

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

WOOLDRIDGE 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 av

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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
Wooldridge EL 2005-06	*	*	*	*	*	*	*	*
Wooldridge EL 2006-07	3.01	2.39	3.08	3.24	2.89	3.17	3.25	3.25
Wooldridge EL 2007-08	2.83 ^â	2.24 ^â	2.55 ^â	3.03^â	2.65 ^â	2.92 ^â	3.00^â	3.04^â
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

	Wooldridge EL Avg 2005-06	Wooldridge EL Avg 2006-07	Wooldridge EL Avg 2007-08	All EL Average 2007-08
^a 4. The principal responds to pressure from parents.	*	1.63	1.67	2.23
^a 8. The school is vulnerable to outside pressures.	2.63	2.27	2.32	2.71
^a 19. Teachers feel pressure from the community.	2.77	2.79	2.62 ^â	2.88
^a 25. Select citizen groups are influential with the board.	2.70	2.82	2.76	2.79
^a 30. A few vocal parents can change school policy.	2.88	2.48	2.29 ^â	3.02
External Influences Subscale	*	2.39	2.24 ^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.

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

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

	Wooldridge EL Avg 2005-06	Wooldridge EL Avg 2006-07	Wooldridge

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.

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

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

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