



September 21, 2022

Inga Dainius

VIA EMAIL –

Re: FOIA Request 22-56 received 9/14/2022

Subject: Any documentation on the Climate & Culture Survey. The actual survey(s) and results of the survey(s) in SD308.

Dear Ms. Dainius:

This letter will serve as Oswego Community Unit School District 308's response to your 9/14/2022 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. Attached please find the information you requested.

Survey result data is preliminary and exempt under FOIA (Section 7(1)(f) Preliminary drafts, notes, recommendations, memoranda and other records in which opinions are expressed, or policies or actions are formulated, except that a specific record or relevant portion of a record shall not be exempt when the record is publicly cited and identified by the head of the public body.

You have a right to have the denial of your request reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, IL 62706

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this denial letter. Please note that you must include a copy of your original FOIA request and this denial letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of your denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

To promote district transparency and assist others who may have a similar question, go to www.sd308.org and select *Our District > Freedom of Information Act Request > FOIA Request Responses>FOIA Requests Responses -2022 for information on previous requests.*

Please let me know if you have additional questions. Thank you.

John Petzke

John Petzke
Assistant Superintendent of Operations/
Freedom of Information Officer



Staff Climate Survey

Oswego Community Unit School District 308

Spring 2022

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INTRODUCTION

The following survey aims to collect perspectives from staff. When reviewing the survey instrument, please note the following structural aspects of the draft:

- Question numbers (e.g., Q3) pertain to the online survey programming numbers and may be non-linear.
- *Dark red text* is survey programming notes that are not seen by respondents.
- *Light blue text* and square brackets “[]” are used to indicate wording that may change from stakeholder to stakeholder (e.g., “your” for students and “your child” for parents).
- Curly brackets “{ }” are used to indicate piped text that depends on embedded data or survey selections.
- Questions are formatted into “Blocks” or core survey sections.
- “○” denotes radio buttons where the respondent can only select one answer.
- “□” denotes a check box where the respondent can select more than one answer option.
- “*” denotes questions that are forced response. All items with an asterisk will require a response before an individual may continue to the next question.

BEST PRACTICES IN SURVEY DESIGN

Hanover designs surveys that align with best practices in survey design. While we are sensitive to your needs and will make modifications as necessary, we strongly encourage you to maintain the following survey design standards moving forward.

- **Require responses** for all survey questions. Some items require forced response because they are used for survey logic. However, using forced response on all close ended questions allows for more thorough data cleaning and the removal of low-quality responses. If a question is sensitive in nature, a “Prefer not to respond” or “NA” may be selected.
- Present matrix questions (e.g., Likert scales going from strongly disagree to strongly agree) from **negative to positive**.
- **Randomize questions** when multiple options are present to decrease “order-effects,” which is common for questions of a similar structure.
- **Balance Likert scales**, for this survey, we primarily utilized three, four, and five-point scales.
- **Use “N/A” or “Don’t know”** options when the question is either not relevant or the respondent is unsure. These are often consolidated because there is not an analytical reason to separate these results. Moreover, extending the scale (i.e., separating “N/A” and “Don’t know” as two different options) may encourage respondents to select more “positive” responses due to the relative physical position of the extended scale.
- **Keep open-ended comments to a minimum.** Respondents start providing redundant answers when faced with more than two or three open-ended responses.

- **Use skip logic** to ensure that respondents only answer questions pertinent to them.
- **Avoid too many or too few questions in a single page.** You may view these aesthetic aspects of the survey once the survey has been programmed into the online platform.
- **Avoid questions with the following characteristics:**
 - **Avoid double-barreled questions** (e.g., asking two questions at once).
 - **Avoid leading questions.** For example, asking “Many staff members indicate that district buildings are clean. Is your building clean?” may lead a respondent to indicate that their building is clean regardless of their objective opinion. Asking leading questions makes respondents susceptible to social desirability. That is, respondents might then answer questions based on the question wording and not their objective opinion.
 - **Avoid subjective language** for survey questions to ensure that all respondents will interpret the survey item the same way.

SURVEY INSTRUMENT

WELCOME

Welcome to the Oswego Community Unit School District 308 (SD308) Staff Climate Survey!

