# 2009-2010 AISD Campus Staff Climate Survey

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

In Fall 2009, 98% of teachers from Cook responded to the survey. Figure 3 represents the percentage of respondents at Cook (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 Cook in 2009-10 by group and level

Number of Respondents Cook	
Teacher	57
Classified/Support	16
Administrator/ Non-Teaching Professional	5
Unspecified	7
Total	85
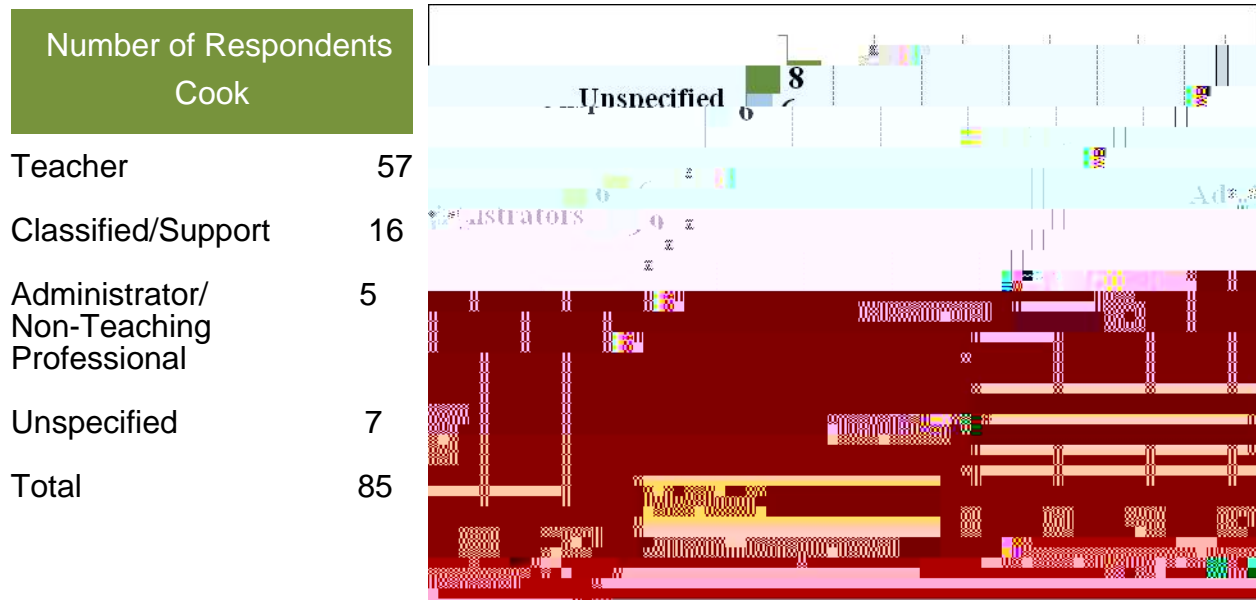
Staff results for Cook for the 2009-10 school year year are highlighted on the next page. Please pay close attention to the call-out boxes that appear in red and green as they highlight specific campus climate areas that Cook can improve, as well as areas in which Cook excels. You may visit the following websites for resources and tips on how to improve campus climate in general, and specific resources for improving the area of Cook'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 Cook's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Cook'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 Cook'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

Community Engagement Subscale Items	Cook 2008-09	2009-10	All Elementary Schools
5. Our school makes an effort to inform the community about our goals and achievement.	2.8	2.9	3.2
9. Our school is able to enlist community support when needed.	2.3	2.3	2.8
20. Teachers feel pressure from the community.	2.5	2.7 ⬆	3.0
26. Select citizen groups are influential with the board.	2.1	2.1	2.6
31. Community members attend meetings to stay informed about our school.	2.4	2.1	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	2.5	2.6	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	2.7	2.6	3.0
Community Engagement subscale	2.4	2.5	2.9

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

Collegial Leadership Subscale Items	Cook 2007-08	2008-09	2009-10	All Elementary Schools
2. The principal explores all sides of topics and admits that other opinions exist.	1.9 ⬇	3.4 ⬆	3.1 ⬇	2.9
10. The principal puts suggestions made by faculty into operation.	1.6 ⬇	3.0 ⬆	2.9	2.8
11. The principal treats all faculty members as his or her equal.	2.0 ⬇	3.4 ⬆	2.9 ⬇	2.9
16. The principal lets faculty know what is expected of them.	2.2 ⬇	3.3 ⬆	3.3	3.3
18. The principal is willing to make changes.	1.8 ⬇	3.4 ⬆	3.1 ⬇	2.9
22. The principal maintains definite standards for performance.	2.1 ⬇	3.3 ⬆	3.2	3.3
35. The principal is friendly and approachable.	2.3 ⬇	3.6 ⬆	3.1 ⬇	3.1
Collegial Leadership Subscale	2.0 ⬇	3.3 ⬆	3.1 ⬇	3.0

