

Employee Opinion Survey – Professionals



McAllen Independent School District

April 2019

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Table of Contents

EXECUTIVE SUMMARY 1

 Background 1

 Survey Administration and Respondents..... 1

 Major Findings 2

DEMOGRAPHICS 3

FINDINGS BY SURVEY TOPIC 5

 Job Satisfaction Factors..... 5

 Likert-type Scale Questions 6

 Summary 16

APPENDIX: SURVEY INSTRUMENT 17

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 March 2019 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 and administered the same survey again this year, to allow year-to-year comparisons. Historically, MISD provided the survey to all teacher and professional staff only; however, the district decided to include instructional aides last year. In order to maintain year-to-year comparisons, the reports last year and this year 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)
- Campus Environment
- Curriculum and Instructional 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 2,036 teacher and 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 1,545 teacher and professional employees participated, yielding a response rate of 76 percent, which is slightly above the 2018 response rate of 72 percent.

Employees from all job types and work locations participated in the survey. The largest group of respondents were teachers, composing 77 percent of the total respondents and representing 74 percent of all teachers employed by the district. Respondents were well-distributed across work locations.

Major Findings

Job Satisfaction

Respondents were presented with eleven factors that are often considered important to job satisfaction and were asked to choose their top five. More than half of respondents valued work that is meaningful (66 percent), compensation and benefits (65 percent), job security (55 percent), and relationship with coworkers (51 percent). For the job satisfaction block of statements, over 85 percent of employees agreed with each measure of job satisfaction, and four statements had at least 95 percent agreement.

Working Environment

Most respondents were satisfied with working conditions. Statements denoting a safe environment (94 percent) and having tools or supplies needed (87 percent) had the highest agreement among respondents. Workload had the lowest, with 78 percent feeling it was appropriate. Respondents were satisfied with the leave provided and district communication about benefits, with at least 84 percent agreement on both items. However, fewer agreed that pay was fair (42 percent) or competitive (35 percent).

Two blocks of statements cover working relationships—coworker and supervisor. Coworker relationships are viewed favorably; the lowest item still had 92 percent agreement for the statement about team work. Almost all respondents like the people they work with (96 percent). Supervisor relationships were also viewed in a positive light, and 91 percent of respondents felt they were allowed to make decisions within their scope of authority.

District communications are viewed positively overall, and nearly all respondents understand how their efforts contribute to the district and feel that the district shares important news and events (94 percent and 96 percent, respectively). Employee recognition and providing ways for employees to express concerns were viewed more favorably than last year. District leadership is also well-received, with 84 percent believing leaders act in the best interest of students.

Learning Climate

Campus environment items were shown to teachers and other professionals, while curriculum and instruction support and student discipline support items were shown only to teachers. Across four campus environment items, more than 85 percent of respondents agreed that the leadership and environment was positive, which includes 90 percent agreement that principals treat the respondents with respect.

Regarding curriculum and instruction support, 92 percent of respondent teachers believe that teachers are held to high standards and that teachers have the opportunity to collaborate with colleagues. The least agreement was for the statement about involvement in decisions about instructional programs, at 67 percent. For the statements about resources for teachers of special populations, agreement decreased by 20 percentage points since last year. Student discipline support averaged 74 percent agreement, and 79 percent of respondent teachers felt the principal provides leadership in setting and maintaining behavioral standards for students.

DEMOGRAPHICS

A total of 2,036 surveys were submitted, yielding a response rate of 76 percent. Respondents were asked for their job type first in order to show only relevant questions; for example, only teachers received questions about student discipline.

The demographic makeup of respondents is a factor to keep in mind when comparing results across years. For example, between the 2019 respondents and those in 2018, there were slight variations in distribution by job type, length of employment, and work location.

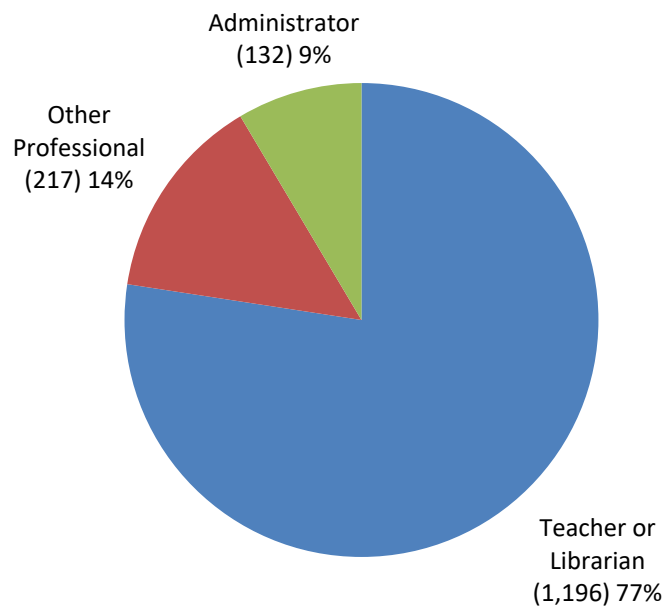
Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher or Librarian	1,627	1,196	74%	77%
Other Professional	290	217	75%	14%
Administrator*	119	132	100%	9%
Total	2,036	1,545	76%	100%

