

AISD



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

Survey Report

LANIER 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 Lanier by position type for the past 3 years.

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

RESULTS FOR LANIER HIGH SCHOOL

Survey results for Lanier 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 ().⁹ 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 Lanier by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive relationships among administrators, staff, teacher

Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and frie

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

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

Professional Teacher Behavior	Lanier			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	2.88	3.12	3.04	3.29
12. Teachers respect the professional competence of their colleagues.	2.73	2.89	2.88	3.14
14. The interactions between faculty members are cooperative.	2.69	2.92	2.94	3.14
17. Teachers in this school exercise professional judgment.	2.86	2.95	3.00	3.26
21. Teachers “go the extra mile” with their students.	3.07	3.27	3.18	3.41
23. Teachers provide strong social support for colleagues.	2.51	2.79	2.63	3.10
33. Teachers accomplish their jobs with enthusiasm.	2.66	2.73	2.80	3.05
36. Teachers show commitment to their students.	3.08	3.21	3.14	3.47
Professional Teacher Behavior subscale	2.82	2.98	2.92	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 Lanier 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 Lanier and for all High Schools are shown in Table 6.

Table 6. Achievement Press for Lanier and All High School Campuses

Achievement Press	Lanier			All HS
	2006-2007	2007-2008	2008-2009	2008-2009

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

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

General Climate	Lanier	All HS
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