Department of Research and Evaluation
Austin Independent School District

TELL AISD Staff Climate Survey Results for Campus Administrators, 2011
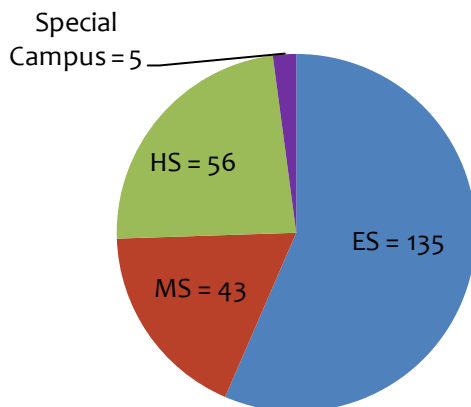
Teaching, Empowering, Leading and Learning

Research has shown that a healthy and supportive school environment may influence the quality of teaching and consequently may have a positive impact on student achievement. Previous research conducted in Austin Independent School District (AISD) indicated that staff ratings of campus climate predict student growth (Lamb & Schmitt, 2010; Schmitt, Cornetto, & Lamb, 2009).

Each year, researchers in the AISD Department of Research and Evaluation conduct the districtwide Staff Climate Survey to gauge campus staff members' perceptions of their school environment. Results are used to expand research in the district (e.g., linking School Climate Survey results with student performance and other variables of interest).

This report includes results from administrator-specific items (for information about responses to all other items, and results from other campus respondents, please visit: http://stafftellaisd.org). Figure 1 provides information about the total number of administrators by level who responded to this survey. Due to the small number of responses from special campus administrators (n=5), their responses were combined with elementary school (ES), middle school (MS), and high school (HS) administrators into an "all administrators" (All) category.

Figure 1. Number of Respondents, by Level

Special Campus = 5
HS = 56
MS = 43
ES = 135

About the Survey . In 2010-2011 the AISD Staff Climate Survey (now called the TELL AISD Survey) was modified to include items from the Teaching, Empowering, Leading, and Learning (TELL) Survey developed by the New Teacher Center in North Carolina.

This year's survey included items specifically for school administrators (i.e., principals and assistant principals).

The TELL AISD Survey was administered online to campus teachers, principals, and assistant principals, and on paper to classified staff in January 2011. Campus reports and resources for interpreting data and improving work environment are provided online at http//:www.stafftellaisd.org.

Number of Respondents. In 2010-2011 a total of 8,333 employees responded to the TELL AISD survey.

Teachers	5,909
Administrators	239
Classified Staff	2,185
Total	**8,333**

Natalia Ibanez, M.Ed.
Lisa Schmitt, Ph.D.

Facilities and Resources

Figure 2. Percentage of Administrators Who Agreed or Strongly Agreed With Selected Facilities and Resources Items. In general, administrators were satisfied with their campus instructional resources (Figure 2). It is important to note, however, that 42% of HS administrators disagreed or strongly disagreed with item 2.1, and 35% did so with item 2.2. A significant difference was found between MS and HS administrators' level of satisfaction for both items[1]. MS administrators were significantly more satisfied than were HS administrators with the instructional resources their campuses receive (see Appendix for z scores and significance levels for each item).

* Indicates significantly more positive results, compared with other levels, at *p*<.01.
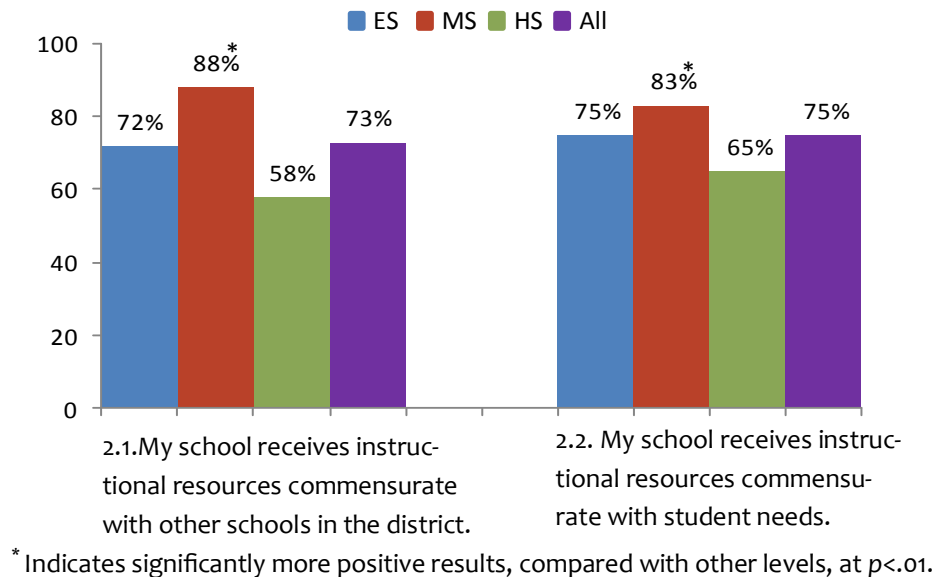
School Leadership

