

MONTGOMERY COUNTY PUBLIC SCHOOLS: BUILDING A GREAT PLACE TO WORK AND LEARN

EXECUTIVE SUMMARY TO THE BOARD OF EDUCATION

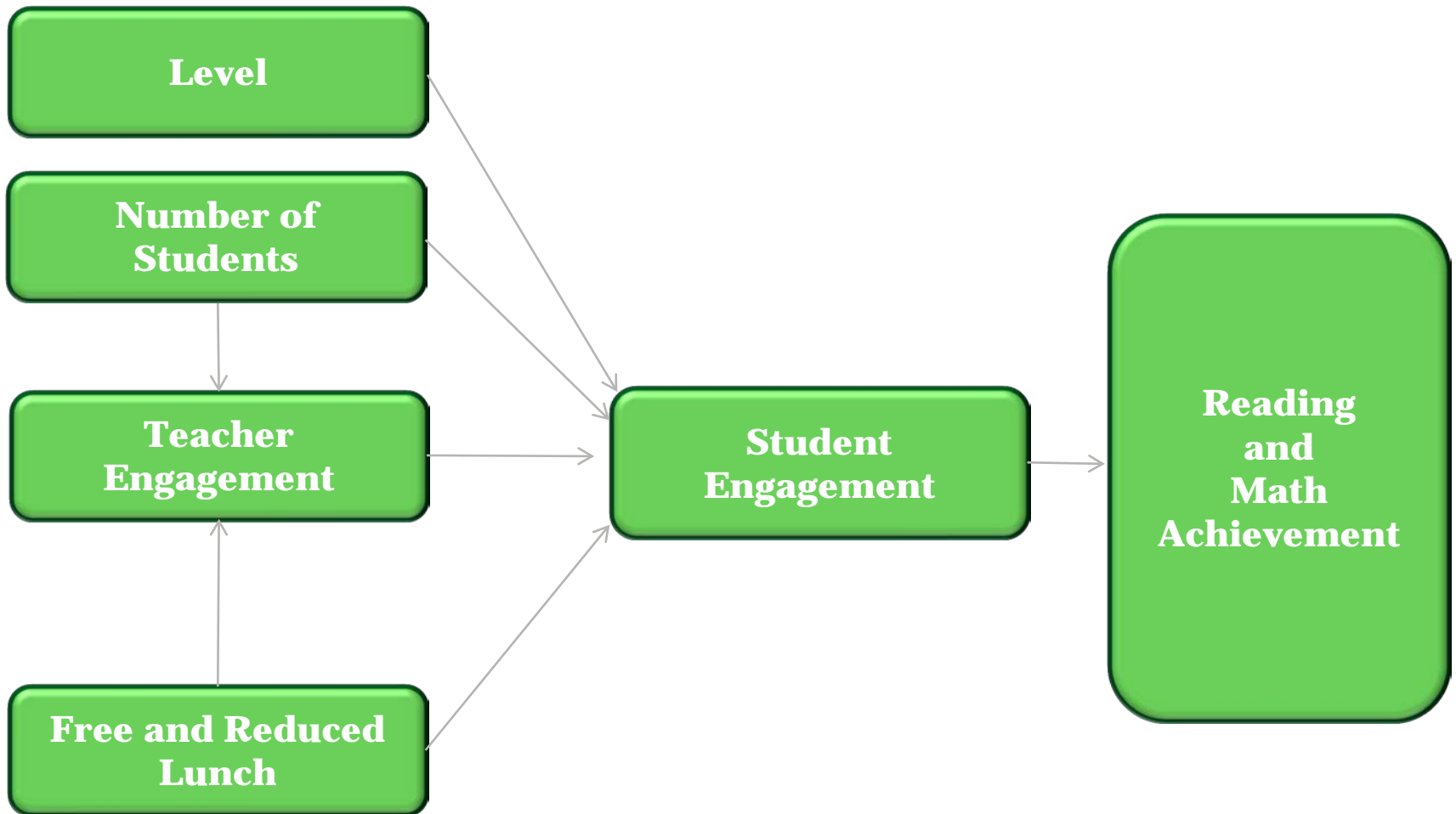
February 25, 2013

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Gallup Education

MODEL OF ENGAGEMENT AND ACHIEVEMENT



TIMELINE OF EVENTS

October

- Employee and student surveys conducted

November

- Data analysis

December

- Presentation to Executive Leadership Team

January

- Individual meetings with each ELT member
- Delivered half-day professional development sessions to all principals and managers (7 sessions)

February

- Individual follow-up calls to each school's triad (principal, elected facility representative, and elected support representative)

MCPS EMPLOYEE ENGAGEMENT METHODOLOGY AND RESPONSE RATE

- **Field Period: Oct. 22 - Nov. 9, 2012**
 - Web methodology, with some paper invites to web survey
- **2012 Response Rate: 76%**
 - 17,050 out of 22,527 employees responded
- **School closures for Hurricane Sandy and election day created challenges, but overall good first administration**

THREE MEASURES THAT MATTER



Satisfaction

- Satisfaction: 1 item
 - Overall, how satisfied are you with your organization as a place to work?

