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Survey Response

	2005-2006	2006-2007	2007-2008	2007-2008
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## CROCKETT HIGH 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
<b>Crockett HS 2005-06</b>	*	*	*	*	*	*	*	*
<b>Crockett HS 2006-07</b>	2.58	2.61	2.41	2.88	2.23	2.71	2.82	2.82
<b>Crockett HS 2007-08</b>	2.63	2.75	2.96 <sup>á</sup>	<b>3.14<sup>á</sup></b>	2.37	2.87	2.69	2.45 <sup>â</sup>
<b>All High Schools 2007-08</b>	2.79	2.60	2.71	<b>3.07</b>	2.59	2.92	2.92	2.72

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. <sup>á</sup> <sup>â</sup> 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*)<sup>1</sup>. 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

	Crockett HS Avg 2005-06	Crockett HS Avg 2006-07	Crockett HS Avg 2007-08	All HS Average 2007-08
<sup>a</sup> 4. The principal responds to pressure from parents.	*	2.19	2.38	2.47

**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



**Crockett HS** meet



***Frequency of Selected Student Behaviors.***

**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

	Crockett HS Avg 2005-06	Crockett HS Avg 2006-07	Crockett HS
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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.

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## 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.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.
- Schmitt, L. (2006). *E-Team Report: How does school climate related to academic achievement in AISD, and what can we learn from these relationships?* (DPE Publication No. 06.02). Austin, TX. Austin Independent School District Department of Program Evaluation.