Table 1. Percentage of Administrators Who Agreed or Strongly Agreed With School Leadership Items. The majority of administrators at all levels were satisfied with their leaders' management. MS administrators were significantly more positive than were HS and ES administrators in their perceptions of trust and mutual respect within this district (1.4), support from Central Office (1.5), district leaders' encouragement to improve cooperation among schools (1.7), and district leaders' willingness to solve problems (1.10) (see Appendix for z scores and significance levels for each item). It is important to note that more than a third of ES and almost half of HS administrators did not agree that an atmosphere of trust and mutual respect existed within this district.

Item	ES %	MS %	HS %	All %
1.1. District leaders involve principals in decisions that directly impact the operations of my school .	81	93	88	85
1.2. District leaders clearly define expectations for schools.	95	98	96	96
1.3. District leaders provide constructive feedback to principals toward improving their performance.	88	97	86	90
1.4. There is an atmosphere of trust and mutual respect within this district.	64	85*	54	65
1.5. Central office provides principals support when they need it.	86	98*	80	87
1.6. The district has a clearly defined mission and vision for all schools.	88	95	79	88
1.7. District leaders encourage cooperation among school toward improving student performance.	85	97*	80	86
1.8. District leaders trust principals to make sound professional decisions about instruction.	80	90	88	84
1.9. Principals are actively involved in district decision making about educational issues.	82	95	89	86
1.10. District leaders take steps to solve problems.	92	100*	84	92

* Indicates significantly more positive results compared with other levels at *p*<.01.
[1] A significance z-test for proportions was performed to compare differences.

Professional Development

Figure 3. Percentage of Administrators Who Agreed or Strongly Agreed With Professional Development Items.
The majority of campus administrators at all levels were satisfied with professional development opportunities for them in the district.
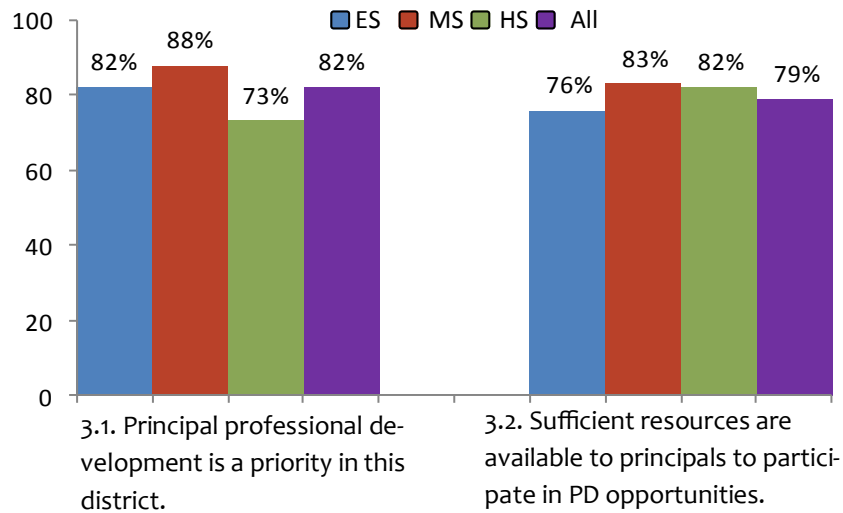
District Vision

