

AISD



Survey Report

**AUSTIN INDEPENDENT SCHOOL DISTRICT
STAFF CLIMATE SURVEY R**

RESULTS FOR REILLY ELEMENTARY

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 Reilly 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 Reilly 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** (

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

Table 4. Collegial Leadership for Reilly and All Elementary Campuses

| Collegial Leadership | Reilly | | | All EL |
|--|-------------|-------------|-------------|-------------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 2. The principal explores all sides of topics and admits that other opinions exist. | 2.97 | 2.87 | 3.14 | 3.05 |
| 10. The principal puts suggestions made by faculty into operation. | 2.72 | 2.83 | 3.05 | 2.81 |
| 11. The principal treats all faculty members as his or her equal. | 2.97 | 3.00 | 3.29 | 2.98 |
| 16. The principal lets faculty know what is expected of them. | 3.05 | 3.23 | 3.36 | 3.30 |
| 18. The principal is willing to make changes. | 2.90 | 2.89 | 3.17 | 2.99 |
| 22. The principal maintains definite standards for performance. | 3.07 | 3.30 | 3.40 | 3.29 |
| 35. The principal is friendly and approachable. | 3.43 | 3.48 | 3.59 | 3.23 |
| Collegial Leadership Subscale | 3.05 | 3.15 | 3.29 | 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 Reilly and for all elementary schools are shown in Table 5.

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

| Professional Teacher Behavior | Reilly | | | All EL |
|--|-------------|-------------|-------------|-------------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 4. Teachers help and support each other. | 3.29 | 3.48 | 3.59 | 3.29 |
| 12. Teachers respect the professional competence of their colleagues. | 3.21 | 3.48 | 3.45 | 3.14 |
| 14. The interactions between faculty members are cooperative. | 3.39 | 3.50 | 3.46 | 3.14 |
| 17. Teachers in this school exercise | | | | |

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

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR S

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 Reilly and All Elementary Campuses

| Positive Behavior Support | Reilly | | All EL | |
|---------------------------|-----------|-----|-----------|-----|
| | 2008-2009 | | 2008-2009 | |
| | No | Yes | No | Yes |
| | | | | |