access

Professional
Learning for
Teachers and
Parents

Continue to Listen
& Act

FOCUS AREAS



Policy and Practice

Administrator of Diversity, Equity, and Inclusion (DEI)

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- Create an Office of Diversity, Equity and Inclusion (ODEI)
- This new position has been requested in the presented 2021-2022 budget

AEA (Local) Policy

- Discussion of a local policy related to educational equity
- Currently meeting with the Board policy sub committee

Professional Learning

- Professional learning focusing on the assets that both students and staff bring to the Leander ISD learning community
- System-wide professional learning facilitated at the campus and district department level to promote discussions and actions unique to each setting
 - Strengthening our Learning Environments through Asset-based Thinking and DEI
 - Leveraging Data to Launch 2022-23 DEI Processes & Practices

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Community Collaboration

- Formalize processes to expand our DEI committee to include members of the community, parents, students, teachers, administrators and staff
- Continuation of Listening Sessions in 2021-2022

Discussion

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item:	Report on 2020-2021 School Quality Survey Results
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Action Requested (future meeting):	Thursday, June 10, 2021
Administrator Responsible:	Corey Ryan, Sarah Martinez
Attachments:	Report on the 2020-2021 School Quality Survey Results Presentation 2020-2021 School Quality Survey for Parents – Results and Analysis 2020-2021 School Quality Survey for Students – Results and Analysis

Background Information:

A positive school climate, culture, and environment is an essential component of successful and effective schools. The Leander Independent School District (LISD) 2020-2021 School Quality Survey asked parents/guardians for feedback on the climate and culture at their child(ren)'s school. K12 Insight partnered with LISD team members to develop the survey, which addressed the following topics:

- Academic Preparation
- Student Support
- Family Involvement
- School Leadership
- Safety and Behavior
- Educational Programs and Services
- School Facilities
- Additional School Operations

The survey was open from January 27 to March 28. Email invitations with unique survey links were sent to LISD parents/guardians.

Parents/guardians with children at more than one district school were able to take the survey for each child. Reminders were sent on February 4, 11, 18, and March 5, 26. The survey was translated into Spanish.

Students in grades 3-12 used their student IDs to access the survey in school. This report summarizes district-level results. Results could not be compared to the previous survey administrations because this year the survey was separated to have a version for elementary students and a version for secondary students. The answer scale changed for elementary students from a 4-point agreement scale to a true/false scale.

Results are compared with those from 2017-2018 and 2018-2019, where applicable.

Results do not reflect random sampling; therefore, they should not be generalized to all LISD parents/guardians and students grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Report on the 2020-2021 School Quality Survey Results

Results and Analysis

Report to the Board of Trustees, June 10, 2021

Chief Communications Officer Corey Ryan, Director of Research and Program Evaluation Sarah Martinez, Ed.D.



Parents and Guardians



Overview of the Study

A positive school climate, culture, and environment is an essential component of successful and effective schools. It can be defined as shared beliefs, values, and attitudes that shape interactions between and among students, parents, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

The Leander Independent School District (LISD) 2020-2021 School Quality Survey asked parents/guardians for feedback on the climate and culture at their child(ren)'s school. Results will be used to improve students' experiences throughout the district. 78

K12 *Insight* partnered with LISD team members to develop the survey, which addressed the following topics:

- Academic Preparation
- Student Support
- Family Involvement
- School Leadership
- Safety and Behavior
- Educational Programs and Services
- School Facilities
- Additional School Operations

Understanding the Results

The survey was open from January 27 to March 28.

Email invitations with unique survey links were sent to LISD parents/guardians. Parents/guardians with children at more than one district school were able to take the survey for each child. Reminders were sent February 4, 11, 18, and March 5, 26.

The survey was translated into Spanish.

This report summarizes district-level survey results and breaks them down by school level. Results are compared with those from 2017-2018 and 2018-2019, where applicable.

Results do not reflect random sampling; therefore, they should not be generalized to all LISD parent/guardians. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Summary and Insights

- Overall, 91% of parents rated their child's physical well-being as excellent or good. However, fewer parents rated their child's emotional well-being (77%) and engagement in school (70%) as excellent or good.
- Across all five dimensions (Academic Preparation, Student Support, Family Involvement, School Leadership, and Safety & Behavior) parents with students at the elementary school level had the highest percentages of overall agreement (all strongly agree or agree responses within a dimension) followed by middle school parents and then high school parents.
- 85% of participating parents said that classroom activities keep their child interested in learning and 79% said their child had the opportunity to engage in learning that is relevant to his/her interests, passion, and goals.
- 93% of participating parents strongly agreed or agreed that there is a teacher, counselor, or other staff member who will respond to and listen to their child's concern(s). Furthermore, 88% of parents said campus faculty and staff listen to and are responsive to concerns regarding the needs of their child.
- 93% of parents strongly agreed or agreed that their child is safe at school; however, fewer (67%) said that students do not threaten or bully each other. When broken down by school level, 77% of elementary parents said students do not threaten or bully each other compared to only 57% of middle school parents and 54% of high school parents.

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Participation

Year	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-Access Link Responses	Total Responses
2020-2021	25,690	5,262	20%	1,787	7,049
2018-2019	42,024	3,770	9%	3,619	7,389
2017-2018	40,354	5,213	13%	1,249	6,462

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Year	Elementary School Responses	Middle School Responses	High School Responses	Number of Responses
2020-2021	3,369	1,565	2,115	7,049
2018-2019	3,850	1,784	1,749	7,389
2017-2018	3,319	1,431	1,709	6,459

⁶ Note: This survey was not administered during the 2019-2020 school year.

Dimension Overall Agreement

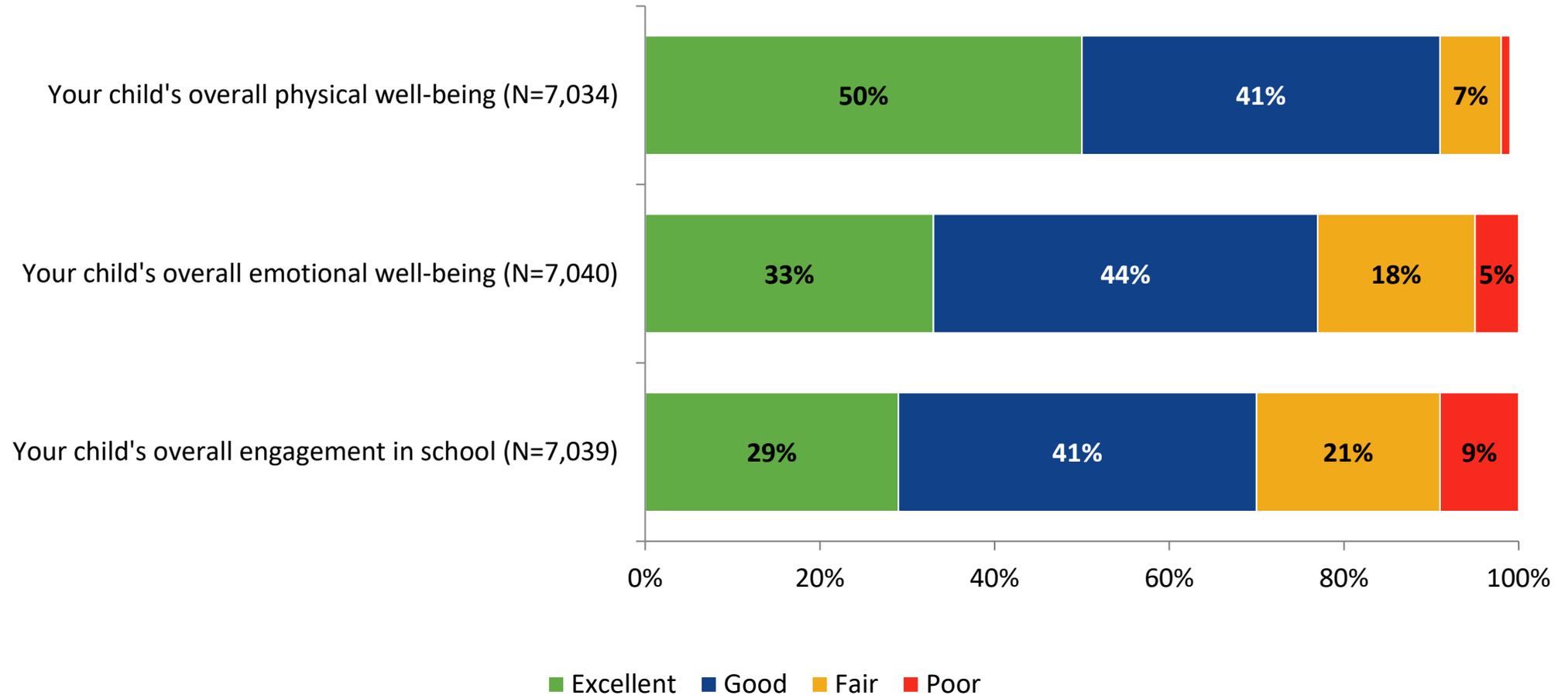
Dimension Overall Agreement Rates
(Percentage Strongly Agree or Agree)

Dimension	Overall 2020-2021	Overall 2018-2019	Overall 2017-2018	Elementary Schools 2020-2021	Elementary Schools 2018-2019	Elementary Schools 2017-2018	Middle Schools 2020-2021	Middle Schools 2018-2019	Middle Schools 2017-2018	High Schools 2020-2021	High Schools 2018-2019	High Schools 2017-2018
Academic Preparation	77%	82%	79%	84%	86%	82%	74%	80%	79%	68%	76%	74%
Student Support	72%	82%	79%	78%	85%	82%	67%	78%	76%	66%	78%	77%
Family Involvement	81%	85%	84%	86%	89%	87%	79%	81%	80%	76%	80%	80%
School Leadership and Administration	62%	60%	59%	64%	61%	60%	62%	57%	55%	60%	61%	59%
Safety and Behavior	60%	66%	63%	73%	77%	74%	53%	58%	54%	46%	50%	48%

7 Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: Dimensions were calculated using aggregate data from Strongly Agree and Agree responses.

Overall Well-being

How would you rate the following?

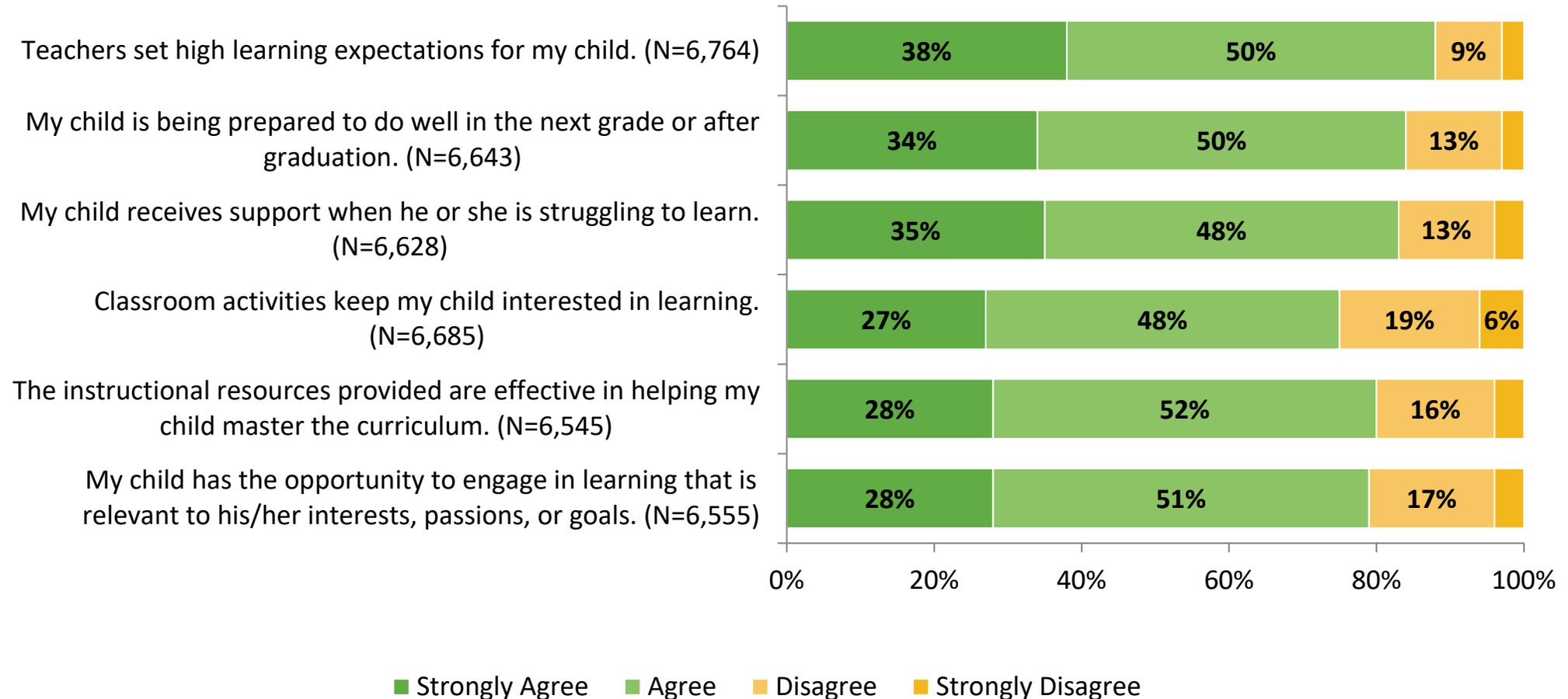


83

⁸ Note: These questions were not asked in the 2018-2019 or 2017-2018 survey administrations.

Academic Preparation

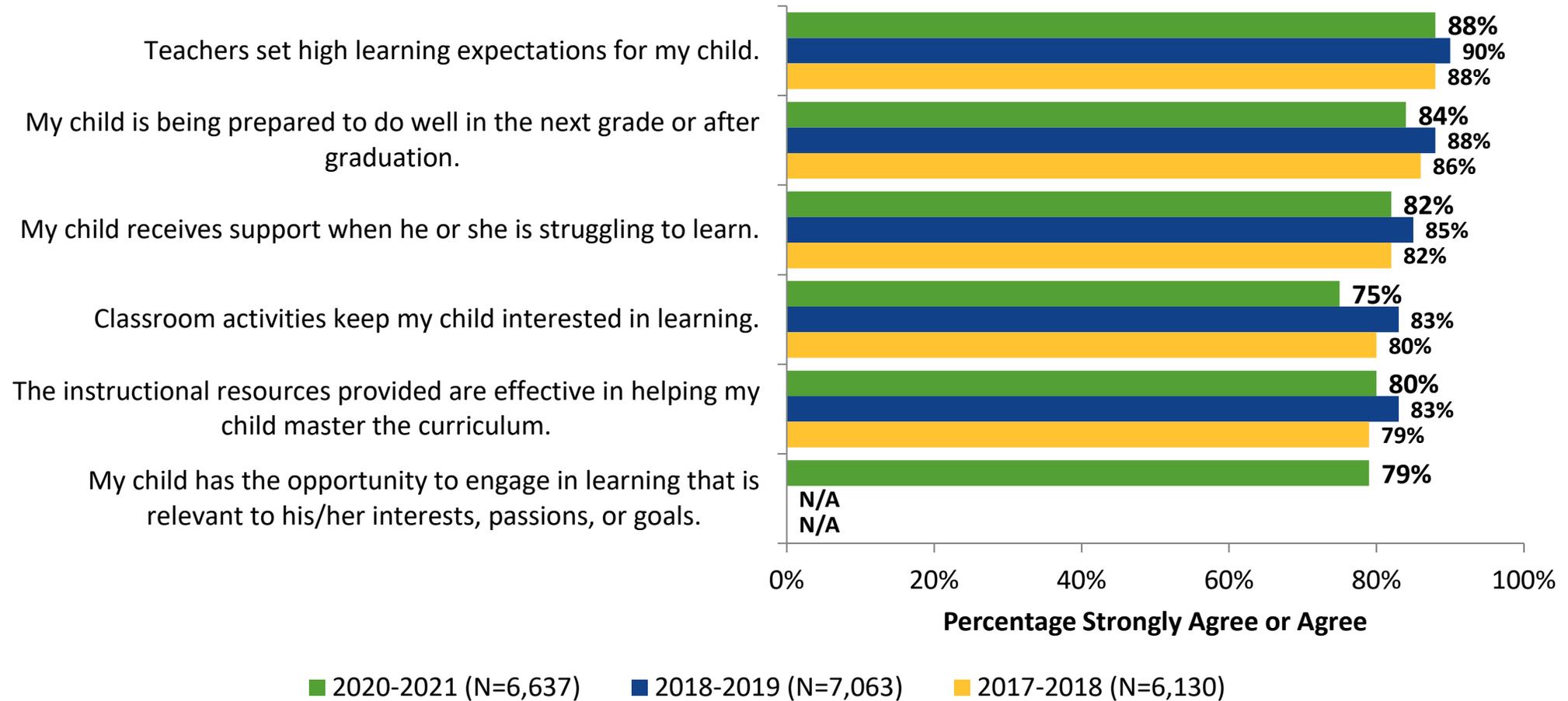
How strongly do you disagree or agree with the following statements?



84

Academic Preparation: Comparison Over Time

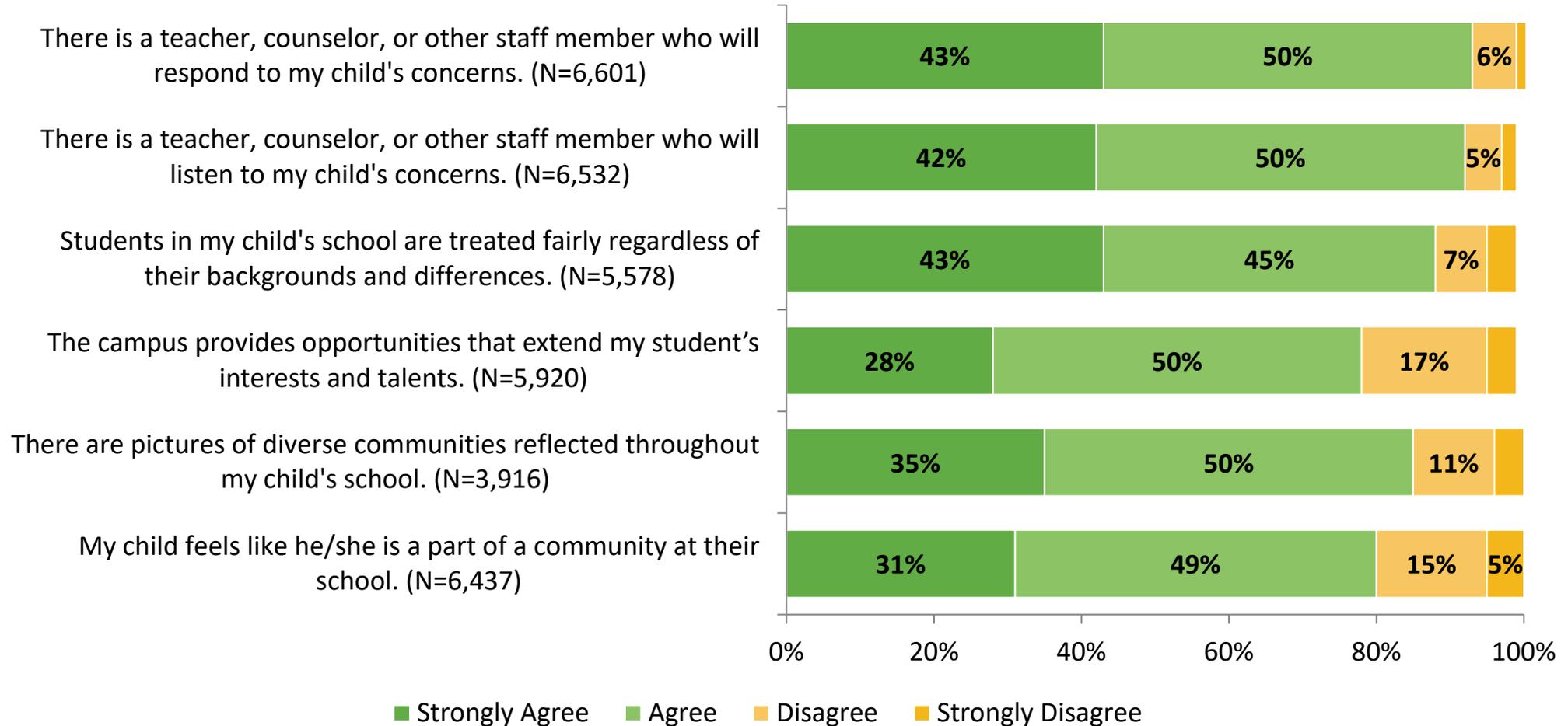
How strongly do you disagree or agree with the following statements?



85

Student Support

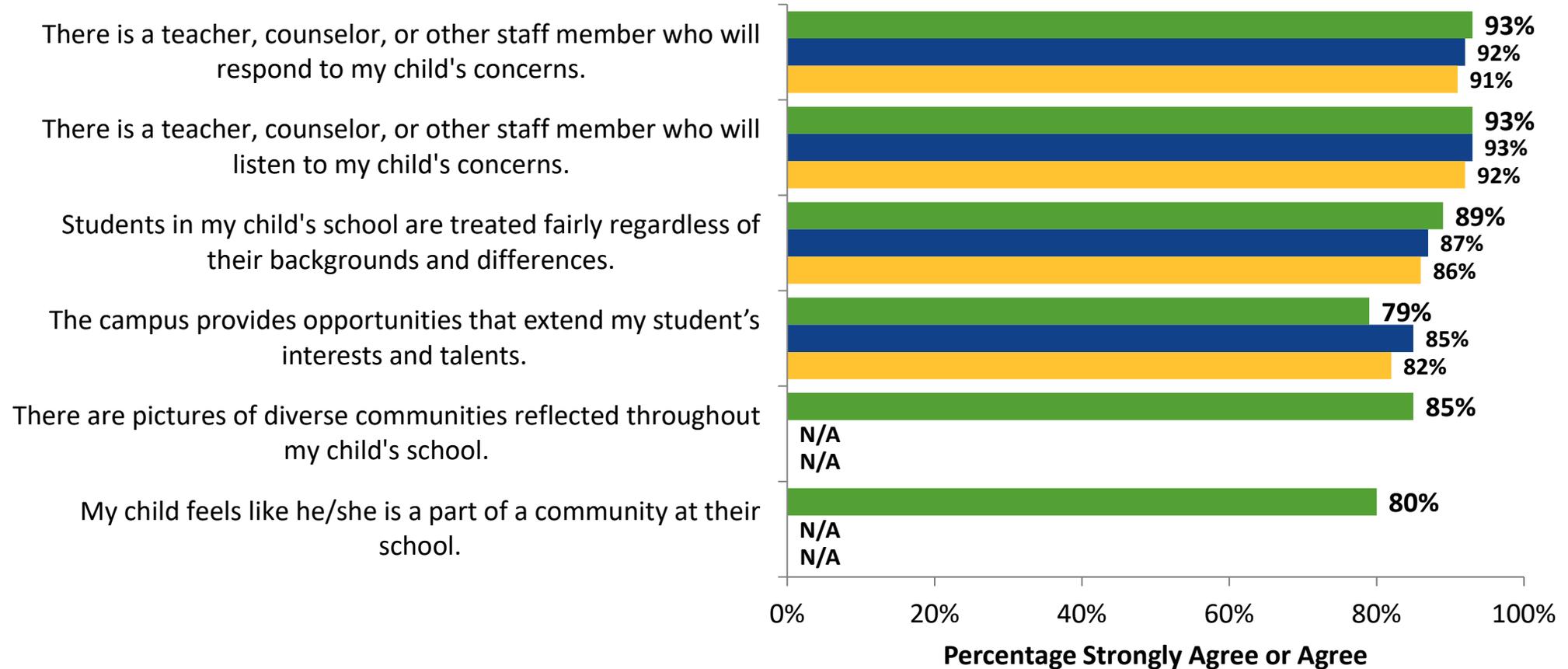
How strongly do you disagree or agree with the following statements?



86

Student Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



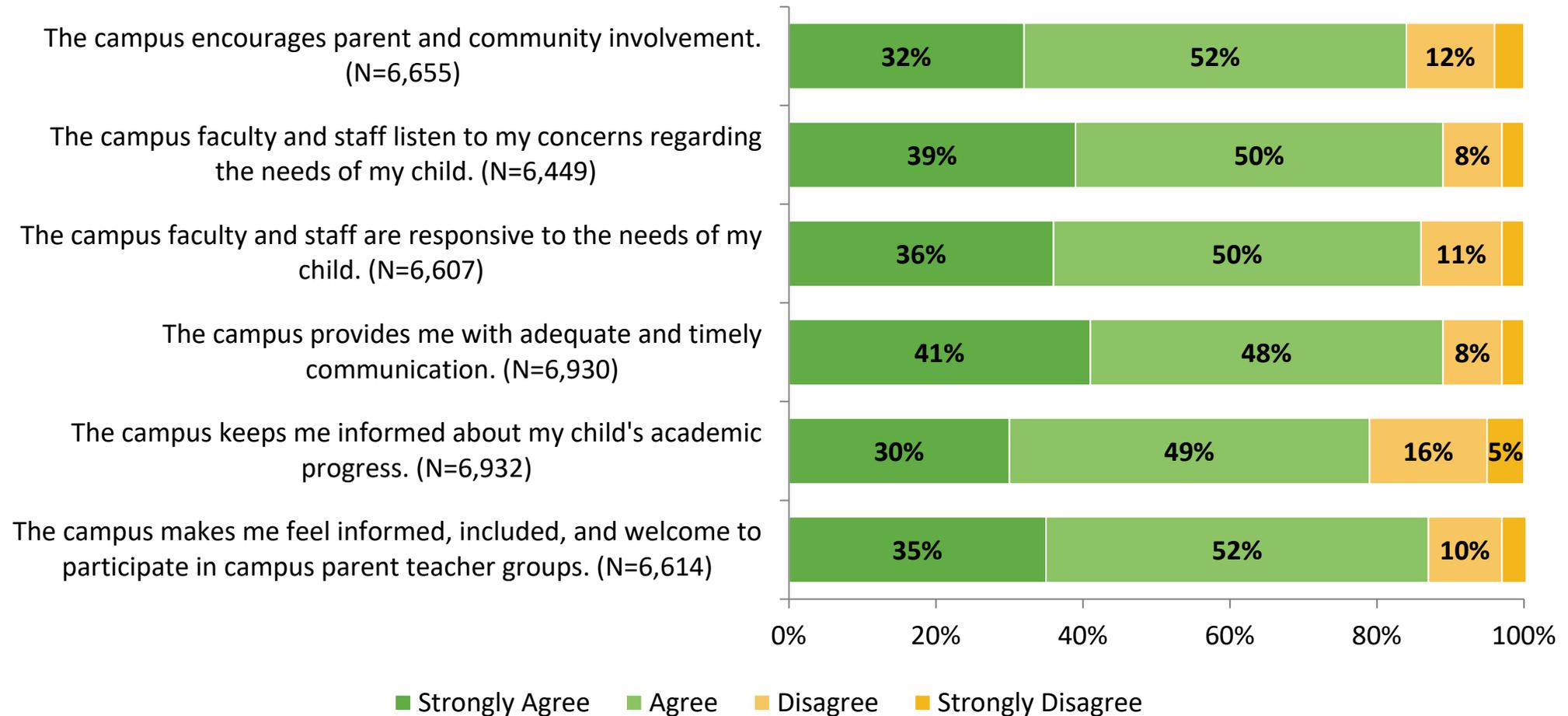
87

■ 2020-2021 (N=5,831) ■ 2018-2019 (N=6,742) ■ 2017-2018 (N=5,803)

12 Note: Don't Know responses have been excluded from calculations. N/A indicates question was not asked in that year's survey administration.
Answer options: Strong Agree, Agree, Disagree, Strongly Disagree, Don't Know

Family Involvement

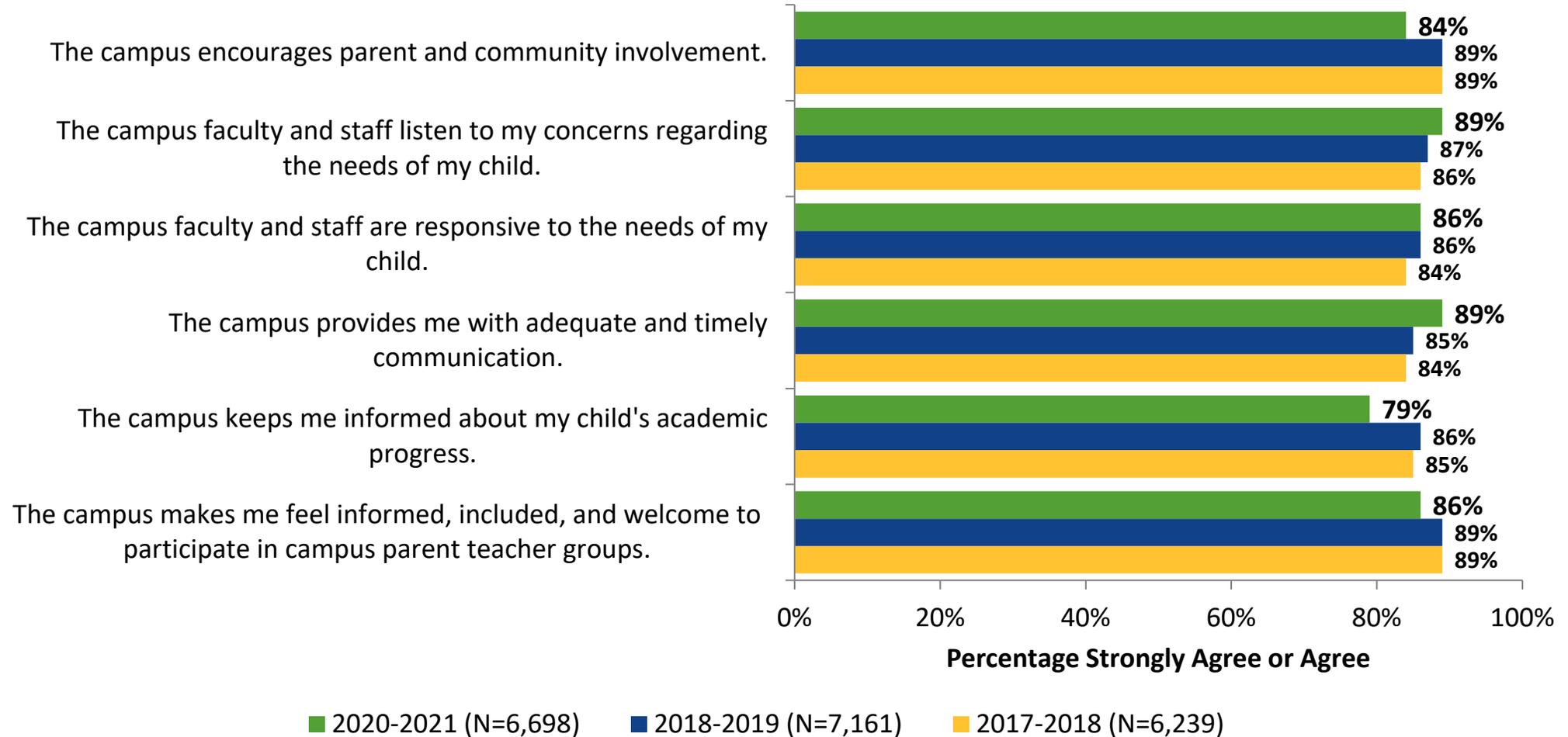
How strongly do you disagree or agree with the following statements?



88

Family Involvement: Comparison Over Time

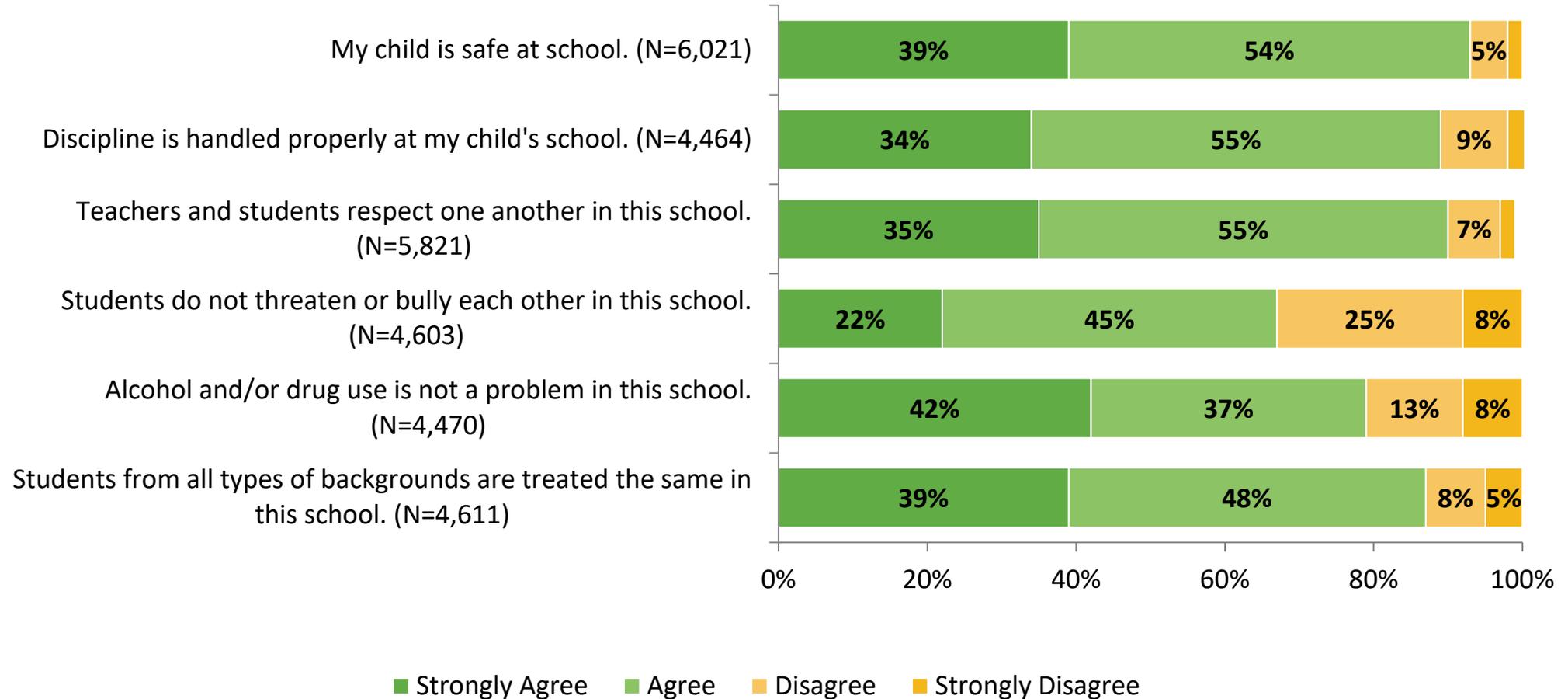
How strongly do you disagree or agree with the following statements?



89

Safety and Behavior

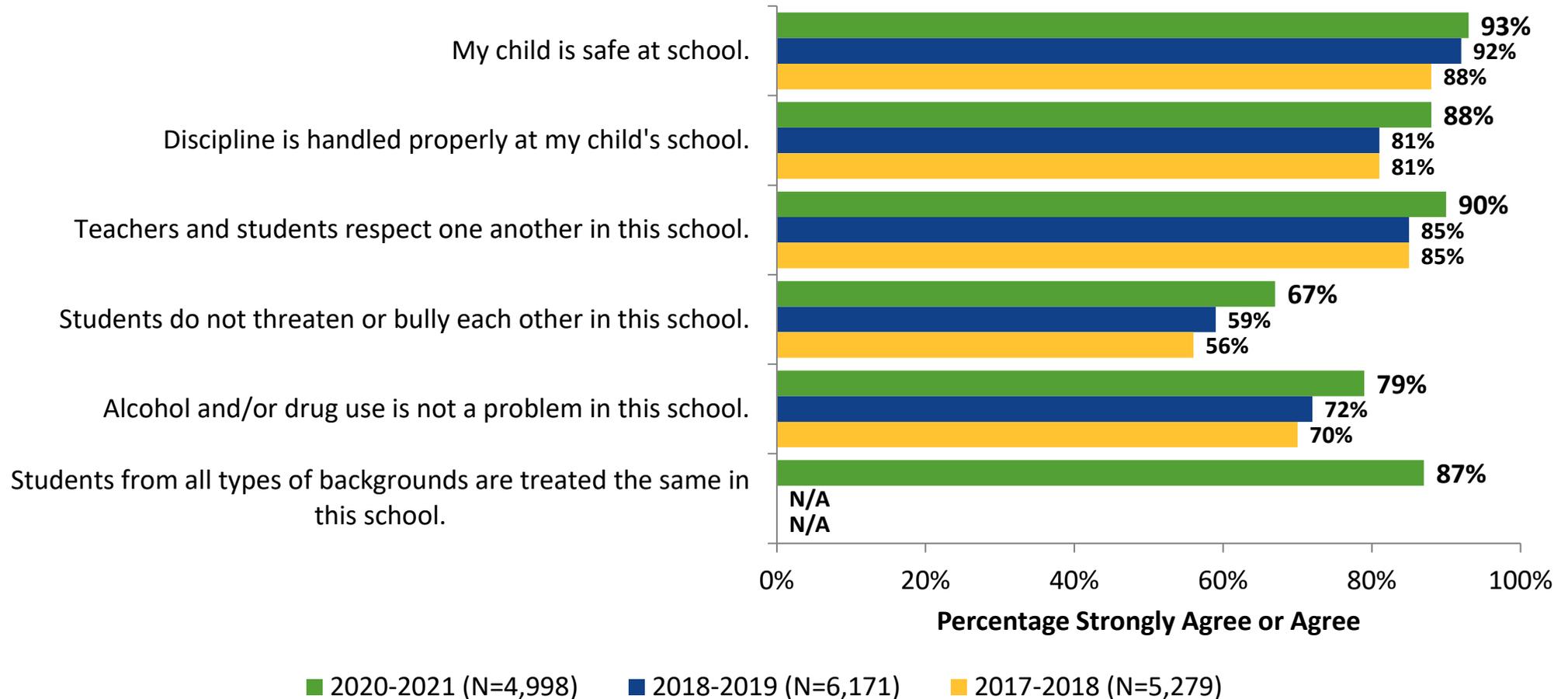
How strongly do you disagree or agree with the following statements?



90

Safety and Behavior: Comparison Over Time

How strongly do you disagree or agree with the following statements?

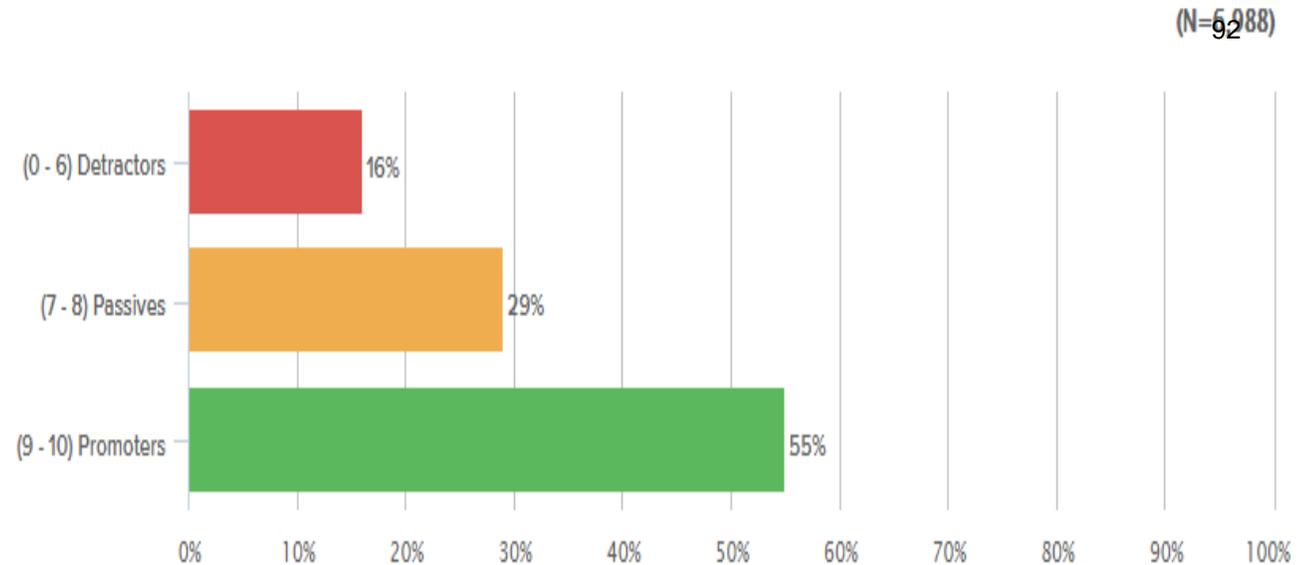
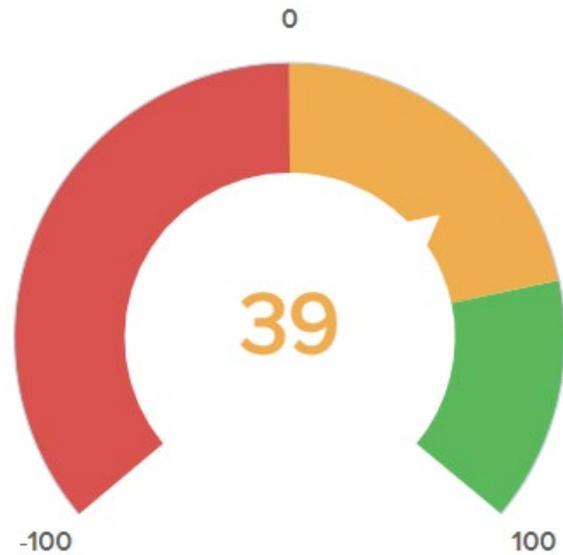


91

Net Promoter Score

On a scale of 0-10, how likely are you to recommend Leander ISD to a friend or colleague? (N=6,988)

Net Promoter Score	
2018-2019	39
2017-2018	31



Net Promoter Score® (NPS) gauges customer loyalty. Those who give a score of 0 to 6 are classified as Detractors, those who respond with a 7 or 8 are Passives, and customers who choose 9 or 10 are Promoters. The overall NPS score is calculated by subtracting the percentage of Detractors from the percentage of Promoters.

Students Grades 3 - 12



Overview of the Study and Results

The Leander Independent School District (LISD) Campus Climate Survey asked students in grades 3-12 for feedback on the environment of their school. K12 *Insight* partnered with LISD team members to develop the survey, which addressed the following topics:

- Academic Preparation
- Student Support
- Family Involvement (Elementary Students Only)
- School Leadership (Secondary Students Only)
- Safety and Behavior
- Programs and Services (Secondary Students Only)
- School Facilities (Secondary Students Only)
- Additional School Operations (Secondary Students Only)

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The survey was open from January 27 to March 28. Students in grades 3-12 used their student IDs to access the survey in school.

This report summarizes district-level results and breaks them down by school level. Results could not be compared to previous survey administrations because this year the survey was separated to have a version for elementary students and a version for secondary students. The answer scale changed for elementary students from a 4-point agreement scale to a true/false scale. Site-level reports were also developed.

Survey results do not reflect random sampling; therefore, they should not be generalized to all LISD students in grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding. Don't Know responses have been excluded.

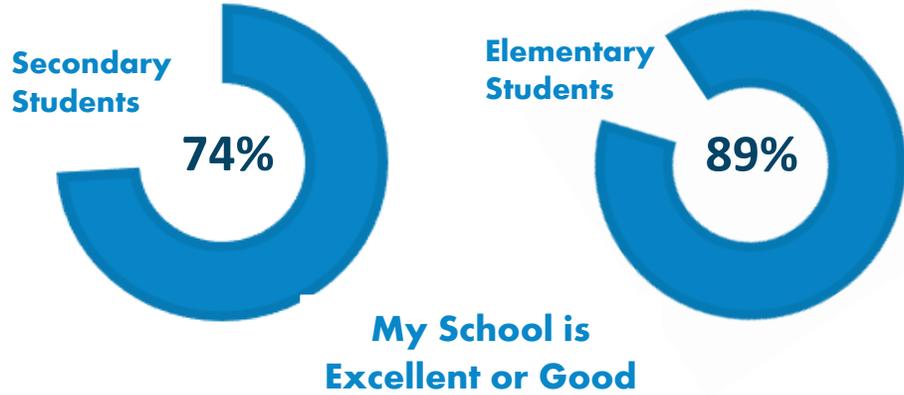
Summary and Insights

- Overall, 89% of elementary students and 74% of secondary students rated their school as excellent or good.
- 73% of elementary students said they were very happy or happy about their physical well-being and 64% said they were very happy or happy about their emotional well-being.
- 80% of secondary students rated their overall physical well-being as excellent or good compared to 57% who rated their emotional well-being as excellent or good.
- Under the dimension of Academic Preparation, 88% of elementary students said their teachers include them in classroom discussion. However, fewer (24%) said their teachers ask them what they want to learn about.
- Under the dimension of Academic Preparation, 86% of secondary students strongly agreed or agreed that they receive support when they are struggling to learn in class. However, only 49% said that teachers show them how lessons relate to life outside of school and even fewer (28%) said teachers ask them what they want to learn about.
- Under the dimension of School Support and Environment, 92% of elementary students said there is an adult in their school they can talk to about a school problem compared to 78% who said there is an adult in their school they can talk to about a personal problem.
- Under the dimension of Student Support for High School Students, favorable responses (strongly agree or agree) were low when students were asked if their guidance counselor or transition coordinator had advised them to find a job (28%), how to get into college (69%), or explored post-high school career and education paths with them (61%).
- Under the dimension of Safety and Behavior, 94% of secondary students said they feel safe in their classroom and on-campus outside of their classroom. However, fewer (72%) strongly agreed or agreed that threatening and bullying is not a problem in their school.

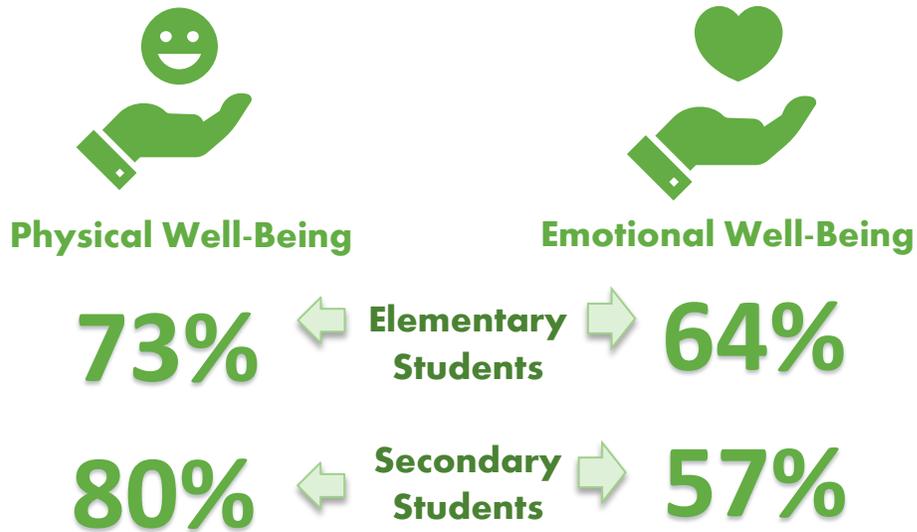
95

Summary Insights

School Rating



Student Well Being



Academic Preparation



School Support and Environment



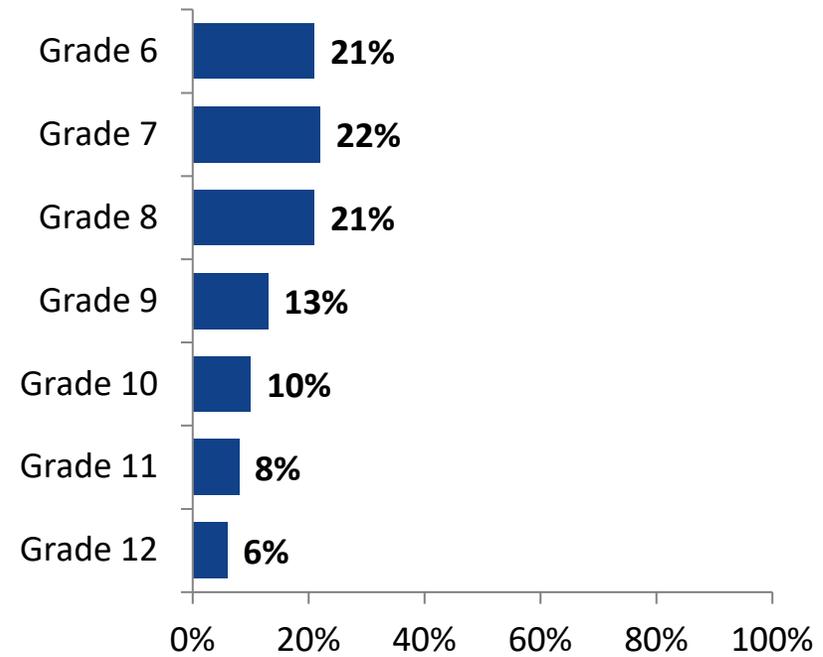
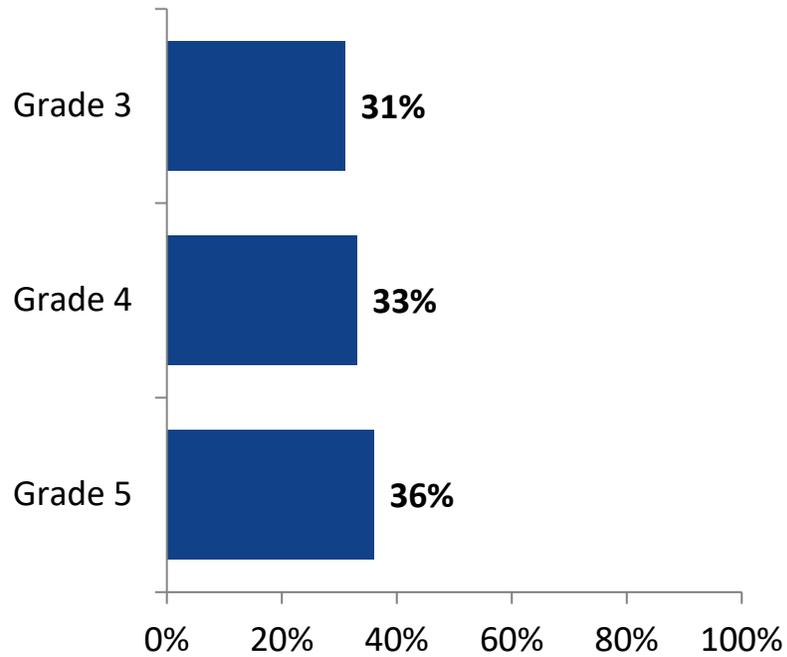
Safety and Behavior



Participation

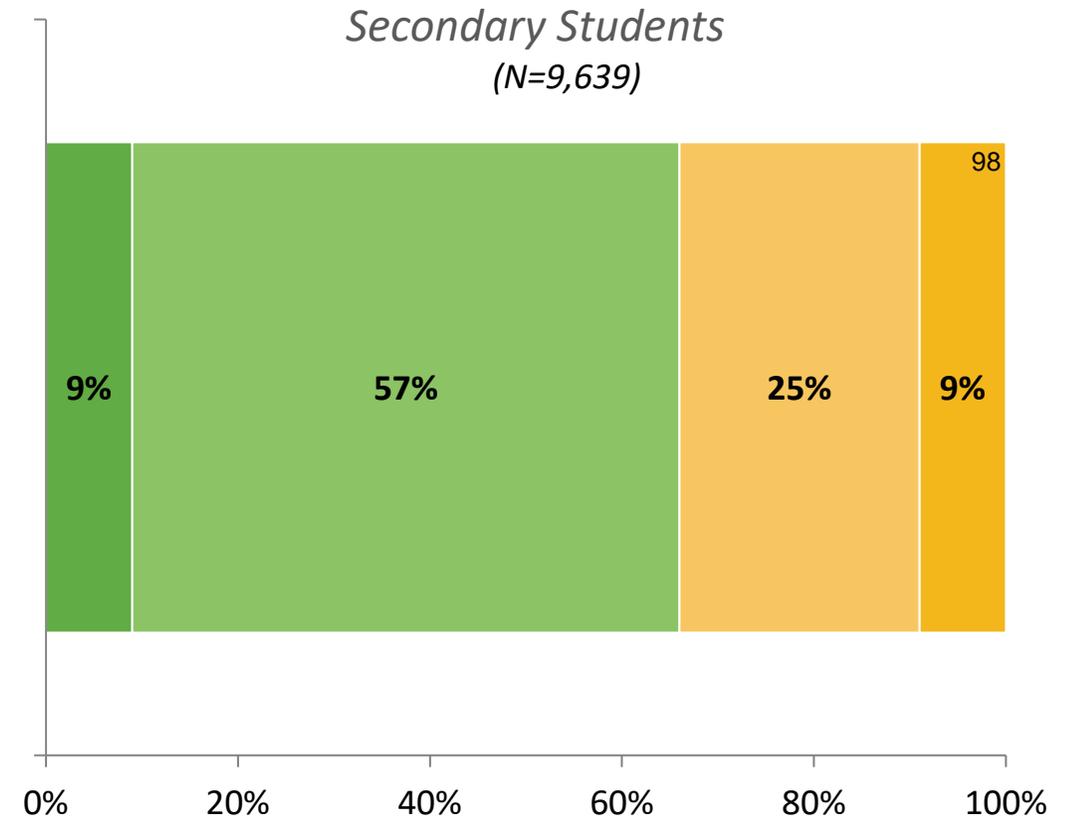
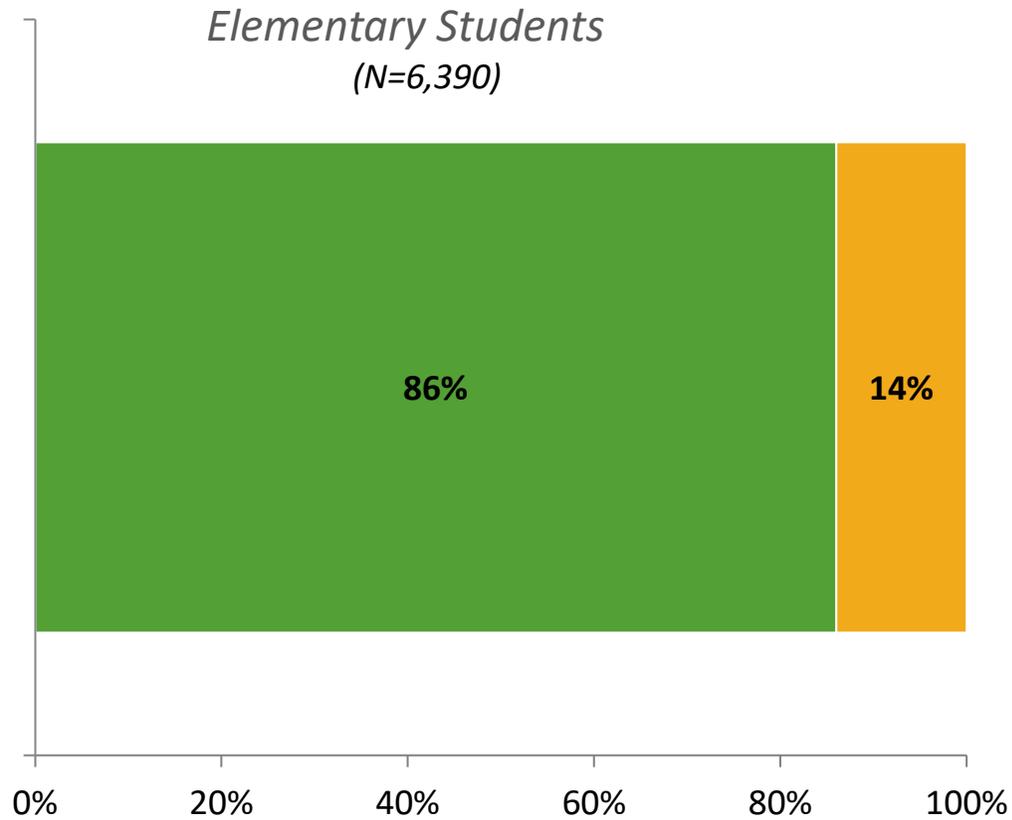
Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate	Total Responses
Elementary Students	8,733	6,413	73%	6,413
Secondary Students	23,165	9,654	42%	9,654

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Liking School

Generally, I like school.

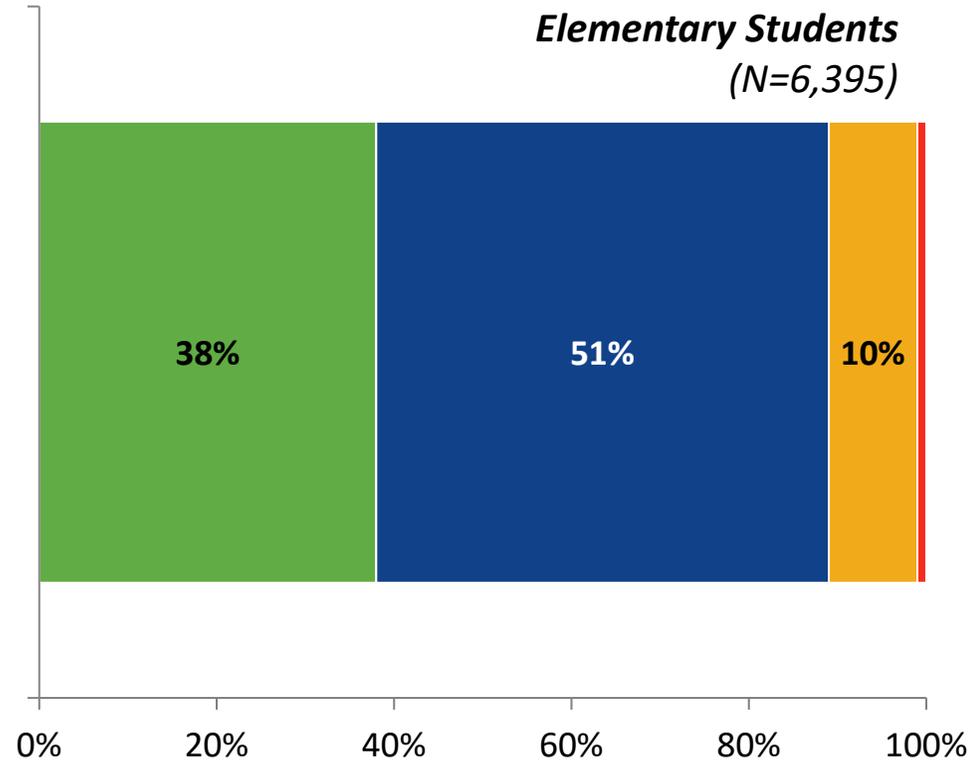


■ True ■ False

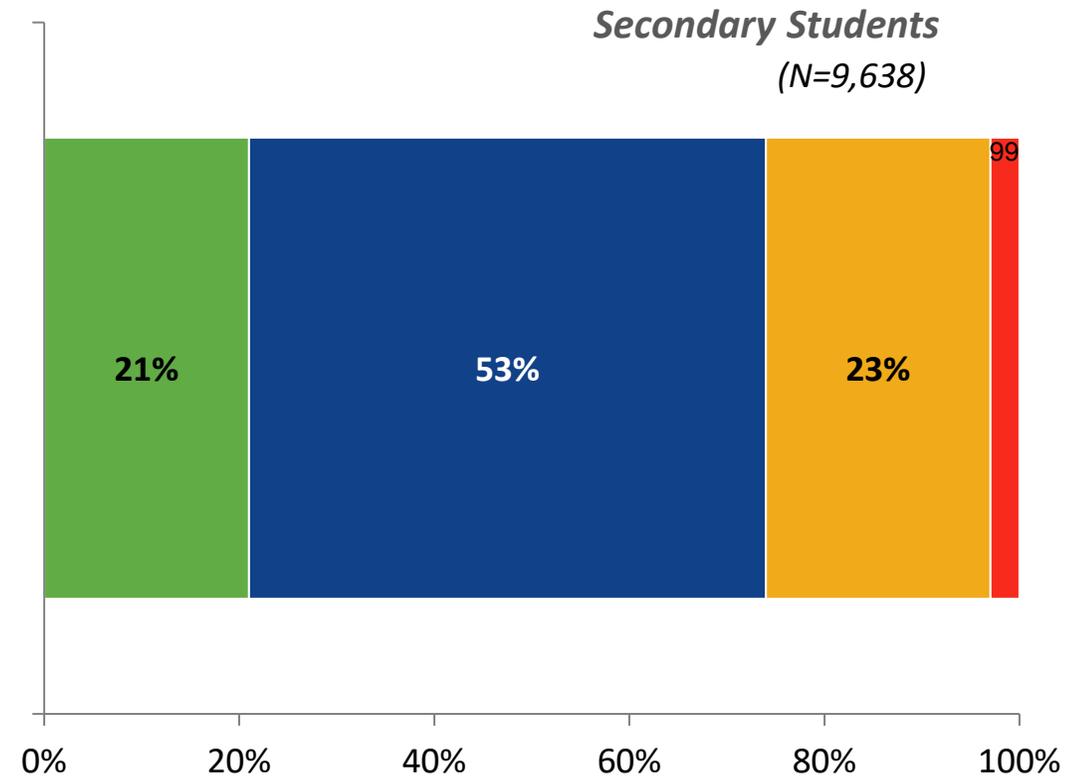
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Overall Rating of School

How would you rate your school?



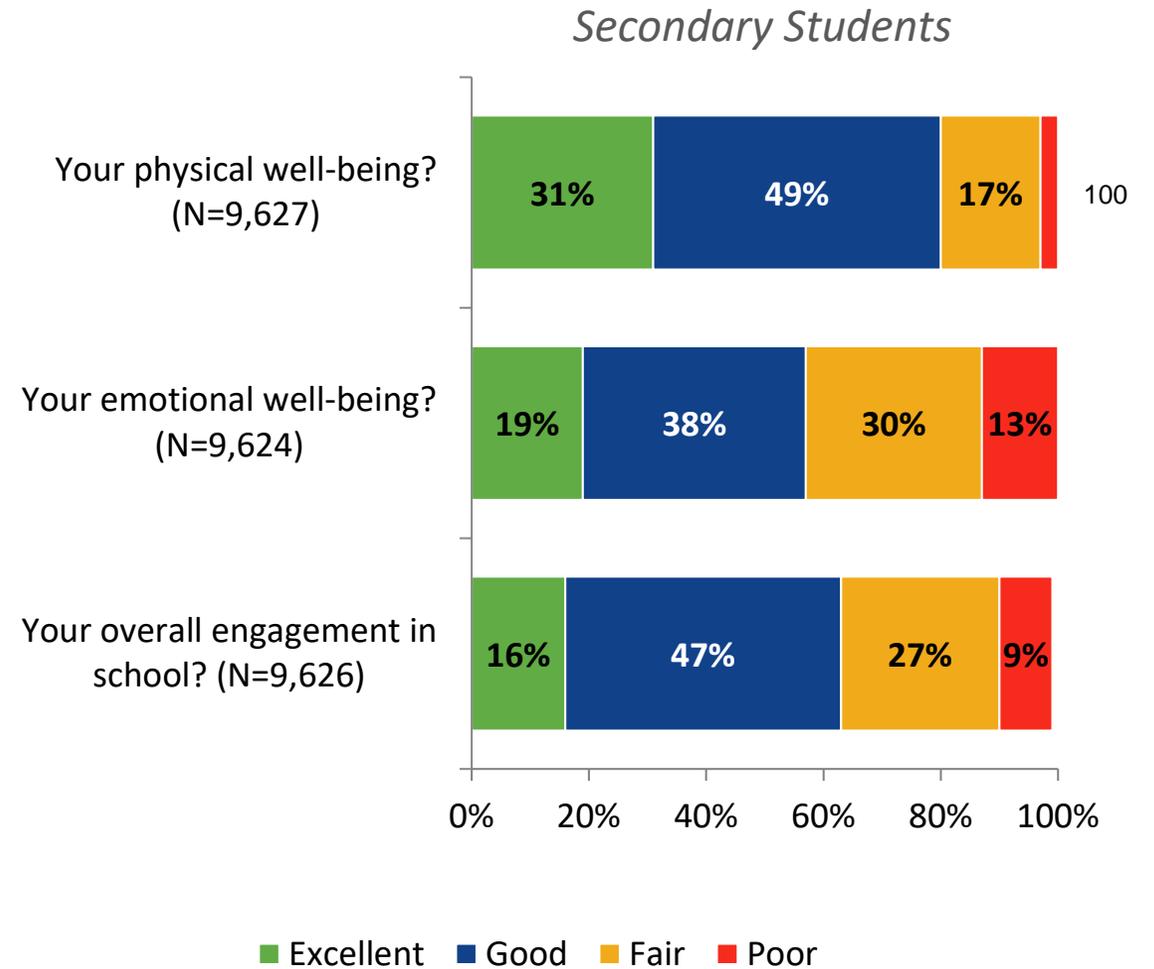
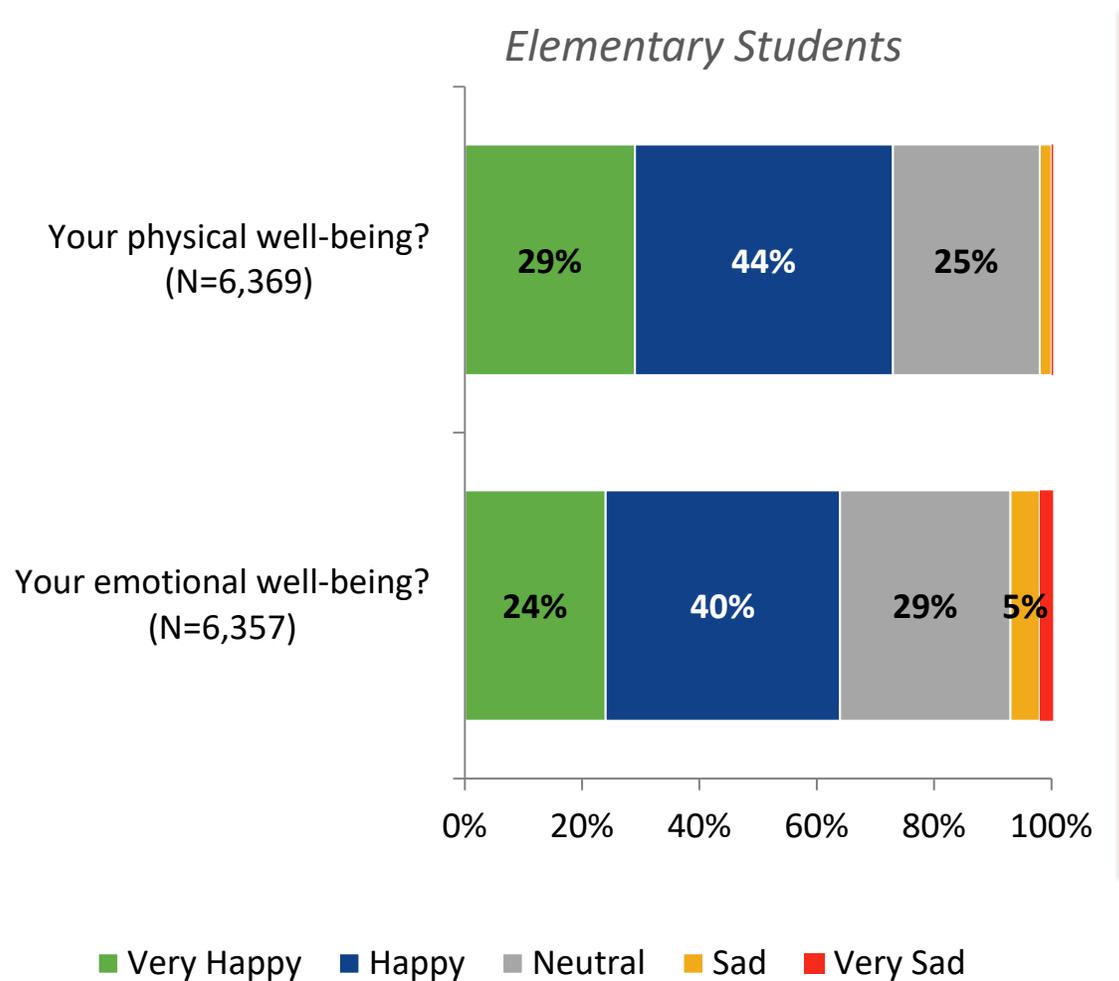
■ Excellent ■ Good ■ Fair ■ Poor



■ Excellent ■ Good ■ Fair ■ Poor

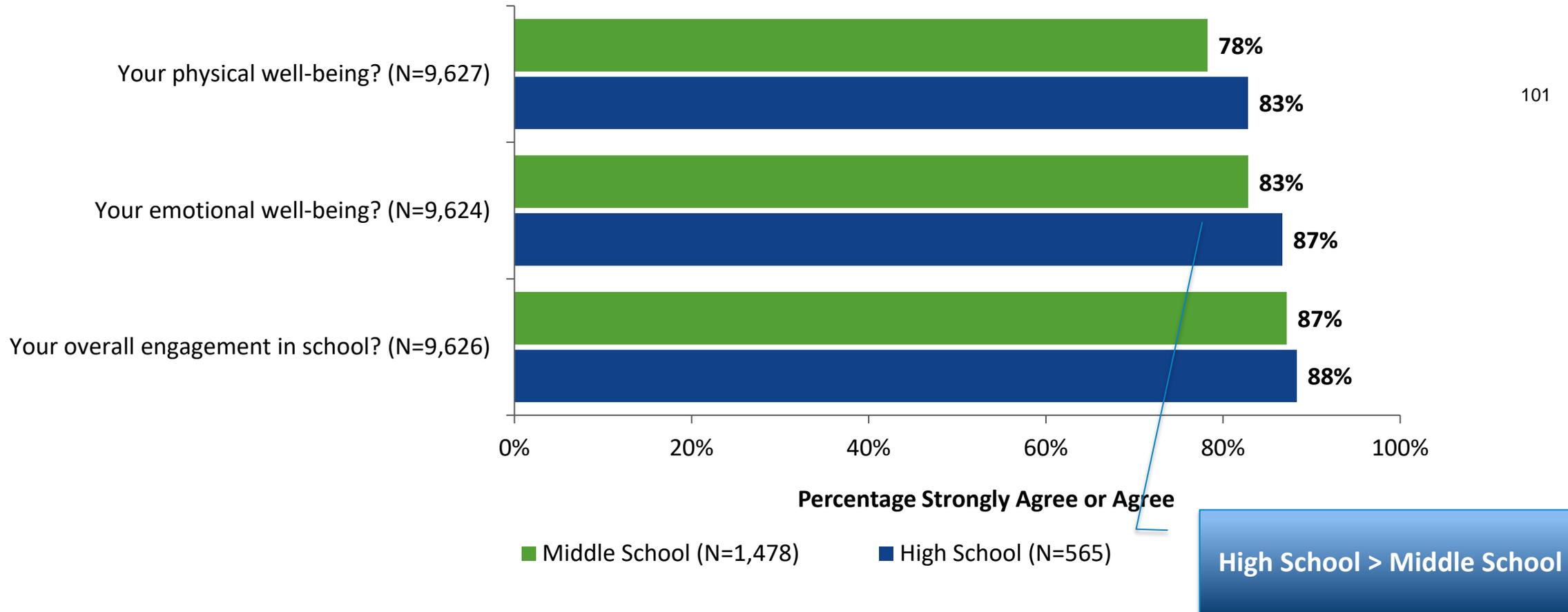
Overall Well-being and Engagement

Overall, how do you feel about ...



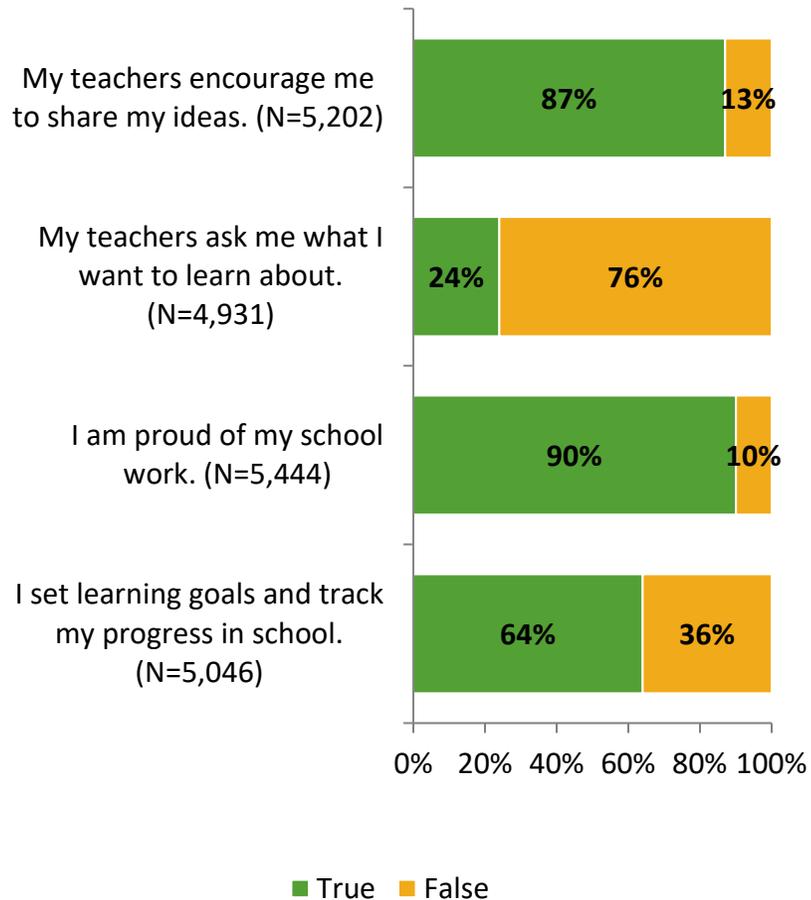
Overall Well-being and Engagement by Secondary Grade Level

Overall, how would you rate the following ...

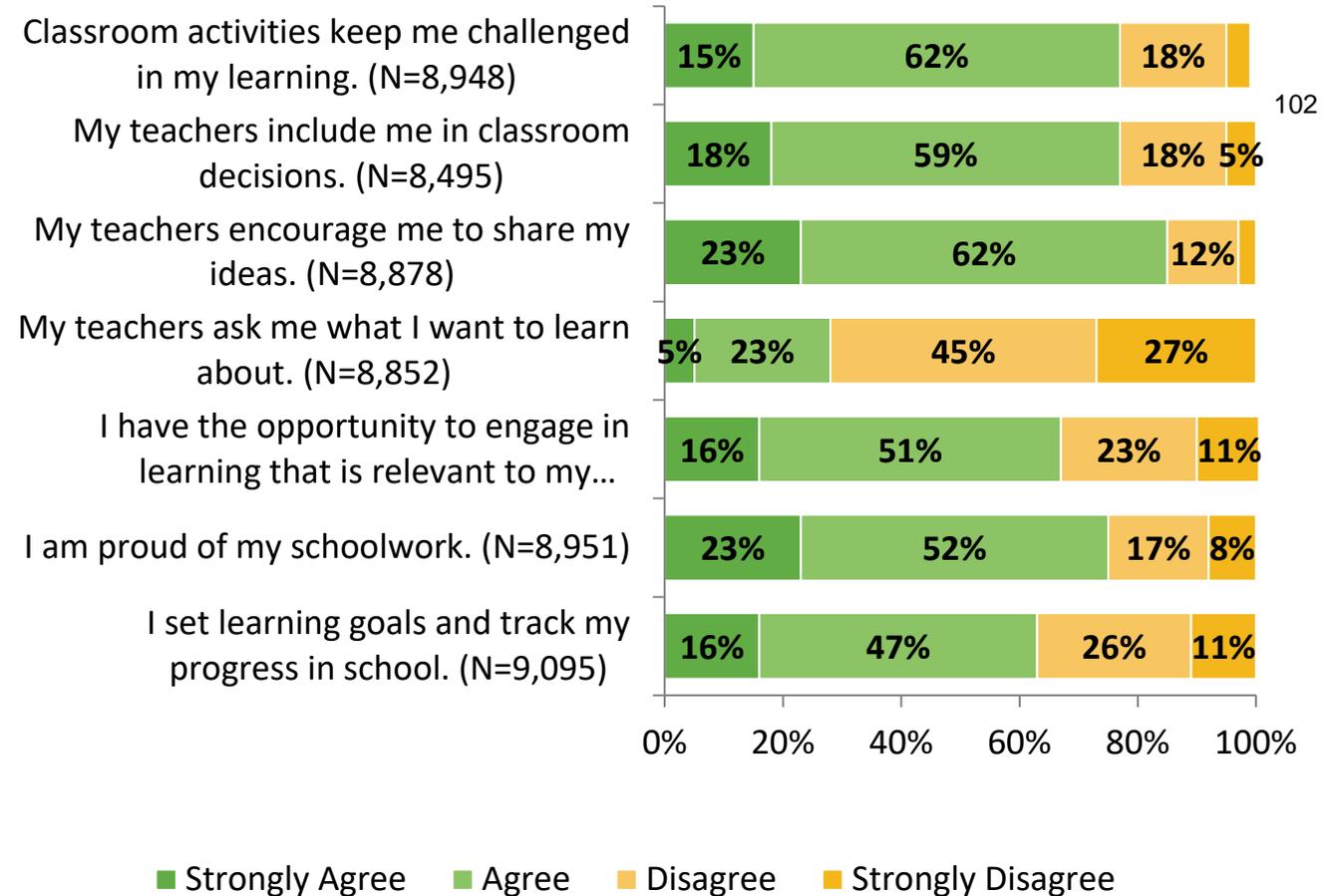


Learning

Elementary Students

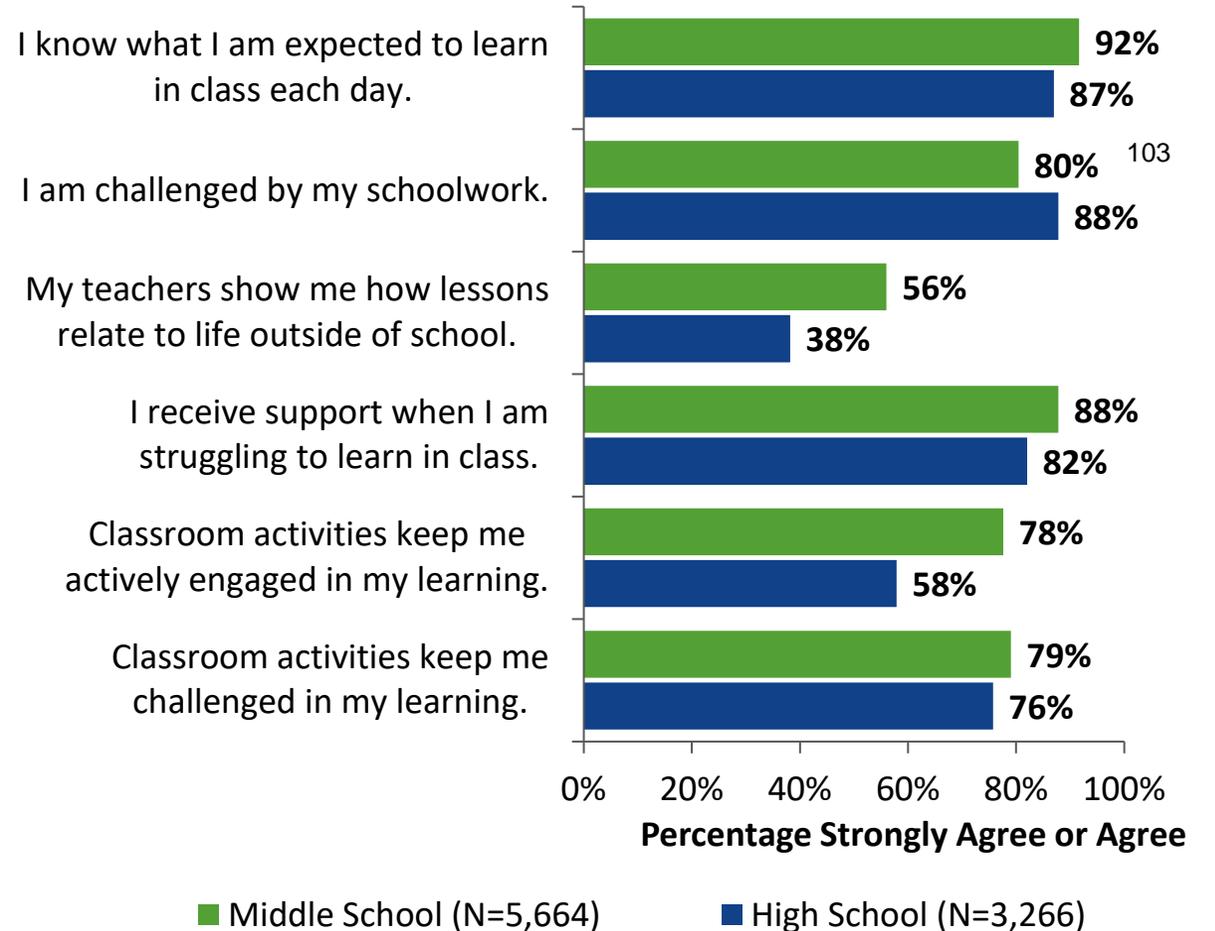
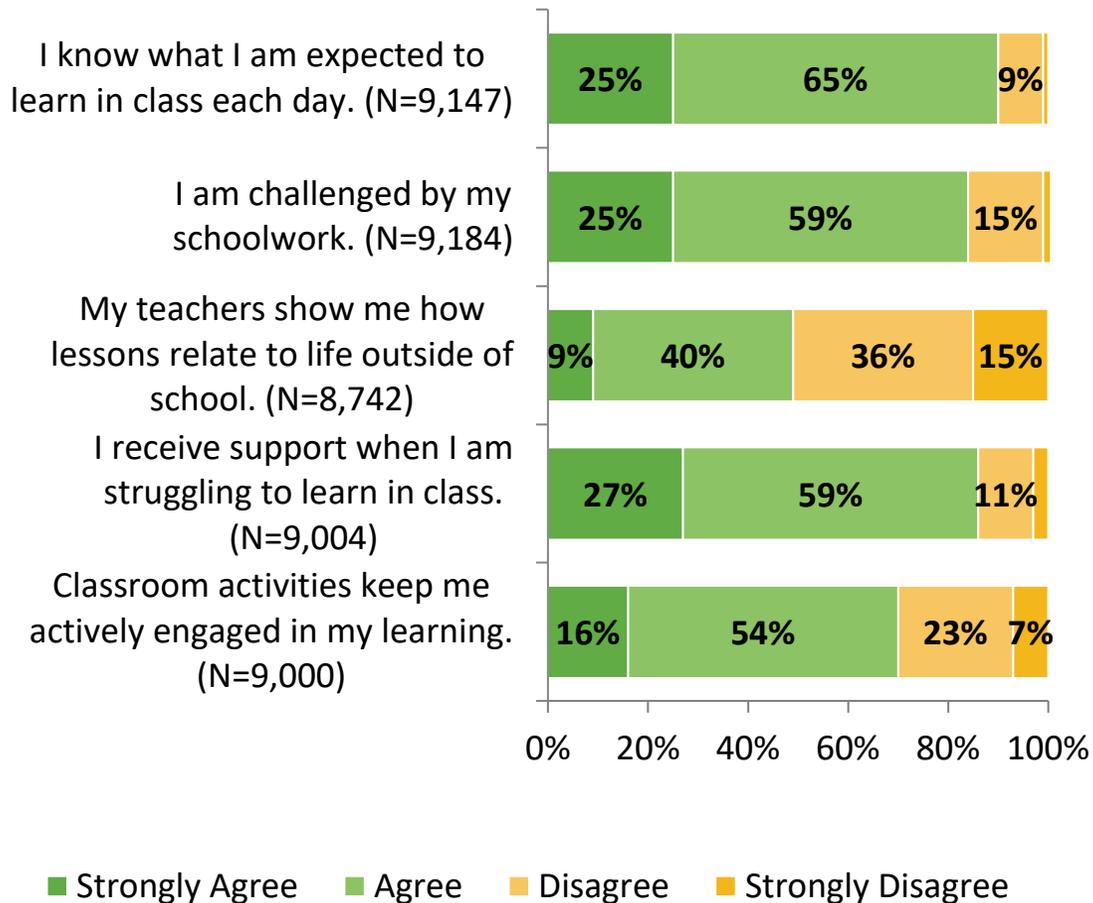


Secondary Students

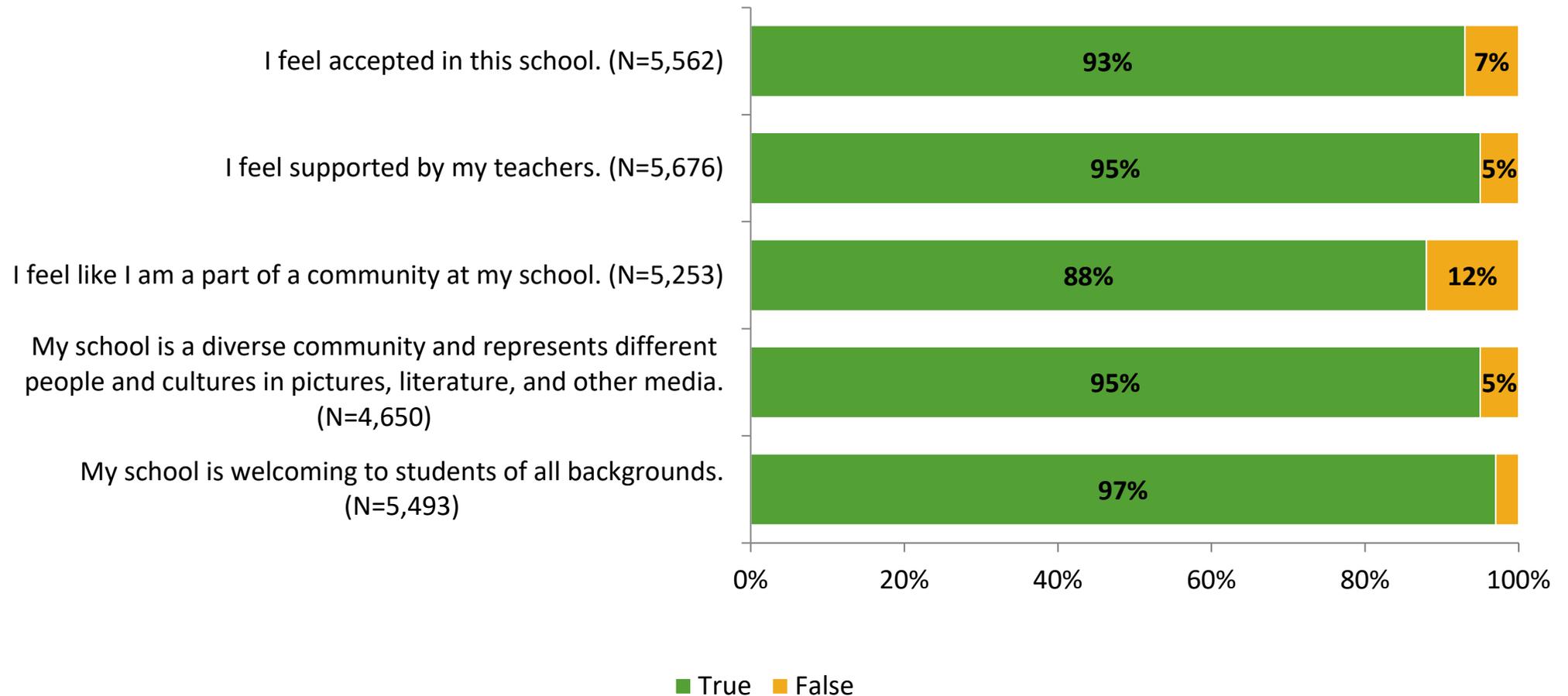


Academic Preparation

How strongly do you disagree or agree with the following statements?



