



Employee Opinion Survey Report

HUNTSVILLE ISD

December 2009

HR Services

Texas Association of School Boards

Austin, Texas



**Employee Opinion Survey Report
for
Huntsville ISD**

December 2009

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INTRODUCTION AND METHODOLOGY

Introduction and Methodology

Introduction

In October 2009, the Huntsville Independent School District (HISD) contracted with HR Services of the Texas Association of School Boards (TASB) to independently poll the opinions and perceptions of District staff about their jobs and the District as a whole. The survey was conducted to provide HISD leaders with input on employee job satisfaction.

Methodology

In collaboration with Huntsville ISD, TASB developed the online survey. When the survey questionnaire was finalized, the District sent an e-mail to HISD staff with internet access and provided printed questionnaires to employees who did not have electronic access requesting their participation.

The survey questionnaire contained eight categories of questions to gather data about the following:

- Demographics
- Job Satisfaction
- Support from Coworkers
- Working Conditions
- Compensation and Benefits
- District Communications
- Supervisor Support
- District/Campus Support

A copy of the survey document is included in the Appendix of this report.

Survey Population

Invitations to participate in the survey were sent to 897 Huntsville ISD staff members on November 19, 2009. Paper copies of the survey were made available to those employees without direct access to the internet through their jobs. District employees were given until December 7, 2009, to complete the survey, which was submitted anonymously to TASB.

Six hundred forty-nine (649) employees participated in the survey for a total response rate of 72%. All questions were not answered by all respondents. Therefore, the number of respondents varies from question to question.

While TASB is confident in the data and the analysis, the results presented in this report are only truly representative of the sample of Huntsville ISD employees responding to the survey. Therefore, caution should be used in generalizing the results beyond this group.

Analysis

Some responses were combined for purposes of analysis. For example, “Strongly Agree” and “Agree” responses were combined to indicate a *positive* response.

SURVEY RESPONDENT DEMOGRAPHICS

Survey Respondent Demographics

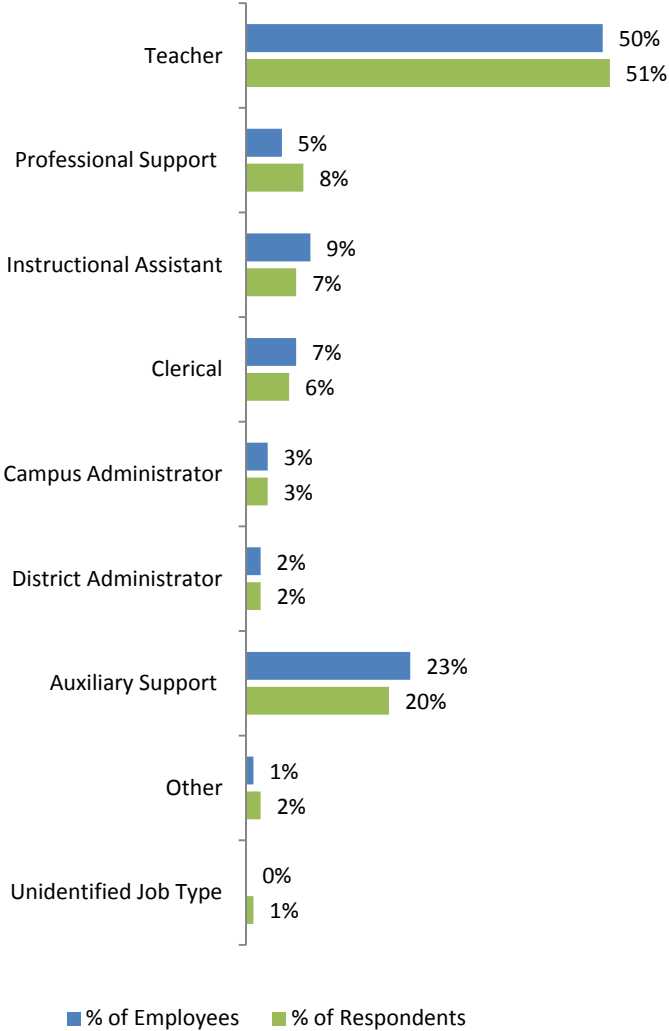
Participation by Job Type

- A total of 649 surveys were completed and submitted, yielding a response rate of 72%.
- The participation rate by job type was consistent with the percentage of employees in each job type in the District.
- The largest employee group responding to the survey was the teacher group (51% of the total respondents and 74% of all teachers employed by the district).
- Because the majority of the respondents were teachers, summary responses for the district overall were influenced by the opinions of this employee group.
- One (1) percent of the respondents did not identify themselves by job type.
- One hundred (100) percent of the campus administrators submitted surveys.
 - Fifty-one (51) employees identified themselves as professional support staff, compared to the 47 employees designated as such by the District.

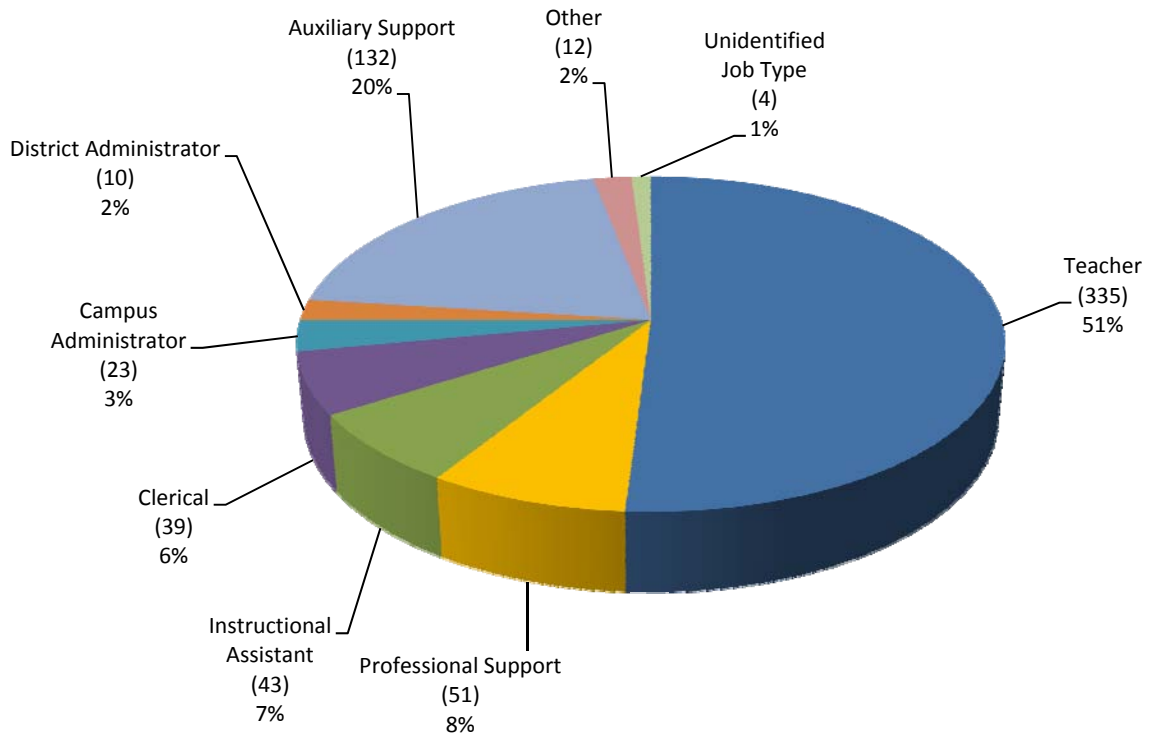
Participation by Job Type

Job Type	# of Employees	% of Employees	# of Respondents	% of Respondents	Participation Rate (%)
Teacher	454	50	335	51	74
Professional Support	47	5	51	8	109
Instructional Assistant	84	9	43	7	51
Clerical	60	7	39	6	65
Campus Administrator	23	3	23	3	100
District Administrator	15	2	10	2	67
Auxiliary Support	208	23	132	20	63
Other	6	1	12	2	200
Unidentified Job Type	N/A	N/A	4	1	N/A
Total	897	100	649	100	72

