



**GRANDVIEW
C-4 SCHOOL DISTRICT**

“Educational Excellence, Unlimited Potential”

MASA & MOSPRA Spring Conference

*Pandemic Impact on Employee Engagement:
Measuring, Analyzing & Action Planning Re-engagement*

*Dr. Kenny Rodriquez - Superintendent
Dr. Stephanie Amaya - Assistant Superintendent of HR*



GRANDVIEW
C-4 SCHOOL DISTRICT



GRANDVIEW
C-4 SCHOOL DISTRICT

State of the US

THE GREAT RESIGNATION



State of the US

The Great Resignation of 2021

The Bureau of Labor Statistics began reporting the number of U.S. workers who quit their jobs in December 2000.

In 2021, an average of more than 3.98 million workers quit their jobs each month, meaning 2021 holds the highest average on record, topping the 2019 average of 3.5 million.

The year with the lowest monthly average is 2009, which saw around 1.75 million workers quit each month—less than half the 2021 average.

4.3 million workers quit their jobs in January of 2022



US Market Study Findings in 2021

Five Main Reasons Employees Leave



State of the US Teacher

What does the data show nationally?

Prior to the pandemic:

- Typically, 8 percent of teachers leave the profession every year
- Researchers found that for every 100 teachers who indicated they would leave the profession, 34 actually left
- Those that indicated they would leave were still 27% points more likely to leave.
- Stress levels have continued to increase since 2019

*Data taken from Education Week, March 9, 2022 issue.

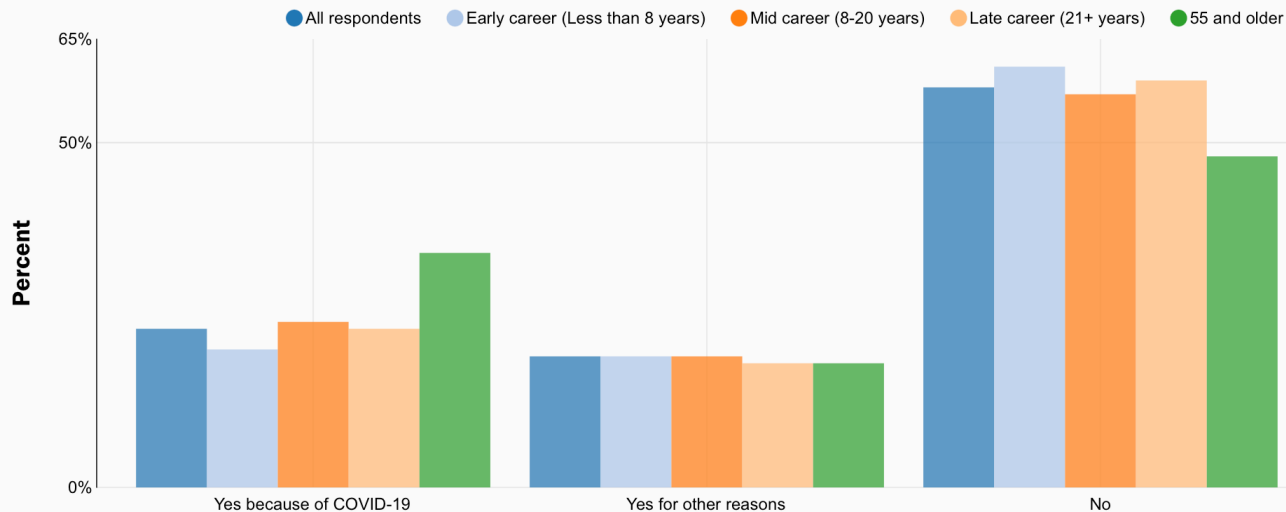


State of the US Teacher

What does the data show nationally?

Figure 2: Many teachers considered leaving or retiring during the 2020-2021 academic year

In response to: "Did you consider leaving or retiring from your current position as a teacher in the last year?"



Data via a survey of 1,045 teachers administered in March 2021.

Zamarro, G., Camp, A., Fuchsman, D., & McGee, J. B. (2021). *Understanding how*

G COVID-19 has Changed Teachers' Chances of Remaining in the Classroom.

C Education Reform Faculty and Graduate Students Publications.

