Employee Opinion Survey

McAllen
Independent School District

May 19, 2021

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TASB | **HR** Services

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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 early February through the beginning of March 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 2,444 employees and 2,045 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 1,898 employees participated, yielding a response rate of 78 percent, which is slightly below the 2020 response rate of 79 percent. Of those, 1,599 were teachers/professional employees, yielding a response rate of 78 percent for that group, which is slightly below the 2020 rate of 80 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 (97 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	86%
Student Discipline Support	89%
District Communications	92%
District Leadership	85%
Job Satisfaction	95%
Relationship with Supervisor	92%
Relationship with Coworkers	97%
Campus Environment	91%
Working Conditions	86%
Compensation and Benefits	73%

Comments

Comments were provided by 829 people, which represents 44 percent of survey participants. These comments represent a small subset of participants and will be summarized in a later report.

DEMOGRAPHICS

A total of 1,599 teacher/professional surveys were submitted, yielding a response rate of 78 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.
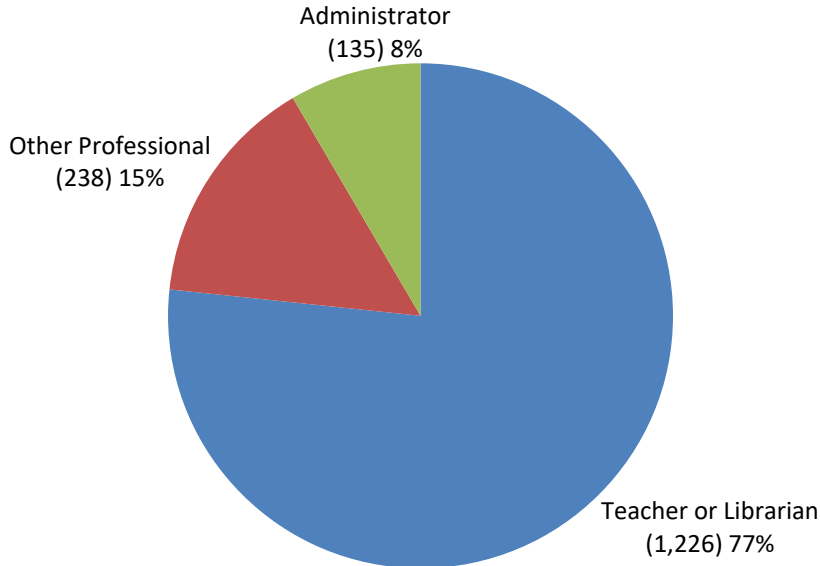
Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher or Librarian	1,611	1,226	**76%**	77%
Other Professional*	202	238	**100%**	15%
Administrator	232	135	**58%**	8%
Total	2,045	1,599	**78%**	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 76 percent of the total respondents and representing 77 percent of all teachers and librarians employed by the district. Participation rates for the three groups are similar to last year.

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

Representation by Job Type

Administrator
(135) 8%

Other Professional
(238) 15%

Teacher or Librarian
(1,226) 77%

Representation by Work Location

Unidentified Work Location
(68) 17%

Administration Buildings
(119) 8%

High School
(405) 26%

Elementary School
(680) 44%

Middle School
(345) 22%
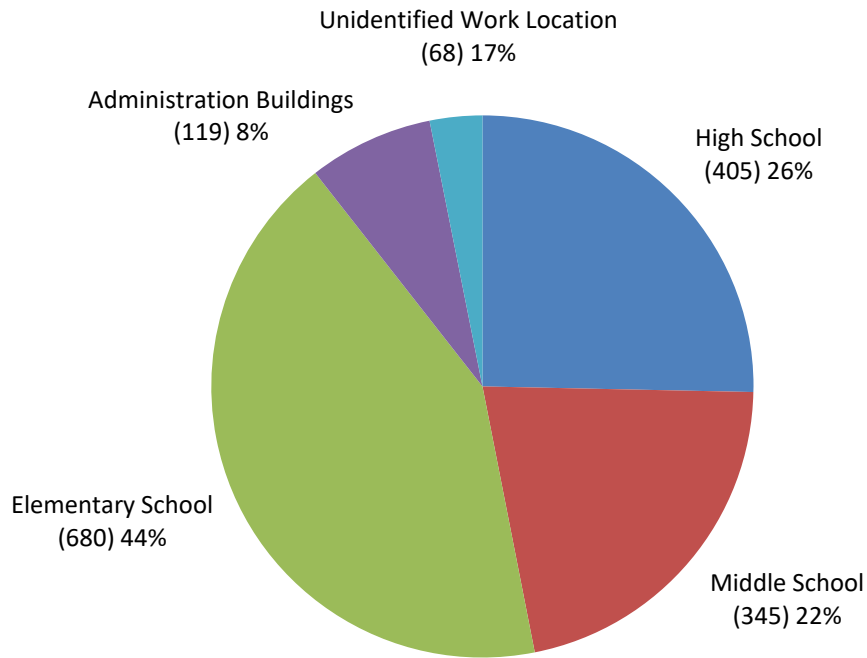
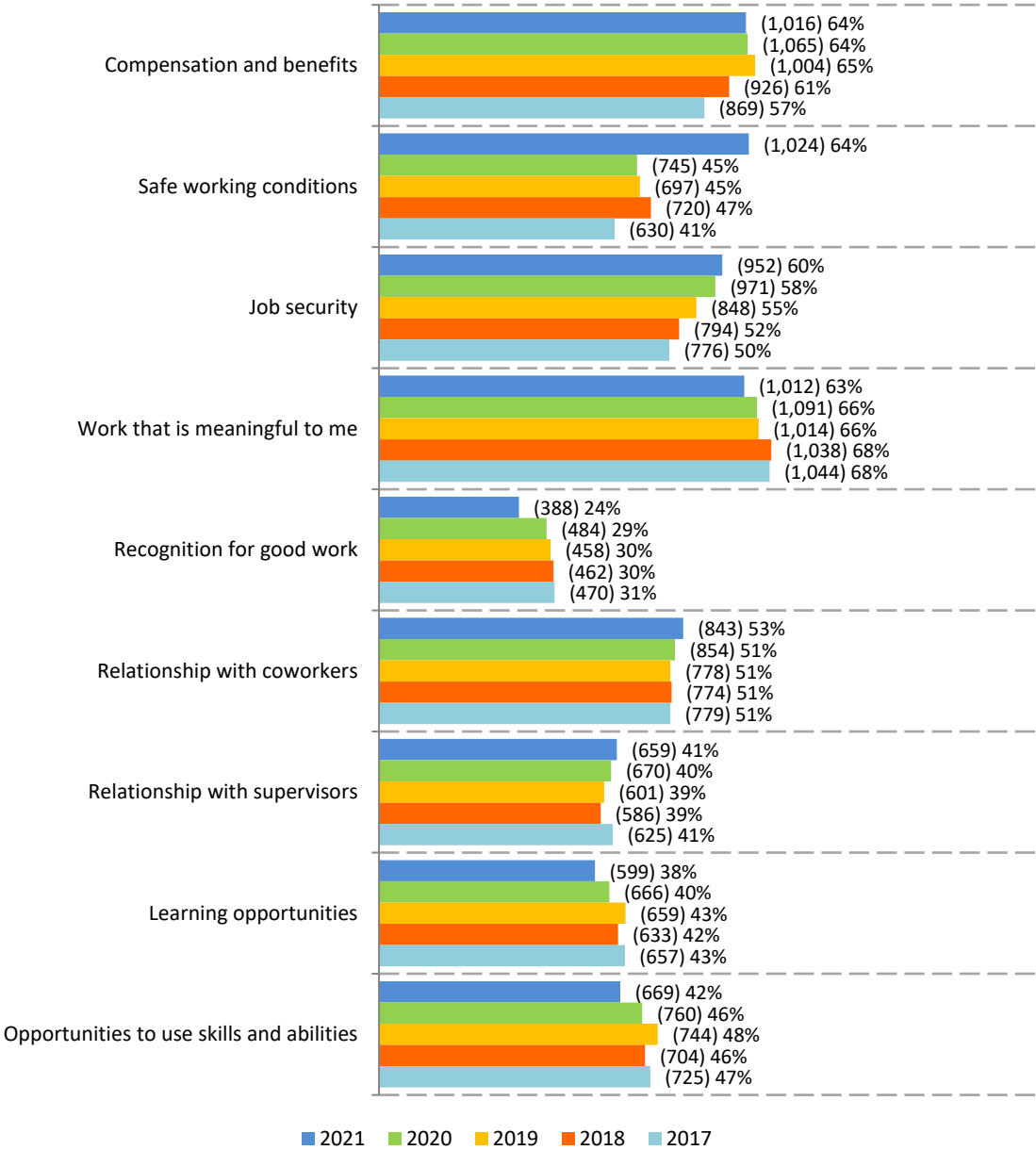All work locations were represented in the survey. Nearly half of participants (44 percent) worked at the elementary schools.

