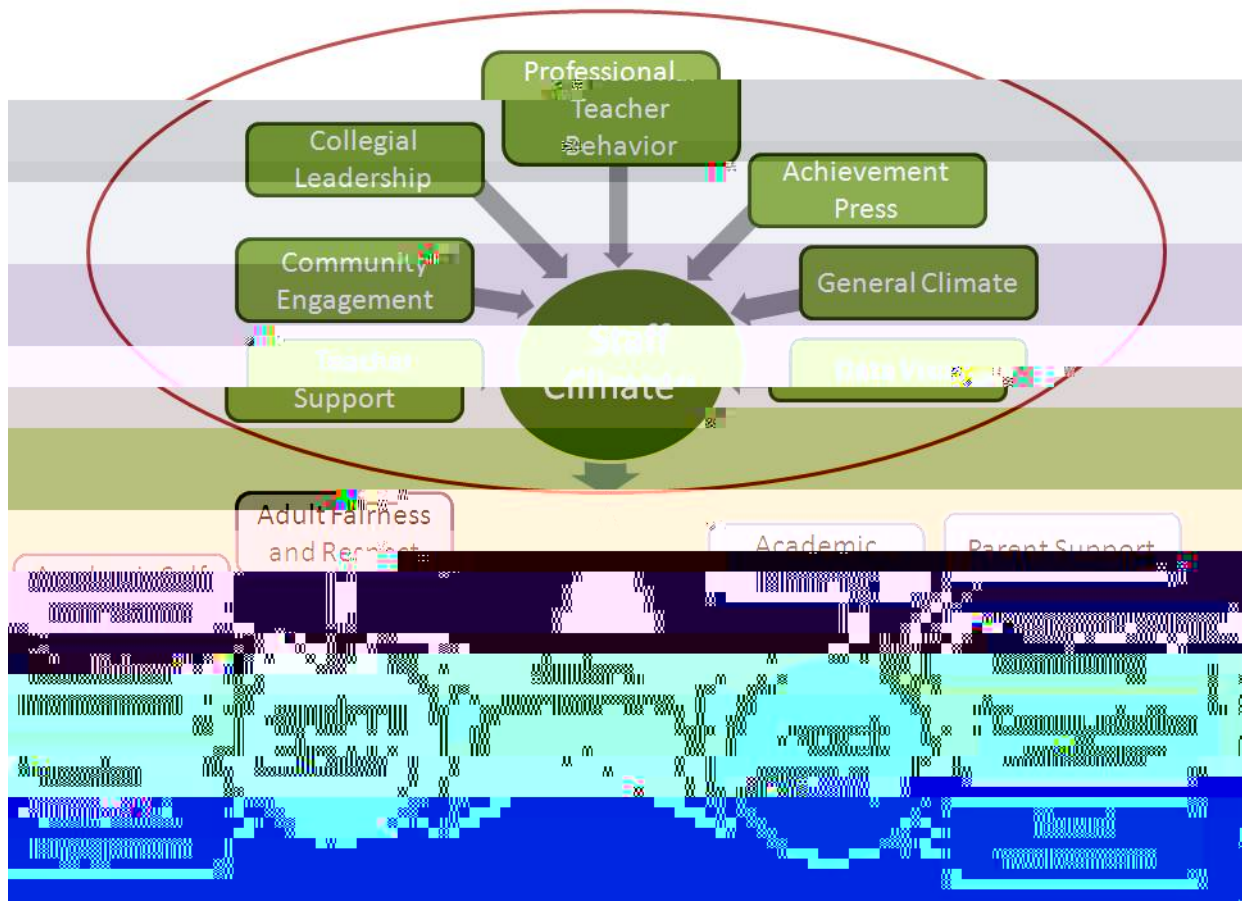


2009-2010 AISD Campus Staff Climate Survey

ACES Elementary School

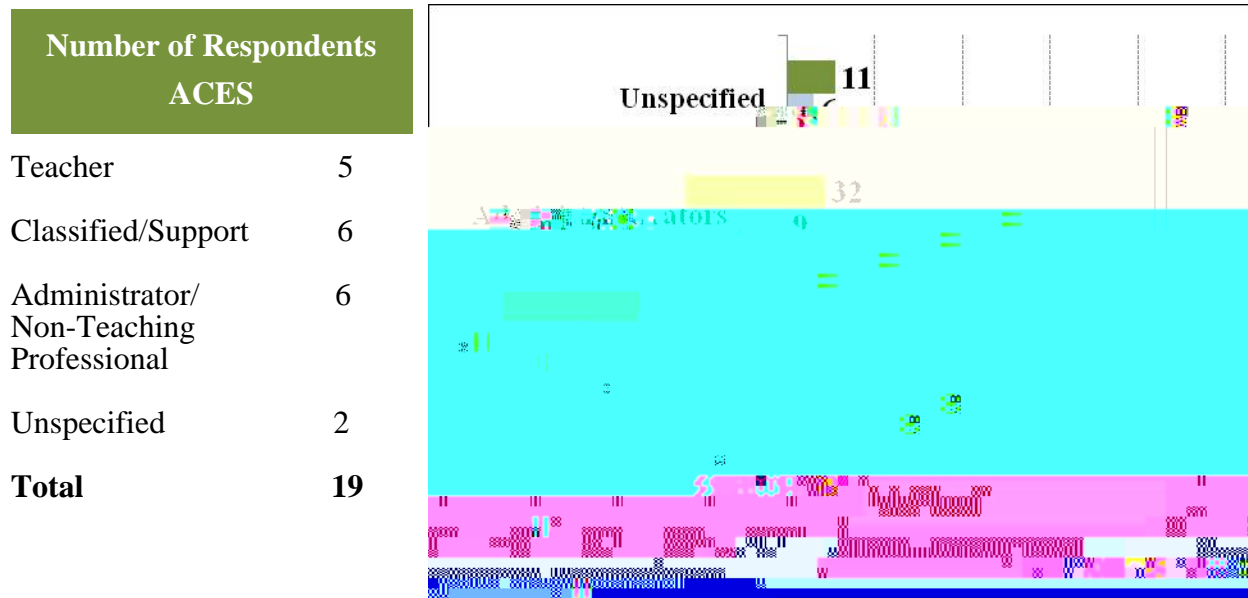
A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More specifically, research in AISD indicates that staff climate survey results are related to student Texas Assessment of Knowledge and Skills (TAKS) performance in both math and reading (Bush-Richards, Cornetto, & Schmitt, 2008; Schmitt, 2006). The figure below represents how campus climate can facilitate student academic growth.

The image below displays factors that are known to be related to student academic growth. In this report, we focus on Staff Climate (circled in red), which has been measured with seven survey subscales: Teacher Support, Community Engagement, Collegial Leadership, Professional Teacher Behavior, Achievement Press, General Climate and Data Vision.



In Fall 2009, 71% of teachers from ACES responded to the survey. Figure 3 represents the percentage of respondents at ACES (depicted in dark green) and across all Elementary Schools (light blue) who identified themselves as teachers, classified/support staff, or administrators and non-teaching professionals, plus the number who did not specify a staff role. This information will help you to generalize the findings to the rest of your campus community.

Figure 3. Percentage of Respondents at ACES in 2009-10 by group and level



