

# Professionals - Employee Opinion Survey

## **McAllen Independent School District**

May 9, 2022

Catherine Rubiera



HRServices

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# EXECUTIVE SUMMARY

## Background

The HR Services Division of the Texas Association of School Boards (TASB) conducted a confidential survey of McAllen Independent School District (MISD) employees from the beginning of February through mid March 2022 at the request of the district.

The purpose of the survey was to assess employee engagement towards their district and campus, as well as their level of satisfaction with their job and work conditions. Survey information may be used by district leadership to understand how respondents perceive specific issues and to reveal a general level of job satisfaction among employees. District leadership can participate in creating an environment that fosters engaged employees. Research shows that engaged teachers are 62 percent less likely to leave their district for another; as well, teacher engagement is directly related to student engagement<sup>1</sup>.

Districts with an engaged workforce tend to have a common vision or mission adopted district-wide, believed by campus leadership, and shared by all employees. Campus leadership that communicates openly, provides more feedback, and allows employees to use their best skills can motivate employees to do outstanding work. Districts benefit from an actively engaged environment because actively engaged employees remain involved, have lower absenteeism, are passionate, and are dedicated to their work as well as the district's mission.

TASB HR Services developed the survey in collaboration with McAllen ISD in 2013 and administered the same survey, with small additions at district request, to allow year-to-year comparisons. Most of the survey requested that employees respond to statements using a Likert-type scale. Some responses were combined for purposes of analysis. For example, throughout this report, "strongly agree" and "agree" responses were combined to indicate a positive response.

## Survey Administration and Respondents

McAllen ISD provided HR Services a list of employee e-mail addresses, and at the time of survey launch there were 2,520 employees and 2,073 were teachers/professional employees. HR Services sent an e-mail with a link to the survey to MISD staff requesting their participation. All employee responses were submitted directly to TASB. A total of 2,084 employees participated, yielding a response rate of 83 percent, which is above the 2021 response rate of 78 percent. Of those, 1,734 were teachers/professional employees, yielding a response rate of 84 percent for that group, which is above the 2021 rate of 78 percent.

This year's survey was extended to six weeks to improve participation. To reduce that timeframe to a more typical two to four weeks, HR Services recommends the district consider administering the survey at a slightly different time of the year, distributing survey FAQs proactively to address staff concerns, and briefing principals on how to talk to staff about the survey and survey results.

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<sup>1</sup> Gallup, Inc. "Gallup's Perspective on Understanding the K-12 Teacher Experience." *Gallup.com*. Gallup, 2019. <https://www.gallup.com/education/247094/gallup-perspective-understanding-teacher-experience.aspx>

## Summary by Topic

The table below shows a summary of positive responses for each topic presented on the survey. These represent the percentage of respondents who chose agree or strongly agree, averaged across the items in a topic.

All topics saw an average decrease from 3 to 15 percentage points. However, in many cases this demonstrates a return of employee opinions to those seen in 2020 and earlier. When large or unexpected decreases occur, it is generally helpful to consider big-picture items that may drive them. Currently, districts are facing staffing shortages, increased pressures on teachers, and budget concerns. Additionally, there may be changes in programs, organization structure, staffing, or other local changes this school year that impact employee opinions on related areas.

On average, relationship with coworkers had the highest percentage of positive responses (94 percent), while compensation and benefits had the lowest (63 percent). Subsequent sections of the report will include charts and highlight specific items within each topic.

Survey Topics	Positive (Average) 2022	Difference from Previous Year (2022 & 2021)
Job Satisfaction	91%	-4%
Working Conditions	82%	-4%
Relationship with Coworkers	94%	-3%
Relationship with Supervisor	87%	-5%
Compensation and Benefits	63%	-10%
District Communications	87%	-5%
District Leadership (Superintendent/Board of Trustees)	70%	-15%
Campus Environment	87%	-4%
Curriculum and Instruction Support	81%	-5%
Student Discipline Support	76%	-13%

# DEMOGRAPHICS

A total of 1,734 teacher/professional surveys were submitted, yielding a response rate of 84 percent. Respondents were asked for their job type first in order to show only relevant questions; for example, only teachers received questions about student discipline.

The demographic makeup of respondents is a factor to keep in mind when comparing results across years. For example, between the 2021 respondents and those in 2022, there were slight variations in distribution by job type and work location.

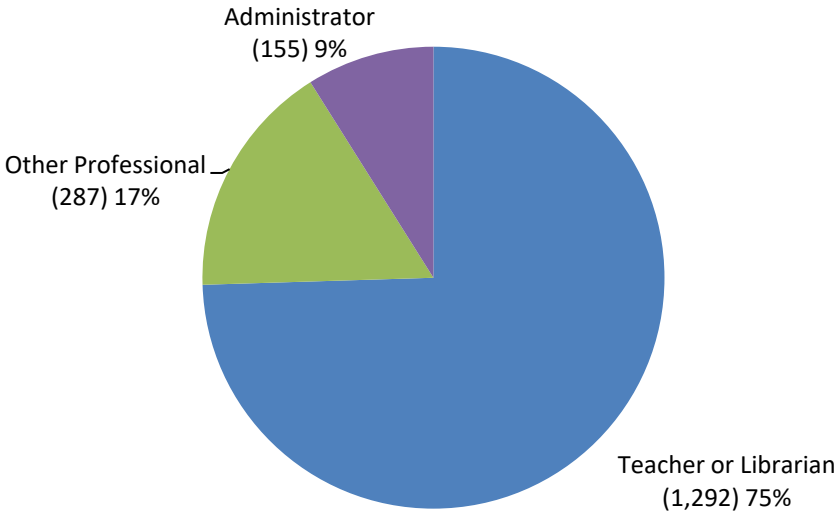
**Participation by Job Type**

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher or Librarian	1,535	1,292	84%	75%
Other Professional	353	287	81%	17%
Administrator	185	155	84%	9%
Total	2,073	1,734	84%	100%

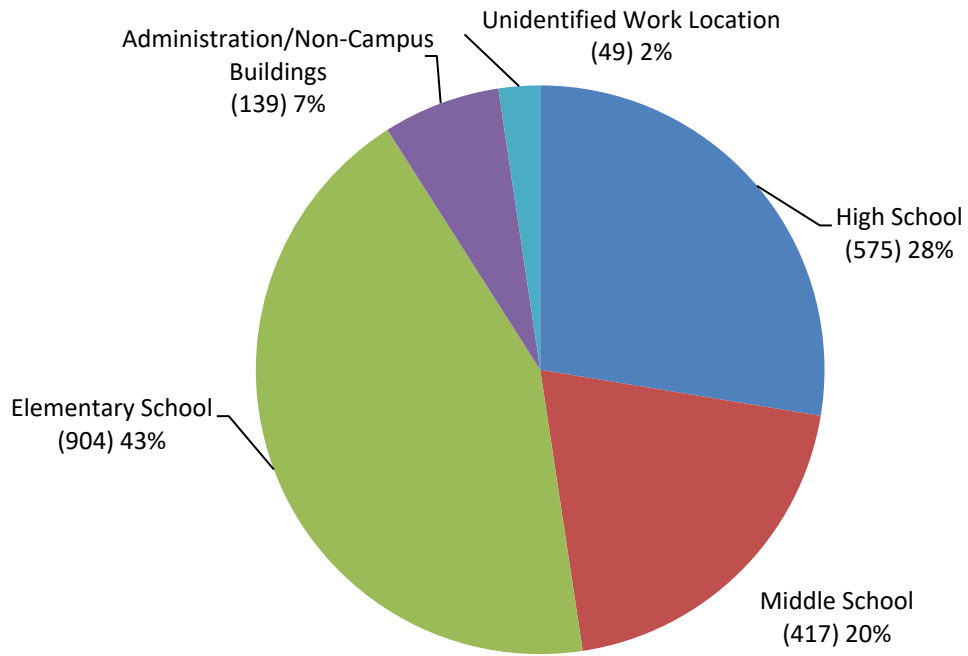
The largest group of respondents were teachers or librarians, composing 75 percent of the total respondents and representing 84 percent of all teachers and librarians employed by the district. Participation rates for the three groups have shifted since last year; however, this may be due to differences in how the district categorized job types and how respondents self-reported on the survey, as the ratio of counts provided by the district changed from last year.

The Other Professional group includes employees in the following jobs: counselor, nurse, diagnostician, speech language pathologist, and facilitators.

