

**AISD**



Survey Report

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
STAFF CLIMATE SURVEY RCHOOL**

## RESULTS FOR REAGAN HIGH SCHOOL

Survey results for Reagan 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 asterisks. Table 1 shows the results for 2006-2007, 2007-2008, and 2008-2009. Table 2 shows the results for all AISD High School campus staff. Table 2 pr

## **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 Reagan was Collegial Leadership.** Examine the individual items that make up Collegial Leadership 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

**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 Reagan and for all High Schools are shown in Table 4.

Table 4. Collegial Leadership for Reagan and All High School Campuses

Collegial Leadership	Reagan			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
<b>2. The principal explores all sides of topics and admits that other opinions exist.</b>	2.67	2.57	2.83	<b>3.05</b>
<b>10. The principal puts suggestions made by faculty into operation.</b>	2.25	2.16	2.40	2.81
<b>11. The principal treats all faculty members as his or her equal.</b>	2.82	2.69	2.75	2.98
<b>16. The principal lets faculty know what is expected of them.</b>	2.42	2.51	2.86	<b>3.30</b>
<b>18. The principal is willing to make changes.</b>	2.71	2.61	2.93	2.99
<b>22. The principal maintains definite standards for performance.</b>	2.30	2.27	2.78	<b>3.29</b>
<b>35. The principal is friendly and approachable.</b>	<b>3.15</b>	<b>3.03</b>	<b>3.00</b>	<b>3.23</b>
<b>Collegial Leadership Subscale</b>	2.61	2.52	2.79	<b>3.09</b>

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

**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 Reagan and for all High Schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Reagan and All High School Campuses

Professional Teacher Behavior	Reagan			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
<b>4. Teachers help and support each other.</b>	2.46	2.78	2.80	<b>3.29</b>



**General Climate.**

**SCHOOL SAFETY, BEHAVIOR**



**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 Reagan and All High School Campuses

Positive Behavior Support	Reagan 2008-2009		All HS 2008-2009	
	No	Yes	No	Yes
<b>56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.</b>	12%	56%	10%	72%
<b>57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.</b>	16%	65%	8%	75%
<b>58. I feel there is consistent reinforcement of commendable student behavior on my campus.</b>	44%	28%	14%	69%
<b>59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.</b>	12%	61%	23%	51%
<b>Average percentage</b>	<b>21%</b>	<b>53%</b>	<b>14%</b>	<b>67%</b>

## REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

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