San Elizario Independent School District (SEISD)

Organizational Culture Study Results

Executive Report

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An online survey intended to gather feedback on the district-wide organizational culture of San Elizario Independent School District (SEISD) was administered to all campus teachers, campus administrators, school and central office professional and staff personnel. The survey link was emailed directly to each participant beginning in March 2025 and closed on May 2025. The sections below provide a broad overview of the survey results, beginning with a quick snapshot of key aggregate findings.

Highlights

ORGANIZATIONAL CULTURE

- Elementary and high school teachers, and central office and school staff coincided in their responses reflecting a belief that the goals defined by the district, individual district-level departments, and individual school campuses are reasonably defined and aligned.

- Participants reported that the goals at the campus level are clearly defined.

- Teachers and central office and school staff expressed SEISD, and its schools have established performance standards and values that contribute towards success.

- Most teachers and central office and school staff indicated that SEISD, and its schools have reward schemes and opportunities to recognize good performance of its employees.

- Teachers, central and school staff members agreed that campus and district leaders are accessible.

- Most of elementary and high school teachers and staff feel they are supported or enjoy their work.

- Teachers, for the most part, reported that they are provided with the necessary resources to do their jobs.

- The percentages of teachers indicating that they can voice their opinion without fear varied from 58% at the elementary schools to 80% in high school. However, 30% of the elementary school teachers and 55% of the high school teachers indicated that sometimes communication is censored. About 40% of central office and school staff asserted similar responses.

- SEISD employees, generally, recognized the high degree of commitment of the schools and school district to address the needs of the community.

ORGANIZATIONAL HEALTH INVENTORY FOR SCHOOL TEACHERS[1]

- Teachers reported medium to low levels of Institutional Integrity. Teachers feel vulnerable to outside pressures and feel pressure from the community. They reported community demands are accepted even when they are not consistent with the district's educational programs, that the school is open to the whims of the public, and that few vocal parents can change school policy.

- Teachers reported high levels of Collegial Leadership. They indicated that the school principal is friendly, supportive, open, and guided by norms of equality. Teachers reported the principal sets the tone for high performance by letting people know what is expected of them and conducts meaningful evaluations.

- High school teachers indicated that the principal influence and ability to affect the actions of superiors is limited by superiors.

- Teachers' responses reflected a school district that is task and achievement oriented. Most teachers pointed that at the school level, principal asks faculty members to follow standard rules and regulations, makes his/her attitudes clear to faculty, lets faculty know what is expected of them, and maintains clear performance standards.

- Academic emphasis varied depending on the school level. It is favorable at the elementary schools but tended to be less optimistic at the high school level. Teachers' responses indicated that the learning environment is orderly and serious, and that high but achievable goals are set for students.

- Resource Support is adequate, but high school teachers acknowledge that sometimes extra materials, supplies and supplementary materials are available.

- Elementary teachers reported a high level of teacher morale; high school teachers reported a low level of teacher morale.

- In general, teachers at both levels feel a sense of friendliness and strong affiliation with the school. Teachers reported liking their colleagues, having a pride in their school, and having a sense of accomplishment from their jobs.

TEACHER SENSE OF SELF-EFFICACY[2]

- Teachers at all levels express high levels of efficacy in student engagement, instructional strategies, and classroom management.

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[1] The information summarized in this section comes from Table 4.1 through Table 5.5.
[2] The information summarized in this section comes from Table 6.1 through Table 7.3.

SCHOOL BOARD RESPONSIBILITIES AND EFFECTIVENESS[3]

- There was a general agreement among teachers and staff that the primary function of the school board ensuring the educational needs of the community are met, followed by setting policy for the district and managing the district's budget.

- The overall rating of the performance of the school board in fulfilling its responsibilities was, in general, good. 56% of elementary teachers and 54% of staff rated the performance of the school board as good or excellent; 45% of high school teaches rated it as fair.

- The most salient areas mentioned in which the school board could improve were communication with the community, transparency in decision-making, and strategic planning and establishing long-term goals.

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[3] The information summarized in this section comes from the tables under the section titled Responses to Questions Focused on the SEISD School Board.

Results

Organizational culture "can be defined as the accumulated shared learning of that group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems. This accumulated learning is a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness" (Schein & Schein, 2016, p. 6). The impact of organizational culture is the profound implications for organizational success and performance, on employee job satisfaction, organizational change, productivity, employee turnover, and student learning and success

To conduct a study of the district-wide organizational culture of San Elizario Independent School District (SEISD), surveys were administered to all campus teachers, campus administrators, school and central office professional and staff personnel. The surveys focused on the elements of organizational culture, including asking about employees' understanding of the school board responsibilities and effectiveness. What follows in the sections below are the survey results.

Teachers at all levels received a survey focused on the following three areas:

- Organizational Culture (This survey is integrated by five subscales: 1) reward orientation; 2) goal setting and accomplishment; 3) cohesive environment; 4) performance emphasis; and, 5) community orientation.)

- Organizational Health Inventory for Elementary, Middle and High Schools (Each of these inventories included different scales for each school level.)

- Teachers' Sense of Efficacy Scale (This scale is integrated by three factors: 1) efficacy in student engagement; 2) efficacy in instructional strategies; and, 3) efficacy in classroom management.)

School and central office professional and staff personnel received the following survey:

- Organizational Culture (This survey is integrated by five subscales: 1) reward orientation; 2) goal setting and accomplishment; 3) cohesive environment; 4) performance emphasis; and, 5) community orientation.)

Questions regarding the school board responsibilities and effectiveness were also included in the surveys received by teachers at all levels, and school and central office professional and staff personnel.

The table below shows the number of surveys sent, returned, and the return rate for each group.

Table: Survey Response Results

Survey Response Rates			
Level	**Sent**	**Returned**	**Response Rate (%)**
Elementary Teachers	100	53	53
Middle School Teachers	33	0	0
High School Teachers	63	11	17
Central Office/School Staff	542	65	13
Total	738	133	18

In general, response rates for different school levels were low; there were no responses collected from middle school teachers. In addition, several surveys were completed partially, and survey participants had the opportunity to skip questions, causing the variability of responses to differ significantly. All percentages were rounded off which may cause the percentages, in some cases, to be over or under 100%.

ORGANIZATIONAL CULTURE
The organizational culture factors derived from Bettinger's (1989) framework includes five factors: (1) the level of awareness in establishing and accomplishing district and school goals and objectives; (2) the establishment of performance standards and values that contribute towards success; (3) the presence of a rewarding scheme to recognize good performance; (4) the degree of openness in communication, supervision and information sharing among team members; and, (5) The degree of commitment of the school and school district to address the needs of the community.

Goal Setting and Accomplishment[4]
Refers to the level of awareness in establishing and accomplishing district and school goals and objectives.

Elementary, high school teachers, and central office and school staff coincided in the following:

- The goals at the district and individual department levels are reasonably defined.

- The goals at the campus level are clearly defined.

- The goals defined for the district, individual district-level departments, and individual school campuses are reasonably aligned.

Performance Emphasis[5]
Refers to the establishment of performance standards and values that contribute towards success.

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[4] The information summarized in this section comes from Table 1.1, Table 2.1, and Table 3.1.

[5] The information summarized in this section comes from Table 1.2, Table 2.2, and Table 3.2.

Teachers

- Elementary teachers reported that they are often encouraged to further their career or engage in professional development to improve their skills and knowledge. Almost half of the high school teachers felt rarely encouraged to do this.

- High school teachers reported carrying out work functions correctly and efficiency is emphasized. Elementary teachers reported this is somewhat emphasized.

- Elementary and high school teachers perceived that it is standard practice adhering to ethical codes in business and personnel transactions.

- Elementary and high school teachers indicated that carrying out our work functions correctly and efficiently is emphasized.

Central Office and School Staff

- Employees are encouraged to further their career or engage in professional development to improve their skills and knowledge.

- Carrying out work functions correctly and efficiently is emphasized.

- Over 75% of the central and school staff members indicated that adhering to ethical codes in business and in personnel transactions is a standard practice.

Reward orientation[6]
Refers to the presence of a reward scheme to recognize good performance.

Teachers

- Elementary and high school teachers reported that they are made to feel important, treated with respect and with fairness.

- Approximately 70% of the high school teachers indicated that their performance is recognized, celebrated or rewarded. Approximately 51% to 58% of elementary teachers expressed the same.

Central Office and School Staff

- Over 80% of central and staff members indicated that they are made to feel important and are treated with respect.

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[6] The information summarized in this section comes from Table 1.3, Table 2.3, and Table 3.2.

- About 70% of the central and staff members felt they are treated fairly or equitably. About a quarter of them indicated otherwise.

- Central and staff members indicated that their performance is recognized (79%) or rewarded (67%). Between 20% and 26% indicated otherwise.

Cohesive Environment[7]

Refers to the degree of openness in communication, supervision and information sharing among team members.

Teachers

- For the most part, elementary school teachers said that campus and district leaders are accessible. Only 36% of the high school teachers agreed that school district leadership is accessible.

- The percentages of teachers indicating that they can voice their opinion without fear varied from 58% at the elementary schools to 80% at the high school.

- 30% of the elementary school teachers and 55% of the high school teachers indicated that communication is censored.

- Elementary (83%) and high school (72%) teachers indicated that employees follow the chain-of-command in the reporting of any complaint.

- A large percentage of elementary teachers feel they are supported (64%) or enjoy their work (90%). These percents are slightly lower for high school teachers.

- 82% of the elementary teachers reported that they are provided with the necessary resources to do their jobs. 50% of the high school teachers expressed similar feelings.

Central Office and School Staff

- 63% of the employees indicated feeling that they can voice their opinion without fear. 31% reported otherwise.

- 48% of the employees indicated that communication is rarely or never censored. 40% indicated otherwise.

- Over 75% of the central and staff members said that campus and district leaders are accessible.

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[7] The information summarized in this section comes from Table 1.4, Table 2.4, and Table 3.4.

- 78% of the employees indicated that employees follow the chain-of-command in the reporting of any complaint. 16% indicated the chain-of-command is not followed in the reporting of any complaint.

- A large percentage of employees feel they are supported (73%) or enjoy their work (86%). 20% of them, however, indicated that they do not feel supported.

- 73% of the employees reported that they are provided with the necessary resources to do their jobs.

Community Orientation[8]
The degree of commitment of the school and school district to address the needs of the community.

Teachers

- Most elementary and high school teachers indicated that the top priority is ensuring the needs of the community they serve are being met.

- Most elementary and high school teachers indicated that they are encouraged to adopt innovative practices to meet the needs of the community they serve.

- Majority of the elementary and high school teachers indicated that the efforts to meet the needs of the community they serve reflect the status quo.

Central Office and School Staff

- Over 80% of the central and staff members indicated that the top priority is ensuring the needs of the community they serve are being met.

- 78% of the employees indicated that they are encouraged to adopt innovative practices to meet the needs of the community they serve.

- 79% of the employees indicated that the efforts to meet the needs of the community they serve reflect the status quo.

ORGANIZATIONAL HEALTH INVENTORY FOR SCHOOL TEACHERS
This survey was administered to all teachers. Includes different scales depending on the school level. Only elementary and high school teachers responded to this survey.

Institutional Integrity (Elementary and High School Teachers)[9]
Describes a school that has integrity in its educational program.

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[8] The information summarized in this section comes from Table 1.5, Table 2.5, and Table 3.5.

