



Board Meeting Date: May 15, 2023

Title: Culture and Climate Board Update

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; and Dr. Sonya Sailer, Director of Human Resources

Description: Strategy B of the Edina Public Schools Strategic Plan states that Edina Public Schools will ensure an equitable and inclusive school culture. A culture that welcomes, respects, supports, and values students and staff. In order to monitor the current state of our school culture and climate, we administered two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey provided feedback on the Teaching and Learning Climate in our schools and was administered to students and licensed staff. The Employee Engagement survey provided information regarding the degree to which all staff are engaged and satisfied in their work as an employee of Edina Public Schools. The body of the report includes background information on the surveys, participation rates, data summaries, analysis and some next steps.

Recommendation: This report is intended to be an update to the school board. No recommendation is being made at this time.

Desired Outcome(s) from the Board: After reviewing the report, please consider what needs additional clarity and be prepared to share your questions with administration.

Attachment(s): See attached report

The Culture and Climate Board Update report includes the following sections:

- **Background Information**
- **Panorama Student Survey Questions**
- **Student Survey Participation**
- **Key Take-Aways, Celebrations and Areas for Improvement**
- **Panorama Staff Survey Questions**
- **Staff Survey Participation**
- **Themes and Frequency Counts for Open Ended Responses**
- **Panorama Staff Data Key Takeaways**
- **Employee Engagement Survey Background Information**
- **Employee Engagement Questions**
- **Employee Engagement Survey Participation Information**
- **Employee Engagement Data rated against 80% Target Benchmark**
- **Employee Engagement Findings: Celebrations and Opportunities for Improvement**
- **References**

Background Information:

The strategic action under C4 of Edina’s Strategic Plan states that we will create environments that are conducive to learning and facilitate constructive student interaction. Strategy B2 states that Edina Public Schools will create a school culture that enhances learning and fosters a sense of belonging for all students through our values of integrity, compassion, courage, commitment, appreciation, and responsibility. Data is needed in order to monitor the degree to which our culture creates a sense of belonging for students and staff, is a place where people can do their best work, and feel supported. The Panorama Climate and Wellness survey for students and staff was used to assess the current state of the Teaching and Learning climate in our schools. The Employee Engagement survey was used to generate feedback on the degree to which staff feel engaged in their work, connected to others at work, supported in their professional learning and growth, and motivated to do their best work.

Panorama Student Survey:

Edina Public Schools is in its third year of partnering with Panorama Education to administer a student survey. National norms are provided in the data analysis to help understand the context of the data and provide insights for what is going well and where opportunities for improvement exist. Site leadership teams use the data to understand the needs of students, set goals, and create action steps for improvement. The annual monitoring will provide feedback on the impact of the action steps. The specific questions on the student survey are listed in Table 1.0 below.

Table 1.0: Student Survey Questions

Topic Area:	Questions:
Challenging Feelings: how frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.	<ol style="list-style-type: none">1. During the past week, how often did you feel mad/angry?2. During the past week, how often did you feel lonely?3. During the past week, how often did you feel sad?4. During the past week, how often did you feel worried?

	<ol style="list-style-type: none"> 5. <i>During the past week, how often did you feel frustrated? (6-12 only)</i> 6. Thinking about everything in your life right now, what feels the hardest to you.
<p>Emotional Regulation: How well students regulate their emotions.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How often are you able to pull yourself out of a bad mood? 2. When everybody around you gets angry, how relaxed can you stay? 3. How often are you able to control your emotions when you need to? 4. Once you get upset, how often can you get yourself to relax? 5. When things go wrong for you, how calm are you able to stay? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. When you are feeling pressured, how easily can you stay in control? 2. How often are you able to pull yourself out of a bad mood? 3. When everybody around you gets angry, how relaxed can you stay? 4. How often are you able to control your emotions when you need to? 5. Once you get upset, how often can you get yourself to relax? 6. When things go wrong for you, how calm are you able to remain?
<p>Positive Feelings: How frequently students feel positive emotions over time</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel excited? 2. During the past week, how often did you feel happy? 3. During the past week, how often did you feel loved? 4. During the past week, how often did you feel safe?* 5. <i>During the past week, how often did you feel hopeful? (6-12 only)</i> 6. Thinking about everything in your life right now, what makes you feel the happiest? <p>*Students who indicate they do not feel safe receive a follow up from a student support staff member</p>
<p>Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school</p>	<ol style="list-style-type: none"> 1. Do you have a teacher or other adult from school who you can count on to help you, no matter what? 2. Do you have a family member or other