Engagement

- Engagement: 12 items
 - GrandMean = Average of the 12 Engagement items

Additional
Items

- 6 Additional Items
 - Likelihood to recommend, three additional supervisor items, communication, leadership & change

EXECUTIVE SUMMARY



Satisfaction

- Satisfaction: 3.83; 45th percentile compared to Gallup's Education Services Database

Engagement

- Engagement: 3.83 GrandMean; 34th percentile compared to Gallup's Education Services Database

Additional
Items

- Additional Items: Means on six items range from 2.91 to 3.87

Note: Percentiles based on Gallup's 2012 Q¹² Databases

12 ELEMENTS OF PRODUCTIVE WORKPLACES

- I know what is expected of me at work.
- I have the materials and equipment I need to do my work right.
- At work, I have the opportunity to do what I do best every day.
- In the last seven days, I have received recognition or praise for doing good work.
- My supervisor, or someone at work, seems to care about me as a person.
- There is someone at work who encourages my development.
- At work, my opinions seem to count.
- The mission or purpose of my organization makes me feel my job is important.
- My associates or fellow employees are committed to doing quality work.
- I have a best friend at work.
- In the last six months, someone at work has talked to me about my progress.
- This last year, I have had opportunities at work to learn and grow.

ENGAGEMENT: THREE TYPES OF EMPLOYEES

**"Sure. I
can help."**



**Engaged
Employee**

**"I'm kind of
busy."**



**Not Engaged
Employee**

**"This won't
work."**



**Actively Disengaged
Employee**

MCPS IN COMPARISON TO GALLUP DATABASES

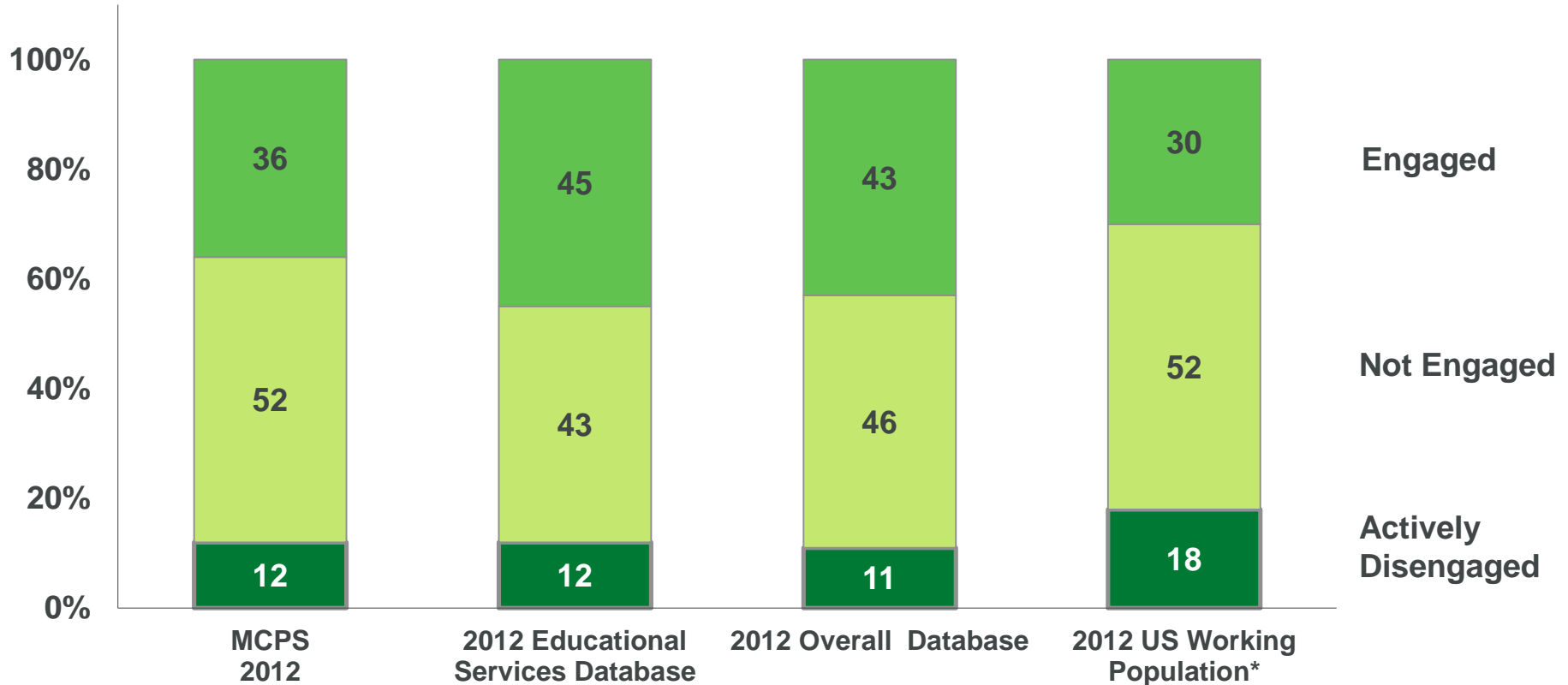
Ratio of Engaged to Actively Disengaged:

