



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

Survey Report LASA 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 LASA by position type for the past 3 years.

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

	LASA			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
Teachers	n/a	44	39	1,033 (72%)
Administrators and non-teaching professional	n/a	1	4	147 (66%)
Classified/support staff	n/a	5	1	248 (32%)
Unspecified	n/a	2	1	127
Total	n/a	52	45	1,555 (64%)

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

RESULTS FOR LASA HIGH SCHOOL

Survey results for LASA 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 ().¹⁰ 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 LASA 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 LASA's Overall Climate score was over 3.0, the staff viewed the school environment positively. If LASA'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). LASA'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 LASA and All High Schools for School Climate, PBS, and Safety

Subscale

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 LASA was Behavior Management.**

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

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

Collegial Leadership	LASA			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	n/a	2.33	3.07	3.05
10. The principal puts suggestions made by faculty into operation.	n/a	2.21	2.89	2.81
11. The principal treats all faculty members as his or her equal.	n/a	2.37	2.95	2.98
16. The principal lets faculty know what is expected of them.	n/a	2.52	3.02	3.30
18. The principal is willing to make changes.	n/a	2.52	3.00	2.99
22. The principal maintains definite standards for performance.	n/a	2.61	3.09	3.29
35. The principal is friendly and approachable.	n/a	2.77	3.40	3.23
Collegial Leadership Subscale	n/a	2.51	3.06	3.09

Note.

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 LASA and for all High Schools are shown in Table 5.

Table 5. Professional Teacher Behavior for LASA and All High School Campuses

Professional Teacher Behavior	LASA			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	n/a	3.12	3.40	3.29
12. Teachers respect the professional competence of their colleagues.	n/a	2.98	3.36	3.14
14. The interactions between faculty members are cooperative.	n/a	2.90	3.34	3.14
17. Teachers in this school exercise professional judgment.	n/a	3.08	3.23	3.26
21. Teachers “go the extra mile” with their students.	n/a	3.33	3.36	3.41
23. Teachers provide strong social support for colleagues.	n/a	2.65	3.13	3.10
33. Teachers accomplish their jobs with enthusiasm.	n/a	2.94	3.13	3.05
36. Teachers show commitment to their students.	n/a	3.27	3.47	3.47
Professional Teacher Behavior subscale	n/a	3.07	3.30	3.22

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

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 LASA 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

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 LASA and for all High Schools are shown in Table 7.

Table 7. General Climate for LASA and All High School Campuses

General Climate	LASA			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	n/a	2.98	3.47	3.28
27. Campus staff exhibit pride in their affiliation with the school.	n/a	3.02	3.27	3.17
28. Campus staff are willing to go out of their way to help.	n/a	2.98	3.16	3.18
29. Campus staff accomplish their jobs with enthusiasm.	n/a	2.82	3.09	3.05
30. Campus staff are committed to their jobs.	n/a	2.96	3.25	3.30
37. The goals of my school are made clear.	n/a	2.45	3.00	3.32
General Climate subscale	n/a	2.76	3.20	3.21

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