**Representation by Job Type**



## Representation by Work Location



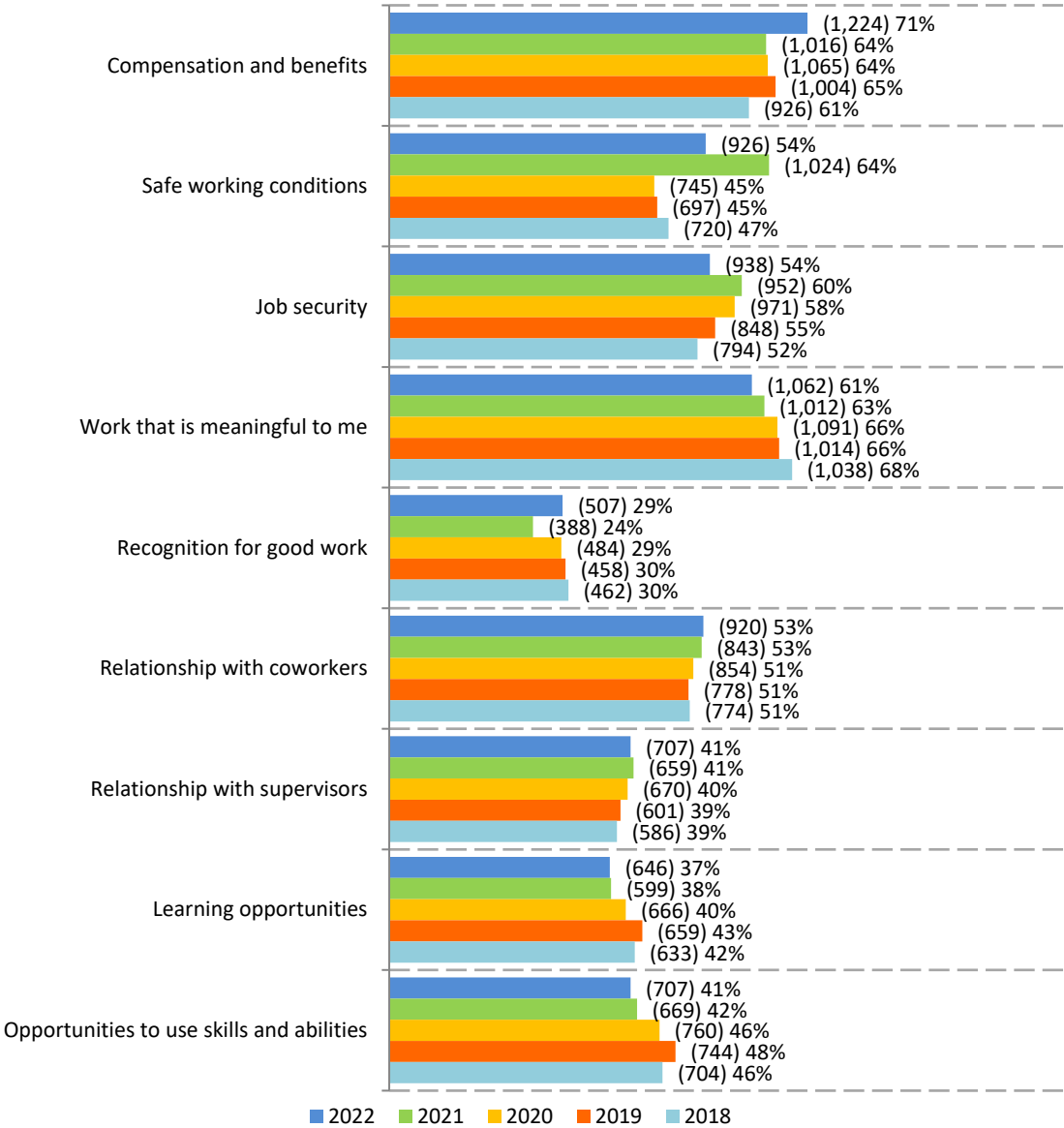
All work locations were represented in the survey. Nearly half of participants (43 percent) worked at the elementary schools.

# FINDINGS BY SURVEY TOPIC

## Job Satisfaction Factors

For this question, respondents could choose up to five items that they valued as most important to their job satisfaction.

**Factors that Contribute to Job Satisfaction**

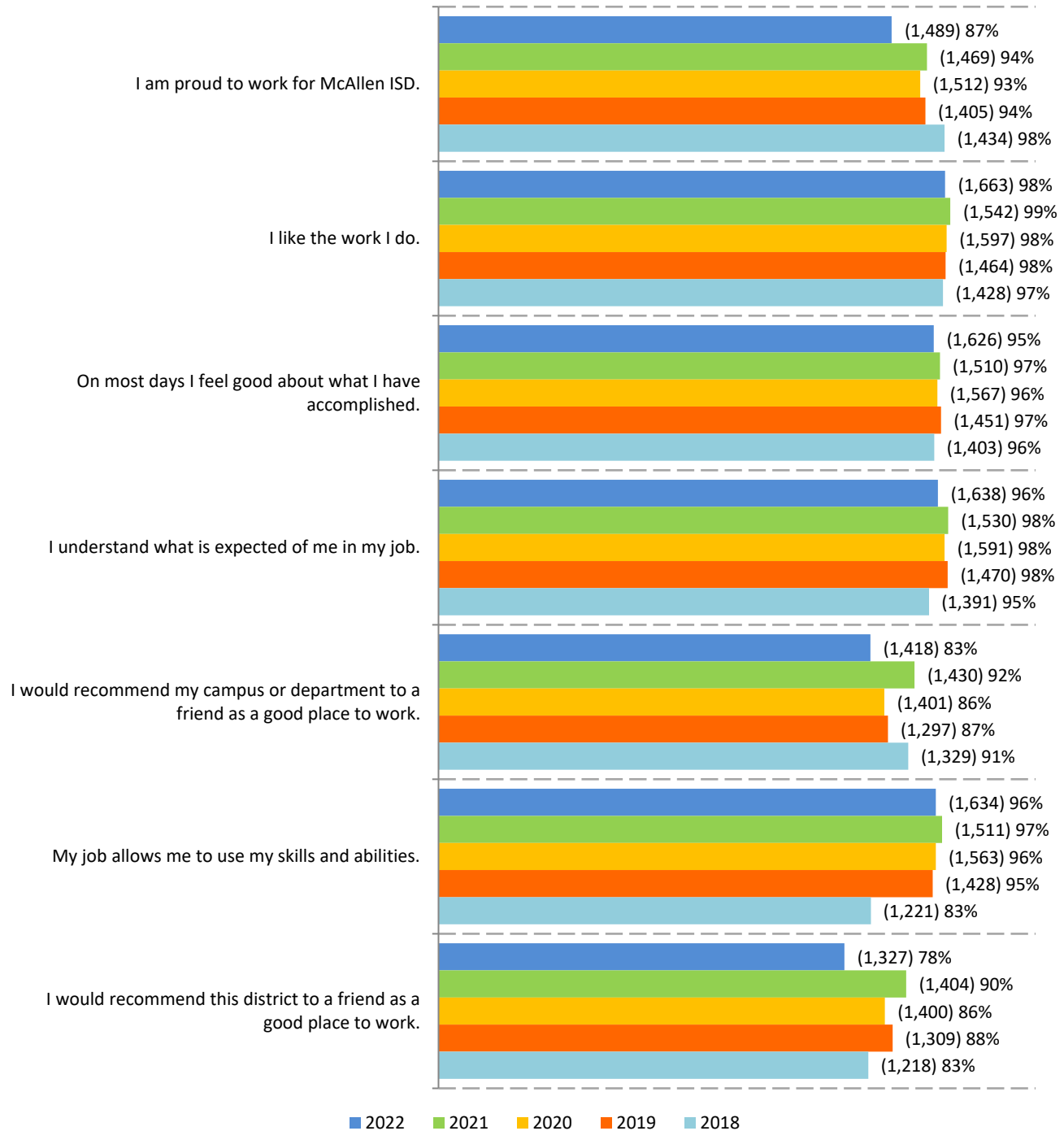


Five factors were chosen by over half of respondents: compensation and benefits (71 percent), work that is meaningful (61 percent), job security and safe working conditions (both 54 percent), and relationship with coworkers (53 percent). Compensation and benefits increased by 7 points from last year, where previously it had steadily been 61 to 65 percent over the last four years. Safe working conditions decreased by 10 points from last year; however, this falls between the 64 percent seen during more severe pandemic circumstances last year and 45 to 47 percent from 2018 to 2020.

## Likert-type Scale Questions

The remaining sections of the survey provided respondents with a list of statements and asked for their level of agreement. Response categories were strongly agree, agree, disagree, strongly disagree, and no opinion/not applicable. The categories of strongly agree and agree were combined for these charts to indicate a positive response.