3.0:1

3.9:1

3.8:1

1.7:1

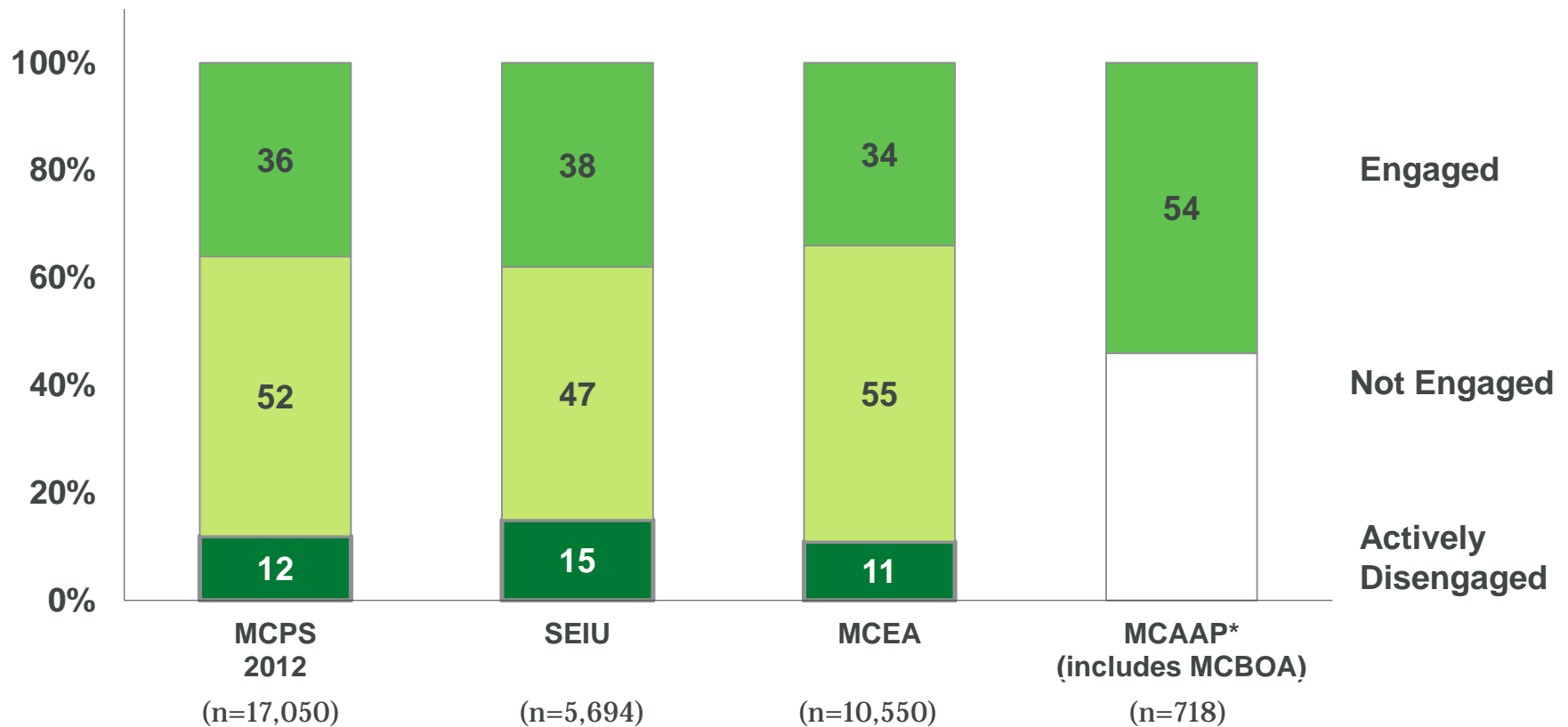


*Jan. – Dec. 2012; telephone landline; n=151,290

MCPS ENGAGEMENT INDEX: ASSOCIATIONS

Grand Mean:	3.83	3.80	3.82	4.08
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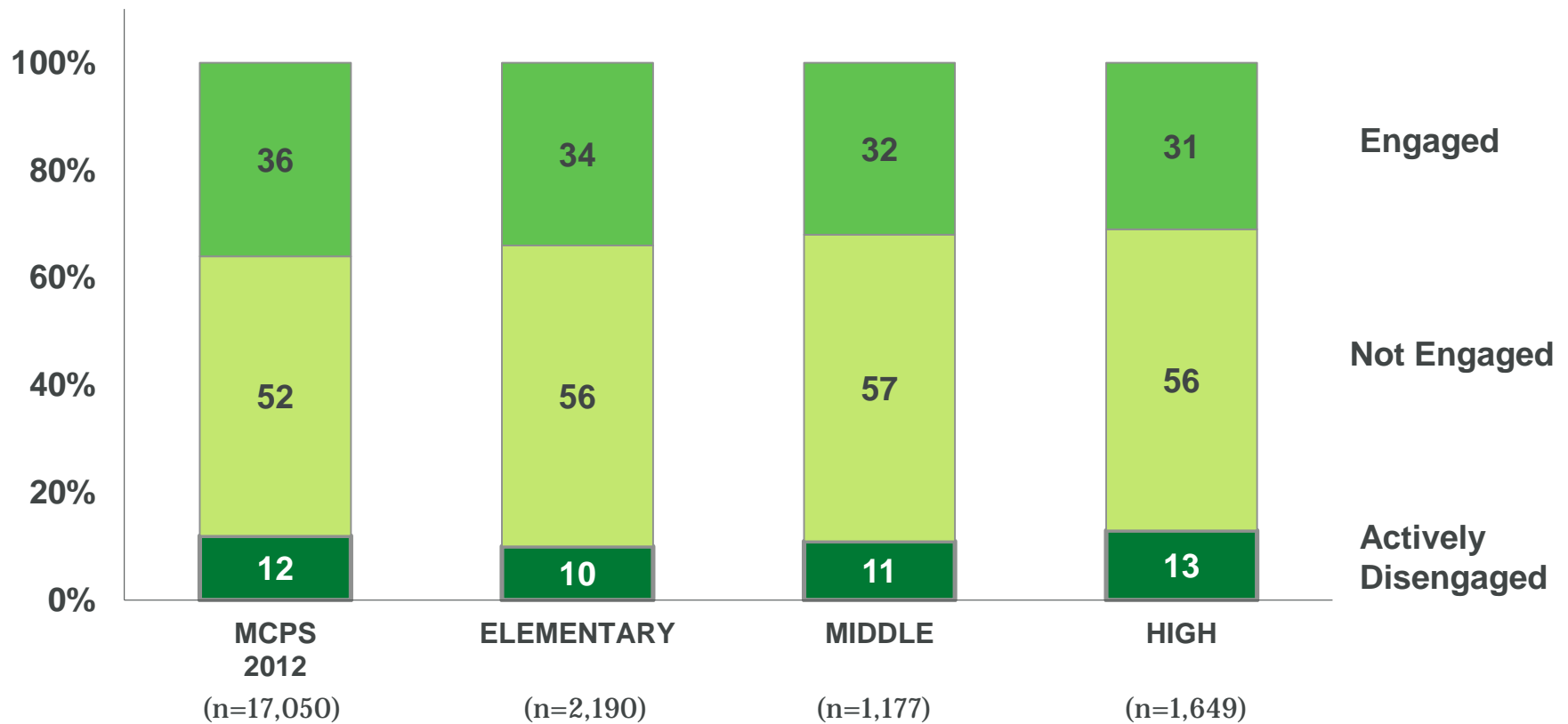
Ratio of Engaged to Actively Disengaged:	3.00:1	2.53:1	3.09:1	*
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ENGAGEMENT INDEX: TEACHERS BY LEVEL

