

AISD



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

Survey Report

COWAN 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 Cowan by position type for the past 3 years.

Table 1. Survey Respondents for Cowan and All Elementary Campuses by Position Type, 2006-2007 through 2008-2009

	Cowan	All EL
	2006-2007	2007-2008

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

## RESULTS FOR COWAN ELEMENTARY

Survey results for Cowan 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 (↑ ↓).<sup>21</sup> 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 Cowan 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 Cowan’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Cowan’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). Cowan’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 Cowan and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Cowan 2007-2008	2008-2009	All EL 2008-2009
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**SCHOOL CLIMATE DIMENSIONS**

The first step in improving campus climate is to look at the score fo

**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 Cowan and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Cowan and All Elementary Campuses

Collegial Leadership	Cowan			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>2. The principal explores all sides of topics and admits that other opinions exist.</b>	<b>3.33</b>	<b>3.43</b>	<b>3.14</b>	<b>3.05</b>
<b>10. The principal puts suggestions made by faculty into operation.</b>	2.93	2.93	2.89	2.81
<b>11. The principal treats all faculty members as his or her equal.</b>	2.79	<b>3.02</b>	2.89	2.98
<b>16. The principal lets faculty know what is expected of them.</b>	<b>3.26</b>	<b>3.61</b>	<b>3.36</b>	<b>3.30</b>
<b>18. The principal is willing to make changes.</b>	<b>3.00</b>	<b>3.26</b>	<b>3.12</b>	2.99
<b>22. The principal maintains definite</b>				





**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 Cowan and for all elemen

**SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR S**



**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 Cowan and All Elementary Campuses

Positive Behavior Support	Cowan		All EL	
	2008-2009		2008-2009	
	No	Yes	No	Yes
<b>56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.</b>	9%	77%	10%	72%
<b>57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.</b>	3%	83%	8%	75%
<b>58. I feel there is consistent reinforcement of commendable student behavior on my campus.</b>	12%	73%	14%	69%
<b>59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.</b>	27%	49%	23%	51%
<b>Average percentage</b>	<b>13%</b>	<b>70%</b>	<b>14%</b>	<b>67%</b>

## REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L. (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.

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Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate: The interplay between interpersonal relationships and student achievement. *Journal of School Leadership*, 16, 386-415.