### Job Satisfaction

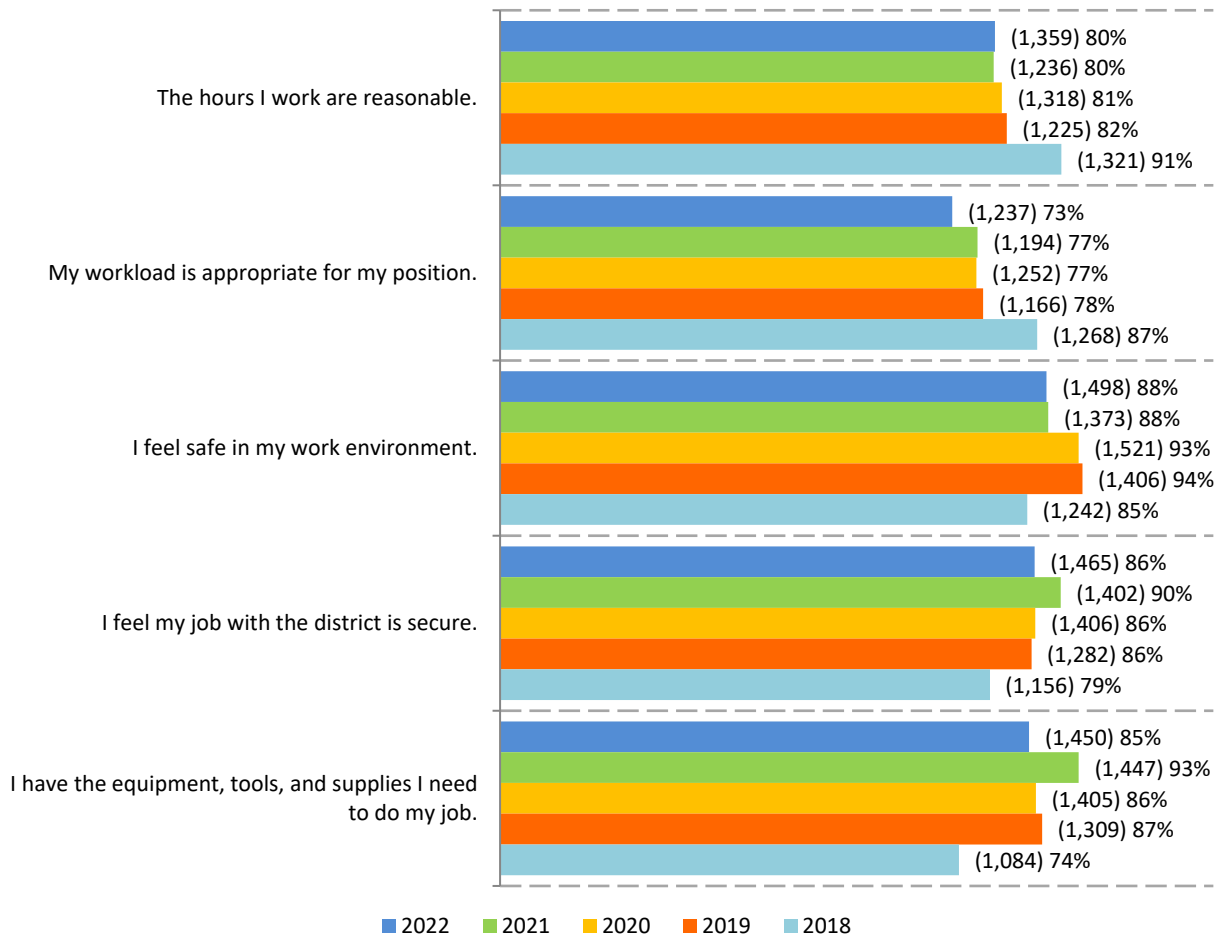




Survey participants responded favorably regarding job satisfaction, with 91 percent, on average, agreeing with each statement. Respondents were more likely to recommend their particular campus as a good place to work (83 percent) than the district (78 percent). Four items had at least 95 percent agreement: like the work (98 percent), understand expectations (96 percent), using skills and abilities (96 percent), and feel good about accomplishments (95 percent).

Three items saw a notable decrease: recommend the campus (down 9 points), recommend the district (down 12 points), and I am proud to work for McAllen ISD (down 7 points). All three are at a five-year low; however, recommending campus or district had increased considerably last year and now is similar to 2020. Later topics will give additional insight into what items, outside of the job itself, make respondents satisfied with their employment at McAllen ISD.

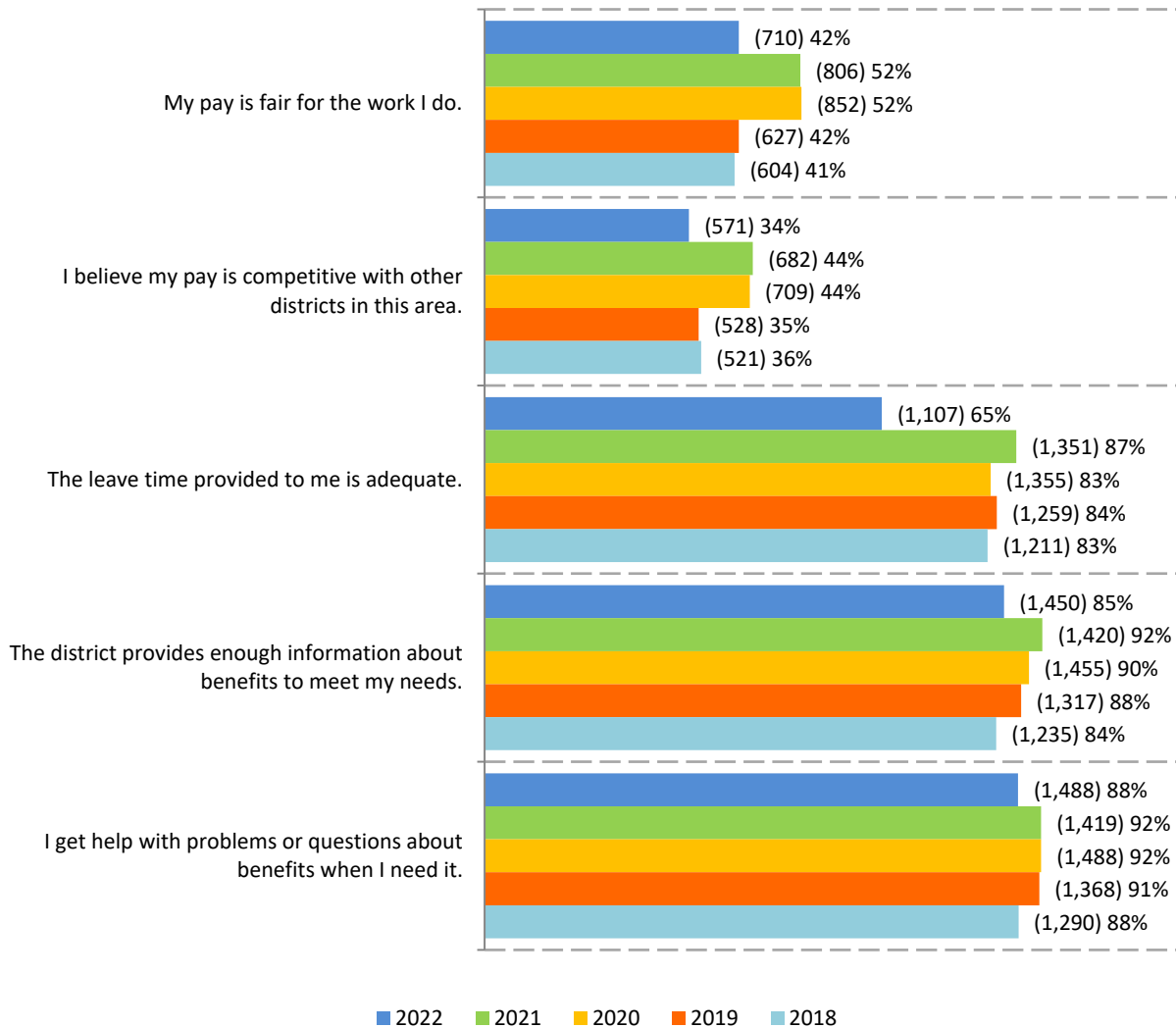
### Working Conditions



Overall, McAllen ISD respondents expressed satisfaction with their working conditions. These items continue to see variation over the last five years, though, on average this topic has stayed within 4 points.

Most report working in an environment that is safe (88 percent) and feeling secure in their employment (86 percent). Respondents believe they have the tools or supplies needed to do their jobs (85 percent), which decreased by 8 points from last year but is similar to 2019 and 2020 values. Respondents continue to feel their hours are reasonable (80 percent – same as 2021). However, workload is appropriate has decreased 4 points (to 73 percent) after remaining steady from 2019 through 2021.

## Compensation and Benefits

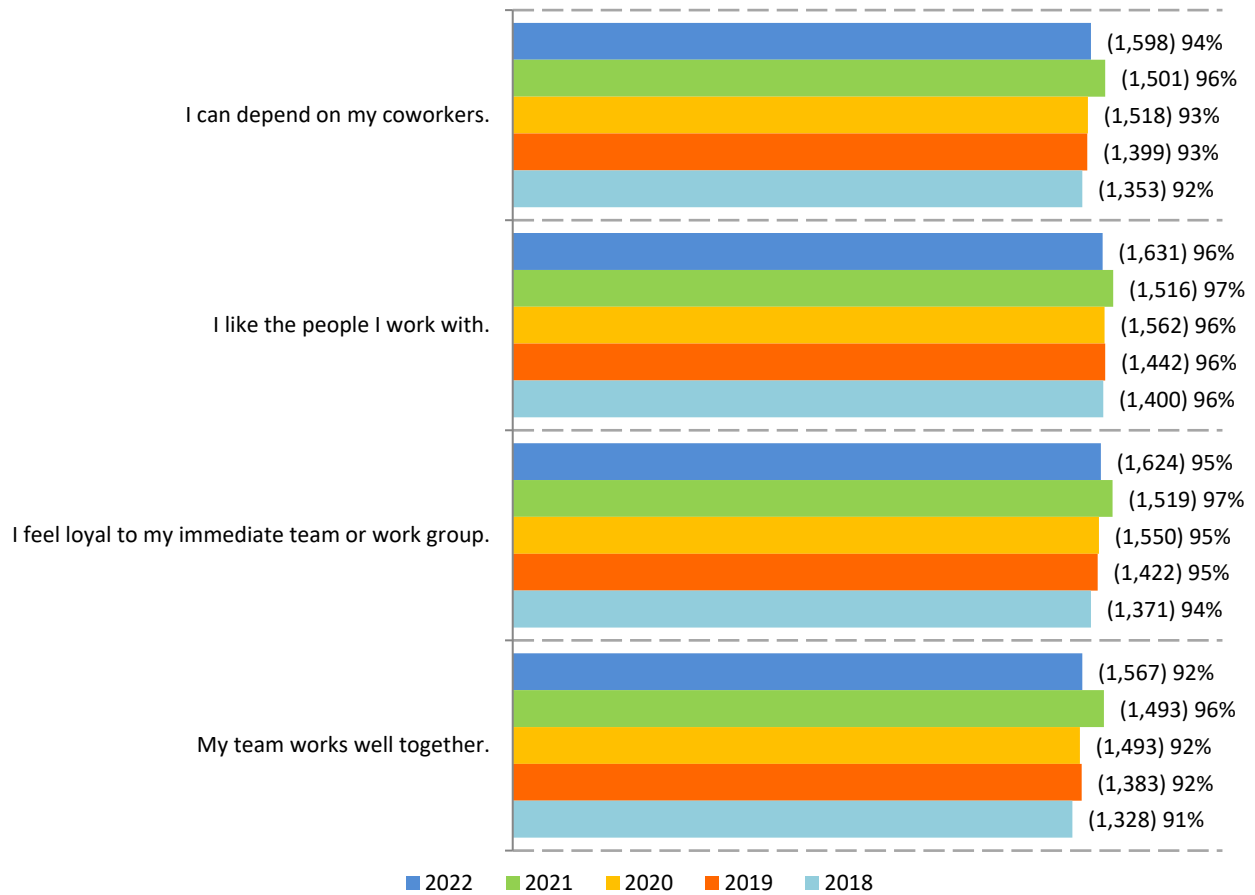


Respondents are satisfied with the information they receive about benefits (88 percent) and assistance they receive when they have questions about benefits (85 percent). Both of these items did see a decrease from last year after a positive trend over the prior four years.

