In Fall 2009, 86% of teachers from Campbell responded to the survey. Figure 3 represents the percentage of respondents at Campbell (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 Campbell 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 Campbell can improve, as well as areas in which Campbell 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 Campbell'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 Campbell's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Campbell's average ratings have changed or remained consistent over

The graphs below depict Campbell'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).
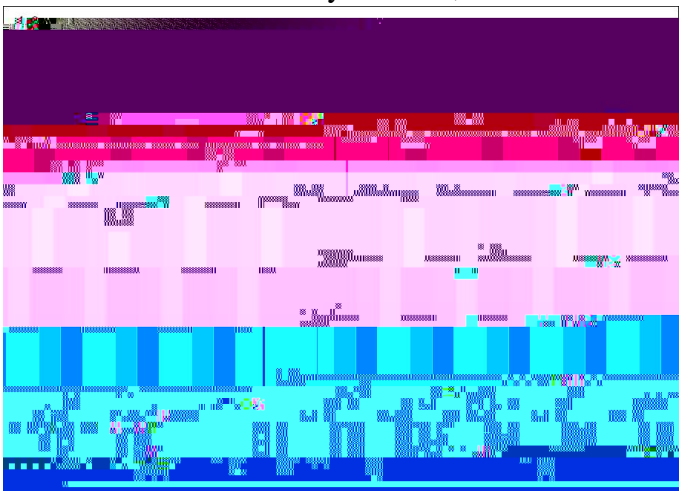
For 2009-10, Campbell staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Campbell staff rated **Collegial Leadership** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Collegial 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.

Figure 2. Campus Climate Subscales for Campbell from 2007-08 through 2009-10
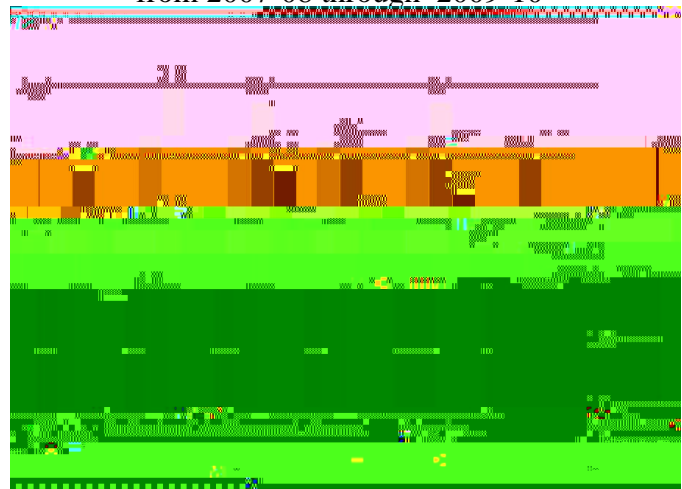
Campbell's highest score on the 2009-10 staff climate survey was Professional Teacher Behavior, which measures the extent to which teachers respect their colleagues competence, are committed to students, and foster a cooperative community on their campus. High levels of Professional Teacher Behavior are associated with academic achievement.

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

Campbell'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

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

Achievement Press Subscale Items	2007-08	Campbell 2008-09	2009-10	All Elementary Schools
3. The school sets high standards for academic performance.	3.8	3.4 ⬇	2.9 ⬇	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.8 ⬆	3.5 ⬇	3.1 ⬇	3.4
7. Parents exert pressure to maintain high standards.	2.5 ⬆	2.4	2.3 ⬇	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.6	3.4 ⬇	2.8 ⬇	3.3
13. Parents press for school improvement.	2.2	2.6 ⬆	2.4	2.4
15. Students in this school can achieve the goals that have been set for them.	3.3 ⬇	3.1	2.8 ⬇	3.1
19. Students respect others who get good grades.	3.2	2.9 ⬇	2.5 ⬇	3.0
25. Students seek extra work so they can get good grades.	2.5 ⬆	2.2 ⬇	2.0	2.3
32. Students try hard to improve on previous work.	2.9	2.8	2.3 ⬇	2.7
34. The learning environment is orderly and serious.	3.5	2.9 ⬇	2.4 ⬇	3.1
Achievement Press Subscale	3.1	3.0	2.5 ⬇	2.9

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

Professional Teacher Behavior Subscale Items	2007-08	Campbell 2008-09	2009-10	All Elementary Schools
4. Teachers help and support each other.	3.4	3.0 ⬇	3.1	3.3
12. Teachers respect the professional competence of their colleagues.	3.3	2.8 ⬇	2.9	3.1
14. The interactions between faculty members are cooperative.	3.3 ⬆	2.9 ⬇	3.0	3.1
17. Teachers in this school exercise professional judgment.	3.4	2.9 ⬇	3.0	3.2
21. Teachers go the extra mile with their students.	3.6 ⬆	3.3 ⬇	3.1 ⬇	3.4
23. Teachers provide strong social support for colleagues.	3.2 ⬆	2.8 ⬇	2.9	3.1
33. Teachers accomplish their jobs with enthusiasm.	3.3 ⬆	2.7 ⬇	2.5 ⬇	3.1
36. Teachers show commitment to their students.	3.7 ⬆	3.2 ⬇	3.1	3.5
Professional Teacher Behavior Subscale	3.4 ⬆	3.0 ■	2.9	3.2

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

50. Student racial tension
51. Student bullying
52. Widespre[TCm7 Sent bullying

To the best of your knowledge, how often do the following events occur at your school?	Campbell 2008-09		Campbell 2009-10		All Elementary Schools	
	No	Yes	No	Yes	No	Yes
58. There is a behavior support team (other than PBS or IMPACT) on my campus.	n/a	n/a	43%	57%	25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	41%	59%	27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	22%	78%	15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	8%	70%	31%	92%	8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	22%	58%	58%	42%	21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	16%	59%	47%	53%	27%	73%
Average Percentage	13%	64%	40%	60%	26%	74%

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	Campbell 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	2.8	3.2
41. There is a clear vision for the use of data to inform education in AISD.	2.8	3.1
Total Data Use Subscale	2.8	3.2

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

Teacher Support. These eight items were new to the survey this year and addressed the extent to which teachers feel valued for their contributions on campus, for their hard work and generally supported on their campus. Response options ranged from strongly disagree (1) to strongly agree (4). High scores indicate higher levels of appreciation.

Teacher Support	Campbell 2009-10	All Elementary Schools
42. My school values my contribution to its well-being.	2.6	3.2
43. My school appreciates my extra effort.	2.5	3.1
44. My school does not ignore my complaints.	2.6	3.0
45. My school really cares about my well-being.	2.4	3.1
46. My school acknowledges my good work.	2.5	3.1
47. My school cares about my general satisfaction at work.	2.4	3.0
48. My school shows a lot of concern for me.	2.3	3.0
49. My school takes pride in my accomplishments at work	2.4	3.0
Total Teacher Support Subscale	2.5	3.1

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

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