

# Employee Opinion Survey

## **Canutillo** **Independent School District**

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# Table of Contents

Executive Summary.....	2
Background.....	2
Survey Administration and Respondents .....	2
Major Findings .....	3
Summary.....	4
Demographics .....	5
Findings by Survey Topic.....	8
Job Satisfaction Factors .....	8
Likert-type Scale Questions .....	9
Summary.....	23
Comments and Suggestions for Improvement .....	24
Comments.....	24
Suggestions.....	25
Appendix: Survey Instrument .....	26

# Executive Summary

## Background

The HR Services Division of the Texas Association of School Boards (TASB) conducted a survey of Canutillo Independent School District (CISD) employees in late January through early February 2017 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 Canutillo ISD and has administered the same survey for several years and again this year, to allow year-over-year comparisons. 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
- Campus Environment
- Curriculum and Instruction Support
- Student Discipline Support

## Survey Administration and Respondents

Canutillo ISD provided HR Services a list of employee e-mail addresses, and at the time of survey launch there were 900 employees. HR Services sent an e-mail with a link to the survey to CISD staff requesting their participation. All employee responses were submitted directly to TASB. A total of 715 employees participated, yielding a response rate of 79 percent, which is slightly above the 2016 response rate of 75 percent.

Employees from all job types and work locations participated in the survey. The largest group of respondents were teachers, composing 47 percent of the total respondents and representing 86 percent of all teachers employed by the district. Employees in their first three years with the district made up 30 percent of responses. Respondents were well-distributed across work locations.

## Major Findings

### Job Satisfaction

Respondents were presented with 10 factors that are often considered important to job satisfaction and were asked to choose their top five. More than half of respondents valued compensation and benefits (54 percent), the respectful treatment of all employees (52 percent), and job security (51 percent) as key factors for job satisfaction. For the job satisfaction block of statements, at least 89 percent of employees agreed with each measure of job satisfaction, with liking the work they do (98 percent) at the highest.

### Working Environment

Most respondents were satisfied with working conditions. Statements denoting a safe environment (96 percent), job security (87 percent), and reasonable hours (87 percent) had the highest agreement among respondents. Workload had the lowest, with 73 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 or competitive (both at 52 percent).

Two blocks of statements cover working relationships—coworker and supervisor. Coworker relationships are viewed positively; the lowest item still had 89 percent agreement for the statement about team work. Almost all respondents like the people they work with (94 percent). Supervisor relationships were also viewed in a positive light, with 90 percent of respondents like working for their supervisor, and an additional five items has 88 or 89 percent agreement.

District communications are viewed favorably overall, and nearly all respondents understand how their efforts contribute to the district's goals (92 percent for each). Employee recognition and providing ways for employees to express concern (both at 72 percent) were viewed least favorably in the topic. District leadership is less favorably received, with 71 percent believing leaders act in the best interest of students.

### Learning Climate

Campus environment items were shown to teachers, professionals, and instructional aides, while only teachers received items on curriculum and instruction as well as student discipline. Across four campus environment items, at least 87 percent of respondents agreed that the leadership and environment was positive, which includes 91 percent agreement that principals treat the respondents with respect.

Regarding curriculum and instruction, 93 percent of respondent teachers agree they have opportunities to collaborate with colleagues. The least agreement was for the statement about satisfaction with resources for special population teachers, at 57 percent. Student discipline averaged 88 percent agreement, and 91 percent of respondent teachers felt principals provide leadership in setting and maintaining behavioral standards for students.

### Comments

Comments were provided by 134 respondents, which represents 19 percent of survey participants. These comments represent a small subset of participants. Of the commenters, 37 provided accolades for the district or other employees. Comments are summarized at the end of the report.

## Summary

Overall, survey participants this year viewed their jobs and the district favorably. In many cases, responses remained consistent with last year's results. The majority of topics had 80 percent or higher agreement on the statements provided.

Some topics showed variation from last year. The following topics saw slight decreases in favorable responses: compensation and benefits, district communication, district leadership. On the other hand, slight increases were seen in the topics of relationship with supervisor, campus environment, curriculum and instructional support, and student discipline.

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

## Demographics

A total of 715 surveys were submitted, yielding a response rate of 79 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 2016 respondents and those in 2017, there were slight variations in distribution by job type, length of employment, and work location.

**Participation by Job Type**

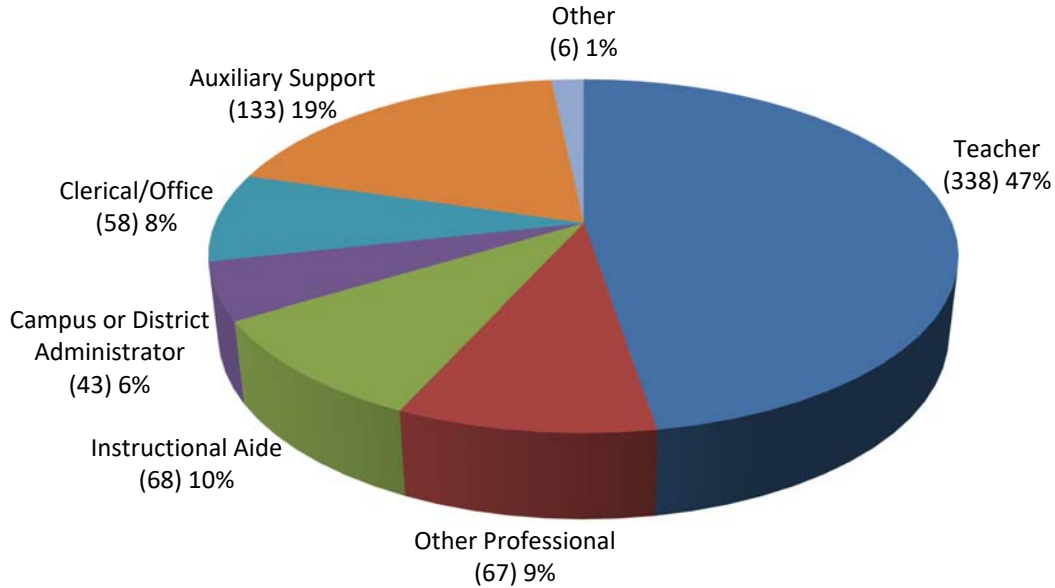
<b>Job Type</b>	<b># of Employees*</b>	<b># of Respondents</b>	<b>Participation Rate</b>	<b>% of Total Survey</b>
Teacher	395	338	86%	47%
Other Professional	89	67	75%	9%
Instructional Aide	94	68	72%	10%
Campus or District Administrator	37	37	100%	5%
Clerical/Office	64	58	91%	8%
Auxiliary Support	210	133	63%	19%
Other	19	12	63%	2%
<b>Total</b>	<b>908</b>	<b>715</b>	<b>79%</b>	<b>100%</b>

\*Count of employees was sent after survey administration and includes more employees than were in the survey invitation.

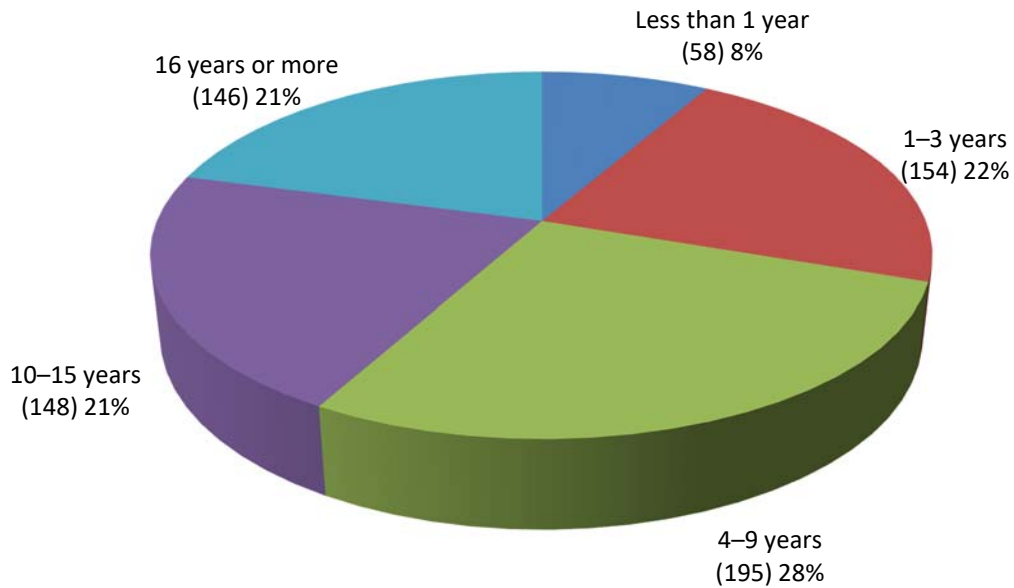
The largest group of respondents was the teacher staff, composing 47 percent of the total respondents and representing 86 percent of all teachers employed by the district. Employees responding “other” were given the opportunity to provide a job title and have been re-categorized in the table above based on their responses. Overall participation was higher this year than in 2016, and the increase was evenly spread across job types.