A majority of respondents agree that leave time provided is adequate (65 percent) which saw a large decrease of 22 points from 2021. This item has been steadily between 83 to 87 percent over the last four years. Many districts had substitute and staffing shortages this year which might have impacted how respondents' feel about leave due to challenges or restrictions on using it this year.

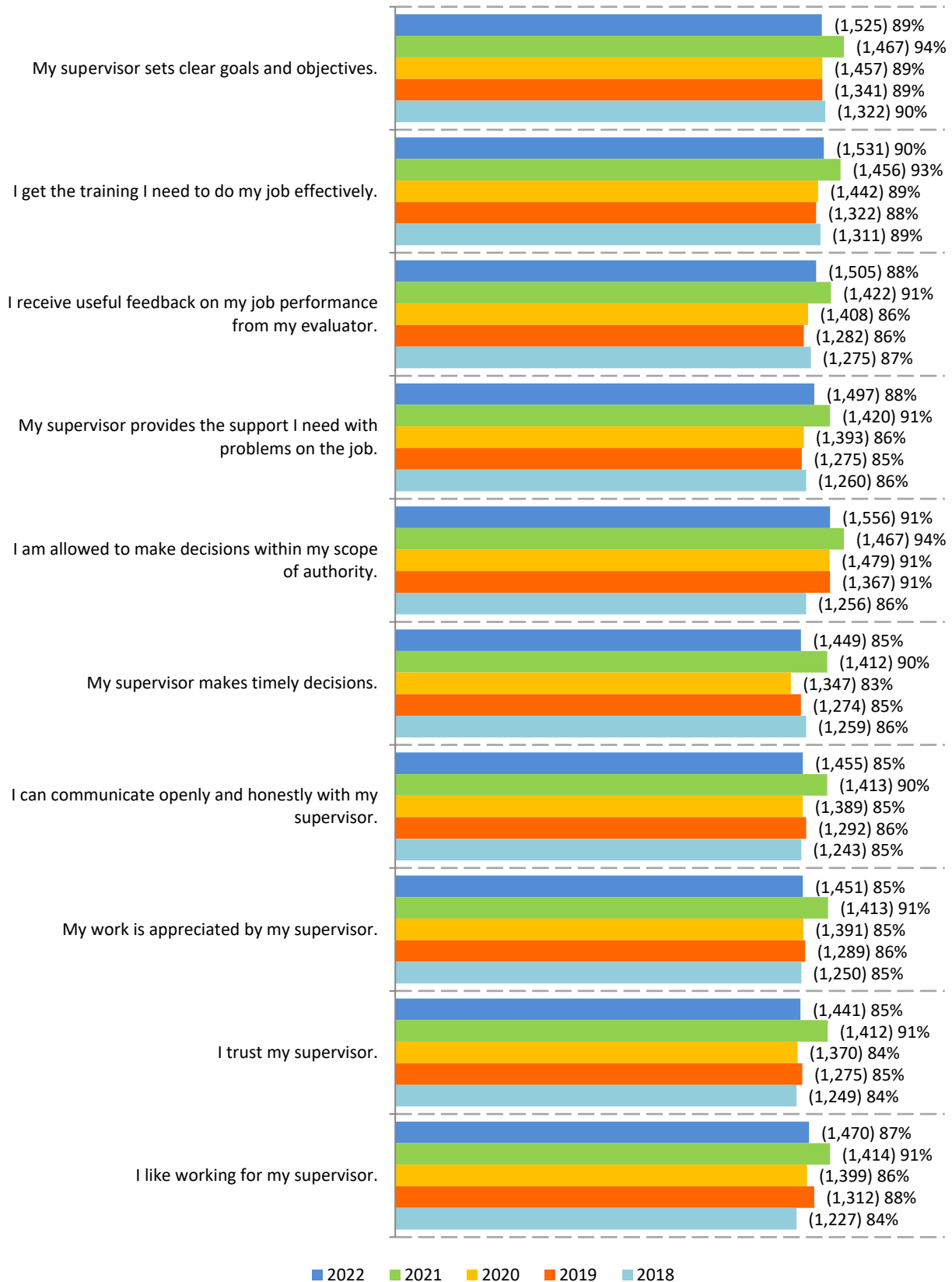
Respondents were less inclined to agree that their pay is fair (42 percent) or competitive (34 percent). While both of these items have decreased by 10 points each from last year, they are similar to 2019 and 2018 responses.

## Relationship with Coworkers



Respondents view coworker relationships very favorably, with over 90 percent of respondents agreeing with each item in this topic. Respondents almost unanimously like their coworkers (96 percent) and feel loyal to their team (95 percent). In addition, they agreed that coworkers were dependable (94 percent) and that the team works well together (92 percent).

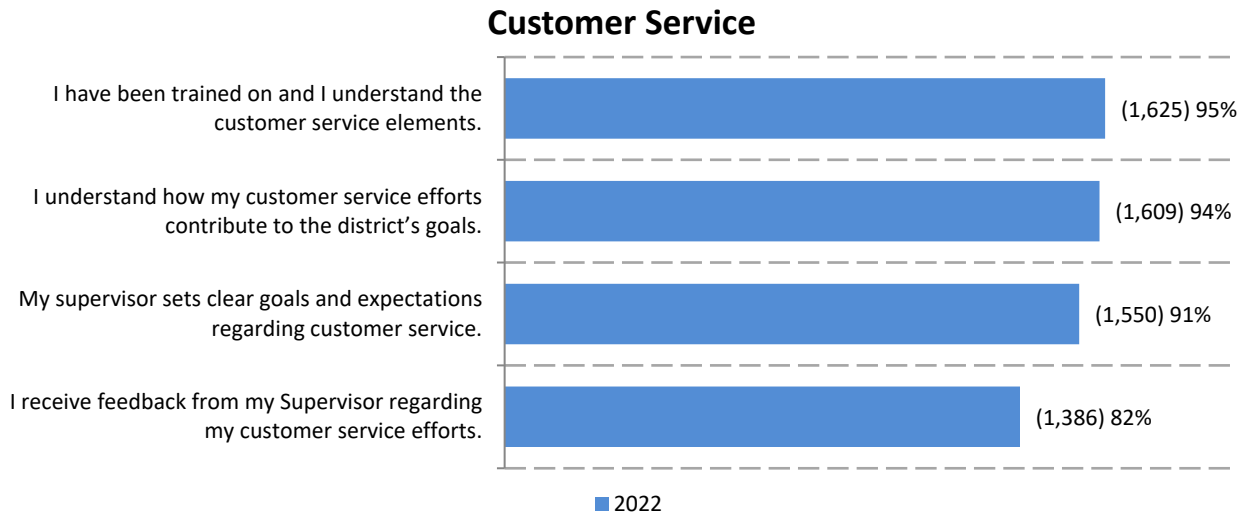
## Relationship with Supervisor



Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 85 percent of respondents agreed with the statement presented. On average, this topic has decreased by 5 points from last year but has stayed similar to years prior (2018-2020).

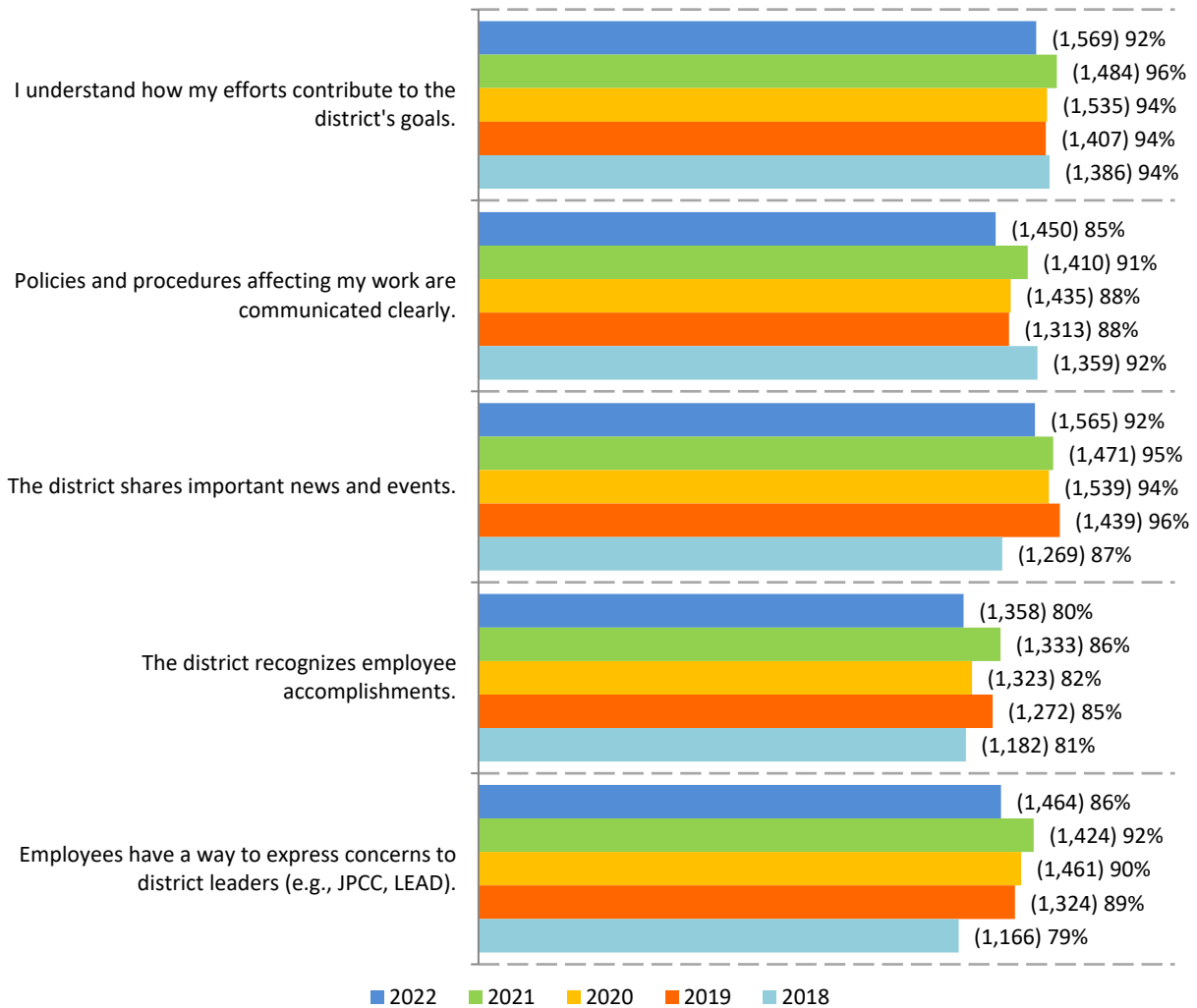
The strongest area was delegation, with 91 percent of respondents reporting that they are allowed to make decisions within their scope of authority.