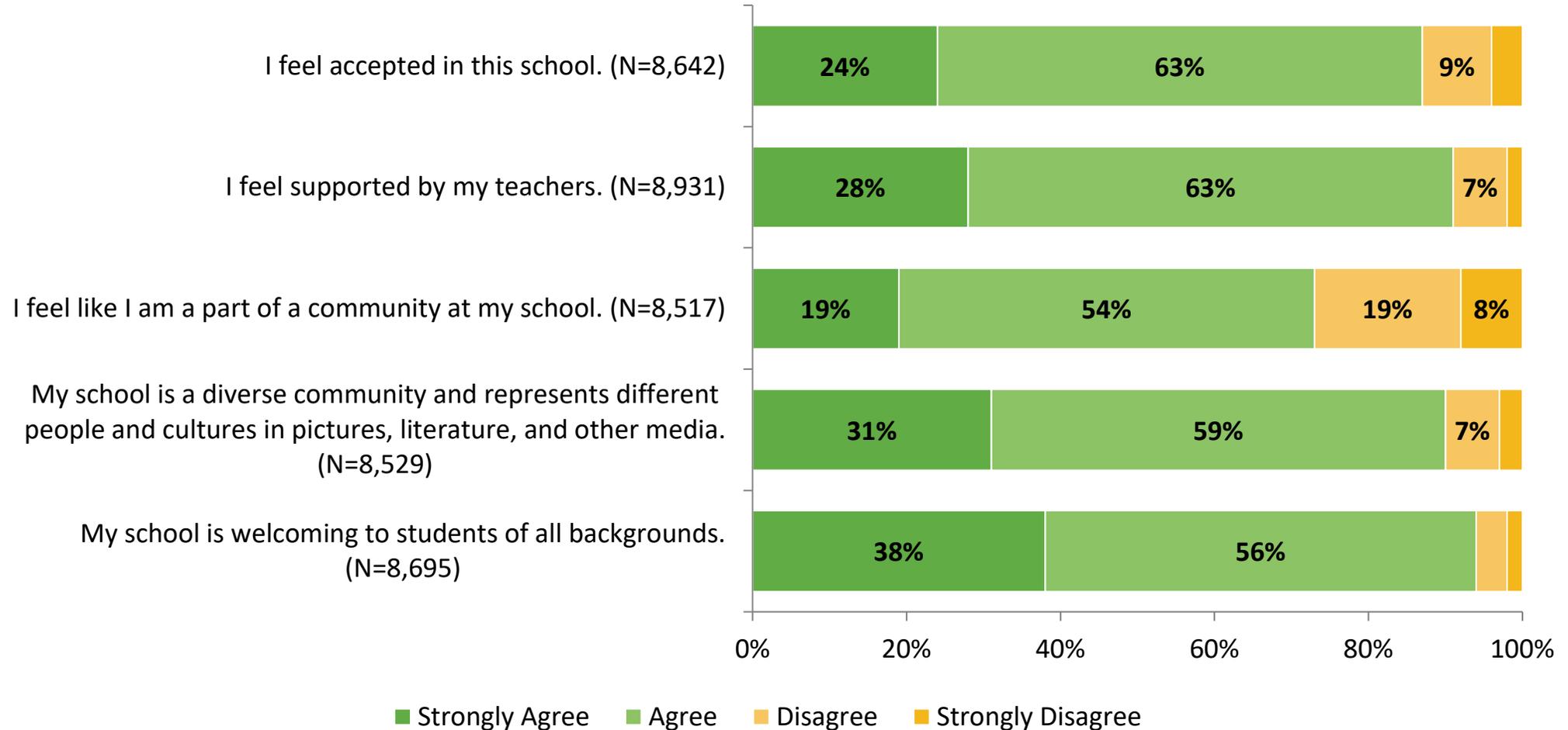
School Support and Environment (Continued)



104

Student Support (Continued)

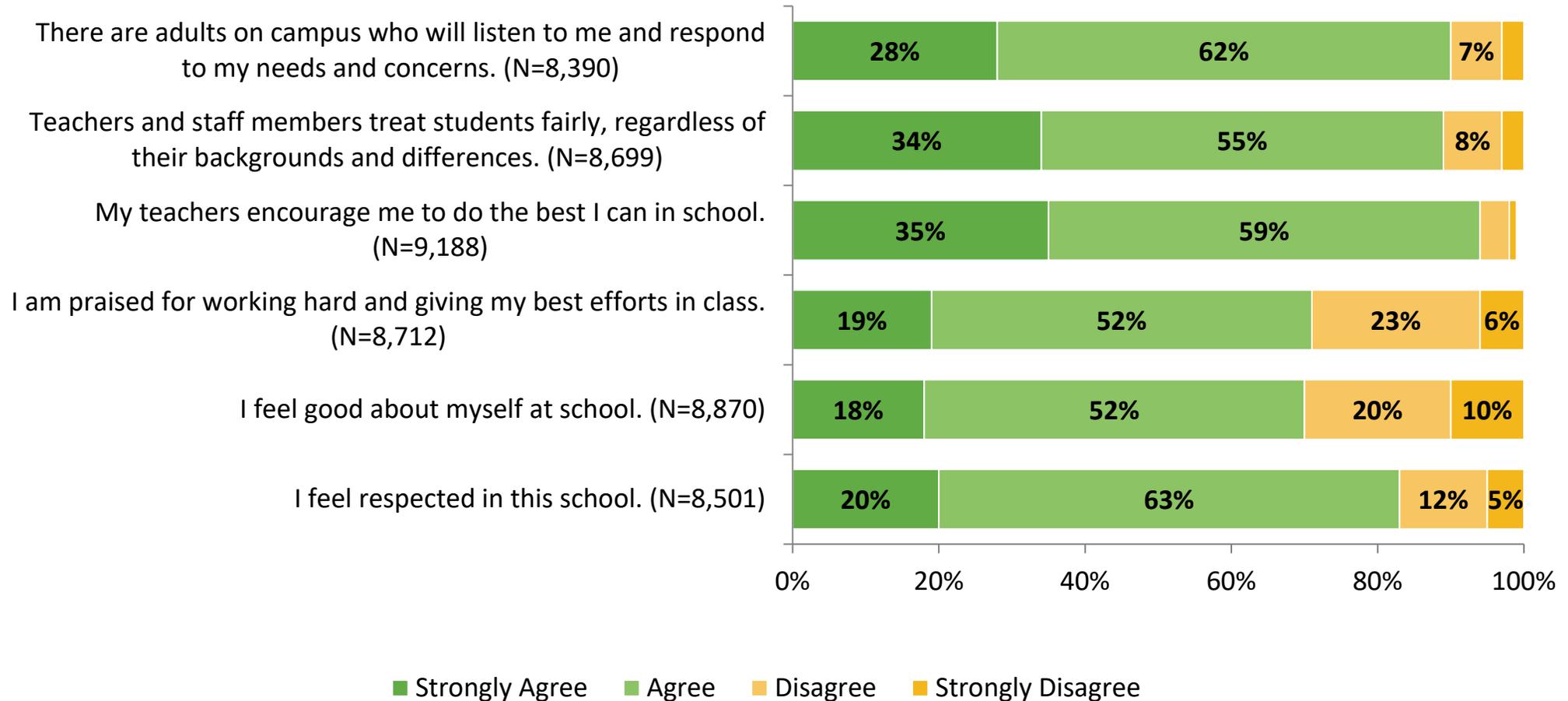
How strongly do you disagree or agree with the following statements?



105

Student Support

How strongly do you disagree or agree with the following statements?

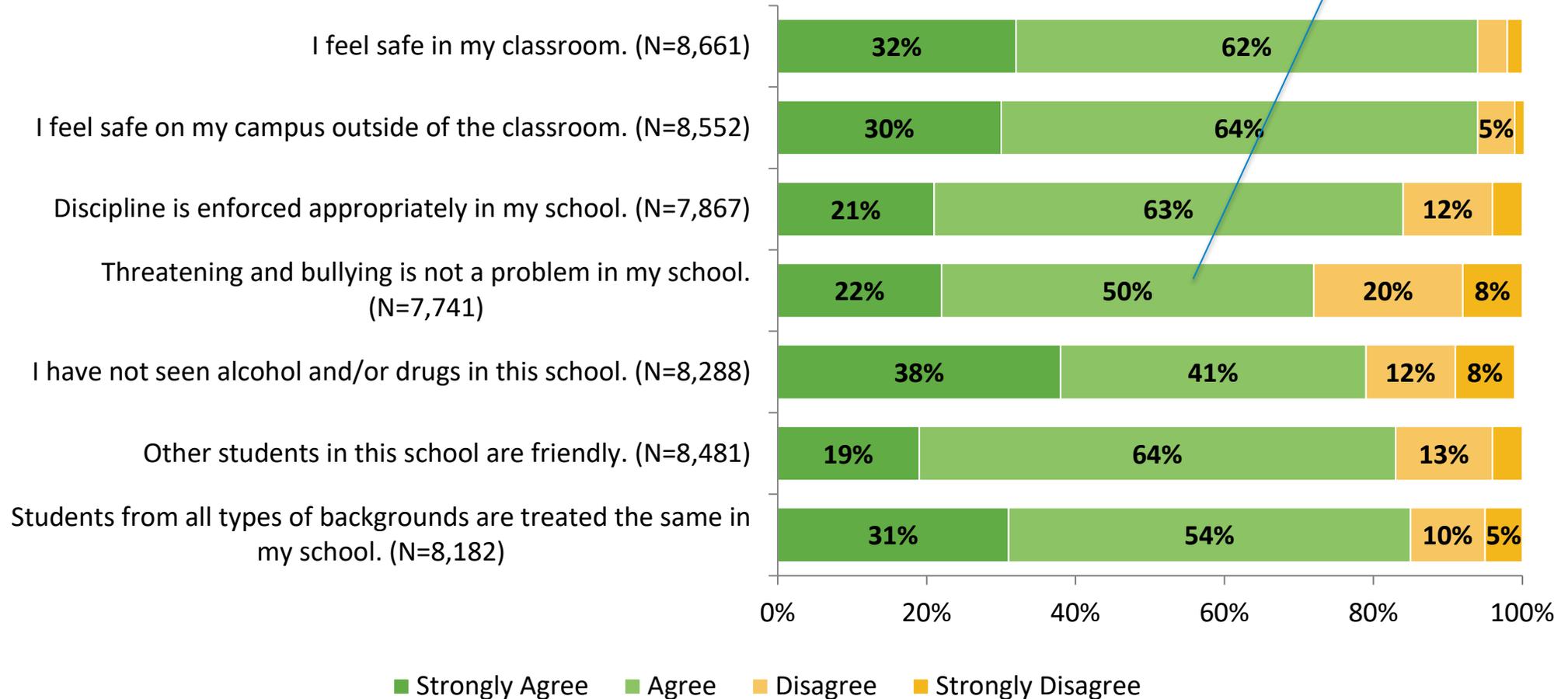


106

Safety and Behavior

+ 20%
From 2019

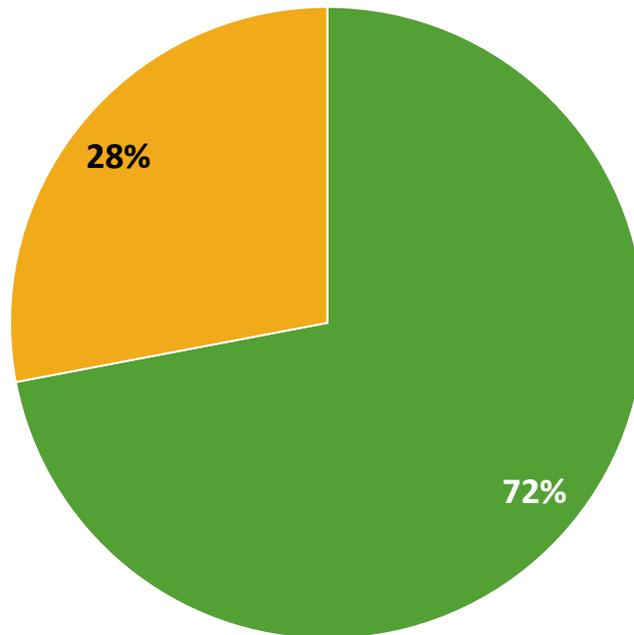
How strongly do you disagree or agree with the following statements?



107

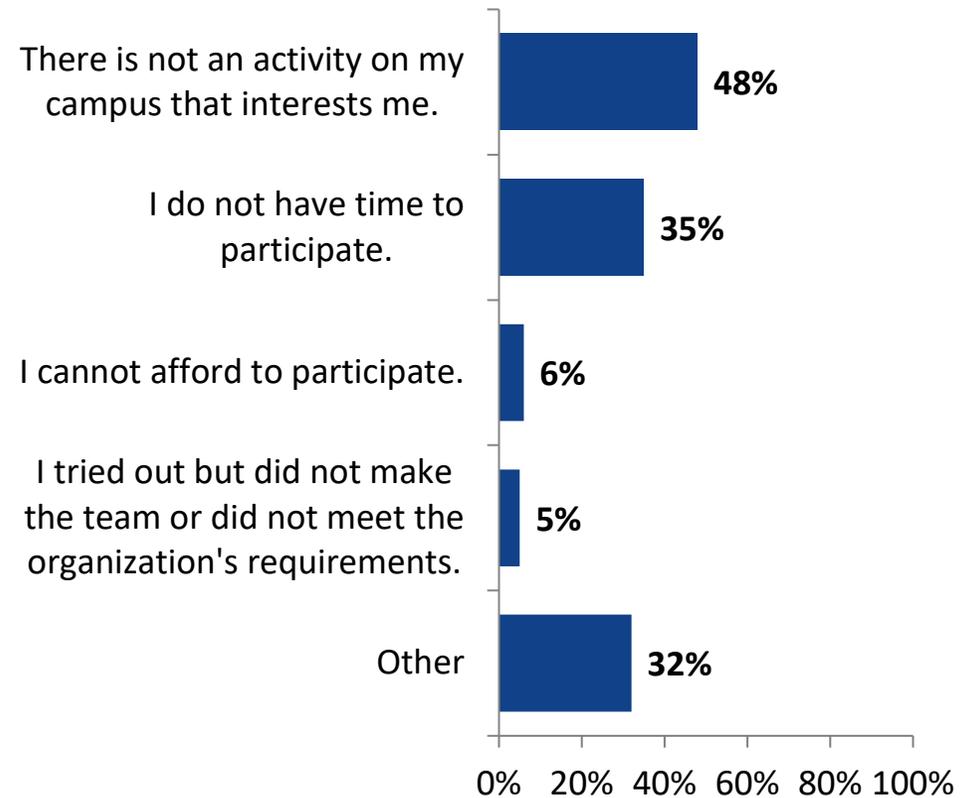
Co-curricular/Extracurricular Activities

Do you participate in co-curricular or extracurricular activities, teams, or organizations (e.g., athletics, fine arts, academics, CTE, service, or student leadership)?
(N=9,623)



■ Yes ■ No

Please indicate why you do not participate in co-curricular or extracurricular activities, teams, or organizations. (N=2,604)

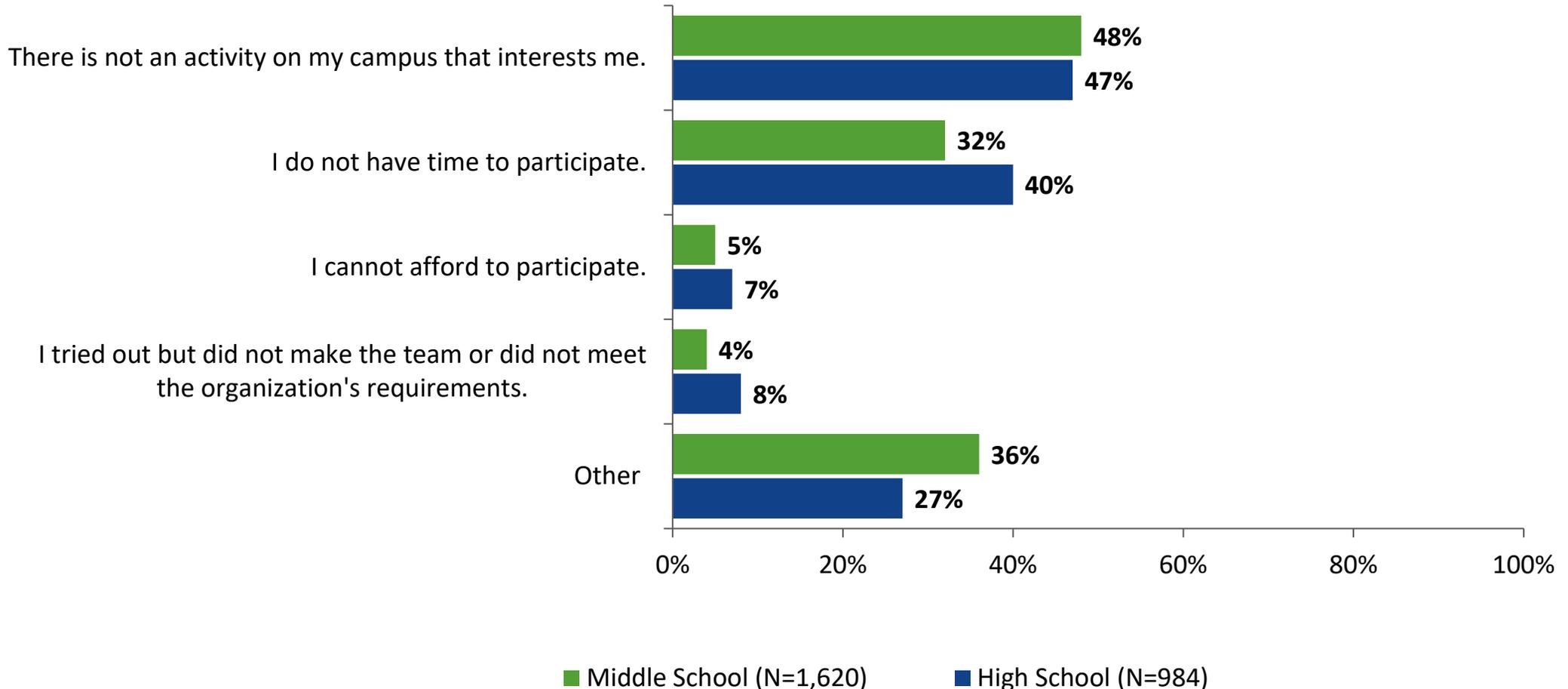


108

Note: Only participants who said they did not participate in a co-curricular answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Co-Curriculars by Secondary Grade Level

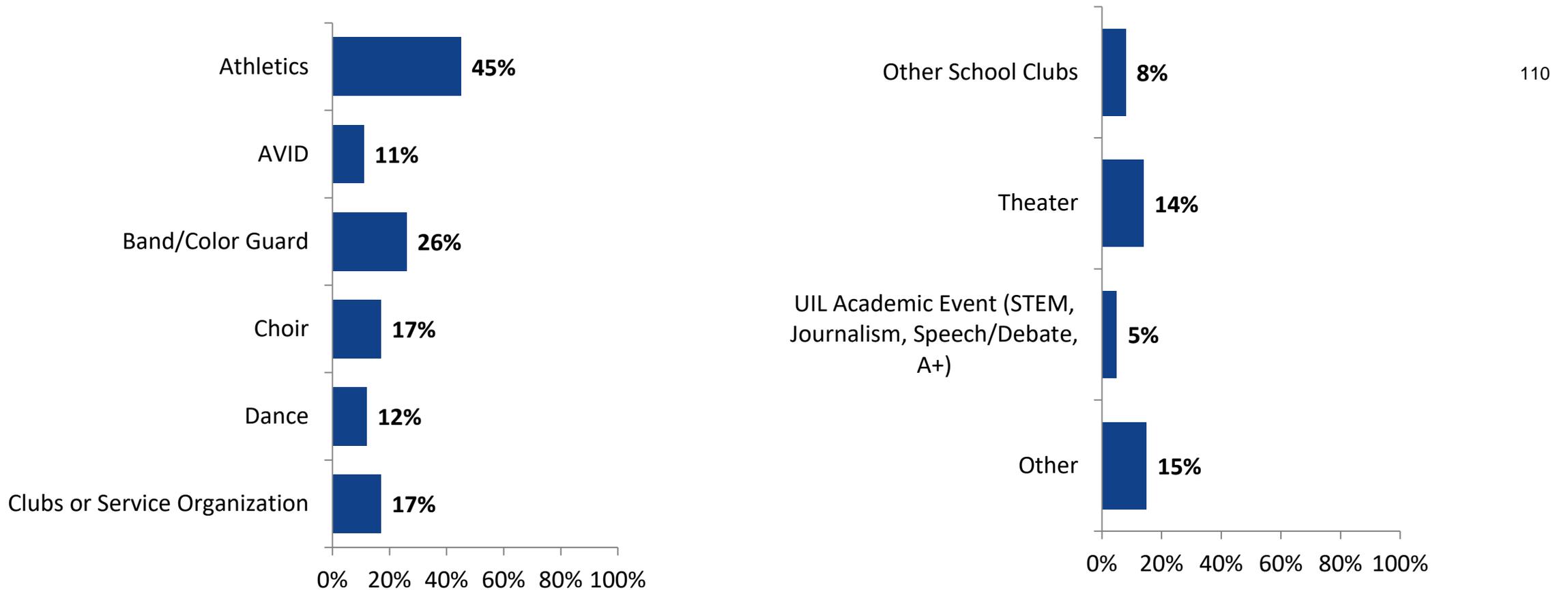
Please indicate why you do not participate in co-curricular or extracurricular activities, teams, or organizations.



109

Co-curricular/Extracurricular Activities (Continued)

In which of the following activities do you participate? (N=6,947)

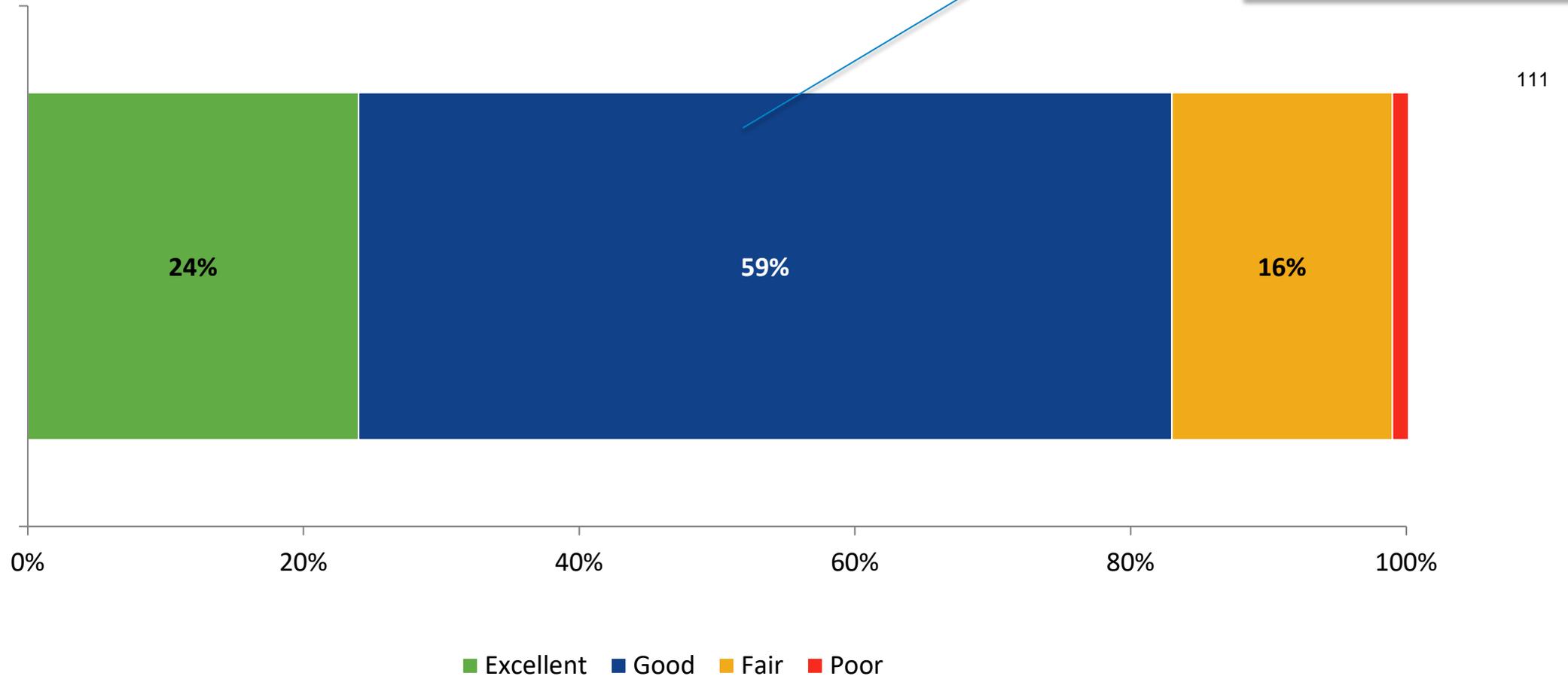


Note: Only participants who said they did participate in a co-curricular answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Overall Quality of Facilities

Overall, how would you rate the facilities in your school? (N=9,541)

+ 13 points
From 2019



Questions

Thank you for your time.



2020-2021 School Quality Survey for Parents

Results and Analysis

113

Leander ISD

January 27 - March 28, 2021



Overview of the Study

A positive school climate, culture, and environment is an essential component of successful and effective schools. It can be defined as shared beliefs, values, and attitudes that shape interactions between and among students, parents, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

The Leander Independent School District (LISD) 2020-2021 School Quality Survey asked parents/guardians for feedback on the climate and culture at their child(ren)'s school. Results will be used to improve students' experiences throughout the district. 114

K12 *Insight* partnered with LISD team members to develop the survey, which addressed the following topics:

- Academic Preparation
- Student Support
- Family Involvement
- School Leadership
- Safety and Behavior
- Educational Programs and Services
- School Facilities
- Additional School Operations

Understanding the Results

The survey was open from January 27 to March 28.

Email invitations with unique survey links were sent to LISD parents/guardians. Parents/guardians with children at more than one district school were able to take the survey for each child. Reminders were sent February 4, 11, 18, and March 5, 26.

115

The survey was translated into Spanish.

This report summarizes district-level survey results and breaks them down by school level. Results are compared with those from 2017-2018 and 2018-2019, where applicable. Separate reports were provided for elementary and secondary student results, verbatim responses, and campus-level reports.

Results do not reflect random sampling; therefore, they should not be generalized to all LISD parent/guardians. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Summary and Insights

- Overall, 91% of parents rated their child's physical well-being as excellent or good. However, fewer parents rated their child's emotional well-being (77%) and engagement in school (70%) as excellent or good.
- Across all five dimensions (Academic Preparation, Student Support, Family Involvement, School Leadership, and Safety & Behavior) parents with students at the elementary school level had the highest percentages of overall agreement (all strongly agree or agree responses within a dimension) followed by middle school parents and then high school parents.
- 85% of participating parents said that classroom activities keep their child interested in learning and 79% said their child had the opportunity to engage in learning that is relevant to his/her interests, passion, and goals.
- 93% of participating parents strongly agreed or agreed that there is a teacher, counselor, or other staff member who will respond to and listen to their child's concern(s). Furthermore, 88% of parents said campus faculty and staff listen to and are responsive to concerns regarding the needs of their child.
- 93% of parents strongly agreed or agreed that their child is safe at school; however, fewer (67%) said that students do not threaten or bully each other. When broken down by school level, 77% of elementary parents said students do not threaten or bully each other compared to only 57% of middle school parents and 54% of high school parents.

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Participation

Year	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-Access Link Responses	Total Responses
2020-2021	25,690	5,262	20%	1,787	7,049
2018-2019	42,024	3,770	9%	3,619	7,389
2017-2018	40,354	5,213	13%	1,249	6,462

117

Year	Elementary School Responses	Middle School Responses	High School Responses	Number of Responses
2020-2021	3,369	1,565	2,115	7,049
2018-2019	3,850	1,784	1,749	7,389
2017-2018	3,319	1,431	1,709	6,459

⁵ Note: This survey was not administered during the 2019-2020 school year.

Dimension Overall Agreement

Dimension Overall Agreement Rates
(Percentage Strongly Agree or Agree)

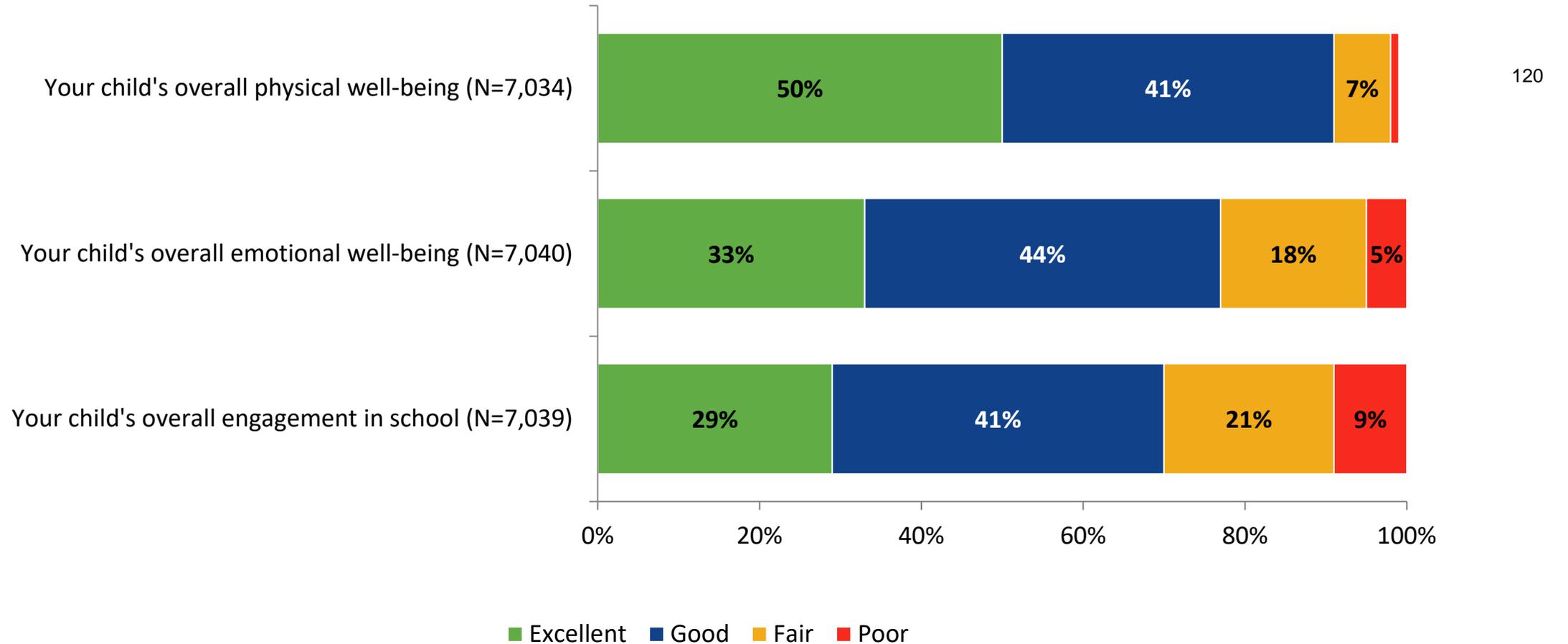
Dimension	Overall 2020-2021	Overall 2018-2019	Overall 2017-2018	Elementary Schools 2020-2021	Elementary Schools 2018-2019	Elementary Schools 2017-2018	Middle Schools 2020-2021	Middle Schools 2018-2019	Middle Schools 2017-2018	High Schools 2020-2021	High Schools 2018-2019	High Schools 2017-2018
Academic Preparation	77%	82%	79%	84%	86%	82%	74%	80%	79%	68%	76%	74%
Student Support	72%	82%	79%	78%	85%	82%	67%	78%	76%	66%	78%	77%
Family Involvement	81%	85%	84%	86%	89%	87%	79%	81%	80%	76%	80%	80%
School Leadership and Administration	62%	60%	59%	64%	61%	60%	62%	57%	55%	60%	61%	59%
Safety and Behavior	60%	66%	63%	73%	77%	74%	53%	58%	54%	46%	50%	48%

6 Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know
Note: Dimensions were calculated using aggregate data from Strongly Agree and Agree responses.

School Quality Dimensions

Overall Well-being

How would you rate the following?

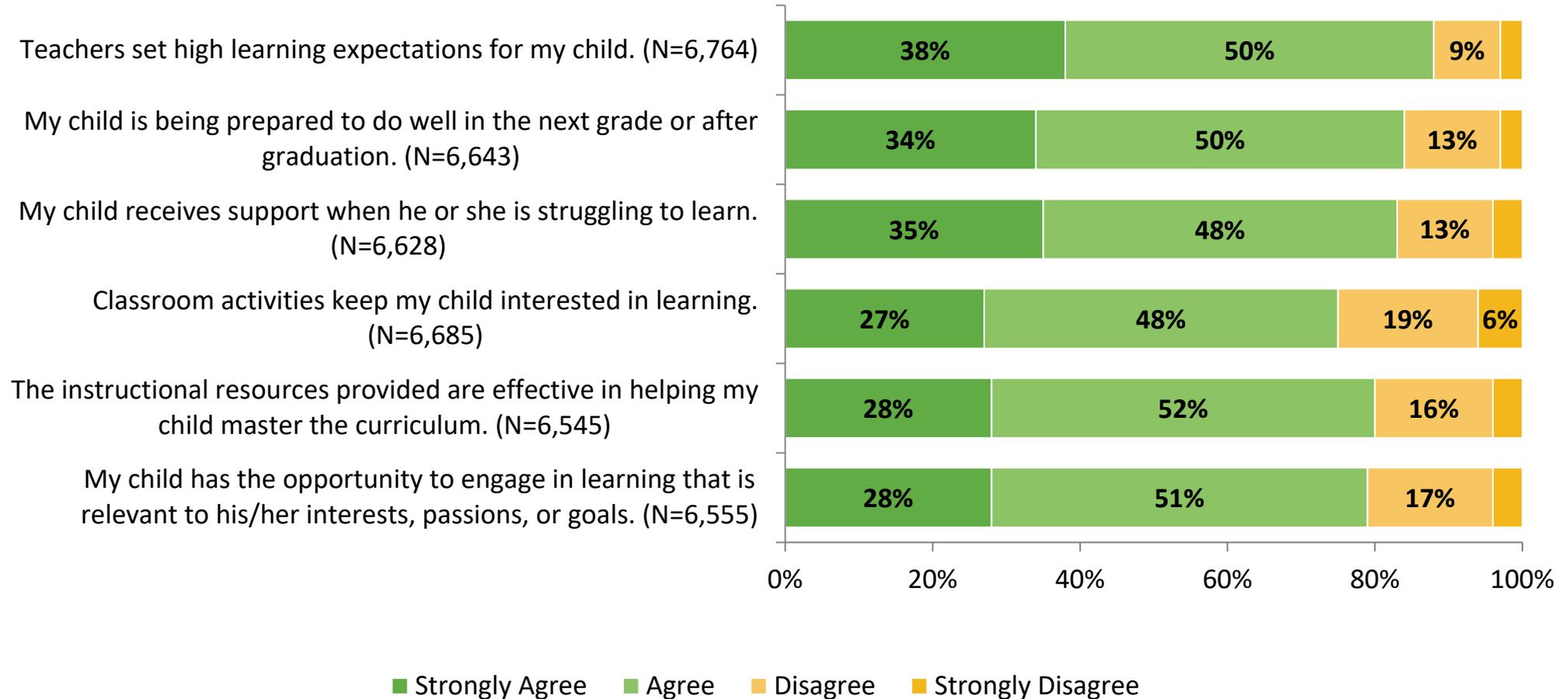


⁸ Note: These questions were not asked in the 2018-2019 or 2017-2018 survey administrations.

Academic Preparation

Academic Preparation

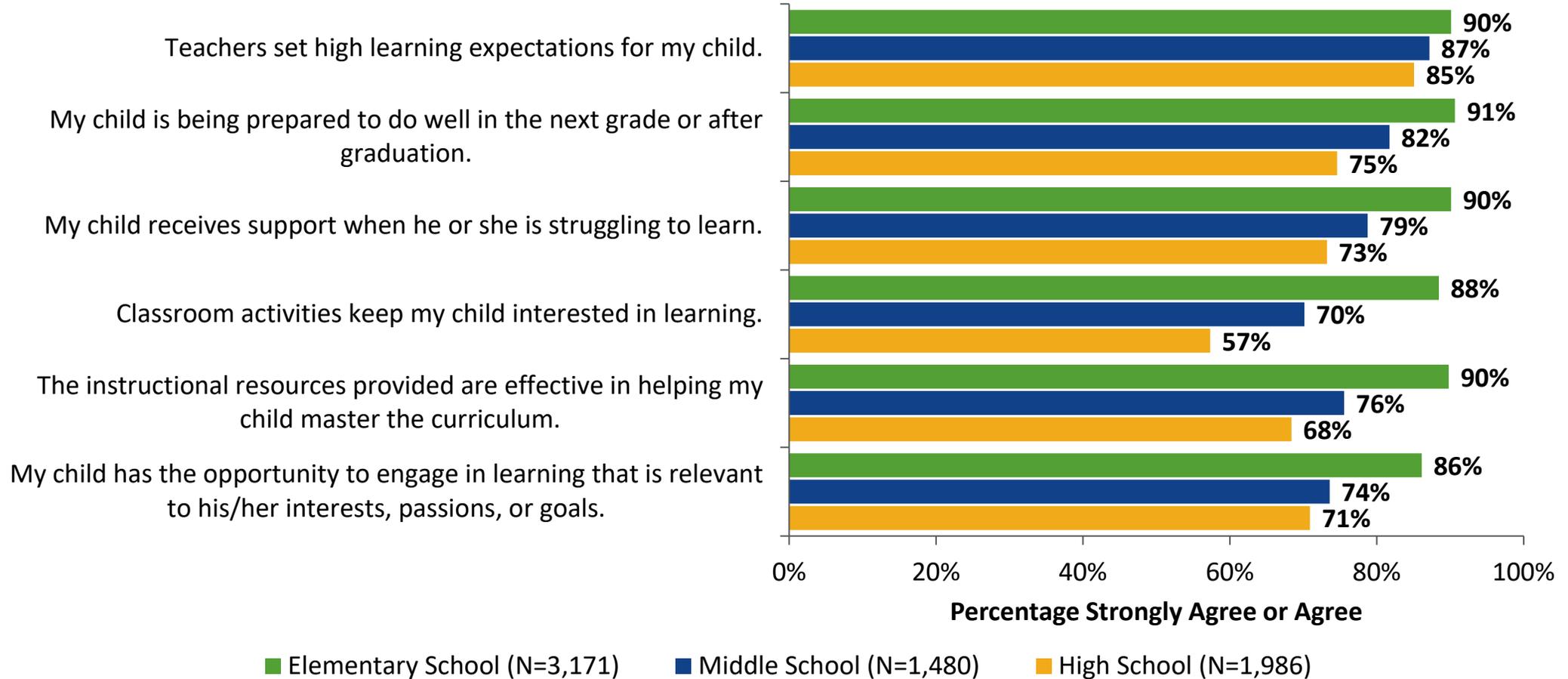
How strongly do you disagree or agree with the following statements?



122

Academic Preparation: Comparison by School Level

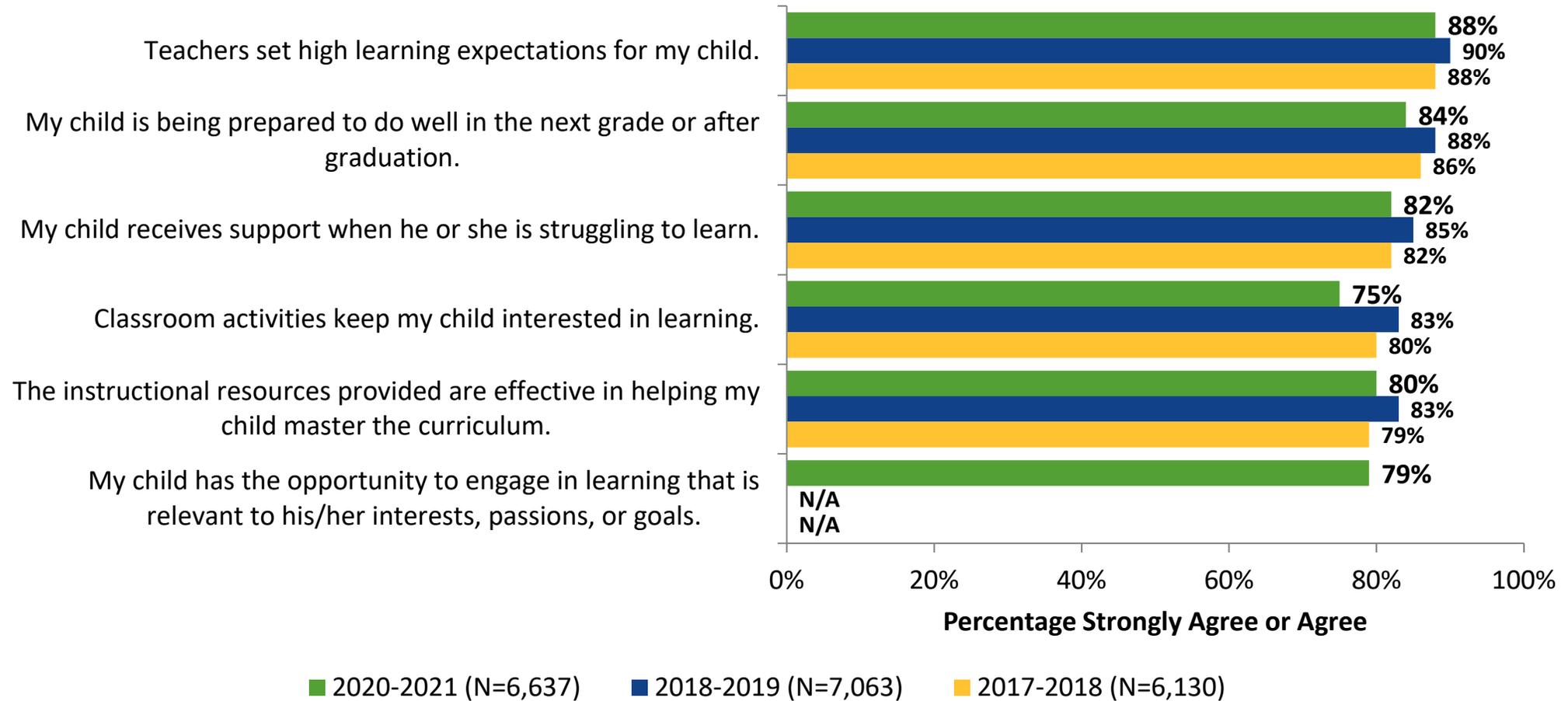
How strongly do you agree or disagree with the following statements?



123

Academic Preparation: Comparison Over Time

How strongly do you disagree or agree with the following statements?

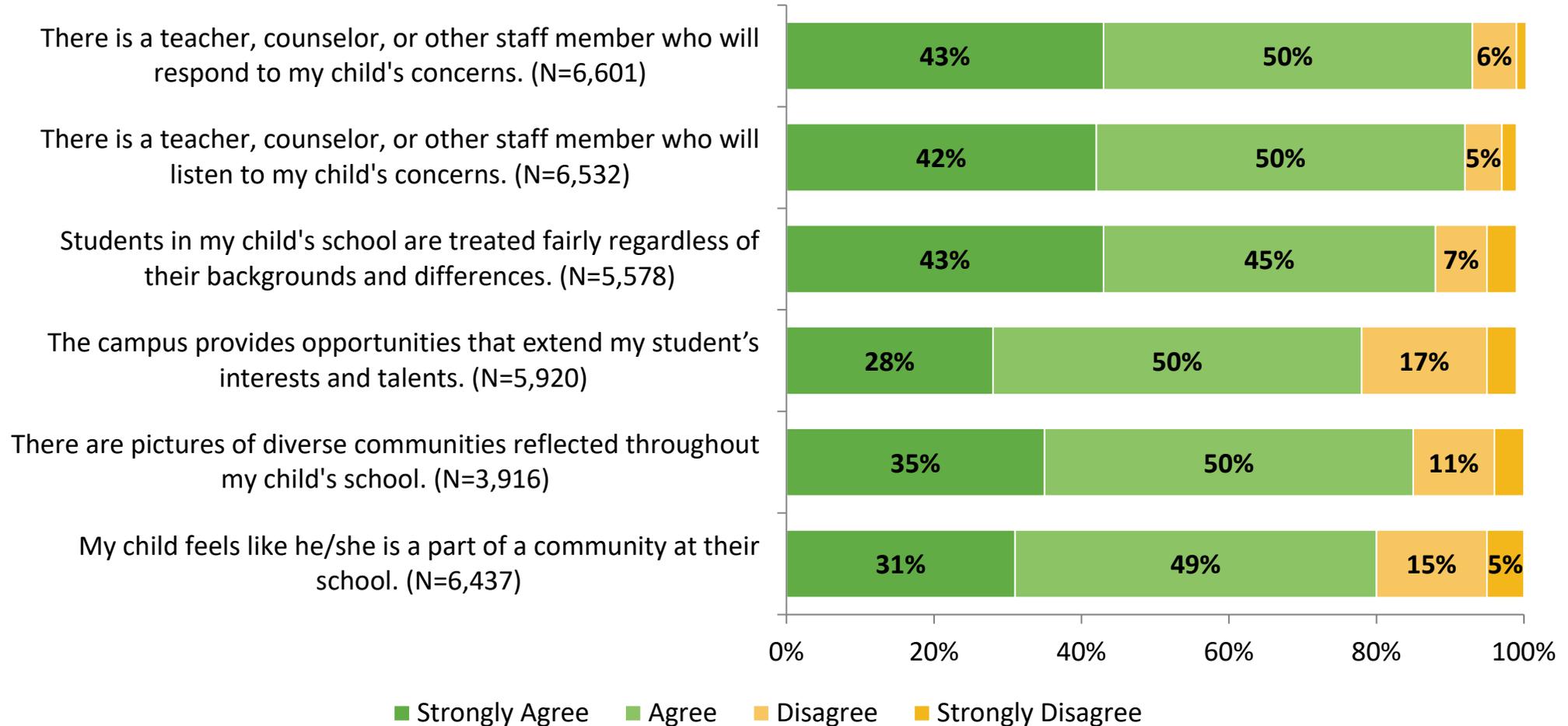


124

Student Support

Student Support

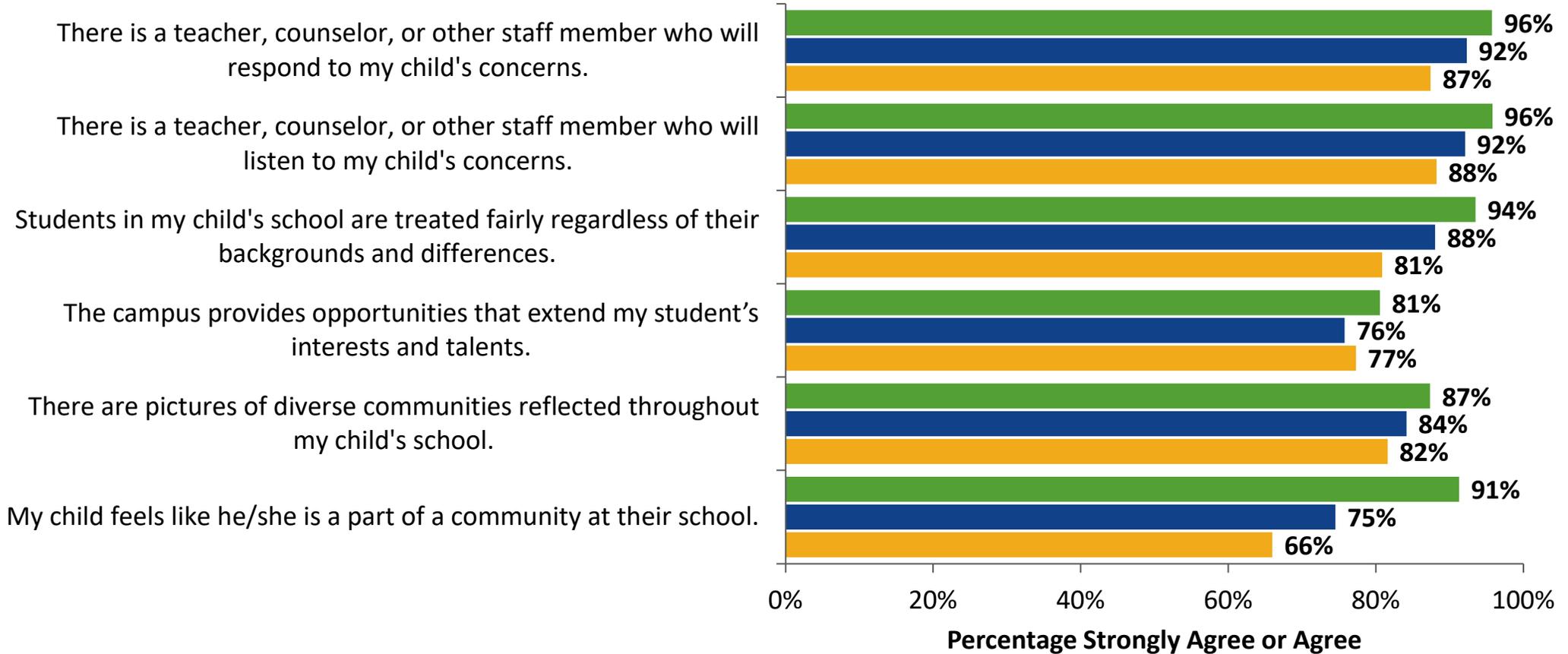
How strongly do you disagree or agree with the following statements?



126

Student Support: Comparison by School Level

How strongly do you agree or disagree with the following statements?

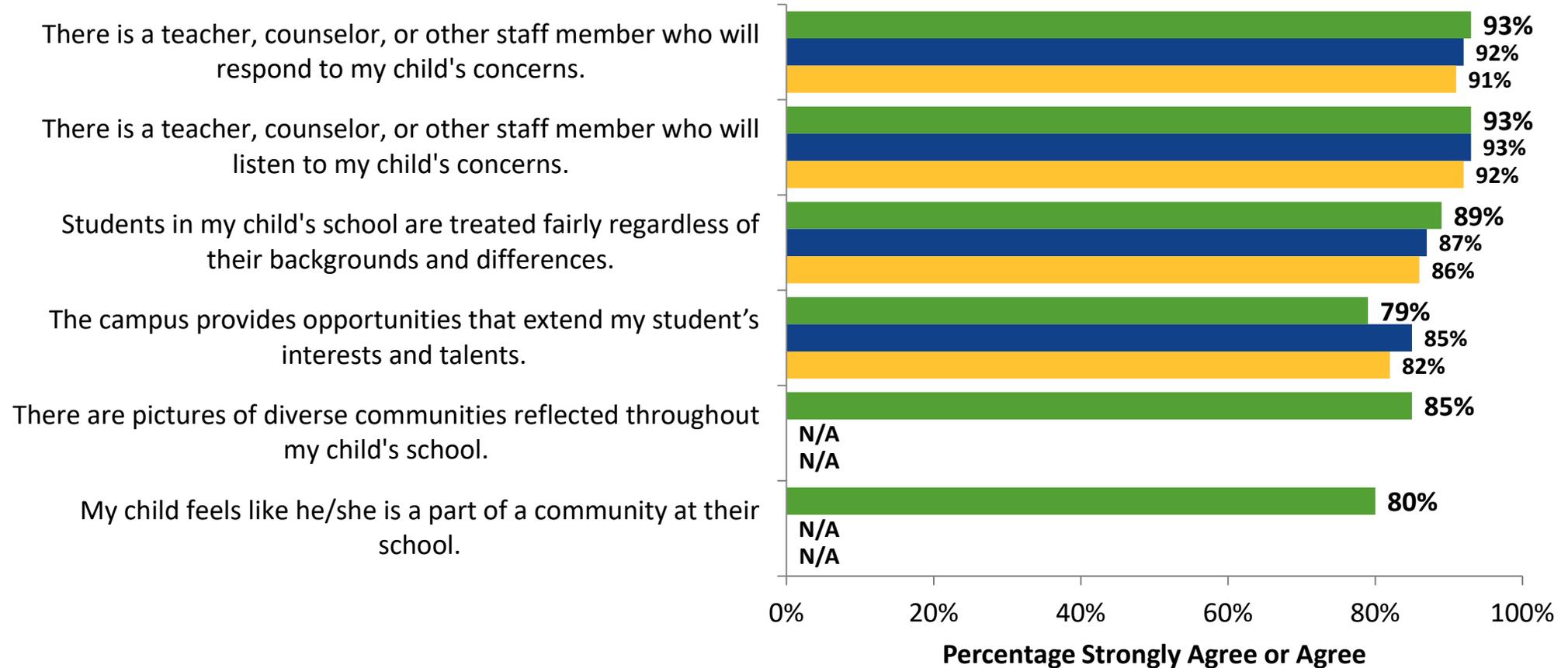


127

■ Elementary School (N=2,860) ■ Middle School (N=1,241) ■ High School (N=1,730)

Student Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?



128

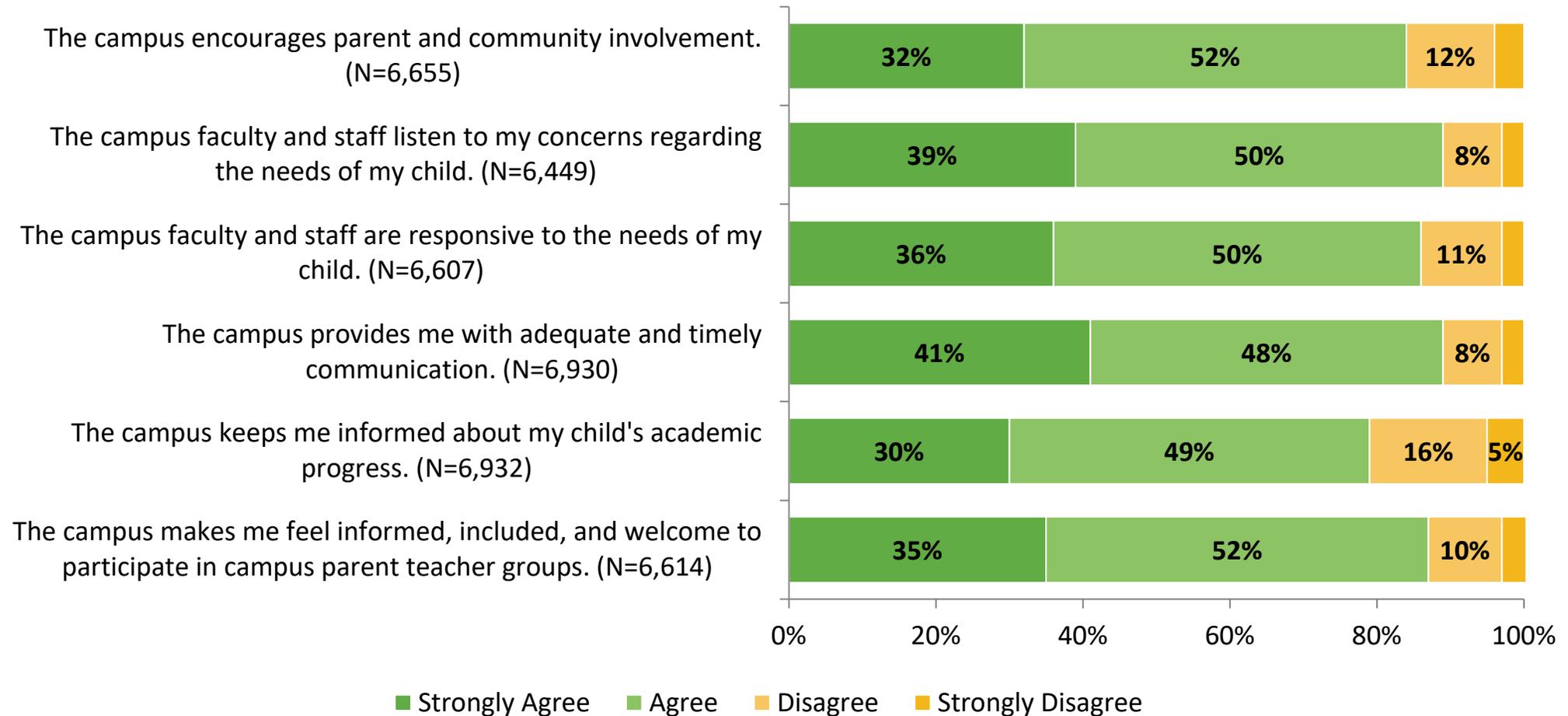
■ 2020-2021 (N=5,831) ■ 2018-2019 (N=6,742) ■ 2017-2018 (N=5,803)

16 Note: Don't Know responses have been excluded from calculations. N/A indicates question was not asked in that year's survey administration.
Answer options: Strong Agree, Agree, Disagree, Strongly Disagree, Don't Know

Family Involvement

Family Involvement

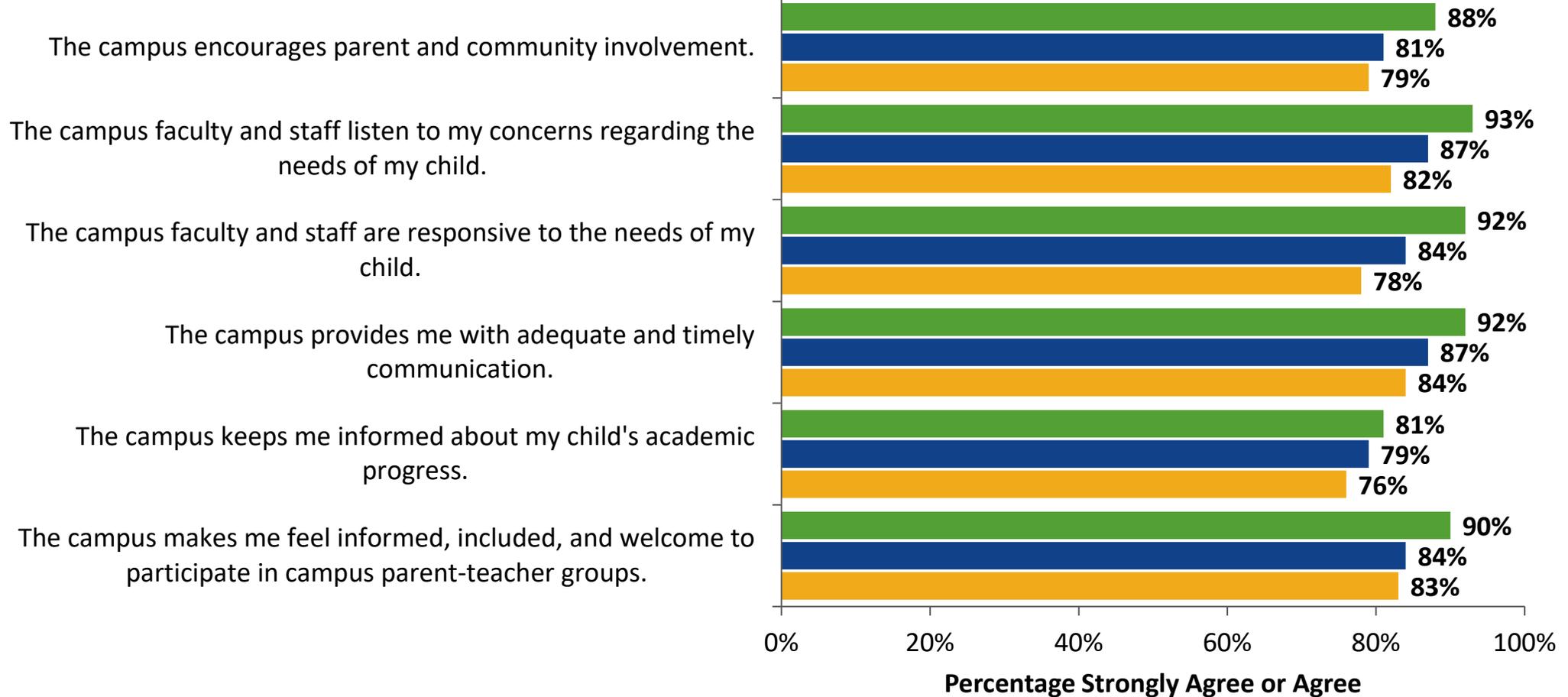
How strongly do you disagree or agree with the following statements?



130

Family Involvement: Comparison by School Level

How strongly do you agree or disagree with the following statements?

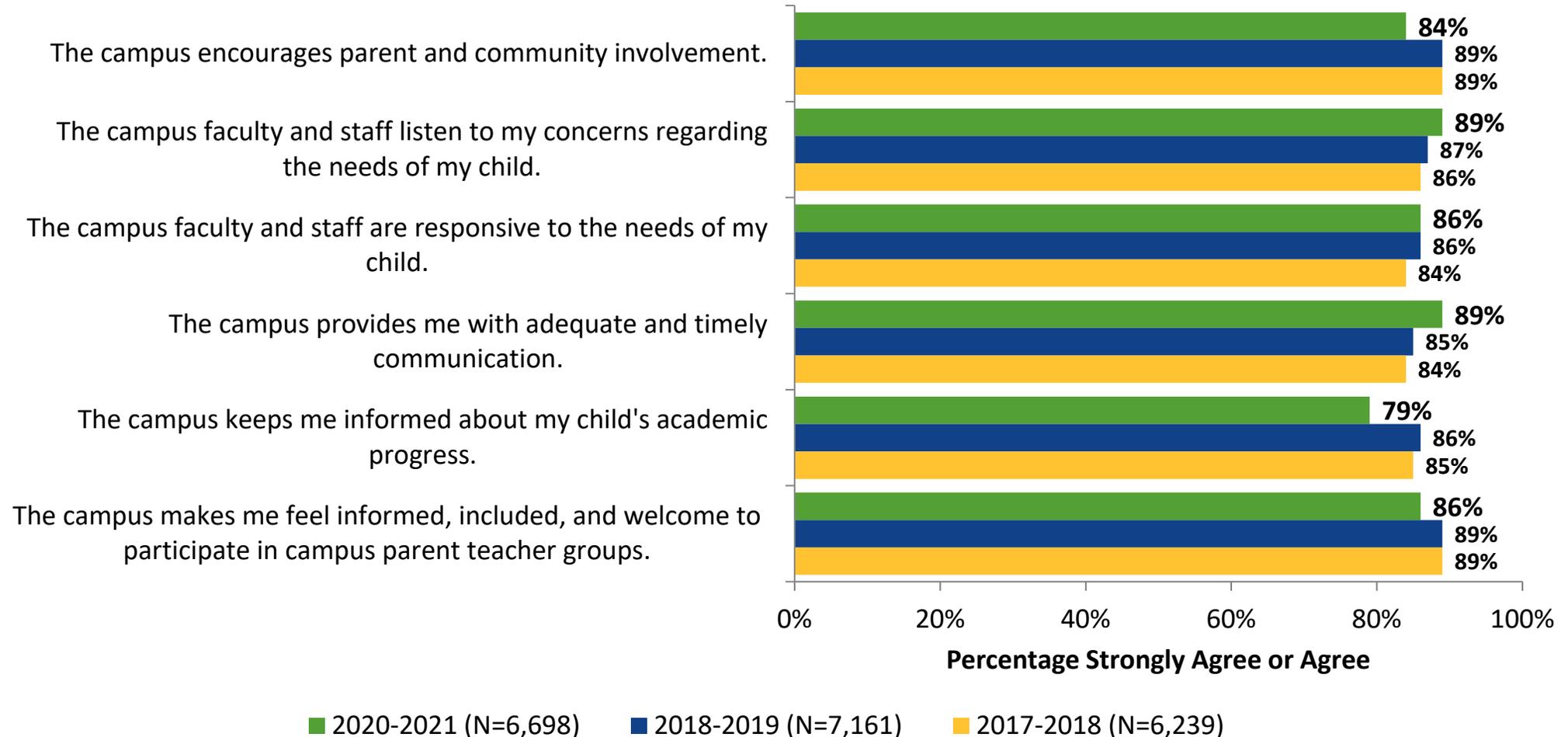


131

■ Elementary School (N=3,239) ■ Middle School (N=1,479) ■ High School (N=1,980)

Family Involvement: Comparison Over Time

How strongly do you disagree or agree with the following statements?

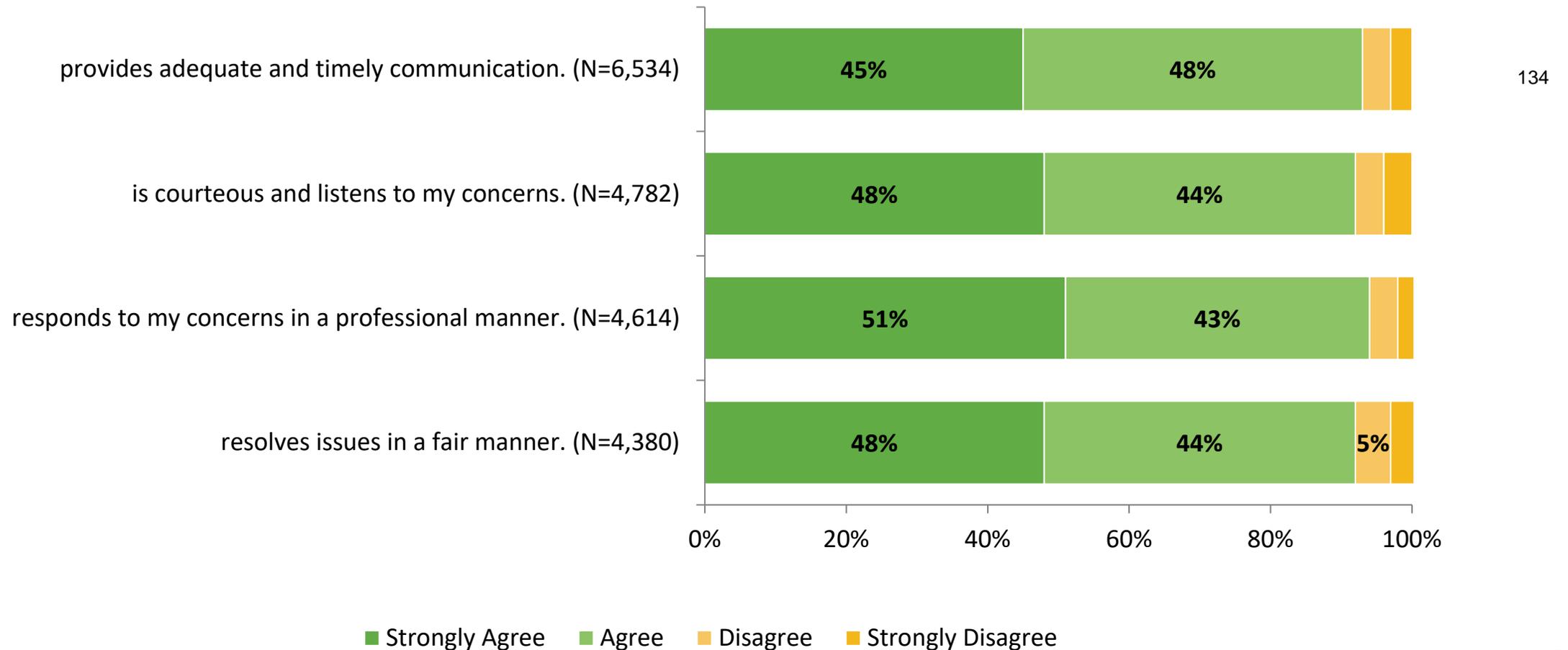


132

School Leadership

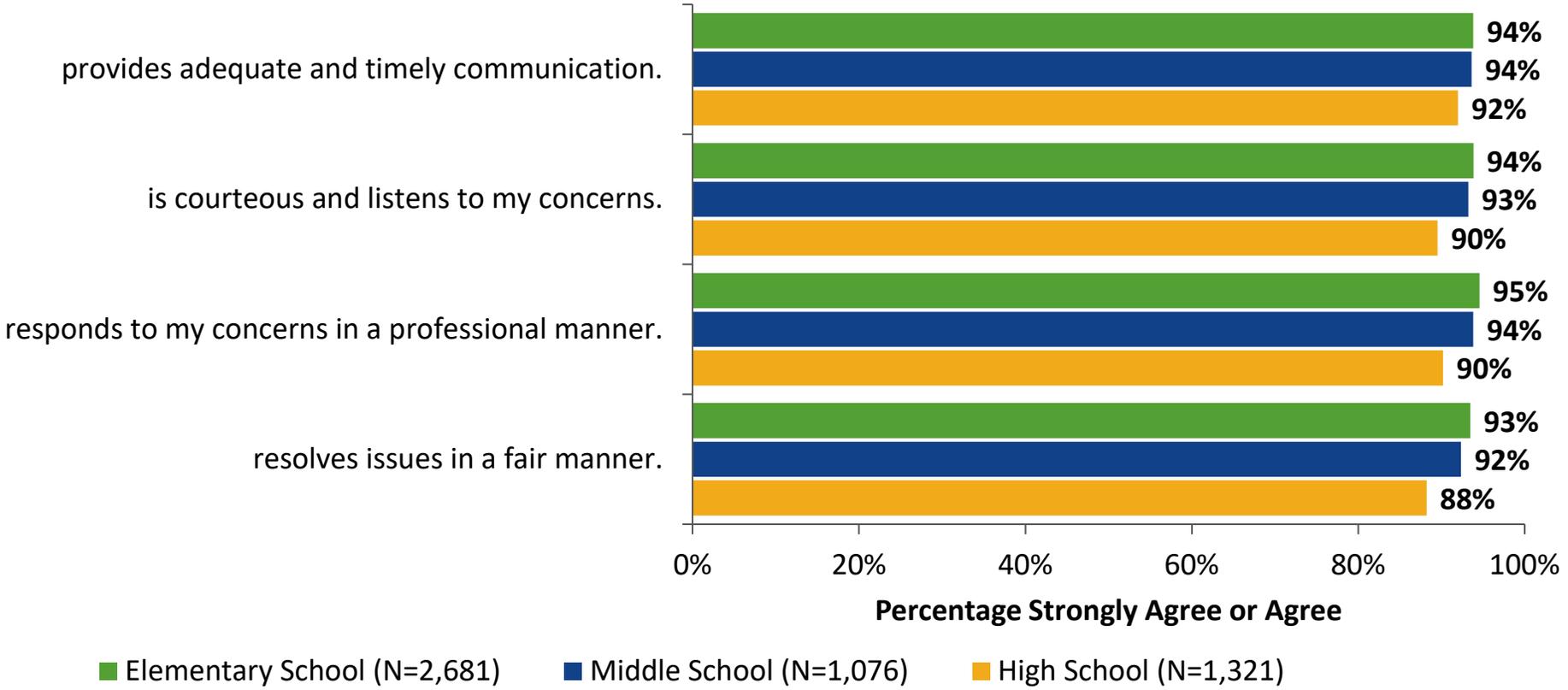
School Leadership and Administration-Principal

My child's principal ...



School Leadership and Administration-Principal: Comparison by School Level

My child's principal ...

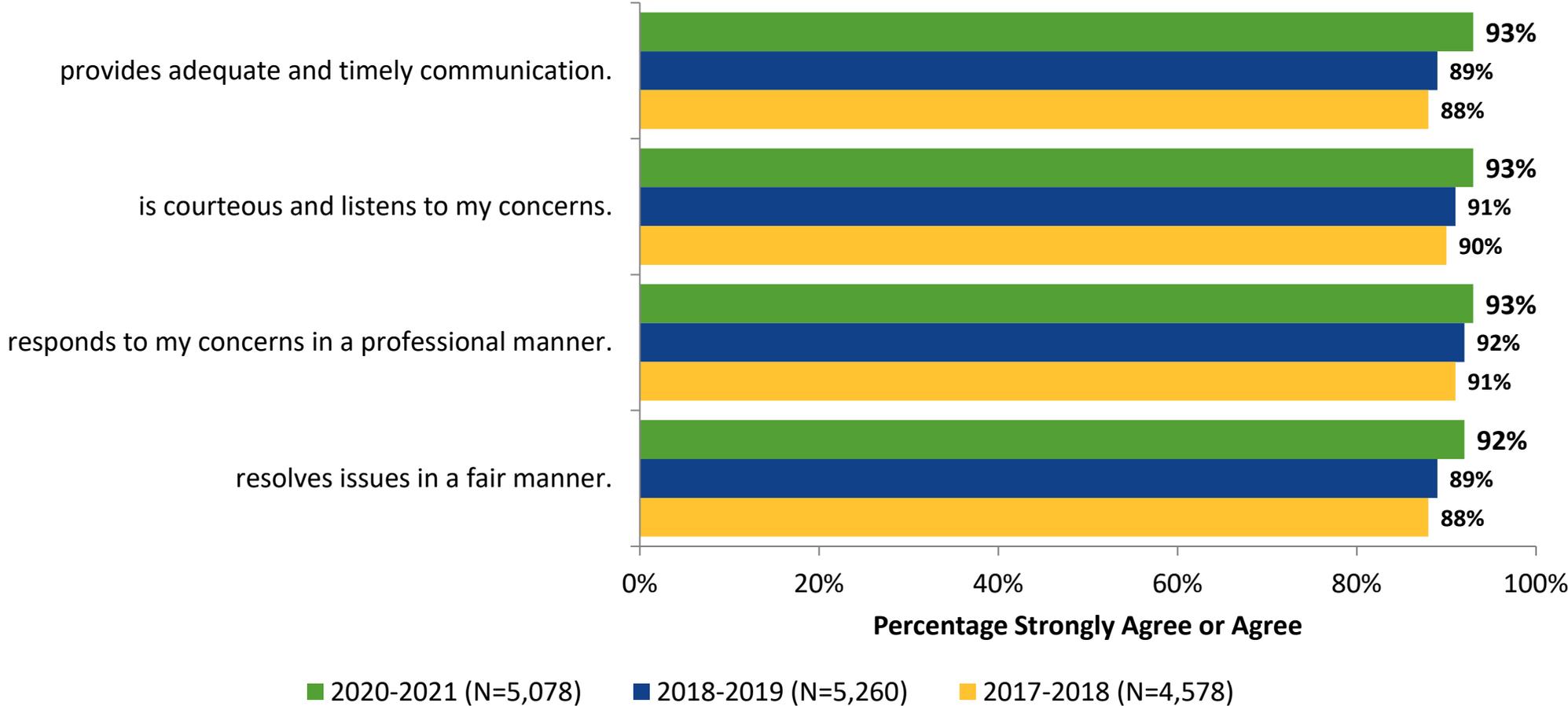


135

Note: Don't Know responses have been excluded from calculations.
 Answer options: Strong Agree, Agree, Disagree, Strongly Disagree, Don't Know

School Leadership and Administration-Principal: Comparison Over Time

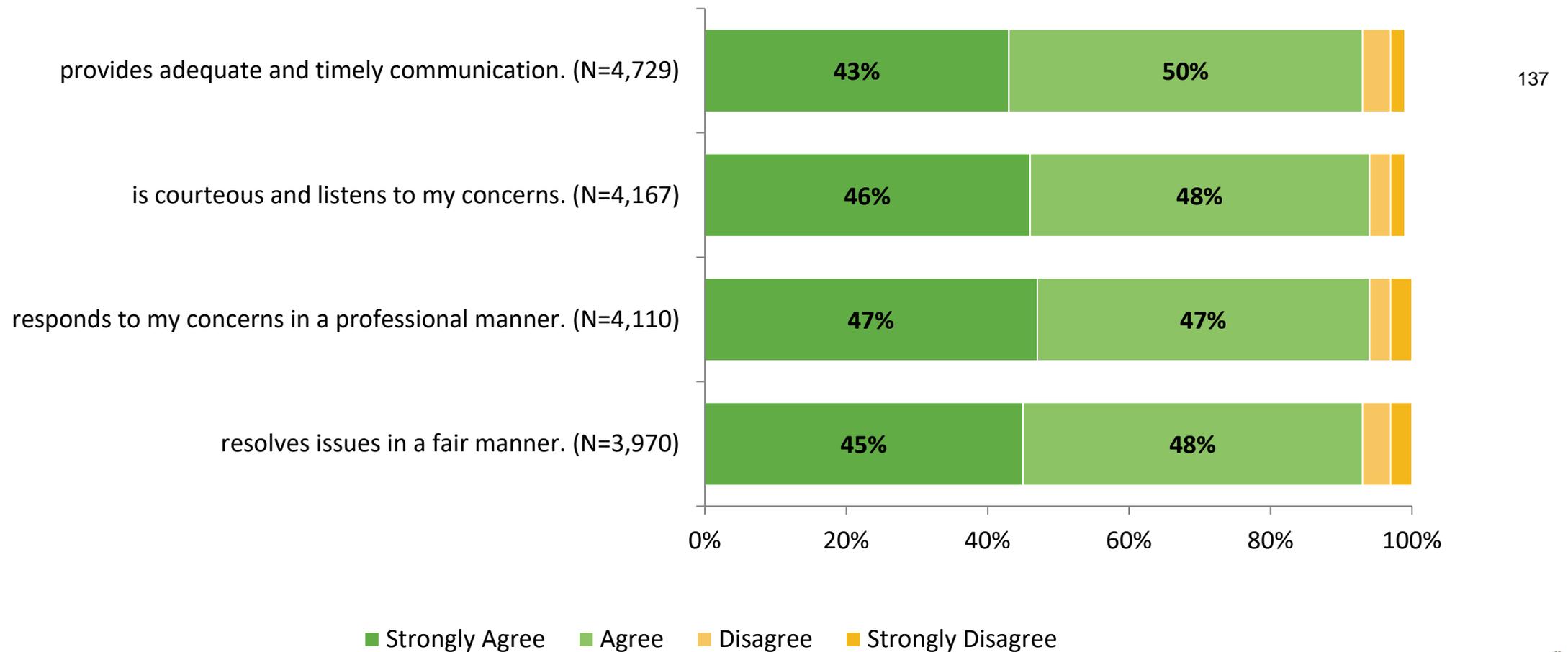
My child's principal ...



136

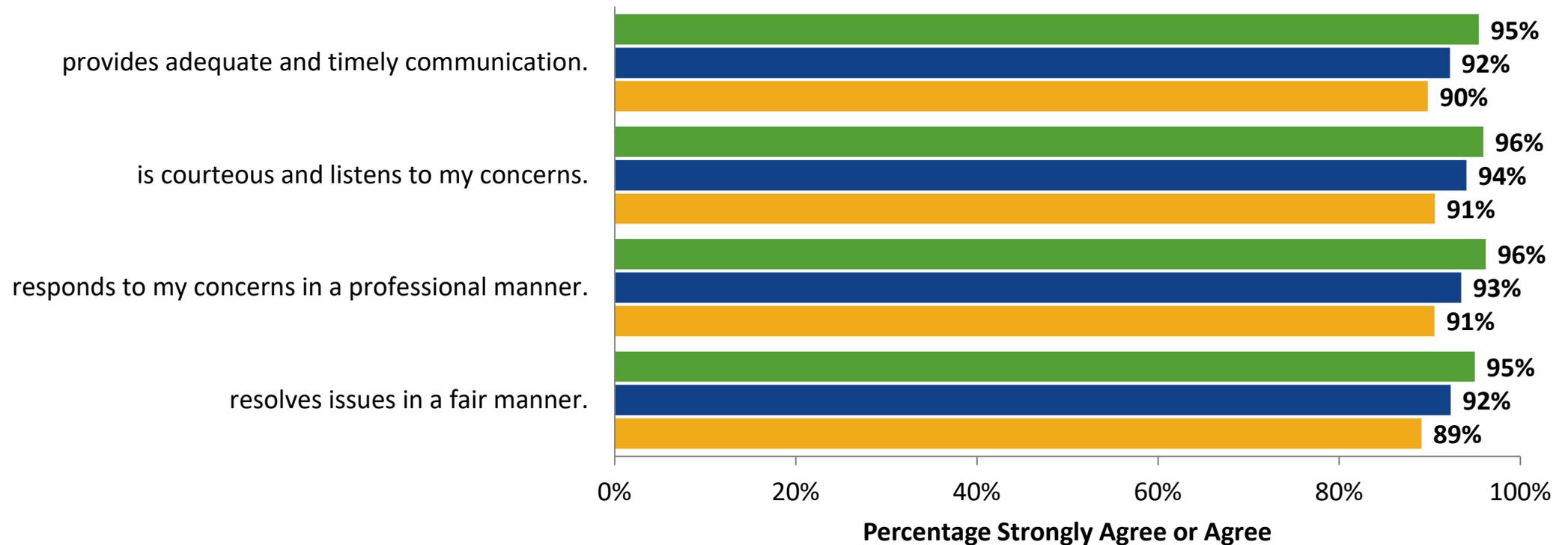
School Leadership and Administration-Associate/Assistant Principal

My child's associate or assistant principal ...



School Leadership and Administration-Associate/Assistant Principal: Comparison by School Level

My child's associate or assistant principal ...

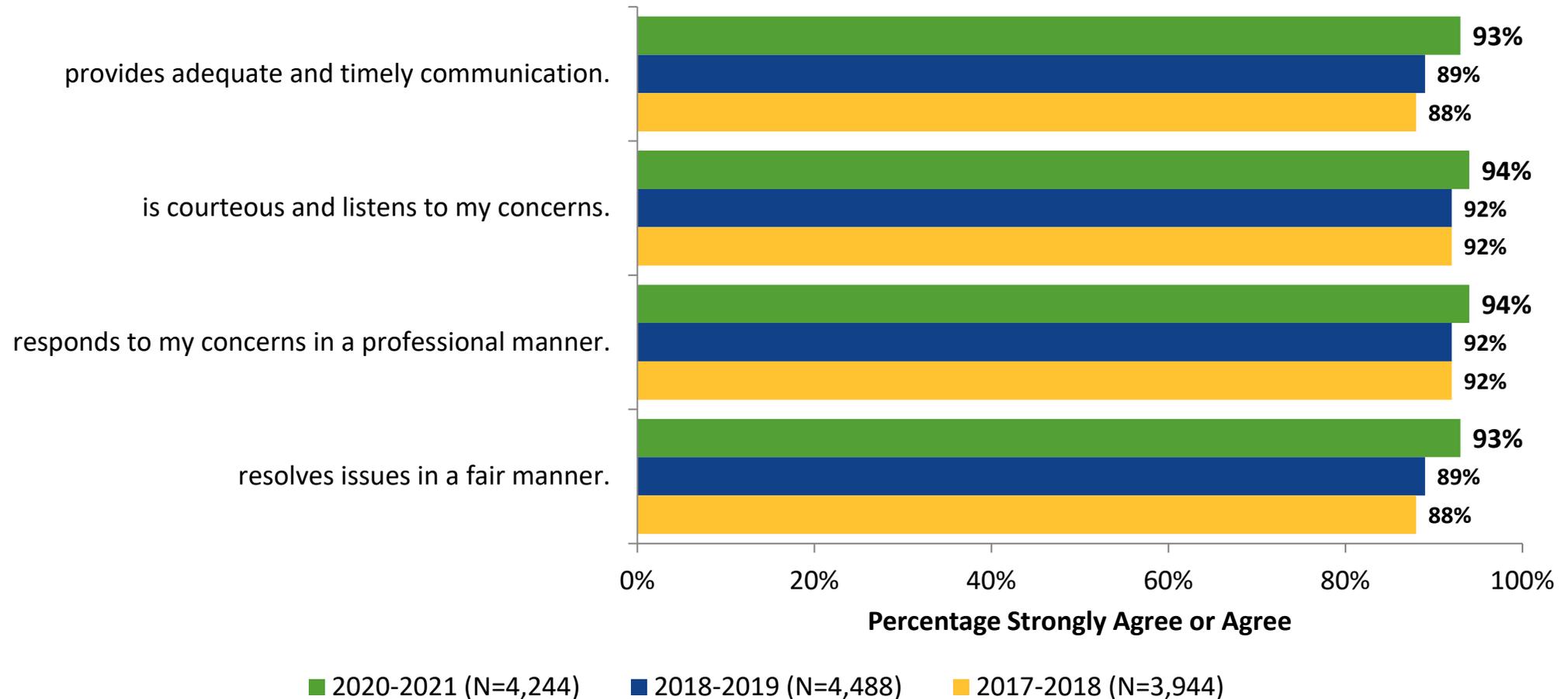


138

■ Elementary School (N=2,205) ■ Middle School (N=926) ■ High School (N=1,113)

School Leadership and Administration-Associate/Assistant Principal: Comparison Over Time

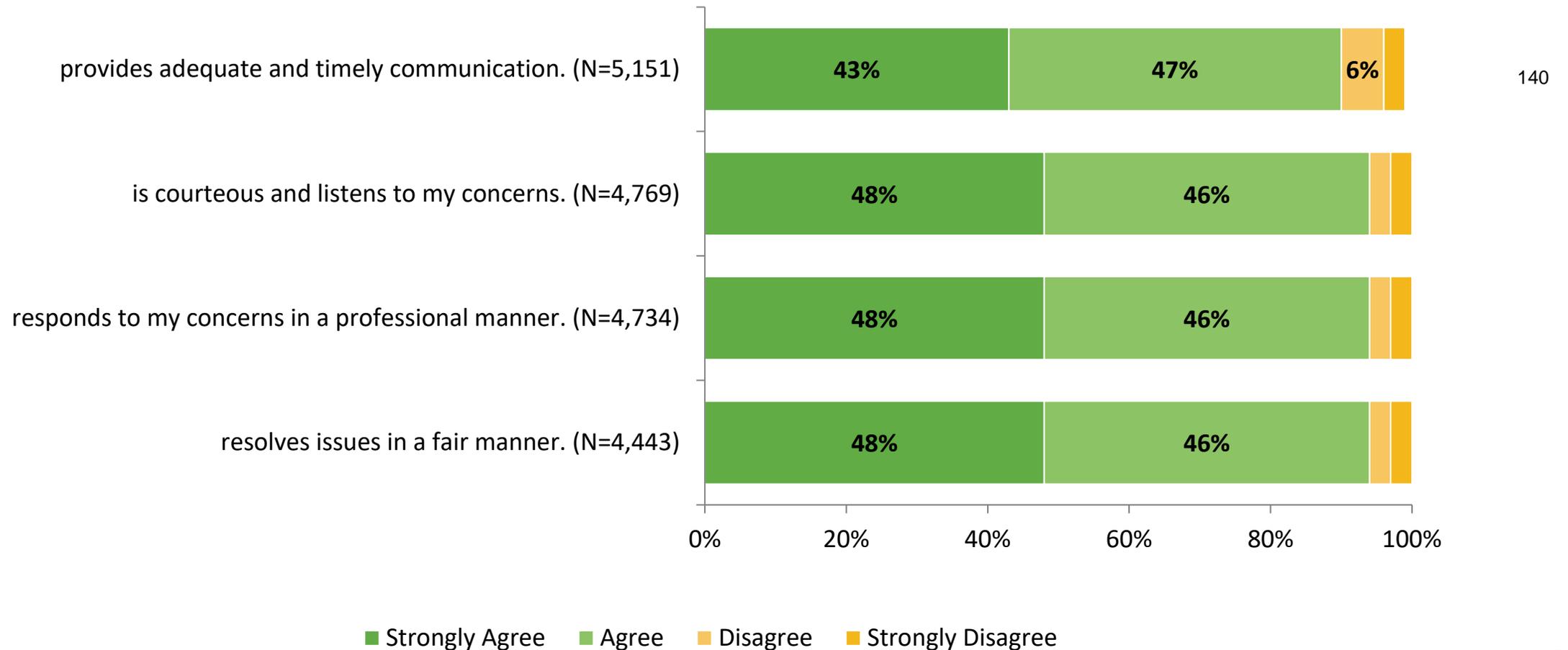
My child's associate or assistant principal ...



