





### SCHOOL CLIMATE DIMENSIONS

The first step in improving campus climate is to look at the score for each of the Climate subscales (Table 2). These scores can help in identifying areas in which staff ratings were higher or lower than the desired subscale scores.

For 2008-2009, **the highest Climate subscale for Hart was Collegial Leadership.** Examine the individual items that make up Collegial Leadership and identify those that are particularly positive. Make note of any item that has a score marked by an arrow that indicates it is statistically higher than scores for that item in previous years. Discuss this area of strength with staff and note the ways in which initiatives on campus have addressed these issues in particular during the current school year.

To improve campus climate, it is beneficial to focus on subscales with the lowest scores. For example, **for 2008-2009, the lowest Climate subscale for Hart was Community Engagement.** Examine the individual items contributing to Community Engagement in the table below. Examine these individual items and their average responses to determine possible areas for campus improvement. Often, improving climate in one dimension will have a positive effect on other dimensions.

Each of the climate items was rated on a scale from **1** (*rarely occurs*) to **4** (*very frequently occurs*). Respondents also had the option of marking *N/A*; these responses were not used to compute the item averages.

**Community Engagement.** This subscale was new in 2008-2009 and consisted of 7 items that described the extent to which the school is responsive to and supported by outside influences, such as parents or citizen groups. The individual item and average subscale scores for Hart and for all elementary schools are shown in Table 3.

Table 3. Community Engagement for Hart and All Elementary Campuses

Community Engagement	Hart 2008-2009	All EL 2008-2009
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**Collegial Leadership.** Collegial Leadership involves treating teachers and staff as professional colleagues, and with openness, egalitarianism, and friendliness, but at the same time setting clear expectations and standards for performance. This subscale consisted of 7 items that addressed the degree to which the principal met the social needs of the faculty and worked toward achieving the goals of the school. The individual item and average subscale scores for Hart and for all elementary schools are shown in Table 4.

Table 4. Collegial Leadership for Hart and All Elementary Campuses

Collegial Leadership	Hart			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>2. The principal explores all sides of topics and admits that other opinions exist.</b>	<b>3.16</b>	2.98 <sup>a</sup>	<b>3.36<sup>a</sup></b>	<b>3.05</b>
<b>10. The principal puts suggestions made by faculty into operation.</b>	2.71	2.55 <sup>a</sup>	2.93 <sup>a</sup>	2.81
<b>11. The principal treats all faculty members as his or her equal.</b>	<b>3.21</b>	<b>3.02<sup>a</sup></b>	<b>3.28<sup>a</sup></b>	2.98
<b>16. The principal lets faculty know what is expected of them.</b>	<b>3.26</b>	<b>3.08<sup>a</sup></b>	<b>3.43<sup>a</sup></b>	<b>3.30</b>
<b>18. The principal is willing to make changes.</b>	2.97	2.78 <sup>a</sup>	<b>3.17<sup>a</sup></b>	2.99
<b>22. The principal maintains definite standards for performance.</b>	<b>3.14</b>	<b>3.10</b>	<b>3.31<sup>a</sup></b>	<b>3.29</b>
<b>35. The principal is friendly and approachable.</b>	<b>3.34</b>	<b>3.10<sup>a</sup></b>	<b>3.49<sup>a</sup></b>	<b>3.23</b>
<b>Collegial Leadership Subscale</b>	<b>3.08</b>	<b>3.01</b>	<b>3.27<sup>a</sup></b>	<b>3.09</b>

*Note.* It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

**Professional Teacher Behavior.** This subscale consisted of 8 items that addressed the degree to which respondents indicated respect for colleagues’ competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty. The individual item and average subscale scores for Hart and for all elementary schools are shown in Table 5.

Table 5. Professional Teacher Behavior for Hart and All Elementary Campuses

Professional Teacher Behavior	Hart			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>4. Teachers help and support each other.</b>	<b>3.08</b>	2.98	<b>3.32</b> <sup>a</sup>	<b>3.29</b>
<b>12. Teachers respect the professional competence of their colleagues.</b>	2.99	<b>3.05</b>	<b>3.19</b> <sup>a</sup>	<b>3.14</b>
<b>14. The interactions between faculty members are cooperative.</b>	2.92	2.84	<b>3.28</b> <sup>a</sup>	<b>3.14</b>
<b>17. Teachers in this school exercise professional judgment.</b>	<b>3.01</b>	<b>3.02</b>	<b>3.17</b> <sup>a</sup>	<b>3.26</b>
<b>21. Teachers “go the extra mile” with their students.</b>	<b>3.10</b>	<b>3.21</b>	<b>3.49</b> <sup>a</sup>	<b>3.41</b>
<b>23. Teachers provide strong social support for colleagues.</b>	2.76	2.71	<b>3.11</b> <sup>a</sup>	<b>3.10</b>
<b>33. Teachers onn0.06.8 434.g0007 Tw(professional judgment. )h71a78.4vobs415354 Teachers2388 0.7268 .00husias</b>				

**Achievement Press.** Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. This subscale

**General Climate.** These items measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals. The individual item and subscale averages for Hart and for all elementary schools are shown in Table 7.

Table 7. General Climate for Hart and All Elementary Campuses

General Climate	Hart			All EL
	2006-2007	2007-2008	2008-2009	2008-2009
<b>24. Campus staff are friendly to each other.</b>	<b>3.07</b>	<b>3.03</b>	<b>3.21</b>	<b>3.28</b>
<b>27. Campus staff exhibit pride in their affiliation with the school.</b>	2.90	2.63	2.98	<b>3.17</b>
<b>28. Campus staff are willing to go out of their way to help.</b>	2.97	2.93	<b>3.18</b>	<b>3.18</b>
<b>29. Campus staff accomplish their jobs with enthusiasm.</b>	2.91	2.77	<b>3.02</b>	<b>3.05</b>
<b>30. Campus staff are committed to their jobs.</b>	<b>3.10</b>	<b>3.21</b>	<b>3.32</b>	<b>3.30</b>
<b>37. The goals of my school are made clear.</b>	<b>3.17</b>	2.97	<b>3.40</b>	<b>3.32</b>
<b>General Climate subscale</b>	2.95	2.94	<b>3.18</b>	<b>3.21</b>

*Note.* It is desirable to have a response of at least 3.0; responses of at least 3.0 are noted in bold.

**SCHOOL SAFETY, BEHAVIOR MANAGEMENT, AND POSITIVE BEHAVIOR SUPPORT**

The next section of the survey addressed the safety of the school environment for students and staff, including the prevalence of undesirable student behavior on campus, staff satisfaction with how student behavior was managed on each campus, and staff familiarity with issues related to PBS.

**Undesirable Student Behaviors.** These items measured staff reports about the frequency of selected undesirable student behaviors on campus. The items were rated on a scale of 0 (*never happens*) to 4 (*happens daily*). The individual item and average subscale scores for Hart and for all elementary schools are shown in Table 8. Items with *high* average responses (above 2.0) should be prioritized for improvement.

Table 8. Undesirable Student Behaviors for Hart and All Elementary Campuses





