

AISD

Survey Report

RESULTS FOR BOONE ELEMENTARY

Survey results for Boone for the past 3 years are summarized here. To indicate which changes are most meaningful from year to year, statistically significant changes are flagged with up or down arrows (↑ ↓).¹¹ To help put results in context, 2008-2009 results also are provided for all AISD elementary campus staff. Table 2 provides an overview of the results for Boone by subscale for the past 3 years.

Campuses with higher Overall Climate scores are characterized by more positive relationships among administrators, staff, teachers, and students. If Boone’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Boone’s Overall Climate score was below 2.5, the campus did not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate. School Climate and Behavior Management subscale scores are interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). School Climate represents the average percentage of respondents who indicated *yes* when asked about related knowledge and behaviors.

Table 2. Boone and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Boone 2007-2008	2008-2009	All EL 2008-2009
----------	-----------	--------------------	-----------	---------------------

SCHOOL CLIMATE DIMENSIONS

The first step in improving campus climate is to look at the score for each of the Climate subscales (Table 2). These scores can help in id

Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and frie

Professional Teacher Behavior. This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty. The individual item and average subscale scores for Boone and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Boone and All Elementary Campuses

Achievement Press. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale consisted of 8 items that described the extent to which Boone has set high but achievable academic standards and goals. In addition, this subscale measured the extent to which parents, teachers, and principals exert pressure for high standards and school improvement. The individual item and average subscale scores for Boone and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Boone and All Elementary Campuses

Achievement Press	Boone			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.96	3.82	3.69	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.64	3.65	3.61	3.40
7. Parents exert pressure to maintain high standards.	2.39	2.56	2.44	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.64	3.33	3.33	3.27
13. Parents press for school improvement.	2.37	2.30	2.40	2.38
15. Students in this school can achieve the goals that have been set for them.	3.51	3.33	3.29	3.13
19. Students respect others who get good grades.	3.22	3.15	3.19	3.02
25. Students seek extra work so they can get good grades.	2.06	2.11	2.35	2.25
32. Students try hard to improve on previous work.	2.75	2.69	2.81	2.72
34. The learning environment is orderly and serious.	3.40	3.45	3.36	3.12
Achievement Press subscale	3.08	3.07	3.09	2.94

Note: It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT

The next section of the survey addressed the safety of the school environment for students and staff, including the prevalence of undesirable student behavior on campus, staff satisfaction with how student behavior was managed on each campus, and staff familiarity with issues related to PBS.

Undesirable Student Behaviors. These items measured staff reports about the frequency of selected undesirable student behaviors on campus. The items were rated on a scale of 0 (*never happens*) to 4 (*happens daily*). The individual item and average subscale scores for Boone and for all elementary schools are shown in Table 8. Items with *high* average responses (above 2.0) should be prioritized for improvement.

Table 8. Undesirable Student Behaviors for Boone and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Boone			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.59	0.57	0.35	.82
41. Student bullying	1.17	1.06	1.05	1.65
42. Widespread disorder in classrooms	0.32	0.33	0.35	.90
43. Student acts of disrespect for Teachers	0.84	0.82	0.97	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.84	0.86	0.92	1.42
45. Student acts of disrespect for Classified or Support Staff	0.84	0.75	0.84	1.37

PBS. These items were new to the survey in 2008-2009 and addressed staff knowledge and behaviors related to PBS. Response options included *yes*, *no*, *don't know*, and *N/A*. For each item, the percentage of staff who answered *yes* and *no* are provided in Table 10, along with the average percentage of *yes* and *no* responses across the 4 items.

Table 10. Positive Behavior Support for Boone and All Elementary Campuses

Positive Behavior Support	Boone		All EL	
	2008-2009		2008-2009	
	No	Yes	No	Yes
56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.	15%	58%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	8%	72%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	8%	76%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	24%	48%	23%	51%
Average percentage	14%	64%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2005-2006 through 2007-2008 AISD staff climate survey results