

2009-2010 AISD Campus Staff Climate Survey Hill Elementary 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, 91% of teachers from Hill responded to the survey. Figure 3 represents the percentage of respondents at Hill (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.

Staff results for Hill 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 Hill can improve, as well as areas in which Hill 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 Hill's lowest subscale score are

The graphs below depict Hill'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, Hill staff rated **Community Engagement** the highest of all climate areas. Alternatively, Hill staff rated **Data Vision** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Community Engagement** and **Data Vision**. 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.

Hill's highest subscale on the 2009-10 staff climate survey was Community Engagement, which refers to the extent to which the school has fostered a productive relationship with its community and can count on involvement and support from parents and community members. This subscale also measures the degree to which the school provides the community with information about its accomplishments.

Hill's lowest score on the 2009-10 staff climate survey was Data Vision, which measures the extent to which teachers utilize data in their work. Data Vision has been reported to contribute to positive academic achievement. For tips on ways to improve data use on your campus, please visit: <http://www.newschools.org/about/publications/achieving-with-data>

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

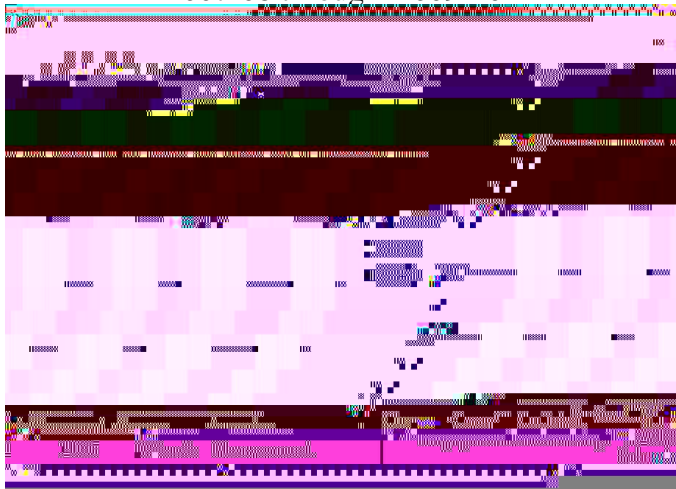
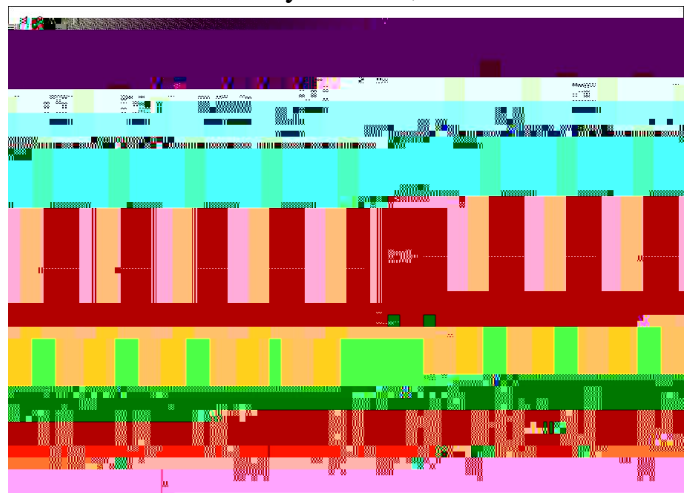




Figure 3. Campus Climate Subscales for Hill and all Elementary Schools, 2009-10



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

APPENDIX

2008-09				
5. Our school makes an effort to inform the community about our goals and achievement.	3.5			3.2
9. Our school is able to enlist community support when needed.	3.6			2.8
20. Teachers feel pressure from the community.	3.5			3.0
26. Select citizen groups are influential with the board.	3.4			2.6
31. Community members attend meetings to stay informed about our school.	3.1			2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.8			3.2
39. School staff are responsive to the needs and concerns expressed by community members.	3.4			3.0
Community Engagement subscale	3.7			3.4

Collegial Leadership Subscale Items	Hill			
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.7	3.5 	3.4	2.9
10. The principal puts suggestions made by faculty into operation.	3.4	3.4	3.4	2.8
11. The principal treats all faculty members as his or her equal.	3.6	3.5	3.4	2.9
16. The principal lets faculty know what is expected of them.	3.7	3.5	3.7	3.3
18. The principal is willing to make changes.	3.6	3.5	3.5	2.9
22. The principal maintains definite standards for performance.	3.7	3.6	3.6	3.3
35. The principal is friendly and approachable.	3.8	3.7	3.6	3.1
Collegial Leadership Subscale	3.6	3.5	3.5	3.0

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

REFERENCES

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