

Employee Opinion Survey

McAllen Independent School District

May 9, 2022

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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 engagement¹.

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 447 were instructional aide 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, 346 were instructional aide employees, yielding a response rate of 77 percent for that group, which is above the 2021 rate of 75 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.

¹ 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.

Almost all topics saw an average decrease from 2 to 14 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 (95 percent), while compensation and benefits had the lowest (61 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	93%	-2%
Working Conditions	90%	-2%
Relationship with Coworkers	95%	1%
Relationship with Supervisor	87%	-4%
Compensation and Benefits	61%	-12%
District Communications	85%	-5%
District Leadership (Superintendent/Board of Trustees)	72%	-14%
Campus Environment	91%	-3%

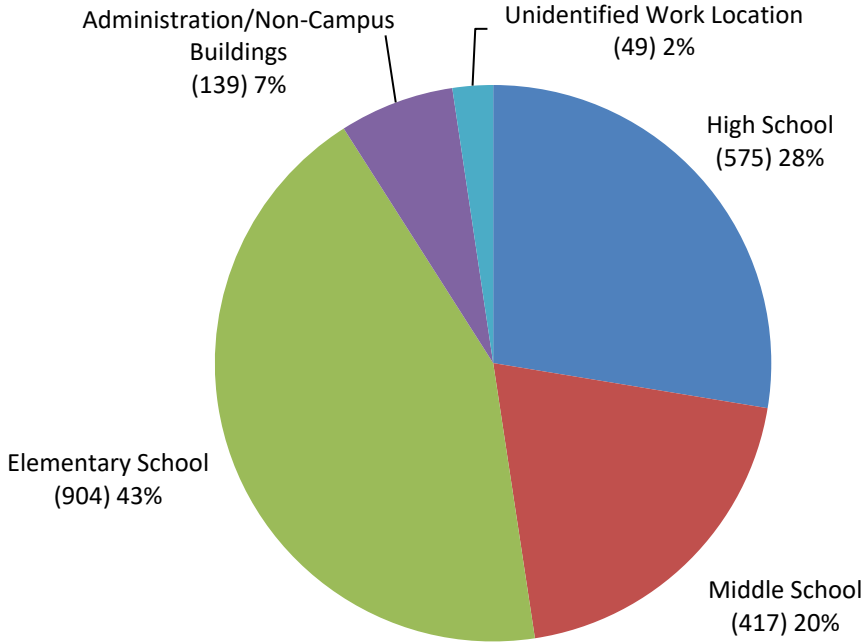
DEMOGRAPHICS

A total of 346 instructional aide surveys were submitted, yielding a response rate of 77 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 (captured in the professionals report).

Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Instructional Aide	447	346	77%	100%
Total	447	346	77%	100%

Representation by Work Location



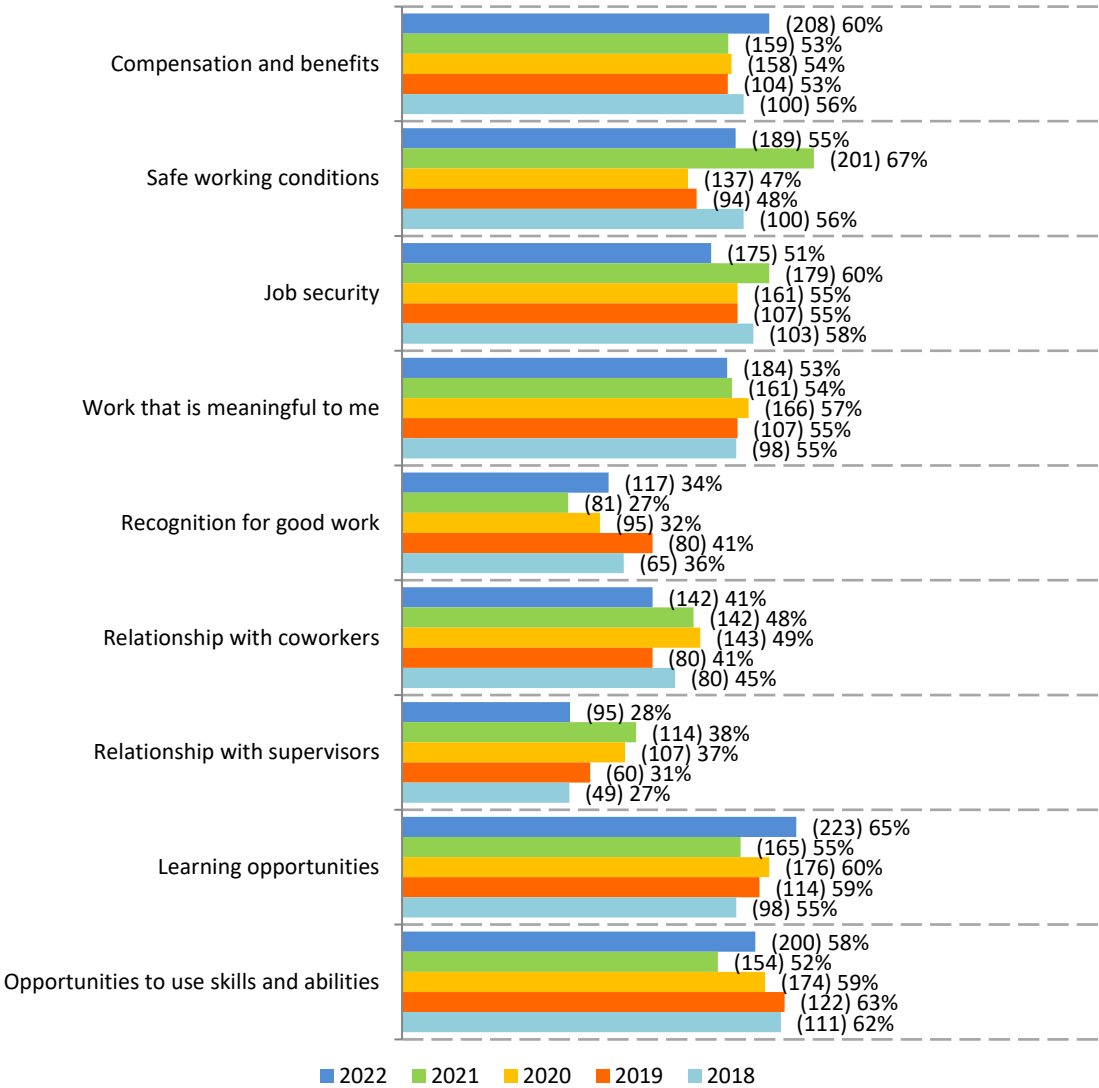
All work locations were represented in the survey. Nearly half of participants (43 percent) worked at the elementary schools.