The Other Professional group includes employees in the following jobs: counselor, librarian, nurse, diagnostician, speech language pathologist. The Auxiliary Support group includes the following jobs: food service, transportation, custodian, and maintenance.

### Representation by Job Type

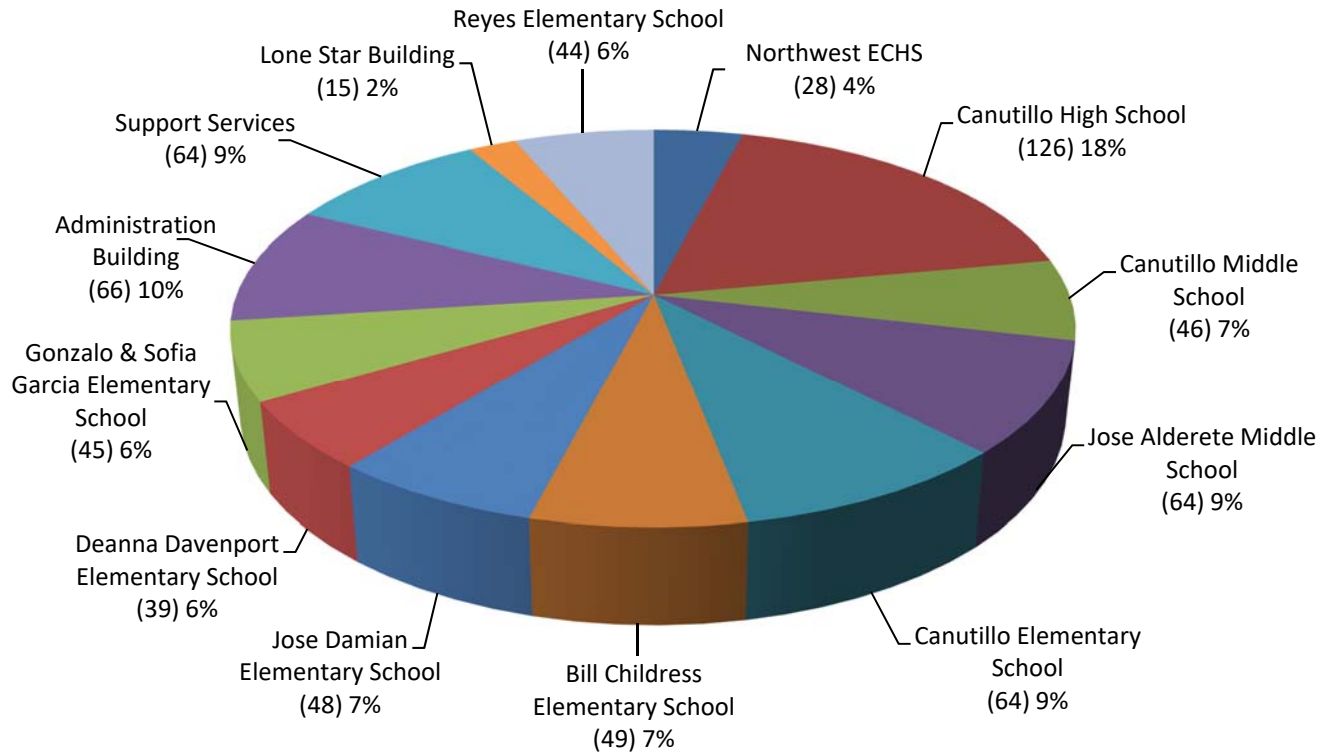


### Representation by Length of Employment at Canutillo ISD



Employees with 9 or fewer years at Canutillo ISD made up 58 percent of respondents, and 21 percent of respondents had at least 16 years of service in the district.

## Representation by Work Location



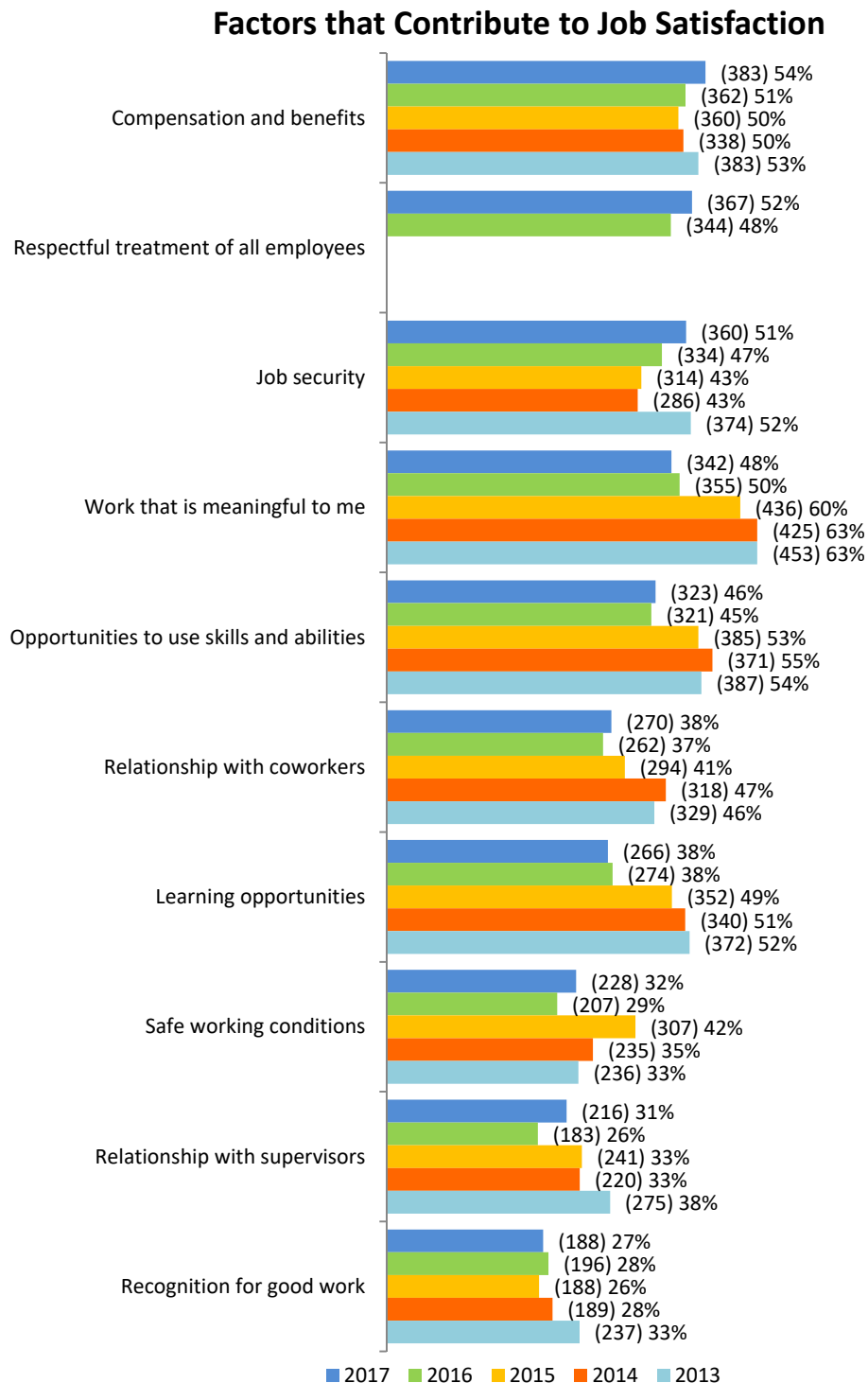
All work locations were represented in the survey. Northwest Early College High School had the highest participation rate at 100 percent, followed by Canutillo Elementary with 93 percent.



# 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. Items in this chart are sorted from most to least common responses for 2017.

