

Board of Education Regular  
Meeting/Business  
Monday, April 14, 2025 5:00 PM

Virginia Moon Administrative Center  
8545 Park Dr  
Ralston, NE 68127-3621

## **Agenda**

1. Call To Order  
**Speaker(s):** Board President
2. BOE Work Session Data Review led by Dr. McCann.  
**Speaker(s):** Blane McCann
3. Adjourn

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# Ralston School Board Data Report



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## February 2025

Thank you for embarking on a journey to understand yourself and your colleagues better. It is not easy in your busy lives to reflect on and consider improving your work as a school board. I know Mr. Buckingham and Ms. Richards appreciate your time and effort.

At our initial board development session, we underscored the pivotal role of the superintendent-board relationship. This relationship is fostered through balanced governance, with all parties understanding and actively participating in their roles. It's crucial to remember that the primary role of a school board is to select and assess the superintendent. With the superintendent in place, the school board's responsibility is to establish clear expectations with non-negotiable goals, create conditions for student and staff success, hold the system accountable with compassion, foster collective buy-in as a board/superintendent team, and learn together. Your role in this process is not just significant, but indispensable.

Our first step in learning together was to complete several assessments and collect data to inform the board of your engagement as a board member, your opinion regarding the current level of time spent discussing student achievement, and your opinion of the importance of topics related to student achievement. I appreciate the candor of board members in describing their experiences and providing their views.

From the data review, I provide recommendations for your consideration as you interact with the data. Remember data is neutral until we interpret it.

How can this data affect your behavior when implementing and supporting the Ralston strategic plan?

Our next step is to meet on April 14, 2025, to review and discuss the data generated from these assessments. At this meeting, the board will develop a State-of-the-Team engagement plan. This plan, which will outline our collective goals and strategies for improving engagement, is crucial as it will guide the board in building trust and supporting one another in implementing the

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strategic plan. In conclusion, the board will review the student achievement assessments to understand the most important student learning topics, and then ensure they are discussed at board meetings to support the Ralston strategic plan.

Let's review the data.

### **Gallup Q12 Engagement Survey**

The survey results are a testament to the high performance of the board/superintendent team. Compared to other organizations in the Gallup database, the team's strong engagement level is at the 41st percentile. The data showcases our team's dedication and highlights our growth potential, with one item above the 75th percentile and two below the 25th percentile.

The school board and superintendent's connection to the school district's mission is critical and the driving force behind the successful implementation of the strategic plan. Research shows that people want and need to be connected to something bigger than themselves. In addition, creating this connection with the school board is crucial in aligning the entire district with the strategic plan's work. The team's unwavering commitment to the strategic plan and dedication to quality work are inspiring.

### **Celebrations.**

Engagement Item: # 8: The mission or purpose of my organization makes me feel my job is important.

Engagement Item: # 9: My colleagues are committed to doing quality work.

### **Questions to Consider**

What about the vision/mission of the Ralston Public Schools makes you feel proud about your work on the board?

Please define "quality work" for you as a school board member and share your definition with your colleagues.

### **Recommendation to consider**

1. Begin each school board meeting by reading the vision, mission, and district beliefs, reminding the board of what they are working toward.

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2. Begin each board meeting by honoring students, staff, and community members who excel and support the vision and strategic plan.

**Challenges** exist despite the board's connection to the mission and commitment to quality work as a school board/superintendent team. Interestingly, some team members find it challenging to do their best work. Further, some do not think they receive regular praise and recognition for their work. Lastly, the team does not feel its progress as a board is discussed formally. Three items that are a challenge are below.

Engagement item #3: At work, I have the opportunity to do what I do best every day.

Engagement item #4: In the last seven days, have I received recognition or praise for doing good work.

Engagement Item #11: In the last six months, someone at work has talked to me about my progress

It may be unclear who is responsible for praising the team, checking their progress, or ensuring you can do your best work.

### **Questions to Consider**

1. Do you organize your committees or other work around the team members' strengths, or assign work to anyone with the time?
2. What are some ways you recognize your colleagues for their good work?
3. Where do you think the responsibility of caring for the board resides?

### **Recommendations to Consider**

1. Complete an annual self-assessment to monitor the board's performance.
2. Develop a State of the Team plan using one or two engagement items.
3. Using the Gallup strengths grid, organize board committees to determine the best person to lead or perform the task.
4. Develop policies and expectations for how the Board will care for the superintendent and board members' well-being.
5. Structure the board's behavior to formally and informally recognize board members' good work.

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Please take a moment to reflect using the Team Conversation: Build Engagement and Collaboration activity. Select an engagement item you want to improve and complete the activity. Bring your completed activity sheet to the April 14th school board meeting to share with your colleagues. This reflection and sharing of experiences will foster a sense of personal growth and strengthen the bond within the board.

### **Importance Survey**

With this survey, the board team rated student achievement topics according to their importance. Interestingly, the following themes emerged from the board's responses, aligning with their role and the school's mission. It is positive that what the board considered important also aligned with the board team roles, reinforcing our collective purpose and connection to the school's mission.

Positive importance themes are as follows.

1. Improving student learning
  - Discussing improvement in student learning.
  - Adopting and monitoring long-range and annual improvement goals.
2. Monitoring Progress
  - Student learning
  - Long-range learning goals
3. Supporting strong instructional leadership
  - Ensure strong leadership on improving student learning
  - Maintain and nurture the superintendent and board relationship

### **Questions to Consider**

1. After reviewing the results, would you add or remove other themes from the list?
2. What are some ideas you have of why these themes emerged?

### **Recommendations**

1. Structure board meeting agendas to include a standing item to discuss progress regarding student achievement goals.

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2. Adopt and implement a clear professional development plan for instructional leadership throughout the school district.

Other themes emerged from the survey. The board team rated the themes of communication and advocacy as less important.

### **Less important themes**

1. Communication
  - Express belief that staff can affect student learning and evaluating professional learning programs.
  - Adopting plans and monitoring procedures for regularly informing the school district residents about student learning progress.
2. Advocacy
  - Influencing a community-wide belief that students should be expected to learn basic skills necessary to succeed at the current grade level.
  - Mobilizing the residents of Nebraska to support goals to improve student learning.

### **Questions to Consider**

1. After reviewing the results, would you add or remove other themes from the list?
2. What are some ideas you have of why these themes emerged?

### **Recommendations**

1. Adopt and implement a clear communication plan to inform the community about progress made on the strategic plan, including student achievement expectations, programming, progress, and future trends.

### **Time Survey**

The final piece of data is how the board team rated their opinion regarding the current level of time spent on topics related to student achievement. The results of this survey seemed less consistent than those of the importance survey. Again, I highlight themes where the board team spent time and themes where they spent little time discussing student achievement.

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**Themes where the board team spent time are as follows.**

1. Student Learning
  - Discussing improvement in student learning.
  - Monitoring the progress of student learning with improvement goals
  - Ensure strong leadership to improve instruction in ways that improve student learning.
  - Adopting and monitoring long-range and annual improvement goals to improve student learning across the district.
2. Communication
  - Establishing and communicating a singular focus for improving student learning.

**Questions to Consider**

1. Are these the areas where you want to spend time? Why or why not?
2. By spending time in these areas, are you impacting student achievement significantly?

**Recommendations**

1. Structure board meeting agendas to focus your time on student achievement.
2. Reflect each academic quarter where you spend your time so the board does not lose focus.
3. Adopt and implement a community communication plan to inform the community regarding expectations, programming, and progress.

**Themes** where the board team spent less time are as follows.

1. Student Learning
  - Evaluating professional learning programs for improving student learning.
2. Communication
  - Influencing a community-wide belief that students should be expected to learn the basic skills to succeed in the current grade level.
  - Mobilizing the residents of Nebraska to support goals for improving student learning.
  - Adopting and monitoring procedures for regularly informing residents of the District's student learning progress.
3. Board/Superintendent relationship
  - Ensure that the board respects the superintendent's daily executive responsibility and the superintendent respects the board's governance responsibility.

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### **Questions to Consider**

1. After reviewing the results, would you add or remove themes from the list?
2. After reviewing the themes, how might you allocate time in the future?

### **Recommendations**

1. Track and monitor where the Board spends its time by reviewing agenda topics and determining the percentage of time spent on student achievement and other vital issues.

### **Summary**

The board team is performing at a high level and committed to developing and growing. Board members appreciate the time and effort they spend as a team. At our April board development session, we will engage with the data and reach mutual understanding of the story it tells.

In closing, I commend the board/superintendent team for taking steps to learn and improve their performance as a team. The best time for professional development is when you are performing well and working collaboratively. Engaging in professional development can be challenging when a group of people is in crisis. Congratulations on being proactive with your board/superintendent development.

I look forward to seeing you on April 14th.

Respectfully submitted,

Blane McCann Ph.D.