[9] The information summarized in this section comes from Table 4.1 and Table 5.2.

- About 64% of the elementary teachers and 40% of the high school teachers reported feeling vulnerable to outside pressures and pressure from the community.

- About a third of the teachers (30% of high school teachers; 35% of elementary teachers) feel that the community demands are accepted even when they are not consistent with the educational programs.

- 86% of high school teachers and 85% of elementary teachers feel that the school is open to the whims of the public. 88% of high school teachers and 56% of elementary teachers reported that a few vocal parents can change school policy.

- 63% of high school teachers and 24% of the elementary teachers noted the influence of a select group of citizens on the school board.

Collegial Leadership (Elementary School)[10]/ Consideration (High School)[11]
Refers to behavior by the principal. In high school, consideration refers to the principal behavior that is friendly, supportive, and collegial. The principal looks out for the welfare of faculty members and is open to their suggestions.

- Elementary teachers feel that the school principal is friendly, supportive, open, and guided by norms of equality.

- Elementary teachers feel that the principal sets the tone for high performance by letting people know what is expected of them and conducts meaningful evaluations.

- High school teachers revealed high consideration from the principal in the sense that the principal is friendly and approachable, treats all faculty equally, is open to suggestions, and looks out for the welfare of all faculty.

Principal Influence (High School)[12]
Refers to the principal's ability to affect the actions of superiors and demonstrates independence in thought and action.

- Most teachers feel that sometimes the school principal can influence the superiors and acquire what is asked for, and recommendations are given serious consideration by the superiors.

- 62% of the teachers, however, felt that the principal is impeded by the superiors.

Initiating Structure (High School)[13]
Represents task- and achievement-oriented behavior of principal.

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[10] The information pertaining to Collegial Leadership (Elementary School) summarized in this section comes from Table 5.1.
[11] The information pertaining to Consideration (High School) summarized in this section comes from Table 4.7.
[12] The information summarized in this section comes from Table 4.2.
[13] The information summarized in this section comes from Table 4.3.

- Most of the teachers feel that the principal asks that faculty members follow standard rules and regulations, makes his/her attitudes clear to faculty, lets faculty know what is expected of them, and maintains clear performance standards.

Academic Emphasis (Elementary and High School)[14]
Refers to the school's press for achievement.

These responses varied depending on the school level and responses tended to be less optimistic the higher the school level.

- Elementary school teachers' responses indicated that students work hard, are cooperative, and respect other students who get good grades.

- Elementary school teachers' responses, however, indicated that sometimes students neglect to complete homework and rarely seek extra schoolwork to improve their grades.

- High school teachers' responses indicated that the learning environment is orderly and serious, and that high but achievable goals are set for students.

- High school teachers believe that students have the ability to achieve academically, and that academic achievement is recognized and acknowledged by the school.

Resource Influence (Elementary School)[15]/Resource Support (High School)[16]
Describes the principal's ability to affect the action of superiors to the benefit of teachers.

- Elementary teachers feel the school principal sometimes has the ability to affect the actions of superiors to the benefit of teachers.

- Elementary teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.

- High school teachers reported that they are provided with adequate classroom materials, but extra materials, supplies and supplementary materials are only sometimes available.

Teacher Affiliation (Elementary School)[17]/Morale (High School)[18]
Refers to a sense of friendliness, strong affiliation with the school, sense of trust, confidence, enthusiasm, and friendliness among teachers.

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[14] The information summarized in this section comes from Table 4.6 and Table 5.4.

[15] The information pertaining to Resource Influence (Elementary School) summarized in this section comes from Table 5.3.

[16] The information pertaining to Resource Support (High School) summarized in this section comes from Table 4.4.

[17] The information pertaining to Teacher Affiliation (Elementary School) summarized in this section comes from Table 5.5.

[18] The information pertaining to Morale (High School) summarized in this section comes from Table 4.5.

- In general, teachers at both levels feel a sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs.

- Teachers (both levels) find ways to accommodate to the routine, accomplishing their jobs with enthusiasm.

- Some teachers (both levels) express that teachers are indifferent to each other and that teachers are cool and aloof towards each other.

- Elementary teachers are committed to their students.

- High school teachers feel good about each other, do favors for each other, and exhibit friendliness towards each other.

- High school teacher morale is only sometimes high.

- At the high school level, the trust and confidence among staff is often present, but sometimes there is limited enthusiasm to accomplish their jobs and identity with the school.

Teacher Sense of Self-Efficacy (Elementary and High School)[19]
The Teachers' Sense of Efficacy Scale is a measure of people's evaluations of their own likely success in teaching (Tschannen-Moran & Woolfolk Hoy, 2001). Teacher efficacy included related factors associated with the following three areas of teaching: Efficacy for Classroom Management (CM), Efficacy to promote Student Engagement (SE), and Efficacy in using Instructional Strategies (IS).

- Teachers at all levels express that they have a high level of efficacy in classroom management.

- Most teachers at both levels express that they have a high level of efficacy on student engagement. However, about a third of elementary teachers and about half of the high school teachers indicated that they only have some influence to control disruptive behaviors in the classrooms.

- Teachers at all levels express that they have a high level of efficacy in instructional strategies.

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[19] The information summarized in this section comes from Table 6.1 through Table 7.3.

Organizational Culture Survey Results: Tables and Subscales

The tables below include the organizational culture survey results. The dark blue shading indicates the responses selected by the most respondents.

ORGANIZATIONAL CULTURE: CAMPUS AND CENTRAL OFFICE STAFF

Table 1.1. Goal Setting and Accomplishment						
Statement	Always	Often	Rarely	Never	N/A	Overall
District goals are clearly defined.	17 (31.48%)	32 (59.26%)	3 (5.56%)	1 (1.85%)	1 (1.85%)	54 (100%)
Individual district-level department goals are clearly defined.	15 (28.3%)	28 (52.83%)	6 (11.32%)	1 (1.89%)	3 (5.66%)	53 (100%)
Individual school campus goals are clearly defined.	15 (28.3%)	30 (56.6%)	5 (9.43%)	1 (1.89%)	2 (3.77%)	53 (100%)
There is alignment among the goals defined for the district, individual district-level departments, and individual school campuses.	13 (24.53%)	30 (56.6%)	9 (16.98%)	1 (1.89%)	0 0%)	53 (100%)

Table 1.2 Performance Emphasis						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are encouraged to further their career development.	23 (28.4%)	39 (48.15%)	16 (19.75%)	0 (0%)	3 (3.7%)	81 (100%)
Employees are encouraged to engage in professional growth by improving skills and knowledge.	22 (27.1%)	37 (45.6%)	21 (25.9%)	0 (0%)	1 (1.2%)	81 (100%)
Carrying out our work functions correctly is emphasized.	15 (30%)	28 (56%)	6 (12%)	1 (2%)	0 (0%)	50 (100%)
Carrying out our work functions efficiently is emphasized.	13 (26%)	30 (60%)	51 (0%)	2 (4%)	0 (0%)	50 (100%)

	Always	Often	Rarely	Never	N/A	Overall
Adhering to ethical codes in business transactions (i.e., purchasing, vendor selection, contracts with third-party for services, school fund management, fraud prevention, supply management, information technology/records management, accounting and finance) is standard practice.	20 (45.45%)	17 (38.64%)	2 (4.55%)	0 (0%)	5 (11.36%)	44 (100%)
Adhering to ethical codes in personnel transactions (i.e., promotions, pay raises, job assignments, hiring practices) is standard practice.	18 (41.86%)	15 (34.88%)	7 (16.28%)	2 (4.65%)	1 (2.33%)	43 (100%)

Table 1.3 Reward Orientation						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees are made to feel important.	24 (25.5%)	54 (57.4%)	15 (15.96%)	1 (1.06%)	0 (0%)	94 (100%)
Employees are treated with respect.	42 (44.68%)	47 (50%)	4 (4.26%)	1 (1.06%)	0 (0%)	94 (100%)
Employees are treated with fairness.	27 (28.72%)	50 (53.19%)	14 (14.89%)	2 (2.13%)	1 (1.06%)	94 (100%)
Equitable treatment of all employees is emphasized.	32 (34.04%)	46 (48.94%)	14 (14.89%)	2 (2.13%)	0 (0%)	94 (100%)
Employees are recognized for their efforts.	22 (26.19%)	45 (53.57%)	17 (20.24%)	0 (0%)	0 (0%)	84 (100%)
Employees are rewarded for excellence at work.	14 (17.95%)	40 (51.28%)	18 (23.08%)	6 (7.69%)	0 (0%)	78 (100%)
Employees' successes are celebrated.	17 (22.37%)	33 (43.42%)	20 (26.32%)	5 (6.58%)	1 (1.32%)	76 (100%)

Table 1.4 Cohesive Environment (Member participation)						
Statement	Always	Often	Rarely	Never	NA	Overall
Employees can voice their opinion without fear.	21 (22.58%)	38 (40.86%)	29 (31.18%)	5 (5.38%)	0 (0%)	93 (100%)
Employees communication is censored.	6 (7.79%)	25 (32.47%)	21 (27.27%)	16 (20.78%)	9 (11.69%)	77 (100%)
Employees feel campus leaders are accessible.	29 (37.66%)	34 (44.16%)	11 (14.29%)	0 (0%)	3 (3.9%)	77 (100%)
Employees feel district leaders are accessible.	20 (27.78%)	36 (50%)	15 (20.83%)	0 (0%)	1 (1.39%)	72 (100%)
Employees follow the chain-of-command in the reporting of any complaint.	9 (14.52%)	39 (62.9%)	10 (16.13%)	1 (1.61%)	3 (4.84%)	62 (100%)
Employees are provided with the necessary resources to do their jobs.	9 (18.37%)	27 (55.1%)	11 (22.45%)	1 (2.04%)	1 (2.04%)	49 (100%)
Employees feel supported.	9 (18.37%)	27 (55.1%)	10 (20.41%)	3 (6.12%)	0 (0%)	49 (100%)
Employees enjoy their work.	10 (20.83%)	31 (64.58%)	6 (12.5%)	0 (0%)	1 (2.08%)	48 (100%)

Table 1. 5 Community Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
A top priority is ensuring the needs of the community we serve are being met.	21 (43.75%)	21 (43.75%)	6 (12.5%)	0 (0%)	0 (0%)	48 (100%)
Innovative practices are encouraged to meet the needs of the community we serve.	18 (37.5%)	19 (39.58%)	9 (18.75%)	0 (0%)	2 (4.17%)	48 (100%)

Efforts to meet the needs of the community we serve reflect the status quo.	14 (29.17%)	24 (50%)	8 (16.67%)	0 (0%)	2 (4.17%)	48 (100%)

ORGANIZATIONAL CULTURE: HIGH SCHOOL TEACHERS

Table 2.1 Goal setting and accomplishment						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
District goals are clearly defined.	2 (28.57%)	3 (42.86%)	1 (14.29%)	1 (14.29%)	0 (0%)	7 (100%)
Individual district-level department goals are clearly defined.	2 (28.57%)	4 (57.14%)	0 (0%)	1 (14.29%)	0 (0%)	7 (100%)
Individual school campus goals are clearly defined.	2 (28.57%)	5 (71.43%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
There is alignment among the goals defined for the district, individual district-level departments, and individual school campuses.	1 (16.67%)	3 (50%)	0 (0%)	1 (16.67%)	1 (16.67%)	6 (100%)