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

Achievement Press Subscale Items		Cook		All Elementary Schools
	2007-08	2008-09	2009-10	
3. The school sets high standards for academic performance.	2.8 ⬆	3.1 ⬆	3.4 ⬆	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.0	3.1	3.1	3.4
7. Parents exert pressure to maintain high standards.	1.6 ⬇	2.0 ⬆	1.8 ⬇	2.4
8. Academic achievement is recognized and acknowledged by the school.	2.7 ⬇	3.0 ⬆	3.2 ⬆	3.3
13. Parents press for school improvement.	1.6 ⬇	1.8 ⬆	1.9	2.4
15. Students in this school can achieve the goals that have been set for them.	2.7	2.9 ⬆	2.9	3.1
19. Students respect others who get good grades.	2.7	2.6	2.7	3.0
25. Students seek extra work so they can get good grades.	1.7 ⬇	1.9 ⬆	2.0	2.3
32. Students try hard to improve on previous work.	2.3 ⬇	2.3	2.3	2.7
34. The learning environment is orderly and serious.	2.8 ⬇	2.9 ⬆	2.9	3.1
Achievement Press Subscale	2.3 ⬛	2.6 ⬆	2.6	2.9

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

Professional Teacher Behavior Subscale Items		Cook		All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers help and support each other.	2.9	3.2 ⬆	3.0	3.3
12. Teachers respect the professional competence of their colleagues.	2.7	2.9	2.9	3.1
14. The interactions between faculty members are cooperative.	2.6	2.9 ⬆	2.8	3.1
17. Teachers in this school exercise professional judgment.	2.8	3.1 ⬆	3.0	3.2
21. Teachers go the extra mile with their students.	3.0	3.0	3.1	3.4
23. Teachers provide strong social support for colleagues.	2.5 ⬇	2.9 ⬆	2.7	3.1
33. Teachers accomplish their jobs with enthusiasm.	2.6 ⬇	2.7	2.7	3.1
36. Teachers show commitment to their students.	3.2 ⬇	3.1	3.2	3.5
Professional Teacher Behavior Subscale	2.8 ⬇	3.0 ⬆	2.9	3.2

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

General Climate Subscale Items	Cook			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	2.6	3.0 ⬆	2.9	3.3
27. Campus staff exhibit pride in their affiliation with the school.	2.2 ⬇	2.8 ⬆	2.9	3.2
28. Campus staff are willing to go out of their way to help.	2.6 ⬇	2.8 ⬆	2.8	3.2
29. Campus staff accomplish their jobs with enthusiasm.	2.4 ⬇	2.7 ⬆	2.8	3.0
30. Campus staff are committed to their jobs.	2.8 ⬇	3.0 ⬆	3.0	3.3
37. The goals of my school are made clear.	2.4 ⬇	3.1 ⬆	3.2	3.3
General Climate Subscale	2.5	2.9	2.9	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?	Cook			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	1.2	1.6 ⬇	1.6	0.9
51. Student bullying	2.0 ⬇	2.4 ⬇	2.4	1.8
52. Widespread disorder in classrooms	1.4 ⬇	1.7 ⬇	1.9	1.0
53. Student acts of disrespect for Teachers	2.0 ⬇	2.2 ⬇	2.5 ⬇	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.7 ⬇	2.1 ⬇	2.2	1.5
55. Student acts of disrespect for Classified or Support Staff	1.7 ⬇	2.1 ⬇	2.1	1.5
56. Gang activities	0.9 ⬇	1.3 ⬇	1.5	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:	Cook		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	2.9	2.9	3.1
57b. Classroom Management	3.1	3.1	3.3
57c. Common Area Management	3.0	3.2	3.2
Behavior Management Subscale	3.0	3.1	3.2

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

APPENDIX

To the best of your knowledge, how often do the following events occur at your school?	Cook				All Elementary Schools	
	2008-09		2009-10			
	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	30%	70%	25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	21%	79%	27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	6%	94%	15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	49%	57%	12%	92%	8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	24%	48%	33%	67%	21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	36%	33%	52%	48%	27%	73%
Average Percentage	24%	49%	26%	74%	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	Cook 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.1	3.2
41. There is a clear vision for the use of data to inform education in AISD.	3.1	3.1
Total Data Use Subscale	3.1	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	Cook 2009-10	All Elementary Schools
42. My school values my contribution to its well-being.	3.0	3.2
43. My school appreciates my extra effort.	2.8	3.1
44. My school does not ignore my complaints.	2.9	3.0
45. My school really cares about my well-being.	3.0	3.1
46. My school acknowledges my good work.	2.9	3.1
47. My school cares about my general satisfaction at work.	2.9	3.0
48. My school shows a lot of concern for me.	2.8	3.0
49. My school takes pride in my accomplishments at work.	2.9	3.0
Total Teacher Support Subscale	2.9	3.1

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

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.