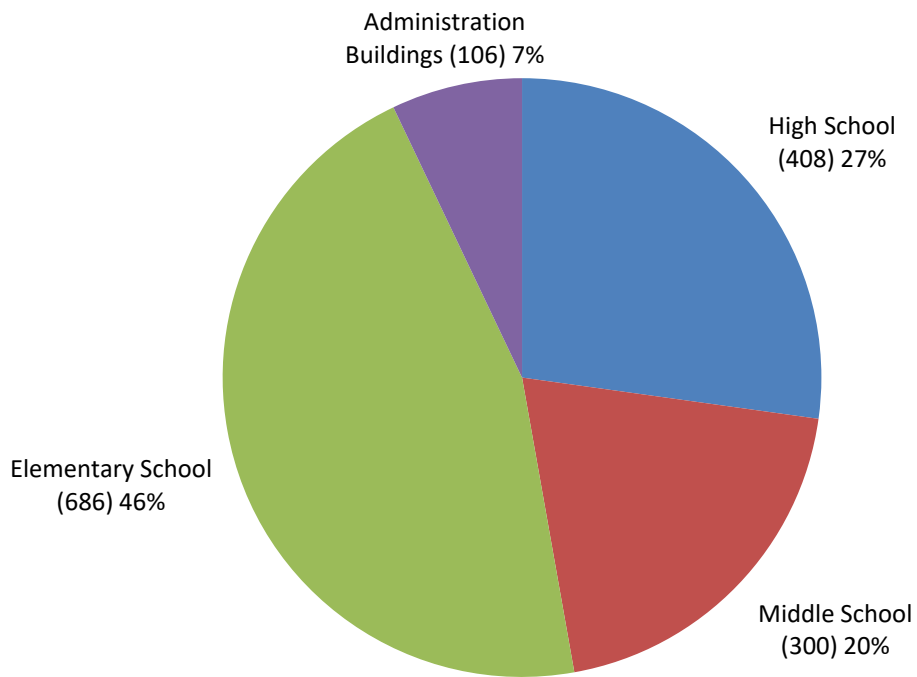
*As part of the survey, respondents self-identified within a job group. This can lead to a slight difference between district-reported counts and the respondent-reported demographics.

The largest group of respondents were teachers or librarians, composing 77 percent of the total respondents and representing 74 percent of all teachers employed by the district.

Representation by Job Type



Representation by Work Location

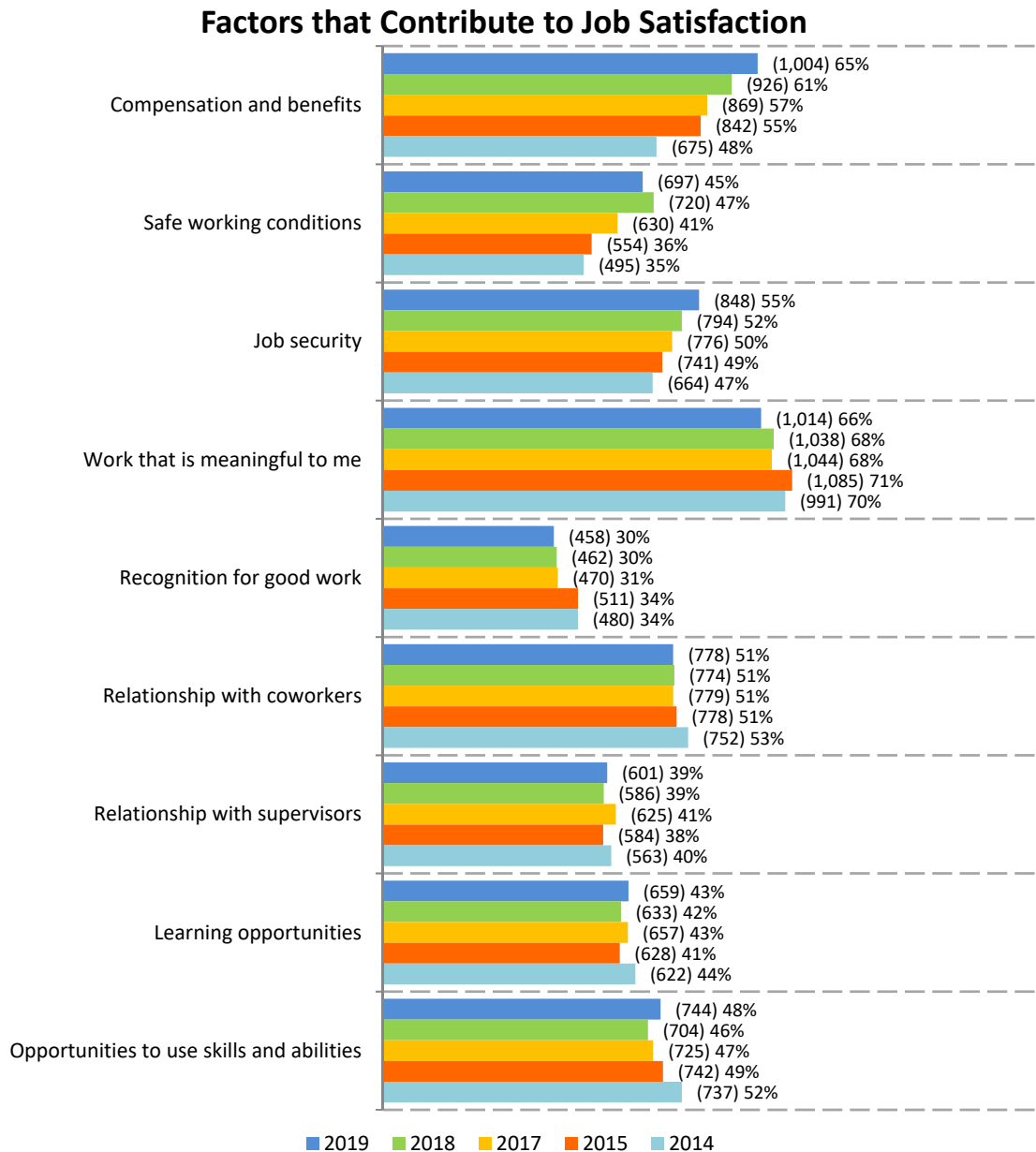


All work locations were represented in the survey. Nearly half of participants (46 percent) worked at the elementary schools.

