

	2005-2006	2006-2007	2007-2008	2007-2008
	# of Becker EL Respondents			

Effect sizes (Cohen's d) were calculated using ~~t~~ from 2006-2007 and 2007-2008. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

BECKER ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

	Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
Becker EL 2005-06	*	*	*	*	*	*	*	*

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^aItem was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. ^Δ ^Δ indicate increases and decreases from the previous year.

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Frequency of Selected Student Behaviors. This subscale measures the frequency of selected undesirable student behaviors. The items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). Average scores for each item are shown in the table that follows.

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. á â Indicate increases and decrease in the frequency of each behavior from the previous year.

Safety. The frequency and prevalence of undesirable student behaviors have been combined to form a score that indicates the overall staff perception of student behaviors. Scores have been converted to range from 1 (least desirable) to 4 (most desirable).

Table 10. Results for Safety Subscale Score

	Becker EL Avg 2005-06	Becker EL Avg 2006-07	Becker EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	2.97	2.86	3.17

Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.

This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Becker EL Avg 2005-06	Becker EL Avg 2006-07	Becker EL Avg 2007-08	All EL Average 2007-08
45. ^a Commendable student behavior	3.53	3.29	3.29	3.25
46. ^a Staff reinforcement of commendable student behavior	3.41	3.21	3.50 á	3.27
To the best of your knowledge, how many students or staff exhibit the following behaviors?				
54. ^b Commendable student behavior	2.94	2.36	2.50	3.16
55. ^b Staff reinforcement of commendable student behaviors	4.06	3.60	4.12á	3.79
Positive Behavior Support Subscale Score*	*	2.97	3.25 á	3.19

Note: It is desirable to have an average response of *greater than 3.0*, indicated in **bold** type. á á Indicate increases and decrease in the frequency of each behavior from the previous year.^a Items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). ^b Items were rated on a scale of 0 (*None*) to 5 (*All*). *Subscale scores represent a combination of items and have been converted to range from 1 (least desirable) to 4 (most desirable).

UNDERSTANDING AND USING THE RESULTS OF YOUR STAFF CLIMATE SURVEY

Campuses with higher Overall Climate scores, as represented by the table shown at the top of page 2, are characterized by more positive relationships among the administrators, staff, teachers, and students. Campuses with a strong climate are also better able to direct their energy toward the mission of setting high, achievable standards for students than campuses with lower climate scores. If your school’s Overall Climate score is over 3.0, it means that according to self-report by campus staff, your campus has a relatively positive school environment. Although this is a commendable position, campus administrators and leaders should be challenged to continue to improve the climate at their schools to create an even better environment for teaching and learning. If your school’s Overall Climate percentile is below 2.5, it means that your campus does not have a positive school climate. Scores between 2.5 and 3.0 indicate a fair school climate.

The first step in improving campus climate is to look at your school's score for each of the climate subscales (shown in Table 2 on page 2). These will help you to identify areas where