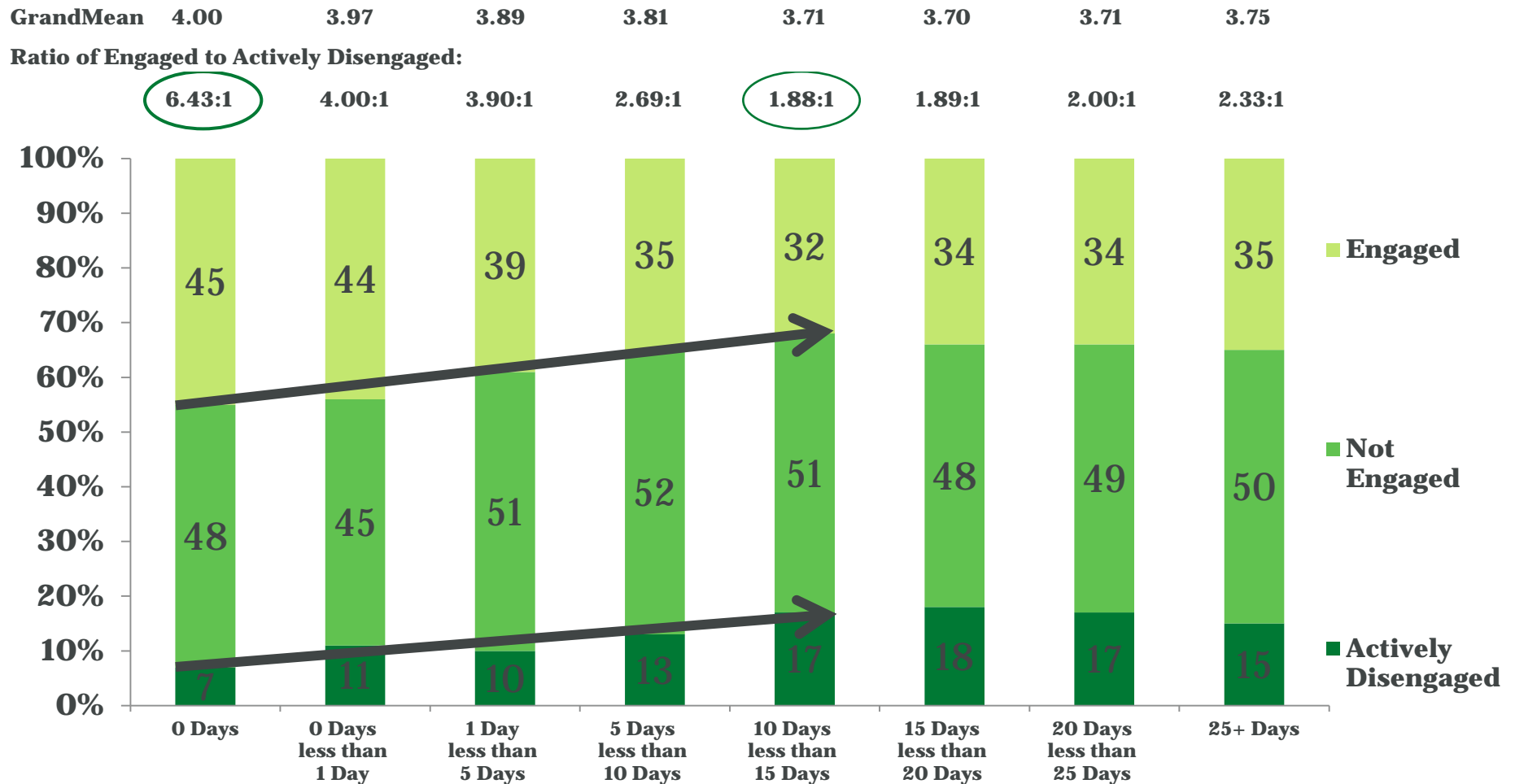
Grand Mean:	3.83	3.84	3.78	3.75
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Ratio of Engaged to Actively Disengaged:	3.00:1	3.40:1	2.91:1	2.38:1
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MCPS overall (n=17,050)	Mean	Mean Percentile Rank
Q00. Overall Satisfaction	3.83	37
Q01. Know What's Expected	4.38	42
Q02. Materials and Equipment	3.92	38
Q03. Opportunity to do Best	4.01	48
Q04. Recognition	3.18	27
Q05. Cares About Me	4.05	43
Q06. Development	3.78	41
Q07. Opinions Count	3.56	35
Q08. Mission/Purpose	4.05	48
Q09. Committed to Quality	4.16	52
Q10. Best Friend	3.39	28
Q11. Progress	3.47	24
Q12. Learn and Grow	3.96	41