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.

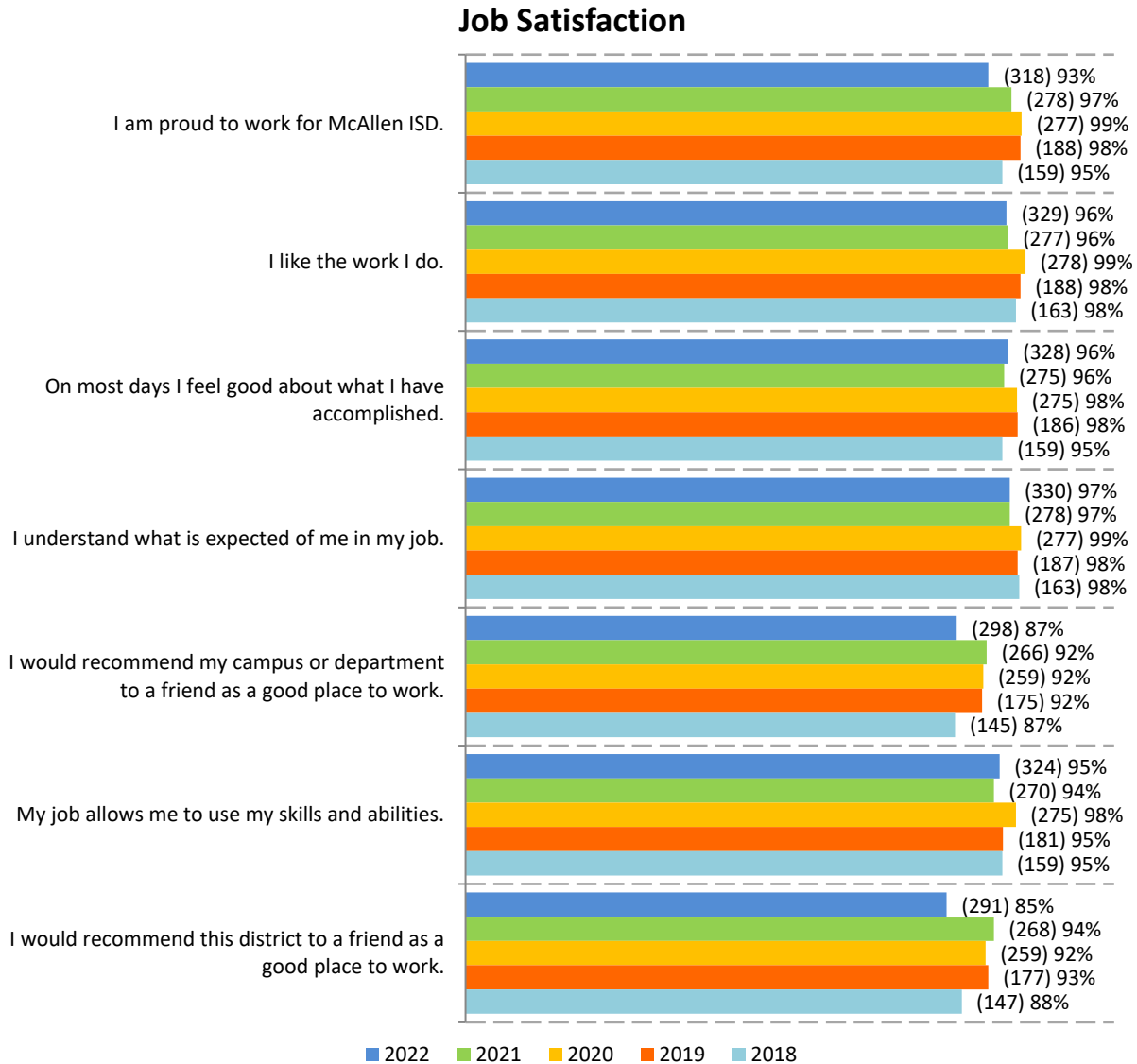
Factors that Contribute to Job Satisfaction



Six factors were chosen by over half of respondents: learning opportunities (65 percent), compensation and benefits (60 percent), opportunities to use skills and abilities (58 percent), safe working conditions (55 percent), work is meaningful (53 percent), and job security (51 percent). The top factors that contribute to job satisfaction shifted in priority from last year. Learning opportunities increased by 10 points after a 5 point decrease in 2021 and compensation and benefits saw a 7 point increase after remaining in the mid 50’s over the last three years. Safe working conditions decreased by 12 points from last year; however, this falls between the 67 percent seen during more severe pandemic circumstances last year and stills remains higher than 2019 and 2020.