Comparative Representation by Job Type Employees/Respondents



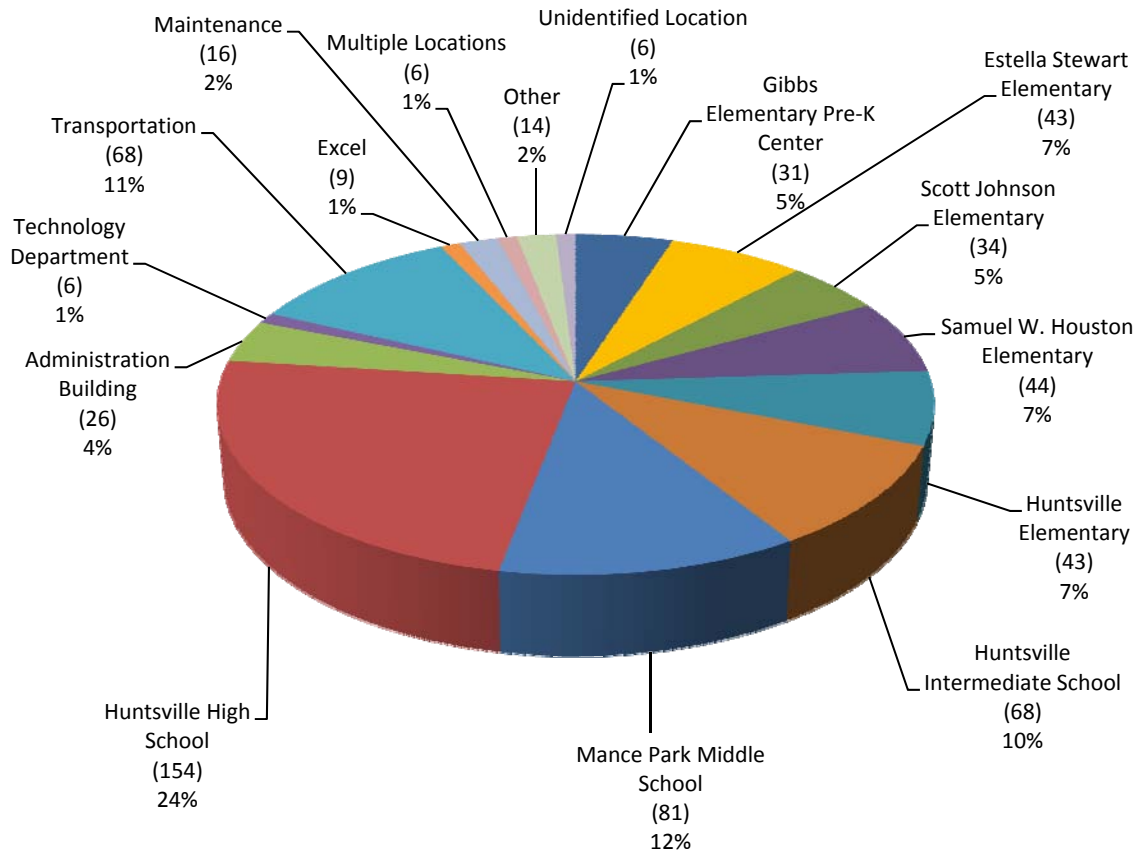
Participation by Job Type



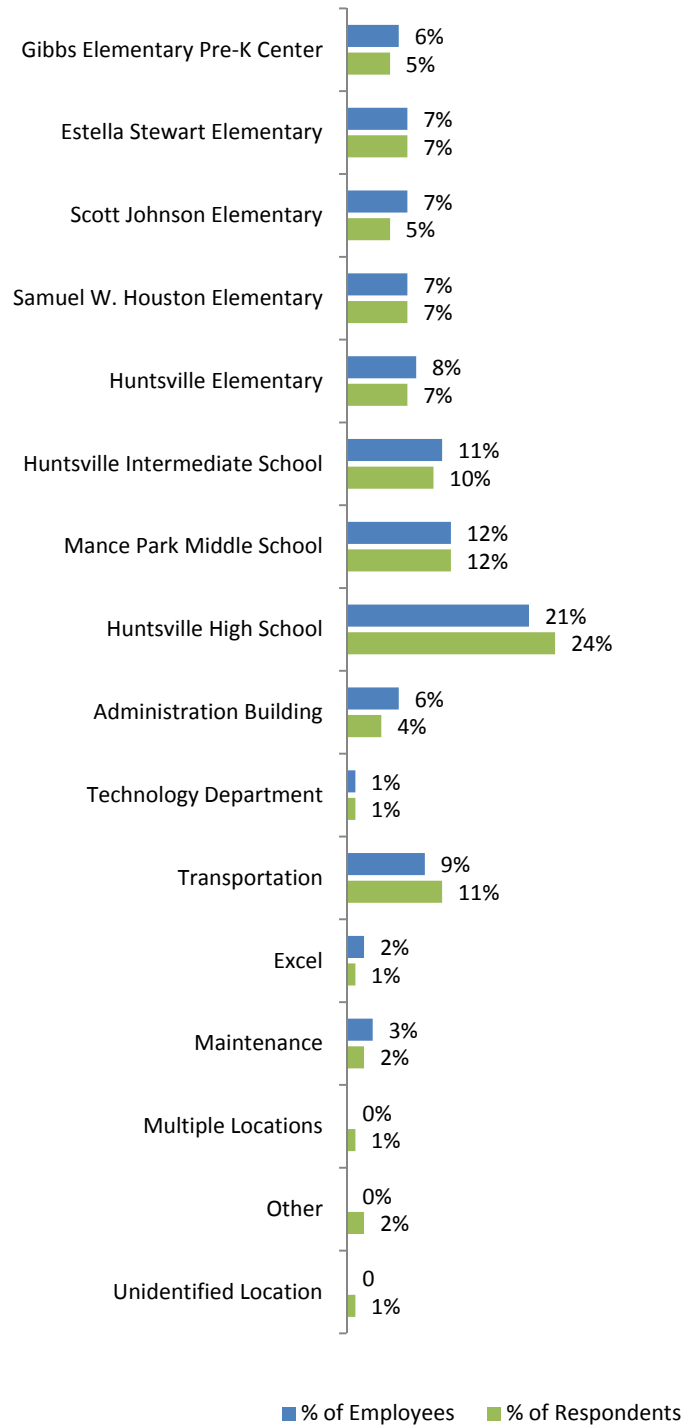
Participation by Work Location

- Seventy-seven (77) percent of the survey respondents worked at one of the school campuses.
- The participation by work location was consistent with the percentage of employees housed at each work location in the District.
- Transportation had the highest employee participation rate of all work locations with 83% participation, followed closely by Huntsville High School (80%) and Mance Park Middle School (76%).
- The Administration Building had the lowest participation rate with 51% of the employees assigned to that location participating in the survey.
- Six (6) respondents, one percent of the participants, reported working at multiple locations.
- One (1) percent of the respondents did not identify themselves by work location.

Participation by Work Location



Comparative Representation by Work Location



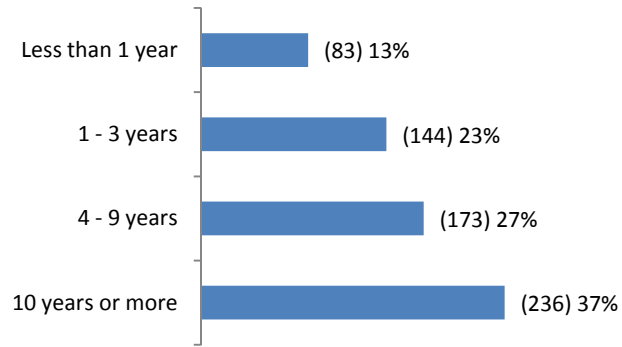
Participation by Work Location

Location	# of Employees	% of Employees	# of Respondents	% of Respondents	Participation Rate (%)
Gibbs Elementary Pre-K Center	56	6	31	5	55
Estella Stewart Elementary	66	7	43	7	65
Scott Johnson Elementary	64	7	34	5	53
Samuel W. Houston Elementary	64	7	44	7	69
Huntsville Elementary	70	8	43	7	61
Huntsville Intermediate School	94	11	68	10	72
Mance Park Middle School	107	12	81	12	76
Huntsville High School	192	21	154	24	80
Administration Building	51	6	26	4	51
Technology Department	8	1	6	1	75
Transportation	82	9	68	11	83
Excel	14	2	9	1	64
Maintenance	26	3	16	2	62
Multiple Locations	N/A	N/A	6	1	N/A
Other	3	0	14	2	N/A
Unidentified Location	N/A	N/A	6	1	N/A
Total	897	100	649	100	72

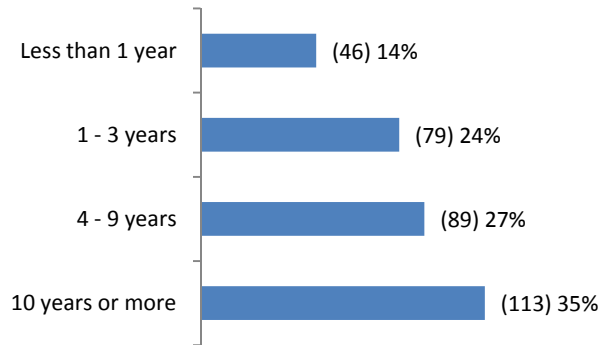
Participation by Length of Employment

- Sixty-four (64) percent of the workforce has been employed by Huntsville ISD for four years or more.
- The distribution by length of employment of participating teachers was similar to that of the respondents as a whole.
- The largest group (37%) of the respondents worked for the District for 10 or more years.

