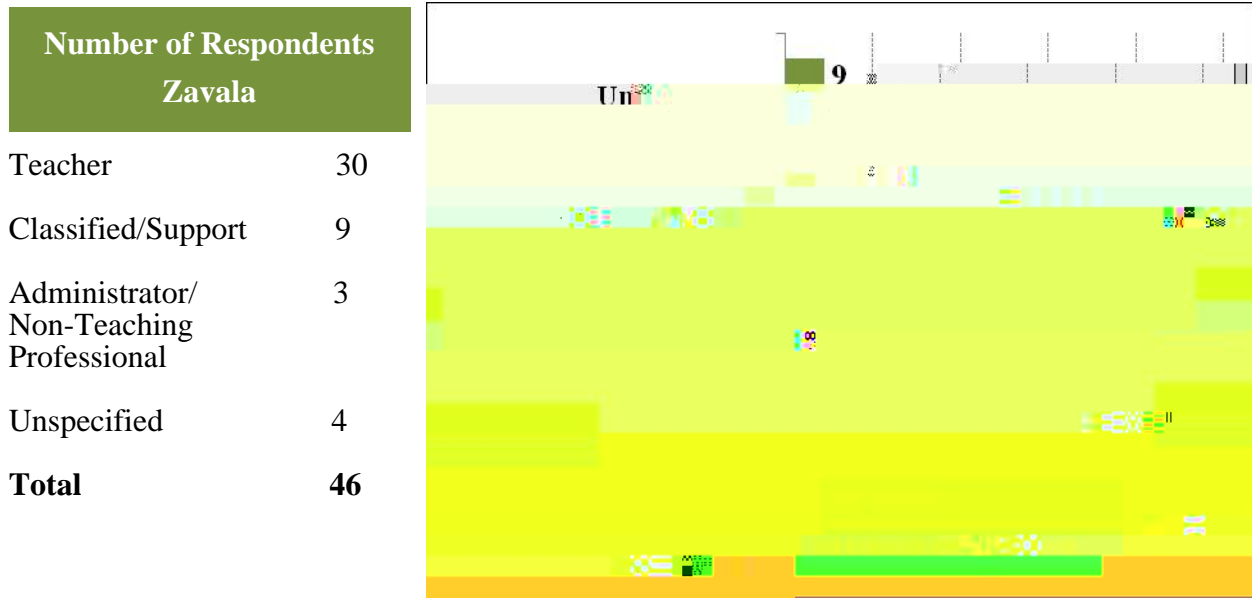


2009-2010 AISD Campus Staff Climate Survey

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, Bush-Ririzedj-Cornetto, &climT*t.r5Zm8;climT*t.r5Zm6e mkThrincludinfiguronbelow repvise

In Fall 2009, 94% of teachers from Zavala responded to the survey. Figure 3 represents the percentage of respondents at Zavala (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 Zavala in 2009-10 by group and level



Staff results for Zavala 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 Zavala can improve, as well as areas in which Zavala 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 Zavala's lowest subscale score are provided on the next page.

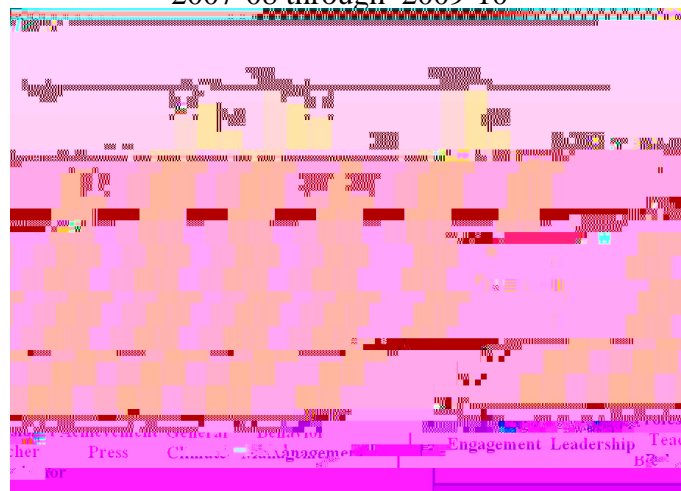
- <http://www.schoolclimate.org/climate/council.php>
- <http://www.turningpts.org/pdf/Family.pdf>
- <http://www.schoolsecurity.org/>
- <http://ccsr.uchicago.edu>

The appendix provides you with more detailed information regarding Zavala's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Zavala'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 Zavala'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).

