

2026

Employee Opinion Survey

Navarro Independent School District

March 2026

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INTRODUCTION AND METHODOLOGY

Introduction

Navarro ISD (NISD) engaged the HR Services Division of the Texas Association of School Boards (TASB) to conduct a confidential employee opinion survey. The HR Services Division has been providing human resource consulting and support services to Texas schools for approximately 40 years.

The purpose of the employee opinion survey is to assess employee engagement in the district and on campuses, as well as the level of employee satisfaction in their job and in relation to working conditions. District leadership may use survey information to understand how respondents perceive specific issues and to reveal a general level of job satisfaction among district employees.

All organizations benefit from actively engaged employees. Engaged employees tend to remain involved in the district, have lower absenteeism rates, are passionate, and committed to their work and the district's mission. A 2019 Gallup report, *Gallup's Perspective on Understanding the K-12 Teacher Experience*, shows that engaged teachers are 62 percent less likely to leave their district, and teacher engagement is directly related to student engagement.

Districts with an engaged workforce have a common vision and mission implemented by district leaders and shared by all employees. District and campus leadership that communicates openly, provides more feedback, and allows employees to use their best skills can motivate all employees to do outstanding work in the organization.

Methodology

The TASB HR Services Division conducted a confidential survey of NISD employees in January 2026 at the request of the district. The survey collected employee demographics and assessed a variety of areas including job satisfaction, working conditions, relationships, district leadership, and campus concerns.

HR Services developed survey questions in collaboration with NISD, and no changes were made to questions this year. Most of the questions request that employees respond to statements using a Likert-type scale, and some responses are combined for the purposes of analysis. For example, throughout the report, "strongly agree" and "agree" responses were combined to indicate a positive response.

Responses are compiled throughout the report and results are provided to the district by survey topic. Multiple years of survey data are provided for district comparison, which is standard for the employee survey process. This is the second year the district has administered the employee climate survey with TASB HR Services.

SURVEY ADMINISTRATION AND DEMOGRAPHICS

Survey Administration and Respondents

NISD provided HR Services with a list of employee email addresses, and at the time of survey launch, there were 400 employees in the district. HR Services sent an email with a link to NISD staff requesting their participation in the survey. All employee responses were submitted directly to HR Services to ensure confidentiality of responses. A total of 344 employees participated in the survey, yielding a response rate of 86 percent, above the 2025 response rate of 84 percent.

Employees from all job types and work locations participated in the survey. The largest group of respondents were teachers, composing 50 percent of the total respondents and representing 92 percent of all teachers employed by the district. Employees with one to five years of experience with the district made up 51 percent of the total survey. Most of the respondents were represented at the Navarro Elementary School.

Survey Response

Exhibit 1 shows a summary of positive responses for NISD for each topic presented in the survey compared to 2025. The data represents the percentage of respondents who chose the response of agree or strongly agree, averaged across the items in a topic.

This year, on average, job satisfaction had the highest percentage of positive responses (96 percent), while student discipline had the lowest positive response rate (73 percent). Compensation and benefits showed a 10 percent increase this year, and student discipline showed a 7 percent increase. Subsequent sections of the report will include charts and highlight specific items within each topic.

EXHIBIT 1: SUMMARY OF POSITIVE RESPONSES

Survey Topics	Positive (Average) 2026	Difference from Previous Year (2026 to 2025)
Job Satisfaction	96%	1%
Working Conditions	86%	2%
Relationship with Coworkers	95%	1%
Relationship with Supervisor	82%	-3%
Compensation and Benefits	76%	10%
District Communications	86%	2%
District Leadership	80%	2%
Board of Trustees	77%	1%
Campus Environment	81%	-5%
Curriculum and Instruction	77%	2%
Student Discipline	73%	7%

Demographics

The demographic makeup of respondents is a factor to consider when comparing results across years. For example, the answers from respondents in 2025 compared to 2026 showed slight variations in survey distribution by job type, length of employment, and work location.

Exhibit 2 shows a total of 344 surveys submitted, yielding a participation rate of 86 percent. Respondents were first asked for their job type to show only relevant questions to that position. For example, only teachers received questions about student discipline.

Overall, teachers comprised the highest number of participants (171) and campus administrators with the lowest number of participants (12). The participation rate was highest for office and clerical staff at 106 percent and lowest for auxiliary support staff at 55 percent.

It is important to note that when certain job groups show more than a 100 percent participation rate, it is typically due to the employee identifying their job type differently than the district. As noted above, employees could self-identify their job type which may differ from how the district identifies the employee.

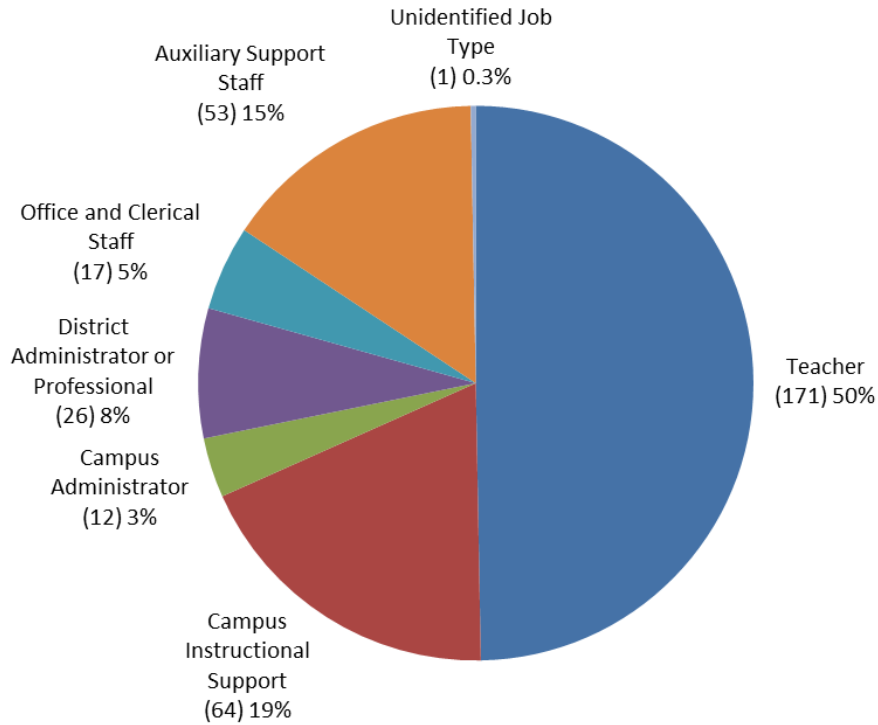
Exhibit 2: Participation by Job Type

Job Type	# of Employees	# of Respondents	Participation Rate	% of Total Survey
Teacher	185	171	92%	50%
Campus Instructional Support	62	64	103%	19%
Campus Administrator	15	12	80%	3%
District Administrator or Professional	26	26	100%	8%
Office and Clerical Staff	16	17	106%	5%
Auxiliary Support Staff	96	53	55%	15%
Unidentified Job Type	N/A	1	N/A	0.3%
Total	400	344	86%	100%

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

Exhibit 3 shows teachers as the largest group represented in the survey at 50 percent of the total survey respondents, followed by campus instructional support at 19 percent.

Exhibit 3: Representation by Job Type



School district employees are typically represented by years of service or length of employment. In NISD, employees with 1 to 5 years of experience made up 51 percent of respondents, those with less than 1 year of experience made up 19 percent of respondents, and employees with 6 to 10 years of experience represented 15 percent of the survey. Employees with 16 years or more of experience and 11 to 15 years of experience made up 8 and 7 percent of the total survey respondents respectively.

Exhibit 4: Representation by Length of Employment

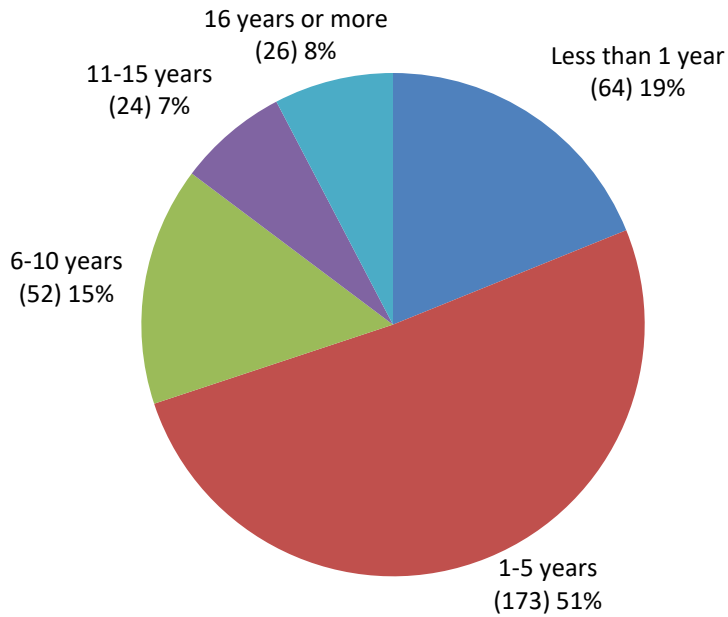
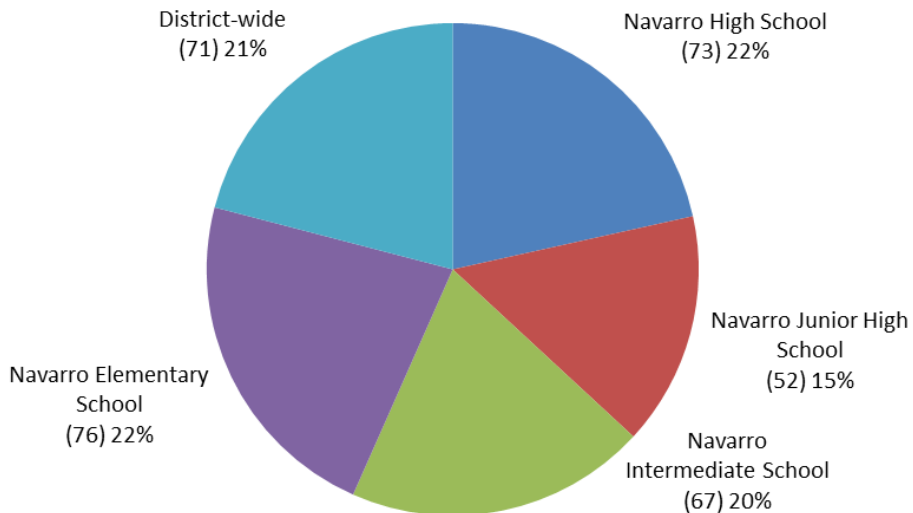


