

# Austin Independent School District Central Office Work Environment Survey

Spring 2016: Teaching and Learning Office



## Introduction

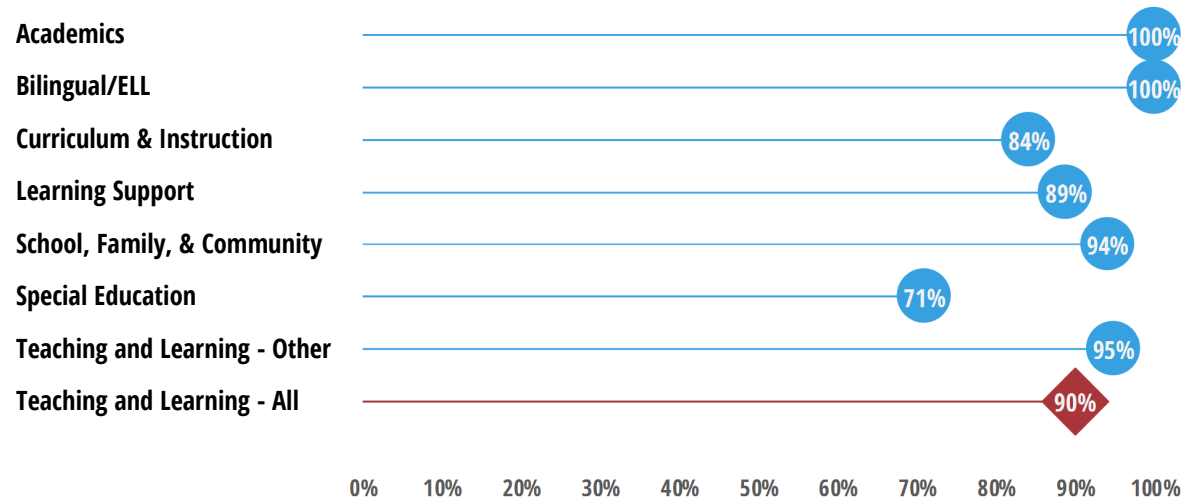
The following report presents the AISD Central Office Work Environment Survey results for Spring 2016 for the Teaching and Learning Office. Unless otherwise noted, results in this report represent the percentage of respondents who *strongly agreed* or *agreed* with each item.

The method of data collection in 2016 was unique relative to past AISD Central Office Climate surveys. Survey respondents selected their own work groups, rather than being assigned based on human resources job title and work location codes. Self-selection of work groups allowed participants to choose the immediate work group leadership about whom they wanted to provide feedback, and allowed them to provide feedback about their selected chief area's leadership. Results in this report are presented according to self-selected Teaching and Learning work group.

## Working at AISD

In the Teaching and Learning Office, approximately 90% of employees agreed AISD is a good place to work (Figure 1). District-wide, approximately 90% of employees agreed that AISD is a good place to work.

Figure 1  
Most Teaching and Learning Staff agreed that "Overall, AISD is a good place to work" in 2016.



## Response Frequency by Teaching and Learning Work Group

Work group response summaries are provided when the number of responses per work group was 10 or more. Work groups with fewer than 10 respondents were grouped together in an “Other” category. Individual items with fewer than 10 responses were not reported (indicated with “ - ”). The counts of survey respondents per Teaching and Learning work group are shown in Table 1. Seven work groups had enough respondents for response summaries: Academics; Bilingual/ELL; Curriculum & Instruction; Learning Support; School, Family, & Community; Special Education; and Teaching and Learning - Other.

Table 1

**The majority of Teaching and Learning work groups did not have enough respondents to individually report results.**

Teaching and Learning Work Groups	N
Academics	12
Bilingual/ELL	11
Curriculum & Instruction	19
Learning Support	28
School, Family, & Community	18
Special Education	33
Teaching and Learning - Other	78
Advanced Academics (7)	
Athletics (5)	
CTE/ACC (2)	
Early Childhood (3)	
Elementary Area 1 (4)	
Elementary Area 2 (3)	
Fine Arts (7)	
High Schools (5)	
Middle Schools (4)	
Social Emotional Learning (5)	
Special Programs (4)	
Student Services/Records (1)	
Other (16)	
Did not select a work group* (12)	
<b>Total (All Teaching and Learning)</b>	<b>199</b>

\*Respondents were forced to choose a chief area, but did not have to select their immediate work group.

