# 2009-2010 AISD Campus Staff Climate Survey
## Sims 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.
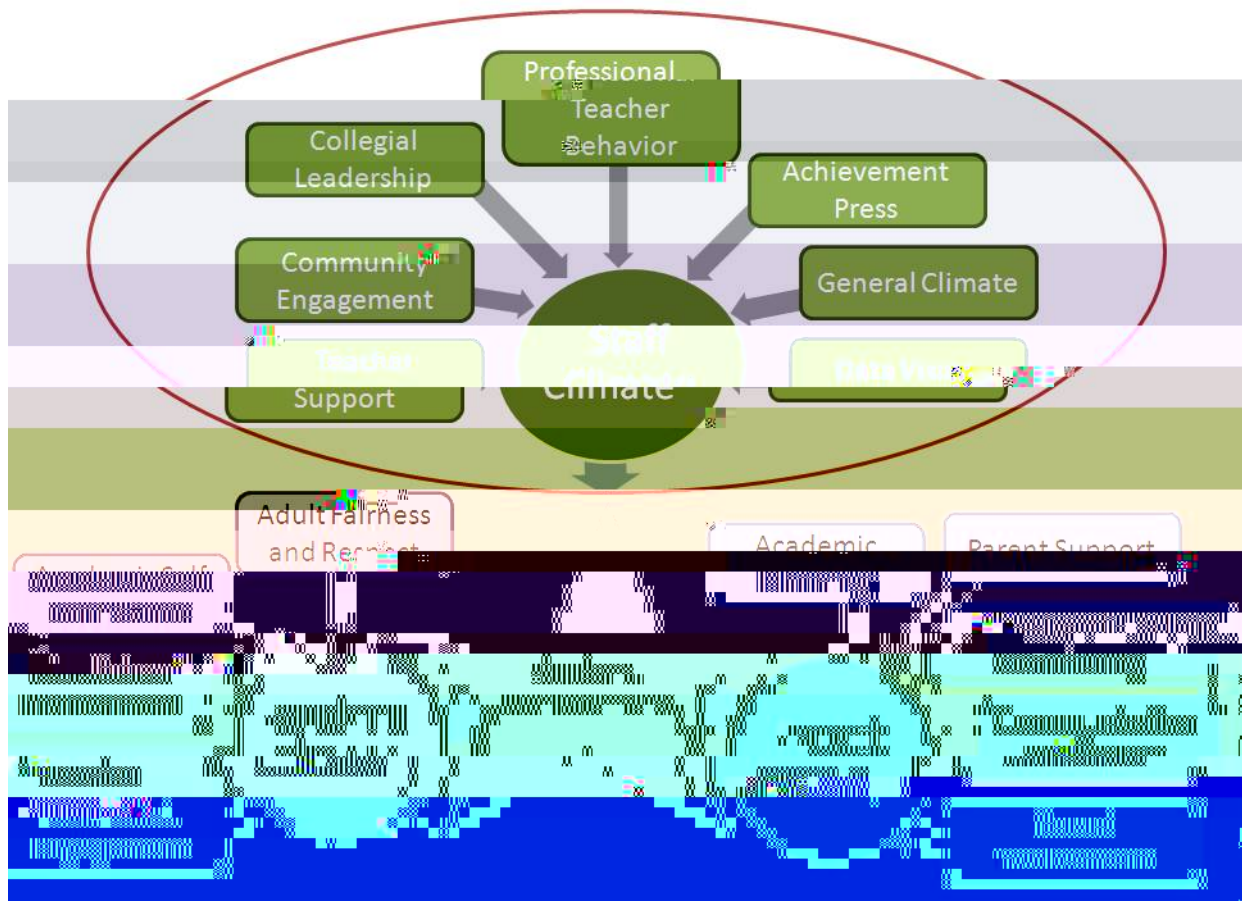
In Fall 2009, 92% of teachers from Sims responded to the survey. Figure 3 represents the percentage of respondents at Sims (depicted in dark green) and across all Elementary Schools (light blue) who identified themselves as teachers, classified/support staff, or administrators and non-teaching professionals, 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 Sims in 2009-10 by group and level

