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.

In Fall 2009, 32% of teachers from Webb responded to the survey. Figure 3 represents the percentage of respondents at Webb (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.

Staff results for Webb 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 Webb can improve, as well as areas in which Webb 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 Webb'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 Webb's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Webb's average ratings have changed or remained consistent over time. To indicate which changes are most meaningful from year to year, statistically meaningful

The graphs below depict Webb'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, Webb staff rated **General Climate** the highest of all climate areas. Alternatively, Webb staff rated **Achievement Press** the lowest of all climate areas. In the appendix, you will find the individual items that make up **General Climate** 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 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 Webb from 2007-08 through 2009-10

Webb's highest score on the 2009-10 staff climate survey was General Climate, which measures general work attitudes and affiliation among *all* campus staff. High levels of General Climate are often associated with academic achievement.
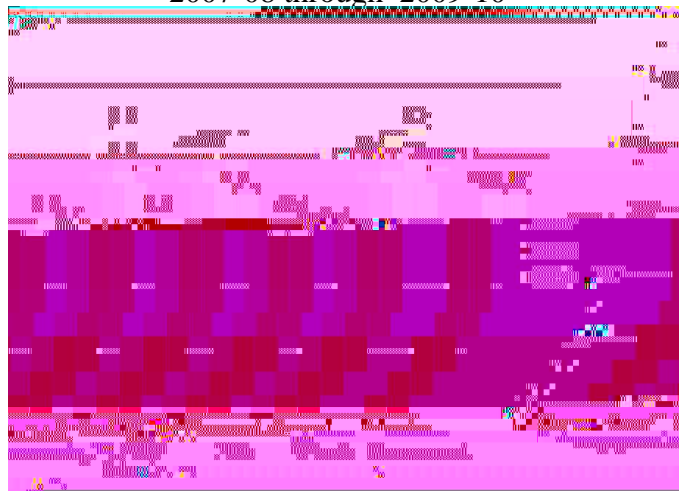
Figure 3. Campus Climate Subscales for Webb and all Middle Schools, 2009-10

Webb's lowest subscale score on the 2009-10 staff climate survey was Achievement Press, which measures the degree to which students, parents, teachers, and principals foster a climate

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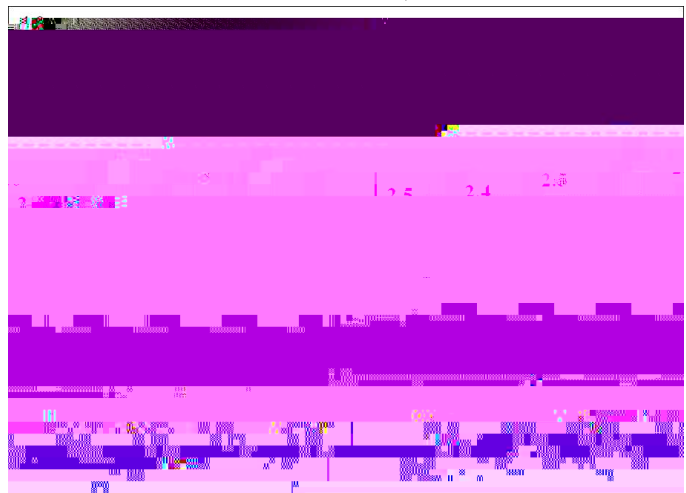
Note. The blue bars represent 2009-10 data for all Middle Schools and the green bars represent 2009-10 data for Webb Middle School.

APPENDIX

Community Engagement Subscale Items	Webb		All Middle Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	3.2	3.0 ⬇	3.0
9. Our school is able to enlist community support when needed.	2.9	2.4 ⬇	2.6
20. Teachers feel pressure from the community.	2.2	2.3	2.7
26. Select citizen groups are influential with the board.	2.3	2.1 ⬇	2.4
31. Community members attend meetings to stay informed about our school.	2.2	2.0 ⬇	2.3
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	2.1	2.1	2.9
39. School staff are responsive to the needs and concerns expressed by community members.	2.7	2.8	2.8
Community Engagement subscale	2.5	2.4	2.7

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

Collegial Leadership Subscale Items	Webb			All Middle Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.2 ⬆	2.9 ⬇	2.3 ⬇	2.7
10. The principal puts suggestions made by faculty into operation.	2.9 ⬆	2.7 ⬇	2.2 ⬇	2.5
11. The principal treats all faculty members as his or her equal.	3.2 ⬆	2.7 ⬇	2.4 ⬇	2.6
16. The principal lets faculty know what is expected of them.	3.1	3.2	2.7 ⬇	3.0
18. The principal is willing to make changes.	3.3 ⬆	2.9 ⬇	2.5 ⬇	2.7
22. The principal maintains definite standards for performance.	3.1 ⬆	3.1	2.8 ⬇	3.0
35. The principal is friendly and approachable.	3.5 ⬆	3.3 ⬇	3.0 ⬇	2.8
Collegial Leadership Subscale	3.2 ⬆	2.9 ⬇	2.5	2.7

