

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

BAILEY MIDDLE 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

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

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 “Rare

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?	Bailey MS
--	-----------

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

	Bailey MS Avg 2005-06	Bailey MS Avg 2006-07	Bailey MS Avg 2007-08	All MS Average 2007-08
Safety Subscale Score	*	3.17	3.15	2.63

Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.

This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Bailey MS Avg 2005-06	Bailey MS Avg 2006-07	Bailey MS Avg 2007-08	All MS Average 2007-08
45. ^a Commendable student behavior	3.49	3.40	3.14 â	3.16
46. ^a Staff reinforcement of commendable student behavior	3.34	3.14	2.98â	3.09
To the best of your knowledge, how many students or staff exhibit the following behaviors?				
54. ^b Commendable student behavior	3.44	3.39	3.11 â	2.86
55. ^b Staff reinforcement of commendable student behaviors	3.56	3.39	3.27	3.35
Positive Behavior Support Subscale Score*	*	3.17	3.02	3.02

Note: It is desirable to have an average response of *greater than 3.0*, indicated in **bold** type. â â Indicate increases and decrease in the frequency of each behavior from the previous year.^a Items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). ^b Items were rated on a scale of 0 (*None*) to 5 (*All*). *Subscale scores represent a combination of items and have been converted to range from 1 (least desirable) to 4 (most desirable).

UNDERSTANDING AND USING THE RESULTS OF YOUR STAFF CLIMATE SURVEY

Campuses with higher Overall Climate scores, as represented by the table shown at the top of page 2, are characterized by more positive relationships among the administrators, staff, teachers, and students. Campuses with a strong climate are also better able to direct their energy toward the mission of setting high, achievable standards for students than campuses with lower climate scores. If your school’s Overall Climate score is over 3.0, it means that according to self-report by campus staff, your campus has a relatively positive school environment. Although this is a commendable position, campus administrators and leaders should be challenged to continue to improve the climate at their schools to create an even better environment for teaching and learning. If your school’s Overall Climate percentile is below 2.5, it means that your campus does not

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