

AISD



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Survey Report

RESULTS FOR MILLS ELEMENTARY

Survey results for Mills 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 (↑ ↓).⁴⁸ 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 Mills 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 Mills's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Mills'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). Mills'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 Mills and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	Mills	
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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 Mills was Community Engagement.** Examine the individual items that make up Community Engagement 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 Mills was Collegial Leadership.** Examine the individual items contributing to Collegial Leadership 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 Mills and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Mills and All Elementary Campuses

Community Engagement	Mills 2008-2009	All EL 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.69	3.24
9. Our school is able to enlist community support when needed.	3.64	2.87
20. Teachers feel pressure from the community.	3.55	2.97
26. Select citizen groups are influential with the board.	3.46	2.63
31. Community members attend meetings to stay informed about our school.	3.30	2.60
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.86	3.19
39. School staff are responsive to the needs and concerns expressed by community members.	3.52	3.05
Community Engagement subscale	3.58	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.

Collegial Leadership

Professional Teacher Behavior

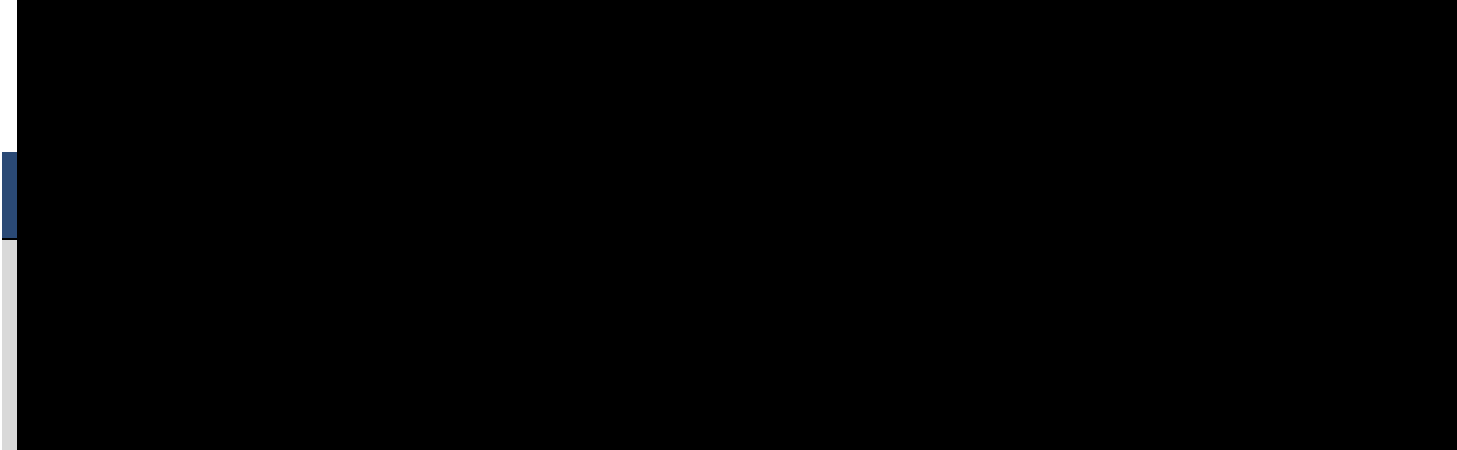
Achievement Press. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale consisted of 8 items that described the extent to which Mills has set high but achievable academic standards and goals. In 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 Mills and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Mills and All Elementary Campuses

Achievement Press	Mills			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.73	3.68	3.81	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.77	3.67	3.82	3.40
7. Parents exert pressure to maintain high standards.	3.04	3.18	3.47	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.48	3.51	3.72	3.27
13. Parents press for school improvement.	2.76	2.88	3.19	2.38
15. Students in this school can achieve the goals that have been set for them.	3.55	3.53	3.65	3.13
19. Students respect others who get good grades.	3.37	3.31	3.42	3.02
25. Students seek extra work so they can get good grades.	2.49	2.50	2.73	2.25
32. Students try hard to improve on previous work.	3.18	3.00	3.18	2.72
34. The learning environment is orderly and serious.	3.22	3.20	3.33	3.12
Achievement Press subscale	3.30	3.31	3.45	2.94

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

General Climate. These items measure the extent to which all campus staff are friendly



3.30

3.22

3.31

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 Mills 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 Mills and All Elementary Campuses

To the best of your knowledge, how often do	Mills	All EL	es4(edge, how

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 Mills and All Elementary Campuses

Positive Behavior Support	Mills		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.	5%	66%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	8%	66%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	11%	71%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	25%	41%	23%	51%
Average percentage	12%	61%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

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