

AISD



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

Survey Report

TRAVIS HIGH 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).

RESULTS FOR TRAVIS HIGH SCHOOL

Survey results for Travis 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 ().¹⁴ To help put results in context, 2008-2009 results also are provided for all AISD High School campus staff. Table 2 provides an overview of the results for Travis by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive relationships among administrators, staff, teachers, and students. If Travis’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Travis’s Overall Climate score was below 2.5, the campus did not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate. School Climate and Behavior Management subscale scores can be interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). Travis’s PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

Table 2. Subscale Scores for Travis and All High Schools for School Climate, PBS, and Safety

Subscale	Travis			All HS 2008-2009
	2006-2007	2007-2008	2008-2009	
School Climate subscales				
Community Engagement	n/a	n/a	2.38	2.93
Collegial Leadership	2.67	2.21	2.67	3.05
Professional Teacher Behavior	3.04	3.08	3.12	3.25
Achievement Press	2.27	2.20	2.40	2.87
General Climate	2.89	2.92	3.05	3.17
Overall Climate average	n/a	n/a	2.72	3.08
Behavior Management				

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 Travis was Professional Teacher Behavior**. Examine the individual items that make up Professional Teacher Behavior 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 Travis was Community**

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 Travis and for all High Schools are shown in Table 4.

Table 4. Collegial Leadership for Travis and All High School Campuses

Collegial Leadership	Travis			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.57	2.05	2.64	3.05
10. The principal puts suggestions made				

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 Travis and for all High Schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Travis and All High School Campuses

Professional Teacher Behavior	Travis			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.17	3.29	3.34	3.29
12. Teachers respect the professional competence of their colleagues.	3.06	2.94	2.96	3.14
14. The interactions between faculty members are cooperative.	3.05	3.09	3.06	3.14
17. Teachers in this school exercise professional judgment.	3.03	3.06	3.03	3.26
21. Teachers “go the extra mile” with their students.	3.11	3.40	3.29	3.41
23. Teachers provide strong social support for colleagues.	2.89	2.93	3.06	3.10
33. Teachers accomplish their jobs with enthusiasm.	2.81	2.76	2.90	3.05
36. Teachers show commitment to their students.	3.21	3.32	3.30	3.47
Professional Teacher Behavior subscale	3.04	3.08	3.12	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 Travis has set high but achievable academic standards and goals. In addition, this subscale measured the extent to which parents, teachers, and principals exert pressure fo

General Climate. These items measure the extent to which all campus staff are friendly

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 Travis and All High School Campuses

Positive Behavior Support	Travis		All HS	
	2008-2009		2008-2009	
	No	Yes	No	Yes