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Survey Report

RESULTS FOR BROWN ELEMENTARY

Survey results for Brown 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 (á â).[14] 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 Brown 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 Brown's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Brown'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 can be interpreted in a similar fashion (i.e., it is desirable to have scores at 3.0 or above). Brown's PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

Table 2. Subscale Scores for Brown and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	Brown			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.94	2.93
Collegial Leadership	2.72	2.90	2.86	**3.05**
Professional Teacher Behavior	2.91	**3.13**	**3.08**	**3.25**
Achievement Press	2.63	2.75	2.77	2.87
General Climate	2.79	**3.09**	**3.04**	**3.17**
Overall Climate average	n/a	n/a	2.99	**3.08**
Behavior Management	n/a	n/a	**3.01**	**3.23**
PBS	n/a	n/a	60%	**67%**

Note: Changes were made to the items included in the computation of Overall Climate, PBS, and Safety for 2008-2009.

In the tables that follow, please review the individual items that make up each subscale with particular attention to how Brown's averages changed or remained consistent over time. Please share the results of this report with all campus staff and Campus Advisory Council to inform campus improvement planning.

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[14] Effect sizes (Cohen's d) were calculated for(changes from 2006-2007 t((aef0.85098 g70.62)ention 10.98 1g.)4-3 In t-25.as-0p each s

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 identifying areas in which staff ratings were higher or lower than the desired subscale scores.

For 2008-2009, **the highest Climate subscale for Brown was Professional Teacher Behavior**. Examine the individual items that make up Professional Teacher Behavior and identify those that are particularly positive. Make note of any item that has a score marked by an arrow that indicates it is statistically higher than scores for that item in previous years. Discuss this area of strength with staff and note the ways in which initiatives on campus have addressed these issues in particular during the current school year.

To improve campus climate, it is beneficial to focus on subscales with the lowest scores. For example, **for 2008-2009, the lowest Climate subscale for Brown was Achievement Press.** Examine the individual items contributing to Achievement Press in the table below. Examine these individual items and their average responses to determine possible areas for campus

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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

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 Brown 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 Brown and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Brown and All Elementary Campuses

Achievement Press	Brown			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	**3.07**	**3.15**	**3.37**á	**3.53**
6. Teachers in this school believe that their students have the ability to achieve academically.	**3.16**	**3.23**	**3.35**	**3.40**
7. Parents exert pressure to maintain high standards.	2.02	2.09	2.16	2.44
8. Academic achievement is recognized and acknowledged by the school.	**3.15**	**3.13**	**3.31**á	**3.27**
13. Parents press for school improvement.	1.80	1.89	2.12á	2.38
15. Students in this school can achieve the goals that have been set for them.	2.69	2.82	2.69	**3.13**
19. Students respect others who get good grades.	2.75	2.98á	2.93	**3.02**
25. Students seek extra work so they can get good grades.	2.02	2.21á	2.29	2.25
32. Students try hard to improve on previous work.	2.40	2.66á	2.53	2.72

General Climate. These items measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals. The individual item and subscale averages for Brown and for all elementary schools are shown in Table 7.

Table 7. General Climate for Brown and All Elementary Campuses

General Climate	Brown			All EL
	2006-2007	**2007-2008**	**2008-2009**	**2008-2009**
24. Campus staff are friendly to each other.	2.98	**3.13**á	**3.20**	**3.28**
27. Campus staff exhibit pride in their affiliation with the school.	2.63	**3.02**á	2.88	**3.17**
28. Campus staff are willing to go out of their				
29. Campus staff accomplish their jobs with enthusiasm.	2.70	2.96á	**3.04**	**3.05**
30. Campus staff are committed to their jobs.	**3.00**	**3.28**á	**3.12**â	**3.30**
37. The goals of my school are made clear.	2.83	**3.26**á	**3.18**	**3.32**
General Climate subscale	2.79	**3.09**á	**3.04**	**3.21**

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 Brown 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 fo

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