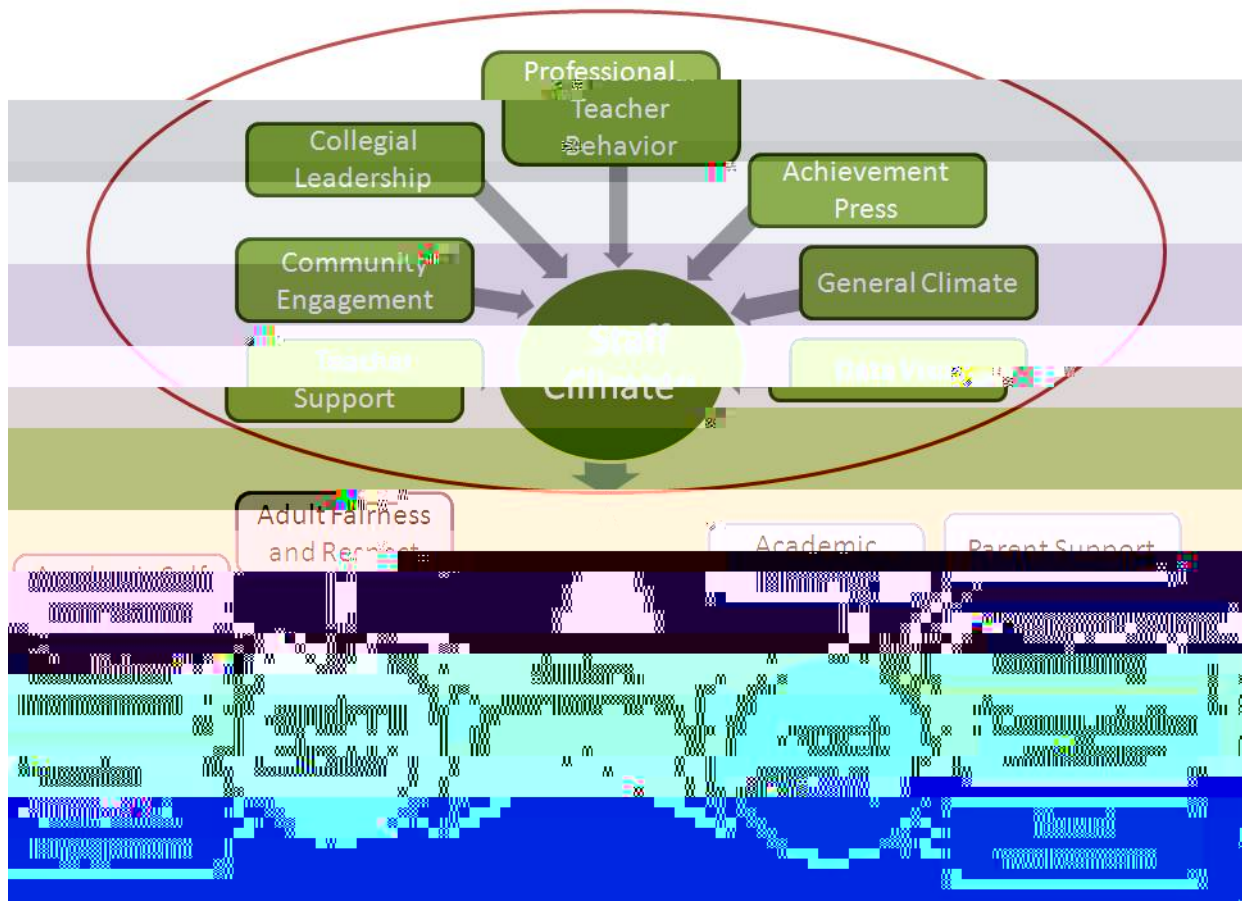


## 2009-2010 AISD Campus Staff Climate Survey

### Pecan Springs Elementary School

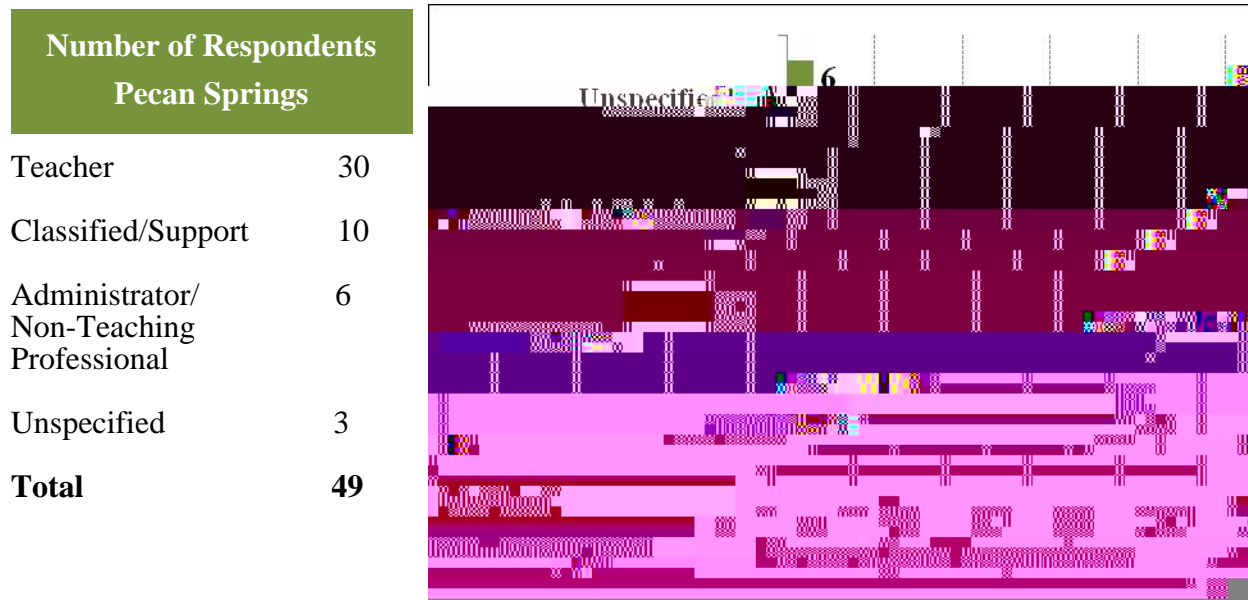
A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More 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.



