

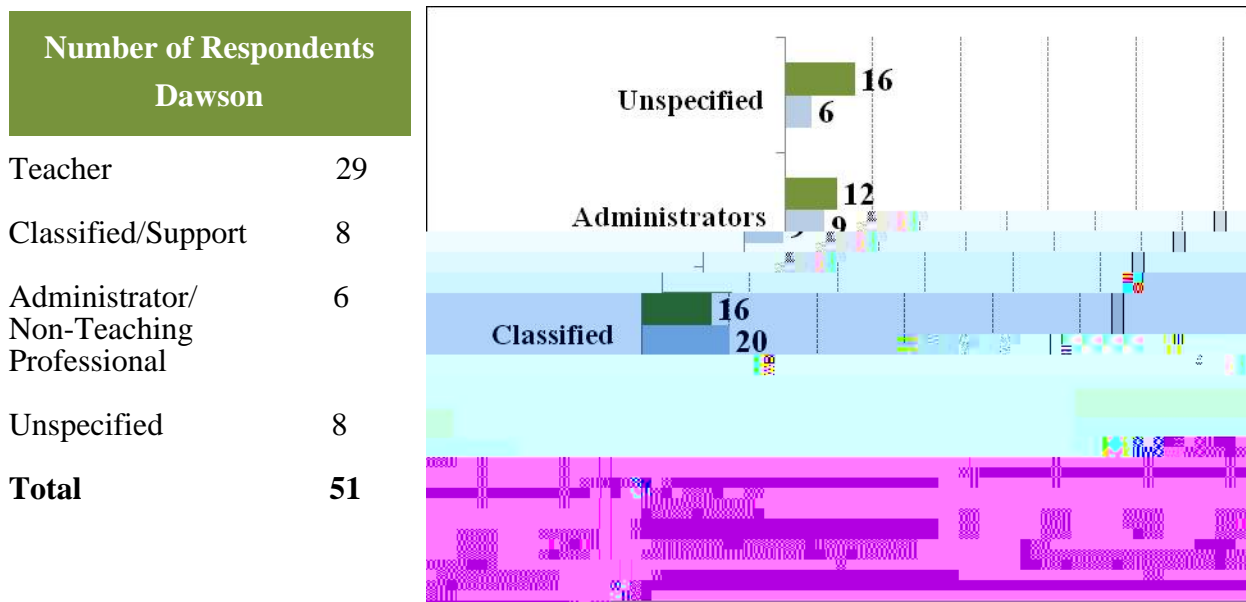
## 2009-2010 AISD Campus Staff Climate Survey

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.

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, 85% of teachers from Dawson responded to the survey. Figure 3 represents the percentage of respondents at Dawson (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 Dawson in 2009-10 by group and level



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





## APPENDIX


- 5. Our school makes an effort to inform the community about our goals and achievement.
- 9. Our school is able to enlist community support when needed.
- 20. Teachers feel pressure from the community.
- 26. Select citizen groups are influential with the board.
- 31. Community members attend meetings to stay informed about our school.
- 38. Organized community groups (e.g. PTA, PTO) meet

2.6

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3.1

Collegial Leadership Subscale Items	Dawson			
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.4	3.2	3.0	2.9
10. The principal puts suggestions made by faculty into operation.	2.8	2.6	2.8	2.8
11. The principal treats all faculty members as his or her equal.	3.2	3.1	2.8	2.9
16. The principal lets faculty know what is expected of them.	3.7	3.5	3.7	3.3
18. The principal is willing to make changes.	3.0	2.8	2.9	2.9
22. The principal maintains definite standards for performance.	3.8	3.7	3.7	3.3
35. The principal is friendly and approachable.	3.5	3.2	3.3	3.1
Collegial Leadership Subscale	3.4 	3.1 	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

## APPENDIX

General Climate Subscale Items	Dawson			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.6	3.4	3.4	3.3
27. Campus staff exhibit pride in their affiliation with the school.	3.4	3.3	3.2	3.2
28. Campus staff are willing to go out of their way to help.	3.5	3.4	3.4	3.2
29. Campus staff accomplish their jobs with enthusiasm.	3.5	3.2	3.1	3.0
30. Campus staff are committed to their jobs.	3.6	3.3	3.4	3.3
37. The goals of my school are made clear.	3.6	3.6	3.6	3.3
<b>General Climate Subscale</b>	<b>3.5</b>	<b>3.3</b>	<b>3.3</b>	<b>3.2</b>

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?	Dawson			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	0.7	0.6	0.8	0.9
51. Student bullying	1.3	1.2	1.5	1.8
52. Widespread disorder in classrooms	0.7	0.5	0.7	1.0
53. Student acts of disrespect for Teachers	1.3	1.1	1.6	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.3	1.1	1.4	1.5
55. Student acts of disrespect for Classified or Support Staff	1.2	1.1	1.5	1.5
56. Gang activities	0.2	0.2	0.3	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:	Dawson		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	3.5	3.2	3.1
57b. Classroom Management	3.6	3.3	3.3
57c. Common Area Management	3.5	3.4	3.2
<b>Behavior Management Subscale</b>	<b>3.5</b>	<b>3.3</b>	<b>3.2</b>

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

**Data Vision.**

<b>Data Vision</b>	<b>Dawson 2009-10</b>	<b>All Elementary Schools</b>
40. There are clear goals and structures for teaching and learning in AISD.	3.5	3.2
41. There is a clear vision for the use of data to inform education in AISD.	3.5	3.1
<b>Total Data Use Subscale</b>	<b>3.5</b>	<b>3.2</b>

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## REFERENCES

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