

# Employee Opinion Survey—Professionals

## **McAllen Independent School District**

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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 February 2018 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. TASB administered the survey from 2013 through 2015, then again in 2017 and this year. Year-to-year comparisons will include 2016 data only where analogous questions were asked.

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 different categories of questions, organized by district strategic goals, to gather data about the following:

- Goal 1: Student Achievement/Student Focus
  - Curriculum and Instructional Support
  - Student Discipline Support
- Goal 2: People Development
  - District Communications
  - District Leadership (Superintendent, Board of Trustees)
  - Job Satisfaction
  - Relationship with Supervisor
  - Relationship with Coworkers
  - Campus Environment
- Goal 3: Facility Priorities
  - Working Conditions
- Goal 4: Financial Priorities
  - Compensation and Benefits

## Survey Administration and Respondents

McAllen ISD provided HR Services a list of employee e-mail addresses. At the time of survey launch there were 2,479 professional and instructional aide employees. HR Services sent an e-mail with a link to the survey to MISD staff requesting their participation. All employee responses were submitted directly to TASB. A total of 1,705 employees participated, yielding an overall response rate of 69 percent.

This year instructional aides were invited to participate in the survey. Of the 2,479 employees, 373 of them are instructional aides. Of those, 180 participated and their results will be displayed in a separate report.

This report will only address the 1,525 participating professionals out of 2,106 district professionals. This is a response rate of 72 percent, which is similar to the 2017 response rate of 73 percent.

Employees from all professional job types and work locations participated in the survey. The largest group of respondents were teachers, composing 78 percent of the professional respondents and representing 72 percent of all teachers employed by the district. Employees with 10 years or less of employment with the district made up 53 percent of responses. Respondents were well-distributed across work locations.

## Major Findings

### Factors Influencing Job Satisfaction

Respondents were presented with nine 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 (68 percent), compensation and benefits (61 percent), job security (52 percent), and relationship with coworkers (51 percent).

### Goal 1: Student Achievement/Student Focus

Statements in these sections (topics of curriculum and instruction and student discipline) were only shown to teachers and librarians, to ensure they were relevant items to respondents.

Across curriculum and instructional items, there was an 83 percent average agreement. Almost all respondents agree that teachers have the opportunity to collaborate with colleagues (92 percent). Most also indicated that they have access to instructional technology (91 percent) and that teachers are held to high professional standards (90 percent). The fewest teacher respondents were satisfied with resources for teachers with special populations (68 percent). Within student discipline support, 77 percent of respondents feel they are given appropriate assistance to resolve disciplinary problems.

### Goal 2: People Development

Respondents viewed district communications positively overall, with at least 79 percent agreement on each item. Almost all respondents feel that the district shares important news and events (94 percent) and understand how their efforts contribute to district goals (92 percent). 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.

Survey participants responded very favorably regarding job satisfaction, with at least 83 percent expressing agreement with each statement and an average of 92 percent agreement. Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this

section, at least 84 percent of respondents agreed with the statement presented. The strongest area was delegation, with 90 percent of respondents reporting that they are allowed to make decisions within their scope of authority. Respondents also view coworker relationships very favorably, with over 91 percent respondents agreeing with each item in this topic.

Statements about campus environment were only shown to all respondents except administrators. Campus environments are viewed in a positive light. On average, items had 87 percent agreement among respondents. The majority of respondents said their principal treats them with respect (91 percent).

### **Goal 3: Facility Priorities**

Overall, McAllen ISD respondents expressed satisfaction with their working conditions. The majority of respondents report working in an environment that is safe (91 percent). Respondents agreed they feel secure in their job with district (87 percent) and they have the equipment, tools, and supplies needed to do the job (85 percent).

### **Goal 4: Financial Priorities**

Most respondents are satisfied with the help they get with problems or questions about benefits (88 percent). The next most favorable items were district providing enough information about benefits (84 percent), adequate leave time (83 percent), and interest in an outcome-based wellness program (80 percent). Respondents were less inclined to agree that their pay was fair (41 percent) or competitive with other districts in the area (36 percent).

## **Summary**

Overall, survey participants this year viewed their jobs and the district favorably. In many cases, responses remained consistent with results from 2017. The majority of topics had 80 percent or higher agreement on the statements provided, and one-third of the items had over 90 percent agreement.

Some topics showed variation from last year. The following saw slight decreases in favorable responses: relationship with coworkers had a 1 percentage point average change and student discipline had a 2 percentage point average change.

Slight increases (1 or 2 point average change) were seen in the topics of: job satisfaction, working conditions, and compensation and benefits. On the other hand, more notable increases exist for district communication (4 point average increase) and district leadership (7 point average increase).

The following topics had responses most consistent with last year's results: curriculum and instruction support, relationship with supervisor, and campus environment.

## Demographics

A total of 1,525 surveys were submitted, yielding a response rate of 72 percent. Respondents were asked for their job type first in order to show only relevant questions; for example, only teachers receive 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 2017 respondents and those in 2018, there were slight variations in distribution by job type, length of employment, and work location.

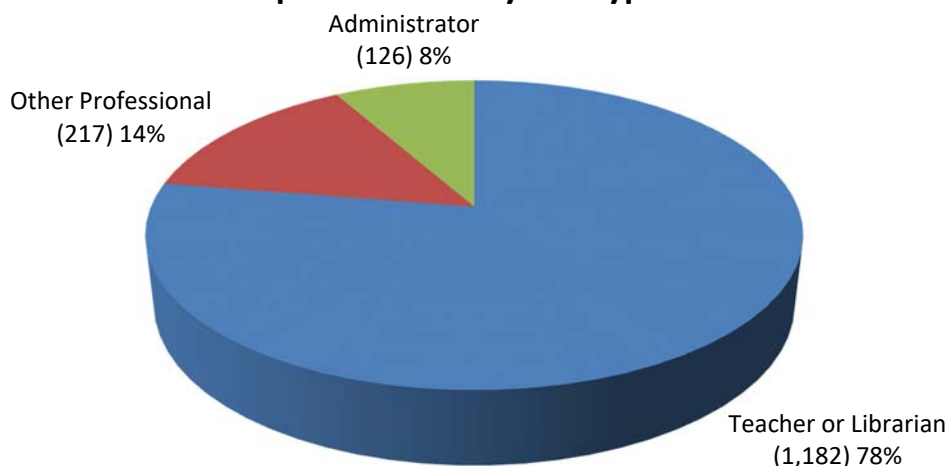
### Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Professionals
Teacher or Librarian	1,648	1,182	72%	78%
Other Professional	234	217	93%	14%
Administrator	224	126	56%	8%
Total	2,106	1,525	72%	100%

