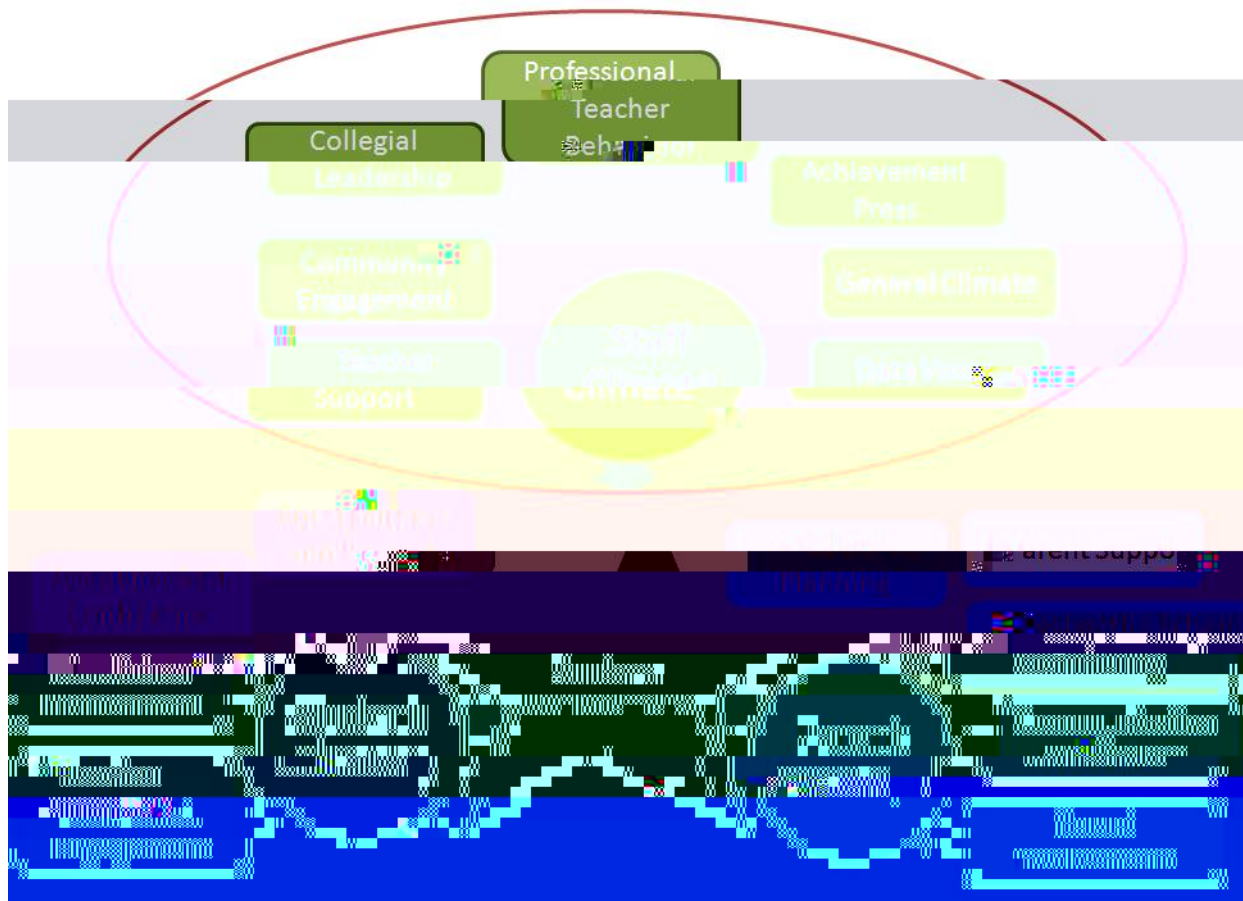


## 2009-2010 AISD Campus Staff Climate Survey

### Small Middle School

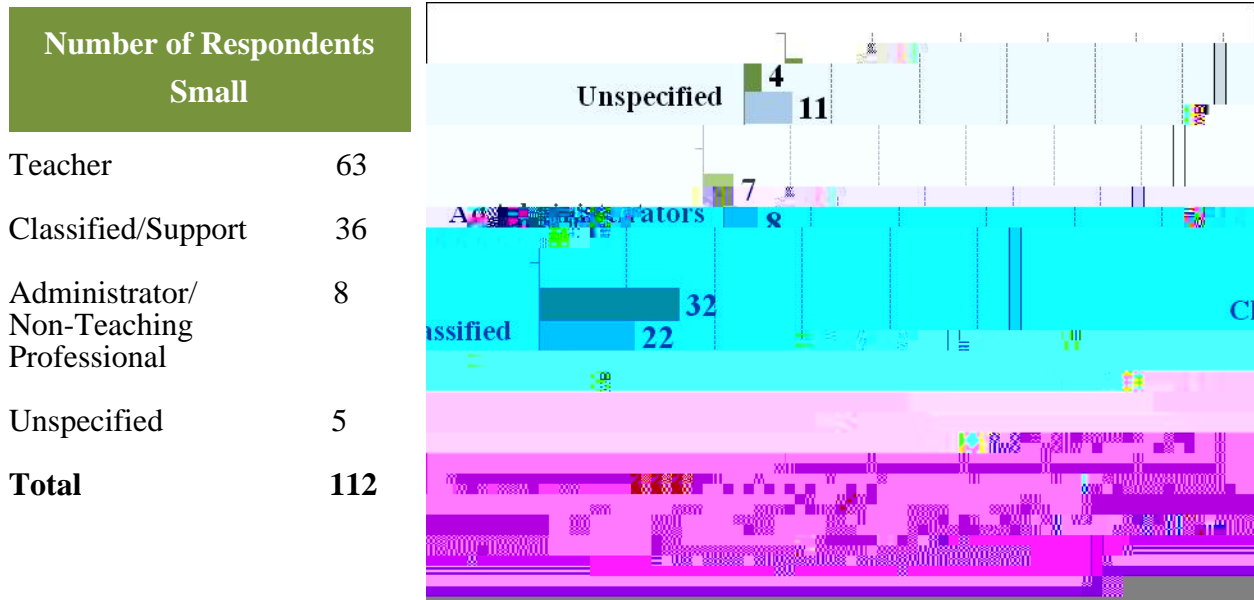
A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More 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, 100% of teachers from Small responded to the survey. Figure 3 represents the percentage of respondents at Small (depicted in dark green) and across all Middle 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 Small in 2009-10 by group and level



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





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The graphs below depict Small's staff climate ratings over time, as well staff climate ratings across all Middle 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, Small staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Small staff rated **Collegial Leadership** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Collegial Leadership**. 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.

Small's lowest 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. For tips on ways to improve this aspect of school


## APPENDIX

Community Engagement Subscale Items	Small		All Middle Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.4	3.2 	3.0
9. Our school is able to enlist community support when needed.	3.1	2.9 	2.6
20. Teachers feel pressure from the community.	3.0	2.8	2.7
26. Select citizen groups are influential with the board.	2.8	2.6 	2.4
31. Community members attend meetings to stay informed about our school.	2.8	2.6	2.3
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.3	3.2	2.9
39. School staff are responsive to the needs and concerns expressed by community members.	3.0	2.9	2.8
<b>Community Engagement subscale</b>	3.1	2.9 	2.7

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

Collegial Leadership Subscale Items	2007-08	Small		All Middle Schools
		2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.1	2.8 	2.2 	2.7
10. The principal puts suggestions made by faculty into operation.	2.8	2.6 	2.0 	2.5
11. The principal treats all faculty members as his or her equal.	2.8	2.8	2.3 	2.6
