
RESULTS FOR MARTIN MIDDLE SCHOOL

Survey results for Martin 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 Middle School campus staff. Table 2 provides an overview of the results for Martin 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 Martin’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Martin’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). Martin’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 Martin and All Middle School Schools for School Climate, PBS, and Safety

Subscale	2006-2007	Martin 2007-2008	2008-2009	All MS 2008-2009
School Climate subscales				
Community Engagement	n/a	n/a	2.34	2.93
Collegial Leadership	2.75	2.91	3.33	3.05
Professional Teacher Behavior	3.07	3.15	3.19	3.25
Achievement Press	2.26	2.18	2.51	2.87
General Climate	2.83	2.94	3.16	3.17
Overall Climate average	n/a	n/a	2.78	3.08

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

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

Collegial Leadership	Martin			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.69	2.83	3.37 ^a	3.05
10. The principal puts suggestions made by faculty into operation.	2.55	2.64	3.27 ^a	2.81
11. The principal treats all faculty members as his or her equal.	2.54	2.67	3.52 ^a	2.98
16. The principal lets faculty know what is expected of them.	3.24	3.30	3.28	3.30
18. The principal is willing to make changes.	2.73	2.76	3.34 ^a	2.99
22. The principal maintains definite standards for performance.	3.14	3.09	3.27	3.29
35. The principal is friendly and approachable.	2.43	2.59	3.63 ^a	3.23
Collegial Leadership Subscale	2.75	2.91	3.33 ^a	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 Martin and for all Middle School schools are shown in Table 5.

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

Professional Teacher Behavior	Martin			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	3.33	3.28	3.34	3.29
12. Teachers respect the professional competence of their colleagues.	3.14	3.05		

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

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

General Climate	Martin			All MS
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	3.08	3.23	3.26	3.28
27. Campus staff exhibit pride in their affiliation with the school.	2.85	2.91	3.23	3.17
28. Campus staff are willing to go out of their way to help.	3.17	3.14	3.10	3.18
29. Campus staff accomplish their jobs with enthusiasm.	2.80	2.84	3.02	3.05
30. Campus staff are committed to their jobs.	3.01	3.16	3.18	3.30
37. The goals of my school are made clear.	3.03	3.05	3.28	3.32
General Climate subscale	2.83	2.94	3.16	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, 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 Martin 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 Martin and All Middle School Campuses

To the best of your knowledge, how often do the following events occur at your school?	Martin 2006-2007	All MS
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