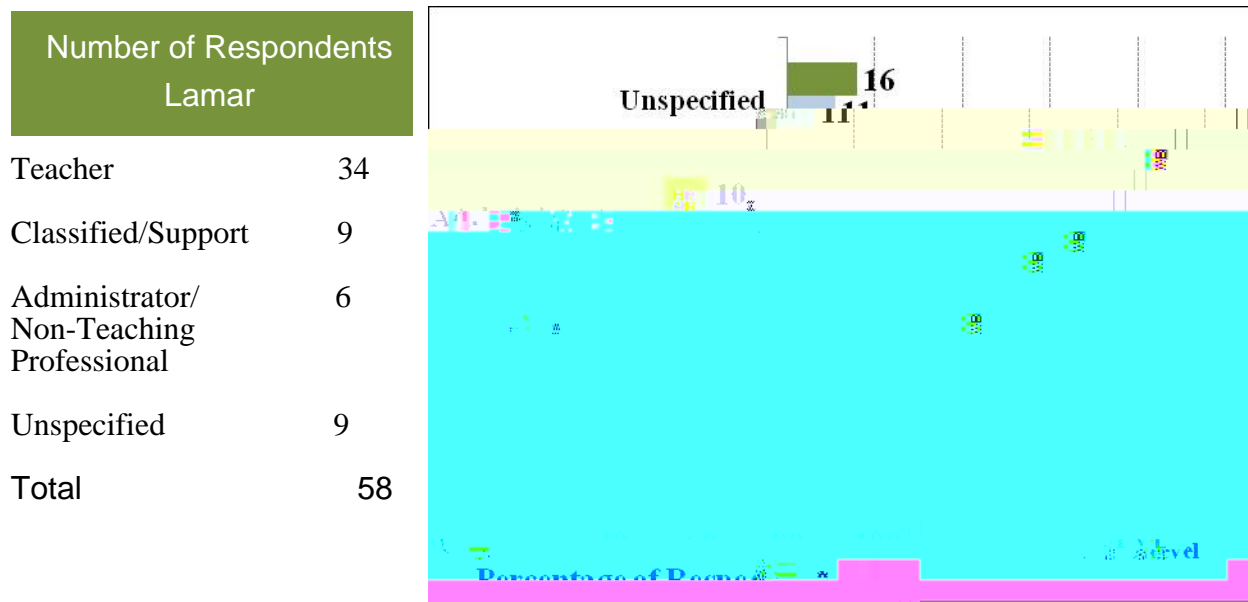


## 2009-2010 AISD Campus Staff Climate Survey

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

In Fall 2009, 65% of teachers from Lamar responded to the survey. Figure 3 represents the percentage of respondents at Lamar (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 Lamar in 2009-10 by group and level



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

Lamar's highest score on the 2009-10 staff climate survey was General Climate, which measures general work attitudes and affiliation among *all* campus staff. High levels of General Climate are often associated with academic achievement.

Lamar's lowest subscale score on the 2009-10 staff climate survey was Achievement Press, which measures the degree to which students, parents, teachers, and principals foster a climate of high academic rigor on their campuses. Achievement Press has been linked to student achievement and teacher engagement in AISD. For more research on achievement press and ways to improve your campus ratings, please visit: <http://ccsr.uchicago.edu>

