

Erie County Technical School
Leadership Management Survey 2005-2006
Mid-Year Assessment

3/23/2006

Categories		School Board	Director	Principal	RCTC Manager	Business Manager	Facilities	Technology	HR	Instructional Supervisors	Teachers	Main Priorities	Quality of Education Improving	Safe & Secure	Handles Behavior Effectively	Students Motivated	Teachers Knowledge
2005-2006 MY Results		3.06	2.98	3.80	3.14	3.62	2.83	3.38	3.02	3.31	3.55	3.11	3.13	3.16	3.16	2.96	3.50
Grade		B	B-	A-	B	B+	B-	B+	B	B	B+	B	B	B	B	B-	B+
Counts	Blank	2	1	1	1	2	1	1	2	1	1	1	1	1	2	1	1
5	A	7	13	27	7	21	4	13	10	15	17	14	10	13	8	4	16
4	B	16	12	9	14	13	19	14	13	12	19	14	19	15	23	23	19
3	C	9	5	0	7	2	9	4	9	8	1	2	2	3	0	3	2
2	D	2	3	0	1	0	3	1	3	1	0	5	4	6	5	6	0
1	F	0	4	0	0	0	2	0	1	0	0	2	1	0	0	0	0
0	N/A	2	0	1	8	0	0	5	0	1	0	0	1	0	0	1	0
Total Responses		34	37	36	29	36	37	32	36	36	37	37	36	37	36	36	37
2004-2005 MY Results		2.79	3.20	2.90	2.71	3.35	2.60	3.55	3.25	3.05	3.25	3.16	3.10	3.20	2.90	2.65	3.50
Grade		B-	B	B-	B-	B+	C+	B+	B	B	B	B	B	B	B-	C+	B+
4	Counts	2	9	5	2	10	4	12	9	6	7	5	9	9	3	0	11
3		11	7	9	6	7	6	7	8	9	11	12	6	9	13	15	8
2		6	3	5	6	3	8	1	2	5	2	2	3	0	3	3	1
1		0	1	1	0	0	2	0	1	0	0	0	2	1	1	2	0
0		0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total Responses		19	20	20	14	20	20	20	20	20	20	19	20	20	20	20	20
2003-2004 MY Results		2.75	3.40	3.20	2.00	3.20	2.90	3.60	3.60	n/a	3.20	3.20	3.40	3.20	3.40	2.40	3.60
