

AISD



AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

Survey Report

MENDEZ MIDDLE 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, 1,322 middle school staff responded to the survey, representing approximately 64% of middle school campus staff. Table 1 provides a summary of respondents from Mendez by position type for the past 3 years.

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

	2006-2007	Mendez 2007-2008	2008-2009	All MS 2008-2009
Teachers	66	50	68	870 (73%)
Administrators and non-teaching professional	7	4	13	112 (55%)

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

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 Mendez and for all Middle School schools are shown in Table 4.

Table 4. Collegial Leadership for Mendez and All Middle School Campuses

Collegial Leadership	Mendez			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.72	2.67	2.66	3.05
10. The principal puts suggestions made by faculty into operation.	2.76	2.57	2.43	2.81
11. The principal treats all faculty members as his or her equal.	2.59	2.32	2.41	2.98
16. The principal lets faculty know what is expected of them.	3.35	3.37	3.10	3.30
18. The principal is willing to make changes.	2.93	2.60	2.72	2.99
22. The principal maintains definite standards for performance.	3.21	3.14	3.03	3.29
35. The principal is friendly and approachable.	2.76	2.62	2.63	3.23
Collegial Leadership Subscale	2.90	2.81	2.69	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 Mendez and for all Middle School schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Mendez and All Middle School Campuses

Professional Teacher Behavior	Mendez			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.42	3.24	3.18	3.29
12. Teachers respect the professional competence of their colleagues.	3.11	2.89	2.95	3.14
14. The interactions between faculty members are cooperative.	3.14	2.90	2.92	3.14
17. Teachers in this school exercise professional judgment.	3.33	3.04	3.13	3.26
21. Teachers “go the extra mile” with their students.	3.36	3.26	3.22	3.41
23. Teachers provide strong social support for colleagues.	3.11	2.91	2.89	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.01	2.76	2.74	3.05
36. Teachers show commitment to their students.	3.35	3.21	3.17	3.47
Professional Teacher Behavior subscale	3.23	3.08	2.98	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.

General Climate.

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 Mendez and for all Middle School 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 Mendez and All Middle School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Mendez			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	1.29	1.43	1.52	.82

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 Mendez and All Middle School Campuses

Positive Behavior Support	Mendez 2008-2009		All MS 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.	11%	71%	10%	72%