RESULTS FOR PATTON ELEMENTARY

Survey results for Patton 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 (á â).[56] 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 Patton 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 Patton's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Patton's Overall Climate score was below 2.5, the campus did not ha

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 Patton was General Climate**. Examine the individual items that make up General Climate 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 Patton 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** (*rarely occurs*) to **4** (*very frequently occurs*). Respondents also had the option of marking *N/A*; these responses were not used to compute the item averages.

Community Engagement. This subscale was new in 2008-2009 and consisted of 7 items that described the extent to which the school is responsive to and supported by outside influences, such as parents or citizen groups. The individual item and average subscale scores for Patton and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Patton and All Elementary Campuses

	Patton 2008-2009	All EL 2008-2009
5. Our school makes an effort to inform the community about our27 0.45882 scn3971.4 248.5(-081.8 76.8m6 28459.		
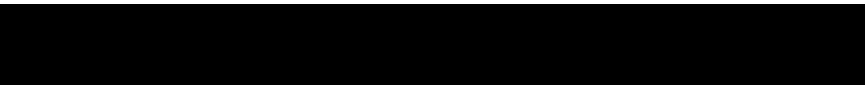
Achievement Press. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale consisted of 8 items that described the extent to which Patton has set high but achievable

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 Patton 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 Patton and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Patton			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	0.51	0.56	0.60	.82
41. Student bullying	1.20	1.28	1.25	1.65
42. Widespread disorder in classrooms	0.51	0.41	0.52	.90
43. Student acts of disrespect for Teachers	1.15	1.18	1.13	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff4				

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*