

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 Kocurek and All Elementary Campuses

Positive Behavior Support	Kocurek 2008-2009		All EL 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.	3%	74%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	8%	69%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	18%	58%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	28%	38%	23%	51%
Average percentage	14%	60%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L. (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.

Schmitt, L. (2006). *E-Team report: How does school climate related to academic achievement in AISD, and what can we learn from these relationships?* (Publication 06.02). Austin, TX: Austin Independent School District Department of Program Evaluation.

Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate: The interplay between interpersonal relationships and student achievement. *Journal of School Leadership*, 16, 386-415.

AISD



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

Survey Report

LANGFORD 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 Langford by position type for the past 3 years.

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

	2006-2007	Langford 2007-2008	2008-2009	All EL 2008-2009
Teachers	53	49	48	2,849 (85%)
Administrators and non-teaching professional	8	5	6	378 (66%)
Classified/support staff	11	0	13	774 (50%)
Unspecified	12	5	4	215
Total	84	59	71	4,216 (77%)

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

R

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 Langford and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Langford and All Elementary Campuses

Collegial Leadership	Langford			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.66	1.81 ^â	2.59 ^á	3.05
10. The principal puts suggestions made by faculty into operation.	2.47	2.02 ^â	2.30 ^á	2.81
11. The principal treats all faculty members as his or her equal.	2.69	1.78 ^â	2.27 ^á	2.98
16. The principal lets faculty know what is expected of them.	2.70	2.67	3.20^á	3.30
18. The principal is willing to make changes.	2.64	2.06 ^â	2.45 ^á	2.99
22. The principal maintains definite standards for performance.	2.81	2.47 ^â	3.00^á	3.29
35. The principal is friendly and approachable.	2.90	2.16 ^â	2.76 ^á	3.23
Collegial Leadership Subscale	2.69	2.05 ^â	2.68 ^á	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

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 Langford 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 Langford and for all elementary schools are shown in Table 6.

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 Langford and for all elementary schools are shown in Table 7.

Table 7. General Climate for Langford and All Elementary Campuses

General Climate	Langford	All EL
-----------------	----------	--------

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 Langford 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 Langford and All Elementary Campuses [EHAproveprovement](#)