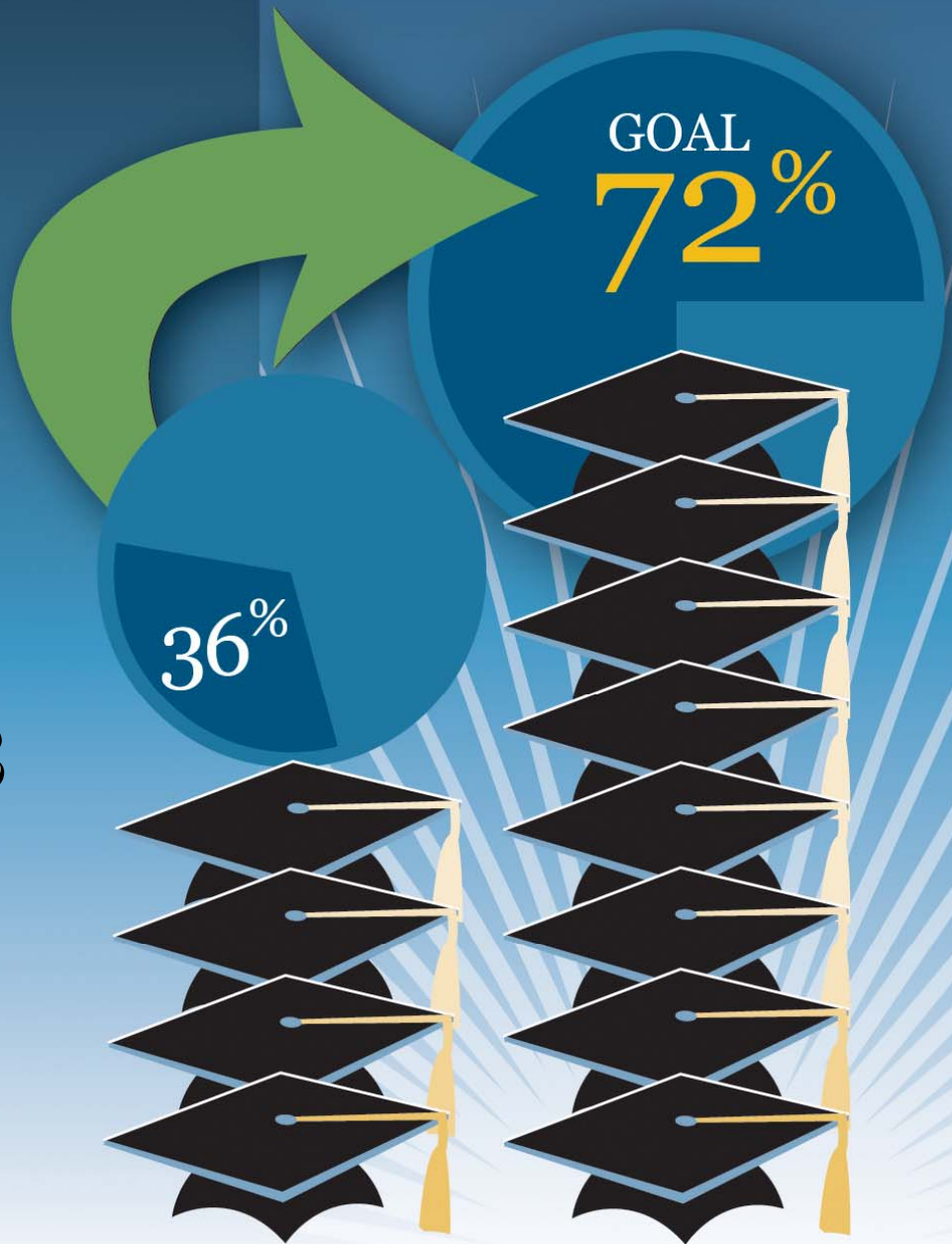


Spring Branch T-2-4 Educational Plan

**Survey
2012-13**



Cornerstone Academy

Cornerstone Academy
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 The student survey has now been replaced by the Tripod Survey, which is reported separately.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).

**Cornerstone Academy
STAFF ONLINE
Organizational Health Index/T-2-4 SURVEY
2012-2013 (N=25)**

SUBSCALE CATEGORY: Principal Relations

Principal Relations	Cornerstone Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
With superiors:			
The principal gets what he or she asks for from superiors.	68.0%	68.9%	70.9%
The principal is able to influence the actions of his or her superiors.	48.0%	44.0%	43.8%
The principal's recommendations are given serious consideration by his or her superiors.	72.0%	63.9%	64.3%
The principal is impeded by the superiors.*	96.0%	91.9%	--
The principal is able to work well with the superintendent.	84.0%	83.8%	--
With staff:			
The principal treats all faculty members as his or her equal.	92.0%	67.3%	69.0%
The principal is friendly and approachable.	96.0%	83.1%	80.8%
The principal lets faculty know what is expected of them.	96.0%	86.4%	86.6%
The principal looks out for the personal welfare of faculty members.	92.0%	69.7%	71.4%
The principal maintains definite standards of performance.	88.0%	79.5%	81.4%
The principal schedules the work to be done.	64.0%	59.9%	--
The principal asks that faculty members follow standard rules and	92.0%	89.1%	--
The principal makes his or her attitudes clear to the school.	100.0%	85.4%	--
The principal puts suggestions made by the faculty into operation.	92.0%	58.0%	--
The principal is willing to make changes.	88.0%	62.1%	--

