Employee Opinion Survey – Instructional Aides

McAllen Independent School District

May 18, 2020

Catherine Rubiera

TASB
HR Services

Table of Contents

EXECUTIVE SUMMARY

Background

The HR Services Division of the Texas Association of School Boards (TASB) conducted a survey of McAllen Independent School District (MISD) employees in mid to late March 2020 at the request of the district.

The purpose of the survey was to assess employee attitudes and level of satisfaction with their jobs and work conditions. Survey information may be used by district leaders to understand how respondents perceive specific issues and to reveal the general level of job satisfaction among employees. School districts benefit from an engaged workforce because highly engaged employees remain involved, passionate, and dedicated to their work, according to Gallup's "State of the American Workforce Report" (2013). The same report noted that organizations with more engaged employees also find themselves with lower absenteeism, lower turnover, and higher productivity.

TASB HR Services developed the survey in collaboration with McAllen ISD in 2013. Originally MISD provided the survey to all teacher and professional staff only; however, the district decided to include instructional aides in 2018. In order to maintain year-to-year comparisons, the reports starting in 2018 are separated between teacher/professional and instructional aides.

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.

The survey included 9 categories of questions to gather data about the following:

- Demographics
- Job Satisfaction
- Working Conditions
- Compensation and Benefits
- Relationship with Coworkers

- Relationship with Supervisor
- District Communications
- District Leadership (Superintendent & Board of Trustees)
- Campus Environment

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 2,468 total employees and 397 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 1,960 employees participated, yielding a response rate of 79 percent, which is above the 2019 response rate of 73 percent. A total of 293 instructional aide employees participated, yielding a response rate of 74 percent which is much higher than 2019 responses rate of 54 percent.

Major Findings

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.

On average, job satisfaction had the highest percentage of positive responses (97 percent), while compensation and benefits had the lowest (74 percent). Subsequent sections of the report will include charts and highlight specific items within each topic.

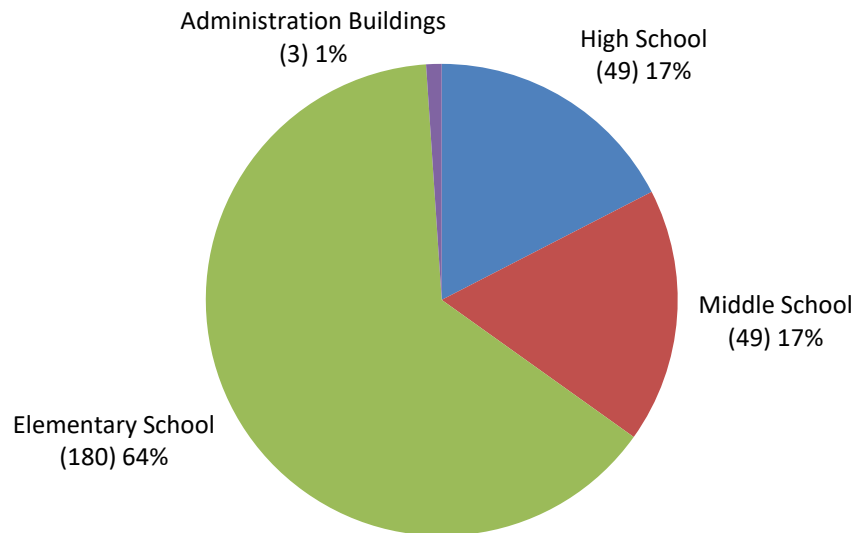| Survey Topic (order from survey)	Positive (Average)
District Communication	88%
District Leadership	85%
Job Satisfaction	97%
Relationship with Supervisor	88%
Relationship with Coworkers	95%
Campus Environment	93%
Working Conditions	93%
Compensation and Benefits	74%

DEMOGRAPHICS

A total of 293 surveys were submitted, yielding a response rate of 74 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.

Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Instructional Aide	397	293	**74%**	100%
Total	397	293	**74%**	100%

Representation by Work Location

- Administration Buildings (3) 1%
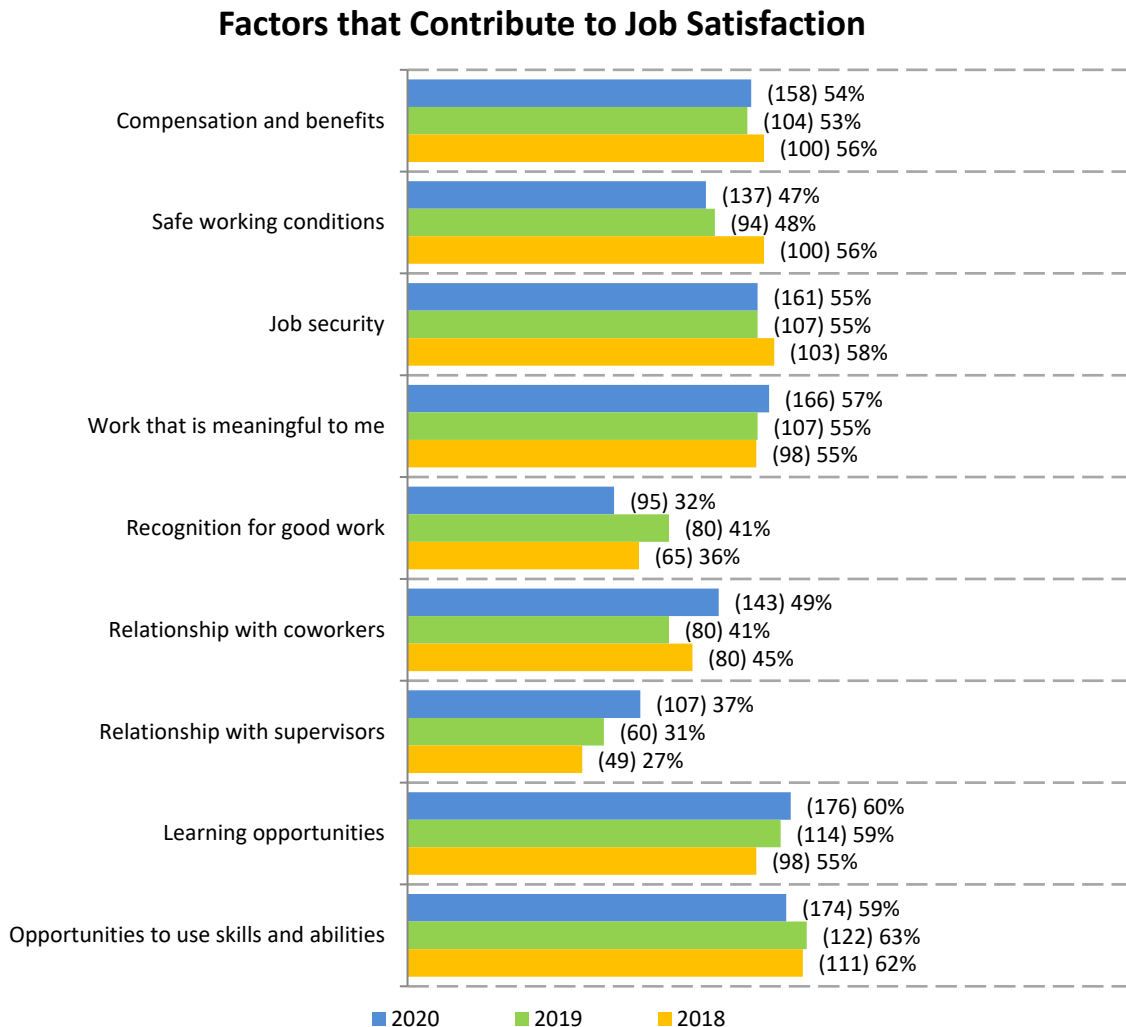- High School (49) 17%
- Middle School (49) 17%
- Elementary School (180) 64%

