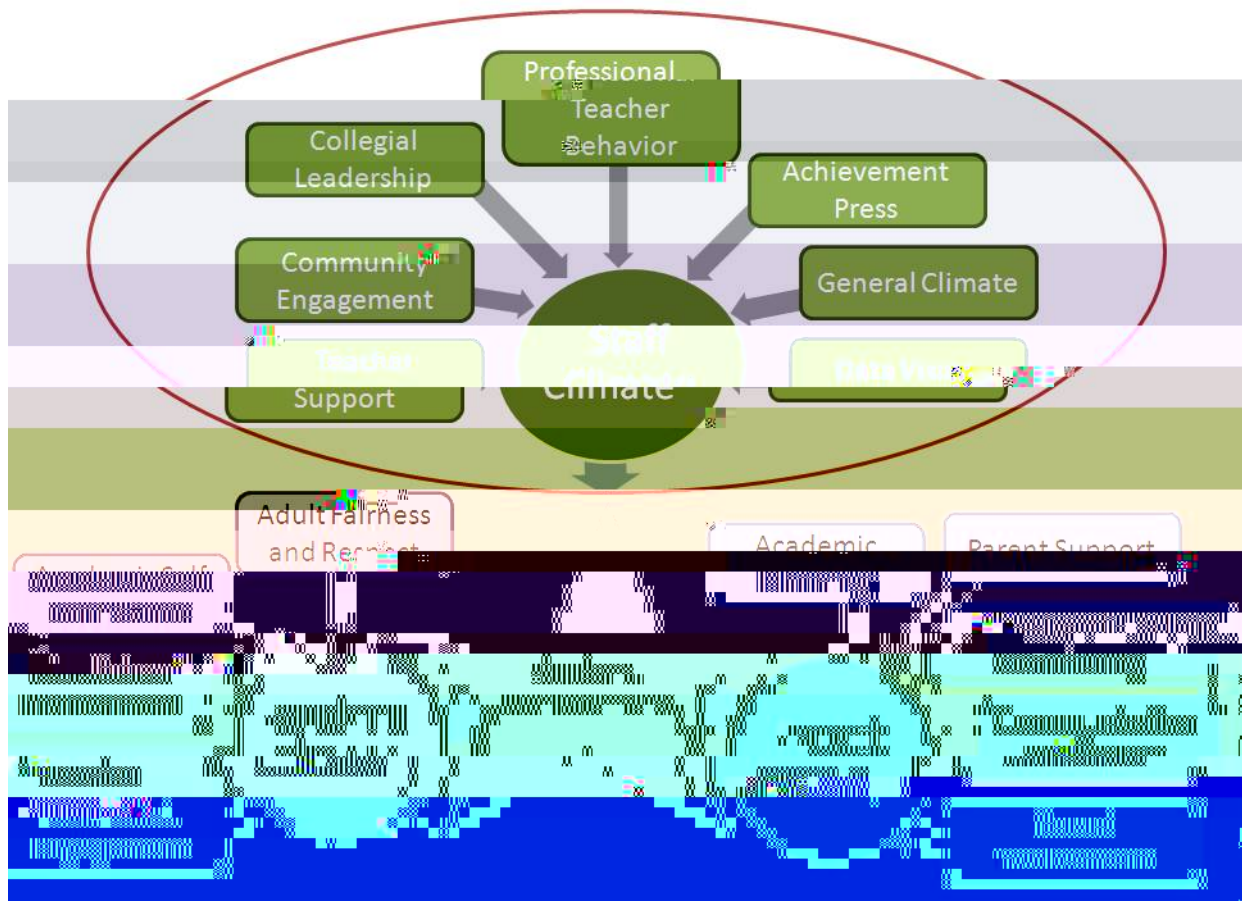


2009-2010 AISD Campus Staff Climate Survey

Winn Elementary School

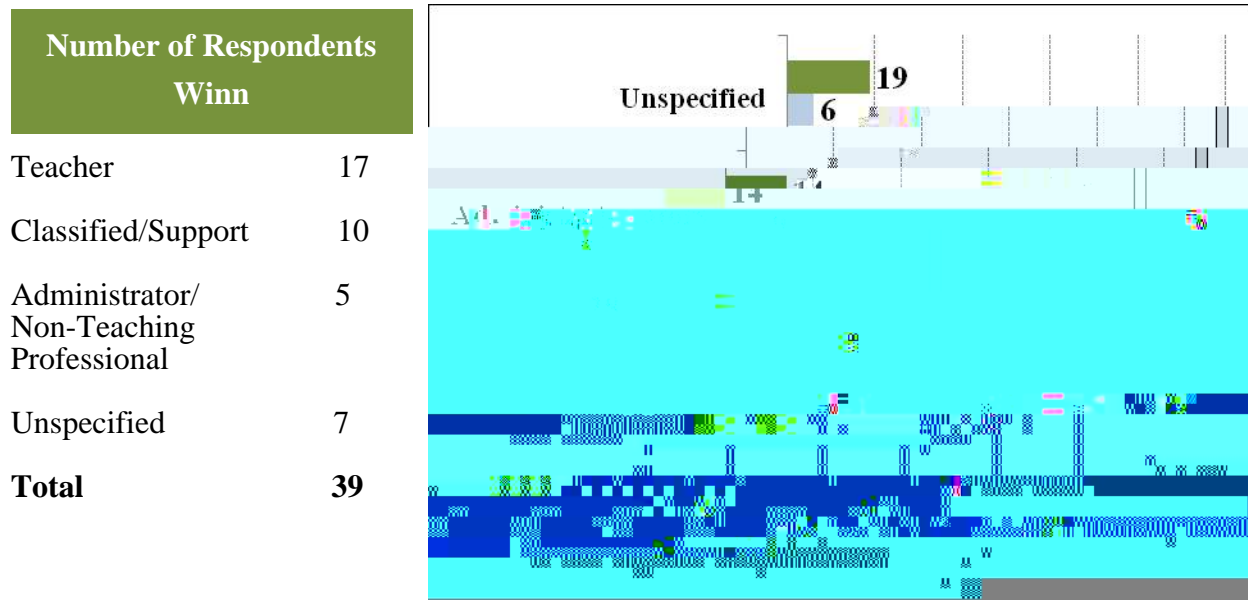
A healthy school climate is characterized by positive relationships among students, all campus staff, and the community. School climate is a key factor in several important outcomes including student achievement, reduced violence, higher morale, and faculty trust (Hoy, Smith, & Sweetland, 2002). More 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, 40% of teachers from Winn responded to the survey. Figure 3 represents the percentage of respondents at Winn (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 Winn in 2009-10 by group and level



Staff results for Winn 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 Winn can improve, as well as areas in which Winn 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 Winn'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 Winn's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Winn'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 Winn’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, Winn staff rated **Behavioral Management** the highest of all climate areas. Alternatively, Winn staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Behavioral Management** and **Community Engagement**. 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.

Winn’s highest score on the 2009-10 Campus Climate Survey was Behavioral Management, which measures how your campus addresses student behavior and classroom management. Positive ratings of Behavioral Management are associated with academic achievement. We encourage your campus to keep fostering a positive learning environment.

