





## **SCHOOL CLIMATE DIMENSIONS**

The first step in improving campus climate is to look at the score for each of the Climate subscales (Table 2). These scores can help in identifying areas in which staff ratings were higher or lower than the desired subscale scores.

For 2008-2009, **the highest Climate subscale for Lucy Read was Behavior Management.** Examine the individual items that make up Behavior Management and identify those that are particularly positive. Make note of any item that has a score marked by an arrow that indicates it is statistically higher than scores for that item in previous years. Discuss this area of strength with staff and note the ways in which initiatives on campus have addressed these issues in particular during the current school year.

To improve campus climate, it is beneficial to focus on subscales with the lowest scores. For example, **for 2008-2009, the lowest Climate subscale for Lucy Read was Community Engagement.** Examine the individual items contributing

**Collegial Leadership.** Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and frie

**Professional Teacher Behavior.** This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty. The individual item and average subscale scores for Lucy Read and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Lucy Read and All Elementary Campuses

Professional Teacher Behavior	Lucy Read		All EL
	2006-2007	2008-2009	

**Achievement Press.** Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale consisted of 8 items that described the extent to which Lucy Read has set high but achievable academic standards and goals. In addition, this subscale measured the extent to which parents, teachers, and principals exert pressure for high standards and school improvement. The individual item and average subscale scores for Lucy Read and for all elementary schools are shown in Table 6.

Table 6. Achievement Press for Lucy Read and All Elementary Campuses

Achievement Press	Lucy Read			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>3. The school sets high standards for academic performance.</b>	<b>3.58</b>	<b>3.51</b>	<b>3.46</b>	<b>3.53</b>
<b>6. Teachers in this school believe that their students have the ability to achieve academically.</b>	<b>3.67</b>	<b>3.32</b>	<b>3.52</b>	<b>3.40</b>
<b>7. Parents exert pressure to maintain high standards.</b>	2.25	2.42	2.33	2.44
<b>8. Academic achievement is recognized and acknowledged by the school.</b>	<b>3.29</b>	<b>3.19</b>	2.84	<b>3.27</b>
<b>13. Parents press for school improvement.</b>	2.50	2.00	2.04	2.38
<b>15. Students in this school can achieve the goals that have been set for them.</b>	<b>3.38</b>	<b>3.53</b>	<b>3.40</b>	<b>3.13</b>
<b>19. Students respect others who get good grades.</b>	<b>3.40</b>	2.82	<b>3.18</b>	<b>3.02</b>
<b>25. Students seek extra work so they can get good grades.</b>	2.75	2.21	2.20	2.25
<b>32. Students try hard to improve on previous work.</b>	<b>3.05</b>	2.88	2.98	2.72
<b>34. The learning environment is orderly and serious.</b>	<b>3.29</b>	<b>3.16</b>	<b>3.00</b>	<b>3.12</b>
<b>Achievement Press subscale</b>	<b>3.17</b>	2.76	2.95	2.94

*Note:* It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

**General Climate.** These items measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals. The individual item and subscale averages for Lucy Read and for all elementary schools are shown in Table 7.

Table 7. General Climate for Lucy Read and All Elementary Campuses

General Climate	Lucy Read			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>24. Campus staff are friendly to each other.</b>	<b>3.44</b>	<b>3.35</b>	2.90	<b>3.28</b>

**SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT**

The next section of the survey addressed the safety of the school environment for students and staff, including the prevalence of undesirabl



**PBS.** These items were new to the survey in 2008-2009 and addressed staff knowledge and behaviors related to PBS. Response options included *yes*, *no*, *don't know*, and *N/A*. For each item, the percentage of staff who answered *yes* and *no* are provided in Table 10, along with the average percentage of *yes* and *no* responses across the 4 items.

Table 10. Positive Behavior Support for Lucy Read and All Elementary Campuses

Positive Behavior Support	Lucy Read
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