

	Ann Richards			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
Teachers	n/a	14	24	870 (73%)
Administrators and non-teaching professional	n/a	3	6	112 (55%)
Classified/support staff	n/a	11	9	274 (42%)

Source: Department of Program Evaluation survey records, district Human Resources data, and Public Education Information Management System (PEIMS) records.

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The AISD Staff Climate Survey was developed from the research-based Organizational Climate Inventory (OCI), which measures several dimensions of school climate (Hoy et al., 2002) including *Collegial Leadership*, *Professional Teacher Behavior*, and *Achievement Press*. In addition to these items from the OCI, the 2008-2009 AISD Staff Climate Survey included

RESULTS FOR ANN RICHARDS SCHOOL

Survey results for Ann Richards for the past 3 years are summarized here. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↑ ↓).¹ To help put results in context, 2008-2009 results also are provided for all AISD Middle School campus staff. Table 2 provides an overview of the results for Ann Richards by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive relationships among administrators, staff, teachers, and students. If Ann Richards’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Ann Richards’s Overall Climate score was below 2.5, the campus did not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate. School Climate and Behavior Management subscale scores can be interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). Ann Richards’s PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

Table 2. Subscale Scores for Ann Richards and All Middle School Schools for School Climate, PBS, and Safety

Subscale	Ann Richards			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	3.24	2.93
Collegial Leadership	n/a	3.61	3.53	3.05
Professional Teacher Behavior	n/a	3.54	3.55	3.25
Achievement Press	n/a	3.10	3.18	2.87
General Climate	n/a	3.46	3.66	3.17
Overall Climate average	n/a	n/a	3.46	3.08
Behavior Management	n/a	n/a	3.74	3.23
PBS	n/a	n/a	80%	67%

Note: Changes were made to the items included in the computation of Overall Climate, PBS, and Safety for 2008-2009.

In the tables that follow, please review the individual items that make up each subscale with particular attention to how Ann Richards’s averages changed or remained consistent over time.

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 Ann Richards was Behavior Management**. Examine the individual items that make up Behavior Management 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 this area of strength with staff and note the ways in which initiatives on campus have addressed these issues in particular during the current school year.

To improve campus climate, it is beneficial to focus on subscales with the lowest scores. For example, **for 2008-2009, the lowest Climate subscale for Ann Richards was Achievement Press**. Examine the individual items contributing to Achievement Press in the table below. Examine these individual items and their average responses to determine possible areas for campus improvement. Often, improving climate in one dimension will have a positive effect on other dimensions.

Each of the climate items was rated on a scale from **1** (*rarely occurs*) to **4** (*very frequently occurs*). Respondents also had the option of marking *N/A*; these responses were not used to compute the item averages.

Community Engagement. This subscale was new in 2008-2009 and consisted of 7 items that described the extent to which the school is responsive to and supported by outside influences, such as parents or citizen groups. The individual item and average subscale scores for Ann Richards and for all Middle School schools are shown in Table 3.

Table 3. Community Engagement for Ann Richards and All Middle School Campuses

Community Engagement	Ann Richards 2008-2009	All MS 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.44	3.24
9. Our school is able to enlist community support when needed.	3.39	2.87
20. Teachers feel pressure from the community.	3.32	2.97
26. Select citizen groups are influential with the board.	2.97	2.63
31. Community members attend meetings to stay informed about our school.	2.86	2.60
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.55	3.19
39. School staff are responsive to the needs and concerns expressed by community members.	3.19	3.05
Community Engagement subscale	3.24	2.93

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance. This subscale consisted of 7 items that addressed the degree to which the principal met the social needs of the faculty and worked toward achieving the goals of the school. The individual item and average subscale scores for Ann Richards and for all Middle School schools are shown in Table 4.

Table 4. Collegial Leadership for Ann Richards and All Middle School Campuses

Collegial Leadership	Ann Richards			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	n/a	3.54	3.61	3.05
10. The principal puts suggestions made by faculty into operation.	n/a	3.28	3.40	2.81
11. The principal treats all faculty members as his or her equal.	n/a	3.68	3.34	2.98
16. The principal lets faculty know what is expected of them.	n/a	3.63	3.37	3.30
18. The principal is willing to make changes.	n/a	3.35	3.53	2.99
22. The principal maintains definite standards for performance.	n/a	3.56	3.61	3.29
35. The principal is friendly and approachable.	n/a	3.79	3.75	3.23
Collegial Leadership Subscale	n/a	3.61	3.53	3.09

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

Professional Teacher Behavior. This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues’ competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty. The individual item and average subscale scores for Ann Richards and for all Middle School schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Ann Richards and All Middle School Campuses

Professional Teacher Behavior	Ann Richards			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	n/a	3.73	3.71	3.29
12. Teachers respect the professional competence of their colleagues.	n/a	3.52	3.43	3.14
14. The interactions between faculty members are cooperative.	n/a	3.35	3.39	3.14
17. Teachers in this school exercise professional judgment.	n/a	3.58	3.65	3.26
21. Teachers “go the extra mile” with their students.	n/a	3.81	3.81	3.41
23. Teachers provide strong social support for colleagues.	n/a	3.39	3.29	3.10
33. Teachers accomplish their jobs with enthusiasm.	n/a	3.33	3.56	3.05
36. Teachers show commitment to their students.	n/a	3.68	3.79	3.47
Professional Teacher Behavior subscale	n/a	3.54	3.55	3.22

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

General Climate.