All work locations were represented in the survey. The largest groups of participants worked at the elementary schools.

Job Satisfaction Factors

Respondents could choose up to five items that they valued as most important to their job satisfaction.

Factors that Contribute to Job Satisfaction

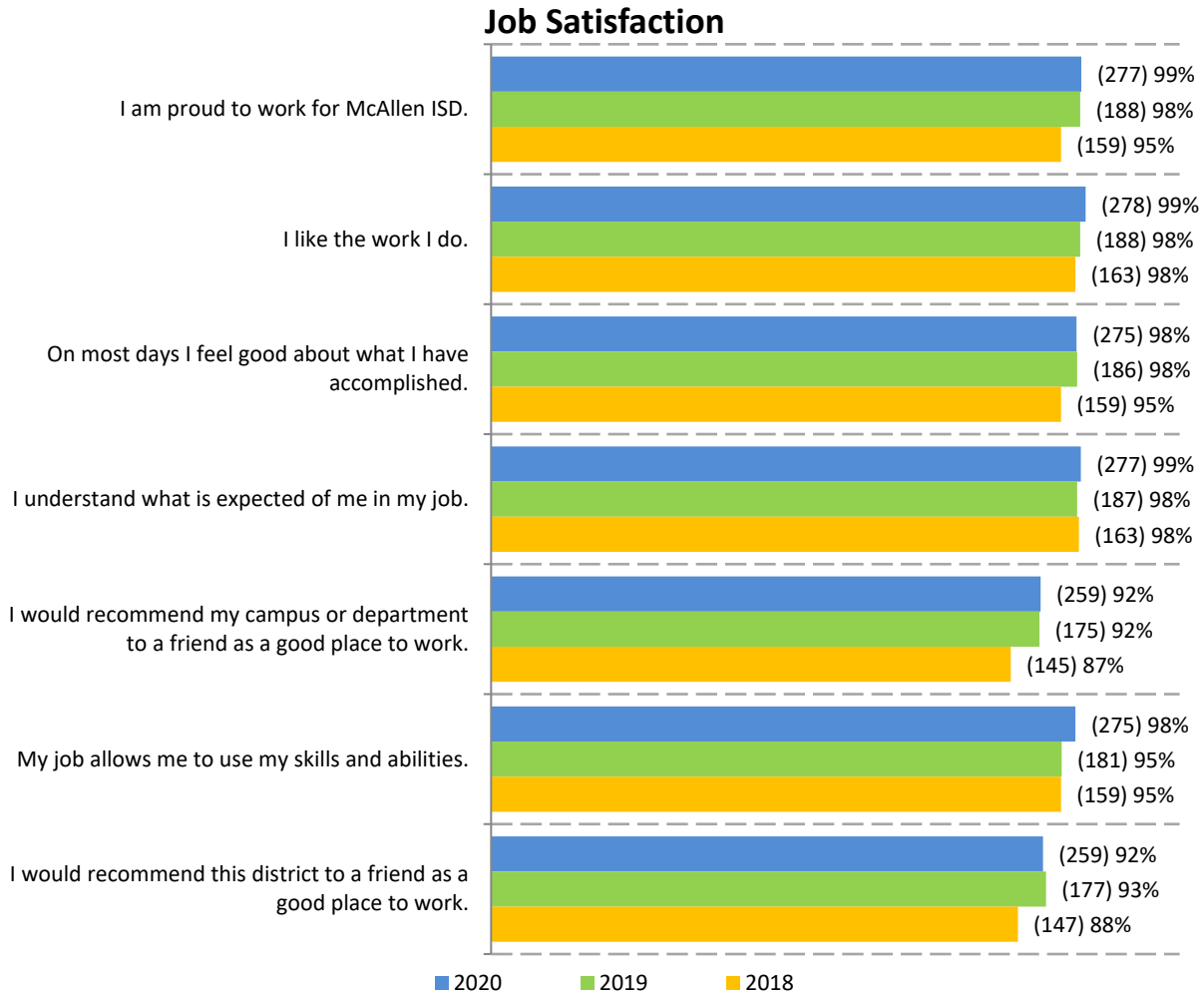| Factor	2020	2019	2018
Compensation and benefits	(158) 54%	(104) 53%	(100) 56%
Safe working conditions	(137) 47%	(94) 48%	(100) 56%
Job security	(161) 55%	(107) 55%	(103) 58%
Work that is meaningful to me	(166) 57%	(107) 55%	(98) 55%
Recognition for good work	(95) 32%	(80) 41%	(65) 36%
Relationship with coworkers	(143) 49%	(80) 41%	(80) 45%
Relationship with supervisors	(107) 37%	(60) 31%	(49) 27%
Learning opportunities	(176) 60%	(114) 59%	(98) 55%
Opportunities to use skills and abilities	(174) 59%	(122) 63%	(111) 62%

Most factors were chosen by over half of respondents again this year. Learning opportunities (60 percent) and having the opportunity to use skills and abilities (59 percent) received the largest number of responses. Respondents also selected meaningful work (57 percent), job security (55 percent), and compensation and benefits (54 percent) as factors that contribute to job satisfaction. All of these factors stayed similar when compared to last year.

