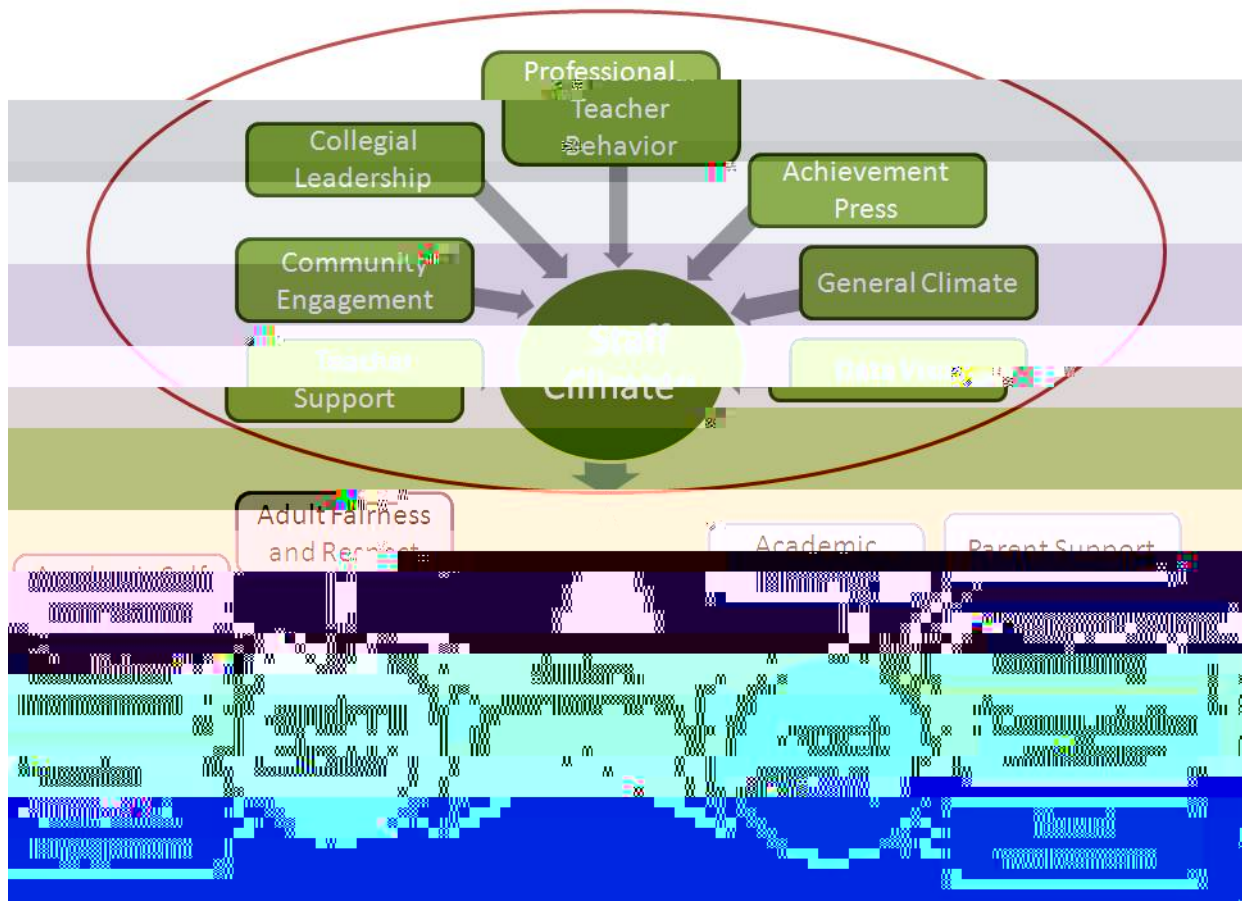


2009-2010 AISD Campus Staff Climate Survey

Perez Elementary School

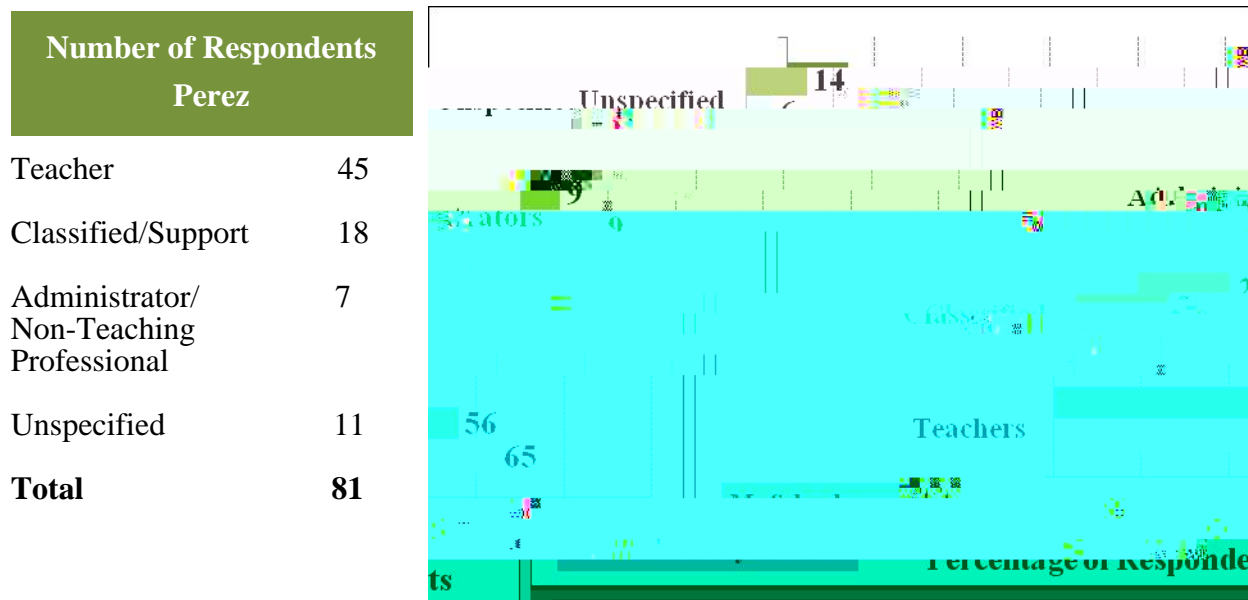
A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More 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, 87% of teachers from Perez responded to the survey. Figure 3 represents the percentage of respondents at Perez (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 Perez in 2009-10 by group and level