In Fall 2009, 86% of teachers from Pecan Springs responded to the survey. Figure 3 represents the percentage of respondents at Pecan Springs (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 Pecan Springs in 2009-10 by group and level




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

## APPENDIX

Community Engagement Subscale Items	Pecan Springs		All Elementary Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	2.9	2.8	3.2
9. Our school is able to enlist community support when needed.	2.2	2.1	2.8
20. Teachers feel pressure from the community.	2.5	2.5	3.0
26. Select citizen groups are influential with the board.	2.1	1.8 	2.6
31. Community members attend meetings to stay informed about our school.	2.1	2.1	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	2.8	2.6	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	2.7	2.6	3.0
Community Engagement subscale	2.4	2.4	2.9

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

Collegial Leadership Subscale Items	Pecan Springs			All Elementary Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.1 	2.3 	2.6 	2.9
10. The principal puts suggestions made by faculty into operation.	2.8 	2.1 	2.4 	2.8
11. The principal treats all faculty members as his or her equal.	2.9	2.3 	2.5 	2.9
16. The principal lets faculty know what is expected of them.	3.7 	2.6 	3.1 	3.3
18. The principal is willing to make changes.	2.9 	2.4 	2.6	2.9
22. The principal maintains definite standards for performance.	3.6	2.7 	3.0 	3.3
35. The principal is friendly and approachable.	3.4	2.6 	2.8 	3.1
Collegial Leadership Subscale	3.3	2.4 	2.7 	3.0

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

## APPENDIX

Achievement Press Subscale Items	Pecan Springs			All Elementary Schools
	2007-08	2008-09	2009-10	
3. The school sets high standards for academic performance.	3.7	3.2	3.2	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.5	3.3	3.2	3.4
7. Parents exert pressure to maintain high standards.	2.0	1.8	1.8	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.6	3.0	2.8	3.3
13. Parents press for school improvement.	2.1	1.9	1.8	2.4
15. Students in this school can achieve the goals that have been set for them.	3.0	3.0	2.8	3.1
19. Students respect others who get good grades.	2.6	2.5	2.5	3.0
25. Students seek extra work so they can get good grades.	2.3	2.1	2.1	2.3
32. Students try hard to improve on previous work.	2.9	2.6	2.2	2.7
34. The learning environment is orderly and serious.	2.9	3.0	2.6	3.1
<b>Achievement Press Subscale</b>	<b>3.0</b>	<b>2.7 </b>	<b>2.6 </b>	<b>2.9</b>

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

Professional Teacher Behavior Subscale Items	Pecan Springs			All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers help and support each other.	3.4	3.4	3.2	3.3
12. Teachers respect the professional competence of their colleagues.	2.9	3.1	3.1	3.1
14. The interactions between faculty members are cooperative.	3.1	3.2	3.0	3.1
17. Teachers in this school exercise professional judgment.	3.2	3.1	3.2	3.2
21. Teachers go the extra mile with their students.	3.4	3.2	3.2	3.4
23. Teachers provide strong social support for colleagues.	3.0	3.3	2.9	3.1
33. Teachers accomplish their jobs with enthusiasm.	3.0	3.0	2.8	3.1
36. Teachers show commitment to their students.	3.3	3.3	3.3	3.5
<b>Professional Teacher Behavior Subscale</b>	<b>3.2</b>	<b>3.2</b>	<b>3.1</b>	<b>3.2</b>

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



50. Student racial tension





---

## 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.
- Schmitt, L. (2006). E-Team report: How does school climate related to academic achievement in AISD, and what can we learn from these relationships? (Publication 06.02). Austin, TX: Austin Independent School District Department of Program Evaluation.
- Schmitt, L., Cornetto, K., & Lamb, L. (2009). Austin ISD 2008-09 board level reports (No. 08.86, 08.87, 08.88). Austin, TX: Austin Independent School District
- Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate: The interplay between interpersonal relationships and student achievement. *Journal of School Leadership*, 16, 386-415.

### Austin Independent School District

**Superintendent of Schools**  
Meria Carstarphen, Ed.D.

**Office of Accountability**  
William Caritj, Ed.D.

**Department of Program Evaluation**  
Holly Williams, Ph.D.

**Authors**  
Lindsay M. Lamb, Ph.D.  
Lisa N. T. Schmitt, Ph.D.



**Board of Trustees**  
Mark Williams, President  
Vincent Torres, M.S., Vice President  
Lori Moya, Secretary  
Cheryl Bradley  
Annette LoVoi, M.A.  
Christine Brister  
Robert Schneider  
Karen Dulaney Smith  
Sam Guzman