Two factors were selected by a larger portion of respondents than in 2019: notable increases were seen for relationship with coworkers (8 point increase) and relationship with supervisors (6 point increase). However, one factor saw a notable decrease, which was recognition of good work (9 point decrease).
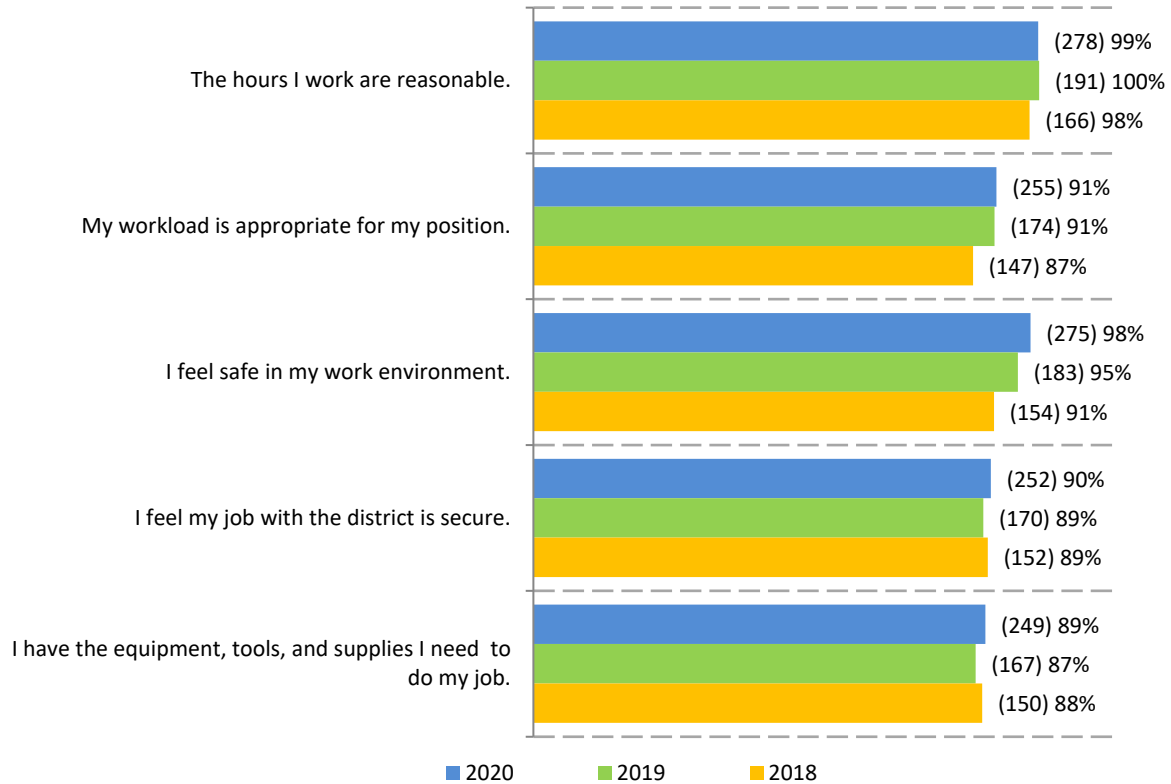
Likert-type Scale Questions

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

Statement	2020	2019	2018
I am proud to work for McAllen ISD.	(277) 99%	(188) 98%	(159) 95%
I like the work I do.	(278) 99%	(188) 98%	(163) 98%
On most days I feel good about what I have accomplished.	(275) 98%	(186) 98%	(159) 95%
I understand what is expected of me in my job.	(277) 99%	(187) 98%	(163) 98%
I would recommend my campus or department to a friend as a good place to work.	(259) 92%	(175) 92%	(145) 87%
My job allows me to use my skills and abilities.	(275) 98%	(181) 95%	(159) 95%
I would recommend this district to a friend as a good place to work.	(259) 92%	(177) 93%	(147) 88%

■ 2020 ■ 2019 ■ 2018

Survey participants responded favorably regarding job satisfaction, with over 90 percent expressing agreement with each statement. Respondents were equally likely to recommend the district as a good place to work and their particular campus (both 92 percent). Three items had 99 percent agreement: proud to work for MISD, like the work, and understand job expectations.

There were only very small fluctuations from last year, indicating that the district respondents are again satisfied by the work they do. Later topics will give additional insight into what items, outside of the job itself, make respondents satisfied with their employment at McAllen ISD.
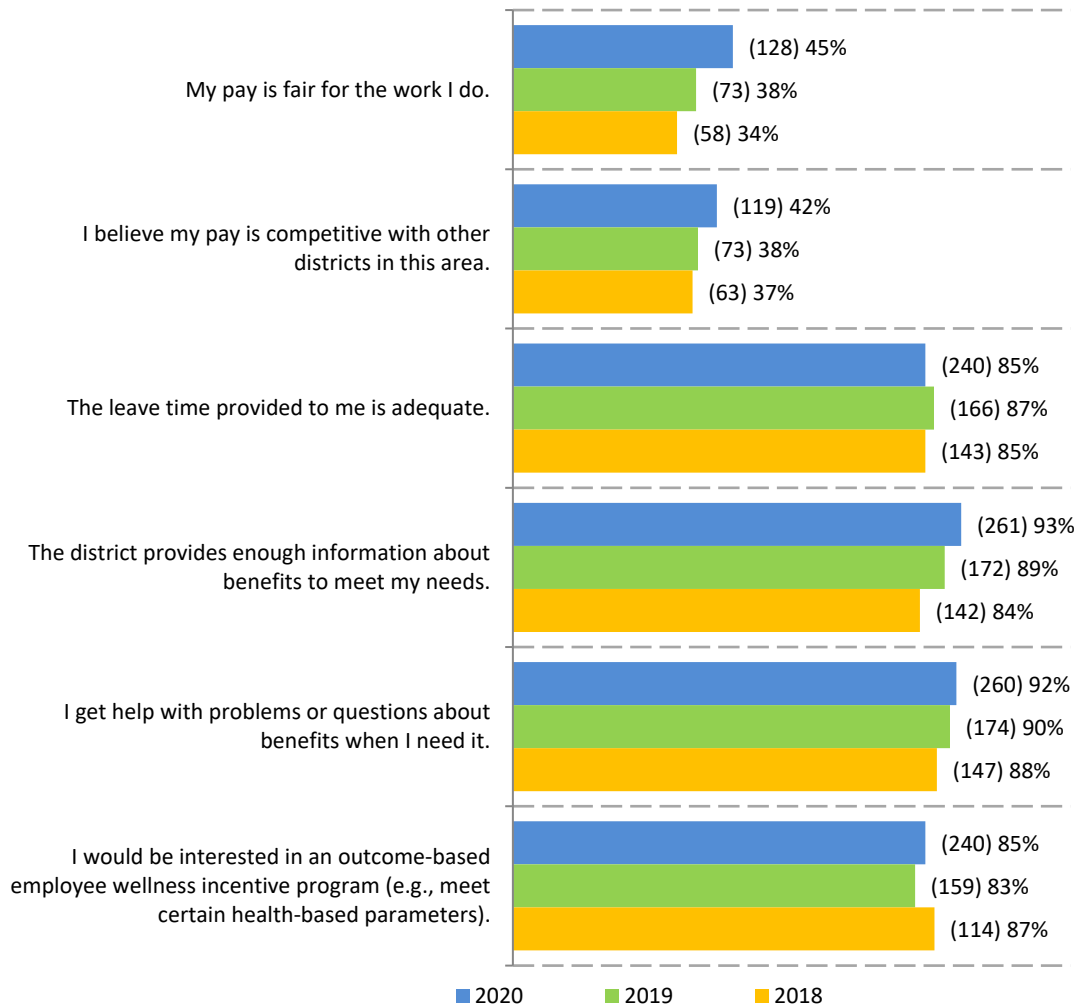
Working Conditions