FINDINGS BY SURVEY TOPIC

Job Satisfaction Factors

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

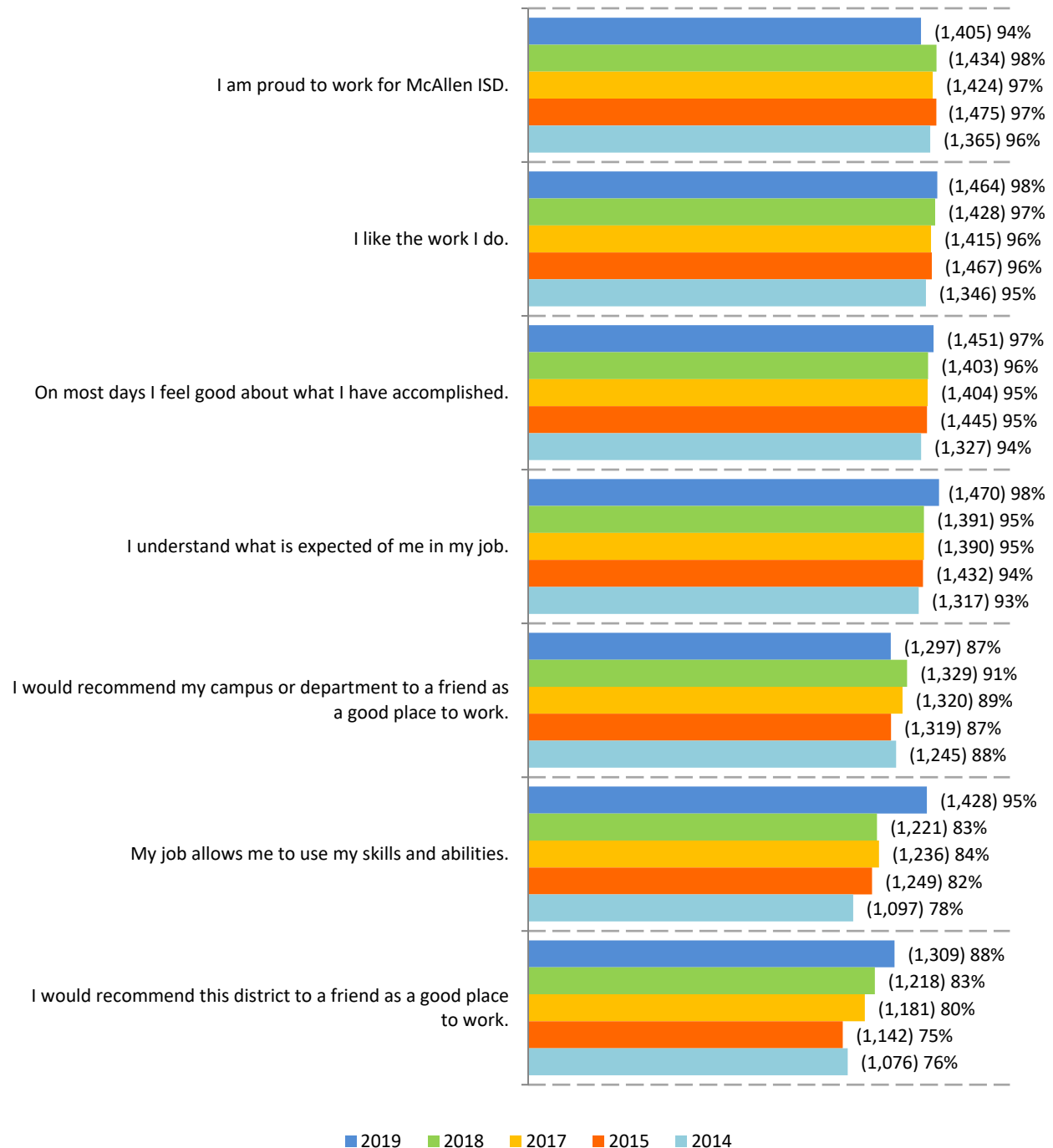


Four factors were chosen by over half of respondents: work that is meaningful (66 percent), compensation and benefits (65 percent), job security (55 percent), and relationship with coworkers (51 percent). Two factors have steadily been selected by a larger portion of respondents since 2014. These include compensation and benefits (17 point increase since 2014) and job security (8 point increase since 2014).

Likert-type Scale Questions

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

Job Satisfaction



Survey participants responded favorably regarding job satisfaction, with over 85 percent expressing agreement with each statement. Four items had at least 95 percent agreement: like the work (98 percent), feel good about accomplishments (97 percent), understand expectations (98 percent), and using skills and abilities (95 percent).

Respondents were much more likely to agree their job allows them to use their skills and abilities than last year (increase of 12 points since last year). Willingness to recommend the district as a good place to work has steadily increased, gaining 13 points since 2015.

Later topics will give additional insight into what items, outside of the job itself, make respondents satisfied with their employment at McAllen ISD.