Likert-type Scale Questions

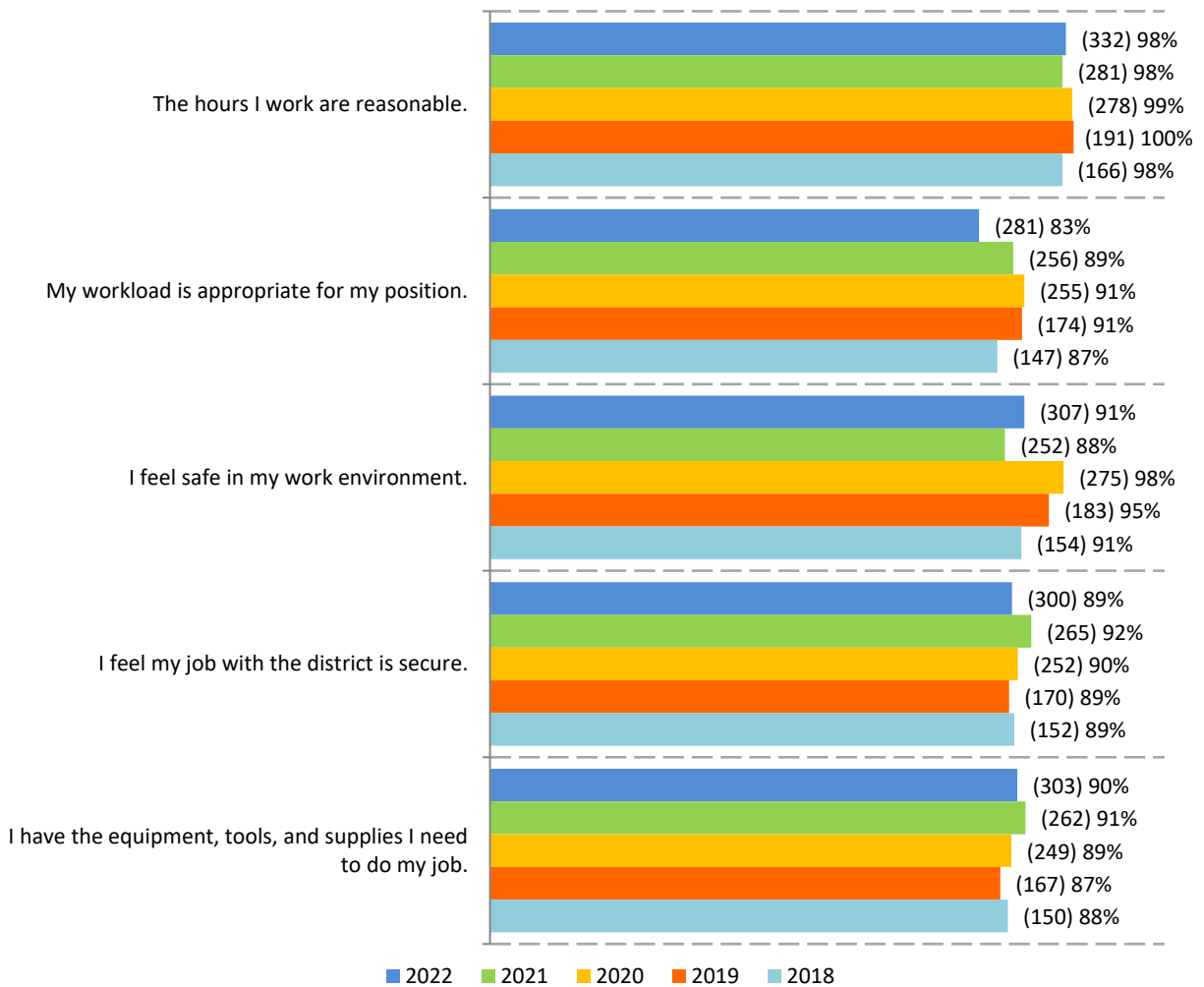
The remaining sections of the survey provided respondents with a list of statements and asked for their level of agreement. Response categories were strongly agree, agree, disagree, strongly disagree, and no opinion/not applicable. The categories of strongly agree and agree were combined for these charts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



Survey participants responded favorably regarding job satisfaction, with 93 percent, on average, agreeing with each statement. Respondents were more likely to recommend their particular campus as a good place to work than the district, but only by a small margin. Five items had at least 93 percent agreement: understand expectations (97 percent), feel good about accomplishments, like the work (both 96 percent), using skills and abilities (95 percent), and proud to work for MISD (93 percent).

There were two items that saw a notable decrease: recommend the campus (down 5 points) and recommend the district (down 9 points), both of which are closer to values from 2018.