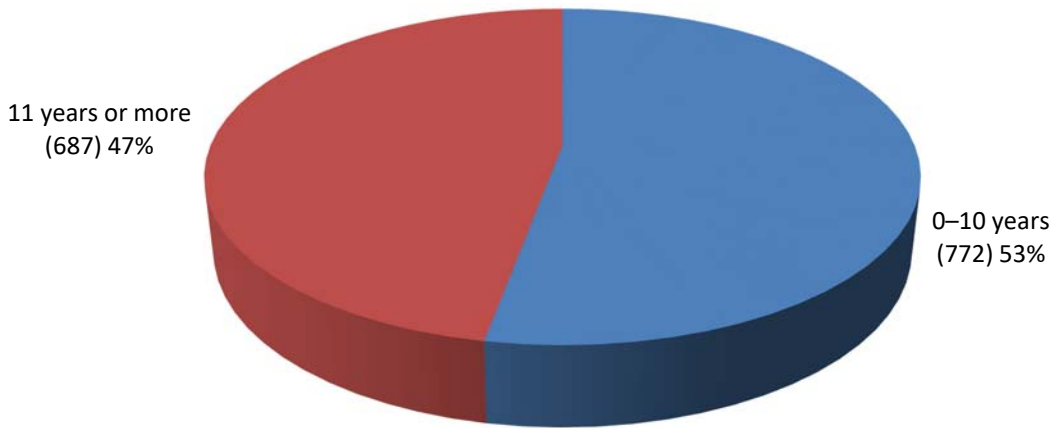
The largest group of respondents were teachers and librarians, composing 78 percent of the professional respondents and representing 72 percent of all teachers and librarians employed by the district.

The other professional group includes employees in the following jobs: counselor, nurse, diagnostician, speech language pathologist, and facilitator.

### Representation by Job Type

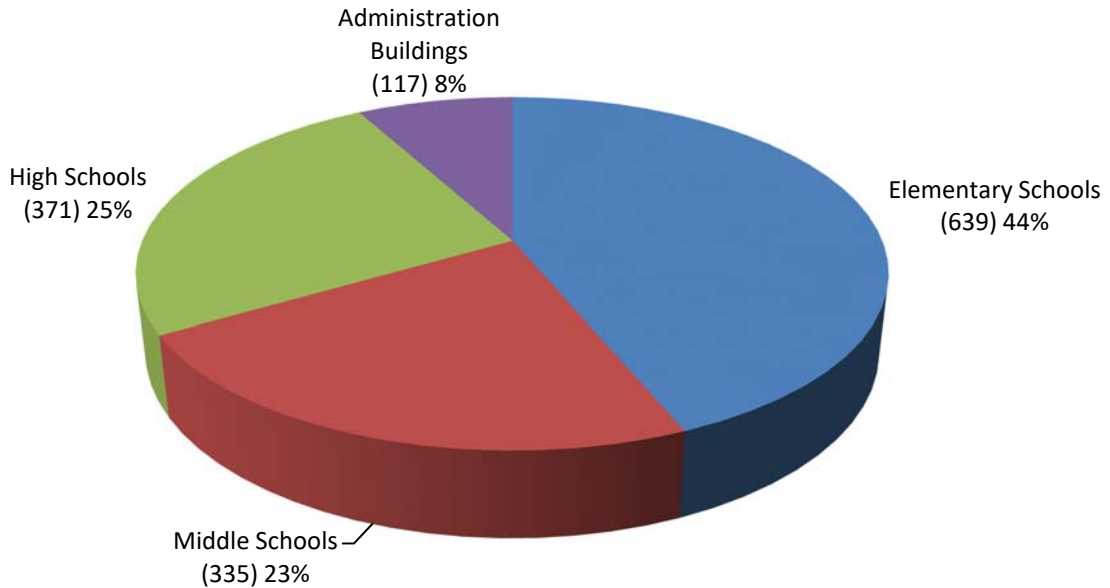


## Representation by Length of Employment at McAllen ISD



Employees with 10 or fewer years at McAllen ISD made up 53 percent of respondents, and 47 percent of respondents had at least 11 years of service in the district.

## Representation by Work Location



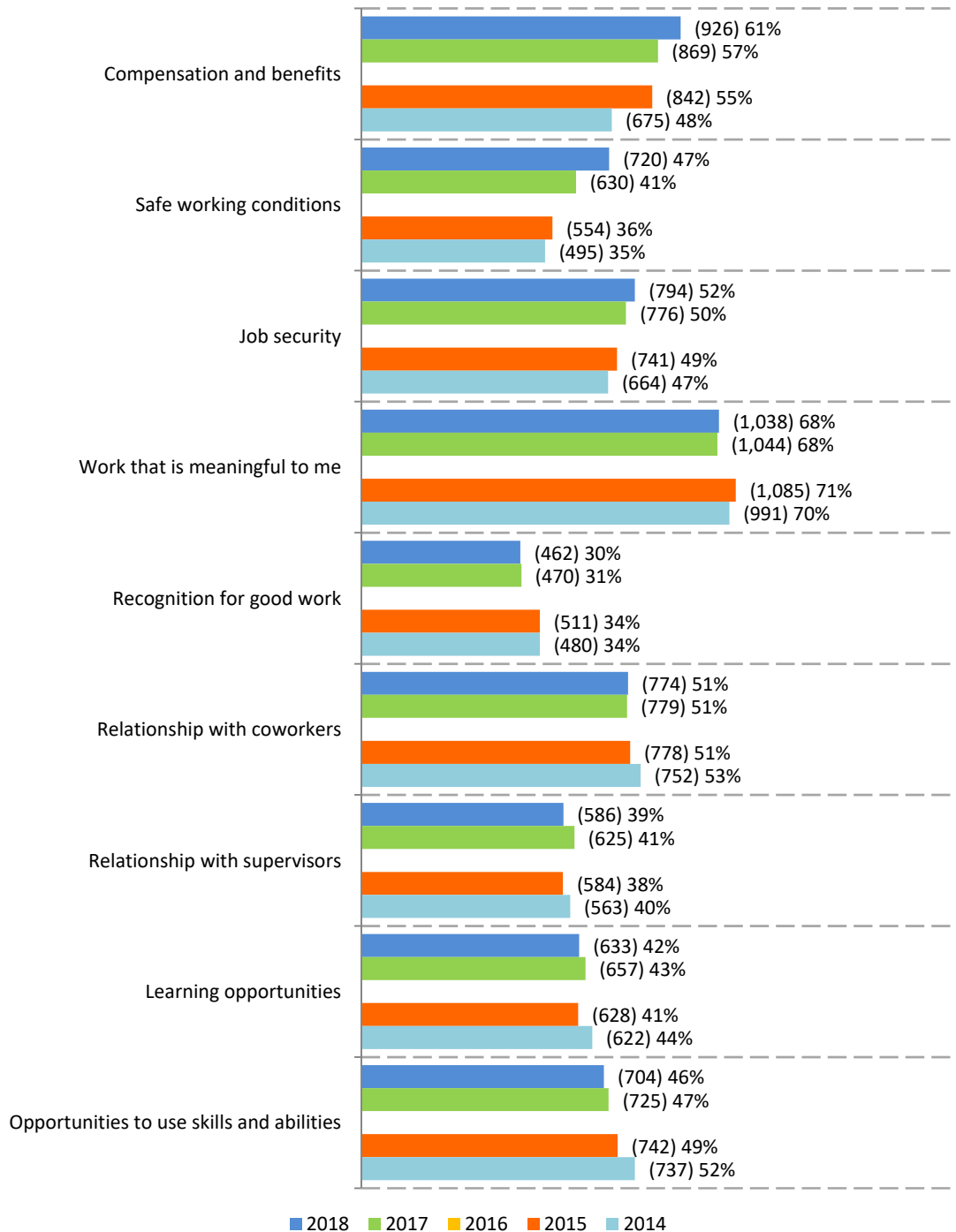
All levels of campus were representing in the survey. Elementary campus staff made up the largest proportion of respondents (44 percent), followed by high school (25 percent).

