
RESULTS FOR FULMORE MIDDLE SCHOOL

Survey results for Fulmore 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 (↑ ↓).⁷ To help put results in context, 2008-2009 results also are provided for all AISD Middle School campus staff. Table 2 provides an overview of the results for Fulmore 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 Fulmore’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Fulmore’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). Fulmore’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 Fulmore and All Middle School Schools for School Climate, PBS, and Safety

Subscale	2006-2007	Fulmore 2007-2008	2008-2009	All MS 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.70	2.93
Collegial Leadership	3.06	3.14	2.59	3.05
Professional Teacher Behavior	3.28	3.24	3.10	3.25
Achievement Press	2.81	2.83	2.68	2.87
General Climate	3.21	3.12	3.14	3.17
Overall Climate average	n/a	n/a	2.77	3.08
Behavior Management	n/a	n/a	2.94	3.23
PBS	n/a	n/a	69%	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 Fulmore’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.

⁷ 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 > .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.

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 Fulmore and for all Middle School schools are shown in Table 4.

Table 4. Collegial Leadership for Fulmore and All Middle School Campuses

Collegial Leadership	Fulmore			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	3.01	3.13	2.33	3.05
10. The principal puts suggestions made by faculty into operation.	2.80	2.98	2.18	2.81
11. The principal treats all faculty members as his or her equal.	2.69	2.90	2.28	2.98
16. The principal lets faculty know what is expected of them.	3.42	3.41	3.16	3.30
18. The principal is willing to make changes.	2.83	2.96	2.41	2.99
22. The principal maintains definite standards for performance.	3.21	3.24	3.17	3.29
35. The principal is friendly and approachable.	3.33	3.35	2.30	3.23
Collegial Leadership Subscale	3.06	3.14	2.59	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 Fulmore and for all Middle School schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Fulmore and All Middle School Campuses

Professional Teacher Behavior	Fulmore			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.45	3.38	3.40	3.29
12. Teachers respect the professional competence of their colleagues.	3.28	3.17	2.95	3.14
14. The interactions between faculty members are cooperative.	3.23			

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 Fulmore 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 Fulmore and for all Middle School schools are shown in Table 6.

Table 6. Achievement Press for Fulmore and All Middle School Campuses

Achievement Press	Fulmore			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.32	3.35	3.36	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.25	3.20	3.08	3.40

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 Fulmore and for all Middle School schools are shown in Table 7.

Table 7. General Climate for Fulmore and All Middle School Campuses

General Climate	Fulmore	All MS
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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 Fulmore and for all Middle School 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 Fulmore and All Middle School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Fulmore			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	1.65	1.63	1.84	.82
41. Student bullying	2.64	2.39	2.63	1.65
42. Widespread disorder in classrooms	1.55	1.82	1.44	.90
43. Student acts of disrespect for Teachers	2.56	2.75	2.63	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.28	2.30	2.34	1.42
45. Student acts of disrespect for Classified or Support Staff	2.12	2.17	2.19	1.37
46. Gang activities	1.82	2.11	2.42	.38

Note: It is desirable to have a response of less than 2.0; responses of 2.0 or greater are noted in **red**.

Behavior Management. These items measured staff satisfaction with the way that student behavior was managed on your campus. The items were rated on a scale of 1 (*very dissatisfied*) to 4 (*very satisfied*). The individual item and average subscale scores for Fulmore and all Middle School schools are shown in Table 9.

Table 9. Behavior Management for Fulmore and All Middle School Campuses

How satisfied are you with the way your campus addresses:	Fulmore 2008-2009	All MS 2008-2009
47a. Student Behavior	2.86	3.13
47b. Classroom Management	2.97	3.31
47c. Common Area Management	2.98	3.35
Behavior Management subscale	2.94	3.23

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold. These items were asked for the first time in 2008-2009.

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'tyes*