

AISD



**AUSTIN INDEPENDENT SCHOOL DISTRICT
STAFF**

Survey Report

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RESULTS FOR PECAN SPRINGS ELEMENTARY

Survey results for Pecan Springs for the past 3 years are summarized here. To indicate which changes are most meaningful from year to year, statistically

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 Pecan Springs was Professional Teacher Behavior**. Examine the individual items that make up Professional Teacher Behavior 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 Pecan Springs 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 Pecan Springs and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Pecan Springs and All Elementary Campuses

Collegial Leadership	Pecan Springs			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	3.30	3.10	2.30	3.05
10. The principal puts suggestions made by faculty into operation.	3.00	2.84	2.08	2.81
11. The principal treats all faculty members as his or her equal.	3.00	2.89	2.27	2.98
16. The principal lets faculty know what is expected of them.	3.49	3.65	2.59	3.30
18. The principal is willing to make changes.	3.19	2.90	2.39	2.99
22. The principal maintains definite standards for performance.	3.62	3.58	2.66	3.29
35. The principal is friendly and approachable.	3.51	3.38	2.57	3.23
Collegial Leadership Subscale	3.31			

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 Pecan Springs and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Pecan Springs and All Elementary Campuses

Professional Teacher Behavior	Pecan Springs			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.45	3.41	3.40	3.29
12. Teachers respect the professional competence of their colleagues.	3.18	2.91â	3.12á	3.14
14. The interactions between faculty members are cooperative.	3.07	3.13	3.15	3.14
17. Teachers in this school exercise professional judgment.	3.05	3.18	3.10	3.26
21. Teachers “go the extra mile” with their students.	3.25	3.35	3.18â	3.41
23. Teachers provide strong social support for colleagues.	2.98	2.97	3.27á	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.02	3.03	2.97	3.05
36. Teachers show commitment to their students.	3.36	3.28	3.32	3.47
Professional Teacher Behavior subscale	3.17	3.23	3.19	3.22

Note.

Achievement Press.6

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 Pecan Springs and for all elementary schools are shown in Table 7.

Table 7. General Climate for Pecan Springs and All Elementary Campuses

General Climate	Pecan Springs			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.20	3.00	3.08	3.28
27. Campus staff exhibit pride in their affiliation with the school.	2.93	2.79	2.97	3.17
28. Campus staff are willing to go out of their way to help.	3.02	3.07	3.10	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.00	2.81	2.95	3.05
30. Campus staff are committed to their jobs.	3.23	3.17	3.22	3.30
37. The goals of my school are made clear.	3.44	3.45	2.83	3.32
General Climate subscale	3.13	3.07	3.03	3.21

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

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* are provided in Table 10, along with the average percentage of *yes* and *no* responses across the 4 items.

Table 10. Positive Behavior Support for Pecan Springs and All Elementary Campuses

Positive Behavior Support	Pecan Springs		All EL	
	2008-2009		2008-2009	
	No	Yes	No	Yes
56. I have taught students the guidelines for success in the				