# Findings by Survey Topic

## Job Satisfaction Factors

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

### Factors that Contribute to Job Satisfaction





Four factors were chosen by over half of respondents. For 68 percent of respondents, work that was meaningful was a factor. Compensation and benefits was named by 61 percent as a factor in job satisfaction, job security was selected by 52 percent, and relationship with coworkers was selected by 51 percent of respondents.

Most factors were similar or slightly higher than in 2017. Safe working conditions continued on a positive trend this year (47 percent), increasing 6 percentage points from 2017 and 12 percentage points from 2014.

## Likert-type Scale Questions

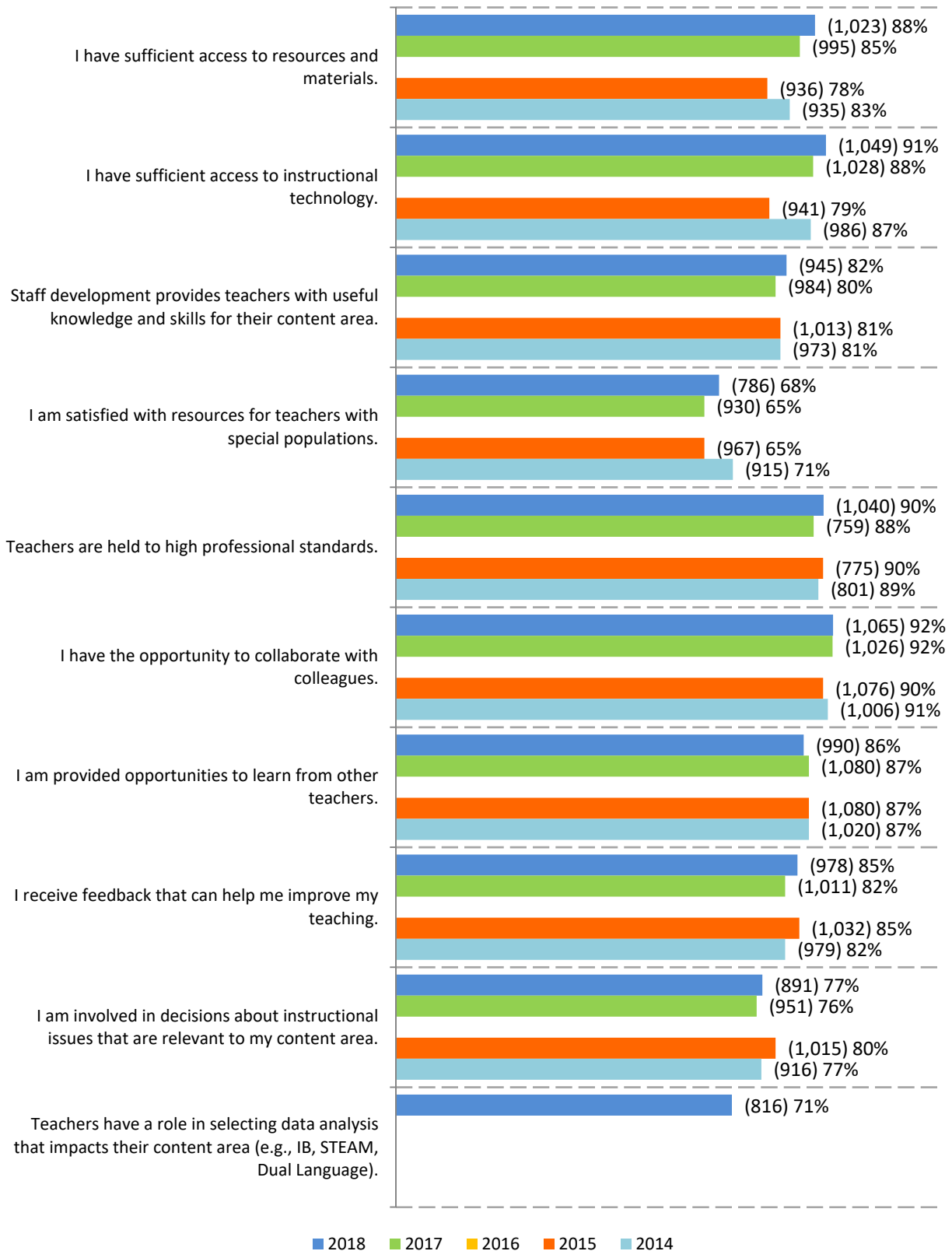
The remaining sections of the survey provided respondents with a list of statements and asked for their level of agreement. Response categories were strongly agree, agree, disagree, strongly disagree, and no opinion/not applicable. The categories of “strongly agree” and “agree” were combined for these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

Topics were organized according to district strategic goals: student achievement/student focus, people development, facility priorities, and financial priorities.

## Goal 1: Student Achievement/Student Focus

Statements in these sections (curriculum and instruction, student discipline) were only shown to teachers and librarians, to ensure they were relevant items to respondents.

