

Employee Opinion Survey - Professionals

McAllen Independent School District

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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 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 11 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
- Curriculum and Instruction Support
- Student Discipline Support

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 2,071 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 1,960 employees participated, yielding a response rate of 79 percent, which is above the 2019 response rate of 73 percent. A total of 1,664 professional employees participated, yielding a response rate of 80 percent which is slightly higher than 2019 response rate of 76 percent.

Major Findings

By Survey 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.

On average, relationship with coworkers had the highest percentage of positive responses (94 percent), while compensation and benefits had the lowest (73 percent). Subsequent sections of the report will include charts and highlight specific items within each topic.

Survey Topic (order from survey)	Positive (Average)
Curriculum and Instruction Support	82%
Student Discipline Support	74%
District Communications	89%
District Leadership	79%
Job Satisfaction	93%
Relationship with Supervisor	86%
Relationship with Coworkers	94%
Campus Environment	87%
Working Conditions	85%
Compensation and Benefits	73%

DEMOGRAPHICS

A total of 2,071 surveys were submitted, yielding a response rate of 80 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.

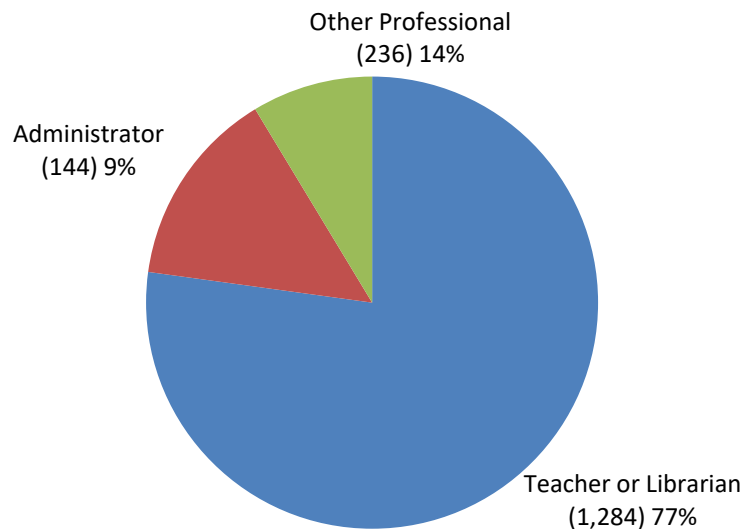
Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher or Librarian	1,643	1,284	78%	77%
Other Professional*	202	236	100%	14%
Administrator	226	144	64%	9%
Total	2,071	1,664	80%	100%

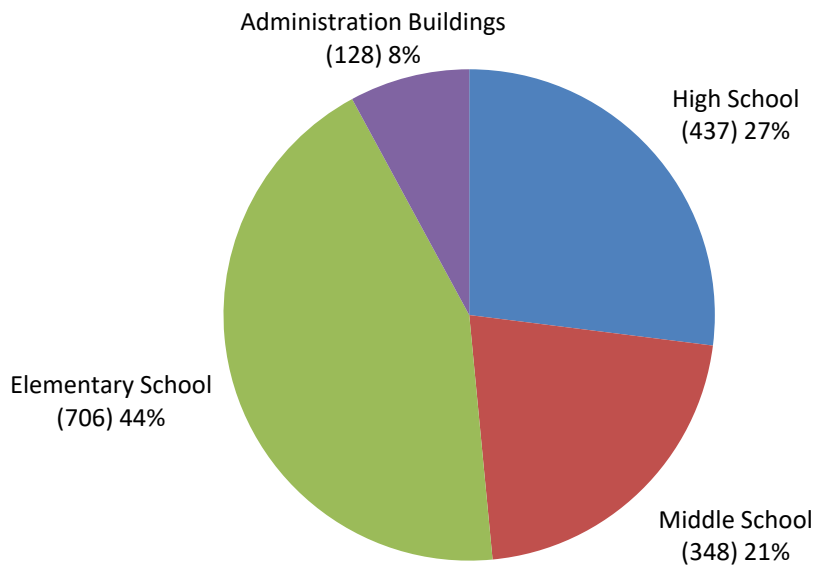
*As part of the survey, respondents self-identified within a job group. This can lead to a slight difference between district-reported counts and the respondent-reported demographics.

The largest group of respondents were teachers or librarians, composing 77 percent of the total respondents and representing 78 percent of all teachers employed by the district.