139

School Leadership and Administration-Guidance

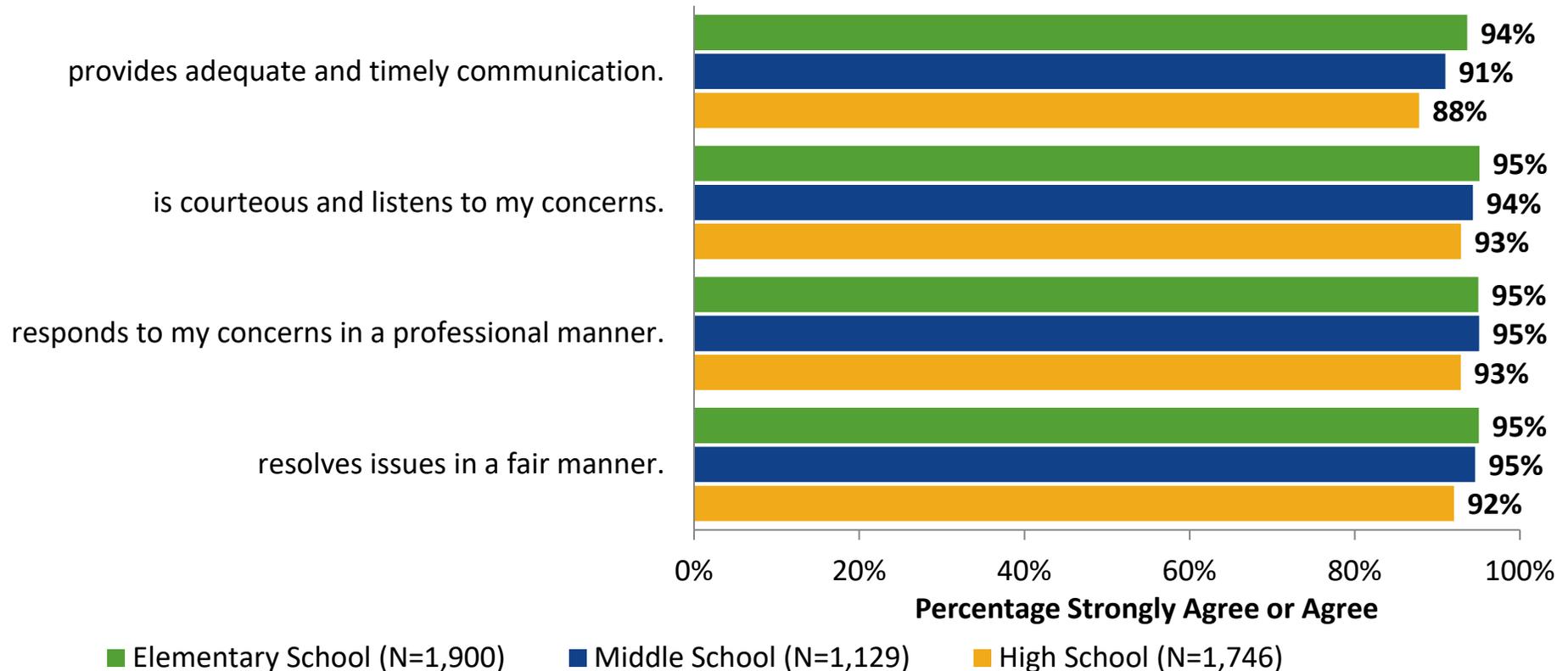
My child's counselor ...



140

School Leadership and Administration-Guidance: Comparison by School Level

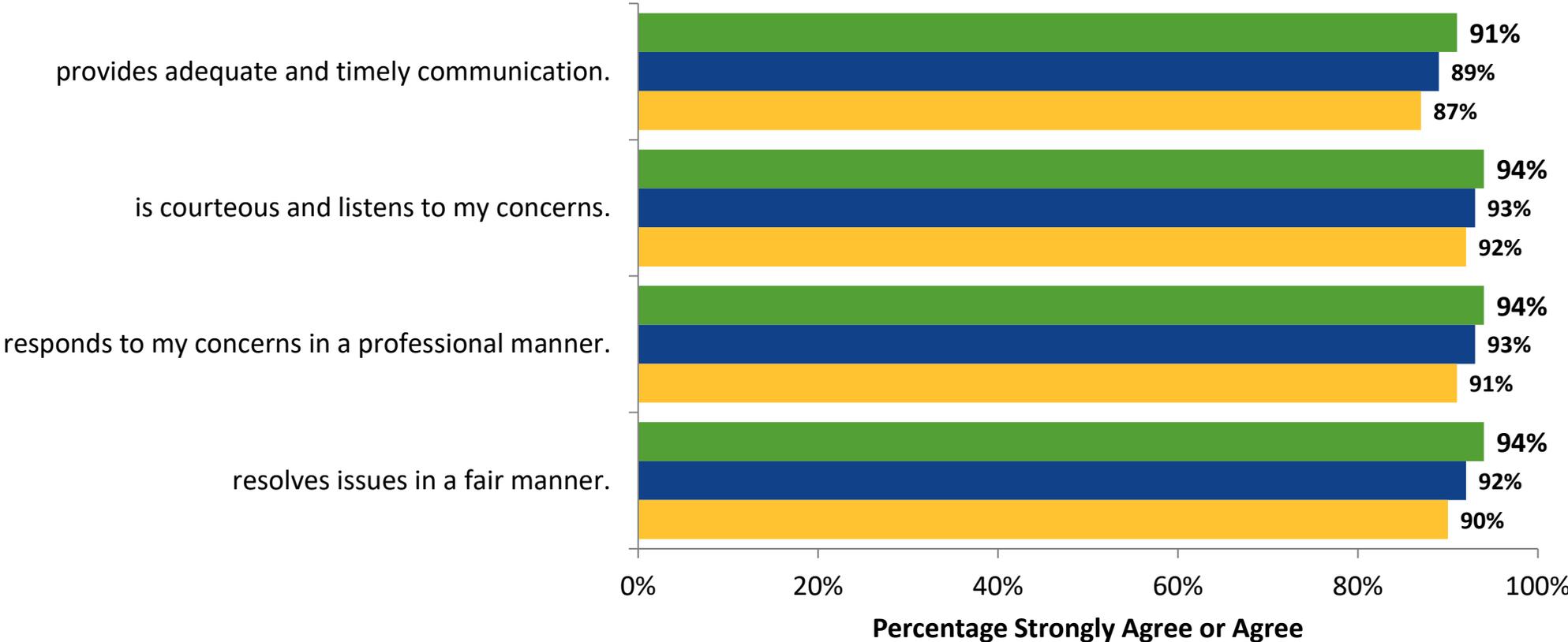
My child's guidance counselor ...



141

School Leadership and Administration-Guidance: Comparison Over Time

My child's counselor ...



142

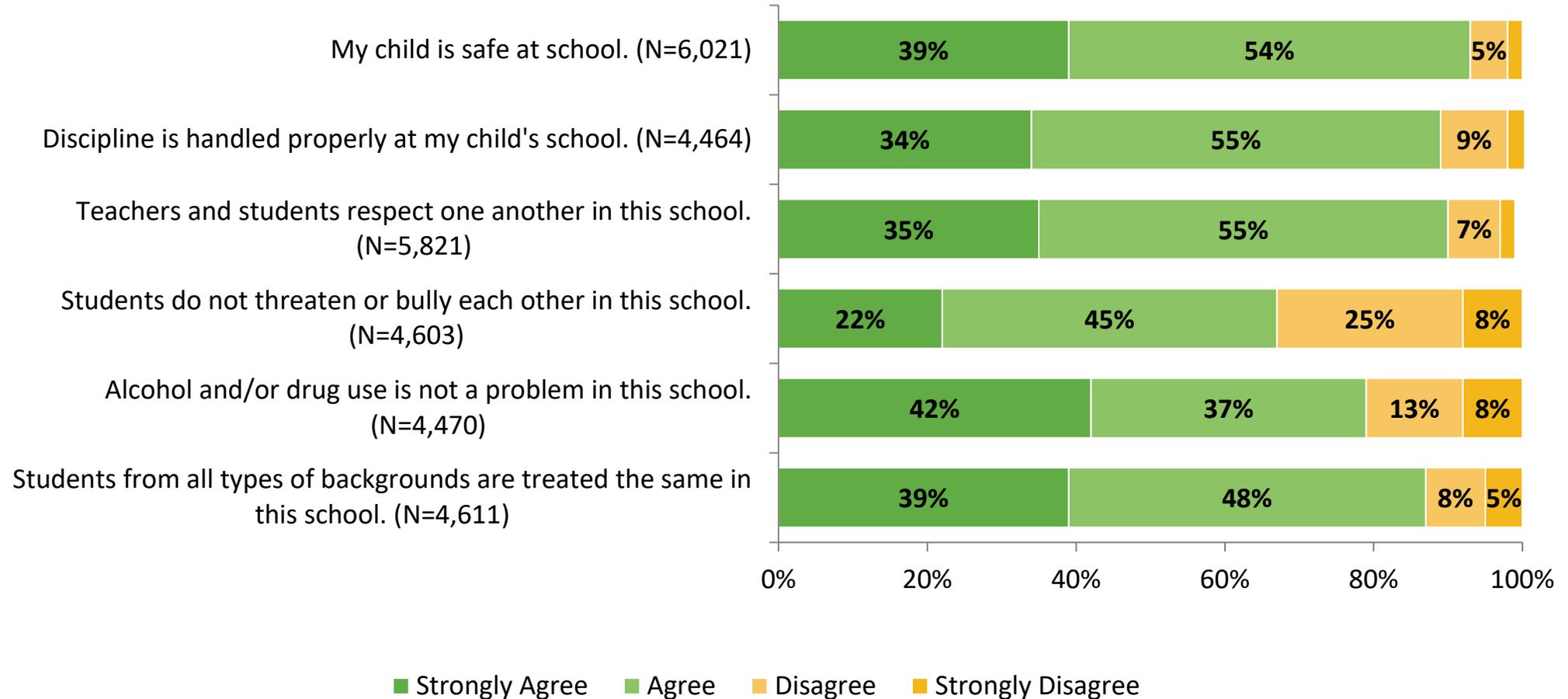
■ 2020-2021 (N=4,774) ■ 2018-2019 (N=4,886) ■ 2017-2018 (N=4,092)

Note: Don't Know responses have been excluded from calculations.
 Answer options: Strong Agree, Agree, Disagree, Strongly Disagree, Don't Know

Safety and Behavior

Safety and Behavior

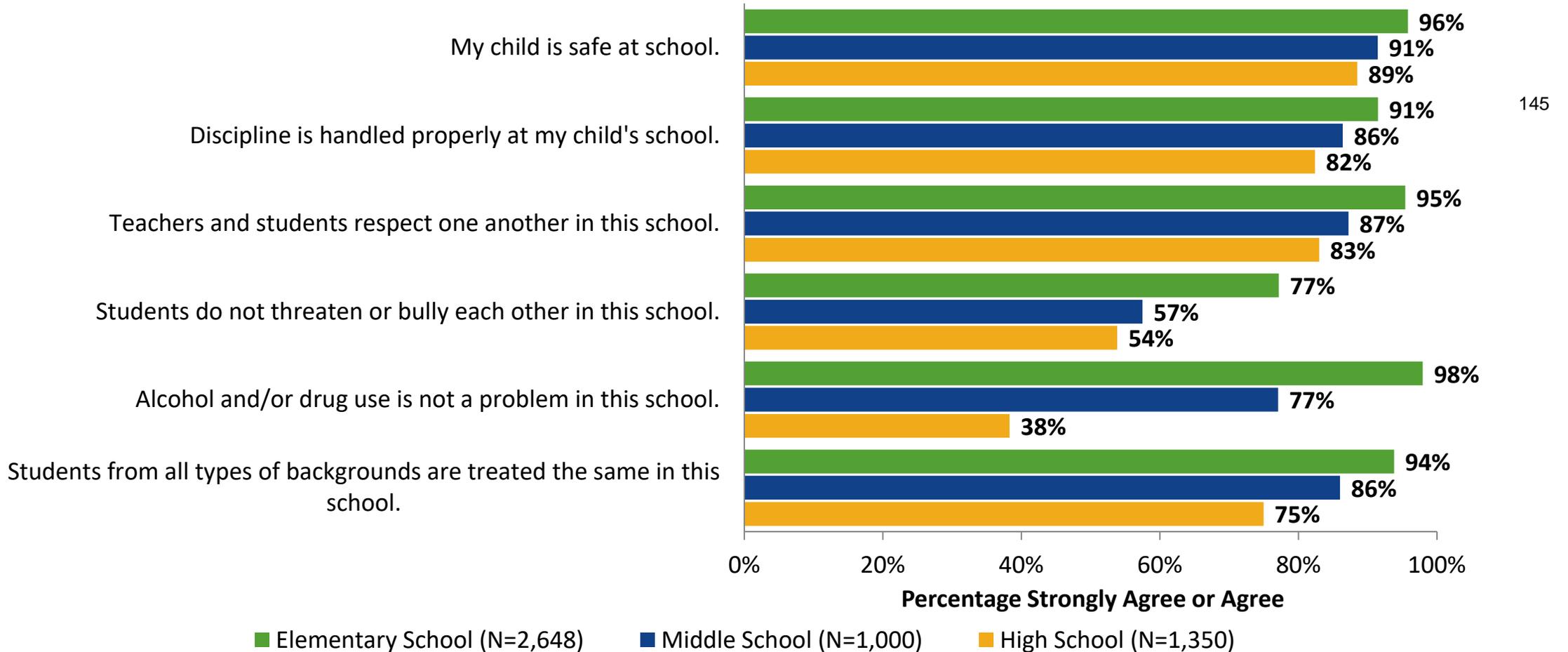
How strongly do you disagree or agree with the following statements?



144

Safety and Behavior: Comparison by School Level

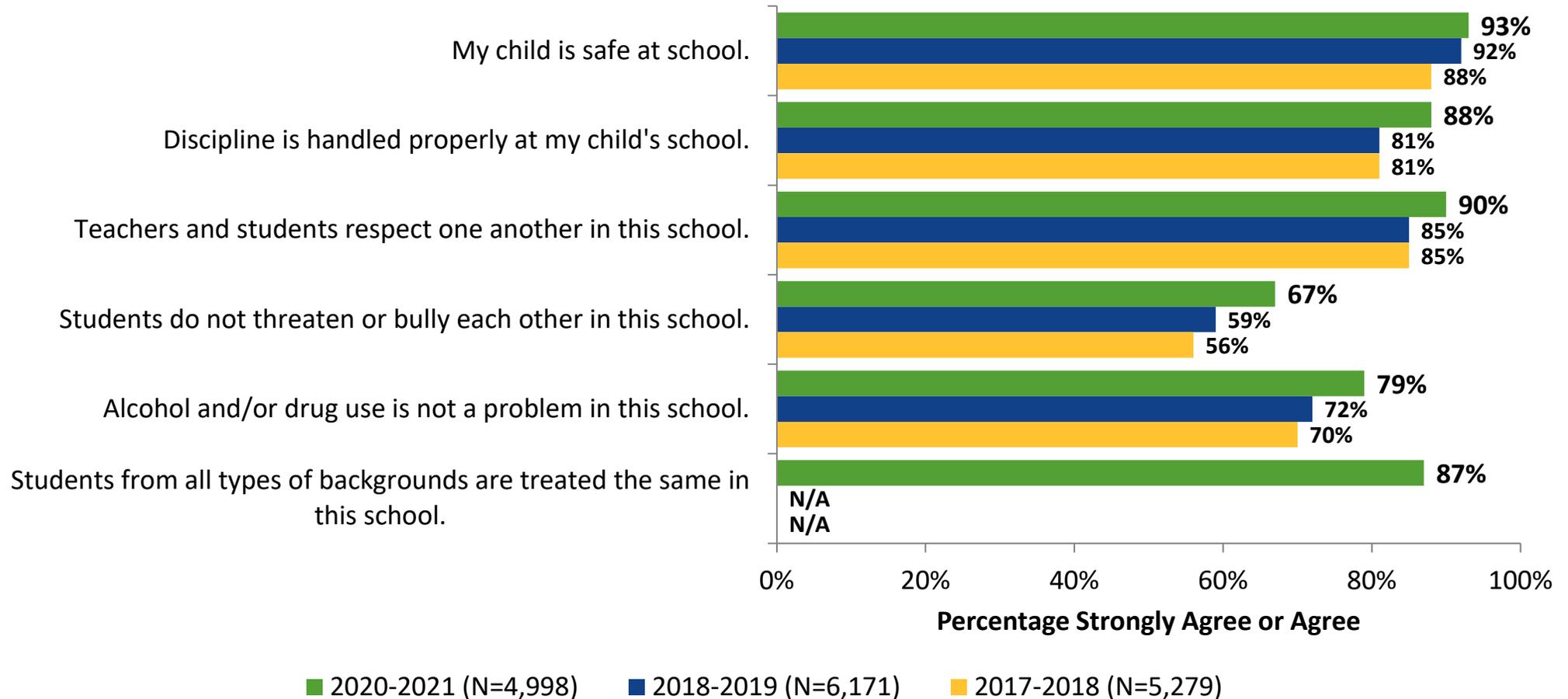
How strongly do you agree or disagree with the following statements?



145

Safety and Behavior: Comparison Over Time

How strongly do you disagree or agree with the following statements?



146

Highest and Lowest Ranking Items

Highest & Lowest Ranking Indicators — Elementary School

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Alcohol and/or drug use is not a problem in this school.	98%	Safety and Behavior
My child's associate or assistant principal responds to my concerns in a professional manner.	96%	School Leadership and Administration
My child's associate or assistant principal is courteous and listens to my concerns.	96%	School Leadership and Administration
There is a teacher, counselor, or other staff member who will listen to my child's concerns.	96%	Student Support
My child is safe at school.	96%	Safety and Behavior

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Students do not threaten or bully each other in this school.	23%	Safety and Behavior
The campus provides opportunities that extend my student's interests and talents (mentoring, enrichment opportunities, career exploration, etc.).	19%	Student Support
The campus keeps me informed about my child's academic progress.	19%	Family Involvement
My child has the opportunity to engage in learning that is relevant to his/her interests, passions, or goals.	14%	Academic Preparation
There are pictures of diverse communities reflected throughout my child's school.	13%	Student Support

Highest & Lowest Ranking Indicators — Middle School

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
My child's counselor responds to my concerns in a professional manner.	95%	School Leadership and Administration
My child's counselor resolves issues in a fair manner.	95%	School Leadership and Administration
My child's counselor is courteous and listens to my concerns.	94%	School Leadership and Administration
My child's associate or assistant principal is courteous and listens to my concerns.	94%	School Leadership and Administration
My child's principal responds to my concerns in a professional manner.	94%	School Leadership and Administration

149

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Students do not threaten or bully each other in this school.	43%	Safety and Behavior
Classroom activities keep my child interested in learning.	30%	Academic Preparation
My child has the opportunity to engage in learning that is relevant to his/her interests, passions, or goals.	26%	Academic Preparation
My child feels like he/she is a part of a community at their school.	25%	Student Support
The instructional resources provided are effective in helping my child master the curriculum.	24%	Academic Preparation

Highest & Lowest Ranking Indicators — High School

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
My child's counselor is courteous and listens to my concerns.	93%	School Leadership and Administration
My child's counselor responds to my concerns in a professional manner.	93%	School Leadership and Administration
My child's counselor resolves issues in a fair manner.	92%	School Leadership and Administration
My child's principal provides adequate and timely communication.	92%	School Leadership and Administration
My child's associate or assistant principal is courteous and listens to my concerns.	91%	School Leadership and Administration

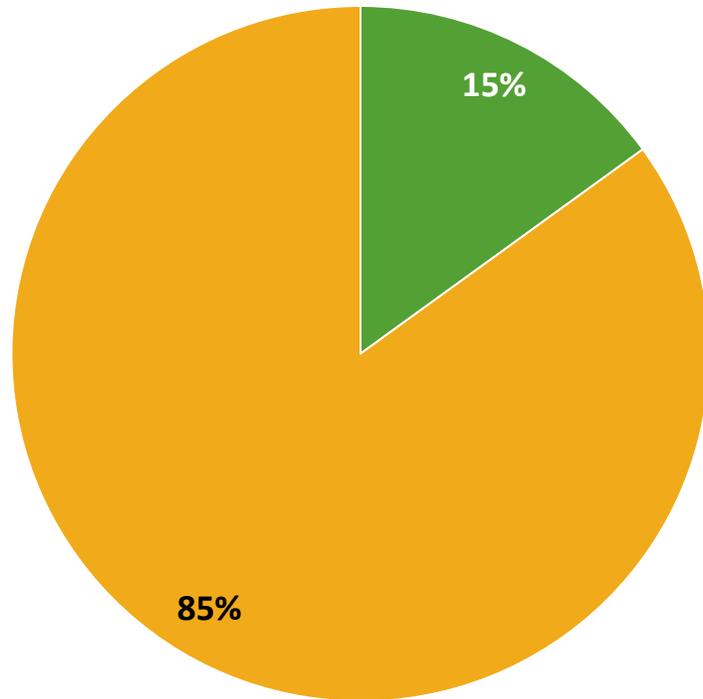
150

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Alcohol and/or drug use is not a problem in this school.	62%	Safety and Behavior
Students do not threaten or bully each other in this school.	46%	Safety and Behavior
Classroom activities keep my child interested in learning.	43%	Academic Preparation
My child feels like he/she is a part of a community at their school.	34%	Student Support
The instructional resources provided are effective in helping my child master the curriculum.	32%	Academic Preparation

Additional Questions

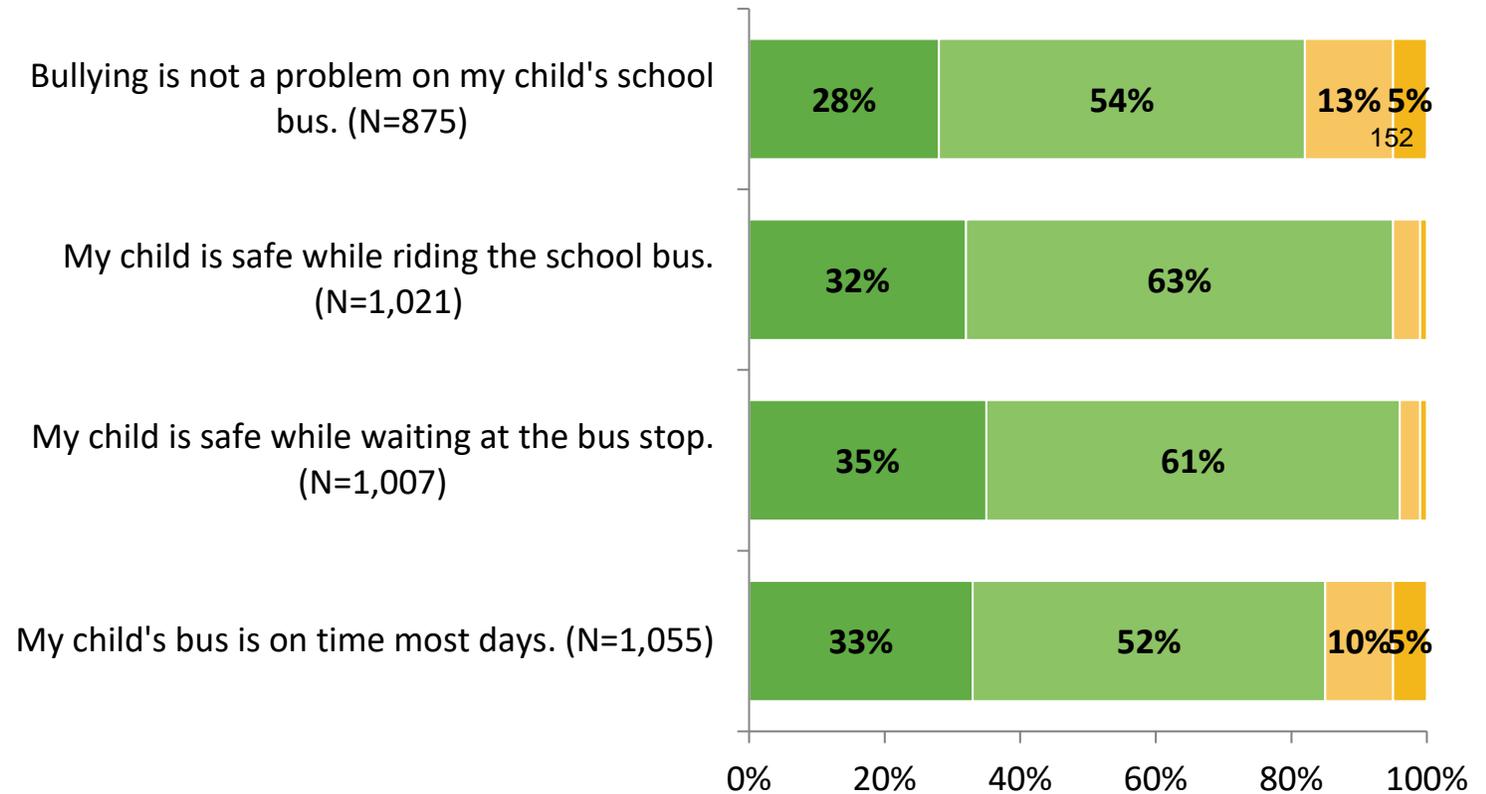
Bus Transportation

Does your child ride the bus to and/or from school?
(N=7,013)



■ Yes ■ No

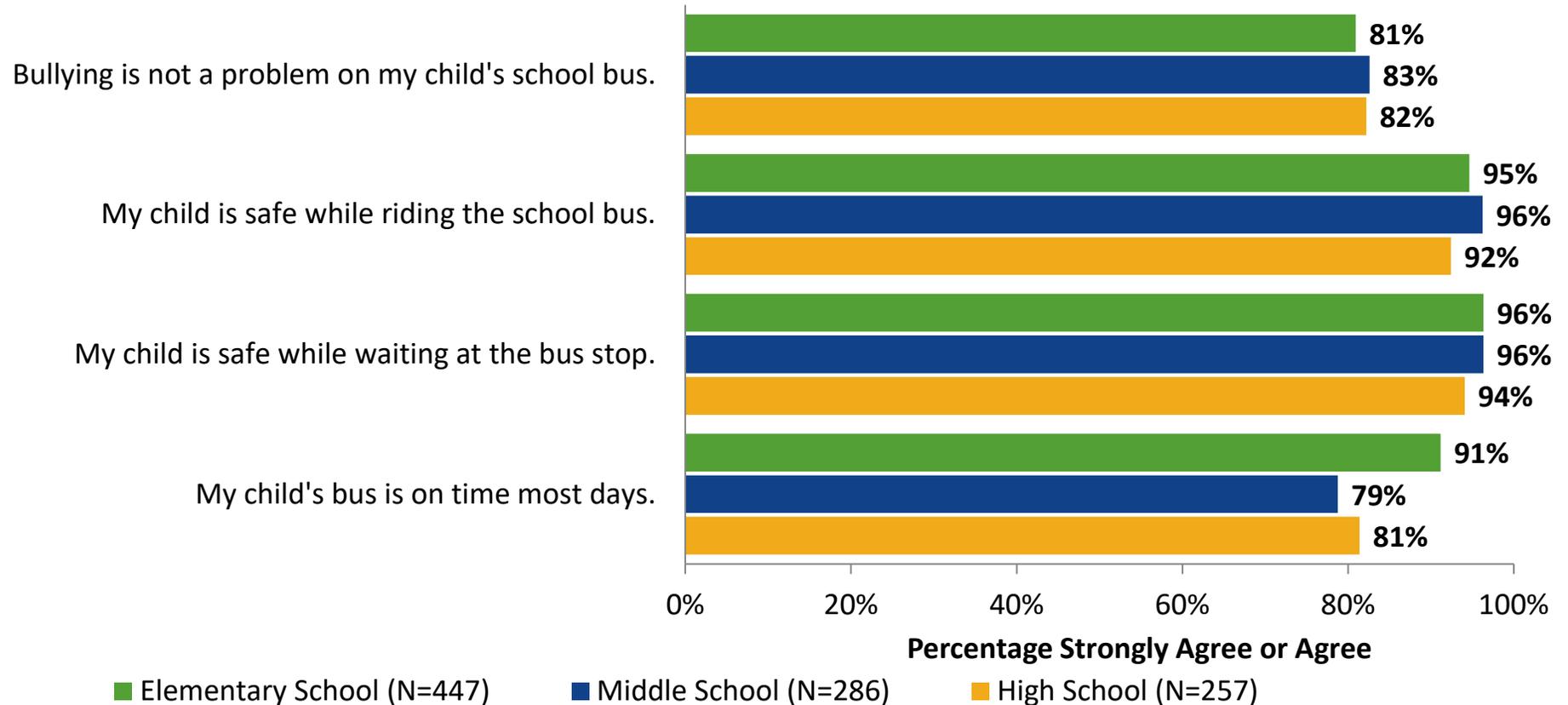
How strongly do you disagree or agree with the following statements?



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Bus Transportation: Comparison by School Level

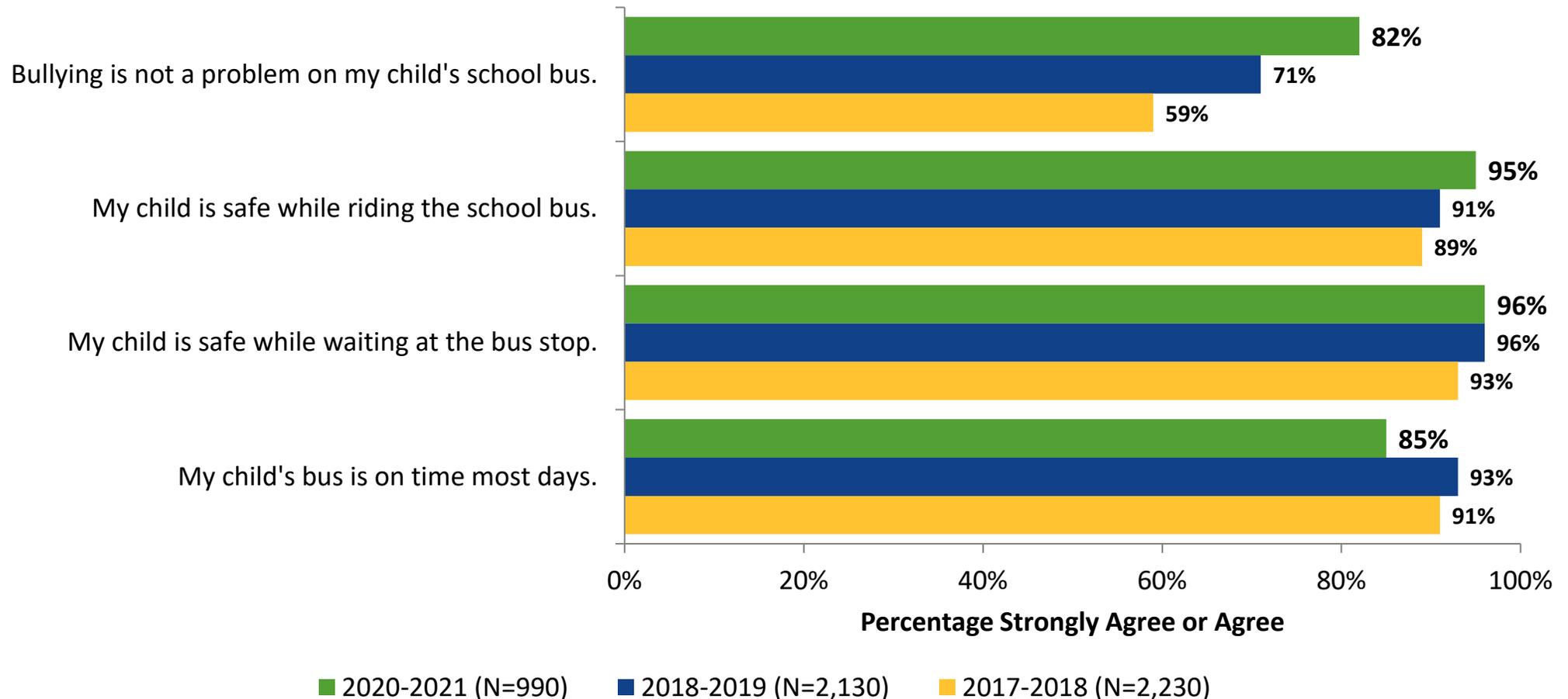
How strongly do you agree or disagree with the following statements?



153

Bus Transportation: Comparison Over Time

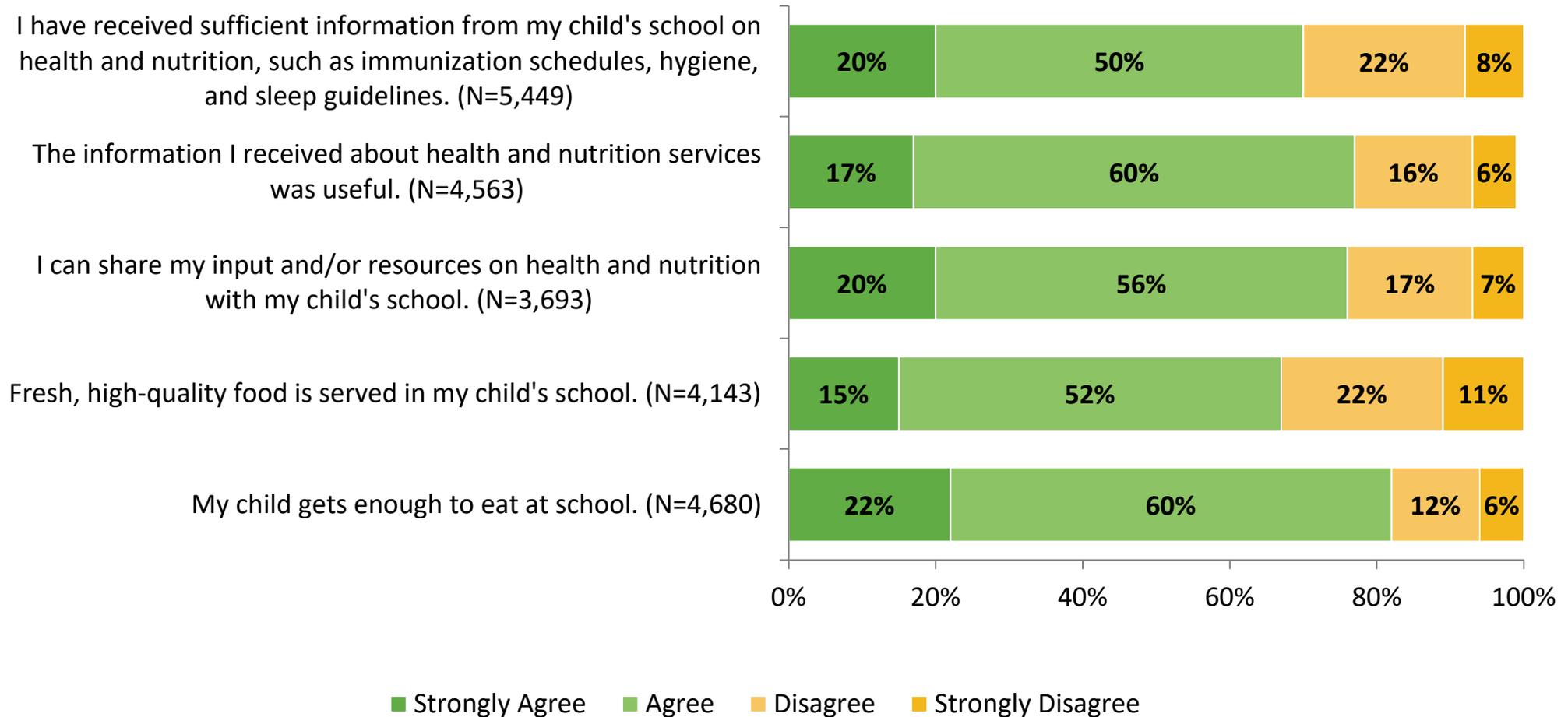
How strongly do you disagree or agree with the following statements?



154

Nutrition

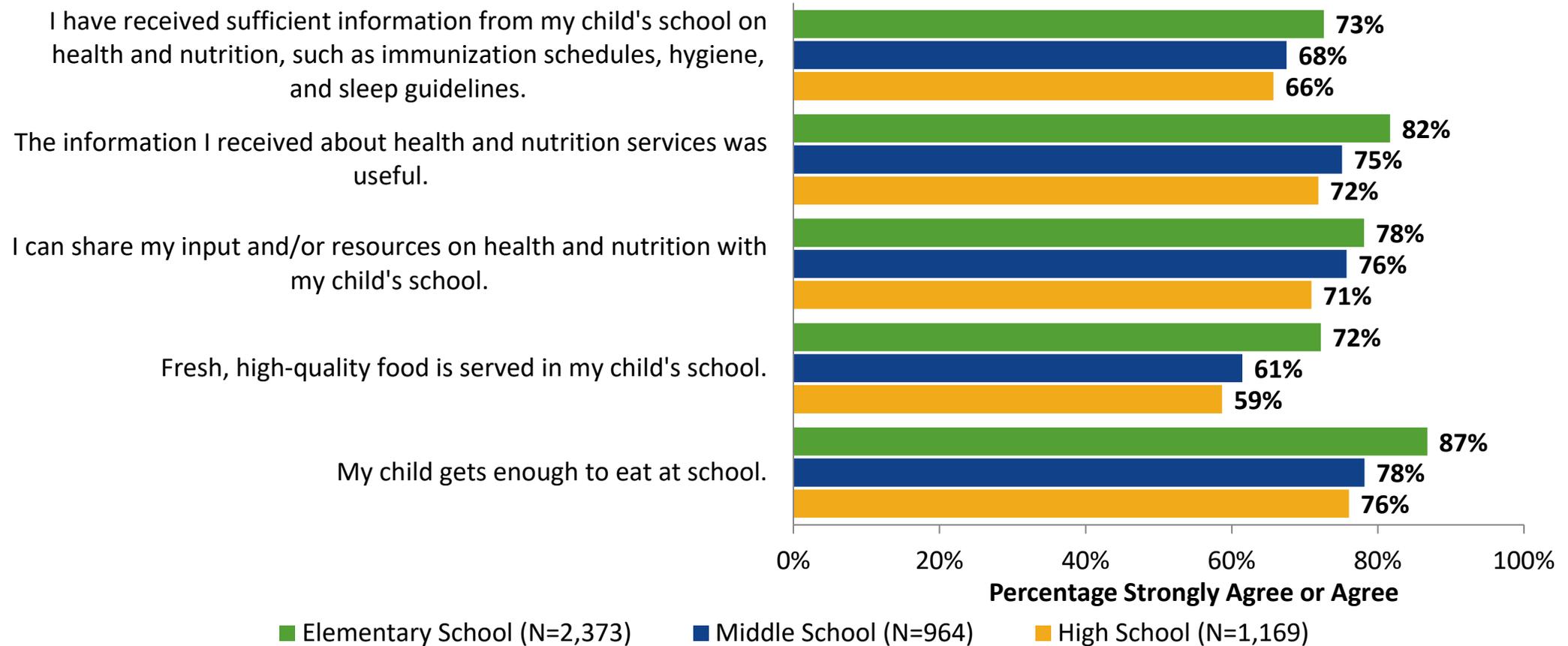
Below are statements about child nutrition and meal services in your child's school.



155

Nutrition: Comparison by School Level

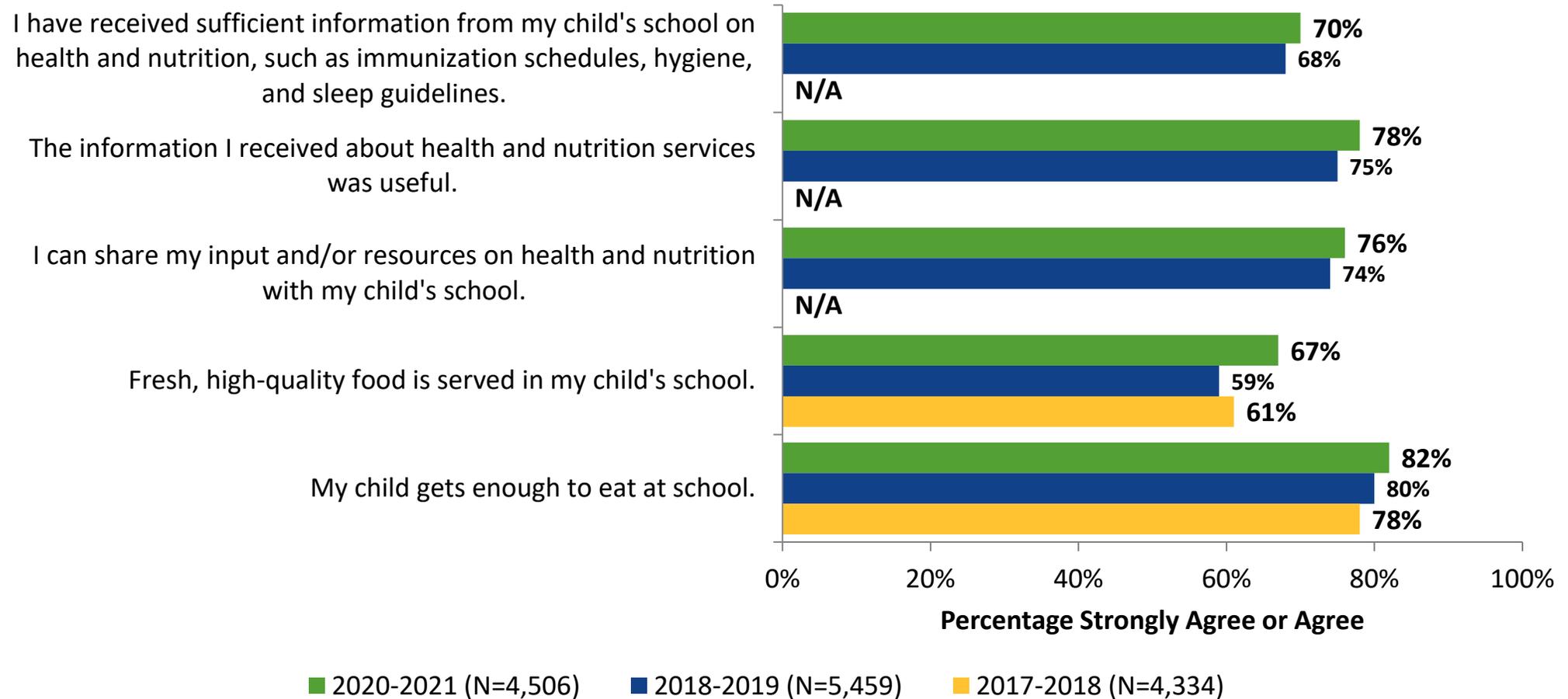
How strongly do you agree or disagree with the following statements?



156

Nutrition: Comparison Over Time

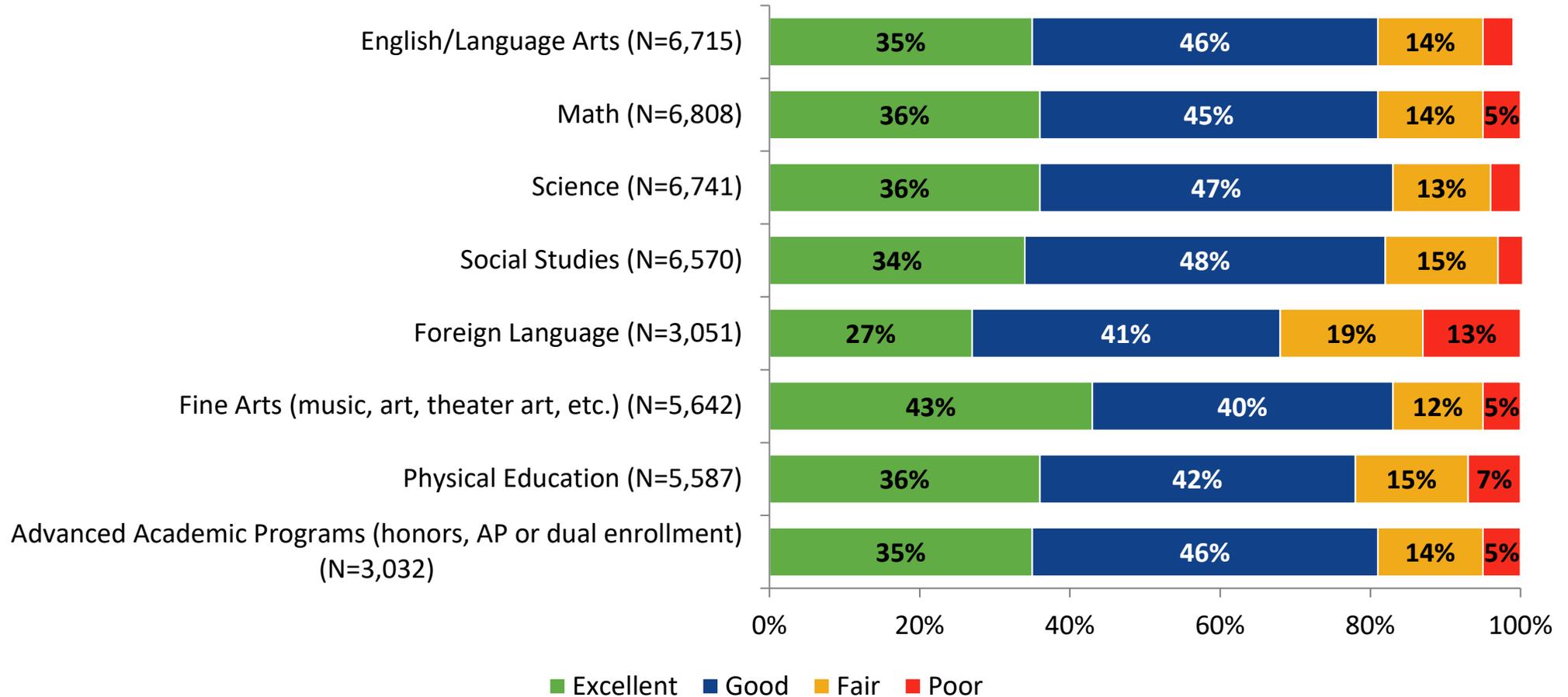
Below are statements about child nutrition and meal services in your child's school.



157

Quality of Programs and Services

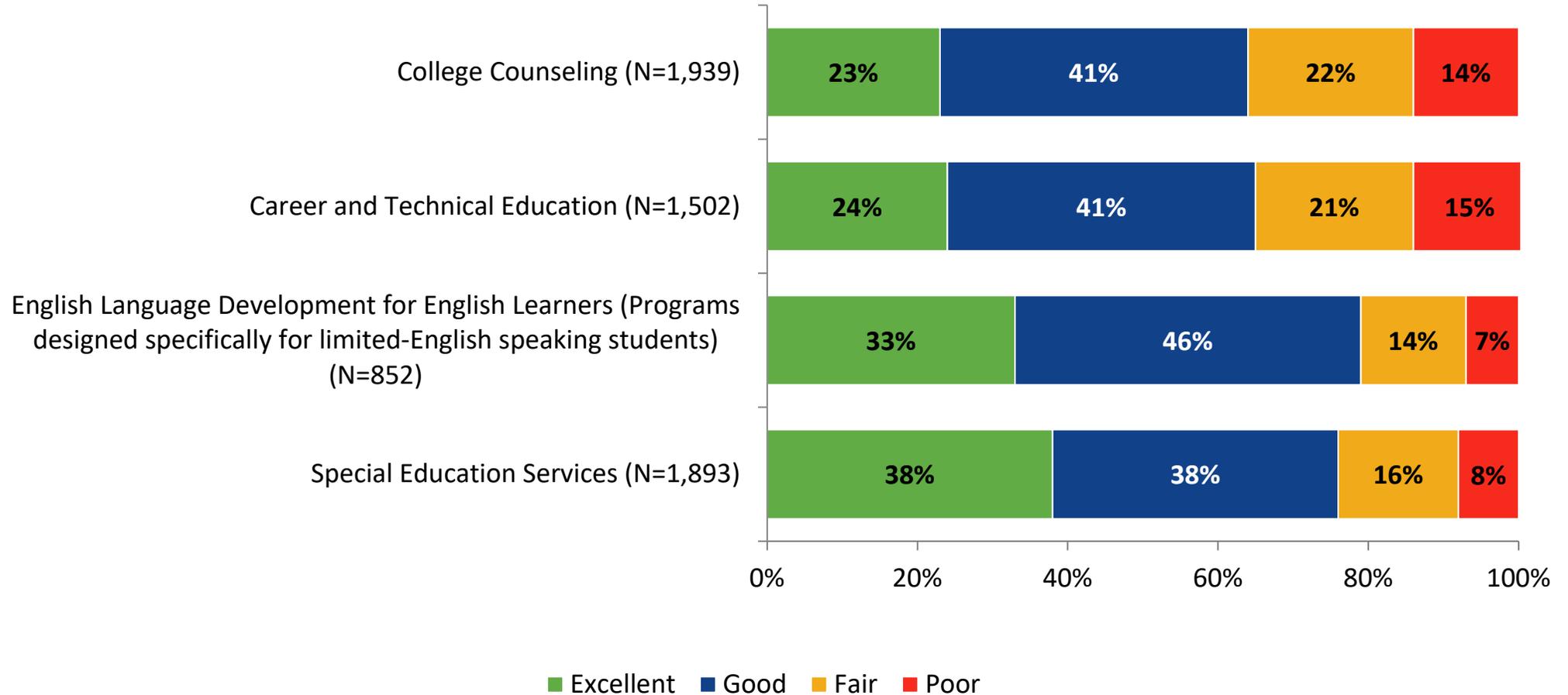
Please rate the overall quality of each program or service listed below.



158

Quality of Programs and Services (Continued)

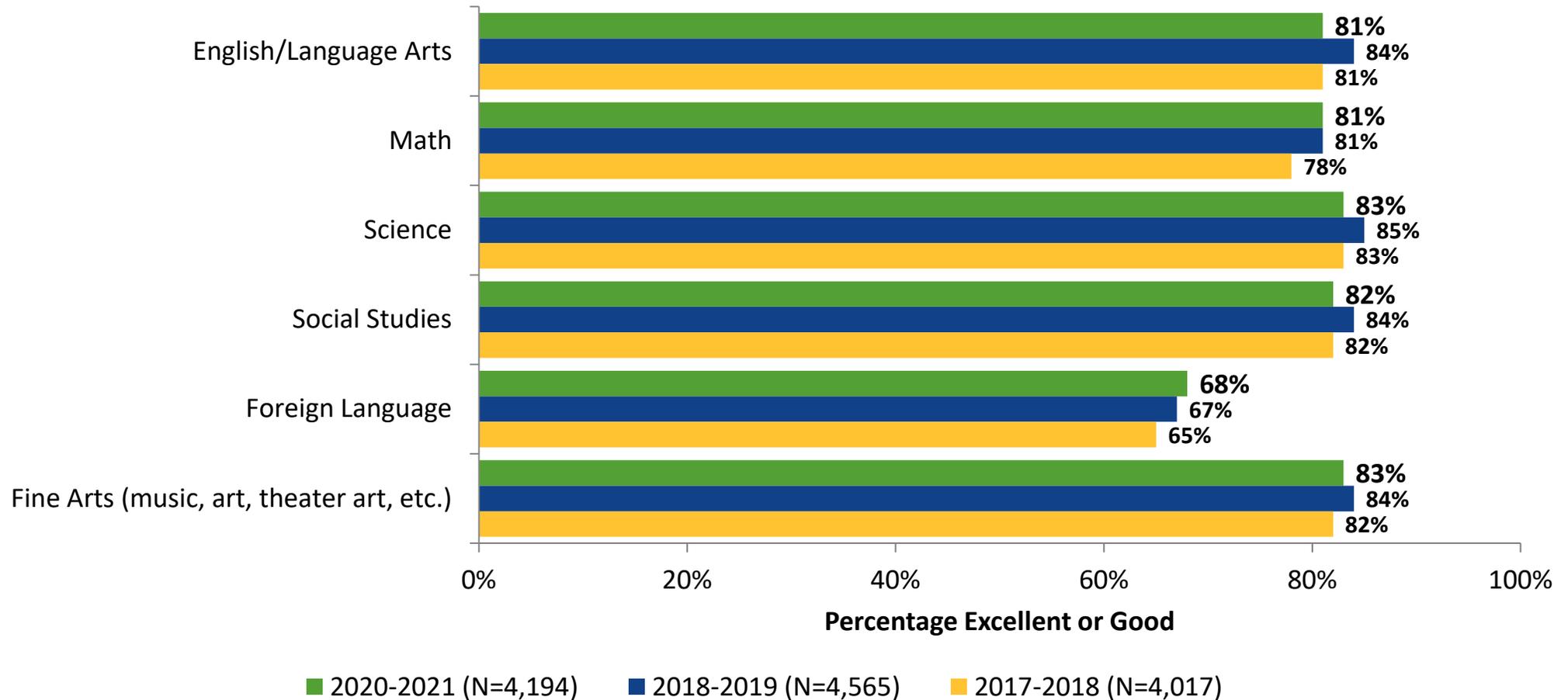
Please rate the overall quality of each program or service listed below.



159

Quality of Programs and Services: Comparison Over Time

Please rate the overall quality of each program or service listed below.

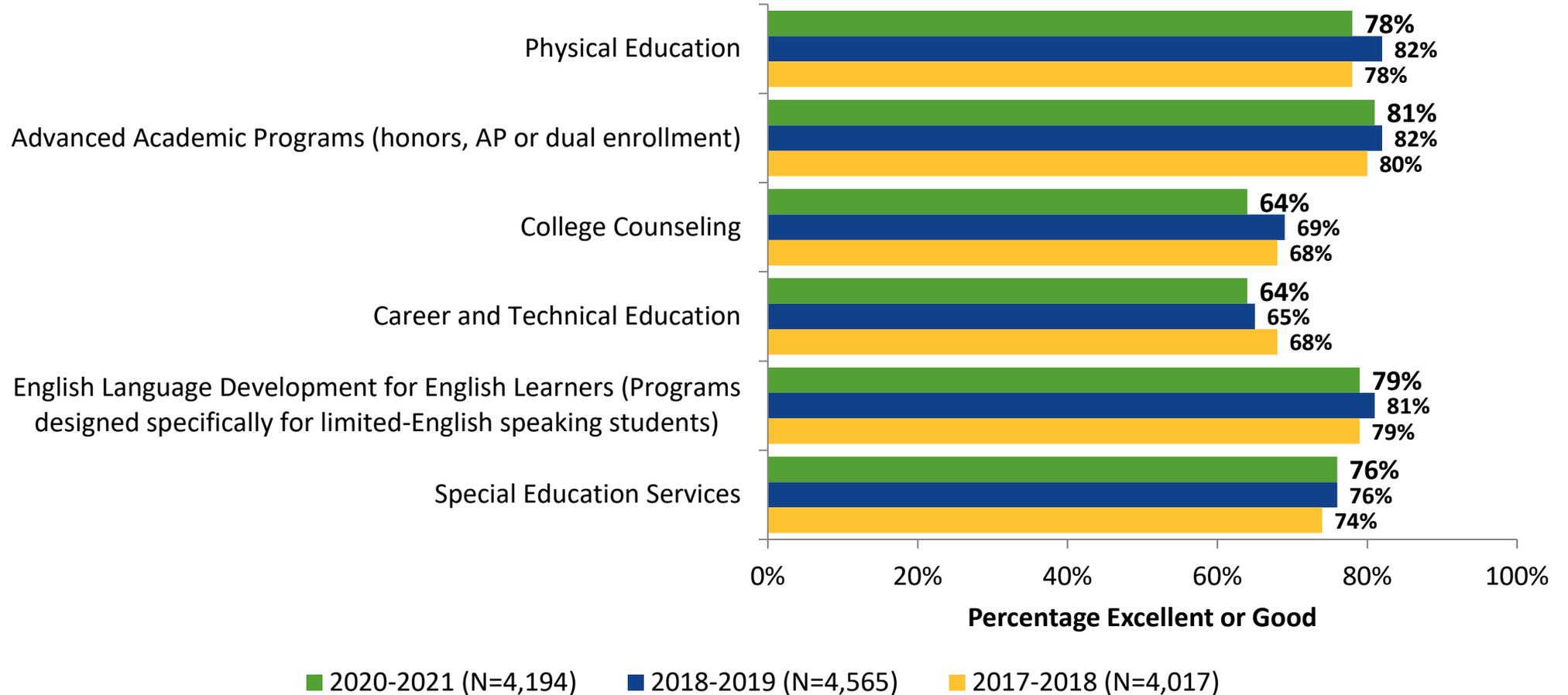


160

Note: Don't Know/Not Applicable responses have been excluded from calculations.
 Answer options: Excellent, Good, Fair, Poor, Don't Know/Not Applicable

Quality of Programs and Services: Comparison Over Time (Continued)

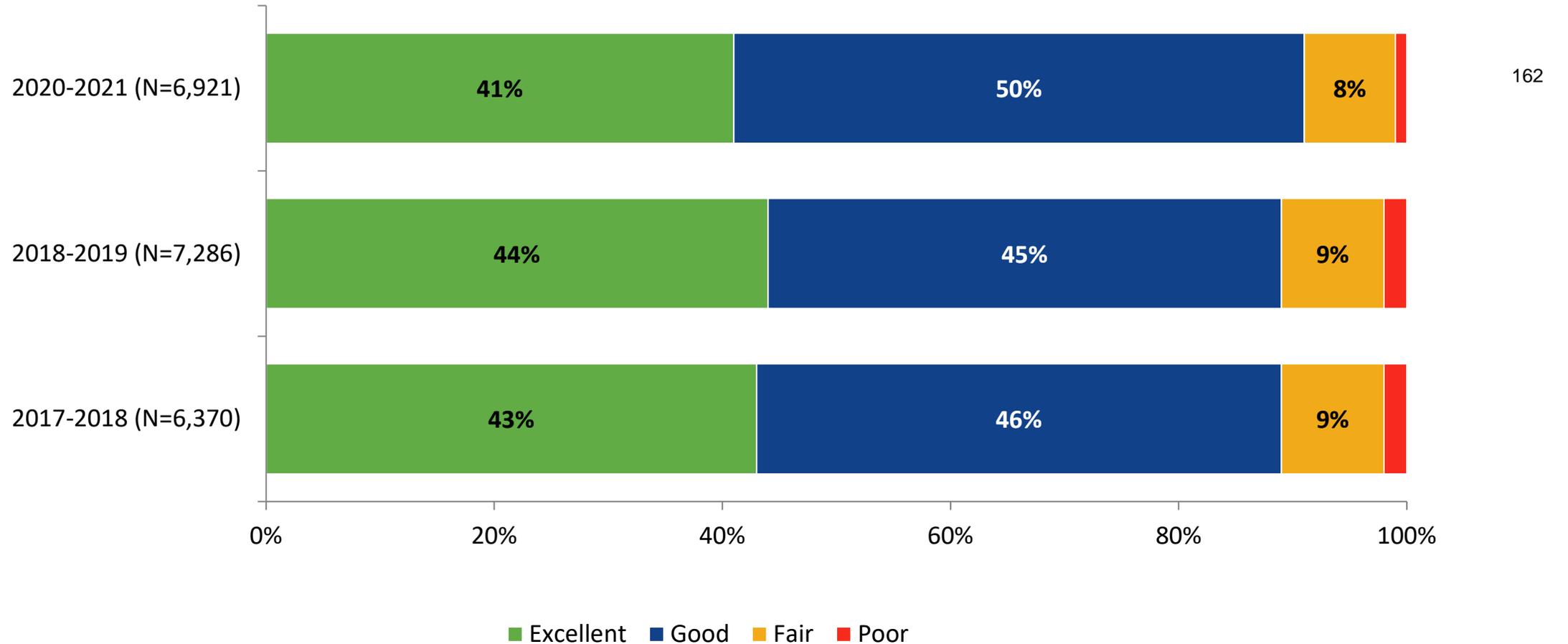
Please rate the overall quality of each program or service listed below.



161

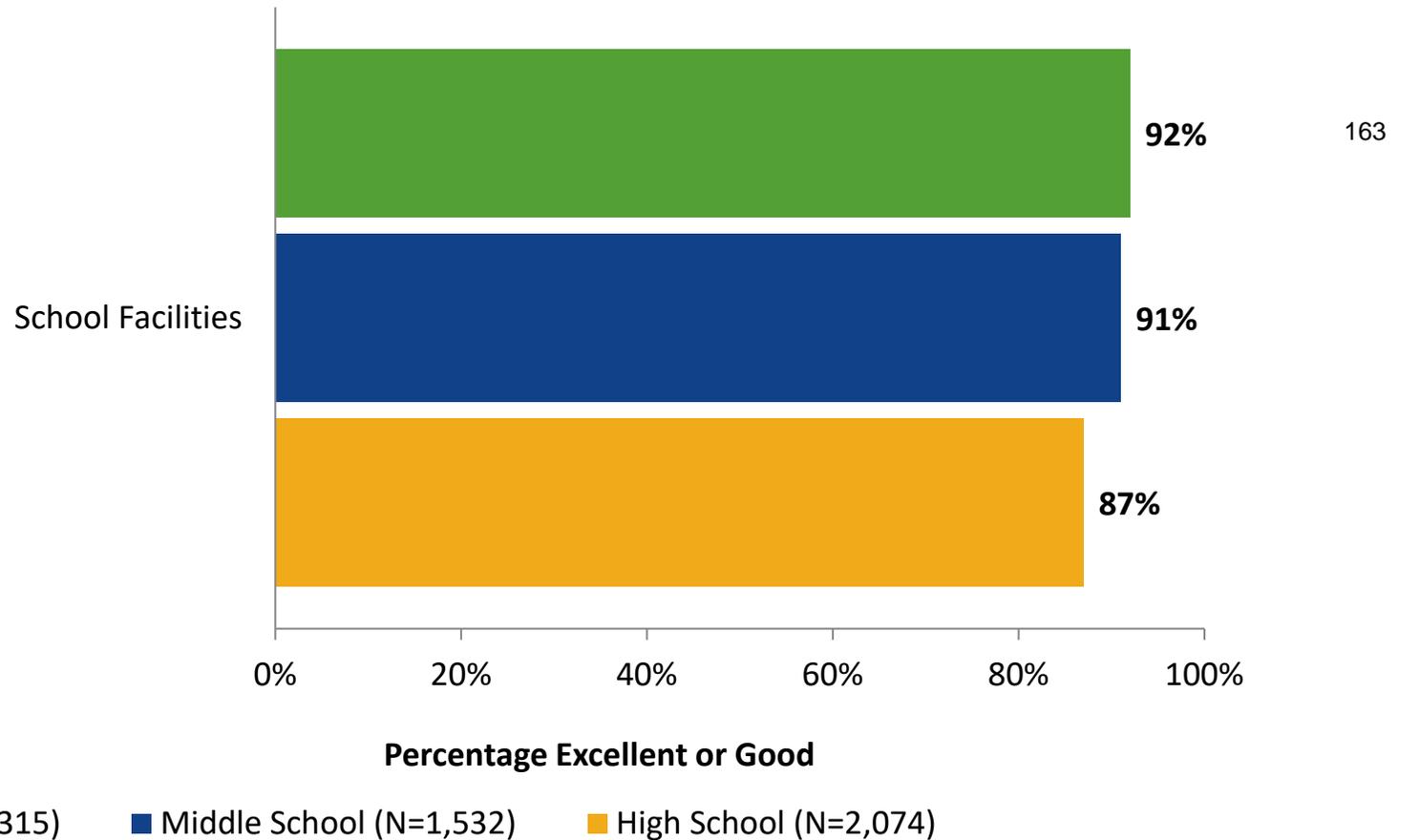
Quality of Facilities: Comparison Over Time

Overall, how would you rate the facilities in your school? (N=6,921)



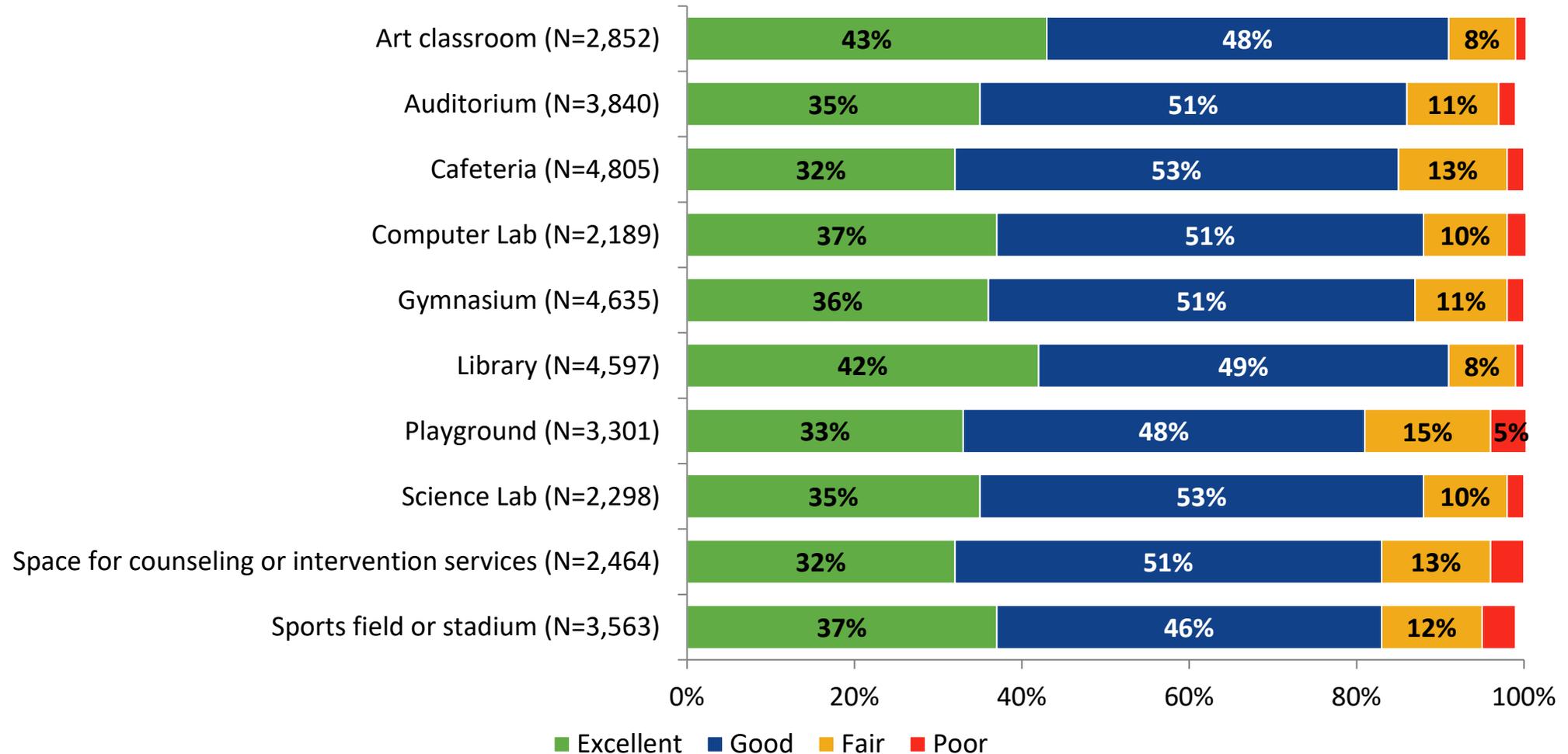
Quality of School Facilities: Comparison by School Level

Overall, how would you rate the facilities in your school?



Facilities

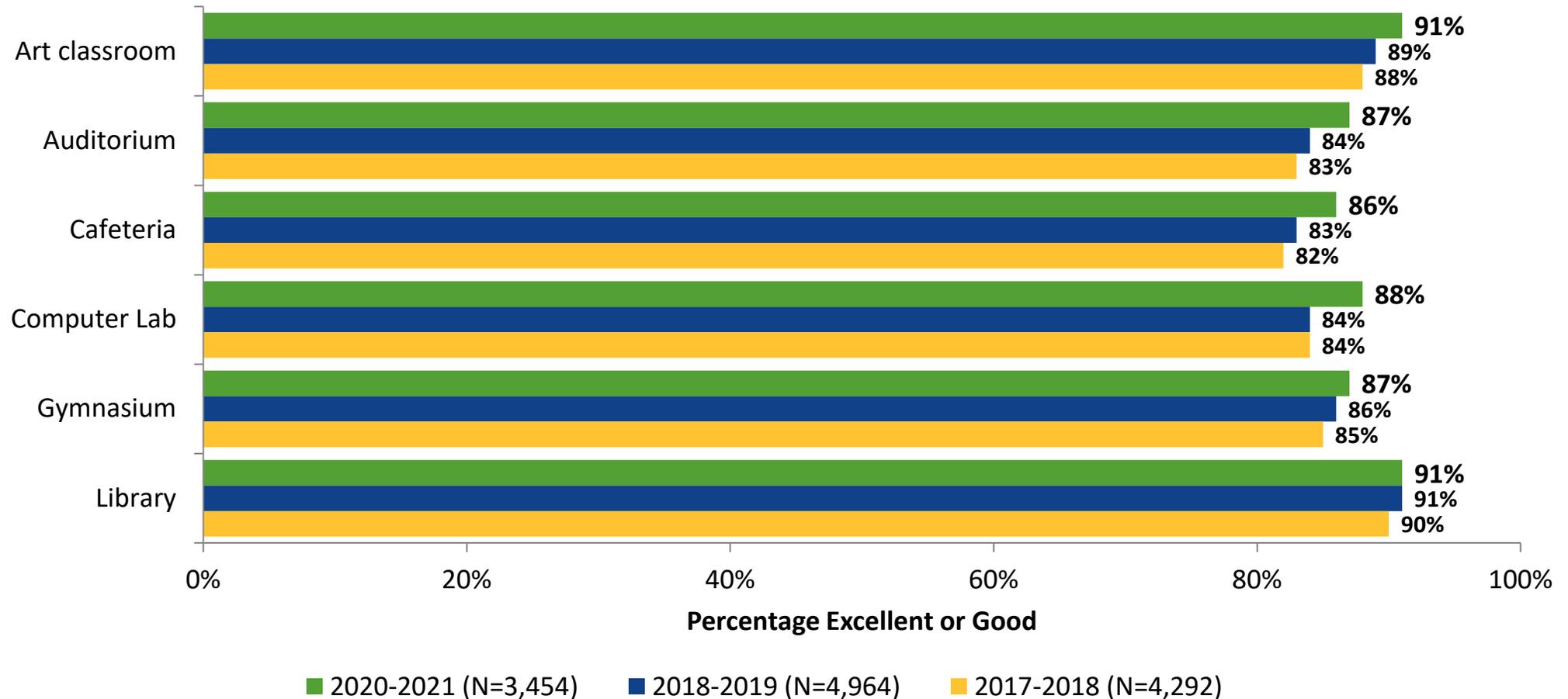
Please rate the condition of the following facilities and materials in your child's school.



164

Facilities: Comparison Over Time

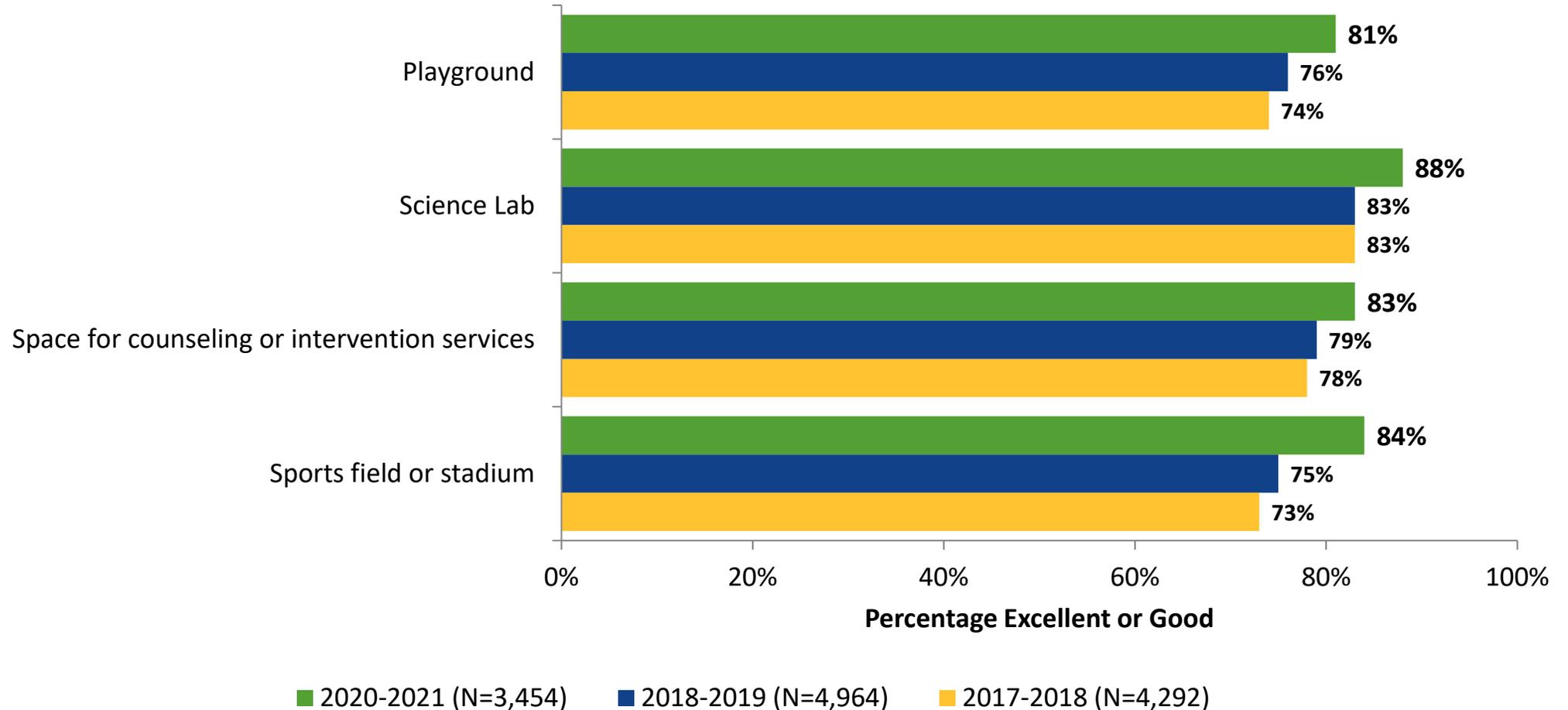
Please rate the condition of the following facilities and materials in your child's school.



165

Facilities: Comparison Over Time (Continued)

Please rate the condition of the following facilities and materials in your child's school.



166

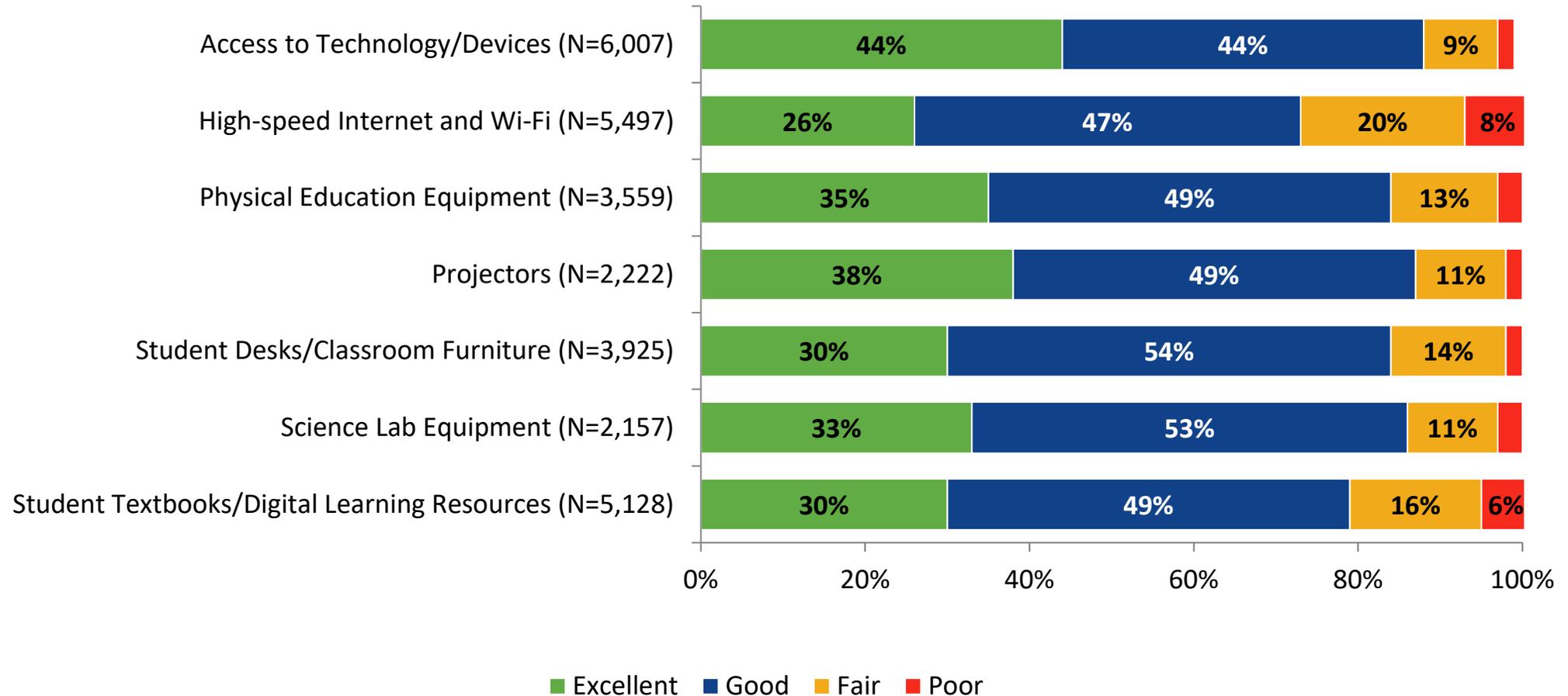
Facilities Needing Improvement

Please select THREE areas where your school's facilities most need improvement. (N=5,153)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Technology to meet the learning needs of students (including hardware, software, Internet speed and access)	6885	100	1 167
Adequacy and functionality of the parking, bus loop, and student drop-off areas	4876	71	2
Safety and security (including perimeter lighting, security cameras, security officers)	3710	54	3
Availability and functionality of the outdoor spaces and playfields/playgrounds	2865	42	4
Appearance and functionality of the classrooms	2721	40	5
Materials, resources, and equipment for students with special needs	2038	30	6
Equipment and furniture	1769	26	7
Thermal comfort (including heating and cooling)	1742	25	8
Athletic facilities (including fields and stadiums)	1683	24	9
Neatness and cleanliness	771	11	10
Exterior appearance	739	11	11
Communications systems (including PA, phones, emergency call buttons)	713	10	12
Lighting levels in the classroom	406	6	13

Materials

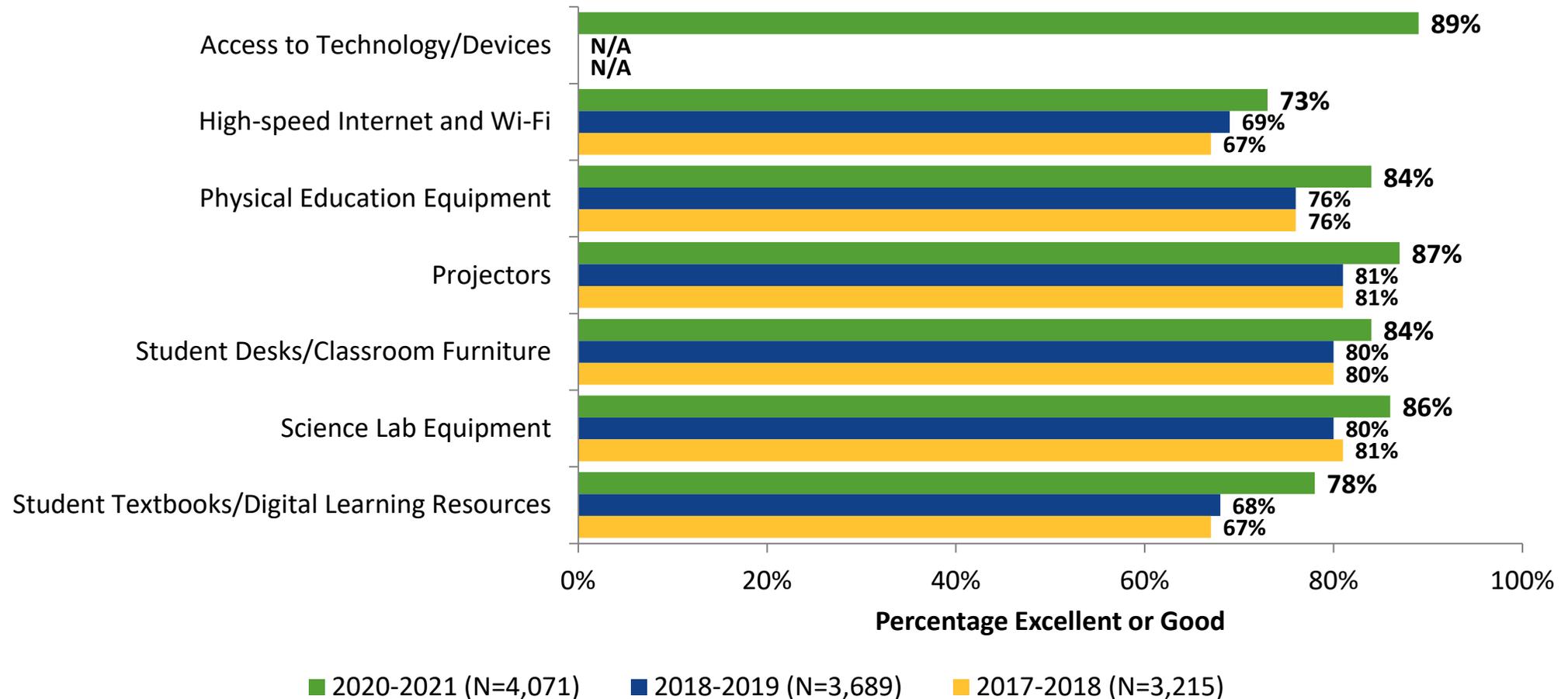
Please rate the adequacy of the following materials in your child's school.



168

Materials: Comparison Over Time

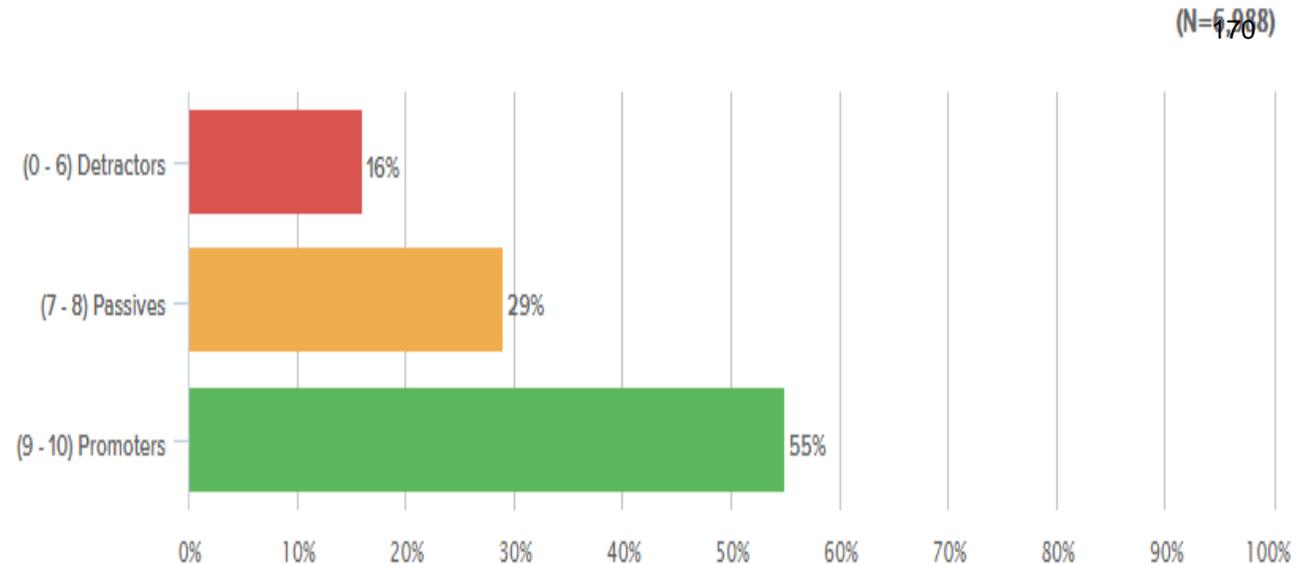
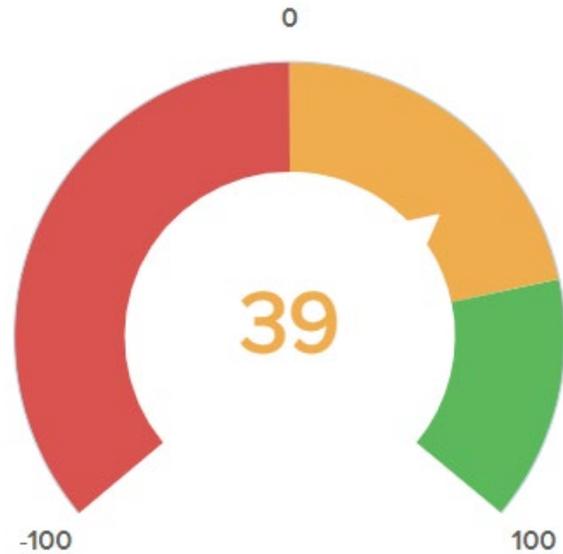
Please rate the adequacy of the following materials in your child's school.



Net Promoter Score

On a scale of 0-10, how likely are you to recommend Leander ISD to a friend or colleague? (N=6,988)

Net Promoter Score	
2018-2019	39
2017-2018	31



Net Promoter Score® (NPS) gauges customer loyalty. Those who give a score of 0 to 6 are classified as Detractors, those who respond with a 7 or 8 are Passives, and customers who choose 9 or 10 are Promoters. The overall NPS score is calculated by subtracting the percentage of Detractors from the percentage of Promoters.

