

In Fall 2009, 91% of teachers from Blackshear responded to the survey. Figure 3 represents the percentage of respondents at Blackshear (depicted in dark green) and across all Elementary Schools (light blue) who identified themselves as teachers, classified/support staff,

The graphs below depict Blackshear’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, Blackshear staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Blackshear staff rated **Achievement Press** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Achievement Press**. 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 Blackshear from 2007-08 through 2009-10



Blackshear’s highest score on the 2009-10 staff climate survey was Professional Teacher Behavior, which measures the extent to which teachers respect their colleagues’ competence, are committed to students, and foster a cooperative community on their campus. High levels of Professional Teacher Behavior are associated with academic achievement.

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



Blackshear’s lowest subscale score on the 2009-10 staff climate survey was Achievement Press, which measures the degree to which students, parents, teachers, and principals foster a climate of high academic rigor on their campuses. Achievement Press has been linked to student achievement and teacher engagement in AISD. For more research on achievement press and ways to improve your campus’ ratings, please visit: <http://csr.uchicago.edu>

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



APPENDIX

Achievement Press Subscale Items	Blackshear			All Elementary Schools
	2007-08	2008-09	2009-10	
3. The school sets high standards for academic performance.	3.7	3.6	3.5	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.6	3.5	3.2	3.4
7. Parents exert pressure to maintain high standards.	2.1	2.1	2.0	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.3	3.4	3.2	3.3
13. Parents press for school improvement.	2.1	2.1	2.1	2.4
15. Students in this school can achieve the goals that have been set for them.	3.2	3.0	3.0	3.1
19. Students respect others who get good grades.	2.9	2.9	3.0	3.0
25. Students seek extra work so they can get good grades.	2.2	2.2	2.0	2.3
32. Students try hard to improve on previous work.	2.8	2.9	2.3	2.7
34. The learning environment is orderly and serious.	3.4	3.4	3.2	3.1
Achievement Press Subscale	2.9	2.9	2.8	2.9

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

Professional Teacher Behavior Subscale Items	Blackshear			All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers help and support each other.	3.6	3.4	3.4	3.3
12. Teachers respect the professional competence of their colleagues.	3.4	3.4	3.3	3.1
14. The interactions between faculty members are cooperative.	3.3	3.3	3.3	3.1
17. Teachers in this school exercise professional judgment.	3.4	3.3	3.4	3.2
21. Teachers go the extra mile with their students.	3.6	3.5	3.6	3.4
23. Teachers provide strong social support for colleagues.	3.2	3.2	3.2	3.1
33. Teachers accomplish their jobs with enthusiasm.	3.1	3.1	3.0	3.1
36. Teachers show commitment to their students.	3.7	3.5	3.7	3.5
Professional Teacher Behavior Subscale	3.4	3.3	3.3	3.2

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

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	2007-08	Blackshear	2009-10	All Elementary Schools
50. Student racial tension	1.1	0.9	0.7	0.9
51. Student bullying	1.8	1.4	1.4	1.8
52. Widespread disorder in classrooms	1.2	1.1	1.1	1.0
53. Student acts of disrespect for Teachers	1.7	1.7	1.9	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.6	1.4	1.5	1.5
55. Student acts of disrespect for Classified or Support Staff	1.5	1.1	1.2	1.5
56. Gang activities	0.7	0.3	0.4	0.5

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

How satisfied are you with the way your campus addresses:	Blackshear	2009-10	All Elementary Schools
	2008-09		
57a. Student Behavior	3.3	3.0	3.1
57b. Classroom Management	3.4	3.2	3.3
57c. Common Area Management	3.4	3.2	3.2
Behavior Management Subscale	3.4	3.1	3.2

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

58. There is a behavior support team (other than PBS or

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	Blackshear 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.2	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.

REFERENCES

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