

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

DOBIE 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 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 middle schools were more favorable in 2007-08 for *Collegial Leadership* and *General Climate*. However, high schools staff perceptions of *Positive Behavior Support* declined, while *Overall Climate*, *Professional Teacher Behavior*, *Achievement Press*, 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	2006-2007	2007-2008
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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 > .18.

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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 Support	Safety
05-06	*	*	*	*	*	*	*	*

Note: This table includes only subscale scores that are statistically significant at $p < .05$, indicated in bold font.

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

Achievement Press. This subscale consists of 8 items that describe the extent to which the school has set high but achievable academic standards and goals. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. In addition, this subscale measures the extent to which parents, teachers, and principals exert pressure for high standards and school improvement.

Table 6. Results for Achievement Press

	Dobie MS Avg 2005-06	Dobie MS Avg 2006-07	Dobie MS Avg 2007-08	All MS Average 2007-08
	*	3.05	3.35^á	3.30
5. Teachers in this school believe that their students have the ability to achieve academically.	3.36	3.07	3.35^á	3.16
6. Parents exert pressure to maintain high standards.	*	1.63	1.77	2.21
7. Academic achievement is recognized and acknowledged by the school.				

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.

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?	Dobie MS Avg 2005-06	Dobie MS Avg 2006-07	Dobie MS Avg 2007-08	All MS Average 2007-08
38. Student racial tension	1.72	1.75	1.50 â	1.63
39. Student bullying	2.57	2.83	2.23	2.35
40. Widespread disorder in classrooms	2.06	2.38	1.40 â	1.60
41. Student acts of disrespect for Teachers	3.00	3.07	2.17	2.42
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.85	2.98	1.96 â	2.27
43. Student acts of disrespect for Classified or Support Staff	2.77	2.81	1.83 â	2.16
44. Gang activities	1.63	2.00	1.49 â	1.63

Prevalence of Selected Student Behaviors. This subscale measures the prevalence of selected undesirable student behaviors. Items were rated on a scale of 0 (*None*) to 5 (*All*). Average scores for each item are shown in the table that follows.

Table 9. Results for Prevalence of Undesirable Student Behaviors

To the best of your knowledge, how many students at your

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. â 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

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