

AISD



Survey Report

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

RODRIGUEZ 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 devel



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 Rodriguez was General Climate.** Examine the individual items that make up General Climate and identify those that are particularly positive. Make note of any item that (p r e v i o i m) y e a r 1 D i s c u 1 . 3 3 [T 8 0 1 T c - 0 . 0 0

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

Table 4. Collegial Leadership for Rodriguez and All Elementary Campuses

| Collegial Leadership | Rodriguez | | | All EL |
|--|-------------|-------------|-------------|-------------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 2. The principal explores all sides of topics and admits that other opinions exist. | 3.33 | 2.72 | 2.85 | 3.05 |
| 10. The principal puts suggestions made by faculty into operation. | 2.96 | 2.42 | 2.80 | 2.81 |
| 11. The principal treats all faculty members as his or her equal. | 3.16 | 2.47 | 2.85 | 2.98 |
| 16. The principal lets faculty know what is expected of them. | 3.68 | 3.36 | 3.47 | 3.30 |
| 18. The principal is willing to make changes. | 3.21 | 2.59 | 2.84 | 2.99 |
| 22. The principal maintains definite standards for performance. | 3.61 | 3.18 | 3.49 | 3.29 |
| 35. The principal is friendly and approachable. | 3.42 | 2.76 | 3.17 | 3.23 |
| Collegial Leadership Subscale | 3.35 | 2.80 | 3.09 | 3.09 |

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

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

| Professional Teacher Behavior | Rodriguez | | | All EL |
|---|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 4. Teachers help and support each other. | 3.12 | 2.86 | 3.18 | 3.29 |
| 12. Teachers respect the professional competence of their colleagues. | 3.09 | 2.72 | 3.02 | 3.14 |
| 14. The interactions between faculty members are cooperative. | 2.98 | 2.65 | 3.12 | 3.14 |
| 17. Teachers in this school exercise professional judgment. | 3.23 | 2.83 | 3.25 | 3.26 |
| 21. Teachers “go the extra mile” with their students. | 3.16 | 3.04 | 3.31 | 3.41 |
| 23. Teachers provide strong social support for colleagues. | 3.02 | 2.56 | 3.00 | 3.10 |
| 32. Teachers accomplish their jobs with enthusiasm. | 3.05 | 2.60 | 2.93 | 3.05 |
| 36. Teachers show commitment to their students. | 3.36 | 3.12 | 3.45 | 3.47 |
| 3.00 | | | | |

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 Rodriguez 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 Rodriguez and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Rodriguez and All Elementary Campuses

| Achievement Press | Rodriguez | | | All EL |
|---|-------------|-------------|-------------|-------------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 3. The school sets high standards for academic performance. | 3.79 | 3.51 | 3.64 | 3.53 |
| 6. Teachers in this school believe that their students have the ability to achieve academically. | 3.32 | 2.90 | 3.15 | 3.40 |
| 7. Parents exert pressure to maintain high standards. | 2.06 | 1.77 | 1.90 | 2.44 |
| 8. Academic achievement is recognized and acknowledged by the school. | 3.67 | 3.12 | 3.28 | 3.27 |
| 13. Parents press for school improvement. | 1.96 | 1.79 | 1.85 | 2.38 |
| 15. Students in this school can achieve the goals that have been set for them. | 3.18 | 2.79 | 2.71 | 3.13 |
| 19. Students respect others who get good grades. | 3.02 | 2.75 | 2.86 | 3.02 |
| 25. Students seek extra work so they can get good grades. | 2.12 | 1.99 | 1.94 | 2.25 |
| 32. Students try hard to improve on previous work. | 2.66 | 2.35 | 2.40 | 2.72 |

General Climate

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*.