

**AISD**



**Survey Report**

**AUSTIN INDEPENDENT S**

## **RESULTS FOR GULLETT ELEMENTARY**

Survey results for Gullett 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>29</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 Gullett 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 Gullett's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Gullett'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

## **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 Gullett was Community Engagement.** Examine the individual items that make up Community Engagement and identify those that are particularly positive. Make note of any item that has a score marked by an arrow that indicates it is statistically higher than scores for that item in previous years. Discuss this area of strength with staff and note the ways in which initiatives on campus have addressed these issues in particular during the current school year.

To improve campus climate, it is beneficial to focus on subscales with the lowest scores. For example, **for 2008-2009, the lowest Climate subscale for Gullett was Collegial Leadership.** Examine the individual items contributing to Collegial Leadership in the table below. Examine these individual items and their average responses to determine possible areas for campus improvement. Often, improving climate in one dimension will have a positive effect on other dimensions.

**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 Gullett and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Gullett and All Elementary Campuses

Collegial Leadership	Gullett			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>2. The principal explores all sides of topics and admits that other opinions exist.</b>	2.35	2.80		

**Professional Teacher Behavior.** This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues’ competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty. The individual item and average subscale scores for Gullett and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Gullett and All Elementary Campuses

Professional Teacher Behavior	Gullett			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>4. Teachers help and support each other.</b>	<b>3.26</b>	<b>3.23</b>	<b>3.44</b>	<b>3.29</b>
<b>12. Teachers respect the professional competence of their colleagues.</b>	<b>3.37</b>	<b>3.13</b>	<b>3.15</b>	<b>3.14</b>
<b>14. The interactions between faculty members are cooperative.</b>	<b>3.27</b>	<b>3.40</b>	<b>3.31</b>	<b>3.14</b>
<b>17. Teachers in this school exercise professional judgment.</b>	<b>3.56</b>	<b>3.43</b>	<b>3.33</b>	<b>3.26</b>
<b>21. Teachers “go the extra mile” with their students.</b>	<b>3.59</b>	<b>3.40</b>	<b>3.38</b>	<b>3.41</b>
<b>23. Teachers provide strong social support for colleagues.</b>	<b>3.15</b>	<b>3.00</b>	<b>3.28</b>	<b>3.10</b>
<b>33. Teachers accomplish their jobs with enthusiasm.</b>	<b>3.19</b>	<b>3.10</b>	<b>2.92</b>	<b>3.05</b>
<b>36. Teachers show commitment to their students.</b>	<b>3.59</b>	<b>3.47</b>	<b>3.54</b>	<b>3.47</b>
<b>Professional Teacher Behavior subscale</b>	<b>3.37</b>	<b>3.27</b>	<b>3.29</b>	<b>3.22</b>

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

**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 Gullett has set high but achievable academic standards and goals. In addition, this s



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

The next section of the survey addressed the