Participant Demographics

Elementary Campus

Please select your child's school. (N=7,049)

Campus	Count (N)	Percentage (%)	Campus	Count (N)	Percentage (%)
Akin Elementary School	202	3%	Naumann Elementary School	92	1%
Bagdad Elementary School	76	1%	Parkside Elementary School	205	3%
Block House Creek Elementary School	85	1%	Plain Elementary School	94	1%
Camacho Elementary School	79	1%	Pleasant Hill Elementary School	122	2%
Cox Elementary School	159	2%	Reagan Elementary School	186	3%
Cypress Elementary School	119	2%	Reed Elementary School	122	2%
Deer Creek Elementary School	161	2%	River Place Elementary School	101	1%
Faubion Elementary School	71	1%	River Ridge Elementary School	107	2%
Giddens Elementary School	65	1%	Rutledge Elementary School	203	3%
Grandview Hills Elementary School	62	1%	Steiner Ranch Elementary School	99	1%
Knowles Elementary School	75	1%	Westside Elementary School	121	2%
Larkspur Elementary School	131	2%	Whitestone Elementary School	176	2%
Laura Welch Bush Elementary	115	2%	Winkley Elementary School	142	2%
Mason Elementary School	199	3%			

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Secondary Campus

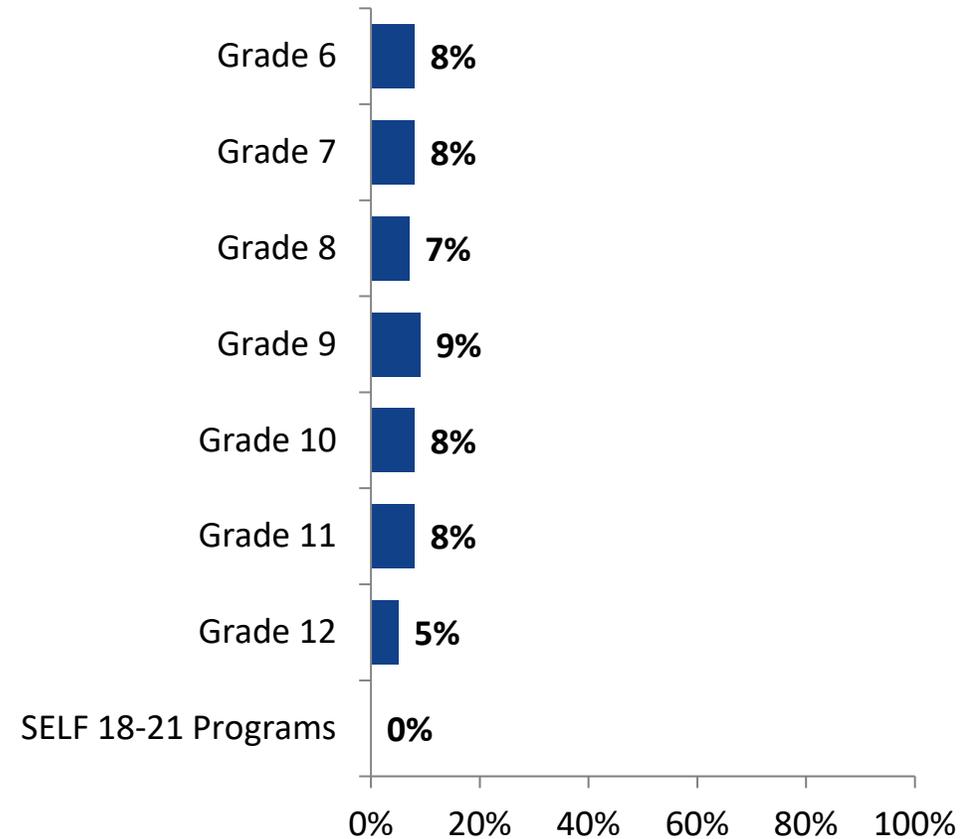
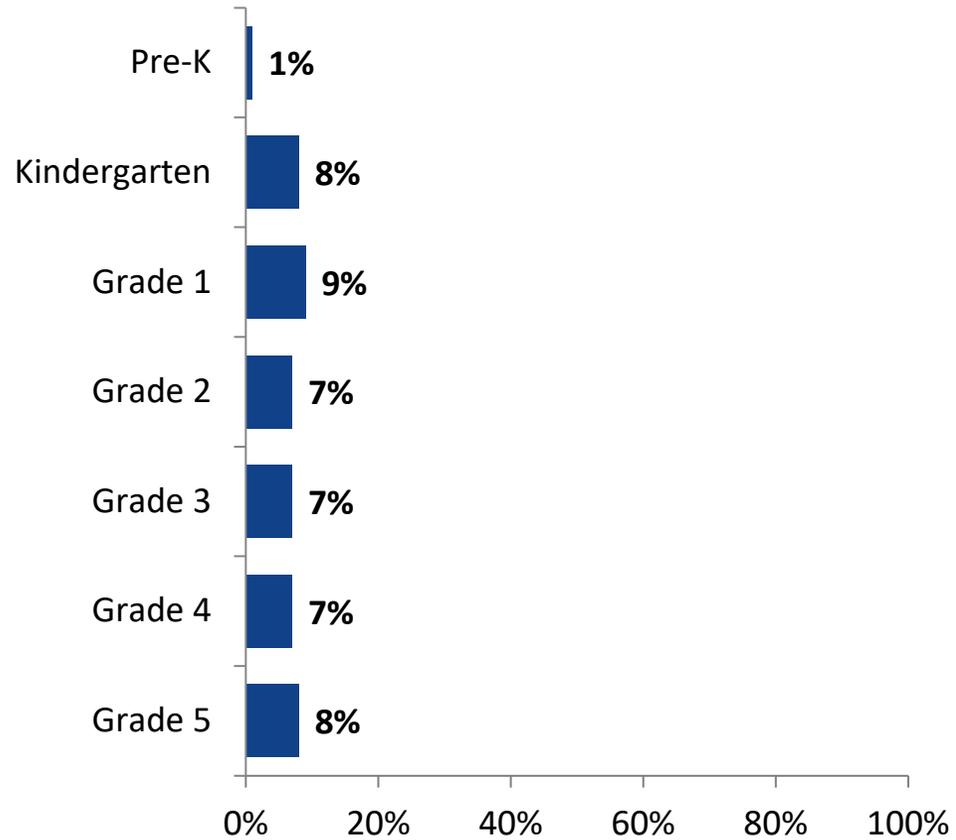
Please select your child's school. (N=7,049)

Campus	Count (N)	Percentage (%)	Campus	Count (N)	Percentage (%)
Canyon Ridge Middle School	201	3%	Leander Middle School	134	2%
Cedar Park High School	384	5%	New Hope High School	8	0%
Cedar Park Middle School	233	3%	Rouse High School	262	4%
Danielson Middle School	141	2%	Running Brushy Middle School	161	2%
Four Points Middle School	118	2%	Stiles Middle School	223	3%
Glenn High School	211	3%	Vandegrift High School	417	6%
Henry Middle School	220	3%	Vista Ridge High School	442	6%
Leander High School	391	6%	Wiley Middle School	134	2%

173

Grade

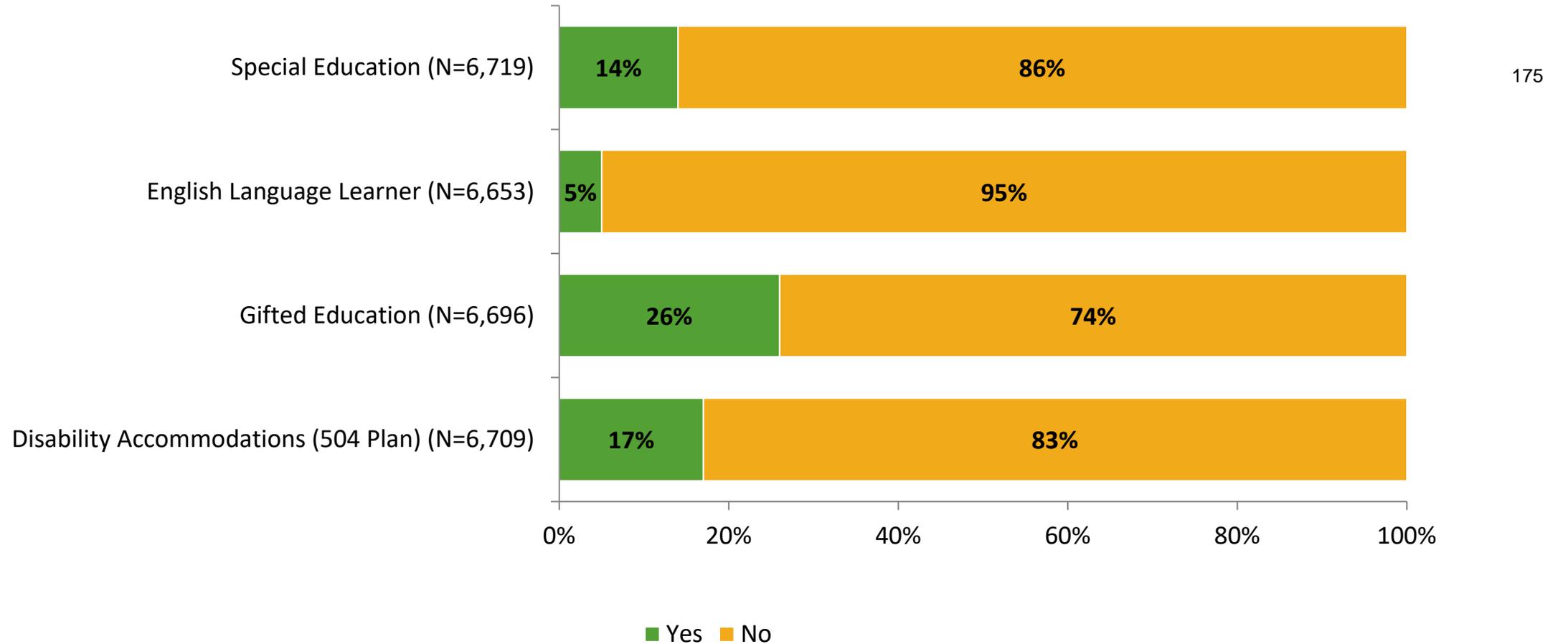
Please select your child's grade. (N=7,001)



174

Services for Students

Does your child receive any of the following services at this school?





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2020-2021 School Quality Survey for Elementary and Secondary Students

177

Results and Analysis

Leander ISD

January 27 - March 28, 2021



Overview of the Study and Results

The Leander Independent School District (LISD) Campus Climate Survey asked students in grades 3-12 for feedback on the environment of their school. K12 *Insight* partnered with LISD team members to develop the survey, which addressed the following topics:

- Academic Preparation
- Student Support
- Family Involvement (Elementary Students Only)
- School Leadership (Secondary Students Only)
- Safety and Behavior
- Programs and Services (Secondary Students Only)
- School Facilities (Secondary Students Only)
- Additional School Operations (Secondary Students Only)

178

The survey was open from January 27 to March 28. Students in grades 3-12 used their student IDs to access the survey in school.

This report summarizes district-level results and breaks them down by school level. Results could not be compared to previous survey administrations because this year the survey was separated to have a version for elementary students and a version for secondary students. The answer scale changed for elementary students from a 4-point agreement scale to a true/false scale. Site-level reports were also developed.

Survey results do not reflect random sampling; therefore, they should not be generalized to all LISD students in grades 3-12. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding. Don't Know responses have been excluded.

Summary and Insights

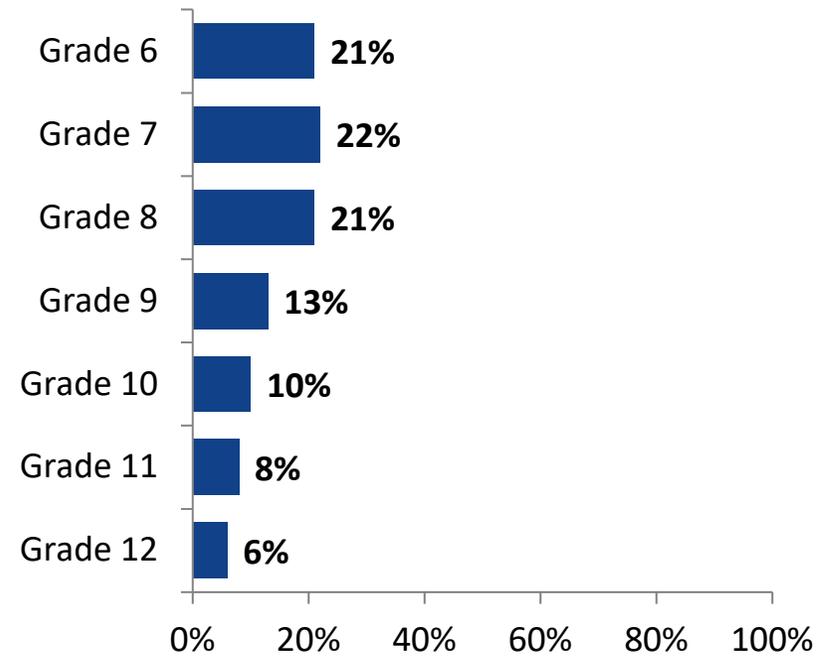
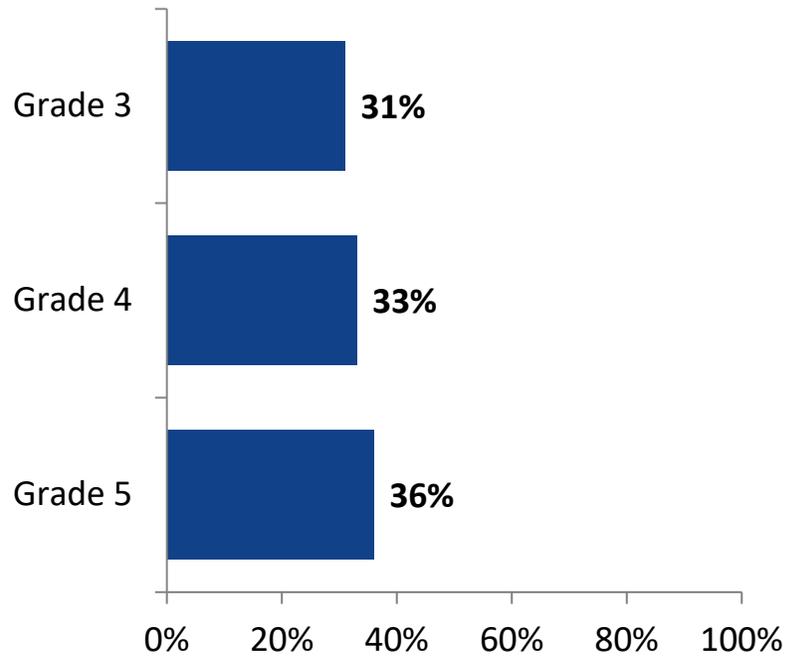
- Overall, 89% of elementary students and 74% of secondary students rated their school as excellent or good.
- 73% of elementary students said they were very happy or happy about their physical well-being and 64% said they were very happy or happy about their emotional well-being.
- 80% of secondary students rated their overall physical well-being as excellent or good compared to 57% who rated their emotional well-being as excellent or good.
- Under the dimension of Academic Preparation, 88% of elementary students said their teachers include them in classroom discussion. However, fewer (24%) said their teachers ask them what they want to learn about.
- Under the dimension of Academic Preparation, 86% of secondary students strongly agreed or agreed that they receive support when they are struggling to learn in class. However, only 49% said that teachers show them how lessons relate to life outside of school and even fewer (28%) said teachers ask them what they want to learn about.
- Under the dimension of School Support and Environment, 92% of elementary students said there is an adult in their school they can talk to about a school problem compared to 78% who said there is an adult in their school they can talk to about a personal problem.
- Under the dimension of Student Support for High School Students, favorable responses (strongly agree or agree) were low when students were asked if their guidance counselor or transition coordinator had advised them to find a job (28%), how to get into college (69%), or explored post-high school career and education paths with them (61%).
- Under the dimension of Safety and Behavior, 94% of secondary students said they feel safe in their classroom and on-campus outside of their classroom. However, fewer (72%) strongly agreed or agreed that threatening and bullying is not a problem in their school.

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Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate	Total Responses
Elementary Students	8,733	6,413	73%	6,413
Secondary Students	23,165	9,654	42%	9,654

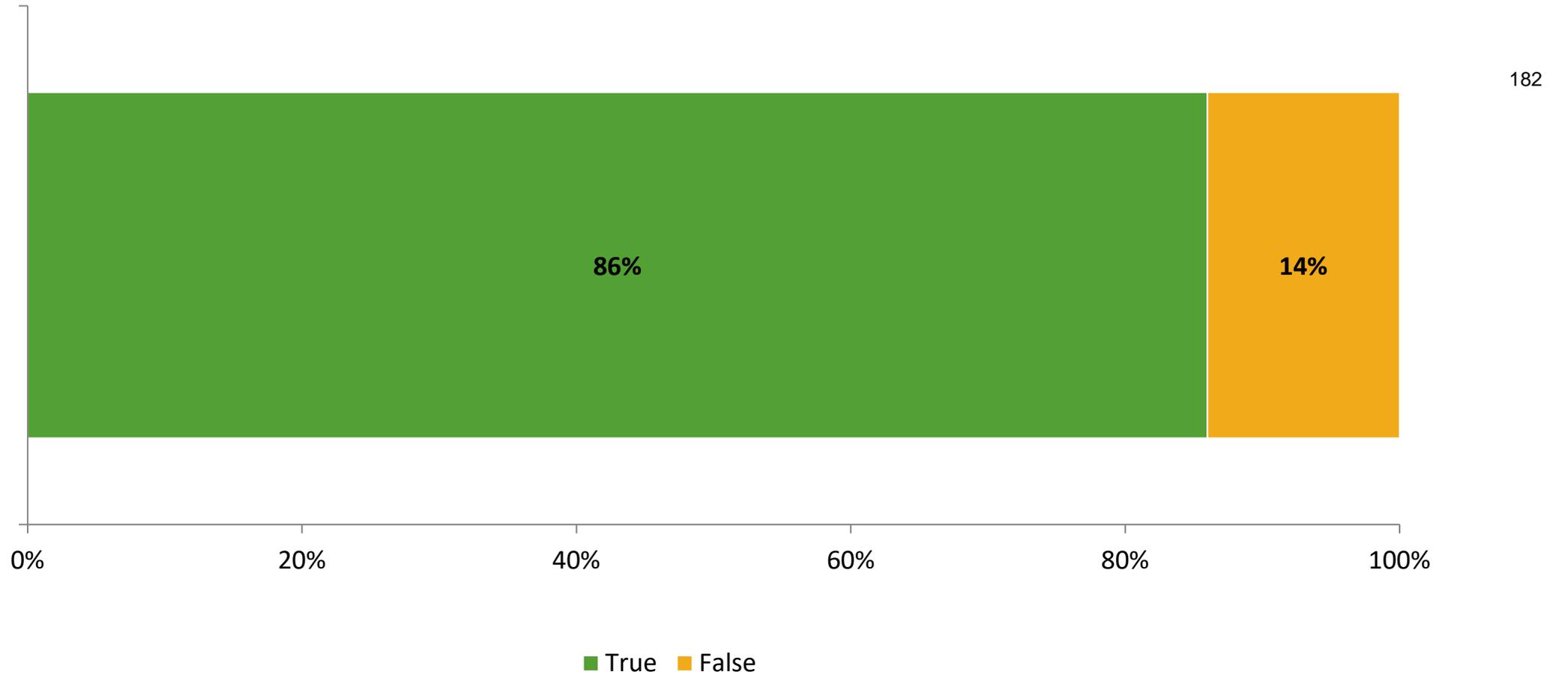
180



Overall Well-being and Engagement

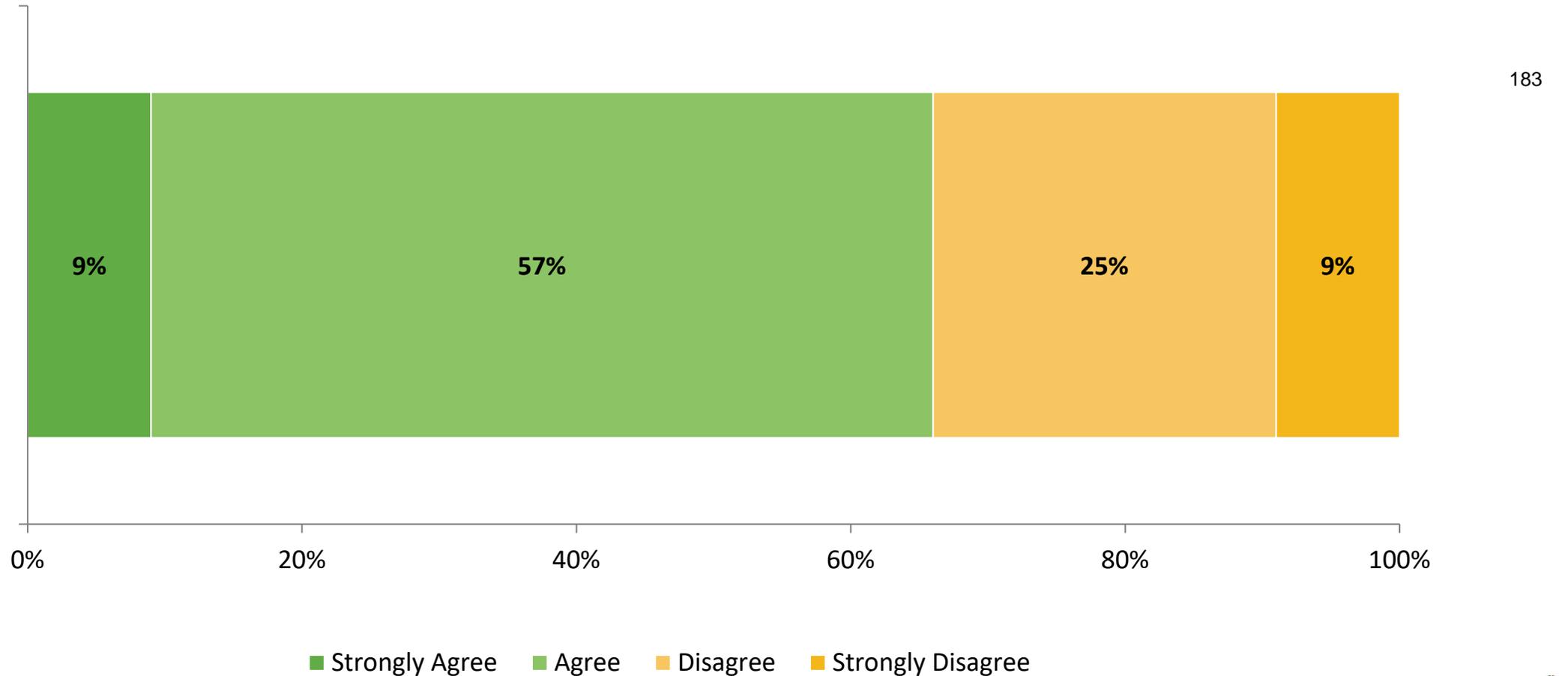
Liking School

Generally, I like school. (N=6,390)



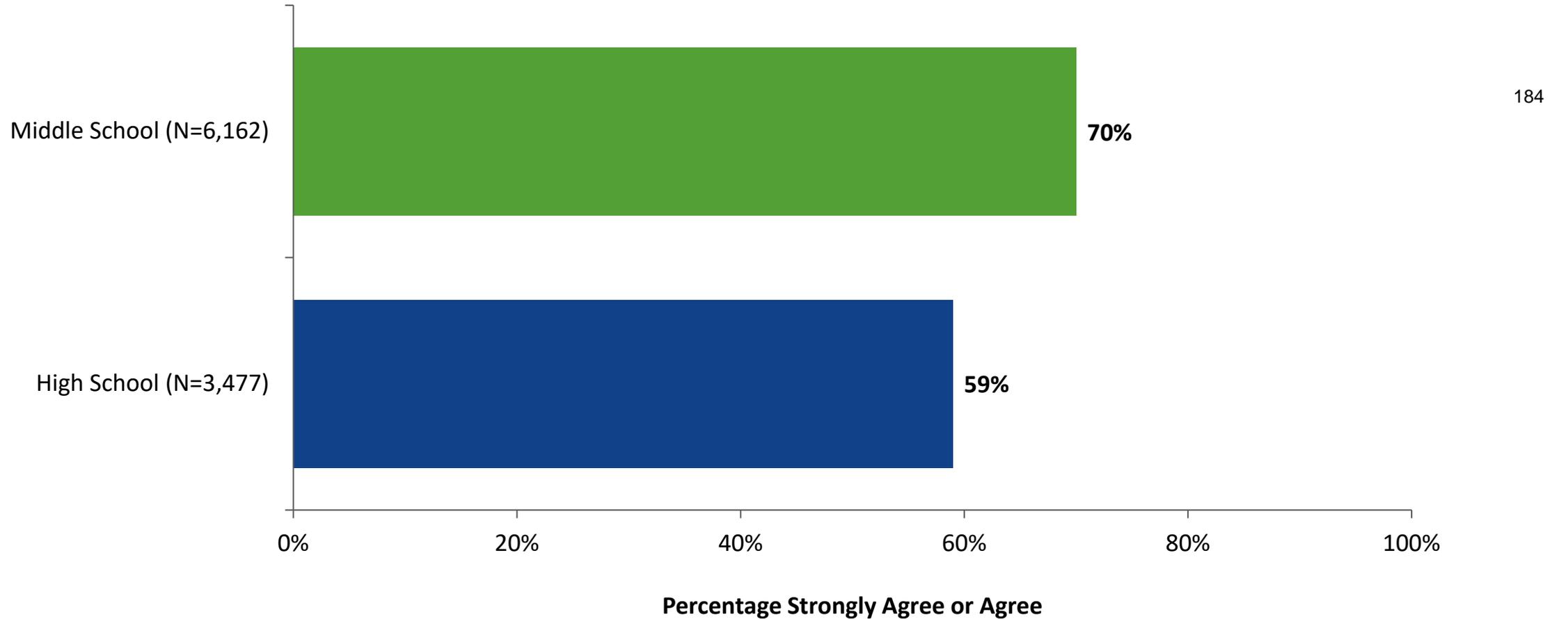
Liking School

Generally, I like school. (N=9,639)



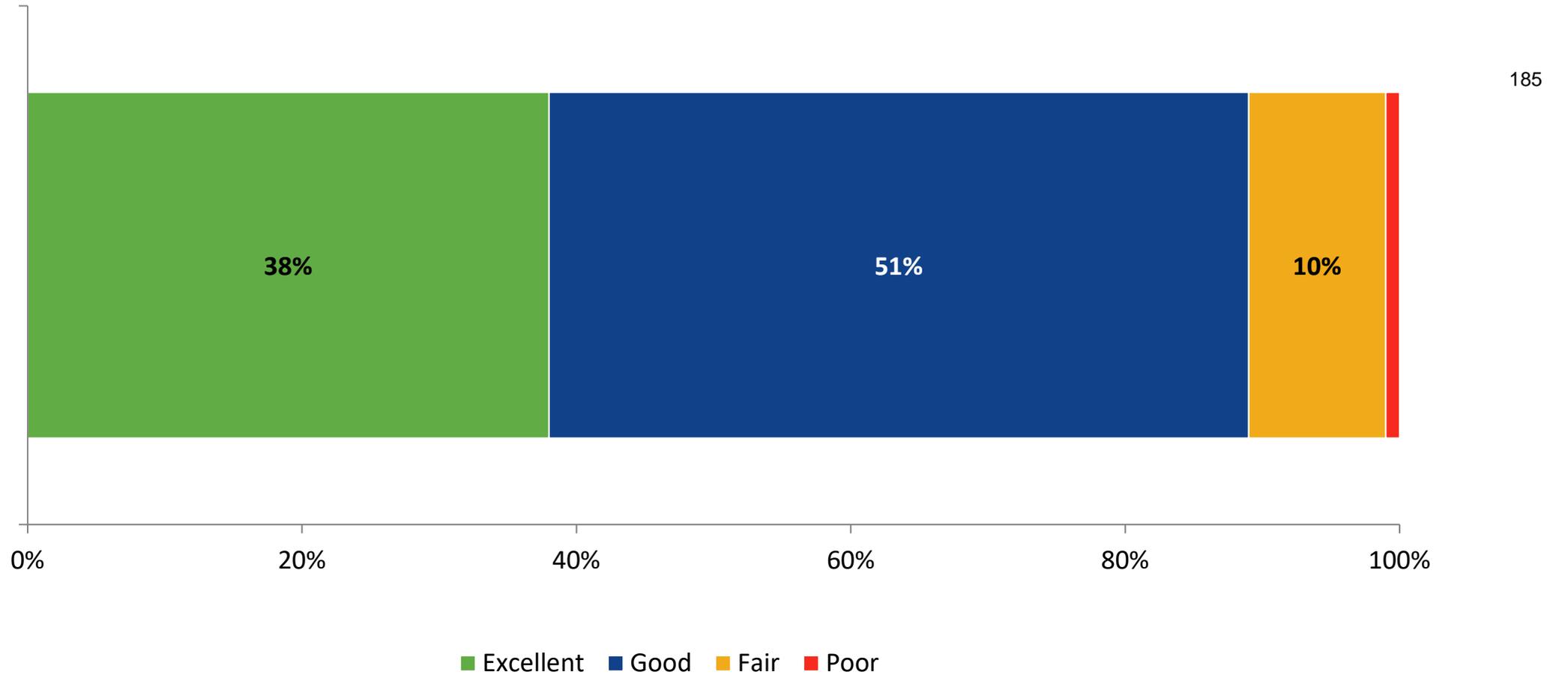
Liking School by Secondary Grade Level

Generally, I like school.



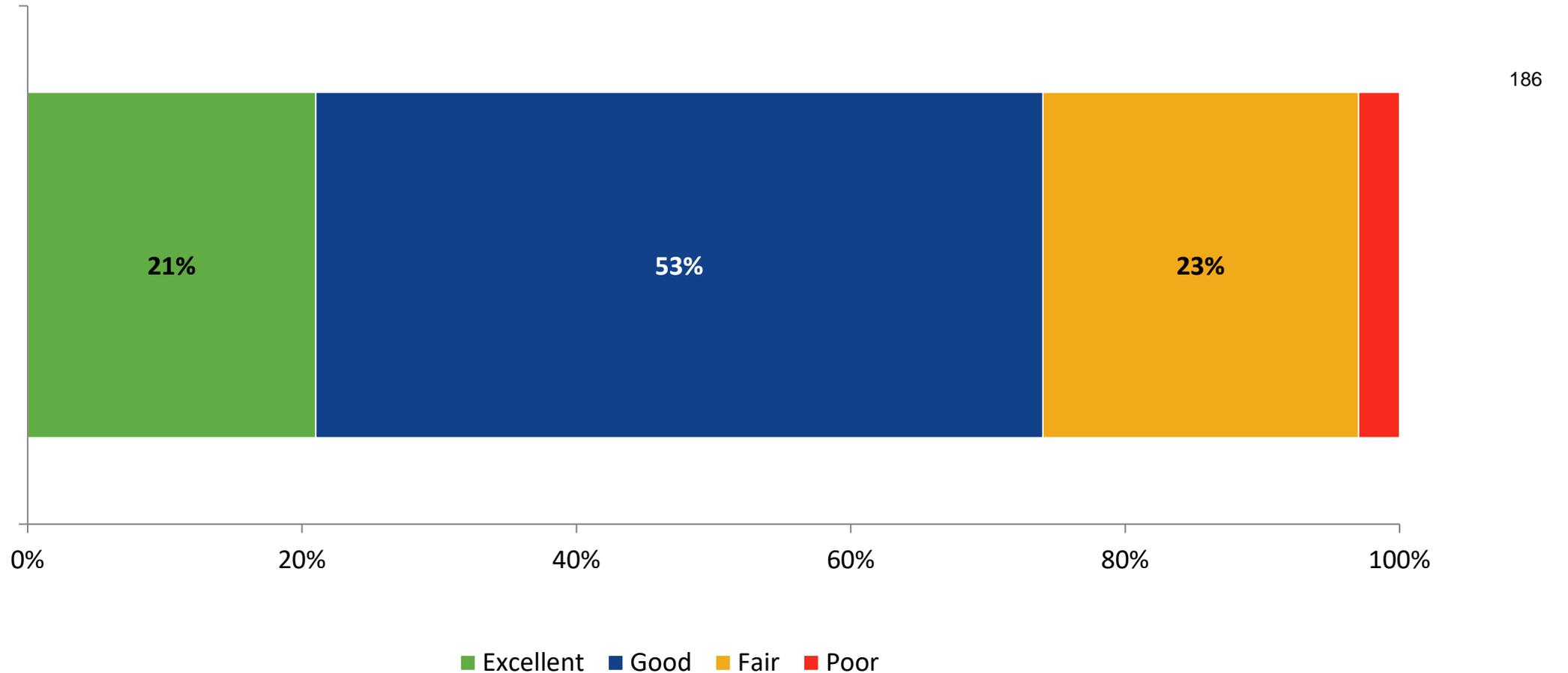
Overall Rating of School

How would you rate your school? (N=6,395)



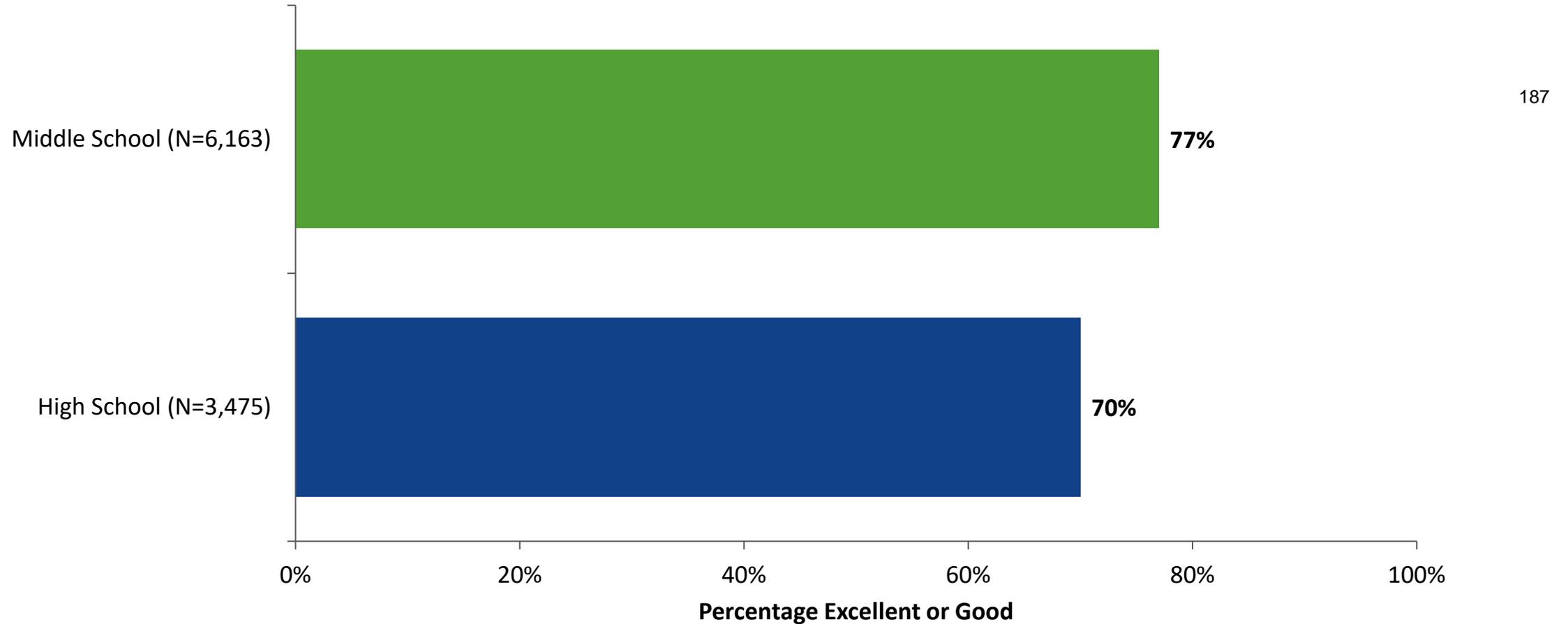
Overall Rating of School

Overall, how would you rate your school? (N=9,638)



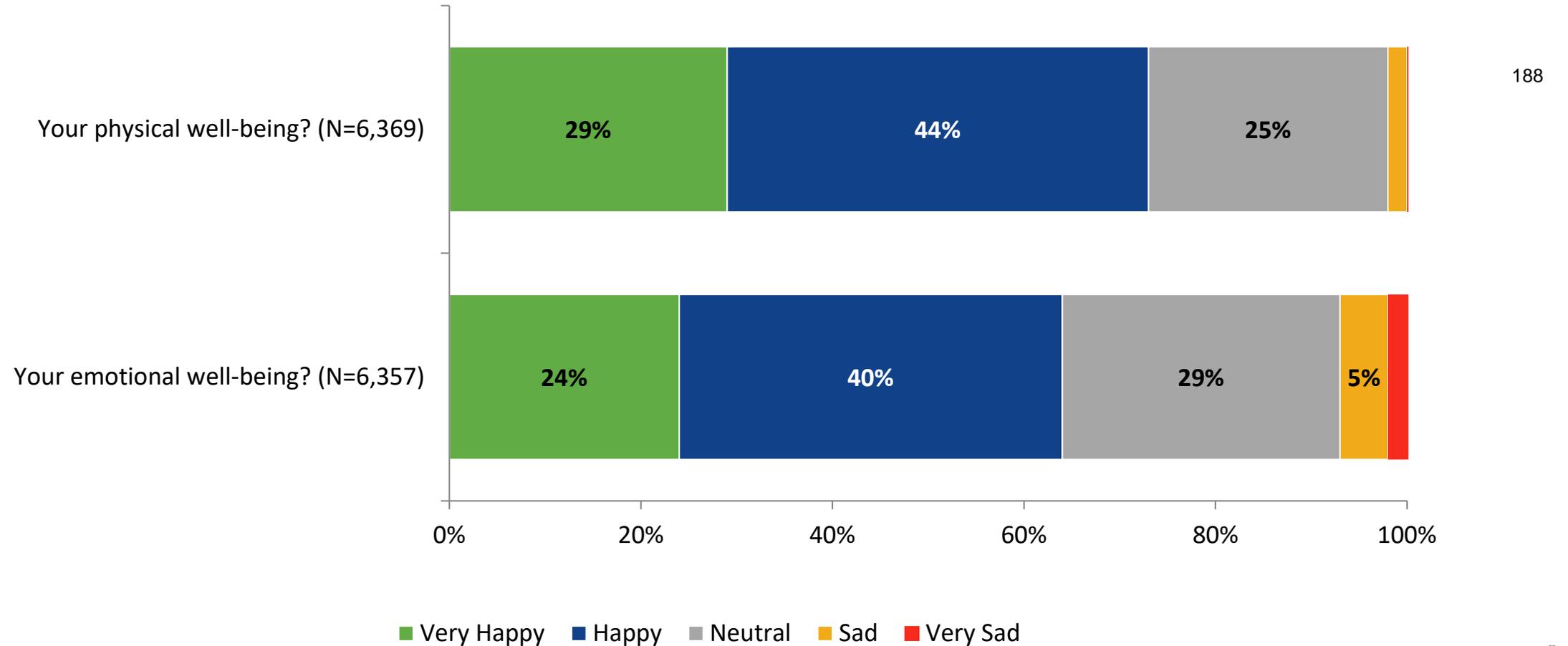
Overall Rating of School by Secondary Grade Level

Overall, how would you rate your school?



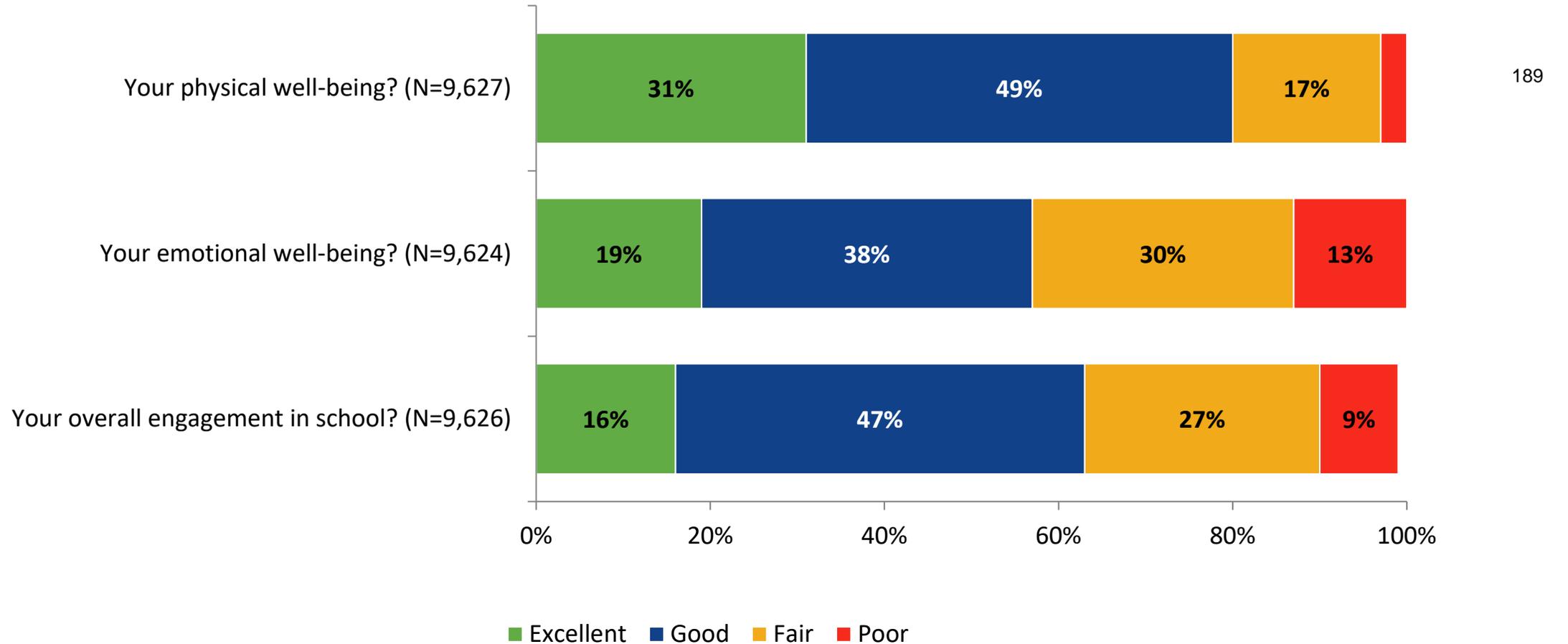
Overall Well-being and Engagement

Overall, how do you feel about ...



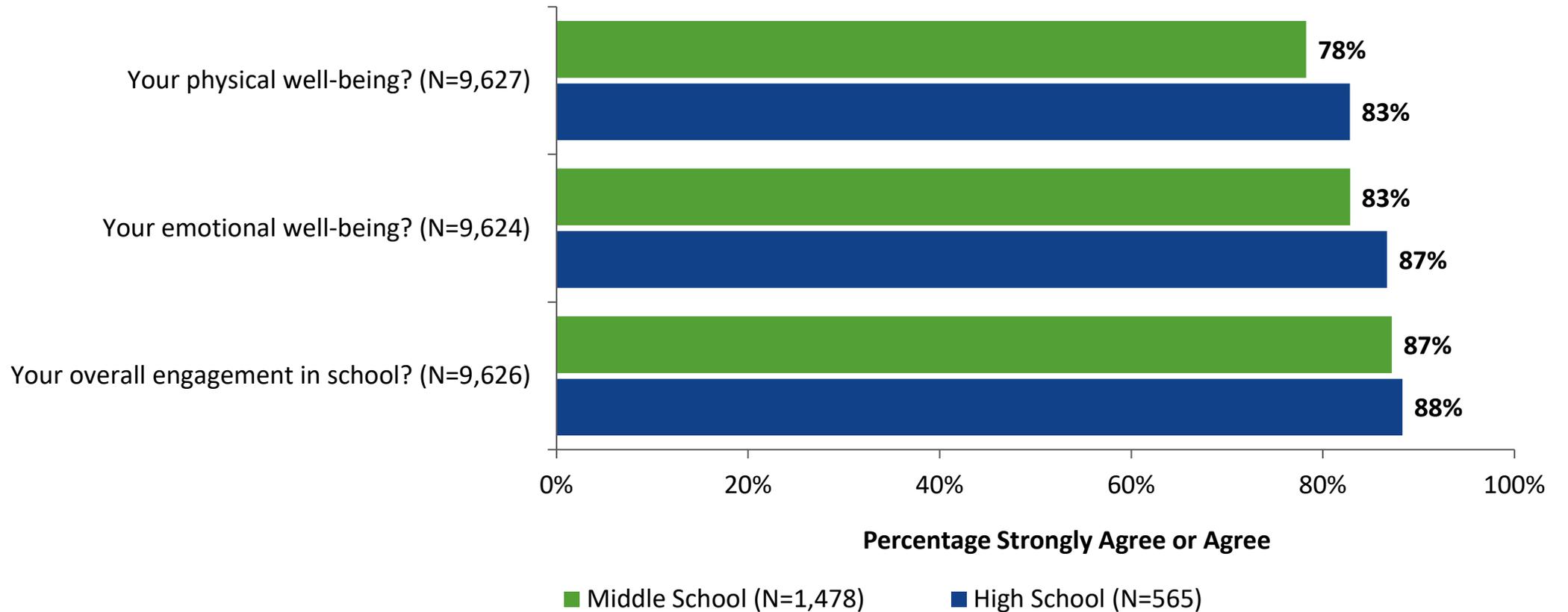
Overall Well-being and Engagement

Overall, how would you rate the following ...



Overall Well-being and Engagement by Secondary Grade Level

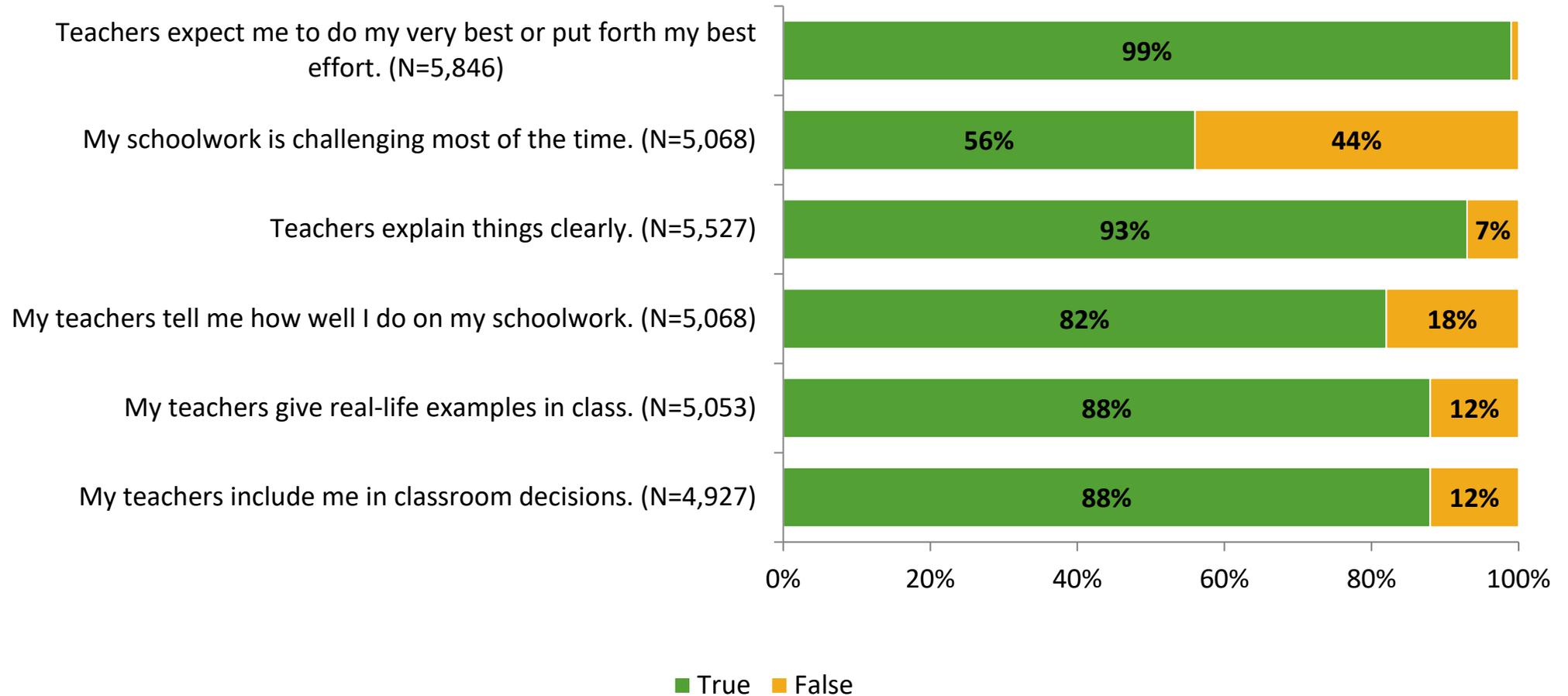
Overall, how would you rate the following ...



190

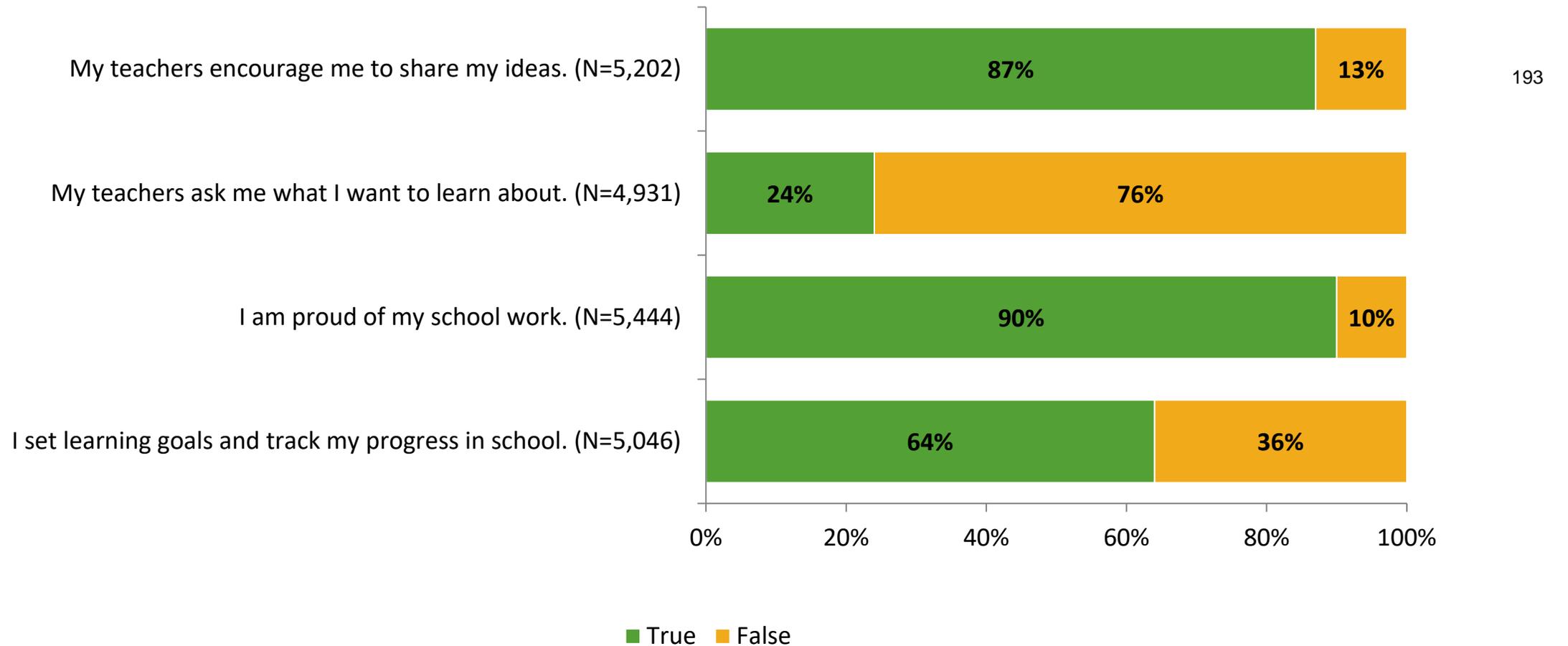
Academic Preparation

Learning



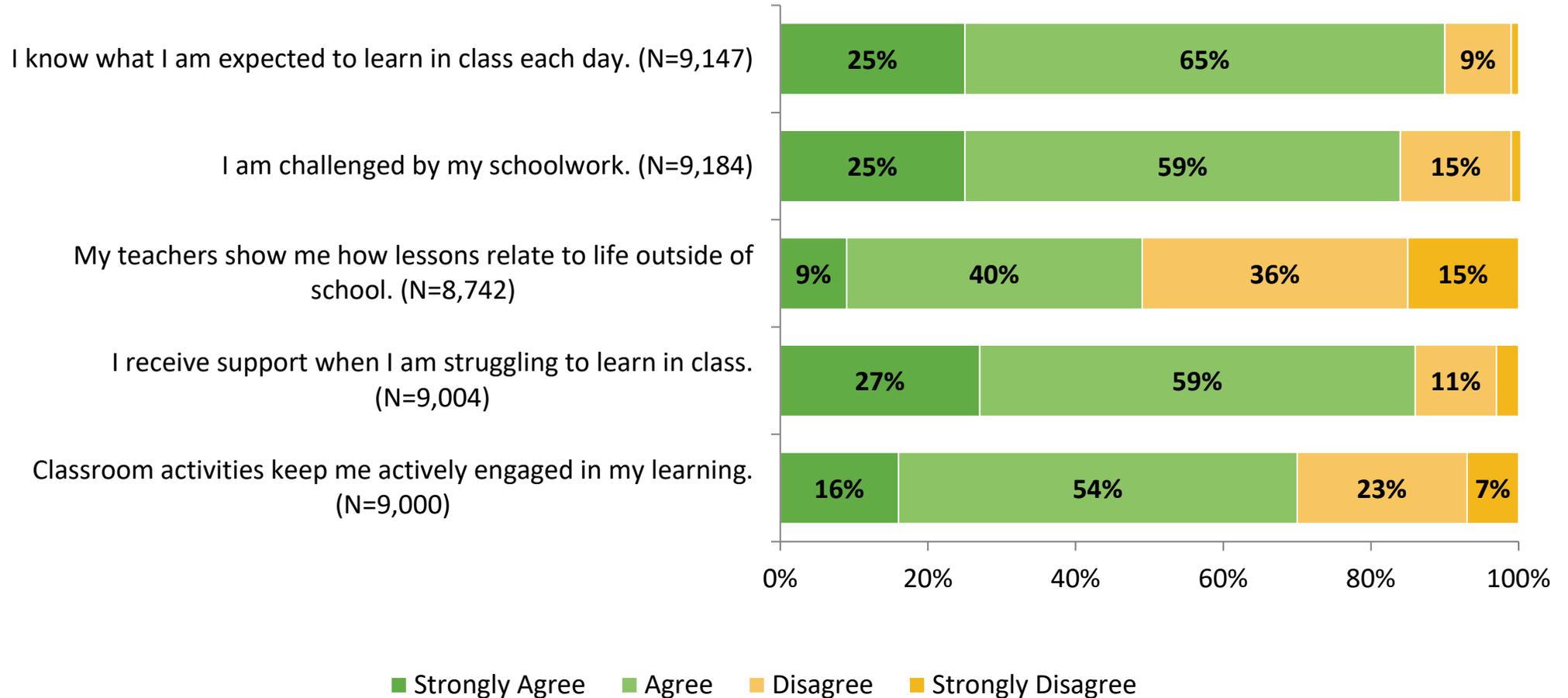
192

Learning (Continued)



Academic Preparation

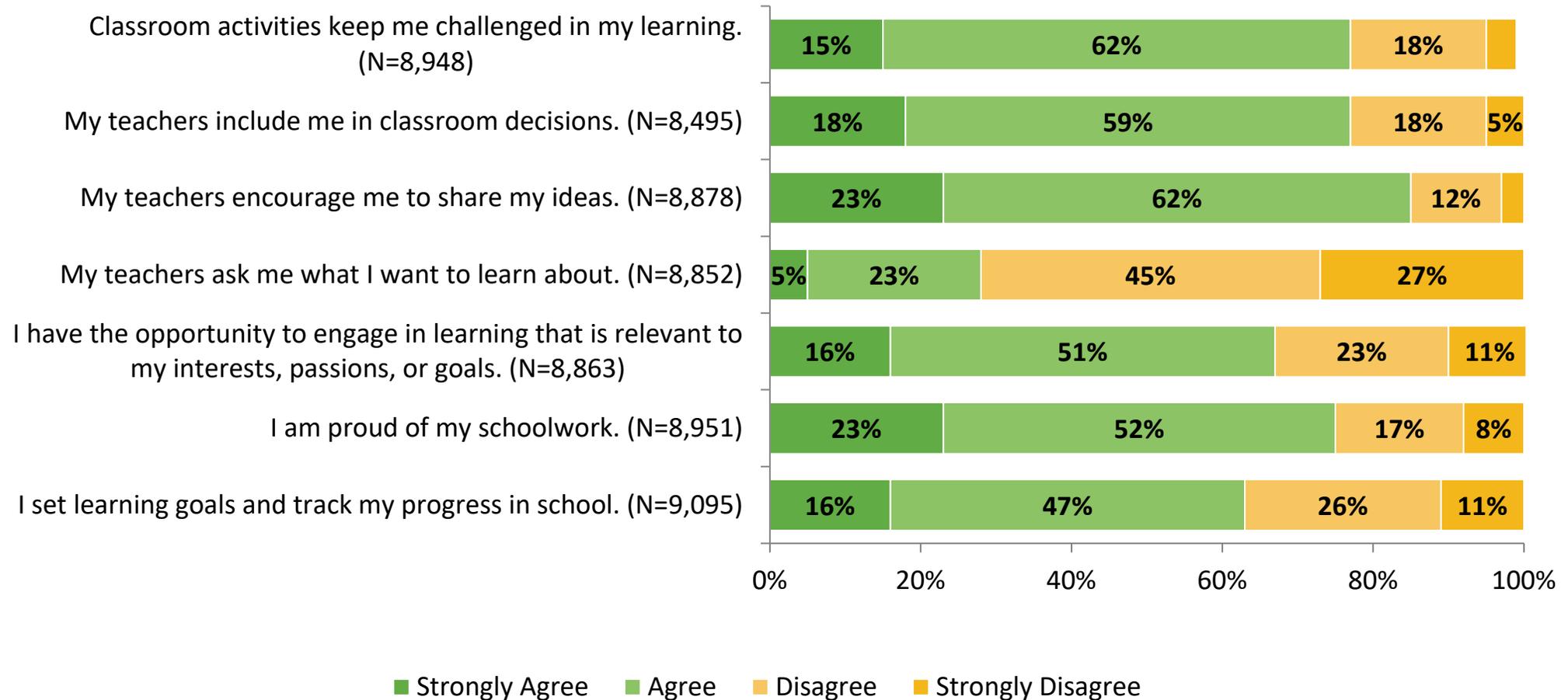
How strongly do you disagree or agree with the following statements?



194

Academic Preparation (Continued)

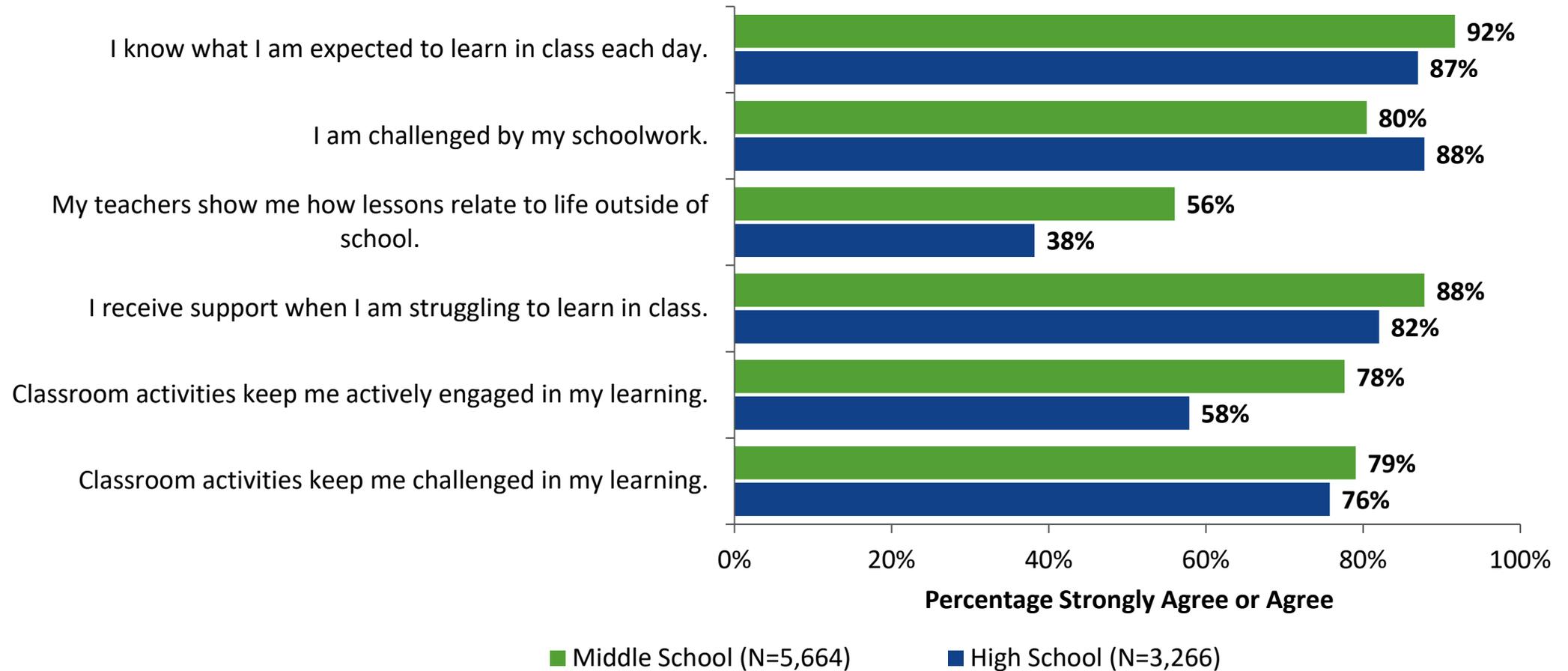
How strongly do you disagree or agree with the following statements?



195

Academic Preparation by Secondary Grade Level

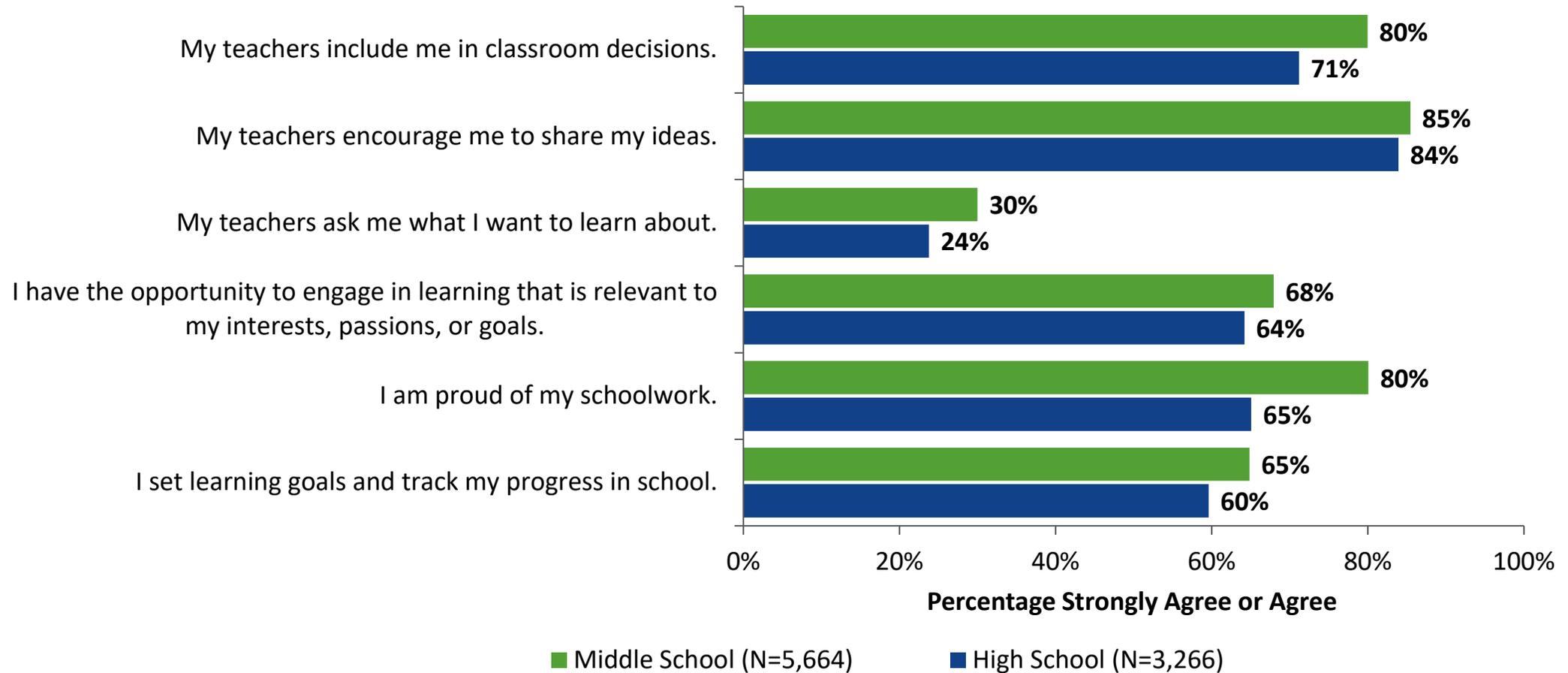
How strongly do you agree or disagree with the following statements?



196

Academic Preparation by Secondary Grade Level (Continued)

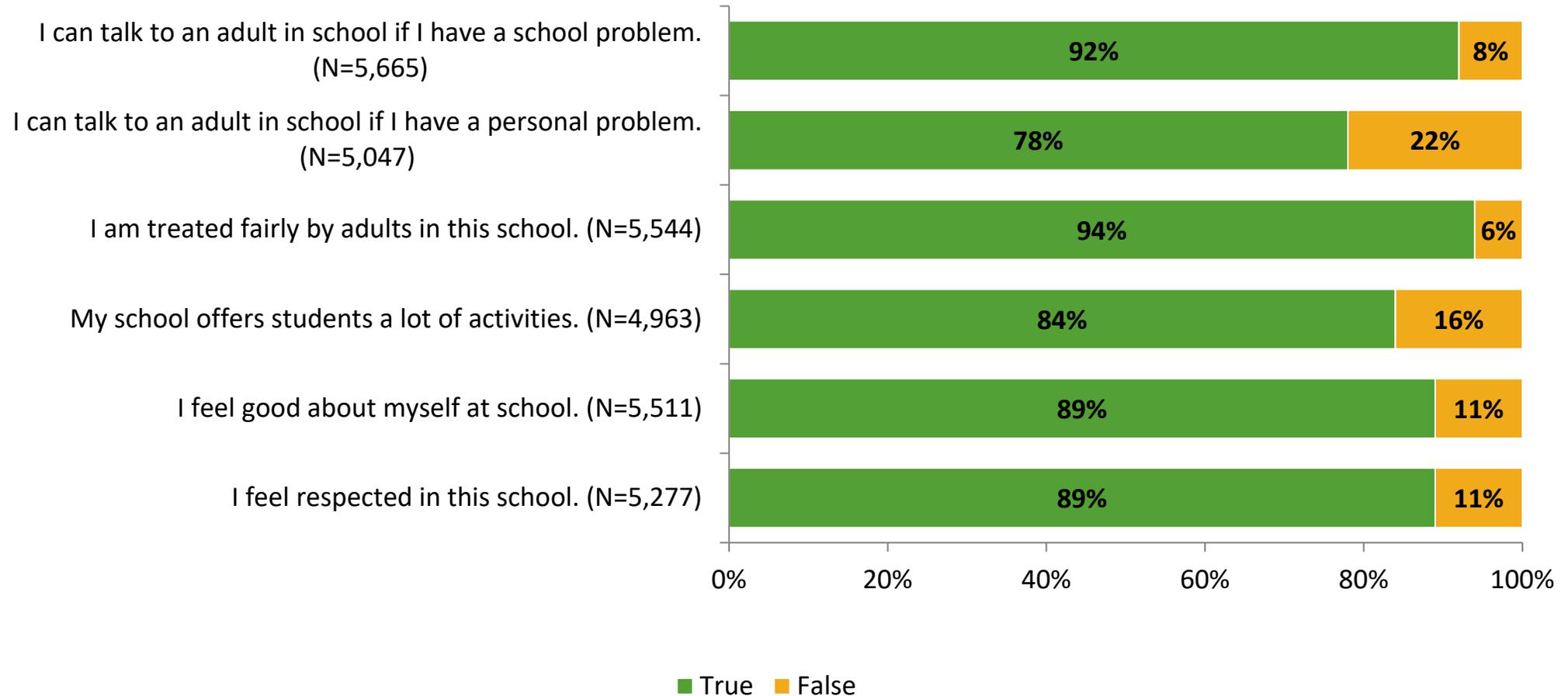
How strongly do you agree or disagree with the following statements?



197

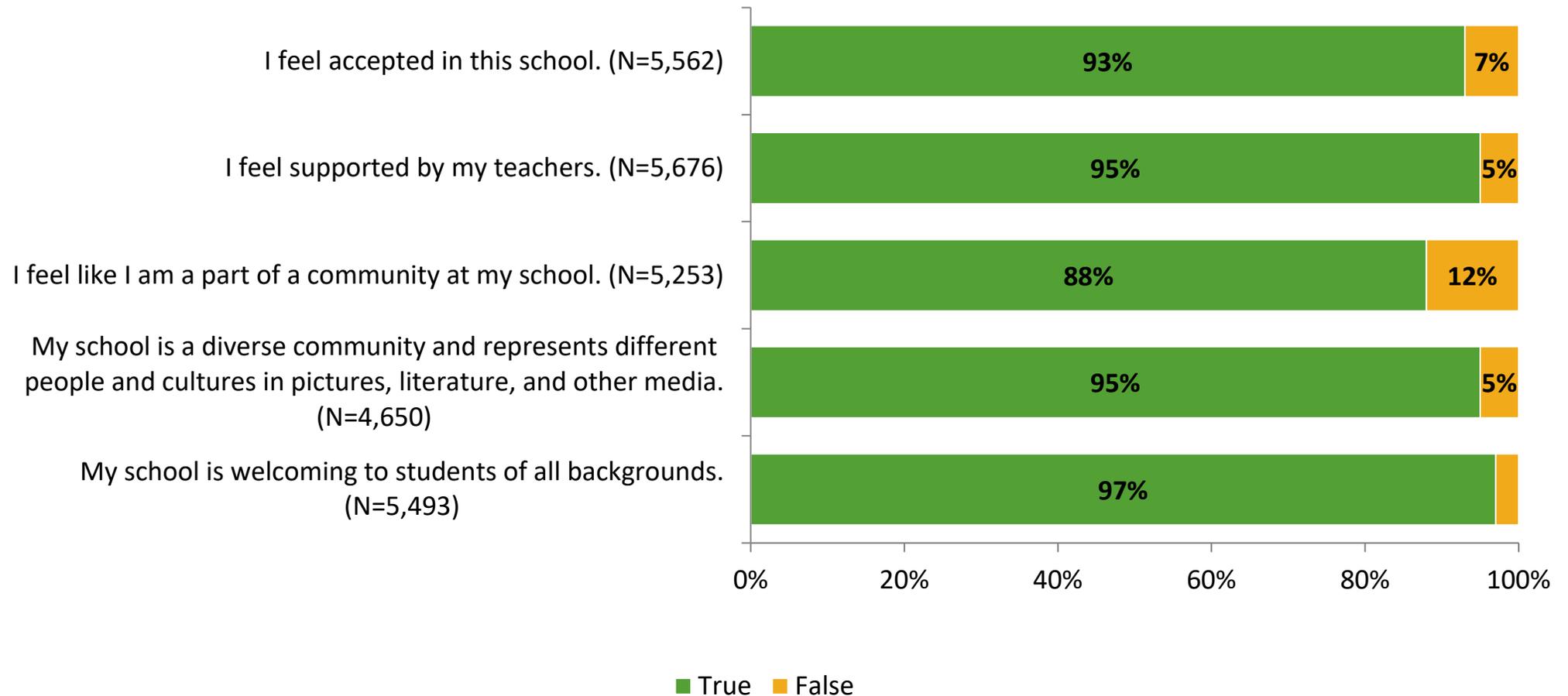
Student Support

School Support and Environment



199

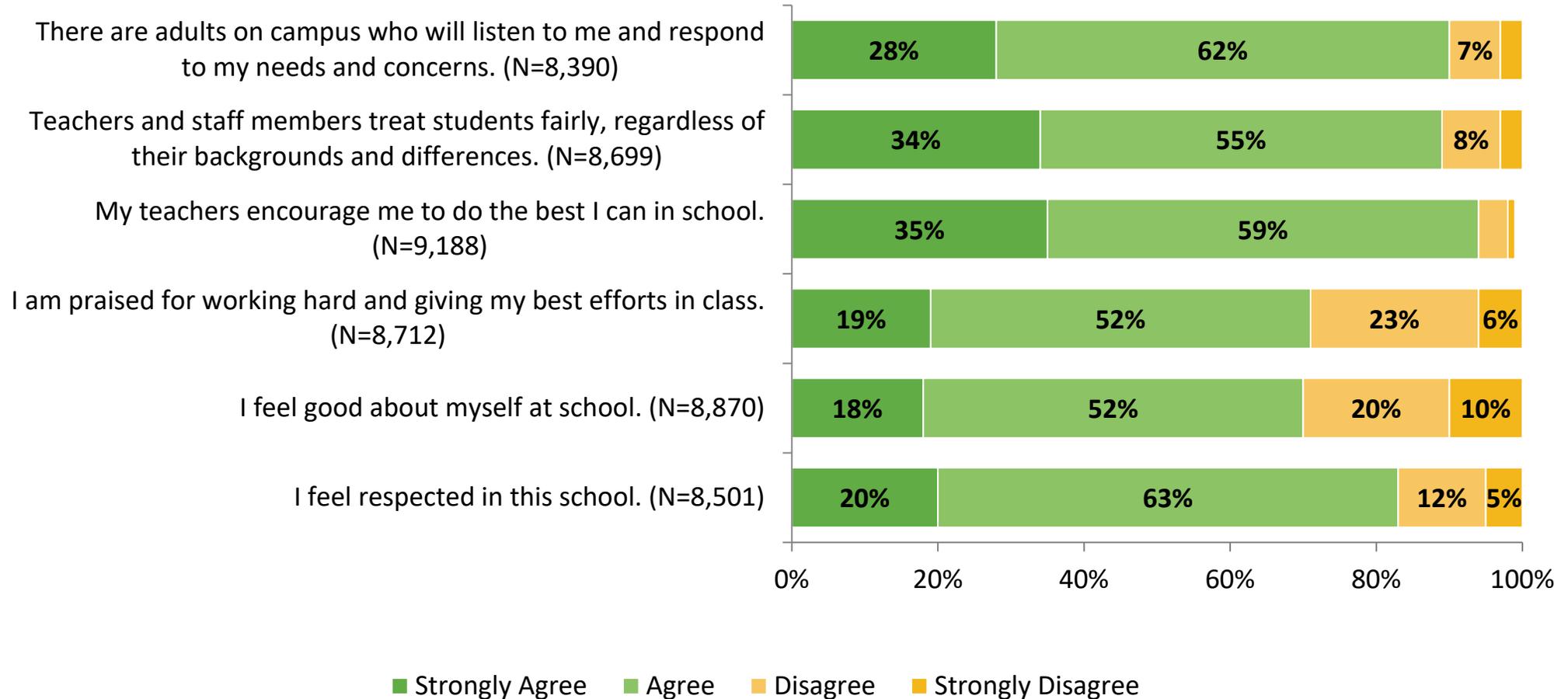
School Support and Environment (Continued)



200

Student Support

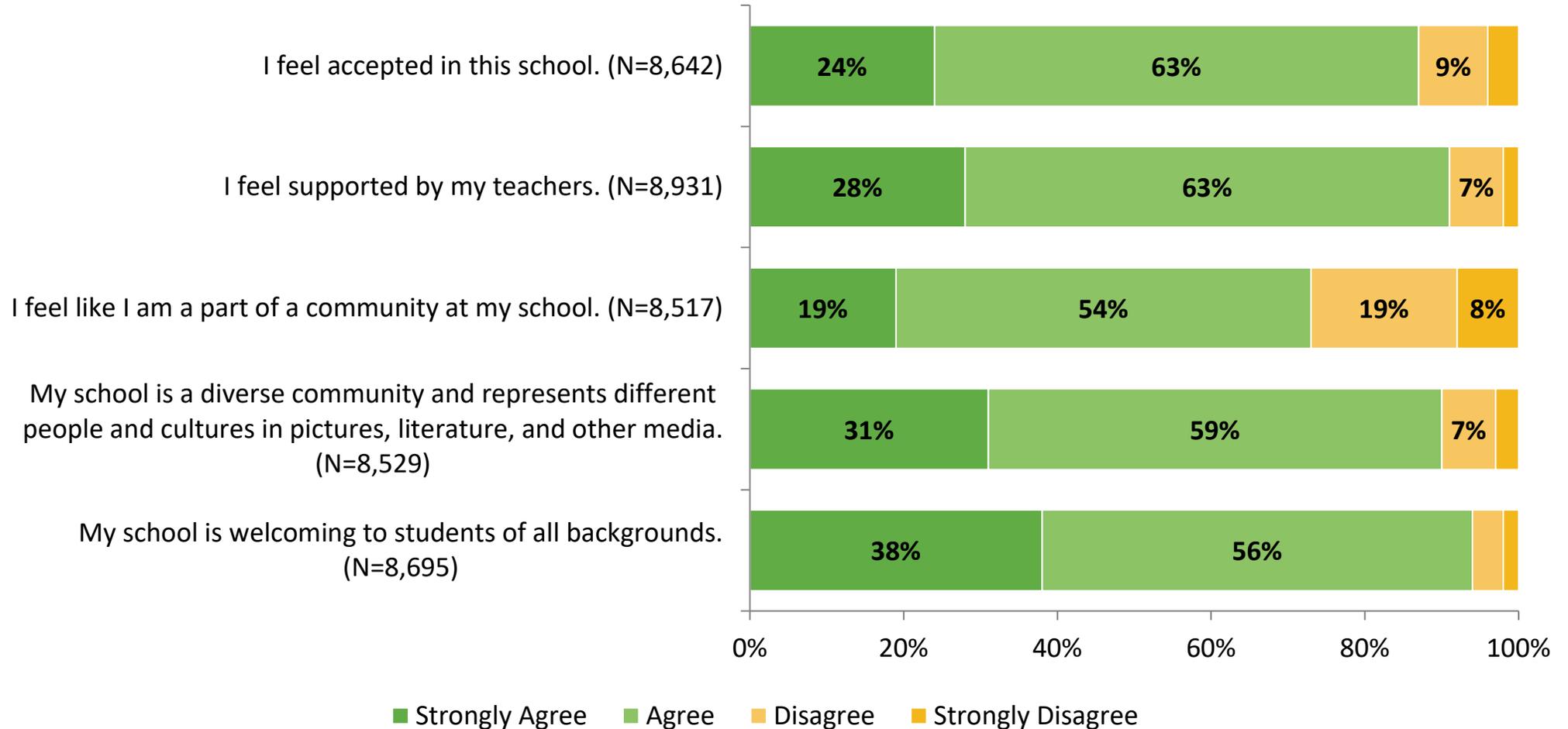
How strongly do you disagree or agree with the following statements?



201

Student Support (Continued)

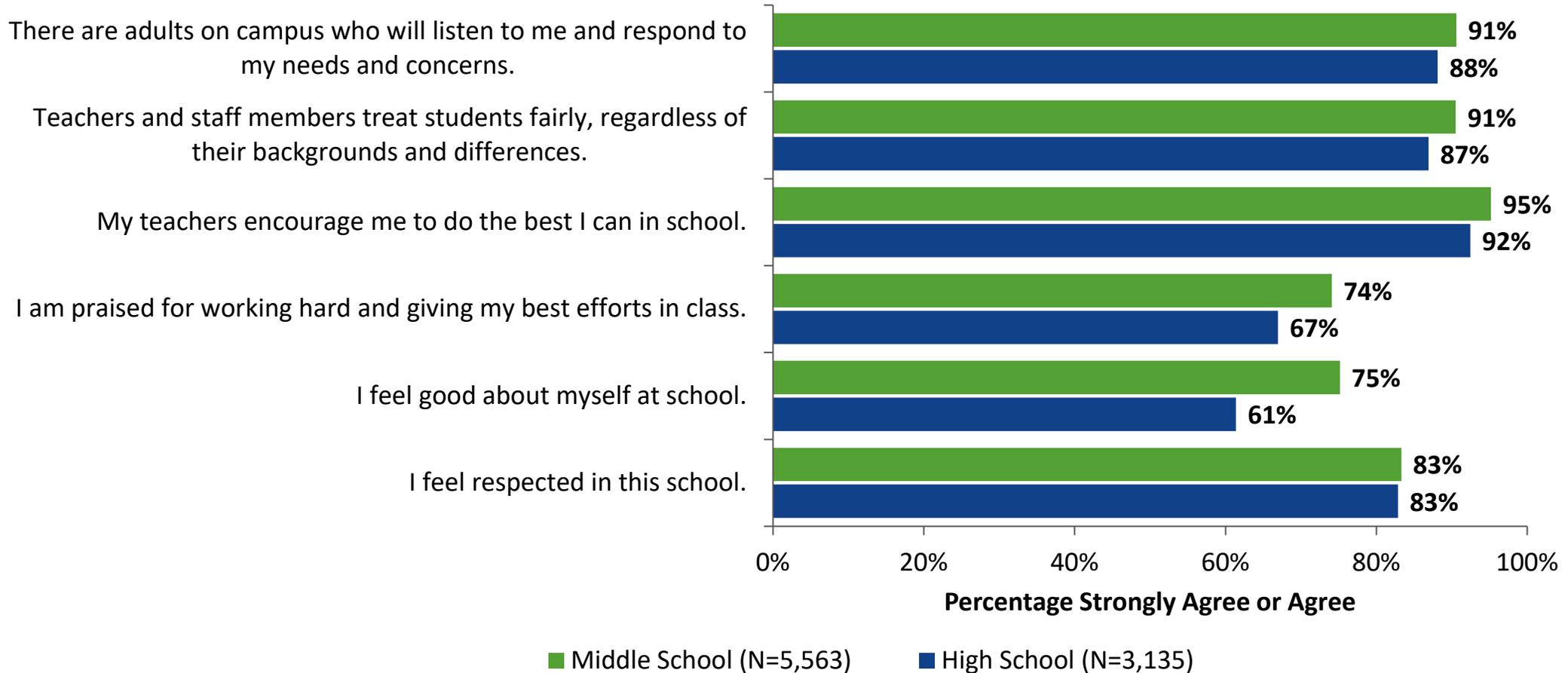
How strongly do you disagree or agree with the following statements?



202

Student Support by Secondary Grade Level

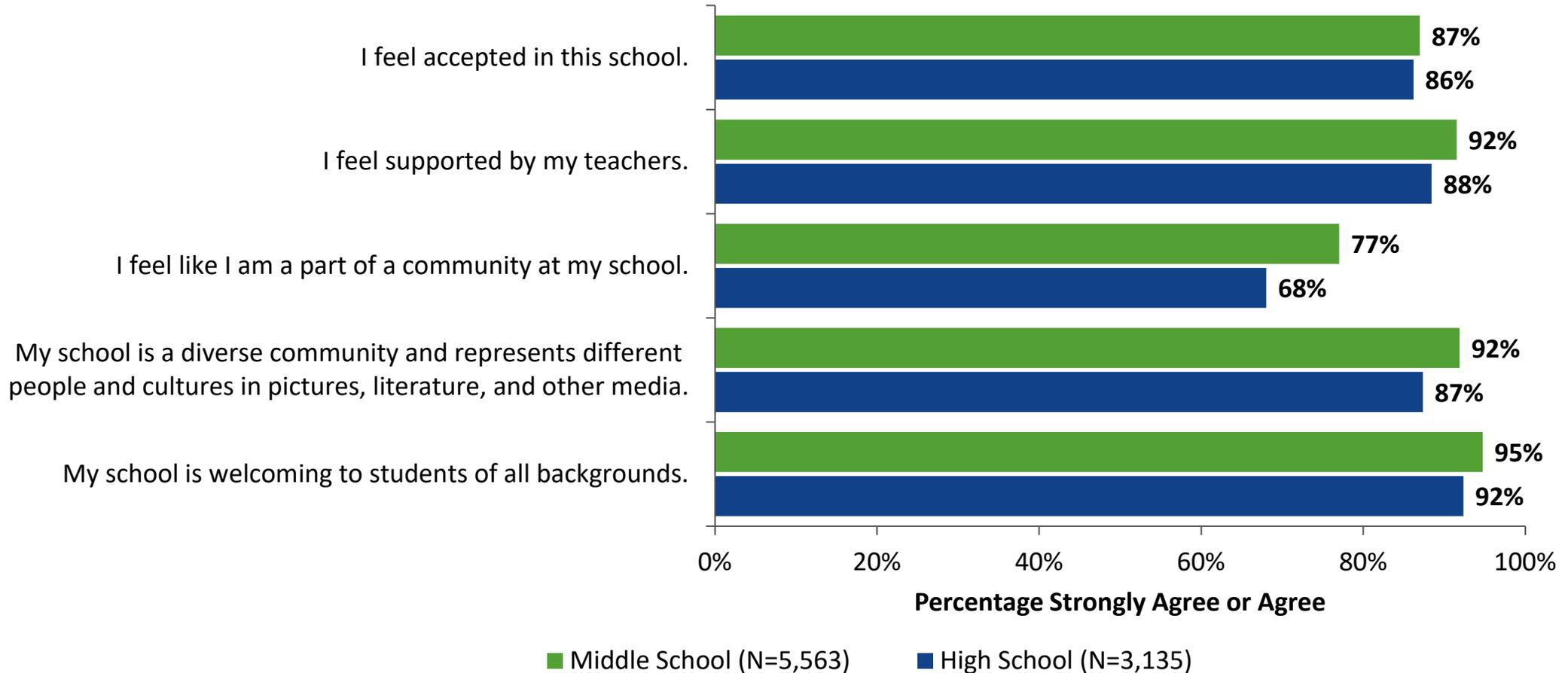
How strongly do you agree or disagree with the following statements?



203

Student Support by Secondary Grade Level (Continued)

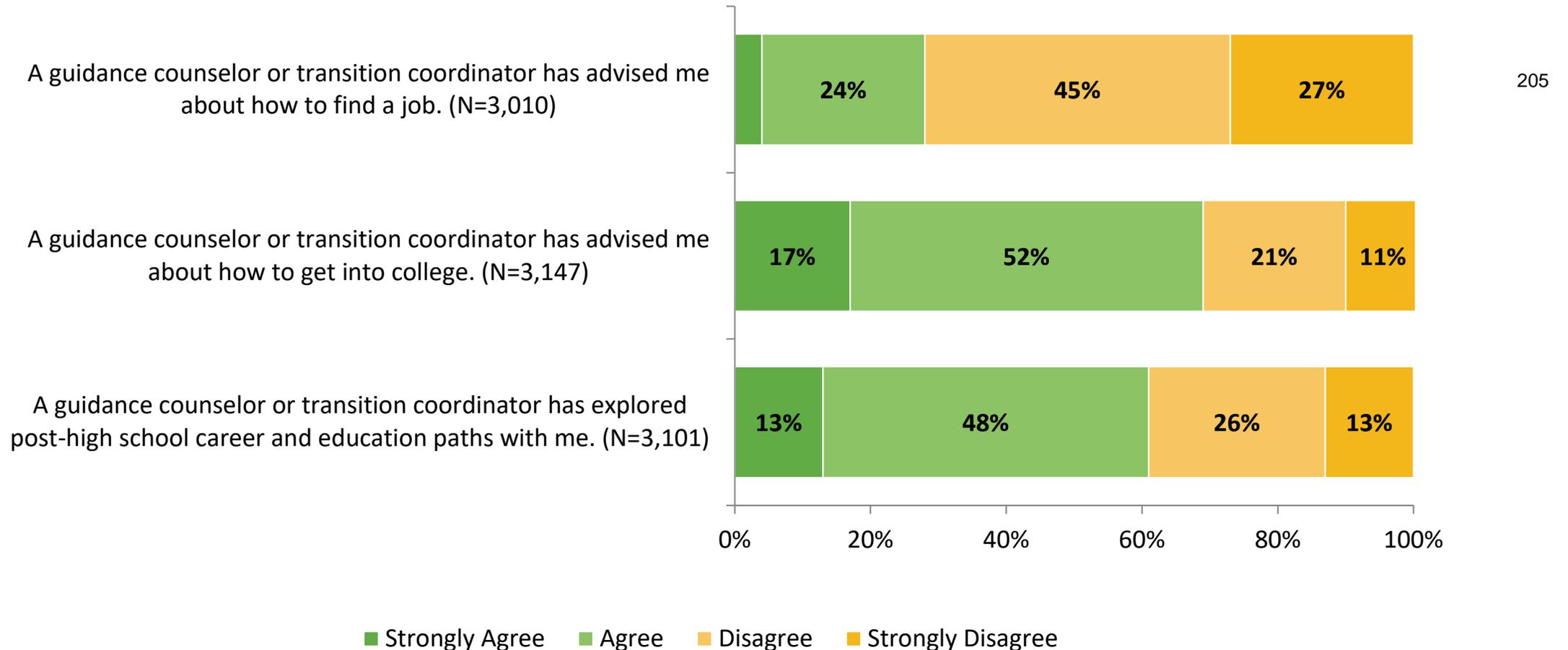
How strongly do you agree or disagree with the following statements?