Table 2.2 Performance emphasis						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees are encouraged to further their career development.	1 (11.11%)	3 (33.33%)	4 (44.44%)	1 (11.11%)	0 (0%)	9 (100%)
Employees are encouraged to engage in professional growth by improving skills and knowledge.	1 (11.11%)	4 (44.44%)	3 (33.33%)	1 (11.11%)	0 (0%)	9 (100%)

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Table 2.2 Performance emphasis						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Carrying out our work functions correctly is emphasized.	3 (50%)	2 (33.33%)	1 (16.67%)	0 (0%)	0 (0%)	6 (100%)
Carrying out our work functions efficiently is emphasized.	2 (33.33%)	2 (33.33%)	2 (33.33%)	0 (0%)	0 (0%)	6 (100%)
Adhering to ethical codes in business transactions (i.e., purchasing, vendor selection, contracts with third-party for services, school fund management, fraud prevention, supply management, information technology/records management, accounting and finance) is standard practice.	2 (33.33%)	2 (33.33%)	0 (0%)	0 (0%)	2 (33.33%)	6 (100%)
Adhering to ethical codes in personnel transactions (i.e., promotions, pay raises, job assignments, hiring practices) is standard practice.	1 (16.67%)	2 (33.33%)	0 (0%)	1 (16.67%)	2 (33.33%)	6 (100%)

Table 2. 3 Reward Orientation						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees are made to feel important.	1 (9.09%)	8 (72.73%)	2 (18.18%)	0 (0%)	0 (0%)	11 (100%)
Employees are treated with respect.	2 (18.18%)	8 (72.73%)	1 (9.09%)	0 (0%)	0 (0%)	11 (100%)
Employees are treated with fairness.	2 (18.18%)	7 (63.64%)	1 (9.09%)	0 (0%)	1 (9.09%)	11 (100%)

Table 2. 3 Reward Orientation						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Equitable treatment of all employees is emphasized.	2 (20%)	4 (40%)	3 (30%)	0 (0%)	1 (10%)	10 (100%)
Employees are recognized for their efforts.	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)	0 (0%)	9 (100%)
Employees are rewarded for excellence at work.	2 (22.22%)	2 (22.22%)	5 (55.56%)	0 (0%)	0 (0%)	9 (100%)
Employees' successes are celebrated.	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)	0 (0%)	9 (100%)

Table 2.4 Cohesive Environment (Member Participation)						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees can voice their opinion without fear.	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)	10 (100%)
Employees' communication is censored.	0 (0%)	5 (55.56%)	2 (22.22%)	1 (11.11%)	1 (11.11%)	9 (100%)
Employees feel campus leaders are accessible.	2 (25%)	4 (50%)	1 (12.5%)	1 (12.5%)	0 (0%)	8 (100%)
Employees feel district leaders are accessible.	1 (12.5%)	2 (25%	3 (37.5%)	1 (12.5%)	1 (12.5%)	8 (100%)
Employees follow the chain-of-command in the reporting of any complaint.	2 (28.57%)	3 (42.86%)	1 (14.29%)	0 (0%)	1 (14.29%)	7 (100%)
Employees are provided with the necessary resources to do their jobs.	0 (0%)	3 (50%)	3 (50%)	0 (0%)	0 (0%)	6 (100%)

Table 2.4 Cohesive Environment (Member Participation)						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees feel supported.	0 (0%)	3 (50%)	3 (50%)	0 (0%)	0 (0%)	6 (100%)
Employees enjoy their work.	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)	1 (16.67%)	6 (100%)

Table 2.5 Community Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
A top priority is ensuring the needs of the community we serve are being met.	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)	1 (16.67%)	6 (100%)
Innovative practices are encouraged to meet the needs of the community we serve.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)	0 (0%)	6 (100%)
Efforts to meet the needs of the community we serve reflect the status quo.	2 (33.33%)	4 (66.67%)	0 (0%)	0 (0%)	0 (0%)	6 (100%)

ORGANIZATIONAL CULTURE: ELEMENTARY SCHOOL TEACHERS

Table 3.1 Goal Setting and Accomplishment						
Statement	Always	Often	Rarely	Never	N/A	Overall
District goals are clearly defined.	13 (41.94%)	14 (45.16%)	2 (6.45%)	0 (0%)	2 (6.45%)	31 (100%)
Individual district-level department goals are clearly defined.	8 (25.81%)	15 (48.39%)	4 (12.9%)	1 (3.23%)	3 (9.68%)	31 (100%)

Table 3.1 Goal Setting and Accomplishment						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Individual school campus goals are clearly defined.	8 (25.81%)	17 (54.84%)	4 (12.9%)	0 (0%)	2 (6.45%)	31 (100%)
There is alignment among the goals defined for the district, individual district-level departments, and individual school campuses.	8 (26.67%)	11 (36.67%)	7 (23.33%)	1 (3.33%)	3 (10%)	30 (100%)

Table 3.2 Performance Emphasis						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees are encouraged to further their career development.	8 (22.86%)	15 (42.86%)	8 (22.86%)	2 (5.71%)	2 (5.71%)	35 (100%)
Employees are encouraged to engage in professional growth by improving skills and knowledge.	12 (34.29%)	16 (45.71%)	4 (11.43%)	2 (5.71%)	1 (2.86%)	35 (100%)
Carrying out our work functions correctly is emphasized.	10 (34.48%)	13 (44.83%)	4 (13.79%)	1 (3.45%)	1 (3.45%)	29 (100%)
Carrying out our work functions efficiently is emphasized.	10 (34.48%)	17 (58.62%)	0 (0%)	1 (3.45%)	1 (3.45%)	29 (100%)
Adhering to ethical codes in business transactions (i.e., purchasing, vendor selection, contracts with third-party for services, school fund management, fraud prevention, supply management, information technology/records management, accounting, and finance) is standard practice.	14 (51.85%)	6 (22.2%)	1 (3.7%)	0 (0%)	6 (22.2%)	27 (100%)

Table 3.2 Performance Emphasis						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Adhering to ethical codes in personnel transactions (i.e., promotions, pay raises, job assignments, hiring practices) is standard practice.	9 (33.33%)	12 (44.44%)	1 (3.7%)	0 (0%)	5 (18.52%)	27 (100%)

Table 3.3 Reward Orientation						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees are made to feel important.	14 (26.42%)	27 (50.94%)	11 (20.75%)	0 (0%)	1 (1.89%)	53 (100%)
Employees are treated with respect.	20 (37.74%)	25 (47.17%)	7 (13.21%)	0 (0%)	1 (1.89%)	53 (100%)
Employees are treated with fairness.	19 (35.85%)	22 (41.51%)	12 (22.64%)	0 (0%)	0 (0%)	53 (100%)
Equitable treatment of all employees is emphasized.	18 (33.96%)	21 (39.62%)	11 (20.75%)	0 (0%)	3 (5.66%)	53 (100%)
Employees are recognized for their efforts.	8 (21.62%)	14 (37.84%)	10 (27.03%)	1 (2.7%)	4 (10.81%)	37 (100%)
Employees are rewarded for excellence at work.	4 (11.43%)	13 (37.14%)	12 (34.29%)	3 (8.57%)	3 (8.57%)	35 (100%)
Employees' successes are celebrated.	6 (17.14%)	12 (34.29%)	12 (34.29%)	1 (2.86%)	4 (11.43%)	35 (100%)

Table 3.4 Cohesive environment (Member participation)						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
Employees can voice their opinion without fear.	13 (24.53%)	18 (33.96%)	12 (22.64%)	7 (13.21%)	3 (5.66%)	53 (100%)
Employees' communication is censored.	1 (3.03%)	9 (27.27%)	10 (30.3%)	3 (9.09%)	10 (30.3%)	33 (100%)
Employees feel campus leaders are accessible.	16 (48.48%)	11 (33.33%)	5 (15.15%)	0 (0%)	1 (3.03%)	33 (100%)
Employees feel district leaders are accessible.	7 (21.21%)	19 (57.58%)	3 (9.09%)	1 (3.03%)	3 (9.09%)	33 (100%)
Employees follow the chain-of-command in the reporting of any complaint.	13 (40.62%)	13 (40.62%)	2 (6.25%)	0 (0%)	4 (12.5%)	32 (100%)
Employees are provided with the necessary resources to do their jobs.	6 (21.43%)	17 (60.71%)	4 (14.29%)	0 (0%)	1 (3.57%)	28 (100%)
Employees feel supported.	7 (25%)	11 (39.29%)	8 (28.57%)	1 (3.57%)	1 (3.57%)	28 (100%)
Employees enjoy their work.	8 (28.57%)	17 (60.71%)	2 (7.14%)	0 (0%)	1 (3.57%)	28 (100%)

Table 3.5 Community orientation						
Statement	**Always**	**Often**	**Rarely**	**Never**	**N/A**	**Overall**
A top priority is ensuring the needs of the community we serve are being met.	10 (35.71%)	10 (35.71%)	5 (17.86%)	0 (0%)	3 (10.71%)	28 (100%)
Innovative practices are encouraged to meet the needs of the community we serve.	7 (25.93%)	12 (44.44%)	4 (14.81%)	0 (0%)	4 (14.81%)	27 (100%)

Table 3.5 Community orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
Efforts to meet the needs of the community we serve reflect the status quo.	6 (22.22%)	13 (48.15%)	4 (14.81%)	0 (0%)	4 (14.81%)	27 (100%)

ORGANIZATIONAL HEALTH INVENTORY FOR SECONDARY SCHOOLS: HIGH SCHOOL TEACHERS

Table 4.1 Institutional Integrity					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Teachers are protected from unreasonable community and parental demands.	1 (8.33%)	7 (58.33%)	4 (33.33%)	0 (0%)	12 (100%)
The school is vulnerable to outside pressures.	1 (9.09%)	3 (27.27%)	5 (45.45%)	2 (18.18%)	11 (100%)
Community demands are accepted even when they are not consistent with the educational program.	0 (0%)	7 (70%)	2 (20%)	1 (10%)	10 (100%)
Teachers feel pressure from the community.	1 (10%)	5 (50%)	4 (40%)	0 (0%)	10 (100%)
Select citizen groups are influential with the board.	0 (0%)	3 (37.5%)	4 (50%)	1 (12.5%)	8 (100%)
The school is open to the whims of the public.	1 (14.29%)	4 (57.14%)	2 (28.57%)	0 (0%)	7 (100%)
A few vocal parents can change school policy.	1 (12.5%)	3 (37.5%)	3 (37.5%)	1 (12.5%)	8 (100%)

Table 4.2 Principal Influence					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The principal gets what he or she asks for from superiors.	2 (16.67%)	6 (50%)	4 (33.33%)	0 (0%)	12 (100%)
The principal is able to influence the actions of his or her superiors.	3 (33.33%)	5 (55.56%)	1 (11.11%)	0 (0%)	9 (100%)
The principal is able to work well with the superintendent.	1 (10%)	6 (60%)	3 (30%)	0 (0%)	10 (100%)
The principal's recommendations are given serious consideration by his or her superiors.	1 (10%)	7 (70%)	2 (20%)	0 (0%)	10 (100%)
The principal is impeded by the superiors.	2 (25%)	1 (12.5%)	4 (50%)	1 (12.5%)	8 (100%)