Exhibit 5 shows employees represented by work location. All work locations provided by the district were represented in the survey. The largest group of participants were located at Navarro Elementary School. Survey respondents were well distributed across work locations.

Exhibit 5: Representation by Work Location



FINDINGS

Job Satisfaction Factors

Happiness and productivity are often impacted by an employee's job satisfaction. The more satisfied an employee, the greater tendency for the employee to stay with an organization. Job satisfaction is also a predictor of the sense of purpose an individual feels in the role they serve. Feeling valued and having future job opportunities help contribute to employee satisfaction in the organization. Measurement of job satisfaction varies depending on a specific individual's perception. Typically, the happier, engaged, and connected an individual feels at work, the more productive and satisfied they are in the organization.

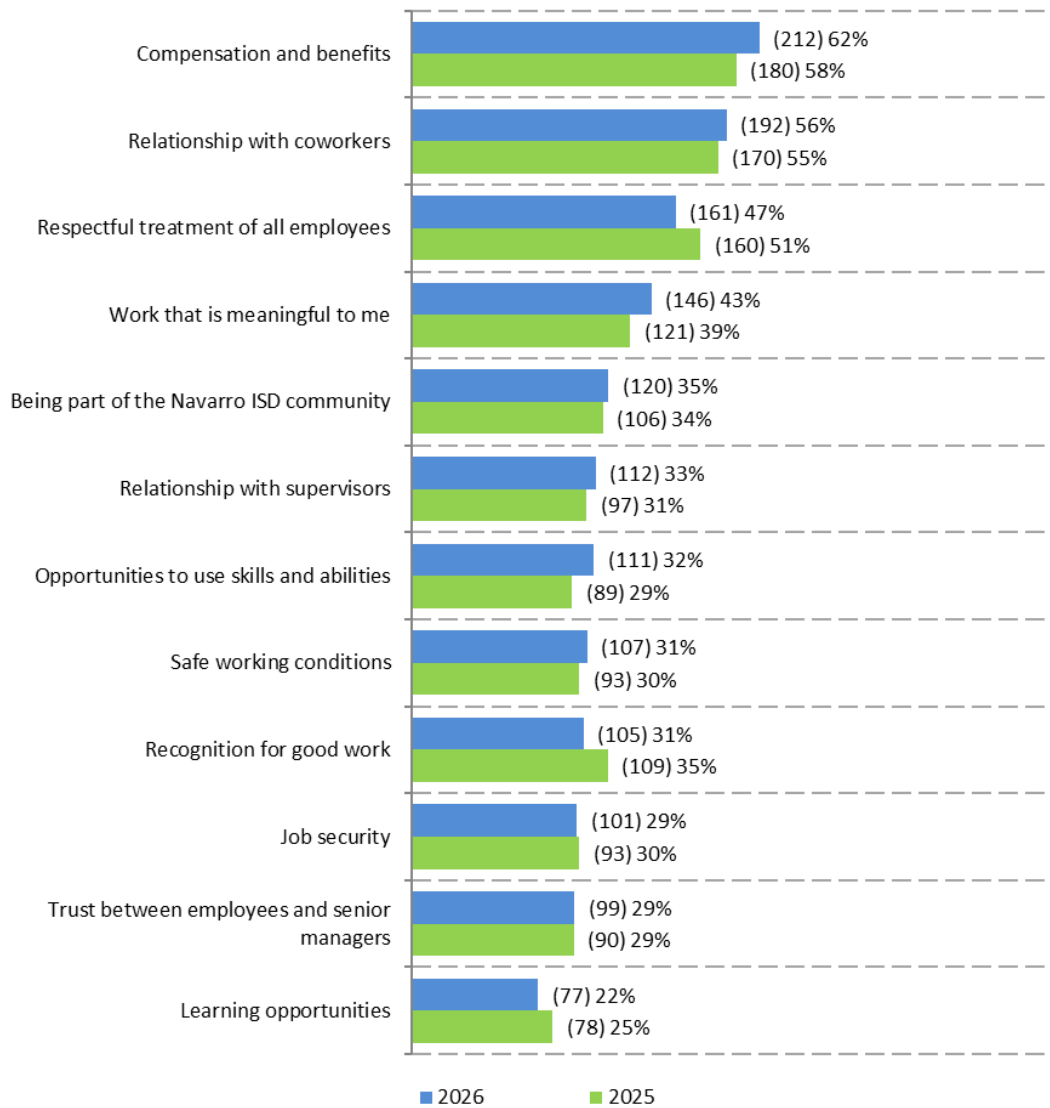
For factors contributing to job satisfaction, respondents could choose up to five items that they valued as most important to their job satisfaction.

Two job satisfaction factors were chosen by more than half of NISD survey respondents. Compensation and benefits were chosen by 62 percent of the respondents as a very important factor for job satisfaction, and relationships with coworkers were chosen by 56 percent of respondents as a key factor to job satisfaction.

These factors aligned with the two highest factors in 2025. In fact, both factors showed an increase in importance with compensation and benefits increasing by 4 percentage points and coworker relationships increasing by 1 percentage point.

Exhibit 6 shows a breakout of factors contributing to job satisfaction for NISD.

Exhibit 6: Factors that Contribute to Job Satisfaction



Survey Topics

The remaining sections of the survey provided Likert-scale type questions and asked participants for their level of agreement with the statements in the survey. Response options were categorized as strongly agree, agree, disagree, strongly disagree, and no opinion/not applicable. The responses of strongly agree and agree were combined to indicate a positive response. Responses from the questions are broken out by each topic addressed in the survey with the corresponding results for NISD.