## District Leadership

Table 2  
Teaching and Learning Perceptions of District Leadership in 2016

District leaders involve my work group in decisions that directly impact our operations.	Academics	33%
	Bilingual/ELL	60%
	Curriculum & Instruction	50%
	Learning Support	63%
	School, Family, & Community	56%
	Special Education	44%
	Teaching and Learning - Other	73%
	Teaching and Learning - All	60%
	District leaders define expectations for my work group.	Academics
Bilingual/ELL		73%
Curriculum & Instruction		63%
Learning Support		85%
School, Family, & Community		59%
Special Education		63%
Teaching and Learning - Other		79%
Teaching and Learning - All		73%
There is an atmosphere of trust and mutual respect within this district.		Academics
	Bilingual/ELL	50%
	Curriculum & Instruction	29%
	Learning Support	58%
	School, Family, & Community	36%
	Special Education	36%
	Teaching and Learning - Other	64%
	Teaching and Learning - All	49%
	District leaders provide support when we need it.	Academics
Bilingual/ELL		70%
Curriculum & Instruction		59%
Learning Support		79%
School, Family, & Community		63%
Special Education		45%
Teaching and Learning - Other		72%
Teaching and Learning - All		65%

Table 2 continued

Teaching and Learning Perceptions of District Leadership in 2016

<b>District leaders have a clearly defined mission and vision for all departments.</b>	<b>Academics</b>	<b>55%</b>
	<b>Bilingual/ELL</b>	<b>-</b>
	<b>Curriculum &amp; Instruction</b>	<b>63%</b>
	<b>Learning Support</b>	<b>68%</b>
	<b>School, Family, &amp; Community</b>	<b>67%</b>
	<b>Special Education</b>	<b>59%</b>
	<b>Teaching and Learning - Other</b>	<b>70%</b>
	<b>Teaching and Learning - All</b>	<b>65%</b>
<b>District leaders encourage cooperation among departments toward improving district operations.</b>	<b>Academics</b>	<b>58%</b>
	<b>Bilingual/ELL</b>	<b>73%</b>
	<b>Curriculum &amp; Instruction</b>	<b>63%</b>
	<b>Learning Support</b>	<b>85%</b>
	<b>School, Family, &amp; Community</b>	<b>60%</b>
	<b>Special Education</b>	<b>58%</b>
	<b>Teaching and Learning - Other</b>	<b>80%</b>
	<b>Teaching and Learning - All</b>	<b>72%</b>
<b>District leaders take steps to solve problems.</b>	<b>Academics</b>	<b>60%</b>
	<b>Bilingual/ELL</b>	<b>70%</b>
	<b>Curriculum &amp; Instruction</b>	<b>72%</b>
	<b>Learning Support</b>	<b>78%</b>
	<b>School, Family, &amp; Community</b>	<b>56%</b>
	<b>Special Education</b>	<b>66%</b>
	<b>Teaching and Learning - Other</b>	<b>82%</b>
	<b>Teaching and Learning - All</b>	<b>73%</b>

