KEY FINDINGS FOR CLIMATE SUBSCALE RESULTS

Scores for Overall Climate and each climate subscale are reported in Table 2. Scores greater than 3.0 are considered to be "positive," scores between 2.5 and 3.0 are "fair," and scores below 2.5 are "not positive." Despite some fluctuations in item level responses and some slight increases and decreases in average subscale scores compared with the prior year, most climate subscale scores did not change meaningfully.<sup>1</sup>

Consistent with previous data from AISD and with other climate research (see Schmitt, 2006), school climate continues to be rated more positively overall among elementary campuses than among secondary campuses. Scores for *Safety*, *Collegial Leadership*, *Community Engagement*, and *Achievement Press* varied the most by campus level, while

## **CAMPUS CLIMATE SUBSCALE RESULTS**

In the tables that follow, results for each climate subscale are presented by campus level, along with averages of scaled responses to each item. For the climate subscales in Tables 3 through 7, staff rated each item on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*)<sup>2</sup>

Compared to the prior year, Collegial Leadership scores fluctuated at the middle and high school levels. At the high school level, average responses to each item of Collegial Leadership were higher than in the previous year, resulting in an overall increase in the Collegial Leadership subscale average. In middle schools, staff generally reported less positive levels of Collegial Leadership in 2008-2009 when compared to 2007-2008, reverting back to the level reported in 2006-2007. The fluctuations in this subscale over the last few years at middle schools are due largely to changes in staff reports regarding the extent to which a "principal treats all faculty members as his or her equal" and a "principal explores all sides of topics and admits that other opinions exist."

## **PROFESSIONAL TEACHER BEHAVIOR**

*Professional Teacher Behavior* refers to the extent to which teachers are respectful of their colleagues' competence, committed to students, and cooperative with each other. Similar to prior years, Professional Teacher Behavior scores are in the positive range (above the desirable 3.0 level) for all campus levels in 2008-2009, suggesting that campus staff view teachers as supportive, respectful, cooperative, and dedicated to their students. Additional information about each item in the scale can be found in Table 4.

Ductossional Togehen		All EL			All HS				
Professional Teacher Behavior Items	06- 07	07- 08	08- 09	06- 07	07- 08	08- 09	06- 07	07- 08	08- 09
4. Teachers help and support each other.	3.26	3.28	3.29	3.28	3.23	3.23	3.04	3.14	3.23
12. Teachers respect the professional competence of their colleagues.	3.14	3.15	3.14	3.10	3.05	3.01	2.94	2.97	3.07
14. The interactions between faculty members are cooperative.	3.12	3.15	3.14	3.08	3.06	3.03	2.96	3.01	3.08
17. Teachers in this school exercise professional judgment.	3.25	3.25	3.26	3.20	3.14	3.14	3.06	3.06	3.14
21. Teachers "go the extra mile" with their students.	3.38	3.39	3.41	3.27	3.24	3.27	3.15	3.22	3.29
23. Teachers provide strong social support for colleagues.	3.06	3.09	3.10	3.03	3.00	2.95	2.75	2.87	2.95
33. Teachers accomplish their jobs with enthusiasm.	3.06	3.06	3.05	2.90	2.87	2.89	2.78	2.79	2.91
36. Teachers show commitment to their students.	3.48	3.47	3.47	3.33	3.29	3.28	3.18	3.26	3.28
Professional Teacher Behavior Subscale	3.21	3.25	3.22	3.14	3.13	3.09	2.97	3.07	3.11

## Table 4. Professional Teacher Behavior

Staff Climate Survey, 2008-2009 Publication Number 08.30 Department of Program Evaluation Austin Independent School District

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## **COMMUNITY ENGAGEMENT**

*Community Engagement* refers to the extent to which the school has fostered a productive relationship with its community and can count on involvement and support from parents and community members. This subscale also measures the degree to which the school provides the community with information about its accomplishments. Community Engagement is a new scale introduced in 2008-2009 intended to gauge the extent to which schools are connected to the community. The subscale scores for each school level were in the fair range, indicating opportunities exist for schools to improve their links to the community (Table 6).