Job Satisfaction Factors

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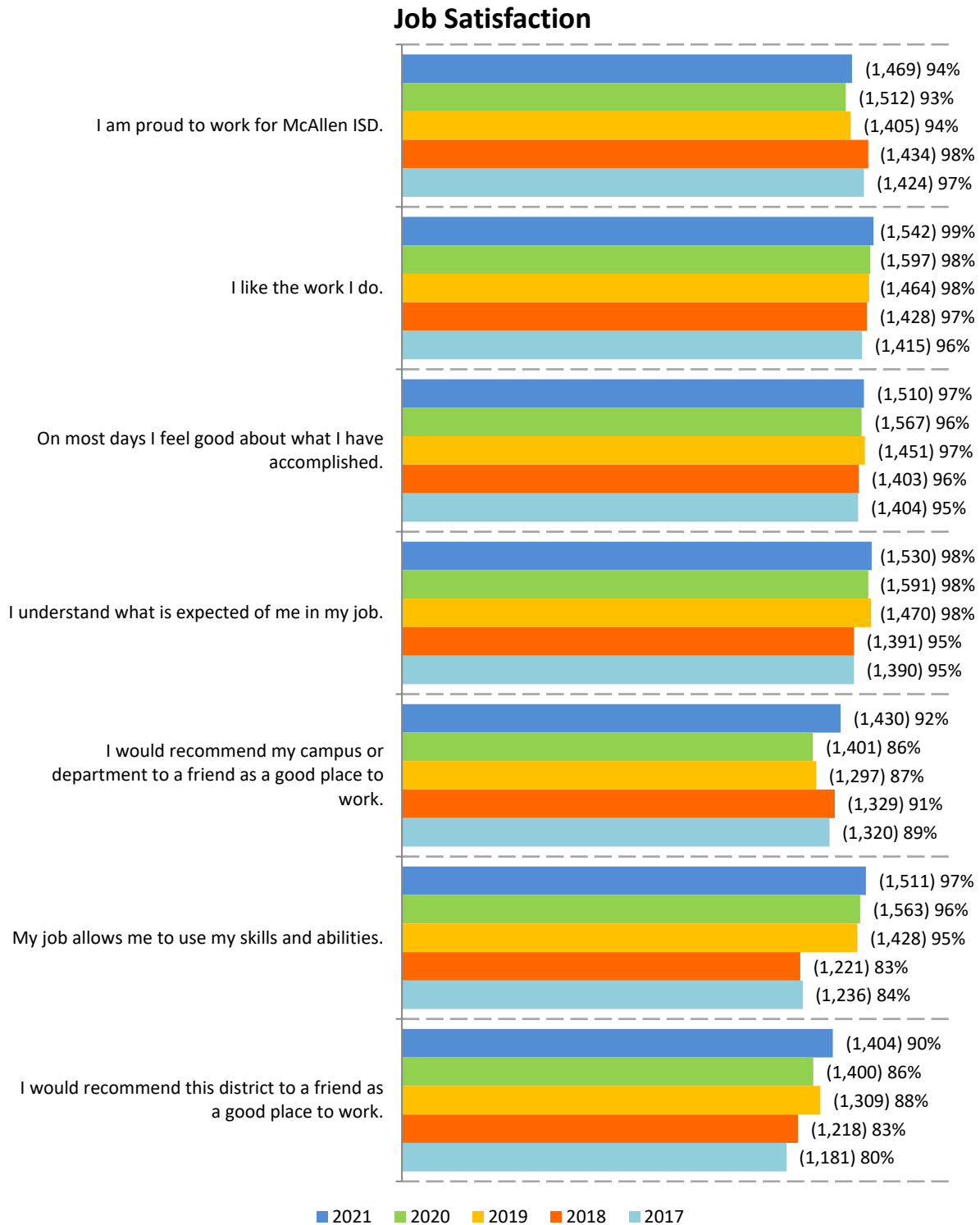
Factors that Contribute to Job Satisfaction

Compensation and benefits
- (1,016) 64%
- (1,065) 64%
- (1,004) 65%
- (926) 61%
- (869) 57%

Safe working conditions
- (1,024) 64%
- (745) 45%
- (697) 45%
- (720) 47%
- (630) 41%

Job security
- (952) 60%
- (971) 58%
- (848) 55%
- (794) 52%
- (776) 50%

Work that is meaningful to me
- (1,012) 63%
- (1,091) 66%
- (1,014) 66%
- (1,038) 68%
- (1,044) 68%

Recognition for good work
- (388) 24%
- (484) 29%
- (458) 30%
- (462) 30%
- (470) 31%

Relationship with coworkers
- (843) 53%
- (854) 51%
- (778) 51%
- (774) 51%
- (779) 51%

Relationship with supervisors
- (659) 41%
- (670) 40%
- (601) 39%
- (586) 39%
- (625) 41%

Learning opportunities
- (599) 38%
- (666) 40%
- (659) 43%
- (633) 42%
- (657) 43%

Opportunities to use skills and abilities
- (669) 42%
- (760) 46%
- (744) 48%
- (704) 46%
- (725) 47%

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Five factors were chosen by over half of respondents: safe working conditions, compensation and benefits (both 64 percent), work that is meaningful (63 percent), job security (60 percent), and relationship with coworkers (53 percent). Safe working conditions increased by 19 points from last year, where previously it had steadily been 41 to 47 percent over the last four years. All other items were similar to last year's results.

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

I am proud to work for McAllen ISD.
- (1,469) 94%
- (1,512) 93%
- (1,405) 94%
- (1,434) 98%
- (1,424) 97%

I like the work I do.
- (1,542) 99%
- (1,597) 98%
- (1,464) 98%
- (1,428) 97%
- (1,415) 96%

On most days I feel good about what I have accomplished.
- (1,510) 97%
- (1,567) 96%
- (1,451) 97%
- (1,403) 96%
- (1,404) 95%

I understand what is expected of me in my job.
- (1,530) 98%
- (1,591) 98%
- (1,470) 98%
- (1,391) 95%
- (1,390) 95%

I would recommend my campus or department to a friend as a good place to work.
- (1,430) 92%
- (1,401) 86%
- (1,297) 87%
- (1,329) 91%
- (1,320) 89%

My job allows me to use my skills and abilities.
- (1,511) 97%
- (1,563) 96%
- (1,428) 95%
- (1,221) 83%
- (1,236) 84%

I would recommend this district to a friend as a good place to work.
- (1,404) 90%
- (1,400) 86%
- (1,309) 88%
- (1,218) 83%
- (1,181) 80%