Staff results for ACES for the 2009-10 school year year are highlighted on the next page. Please pay close attention to the call-out boxes that appear in red and green as they highlight specific campus climate areas that ACES can improve, as well as areas in which ACES excels. You may visit the following websites for resources and tips on how to improve campus climate in general, and specific resources for improving the area of ACES's lowest subscale score are provided on the next page.

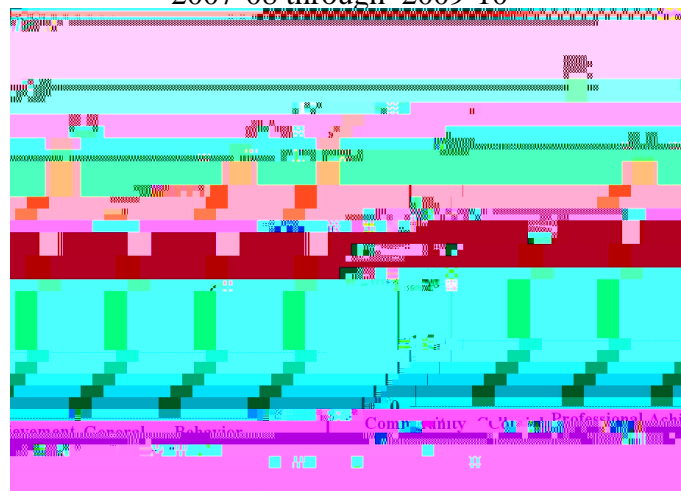
- <http://www.schoolclimate.org/climate/council.php>
- <http://www.turningpts.org/pdf/Family.pdf>
- <http://www.schoolsecurity.org/>
- <http://ccsr.uchicago.edu>

The appendix provides you with more detailed information regarding ACES's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how ACES's average ratings have changed or remained consistent over time. To indicate which changes are most meaningful from year to year, statistically meaningful changes are flagged with up or down arrows. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

The graphs below depict ACES's staff climate ratings over time, as well staff climate ratings across all Elementary Schools in 2009-10. Scores over 3.0 are desirable, as indicated by the red dashed line in the graphs below. The first step in improving campus climate is to examine the score for each area (Figure 2).

