

SUMMARY  
AISD

BOOK

A healthy school climate is characterized by positive relationships among students, staff, and the community. School climate is linked to student achievement, reduced violence (Sweetland, 2002). More specifically, research results are related to student TAKS performance (Richards, Cornetto, & Schmitt, 2008). The research-based Organizational Climate Survey (OCS) climate (Hoy et al., 2002) called *External Climate*, *Teacher Behavior*, and *Achievement Pressure*. The climate survey includes a series of climate items for campus staff. Related items are grouped into subscales computed as a *subscale score*. Subscale scores are used to compute an overall climate score.

While changes between years 2006-2007 and 2007-2008 were noted. Compared to 2006-2007, perceptions were more favorable in 2007-08 for *Positive Climate*, *Perceptions of Overall Climate*, *Collegiality*, *Student Press*, *General Climate*, and *Safety*. Changes were also noted for additional climate areas and for additional climate items. Longitudinal results may indicate that the survey is tagged with up or down arrow indicating change. Also, some improvements were noted. Also, some improvements were noted. Also, some improvements were noted. Thus, data are not

respondents

13	773
5	288
<b>65</b>	<b>4,220</b>



**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

	Boone EL Avg 2005-06	Boone EL Avg 2006-07	Boone EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics				

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. <sup>a</sup>Item was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. <sup>Δ</sup> <sup>Δ</sup> indicate increases and decreases from the previous year.



**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?	Boone EL Avg 2005-06	Boone EL Avg 2006-07	Boone EL Avg 2007-08
--	-------------------------	-------------------------	-------------------------

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.

*Safety.* The frequency and prevalence of undesirable stude

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