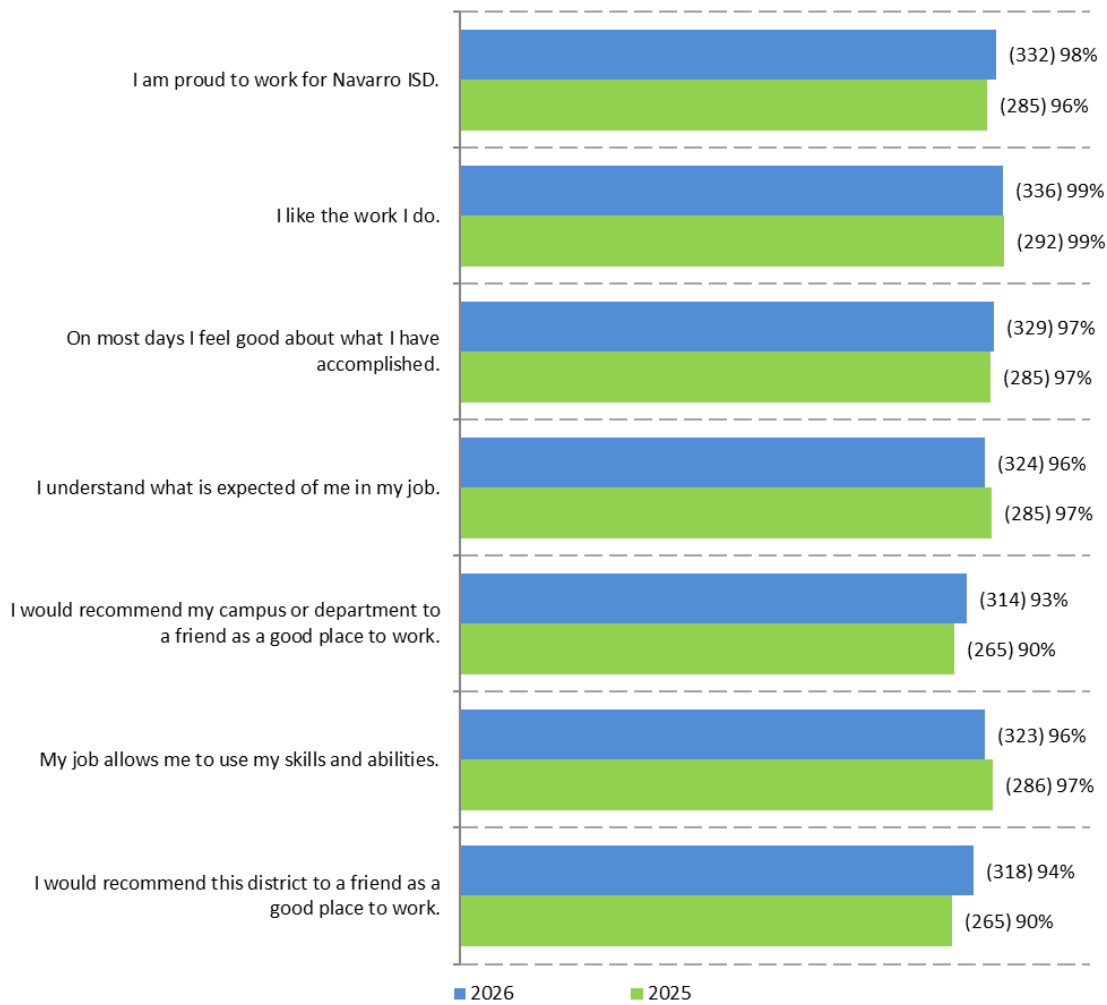
Job Satisfaction

Job satisfaction is demonstrated when an employee feels fulfilled and happy with their work. Satisfaction tends to have a positive correlation to the level of employee engagement in the organization. A lack of job satisfaction can lead to decreased motivation, inferior performance, mediocre retention, and poor health. Focusing on professional development, recognition, feedback, flexibility, and compensation and benefits can lead to increased job satisfaction for all employees.

Exhibit 7 shows NISD participants responded favorably regarding job satisfaction. There was almost unanimous agreement that respondents liked the work they performed in the district (99 percent). They also strongly agreed that they are proud to work for NISD (98 percent) and feel good about what they've accomplished most days in their job (97 percent).

This year, increases were seen for how respondents felt about recommending their campus or department to a friend (3 percent increase) and how they felt about recommending the district to a friend as a good place to work (4 percent increase). Overall, through survey results and comment analysis, NISD survey respondents expressed strong job satisfaction and a desire to continue their work in the district for the foreseeable future.

Exhibit 7: Job Satisfaction



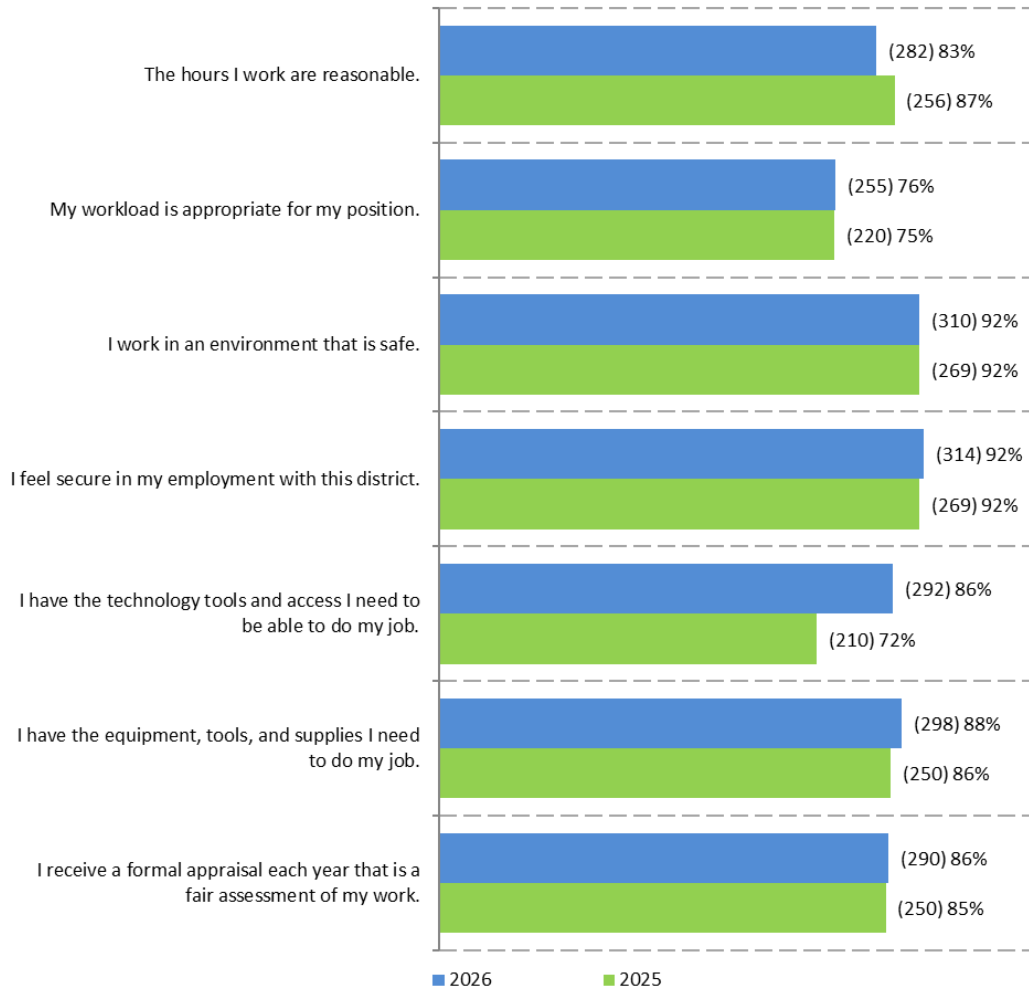
Working Conditions

When employees are overwhelmed with their workload, they often disengage or exit the organization. It is important for employers to be attentive to employee workloads, overall well-being, and the work environment to ensure employees feel safe, secure, and reasonably stress free. It is also important that employees have access to the necessary resources and tools to achieve success in their job. When employees believe they work in a positive, supportive, and safe environment, they are more likely to engage actively in the mission and goals of the organization.

Overall, NISD respondents expressed satisfaction with their working conditions. Most respondents reported they felt safe in their working environment and felt secure in their employment with the district (92 percent respectively).

This year, there was a double-digit increase (14 percentage points) in satisfaction with district technology tools. Over 85 percent of respondents agreed they have the technology tools and network access they need to do their job compared to 72 percent agreeing with this statement in 2025.

Exhibit 8: Working Conditions



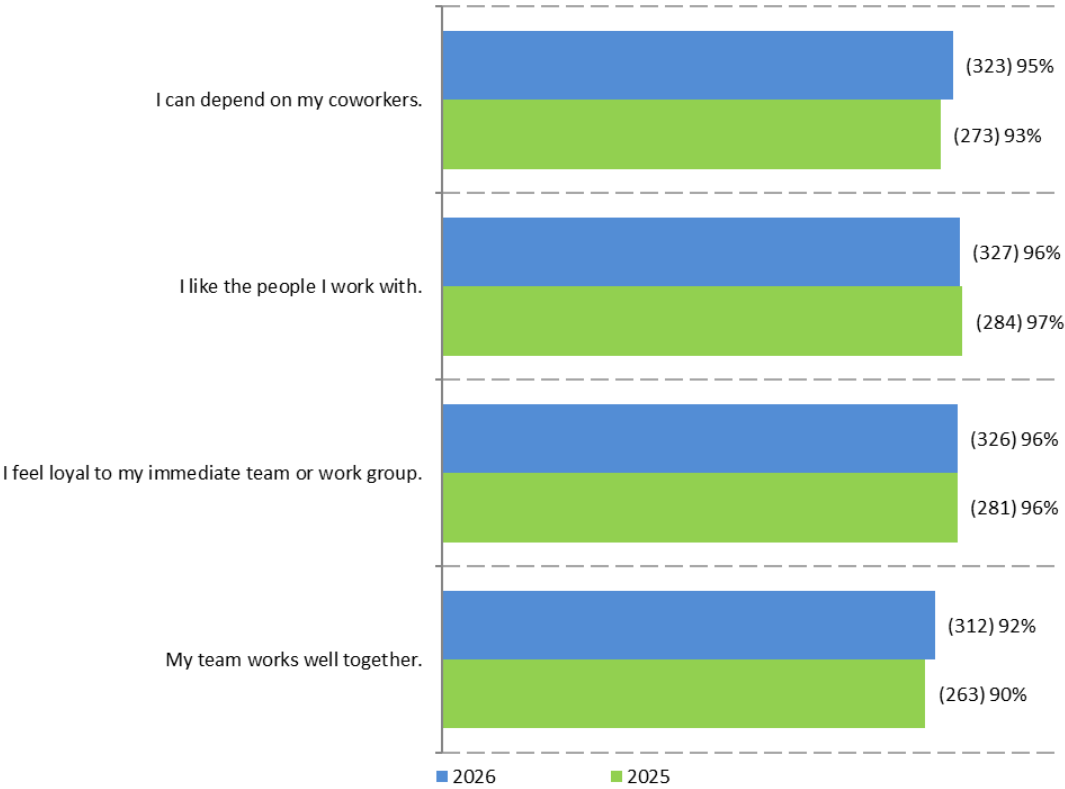
Relationship with Coworkers

Employees have an innate desire to belong. Motivation increases when employees have strong working relationships with their coworkers. Collaboration, teamwork, and productivity also increase when coworkers get along and see each other as inspiration. Working relationships thrive when there is a focus on open communication, reducing workplace gossip, fostering positivity, and creating a supportive environment. Coworker relationships affect organizational culture and are an influencing factor in the success of others.