Grade		B-	B+	B	C	B	B-	B+	B+		B	B	B+	B	B+	C+	B+
4	Counts	2	12	8	3	9	3	12	11		7	8	5	10	7	3	11
3		8	2	9	6	7	8	8	5		11	10	13	8	12	13	9
2		6	4	1	6	3	5	0	1		1	0	1	0	0	2	0
1		2	1	1	0	0	3	0	3		0	2	1	2	1	2	0
0		0	1	1	0	0	0	0	0		0	0	0	0	0	0	0
Total Responses		18	20	20	15	19	19	20	20		19	20	20	20	20	20	20
2002-2003 Results		2.53	2.74	2.95	n/a	2.98	2.60	3.19	2.80	n/a	3.40	2.77	2.74	3.07	2.79	2.46	3.37
Grade		C+	B-	B-		B-	C+	B	B-		B+	B-	B-	B	B-	C+	B+

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Categories		Teachers Care About Students	Principal/ Students	Parents Responsible	Parents Satisfied	Cost- Effective	Supplies & Materials Available	Decision Management †	Board/ Students	Board Policy	Director Leader	Director Chief Adminis.	Principal Leader	Principal Manager	Teachers' Attitudes	Time to Technical Education	Time to Academics
2005-2006 MY Results		3.59	3.64	2.44	3.08	2.91	3.37	2.85	2.68	2.78	2.87	2.85	3.48	3.72	2.96	3.20	3.10
Grade		B+	B+	C+	B	B-	B+	B-	B-	B-	B-	B-	B+	B+	B-	B	B
Counts	Blank	1	1	1	1	1	1	1	3	3	3	3	3	3	3	4	3
5	A	19	20	2	5	5	13	5	4	5	8	8	14	23	5	10	6
4	B	17	16	11	20	18	21	19	11	10	14	14	18	10	18	18	16
3	C	1	0	10	8	9	1	7	13	13	6	5	2	1	7	4	8
2	D	0	0	13	1	3	2	4	5	3	2	3	0	0	4	0	1
1	F	0	0	0	0	1	0	2	1	1	4	4	0	0	0	2	0
0	N/A	0	1	1	3	1	0	0	1	3	1	1	1	1	1	0	4
Total Responses		37	36	36	34	36	37	37	34	32	34	34	34	34	34	34	31
