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JOHNSTON HIGH 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
Johnston HS 2005-06		*	*	*	*	*	*	*
Johnston HS 2006-07	35	2.79	3.19	3.01	2.28	2.94	3.08	3.08
Johnston HS 2007-08	84	2.69	3.19	2.98	2.19	2.90	2.89	2.74
High Schools 2007-08	79	2.60	2.71	3.07	2.59	2.92	2.92	2.72

Overall Climate and subscale scores may vary slightly from those reported in the 2007-08 survey due to rounding.

Collegial Leadership. This subscale consists of 7 items that addre

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 meas

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



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 staff ratings are high or low compared to desired subscale scores. To most efficiently improve campus climate, it is beneficial to focus on those dimensions with the lowest scores. Once you have identified the dimensions with the lowest scores, the individual items contributing to those subscale scores should be studied. By looking at these individual items and their average responses, you can determine possible areas for campus improvement. (Subscale items with the lowest average responses should be considered first for improvement.) Often, improving climate in one dimension will have a positive effect on other dimensions.

Be sure to examine your school's average responses to the general climate and safety items. These items assess climate information that all campus staff can rate. Because the survey is a measure of the opinions and perceptions of all campus staff, it is suggested that representatives of all staff positions be included in planning and improvement processes.

Unlike the items in the OCI w 59[16l3u40 12 71.99988 5ri03t0 242.274ef56.3 307.67.12.3988 4884 of the opin