Representation by Job Type



Representation by Work Location



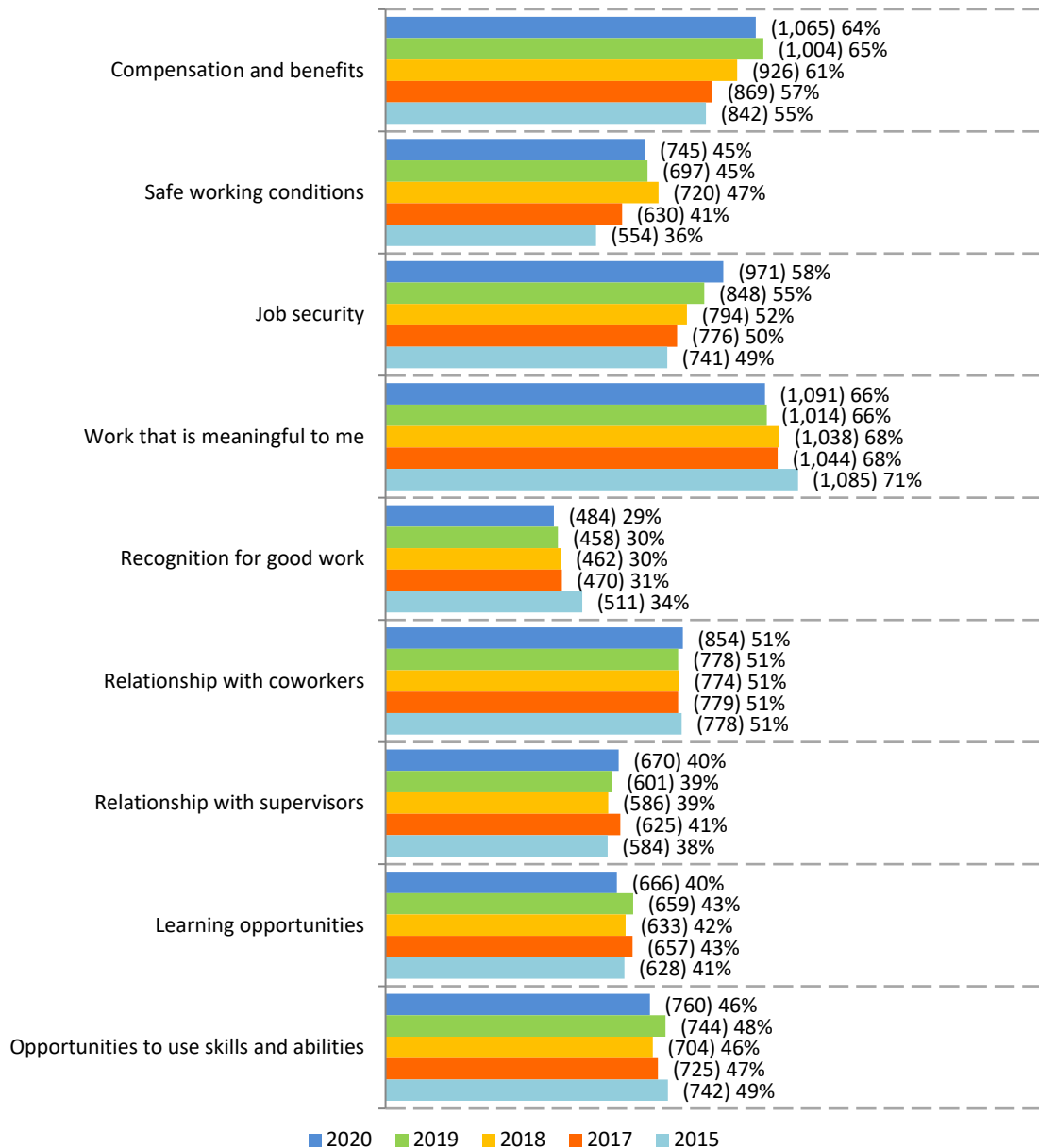
All work locations were represented in the survey. Nearly half of participants (44 percent) worked at the elementary schools.

FINDINGS BY SURVEY TOPIC

Job Satisfaction Factors

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

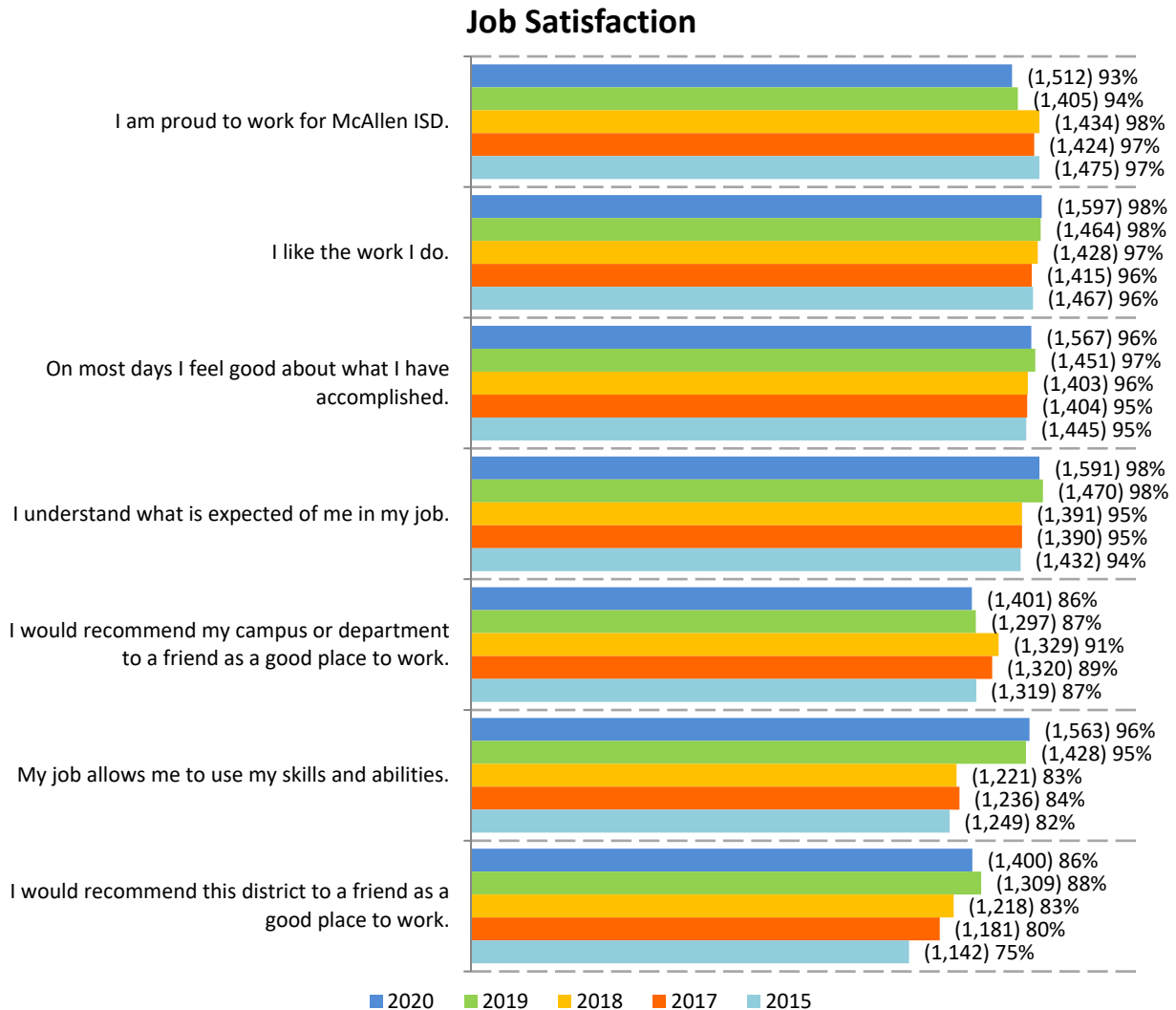
Factors that Contribute to Job Satisfaction



Four factors were chosen by over half of respondents: work that is meaningful (66 percent), compensation and benefits (64 percent), job security (58 percent), and relationship with coworkers (51 percent). Compensation and benefits has steadily been selected by a larger portion of respondents since 2015. All other items have stayed relatively the same since last year and over the last four years.

