

AISD



Survey Report

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

SANCHEZ ELEMENTARY

A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes

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RESULTS FOR SANCHEZ ELEMENTARY

Survey results for Sanchez 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 (↑ ↓).⁶⁶ 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 Sanchez 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 Sanchez's Overall Climate score was over 3.0, the staff viewed the schoo

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 id

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 Sanchez and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Sanchez and All Elementary Campuses

Collegial Leadership	Sanchez			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics				

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 Sanchez and for all elementary schools are shown in Table 5.

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

Professional Teacher Behavior	Sanchez			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	2.54	2.67	2.96 ^á	3.29
12. Teachers respect the professional competence of their colleagues.	2.50	2.81 ^á	2.87	3.14
14. The interactions between faculty members are cooperative.	2.49	2.89 ^á	2.96	3.14
17. Teachers in this school exercise professional judgment.	2.66	2.95 ^á	3.02	3.26
21. Teachers “go the extra mile” with their students.	2.98	2.95	3.13^á	3.41
23. Teachers provide strong social support for colleagues.	2.42	2.38	2.63 ^á	3.10
33. Teachers accomplish their jobs with enthusiasm.	2.62	2.66	2.85 ^á	3.05
36. Teachers show commitment to their students.	3.20	3.10	3.30^á	3.47
Professional Teacher Behavior subscale	2.68	2.79	2.96 ^á	3.22

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 Sanchez 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 Sanchez and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Sanchez and All Elementary Campuses

Achievement Press	Sanchez			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.04	3.11	3.21	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.11	3.00	3.17	3.40
7. Parents exert pressure to maintain high standards.	1.82	1.86	1.98	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.15	3.14	3.13	3.27
13. Parents press for school improvement.	2.05	1.86	1.87	2.38
15. Students in this school can achieve the goals that have been set for them.	2.80	2.81	2.94	3.13
19. Students respect others who get good grades.	2.89	2.77	2.73	3.02
25. Students seek extra work so they can get good grades.	1.98	1.82	1.84	2.25
32. Students try hard to improve on previous work.	2.41	2.50	2.39	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 Sanchez and for all elementary schools are shown in Table 7.

Table 7. General Climate for Sanchez and All Elementary Campuses

General Climate	Sanchez			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	2.60	2.97á	3.02	3.28

SCHOOL SAFETY,

PBS. These items were new to the survey in