SUBSCALE CATEGORY: Student Environment

Student Environment	Cornerstone Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
The students in this school can achieve the goals that have been set	96.0%	75.7%	--
Students respect others who get good grades.	92.0%	65.4%	72.5%

Student Environment (Continued)	Cornerstone Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
Students seek extra work so they can get good grades.	48.0%	31.5%	27.8%
Students try hard to improve on previous work.	76.0%	46.5%	50.2%
The learning environment is orderly and serious.	60.0%	70.8%	76.2%
Academic achievement is recognized and acknowledged by the school.	92.0%	78.6%	--
This school sets high standards for academic performance.	96.0%	82.7%	--

SUBSCALE CATEGORY: Staff Environment

Staff Environment	Cornerstone Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
Teachers are provided with adequate materials for their classrooms.	100%	76.7%	79.5%
Teachers have access to needed instructional materials.	100%	78.7%	--
Teachers receive necessary classroom supplies.	100%	74.7%	77.8%
Supplementary materials are available for classroom use.	96.0%	68.3%	71.5%
Extra materials are available if requested.	100%	68.1%	70.8%
Teachers in this school like each other.	100%	83.0%	85.7%
Teachers do favors for each other.	100%	83.6%	--
Teachers exhibit friendliness to each other.	100%	85.9%	87.5%
Teachers are indifferent to each other.*	100%	84.2%	14.8%
Teachers in this school are cool and aloof to each other.*	88.0%	78.0%	--
Teachers in this school believe that their students have the ability to	100%	84.0%	--
Teachers feel pressure from the community.*	88.0%	69.7%	70.3%
Teachers are protected from unreasonable community and parental	72.0%	56.8%	
There is a feeling of trust and confidence among the staff.	96.0%	62.9%	66.8%
Teachers identify with the school.	96.0%	73.1%	76.2%
Teachers accomplish their jobs with enthusiasm.	100%	66.9%	72.3%
The morale of teachers is high.	96.0%	56.3%	--

SUBSCALE CATEGORY: Community Relations

Community Relations	Cornerstone Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
Community demands are accepted even when they are not consistent with the educational program.*	80.0%	77.0%	64.9%
Select citizen groups are influential with the board.*	64.0%	60.9%	63.5%
The school is open to the whims of the public.*	92.0%	79.4%	73.5%
The school is vulnerable to outside pressures.*	88.0%	57.3%	61.6%
A few vocal parents can change school.*	72.0%	78.3%	79.9%

SUBSCALE CATEGORY: School Environment

School Environment	Cornerstone Agreement (%)	Secondary Agreement (%)	District Agreement (%)
I am safe at school.	88.0%	82.6%	84.4%
Discipline consequences for misbehavior are effective at this school.	88.0%	54.3%	54.8%
I have seen my students being bullied in my classroom.*	88.0%	78.4%	76.4%

SUBSCALE CATEGORY: Staff Perceived Ability

Staff Perceived Ability	Cornerstone Agreement (%)	Secondary Agreement (%)	District Agreement (%)
I am able to easily communicate with the parents of my students.	96.0%	67.6%	74.6%
I encourage the parents of my students	100%	92.2%	92.7%
I am well informed about school and district news and events.	100%	89.9%	91.9%
I am providing a top quality education to my students.	96.0%	88.9%	90.7%
My students are being successful in their school work this year.	96.0%	78.0%	81.3%
I assign challenging work for my students.	92.0%	85.9%	87.9%
I know what my students are good at and what they are interested in.	92.0%	88.3%	89.8%

SUBSCALE CATEGORY: Student Success

Student Success	Cornerstone Agreement (%)	Secondary Agreement (%)	District Agreement (%)
My students have to study to make good grades.	92.0%	82.7%	80.3%
Attending school every day is important	100%	95.0%	95.2%

SUBSCALE CATEGORY: T-2-4 Goals

T-2-4 Goals	Cornerstone Agreement (%)	Secondary Agreement (%)	District Agreement (%)
I want my students to take advanced courses at the secondary level such as pre-AP, AP, IB, or dual credit.	88.0%	82.8%	81.8%
I am committed to my students' success in higher education.	92.0%	93.4%	93.1%
The work I assign my students is preparing them for college or technical training after HS.	88.0%	84.2%	82.0%
I expect my students to go to college or technical training after HS.	92.0%	90.4%	90.4%
My students will be able to complete a two or four year degree or a technical training program after HS.	92.0%	78.0%	78.7%
My students want to attend college or technical training after HS.	92.0%	78.6%	--
One or more of my students have talked to me this year about things that are important to them.	92.0%	92.0%	--
I have talked with my students about the costs of education after HS.	4.0%	46.5%	--