

AISD



Survey Report

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

PICKLE 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 Pickle by position type for the past 3 years.

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

RESULTS FOR PICKLE PESULMESULYOR

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 identifying areas in which staff ratings were higher or lower than the desired subscale scores.

For 2008-2009, **the highest Climate subscale for Pickle was Behavior Management.** Examine the individual items that make up Behavior Management and identify those that are particularly positive. Make note of any item that has a score marked by an arrow that indicates it is statistically higher than scores for that item in previous years. Discuss this area of strength with staff and note the ways in which initiatives on campus have addressed these issues in particular during the current school year.

To improve campus climate, it is beneficial to focus on subscales with the lowest scores. For example, **for 2008-2009, the lowest Climate subscale for Pickle was Community Engagement.** Examine the individual items contributing to Community Engagement in the table below. Examine these individual items and their average responses to determine possible areas for campus improvement. Often, improving climate in one dimension will have a positive effect on other dimensions.

Each of the climate items was rated on a scale from **1** (*rarely occurs*) to **4** (*very frequently occurs*). Respondents also had the option of marking *N/A*; these responses were not used to compute the item averages.

Community Engagement. This subscale was new in 2008-2009 and consisted of 7 items that described the extent to which the school is responsive to and supported by outside influences, such as parents or citizen groups. The individual item and average subscale scores for Pickle and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Pickle and All Elementary Campuses

Community Engagement	Pickle 2008-2009	All EL 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	2.79	3.24
9. Our school is able to enlist community support when needed.	2.28	2.87
20. Teachers feel pressure from the community.	2.33	2.97
26. Select citizen groups are influential with the board.	2.15	2.63
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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 th

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

Table 6. Achievement Press for Pickle and All Elementary Campuses

Achievement Press	Pickle			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.26	3.17	2.93	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	2.97	3.20	2.95	3.40
7. Parents exert pressure to maintain high standards.	2.38	2.37	1.80	2.44
8. Academic achievement is recognized and acknowledged by the school.	2.94	2.93	2.60	3.27
13. Parents press for school improvement.	2.79	2.29	1.80	2.38
15. Students in this school can achieve the goals that have been set for them.	2.78	2.81	2.61	3.13
19. Students respect others who get good grades.	2.81	2.67	2.71	3.02
25. Students seek extra work so they can get good grades.	1.90	2.12	1.89	2.25
32. Students try hard to improve on previous work.	2.54	2.40	2.22	2.72
34. The learning environment is orderly and serious.	2.90	2.78	2.57	3.12
Achievement Press subscale	2.74	2.60	2.43	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 Pickle and for all elementary schools are shown in Table 7.

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND P

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 Pickle and All Elementary Campuses

Positive Behavior Support	Pickle		All EL	
	2008-2009		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%	64%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	13%	61%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	20%	50%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	21%	37%	23%	51%
Average percentage	16%	53%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L. (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

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