

AISD



Survey Report

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

BARANOFF ELEMS253ICnR 0 0 1Cs Tm0 T83d13o1.14 680.7Tm-0.0011 TcA healthy/Cho

RESULTS FOR B

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

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

Professional Teacher Behavior	Baranoff			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.47	3.28	3.21	3.29
12. Teachers respect the professional competence of their colleagues.	3.35	3.30	3.10	3.14
14. The interactions between faculty members are cooperative.	3.34	3.37	3.17	3.14
17. Teachers in this school exercise professional judgment.	3.47	3.54	3.30	3.26
21. Teachers “go the extra mile” with their students.	3.63	3.56	3.53	3.41
23. Teachers provide strong social support for colleagues.	3.44	3.31	3.08	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.24	3.08	2.86	3.05
36. Teachers show commitment to their students.	3.80	3.60	3.41	3.47
Professional Teacher Behavior subscale	3.46	3.37	3.20	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 Baranoff 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 Baranoff and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Baranoff and All Elementary Campuses

Achievement Press	Baranoff			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.80	3.77	3.78	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.68	3.77	3.58	3.40
7. Parents exert pressure to maintain high standards.	3.28	3.43	3.39	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.72	3.70	3.67	3.27
13. Parents press for school improvement.	3.16	3.08	3.09	2.38
15. Students in this school can achieve the goals that have been set for them.	3.51	3.58	3.37	3.13
19. Students respect others who get good grades.	3.28	3.39	3.17	3.02
25. Students seek extra work so they can get good grades.	2.24	2.21	2.31	2.25
32. Students try hard to improve on previous work.	2.89	2.93	2.84	2.72
34. The learning environment is orderly and serious.	3.41	3.28	3.12	3.12
Achievement Press subscale	3.31	3.32	3.25	2.94

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

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 Baranoff and for all elementary schools are shown in Table 7.

Table 7. General Climate for Baranoff and All Elementary Campuses

General Climate	Baranoff			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.57	3.45	3.33	

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 Baranoff and for all elementary schools are shown in Table 8. Items with *high* average responses (above 2.0) should be prioritized for improvement.

Table 8. Undesirable Student Behaviors for Baranoff and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Baranoff			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.37	0.58 ^a	0.53	.82
41. Student bullying	1.46	1.53	1.64	1.65
42. Widespread disorder in classrooms	0.31	0.48 ^a	0.52	.90
43. Student acts of disrespect for Teachers	0.80	1.08 ^a	1.19	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.74	0.83	1.19 ^a	1.42
45. Student acts of disrespect for Classified or Support Staff	0.79	0.88	1.21 ^a	1.37
46. Gang activities	0.05	0.06	0.02	.38

Note: It is desirable to have a response of less than 2.0; responses of 2.0 or greater are noted in **red**.

Behavior Management. These items measured staff satisfaction with the way that student behavior was managed on your campus. The items were rated on a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). The individual item and average subscale scores for Baranoff and all elementary schools are shown in Table 9.

Table 9. Behavior Management for Baranoff and All Elementary Campuses

How satisfied are you with the way your campus addresses:	Baranoff 2008-2009	All EL 2008-2009
47a. Student Behavior	3.14	3.13
47b. Classroom Management	3.31	3.31
47c. Common Area Management	3.24	3.35
Behavior Management subscale	3.23	3.23

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold. These items were asked for the first time in 2008-2009.

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