Table 4.3 Initiating Structure					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The principal asks that faculty members follow standard rules and regulations.	0 (0%)	1 (8.33%)	3 (25%)	8 (66.67%)	12 (100%)
The principal makes his or her attitudes clear to the school.	0 (0%)	2 (20%)	3 (30%)	5 (50%)	10 (100%)
The principal lets faculty know what is expected of them.	0 (0%)	1 (10%)	3 (30%)	6 (60%)	10 (100%)

Table 4.3 Initiating Structure

Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal maintains definite standards of performance.	0 (0%)	1 (12.5%)	5 (62.5%)	2 (25%)	8 (100%)
The principal schedules the work to be done.	0 (0%)	3 (37.5%)	2 (25%)	3 (37.5%)	8 (100%)

Table 4.4 Resource Support

Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Extra materials are available if requested.	0 (0%)	6 (54.55%)	4 (36.36%)	1 (9.09%)	11 (100%)
Teachers are provided with adequate materials for their classrooms.	1 (10%)	3 (30%)	5 (50%)	1 (10%)	10 (100%)
Teachers receive necessary classroom supplies.	1 (10%)	5 (50%)	2 (20%)	2 (20%)	10 (100%)
Supplementary materials are available for classroom use.	2 (2.22%)	5 (55.56%)	1 (11.11%)	1 (11.11%)	9 (100%)
Teachers have access to needed instructional materials.	1 (2.5%)	4 (50%)	2 (25%)	1 (12.5%)	8 (100%)

Table 4.5 Morale					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
Teachers do favors for each other.	0 (0%)	5 (45.45%)	5 (45.45%)	1 (9.09%)	11 (100%)
Teachers in this school like each other.	0 (0%)	3 (30%)	7 (70%)	0 (0%)	10 (100%)
Teachers are indifferent to each other.	1 (10%)	4 (40%)	5 (50%)	0 (0%)	10 (100%)
Teachers exhibit friendliness to each other.	0 (0%)	1 (11.11%)	7 (77.78%)	1 (11.11%)	9 (100%)
Teachers in this school are cool and aloof to each other.	2 (25%)	3 (37.5%)	2 (25%)	1 (12.5%)	8 (100%)
The morale of the teachers is high.	0 (0%)	5 (62.5%)	3 (37.5%)	0 (0%)	8 (100%)
There is a feeling of trust and confidence among the staff.	1 (12.5%)	2 (25%)	5 (62.5%)	0 (0%)	8 (100%)
Teachers accomplish their jobs with enthusiasm.	0 (0%)	4 (50%)	4 (50%)	0 (0%)	8 (100%)
Teachers identify with the school.	0 (0%)	5 (71.43%)	2 (28.57%)	0 (0%)	7 (100%)

Table 4.6 Academic Emphasis					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The students in this school can achieve the goals that have been set for them.	0 (0%)	4 (36.36%)	7 (63.64%)	0 (0%)	11 (100%)
The school sets high standards for academic performance.	2 (20%)	4 (40%)	4 (40%)	0 (0%)	10 (100%)
Students respect others who get good grades.	2 (20%)	1 (10%)	4 (40%)	3 (30%)	10 (100%)
Students seek extra work so they can get good grades.	3 (37.5%)	3 (37.5%)	2 (25%)	0 (0%)	8 (100%)
Teachers in this school believe that their students have the ability to achieve academically.	0 (0%)	5 (62.5%)	3 (37.5%)	0 (0%)	8 (100%)
Academic achievement is recognized and acknowledged by the school.	0 (0%)	4 (50%)	3 (37.5%)	1 (12.5%)	8 (100%)
Students try hard to improve on previous work.	1 (12.5%)	6 (75%)	1 (12.5%)	0 (0%)	8 (100%)
The learning environment is orderly and serious.	0 (0%)	2 (28.57%)	5 (71.43%)	0 (0%)	7 (100%)

Table 4.7 Consideration					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The principal is friendly and approachable.	0 (0%)	1 (8.33%)	3 (25%)	8 (66.67%)	12 (100%)

Table 4.7 Consideration					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The principal treats all faculty members as his or her equal.	0 (0%)	2 (20%)	5 (50%)	3 (30%)	10 (100%)
The principal puts suggestions made by the faculty into operation.	2 (20%)	3 (30%)	4 (40%)	1 (10%)	10 (100%)
The principal is willing to make changes.	0 (0%)	3 (30%)	6 (60%)	1 (10%)	10 (100%)
The principal looks out for the personal welfare of faculty members.	0 (0%)	4 (50%)	4 (50%)	0 (0%)	8 (100%)

ORGANIZATIONAL HEALTH INVENTORY FOR ELEMENTARY SCHOOLS: ELEMENTARY SCHOOL TEACHERS

Table 5.1 Collegial Leadership					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The principal explores all sides of topics and admits that other opinions exist.	6 (10.53%)	22 (38.6%)	16 (28.07%)	13 (22.81%)	57 (100%)
The principal discusses classroom issues with teachers.	11 (20%)	13 (23.64%)	14 (25.45%)	17 (30.91%)	55 (100%)
The principal accepts questions without appearing to snub or quash the teacher.	6 (10.91%)	15 (27.27%)	17 (30.91%)	17 (30.91%)	55 (100%)

Table 5.1 Collegial Leadership					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal treats all faculty members as his or her equal.	5 (11.9%)	8 (19.05%)	15 (35.71%)	14 (33.33%)	42 (100%)
The principal goes out of his or her way to show appreciation to teachers.	1 (2.63%)	12 (31.58%)	13 (34.21%)	12 (31.58%)	38 (100%)
The principal lets faculty know what is expected of them.	1 (2.7%)	11 (29.73%)	10 (27.03%)	15 (40.54%)	37 (100%)
The principal conducts meaningful evaluations.	1 (2.78%)	5 (13.89%)	16 (44.44%)	14 (38.89%)	36 (100%)
The principal maintains definite standards of performance.	1 (2.78%)	10 (27.78%)	12 (33.33%)	13 (36.11%)	36 (100%)
The principal looks out for the personal welfare of faculty members.	4 (11.76%)	13 (38.24%)	8 (23.53%)	9 (26.47%)	34 (100%)
The principal is friendly and approachable.	1 (3.33%)	8 (26.67%)	9 (30%)	12 (40%)	30 (100%)

Table 5.2 Institutional Integrity					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The school is vulnerable to outside pressures.	10 (25%)	17 (42.5%)	9 (22.5%)	4 (10%)	40 (100%)

Table 5.2 Institutional Integrity					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
Community demands are accepted even when they are not consistent with the educational program.	5 (13.51%)	19 (51.35%)	13 (35.14%)	0 (0%)	37 (100%)
Teachers feel pressure from the community.	10 (27.03%)	15 (40.54%)	4 (10.81%)	8 (21.62%)	37 (100%)
Select citizen groups are influential with the board.	9 (27.27%)	16 (48.48%)	7 (21.21%)	1 (3.03%)	33 (100%)
The school is open to the whims of the public.	5 (15.15%)	15 (45.45%)	9 (27.27%)	4 (12.12%)	33 (100%)
A few vocal parents can change school policy.	14 (43.75%)	12 (37.5%)	6 (18.75%)	0 (0%)	32 (100%)

Table 5.3 Resource Influence					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
The principal gets what he or she asks for from upper administration.	6 (11.32%)	30 (56.6%)	12 (22.64%)	5 (9.43%)	53 (100%)
Extra materials are available if requested.	71 (3.21%)	21 (39.62%)	17 (32.08%)	8 (15.09%)	53 (100%)
The principal is able to influence the actions of his or her superiors.	4 (10.26%)	24 (61.54%)	10 (25.64%)	1 (2.56%)	39 (100%)

Table 5.3 Resource Influence

Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Teachers are provided with adequate materials for their classrooms.	5 (13.16%)	10 (26.32%)	15 (39.47%)	8 (21.05%)	38 (100%)
Teachers receive necessary classroom supplies.	3 (8.11%)	13 (35.14%)	15 (40.54%)	6 (16.22%)	37 (100%)
The principal's recommendations are given serious consideration by his or her superiors.	2 (5.56%)	15 (41.67%)	14 (38.89%)	5 (13.89%)	36 (100%)
Supplementary materials are available for classroom use.	6 (16.22%)	10 (27.03%)	13 (35.14%)	8 (21.62%)	37 (100%)

Table 5.4 Academic Emphasis

Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Students neglect to complete homework.	7 (15.56%)	19 (42.22%)	14 (31.11%)	5 (11.11%)	45 (100%)
Students are cooperative during classroom instruction.	1 (2.38%)	5 (11.9%)	23 (54.76%)	13 (30.95%)	42 (100%)
Students respect others who get good grades.	0 (0%)	7 (20%)	17 (48.57%)	11 (31.43%)	35 (100%)
Students seek extra work so they can get good grades.	16 (47.06%)	13 (38.24%)	4 (11.76%)	1 (2.94%)	34 (100%)
Students try hard to improve on previous work.	5 (15.62%)	10 (31.25%)	14 (43.75%)	3 (9.38%)	32 (100%)

Table 5.5 Teacher Affiliation					
Statement	**Rarely Occurs**	**Sometimes Occurs**	**Often Occurs**	**Very Frequently Occurs**	**Overall**
Teachers in this school like each other.	1 (2.7%)	6 (16.22%)	17 (45.95%)	13 (35.14%)	37 (100%)
Teachers exhibit friendliness to each other.	0 (0%)	3 (8.82%)	16 (47.06%)	15 (44.12%)	34 (100%)
Teachers express pride in their school.	2 (5.88%)	7 (20.59%)	10 (29.41%)	15 (44.12%)	34 (100%)
Teachers identify with the school.	3 (9.09%)	8 (24.24%)	8 (24.24%)	14 (42.42%)	33 (100%)
Teachers accomplish their jobs with enthusiasm.	1 (3.12%)	8 (25%)	16 (50%)	7 (21.88%)	32 (100%)
The learning environment is orderly and serious.	2 (6.45%)	6 (19.35%)	14 (45.16%)	9 (29.03%)	31 (100%)
There is a feeling of trust and confidence among the staff.	1 (3.23%)	9 (29.03%)	9 (29.03%)	12 (38.71%)	31 (100%)
Teachers show commitment to their students.	0 (0%)	0 (0%)	8 (25.81%)	2 (74.19%)	31 (100%)
Teachers are indifferent to each other.	15 (48.39%)	6 (19.35%)	8 (25.81%)	2 (6.45%)	31 (100%)

Table 6.1 Efficacy in Student Engagement						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
How much can you do to motivate students who show low interest in schoolwork?	0 (0%)	3 (5.56%)	13 (24.07%)	20 (37.04%)	18 (33.33%)	54 (100%)
How much can you do to get students to believe they can do well in schoolwork?	0 (0%)	1 (1.85%)	9 (16.67%)	22 (40.74%)	22 (40.74%)	54 (100%)
How much can you do to help your students value learning?	0 (0%)	4 (7.69%)	9 (17.31%)	23 (44.23%)	16 (30.77%)	52 (100%)
How much can you assist families in helping their children do well in school?	0 (0%)	6 (13.64%)	13 (29.55%)	13 (29.55%)	12 (27.27%)	44 (100%)

Table 6.2 Efficacy in Instructional Strategies						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
To what extent can you craft good questions for your students?	0 (0%)	1 (1.96%)	6 (11.76%)	23 (45.1%)	21 (41.18%)	51 (100%)
How much can you use a variety of assessment strategies?	0 (0%)	2 (4.44%)	4 (8.89%)	26 (57.78%)	13 (28.89%)	45 (100%)
To what extent can you provide an alternative explanation or example when students are confused?	0 (0%)	2 (4.44%)	2 (4.44%)	22 (48.89%)	19 (42.22%)	45 (100%)