NISD respondents viewed coworker relationships very favorably this year, with 92 percent or more of the respondents agreeing with each item in this topic. Opinions remained mostly the same compared to 2025.

However, this area is one of highest scoring areas for the survey. It is evident that respondents feel positively about coworker relationships and team dynamics on campuses and in departments.

Exhibit 9: Relationship with Coworkers



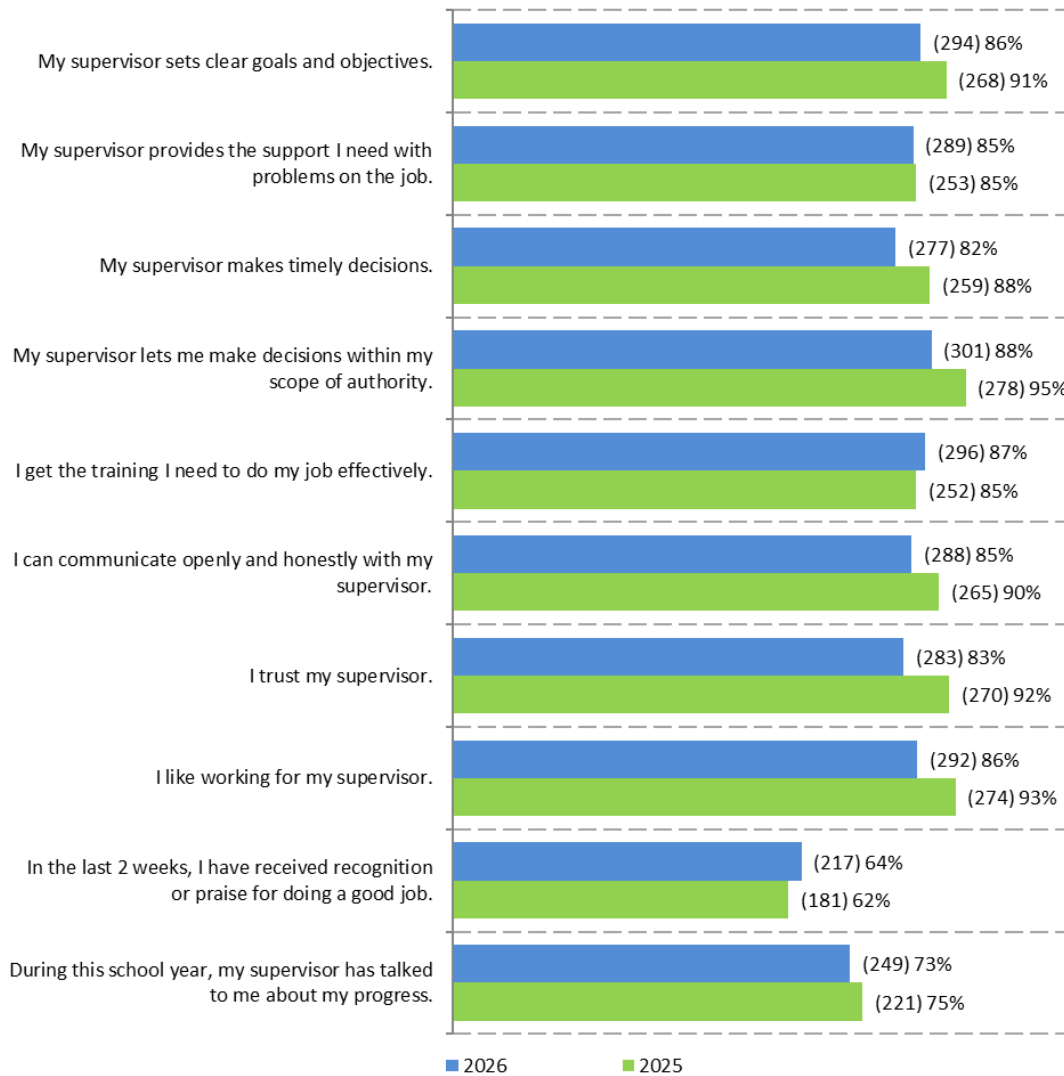
Relationship with Supervisor

Working with a supervisor who leads with positivity and kindness can greatly impact the employee’s work experience. The key to this type of leadership is the recognition of each employee as an individual with their own personality who brings a unique perspective to the organization. Healthy work relationships should be present between supervisors and employees. With intentional and ongoing mentoring, coaching, collaborating, and recognition, the supervisor creates a culture of mutual support and respect which leads to stronger work relationships.

The area of relationship with supervisor decreased by 3 percentage points this year, on average. Several items had a decrease compared to 2025 with four statements decreasing by more than 5 points compared to last year. The largest decrease was seen in how respondents feel about trusting their supervisor. There was a 9 percent decrease for this statement compared to 2025 survey results (92 to 83 percent).

The district may want to conduct a deeper analysis of the results for this area. However, the overall score for the area was 82 percent. Employee satisfaction and engagement are directly tied to the relationship with their supervisor, so the district may want to consider assessing factors contributing to decreases in certain areas. Additionally, supervisor feedback to employees could also be an area of focus.

Exhibit 10: Relationship with Supervisor



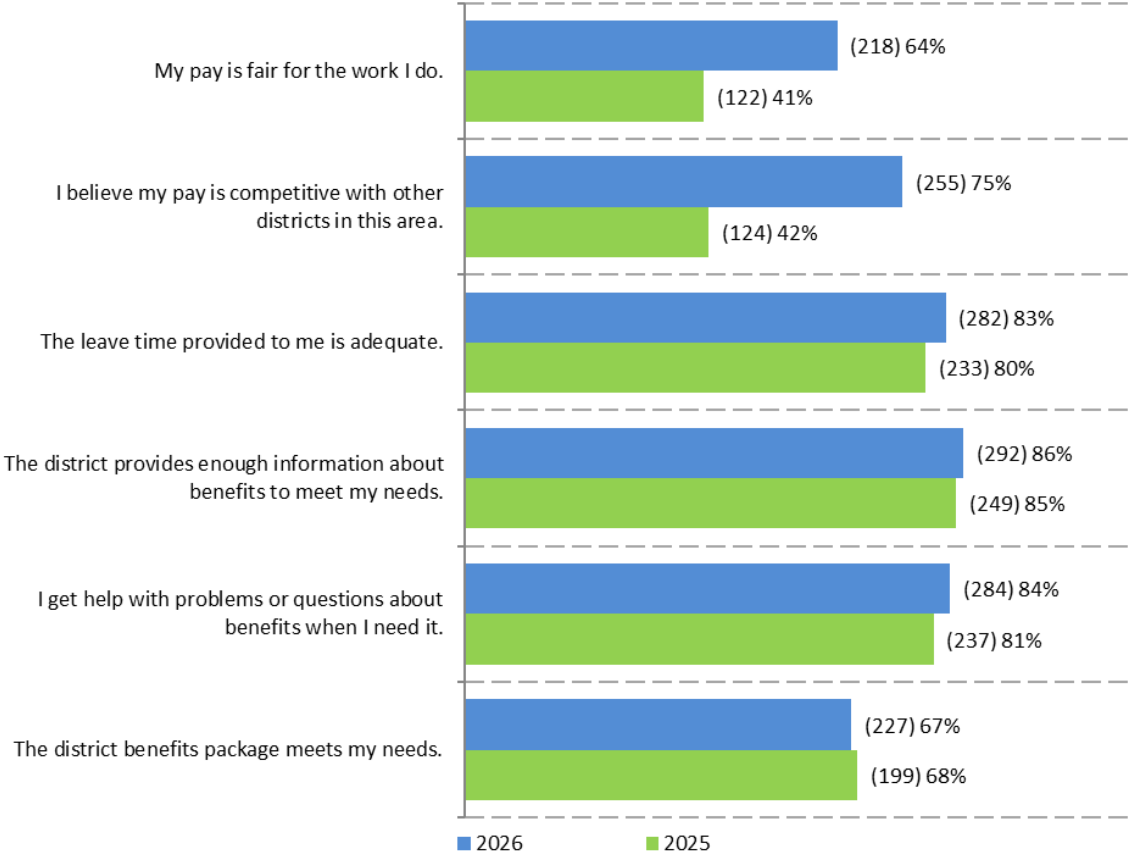
Compensation and Benefits

Compensation and benefits are not the single most reason for an individual to leave a school district. However, the lack of competitive compensation and benefits may be a contributing factor when employees exit an organization. School districts must monitor their surrounding market to determine how they compare to their competitors in pay and benefits. Using salary survey data is the key to determining market competitiveness. Benefit costs and offerings must be monitored to ensure the district is fiscally responsible yet meeting the needs of all employees in the organization. Keeping employees informed of changes in compensation and benefits shows value to its employees, which leads to increased productivity and reduced absenteeism.

The area of compensation and benefits showed a 10 percent increase compared to 2025, on average. The two statements related to compensation increased remarkably compared to 2025 survey results. Survey respondents evidently feel more satisfied about how the district is paying its employees and how

employee pay is more competitive when compared with surrounding districts. NISD should be commended for improvements in employee compensation this year.

