

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

**KOCUREK 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. ar1 ypi(fuTwD0TDne noted. Comp8(V)Da05P, sub002Tc-0.04c- score)Tn5 0l im(subscale

## KOCUREK 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
<b>Kocurek EL 2005-06</b>	*	*	*	*	*	*	*	*
<b>Kocurek EL 2006-07</b>	2.96	2.98	2.50	<b>3.19</b>	2.76	<b>3.04</b>	<b>3.06</b>	<b>3.06</b>
<b>Kocurek EL 2007-08</b>	<b>3.06</b>	2.86	2.66 <sup>á</sup>	<b>3.21</b>	2.66	<b>3.12</b>	<b>3.26<sup>á</sup></b>	<b>3.16</b>
<b>All Elementary 2007-08</b>	<b>3.08</b>	2.70	<b>3.05</b>	<b>3.25</b>	2.87	<b>3.17</b>	<b>3.19</b>	<b>3.17</b>

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. <sup>á</sup> <sup>á</sup> 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*)<sup>1</sup>. 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

	<b>Kocurek</b>
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Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>á</sup>Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. <sup>á</sup> <sup>á</sup> 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

	Kocurek EL Avg 2005-06	Kocurek EL Avg 2006-07	Kocurek EL Avg 2007-08
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Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>a</sup>Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. <sup>Δ</sup> <sup>Δ</sup> indicate increases and decreases from the previous year.

***Achievement Press.*** This subscale consists of 8 items that describe the extent to which the school has set high but achievable academic standards and goals. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. In addition, this subscale measures the extent to which parents, hho

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

***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



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 stude

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