Community Engagement		All EL			All MS			All HS	
Items	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
5. Our school makes an									
effort to inform the	_	_	3.24	_	_	3.09	_	_	3.05
community about our			3.47			5.07			5.05
goals and achievement.									
9. Our school is able to									
enlist community	-	-	2.87	-	-	2.73	-	-	2.75
support when needed.									
20. Teachers feel pressure	-	-	2.97	-	-	2.74	-	-	2.85
from the community.									
26. Select citizen groups			0.00			0.44			0.40
are influential with the board.	-	-	2.63	-	-	2.41	-	-	2.49
31. Community members									
attend meetings to stay									
informed about our	-	-	2.60	-	-	2.39	-	-	2.42
school.									
38. Organized community									
groups (e.g. PTA,	-	-	3.19	-	-	2.93	-	-	2.93
PTO) meet regularly to									
discuss school issues.									
<b>39. School staff are</b>									
responsive to the needs	-	-	3.05	-	-	2.84	-	-	2.84
and concerns expressed			2.00			2.01			2.51
by community									
members.									

## Table 6. Community Engagement

ratings reported in the two years prior. General Climate ratings have been relatively consistent over the last three academic years for elementary and middle schools; further information regarding item-level ratings for this scale can be found in Table 7.

## Table 7. General Climate Items

Additional General		All EL			All MS		All HS			
Climate Items	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09	
24. Campus staff are										
friendly to each other.										

	All EL			All MS			All HS	
06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
0.89	0.88	.82	1.66	1.63	1.69	1.74	1.50	1.47
1.71	1.66	1.65	2.52	2.35	2.50	2.15	1.78	1.81
0.93	0.95	.90	1.65	1.60	1.64	1.79	1.51	1.47
1.58	1.54	1.54	2.52	2.42	2.47	2.58	2.32	2.26
	0.89 1.71 0.93	06-0707-080.890.881.711.660.930.955	06-0707-0808-090.890.88.821.711.661.650.930.95.90	06-0707-0808-0906-070.890.88.821.661.711.661.652.520.930.95.901.65	06-0707-0808-0906-0707-080.890.88.821.661.631.711.661.652.522.350.930.95.901.651.60	06-0707-0808-0906-0707-0808-090.890.88.821.661.631.691.711.661.652.522.352.500.930.95.901.651.601.64	06-0707-0808-0906-0707-0808-0906-070.890.88.821.661.631.691.741.711.661.652.522.352.502.150.930.95.901.651.601.641.79	06-07 07-08 08-09 06-07 07-08 08-09 06-07 07-08   0.89 0.88 .82 1.66 1.63 1.69 1.74 1.50   1.71 1.66 1.65 2.52 2.35 2.50 2.15 1.78   0.93 0.95 .90 1.65 1.60 1.64 1.79 1.51

Table 8. Frequency of Undesirable Student Behaviors

In general, the majority of teachers and professionals at elementary and middle schools reported having used PBS strategies in a classroom/common area and being aware of PBS guidelines for success. In contrast, less than a third of teachers and professionals at high schools indicated agreement with these items. Approximately 80% of teachers at elementary and middle schools reported that they know how to refer students to campus resources compared to 60% of teachers at high schools. At least 75% of professionals at all campus levels reported having this ability.

	T	ſeacher	s	C	Classifie	d	Pro	Professional		
Positive Behavior Support Items	%	%	%	%	%	%	%	%	%	
	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A	
48. There is a Positive Behavior	13.5	62.6	3.3	6.5	50.5	10.7	18.6	60.5	5.4	
Support team on my campus.	10.0	02.0	0.0	0.0	00.0	10.7	10.0	00.0	0.1	
49. There is a behavior support team	05.4	44.0	0.0	40.0	44.0	40.0	00 7		0.0	
(other than PBS or IMPACT) on my	25.1	41.9	3.2	10.8	41.6	10.3	23.7	44.4	6.9	
campus. 50. I am aware of what the PBS team			l	ļ		l	ļ			
(or behavior support team) does on	11.9	57.7	9.8	16.4	37.3	14.9	8.1	58.5	16.8	
my campus.	11.3	51.1	0.0	10.4	01.0	1-1.3	0.1	00.0	10.0	
51. I am regularly updated about PBS	00 F	40.0	44.4	00 7	00.0	00 <del>7</del>		<u>م</u> کر د	04.0	
activities/process.	22.5	49.3	11.1	28.7	26.6	20.7	20.5	47.5	21.3	
52. I am aware of the PBS toolkit.	33.1	34.8	10.6	34.8	17.6	21.8	27.4	39.5	20.8	
53. I have used PBS strategies in the	15.3	60.1	10.2	26.2	21.2	32.1	12.2	52.8	26.4	
classroom/common area.	.0.0	50.1	.0.2	20.2	- 1.2	J. I		02.0	<b>L</b> U.T	
54. I attended a professional	04.0	440	<b>0</b> 4	00.0	45 0	00 F	00.4		40.0	
development session related to PBS	34.8	44.9	9.1	38.8	15.0	28.5	28.4	45.9	18.6	
this year. 55. I am aware of the PBS guidelines				l			ļ			
for success in the form of		_	l				ļ	_		
rules/expectations for one or more	18.6	56.6	9.9	30.9	25.0	23.6	16.2	54.5	19.8	
settings.			l	l		l				
56. I have taught students the							ļ —			
guidelines for success in the form of	6.3	86.4	3.5	23.9	25.8	36.8	8.9	64.9	23.4	
rules/expectations for one or more	0.5	00.4	0.0	20.9	20.0	00.0	0.3	04.3	20.4	
settings.				l			ļ			
57. I know how to refer students to			l	ļ		l	ļ			
campus resources such as IMPACT, behavior support specialists, School	4.8	86.1	1.5	21.9	31.3	28.4	2.9	82.7	8.9	
to Community Liaisons, etc.			l	l		l				
nt				l			ļ			
endable	15.1	73.5	1.0	11.6	50.5	16.9	6.5	78.3	2.9	
campus.										
59. I know how to refer students to										
external agencies (e.g. Communities	24.0	55.6	2.1	23.2	29.4 2	2				
in Schools, Safe Place, etc.)										