204

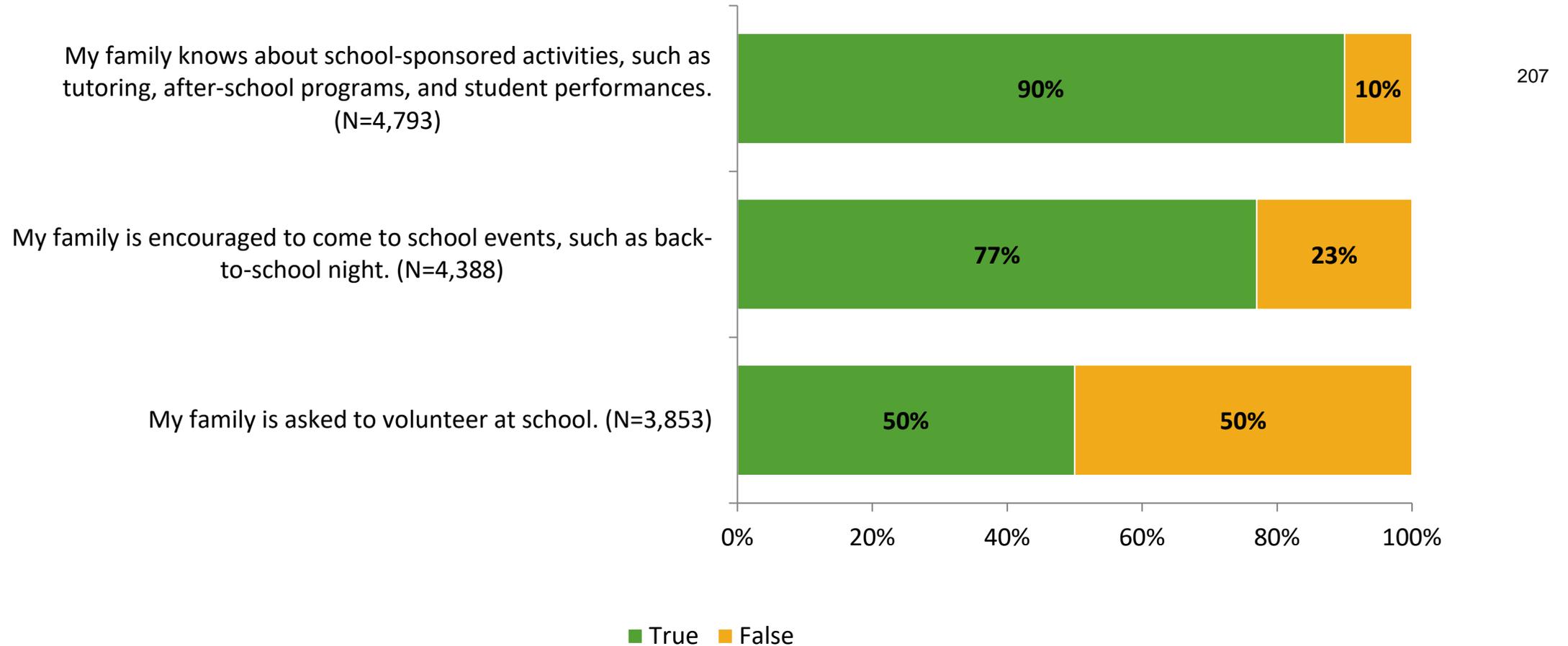
Additional Student Support for High School Students

How strongly do you disagree or agree with the following statements?



Family Involvement

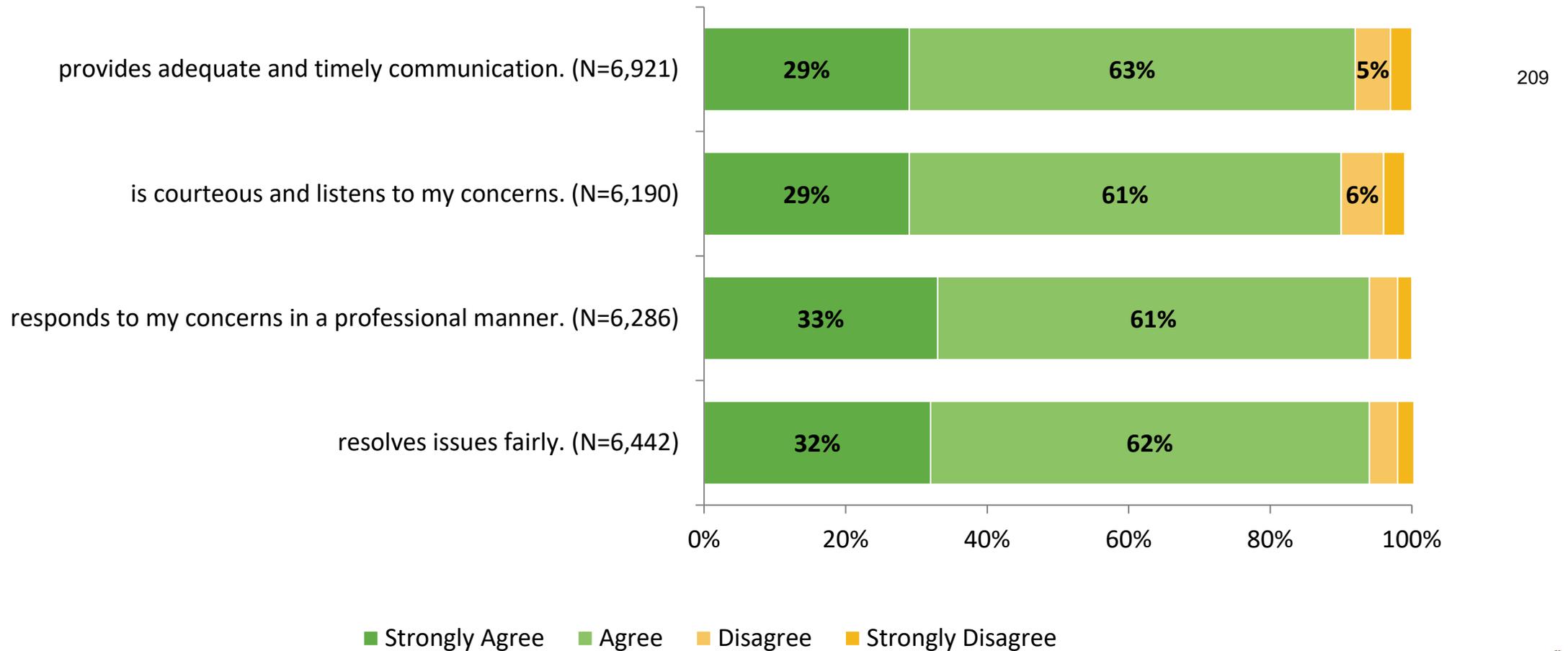
Family Involvement



School Leadership

School Leadership – Principal

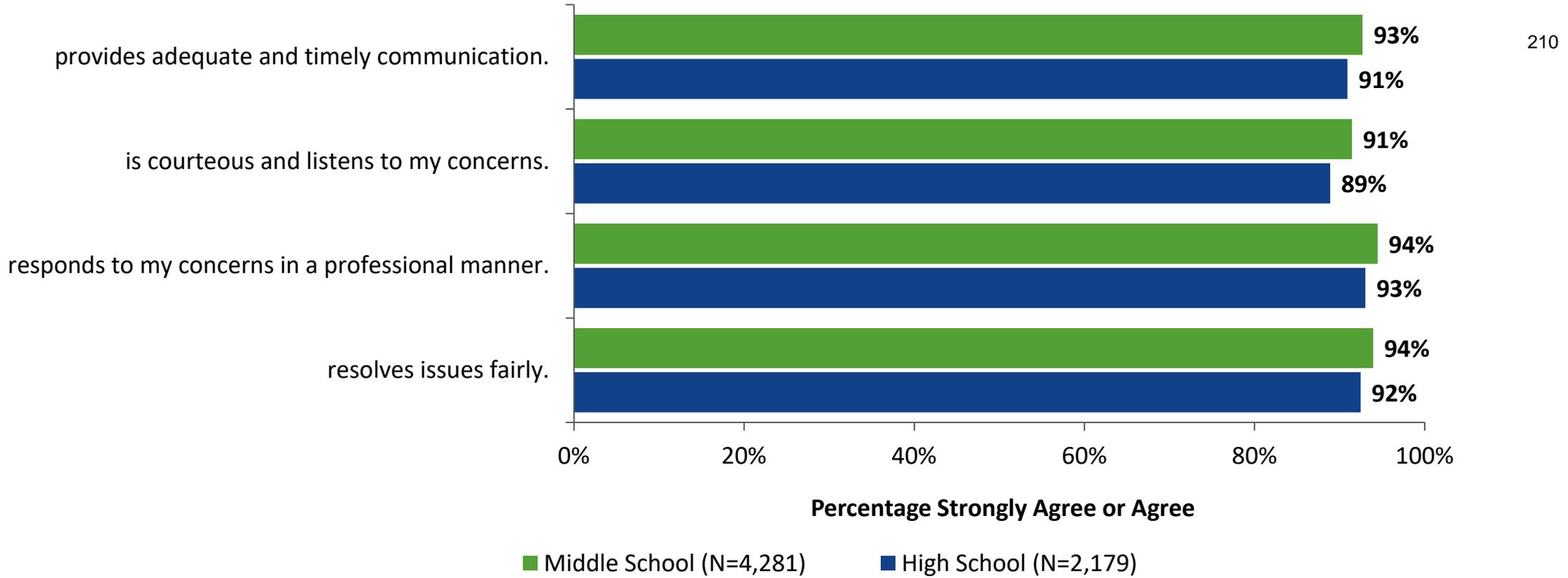
My principal...



209

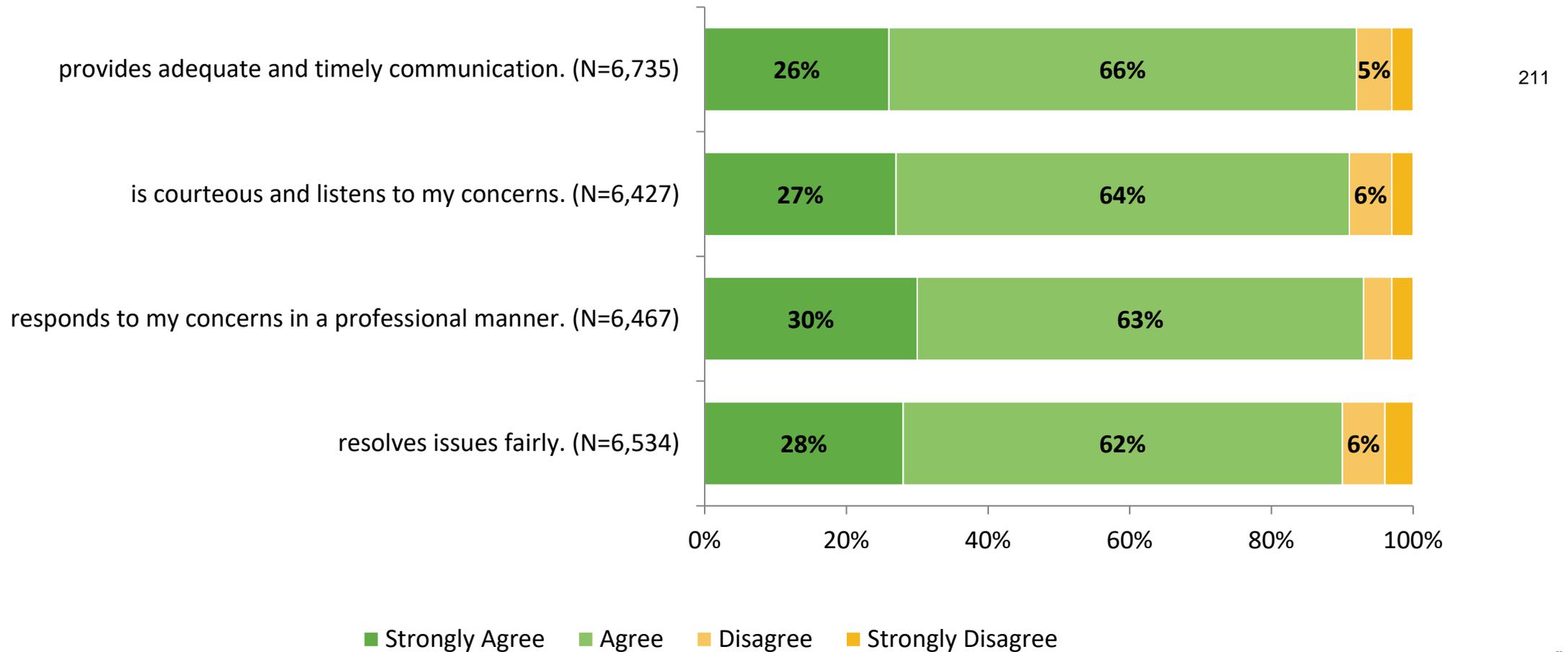
School Leadership and Administration: Principal by Secondary Grade Level

My principal ...



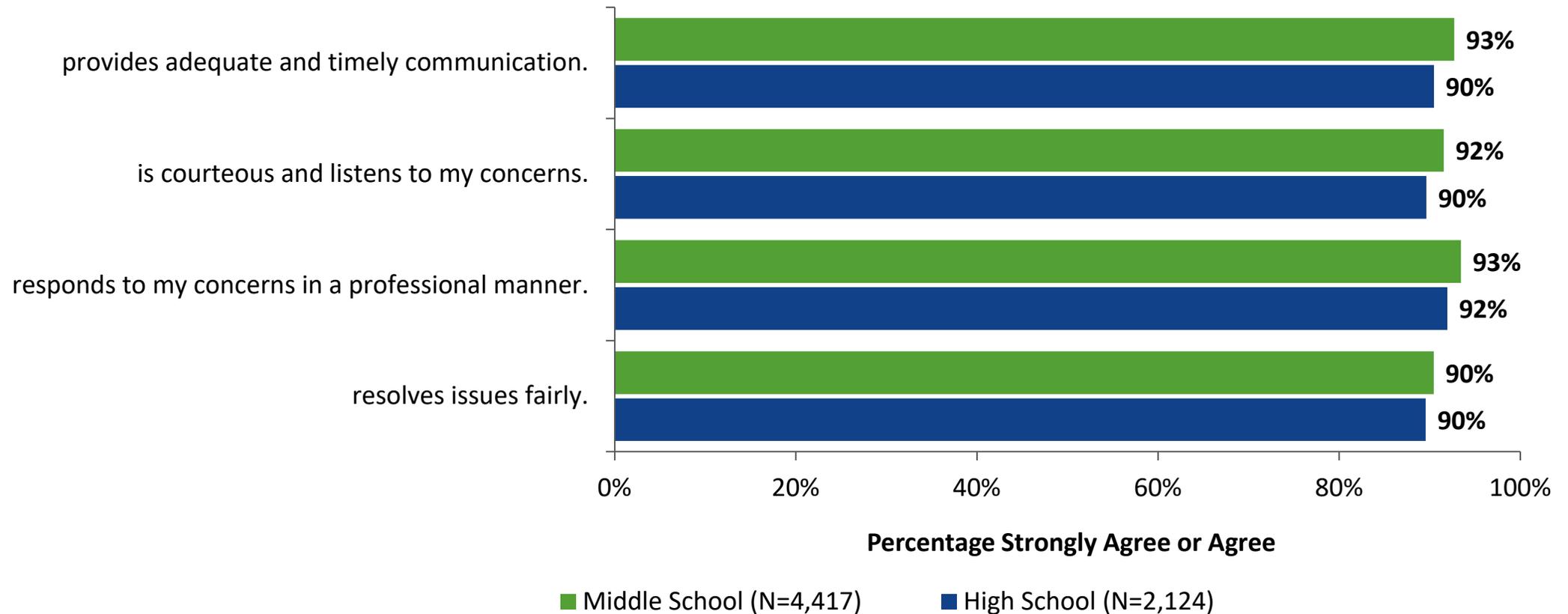
School Leadership – Associate/Assistant Principal

My associate or assistant principal...



School Leadership and Administration: Associate or Assistant Principal by Secondary Grade Level

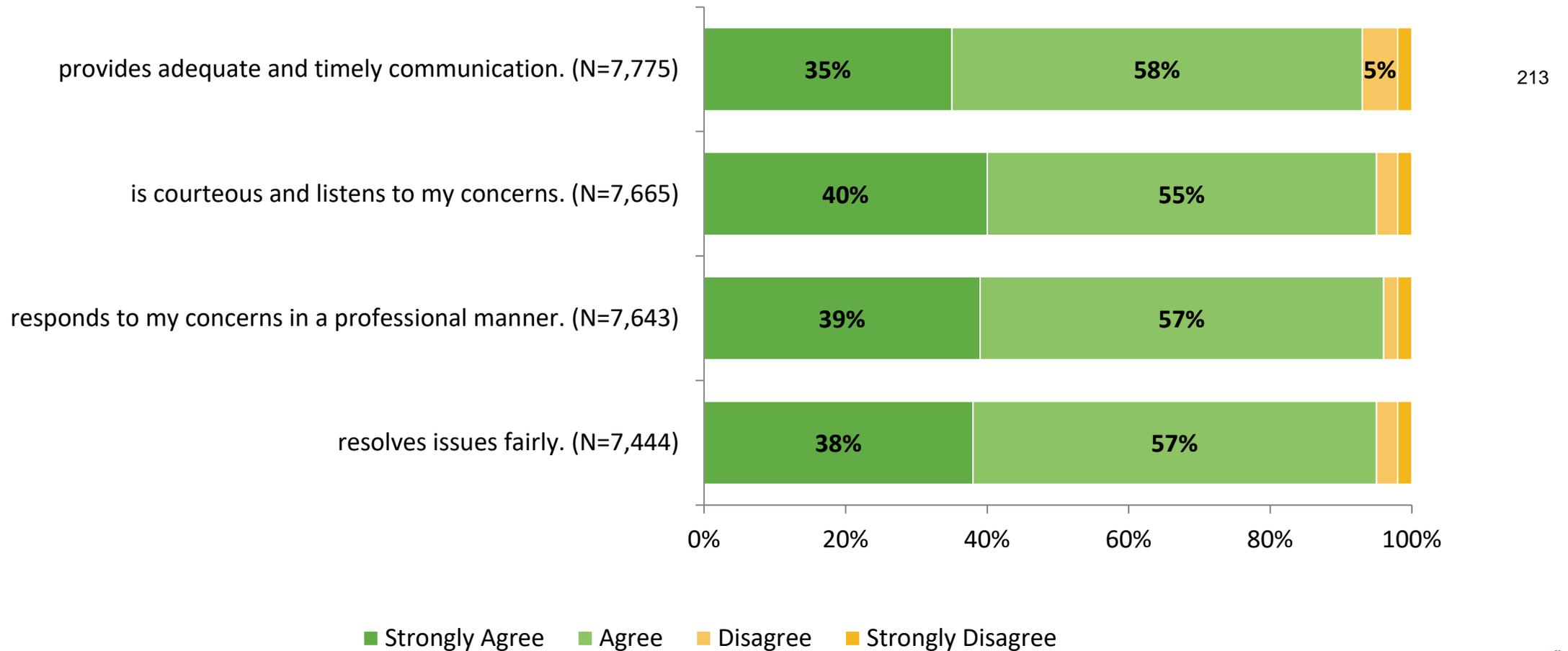
My associate or assistant principal ...



212

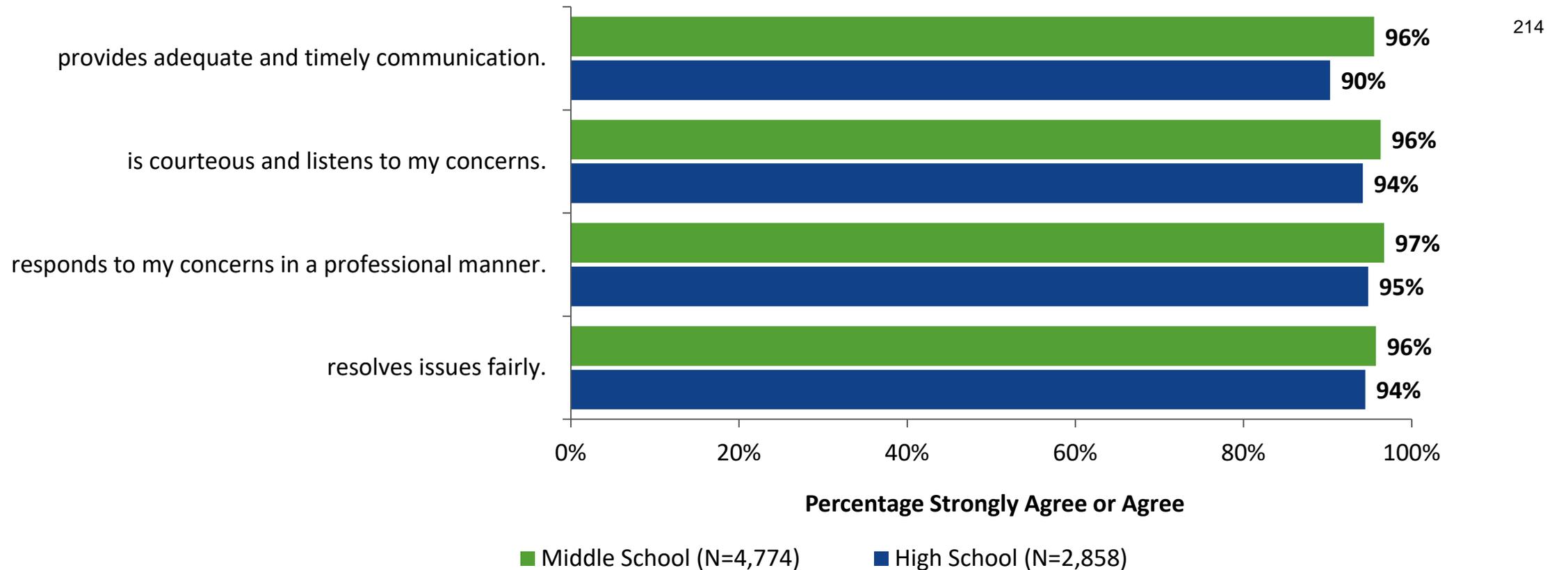
School Leadership – Guidance Counselor

My guidance counselor...



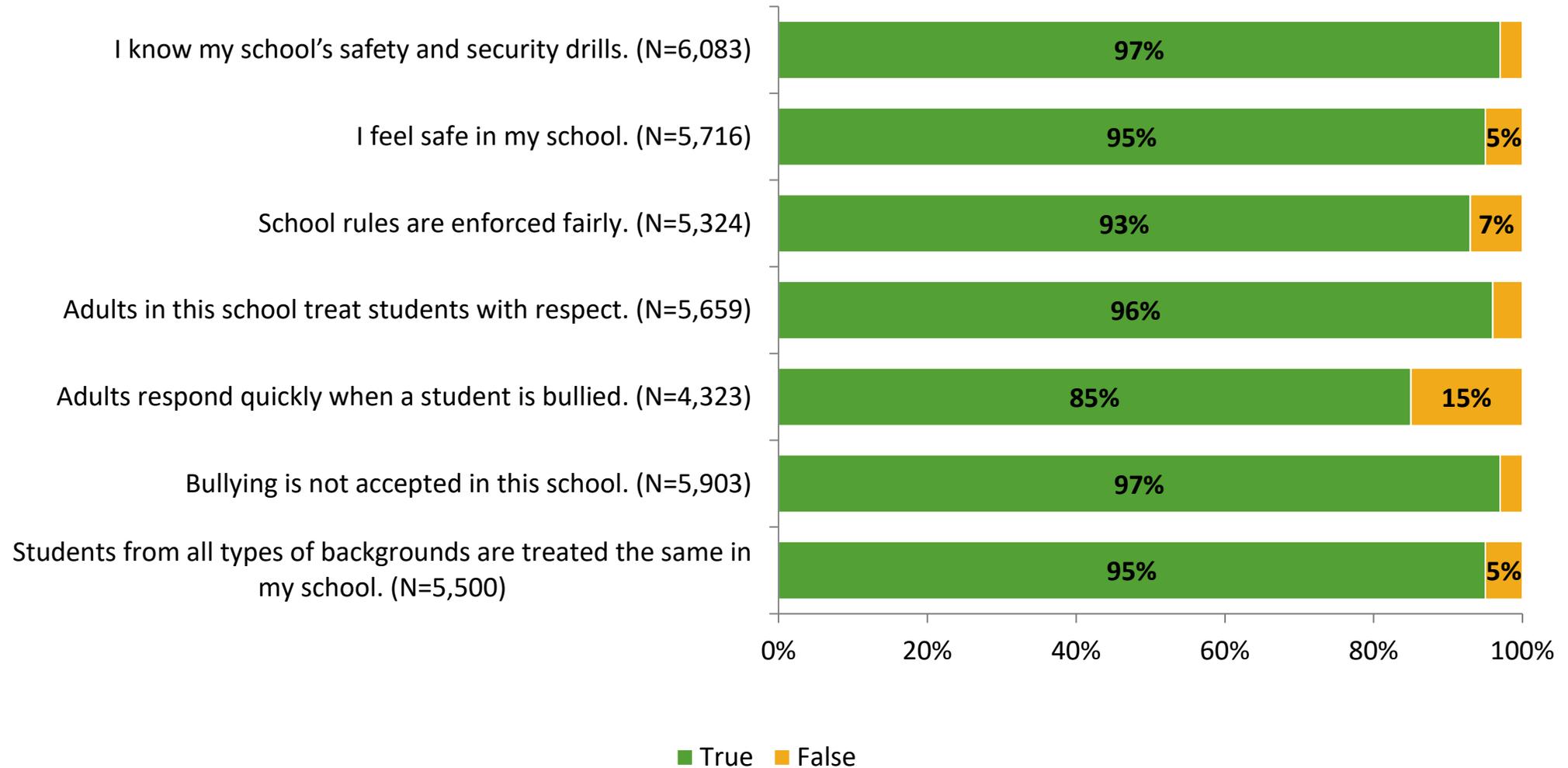
School Leadership and Administration: Guidance Counselor by Secondary Grade Level

My guidance counselor ...



Safety and Behavior

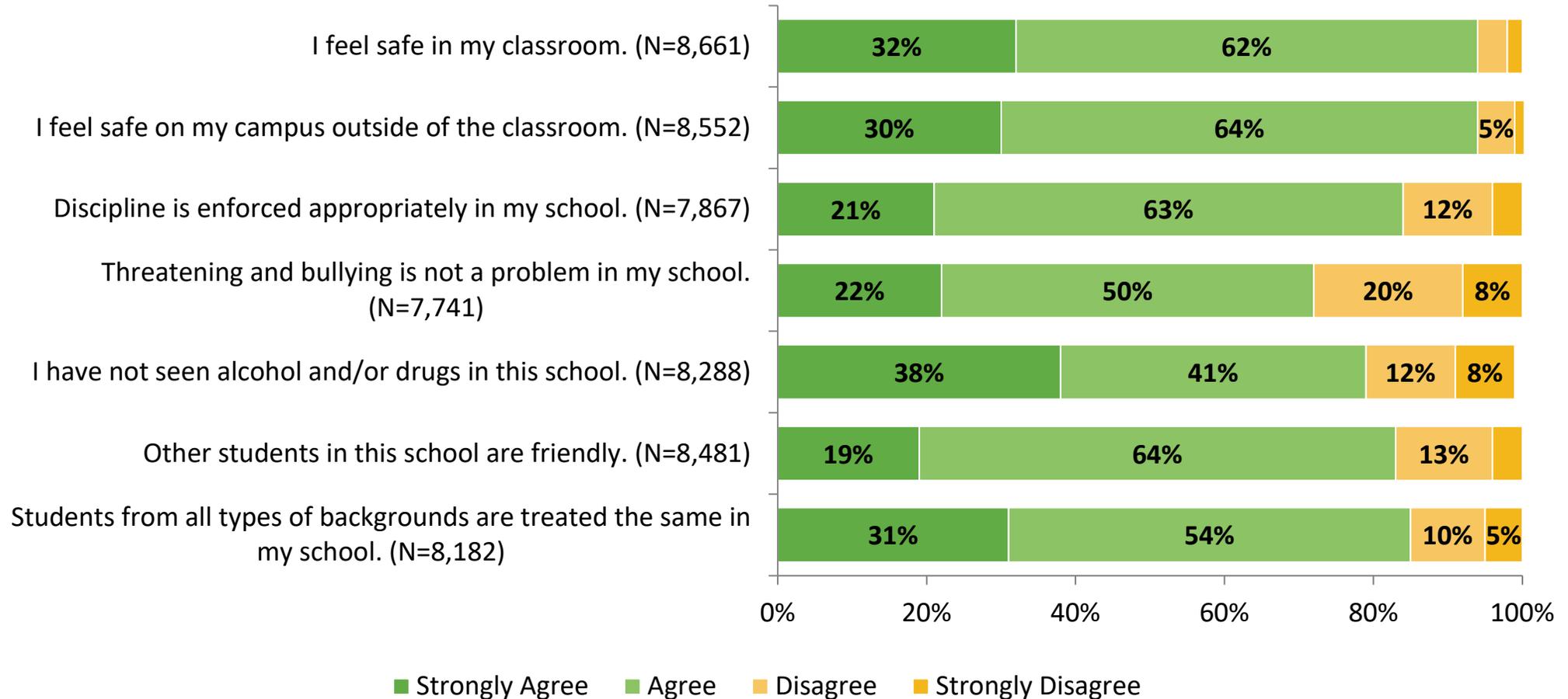
Safety and Behavior



216

Safety and Behavior

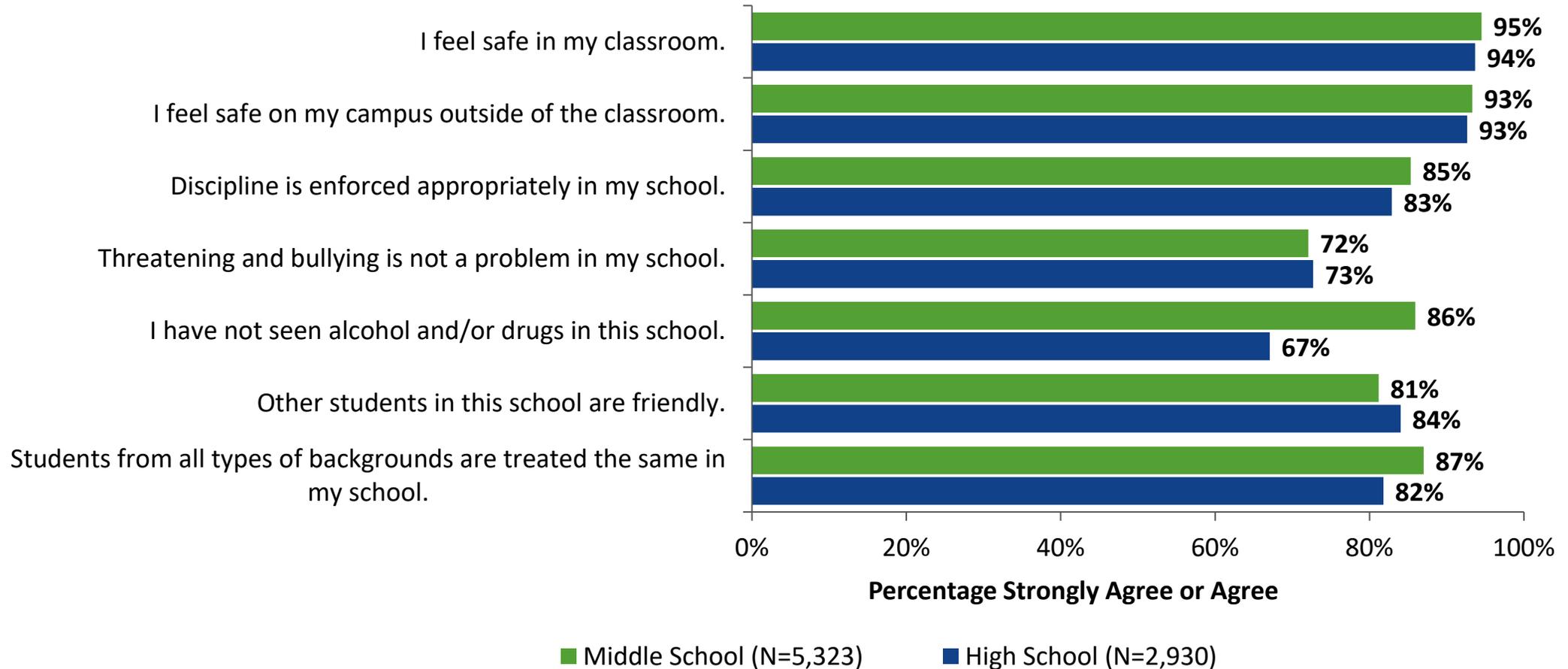
How strongly do you disagree or agree with the following statements?



217

Safety and Behavior by Secondary Grade Level

How strongly do you agree or disagree with the following statements?

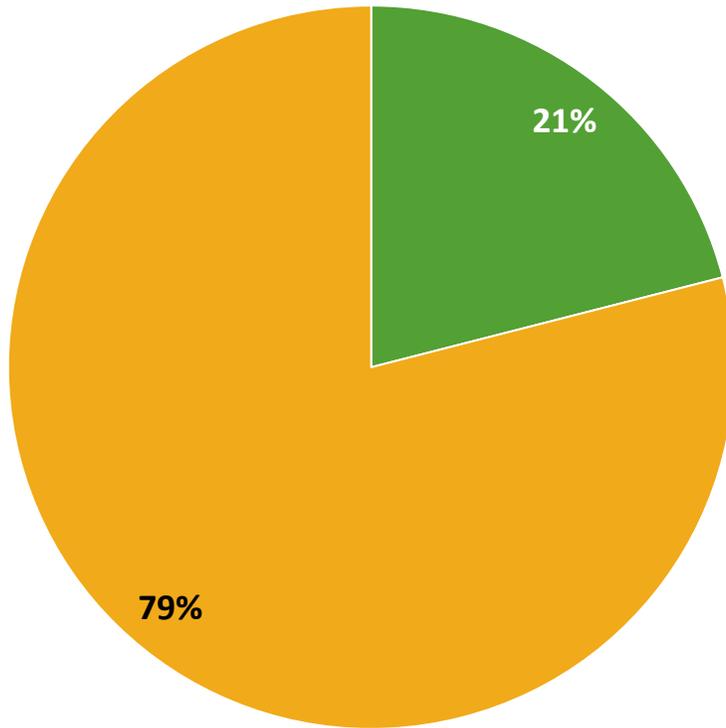


218

Bus Transportation

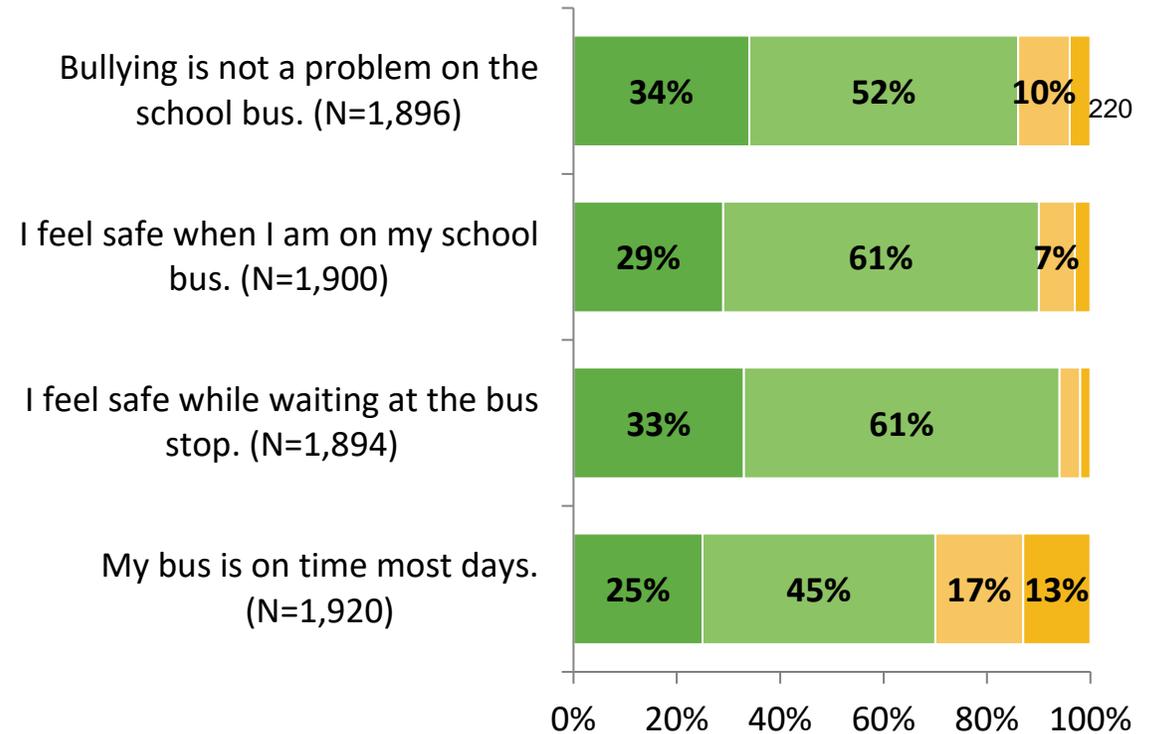
Bus Transportation

Do you ride the bus to and/or from school? (N=9,631)



■ Yes ■ No

How strongly do you disagree or agree with the following statements?

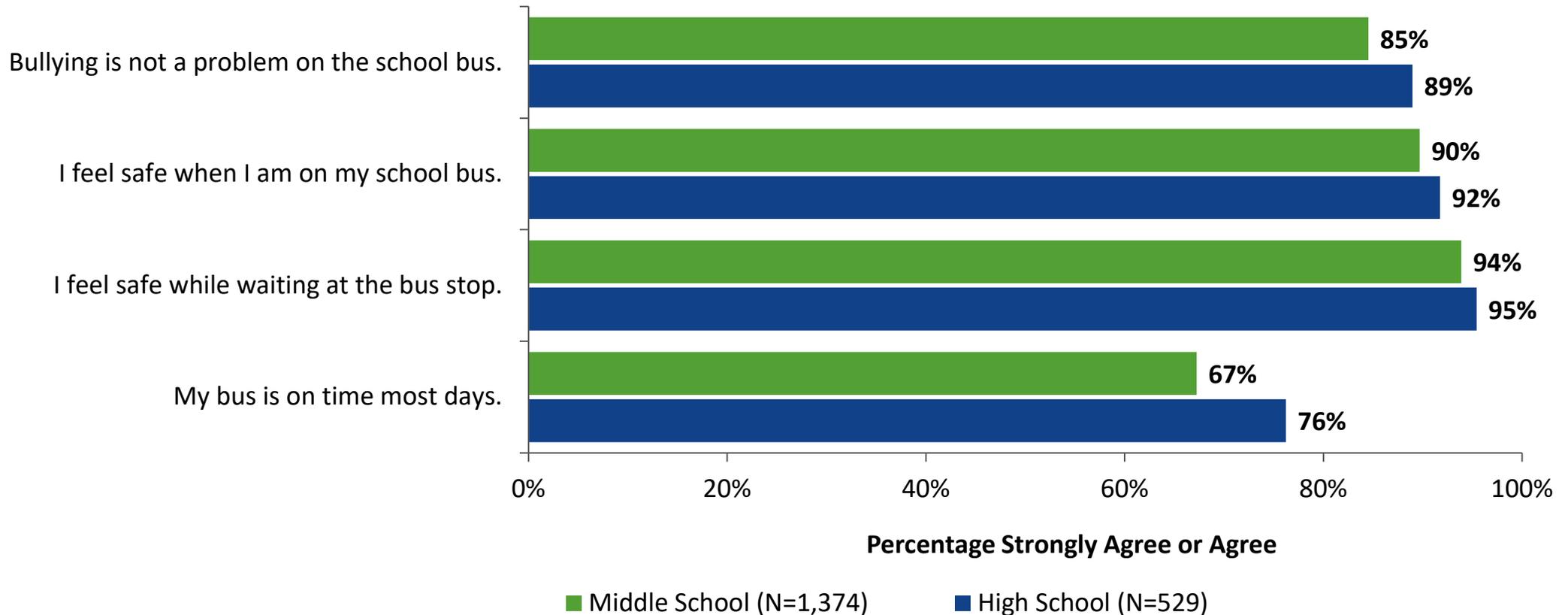


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Note: Note: Only participants who said they ride a LISD bus were given these questions. Don't Know responses have been excluded from calculations.

Bus Transportation by Secondary Grade Level

How strongly do you agree or disagree with the following statements?



221

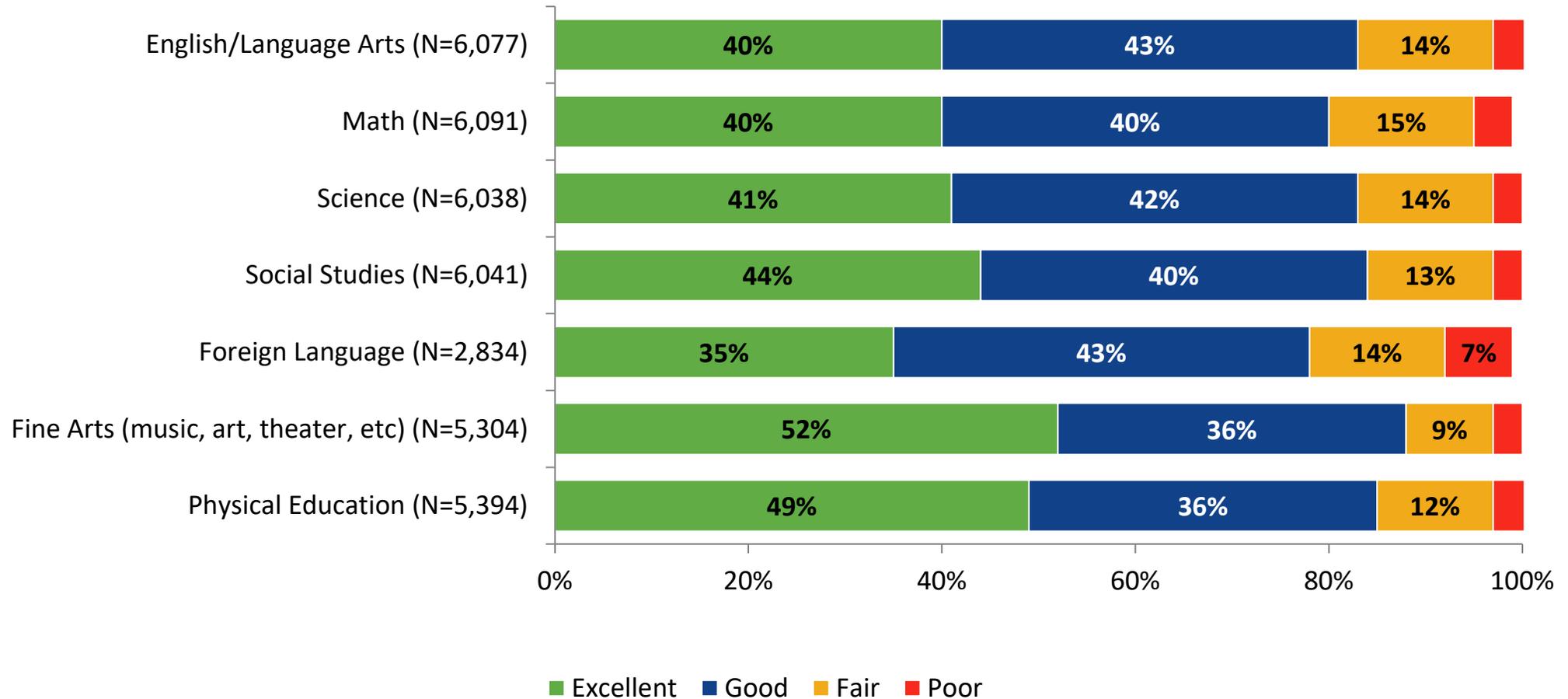
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: Only participants who said they regularly ride a LISD bus were given these questions. Don't Know responses have been excluded from calculations.

Programs and Services

Programs and Services – Middle School

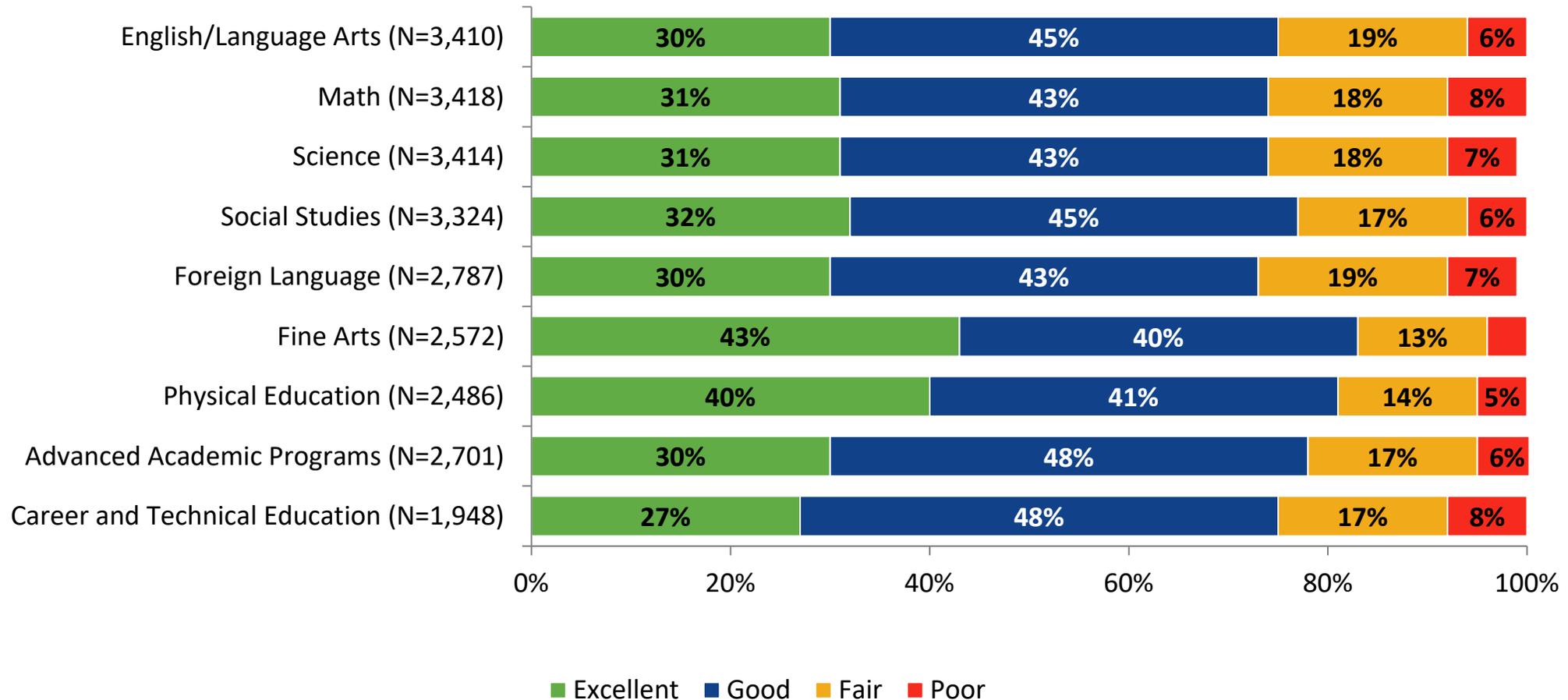
Please rate the overall quality of each program or service listed below, based on your experiences this school year.



223

Programs and Services – High School

Please rate the overall quality of each program or service listed below, based on your experiences this school year.

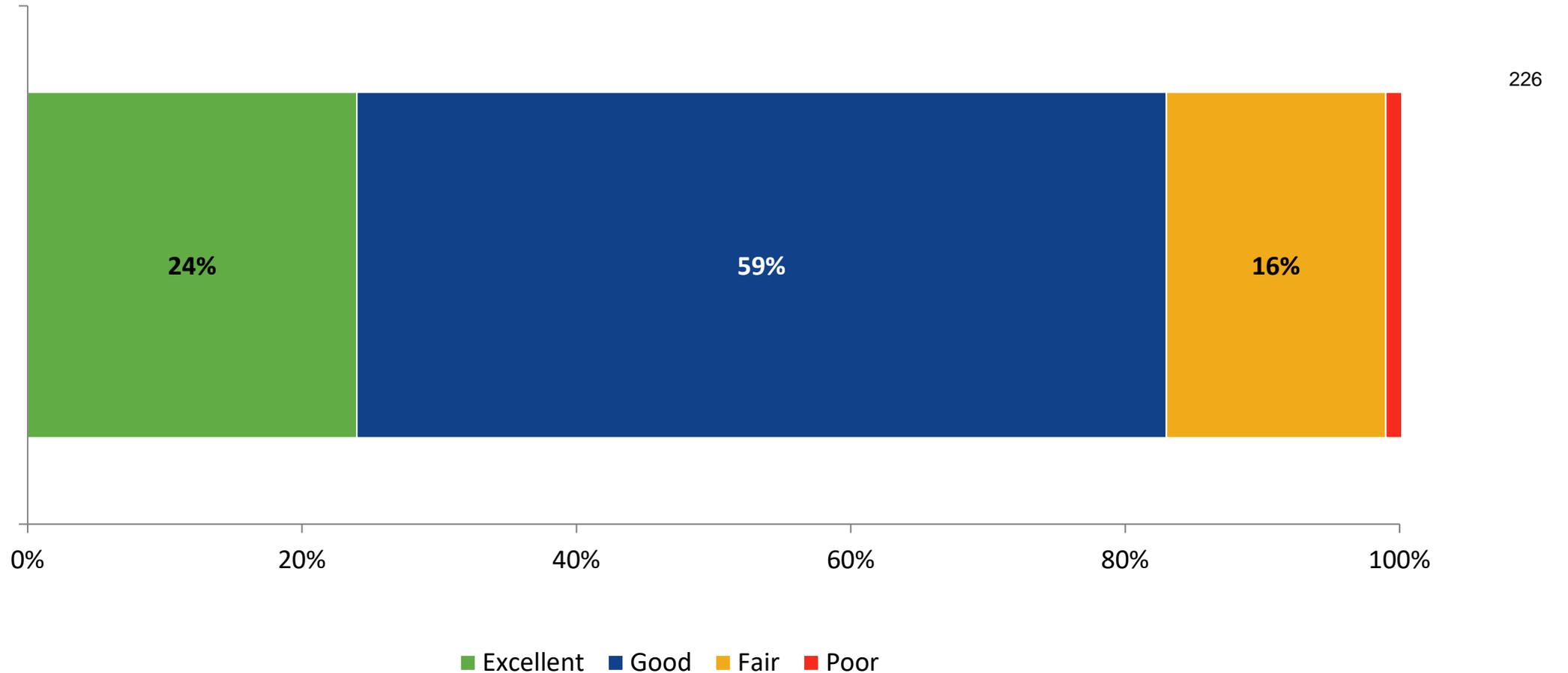


224

Facilities and Materials

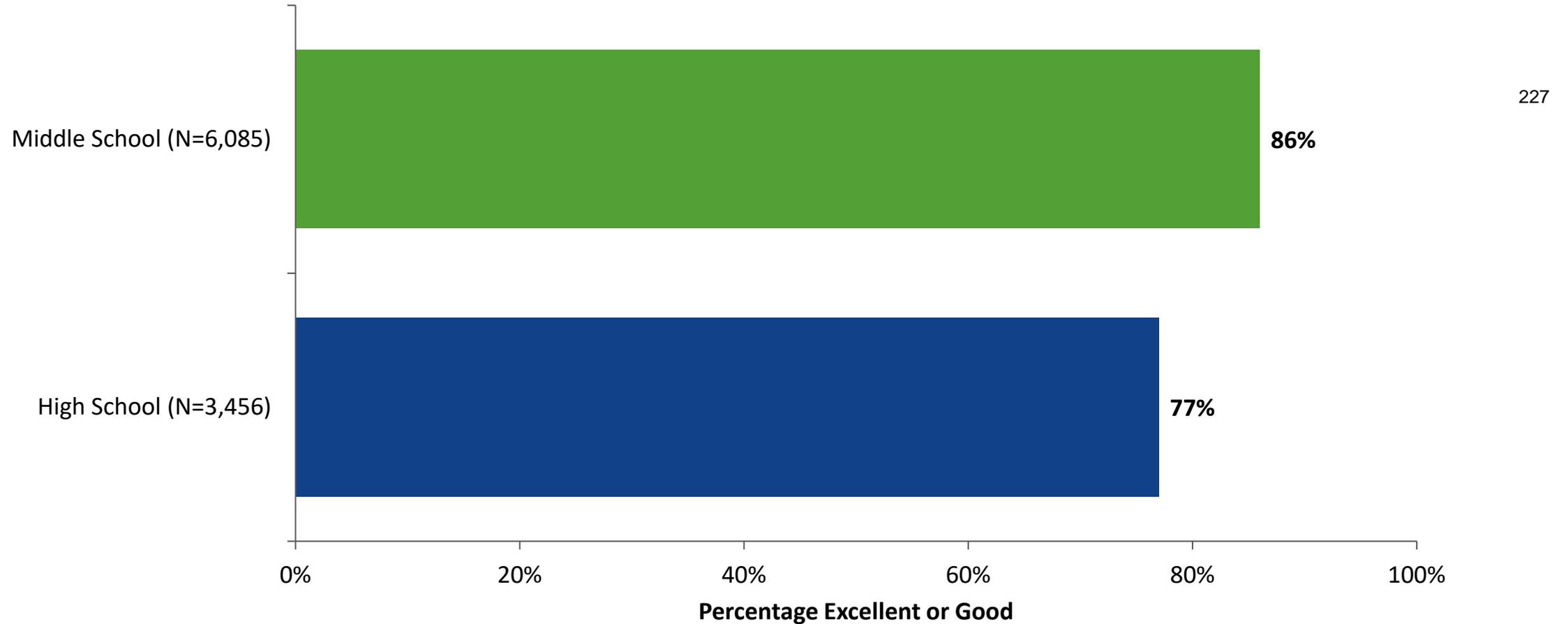
Overall Quality of Facilities

Overall, how would you rate the facilities in your school? (N=9,541)



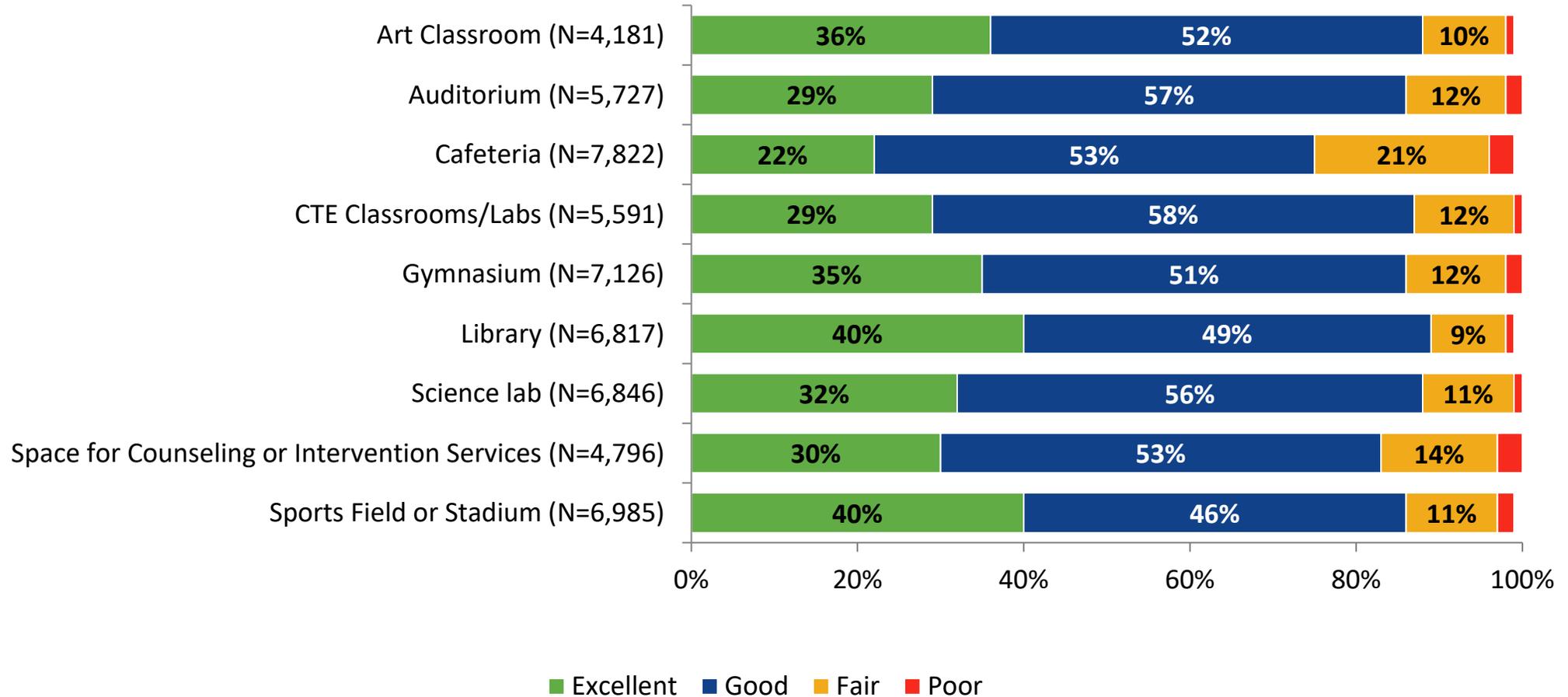
Overall Quality of Facilities by Secondary Grade Level

Overall, how would you rate the facilities in your school?



Facilities

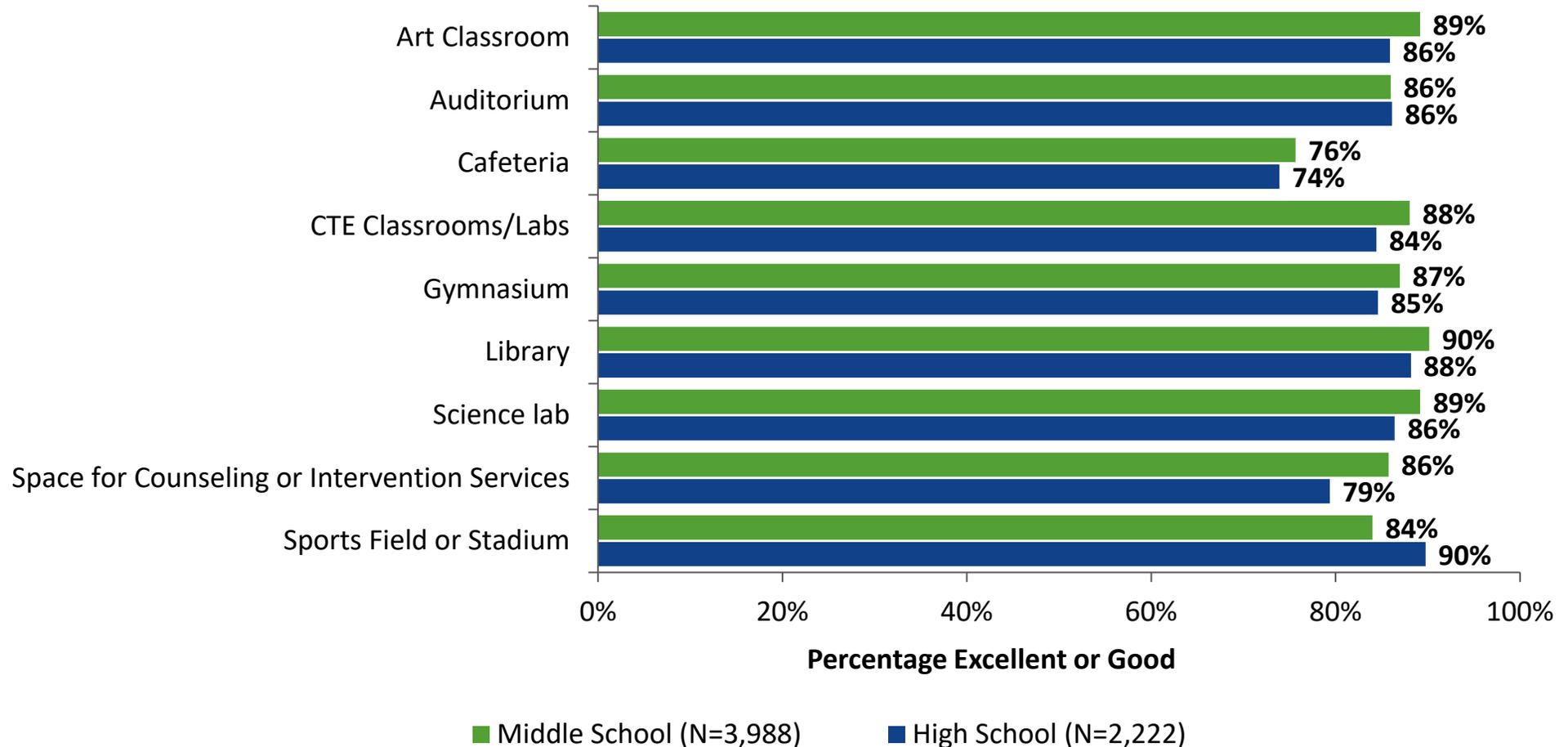
Please rate the condition of the following facilities in your school.



228

Facilities by Secondary Grade Level

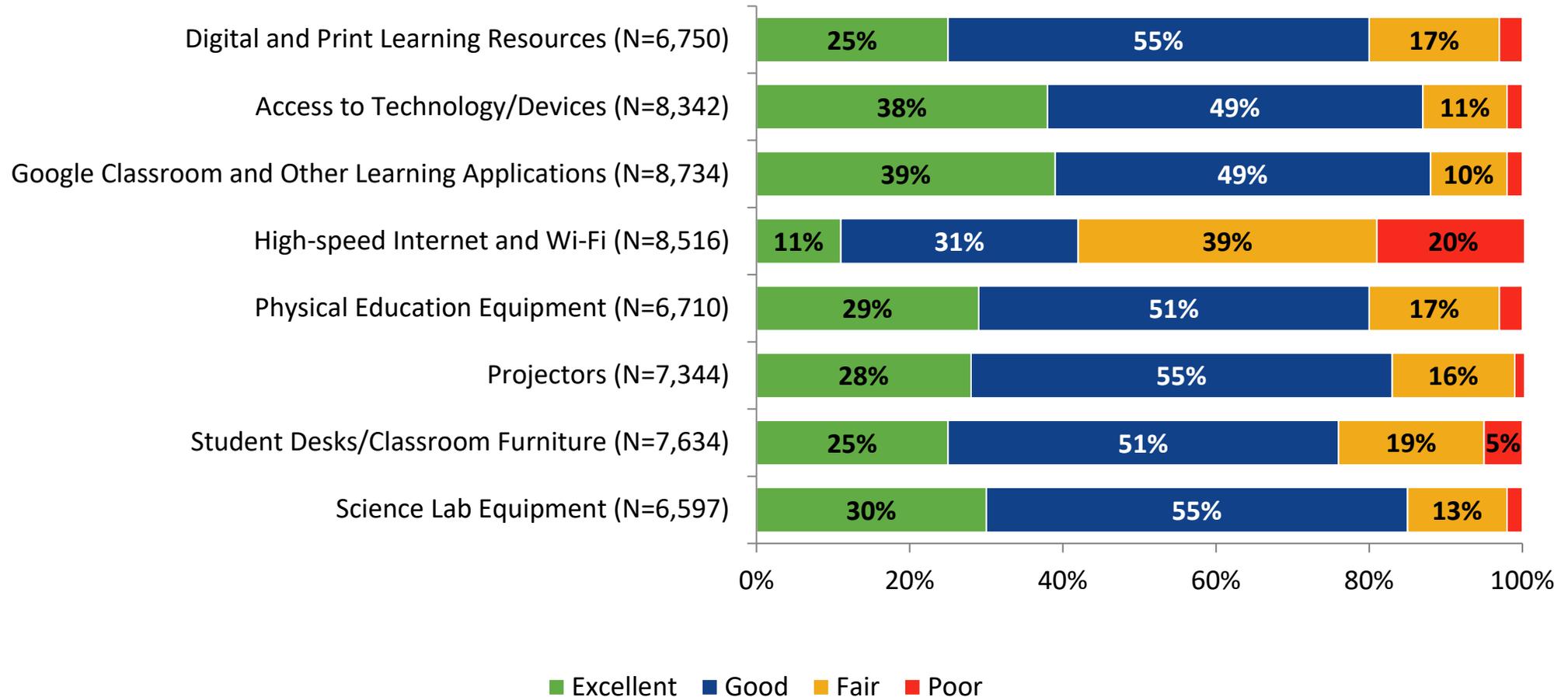
Please rate the condition of the following facilities in your school.



229

Materials

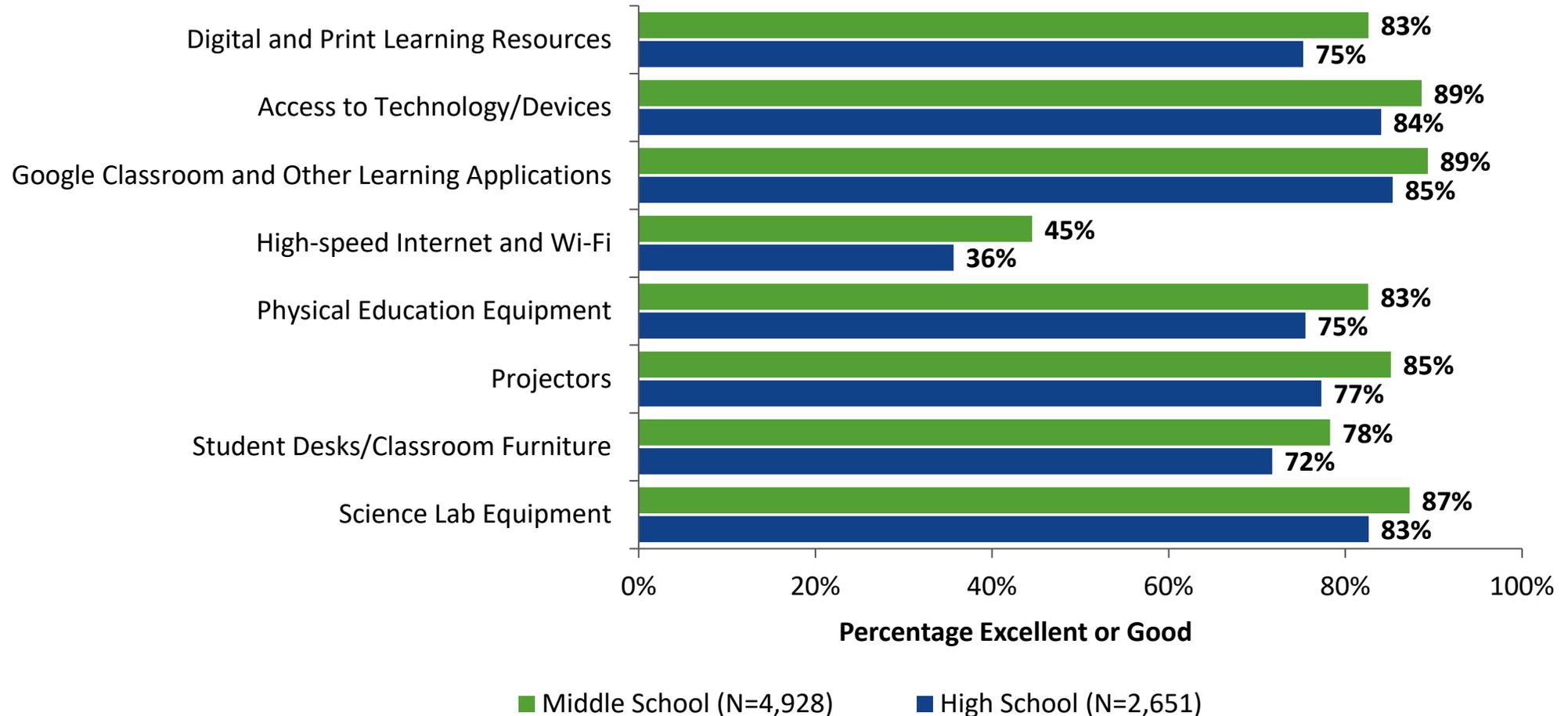
Please rate the adequacy of the following classroom materials in your school.



230

Materials by Secondary Grade Level

Please rate the condition of the following facilities in your school.



231

Facilities Needing Improvement

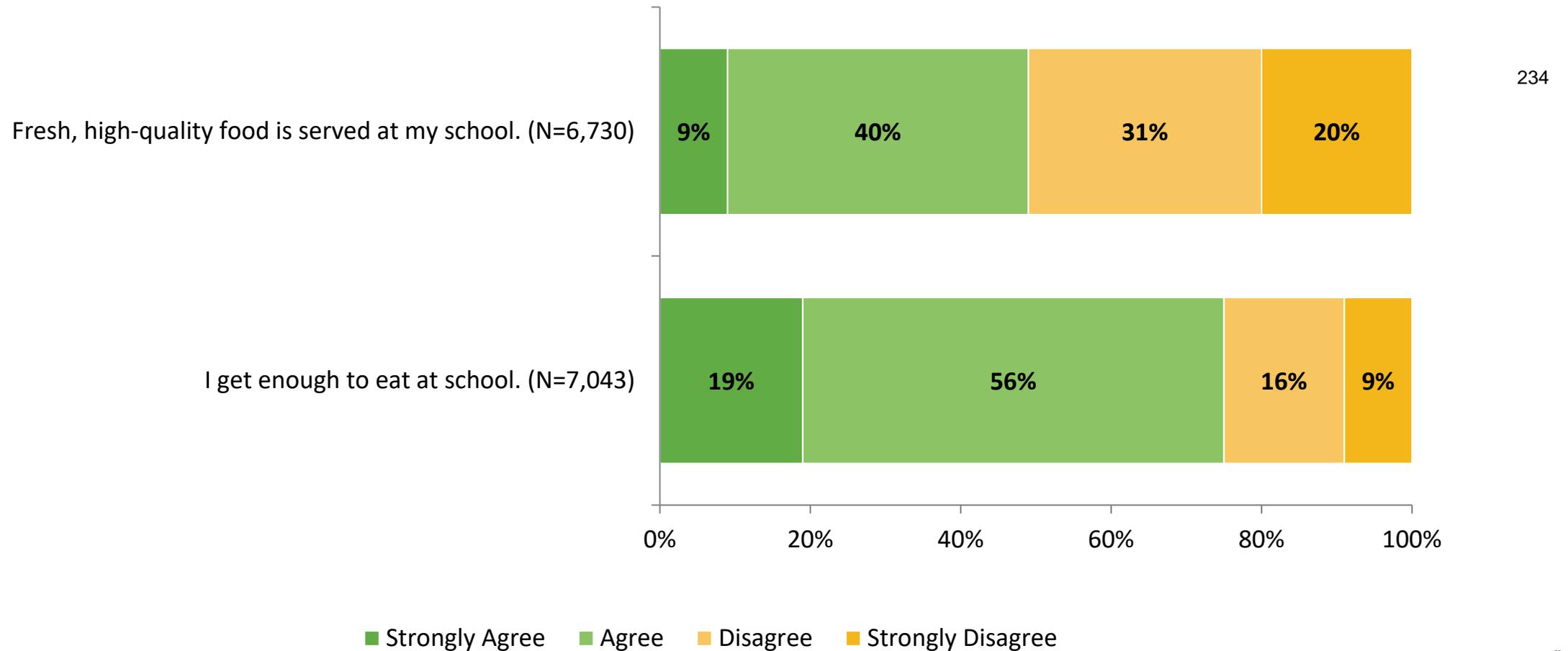
Please select THREE areas where your school's facilities most need improvement. (N=8,402)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Technology to meet the learning needs of students (including hardware, software, and Internet speed access)	7972	100	1 232
Thermal comfort (including heating and cooling)	6480	81	2
Adequacy and functionality of the parking, bus loop, and student drop-off areas	5682	71	3
Equipment and furniture	4109	52	4
Appearance and functionality of the classrooms	3865	48	5
Athletic facilities (including fields and stadiums)	3463	43	6
Neatness and cleanliness	3453	43	7
Availability and functionality of the outdoor spaces and playfields/playgrounds	3361	42	8
Safety and security (including perimeter lighting, security cameras, and security officers)	2883	36	9
Materials, resources, and equipment for children with special needs	2496	31	10
Communications systems (including PA, phones, and emergency call buttons)	2385	30	11
Exterior appearance	2245	28	12
Lighting levels in the classroom	2018	25	13

Nutrition

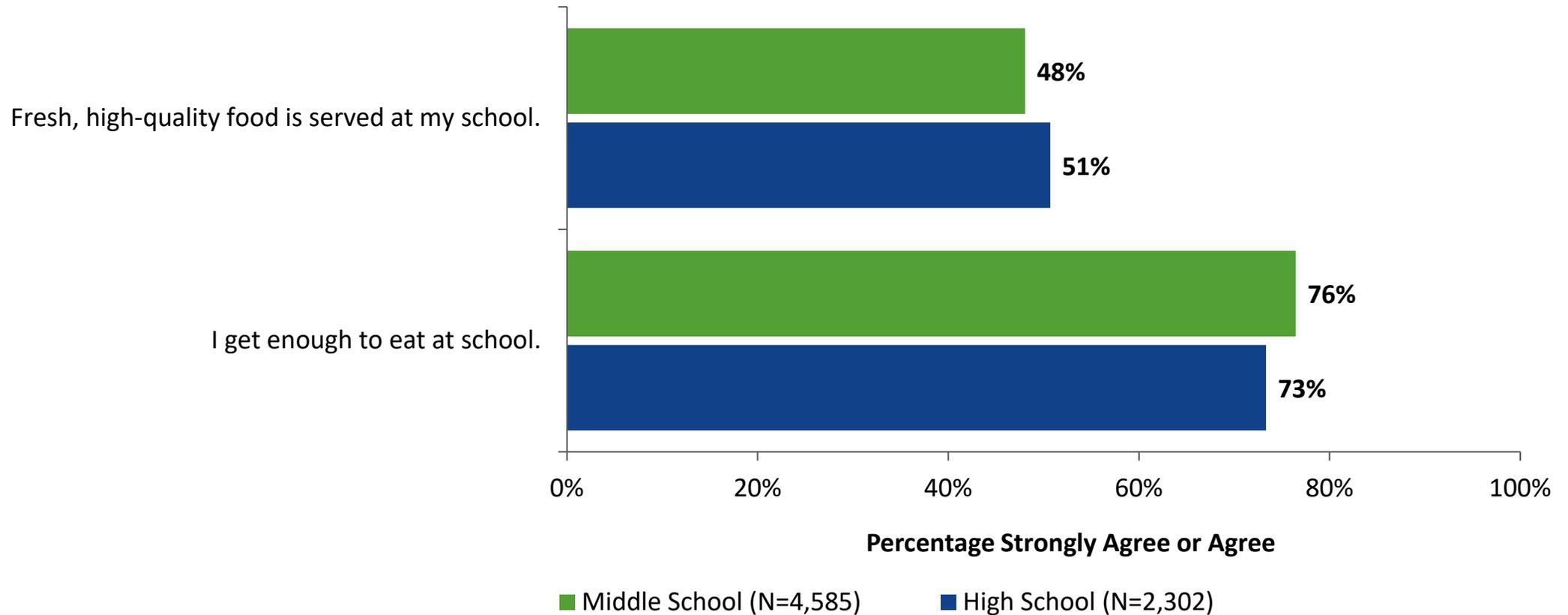
Nutrition

How strongly do you disagree or agree with the following statements?



Nutrition by Secondary Grade Level

How strongly do you disagree or agree with the following statements?

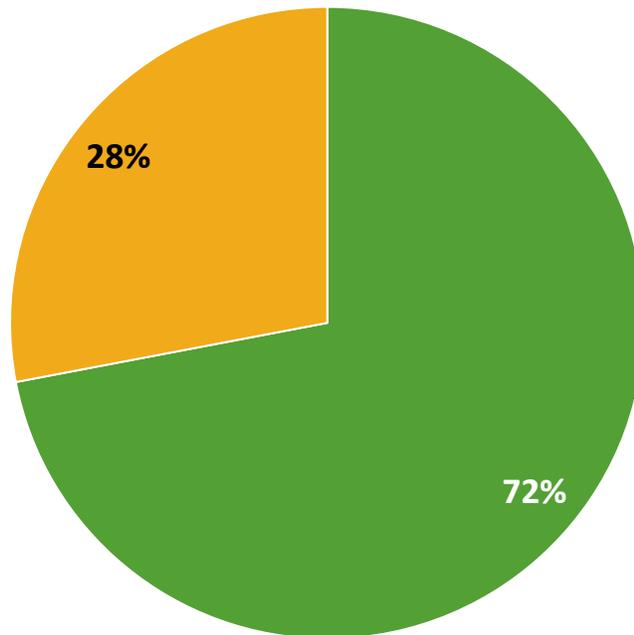


235

Co-Curricular/Extracurricular Activities

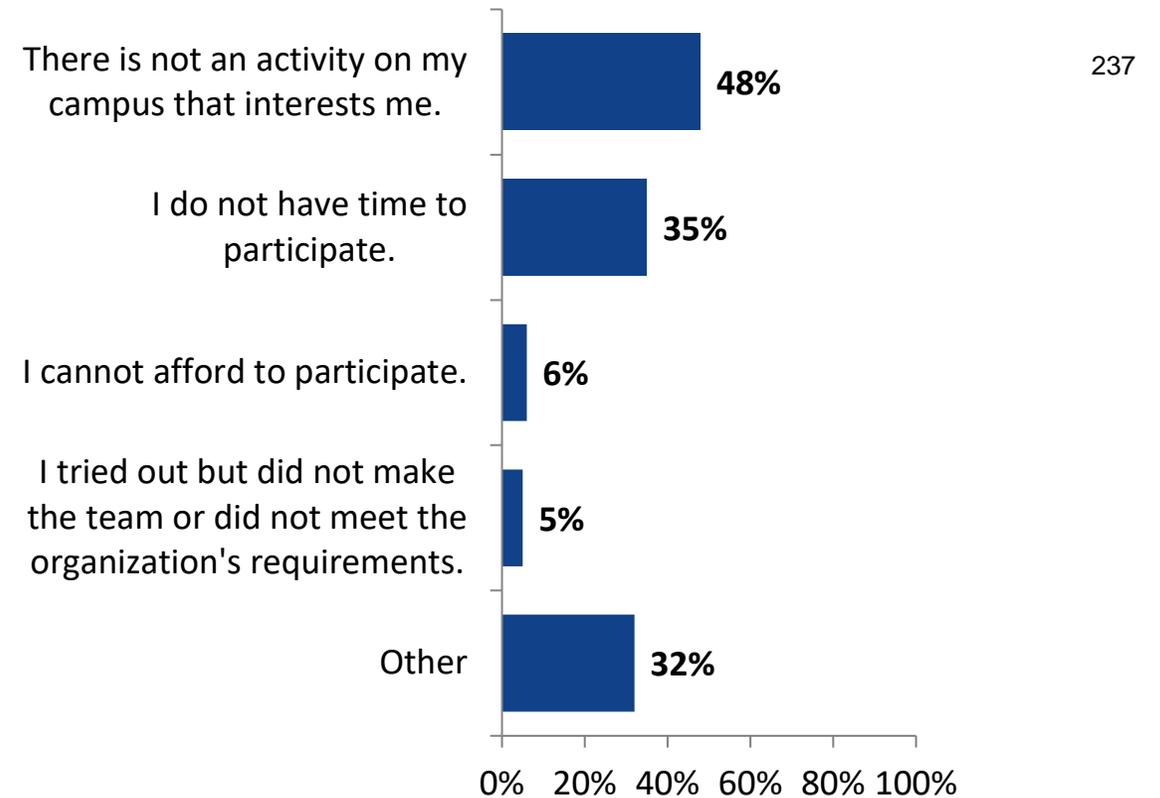
Co-curricular/Extracurricular Activities

Do you participate in co-curricular or extracurricular activities, teams, or organizations (e.g., athletics, fine arts, academics, CTE, service, or student leadership)?
(N=9,623)



■ Yes ■ No

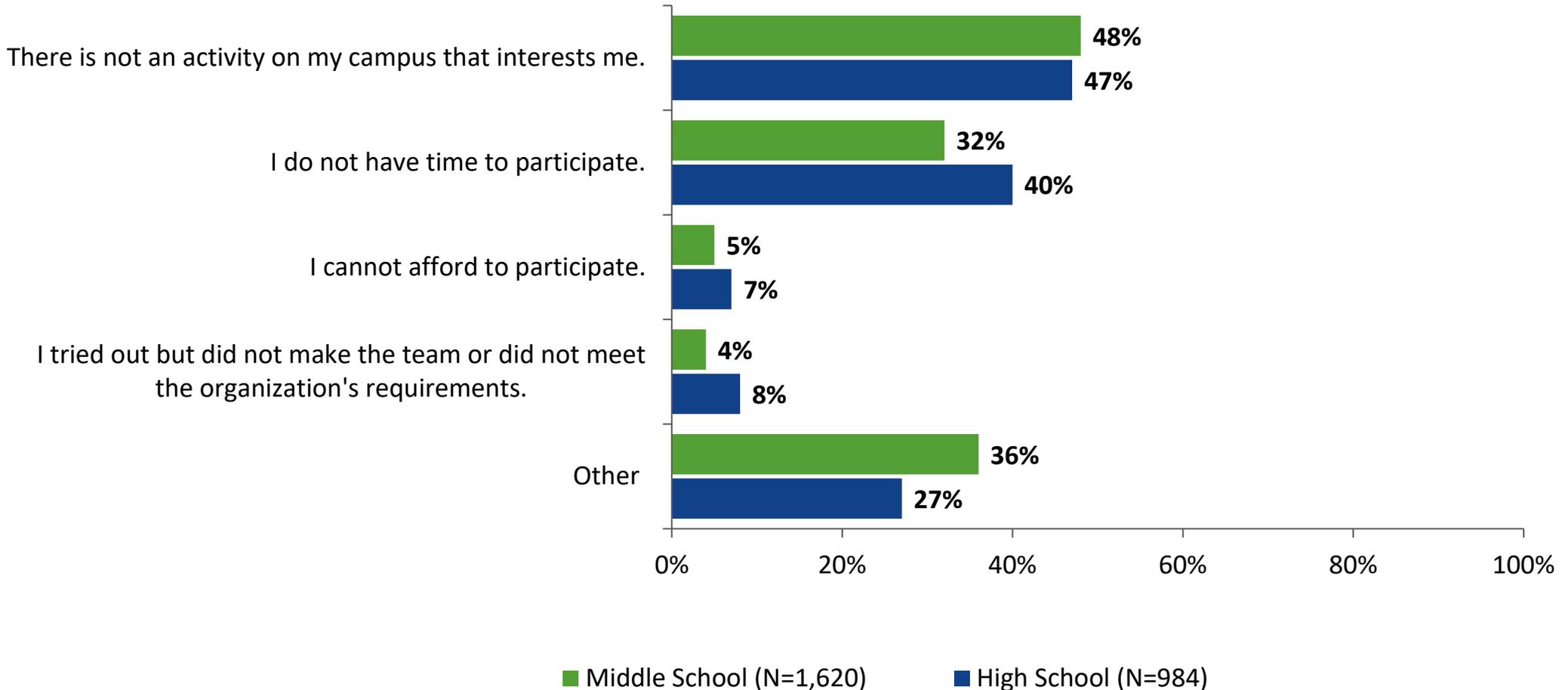
Please indicate why you do not participate in co-curricular or extracurricular activities, teams, or organizations. (N=2,604)



Note: Only participants who said they did not participate in a co-curricular answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Co-Curriculars by Secondary Grade Level

Please indicate why you do not participate in co-curricular or extracurricular activities, teams, or organizations.