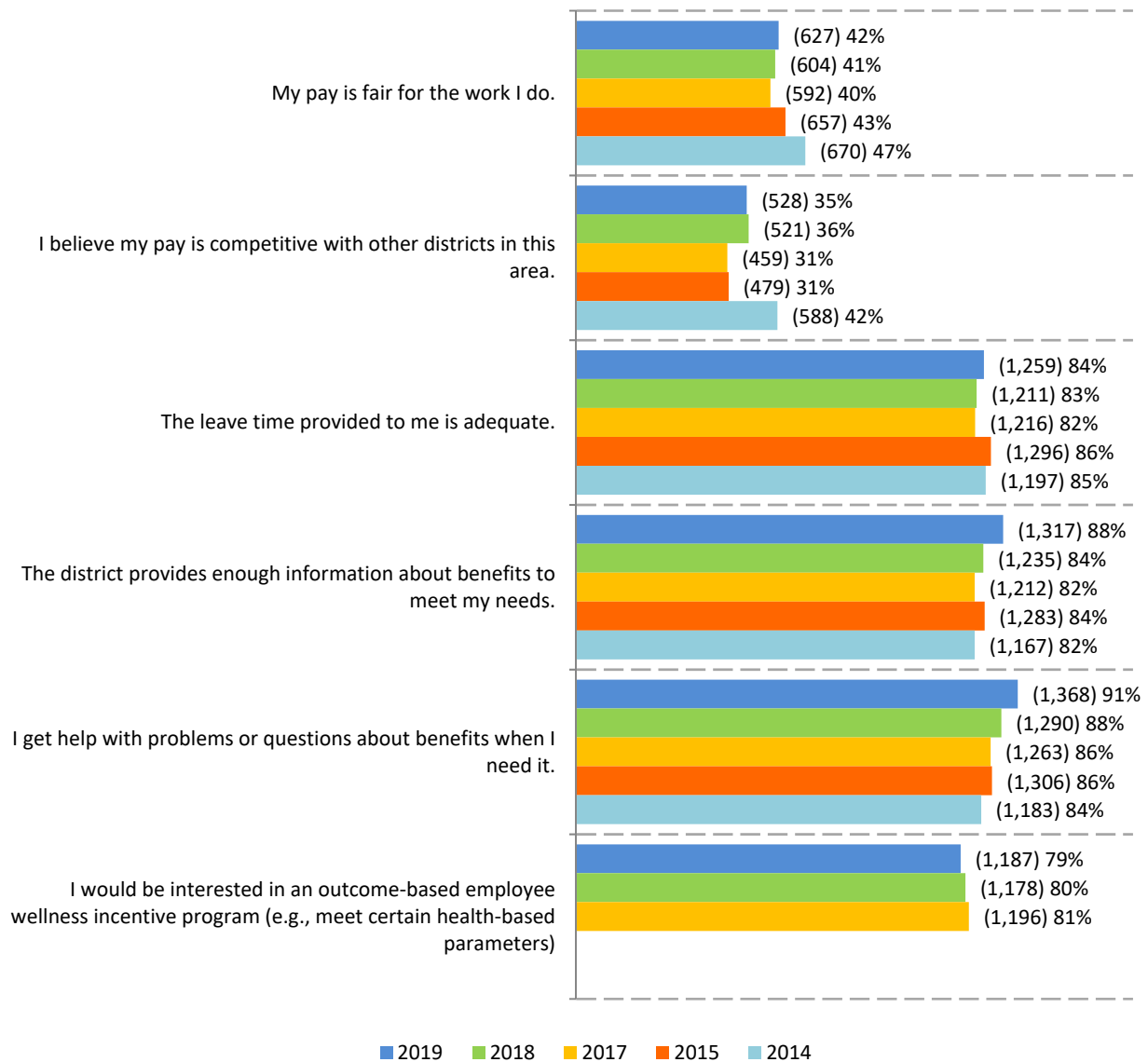
Working Conditions



Overall, McAllen ISD respondents expressed satisfaction with their working conditions. Nearly all report working in an environment that is safe (94 percent), feeling secure in their employment (86 percent), and having the tools or supplies needed to do their jobs (87 percent). Each of these increased notably since last year with an average increase of 10 percentage points.

Regarding work hours and workload, 82 percent agree work hours are reasonable and 78 percent agree that the workload is appropriate for their position. Both of these decreased by 9 percentage points since 2018.

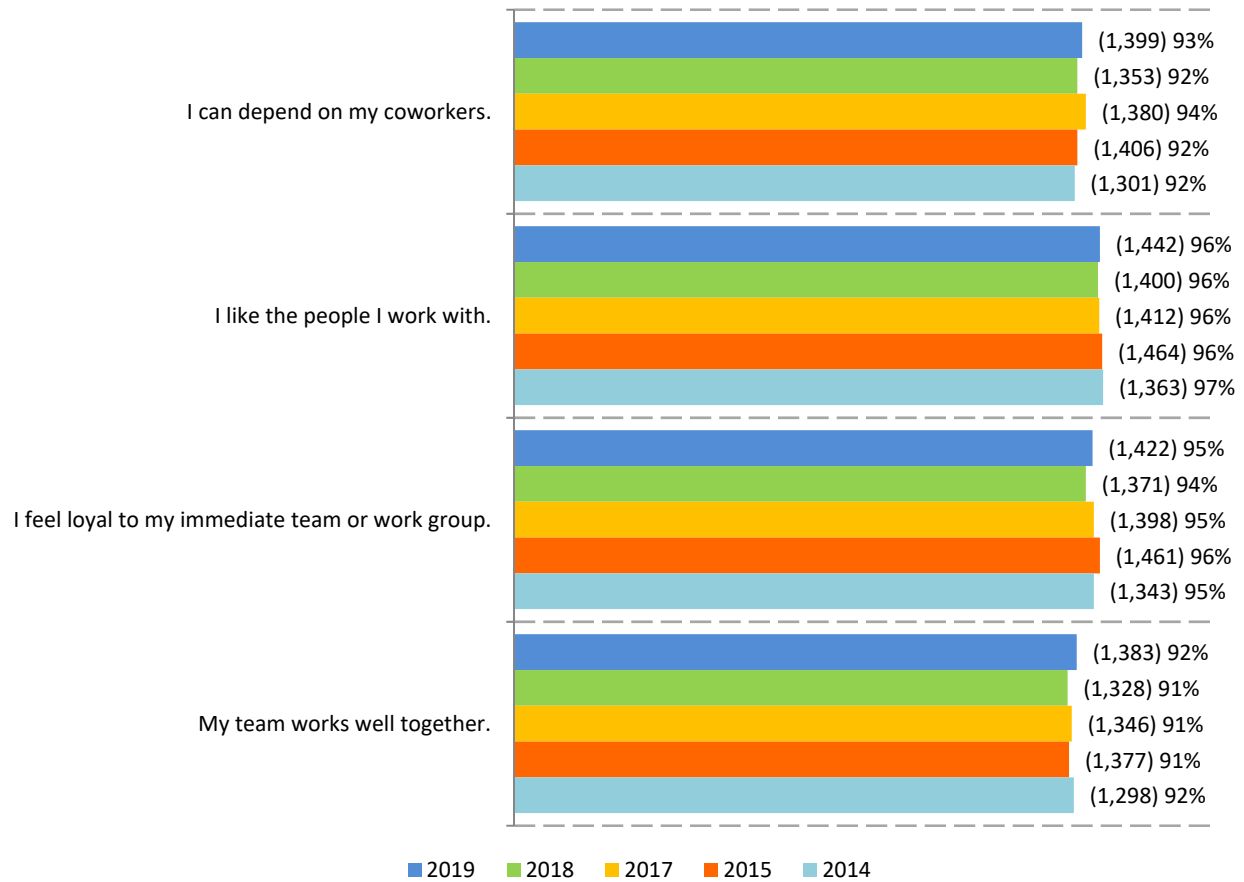
Compensation and Benefits



Nearly all respondents are satisfied with the assistance they receive when they have questions about benefits (91 percent) and the information they receive about benefits (88 percent). Further, 84 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 (42 percent) or competitive with other districts in the area (35 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.