Likert-type Scale Questions

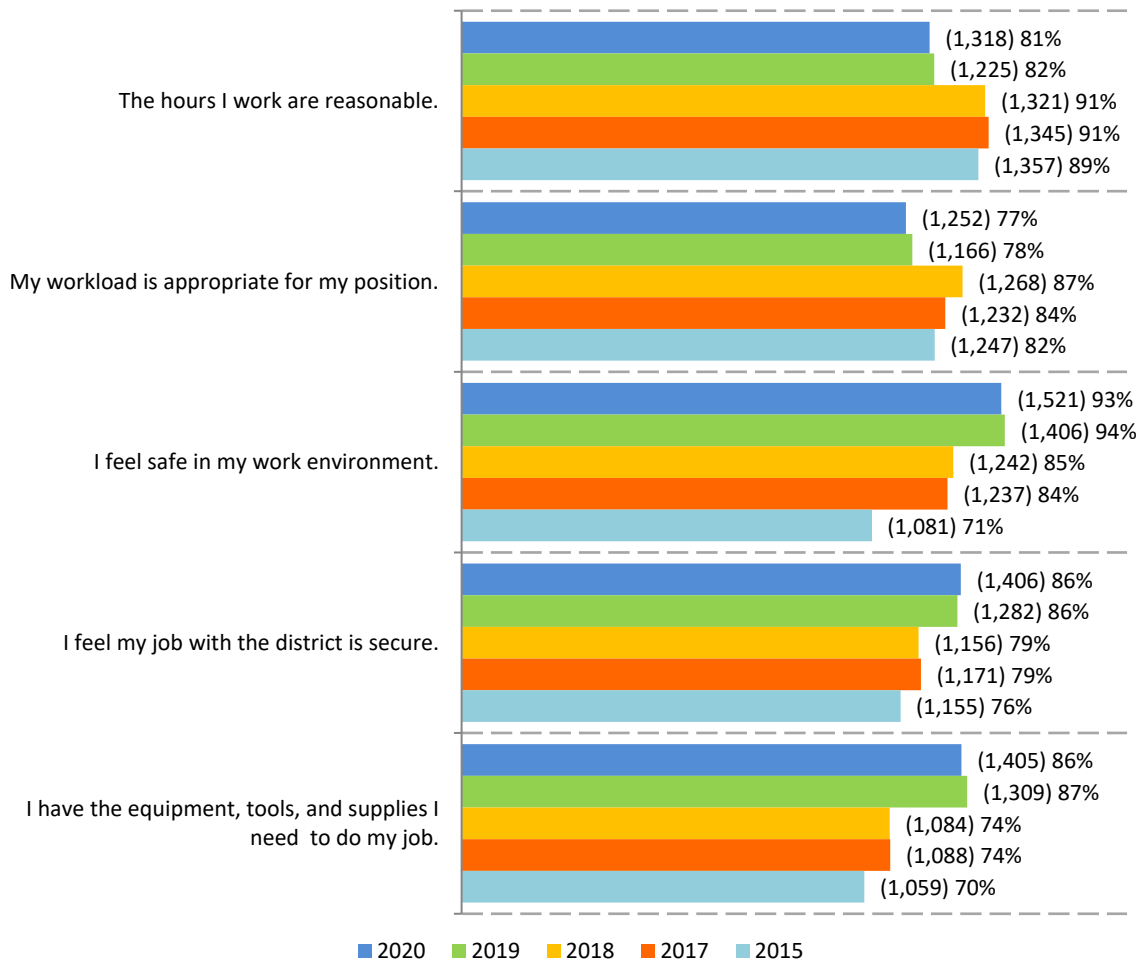
The remaining sections of the survey provided respondents with a list of statements and asked for their level of agreement. Response categories were strongly agree, agree, disagree, strongly disagree, and no opinion/not applicable. The categories of strongly agree and agree were combined for these charts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



Survey participants responded favorably regarding job satisfaction, with over 85 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 86 percent). Four items had at least 96 percent agreement: like the work (98 percent), understand expectations (98 percent), feel good about accomplishments (96 percent), and using skills and abilities (96 percent).

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.