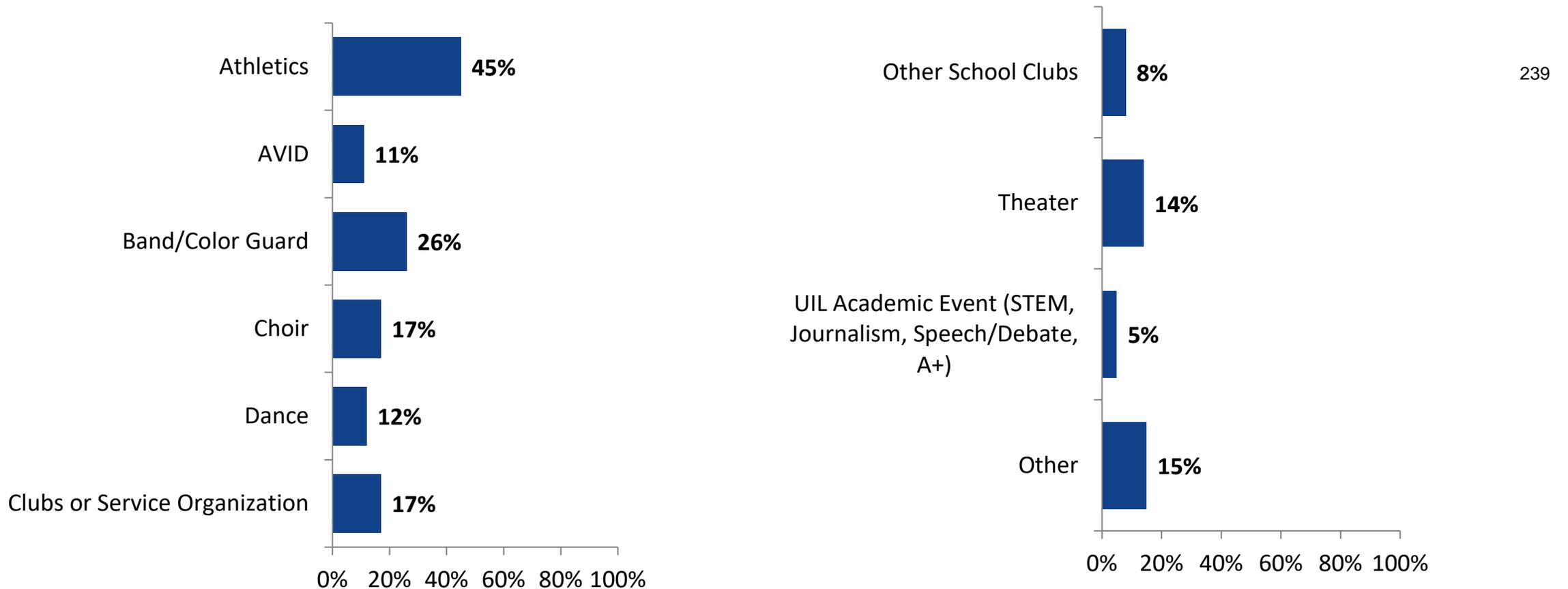


238

Note: Only participants who said they did not participate in a co-curricular answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Co-curricular/Extracurricular Activities (Continued)

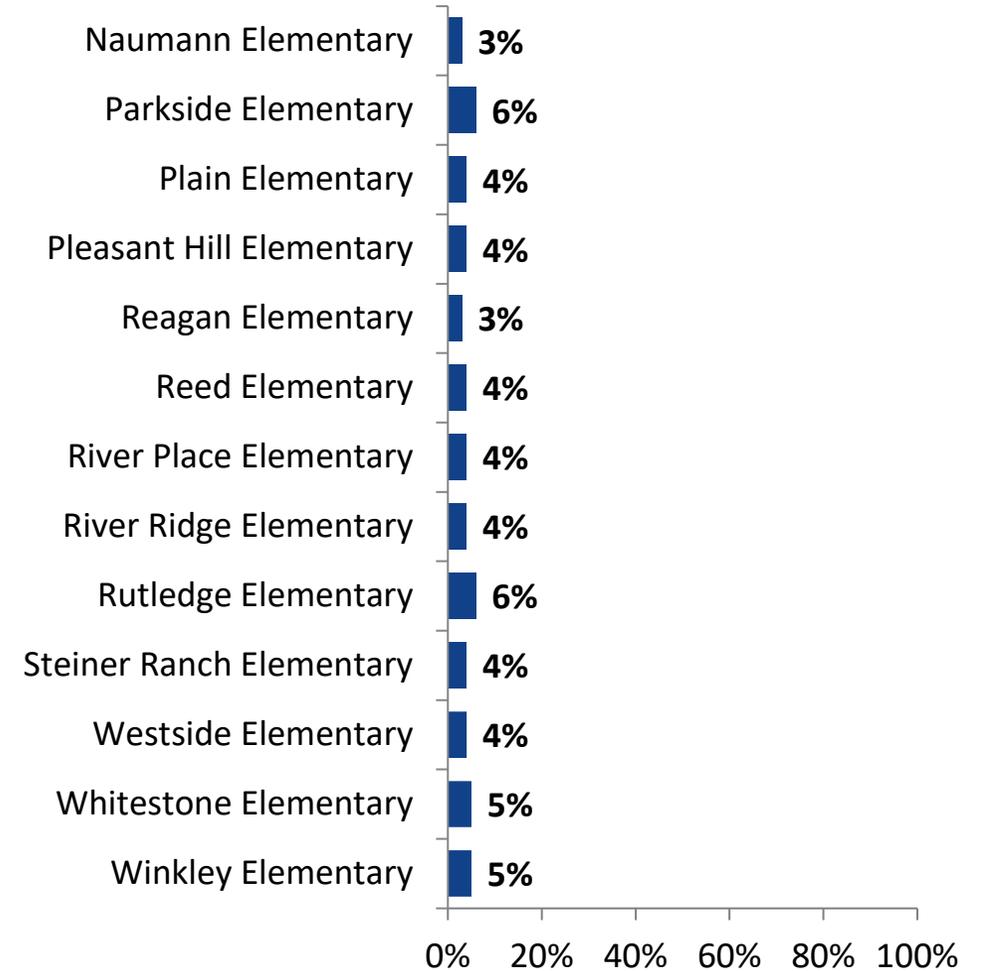
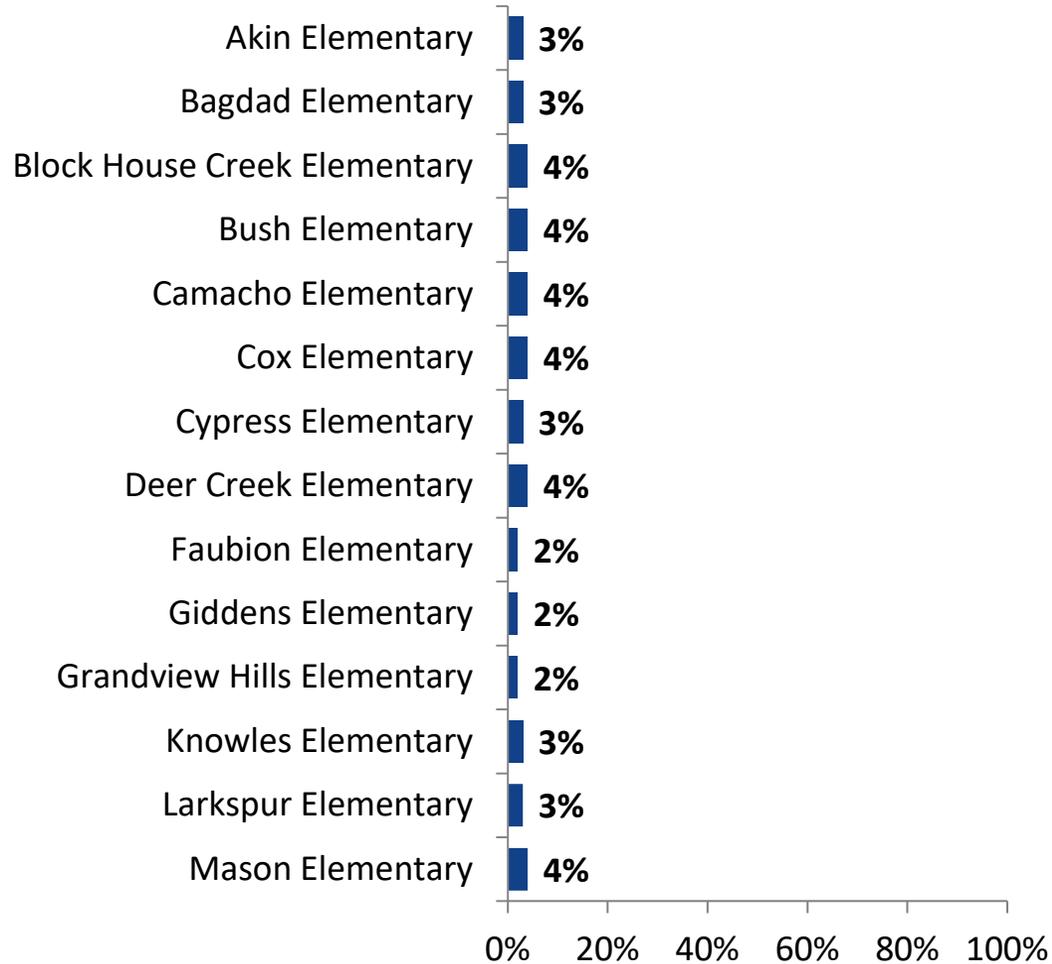
In which of the following activities do you participate? (N=6,947)



Note: Only participants who said they did participate in a co-curricular answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

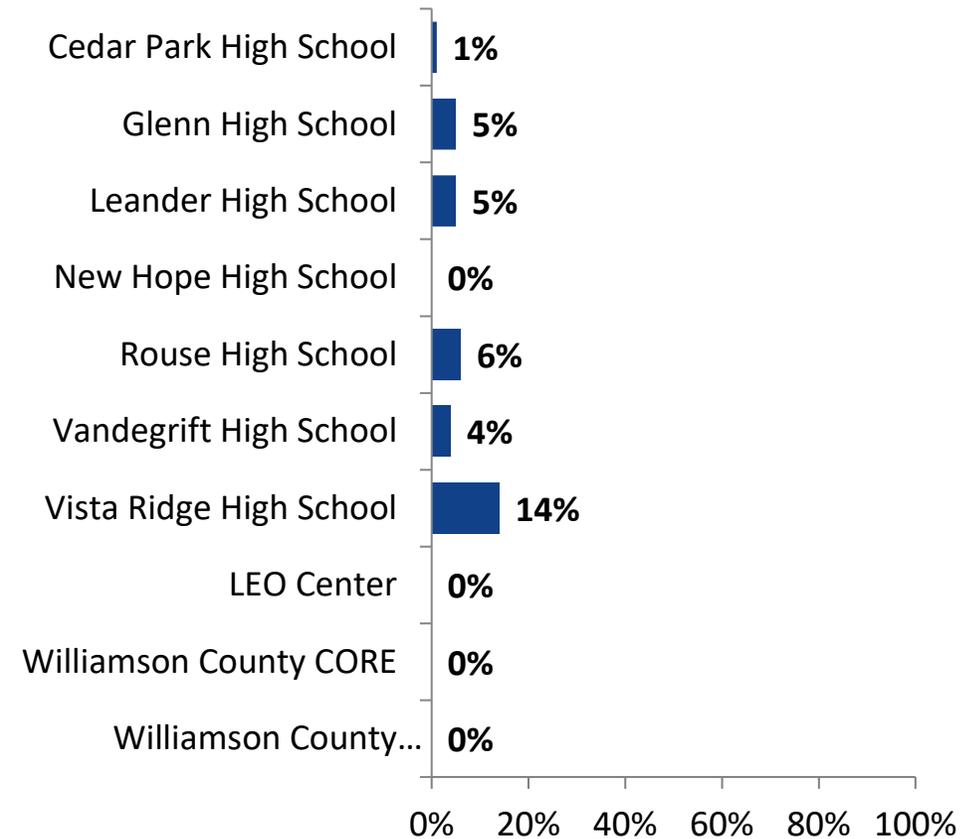
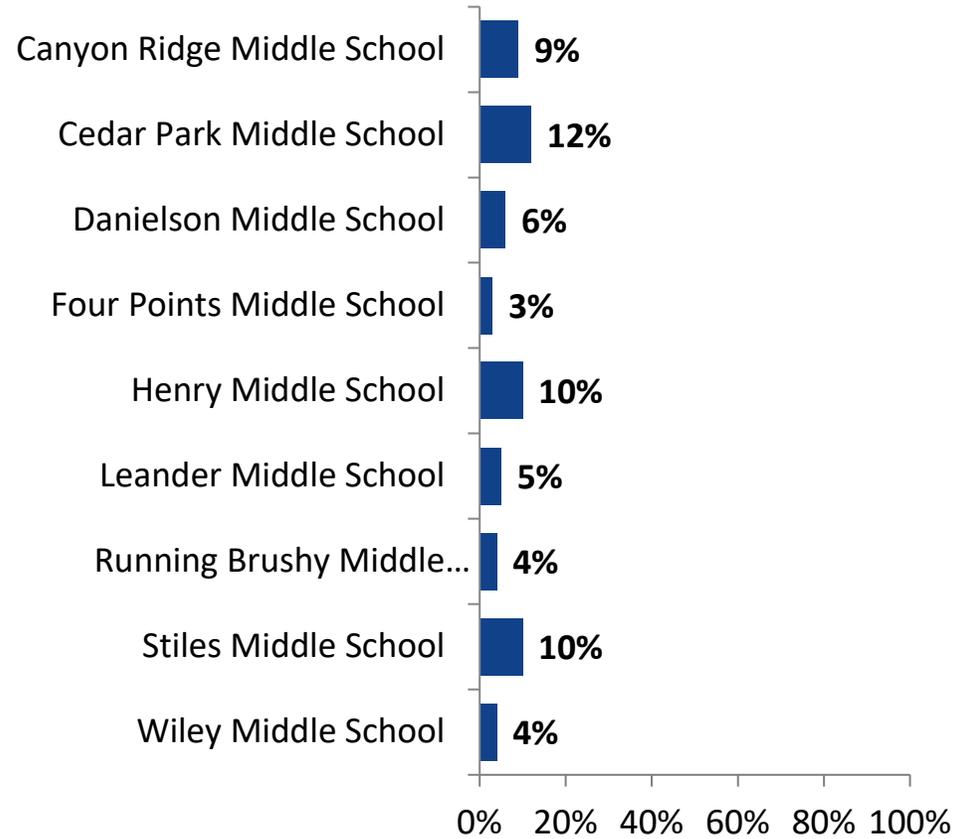
Participant Profile

Elementary Campuses



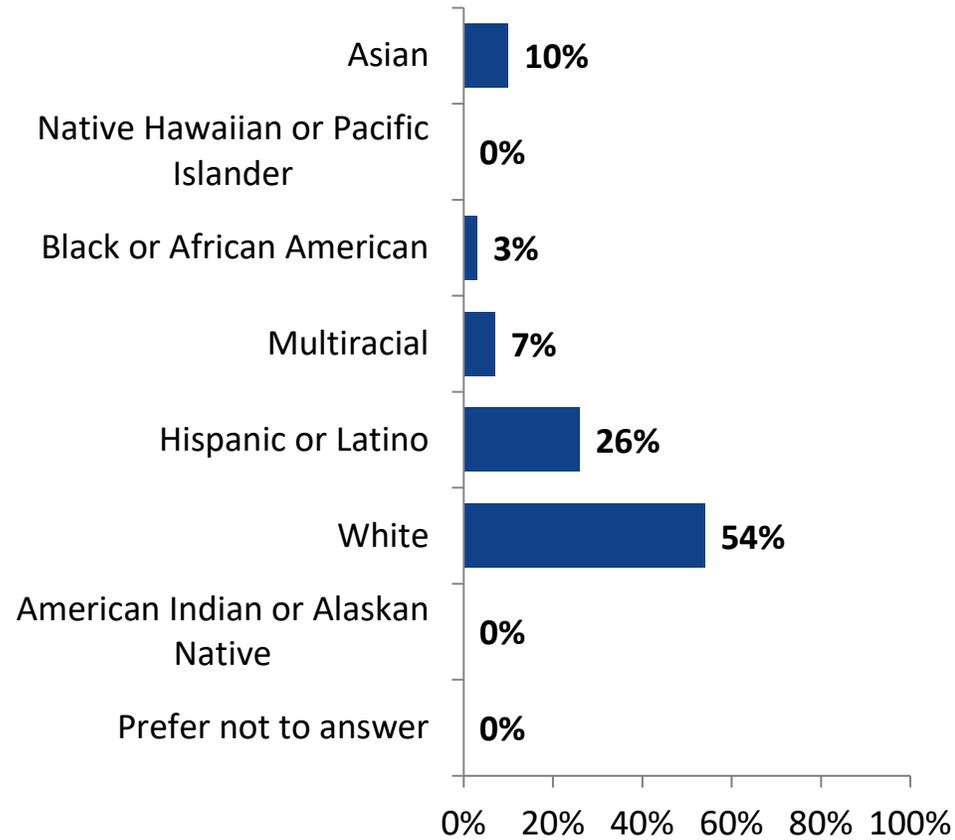
241

Secondary Campuses

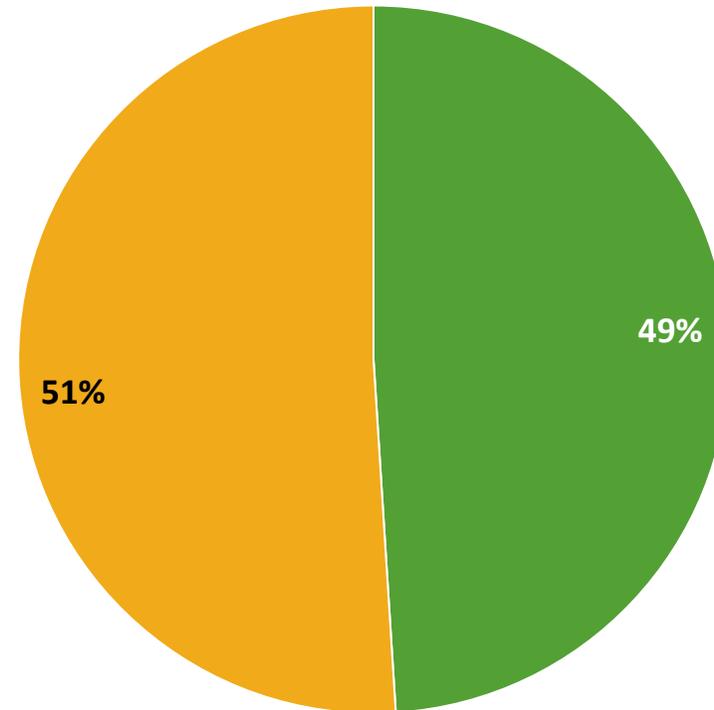


Elementary Student Demographics

Race/Ethnicity (N=6,196)



Gender (N=6,196)

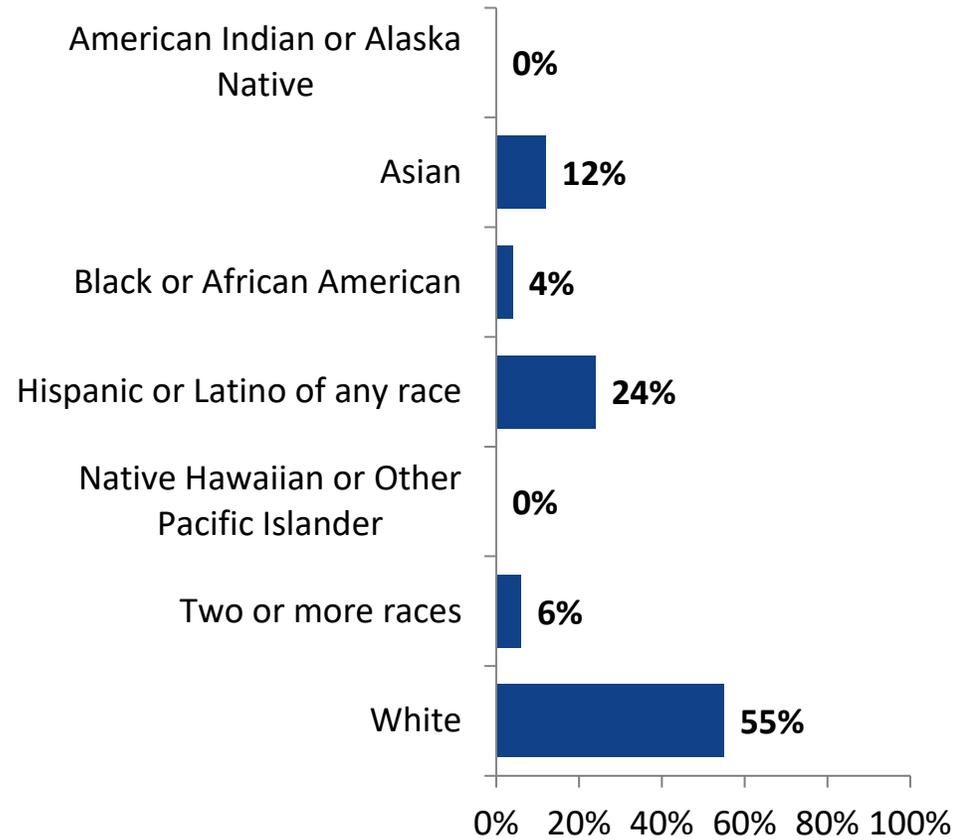


243

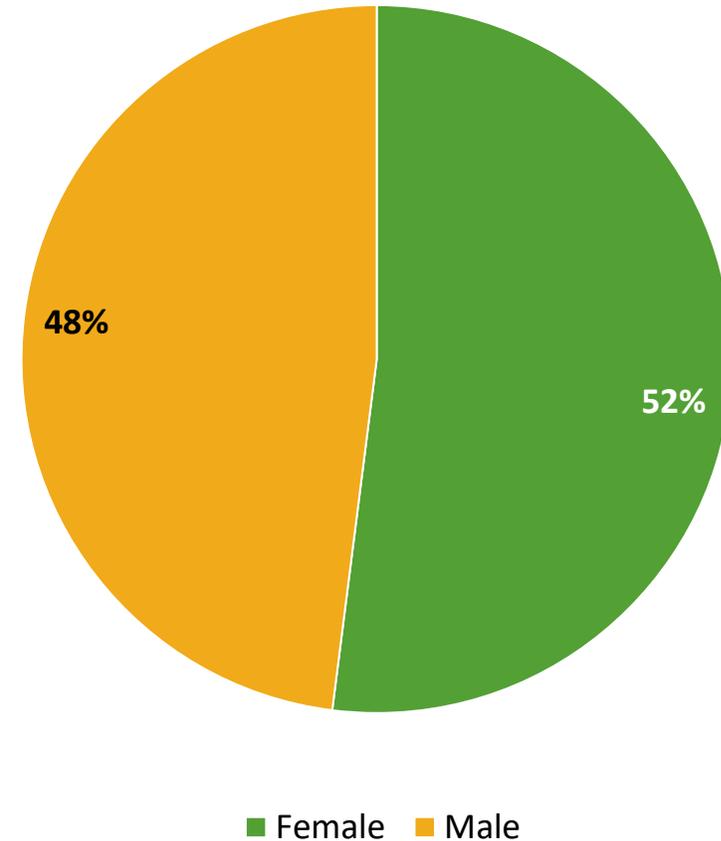
Female Male

Secondary Student Demographics

Race/Ethnicity (N=9,654)

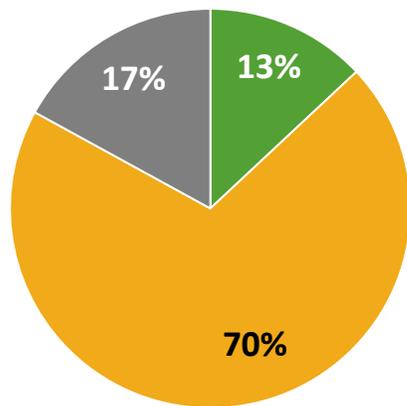


Gender (N=9,654)



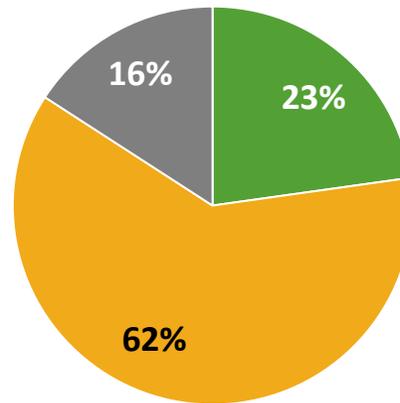
Elementary Student Demographics (Continued)

SPED Services (N=6,196)



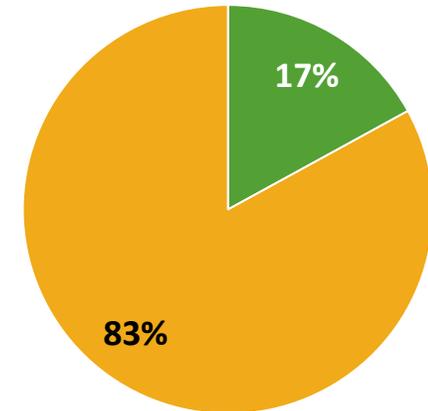
■ Yes ■ No ■ NULL

Gifted Program (N=6,196)



■ Yes ■ No ■ NULL

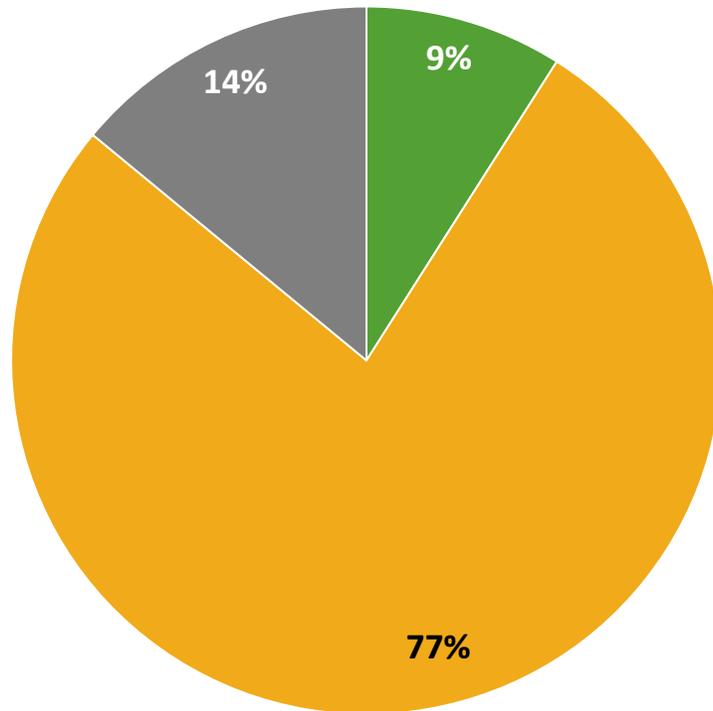
Free/Reduced Price Lunch (N=6,196)



■ Yes ■ No ■ NULL

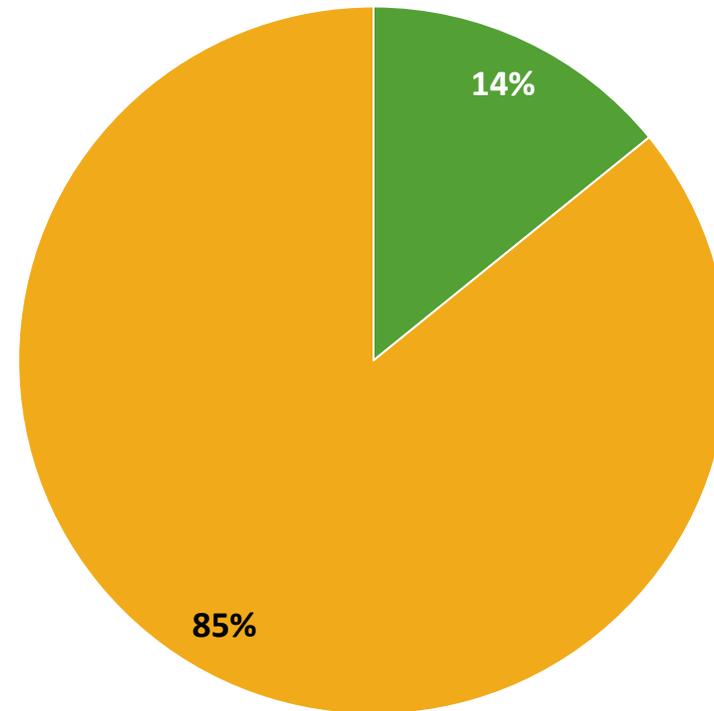
Secondary Student Demographics (Continued)

Free/Reduced Lunch (N=9,654)



■ Yes ■ No ■ N/A

SpecEd (N=9,654)



■ Yes ■ No ■ N/A

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Report on BrightBytes Survey Results
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Jennifer Collins and Carie Spannagel
Attachments: Report on BrightBytes Survey Results Presentation

Background Information:

BrightBytes is an online survey tool that gathers information from our students, teachers, and parents on our ongoing technology use in the classroom. The Teaching and Learning survey provides insights to determine technology effectiveness in improving student learning through the CASE™ framework, including classroom, access, skills, and environment domains. LISD began implementation of the BrightBytes survey in 2017, providing the District with trend data over time. The survey results allow district and campus teams to measure growth in the 5 Cs (collaboration, creativity, collaboration, critical thinking, and citizenship) and connections to the updated graduate profile.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Report on BrightBytes Survey Results

June 10, 2021

Outcomes

- BrightBytes Survey Purpose
- Dive into the Data
- Discuss data usage



BrightBytes is an online survey tool to gather information around technology from our students, teachers, and parents. The Technology & Learning module provides insights into the factors that determine the effectiveness of technology in improving student achievement.

251

The heart of the module is CASE™, a research-based framework developed by a team of educational researchers, higher ed statisticians, and K-12 practitioners. The CASE™ framework includes classroom, access, skill, and environment domains.

Data Collection Timeline and Participants

- Participants
 - 3rd- 12th grade students
 - Teachers
 - Parents
- Spring 2021 Collection (March- April)
- Began using BrightBytes in 2017
 - 2020*: Due to COVID, we did not hit our statistical significance for data collection which affects our trend data.

252

CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Show More +

CASE™ Score

1121 Advanced ↗ Up since last data collection

Classroom



Use of the 4Cs



Digital Citizenship



Assessment

Assistive Technology

Access



Access at School



Access at Home



Skills



Foundational



Online



Multimedia



Environment



The 3Ps



Support



Professional Learning



Beliefs

Trends

[Overall !\[\]\(00264caaf8eacb56526ae22a95629338_img.jpg\)](#) Domains

CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Show More (+)

CASE™ Score

1121 Advanced

BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of May 25, 2021	1077	1012	1194	1120	1080
Texas	As of May 25, 2021	1083	1017	1191	1129	1091 255

Districts

Schools

DISTRICTS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
Leander Isd	Jan 1, 2021 to Present	1121 ↗	1069 ↗	1227 ↗	1155 ↗	1117 ↗

Classroom



Use of the 4Cs

Teachers



Students



Digital Citizenship

Teachers



Students



Assessment



Assistive Technology



CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Trends

[Domains](#) [Success Indicators](#)



Access



Access at School

Teachers



Students



Access at Home

Teachers



Students

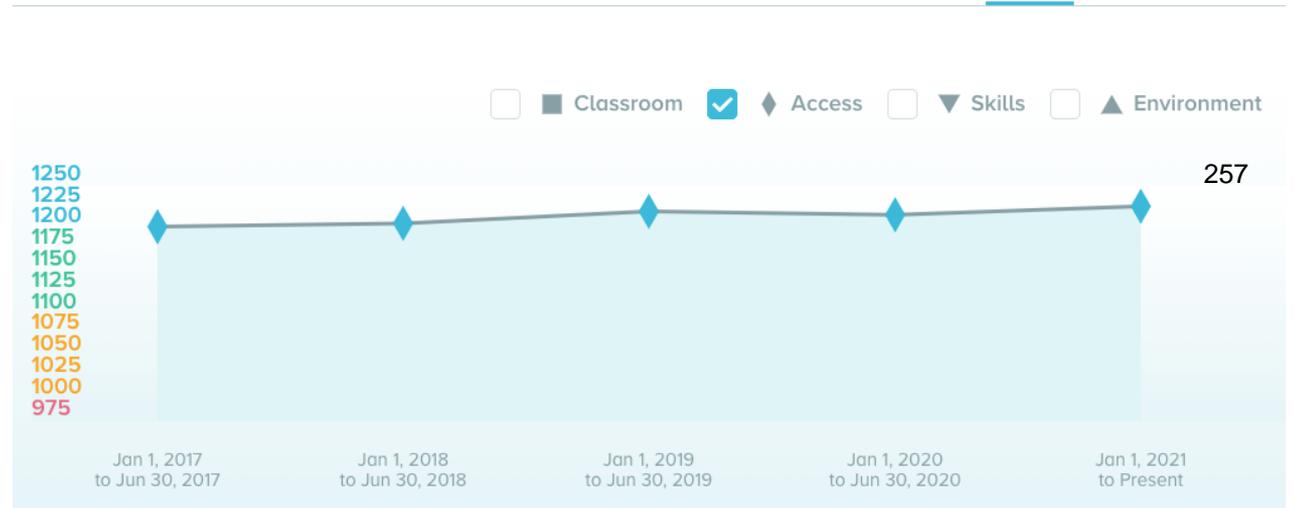


CASE™ Score Legend

- Beginning
- Emerging
- Proficient
- Advanced
- Exemplary

Trends

[Domains](#) [Success Indicators](#)



Skills



Foundational

Teachers



Students



Online

Teachers



Students



Multimedia

Teachers



Students



CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Trends

Domains **Success Indicators**

Classroom Access Skills Environment

1250
1225
1200
1175
1150
1125
1100
1075
1050
1025
1000
975

258

Jan 1, 2017
to Jun 30, 2017

Jan 1, 2018
to Jun 30, 2018

Jan 1, 2019
to Jun 30, 2019

Jan 1, 2020
to Jun 30, 2020

Jan 1, 2021
to Present

Environment



The 3Ps



Support



Professional Learning



Beliefs



CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Trends

[Domains](#) [Success Indicators](#)



Next Steps with the BrightBytes Data:

- mLISD Empowered Learning Steering Committee & Campus Teams review the data to help inform improvement plans
- Provide support to campus and district leadership teams
- Begin to make connections to the updated LISD Graduate Profile
- Measurement of the 5 Cs and deeper learning within our system
 - Creativity, Critical Thinking, Collaboration, Communication, and Citizenship

260

DISCUSSION

Leander ISD Board Meeting Agenda Item Information

Regular Meeting Date: June 10, 2021

Agenda Item: Consider Approval of Human Sexuality Curriculum
Purpose: Action Requested June 10, 2021 Discussion Item/Report
Administrator Responsible: Brandon Evans, Jennifer Collins, Steve Clark, Jennifer Lopez and
Kenneth DeBord
Attachments: 2021 SHAC Bylaws
Board Summary Report of Recommendations
SHAC Board Presentation

Background Information:

Per Board Policy BDF (legal), the Board shall establish a local School Health Advisory Committee (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. The 2020-2021 SHAC committee annual written report is attached, and the committee is providing a report on the work the committee conducted this past year. The committee will provide an update to the Trustees on the four main areas that the committee focused on this year: Physical Activity and Nutrition, Social Emotional Wellbeing, Human Sexuality Curriculum, and SHAC By-laws.

Every three years SHAC reviews various human sexuality curriculum to be used in grades 7, 8, and 9. This year, the committee was presented with four curriculum options: Big Decisions, Choosing the Best, LifeGuard, and Living Well Aware. The committee thoroughly reviewed Choosing the Best and LifeGuard. The committee had the opportunity to view the curriculum and hear from representatives of the organizations. Members of the committee considered grade level appropriate content, delivery method, resources, parent access, training, and cost.

Administrative Recommendation:

SHAC recommends continuing the use of LifeGuard as the resource for the human sexuality curriculum used in grades 7, 8, and 9.

Sample Motion:

I move that the Board of Trustees approve the continued use of LifeGuard as the resource for the human sexuality curriculum used in grades 7, 8, and 9.

School Health Advisory Council (SHAC) Annual Report

May 20, 2021



Purpose

2

The purpose of this presentation is to review the work of the 2020-2021 Leander ISD School Health Advisory Committee (SHAC) and present recommendations specific to

264

- SHAC Bylaws
- Recommend Human Sexuality Curriculum Resource
- Subcommittee Work
 - Social and Emotional Wellbeing
 - Physical Activity and Nutrition

SHAC Details

265

- The SHAC committee met 4 times with an additional voluntary meeting with vendors.
- The entire committee took part in the recommendation for the Human Sexuality Curriculum.
- Developed Bylaws
- Subcommittees
 - Physical Activity and Nutrition
 - Social and Emotional Wellbeing

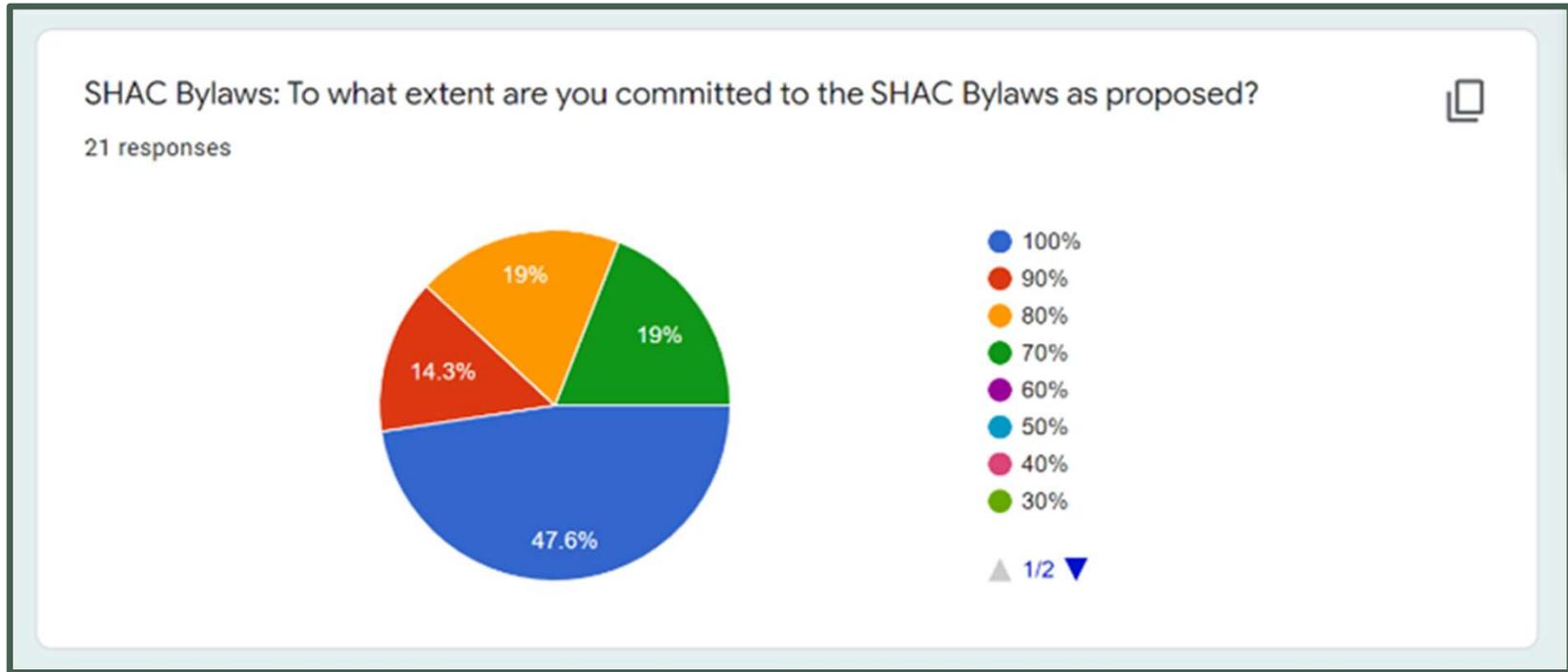
SHAC Bylaws

266

- Initial draft and examples of SHAC Bylaws presented at the December meeting
- Feedback was received from membership
- Amendments were presented at the February meeting
- Feedback was received and further changes were made and presented at the April meeting.



Feedback Results: Bylaws



Human Sexuality Curriculum

6

268

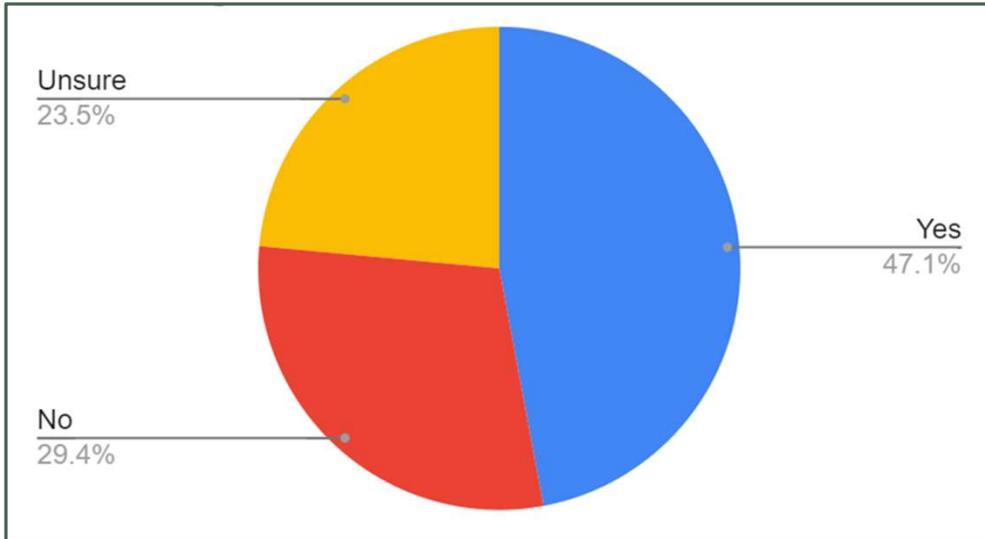
- Began by reviewing new Health TEKS and identifying potential gaps in our current 7th-9th grade process/resource
- Gathered information from surrounding districts and requested samples from four vendors
- Prioritized vendor presentations and/or scripted lessons in order to support teachers in teaching this curriculum to students
- Participated in two vendor demonstrations
- Identified strengths and areas where there were still questions or concerns



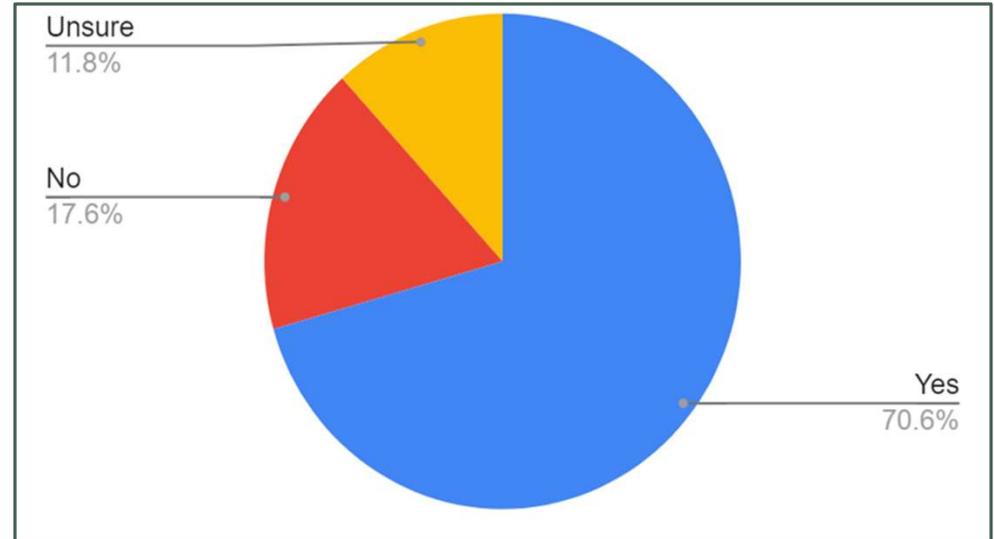
With what you know so far, are you comfortable with LISD continuing to pursue this vendor?

269

Vendor 1



Vendor 2





Vendor Follow Up Conversations

8

- Analyzed feedback and determined priorities for decision making
- Drafted questions for vendor follow up conversations based on feedback from initial presentations
- Participated in vendor follow up conversations
- Utilized Continuous Improvement tools to synthesize conversations
- Shared individual vendor recommendations - Lifeguard was unanimous

270

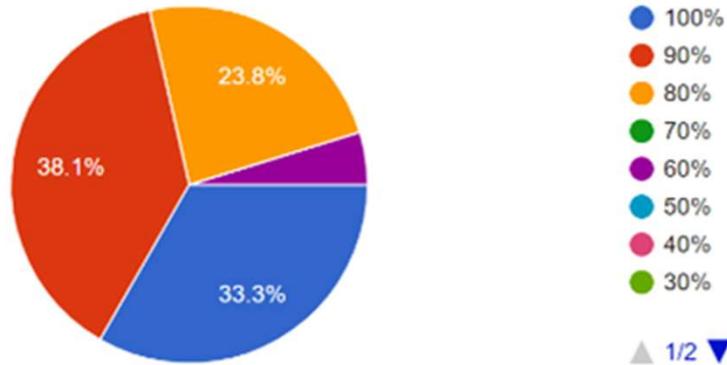


Feedback Results: Human Sexuality Curriculum

Human Sexuality Curriculum: To what extent are you committed to the proposal from the SHAC team members who participated in the vendor conversations to recommend the continued use of LifeGuard Curriculum for use in grades 7-9?



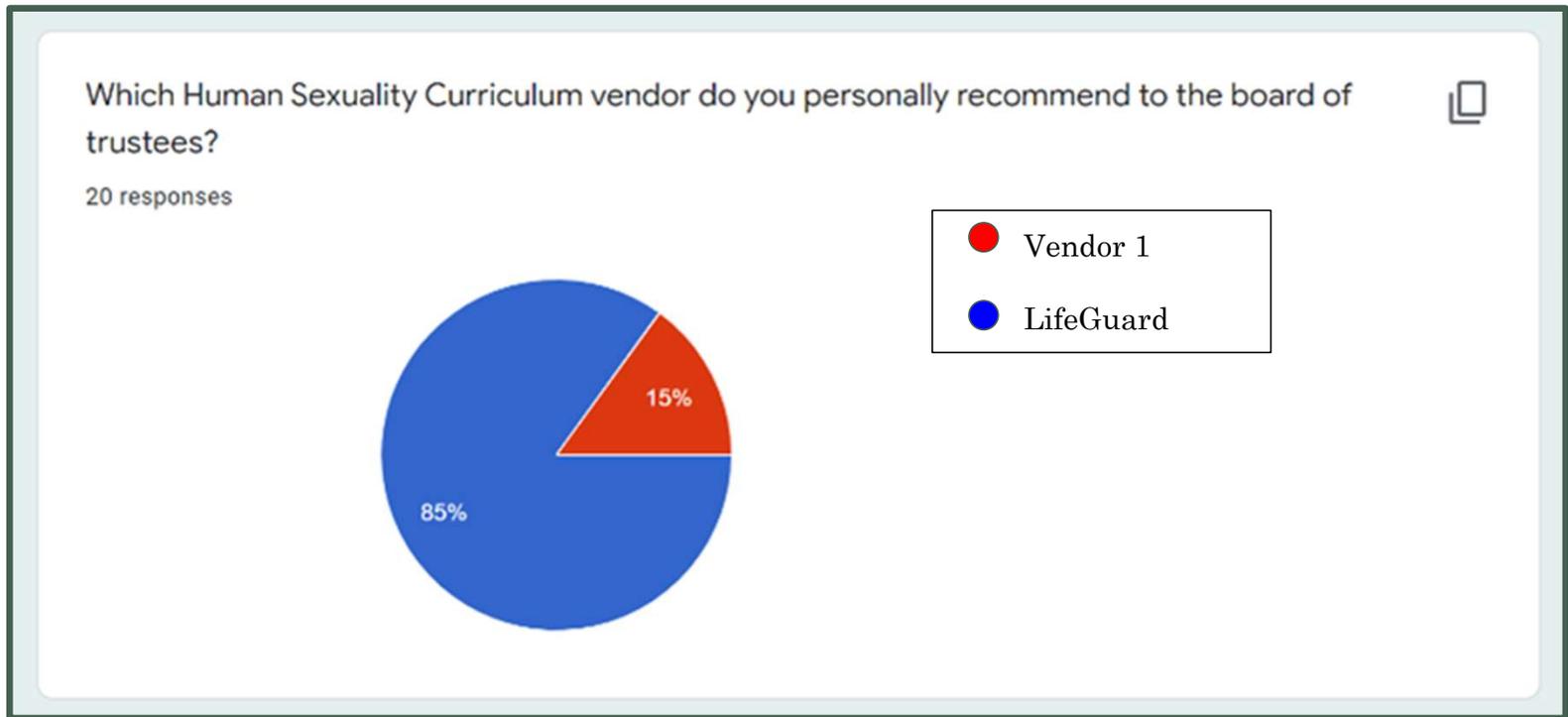
21 responses





Feedback Results: Human Sexuality Curriculum

10



272



Social & Emotional Wellbeing

11

273

- Increase elementary counselor staffing with the intent to provide similar staffing ratios between elementary and secondary campuses.
- Increase access to free/low-cost mental health support for students and families.
- Increase proactive and preventative behavioral and emotional support services for early identified students.
- Increase efforts to engage students and community members around efforts to prevent youth suicide.
- Increase frequency of staff training around warning signs and risk factors for youth suicide.
- Provide opportunities for families and staff to prepare for the reopening of full time in person school.



Physical Activity & Nutrition Subcommittee

274

- Subcommittee reviewed the LISD Quality Recess Guidelines
- Update guidelines to strongly encourage campuses to place recess before lunch.
- Added section on “Indoor Recess” to emphasize the importance of physical activity, and created an “Indoor Recess Toolbox” for teachers to collaborate.
- Created a “Recess Cart Inventory” for campuses to track and replace items on their recess cart that was provided by the Fuel-up-to-Play 60 grant.
- Update guidelines to clarify training of the Recess Guidelines to streamline information to teachers.
- Update guidelines to recommend an increase from 30 minutes of recess per day to 45 minutes, giving students an additional recess to be physically active, socially interact and refocus during the day.

Discussion



SHAC Bylaws

Article I: Name and Purpose.

Section 1: The name of the organization shall be Leander ISD School Health Advisory Council

Section 2: LISD SHAC is organized for the purpose to establish and maintain a School Health Advisory Council authorized by the LISD Board of Trustees following the requirements set forth by the Chapter 28.004 of the Texas Education Code and guided by the LISD SHAC bylaws. Chapter 28.004 states “The board of trustees of each school district shall establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district’s health education instruction.”

Article II. Membership.

The LISD Board of Trustees shall annually appoint members to the LISD SHAC.

Section 1: In order to become a member of LISD SHAC, potential members must meet the following requirements:

- Custodian parents or guardians serving on the council must have a student currently enrolled in the district and be living within the district.
- A majority of the appointed members must be persons who are parents of students enrolled in the district and who are not employed by the district.
- SHAC will strive to reflect the geographic, ethnic, gender and economic diversity of the district.
- Members should have a strong commitment to the health and well-being of students, staff, and community members.
- Each Trustees may appoint up to five individuals to serve on SHAC.
 - The board also may appoint one or more persons from each of the following groups or a representative from a group other than a group specified. Classroom teachers employed by the district, school counselors, school administrators, district students, health-care professionals, business community, law enforcement, senior citizens, clergy, nonprofit health organizations and local domestic violence programs.

Section 2: Terms of Service

Membership of LISD SHAC shall be one year beginning with the first meeting of the school year. The term of service for a member shall be for one year, with each term beginning with a new school year. Trustees may allow members to serve multiple terms. (Max 3 consecutive terms)

Article III. Officers.

Section 1: The Chair

- Parent or guardian meeting guidelines described in membership
- Presides at all meetings of SHAC unless absent
- Appoints committees as necessary
- Presents the annual report to the Board of Trustees

Co-Chair

- Parent or guardian meeting guidelines described in membership
- In case of absence of the Chair the parent co-chair will preside
- Assist Chair in responsibilities directed by district policy and direction of the board

Secretary

- Presides at meetings when both the Chair and Co-Chair are absent
- Prepares meeting notices, minutes, and communications to be sent to the SHAC members.
- Provide staff support in the development and submission of SHAC's annual report

Interested members will submit their name to the SHAC Facilitator and if multiple members submit, a vote by all SHAC members will take place.

SHAC Facilitator

- An employee of LISD
- Ensures that adequate facilities arrangements and staff support are secured for all meetings.
- Providing members and support staff with agendas and background materials prior to meetings.
- Serving as a custodian of all SHAC records.
- Providing staff support in the development and submission of SHAC's annual report.
- Providing such other assistance as requested in accordance with the SHAC authorizing statute, district policy, and the direction of the Board of Trustees.
- Not a voting member

Article IV. Committees.

Committees shall be formed on an as needed basis by volunteers or by appointment.

Article V. Decision Making.

Members shall attempt to reach decisions by consensus. However, if a clear consensus cannot be obtained, members shall reach a decision by majority vote. Proxy voting shall not be permitted. However, members in virtual attendance may vote.

Article VI. Meetings.

Meetings will be held at least four times per year. The dates will be established by the Chair and posted.

A quorum will be the members present at the meeting with the minimum of 10 members present. Meetings may be held without a quorum for the purpose of presentations, research or discussion. No voting may take place without a quorum.

Article VII. Communication

SHAC shall submit to the Board of Trustees annually a written report that includes:

- Any SHAC recommendation concerning the school district's health education curriculum and instruction or related matters that the council has not previously submitted to the board.
- Any suggested modification to a council recommendation previously submitted to the board.
- The report shall include a comprehensive summary of the viewpoints expressed during SHAC discussions.

The Annual Report to the Board of Trustees will be submitted by the Chair of the School Health Advisory Council with assistance from the SHAC Facilitator.

Article VIII. Amendments

The procedure for making changes to the by-laws shall be a $\frac{2}{3}$ vote of the voting members described in a quorum present in an established meeting set by the Chair with board approval.

Board Summary Report of Recommendations

1. Physical Activity & Nutrition Subcommittee

The Physical Activity and Nutrition Subcommittee reviewed the current Leander ISD Quality Recess Guidelines that were created and implemented in 2017. After review and discussion, the subcommittee recommends the following updates to the Quality Recess Guidelines:

1. Update the guidelines to strongly encourage campuses to place recess prior to lunch.
 - Currently, elementary campuses are able to implement their recess time that works best for their campus, with the most traditional either before or after lunch. In reviewing recommendations from the American Academy of Pediatrics “Crucial Role of Recess,” when recess is held prior to lunch, more time is taken to eat and less food is wasted. In addition, teachers and researchers found an improvement in student behavior at lunch after physical activity. The subcommittee would like to add the verbiage to “strongly recommend” that campuses attempt to place recess prior to lunch.

2. Add a section on “Indoor Recess” to emphasize the importance of physical activity and create an “Indoor Recess Toolbox” for teachers to collaborate.
 - Inclement weather will often prevent students from enjoying recess outdoors which will lead to a day of indoor recess. Indoor recess activities will vary from teacher to teacher. The subcommittee would like to add a section highlighting the importance of indoor recess, as well as create an “Indoor Recess Toolbox” in Google Classroom for all elementary teachers in the district to access where they are able to obtain and share ideas for indoor recess that promote physical activity and social interaction for students.

3. Create a “Recess Cart Inventory” for campuses to track and replace missing or damaged items in their recess cart.
 - Through the Fuel-up-to-Play 60 grant in 2018, Leander ISD elementary campuses were provided with a Deluxe Recess Cart. The carts provide a variety of items, including soccer balls, basketballs, cones, jump ropes and hula-hoops for students to utilize during recess. Over the years, natural wear and tear occurs, as well as items that go missing. Oftentimes, these items are not replaced or replacements are taken from PE, creating a shortage of equipment in that department. The subcommittee would like to recommend a recess cart inventory for elementary campuses to complete at the conclusion of the school year so that they are able to identify recess cart items that need to be replaced by the campus.

4. Update guidelines to clarify training of the Recess Guidelines to streamline information to teachers.

- With yearly teacher and administrator turnover, it is important to ensure that staff is trained regarding the recess guidelines. The subcommittee would like to recommend updated verbiage in the recess guidelines that streamlines the flow of information from district to the campus level.

5. Update guidelines to recommend an increase from 30 minutes of recess per day to 45 minutes in elementary school.

- The current recess guidelines ensure that students receive at least 30 minutes per day of recess. While campuses have the ability to structure their recess time that fits their campus needs, traditionally, the 30-minute block is either before or after lunch. The subcommittee would like to recommend an increase to 45 minutes per day of recess, providing students with an additional break from the classroom to further support physical activity, social interaction and provide a mental break to refocus.

Recess Guideline Modifications

Addition

Removal

LISD QUALITY RECESS GUIDELINES

Recess has been recognized by the American Academy Pediatrics and the Centers for Disease Control as having benefits that can improve a student’s physical, social, and emotional well-being and enhance their learning. For this reason, recess should be viewed as part of best practices in producing a quality educational experience for students in school. In Leander ISD, we believe that providing recess is part of the educational best practices in which students should participate.

Why create a quality recess program?

The purpose for creating a quality recess for students in Leander ISD is to produce opportunities to:

- Provide unstructured social interaction
- Produce movement
- Create a mental break
- Promote physical activity and fitness
- Allow students to refocus
- Help with removing excess energy
- Provide a change in environment
- Allow for creative and imaginary play

What are the elements of a quality recess program?

The key elements of a quality recess program should include:

- Safety
- Planned and scheduled
- Games, activities and play

- Social interaction and inclusive
- Freedom, choice, and creativity

Establishing a quality recess program can enhance the development of the whole child. For this purpose, it is necessary for Leander ISD to provide guidance to schools in order to maintain an equitable and consistent recess program throughout the district.

Quality Recess Guidelines

1. Universal Participation in Recess

- a. Recess is part of a student's day as is math, language arts, science and social studies therefore, by withholding it from students, it may affect a student's development. (AAP 2013, CDC 2014)
- b. Alternative discipline measures should be used other than withholding recess for students who make poor choices, including incomplete assignments and other academic related items.
- c. Recess should:
 - i. Be inclusive of all students and their needs
 - ii. Provide variety of activities available and the freedom to choose
 - iii. Provide encouragement for students to engage

2. Organizing and Planning Recess

- a. Campus teams or existing committees should assume the duties of planning, **implementing** and organizing recess.
- b. Recess planning team should consider input and buy-in from all stakeholders (administration, staff, parent and community members and students).

3. Duration and Time

- a. Each school shall provide ~~30~~ 45 minutes of daily recess, **with one of the segments strongly suggested to be planned prior to lunch**, in which 7 minutes can be used as a structured activity to meet the state mandate of daily physical activity. (i.e. 7-minute walk).
- b. As weather permits, most recesses should be conducted outside

4. Student Expectations/Safety/Rules

- a. All recesses shall be conducted using the Leander ISD Risk Management guidelines for student safety.
- b. The recess planning team, **led by campus administration**, shall address the student expectations, safety and rules for the playground.
- c. Rules and expectations should be taught to the students at the beginning of the year, repeated during the year, and during natural breaks.
- d. Safety expectations should be practiced with students and reviewed periodically.
- e. Students should be recognized and reinforced in positive ways on the playground.
- f. Students should reflect the school-wide character and behavior initiatives of the school and district.

5. Training of Teachers

- a. Initial training shall be organized annually by the district recess planning team. At the campus level, training shall be led by campus administration and the recess planning team and given to teachers at the beginning of the year, semester and during natural breaks throughout the school year.
- b. Supervision and duties shall be conducted using the Leander ISD Risk Management guidelines for supervision.
- c. Each person on duty shall:
 - i. Display active monitoring
 - ii. Conduct positive interactions with students
 - iii. Practice conflict resolution techniques
 - iv. Be clear in communication with all
 - v. Know the correct usage of the built environment and equipment
- d. Duty teachers shall fulfill assigned roles as defined by the recess team
- e. Responsibilities
 - i. Playground and recess supervision
 - ii. Safety and injury prevention
 - iii. Monitor student engagement
 - iv. Developmentally appropriate play

6. Space and Playground Mapping

- a. The recess planning team shall address the built environment and play space for organization and supervision.
- b. To be considered when designing the space:
 - i. Supervision – teachers should be spread throughout the play area and monitoring all the apparatuses
 - ii. Variety – this will relieve pressure on the built environment
 - iii. Sharing of equipment – processes for taking turns
 - iv. Establishing zones – mapping out the playfield for large group games
 - v. Black top Recess – considerations for when fields are not available

7. Game Equipment

- a. The recess planning team shall have a plan for providing or making available game equipment.
- b. To be considered for game equipment:
 - i. Consistently available
 - ii. Well maintained
 - iii. Trained in appropriate usage
 - iv. Provisions for bringing in outside equipment
 - v. Funding for equipment resides on each campus
- c. Recess cart inventory should be tracked annually by the recess planning team, with missing and damaged equipment replaced by the campus.

8. Group Games

- a. Although group games are generally student initiated, the recess planning team will want to consider the following benefits, when organizing recess:
 - i. Supports high participation
 - ii. Has a social aspect that addresses the following:
 1. Teamwork
 2. Cooperation

- 3. Inclusion
 - 4. Sportsmanship
 - 5. Fun
- iii. Creates an alternative to the built environment

9. Indoor Recess

- a. While outdoors provides the best environment for students to be active, enjoy movement, burn calories and develop social skills during recess, weather will sometimes prevent this. It is imperative that we provide opportunities for students to be physically active, mentally refocus, socially interact and engage in unstructured play through an indoor recess program.
- b. Indoor Recess Toolbox for recess planning team and teachers to access as a resource to build indoor recess plans, as well as access and share ideas and activities.

Recess Cart Inventory Proposal

LISD Elementary Recess Cart Inventory Checklist

Every elementary school in Leander ISD is initially supplied with a [Deluxe Recess Pack with Cart](#), beginning in 2017 with the Fuel-up-to-Play 60 Grant. Equipment will go missing or incur normal wear and tear over time and will need to be replaced.

Per LISD Quality Recess Guidelines:

Game Equipment

- a. The recess planning team shall have a plan for providing or making available game equipment.
- b. To be considered for game equipment:
 - i. Consistently available
 - ii. Well maintained
 - iii. Trained in appropriate usage
 - iv. Provisions for bringing in outside equipment
 - v. Funding for equipment resides on each campus

To be completed at the conclusion of each school year with damaged or missing equipment replaced by the campus:

ITEM	GOOD CONDITION	Items to be replaced	
		DAMAGED	MISSING
Jump Ropes, set of 18			
DuraHoop Plus Hoops, set of 12			
Utility Balls, set of 12			
Dodgeballs, set of 12			

Basketballs, set of 6			
Footballs, set of 6			
Soccer balls, set of 6			
Tetherballs, 2 each			
Vinyl Spots, set of 12			
Vinyl Cones, set of 12			
Recess Rack with Plastic Bins			

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Legislative Update
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Colby Nichols (Ancira Strategic Partners, LLP)
Attachments: N/A

Background Information:

Colby Nichols with Ancira Strategic Partners will be present to provide a legislative update.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Update on Superintendent Performance Goals
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Bruce Gearing
Attachments: Update on Superintendent Performance Goals Presentation

Background Information:

Superintendent Gearing will provide an update on the 2020-2021 Superintendent Performance Goals.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Update on Superintendent Performance Goals

June 10, 2021

District Goal #1

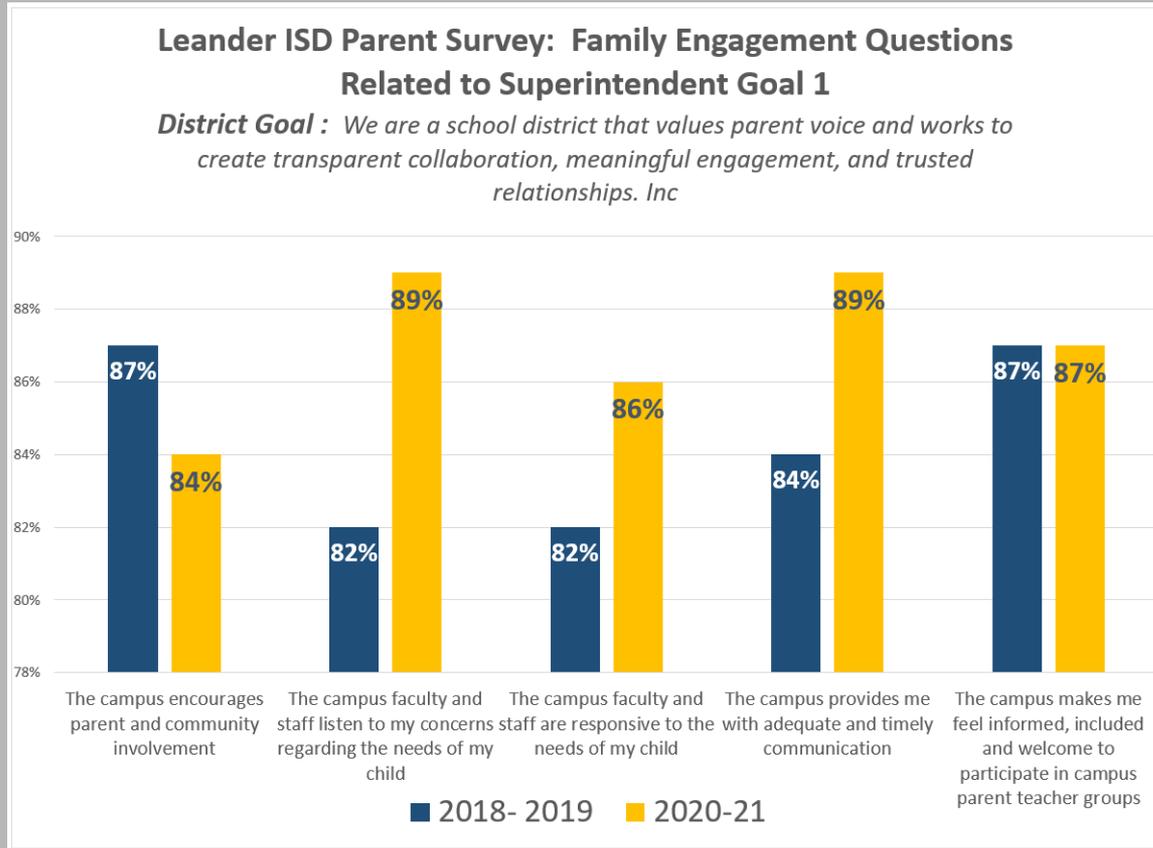
We are a school district that values parent voice and works to create transparent collaboration, meaningful engagement, and trusted relationships. Increase the percent of stakeholders who feel engaged with and connected to the schools, the district and the Board of Trustees.

Key Performance Indicators

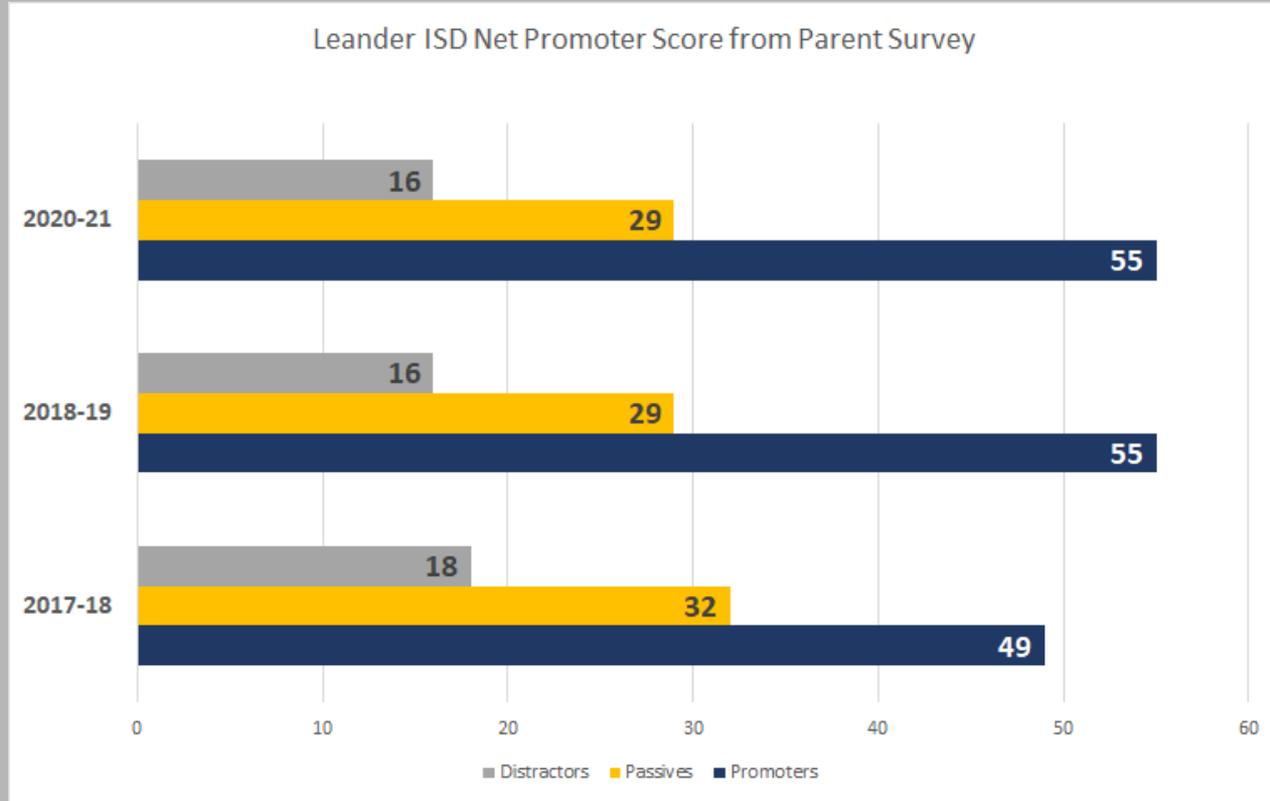
288

- [Parent Survey Results - Board Presentation June 10](#)
- Copia Report Recommendation & Action Steps - [Board Presentation May 6](#)
- Equity & Diversity Listening Sessions and Action Steps - [Board Presentation June 10](#)
- Graduate Profile Refinement Feedback Loops - *Upcoming Board Presentation on June 17*
- [Community Curriculum Advisory Committee Recommendations](#)

Key Performance Indicator: Parent Survey Results



Key Performance Indicator: Parent Survey Results



290

District Goal #2

Our learning environments foster student passions for learning and prepares them to meet our graduate profile.

Key Performance Indicators

- Superintendent's Student Advisory Council Feedback to Drive Improvement 291
- Deeper Learning Institute for Staff
- Increase Teacher and Student Use of the 4 C's
- Student Survey Results
- Increase percentage of students who are engaged in student-led or school-sponsored activities, extra- and co-curricular activities
- Increase in % of students who graduate with an Endorsement

Key Performance Indicators for Goal 2

Superintendent's Student Advisory Council Feedback to Drive Improvement

- Provided important feedback that drove improvements to our virtual learning processes and the phase in of in-person learning opportunities throughout the fall and winter of 2020-21.
- Provided feedback on the current LISD Graduate Profile which led to the redesign process.
- Spent the spring studying and focusing on improving student empowerment throughout LISD and presented their PDSA for Student Empowerment to the Board of Trustees on [May 20, 2021](#).



Key Performance Indicators for Goal 2



Deeper Learning Institute for Staff

- Six Deeper Learning Institutes were held during the 2020-2021 school year allowing 38 Teaching and Learning staff to participate in the experience.
- A vital role in creating deeper learning for each student is having a support team who understands the work of the campus and can support campus leadership on this journey.

293

Key Performance Indicators for Goal 2

Increase teacher and student use of the 4 C's within their learning experiences

(Communication, Collaboration, Critical Thinking, and Creativity) as measured by the BrightBytes Technology and Learning Survey.

Year	<i>Overall Technology and Learning</i>	<i>Student Use of 4 C's</i>	<i>Teacher Use of 4 C's</i>
2017	1080	1032	915
2018	1085	1024	925
2019	1092	1045	936
2020*	1102	1060	956
2021	1121	1092	999
<i>2021 Target</i>	<i>1122</i>	<i>1088</i>	<i>1005</i>
<i>2024-25 Goal "Exemplary"</i>	<i>1200</i>	<i>1200</i>	<i>1200</i>

294

Key Performance Indicators for Goal 2

Percent of survey respondents with a positive sense of future pathways (*Baseline survey in Spring 2021*)

Survey Response: My Teachers show me how lessons relate to life outside of school.

<i>Level</i>	<i>2018</i>	<i>2019</i>	<i>2021</i>
<i>Elementary</i>	<i>71%</i>	<i>66%</i>	<i>88% *</i>
<i>Middle</i>	<i>51%</i>	<i>52%</i>	<i>56%</i>
<i>High</i>	<i>43%</i>	<i>44%</i>	<i>38%</i>
<i>District Average</i>	<i>55%</i>	<i>54%</i>	<i>60%</i>

**Elementary question changed to “My teacher gives real-life examples in class”*

Baseline Questions on Student Survey:

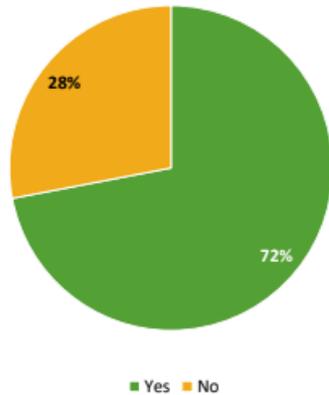
- I have the opportunity to engage in learning that is relevant to my interests, passions, or goals. (MS= 68%, HS = 64%)*
- A guidance counselor or transition coordinator has advised me about how to find a job. (28% Agree/ Strongly Agree)*
- A guidance counselor or transition coordinator has advised me about how to get into college. (69% Agree/ Strongly Agree)*
- A guidance counselor or transition coordinator has explored post-high school career and education paths with me. (61% Agree/ Strongly Agree)*

Key Performance Indicators for Goal 2

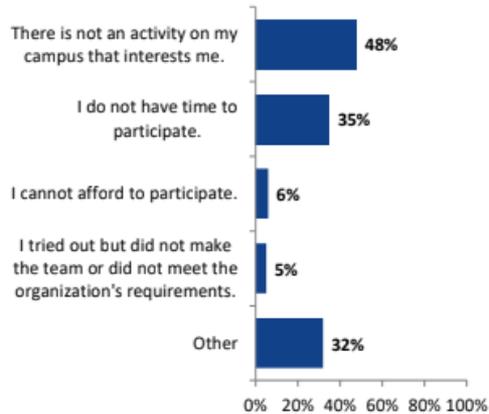
Increase percentage of students who are engaged in student-led or school-sponsored activities, extra- and co-curricular activities.

Co-curricular/Extracurricular Activities

Do you participate in co-curricular or extracurricular activities, teams, or organizations (e.g., athletics, fine arts, academics, CTE, service, or student leadership)?
(N=9,623)



Please indicate why you do not participate in co-curricular or extracurricular activities, teams, or organizations. (N=2,604)



Note: Only participants who said they did not participate in a co-curricular answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

K12 Insight
© 2021

Enrollment

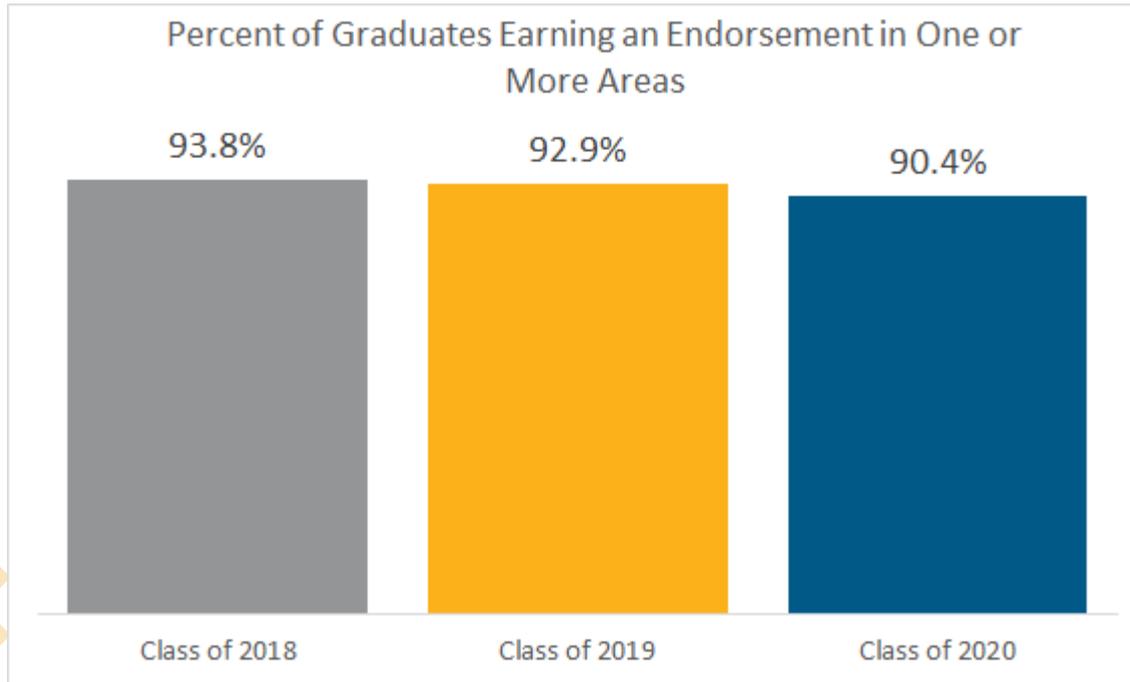
54% of MS/HS students are enrolled in a CTE Course (46% in MS and 60% of HS)

34% of secondary students participated in athletics ²⁹⁶

40% of secondary students participated in Fine Arts (beyond the “Intro” level courses)

Key Performance Indicators for Goal 2

Increase % of students who graduate with an Endorsement



District Goal #3

We have learning spaces that are appropriate to meet the needs of our growing and changing population.

Key Performance Indicators

- **Long Range Facilities Plan Developed** - [Administration presented the Long Range Facility Plan to the Board of Trustees on December 17, 2020.](#) ²⁹⁸
- **Citizens' Facility Advisory Committee Process Completed** - The 2021 Citizens' Facility Advisory Committee (CFAC) kicked off its work on March 2, 2021. Approximately 175 community members volunteered to serve on CFAC including five subcommittees; High School, Middle School, Elementary School, Ancillary Services and Information Technology Services.
- **Research and Development around Schools of Choice** - A plan has been developed to strategically maximize use of current capacity at underutilized campuses and create efficient smaller learning communities focused on career specializations and innovative instructional approaches.



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Strategic Planning Discussion
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Sarah Grissom and Susan Cole
Attachments: N/A

Background Information:

At the May 13th special meeting, the Board of Trustees engaged in a collaborative process to narrow the focus as we begin long-range planning to achieve the vision and mission. Through discussion and continuous improvement tools, the Board of Trustees identified priority goal areas to drive the strategic planning process. At tonight's meeting, the Board of Trustees will review the process from the last meeting and further refine the priority goal areas.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Discuss Appointment of Delegate and Alternate to the Texas Association of School Boards 2021 Delegate Assembly

Purpose (this meeting): Discussion Item/Report Only Action Requested

Action Requested (future meeting): Thursday, June 17, 2021

Administrator Responsible: Bruce Gearing

Attachments: N/A

Background Information:

The 2021 Texas Association of School Boards (TASB) Delegate Assembly will be held September 25 during the TASA/TASB Convention in Dallas. The Board may appoint one delegate and one alternate to serve as our district's representatives.

Administrative Recommendation:

The administration recommends that the Board appoint a delegate and an alternate to the 2021 Delegate Assembly.

Sample Motion:

I move that _____ be appointed as delegate, and _____ be appointed as alternate to the 2021 Texas Association of School Boards Delegate Assembly.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Report on 2021 Employee Engagement Survey Results
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Karie Lynn McSpadden
Attachments: 2021 Executive Summary – UT Employee Engagement Survey
2021 Employee Engagement Survey Results Presentation

Background Information:

We continue to work in collaboration with the Institute for Organizational Excellence at UT Austin to complete the employee engagement survey. The Institute for Organizational Excellence (IOE) at UT Austin's School of Social Work has been assisting educational providers, non-profits, and governmental entities in this assessment area for over 30 years. In February, we invited all employees to take part in this employee engagement survey, and the results are in.

Employee Engagement focuses on the sense of trust and the level of employees' participation in carrying out their work responsibilities towards delivering high quality work. The district scored exceptionally high in the areas of Strategic, Workgroup, and Employee Engagement. We have distributed the results to the Principals and Directors to review with their leadership teams.

The Executive Summary is also attached for your review. Please call Karie Lynn McSpadden if you have any questions.

Administrative Recommendation:

N/A

Sample Motion:

N/A

SEE

SURVEY OF EMPLOYEE ENGAGEMENT

Leander Independent School District

Executive Summary

2021

Executive Summary

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orgexcel@utexas.edu
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 Fax (512) 471-9600

Introduction

THANK YOU for your participation in the Survey of Employee Engagement (SEE). We trust that you will find this information helpful in your leadership planning and organizational development efforts. The SEE is specifically focused on the key drivers relative to the ability to engage employees towards successfully fulfilling the vision and mission of the organization.

Inside this report, you will find many tools to assist you in understanding the engagement of your employees. Your first indication of engagement will be the response rate of your employees. From there, we share with you the overall score for your organization, averaging all survey items. You will also find a breakdown of the levels of engagement found among your employees. We have provided demographic information about the employees surveyed as well as what percent are leaving or retiring in the near future. Then, this report contains a breakdown of the scoring for each construct we surveyed, highlighting areas of strength and areas of concern. Finally, we have provided Focus Forward action items throughout the report and a timeline suggesting how to move forward with what you have learned from the survey results.

Your report represents aggregate data, but some organizations will want further information. For example, the SEE makes it possible to see results broken down by demographic groupings. We would enjoy hearing how you've used the data, and what you liked and disliked about the SEE experience. We are here to help you engage your employees in achieving your vision and mission.



Noel Landuyt
Associate Director
Institute for Organizational Excellence

Organization Profile

 <p>Leander Independent School District</p> <p>Organizational Leadership: Bruce Gearing, Superintendent</p> <p>Benchmark Categories: Size 5: Organizations with 1001 to 10,000 employees Mission K12 : Education for grades K through 12</p>	<p>Survey Administration</p> <p>Collection Period: 02/03/2021 through 03/26/2021</p> <p>Survey Liaison: John West Director of Workforce Management 204 W. South Street Leander, TX 78646</p> <p>(512) 570-0103 john.west@leanderisd.org</p>
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The Survey

48
Primary
Items

Primary Items

The Survey of Employee Engagement (SEE) consists of a series of 48 primary items used to assess essential and fundamental aspects of how the organization functions. The items are on a 5-point scale from Strongly Disagree (1) to Strongly Agree (5).

Demographic Items

Also included on the SEE instrument are a series of items to ascertain the demography of the respondents.

Constructs

Similar items are grouped together, and their scores are averaged to produce twelve construct measures. These constructs capture the concepts most utilized by leadership and drive organizational performance and engagement.

12
Constructs


Workgroup


Strategic


Supervision


Workplace


Community


Information
Systems


Internal
Communication


Pay


Benefits


Employee
Development


Job
Satisfaction


Employee
Engagement

2
Key
Scores

Overall Score

The Overall Score is an average of all survey items and represents the overall score for the organization. It is a broad indicator for comparison purposes with other entities.

Levels of Employee Engagement

Twelve items crossing several survey constructs have been selected to assess the level of engagement (high, moderate, or low) among individual employees.

172

Breakout Categories

Organizations can use breakout categories to get a cross-sectional look at specific functional or geographic areas. Your organization had a total of 172 breakout categories.

13

Additional Items

Organizations can customize their survey with up to 20 additional items. These items can target issues specific to the organization. Your organization added 13 additional items.

Employee Engagement

68%

About the same as last time

Response Rate

The response rate to the survey is your first indication of the level of employee engagement in your organization. Of the 5449 employees invited to take the survey, 3708 responded for a response rate of 68%. As a general rule, rates higher than 50% suggest soundness, while rates lower than 30% may indicate problems. At 68%, your response rate is considered high. High rates mean that employees have an investment in the organization and are willing to contribute towards making improvements within the workplace. With this level of engagement, employees have high expectations from leadership to act upon the survey results.

Overall Score

The overall score is a broad indicator for comparison purposes with other entities. Scores above 350 are desirable, and when scores dip below 300, there should be cause for concern. Scores above 400 are the product of a highly engaged workforce. **Your Overall Score from last time was 386.**



Levels of Employee Engagement

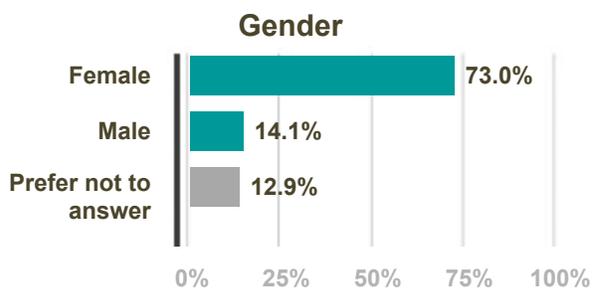
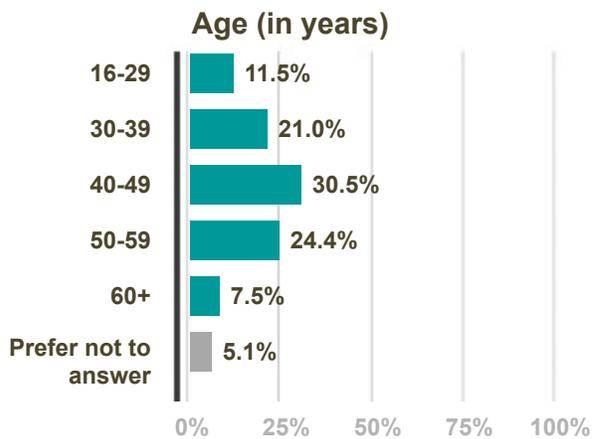
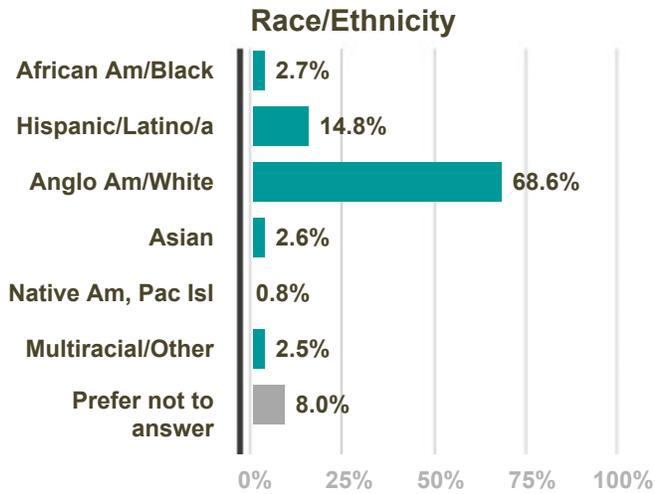
Twelve items crossing several survey constructs have been selected to assess the level of engagement among individual employees. For this organization, 33% of employees are Highly Engaged, 31% are Engaged, 29% are Moderately Engaged, and 7% are Disengaged.

Highly Engaged employees are willing to go above and beyond in their employment. Engaged employees are more present in the workplace and show an effort to help out. Moderately Engaged employees are physically present, but put minimal effort towards accomplishing the job. Disengaged employees are disinterested in their jobs and may be actively working against their coworkers.

For comparison purposes, according to nationwide polling data, about 30% of employees are Highly Engaged or Engaged, 50% are Moderately Engaged, and 20% are Disengaged. While these numbers may seem intimidating, they offer a starting point for discussions on how to further engage employees. Focus on building trust, encouraging the expression of ideas, and providing employees with the resources, guidance, and training they need to do their best work.

People

Examining demographic data is an important aspect of determining the level of consensus and shared viewpoints across the organization. A diverse workforce helps ensure that different ideas are understood, and that those served see the organization as representative of the community. Gender, race/ethnicity, and age are just a few ways to measure diversity. While percentages can vary among different organizations, extreme imbalances should be a cause for concern.



YEARS OF SERVICE With this Organization

23% New Hires (0-2 years)
42% Experienced (3-10 years)
32% Very Experienced (11+ years)
4% Did Not Answer

Each figure represents about 41.2 employees.

FOCUS FORWARD >>>

6% INTEND TO LEAVE

Understand why people are leaving your organization by examining retention factors such as working conditions, market competitiveness, or upcoming retirement.

10% CAN RETIRE

This percentage of respondents indicated that they are or will be eligible for retirement within two years.

Constructs

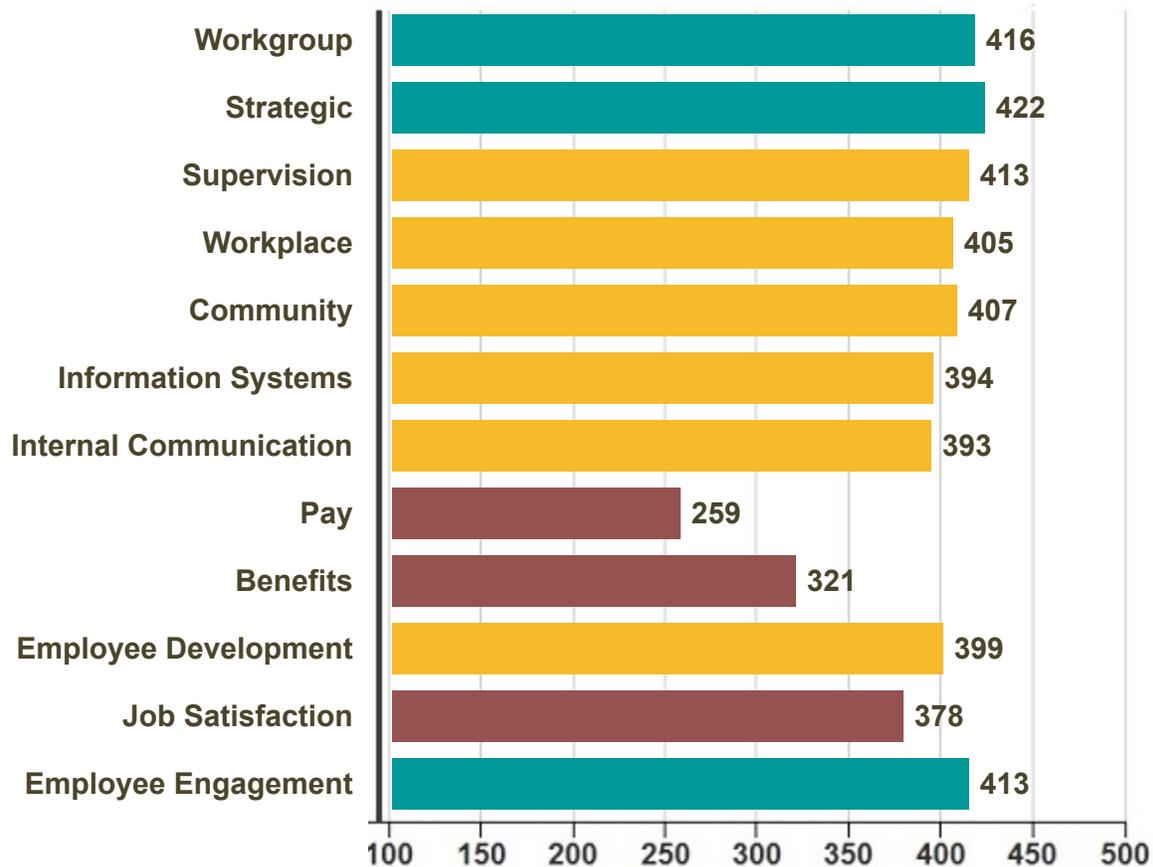
Similar items are grouped together and their scores are averaged and multiplied by 100 to produce 12 construct measures. These constructs capture the concepts most utilized by leadership and drive organizational performance and engagement.

Each construct is displayed below with its corresponding score. Constructs have been coded below to highlight the organization's areas of strength and concern. The three highest are green, the three lowest are red, and all others are yellow. Scores typically range from 300 to 400, and 350 is a tipping point between positive and negative perceptions. The lowest score for a construct is 100, while the highest is 500.

FOCUS FORWARD >>>

Every organization faces different challenges depending on working conditions, resources, and job characteristics. On the next page, we highlight the constructs that are relative strengths and concerns for your organization. While it is important to examine areas of concern, this is also an opportunity to recognize and celebrate areas that employees have judged to be strengths. All organizations start in a different place, and there is always room for improvement within each area.

Construct Scores



Constructs Over Time

One of the benefits of continuing to participate in the survey is that over time data shows how employees' views have changed as a result of implementing efforts suggested by previous survey results.

Positive changes indicate that employees perceive the issue as having improved since the previous survey.

