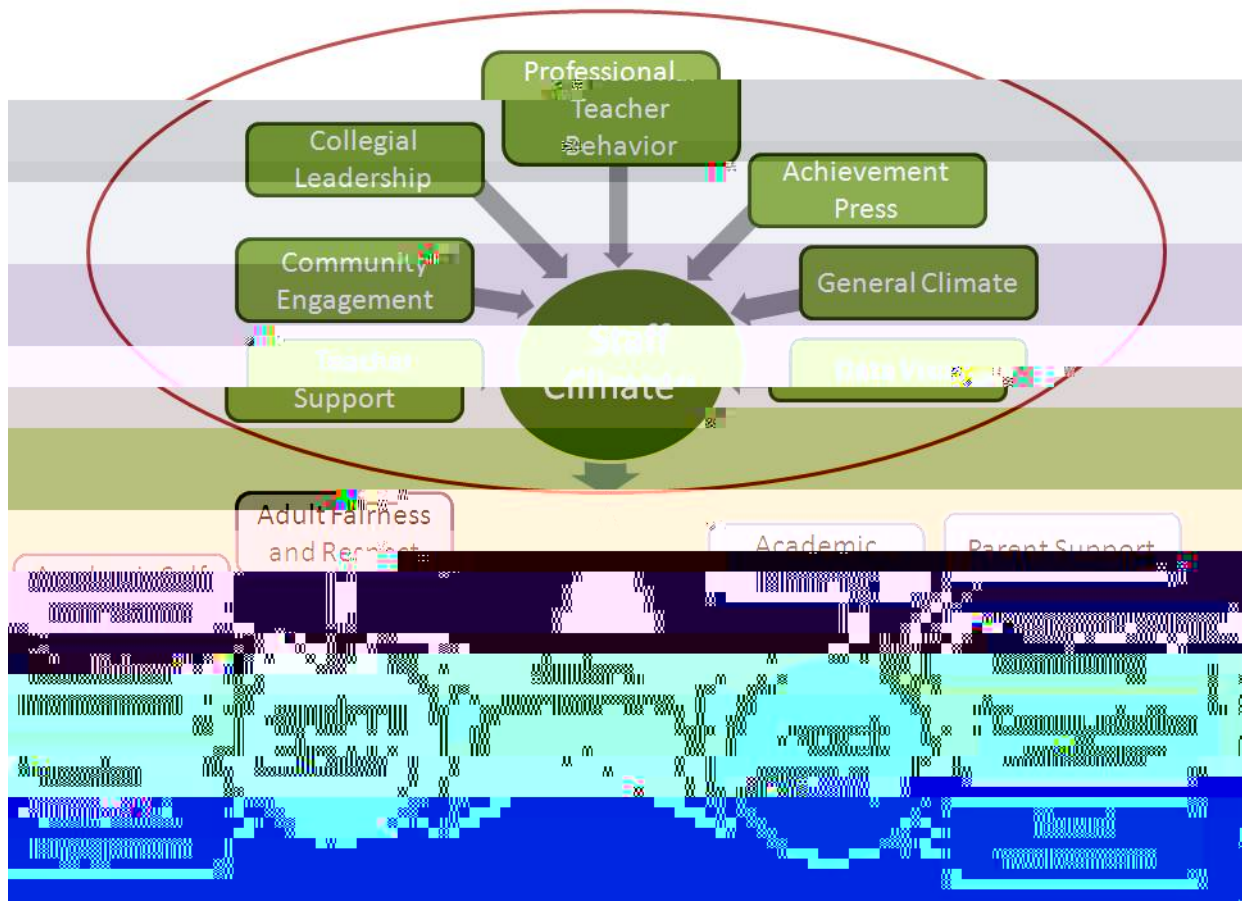


2009-2010 AISD Campus Staff Climate Survey

Covington Middle 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, 92% of teachers from Covington responded to the survey. Figure 3 represents the percentage of respondents at Covington (depicted in dark green) and across all Middle 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 Covington in 2009-10 by group and level

Staff results for Covington for the 2009-10 school 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 Covington can improve, as well as areas in which Covington 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 Covington'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 Covington's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Covington'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 Covington’s staff climate ratings over time, as well staff climate ratings across all Middle 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, Covington staff rated **Data Vision** the highest of all climate areas. Alternatively, Covington staff rated **Behavioral Management** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Data Vision** and **Behavioral Management**. 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.

