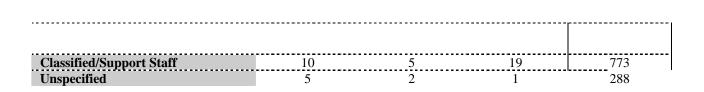
SUMMARY OF 2005-2006 THROUGH 2007-2008 AISD STAFF CLIMATE SURVEY RESULTS

OAK SPRINGS 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



¹ Effect sizes (Cohen's d) were calculated using the means from 2006-2007 and 2007-2008. Effect sizes are a measure of 3.7(g the m)**T**86Tc-0.0047 Tw[measure oj-5.1 the m)**T**dg.5749 -1e6Tc-0.0047 Tw[measure oj-5.1 the m)**T**dg.5749 -1e mAc

OAK SPRINGS ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

	Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
Oak Springs EL 2005-06	*	*	*	*	*	*	*	*
Oak Springs EL 2006-07	3.06	3.03	3.28	3.27	2.77	3.25	3.11	3.11
Oak Springs EL 2007-08	2.93	2.66â	3.12 â	3.08 â	2.72	3.03 â	3.10	2.81â
All Elementary 2007-08	3.08	2.70	3.05	3.25	2.87	3.17	3.19	3.17

Table 2. Subscale Scores for OCI and Additional Subscales

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. \hat{a} and 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*)¹. 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.

	Oak Springs EL Avg 2005-06	Oak Springs EL Avg 2006-07	Oak Springs EL Avg 2007-08	All EL Average 2007-08
^a 4. The principal responds to pressure from parents.	*	2.21	2.30	2.23
^a 8. The school is vulnerable to outside pressures.	2.88	2.89	2.57â	2.71
^a 19. Teachers feel pressure from the community.	3.21	3.16	2.94â	2.88
^a 25. Select citizen groups are influential cae. with the board.	aren 3s09	3.12 r	w. 2.71â a.	2.729.21

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Table 3. Results for External Influences

AISD Department of Program Evaluation

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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. á â 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				
	Oak Springs EL Avg 2005-06	Oak Springs EL Avg 2006-07	Oak Springs EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.63	3.21	3.12	3.00
9. The principal puts suggestions made by faculty into operation.	*	3.03	2.94	2.70
10. The principal treats all faculty members as his or her equal.	3.33	3.00	3.12	2.93
expected of them.	3.67	3.55	3.39 â	3.25
17. The principal is willing to make changes.	*	3.22	3.16	2.93
21. The principal maintains definite standards for performance.	*	3.59	3.28 â	3.22

Table 4. Results for Collegial Leadership

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. \acute{a} \acute{a} 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.

	esuits for Achie			_
	Oak Springs	Oak Springs	Oak Springs	All EL
	EL	EL	EL	Average
	Avg 2005-06	Avg 2006-07	Avg 2007-08	2007-08
2. The school sets high standards for academic performance.	*	3.70	3.44 â	3.47
5. Teachers in this school believe that their				
students have the ability to achieve	*	3.30	3.44	3.40
academically.				
 Parents exert pressure to maintain high standards. 	*	1.69	2.13á	2.38
7. Academic achievement is recognized and	*	2 70	3.49 â	2.26
acknowledged by the school.	-1-	3.79	3.49 a	3.26
12. Parents press for school improvement.	*	1.82	2.14á	2.24
14. Students in this school can achieve the goals that have been set for them.	*	3.18	3.04 â	3.11
18. Students respect others who get good	2.65	2.45	2.59	2.96
grades.				
24. Students seek extra work so they can get good grades.	1.84	1.67	1.90á	2.13
 Students try hard to improve on previous work. 	2.60	2.58	2.38â	2.67
33. The learning environment is orderly and				
serious.	3.25	3.12	2.88â	3.08
Achievement Press Subscale	*	2.77	2.72	2.87

Table 6. Results for Achievement Press

General Climate. In addition to the OCI items, the survey also included 7 climate items that measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals.

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.

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

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

	Oak Springs	Oak Springs	Oak Springs	All EL
	EL	EL	EL	Average
	Avg 2005-06	Avg 2006-07	Avg 2007-08	2007-08
Safety Subscale Score	*	3.11	2.81â	3.17

Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.

This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

To the best of your knowledge, how often do the following events occur at your school?	Oak Springs EL Avg 2005-06	Oak Springs EL Avg 2006-07	Oak Springs EL Avg 2007-08	All EL Average 2007-08
45. ^a Commendable student behavior	3.60	3.14	3.10	3.25
46. ^a Staff reinforcement of commendable student behavior	3.73	3.26	3.16	3.27
To the best of your knowledge, how many students or staff exhibit the				

Table 11. Results for Positive Student Behavior and Behavior Support