

AISD



Survey Report

**AUSTIN INDEPENDENT SCHOOL DISTRICT
STAFF CLIMATE SURVEY**

RESULTS FOR BAILEY M

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 Bailey 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 Bailey 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.

Each of the climate items was rated on a scale from **1** (*rarely occurs*) to **4** (*very frequently occurs*). Respondents also had the option of marking *N/A*; these responses were not used to compute the item averages.

Community Engagement. This subscale was new in 2008-2009 and consisted of 7 items that described the extent to which the school is responsive to and supported by outside influences, such as parents or citizen groups. The individual item and average subscale scores for Bailey and for all Middle School schools are shown in Table 3.

Table 3. Community Engagement for Bailey and All Middle School Campuses

Community Engagement	Bailey 2008-2009	All MS 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.27	

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 need

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 Bailey and for all Middle School schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Bailey and All Middle School Campuses

Professional Teacher Behavior	Bailey			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.29	3.38	3.36	3.29
12. Teachers respect the professional competence of their colleagues.	3.09	3.19	3.12	3.14
14. The interactions between faculty members are cooperative.	3.18	3.14	3.24	3.14
17. Teachers in this school exercise professional judgment.	3.31	3.28	3.39	3.26
21. Teachers “go the extra mile” with their students.	3.35	3.51	3.56	3.41
23. Teachers provide strong social support for colleagues.	3.06	3.07	3.12	3.10
33. Teachers accomplish their jobs with enthusiasm.	2.94	2.99	3.11	3.05
36. Teachers show commitment to their students.	3.46	3.50	3.46	3.47
Professional Teacher Behavior subscale	3.21	3.27	3.29	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 Bailey 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 Bailey and for all Middle School schools are shown in Table 6.

Table 6. Achievement Press for Bailey and All Middle School Campuses

Achievement Press	Bailey			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.54	3.61	3.67	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.49	3.62	3.49	3.40

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 Bailey and for all Middle School schools are shown in Table 8. Items with *highh* i g

