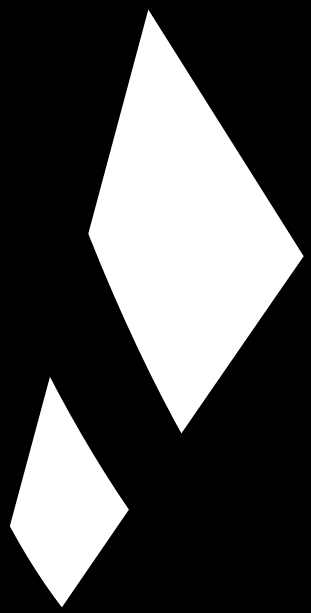




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Collegial Leadership. This subscale consists of 7 items that address the degree to which principal meets the social needs of the faculty as well as works toward achieving the goals of the school. Collegial leadership involves treating teachers and staff as professional colleagues, with openness and friendliness, but at the same time setting clear expectations and standards for performance.

Table 4. Results for Collegial Leadership

	Travis HS Avg 2005-06	Travis HS Avg 2006-07	Travis HS Avg 2007-08	All HS Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	2.77	2.57	2.05	2.65
9. The principal puts suggestions	4.80	4.80	4.80	4.80

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 measures the extent to which parents, teachers, and principals exert pressure for high standards and school improvement.

Table 6. Results for Achievement Press

	Travis HS Avg 2005-06	Travis HS Avg 2006-07	Travis HS Avg 2007-08	All HS Average 2007-08
2. The school sets high standards for academic performance.	*	2.69	2.58	3.06
5. Teachers in this school believe that their students have the ability to achieve academically.	3.02	2.86	3.02	3.06
6. Parents exert pressure to maintain high standards.	*	1.58	1.60	2.22
7. Academic achievement is recognized and acknowledged by the school.	*	2.80	2.59	3.03
12. Parents press for school improvement.	*	1.79	1.73	2.20
14. Students in this school can achieve the goals that have been set for them.	*	2.53	2.46	2.81
18. Students respect others who get good grades.	2.21	2.06	2.20	2.47
24. Students seek extra work so they can get good grades.	1.89	1.67	1.72	2.13
31. Students try hard to improve on previous work.	1.96	1.92	1.86	
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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

Safety.

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.

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