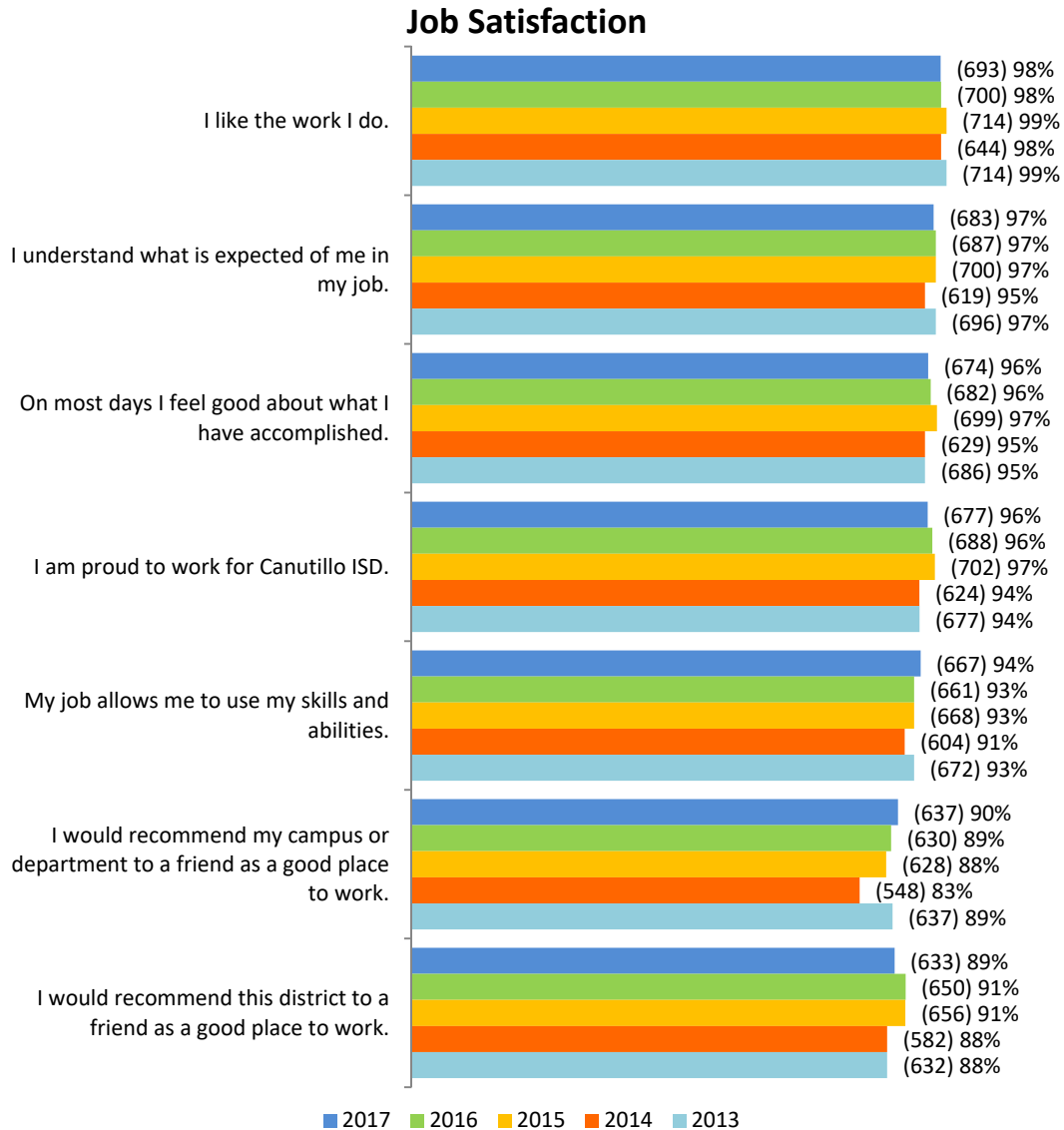


Three factors were chosen by over half of respondents. For 54 percent of respondents, compensation and benefits was a factor; in fact, this was the top factor last year as well at 51 percent. Respectful treatment was selected by 52 percent as a factor in job satisfaction. Job security was selected by 51 percent of respondents. These three top factors all show increases over last year, but the changes were relatively small and may be due to differences in respondent demographics.

Two other factors selected by a large portion of respondents include meaningful work at 48 percent and opportunities to use skills and abilities at 46 percent.

## Likert-type Scale Questions

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



Survey participants responded positively regarding job satisfaction, with 89 percent or higher expressing agreement with each statement. There was barely any change in the percent of agreement in all questions asked over the last five years. Ninety-eight percent of the respondents like the work they do and this has been the leading question on job satisfaction since 2013.

Ninety-seven percent understand what is expected of their job. Two items had 96 percent agreement: proud to work for Canutillo ISD and feel good about accomplishments. There has been a steady increase in willingness to recommend a campus or department as a good place to work—from 83 percent in 2014 to 90 percent this year.

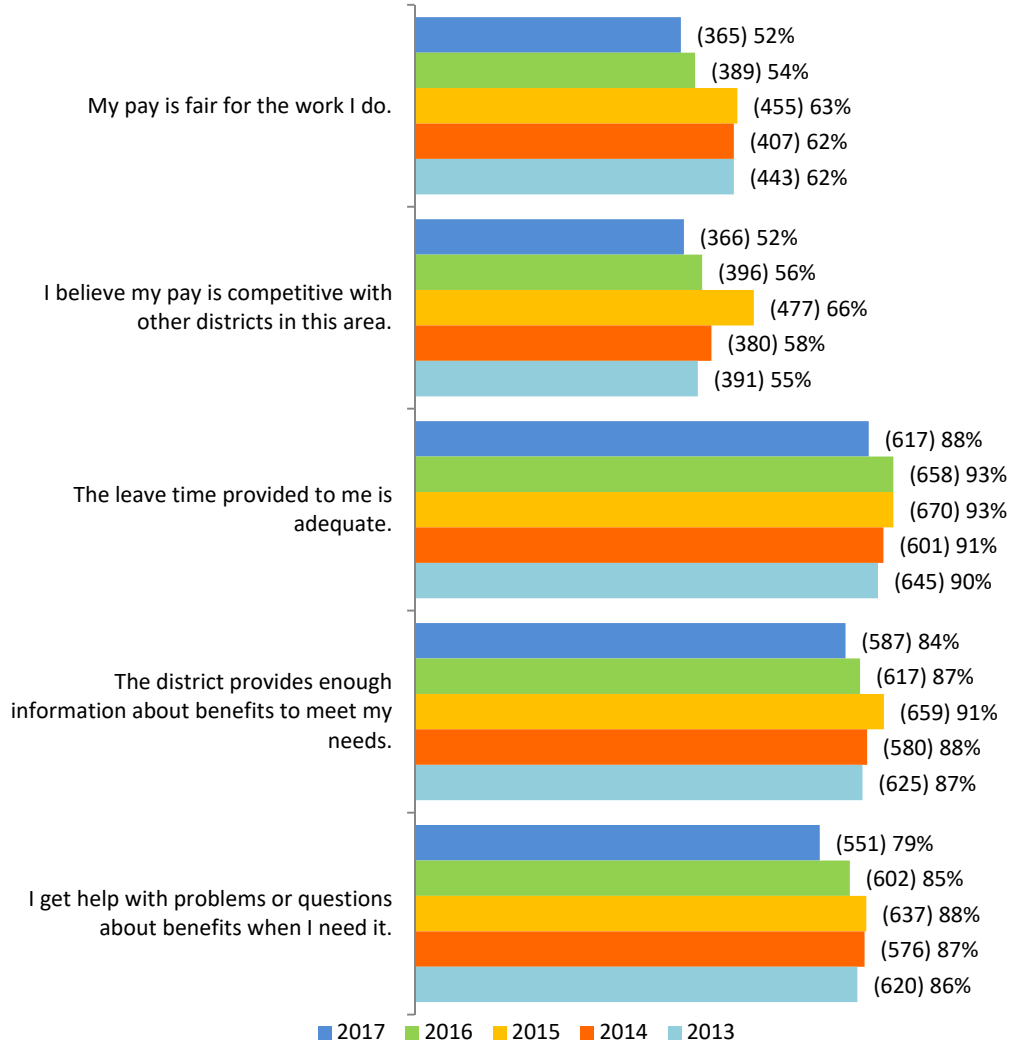
There were generally small fluctuations from last year, indicating that the district respondents are again satisfied by the work they do. Later topics will give additional insight into what items, outside of the job itself, make respondents satisfied with their employment at Canutillo ISD.