2004-2005 MY Results		3.40	2.75	2.10	2.84	2.90	3.05	2.45	2.33	2.67	3.05	3.15	2.63	2.75	2.95	3.11	2.74
Grade		B+	B-	C	B-	B-	B	C+	C+	C+	B	B	C+	B-	B-	B	B-
4	Counts	10	2	0	2	2	6	2	1	2	7	11	2	4	3	6	3
3		8	13	10	12	15	10	8	5	9	7	3	9	9	14	9	8
2		2	3	4	5	2	1	7	11	6	4	4	7	5	2	4	8
1		0	2	4	0	1	2	3	1	1	1	2	1	2	1	0	0
0		0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Responses		20	20	20	19	20	19	20	18	18	19	20	19	20	20	19	19
2003-2004 MY Results		3.40	3.40	2.40	3.00	3.20	3.00	3.40	2.60	2.80	3.40	3.60	3.40	3.60	3.20	3.10	2.70
Grade		B+	B+	C+	B	B	B	B+	C+	B-	B+	B+	B+	B+	B	B	B-
4	Counts	12	7	1	2	5	3	6	1	1	9	13	7	11	5	8	4
3		8	11	7	12	10	12	8	9	11	4	2	9	6	13	8	9
2		0	1	5	5	4	1	2	4	5	3	4	2	2	2	2	4
1		0	1	6	0	0	3	3	4	1	2	1	1	1	0	0	2
0		0	0	1	0	0	1	1	1	0	2	0	1	0	0	0	0
Total Responses		20	20	20	19	19	20	20	19	18	20	20	20	20	20	18	19
2002-2003 Results		3.33	3.00	2.00	2.83	2.48	2.74	2.33	1.98	2.10	2.43	2.74	2.76	2.74	2.62	2.36	n/a
Grade		B	B	C	B-	C+	B-	C+	C	C	C+	B-	B-	B-	C+	C+	

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Categories		Parents Assist	Parents Participate	School Community	Public Perception	Technology Instructional Tool	Technology Administra. Tool	Facility Conditions	Fill Vacancies	Communi- cation Lines	Planning Time	Instructional Services	Academic Services	Curriculum Develop Services	Guidance Services	Placement Services	Special Education Services
2005-2006 MY Results		2.51	2.40	3.20	2.98	3.20	3.25	3.50	3.08	2.68	1.69	3.50	3.10	3.28	3.40	3.30	3.17