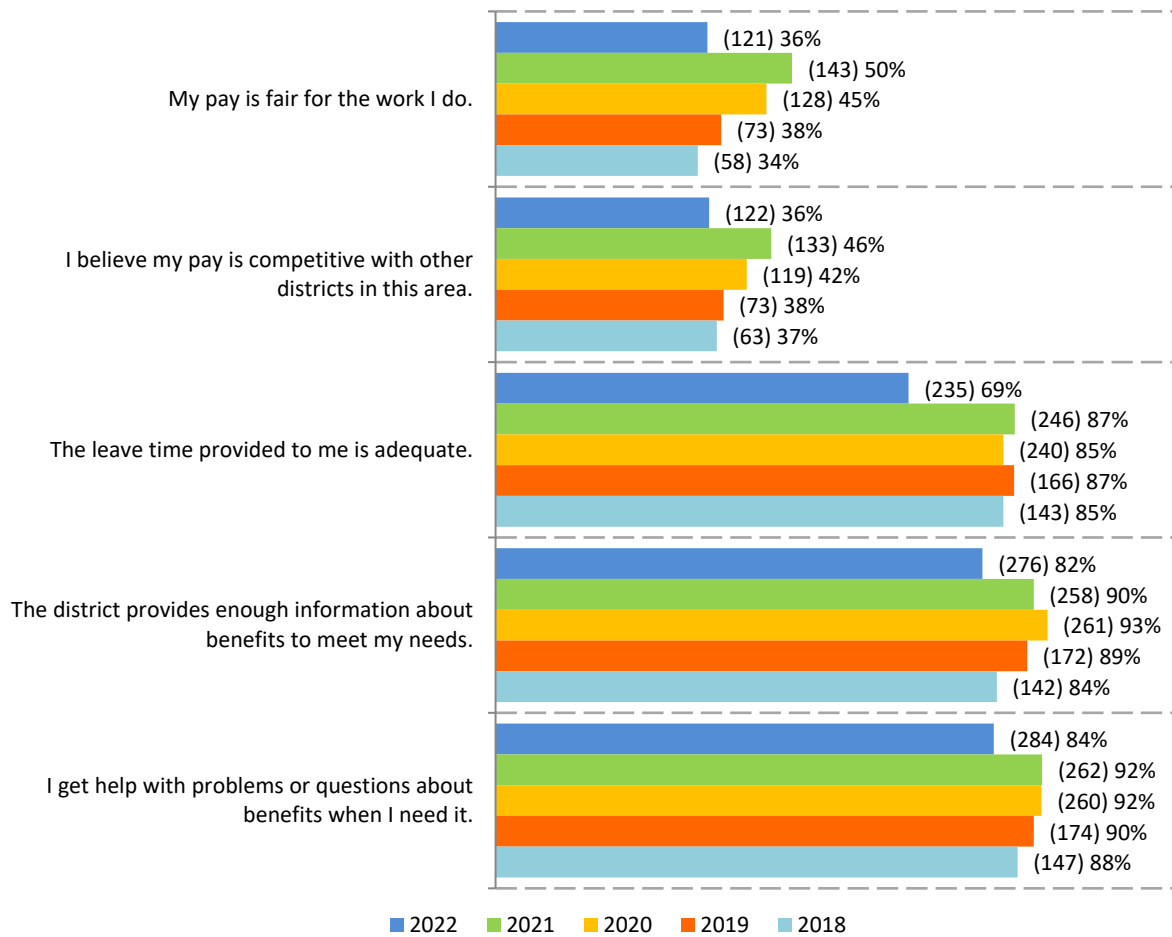
Working Conditions



Overall, McAllen ISD respondents expressed satisfaction with their working conditions. Nearly all report reasonable hours (98 percent), working in an environment that is safe (91 percent), having the tools and supplies needed to do their jobs (90 percent), and feeling secure in their employment (89 percent).

Regarding workload, 83 percent agree that it is appropriate for their position, which is a 6 point decrease from last year, and has been trending down over the last three years. Ratings of the other four working conditions all remained within 3 points of last year.

Compensation and Benefits

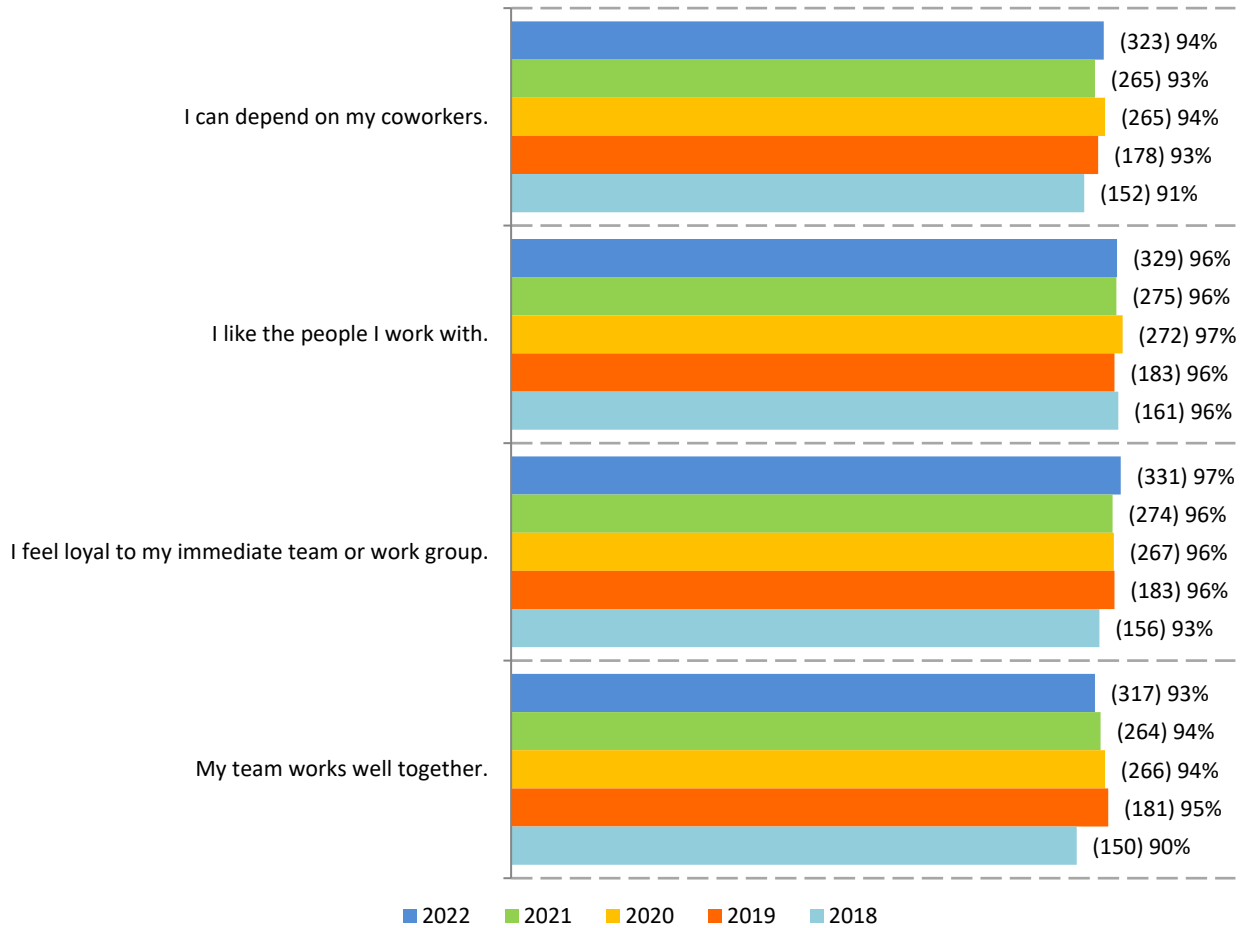


Respondents are satisfied with the assistance they receive when they have questions about benefits (84 percent) and are satisfied with the information they receive about benefits (82 percent). However, both of these items saw an 8 point decrease from last year and are at a five year low.

A majority of respondents agree that leave time provided is adequate (69 percent) which saw a large decrease of 18 points from 2021. This item has been steadily between 85 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 or competitive (both 36 percent). While both of these items have decreased by at least 10 points from last year, they are similar to 2018 and 2019 responses.