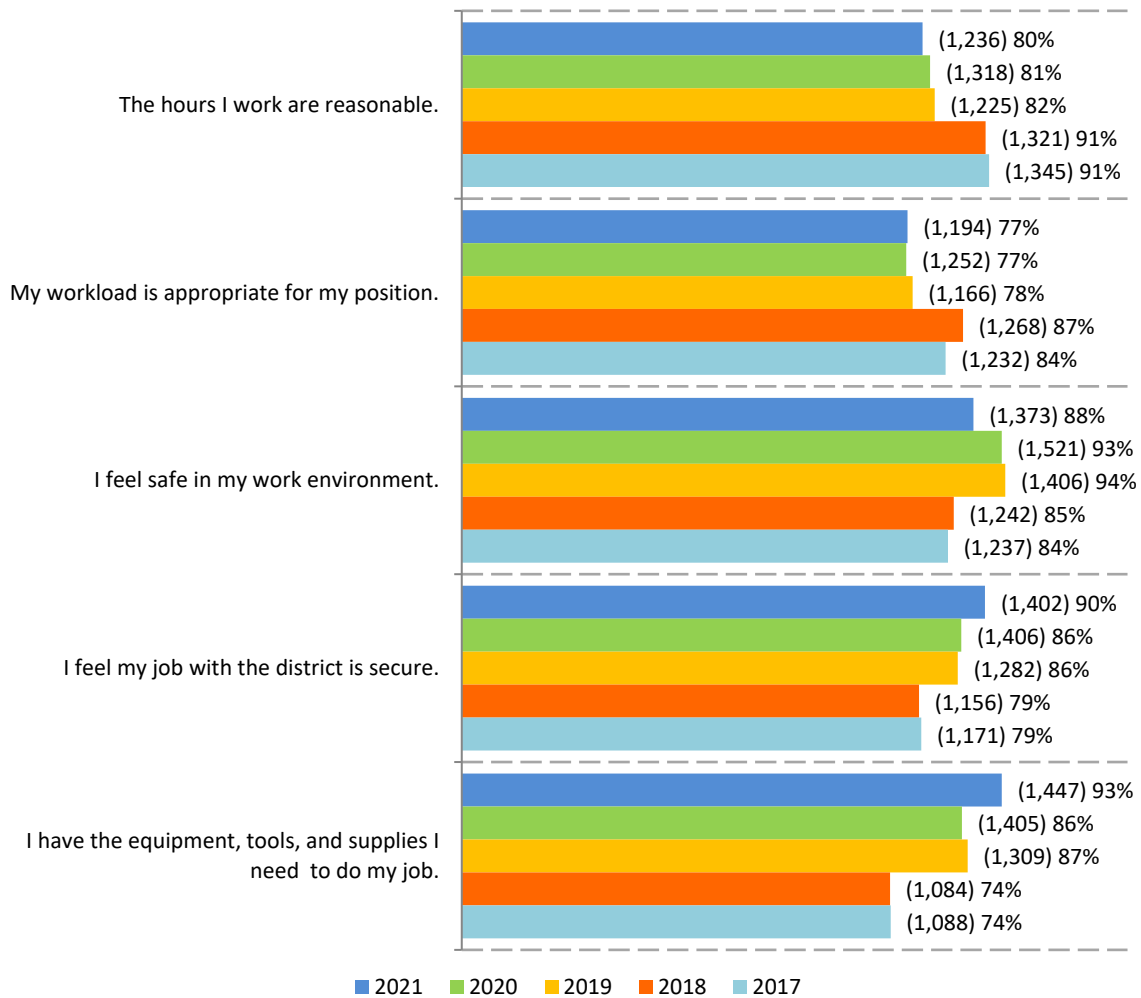Legend: ■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Survey participants responded favorably regarding job satisfaction, with at least 90 percent expressing agreement with each statement. Respondents were slightly more likely to recommend their campus as a good place to work than the district, but only by a small margin. Four items had 97 percent or higher agreement: like the work (99 percent), understand expectations (98 percent), feel good about accomplishments (97 percent), and using skills and abilities (97 percent).

Two items saw a notable increase: recommend the campus (up 6 points from 2020) and recommend the district (an upward trend over the last five years, increasing 10 points since 2017). Respondents' job allowing them to use their skills and abilities increased slightly again this year, coming to a 13 point increase over the last four years.

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.
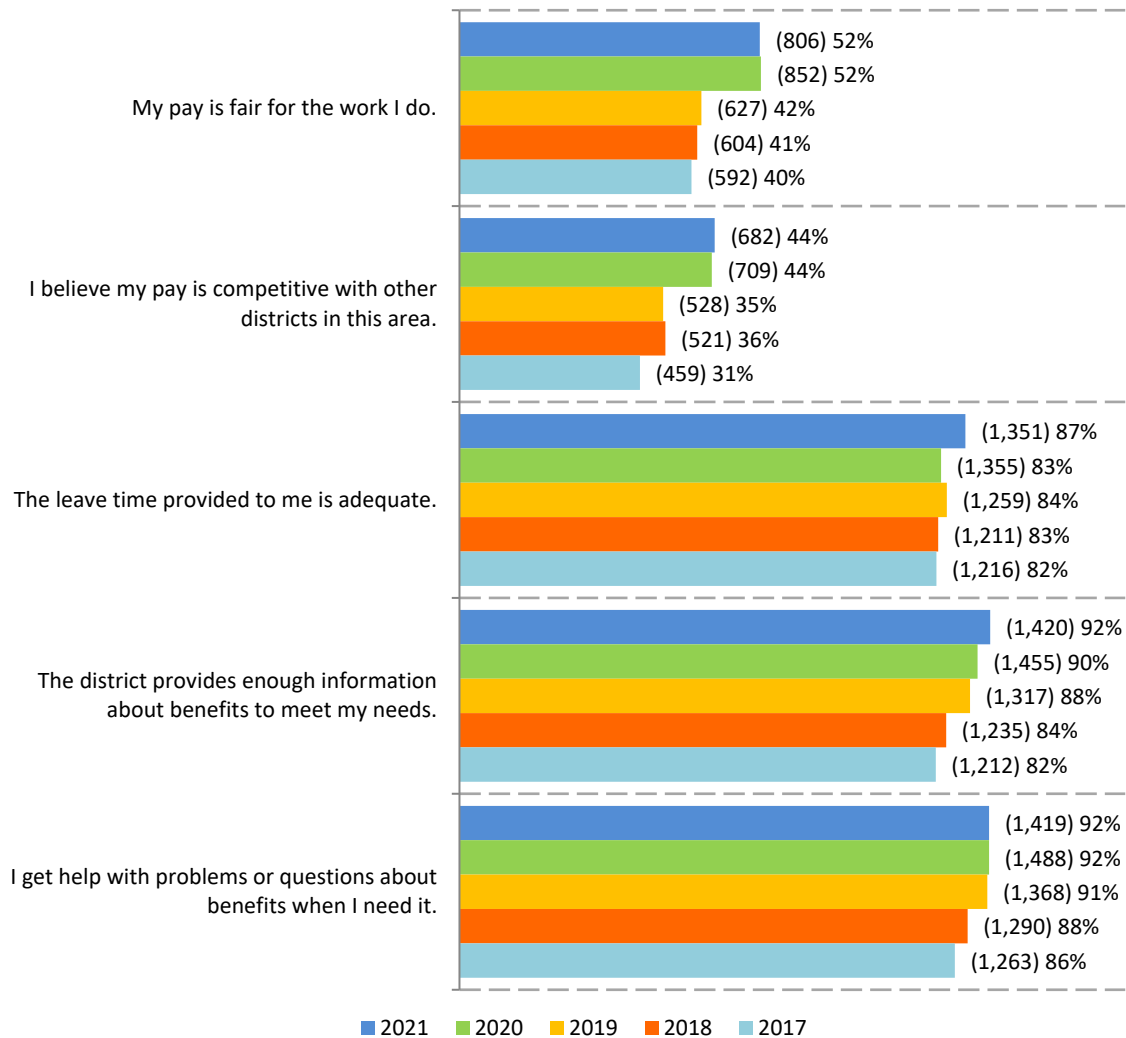
Working Conditions

The hours I work are reasonable.
- (1,236) 80%
- (1,318) 81%
- (1,225) 82%
- (1,321) 91%
- (1,345) 91%

My workload is appropriate for my position.
- (1,194) 77%
- (1,252) 77%
- (1,166) 78%
- (1,268) 87%
- (1,232) 84%

I feel safe in my work environment.
- (1,373) 88%
- (1,521) 93%
- (1,406) 94%
- (1,242) 85%
- (1,237) 84%

I feel my job with the district is secure.
- (1,402) 90%
- (1,406) 86%
- (1,282) 86%
- (1,156) 79%
- (1,171) 79%

I have the equipment, tools, and supplies I need to do my job.
- (1,447) 93%
- (1,405) 86%
- (1,309) 87%
- (1,084) 74%
- (1,088) 74%

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Overall, McAllen ISD respondents expressed satisfaction with their working conditions. There has been variation over the last five years, with 2017 and 2018 similar to each other and some notable changes in 2019, then remaining similar from 2019 through 2021.

