

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 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.

The graphs below depict Eastside - Global's staff climate ratings over time, as well staff

APPENDIX

Achievement Press Subscale Items	Eastside - Global			All High Schools
	2007-08	2008-09	2009-10	
3. The school sets high standards for academic performance.	n/a	n/a	3.0	3.2
6. Teachers in this school believe that their students have the ability to achieve academically.	n/a	n/a	2.8	3.1
7. Parents exert pressure to maintain high standards.	n/a	n/a	1.6	2.4
8. Academic achievement is recognized and acknowledged by the school.	n/a	n/a	2.8	3.2
13. Parents press for school improvement.	n/a	n/a	1.6	2.4
15. Students in this school can achieve the goals that have been set for them.	n/a	n/a	2.2	2.9
19. Students respect others who get good grades.	n/a	n/a	1.9	2.7
25. Students seek extra work so they can get good grades.	n/a	n/a	1.8	2.3
32. Students try hard to improve on previous work.	n/a	n/a	1.6	2.4
34. The learning environment is orderly and serious.	n/a	n/a	2.3	2.8
Achievement Press Subscale	n/a	n/a	2.2	2.7

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

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

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

	2007-08		2009-10	All High Schools
50. Student racial tension	n/a	n/a	1.8	1.5
51. Student bullying	n/a	n/a	2.4	1.9
52. Widespread disorder in classrooms	n/a	n/a	2.4	1.4
53. Student acts of disrespect for Teachers	n/a	n/a	3.5	2.3
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	n/a	n/a	3.0	2.1
55. Student acts of disrespect for Classified or Support Staff	n/a	n/a	2.9	2.0
56. Gang activities	n/a	n/a	2.7	1.6

To the best of your knowledge, how often do the following events occur at your school?	Eastside - Global				All High Schools	
	2008-09		2009-10		No	Yes
	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	23%	77%	16%	84%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	8%	92%	54%	46%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	22%	78%	37%	63%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	n/a	n/a	10%	84%	16%	84%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	n/a	n/a	73%	27%	35%	65%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	n/a	n/a	21%	79%	23%	77%
Average Percentage	n/a	n/a	26%	74%	20%	80%

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	Eastside - Global 2009-10	All High Schools
40. There are clear goals and structures for teaching and learning in AISD.	2.8	3.1
41. There is a clear vision for the use of data to inform education in AISD.	2.8	2.9
Total Data Use Subscale	2.8	3.0

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.

- 42. My school values my contribution to its well-being.
- 43. My school appreciates my extra effort.
- 44. My school does not ignore my complaints.
- 45. My school really cares about my well-being.
- 46. My school acknowledges my good work.
- 47. My school cares about my general satisfaction at work.

REFERENCES

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