Overall, Canutillo ISD respondents expressed satisfaction with their working conditions. Nearly all report working in an environment that is safe (96 percent), feeling secure in their employment (87 percent) and working reasonable hours (87 percent). Many believe they have the tools or supplies needed to do their jobs (79 percent) and workload appropriate for position (73 percent).

Two items have a slight downward trend since 2015, workload being appropriate for the position and hours work being reasonable. Ratings of the other four working conditions on average all remained very similar to 2016 and 2015 values.

## Compensation and Benefits



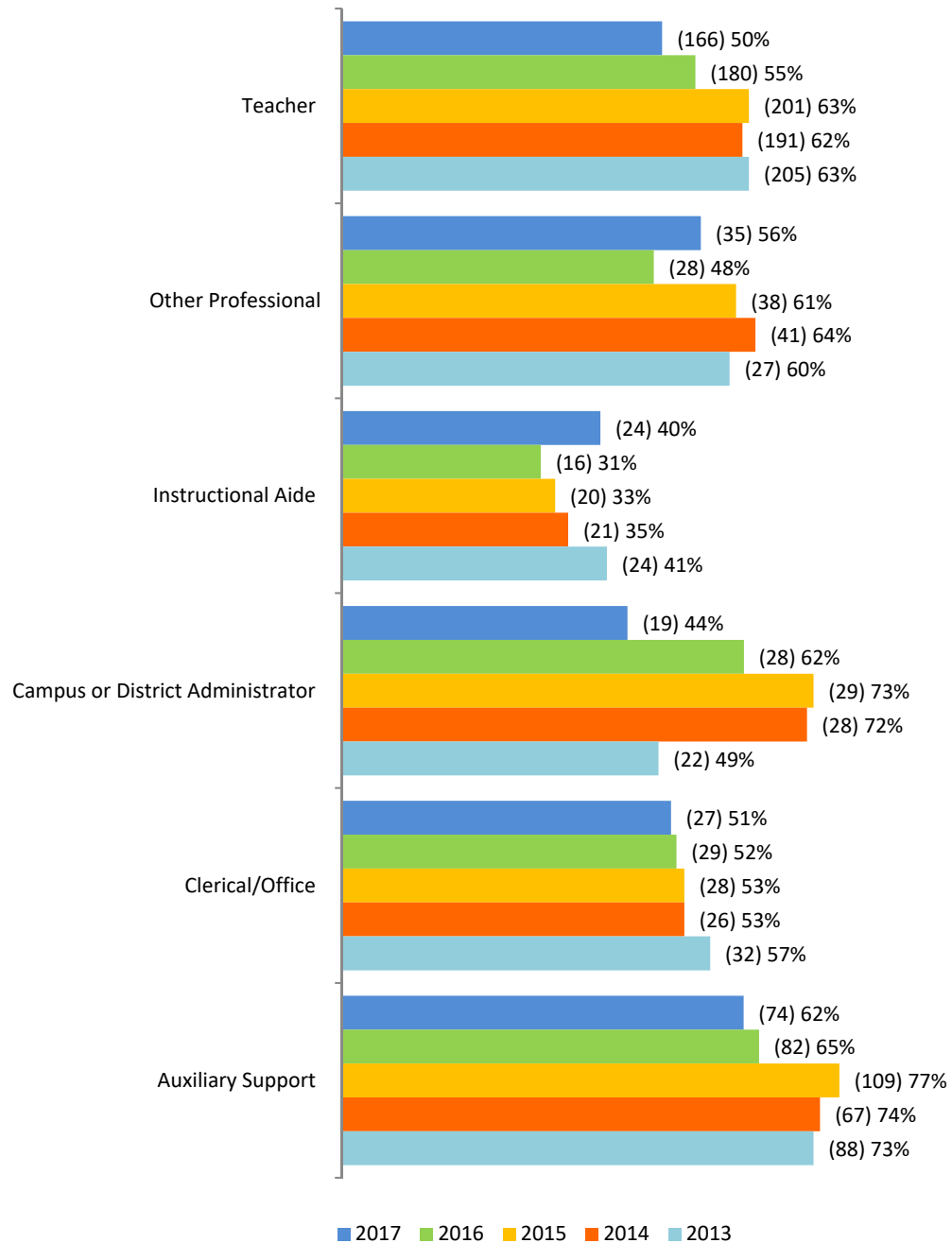
CISD compensation and benefits responses have decreased over the past 5 years with an average overall decrease of 9 percentage points from 2015. Eighty-eight percent of the respondents agreed that leave time was adequate (decreased 5 points since 2016) and 84 percent agreed that the district provides enough information about benefits (decreased 7 percent since 2015). Additionally, 79 percent agreed they got help with problems or questions about benefits (decreased 9 points since 2015).

Respondents were less inclined to agree that their pay was fair (52 percent) or competitive (52 percent) with other districts in the area. While these values are lower than others in the section, and have decreased over the past few years, the majority of participants did respond positively.

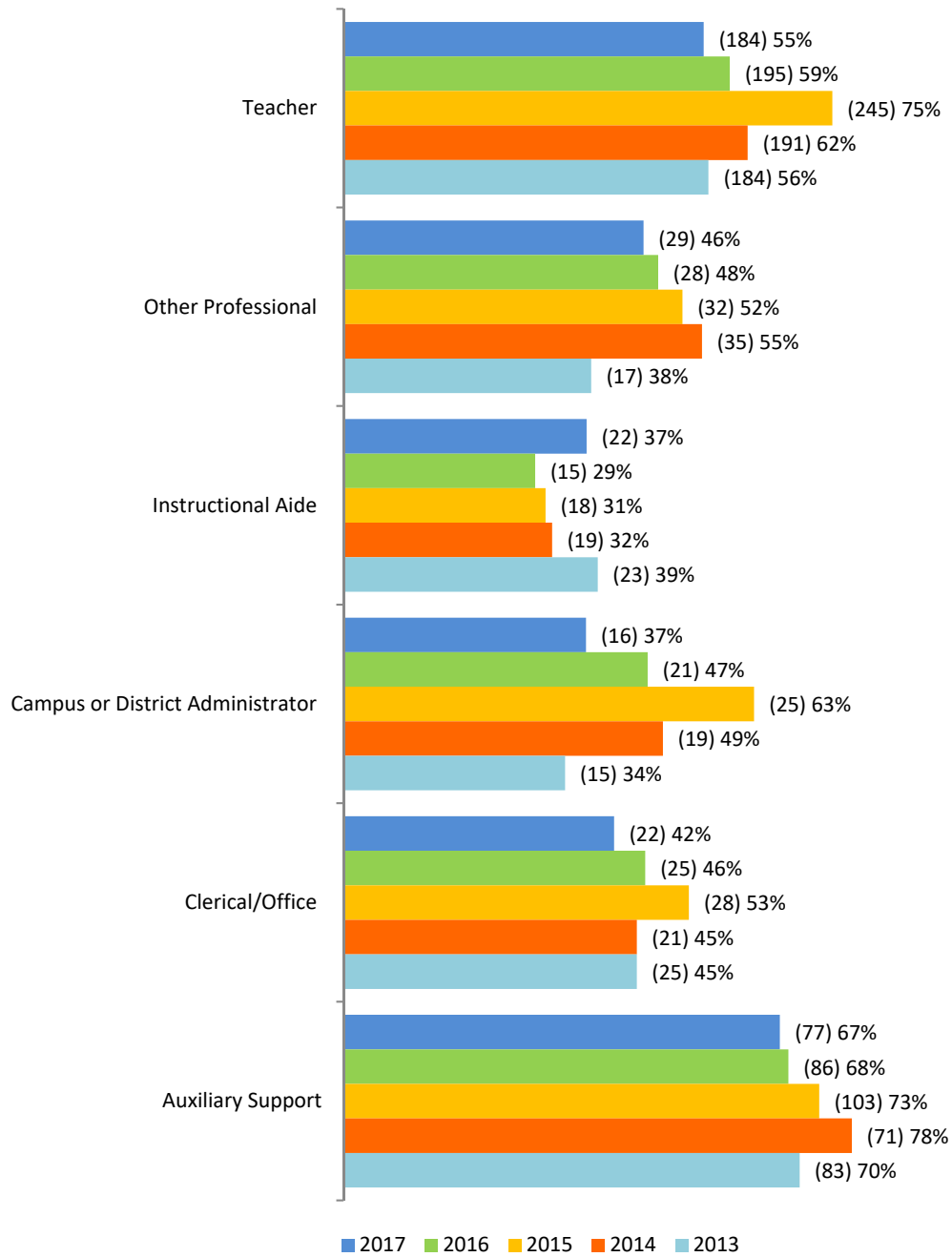
Perceptions of pay can be driven by a variety of factors, including communication. Respondents rated district communication about benefits very well, so there may be opportunities to evaluate communications about pay and replicate the style used with benefits. Responses on compensation typically vary by job type, which is explored on the following page.

