

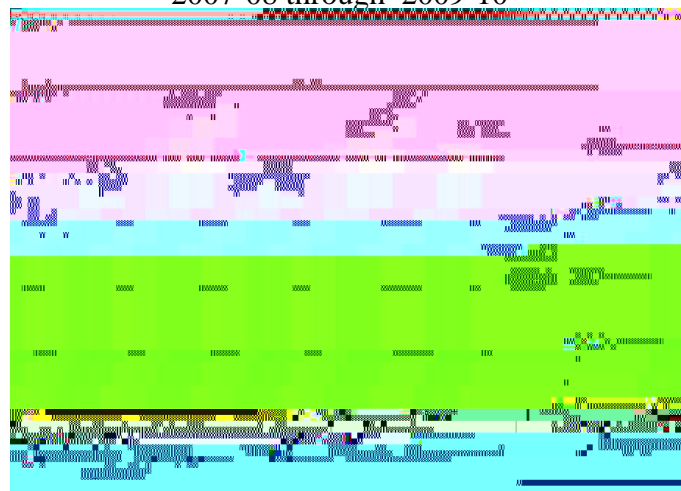
2009-2010 AISD Campus Staff Climate Survey

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

The graphs below depict Odom’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).

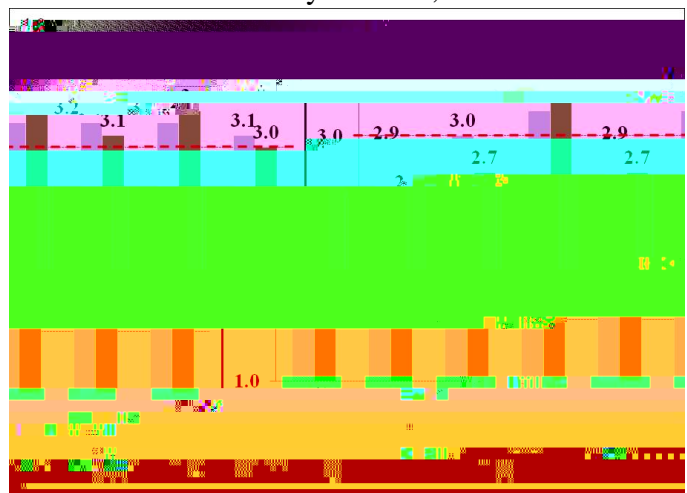
For 2009-10, Odom staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Odom staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Community 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 Odom from 2007-08 through 2009-10



Odom’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 3. Campus Climate Subscales for Odom and all Elementary Schools, 2009-10





Odom’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 Odom Elementary School.


APPENDIX

Community Engagement Subscale Items	Odom		All Elementary Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.1	3.0	3.2
9. Our school is able to enlist community support when needed.	2.6	2.3	2.8
20. Teachers feel pressure from the community.	2.5	2.5	3.0
26. Select citizen groups are influential with the board.	2.3	2.0	2.6
31. Community members attend meetings to stay informed about our school.	2.2	2.1	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.1	2.9	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	3.1	3.1	3.0
Community Engagement subscale	2.7	2.5	2.9


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

Collegial Leadership Subscale Items	Odom			All Elementary Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	2.3	2.8	2.6	2.9
10. The principal puts suggestions made by faculty into operation.	2.1	2.5	2.4	2.8
11. The principal treats all faculty members as his or her equal.	2.5	2.7	2.4	2.9
16. The principal lets faculty know what is expected of them.	2.6	2.9	2.9	3.3
18. The principal is willing to make changes.	2.3	2.8	2.6	2.9
22. The principal maintains definite standards for performance.	2.6	3.0	3.0	3.3
35. The principal is friendly and approachable.	2.7	2.8	2.9	3.1
Collegial Leadership Subscale	2.4 	2.8 	2.7	3.0

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

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3. The school sets high standards for academic performance.
 6. Teachers in this school believe that their

APPENDIX

General Climate Subscale Items	Odom			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.5 	3.4	3.4	3.3
27. Campus staff exhibit pride in their affiliation with the school.	2.8	3.1	3.3	3.2
28. Campus staff are willing to go out of their way to help.	3.2	3.1	3.4	3.2
29. Campus staff accomplish their jobs with enthusiasm.	2.9	3.1	3.3	3.0
30. Campus staff are committed to their jobs.	3.4	3.3	3.3	3.3
37. The goals of my school are made clear.	2.9	3.1	3.1	3.3
General Climate Subscale	3.1	3.2	3.3	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?	Odom			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	1.2	1.1	1.1	0.9
51. Student bullying	2.2	2.0	2.2	1.8
52. Widespread disorder in classrooms	1.2	1.4	1.2	1.0
53. Student acts of disrespect for Teachers	1.8	1.9	1.8	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.8	1.9	1.8	1.5
55. Student acts of disrespect for Classified or Support Staff	1.8	1.7	1.8	1.5
56. Gang activities	1.0	1.1	0.9	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:	Odom		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	3.1	3.0	3.1
57b. Classroom Management	3.2	3.2	3.3
57c. Common Area Management	3.1	3.1	3.2
Behavior Management Subscale	3.1	3.1	3.2

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

Data Vision.

Data Vision	Odom 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.	3.3	3.1
Total Data Use Subscale	3.3	3.2

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