

AISD



Survey Report

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

SMALL 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 w(2003(h33)gU-18.595 -1.3

RESULTS FOR SMALL MIDDLE SCHOOL

Survey results for Small 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 (↑ ↓).

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 Small 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

Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with

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 Small and for all Middle School schools are shown in Table 5.

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

Professional Teacher Behavior	Small			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.34	3.42	3.43	3.29
12. Teachers respect the professional competence of their colleagues.	3.22	3.23	3.17	3.14
14. The interactions between faculty members are cooperative.	3.09	3.27	3.26	3.14
17. Teachers in this school exercise professional judgment.	3.36	3.31	3.29	3.26
21. Teachers “go the extra mile” with their students.	3.46	3.37	3.37	3.41
23. Teachers provide strong social support for colleagues.	3.12	3.18	3.19	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.15	3.09	3.10	3.05
36. Teachers show commitment to their students.	3.50	3.43	3.44	3.47
Professional Teacher Behavior subscale	3.26	3.30	3.27	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.

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 Small has set high but achievable

General Climate. These items measure the extent to which all campus staff are friendly towards each other and work towards clear,

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 Small 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 Small and All Middle School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Small			All M
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	1.13	1.24	1.04	.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 Small and All Middle School Campuses

Positive Behavior Support	Small 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.	13%	67%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	10%	64%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.				