

N INDEPENDENT S

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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 Widen was Collegial Leadership.** Examine the individual items that make up Collegial Leadership 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 Widen 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

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

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

| Professional Teacher Behavior | Widen | | | All EL |
|--|-------------|-------------|-------------|-------------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 4. Teachers help and support each other. | 3.00 | 3.23 | 3.09 | 3.29 |
| 12. Teachers respect the professional competence of their colleagues. | 2.90 | 3.10 | 2.89 | 3.14 |
| 14. The interactions between faculty members are cooperative. | 2.88 | 3.10 | 2.88 | 3.14 |
| 17. Teachers in this school exercise professional judgment. | 2.96 | 3.00 | 3.08 | 3.26 |
| 21. Teachers “go the extra mile” with their students. | 3.09 | 3.03 | 3.23 | 3.41 |
| 23. Teachers provide strong social support for colleagues. | 2.71 | 2.78 | 3.00 | 3.10 |
| 33. Teachers accomplish their jobs with enthusiasm. | 2.84 | 2.89 | 2.75 | 3.05 |
| 36. Teachers show commitment to their students. | 3.34 | 3.21 | 3.30 | 3.47 |
| Professional Teacher Behavior subscale | 2.91 | 3.01 | 2.99 | 3.22 |

Note. It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

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

Table 6. Achievement Press for Widen and All Elementary Campuses

| Achievement Press | Widen | | | All EL |
|---|-------------|-------------|-------------|-------------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2008-2009 |
| 3. The school sets high standards for academic performance. | 3.25 | 2.88 | 3.48 | 3.53 |
| 6. Teachers in this school believe that their students have the ability to achieve academically. | 3.23 | 3.02 | 2.88 | 3.40 |
| 7. Parents exert pressure to maintain high standards. | 1.97 | 1.78 | 1.98 | 2.44 |
| 8. Academic achievement is recognized and acknowledged by the school. | 2.97 | 2.95 | 2.75 | 3.27 |
| 13. Parents press for school improvement. | 2.00 | 1.79 | 2.13 | 2.38 |
| 15. Students in this school can achieve the goals that have been set for them. | 2.85 | 2.53 | 2.81 | 3.13 |
| 19. Students respect others who get good grades. | 2.79 | 2.59 | 2.80 | 3.02 |
| 25. Students seek extra work so they can get good grades. | 1.77 | 1.71 | 2.11 | 2.25 |
| 32. Students try hard to improve on previous work. | 2.44 | 2.22 | 2.52 | 2.72 |
| 34. The learning environment is orderly and serious. | 2.91 | 2.75 | 3.11 | 3.12 |
| Achievement Press subscale | 2.68 | 2.28 | 2.67 | 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 Widen 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 Widen and All Elementary Campuses

| knowledge, how often do the following events occur at your school? | Widen | All EL |
|---|-------|--------|
|---|-------|--------|

