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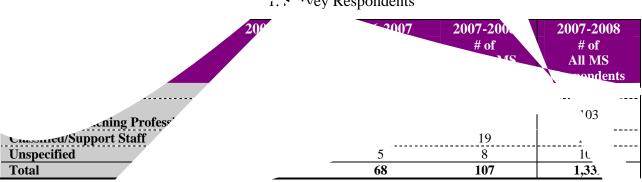
## SUMMARY OF 2005-2006 THROU

~ CONTE CURVE

## OOL

ships among students, all campus

staff, and L veral important outcomes such as student achie culty trust (Hoy, Smith, & Sweetland, 200 idicates that staff climate survey results are related . und reading (Schmitt, 2006; Bush-Richards, Cornetto, a Survey was developed from the measures four sub-dimensions of research-based Organiz. climate (Hoy et al., 2002) eadership, Professional Teacher Behavior, and Achie vlished OCI items, the staff climate survey includes a series designed for relevance to all campus staff. Related items are g. I the average across the items is computed as a subscale score. Su ed to provide an overall climate score. While changes between years 2006-2007 and tistically significant, some patterns in the data were noted. Compared to i. s all middle schools were more favorable in 2007-08 for Collegial Leaders. *tte*. However, high hools staff perceptions of Positive Behavior Supp. *Vverall Climate*, <sup>^</sup>ssional Teacher Behavior, Achievement Press, a. unchanged. Your results for the OCI climate areas and for addition. fety items are <sup>4</sup> in the following report. Longitudinal results n.e. nds in staff perceptions te over time. Scores flagged with up or down a e that a change from rs statistically meaningful.<sup>1</sup> Also, come impl ere made to the 'ev instrument for 2006-2<sup>r</sup> J7; thus, data a. ilable for 2005-06 the tables with ar usterisk (\*). 1. Survey Respondents



## BURNET MIDDLE SCHOOL STAFF CLIMATE SURVEY RESULTS

Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior
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Table 2. Subscale Scores for OCI and Additional Subscales

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.  $\acute{a}$   $\acute{a}$  indicate increases and decreases from the previous year.

*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



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. á â indicate increases and decreases from the previous year.

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.  $\hat{a}$   $\hat{a}$ 

*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.

To the best of your knowledge, how often do the following	Burnet MS	Burnet MS	Burnet MS
events occur at your school?	Avg 2005-06	Avg 2006-07	

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 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
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Safety4.707-04.784.7(3a15 0n0 Tc0.9Cs6 cs 0.501978 0 0ni-y2 12.666valen709uuuuuu 0.9600b.1.476abl2f2.98 9C76

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