The hours I work are reasonable.
(278) 99%
(191) 100%
(166) 98%

My workload is appropriate for my position.
(255) 91%
(174) 91%
(147) 87%

I feel safe in my work environment.
(275) 98%
(183) 95%
(154) 91%

I feel my job with the district is secure.
(252) 90%
(170) 89%
(152) 89%

I have the equipment, tools, and supplies I need to do my job.
(249) 89%
(167) 87%
(150) 88%

■ 2020   ■ 2019   ■ 2018

Overall, McAllen ISD respondents expressed satisfaction with their working conditions. Nearly unanimously, respondents report reasonable work hours (99 percent) and feeling safe in their work environment (98 percent, up 7 points since 2018). Most respondents also feel secure in their employment (90 percent) and they have the tools or supplies needed to do their jobs (89 percent).

Regarding workload, 91 percent agree that it is appropriate for their position, which has stayed the same from last year. Ratings of the other four working conditions also have all remained very similar to 2019 values.
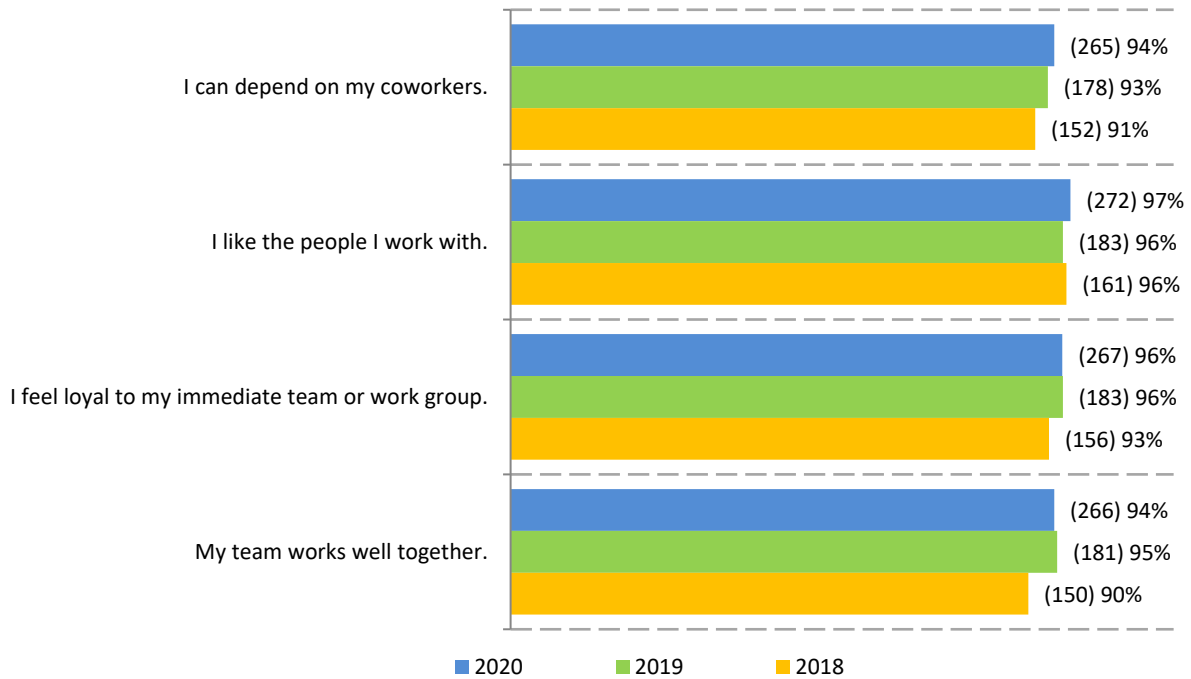
Compensation and Benefits

My pay is fair for the work I do.
- (128) 45% — 2020
- (73) 38% — 2019
- (58) 34% — 2018

I believe my pay is competitive with other districts in this area.
- (119) 42% — 2020
- (73) 38% — 2019
- (63) 37% — 2018

The leave time provided to me is adequate.
- (240) 85% — 2020
- (166) 87% — 2019
- (143) 85% — 2018

The district provides enough information about benefits to meet my needs.
- (261) 93% — 2020
- (172) 89% — 2019
- (142) 84% — 2018

I get help with problems or questions about benefits when I need it.
- (260) 92% — 2020
- (174) 90% — 2019
- (147) 88% — 2018

I would be interested in an outcome-based employee wellness incentive program (e.g., meet certain health-based parameters).
- (240) 85% — 2020
- (159) 83% — 2019
- (114) 87% — 2018

■ 2020   ■ 2019   ■ 2018

Nearly all respondents are satisfied with the information they receive about benefits (93 percent, up 9 points since 2018) and the assistance they receive when they have questions about benefits (92 percent). Further, 85 percent of respondents feel that the leave time provided is adequate and would be interested in an outcome-based wellness incentive program.