Participation by Length of Employment (All Respondents)



Participation by Length of Employment (Teachers Only)



FINDINGS

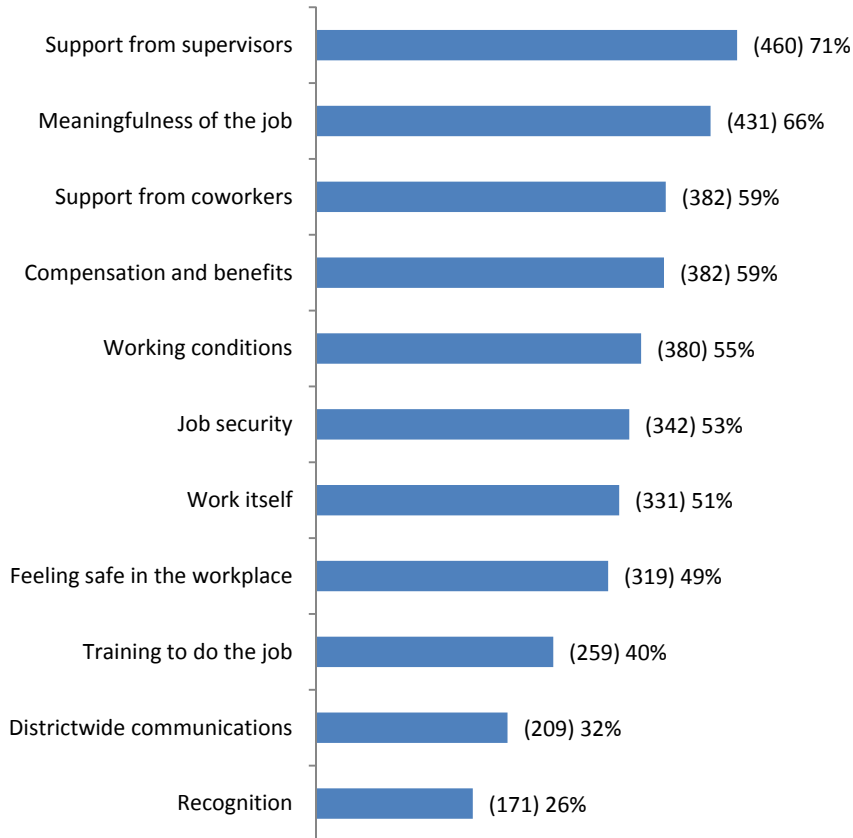
Findings

Data analysis was based on the survey responses submitted to TASB from 649 employees received by December 8, 2009. Not all questions were answered by every participant.

Job Satisfaction

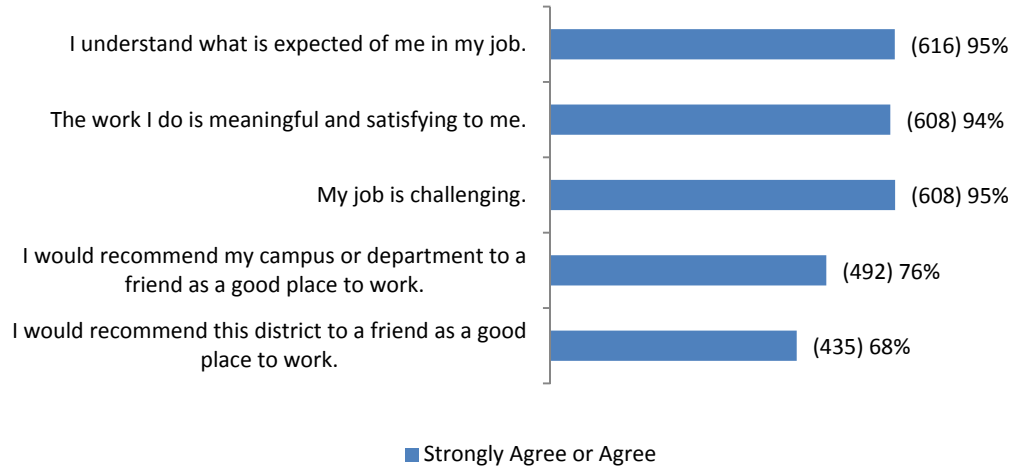
- Huntsville ISD employees responded favorably regarding job satisfaction.
- Respondents indicated that support from supervisors (71%), meaningfulness of job (66%), support from coworkers (59%), and compensation and benefits (59%) were the most important aspects leading to their job satisfaction.
- More than 90% of the respondents understand what is expected of them in their job (95%), find the work they do meaningful and satisfying (94%), and feel their job is challenging (95%).
- Of those surveyed, 76% would recommend their campus or department and 68% would recommend the district to a friend as a good place to work.

Aspects of Job Satisfaction



Note: Chart data represents the percentage of respondents citing each aspect of job satisfaction.

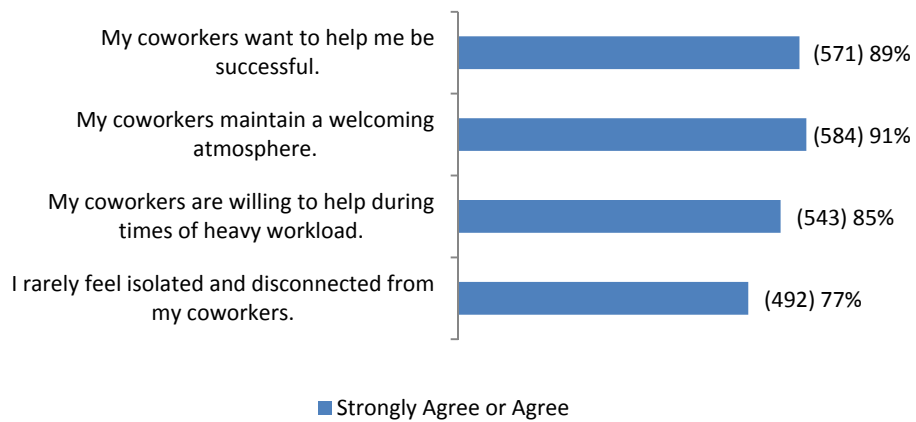
Job Satisfaction



Support from Coworkers

- The participating employees indicated they have the support of their coworkers and have a sense of camaraderie within their work group, with 77% or more responding positively to each of the four statements.

