SUMMARY OF 2004-2005 THROUGH 2006-2007 AISD STAFF CLIMATE SURVEY RESULTS

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; see also Schmitt, 2006).

The AISD Staff Climate Survey was developed from the research-based Organizational Climate Inventory (OCI) (Hoy et al., 2002). The OCI is used nationally for campus improvement. The OCI measures four sub-dimensions of climate. These subscales plus three additional scales were used to compute an **Overall Climate Score** for each campus**.**

The 4 sub-dimensions of climate measured by the OCI are:
- **External Influences**—the extent to which a school is open to outside pressures such as vocal parents and citizen groups
- **Collegial Leadership**—the extent to which the principal treats teachers and staff with openness, egalitarianism, and friendliness and sets clear expectations and standards for performance.
- **Professional Teacher Behavior**—the extent to which teachers are respectful of their colleagues' competence, committed to students, and there is cooperation among faculty
- **Achievement Press**—the degree to which students, parents, teachers, and principals exert pressure for high standards and school improvement

In addition, the AISD Survey includes measures of:
- **General Climate—**additional general climate items relevant to all campus staff
- **Positive Behavior Support**—addresses the prevalence of positive student behaviors and staff reinforcement of those behaviors
- **School Safety**—addresses the prevalence and frequency of undesirable student behaviors on campus

SYNOPSIS OF 2006-2007 STAFF CLIMATE SURVEY RESULTS

The Campus Staff Climate survey was administered to campus employees in Fall 2006, and 6,793 completed surveys were returned. The results discussed in this report are based on the *total number of survey respondents from each level*. The total number of respondents by level for the past 3 years can be found in Table 1.[i]

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[i] Not every respondent answered each question on the survey.

Table 1. Survey Respondents

	2004-2005			2005-2006			2006-2007		
	EL	MS	HS	EL	MS	HS	EL	MS	HS
Teacher	2692	699	871	2464	731	854	2676	840	988
Administrator or Other Professional	338	85	132	318	95	135	333	92	147
Classified/Support Staff	649	120	202	531	145	204	737	235	297
Unspecified	282	160	193	258	161	128	254	81	113
Total	**3961**	**1064**	**1398**	**3571**	**1132**	**1321**	**4000**	**1248**	**1545**

Scores for climate subscales are reported in Table 2. The subscale scores should be interpreted as follows: scores greater than 3.0 are considered to be "positive," scores between 2.5 and 3.0 are "fair," and scores below 2.5 are "not positive."

Table 2. Subscale Scores for OCI and Additional Subscales, 2006-2007

	Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
All EL	**3.01**	2.72	**3.07**	**3.21**	2.90	**3.16**	2.45	**3.61**
All MS	2.82	2.72	2.96	**3.14**	2.66	**3.05**	2.19	**3.11**
All HS	2.70	2.71	2.80	2.97	2.52	2.90	1.93	**3.08**

Key Findings

- *Safety* scores are above 3.0 for Elementary, Middle, and High schools. This suggests that campus staff believe that undesirable student behaviors such as bullying, acts of disrespect, and gang activity are neither frequent nor widespread on their campuses. Moreover, at all levels, *campus staff reported a decrease in the frequency of the undesirable behaviors when compared with 2005-06 data*. This is encouraging despite the *increase* in perceptions of the number of students that contribute to these events. Additional information about Safety, including averages for each scale item for the past 3 years can be found in Tables 8 and 9.

- *Professional Teacher Behavior* scores are also in the positive range for all levels, suggesting that campus staff view teachers as supportive, respectful, cooperative, and dedicated to their students. Additional information about each item in the scale can be found in Table 5.

- *Achievement Press* scores have continued to decline for the second year at the Secondary level. This is particularly noteworthy given that *Achievement Press is highly correlated with student achievement* at AISD. This will be discussed further below.

- Consistent with previous years' data from AISD and with other climate research (see Schmitt, 2006), school climate continues to be more positive for Elementary campuses than for Secondary campuses.

School Climate and Achievement

School climate variables have been linked to student achievement at AISD. Schmitt (2006) found that High Need[ii] and Lower Need Elementary campuses differed with respect to the links among income, school climate, and achievement. Consistent with the findings presented in that study, the 2006-2007 climate subscales are also linked to achievement.[iii]

- *Achievement Press* is most strongly correlated with TAKS readings scores for schools at all levels, regardless of income level. More detailed information about this scale and the results for individual items can be found in Table 6.
- For **Lower Need Elementary** schools, other subscales that are strongly correlated with achievement include: *Safety, Professional Teacher Behavior, General Climate,* and *Positive Behavior Support*. Collegial Leadership is also correlated with achievement, although the relationship is not as strong as that of other scales.
- For **High Need Elementary** schools, other subscales that are correlated with achievement include: *Professional Teacher Behavior* and *General Climate. Safety* also is correlated with achievement, but to a lesser degree.
- For **All Secondary** schools, achievement also is strongly correlated with *Safety* and *Positive Behavior Support*, and to a lesser degree with *Professional Teacher Behavior*.

