



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

BRYKER WOODS 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 Bryker Woods EL Respondents	2006-2007 # of Bryker Woods EL Respondents	2007-2008 # of Bryker Woods EL Respondents	2007-2008 # of All EL Respondents
Teacher	28	28	28	2786
Administrator or Other Non-Teaching Professional	4	3	2	373
Unspecified	3	1	2	288
Total	40	40	38	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 $d \geq .18$.

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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.

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 as works toward achieving the goals of the school. Collegial leadership involves treating teachers and staff as professional colleagues, with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance.

Table 4. Results for Collegial Leadership

	Bryker Woods EL Avg 2005-06	Bryker Woods EL Avg 2006-07	Bryker Woods EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.43	3.45	3.42	3.00
9. The principal puts suggestions made by faculty into operation.	*	3.05	3.22^a	2.70
10. The principal treats all faculty members as his or her equal.	3.18	3.50	3.39	2.93
15. The principal lets faculty know what is				

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 scores for each item are shown in the table that follows.

Table 8. Results for Frequency of Undesirable Student Behaviors

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.

prevalence of undesirable student behaviors have been combined to form a staff perception of student behaviors. Scores have been converted to range (most desirable).

Table 10. Results for Safety Subscale Score

	Bryker Woods EL Avg 2005-06	Bryker Woods EL Avg 2006-07	Bryker Woods EL Avg 2007-08	All EL Average 2007-08
	*	3.42	3.37	3.17

and Staff Reinforcement of Positive Student Behaviors.

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

Results for Positive Student Behavior and Behavior Support

How often do the following events occur at your school?	Bryker Woods EL Avg 2005-06	Bryker Woods EL Avg 2006-07	Bryker Woods EL Avg 2007-08	All EL Average 2007-08
45. ^a Commendable student behavior	3.63	3.51	3.49	3.25
46. ^a Staff reinforcement of commendable student behavior	3.62	3.41	3.51	3.27

