Table 2. Subscale Scores for OCI and Additional Subscales

	Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Supp

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 Ha*

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

	Reagan HS Avg 2005-06	Reagan HS Avg 2006-07	Reagan HS Avg 2007-08	All HS Average 2007-08
Safety Subscale Score	*	2.49	2.19â	**2.72**

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 the best of your knowledge, how often do the following events occur at your school?	Reagan HS Avg 2005-06	Reagan HS Avg 2006-07	Reagan HS Avg 2007-08	All HS Average 2007-08
45.[a] Commendable student behavior	**3.05**	2.62	2.87á	**3.11**
46.[a] Staff reinforcement of commendable student behavior	2.72	2.34	2.72á	2.89
To the best of your knowledge, how many students or staff exhibit the following behaviors?				
54.[b] Commendable student behavior	2.45	2.21	2.42á	2.82
55.[b] Staff reinforcement of commendable student behaviors	2.72	2.36	2.74á	**3.15**
Positive Behavior Support Subscale Score*	*	2.49	2.70á	2.92

Note: It is desirable to have an average response of *greater than 3.0*, indicated in **bold** type. á â Indicate increases and decrease in the frequency of each behavior from the previous year.[a] Items were rated on a scale of 0 (*Never Happens*) to 4 (*Happens Daily*). [b] Items were rated on a scale of 0 (*None*) to 5 (*All*). *Subscale scores represent a combination of items and have been converted to range from 1 (least desirable) to 4 (most desi

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 <u>all</u> 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.

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