## Chief Area Leadership

Table 3

### Teaching and Learning Perceptions of Chief Area Leadership in 2016

Chief area leaders involve my work group in decisions that directly impact our operations.	Academics	18%
	Bilingual/ELL	73%
	Curriculum & Instruction	53%
	Learning Support	61%
	School, Family, & Community	44%
	Special Education	60%
	Teaching and Learning - Other	78%
	Teaching and Learning - All	63%
Chief area leaders define expectations for my work group.	Academics	55%
	Bilingual/ELL	-
	Curriculum & Instruction	63%
	Learning Support	79%
	School, Family, & Community	53%
	Special Education	56%
	Teaching and Learning - Other	86%
	Teaching and Learning - All	72%
There is an atmosphere of trust and mutual respect within this chief area.	Academics	10%
	Bilingual/ELL	55%
	Curriculum & Instruction	39%
	Learning Support	71%
	School, Family, & Community	50%
	Special Education	48%
	Teaching and Learning - Other	77%
	Teaching and Learning - All	59%
Chief area leaders provide support when we need it.	Academics	55%
	Bilingual/ELL	70%
	Curriculum & Instruction	68%
	Learning Support	83%
	School, Family, & Community	63%
	Special Education	58%
	Teaching and Learning - Other	84%
	Teaching and Learning - All	73%

Table 3 continued

Teaching and Learning Perceptions of Chief Area Leadership in 2016

Chief area leaders have a clearly defined mission and vision for all departments.	Academics	40%
	Bilingual/ELL	-
	Curriculum & Instruction	58%
	Learning Support	83%
	School, Family, & Community	53%
	Special Education	58%
	Teaching and Learning - Other	78%
	Teaching and Learning - All	68%
Chief area leaders encourage cooperation among departments toward improving district operations.	Academics	64%
	Bilingual/ELL	82%
	Curriculum & Instruction	63%
	Learning Support	88%
	School, Family, & Community	57%
	Special Education	59%
	Teaching and Learning - Other	86%
	Teaching and Learning - All	76%
Chief area leaders take steps to solve problems.	Academics	-
	Bilingual/ELL	-
	Curriculum & Instruction	74%
	Learning Support	87%
	School, Family, & Community	67%
	Special Education	69%
	Teaching and Learning - Other	85%
	Teaching and Learning - All	78%

## Work Area Leadership

Table 4

### Teaching and Learning Perceptions of Work Area Leadership in 2016

The staff and supervisor(s) have a shared vision.	Academics	82%
	Bilingual/ELL	-
	Curriculum & Instruction	95%
	Learning Support	84%
	School, Family, & Community	59%
	Special Education	41%
	Teaching and Learning - Other	85%
	Teaching and Learning - All	76%
There is an atmosphere of trust and mutual respect.	Academics	91%
	Bilingual/ELL	100%
	Curriculum & Instruction	79%
	Learning Support	81%
	School, Family, & Community	47%
	Special Education	30%
	Teaching and Learning - Other	77%
	Teaching and Learning - All	70%
Staff feel comfortable raising issues and concerns that are important to them.	Academics	82%
	Bilingual/ELL	90%
	Curriculum & Instruction	78%
	Learning Support	81%
	School, Family, & Community	38%
	Special Education	32%
	Teaching and Learning - Other	77%
	Teaching and Learning - All	68%
Supervisors consistently support staff.	Academics	100%
	Bilingual/ELL	100%
	Curriculum & Instruction	89%
	Learning Support	81%
	School, Family, & Community	53%
	Special Education	41%
	Teaching and Learning - Other	83%
	Teaching and Learning - All	75%
Staff are held to high professional standards.	Academics	100%
	Bilingual/ELL	100%
	Curriculum & Instruction	100%
	Learning Support	92%
	School, Family, & Community	67%
	Special Education	77%
	Teaching and Learning - Other	88%
	Teaching and Learning - All	88%