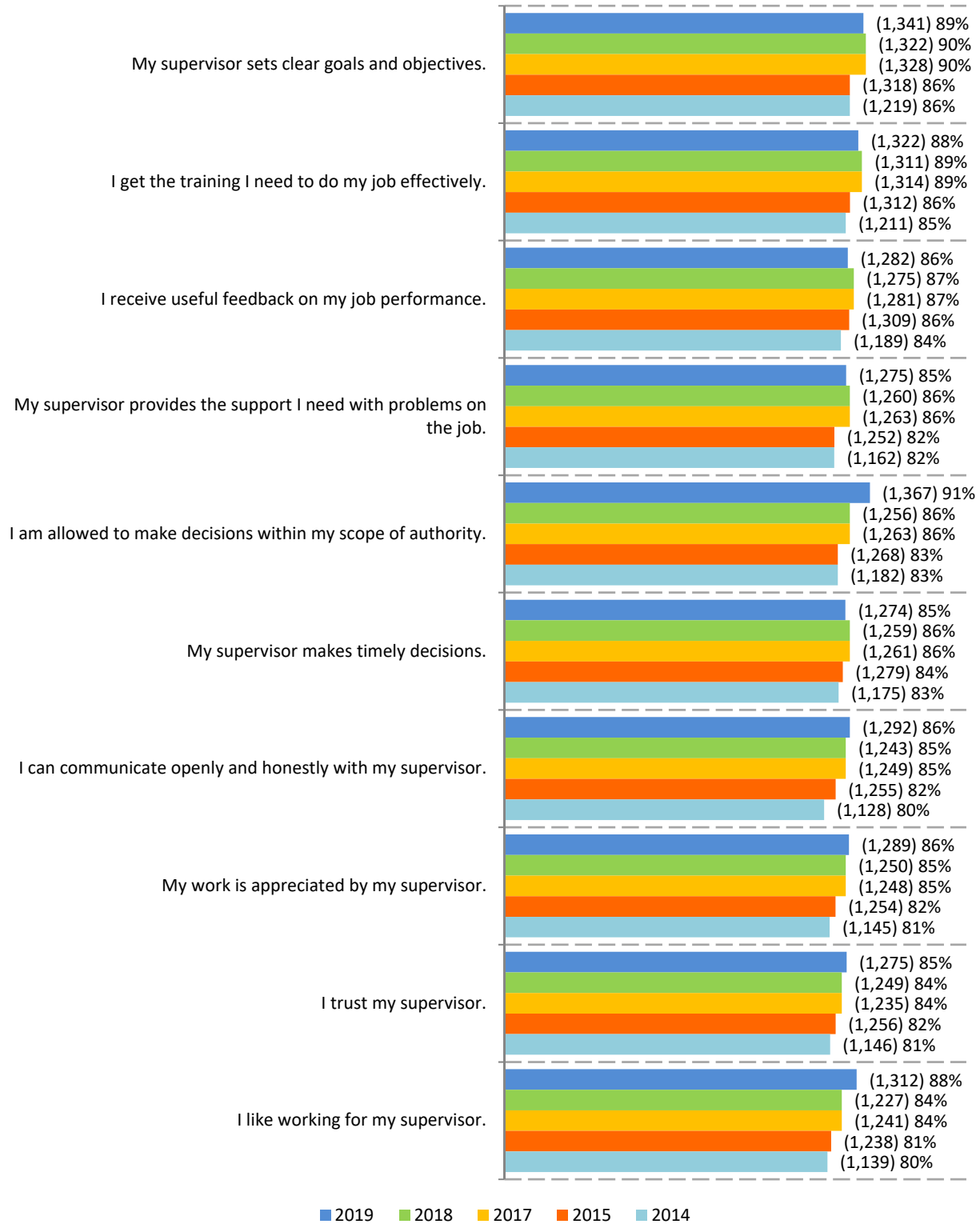
Relationship with Coworkers



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 within 1 percentage point of values from 2018.