Staff results for Perez 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 Perez can improve, as well as areas in which Perez 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 Perez'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 Perez's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Perez'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 Perez’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, Perez staff rated **Collegial Leadership** the highest of all climate areas. Alternatively, Perez staff rated **Behavioral Management** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Collegial Leadership** and **Behavioral Management**. 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.

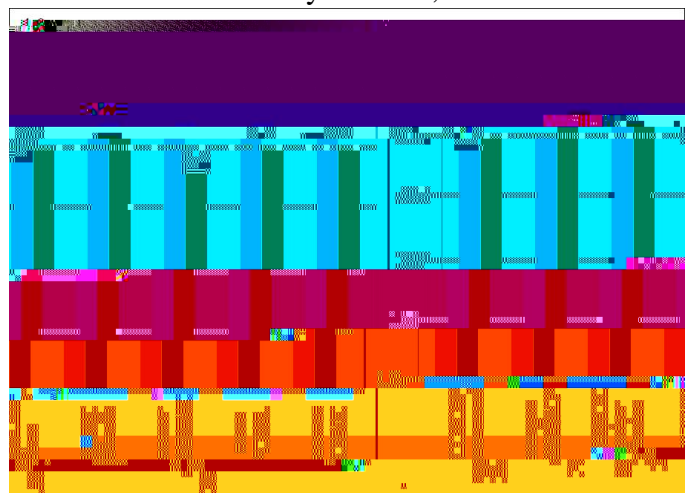
Perez’s highest subscale score on the 2009-10 staff climate survey was Collegial Leadership, which measures the extent to which principals treat teachers and staff with openness, egalitarianism, and friendliness and set clear expectations for performance. Collegial Leadership has been linked to student academic achievement.

Perez’s lowest subscale score on the 2009-10 staff climate survey was Behavioral Management, which addresses how satisfied campus staff feel regarding student behavior, classroom management and common area management. Higher ratings of Behavioral Management have been associated with academic achievement. For resources on how to improve Behavioral Management, please visit: <http://www.teachervision.fen.com/pro-dev/resource/5778.html>

Figure 2. Campus Climate Subscales for Perez from 2007-08 through 2009-10






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





Note. The blue bars represent 2009-10 data for all Elementary Schools and the green bars represent 2009-10 data for Perez Elementary School.


APPENDIX

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

Collegial Leadership Subscale Items	Perez			
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	2.8	3.0	3.1	2.9
10. The principal puts suggestions made by faculty into operation.	2.2	2.6	3.0	2.8
11. The principal treats all faculty members as his or her equal.	2.7	2.9	3.1	2.9
16. The principal lets faculty know what is expected of them.	3.0	3.1	3.4	3.3
18. The principal is willing to make changes.	2.6	2.7	3.0	2.9
22. The principal maintains definite standards for performance.	3.0	3.1	3.4	3.3
35. The principal is friendly and approachable.	2.9	3.1	3.3	3.1
Collegial Leadership Subscale	2.7 	2.9 	3.2 	3.0

APPENDIX

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

Professional Teacher Behavior Subscale Items	2007-08	Perez 2008-09	2009-10	All Elementary Schools
4. Teachers help and support each other.	2.8	2.8	3.1	3.3
12. Teachers respect the professional competence of their colleagues.	2.9	2.7	3.1	3.1
14. The interactions between faculty members are cooperative.	2.6	2.8	2.9	3.1
17. Teachers in this school exercise professional judgment.	2.9	2.9	3.1	3.2
21. Teachers go the extra mile with their students.	3.2	3.1	3.3	3.4
23. Teachers provide strong social support for colleagues.	2.8	2.6	2.8	3.1
33. Teachers accomplish their jobs with enthusiasm.	2.7	2.8	3.0	3.1
36. Teachers show commitment to their students.	3.2	3.2	3.4	3.5
Professional Teacher Behavior Subscale	2.9	2.8	3.1 	3.2

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

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 use PBS strategies.
3.0

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	Perez 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.0	3.2
41. There is a clear vision for the use of data to inform education in AISD.	3.0	3.1
Total Data Use Subscale	3.0	3.2

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

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