

AISD



AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

Survey Report

LINDER 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 Linder by position type for the past 3 years.

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

	Linder			All EL 2008-2009
	2006-2007	2007-2008	2008-2009	
Teachers	47	28	23	2,849 (85%)
Administrators and non-teaching professional	5	4	6	378 (66%)
Classified/support staff	14	2	4	774 (50%)
Unspecified	9	1	3	215
Total	75	35	36	4,216 (77%)

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

RESULTS FOR LINDER ELEMENTARY

Survey results for Linder 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 (↑ ↓).⁴¹ 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 Linder 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 Linder’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Linder’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). Linder’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 Linder and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Linder 2007-2008	2008-2009	All EL 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.40	2.93
Collegial Leadership	3.09	2.60	2.93	3.05
Professional Teacher Behavior	3.13	2.98	3.11	3.25
Achievement Press	2.76	2.59	2.69	2.87
General Climate	3.08	2.95	3.06	3.17
Overall Climate average	n/a	n/a	2.89	3.08
Behavior Management	n/a	n/a	3.11	3.23
PBS	n/a	n/a	60%	67%

Note: Changes were made to the items included in the computation of Overall Climate, PBS, and Safety for 2008-2009.

In the tables that follow, please review the individual items that make up each subscale with particular attention to how Linder’s averages changed or remained consistent over time. Please share the results of this report with all campus staff and Campus Advisory Council to inform campus improvement planning.

⁴¹ Effect sizes (Cohen’s d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-08 to 2008-09. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d ≥ .18.

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

Table 4. Collegial Leadership for Linder and All Elementary Campuses

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 Linder and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Linder and All Elementary Campuses

Professional Teacher Behavior	Linder			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.12	2.97 ^a	3.21^a	3.29
12. Teachers respect the professional competence of their colleagues.	3.11	2.82 ^a	2.91	3.14
14. The interactions between faculty members are cooperative.	3.08	2.94 ^a	3.11^a	3.14
17. Teachers in this school exercise professional judgment.	3.04	3.06	3.22^a	3.26
21. Teachers “go the extra mile” with their students.	3.21	3.09	3.14	3.41
23. Teachers provide strong social support for colleagues.	2.96	2.61 ^a	2.97 ^a	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.07	2.80 ^a	2.92	3.05
36. Teachers show commitment to their students.	3.44	3.23^a	3.33	3.47
Professional Teacher Behavior subscale	3.13	2.98 ^a	3.11	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 Linder 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 Linder and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Linder and All Elementary Campuses

Achievement Press	Linder			All EL 2008-2009
	2006-2007	2007-2008	2008-2009	
3. The school sets high standards for academic performance.	3.30	3.33	3.40	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.18	3.21	3.25	3.40
7. Parents exert pressure to maintain high standards.	2.07	1.77â	1.94â	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.06	2.86â	2.69â	3.27
13. Parents press for school improvement.	1.99	1.56â	2.03â	2.38
15. Students in this school can achieve the goals that have been set for them.	2.89	2.82	3.03â	3.13
19. Students respect others who get good grades.	2.91	2.52â	2.82â	3.02
25. Students seek extra work so they can get good grades.	2.10	2.00	2.06	2.25
32. Students try hard to improve on previous work.	2.72	2.58â	2.64	2.72
34. The learning environment is orderly and serious.	3.06	2.77â	3.03â	3.12
Achievement Press subscale	2.76	2.59â	2.69	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 averages for Linder and for all elementary schools are shown in Table 7.

Table 7. General Climate for Linder and All Elementary Campuses

General Climate	Linder			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.20	2.97	3.14	3.28
27. Campus staff exhibit pride in their affiliation with the school.				

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 (

