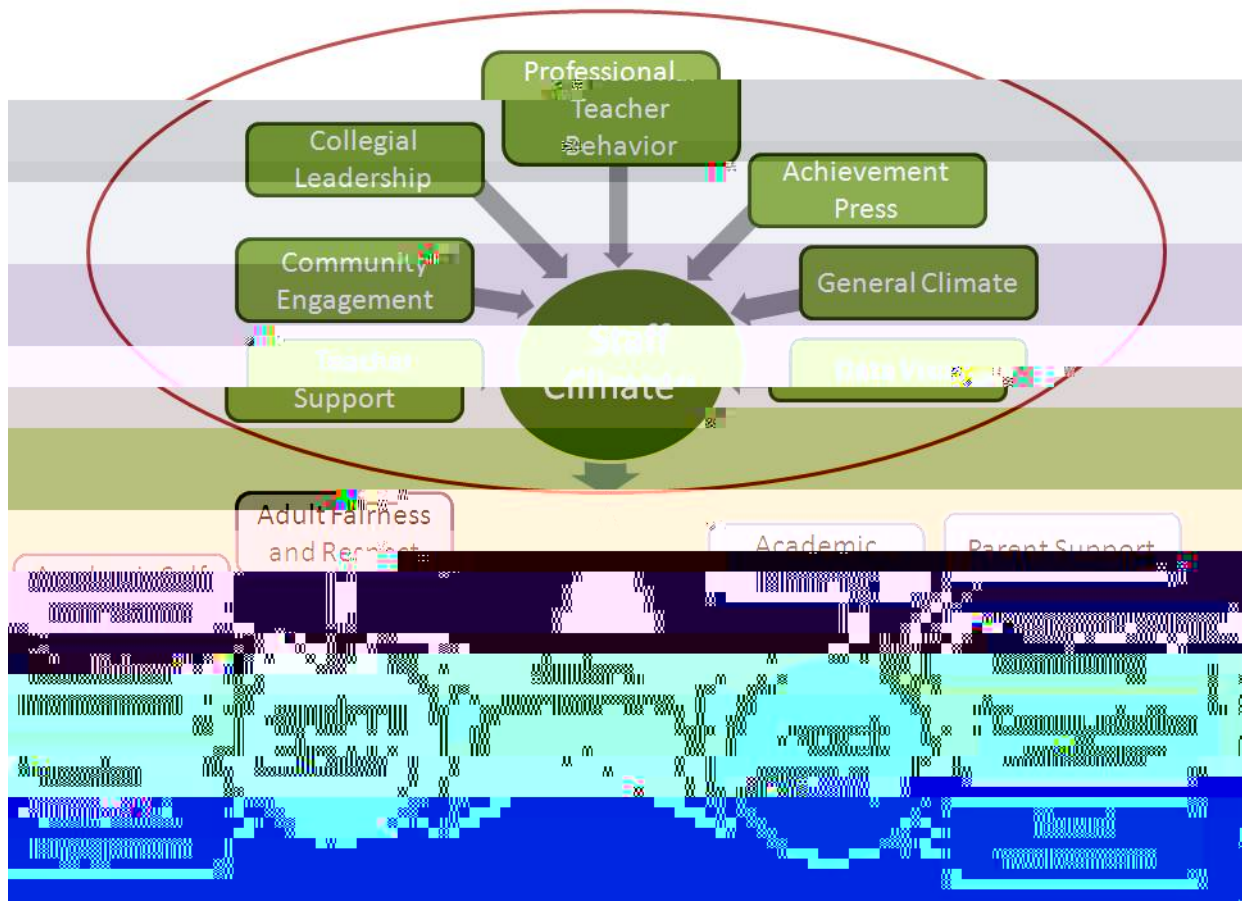


2009-2010 AISD Campus Staff Climate Survey

Oak Hill Elementary 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, 76% of teachers from Oak Hill responded to the survey. Figure 3 represents the percentage of respondents at Oak Hill (depicted in dark green) and across all Elementary