Figure 4. Percentage of Administrators Who Agreed or Strongly Agreed With District Vision Items. More than 80% of campus administrators agreed or strongly agreed the district sets clear goals and structures for teaching and learning, and a clear vision for the use of data to inform education (Figure 4). ES and MS administrators were significantly more positive than were HS administrators regarding the vision for the use of data to inform education (4.2.)
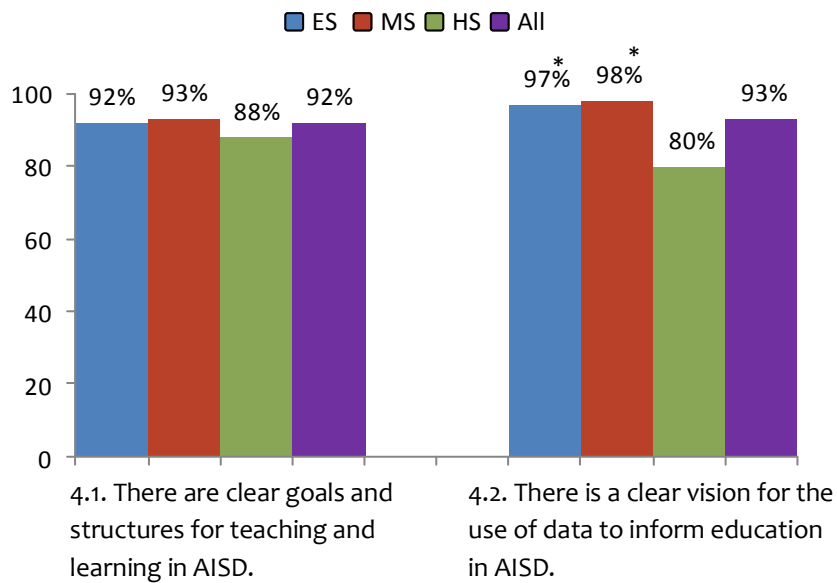
*Indicates significantly more positive results compared with other levels, at $p < .01$.

Immediate Professional Intentions

Figure 5. Percentage of Administrators Who Agreed or Strongly Agreed With Each Option for the Question "Which best describes your immediate professional plans?" With respect to administrators' immediate professional goals (Figure 5), more than 90% reported planning to continue as a principal or assistant principal at their current school or in the district. Few administrators reported planning to leave the district; however, those who did so were most common at the HS level.
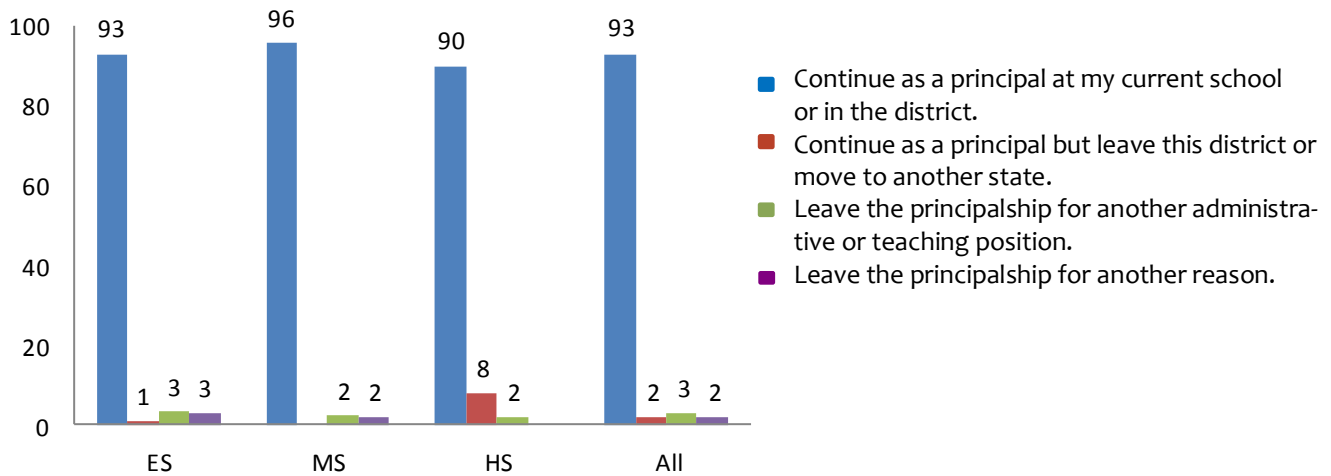

Table 2. Percentage of Administrators Who Agreed or Strongly Agreed With Each Option for the Question "Which aspect of your school leadership conditions MOST affects your willingness to remain as principal in your school?" Administrators who reported planning to remain at their schools (Table 2) were motivated to do so mostly because of their leadership role, student learning, and the general climate at their school (circled in red).

Item	ES %	MS %	HS %	All %
Time during work day	7	7	4	6
Facilities and resources	7	0	6	6
School leadership	21	34	23	24
Empowerment	8	5	6	8
Professional development	2	2	4	3
Community engagement	2	0	0	1
Student learning	22	20	17	20
Achievement press	5	5	4	5
Student behavior management	0	2	2	1
General climate at this school	26	24	33	27

Long-term Professional Intentions

Figure 6. Percentage of Administrators Who Agreed or Strongly Agreed With Responses to the Question "Which best describes your long-term professional plans?" With respect to administrators' long-term professional plans (Figure 6), even though more than 69% of administrators at each level reported intending to continue as principals (or assistant principals) at their current school or in the district, this was lower than the percentage reporting those intentions with respect to their present plans (Figure 5). More administrators plan to leave the principalship for another administrative/ teaching position or another reason in the future than immediately. Similarly, more HS administrators reported planning to leave this district in the future than immediately.

