

AISD



Survey Report

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

MCCALLUM 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 FOR MCCALLUM HIGH SCHOOL

Survey results for McCallum 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 ().¹² 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 McCallum 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 McCallum's Overall Climate score was over 3.0, the staff viewed the school environment positively. If McCallum'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). McCallum'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 McCallum and All High Schools for School Climate, PBS, and

SCHOOL CLIMATE DIMENSIONS

The first step in improving campus climate is

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

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

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

Professional Teacher Behavior	McCallum			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.08	3.13	3.20	3.29
12. Teachers respect the professional competence of their colleagues.	3.06	3.05	3.13	3.14

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 McCallum 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 McCallum and for all High Schools are shown in Table 6.

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

Achievement Press	McCallum			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.16			

General Climate.

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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 McCallum and All High School Campuses

Positive Behavior Support	McCallum 2008-2009		All HS 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.	13%	63%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	16%	62%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	30%	40%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	22%	56%	23%	51%
Average percentage	21%	55%	14%	67%

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