Table 6.2 Efficacy in Instructional Strategies						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
How well can you implement alternative strategies in your classroom?	0 (0%)	1 (2.44%)	7 (17.07%)	19 (46.34%)	14 (34.15%)	41 (100%)

Table 6.3 Efficacy in Classroom Management						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
How much can you do to control disruptive behavior in the classroom?	0 (0%)	7 (12.73%)	12 (21.82%)	15 (27.27%)	21 (38.18%)	55 (100%)
How much can you do to get children to follow classroom rules?	0 (0%)	2 (4.17%)	7 (14.58%)	22 (45.83%)	17 (35.42%)	48 (100%)
How much can you do to calm a student who is disruptive or noisy?	0 (0%)	41 (0%)	14 (35%)	12 (30%)	10 (25%)	40 (100%)
How well can you establish a classroom management system with each group of students?	0 (0%)	0 (0%)	5 (10.87%)	19 (41.3%)	22 (47.83%)	46 (100%)

TEACHER SELF-EFFICACY: HIGH SCHOOL TEACHERS

Table 7.1 Efficacy in Student Engagement						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
How much can you do to motivate students who show low interest in school work?	0 (0%)	1 (8.33%)	6 (50%)	3 (25%)	2 (16.67%)	12 (100%)

Table 7.1 Efficacy in Student Engagement						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
How much can you do to get students to believe they can do well in school work?	0 (0%)	0 (0%)	5 (41.67%)	5 (41.67%)	2 (16.67%)	12 (100%)
How much can you do to help your students value learning?	0 (0%)	2 (16.67%)	5 (41.67%)	2 (16.67%)	3 (25%)	12 (100%)
How much can you assist families in helping their children do well in school?	0 (0%)	1 (11.11%)	5 (55.56%)	1 (11.11%)	2 (22.22%)	9 (100%)

Table 7.2 Efficacy in Instructional Strategies						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
To what extent can you craft good questions for your students?	0 (0%)	0 (0%)	1 (8.33%)	7 (58.33%)	4 (33.33%)	12 (100%)
How much can you use a variety of assessment strategies?	0 (0%)	0 (0%)	3 (37.5%)	45 (0%)	1 (12.5%)	8 (100%)
To what extent can you provide an alternative explanation or example when students are confused?	0 (0%)	0 (0%)	2 (25%)	4 (50%)	2 (25%)	8 (100%)
How well can you implement alternative strategies in your classroom?	0 (0%)	0 (0%)	4 (44.44%)	3 (33.33%)	2 (22.22%)	9 (100%)

Table 7.3 Efficacy in Classroom Management						
Statement	**Nothing**	**Very Little**	**Some Influence**	**Quite A Bit**	**A Great Deal**	**Overall**
How much can you do to control disruptive behavior in the classroom?	0 (0%)	2 (16.67%)	4 (33.33%)	4 (33.33%)	2 (16.67%)	12 (100%)
How much can you do to get your students to follow classroom rules?	0 (0%)	0 (0%)	4 (36.36%)	5 (45.45%)	2 (18.18%)	11 (100%)
How much can you do to calm a student who is disruptive or noisy?	0 (0%)	1 (9.09%)	5 (45.45%)	4 (36.36%)	1 (9.09%)	11 (100%)
How well can you establish a classroom management system with each group of students?	0 (0%)	0 (0%)	1 (10%)	7 (70%)	2 (20%)	10 (100%)

Data Collected from Open-Ended Survey Questions

SEISD Organizational Culture Survey for both teachers and staff included four open-ended questions. One of those questions provided teachers and staff the opportunity to make any additional comments related to the SEISD culture. This document includes the comments collected from the open-ended questions, grouped by elementary teachers, high school teachers, and staff. Majority of the comments are presented as they were written in the survey, with minimal edits for increased readability. Where relevant, individual names have been removed from the comments as well to preserve anonymity. While the comments are not formally categorized, they are presented in an informal grouping based on the content provided.

COMMENTS ABOUT THE ORGANIZATIONAL CULTURE

Elementary Teachers

- I am passionate about serving my wonderful community of San Elizario. Our principal is exceptional, inspiring us and believing in our potential to become better educators. Thank you [principal] for your hard work and dedication.

- I honestly think that the overall culture in San Elizario ISD is very positive. I feel that our district is always doing their best for all of our students, community, and employees.

- As the community is pretty small as compared to other districts, those that have worked together for a long time truly help and support each other.

- The overall culture in the district is positive and inclusive, however the culture at specific campuses has dissolved and has low morale.

- It can be difficult at times for my morale to emerge when teachers are being questioned about their integrity regarding testing our own students

- School enrollment is lower. This can cause teacher cuts. Speaking out is not the best option.

- Parents are not involved in their child's education often. Many parents complain directly to central office without following the chain of command. Parents and students are given too many opportunities without real consequences.

- I have been in the district for about 9 years now, and I have noticed the parent support has become weak. I feel that in the last couple of years parents have dropped the responsibility of parenting, where I have seen an increase of behavior issues in the classroom which has led to issues with the students' academics. For example, a parent said their child's trigger is the word NO. Needless to say, I had issues with this student's behavior and constant interference with instructional time. This is just one of the many issues I have seen. Parents are not holding their children accountable for their behaviors. Even with positive reinforcement, positive incentives, and redirection students are being disrespectful and disruptive in class.

- I believe that not everyone is recognized for what they do in a fair manner. Sometimes upper levels are recognized by central office administration, but not lower levels especially at the primary level. Teachers at that level work just as hard but they are not being seen by those in central office. Some teachers have received recognition by our senate and totally overlooked by our board and superintendent. That is a big honor in our community. We as teachers do not do our work for the continued recognition, but when you are recognizing others then it should be across the board.

- The established culture does not seem to be making it to new admins and they are trying to upend the norm or do things that were done in bigger districts that might not work for our smaller one.

- I feel that all principals need to sit down and use a common rubric for their teachers, so that no one campus is left out without any TIA recipients. All of us that get recommended by TEA deserve recognition. Principals cannot be biased.

- The culture of district is good and well promoted although this district has a tendency to drop work on the teachers. Those district employees, including administration, head office employees, district staff, and campus staff are constantly demanding teachers complete various forms. The problem is that they do not communicate with each other and in the end, it is the teachers that are left with an excessive workload. It is those employees that are not communicating with each other, and their sole goal is to have completed what they need when they need it! This leaves the teachers disillusioned and exhausted in trying to complete all these requests. In reality, teachers here do not have one supervisor (the principal), but rather many supervisors requesting their time. This is the number one reason teachers resign.

- It is voiced to have transparency and support, although it may not always be the case. Just today, one of my counterparts was yelled at and made to feel unimportant. She stated she does not feel welcomed in this work environment or that she is even liked. She said someone from the administration made her feel this way. There are four in our grade level, and two of us have been yelled at. Some teachers are afraid to speak up due to retaliation.

- I often think of the saying, "easier said than done." Many people genuinely have good intentions, but those intentions aren't always reflected in consistent action. We see plans created and thoughtful emails sent—but the follow-through that's needed to truly improve our district's culture often falls short. For example, we might receive a message wishing us a "Mindful Monday," yet the expectations, demands, and tasks continue without pause. It's hard to enjoy the sentiment when, in reality, there's no time built in our PLCs for planning, or simply catching up on what we need to do. It's a reminder that meaningful change requires more than just well-meaning words—it takes intentional action. And as we all know, putting ideas into practice is rarely as easy as saying them out loud. Most importantly lending a helping hand to others and taking the load off with all the unnecessary task. It is crucial to focus on quality over quantity. People walk around burnout, exhausted, and defeated.

- The culture can be viewed as toxic positivity with gas lighting. There is always a push to give more with little to no moral support or time accommodations. The leadership sells this "Mindful Monday" idea but it is highly hypocritical. Our contract openly states that we will sometimes work beyond our hours. Many of us have to lesson plan on Mondays and catch up on grading. PLCs all year were supposed to be for planning time but there was a total of 4 that were actual planning time. The rest of the time either administration or the Instructional Specialist or someone from district had some sort of change to present. But the worst during PLC was the "constructive" criticism from [name] and [name] where we are questioned as to why our students are not performing better than they expected or displaying everyone's scores on the Promethean. It is humiliating and degrading to be told I see 70% of your students passed but what are you really doing for these students. In class observations are the same. I was told by an instructional specialist and District that I am not STAAR aligned so what was I actually teaching? Highly toxic and demeaning environment from any superiors. Worst of all is the Superintendent. I was sick in the nurse's office and she didn't even acknowledge my presence. I have seen her do the same to many of us in different circumstances, but she takes out certain teachers to conferences, ensuring that they stay at the Marriott and taking them out to dinners. The same with anyone that works in district office now. They were all good friends with her before they were suddenly promoted. There have also been Instructional Specialists and parent liaisons have been reprimanded when they question the Superintendent or Assistant Superintendent about questionable policies or the amount of pressure teachers are under.

- The work culture is toxic here. We have received emails from the principal basically gaslighting us into extra work or putting in 'more' of an effort. She also puts in minimal effort making comments like I tried my best oh well but if we displayed the same attitude we would be reprimanded. She has made appointments for individual meeting or observations and will not show up or will completely ignore them. If it was us, we would be reprimanded. The district personnel are even worse. [Name] is especially demeaning and condescending towards the teachers. If you attempt to give input, she will pick at your opinion or input to try and make you look like you are an idiot. I honestly stay because the kids mean the world to me, and I believe I can make a difference for some of them, but the toxic culture has me on the verge of leaving.

- In my personal opinion, we need a lot of work in culture. I feel like we are not in the same page. I think that we need to do what we say in the meetings (PLC).

High School Teachers

- Very close community and people in this community value their culture which influences students' academic learning.

- It is important to communicate with parents and know what is going on at home sometimes that is the best thing to do to get "in" so that the community appreciates you as an outsider.

- Our main Leaders do not have a fundamental understanding of the entirety of what real leadership entails.
-
- We need school spirit/school pride, without school spirit/ school pride students will NOT feel proud of their environment. If not proud of environment, then students will not perform in the classroom.

- I believe there is a culture of low expectations that starts at the community and board level and permeates the district. Students and often teachers and community members have the attitude of "ah, it's San Eli" to excuse actions and behaviors that prevent students from being able to compete outside of the district--citywide, statewide, and nationally. From lowering expectations (example...if a student fails a course because they have just not done any work, they are allowed to make it up on Edgenuity where they often copy and paste from the internet--allowing them to pass and get higher grades than they would from the course with an actual teacher in it, to extending deadlines for IGC projects and LOC.

- The culture for high academic achievement is not present here. Academic rigor is low in many areas. Students now how to game the system, do no work and get parents to complain. They pass class and graduate without work.

Central Office and Campus Staff

- We love Mondays off.

- [SEISD culture] [i]s very important for the community.

- Great working environment.

- Great working environment and culture.

- It is a great place to work. There are small issues at times however, the majority of time spent working in SEISD is and will always be a great place to work especially with our small town culture.

- San Elizario fosters a culture of mutual respect for students and employees.

- SEISD continues to build a positive school culture at all levels.