Respondents were less inclined to agree that their pay was fair (up 7 points to 45 percent) or competitive with other districts in the area (up 4 points to 42 percent). Perceptions of pay can be driven by a variety of factors, including communication. Respondents rated district communication about benefits very well, so there may be opportunities to evaluate communications about pay and replicate the style used with benefits.
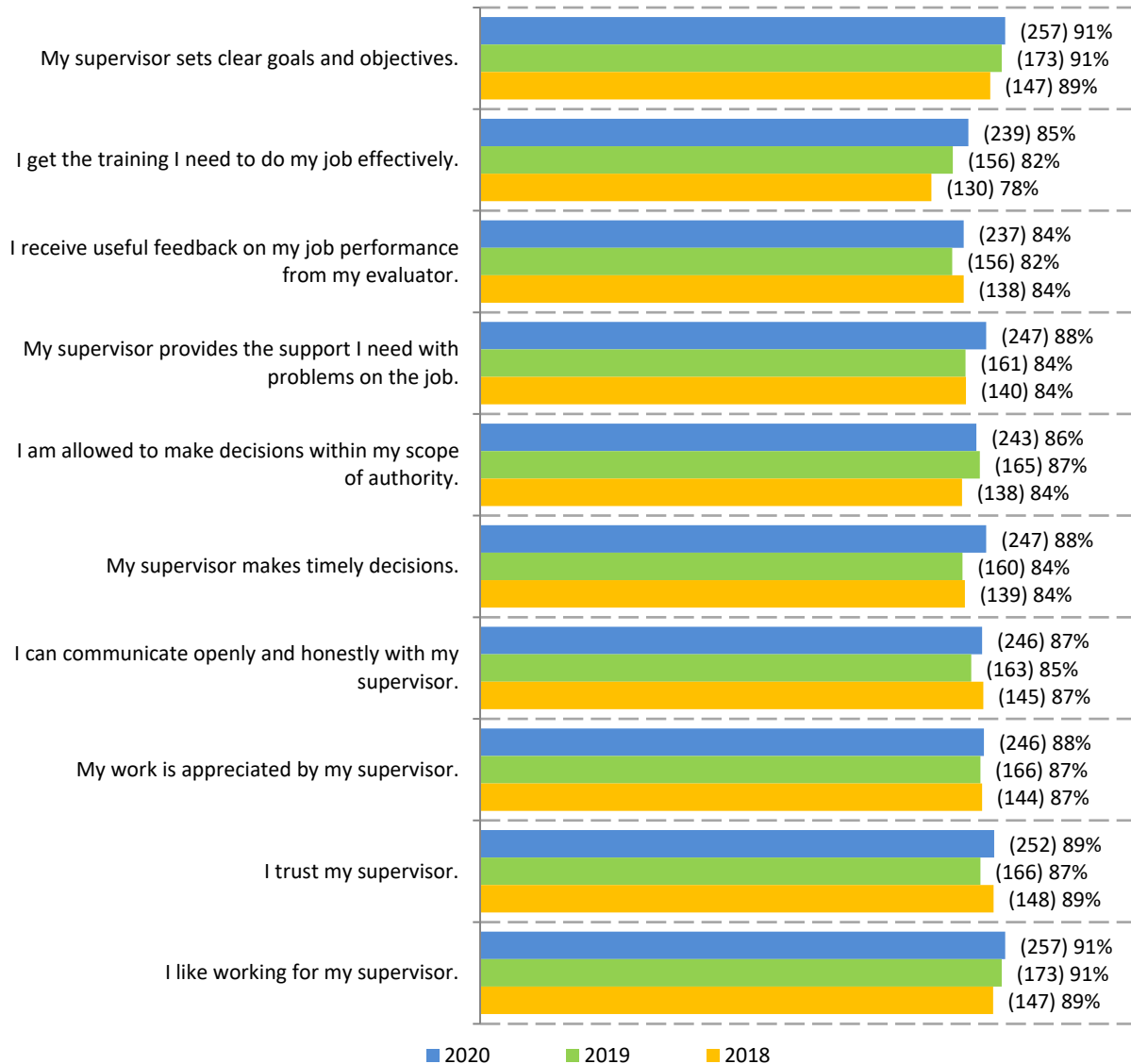
Relationship with Coworkers

I can depend on my coworkers.
- (265) 94%
- (178) 93%
- (152) 91%

I like the people I work with.
- (272) 97%
- (183) 96%
- (161) 96%

I feel loyal to my immediate team or work group.
- (267) 96%
- (183) 96%
- (156) 93%

My team works well together.
- (266) 94%
- (181) 95%
- (150) 90%

■ 2020 ■ 2019 ■ 2018

Respondents view coworker relationships very favorably, with at least 94 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 2019.

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

Relationship with Supervisor

My supervisor sets clear goals and objectives.
- (257) 91%
- (173) 91%
- (147) 89%

I get the training I need to do my job effectively.
- (239) 85%
- (156) 82%
- (130) 78%

I receive useful feedback on my job performance from my evaluator.
- (237) 84%
- (156) 82%
- (138) 84%

My supervisor provides the support I need with problems on the job.
- (247) 88%
- (161) 84%
- (140) 84%

I am allowed to make decisions within my scope of authority.
- (243) 86%
- (165) 87%
- (138) 84%

My supervisor makes timely decisions.
- (247) 88%
- (160) 84%
- (139) 84%

I can communicate openly and honestly with my supervisor.
- (246) 87%
- (163) 85%
- (145) 87%

My work is appreciated by my supervisor.
- (246) 88%
- (166) 87%
- (144) 87%

I trust my supervisor.
- (252) 89%
- (166) 87%
- (148) 89%

I like working for my supervisor.
- (257) 91%
- (173) 91%
- (147) 89%

■ 2020   ■ 2019   ■ 2018

Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 84 percent of respondents agreed with the statement presented. The strongest areas were clear goals and expectations and liking working for supervisor (both 91 percent).

Supervisors were viewed favorably overall, with most items fluctuating slightly from last year and the average response increasing slightly. Such small changes would only become notable if responses continue to follow the same trend in future years. Since 2018, getting the training needed to do their job effectively has increased by 7 points.

District Communications

I understand how my efforts contribute to the district's goals.
(269) 95%
(179) 94%
(156) 93%

Policies and procedures affecting my work are communicated clearly.
(255) 91%
(163) 86%
(143) 85%

The district shares important news and events.
(274) 97%
(180) 95%
(160) 95%

The district recognizes employee accomplishments.
(221) 79%
(145) 76%
(129) 77%

Employees have a way to express concerns to district leaders (e.g., JPCC, LEAD).
(222) 79%
(149) 79%
(125) 74%

■ 2020   ■ 2019   ■ 2018

Respondents viewed district communications positively, with four items rated more favorably than in 2019. Almost all respondents feel the district shares important news and event (97 percent), understand how their efforts contribute to the district (95 percent), and feel that policies and procedures are communicated clearly (up 5 points to 91 percent). Respondents also feel the district recognizes their accomplishments and they have a way to express concerns to district leaders (both 79 percent).