Exhibit 11: Compensation and Benefits

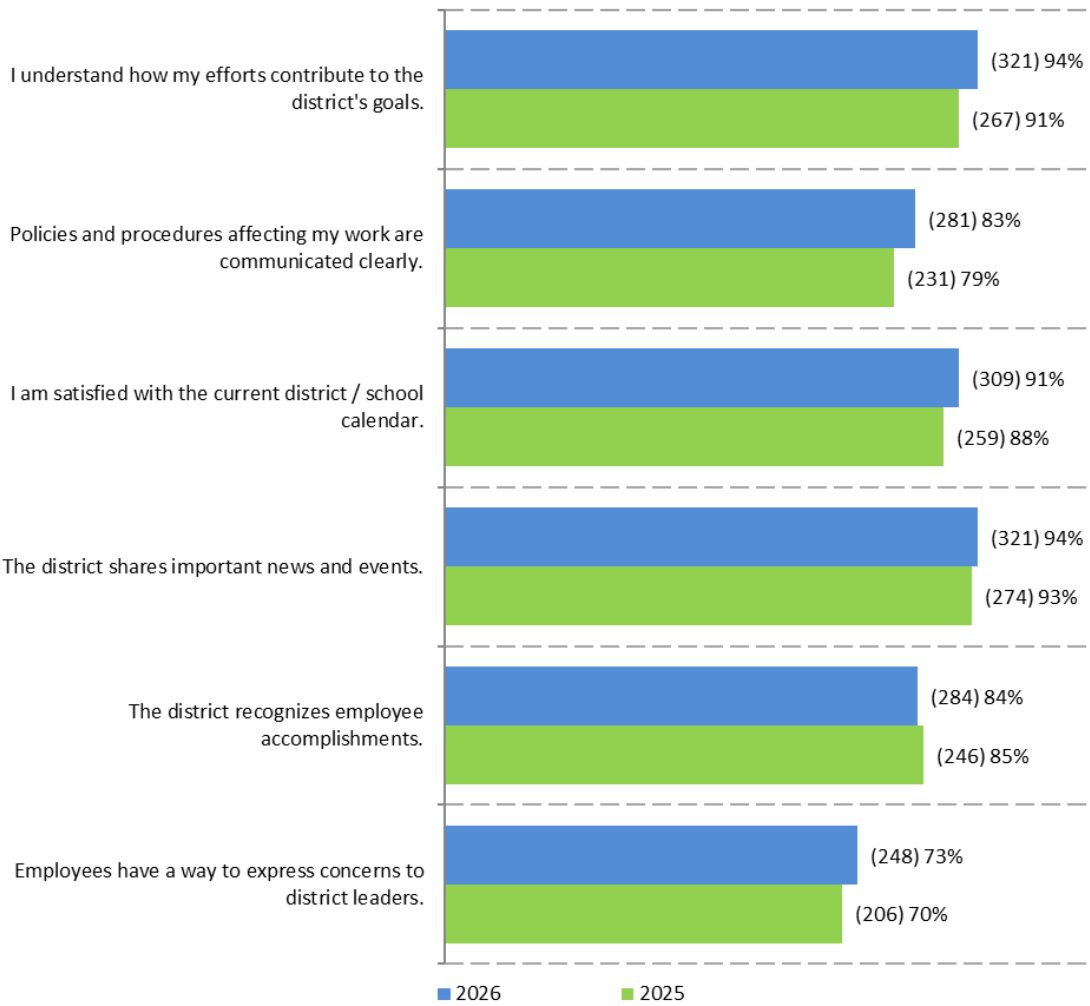


District Communications

In the workplace, verbal and nonverbal communication occurs when information is exchanged between employees and leaders. Effective communication is key to high employee performance, a positive work environment, and collaboration between employees. Communication is also the foundation of relationship building across the organization. Strong district communication helps employees feel more connected while will help foster stronger bonds and increase loyalty to the organization and its leaders.

In NISD, respondents viewed district communications positively, and this area increased by 2 percentage points compared to 2025. Survey respondents seemed to understand how their efforts contributed to district goals, and most of the survey respondents were satisfied with the current district/school calendar. Additionally, most of the survey respondents agreed that the district shares important news and events.

Exhibit 12: District Communications

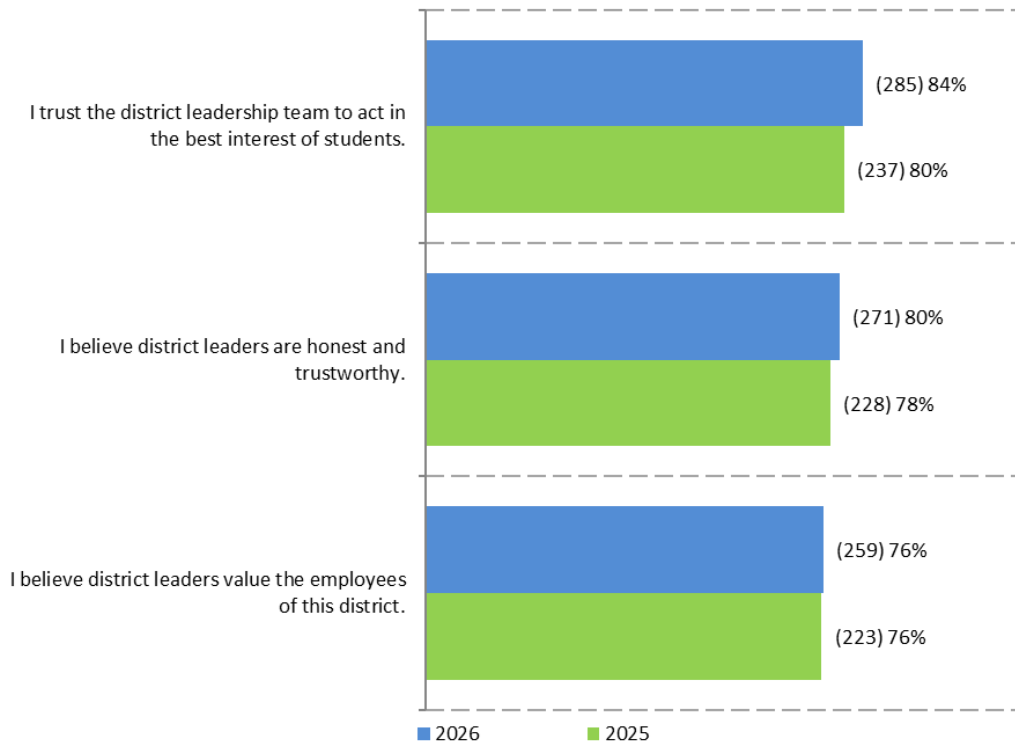


District Leadership

District leadership has a substantial impact on the overall employee experience in an organization. Research shows one of the top reasons employees choose to leave their organization is due to the relationship with their boss. It is vital for an organization to use tools like employee opinion surveys to measure employee satisfaction and to gauge leader effectiveness.

Overall, the area of district leadership increased by 2 percentage points, on average. Increases were seen in how survey respondents felt about district leadership acting in the best interest of students (+4 points) and how respondents felt about the honesty and trustworthiness of district leaders (+2 points).

Exhibit 13: District Leadership

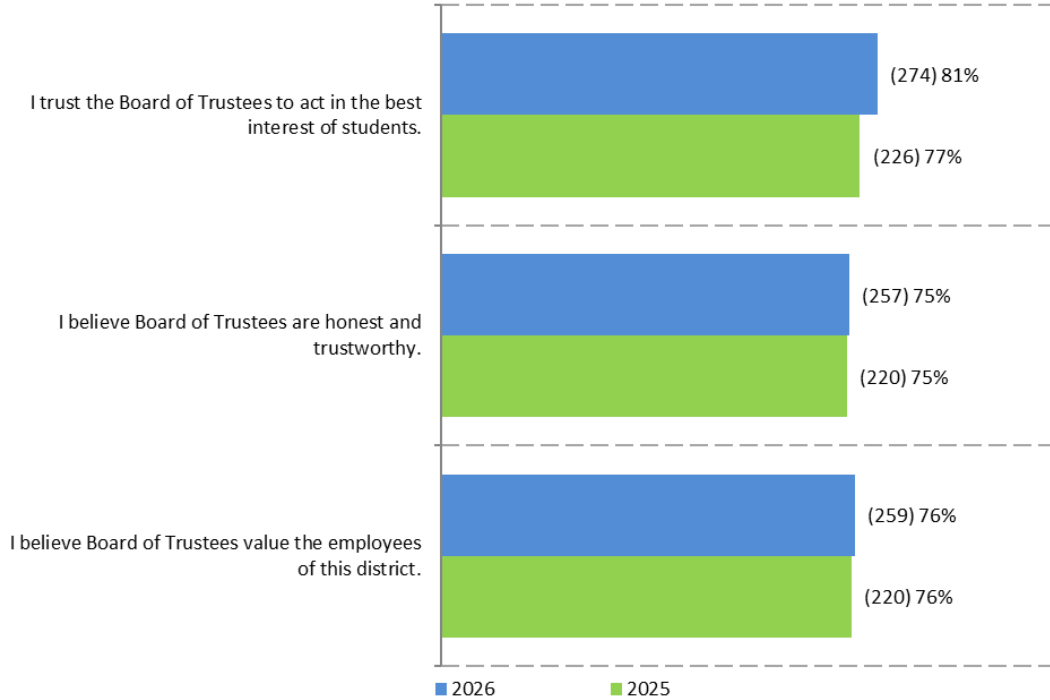


Board of Trustees

The Board of Trustees (BoT) provides leadership and guidance to support the superintendent in leading the school district. School board members are seen as guardians of the public trust, representing their community’s interests, overseeing the school district’s management, and advocating for staff and students with a focus on student achievement and staff and student well-being.

