



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

OVERALL

A healthy climate for staff, and ultimately student achievement. Sweetland, 2002. Results are related to Richards, Cornetto, & research-based Organizational climate (Hoy et al., 2002) *Teacher Behavior*, and *Achievement*. The climate survey includes a series of items for campus staff. Related items are grouped. The score is computed as a subscale score. The overall climate score.

Relationships among students, all campus staff. Several important outcomes such as faculty trust (Hoy, Smith, & Sweetland, 2002) indicates that staff climate survey results are related to organizational climate and reading (Schmitt, 2006; Bush-Kimberly Survey was developed from the Organizational Climate Inventory measures four sub-dimensions of Organizational Climate: *Leadership*, *Professional Development*, *Communication*, and *Resources*. The staff climate survey was designed for relevance to all middle schools. The average across the items is computed to provide an overall climate score.

While changes between years 2006-2007 and 2007-2008 were noted, patterns in the data were consistent. Compared to 2006-2007, scores were more favorable in 2007-08 for *Collegial Leadership*, *Professional Teacher Behavior*, *Achievement Pressure*, and *Resources*. Results for the OCI climate areas and for additional items are presented in the following report. Longitudinal results are presented in the following report. Scores flagged with up or down arrows are statistically meaningful.¹ Also, some items were added to the survey instrument for 2006-2007; thus, data are not available for the tables with an asterisk (*).

Statistically significant, some items were not significant. Scores for all middle schools were consistent. However, high scores were noted for *Overall Climate*, *Professional Teacher Behavior*, and *Achievement Pressure*. Your scores remained unchanged. Your scores for safety items are consistent. Changes in staff perceptions are noted. A change from 2006-2007 to 2007-2008 was made to the survey instrument for 2005-06.

Table 1. Survey Respondents

	2006-2007	2007-2008 # of MS	2007-2008 # of All MS Respondents
Classroom/Support Staff	5	19	103
Unspecified	5	8	10
Total	68	107	133

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 when p < .05.

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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
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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. Δ Δ 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

	Burnet MS

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. ↑ ↓ indicate increases and decreases from the previous year.

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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?	Burnet MS Avg 2005-06	Burnet MS Avg 2006-07	Burnet MS
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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

	Burnet MS Avg 2005-06	Burnet MS Avg 2006-07	Burnet MS Avg 2007-08	All MS Average 2007-08
Safety	4.707-04.784.7(3a15 0n0 Tc0.9Cs6 cs 0.501978 0 0ni-y2 12.666valen709uuuuuuu 0.9600b.1.476abl2f2.98 9C76			

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