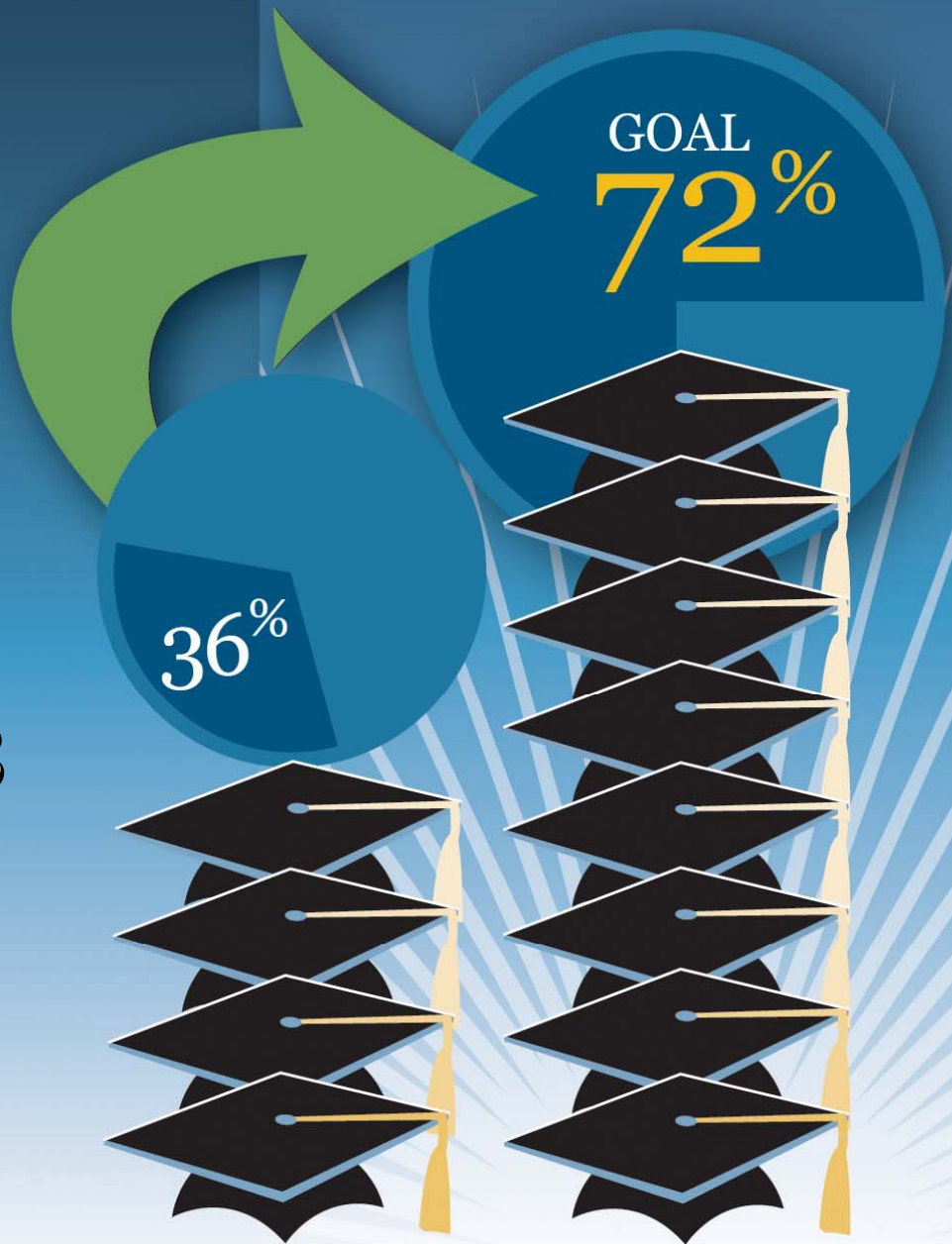


Spring Branch T-2-4 Educational Plan

**Survey
2012-13**



Stratford High School

**Stratford HS
STAFF ONLINE
Organizational Health Index/T-2-4 SURVEY
2012-2013 (N=99)**

SUBSCALE CATEGORY: Principal Relations

Principal Relations	Stratford Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
With superiors:			
The principal gets what he or she asks for from superiors.	73.7%	68.9%	70.9%
The principal is able to influence the actions of his or her superiors.	53.5%	44.0%	43.8%
The principal's recommendations are given serious consideration by his or her superiors.	79.8%	63.9%	64.3%
The principal is impeded by the superiors.*	89.9%	91.9%	--
The principal is able to work well with the superintendent.	91.9%	83.8%	--
With staff:			
The principal treats all faculty members as his or her equal.	62.6%	67.3%	69.0%
The principal is friendly and approachable.	75.8%	83.1%	80.8%
The principal lets faculty know what is expected of them.	88.9%	86.4%	86.6%
The principal looks out for the personal welfare of faculty members.	73.4%	69.7%	71.4%
The principal maintains definite standards of performance.	80.8%	79.5%	81.4%
The principal schedules the work to be done.	54.5%	59.9%	--
The principal asks that faculty members follow standard rules and regulations.	87.9%	89.1%	--
The principal makes his or her attitudes clear to the school.	88.9%	85.4%	--
The principal puts suggestions made by the faculty into operation.	56.6%	58.0%	--
The principal is willing to make changes.	59.6%	62.1%	--

