

**AISD**



Survey Report

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

**PEREZ ELEMENTARY**

## **RESULTS FOR PEREZ ELEMENTARY**

Survey results for Perez 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>59</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 Perez by subscale for the past 3 years.



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

Table 4. Collegial Leadership for Perez and All Elementary Campuses

| Collegial Leadership   | Perez       |                         |                         | 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>3.43</b> | 2.78 <sup>a</sup>       | 2.97 <sup>a</sup>       | <b>3.05</b> |
| <b>10. The principal puts suggestions made by faculty into operation.</b>                  | <b>3.04</b> | 2.23 <sup>a</sup>       | 2.55 <sup>a</sup>       | 2.81        |
| <b>11. The principal treats all faculty members as his or her equal.</b>                   | <b>3.36</b> | 2.72 <sup>a</sup>       | 2.91 <sup>a</sup>       | 2.98        |
| <b>16. The principal lets faculty know what is expected of them.</b>                       | <b>3.36</b> | 2.98 <sup>a</sup>       | <b>3.13<sup>a</sup></b> | <b>3.30</b> |
| <b>18. The principal is willing to make changes.</b>                                       | <b>3.08</b> | 2.62 <sup>a</sup>       | 2.71                    | 2.99        |
| <b>22. The principal maintains definite standards for performance.</b>                     | <b>3.38</b> | <b>3.04<sup>a</sup></b> | <b>3.05</b>             | <b>3.29</b> |
| <b>35. The principal is friendly and approachable.</b>                                     | <b>3.54</b> | 2.93 <sup>a</sup>       | <b>3.13<sup>a</sup></b> | <b>3.23</b> |
| <b>Collegial Leadership Subscale</b>   | <b>3.31</b> | 2.73 <sup>a</sup>       | 2.91 <sup>a</sup>       | <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.**

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

Table 6. Achievement Press for Perez and All Elementary Campuses

| Achievement Press   | Perez       |             |             | All EL<br>2008-2009 |
|---|-------------|-------------|-------------|---------------------|
|   | 2006-2007   | 2007-2008   | 2008-2009   |                     |
| <b>3. The school sets high standards for academic performance.</b>                                      | <b>3.54</b> | <b>3.21</b> | <b>3.44</b> | <b>3.53</b>         |
| <b>6. Teachers in this school believe that their students have the ability to achieve academically.</b> | <b>3.22</b> | <b>3.06</b> | <b>3.05</b> | <b>3.40</b>         |
| <b>7. Parents exert pressure to maintain high</b>   | 2.19        | 2.08        | 2.08        | 2.44                |

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

Table 7. General Climate for Perez and All Elementary Campuses

| General Climate   | Perez       |             |             | All EL      |
|---|-------------|-------------|-------------|-------------|
|   | 2006-2007   | 2007-2008   | 2008-2009   | 2008-2009   |
| <b>24. Campus staff are friendly to each other.</b>                         | <b>3.02</b> | 2.95        | 2.83        | <b>3.28</b> |
| <b>27. Campus staff exhibit pride in their affiliation with the school.</b> | <b>3.02</b> | 2.83        | 2.79        | <b>3.17</b> |
| <b>28. Campus staff are willing to go out of their way to help.</b>         | <b>3.08</b> | 2.92        | 2.77        | <b>3.18</b> |
| <b>29. Campus staff accomplish their jobs with enthusiasm.</b>              | 2.92        | 2.74        | 2.75        | <b>3.05</b> |
| <b>30. Campus staff are committed to their jobs.</b>                        | <b>3.21</b> | <b>3.16</b> | <b>3.06</b> | <b>3.30</b> |
| <b>37. The goals of my school are made clear.</b>                           | <b>3.19</b> | 2.88        | <b>3.09</b> | <b>3.32</b> |
| <b>General Climate subscale</b>   | <b>3.02</b> | 2.90        | 2.87        | <b>3.21</b> |

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





**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 Perez and All Elementary Campuses

| Positive Behavior Support  | Perez      |            | All EL     |            |
|--|------------|------------|------------|------------|
|  | 2008-2009  |            | 2008-2009  |            |
|  | No         | Yes        | No         | Yes        |
| <b>56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.</b>                     | 11%        | 73%        | 10%        | 72%        |
| <b>57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.</b> | 13%        | 71%        | 8%         | 75%        |
| <b>58. I feel there is consistent reinforcement of commendable student behavior on my campus.</b>  | 23%        | 60%        | 14%        | 69%        |
| <b>59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.</b>                                | 18%        | 64%        | 23%        | 51%        |
| <b>Average percentage</b>  | <b>16%</b> | <b>67%</b> | <b>14%</b> | <b>67%</b> |

## REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results