APPENDIX

| Community Engagement Subscale Items | Oak Hill | | All Elementary Schools |
|-------------------------------------------------------------------------------------------|------------|------------|---------------------------|
| | 2008-09 | 2009-10 | |
| 5. Our school makes an effort to inform the community about our goals and achievement. | 3.3 | 3.5 | 3.2 |
| 9. Our school is able to enlist community support when needed. | 3.2 | 3.3 | 2.8 |
| 20. Teachers feel pressure from the community. | 3.3 | 3.5 | 3.0 |
| 26. Select citizen groups are influential with the board. | 3.0 | 3.2 | 2.6 |
| 31. Community members attend meetings to stay informed about our school. | 3.0 | 3.2 | 2.6 |
| 38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues. | 3.7 | 3.8 | 3.2 |
| 39. School staff are responsive to the needs and concerns expressed by community members. | 3.3 | 3.2 | 3.0 |
| Community Engagement subscale | 3.3 | 3.3 | 2.9 |

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

| Collegial Leadership Subscale Items | Oak Hill | | | All Elementary Schools |
|-------------------------------------------------------------------------------------|------------|------------|------------|------------------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| 2. The principal explores all sides of topics and admits that other opinions exist. | 3.4 | 3.4 | 3.4 | 2.9 |
| 10. The principal puts suggestions made by faculty into operation. | 2.8 | 3.0 | 3.0 | 2.8 |
| 11. The principal treats all faculty members as his or her equal. | 3.4 | 3.2 | 3.3 | 2.9 |
| 16. The principal lets faculty know what is expected of them. | 3.4 | 3.3 | 3.3 | 3.3 |
| 18. The principal is willing to make changes. | 3.2 | 3.2 | 3.3 | 2.9 |
| 22. The principal maintains definite standards for performance. | 3.5 | 3.3 | 3.5 | 3.3 |
| 35. The principal is friendly and approachable. | 3.6 | 3.6 | 3.6 | 3.1 |
| Collegial Leadership Subscale | 3.3 | 3.3 | 3.4 | 3.0 |

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



3. The school sets high standards for academic performance.

6. Teachers in this school believe that their students have the ability to achieve academically.

APPENDIX

| General Climate Subscale Items | Oak Hill | | | All Elementary Schools |
|----------------------------------------------------------------------|------------|------------|------------|------------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| 24. Campus staff are friendly to each other. | 3.4 | 3.5 | 3.5 | 3.3 |
| 27. Campus staff exhibit pride in their affiliation with the school. | 3.6 | 3.3 | 3.5 | 3.2 |
| 28. Campus staff are willing to go out of their way to help. | 3.5 | 3.3 | 3.3 | 3.2 |
| 29. Campus staff accomplish their jobs with enthusiasm. | 3.2 | 3.1 | 3.2 | 3.0 |
| 30. Campus staff are committed to their jobs. | 3.6 | 3.5 | 3.5 | 3.3 |
| 37. The goals of my school are made clear. | 3.4 | 3.4 | 3.5 | 3.3 |
| General Climate Subscale | 3.4 | 3.4 | 3.4 | 3.2 |

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? | Oak Hill | | | All Elementary Schools |
|----------------------------------------------------------------------------------------|----------|---------|---------|------------------------|
| | 2007-08 | 2008-09 | 2009-10 | |
| 50. Student racial tension | 0.5 | 0.4 | 0.6 | 0.9 |
| 51. Student bullying | 1.3 | 1.2 | 1.4 | 1.8 |
| 52. Widespread disorder in classrooms | 0.5 | 0.5 | 0.6 | 1.0 |
| 53. Student acts of disrespect for Teachers | 1.0 | 1.0 | 1.3 | 1.7 |
| 54. Student acts of disrespect for Nonteaching Professional or Administrative Staff | 0.9 | 1.0 | 1.1 | 1.5 |
| 55. Student acts of disrespect for Classified or Support Staff | 0.8 | 0.9 | 0.9 | 1.5 |
| 56. Gang activities | 0.1 | 0.1 | 0.1 | 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: | Oak Hill | | All Elementary Schools |
|-----------------------------------------------------------|------------|------------|------------------------|
| | 2008-09 | 2009-10 | |
| 57a. Student Behavior | 3.6 | 3.4 | 3.1 |
| 57b. Classroom Management | 3.5 | 3.5 | 3.3 |
| 57c. Common Area Management | 3.6 | 3.5 | 3.2 |
| Behavior Management Subscale | 3.6 | 3.5 | 3.2 |

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

Data Vision.

| Data Vision | Oak Hill 2009-10 | All Elementary Schools |
|------------------------------------------------------------------------------|-----------------------------|-----------------------------------|
| 40. There are clear goals and structures for teaching and learning in AISD. | 3.3 | 3.2 |
| 41. There is a clear vision for the use of data to inform education in AISD. | 3.1 | 3.1 |
| Total Data Use Subscale | 3.2 | 3.2 |

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