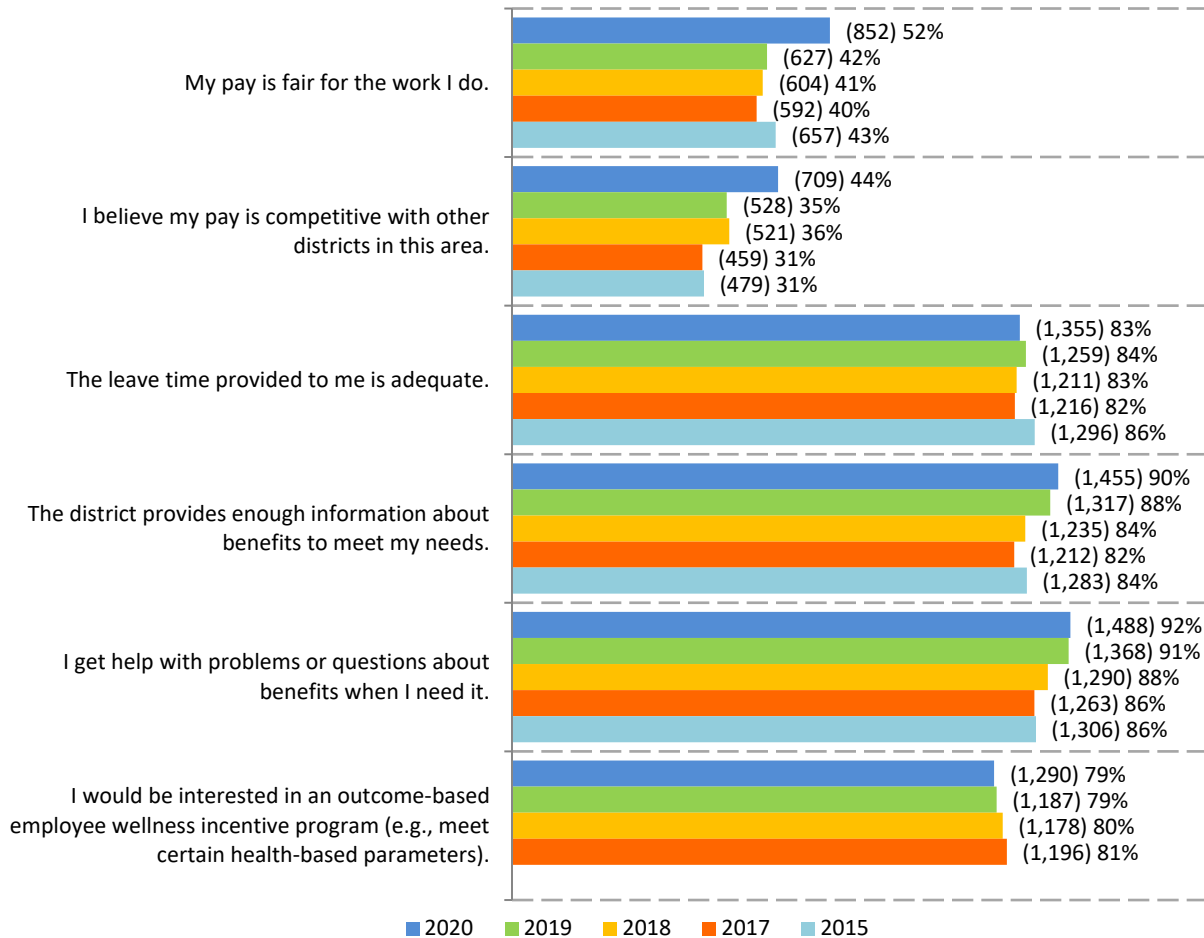
Working Conditions



Overall, McAllen ISD respondents expressed satisfaction with their working conditions. Nearly all report working in an environment that is safe (93 percent). Furthermore, 86 percent of respondents both feel secure in their employment and believe they have the tools or supplies needed to do their jobs; while, 81 percent believe their work hours are reasonable.

Regarding workload, 77 percent agree that it is appropriate for their position, which is about the same from 78 percent agreement last year. Ratings of all working conditions remained very similar to 2019 values.

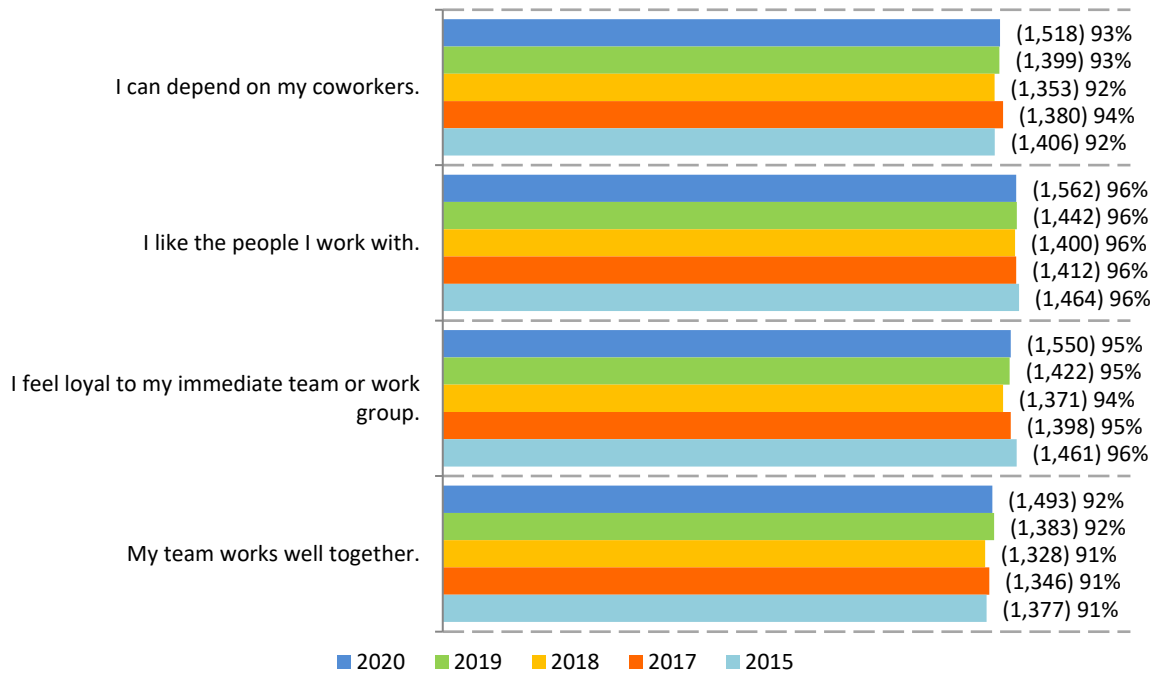
Compensation and Benefits



Nearly all respondents are satisfied with the assistance they receive when they have questions about benefits (92 percent) and the information they receive about benefits (90 percent). Further, 83 percent of respondents feel that the leave time provided is adequate and 79 percent would be interested in an outcome-based employee wellness program.

