

2009-2010 AISD Campus Staff Climate Survey Casey 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, 93% of teachers from Casey responded to the survey. Figure 3 represents the percentage of respondents at Casey (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 Casey in 2009-10 by group and level

Staff results for Casey 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 Casey can improve, as well as areas in which Casey 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 Casey'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 Casey's campus climate from 2007-08 through 2009-10. Please review the individual items on each subscale with particular attention to how Casey'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 Casey'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).

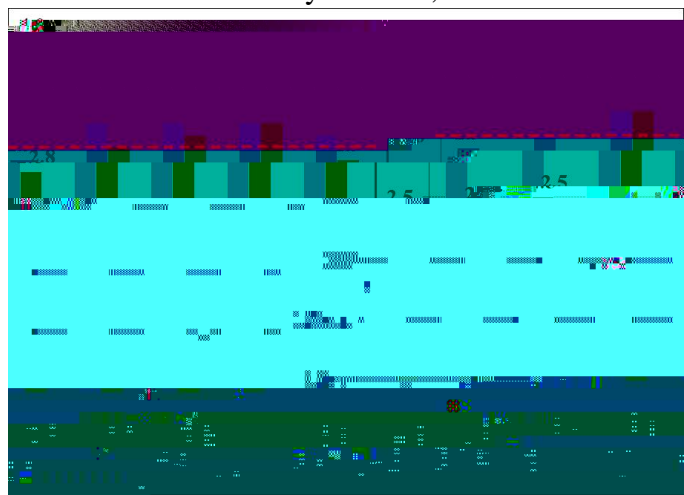
For 2009-10, Casey staff rated **Professional Teacher Behavior** the highest of all climate areas. Alternatively, Casey staff rated **Community Engagement** the lowest of all climate areas. In the appendix, you will find the individual items that make up **Professional Teacher Behavior** and **Community 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 Casey from 2007-08 through 2009-10



Casey'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 Casey and all Elementary Schools, 2009-10





Casey'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 Casey Elementary School.


APPENDIX

Community Engagement Subscale Items	Casey		All Elementary Schools
	2008-09	2009-10	
5. Our school makes an effort to inform the community about our goals and achievement.	2.8	2.7	3.2
9. Our school is able to enlist community support when needed.	2.5	2.1 	2.8
20. Teachers feel pressure from the community.	2.6	2.4 	3.0
26. Select citizen groups are influential with the board.	2.5	2.1 	2.6
31. Community members attend meetings to stay informed about our school.	2.2	1.9 	2.6
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	3.0	2.8	3.2
39. School staff are responsive to the needs and concerns expressed by community members.	3.0	2.9	3.0
Community Engagement subscale	2.7	2.4 	2.9

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

Collegial Leadership Subscale Items	Casey			All Elementary Schools
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	2.5	2.4	2.4	2.9
10. The principal puts suggestions made by faculty into operation.	2.1	2.3 	2.2	2.8
11. The principal treats all faculty members as his or her equal.	2.3	2.4	2.3	2.9
16. The principal lets faculty know what is expected of them.	2.9	3.0	2.9	3.3
18. The principal is willing to make changes.	2.3	2.4	2.3	2.9
22. The principal maintains definite standards for performance.	2.8	2.8	2.7	3.3
35. The principal is friendly and approachable.	2.7 	2.7	2.7	3.1
Collegial Leadership Subscale	2.5	2.6	2.5	3.0

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

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3. The school sets high standards for academic performance.
 6. Teachers in this school believe that their



APPENDIX

General Climate Subscale Items	Casey		2009-10	All Elementary Schools
	2007-08	2008-09		
24. Campus staff are friendly to each other.	3.1	3.3	3.2	3.3
27. Campus staff exhibit pride in their affiliation with the school.	2.6	3.0	3.0	3.2
28. Campus staff are willing to go out of their way to help.	2.9	3.1	3.1	3.2
29. Campus staff accomplish their jobs with enthusiasm.	2.9	3.0	2.9	3.0
30. Campus staff are committed to their jobs.	3.2	3.2	3.2	3.3
37. The goals of my school are made clear.	3.1	3.0	3.0	3.3
General Climate Subscale	2.9	3.1	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?	Casey		2009-10	All Elementary Schools
	2007-08	2008-09		
50. Student racial tension	1.0	0.8	0.7	0.9
51. Student bullying	2.1	1.7	1.5	1.8
52. Widespread disorder in classrooms	1.0	0.8	0.9	1.0
53. Student acts of disrespect for Teachers	2.5	2.0	2.0	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.3	1.8	1.8	1.5
55. Student acts of disrespect for Classified or Support Staff	2.4	1.7	1.8	1.5
56. Gang activities	0.3	0.2	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:	Casey		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	2.8	2.7	3.1
57b. Classroom Management	3.3	3.3	3.3
57c. Common Area Management	3.3	3.3	3.2
Behavior Management Subscale	3.1	3.1	3.2

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

58. There is a behavior support team (other than PBS or IMPACT) on my campus.

59. I am regularly updated about PBS activities/progress.

60. I have used PBS strategies in the classroom/common area.

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	Casey 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

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.
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