SUBSCALE CATEGORY: Student Environment

Student Environment	Stratford Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
The students in this school can achieve the goals that have been set for them.	96.0%	75.7%	--
Students respect others who get good grades.	79.8%	65.4%	72.5%

Student Environment (Continued)	Stratford Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
Students seek extra work so they can get good grades.	45.5%	31.5%	27.8%
Students try hard to improve on previous work.	60.6%	46.5%	50.2%
The learning environment is orderly and serious.	76.8%	70.8%	76.2%
Academic achievement is recognized and acknowledged by the school.	91.9%	78.6%	--
This school sets high standards for academic performance.	93.9%	82.7%	--

SUBSCALE CATEGORY: Staff Environment

Staff Environment	Stratford Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
Teachers are provided with adequate materials for their classrooms.	76.8%	76.7%	79.5%
Teachers have access to needed instructional materials.	76.8%	78.7%	--
Teachers receive necessary classroom supplies.	75.8%	74.7%	77.8%
Supplementary materials are available for classroom use.	64.7%	68.3%	71.5%
Extra materials are available if requested.	69.7%	68.1%	70.8%
Teachers in this school like each other.	80.8%	83.0%	85.7%
Teachers do favors for each other.	82.8%	83.6%	--
Teacher exhibit friendliness to each other.	81.8%	85.9%	87.5%
Teachers are indifferent to each other.*	86.9%	84.2%	85.2%
Teachers in this school are cool and aloof to each other.*	79.8%	78.0%	--
Teachers in this school believe that their students have the ability to achieve academically.	97.0%	84.0%	--
Teachers feel pressure from the community.*	62.6%	69.7%	70.3%
Teachers are protected from unreasonable community and parental demands.	55.6%	56.8%	
There is a feeling of trust and confidence among the staff.	71.7%	62.9%	66.8%
Teachers identify with the school.	85.6%	73.1%	76.2%
Teachers accomplish their jobs with enthusiasm.	71.7%	66.9%	72.3%
The morale of teachers is high.	67.7%	56.3%	--

SUBSCALE CATEGORY: Community Relations

Community Relations	Stratford Occurrence (%)	Secondary Occurrence (%)	District Occurrence (%)
Community demands are accepted even when they are not consistent with the educational program.*	68.7%	77.0%	64.9%
Select citizen groups are influential with the board.*	48.5%	60.9%	63.5%
The school is open to the whims of the public.*	81.8%	79.4%	73.5%
The school is vulnerable to outside pressures.*	62.6%	57.3%	61.6%
A few vocal parents can change school policy.*	76.8%	78.3%	79.9%

SUBSCALE CATEGORY: School Environment

School Environment	Stratford Agreement (%)	Secondary Agreement (%)	District Agreement (%)
I am safe at school.	86.9%	82.6%	84.4%
Discipline consequences for misbehavior are effective at this school.	59.6%	54.3%	54.8%
I have seen my students being bullied in my classroom.*	85.9%	78.4%	76.4%

SUBSCALE CATEGORY: Staff Perceived Ability

Staff Perceived Ability	Stratford Agreement (%)	Secondary Agreement (%)	District Agreement (%)
I am able to easily communicate with the parents of my students.	87.9%	67.6%	74.6%
I encourage the parents of my students to participate in their child's education.	93.9%	92.2%	92.7%
I am well informed about school and district news and events.	87.9%	89.9%	91.9%
I am providing a top quality education to my students.	90.9%	88.9%	90.7%
My students are being successful in their school work this year.	89.9%	78.0%	81.3%
I assign challenging work for my students.	87.9%	85.9%	87.9%
I know what my students are good at and what they are interested in.	88.9%	88.3%	89.8%

SUBSCALE CATEGORY: Student Success

Student Success	Stratford Agreement (%)	Secondary Agreement (%)	District Agreement (%)
My students have to study to make good grades.	87.9%	82.7%	80.3%
Attending school every day is important for my students' learning.	94.5%	95.0%	95.2%

SUBSCALE CATEGORY: T-2-4 Goals

T-2-4 Goals	Stratford 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.	84.8%	82.8%	81.8%
I am committed to my students' success in higher education.	93.9%	93.4%	93.1%
The work I assign my students is preparing them for college or technical training after HS.	88.9%	84.2%	82.0%
I expect my students to go to college or technical training after HS.	91.9%	90.4%	90.4%
My students will be able to complete a two or four year degree or a technical training program after HS.	83.8%	78.0%	78.7%
My students want to attend college or technical training after HS.	84.8%	78.6%	--
One or more of my students have talked to me this year about things that are important to them.	93.9%	92.0%	--
I have talked with my students about the costs of education after HS.	75.8%	46.5%	--