BROWN 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
Brown EL 2005-06	*	*	*	*	*	*	*	*
Brown EL 2006-07	2.90	2.80	2.71	2.91	2.63	2.79	**3.04**	**3.04**
Brown EL 2007-08	**3.02**	2.68	2.90 ą	**3.13** ą	2.75	**3.09** ą	**3.06**	**3.33** ą
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. ą Ć 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

	Brown EL Avg 2005-06	Brown EL Avg 2006-07	Brown EL Avg 2007-08	All EL Average 2007-08
[a]4. The principal responds to pressure from parents.	*	2.06	2.14	2.23
[a]8. The school is vulnerable to outside pressures.	2.57	2.89	2.59 Ć	2.71
[a]19. Teachers feel pressure from the community.	2.96	**3.23**	2.88 Ć	2.88
[a]25. Select citizen groups are influential with the board.	2.67	2.97	2.79 Ć	2.79
[a]30. A few vocal parents can change school policy.	**3.17**	**3.02**	**3.03**	**3.02**
External Influences Subscale	*	2.80	2.68	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. [a]Item was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. ą Ć 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. [a]Item was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. ą Ćindicate 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. [a]Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4.

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 Freqe0.501966 c2Dscs84.0.0.92 -37

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

Safety.

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 staff ratings are high or low compared to desired subscale scores. To most efficiently improve campus climate, it is beneficial to focus on those dimensions with the lowest scores. Once you have identified the dimensions with the lowest scores, the individual items contributing to those subscale scores should be studied. By looking at these individual items and their average responses, you can determine possible areas for campus improvement. (Subscale items with the lowest average responses should be considered first for improvement.) Often, improving climate in one dimension will have a positive effect on other dimensions.

Be sure to examine your school's average responses to the general climate and safety items. These items assess climate information that all campus staff can rate. Because the survey is a measure of the opinions and perceptions of all campus staff, it is suggested that representatives of all staff positions be included in planning and improvement processes.

Unlike the items in the OCI where the goal is to increase item average responses, for the Safety Related items those with *high* average responses for your school should be targeted for improvement. Focus should be on those undesirable student behaviors that are both most frequent and most widespread (high average responses for both frequency and prevalence). For Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors items, improvement efforts should be focused on items with the *lowest* average response scores.

Each principal will be provided with a step-by-step guide to interpreting survey results within the campus context, along with a slide presentation template that can be populated with highlights from campus survey results. The presentation should be shared with campus staff and Campus Advisory Councils to inform campus improvement planning.

References

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD Staff Climate Survey Results (DPE Publication No. 07.23). Austin, TX. Austin Independent School District Department of Program Evaluation.

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