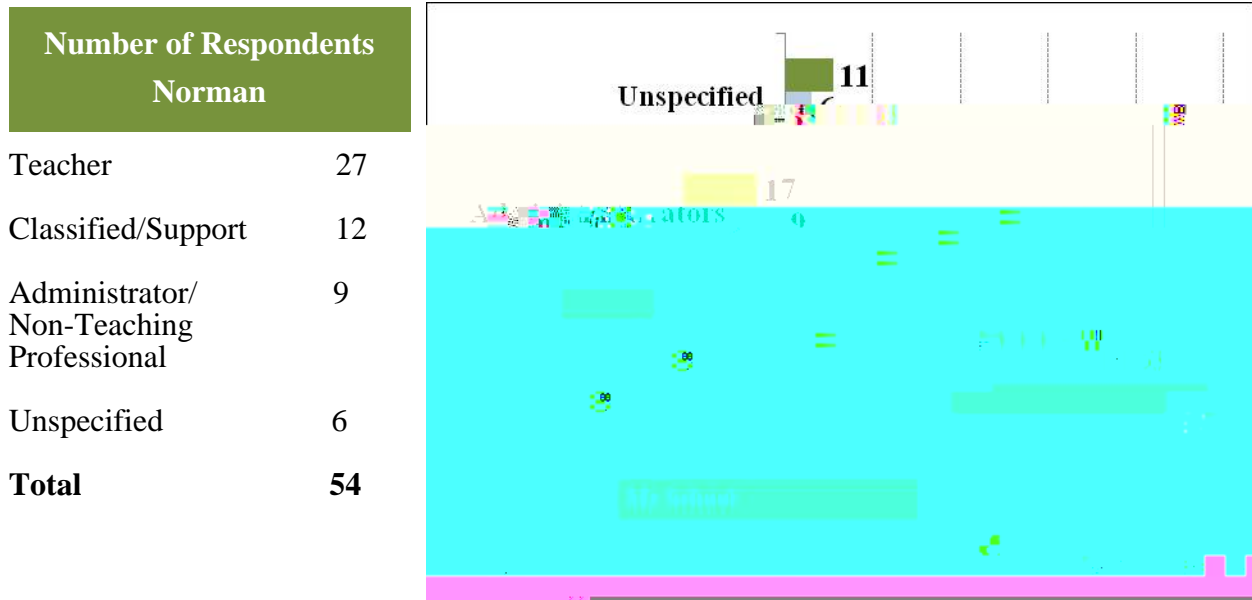


## **2009-2010 AISD Campus Staff Climate Survey**

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, 96% of teachers from Norman responded to the survey. Figure 3 represents the percentage of respondents at Norman (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 Norman in 2009-10 by group and level



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

Norman’s highest subscale score on the 2009-10 staff climate survey was Collegial Leadership, which measures the extent to which principals treat teachers and staff with openness, egalitarianism, and friendliness and set clear expectations for performance. Collegial Leadership has been linked to student academic achievement.

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

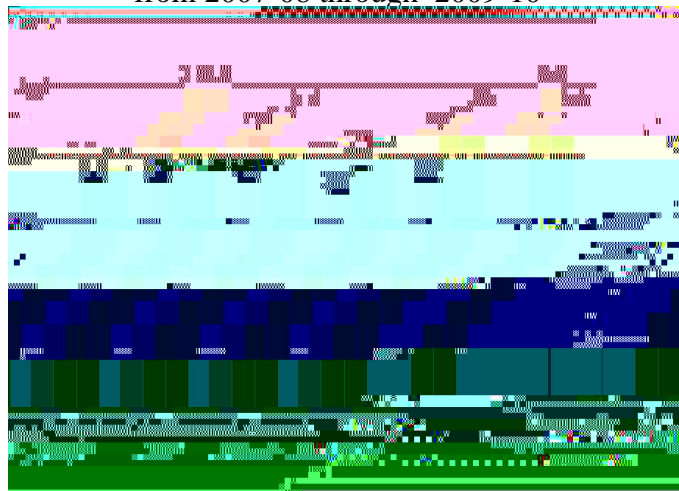
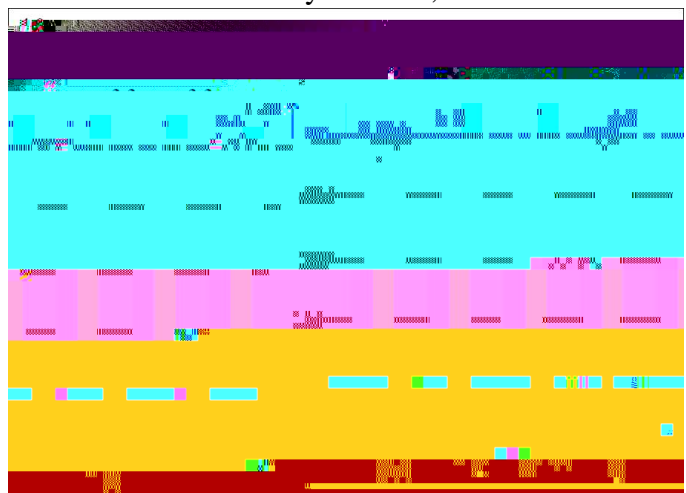


Figure 3. Campus Climate Subscales for Norman and all Elementary Schools, 2009-10



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

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## APPENDIX

Achievement Press Subscale Items	2007-08	Norman 2008-09	2009-10	All Elementary Schools
3. The school sets high standards for academic performance.	3.2	3.6	3.7	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.1	3.3	3.4	3.4
7. Parents exert pressure to maintain high standards.	2.0	1.9	2.4	2.4
8. Academic achievement is recognized and acknowledged by the school.	2.9	3.5	3.5	3.3
13. Parents press for school improvement.	2.2	2.2	2.3	2.4
15. Students in this school can achieve the goals that have been set for them.	2.9	3.3	3.3	3.1
19. Students respect others who get good grades.	2.6	3.1	3.0	3.0
25. Students seek extra work so they can get good grades.	2.2	2.1	2.0	2.3
32. Students try hard to improve on previous work.	2.5	2.6	2.8	2.7
34. The learning environment is orderly and serious.	2.9	3.3	3.3	3.1
Achievement Press Subscale	2.7	2.9	3.0	2.9

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.
23. Teachers provide strong social support for colleagues.
33. Teachers accomplish their jobs with enthusiasm.



	2007-08	Norman	2009-10	All Elementary Schools
50. Student racial tension	1.4	0.6	0.9	0.9
51. Student bullying	2.5	1.6	1.8	1.8
52. Widespread disorder in classrooms	1.8	1.1	1.4	1.0
53. Student acts of disrespect for Teachers	2.2	1.7	2.1	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.7	1.3	2.0	1.5
55. Student acts of disrespect for Classified or Support Staff	1.5	1.3	1.8	1.5
56. Gang activities	0.9	0.3	0.4	0.5

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

57a. Student Behavior  
57b. Classroom Management  
57c. Common Area Management  
Behavior Management Subscale

## Data Vision

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

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