ENGAGEMENT BY SICK & PERSONAL LEAVE

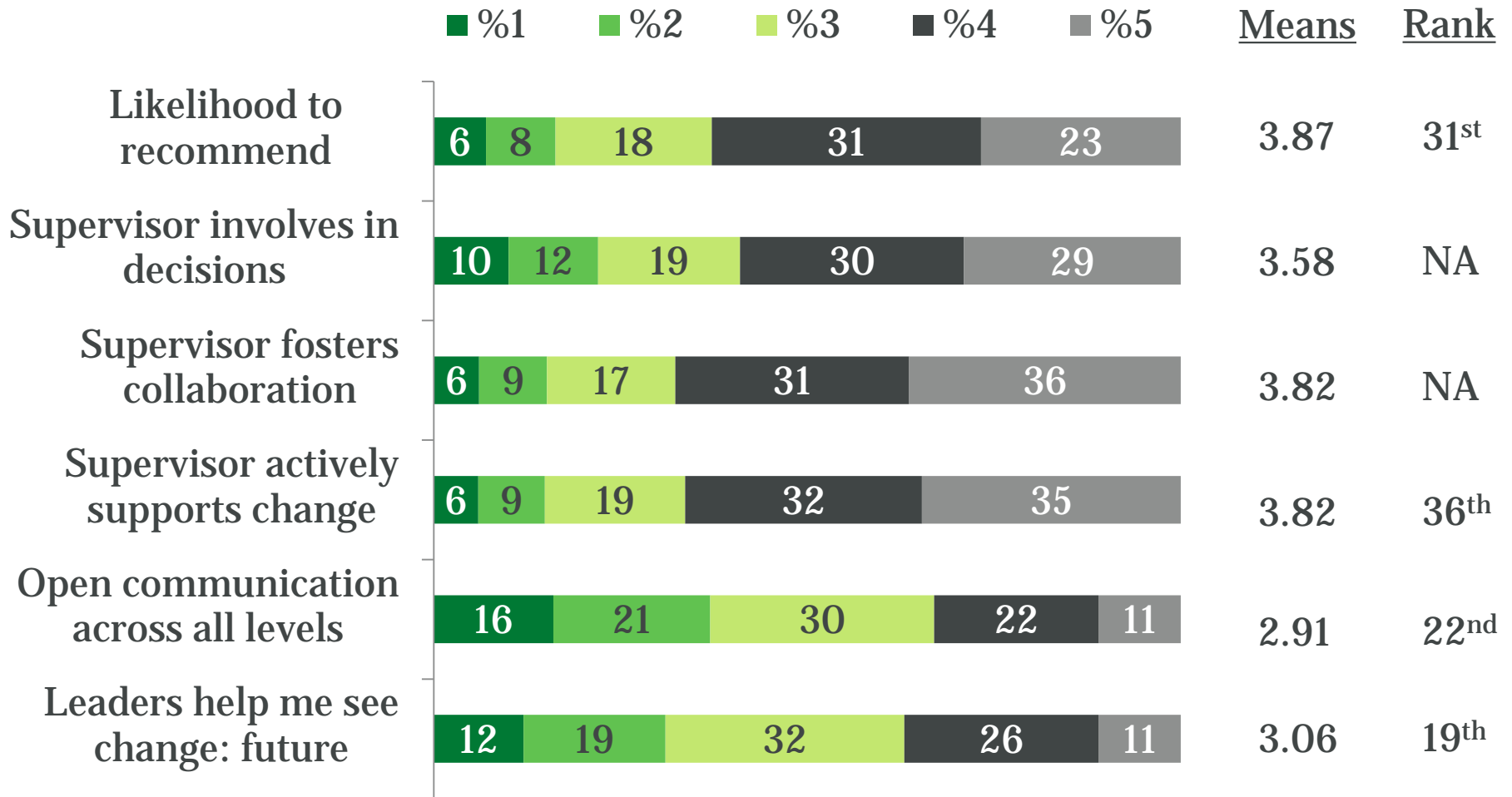


Those who have taken the fewest days of personal and sick leave are more likely to be engaged than those who have taken more than 15 days of leave.

