

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

**MILLS 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 O 109w5staff climate survey M

## MILLS 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>Mills EL 2005-06</b>	*	*	*	*	*	*	*	*
<b>Mills EL 2006-07</b>	<b>3.20</b>	2.37	<b>3.17</b>	<b>3.38</b>	<b>3.30</b>	<b>3.33</b>	<b>3.52</b>	<b>3.52</b>
<b>Mills EL 2007-08</b>	<b>3.20</b>	2.23 <sup>â</sup>	<b>3.01<sup>â</sup></b>	<b>3.32</b>	<b>3.31</b>	<b>3.25</b>	<b>3.48</b>	<b>3.43</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>â</sup> <sup>â</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

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>â</sup> <sup>â</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, teachers, and principals exert pressure for high standards and school improvement.

Table 6. Results for Achievement Press

	Mills EL Avg 2005-06	Mills EL Avg 2006-07	Mills EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	<b>3.73</b>	<b>3.68</b>	<b>3.47</b>
5. Teachers in this school believe that their students have the ability to achieve				

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.

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

	Mills EL Avg 2005-06	Mills EL Avg 2006-07	Mills EL Avg 2007-08	All EL Average 2007-08
<b>Safety Subscale Score</b>	*	<b>3.52</b>	<b>3.43</b>	<b>3.17</b>

*Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.*

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