

AISD



Survey Report

AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

PAREDES 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 subscales in each was 78.4 (n=447) and 75.8 (n=470) respectively.

RESULTS FOR PAREDES MIDDLE SCHOOL

Survey results for Paredes for the past 3 years are summarized here. To indicate which

SCHOOL CLIMATE DIMENSIONS

The first step in improving campus climate is to look at the score for each of the Climate subscales (Table 2). These scores can help in id

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

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

Collegial Leadership	Paredes			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.94	2.92	2.91	3.05
10. The principal puts suggestions made by faculty into operation.	2.54	2.53	2.67	2.81
11. The principal treats all faculty members as his or her equal.	2.70	2.74	2.92 ^a	2.98
16. The principal lets faculty know what is expected of them.	3.12	3.31^a	3.17	3.30
18. The principal is willing to make changes.	2.89	2.73 ^a	3.05^a	2.99
22. The principal maintains definite standards for performance.	3.05	3.09	3.13	3.29
35. The principal is friendly and approachable.	3.15	3.15	3.19	3.23
Collegial Leadership Subscale	2.91	2.97	2.99	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 Paredes and for all Middle School schools are shown in Table 5.

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

Professional Teacher Behavior	Paredes	All MS
2006-2007		

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 Paredes 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 Paredes and for all Middle School schools are shown in Table 6.

Table 6. Achievement Press for Paredes and All Middle School Campuses

Achievement Press	Paredes			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.19	3.33	3.28	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.05	3.10	3.01	3.40
7. Parents exert pressure to maintain high standards.	1.91	2.04	1.88	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.00	3.15	3.05	3.27
13. Parents press for school improvement.	1.98	2.09	1.99	2.38
15. Students in this school can achieve the goals that have been set for them.	2.79	2.95	2.90	3.13
19. Students respect others who get good grades.	2.17	2.29	2.18	3.02
25. Students seek extra work so they can get good grades.	1.91	2.01	2.04	2.25
32. Students try hard to improve on previous work.	2.05	2.24	2.09	2.72
34. The learning environment is orderly and serious.	2.68	2.79	2.67	3.12
Achievement Press subscale	2.50	2.59	2.52	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 Paredes and for all Middle School schools are shown in Table 7.

Table 7. General Climate for Paredes and All Middle School Campuses

General Climate	Paredes			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.06	3.11	3.02	3.28
27. Campus staff exhibit pride in their affiliation with the school.	2.97	2.94	2.90	3.17
28. Campus staff are willing to go out of their way to help.	2.94	2.99	2.80	3.18
29. Campus staff accomplish their jobs with enthusiasm.	2.78	2.83	2.74	3.05
30. Campus staff are committed to their jobs.	3.07	3.09	2.98	3.30
37. The goals of my school are made clear.	3.12	3.19	3.15	3.32
General Climate subscale	2.92	2.97	2.93	3.21

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

SCHOOL SAFETY, BEHAVIOR

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 Paredes and All Middle School Campuses

Positive Behavior Support	Paredes 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%	65%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	19%	60%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	35%	41%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	21%	55%	23%	51%
Average percentage	21%	55%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results