Supervisors were viewed favorably overall, but decreases were seen in the areas of appreciation and trust (both down 6 points), as well as open communication, setting clear goals, and making timely decisions (down 5 points from 2021). While all other items in this section slightly decreased since last year, such small changes would only become notable if responses continue to decrease in future years.



Overall, respondents feel positive about their customer service elements and goals with at least 82 percent agreeing with each statement. Almost all respondents agree they were trained and understand customer service elements (95 percent), they understand how customer services efforts contribute to district goals (94 percent), agree their supervisor sets clear goals and expectations for customer service (91 percent), and they receive feedback regarding customer service efforts (82 percent).

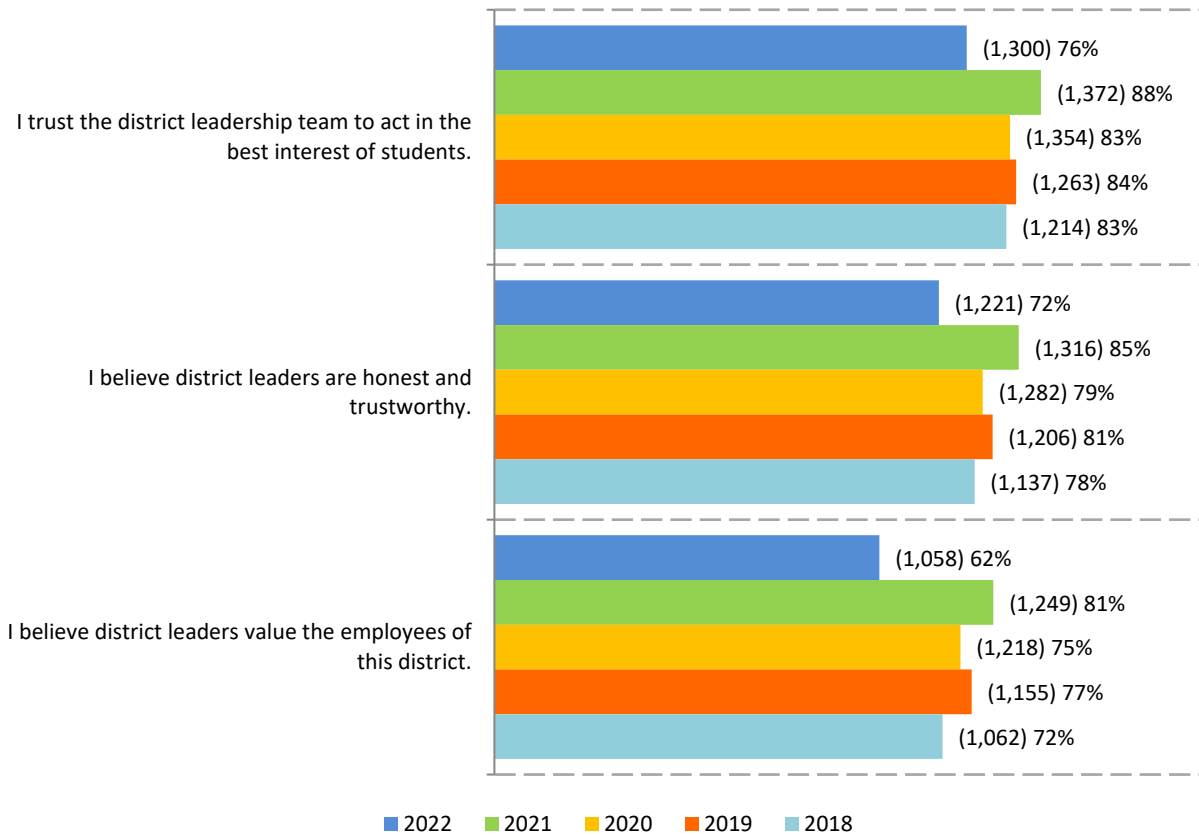
## District Communications



Respondents viewed district communications positively. Almost all respondents, 92 percent in both cases, understand how their efforts contribute to the district and feel that the district shares important news and events.

Respondents also agree that employees have a way to express concerns (86 percent), policies and procedures are communicated clearly (85 percent), and the district recognizes employees’ accomplishments (80 percent). These three items saw a 6 point decrease from the improvements shown last year.

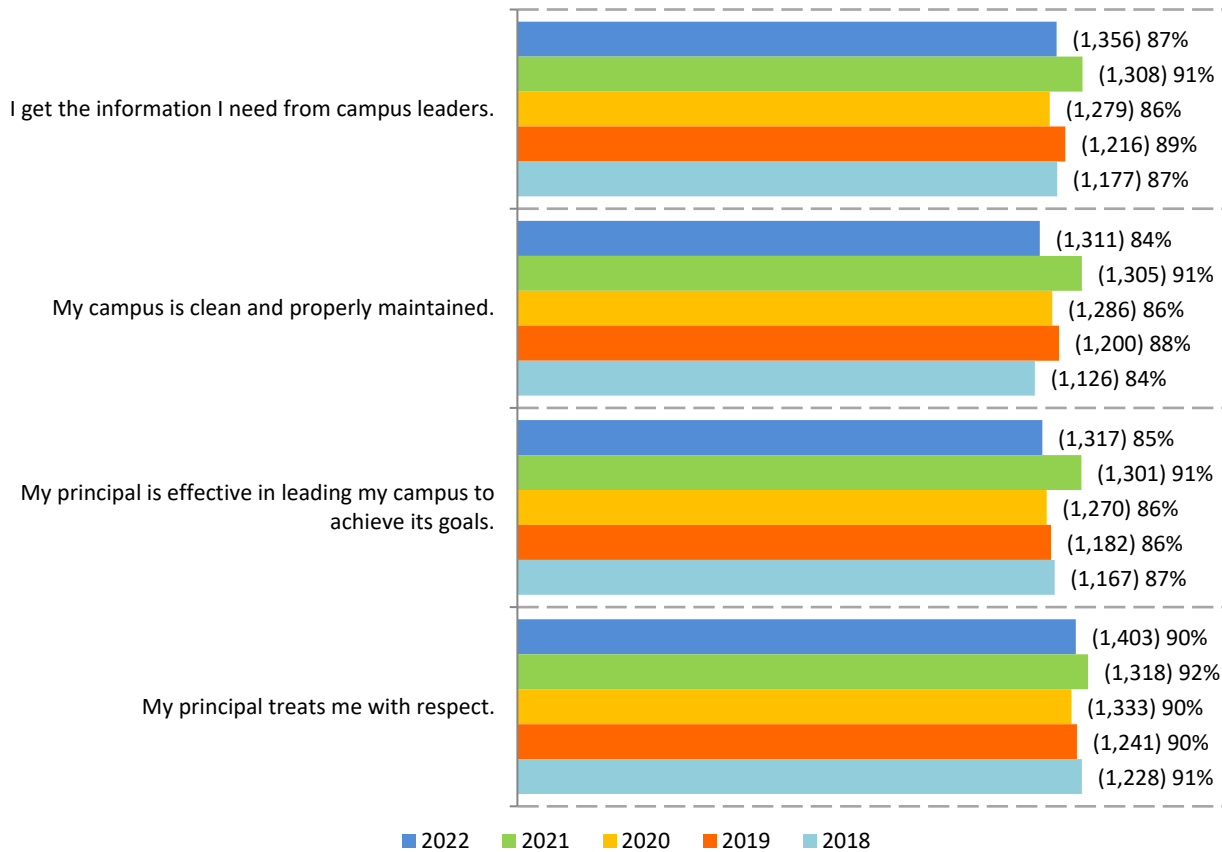
## District Leadership (Superintendent, Board of Trustees)



Unfortunately, district leadership wasn't seen as favorably as in past years, with a 15 point decrease, on average. Respondents mostly agreed that district leaders act in the best interest of students (down 12 points to 76 percent), district leaders are honest and trustworthy (down 13 points to 72 percent), and 62 percent (down 19 points from 2021) believe district leaders value the employees of MISD.

Statements about campus environment were only shown to teachers and other professionals, to ensure they were relevant items to respondents.