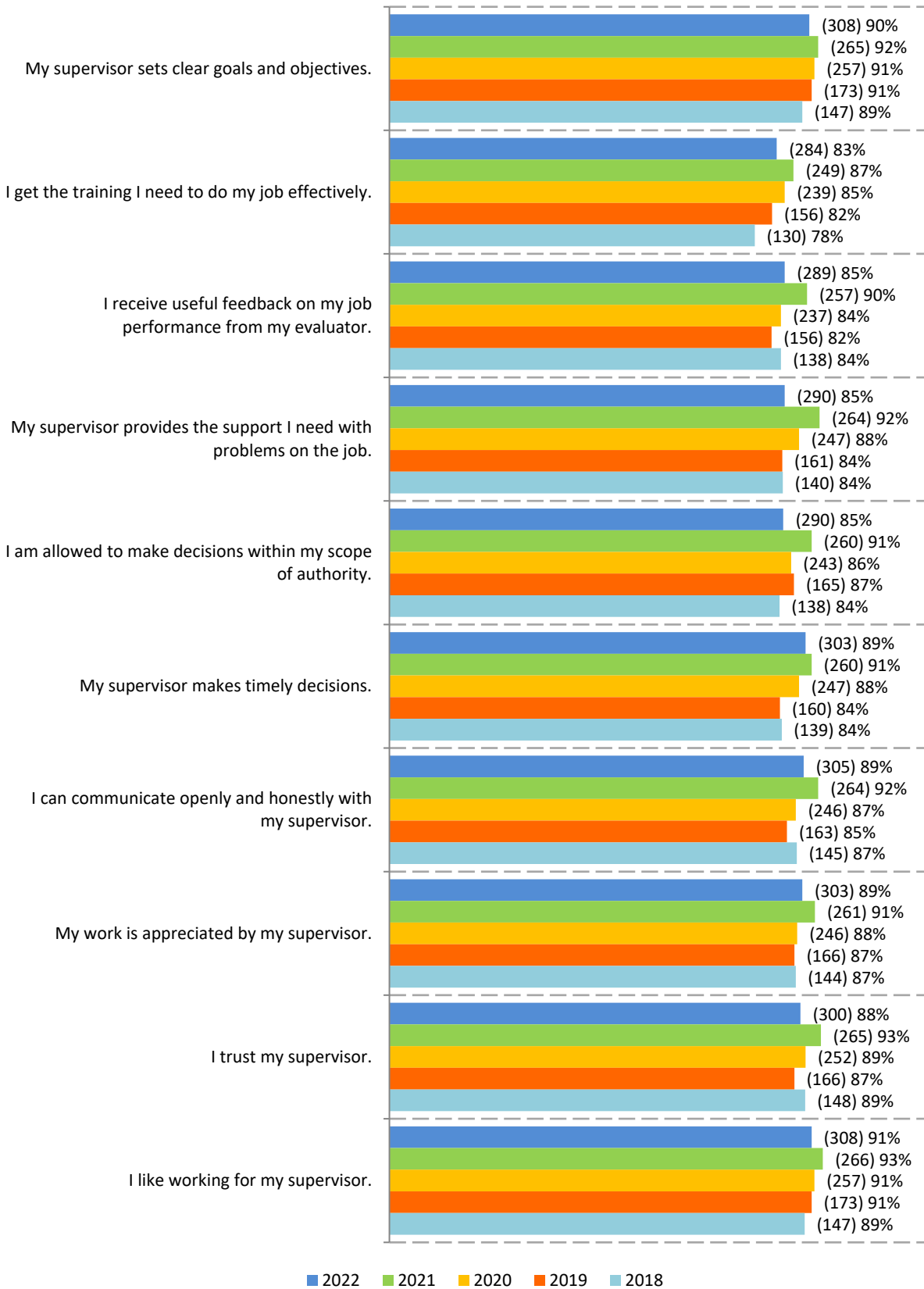
Relationship with Coworkers



Respondents view coworker relationships very favorably, with at over 90 percent of respondents agreeing with each item in this topic. Opinions remained steady from last year, with all answers remaining within 1 percentage point of values from 2020 and 2021.

Respondents almost unanimously feel loyal to their team (97 percent). In addition, like their coworkers (96 percent), they agreed that coworkers were dependable (94 percent), and that the team works well together (93 percent).