- The district's culture is positive. Individuals are willing to help one another, and the district celebrates employees through employee appreciation events throughout the year.

- Culture is positive, employees are encouraged to interact, collaborate, and work together. This creates employee engagement, job satisfaction, and overall district success.

- Employees are committed and collaborate with each other.

- We have strived to create a culture a positive school culture in which all members of the school community feel valued, respected, and supported, and where academic excellence and student achievement are emphasized.

- The landscape of the culture at SEISD has changed drastically over the past 5 years. We are grateful for this positive change from all stakeholders: parents, students, faculty, staff, administration, community members and board members.

- San Elizario ISD has come a long way, and it is now encouraged to voice and express your opinions following the chain of command.

- In evaluating the responses, the responses are given in terms of district leadership - not with board members. I think if there were a differentiation between the superintendents, principals, directors... and the board members, the responses would change. Those of us who are considered outsiders (not residing within San Elizario) are less likely to voice concerns about or to board members. However, we have direct access to the SEISD leaders and feel appreciated, valued and comfortable with them.

- Teachers have always been part of the decision making process, including calendar creation, curriculum, community involvement. Many of the students currently enrolled are children and grandchildren of people who lived in the community for various generations. Many traditions in the schools are supported by the staff and community, for example, homecoming parade, sporting events, transition ceremony and graduation.

- Love everything, but we need more ways to encourage parents' participation. Maybe changing the time of some activities.

- Everyone means well however there's something that just doesn't mesh well. I've only been in the district a short time and I can't pinpoint exactly what it is.

- Colleagues are wonderful. Colleagues support one another. There are things in the district that just don't mesh well, they don't jive, and I can't pinpoint exactly what it is. I've been in education for 26 years, but it is just my 3rd year here in this district. I want to say it is a combination of HOW admin supports their school, how the kids behave- lacking motivation, not getting the consequences they deserve, feeling that they can accomplish great things in life, etc. I think teachers, aides, other adults try to motivate but they also need their mind to be reprogrammed as to how they do this. There needs to be a restructure of how to get parents involved in anything school related.

- Teachers discipline students and the principal removes the consequence. Principal rewards all students in spite of severe chronic misbehavior. There is no communication or accountability.

- This information is based on my experiences and from others who tell me their experiences. The community seems to not value the importance of a good education. (I'm not speaking

for all community members). Attendance is VERY BAD. There are numerous absences. Dual Language is wonderful, but the students are FAR BEHIND in the English vocabulary. Whether English or Spanish, the reading levels are very low. Coming from 2 other school districts, I have never seen so many retentions to remain in the same grade level due to very poor academic progress. I know the San Elizario community can improve, but when provided the funds to enable SEISD, we can do a better job to help improve the education to our students.

- The culture within San Elizario ISD has significantly deteriorated due to a variety of factors that have led to low morale and frustration among teachers and staff. A consistent focus on the district's shortcomings rather than celebrating its successes has left educators feeling undervalued. Additionally, harassment from parents has become a recurring issue, and it feels as though their concerns are prioritized over those of the teachers, further diminishing the morale of the staff. The district's commitment to the dual language model is another area of concern, as it is not aligned with the community's needs and does not adequately support the students it is intended to serve. Instead of focusing on what works, there is a constant cycle of changing initiatives and curriculum to address problems that stem from poor leadership, not a lack of resources or ideas. The micromanagement coming from Central Office has stifled the ability of campus leaders to take charge and effectively manage their schools. This has created an environment of frustration, where teachers feel unsupported and unable to implement their own expectations. Furthermore, the community is becoming increasingly disillusioned with the district's leadership, as there seems to be a lack of alignment between the district's vision and the needs of its students, staff, and families. There needs to be greater reflection from the district leadership on how they approach decision-making and management, with an emphasis on empowering campus leaders and creating a collaborative atmosphere. By shifting the focus away from blame and toward genuine support for both teachers and students, San Elizario ISD can begin to restore trust and foster a healthier, more positive culture.

- Those that work hard and do their jobs are rewarded with more work from those who do a subpar job or are given messes from other people to clean up.

- Pay scale is not correct. People are paid by who they know, if they like you, etc. People are hired based on friendships (also going back to pay) Human resource is in the day to days of interviews, questioning employees on their work... which by definition is a conflict of interest.

- Although I am an instructional service provider, I am not on a teacher's salary scale therefore, I have not been considered for or provided a raise in many years, not even for cost-of-living increase. This is very discouraging, considering I work directly with students daily and maintain a classroom setting for my students. I feel an attachment to this district, yet I find myself searching job openings in other districts every year and know I could be making more money elsewhere. Additionally, I find it concerning that when positions open up, lately our district seems to place individuals internally, rather than hiring individuals with actual experience in the position from outside the district. This makes it very difficult for a department to run functionally, makes the expectations unrealistic, and frankly is quiet

upsetting when your immediate boss does not know what your job or job duties are. Personally, I feel [central office leader] is very genuine and approachable. I feel very comfortable speaking candidly with her and appreciate her very much.

- Administration and central office personnel do give verbal praise; however, it is the actions that count the most. Many times, those actions contradict their verbal praise. For example, in one SEISD school, during teacher appreciation week, aides were not included in many of the activities. Yes, you can tell the aides that they do a great job, but when you don't include them in these special activities, how do you think they felt? And it's actions that count the most.

- Being in the district for 8 months at the high school level, I feel there needs to be more communication at the campus level like face-to-face monthly meetings.

- [SEISD culture is] inclusive and hectic.

- In my opinion, some of the employees who were born and raised in San Eli feel entitled. As if the district belongs to them instead of ours. It can feel frustrating and intimidating. It can almost feel like you are being bullied indirectly. Luckily I don't get easily intimidated and can stand my ground in a professional and respectful manner. I do my best to stay away from certain employees.

Survey Reponses Regarding SEISD Employees Perceptions of School Board Members

   The survey included several questions aimed at gathering feedback from teachers and staff on the roles and responsibilities of school board members. The following includes a summary highlighting the key findings, followed by a series of tables presenting the survey questions and responses, and the comments provided to the open-ended questions.

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SURVEY HIGHLIGHTS

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Knowledge of School Board Responsibilities

- For the most part, even though they do not attend board meetings regularly, teachers at all levels (elementary and high school) and staff from campuses and central office understand the role of a school board member.

- There was a general agreement among teachers and staff that the primary function of the school board ensuring the educational needs of the community are met, followed by setting policy for the district and managing the district's budget.

School Board Effectiveness

- 63% of elementary teachers, 27% of the high school teachers and about 52% of the staff reported that school board has a clear vision for the future of San Elizario ISD.

- Elementary school teachers (72%) and staff (67%) were satisfied or very satisfied with the school board's decisions in relation to benefit the schools in the district. Almost 64% of the high school teachers had a dissenting opinion.

- The level of performance of the school board in several activities varied depending on the group of respondents. About 23% of elementary teachers indicated that the school board manages the district's budget well, while about a third of the high school teachers mentioned community engagement and about a third of the staff mentioned supporting student achievement.

- The overall rating of the performance of the school board in fulfilling its responsibilities was, in general, good. 56% of elementary teachers and 54% of staff rated the performance of the school board as good or excellent; 45% of high school teaches rated it as fair.

- The most salient areas mentioned in which the school board could improve were communication with the community, transparency in decision-making, and strategic planning and establishing long-term goals.

Elementary Teachers

How well do you understand the role of a school board member?	#	%
Very well	4	8.0%
Well	20	40.0%
Somewhat well	13	26.0%
Not very well	13	26.0%
Total	**50**	

How often do you attend school board meetings?	#	%
Regularly (every month or more)	0	0.00%
Occasionally (a few times a year)	8	16.33%
Rarely (less than one time per year)	29	59.18%
Never	12	24.49%
Total	**49**	

What do you believe is the primary function of the school board? Ranking from most important (1) to least important (4):								
School Board Function	Rank 1	% %	Rank 2	% %	Rank 3	% %	Rank 4	% %
Setting policy for the district	7	14.58%	18	38.30%	14	30.43%	9	20%
Managing the district's budget	8	16.67%	17	36.17%	16	34.78%	6	13.33%
Hiring and evaluating the superintendent	12	25.00%	10	21.28%	10	21.74%	14	31.11%
Ensuring the educational needs of the community are met	21	43.75%	2	4.26%	6	13.04%	16	35.56%

How clear is the school boards' vision for the future of San Elizario ISD?	#	%
Very clear	9	18.37%
Clear	22	44.90%
Somewhat clear	10	20.41%
Not clear at all	4	8.16%
I do not know	4	8.16%
Total	**49**	

How satisfied are you with the school board's decisions in relation to benefit the schools in the district?	#	%
Very satisfied	4	8.51%
Satisfied	30	63.83%
Unsatisfied	4	8.51%
Very unsatisfied	1	2.13%
I am not aware of the school board's decisions	8	17.02%
Total	**47**	

How would you rate the overall performance of the school board in fulfilling its responsibilities?	#	%
Excellent	10	20.83%
Good	17	35.42%
Fair	14	29.17%
Poor	2	4.17%
Unsure	5	10.42%
Total	**48**	

What do you believe the school board could improve upon? (Please select all that apply).	#	%
Communication with the community	17	23.61%
Transparency in decision-making	16	22.22%
Understanding of community needs	13	18.06%
Strategic planning and establishing long-term goals	10	13.89%
Supporting the superintendent	1	1.39%
I do not have knowledge about this topic.	15	20.83%
Total	**72**	

High School Teachers

How well do you understand the role of a school board member?	#	%
Very well	3	27.27%
Well	4	36.36%
Somewhat well	4	36.36%
Not very well	0	0.00%
Total	**11**	

How often do you attend school board meetings?	#	%
Regularly (every month or more)	16	17.98%
Occasionally (a few times a year)	26	29.21%
Rarely (less than one time per year)	30	33.71%
Never	17	19.10%
Total	**89**	

What do you believe is the primary function of the school board? Ranking from most important (1) to least important (4):								
School Board Function	Rank	%	Rank	%	Rank	%	Rank	%
	1	%	2	%	3	%	4	%
Setting policy for the district	1	9.09%	6	54.55%	3	27.27%	1	9.09%
Managing the district's budget	3	27.27%	3	27.27%	1	9.09%	4	36.36%
Hiring and evaluating the superintendent	1	9.09%	1	9.09%	6	54.55%	3	27.27%
Ensuring the educational needs of the community are met	6	54.55%	1	9.09%	1	9.09%	3	27.27%

How clear is the school boards' vision for the future of San Elizario ISD?	#	%
Very clear	0	0.00%
Clear	3	27.27%
Somewhat clear	3	27.27%
Not clear at all	2	18.18%
I do not know	3	27.27%
Total	**11**	

How satisfied are you with the school board's decisions in relation to benefit the schools in the district?	#	%
Very satisfied	0	0.00%
Satisfied	4	36.36%
Unsatisfied	6	54.55%
Very unsatisfied	1	9.09%
I am not aware of the school board's decisions	0	0.00%
Total	**11**	

How would you rate the overall performance of the school board in fulfilling its responsibilities?	#	%
Excellent	0	0.00%
Good	2	18.18%
Fair	5	45.45%
Poor	2	18.18%
Unsure	2	18.18%
Total	**11**	

What do you believe the school board does well? (Please select all that apply)	#	%
Budget management	19	22.89%
Policy development	12	14.46%
Community engagement	11	13.25%
Supporting student achievement	17	20.48%
Transparency and accountability	10	12.05%
I do not have knowledge about this topic.	14	16.87%
Total	**83**	