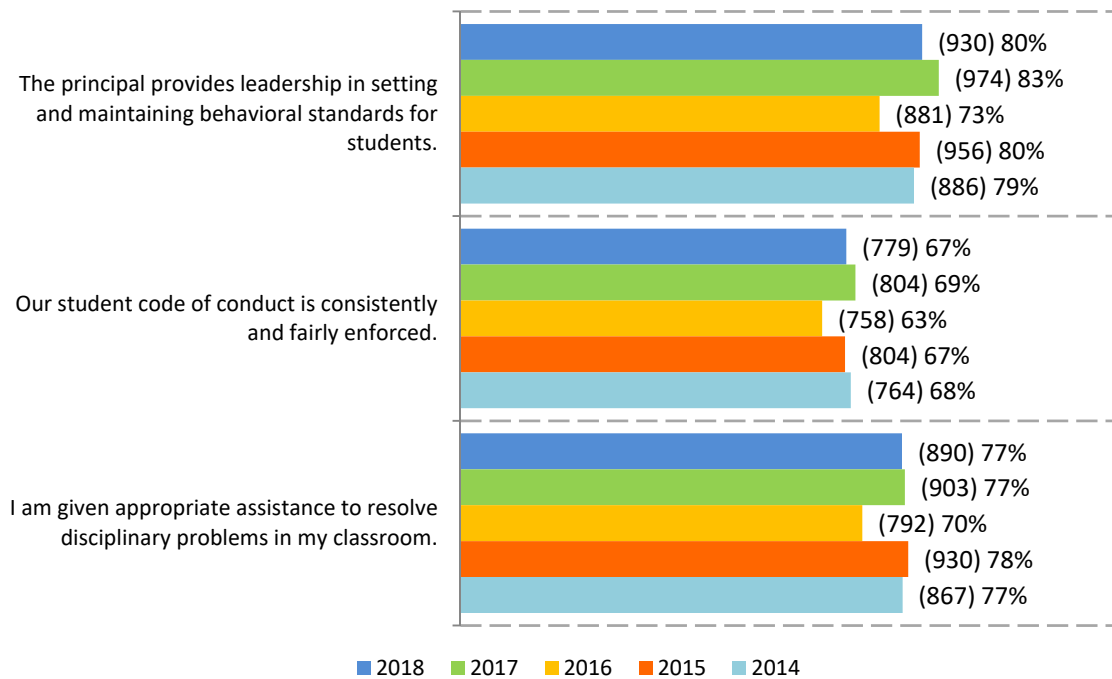
## Curriculum and Instruction Support



Surveyed participants responded favorably regarding curriculum and instruction support with an average of 83 percent in agreement. Respondents agreed they had the opportunity to collaborate with colleagues (92 percent), and had access to instructional technology (91 percent). Ninety percent of respondents agreed that teachers were held to high professional standards.

The fewest teacher respondents were satisfied with resources for teachers with special populations (68 percent), which is slightly higher than 2017. One item is new this year, regarding teachers having a role in selecting data analysis.

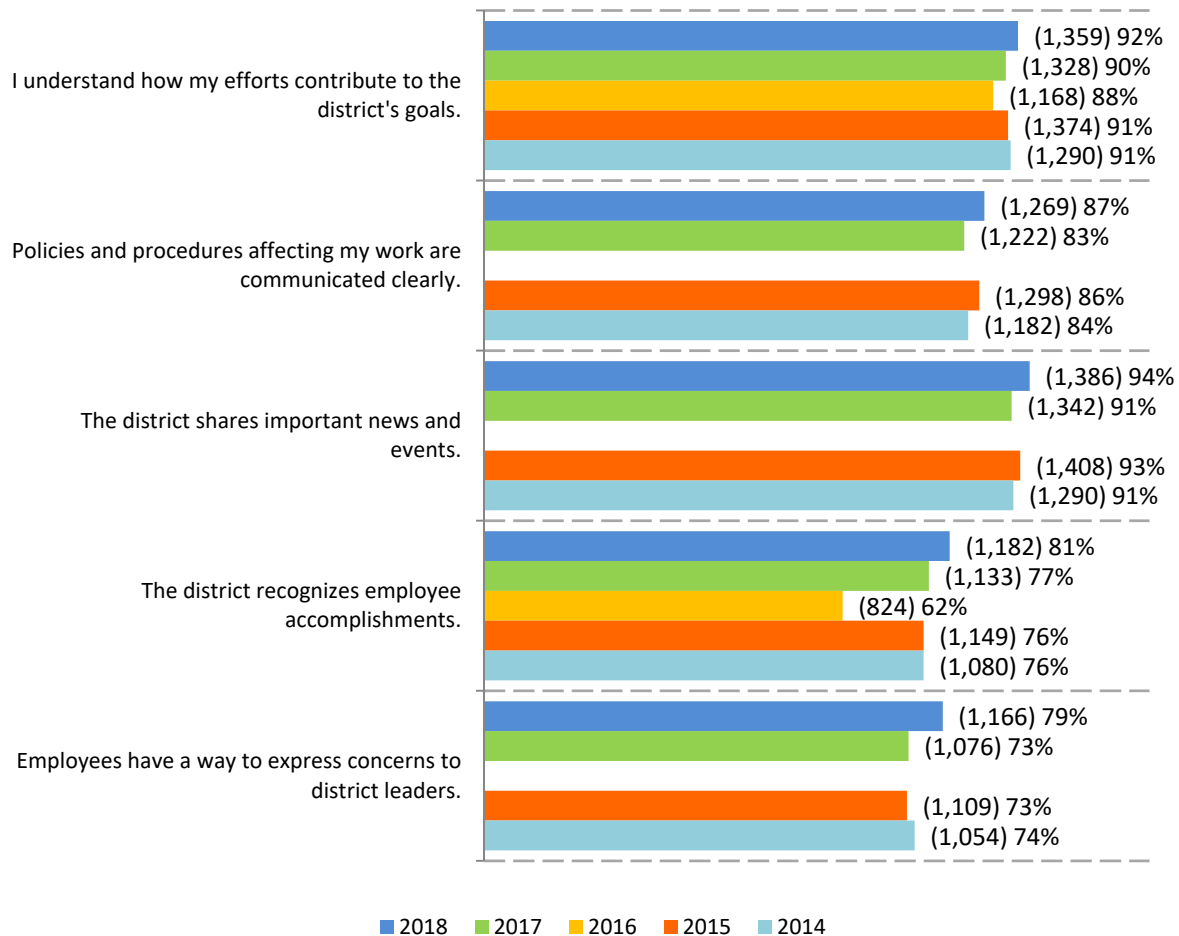
### Student Discipline Support



Within this topic, 80 percent of respondents feel the principal provides leadership for behavioral standards, and 77 percent feel they are given appropriate assistance to resolve disciplinary problems. Sixty-seven percent agree the student code of conduct is consistently and fairly enforced.