There has been a downward trend for the past three to four years on perception of fairness and competitiveness in pay across job types. Other professionals and instructional aides both had a slight increase from 2016 with regards to fairness in pay. At the same time, instructional aides are the only pay group to view pay as more competitive, with an 8 point increase from last year.

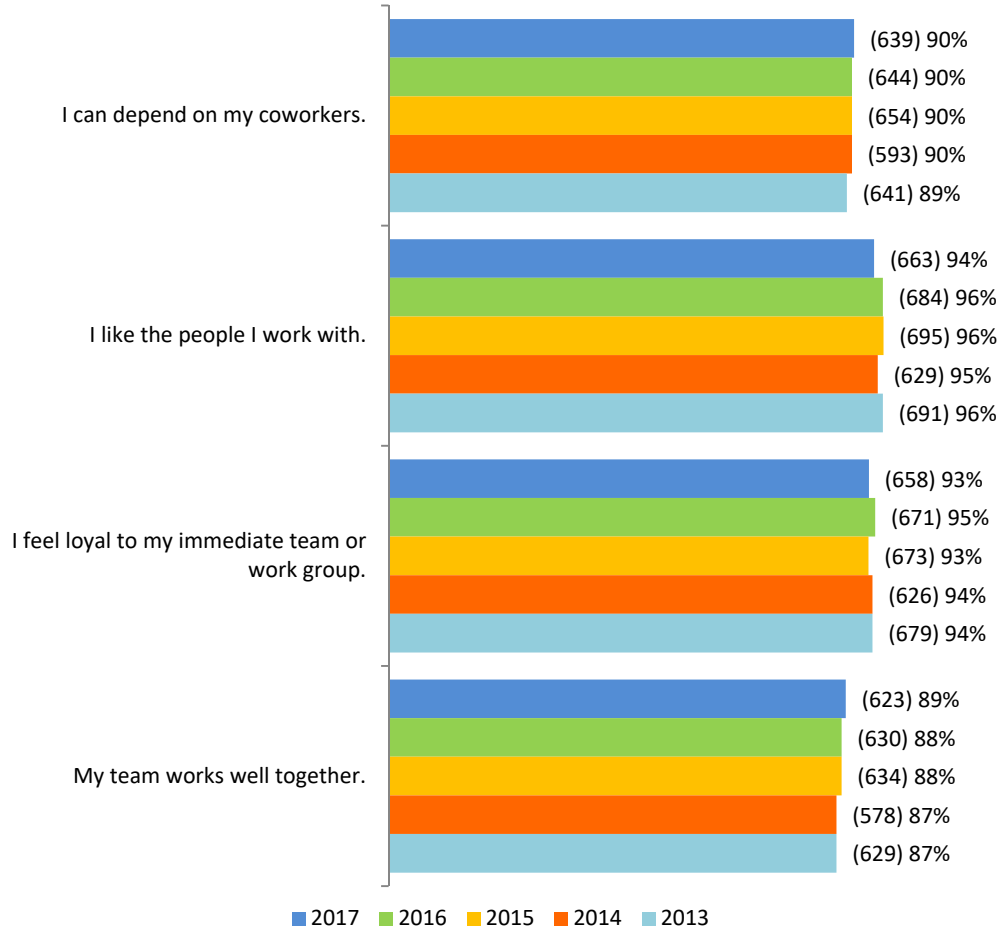
### My pay is fair for the work I do.



## I believe my pay is competitive with other districts in this area.



## Relationship with Coworkers

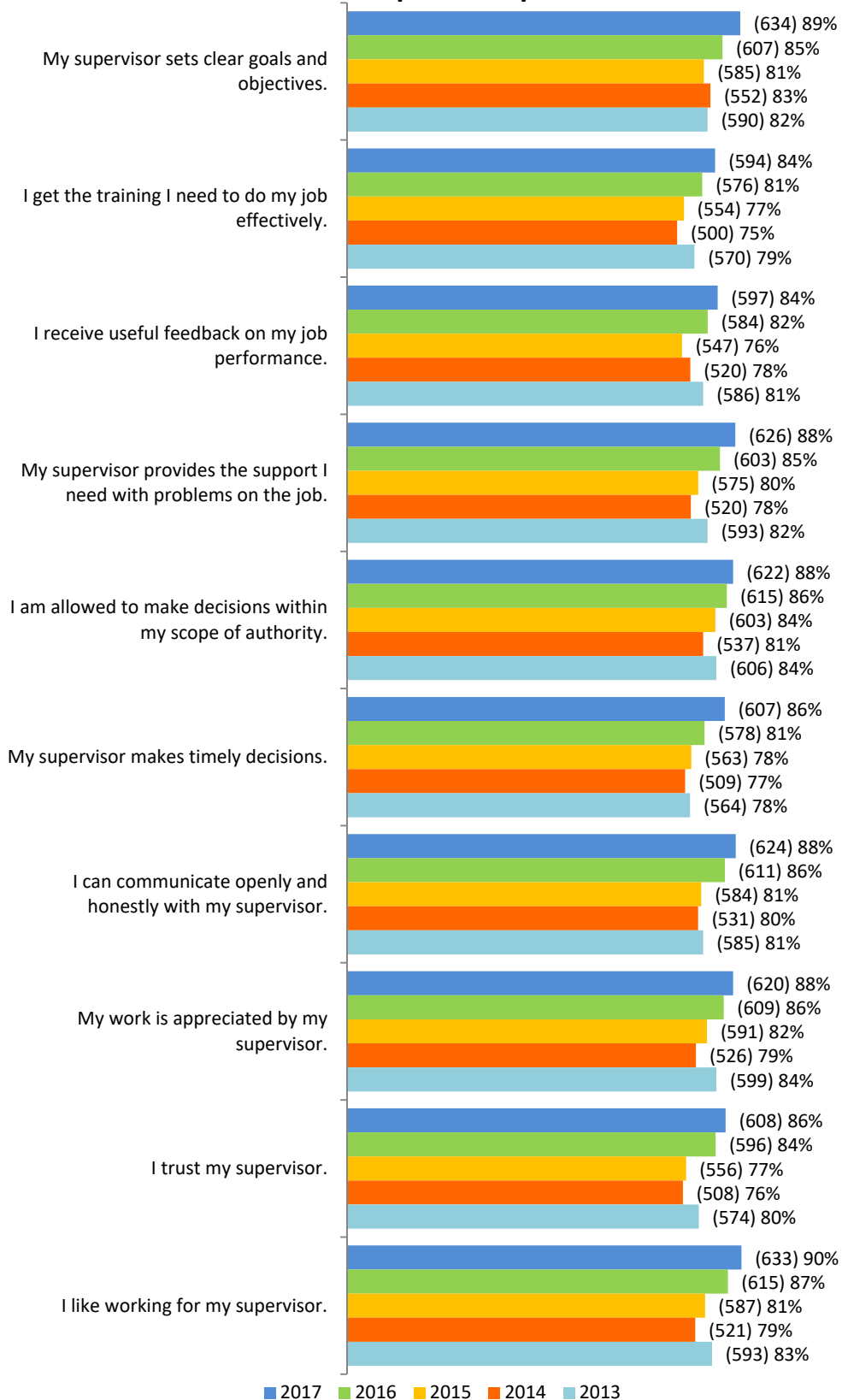


Respondents view coworker relationships very positively, with at least 89 percent of respondents agreeing with each item in this topic. Opinions remained steady from last year, with all answers remaining within 2 percentage points of values from 2016 and 2015.

Respondents almost unanimously like their coworkers (94 percent). In addition, they agreed that they feel loyal to their team (93 percent), coworkers were dependable (90 percent), and that the team works well together (89 percent).



