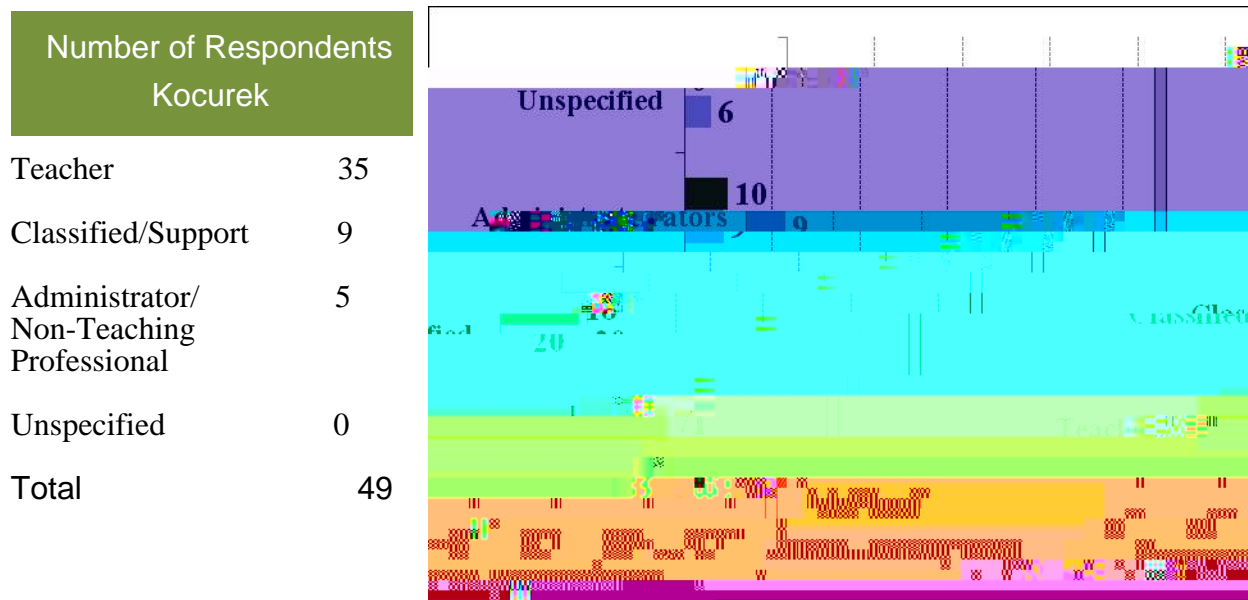


## 2009-2010 AISD Campus Staff Climate Survey

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 Fall 2009, 80% of teachers from Kocurek responded to the survey. Figure 3 represents the percentage of respondents at Kocurek (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 Kocurek in 2009-10 by group and level



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

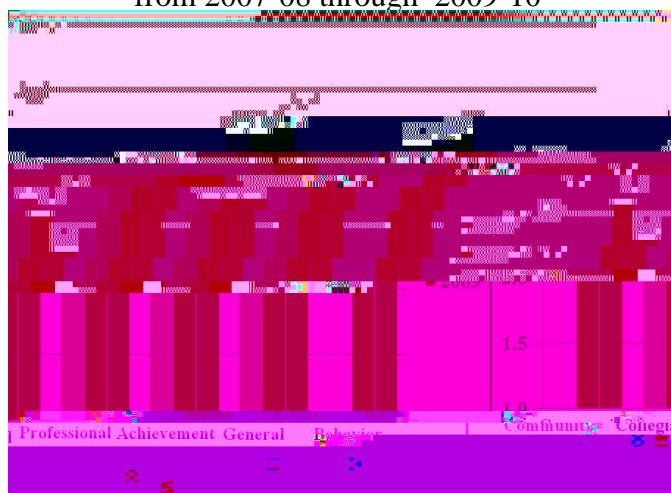
- <http://www.schoolclimate.org/climate/council.php>
- <http://www.turningpts.org/pdf/Family.pdf>
- <http://www.schoolsecurity.org/>
- <http://ccsr.uchicago.edu>

