

## 2009-2010 AISD Campus Staff Climate Survey



The graphs below depict Lee’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, Lee staff rated **General Climate** the highest of all climate areas. Alternatively, Lee staff rated **Collegial Leadership** the lowest of all climate areas. In the appendix, you will find the individual items that make up **General Climate** and **Collegial Leadership**. 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.

Lee’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.

Lee’s lowest subscale score on the 2009-10 staff climate survey was Collegial Leadership, which measures the extent to which principals treat teachers and staff with openness, egalitarianism, and friendliness and set clear expectations for performance. Collegial Leadership has been linked to student academic achievement. For tips on ways to improve this aspect of school climate, please visit: [http://www.calstatela.edu/centers/schoolclimate/research/#climate\\_research](http://www.calstatela.edu/centers/schoolclimate/research/#climate_research)

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

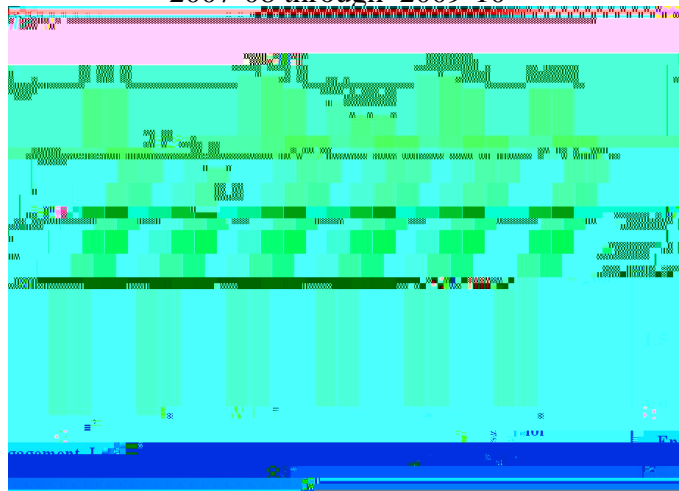
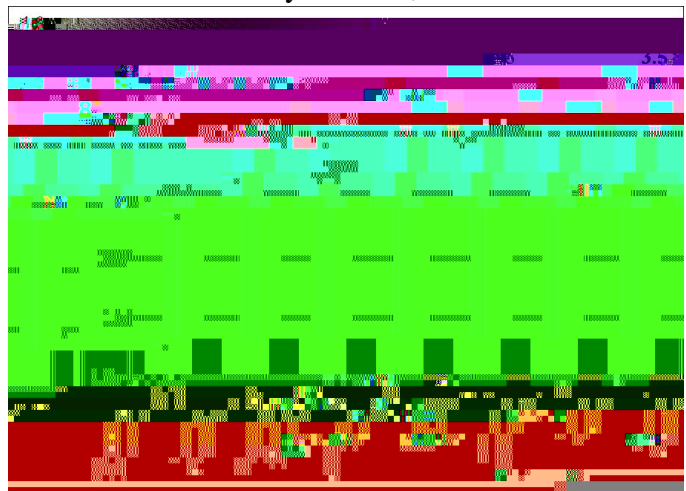







Figure 3. Campus Climate Subscales for Lee and all Elementary Schools, 2009-10




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


## 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.

Collegial Leadership Subscale Items	Lee			
	2007-08	2008-09	2009-10	
2. The principal explores all sides of topics and admits that other opinions exist.	3.0 	2.7 	2.4 	2.9
10. The principal puts suggestions made by faculty into operation.	2.5	2.7	2.4	2.8
11. The principal treats all faculty members as his or her equal.	2.7	2.6	2.3	2.9
16. The principal lets faculty know what is expected of them.	3.4	3.2	2.9	3.3
18. The principal is willing to make changes.	2.9	2.9	2.5	2.9
22. The principal maintains definite standards for performance.	3.5	3.3	3.2	3.3
35. The principal is friendly and approachable.	3.2	2.8	2.5	3.1
Collegial Leadership Subscale	3.0	2.9 	2.6 	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.



	2007-08	Lee	2009-10	All Elementary Schools
50. Student racial tension	0.4 	0.4	0.5	0.9
51. Student bullying	1.1	1.1	1.3	1.8
52. Widespread disorder in classrooms	0.2	0.2	0.2	1.0
53. Student acts of disrespect for Teachers	0.8	1.0	1.0	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.6	0.8	0.8	1.5
55. Student acts of disrespect for Classified or Support Staff	0.7	0.8	0.9	1.5
56. Gang activities	0.1	0.0	0.0	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:	Lee	All Elementary Schools	
	2008-09	2009-10	
57a. Student Behavior	3.5	3.5	3.1
57b. Classroom Management	3.6	3.6	3.3
57c. Common Area Management	3.4	3.5	3.2
Behavior Management Subscale	3.5	3.5	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?	Lee		2009-10		All Elementary Schools	
	2008-09 No	2008-09 Yes	2009-10 No	2009-10 Yes	No	Yes
58. There is a behavior support team (other than PBS or IMPACT) on my campus.	n/a	n/a	43%		25%	75%
59. I am regularly updated about PBS activities/progress.	n/a	n/a	71%		27%	73%
60. I have used PBS strategies in the classroom/common area.	n/a	n/a	53%		15%	86%
61. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	10%	69%	13%		8%	92%
62. I feel there is consistent reinforcement of commendable student behavior on my campus.	0%	80%	14%		21%	80%
63. I know how to refer students to external agencies such as Communities in Schools (CIS), Safe Place, etc.	20%	44%	56%		27%	73%
Average Percentage	16%	62%	42%		26%	74%

**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	Lee 2009-10	All Elementary Schools
40. There are clear goals and structures for teaching and learning in AISD.	3.2	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.

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## REFERENCES

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