MCPS ADDITIONAL ITEMS

- I would recommend my school or worksite to friends and family as a good place to work.
- My supervisor involves me in decisions affecting my work.
- My supervisor fosters a collaborative work environment.
- My supervisor is an active supporter of the changes that affect our workgroup.
- There is open communication throughout all levels of MCPS.
- Leaders in MCPS help me see how changes made today will affect my organization's future.

MCPS ADDITIONAL ITEMS

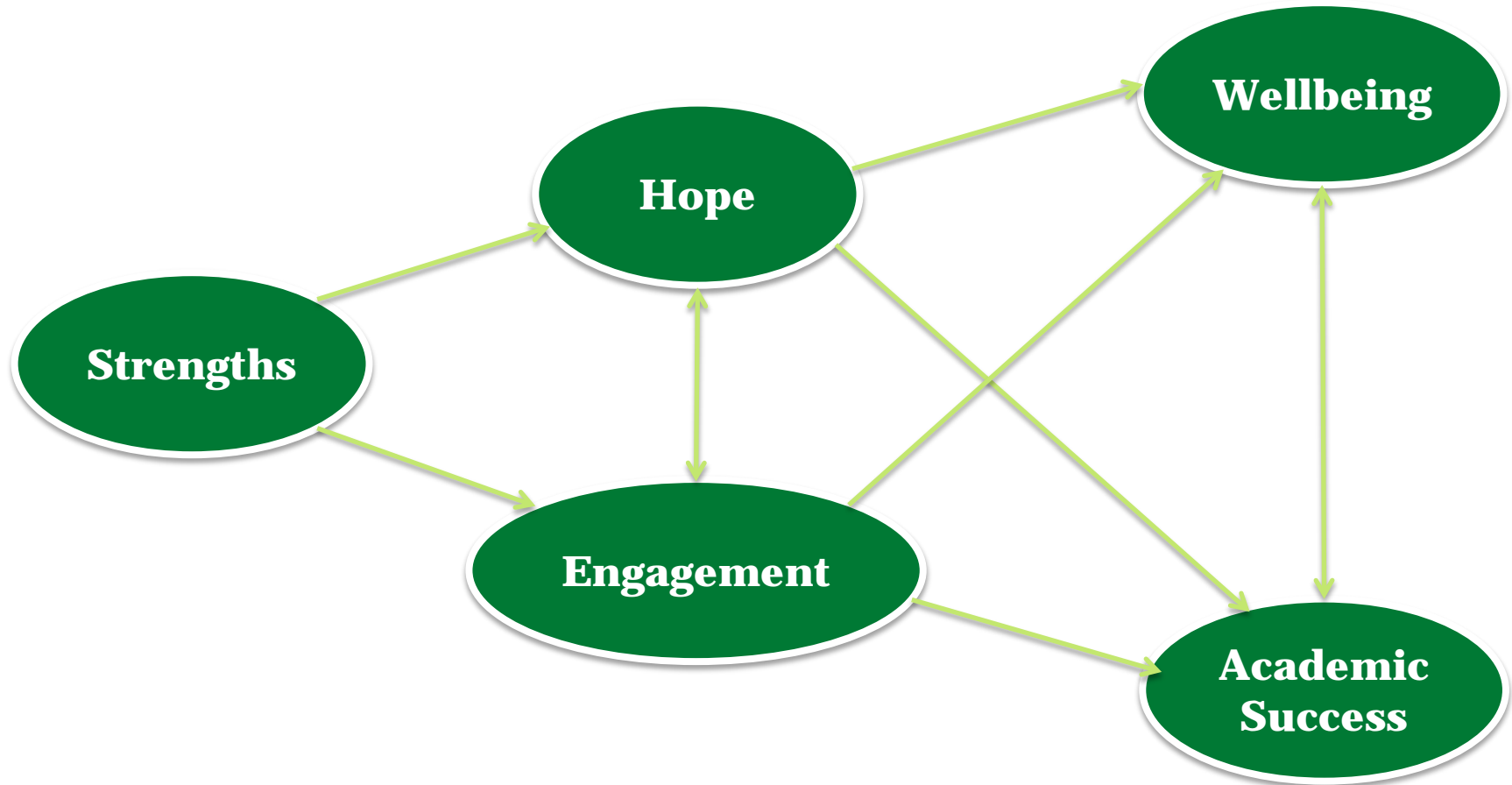


SIMPLE YET PROFOUND QUESTIONS

What is the ultimate outcome of an education?

How do we know our students are ready for the future?

STUDENT SUCCESS MODEL



BUILDING READINESS FOR THE FUTURE: GALLUP STUDENT POLL OVERVIEW

- Why study Hope, Engagement, and Wellbeing?
 - Reliable measurement
 - Meaningful relationship with outcomes that matter for students
 - Malleable and can be enhanced through deliberate action
 - Unique; not measured directly by another large-scale survey or testing program

GALLUP STUDENT POLL PARTICIPATION

- **69,889** MCPS students in grades 5-12 participated between Oct. 2 – Nov. 9, 2012
- A total of **479,439** U.S. public school students participated in 2012, representing **1,751** schools from **195** school districts in **37** states
- **1,519,096** total U.S. completes to date*

*Note: Includes U.S. national public administrations only.

