

AISD



AUSTIN I

Survey Report

SCHOOL C

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

Table 4. Collegial Leadership for Harris and All Elementary Campuses

Collegial Leadership	Harris	All EL
----------------------	--------	--------

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

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

Table 6. Achievement Press for Harris and All Elementary Campuses

Achievement Press	Harris			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.79	3.60	3.45	3.53

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

Table 7. General Climate for Harris and All Elementary Campuses

General Climate	Harris			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.29	3.49	3.35	3.28
27. Campus staff exhibit pride in their affiliation with the school.	3.29	3.37	3.24	3.17
28. Campus staff are willing to go out of their way to help.	3.23	3.43	3.11	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.28	3.39	3.15	3.05
30. Campus staff are committed to their jobs.	3.38	3.61	3.36	3.30
37. The goals of my school are made clear.	3.49	3.58	3.37	3.32
General Climate subscale	3.32	3.47	3.26	3.21

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

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 Harris 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 Harris and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Harris			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	1.07	1.13	1.05	.82
41. Student bullying	1.69	1.69	1.70	1.65
42. Widespread disorder in classrooms	1.20	1.06	1.04	.90

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 item, the percentage of staff who answered *yes* and *no* are provided in Table 10, along with the average percentage of *yes* and *no* responses across the 4 items.

Table 10. Positive Behavior Support for Harris and All Elementary Campuses

Positive Behavior Support	Harris 2008-2009		All EL 2008-2009	
	No	Yes	No	Yes
56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.	18%	71%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community				