In the tables that follow, results for each survey subscale are presented by level, along with averages of scaled responses to each item. Some improvements were made to the campus staff climate survey instrument for 2006-2007; therefore, items that are new in 2006-2007 do not have comparison data from previous years as indicated by the asterisks (**).

OCI SUBSCALE RESULTS

Staff rated each item on a scale from **1** (*Rarely Occurs*) to **4** (*Very Frequently Occurs*)[iv]. Results for each survey subscale and item are presented in the tables that follow. Finally, scores have been coded such that scores in **bold** are above 3.0 and considered "positive," scores in green are *more favorable* and scores in red are *less favorable* than the previous year. Asterisked (*) items are "reverse scored" so that a higher average reflects a more favorable result.

Table 3. External Influences

External Influences Items	All EL			All MS			All HS		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
*4. The principal responds to pressure from parents.	**	**	2.21	**	**	2.27	**	**	2.42
*8. The school is vulnerable to outside pressures.	2.60	2.73	2.71	2.49	2.45	2.56	2.38	2.34	2.48
*19. Teachers feel pressure from the community.	2.77	2.85	2.85	2.72	2.75	2.90	2.76	2.79	2.95
*25. Select citizen groups are influential with the board.	2.67	2.76	2.83	2.58	2.66	2.77	2.46	2.53	2.61
*30. A few vocal parents can change school policy.	**3.06**	**3.14**	**3.04**	**3.02**	**3.04**	**3.09**	2.89	2.95	2.97
External Influences Subscale	n/a	n/a	2.72	n/a	n/a	2.72	n/a	n/a	2.71

*These items were reverse-scored such that a response of "Rarely Occurs" was scored as a 4.
Note: Please see Appendix for important information regarding the interpretation of results from this scale.

[ii] High Need Elementary schools are defined as those having >80% economically disadvantaged students.
[iii] Please see Appendix for correlation statistics.
[iv] Respondents also had the option of marking "N/A."

Table 4. Collegial Leadership

Collegial Leadership Items	All EL			All MS			All HS		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
1. The principal explores all sides of topics and admits that other opinions exist.	**3.02**	**3.08**	**3.07**	**3.01**	2.91	2.93	2.81	2.84	2.80
9. The principal puts suggestions made by faculty into operation.	**	**	2.73	**	**	2.64	**	**	2.40
10. The principal treats all faculty members as his or her equal.	2.97	2.99	2.98	2.88	2.77	2.74	2.71	2.67	2.68
15. The principal lets faculty know what is expected of them.	**3.39**	**3.38**	**3.27**	**3.37**	**3.29**	**3.29**	**3.28**	**3.25**	**3.07**
17. The principal is willing to make changes.	**	**	2.98	2.92	2.85	2.91	2.84	2.85	2.80
21. The principal maintains definite standards for performance.	**	**	**3.25**	**	**	**3.18**	**	**	2.93
34. The principal is friendly and approachable.	**3.21**	**3.25**	**3.24**	**3.20**	**3.03**	**3.06**	2.97	2.97	2.98
Collegial Leadership Subscale	**n/a**	**n/a**	**3.07**	**n/a**	**n/a**	**2.96**	**n/a**	**n/a**	**2.80**

*Note: It is desirable to have an average response of **at least 3.0**, indicated in bold type.*

Table 5. Professional Teacher Behavior

Professional Teacher Behavior Items	All EL			All MS			All HS		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
3. Teachers help and support each other.	**	**	**3.26**	**	**	**3.28**	**	**	**3.04**
11. Teachers respect the professional competence of their colleagues.	**	**	**3.14**	**	**	**3.10**	**	**	2.94
13. The interactions between faculty members are cooperative.	**	**	**3.12**	**	**	**3.08**	**	**	2.96
16. Teachers in this school exercise professional judgment.	**	**	**3.25**	**	**	**3.20**	**	**	**3.06**
20. Teachers "go the extra mile" with their students.	**	**	**3.38**	**	**	**3.27**	**	**	**3.15**
22. Teachers provide strong social support for colleagues.	**	**	**3.06**	**	**	**3.03**	**	**	2.75
32. Teachers accomplish their jobs with enthusiasm.	**3.03**	**3.05**	**3.06**	2.87	2.81	2.90	2.81	2.81	2.78
35. Teachers show commitment to their students.	**3.56**	**3.53**	**3.48**	**3.47**	**3.34**	**3.33**	**3.35**	**3.30**	**3.18**
Professional Teacher Behavior Subscale	**n/a**	**n/a**	**3.21**	**n/a**	**n/a**	**3.14**	**n/a**	**n/a**	**2.97**