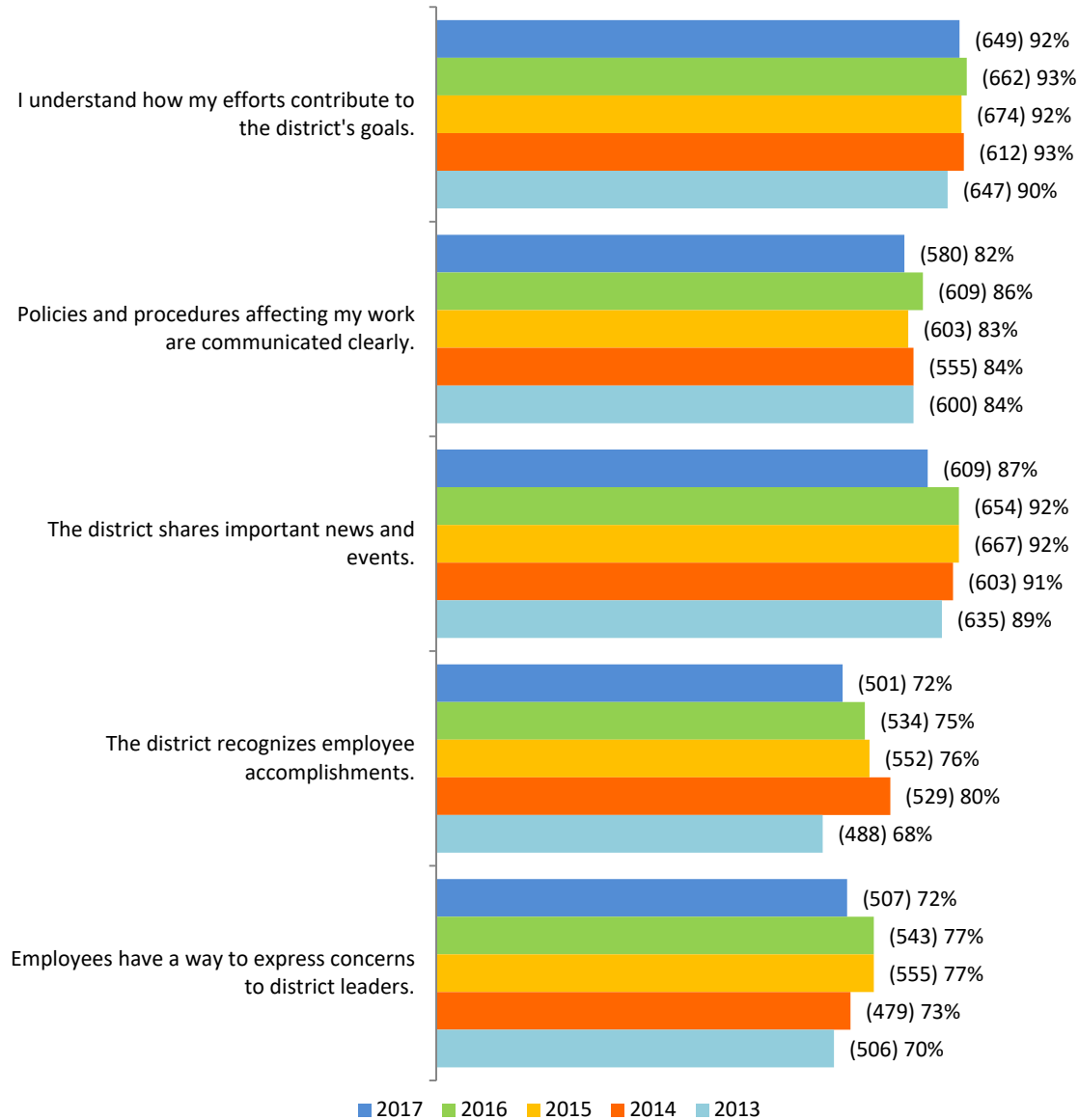
## Relationship with Supervisor



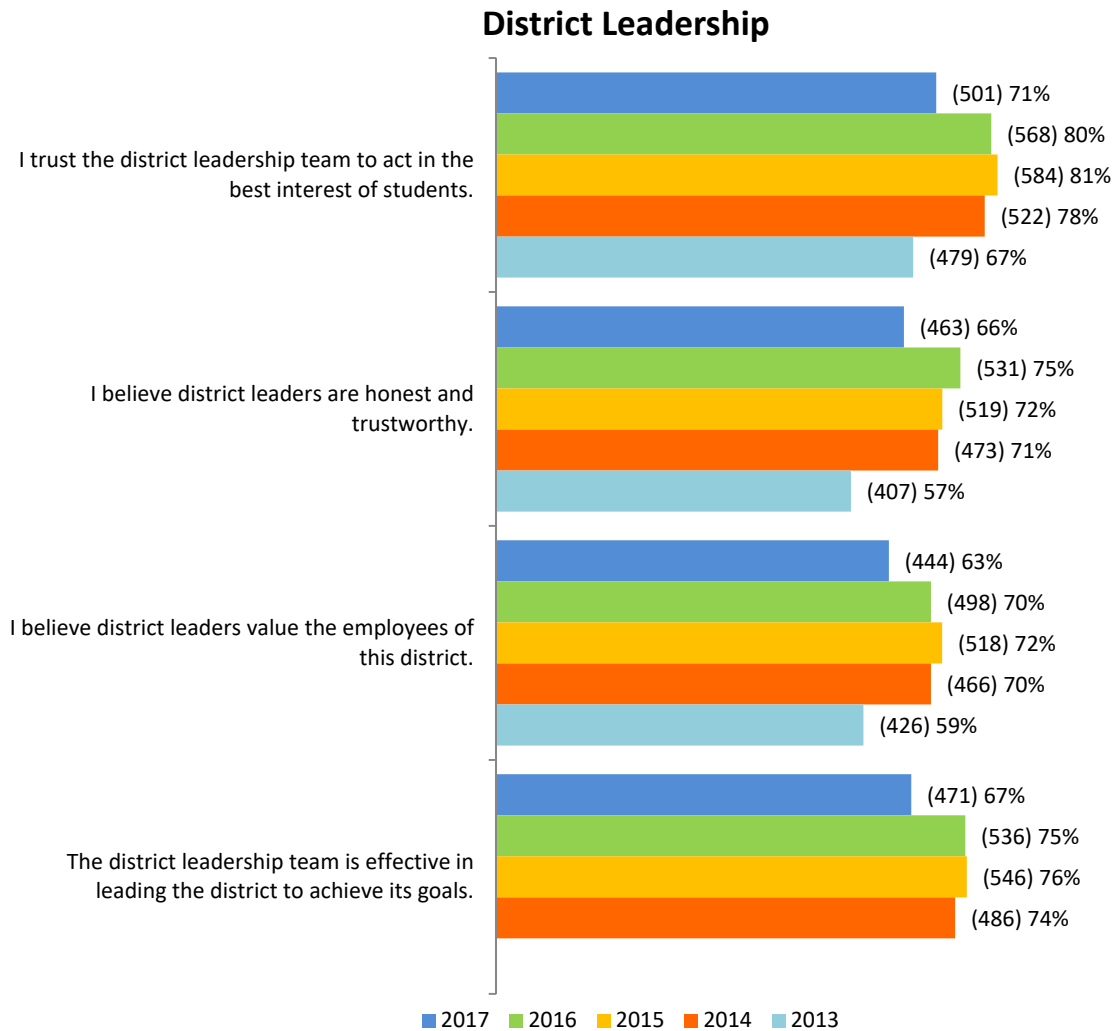
Supervisor relationships foster employee engagement in the short-term, by clarifying expectations and providing feedback, and in the long-term, by monitoring progress and encouraging growth.

Most respondents agreed with the statements about their supervisor across all areas surveyed. For every item in this section, at least 84 percent of respondents agreed with the statement presented. The strongest area was liking one's supervisor at 90 percent, and 89 percent of respondents reported clear goals and objectives were set. Four statements had 88 percent agreement; they were: one's work was appreciated, allowed to make decisions within their scope of authority, supported with problems, and can communicate openly and honestly.