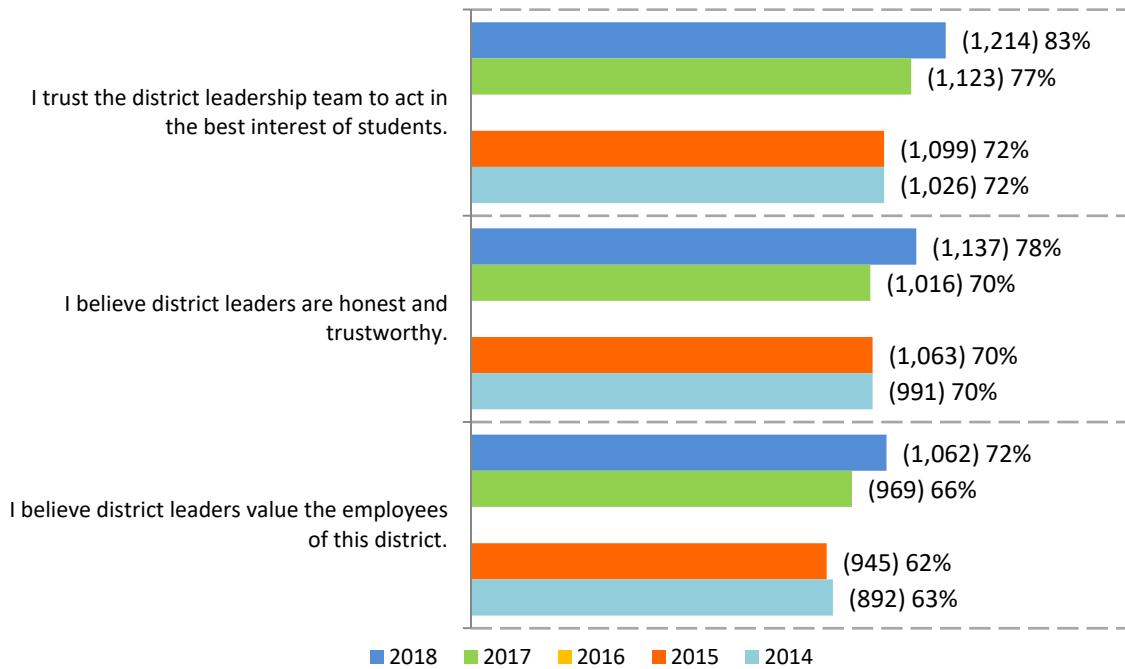
## Goal 2: People Development

### District Communications



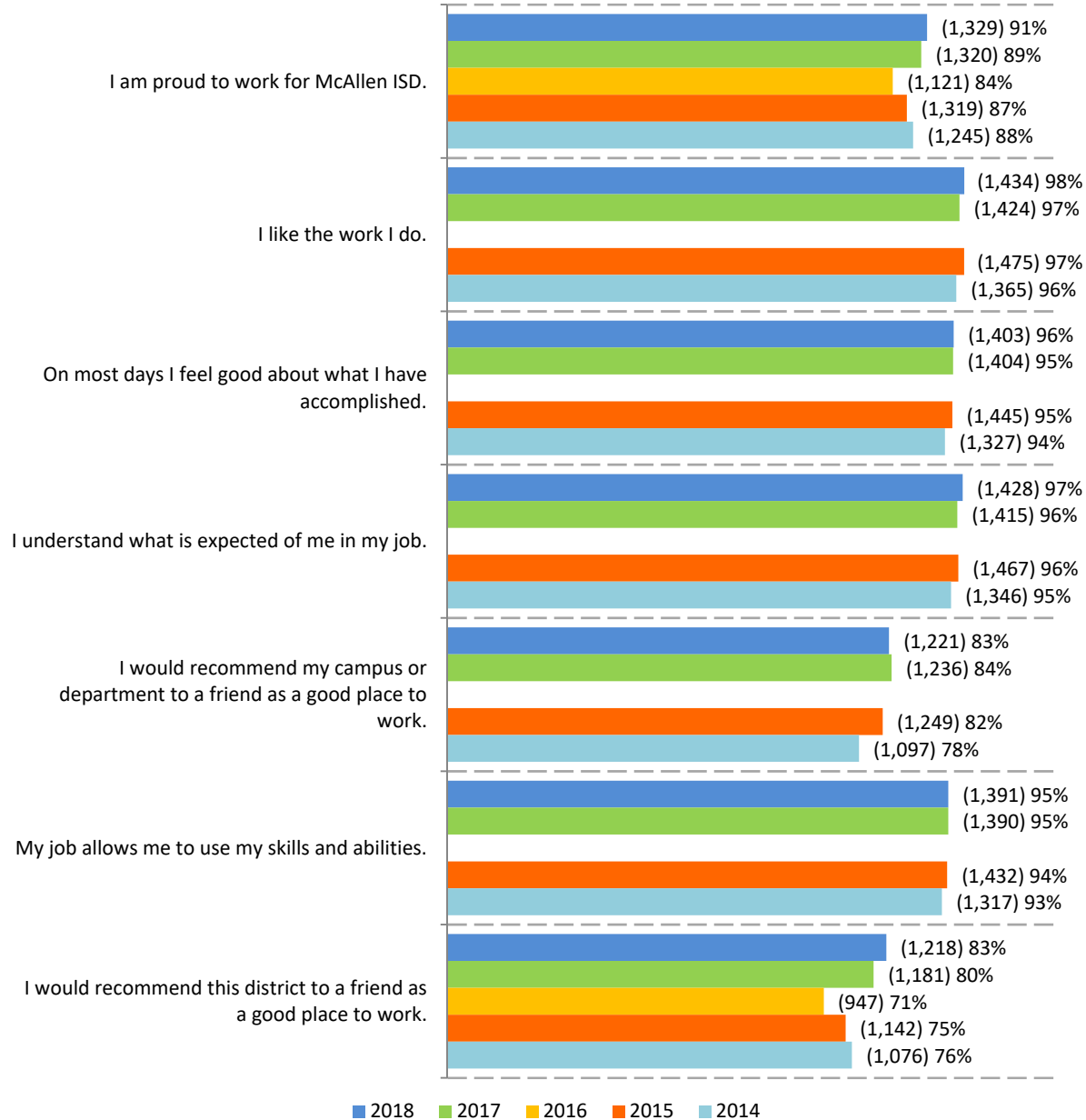
Respondents viewed district communications positively overall, with an 87 percent average agreement. Almost all respondents feel that the district shares important news and events (94 percent), and understand how their efforts contribute to district goals (92 percent). Items that saw improvement this year include: policies and procedures were communicated clearly (up 4 points, to 87 percent), the district recognizes employee accomplishments (up 4 points, to 81 percent), and employees have a way to express concerns to district leaders (up 6 points, to 79 percent).

## District Leadership (Superintendent, Board of Trustees)



Positive responses on district leadership increased 7 percentage points, on average, from 2017. Respondents agreed with items in the district leadership section overall, with 83 percent trusting the district leaders to act in the best interest of students—up from 77 percent in 2017 and 72 percent in 2015. District leaders are believed to be trustworthy by 78 percent of respondents, which increased 8 points from 2017. Respondents also believe that district leaders value the employees (up 6 points, to 72 percent).

