



## HOUSTON ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

	Overall Climate	External Influences	Collegial Leadership	Professional Teacher Behavior	Achievement Press	General Climate	Positive Behavior Support	Safety
<b>Houston EL 2005-06</b>	*	*	*	*	*	*	*	*
<b>Houston EL 2006-07</b>	<b>3.08</b>	<b>3.07</b>	2.90	<b>3.29</b>	2.76	<b>3.20</b>	<b>3.26</b>	<b>3.26</b>
<b>Houston EL 2007-08</b>	2.94 <sup>â</sup>	2.78 <sup>â</sup>	2.79	<b>3.11<sup>â</sup></b>	2.56 <sup>â</sup>	2.99 <sup>â</sup>	<b>3.00<sup>â</sup></b>	<b>3.01<sup>â</sup></b>
<b>All Elementary 2007-08</b>	<b>3.08</b>	2.70	<b>3.05</b>	<b>3.25</b>	2.87	<b>3.17</b>	<b>3.19</b>	<b>3.17</b>

Note: Overall Climate and individual subscale scores may be interpreted as follows: >3.0 is positive; 2.5 to 3.0 is fair; <2.5 is not positive. <sup>â</sup> <sup>â</sup> indicate increases and decreases from the previous year.

### ORGANIZATIONAL CLIMATE INDEX AND OTHER S

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>â</sup> <sup>â</sup> 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

A large rectangular area of the page is redacted with a solid purple color, obscuring the data for Table 4.

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>∇</sup> indicate increases and decreases from the previous year.

***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. Achiev

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>á</sup> <sup>â</sup> indicate increases and decreases from the previous year.

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.

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**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

	Houston EL Avg 2005-06	Houston EL Avg 2006-07	Houston EL Avg 2007-08	All EL Average 2007-08
<b>Safety Subscale Score</b>	*	<b>3.26</b>	<b>3.01</b>	<b>3.17</b>

***Positive Student Behaviors and Staff Reinforcement of Positive Student Behaviors.***

This subscale measures the frequency and prevalence of positive student behavior and staff reinforcement of positive behaviors. Average scores for each item are shown in the table that follows.

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