



**SUMMARY OF 2005-2006 THROUGH 2007-2008
STAFF CLIMATE SURVEY RESULTS FOR SPECIAL CAMPUSES
ROSEDALE**

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. The OCI subscales plus three additional scales were used to compute an **Overall Climate Score** for each campus. The campus survey results presented in this report are based on the total number of survey respondents from your campus. Results for each survey question are presented as averages of responses to each item. Not every respondent answered each question on the survey.

In addition to results from this Fall's staff survey, results from the 2005-2006 and 2006-2007 surveys are also reported. Some improvements were made to the campus staff climate survey instrument for 2006-2007. Items that were new in 2006-2007 do not have comparison data and items that were reworded are indicated by footnotes; the tables below reflect these revisions. In addition, although most year-to-year differences are not significant, they are useful in showing possible trends in staff perceptions of school climate. Please note any changes in staff perceptions to determine areas that may require further examination.

ROSEDALE SURVEY RESPONDENTS

	2005-2006	2006-2007	2007-2008
	# of Rosedale Respondents	# of Rosedale Respondents	# of Rosedale Respondents
Teacher	15	15	10
Administrator or Other Professional	8	6	30
Classified/Support Staff	25	33	31
Unspecified	7	6	2
Total	55	60	73

ROSEDALE STAFF CLIMATE SURVEY RESULTS

The 30-item Organizational Climate Index (OCI) is designed to measure four dimensions of school climate including *Institutional Vulnerability*, *Collegial Leadership*, *Professional Teacher Behavior*, and *Achievement Press*. In addition to the published OCI items, the staff climate survey included a series of climate items and safety items designed for relevance to all campus staff. Campus results for each of the OCI climate areas and for additional climate and safety items are summarized in the following report for your campus. Related items are grouped together in *subscales*, and the average across the items is computed as a *subscale score*. Subscale scores have been averaged to provide an overall climate score for your campus.

Rosedale Subscale Scores for OCI and Additional Subscales

	Overall Climate	Institutional Vulnerability	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
2004-2005	*	*	*	*	*	*	n/a	n/a
2005-2006	3.13	2.86	3.22	3.29	2.92	3.28	2.38	3.93
2006-2007	3.43	3.03	3.49	3.49	2.80	3.40	3.04	3.79
All Special 2006-2007	3.16	2.89	3.24	3.18	2.39	3.18	3.10	3.25

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.

*Survey subscales changed slightly in 2006-2007; subscale results for previous years are not comparable in some cases. However, tables below provide longitudinal data for many items that were contained on the longer original Organizational Health Inventory (OHI) that was used in previous years.

ORGANIZATIONAL CLIMATE INDEX SUBSCALE RESULTS

Each item was rated on a scale from **1** (*Rarely Occurs*) to **4** (*Very Frequently Occurs*)¹. 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 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.

External Influences Items	Rosedale Average 2005-2006	Rosedale Average 2006-2007	Rosedale Average 2007-2008	All Special 2007-2008
*4. The principal responds to pressure from parents.	**	2.0	2.3	2.2
*8. The school is vulnerable to outside pressures.	3.2	3.3	3.0	2.8
*19. Teachers feel pressure from the community.	**	3.4	3.3	3.4
*25. Select citizen groups are influential with the board.	2.6	2.6	2.8	2.8
*30. A few vocal parents can change school policy.	3.1	3.4	3.4	3.3
Institutional Vulnerability Subscale	n/a	2.86	3.03	2.89

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

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

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

**These items are new in 2006-2007.

¹ Respondents also had the option of marking “N/A.”

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.

Collegial Leadership Items	Rosedale Average 2005-2006	Rosedale Average 2006-2007	Rosedale Average 2007-2008	All Special 2007-2008
1. The principal explores all sides of topics and admits that other opinions exist.	3.1	3.3	3.6	3.3
9. The principal puts suggestions made by faculty into operation.	**	2.9	3.2	2.9
10. The principal treats all faculty members as his or her equal.	3.0	3.2	3.5	3.2
15. The principal lets faculty know what is expected of them.	3.2	3.4	3.6	3.4
17. The principal is willing to make changes.	**	3.1	3.3	3.2
21. The principal maintains definite standards for performance.	**	3.2	3.5	3.3
34. The principal is friendly and approachable.	3.2	3.5	3.6	3.6
Collegial Leadership Subscale	n/a	3.22	3.49	3.3

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

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

**These items are new in 2006-2007.

Professional Teacher Behavior. This subscale consists of 8 items that address the degree to which there is respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty.

Professional Teacher Behavior Items	Rosedale Average 2005-2006	Rosedale Average 2006-2007	Rosedale Average 2007-2008	All Special 2007-2008
3. Teachers help and support each other.	**	3.3	3.5	3.3
11. Teachers respect the professional competence of their colleagues.	**	3.2	3.5	3.1
13. The interactions between faculty members are cooperative.	**	3.1	3.4	3.1
16. Teachers in this school exercise professional judgment.	**	3.2	3.6	3.3
20. Teachers "go the extra mile" with their students.	**	3.5	3.7	3.3
22. Teachers provide strong social support for colleagues.	**	3.1	3.4	3.0
32. Teachers accomplish their jobs with enthusiasm.	3.3	3.2	3.4	3.1
35. Teachers show commitment to their students.	3.6	3.5	3.7	3.5
Professional Teacher Behavior Subscale	n/a	3.29	3.50	3.18

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

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

**These items are new in 2006-2007.

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.