## Table 10. Positive Behavior Support for Elementary Schools

		[eacher			lassifie			ofessio		
Positive Behavior Support Items	%	% Voc	%	%	% V	% NT/A	%	% V	%	
48. There is a Positive Behavior	No	Yes	N/A	No	Yes	N/A	No	Yes	N/A	
Support team on my campus.	12.4	34.0	1.8	12.2	25.2	15.6	26.9	31.0	5.5	
49. There is a behavior support										
team (other than PBS or	9.2	33.5	1.9	8.8	25.2	14.3	22.2	38.9	4.2	
IMPACT) on my campus.	0.2	00.0	1.0	0.0	20.2	11.0		00.0	1.2	
50. I am aware of what the PBS										
team (or behavior support team)	30.1	21.5	5.8	19.6	19.2	19.2	24.7	23.9	21.8	
does on my campus.										
51. I am regularly updated about	47.3	12.6	7.4	33.1	10.6	24.2	40.1	17.6	21.1	
PBS activities/process.										
52. I am aware of the PBS toolkit.	46.9	14.8	6.9	36.4	9.8	24.2	42.9	16.9	22.5	
53. I have used PBS strategies in	34.9	27.5	6.4	28.3	12.0	30.5	32.6	15.6	36.2	
the class-room/common area.										
54. I attended a professional development session related to	47.9	23.6	5.9	39.9	8.6	29.2	51.4	14.1	24.7	
PBS this year.	47.9	23.0	5.9	39.9	0.0	29.2	51.4	14.1	24.7	
55. I am aware of the PBS										
guidelines for success in the form	45.0	40.4	0.0	00.0	44.0	07.0	40.0	40.0	05.0	
of rules/expectations for one or	45.9	19.1	6.0	36.0	11.0	27.9	40.6	19.6	25.9	
more settings.										
56. I have taught students the										
guidelines for success in the form	19.3	65.5	2.9	25.5	20.4	35.7	18.1	37.5	34.7	
of rules/expectations for one or			-		-		_		-	
more settings. 57. I know how to refer students to										
campus resources such as										
IMPACT, behavior support	17.5	60.9	1.3	25.0	35.2	19.5	8.9	75.9	8.3	
specialists, School to Community		0010			00.2		0.0		0.0	
Liaisons, etc.										
58. I feel there is consistent										
reinforcement of commendable	34.1	43.9	1.2	20.6	38.2	14.3	20.9	55.2	4.2	
student behavior on my campus.										
<b>59.</b> I know how to refer students to										
external agencies such as	23.1	58.1	0.8	22.0	44.1	16.5	11.2	78.3	4.2	
Communities in Schools, Safe	20.1	00.1	0.0	22.0		10.0		10.0		
Place, etc.										
PBS Subscale	23.5	57.1	1.6	23.3	34.5	21.5	14.8	61.7	12.9	

Note. Staff responded to each item using one of the four response options (No, Yes, Not Sure, or Not Applicable). The percent of staff who responded "Not Sure" are not presented. As a result, the percentages presented due not total to 100% of responding staff.