The area of BoT continued to have a positive response rate from survey respondents this year. An increase of 4 percentage points was seen for how the BoT acts in the best interest of students compared to the 2025 survey results.

Exhibit 14: Board of Trustees



Campus Environment

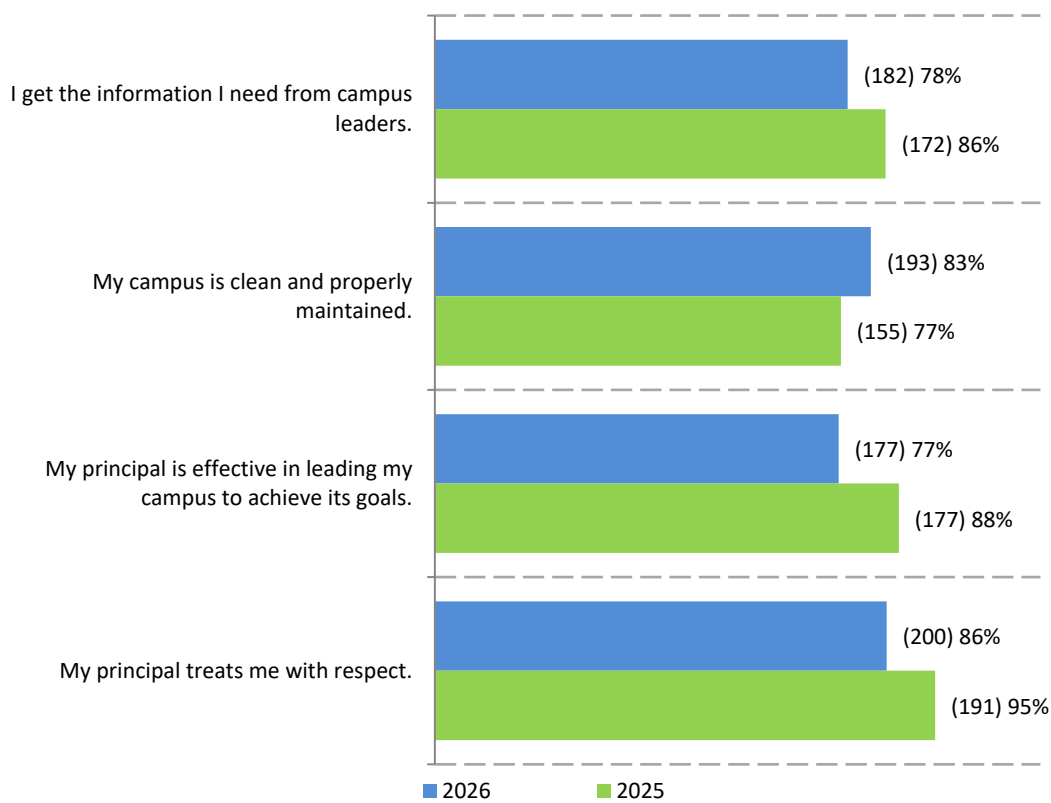
An educator’s success is dependent on support from administrators, feeling safe in their work environment, and being treated with respect. Most educators have a clear understanding of campus goals as they relate to student learning, but without strong leadership, educators may not apply that understanding outside of their own classroom. A successful campus promotes a collaborative environment where all staff work together for the good of the campus, which ultimately impacts the overall success of the district and its students.

For campus environment, statements were only shown to teachers and instructional support staff to ensure items were relevant to respondents.

This year, there was an average decrease of 5 percentage points for campus environment compared to 2025. Three of the four statements in this area showed a decrease ranging from 8 to 11 points. The largest decrease (-11 points) was related to how respondents felt towards their campus principal’s effectiveness in leading the campus to achieve its goals.

While the overall score for this area was 81 percent this year, the district should note that some of the issues related to campus environment could be contributing factors to employee dissatisfaction in the district. On a positive note, there was an increase in how survey respondents felt about the cleanliness and maintenance of the campus. This statement showed a 6-point increase over the results for 2025.

Exhibit 15: Campus Environment



Curriculum and Instruction

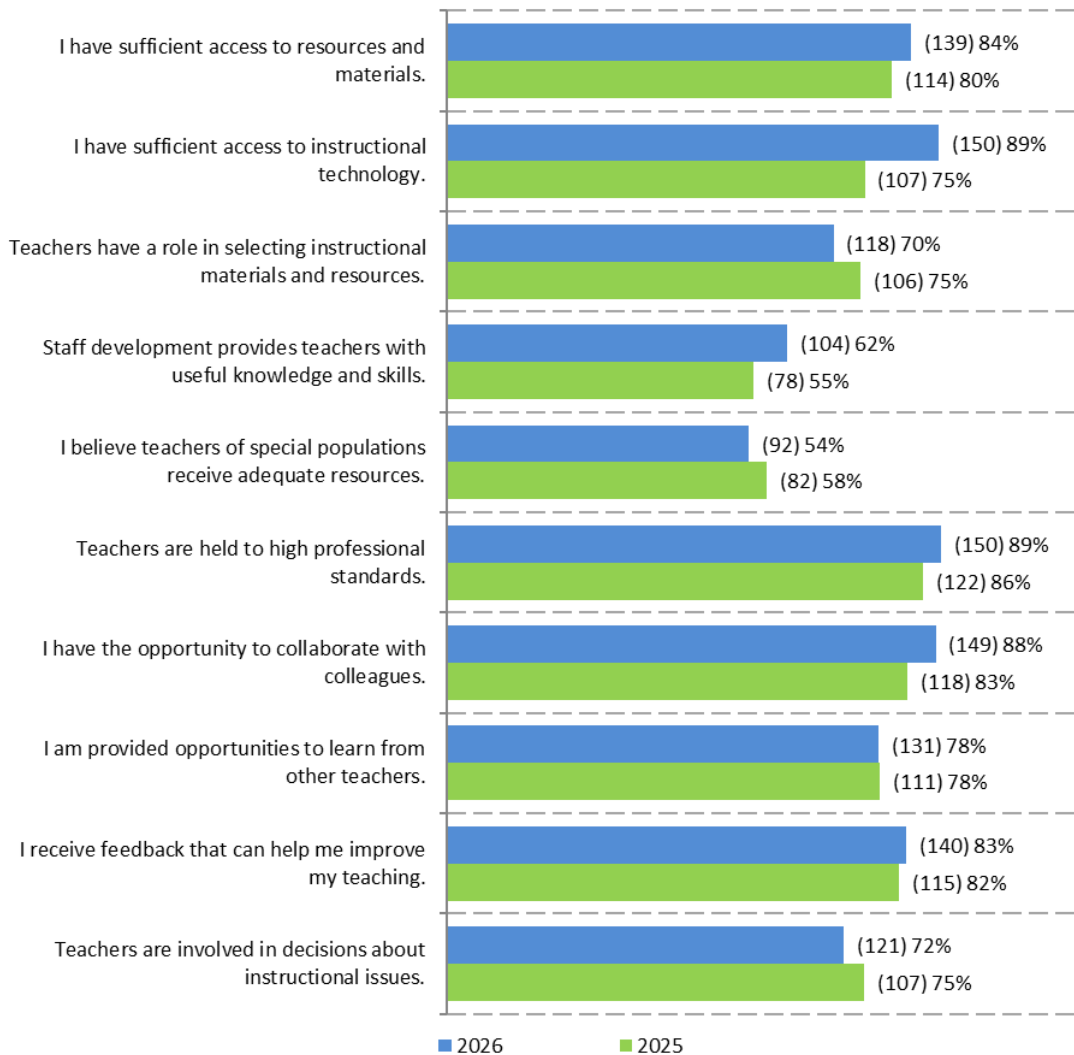
Relevant professional development is essential for employee retention. It specifically equips employees with the essential skills to expand their knowledge and improve their work. It also motivates the employee to envision growth opportunities. Providing adequate access to curriculum materials and resources is key. School districts must carefully evaluate employee needs and intentionally make purchases that will support each employee’s work. Without adequate training and pertinent materials and resources, employee happiness may decline, and disengagement may increase.

For curriculum and instruction, statements were only shown to teachers to ensure items were relevant to respondents.

The area of curriculum and instruction improved by 2 percentage points, on average, compared to 2025. Survey respondents felt more positive overall about their resources and their opportunities for collaboration and professional learning in the district compared to 2025.

The item that showed the most improvement was related to instructional technology. There was a 14 percent increase in agreement that employees have sufficient access to instructional technology. This was a change from 74 percent agreement in 2025 to 89 percent agreement this year. It is evident that the district has focused on improving technology in the district, and survey respondents have indicated an improved satisfaction with technology access and resources in the district.

Exhibit 17: Curriculum and Instruction



Student Discipline

Effective teaching and learning are driven by student discipline. A structured classroom helps all learners stay on task, limits distractions, and supports the flow of information between the teacher and students. A structured classroom also helps students develop self-discipline, which encourages them to prioritize their learning, engage in instruction, and prepare for future academic and career endeavors.