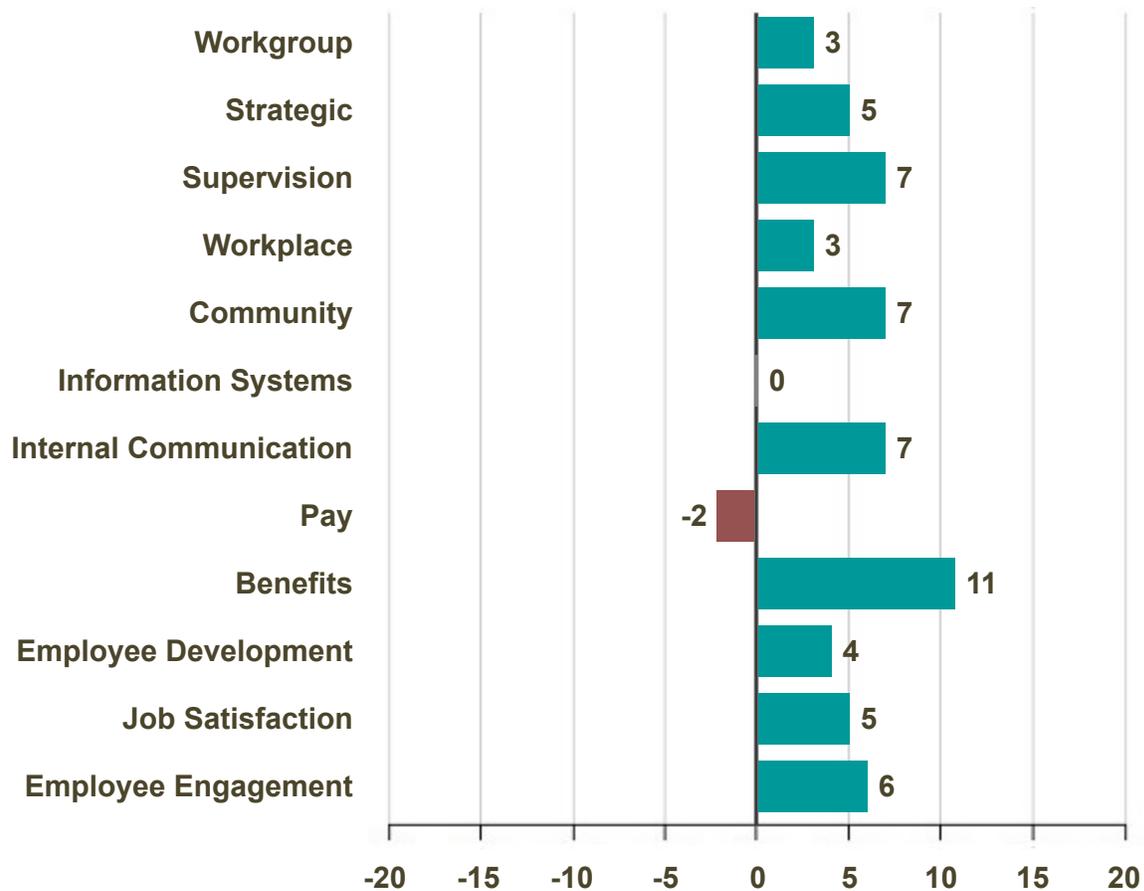
Negative changes indicate that the employees perceive that the issue has worsened since the previous survey. Negative changes of greater than 40 points and having 8 or more negative construct changes should be a source of concern for the organization and should be discussed with employees and organizational leadership.

Has Change Occured?

Variation in scores from year to year is normal, even when nothing has changed. Analyzing trend data requires a bringing patterns into focus, digging deeper into data, and asking questions about issues surrounding the workplace.

Pay close attention to changes of more than 15 points in either direction. Were there any new policies or organizational changes that might have affected the scores? Were these areas a point of focus for your change initiatives?

Constructs Scores Over Time



Areas of Strength and Concern

Areas of Strength



Strategic

Score: 422

The strategic construct captures employees' perceptions of their role in the organization and the organization's mission, vision, and strategic plan. Higher scores suggest that employees understand their role in the organization and consider the organization's reputation to be positive.



Workgroup

Score: 416

The workgroup construct captures employees' perceptions of the people they work with on a daily basis and their effectiveness. Higher scores suggest that employees view their workgroup as effective, cohesive and open to the opinions of all members.



Employee Engagement

Score: 413

The employee engagement construct captures the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. Higher scores suggest that employees feel their ideas count, their work impacts the organization and their well-being and development are valued.

Areas of Concern



Pay

Score: 259

The pay construct captures employees' perceptions about how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. Lower scores suggest that pay is a central concern or reason for discontent and is not comparable to similar organizations.



Benefits

Score: 321

The benefits construct captures employees' perceptions about how the benefits package compares to packages at similar organizations and how flexible it is. Lower scores suggest that employees perceive benefits as less than needed or unfair in comparison to similar jobs in the community.



Job Satisfaction

Score: 378

The job satisfaction construct captures employees' perceptions about the overall work situation and ability to maintain work-life balance. Lower scores suggest that employees feel overworked, unable to perform at their best and unhappy with their work.

Climate

The climate in which employees work does, to a large extent, determine the efficiency and effectiveness of an organization. The appropriate climate is a combination of a safe, non-harassing environment with ethical abiding employees who treat each other with fairness and respect. Moreover, it is an organization with proactive management that communicates and has the capability to make thoughtful decisions. Below are the percentages of employees who marked disagree or strongly disagree for each of the 6 climate items.

<p>17.5%</p> <p>believe the information from this survey will go unused.</p> <p>Conducting the survey creates momentum and interest in organizational improvement, so it's critical that leadership acts upon the data and keeps employees informed of changes as they occur.</p>	<p>13.2%</p> <p>feel there aren't enough opportunities to give supervisor feedback.</p> <p>Leadership skills should be evaluated and sharpened on a regular basis. Consider implementing 360 Degree Leadership Evaluations so supervisors can get feedback from their boss, peers, and direct reports.</p>	<p>Highest Level of Disagreement</p> 	
<p>11.3%</p> <p>feel that upper management should communicate better.</p> <p>Upper management should make efforts to be visible and accessible, as well as utilize intranet/internet sites, email, and social media as appropriate to keep employees informed.</p>	<p>4.8%</p> <p>feel they are not treated fairly in the workplace.</p> <p>Favoritism can negatively affect morale and cause resentment among employees. When possible, ensure responsibilities and opportunities are being shared evenly and appropriately.</p>		
<p>3.1%</p> <p>feel workplace harassment is not adequately addressed.</p> <p>While no amount of harassment is desirable within an organization, percentages above 5% would benefit from a serious look at workplace culture and the policies for dealing with harassment.</p>	<p>2.7%</p> <p>feel there are issues with ethics in the workplace.</p> <p>An ethical climate is the foundation of building trust within an organization. Reinforce the importance of ethical behavior to employees, and ensure there are appropriate channels to handle ethical violations.</p>		 <p>Lowest Level of Disagreement</p>

FOCUS FORWARD >>>

After the survey data has been compiled, the results are returned approximately one to two months after data collection stops. Survey results are provided in several formats to provide maximum flexibility in interpreting the data and sharing the data with the entire organization. The quick turnaround in reporting allows for immediate action upon the results while they are still current.

Survey Results Received

Executive Summaries, Data Reports, and Excel data are provided for the organization as a whole and for breakout categories. Any of these formats can be used alone or in combination to create rich information on which employees can base their ideas for change.



APR
2021

MAY
2021



Review Survey Data

Review the data and summaries with the executive staff, and develop a plan for circulating the data to all employees. Several types of benchmark scores provide relevant external comparisons, and breakdown categories can be used to make internal comparisons.

Share with All Employees

Share results by creating reports, newsletters, or PowerPoint presentations providing data along with illustrations pertinent to the organization. Have employees participate in small work unit groups to review reports as they are distributed.



JUN
2021

JUL
2021



Engage Employees in Change

Designate the Change Team composed of a diagonal slice across the organization that will guide the effort. Review the organization's strengths and brainstorm on how to best address weaknesses. Provide employees with comment cards to express their ideas.

Move Forward with Change

Have the Change Team compile the priority change topics and action points, and present them to the executive staff. Discuss the administrative protocols for implementing the changes. Determine the plan of action, set a reasonable timeline, and keep employees informed of changes.



SEP
2021

NOV
2021



Sharpen Your Focus

Further data breakdowns and custom reports are available. We also offer leadership assessments, employee pulse and exit surveys, and customer satisfaction surveys. Consultation time for presentations and focus groups is available as well. Please contact us at any time: www.survey.utexas.edu

Resurvey

Administer the Survey of Employee Engagement again to document the effectiveness of your change efforts.



JAN
2023

Demographic Items

Survey respondent information reports the response rate and frequency information for all demographic variables that were asked of participants. Response Rate is a good indicator of employees' willingness to engage in efforts to improve the organization. Scope of Participation is a gauge to see whether or not employees by demographic characteristics participated in the survey.

Response Rate

Your response rate is the percentage of surveys distributed divided by the number of valid surveys received. For category reports, we only report the response rate for the organization as a whole.

What is a good response rate?

If your organization sampled employees, the answer must take into consideration size, sampling strategy, variance, and error tolerance. When all employees are surveyed (census), a general rule for organizations of at least 500, is that a 30% rate is a low, but an acceptable level of response. In general, response rates of greater than 50% (regardless of number of employees) indicate a strong level of participation.

What about non-respondents?

First, you should review the scope of participation discussed in the following paragraph. Second, you need to ascertain whether or not a more focused effort is needed to determine why some groups did not respond.

Scope of Participation

Respondent information is used as a gauge of the scope of participation. For example, the percentages of male and female respondents should roughly mirror your organization's gender composition. This should be true for the other demographic categories. If not, consider whether or not additional efforts need to be made to engage those low participating categories. It is important to note the following:

- If less than five respondents selected a demographic variable, "Less Than Five" and "Not Available" is reported to protect the respondents' anonymity.
- Participants have the option to skip items or select prefer not to answer. Both of these non-responses are combined to give a total "Prefer not to answer" count.

Demographic Items

Total Respondents: 3708
 Surveys Distributed: 5449
 Response Rate: 68.05%

**Number
of Survey
Respondents**

**Percent
of Survey
Respondents**

My highest education level

Did not earn high school diploma or equivalent:	35	0.94%
High school diploma or equivalent:	227	6.12%
Some college:	306	8.25%
Associate's Degree:	149	4.02%
Bachelor's Degree:	1753	47.28%
Master's Degree:	1135	30.61%
Doctoral Degree:	29	0.78%
Prefer not to answer:	74	2.00%

I am

Female:	2706	72.98%
Male:	523	14.10%
Prefer not to answer:	479	12.92%

My annual salary (before taxes)

Less than \$15,000:	102	2.75%
\$15,000-\$25,000:	430	11.60%
\$25,001-\$35,000:	280	7.55%
\$35,001-\$45,000:	180	4.85%
\$45,001-\$50,000:	408	11.00%
\$50,001-\$60,000:	1403	37.84%
\$60,001-\$75,000:	519	14.00%
More than \$75,000:	191	5.15%
Prefer not to answer:	195	5.26%

My age (in years)

16-29:	426	11.49%
30-39:	779	21.01%
40-49:	1131	30.50%
50-59:	905	24.41%
60+:	277	7.47%
Prefer not to answer:	190	5.12%

Demographic Items

Total Respondents: 3708
 Surveys Distributed: 5449
 Response Rate: 68.05%

**Number
of Survey
Respondents**

**Percent
of Survey
Respondents**

Years of service with this organization

Less than 1:	376	10.14%
1-2:	463	12.49%
3-5:	819	22.09%
6-10:	729	19.66%
11-15:	599	16.15%
16+:	584	15.75%
Prefer not to answer:	138	3.72%

My race/ethnic identification

African-American or Black:	99	2.67%
Hispanic or Latino/a:	550	14.83%
Anglo-American or White:	2543	68.58%
Asian:	97	2.62%
American Indian or Pacific Islander:	30	0.81%
Multiracial or Other:	91	2.45%
Prefer not to answer:	298	8.04%

I am currently in a supervisory role.

Yes:	407	10.98%
No:	3152	85.01%
Prefer not to answer:	149	4.02%

I received a promotion during the past two years.

Yes:	263	7.09%
No:	3313	89.35%
Prefer not to answer:	132	3.56%

I received a merit increase during the past two years.

Yes:	531	14.32%
No:	2936	79.18%
Prefer not to answer:	241	6.50%

Demographic Items

Total Respondents: 3708
 Surveys Distributed: 5449
 Response Rate: 68.05%

	Number of Survey Respondents	Percent of Survey Respondents
--	---	--

I plan to be working for this organization in one year.

Yes:	3107	83.79%
No:	207	5.58%
Prefer not to answer:	394	10.63%

I am eligible for retirement within the next two years.

Yes:	380	10.25%
No:	3145	84.82%
Prefer not to answer:	183	4.94%

Primary Items

For the primary items (numbered 1-48), participants were asked to indicate how they agreed with each positively phrased statement. If participants did not have information or the item did not apply, they were to select don't know/not applicable.

Each primary item is returned with the item text and two types of reported numerical data, response data and benchmark data. The following definitions correspond to survey items:

Response Data

- **Score** is calculated by averaging all item responses on a five point scale ranging from 5=Strongly Agree to 1=Strongly Disagree. If the participant selected Don't Know/Not Applicable, their response is considered a valid response, but it is not used in the calculation of the score.
- **Standard Deviation** calculates the level of agreement. Large deviations indicate greater levels of disagreement. For this report, you can expect standard deviations to be between .7 and 1.10.
- **Total Respondents** is the number of valid responses including Don't Know/Not Applicable. If everyone did not answer every item, the number of respondents for an item is less than the number of respondents reported in your response rate.
- **Respondents** is the number of participants who selected each item (strongly agree, agree, etc.).
- **Percentage** is the number of participants who selected each item (strongly agree, agree, etc.) divided by the total number of valid responses.
- **Percent Agreement** is the number of participants who agreed with the item (strongly agree or agree) divided by the total number of valid responses.

Benchmark Data

- **Past Score** is your organization's score reported from the previous iteration, if available.
- **Similar Mission** is the average score from organizations that share a similar mission to your organization.
- **Similar Size** is the average score from organizations that are a similar size to your organization.
- **All Organizations** is the average score from all organizations.
- **Organizational Categories** are benchmarked against the organization as a whole.

Interpreting Data

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. Regardless of the averages, scores range from areas of strength to areas of concern. In general, most scores are between 3.00 and 4.00. Scores below a 3.25 are of concern because they indicate general dissatisfaction. Scores above 3.75 indicate positive perceptions. When available, over time data provides previous scores from and benchmark data comparative scores. In general (because various factors and statistical test would be needed to confirm), scores that have changed or differ by .2 may be significant.

Primary Items

 <p>1. My work group cooperates to get the job done.</p> <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">90% Agreement</div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: #008080;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1867</td> <td>1478</td> <td>203</td> <td>116</td> <td>22</td> <td>18</td> </tr> <tr> <td>Percentage:</td> <td>50.40%</td> <td>39.90%</td> <td>5.48%</td> <td>3.13%</td> <td>0.59%</td> <td>0.49%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1867	1478	203	116	22	18	Percentage:	50.40%	39.90%	5.48%	3.13%	0.59%	0.49%	<p style="text-align: center; color: #008080; font-weight: bold;">90% Agreement</p> <p>SCORE: 4.37</p> <p>Std. Dev.: 0.78</p> <p>Total Respondents: 3704</p> <p>BENCHMARKS</p> <p>Past Score: 4.31</p> <p>Similar Mission: None</p> <p>Similar Size: 4.15</p> <p>All Orgs: 4.26</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1867	1478	203	116	22	18																
Percentage:	50.40%	39.90%	5.48%	3.13%	0.59%	0.49%																
 <p>2. In my work group, my opinions and ideas count.</p> <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">84% Agreement</div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: #008080;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1616</td> <td>1489</td> <td>361</td> <td>161</td> <td>50</td> <td>22</td> </tr> <tr> <td>Percentage:</td> <td>43.69%</td> <td>40.25%</td> <td>9.76%</td> <td>4.35%</td> <td>1.35%</td> <td>0.59%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1616	1489	361	161	50	22	Percentage:	43.69%	40.25%	9.76%	4.35%	1.35%	0.59%	<p style="text-align: center; color: #008080; font-weight: bold;">84% Agreement</p> <p>SCORE: 4.21</p> <p>Std. Dev.: 0.89</p> <p>Total Respondents: 3699</p> <p>BENCHMARKS</p> <p>Past Score: 4.17</p> <p>Similar Mission: None</p> <p>Similar Size: 3.92</p> <p>All Orgs: 4.05</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1616	1489	361	161	50	22																
Percentage:	43.69%	40.25%	9.76%	4.35%	1.35%	0.59%																
 <p>3. My work group regularly uses performance data to improve the quality of our work.</p> <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">72% Agreement</div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: #008080;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1051</td> <td>1626</td> <td>624</td> <td>220</td> <td>68</td> <td>106</td> </tr> <tr> <td>Percentage:</td> <td>28.44%</td> <td>44.01%</td> <td>16.89%</td> <td>5.95%</td> <td>1.84%</td> <td>2.87%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1051	1626	624	220	68	106	Percentage:	28.44%	44.01%	16.89%	5.95%	1.84%	2.87%	<p style="text-align: center; color: #008080; font-weight: bold;">72% Agreement</p> <p>SCORE: 3.94</p> <p>Std. Dev.: 0.94</p> <p>Total Respondents: 3695</p> <p>BENCHMARKS</p> <p>Past Score: 3.97</p> <p>Similar Mission: None</p> <p>Similar Size: 3.54</p> <p>All Orgs: 3.61</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1051	1626	624	220	68	106																
Percentage:	28.44%	44.01%	16.89%	5.95%	1.84%	2.87%																
 <p>4. In my work group, there is a real feeling of teamwork.</p> <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold;">80% Agreement</div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: #008080;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1581</td> <td>1384</td> <td>414</td> <td>218</td> <td>81</td> <td>18</td> </tr> <tr> <td>Percentage:</td> <td>42.78%</td> <td>37.45%</td> <td>11.20%</td> <td>5.90%</td> <td>2.19%</td> <td>0.49%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1581	1384	414	218	81	18	Percentage:	42.78%	37.45%	11.20%	5.90%	2.19%	0.49%	<p style="text-align: center; color: #008080; font-weight: bold;">80% Agreement</p> <p>SCORE: 4.13</p> <p>Std. Dev.: 0.98</p> <p>Total Respondents: 3696</p> <p>BENCHMARKS</p> <p>Past Score: 4.06</p> <p>Similar Mission: None</p> <p>Similar Size: 3.76</p> <p>All Orgs: 3.89</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1581	1384	414	218	81	18																
Percentage:	42.78%	37.45%	11.20%	5.90%	2.19%	0.49%																

Primary Items

 <p>5. Our institution is known for the quality of work we provide.</p> <p style="text-align: center;">85% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1403</td> <td>1745</td> <td>402</td> <td>91</td> <td>26</td> <td>32</td> </tr> <tr> <td>Percentage:</td> <td>37.93%</td> <td>47.17%</td> <td>10.87%</td> <td>2.46%</td> <td>0.70%</td> <td>0.87%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1403	1745	402	91	26	32	Percentage:	37.93%	47.17%	10.87%	2.46%	0.70%	0.87%	<p style="text-align: center;">85% Agreement</p> <p>SCORE: 4.20 Std. Dev.: 0.78 Total Respondents: 3699</p> <p>BENCHMARKS Past Score: 4.17 Similar Mission: None Similar Size: 3.92 All Orgs: 4.05</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1403	1745	402	91	26	32																
Percentage:	37.93%	47.17%	10.87%	2.46%	0.70%	0.87%																
 <p>6. I know how my work impacts others in the organization.</p> <p style="text-align: center;">90% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1612</td> <td>1723</td> <td>250</td> <td>75</td> <td>16</td> <td>24</td> </tr> <tr> <td>Percentage:</td> <td>43.57%</td> <td>46.57%</td> <td>6.76%</td> <td>2.03%</td> <td>0.43%</td> <td>0.65%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1612	1723	250	75	16	24	Percentage:	43.57%	46.57%	6.76%	2.03%	0.43%	0.65%	<p style="text-align: center;">90% Agreement</p> <p>SCORE: 4.32 Std. Dev.: 0.73 Total Respondents: 3700</p> <p>BENCHMARKS Past Score: 4.30 Similar Mission: None Similar Size: 4.19 All Orgs: 4.31</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1612	1723	250	75	16	24																
Percentage:	43.57%	46.57%	6.76%	2.03%	0.43%	0.65%																
 <p>7. We develop services to meet the needs of those we serve.</p> <p style="text-align: center;">90% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1631</td> <td>1680</td> <td>262</td> <td>77</td> <td>18</td> <td>24</td> </tr> <tr> <td>Percentage:</td> <td>44.18%</td> <td>45.50%</td> <td>7.10%</td> <td>2.09%</td> <td>0.49%</td> <td>0.65%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1631	1680	262	77	18	24	Percentage:	44.18%	45.50%	7.10%	2.09%	0.49%	0.65%	<p style="text-align: center;">90% Agreement</p> <p>SCORE: 4.32 Std. Dev.: 0.74 Total Respondents: 3692</p> <p>BENCHMARKS Past Score: 4.23 Similar Mission: None Similar Size: 3.87 All Orgs: 3.98</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1631	1680	262	77	18	24																
Percentage:	44.18%	45.50%	7.10%	2.09%	0.49%	0.65%																
 <p>8. Our organization communicates effectively with the public.</p> <p style="text-align: center;">79% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1257</td> <td>1663</td> <td>462</td> <td>185</td> <td>56</td> <td>69</td> </tr> <tr> <td>Percentage:</td> <td>34.05%</td> <td>45.04%</td> <td>12.51%</td> <td>5.01%</td> <td>1.52%</td> <td>1.87%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1257	1663	462	185	56	69	Percentage:	34.05%	45.04%	12.51%	5.01%	1.52%	1.87%	<p style="text-align: center;">79% Agreement</p> <p>SCORE: 4.07 Std. Dev.: 0.90 Total Respondents: 3692</p> <p>BENCHMARKS Past Score: 3.98 Similar Mission: None Similar Size: 3.66 All Orgs: 3.85</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1257	1663	462	185	56	69																
Percentage:	34.05%	45.04%	12.51%	5.01%	1.52%	1.87%																

Primary Items

 <p>9. I have a good understanding of our mission, vision, and strategic plan.</p> <p style="text-align: center;">87% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1389</td> <td>1820</td> <td>310</td> <td>125</td> <td>38</td> <td>13</td> </tr> <tr> <td>Percentage:</td> <td>37.59%</td> <td>49.26%</td> <td>8.39%</td> <td>3.38%</td> <td>1.03%</td> <td>0.35%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1389	1820	310	125	38	13	Percentage:	37.59%	49.26%	8.39%	3.38%	1.03%	0.35%	<p style="text-align: center;">87% Agreement</p> <p>SCORE: 4.19 Std. Dev.: 0.81 Total Respondents: 3695</p> <p>BENCHMARKS Past Score: 4.16 Similar Mission: None Similar Size: 4.12 All Orgs: 4.22</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
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 <p>10. My supervisor provides me with a clear understanding of my work responsibilities.</p> <p style="text-align: center;">86% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1554</td> <td>1629</td> <td>310</td> <td>135</td> <td>63</td> <td>12</td> </tr> <tr> <td>Percentage:</td> <td>41.97%</td> <td>43.99%</td> <td>8.37%</td> <td>3.65%</td> <td>1.70%</td> <td>0.32%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1554	1629	310	135	63	12	Percentage:	41.97%	43.99%	8.37%	3.65%	1.70%	0.32%	<p style="text-align: center;">86% Agreement</p> <p>SCORE: 4.21 Std. Dev.: 0.87 Total Respondents: 3703</p> <p>BENCHMARKS Past Score: 4.17 Similar Mission: None Similar Size: 4.05 All Orgs: 4.11</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
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Percentage:	41.97%	43.99%	8.37%	3.65%	1.70%	0.32%																
 <p>11. My supervisor recognizes outstanding work.</p> <p style="text-align: center;">76% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1322</td> <td>1489</td> <td>534</td> <td>248</td> <td>88</td> <td>19</td> </tr> <tr> <td>Percentage:</td> <td>35.73%</td> <td>40.24%</td> <td>14.43%</td> <td>6.70%</td> <td>2.38%</td> <td>0.51%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1322	1489	534	248	88	19	Percentage:	35.73%	40.24%	14.43%	6.70%	2.38%	0.51%	<p style="text-align: center;">76% Agreement</p> <p>SCORE: 4.01 Std. Dev.: 1.00 Total Respondents: 3700</p> <p>BENCHMARKS Past Score: 3.93 Similar Mission: None Similar Size: 3.89 All Orgs: 4.02</p>
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Respondents:	1322	1489	534	248	88	19																
Percentage:	35.73%	40.24%	14.43%	6.70%	2.38%	0.51%																
 <p>12. I am given the opportunity to do my best work.</p> <p style="text-align: center;">85% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1512</td> <td>1615</td> <td>340</td> <td>177</td> <td>41</td> <td>10</td> </tr> <tr> <td>Percentage:</td> <td>40.92%</td> <td>43.71%</td> <td>9.20%</td> <td>4.79%</td> <td>1.11%</td> <td>0.27%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1512	1615	340	177	41	10	Percentage:	40.92%	43.71%	9.20%	4.79%	1.11%	0.27%	<p style="text-align: center;">85% Agreement</p> <p>SCORE: 4.19 Std. Dev.: 0.87 Total Respondents: 3695</p> <p>BENCHMARKS Past Score: 4.09 Similar Mission: None Similar Size: 3.98 All Orgs: 4.06</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1512	1615	340	177	41	10																
Percentage:	40.92%	43.71%	9.20%	4.79%	1.11%	0.27%																

Primary Items

 <p>13. My supervisor is consistent when administering policies concerning employees.</p> <p style="text-align: center;">75% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1321</td> <td>1454</td> <td>498</td> <td>253</td> <td>116</td> <td>45</td> </tr> <tr> <td>Percentage:</td> <td>35.83%</td> <td>39.44%</td> <td>13.51%</td> <td>6.86%</td> <td>3.15%</td> <td>1.22%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1321	1454	498	253	116	45	Percentage:	35.83%	39.44%	13.51%	6.86%	3.15%	1.22%	<p style="text-align: center;">75% Agreement</p> <p>SCORE: 3.99 Std. Dev.: 1.03 Total Respondents: 3687</p> <p>BENCHMARKS Past Score: 3.90 Similar Mission: None Similar Size: 3.81 All Orgs: 3.88</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1321	1454	498	253	116	45																
Percentage:	35.83%	39.44%	13.51%	6.86%	3.15%	1.22%																
 <p>14. My supervisor evaluates my performance fairly.</p> <p style="text-align: center;">84% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1528</td> <td>1571</td> <td>391</td> <td>86</td> <td>43</td> <td>72</td> </tr> <tr> <td>Percentage:</td> <td>41.40%</td> <td>42.56%</td> <td>10.59%</td> <td>2.33%</td> <td>1.16%</td> <td>1.95%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1528	1571	391	86	43	72	Percentage:	41.40%	42.56%	10.59%	2.33%	1.16%	1.95%	<p style="text-align: center;">84% Agreement</p> <p>SCORE: 4.23 Std. Dev.: 0.82 Total Respondents: 3691</p> <p>BENCHMARKS Past Score: 4.19 Similar Mission: None Similar Size: 4.01 All Orgs: 4.07</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1528	1571	391	86	43	72																
Percentage:	41.40%	42.56%	10.59%	2.33%	1.16%	1.95%																
 <p>15. Given the type of work I do, my physical workplace meets my needs.</p> <p style="text-align: center;">84% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1396</td> <td>1715</td> <td>313</td> <td>189</td> <td>65</td> <td>14</td> </tr> <tr> <td>Percentage:</td> <td>37.81%</td> <td>46.45%</td> <td>8.48%</td> <td>5.12%</td> <td>1.76%</td> <td>0.38%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1396	1715	313	189	65	14	Percentage:	37.81%	46.45%	8.48%	5.12%	1.76%	0.38%	<p style="text-align: center;">84% Agreement</p> <p>SCORE: 4.14 Std. Dev.: 0.90 Total Respondents: 3692</p> <p>BENCHMARKS Past Score: 4.13 Similar Mission: None Similar Size: 3.99 All Orgs: 4.14</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1396	1715	313	189	65	14																
Percentage:	37.81%	46.45%	8.48%	5.12%	1.76%	0.38%																
 <p>16. My workplace is well maintained.</p> <p style="text-align: center;">84% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1356</td> <td>1743</td> <td>339</td> <td>191</td> <td>58</td> <td>8</td> </tr> <tr> <td>Percentage:</td> <td>36.70%</td> <td>47.17%</td> <td>9.17%</td> <td>5.17%</td> <td>1.57%</td> <td>0.22%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1356	1743	339	191	58	8	Percentage:	36.70%	47.17%	9.17%	5.17%	1.57%	0.22%	<p style="text-align: center;">84% Agreement</p> <p>SCORE: 4.13 Std. Dev.: 0.89 Total Respondents: 3695</p> <p>BENCHMARKS Past Score: 4.00 Similar Mission: None Similar Size: 3.78 All Orgs: 3.92</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1356	1743	339	191	58	8																
Percentage:	36.70%	47.17%	9.17%	5.17%	1.57%	0.22%																

Primary Items



17. There are sufficient procedures to ensure the safety of employees in the workplace.

77% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1201	1630	462	270	119	14
Percentage:	32.49%	44.10%	12.50%	7.31%	3.22%	0.38%

77% Agreement

SCORE: 3.96
 Std. Dev.: 1.02
 Total Respondents: 3696

BENCHMARKS
 Past Score: 4.06
 Similar Mission: None
 Similar Size: 3.94
 All Orgs: 4.06



18. I have adequate resources and equipment to do my job.

78% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1124	1753	419	297	80	8
Percentage:	30.54%	47.62%	11.38%	8.07%	2.17%	0.22%

78% Agreement

SCORE: 3.96
 Std. Dev.: 0.97
 Total Respondents: 3681

BENCHMARKS
 Past Score: 3.89
 Similar Mission: None
 Similar Size: 3.74
 All Orgs: 3.96



19. The people I work with treat each other with respect.

86% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1523	1636	341	137	50	7
Percentage:	41.23%	44.29%	9.23%	3.71%	1.35%	0.19%

86% Agreement

SCORE: 4.21
 Std. Dev.: 0.86
 Total Respondents: 3694

BENCHMARKS
 Past Score: 4.10
 Similar Mission: None
 Similar Size: 3.88
 All Orgs: 3.97



20. My organization works to attract, develop, and retain people with diverse backgrounds.

67% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	961	1502	785	269	119	61
Percentage:	25.99%	40.63%	21.23%	7.28%	3.22%	1.65%

67% Agreement

SCORE: 3.80
 Std. Dev.: 1.02
 Total Respondents: 3697

BENCHMARKS
 Past Score: 3.74
 Similar Mission: None
 Similar Size: 3.59
 All Orgs: 3.71

Primary Items

 <p>21. The people I work with care about my personal well-being.</p> <p style="text-align: center;">85% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1538</td> <td>1585</td> <td>392</td> <td>132</td> <td>35</td> <td>13</td> </tr> <tr> <td>Percentage:</td> <td>41.62%</td> <td>42.90%</td> <td>10.61%</td> <td>3.57%</td> <td>0.95%</td> <td>0.35%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1538	1585	392	132	35	13	Percentage:	41.62%	42.90%	10.61%	3.57%	0.95%	0.35%	<p style="text-align: center;">85% Agreement</p> <p>SCORE: 4.21 Std. Dev.: 0.84 Total Respondents: 3695</p> <p>BENCHMARKS Past Score: 4.18 Similar Mission: None Similar Size: 3.90 All Orgs: 3.99</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1538	1585	392	132	35	13																
Percentage:	41.62%	42.90%	10.61%	3.57%	0.95%	0.35%																
 <p>22. I trust the people in my workplace.</p> <p style="text-align: center;">78% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1262</td> <td>1629</td> <td>541</td> <td>185</td> <td>58</td> <td>12</td> </tr> <tr> <td>Percentage:</td> <td>34.23%</td> <td>44.18%</td> <td>14.67%</td> <td>5.02%</td> <td>1.57%</td> <td>0.33%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1262	1629	541	185	58	12	Percentage:	34.23%	44.18%	14.67%	5.02%	1.57%	0.33%	<p style="text-align: center;">78% Agreement</p> <p>SCORE: 4.05 Std. Dev.: 0.91 Total Respondents: 3687</p> <p>BENCHMARKS Past Score: 3.98 Similar Mission: None Similar Size: 3.69 All Orgs: 3.80</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1262	1629	541	185	58	12																
Percentage:	34.23%	44.18%	14.67%	5.02%	1.57%	0.33%																
 <p>23. My work group uses the latest technologies to communicate and interact.</p> <p style="text-align: center;">83% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1171</td> <td>1886</td> <td>421</td> <td>150</td> <td>29</td> <td>21</td> </tr> <tr> <td>Percentage:</td> <td>31.84%</td> <td>51.28%</td> <td>11.45%</td> <td>4.08%</td> <td>0.79%</td> <td>0.57%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1171	1886	421	150	29	21	Percentage:	31.84%	51.28%	11.45%	4.08%	0.79%	0.57%	<p style="text-align: center;">83% Agreement</p> <p>SCORE: 4.10 Std. Dev.: 0.81 Total Respondents: 3678</p> <p>BENCHMARKS Past Score: 3.97 Similar Mission: None Similar Size: 3.51 All Orgs: 3.61</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1171	1886	421	150	29	21																
Percentage:	31.84%	51.28%	11.45%	4.08%	0.79%	0.57%																
 <p>24. Our computer systems provide reliable information.</p> <p style="text-align: center;">73% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>801</td> <td>1909</td> <td>580</td> <td>275</td> <td>93</td> <td>31</td> </tr> <tr> <td>Percentage:</td> <td>21.71%</td> <td>51.75%</td> <td>15.72%</td> <td>7.45%</td> <td>2.52%</td> <td>0.84%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	801	1909	580	275	93	31	Percentage:	21.71%	51.75%	15.72%	7.45%	2.52%	0.84%	<p style="text-align: center;">73% Agreement</p> <p>SCORE: 3.83 Std. Dev.: 0.94 Total Respondents: 3689</p> <p>BENCHMARKS Past Score: 3.90 Similar Mission: None Similar Size: 3.70 All Orgs: 3.83</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	801	1909	580	275	93	31																
Percentage:	21.71%	51.75%	15.72%	7.45%	2.52%	0.84%																

Primary Items

<p> 25. Support is available for the technologies we use.</p> <p style="text-align: center;">80% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1037</td> <td>1914</td> <td>440</td> <td>214</td> <td>65</td> <td>15</td> </tr> <tr> <td>Percentage:</td> <td>28.14%</td> <td>51.94%</td> <td>11.94%</td> <td>5.81%</td> <td>1.76%</td> <td>0.41%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1037	1914	440	214	65	15	Percentage:	28.14%	51.94%	11.94%	5.81%	1.76%	0.41%	<p style="text-align: center;">80% Agreement</p> <p>SCORE: 3.99 Std. Dev.: 0.89 Total Respondents: 3685</p> <p>BENCHMARKS Past Score: 4.03 Similar Mission: None Similar Size: 3.80 All Orgs: 3.91</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1037	1914	440	214	65	15																
Percentage:	28.14%	51.94%	11.94%	5.81%	1.76%	0.41%																
<p> 26. Our computer systems enable me to quickly find the information I need.</p> <p style="text-align: center;">73% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>813</td> <td>1886</td> <td>589</td> <td>273</td> <td>86</td> <td>29</td> </tr> <tr> <td>Percentage:</td> <td>22.12%</td> <td>51.31%</td> <td>16.02%</td> <td>7.43%</td> <td>2.34%</td> <td>0.79%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	813	1886	589	273	86	29	Percentage:	22.12%	51.31%	16.02%	7.43%	2.34%	0.79%	<p style="text-align: center;">73% Agreement</p> <p>SCORE: 3.84 Std. Dev.: 0.93 Total Respondents: 3676</p> <p>BENCHMARKS Past Score: 3.87 Similar Mission: None Similar Size: 3.61 All Orgs: 3.75</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	813	1886	589	273	86	29																
Percentage:	22.12%	51.31%	16.02%	7.43%	2.34%	0.79%																
<p> 27. The communication channels I must go through at work are reasonable.</p> <p style="text-align: center;">80% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>917</td> <td>2024</td> <td>478</td> <td>183</td> <td>63</td> <td>17</td> </tr> <tr> <td>Percentage:</td> <td>24.90%</td> <td>54.97%</td> <td>12.98%</td> <td>4.97%</td> <td>1.71%</td> <td>0.46%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	917	2024	478	183	63	17	Percentage:	24.90%	54.97%	12.98%	4.97%	1.71%	0.46%	<p style="text-align: center;">80% Agreement</p> <p>SCORE: 3.97 Std. Dev.: 0.86 Total Respondents: 3682</p> <p>BENCHMARKS Past Score: 3.92 Similar Mission: None Similar Size: 3.59 All Orgs: 3.79</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	917	2024	478	183	63	17																
Percentage:	24.90%	54.97%	12.98%	4.97%	1.71%	0.46%																
<p> 28. My work atmosphere encourages open and honest communication.</p> <p style="text-align: center;">73% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1061</td> <td>1606</td> <td>569</td> <td>296</td> <td>130</td> <td>10</td> </tr> <tr> <td>Percentage:</td> <td>28.89%</td> <td>43.74%</td> <td>15.50%</td> <td>8.06%</td> <td>3.54%</td> <td>0.27%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1061	1606	569	296	130	10	Percentage:	28.89%	43.74%	15.50%	8.06%	3.54%	0.27%	<p style="text-align: center;">73% Agreement</p> <p>SCORE: 3.87 Std. Dev.: 1.04 Total Respondents: 3672</p> <p>BENCHMARKS Past Score: 3.79 Similar Mission: None Similar Size: 3.52 All Orgs: 3.65</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1061	1606	569	296	130	10																
Percentage:	28.89%	43.74%	15.50%	8.06%	3.54%	0.27%																

Primary Items

 **29. The communications I receive at work are timely and informative.**

77% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1034	1808	507	246	81	8
Percentage:	28.07%	49.08%	13.76%	6.68%	2.20%	0.22%

77% Agreement

SCORE: 3.94
 Std. Dev.: 0.94
 Total Respondents: 3684

BENCHMARKS
 Past Score: 3.87
 Similar Mission: None
 Similar Size: 3.51
 All Orgs: 3.70

 **30. My pay keeps pace with the cost of living.**

20% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	143	578	716	1184	1053	21
Percentage:	3.87%	15.64%	19.38%	32.04%	28.50%	0.57%

20% Agreement

SCORE: 2.34
 Std. Dev.: 1.16
 Total Respondents: 3695

BENCHMARKS
 Past Score: 2.38
 Similar Mission: None
 Similar Size: 2.34
 All Orgs: 2.61

 **31. Salaries are competitive with similar jobs in the community.**

36% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	214	1127	998	873	432	48
Percentage:	5.80%	30.53%	27.03%	23.65%	11.70%	1.30%

36% Agreement

SCORE: 2.95
 Std. Dev.: 1.12
 Total Respondents: 3692

BENCHMARKS
 Past Score: 2.99
 Similar Mission: None
 Similar Size: 2.50
 All Orgs: 2.75

 **32. I feel I am paid fairly for the work I do.**

22% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	154	663	819	1224	817	20
Percentage:	4.17%	17.93%	22.15%	33.11%	22.10%	0.54%

22% Agreement

SCORE: 2.49
 Std. Dev.: 1.14
 Total Respondents: 3697

BENCHMARKS
 Past Score: 2.47
 Similar Mission: None
 Similar Size: 2.70
 All Orgs: 2.97

Primary Items

 <p>33. Retirement benefits are competitive with similar jobs in the community.</p> <p>32% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>172</td> <td>1019</td> <td>1281</td> <td>615</td> <td>366</td> <td>238</td> </tr> <tr> <td>Percentage:</td> <td>4.66%</td> <td>27.61%</td> <td>34.71%</td> <td>16.66%</td> <td>9.92%</td> <td>6.45%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	172	1019	1281	615	366	238	Percentage:	4.66%	27.61%	34.71%	16.66%	9.92%	6.45%	<p>32% Agreement</p> <p>SCORE: 3.00 Std. Dev.: 1.05 Total Respondents: 3691</p> <p>BENCHMARKS Past Score: 2.94 Similar Mission: None Similar Size: 3.68 All Orgs: 3.85</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	172	1019	1281	615	366	238																
Percentage:	4.66%	27.61%	34.71%	16.66%	9.92%	6.45%																
 <p>34. Health insurance benefits are competitive with similar jobs in the community.</p> <p>35% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>191</td> <td>1102</td> <td>1019</td> <td>673</td> <td>457</td> <td>253</td> </tr> <tr> <td>Percentage:</td> <td>5.17%</td> <td>29.82%</td> <td>27.58%</td> <td>18.21%</td> <td>12.37%</td> <td>6.85%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	191	1102	1019	673	457	253	Percentage:	5.17%	29.82%	27.58%	18.21%	12.37%	6.85%	<p>35% Agreement</p> <p>SCORE: 2.97 Std. Dev.: 1.13 Total Respondents: 3695</p> <p>BENCHMARKS Past Score: 2.81 Similar Mission: None Similar Size: 3.82 All Orgs: 3.95</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	191	1102	1019	673	457	253																
Percentage:	5.17%	29.82%	27.58%	18.21%	12.37%	6.85%																
 <p>35. Benefits can be selected to meet individual needs.</p> <p>66% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>435</td> <td>1991</td> <td>725</td> <td>242</td> <td>131</td> <td>168</td> </tr> <tr> <td>Percentage:</td> <td>11.78%</td> <td>53.93%</td> <td>19.64%</td> <td>6.55%</td> <td>3.55%</td> <td>4.55%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	435	1991	725	242	131	168	Percentage:	11.78%	53.93%	19.64%	6.55%	3.55%	4.55%	<p>66% Agreement</p> <p>SCORE: 3.67 Std. Dev.: 0.91 Total Respondents: 3692</p> <p>BENCHMARKS Past Score: 3.56 Similar Mission: None Similar Size: 3.76 All Orgs: 3.86</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	435	1991	725	242	131	168																
Percentage:	11.78%	53.93%	19.64%	6.55%	3.55%	4.55%																
 <p>36. I believe I have a career with this school/district.</p> <p>77% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1143</td> <td>1711</td> <td>619</td> <td>120</td> <td>53</td> <td>48</td> </tr> <tr> <td>Percentage:</td> <td>30.94%</td> <td>46.32%</td> <td>16.76%</td> <td>3.25%</td> <td>1.43%</td> <td>1.30%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1143	1711	619	120	53	48	Percentage:	30.94%	46.32%	16.76%	3.25%	1.43%	1.30%	<p>77% Agreement</p> <p>SCORE: 4.03 Std. Dev.: 0.86 Total Respondents: 3694</p> <p>BENCHMARKS Past Score: 4.04 Similar Mission: None Similar Size: 3.88 All Orgs: 3.90</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1143	1711	619	120	53	48																
Percentage:	30.94%	46.32%	16.76%	3.25%	1.43%	1.30%																

Primary Items

<div data-bbox="151 180 217 254"></div> <p>37. Learning opportunities/staff development is made available to me so that I can do my job better.</p> <div data-bbox="147 275 1045 323"> <p style="text-align: center;">80% Agreement</p> </div> <table border="1" data-bbox="207 369 987 512"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1071</td> <td>1889</td> <td>451</td> <td>193</td> <td>62</td> <td>23</td> </tr> <tr> <td>Percentage:</td> <td>29.03%</td> <td>51.21%</td> <td>12.23%</td> <td>5.23%</td> <td>1.68%</td> <td>0.62%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1071	1889	451	193	62	23	Percentage:	29.03%	51.21%	12.23%	5.23%	1.68%	0.62%	<p style="text-align: center;">80% Agreement</p> <p>SCORE: 4.01 Std. Dev.: 0.88 Total Respondents: 3689</p> <p>BENCHMARKS Past Score: 3.94 Similar Mission: None Similar Size: 3.70 All Orgs: 3.80</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1071	1889	451	193	62	23																
Percentage:	29.03%	51.21%	12.23%	5.23%	1.68%	0.62%																
<div data-bbox="151 579 217 653"></div> <p>38. Learning opportunities/staff development is made available to me for personal growth and development.</p> <div data-bbox="147 667 1045 716"> <p style="text-align: center;">77% Agreement</p> </div> <table border="1" data-bbox="207 762 987 905"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1002</td> <td>1821</td> <td>530</td> <td>225</td> <td>75</td> <td>33</td> </tr> <tr> <td>Percentage:</td> <td>27.18%</td> <td>49.40%</td> <td>14.38%</td> <td>6.10%</td> <td>2.03%</td> <td>0.90%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1002	1821	530	225	75	33	Percentage:	27.18%	49.40%	14.38%	6.10%	2.03%	0.90%	<p style="text-align: center;">77% Agreement</p> <p>SCORE: 3.94 Std. Dev.: 0.92 Total Respondents: 3686</p> <p>BENCHMARKS Past Score: 3.86 Similar Mission: None Similar Size: 3.58 All Orgs: 3.65</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1002	1821	530	225	75	33																
Percentage:	27.18%	49.40%	14.38%	6.10%	2.03%	0.90%																
<div data-bbox="151 978 217 1041"></div> <p>39. My work environment supports a balance between work and personal life.</p> <div data-bbox="147 1062 1045 1110"> <p style="text-align: center;">64% Agreement</p> </div> <table border="1" data-bbox="207 1157 987 1299"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>764</td> <td>1581</td> <td>636</td> <td>449</td> <td>242</td> <td>17</td> </tr> <tr> <td>Percentage:</td> <td>20.71%</td> <td>42.86%</td> <td>17.24%</td> <td>12.17%</td> <td>6.56%</td> <td>0.46%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	764	1581	636	449	242	17	Percentage:	20.71%	42.86%	17.24%	12.17%	6.56%	0.46%	<p style="text-align: center;">64% Agreement</p> <p>SCORE: 3.59 Std. Dev.: 1.14 Total Respondents: 3689</p> <p>BENCHMARKS Past Score: 3.53 Similar Mission: None Similar Size: 3.62 All Orgs: 3.87</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	764	1581	636	449	242	17																
Percentage:	20.71%	42.86%	17.24%	12.17%	6.56%	0.46%																
<div data-bbox="151 1377 217 1440"></div> <p>40. I feel free to be myself at work.</p> <div data-bbox="147 1461 1045 1509"> <p style="text-align: center;">78% Agreement</p> </div> <table border="1" data-bbox="207 1556 987 1698"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1055</td> <td>1811</td> <td>475</td> <td>244</td> <td>98</td> <td>15</td> </tr> <tr> <td>Percentage:</td> <td>28.53%</td> <td>48.97%</td> <td>12.84%</td> <td>6.60%</td> <td>2.65%</td> <td>0.41%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1055	1811	475	244	98	15	Percentage:	28.53%	48.97%	12.84%	6.60%	2.65%	0.41%	<p style="text-align: center;">78% Agreement</p> <p>SCORE: 3.95 Std. Dev.: 0.96 Total Respondents: 3698</p> <p>BENCHMARKS Past Score: 3.91 Similar Mission: None Similar Size: 3.69 All Orgs: 3.82</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1055	1811	475	244	98	15																
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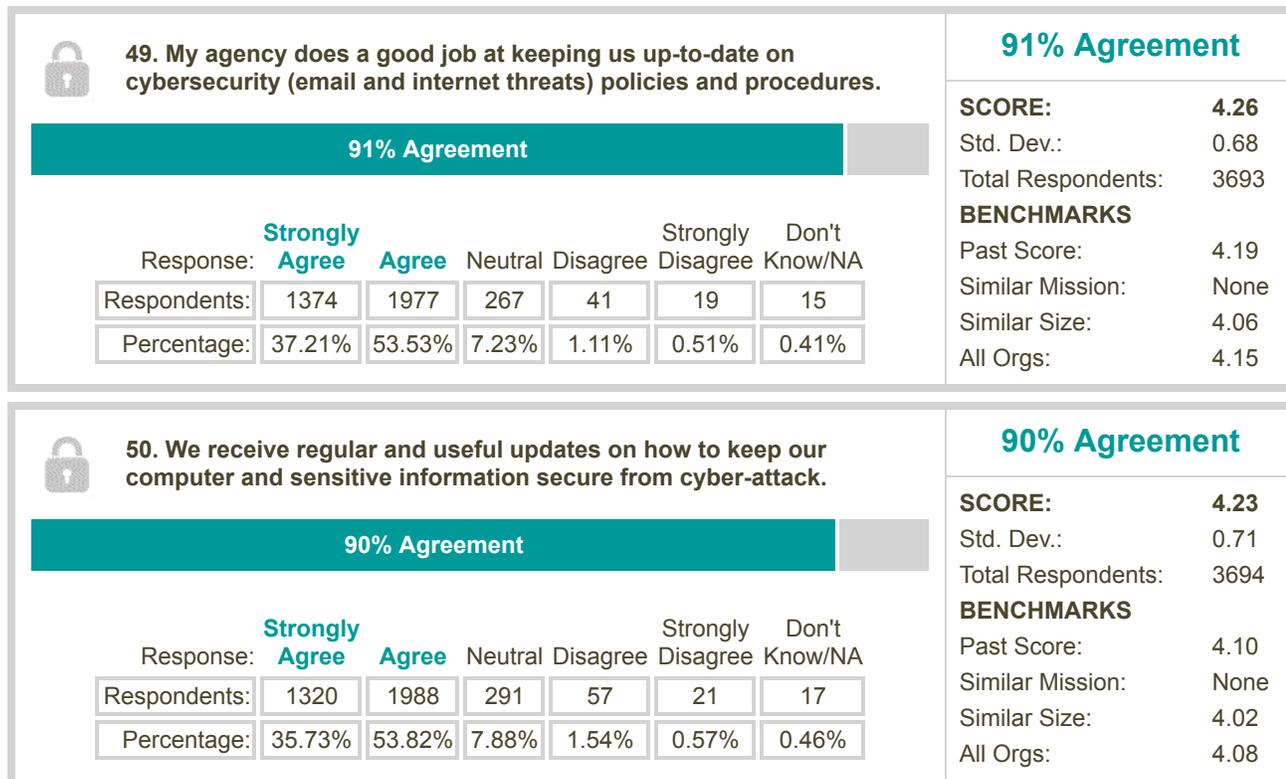
Primary Items

 <p>41. The amount of work I am asked to do is reasonable.</p> <p>58% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>511</td> <td>1630</td> <td>679</td> <td>585</td> <td>286</td> <td>8</td> </tr> <tr> <td>Percentage:</td> <td>13.81%</td> <td>44.07%</td> <td>18.36%</td> <td>15.82%</td> <td>7.73%</td> <td>0.22%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	511	1630	679	585	286	8	Percentage:	13.81%	44.07%	18.36%	15.82%	7.73%	0.22%	<p>58% Agreement</p> <p>SCORE: 3.41 Std. Dev.: 1.14 Total Respondents: 3699</p> <p>BENCHMARKS Past Score: 3.28 Similar Mission: None Similar Size: 3.56 All Orgs: 3.71</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	511	1630	679	585	286	8																
Percentage:	13.81%	44.07%	18.36%	15.82%	7.73%	0.22%																
 <p>42. I am proud to tell people that I work for this organization.</p> <p>84% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1315</td> <td>1801</td> <td>475</td> <td>64</td> <td>28</td> <td>15</td> </tr> <tr> <td>Percentage:</td> <td>35.56%</td> <td>48.70%</td> <td>12.84%</td> <td>1.73%</td> <td>0.76%</td> <td>0.41%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1315	1801	475	64	28	15	Percentage:	35.56%	48.70%	12.84%	1.73%	0.76%	0.41%	<p>84% Agreement</p> <p>SCORE: 4.17 Std. Dev.: 0.77 Total Respondents: 3698</p> <p>BENCHMARKS Past Score: 4.18 Similar Mission: None Similar Size: 4.04 All Orgs: 4.12</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1315	1801	475	64	28	15																
Percentage:	35.56%	48.70%	12.84%	1.73%	0.76%	0.41%																
 <p>43. Harassment is not tolerated at my workplace.</p> <p>88% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1652</td> <td>1604</td> <td>273</td> <td>93</td> <td>23</td> <td>46</td> </tr> <tr> <td>Percentage:</td> <td>44.76%</td> <td>43.46%</td> <td>7.40%</td> <td>2.52%</td> <td>0.62%</td> <td>1.25%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1652	1604	273	93	23	46	Percentage:	44.76%	43.46%	7.40%	2.52%	0.62%	1.25%	<p>88% Agreement</p> <p>SCORE: 4.31 Std. Dev.: 0.77 Total Respondents: 3691</p> <p>BENCHMARKS Past Score: 4.25 Similar Mission: None Similar Size: 4.13 All Orgs: 4.20</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1652	1604	273	93	23	46																
Percentage:	44.76%	43.46%	7.40%	2.52%	0.62%	1.25%																
 <p>44. Employees are generally ethical in my workplace.</p> <p>89% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1382</td> <td>1907</td> <td>276</td> <td>82</td> <td>18</td> <td>18</td> </tr> <tr> <td>Percentage:</td> <td>37.52%</td> <td>51.78%</td> <td>7.49%</td> <td>2.23%</td> <td>0.49%</td> <td>0.49%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1382	1907	276	82	18	18	Percentage:	37.52%	51.78%	7.49%	2.23%	0.49%	0.49%	<p>89% Agreement</p> <p>SCORE: 4.24 Std. Dev.: 0.73 Total Respondents: 3683</p> <p>BENCHMARKS Past Score: 4.19 Similar Mission: None Similar Size: 4.00 All Orgs: 4.14</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
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Percentage:	37.52%	51.78%	7.49%	2.23%	0.49%	0.49%																

Primary Items

 <p>45. I believe we will use the information from this survey to improve our workplace.</p> <p style="text-align: center;">57% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>764</td> <td>1326</td> <td>920</td> <td>393</td> <td>252</td> <td>27</td> </tr> <tr> <td>Percentage:</td> <td>20.75%</td> <td>36.01%</td> <td>24.99%</td> <td>10.67%</td> <td>6.84%</td> <td>0.73%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	764	1326	920	393	252	27	Percentage:	20.75%	36.01%	24.99%	10.67%	6.84%	0.73%	<p style="text-align: center;">57% Agreement</p> <p>SCORE: 3.54 Std. Dev.: 1.14 Total Respondents: 3682</p> <p>BENCHMARKS Past Score: 3.53 Similar Mission: None Similar Size: 3.33 All Orgs: 3.55</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	764	1326	920	393	252	27																
Percentage:	20.75%	36.01%	24.99%	10.67%	6.84%	0.73%																
 <p>46. I am satisfied with the opportunities I have to give feedback on my supervisor's performance.</p> <p style="text-align: center;">64% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>891</td> <td>1484</td> <td>757</td> <td>318</td> <td>169</td> <td>64</td> </tr> <tr> <td>Percentage:</td> <td>24.19%</td> <td>40.29%</td> <td>20.55%</td> <td>8.63%</td> <td>4.59%</td> <td>1.74%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	891	1484	757	318	169	64	Percentage:	24.19%	40.29%	20.55%	8.63%	4.59%	1.74%	<p style="text-align: center;">64% Agreement</p> <p>SCORE: 3.72 Std. Dev.: 1.07 Total Respondents: 3683</p> <p>BENCHMARKS Past Score: 3.68 Similar Mission: None Similar Size: 3.49 All Orgs: 3.59</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	891	1484	757	318	169	64																
Percentage:	24.19%	40.29%	20.55%	8.63%	4.59%	1.74%																
 <p>47. Our district/central office administration effectively communicates important information.</p> <p style="text-align: center;">72% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>845</td> <td>1804</td> <td>607</td> <td>274</td> <td>142</td> <td>13</td> </tr> <tr> <td>Percentage:</td> <td>22.93%</td> <td>48.96%</td> <td>16.47%</td> <td>7.44%</td> <td>3.85%</td> <td>0.35%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	845	1804	607	274	142	13	Percentage:	22.93%	48.96%	16.47%	7.44%	3.85%	0.35%	<p style="text-align: center;">72% Agreement</p> <p>SCORE: 3.80 Std. Dev.: 1.00 Total Respondents: 3685</p> <p>BENCHMARKS Past Score: 3.80 Similar Mission: None Similar Size: 3.39 All Orgs: 3.67</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	845	1804	607	274	142	13																
Percentage:	22.93%	48.96%	16.47%	7.44%	3.85%	0.35%																
 <p>48. I am treated fairly in my workplace.</p> <p style="text-align: center;">85% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1319</td> <td>1801</td> <td>385</td> <td>121</td> <td>55</td> <td>10</td> </tr> <tr> <td>Percentage:</td> <td>35.74%</td> <td>48.79%</td> <td>10.43%</td> <td>3.28%</td> <td>1.49%</td> <td>0.27%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1319	1801	385	121	55	10	Percentage:	35.74%	48.79%	10.43%	3.28%	1.49%	0.27%	<p style="text-align: center;">85% Agreement</p> <p>SCORE: 4.14 Std. Dev.: 0.84 Total Respondents: 3691</p> <p>BENCHMARKS Past Score: 4.08 Similar Mission: None Similar Size: 3.82 All Orgs: 3.98</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1319	1801	385	121	55	10																
Percentage:	35.74%	48.79%	10.43%	3.28%	1.49%	0.27%																

Primary Items



Additional Items

Organizations participating in the Survey are invited to submit up to 20 additional items for inclusion in the Survey. These items are included at the end of the online survey or are printed on an insert and included in each employee's survey packet. Please refer to the survey customization sheet that has been included later in this report for more information on additional items submitted by this organization.

*Additional Items are not included if none were submitted.

Each additional item is returned with the item text and two types of reported numerical data, response data and benchmark data. The following definitions correspond to additional items:

Response Data

- **Score** is calculated by averaging all item responses on a five point scale ranging from 5=Strongly Agree to 1=Strongly Disagree. If the participant selected Don't Know/Not Applicable, their response is considered a valid response, but it is not used in the calculation of the score.
- **Standard Deviation** calculates the level of agreement. Large deviations indicate greater levels of disagreement. For this report, you can expect standard deviations to be between .7 and 1.10.
- **Total Respondents** is the number of valid responses including Don't Know/Not Applicable. If everyone did not answer every item, the number of respondents for an item is less than the number of respondents reported in your response rate.
- **Respondents** is the number of participants who selected each item (strongly agree, agree, etc.).
- **Percentage** is the number of participants who selected each item (strongly agree, agree, etc.) divided by the total number of valid responses.
- **Percent Agreement** is the number of participants who agreed with the item (strongly agree or agree) divided by the total number of valid responses.

Benchmark Data

Benchmark and over time data are not available for Additional Items.

Interpreting Data

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. Regardless of the averages, scores range from areas of strength to areas of concern. In general, most scores are between 3.00 and 4.00. Scores below a 3.25 are of concern because they indicate general dissatisfaction. Scores above 3.75 indicate positive perceptions. When available, over time data provides previous scores from and benchmark data comparative scores. In general (because various factors and statistical test would be needed to confirm), scores that have changed or differ by .2 may be significant.

Additional Items

<p>1. My director/principal gives me specific feedback about my performance.</p> <div style="text-align: center;">  <p>74% Agreement</p> </div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1214</td> <td>1541</td> <td>516</td> <td>249</td> <td>121</td> <td>60</td> </tr> <tr> <td>Percentage:</td> <td>32.80%</td> <td>41.64%</td> <td>13.94%</td> <td>6.73%</td> <td>3.27%</td> <td>1.62%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1214	1541	516	249	121	60	Percentage:	32.80%	41.64%	13.94%	6.73%	3.27%	1.62%	<p>74% Agreement</p> <p>SCORE: 3.96 Std. Dev.: 1.02 Total Respondents: 3701</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1214	1541	516	249	121	60																
Percentage:	32.80%	41.64%	13.94%	6.73%	3.27%	1.62%																
<p>2. My director/principal recognizes outstanding work.</p> <div style="text-align: center;">  <p>74% Agreement</p> </div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1271</td> <td>1447</td> <td>563</td> <td>258</td> <td>109</td> <td>41</td> </tr> <tr> <td>Percentage:</td> <td>34.45%</td> <td>39.22%</td> <td>15.26%</td> <td>6.99%</td> <td>2.95%</td> <td>1.11%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1271	1447	563	258	109	41	Percentage:	34.45%	39.22%	15.26%	6.99%	2.95%	1.11%	<p>74% Agreement</p> <p>SCORE: 3.96 Std. Dev.: 1.03 Total Respondents: 3689</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1271	1447	563	258	109	41																
Percentage:	34.45%	39.22%	15.26%	6.99%	2.95%	1.11%																
<p>3. My director/principal gives me the opportunity to do my best work.</p> <div style="text-align: center;">  <p>83% Agreement</p> </div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1468</td> <td>1589</td> <td>414</td> <td>132</td> <td>52</td> <td>32</td> </tr> <tr> <td>Percentage:</td> <td>39.82%</td> <td>43.10%</td> <td>11.23%</td> <td>3.58%</td> <td>1.41%</td> <td>0.87%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1468	1589	414	132	52	32	Percentage:	39.82%	43.10%	11.23%	3.58%	1.41%	0.87%	<p>83% Agreement</p> <p>SCORE: 4.17 Std. Dev.: 0.87 Total Respondents: 3687</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1468	1589	414	132	52	32																
Percentage:	39.82%	43.10%	11.23%	3.58%	1.41%	0.87%																
<p>4. My director/principal is consistent when administering policies concerning employees.</p> <div style="text-align: center;">  <p>75% Agreement</p> </div> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: #008080;">Strongly Agree</th> <th style="color: #008080;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1253</td> <td>1507</td> <td>512</td> <td>227</td> <td>113</td> <td>67</td> </tr> <tr> <td>Percentage:</td> <td>34.06%</td> <td>40.96%</td> <td>13.92%</td> <td>6.17%</td> <td>3.07%</td> <td>1.82%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1253	1507	512	227	113	67	Percentage:	34.06%	40.96%	13.92%	6.17%	3.07%	1.82%	<p>75% Agreement</p> <p>SCORE: 3.99 Std. Dev.: 1.01 Total Respondents: 3679</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1253	1507	512	227	113	67																
Percentage:	34.06%	40.96%	13.92%	6.17%	3.07%	1.82%																

Additional Items

5. My office administration effectively communicates important information. (If you are a campus-based employee who is supervised by a department, please answer based on your department assignment.)

81% Agreement

81% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1265	1735	389	151	77	74
Percentage:	34.27%	47.01%	10.54%	4.09%	2.09%	2.00%

SCORE: 4.09
 Std. Dev.: 0.90
 Total Respondents: 3691

6. My students understand the daily learning targets.

87% Agreement

87% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	552	1215	174	42	0	55
Percentage:	27.09%	59.62%	8.54%	2.06%	0.00%	2.70%

SCORE: 4.15
 Std. Dev.: 0.66
 Total Respondents: 2038

7. My students find value/meaning in their learning.

80% Agreement

80% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	481	1154	281	61	10	52
Percentage:	23.59%	56.60%	13.78%	2.99%	0.49%	2.55%

SCORE: 4.02
 Std. Dev.: 0.74
 Total Respondents: 2039

8. My students regularly assess their progress on achieving learning targets.

67% Agreement

67% Agreement

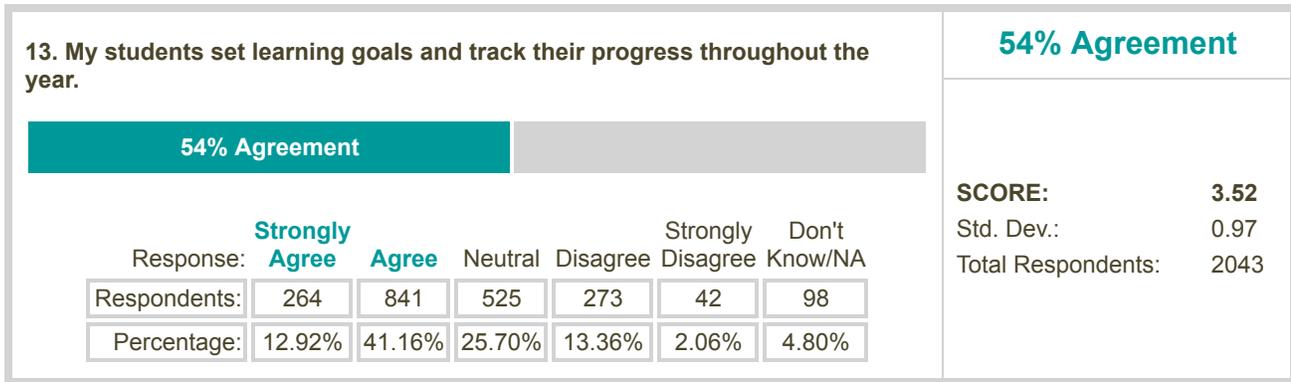
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	340	1029	417	171	6	75
Percentage:	16.68%	50.49%	20.46%	8.39%	0.29%	3.68%

SCORE: 3.78
 Std. Dev.: 0.84
 Total Respondents: 2038

Additional Items

<p>9. My students receive the help they need when they are struggling to learn.</p> <div style="text-align: center; margin-bottom: 10px;">  <p>85% Agreement</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Response:</th> <th style="text-align: center;">Strongly Agree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Neutral</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Strongly Disagree</th> <th style="text-align: center;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td style="text-align: center;">684</td> <td style="text-align: center;">1055</td> <td style="text-align: center;">176</td> <td style="text-align: center;">70</td> <td style="text-align: center;">5</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Percentage:</td> <td style="text-align: center;">33.58%</td> <td style="text-align: center;">51.79%</td> <td style="text-align: center;">8.64%</td> <td style="text-align: center;">3.44%</td> <td style="text-align: center;">0.25%</td> <td style="text-align: center;">2.31%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	684	1055	176	70	5	47	Percentage:	33.58%	51.79%	8.64%	3.44%	0.25%	2.31%	<p style="text-align: center; color: #008080; font-weight: bold; font-size: 1.2em;">85% Agreement</p> <p>SCORE: 4.18</p> <p>Std. Dev.: 0.75</p> <p>Total Respondents: 2037</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	684	1055	176	70	5	47																
Percentage:	33.58%	51.79%	8.64%	3.44%	0.25%	2.31%																
<p>10. My students seek additional challenge to learn as much as they can in class.</p> <div style="text-align: center; margin-bottom: 10px;">  <p>58% Agreement</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Response:</th> <th style="text-align: center;">Strongly Agree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Neutral</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Strongly Disagree</th> <th style="text-align: center;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td style="text-align: center;">308</td> <td style="text-align: center;">871</td> <td style="text-align: center;">466</td> <td style="text-align: center;">279</td> <td style="text-align: center;">53</td> <td style="text-align: center;">68</td> </tr> <tr> <td>Percentage:</td> <td style="text-align: center;">15.06%</td> <td style="text-align: center;">42.59%</td> <td style="text-align: center;">22.79%</td> <td style="text-align: center;">13.64%</td> <td style="text-align: center;">2.59%</td> <td style="text-align: center;">3.33%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	308	871	466	279	53	68	Percentage:	15.06%	42.59%	22.79%	13.64%	2.59%	3.33%	<p style="text-align: center; color: #008080; font-weight: bold; font-size: 1.2em;">58% Agreement</p> <p>SCORE: 3.56</p> <p>Std. Dev.: 1.00</p> <p>Total Respondents: 2045</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	308	871	466	279	53	68																
Percentage:	15.06%	42.59%	22.79%	13.64%	2.59%	3.33%																
<p>11. My students interact with other students to help them learn more.</p> <div style="text-align: center; margin-bottom: 10px;">  <p>74% Agreement</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Response:</th> <th style="text-align: center;">Strongly Agree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Neutral</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Strongly Disagree</th> <th style="text-align: center;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td style="text-align: center;">508</td> <td style="text-align: center;">996</td> <td style="text-align: center;">279</td> <td style="text-align: center;">154</td> <td style="text-align: center;">36</td> <td style="text-align: center;">68</td> </tr> <tr> <td>Percentage:</td> <td style="text-align: center;">24.89%</td> <td style="text-align: center;">48.80%</td> <td style="text-align: center;">13.67%</td> <td style="text-align: center;">7.55%</td> <td style="text-align: center;">1.76%</td> <td style="text-align: center;">3.33%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	508	996	279	154	36	68	Percentage:	24.89%	48.80%	13.67%	7.55%	1.76%	3.33%	<p style="text-align: center; color: #008080; font-weight: bold; font-size: 1.2em;">74% Agreement</p> <p>SCORE: 3.91</p> <p>Std. Dev.: 0.93</p> <p>Total Respondents: 2041</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	508	996	279	154	36	68																
Percentage:	24.89%	48.80%	13.67%	7.55%	1.76%	3.33%																
<p>12. My students are actively engaged in class learning activities on a regular basis.</p> <div style="text-align: center; margin-bottom: 10px;">  <p>76% Agreement</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Response:</th> <th style="text-align: center;">Strongly Agree</th> <th style="text-align: center;">Agree</th> <th style="text-align: center;">Neutral</th> <th style="text-align: center;">Disagree</th> <th style="text-align: center;">Strongly Disagree</th> <th style="text-align: center;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td style="text-align: center;">516</td> <td style="text-align: center;">1037</td> <td style="text-align: center;">266</td> <td style="text-align: center;">139</td> <td style="text-align: center;">35</td> <td style="text-align: center;">49</td> </tr> <tr> <td>Percentage:</td> <td style="text-align: center;">25.27%</td> <td style="text-align: center;">50.78%</td> <td style="text-align: center;">13.03%</td> <td style="text-align: center;">6.81%</td> <td style="text-align: center;">1.71%</td> <td style="text-align: center;">2.40%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	516	1037	266	139	35	49	Percentage:	25.27%	50.78%	13.03%	6.81%	1.71%	2.40%	<p style="text-align: center; color: #008080; font-weight: bold; font-size: 1.2em;">76% Agreement</p> <p>SCORE: 3.93</p> <p>Std. Dev.: 0.91</p> <p>Total Respondents: 2042</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	516	1037	266	139	35	49																
Percentage:	25.27%	50.78%	13.03%	6.81%	1.71%	2.40%																

Additional Items



Engagement Items

Employee Engagement items span several constructs, and capture the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. This construct measures the degree to which employees feel that their ideas count, their work impacts the organization and their well being and development is valued.

Each engagement item is returned with the item text and two types of reported numerical data, response data and benchmark data. The following definitions correspond to survey items:

Response Data

- **Score** is calculated by averaging all item responses on a five point scale ranging from 5=Strongly Agree to 1=Strongly Disagree. If the participant selected Don't Know/Not Applicable, their response is considered a valid response, but it is not used in the calculation of the score.
- **Standard Deviation** calculates the level of agreement. Large deviations indicate greater levels of disagreement. For this report, you can expect standard deviations to be between .7 and 1.10.
- **Total Respondents** is the number of valid responses including Don't Know/Not Applicable. If everyone did not answer every item, the number of respondents for an item is less than the number of respondents reported in your response rate.
- **Respondents** is the number of participants who selected each item (strongly agree, agree, etc.).
- **Percentage** is the number of participants who selected each item (strongly agree, agree, etc.) divided by the total number of valid responses.
- **Percent Agreement** is the number of participants who agreed with the item (strongly agree or agree) divided by the total number of valid responses.

Benchmark Data

- **Past Score** is your organization's score reported from the previous iteration, if available.
- **Similar Mission** is the average score from organizations that share a similar mission to your organization.
- **Similar Size** is the average score from organizations that are a similar size to your organization.
- **All Organizations** is the average score from all organizations.

Interpreting Data

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. Regardless of the averages, scores range from areas of strength to areas of concern. In general, most scores are between 3.00 and 4.00. Scores below a 3.25 are of concern because they indicate general dissatisfaction. Scores above 3.75 indicate positive perceptions. When available, over time data provides previous scores from and benchmark data comparative scores. In general (because various factors and statistical test would be needed to confirm), scores that have changed or differ by .2 may be significant.

Engagement Items



2. In my work group, my opinions and ideas count.

84% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1616	1489	361	161	50	22
Percentage:	43.69%	40.25%	9.76%	4.35%	1.35%	0.59%

84% Agreement

SCORE: 4.21

Std. Dev.: 0.89

Total Respondents: 3699

BENCHMARKS

Past Score: 4.17

Similar Mission: None

Similar Size: 3.92

All Orgs: 4.05



5. Our institution is known for the quality of work we provide.

85% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1403	1745	402	91	26	32
Percentage:	37.93%	47.17%	10.87%	2.46%	0.70%	0.87%

85% Agreement

SCORE: 4.20

Std. Dev.: 0.78

Total Respondents: 3699

BENCHMARKS

Past Score: 4.17

Similar Mission: None

Similar Size: 3.92

All Orgs: 4.05



6. I know how my work impacts others in the organization.

90% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1612	1723	250	75	16	24
Percentage:	43.57%	46.57%	6.76%	2.03%	0.43%	0.65%

90% Agreement

SCORE: 4.32

Std. Dev.: 0.73

Total Respondents: 3700

BENCHMARKS

Past Score: 4.30

Similar Mission: None

Similar Size: 4.19

All Orgs: 4.31



10. My supervisor provides me with a clear understanding of my work responsibilities.

86% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1554	1629	310	135	63	12
Percentage:	41.97%	43.99%	8.37%	3.65%	1.70%	0.32%

86% Agreement

SCORE: 4.21

Std. Dev.: 0.87

Total Respondents: 3703

BENCHMARKS

Past Score: 4.17

Similar Mission: None

Similar Size: 4.05

All Orgs: 4.11

Engagement Items



11. My supervisor recognizes outstanding work.

76% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1322	1489	534	248	88	19
Percentage:	35.73%	40.24%	14.43%	6.70%	2.38%	0.51%

76% Agreement

SCORE: 4.01

Std. Dev.: 1.00

Total Respondents: 3700

BENCHMARKS

Past Score: 3.93

Similar Mission: None

Similar Size: 3.89

All Orgs: 4.02



12. I am given the opportunity to do my best work.

85% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1512	1615	340	177	41	10
Percentage:	40.92%	43.71%	9.20%	4.79%	1.11%	0.27%

85% Agreement

SCORE: 4.19

Std. Dev.: 0.87

Total Respondents: 3695

BENCHMARKS

Past Score: 4.09

Similar Mission: None

Similar Size: 3.98

All Orgs: 4.06



14. My supervisor evaluates my performance fairly.

84% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1528	1571	391	86	43	72
Percentage:	41.40%	42.56%	10.59%	2.33%	1.16%	1.95%

84% Agreement

SCORE: 4.23

Std. Dev.: 0.82

Total Respondents: 3691

BENCHMARKS

Past Score: 4.19

Similar Mission: None

Similar Size: 4.01

All Orgs: 4.07



18. I have adequate resources and equipment to do my job.

78% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1124	1753	419	297	80	8
Percentage:	30.54%	47.62%	11.38%	8.07%	2.17%	0.22%

78% Agreement

SCORE: 3.96

Std. Dev.: 0.97

Total Respondents: 3681

BENCHMARKS

Past Score: 3.89

Similar Mission: None

Similar Size: 3.74

All Orgs: 3.96

Engagement Items

 21. The people I work with care about my personal well-being.

85% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1538	1585	392	132	35	13
Percentage:	41.62%	42.90%	10.61%	3.57%	0.95%	0.35%

85% Agreement

SCORE: 4.21
 Std. Dev.: 0.84
 Total Respondents: 3695

BENCHMARKS
 Past Score: 4.18
 Similar Mission: None
 Similar Size: 3.90
 All Orgs: 3.99

 22. I trust the people in my workplace.

78% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1262	1629	541	185	58	12
Percentage:	34.23%	44.18%	14.67%	5.02%	1.57%	0.33%

78% Agreement

SCORE: 4.05
 Std. Dev.: 0.91
 Total Respondents: 3687

BENCHMARKS
 Past Score: 3.98
 Similar Mission: None
 Similar Size: 3.69
 All Orgs: 3.80

 37. Learning opportunities/staff development is made available to me so that I can do my job better.

80% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1071	1889	451	193	62	23
Percentage:	29.03%	51.21%	12.23%	5.23%	1.68%	0.62%

80% Agreement

SCORE: 4.01
 Std. Dev.: 0.88
 Total Respondents: 3689

BENCHMARKS
 Past Score: 3.94
 Similar Mission: None
 Similar Size: 3.70
 All Orgs: 3.80

 38. Learning opportunities/staff development is made available to me for personal growth and development.

77% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	1002	1821	530	225	75	33
Percentage:	27.18%	49.40%	14.38%	6.10%	2.03%	0.90%

77% Agreement

SCORE: 3.94
 Std. Dev.: 0.92
 Total Respondents: 3686

BENCHMARKS
 Past Score: 3.86
 Similar Mission: None
 Similar Size: 3.58
 All Orgs: 3.65

Constructs and Related Items

The Survey of Employee Engagement framework is composed of twelve Survey Constructs designed to broadly profile areas of strength and concern so that interventions may be targeted appropriately. Survey Constructs are developed from the Primary Items (numbered 1-48). This Appendix contains a summary of the Survey Constructs and the related Primary Items. Constructs are scored differently from items to denote them as a separate measure. Using this scoring convention, construct scores can range from a low of 100 to a high of 500.

Your Data

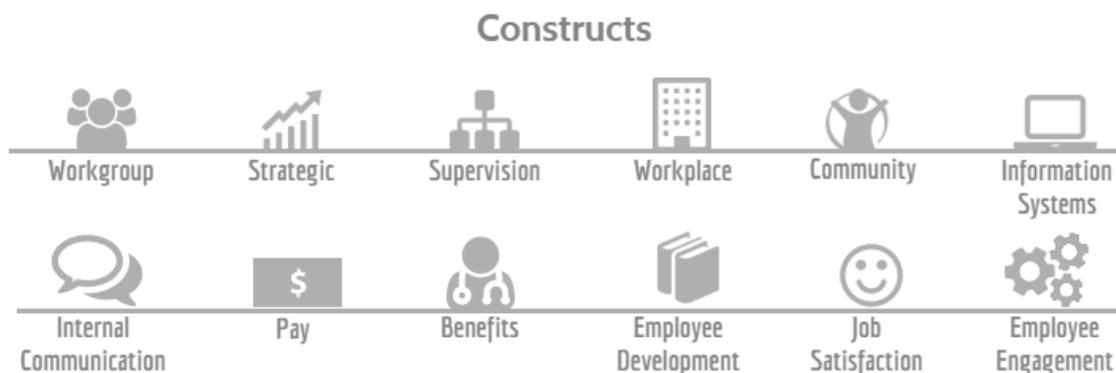
Current Score is calculated by averaging the mean score of the related primary items and then multiplying by 100. For example if the construct score is 389, then the average of the related primary items is 3.89.

Benchmark Data

- **Past Score** is your organization's score reported from the previous iteration. "None" is reported if there is no past score, if the construct is new or consists of new items, or if no comparative data is available.
- **All Respondents** is the average score from all participants from all organizations.
- **Size Category** is the average score from organizations that are similar size to your organization.
- **Mission** is the average score from organizations of similar mission to your organization.
- **Organizational Categories** are benchmarked against the organization as a whole.

What is a good score?

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. In general, most scores are between 300 and 400. Scores below a 325 are of concern because they indicate general dissatisfaction. Scores above 375 indicate positive perceptions.



Constructs and Related Items



Workgroup

Construct Score: 416

The workgroup construct captures employees' perceptions of the people they work with on a daily basis and how effective they are. This construct measures the degree to which employees view their workgroup as effective, cohesive and open to the opinions of all members.	Score	Std. Dev.
1. My work group cooperates to get the job done.	4.37	0.78
2. In my work group, my opinions and ideas count.	4.21	0.89
3. My work group regularly uses performance data to improve the quality of our work.	3.94	0.94
4. In my work group, there is a real feeling of teamwork.	4.13	0.98



Strategic

Construct Score: 422

The strategic construct captures employees' perceptions of their role in the organization and the organization's mission, vision, and strategic plan. This construct measures the degree to which employees understand their role in the organization and consider the organization's reputation to be positive.	Score	Std. Dev.
5. Our institution is known for the quality of work we provide.	4.20	0.78
6. I know how my work impacts others in the organization.	4.32	0.73
7. We develop services to meet the needs of those we serve.	4.32	0.74
8. Our organization communicates effectively with the public.	4.07	0.90
9. I have a good understanding of our mission, vision, and strategic plan.	4.19	0.81



Supervision

Construct Score: 413

The supervision construct captures employees' perceptions of the nature of supervisory relationships within the organization. This construct measures the degree to which employees view their supervisors as fair, helpful and critical to the workflow.	Score	Std. Dev.
10. My supervisor provides me with a clear understanding of my work responsibilities.	4.21	0.87
11. My supervisor recognizes outstanding work.	4.01	1.00
12. I am given the opportunity to do my best work.	4.19	0.87
13. My supervisor is consistent when administering policies concerning employees.	3.99	1.03
14. My supervisor evaluates my performance fairly.	4.23	0.82



Workplace

Construct Score: 405

The workplace construct captures employees' perceptions of the total work atmosphere, workplace safety, and the overall feel. This construct measures the degree to which employees see the setting as satisfactory, safe and that adequate tools and resources are available.	Score	Std. Dev.
15. Given the type of work I do, my physical workplace meets my needs.	4.14	0.90
16. My workplace is well maintained.	4.13	0.89
17. There are sufficient procedures to ensure the safety of employees in the workplace.	3.96	1.02
18. I have adequate resources and equipment to do my job.	3.96	0.97



Constructs and Related Items



Community

Construct Score: 407

The community construct captures employees' perceptions of the relationships between employees in the workplace, including trust, respect, care, and diversity among colleagues. This construct measures the degree to which employees feel respected, cared for, and have established trust with their colleagues.	Score	Std. Dev.
19. The people I work with treat each other with respect.	4.21	0.86
20. My organization works to attract, develop, and retain people with diverse backgrounds.	3.80	1.02
21. The people I work with care about my personal well-being.	4.21	0.84
22. I trust the people in my workplace.	4.05	0.91



Information Systems

Construct Score: 394

The information systems construct captures employees' perceptions of whether computer and communication systems prove accessible, accurate, and clear information. This construct measures the degree to which employees view the availability and utility of information positively.	Score	Std. Dev.
23. My work group uses the latest technologies to communicate and interact.	4.10	0.81
24. Our computer systems provide reliable information.	3.83	0.94
25. Support is available for the technologies we use.	3.99	0.89
26. Our computer systems enable me to quickly find the information I need.	3.84	0.93



Internal Communication

Construct Score: 393

The internal communication construct captures employees' perceptions of whether communication in the organization is reasonable, candid and helpful. This construct measures the degree to which employees view communication with peers, supervisors and other parts of the organization as functional and effective.	Score	Std. Dev.
27. The communication channels I must go through at work are reasonable.	3.97	0.86
28. My work atmosphere encourages open and honest communication.	3.87	1.04
29. The communications I receive at work are timely and informative.	3.94	0.94



Pay

Construct Score: 259

The pay construct captures employees' perceptions of how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. This construct measures the degree to which employees view pay as well valued relative to the type of work, work demands and comparable positions.	Score	Std. Dev.
30. My pay keeps pace with the cost of living.	2.34	1.16
31. Salaries are competitive with similar jobs in the community.	2.95	1.12
32. I feel I am paid fairly for the work I do.	2.49	1.14



Constructs and Related Items



Benefits

Construct Score: 321

The benefits construct captures employees' perceptions of how the benefits package compares to packages at similar organizations and how flexible it is. This construct measures the degree to which employees see health insurance and retirement benefits as competitive with similar jobs in the community.	Score	Std. Dev.
33. Retirement benefits are competitive with similar jobs in the community.	3.00	1.05
34. Health insurance benefits are competitive with similar jobs in the community.	2.97	1.13
35. Benefits can be selected to meet individual needs.	3.67	0.91



Employee Development

Construct Score: 399

The employee development construct captures employees' perceptions about the priority given to their personal and job growth needs. This construct measures the degree to which employees feel the organization provides opportunities for growth in organizational responsibilities and personal needs in their careers.	Score	Std. Dev.
36. I believe I have a career with this school/district.	4.03	0.86
37. Learning opportunities/staff development is made available to me so that I can do my job better.	4.01	0.88
38. Learning opportunities/staff development is made available to me for personal growth and development.	3.94	0.92



Job Satisfaction

Construct Score: 378

The job satisfaction construct captures employees' perceptions about the overall work situation and ability to maintain work-life balance. This construct measures the degree to which employees are pleased with working conditions and their workload.	Score	Std. Dev.
39. My work environment supports a balance between work and personal life.	3.59	1.14
40. I feel free to be myself at work.	3.95	0.96
41. The amount of work I am asked to do is reasonable.	3.41	1.14
42. I am proud to tell people that I work for this organization.	4.17	0.77



Climate

While not scored as a construct, the following six items assess the climate in which employees work. The appropriate climate is a combination of a safe, non-harassing environment with ethical abiding employees who treat each other with fairness and respect. Moreover, it is an organization with proactive management that communicates and has the capability to make thoughtful decisions.	Score	Std. Dev.
43. Harassment is not tolerated at my workplace.	4.31	0.77
44. Employees are generally ethical in my workplace.	4.24	0.73
45. I believe we will use the information from this survey to improve our workplace.	3.54	1.14
46. I am satisfied with the opportunities I have to give feedback on my supervisor's performance.	3.72	1.07
47. Our district/central office administration effectively communicates important information.	3.80	1.00
48. I am treated fairly in my workplace.	4.14	0.84



Constructs and Related Items



Cybersecurity

While not scored as a construct, the following two items assess the cybersecurity in which employees work.	Score	Std. Dev.
49. My agency does a good job at keeping us up-to-date on cybersecurity (email and internet threats) policies and procedures.	4.26	0.68
50. We receive regular and useful updates on how to keep our computer and sensitive information secure from cyber-attack.	4.23	0.71

Constructs and Related Items



Employee Engagement

Construct Score: 413

<p>Twelve items spanning several constructs were selected to get a more focused look at Employee Engagement. The Employee Engagement construct captures the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. This construct measures the degree to which employees feel that their ideas count, their work impacts the organization and their well being and development is valued at the organization.</p>	Score	Std. Dev.
2. In my work group, my opinions and ideas count.	4.21	0.89
5. Our institution is known for the quality of work we provide.	4.20	0.78
6. I know how my work impacts others in the organization.	4.32	0.73
10. My supervisor provides me with a clear understanding of my work responsibilities.	4.21	0.87
11. My supervisor recognizes outstanding work.	4.01	1.00
12. I am given the opportunity to do my best work.	4.19	0.87
14. My supervisor evaluates my performance fairly.	4.23	0.82
18. I have adequate resources and equipment to do my job.	3.96	0.97
21. The people I work with care about my personal well-being.	4.21	0.84
22. I trust the people in my workplace.	4.05	0.91
37. Learning opportunities/staff development is made available to me so that I can do my job better.	4.01	0.88
38. Learning opportunities/staff development is made available to me for personal growth and development.	3.94	0.92



Survey Customization Sheet

Organizational Category Codes: Category 1

701 - School Employees

702 - District Office Employees

Organizational Category Codes: Category 2

203 - Business and Financial Services

206 - Construction and Energy Management

210 - Human Resources

212 - Teaching and Learning

214 - K-12

217 - Plant Services

218 - Risk Management

219 - School and Community Relations

221 - Student Services

222 - Administration - Superintendent

224 - Transportation

226 - Special Education

230 - Administration-Chief Of Staff

313 - Information Technology Services

315 - Facilities and Operations

322 - Custodial Services

323 - Child Nutrition Services

326 - State and Federal Programs

331 - Secondary Curriculum

332 - Elementary Curriculum

333 - Instruction and Professional Learning

334 - College and Career Pathways

335 - Athletics

336 - School Improvement

337 - Campus Activities and Support

801 - Elementary School

802 - Middle School

803 - High School

806 - Other Campus

Organizational Category Codes: Category 3

101 - Leo Center

102 - New Hope High School

110 - Bagdad Elementary

111 - Block House Creek Elem

112 - Charlotte Ann Cox Elementary

113 - Cypress Elementary

114 - Deer Creek Elementary

115 - Faubion Elementary

116 - Giddens Elementary

117 - Grandview Hills Elementary

118 - Patricia Knowles Elementary

119 - Mason Elementary

120 - Laura Welch Bush Elem

121 - Naumann Elementary

122 - Parkside Elementary

123 - Plain Elementary

124 - Pleasant Hill Elementary

125 - Ronald Reagan Elementary

126 - Reed Elementary

127 - River Place Elementary

128 - River Ridge Elementary

129 - Rutledge Elementary

130 - Westside Elementary

131 - Steiner Ranch Elementary

132 - Whitestone Elementary

133 - Winkley Elementary

140 - Cedar Park High School

141 - Leander High School

142 - Rouse High School

143 - Vandegrift High School

144 - Vista Ridge High School

150 - Canyon Ridge Ms

151 - Cedar Park Middle School

152 - Four Points Middle School

153 - Henry Middle School

154 - Leander Middle School

155 - Running Brushy Middle School

156 - Stiles Middle School

157 - Wiley Middle School

158 - Glenn High School

159 - Camacho Elementary

161 - Monta Jane Akin Elementary

162 - Larkspur Elementary

163 - Danielson Middle School

Organizational Category Codes: Category 4

901101 - Teachers - Leo Center

901102 - Teachers - New Hope High School

901110 - Teachers - Bagdad Elementary

901111 - Teachers - Block House Creek Elem

901112 - Teachers - Charlotte Ann Cox Elementary

901113 - Teachers - Cypress Elementary

901114 - Teachers - Deer Creek Elementary

901115 - Teachers - Faubion Elementary

901116 - Teachers - Giddens Elementary

901117 - Teachers - Grandview Hills Elementary

901118 - Teachers - Patricia Knowles Elementary

901119 - Teachers - Mason Elementary

901120 - Teachers - Laura Welch Bush Elem

901121 - Teachers - Naumann Elementary

901122 - Teachers - Parkside Elementary

901123 - Teachers - Plain Elementary

901124 - Teachers - Pleasant Hill Elementary	901125 - Teachers - Ronald Reagan Elementary
901126 - Teachers - Reed Elementary	901127 - Teachers - River Place Elementary
901128 - Teachers - River Ridge Elementary	901129 - Teachers - Rutledge Elementary
901130 - Teachers - Westside Elementary	901131 - Teachers - Steiner Ranch Elementary
901132 - Teachers - Whitestone Elementary	901133 - Teachers - Winkley Elementary
901140 - Teachers - Cedar Park High School	901141 - Teachers - Leander High School
901142 - Teachers - Rouse High School	901143 - Teachers - Vandegrift High School
901144 - Teachers - Vista Ridge High School	901150 - Teachers - Canyon Ridge Ms
901151 - Teachers - Cedar Park Middle School	901152 - Teachers - Four Points Middle School
901153 - Teachers - Henry Middle School	901154 - Teachers - Leander Middle School
901155 - Teachers - Running Brushy Middle School	901156 - Teachers - Stiles Middle School
901157 - Teachers - Wiley Middle School	901158 - Teachers - Glenn High School
901159 - Teachers - Camacho Elementary	901161 - Teachers - Monta Jane Akin Elementary
901162 - Teachers - Larkspur Elementary	901163 - Teachers - Danielson Middle School
920101 - Non Teachers - Leo Center	920102 - Non Teachers - New Hope High School
920110 - Non Teachers - Bagdad Elementary	920111 - Non Teachers - Block House Creek Elem
920112 - Non Teachers - Charlotte Ann Cox Elementary	920113 - Non Teachers - Cypress Elementary
920114 - Non Teachers - Deer Creek Elementary	920115 - Non Teachers - Faubion Elementary
920116 - Non Teachers - Giddens Elementary	920117 - Non Teachers - Grandview Hills Elementary
920118 - Non Teachers - Patricia Knowles Elementary	920119 - Non Teachers - Mason Elementary
920120 - Non Teachers - Laura Welch Bush Elem	920121 - Non Teachers - Naumann Elementary
920122 - Non Teachers - Parkside Elementary	920123 - Non Teachers - Plain Elementary
920124 - Non Teachers - Pleasant Hill Elementary	920125 - Non Teachers - Ronald Reagan Elementary
920126 - Non Teachers - Reed Elementary	920127 - Non Teachers - River Place Elementary
920128 - Non Teachers - River Ridge Elementary	920129 - Non Teachers - Rutledge Elementary
920130 - Non Teachers - Westside Elementary	920131 - Non Teachers - Steiner Ranch Elementary
920132 - Non Teachers - Whitestone Elementary	920133 - Non Teachers - Winkley Elementary
920140 - Non Teachers - Cedar Park High School	920141 - Non Teachers - Leander High School
920142 - Non Teachers - Rouse High School	920143 - Non Teachers - Vandegrift High School
920144 - Non Teachers - Vista Ridge High School	920150 - Non Teachers - Canyon Ridge Ms
920151 - Non Teachers - Cedar Park Middle School	920152 - Non Teachers - Four Points Middle School
920153 - Non Teachers - Henry Middle School	920154 - Non Teachers - Leander Middle School
920155 - Non Teachers - Running Brushy Middle School	920156 - Non Teachers - Stiles Middle School
920157 - Non Teachers - Wiley Middle School	920158 - Non Teachers - Glenn High School
920159 - Non Teachers - Camacho Elementary	920161 - Non Teachers - Monta Jane Akin Elementary
920162 - Non Teachers - Larkspur Elementary	920163 - Non Teachers - Danielson Middle School

Organizational Category Codes: Category 5

901 - Teachers or Instructional Staff	902 - School Administrators
903 - Other School Staff	910 - District Professional Staff
911 - District Other Staff	

Organizational Category Codes: Category 6

160 - SPED Itinerants	227 - Counselors
228 - Librarian	229 - Nurse

Additional Items

1. My director/principal gives me specific feedback about my performance.
2. My director/principal recognizes outstanding work.
3. My director/principal gives me the opportunity to do my best work.
4. My director/principal is consistent when administering policies concerning employees.
5. My office administration effectively communicates important information. (If you are a campus-based employee who is supervised by a department, please answer based on your department assignment.)
6. My students understand the daily learning targets.
7. My students find value/meaning in their learning. 348
8. My students regularly assess their progress on achieving learning targets.
9. My students receive the help they need when they are struggling to learn.
10. My students seek additional challenge to learn as much as they can in class.

