

	2005-2006 # of Galindo EL Respondents	2006-2007 # of Galindo EL Respondents	2007-2008 # of Galindo EL Respondents	2007-2008 # of All EL Respondents
<b>Teacher</b>	35	41	41	2786
<b>Administrator or Other Non-Teaching Professional</b>	4	8	7	373
<b>Classified/Support Staff</b>	6	11	14	773
<b>Unspecified</b>	4	3	3	288

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>a</sup>

**Collegial Leadership.** This subscale consists of 7 items that address the degree to which the principal meets the social needs of the faculty as well as works toward achieving the goals of the school. Collegial leadership involves treating teachers and staff as professional colleagues, with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance.

Table 4. Results for Collegial Leadership

	<b>Galindo</b>

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

***Achievement Press.*** This subscale consists of 8 items that describe the extent to which the school has set high but achievable academic standards and goals. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. In addition, this subscale measures the extent to which parents, teachers, and principals exert pressure for high standards and school improvement.

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

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).

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