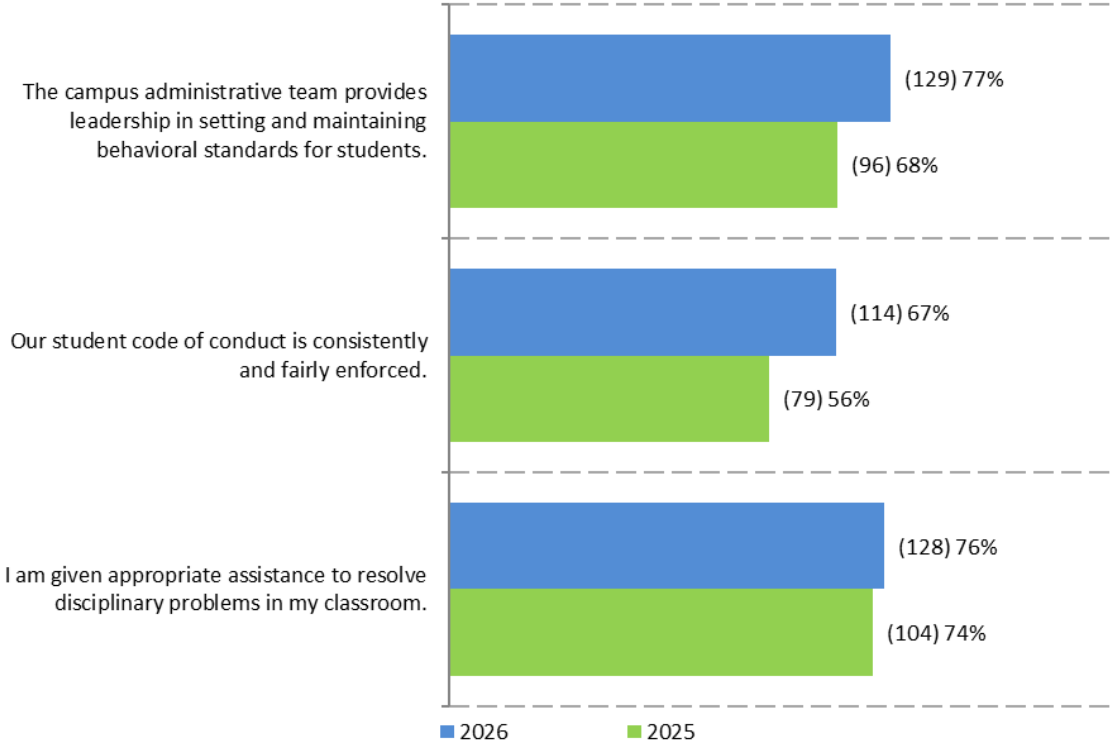
Additionally, a positive and disciplined school environment is a safe environment. Campus administrators must create a safe environment focused on learning and where both staff and students understand and accept the code of conduct. A safe learning environment provides structure and supervision to ensure success for all, and accountability is key.

For student discipline, statements were shown only to teachers to ensure items were relevant to respondents.

The area of student discipline increased overall compared to 2025. Each statement increased at least 2 percentage points with the largest increase reflected in the fair and consistent enforcement of the student code of conduct. An increase of 11 percentage points was seen for this statement resulting in a change from 56 percent agreement in 2025 to 67 percent agreement this year.

Additionally, 77 percent of survey respondents agreed that the campus administrative team provided leadership in setting and maintaining behavioral standards for students. This is an increase of 9 percentage points compared to the results for 2025.

Exhibit 18: Student Discipline



Executive Summary

In many of the areas surveyed, NISD survey results remained consistent within 1 to 2 percentage points compared to the 2025 survey results. Notable increases were seen in compensation and benefits (+10 points) and student discipline (+7 points). All surveyed areas resulted in a score of 73 percent or higher with 7 out of 11 surveyed areas scoring 80 percent or above.

Overall, NISD survey participants viewed their jobs and the district favorably again this year. The strongest areas of employee engagement were job satisfaction and relationships with coworkers. Areas of consideration for improvement are provided at the end of the report.

COMMENTS

Additional comments were provided by 132 people, which represents 38 percent of survey respondents. Comments are divided into three sections: accolades, concerns, suggestions. The district should consider the relationship of these results to related questions presented earlier in this report. Comments are tallied by topic to protect the confidentiality of respondents' submissions.

Accolades

Type and Topic of Comment		Count
Accolade	Love the school or district	21
Accolade	Campus or team works well together	20
Accolade	Supervisor is supportive /appreciates staff	11
Accolade	Campus or department has positive culture/climate/morale	7
Accolade	Love the work itself	7
Accolade	Supervisor is a strong leader	7
Accolade	District buildings are maintained, repaired, remodeled, and provided adequate upkeep by department/district	6
Accolade	Supervisor has effective communication skills	6
Accolade	Supervisor is respectful/courteous/caring to others	6
Accolade	Campus or department has adequate time for planning and collaboration	5
Accolade	Central administration communicates well	5
Accolade	Overall, the district is a good place to work	5
Accolade	Campus leadership is engaged and supportive of student's education and growth	4
Accolade	Campus or department team is dependable and supportive	4
Accolade	Central administrator is supportive	4
Accolade	Love the administrator or supervisor	4
Accolade	Campus leadership and staff work well together as a team	3
Accolade	Code of conduct and student discipline provide effective consequences	3
Accolade	General accolade for the superintendent	3
Accolade	Supervisor is accessible/available/visible	3
Accolade	Campus administration holds students accountable for their actions, attendance, and grades	2

Accolade	Campus or team is inclusive and fosters good relationships	2
Accolade	District provides a useful curriculum and supplemental materials and resources	2
Accolade	Supervisor is fair/trustworthy/does what they say they will do	2
Accolade	Base pay is sufficient and competitive when compared to surrounding districts	1
Accolade	Central administration has a strong connection to campuses and understands challenges	1
Accolade	Central administrator is accessible/available/visible in district	1
Accolade	District or campus has relevant staff development	1
Accolade	Employees feel valued and appreciated by the district	1
Accolade	POSITIVE - District leaders listen and act on employee feedback and concerns	1
Accolade	Special education has adequate staffing and support from the district	1
Accolade	Supervisor trusts his/her staff and does not micromanage	1

Concerns

Type and Topic of Comment		Count
Concern	Supervisor has poor communication skills	14
Concern	Central administration does not communicate well	10
Concern	Campus administration does not hold students accountable for their actions, attendance, and grades	8
Concern	Central administration lacks connection to staff and needs on campuses	8
Concern	District does not have a curriculum and lacks useful resources and materials for teaching	8
Concern	Campus or team has insufficient staffing or work assignments	7
Concern	Code of conduct and student discipline lack effective consequences	7
Concern	Supervisor is an inadequate leader	7

Concern	Supervisor micromanages his/her staff and lacks trust in decision-making	7
Concern	Campus or team has a poor or low culture/climate/morale	6
Concern	Dislike administrator or supervisor	6
Concern	Campus or team has inadequate time for planning or collaboration or time is taken away	5
Concern	Class sizes are too large	5
Concern	District or campus has irrelevant or lacks staff development	5
Concern	Special education lacks staffing or district support	5
Concern	Supervisor is disrespectful/discourteous/uncaring to others	5
Concern	Base pay is low or not competitive when compared to surrounding districts	4
Concern	Campus or department culture of bullying, gossiping, or cliques	4
Concern	Central administration micromanages staff, programs, etc.	3
Concern	District buildings are not maintained, repaired, remodeled, and provided adequate upkeep by department/district	3
Concern	District requires extra work that does not have benefits to education	3
Concern	Facilities are not clean or maintained appropriately	3
Concern	Inequalities in accessibility and technology provided to staff (smart boards, laptop carts, tablets)	3
Concern	NEGATIVE - District leaders listen and act on employee feedback and concerns	3
Concern	Supervisor is inaccessible/unavailable/not visible	3
Concern	Supervisor is unfair/not trustworthy/does not follow through	3
Concern	Supervisor is unsupportive and does not show value of staff	3
Concern	Benefits and incentives are expensive, not competitive, or not provided	2
Concern	Campus leadership and staff do not work well together as a team	2
Concern	Campus leadership is not engaged and supportive of student's education and growth	2

Concern	Campus or district buildings are not safe or need more security	2
Concern	Central administration does not appear to use budget strategically or wisely	2
Concern	District new hire training is inadequate and not helpful	2
Concern	District technology dept does not provide adequate training to all staff on devices and software	2
Concern	NEGATIVE - Work schedule/calendar meets the needs of employees	2
Concern	New programs are costly, without effective training, or frequently switched	2
Concern	Paraprofessionals are not treated with trust or respect nor paid fairly for the work they do	2
Concern	Special education lacks resources	2
Concern	Teachers receive too many requests from administration to leave time for planning/teaching	2
Concern	Adequate resources, training, and support is not provided to manage student behavior	1
Concern	Campus or department does not have supplies for employees to do their job - must provide or pay out of pocket	1
Concern	Campus or team does not work well together	1
Concern	Central administrator is unsupportive	1
Concern	District leave policy is not fair and the amount or type of leave is not adequate to meet employee needs	1
Concern	District loses quality employees, cannot attract great employees, or has high turnover	1
Concern	Employees do not feel valued or appreciated by the district	1
Concern	General complaint about the superintendent	1
Concern	NEGATIVE - Love school or district	1
Concern	NEGATIVE - School board members act in the best interests of students, staff, and the district	1
Concern	Overall, the district is a challenging place to work	1
Concern	Paraprofessionals do not receive adequate training or support from supervisors	1
Concern	Students appear to enjoy consequences when they are sent out of classroom (e.g., receive attention or avoid class)	1

Concern	Supervisor displays favoritism or nepotism	1
Concern	Supervisor is inexperienced/unknowledgeable in the role	1

Suggestions

Type and Topic of Suggestion		Count
Substitute teachers	Provide a portal for staff to require substitutes instead of requiring them to find their own substitute.	3
Training	Provide training for staff to help students in distress or those who have special needs and challenges.	2
C&I	Improve innovative practices and offer project-based learning.	1
Compensation	Increase pay for transportation staff.	1
Technology	Provide campus-level technology support positions.	1
Transportation	Provide monitors on all bus routes.	1
Security	Remove the badge systems for students at ES/IS because it is ineffective and a safety concern.	1

CONSIDERATIONS

Employees provide a unique point of view of their experience in a school district. An employee opinion survey is a tool to assess employee perspectives and use results to create an action plan for improvement. Knowing what employees think can ensure a healthy work environment. Administering an opinion survey demonstrates genuine care by district leaders which can help motivate employees and increase engagement across the organization.