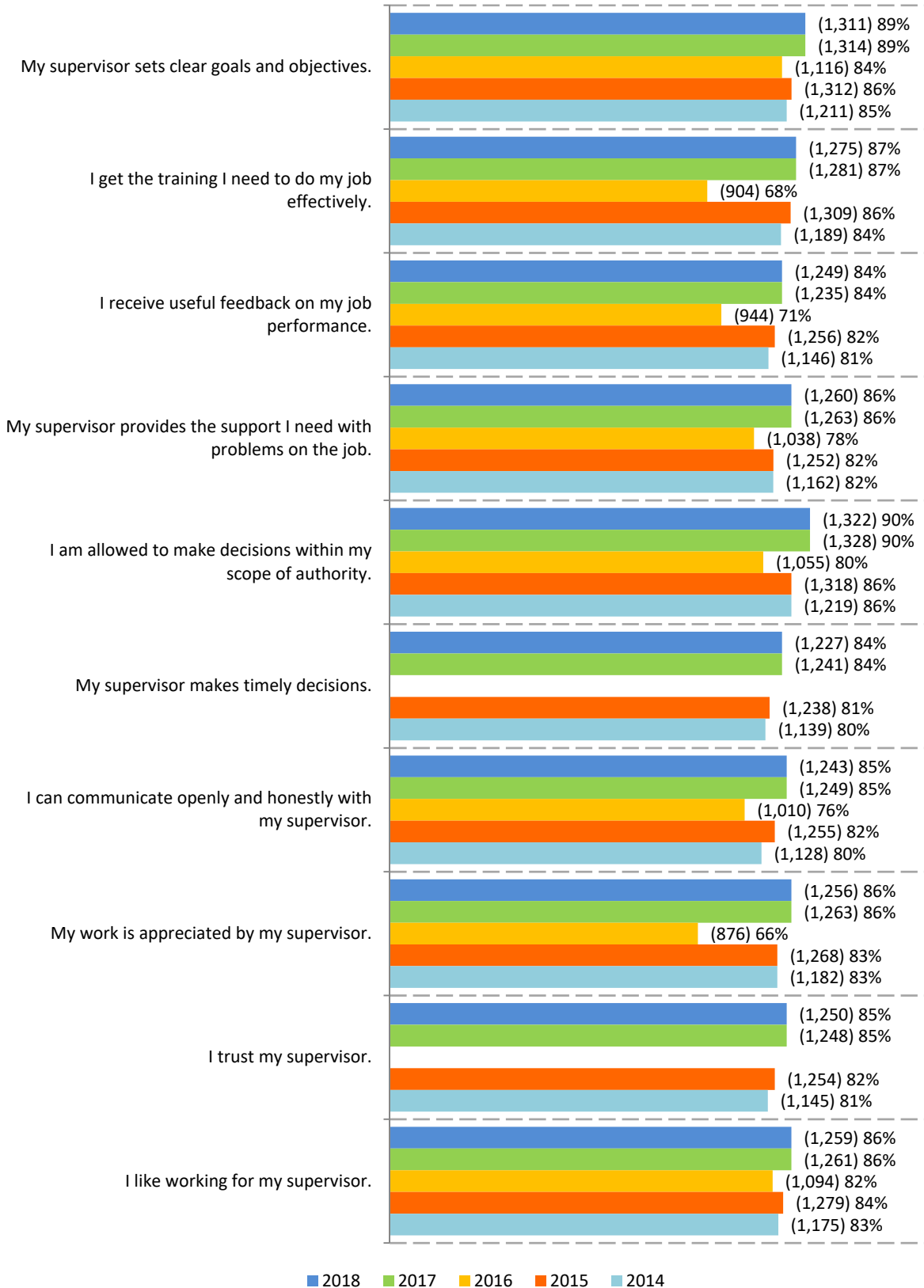
## Job Satisfaction



Survey participants responded very favorably regarding job satisfaction, with at least 83 percent expressing agreement with each statement and an average of 92 percent agreement. Four items had at least 95 percent agreement: liking their work, feeling good about accomplishments, understanding what is expected of them, and using their skills and abilities in their job.

There were only very small fluctuations from last year, indicating that the district respondents are again satisfied by the work they do. This year, respondents were equally likely to recommend their campus as a good place to work and the district overall (83 percent for both). Willingness to recommend the district as a good place to work was the most notable increase in the group, moving from 80 percent agreement in 2017 to 83 this year.

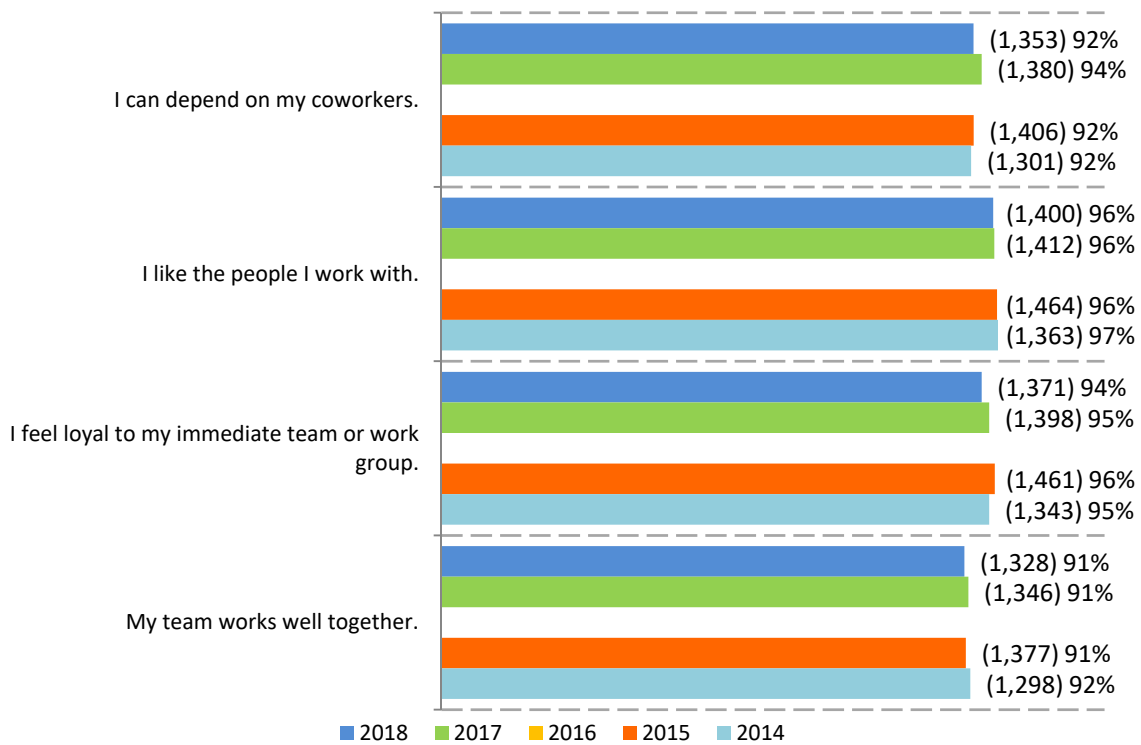
## Relationship with Supervisor



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.