## District Communications

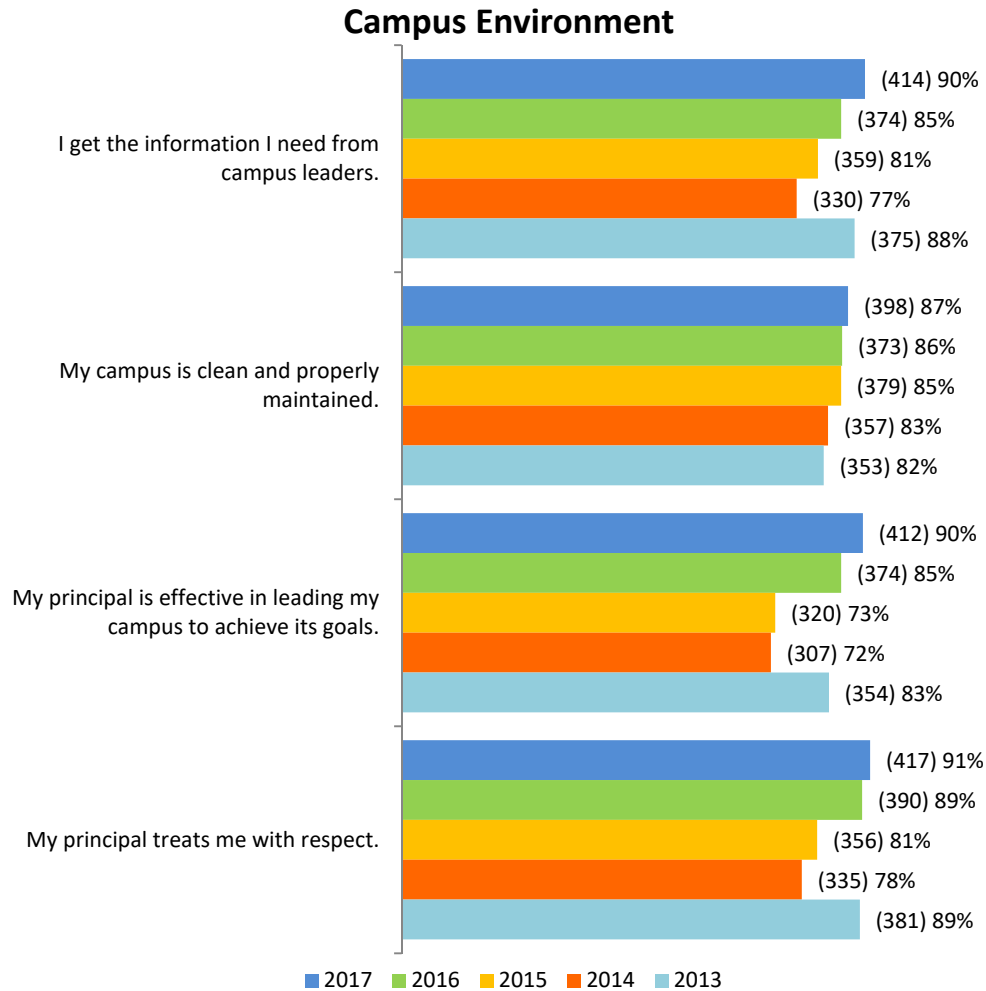


Respondents viewed district communications favorably. All items decreased slightly since last year. Most respondents, 92 percent, understand how their efforts contribute to the district. Eighty-seven percent feel that the district shares important news and events, which decreased 5 points from 2016. Eighty-two percent feel the district communicates policies and procedures clearly. Respondents feel the district provides a way for employees to express their concerns (72 percent). The same proportion, 72 percent, agreed that the district recognizes employee accomplishments, and this has decreased a total of 8 points since 2014.



Canutillo ISD responses about district leadership saw an average of 8 percentage point decrease from 2016, with all items decreasing by 7 to 9 points. However, agreement with these items is still slightly above 2013 levels.

Seventy-one percent trust the district leadership to act in the best interest of students and 67 percent feel that the district leadership team is effective in leading to achieve goals. More than half of respondents believe district leaders are honest and trustworthy (66 percent) and value the employees (63 percent).

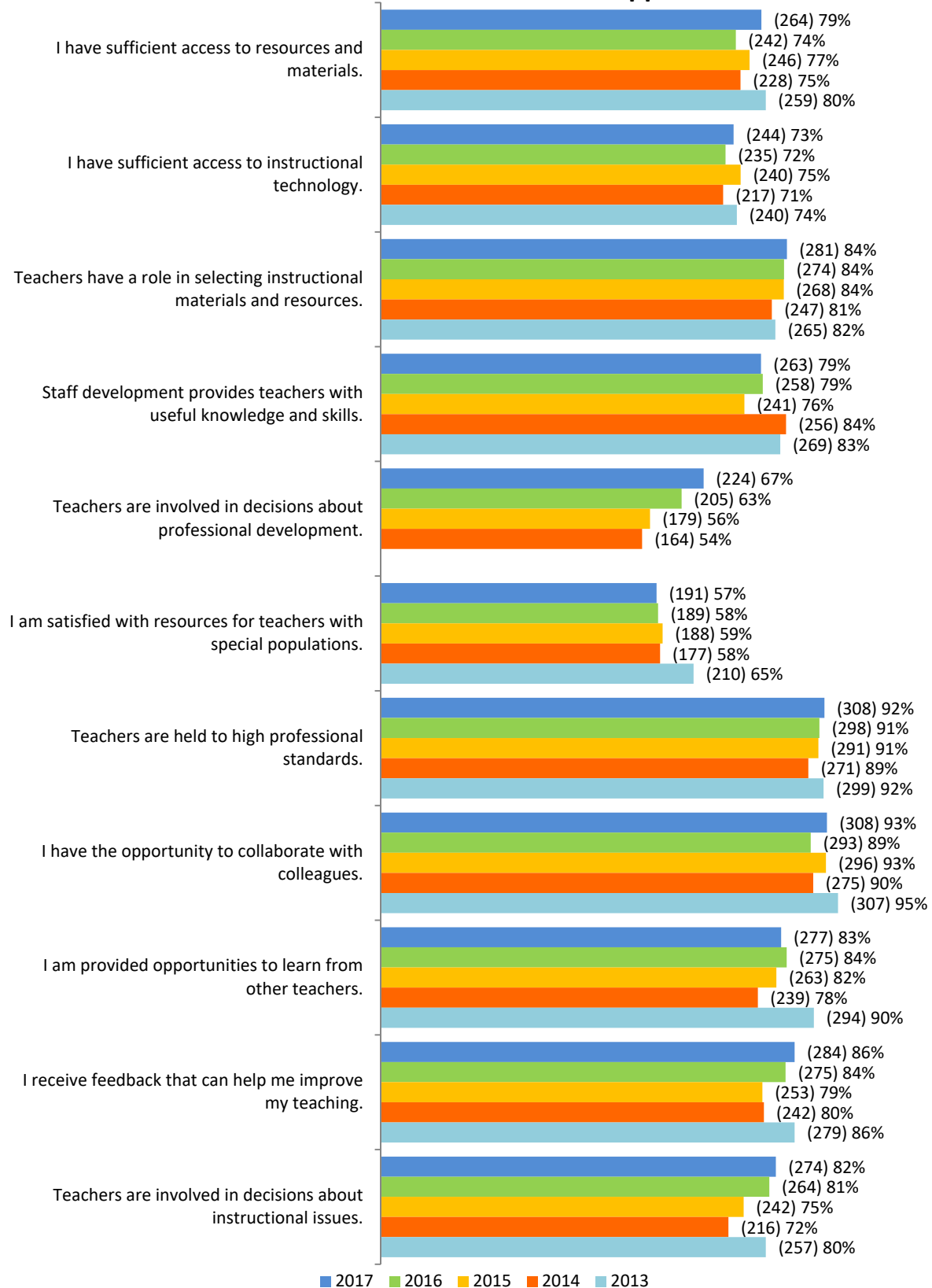


Statements about campus environment were only shown to teachers, other professionals, and instructional aides, to ensure they were relevant items to respondents.

Overall, campus environments are viewed in a positive light. Each item in this section received at least 87 percent agreement among respondents and each item increased slightly from last year's value. Additionally, all items have seen steady improvement since 2014.

Nearly all respondents said their principal treats them with respect (91 percent). Ninety percent reported getting the information they need from campus leaders, and the same amount said the principal is effective in achieving goals; both increasing by 5 percent from last year. Eighty-seven percent of the respondents felt they have a clean and properly maintained campus.