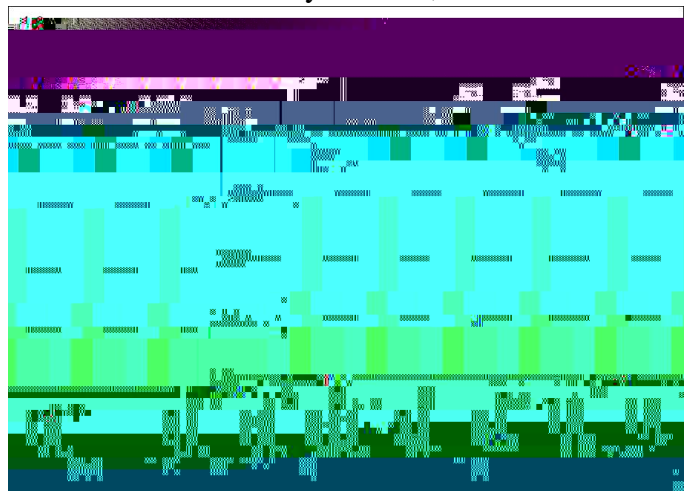
For 2009-10, Zavala staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Zavala staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Community 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.

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



Zavala's highest score on the 2009-10 staff climate survey was Professional Teacher Behavior, which measures the extent to which teachers respect their colleagues competence, are committed to students, and foster a cooperative community on their campus. High levels of Professional Teacher Behavior are associated with academic achievement.


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







Zavala'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>

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

APPENDIX


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

Collegial Leadership Subscale Items	Zavala				
	2007-08	2008-09	2009-10		
2. The principal explores all sides of topics and admits that other opinions exist.	3.3		3.2	3.3	2.9
10. The principal puts suggestions made by faculty into operation.	2.9	3.2	2.8	2.8	2.8
11. The principal treats all faculty members as his or her equal.	3.3	3.5	3.2	2.9	2.9
16. The principal lets faculty know what is expected of them.	3.4	3.5	3.4	3.3	3.3
18. The principal is willing to make changes.	3.2	3.2	3.1	2.9	2.9
22. The principal maintains definite standards for performance.	3.3	3.5	3.3	3.3	3.3
35. The principal is friendly and approachable.	3.7	3.8	3.4	3.1	3.1
Collegial Leadership Subscale	3.3		3.4	3.2	 3.0




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- 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.
 - 13. Parents press for school improvement.
 - 15. Students in this school can achieve the goals that have been set for them.
 - 19. Students respect others who get good grades.
 - 25. Students seek extra work so they can get good grades.
 - 32. Students try hard to improve on previous work.



APPENDIX

General Climate Subscale Items	Zavala		2009-10	All Elementary Schools
	2007-08	2008-09		
24. Campus staff are friendly to each other.	3.7	3.6	3.4	3.3
27. Campus staff exhibit pride in their affiliation with the school.	3.5	3.5	3.2	3.2
28. Campus staff are willing to go out of their way to help.	3.7	3.5	3.2	3.2
29. Campus staff accomplish their jobs with enthusiasm.	3.3	3.3	3.1	3.0
30. Campus staff are committed to their jobs.	3.6	3.5	3.4	3.3
37. The goals of my school are made clear.	3.4	3.5	3.3	3.3
General Climate Subscale	3.5	3.5	3.2 	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?	Zavala		2009-10	All Elementary Schools
	2007-08			
50. Student racial tension	1.3 	1.2	1.7 	0.9
51. Student bullying	2.2 	2.3	3.0	1.8
52. Widespread disorder in classrooms	1.3	1.3	1.5	1.0
53. Student acts of disrespect for Teachers	2.4	2.3	2.6	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.1	1.9	2.3	1.5
55. Student acts of disrespect for Classified or Support Staff	2.0	2.1	2.2	1.5
56. Gang activities	0.7	0.7	0.9	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:	Zavala		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	2.8	2.7	3.1
57b. Classroom Management	3.2	3.1	3.3
57c. Common Area Management	3.3	3.1	3.2
Behavior Management Subscale	3.0	3.0	3.2

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

Data Vision	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.	3.2	3.1
Total Data Use Subscale	3.2	3.2

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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.



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