

AISD



AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF CLIMATE SURVEY RESULTS 2008-2009

Survey Report

PEASE 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 Pease by position type for the past 3 years.

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

	Pease			All EL 2008-2009
	2006-2007	2007-2008	2008-2009	
Teachers	17	14	15	2,849 (85%)
Administrators and non-teaching professional	1	4	3	378 (66%)
Classified/support staff	2	8	4	774 (50%)
Unspecified	1	3	4	215

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

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

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



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 Pease 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 Pease and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Pease and All Elementary Campuses

Achievement Press	Pease			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.91	3.83	3.74	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.62	3.79	3.87	3.40
7. Parents exert pressure to maintain high standards.	2.95	2.93	2.91	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.62	3.72	3.65	3.27
13. Parents press for school improvement.	2.67	2.83	3.05	2.38
15. Students in this school can achieve the goals that have been set for them.	3.05	3.31	3.48	3.13
19. Students respect others who get good grades.	2.90	3.35	3.57	3.02
25. Students seek extra work so they can get good grades.	2.00	2.54	2.81	3.48

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 Pease and for all elementary schools are shown in Table 7.

Table 7. General Climate for Pease and All Elementary Campuses

General Climate	Pease			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.40	3.69	3.44	3.28
27. Campus staff exhibit pride in their affiliation with the school.	3.29	3.55	3.68	3.17
28. Campus staff are willing to go out of their way to help.	3.14	3.52	3.70	3.18
29. Campus staff accomplish their jobs with enthusiasm.	2.95	3.48	3.57	3.05
30. Campus staff are committed to their jobs.	3.33	3.66	3.77	3.30
37. The goals of my school are made clear.	3.57	3.66	3.74	3.32
General Climate subscale	3.21	3.52	3.50	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 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 Pease and All Elementary Campuses

Positive Behavior Support	Pease 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.	8%	75%	10%	72%
57. I know how to refer students to campus resources such as				