Grade		C+	C+	B	B-	B	B	B+	B	B-	C-	B+	B	B	B+	B	B
Counts	Blank	3	3	3	4	3	3	3	4	4	4	4	4	4	4	4	4
5	A	0	1	9	5	10	14	16	8	2	0	8	2	14	14	9	14
4	B	10	6	14	16	17	12	16	17	20	0	17	20	12	17	10	12
3	C	15	14	7	10	7	5	3	6	3	16	6	3	2	0	13	2
2	D	4	6	1	2	0	2	0	2	6	6	2	6	3	1	0	3
1	F	1	1	0	0	1	1	0	1	3	12	1	3	1	0	0	1
0	N/A	5	7	4	1	0	1	0	0	0	0	0	0	2	2	2	2
Total Responses		30	28	31	33	35	34	35	34	34	34	34	34	34	32	32	32
2004-2005 MY Results		2.15	1.78	2.90	2.53	2.89	3.10	3.53	0.77	0.50	0.68	3.12	2.89	3.07	3.11	3.05	2.95
Grade		C	C-	B-	C+	B-	B	B+				B	B-	B	B	B	B-
4	Counts	0	0	3	1	4	9	12	0	0	0	5	2	3	6	5	5
3		8	2	12	9	9	6	6	0	0	0	9	12	9	9	10	9
2		7	10	5	8	6	4	0	1	7	4	3	4	2	4	4	4
1		5	6	0	1	0	0	1	17	12	13	0	0	0	0	0	1
0		0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Total Responses		20	18	20	19	19	20	19	18	19	17	17	18	14	19	19	19
2003-2004 MY Results		1.90	1.50	3.00	2.60	3.00	3.20	3.80	0.84	0.65	0.65	3.20	n/a	n/a	3.20	2.70	3.20
Grade		C-	D+	B	C+	B	B	A-				B			B	B-	B
4	Counts	0	0	2	1	7	9	11	16	13	11	10			7	5	7
3		2	4	13	12	10	10	8	3	7	6	10			11	8	12
2		11	7	3	6	1	1	1	0	0	0	0			2	3	0
1		5	6	0	1	2	0	0	0	0	0	0			0	0	0
0		0	1	0	0	0	0	0	0	0	0	0			0	1	0
Total Responses		18	18	18	20	20	20	20	19	20	17	20			20	17	19
2002-2003 Results		1.68	1.66	2.55	n/a	3.05	3.15	3.24	0.72	0.56	0.76	3.28	n/a	n/a	n/a	n/a	n/a
Grade		C-	D+	C+		B	B	B				B					

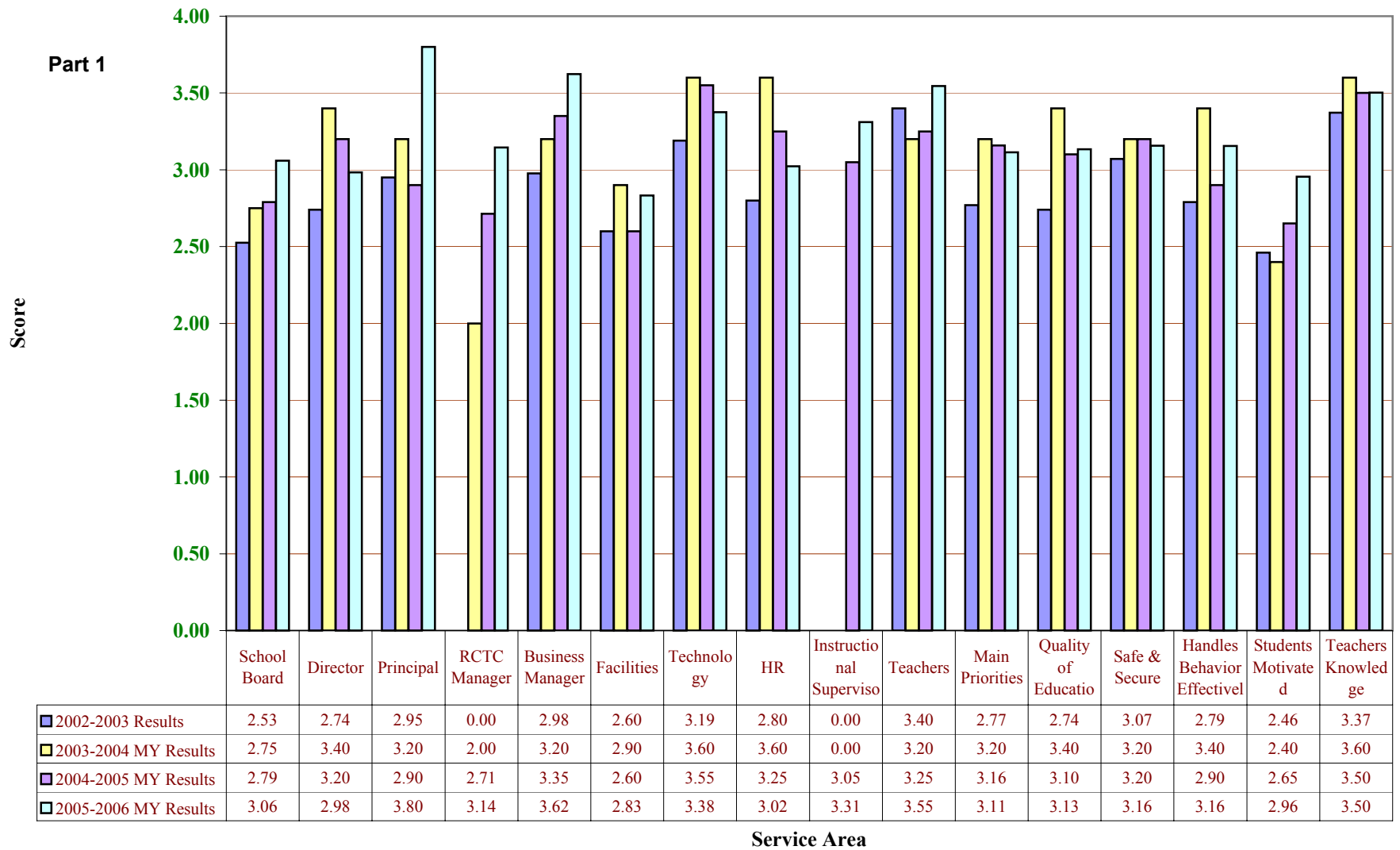
