

SUMMARY OF 2005-2006 THROUGH 2007-2008 Effect sizes (Cohen's d) were calculated using 2006-2007 as a measure of the magnitude of the difference between two means. Mean difference where $d = .18$.

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

MATHEWS ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales **S**

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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.

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

	Mathews EL Avg 2005-06	Mathews EL Avg 2006-07	Mathews EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.55	3.69	3.63	3.00
9. The principal puts suggestions made by faculty into operation.	*	3.00	3.24^á	2.70
10. The principal treats all faculty members as his or her equal.	3.58	3.42	3.39	2.93

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. ^á ^â indicate increases and decreases from the previous year.

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.

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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

	Mathews EL Avg 2005-06	Mathews EL Avg 2006-07	Mathews EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	3.38	3.14	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 what extent, based on your knowledge, how often do the following events occur at your school?	Mathews EL Avg 2005-06	Mathews EL Avg 2006-07	Mathews EL Avg 2007-08	All EL Average 2007-08
45. a. Frequency of student behavior	3.80	3.48	3.72	3.25
46. a. Frequency of reinforcement of commendable behavior	3.70	3.69	3.56	3.27
To what extent, based on your knowledge, how often do the following behaviors occur at your school?				
54. b. Frequency of staff exhibiting the following behaviors?				

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