In their continued efforts to support school staff, SD308 would like to learn more about the perceptions and experiences of staff regarding district and school climate.

This study is for research purposes only: all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to SD308 in an aggregate form, so please be candid in your responses.

The survey should only take about 5-10 minutes to complete. If you have any difficulty viewing or completing the survey, please try accessing the survey using another device (e.g., desktop or laptop computer). ~~If you have any questions, please contact Faith Dahlquist.~~ For any confidential questions, you may email lmackboyles@hanoverresearch.com.

Thank you for your participation!

Please click the arrow button below to begin.

PRIVACY CONSENT

- Hanover Research takes protecting your personal information seriously. We use your data for research and analysis purposes only. Please see our Privacy Policy to learn how we collect and process your data.***¹
☐ **I consent** to having my personal data collected for this survey.
☐ **I do not consent** to having my personal data collected and wish to **exit the survey.** *[Exit survey and delete data]*

¹ In compliance with data privacy laws both in the United States and internationally, this question must appear at the beginning of the survey because respondents must consent to having their responses recorded before any data may be collected. Hanover Research must ask all respondents for their consent to gather and store their data.

SCREENERS

2. Which of the following best describes your role at Oswego Community Unit School District 308 (SD308)? ²

- ☐ School staff
- ☐ District staff
- ☐ None of the above *Disqualify*

Display if Q2 "District staff" is selected

3. Which of the following best describes your role at SD308? ³

- ☐ District administrator
- ☐ District office staff
- ☐ Other district staff (e.g., facilities, transportation, maintenance, TOSA, technology)

Display if Q2 "School staff" is selected

4. Which of the following best describes your role at your school? ^{3,4}

- ☐ Teacher
- ☐ School administrator (e.g., principal, assistant principal)
- ☐ School office staff
- ☐ Other school staff (e.g., teaching assistant, facilities, counseling, occupational therapy, maintenance, psychologist, social worker, lunchroom aide)

Display if Q2 = "School staff" is selected

5. At which school level do you primarily work? If you split your time between multiple schools, please select the school type where you spend the most time. ⁴

- ☐ Early childhood
- ☐ Elementary school
- ☐ Junior high school
- ☐ High school
- ☐ Transition

² Responses to this question will determine *StaffLevel* embedded variable (School staff, District staff)

³ Responses to this question will determine *StaffRole* embedded variable (use item without "e.g.,")

⁴ Responses to this question will determine *SchoolLevel* embedded variable

6. At which school or site do you primarily work? If you split your time relatively equally between multiple schools, please select up to three schools where you spend the most time.

Early Learning Center

- ☐ Brokaw Early Learning Center

Elementary School

- ☐ Boulder Hill
- ☐ Churchill
- ☐ Fox Chase
- ☐ Grande Park
- ☐ Homestead
- ☐ Hunt Club
- ☐ Lakewood Creek
- ☐ Long Beach
- ☐ Old Post
- ☐ Prairie Point
- ☐ Southbury
- ☐ The Wheatlands
- ☐ Wolf's Crossing

Junior High

- ☐ Bednarcik
- ☐ Murphy
- ☐ Plank
- ☐ Thompson
- ☐ Traughber

High School

- ☐ Oswego
- ☐ Oswego East

District

- ☐ School District 308
- ☐ The G.O.A.L. Program
- ☐ East View Academy
- ☐ Pathways

OVERALL SATISFACTION

Display if StaffLevel = School staff

7. Overall, what is your level of satisfaction with your school as a place to work?

- ☐ Completely dissatisfied
☐ Somewhat dissatisfied
☐ Neither satisfied nor dissatisfied
☐ Somewhat satisfied
☐ Completely satisfied
☐ Unsure

8. Overall, what is your level of satisfaction with your district as a place to work?

- ☐ Completely dissatisfied
☐ Somewhat dissatisfied
☐ Neither satisfied nor dissatisfied
☐ Somewhat satisfied
☐ Completely satisfied
☐ Unsure

JOB SATISFACTION

9. Please indicate how much you agree or disagree with the following statements about your job satisfaction.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE /NOT APPLICABLE
I am satisfied with my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display if StaffLevel = School staff

