

AISD

Survey Report

## RESULTS FOR BRYKER WOODS ELEMENTARY

Survey results for Bryker Woods 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>15</sup> 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 Bryker Woods 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 Bryker Woods’s Overall Climate score was over 3.0, the staff viewed the school environment positively. If Bryker Woods’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). Bryker Woods’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 Bryker Woods and All Elementary Campuses for School Climate, PBS, and Safety

| Subscale                             | Bryker Woods |             |             | All EL      |
|--------------------------------------|--------------|-------------|-------------|-------------|
|                                      | 2006-2007    | 2007-2008   | 2008-2009   | 2008-2009   |
| <b>School Climate subscales</b>      |              |             |             |             |
| <b>Community Engagement</b>          | n/a          | n/a         | <b>3.61</b> | 2.93        |
| <b>Collegial Leadership</b>          | <b>3.47</b>  | <b>3.41</b> | <b>3.30</b> | <b>3.05</b> |
| <b>Professional Teacher Behavior</b> | <b>3.54</b>  | <b>3.52</b> | <b>3.69</b> | <b>3.25</b> |
| <b>Achievement Press</b>             | <b>3.30</b>  | <b>3.31</b> | <b>3.56</b> | 2.87        |
| <b>General Climate</b>               | <b>3.47</b>  | <b>3.51</b> | <b>3.70</b> | <b>3.17</b> |
| <b>Overall Climate average</b>       | n/a          | n/a         | <b>3.55</b> | <b>3.08</b> |
| <b>Behavior Management</b>           | n/a          | n/a         | <b>3.45</b> | <b>3.23</b> |
| <b>PBS</b>                           | n/a          | n/a         | 69%         | <b>67%</b>  |

*Note:* Changes were made to the items included in the computation of Overall Climate, PBS, and Safety for 2008-2009.

In the tables that follow, please review the individual items that make up each subscale with particular attention to how Bryker Woods’s averages changed or remained consistent over time. Please share the results of this report with all campus staff and Campus Advisory Council to inform campus improvement planning.

<sup>15</sup> Effect sizes (Cohen’s d) were calculated for changes from 2006-2007 to 2007-2008 and 2007-08 to 2008-09. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where d > .18.

## 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 Bryker Woods 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 Bryker Woods was Collegial Leadership.** Examine the individual items contributing to Collegial Leadership 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 Bryker Woods and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Bryker Woods and All Elementary Campuses

| Community Engagement   | Bryker Woods<br>2008-2009 | All EL<br>2008-2009 |
|--|---------------------------|---------------------|
| <b>5. Our school makes an effort to inform the community about our goals and achievement.</b>    | <b>3.62</b>               | <b>3.24</b>         |
| <b>9. Our school is able to enlist community support when needed.</b>                            | <b>3.74</b>               | 2.87                |
| <b>20. Teachers feel pressure from the community.</b>  | <b>3.58</b>               | 2.97                |
| <b>26. Select citizen groups are influential with the board.</b>                                 | <b>3.41</b>               | 2.63                |
| <b>31. Community members attend meetings to stay informed about our school.</b>                  | <b>3.51</b>               | 2.60                |
| <b>38. Organized community groups (e.g. PTA, PTO) meet regularly to discuss school issues.</b>   | <b>3.82</b>               | <b>3.19</b>         |
| <b>39. School staff are responsive to the needs and concerns expressed by community members.</b> | <b>3.59</b>               | <b>3.05</b>         |
| <b>Community Engagement subscale</b>   | <b>3.61</b>               | 2.93                |

*Note.*

**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

**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 Bryker Woods and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Bryker Woods and All Elementary Campuses

| Professional Teacher Behavior  | Bryker Woods |             |             | All EL      |
|--|--------------|-------------|-------------|-------------|
|  | 2006-2007    | 2007-2008   | 2008-2009   | 2008-2009   |
| <b>4. Teachers help and support each other.</b>                              | <b>3.53</b>  | <b>3.66</b> | <b>3.71</b> | <b>3.29</b> |
| <b>12. Teachers respect the professional competence of their colleagues.</b> | <b>3.39</b>  | <b>3.55</b> | <b>3.67</b> | <b>3.14</b> |
| <b>14. The interactions between faculty members are cooperative.</b>         | <b>3.46</b>  | <b>3.53</b> | <b>3.68</b> | <b>3.14</b> |
| <b>17. Teachers in this school exercise professional judgment.</b>           | <b>3.64</b>  | <b>3.42</b> | <b>3.81</b> | <b>3.26</b> |
| <b>21. Teachers “go the extra mile” with their students.</b>                 | <b>3.64</b>  | <b>3.55</b> | <b>3.85</b> | <b>3.41</b> |
| <b>23. Teachers provide strong social support for colleagues.</b>            | <b>3.55</b>  | <b>3.50</b> | <b>3.59</b> | <b>3.10</b> |
| <b>33. Teachers accomplish their jobs with enthusiasm.</b>                   | <b>3.33</b>  | <b>3.38</b> | <b>3.46</b> | <b>3.05</b> |
| <b>36. Teachers show commitment to their students.</b>                       | <b>3.80</b>  | <b>3.68</b> | <b>3.79</b> | <b>3.47</b> |
| <b>Professional Teacher Behavior subscale</b>                                | <b>3.54</b>  | <b>3.52</b> | <b>3.69</b> | <b>3.22</b> |

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



**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 Bryker Woods and for all elementary schools are shown in Table 7.

Table 7. General Climate for Bryker Woods and All Elementary Campuses

| General Climate   | Bryker Woods |             |             | All EL      |
|---|--------------|-------------|-------------|-------------|
|   | 2006-2007    | 2007-2008   | 2008-2009   | 2008-2009   |
| <b>24. Campus staff are friendly to each other.</b>                         | <b>3.69</b>  | <b>3.61</b> | <b>3.77</b> | <b>3.28</b> |
| <b>27. Campus staff exhibit pride in their affiliation with the school.</b> | <b>3.59</b>  | <b>3.61</b> | <b>3.79</b> | <b>3.17</b> |
| <b>28. Campus staff are willing to go out of their way to help.</b>         | <b>3.51</b>  | <b>3.53</b> | <b>3.79</b> | <b>3.18</b> |
| <b>29. Campus staff accomplish their jobs with enthusiasm.</b>              | <b>3.34</b>  | <b>3.42</b> | <b>3.50</b> | <b>3.05</b> |
| <b>30. Campus staff are committed to their jobs.</b>                        | <b>3.46</b>  | <b>3.58</b> | <b>3.69</b> | <b>3.30</b> |
| <b>37. The goals of my school are made clear.</b>                           | <b>3.64</b>  | <b>3.61</b> | <b>3.67</b> | <b>3.32</b> |
| <b>General Climate subscale</b>   | <b>3.47</b>  | <b>3.51</b> | <b>3.70</b> | <b>3.21</b> |

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





**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 Bryker Woods and All Elementary Campuses

| Positive Behavior Support  | Bryker Woods |            | 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>                     | 9%           | 71%        | 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> | 3%           | 79%        | 8%         | 75%        |
| <b>58. I feel there is consistent reinforcement of commendable student behavior on my campus.</b>  | 5%           | 82%        | 14%        | 69%        |
| <b>59. I know how to refer students to external agencies such as Communities in Schools, Safe Place, etc.</b>                                | 37%          | 45%        | 23%        | 51%        |
| <b>Average percentage</b>  | <b>13%</b>   | <b>69%</b> | <b>14%</b> | <b>67%</b> |

## REFERENCES

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