## Curriculum and Instruction Support

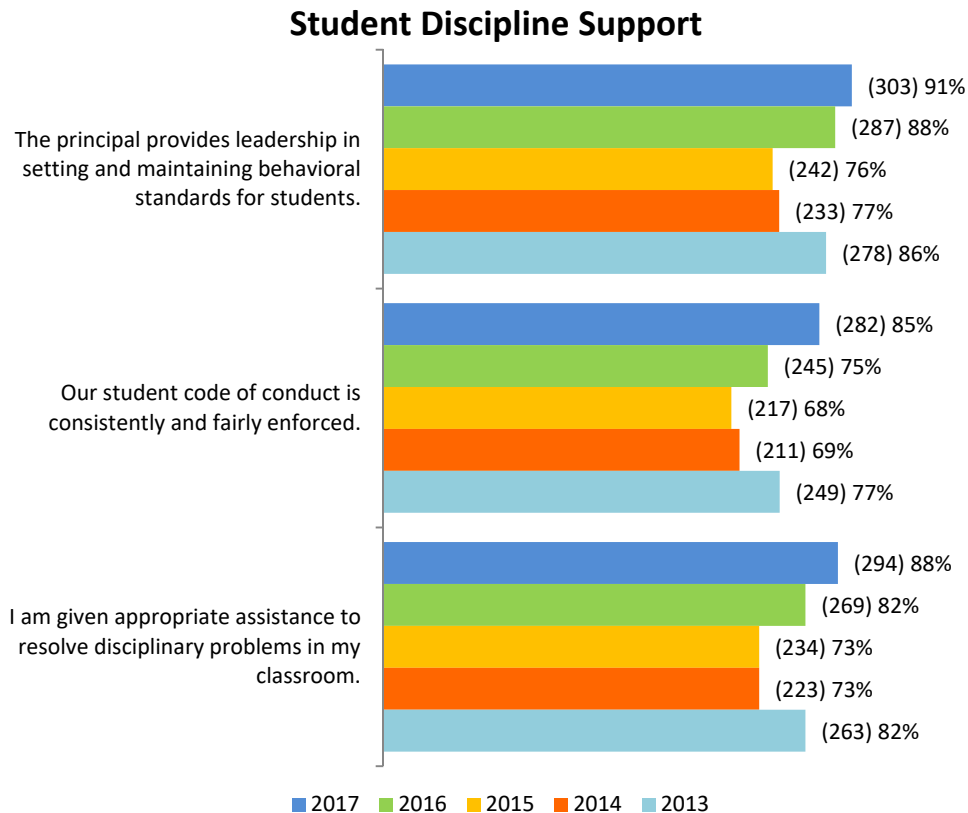


Statements about curriculum and instruction were only shown to teachers, to ensure they were relevant items to respondents.

All items remained within five percentage points of 2016, and on average, agreement with the statements increased 2 percent from last year. Almost all respondents agree that teachers have an opportunity to collaborate with colleagues (93 percent) and teachers are held to high professional standards (92 percent). They also indicated that: individuals receive helpful feedback (86 percent), teachers have a role in selecting instructional materials (84 percent), and they are provided opportunity to learn from other teachers (83 percent).

Teachers having sufficient access to resources and materials increased 5 percent from last year (79 percent). The lowest agreement, but still a majority of respondents at 57 percent, was for satisfaction with resources for teachers with special populations. This item remained very similar to where it has been for the past three years.

Two items related to teacher involvement in decision making have seen steady increases over the years. Involvement with professional development decisions has seen agreement increase from 54 percent (2014) to 67 percent (this year), and involvement with instructional decisions as increased from 72 percent (2014) to 82 percent (this year).



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

Within this topic, 88 percent of respondents feel they are given appropriate assistance to resolve disciplinary problems in the classroom, and 85 percent agree that the code of conduct is consistently and fairly enforced. The greatest proportion, 91 percent, feel the principal provides leadership for behavioral standards. These items saw an average increase of 7 percent from last year, and increases of at least 15 percent have been seen since 2015

## Summary

Overall, survey participants this year viewed their jobs and the district favorably. In many cases, responses remained consistent with last year's results. The majority of topics had 80 percent or higher agreement on the statements provided.

Some topics showed variation from last year. The following topics saw slight decreases in favorable responses: compensation and benefits, district communication, district leadership. On the other hand, slight increases were seen in the topics of relationship with supervisor, campus environment, curriculum and instructional support, and student discipline.

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



## Comments and Suggestions for Improvement

Comments were provided by 134 respondents, which represents 19 percent of survey participants. These comments represent a small subset of participants. As such, the district should consider these alongside the results from related questions presented earlier in this report.

### Comments

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.

Topic of Comment	Count
<b>Accolades:</b> general comments about enjoying working in the district and appreciating the support they receive from individuals.	37
<b>Complaints:</b> base pay	19
<b>Complaints:</b> supportiveness of supervisor	13
<b>Complaints:</b> central office communication and support	13
<b>Complaints:</b> leadership of supervisor	10
<b>Complaints:</b> respectful and courteous behavior of supervisor	9
<b>Complaints:</b> trust of supervisor	8
<b>Complaints:</b> district level and campus level favoritism	8
<b>Complaints:</b> workload distribution	7
<b>Complaints:</b> availability of technology	7
<b>Complaints:</b> communication from supervisor	6
<b>Complaints:</b> facilities maintenance and repairs	5
<b>Accolades:</b> support of supervisor	4
<b>Accolades:</b> general supervisor	4
<b>Complaints:</b> central office budget and spending of funds	4
<b>Complaints:</b> HR communication	4
<b>Complaints:</b> School Board budget of funds	4
<b>Complaints:</b> special education budget cut	4
<b>Complaints:</b> curriculum instructional material and resources	4
<b>Complaints:</b> amount of paperwork for job	4
<b>Complaints:</b> technology outdated	4
<b>Complaints:</b> general facilities	4
<b>Accolades:</b> leadership of supervisor	3
<b>Complaints:</b> curriculum testing	3
<b>Complaints:</b> access to technology	3
<b>Complaints:</b> time to complete training and PLC's	3

Topic of Comment (continued)	Count
<b>Accolades:</b> trust of supervisor	2
<b>Accolades:</b> respect and courteous behavior of supervisor	2
<b>Complaints:</b> consistency and fairness of student grades	2
<b>Complaints:</b> definition of curriculum	2
<b>Complaints:</b> class size	2
<b>Complaints:</b> campus safety	2

## Suggestions

Opportunities for improvement suggested by respondents are summarized below.

Topic of Suggestion	Count
<b>Facilities:</b> Indoor space for daily PE use	1
<b>Teacher Training:</b> provide more training for new teachers	1

## **Appendix: Survey Instrument**

# Canutillo ISD Employee Survey 2017

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## 1. Job Type

- ☐ Teacher
- ☐ Other Professional (Counselor, Librarian, Nurse, Diagnostician, Speech Language Pathologist, etc.)
- ☐ Instructional Aide
- ☐ Campus or District Administrator
- ☐ Clerical/Office
- ☐ Auxiliary Support (Food Service, Transportation, Custodian, Maintenance, etc.)
- ☐ Other

2. Please indicate what you value as most important to your job satisfaction.  
(Choose up to 5 that apply.)

- ☐ Compensation and benefits
- ☐ Job security
- ☐ Learning opportunities
- ☐ Opportunities to use skills and abilities
- ☐ Recognition for good work
- ☐ Relationship with coworkers
- ☐ Relationship with supervisors
- ☐ Respectful treatment of all employees
- ☐ Safe working conditions
- ☐ Work that is meaningful to me

### 3. Job Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I am proud to work for Canutillo 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"/>

#### 4. 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 work in an environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure in my employment with this district.	<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"/>

#### 5. 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"/>

## 6. 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"/>



## 7. 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"/>

## 8. 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"/>

## 9. District Leadership

	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"/>
The district leadership team is effective in leading the district to achieve its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 10. 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"/>

## 11. 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"/>
Teachers have a role in selecting instructional materials and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff development provides teachers with useful knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are involved in decisions about professional development.	<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"/>
Teachers are involved in decisions about instructional issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 12. 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"/>

### 13. Work Location

- ☐ Northwest Early College High School
- ☐ Canutillo High School
- ☐ Canutillo Middle School
- ☐ Jose Alderete Middle School
- ☐ Canutillo Elementary School
- ☐ Bill Childress Elementary School
- ☐ Jose Damian Elementary School
- ☐ Deanna Davenport Elementary School
- ☐ Gonzalo & Sofia Garcia Elementary School
- ☐ Administration Building
- ☐ Support Services (Transportation, Maintenance, Security, etc.)
- ☐ Lone Star Building
- ☐ Reyes Elementary School

### 14. Length of Employment at Canutillo ISD

- ☐ Less than 1 year
- ☐ 1–3 years
- ☐ 4–9 years
- ☐ 10–15 years
- ☐ 16 years or more

## Comments

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