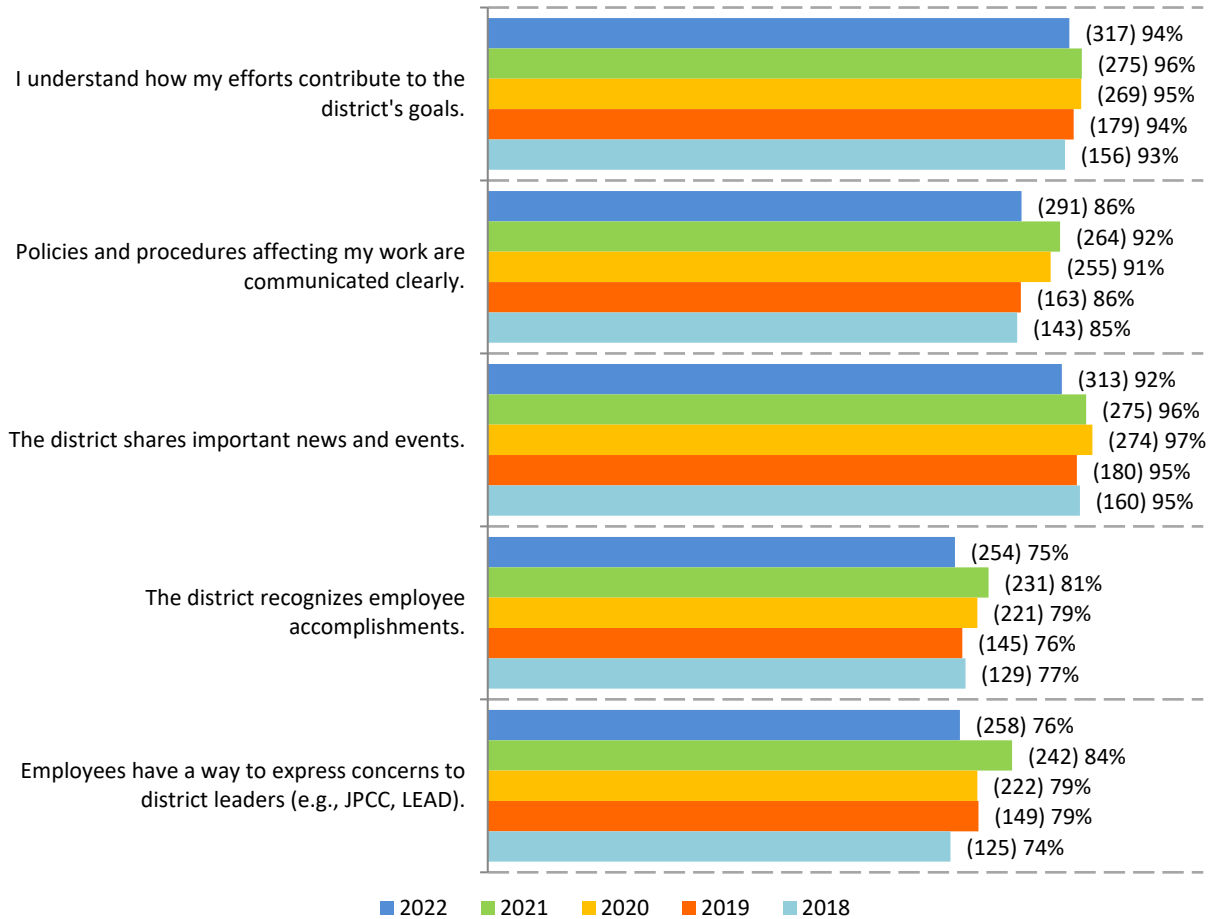
Relationship with Supervisor



Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 83 percent of respondents agreed with the statement presented. On average, this topic has decreased by 4 points from last year but most items have stayed similar to years prior (2018-2020).

Respondents agree they like their supervisor (91 percent), clear goals are set (90 percent), timely decisions are made, can communicate openly and honestly, and work is appreciated (all three 89 percent). Two items saw a notable decrease: supervisor provides support needed with problems (down 7 points to 85 percent) and delegation, allowing respondents to make decisions within their scope of authority (down 6 points to 85 percent) but these response rates are similar to years prior (2018-2020).

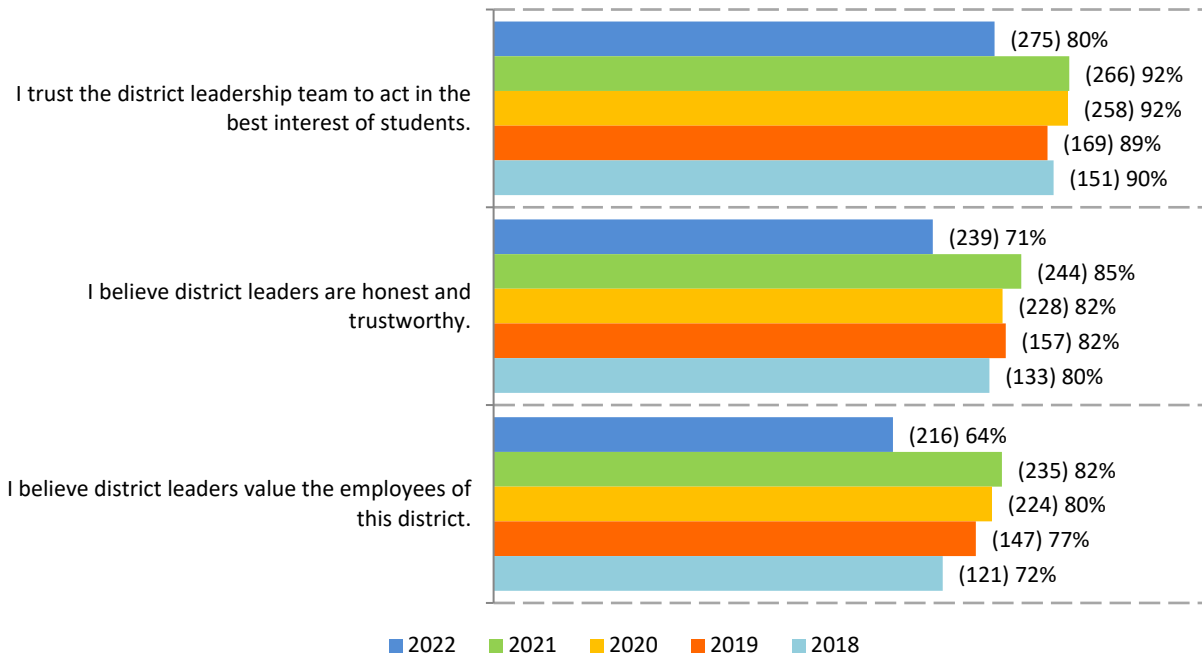
District Communications



Respondents viewed district communications positively; however, on average, this section saw a 5 point decrease after trending upwards over the last four years. Almost all respondents understand how their efforts contribute to the district (94 percent) and feel that the district shares important news and events (92 percent).

