

AISD



AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

Survey Report

MCBEE 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 McBee by position type for the past 3 years.

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

	McBee			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
Teachers	41	35	47	2,849 (85%)
Administrators and non-teaching professional	5	3	11	378 (66%)

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

RESULTS FOR MCBEE ELEMENTARY

Survey results for McBee 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 (↑ ↓).⁴⁵ 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 McBee 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 McBee’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If McBee’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). McBee’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 McBee and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	McBee 2007-2008	2008-2009	All EL 2008-2009
School Climate subscales				

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Professional Teacher

Teacher Behavior and
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McBee 2008-2009	All EL 2008-2009
2.86	3.24
2.43	2.87
2.38	2.97
2.13	2.63
2.21	2.60
2.94	3.19

31. Community members attend meetings to stay informed about our school.

38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.

39. School staff.

6 16/TT2 1 Tf32.0929 1.459 TD0.0024 Tc 281.1 74.88 16.022 TD0..02 refBT/TT68 324.6 16.02 ref76

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

Table 4. Collegial Leadership for McBee and All Elementary Campuses

Collegial Leadership	McBee			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.88	2.67	2.97	3.05
10. The principal puts suggestions made by faculty into operation.	2.47	2.44	2.72	2.81
11. The principal treats all faculty members as his or her equal.	2.93	2.89	2.93	2.98
16. The principal lets faculty know what is expected of them.	3.10	3.16	3.19	3.30
18. The principal is willing to make changes.	2.67	2.67	2.83	2.99
22. The principal maintains definite standards for performance.	3.24	3.22	3.24	3.29
35. The principal is friendly and approachable.	2.95	3.00	3.04	3.23
Collegial Leadership Subscale	2.89	2.92	3.01	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 individual item and average subscale scores for McBee and for all elementary schools are shown in Table 5.

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

Professional Teacher Behavior	McBee			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.26	3.09	3.28	3.29
12. Teachers respect the professional competence of their colleagues.	3.09	3.00	3.05	3.14
14. The interactions between faculty members are cooperative.	3.03	2.98	2.92	3.14
17. Teachers in this school exercise professional judgment.	3.24	2.96	3.03	3.26
21. Teachers “go the extra mile” with their students.	2.98	3.13	3.17	3.41
23. Teachers provide strong social support for colleagues.	2.95	2.89	2.85	3.10
33. Teachers accomplish their jobs with enthusiasm.	2.80	2.87	2.79	3.05
36. Teachers show commitment to their students.	3.14	3.27	3.21	3.47
Professional Teacher Behavior subscale	3.04	3.00	3.04	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 McBee has set high but achievable academic standards and goals. In addition, this subscale measured the extent to which parents, teachers, and principals exert pressure fo

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR S

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 McBee and All Elementary Campuses

Positive Behavior Support	McBee 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.	9%	63%	10%	72%
57. I know how to refer students to campus resources such as				