Legend:
- ■ Continue as a principal at my current school or in the district.
- ■ Continue as a principal but leave this district or move to another state.
- ■ Leave the principalship for another administrative or teaching position.
- ■ Leave the principalship for another reason.
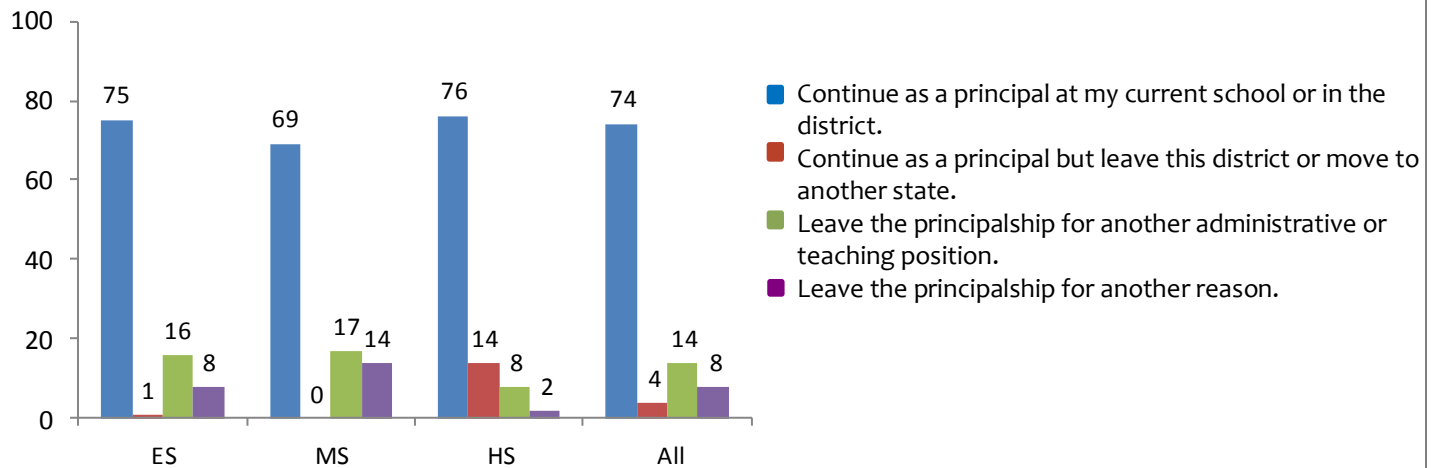
Administrator Support

Items in this dimension were limited to administrators who had been assigned a mentor in the past three years. It is important to note that only 58 administrators reported having a formally assigned mentor, allowing them to receive the items regarding mentoring experiences.

Table 3. Number and Percentage of Administrators Who Responded to "Have you been formally assigned a mentor in the past 3 years?" Of the 239 administrators who completed the survey, 24% of elementary and middle school administrators and 10% of high school administrators reported having a formally assigned mentor in the past three years.

	ES %	MS %	HS %
Yes	24 (n=30)	24 (n=10)	10 (n=5)
No	76 (n=97)	76 (n=31)	90 (n=45)

Table 4. Frequency of Engaging in Various Activities With Mentors. The frequency with which administrators and mentors engaged in professional development activities varied by level and by the nature of the activity. Across levels, the administrators were least likely to be observed in their school by their mentor, observe their mentor's school, and discuss school improvement planning with mentors (Table 4). At the HS and MS level, 40% of administrators reported "*almost daily*" coaching conversations with their mentors. ES administrators did not engage frequently in any one activity.

		Almost daily	Once a week	Several times a month	Once a month	Less than once a month	Never
Coaching conversations with my mentor	ES	20	23	23	27	7	-
	MS	40	10	20	30	-	-
	HS	40	-	40	-	20	-
Being observed in my school by my mentors	ES	20	3	10	23	17	27
	MS	22	22	11	22	11	11
	HS	20	20	20	-	20	20
Observing my mentor's school	ES	17	3	7	17	30	27
	MS	22	-	-	33		44
	HS	20	20	-	-	20	40
School improvement planning with my mentor	ES	13	10	13	43	10	10
	MS	22	-	33	33	-	11
	HS	20	-	40	-	20	20
Having discussions with my mentor about leadership	ES	17	20	23	33	7	-
	MS	33	-	33	33	-	-
	HS	20	20	40	-	20	-

Table 5. Percentage of Administrators Who Agreed or Strongly Agreed that "My mentor was/is effective in providing support in the following areas." In general, administrators at all levels were satisfied with their mentors' support. However, it is important to note that MS administrators had more positive feelings toward their mentors than did HS and ES administrators. Furthermore, HS administrators had less positive opinions on their mentor's effectiveness in budgeting, scheduling, teacher evaluation, teacher remediation, and working with parents and the community[2] than did ES and MS administrators.