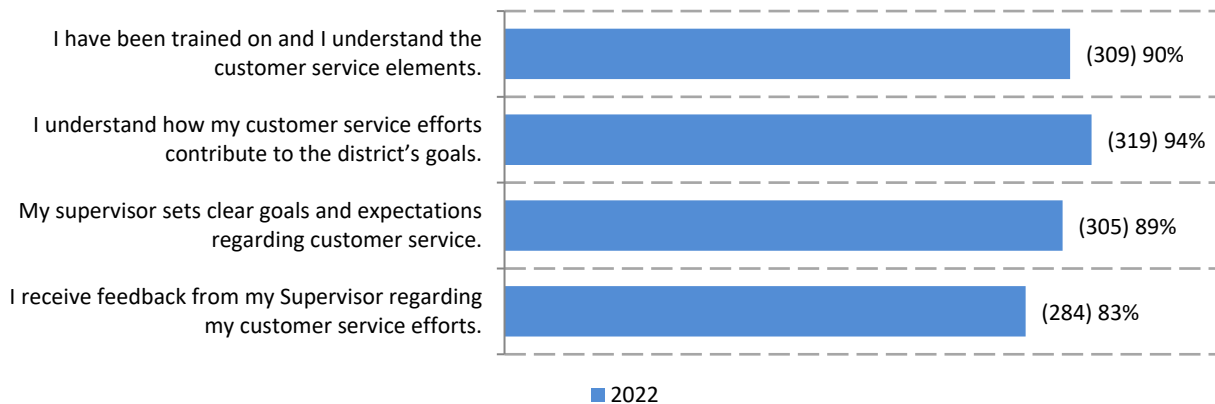
Two items saw notable 6 point decreases with agreement rates but responses remain similar to 2018. Policies are procedures are communicated clearly (86 percent) and district recognizes employees accomplishments (75 percent). Second-lowest at 76 percent, employees have a way to express concerns to leaders decreased 8 points and remains between 2018 and 2019 values.

District Leadership (Superintendent, Board of Trustees)



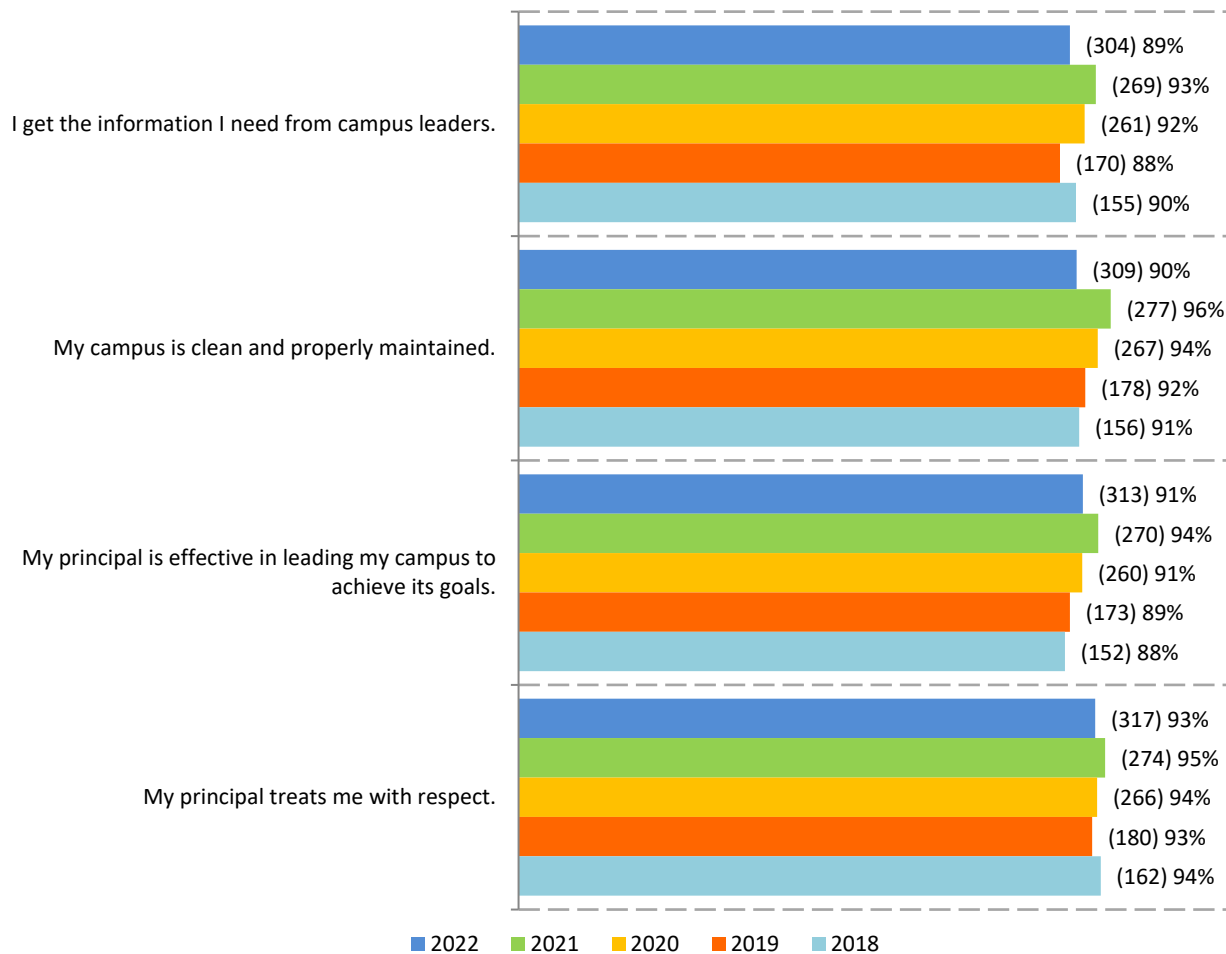
Unfortunately, district leadership wasn't seen as favorably as in past years, with a 14 point decrease, on average. Respondents mostly agreed that district leaders act in the best interest of students (down 12 points to 80 percent), district leaders are honest and trustworthy (down 14 points to 71 percent), and district leaders value the employees of MISD (down 18 points to 64 percent).

Customer Service



Overall, respondents feel positive about their customer service elements and goals with at least 83 percent agreeing with each statement. Almost all respondents agree: they understand how customer services efforts contribute to district goals (94 percent), they were trained and understand customer service elements (90 percent), their supervisor sets clear goals and expectations for customer service (89 percent), and they receive feedback regarding customer service efforts (83 percent).

Campus Environment



Overall, campus environments are viewed in a positive light. Each item in this section received at least 89 percent agreement among respondents; however, each item also decreased from last year’s value. Most respondents agree their principal treats them with respect (93 percent), and 91 percent reported their principal is effective leading a campus towards goals. My campus is clean and properly maintained saw a 6 point decrease to 90 percent, similar to the 2018 value, after a four year upward trend. Respondents also agree that they get information they need from campus leaders (89 percent), down 4 points after a 3 year upward trend.