*Note: It is desirable to have an average response of **at least 3.0**, indicated in bold type.*

Table 6. Achievement Press

Achievement Press Items	All EL			All MS			All HS		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
2. The school sets high standards for academic performance.	**	**	**3.49**	**	**	**3.25**	**	**	2.96
5. Teachers in this school believe that their students have the ability to achieve academically.	**	**	**3.40**	**3.34**	**3.26**	**3.20**	**3.17**	**3.15**	**3.00**
6. Parents exert pressure to maintain high standards.	**	**	2.36	**	**	2.27	**	**	2.12
7. Academic achievement is recognized and acknowledged by the school.	**	**	**3.30**	**	**	**3.20**	**	**	**3.03**
12. Parents press for school improvement.	**	**	2.29	**	**	2.15	**	**	2.17
14. Students in this school can achieve the goals that have been set for them.	**	**	**3.12**	**	**	2.89	**	**	2.75
18. Students respect others who get good grades.	**3.05**	**3.07**	2.96	2.50	2.48	2.38	2.56	2.50	2.38
24. Students seek extra work so they can get good grades.	2.08	2.08	2.11	2.04	2.06	2.02	2.10	2.08	2.01
31. Students try hard to improve on previous work.	2.66	2.65	2.66	2.21	2.21	2.24	2.20	2.18	2.14
33. The learning environment is orderly and serious.	**3.15**	**3.14**	**3.08**	2.92	2.81	2.81	2.71	2.63	2.53
Achievement Press Subscale	**n/a**	**n/a**	**2.90**	**n/a**	**n/a**	**2.66**	**n/a**	**n/a**	**2.52**

*Note: It is desirable to have an average response of **at least 3.0**, indicated in bold type.*

Table 7. General Climate

Additional Items Concerning General Climate	All EL 06-07	All MS 06-07	All HS 06-07
23. Campus staff are friendly to each other.	**3.28**	**3.26**	**3.11**
26. Campus staff exhibit pride in their affiliation with the school.	**3.15**	**3.03**	2.90
27. Campus staff are willing to go out of their way to help.	**3.19**	**3.13**	**3.00**
28. Campus staff accomplish their jobs with enthusiasm.	**3.03**	2.92	2.78
29. Campus staff are committed to their jobs.	**3.32**	**3.19**	**3.04**
36. The goals of my school are made clear.	**3.28**	**3.22**	2.97
37. AISD works toward common goals.	2.87	2.63	2.48
General Climate Subscale	**3.16**	**3.05**	**2.90**

*Note: It is desirable to have an average response of **at least 3.0**, indicated in bold type.*

SAFETY RELATED ITEM RESULTS

Table 8. Frequency and Prevalence of Selected Undesirable Student Behaviors

To the best of your knowledge, *how often* do the following events occur at your school?	All EL			All MS			All HS		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
38.[a] Student racial tension	0.98	0.95	0.89	1.89	1.90	1.66	1.97	2.10	1.74
39.[a] Student bullying	1.84	1.77	1.71	2.80	2.70	2.52	2.34	2.38	2.15
40.[a] Widespread disorder in classrooms	0.99	0.94	0.93	1.67	1.74	1.65	1.75	1.79	1.79
41.[a] Student acts of disrespect for Teachers	1.62	1.60	1.58	2.64	2.64	2.52	2.61	2.76	2.58
42.[a] Student acts of disrespect for Non-teaching Professional or Administrative Staff	1.51	1.47	1.45	2.47	2.49	2.37	2.47	2.61	2.40
43.[a] Student acts of disrespect for Classified or Support Staff	1.44	1.40	1.39	2.38	2.39	2.28	2.40	2.53	2.30
44.[a] Gang activities	0.38	0.40	0.39	1.47	1.76	1.60	1.81	1.97	1.83
To the best of your knowledge, *how many students* at your school display behaviors that contribute to the following events?									
47.[b] Student racial tension	0.96	0.90	0.90	1.58	1.66	1.59	1.62	1.73	1.70
48.[b] Student bullying	1.45	1.40	1.42	1.95	1.93	1.94	1.65	1.72	1.74
49.[b] Widespread disorder in classrooms	1.09	1.00	1.06	1.56	1.60	1.62	1.61	1.67	1.73
50.[b] Student acts of disrespect for Teachers	1.33	1.30	1.36	1.83	1.89	1.94	1.86	2.00	2.01
51.[b] Student acts of disrespect for Non-teaching Professional or Administrative Staff	1.27	1.30	1.29	1.73	1.77	1.84	1.76	1.87	1.89
52.[b] Student acts of disrespect for Classified or Support Staff	1.25	1.20	1.24	1.68	1.75	1.79	1.73	1.83	1.84
53.[b] Gang activities	0.42	0.40	0.44	1.27	1.47	1.38	1.40	1.55	1.60
Safety Subscale*	3.61	3.62	3.61	3.14	3.11	3.11	3.16	3.01	3.08

