



## **RESULTS FOR METZ ELEMENTARY**

Survey results for Metz 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 (↑ ↓).<sup>47</sup> To help put results in context, 2008-2009 results also are provided for all AISD elementary campus staff. Table 2 provides



**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 Metz and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Metz and All Elementary Campuses

Collegial Leadership	Metz			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
2. The principal explores all sides of topics and admits that other opinions exist.	2.46	<b>3.23</b>	2.86	<b>3.05</b>
10. The principal puts suggestions made by faculty into operation.	2.24	<b>3.11</b>	2.68	2.81
11. The principal treats all faculty members as his or her equal.	2.32	<b>3.21</b>	2.68	2.98
16. The principal lets faculty know what is expected of them.	2.51	<b>3.36</b>	<b>3.39</b>	<b>3.30</b>
18. The principal is willing to make changes.	2.55	<b>3.18</b>	2.86	2.99
22. The principal maintains definite standards for performance.	2.59	<b>3.35</b>	<b>3.28</b>	<b>3.29</b>
35. The principal is friendly and approachable.	2.48	<b>3.42</b>	2.79	<b>3.23</b>
<b>Collegial Leadership Subscale</b>	2.46	<b>3.30</b>	2.93	<b>3.09</b>

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 Metz and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Metz and All Elementary Campuses

Professional Teacher Behavior	Metz			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>4. Teachers help and support each other.</b>	2.85	<b>3.15</b>	<b>3.17</b>	<b>3.29</b>
<b>12. Teachers respect the professional competence of their colleagues.</b>	2.67	2.96	<b>3.05</b>	<b>3.14</b>
<b>14. The interactions between faculty members are cooperative.</b>	2.61	<b>3.17</b>	<b>3.12</b>	<b>3.14</b>
<b>17. Teachers in this school exercise professional judgment.</b>	2.75	<b>3.26</b>	<b>3.17</b>	<b>3.26</b>
<b>21. Teachers “go the extra mile” with their students.</b>	2.85	<b>3.47</b>	<b>3.28</b>	<b>3.41</b>
<b>23. Teachers provide strong social support for colleagues.</b>	2.58	2.96	2.82	<b>3.10</b>
<b>33. Teachers accomplish their jobs with enthusiasm.</b>	2.60	<b>3.04</b>	<b>3.05</b>	<b>3.05</b>
<b>36. Teachers show commitment to their students.</b>	<b>3.02</b>	<b>3.46</b>	<b>3.36</b>	<b>3.47</b>
<b>Professional Teacher Behavior subscale</b>	2.75	<b>3.23</b>	<b>3.13</b>	<b>3.22</b>

**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 Metz 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 Metz and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Metz and All Elementary Campuses

Achievement Press	Metz			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>3. The school sets high standards for academic performance.</b>	<b>3.16</b>	<b>3.47</b>	<b>3.58</b>	<b>3.53</b>
<b>6. Teachers in this school believe that their students have the ability to achieve academically.</b>	<b>3.08</b>	<b>3.40</b>	<b>3.38</b>	<b>3.40</b>
<b>7. Parents exert pressure to maintain high standards.</b>	2.07	2.17	2.16	2.44
<b>8. Academic achievement is recognized and acknowledged by the school.</b>	2.96	<b>3.35</b>	<b>3.28</b>	<b>3.27</b>
<b>13. Parents press for school improvement.</b>	1.96	2.00	2.20	2.38
<b>15. Students in this school can achieve the goals that have been set for them.</b>	2.71	<b>3.23</b>	<b>3.11</b>	<b>3.13</b>
<b>19. Students respect others who get good grades.</b>	2.75	2.98	2.98	<b>3.02</b>
<b>25. Students seek extra work so they can get good grades.</b>	1.85	2.31	2.10	2.25
<b>32. Students try hard to improve on previous work.</b>	2.26	2.72	2.62	2.72
<b>34. The learning environment is orderly and serious.</b>	2.66	<b>3.13</b>	<b>3.17</b>	<b>3.12</b>
<b>Achievement Press subscale</b>	2.56	2.94	2.87	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.



### 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 Metz and for all elementary 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 Metz and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Metz			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>40. Student racial tension</b>	0.83	0.43 <sup>a</sup>	0.54	.82
<b>41. Student bullying</b>	1.85	1.21 <sup>a</sup>	1.36 <sup>a</sup>	1.65
<b>42. Widespread disorder in classrooms</b>	1.02	0.68 <sup>a</sup>	0.61	.90
<b>43. Student acts of disrespect for Teachers</b>	1.57	1.13 <sup>a</sup>	1.15	1.54
<b>44. Student acts of disrespect for Nonteaching Professional or Administrative Staff</b>	1.48	0.96 <sup>a</sup>	1.02	1.42
<b>45. Student acts of disrespect for Classified or Support Staff</b>	1.59	0.98 <sup>a</sup>	1.00	1.37
<b>46. Gang activities</b>	0.64	0.28 <sup>a</sup>	0.56 <sup>a</sup>	.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 Metz and all elementary schools are shown in Table 9.

Table 9. Behavior Management for Metz and All Elementary Campuses

How satisfied are you with the way your campus addresses:	Metz	All EL
	2008-2009	2008-2009
<b>47a. Student Behavior</b>	<b>3.18</b>	<b>3.13</b>
<b>47b. Classroom Management</b>	<b>3.35</b>	<b>3.31</b>
<b>47c. Common Area Management</b>	<b>3.42</b>	<b>3.35</b>
<b>Behavior Management subscale</b>	<b>3.32</b>	<b>3.23</b>

*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'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 Metz and All Elementary Campuses

Positive Behavior Support	Metz		All EL	
	2008-2009		2008-2009	
	No	Yes	No	Yes
<b>56. I have taught students the guidelines for success in the form of rules/expectations for one or more settings.</b>	4%	78%	10%	72%
<b>57. I know how to refer students to campus resources such as IMPACT, behavior support specialists, School to Community Liaisons, etc.</b>	6%	75%	8%	75%
<b>58. I feel there is consistent reinforcement of commendable student behavior on my campus.</b>	6%	85%	14%	69%
<b>59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.</b>	28%	33%	23%	51%
<b>Average percentage</b>	<b>11%</b>	<b>68%</b>	<b>14%</b>	<b>67%</b>

## REFERENCES

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