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

DAWSON 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, & AWS(8e4t)svv401 Tm0 Tc0 u,y, resears c(arsdecittcothat w[shool clim)8(surv a key)-AWS(8e4025 -1.15 TD0.

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DAWSON ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

| | Overall Climate | External Influences | Collegial Leadership |
|--|-----------------|---------------------|----------------------|
| | | | |

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. Δ Δ indicate increases and decreases from the previous year.

Collegial Leadership. This subscale consists of 7 items that address the degree to which the principal meets the social needs of the faculty as well as works toward achieving the goals of the school. Collegial leadership involves treating teachers and staff as professional colleagues, with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance.

Table 4. Results for Collegial Leadership

| | Dawson EL Avg 2005-06 | Dawson EL Avg 2006-07 | Dawson EL Avg 2007-08 | All EL Average 2007-08 |
|---|--------------------------|--------------------------|--------------------------|------------------------------|
| 1. The principal explores all sides of topics and admits that other opinions exist. | 3.14 | 3.24 | 3.37 | 3.00 |
| 9. The principal puts suggestions made by faculty into operation. | * | 2.56 | 2.82 ^â | 2.70 |
| 10. The principal treats all faculty members as his or her equal. | 2.94 | 2.97 | 3.19^â | 2.93 |
| 15. The principal lets faculty know what is expected of them. | 3.64 | 3.67 | 3.67 | 3.25 |
| 17. The principal is willing to make changes. | * | 2.87 | 2.98 | 2.93 |
| 21. The principal maintains definite standards for performance. | * | 3.73 | 3.77 | 3.22 |
| 34. The principal is friendly and approachable. | 3.17 | 3.28 | 3.53^â | 3.21 |
| Collegial Leadership Subscale | * | 3.20 | 3.36^â | 3.05 |

Professional Teacher Behavior. This subscale consists of 8 items that address the degree to which there is respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty.

Table 5. Results for Professional Teacher Behavior

| | Dawson EL Avg 2005-06 | Dawson EL Avg 2006-07 | Dawson EL Avg 2007-08 | All EL Average 2007-08 |
|---|--------------------------|--------------------------|--------------------------|------------------------------|
| 3. Teachers help and support each other. | * | 3.50 | 3.71^â | 3.28 |
| 11. Teachers respect the professional competence of their colleagues. | * | 3.45 | 3.38 | 3.15 |
| 13. The interactions between faculty members are cooperative. | * | 3.50 | 3.31^â | 3.15 |
| 16. Teachers in this school exercise professional judgment. | * | 3.44 | 3.42 | 3.25 |
| 20. Teachers "go the extra mile" with their students. | * | 3.73 | 3.75 | 3.39 |
| 22. Teachers provide strong social support for colleagues. | * | 3.21 | 3.30 | 3.09 |
| 32. Teachers accomplish their jobs with enthusiasm. | 3.09 | 3.31 | 3.45^â | 3.06 |
| 35. Teachers show commitment to their students. | 3.72 | 3.64 | 3.72 | 3.47 |

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^âItem 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.

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^a

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? | Dawson EL Avg 2005-06 <input type="text"/> |
|--|---|

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. á 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

| | Dawson EL Avg 2005-06 | Dawson EL Avg 2006-07 | Dawson EL Avg 2007-08 | All EL Average 2007-08 |
|------------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Safety Subscale Score | * | 3.55 | 3.31 | 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.

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