

**SUMMARY OF 2005-2006 THROUGH 2007-2008
AISD STAFF CLIMATE SURVEY RESULTS**

ANDREWS ELEMENTARY SCHOOL

A healthy school climate is characterized by positive relationships among students, all campus

ANDREWS ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

	Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
Andrews EL 2005-06	*	*	*	*	*	*	*	*
Andrews EL 2006-07	2.99	2.91	3.17	3.09	2.69	3.08	3.08	3.08
Andrews EL 2007-08	2.93	2.78	3.01 â	3.02	2.63	2.96	2.95	3.03
All Elementary 2007-08	3.08	2.70	3.05	3.25	2.87	3.17	3.19	3.17

Note: Overall Climate and individual subscale scores may be interpreted as follows: >3.0 is positive; 2.5 to 3.0 is fair; <2.5 is not positive. â â indicate increases and decreases from the previous year.

ORGANIZATIONAL CLIMATE INDEX AND OTHER SUBSCALE RESULTS

Each item was rated on a scale from **1** (*Rarely Occurs*) to **4** (*Very Frequently Occurs*)¹. Average scores for each item and a subscale score for your school are reflected in the tables below.

External Influences. This subscale consists of 5 items that describe the extent to which the school is affected by outside influences such as parents or citizen groups. High vulnerability suggests that both teachers and principals are unprotected from external demands.

Table 3. Results for External Influences

	Andrews EL Avg 2005-06	Andrews EL Avg 2006-07	Andrews EL Avg 2007-08	All EL Average 2007-08
^a 4. The principal responds to pressure from parents.	*	2.42	2.20â	2.23
^a 8. The school is vulnerable to outside pressures.	2.90	2.76	2.68	2.71
^a 19. Teachers feel pressure from the community.	2.96	3.19	3.11	2.88
^a 25. Select citizen groups are influential with the board.	2.79	2.91	2.86	2.79
^a 30. A few vocal parents can change school policy.	3.44	3.37	3.22 â	3.02
External Influences Subscale	*	2.91	2.78	2.70

¹ Respondents also had the option of marking "N/A."

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^aItem was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. â â indicate increases and decreases from the previous year.

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Safety. The frequency and prevalence of undesirable student behaviors have been combined to form a

The first step in improving campus climate is to look at your school's score for each of the climate subscales (shown in Table 2 on page 2). These will help you to identify areas where