Winn’s lowest subscale score on the 2009-10 staff climate survey was Community Engagement, which measures a school’s relationship with its community, parental involvement, and the degree to which the school provides the community with information about its accomplishments. Community Engagement has been found to contribute to both academic achievement and teacher engagement. For more resources on Community Engagement, please visit: <http://www.turningpts.org/pdf/Family.pdf>

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

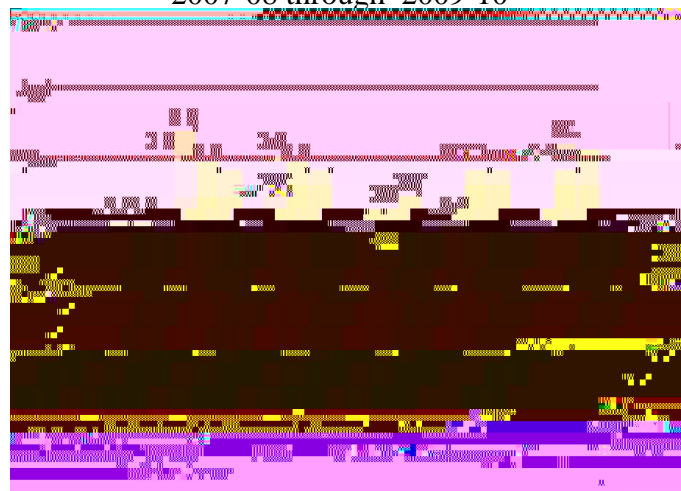
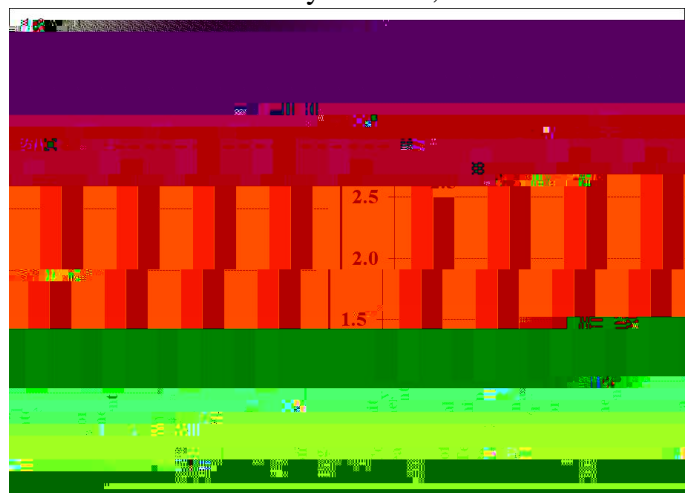



Figure 3. Campus Climate Subscales for Winn and all Elementary Schools, 2009-10



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



2. The principal explores all sides of topics


- 
3. The school sets high standards for academic performance.
 6. Teachers in this school believe that their students have the ability to achieve academically.
 7. Parents exert pressure to maintain high standards.
 8. Academic achievement is recognized and acknowledged by the school.





- 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





40. There are clear goals and structures for teaching and learning in AISD.

41. There is a clear vision for the use of data to inform education in AISD.

Total Data Use Subscale

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- 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.
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