# Ralston Board of Education Behavior Time Survey

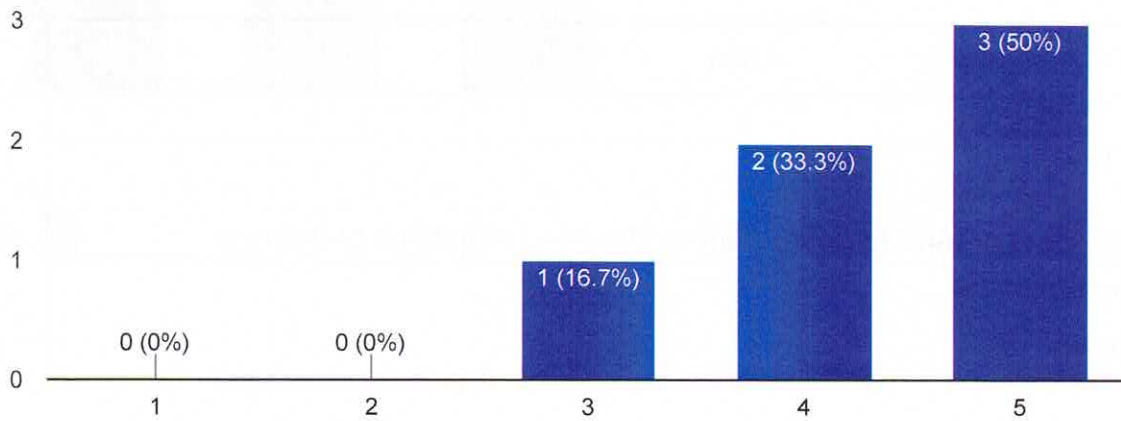
6 responses

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## Discussing improvement in student learning

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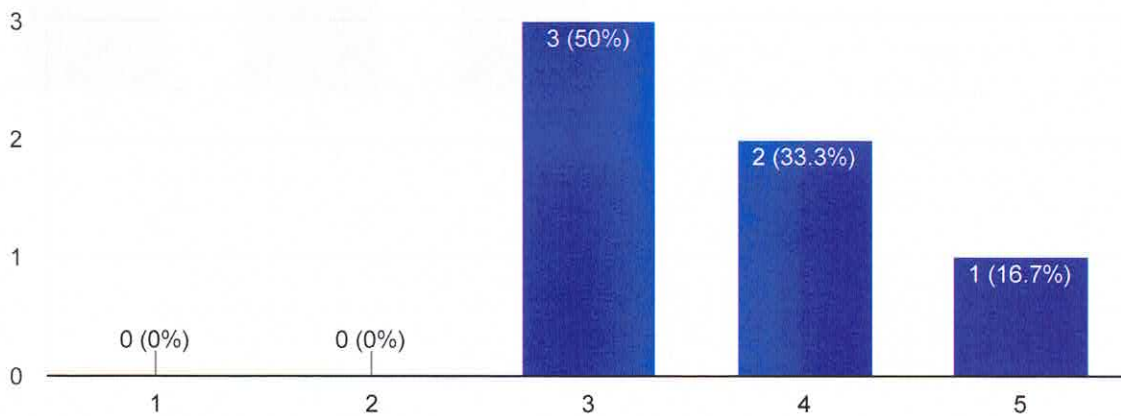
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## Ensuring time exists for staff to work together to improve student learning.

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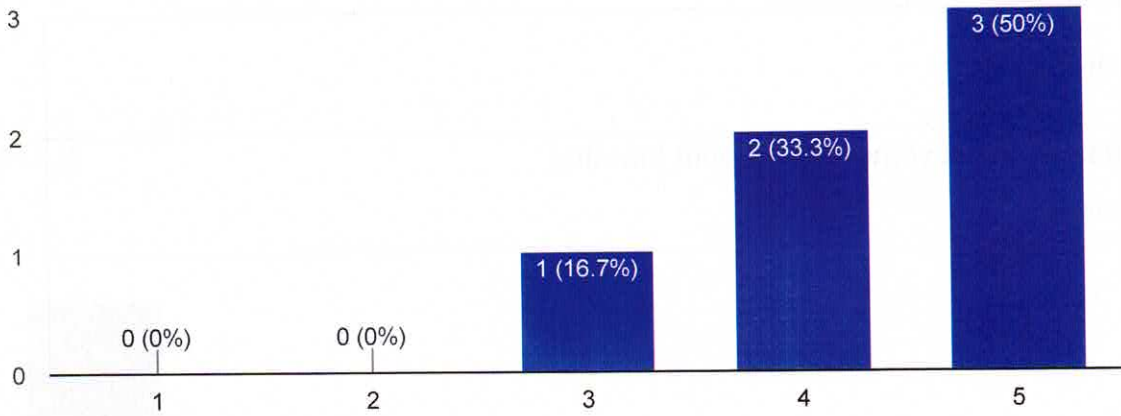
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### Developing and expressing a belief that the staff can significantly affect student learning.



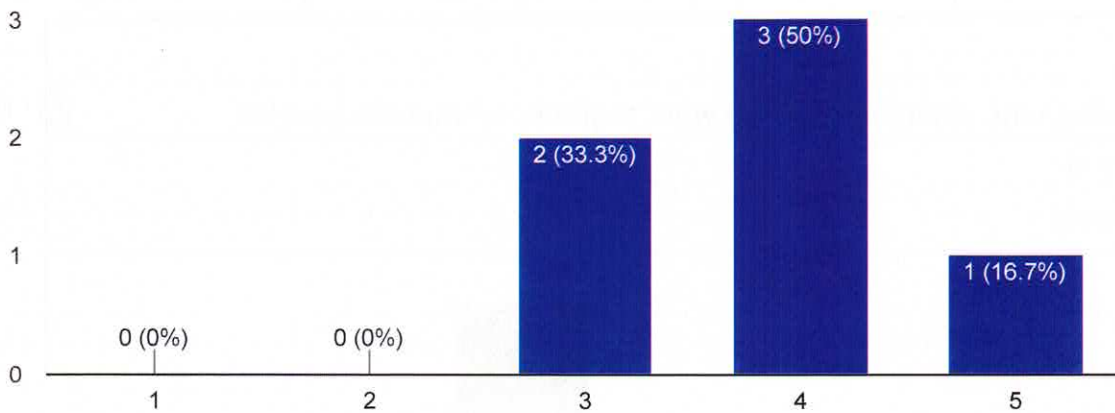
6 responses



### Establishing criteria to guide staff in choosing initiatives to improve student learning.



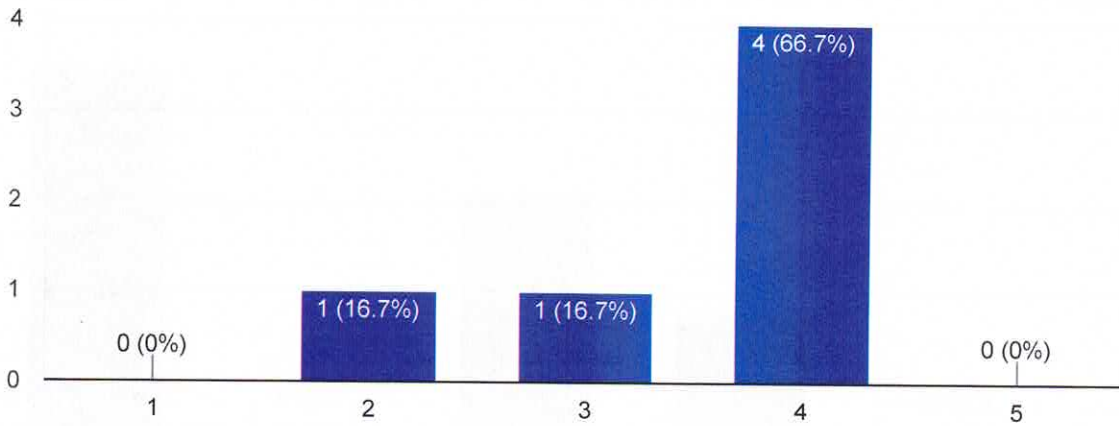
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### Evaluating the effectiveness of professional development for improving student learning.



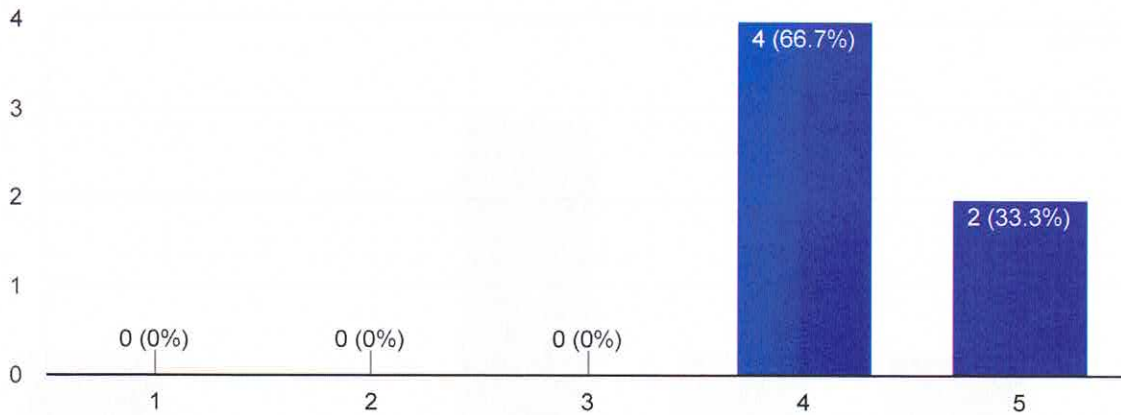
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### Monitoring progress of student learning in relation to improvement goals.