BROOKINGS

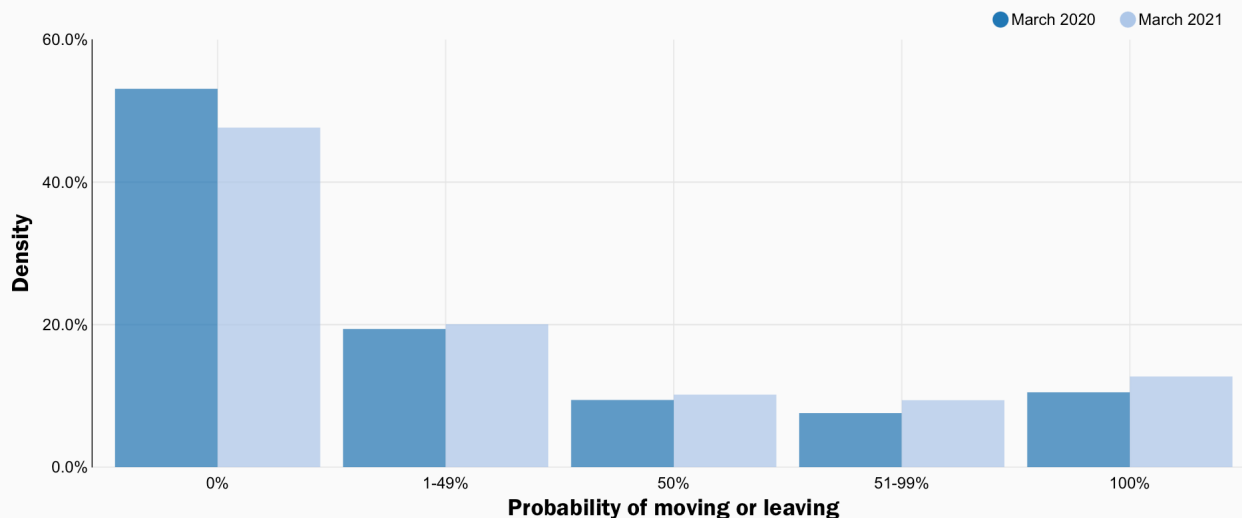


State of the US Teacher

What does the data show nationally?

Figure 1: During the pandemic, teachers became less certain that they would work a full career in the classroom

In response to: "To the best of your knowledge, what is the chance from 0 (not at all) to 100 (for sure) that, within the next five years, you will move out of your current state or leave the teaching profession?"



"March 2020" data via a pre-pandemic survey of 5,464 teachers administered mid-February to mid-March 2020; "March 2021" via a survey of 1,045 teachers administered in March 2021.

Zamarro, G., Camp, A., Fuchsmann, D., & McGee, J. B. (2021). *Understanding how COVID-19 has Changed Teachers' Chances of Remaining in the Classroom*. Education Reform Faculty and Graduate Students Publications.



G
C-4

BROOKINGS

Teacher Retention & Engagement Rates

What does the data show nationally and locally?

Staffing shortages in the teaching profession have consistently been a challenge for a number of years and there is concern that the effects of the COVID-19 pandemic will only exacerbate the problem.

A recent **national study** found that:

- 77 percent of educators are working more today than a year ago
- 60 percent enjoy their job less
- 59 percent do not feel secure in their school district's health and safety precautions
- 27 percent say they are considering leaving their job, retiring early, or taking a leave of absence

An August 2020 survey by the **National Education Association** indicated 28 percent of educators were considering leaving their job. In data more specific to Missouri, a **Missouri State Teacher Association** survey in January 2021 found that approximately 57 percent of teachers surveyed said they were considering leaving the profession.

*Data taken from the Department of Elementary and Secondary Education (DESE) Administrative Memo dated 5/4/21.



Teacher Retention & Engagement Rates

What does the data show nationally and locally?

Retire/Resign by Building 2018 through 06/21/2021

Location	Certified Retire					Classified Retire					Certified Resign					Classified Resign				
	2018	2019	2020	2021*	4 Yr Total	2018	2019	2020	2021*	4 Yr Total	2018	2019	2020	2021*	4 Yr Total	2018	2019	2020	2021*	4 Yr Total
Elementary	1	8	3	6	18	1	1	3	6	11	4	7	11	19	41	3	5	14	14	36
Secondary	6	11	9	6	32	5	1	2	4		5	15	10	28	58	4	8	10	12	34
CO/District			1	2	3	1	4	1	1	7	3		1	1	5	1	2	2	1	6
Transportation							2		4	6							4	10	16	30
Maintenance							1		1	2							3	2	1	6
Yearly Totals	7	19	13	14	53	7	9	6	16	38	12	22	22	48	104	8	22	38	44	112



Grandview Listens Tour

Educational Excellence, Unlimited Potential



GRANDVIEW
C-4 SCHOOL DISTRICT

OUR MISSION, VISION AND COMMITMENTS

Mission

Grandview C-4 prepares all students to be college and career ready through high quality instruction and meaningful relationships.