Support from Coworkers

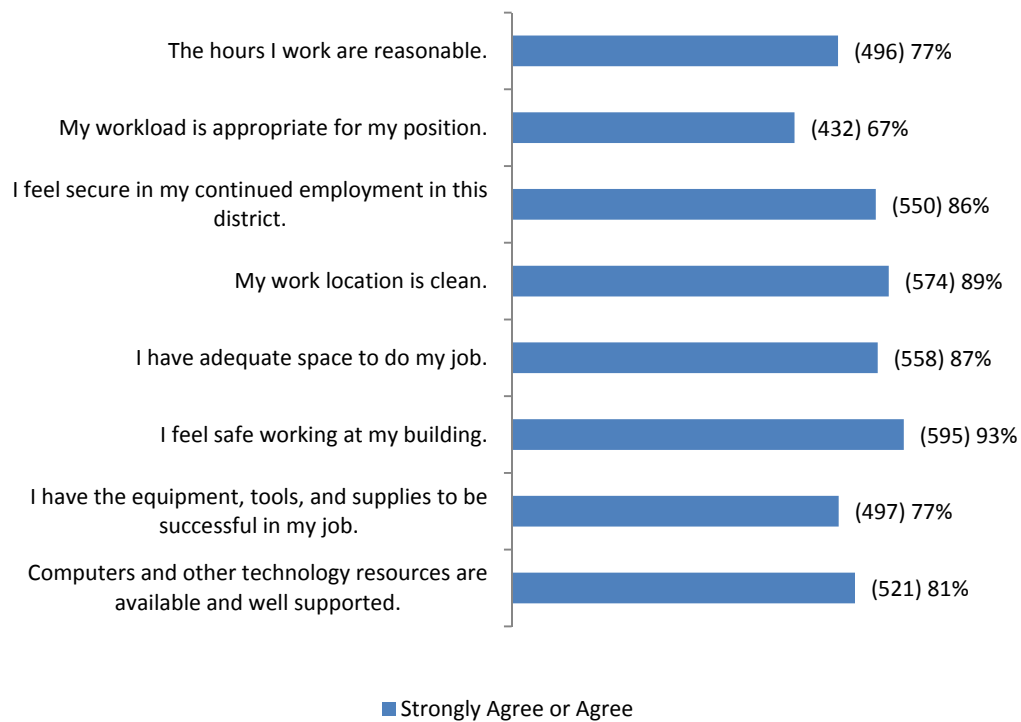


Working Conditions

- Overall, Huntsville ISD employees expressed satisfaction with their working conditions.
- Ninety-three (93) percent of the respondents said they felt safe working at their building.

- More than 85% of those surveyed indicated that their work area was clean (89%), they have adequate space to do their job (87%), and they feel secure in their continued employment in the district (86%).
- More than 75% of the respondents indicated that computers and other technology resources are available and well supported (81%); they have the equipment, tools, and supplies to be successful in their job (77%); and the hours they work are reasonable (77%).
- Sixty-seven (67) percent of respondents agreed that the workload is appropriate for their position.

Working Conditions

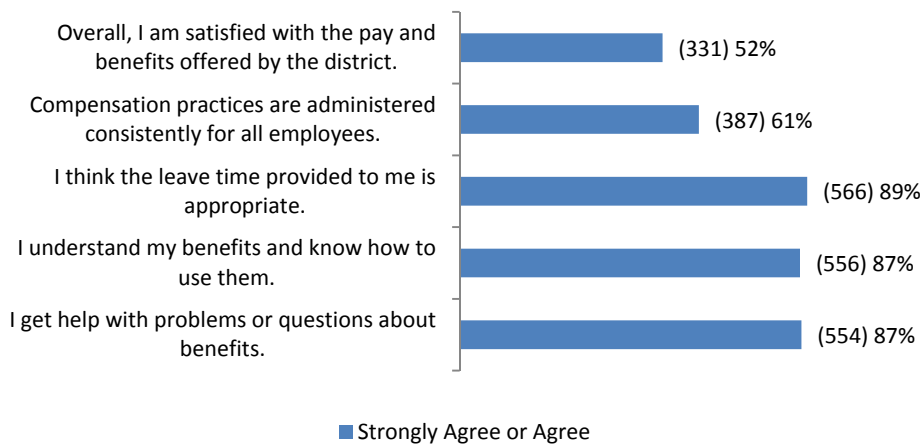


Compensation and Benefits

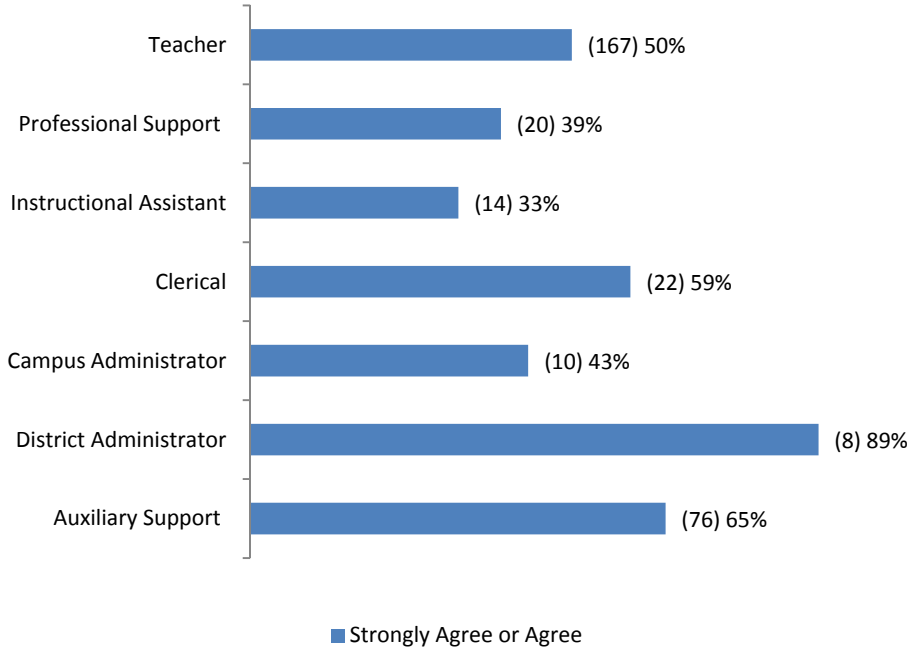
- The agreement level of respondents to statements about compensation and benefits varied widely from statement to statement and among job categories.
- Eighty-five (85) percent or more of the respondents agreed that the leave time provided to them is appropriate (89%), they understand their benefits and know how to use them (87%), and they get help with problems or questions about benefits (87%).
- Fifty-two (52) percent or more of the respondents felt overall satisfaction with the pay and benefits offered by the district (52%) and that compensation practices are administered consistently for all employees (61%).

- Ten (10) percent of the employees responding to the statement about consistency of compensation practices indicated that they had no opinion or the statement was not applicable to them.
- Fifty (50) percent or more of the teachers who responded felt that, overall, they were satisfied with the pay and benefits offered by the district (50%) and compensation practices are administered consistently for all employees (60%).
- District administrators were more likely to agree that overall, they were satisfied with the pay and benefits offered by the district (89%).
- Instructional assistants were least likely to agree with the same statement (33%).
- Auxiliary support staff were more likely to agree that compensation practices are administered consistently for all employees (75%).
- Campus administrators were least likely to agree with that statement (23%).

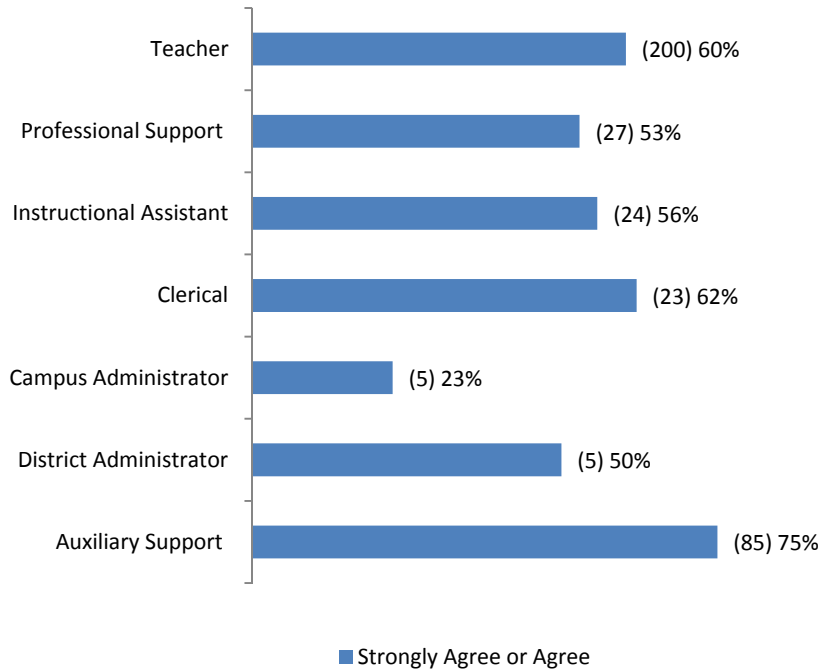
Compensation and Benefits



Overall, I am satisfied with the pay and benefits offered by the District.