Nearly all reported they have the tools and supplies needed to do their job, which has continued to increase (up 19 percentage points since 2017, to 93 percent). Most report they feel secure in their employment (90 percent), which has been on an upward trend over the last five years (up from 79 percent in 2017 and 2018). Respondents agree they work in an environment that is safe (88 percent) which decreased 5 points from last year but remains above 2017 and 2018 values. Regarding workload and reasonable hours, both have remained similar from last year but have been trending down over the years.
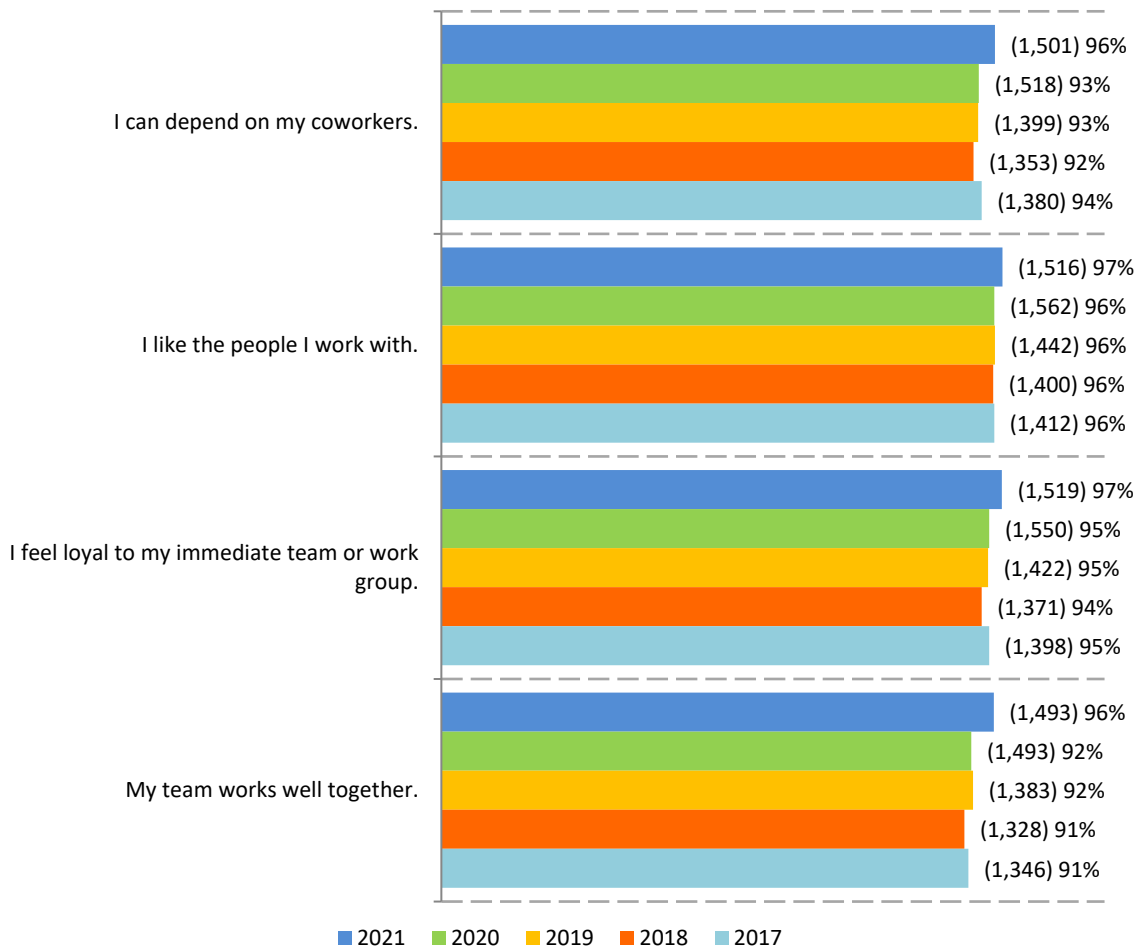
Compensation and Benefits

My pay is fair for the work I do.
- (806) 52% — 2021
- (852) 52% — 2020
- (627) 42% — 2019
- (604) 41% — 2018
- (592) 40% — 2017

I believe my pay is competitive with other districts in this area.
- (682) 44% — 2021
- (709) 44% — 2020
- (528) 35% — 2019
- (521) 36% — 2018
- (459) 31% — 2017

The leave time provided to me is adequate.
- (1,351) 87% — 2021
- (1,355) 83% — 2020
- (1,259) 84% — 2019
- (1,211) 83% — 2018
- (1,216) 82% — 2017

The district provides enough information about benefits to meet my needs.
- (1,420) 92% — 2021
- (1,455) 90% — 2020
- (1,317) 88% — 2019
- (1,235) 84% — 2018
- (1,212) 82% — 2017

I get help with problems or questions about benefits when I need it.
- (1,419) 92% — 2021
- (1,488) 92% — 2020
- (1,368) 91% — 2019
- (1,290) 88% — 2018
- (1,263) 86% — 2017

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Respondents are satisfied with the information they receive about benefits and the assistance they receive when they have questions about benefits (both 92 percent). Further, 87 percent of respondents feel that the leave time provided is adequate. These items have continued to increase or maintain position over the last five years.