### Campus Environment

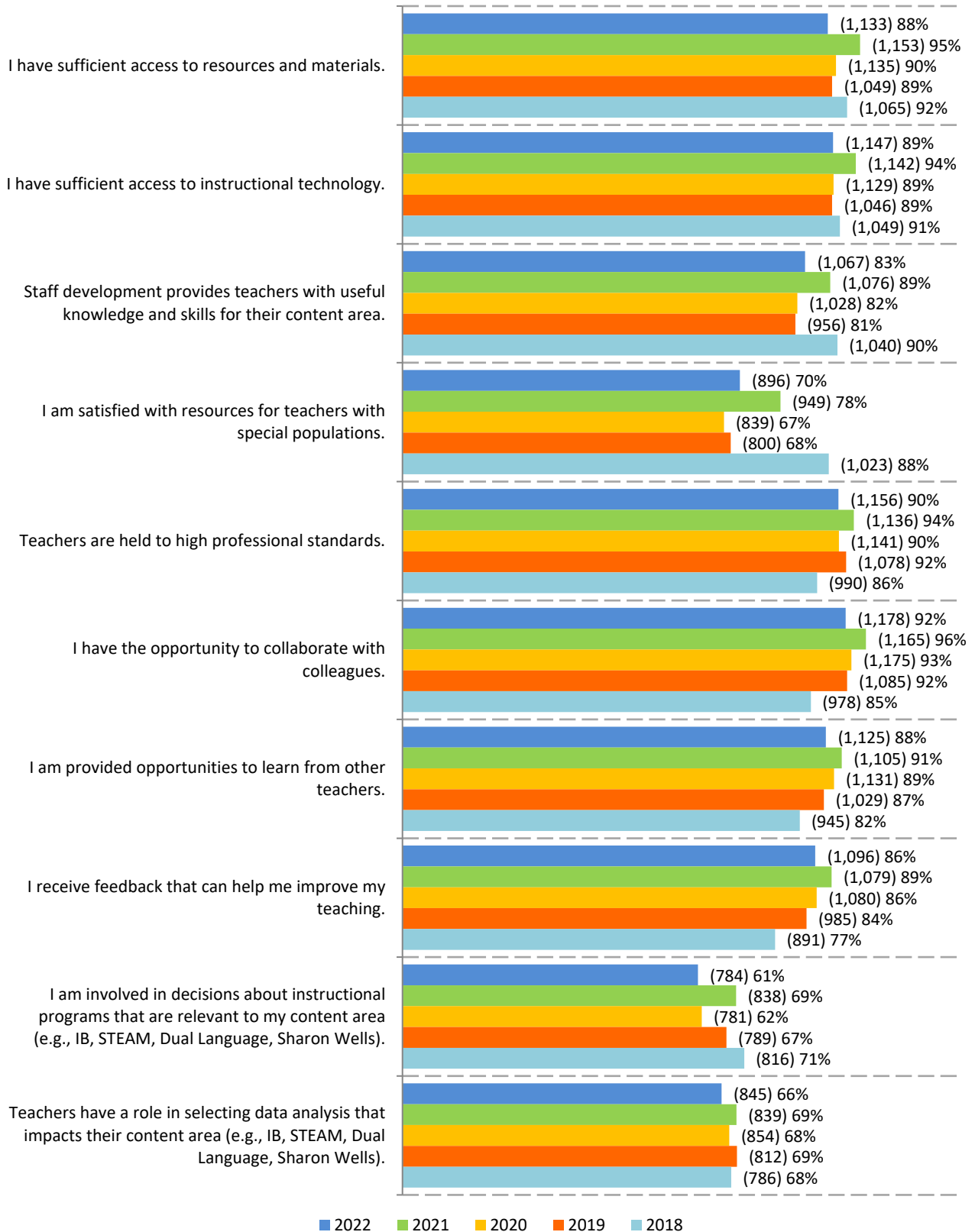


Overall, campus environments are viewed in a positive light. Each item in this section received at least 84 percent agreement among respondents; however, each item also decreased from last year’s value. Most respondents said their principal treats them with respect (90 percent), and 87 percent reported getting the information they need from campus leaders. This year, 85 percent believe their principal is effective in leading a campus toward goals, down from 91 percent in 2021 but similar to prior years. One other item saw a notable decrease from last year, campus is clean and properly maintained (84 percent down from 91 percent) but returning to the same rate in 2018.



Statements about curriculum and instruction support and student discipline were only shown to teachers, to ensure they were relevant items to respondents.

### Curriculum and Instruction Support

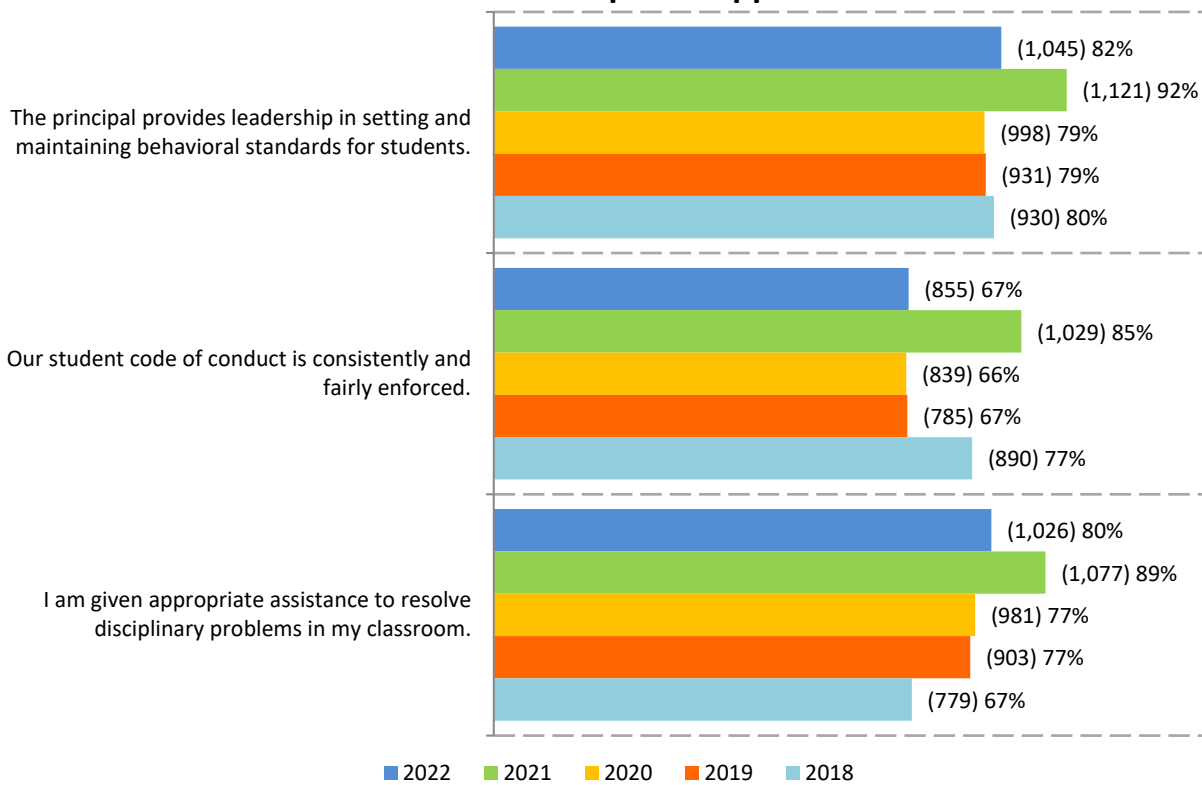


Curriculum and instruction are viewed positively among teachers with an average of 81 percent agreement. On average, this topic had a 5 point decrease from last year which reverses the 4 point increase from 2021.

Nearly all respondents agreed they have opportunities to collaborate with colleagues (92 percent) and are held to a high professional standard (90 percent). They also indicate that: teachers have sufficient access to instructional technology (89 percent), have sufficient access to resources and materials, and that teachers have opportunities to learn from other teachers (both 88 percent).

Overall, respondents were satisfied with the curriculum and instructional issues captured here. The lowest agreement, still a majority of respondents at 61 percent, was for having a role in decisions about instructional programs in their content area. This item saw a notable decrease of 8 points; however, this item along with many others have seen up and downward variation over the last five years.

### Student Discipline Support



Within this topic, 80 percent of respondents feel they are given appropriate assistance to resolve disciplinary problems and 67 percent agree the student code of conduct is consistently and fairly enforced. The greatest proportion, 82 percent, feel the principal provides leadership for behavioral standards.

Although most respondents agreed with these statements, each item was viewed less favorably than last year; however, they maintained similar values from 2018 to 2020.

## Summary

Overall, survey participants this year viewed their jobs and the district favorably. In most cases, responses decreased somewhat from last year's results. The majority of items had 80 percent or higher agreement on the statements provided; many items had over 90 percent agreement.

All topics showed variation from last year. The following topics saw slight decreases in favorable responses: working conditions, relationship with coworker and supervisor, district communication, and campus environment. On the other hand, larger decreases were seen in the topics of job satisfaction, compensation and benefits, district leadership, and student discipline support.

## COMMENTS

Additional comments were provided by 876 people, which represents 42 percent of survey respondents. These comments represent less than half of respondents. As such, the district should consider these in light of results from related questions presented in the district-wide report. Comments are tallied by topic to protect the confidentiality of respondents' submissions.

### Accolades and Complaints

Recurring themes by order of frequency are summarized below. Only topics with more than one comment are included. An individual participant may comment on multiple areas and will be included in the count for each unique topic.

