

AISD



AUSTIN INDEPENDENT S

Survey Report

RESULTS FOR MAPLEWOOD ELEMENTARY

Survey results for Maplewood 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 (↑ ↓).⁴³ 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 Maplewood 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 Maplewood's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Maplewood'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). Maplewood'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 Maplewood and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Maplewood 2007-2008	2008-2009	All EL 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	3.06	2.93
Collegial Leadership	2.40	2.74	2.82	3.05
Professional Teacher Behavior	2.99	3.19	3.06	3.25
Achievement Press	2.85	3.06	3.00	2.87
General Climate	2.98	3.24	3.11	3.17
Overall Climate average	n/a	n/a	3.03	3.08
Behavior Management	n/a	n/a	3.26	3.23
PBS	n/a	n/a	76%	67%

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 Maplewood's averages changed or remained consistent over time.

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

Table 4. Collegial Leadership for Maplewood and All Elementary Campuses

Collegial Leadership	Maplewood			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.43	2.80 ^á	2.82	3.05
10. The principal puts suggestions made by faculty into operation.	2.29	2.55 ^á	2.62	2.81
11. The principal treats all faculty members as his or her equal.	2.06	2.31 ^á	2.51 ^á	2.98
16. The principal lets faculty know what is expected of them.	2.63	3.06^á	3.22^á	3.30
18. The principal is willing to make changes.	2.31	2.57 ^á	2.71 ^á	2.99
22. The principal maintains definite standards for performance.	2.69	3.00^á	3.00	3.29
35. The principal is friendly and approachable.	2.37	2.72 ^á	2.88 ^á	3.23
Collegial Leadership Subscale	2.40	2.74 ^á	2.82	3.09

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

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

Professional Teacher Behavior	Maplewood			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.06	3.17	3.02	3.29
12. Teachers respect the professional competence of their colleagues.	2.94	3.00	2.88	3.14
14. The interactions between faculty members are cooperative.	3.14	3.11	2.98	3.14
17. Teachers in this school exercise professional judgment.	3.00	3.11	3.14	3.26
21. Teachers “go the extra mile” with their students.	3.23	3.37	3.32	3.41
23. Teachers provide strong social support for colleagues.	2.57	3.02	2.95	3.10
33. Teachers accomplish their jobs with enthusiasm.	2.86	3.07	2.98	3.05
36. Teachers show commitment to their students.	3.17	3.42	3.49	3.47

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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 Maplewood and All Elementary Campuses

Positive Behavior Support	Maplewood 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.	10%	83%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	5%	81%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	17%	78%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	12%	61%	23%	51%