	<p>adult outside of school who you can count on to help you, no matter what?</p> <ol style="list-style-type: none"> 3. Do you have a friend from school who you can count on to help you, no matter what? 4. <i>Do you have a teacher or adult from school who you can be completely yourself around? (6-12 only)</i> 5. <i>Do you have a family member or other adult outside of school who you can be completely yourself around? (6-12 only)</i> 6. <i>Do you have a friend from school who you can be completely yourself around? (6-12 only)</i> 7. What can teachers or other adults at school do to better support you?
<p>Engagement: How attentive and invested students are in class.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How excited are you about going to this class? 2. How focused are you on the activities in this class? 3. In this class, how excited are you to participate? 4. When you are not at school, how often do you talk about ideas from this class? 5. How interested are you in this class? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How excited are you about going to your classes? 2. How often do you get so focused on activities in your classes that you lose track of time? 3. In your classes, how eager are you to participate? 4. When you are not in school, how often do you talk about ideas from your classes? 5. Overall, how interested are you in your classes?
<p>Belonging: How much students feel that they are valued members of the school community.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How much support do the adults at your school give you? 3. How much respect do students at your school show you? 4. Overall, how much do you feel like you belong at your school?

	<p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How connected do you feel to the adults at your school? 3. How much respect do students in your school show you? 4. How much do you matter to others at this school? 5. Overall, how much do you feel like you belong at your school?
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Student Survey Participation:

The Panorama Student Survey is broken down into two component areas; Student Competency and Well-Being Measures (Challenging Feelings, Emotional Regulation, Positive Feelings, and Supportive Relationships) and Student Supports + Environment (Engagement and Belonging). A breakdown of the student participation in the survey is shared in the table below. Participation rates were about 20% higher for both component areas as compared to last year’s survey participation.

	Total	Grades 3-5	Grades 6-12
Student Competency and Well-Being Measures	4,822 (72%)	1,708 (90%)	3,114 (66%)
Student Supports + Environment	4,461 (67%)	1,635 (86%)	2,826 (60%)

*Percentages represent percent of enrolled students

Grades 3-5 Key Takeaways - Celebrations

- Student participation in the survey increased by about 20% for grades 3-5.
- Students in grades 3-5 maintained similar levels of favorable responses in the areas of Supportive Relationships, Challenging Feelings, Emotion Regulation, and Engagement as last school.
- Baseline data collected about Sense of Belonging indicates that students in grades 3-5 reported favorable ratings at the 80th percentile nationally.

Grades 3-5 Key Takeaways - Areas for Improvement

- Students in grades 3-5 indicated a decrease in favorability in their ratings of Positive Feelings. This means that students in grades 3-5 report having feelings such as excitement, happiness, love, and safety at a lower level than last school year. However, it should be noted that student ratings were still within the 90th percentile nationally.

Grades 6-12 Key Takeaways - Celebrations

- Student participation in the survey increased by about 20% for grades 6-12.
- Students in grades 6-12 maintained similar levels of favorable responses in the areas of Positive Feelings and Engagement as last school year.

- Students in grades 6-12 reported increased favorable ratings in the areas of Supportive Relationships and Emotion Regulation.
 - An increase in the area of Supportive Relationships means that, compared to last school year, students in grades 6-12 reported feeling more strongly that they have adults and peers that they can count on for help and support.
 - An increase in the area of Emotion Regulation means that, compared to last school year, students in grades 6-12 reported feeling more strongly that they were able to maintain emotional control and regulate their emotions when needed.

Grades 6-12 Key Takeaways - Areas for Improvement

- Students in grades 6-12 reported decreased favorable ratings in the area of Challenging Feelings.
 - This means that students in grades 6-12 report having feelings such as anger, loneliness, sadness, worry, and frustration at a higher level than last school year. It should be noted, however, that student ratings are still within the 90th percentile nationally.
 - Baseline data collected about Sense of Belonging indicates that students in grades 6-12 reported favorable ratings at the 30th percentile nationally. This means that there is room for growth in ensuring students in grades 6-12 feel connected to school, respected, and that they matter at school.

