

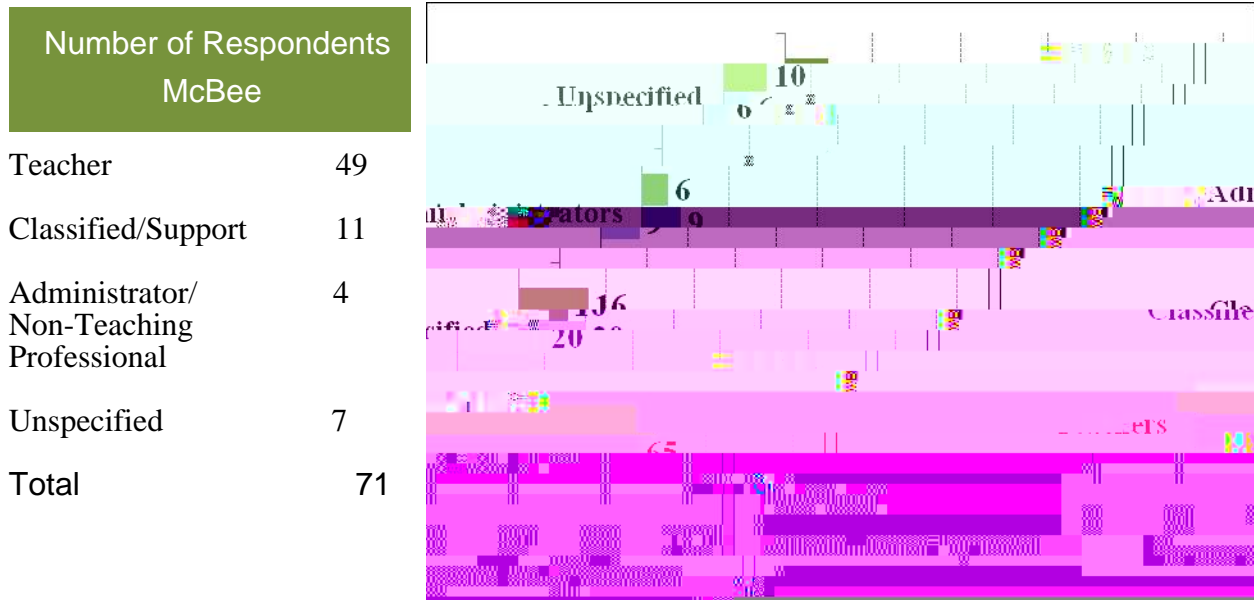
## 2009-2010 AISD Campus Staff Climate Survey

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

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In Fall 2009, 89% of teachers from McBee responded to the survey. Figure 3 represents the percentage of respondents at McBee (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 McBee in 2009-10 by group and level



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

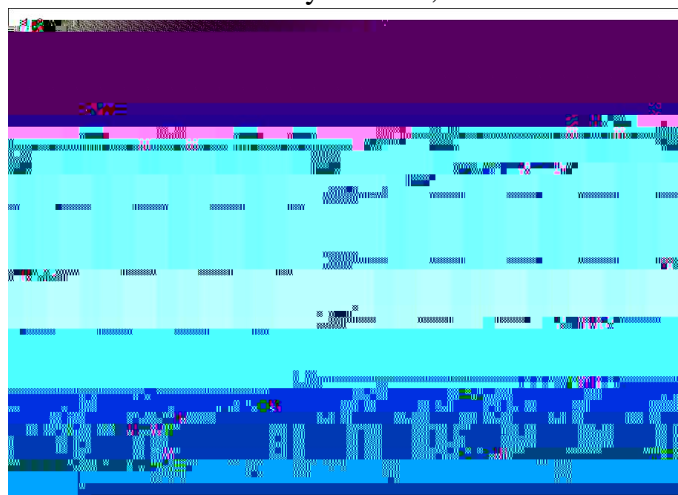
McBee's highest score on the 2009-10 staff climate survey was General Climate, which measures general work attitudes and affiliation among *all* campus staff. High levels of General Climate are often associated with academic achievement.

McBee'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 McBee from 2007-08 through 2009-10



Figure 3. Campus Climate Subscales for McBee 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 McBee Elementary School.



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



## APPENDIX

General Climate Subscale Items	McBee			All Elementary Schools
	2007-08	2008-09	2009-10	
24. Campus staff are friendly to each other.	3.0	2.9	3.2	3.3
27. Campus staff exhibit pride in their affiliation with the school.	2.7	2.8	3.1	3.2
28. Campus staff are willing to go out of their way to help.	2.9	3.0	3.2	3.2
29. Campus staff accomplish their jobs with enthusiasm.	2.8	2.8	3.1	3.0
30. Campus staff are committed to their jobs.	3.0	3.1	3.2	3.3
37. The goals of my school are made clear.	3.2	3.1	3.2	3.3
<b>General Climate Subscale</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1 </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?	McBee			All Elementary Schools
	2007-08	2008-09	2009-10	
50. Student racial tension	1.3	1.2	1.0	0.9
51. Student bullying	1.9	1.7	1.8	1.8
52. Widespread disorder in classrooms	1.2	1.4	1.3	1.0
53. Student acts of disrespect for Teachers	2.0	1.8	1.8	1.7
54. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.8	1.6	1.6	1.5
55. Student acts of disrespect for Classified or Support Staff	1.8	1.5	1.6	1.5
56. Gang activities	0.6	0.7	0.8	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:	McBee		All Elementary Schools
	2008-09	2009-10	
57a. Student Behavior	2.9	2.9	3.1
57b. Classroom Management	3.1	3.0	3.3
57c. Common Area Management	3.0	3.0	3.2
<b>Behavior Management Subscale</b>	<b>3.0</b>	<b>3.0</b>	<b>3.2</b>

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



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## REFERENCES

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