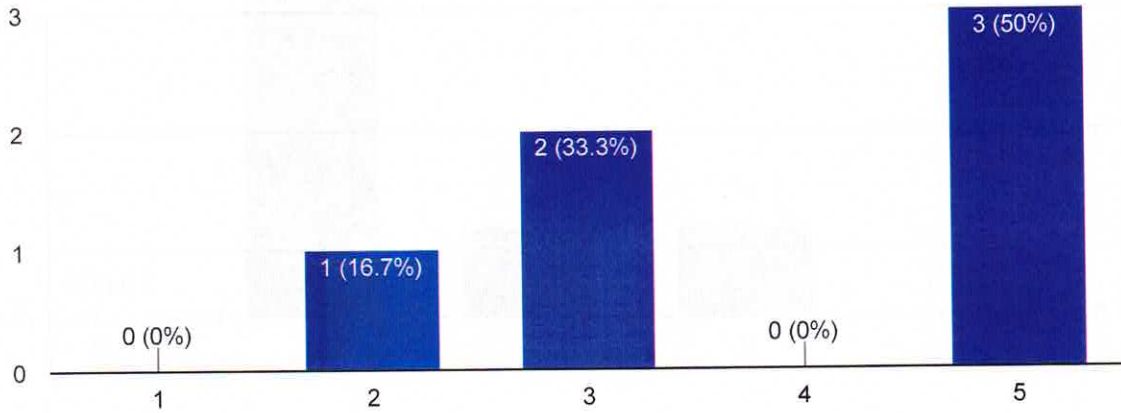
6 responses



Influencing a community-wide belief that all students can and should be expected to learn the basic skills necessary to succeed in their current grade level.



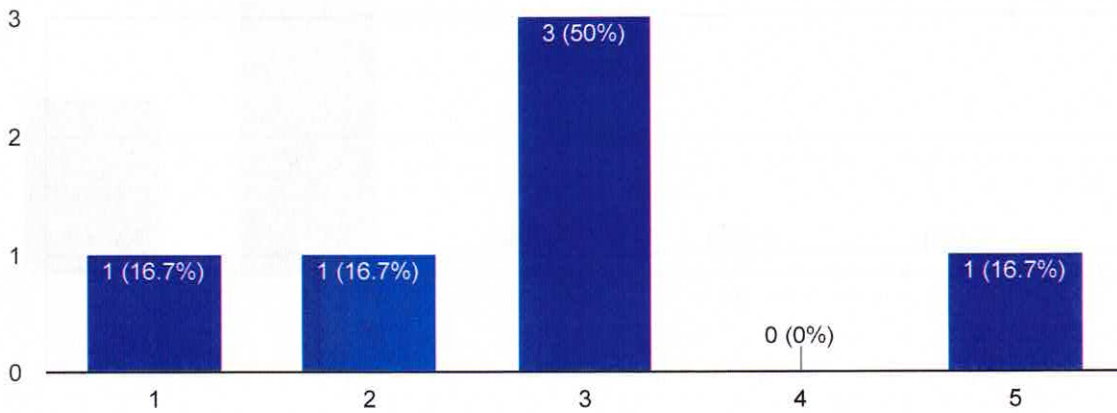
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Mobilizing the residents of Nebraska to support the goals for improving student learning.



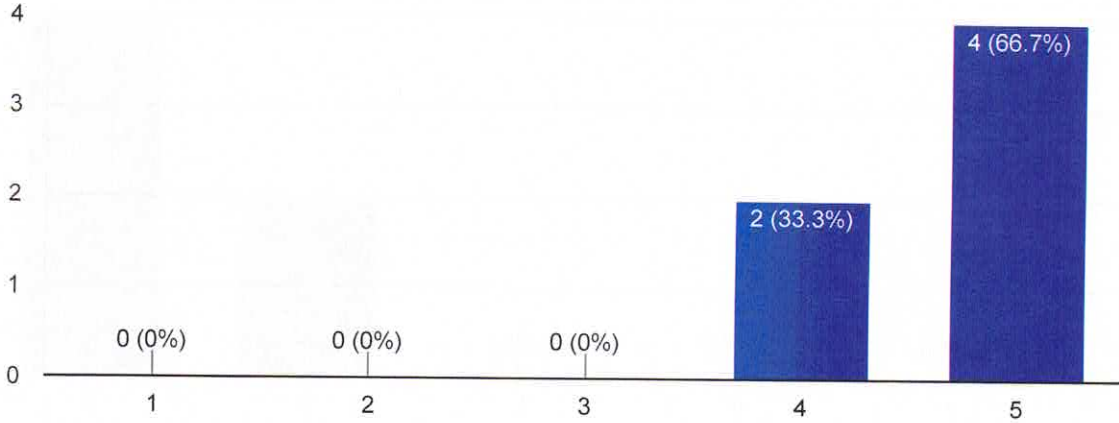
6 responses



Ensuring there is strong leadership for improving instruction in ways that result in improved student learning.



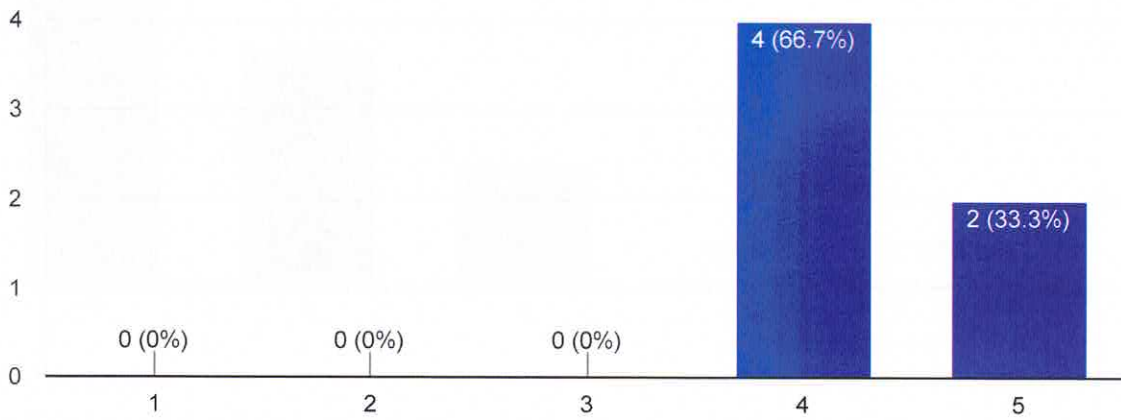
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Establishing and communicating a singular focus for improving student learning (for example: a primary focus on improving reading comprehension).



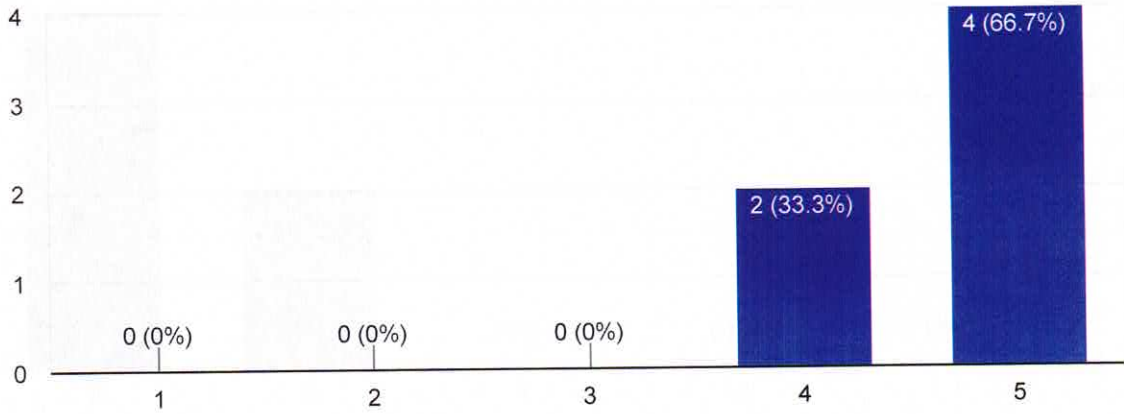
6 responses



### Adopting and monitoring long-range and annual improvement goals to improve student learning across the School District.