Table 4 continued

Teaching and Learning Perceptions of Work Area Leadership in 2016

<b>Staff performance is assessed objectively.</b>	Academics	100%
	Bilingual/ELL	90%
	Curriculum & Instruction	95%
	Learning Support	88%
	School, Family, & Community	53%
	Special Education	46%
	Teaching and Learning - Other	87%
	Teaching and Learning - All	79%
<b>Staff receive feedback that can help them improve their work.</b>	Academics	91%
	Bilingual/ELL	100%
	Curriculum & Instruction	95%
	Learning Support	88%
	School, Family, & Community	63%
	Special Education	47%
	Teaching and Learning - Other	81%
	Teaching and Learning - All	77%
<b>The procedures for evaluation are consistent.</b>	Academics	80%
	Bilingual/ELL	-
	Curriculum & Instruction	94%
	Learning Support	91%
	School, Family, & Community	56%
	Special Education	48%
	Teaching and Learning - Other	82%
	Teaching and Learning - All	77%
<b>Supervisors effectively communicate policy.</b>	Academics	80%
	Bilingual/ELL	90%
	Curriculum & Instruction	89%
	Learning Support	81%
	School, Family, & Community	71%
	Special Education	47%
	Teaching and Learning - Other	83%
	Teaching and Learning - All	76%

## Training and Professional Development

Table 5

### Teaching and Learning Perceptions of Training and Professional Development in 2016

<b>I am satisfied with the types of professional development (learning/training) offered to me.</b>	<b>Academics</b>	<b>40%</b>
	<b>Bilingual/ELL</b>	<b>91%</b>
	<b>Curriculum &amp; Instruction</b>	<b>83%</b>
	<b>Learning Support</b>	<b>92%</b>
	<b>School, Family, &amp; Community</b>	<b>82%</b>
	<b>Special Education</b>	<b>45%</b>
	<b>Teaching and Learning - Other</b>	<b>83%</b>
	<b>Teaching and Learning - All</b>	<b>76%</b>
<b>I am satisfied with the amount of professional development (learning/training) required of me.</b>	<b>Academics</b>	<b>70%</b>
	<b>Bilingual/ELL</b>	<b>91%</b>
	<b>Curriculum &amp; Instruction</b>	<b>94%</b>
	<b>Learning Support</b>	<b>96%</b>
	<b>School, Family, &amp; Community</b>	<b>100%</b>
	<b>Special Education</b>	<b>77%</b>
	<b>Teaching and Learning - Other</b>	<b>95%</b>
	<b>Teaching and Learning - All</b>	<b>91%</b>
<b>I am satisfied with the opportunities for professional advancement (promotion) available to me.</b>	<b>Academics</b>	<b>-</b>
	<b>Bilingual/ELL</b>	<b>82%</b>
	<b>Curriculum &amp; Instruction</b>	<b>53%</b>
	<b>Learning Support</b>	<b>67%</b>
	<b>School, Family, &amp; Community</b>	<b>47%</b>
	<b>Special Education</b>	<b>40%</b>
	<b>Teaching and Learning - Other</b>	<b>66%</b>
	<b>Teaching and Learning - All</b>	<b>59%</b>

## Policies and Procedures

Table 6  
Teaching and Learning Perceptions of Policies and Procedures in 2016

<b>I know the procedures for reporting sexual harassment.</b>	<b>Academics</b>	<b>-</b>
	<b>Bilingual/ELL</b>	<b>-</b>
	<b>Curriculum &amp; Instruction</b>	<b>89%</b>
	<b>Learning Support</b>	<b>96%</b>
	<b>School, Family, &amp; Community</b>	<b>94%</b>
	<b>Special Education</b>	<b>85%</b>
	<b>Teaching and Learning - Other</b>	<b>91%</b>
	<b>Teaching and Learning - All</b>	<b>90%</b>
<b>I know the procedures for filing a complaint.</b>	<b>Academics</b>	<b>-</b>
	<b>Bilingual/ELL</b>	<b>-</b>
	<b>Curriculum &amp; Instruction</b>	<b>88%</b>
	<b>Learning Support</b>	<b>84%</b>
	<b>School, Family, &amp; Community</b>	<b>93%</b>
	<b>Special Education</b>	<b>73%</b>
	<b>Teaching and Learning - Other</b>	<b>85%</b>
	<b>Teaching and Learning - All</b>	<b>84%</b>
<b>I have experienced discrimination while employed at AISD.</b>	<b>Academics</b>	<b>30%</b>
	<b>Bilingual/ELL</b>	<b>20%</b>
	<b>Curriculum &amp; Instruction</b>	<b>13%</b>
	<b>Learning Support</b>	<b>28%</b>
	<b>School, Family, &amp; Community</b>	<b>53%</b>
	<b>Special Education</b>	<b>38%</b>
	<b>Teaching and Learning - Other</b>	<b>22%</b>
	<b>Teaching and Learning - All</b>	<b>28%</b>