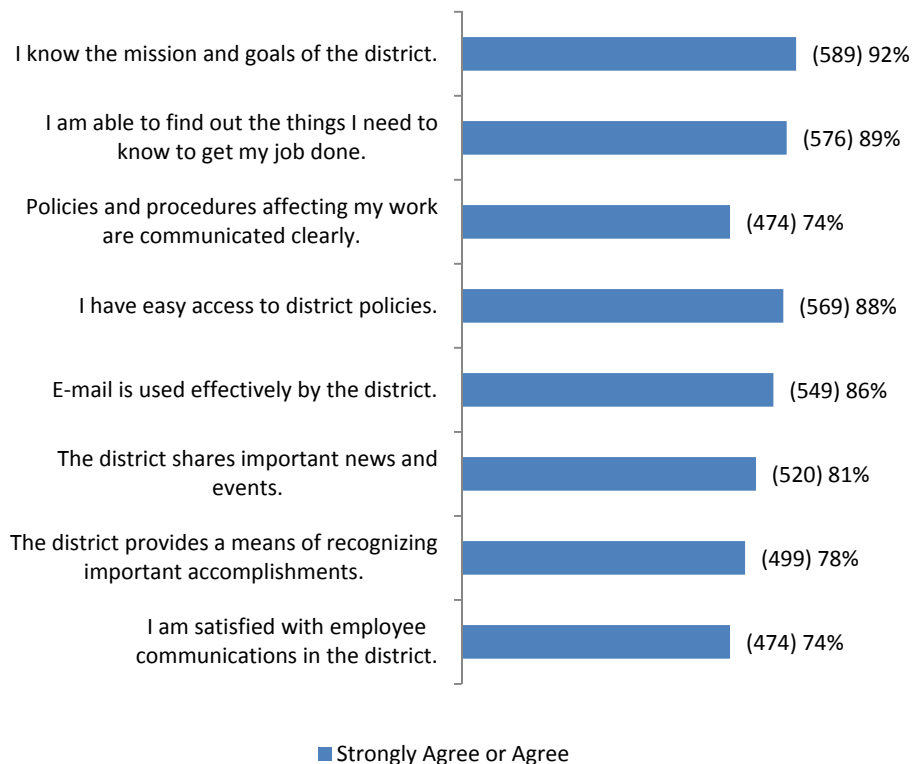
Compensation practices are administered consistently for all employees.



District Communications

- More than 70% of Huntsville ISD employees are satisfied with district communications in all areas surveyed.
- Ninety-two (92) percent of the respondents know the mission and goals of the district.
- Eighty-five (85) percent or more of the respondents indicated that they are able to find out the things they need to know to get their job done (89%), they have easy access to district policies (88%), and e-mail is used effectively by the district (86%).
- More than 70% of the respondents agreed that the district shares important news and events (81%), the district provides a means of recognizing important accomplishments (78%), policies and procedures affecting their work are communicated clearly (74%), and they are satisfied with employee communications in the district (74%).

District Communications

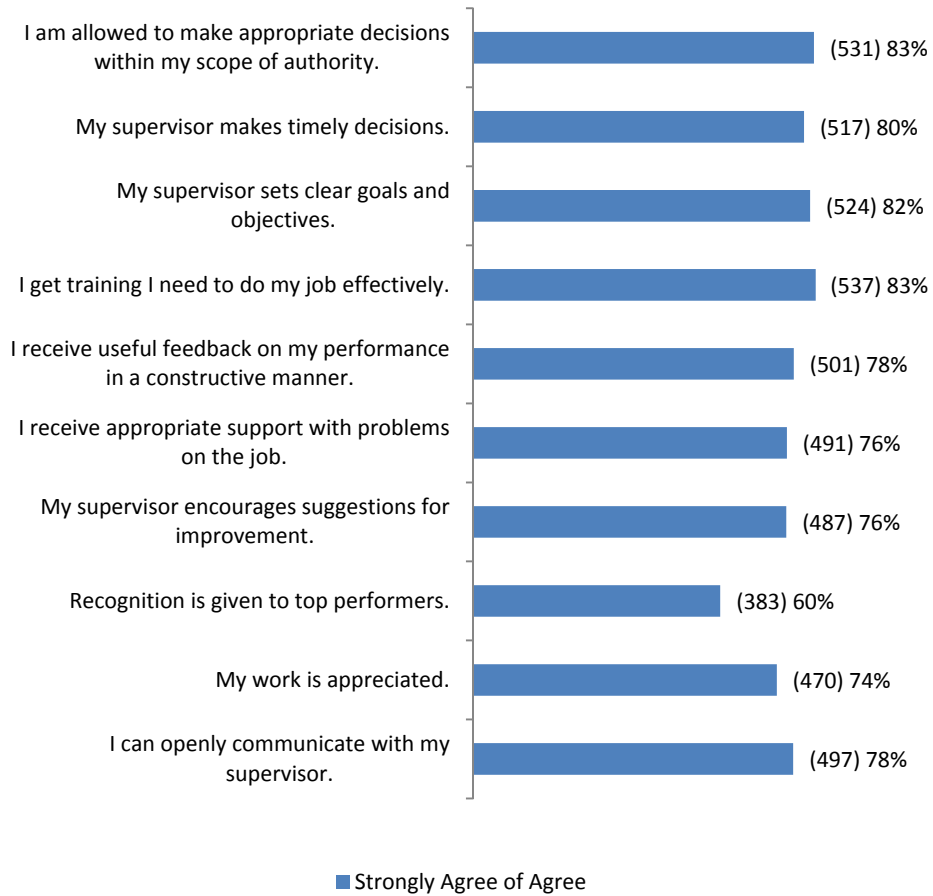


Supervisor Support

- More than 70% of Huntsville ISD survey respondents reported that they received support from their supervisor in nine of the ten areas surveyed.
- Eighty-three (83) percent of the respondents indicated that they are allowed to make appropriate decisions within their scope of authority and they get the training they need to do their job effectively.

- Eighty (80) percent or more of the respondents said their supervisor sets clear goals and objectives (82%) and makes timely decisions (80%).
- At least seventy (70) percent of the respondents agreed that they receive useful feedback on their job performance in a constructive manner, they can openly communicate with their supervisor, they receive appropriate support with problems on the job, their supervisor encourages suggestions for improvement, and their work is appreciated.
- Respondents were less likely to agree that recognition is given to top performers (60%).