10. Overall, what effect does the current climate of your school have on...

	VERY NEGATIVE	SOMEWHAT NEGATIVE	NEITHER NEGATIVE NOR POSITIVE	SOMEWHAT POSITIVE	VERY POSITIVE	UNSURE /NOT APPLICABLE
...your job performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your job satisfaction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your willingness to remain at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

11. Overall, what effect does your current climate of your district have on...

	VERY NEGATIVE	SOMEWHAT NEGATIVE	NEITHER NEGATIVE NOR POSITIVE	SOMEWHAT POSITIVE	VERY POSITIVE	UNSURE/NOT APPLICABLE
...your job performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your job satisfaction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your willingness to remain in the district?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

LEADERSHIP

Display if StaffLevel = School staff

12. To what extent do you feel supported by your school administration?

- ☐ Not at all supported
- ☐ Slightly supported
- ☐ Moderately supported
- ☐ Very supported
- ☐ Extremely supported
- ☐ Unsure

13. To what extent do you feel supported by your district administration?

- ☐ Not at all supported
- ☐ Slightly supported
- ☐ Moderately supported
- ☐ Very supported
- ☐ Extremely supported
- ☐ Unsure

Display if StaffLevel = School staff

14. Please indicate how much you agree or disagree with the following statements about your school leadership.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE/NOT APPLICABLE
My school leadership consistently supports <u>me</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school leadership consistently supports <u>all staff</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fully trust my school leadership in their decisions about <u>staff management</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fully trust my school leadership in their decisions about <u>teaching and learning</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school leadership promotes good work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school leadership communicates information to staff effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school leadership listens to staff fully and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school leadership promotes a healthy staff culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

15. Please indicate how much you agree or disagree with the following statements about your district leadership.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE /NOT APPLICABLE
District leadership consistently supports <u>me</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leadership consistently supports <u>all staff</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fully trust district leadership in their decisions about <u>staff management</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I fully trust district leadership in their decisions about <u>teaching and learning</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leadership promotes good work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leadership communicates information to staff effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leadership listens to staff fully and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leadership promotes a healthy staff culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

SCHOOL/DISTRICT LEADERSHIP & PERSONNEL

Display if StaffLevel = School staff

AND StaffRole ≠ School admin

16. Please indicate how much you agree or disagree with the following statements about school leadership.

Administrators at the school are in tune with...

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE /NOT APPLICABLE
... <u>students'</u> concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... <u>parents'</u> concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display if StaffRole ≠ District admin

17. Please indicate how much you agree or disagree with the following statements about district leadership.

District leaders...

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE /NOT APPLICABLE
...manage the district budget responsibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...communicate a strong vision for the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

Display if StaffRole ≠ District admin

18. Please indicate how much you agree or disagree with the following statements about SD308.

The district...

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE /NOT APPLICABLE
... <u>attracts</u> high quality teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... <u>retains</u> high quality teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... <u>attracts</u> staff members from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... <u>retains</u> staff members from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

STAFF MEMBERS' POSITIVE RELATIONSHIPS

19. Please indicate how much you agree or disagree with the following statements about your relationships.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	UNSURE /NOT APPLICABLE
I have positive relationships with other staff members at my school/building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have positive relationships with students at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor/manager cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

BULLYING AND HARASSMENT

20. Note: When you reflect on “staff members” more broadly, think about the staff with whom you engage the most.

How frequently do staff members within your school/building experience harassment or bullying based on their:

	ALMOST DAILY	A FEW TIMES A WEEK	A FEW TIMES A MONTH	A FEW TIMES A YEAR	ALMOST NEVER
Race, ethnicity, or skin color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex or gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Items above are randomized to reduce order effects

DEMOGRAPHICS

21. With which of the following gender identities do you most identify?

- ☐ Male
- ☐ Female
- ☐ Non-binary/Gender non-conforming
- ☐ Not listed/Prefer to self-describe (specify, if desired): _____
- ☐ Prefer not to respond

22. With which of the following categories do you identify? Please select all that apply.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latin(o/a/x)
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Not listed/Prefer to self-describe (specify, if desired): _____
- ☐ Prefer not to respond

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



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Annual, fixed-fee model shares costs and benefits



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