

PBS. These items were new to the survey in

AISD



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

Survey Report

OAK 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

RESULTS FOR O

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

Table 4. Collegial Leadership for Oak Hill and All Elementary Campuses

Collegial Leadership	Oak 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.	3.28	3.44	3.43	3.05
10. The principal puts suggestions made by faculty into operation.	2.79	2.80	2.98	2.81
11. The principal treats all faculty members as his or her equal.	3.28	3.42	3.24	2.98
16. The principal lets faculty know what is expected of them.	3.38	3.39	3.25	3.30
18. The principal is willing to make changes.	3.11	3.18	3.22	2.99
22. The principal maintains definite standards for performance.	3.40	3.45	3.27	3.29
35. The principal is friendly and approachable.	3.63	3.60	3.57	3.23
Collegial Leadership Subscale	3.27	3.32	3.28	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 Oak Hill and for all elementary schools are shown in Table 5.

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

Professional Teacher Behavior	Oak Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.40	3.47	3.25	3.29
12. Teachers respect the professional competence of their colleagues.	3.16	3.23	3.34	3.14
14. The interactions between faculty members are cooperative.	3.09	3.31	3.18	3.14
17. Teachers in this school exercise professional judgment.	3.35	3.47	3.37	3.26
21. Teachers “go the extra mile” with their students.	3.59	3.58	3.59	3.41
23. Teachers provide strong social support for colleagues.	3.10	3.33	3.24	3.10
33. Teachers accomplish their jobs with enthusiasm.	3.21	3.25	3.19	3.05
36. Teachers show commitment to their students.	3.71	3.73	3.69	3.47

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 Oak Hill 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 Oak Hill and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Oak Hill and All Elementary Campuses

Achievement Press	Oak Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.73	3.72	3.53	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.57	3.47	3.43	3.40
7. Parents exert pressure to maintain high standards.	2.95	3.04	3.10	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.37	3.57	3.33	3.27
13. Parents press for school improvement.	2.62	2.63	2.92	2.38
15. Students in this school can achieve the goals that have been set for them.	3.28	3.37	3.16	3.13
19. Students respect others who get good grades.	3.47	3.26	3.28	3.02
25. Students seek extra work so they can get good grades.	2.35	2.31	2.54	2.25
32. Students try hard to improve on previous work.	2.71	2.91	2.87	2.72
34. The learning environment is orderly and serious.	3.30	3.32	3.36	3.12
Achievement Press subscale	3.16	3.14	3.16	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.

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 Oak 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 Oak Hill and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Oak Hill			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.48	0.52	0.42	.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 Oak Hill and All Elementary Campuses

Positive Behavior Support	Oak 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.	3%	90%	10%	72%