Supervisors were viewed favorably overall, and all items stayed the same from last year. Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 84 percent of respondents agreed with the statement presented. The strongest area was delegation, with 90 percent of respondents reporting that they are allowed to make decisions within their scope of authority. The weakest areas were still strong with 84 percent of respondents agreeing that they receive useful feedback on performance and their supervisor makes timely decisions.

### Relationship with Coworkers

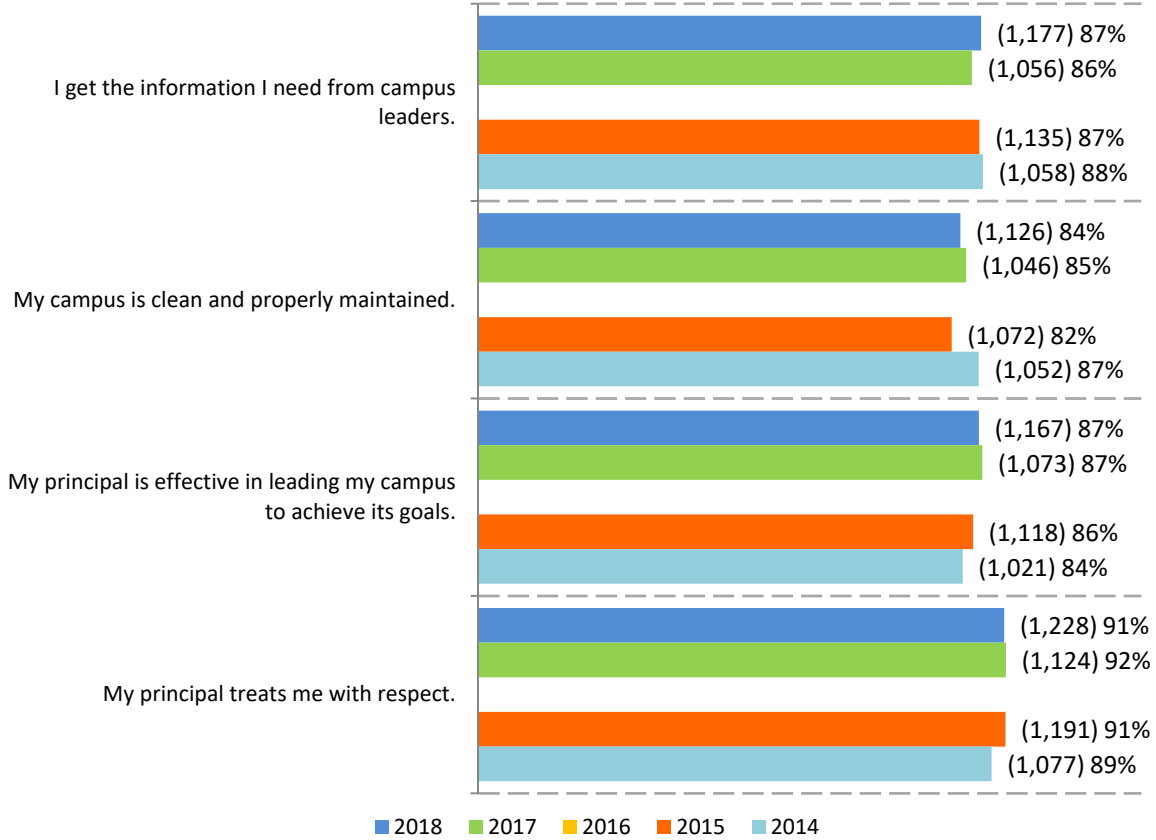


Respondents view coworker relationships very favorably, with over 90 percent of respondents agreeing with each item in this topic. Opinions remained consistent with previous years, with all answers remaining within 2 percentage points of values from 2017.

The vast majority of respondents like their coworkers (96 percent). In addition, they agreed that they feel loyal to their team (94 percent), that coworkers were dependable (92 percent), and that the team works well together (91 percent).



## Campus Environment

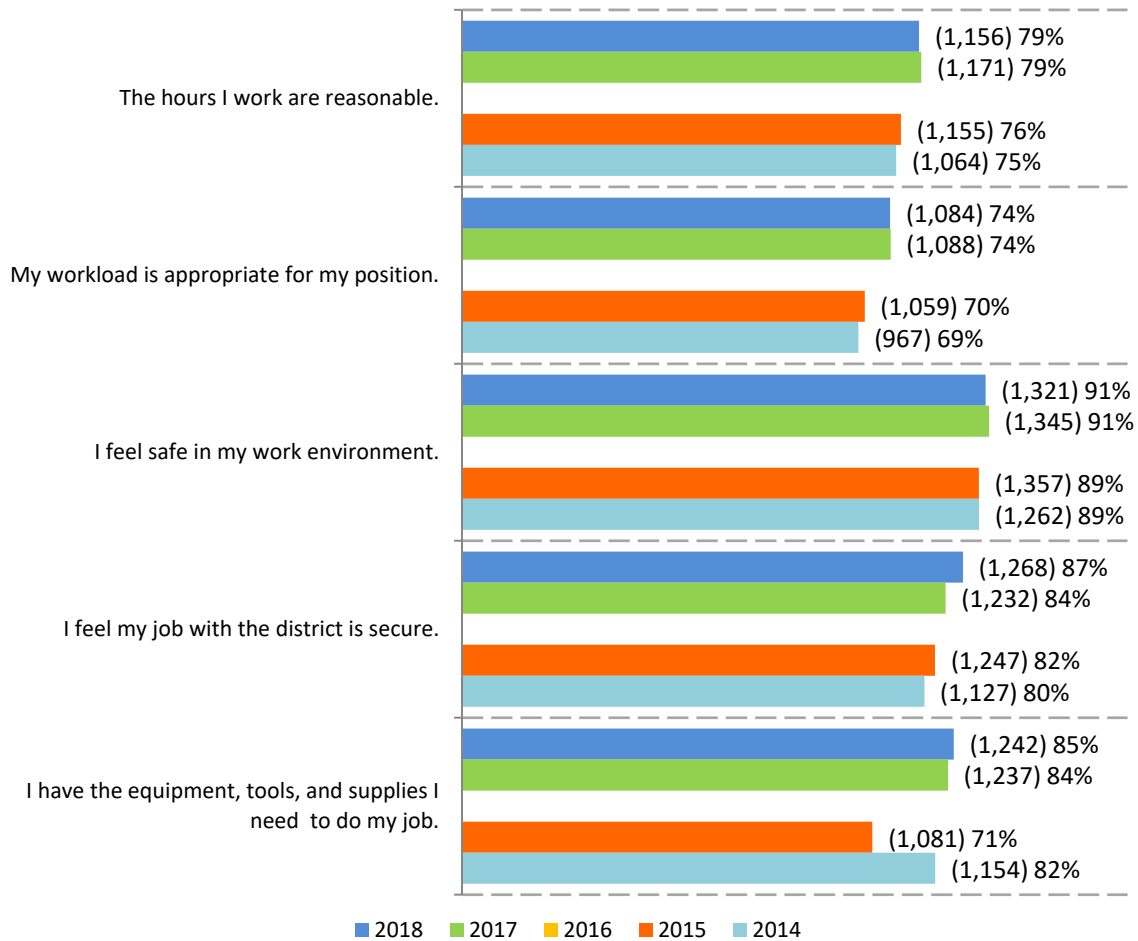


Statements about campus environment were shown to all participants except administrators, to ensure they were relevant items to respondents.