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

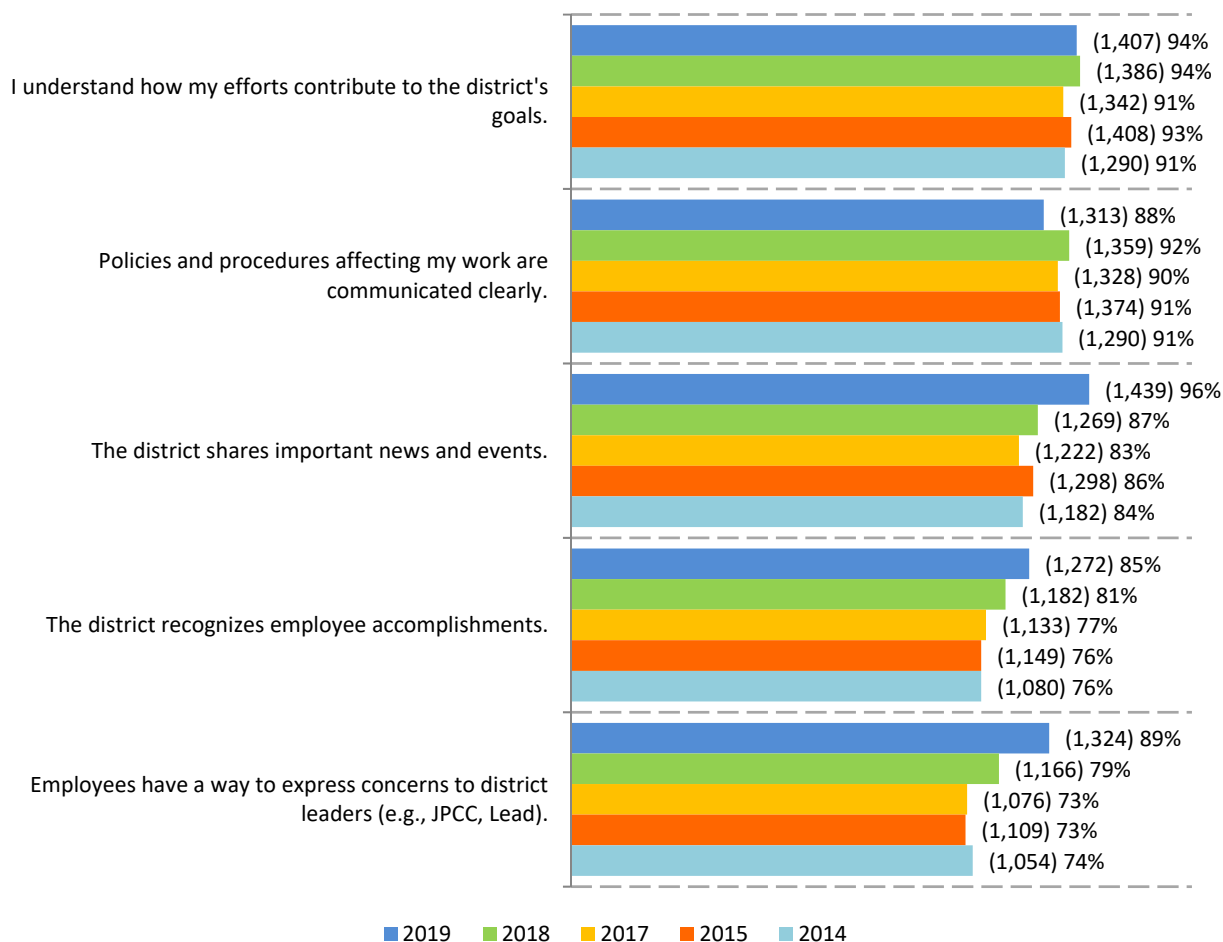


Supervisor relationships foster employee engagement in the short-term, by clarifying expectations and providing feedback, and in the long-term, by monitoring progress and encouraging growth.

Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 85 percent of respondents agreed with the statement presented. 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 increases were seen in the areas of delegation (5 percentage points) and liking one’s supervisor (4 percentage points). All other items were within 1 percentage point of values from last year.

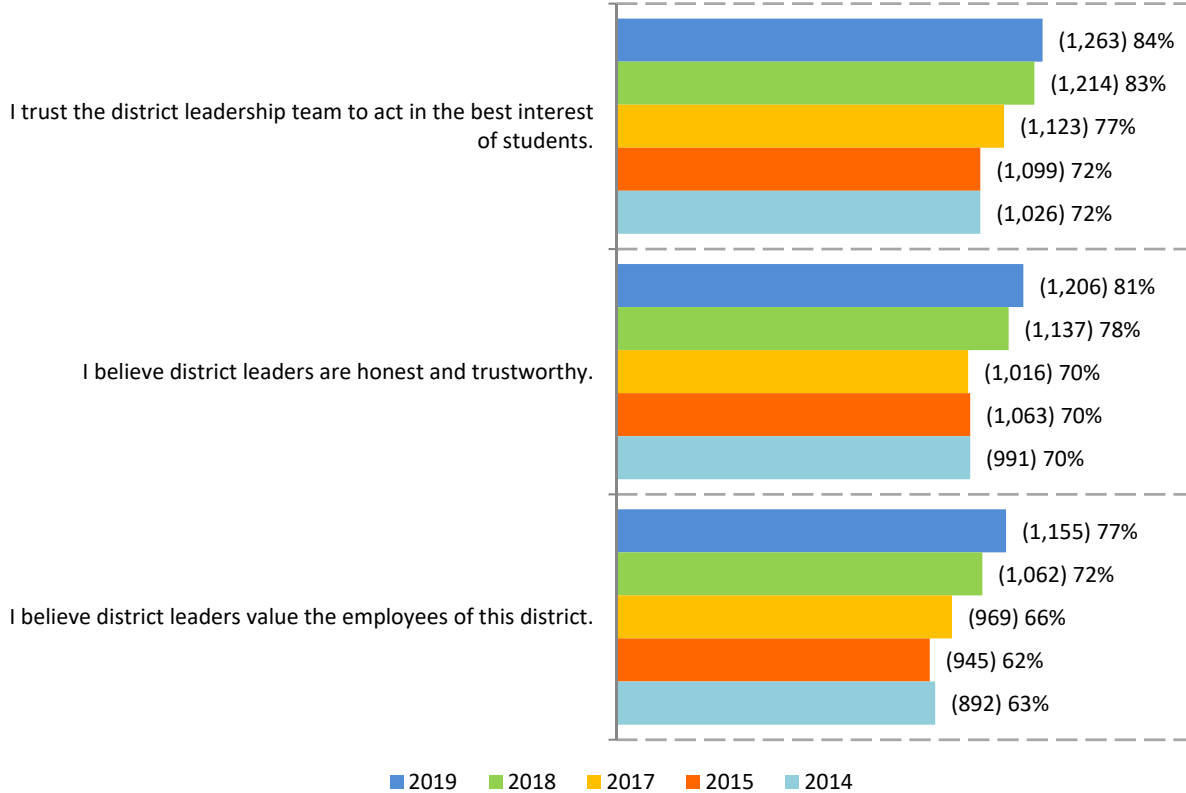
District Communications



Respondents viewed district communications positively, with most items rated more favorably than in 2018. Almost all respondents understand how their efforts contribute to the district (94 percent) and feel that the district shares important news and events (96 percent).