#### APPENDIX

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## Appendix A. Elementary Climate Scores by Campus

*Note:* Arrows represent the desirability of the mean score: =3.0 or above, =2.75-3.0, =2.5-2.75 =below 2.5.

The +/- symbols indicate statistically meaningful increases or decreases from the previous school year.

	Community									~ ~		Behavior	Overall	#
School	Engagement									Safety		langagement	Climate	Surveys
All EL	2.94		3.09	3.23		2.94	4			3.13		3.23	3.10	4,160
Norman	2.80		3.54 + 🏠	3.17	+ 📈	2.90	+	-		3.16		3.52	3.13	43
Oak Hill	3.26		3.28	3.36		3.16				3.45		3.55	3.31	63
Oak Springs	2.57		2.78 - 🏹	2.98		2.51	- 🥇			2.70		3.05	2.77	43
Odom	2.71	$\mathbf{x}$	2.76 + 🏠	3.31		2.80	+ 🖞		<	2.83		3.10	2.93	44
Ortega	2.94		3.03 - 🏠	3.24	- 📈	2.97		-		3.29		3.18	3.14	34
Overton	2.98		3.33 + 🏠	3.26	$\sim$	2.98	+		10	2.93 🖉		3.20	1.13	69
Palm	2.64	$\mathbf{x}$	2.86 🏠	3.07		2.61			10	2.77	Ŷ	3.22	2.83	68
Pease	3.48		3.42 🏠	3.51		3.35	4			2.43		3.50	3.44	26
Pecan Springs		$\overline{\mathbf{P}}$	2.44 - 🏠	3.19	$\geq$	2.67	- 4		<	2.76	$\sim$	2.76	2.75 📈	61
Perez	2.84	$\sim$	2.91 + 🌽	2.84		2.78	+ 🦉		<	2.99 📈	$\sim$	2.83	2.88 📈	81
Pickle	4 2.41		2.51 - 対	2.56	- 🕹	2.43		-	- <	2.78 📈	$\sim$	2.93	2.52 🎽	59
Pillow	3.47		3.59 🏠	3.62		3.28	4			2.49		3.78	3.53	52
Pleasant Hill	2.73		3.14 + 📈	2.98	$\searrow$	2.65	+ 🦉			2.15		3.20	2.92 📈	64
Reilly	3.00		3.29 😭	3.42	- 🎓	3.08	4	-		2.53		3.61	3.28	44
Ridgetop	3.20			3.53	+ 🏠	3.03	+ 🖞			2.23		3.40	3.36	25
Rodriguez	2.56			3.15	+ 🕥	2.71	4	-		2.72 🞽		3.14	2.91 📈	85
Sanchez	2.76		3.14 🛛 📈	2.96	+ 🕥	2.66	$\langle$		2	3.09 🏠		3.13	2.93 📈	48
Sims	2.62		3.12 🛛 📈	2.96	$\searrow$	2.67	$\mathbf{i}$		<	2.76 📈	$\sim$	2.81	2.90	45
St. Elmo	2.84	$\sim$	3.00 + 🏠	3.33	+ 📈	2.91	4	-		3.48 🕋		3.58	3.14	37
Summit	3.24		3.09 + 🏠	3.49		3.22	4	48		2.29		3.24	3.33	74
Sunset Valley	2.78		-	3.31	$\sim$	2.89	4		+ 4			3.27	1.16	37
<b>Travis Heights</b>		₽		3.10	$\sim$	2.77	+ 🥇		<	2.64 🞽	$\searrow$	2.75	2.80 📈	55
Walnut Creek	2.43	$\searrow$	2.56 - 📈	2.87	- 🗸	2.48	- 🥇	78P	ease	$\sim$	$\sim$		$\searrow$	
	$\sim$		$\sim$		$\searrow$		4			$\sim$	$\sim$		$\sim$	
							4							
	$\mathbf{P}$				$\searrow$		$\sim$			$\sim$	$\searrow$		$\sim$	
		$\sim$	$\sim$		$\sim$		$\sim$			$\sim$			$\sim$	
	$\sim$	$\sim$			$\searrow$		$\sim$			$\sim$	$\searrow$		$\sim$	
	$\sim$				$\sim$		4							
		1					4		2		1			

Appendix A. Elementary Climate, Continued

*Note:* Arrows represent the desirability of the mean score: =3.0 or above, =2.75-3.0, =2.5-2.75 =below 2.5.

The +/- symbols indicate statistically meaningful increases or decreases from the previous school year.

Staff Climate Survey, 200

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# AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS Pascal D. Forgione, Jr., Ph.D.

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