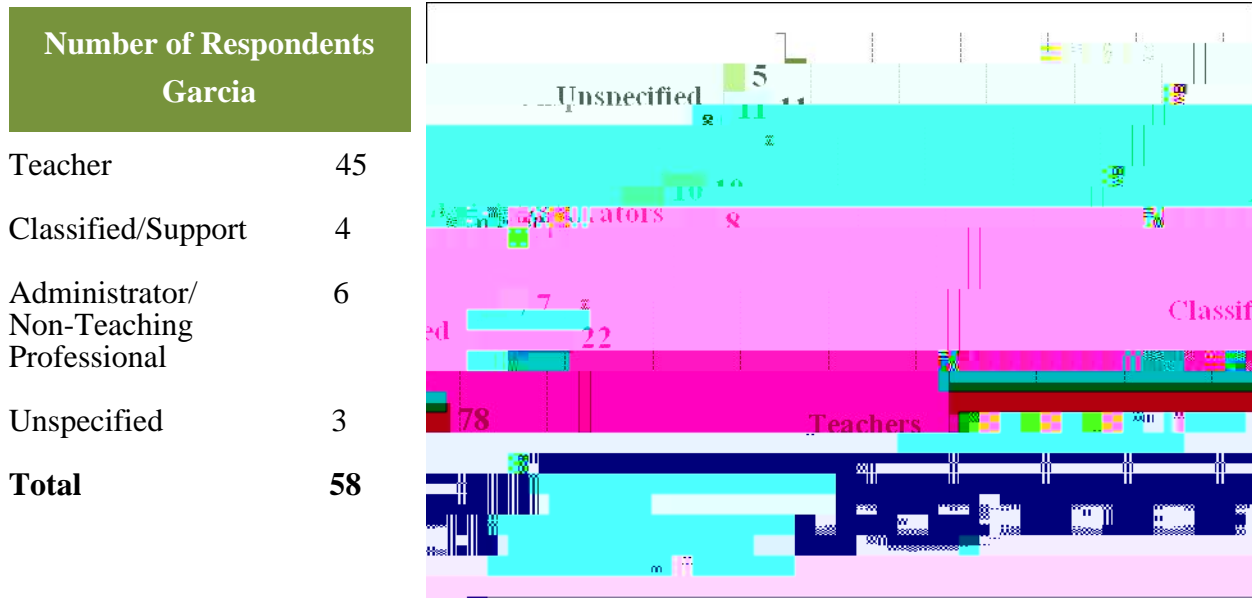


## **2009-2010 AISD Campus Staff Climate Survey**

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 specific information in AISD's 2009-2010 Campus Staff Climate Survey

In Fall 2009, 69% of teachers from Garcia responded to the survey. Figure 3 represents the percentage of respondents at Garcia (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 Garcia in 2009-10 by group and level



Staff results for Garcia 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 Garcia can improve, as well as areas in which Garcia 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 Garcia'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 Garcia's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Garcia'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 Garcia'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, Garcia staff rated **Data Vision** the highest of all climate areas. Alternatively, Garcia 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 Department 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.

Garcia'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 Garcia from 2007-08 through 2009-10

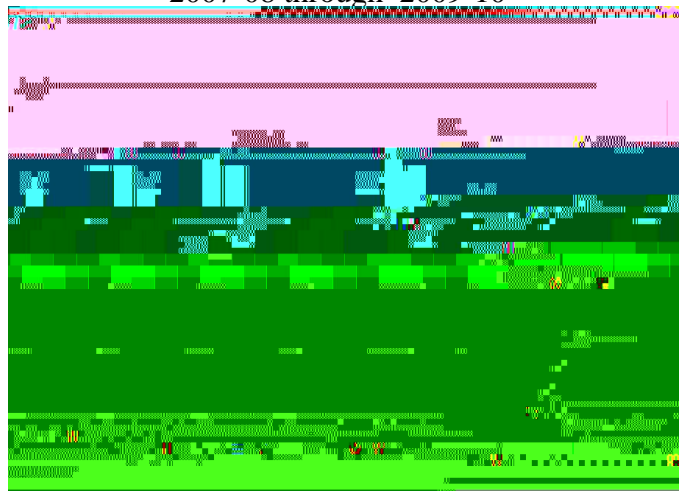
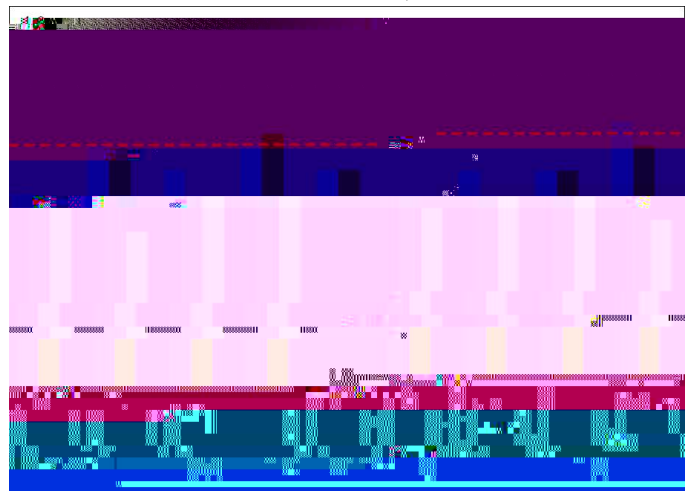