16. The principal lets faculty know what is expected of them.	3.4	3.2 	2.8 	3.0
18. The principal is willing to make changes.	3.0	3.0	2.3 	2.7
22. The principal maintains definite standards for performance.	3.5	3.3 	2.9 	3.0
35. The principal is friendly and approachable.	3.2	3.1	2.5 	2.8
<b>Collegial Leadership Subscale</b>	3.1	3.0	2.5 	2.7

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

- 
3. The school sets high standards for academic performance.
  6. Teachers in this school believe that their



- 50. Student racial tension
- 51. Student bullying



To the best of your knowledge, how often do the following events occur at your school?	Small				All Middle Schools	
	2008-09 No	2008-09 Yes	2009-10 No	2009-10 Yes	No	Yes
58. There is a behavior support team (other than PBS or IMPACT) on my campus.	n/a	n/a	15%	86%	19%	82%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	16%	84%	29%	71%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	15%	85%	13%	87%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	10%	64%	13%	88%	12%	88%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	17%	65%	36%	64%	40%	60%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	22%	45%	30%	70%	22%	78%
Average Percentage	16%	60%	21%	79%	30%	70%

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

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

**Teacher Support.** These eight items were new to the survey this year and addressed the extent to which teachers feel valued for their contributions on campus, for their hard work and generally supported on their campus. Response options ranged from strongly disagree (1) to strongly agree (4). High scores indicate higher levels of appreciation.

- 42. My school values my contribution to its well-being.
- 43. My school appreciates my extra effort.
- 44. My school does not ignore my complaints.
- 45. My school really cares about my well-being.
- 46. My school acknowledges my good work.
- 47. My school cares about my general satisfaction at work.

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

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