

AISD



Survey Report

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

math and reading (Bush-Richards, Gertz)
The AISD Staff Climate Survey was developed from the
Climate Inventory (OCI), which measures school climate (OCI, 2002) including *Collegial Leadership, Professionalism, and*
In addition to these items from the OCI, the 2002

RESULTS FOR AKINS H

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 Akins was Professional Teacher Behavior**. Examine the individual items that make up Professional Teacher Behavior 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

Professional Teacher Behavior. This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues' competence, commitment to

General Climate. These items measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals. The individual item and subscale averages for Akins and for all High Schools are shown in Table 7.

Table 7. General Climate for Akins and All High School Campuses

General Climate	Akins			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	2.97	3.22	3.10	3.28
27. Campus staff exhibit pride in their affiliation with the school.	2.60	2.83	2.85	3.17
28. Campus staff are willing to go out of their way to help.	2.80	2.99	2.98	3.18
29. Campus staff accomplish their jobs	2.83	2.83	2.83	3.18

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT

The next section of the survey addressed the safety of the school environment for students and staff, including the prevalence of undesirable student behavior on campus, staff satisfaction with how student behavior was managed on each campus, and staff familiarity with issues related to PBS.

Undesirable Student Behaviors. These items measured staff reports about the frequency of selected undesirable student behaviors on campus. The items were rated on a scale of 0 (*never happens*) to 4 (*happens daily*). The individual item and average subscale scores for Akins and for all High Schools are shown in Table 8. Items with *high* average responses (above 2.0) should be prioritized for improvement.

Table 8. Undesirable Student Behaviors for Akins and All High School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Akins			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	2.50	1.94	1.73	.82
41. Student bullying	2.88	2.24	2.09	1.65
42. Widespread disorder in classrooms	2.46	1.88	1.72	.90
43. Student acts of disrespect for Teachers	3.30	2.75	2.82	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	3.26	2.64	2.63	1.42
45. Student acts of disrespect for Classified or Support Staff	3.18	2.56	2.53	1.37
46. Gang activities	2.71	2.28	2.06	.38

Note: It is desirable to have a response of less than 2.0; responses of 2.0 or greater are noted in red.

Behavior Management. These items measured staff satisfaction with the way that student behavior was managed on your campus. The items were rated on a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). The individual item and average subscale scores for Akins and all High Schools are shown in Table 9.

Table 9. Behavior Management for Akins and All High School Campuses

How satisfied are you with the way your campus addresses:	Akins	All HS
	2008-2009	2008-2009
47a. Student Behavior	2.60	3.13
47b. Classroom Management	2.81	3.31
47c. Common Area Management	2.94	3.35
Behavior Management subscale	2.78	3.23

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold. These items were asked for the first time in 2008-2009.

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 Akins and All High School Campuses

Positive Behavior Support	Akins		All HS	
	2008-2009		2008-2009	
	No	Yes	No	Yes
56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.	18%	52%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	23%	47%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	39%	35%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	29%	43%	23%	51%
Average percentage	27%	44%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Depa