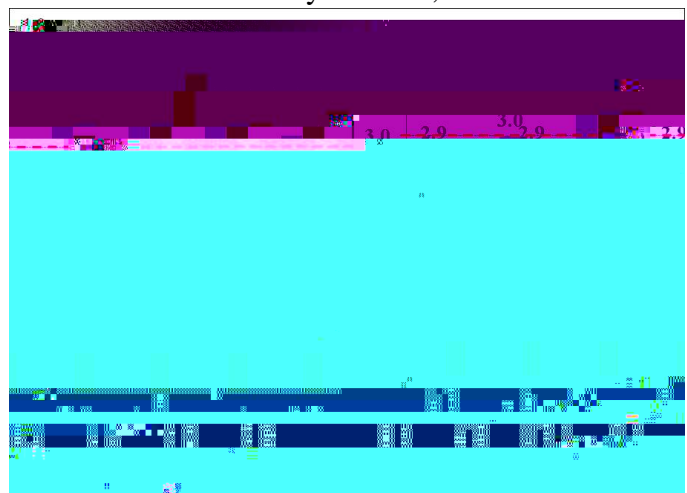
For 2009-10, ACES staff rated **Behavioral Management** the highest of all climate areas. Alternatively, ACES staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Behavioral Management** and **Community Engagement**. Examine these items and consider possible areas for campus improvement. Make note of any item with an arrow, which indicates an average rating that is meaningfully higher or lower than that of the previous year. Discuss these areas of strength and challenge with staff, and note the ways in which initiatives on campus have addressed or could address these issues during the current or next school year.

Figure 2. Campus Climate Subscales for ACES from 2007-08 through 2009-10



ACES's highest score on the 2009-10 Campus Climate Survey was Behavioral Management, which measures how your campus addresses student behavior and classroom management. Positive ratings of Behavioral Management are associated with academic achievement. We encourage your campus to keep fostering a positive learning environment.

Figure 3. Campus Climate Subscales for ACES and all Elementary Schools, 2009-10



ACES's lowest subscale score on the 2009-10 staff climate survey was Community Engagement, which measures a school's relationship with its community, parental involvement, and the degree to which the school provides the community with information about its accomplishments. Community Engagement has been found to contribute to both academic achievement and teacher engagement. For more resources on Community Engagement, please visit: <http://www.turningpts.org/pdf/Family.pdf>

Note. The blue bars represent 2009-10 data for all Elementary Schools and the green bars represent 2009-10 data for ACES Elementary School.

APPENDIX

- 5. Our school makes an effort to inform the community about our goals and achievement.
- 9. Our school is able to enlist community support when needed.
- 20. Teachers feel pressure from the community.
- 26. Select citizen groups are influential with the board.
- 31. Community members attend meetings to stay informed about our school.
- 38. Organized community groups k.noen groups 9ale



Collegial Leadership Subscale Items	ACES			
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	n/a	n/a	2.7	n/a
10. The principal puts suggestions made by faculty into operation.	n/a	n/a	2.6	n/a
11. The principal treats all faculty members as his or her equal.	n/a	n/a	2.5	n/a
16. The principal lets faculty know what is expected of them.	n/a	n/a	3.1	n/a
18. The principal is willing to make changes.	n/a	n/a	2.8	n/a
22. The principal maintains definite standards for performance.	n/a	n/a	3.0	n/a
35. The principal is friendly and approachable.	n/a	n/a	3.5	n/a
Collegial Leadership Subscale	n/a	n/a	2.9	3.0

