

AISD



Survey Report

**AUSTIN INDEPENDENT SCHOOL DISTRICT
STAFF CLIMATE SURVEY RESULTS 2008-2009**

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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 Bedichek was General Climate.** Examine the individual items that make up General Climate and identify those that are

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 need

Professional Teacher Behavior

Achievement Press. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale consisted of 8 items that described the extent to which Bedichek has set high but achievable academic standards and goals. In addition, this subscale measured the extent to which parents, teachers, and principals exert pressure for high standards and school improvement. The individual item and average subscale scores for Bedichek and for all Middle School schools are shown in Table 6.

Table 6. Achievement Press for Bedichek and All Middle School Campuses

Achievement Press	Bedichek			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.34	3.17	3.51	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.31	3.19	3.15	3.40
7. Parents exert pressure to maintain high standards.	2.24	1.90	1.92	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.42	3.19	3.35	3.27
13. Parents press for school improvement.	2.03	1.87	1.83	2.38
15. Students in this school can achieve the goals that have been set for them.	3.01	2.83	2.85	3.13
19. Students respect others who get good grades.	2.61	2.35	2.55	3.02
25. Students seek extra work so they can get good grades.	2.18	2.08	2.04	2.25
32. Students try hard to improve on previous work.	2.30	2.12	2.18	2.72
34. The learning environment is orderly and serious.	3.05	2.87	2.90	3.12
Achievement Press subscale	2.75	2.55	2.63	2.94

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 Bedichek and for all Middle School schools are shown in Table 7.

Table 7. General Climate for Bedichek and All Middle School Campuses

General Climate	Bedichek			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.42	3.33	3.23	3.28
27. Campus staff exhibit pride in their affiliation with the school.	3.34	3.30	3.27	3.17
28. Campus staff are willing to go out of their way to help.	3.33	3.28	3.10	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.11	3.06	2.87	3.05
30. Campus staff are committed to their jobs.	3.21	3.26	3.23	3.30
37. The goals of my school are made clear.	3.35	3.10	3.41	3.32
General Climate subscale	3.19	3.13	3.18	3.21

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

SCHOOL SAFETY, BEHAVIOR M

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 Bedichek and All Middle School Campuses

Positive Behavior Support	Bedichek 2008-2009		All MS 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.	10%	75%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	8%	78%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	6%	78%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	5%	78%	23%	51%
Average percentage	7%	77%	14%	67%

REFERENCES

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