

Survey Report

In Fall 2009, 83% of teachers from Summit responded to the survey. Figure 3 represents the percentage of respondents at Summit (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.

The graphs below depict Summit'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, Summit staff rated **General Climate** the highest of all climate areas. Alternatively, Summit staff rated **Collegial Leadership** the lowest of all climate areas. In the appendix, you will find the individual items that make up **General Climate** 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.




Summit'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 climate, please visit:










3. The school sets high standards for academic performance.



APPENDIX

General Climate Subscale Items	Summit			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.7 	3.6	3.5	3.3
27. Campus staff exhibit pride in their affiliation with the school.	3.4	3.6	3.6	3.2
28. Campus staff are willing to go out of their way to help.	3.5	3.5	3.4	3.2
29. Campus staff accomplish their jobs with enthusiasm.	3.3 	3.4	3.3	3.0
30. Campus staff are committed to their jobs.	3.6 	3.5	3.5	3.3
37. The goals of my school are made clear.	3.3	3.3	3.2	3.3
General Climate Subscale	3.4	3.5	3.4	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?	Summit			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	0.8	0.7	0.9 	0.9
51. Student bullying	1.5	1.4	1.6 	1.8
52. Widespread disorder in classrooms	0.8	0.4 	0.6 	1.0
53. Student acts of disrespect for Teachers	1.4 	1.4	1.6	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.3 	1.3	1.4	1.5
55. Student acts of disrespect for Classified or Support Staff	1.3 	1.3	1.4	1.5
56. Gang activities	0.1	0.1	0.2	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:	Summit		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	3.0	3.1	3.1
57b. Classroom Management	3.4	3.3	3.3
57c. Common Area Management	3.3	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.

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To the best of your knowledge, how often do the following events occur at your school?	Summit		Summit		All Elementary 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	55%	46%	25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	57%	44%	27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	46%	54%	15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	7%	68%	8%	92%	8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	13%	65%	25%	75%	21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	24%	49%	26%	74%	27%	73%
Average Percentage	13%	63%	36%	64%	26%	74%

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	Summit 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.3	3.2
41. There is a clear vision for the use of data to inform education in AISD.	3.1	3.1
Total Data Use Subscale	3.2	3.2

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.

Teacher Support	Summit 2009-10	All Elementary Schools
42. My school values my contribution to its well-being.	3.3	3.2
43. My school appreciates my extra effort.	3.2	3.1
44. My school does not ignore my complaints.	3.1	3.0
45. My school really cares about my well-being.	3.3	3.1
46. My school acknowledges my good work.	3.2	3.1
47. My school cares about my general satisfaction at work.	3.0	3.0
48. My school shows a lot of concern for me.	3.2	3.0
49. My school takes pride in my accomplishments at work	3.2	3.0
Total Teacher Support Subscale	3.2	3.1

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

REFERENCES

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