Type and Topic of Comment		Count
Accolade	Supervisor is a strong leader	147
Accolade	Campus leadership and staff work well together as a team	113
Accolade	Campus or team works well and fosters good relationships	110
Accolade	Supervisor is supportive	92
Accolade	Love the school or district	79
Complaint	Base pay is low or not competitive when compared to surrounding districts	68
Complaint	Supervisor has poor communication skills	67
Accolade	Campus or team is dependable and supportive	66
Accolade	Supervisor has good communication skills	63
Accolade	Love the administrator or supervisor	58
Accolade	Supervisor is respectful/courteous to others	55
Accolade	Campus leadership is engaged and supportive of student's education and growth	54
Complaint	District decided not to provide COVID-19 sick days to staff	54
Complaint	Supervisor is a poor leader	52
Accolade	Campus or team has good culture or morale	50
Complaint	Code of conduct and student discipline lack effective consequences	49
Accolade	Supervisor is experienced/knowledgeable in the role	45
Complaint	Supervisor is unsupportive	45
Accolade	Overall, the district is a good place to work	40
Complaint	Facilities are not clean or maintained	40
Complaint	Campus or team has insufficient staffing or work assignment	39
Complaint	Central administration does not appear to use budget (including ESSER funds) strategically or wisely	35
Complaint	District buildings need repairs or remodeling	35
Accolade	Department or team has seen improvement since last school year	34

<b>Complaint</b>	Central administration does not communicate well	33
<b>Accolade</b>	Supervisor is accessible/available	31
<b>Complaint</b>	Campus or team has inadequate time for planning or collaboration	31
<b>Complaint</b>	Central administration lacks connection to campuses	31
<b>Complaint</b>	District/campus leadership is disrespectful/discourteous to others	26
<b>Accolade</b>	Love the new campus administrator(s)	25
<b>Complaint</b>	Teachers receive too many requests from administration to leave time for planning/teaching	25
<b>Complaint</b>	Workload prohibits reasonable work/life balance	24
<b>Accolade</b>	Supervisor is fair/trustworthy	23
<b>Accolade</b>	Supervisor trusts his/her staff	23
<b>Complaint</b>	Employees do not feel valued or appreciated	21
<b>Complaint</b>	Central administrator is unsupportive	20
<b>Complaint</b>	Attendance policies for students and staff needs to be better enforced	19
<b>Complaint</b>	Class sizes are too large	19
<b>Complaint</b>	Cost for work supplies and materials falls on employee	19
<b>Complaint</b>	District loses quality employees or has high turnover	19
<b>Complaint</b>	Supervisor is inaccessible/unavailable	19
<b>Complaint</b>	Supervisor is inexperienced/unknowledgeable in the role	19
<b>Complaint</b>	Campus or team has a poor culture or low morale	18
<b>Complaint</b>	Supervisor displays favoritism or nepotism	18
<b>Complaint</b>	Supervisor micromanages his/her staff	18
<b>Complaint</b>	General complaint about the superintendent or board of trustees	17
<b>Complaint</b>	Special education lacks resources	17
<b>Accolade</b>	Love the work itself	16
<b>Complaint</b>	Special education lacks staff or support	14
<b>Complaint</b>	Supervisor is unfair/not trustworthy	14
<b>Complaint</b>	Campus or district buildings are not safe or need more security	12
<b>Complaint</b>	Students appear to enjoy consequences when they are sent out of classroom (e.g., receive attention or avoid class)	11
<b>Complaint</b>	Campus or building has weak or no Wi-Fi	10
<b>Complaint</b>	Central administration micromanages his/her campus staff	10
<b>Complaint</b>	District requires extra work that does not have benefits to education	8
<b>Complaint</b>	Central office is inexperienced/unknowledgeable in the role	7
<b>Complaint</b>	District lacks useful online resources	7
<b>Complaint</b>	District new hire training is inadequate and not helpful	7
<b>Complaint</b>	Inequalities in technology among staff (smart boards, laptop carts, tablets)	7
<b>Complaint</b>	Paraprofessionals are not treated with trust or respect	7
<b>Accolade</b>	Campus or team has sufficient staffing and work assignment	6
<b>Accolade</b>	Employees feel valued and appreciated	6
<b>Complaint</b>	Campus or team is not dependable or unsupportive	6
<b>Complaint</b>	New programs are costly, without effective training, or frequently switched	6

<b>Accolade</b>	Campus or team has adequate time for planning and collaboration	5
<b>Accolade</b>	Code of conduct and student discipline provide effective consequences	5
<b>Accolade</b>	Facilities are clean and maintained	5
<b>Accolade</b>	Helpful community outreach and parent involvement	5
<b>Complaint</b>	Benchmark and state testing are overemphasized	5
<b>Complaint</b>	Campus or team culture of bullying, gossiping, or cliques	5
<b>Complaint</b>	Central administrator is inaccessible/unavailable	5
<b>Complaint</b>	Reading Academy was managed poorly and in a hard to understand way	5
<b>Complaint</b>	Overall, the district is a challenging place to work	5
<b>Accolade</b>	District new hire training is adequate and useful	4
<b>Accolade</b>	District or campus has relevant staff development	4
<b>Accolade</b>	Employees feel as though they are treated with respect by others	4
<b>Accolade</b>	New programs are cost effective and implemented well	4
<b>Complaint</b>	Administrator caters to parents at the expense of staff and students	4
<b>Complaint</b>	Benefits are expensive or not competitive	4
<b>Complaint</b>	Campus leadership and staff do not work well together as a team	4
<b>Complaint</b>	Campus leadership is not engaged and supportive of student's education and growth	4
<b>Complaint</b>	Dislike new campus administrator or supervisor	4
<b>Accolade</b>	Central administration communicates well	3
<b>Accolade</b>	District provides useful online resources	3
<b>Complaint</b>	Career advancements opportunities are not available to current employees	3
<b>Complaint</b>	Department or team has not seen improvement since last school year	3
<b>Complaint</b>	District does not provide one-to-one technology for students	3
<b>Complaint</b>	District or campus has irrelevant staff development	3
<b>Accolade</b>	District buildings are repaired or remodeled	2
<b>Accolade</b>	District provides one-to-one technology for students	2
<b>Accolade</b>	Special education has adequate staff and support	2

**Some employees left very brief answers with no indication whether it was an accolade or complaint.**

Collaboration
Attendance
Transition plans
Teamwork
Decision making
Professional department directors
Change in special ed leadership
Adjustments to support staff with ongoing changes that come regularly
Emotional intelligence is an actual targeted outcome

## Suggestions

Additional opportunities for improvement suggested by respondents are summarized below.

Topic of Suggestion		Count
<b>District/Campus Leadership</b>	Ensure COVID-19 safety protocols are: <ul style="list-style-type: none"> <li>• Communicated well,</li> <li>• Followed by all staff in the district,</li> <li>• Reasonable for the current pandemic landscape, and</li> <li>• Providing and distributing supplies equally</li> </ul>	53
<b>Campus Leadership</b>	Encourage campus leadership to: <ul style="list-style-type: none"> <li>• Help enforce dress code violations,</li> <li>• Support teachers with student behavior,</li> <li>• Hold students and staff accountable for their actions,</li> <li>• Be more visible during class changes, mornings, and dismissal</li> </ul>	42
<b>District/Campus Leadership</b>	Provide leadership training to all district and campus leadership on: <ul style="list-style-type: none"> <li>• Respectful treatment to all staff,</li> <li>• Speak to staff in a professional manner,</li> <li>• Lead by example,</li> <li>• Abide by district customer services standards,</li> <li>• Listen to staff's concerns without threatening retaliation,</li> <li>• Create open communication that flows both ways,</li> <li>• Show empathy towards staff,</li> <li>• Provide useful feedback</li> </ul>	33
<b>Campus Leadership</b>	Regulate communication expectations and organization among campus leadership to: <ul style="list-style-type: none"> <li>• Share important news in a timely manner,</li> <li>• Not add last minute meetings to a staff calendars,</li> <li>• Allow adequate time for staff to complete tasks,</li> <li>• Be aware of workload already put on the staff</li> </ul>	28
<b>District/Campus Leadership</b>	Include teachers and support staff in educational decisions and spending (e.g., new programs, which programs work or don't work well, which programs need more training and support)	25
<b>Campus Leadership</b>	Ensure employees have the ability to take personal days as needed, and stop the practice of principals denying personal day requests due to lack of substitute availability	20
<b>District/Campus Leadership</b>	Allow teachers the autonomy to teach and not be micromanaged	18
<b>Technology</b>	Spread technology equitably throughout the district (e.g., special ed departments, smaller campuses, and elementary to early elementary (Pre-K) programs).	14
<b>Human Resources</b>	Hire more staff (e.g., counselors, special ed teachers, experienced teachers, custodians, social workers)	11

<b>District Leadership</b>	Share important district news (e.g., COVID-19 updates) through email or other urgent notification so staff receive it immediately. Do not release only through district podcast (Super Talks) as employees may not be able to immediately listen to it.	9
<b>Campus Leadership</b>	Add more electives to: <ul style="list-style-type: none"> <li>• Increase options/opportunities,</li> <li>• Reduce class size in other electives, and</li> <li>• Be equitable between campuses</li> </ul>	7
<b>District/Campus Leadership</b>	Be transparent about campus leadership changes: <ul style="list-style-type: none"> <li>• Communicate with campus staff when campus leaders are moved to a new location (especially abruptly),</li> <li>• Try to keep campus leadership with that campus longer than 2-3 years, and</li> <li>• Encourage new leadership coming in to have empathy for the change and listen to staff concerns about the change</li> </ul>	7
<b>Campus Leadership</b>	Be mindful of the number of mandatory events for staff (e.g., open house, science night, fall festival) where large groups gather during the different COVID-19 variant waves	7
<b>Equipment</b>	Ensure campuses have reliable copiers and staff have time to use them	6
<b>Compensation</b>	Increase supplemental pay for: <ul style="list-style-type: none"> <li>• Saturday school,</li> <li>• Summer school,</li> <li>• Bilingual stipend,</li> <li>• Tutoring (e.g., special ed, UIL, afterschool)</li> </ul>	6
<b>Human Resources</b>	Review processes in HR: <ul style="list-style-type: none"> <li>• Review all current job descriptions for needed changes,</li> <li>• Ensure interviewing process is fair, and</li> <li>• Ensure supervisors hire qualified individuals</li> </ul>	6
<b>District/Campus Leadership</b>	Ensure all departments/campuses have structure, expectations, and equitable treatment by the district	6
<b>Staff Development</b>	Provide more training: <ul style="list-style-type: none"> <li>• Interventionist</li> <li>• Academic coaches</li> <li>• Emotional intelligence training</li> <li>• Visual arts</li> </ul>	5
<b>District/Campus Leadership</b>	Provide support and budget for all campuses to have successful programs (e.g., athletics, performing arts, facilities)	4
<b>Communication</b>	Encourage communication across all departments at district and campus level	4
<b>Team/Department Development</b>	Set aside more time at the beginning and throughout the school year for more collaboration and team building	3



