



## Summary of 2004-2005 AISD Staff Climate Survey Results All Elementary Schools

The survey results presented in this report are based on the total number of survey respondents from all elementary campuses. Results for aspects of the school climate are calculated for individual campuses as percentiles based on averages of responses. Each individual campus report contains campus percentiles; however, percentiles are not calculated for aggregate data such as the data below for all elementary schools. Results for each survey question are presented below as averages of responses to each item. Not every respondent answered every question on the survey.

### Survey Respondents

	# of Respondents	% of Respondents
Teacher	2,692	68.0%
Campus Administrator or Other Campus Professional	338	8.5%
Classified/Support Staff	649	16.4%
Unspecified	282	7.1%
<b>Total</b>	<b>3,961</b>	<b>100.0%</b>

### Organizational Health Inventory Results

The 37-item Organizational Health Inventory (OHI) is designed to measure five dimensions of elementary school climate: *Institutional Integrity*, *Collegial Leadership*, *Resource Influence*, *Teacher Affiliation*, and *Academic Emphasis*. Aggregated results for all elementary campuses on each of the items comprising the five climate areas are summarized in the following report.

***Institutional Integrity***: This subscale consists of six items that describe the degree to which the school can cope with its environment in a way that maintains the educational integrity of its programs. It indicates the extent to which teachers are protected from unreasonable community and parental demands and the vested interests of community groups.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average scores for each item are reflected in the table below. Together these items comprise an overall scale score that is interpreted as a percentile at the campus level. Percentiles are not appropriate for aggregate data such as the results for all elementary schools presented below.

Institutional Integrity Items	Elementary Average Response
*8. The school is vulnerable to outside pressures.	2.60
*14. Community demands are accepted even when they are not consistent with the educational program.	2.81
*19. Teachers feel pressure from the community.	2.77
*25. Select citizen groups are influential with the board.	2.67
*29. The school is open to the whims of the public.	<b>3.00</b>
*30. A few vocal parents can change school policy.	<b>3.06</b>

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

\*These items were reverse-scored such that a response of “Rarely Occurs” was scored as a 4.

**Collegial Leadership:** This subscale consists of ten items that describe the degree to which the principal displays behavior that is friendly, supportive, open, and guided by norms of equality and at the same time sets the tone for high performance by letting people know what is expected of them.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average scores for each item are reflected in the table below. Together these items comprise an overall scale score that is interpreted as a percentile at the campus level. Percentiles are not appropriate for aggregate data such as the results for all elementary schools presented below.

Collegial Leadership Items	Elementary Average Response
1. The principal explores all sides of topics and admits that other opinions exist.	<b>3.02</b>
3. The principal discusses classroom issues with teachers.	<b>3.18</b>
4. The principal accepts questions without appearing to snub or quash the teacher.	<b>3.11</b>
10. The principal treats all faculty members as his or her equal.	2.97
11. The principal goes out of his or her way to show appreciation to teachers.	2.96
15. The principal lets faculty know what is expected of them.	<b>3.39</b>
17. The principal conducts meaningful evaluations.	<b>3.16</b>
21. The principal maintains definite standards of performance.	<b>3.32</b>
26. The principal looks out for the personal welfare of faculty members.	<b>3.10</b>
34. The principal is friendly and approachable.	<b>3.21</b>

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

**Resource Influence:** This subscale consists of seven items that describe the principal’s ability to influence the actions of superiors to the benefit of teachers. It describes the degree to which teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average scores for each item are reflected in the table below. Together these items comprise an overall scale score that is interpreted as a percentile at the campus level. Percentiles are not appropriate for aggregate data such as the results for all elementary schools presented below.

Resource Influence Items	Elementary Average Response
2. The principal gets what he or she asks for from her superiors.	2.76
5. Extra materials are available if requested.	2.86
9. The principal is able to influence the actions of his or her superiors.	2.41
12. Teachers are provided with adequate materials for their classrooms.	<b>3.03</b>
16. Teachers receive necessary classroom supplies.	<b>3.13</b>
20. The principal's recommendations are given serious consideration by his or her superiors.	2.77
22. Supplementary materials are available for classroom use.	2.91

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

**Teacher Affiliation:** This subscale consists of eight items that describe the degree to which there is a sense of friendliness and strong affiliation with the school. It describes the degree to which teachers feel good about each other, their job, and their students, and how much they are committed to both their students and their colleagues and accomplish their jobs with enthusiasm.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average scores for each item are reflected in the table below. Together these items comprise an overall scale score that is interpreted as a percentile at the campus level. Percentiles are not appropriate for aggregate data such as the results for all elementary schools presented below.

