

AISD



Survey Report

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

RESULTS FOR HOUSTON ELEMENTARY

Survey results for Houston 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 (↑ ↓).³⁴ 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 Houston 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 Houston’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Houston’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). Houston’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 Houston and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Houston 2007-2008	2008-2009	All EL 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.78	2.93

mate is to look at the score for each of the Climate
 in identifying areas in which staff ratings were higher

Subscale for Houston was Collegial Leadership.

Collegial Leadership and identify those that are
 that has a score marked by an arrow that indicates it
 in previous years. Discuss this area of strength
 tives on campus have addressed these issues in

icial to focus on subscales with the lowest scores. For

Subscale for Houston was Community

s contributing to Community Engagement in the table
 their average responses to determine possible areas
 g climate in one dimension will have a positive effect

a scale from **1** (*rarely occurs*) to **4** (*very frequently*)
 marking *N/A*; these responses were not used to

ale was new in 2008-2009 and consisted of 7 items
 ol is responsive to and supported by outside
 s. The individual item and average subscale scores for
 shown in Table 3.

for Houston and All Elementary Campuses

	Houston 2008-2009	All EL 2008-2009
community about our	3.32	3.24
upport when needed.	2.69	2.87
nity.	2.60	2.97
the board.	2.23	2.63
o stay informed about	2.33	2.60
, PTO) meet regularly	3.01	3.19
and concerns expressed	3.05	3.05

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

Table 4. Collegial Leadership for Houston and All Elementary Campuses

Collegial Leadership	Houston			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.84	2.66	3.51	3.05
10. The principal puts suggestions made by faculty into operation.	2.62	2.50	3.22	2.81
11. The principal treats all faculty members as his or her equal.	2.71	2.70	3.50	2.98
16. The principal lets faculty know what is expected of them.	3.09	2.87	3.65	3.30
18. The principal is willing to make changes.	2.96	2.80	3.51	2.99
22. The principal maintains definite standards for performance.	3.10	2.90	3.59	3.29
35. The principal is friendly and approachable.	3.07	3.07	3.79	3.23
Collegial Leadership Subscale	2.90	2.79	3.53	3.09

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

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

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

Professional Teacher Behavior	Houston			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.31	3.27	3.38	3.29
12. Teachers respect the professional competence of their colleagues.	3.09	2.92 ^a	3.10^a	3.14
14. The interactions between faculty members are cooperative.	3.13	2.98 ^a	3.10	3.14
17. Teachers in this school exercise professional judgment.	3.13	3.11	3.13	3.26
21. Teachers “go the extra mile” with their students.	3.49	3.27^a	3.28	3.41
23. Teachers provide strong social support for colleagues.	3.32	3.04^a	3.13	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.13	2.95 ^a	2.96	3.05
36. Teachers show commitment to their students.	3.68	3.33^a	3.49^a	3.47
Professional Teacher Behavior subscale	3.29	3.11^a	3.19	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 ot

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

Table 7. General Climate for Houston and All Elementary Campuses

General Climate	Houston			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.31	3.22	3.25	3.28

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 Houston 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 Houston and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Houston			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.93	1.11	0.79	.82
41. Student bullying	1.94	1.78	1.71	1.65
42. Widespread disorder in classrooms	0.91	1.13	1.05	.90
43. Student acts of disrespect for Teachers	1.70	1.71	1.64	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.51	1.51	1.47	1.42
45. Student acts of disrespect for Classified or Support Staff	1.31	1.49	1.41	1.37
46. Gang activities	0.83	0.99	0.86	.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. The items were rated on a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). The individual item and average subscale scores for Houston and all elementary schools are shown in Table 9.

Table 9. Behavior Management for Houston and All Elementary Campuses

How satisfied are you with the way your campus addresses:	Houston 2008-2009	All EL 2008-2009
47a. Student Behavior	3.00	3.13
47b. Classroom Management	3.20	3.31
47c. Common Area Management	3.23	3.35
Behavior Management subscale	3.13	3.23

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold. These items were asked for the first time in 2008-2009.

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 Houston and All Elementary Campuses

Positive Behavior Support	Houston 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.	17%	68%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	12%	67%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	18%	61%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	41%	34%	23%	51%
Average percentage	22%	58%	14%	67%