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

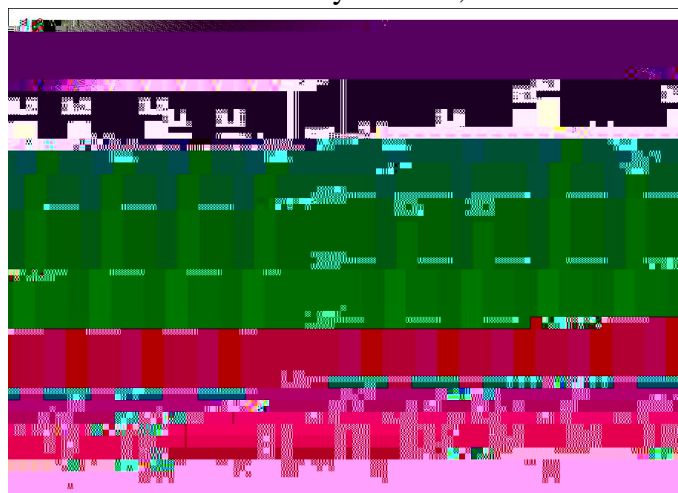
For 2009-10, Kocurek staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Kocurek staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Community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

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



Kocurek'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 Kocurek and all Elementary Schools, 2009-10



Kocurek'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 Kocurek Elementary School.



- 2. The principal explores all sides of topics and admits that other opinions exist.
- 10. The principal puts suggestions made by faculty into operation.
- 11. The principal treats all faculty members



## APPENDIX




Achievement Press Subscale Items	2007-08	Kocurek 2008-09	2009-10	All Elementary Schools
3. The school sets high standards for academic performance.	3.1	3.1	3.2	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.4	3.3	3.5	3.4
7. Parents exert pressure to maintain high standards.	2.3	2.3	2.1	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.0	2.9	2.9	3.3
13. Parents press for school improvement.	2.1	2.2	1.7	2.4
15. Students in this school can achieve the goals that have been set for them.	3.1	3.0	3.1	3.1
19. Students respect others who get good grades.	2.7	3.1	2.8	3.0
25. Students seek extra work so they can get good grades.	1.9	2.0	1.8	2.3
32. Students try hard to improve on previous work.	2.6	2.5	2.6	2.7
34. The learning environment is orderly and serious.	3.0	2.9	3.0	3.1
<b>Achievement Press Subscale</b>	<b>2.7</b>	<b>2.7</b>	<b>2.7</b>	<b>2.9</b>

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













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

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

## APPENDIX

General Climate Subscale Items	Kocurek			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.4	3.4	3.5	3.3
27. Campus staff exhibit pride in their affiliation with the school.	3.3	3.2 	3.2	3.2
28. Campus staff are willing to go out of their way to help.	3.2	3.1	3.2	3.2
29. Campus staff accomplish their jobs with enthusiasm.	3.1	2.8 	3.0 	3.0
30. Campus staff are committed to their jobs.	3.4	3.3	3.3	3.3
37. The goals of my school are made clear.	3.1	3.0	3.0	3.3
<b>General Climate Subscale</b>	<b>3.1</b>	<b>3.1</b>	<b>3.2</b>	<b>3.2</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?	Kocurek			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	0.8 	0.7 	0.9 	0.9
51. Student bullying	1.9 	1.5 	2.3 	1.8
52. Widespread disorder in classrooms	0.8	0.8	1.0 	1.0
53. Student acts of disrespect for Teachers	1.9	1.9	2.2 	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.4	1.8 	2.2 	1.5
55. Student acts of disrespect for Classified or Support Staff	1.4	1.7 	2.1 	1.5
56. Gang activities	0.3	0.3	0.4	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:	Kocurek		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	2.5	2.5	3.1
57b. Classroom Management	3.0	3.1	3.3
57c. Common Area Management	3.2	3.1	3.2
<b>Behavior Management Subscale</b>	<b>2.9</b>	<b>2.9</b>	<b>3.2</b>

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

---

## 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