AISD

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

Survey Report   **HILL 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 aersiti, Profe AISD02 9icates

RESULTS FOR HILL ELEMENTARY

Survey results for Hill 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 (á â).[33] To help put results in context, 2008-2009 results also are provided for all AISD elementary campus staff. Table 2 provides an overview of the results for Hill 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 Hill's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Hill'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). Hill'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 Hill and All Elementary Campuses for School Climate, PBS, and Safety

| Subscale | Hill | | | All EL |
	2006-2007	2007-2008	2008-2009	2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	**3.46**	2.93
Collegial Leadership	**3.56**	**3.62**	**3.53**	**3.05**
Professional Teacher Behavior	**3.33**	**3.54**	**3.46**	**3.25**
Achievement Press	**3.28**	**3.28**	**3.32**	2.87
General Climate	**3.26**	**3.46**	**3.54**	**3.17**
Overall Climate average	n/a	n/a	**3.46**	**3.08**
Behavior Management	n/a	n/a	**3.35**	**3.23**
PBS	n/a	n/a	65%	**67%**

Note: Changes were made to the items included in the computation of Overall Climate, PBS, and Safety for 2008-2009.

In the tables that follow, please review the individual items that make up each subscale with particular attention to how Hill's averages changed or remained consistent over time. Please share the results of this report with all campus staff and Campus Advisory Council to inform campus improvement planning.

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[33] Effect sizes (Cohen's d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-08 to 2008-09. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d .18.

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 Hill and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Hill and All Elementary Campuses

Collegial Leadership	Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	3.62			

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

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

Professional Teacher Behavior	Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.22	3.61á	3.51	3.29
12. Teachers respect the professional competence of their colleagues.	3.22	3.46á	3.40	3.14
14. The interactions between faculty members are cooperative.	3.18	3.51á	3.43	3.14
17. Teachers in this school exercise professional judgment.	3.42	3.61á	3.48	3.26
21. Teachers "go the extra mile" with their students.	3.72	3.67	3.70	3.41
23. Teachers provide strong social support for colleagues.	3.06	3.28á	3.21	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.22	3.39á	3.28	3.05
36. Teachers show commitment to their students.	3.62	3.72	3.72	3.47
Professional Teacher Behavior subscale	3.33	3.54á	3.46	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.

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

Table 7. General Climate for Hill and All Elementary Campuses

General Climate	Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.24	3.54á	3.57	3.28
27. Campus staff exhibit pride in their affiliation with the school.	3.43	3.65á	3.57	3.17
28. Campus staff are willing to go out of their way to help.	3.30	3.54á	3.47	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.18	3.39á	3.39	3.05
30. Campus staff are committed to their jobs.	3.48	3.61	3.66	3.30
37. The goals of my school are made clear.	3.36	3.69á	3.56	3.32
General Climate subscale	3.26	3.46á	3.54	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 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 Hill and for all elementary 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 Hill and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.42	0.37	0.28	.82
41. Student bullying	1.46	1.19â	1.26	1.65
42. Widespread disorder in classrooms	0.36	0.34	0.32	.90
43. Student acts of disrespect for Teachers	1.04	1.04	1.06	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.92	0.98	0.96	1.42
45. Student acts of disrespect for Classified or Support Staff	0.86	0.98	0.98	1.37
46. Gang activities	0.00	0.04	0.04	.38

Note: It is desirable to have a response of less than 2.0; responses of 2.0 or greater are noted in **red**.

Behavior Management. These items measured staff satisfaction with the way that student behavior was managed on your campus. Th

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 Hill and All Elementary Campuses

Positive Behavior Support	Hill 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.	9%	63%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	7%	80%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	17%	65%	14%	69%