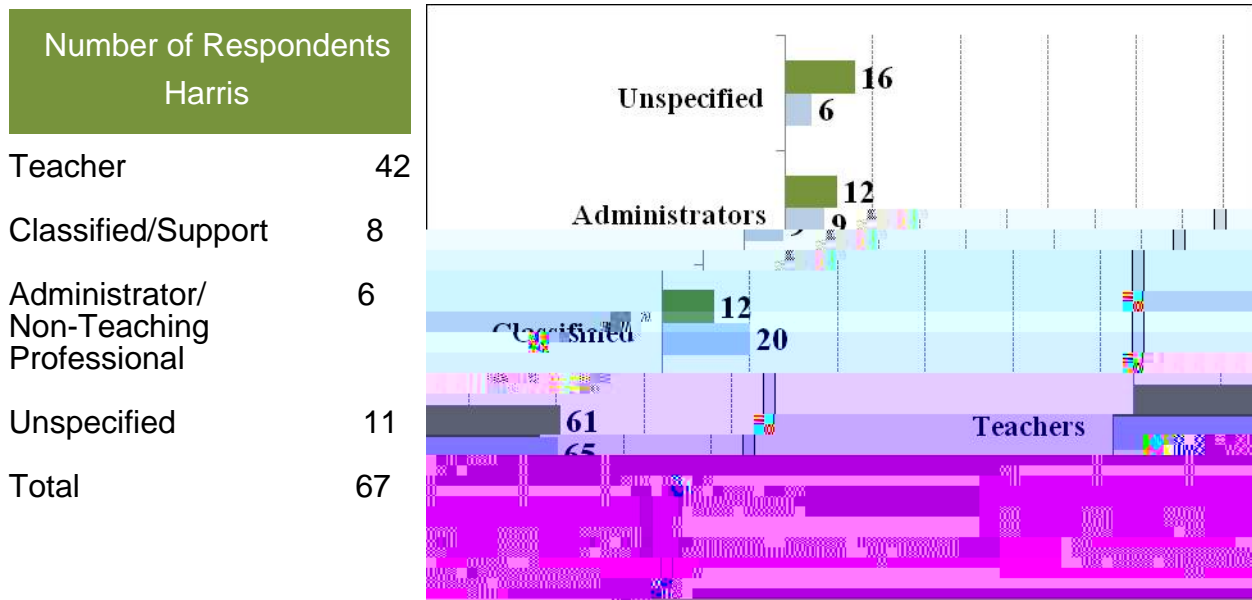


2009-2010 AISD Campus Staff Climate Survey

A healthy school climate is characterized by positive relationships among students, all

In Fall 2009, 89% of teachers from Harris responded to the survey. Figure 3 represents the percentage of respondents at Harris (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 Harris in 2009-10 by group and level



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

Harris'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 Harris from 2007-08 through 2009-10

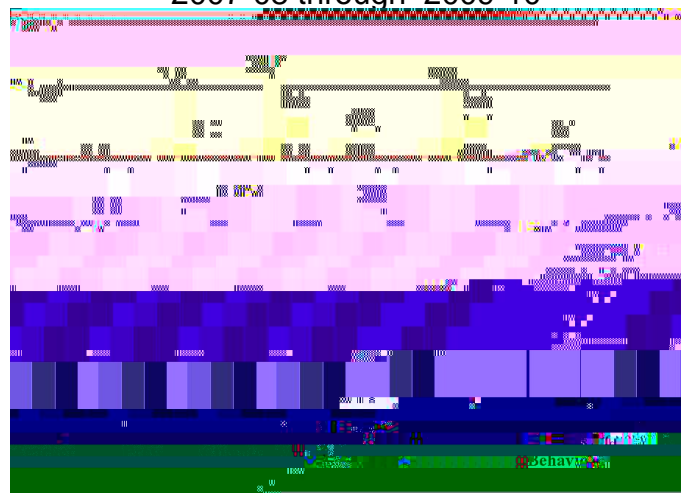
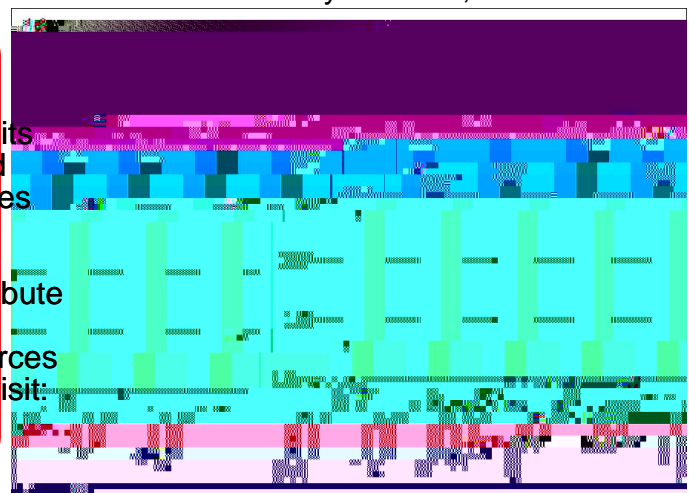


