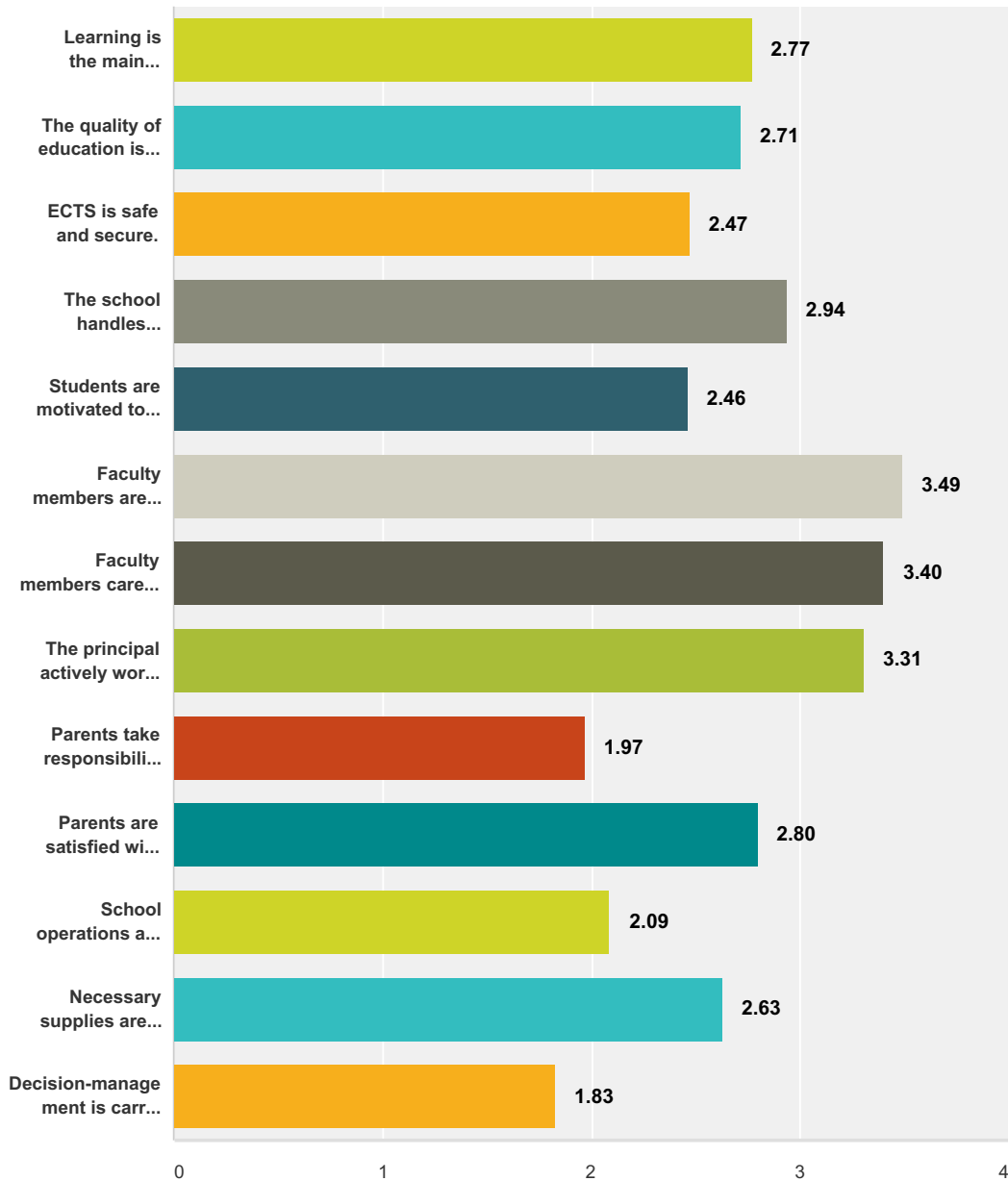


Q1 Rating of the "culture" of the school

Answered: 35 Skipped: 0



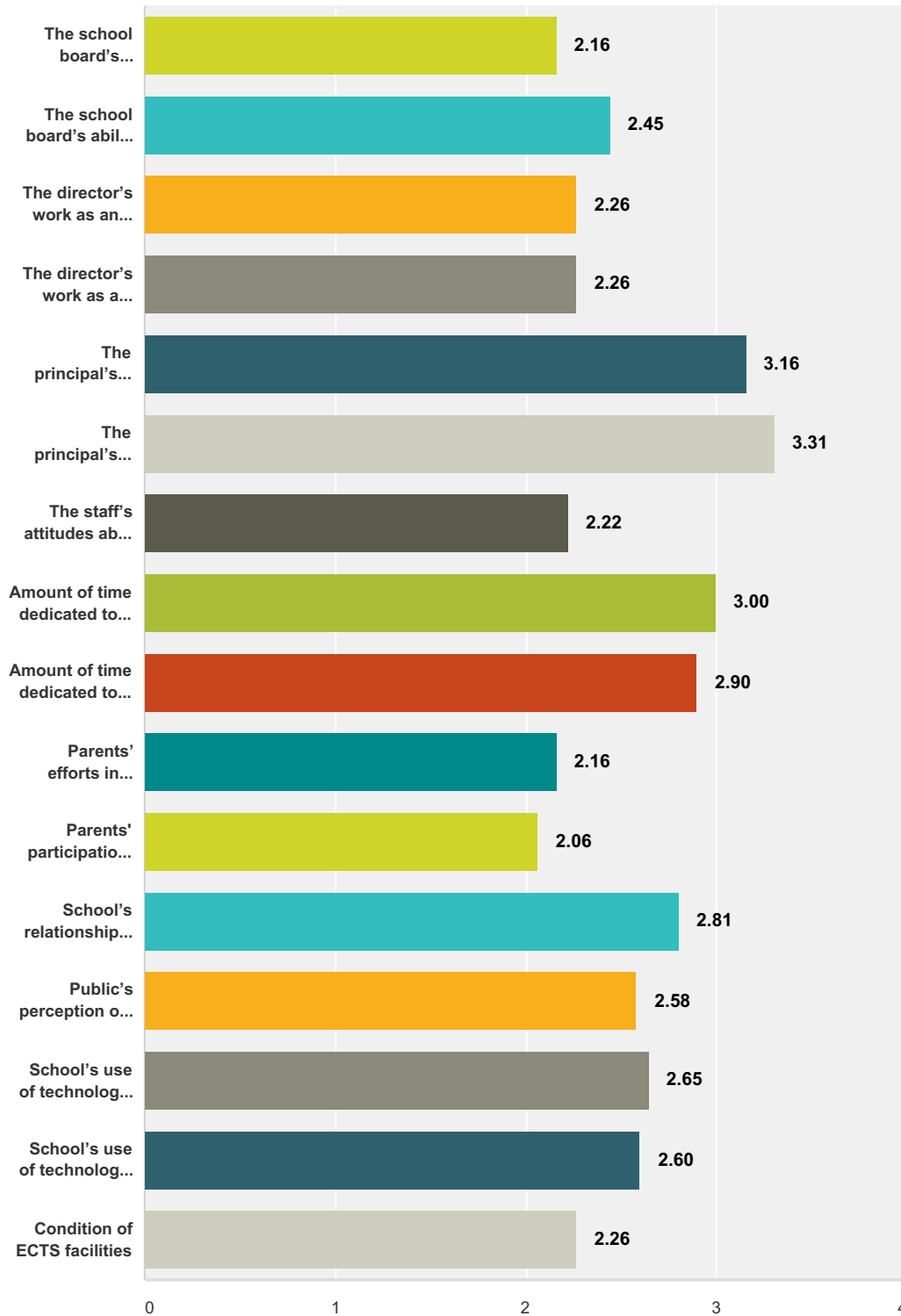
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total	Weighted Average
Learning is the main priority at the school.	28.57% 10	45.71% 16	0.00% 0	25.71% 9	0.00% 0	35	2.77
The quality of education is improving from year to year.	14.29% 5	48.57% 17	31.43% 11	5.71% 2	0.00% 0	35	2.71
ECTS is safe and secure.	14.71% 5	47.06% 16	17.65% 6	11.76% 4	8.82% 3	34	2.47
The school handles behavioral problems effectively.	20.00% 7	65.71% 23	2.86% 1	11.43% 4	0.00% 0	35	2.94