Respondents were less inclined to agree that their pay was fair (52 percent) or competitive with other districts in the area (44 percent). While these values are lower than others in the section, respondents' feelings remained more favorable after the improvement seen in 2020. Last year both items saw a notable increase after additional funds granted under House Bill (HB3) allowed districts to be more strategic in their pay planning.
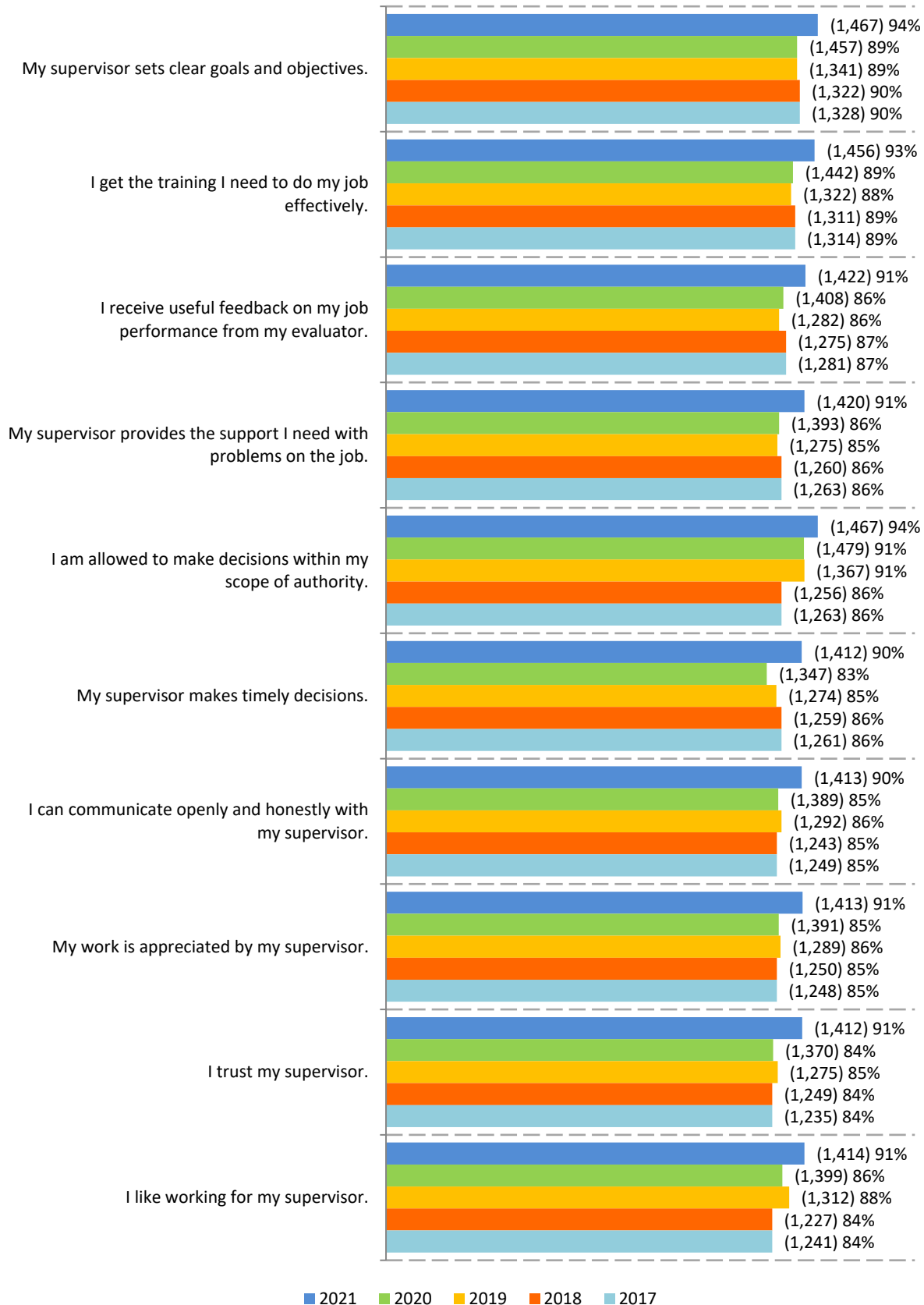
Relationship with Coworkers

I can depend on my coworkers.
- (1,501) 96%
- (1,518) 93%
- (1,399) 93%
- (1,353) 92%
- (1,380) 94%

I like the people I work with.
- (1,516) 97%
- (1,562) 96%
- (1,442) 96%
- (1,400) 96%
- (1,412) 96%

I feel loyal to my immediate team or work group.
- (1,519) 97%
- (1,550) 95%
- (1,422) 95%
- (1,371) 94%
- (1,398) 95%

My team works well together.
- (1,493) 96%
- (1,493) 92%
- (1,383) 92%
- (1,328) 91%
- (1,346) 91%

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Respondents view coworker relationships very favorably, with over 95 percent of respondents agreeing with each item in this topic. Over the last five years these topics fluctuated between 1 and 4 points each year.

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

Relationship with Supervisor

My supervisor sets clear goals and objectives.
- (1,467) 94%
- (1,457) 89%
- (1,341) 89%
- (1,322) 90%
- (1,328) 90%

I get the training I need to do my job effectively.
- (1,456) 93%
- (1,442) 89%
- (1,322) 88%
- (1,311) 89%
- (1,314) 89%

I receive useful feedback on my job performance from my evaluator.
- (1,422) 91%
- (1,408) 86%
- (1,282) 86%
- (1,275) 87%
- (1,281) 87%

My supervisor provides the support I need with problems on the job.
- (1,420) 91%
- (1,393) 86%
- (1,275) 85%
- (1,260) 86%
- (1,263) 86%

I am allowed to make decisions within my scope of authority.
- (1,467) 94%
- (1,479) 91%
- (1,367) 91%
- (1,256) 86%
- (1,263) 86%

My supervisor makes timely decisions.
- (1,412) 90%
- (1,347) 83%
- (1,274) 85%
- (1,259) 86%
- (1,261) 86%

I can communicate openly and honestly with my supervisor.
- (1,413) 90%
- (1,389) 85%
- (1,292) 86%
- (1,243) 85%
- (1,249) 85%

My work is appreciated by my supervisor.
- (1,413) 91%
- (1,391) 85%
- (1,289) 86%
- (1,250) 85%
- (1,248) 85%

I trust my supervisor.
- (1,412) 91%
- (1,370) 84%
- (1,275) 85%
- (1,249) 84%
- (1,235) 84%

I like working for my supervisor.
- (1,414) 91%
- (1,399) 86%
- (1,312) 88%
- (1,227) 84%
- (1,241) 84%

Legend: ■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Almost all respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 90 percent of respondents agreed with the statement presented. The two strongest areas were respondents reporting that they are allowed to make decisions within their scope of authority and that their supervisor set clear goals and objectives (both 94 percent).

Supervisors were viewed favorably overall, and all items increased at least 3 points over last year. Most notably, two items increased by 7 points: supervisor makes timely decisions (90 percent) and respondents trust their supervisor (91 percent).

District Communications

I understand how my efforts contribute to the district's goals.
- (1,484) 96%
- (1,535) 94%
- (1,407) 94%
- (1,386) 94%
- (1,342) 91%

Policies and procedures affecting my work are communicated clearly.
- (1,410) 91%
- (1,435) 88%
- (1,313) 88%
- (1,359) 92%
- (1,328) 90%

The district shares important news and events.
- (1,471) 95%
- (1,539) 94%
- (1,439) 96%
- (1,269) 87%
- (1,222) 83%

The district recognizes employee accomplishments.
- (1,333) 86%
- (1,323) 82%
- (1,272) 85%
- (1,182) 81%
- (1,133) 77%

Employees have a way to express concerns to district leaders (e.g., JPCC, LEAD).
- (1,424) 92%
- (1,461) 90%
- (1,324) 89%
- (1,166) 79%
- (1,076) 73%

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017

Respondents viewed district communications positively, with most items continuing on the upward trend over the last five years. Almost all respondents, at least 95 percent in both cases, understand how their efforts contribute to the district and feel that the district shares important news and events.

One item has continued to increase each year over the last five with a gain of 19 points, respondents agree that employees have a way to express concerns to district leaders (92 percent, up from 73 percent in 2017). The lowest agreement, but still a majority, was feeling that the district recognizes employee accomplishments (86 percent). This item increased 4 points from last year and is up 9 points from 2017.

