

AISD



AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

Survey Report

HIGHLAND PARK 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 Highland Park by position type for the past 3 years.

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

	Highland Park			All EL 2008-2009
	2006-2007	2007-2008	2008-2009	
Teachers	30	40	43	2,849 (85%)
Administrators and non-teaching professional	5	9	9	378 (66%)

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

RESULTS FOR HIGHLAND PARK ELEMENTARY

Survey results for Highland Park 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 (↑ ↓).³² 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 Highland Park 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 Highland Park’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Highland Park’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). Highland Park’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 Highland Park and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	Highland Park			All EL
	2006-2007	2007-2008	2008-2009	2008-2009

Collegial Leadership

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 Highland Park and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Highland Park and All Elementary Campuses

Professional Teacher Behavior	Highland Park			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.38	3.40	3.33	3.29
12. Teachers respect the professional competence of their colleagues.	3.19	3.11	3.14	3.14
14. The interactions between faculty members are cooperative.	3.30	3.06	3.25	3.14
17. Teachers in this school exercise professional judgment.	3.28	3.26	3.37	3.26
21. Teachers “go the extra mile” with their students.	3.55	3.49	3.55	3.41

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 Highland Park 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 Highland Park and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Highland Park and All Elementary Campuses

Achievement Press	Highland Park			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.70	3.78	3.83	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.67	3.74	3.72	3.40
7. Parents exert pressure to maintain high standards.	3.45	3.60	3.69	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.64	3.60	3.58	3.27
13. Parents press for school improvement.	3.24	3.39	3.53	2.38
15. Students in this school can achieve the goals that have been set for them.	3.46	3.53	3.42	3.13
19. Students respect others who get good grades.	3.26	3.33	3.29	3.02
25. Students seek extra work so they can get good grades.	2.59	2.55	2.55	2.25
32. Students try hard to improve on previous work.	2.74	2.92	3.04	2.72
34. The learning environment is orderly and serious.	3.08	3.33	3.34	3.12
Achievement Press subscale	3.33	3.39	3.42	2.94

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

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

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 Highland Park and for all elementary 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 Highland Park and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Highland Park			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.44	0.53	0.38	.82
41. Student bullying	1.57	1.35	1.56	1.65
42. Widespread disorder in classrooms	0.41	0.36	0.47	.90
43. Student acts of disrespect for Teachers	1.06	1.03	1.04	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.86	0.90	1.04	1.42
45. Student acts of disrespect for Classified or Support Staff	1.02	0.97	1.05	1.37
46. Gang activities	0.02	0.06	0.12	.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 Highland Park and all elementary schools are shown in Table 9.

Table 9. Behavior Management for Highland Park and All Elementary Campuses

How satisfied are you with the way your campus addresses:	Highland Park 2008-2009	All EL 2008-2009
47a. Student Behavior	3.58	3.13
47b. Classroom Management	3.71	3.31
47c. Common Area Management	3.60	3.35
Behavior Management subscale	3.63	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.

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 Highland Park and All Elementary Campuses

Positive Behavior Support	Highland Park		All EL	
	2008-2009		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.	19%	58%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	10%	69%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	7%	69%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	21%	46%	23%	51%
Average percentage	14%	61%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results