Achievement Press Items	Rosedale Average 2004-2005	Rosedale Average 2005-2006	Rosedale Average 2007-2008	All Special 2007-2008
2. The school sets high standards for academic performance.	**	3.3	3.6	3.3
5. Teachers in this school believe that their students have the ability to achieve academically.	**	3.4	3.6	3.1
6. Parents exert pressure to maintain high standards.	**	2.3	2.6	3.1
7. Academic achievement is recognized and acknowledged by the school.	**	3.2	3.4	3.3
12. Parents press for school improvement.	**	2.0	2.3	3.3
14. Students in this school can achieve the goals that have been set for them.	**	3.2	3.4	3.0
18. Students respect others who get good grades.	3.4	2.8	2.6	3.1
24. Students seek extra work so they can get good grades.	2.1	2.5	2.1	3.5
31. Students try hard to improve on previous work.	3.1	3.0	3.0	3.2
33. The learning environment is orderly and serious.	3.2	3.1	3.1	3.3
Achievement Press Subscale	n/a	2.92	2.80	3.10

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

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

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

**These items are new in 2006-2007.

ADDITIONAL GENERAL CLIMATE ITEM RESULTS

In addition to the OCI items, the survey also included 7 climate items that are relevant to all campus staff. Average responses and a subscale score for these items can be found in the table below.

Additional Items Concerning General Climate	Rosedale Average 2007-2008	All Special 2007-2008
23. Campus staff are friendly to each other.	3.51	3.24
26. Campus staff exhibit pride in their affiliation with the school.	3.46	3.16
27. Campus staff are willing to go out of their way to help.	3.49	3.25
28. Campus staff accomplish their jobs with enthusiasm.	3.37	3.14
29. Campus staff are committed to their jobs.	3.52	3.31
36. The goals of my school are made clear.	3.52	3.35
37. AISD works toward common goals.	3.08	2.84
General Climate Subscale	3.40	3.18

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

SAFETY RELATED ITEM RESULTS

The 17-item safety questionnaire was designed to measure the frequency and prevalence of selected student behaviors in your school.

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?	Rosedale Average 2005-2006	Rosedale Average 2006-2007	Rosedale Average 2007-2008	All Special 2007-2008
38. Student racial tension	0.1	0.2	1.06	1.8
39. Student bullying	0.3	0.3	1.25	2.0
40. Widespread disorder in classrooms	0.5	0.4	1.53	2.0
41. Student acts of disrespect for Teachers	0.4	0.4	1.48	2.6
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.4	0.4	1.39	2.4
43. Student acts of disrespect for Classified or Support Staff	0.4	0.4	1.45	2.4
44. Gang activities	0.0	0.1	1.00	1.8

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

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

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?	Rosedale Average 2005-2006	Rosedale Average 2006-2007	Rosedale Average 2007-2008	All Special 2007-2008
47. Student racial tension	0.2	0.2	.08	0.8
48. Student bullying	0.4	0.3	.25	0.9
49. Widespread disorder in classrooms	0.6	0.3	.56	0.9
50. Student acts of disrespect for Teachers	0.6	0.5	.38	1.1
51. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.6	0.5	.33	1.1
52. Student acts of disrespect for Classified or Support Staff	0.6	0.4	.33	1.1
53. Gang activities	0.3	0.2	.06	0.7

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

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

	Rosedale 2005-2006	Rosedale 2006-2007	Rosedale 2007-2008	All Special 2007-2008
Safety Subscale Score*	n/a	3.93	3.79	3.25

**Subscale scores have been converted to range from 0 (low) to 4 (highest).*

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?	Rosedale Average 2005-2006	Rosedale Average 2006-2007	Rosedale Average 2007-2008	All Special 2007-2008
45. ^a Commendable student behavior	3.3	2.8	3.88	4.1
46. ^a Staff reinforcement of commendable student behavior	3.3	2.9	4.06	4.3
To the best of your knowledge, how many students or staff exhibit the following behaviors?				
54. ^b Commendable student behavior	3.9	3.3	3.08	3.0
55. ^b Staff reinforcement of commendable student behaviors	4.5	4.0	3.68	3.6
Positive Behavior Support Subscale Score*	n/a	2.38	3.04	3.10

^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 greater than 3.0 for each item, indicated in bold type.

Red indicates a less favorable result than the previous year; green indicates a more favorable result.

**Subscale scores have been converted to range from 0 (low) to 4 (highest).*

UNDERSTANDING AND USING THE RESULTS OF YOUR STAFF CLIMATE SURVEY

A campus with a high Overall Climate score, as represented by the table shown at the top of page 2, can better cope with disruptive external forces and direct its energies toward the mission of educating students than campuses with low 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 the table 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 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 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. The presentation should be shared with campus staff and Campus Advisory Councils to inform campus improvement planning.

References

- 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.