Panorama Staff Survey:

The staff Panorama survey was administered to all EPS licensed staff from March 27 through April 8, 2023. The staff survey asked questions within the broad category of School Climate. New for 2023, staff also answered questions related to Belonging and the entire survey required about ten minutes to complete. More information about the topic areas that staff will be answering can be viewed below.

Table 2.0 - Questions:

Topic:	Questions:
<p>School Climate: Perceptions of the overall social and learning climate of the school.</p>	<ol style="list-style-type: none"> 1. On most days, how enthusiastic are the students about being at school? 2. To what extent are teachers trusted to teach in the way they think is best? 3. How positive are the attitudes of your colleagues? 4. How supportive are students in their interactions with each other? 5. How respectful are the relationships between teachers and students? 6. How optimistic are you that your school will improve in the future? 7. How often do you see students helping each other without being prompted?

	8. When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? 9. Overall, how positive is the working environment at your school?
Belonging: How much faculty and staff feel that they are valued members of the school community.	1. How well do your colleagues at school understand you as a person? 2. How connected do you feel to other adults at your school? 3. How much respect do colleagues in your school show you? 4. How much do you matter to others at your school? 5. Overall, how much do you feel like you belong at your school?

Staff Survey Participation:

	2021 Total	2022 Total	2023 Total
Staff Climate and Belonging	Survey Not Given	397 (62%)	538 (77%)

*Percentages represent percent of licensed staff employed

Staff free responses to open ended questions categorized by theme:

- Leadership Concerns: Feeling Valued, Having a Voice, Trust, More Teacher Autonomy, Communication, Change Management
- Overwhelmed/Intense Workload: Student Attendance Issues and Student Behaviors; Smaller Class Sizes; Equity Concerns for Students; More Classroom Supports such as Paras, Interventions, Training; Fair Contract
- Positive Site Climate and Appreciation for my Principal

Panorama Staff Data Key Takeaways

- Staff reported increased favorable ratings in the area of School Climate compared to last school year however, ratings are still within the 20th percentile nationally
- Baseline data collected about Sense of Belonging indicates that staff reported favorable ratings at the 40th percentile nationally. This means there is room for growth in ensuring that staff feel connected to their colleagues, respected, and that they matter in their school buildings.

Employee Engagement Survey Background Information

A new survey was used this spring to measure employee engagement across all employee groups. The survey allowed for all employee groups to share their voices and provide feedback regarding their level of engagement, connection to colleagues, growth opportunities, and overall satisfaction from the work they do. The purpose of collecting this information was to measure

how engaged employees are with their work and within our school district as a workplace. This data will assist the school district to identify areas where it can improve as an employer and repeated annual collection of the data will help determine the effectiveness of applied strategies. By prioritizing employee engagement, the school district has aimed to create a more positive and productive work environment to both aid in the recruitment and retention of its valuable EPS team members.

Employee Engagement Survey Questions

The fifteen questions found on this survey centered on three key categories, which are detailed below:

Employee Connection to Mission and Their Job: Having the right resources, knowing what is expected of them, perception of others' commitment, and overall sense of engagement.
Feeling Connected: Feeling cared for, recognized for accomplishments, having a voice, and feeling connected to the team.
Opportunities to Learn and Grow: Frequent feedback, opportunity to do your best work, feeling of encouragement and support at work, and values employee development.

The questions were designed to be asked every year to provide a baseline for employee engagement levels.

Supporting Research

Studies show that engaged employees are happier, healthier, and more comfortable in their workplaces. They produce at a higher level than disengaged employees and experience lower absenteeism rates. Disengaged employees tend to lack any commitment to their workplace and often perform at a low level and rarely contribute in a positive way. According to Gallup's 2022 data collection, only 32% of employees are "actively engaged," which is defined to mean "involved in and enthusiastic about their work and workplace." Approximately 18% of employees are "actively disengaged" according to Gallup's research. Data gathered through the use of employee engagement surveys can be used to initiate conversations between employers and employees with the goal of improving engagement levels. Regularly gathering feedback from employees about areas where their needs are and are not being met provides an employer insight into common ways it might be able to maintain and improve the level of employee engagement.