Figure 3. Campus Climate Subscales for Garcia and all Middle Schools, 2009-10



Garcia'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 Garcia Middle School.





## APPENDIX

| General Climate Subscale Items                                       | Garcia     |            |            | All Middle Schools |
|--|------------|------------|------------|--------------------|
|  | 2007-08    | 2008-09    | 2009-10    |                    |
| 24. Campus staff are friendly to each other.                         | 3.1        | 3.2        | 3.1        | 3.1                |
| 27. Campus staff exhibit pride in their affiliation with the school. | 2.4        | 3.0        | 2.7        | 2.9                |
| 28. Campus staff are willing to go out of their way to help.         | 2.8        | 3.2        | 2.9        | 3.0                |
| 29. Campus staff accomplish their jobs with enthusiasm.              | 2.5        | 2.8        | 2.7        | 2.9                |
| 30. Campus staff are committed to their jobs.                        | 2.6        | 3.3        | 2.9        | 3.1                |
| 37. The goals of my school are made clear.                           | 2.9        | 3.0        | 2.9        | 3.0                |
| <b>General Climate Subscale</b>                                      | <b>2.7</b> | <b>3.1</b> | <b>2.9</b> | <b>3.0</b>         |

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? | Garcia  |         |         | All Middle Schools |
|--|---------|---------|---------|--------------------|
|  | 2007-08 | 2008-09 | 2009-10 |                    |
| 50. Student racial tension   | 2.3     | 2.2     | 2.1     | 1.7                |
| 51. Student bullying   | 3.1     | 3.0     | 2.9     | 2.6                |
| 52. Widespread disorder in classrooms  | 3.1     | 2.7     | 2.8     | 1.7                |
| 53. Student acts of disrespect for Teachers  | 3.3     | 3.3     | 3.4     | 2.6                |
| 54. Student acts of disrespect for Nonteaching Professional or Administrative Staff    | 3.3     | 3.1     | 3.3     | 2.4                |
| 55. Student acts of disrespect for Classified or Support Staff                         | 3.1     | 3.0     | 3.2     | 2.4                |
| 56. Gang activities  | 2.2     | 2.3     | 2.0     | 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: | Garcia     |            | All Middle Schools |
|---|------------|------------|--------------------|
|   | 2008-09    | 2009-10    |                    |
| 57a. Student Behavior                                     | 2.5        | 2.1        | 2.7                |
| 57b. Classroom Management                                 | 2.7        | 2.5        | 2.9                |
| 57c. Common Area Management                               | 2.7        | 2.4        | 2.9                |
| <b>Behavior Management Subscale</b>                       | <b>2.6</b> | <b>2.3</b> | <b>2.8</b>         |

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?  | Garcia  |     |         |     | All Middle 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 | 10%     | 90% | 19%                | 82% |
| 59. I am regularly updated about PBS activities/progress.   | n/a     | n/a | 30%     | 70% | 29%                | 71% |
| 60. I have used PBS strategies in the classroom/common area.  | n/a     | n/a | 2%      | 98% | 13%                | 87% |
| 61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc. | 13%     | 67% | 6%      | 88% | 12%                | 88% |
| 62. I feel there is consistent reinforcement of commendable student behavior on my campus.  | 36%     | 46% | 42%     | 58% | 40%                | 60% |
| 63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.                          | 8%      | 71% | 2%      | 98% | 22%                | 78% |
| Average Percentage  | 15%     | 66% | 15%     | 85% | 30%                | 70% |

**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  | Garcia 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. | 3.1            | 3.0                |
| Total Data Use Subscale  | 3.1            | 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.

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

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