District Leadership (Superintendent, Board of Trustees)

I trust the district leadership team to act in the best interest of students.
- (1,372) 88%
- (1,354) 83%
- (1,263) 84%
- (1,214) 83%
- (1,123) 77%

I believe district leaders are honest and trustworthy.
- (1,316) 85%
- (1,282) 79%
- (1,206) 81%
- (1,137) 78%
- (1,016) 70%

I believe district leaders value the employees of this district.
- (1,249) 81%
- (1,218) 75%
- (1,155) 77%
- (1,062) 72%
- (969) 66%

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017
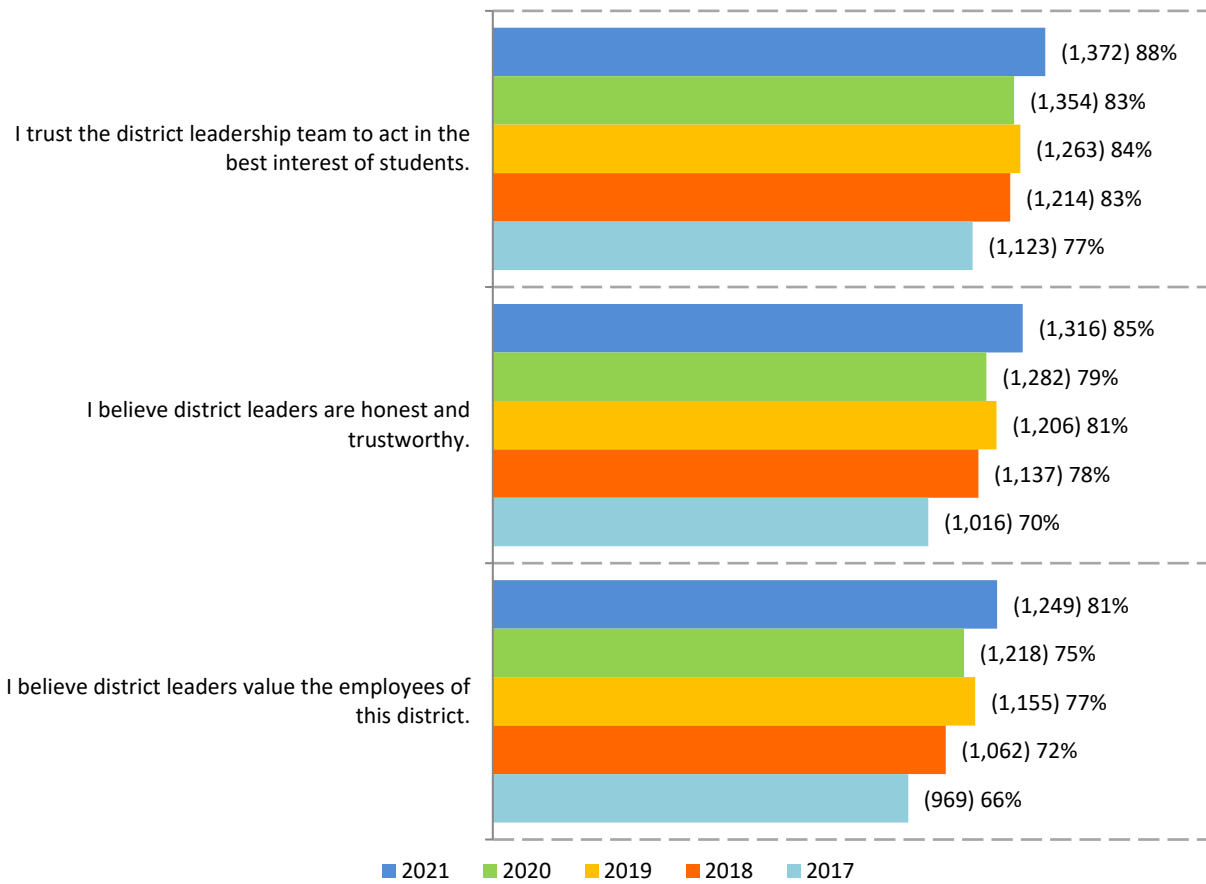
Most respondents agreed with items in the district leadership section, with 88 percent trusting the district leaders to act in the best interest of students. District leaders are believed to be trustworthy by 85 percent of respondents and 81 percent believe that district leaders value the employees.

All items in this group have increased by at least 5 points since last year and at least 11 points since 2017, putting them at a five year high.

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

Campus Environment

I get the information I need from campus leaders.
- (1,308) 91%
- (1,279) 86%
- (1,216) 89%
- (1,177) 87%
- (1,056) 86%

My campus is clean and properly maintained.
- (1,305) 91%
- (1,286) 86%
- (1,200) 88%
- (1,126) 84%
- (1,046) 85%

My principal is effective in leading my campus to achieve its goals.
- (1,301) 91%
- (1,270) 86%
- (1,182) 86%
- (1,167) 87%
- (1,073) 87%

My principal treats me with respect.
- (1,318) 92%
- (1,333) 90%
- (1,241) 90%
- (1,228) 91%
- (1,124) 92%

■ 2021 ■ 2020 ■ 2019 ■ 2018 ■ 2017
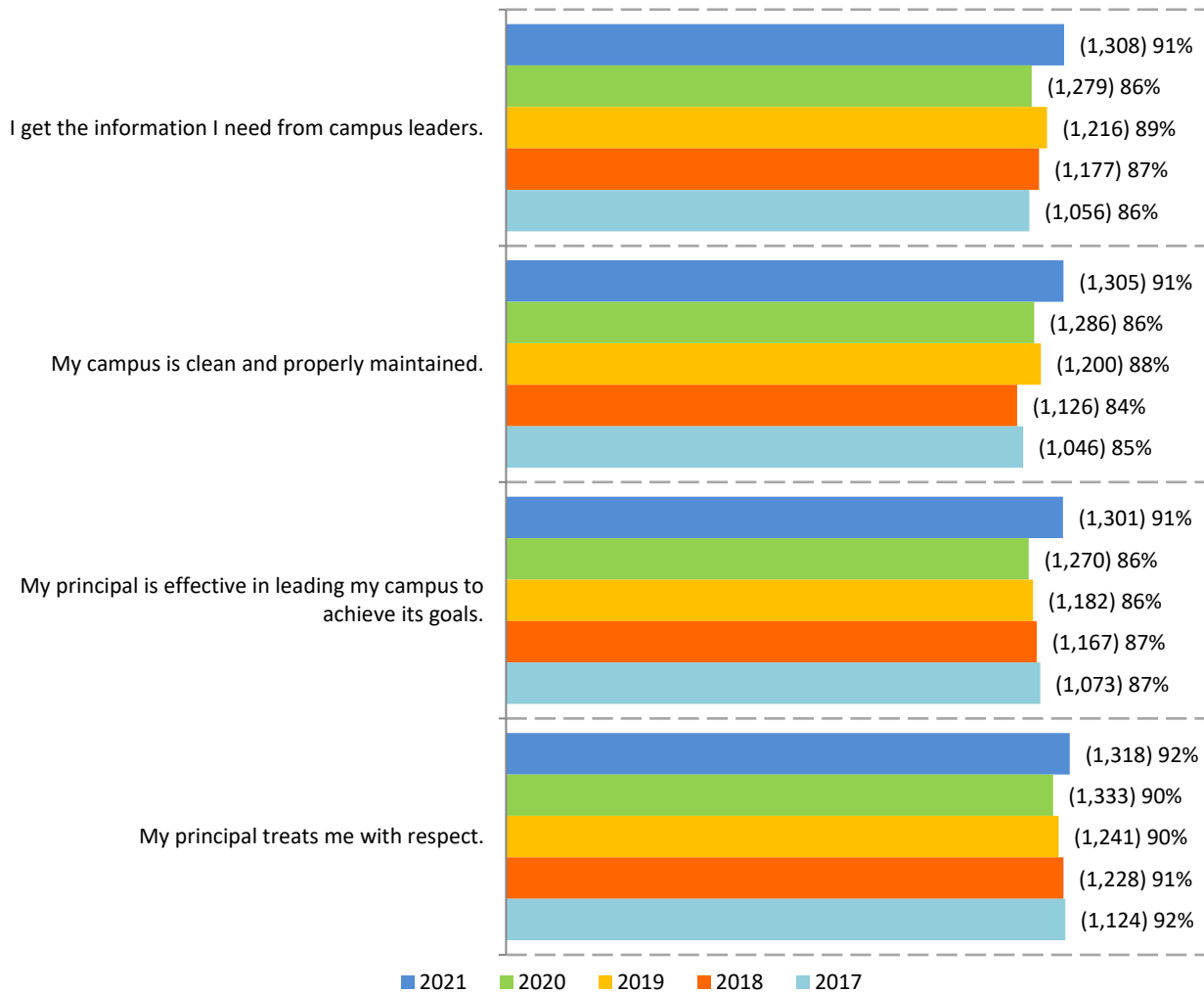
Overall, campus environments are viewed in a positive light. Each item in this section received at least 91 percent agreement among respondents and each item has increased from last year's results. Nearly all respondents said their principal treats them with respect (92 percent). Three items had 91 percent agreement and all increased by 5 points from 2020: getting the information they need from campus leaders, campus being clean and properly maintained, and their principal being effective in leading a campus toward goals.