## Work Area Expectations

Table 7

### Teaching and Learning Perceptions of Work Area Expectations in 2016

<b>I am given deadlines that are reasonable.</b>	Academics	80%
	Bilingual/ELL	91%
	Curriculum & Instruction	74%
	Learning Support	96%
	School, Family, & Community	88%
	Special Education	69%
	Teaching and Learning - Other	91%
	Teaching and Learning - All	85%
<b>My department/work group is given deadlines that are reasonable.</b>	Academics	60%
	Bilingual/ELL	70%
	Curriculum & Instruction	50%
	Learning Support	92%
	School, Family, & Community	85%
	Special Education	50%
	Teaching and Learning - Other	88%
	Teaching and Learning - All	76%
<b>I am satisfied with the amount of autonomy and control I have over my own work.</b>	Academics	90%
	Bilingual/ELL	82%
	Curriculum & Instruction	79%
	Learning Support	92%
	School, Family, & Community	71%
	Special Education	71%
	Teaching and Learning - Other	93%
	Teaching and Learning - All	85%
<b>My work environment is too stressful.*</b>	Academics	50%
	Bilingual/ELL	27%
	Curriculum & Instruction	28%
	Learning Support	23%
	School, Family, & Community	29%
	Special Education	56%
	Teaching and Learning - Other	27%
	Teaching and Learning - All	33%

*Note.* \* Due to the wording of this survey item, low percentages are desirable.

## Work Area Environment

Table 8

### Teaching and Learning Perceptions of Work Area Environment in 2016

<b>Morale is high in my work group.</b>	Academics	40%
	Bilingual/ELL	91%
	Curriculum & Instruction	50%
	Learning Support	73%
	School, Family, & Community	43%
	Special Education	31%
	Teaching and Learning - Other	72%
	Teaching and Learning - All	60%
<b>Cultural diversity is respected in my work group.</b>	Academics	-
	Bilingual/ELL	90%
	Curriculum & Instruction	89%
	Learning Support	88%
	School, Family, & Community	67%
	Special Education	76%
	Teaching and Learning - Other	91%
	Teaching and Learning - All	86%
<b>The opinions of staff in my work group are respected by employees in other areas.</b>	Academics	-
	Bilingual/ELL	-
	Curriculum & Instruction	53%
	Learning Support	88%
	School, Family, & Community	71%
	Special Education	62%
	Teaching and Learning - Other	77%
	Teaching and Learning - All	70%
<b>Staff in my work group accomplish their jobs with enthusiasm.</b>	Academics	100%
	Bilingual/ELL	91%
	Curriculum & Instruction	100%
	Learning Support	96%
	School, Family, & Community	88%
	Special Education	69%
	Teaching and Learning - Other	91%
	Teaching and Learning - All	89%

Table 8 continued

Teaching and Learning Perceptions of Work Area Environment in 2016

The interactions among staff in my work group are cooperative.	Academics	100%
	Bilingual/ELL	91%
	Curriculum & Instruction	95%
	Learning Support	100%
	School, Family, & Community	94%
	Special Education	71%
	Teaching and Learning - Other	91%
	Teaching and Learning - All	90%
Staff in my work group communicate with each other in an open and honest way.	Academics	90%
	Bilingual/ELL	91%
	Curriculum & Instruction	95%
	Learning Support	77%
	School, Family, & Community	63%
	Special Education	63%
	Teaching and Learning - Other	80%
	Teaching and Learning - All	78%
Staff in my work group 'go the extra mile.'	Academics	100%
	Bilingual/ELL	100%
	Curriculum & Instruction	100%
	Learning Support	100%
	School, Family, & Community	80%
	Special Education	84%
	Teaching and Learning - Other	96%
	Teaching and Learning - All	94%
Staff in my work group provide strong social support for each other.	Academics	100%
	Bilingual/ELL	91%
	Curriculum & Instruction	89%
	Learning Support	96%
	School, Family, & Community	73%
	Special Education	68%
	Teaching and Learning - Other	81%
	Teaching and Learning - All	83%

