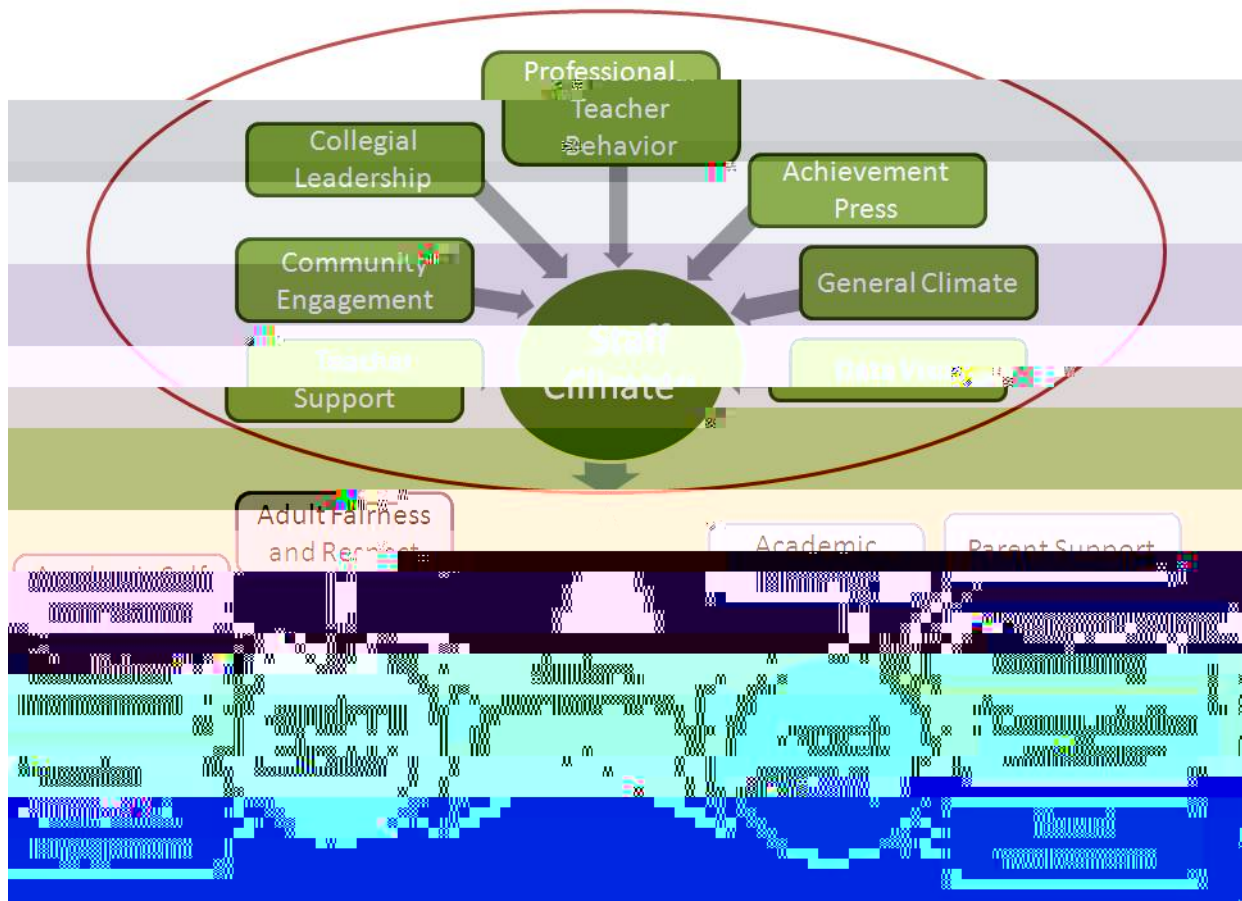


## 2009-2010 AISD Campus Staff Climate Survey

### Mendez Middle 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, 75% of teachers from Mendez responded to the survey. Figure 3 represents the percentage of respondents at Mendez (depicted in dark green) and across all Middle Schools

The graphs below depict Mendez’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).