Staff Survey -- 2016

Students are motivated to learn.	8.57% 3	51.43% 18	17.14% 6	22.86% 8	0.00% 0	35	2.46
Faculty members are knowledgeable in their subject areas.	48.57% 17	51.43% 18	0.00% 0	0.00% 0	0.00% 0	35	3.49
Faculty members care about the educational needs of the students.	40.00% 14	60.00% 21	0.00% 0	0.00% 0	0.00% 0	35	3.40
The principal actively works to meet the student body's needs.	57.14% 20	25.71% 9	8.57% 3	8.57% 3	0.00% 0	35	3.31
Parents take responsibility for their children's behavior.	5.71% 2	31.43% 11	20.00% 7	40.00% 14	2.86% 1	35	1.97
Parents are satisfied with the education their child receives.	14.29% 5	57.14% 20	25.71% 9	0.00% 0	2.86% 1	35	2.80
School operations are cost-effective.	17.65% 6	17.65% 6	29.41% 10	26.47% 9	8.82% 3	34	2.09
Necessary supplies are available to support instruction.	22.86% 8	45.71% 16	8.57% 3	17.14% 6	5.71% 2	35	2.63
Decision-management is carried out effectively.	5.71% 2	17.14% 6	40.00% 14	28.57% 10	8.57% 3	35	1.83

Q2 Performance Indicators

Answered: 32 Skipped: 3



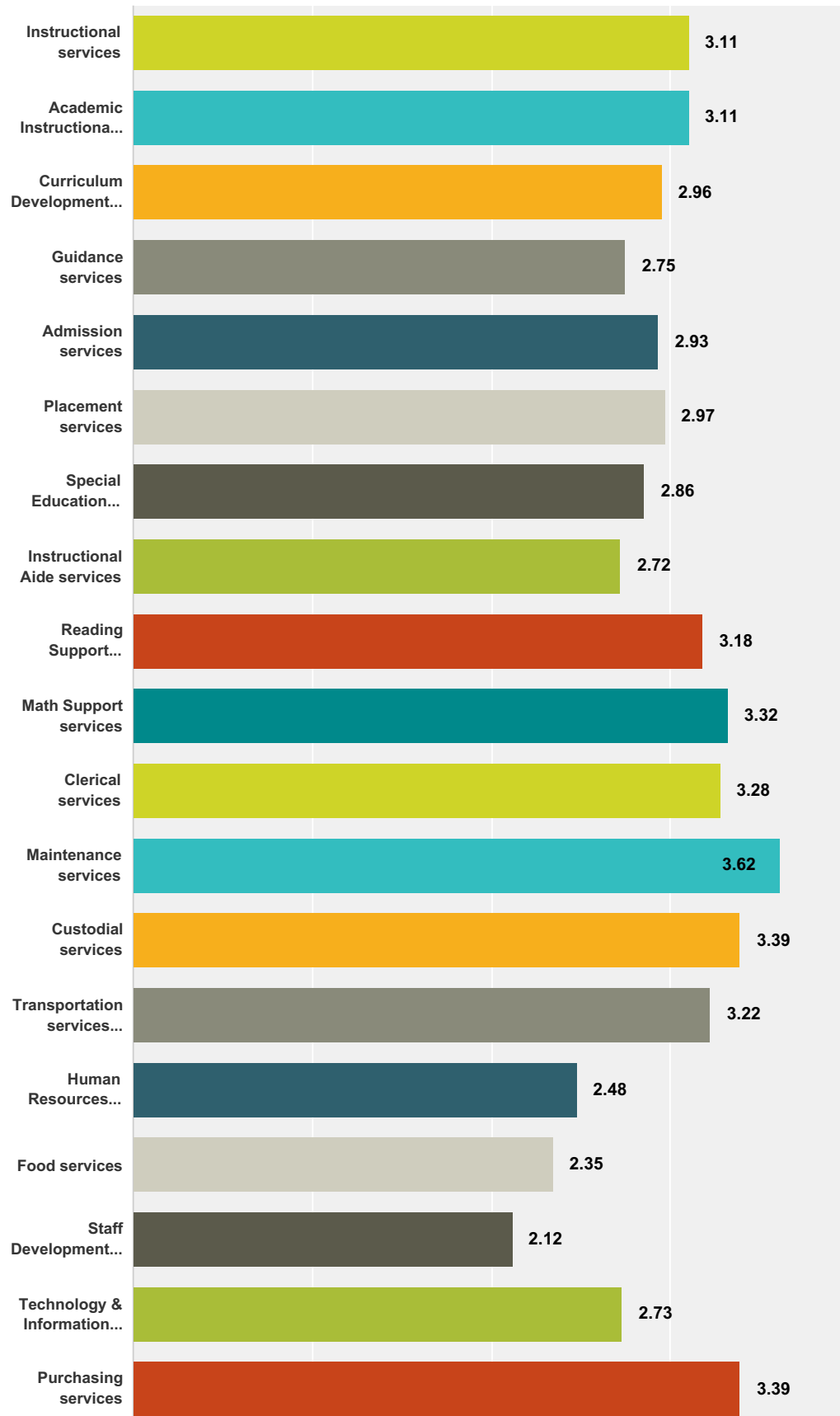
	A	B	C	D	F	Total	Weighted Average
The school board's knowledge of the educational needs of students	6.45%	32.26%	32.26%	29.03%	0.00%	31	2.16
	2	10	10	9	0		

