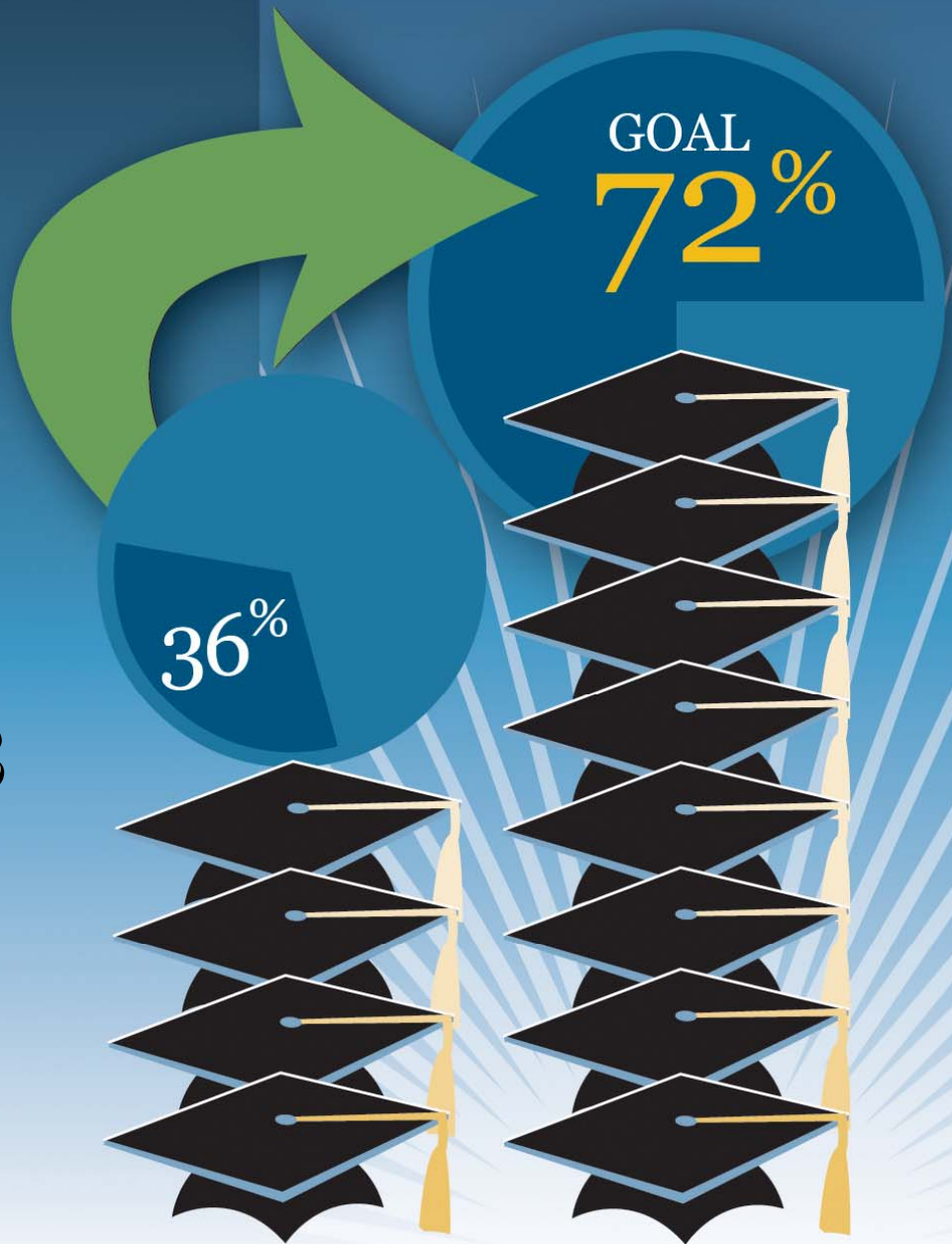# Spring Branch Independent School District

Spring Branch T-2-4 Educational Plan

GOAL 72%

36%

Survey 2012-13

Panda Path School

Panda Path School
STAFF ONLINE
Organizational Health Index/T-2-4
Survey Results

Attached you will find your results from the 2012-13 Organizational Health Index/ T-2-4 Staff Survey. Surveys were provided online for your staff and faculty to participate. The student survey has now been replaced by the Tripod Survey, which is reported separately.

The Organizational Health Index survey asked respondents to respond by level of frequency. The answer scale was the following: Very Frequently Occurs, Often Occurs, Sometimes Occurs, and Rarely Occurs). Since this survey is new, future administration of this survey will include item deletion based on poor survey items, item revisions, and the building of subscales based on statistical themes. The survey items based on the T-2-4 plan included the following answer scale: Strongly Agree, Agree, Unsure, Disagree, and Strongly Disagree. These items address important elements of the T-2-4 plan and will be monitored annually during the plan.

Please Note: Both parts of the survey included reverse-worded items. These items are indicated by an asterisk. The responses reported are the low occurrence options (Sometimes Occurs and Rarely Occurs) and the disagreement options (Disagree and Strongly Disagree).