Number of Respondents Sims	
Teacher	23
Classified/Support	4
Administrator/ Non-Teaching Professional	4
Unspecified	4
Total	**35**
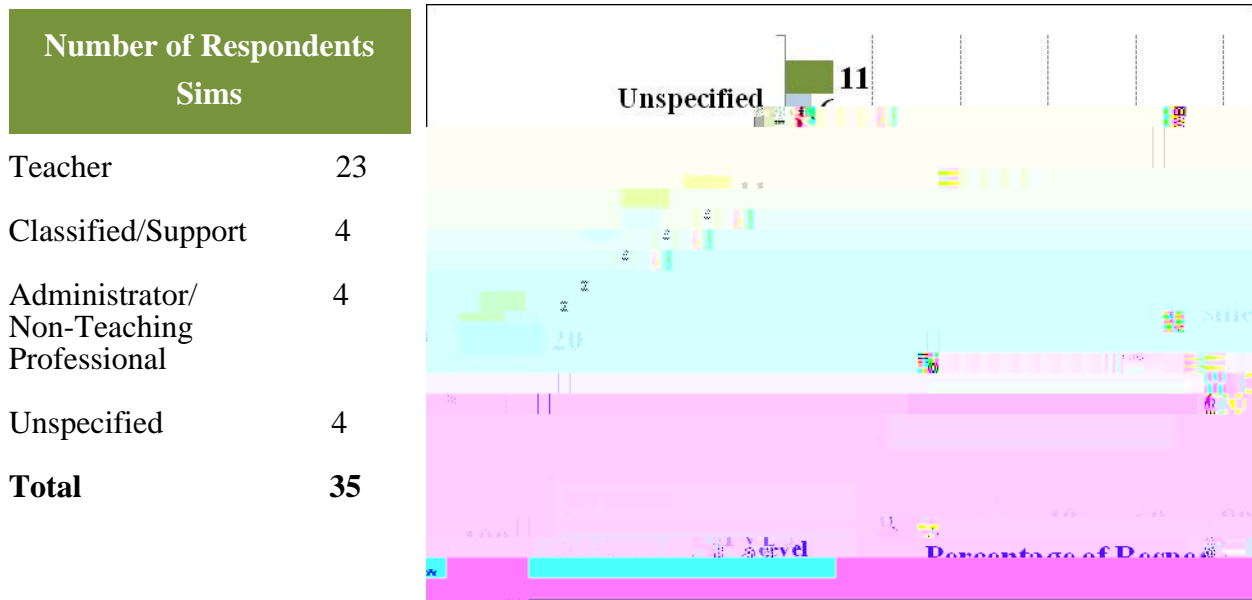
Staff results for Sims for the 2009-10 school year year are highlighted on the next page. Please pay close attention to the call-out boxes that appear in red and green as they highlight specific campus climate areas that Sims can improve, as well as areas in which Sims excels. You may visit the following websites for resources and tips on how to improve campus climate in general, and specific resources for improving the area of Sims'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 Sims's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Sims'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 Sims'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

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

Collegial Leadership Subscale Items	Sims			All Elementary Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.0 ⬇	3.1	2.6 ⬇	2.9
10. The principal puts suggestions made by faculty into operation.	2.7	2.9 ⬆	2.3 ⬇	2.8
11. The principal treats all faculty members as his or her equal.	2.7 ⬇	2.9 ⬆	2.3 ⬇	2.9
16. The principal lets faculty know what is expected of them.	3.2 ⬇	3.2	2.7 ⬇	3.3
18. The principal is willing to make changes.	2.8 ⬇	3.0 ⬆	2.6 ⬇	2.9
22. The principal maintains definite standards for performance.	3.1 ⬇	3.2	3.0	3.3
35. The principal is friendly and approachable.	2.9 ⬇	3.3 ⬆	3.2	3.1
Collegial Leadership Subscale	3.0 ⬇	3.1	2.5 ⬇	3.0

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

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

Professional Teacher Behavior Subscale Items	Sims			All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers help and support each other.	3.0 ⬇	3.0	3.1	3.3
12. Teachers respect the professional competence of their colleagues.	2.8 ⬇	2.9	2.8	3.1
14. The interactions between faculty members are cooperative.	2.8 ⬇	2.8	2.7	3.1
17. Teachers in this school exercise professional judgment.	3.1 ⬇	3.0	2.9	3.2
21. Teachers go the extra mile with their students.	3.2	3.1	3.1	3.4
23. Teachers provide strong social support for colleagues.	2.9 ⬇	2.9	2.8	3.1
33. Teachers accomplish their jobs with enthusiasm.	2.8 ⬇	2.8	2.5 ⬇	3.1
36. Teachers show commitment to their students.	3.3	3.2	3.2	3.5
Professional Teacher Behavior Subscale	3.0 ⬇	3.0	2.9	3.2

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

50. Student racial tension
51. Student bullying
52. Widespread disorder in classrooms
53. Student acts of disrespect for Teachers
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff
55. Student acts of disrespect for Classified or Support Staff
56. Gang activities

Data Vision.

Data Vision	Sims 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	2.7	3.2
41.There is a clear vision for the use of data to inform education in AISD.	2.7	3.1
Total Data Use Subscale	2.7	3.2

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.

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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.

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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.