

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

JOSLIN 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

# of Joslin EL Respondents	2005-2006	2006-2007	2007-2008	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		

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.

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

	Joslin EL Avg 2005-06	Joslin EL Avg 2006-07	Joslin EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	2.72	3.27	3.07 ^â	3.00
9. The principal puts suggestions made by faculty into operation.	*	2.64	2.68	2.70
10. The principal treats all faculty members as his or her equal.	2.50	3.26	2.73 ^â	2.93
15. The principal lets faculty know what is expected of them.	3.43	3.70	3.42 ^â	3.25
17. The principal is willing to make changes.	*	3.11	2.79 ^â	2.93
21. The principal maintains definite standards for performance.				

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. ^â ^â indicate increases and decreases from the previous year.

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

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?	Joslin EL Avg 2005-06 <input type="text"/>
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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

	Joslin EL Avg 2005-06	Joslin EL Avg 2006-07	Joslin EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score				

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