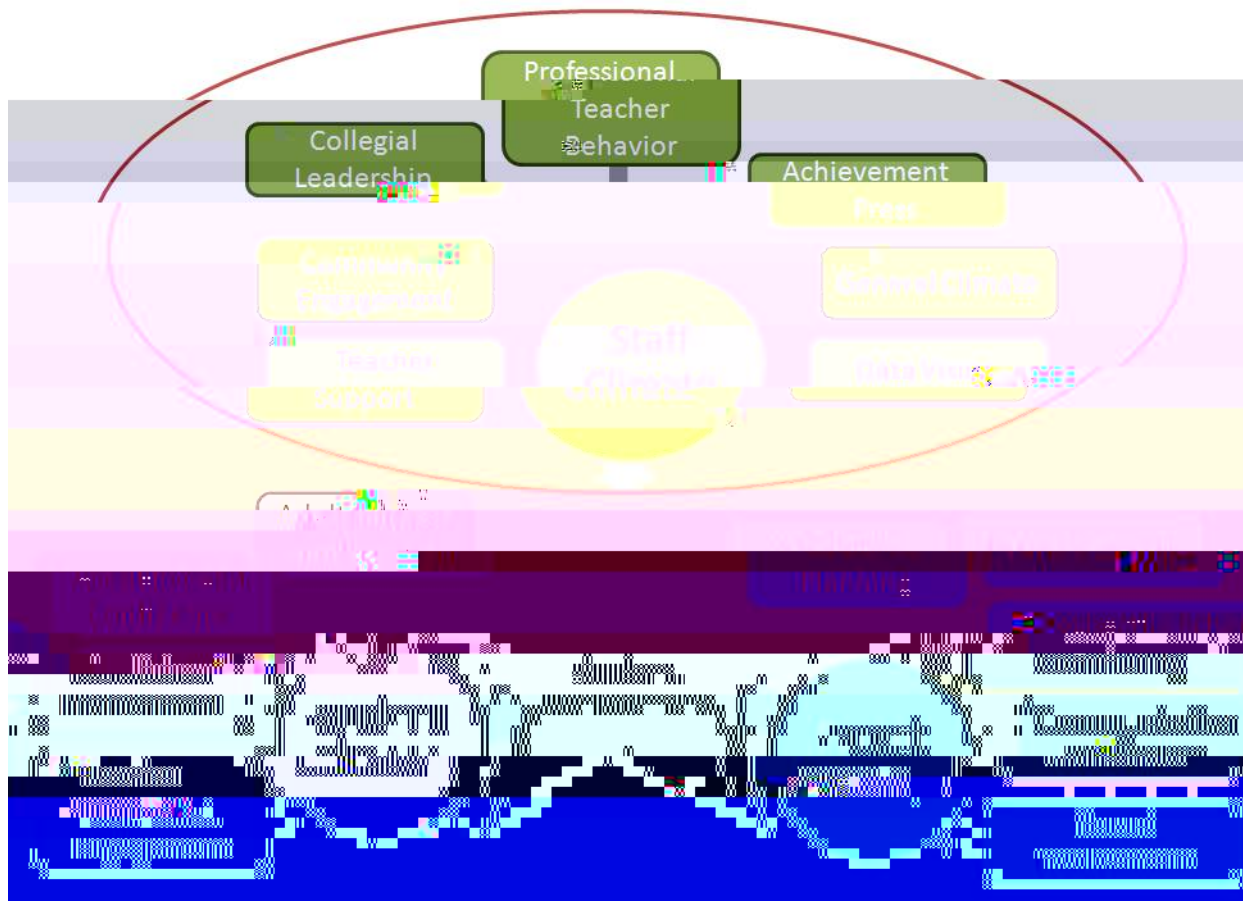


2009-2010 AISD Campus Staff Climate Survey

Andrews 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, 88% of teachers from Andrews responded to the survey. Figure 3 represents the percentage of respondents at Andrews (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.

Staff results for Andrews 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 Andrews can improve, as well as areas in which

The graphs below depict Andrews’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, Andrews staff rated **Behavioral Management** the highest of all climate areas. Alternatively, Andrews 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 Andrews from 2007-08 through 2009-10

Andrews’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 Andrews and all Elementary Schools, 2009-10

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

	2007-08	All Elementary Schools
50. Student racial tension		0.9
51. Student bullying		1.8
52. Widespread disorder in classrooms		1.0
53. Student acts of disrespect for Teachers		1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff		1.5
55. Student acts of disrespect for Classified or Support Staff		1.5
56. Gang activities		0.5

58. There is a behavior support team (other than PBS or IMPACT) on my campus.

59. I am regularly updated about PBS activities/progress.

60. I have used PBS strategies in the classroom/common area.

61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.

62. I feel there is consistent reinforcement of commendable student resources

Data Vision. These two items were new to the survey this year and addressed the extent to which teachers utilize student data in their work. Response options ranged from strongly disagree (1) to strongly agree (4). High scores indicate higher levels of data vision.

Data Vision	Andrews 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.3	3.2
41. There is a clear vision for the use of data to inform education in AISD.	3.2	3.1
Total Data Use Subscale	3.2	3.2

Note: It is desirable to have a response of 3.0 or higher.

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