<b>Security</b>	Increase security measures (e.g., more officers in the halls, more cameras)	3
<b>Technology</b>	Provide more virtual learning for students	3
<b>Maintenance</b>	Add more classrooms instead of having teachers that float between classrooms	3
<b>Compensation</b>	Consider additional payment for teachers who completed the Reading Academy since it took more time than initially explained	3
<b>Campus Leadership</b>	Reduce the number of walk-throughs and provide constructive feedback afterwards	2
<b>Technology</b>	Change the IT help desk system for requesting assistance for common program updates, or allow staff to apply some updates on their own	1
<b>Staff Development</b>	Consider providing all staff development virtually	1
<b>Counseling</b>	Develop an EQ program for teachers that is similar to the program for the students	1
<b>Master Schedule</b>	Limit the number of preps one teacher can have in a year to two	1
<b>Campus Leadership</b>	Ensure teacher evaluation is conducted by more than one assistant principal or only the principal and improve consistency among evaluators	1
<b>Campus Leadership</b>	Encourage school spirit and getting students involved in afterschool activities	1
<b>District\Campus Leadership</b>	Require students to wear uniforms	1

## Areas of Improvement

Topic of Improvements		Count
<b>Campus Leadership</b>	Weekly PLC meetings and additional time for collaboration has been extremely helpful and beneficial	15
<b>Campus Leadership</b>	Campus leadership have been great with: <ul style="list-style-type: none"> <li>• emotional support</li> <li>• patience</li> <li>• adequate/useful training</li> <li>• positive feedback</li> <li>• constant recognition for hard work</li> <li>• being visible, smiling, and greeting all every morning</li> </ul>	10
<b>District Leadership/Board of Trustees</b>	Support staff (e.g., reading coaches, instructional coordinators) hired with ESSER funds have been a huge help	8
<b>Curriculum and Instruction</b>	Departments/grade teams working together to close educational gaps, vertical teaming, ensuring students are ready for the following years, and reading and math programs put into place have made a difference	8
<b>Technology</b>	Additional Chromebooks for students, tech support, and additional technology in the classrooms	8
<b>Curriculum and Instruction</b>	Teaching and utilizing emotional intelligence program (SMESS) has made a difference	4
<b>Health Services</b>	Campus nurse and nurse assistant have gone above and beyond with supporting the district's pandemic needs	4
<b>Campus Leadership</b>	Best campus leadership in 10 years (e.g., supportive, sets clear goals, and treats all staff with the highest level of professionalism)	2
<b>Curriculum and Instruction</b>	21 <sup>st</sup> Century grant has been incredibly helpful with student support	1
<b>Curriculum and Instruction</b>	New dyslexia program is great	1
<b>Campus Leadership</b>	Additional tutoring for students is beneficial	1
<b>Campus Leadership</b>	Campus leadership streamlined RTI process and special ed paperwork	1
<b>Customer Service</b>	Customer service has improved through year	1

## Maintenance & Facilities Concerns

Building maintenance/remodel/renovations		Count
<b>Maintenance &amp; Facilities</b>	<p>District maintenance and facilities:</p> <ul style="list-style-type: none"> <li>• Repair or replace HVAC system</li> <li>• Water heater does not produce hot water</li> <li>• Classrooms need more outlets</li> <li>• More shelving in the classrooms</li> <li>• Leaking roof</li> <li>• Missing or damaged ceiling tiles</li> <li>• Unreliable Wi-Fi</li> <li>• Finish the culinary arts kitchen so that it can used</li> <li>• Classroom size is too small for all students</li> <li>• Install more cameras outside the buildings</li> <li>• Add a cover between pavilion to drop-off/pickup area</li> <li>• Remove moldy and rotting wood</li> <li>• Replace intercom system</li> <li>• Add more staff bathrooms</li> <li>• Ensure portables are safe to be in</li> <li>• Add bathrooms to all self-contained classrooms/units</li> <li>• Add sidewalks and wheelchair ramps</li> <li>• Add more parking</li> <li>• Renovate/replace old buildings</li> </ul> <p>Ensure all bathrooms (student and staff) are clean and work properly</p>	77

## APPENDIX: SURVEY INSTRUMENT



# HR Services

## McAllen ISD Professional Employee Survey 2022

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### Job Type

Job type is used for comparing the respondent group to the employee group and tailors the survey by job type with specific questions shown to only some jobs (such as teacher). See [FAQs](#) for more information.

- Teacher or Librarian
- Instructional Aide
- Other Professional (e.g., counselor, RN, speech therapist, diagnostician, facilitator)
- Administrator

Please indicate what you value as most important to your job satisfaction.  
(Choose up to 5 that apply.)

- Compensation and benefits
- Safe working conditions
- Job security
- Work that is meaningful to me
- Recognition for good work
- Relationship with coworkers
- Relationship with supervisors
- Learning opportunities
- Opportunities to use skills and abilities

## Curriculum and Instruction Support

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I have sufficient access to resources and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient access to instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff development provides teachers with useful knowledge and skills for their content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with resources for teachers with special populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are held to high professional standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the opportunity to collaborate with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided opportunities to learn from other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback that can help me improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am involved in decisions about instructional programs that are relevant to my content area (e.g., IB, STEAM, Dual Language, Sharon Wells).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have a role in selecting data analysis that impacts their content area (e.g., IB, STEAM, Dual Language, Sharon Wells).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Student Discipline Support

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
The principal provides leadership in setting and maintaining behavioral standards for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our student code of conduct is consistently and fairly enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given appropriate assistance to resolve disciplinary problems in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## District Communications

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I understand how my efforts contribute to the district's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies and procedures affecting my work are communicated clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district shares important news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district recognizes employee accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees have a way to express concerns to district leaders (e.g., JPCC, LEAD).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## District Leadership (Superintendent, Board of Trustees)

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I trust the district leadership team to act in the best interest of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe district leaders are honest and trustworthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe district leaders value the employees of this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Job Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I am proud to work for McAllen ISD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On most days I feel good about what I have accomplished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what is expected of me in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my campus or department to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job allows me to use my skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this district to a friend as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Relationship with Supervisor (Evaluating supervisor)

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My supervisor sets clear goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get the training I need to do my job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive useful feedback on my job performance from my evaluator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides the support I need with problems on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am allowed to make decisions within my scope of authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor makes timely decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can communicate openly and honestly with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is appreciated by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like working for my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Customer Service

The questions below refer to the different elements of the district's Customer Service Standards:

- 1) The 5 domains (self-awareness, self-regulation, motivation, empathy, & social skills)
- 2) Courtesy and Respect
- 3) Greeting and Communication
- 4) Go the Extra Mile
- 5) Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I have been trained on and I understand the customer service elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my customer service efforts contribute to the district's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor sets clear goals and expectations regarding customer service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback from my Supervisor regarding my customer service efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Relationship with Coworkers

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I can depend on my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel loyal to my immediate team or work group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My team works well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Campus Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I get the information I need from campus leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My campus is clean and properly maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal is effective in leading my campus to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal treats me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Working Conditions

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
The hours I work are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload is appropriate for my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in my work environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my job with the district is secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the equipment, tools, and supplies I need to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Compensation and Benefits

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My pay is fair for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my pay is competitive with other districts in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leave time provided to me is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides enough information about benefits to meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get help with problems or questions about benefits when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 1. Where do you work?

- High School
- Middle School
- Elementary School
- Administration/Non-Campus Buildings (Including Instruction & Guidance Center and Early Childhood)

## Work Location

Location is used for comparing the respondent group to the employee group and to provide district leaders with responses grouped by location. See [FAQs](#) for more information.

### High Schools

- Achieve Early College High School @ Lincoln
- Lamar Academy/Options High School
- McAllen High School
- Memorial High School
- James "Nikki" Rowe High School

## Work Location

### Middle Schools

- Dorothea Brown Middle School
- Dr. Rodney D. Cathey Middle School
- Alonzo De Leon Middle School
- Michael E. Fossum Middle School
- Homer J. Morris Middle School
- William B. Travis Middle School



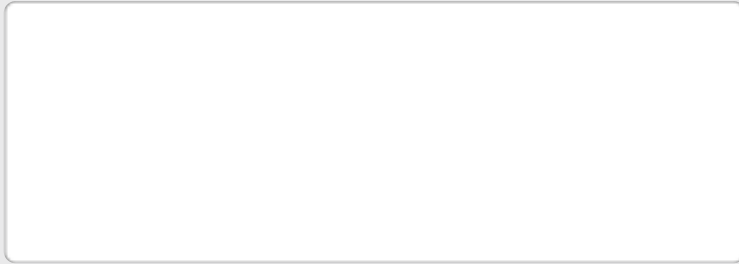
## Work Location

### **Elementary Schools**

- Francisca Alvarez Elementary School
- Dr. Carlos Castaneda Elementary
- Jose De Escandon Elementary
- Victor Fields Elementary School
- Reynaldo G. Garza Elementary School
- Leonelo H. Gonzalez Elementary School
- Lucile McKee Hendricks Elementary School
- Sam Houston Elementary School
- Andrew Jackson Elementary School
- Christa McAuliffe Elementary School
- Ben Milam Elementary School
- Dr. Pablo Perez Elementary School
- Sam Rayburn Elementary School
- Theodore Roosevelt Elementary School
- Blanca E. Sanchez Elementary School
- Juan Seguin Elementary School
- Thigpen-Zavala Elementary School
- Woodrow Wilson Elementary School

## What is going better at your campus or in your department this year, and what can still be improved?

The district receives a summarized list of topics with a tally for positive, negative, or suggestion by topic. See [FAQs](#) for more information.



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