Campus environments are viewed in a positive light. On average, items had 87 percent agreement among respondents, and results for these items have remained similar over the years. The majority of respondents said their principal treats them with respect (91 percent). Respondents agreed that their principal is effective in leading the campus to achieve goals and that their campus leaders get them needed information (both at 87 percent). Additionally, 84 percent feel their campus is clean and properly maintained.

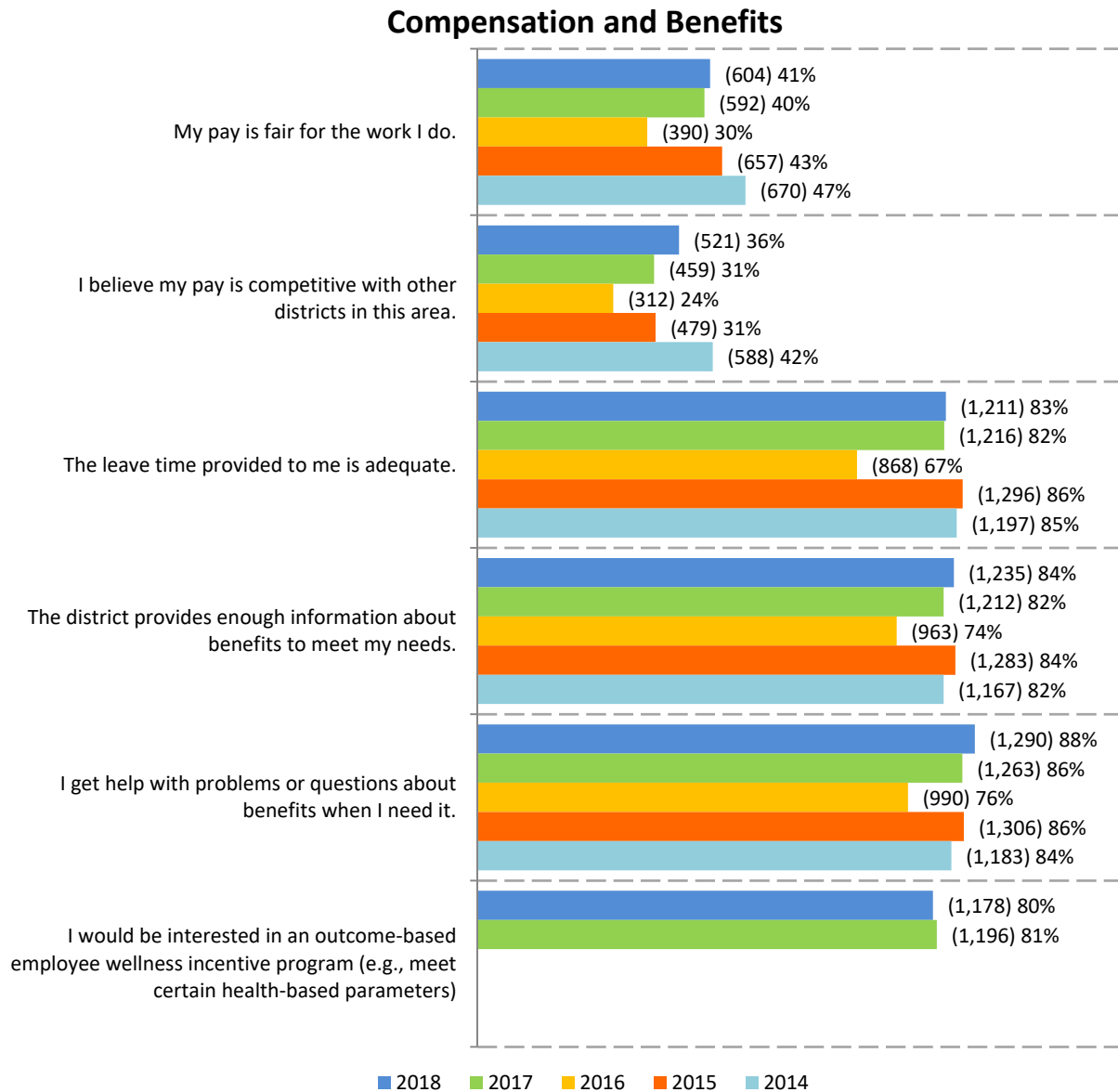
## Goal 3: Facility Priorities

### Working Conditions



Overall, McAllen ISD respondents expressed satisfaction with their working conditions. The majority of respondents report working in an environment that is safe (91 percent). Respondents were largely in agreement: feeling secure in one’s job with district (87 percent) and having the equipment, tools, and supplies needed to do the job (85 percent). Regarding workload, 74 percent of respondents agreed that it is appropriate for their position, and 79 percent agreed that the hours worked are reasonable. Opinions remained consistent with previous years, with only two items seeing a slight increase from 2017.

## Goal 4: Financial Priorities



Most respondents are satisfied with the help they get with problems or questions about benefits (88 percent) and agreed the district provides enough information about benefits (84 percent). The next most favorable items were adequate leave time (83 percent) and interest in an outcome-based wellness program (80 percent). The wellness program question was new in 2017.

Respondents were less inclined to agree that their pay was fair (41 percent) or competitive with other districts in the area (36 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.

## Summary

Overall, survey participants this year viewed their jobs and the district favorably. In many cases, responses remained consistent with results from 2017. The majority of topics had 80 percent or higher agreement on the statements provided, and one-third of the items had over 90 percent agreement.

Some topics showed variation from last year. The following saw slight decreases in favorable responses: relationship with coworkers had a 1 percentage point average change and student discipline had a 2 percentage point average change.

Slight increases (1 or 2 point average change) were seen in the topics of: job satisfaction, working conditions, and compensation and benefits. On the other hand, more notable increases exist for district communication (4 point average increase) and district leadership (7 point average increase).

The following topics had responses most consistent with last year's results: curriculum and instruction support, relationship with supervisor, and campus environment.

## **Appendix: Survey Instrument**

# McAllen ISD Professional Employee Survey 2018

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## 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 issues that are relevant to my content area.	<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).	<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.	<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
- 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
- Abraham Lincoln 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
- Jose Antonio Navarro 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

## Length of Employment at McAllen ISD

- 0–10 years
- 11 years or more

## Comments

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