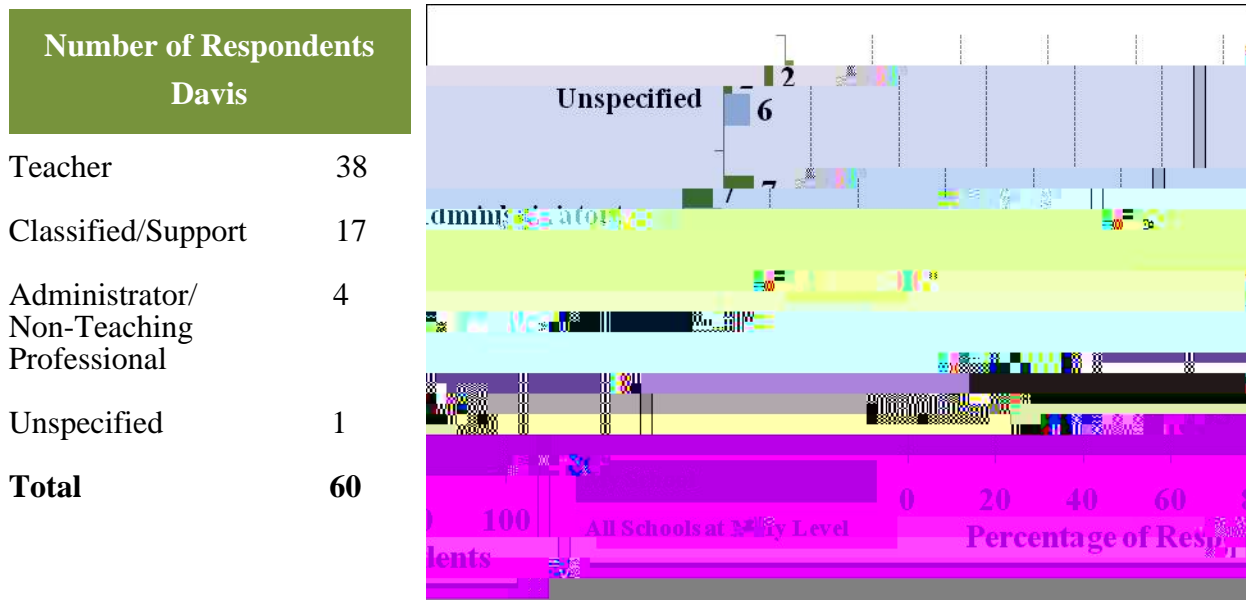


2009-2010 AISD Campus Staff Climate Survey

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, 93% of teachers from Davis responded to the survey. Figure 3 represents the percentage of respondents at Davis (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 Davis in 2009-10 by group and level



Staff results for Davis 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 Davis can improve, as well as areas in which Davis 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 Davis’s lowest subscale score are provided on the next page.

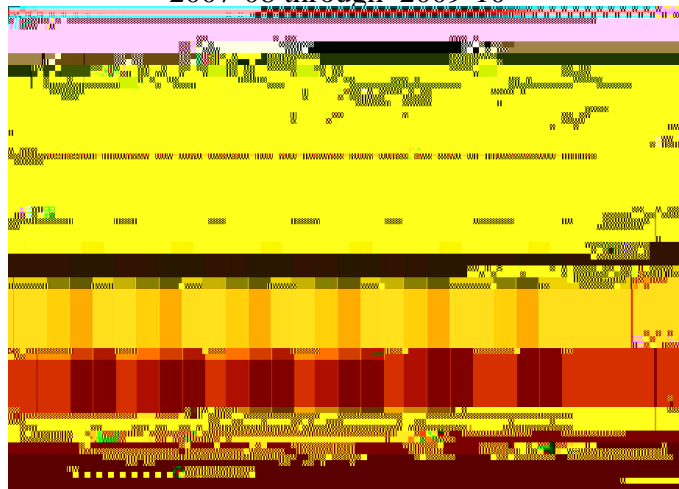
- <http://www.schoolclimate.org/climate/council.php>
- <http://www.turningpts.org/pdf/Family.pdf>
- <http://www.schoolsecurity.org/>
- <http://ccsr.uchicago.edu>

The appendix provides you with more detailed information regarding Davis’s campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Davis’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 Davis'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).

