

**AISD**



**AUSTIN INDEPENDENT S**

**Survey Report**

## RESULTS FOR DAWSON ELEMENTARY

Survey results for Dawson 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 (↑ ↓).<sup>24</sup> 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 Dawson 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 Dawson’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Dawson’s Overall Climate score was below 2.5, the campus did not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate. School Climate and Behavior Management subscale scores can be interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). Dawson’s PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

Table 2. Subscale Scores for Dawson and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Dawson 2007-2008	2008-2009	All EL 2008-2009
<b>School Climate subscales</b>				
<b>Community Engagement</b>	n/a	n/a	2.80	2.93
<b>Collegial Leadership</b>	<b>3.20</b>	<b>3.36</b>	<b>3.10</b>	<b>3.05</b>
<b>Professional Teacher Behavior</b>	<b>3.48</b>	<b>3.57</b>	<b>3.28</b>	<b>3.25</b>
<b>Achievement Press</b>	2.98	<b>3.09</b>	<b>3.02</b>	2.87
<b>General Climate</b>	<b>3.42</b>	<b>3.49</b>	<b>3.31</b>	<b>3.17</b>
<b>Overall Climate average</b>	n/a	n/a	<b>3.14</b>	<b>3.08</b>
<b>Behavior Management</b>	n/a	n/a	<b>3.55</b>	<b>3.23</b>
<b>PBS</b>	n/a	n/a	75%	<b>67%</b>

*Note:* Changes were made to the items included in the computation of Overall Climate, PBS, and Safety for 2008-2009.

In the tables that follow, please review the individual items that make up each subscale with particular attention to how Dawson’s averages changed or remained consistent over time. Please share the results of this report with all campus staff and Campus Advisory Council to inform campus improvement planning.

<sup>24</sup> Effect sizes (Cohen’s d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-08 to 2008-09. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d ≥ .18.

**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 Dawson and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Dawson and All Elementary Campuses

Collegial Leadership	Dawson			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>2. The principal explores all sides of topics and admits that other opinions exist.</b>	<b>3.24</b>	<b>3.37</b>	<b>3.24</b>	<b>3.05</b>
<b>10. The principal puts suggestions made by faculty into operation.</b>	2.56	2.82 <sup>á</sup>	2.61 <sup>â</sup>	2.81
<b>11. The principal treats all faculty members as his or her equal.</b>	2.97	<b>3.19<sup>á</sup></b>	<b>3.06</b>	2.98
<b>16. The principal lets faculty know what is expected of them.</b>	<b>3.67</b>	<b>3.67</b>	<b>3.46<sup>â</sup></b>	<b>3.30</b>
<b>18. The principal is willing to make changes.</b>	2.87	2.98	2.81 <sup>â</sup>	2.99
<b>22. The principal maintains definite standards for performance.</b>	<b>3.73</b>	<b>3.77</b>	<b>3.69</b>	<b>3.29</b>
<b>35. The principal is friendly and approachable.</b>	<b>3.28</b>	<b>3.53<sup>á</sup></b>	<b>3.16<sup>â</sup></b>	<b>3.23</b>
<b>Collegial Leadership Subscale</b>	<b>3.20</b>	<b>3.36<sup>á</sup></b>	<b>3.10<sup>â</sup></b>	<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 Dawson and for all elementary schools are shown in Table 5.

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

Professional Teacher Behavior	Dawson			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.50	3.71	3.40	3.29
12. Teachers respect the professional competence of their colleagues.	3.45	3.38	3.37	3.14
14. The interactions between faculty				

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

Table 6. Achievement Press for Dawson and All Elementary Campuses

Achievement Press	Dawson			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>3. The school sets high standards for academic performance.</b>	<b>3.85</b>	<b>3.92</b>	<b>3.89</b>	<b>3.53</b>
<b>6. Teachers in this school believe that their students have the ability to achieve academically.</b>	<b>3.58</b>	<b>3.72</b>	<b>3.60</b>	<b>3.40</b>
<b>7. Parents exert pressure to maintain high standards.</b>	2.14	2.28	2.16	2.44
<b>8. Academic achievement is recognized and acknowledged by the school.</b>	<b>3.64</b>	<b>3.74</b>	<b>3.65</b>	<b>3.27</b>
<b>13. Parents press for school improvement.</b>	1.71	2.11	1.97	2.38

**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 Dawson and for all elementary schools are shown in Table 7.

Table 7. General Climate for Dawson and All Elementary Campuses

**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 undesirabl