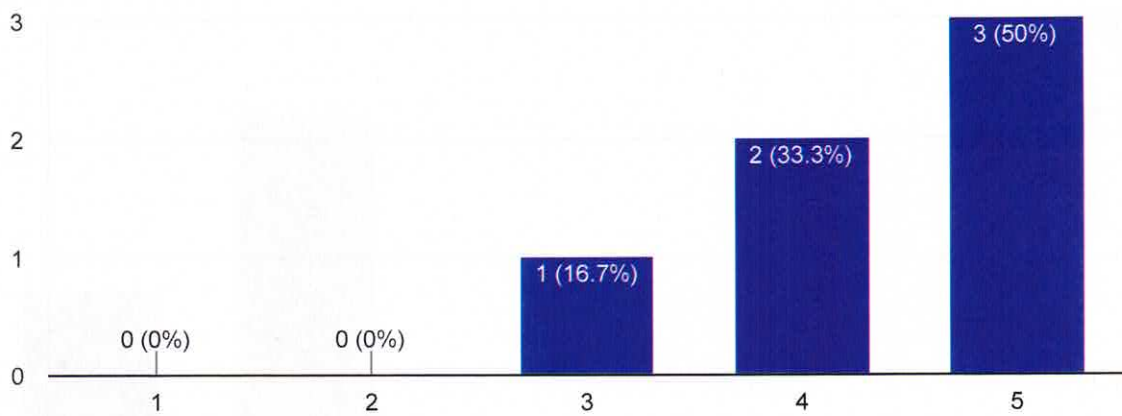
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### Monitoring plans for improving student learning in the school district.



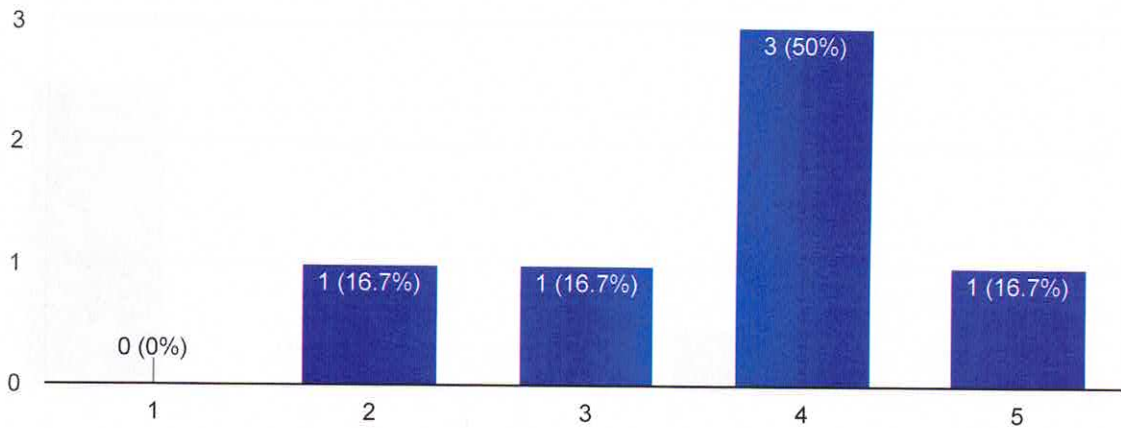
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Adopting and monitoring procedures for regularly informing the residents of the School District about student learning progress.



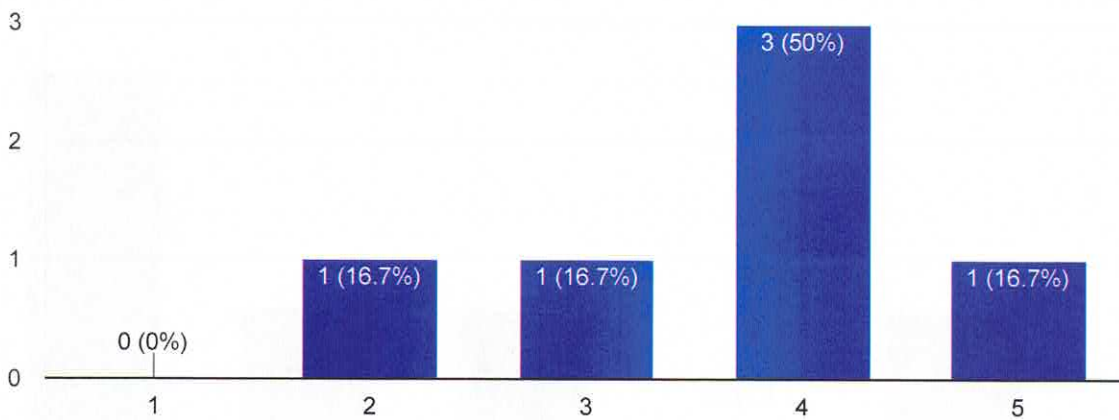
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Discussing/reviewing federal and state legal mandates and rules related to improving student learning.



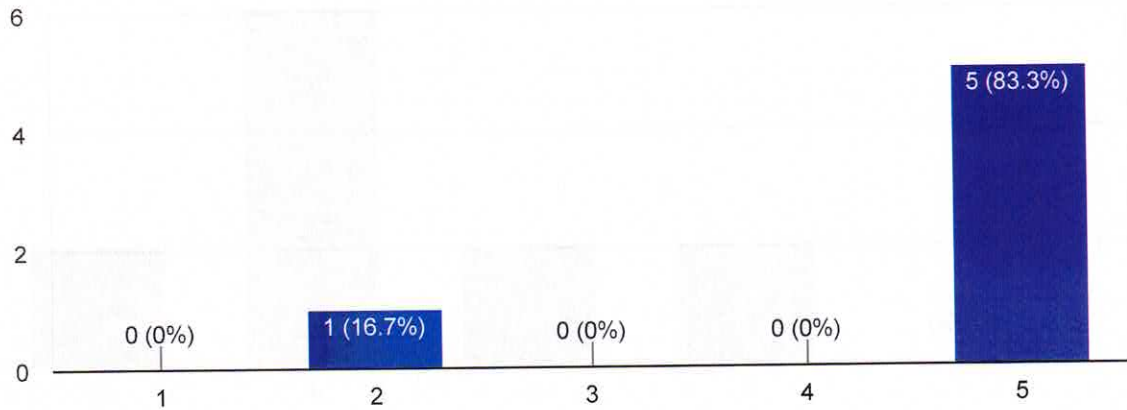
6 responses



Ensuring that there is open and direct dialogue and an attitude of mutual trust and respect between Board Members and the Superintendent.



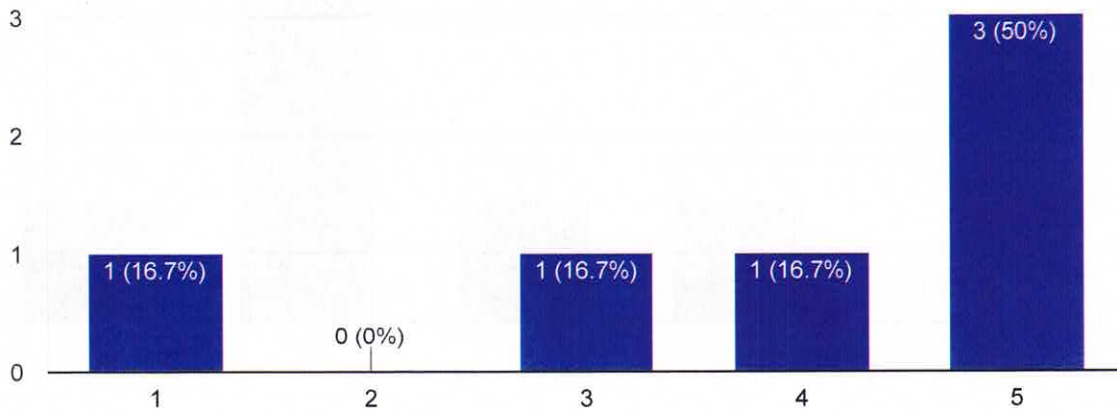
6 responses



Ensuring that the daily executive responsibility of the Superintendent is respected by the board and the governance responsibility of the Board is respected by the Superintendent.



6 responses



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# Ralston Board of Education Importance of Behavior Survey

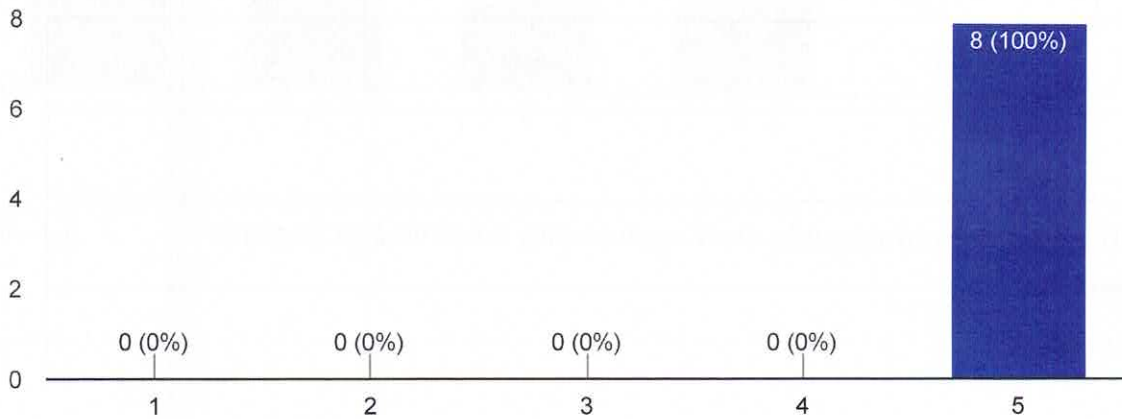
8 responses

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## Discussing improvement in student learning