Staff Survey -- 2016

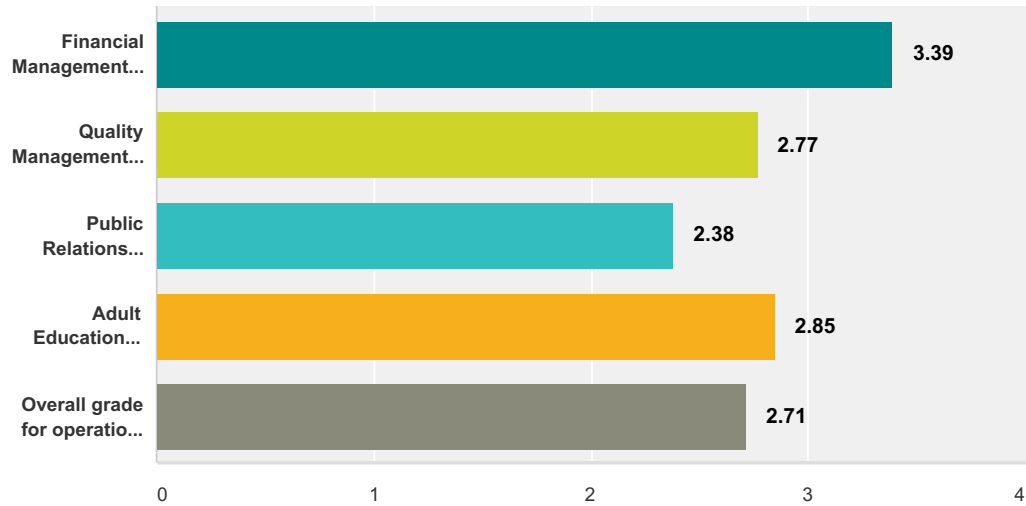
The school board's ability to establish effective policies	9.68% 3	45.16% 14	25.81% 8	19.35% 6	0.00% 0	31	2.45
The director's work as an instructional leader	16.13% 5	38.71% 12	12.90% 4	19.35% 6	12.90% 4	31	2.26
The director's work as a manager of staff and resources	16.13% 5	35.48% 11	19.35% 6	16.13% 5	12.90% 4	31	2.26
The principal's work as an instructional leader	46.88% 15	28.13% 9	18.75% 6	6.25% 2	0.00% 0	32	3.16
The principal's work as a manager of staff and resources	53.13% 17	25.00% 8	21.88% 7	0.00% 0	0.00% 0	32	3.31
The staff's attitudes about their jobs	15.63% 5	34.38% 11	15.63% 5	25.00% 8	9.38% 3	32	2.22
Amount of time dedicated to technical education	33.33% 10	43.33% 13	16.67% 5	3.33% 1	3.33% 1	30	3.00
Amount of time dedicated to academic instruction	29.03% 9	41.94% 13	22.58% 7	3.23% 1	3.23% 1	31	2.90
Parents' efforts in assisting with the learning process	0.00% 0	34.38% 11	46.88% 15	18.75% 6	0.00% 0	32	2.16
Parents' participation in school activities	9.68% 3	19.35% 6	45.16% 14	19.35% 6	6.45% 2	31	2.06
School's relationships with community groups	18.75% 6	53.13% 17	18.75% 6	9.38% 3	0.00% 0	32	2.81
Public's perception of ECTS	22.58% 7	29.03% 9	35.48% 11	9.68% 3	3.23% 1	31	2.58
School's use of technology as an instructional tool	22.58% 7	45.16% 14	16.13% 5	6.45% 2	9.68% 3	31	2.65
School's use of technology for administrative purposes	20.00% 6	43.33% 13	23.33% 7	3.33% 1	10.00% 3	30	2.60
Condition of ECTS facilities	12.90% 4	35.48% 11	25.81% 8	16.13% 5	9.68% 3	31	2.26

