# 2009-2010 AISD Campus Staff Climate Survey
Oak Springs 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.
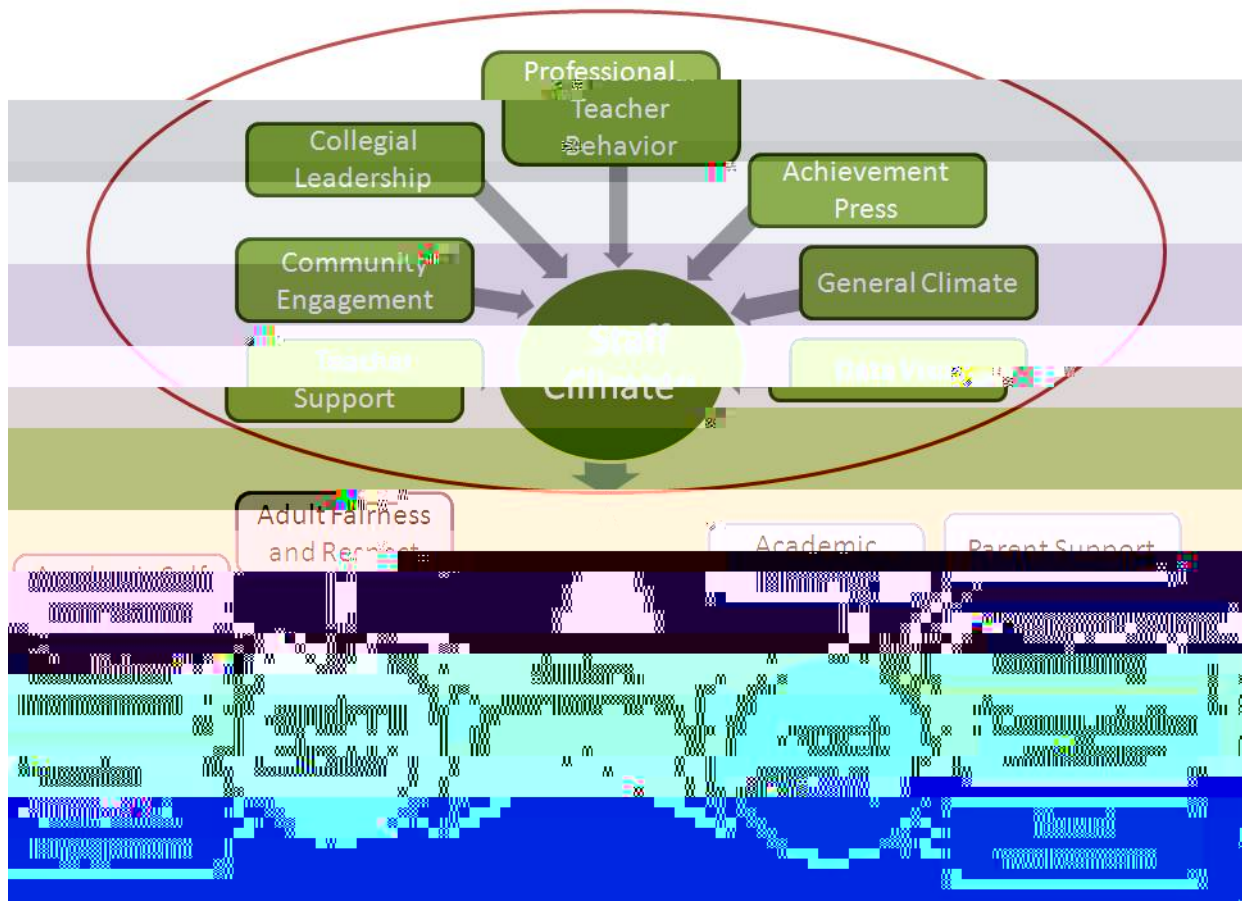
The graphs below depict Oak Springs's staff climate ratings over time, as well staff climate ratings across all Elementary Schools in 2009-10. Scores over 3.0 are desirable, as indicated by the red dashed line in the graphs below. The first step in improving campus climate is to examine the score for each area (Figure 2).

For 2009-10, Oak Springs staff rated **Data Vision** the highest of all climate areas. Alternatively, Oak Springs staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Data Vision** 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 Oak Springs from 2007-08 through 2009-10

> Oak Springs's highest score on the 2009-10 staff climate survey was Data Vision, which measures the extent to which teachers utilize data in their work. High levels of Data Vision are thought to be related to positive academic achievement. We encourage your campus to keep fostering a positive learning environment.

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

> Oak Springs'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
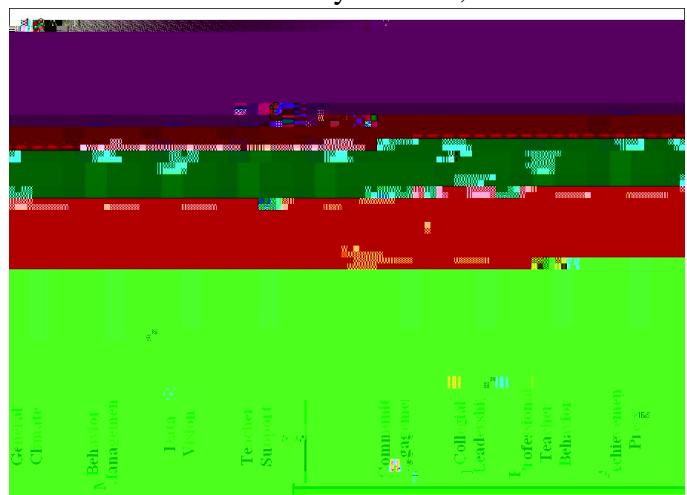
Note. The blue bars represent 2009-10 data for all Elementary Schools and the green bars represent 2009-10 data for Oak Springs Elementary School.

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Achievement Press Subscale Items

3. The school sets high standards for academic performance.	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.4
7. Parents exert pressure to maintain high standards.	2.4
8. Academic achievement is recognized and acknowledged by the school.	
13. Parents press for school improvement.	
15. Students in this school can achieve the goals that have been set for them.	
19. Students respect others who get good grades.	
25. Students seek extra work so they can get good grades.	
32. Students try hard to improve on previous work.	
34. The learning environment is orderly and serious.	
Achievement Press Subscale	

50. Student racial tension
51. Student bullying
52. Widespread disorder in classrooms
53. Student acts of disrespect for Teachers
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff
55. Student acts of disrespect for Classified or Support Staff
56. Gang activities

APPENDIX

To the best of your knowledge, how often do the following events occur at your school?	Oak Springs 2008-09		Oak Springs 2009-10		All Elementary Schools	
	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	53%	47%	25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	18%	82%	27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	6%	94%	15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	12%	69%	11%	92%	8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	21%	60%	46%	55%	21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	7%	76%	6%	94%	27%	73%
Average Percentage	13%	67%	23%	77%	26%	74%

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

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	Oak Springs 2009-10	All Elementary Schools
42. My school values my contribution to its well-being.	3.2	3.2
43. My school appreciates my extra effort.	3.0	3.1
44. My school does not ignore my complaints.	2.9	3.0
45. My school really cares about my well-being.	2.8	3.1
46. My school acknowledges my good work.	2.9	3.1
47. My school cares about my general satisfaction at work.	2.8	3.0
48. My school shows a lot of concern for me.	2.8	3.0
49. My school takes pride in my accomplishments at work	2.9	3.0
Total Teacher Support Subscale	2.9	3.1

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

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results (Publication 07.23). Austin, TX: Austin Independent School District Department of Program Evaluation.

Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. The High School Journal, 86, 38-49.

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