District Leadership (Superintendent, Board of Trustees)

I trust the district leadership team to act in the best interest of students.
(258) 92%
(169) 89%
(151) 90%

I believe district leaders are honest and trustworthy.
(228) 82%
(157) 82%
(133) 80%

I believe district leaders value the employees of this district.
(224) 80%
(147) 77%
(121) 72%

■ 2020   ■ 2019   ■ 2018
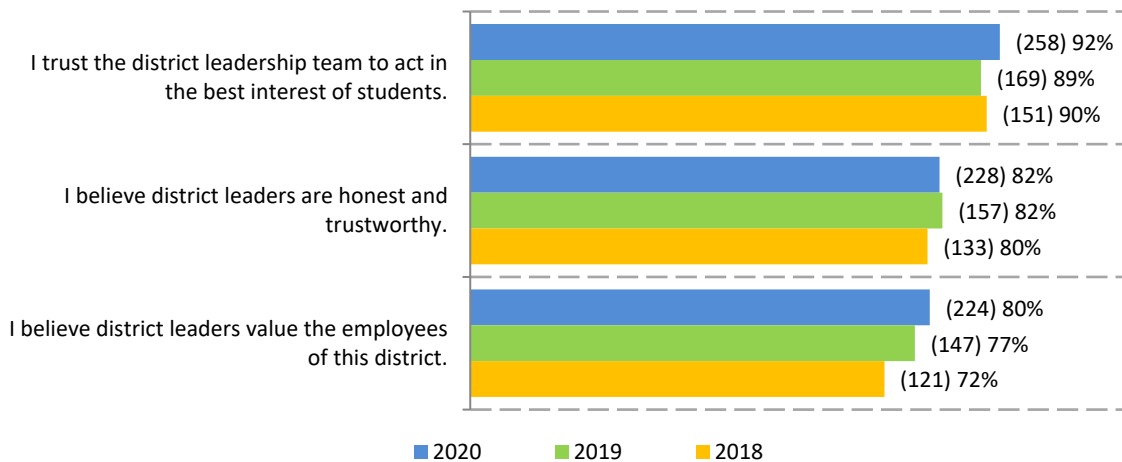
Most respondents agreed with items in the district leadership section, with 92 percent trusting the district leaders to act in the best interest of students. District leaders are believed to be trustworthy by 82 percent of respondents, and 80 percent believe that district leaders value the employees. Two items saw small increases (3 points) compared to last year, and valuing employees continued a positive trend since 2018.

Campus Environment

	2020	2019	2018
I get the information I need from campus leaders.	(261) 92%	(170) 88%	(155) 90%
My campus is clean and properly maintained.	(267) 94%	(178) 92%	(156) 91%
My principal is effective in leading my campus to achieve its goals.	(260) 91%	(173) 89%	(152) 88%
My principal treats me with respect.	(266) 94%	(180) 93%	(162) 94%
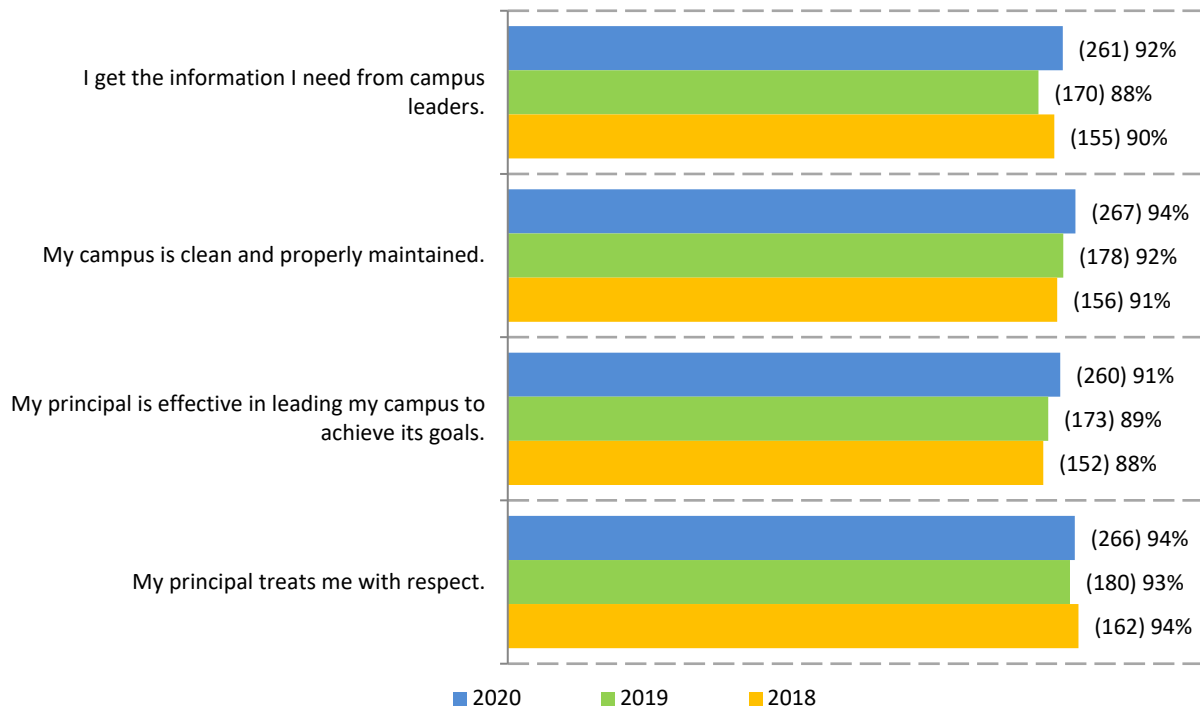
Overall, campus environments are viewed in a positive light. Each item in this section received at least 91 percent agreement among respondents and each item also saw a slight increase from last year's value. Nearly all respondents said their principal treats them with respect and their campus is clean and properly maintained (both 94 percent). Respondents reported getting the information they need from campus leaders (up 4 points to 92 percent) and, this year, 91 percent believe their principal is effective in leading a campus toward goals.