Q3 School Services

Answered: 30 Skipped: 5



Staff Survey -- 2016



	A	B	C	D	F	N/A	Total	Weighted Average
Instructional services	34.48% 10	44.83% 13	10.34% 3	6.90% 2	0.00% 0	3.45% 1	29	3.11
Academic Instructional services	35.71% 10	42.86% 12	10.71% 3	7.14% 2	0.00% 0	3.57% 1	28	3.11
Curriculum Development services	24.14% 7	51.72% 15	10.34% 3	3.45% 1	3.45% 1	6.90% 2	29	2.96
Guidance services	16.67% 5	40.00% 12	16.67% 5	0.00% 0	6.67% 2	20.00% 6	30	2.75
Admission services	23.33% 7	53.33% 16	16.67% 5	6.67% 2	0.00% 0	0.00% 0	30	2.93
Placement services	34.48% 10	31.03% 9	31.03% 9	3.45% 1	0.00% 0	0.00% 0	29	2.97
Special Education services	31.03% 9	37.93% 11	17.24% 5	13.79% 4	0.00% 0	0.00% 0	29	2.86
Instructional Aide services	27.59% 8	34.48% 10	24.14% 7	10.34% 3	3.45% 1	0.00% 0	29	2.72
Reading Support services	37.93% 11	44.83% 13	10.34% 3	0.00% 0	3.45% 1	3.45% 1	29	3.18
Math Support services	55.17% 16	24.14% 7	13.79% 4	0.00% 0	3.45% 1	3.45% 1	29	3.32
Clerical services	50.00% 15	26.67% 8	16.67% 5	3.33% 1	0.00% 0	3.33% 1	30	3.28
Maintenance services	64.29% 18	21.43% 6	7.14% 2	0.00% 0	0.00% 0	7.14% 2	28	3.62
Custodial services	50.00% 15	33.33% 10	6.67% 2	3.33% 1	0.00% 0	6.67% 2	30	3.39
Transportation services (bussing/school car)	37.93% 11	37.93% 11	17.24% 5	0.00% 0	0.00% 0	6.90% 2	29	3.22
Human Resources services	20.69% 6	34.48% 10	20.69% 6	20.69% 6	3.45% 1	0.00% 0	29	2.48
Food services	24.14% 7	17.24% 5	17.24% 5	27.59% 8	3.45% 1	10.34% 3	29	2.35

Staff Survey -- 2016

Staff Development services	10.34% 3	20.69% 6	37.93% 11	10.34% 3	10.34% 3	10.34% 3	29	2.12
Technology & Information services	21.43% 6	35.71% 10	25.00% 7	10.71% 3	0.00% 0	7.14% 2	28	2.73
Purchasing services	42.86% 12	28.57% 8	10.71% 3	0.00% 0	0.00% 0	17.86% 5	28	3.39
Financial Management services	46.43% 13	25.00% 7	7.14% 2	3.57% 1	0.00% 0	17.86% 5	28	3.39
Quality Management System	17.86% 5	35.71% 10	14.29% 4	10.71% 3	0.00% 0	21.43% 6	28	2.77
Public Relations services	10.34% 3	31.03% 9	31.03% 9	17.24% 5	0.00% 0	10.34% 3	29	2.38
Adult Education services	10.71% 3	42.86% 12	14.29% 4	3.57% 1	0.00% 0	28.57% 8	28	2.85
Overall grade for operations of ECTS	20.69% 6	41.38% 12	20.69% 6	13.79% 4	0.00% 0	3.45% 1	29	2.71

