

AISD



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

Survey Report

CAMPBELL 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-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 items developed by researchers to measure *Community Engagement* (Tschannen-Moran, Parish, & DiPaola, 2006); climate items designed for relevance to all campus staff; school safety items; and items measuring the implementation of Positive Behavior Support (PBS) on campus. Related items were grouped together in *subscales*, and the average across subscale items was computed as a *subscale score*.

In Fall 2008, 4,216 elementary school staff responded to the survey, representing approximately 77% of elementary campus staff. Table 1 provides a summary of respondents from Campbell by position type for the past 3 years.

RESULTS FOR CAMPBELL ELEMENTARY

Survey results for Campbell 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 (↑ ↓).¹⁶ 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 Campbell by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive

Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and frie

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

Table 6. Achievement Press for Campbell and All Elementary Campuses

Achievement Press	Campbell			All EL 2008-2009
	2006-2007	2007-2008	2008-2009	
3. The school sets high standards for academic performance.	3.85	3.81	3.44	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.57	3.75	3.54	3.40
7. Parents exert pressure to maintain high standards.	2.21	2.46	2.44	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.71	3.64	3.37	3.27
13. Parents press for school improvement.	2.31	2.21	2.56	2.38

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

Table 7. General Climate for Campbell and All Elementary Campuses

General Climate	Campbell		All EL
	2006-2007	2007-2008	2008-2009
24. Campus staff are friendly to each other.	3.24	3.22	

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT

The next section of the survey addressed the

