

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 Jordan and All Elementary Campuses

Positive Behavior Support	Jordan		All EL	
	2008-2009		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.	10%	79%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	10%	80%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	23%	63%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	27%	54%	23%	51%
Average percentage	17%	69%	14%	67%

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AISD



Survey Report

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

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RESULTS FOR JOSLIN ELEMENTARY

Survey results for Joslin 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 (↑ ↓).³⁶ 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 Joslin by subscale for the past 3 years.

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 Joslin was Behavior Management.** Examine the individual items that make up Behavior Management 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 Joslin 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 Joslin and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Joslin and All Elementary Campuses

Community Engagement	Joslin 2008-2009	All EL 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.37	3.24
9. Our school is able to enlist community support when needed.	2.46	2.87
20. Teachers feel pressure from the community.	3.15	2.97
26. Select citizen groups are influential with the board.	2.29	2.63
31. Community members attend meetings to stay informed about our school.	2.46	2.60
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.38	3.19
39. School staff are responsive to the needs and concerns expressed by community members.	2.92	3.05
Community Engagement subscale	2.88	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.

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 subca to

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

Positive Behavior Support	Joslin 2008-2009	All EL 2008-2009
	No	