Vision

Grandview C-4 develops highly-effective leaders and lifelong learners by fostering and sustaining positive relationships through a culture of acceptance and respect, providing rigorous academic experiences and technology-rich opportunities to meet the challenges of society, today and in the future.

Collective Commitments

We Commit to:

- Challenging all learners to think critically and creatively.
 - Making learning more engaging, relevant, and meaningful in a technology-rich environment.
 - Developing collaborative leadership.
 - Promoting continuous improvement through data-driven decision-making.
 - Creating an educational environment where there are high expectations for learning and collaboration to develop high quality skills.
 - Providing safe, clean, and healthy environments, with appropriate resources to enrich the learning experience for all.
 - Sustaining positive relationships and involvement among students, staff, families and community members.
- www.grandviewc4.net

*Educational Excellence,
Unlimited Potential*



GRANDVIEW
C-4 SCHOOL DISTRICT

Comprehensive School Improvement Plan - **Focus Area 3: Workforce Excellence**

Recruit, attract, develop and retain highly qualified staff to carry out the LEA/District mission, goals and objectives.

Goal 1

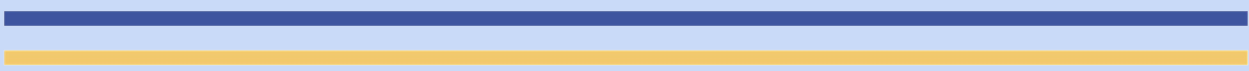
Attract and retain quality staff while increasing gender and ethnic diversity one percent each year.

Goal 2

Create a culture of employee empowerment to provide each student access to a qualified and effective teacher in every classroom, an effective principal in every school and an effective employee in every position.

Goal 3

Provide professional development opportunities for all staff members.



Grandview Listens Tour

Proactive Response to COVID-19 Pandemic

Over the past year, Grandview staff has experienced changes in their work environment related to their roles and responsibilities. Many have also experienced unsettling stress related to the COVID-19 pandemic.

Grandview Listens Tour provides:

- An annual process to collect engagement data and feedback from all workforce groups.
- A continuous improvement model related to teacher recruitment, retention and engagement.

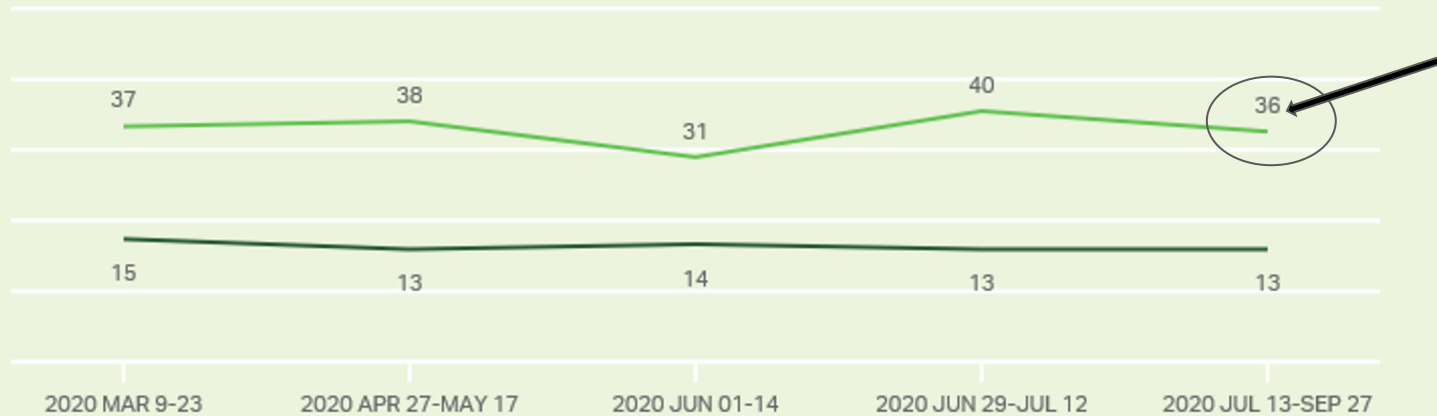


National Data Trends - Gallup Poll

EMPLOYEE ENGAGEMENT

U.S. Employee Engagement Trend in 2020

■ % Engaged ■ % Actively disengaged



The latest findings are based on a random sample of 5,033 full- and part-time U.S. employees working for an employer from July 13-Sept. 27, 2020.