11. My students interact with other students to help them learn more.
12. My students are actively engaged in class learning activities on a regular basis.
13. My students set learning goals and track their progress throughout the year.



EMPLOYEE ENGAGEMENT

INSTITUTE FOR ORGANIZATIONAL EXCELLENCE

F1

2020-2021 Employee Engagement Survey Results

June 10, 2021

350

The purpose of this presentation is to review the 2020-2021 Employee Engagement Survey Results.

351

Constructs

Similar items are grouped together, and their scores are averaged to produce 12 construct measures



Workgroup



Strategic



Supervision



Workplace



Community



Information Systems



Internal Communication



Pay



Benefits



Employee Development



Job Satisfaction



Employee Engagement

352

UT Employee Engagement Survey



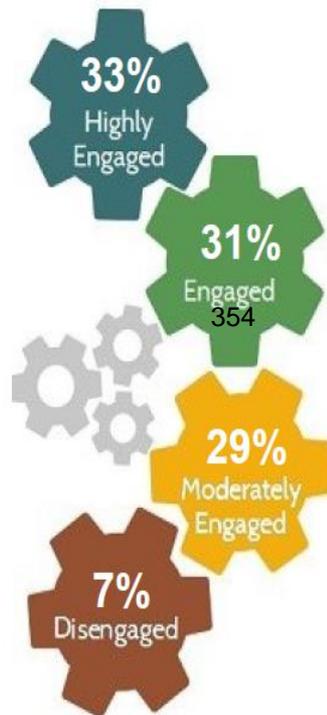
353

Employees – Overall Score

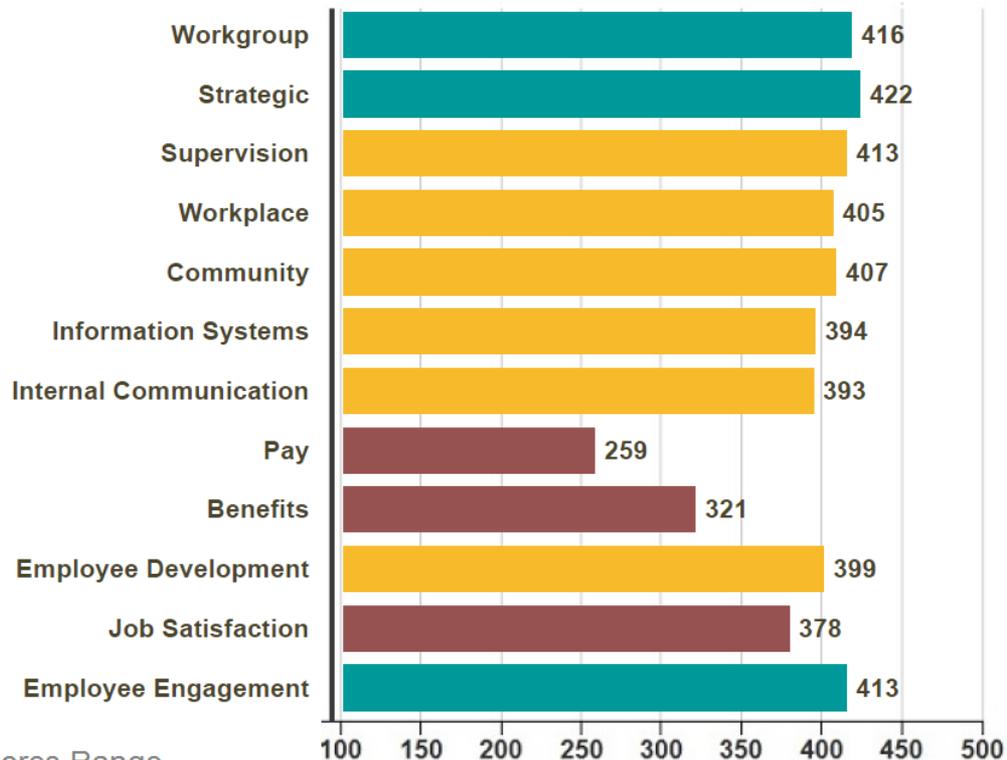
	School Year	School Year	School Year	School Year
	17-18	18-19	19-20	20-21
Overall Score	380	380	386	390

Overall Score

The overall score is a broad indicator for comparison purposes with other entities. Scores above 350 are desirable, and when scores dip below 300, there should be cause for concern. Scores above 400 are the product of a highly engaged workforce. Your Overall Score from last time was 386.



Construct Scores



Scores Range
100 (low) - 500 (high)

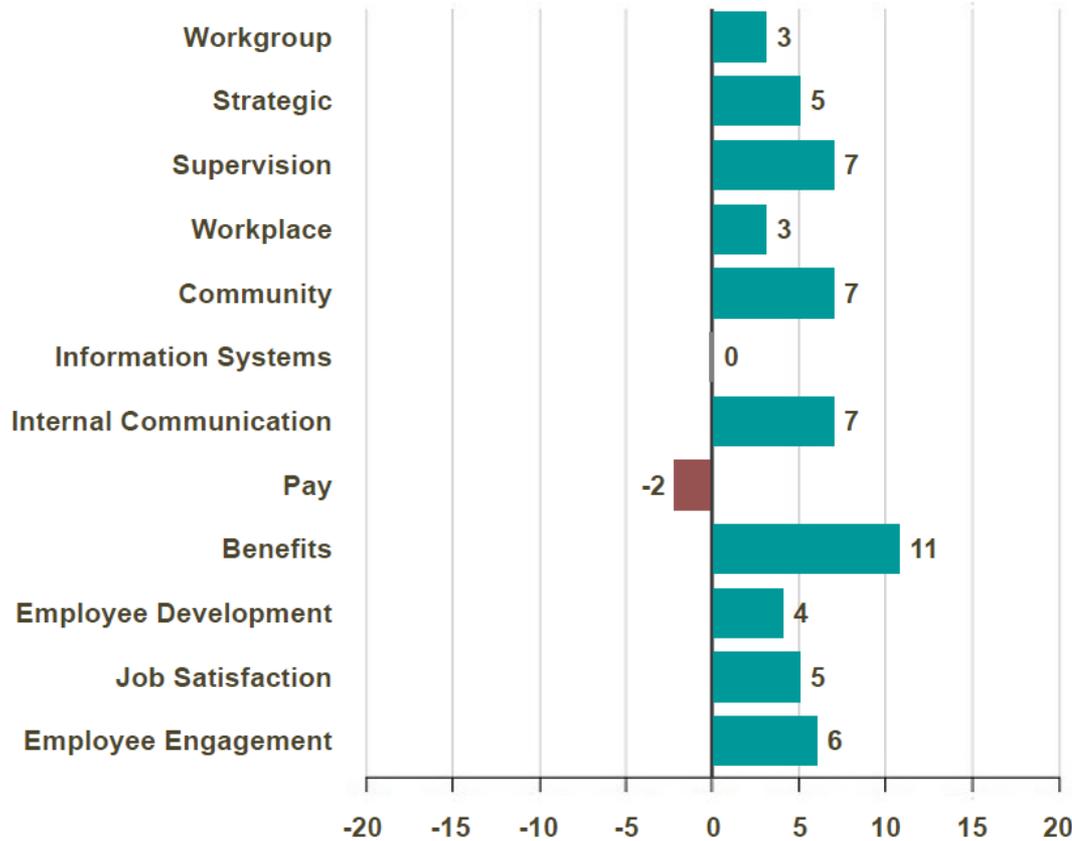
Employee Response Rate

	School Year	School Year	School Year	School Year
	17-18	18-19	19-20	20-21
Response Rate	70.30%	74.20%	68.50%	68.10%

355



Constructs Scores Over Time



Has Change Occured?

Variation in scores from year to year is normal, even when nothing has changed. Analyzing trend data requires a bringing patterns into focus, digging deeper into data, and asking questions about issues surrounding the workplace.

Pay close attention to changes of more than 15 points in either direction. Were there any new policies or organizational changes that might have affected the scores? Were these areas a point of focus for your change initiatives?



Areas of Strength

Strategic

Score: 417

The strategic construct captures employees' perceptions of their role in the organization and the organization's mission, vision, and strategic plan. Higher scores suggest that employees understand their role in the organization and consider the organization's reputation to be positive.

Workgroup

Score: 413

The workgroup construct captures employees' perceptions of the people they work with on a daily basis and their effectiveness. Higher scores suggest that employees view their workgroup as effective, cohesive and open to the opinions of all members.

Employee Engagement

Score: 407

The employee engagement construct captures the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. Higher scores suggest that employees feel their ideas count, their work impacts the organization and their well-being and development are valued.

Areas of Strength

Strategic

Score: 422

The strategic construct captures employees' perceptions of their role in the organization and the organization's mission, vision, and strategic plan. Higher scores suggest that employees understand their role in the organization and consider the organization's reputation to be positive.

Workgroup

Score: 416

The workgroup construct captures employees' perceptions of the people they work with on a daily basis and their effectiveness. Higher scores suggest that employees view their workgroup as effective, cohesive and open to the opinions of all members.

Employee Engagement

Score: 413

The employee engagement construct captures the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. Higher scores suggest that employees feel their ideas count, their work impacts the organization and their well-being and development are valued.

Areas of Concern

Pay

Score: 261

The pay construct captures employees' perceptions about how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. Lower scores suggest that pay is a central concern or reason for discontent and is not comparable to similar organizations.

Benefits

Score: 310

The benefits construct captures employees' perceptions about how the benefits package compares to packages at similar organizations and how flexible it is. Lower scores suggest that employees perceive benefits as less than needed or unfair in comparison to similar jobs in the community.

Job Satisfaction

Score: 373

The job satisfaction construct captures employees' perceptions about the overall work situation and ability to maintain work-life balance. Lower scores suggest that employees feel overworked, unable to perform at their best and unhappy with their work.

Areas of Concern

Pay

Score: 259

The pay construct captures employees' perceptions about how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. Lower scores suggest that pay is a central concern or reason for discontent and is not comparable to similar organizations.

Benefits

Score: 321

The benefits construct captures employees' perceptions about how the benefits package compares to packages at similar organizations and how flexible it is. Lower scores suggest that employees perceive benefits as less than needed or unfair in comparison to similar jobs in the community.

Job Satisfaction

Score: 378

The job satisfaction construct captures employees' perceptions about the overall work situation and ability to maintain work-life balance. Lower scores suggest that employees feel overworked, unable to perform at their best and unhappy with their work.

Engagement Questions

WORKGROUP	CONSTRUCT SCORE	SCORE	AGREEMENT
2	In my workgroup, my ideas and opinions count.	4.21	84%
STRATEGIC	CONSTRUCT SCORE	SCORE	AGREEMENT
5	Our institution is known for the quality of work we provide.	4.2	85%
6	I know how my work impacts others in the organization.	4.32	90%
SUPERVISION	CONSTRUCT SCORE	SCORE	AGREEMENT
10	My supervisor provides me with a clear understanding of my work responsibilities.	4.21	86%
11	My supervisor recognizes outstanding work.	4.01	76%
12	I am given the opportunity to do my best work.	4.19	85%
14	My supervisor evaluates my performance fairly.	4.23	84%
WORKPLACE	CONSTRUCT SCORE	SCORE	AGREEMENT
18	I have adequate resources and equipment to do my job.	3.96	78%
COMMUNITY	CONSTRUCT SCORE	SCORE	AGREEMENT
21	The people I work with care about my personal well-being.	4.21	85%
22	I trust the people in my workplace.	4.05	78%
EMPLOYEE DEVELOPMENT	CONSTRUCT SCORE	SCORE	AGREEMENT
37	Learning opportunities/ staff development is made available to me so that I can do my job better.	4.01	80%
38	Learning opportunities/ staff development is made available to me for personal growth and development.	3.94	77%



Employee Engagement Questions - YOY Comparison

Question No.	Question	2018	2017	2016	2015
2	In my work group, my opinions and ideas count.	4.11	4.15	4.14	3.83
5	Our institution is known for the quality of work we provide.	4.08	4.16	4.17	4.16
6	I know how my work impacts others in the organization.	4.26	4.28	4.25	4.17
10	My supervisor provides me with a clear understanding of my work responsibilities.	4.08	4.14	4.16	4.4
11	My supervisor recognizes outstanding work.	3.84	3.9	3.94	3.96
12	I am given the opportunity to do my best work.	4.01	4.12	4.13	4.21
14	My supervisor evaluates my performance fairly.	4.1	4.14	4.17	4.07
18	I have adequate resources and equipment to do my job.	3.77	3.87	3.9	3.77
21	The people I work with care about my personal well-being.	4.12	4.17	4.17	4.21
22	I trust the people in my workplace.	3.94	3.97	3.98	
37	Learning opportunities/staff development is made available to me so that I can do my job better.	3.87	4.03	4.09	4.19
38	Learning opportunities/staff development is made available to me for personal growth and development.	3.75	3.93	4	4.14

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Employee Engagement Questions - YOY Comparison

QUESTION NO.	QUESTION	2021	2020	2019	2018
2	In my workgroup, my ideas and opinions count.	4.21	4.17%	4.12%	4.11%
5	Our institution is known for the quality of work we provide.	4.2	4.17%	4.11%	4.08%
6	I know how my work impacts others in the organization.	4.32	4.30%	4.26%	4.26%
10	My supervisor provides me with a clear understanding of my work responsibilities.	4.21	4.17%	4.13%	4.08%
11	My supervisor recognizes outstanding work.	4.01	3.93%	3.86%	3.84%
12	I am given the opportunity to do my best work.	4.19	4.09%	4.03%	4.01%
14	My supervisor evaluates my performance fairly.	4.23	4.19%	4.14%	4.10%
18	I have adequate resources and equipment to do my job.	3.96	3.89%	3.77%	3.77%
21	The people I work with care about my personal well-being.	4.21	4.18%	4.12%	4.12%
22	I trust the people in my workplace.	4.05	3.98%	3.91%	3.94%
37	Learning opportunities/ staff development is made available to me so that I can do my job better.	4.01	3.94%	3.91%	360 3.87%
38	Learning opportunities/ staff development is made available to me for personal growth and development.	3.94	3.86%	3.81%	3.75%



UT INSTITUTE OF ORGANIZATIONAL EXCELLENCE PRESENTS

FOCUS FORWARD

UTILIZING THE UT ENGAGEMENT SURVEY FOR CONTINUOUS IMPROVEMENT



MAY 2018 SURVEY RESULTS RECEIVED

Data and summaries will be shared and reviewed with Cabinet, Principals, Directors, and Executive Directors. Several types of benchmark scores provide relevant external comparisons, and breakdown categories can be used to make internal comparisons.

JUNE-SEPTEMBER 2018 REVIEW SURVEY DATA

Principals and department heads should review and analyze results through creating reports and/or presentations that will tell the story of their data to their stakeholders. Utilization of PLC best practices is encouraged.



SEPTEMBER-OCTOBER 2018 SHARE WITH ALL EMPLOYEES

Share data with your leadership team. Determine the best way to share data with stakeholders. Identify who will be involved in developing a plan for continuous improvement. Consider including staff during this plan development process.

JULY-OCTOBER 2018 ENGAGE EMPLOYEES IN CHANGE

Review your department's strengths and brainstorm on how to best address opportunities and gain additional feedback. Utilize feedback tools like comment cards, "hot dots", World Cafe, etc. to allow them to express their ideas.



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SEPTEMBER-NOVEMBER 2018 MOVE FORWARD WITH CHANGE

Compile the priority change topics and action points, and present them to your leadership team and stakeholders. Discuss the administrative protocols for implementing the changes. Determine the plan of action, set a reasonable timeline, and keep staff and stakeholders informed of progress of improvement efforts.



Questions?

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Discussion of Loan Agreement with Child Nutrition Fund
Purpose (this meeting): Discussion Item/Report Only Action Requested
Action Requested (future meeting): Thursday, June 17, 2021
Administrator Responsible: Elaine Cogburn
Attachments: Draft Loan Agreement

Background Information:

During the 2020-2021 school year, food service operations for the district were severely impacted by the asynchronous educational delivery system caused by the COVID global pandemic. Due to the extreme reduction in revenues this year, the fund could potentially end the year with a negative fund balance. Federal regulations prevent a food service operation from operating with a negative fund balance which means the district's General Fund would have to cover any losses exceeding available fund balance.

The guiding documents for child nutrition funds (Administrator's Reference Manual-ARM) provides for the creation of a loan agreement so that any transfer to the child nutrition fund can be paid back to the General Fund when fund balance levels are restored. Per Section 16 of the ARM, "for a liability to exist, a bona fide loan agreement between the CE and SNP must be in effect at the time that the funds are transferred."

The administration recommends creating a loan agreement between the district and the child nutrition fund in order to recoup any funds transferred to the child nutrition fund to cover a potential negative fund balance for the 2020-2021 fiscal year. The child nutrition fund began the 2020-2021 fiscal year with a fund balance of \$3,008,304 and the status of the fund will not be known until later this summer due to the potential of additional federal aid. The district also has the ability to use remaining ESSER I funds to offset revenue losses in the fund. The creation of a loan agreement would be an additional safeguard to enable the repayment of a potential loan.

Administrative Recommendation:

The recommendation is for the Board of Trustees to approve the loan agreement with the child nutrition fund to provide for the repayment of any potential transfer of funds to cover losses exceeding available fund balance for the 2020-2021 fiscal year due to a decline in revenues resulting from the asynchronous educational delivery system caused by the COVID global pandemic.

Sample Motion:

I move that the Board of Trustees approve the loan agreement with the child nutrition fund to provide for the repayment of any potential transfer of funds to cover losses exceeding available fund balance for the 2020-2021 fiscal year due to a decline in revenues resulting from the asynchronous educational delivery system caused by the COVID global pandemic.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Discussion of a Resolution Committing and Assigning Fund Balance
Purpose (this meeting): Discussion Item/Report Only Action Requested
Action Requested (future meeting): Thursday, June 17, 2021
Administrator Responsible: Elaine Cogburn
Attachments: Resolution Committing and Assigning Fund Balance

Background Information:

In accordance with GASB 54, the Board may commit and/or assign a portion of the district’s fund balance for a specific purpose by resolution during a Board meeting. The committed or assigned fund balance may only be spent for the specified purpose and within a reasonable period of time unless an emergency occurs. The commitments and assignments may be amended at any time with Board approval. This action is to officially commit and assign portions of the General Operating fund balance. The General Operating fund balance was \$190,473,477 as of July 1, 2020.

During the 87th Legislative Session, the subject of school district fund balance levels was of great interest. Those conversations targeted high levels of fund balance which further demonstrate the need to show the district has a plan and/or justification for fund balance levels.

Prior to expending amounts committed or assigned, the administration would seek Board approval for the expenditure by submitting a budget amendment to the Board for approval and subsequently reduce or remove the fund balance commitment or assignment.

The administration is recommending a combination of both commitments and assignments. While the Board has the authority to commit and assign fund balance, the administration may only assign fund balance and can only do so if the Board delegates such authority. The Board has not delegated this authority thus, only the Board may commit and/or assign fund balances. Due to implications of Indicator #6 in the Financial Integrity Rating System of Texas (FIRST), the use of an assignment is advised in conjunction with commitments. Indicator #6 measures “Was the average change in **(assigned and unassigned)** Fund Balance over 3 years less than a 25% decrease or did the current year **assigned and unassigned** fund balance exceed 75 days of operational expenditures?” If the Board only commits rather than assigning fund balance for these costs it jeopardizes the district’s ability to pass this indicator however assignments still provide a justification for fund balance levels.

The recommended commitments and assignments are as follows.

COMMITMENTS:		
Capital Expenditures - Technology	\$ 850,000	IT equipment that could fail prior to next bond election
Capital Expenditures - Equipment	2,000,000	Capital outlay due to growth/portables
ASSIGNMENTS:		
Instructional/Technology Materials	\$1,131,064	Materials beyond TIMA funds/Learning Management System
Additional staffing for growth	8,218,558	Based on demographer growth projections
Revenue Stabilization	4,845,192	Calculated value of one disaster penny

Additional Information Regarding GASB 54:

GASB 54 (Governmental Accounting Standards Board) establishes the reporting of fund balances for governmental entities. The objective of GASB 54 is to enhance the usefulness of fund balance information provided in the financial statements. This statement applies to fund balances reported in the General Fund, Special Revenue Fund, Debt Service Fund, Capital Projects Fund and Permanent Fund.

GASB 54 is designed to increase financial comparability among entities through the standardization of fund balance reporting and use of funds. In this design, the classification of fund balances and the terminology of Assigned and Unassigned Fund Balance changed to Nonspendable, Restricted, Committed, Assigned, and Unassigned.

Fund Balances are classified into the above categories based on the ultimate authority over the funds. In the case of the General Fund, the school board can Commit and Assign fund balance to various projects. In the case of the Debt Service Fund, fund balances are legally Restricted to cover the retirement of debt.

Nonspendable	Amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund)
Restricted	Amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation
Committed	Amounts constrained to specific purposes by a government itself, using its highest level of decision-making authority; to be reported as committed, amounts cannot be used for any other purpose unless the government takes the same highest-level action to remove or change the constraint
Assigned	Amounts a government intends to use for a specific purpose ; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority

Administrative Recommendation:

The Recommendation is for the Board of Trustees to approve a Resolution committing \$2,850,000 of fund balance for capital equipment, and assigning \$14,194,814 of fund balance for additional instruction and technology materials, additional staff based on potential enrollment increases and declines in revenues due to the 87th legislative session in accordance with GASB 54.

Sample Motion:

The Recommendation is for the Board of Trustees to approve a Resolution committing \$2,850,000 of fund balance for capital equipment, and assigning \$14,194,814 of fund balance for additional instruction and technology materials, additional staff based on potential enrollment increases and declines in revenues due to the 87th legislative session in accordance with GASB 54.

Trish Bode
President, Board of Trustees

Elexis Grimes
Secretary, Board of Trustees

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Debt Portfolio Update
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Elaine Cogburn
Attachments: S& P Global Ratings May 7, 2021 Report for LISD
Leander ISD Debt Progress Report
Debt Portfolio Update Presentation

Background Information:

This report serves as an update on the district's outstanding debt obligations and a recap of activities occurring this past spring. In January 2021, the administration brought forward a proposal for refunding several bond obligations on both a taxable and tax-exempt basis. In connection with that transaction, the district secured an updated rating from S&P which resulted in an affirmation of the district's AA rating. The refunding was priced on May 25, 2021 and resulted in savings of over \$70 million.

In conjunction with the district's financial advisor, PFM Financial Advisors, LLC, a summary report has been prepared to illustrate the significant progress made by the district in the management of the debt portfolio since 2014. These reports will be reviewed during the meeting.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Debt Update

June 10, 2021

S&P Global Ratings

- Affirmed district's AAA/AA rating
- Stable outlook-do not expect to change rating in next 2 years
- Credit Opinion
- Economy
- Finances
- Management

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2021 Bond Refunding

- Tax-exempt: Refunded \$22,790,000 for PVS of 42.11% and TIC of 1.76%
- Taxable: Refunded \$109,10,081 for PVS of 23.69% and TIC of 1.85%
- **Overall savings of \$70.5 million or 25.4%**
- Reduced debt service for CABs by \$162 million
- Reduced overall CAB % by 5%

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DEBT PROGRESS REPORT

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LISD Debt Profile

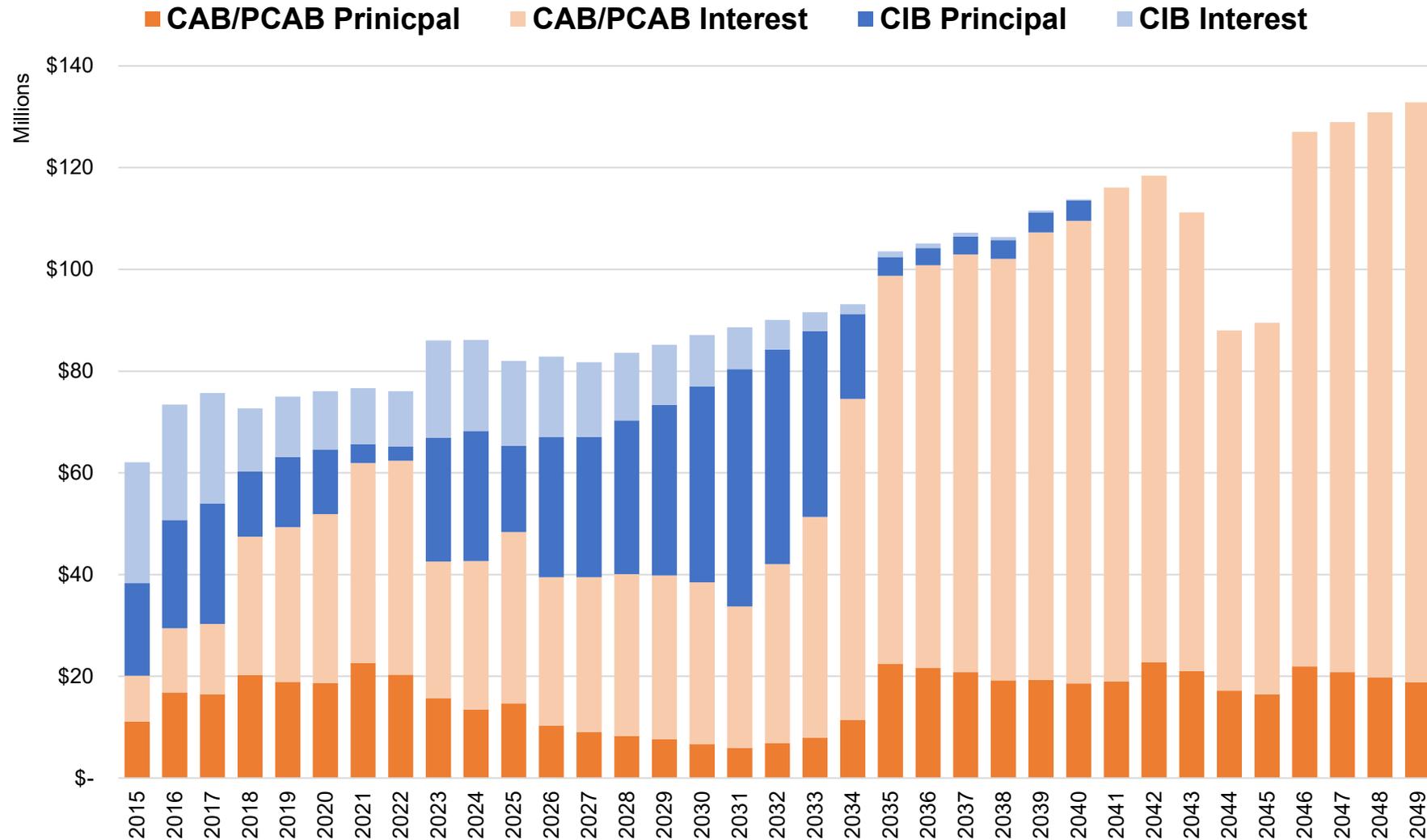
- PFM was brought in as Financial Advisor to the district in 2015
- **Goals:**
 - Reduce percentage of CABs
 - Provide capacity for future growth
 - Reduce overall debt owed
- **Actions:**
 - Refinanced outstanding debt
 - Careful structuring of new debt
 - Excess tax collections used towards early repayment of debt

LISD Debt Profile

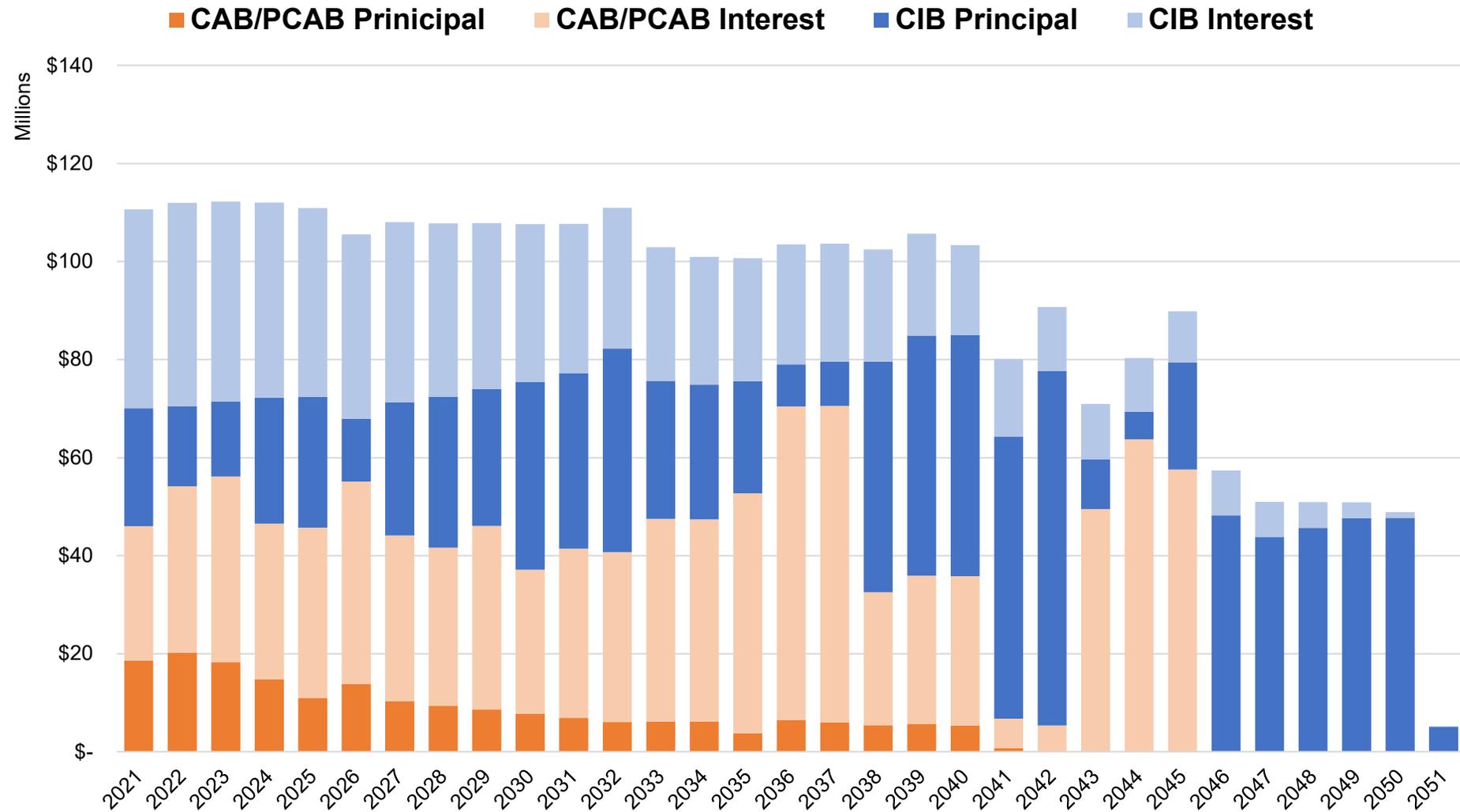
- **Results:**

- Reduced overall CAB percentage from 75% to 36%
- Reduced total future principal & interest by \$733 million while issuing \$286 in new bonds
- Current additional capacity of \$1 billion
- Repayment terms of all debt reduced by 5 years

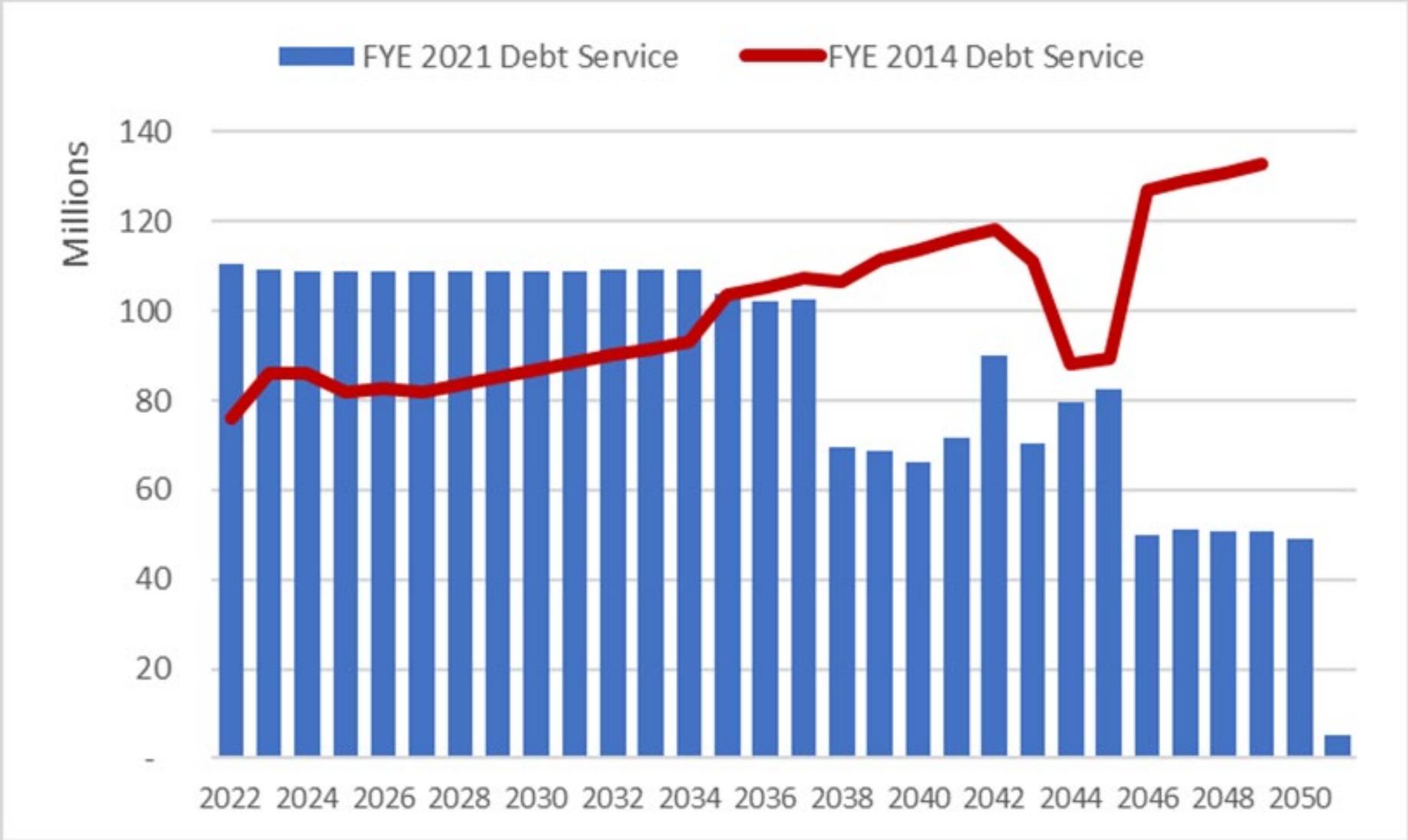
In 2014, CAB Debt Service was Projected to Increase to 100% of Debt Service



...by 2021, CAB Debt Service is Now Significantly Reduced and Declining



Debt Service Comparison



Success Story!

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RatingsDirect®

Summary:

Leander Independent School District, Texas; General Obligation; School State Program

Primary Credit Analyst:

Melissa Banuelos, Farmers Branch + 1 (214) 871 1403; Melissa.Banuelos@spglobal.com

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Joshua Travis, Farmers Branch + 1 (972) 367 3340; joshua.travis@spglobal.com

Table Of Contents

Rating Action

Stable Outlook

Credit Opinion

Related Research

Summary:

Leander Independent School District, Texas; General Obligation; School State Program

Credit Profile

US\$107.265 mil unlted tax rfdg bnnds ser 2021A due 08/15/2045

Long Term Rating AAA/Stable New

Underlying Rating for Credit Program AA/Stable New

US\$21.024 mil unlted tax rfdg bnnds ser 2021B due 08/15/2045

Long Term Rating AAA/Stable New

Underlying Rating for Credit Program AA/Stable New

Rating Action

S&P Global Ratings assigned its 'AAA' long-term (program) rating and 'AA' underlying rating to Leander Independent School District (ISD), Texas' series 2021A unlimited-tax refunding bonds and taxable series 2021B unlimited-tax refunding bonds. At the same time, S&P Global Ratings affirmed its 'AA' underlying rating on the district's general obligation (GO) debt outstanding. The outlook is stable.

The program rating reflects our assessment of the district's qualification for, and the guarantee provided by, the Texas Permanent School Fund (PSF) bond guarantee program. The program provides the security of a permanent fund of assets that the district could use to meet debt service on bonds guaranteed by the program. (For more information on the program rating, please see our report published June 25, 2020, on RatingsDirect.) The stable outlook on the program rating reflects our assessment of the Texas PSF's strength and liquidity.

The bonds are payable from a continuing direct annual ad valorem tax levied by the district, without legal limit as to rate or amount, on all taxable property within the district. Proceeds of the bonds will be used to refund a portion of the District's outstanding unlimited tax bonds.

Credit overview

Leander ISD is an extremely fast-growing district, historically adding more than 1,000 students each year, which has resulted in the issuance of substantial voter-authorized debt to construct new facilities toward meeting capacity needs. Given the district's location near Austin, we expect the district to continue to experience ongoing growth, which will likely put pressure on finances and debt. However, the district exhibits what we view as strong fiscal management, with conservative budgeting and very strong reserves that it expects to maintain. The district's stable and very strong finances, including reserves, are supported by a growing tax base and we expect the district will continue to benefit from its access to, and participation in, the Austin MSA. At the same time, we expect the district's debt profile to remain a weakness in the credit profile. Additionally, we do not expect the recessionary pressures brought on by COVID-19 to have a material impact on any of the district's key credit characteristics. For more information please see the report "Economic Outlook U.S. Q2 2021: Let The Good Times Roll" published March 24, 2021. For these reasons,

we do not expect to change the rating over the two-year outlook horizon.

The underlying rating reflects our opinion of the district's:

- Very strong economic metrics, including tax base growth;
- Favorable location near the Austin metro area;
- Maintenance of very strong reserves; and
- Slow amortization and high overall net debt per capita and as a percent of market value.

Environmental, social, and governance factors

We analyzed the district's environmental, social, and governance risks relative to its credit factors, and we determined that all are in line with our view of the sector standard.

Stable Outlook

Downside scenario

We could lower the rating if the district's finances deteriorate, weakening its reserves to a level we no longer consider very strong.

Upside scenario

Conversely, we could raise the rating if the ISD's debt burden moderates, although this is unlikely in the near term, based on current debt metrics, the pace of growth of the district, and future medium-term debt plans.

Credit Opinion

Economy

Leander Independent School District serves an estimated population of 203,267. Median household and per capita effective buying incomes in the district are very strong, at 166% and 152% of national levels, respectively. Market value totaled \$29.1 billion in 2021, which we consider extremely strong at \$143,330 per capita. Net taxable assessed value grew by a total of 14.3% since 2019, to \$29.1 billion in 2021. The tax base is very diverse, in our view, with the 10 largest taxpayers accounting for approximately 3.1% of net taxable assessed value.

The approximately 200-square-mile district is northwest of downtown Austin in Williamson and Travis counties. Leander ISD is one of the fastest-growing districts in the state, as reflected by its large tax base and enrollment growth rates. The district's tax base is predominantly residential, accounting for approximately 73% of AV. Officials report housing demand remains strong in the area and continues to drive strong growth. Preliminary values for 2022 reflect roughly a 15.7% increase in assessed value. Additionally, we expect that the diversity and regional importance of the Austin area will enable tax base stability.

Finances

A wealth equalization formula, based on property values and average daily attendance (property wealth per student), determines state funding for all school districts. Therefore, increases or decreases in average daily attendance

(enrollment) can lead to corresponding increases or decreases in the amount of state revenue a district receives. In 2021, enrollment came in at 40,750 students. While the district has historically seen enrollment growth, the recent decline is a direct result of COVID-19. Currently, 54% of students are attending school in-person. According to recent state aid funding requirement updates, the district needs to achieve 80% in-person attendance or a track record of increasing in-person attendance in order to receive hold harmless state funding that is based on pre-pandemic enrollment. At this time, officials do not anticipate any loss in state aid revenue, as they are working towards meeting the criteria to be held harmless.

The district's available fund balance of \$183.8 million is very strong in our view, at 59% of general fund expenditures at fiscal year-end (June 30) 2020. The district reported a surplus operating result of 12.8% of expenditures in 2020. The district depends primarily on property taxes for general fund revenue (71.9%), followed by state aid (25.0%). Officials attribute fiscal 2020 results largely due to savings realized from the change of their fiscal year to now end on June 30 as well as expenditure savings from the school closures that occurred due to COVID-19.

For fiscal 2021, the district adopted a deficit budget of \$21 million; however, the district is expecting to end with a deficit of approximately \$13 million, if held harmless. If for a reason the district is unable to meet the held harmless criteria, officials report there is a possibility of ending the year with the originally adopted deficit of \$21 million. Despite the anticipated deficit, we expect the district's financial position to remain very strong and above the formally adopted reserve policy. Leander ISD has a long history of adopting deficit budgets, then producing much better results because of conservative budgeting. Given historical operating results and maintenance of healthy reserves, we expect the district's financial position and reserves will remain at least very strong in the near term. Additionally, should any changes occur to state funding during the COVID-19 pandemic, we believe the district's revenue source, primarily derived from property taxes, and its healthy reserves should mitigate any short-term effects the ISD could encounter.

The district levies a total property tax rate of \$1.4184 per \$100 of AV, which includes an operating tax rate of \$0.9534 per \$100 of assessed value and \$0.4650 cents for interest and sinking fund (I&S). Although the I&S tax is near the state-mandated 50-cent test limit, it has remained constant for at least the past five years and is expected to remain at this level. Although we view the I&S tax as elevated, the rate includes approximately five cents to generate additional revenue for early redemptions of future capital appreciation bonds (CAB) debt service requirements. The district sets aside two cents of the maintenance and operations (M&O) tax for major maintenance, including buses, technology, and capital equipment, allowing it to pay-as-you-go for these items, rather than adding to its debt profile.

Management

We consider Leander ISD's financial management practices strong under our Financial Management Assessment methodology, indicating financial practices are strong, well-embedded, and likely sustainable.

Key factors included in this assessment are:

- Management works with a demographer, uses 10 years of historical data, and consults with the county AV office regarding tax base growth for budgeting revenues and expenditures.
- Management prepares budget-to-actual reports and presents them to the board monthly.
- A formally adopted investment policy follows state guidelines, and monthly updates, with holdings and

performance, are provided to the board.

- A long-term capital improvement plan looks out 10 years and is updated annually to identify sources and uses of funding.
- A rolling budget plus three-year financial forecast is detailed and updated annually.
- Management adheres to a formally adopted debt management policy that primarily follows state requirements and was recently enhanced in March 2018.
- A formally adopted general fund reserve policy requires the district to maintain an available general fund balance of at least three months' operations.

Debt

Overall net debt is moderately high, in our opinion, as a percentage of market value at 8.7%, and high on a per capita basis at \$12,496. With 28% of the district's direct debt scheduled to be retired within 10 years, amortization is slower than average. Debt service carrying charges were 5.8% of total governmental fund expenditures, excluding capital outlay, in fiscal 2020, which we consider low.

The district is considering issuing approximately \$68 million of debt in the next 12-18 months to fund certain bond program projects. The District intends to fund this in part by drawing on its \$64 million direct purchase note bank facility to fund a portion of capital needs before converting the short-term notes into long-term bonds sometime in late 2021 or early 2022. As of May 2021, the program has not been drawn and has full capacity. The need to address future capital needs (in response to continued growth) may warrant a discussion around the need for a bond election to authorize projects contemplated outside the scope of the remaining 2017 authorization. This potential election could be as early as November 2021, though no specific timetable is in place.

Pension and other postemployment benefits liabilities

We do not view pension and other postemployment benefit (OPEB) liabilities as an immediate source of credit pressure, as required contributions account for a small portion of total governmental expenditures and are not likely to materially increase in the next few years. Under a special funding situation, the state pays a sizable share of the employer contribution and carries responsibility for its proportionate share of the unfunded liability.

The district participated in the following plans as of June 30, 2020:

- Teacher Retirement System (TRS), 75.2% funded with a proportional share of the net pension liability equal to \$99.3 million.
- Texas Public School Retired Employees Group Insurance Program (TRS-Care), which provides health insurance coverage to members of the TRS pension plan. TRS-Care is 2.7% funded and the district has a proportionate share of the net OPEB liability of \$126.5 million.

The district paid its full required contribution of \$6.3 million, or 1.5% of total governmental expenditures, toward its pension obligations in fiscal 2020. In fiscal 2020, the district also paid \$1.7 million, or 0.4% of total governmental expenditures, toward its OPEB obligations. Combined pension and OPEB carrying charges totaled 1.9% of total governmental fund expenditures in 2020.

Related Research

- Criteria Guidance: Assessing U.S. Public Finance Pension And Other Postemployment Obligations For GO Debt, Local Government GO Ratings, And State Ratings, Oct. 7, 2019
- Through The ESG Lens 2.0: A Deeper Dive Into U.S. Public Finance Credit Factors, April 28, 2020

Ratings Detail (As Of May 7, 2021)		
Leander Indpt Sch Dist unlted tax sch bldg bnds ser 2019C dtd 05/01/2019 due 08/15/2041		
<i>Long Term Rating</i>	AAA/Stable	Affirmed
<i>Underlying Rating for Credit Program</i>	AA/Stable	Affirmed
Leander Indpt Sch Dist GO		
<i>Long Term Rating</i>	AA/Stable	Affirmed
Leander Indpt Sch Dist PSF/CRS		
<i>Long Term Rating</i>	AAA/Stable	Affirmed
<i>Underlying Rating for Credit Program</i>	AA/Stable	Affirmed
Leander Indpt Sch Dist SCHSTPR		
<i>Long Term Rating</i>	AAA/Stable	Affirmed
<i>Underlying Rating for Credit Program</i>	AA/Stable	Affirmed
Leander Indpt Sch Dist SCHSTPR		
<i>Long Term Rating</i>	AA/Stable	Affirmed

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Leander ISD Debt Progress Report

Leander ISD & PFM Financial Advisors LLC | June 2021



Executive Summary

Since 2015, Leander Independent School District (“LISD” or “District”) has taken deliberate action to improve its debt profile. The combination of careful multi-year planning, continued tax base growth and a cooperative low-interest rate environment has enabled the District to significantly reduce debt service costs to taxpayers by refinancing, strategically restructuring and prepaying higher-interest rate debt while ensuring that future capital needs are funded in a fiscally sustainable manner. The District’s Board of Trustees (the “Board”), administration, financial management, and independent financial advisor (“PFM”) have implemented a debt management strategy that has prudently transitioned the District away from a reliance on expensive capital appreciation bonds (“CABs”) and an ascending and unsustainable debt service repayment schedule into a debt structure comprised of more traditional, lower-cost current interest bonds (“CIBs”) and a payment schedule that is affordable at current revenue levels. Leander ISD remains on track to meet the Board’s stated goal of reducing CAB debt service to 25% of total debt service by the year 2025. Additionally, the District has continued to fund projects approved as part of the 2017 bond package, plan for future bond initiatives, and maintain its very strong bond rating of “AA” which was upgraded in 2016 by S&P, a prominent bond rating agency.

This report is intended to depict the progress LISD has made towards positively transforming its debt position. The data presented is a snapshot of the District’s debt progress from fiscal year 2014 to fiscal year 2021. Highlights of LISD’s debt accomplishments during this period include:

- Significant reduction of higher-cost CABs – the portion of debt service (principal and interest payments) comprised of CAB debt service has been reduced from 75% to 36%¹ and LISD remains on track to reach its 25% goal for CABs by the year 2025
- Upgrade of the District’s bond rating to “AA” by S&P in 2016
- Reduction of total future principal and interest requirements by approximately \$733 million while issuing \$286 million of new money debt (to date) from the 2017 bond authorization
- Acceleration of the repayment term of all debt from 35 years to 30 years
- Existing tax rate can support future debt service requirements without reliance on future property value growth

¹ Reflects estimated CAB debt service following the District’s issuance of Unlimited Tax Refunding Bonds, Series 2021A and Unlimited Tax Refunding Bonds, Taxable Series 2021B which will close on June 23, 2021.

Figure 1 – Debt Snapshot

Debt Progress Report – Key Facts	FYE 2014	FYE 2021
Total Net GO Debt (Principal less I&S fund balance)	\$1.5 billion	\$967.3 million
CABs as % of Total Debt Service	75%	36%
S&P Bond Rating	AA–	AA
Net Taxable Assessed Value	\$14.54 billion	\$29.1 billion

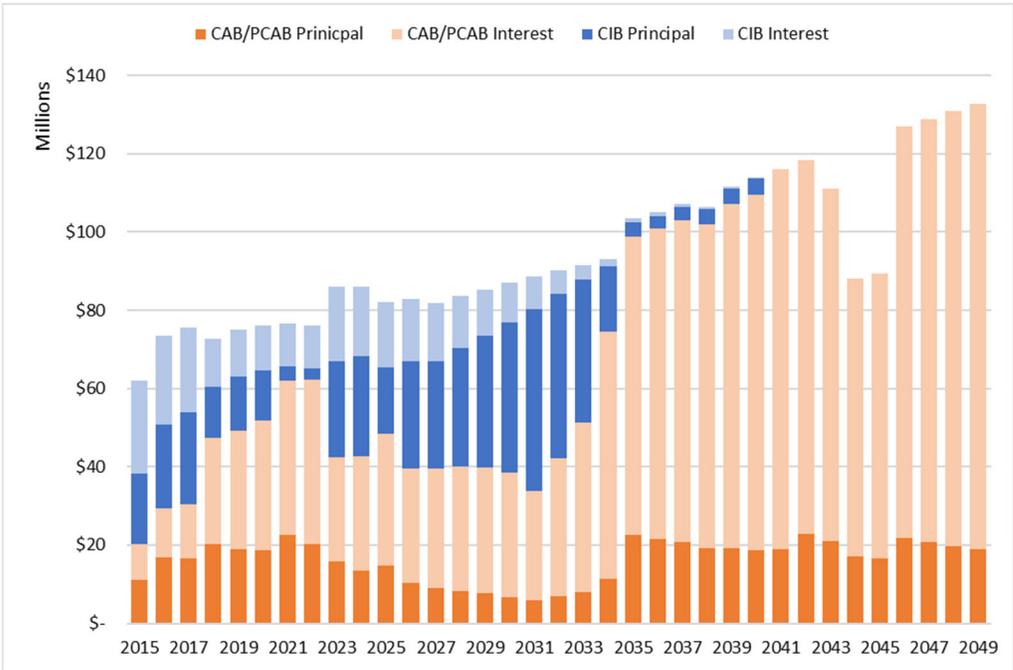
Background

Since the early 2000s, LISD has been one of the fastest-growing school districts in Texas. The District’s superior academic reputation, proximity to Austin, large geographic area, developable land, and job opportunities have together resulted in significant and ongoing enrollment growth. Rapid enrollment growth in LISD continues, resulting in the need for the construction of new school facilities and improvements to existing school facilities. Because of the District’s primarily residential tax base and the absence of a provision for dedicated funding capital funds under Texas’ school funding formulas, LISD, like many other fast-growth school districts, relies on debt to fund its facility needs. However, prior to 2015, the District faced several constraints in its ability to issue traditional debt – (1) a tax base that was not yet large enough to support the debt needed to fund facilities to accommodate enrollment growth and (2) the legal limitation imposed by the State of Texas on the portion of the tax rate levied to support debt (the “50-cent test”). Under these constraints, in the early 2000s continuing through 2014, LISD, like many other fast-growing school districts, turned to a debt financing tool, CABs, that would allow the District to fund its capital needs while delaying the payment of interest and principal – and thereby avoiding the need to increase the tax rate – to cover interest and principal payments.

Capital Appreciation Bonds

Unlike traditional municipal bonds, which typically pay semi-annual interest and annual principal payments, CABs are an alternative debt instrument that do not require regular installments. Instead, at the time debt is issued and principal is borrowed, interest and principal payments are deferred until final maturity of the CAB. The benefit to the use of CABs is that it allows an issuer to defer debt payments until tax base values have caught up to support the debt payments. Through 2015, CABs were a commonly issued debt instrument used by a large number of fast-growth Texas school districts. However, CABs are typically more expensive than traditional “current interest bonds” (“CIBs”) which pay annual installments back to investors. CABs typically bear a higher interest cost since investors require compensation for not receiving regular interest payments. By 2015, LISD’s debt portfolio was heavily laden with CABs. Figure 2 illustrates the extent to which more expensive CAB debt was part of LISD’s debt portfolio. In addition, the graph below shows the extent to which interest and principal was scheduled to increase every year to final maturity. In short, the District was reliant on future tax base value growth to afford future interest and principal payments.

Figure 2 – LISD’s Debt Service FYE 2014



While a practical funding tool at the time, LISD’s extensive use of CABs prompted negative media attention and a downgrade of the District’s bond rating by Fitch Ratings in 2012. In its 2012 report, Fitch cited concerns over the District’s ongoing need to restructure debt in order to afford what was then an ascending debt service schedule (i.e. increasing annual debt payments).

HB 114 & Board Strategic Plan to Reduce CABs

In 2015, the Texas Legislature began to take note of the extensive use of CABs by fast-growth school districts. The Legislature approved HB 114, which placed limitations on the ability to use CAB debt. State law was amended to limit CAB debt to terms of not more than 20 years and, more importantly, it limited each government’s CAB debt to no more than 25% of total outstanding debt.

The LISD Board adopted a vision to change LISD’s debt trajectory and transition the District away from the use of CABs. The District’s financial leadership and PFM, newly hired as LISD’s financial advisor, launched a debt management plan with the following goals:

- Create capacity to address significant future capital needs (to accommodate facility demands from rapidly increasing enrollment); and
- Reduce CAB debt service as a percentage of total debt service from 75% in 2015 to 25% by 2025.

Progress from 2015 to 2021

Since 2015, the District and PFM have aggressively implemented a bond refinancing and debt prepayment strategy that has transformed the District’s debt profile. Bond refundings, or refundings in 2015, 2016, 2017, 2019, 2020 and 2021, combined with a cooperative low-interest rate environment, continued tax base growth and the Board’s approval of the use of excess debt service revenue for early debt payoff, have allowed the District to realize total debt service savings of \$225 million on a net present value basis and \$629 million in total cashflow savings since 2015. In addition, as of FYE 2021, future maximum annual debt service for LISD has been lowered from \$132 million to \$111 million. Figure 3 displays refunding savings since 2015 on a net present value basis and on a total future cashflow basis.

Figure 3 – Refunding Savings Since 2015

Refunding Transaction	NPV Savings (\$000s)	Total Future Cashflow Savings (\$000s)
2015A	\$ 42,429	\$ 79,598
2015B	12,597	20,431
2016	17,815	25,414
2016A	53,080	336,597
2017A	5,379	5,513
2019A	1,755	3,262
2019B	943	16,740
2020B	10,777	11,353
2020C	10,158	13,104
2021A	10,879	16,122
2021B	59,704	101,795
Total Net PV Savings	\$ 225,516	\$ 629,929

This improvement in the District’s debt profile has been achieved while continuing to sustainably fund new facilities. The District has a long history of voter-support for bonds. In 2017, District voters approved \$454 million in bonds for school buildings and technology purposes. The District has issued approximately \$286 million from the 2017 bond package, as illustrated in Figure 4, and is currently evaluating a potential 2021 bond package to prepare for future enrollment growth.

Figure 4 – 2017 Voted Authorization Issuances



In contrast to Figure 2, the District’s CAB obligations as shown in Figure 5 decline in future years, rather than grow, and CAB interest is eliminated by the year 2045. Prior to FYE 2014, the District’s CAB obligations grew reaching over \$120 million in annual debt service by year 2049. Figure 5 illustrates the District’s current debt portfolio broken out between current interest bonds and CABs.

Figure 5 – Debt Service (FYE 2021 vs FYE 2014)

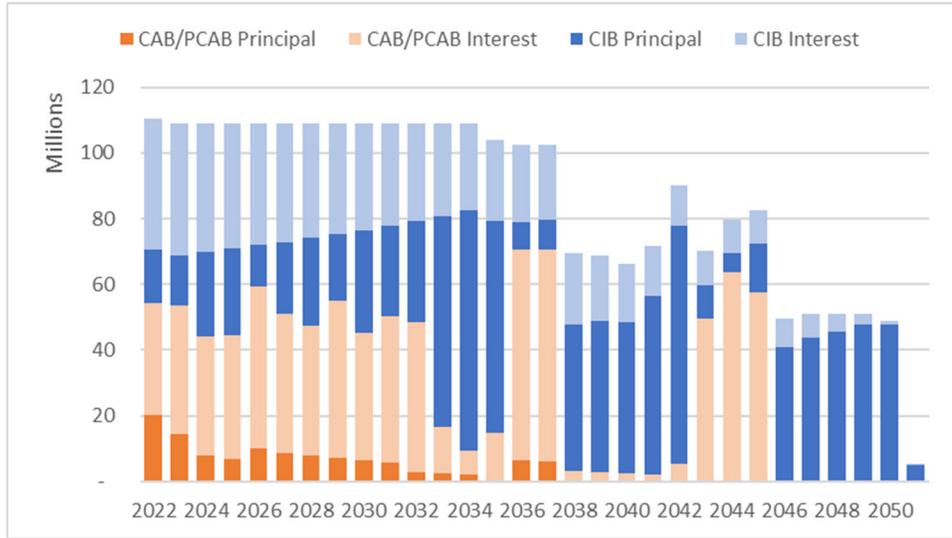
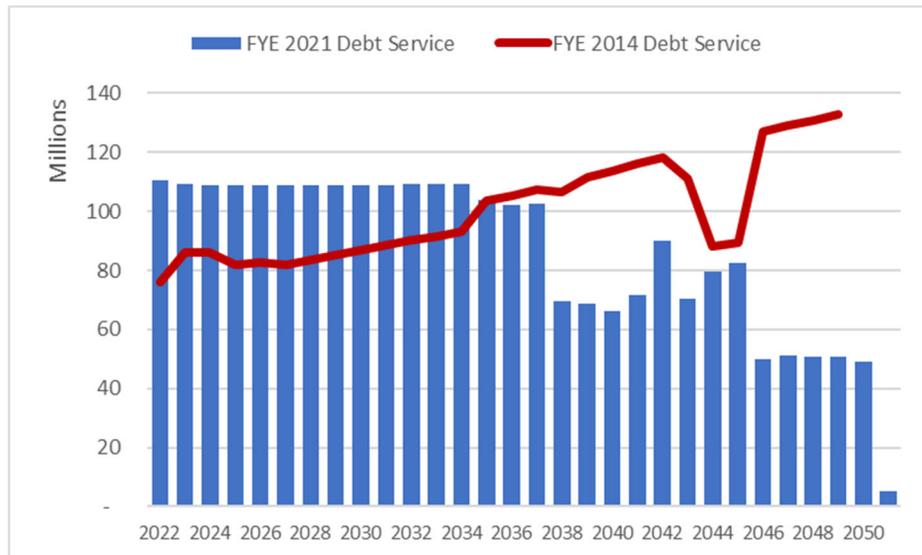


Figure 6 below illustrates the District’s current debt service schedule as of FYE 2021 compared to the debt schedule from FYE 2014. This graph illustrates that LISD’s debt portfolio has shifted to a more traditional – and sustainable – level schedule for interest and principal repayment that descends beyond 2037, and away from a previously unsustainable ascending debt service structure that was reliant on future tax base growth.

Figure 6 – Debt Service (FYE 2021 vs FYE 2014)



S&P Rating Upgrade in 2016

In recognition of LISD’s progress on debt, S&P upgraded LISD’s bond rating to “AA” from “AA-” in 2016. LISD has maintained this high rating in the most recent rating assignment in 2021. In its bond rating report, S&P cited the following positive attributes about Leander ISD:

- Robust capital planning framework to moderate its long-term exposure and reliance on CABs
- Early retirement of debt
- Goal of CAB reduction to 25%
- Very strong financial position
- Strong local Austin economy and housing market
- Strong financial management practices

Summary:
Leander Independent School District, Texas;
General Obligation; School State Program

Credit Profile		
US\$ 195,083 mil unbot tax rifg bonds ser 2016A due 06/15/2048		
Long Term Rating	AAA/Stable	New
Underlying Rating for Credit Program	AA/Stable	New

Rationale

S&P Global Ratings raised its underlying rating (SPUR) on Leander Independent School District (ISD), Texas' existing general obligation debt to 'AA' from 'AA-'.
S&P Global Ratings also assigned its 'AAA' long-term rating to the district's series 2016A unlimited tax refunding bonds. At the same time, the rating service assigned its 'AA' underlying rating for credit program on the district.
The outlook on all ratings is stable.

Summary

Leander ISD’s debt progress since 2015 is, by all accounts, a tremendous success story. The District’s current total debt levels and future total debt service have been significantly reduced, all while funding an additional \$286 million in projects from the 2017 bond package. The District’s bond rating is stable at “AA” and reflective of the District’s debt and financial management practices. LISD has reduced CAB debt service to 36% as of FYE 2021 and given future refunding and debt issuance plans, remains on track to meet the Board’s 25% CAB goal by 2025.

About PFM

PFM began 45 years ago to provide independent financial advisory services to the public sector. Today, PFM is one of the nation’s leading providers of financial advisory services to public sector entities including school districts, cities, counties, state agencies, transit authorities, higher education institutions and non-profit organizations. PFM’s financial advisory services include capital planning, transaction management and bond pricing and credit strategies, among others. PFM’s broader organization also provides asset management services, management and budget consulting, and strategic financial forecasting. PFM and its affiliates currently have more than 600 employees, located in 39 offices nationwide, including our Austin office which opened in 1992. PFM has served as financial advisor to LISD since 2015.

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Consider Approval of Guaranteed Maximum Price #2 for Cedar Park MS HVAC Update

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Jimmy Disler

Attachments: Guaranteed Maximum Price #2

Background Information:

At the February 21, 2019 meeting, the Board approved GMP #1, in the amount of \$11,462,917, which funded long lead procurement items, early project startup needs and a portion of the construction phase.

GMP #2, in the amount \$657,649, will be for items that have been identified as needing to be replaced since the project began. These items are:

1. Replace Elevator
2. Replace Main Gym Bleachers
3. Replace Sound Systems (Fine Arts, Cafetorium, Main Gym)
4. Replace Gym Scoreboards, both gyms and refinish gym floors
5. Replace epoxy flooring in locker rooms

GMP #2 will be funded from the 2017 bond authorization as part of the Cedar Park MS Capital Renewal/HVAC Update.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve GMP #2, in the amount of \$657,649, for Cedar Park MS HVAC Update.

Sample Motion:

I move that Board approve GMP #2, in the amount of \$657,649, for Cedar Park MS HVAC Update.

Bartlett Cocke General Contractors
Cedar Park Middle School
HVAC Update and Security Upgrades
GMP 2
May 11, 2021

		GMP 2
01	General Conditions	\$ 2,200
02	Demolition	\$ 9,080
03	Concrete Work	\$ 3,850
04	Masonry	\$ 19,662
06	Woods and Plastics	\$ 34,575
08	Openings	\$ 33,910
09	Finishes	\$ 127,685
11	Equipment	\$ 98,756
12	Furnishings	\$ 1,840
14	Conveying Equipment	\$ 86,589
22	Plumbing	\$ 6,263
23	HVAC	\$ 7,240
26	Electrical	\$ 59,199
27	Communications	\$ 110,860
50	Job Site Management	\$ 45,807
52	Bonds & Insurance	\$ 13,153
52	CM Fee	\$ 19,729
53	Allowances	\$ 10,000
	City Comments	\$ (50,000)
	Door Hardware	\$ 15,000
	Finishes	\$ 15,000
	Equipment	\$ 150,000
	Fire Protection Systems	\$ (35,000)
	Landscape & Irrigation	\$ (15,000)
	MEP	\$ (35,000)
	Structural Allowance	\$ (35,000)
54	Contingencies	
	Construction Manager	
55	Deductive Changes	\$ (32,749)
		<u>\$ 657,649</u>
	GMP#2 TOTAL	

SUMMARY

GMP 1	\$ 11,462,917
GMP 2	\$ 657,649
TOTAL	<u>\$ 12,120,566</u>

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Review Guaranteed Maximum Price #2 for Elementary 29
Purpose (this meeting): Discussion Item/Report Only Action Requested
Action Requested (future meeting): June 17, 2021
Administrator Responsible: Jimmy Disler
Attachments: Guaranteed Maximum Price #2

Background Information:

At the April 22, 2021 meeting, the Board approved GMP #1 for Elementary #29. GMP #1, in the amount of \$10,146,000 funded long lead procurement items and early project startup needs. GMP #2, in the amount of \$24,311,981 is for the construction phase of the project.

This GMP is funded by the 2017 Bond Authorization.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve GMP #2 in the amount of \$24,311,981 for Elementary #29.

Sample Motion:

I move that the Board approve GMP #2 in the amount of \$24,311,981 for Elementary #29.

American Constructors

Elementary 29

GMP-2

27-May-21

Div	Description	GMP-2
01	Jobsite Expenses	296,122
03	Concrete	2,391
04	Masonry	144,500
05	Structural Steel	521,895
06	Carpentry & Casework	993,802
07	Thermal & Moisture Protection	1,665,435
08	Doors/Windows	762,225
09	Finishes	3,623,258
10	Specialties	328,277
11	Equipment	516,003
12	Furnishings	91,553
14	Conveying Equipment	154,000
21	Fire Suppression	276,000
22	Plumbing	1,692,840
23	HVAC	4,101,969
26	Electrical	2,283,392
27	Communication	468,471
28	Electronic Safety/Security	260,903
31	Earthwork	260,586
32	Exterior Improvements	2,500,026
33	Utilities	156,610
50	Project Supervision	654,015
51	Allowances	
	Owner Allowance	165,000
	City Coments/Permit Fees	125,000
	Expediting	100,000
	Irrigation	250,000
	Signage	100,000
	Fiber to Site	100,000
	Door Hardware Materials	300,000
	Fire Pump	65,000
	Irrigation Pump	45,000
	Bryson Que Lane	50,000
	Bonds & Insurance	589,516
	Fee	568,192
	Construction Contingency	100,000
	TOTAL	24,311,981

GMP Schedule/Summary

GMP-1 - April 2021	10,146,000
GMP-2 - June 2021	24,311,981
GMP Total	34,457,981

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item:	Discuss Request for Qualifications (RFQ) for Architectural/Engineering Services for Elementary 31 and Middle School 10	
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
Action Requested (future meeting):	June 17, 2021	
Administrator Responsible:	Jimmy Disler	
Attachments:	Future Design and Construction Schedule	

Background Information:

Population Survey Analysts presented the 2020 Demographic Update in October 2020. This update showed the need for Elementary 30 and 31 to open in the fall of 2023, Middle School 10 in the fall of 2024, and High School 7 in the fall of 2025. To meet these timelines, the attached schedule shows when the design needs to start for each of these projects.

Administration would like to begin the Request for Qualifications (RFQ) process for Architectural/Engineering Services for Elementary 31 and Middle School 10 with the intent to bring a recommendation for architect(s) to the Board in August 2021 if the Board has called for a November bond election.

The design for Elementary 31 and Middle School 10 are currently not funded and are projects being considered by the 2021 CFAC Steering Committee for inclusion in a potential future bond election. The Bond Oversight Committee will hold its next meeting in July and Administration plans to discuss using project savings to cover any cost through January 2022, which would put us past a November 2021 bond election. The contract will have a termination clause stating that the design work may be paused in January 2022 if the bond election fails.

In January 2020, administration completed the RFQ process for selecting architects for several projects as part of the 2019 Building Program. Elementary 30 and High School 7 were part of that building program, however, awards for these projects were not given at that time. Elementary 30 was not awarded pending future discussions regarding full-day pre-k and High School 7 was not awarded pending future architectural firm interviews. Unfortunately, the pandemic caused further delays in that process. Administration will begin conducting firm interviews for High School 7 and intends to recommend an award for the design of both Elementary 30 and High School 7 in August 2021 as well. The design for these two projects is part of the 2017 bond authorization.

Please contact Jimmy Disler with any questions.

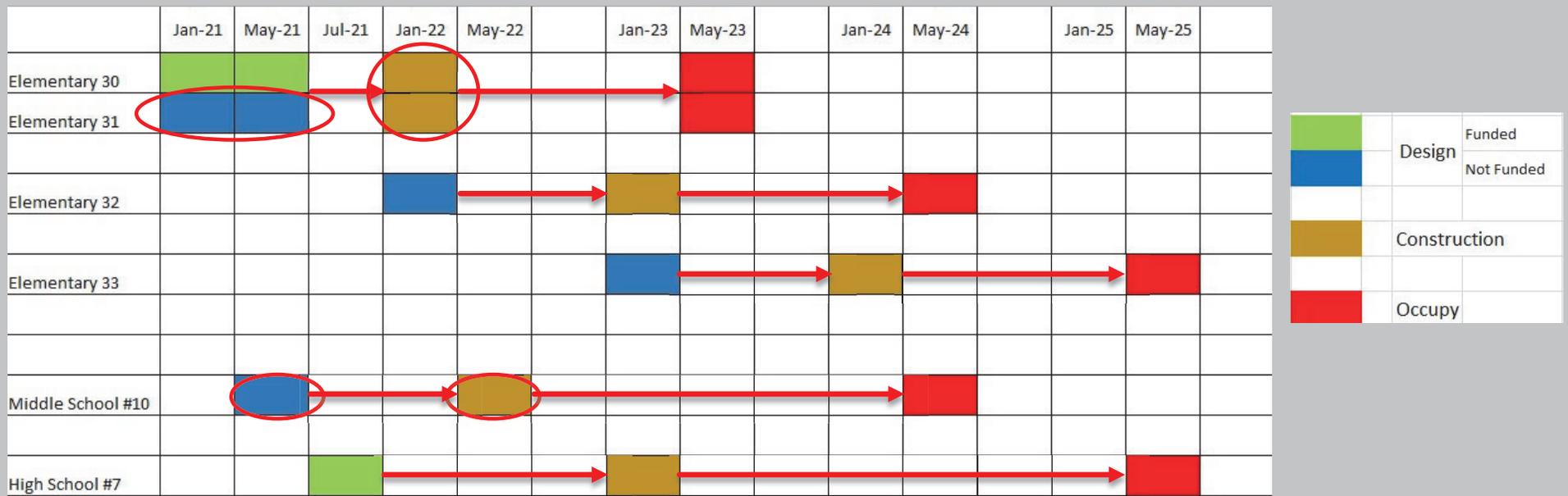
Administrative Recommendation:

Administration recommends that the Board authorize the administration to begin the RFQ process for the selection of architect(s)/engineers(s) for Elementary 31 and Middle School 10.

Sample Motion:

I move that the Board authorize the administration to begin the RFQ process for the selection of architect(s)/engineers(s) for Elementary 31 and Middle School 10.

Design & Construction Schedule



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: Discuss Selection of Construction Delivery Method for Elementary 31 and Middle School 10

Purpose (this meeting): Discussion Item/Report Only Action Requested

Action Requested (future meeting): June 17, 2021

Administrator Responsible: Jimmy Disler

Attachments: N/A

Background Information:

Administration is recommending that the Board authorize the use of the one-step Construction Management at Risk (CMAR) method for Elementary 31 and Middle School 10. If the Board wishes to move forward with this method, the Request for Proposals (RFP) process will begin with the intent to bring a recommendation for CMAR(s) to the Board in August 2021.

The construction of Elementary 31 and Middle School 10 is not currently funded and are projects being considered by the 2021 CFAC Steering Committee for inclusion in a potential future bond election. The contract will have a termination clause stating that the design work might be paused in January if the bond election fails.

In January 2020, administration completed the RFP process for selecting firms for Construction Manager at Risk for several projects as part of the 2019 Building Program. Elementary 30 and High School 7 were part of that building program, however, awards for these projects were not given at that time. Both projects were not awarded pending the award of the architectural firm(s). Given our intent to complete the firm interviews, Administration intends to recommend an award for the CMAR(s) for Elementary 30 and High School 7 in August 2021 as well.

The construction of Elementary 30 and High School 7 are not currently funded and are projects being considered by the 2021 CFAC Steering Committee for inclusion in a potential future bond election. The contract will have a termination clause stating that the design work might be paused in January if the bond election fails.

Please contact Jimmy Disler with any questions.

Administrative Recommendation:

Administration recommends that the Board approve the one-step Construction Manager at Risk (CMAR) method for the construction of Elementary 31 and Middle School 10.

Sample Motion:

I move that the Board approve the one-step Construction Manager at Risk (CMAR) method for the construction of Elementary 31 and Middle School 10.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, June 10, 2021

Agenda Item: General Construction Update
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Jimmy Disler
Attachments: General Construction Update Presentation

Background Information:

Jimmy Disler will present information regarding the status of current or ongoing construction projects.

Administrative Recommendation:

N/A

Sample Motion:

N/A



General Construction Update

June 10, 2021

Tarvin Elementary School (ES 28)

New Construction

Work happening in July

- Interior punch list items
- Continue fiber pull and install
- Prepare for staff move in

GMP Summary

	<u>Approval Date</u>	<u>Amount</u>
GMP 1	April 23, 2020	\$11,142,202
GMP 2	May 21, 2020	\$20,499,886
GMP 3	February 25, 2021	\$1,502,534
	GMP Total	\$33,144,622



Cedar Park MS

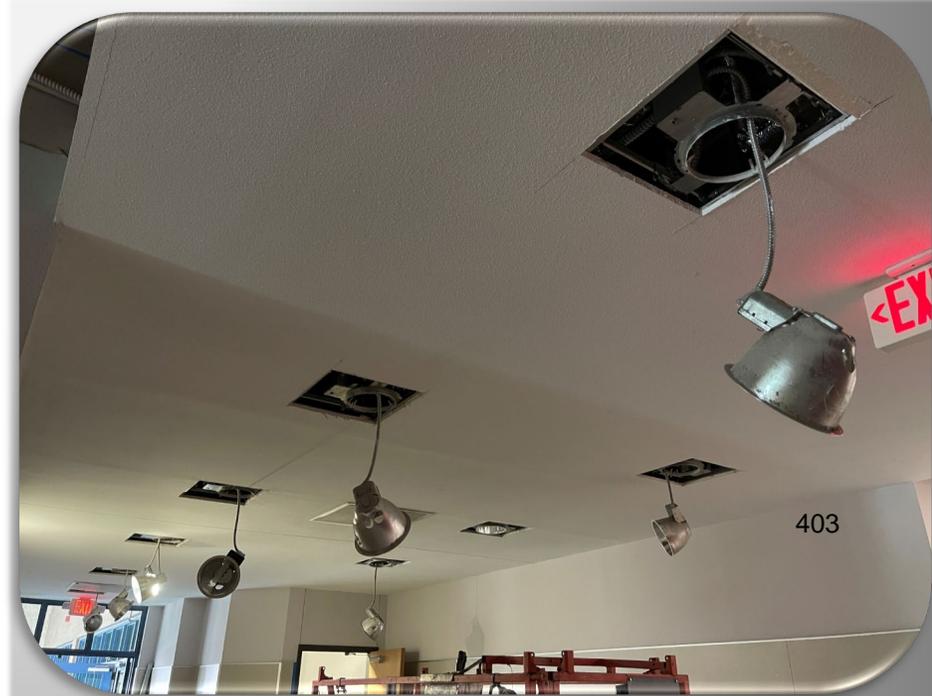
HVAC Update – HVAC, lights, paint, carpet and Security Upgrades

Work happening in July

- Demo walls, ceilings, floors, plumbing fixtures and HVAC systems in appropriate area
- Prepare structure for HRU replacement above band hall
- Demo and reinstall fire alarm system in appropriate areas
- Begin painting and ceiling grid re-installation in appropriate areas

GMP Summary

	<u>Approval Date</u>	<u>Amount</u>
GMP 1	February 21, 2019	\$11,462,917
	GMP Total	\$11,462,917



Steiner Ranch ES

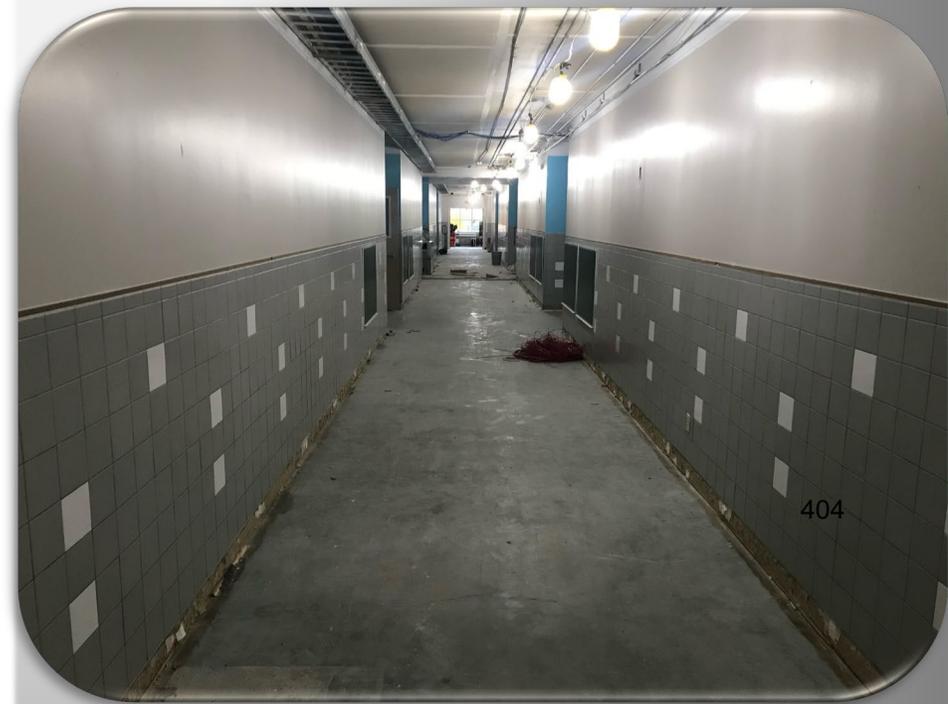
HVAC Update – HVAC, lights, paint, carpet and Security Upgrades

Work happening in July

- Complete demo in appropriate classroom wings
- Replace two HVAC heat recovery units (HRU)
- Install new HVAC system in appropriate areas
- Install new lights, paint, carpet and ceiling tiles

GMP Summary

	<u>Approval Date</u>	<u>Amount</u>
GMP 1	February 27, 2020	\$1,634,800
GMP 2	April 23, 2020	\$6,460,189
	GMP Total	\$8,094,989



Vista Ridge HS Additions

JROTC Building Additions and Renovations, Incubator Renovations and Security Upgrades

Work happening in July

- Complete final access control hardware install and programming

GMP Summary		
	<u>Approval Date</u>	<u>Amount</u>
GMP 1	February 18, 2019	\$1,853,007
GMP 2	January 23, 2020	\$494,699
GMP Total		\$2,347,706

CAMPUS	PROJECT DESCRIPTION	TOTAL APPROVED BOND BUDGET	PROJECT & GMP STATUS (Legend Below)	SCHEDULED PROJECT YEAR OPENING
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	\$ 11,150,507	Complete	18/19 - 19/20
Cedar Park MS	HVAC Update	\$ 15,240,743	In Progress GMP 1 - 2/21/19	19/20 - 21/22
Larkspur ES (ES 27)	New construction	\$ 37,779,628	Complete	19/20
Giddens ES	HVAC Update and District Standard Traffic Gates	\$ 9,005,975	Complete	18/19 - 19/20
Glenn HS	Ag Facility	\$ 3,163,960	Complete	19/20
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	\$ 4,947,836	Complete	18/19 - 20/21
Leander MS	HVAC Update, Classroom Addition	\$ 21,516,101	Complete	18/19 - 20/21
Mason ES	Play Area Renovation and District Standard Traffic Gates	\$ 603,560	Complete	18/19
Danielson MS (MS 9)	New construction	\$ 63,410,011	Complete	20/21
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	\$ 1,758,284	Complete	18/19
Vandegrift HS	Ag Facility	\$ 3,768,160	Complete	20/21
Vandegrift HS	Classroom Additions, Incubator Renovation	\$ 31,245,385	Complete	18/19 - 20/21
Vandegrift HS	Secondary Access Road	\$ 3,000,000	Pre-Design/Evaluating	Ongoing
Various	District Standard Traffic Gates - Bagdad ES, Block House ES, Cox ES, Cypress ES, Faubion ES, Knowles ES, Naumann ES and Whitestone ES	\$ 245,700	Complete	18/19
Vista Ridge HS	JROTC Building Additions and Renovations, Incubator Renovations, Disaster Recovery Site	\$ 2,665,503	In Progress GMP 1 - 4/18/19 GMP 2 - 1/23/20	19/20
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	\$ 893,000	In Progress	Ongoing
Technology	Device, Hardware and Infrastructure Replacement	\$ 38,730,000	In Progress	Ongoing
Transportation	88 Replacement Buses; A/C Retrofit	\$ 10,200,000	In Progress	Ongoing
Transportation	North Satellite Transportation Center	\$ 17,800,000	Complete	19/20
Tarvin ES (ES 28)	New construction	\$ 40,862,445	In Progress GMP 1 - 4/23/20 GMP 2 - 5/21/20 GMP 3 - 2/25/21	21/22
ES 29	New construction	\$ 42,496,943	In Progress GMP 1 - 4/22/21	22/23
ES 30	New construction (Design Only)	\$ 2,181,032	Not Available	23/24
HS 7	New construction (Design Only)	\$ 10,073,645	Not Available	21/22
Steiner ES	HVAC Update	\$ 8,857,136	In Progress GMP 1 - 2/27/20 GMP 2 - 4/23/20	20/21 - 21/22
Secondary	Campus Security Upgrades	\$ 10,875,060	Complete	20/21
Land	Future ES (34, 35, 36, 37, 38, 39, 40), Future MS (11), Future HS (8)	\$ 61,934,386	Not Available	Ongoing
TOTALS		\$ 454,405,000		

Not Available - Project or construction has not yet started (not in pre-design/evaluating phase or land not under contract).

Pre-Design/Evaluating - Internal planning with key stakeholders. Architectural/Engineering design has not yet begun and actual construction has not started.

In Design - Architectural/Engineering design has begun or is ongoing, actual construction has not started.

In Progress - Project or construction has begun or is ongoing.

Complete - Project or construction has reached 100% completion.

Discussion

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