

AISD



Survey Report

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

BLANTON ELEMENTARY

A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More specifically, research in AISD indicates that staff climate survey results are related to student Texas Assessment of Knowledge and Skills (TAKS) performance in both math and reading (Bush-Richards, Cornetto, & Schmitt, 2008; Schmitt, 2006).

The AISD Staff Climate Survey was developed from the research-bas fr 6t015 Twoaiun32 0 0 16.08BTex2

RESULTS FOR BLANTON ELEMENTARY

Survey results for Blanton 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 (↑ ↓).⁹ To help put results in context, 2008-2009 results also are provided for all AISD elementary campus staff. Table 2 provides an overview of the results for Blanton 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 Blanton’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Blanton’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). Blanton’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 Blanton and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Blanton 2007-2008	2008-2009	All EL 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.70	2.93
Collegial Leadership	3.04	3.23	3.09	3.05
Professional Teacher Behavior	3.32	3.42	3.33	3.25
Achievement Press	2.90	2.94	3.07	2.87
General Climate	3.19	3.37	3.43	3.17
Overall Climate average	n/a	n/a	3.16	3.08
Behavior Management	n/a	n/a	3.40	3.23
PBS	n/a	n/a	68%	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

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 Blanton was General Climate**. Examine the individual items that make up General Climate 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

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 Blanton and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Blanton and All Elementary Campuses

Collegial Leadership	Blanton	All EL
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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 Blanton and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Blanton and All Elementary Campuses

Professional Teacher Behavior	Blanton	All EL
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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 Blanton and for all elementary schools are shown in Table 7.

Table 7. General Climate for Blanton and All Elementary Campuses

General Climate	Blanton			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.42	3.37	3.40	3.28
27. Campus staff exhibit pride in their affiliation with the school.	2.96	3.30 ^a	3.35	3.17
28. Campus staff are willing to go out of their way to help.	3.34	3.34	3.47	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.10	3.31 ^a	3.34	3.05
30. Campus staff are committed to their jobs.	3.36	3.48	3.53	3.30
37. The goals of my school are made clear.	3.02	3.40 ^a	3.43	3.32
General Climate subscale	3.19	3.37 ^a	3.43	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 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 (