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

I have sufficient access to resources and materials.
- (1,153) 95%
- (1,135) 90%
- (1,049) 89%
- (1,065) 92%
- (1,026) 92%

I have sufficient access to instructional technology.
- (1,142) 94%
- (1,129) 89%
- (1,046) 89%
- (1,049) 91%
- (1,028) 88%

Staff development provides teachers with useful knowledge and skills for their content area.
- (1,076) 89%
- (1,028) 82%
- (956) 81%
- (1,040) 90%
- (759) 88%

I am satisfied with resources for teachers with special populations.
- (949) 78%
- (839) 67%
- (800) 68%
- (1,023) 88%
- (995) 85%

Teachers are held to high professional standards.
- (1,136) 94%
- (1,141) 90%
- (1,078) 92%
- (990) 86%
- (1,080) 87%

I have the opportunity to collaborate with colleagues.
- (1,165) 96%
- (1,175) 93%
- (1,085) 92%
- (978) 85%
- (1,011) 82%

I am provided opportunities to learn from other teachers.
- (1,105) 91%
- (1,131) 89%
- (1,029) 87%
- (945) 82%
- (984) 80%

I receive feedback that can help me improve my teaching.
- (1,079) 89%
- (1,080) 86%
- (985) 84%
- (891) 77%
- (951) 76%

I am involved in decisions about instructional programs that are relevant to my content area (e.g., IB, STEAM, Dual Language, Sharon Wells).
- (838) 69%
- (781) 62%
- (789) 67%
- (816) 71%

Teachers have a role in selecting data analysis that impacts their content area (e.g., IB, STEAM, Dual Language, Sharon Wells).
- (839) 69%
- (854) 68%
- (812) 69%
- (786) 68%
- (930) 65%

Legend: 2021, 2020, 2019, 2018, 2017

Curriculum and instruction are viewed positively among teachers with an average of 86 percent agreement. Nearly all respondents agreed they have opportunities to collaborate with colleagues (96 percent) and have sufficient access to resources and materials (95 percent). They also indicate that: teachers are held to a high professional standard and have sufficient access to instructional technology (both 94 percent), and that teachers have opportunities to learn from other teachers (91 percent).

All items increased from last year and several items show consistent, positive trends since 2017. However, three items remain below 2018 results. The lowest agreement was for satisfaction with resources for teachers with special populations (78 percent), which increased 11 points this year but remains 10 points below 2018. Having a role in selecting instructional materials (69 percent) and staff development has useful knowledge and skills (89 percent) both increased 7 points this year but remain 2 points below 2018.

Student Discipline Support

Item	2021	2020	2019	2018	2017
The principal provides leadership in setting and maintaining behavioral standards for students.	(1,121) 92%	(998) 79%	(931) 79%	(930) 80%	(974) 83%
Our student code of conduct is consistently and fairly enforced.	(1,029) 85%	(839) 66%	(785) 67%	(890) 77%	(903) 77%
I am given appropriate assistance to resolve disciplinary problems in my classroom.	(1,077) 89%	(981) 77%	(903) 77%	(779) 67%	(804) 69%

Overall, student discipline is viewed in a positive light. Each item in this section received at least 85 percent agreement among respondents and all three items had notable increases. Within this topic, 85 percent of respondents agree the code of conduct is consistently and fairly enforced. This item recovered from a 10 point decrease in 2019 but has increased by 19 points since last year and exceeds the earlier high from 2017.

The most notable item, being given appropriate assistance to resolve disciplinary problems has continued to increase over the last five years, going from 69 percent agreement in 2017 up 20 points to 89 percent agreement now. The greatest proportion, 92 percent, feel the principal provides leadership for behavioral standards also saw a notable increase from last year with a 13 point jump.

Summary

Overall, survey participants this year viewed their jobs and the district favorably. In most cases, responses remained consistent with last year's results or improved. The majority of topics had 90 percent or higher agreement on the statements provided, which was a positive shift from last year when majority had 80 percent or higher agreement.

Some topics showed variation from last year. The following topics saw increases in favorable responses: job satisfaction, relationship with coworkers and supervisor, district communication, district leadership, campus environment, and curriculum and instruction support. Additionally, student discipline had a notable increase of 15 points, on average.

On the other hand, compensation and benefits stayed most consistent with last year's result. Working conditions on average stayed similar to last year, however fluctuations by item meant it was the only topic to have two items decrease.

COMMENTS

Additional comments were provided by 818 people, which represents 43 percent of survey respondents. These comments represent a larger subset of respondents then McAllen ISD typically receives. However, the district should consider these in light of results from related questions presented earlier in the final report. During the timeframe of the employee survey, the survey was administered for a total of five weeks and during this time there was an unforeseen statewide storm and district policies to return back to in person learning had occurred. Depending on when an employee completed their survey, opinions and campus environment could had change differently for individuals.

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	130
Accolade	Supervisor has good communication skills	103
Accolade	Love the school or district	90
Accolade	District and campus leadership kept staff and students safe with clear Covid-19 safety guidelines that went above CDC requirements	86
Accolade	Supervisor is supportive	84
Accolade	Campus or team works well and fosters good relationships	79
Accolade	Campus or team is dependable and supportive	69
Accolade	Working through the pandemic brought staff together and created a closer, family-like working environment	66
Accolade	District virtual and remote learning platforms worked well for teachers and students	62
Accolade	Campus or team has good culture or morale	57
Complaint	Base pay is low or not competitive when compared to surrounding districts	39
Accolade	District and campus IT provided useful training and went above and beyond supporting the whole district during the pandemic school year (both on and off campus)	38
Accolade	Love the administrator or supervisor	38
Accolade	Supervisor is respectful/courteous to others	38
Complaint	Supervisor has poor communication skills	34
Complaint	District and campus Covid-19 guidelines/precautions were not enough for employees to feel safe at work	32

Accolade	Overall, the district is a good place to work	31
Accolade	Campus and department online communication (e.g., Teams, email, and Remind) improved and was helpful for daily success	28
Accolade	Campus teamwork improved tremendously during 2020-2021 school year	25
Complaint	Student engagement was hard to monitor and control during remote learning	20
Accolade	Campus leadership is engaged and supportive of student's education and growth	20
Complaint	District virtual and remote learning platforms didn't do enough to encourage student engagement	18
Complaint	Workload prohibits a reasonable work/life balance	18
Complaint	District buildings need repairs or remodeling	18
Complaint	Central administration does not communicate well	17
Accolade	Central administration communicates well	15
Accolade	District provides useful online resources	15
Accolade	Supervisor is accessible/available	13
Accolade	Supervisor is experienced/knowledgeable in the role	13
Accolade	Campus or team has adequate time for planning and collaboration	13
Complaint	Supervisor is a poor leader	13
Accolade	Supervisor trusts his/her staff	12
Complaint	District and campus technology department was unhelpful with services, support, and training	9
Complaint	Supervisor displays favoritism or nepotism	9
Complaint	Central administration lacks connection to campuses	9
Accolade	District buildings are repaired or remodeled	8
Complaint	Supervisor is disrespectful/discourteous to others	8
Complaint	Employees do not feel valued or appreciated	7
Accolade	Employees feel valued and appreciated	7
Accolade	District was prepared for transition to at home learning due to being a District of Innovation and 1-to-1 technology district	6
Accolade	District and campus leadership supported emotional intelligence program and provided mental health support for staff and students	6
Complaint	Paraprofessionals are not treated with trust or respect	6
Complaint	Supervisor is unsupportive	6