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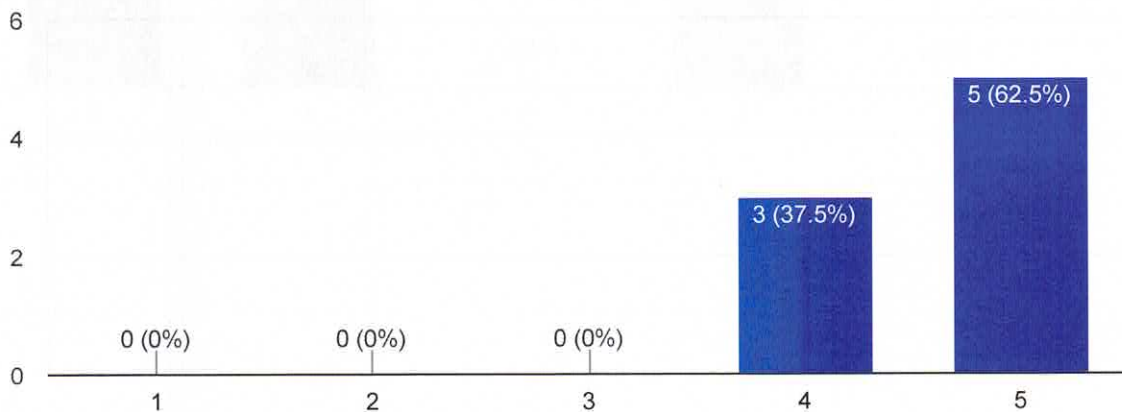
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## Ensuring time exists for staff to work together to improve student learning.

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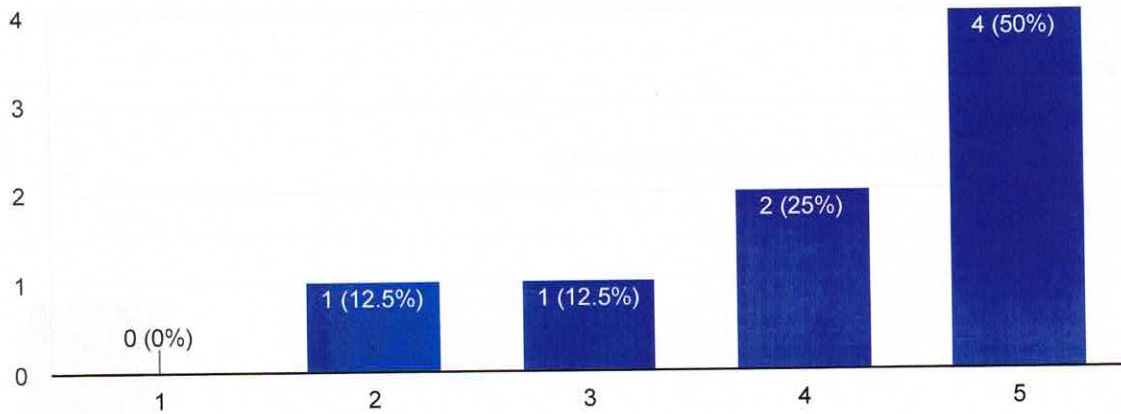
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### Developing and expressing a belief that the staff can significantly affect student learning.



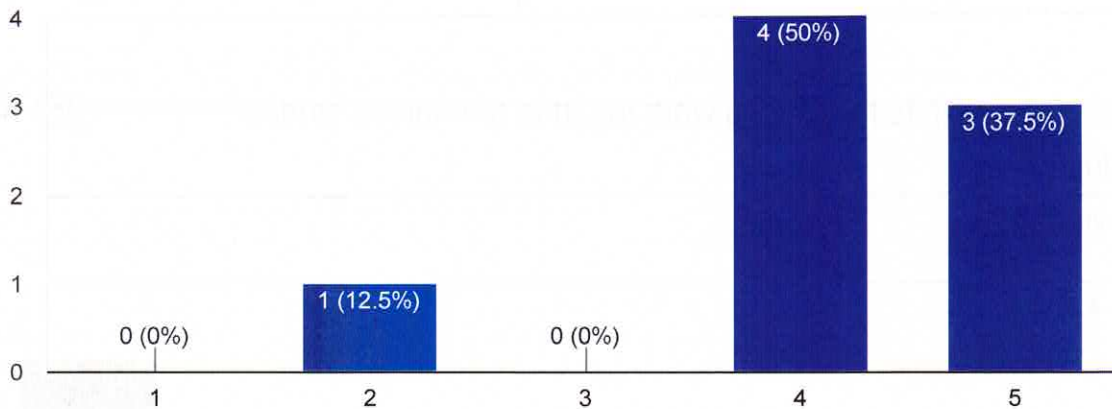
8 responses



### Establishing criteria to guide staff in choosing initiatives to improve student learning.



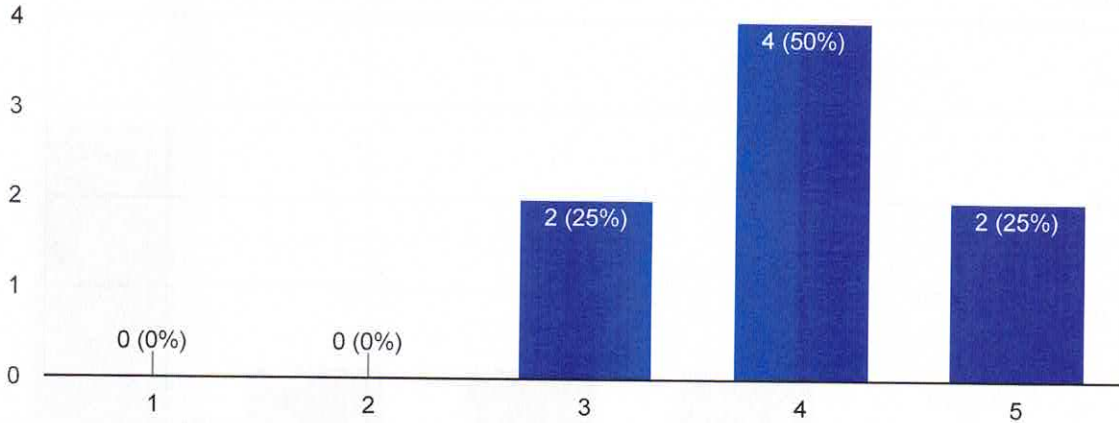
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### Evaluating the effectiveness of professional development for improving student learning.



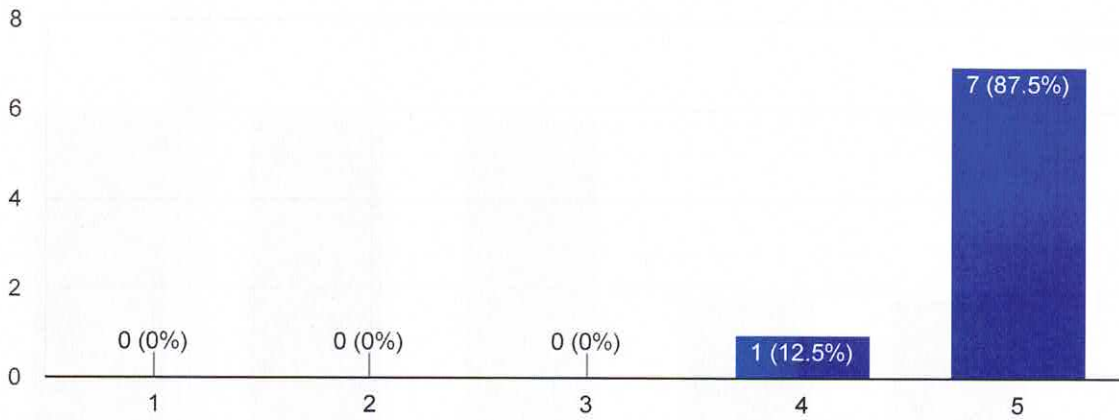
8 responses



### Monitoring progress of student learning in relation to improvement goals.



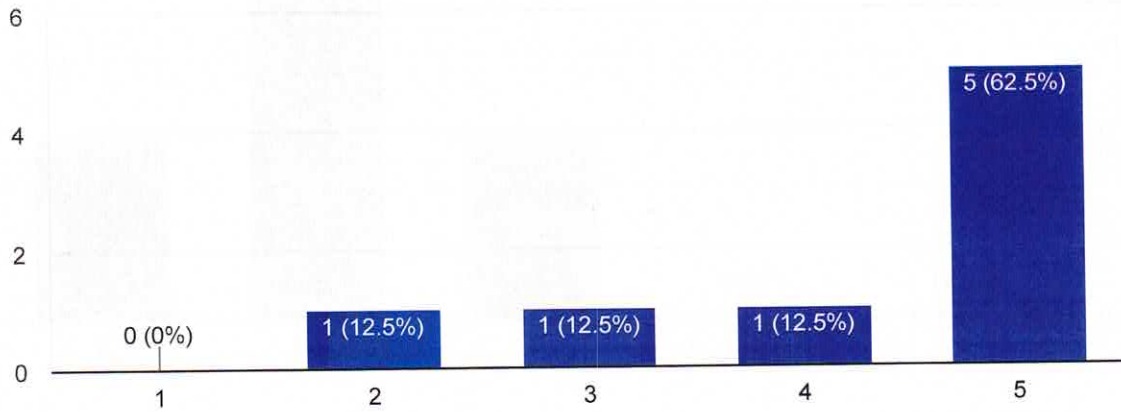
8 responses



Influencing a community-wide belief that all students can and should be expected to learn the basic skills necessary to succeed in their current grade level.