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

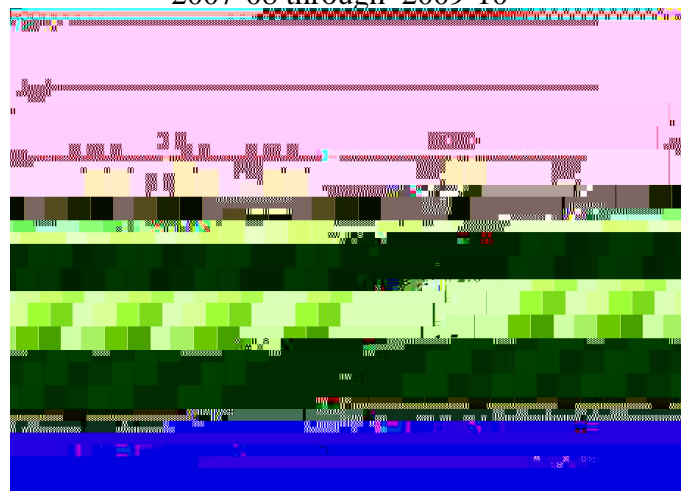
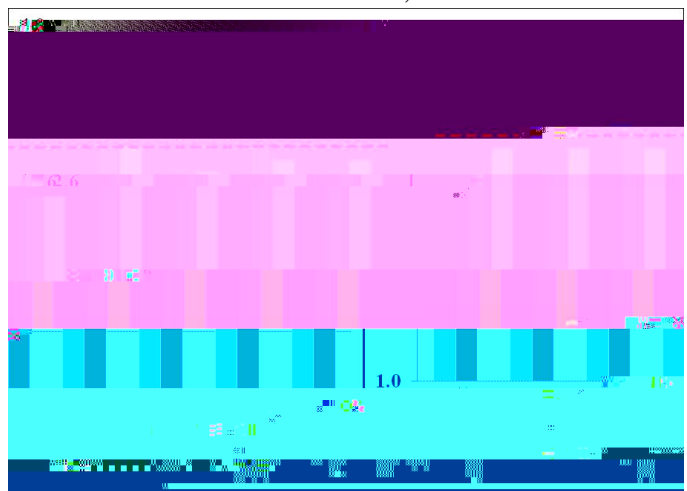






Figure 3. Campus Climate Subscales for Lamar and all Middle Schools, 2009-10










*Note.* The blue bars represent 2009-10 data for all Middle Schools and the green bars represent 2009-10 data for Lamar Middle School.

## APPENDIX

Community Engagement Subscale Items	Lamar		All Middle Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.2	3.2	3.0
9. Our school is able to enlist community support when needed.	3.0	2.8 	2.6
20. Teachers feel pressure from the community.	2.9	3.0	2.7
26. Select citizen groups are influential with the board.	2.8	2.5 	2.4
31. Community members attend meetings to stay informed about our school.	2.7	2.5 	2.3
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.3	3.4	2.9
39. School staff are responsive to the needs and concerns expressed by community members.	2.9	3.1 	2.8
<b>Community Engagement subscale</b>	<b>2.9</b>	<b>2.9</b>	<b>2.7</b>

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

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

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



3. The school sets high standards for academic performance.



## APPENDIX

General Climate Subscale Items	Lamar		2009-10	All Middle Schools
	2007-08	2008-09		
24. Campus staff are friendly to each other.	2.9	2.9	3.0	3.1
27. Campus staff exhibit pride in their affiliation with the school.	2.9	3.0	3.0	2.9
28. Campus staff are willing to go out of their way to help.	2.7	3.1	3.0	3.0
29. Campus staff accomplish their jobs with enthusiasm.	2.6	2.8	2.9	2.9
30. Campus staff are committed to their jobs.	2.8	3.0	2.9	3.1
37. The goals of my school are made clear.	3.0	3.2	3.2	3.0
<b>General Climate Subscale</b>	<b>2.8</b>	<b>3.0</b>	<b>3.0</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?	Lamar		2009-10	All Middle Schools
	2007-08	2008-09		
50. Student racial tension	1.9	2.0	1.5	1.7
51. Student bullying	2.6	2.9	2.7	2.6
52. Widespread disorder in classrooms	1.7	2.1	1.5	1.7
53. Student acts of disrespect for Teachers	2.8	3.0	2.6	2.6
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.5	2.8	2.4	2.4
55. Student acts of disrespect for Classified or Support Staff	2.2	2.8	2.3	2.4
56. Gang activities	1.8	1.7	1.4	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:	Lamar		All Middle Schools
	2008-09	2009-10	
57a. Student Behavior	2.5	2.5	2.7
57b. Classroom Management	2.7	3.1	2.9
57c. Common Area Management	2.4	2.8	2.9
<b>Behavior Management Subscale</b>	<b>2.5</b>	<b>2.8 </b>	<b>2.8</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	Lamar 2009-10	All Middle 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.	2.9	3.0
<b>Total Data Use Subscale</b>	<b>2.9</b>	<b>3.0</b>

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