

AISD



Survey Report

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

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 Brooke 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 Brooke was Community Engagement.** Examine the individual items contributing to Community Engagement 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 two

Collegial Leadership. Collegial Leadership involves

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 Brooke and for all elementary schools are shown in Table 5.

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

Professional Teacher Behavior	Brooke			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	2.82	3.05	3.12	3.29
12. Teachers respect the professional				

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 Brooke 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 Brooke and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Brooke and All Elementary Campuses

Achievement Press	Brooke			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.18	3.47 ^a	3.58	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.10	3.25 ^a	3.41 ^a	3.40
7. Parents exert pressure to maintain high standards.	2.06	2.26 ^a	2.40 ^a	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.26	3.48 ^a	3.73 ^a	3.27
13. Parents press for school improvement.	1.94	2.16 ^a	2.41 ^a	2.38
15. Students in this school can achieve the goals that have been set for them.	2.87	3.11 ^a	3.27 ^a	3.13
19. Students respect others who get good grades.	2.54	2.98 ^a	2.98	3.02
25. Students seek extra work so they can get good grades.	2.03	2.18 ^a	2.29	2.25
32. Students try hard to improve on previous work.	2.57	2.79 ^a	2.85	2.72
34. The learning environment is orderly and serious.	2.90	3.09 ^a	3.18	3.12
Achievement Press subscale	2.68	2.87 ^a	3.01	2.94

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. 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 Brooke and for all elementary schools are shown in Table 7.

Table 7. General Climate for Brooke and All Elementary Campuses

General Climate	Brooke			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.19	3.19	3.06	3.28
27. Campus staff exhibit pride in their affiliation with the school.				

SCHOOL SAFETY, BEHAVIOR MANAGEMENT AND POSITIVE BEHAVIOR SUPPORT

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 Brooke and All Elementary Campuses

Positive Behavior Support	Brooke		All EL	
	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.	17%	76%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	13%	73%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	6%	85%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	23%	54%	23%	51%
Average percentage	15%	72%	14%	67%

REFERENCES

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