Respondents were less inclined to agree that their pay was fair (52 percent) or their compensation package is competitive with other districts in the area (44 percent). However, the majority of participants did respond positively, and agreement that pay is fair went up 11 points and pay is competitive increased by 9 points since last year. The additional funds granted under House Bill (HB3) allowed districts to be more strategic in their pay planning for this school year.

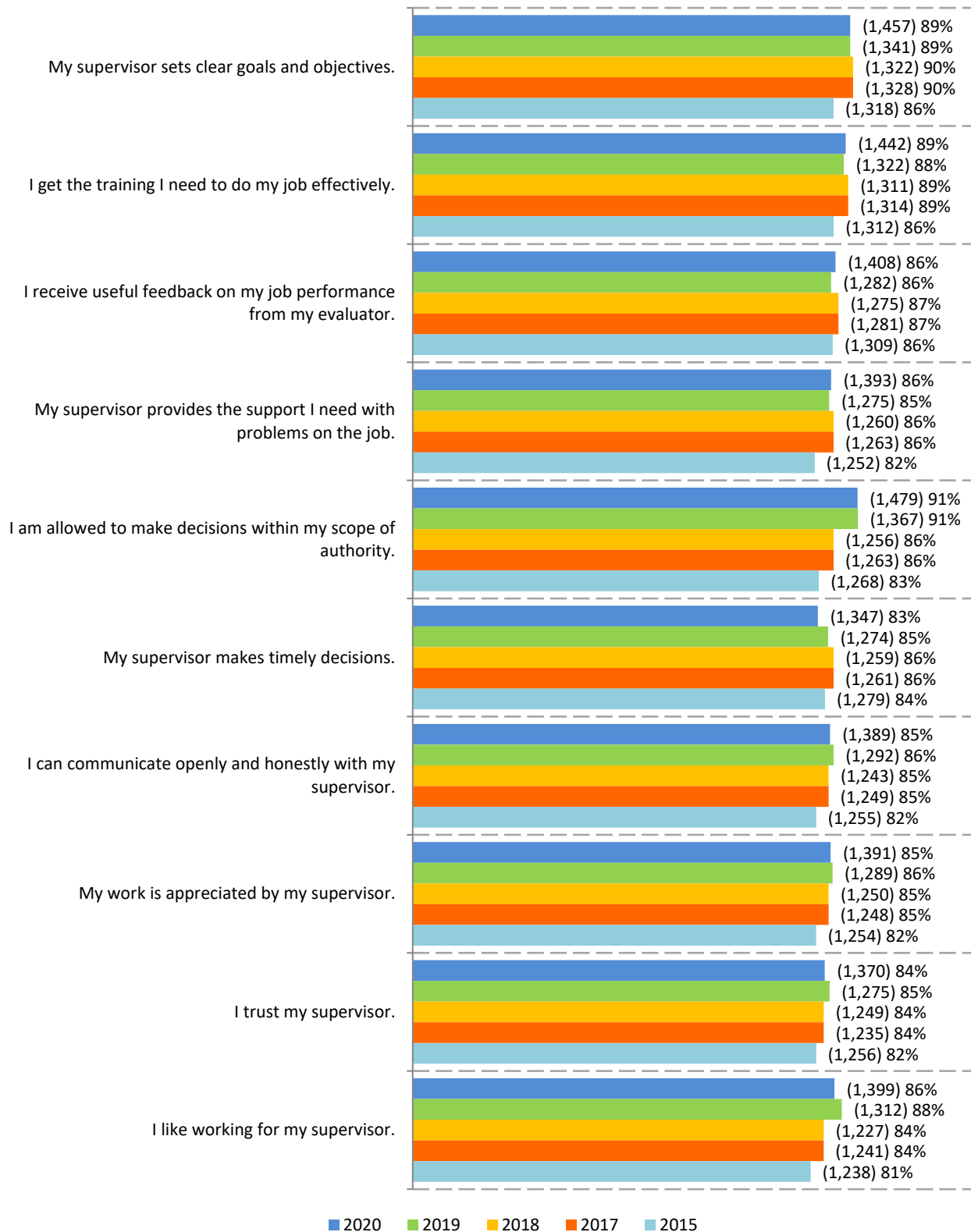
Relationship with Coworkers



Respondents view coworker relationships very favorably, with over 90 percent of respondents agreeing with each item in this topic. Opinions remained steady from last year, with all answers remaining the same of values from 2019. Over the last four years these topics fluctuated between 1 and 2 points each year.

Respondents almost unanimously like their coworkers (96 percent). In addition, they agreed that coworkers were dependable (93 percent), that they feel loyal to their team (95 percent), and that the team works well together (92 percent).

