

AISD



AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

Survey Report

DOBIE MIDDLE 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, 1,322 middle school staff responded to the survey, representing approximately 64% of middle school campus staff. Table 1 provides a summary of respondents from Dobie by position type for the past 3 years.

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

	Dobie			All MS 2008-2009
	2006-2007	2007-2008	2008-2009	
Teachers	34	46	31	870 (73%)
Administrators and non-teaching professional	6	7	7	112 (55%)
Classified/support staff	14	21	8	274 (42%)

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

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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 Dobie was General Climate**. Examine the individual items that make up General Climate 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 Dobie 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

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 Dobie and for all Middle School schools are shown in Table 4.

Table 4. Collegial Leadership for Dobie and All Middle School Campuses

Collegial Leadership	Dobie			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	3.14	3.33	3.19	3.05
10. The principal puts suggestions made by faculty into operation.	2.82	2.99	2.80	2.81
11. The principal treats all faculty members as his or her equal.	3.04	3.24	3.14	2.98
16. The principal lets faculty know what is expected of them.	3.30	3.35	3.24	3.30
18. The principal is willing to make changes.	3.14	3.16	2.98	2.99
22. The principal maintains definite standards for performance.	3.16	3.27	3.20	3.29
35. The principal is friendly and approachable.	3.26	3.48	3.40	3.23
Collegial Leadership Subscale	3.10	3.28	3.13	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. 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 Dobie and for all Middle School schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Dobie and All Middle School Campuses

Professional Teacher Behavior	Dobie			All MS
	2006-2007	2007-2008	2008-2009 I	

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 Dobie 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 Dobie and for all Middle School schools are shown in Table 6.

Table 6. Achievement Press for Dobie and All Middle School Campuses

Achievement Press	Dobie			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.05	3.35	3.57	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.07	3.35	3.15	3.40
7. Parents exert pressure to maintain high standards.	1.63	1.77	1.78	2.44
8. Academic achievement is recognized and acknowledged by the school.	2.96	3.43	3.45	3.27

extent to which all campus staff are friendly
 mon goals. The individual item and subscale
 tools are shown in Table 7.

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Dobie			All MS
2006-2007	2007-2008	2008-2009	2008-2009
3.13	2.97	3.02	3.28

2.75 2.88 3.11á n2 scn486.24 630.18 59.16 16.

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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 Dobie and for all Middle School 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 Dobie and All Middle School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Dobie			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	1.75	1.50	1.38	.82
41. Student bullying	2.83	2.23	2.30	1.65
42. Widespread disorder in classrooms	2.38	1.40	1.57	.90
43. Student acts of disrespect for Teachers	3.07	2.17	2.21	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.98	1.96	1.89	1.42
45. Student acts of disrespect for Classified or Support Staff	2.81	1.83	1.85	1.37
46. Gang activities	2.00	1.49	1.74	.38

Note: It is desirable to have a response of less than 2.0; responses of 2.0 or greater are noted in **red**.

Behavior Management. These items measured staff satisfaction with the way that student behavior was managed on your campus. The items were rated on a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). The individual item and average subscale scores for Dobie and all Middle School schools are shown in Table 9.

Table 9. Behavior Management for Dobie and All Middle School Campuses

How satisfied are you with the way your campus addresses:	Dobie	All MS
	2008-2009	2008-2009
47a. Student Behavior	3.09	3.13
47b. Classroom Management	3.11	3.31
47c. Common Area Management	3.21	3.35
Behavior Management subscale	3.14	3.23

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold. These items were asked for the first time in 2008-2009.