APPENDIX

Achievement Press Subscale Items	2007-08	ACES 2008-09	2009-10	All Elementary Schools
3. The school sets high standards for academic performance.	n/a	n/a	3.0	n/a
6. Teachers in this school believe that their students have the ability to achieve academically.	n/a	n/a	3.1	n/a
7. Parents exert pressure to maintain high standards.	n/a	n/a	1.7	n/a
8. Academic achievement is recognized and acknowledged by the school.	n/a	n/a	3.3	n/a
13. Parents press for school improvement.	n/a	n/a	1.5	n/a
15. Students in this school can achieve the goals that have been set for them.	n/a	n/a	3.0	n/a
19. Students respect others who get good grades.	n/a	n/a	2.3	n/a
25. Students seek extra work so they can get good grades.	n/a	n/a	1.3	n/a
32. Students try hard to improve on previous work.	n/a	n/a	2.2	n/a
34. The learning environment is orderly and serious.	n/a	n/a	3.3	n/a
Achievement Press Subscale	n/a	n/a	2.6	2.9

Note: It is desirable to have a response of at least 3.0.

Professional Teacher Behavior Subscale Items	2007-08	ACES 2008-09	2009-10	All Elementary Schools
4. Teachers help and support each other.	n/a	n/a	3.3	n/a
12. Teachers respect the professional competence of their colleagues.	n/a	n/a	3.1	n/a
14. The interactions between faculty members are cooperative.	n/a	n/a	3.2	n/a
17. Teachers in this school exercise professional judgment.	n/a	n/a	3.3	n/a
21. Teachers go the extra mile with their students.	n/a	n/a	3.3	n/a
23. Teachers provide strong social support for colleagues.	n/a	n/a	3.1	n/a
33. Teachers accomplish their jobs with enthusiasm.	n/a	n/a	2.8	n/a
36. Teachers show commitment to their students.	n/a	n/a	3.3	n/a
Professional Teacher Behavior Subscale	n/a	n/a	3.2	3.2

Note: It is desirable to have a response of at least 3.0.


APPENDIX

General Climate Subscale Items	ACES			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	n/a	n/a	3.3	n/a
27. Campus staff exhibit pride in their affiliation with the school.	n/a	n/a	3.1	n/a
28. Campus staff are willing to go out of their way to help.	n/a	n/a	2.9	n/a
29. Campus staff accomplish their jobs with enthusiasm.	n/a	n/a	2.9	n/a
30. Campus staff are committed to their jobs.	n/a	n/a	3.1	n/a
37. The goals of my school are made clear.	n/a	n/a	3.1	n/a
General Climate Subscale	n/a	n/a	3.1	3.2

Note: It is desirable to have a response of at least 3.0.

To the best of your knowledge, how often do the following events occur at your school?	ACES			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	n/a	n/a	1.2	1.7
51. Student bullying	n/a	n/a	2.1	2.6
52. Widespread disorder in classrooms	n/a	n/a	0.7	1.7
53. Student acts of disrespect for Teachers	n/a	n/a	1.9	2.6
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	n/a	n/a	1.6	2.4
55. Student acts of disrespect for Classified or Support Staff	n/a	n/a	1.8	2.4
56. Gang activities	n/a	n/a	0.8	1.7

Note: It is desirable to have a response of **less than** 2.0

How satisfied are you with the way your campus addresses:	ACES		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	n/a	3.6	n/a
57b. Classroom Management	n/a	3.7	n/a
57c. Common Area Management	n/a	3.6	n/a
Behavior Management Subscale	n/a	3.6 	3.2

Note: It is desirable to have a response of at least 3.0.



REFERENCES

- Bush-Richards, A., Cornetto, K., & Schmitt, L. (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 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? (Publication 06.02). Austin, TX: Austin Independent School District Department of Program Evaluation.
- Schmitt, L., Cornetto, K., & Lamb, L. (2009). Austin ISD 2008-09 board level reports (No. 08.86, 08.87, 08.88). Austin, TX: Austin Independent School District
- Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate: The interplay between interpersonal relationships and student achievement. *Journal of School Leadership*, 16, 386-415.

Austin Independent School District

Superintendent of Schools
Meria Carstarphen, Ed.D.

Office of Accountability
William Caritj, Ed.D.

Department of Program Evaluation
Holly Williams, Ph.D.

Authors
Lindsay M. Lamb, Ph.D.
Lisa N. T. Schmitt, Ph.D.



Board of Trustees
Mark Williams, President
Vincent Torres, M.S., Vice President
Lori Moya, Secretary
Cheryl Bradley
Annette LoVoi, M.A.
Christine Brister
Robert Schneider
Karen Dulaney Smith
Sam Guzman