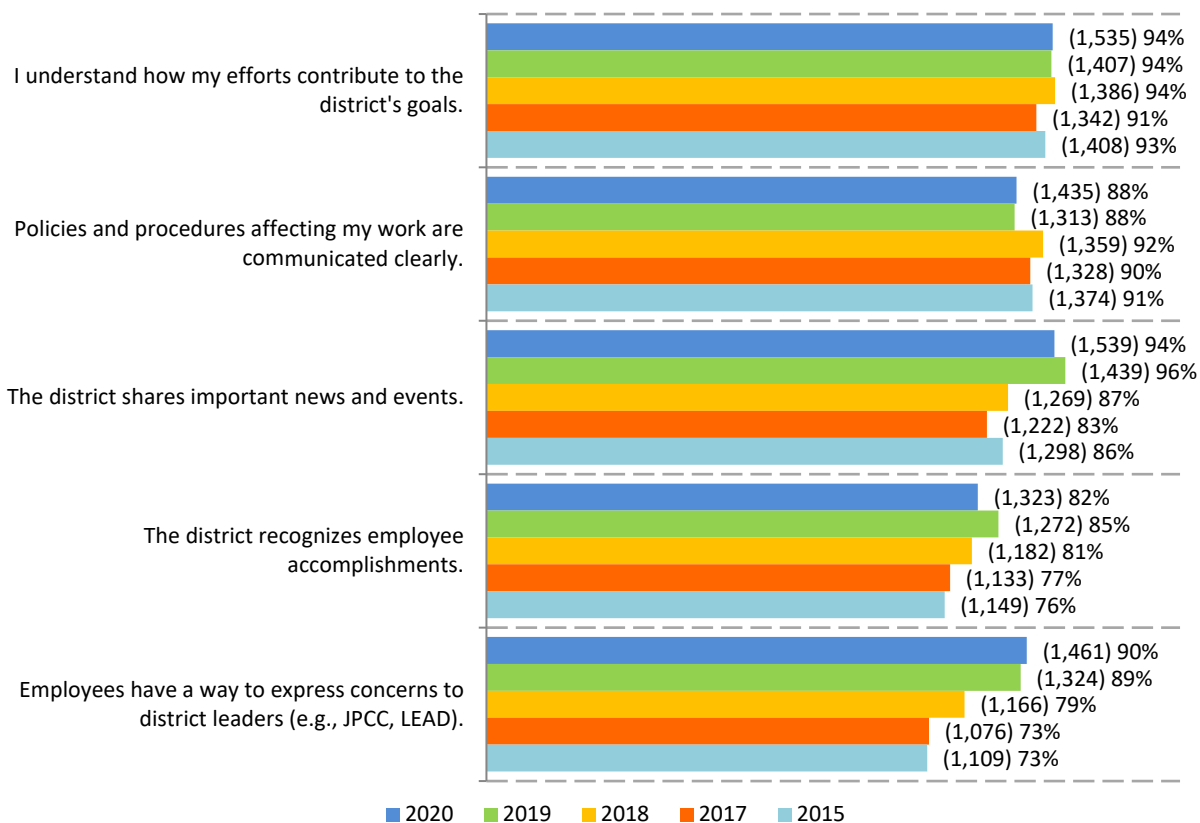
Relationship with Supervisor



Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 83 percent of respondents agreed with the statement presented. 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, and all items stayed within 2 percentage points from last year’s values. Respondents agree their supervisor sets clear goals and they receive training they need to do their job effectively (both 89 percent). They also indicated they: receive useful feedback, like working for their supervisors, and are supported when problems occur (all 86 percent). While some items in this section slightly decreased since 2019, such small changes would only become notable if responses continue to decrease in future years.

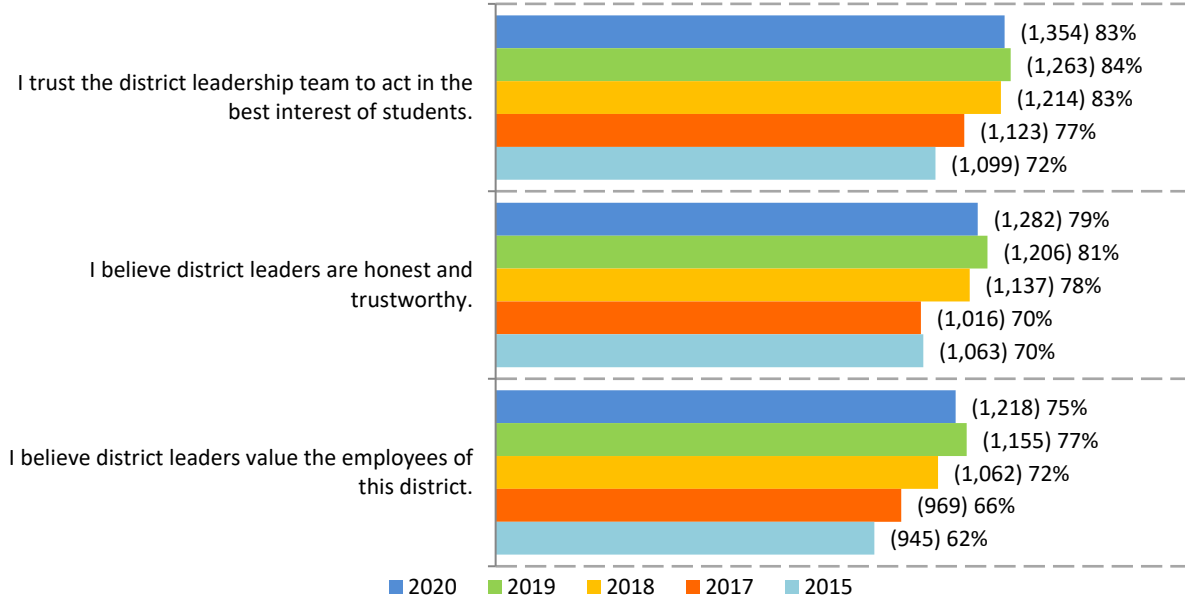
District Communications



Respondents viewed district communications positively, with most items rated more favorably than in 2015. Almost all respondents, 94 percent in both cases, understand how their efforts contribute to the district and feel that the district shares important news and events.

