	2005-2006	2006-2007 # of Pease E... Respondents	2007-2008 # of Pease EL Respondents	2007-2008 # of All EL Respondents
...cher			14	2786
...ministrator				
...her Non-Teaching Professional			4	
...assified Support Staff	2...	...		
...otal	22	...		

PEASE 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
Pease EL 2005-06	*	*	*	*	*	*	*	*

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. [a]Item 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.

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

	Pease EL Avg 2005-06	Pease EL Avg 2006-07	Pease EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	**3.19**	**3.24**	**3.54**á	**3.00**
9. The principal puts suggestions made by faculty into operation.	*	2.76	**3.34**á	2.70
10. The principal treats all faculty members as his or her equal.	2.90	2.95	**3.45**á	2.93
15. The principal lets faculty know what is expected of them.	**3.14**	**3.52**	**3.66**	**3.25**
17. The principal is willing to make changes.	*	**3.10**	**3.45**á	2.93
21. The principal maintains definite standards for performance.	*	**3.57**	**3.61**	**3.22**

21. The /T72cip8-

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. [a]Item 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.

3

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. [a]Item was reverse-scored such that a response of "Rarely Occurs" was scored as a 4. á â indicate increases and decreases from the previous

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.

Table 8. Results for Frequency of Undesirable Student Behaviors

To the best of your knowledge, how often do the following events occur at your school?	Pease EL Avg 2005-06	Pease EL Avg 2006-07	Pease EL Avg 2007-08	All EL Average 2007-08
38. Student racial tension	0.90	1.15	0.79â	0.88
39. Student bullying	1.68	1.95	1.38â	1.66
40. Widespread disorder in classrooms	0.73	0.95	0.41â	0.95
41. Student acts of disrespect for Teachers	1.18	1.90	1.28â	1.54
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	0.86	1.75	1.25â	1.41
43. Student acts of disrespect for Classified or Support Staff	0.85	1.89	1.14â	1.37
44. Gang activities	0.00	0.29	0.07â	0.41

Prevalence of Selected Student Behaviors.

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.

AISD Department of Program Evaluation

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