

## 2009-2010 AISD Campus Staff Climate Survey Bowie High 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.



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

The graphs below depict Bowie's staff climate ratings over time, as well staff climate ratings across all High 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, Bowie staff rated **Behavioral Management** the highest of all climate areas. Alternatively, Bowie staff rated **Collegial Leadership** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Behavioral Management** and **Collegial Leadership**. 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.

Bowie's lowest subscale score on the 2009-10 staff climate survey was Collegial Leadership, which measures the extent to which principals treat teachers and staff with openness, egalitarianism, and friendliness and set clear expectations for performance. Collegial Leadership has been linked to student academic achievement. For tips on ways to improve this aspect of school climate, please visit:  
[http://www.calstatela.edu/centers/schoolclimate/research/#climate\\_research](http://www.calstatela.edu/centers/schoolclimate/research/#climate_research)

## APPENDIX



5. Our school makes an effort to inform the community about our greatest achievement.
9. Our school is able to enlist community support when needed.
20. Teachers feel pressure from the community.

Collegial Leadership Subscale Items	Bowie			
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	2.7 	3.0 	3.0	2.9
10. The principal puts suggestions made by faculty into operation.	2.2	2.7	2.7	2.6
11. The principal treats all faculty members as his or her equal.	2.8	2.8	3.0	2.8
16. The principal lets faculty know what is expected of them.	2.7 	2.8	2.9	3.1
18. The principal is willing to make changes.	2.6	2.8	2.9	2.9
22. The principal maintains definite standards for performance.	2.8	3.0	3.1	3.1
35. The principal is friendly and approachable.	3.2	3.1	3.2	3.1
Collegial Leadership Subscale	2.7 	2.9 	3.0	2.9
















3. The school sets high standards for academic performance.

## APPENDIX

General Climate Subscale Items	Bowie			All High Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.5	3.4	3.4	3.3
27. Campus staff exhibit pride in their affiliation with the school.	3.4	3.5	3.4	3.2
28. Campus staff are willing to go out of their way to help.	3.4	3.3	3.3	3.2
29. Campus staff accomplish their jobs with enthusiasm.	3.2	3.1	3.2	3.0
30. Campus staff are committed to their jobs.	3.4	3.4	3.3	3.2
37. The goals of my school are made clear.	2.9 	3.1 	3.1	3.0
<b>General Climate Subscale</b>	<b>3.2</b>	<b>3.3</b>	<b>3.3</b>	<b>3.1</b>


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?	Bowie			All High Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	1.0 	0.8 	1.0 	1.5
51. Student bullying	1.3 	1.2	1.5 	1.9
52. Widespread disorder in classrooms	0.7	0.6	0.7	1.4
53. Student acts of disrespect for Teachers	1.5	1.2 	1.5 	2.3
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.3	1.1 	1.4 	2.1
55. Student acts of disrespect for Classified or Support Staff	1.3	1.0 	1.3 	2.0
56. Gang activities	0.9	0.5 	0.8 	1.6

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

How satisfied are you with the way your campus addresses:	Bowie		All High Schools
	2008-09	2009-10	
57a. Student Behavior	3.2	3.2	2.8
57b. Classroom Management	3.3	3.4	3.0
57c. Common Area Management	3.3	3.3	2.9
<b>Behavior Management Subscale</b>	<b>3.2</b>	<b>3.3</b>	<b>2.9</b>

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



40. There are clear goals and structures for teaching and learning in AISD.

41. There is a clear vision for the use of data to inform

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## REFERENCES

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