HOPE

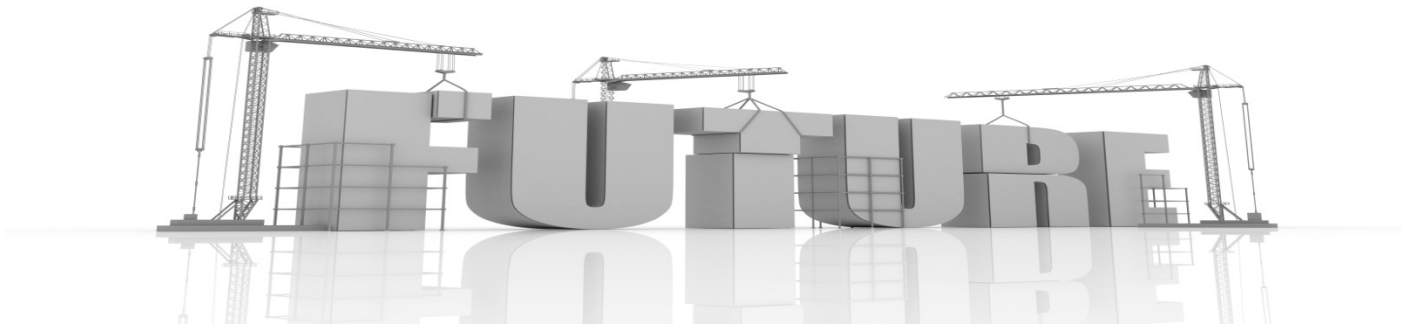
- Ideas and energy for the future
- Relationship to positive student outcomes:
 - Hope drives attendance, credits earned, and GPA of high school students
 - Predicts GPA and retention in college
 - Hope scores are more robust predictors of college success than high school GPA, SAT, and ACT scores

HOPE: IDEAS AND ENERGY FOR THE FUTURE

I know I will **graduate** from high school.

There is an adult in my life who **cares** about my future.

I can think of many **ways** to get good grades.



I energetically pursue my **goals**.

I can find lots of **ways** around any problem.

I know I will find a **good job** after I graduate.

HOPE

- Current state: 54% of America's students are hopeful
 - 32% stuck
 - 14% discouraged
- MCPS average is also 54/32/14
- Students are generally confident in the future but lack necessary strategies to reach big goals of graduation and employment
- Students need our help generating simple strategies (pathways), and the support of a caring adult

ENGAGEMENT

- Involvement with and enthusiasm for school
- Engagement distinguishes between high-performing and low-performing schools
- Relationships to academic achievement and retention

ENGAGEMENT: INVOLVEMENT AND ENTHUSIASM FOR SCHOOL

I have a best friend at school.

I feel safe in this school.

My teachers make me feel my schoolwork is important.



At this school, I have the opportunity to do what I do best every day.
In the last seven days, I have received recognition or praise for doing good schoolwork.
(My school is committed to building the strengths of each student.)
(In the last month, I volunteered my time to help others.)