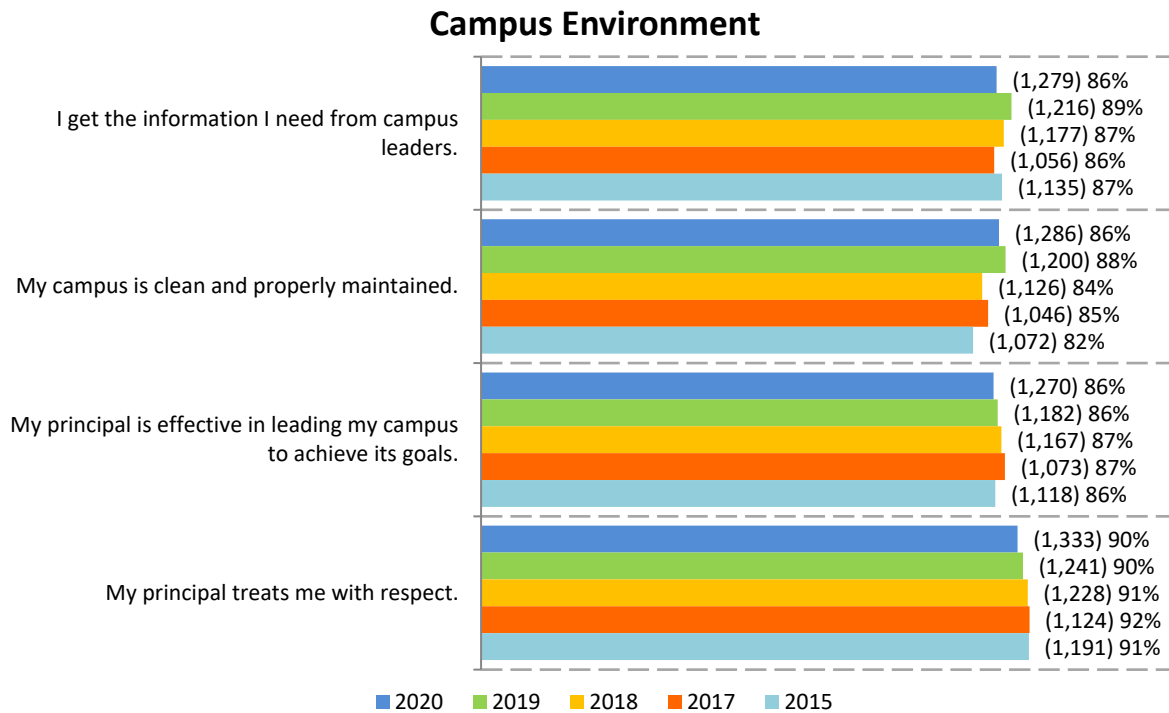
Two items saw notable increases last year and preserved those gains this spring. District sharing important news and events dipped slightly but far above values from 2015 through 2018. Employees having a way to express concerns to district leaders gained an additional point and is more than 10 points above earlier years shown.

District Leadership (Superintendent, Board of Trustees)



Most respondents agreed with items in the district leadership section, with 83 percent trusting the district leaders to act in the best interest of students. District leaders are believed to be trustworthy by 79 percent of respondents, and 75 percent believe that district leaders value the employees. All items in this group saw small decreases compared to last year, but overall, the items retained the increases achieved in 2017 and 2018.

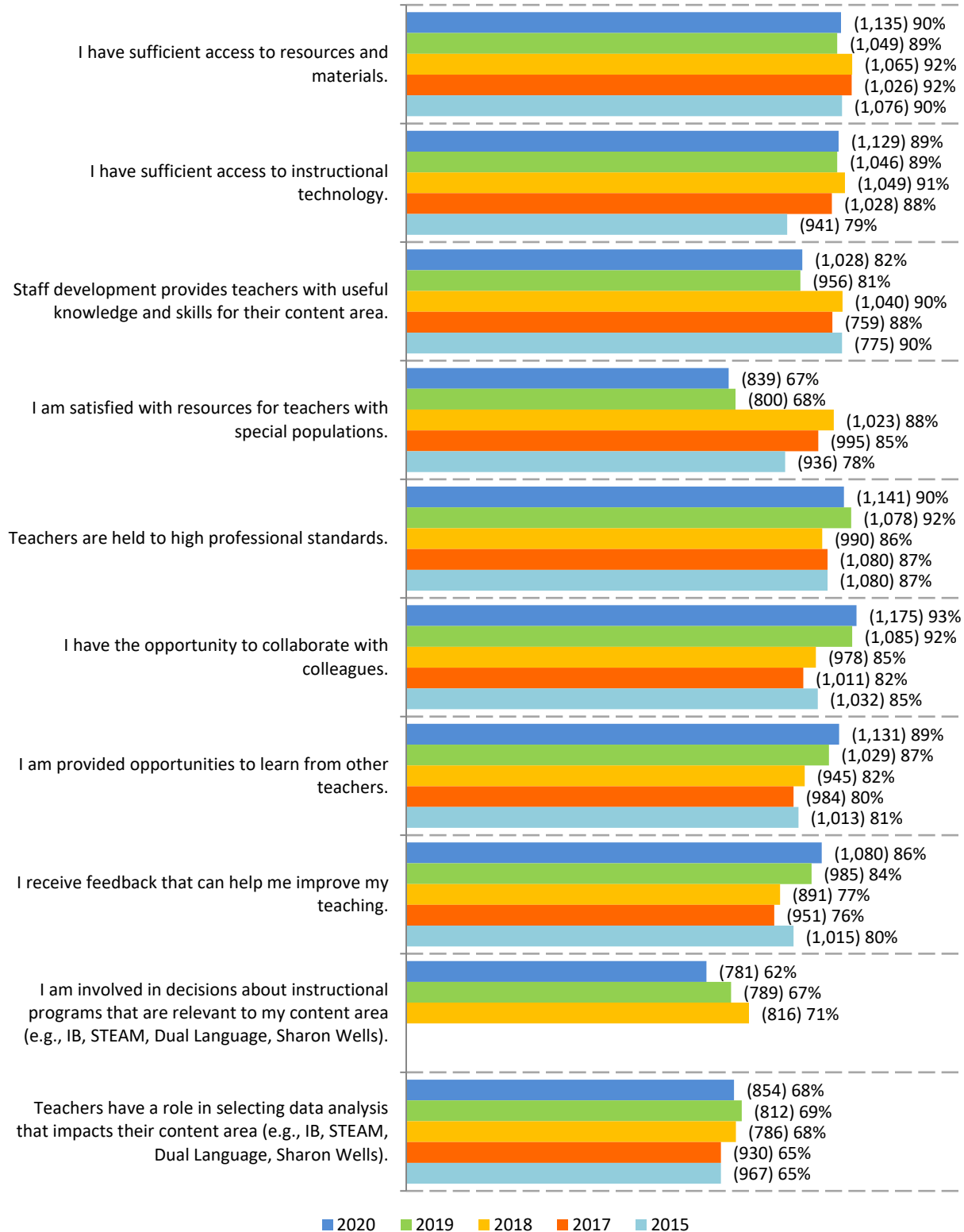
Statements about campus environment were shown to teachers and other professionals to ensure they were relevant items to respondents.



