

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 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

The graphs below depict Pleasant Hill'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, Pleasant Hill staff rated **Behavioral Management** the highest of all climate areas. Alternatively, Pleasant Hill staff rated **Achievement Press** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Behavioral Management** and **Achievement Press**. 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


APPENDIX

Community Engagement Subscale Items	Pleasant Hill		All Elementary Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.2	3.0	3.2
9. Our school is able to enlist community support when needed.	2.7	2.5	2.8
20. Teachers feel pressure from the community.	2.8	2.7	3.0
26. Select citizen groups are influential with the board.	2.3	2.2	2.6
31. Community members attend meetings to stay informed about our school.	2.4	2.3	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.0	2.9	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	2.8	2.7	3.0
Community Engagement subscale	2.7	2.6	2.9

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

Collegial Leadership Subscale Items	Pleasant Hill			All Elementary Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	2.8	3.1	2.6	2.9
10. The principal puts suggestions made by faculty into operation.	2.6	2.9	2.5	2.8
11. The principal treats all faculty members as his or her equal.	2.6	2.9	2.6	2.9
16. The principal lets faculty know what is expected of them.	2.9	3.3	3.1	3.3
18. The principal is willing to make changes.	2.6	3.1	2.8	2.9
22. The principal maintains definite standards for performance.	3.0	3.3	3.3	3.3
35. The principal is friendly and approachable.	3.0	3.3	3.1	3.1
Collegial Leadership Subscale	2.8	3.1 	2.8 	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 th57.s hkmic



APPENDIX

General Climate Subscale Items	Pleasant Hill			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.2	2.8	3.0	3.3
27. Campus staff exhibit pride in their affiliation with the school.	2.8	2.7	2.7	3.2
28. Campus staff are willing to go out of their way to help.	3.0	2.9	2.9	3.2
29. Campus staff accomplish their jobs with enthusiasm.	2.8	2.8	2.7	3.0
30. Campus staff are committed to their jobs.	3.0	3.0	2.9	3.3
37. The goals of my school are made clear.	2.9	3.3	3.2	3.3
General Climate Subscale	3.0	2.9	2.9	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?	Pleasant Hill			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	1.0	0.7	1.0	0.9
51. Student bullying	2.0	1.6	1.8	1.8
52. Widespread disorder in classrooms	1.3	1.1	1.1	1.0
53. Student acts of disrespect for Teachers	2.0	1.6	1.7	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.7	1.3	1.7	1.5
55. Student acts of disrespect for Classified or Support Staff	1.7	1.3	1.5	1.5
56. Gang activities	0.5	0.4	0.4	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:	Pleasant Hill		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	3.2	3.1	3.1
57b. Classroom Management	3.2	3.3	3.3
57c. Common Area Management	3.2	3.2	3.2
Behavior Management Subscale	3.2	3.2	3.2

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

REFERENCES

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