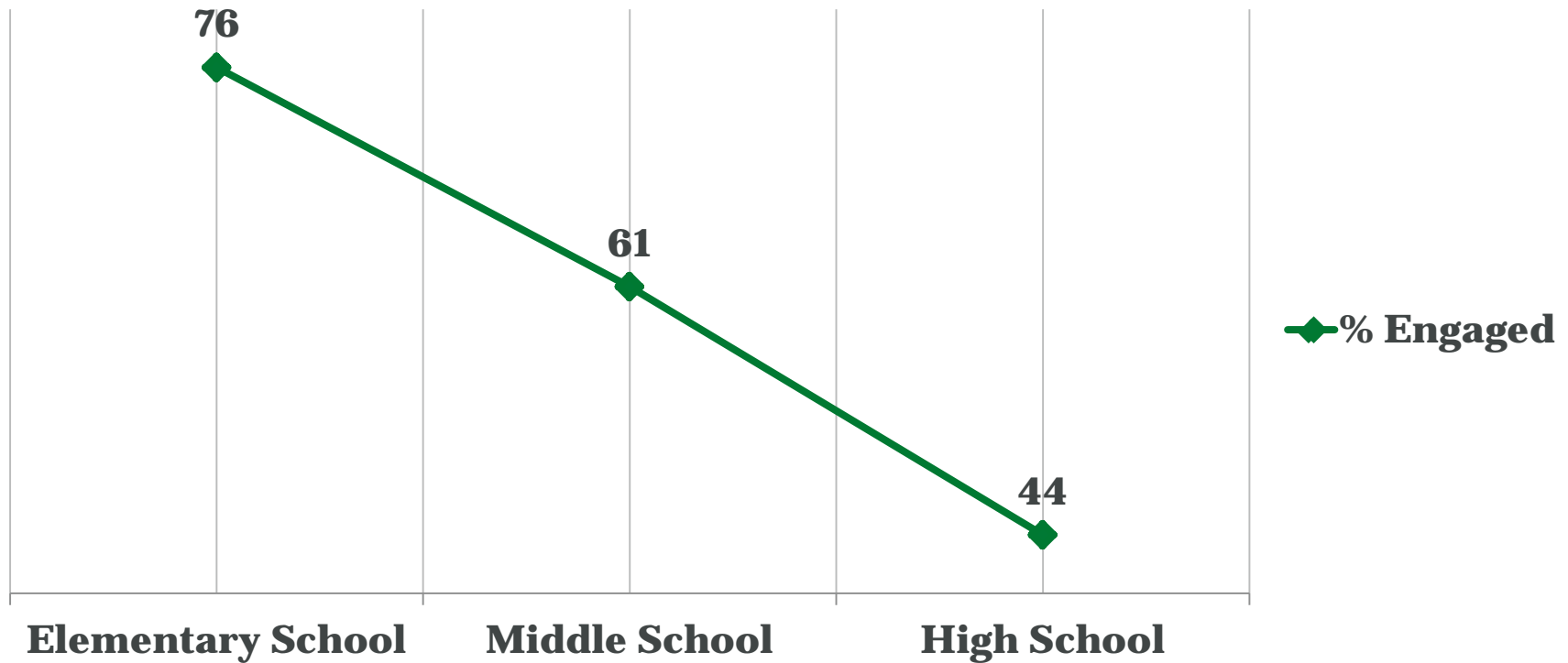
ENGAGEMENT

- **Current state: 57% of America's students are engaged**
 - 27% disengaged
 - 16% actively disengaged
- **MCPS average 53/30/17**
- **Engaged students arrive prepared and eager to learn, and likely promote excitement about learning in those around them**

THE SCHOOL CLIFF: STUDENT DISENGAGEMENT

The School's Cliff: Students' engagement drops over time

The Gallup Student Poll



**MCPS elementary schools: 75%; middle school: 58%; high school: 43%*

ENGAGEMENT

- We can help increase student engagement by:
 - identifying and developing student strengths
 - ensuring that more teachers and staff members are engaged

WELLBEING

- How we think about and experience our lives
- Involves experiences in the present and the confidence for the future
- High school freshmen with high wellbeing earn more credits with a higher GPA than peers with low wellbeing

WELLBEING: HOW WE THINK ABOUT OUR LIVES



Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you, and the bottom of the ladder represents the worst possible life for you.

On which step of the ladder would you say you personally feel you stand at this time?

On which step do you think you will stand about five years from now?



WELLBEING: HOW WE EXPERIENCE OUR LIVES

Positive Yesterdays: Students who indicate they had a positive yesterday are more likely to be hopeful, engaged and thriving.

Were you treated with respect all day yesterday?

Did you smile or laugh a lot yesterday?

Did you learn or do something interesting yesterday?

Did you have enough energy to get things done yesterday?

Physical and Social Wellbeing Outcomes: Students who had a positive yesterday are more likely to report fewer health problems and more social interactions.

Do you have health problems that keep you from doing any of the things other people your age normally can do?

If you are in trouble, do you have family or friends you can count on to help whenever you need them?

WELLBEING

- **Current state: 67% of America's students are Thriving**
 - 32% struggling
 - 1% suffering
- **MCPS average 65/34/1**
- **Positive emotions matter! We can help by providing more opportunities for our students to learn, laugh, and socialize.**

The Gallup Student Poll is a brief measure of hope, engagement, and wellbeing. The poll taps into the hearts and minds of American students to determine what drives wellbeing and achievement. Distribution and discussion of the Gallup Student Poll data will help create a more hopeful story about American youth and education, and will engage parents, teachers, and community leaders in social entrepreneurship.

Hope | GrandMean: 4.39 (out of 5) n=66890

YOUR DISTRICT



- Hopeful - 54%
- Stuck - 32%
- Discouraged - 14%

HOPE BY GRADE

		(GrandMean)						
	5th	6th	7th	8th	9th	10th	11th	12th
	4.42	4.43	4.44	4.41	4.37	4.34	4.34	4.36

69% of hopeful students are engaged.

Hope by Grade values not shown when n < 10

Engagement | GrandMean: 4.02 (out of 5) n=66911

YOUR DISTRICT



- Engaged - 53%
- Not Engaged - 30%
- Actively Disengaged - 17%

ENGAGEMENT BY GRADE

		(GrandMean)						
	5th	6th	7th	8th	9th	10th	11th	12th
	4.36	4.26	4.05	3.99	3.93	3.81	3.82	3.82

83% of students who strongly agree their school is committed to building strengths are engaged.

Your school must have an n-size of at least 30 to receive Engagement Index data. Engagement by Grade values not shown when n < 10

Wellbeing | GrandMean: 8.50 (out of 10) n=69889*

YOUR DISTRICT



- Thriving - 65%
- Struggling - 34%
- Suffering - 1%

WELLBEING BY GRADE

		(GrandMean)						
	5th	6th	7th	8th	9th	10th	11th	12th
	8.44	8.67	8.58	8.57	8.54	8.40	8.34	8.41

62% of thriving students are engaged.

Wellbeing by Grade values not shown when n < 10

- No data available

* The wellbeing n size represents the total respondent population. Hope, engagement and wellbeing n sizes differ if students chose not to answer one or more hope or engagement items.

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OBSERVATIONS AND RECOMMENDATIONS

- 2012 data should be treated as baseline, with actions focused on improving local workgroup engagement in the months ahead.
- Principal engagement is a strength; we are counting on them to help cascade engagement throughout the district.
- Basics and structure are largely in place; time to create new energy and excitement for the future.
- One of the best ways to improve student engagement is to improve employee engagement. Students benefit from the positive culture when employees have a great place to work.

NEXT STEPS

- Study success. What is working? Replicate and celebrate meaningful progress in schools and workgroups across the district.
- Creating engaged workplaces is not the result of a single meeting or event; it requires ongoing attention.
- We will continue to study and share findings regarding the relationship between employee engagement, student hope/engagement/wellbeing, and student achievement.

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