**Q4 Please feel free to share any comments
you feel are important or will help clarify
your rating of any item.**

Answered: 11 Skipped: 24

#	Responses	Date
1	Very poor management. Most decisions are made with the wrong goals in mind. Staff is made to feel like they don't matter. Administrators do not communicate effectively. Administrators do not have the authority to make any decisions without Director involvement. Director is a micro manager and is doing damage to the entire facility. Director does not care about the well being of the school or staff.	6/3/2016 2:32 PM
2	There needs to be more student computers. Business office (Terri) is extremely helpful when questions arise.	6/2/2016 9:45 AM
3	Food Services need to be upgraded to the same standards as the home schools, at least, if not better	6/2/2016 8:19 AM
4	Some questions I am not comfortable answering.	5/31/2016 11:25 AM
5	Please update the RCTC website and make it easier to navigate; more advertising for RCTC will increase participant numbers.	5/26/2016 4:03 PM
6	Not that funding isn't a core challenge in education; but I have concerns that this institution is gravely underfunded to sustain its mission, and held in a vice by a few districts.	5/26/2016 2:51 PM
7	The professional staff continue to work in a professional manner, despite not having a contract for 2 years. Faculty members have volunteered many hours to promote ECTS and work to make it success. If we (the faculty) were to treat our students in the same manner that we are treated by our administration, we would be admonished. Our director has stated " It starts from the top down" . It is time to bury the hatchet and move in a positive direction.	5/26/2016 2:22 PM
8	Initial training (for instructors) for Quality Management is overdue (scope and purpose).	5/26/2016 1:28 PM
9	1. Staff development should be aligned to act 48. 2. The overall perception of other school employees is that we do "NOT" have synergy between the teachers and administrators. 3. Admissions and administrators need to be accountable for their time as much as the teachers and aides.	5/26/2016 12:46 PM
10	The professional staff have continued to work in a very professional manner. Many faculty members have volunteered to complete tasks that help the administration, school, and mostly, the students. Yet the administration and school board do not put forth a good faith effort to settle the contract. If the faculty treated their students in the same manner that the administration treats us; We would be verbally admonished for doing the same. Our director stated: " It all starts from the top down". It is time to bury the hatchet and move in a positive direction.	5/26/2016 12:43 PM
11	The professional staff has continued to work under a stressful situation regarding the lack of a contract. They have continued to do all that has been asked of them by administration, including many volunteer hours to promote our school and keep the student as a priority. Conversely, the administration has not put forth the same effort in settling the union contract. The atmosphere in the school is vial and based on negative verbal attacks on our professional staff and very little positive feedback. If we, (the faculty) treated our students the way administration treats us, we would be reprimanded for the same actions. It is time to bury the hatchet and move in a positive direction.	5/26/2016 10:56 AM

Q5 In what ways could the operational efficiency of ECTS be improved?