Summary

Overall, survey participants this year viewed their jobs and the district favorably. In most cases, responses saw slight increases with last year's results. The majority of topics had 90 percent or higher agreement on the statements provided.

Most topics stayed similar to last year's results with items fluctuating between -1 percent to +3 percent: job satisfaction, working conditions, relationship with coworkers, and district leadership. While the following topics saw a greater increase with each item fluctuating between -1 percent to +7 percent: compensation and benefits, relationship with supervisor, district communications, and campus environment. No topics had a notable decrease overall from last year's results.

COMMENTS

Additional comments were provided by 351 people, which represents 18 percent of survey respondents. These comments represent a small subset of respondents. As such, the district should consider these in light of results from related questions presented in the Professionals report as well as the Instructional Aides report.

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	Love the district	58
Complaint	Supervisor is unsupportive	39
Complaint	Base pay is low or not competitive	35
Complaint	Supervisor is a poor leader	35
Accolade	Supervisor is a strong leader	30
Complaint	Student discipline efforts are not supported by administrators	30
Complaint	Student discipline is unfair/inconsistent	27
Accolade	Supervisor is supportive	25
Complaint	Supervisor has poor communication skills	25
Complaint	Supervisor is disrespectful/discourteous to others	23
Accolade	Supervisor is respectful/courteous to others	18
Complaint	Supervisor displays favoritism or nepotism	18
Complaint	Facilities are poorly maintained/repaired	17
Accolade	Campus or team works well and fosters good relationships	15
Accolade	Supervisor is experienced/knowledgeable in the role	14
Complaint	Central administration does not communicate well	14
Complaint	Paperwork is excessive	14
Accolade	Supervisor has good communication skills	13
Accolade	Supervisor is accessible/available	13
Complaint	Class sizes are too large	13
Complaint	Facilities are not clean	13
Complaint	Facilities do not feel safe	12
Complaint	Central administration lacks connection to campuses	11
Complaint	Employees do not feel valued or appreciated	11

McAllen ISD

Complaint	Campus or team has insufficient staffing/poor distribution of work	10
Complaint	Supervisor is inaccessible/unavailable	10
Complaint	Supervisor micromanages his/her staff	10
Complaint	Special education lacks resources/support	9
Complaint	Supervisor is unfair/not trustworthy	9
Accolade	Supervisor is fair/trustworthy	8
Accolade	Supervisor trusts his/her staff	8
Complaint	Benefits are expensive or not competitive	8
Complaint	Technology is out-of-date or not available	8
Accolade	Campus or team is dependable	7
Accolade	Campus or team is supportive	7
Complaint	Not enough time allotted for teacher planning	7
Accolade	Love the work itself	6
Complaint	IT provides poor service/support	6
Complaint	Supervisor is inexperienced/unknowledgeable in the role	6
Accolade	Campus or team has good culture or morale	5
Accolade	Overall, the district is a good place to work	5
Complaint	Campus or team has a poor culture or low morale	5
Complaint	General complaint about the superintendent	5
Complaint	Workload prohibits reasonable work/life balance	5
Complaint	Campus or team relationships are weak (poor teamwork or sense of belonging)	4
Complaint	Computer software is not available	4
Complaint	General complaint about the school board	4
Accolade	Facilities are clean	3
Accolade	Facilities are maintained/repaired as needed	3
Accolade	General accolade for the superintendent	3
Complaint	Campus or team is not dependable	3
Complaint	Central administrators are unfair/not trustworthy	3
Complaint	Offer job opportunities to all eligible, current staff	3
Complaint	Professional development did not have relevant topics available	3
Accolade	Love the community or parents	2
Complaint	Campus or team is unsupportive	2
Complaint	Central administration does not appear to use budget wisely	2
Complaint	District loses quality employees	2
Complaint	Instructional materials and resources are insufficient	2

McAllen ISD

Complaint	New programs are not implemented well (too quickly, lack of communication)	2
Complaint	Professional development content/material is not helpful	2
Complaint	Professional development not useful for subject/area	2

Suggestions

Additional opportunities for improvement suggested by respondents are summarized below.

Type and Topic of Suggestion		Count
Special Education	Reorganize policies and procedures for the Special Education departments to: • set clear boundaries in levels of leadership, • establish how quickly to answer emails (both internal and external), • ensure respectful treatment between coworkers, • enable communication between leadership and staff, • refrain from last minute changes, • provide additional training, and • hire more staff (e.g., aides, diagnostician, LSSP, SLP, teacher, etc.) to help with increasing student testing, student placement, and caseloads.	21
District Administration	Create a student disciplinary rubric with one set of rules to consistently abide by, which specifically addresses common issues like cell phones, updated dress code, repeat offenders, and academic goals not being met.	18
Maintenance and Operations	Update campus buildings to: • ensure AC/heat works for comfortable learning, • add bathrooms for faculty and in the portables, and • Provide safe athletic facilities for athletes.	16
Technology Support	Update all current technology: • increase the type of technology (e.g., computer cart availability, iPads, smart boards), • ensure all teachers have equal access to technology, • provide teachers with school laptops, and • hire more technology employees to handle the demand.	13
Campus Administration	Create an environment where instructional aides (both general education and special education) are valued, by celebrating hard work, treating with respect, and paying in a way aligned with the job responsibilities.	9

Campus Administration	Ensure all campus principals treat staff fairly and without special treatment, such as uniform treatment of: • excessive unexcused tardiness, • leaving early, • running errands during school hours, and/or • receiving class coverage. These scenarios causing morale issues and safety concerns for the staff and students.	9
Campus Administration	Ensure teachers have access to copy materials throughout the school day, such as: • access all copiers during the school day, • copiers remaining powered on during the day, and • using volunteers or support staff to assist teachers with copying, to reduce teachers waiting during each period.	9
Campus Administration	Encourage campus leadership to be visible before school, at lunch, during class changes, and at dismissal for support to staff and students.	8
Human Resources	Offer competitive salaries to reduce the turnover of qualified and experienced staff to surrounding districts.	8
District/Campus Administration	Celebrate and acknowledge all employees within all departments and levels for the hard work completed each day, including behind-the-scenes employees like transportation and custodial staff.	6
Human Resources	Provide leadership training for all managers, supervisors, principals, and central office leaders to help learn how to: be respectful, speak kindly when dealing with others, gain trust in employees, and stop micromanaging.	6
District/Campus Administration	Stop the practice of last-minute meetings and deadlines.	5
Human Resources	Ensure benefits department explains insurance changes clearly, provide pay raises that cover more than the increase cost in health insurance, and allow employees to select dental insurance without carrying the district's health insurance.	5
Campus Administration	Rotate the last block assignment for conference period and rotate which teachers are pulled for testing each year.	4
Curriculum & Instruction	Pay the bilingual stipend to all certified bilingual teachers without the employee having to submit an application.	4
District Administration/ Board of Trustees	Ask for advice from campus administration and staff about the programs on their campus and the hard work going into the programs before making decisions that will change the course of the program.	4