Teacher Affiliation Items	Elementary Average Response
13. Teachers in this school like each other.	<b>3.35</b>
23. Teachers exhibit friendliness to each other.	<b>3.43</b>
27. Teachers express pride in their school.	<b>3.25</b>
28. Teachers identify with the school.	<b>3.18</b>
32. Teachers accomplish their jobs with enthusiasm.	<b>3.03</b>
33. The learning environment is orderly and serious.	<b>3.15</b>
35. There is a feeling of trust and confidence among staff.	<b>3.04</b>
36. Teachers show commitment to their students.	<b>3.56</b>
*37. Teachers are indifferent to each other.	<b>3.42</b>

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

\*These items were reverse-scored such that a response of "Rarely Occurs" was scored as a 4.

**Academic Emphasis:** This subscale consists of five items that describe the extent to which the school is driven by a quest for academic excellence. It describes the degree to which high but achievable academic goals are set for students, and the extent to which students work hard, are cooperative, seek extra work, and respect those who do well academically.

Each item was rated on a scale from 1 (*Rarely Occurs*) to 4 (*Very Frequently Occurs*). Average scores for each item are reflected in the table below. Together these items comprise an overall scale score that is interpreted as a percentile at the campus level. Percentiles are not appropriate for aggregate data such as the results for all elementary schools presented below.

Academic Emphasis Items	Elementary Average Response
*6. Students neglect to complete homework.	2.88
7. Students are cooperative during classroom instruction.	<b>3.11</b>
18. Students respect others who get good grades.	<b>3.05</b>
24. Students seek extra work so they can get good grades.	2.08
31. Students try hard to improve on previous work.	2.66

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

\*These items were reverse-scored such that a response of "Rarely Occurs" was scored as a 4.

### Safety Related Item Results

The 17-item safety questionnaire was designed to measure the frequency and prevalence of selected student behaviors for each campus.

**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.

To the best of your knowledge, how often do the following events occur at your school?	Elementary Average Response
38. Student racial tension	<b>0.98</b>
39. Student bullying	<b>1.84</b>
40. Widespread disorder in classrooms	<b>0.99</b>
41. Student acts of disrespect for Teachers	<b>1.62</b>
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	<b>1.51</b>
43. Student acts of disrespect for Classified or Support Staff	<b>1.44</b>
44. Gang activities	<b>0.38</b>

Note: It is desirable to have an average response of less than 2.0, indicated in bold type.

**Prevalence of Selected Student Behaviors:** This subscale measures the prevalence of selected undesirable student behaviors. Items were rated on a scale of 0 (*None*) to 5 (*All*). Average scores for each item are shown in the table that follows.

To the best of your knowledge, how many students at your school display behaviors that contribute to the following events?	Elementary Average Response
47. Student racial tension	<b>0.96</b>
48. Student bullying	<b>1.45</b>
49. Widespread disorder in classrooms	<b>1.09</b>
50. Student acts of disrespect for Teachers	<b>1.33</b>
51. Student acts of disrespect for Nonteaching Professional or Administrative Staff	<b>1.27</b>
52. Student acts of disrespect for Classified or Support Staff	<b>1.25</b>
53. Gang activities	<b>0.42</b>

Note: It is desirable to have an average response of less than 2.0, indicated in bold type.

**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?	Elementary Average Response
45. <sup>a</sup> Commendable student behavior	<b>3.37</b>
46. <sup>a</sup> Staff reinforcement of commendable student behavior	<b>3.34</b>
To the best of your knowledge, how many students or staff exhibit the following behaviors?	Elementary Average Response
54. <sup>b</sup> Commendable student behavior	<b>3.24</b>
55. <sup>b</sup> Staff reinforcement of commendable student behaviors	<b>3.94</b>

<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*).

*Note: It is desirable to have an average response of more than 2.0, indicated in bold type.*