Complaint	District and campus leadership did not provide enough support for student emotional intelligence or employee mental health	5
Complaint	District online/virtual communication was not consistently used by in each department	5
Complaint	District lacks useful online resources	5
Complaint	Special education lacks resources	5
Accolade	Love the work itself	5
Accolade	Central administrator is supportive	4
Accolade	Special education has adequate staff and support	4
Accolade	Supervisor is fair/trustworthy	4
Complaint	Facilities are not clean or maintained	4
Complaint	Inequalities in technology among staff (smart boards, laptop carts, tablets)	4
Complaint	Overall, the district is a challenging place to work	4
Complaint	Special education lacks staff or support	4
Complaint	Supervisor micromanages his/her staff	4
Complaint	Campus or team culture of bullying, gossiping, or cliques	3
Complaint	Paraprofessionals cannot access student information when needed	3
Accolade	Central administration trusts his/her staff	2
Accolade	District new hire training is adequate and useful	2
Accolade	Facilities are clean and maintained	2
Accolade	General accolade for the superintendent	2
Complaint	Campus leadership is not engaged and supportive of student's education and growth	2
Complaint	Campus or team has a poor culture or low morale	2
Complaint	Campus or team has inadequate time for planning or collaboration	2
Complaint	Campus or team is not dependable or unsupportive	2
Complaint	Class sizes are too large	2
Complaint	District loses quality employees or has high turnover	2
Complaint	District or campus has irrelevant staff development	2
Complaint	Supervisor is inexperienced/unknowledgeable in the role	2
Complaint	Supervisor is unfair/not trustworthy	2

Suggestions or Areas of Improvement

Additional opportunities for improvement suggested by respondents are summarized below.

Type and Topic of Suggestion or Improvement		Count
Maintenance and Operations	Update campus buildings: • demolish and rebuild oldest campuses • ensure A/C works properly for comfortable learning • ensure bathrooms function properly and don't smell strongly of bad orders • add sidewalks outside and lighting for safety • test for mold in each classroom annually • update playgrounds to be safe to play on • add fresh, bright paint to walls • mount projectors to ceiling • replace old furniture (e.g., teacher and student desks, chairs, projectors, and whiteboards) • add additional portables	23
Technology Support	Provide additional training to campus instructional coaches and teachers to better support students and families on how to navigate and properly use remote learning platforms	16
Campus Administration	Encourage and foster teachers and families working together to support student educational growth during at home learning and when all return to campus	9
Technology Support	Maintain improvements made this year in: increased use of technology in the classroom and remote learning, achieved higher level of technology understanding from staff, increased comfort with technology, and provided ways for teachers to share more advance ideas for teaching remotely and in person learning	7
District and Campus Administration	Hold students accountable for schoolwork and attendance during at home learning and when all return to campus; by not doing so, students aren't being taught accountability for their actions	7
Communication	Maintain improvements made this year in: community engagement and involvement with the district and students' education	6
Campus Administration	Stop the practice of last-minute changes to work schedules, administrative requests, and meetings to ensure employees can properly plan their time	6
Technology Support	Replace all outdated MacBook's that cannot support the updated technology MISD uses	5
Campus Administration	Maintain the reduced meeting format and frequency per week after all employees return to campus; the time gained was helpful for individual planning	5

Special Programs	Provide special training for teachers to help provide additional support for at-risk students and their families that helps with communication, parent involvement, and technology	4
Campus Administration	Evaluate the length of the process for tracking attendance and parent contact during an already busy school year	4
Campus Administration	Hold all teachers to the same level of expectation and accountability, especially while working remotely	4
Special Education	Update special education facilities: • provide speech therapy a private and quiet place for students • add a bathroom with changing area to the classroom • add or expand current classroom to meet the needs of students	3
District Administration	Add at least one assistant principal to each campus no matter the size	3
Campus Administration	Restrict communication via text, phone calls, and Remind app to school hours and not on weekends	3
Technology Support	Offer a larger selection of programs to help teachers work remote (e.g., Nearpod, Mentimeter) which help grade work submitted online	2
Technology Support	Once on-campus learning returns back to normal, continue to encourage and support the technology usage and growth seen this school year	2
District Administration	Provide leadership training for all managers, supervisors, principals, and central office leaders to improve: being respectful and speaking kindly when dealing with others during ongoing stressful situation (e.g., pandemic and working remotely)	2
Special Programs	Require less qualifications for bilingual stipend to be obtained	2
Special Programs	Ensure all dual language teachers are speaking Spanish and English correctly when speaking with students and parents	2
Campus Administration	Hire more counselors and ensure that the counselor to student ratio is equally divided among all counselors on that campus	2
District communication	Require district and campus communication to the community and families be consistent throughout all outlets (email, website, social media) to ensure mixed messages aren't being portrayed (e.g., encouraging families it is safe or not safe to return to on-campus learning)	1
Special Education	Update and maintain special education manual so that it is available for easy access to all who need it	1
Special Education	Review and ensure special education teacher and paraprofessional aide ratio to students are kept at a manageable level so students and staff are kept safe	1

Special Education	Ensure special education employees are not attending meetings that they're not required to be at or needed for their expertise	1
Special Education	Increase the stipend amount for special education teachers and/or paraprofessionals	1
Campus Administration	Require more behavioral training for educational staff (counselors, teachers, paraprofessionals)	1
Human Resources	Develop clearer Covid-19 guidelines that can be shared and explained easily	1
Campus Administration	Refrain from referring to staff returning to on-campus learning to, "going back to work", since employees have been working hard while remote	1
Human Resources	Hire a supervisors or manager for the credit recovery department that is able to answer questions and lead the team effectively; currently this responsibility falls on principals	1
Campus Administration	Reduce the number of preps a teacher is asked to teach in a school year	1
Campus Administration	Provide new hires a mentor for the entire school year	1
District Administration	Require truancy officers and administration to communicate to teachers when there is a home visit and the outcome of the visit (e.g., if there are concerns the teacher should be aware of or if the student will be returning)	1
Campus Administration	Refrain from moving teachers to different grade levels each school year, which creates more work if they can't reuse material created the year before	1
Maintenance and Operations	Ensure safe working environment in the warehouse, especially during the summer; ensure temperatures do not exceed safe levels and ventilation is kept functioning	1
Campus Administration	Ensure all subjects have a textbook available, either hard copy or electronic	1

APPENDIX: SURVEY INSTRUMENT

McAllen ISD Professional Employee Survey 2021

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.	○	○	○	○	○
I have sufficient access to instructional technology.	○	○	○	○	○
Staff development provides teachers with useful knowledge and skills for their content area.	○	○	○	○	○
I am satisfied with resources for teachers with special populations.	○	○	○	○	○
Teachers are held to high professional standards.	○	○	○	○	○
I have the opportunity to collaborate with colleagues.	○	○	○	○	○
I am provided opportunities to learn from other teachers.	○	○	○	○	○
I receive feedback that can help me improve my teaching.	○	○	○	○	○
I am involved in decisions about instructional programs that are relevant to my content area (e.g., IB, STEAM, Dual Language, Sharon Wells).	○	○	○	○	○
Teachers have a role in selecting data analysis that impacts their content area (e.g., IB, STEAM, Dual Language, Sharon Wells).	○	○	○	○	○

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.	○	○	○	○	○
Our student code of conduct is consistently and fairly enforced.	○	○	○	○	○
I am given appropriate assistance to resolve disciplinary problems in my classroom.	○	○	○	○	○

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.	○	○	○	○	○

1. Where do you work?

○ High School

○ Middle School

○ Elementary School

○ Administration/Non-Campus Buildings

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

- ○ 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

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