Analysis of survey data should ultimately encourage critical thinking and curiosity. Using the data to make effective decisions takes thought and preparation, and it is important that all information is analyzed to gain the best insight for identifying areas of improvement. Conducting focus groups to further address areas of opportunities and developing an action plan to implement district-wide changes can ensure employees feel heard and the feedback provided is used for improvement. Considerations and proposed action items are provided to help district leaders prioritize opportunities in the district to address employee engagement and retention.

Survey Topic: Campus Environment

Notable successes

NISD has shown improvement in the cleanliness and maintenance of campuses compared to 2025. Survey respondents agreed (83 percent) that their campus is properly cleaned and maintained.

Opportunities for consideration

While campus environment is not one of the lowest scoring areas, there was a 5 percent decrease for this topic compared to 2025 survey results. In fact, there was an 11 percent decrease in how respondents felt about their principal in terms of leadership effectiveness and a 9 percent decrease in how they viewed their level of respect for campus employees. Additionally, there was an 8 percent decrease in agreement that employees receive the information they need from campus leaders.

NISD may want to conduct an internal assessment to determine root causes for dissatisfaction of campus employees. From comment analysis, there seems to be some concerns about communication between the campus principal and employees, as well as the quality of leadership on certain campuses.

Survey Topic: Compensation and Benefits

Notable successes

Survey results for this year showed strong improvement in employee compensation. There was a 33 percent increase for how respondents believe their pay is competitive with surrounding districts and a 23 percent increase for how respondents feel about the fairness of their pay.

Opportunities for consideration

It is recommended NISD continues their efforts to improve employee compensation. For some employees, this is a limiting factor for their job satisfaction. Several comments noted how paraprofessional and nonexempt employee pay is not competitive enough in the district. The other area that may need to be an area of focus is the benefits package for the district. Some employees noted health insurance is very costly.

Survey Topic: Curriculum and Instruction

Notable successes

NISD had an overall improvement of 2 percentage points for the area of curriculum and instruction this year. The most notable improvement (+14 points) was related to instructional technology. Respondents strongly agree they have sufficient access to instructional technology, and respondents commented on the improvement in Wi-Fi and the network, which helps with technology implementation.

Opportunities for consideration

- Respondents still have concerns about the current professional development options in the district. However, this item increased 7 percentage points compared to last year. Respondents noted they would like to see more relevant options for training and development, and some respondents commented that more professional development in supporting students with behavior could help teachers and staff in the district.
- The area of resources for teachers of special populations continues to be an area of moderate satisfaction. This year, 54 percent of respondents felt there are not enough adequate resources, which was a decrease of 4 percent compared to last year. In comment analysis, many of those who responded noted the lack of resources and support for special education and students who receive special education services. The district may want to conduct an internal assessment of current special education resources and staffing to determine how teachers perceive support in the district.

APPENDIX: SURVEY INSTRUMENT



Navarro ISD Employee Opinion Survey 2026

Job Type

Job type is used for comparing the respondent group to the employee group and tailors the survey by job type with specific questions shown to only some jobs (such as teacher). See [FAQs](#) for more information.

- Teacher
- Campus Instructional Support (educational aide, counselor, librarian, instructional coach, etc.)
- Campus Administrator
- District Administrator or Professional
- Office or Clerical Staff
- Auxiliary Support Staff (Nurse, Food Service, Transportation, Custodian, Maintenance, Grounds, Technology, Security)

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
- Trust between employees and senior managers
- Work that is meaningful to me
- Being part of the Navarro ISD community

Job Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I am proud to work for Navarro ISD.	()	()	()	()	()
I like the work I do.	()	()	()	()	()
On most days I feel good about what I have accomplished.	()	()	()	()	()
I understand what is expected of me in my job.	()	()	()	()	()
I would recommend my campus or department to a friend as a good place to work.	()	()	()	()	()
My job allows me to use my skills and abilities.	()	()	()	()	()
I would recommend this district to a friend as a good place to work.	()	()	()	()	()

Working Conditions

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
The hours I work are reasonable.	()	()	()	()	()
My workload is appropriate for my position.	()	()	()	()	()
I work in an environment that is safe.	()	()	()	()	()
I feel secure in my employment with this district.	()	()	()	()	()
I have the technology tools and access I need to be able to do my job.	()	()	()	()	()
I have the equipment, tools, and supplies I need to do my job.	()	()	()	()	()
I receive a formal appraisal each year that is a fair assessment of my work.	()	()	()	()	()

Relationship with Coworkers

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I can depend on my coworkers.	()	()	()	()	()
I like the people I work with.	()	()	()	()	()
I feel loyal to my immediate team or work group.	()	()	()	()	()
My team works well together.	()	()	()	()	()

Relationship with Supervisor

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My supervisor sets clear goals and objectives.	()	()	()	()	()
My supervisor provides the support I need with problems on the job.	()	()	()	()	()
My supervisor	()	()	()	()	()

makes timely decisions.					
My supervisor lets me make decisions within my scope of authority.	()	()	()	()	()
I get the training I need to do my job effectively.	()	()	()	()	()
I can communicate openly and honestly with my supervisor.	()	()	()	()	()
I trust my supervisor.	()	()	()	()	()
I like working for my supervisor.	()	()	()	()	()
In the last 2 weeks, I have received recognition or praise for doing a good job.	()	()	()	()	()
During this school year, my supervisor has talked to me about my progress.	()	()	()	()	()

Compensation and Benefits

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
My pay is fair for the work I do.	()	()	()	()	()
I believe my pay is competitive with other districts in this area.	()	()	()	()	()
The leave time provided to me is adequate.	()	()	()	()	()
The district provides enough information about benefits to meet my needs.	()	()	()	()	()
I get help with problems or questions about benefits when I need it.	()	()	()	()	()
The district benefits package meets my needs.	()	()	()	()	()

District Communications

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I understand how my efforts contribute to the district's goals.	()	()	()	()	()
Policies and procedures affecting my work are communicated clearly.	()	()	()	()	()
I am satisfied with the current district / school calendar.	()	()	()	()	()
The district shares important news and events.	()	()	()	()	()
The district recognizes employee accomplishments.	()	()	()	()	()
Employees have a way to express concerns to district leaders.	()	()	()	()	()

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.					
I believe district leaders are honest and trustworthy.	()	()	()	()	()
I believe district leaders value the employees of this district.	()	()	()	()	()

Board of Trustees

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I trust the Board of Trustees to act in the best interest of students.	()	()	()	()	()
I believe Board of Trustees are honest and trustworthy.	()	()	()	()	()
I believe Board of Trustees value the employees of this district.	()	()	()	()	()

Campus Environment

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
I get the information I need from campus leaders.	()	()	()	()	()
My campus is clean and properly maintained.	()	()	()	()	()
My principal is effective in leading my campus to achieve its goals.	()	()	()	()	()
My principal treats me with respect.	()	()	()	()	()

Curriculum and Instruction

	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.	()	()	()	()	()

Teachers have a role in selecting instructional materials and resources.	()	()	()	()	()
Staff development provides teachers with useful knowledge and skills.	()	()	()	()	()
I believe teachers of special populations receive adequate resources.	()	()	()	()	()
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.	()	()	()	()	()
Teachers are involved in decisions about instructional issues.	()	()	()	()	()

Student Discipline

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
The campus administrative team provides leadership in setting and maintaining behavioral standards for students.	()	()	()	()	()
Our student code of conduct is consistently and fairly enforced.	()	()	()	()	()
I am given appropriate assistance to resolve disciplinary problems in my classroom.	()	()	()	()	()

Work Location

Location is used for comparing the respondent group to the employee group and to provide district leaders with responses grouped by location.

- () Navarro High School
- () Navarro Junior High School
- () Navarro Intermediate School
- () Navarro Elementary School
- () District-wide

Length of Employment at Navarro ISD

Years of experience is used for comparing the respondent group to the employee group.

- () Less than 1 year
- () 1-5 years

- () 6-10 years
- () 11-15 years
- () 16 years or more

What is going well at the district or your campus/department this year, and what could still be improved? Is there anything else you want to share?

The district receives a summarized list of topics with a tally for positive, negative, or suggestion by topic. Reference the FAQs for more information.

Thank You!