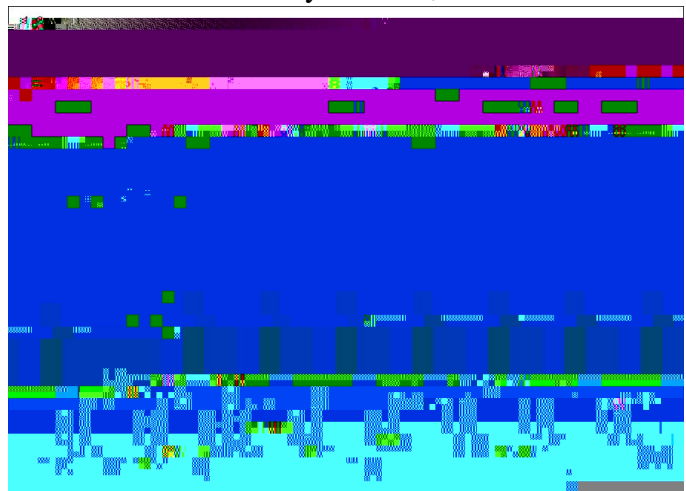
For 2009-10, Davis staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Davis staff rated **Behavioral Management** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Behavioral 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.

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



Davis'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 Davis and all Elementary Schools, 2009-10




Davis'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 Elementary Schools and the green bars represent 2009-10 data for Davis Elementary School.

APPENDIX

Community Engagement Subscale Items	Davis		
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.8	3.5	3.2
9. Our school is able to enlist community support when needed.	3.7	3.6	2.8
20. Teachers feel pressure from the community.	3.7	3.5	3.0
26. Select citizen groups are influential with the board.	3.5	3.3	2.6
31. Community members attend meetings to stay informed about our school.	3.4	3.2	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.8	3.8	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	3.5	3.4	3.0
Community Engagement subscale	3.6	3.5	2.9

Collegial Leadership Subscale Items	Davis			All Elementary
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.6	3.7	3.5	2.9
10. The principal puts suggestions made by faculty into operation.	3.2	3.5	3.3	2.8
11. The principal treats all faculty members as his or her equal.	3.8	3.8	3.6	2.9
16. The principal lets faculty know what is expected of them.	3.6	3.8	3.5	3.3
18. The principal is willing to make changes.	3.6	3.6	3.2	2.9
22. The principal maintains definite standards for performance.	3.7	3.7	3.5	3.3
35. The principal is friendly and approachable.	3.9	3.9	3.8	3.1
Collegial Leadership Subscale	3.6	3.7	3.5	3.0

- 
3. The school sets high standards for academic performance.
 6. Teachers in this school believe that their students have the ability to achieve academically.
 7. Parents exert pressure to maintain high standards.
 8. Academic achievement is recognized and

	2007-08		2009-10		All Elementary Schools
50. Student racial tension	0.6		0.5		0.9
51. Student bullying	1.5		1.3		1.8
52. Widespread disorder in classrooms	0.5		0.3		1.0
53. Student acts of disrespect for Teachers	1.3		1.1		1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.3		1.1		1.5
55. Student acts of disrespect for Classified or Support Staff	1.3		1.1		1.5
56. Gang activities	0.0		0.0		0.5

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



Data Vision	2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.5	3.2
41. There is a clear vision for the use of data to inform education in AISD.	3.3	3.1
Total Data Use Subscale		3.2

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.

Austin Independent School District

Superintendent of Schools
Meria Carstarphen, Ed.D.

Office of Accountability
William Caritj, Ed.D.

Department of Program Evaluation
Holly Williams, Ph.D.

Authors
Lindsay M. Lamb, Ph.D.
Lisa N. T. Schmitt, Ph.D.



Board of Trustees
Mark Williams, President
Vincent Torres, M.S., Vice President
Lori Moya, Secretary
Cheryl Bradley
Annette LoVoi, M.A.
Christine Brister
Robert Schneider
Karen Dulaney Smith
Sam Guzman