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

Achievement Press Subscale Items	Webb			All Middle Schools
	2007-08	2008-09	2009-10	
3. The school sets high standards for academic performance.	3.3 ↑	3.5 ↑	3.2 ↓	3.2
6. Teachers in this school believe that their students have the ability to achieve academically.	3.0	3.1	2.9 ↓	3.1
7. Parents exert pressure to maintain high standards.	1.9 ↑	1.4 ↓	1.5	2.3
8. Academic achievement is recognized and acknowledged by the school.	3.4 ↑	3.2	3.2	3.0
13. Parents press for school improvement.	2.2 ↑	1.7 ↓	1.7	2.2
15. Students in this school can achieve the goals that have been set for them.	2.8	2.7	2.5 ↓	2.9
19. Students respect others who get good grades.	2.1	2.1	2.0 ↓	2.4
25. Students seek extra work so they can get good grades.	1.9	1.8	2.0 ↑	2.1
32. Students try hard to improve on previous work.	2.2	2.2	2.1	2.3
34. The learning environment is orderly and serious.	2.7 ↑	2.7	2.6 ↓	2.7
Achievement Press Subscale	2.5	2.4	2.4	2.6

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

Professional Teacher Behavior Subscale Items	Webb			All Middle Schools
	2007-08	2008-09	2009-10	
4. Teachers help and support each other.	3.2	3.1	2.9 ↓	3.2
12. Teachers respect the professional competence of their colleagues.	2.9	2.8	2.5 ↓	3.0
14. The interactions between faculty members are cooperative.	3.0	2.8 ↓	2.6 ↓	3.0
17. Teachers in this school exercise professional judgment.	3.0	3.2 ↑	2.5 ↓	3.1
21. Teachers go the extra mile with their students.	3.1	3.3 ↑	3.3	3.3
23. Teachers provide strong social support for colleagues.	2.9	2.8	2.7	2.9
33. Teachers accomplish their jobs with enthusiasm.	2.8	3.1 ↑	2.6 ↓	2.8
36. Teachers show commitment to their students.	3.3	3.3	3.1 ↓	3.3
Professional Teacher Behavior Subscale	3.0	3.0	2.7 ↓	3.1

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

General Climate Subscale Items	Webb			All Middle Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.1	3.1	2.9 ⬇️	3.1
27. Campus staff exhibit pride in their affiliation with the school.	2.8 ⬆️	3.1 ⬆️	2.8 ⬇️	2.9
28. Campus staff are willing to go out of their way to help.	3.1	3.2	2.8 ⬇️	3.0
29. Campus staff accomplish their jobs with enthusiasm.	2.9	3.1 ⬆️	2.6 ⬇️	2.9
30. Campus staff are committed to their jobs.	3.1	3.1	3.1	3.1
37. The goals of my school are made clear.	3.2	3.4 ⬆️	3.2 ⬇️	3.0
General Climate Subscale	3.0	3.2	2.9	3.0

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?	Webb			All Middle Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	2.3	2.3	2.1 ⬆️	1.7
51. Student bullying	2.5	2.9 ⬇️	2.6 ⬆️	2.6
52. Widespread disorder in classrooms	1.9 ⬆️	2.1 ⬇️	1.9 ⬆️	1.7
53. Student acts of disrespect for Teachers	2.6 ⬆️	2.9 ⬇️	2.9	2.6
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.4 ⬆️	2.7 ⬇️	2.7	2.4
55. Student acts of disrespect for Classified or Support Staff	2.4	2.6 ⬇️	2.5	2.4
56. Gang activities	2.3 ⬇️	2.4	1.9 ⬆️	1.7

Note: It is desirable to have a response of **less than** 2.0

How satisfied are you with the way your campus addresses:	Webb		All Middle Schools
	2008-09	2009-10	
57a. Student Behavior	2.5	2.5	2.7
57b. Classroom Management	2.9	2.9	2.9
57c. Common Area Management	2.7	2.7	2.9
Behavior Management Subscale	2.7	2.7	2.8

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

Data Vision	Webb 2009-10	All Middle Schools
40. There are clear goals and structures for teaching and learning in AISD.	2.9	3.1
41.There is a clear vision for the use of data to inform education in AISD.	2.9	3.0
Total Data Use Subscale	2.9	3.0

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