Panda Path
STAFF ONLINE
Organizational Health Index/T-2-4 SURVEY
2012-2013 (N=9)

SUBSCALE CATEGORY: Principal Relations

Principal Relations	Panda Path Occurrence (%)	Elementary Occurrence (%)	District Occurrence (%)
With superiors:			
The principal gets what he or she asks for from superiors.	77.8%	72.8%	70.9%
The principal is able to influence the actions of his or her superiors.	55.5%	43.5%	43.8%
The principal's recommendations are given serious considerations by his or her superiors.	88.9%	64.7%	64.3%
With staff:			
The principal discusses classroom issues with teachers.	66.7%	79.1%	--
The principal accepts questions without appearing to snub or quash the teacher.	77.8%	75.0%	--
The principal treats all faculty members as his or her equal.	66.7%	70.6%	69.0%
The principal goes out of his or her way to show appreciation to teachers.	66.6%	79.9%	--
The principal conducts meaningful evaluations.	88.9%	80.2%	--
The principal is friendly and approachable.	100%	78.5%	80.8%
The principal lets faculty know what is expected of them.	88.9%	86.8%	86.6%
The principal explores all sides of topics and admits that other opinions exist.	66.6%	73.7%	--
The principal looks out for the personal welfare of faculty members.	66.7%	73.1%	71.4%
The principal maintains definite standards of performance.	95.0%	83.3%	81.4%

SUBSCALE CATEGORY: Student Environment

Student Environment	Panda Path Occurrence (%)	Elementary Occurrence (%)	District Occurrence (%)
Students try hard to improve on previous work.	66.6%	53.9%	50.2%
Students are cooperative during classroom instruction.	66.7%	87.8%	--
Students seek extra work so they can get good grades.	33.3%	24.0%	27.8%

Student Environment (Continued)	Panda Path Occurrence (%)	Elementary Occurrence (%)	District Occurrence (%)
Students neglect to complete homework.*	0.0%	74.7%	--
Students respect others who get good grades.	88.9%	79.6%	72.5%
The learning environment is orderly and serious.	100%	81.5%	76.2%

SUBSCALE CATEGORY: Teacher Environment

Teacher Environment	Panda Path Occurrence (%)	Elementary Occurrence (%)	District Occurrence (%)
Teachers are provided with adequate materials for their classrooms.	100%	82.3%	79.5%
Teachers receive necessary classroom supplies.	88.9%	80.9%	77.8%
Supplementary materials are available for classroom use.	77.8%	74.6%	71.5%
Extra materials are available if requested.	100%	73.5%	70.8%
Teachers in this school like each other.	77.8%	88.3%	85.7%
Teachers exhibit friendliness to each other.	100%	89.1%	87.5%
Teachers are indifferent to each other.*	100%	86.3%	85.2%
Teachers show commitment to their students.	100%	93.4%	--
Teachers feel pressure from the community.*	100%	70.9%	70.3%
There is a feeling of trust and confidence among the staff.	100%	70.7%	66.8%
Teachers express pride in their school.	100%	79.0%	--
Teachers identify with the school.	100%	79.2%	76.2%
Teachers accomplish their jobs with enthusiasm.	88.8%	77.6%	72.3%

SUBSCALE CATEGORY: Community Relations

Community Relations	Panda Path Occurrence (%)	Elementary Occurrence (%)	District Occurrence (%)
Community demands are accepted even when they are not consistent with the educational program.*	66.7%	62.9%	64.9%
Select citizen groups are influential with the board.*	66.7%	66.2%	63.5%
The school is open to the whims of the public.*	56.6%	67.7%	73.5%
The school is vulnerable to outside pressures.*	100%	66.0%	61.6%
A few vocal parents can change school policy.*	85.0%	81.5%	79.9%

SUBSCALE CATEGORY: School Environment

School Environment	Panda Path Agreement (%)	Elementary Agreement (%)	District Agreement (%)
I am safe at school.	100%	86.2%	84.4%
I have seen my students being bullied in my classroom.*	88.9%	74.5%	76.4%
Discipline consequences for misbehavior are effective at this school.	66.6%	55.2%	54.8%

SUBSCALE CATEGORY: Staff Perceived Ability

Staff Perceived Ability	Panda Path Agreement (%)	Elementary Agreement (%)	District Agreement (%)
I am able to easily communicate with the parents of my students.	77.7%	81.6%	74.6%
I encourage the parents of my students to participate in their child's education.	77.8%	93.2%	92.7%
I am well informed about school and district news and events.	100%	93.9%	91.9%
I am providing a top quality education to my students.	77.8%	92.4%	90.7%
I assign challenging work for my students.	77.8%	89.9%	87.9%
I know what my students are good at and what they are interested in.	77.8%	91.3%	89.8%

SUBSCALE CATEGORY: Student Success

Student Success	Panda Path Agreement (%)	Elementary Agreement (%)	District Agreement (%)
My students are being successful in their school work this year.	66.7%	84.6%	81.3%
My students have to study to make good grades.	55.5%	77.9%	80.3%
Attending school every day is important for my students' learning.	77.8%	95.4%	95.2%

SUBSCALE CATEGORY: T-2-4 Goals

T-2-4 Goals	Panda Path Agreement (%)	Elementary Agreement (%)	District Agreement (%)
I want my students to take advanced courses at the secondary level such as pre-AP, AP, IB or dual credit.	66.7%	80.7%	81.8%
I am committed to my students' success in higher education.	66.7%	92.7%	93.1%
The work I assign my students is preparing them for college or technical training after HS.	66.7%	79.7%	82.0%
I expect my students to go to college or technical training after HS.	66.7%	90.3%	90.4%
My students will be able to complete a two or four year degree or a technical training program after HS.	66.7%	79.4%	78.7%