

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

CASIS ELEMENTARY SCHOOL

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 such as student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More specifically, research in Austin ISD indicates that staff climate survey results are related to student TAKS performance in both math and reading (Schmitt, 2006; Bush-Richards, Cornetto, & Schmitt, 2008). The AISD Staff Climate Survey was developed from the research-based Organizational Climate Inventory (OCI), which measures four sub-dimensions of climate (Hoy et al., 2002) called *External Influences*, *Collegial Leadership*, *Professional Teacher Behavior*, and *Achievement Press*. In addition to the published OCI items, the staff climate survey includes a series of climate items and safety items designed for relevance to all campus staff. Related items are grouped together in *subscales*, and the average across the items is computed as a *subscale score*. Subscale scores have been averaged to provide an overall climate score.

While changes between years 2006-2007 and 2007-2008 were not statistically significant, some patterns in the data were noted. Compared to last year, responses across all elementary schools were more favorable in 2007-08 for *Positive Behavior Supports*. However, elementary schools staff perceptions of

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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
Casis EL 2005-06	*	*	*	*	*	*	*	*
Casis EL 2006-07	3.33	2.29	3.43	3.64	3.39	3.51	3.51	3.51
Casis EL 2007-08	3.54^á	2.41	3.68^á	3.74	3.46	3.61	3.62	3.55
All Elementary 2007-08	3.08	2.70	3.05	3.25	2.87	3.17	3.19	3.17

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

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Frequency of Selected Student Behaviors. This subscale measures the frequency of selected undesirable student behaviors. The items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). Average scores for each item are shown in the table that follows.

Table 8. Results for Frequency of Undesirable Student Behaviors

To the best of your knowledge, how often do the following events occur at your school?	Casis EL Avg 2005-06	Casis EL Avg 2006-07	Casis EL Avg 2007-08	All EL Average 2007-08
38. Student racial tension	0.50	0.50	0.41	0.88
39. Student bullying	1.53	1.41	1.24 â	1.66
40. Widespread disorder in classrooms	0.33	0.33	0.25	0.95
41. Student acts of disrespect for Teachers	0.95	1.03	0.74 â	1.54
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.78	0.97	0.77 â	1.41
43. Student acts of disrespect for Classified or Support Staff	0.88	0.84	0.79	1.37
44. Gang activities	0.00	0.02	0.02	0.41

Prevalence of Selected Student Behaviors. This subscale measures the prevalence of selected undesirable student behaviors. Items were rated on a scale of 0 (*None*) to 5 (

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. â â Indicate increases and decrease in the frequency of each behavior from the previous year.

Safety. The frequency and prevalence of undesirable student behaviors have been combined to form a score that indicates the overall staff perception of student behaviors. Scores have been converted to range from 1 (least desirable) to 4 (most desirable).

Table 10. Results for Safety Subscale Score

	Casis EL Avg 2005-06	Casis EL Avg 2006-07	Casis EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	3.51	3.55	3.17

Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.

This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Casis EL Avg 2005-06	Casis EL Avg 2006-07	Casis EL Avg 2007-08	All EL Average 2007-08
45. ^a Commendable student behavior	3.35	3.63	3.75	3.25
46. ^a Staff reinforcement of commendable student behavior	3.49	3.53	3.71	3.27
To the best of your knowledge, how many students or staff exhibit the following behaviors?				
54. ^b Commendable student behavior	3.68	3.79	3.90	3.16

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 staff ratings are high or low compared to desired subscale scores. To most efficiently improve campus climate, it is beneficial to focus on those dimensions with the lowest scores. Once you have identified the dimensions with the lowest scores, the individual items contributing to those subscale scores should be studied. By looking at these individual items and their average responses, you can determine possible areas for campus improvement. (Subscale items with the lowest average responses should be considered first for improvement.) Often, improving climate in one dimension will have a positive effect on other dimensions.

Be sure to examine your school's average responses to the general climate and safety items. These items assess climate information that all campus staff can rate. Because the survey is a measure of the opinions and perceptions of all campus staff, it is suggested that representatives of all staff positions be included in planning and improvement processes.

Unlike the items in the OCI where the goal is to increase item average responses, for the Safety Related items those with *high* average responses for your scw-(ses to thwith 9.-6.-1.15 TD0.0Tw(ses tolsOT*0.0