

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

PECAN SPRINGS 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 *Overall Climate*, *Collegial Leadership*, *Professional Teacher Behavior*, *Achievement Press*, *General Climate*, and *Safety* remained unchanged. Your campus results for the OCI climate areas and for additional climate and safety items are summarized in the following 4th

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^aItem was reverse-scored

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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

	Pecan Springs EL Avg 2005-06	Pecan Springs EL Avg 2006-07	Pecan Springs EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.76	3.67	3.47
5. Teachers in this school believe that their students have the ability to achieve academically.	*	3.27	3.49	3.40
6. Parents exert pressure to maintain high standards.	*	1.83	1.97	2.38
7. Academic achievement is recognized and acknowledged by the school.	*	3.40	3.58	3.26
12. Parents press for school improvement.	*	1.92	2.09	2.24
14. Students in this school can achieve the goals that have been set for them.	*	3.07	2.98	3.11
18. Students respect others who get good grades.	2.31	2.55	2.63	2.96
24. Students seek extra work so they can get good grades.	1.70	1.82	2.31	2.13
31. Students try hard to improve on previous work.	2.04	2.52	2.87	2.67
33. The learning environment is orderly and serious.	2.37	2.98	2.93	3.08
Achievement Press Subscale	*	2.78	2.97	2.87

General Climate. In addition to the OCI items, the survey also included 7 climate items that measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals.

Table 7. Results for General Climate

	Pecan Springs EL Avg 2006-07	Pecan Springs EL Avg 2007-08	All EL Average 2007-08
23. Campus staff are friendly to each other.	3.20	3.00	3.29
26. Campus staff exhibit pride in their affiliation with the school.	2.93	2.79	3.14
27. Campus staff are willing to go out of their way to help.	3.02	3.07	3.20
28. Campus staff accomplish their jobs with enthusiasm.	3.00	2.81	3.06
29. Campus staff are committed to their jobs.	3.23	3.17	3.31
36. The goals of my school are made clear.	3.43	3.45	3.27
37. AISD works toward common goals.	3.09	2.85	2.84
General Climate Subscale	3.13	3.07	3.17

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. 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

To the best of your knowledge, how often do the following events occur at your school?	Pecan Springs EL Avg 2005-06	Pecan Springs EL Avg 2006-07	Pecan Springs EL Avg 2007-08	All EL Average 2007-08
38. Student racial tension	1.63	1.07	0.88	0.88
39. Student bullying	2.92	1.87	1.88	1.66
40. Widespread use of cell phones	0.95			
41. Student acts of disrespect for Teachers	3.00	2.30	2.15	1.54
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.90	1.89	1.88	1.41
43. Student acts of disrespect for Classified or Support Staff	2.75	1.87	1.65	1.37
44. Gang activities	0.82	0.43	0.14	0.41

Prevalence of Selected Student Behaviors. This subscale measures the prevalence of undesirable student behaviors. Items were rated on

Table 9. Results for Prevalence of Undesirable Student Behaviors

To the best of your knowledge, how many students at your school display behaviors that contribute to the following events?	Pecan Springs EL Avg 2005-06

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

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