What do you believe the school board does well? (Please select all that apply)	#	%
Budget management	2	16.67%
Policy development	1	8.33%
Community engagement	4	33.33%
Transparency and accountability	1	8.33%
I do not have knowledge about this topic.	4	33.33%
Total	**12**	

What do you believe the school board could improve upon? (Please select all that apply).	#	%
Communication with the community	3	16.67%
Transparency in decision-making	5	27.78%
Understanding of community needs	4	22.22%
Strategic planning and establishing long-term goals	5	27.78%
Supporting the superintendent	0	0.00%
I do not have knowledge about this topic.	1	5.56%
Total	**18**	

Central Office and School Staff

How well do you understand the role of a school board member?	#	%
Very well	16	17.20%
Well	29	31.18%
Somewhat well	28	30.11%
Not very well	20	21.51%
Total	**93**	

How often do you attend school board meetings?	#	%
Regularly (every month or more)	16	17.98%
Occasionally (a few times a year)	26	29.21%
Rarely (less than one time per year)	30	33.71%
Never	17	19.10%
Total	**89**	

What do you believe is the primary function of the school board? Ranking from most important (1) to least important (4):								
School Board Function	Rank	%	Rank	%	Rank	%	Rank	%
	1	%	2	%	3	%	4	%
Setting policy for the district	16	17.98%	23	25.84%	26	29.21%	24	26.97%
Managing the district's budget	16	17.98%	25	28.09%	24	26.97%	24	26.97%
Hiring and evaluating the superintendent	20	22.47%	24	26.97%	25	28.09%	20	22.47%
Ensuring the educational needs of the community are met	37	41.57%	17	19.10%	14	15.73%	21	23.60%

How clear is the school boards' vision for the future of San Elizario ISD?	#	%
Very clear	12	13.79%
Clear	33	37.93%
Somewhat clear	28	32.18%
Not clear at all	6	6.90%
I do not know	8	9.20%
Total	**87**	

How satisfied are you with the school board's decisions in relation to benefit the schools in the district?	#	%
Very satisfied	10	11.76%
Satisfied	47	55.29%
Unsatisfied	15	17.65%
Very unsatisfied	3	3.53%
I am not aware of the school board's decisions	10	11.76%
Total	**85**	

How would you rate the overall performance of the school board in fulfilling its responsibilities?	#	%
Excellent	12	14.12%
Good	34	40.00%
Fair	23	27.06%
Poor	11	12.94%
Unsure	5	5.88%
Total	**85**	

What do you believe the school board does well? (Please select all that apply)	#	%
Budget management	26	15.76%
Policy development	23	13.94%
Community engagement	32	19.39%
Supporting student achievement	54	32.73%
Transparency and accountability	14	8.48%
I do not have knowledge about this topic.	16	9.70%
Total	**165**	

What do you believe the school board could improve upon? (Please select all that apply).	#	%
Communication with the community	25	17.36%
Transparency in decision-making	43	29.86%
Understanding of community needs	23	15.97%
Strategic planning and establishing long-term goals	33	22.92%
Supporting the superintendent	8	5.56%
I do not have knowledge about this topic.	12	8.33%
Total	**144**	

The responses to the three open-ended questions included in the survey focused on the most important qualities school board members should possess, suggestions to increase the effectiveness of the school board, and the perceptions of the school board's influence on the campus and district organizational culture. These comments are grouped by elementary teachers, high school teachers, and staff. Majority of the comments are presented as they were written in the survey, with minimal edits for increased readability. There are some instances where comments were similar to others, but these have been left in this document to emphasize where there is congruent thinking among teachers and staff.

Most Important Qualities School Board Members Should Possess

Elementary Teachers

- Honesty

- Honesty and transparency.

- Transparency

- Transparency with the employees and community

- Be transparent with district employees

- Transparency, talking to the teachers and asking for their opinions.

- I believe a school board should be transparent and unequivocally looking towards the needs of the community and their students.

- The best qualities school board members should possess could be: High sense of justice, empathy, knowing the community well and strong leadership.

- The most important qualities school board members should possess are honesty, trustworthy, and being a great communicator.

- To be trustworthy and to challenge thinking. Transparency is the current buzzword, and I look forward to seeing if this is implemented. Also, most of the time, the board members seem to agree with everything and anything. I wonder if they ever disagree with something, and how that conversation or discussion goes. If all agree with each other all the time, maybe we have the wrong board members.

- A school board member should know the community's needs and advocate for teachers.

- Communication with all employees.

- A board member plays a vital role in shaping decisions that influence students' educational experiences. They act as the community's representative voice.

- I think school board members should be good listeners, open-minded, and genuinely care about what's happening in the schools day-to-day. It's important they understand the realities teachers, students, and staff face—not just from a policy level but from a human one. Being present at schools during regular school hours, following through with actions (not just words), and making decisions that reflect the needs of the whole school community really matters. It's not easy work, but it's so important.

- School board members should be collaborative, ethical, informed about education policy, committed to student success, and responsive to the community. They should prioritize equity, transparency, and sound decision-making over personal or political agendas.

- Knowledge of the school system in our state including legislation.

- It would be best if board members worked in the education setting.

- Knowledge of educational practices

- A school board member should know the needs of a classroom. They should understand that parent see their children through rose-colored glasses and teacher input should always outweigh parents' demands.

- Knowledge of day-to-day life in a classroom, not a perfect world type of life, but a realistic one where disruptions and real life lessons happen. I believe to have a realistic view of what the classroom culture looks like at each campus will help with decision making in terms of staff and community needs.

- In my personal opinion they should support the teachers more.

- I believe school board members should possess is the children['s] education for a better future.

High School Teachers

- Vision for higher quality education.

- Transparent, consistent and engaging.

- Non-biased polices and treating everyone fairly and having transparency.

- Understanding the community they work for.

- Fairness, educated, and knowledge of what each role in a school system entails.

- Be communicative, be educated about education (teaching and learning).

- I believe school board members should demonstrate ethical integrity, transparency, and a commitment to serving the entire community without personal bias. It is concerning when the majority of the board consists of individuals who are related or personally connected, as it creates the appearance—or reality—of conflicts of interest and can undermine public trust in the board's decisions.

- Knowledge of educational law. Knowledge of what it means to be in a classroom every day as a teacher AND a student empathy.

- I believe all school board members should have some background in education.

- A strong understanding of the expectations and standards that students will be held to in college and career and the role that school plays in readying students for that. They have to be willing to make tough decisions to prepare students---especially students in a primarily low-income, Latino and rural community--so that they are able to compete globally---especially given the current political climate.

- They should be able to put student success first. We need to hire more teachers, as we had before.

Central Office and Campus Staff

- To be honest.

- Integrity and transparency

- Integrity, honesty, transparency

- Intelligence, compassion, and fairness.

- Honesty, integrity, education

- Integrity, professionalism, accountability

- Integrity and accessibility.

- Communication, Kindness, student growth mindset

- Commitment to education and integrity.

- Explain where the money goes and [for] what.

- Visionaries and strong collaborators to district strategic planning, supportive of school and community events, and transparency in policy and budget decisions.

- A passion for education, strong communication and interpersonal skills, integrity, a commitment to the community, and the ability to make sound decisions.

- Commitment to students' education, ethical judgement, willing to learn and transparency.

- Knowledge on how to run a business and knowing how to stay neutral in strategic moves when family members are involved.

- The most important qualities school board members should possess are a blend of visionary leadership, collaborative teamwork, and a deep understanding of education, with a strong focus on student achievement and community involvement.

- Accountability, professionalism, being able to maintain their accountability even if they are not in a board member capability around the community.

- District board members should be open to different view when making decisions that impact the district.

- Independent thought and commitment.

- Leadership, funds knowledge, trust in educators, problem solvers, out of the box thinkers.

- I believe school board members should possess a commitment to public education, for example, prioritizing student outcomes over personal or political agendas. Secondly, having a willingness to learn. Members should have an open mind and listen to all perspectives allowed to make a final decision. Lastly, promoting a quality education for all.

- Integrity, professionalism, staying informed, and listening to understand are important qualities for school board members.

- Always readily available to help.

- Be available to all employees and to the community.

- Ability to communicate with others, respectful, collaboration with other board members, good listeners.

- Listen to community, staff.

- They should allow parents voices to be heard.

- Listen to community needs. Understand campus needs. Vote to approve action items that support district goals, mission and vision. Ask questions for clarification before voting.

- A school board member should have a dedicated interest in moving the district forward by providing high-quality employees who will be allowed to perform their duties in their respective work areas.

- A school member should be a standout community leader with good moral and ethical values. They should be able to remain unbiased throughout their term and not only accept community or district employee feedback but strive to correct any issue.

- Integrity, open mind, open heart and understanding of every single department and the needs of every department.

- I believe a school board member must have some background in management and policy. Another quality a school board member must have is people skills. They should be able to speak clearly and to the best of their ability regarding different things going on at the school zone they represent.

- I feel they should be knowledgeable about the specific criteria required by the state and all its mandates when it deals with student academics. I feel that several board members are not educated enough to handle this to a degree that is needed for our students' needs.

- They should be able to relate with the community have a vision on what the community needs.

- Awareness and approachability. Aware of the community's, student's, and staff's needs and make themselves known and available at the campus level with staff members.

- Have an idea of what goes on at the schools and the needs of the families.

- Students and community needs

- Have some knowledge of school environments and know the community.

- Knowledge about instruction.

- A good understanding of what goes on at the campuses-teachers' grows and glows, administration grows and glows

- School board members should understand the importance of budgeting for better resources. The special education department is in dire need of additional staff support and resources. Special education is often over-looked.

- School board members should possess strong leadership, integrity, and the ability to listen and collaborate. They should have a clear understanding of the community's needs and be able to make decisions that prioritize the well-being and success of students, teachers, and staff. Effective communication, transparency, and a commitment to equity and inclusivity are also key qualities, ensuring that all voices are heard and that decisions are made with the best interests of the entire school community in mind. Additionally, a willingness to reflect and adapt when necessary is important to ensure long-term success and positive change.

- A school board member should be present at all campuses frequently. School board members should be knowledgeable in the areas of curriculum and instruction, behavior management, parental expectations, and teacher and school employee expectations. School board members should have[,] make and maintain relationships within the district and community. They should be involved in making a difference within the district and holding families/parents accountable for the education of the children. School board members should not be afraid to advocate for the parents, teachers, or students. They should be fair and equal across the board and not just see our students as dollar signs and allow parent behaviors such as belittling teachers, slandering teachers on Facebook, bullying or threatening teachers via phone calls, in-person, etc. School board members should hold superintendents accountable for their actions or lack of actions.

- Ask the persons like the lady's cafeteria what kids really eat at breakfast and lunchtime. I think they never have that opportunity to say something.

- Engage/visit every school district campus occasionally.

- I feel that the school board is maybe not told everything that is going on with the culture, pay, jobs being crossed, etc.

- I think our board members do their best with all the categories listed. I think it's a matter of teaching the community and district employees about what the role of board members entails.

- I'd like them to hold the meetings in the afternoon, since many of us work in the morning. Perhaps they could also record and post the videos of the meetings on the district website (just a suggestion).

Perceptions on the SEISD School Board's Influence on the Campus and District

Organizational Culture

Elementary Teachers

- They have an important role.