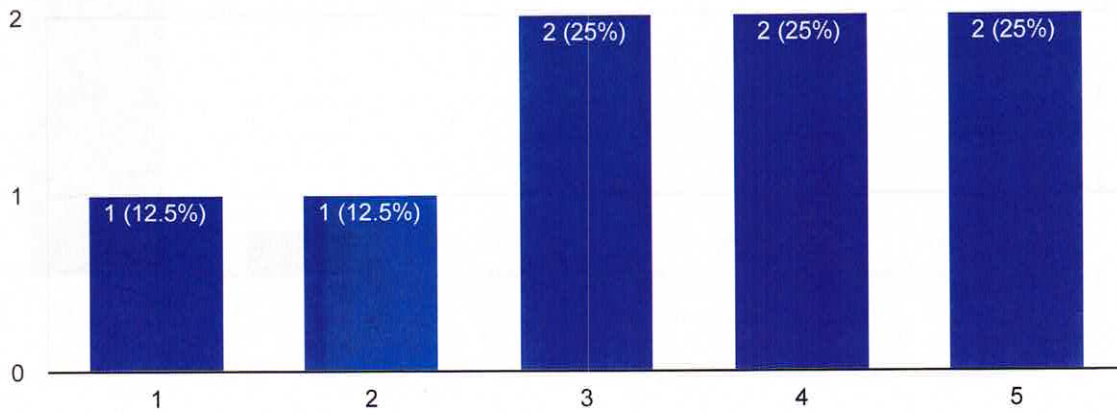
8 responses



Mobilizing the residents of Nebraska to support the goals for improving student learning.



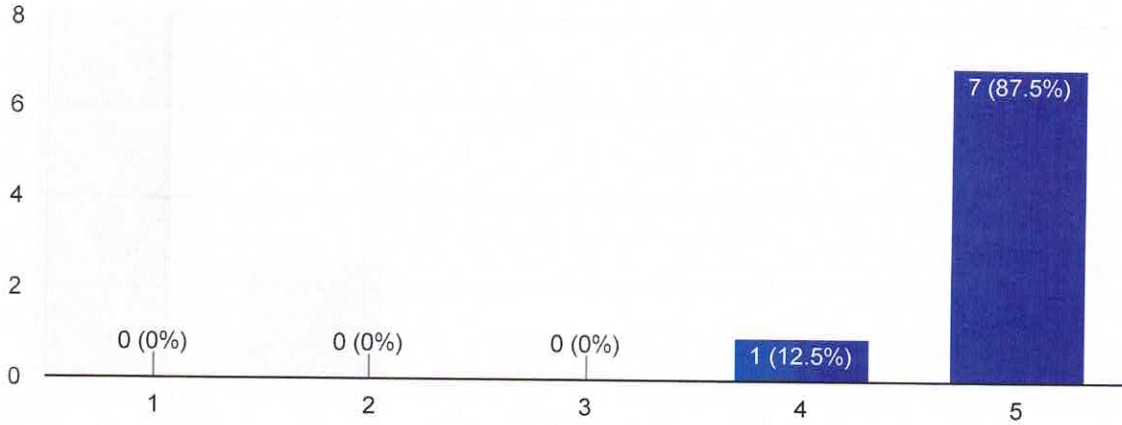
8 responses



Ensuring there is strong leadership for improving instruction in ways that result in improved student learning.



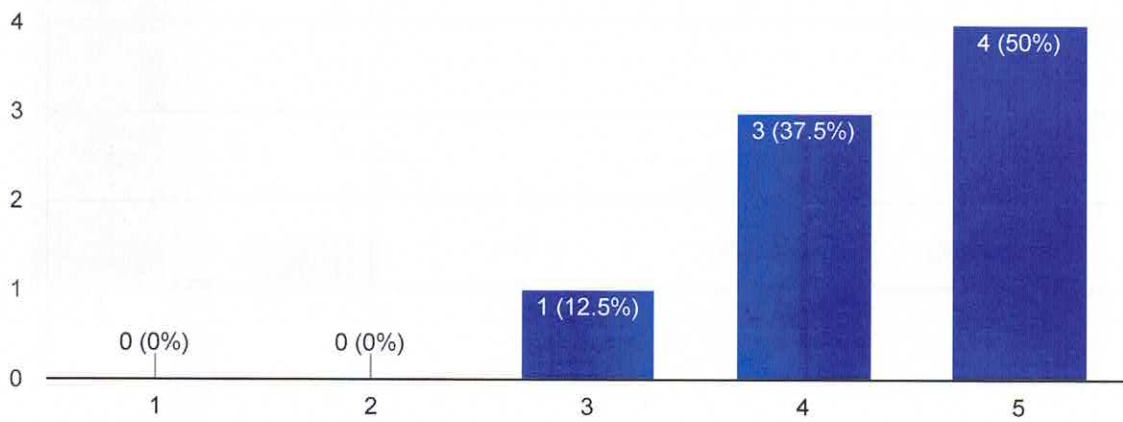
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Establishing and communicating a singular focus for improving student learning (for example: a primary focus on improving reading comprehension).



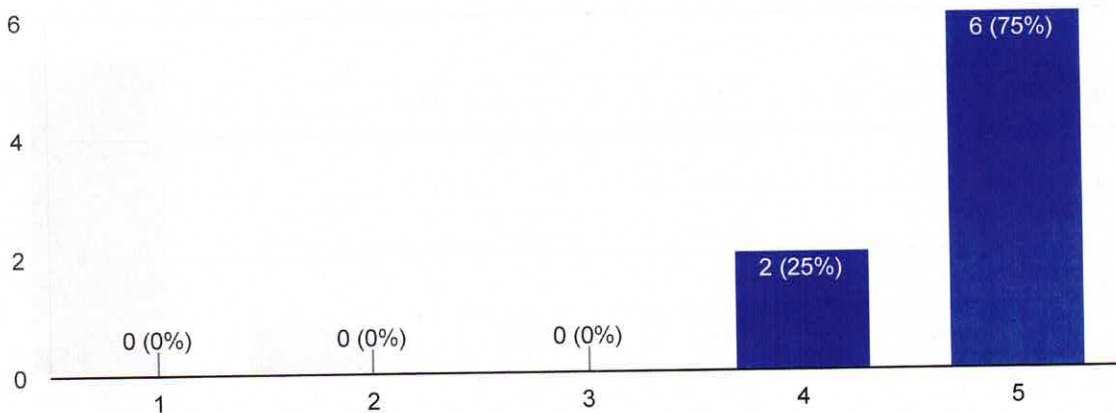
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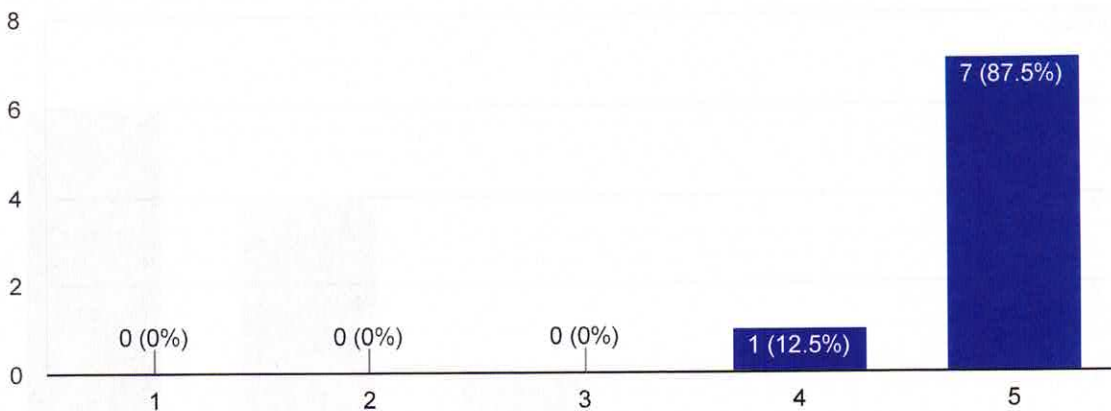
### Adopting and monitoring long-range and annual improvement goals to improve student learning across the School District.

