
RESULTS FOR EASTSIDE HIGH SCHOOL

Survey results for Eastside 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 (↑/↓).⁶ To help put results in context, 2008-2009 results also are provided for all AISD High School campus staff. Table 2 provides an overview of the results for Eastside 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 Eastside’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Eastside’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). Eastside’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 Eastside and All High Schools for School Climate, PBS, and Safety

Subscale	Eastside			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.63	2.93
Collegial Leadership	n/a	n/a	2.86	3.05
Professional Teacher Behavior	n/a	n/a	3.01	3.25
Achievement Press	n/a	n/a	2.31	2.87
General Climate	n/a	n/a	2.97	3.17
Overall Climate average	n/a	n/a	2.75	3.08
Behavior Management	n/a	n/a	2.84	3.23
PBS	n/a	n/a	68%	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 Eastside’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.

⁶ Effect sizes (Cohen’s d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-08 to 2008-09. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

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 Eastside 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 Eastside 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 Eastside and for all High Schools are shown in Table 3.

Table 3. Community Engagement for Eastside and All High School Campuses

Community Engagement	Eastside 2008-2009	All HS 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.21	3.24
9. Our school is able to enlist community support when needed.	2.47	2.87
20. Teachers feel pressure from the community.	2.78	2.97
26. Select citizen groups are influential with the board.	1.98	2.63
31. Community members attend meetings to stay informed about our school.	2.12	2.60
38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.	2.80	3.19
39. School staff are responsive to the needs and concerns expressed by community members.	2.98	3.05
Community Engagement subscale	2.63	2.93

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

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 Eastside and for all High Schools are shown in Table 4.

Table 4. Collegial Leadership for Eastside and All High School Campuses

Collegial Leadership	Eastside			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	n/a	n/a	2.75	3.05
10. The principal puts suggestions made by faculty into operation.	n/a	n/a	2.54	2.81
11. The principal treats all faculty members as his or her equal.	n/a	n/a	2.89	2.98
16. The principal lets faculty know what is expected of them.	n/a	n/a	2.82	3.30
18. The principal is willing to make changes.	n/a	n/a	2.84	2.99
22. The principal maintains definite standards for performance.	n/a	n/a	2.98	3.29
35. The principal is friendly and approachable.	n/a	n/a	3.12	3.23
Collegial Leadership Subscale	n/a	n/a	2.86	3.09

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

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 Eastside and for all High Schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Eastside and All High School Campuses

Professional Teacher Behavior	Eastside			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	n/a	n/a	3.07	3.29
12. Teachers respect the professional competence of their colleagues.	n/a	n/a	2.85	3.14

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 Eastside 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 Eastside and for all High Schools are shown in Table 6.

Table 6. Achievement Press for Eastside and All High School Campuses

Achievement Press	Eastside			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	n/a	n/a	2.84	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	n/a	n/a	2.80	3.40
7. Parents exert pressure to maintain high standards.	n/a	n/a	1.57	2.44
8. Academic achievement is recognized and acknowledged by the school.	n/a	n/a	2.38	3.27
13. Parents press for school improvement.	n/a	n/a	1.89	2.38
15. Students in this school can achieve the goals that have been set for them.	n/a	n/a	2.47	3.13
19. Students respect others who get good grades.	n/a	n/a	2.28	3.02
25. Students seek extra work so they can get good grades.	n/a	n/a	1.75	2.25
32. Students try hard to improve on previous work.	n/a	n/a	1.92	2.72
34. The learning environment is orderly and serious.	n/a	n/a	2.55	3.12
Achievement Press subscale	n/a	n/a	2.31	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.

General Climate. These items measure the extent to which all campus staff are friendly towards each other and work towards clear,

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 Eastside and for all High Schools are shown in Table 8. Items with *high* average responses