Answered: 15 Skipped: 20

#	Responses	Date
1	better communication	6/3/2016 2:32 PM
2	I believe the operational efficiency of ECTS is great! I believe we could create a better culture within the building on management decision making with having more buy-in by including some transparency with brain storming from the group that the new decision would be influencing. I also believe we could build some better culture for instructors inside the classrooms by having time to share ideas and techniques.	6/2/2016 3:23 PM
3	Additional computers available for students. Faculty frequently must beg and borrow to have enough computers for their programs when needed. The new web-site is not user-friendly. Too many clicks to get somewhere. Items are difficult to find. While I understand the "eight days of fun", I think students would benefit to a greater extent if we have the first four days of fun, then have the picnic at midterm near the end of September, then use the remaining four days of fun at the end of the quarters. Keep the students involved throughout the year. Make them feel like they are part of a school, not just a student in a program.	6/2/2016 9:46 AM
4	improved leadership and respect shown to staff members	6/1/2016 9:48 AM
5	We put way too much effort into producing pretty pieces of paper rather than producing good workers. In industry, the practice is to streamline the work so the staff can be more productive and thus more profitable. At ECTS we do the opposite, we seem to take pride in making the staff's job harder. An example would be the unnecessary student aid situation. Another example is the lesson plan form with all of the fancy numbers that changes every six months. If we were a business we would go bankrupt because of the top heavy over management and busywork.	6/1/2016 7:59 AM
6	Making sure each lab has the most current and marketable equipment to learn the trade.	5/31/2016 11:26 AM
7	Work on improving public perception about the type of student who attends here. They are people who apply & specialize to attend. They are not perceived that way among their peers or their peers' parents.	5/31/2016 10:24 AM
8	Improve website design. The new website offers great promotion of the different school programs. The website needs to have simple access (3 clicks from home screen) to very specific program information, including the school calendar. The current calendar information given is of no use to parents/students, and of little value to staff. The mouse over feature to scroll through the sub menus is cumbersome at best. Click menus would be more professional in appearance. Website does not conform to the "3 click rule" for website design.	5/31/2016 10:20 AM
9	clear and more open communication	5/31/2016 9:49 AM
10	Keep the focus on teaching strategies and improvement of curriculum. I've seen so much growth over the years!	5/31/2016 8:09 AM
11	The care of the facility needs to be fiscally charged to the ECTS Administration, and not hostage to the current situations of the consortium district's situations.	5/26/2016 2:55 PM
12	ECTS has 8 administrators to administer 58 employees, many are part-time. That is approximately 7 employees per administrator	5/26/2016 2:26 PM
13	I would suggest that the administration and the other professionals in the building work together to achieve the goals set by us all. A hierarchy closes ears and eyes to the true heart beat of the school and student body.	5/26/2016 12:46 PM
14	Simplify as much as possible. Staff development and training based on staff needs.	5/26/2016 11:37 AM
15	No comment.	5/26/2016 10:31 AM

Q6 What would have to be done for you to give an "A" for overall ECTS operations?

Answered: 12 Skipped: 23

#	Responses	Date
1	new management	6/3/2016 2:32 PM
2	Appreciation for others. Faculty were hired for their expertise. Praise them for what they do right instead of constantly reminding them what they do wrong. While being held accountable is a good thing, a mix creates a better school culture. More time for technical instruction instead of extra literacy requirements. Evaluate what needs to be done in each program instead of school wide requirements. Faculty input to decision making. Allowing more time for faculty to prepare coursework during in-service days. More time to complete grades at the end of a quarter. Having grades due the last day of the quarter does not allow "hours" nor does it allow absent students to complete work. Students given extra time really can't be given extra time. Faculty must end the quarter several days before the end of the quarter. Removing "hour" requirements for courses but still have the course sequence that must be followed. The gradebook would be easier for parents and students to understand and weighting would not be a problem.	6/2/2016 9:46 AM
3	see #5	6/1/2016 7:59 AM
4	Better overall communication of rationale & decisions ahead of implementation. If administration wants roll out a new process & it is not successful, be proactive, brainstorm a B-plan, & try another approach with transparency.	5/31/2016 10:24 AM
5	More programmed (scheduled) opportunities for instructors to improve their program "off stage" organization. Also, more effective meetings. The use of "debriefing" on Fridays is a poor use of language. The term debriefing implies a review of an exercise or planned event. Most Friday meetings could have been summarized in an email or bi-weekly staff news letter. Recommend reviewing the Friday staff meeting process and implement a more efficient means of communication.	5/31/2016 10:20 AM
6	More positive support to all staff.	5/31/2016 9:49 AM
7	I gave ECTS an "A".	5/31/2016 8:09 AM
8	I would love for ECTS to be more proactive, and less reactive. This is all largely driven by facility constraints, limitations which is impacting subsequent equipment and materials in the labs.	5/26/2016 2:55 PM
9	Improve the relationship between administration and employees.	5/26/2016 2:26 PM
10	1. Synergy amongst all employees of ECT. 2. Respect for all through raises per and a contract. 3. Administration that respects the staff and doesn't talk down to them, but treats them as equals.	5/26/2016 12:46 PM
11	Mutual respect.	5/26/2016 11:37 AM
12	...a significant shift in leadership mentality.	5/26/2016 10:31 AM

**Q7 Your signature is optional. Feel free to
add your name here if you like.**

Answered: 3 Skipped: 32

#	Responses	Date
1	Jan Kennerknecht	5/31/2016 8:09 AM
2	Jeffrey Smith	5/26/2016 2:55 PM
3	David L. Yanosko	5/26/2016 12:46 PM