Supervisory Characteristics

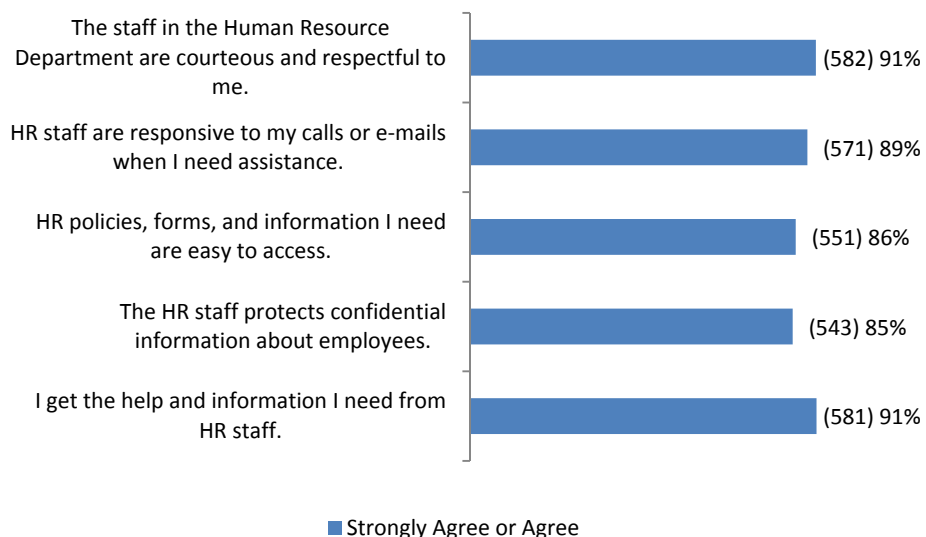


District/Campus Support

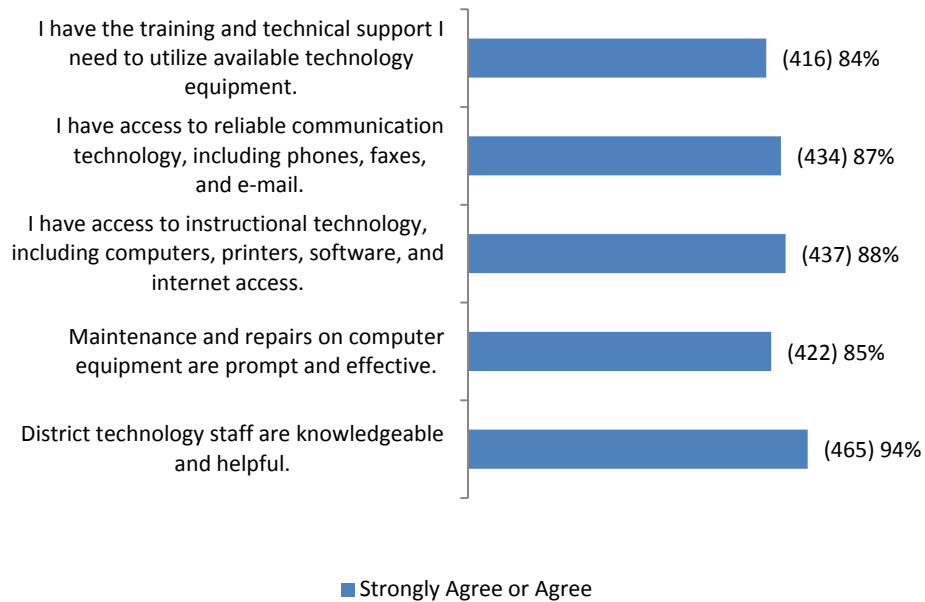
Participants were asked a series of questions related to the service and support they receive from various departments in the District and on the campus.

- Ninety-one (91) percent or more of the respondents indicated that the HR staff are courteous and respectful and they get the help and information they need from HR staff.
- Eighty-five (85) percent or more reported that HR staff are responsive to calls or e-mails (89%); policies, forms, and information are easy to access (86%); and HR staff protects confidential information about employees (85%).
- Eighty-four (84) percent or more of the respondents indicated that they received technology support in all of the five areas surveyed.
 - Ninety-four (94) percent of the respondents said that district technology staff are knowledgeable and helpful.
 - The respondents reported that they have access to instructional technology, including computers, printers, software, and the internet (88%); they have access to reliable communication technology, including phone, faxes, and e-mail (87%); maintenance and repairs on computer equipment are prompt and effective (85%); and they have the training and technical support they need to utilize available technology equipment (84%).
 - Survey respondents who identified their job type as “auxiliary support” or “other” did not answer the questions on technology support.

Human Resource Service and Support



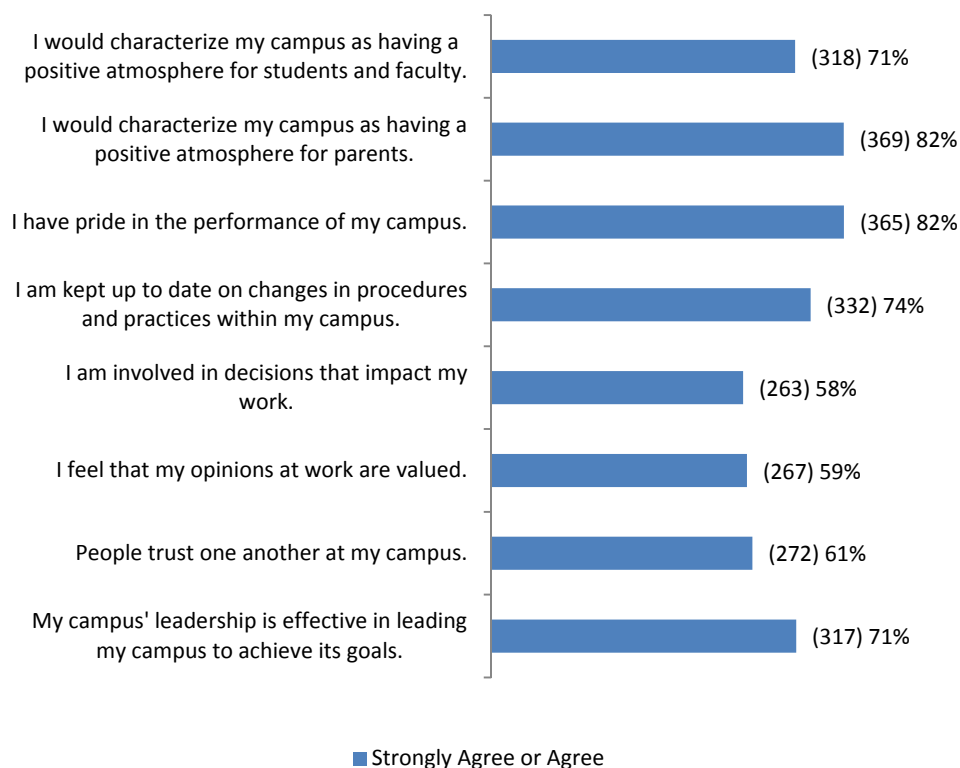
Technology Service and Support



Only teachers, professional support staff, and instructional assistants participated in the survey questions on campus environment.

- The majority of those responding to the survey strongly agreed or agreed with statements in all of the areas surveyed.
 - Eight-two (82) percent of the respondents reported that they would characterize their campus as having a positive atmosphere for parents and they have pride in the performance of their campus.
 - More than 70% of the respondents indicated that they were kept up to date on changes in procedures and practices within their campus (74%), they would characterize their campus as having a positive atmosphere for students and faculty (71%), and their campus' leadership is effective in leading their campus to achieve its goals (71%).
 - Respondents were less likely to agree that they are involved in decisions that impact their work (58%), they feel that their opinions at work are valued (59%), and people trust one another at their campus (61%).

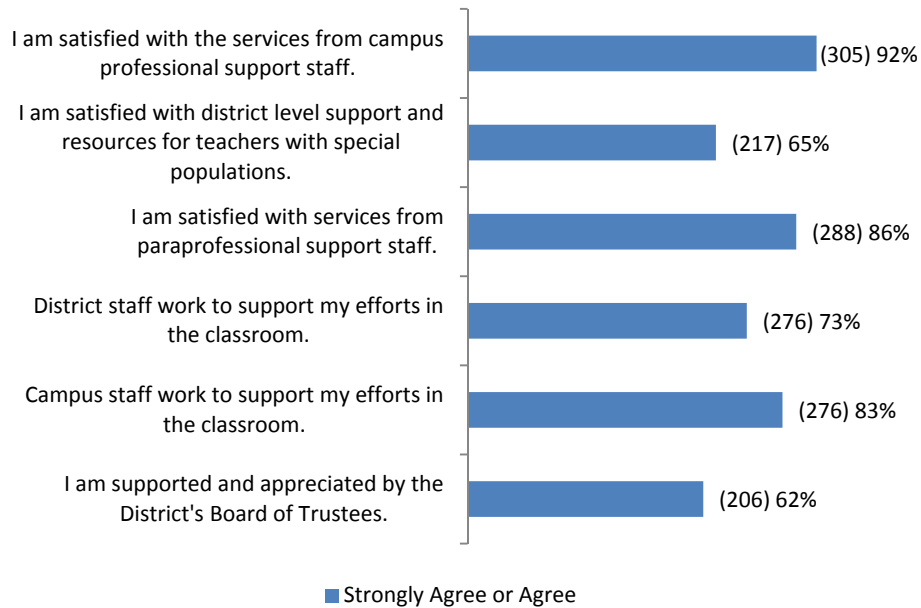
Campus Environment



Only teachers participated in the survey questions on teacher support, curriculum and instruction support, and student discipline support.