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Categories	Instructional Aide Services	Maintenance Services	Clerical Services	Custodial Services	Transport Services	Human Resource Services	Food Services	Staff Develop Services	Technology/ Information Services	Purchasing Services	Financial & Budgeting Services	Quality Mgmt Services	Public Relations Services	Overall
2005-2006 MY Results	3.00	3.36	3.65	3.36	3.83	3.13	3.30	3.17	3.42	3.73	3.61	3.20	3.25	3.39
Grade	B	B+	B+	B+	A-	B	B	B	B+	A-	B+	B	B	B+
Counts	Blank	4	4	5	4	4	4	4	4	4	4	4	4	4
5	A	14	12	12	7	13	22	13	11	12	10	7	15	22
4	B	12	13	9	14	15	9	15	3	12	16	18	15	9
3	C	6	6	7	7	6	3	6	0	5	6	4	1	1
2	D	0	1	3	4	0	0	0	0	2	0	2	1	0
1	F	0	0	0	0	0	0	0	0	2	0	0	1	0
0	N/A	2	2	2	2	0	0	0	20	1	2	3	1	2
Total Responses	32	32	31	32	34	34	34	14	33	32	31	33	32	27
2004-2005 MY Results	2.89	3.20	3.60	3.42	3.00	3.26	2.95	2.67	3.42	3.68	3.11	3.00	3.33	3.05
Grade	B-	B	B+	B+	B	B	B-	C+	B+	B+	B	B	B+	B
4	Counts	4	5	13	9	2	10	7	2	10	15	7	5	9
3		9	14	6	9	8	6	5	9	7	2	8	9	12
2		6	1	1	1	2	1	6	6	2	2	3	3	3
1		0	0	0	0	0	2	1	1	0	0	1	1	0
0		0	0	0	0	0	0	0	0	0	0	0	0	0
Total Responses	19	20	20	19	12	19	19	18	19	19	19	18	18	19
2003-2004 MY Results	3.10	3.20	3.40	3.20	2.50	3.40	3.20	2.60	3.40	3.00	3.00	3.20	3.10	3.20
Grade	B	B	B+	B	C+	B+	B	C+	B+	B	B	B	B	B
4	Counts	8	9	13	11	1	8	7	4	10	6	5	8	7
3		11	11	7	8	9	8	12	9	8	8	6	8	8
2		0	0	0	1	4	1	1	5	1	2	5	2	2