8 responses



### Monitoring plans for improving student learning in the local district.

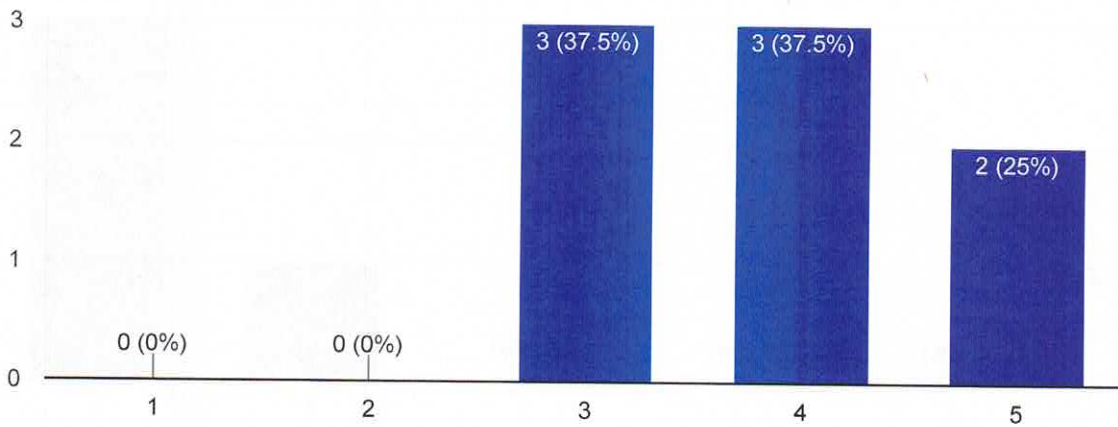
8 responses



Adopting and monitoring procedures for regularly informing the residents of the School District about student learning progress.



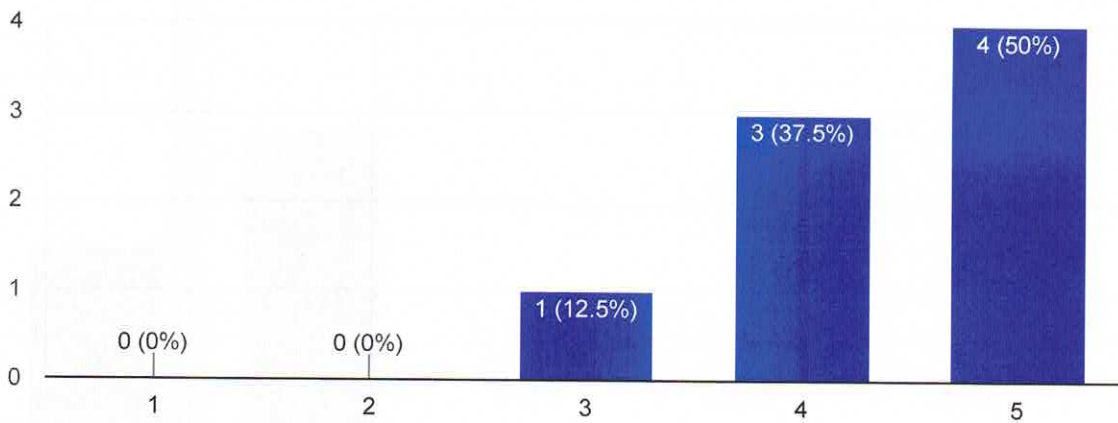
8 responses



Discussing/reviewing federal and state legal mandates and rules related to improving student learning.



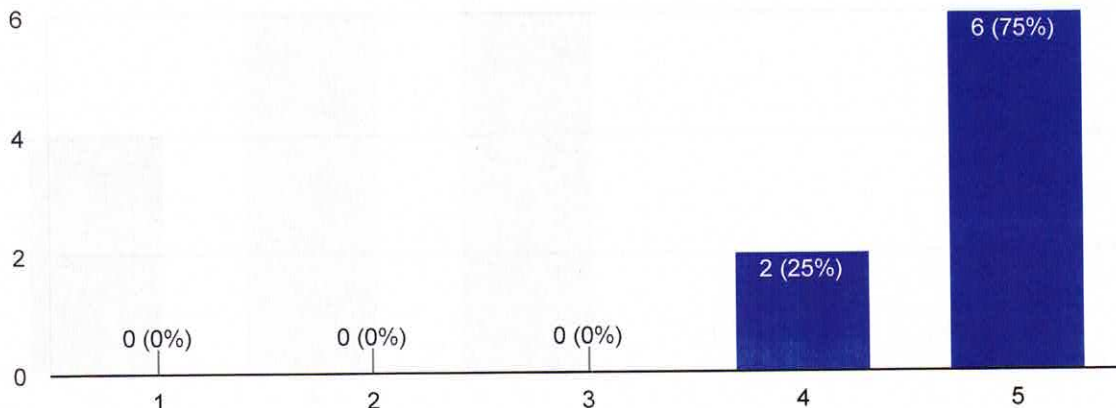
8 responses



Ensuring that there is open and direct dialogue and an attitude of mutual trust and respect between Board Members and the Superintendent.



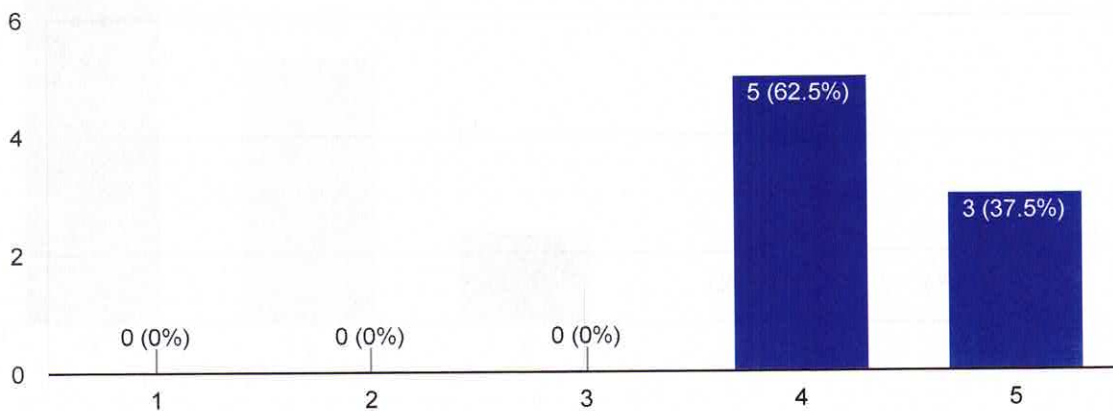
8 responses



Ensuring that the daily executive responsibility of the Superintendent is respected by the board and the governance responsibility of the Board is respected by the Superintendent.



8 responses



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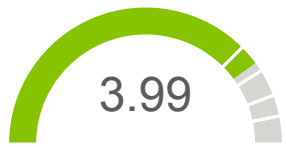
## EMPLOYEE ENGAGEMENT REPORT

# Employee Engagement Q12 - 5184330264627411800

All - All

Jan 28, 2025 - Feb 10, 2025 | Total Respondents : 7 | Participation: 100%

### Engagement Mean



Respondents

7

Percentile Rank

41<sup>st</sup>



The mean is greater than 41% of those in the Gallup Overall database.

### Highest Q<sup>12</sup> Items

Q08. Mission/Purpose



Q09. Committed to Quality



### Lowest Q<sup>12</sup> Items

Q03. Opportunity to do Best



Q04. Recognition



Mean Scores compared to Gallup Overall Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

Engagement Mean



Mean Percentile Rank - Gallup Overall

41

Respondents

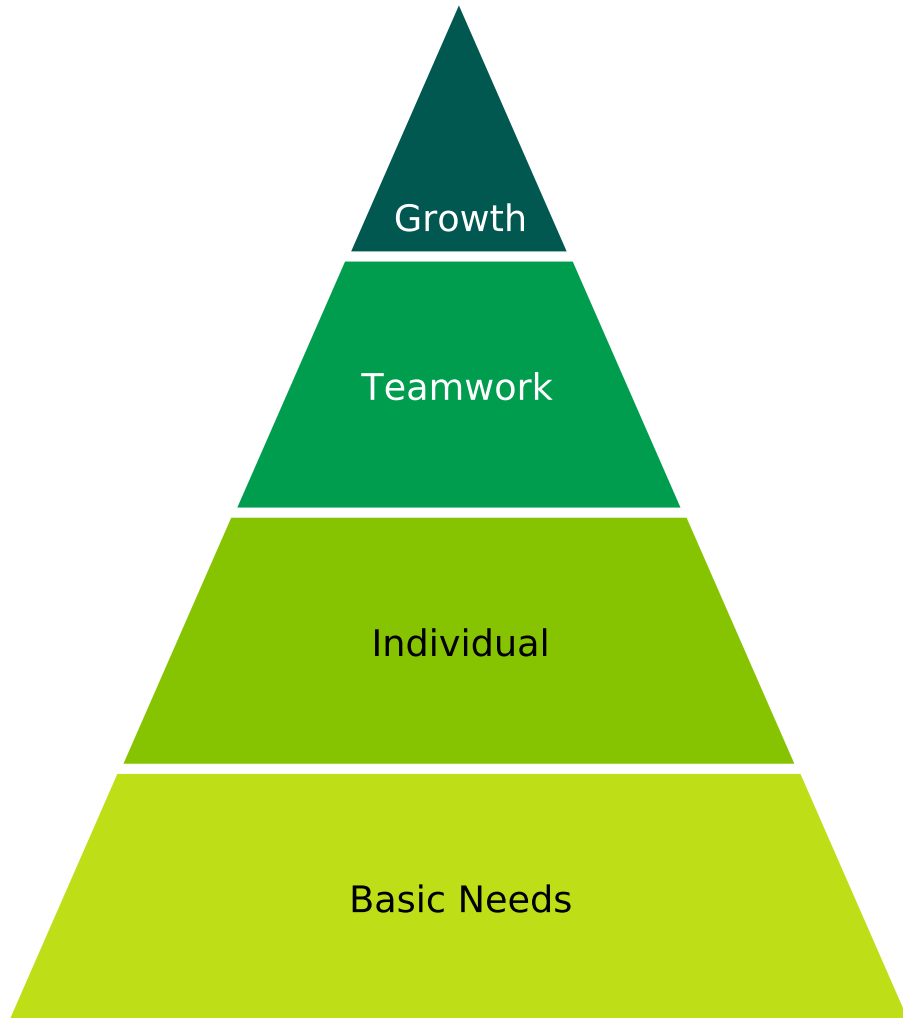
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Engagement Index

Engagement Index is unavailable for the currently selected scorecard.