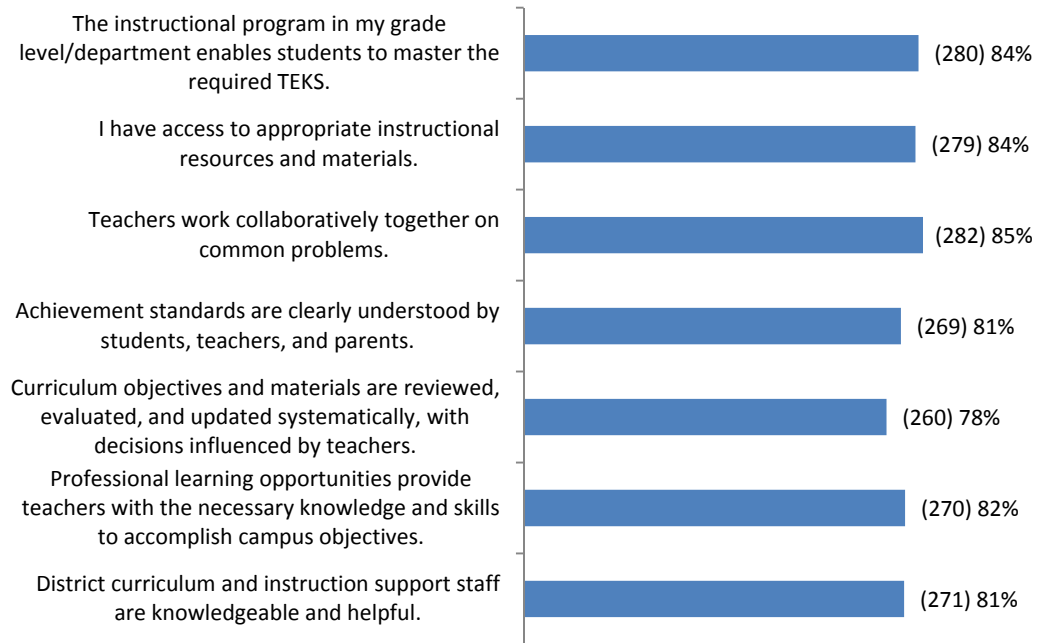
- Seventy (70) percent or more of the teachers strongly agreed or agreed with four of the six statements related to teacher support.
 - Ninety-two (92) percent of the teacher respondents indicated they were satisfied with services from campus support staff.
 - More than 70% of the teachers reported being satisfied with services from paraprofessional support staff (86%), and feeling that campus staff (83%) and district staff (73%) work to support their efforts in the classroom.
 - Sixty-five (65) percent of the respondents indicated that they are satisfied with district level support and resources for teachers with special populations.
 - The majority of teachers responding (62%) indicated that they feel supported and appreciated by the District's Board of Trustees.
 - Twenty (20) percent of the teachers responding to this statement expressed no opinion or considered the statement not applicable.

Teacher Support



- Eighty-five (85) percent of the respondents agreed that teachers work collaboratively on common problems.
- Eighty-four (84) percent of the teachers indicated that the instructional program in their grade level or department enables students to master the required TEKS and they have access to appropriate instructional resources and materials.
- More than 80% of the teachers responding said professional learning opportunities provide teachers with the necessary knowledge and skills to accomplish campus objectives (82%); achievement standards are clearly understood by students, teachers, and parents (81%); and district curriculum and instruction support staff are knowledgeable and helpful (81%).
- Seventy-eight (78) percent of the teachers agreed that curriculum objectives and materials are reviewed, evaluated, and updated systematically, with decisions influenced by teachers.

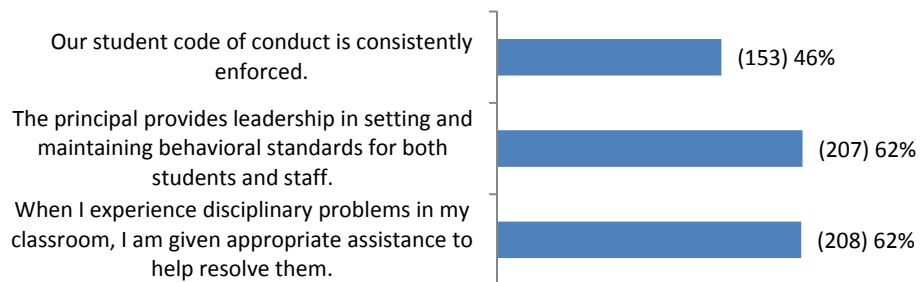
Curriculum and Instruction Service and Support



■ Strongly Agree or Agree

- Sixty-two (62) percent of teachers responding agreed that the principal provides leadership in setting and maintaining behavioral standards for both students and staff and when they experience disciplinary problems in the classroom, they are given appropriate assistance to resolve them.
- Forty-six (46) percent of the teachers indicated that the student code of conduct is consistently enforced.

Student Discipline Support



■ Strongly Agree or Agree

Comments and Suggestions for Improvement

Additional comments were provided by 197 respondents—30% of the survey participants.

- Seventeen (17) percent of the comments were specific accolades for other employees including coworkers, professional support staff, principals, assistant principals, instructional aides, and supervisors.
- Several employees expressed their appreciation for the opportunity to share their opinions.
- Participants offered a wide range of suggestions including the following:

Leadership

- Encourage leaders at all levels including the superintendent, central office, campus, and curriculum support to reevaluate personal leadership styles. Train leaders to establish trust through open communication without fear of retaliation and to treat others with professionalism and respect.
- Avoid favoritism in terms of how both employees and programs are treated.
- Improve communication. Make sure all staff members are aware of critical incidents and situations, so they are prepared to handle questions appropriately. Avoid using information or the withholding of information as a management tool.
- Lead by example and model behaviors such as being at work on time, attending meetings as promised, and being accessible to employees when on campus.
- Enable principals to spend more time on campus and to be more visible to faculty, students, and parents.

Teacher Support

- Reassess teacher paperwork requirements, particularly those related to data analysis, to reduce redundancy. Consider developing a computer program that will report data in a usable format and provide that information to teachers for their use, allowing them to spend more time planning instruction rather than completing reports.
- Support classroom discipline. Develop a discipline system with a graduated set of consequences. Consistently and fairly apply student discipline and expect all teachers and administrators to enforce policies and procedures. Re-evaluate detention and suspension programs with consideration for student achievement, making sure that students are not missing academic classes to attend detention during the school day. Consider reinstating in-school suspension at the elementary level to provide an alternative for students whose behavior is preventing learning for other students in the class but still ensure that learning for the misbehaving student is not interrupted, putting the child further behind when he or she returns to the classroom.
- Limit the amount of time teachers are pulled out of the classroom for meetings. Plan meetings for effective and efficient use of time.
- Improve scheduling to make sure that students are assigned to the appropriate classes for their learning levels and that any needed adjustments are made quickly to prevent lost class time for students.

- Reassess class sizes and provide appropriate support including sufficient workbooks, desks, and staffing to meet the needs of the students.
- Reserve teacher conference time for parent conferences and preparation.

Curriculum and Instruction

- Re-evaluate the math curriculum. Consider slowing the pace and making changes to guarantee that students have time to grasp the concepts before moving on to the next step.
- Encourage and consider input from teachers when developing, assessing, and applying curriculum.
- Consider increasing staff at the pre-kindergarten level to allow the use of teaching techniques appropriate to learning for that age group.

Other Suggestions

- Recognize staff for their accomplishments by valuing their opinions, encouraging their input in decisions that affect their work, and including them in campus celebrations. Schedule campus parties for times when everyone can be available to attend, and invite all campus employees including food service and custodial staff.
- Ensure that campuses are clean, particularly bathrooms, and that toilet paper and towels are adequately supplied.
- Complete a district-wide needs assessment, and allocate money for programs and equipment based on the overall needs of the district and the student population served.

