

RESULTS FOR DAVIS ELEMENTARY

Survey results for Davis 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 (↑ ↓).²³ 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 Davis 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 Davis’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Davis’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). Davis’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 Davis and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	Davis			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
School Climate subscales				
Communi	52.8	41.3	BT/TT2 1sv34	197/TTe 12.64sv34
When a	936	r1ref284.262	366.712.66	08.26 17.22

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 Davis was General Climate**. Examine the individual items that make up General Climate 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 Davis 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 improvement. Often, improving climate in one dimension will have a positive effect on other dimensions.

Each of the climate items was rated on a scale from **1** (*rarely occurs*) to **4** (*very frequently occurs*). Respondents also had the option of marking *N/A*; these responses were not used to compute the item averages.

Community Engagement. This subscale was new in 2008-2009 and consisted of 7 items that described the extent to which the school is responsive to and supported by outside influences, such as parents or citizen groups. The individual item and average subscale scores for Davis and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Davis and All Elementary Campuses

Community Engagement	Davis 2008-2009	All EL 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.75	3.24
9. Our school is able to enlist community support when needed.	3.73	2.87
20. Teachers feel pressure from the community.	3.72	2.97
26. Select citizen groups are influential with the board.	3.53	2.63
31. Community members attend meetings to stay informed about		

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Collegial Leadership. Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance. This subscale consisted of 7 items that addressed the degree to which the principal met the social needs of the faculty and worked toward achieving the goals of the school. The individual item and average subscale scores for Davis and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Davis and All Elementary Campuses

Collegial Leadership	Davis			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	3.70	3.55	3.71	3.05
10. The principal puts suggestions made by faculty into operation.	3.15	3.17	3.47	2.81
11. The principal treats all faculty members as his or her equal.	3.76	3.80	3.75	2.98
16. The principal lets faculty know what is expected of them.	3.66	3.60	3.82	3.30
18. The principal is willing to make changes.	3.48	3.61	3.63	2.99
22. The principal maintains definite standards for performance.	3.74	3.74	3.69	3.29
35. The principal is friendly and approachable.	3.91	3.91	3.92	3.23
				3.92

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

Table 6. Achievement Press for Davis and All Elementary Campuses

Achievement Press	Davis			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.93	3.93	3.94	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.77	3.68	3.70	3.40
7. Parents exert pressure to maintain high standards.	3.25	3.29	3.31	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.73	3.68	3.73	3.27
13. Parents press for school improvement.	2.90	2.66	3.13	2.38
15. Students in this school can achieve the goals that have been set for them.	3.39	3.64	3.54	3.13
19. Students respect others who get good grades.	3.26	3.42	3.55	3.02
25. Students seek extra work so they can get good grades.	2.33	2.33	2.67	2.25
32. Students try hard to improve on previous work.	2.96	3.06	3.18	2.72
34. The learning environment is orderly and serious.	3.48	3.52	3.60	3.12

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 Davis and for all elementary schools are shown in Table 7.

Table 7. General Climate for Davis and All Elementary Campuses

General Climate	Davis			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.75	3.79	3.79	3.28
27. Campus staff exhibit pride in their affiliation with the school.	3.74	3.70	3.79	3.17
28. Campus staff are willing to go out of their way to help.	3.47	3.66	3.75	3.18
29. Campus staff accomplish their jobs with enthusiasm.	3.38	3.62	3.58	3.05
30. Campus staff are committed to their jobs.	3.66	3.72	3.78	3.30
37. The goals of my school are made clear.	3.80	3.82	3.84	3.32
General Climate subscale	3.57	3.64	3.73	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

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 Davis and All Elementary Campuses

Positive Behavior Support	Davis 2008-2009		All EL 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.	6%	65%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	2%	75%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	4%	79%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	16%	46%	23%	51%
Average percentage	7%	66%	14%	67%

REFERENCES

Bush-Richards, A., Cornetto, K., & Schmitt, L (2008). Summary of 2008-2009 Staff Climate Survey. AISD. (66%) -1469.9