	ES %	MS %	HS %
Instructional leadership	96	100	100
School improvement	96	100	100
Budgeting	88	100	75
Scheduling	92	100	75
Staffing (hiring, firing, etc.)	92	100	100
Teacher evaluation	96	100	75
Teacher remediation	92	100	75
Data-driven decision-making	92	100	100
Working with parents and the community	92	100	75

[2] A significance *z*-test for proportions was not performed due to low *n* in each category.

Figure 7. Percentage of Administrators Who Agreed or Strongly Agreed With Program Support Items. The majority of administrators at all levels reported that their mentoring experience had been important in their effectiveness as school leaders and in their decision to remain as a principal in their school. Consistent with results for program support items, ES and MS administrators were more positive than were HS administrators.
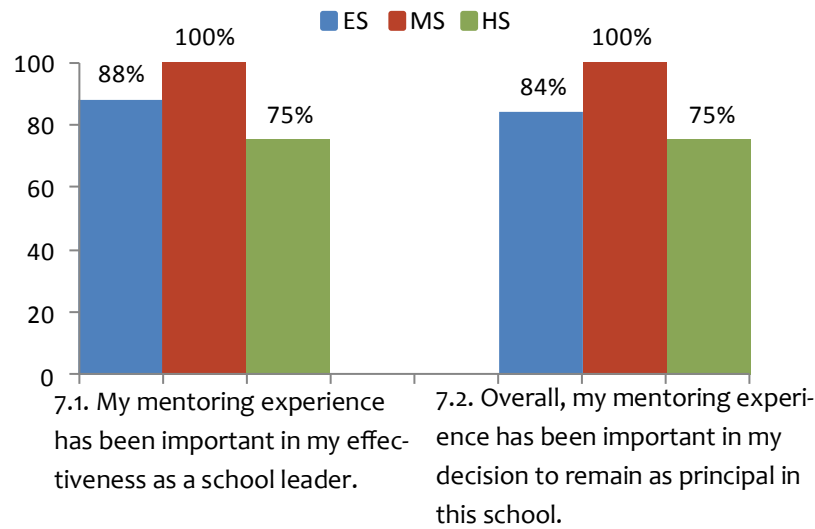

7.1. My mentoring experience has been important in my effectiveness as a school leader.

7.2. Overall, my mentoring experience has been important in my decision to remain as principal in this school.

Table 6. Percentage of Administrators Who Responded True or False to Program Support Items. In general, ES and MS principals and assistant principals work in closer proximity to their mentors than do HS principals; however, it is important to note that the district has fewer HS facilities than ES and MS facilities, and only 10% of high school principals and assistant principals were assigned a mentor.

		TRUE %	FALSE %
My mentor and I work in schools at the same level	ES	64	36
	MS	44	56
	HS	36	64
My mentor and I work in the same district	ES	87	13
	MS	68	32
	HS	50	50
My mentor and I work in schools within 50 miles of each other.	ES	69	31
	MS	56	44
	HS	50	50

Appendix. Comparisons Significant at p<.01 Using z-test for Proportions

Item	Comparison	z
2.1. My school receives instructional resources commensurate with other schools in the district.	MS>HS	3.44
2.2. My school receives instructional resources commensurate with student needs.	MS>HS	2.18
1.4. There is an atmosphere of trust and mutual respect within this district.	MS>HS	3.49
	MS>ES	2.98
1.5. Central office provides principals support when they need it.	MS>HS	2.83
	MS>ES	3.14
1.7. District leaders encourage cooperation among schools toward improving student performance.	MS>HS	2.59
	MS>ES	2.84
1.10. District leaders take steps to solve problems.	MS>HS	3.11
	MS>ES	3.32
4.2. There is clear vision for the use of data to inform education in AISD.	MS>HS	2.95
	ES>HS	3.07

References

Schmitt, L., Cornetto, K., & Lamb, L. (2009). Austin ISD 2008-2009 board level reports (DPE Publication No. 08.86, 08.87, 08.88). Austin, TX: Austin Independent School District.

Lamb, L., & Schmitt, L. (2010). 2009-2010 School Climate Update (DPE Publication No. 10.11RB). Austin, TX: Austin Independent School District.