Summary

Overall, survey participants this year viewed their jobs and the district favorably. In most cases, responses remained consistent with 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.

Some topics showed variation from last year. The following topics saw small or moderate decreases in favorable responses: job satisfaction, working conditions, relationship with supervisor, district communication, and campus environment. Additionally, some topics saw larger decreases from last year: compensation and benefits and district leadership. One topic remained most consistent with last year results: relationship with coworker.

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

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

Accolade	Campus or team has adequate time for planning and collaboration	5
Accolade	Code of conduct and student discipline provide effective consequences	5
Accolade	Facilities are clean and maintained	5
Accolade	Helpful community outreach and parent involvement	5
Complaint	Benchmark and state testing are overemphasized	5
Complaint	Campus or team culture of bullying, gossiping, or cliques	5
Complaint	Central administrator is inaccessible/unavailable	5
Complaint	Reading Academy was managed poorly and in a hard to understand way	5
Complaint	Overall, the district is a challenging place to work	5
Accolade	District new hire training is adequate and useful	4
Accolade	District or campus has relevant staff development	4
Accolade	Employees feel as though they are treated with respect by others	4
Accolade	New programs are cost effective and implemented well	4
Complaint	Administrator caters to parents at the expense of staff and students	4
Complaint	Benefits are expensive or not competitive	4
Complaint	Campus leadership and staff do not work well together as a team	4
Complaint	Campus leadership is not engaged and supportive of student's education and growth	4
Complaint	Dislike new campus administrator or supervisor	4
Accolade	Central administration communicates well	3
Accolade	District provides useful online resources	3
Complaint	Career advancements opportunities are not available to current employees	3
Complaint	Department or team has not seen improvement since last school year	3
Complaint	District does not provide one-to-one technology for students	3
Complaint	District or campus has irrelevant staff development	3
Accolade	District buildings are repaired or remodeled	2
Accolade	District provides one-to-one technology for students	2
Accolade	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
District/Campus Leadership	Ensure COVID-19 safety protocols are: <ul style="list-style-type: none"> • Communicated well, • Followed by all staff in the district, • Reasonable for the current pandemic landscape, and • Providing and distributing supplies equally 	53
Campus Leadership	Encourage campus leadership to: <ul style="list-style-type: none"> • Help enforce dress code violations, • Support teachers with student behavior, • Hold students and staff accountable for their actions, • Be more visible during class changes, mornings, and dismissal 	42
District/Campus Leadership	Provide leadership training to all district and campus leadership on: <ul style="list-style-type: none"> • Respectful treatment to all staff, • Speak to staff in a professional manner, • Lead by example, • Abide by district customer services standards, • Listen to staff's concerns without threatening retaliation, • Create open communication that flows both ways, • Show empathy towards staff, • Provide useful feedback 	33
Campus Leadership	Regulate communication expectations and organization among campus leadership to: <ul style="list-style-type: none"> • Share important news in a timely manner, • Not add last minute meetings to a staff calendars, • Allow adequate time for staff to complete tasks, • Be aware of workload already put on the staff 	28
District/Campus Leadership	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
Campus Leadership	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
District/Campus Leadership	Allow teachers the autonomy to teach and not be micromanaged	18
Technology	Spread technology equitably throughout the district (e.g., special ed departments, smaller campuses, and elementary to early elementary (Pre-K) programs).	14
Human Resources	Hire more staff (e.g., counselors, special ed teachers, experienced teachers, custodians, social workers)	11

District Leadership	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
Campus Leadership	Add more electives to: <ul style="list-style-type: none"> • Increase options/opportunities, • Reduce class size in other electives, and • Be equitable between campuses 	7
District/Campus Leadership	Be transparent about campus leadership changes: <ul style="list-style-type: none"> • Communicate with campus staff when campus leaders are moved to a new location (especially abruptly), • Try to keep campus leadership with that campus longer than 2-3 years, and • Encourage new leadership coming in to have empathy for the change and listen to staff concerns about the change 	7
Campus Leadership	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
Equipment	Ensure campuses have reliable copiers and staff have time to use them	6
Compensation	Increase supplemental pay for: <ul style="list-style-type: none"> • Saturday school, • Summer school, • Bilingual stipend, • Tutoring (e.g., special ed, UIL, afterschool) 	6
Human Resources	Review processes in HR: <ul style="list-style-type: none"> • Review all current job descriptions for needed changes, • Ensure interviewing process is fair, and • Ensure supervisors hire qualified individuals 	6
District/Campus Leadership	Ensure all departments/campuses have structure, expectations, and equitable treatment by the district	6
Staff Development	Provide more training: <ul style="list-style-type: none"> • Interventionist • Academic coaches • Emotional intelligence training • Visual arts 	5
District/Campus Leadership	Provide support and budget for all campuses to have successful programs (e.g., athletics, performing arts, facilities)	4
Communication	Encourage communication across all departments at district and campus level	4
Team/Department Development	Set aside more time at the beginning and throughout the school year for more collaboration and team building	3

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

Areas of Improvement

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

Maintenance & Facilities Concerns

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

APPENDIX: SURVEY INSTRUMENT



McAllen ISD Professional Employee Survey 2022

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

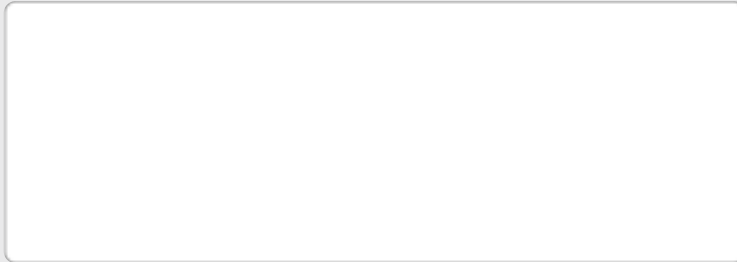
Work Location

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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