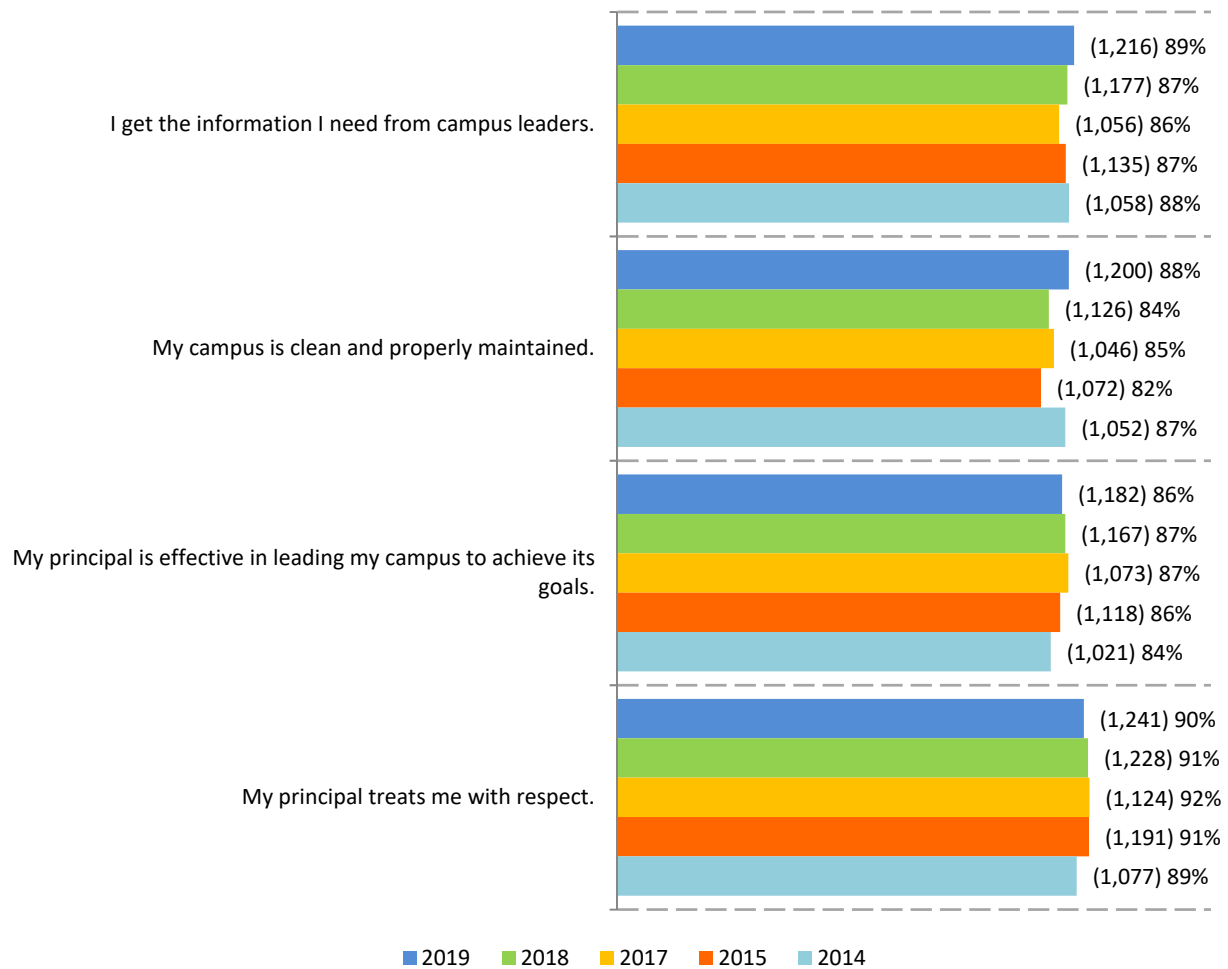
Two items were notably more favorable this year compared to last. Respondents feeling that the district shares important news and events went up by 9 percentage points this year. Respondents also more readily agreed that employees have a way to express concerns to district leaders—89 percent now, up from 79 percent last year.

District Leadership (Superintendent, Board of Trustees)



Most respondents agreed with items in the district leadership section, with 84 percent trusting the district leaders to act in the best interest of students—up from 72 percent in 2015. District leaders are believed to be trustworthy by 81 percent of respondents, and 77 percent believe that district leaders value the employees. All items in this group saw small increases compared to last year and continued upward trends from previous years.