	Respondents	Current Mean	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
<b>Q00:</b> On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	7	4.00	44	4.00
<b>Q01:</b> I know what is expected of me at work.	7	4.57	57	4.57
<b>Q02:</b> I have the materials and equipment I need to do my work right.	7	4.43	64	4.43
<b>Q03:</b> At work, I have the opportunity to do what I do best every day.	7	3.86	28	3.86
<b>Q04:</b> In the last seven days, I have received recognition or praise for doing good work.	6	3.17	22	3.17
<b>Q05:</b> My team leader, or someone at work, seems to care about me as a person.	6	4.17	37	4.17
<b>Q06:</b> There is someone at work who encourages my development.	7	3.86	37	3.86
<b>Q07:</b> At work, my opinions seem to count.	7	3.71	33	3.71
<b>Q08:</b> The mission or purpose of my organization makes me feel my job is important.	7	4.71	84	4.71
<b>Q09:</b> My colleagues are committed to doing quality work.	7	4.43	65	4.43
<b>Q10:</b> I have a best friend at work.	6	3.50	41	3.50
<b>Q11:</b> In the last six months, someone at work has talked to me about my progress.	7	3.14	14	3.14
<b>Q12:</b> This last year, I have had opportunities at work to learn and grow.	7	4.29	57	4.29

# Engagement Hierarchy



## **Growth - How can I grow?**

Employees need to be challenged to learn something new and find better ways to do their jobs. They need to feel a sense of movement and progress as they mature in their roles.

## **Teamwork - Do I belong here?**

Employees need to feel like they belong and are a good fit with their team. They need to know they are part of something bigger than themselves. As a manager, encourage opportunities for teamwork and a sense of belonging.

## **Individual - What do I give?**

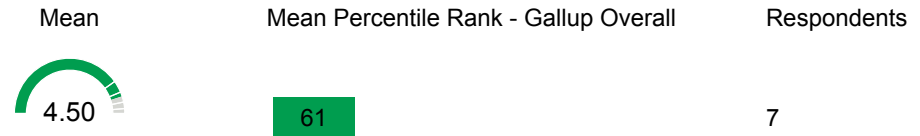
Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

## **Basic Needs - What do I get?**

Employees need to have a clear understanding of what excellence in their role looks like so they can be successful. Groups with high scores on the first element are more productive, cost-effective, creative and adaptive.

ENGAGEMENT HIERARCHY

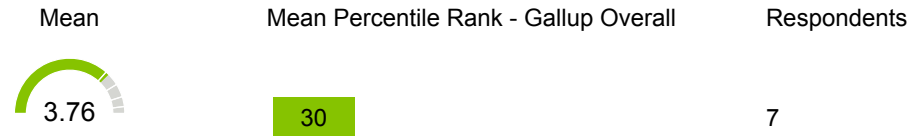
Basic Needs - What do I get?



	Respondents	Current Mean	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
<b>Q01: Know What's Expected</b> I know what is expected of me at work.	7	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.57</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">57</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.57</div>
<b>Q02: Materials and Equipment</b> I have the materials and equipment I need to do my work right.	7	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.43</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">64</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.43</div>

ENGAGEMENT HIERARCHY

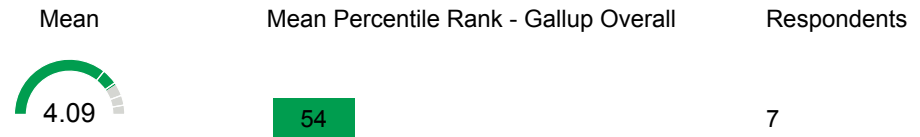
Individual - What do I give?



	Respondents	Current Mean	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
<b>Q03: Opportunity to do Best</b> At work, I have the opportunity to do what I do best every day.	7	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.86</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">28</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.86</div>
<b>Q04: Recognition</b> In the last seven days, I have received recognition or praise for doing good work.	6	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.17</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">22</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.17</div>
<b>Q05: Cares About Me</b> My team leader, or someone at work, seems to care about me as a person.	6	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.17</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">37</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.17</div>
<b>Q06: Development</b> There is someone at work who encourages my development.	7	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.86</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">37</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.86</div>

ENGAGEMENT HIERARCHY

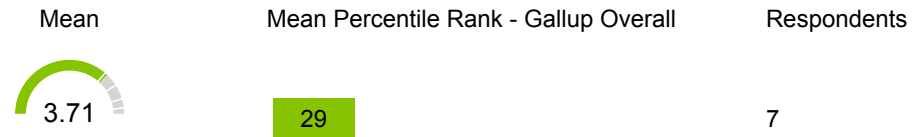
Teamwork - Do I belong here?



	Respondents	Current Mean	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
<b>Q07: Opinions Count</b> At work, my opinions seem to count.	7	<div style="background-color: #90EE90; padding: 2px;">3.71</div>	<div style="background-color: #90EE90; padding: 2px;">33</div>	<div style="background-color: #90EE90; padding: 2px;">3.71</div>
<b>Q08: Mission/Purpose</b> The mission or purpose of my organization makes me feel my job is important.	7	<div style="background-color: #008000; color: white; padding: 2px;">4.71</div>	<div style="background-color: #008000; color: white; padding: 2px;">84</div>	<div style="background-color: #008000; color: white; padding: 2px;">4.71</div>
<b>Q09: Committed to Quality</b> My colleagues are committed to doing quality work.	7	<div style="background-color: #008000; color: white; padding: 2px;">4.43</div>	<div style="background-color: #008000; color: white; padding: 2px;">65</div>	<div style="background-color: #008000; color: white; padding: 2px;">4.43</div>
<b>Q10: Best Friend</b> I have a best friend at work.	6	<div style="background-color: #90EE90; padding: 2px;">3.50</div>	<div style="background-color: #90EE90; padding: 2px;">41</div>	<div style="background-color: #90EE90; padding: 2px;">3.50</div>

ENGAGEMENT HIERARCHY

Growth - How can I grow?



	Respondents	Current Mean	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
<b>Q11: Progress</b> In the last six months, someone at work has talked to me about my progress.	7	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.14</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">14</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">3.14</div>
<b>Q12: Learn and Grow</b> This last year, I have had opportunities at work to learn and grow.	7	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.29</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">57</div>	<div style="background-color: #008000; color: white; padding: 2px 10px;">4.29</div>

## Engagement Index

There is a powerful link between employees who are engaged in their jobs and the achievement of crucial business outcomes.

Engagement Index is unavailable for the currently selected scorecard.

## FOOTNOTES

\* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if  $n < 4$  for all Means, Top Box, and Verbatim Responses;  $n < 10$  for Frequency; or data are unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile   $\geq$  90th Percentile

Percent Engaged available when  $n \geq 30$ . All categories available when  $n \geq 100$ .

## GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

### ENGAGEMENT DEFINED

**EMPLOYEE ENGAGEMENT:** Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

### THE SURVEY ITEMS/QUESTIONS

**OVERALL SATISFACTION:** Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

**Q01-Q12:** These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q<sup>12</sup>®). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

**INDICES:** In addition to the Q<sup>12</sup>® items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

**CUSTOM ITEMS:** These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

### EMPLOYEE ENGAGEMENT RESULTS

**GRANDMEAN:** The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

**ENGAGEMENT INDEX:** The Engagement Index (EI) is a macro-level indicator of an organization's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q<sup>12</sup>® survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

**ENGAGEMENT HIERARCHY:** Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

### UNDERSTANDING THE SCORES

**THE SURVEY SCALE:** The engagement survey utilizes a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

“Don’t know” or “Does not apply”.

**TOTAL N:** The total number of employees who responded to the survey.

**MEAN SCORES:** The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

**TOP BOX/%5:** The percentage of employees who responded “5 – Strongly Agree” to the survey item.

**DISTRIBUTION OF RESPONSES:** The percentage of employees who responded “1”, “2”, “3”, “4” or “5” to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a “5” (Top Box) and item means will display.

**SUPPRESSED DATA:** Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk (“\*”) will appear in its place.

## COMPARISONS

**EXTERNAL BENCHMARKING:** (Gallup Overall): Used as a benchmark to determine how your team’s results compare to other workgroups within the Gallup Overall of clients.

**PERCENTILE RANKING:** The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team’s results compare to internal and external workgroups.