## Facilities and Resources

Table 9

### Teaching and Learning Perceptions of Facilities and Resources in 2016

Staff have sufficient access to appropriate materials necessary to do our work.	Academics	100%
	Bilingual/ELL	100%
	Curriculum & Instruction	89%
	Learning Support	88%
	School, Family, & Community	88%
	Special Education	59%
	Teaching and Learning - Other	92%
	Teaching and Learning - All	86%
Staff have sufficient access to technology, including computers, printers, software and Internet access.	Academics	90%
	Bilingual/ELL	100%
	Curriculum & Instruction	100%
	Learning Support	92%
	School, Family, & Community	88%
	Special Education	72%
	Teaching and Learning - Other	94%
	Teaching and Learning - All	90%
Staff have sufficient training and support to fully utilize the available technology, software, data systems, etc.	Academics	70%
	Bilingual/ELL	82%
	Curriculum & Instruction	79%
	Learning Support	96%
	School, Family, & Community	82%
	Special Education	52%
	Teaching and Learning - Other	87%
	Teaching and Learning - All	80%
Staff have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Academics	100%
	Bilingual/ELL	100%
	Curriculum & Instruction	100%
	Learning Support	92%
	School, Family, & Community	94%
	Special Education	80%
	Teaching and Learning - Other	96%
	Teaching and Learning - All	94%

Table 9 continued

Teaching and Learning Perceptions of Facilities and Resources in 2016

<b>The work environment is clean and well maintained.</b>	Academics	90%
	Bilingual/ELL	100%
	Curriculum & Instruction	89%
	Learning Support	100%
	School, Family, & Community	94%
	Special Education	91%
	Teaching and Learning - Other	95%
	Teaching and Learning - All	94%
<b>Staff have adequate space to work productively.</b>	Academics	70%
	Bilingual/ELL	55%
	Curriculum & Instruction	68%
	Learning Support	85%
	School, Family, & Community	88%
	Special Education	81%
	Teaching and Learning - Other	84%
	Teaching and Learning - All	80%
<b>My work group is provided sufficient data and information to make informed decisions.</b>	Academics	50%
	Bilingual/ELL	73%
	Curriculum & Instruction	89%
	Learning Support	100%
	School, Family, & Community	80%
	Special Education	69%
	Teaching and Learning - Other	93%
	Teaching and Learning - All	85%
<b>I am satisfied with my health benefits.</b>	Academics	80%
	Bilingual/ELL	82%
	Curriculum & Instruction	67%
	Learning Support	76%
	School, Family, & Community	65%
	Special Education	69%
	Teaching and Learning - Other	84%
	Teaching and Learning - All	77%



## Employee Experiences with Negative Workplace Behaviors in their Work Area

Table 10

Percentage of Teaching and Learning Staff Indicating Each Negative Workplace Behavior Occurs Once a Month or More in their Work Area and Never Occurs in their Work Area, both for 2016

		Once a Month or More	Never
<b>Racial tension</b>	Academics	0%	70%
	Bilingual/ELL	9%	82%
	Curriculum & Instruction	0%	79%
	Learning Support	0%	67%
	School, Family, & Community	12%	35%
	Special Education	13%	63%
	Teaching and Learning - Other	5%	77%
	Teaching and Learning - All	6%	70%
<b>Bullying</b>	Academics	10%	60%
	Bilingual/ELL	9%	82%
	Curriculum & Instruction	0%	74%
	Learning Support	4%	85%
	School, Family, & Community	6%	65%
	Special Education	37%	40%
	Teaching and Learning - Other	10%	75%
	Teaching and Learning - All	12%	70%
<b>Disrespect for supervisors</b>	Academics	10%	60%
	Bilingual/ELL	0%	73%
	Curriculum & Instruction	0%	68%
	Learning Support	0%	81%
	School, Family, & Community	6%	59%
	Special Education	26%	23%
	Teaching and Learning - Other	9%	68%
	Teaching and Learning - All	9%	61%
<b>Disrespect for co-workers</b>	Academics	30%	30%
	Bilingual/ELL	9%	64%
	Curriculum & Instruction	5%	47%
	Learning Support	8%	65%
	School, Family, & Community	12%	41%
	Special Education	19%	32%
	Teaching and Learning - Other	12%	60%
	Teaching and Learning - All	13%	52%