Outcomes:

Employee Engagement Survey Participation

A total of 732 EPS employees completed the survey with representation from every employee group, which is approximately 55% of the district's 1,327 benefits-eligible employees. A breakdown of employee participation by employee group is listed below:

Employee Group	Number of Employee Participants
Administrative (EAC, Non-Affiliated, SAC)	34

Community Education	39
Custodial and Grounds	15
EPASS	30
Paraprofessional, Health Service Associates	89
Supervisory, Confidential, and Other Support Staff	29
Teacher (Classroom, Non Classroom, Non Community Education)	485
Transportation	10

Employee Engagement Data

Employee Engagement Questions (N=732)	Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher)
The vision and mission of Edina Public Schools makes me feel like my work is important.	80%
I enjoy working with my team.	90%
I have the resources I need to do my job well.	63%
I understand what is expected of me in my position.	89%
I get to use my best skills at work every day.	78%
In the last week, I have received recognition for doing good work.	51%
At least one person seems to care about me at work.	94%
There is someone at work who supports my professional growth.	77%
At work, my ideas are appreciated.	74%
My colleagues are committed to doing excellent work.	87%
I have a good friend at work.	81%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%
Edina employees have shared their expertise and experiences with me during the past year.	83%
There is someone at work who supports my growth.	78%

I feel like I belong here.	78%
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**Benchmark of 80% based on Gallup's finding that 18% of employees are actively disengaged.*

Employee Engagement Findings - Celebrations to Highlight

I enjoy working with my team.	90%
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Ninety percent of EPS employees enjoy working with their teams.

Employees want to be part of a team composed of colleagues who are working for a common goal, each giving their best efforts to achieve quality work. Leaders are key to employee engagement. Creating and maintaining a trusting relationship built on mutual respect is imperative to employee engagement.

I understand what is expected of me in my position.	89%
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Eighty-nine percent of EPS employees report an understanding of what is expected of them in their position.

Knowing what is expected of them is fundamental to employees feeling competent and effective in their jobs. If uncertain about what is expected of them, employees cannot give their best efforts, often become frustrated resulting in lower productivity, and ultimately may leave the organization.

At least one person seems to care about me at work.	94%
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Ninety-four percent of EPS employees report at least one person cares about them in their workplace.

Employees need to know that someone cares about them in the workplace to feel safe and willing to put forth their best efforts. They are more likely to innovate, engage in creative thinking, and share their results with colleagues. They trust first and are prepared to give their supervisor and/or organization the benefit of the doubt when managing organizational change.

Employee Engagement Findings - Opportunities for Improvement

In the last week, I have received recognition for doing good work.	51%
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Forty-nine percent of employees reported they did not receive regular recognition for doing good work.

Employees who do not feel adequately recognized for their contributions are likely to leave the organization. Workplace recognition makes employees feel valued for the work they do and

motivates them to continue to perform at a high level. Recognition encourages other employees to perform as it sends a message about what success looks like in an organization.

A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%
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Thirty-two percent of employees reported they had not received feedback about their performance this year.

Employees want feedback on how they perform their position duties and how their work is perceived by others. They want to learn ways to advance their skills and desire meaningful and frequent feedback.

I have the resources I need to do my job well.	63%
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Only sixty-three percent of employees reported they had the resources to do their jobs well.

Being asked to perform a job without all the necessary resources being made available causes job stress and frustration, which in turn can lead to burnout and a negative impact on employee engagement. The resources necessary are not limited to physical materials, equipment and supplies. Required resources also include information and time.

Sources:

Buckle, J. *Social-Emotional Learning (SEL): Everything You Need to Know*. Panorama Education. Retrieved on February 14, 2023 from <https://www.panoramaed.com/blog/social-emotional-learning-sel>.

Gallup. *What is Employee Engagement and How Do You Improve it?* Retrieved on February 15, 2023 from <https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>.

Gallup. *U.S. Employee Engagement Needs a Rebound in 2023*. Retrieved on February 17, 2023 from <https://www.gallup.com/workplace/468233/employee-engagement-needs-rebound-2023.aspx>.

Panorama Education. (2016). *Reliability and Validity of Panorama's Social-Emotional Learning Measures*. <https://panorama-www.s3.amazonaws.com/files/sel/SEL-Validity-Report.pdf>.