

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

PEARCE 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*.

PEARCE MIDDLE SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

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.

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

	Pearce MS Avg 2005-06	Pearce MS Avg 2006-07	Pearce MS Avg 2007-08
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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. Δ Δ indicate increases and decreases 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

	Pearce MS Avg 2005-06	Pearce MS Avg 2006-07	Pearce MS Avg 2007-08	All MS Average 2007-08
Safety Subscale Score	*	2.88	1.96â	2.63

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.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Pearce MS Avg 2005-06	Pearce MS Avg 2006-07	Pearce MS Avg 2007-08	All MS Average 2007-08
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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