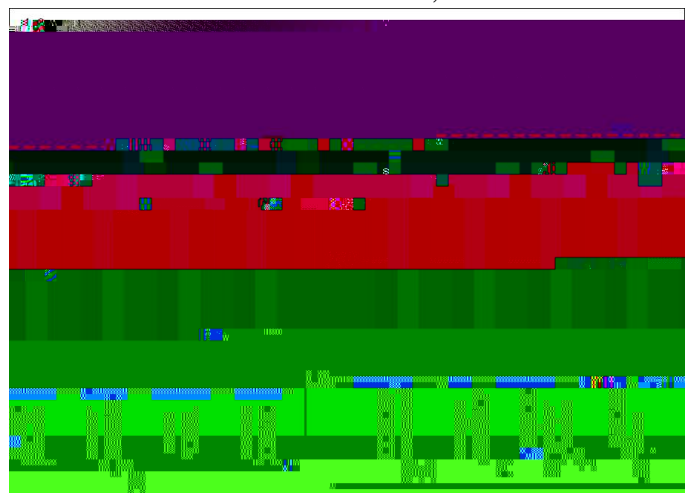
Covington’s highest score on the 2009-10 staff climate survey was Data Vision, which measures the extent to which teachers utilize data in their work. High levels of Data Vision are thought to be related to positive academic achievement. We encourage your campus to keep fostering a positive learning environment.

Figure 2. Campus Climate Subscales for Covington from 2007-08 through 2009-10



Figure 3. Campus Climate Subscales for Covington and all Middle Schools, 2009-10

Covington’s lowest subscale score on the 2009-10 staff climate survey was Behavioral Management, which addresses how satisfied campus staff feel regarding student behavior, classroom management and common area management. Higher ratings of Behavioral Management have been associated with academic achievement. For resources on how to improve Behavioral Management, please visit: <http://www.teachervision.fen.com/pro-dev/resource/5778.html>



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

Collegial Leadership

2. The principal explores all sides of topics and admits that other opinions exist.	3.3
10. The principal puts suggestions made by faculty into operation.	2.6
11. The principal treats all faculty members as his or her equal.	3.4
16. The principal lets faculty know what is expected of them.	3.1
18. The principal is willing to make changes.	3.2
22. The principal maintains definite standards for performance.	3.2
35. The principal is friendly and approachable.	3.5
Collegial Leadership Subscale	3.2

APPENDIX

Achievement Press Subscale Items	Covington			All Middle Schools
	2007-08	2008-09	2009-10	
3. The school sets high standards for academic performance.	3.2	3.2	3.0	3.2
6. Teachers in this school believe that their students have the ability to achieve academically.	3.1	3.1	2.9	3.1
7. Parents exert pressure to maintain high standards.	2.0	1.9	2.0	2.3
8. Academic achievement is recognized and acknowledged by the school.	3.4	3.4	3.1	3.0
13. Parents press for school improvement.	2.0	1.9	2.1	2.2
15. Students in this school can achieve the goals that have been set for them.	2.9	2.8	2.9	2.9
19. Students respect others who get good grades.	2.1	2.2	2.3	2.4
25. Students seek extra work so they can get good grades.	1.8	2.0	1.9	2.1
32. Students try hard to improve on previous work.	2.0	2.0	2.1	2.3
34. The learning environment is orderly and serious.	2.7	2.8	2.4	2.7
Achievement Press Subscale	2.5	2.6	2.5	2.6

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

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

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

APPENDIX



	2007-08	Covington	2009-10	All Middle Schools
50. Student racial tension	1.6	1.7	2.1	1.7
51. Student bullying	2.4	2.7	2.9	2.6
52. Widespread disorder in classrooms	1.7	1.7	2.0	1.7
53. Student acts of disrespect for Teachers	2.8	2.8	3.2	2.6
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.7	2.9	3.1	2.4
55. Student acts of disrespect for Classified or Support Staff	2.5	2.7	3.0	2.4
56. Gang activities	2.1	1.8	1.9	1.7

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

How satisfied are you with the way your campus addresses:	2008-09	Covington	2009-10	All Middle Schools
57a. Student Behavior	3.1	2.2	2.2	2.7
57b. Classroom Management	3.1	2.6	2.6	2.9
57c. Common Area Management	3.1	2.4	2.4	2.9
Behavior Management Subscale	3.1	2.4	2.4	2.8

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

Data Vision. These two items were new to the survey this year and addressed the extent

Data Vision	Covington 2009-10	All Middle Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.1	3.1
41. There is a clear vision for the use of data to inform education in AISD.	3.0	3.0
Total Data Use Subscale	3.1	3.0

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