Figure 3. Campus Climate Subscales for Harris and all Elementary Schools, 2009-10

Harris's lowest subscale score on the 2009-10 staff climate survey was Community Engagement, which measures a school's relationship with its community, parental involvement, and the degree to which the school provides the community with information about its accomplishments. Community Engagement has been found to contribute to both academic achievement and teacher engagement. For more resources on Community Engagement, please visit: <http://www.turningpts.org/pdf/Family.pdf>



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

APPENDIX

Community Engagement Subscale Items	Harris			All Elementary Schools
	2007-08	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.3	2.7		3.2
9. Our school is able to enlist community support when needed.	3.0	2.5		2.8
20. Teachers feel pressure from the community.	2.7	2.4		3.0
26. Select citizen groups are influential with the board.	2.5	2.2		2.6
31. Community members attend meetings to stay informed about our school.	2.6	2.3		2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.0	2.7		3.2
39. School staff are responsive to the needs and concerns expressed by community members.	3.0	2.7		3.0
Community Engagement subscale	2.9	2.5		2.9

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

Collegial Leadership Subscale Items	Harris			All Elementary Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.4	3.1	2.7	2.9
10. The principal puts suggestions made by faculty into operation.	3.1	3.0	2.5	2.8
11. The principal treats all faculty members as his or her equal.	3.3	3.0	2.3	2.9
16. The principal lets faculty know what is expected of them.	3.6	3.4	2.9	3.3
18. The principal is willing to make changes.	3.3	3.0	2.5	2.9
22. The principal maintains definite standards for performance.	3.6	3.3	2.8	3.3
35. The principal is friendly and approachable.	3.5	3.2	2.7	3.1
Collegial Leadership Subscale	3.5	3.1	2.6	3.0

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

APPENDIX

Achievement Press Subscale Items	2007-08	Harris 2008-09	2009-10	All Elementary Schools
3. The school sets high standards for academic performance.	3.6	3.5	3.1	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.7	3.4	3.1	3.4
7. Parents exert pressure to maintain high standards.	2.5	2.3	2.1	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.7	3.4	3.2	3.3
13. Parents press for school improvement.	2.2	2.3	1.9	2.4
15. Students in this school can achieve the goals that have been set for them.	3.5	3.2	2.9	3.1
19. Students respect others who get good grades.	3.2	2.9	2.8	3.0
25. Students seek extra work so they can get good grades.	2.6	2.2	2.0	2.3
32. Students try hard to improve on previous work.	3.1	2.7	2.6	2.7
34. The learning environment is orderly and serious.	3.3	3.2	2.8	3.1
Achievement Press Subscale	3.2	2.9 	2.6 	2.9

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

Professional Teacher Behavior Subscale Items	2007-08	Harris 2008-09	2009-10	All Elementary Schools
4. Teachers help and support each other.	3.5	3.4	3.1	3.3
12. Teachers respect the professional competence of their colleagues.	3.4	3.2	2.9	3.1
14. The interactions between faculty members are cooperative.	3.4	3.2	2.8	3.1
17. Teachers in this school exercise professional judgment.	3.5	3.3	2.7	3.2
21. Teachers go the extra mile with their students.	3.6	3.3	3.2	3.4
23. Teachers provide strong social support for colleagues.	3.4	3.2	2.8	3.1
33. Teachers accomplish their jobs with enthusiasm.	3.4	3.2	2.9	3.1
36. Teachers show commitment to their students.	3.6	3.5	3.0	3.5
Professional Teacher Behavior Subscale	3.6 	3.3 	2.9 	3.2

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

APPENDIX

General Climate Subscale Items	Harris			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.5	3.4	2.9	3.3
27. Campus staff exhibit pride in their affiliation with the school.	3.4	3.2	2.9	3.2
28. Campus staff are willing to go out of their way to help.	3.4	3.1	3.0	3.2
29. Campus staff accomplish their jobs with enthusiasm.	3.4	3.2	2.9	3.0
30. Campus staff are committed to their jobs.	3.6	3.4	3.1	3.3
37. The goals of my school are made clear.	3.6	3.4	3.0	3.3
General Climate Subscale	3.5 	3.3 	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?	Harris			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	1.1	1.1	1.3	0.9
51. Student bullying	1.7	1.7	2.1	1.8
52. Widespread disorder in classrooms	1.1	1.0	1.3	1.0
53. Student acts of disrespect for Teachers	1.5	1.4	1.8	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.4	1.1	1.7	1.5
55. Student acts of disrespect for Classified or Support Staff	1.3	1.1	1.6	1.5
56. Gang activities	0.3	0.4	0.7	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:	Harris		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	3.0	2.8	3.1
57b. Classroom Management	3.3	3.0	3.3
57c. Common Area Management	3.2	3.0	3.2
Behavior Management Subscale	3.1 	2.9 	3.2

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 to which teachers utilize student data in their work. Response options ranged from strongly

Data Vision	Harris 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.	3.0	3.1
Total Data Use Subscale	3.0	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