
RESULTS FOR OVERTON ELEMENTARY

Survey results for Overton 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 (↑ ↓).⁵⁴ 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 Overton 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 Overton's Overall Climate score was over 3.0, the staff viewed the school environment positively. If Overton'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 Overton 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 Overton was Community Engagement.** Examine the individual items contributing to Community Engagement 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 Overton and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Overton and All Elementary Campuses

Community Engagement	Overton 2008-2009	All EL 2008-2009
5. Our school makes an effort to inform the community about our goals and achievement.	3.45	3.24
9. Our school is able to enlist community support when needed.	2.92	2.87
20. Teachers feel pressure from the community.	3.10	2.97
26. Select citizen groups are influential with the board.	2.60	2.63

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 Overton and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Overton and All Elementary Campuses

	Overton	All EL
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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 Overton and for all elementary schools are shown in Table 5.

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

Professional Teacher Behavior	Overton			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
4. Teachers help and support each other.	n/a	3.27	3.35	3.29
12. Teachers respect the professional competence of their colleagues.	n/a	3.00	3.16	3.14
14. The interactions between faculty members are cooperative.	n/a	3.16	3.24	3.14
17. Teachers in this school exercise professional judgment.	n/a	3.05	3.40	3.26
21. Teachers “go the extra mile” with their students.	n/a	3.58	3.50	3.41
23. Teachers provide strong social support for colleagues.	n/a	3.05	3.00	3.10
33. Teachers accomplish their jobs with enthusiasm.	n/a	2.95	3.02	3.05
36. Teachers show commitment to their students.	n/a	3.45	3.68	3.47
Professional Teacher Behavior subscale	n/a	3.20	3.26	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 Overton 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 Overton and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Overton and All Elementary Campuses

Achievement Press	Overton			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
3. The school sets high standards for academic performance.	n/a	3.84	3.75	3.53
6. Teachers in this school believe that their students have the ability to achieve academically.	n/a	3.22	3.42	3.40
7. Parents exert pressure to maintain high standards.	n/a	1.80	2.22	2.44
8. Academic achievement is recognized and acknowledged by the school.	n/a	3.43	3.59	3.27
13. Parents press for school improvement.	n/a	1.72	2.10	2.38
15. Students in this school can achieve the goals that have been set for them.	n/a	3.07	3.17	3.13
19. Students respect others who get good grades.	n/a	2.66	3.06	3.02
25. Students seek extra work so they can get good grades.	n/a	1.89	2.21	2.25
32. Students try hard to improve on previous work.	n/a	2.44	2.90	2.72
34. The learning environment is orderly and serious.	n/a	3.02	3.39	3.12
Achievement Press subscale	n/a	2.71	2.98	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.

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 Overton and for all elementary schools are shown in Table 7.

Table 7. General Climate for Overton and All Elementary Campuses

General Climate	Overton			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
24. Campus staff are friendly to each other.	n/a	3.38	3.31	3.28
27. Campus staff exhibit pride in their affiliation with the school.	n/a	3.10	3.26	3.17
28. Campus staff are willing to go out of their way to help.	n/a	3.42	3.15	3.18
29. Campus staff accomplish their jobs with enthusiasm.	n/a	3.02	3.05	3.05
30. Campus staff are committed to their jobs.	n/a	3.36	3.42	3.30
37. The goals of my school are made clear.	n/a	3.67	3.67	3.32
General Climate subscale	n/a	3.33	3.30	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 Overton 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 Overton and All Elementary Campuses

To the best of your knowledge, how often do the following events occur at your school?	Overton			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
40. Student racial tension	n/a	1.07	0.83	.82
41. Student bullying	n/a	2.27	1.81	1.65
42. Widespread disorder in classrooms	n/a	1.84	1.21	.90
43. Student acts of disrespect for Teachers	n/a	2.30	2.05	1.54
44. Student acts of disrespect for Nonteaching Professional or Administrative Staff	n/a	2.11	1.86	1.42
45. Student acts of disrespect for Classified or Support Staff	n/a	2.14	1.78	1.37
46. Gang activities	n/a	0.24	0.19	.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 Overton and all elementary schools are shown in Table 9.

Table 9. Behavior Management for Overton and All Elementary Campuses

How satisfied are you with the way your campus addresses:	Overton 2008-2009	All EL 2008-2009
47a. Student Behavior	3.03	3.13
47b. Classroom Management	3.29	3.31
47c. Common Area Management	3.33	3.35
Behavior Management subscale	3.20	3.23

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