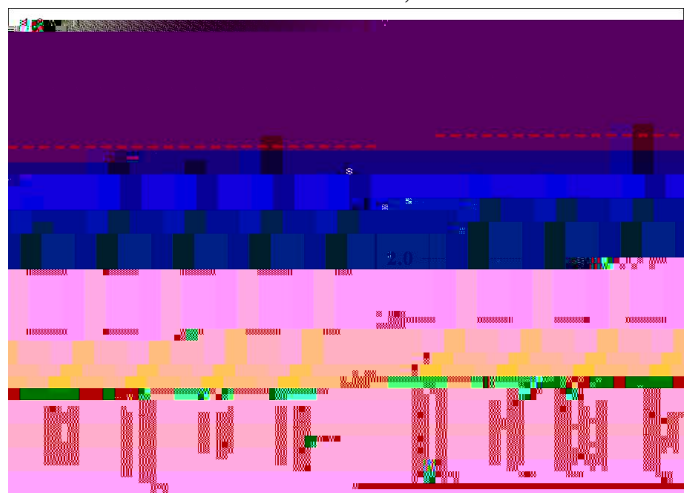
For 2009-10, Mendez staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Mendez staff rated **Achievement Press** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Achievement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

Mendez’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 2. Campus Climate Subscales for Mendez from 2007-08 through 2009-10









Figure 3. Campus Climate Subscales for Mendez 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 Mendez Middle School.

## APPENDIX







Community Engagement Subscale Items	Mendez		All Middle Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.0	3.2	3.0
9. Our school is able to enlist community support when needed.	2.3	2.3	2.6
20. Teachers feel pressure from the community.	2.5	2.6	2.7
26. Select citizen groups are influential with the board.	2.0	2.1	2.4
31. Community members attend meetings to stay informed about our school.	2.0	2.1	2.3
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	2.7	2.7	2.9
39. School staff are responsive to the needs and concerns expressed by community members.	2.8	2.8	2.8
<b>Community Engagement subscale</b>	<b>2.4</b>	<b>2.5</b>	<b>2.7</b>

Collegial Leadership Subscale Items	Mendez			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	2.7	2.4 	2.7
10. The principal puts suggestions made by faculty into operation.	2.6	2.4	2.3	2.5
11. The principal treats all faculty members as his or her equal.	2.3 	2.4	2.3	2.6
16. The principal lets faculty know what is expected of them.	3.4	3.1 	3.1	3.0
18. The principal is willing to make changes.	2.6 	2.7	2.3 	2.7
22. The principal maintains definite standards for performance.	3.1	3.0	3.0	3.0
35. The principal is friendly and approachable.	2.6	2.6	2.5 	2.8
<b>Collegial Leadership Subscale</b>	<b>2.8</b>	<b>2.7</b>	<b>2.5</b>	<b>2.7</b>

## APPENDIX

Achievement Press Subscale Items	2007-08	Mendez 2008-09	2009-10	All Middle Schools
3. The school sets high standards for academic performance.	3.0	3.0	2.9	3.2
6. Teachers in this school believe that their students have the ability to achieve academically.	3.0	2.9	2.9	3.1
7. Parents exert pressure to maintain high standards.	1.5	1.7	1.7	2.3
8. Academic achievement is recognized and acknowledged by the school.	3.0	2.8 	2.7 	3.0
13. Parents press for school improvement.	1.6 	1.8 	1.7	2.2
15. Students in this school can achieve the goals that have been set for them.	2.5 	2.8 	2.8	2.9
19. Students respect others who get good grades.	1.9 	2.1	2.2	2.4
25. Students seek extra work so they can get good grades.	1.7	1.8	1.7	2.1
32. Students try hard to improve on previous work.	1.9 	2.0	2.2	2.3
34. The learning environment is orderly and serious.	2.8 	2.7	2.8	2.7
<b>Achievement Press Subscale</b>	<b>2.3</b>	<b>2.3</b>	<b>2.4</b>	<b>2.6</b>

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

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

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

## APPENDIX



	2007-08	Mendez	2009-10	All Middle Schools
50. Student racial tension	1.4	1.5	1.6	1.7
51. Student bullying	2.4	2.3	2.6	2.6
52. Widespread disorder in classrooms	2.0	1.8	1.8	1.7
53. Student acts of disrespect for Teachers	3.1	2.7	3.1	2.6
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.9	2.4	2.8	2.4
55. Student acts of disrespect for Classified or Support Staff	2.8	2.3	2.7	2.4
56. Gang activities	2.5	1.9	2.0	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:	2008-09	Mendez 2009-10	All Middle Schools
57a. Student Behavior	2.6	2.5	2.7
57b. Classroom Management	2.9	3.0	2.9
57c. Common Area Management	3.0	3.1	2.9
Behavior Management Subscale	2.8	2.9	2.8

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

Data Vision	3.0	All
40. There are clear goals and structures for teaching and learning in AISD.		3.1
41. There is a clear vision for the use of data to inform education in AISD.		3.0
Total Data Use Subscale		3.0

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