

AISD



Survey Report

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
STAFF CLIMATE SURVEY RESULTS 2008-2009**

### RESULTS FOR ANDREWS ELEMENTARY

Survey results for Andrews for the past 3 years are summarized here. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↑ ↓).<sup>3</sup> To help put results in context, 2008-2009 results also are provided for all AISD elementary campus staff. Table 2 provides an overview of the results for Andrews by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive relationships among administrators, staff, teachers, and students. If Andrews's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Andrews's Overall Climate score was below 2.5, the campus did not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate. School Climate and Behavior Management subscale scores can be interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). Andrews's PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

Table 2. Subscale Scores for Andrews and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	Andrews			All EL 2008-2009
	2006-2007	2007-2008	2008-2009	
<b>School Climate subscales</b>				
Community Engage was y Engage wast.	4.00	4.00	4.00	4.00

## **SCHOOL CLIMATE DIMENSIONS**

The first step in improving campus climate is to look at the score for each of the Climate subscales (Table 2). These scores can help in identifying areas in which staff ratings were higher or lower than the desired subscale scores.

For 2008-2009, **the highest Climate subscale for Andrews was Behavior Management.** Examine the individual items that make up Behavior Management and identify those that are

**Collegial Leadership.** Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance. This subscale consisted of 7 items that addressed the degree to which the principal met the social needs of the faculty and worked toward achieving the goals of the school. The individual item and average subscale scores for Andrews and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Andrews and All Elementary Campuses

Collegial Leadership	Andrews	All EL
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**Achievement Press.** Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale consisted of 8 items that described the extent to which Andrews has set high but achievable academic standards and goals. In addition, this subscale measured the extent to which parents, teachers, and principals exert pressure for high standards and school improvement. The individual item and average subscale scores for Andrews and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Andrews and All Elementary Campuses

Achievement Press	Andrews			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>3. The school sets high standards for academic performance.</b>	<b>3.24</b>	<b>3.45</b>	<b>3.50</b>	<b>3.53</b>
<b>6. Teachers in this school believe that their students have the ability to achieve academically.</b>	<b>3.14</b>	<b>3.21</b>	<b>3.38</b>	<b>3.40</b>
<b>7. Parents exert pressure to maintain high standards.</b>	1.94	1.99	2.16	2.44
<b>8. Academic achievement is recognized and acknowledged by the school.</b>	<b>3.33</b>	<b>3.15</b>	<b>3.27</b>	<b>3.27</b>
<b>13. Parents press for school improvement.</b>	1.77	1.94	2.02	2.38
<b>15. Students in this school can achieve the goals that have been set for them.</b>	<b>3.00</b>	2.86	<b>3.02</b>	<b>3.13</b>
<b>19. Students respect others who get good grades.</b>	2.81	2.67	<b>3.05</b>	<b>3.02</b>
<b>25. Students seek extra work so they can get good grades.</b>	1.94	1.86	2.20	2.25
<b>32. Students try hard to improve on previous work.</b>	2.57	2.60	2.74	2.72

**General Climate.** These items measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals. The individual item and subscale averages for Andrews and for all elementary schools are shown in Table 7.

Table 7. General Climate for Andrews and All Elementary Campuses

General Climate	Andrews			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>24. Campus staff are friendly to each other.</b>	<b>3.08</b>	<b>3.10</b>	<b>3.18</b>	<b>3.28</b>
<b>27. Campus staff exhibit pride in their affiliation with the school.</b>	<b>3.02</b>	2.74	2.81	<b>3.17</b>
<b>28. Campus staff are willing to go out of their way to help.</b>	<b>3.18</b>	2.79	2.92	<b>3.18</b>
<b>29. Campus staff accomplish their jobs with enthusiasm.</b>	2.98	2.79	2.85	<b>3.05</b>
<b>30. Campus staff are committed to their jobs.</b>	<b>3.21</b>	<b>3.06</b>	<b>3.10</b>	<b>3.30</b>
<b>37. The goals of my school are made clear.</b>	<b>3.33</b>	<b>3.25</b>	<b>3.19</b>	<b>3.32</b>
<b>General Climate subscale</b>	<b>3.08</b>	2.96	<b>3.02</b>	<b>3.21</b>

*Note.* It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

### SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT

The next section of the survey addressed the safety of the school environment for students and staff, including the prevalence of undesirable student behavior on campus, staff satisfaction with how student behavior was managed on each campus, and staff familiarity with issues related to PBS.

**Undesirable Student Behaviors.** These items measured staff reports about the frequency of selected undesirable student behaviors on campus. The items were rated on a scale of 0 (*never happens*) to 4 (*happens daily*). The individual item and average subscale scores for Andrews and for all elementary schools are shown in Table 8. Items with *high* average responses (above 2.0) should be prioritized for improvement.

Table 8. Undesirable Student Behaviors for Andrews and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Andrews			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	1.57	1.36	1.20	.82
41. Student bullying	<b>2.18</b>	1.96	1.93	1.65
42. Widespread disorder in classrooms	1.54	1.21	1.14	.90
43. Student acts of disrespect for Teachers	<b>2.08</b>	1.88	1.61	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.80	1.58	1.52	1.42
45. Student acts of disrespect for Classified or Support Staff	1.70	1.50	1.53	1.37
46. Gang activities	0.29	0.19	0.23	.38

*Note:* It is desirable to have a response of less than 2.0; responses of 2.0 or greater are noted in **red**.

**Behavior Management.** These items measured staff satisfaction with the way that student behavior was managed on your campus. The items were rated on a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). The individual item and average subscale scores for Andrews and all elementary schools are shown in Table 9.

Table 9. Behavior Management for Andrews and All Elementary Campuses

How satisfied are you with the way your campus addresses:	Andrews 2008-2009	All EL 2008-2009
47a. Student Behavior	<b>3.07</b>	<b>3.13</b>
47b. Classroom Management	<b>3.37</b>	<b>3.31</b>
47c. Common Area Management	<b>3.28</b>	<b>3.35</b>
<b>Behavior Management subscale</b>	<b>3.24</b>	<b>3.23</b>

*Note.* It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold. These items were asked for the first time in 2008-2009.



**PBS.** These items were new to the survey in 2008-2009 and addressed staff knowledge and behaviors related to PBS. Response options included *yes*, *no*, *don't know*, and *N/A*. For each item, the percentage of staff who answered *yes* and *no*