

WINN 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 report. Longitudinal results may indicate trends in staff perceptions of school climate over time. Scores flagged with up or down arrows indicate that a change from the previous year was statistically meaningful.¹ Also, some improvements were made to the campus staff climate survey instrument for 2006-2007; thus, data are not available for 2005-06 for some items as indicated in the tables with an asterisk (*).

Table 1. Survey Respondents

	2005-2006 # of Winn EL Respondents	2006-2007 # of Winn EL Respondents	2007-2008 # of Winn EL Respondents	2007-2008 # of All EL Respondents
Teacher	22	42	33	2786
Administrator or Other Non-Teaching Professional	3	3	6	373
Classified/Support Staff	3	7	12	773
Total	29	53	52	4,220

¹ Effect sizes (Cohen's d) were calculated using the means from 2006-2007 and 2007-2008. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

WINN 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
Winn EL 2005-06	*	*	*	*	*	*	*	*
Winn EL 2006-07	2.78	2.68	3.06	2.83	2.46	2.73	3.00	3.00
Winn EL 2007-08	2.65	3.05 â	3.04	2.70	2.26â	2.53â	2.84â	2.49â
All Elementary 2007-08	3.08	2.70	3.05	3.25	2.87	3.17	3.19	3.17

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. â â 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*)¹. 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

	Winn EL Avg 2005-06	Winn EL Avg 2006-07	Winn EL Avg 2007-08	All EL Average 2007-08
^a 4. The principal responds to pressure from parents.	*	2.11	2.11	2.23
^a 8. The school is vulnerable to outside pressures.	2.61	2.33	2.39	2.71
^a 19. Teachers feel pressure from the community.	2.86	3.23	3.18	2.88
^a 25. Select citizen groups are influential with the board.	3.10	3.03	3.40 â	2.79
^a 30. A few vocal parents can change school policy.	2.93	2.90	3.12 â	3.02
External Influences Subscale	*	2.68	3.05 â	2.70

¹ Respondents also had the option of marking "N/A."

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. â â 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

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. ^á ^â 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

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. ^á ^â indicate increases and decreases 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