APPENDIX

Huntsville ISD Employee Opinion Survey Fall 2009

1.	Job Type	
	<input type="radio"/>	Teacher
	<input type="radio"/>	Professional Support (Counselor, Diagnostician, Librarian, Nurse, Coordinator, Special Education Professional Support Staff, etc.)
	<input type="radio"/>	Instructional Assistant
	<input type="radio"/>	Clerical
	<input type="radio"/>	Campus Administrator
	<input type="radio"/>	District Administrator
	<input type="radio"/>	Auxiliary Support (Food Service, Transportation, Maintenance, etc.)
	<input type="radio"/>	Other _____

2.	Work Location	
	<input type="radio"/>	Gibbs Elementary Pre-K Center
	<input type="radio"/>	Estella Stewart Elementary
	<input type="radio"/>	Scott Johnson Elementary
	<input type="radio"/>	Samuel W. Houston Elementary
	<input type="radio"/>	Huntsville Elementary
	<input type="radio"/>	Huntsville Intermediate School
	<input type="radio"/>	Mance Park Middle School
	<input type="radio"/>	Huntsville High School
	<input type="radio"/>	Administration Building
	<input type="radio"/>	Technology Department
	<input type="radio"/>	Transportation
	<input type="radio"/>	Other _____

3.	Length of Employment in Huntsville ISD	
	<input type="radio"/>	Less than 1 year
	<input type="radio"/>	1 - 3 years
	<input type="radio"/>	4 - 9 years
	<input type="radio"/>	10 years or more

4.	Please indicate what you value as the most important aspects of job satisfaction (check all that apply).	
	<input type="checkbox"/>	Compensation and benefits
	<input type="checkbox"/>	Districtwide communications
	<input type="checkbox"/>	Feeling safe in the workplace
	<input type="checkbox"/>	Job security
	<input type="checkbox"/>	Meaningfulness of the job
	<input type="checkbox"/>	Recognition
	<input type="checkbox"/>	Support from coworkers
	<input type="checkbox"/>	Support from supervisors
	<input type="checkbox"/>	Training to do the job
	<input type="checkbox"/>	Work itself
	<input type="checkbox"/>	Working conditions

Please indicate your level of agreement with the following statements:

5.	Job Satisfaction					
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	I understand what is expected of me in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The work I do is meaningful and satisfying to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My job is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend my campus or department to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I would recommend this district to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.	Support from Coworkers					
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	My coworkers want to help me be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My coworkers maintain a welcoming atmosphere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My coworkers are willing to help during times of heavy workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I rarely feel isolated and disconnected from my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Working Conditions						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	The hours I work are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My workload is appropriate for my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel secure in my continued employment in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My work location is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have adequate space to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel safe working at my building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have the equipment, tools, and supplies to be successful in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Computers and other technology resources are available and well supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Compensation and Benefits						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	Overall, I am satisfied with the pay and benefits offered by the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Compensation practices are administered consistently for all employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I think the leave time provided to me is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I understand my benefits and know how to use them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I get help with problems or questions about benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. District Communications						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	I know the mission and goals of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am able to find out the things I need to know to get my job done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Policies and procedures affecting my work are communicated clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have easy access to district policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	E-mail is used effectively by the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district shares important news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The district provides a means of recognizing important accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with employee communications in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Human Resource Support						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	The staff in the Human Resource Department are courteous and respectful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HR staff are responsive to my calls or e-mails when I need assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	HR policies, forms, and information I need are easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The HR staff protects confidential information about employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I get the help and information I need from HR staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Supervisor Support						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	I am allowed to make appropriate decisions within my scope of authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor makes timely decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor sets clear goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I get training I need to do my job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I receive useful feedback on my performance in a constructive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I receive appropriate support with problems on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My supervisor encourages suggestions for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Recognition is given to top performers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My work is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can openly communicate with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respondents who identify themselves as Auxiliary Support or Other will skip to question 17.

12. Technology Support						
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	I have the training and technical support I need to utilize available technology equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have access to reliable communication technology, including phones, faxes, and e-mail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have access to instructional technology, including computers, printers, software, and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Maintenance and repairs on computer equipment are prompt and effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District technology staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respondents who identify themselves as Clerical or District Administrator will skip to number 17.

13. Campus Environment						
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable	
I would characterize my campus as having a positive atmosphere for students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I would characterize my campus as having a positive atmosphere for parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I have pride in the performance of my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am kept up to date on changes in procedures and practices within my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I am involved in decisions that impact my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I feel that my opinions at work are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
People trust one another at my campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
My campus' leadership is effective in leading my campus to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Only teachers will answer questions 14 through 16.

14.	Teacher Support	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable
	I am satisfied with the services from campus professional support staff. (librarian, counselor, nurse, coordinators, special education professional support staff, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with district level support and resources for teachers with special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am satisfied with services from paraprofessional support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District staff work to support my efforts in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Campus staff work to support my efforts in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am supported and appreciated by the District's Board of Trustees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Curriculum and Instruction Support						
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable	
The instructional program in my grade level/department enables students to master the required TEKS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I have access to appropriate instructional resources and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teachers work collaboratively together on common problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Achievement standards are clearly understood by students, teachers, and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Curriculum objectives and materials are reviewed, evaluated, and updated systematically, with decisions influenced by teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional learning opportunities provide teachers with the necessary knowledge and skills to accomplish campus objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
District curriculum and instruction support staff are knowledgeable and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

16. Student Discipline Support						
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Not Applicable	
Our student code of conduct is consistently enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The principal provides leadership in setting and maintaining behavioral standards for both students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
When I experience disciplinary problems in my classroom, I am given appropriate assistance to help resolve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

17. Additional Comments	

Huntsville ISD
Invitation to Participate in Survey
(Sent to Employees on November 19, 2009)

November 19, 2009

MEMORANDUM

TO: Huntsville ISD Staff
FROM: Richard Montgomery, Superintendent
RE: Employee Survey

To help us identify ways we can provide better support to you in your work, we are asking you to participate in a survey developed by the Texas Association of School Boards (TASB). Your responses to this survey will help us make decisions that are in the best interests of Huntsville ISD employees.

With the benefit of your insight, we can make more informed and effective decisions affecting you. Your participation in the survey will help us in our efforts to continue to enhance services to the staff of Huntsville ISD.

You may log on to <http://www.tasb.org/survey/hrs/huntsville/> to complete the survey now. The survey should take approximately 15 minutes to complete. When you have reached the end of the survey, be sure to click on “Submit” to ensure that your response are sent to TASB. If you are unable to complete the survey at this time, we ask that you complete it by **December 4, 2009**. You will not be required to include your name. Since all responses will be returned to and compiled by TASB, **your responses will remain anonymous.**

The TASB contact person for the survey is Ronda Bauman, ronda.bauman@tasb.org (1-800-580-7782).

We appreciate not only your time but your insight as well. Thank you for participating.

Huntsville ISD
Employee Survey Reminder #1
(Sent to Employees on November 30, 2009)

November 30, 2009

MEMORANDUM

TO: All Huntsville ISD Staff

FROM: Richard Montgomery, Superintendent

RE: Staff Survey

Just a reminder that you still have time to complete the staff survey developed by the Texas Association of School Boards for Huntsville ISD. As of last Monday over 190 of HISD employees had completed the survey. The Board of Trustees and I would really like for all employees to participate. As noted before, your responses will be absolutely confidential, and the data produced *will* be used in planning for continuous improvement.

Let me encourage you to complete the survey in order to help us identify ways to enhance services to the staff of Huntsville ISD. You may access the survey at:

<http://www.tasb.org/survey/hrs/huntsville/>

If you do not have access to a computer, or if you would feel more comfortable filling out a hard copy, we will provide you with the survey instrument and a self-addressed stamped envelope to the Texas Association of School Boards. Just let your principal or supervisor or my secretary, Carol Brown (293-2572) know.

The deadline to complete the survey is *Friday, December 4, 2009*. Thanks.

Huntsville ISD
Survey Reminder #2
(Sent to employees on December 4, 2009)

December 4, 2009

MEMORANDUM

TO: All Huntsville ISD Staff

FROM: Richard Montgomery, Superintendent

RE: Staff Survey

If you have already completed the TASB Staff Opinion Survey, let me thank you for taking the time and effort to do so. Today is the planned deadline, and we have received a good percentage of responses. However, as stated earlier the Board of Trustees and I would really like for all employees to participate. Your input is valued and will be used in decision-making for the district. Your responses will be absolutely confidential. With this in mind and to allow a little more time that you may need to participate, **we are extending the deadline to the end of the day, Monday, December 7th.**

Let me encourage you to complete the survey in order to help us identify ways to enhance services to the staff of Huntsville ISD. You may access the survey at:

<http://www.tasb.org/survey/hrs/huntsville/>

If you do not have access to a computer, or if you would feel more comfortable filling out a hard copy, we will provide you with the survey instrument and a self-addressed stamped envelope to the Texas Association of School Boards. Just let your principal or supervisor or my secretary, Carol Brown (293-2572) know.

The **extended** deadline to complete the survey is ***Monday, December 7, 2009***. Thanks.