1		0	0	0	0	1	2	0	1	0	2	1	0	1
0		0	0	0	0	0	1	0	0	0	1	0	0	0
Total Responses	19	20	20	20	15	20	20	19	19	19	17	18	18	19
2002-2003 Results	n/a	3.17	n/a	3.15	2.97	2.89	3.40	2.66	3.05	2.51	3.03	2.39	n/a	2.93
Grade		B		B	B-	B-	B+	C+	B	C+	B	C+		B-

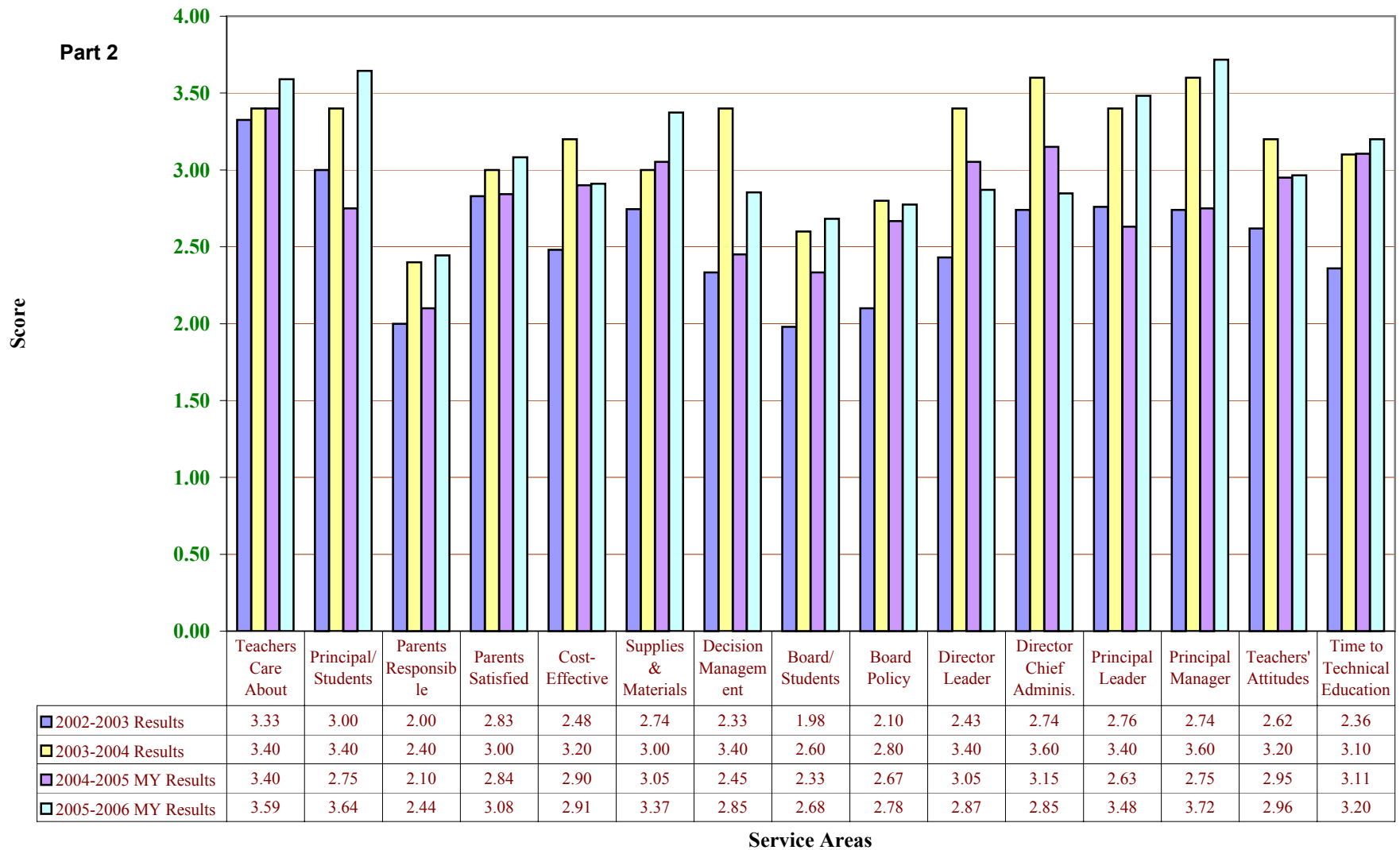
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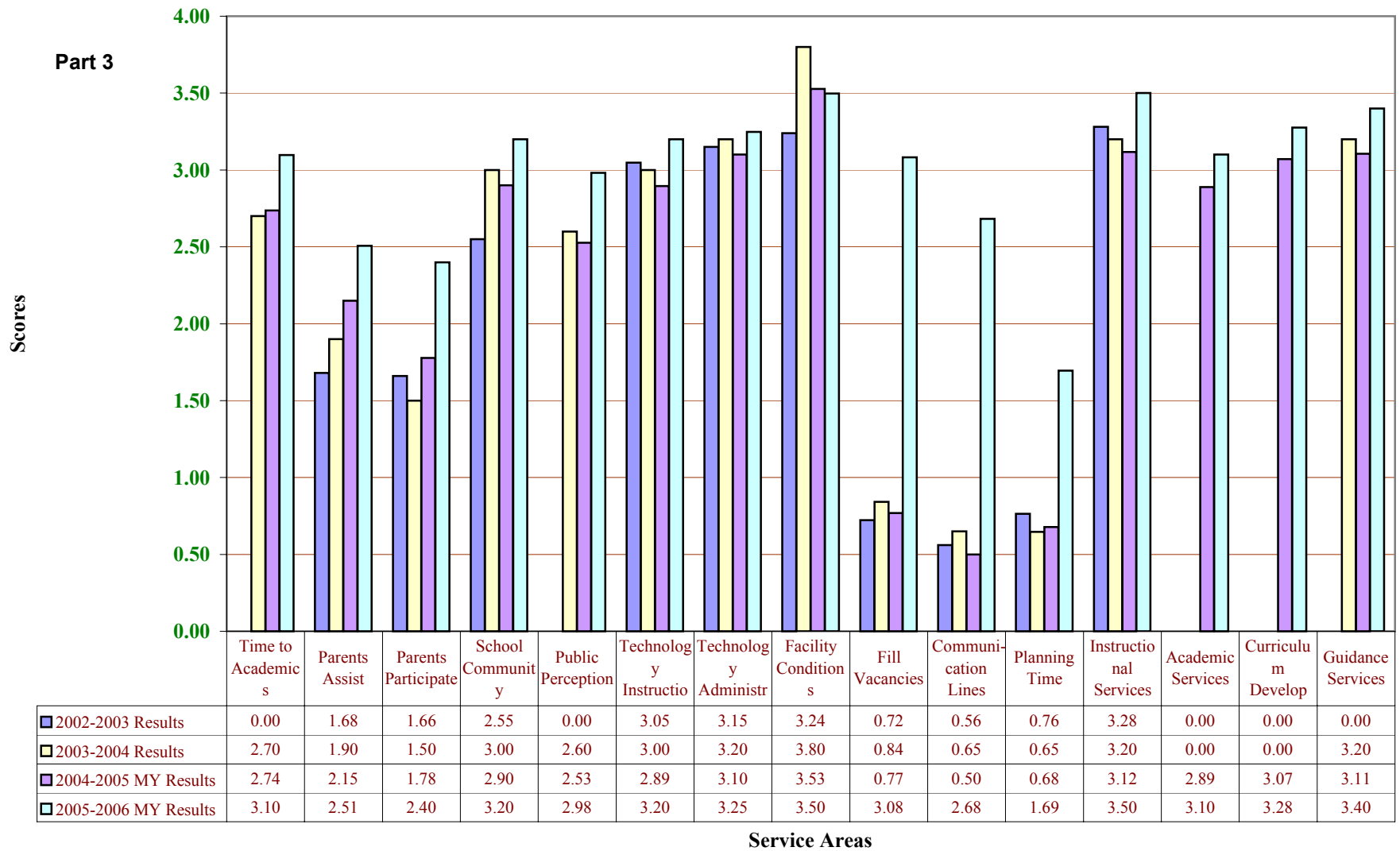
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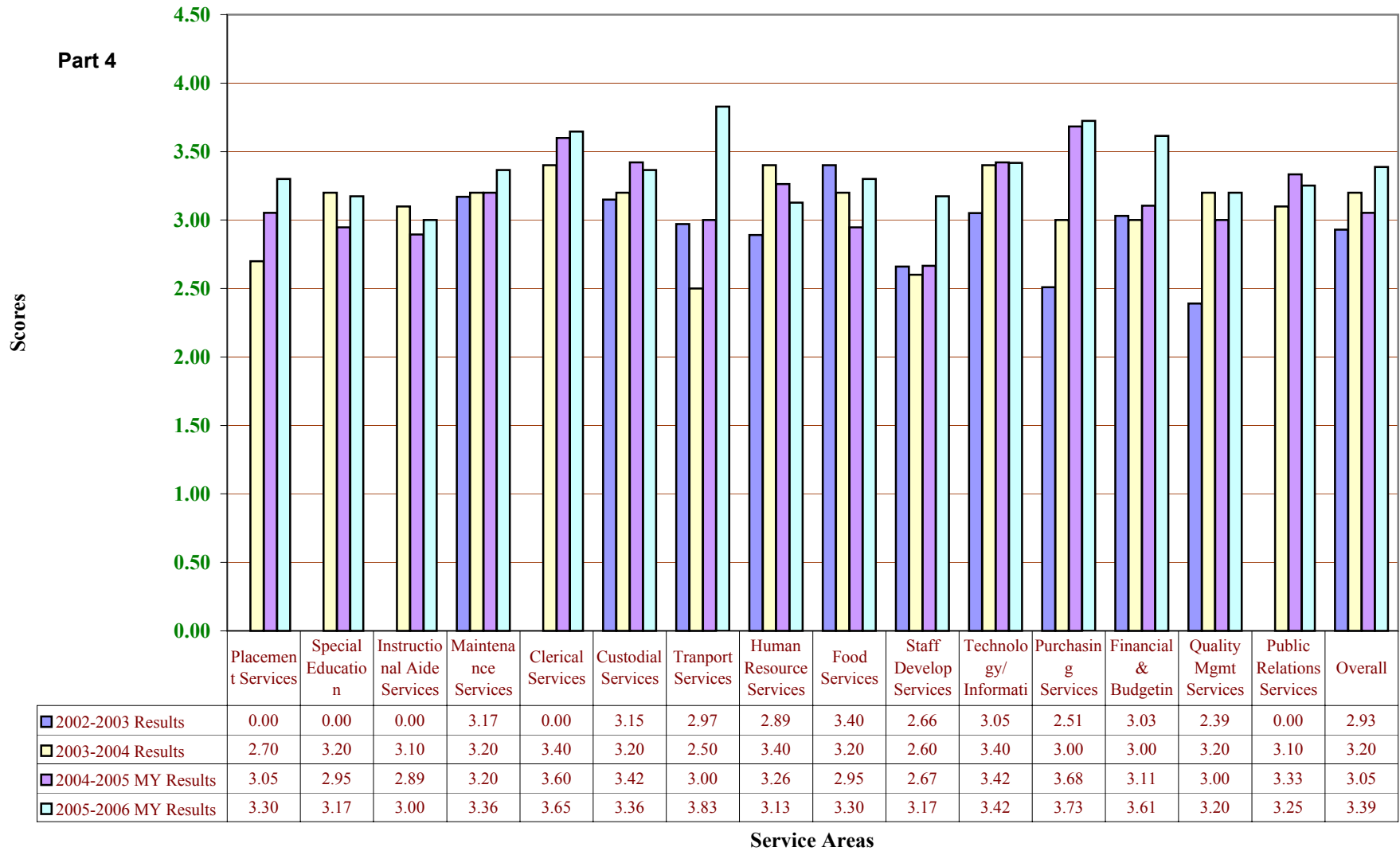
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Narrative Responses

In what one or two ways could the operational efficiency of ECTS be improved?

- A. More software based curriculum so that students could advance at their own pace. Broken groupings of students become a severe strain on instructors because of having to handle the same tasks repetitiously.
- B. Use curriculum development for the benefit of our students, instead of calling it curriculum development under the guise of setting up a community college
- C. Regarding #5: If there is no information to back up possible ideas that are going to effect school policy or instructor position - do not bring it up until then. Seems to cause too much feather raising. Some faculty & staff go off the deep end with their imaginations and what the possibilities of change could bring.
Regarding #6: Although Jan makes herself available for curriculum development, there does not seem to any/much time to prepare for day-to-day instruction in the classroom, unless done outside the scope of the workday.
- D. Operations = Day to day tasks. SchoolDesx is a day-to-day task. SchoolDesx is a very slow program. A separate server might warrant consideration.
- E. Look at enhancing the high school and not spending time on becoming a comprehensive high school, then do a merger with Central, and now becoming a community college. Why do we not have a clear cut vision? We sure do spend a lot of effort and money on 'wishful' administrative ideas. Many feel administration is trying to destroy our high school!!! Look at what was done to the Skill Center and our Evening Program since this administration took over. This is why moral is low and administration is not trusted.
- F. Better communication
Better communication with administration. A non-threatening relationship with 'NO' retaliation.
- G. For administration to spend time with the staff and students in the labs to see the daily routines.
- H. Have faculty meetings between AM and PM sessions.
- I. By having an aid in my program for a consistent period of time. Flopping from program to program isn't working. They need to be there more to have constant follow up. To be able to really help, they need to understand some of the daily program. Help is needed in the lab, not in the theory room.
