

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

OAK HILL 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*

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.

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

	Oak Hill EL Avg 2005-06	Oak Hill EL Avg 2006-07	Oak Hill EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.40	3.28	3.44^á	3.00
9. The principal puts suggestions made by	*	2.79	2.80	2.70
as his or her equal.	3.33	3.28	3.42^á	2.93
	3.50	3.38	3.39	3.25

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^áItem was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. ^á ^á indicate increases and decreases from the previous year.

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

	Oak Hill EL Avg 2005-06	Oak Hill EL Avg 2006-07	Oak Hill EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.73	3.72	3.47
5. Teachers in this school believe that their students have the ability to achieve academically.	*	3.57	3.47	3.40

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

To the best of your knowledge, how often do the following events occur at your school?	Oak Hill EL Avg 2005-06	Oak Hill EL Avg 2006-07	Oak Hill EL Avg 2007-08	All EL Average 2007-08
38. Student racial tension	0.47	0.48	0.52	0.88
39. Student bullying	1.43	1.53	1.28 â	1.66
40. Widespread disorder in classrooms	0.40	0.61	0.46 â	0.95
41. Student acts of disrespect for Teachers	1.02	1.23	0.98 â	1.54

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.

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