

In Fall 2009, 49% of teachers from LBJ responded to the survey. Figure 3 represents the

The graphs below depict LBJ’s staff climate ratings over time, as well staff climate ratings across all High 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, LBJ staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, LBJ 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 LBJ from 2007-08 through 2009-10

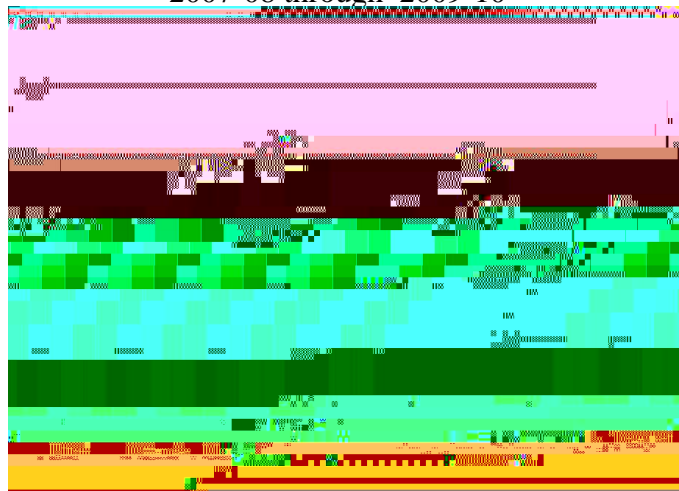
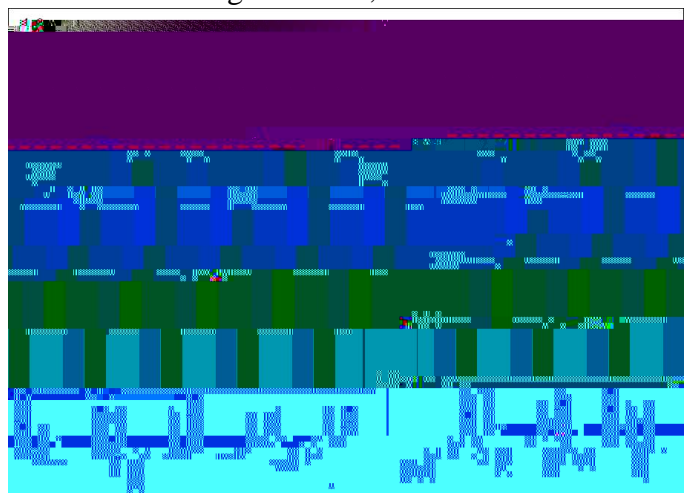


Figure 3. Campus Climate Subscales for LBJ and all High Schools, 2009-10




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

LBJ’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>



APPENDIX

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

4. Teachers help and support each other.

12. Teachers respect the professional competence of their colleagues.




14. The interactions between faculty members are cooperative.

17. Teachers in this school exercise professional judgment.

21. Teachers go the extra mile with their students.





| | 2007-08 | LBJ | 2009-10 | All High Schools |
|---|---|---|---------|------------------|
| 50. Student racial tension | 1.6  | 2.3  | 2.1 | 1.5 |
| 51. Student bullying | 1.8  | 2.6 | 2.6 | 1.9 |
| 52. Widespread disorder in classrooms | 2.1 | 3.0 | 2.7 | 1.4 |
| 53. Student acts of disrespect for Teachers | 2.7 | 3.5 | 3.3 | 2.3 |
| 54. Student acts of disrespect for Nonteaching Professional or Administrative Staff | 2.5 | 3.2 | 3.3 | 2.1 |
| 55. Student acts of disrespect for Classified or Support Staff | 2.4 | 3.1 | 3.1 | 2.0 |
| 56. Gang activities | 1.6 | 2.2 | 2.5 | 1.6 |

Note: It is desirable to have a response of **less than** 2.0

| How satisfied are you with the way your campus addresses: | All |
|---|---|
| 57a. Student Behavior |  2.8 |
| 57b. Classroom Management | 3.0 |
| 57c. Common Area Management | 2.9 |
| Behavior Management Subscale | 2.9 |

APPENDIX

| To the best of your knowledge, how often do the following events occur at your school? | LBJ | | | | 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 | 9% | 91% | 16% | 84% |
| 59. I am regularly updated about PBS activities/progress. | n/a | n/a | 59% | 41% | 54% | 46% |
| 60. I have used PBS strategies in the classroom/common area. | n/a | n/a | 52% | 48% | 37% | 63% |
| 61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc. | 14% | 79% | 9% | 84% | 16% | 84% |
| 62. I feel there is consistent reinforcement of commendable student behavior on my campus. | 39% | 48% | 40% | 60% | 35% | 65% |
| 63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc. | 11% | 79% | 0% | 100% | 23% | 77% |
| Average Percentage | 21% | 67% | 28% | 72% | 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 | LBJ 2009-10 | All High Schools |
|--|----------------|---------------------|
| 40. There are clear goals and structures for teaching and learning in AISD. | 3.0 | 3.1 |
| 41. There is a clear vision for the use of data to inform education in AISD. | 3.0 | 2.9 |
| Total Data Use Subscale | 3.0 | 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.

| Teacher Support | LBJ 2009-10 | All High Schools |
|--|----------------|---------------------|
| 42. My school values my contribution to its well-being. | 3.0 | 3.1 |
| 43. My school appreciates my extra effort. | 2.9 | 3.0 |
| 44. My school does not ignore my complaints. | 2.8 | 2.9 |
| 45. My school really cares about my well-being. | 2.9 | 2.9 |
| 46. My school acknowledges my good work. | 2.9 | 2.9 |
| 47. My school cares about my general satisfaction at work. | 2.8 | 2.8 |
| 48. My school shows a lot of concern for me. | 2.8 | 2.8 |
| 49. My school takes pride in my accomplishments at work | 2.9 | 2.9 |
| Total Teacher Support Subscale | 2.7 | 2.9 |

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

REFERENCES

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