Overall, campus environments are viewed in a positive light. Each item in this section received at least 86 percent agreement among respondents; however, two items also decreased slightly from last year’s value and should be monitored if that becomes a pattern. Many respondents said their principal treats them with respect (90 percent), and 86 percent reported: getting the information they need from campus leaders, their principal is effective in leading a campus toward goals, and the campus is clean and properly maintained.

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

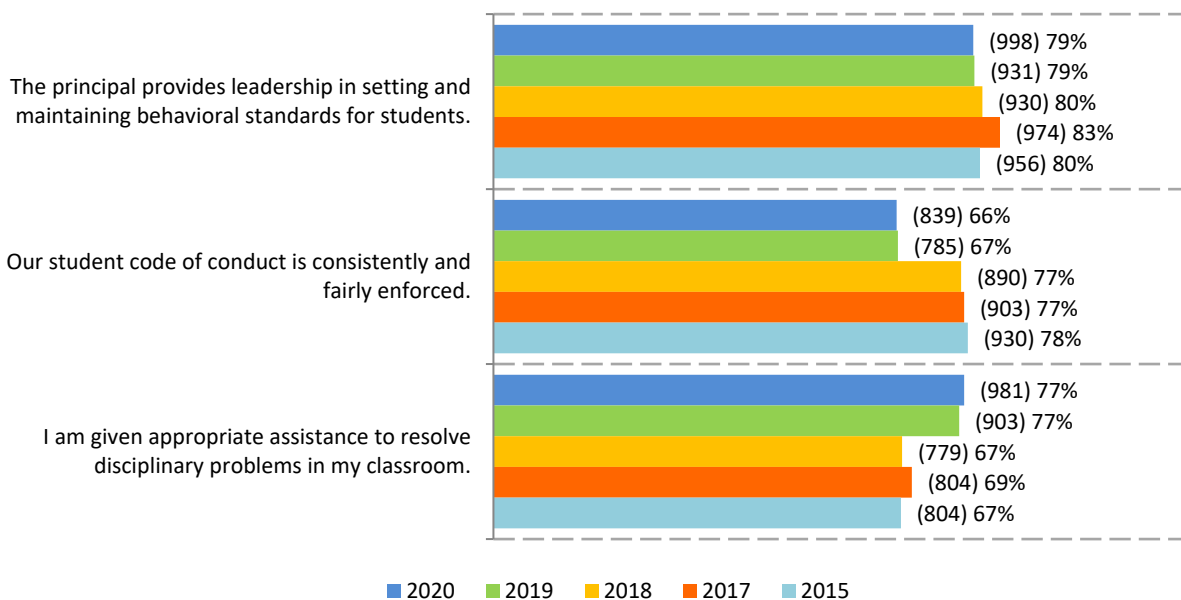
Curriculum and Instruction Support



Most items remained within a few percentage points of 2019, and on average, agreement with the statements remained the same as last year. Almost all respondents agree that teachers had opportunities to collaborate with colleagues (93 percent). They also indicated that: teachers are held to a high professional standard and have sufficient access to resources and materials (both 90 percent), and that teachers have opportunities to learn from other teachers and access to instructional technology (both 89 percent).

Overall, respondents were satisfied with the curriculum and instructional issues captured here. The lowest agreement, still a majority of respondents at 62 percent, was for involvement in decisions about instructional programs. This item also saw a 5 point decrease from 67 percent in 2019, totaling 9 points since 2018.

Student Discipline Support



Within this topic, 77 percent of respondents feel they are given appropriate assistance to resolve disciplinary problems, and 66 percent agree the student code of conduct is consistently and fairly enforced. The greatest proportion, 79 percent, feel the principal provides leadership for behavioral standards.

All items stayed with 1 percentage point of last year’s values. Although most respondents agreed with these statements, student code of conduct remained at the decreased value seen last year.

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 topics 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 slight decreases in favorable responses: district communication, campus environment, district leadership, and curriculum and instructional support. On the other hand, slight increases were seen in the topic of district compensation and benefits.

The following topics had responses most consistent with last year's results: job satisfaction, working conditions, relationship with coworkers and supervisor, and student discipline support.

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/repared	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

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/repared 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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>Ensure all campus principals treat staff fairly and without special treatment, such as uniform treatment of:</p> <ul style="list-style-type: none"> • excessive unexcused tardiness, • leaving early, • running errands during school hours, and/or • receiving class coverage. <p>These scenarios causing morale issues for the staff and students.</p>	9
Campus Administration	<p>Ensure teachers have access to copy materials throughout the school day, such as:</p> <ul style="list-style-type: none"> • 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	<p>Encourage campus leadership to be visible before school, at lunch, during class changes, and at dismissal for support to staff and students.</p>	8
Human Resources	<p>Offer competitive salaries to reduce the turnover of qualified and experienced staff to surrounding districts.</p>	8
District/Campus Administration	<p>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.</p>	6
Human Resources	<p>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.</p>	6
District/Campus Administration	<p>Stop the practice of last-minute meetings and deadlines.</p>	5
Human Resources	<p>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.</p>	5
Campus Administration	<p>Rotate the last block assignment for conference period and rotate which teachers are pulled for testing each year.</p>	4
Curriculum & Instruction	<p>Pay the bilingual stipend to all certified bilingual teachers without the employee having to submit an application.</p>	4
District Administration/ Board of Trustees	<p>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.</p>	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

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

	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"/>

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"/>
I would be interested in an outcome-based employee wellness incentive program (e.g., meet certain health-based parameters).	<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 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

P.O. Box 400, Austin, Texas 78767-0400
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