

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

**PEREZ 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*.

**PEREZ ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS**

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
<b>Perez EL 2005-06</b>	*	*	*	*	*	*	*	*
<b>Perez EL 2006-07</b>	2.99	2.59	<b>3.31</b>	<b>3.00</b>	2.80	<b>3.02</b>	<b>3.22</b>	<b>3.22</b>
<b>Perez EL 2007-08</b>	2.80 <sup>â</sup>	2.63	2.73 <sup>â</sup>	2.94	2.51 <sup>â</sup>	2.90	<b>3.01</b> <sup>â</sup>	2.74 <sup>â</sup>
<b>All Elementary 2007-08</b>	<b>3.08</b>	2.70	<b>3.05</b>	<b>3.25</b>	2.87	<b>3.17</b>	<b>3.19</b>	<b>3.17</b>

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. <sup>â</sup> <sup>â</sup> 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*)<sup>1</sup>. 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.

Table 3. Results for External Influences

	Perez EL Avg 2005-06	Perez EL Avg 2006-07	Perez EL Avg 2007-08	All EL Average 2007-08
<sup>a</sup> 4. The principal responds to pressure from parents.	*	1.98	2.02	2.23
<sup>a</sup> 8. The school is vulnerable to outside pressures.	n/a	2.55	2.36 <sup>â</sup>	2.71

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>a</sup>Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. <sup>â</sup> <sup>â</sup> 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

	Perez EL Avg 2005-06	Perez EL Avg 2006-07	Perez EL Avg 2007-08	All EL Average 2007-08
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Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>a</sup>Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. ↑ ↓ 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

	Perez EL Avg 2005-06	Perez EL Avg 2006-07	Perez EL Avg 2007-08	All EL Average 2007-08
2. The school sets high but achievable academic standards and goals.	3.28	3.20	3.20	3.23

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>a</sup>Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4.  $\Delta$   $\Delta$  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?	Perez EL Avg 2005-06	Perez EL Avg 2006-07	Perez EL Avg 2007-08	All EL Average 2007-08
38. Student racial tension	n/a	<b>1.16</b>	<b>1.20</b>	<b>0.88</b>
39. Student bullying	n/a	2.25	2.43 <sup>á</sup>	<b>1.66</b>
40. Widespread disorder in classrooms	n/a	<b>1.32</b>	<b>1.71<sup>á</sup></b>	<b>0.95</b>
41. Student acts of disrespect for	n/a	2.20	2.34 <sup>á</sup>	<b>1.54</b>

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. <sup>á</sup> <sup>á</sup> 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

	Perez EL Avg 2005-06	Perez EL Avg 2006-07	Perez EL Avg 2007-08	All EL Average 2007-08
<b>Safety Subscale Score</b>	*n/a	<b>3.22</b>	2.74 <sup>á</sup>	<b>3.17</b>

**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?	Perez EL Avg 2005-06	Perez EL Avg 2006-07	Perez EL Avg 2007-08	All EL Average 2007-08
45. <sup>a</sup> Commendable student behavior	n/a	<b>3.37</b>	<b>3.15<sup>á</sup></b>	<b>3.25</b>
46. <sup>a</sup> Staff reinforcement of commendable student behavior	n/a	<b>3.37</b>	<b>3.18<sup>á</sup></b>	<b>3.27</b>
<b>To the best of your knowledge, how many students or staff exhibit the following behaviors?</b>				
54. <sup>b</sup> Commendable student behavior	n/a	<b>3.10</b>	2.78 <sup>á</sup>	<b>3.16</b>
55. <sup>b</sup> Staff reinforcement of commendable student behaviors	n/a	<b>3.65</b>	<b>3.41<sup>á</sup></b>	<b>3.79</b>
<b>Positive Behavior Support Subscale Score*</b>	*	<b>3.22</b>	<b>3.01<sup>á</sup></b>	<b>3.19</b>

Note: It is desirable to have an average response of *greater than 3.0*, indicated in **bold** type. <sup>á</sup> <sup>á</sup> Indicate increases and decrease in the frequency of each behavior from the previous year.<sup>a</sup> Items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). <sup>b</sup> Items were rated on a scale of 0 (*None*) to 5 (*All*). \*Subscale scores represent a combination of items and have been converted to range from 1 (least desirable) to 4 (most desirable).

## UNDERSTANDING AND USING THE RESULTS OF YOUR STAFF CLIMATE SURVEY

Campuses with higher Overall Climate scores, as represented by the table shown at the top of page 2, are characterized by more positive relationships among the administrators, staff, teachers, and students. Campuses with a strong climate are also better able to direct their energy toward the mission of setting high, achievable standards for students than campuses with lower climate scores. If your school’s Overall Climate score is over 3.0, it means that according to self-report by campus staff, your campus has a relatively positive school environment. Although this is a commendable position, campus administrators and leaders should be challenged to continue to improve the climate at their schools to create an even better environment for teaching and learning. If your school’s Overall Climate percentile is below 2.5, it means that your campus does not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate.

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