

SUMMARY
AISD

Wooten

A healthy school climate is characterized by positive relationships between staff, and the community. School climate is linked to student achievement, reduced violence (Sweetland, 2002). More specifically, positive school climate results are related to student TAKS performance (Richards, Cornetto, & Schmitt, 2008). The research-based Organizational Climate Questionnaire (OCQ) climate (Hoy et al., 2002) called *External Climate*, *Teacher Behavior*, and *Achievement Pressure*. The climate survey includes a series of climate items for campus staff. Related items are grouped into subscales computed as a *subscale score*. Subscale scores are then used to compute an overall climate score.

While changes between years 2006-2007 and 2007-2008 were noted. Compared to 2006-2007, perceptions were more favorable in 2007-08 for *Positive External Climate*, *Perceptions of Overall Climate*, *Collegiality*, *Student Press*, *General Climate*, and *Safety*. Significant improvements were noted in these areas and for additional climate items. Longitudinal results may indicate that the climate is trending with up or down arrows. ¹ Also, some improvements were noted in 2007-2008; thus, data are not

respondents

2006-2007 # of Wooten EL Respondents	2007-2008 # of Wooten EL Respondents	2007-2008 # of All EL Respondents
	40	2786
	6	373
	7	773
	59	4,220

¹ Effect sizes are a measure of the magnitude of the relationship between variables where d = 0.20 is considered small, d = 0.50 is considered medium, and d = 0.80 is considered large.

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WOOTEN 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	Safety

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.

Collegial Leadership. This subscale consists of 7 items that

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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

	Wooten EL Avg 2005-06	Wooten EL Avg 2006-07	Wooten EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.55	3.35 ^â	3.47
5. Teachers in this school believe that their students have the ability to achieve academically.	*	3.14	3.26	3.40
6. Parents exert pressure to maintain high standards.	*	1.96	2.09	2.38
7. Academic achievement is recognized and	*	3.30	3.12 ^â	3.26
12. Parents press for school improvement.	*	1.92	2.09 ^á	2.00

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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

	Wooten EL Avg 2005-06	Wooten EL Avg 2006-07	Wooten EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	3.19	3.10	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.

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?

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 staff ratings are high or low compared to desired subscale scores. To most efficiently improve campus climate, it is beneficial to focus on those dimensions with the lowest scores. Once you have identified the dimensions with the lowest scores, the individual items contributing to those subscale scores should be studied. By looking at these individual items and their average responses, you can determine possible areas for campus improvement. (Subscale items with the lowest average responses should be considered first for improvement.) Often, improving climate in one dimension will have a positive effect on other dimensions.

Be sure to examine your school's average responses to the general climate and safety items. These items assess climate information that all campus staff can rate. Because the survey is a measure of the opinions and perceptions of all campus staff, it is suggested that representatives of all staff positions be included in planning and improvement processes.

Unlike the items in the OCI where the goal is to increase item average responses, for the Safety Related items those with *high* average responses for your school should be targeted for improvement. Focus should be on those undesirable student behaviors that are both most frequent and most widespread (high average responses for both frequency and prevalence). For Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors items, improvement efforts should be focused on items with the *lowest* average response scores.

Each principal will be provided with a step-by-step guide to interpreting survey results within the campus context, along with a slide presentation template that can be populated with highlights from campus survey results. The presentation should be shared with campus staff and Campus Advisory Councils to inform campus improvement planning.

References

- Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD Staff Climate Survey Results (DPE Publication No. 07.23). Austin, TX. Austin Independent School District Department of Program Evaluation.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.
- Schmitt, L. (2006). *E-Team Report: How does school climate related to academic achievement in AISD, and what can we learn from these relationships?* (DPE Publication No. 06.02). Austin, TX. Austin Independent School District Department of Program Evaluation.