Human Resources	Evaluate the changes in assistant principal's job duties, realign their responsibility to pay, and hire more to cover the increase in demands from students, parents, and staff.	4
Campus Administration	Reschedule all ELA training prior to the new adoption.	3
Human Resources	Ensure all employees that move into new positions have the qualifications to be in that role, want to be in the new role, and receive training to help the employee succeed in the new job.	3
Human Resources	Increase pay for instructional aides, interpreters, and teachers that cover classes.	3
Superintendent/Board of Trustees	Increase the presence of the Superintendent and the Board members on campuses and at school events throughout the school year.	3
Campus Administration	Encourage librarians to be in the library during school hours to assist students and classes.	2
Campus Administration	Hire more counselors and ensure that the counselor to student ratio is equally divided among all counselors on that campus.	2
Campus Administration	Stop the practice of using multiple positions to deliver campus communication (e.g., counselors, librarians, instructional coaches, etc.) for communication can get lost and misunderstood.	2
Campus Security	Address drugs on campus by cracking down on the selling, usage, and school property damage from those students.	2
District Administration	Evaluate departments that appear to be top heavy and with many levels of leadership.	2
District Administration	Reevaluate student open enrollment program for its negative effects on campuses.	2
District/Campus Administration	Reduce the number of supervisors one employee reports to.	2
Human Resources	Consider moving to an incentive/performance pay system.	2
Human Resources	Hire a licensed professional in the department of mental health to provide more support to students with mental health issues.	2
Human Resources	Practice district transparency with salary schedules, pay structures, and pay procedures.	2
Human Resources	Update parental leave policy.	2
Business Office	Allow employees to submit for mileage reimbursement.	1
Campus Administration	Allow police officers to assist more with students.	1

Campus Administration	Encourage students to join JROTC programs before the program is eliminated due to low participation rates.	1
Campus Administration	Encourage transparency and communication between campuses to share best practices and find solutions to shared issues.	1
Campus Administration	Ensure all teachers attend reading training.	1
Campus Administration	Ensure employees in a position to hear or see confidential information can be trusted not to share that information to other employees (especially in the form of gossiping).	1
Campus Administration	Increase exam exemption to 85 percent average per class the student wants to exempt.	1
Campus Administration	Make GT identification fair, consistent, and transparent.	1
Campus Administration	Provide in-depth training to staff on how to handle potential dangers like: strangers in the hall without a pass, strangers in a police uniform displaying a badge, or parents knocking on the classroom door before signing in.	1
Campus Administration	Reconsider HEAT for classroom walk through, it does not appear to be realistic.	1
Campus Administration	Stop the practice of elementary school level students rotating classes.	1
Curriculum & Instruction	Remove the IB program from the middle school and relocate the program all on one campus.	1
District Administration	Add an additional resource room for special education students to go when the current one is in use.	1
District Administration	Consider adding a behavior unit to Instruction and Guidance Center.	1
District Administration	Ensure all campuses are treated equally and social economic status (SES) of that campus does not hinder fair treatment.	1
District Administration	Review and update stipend values and coaching equity.	1
District Administration	Stop allowing married couples to work on the same campus when one or both are in an administrative position.	1
Human Resources	Allow for more personal and vacation time to accrue for employees that work more than 10 months a year.	1
Human Resources	Hire more diverse employees to better reflects the student's demographics.	1
Human Resources	Increase elementary school stipends.	1

Human Resources	Offer stipends for English and reading teachers.	1
Human Resources	Provide a way for employees to report concerns anonymously throughout the school year.	1
Maintenance and Operations	Ensure all elementary school campus playgrounds are safe for all students including Pre-K to first grade.	1
Transportation	Ensure athletes are picked up on time from school events to avoid parents waiting for long period of time.	1
Campus Administration	Allot more time for teachers to plan for special population students.	1

Survey Concerns

Employees offered some suggestions and concerns about the survey itself.

- Five employees would like for the district to share the survey results and discuss changes that will come from the survey and/or issues that can be addressed
- Four employees would like to see the Relationship with Supervisor section to be expanded to cover:
  - Assistant principals
  - Directors for positions that do not only report to a principal like special education and health services. These employees wish to share these relationships separately
  - Or clarify exactly which supervisor the employee is to think of for this set of questions
- One employee would like to see questions asked about all the special programs the district has to offer (e.g., IB, AP, federal programs, etc.)
- One employee would like the following question to be added, "The value of my content area is appreciated by administrators."

APPENDIX: SURVEY INSTRUMENT

McAllen ISD Professional Employee Survey 2020

Job Type

- ○ 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

District Communications

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

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.	○	○	○	○	○
I believe district leaders are honest and trustworthy.	○	○	○	○	○
I believe district leaders value the employees of this district.	○	○	○	○	○

Job Satisfaction

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

Relationship with Supervisor

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

Relationship with Coworkers

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I can depend on my coworkers.	○	○	○	○	○
I like the people I work with.	○	○	○	○	○
I feel loyal to my immediate team or work group.	○	○	○	○	○
My team works well together.	○	○	○	○	○

Campus Environment

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

Working Conditions

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

Compensation and Benefits

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My pay is fair for the work I do.	○	○	○	○	○
I believe my pay is competitive with other districts in this area.	○	○	○	○	○
The leave time provided to me is adequate.	○	○	○	○	○
The district provides enough information about benefits to meet my needs.	○	○	○	○	○
I get help with problems or questions about benefits when I need it.	○	○	○	○	○
I would be interested in an outcome-based employee wellness incentive program (e.g., meet certain health-based parameters).	○	○	○	○	○

1. Where do you work?

○ High School

○ Middle School

○ Elementary School

○ Administration Buildings

Early Childhood Center, Instruction & Guidance Center, Crockett Admin Annex, HR, Purchasing Services/Warehouse/Fixed assets building, Facilities, Maintenance, & Operations Building, Transportation Building, Child Nutrition Building, and Special Education Building

Work Location

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

○ James Bonham Elementary

○ 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

Comments/Suggestions for district improvement or topics not covered on the survey