- Their influence on the culture has a significant impact. People do what their leaders do.

- My perception is that the board have great influence on the campus and the district's culture.

- Every decision they make effects each campus.

- They're there to help us make decisions for what it's best for our students.

- I believe that the SEISD school board has set my campus and the entire district in a positive direction. They have set policies that prioritize employees and student's well being.

- I believe they make great decisions that impact this community, educators, and students.

- I believe that the school board has a significant influence on the campus and district organizational culture.

- From what I see, the SEISD school board does have an influence, but it sometimes feels like there's a disconnect between what's decided at the board level and how that plays out on the campuses. There's a lot of focus on making big-picture decisions, which is important, but sometimes those decisions don't trickle down to the staff in ways that feel meaningful. It can be easy for staff to feel like changes are being made without fully understanding or addressing what's actually needed on the ground. In terms of organizational culture, there's potential for the board to help foster more collaboration and communication between everyone, so that the culture we're aiming for isn't just talked about—it's practiced.

- I'm still learning about the SEISD school board's full impact, but I believe a school board can strongly influence a district's culture through its policies, leadership decisions, and how it supports staff and students. Their actions can set the tone for transparency, equity, and accountability across campuses.

- SEISD board members demonstrate they are looking out for the well-being of students, providing many opportunities for the students to succeed on a limited budget.

- My perception is that the more they support teachers and listen to them, the more of a good influence they will have in each campus.

- Our board members are exceptional and quite accessible. However, we have received instructions to refrain from contacting them directly. If you have any concerns, please direct them to the school administrators.

- My perceptions on the SEISD school board's influence on the campus and district organizational culture, is they need to be more involved in the campus culture.

- It is limited.

- Not a whole lot of influence. Most of it comes from the superintendent.

- I see very little influence as they seem detached from the everyday functions of the schools in the district and are never present. Which I believe is a shame considering it is such a rural and tight knit community.
- I don't know enough about them or see them often enough to give an answer.

High School Teachers

- Superintendent has a positive influence on the campus and students seem to enjoy talking to her. She seems to have an open policy with staff and students.

- Somewhat they influence the decisions especially if they have a family member involved.

- It would appear that the school board has some sway when it comes to influencing the campus and district culture.

- Not a lot on campus but overall.

- Negative

- The SEISD school board's influence on the campus and district organizational culture appears to prioritize personal interests over ethical leadership, which impacts trust and morale across the district.

- The school board leans into the complaints of the community to lower expectations and reward behaviors that undermine a culture of excellence. They then make decisions or put personal pressure to give the community what it wants.

- Whether it is true or not, the perception is often that the board capitulates to "they better graduate"--instead of actually holding students to a high standard. I'm not saying flunk all the kids, I'm saying that if you don't have standards, students know it and will gravitate to the lowest common denominator. This is doing no one any good. Especially our students. So, making sure that the school board understands that in order for the district to improve, it will have to see more "failure" at first...to recalibrate expectations and requirements.

Central Office and Campus Staff

- I think the district has a positive influence on the organizational culture, especially when making decisions that move our district toward student success.

- Influence enough to make positive decisions.

- They highly influence culture.

- Very 'students first' mentality

- Very High

- Positive

- I think it is okay.

- Very supportive

- School board works towards student outcome goals.

- The board does have to lead and set the example of the organization's mission and vision.

- They are very influential and need to be open to all campus needs and incorporate the culture here.

- Our current school board has shown that they are concerned and working with getting all students a better education, not focusing only on their own children and a small population of students.

- I believe that the school board has a positive influence on the campus and district organizational culture.

- Board members have built positive relations with campus personnel to foster an overall positive organization culture.

- They are great, just wish they could work with the staff to provide help with those who work within the district and have kids in the district

- I feel I have not been at the district long enough to provide any perceptions on the SEISD school board's influence on the campus and district organizational culture. But I do feel that the school board should invest in teacher professional development to retain teachers and increase morale.

- I am not aware of how the board members influence campus culture. Teacher/staff incentives are a good way to help them feel appreciated and valued.

- I think the school board members do their very best to support teachers, staff, and students. I think that something is not jiving or meshing well, and I can't pinpoint exactly what it is.

- I feel they listen and take into consideration the community's requests when they speak up.

- Our school board builds on positive relationships throughout the district. They know that these relationships will help them get a closer look the district's day-to-day and create action that will make change where it is needed.

- They have to build a good rapport with district leaders. this will allow leaders to openly communicate with board members. I belief the culture remains the same at each campus even when a board member visits.

- I may be oblivious, but the only time I see a school board member at my campus is when they are dropping off their child or when they are there for a parent activity. It is very possible that there are many other things I am unaware of.

- I have not heard of anything school board-related, in terms of influence in the time I've been here. I have been here several years.

- The SEISD school board has the potential to significantly influence the district and campus culture, but currently, it seems disconnected from the realities on the ground. Many board members appear to rely solely on the perspectives of a few individuals rather than engaging directly with teachers and campus leaders. To truly understand and address the district's challenges, board members should actively seek input from those working in the schools daily. Additionally, the board should have greater decision-making authority based on the actual needs of the community, ensuring their influence leads to meaningful, informed change.

- I feel there would be more if they had more.

- They have no influence. It is controlled by the superintendent.

- The superintendent has more authority in the school board than the board has within itself for the community

- They are self-serving.

- I feel some of our board members are there for personal reasons and not the overall success of the district.

- People who know trustees personally appear to have an advantage. If they do not like something, the school's culture is easily interpreted as bad or not good.

- Favoritism influences those who get to move up and those who don't.

- I perceive the current board members have a negative impact on the culture due to some perceived favoritism; decisions that are made where the perception is that the decisions

were pre-determined prior to a board meeting (before discussion); and the fear of job security due to allegations that are brought forth and the lack of transparence with the investigative procedures.

- It can quickly become toxic, when some employees of the district are seen being friends with board members and if issues arise then it can deter the other person on making a formal complaint since it can be seen as if the board members have favoritism, for certain employees.

- I believe that when one board member targets a certain organization, that board member can easily influences other board members simply because of the familial relationships that exist. I believe we have two board members that are married to each other and one board members who is this married couple's sister-in-law. The board's influence can be easily swayed.

- I believe the mindset is the same that San Elizario always gets the minimum because that's what the leaders often give us. The community can have and deserves more if the board members would think outside the box instead of just saying 'it's always been done this way.'

- I believe community should be more aware of what the school board is in charge of, and how they support the district.

- It will be great if everyone has an opinion of what they are involved.

Suggestions for Improving the Effectiveness of the SEISD School Board

Elementary Teachers

- More transparency.

- The school board should practice more transparency and have more active roles in the community outreach.

- Not to take decisions in what they think is correct without taking in consideration all employees, all of us make form the district.

- I think one way to improve the effectiveness of the SEISD school board is by making sure there's more open communication between the board and the staff. It's easy for decisions to feel disconnected from what's actually happening in the classrooms, so finding ways to listen to teachers and staff more regularly—whether through surveys, forums, or informal check-ins—could help. Another big thing is making sure that action follows the good intentions. Plans and ideas are great, but we need clear steps and follow-through to make a real impact.

- Help teachers and staff get better insurance. It's too expensive. A raise would be very nice. Thank you, board members, for the four-day week.

- To make teacher resources/ materials readily available.

- The school board does not issue updates to employees themselves, in fact, if you do not attend a school board meeting, it is rare you will know what was discussed.

- Visit the campuses to get to know the role of the teacher and the students. Also, the school's needs.

- Visit campus and take the time to meet and speak to teachers.

- Board members should make themselves more accessible to the public. They should also make themselves more visible in the district, so students, staff, and parents know who they are.

- The school board (members) should be 'seen' more within the district other than in meetings and/or recognition situations.

High School Teachers

- To improve the effectiveness of the SEISD school board, I suggest increasing transparency in decision-making and promoting a more diverse representation of the community. Implementing clear policies to avoid conflicts of interest—such as limiting the number of related individuals on the board—could help restore public trust and ensure decisions are made in the best interest of all students and staff.

- Do a climate and culture survey of each school. Sit down with the principals for real conversations about the difficulties they face in improving the culture of the school. Implement policies, even though policies, to improve the academic and personal culture of the school. The board needs to not lean into the parts of the community that want less rigor and lowered expectations.

- Educate yourself on policy, job descriptions, staff, faculty and student needs.

- Send them to school

- We need to hire more core teachers, as we used to have. Budget cutting, I believe can be done elsewhere.

- I think they should back up their employees better and not always have the backs of parents. Sometimes it's ok to be wrong as a parent.
- Board members becoming more involved in community affairs.

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Central Office and School Staff

- Keep following a governance framework

- Training

- Out with the old politics and in with fresh, innovative minds.

- Making them accountable for their decisions. Being able to have a non-biased committee to examine any issues arising.

- Remain impartial in hearing concerns; trust campus administrators and department directors, be consistent and fair in addressing issues that arise; align with the superintendent vision so as to reflect a common vision for the district.

- Be data driven. Use the data to monitor district progress, identify the need for improvement, and justify decisions.

- Focus on team learning, data-driven decision-making, community engagement and get to know district employees by visiting campuses and departments.

- The school board just needs to understand the importance of budgeting fairly and effectively. Although, I understand that our current president and Texas government does not prioritize public education. San Eli will definitely be affected by this.

- I feel school board members should be able to and receive training in areas of curriculum and instruction, behavior management techniques, strategies for better communication with parents, teachers, and students. School board members should be more present in the schools and district, especially one as small as ours.

- To improve the effectiveness of the SEISD school board, members should prioritize actively listening to teachers and staff to better understand the challenges they face and work collaboratively on solutions. They should also focus on holding parents accountable in the community, ensuring a supportive environment for both students and educators. Increased interaction with schools and regular visits to campuses will help board members stay informed about the day-to-day operations and needs of the district. Advocating for the entire community, including students, staff, and families, is essential, and board members should ensure they are well-versed in key areas such as instruction, behavior management, and parent engagement to make informed, impactful decisions.

- They must know the Language and be educated in the communities needs and not in their own needs.

- Knowledge about dual instruction and effective strategies and implementation.

- A better understanding of the resources our teachers need to help our students be more academic successful.

- To be more aware of the reality of the educators' day to day. The routines and the standards that are not being met or abused. Realization of how neglected our SPED students are at all levels.

- Better understanding technology and how to use industry standard software. Moving everything digitally for better efficiency
- Implementing online forums or surveys to encourage community members to voice their opinions and feel more connected to the decision-making process.

- Have an open forum for teachers, not for all public but for us to share information they might not be getting.

- Communication with the community.

- A suggestion I have is that the board needs to have more communication with us because they don't have that.

- More campus level interaction and communication without fear of repercussion to the employee(s) or the board member(s).

- More involvement in school functions

- Change the ways of involvement of parents.

- I would like for the board members to visit classrooms throughout the district and see the different programs being offered and the phenomenal teachers we have at our campuses.

- Board members should not fraternize with district employees. This act emboldens the employees to behave without consequences. These employees are protected by the relationship they have with board members. Implementing anti-fraternization rules would address this problem and make the board members become impartial and unbiased.

- Not focusing on the superintendent as much and focusing on the community and students instead

- Feel comfortable to ask questions before voting for clarification of action items.

- Freedom to ask and engage in questions by all board members during board meeting presentations.

- Teach the community how taxes work and how that can improve their child's education.

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