Table 10 continued

Percentage of Teaching and Learning Staff Indicating Each Negative Workplace Behavior Occurs Once a Month or More in their Work Area and Never Occurs in their Work Area, both for 2016

		Once a Month or More	Never
Unsafe practices	Academics	0%	80%
	Bilingual/ELL	0%	82%
	Curriculum & Instruction	0%	78%
	Learning Support	0%	96%
	School, Family, & Community	6%	82%
	Special Education	13%	68%
	Teaching and Learning - Other	5%	90%
	Teaching and Learning - All	5%	84%
Discrimination	Academics	0%	60%
	Bilingual/ELL	9%	82%
	Curriculum & Instruction	5%	79%
	Learning Support	4%	78%
	School, Family, & Community	24%	47%
	Special Education	13%	57%
	Teaching and Learning - Other	9%	81%
	Teaching and Learning - All	9%	72%
Sexual harassment	Academics	0%	90%
	Bilingual/ELL	0%	100%
	Curriculum & Instruction	0%	89%
	Learning Support	0%	93%
	School, Family, & Community	0%	88%
	Special Education	0%	90%
	Teaching and Learning - Other	3%	91%
	Teaching and Learning - All	1%	91%

## Employee Experiences with Negative Workplace Behaviors in their Chief Area and the Central Office for 2016

Table 11

Percentage of Teaching and Learning Staff Indicating Each Negative Workplace Behavior Occurs Once a Month or More and Never Occurs in their Chief Area and the Central Office in 2016

		Chief Area		Central Office	
		Once a month or more	Never	Once a month or more	Never
Racial tension	Academics	0%	70%	0%	40%
	Bilingual/ELL	9%	82%	9%	82%
	Curriculum & Instruction	0%	79%	5%	74%
	Learning Support	4%	78%	4%	58%
	School, Family, & Community	0%	59%	12%	65%
	Special Education	0%	71%	11%	74%
	Teaching and Learning - Other	6%	76%	10%	74%
	Teaching and Learning - All	3%	74%	8%	70%
Bullying	Academics	20%	40%	20%	30%
	Bilingual/ELL	0%	73%	9%	73%
	Curriculum & Instruction	5%	53%	11%	42%
	Learning Support	5%	86%	4%	71%
	School, Family, & Community	6%	76%	6%	69%
	Special Education	0%	76%	15%	70%
	Teaching and Learning - Other	7%	74%	12%	74%
	Teaching and Learning - All	6%	72%	11%	67%
Disrespect for supervisors	Academics	20%	20%	30%	10%
	Bilingual/ELL	0%	73%	9%	73%
	Curriculum & Instruction	5%	68%	11%	56%
	Learning Support	4%	87%	0%	67%
	School, Family, & Community	6%	65%	0%	71%
	Special Education	10%	59%	18%	57%
	Teaching and Learning - Other	6%	72%	7%	70%
	Teaching and Learning - All	7%	68%	9%	63%
Disrespect for co-workers	Academics	30%	10%	30%	10%
	Bilingual/ELL	9%	64%	9%	64%
	Curriculum & Instruction	16%	26%	16%	32%
	Learning Support	4%	83%	0%	67%
	School, Family, & Community	6%	53%	6%	65%
	Special Education	3%	59%	14%	61%
	Teaching and Learning - Other	7%	68%	12%	67%
	Teaching and Learning - All	8%	59%	12%	59%

