

**AISD**



**AUSTIN INDEPENDENT S**

Survey Report



## 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 Cunningham 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 example, **for 2008-2009, the lowest Climate subscale for Cunningham was Community Engagement**. Examine the individual items contributing to Community Engagement 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 Cunningham and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Cunningham and All Elementary Campuses

Community Engagement	Cunningham 2008-2009	All EL 2008-2009
<b>5. Our school makes an effort to inform the community about our goals and achievement.</b>	<b>3.25</b>	<b>3.24</b>
<b>9. Our school is able to enlist community support when needed.</b>	2.78	2.87
<b>20. Teachers feel pressure from the community.</b>	<b>3.28</b>	2.97
<b>26. Select citizen groups are influential with the board.</b>	2.27	2.63
<b>31. Community members attend meetings to stay informed about our school.</b>	2.25	2.60
<b>38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.</b>	<b>3.30</b>	<b>3.19</b>
<b>39. School staff are responsive to the needs and concerns expressed by community members.</b>	<b>3.12</b>	<b>3.05</b>
<b>Community Engagement subscale</b>	2.92	2.93

*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 Cunningham and for all elementary schools are shown in Table 5.

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

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**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 Cunningham 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 Cunningham and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Cunningham and All Elementary Campuses

Achievement Press	Cunningham
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**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 re



**PBS.** These items were new to the survey in 2008-2009 and addressed staff knowledge and behaviors related to PBS. Response options included *yes*