[a] Rated on a scale of 0 (Never Happens) to 4 (Happens Daily);
[b] Rated on a scale of 0 (*None*) to 5 (*All*).
*Based on responses to safety items and converted to range from 0 (low) to 4 (highest).
*Note: It is desirable to have an average response of **less than 2.0** for each item, indicated in bold type. It is desirable to have an average Safety Subscale response of **at least 3.0**, indicated in bold type.*

Table 9. Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors

To the best of your knowledge, *how often* do the following events occur at your school?	All EL			All MS			All HS		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
45.[a] Commendable student behavior	3.37	3.40	3.27	3.25	3.41	3.24	3.39	3.38	3.10
46.[a] Staff reinforcement of commendable student behavior	3.34	3.40	3.25	3.39	3.36	3.18	3.21	3.21	2.89
To the best of your knowledge, *how many students or staff* exhibit the following behaviors?									
54.[b] Commendable student behavior	3.24	3.20	3.16	2.94	2.98	2.94	2.82	2.91	2.76
55.[b] Staff reinforcement of commendable student behaviors	3.94	3.90	3.78	3.43	3.43	3.42	3.16	3.29	3.11
Positive Behavior Support Subscale*	2.56	2.55	2.45	2.29	2.28	2.19	2.09	2.11	1.93

[a] Rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*);

[b] Rated on a scale of 0 (*None*) to 5 (*All*).

*Note: It is desirable to have an average response of **greater than 3.0** for each item, indicated in bold type. It is desirable to have an average Positive Behavior Support Subscale score of **at least 3.0**, indicated in bold type.*

UNDERSTANDING AND USING THE RESULTS OF THE STAFF CLIMATE SURVEY

Campuses with a high Overall Climate score can cope better with disruptive external forces and better direct energies toward the mission of educating students than those with low climate scores. In addition, campus climate is associated with several important student and staff outcomes.

If a school's Overall Climate score is over 3.0, it means that according to self-report by campus staff, the school has a relatively positive environment. Although this is a commendable position, the importance of a positive climate necessitates an emphasis on *continued* improvement; campus administrators and leaders should be challenged at their schools to create an even better environment for teaching and learning. If a school's Overall Climate score is below 2.5, it means that the 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 the school's score for each of the climate subscales (shown in the table on page 2 of the Campus Staff Climate Reports). These scores will indicate 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. Next, the individual items contributing to those subscale scores should be studied. By looking at these individual items and their average responses, it is possible to identify particular areas for campus improvement. It is also important to examine average responses to the general climate items. These items assess climate information that <u>all</u> campus staff can rate. Often, improving climate in one dimension will have a positive effect on other dimensions.

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 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 has been 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. 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, beginning with a presentation of the survey results to all campus staff. Also, the presentation should be shared with Campus Advisory Councils to inform campus improvement planning.

REFERENCES

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APPENDIX. CORRELATIONS BETWEEN SUBSCALES AND TAKS READING SCORES

	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
Low Need EL	-.07	.47**	.68**	.82**	.68**	.65**	.75**
High Need EL	-.03	.22	.40**	.57**	.35*	.28	.31*
All Secondary	-.62**	.23	.37*	.76**	.36	.55**	.70**

*Significant at the $p<.05$ level (2-tailed)
**Significant at the $p<.01$ level (2-tailed)

Note: Although 4/5 items on the External Influences scale appeared on previous AISD climate surveys, the External Influences subscale is new in 2006-2007. Contrary to expectations based on past research using the OCI, strong community influences seems to be associated with *greater* achievement, especially at the Secondary level. This subscale will be included in subsequent climate studies so that its influence can be better understood. The 2006-07 data should be interpreted with caution and regarded primarily as baseline data to be used for comparisons purposes in the future.