



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

The survey results presented in this report are based on the total number of survey respondents from all high school 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 high 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	871	62.3%
Campus Administrator or Other Campus Professional	132	9.4%
Classified/Support Staff	202	14.4%
Unspecified	193	13.8%
Total	1,398	100.0%

Organizational Health Inventory Results

The 45-item Organizational Health Inventory (OHI) is designed to measure six dimensions of secondary school climate including *Institutional Integrity*, *Collegial Leadership*, *Principal Influence*, *Resource Support*, *Teacher Affiliation*, and *Academic Emphasis*. Aggregated results for all high school campuses on each of the items comprising the six climate areas are summarized in the following report.

Institutional Integrity: This subscale consists of seven 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.

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 high schools presented below.

Institutional Integrity Items	HS Average Response
*8. The school is vulnerable to outside pressures.	2.38
*13. Community demands are accepted even when they are not consistent with the educational program.	2.75
*18. Teachers feel pressure from the community.	2.76
*23. Select citizen groups are influential with the board.	2.46
*25. The school is open to the whims of the public.	2.97
*26. A few vocal parents can change school policy.	2.89
33. Teachers are protected from unreasonable community and parental demands.	2.48

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 nine 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 high schools presented below.

Collegial Leadership Items	HS Average Response
1. The principal explores all sides of topics and admits that other opinions exist.	2.81
4. The principal discusses classroom issues with teachers.	2.80
5. The principal accepts questions without appearing to snub or quash the teacher.	2.86
10. The principal treats all faculty members as his or her equal.	2.71
14. The principal lets faculty know what is expected of them.	3.28
24. The principal looks out for the personal welfare of faculty members.	2.82
30. The principal is friendly and approachable.	2.97
35. The principal is willing to make changes.	2.84
39. The principal is understanding when personal concerns cause teachers to arrive late or leave early.	2.66

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

Principal Influence: This subscale consists of six items that describe the principal’s ability to influence the actions of superiors. It describes the degree to which principals are persuasive with superiors, get additional consideration, and proceed relatively unimpeded by the hierarchy.

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 high schools presented below.

Principal Influence Items	HS Average Response
3. The principal gets what he or she asks for from her superiors.	2.73
9. The principal is able to influence the actions of his or her superiors.	2.52
19. The principal's recommendations are given serious consideration by his or her superiors.	2.76
34. The principal is able to work well with his or her superiors.	3.08
*41. The principal is rebuffed by his or her superiors.	3.32
43. The principal is effective in securing his or superiors' approval for new programs or activities.	2.85

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.*

Resource Support: This subscale consists of six items that describe the degree to which classroom supplies and instructional materials are readily available and extra materials are supplied if requested.

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 high schools presented below.

Resource Support Items	HS Average Response
6. Extra materials are available if requested.	2.57
11. Teachers are provided with adequate materials for their classrooms.	2.66
15. Teachers receive necessary classroom supplies.	2.71
20. Supplementary materials are available for classroom use.	2.52
36. Teachers have access to needed instructional materials.	2.71
40. Our school gets its fair share of resources from the district.	2.44

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 high schools presented below.

Teacher Affiliation Items	HS Average Response
12. Teachers in this school like each other.	3.15
21. Teachers exhibit friendliness to each other.	3.24
28. Teachers accomplish their jobs with enthusiasm.	2.81
31. Teachers show commitment to their students.	3.35
*32. Teachers are indifferent to each other.	3.39
*37. Teachers in this school are cool and aloof to each other.	3.34
42. Teachers volunteer to help each other.	2.96
45. Teachers do favors for each other.	2.99

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 nine 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, the learning environment is orderly and serious, teachers believe in their students' ability to achieve, and students work hard 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 high schools presented below.

Academic Emphasis Items	HS Average Response
2. Students make provisions to acquire extra help from teachers.	2.30
*7. Students neglect to complete homework.	2.21
16. Students respect others who get good grades.	2.56
17. Good grades are important to the students of this school.	2.60
22. Students seek extra work so they can get good grades.	2.10
27. Students try hard to improve on previous work.	2.20
29. The learning environment is orderly and serious.	2.71
38. Teachers in this school believe that their students have the ability to achieve academically.	3.17
*44. Academically oriented students in this school are ridiculed by their peers.	3.31

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?	HS Average Response
46. Student racial tension	1.97
47. Student bullying	2.34
48. Widespread disorder in classrooms	1.75
49. Student acts of disrespect for Teachers	2.61
50. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.47
51. Student acts of disrespect for Classified or Support Staff	2.40
52. Gang activities	1.81

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?	HS Average Response
55. Student racial tension	1.62
56. Student bullying	1.65
57. Widespread disorder in classrooms	1.61
58. Student acts of disrespect for Teachers	1.86
59. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.76
60. Student acts of disrespect for Classified or Support Staff	1.73
61. Gang activities	1.40

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?	HS Average Response
53. ^a Commendable student behavior	3.39
54. ^a Staff reinforcement of commendable student behavior	3.21
To the best of your knowledge, how many students or staff exhibit the following behaviors?	HS Average Response
62. ^b Commendable student behavior	2.82
63. ^b Staff reinforcement of commendable student behaviors	3.16

^a Items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*).

^b 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.