AISD

Survey Report

AUSTIN INDEPENDENT SCHOOL DISTRICT
STAFF CLIMATE SURVEY RESULTS 2008-2009

CROCKETT HIGH SCHOOL

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 High school staff responded to the survey, representing approximately 64% of high school campus staff. Table 1 provides a summary of respondents from Crockett by position type for the past 3 years.

Table 1. Survey Respondents for Crockett and All High School Campuses by Position Type, 2006-2007 through 2008-2009

| | Crockett | | | All HS |
	2006-2007	2007-2008	2008-2009	2008-2009
Teachers	77	52	86	**1,033 (72%)**
Administrators and non-teaching professional	4	0	4	**147 (66%)**
Classified/support staff	28	40	9	**248 (32%)**
Unspecified	16	31	8	**127**
Total	**125**	**93**	**107**	**1,555 (64%)**

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

RESULTS FOR CROCKETT HIGH SCHOOL

Survey results for Crockett 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 (   ).[5] To help put results in context, 2008-2009 results also are provided for all AISD High School campus staff. Table 2 provides an overview of the results for Crockett 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 Crockett's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Crockett'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). Crockett'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 Crockett and All High Schools for School Climate, PBS, and Safety

Subscale	Crockett

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 Crockett was Professional Teacher Behavior**.

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 Crockett and for all High Schools are shown in Table 4.

Table 4. Collegial Leadership for Crockett and All High School Campuses

Collegial Leadership	Crockett			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.40	2.80	2.88	**3.05**
10. The principal puts suggestions made by faculty into operation.	2.16	2.68	2.51	2.81
11. The principal treats all faculty members as his or her equal.	2.10	**3.00**	2.66	2.98
16. The principal lets faculty know what is expected of them.	2.84	**3.00**	**3.10**	**3.30**
18. The principal is willing to make changes.	2.59	2.92	**3.20**	2.99
22. The principal maintains definite standards for performance.	2.68	2.93	**3.04**	**3.29**
35. The principal is friendly and approachable.	2.21	**3.13**	2.80	**3.23**
Collegial Leadership Subscale	2.41	2.96	2.87	**3.09**

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

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 Crockett 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 Crockett and for all High Schools are shown in Table 6.

Table 6. Achievement Press for Crockett and All High School Campuses

Achievement Press	Crockett			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	2.65	2.74	2.85	**3.53**

General Climate. These items measure the extent to which all campus staff are friendly towards each other and work towards clear,

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 (*never happens*) to 4 (*happens daily*). The individual item and average subscale scores for Crockett and for all High Schools are shown in Table 8. Items with *high* average responses (above 2.0) should be prioritized for improvement.

Table 8. Undesirable Student Behaviors for Crockett and All High School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Crockett

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 Crockett and All High School Campuses

Positive Behavior Support	Crockett 2008-2009		All HS 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.	29%	49%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	27%	41%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	30%	41%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	20%	59%	23%	51%
Average percentage	**27%**	**48%**	**14%**	**67%**