
RESULTS FOR KIKER ELEMENTARY

Survey results for Kiker 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 (↑ ↓).³⁷ 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 Kiker 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 Kiker’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Kiker’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). Kiker’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 Kiker and All Elementary Campuses for School Climate, PBS, and Safety

Subscale	2006-2007	Kiker 2007-2008	2008-2009	All EL 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	3.74	2.93
Collegial Leadership	3.28	3.64	3.60	3.05
Professional Teacher Behavior	3.60	3.76	3.77	3.25
Achievement Press	3.48	3.52	3.50	2.87
General Climate	3.56	3.71	3.77	3.17
Overall Climate average	n/a	n/a	3.65	3.08
Behavior Management	n/a	n/a	3.61	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 Kiker’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.

³⁷ 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.

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

Professional Teacher Behavior. This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues' competence, commitment to

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

Table 6. Achievement Press for Kiker and All Elementary Campuses

Achievement Press	Kiker			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	3.98	3.96	3.92	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	3.93	3.94	3.92	3.40
7. Parents exert pressure to maintain high standards.	3.67	3.48	3.32	2.44
8. Academic achievement is recognized and acknowledged by the school.	3.77	3.92	3.71	3.27
13. Parents press for school improvement.	3.30	3.18	3.37	2.38
15. Students in this school can achieve the goals that have been set for them.	3.61	3.77	3.71	3.13
19. Students respect others who get good grades.	3.38	3.57	3.55	3.02
25. Students seek extra work so they can get good grades.	2.49	2.41	2.69	2.25
32. Students try hard to improve on				

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

Table 7. General Climate for Kiker and All Elementary Campuses

General Climate	Kiker			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.67	3.77	3.86	3.28
	3.71	3.77	3.76	3.17
28. Campus staff are willing to go out of their way to help.	3.65	3.77	3.79	3.18
29. Campus staff accompadlThtheir				

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.

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 Kiker and All Elementary Campuses

Positive Behavior Support	Kiker		All EL
	2008-2009		2008-2009
	No	Yes	No
	21	T29.04	16.02