
RESULTS FOR LBJ HIGH SCHOOL

Survey results for LBJ 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 ().¹¹ 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 LBJ 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 LBJ's Overall Climate score was over 3.0, the staff viewed the school environment positively. If LBJ'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). LBJ's PBS score represents the average percentage of respondents who indicated *yes* when asked about PBS-related knowledge and behaviors.

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 LBJ 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 LBJ 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** (

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

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

Collegial Leadership	LBJ			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.92	2.57	2.78	3.05
10. The principal puts suggestions made by faculty into operation.	2.56	2.31	2.45	2.81
11. The principal treats all faculty members as his or her equal.	2.71	2.31	2.50	2.98
16. The principal lets faculty know what is expected of them.	3.17	3.10	3.18	3.30
18. The principal is willing to make changes.	2.89	2.50	2.65	2.99
22. The principal maintains definite standards for performance.	3.04	2.91	2.94	3.29
35. The principal is friendly and approachable.	3.18	2.77	2.85	3.23
Collegial Leadership Subscale	2.93	2.66	2.76	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 LBJ and for all High Schools are shown in Table 5.

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 LBJ and for all High Schools are shown in Table 7.

Table 7. General Climate for LBJ and All High School Campuses

General Climate	LBJ			All HS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	2.96	2.73	2.89	3.28

SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT

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 LBJ and All High School Campuses

Positive Behavior Support	LBJ		All HS	
	2008-2009		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.	20%	63%	10%	72%
57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.	14%	79%	8%	75%
58. I feel there is consistent reinforcement of commendable student behavior on my campus.	39%	48%	14%	69%
59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.	11%	79%	23%	51%
Average percentage	21%	67%	14%	67%

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