- J. Communication between the director and faculty is not good. Director could be more accessible to staff.
- K. Informal faculty meetings at least every other week during professional development time. Faculty would have time to exchange concerns and ideas with other staff and administration. This would also strengthen the ties of the group and allow each to share what is happening within individual programs as well as school wide.
- L. Concentrate on what we are, a 'Vocational High School.' We should exert all available funds and manpower toward that goal.
- M. Maintenance, support, IT, administration, etc. should understand that they are the support system for the faculty and thus the student, with whatever needs that may arise (network problems, supplies, equipment, repairs, etc.).
BETTER USE OF SCHOOL CALENDAR. COULD EVEN INCLUDE BIRTHDAYS, ETC. MORE OF A DAILY CHECKPOINT. THIS ALSO WOULD CLARIFY ROOM USAGE..
- N. KEEP TWEAKING SCHOOLDESX

In what ways have you noticed an improvement in communication between administration and staff?

- A. Monthly faculty meetings have allowed for discussions and feedback. The general mood of faculty and staff seems to have improved this winter. I believe this is a result of better communication.
- B. Director more vocal at faculty meetings
- C. We have a better Principal now.

- D. On the plus side - We hear about our VISION and DIRECTION. On the minus side - we don't get all the facts.
- E. Just by the way the faculty and staff is addressed by the administration. Some do not seem to realize that we all need to act as a cohesive unit. It is not us vs. them - I'm not sure that mentality is shared by all.
- F. More information is provided at faculty meetings.
- G. There is NO communication.
- H. None really
- I. In the last month or so administration has backed off some and started to listen to staff. The question is, 'how long will it last and how will administration seek out ways to improve themselves not always staff.'
- J. Notice of board agendas and minutes. John's weekly e-mail update.
- K. New principal is very accessible and easy to talk to.
- L. Administration is more open to the opinions of faculty. Meeting as a group with planned agendas has helped this process.
- M. Tuesday Faculty meetings have been informative
- N. John Hansen is a terrific communicator, follows up, and is very thorough.
- O. MORE OPENNESS
- P. The new staff may not be aware of the faculty handbook or the student handbook. The regulations are not always followed.

Please share any other comments you feel are important or that clarify your rating of any item.

- A. I appreciate the way you are using data from surveys to make decisions.
- B. ECTS does the best job it can under the current circumstances
- C. Staff moral has never been at a lower point since I have been here.
- D. I feel that communication between Lisa Sorenson and the staff needs improvement. She is never here and information she has or that is needed to get to her is hard to communicate. No one knows what is going on with the new application system including the office staff who has to answer the phone questions.
- E. I have a real difficult time with surveys that are from strongly agree to strongly disagree. It gives too much room for other factors to come in such as the personality of the person taking the survey. What I am saying is that in some discussions with other staff they have told me that they always answer between agree and disagree because they don't want to sound angry or to upset at the person getting surveyed. Surveys should always be yes , no, or N/A with a space for comments if true result are being looked for.
- F. It is very difficult to assign grades to overall areas. Some areas may be excellent and some may need work.
- G. We are given time for curriculum development. It wasn't so much as the content of our curriculum but how it is recorded into separate classes. This isn't an improvement in ECTS only a step toward a Community College.
- H. There are not enough instructional aides to cover all the labs. Time within the lab is very limited.
- I. This a wonderful school to be a part of.
- J. Special Ed. and Instructional Aid scores are not rated low because of the quality of the services provided, rather the quantity of services. Spec. Ed. personel have been spread thin with numerous other duties. Instructional Aides are spread thin because of the reduction of the number of aides.
- K. ECTS has evolved into a dynamic school that provides excellent training and education for our county students. The Admin and staff at ECTS is top notch and I am pleased to be a part of this institution.
- L. THE SCHOOL SHOULD PURCHASE A BASIC OFFICE INSTRUCTIONAL DVD PROGRAM FOR USE.
- M. I wish that there was trust from admin to staff. We do have a great staff here but everyone seems to be on edge most of the time. The students education is our first priority and we all care and try to do our best but that seems to go unnoticed by admin. I love what I do and will always do a good job whether I'm being watched or not. In my heart I know I've done all I can to be a good teacher and employee.