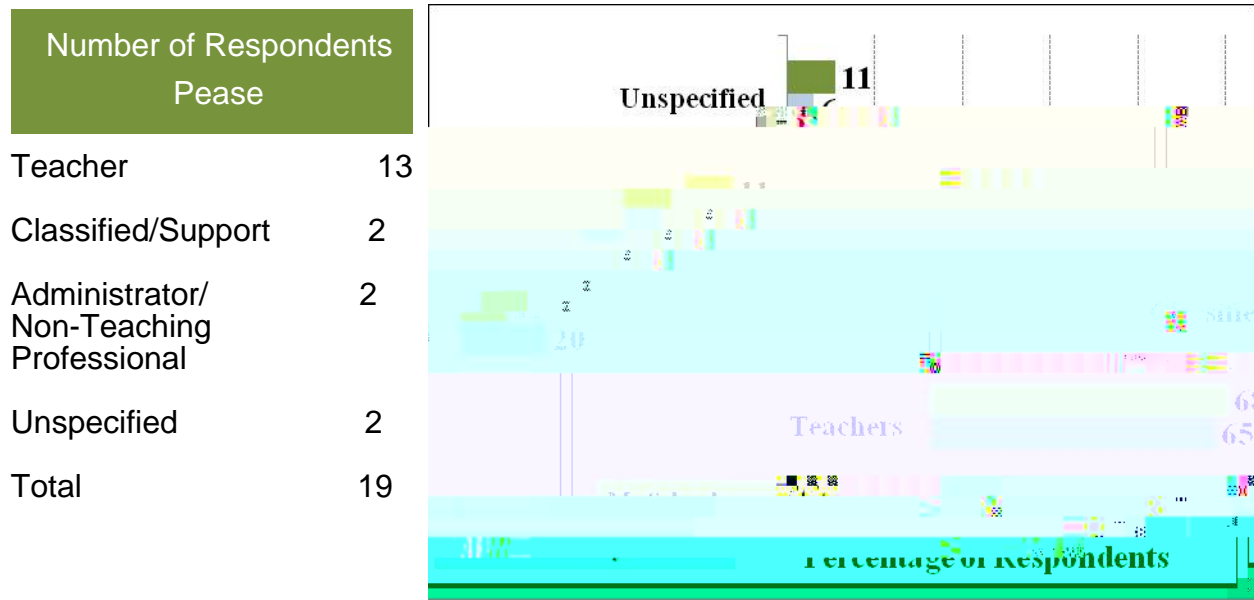


2009-2010 AISD Campus Staff Climate Survey

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

In Fall 2009, 72% of teachers from Pease responded to the survey. Figure 3 represents the percentage of respondents at Pease (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 Pease in 2009-10 by group and level



Staff results for Pease 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 Pease can improve, as well as areas in which Pease 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 Pease’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 Pease’s campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Pease’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.







58. There is a behavior support team (other than PBS or IMPACT) on my campus.
59. I am regularly updated about PBS activities/progress.
60. I have used PBS strategies in the classroom/common area.
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.
62. I feel there is consistent reinforcement of commendable student behavior on my campus.
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Schools for Kids, etc.

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	Pease 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.	3.1	3.1
Total Data Use Subscale	3.1	3.2

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

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