



# ANDERSON HIGH SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

	Overall Climate	External Influences	Collegial Leadership

**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

	Anderson HS Avg 2005-06	Anderson HS Avg 2006-07	Anderson HS Avg 2007-08	All HS Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.11	3.15	3.05	2.65
9. The principal puts suggestions made by faculty into operation.	*	2.55	2.73	2.34
10. The principal treats all faculty members as his or her equal.	2.94	2.81	2.84	2.59
15. The principal lets faculty know what is expected	2.94	2.81	2.84	2.59

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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  
events occur at your school?

Anderson

**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

	Anderson HS Avg 2005-06	Anderson HS Avg 2006-07	Anderson HS Avg 2007-08
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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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