GALLUP



Measuring Employee Engagement

Educational Excellence, Unlimited Potential

Why is measuring engagement important?

- Provides an more accurate, holistic view of employee engagement
- Collects feedback from all employee groups
- Provides a diverse perspective on current strengths and where to improve
- Cultivates employee trust
- Sets the precedent that every employee's opinion matters



Grandview Listens Tour

Data Collection Timeline



Grandview Listens Tour

Quantitative Results

Quantitative Staff Survey Questions:

- I would recommend working in the Grandview C-4 School District
- I enjoy working with my school team
- List three things you value as a Grandview C-4 School District employee
- I get excited about working with students every day
- I find my work meaningful
- I am recognized for my accomplishments at work
- My building leaders is invested in my success
- I have opportunities throughout the year to receive feedback from my building leader that promotes professional growth
- My schools culture fosters a comfortable, supportive work environment
- District leaders keep me informed about what is happening in my District
- I have access to the resources I need to do my job well
- List some things we are doing well in Grandview C-4



Grandview Listens Tour

Quantitative Results

	2021 SURVEY DATA				227 Survey Participants: 41% of staff responded (558 staff)	
*Orange are questions used to figure the employee engagement percentage.	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree	Weighted Average		
#1: I would recommend working in the Grandview C-4 School District.	56%	24%	20%	2.56	Critical	4.0-5.0
#2: I enjoy working with my school team.	84%	12%	4%	1.84	Underperforming Goal	3.0-4.0
#3: List three things that you value as a Grandview C-4 School District employee.					On Track to Meet Goal	Green = 2.0-3.0
#4: I get excited thinking about working with students.	88%	9%	3%	1.74	Outperforming Goal	Blue = 1.0-2.0
#5: I find my work meaningful.	85%	11%	4%	1.74		
#6: I am recognized for my accomplishments at work.	43%	26%	31%	2.86		
#7: My building leader is invested in my success.	67%	19%	14%	2.22		
#8: I have opportunities throughout the year to receive feedback from my building leader that promotes professional growth	62%	19%	14%	2.36		
#9: My school's culture fosters a comfortable, supportive work environment	50%	25%	25%	2.69		
#10: District leaders keep me informed about what is happening in my district.	52%	23%	25%	2.69		
#11: I have access to the resources I need to do my job well.	53%	20%	26%	2.68		
#12: List some things we are doing well in Grandview C-4.						
Employee Engagement Percentage: 64%						

Grandview Listens Tour

Qualitative Results

Qualitative Staff Survey Questions:

1. List three things you value as a Grandview C-4 School District employee.
2. I am recognized for my accomplishments at work.
3. District leaders keep me informed about what is happening in my District.
4. I have access to the resources I need to do my job well.



Grandview Listens Tour

Qualitative Results

Family Atmosphere

Connected to our Students

Diverse Community

Focus on the Whole Child

High Level of Transparency

Strong Relationships with Families

High/Competitive Pay

We Care for Each Other



GRANDVIEW
C-4 SCHOOL DISTRICT

Grandview Listens Tour

Qualitative Results

Feeling

Overwhelmed

*Need More Connections
in Building and District*

*Issues with Curriculum
Development*

*Too Many Expectations
Outside the School/Classroom*

*Too Many Resources and Not
Enough Time to Review/Learn*

*Need Time to Implement PD
Learned*

*Stressful Year Makes Evaluation
Walk-Throughs More Difficult*



Grandview Listens Tour

Qualitative Results: Themes

Transparency at all levels

Supportive Environment

Respect

Need for more flexibility

Salary/benefits

Collaborative

Family



GRANDVIEW
C-4 SCHOOL DISTRICT

Grandview Listens Tour

Action Steps Taken



GRANDVIEW
C-4 SCHOOL DISTRICT

Grandview Listens Tour

Action Steps Taken

Implemented Immediately:

- Revised daily agenda for all PD/work days to allow more time for teacher/staff collaboration and personal work time
- Allowed flexibility on teacher work day to allow staff to work remotely
- Balance between snow days/AMI days
- Increased communication to ensure all staff are aware of District improvement projects
- Streamline employee recognition program
- Addressed technology gaps across the district
- Calendar creation for 2022-2023 SY heavily influenced by feedback
- Recruitment and retention incentives for Transportation/Bus Drivers
- Targeted PD for classified staff



Grandview Listens Tour

Action Steps Taken

Action Planning for 2022-2023 SY:

- Revise teacher mentor program to provide additional supports for new teachers
- Implement new employee orientation program to better connect new staff members to District
- Increased opportunities to recognize staff members at building and District level
- Streamline employee recognition program
- Revamp communications plan: internally and externally
- Review annual evaluation process to ensure calibration district wide
- Revise site based district budget allocation to ensure equity



Grandview Listens Tour

Data Collection Timeline



Comprehensive School Improvement Plan - **Focus Area 3: Workforce Excellence**

Recruit, attract, develop and retain highly qualified staff to carry out the LEA/District mission, goals and objectives.

Goal 1

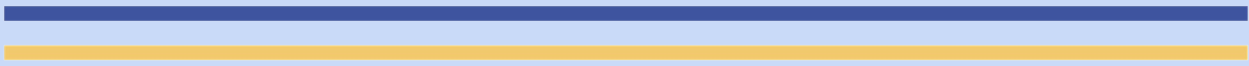
Attract and retain quality staff while increasing gender and ethnic diversity one percent each year.

Goal 2

Create a culture of employee empowerment to provide each student access to a qualified and effective teacher in every classroom, an effective principal in every school and an effective employee in every position.

Goal 3

Provide professional development opportunities for all staff members.



Grandview Listens Tour



GRANDVIEW
C-4 SCHOOL DISTRICT

Grandview Listens Tour

Resources

Department of Elementary and Secondary Education (DESE). (2021, May 4). *Teacher Recruitment and Retention Grants: EQ-21-003*.
<https://dese.mo.gov/administrative-memos>

GALLUP. (2020, October 16). U.S. *Employee Engagement Reverts Back to Pre-COVID-19 Levels*. <https://www.gallup.com/workplace/321965/employee-engagement-reverts-back-pre-covid-levels.aspx>

Quantum Workplace. (2020, June 16). *Conducting An Employee Engagement Survey-The Complete Guide*.
<https://www.quantumworkplace.com/future-of-work/employee-engagement-survey>

Laker, B. and Roulet, T. (2021). *How organizations can promote employee wellness, now and post pandemic*. MIT Sloan Management Review. ISSN 1532-9194 Available at <http://centar.reading.ac.uk/94575/>

Hameduddin, T. and Shinwoo, L. (2019). *Employee engagement among public employees: examining the role of organizational images*. Public Management Review, DOI: [10.1080/14719037.2019.1695870](https://doi.org/10.1080/14719037.2019.1695870)

Sherik, S. (2021, May 13). Top employee engagement trend for 2021: belonging. Engagement Multiplier.
<https://www.engagemultiplier.com/resources/top-employee-engagement-trend-for-2021-belonging/>

Matson, T. and Gibbon, J. (2020). *How do education leaders care through change?* GALLUP. <https://www.gallup.com/education/311549/education-leaders-care-change.aspx>

Parent, J. D., & Lovelace, K. J. (2015). *The Impact of Employee Engagement and a Positive Organizational Culture on an Individual's Ability to Adapt to Organization Change*. 2015 Eastern Academy of Management Proceedings: Organization Behavior and Theory Track, 1-20.
https://scholarworks.merrimack.edu/mgt_facpub/10

Loerzel, T. (2019, January 1). Smashing the barriers to employee engagement. Journal of Accountancy, 1-20. <https://www.journalofaccountancy.com/issues/2019/jan/employee-engagement-and-retention.html>

Bigham, B. (2021, May 13). 5 Employee Engagement trends in the era of coronavirus. Human Resources Today.
<https://www.humanresourcestoday.com/2020/employee-engagement/trends/?open-article-id=13941048&article-title=5-employee-engagement-trends-in-the-era-of-coronavirus&blog-domain=15five.com&blog-title=15five>



Pandemic Impact on Employee Engagement