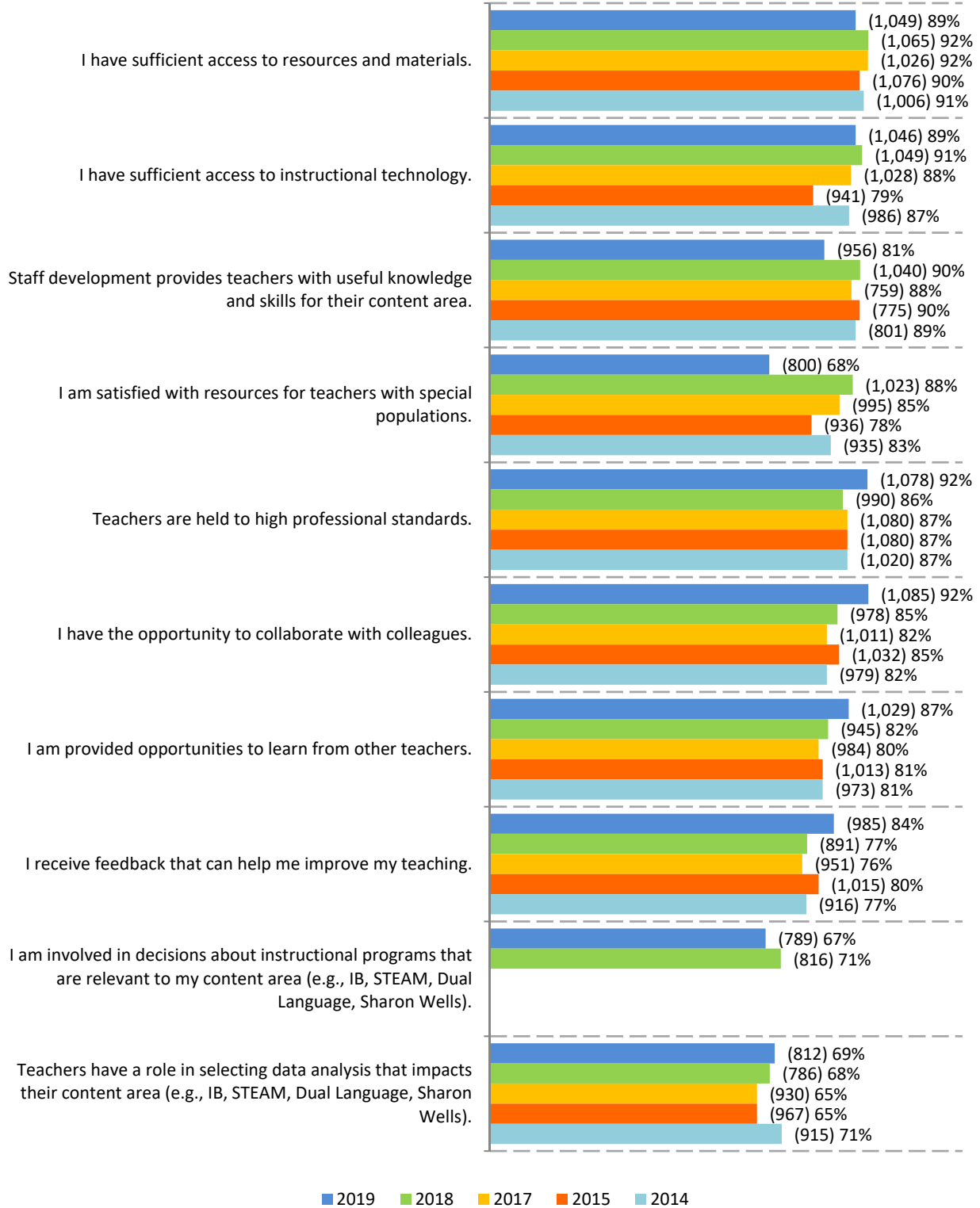
Campus Environment



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 more than 85 percent agreement among respondents. Nearly all respondents said their principal treats them with respect (90 percent), 89 percent reported getting the information they need from campus leader, and 86 percent felt their principal is effective in leading a campus toward goals. This year, 88 percent believe their campus is clean and properly maintained, up from 84 percent in 2018.

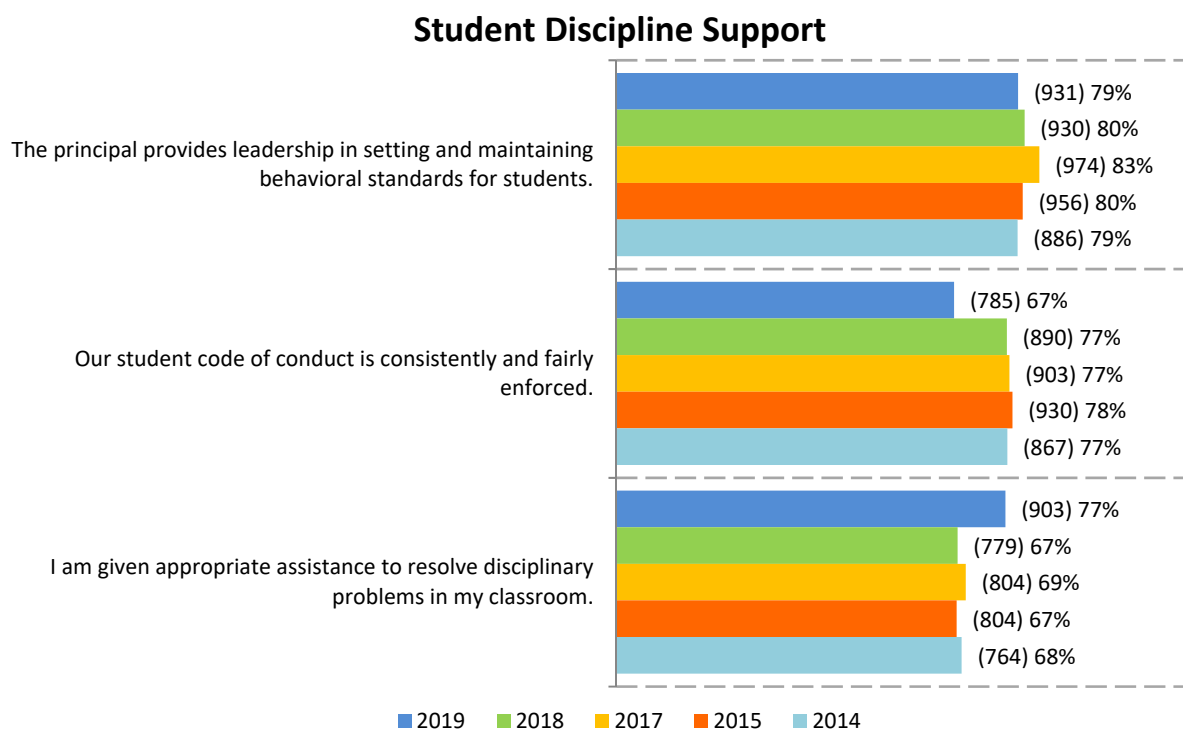
Curriculum and Instruction Support



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

Overall, respondents were satisfied with the curriculum and instructional issues captured here. Almost all respondents agree that teachers are held to high professional standards and have the opportunity to collaborate with colleagues (92 percent each). They also indicated that: they have sufficient access to resources and materials and to instructional technology (89 percent each), they are provided opportunities to learn from others (87 percent), individuals receive helpful feedback (84 percent), and staff development provides useful knowledge (81 percent). The least favorable items, still a majority of respondents, were: teaching having a role in selecting data analysis (69 percent), satisfaction with resources for special populations (68 percent), and involvement in decisions about instructional programs (67 percent).

Satisfaction with resources for teachers of special populations decreased by 20 points since last year, the largest decrease in this category since 2014 and the lowest to date. With such a notable decrease after several years of improvement, the district should continue to review this category and watch for possible downward trends.



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

Within this topic, 79 percent of respondents feel the principal provides leadership for behavioral standards, 77 percent feel they are given appropriate assistance to resolve disciplinary problems, and 67 percent agree the student code of conduct is consistently and fairly enforced.

Although most respondents agreed with these statements, code of conduct saw a decrease of 10 percentage points. Appropriate assistance to resolve disciplinary problems increased by 10 percentage points.

Summary

Overall, survey participants this year viewed their jobs and the district favorably. In most cases, responses remained consistent with last year's results. Most 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: curriculum and instructional support and student discipline support. Slight increases, ranging from 1 percent to 3 percent, were seen in all other topics.

APPENDIX: SURVEY INSTRUMENT

McAllen ISD Professional Employee Survey 2019

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.

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.	<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.	<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, Instructional Materials & Student records Building, 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

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