

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

The graphs below depict Travis Heights’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).

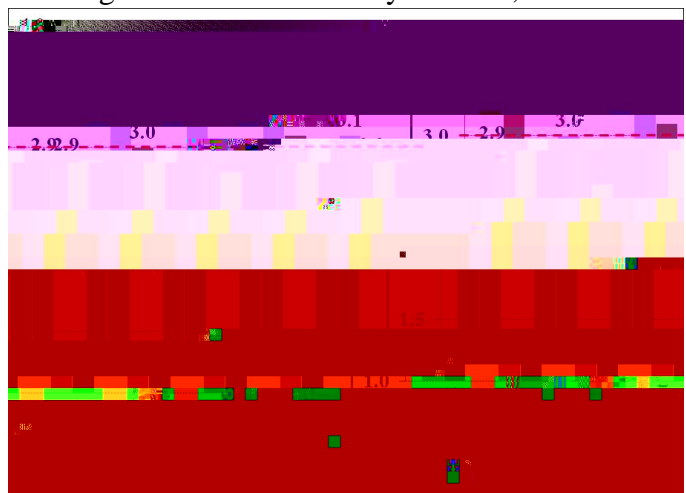
For 2009-10, Travis Heights staff rated **Community Engagement** the highest of all climate areas. Alternatively, Travis Heights staff rated **Collegial Leadership** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Community Engagement** and **Collegial 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.

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




Travis Heights’s highest subscale on the 2009-10 staff climate survey was Community Engagement, which refers to the extent to which the school has fostered a productive relationship with its community and can count on involvement and support from parents and community members. This subscale also measures the degree to which the school provides the community with information about its accomplishments.

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



Travis Heights’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: http://www.calstatela.edu/centers/schoolclimate/research/#climate_research

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



2. The principal explores all sides of topics and admits that other opinions exist.

10. The principal puts suggestions made by faculty into operation.

11. The principal treats all faculty members as his or her equal.

Achievement Press Subscale Items

3. The school sets high standards for academic performance.	3.5
6. Teachers in this school believe that their students have the ability to achieve academically.	3.4
7. Parents exert pressure to maintain high standards.	2.4
8. Academic achievement is recognized and acknowledged by the school.	3.3
13. Parents press for school improvement.	2.4
15. Students in this school can achieve the goals that have been set for them.	3.1
19. Students respect others who get good grades.	3.0
25. Students seek extra work so they can get good grades.	2.3
32. Students try hard to improve on previous work.	2.7
34. The learning environment is orderly and serious.	
Achievement Press Subscale	

60278 13494008 TD(3
 80158416 80158416
 2012 00 12 71.5683 1.1

APPENDIX

General Climate Subscale Items	Travis Heights			All
	2007-08	2008-09	2009-10	Elementary Schools
24. Campus staff are friendly to each other.	3.4	3.3	3.3	3.3
27. Campus staff exhibit pride in their affiliation with the school.	2.9	2.8	3.1	3.2
28. Campus staff are willing to go out of their way to help.	3.1	3.0	3.0	3.2
29. Campus staff accomplish their jobs with enthusiasm.	2.8	2.8	2.9	3.0
30. Campus staff are committed to their jobs.	3.2	3.1	3.2	3.3
37. The goals of my school are made clear.	2.5	2.8	2.9	3.3
General Climate Subscale	2.9	2.9	3.0	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?	Travis Heights			All
	2007-08	2008-09	2009-10	Elementary Schools
50. Student racial tension	1.3	1.3	1.0	0.9
51. Student bullying	2.4	2.4	2.3	1.8
52. Widespread disorder in classrooms	1.6	1.4	1.5	1.0
53. Student acts of disrespect for Teachers	2.5	2.5	2.3	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.5	2.4	2.1	1.5
55. Student acts of disrespect for Classified or Support Staff	2.3	2.3	2.2	1.5
56. Gang activities	0.4	0.5	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:	Travis Heights		All
	2008-09	2009-10	Elementary Schools
57a. Student Behavior	2.6	2.7	3.1
57b. Classroom Management	2.8	2.8	3.3
57c. Common Area Management	2.9	2.9	3.2
Behavior Management Subscale	2.8	2.8	3.2

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

APPENDIX

To the best of your knowledge, how often do the following events occur at your school?	Travis Heights				All Elementary Schools	
	2008-09		2009-10		No	Yes
	No	Yes	No	Yes	No	Yes
58. There is a behavior support team (other than PBS or IMPACT) on my campus.	n/a	n/a	37%	63%	25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	30%	70%	27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	5%	95%	15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	4%	75%	13%	92%	8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	18%	64%	14%	86%	21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	27%	44%	44%	56%	27%	73%
Average Percentage	14%	65%	24%	76%	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	Travis Heights 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.1	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	3.1	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	Travis Heights 2009-10	All Elementary Schools
42. My school values my contribution to its well-being.	3.0	3.2
43. My school appreciates my extra effort.	3.0	3.1
44. My school does not ignore my complaints.	2.8	3.0
45. My school really cares about my well-being.	3.0	3.1
46. My school acknowledges my good work.	2.9	3.1
47. My school cares about my general satisfaction at work.	2.8	3.0
48. My school shows a lot of concern for me.	2.9	3.0
49. My school takes pride in my accomplishments at work	2.8	3.0
Total Teacher Support Subscale	2.9	3.1

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

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.
- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, 38-49.
- 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.
- Schmitt, L., Cornetto, K., & Lamb, L. (2009). Austin ISD 2008-09 board level reports (No. 08.86, 08.87, 08.88). Austin, TX: Austin Independent School District
- 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.

Austin Independent School District

Superintendent of Schools
Meria Carstarphen, Ed.D.

Office of Accountability
William Caritj, Ed.D.

Department of Program Evaluation
Holly Williams, Ph.D.

Authors
Lindsay M. Lamb, Ph.D.
Lisa N. T. Schmitt, Ph.D.



Board of Trustees
Mark Williams, President
Vincent Torres, M.S., Vice President
Lori Moya, Secretary
Cheryl Bradley
Annette LoVoi, M.A.
Christine Brister
Robert Schneider
Karen Dulaney Smith
Sam Guzman