Table 11 continued

**Percentage of Teaching and Learning Staff Indicating Each Negative Workplace Behavior Occurs Once a Month or More and Never Occurs in their Chief Area and the Central Office in 2016**

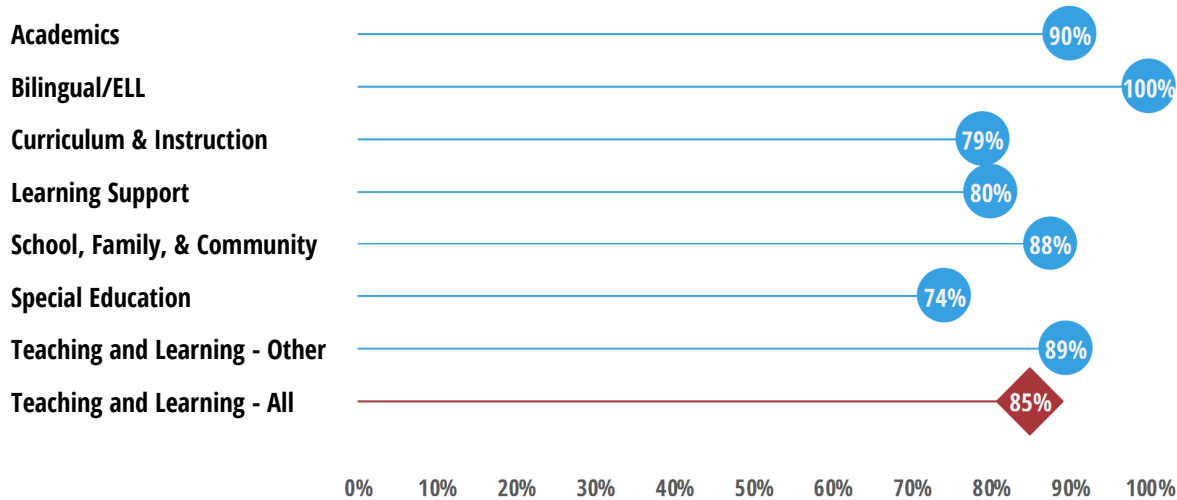
		Chief Area		Central Office	
		Once a month or more	Never	Once a month or more	Never
Unsafe practices	Academics	0%	80%	0%	80%
	Bilingual/ELL	0%	91%	0%	73%
	Curriculum & Instruction	0%	83%	0%	83%
	Learning Support	4%	96%	0%	100%
	School, Family, & Community	6%	94%	0%	88%
	Special Education	7%	72%	11%	79%
	Teaching and Learning - Other	3%	87%	3%	92%
	Teaching and Learning - All	3%	86%	3%	88%
Discrimination	Academics	10%	60%	10%	30%
	Bilingual/ELL	9%	73%	0%	70%
	Curriculum & Instruction	5%	79%	11%	74%
	Learning Support	4%	83%	4%	75%
	School, Family, & Community	0%	71%	0%	71%
	Special Education	0%	71%	7%	64%
	Teaching and Learning - Other	8%	77%	11%	78%
	Teaching and Learning - All	6%	75%	8%	71%
Sexual harassment	Academics	0%	70%	0%	50%
	Bilingual/ELL	0%	91%	0%	91%
	Curriculum & Instruction	0%	100%	0%	100%
	Learning Support	0%	96%	0%	88%
	School, Family, & Community	0%	88%	0%	81%
	Special Education	0%	87%	4%	86%
	Teaching and Learning - Other	3%	89%	3%	89%
	Teaching and Learning - All	1%	90%	2%	87%

## Plans Next Year

In the Teaching and Learning Office, approximately 85% of employees indicated they plan to continue working in their current job next year (Figure 2). District-wide, approximately 89% of employees indicated they plan to continue working in their current job next year.

Figure 2

Most Teaching and Learning Staff plan to continue working in their current job next year.



## AUSTIN INDEPENDENT SCHOOL DISTRICT

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