

**SUMMARY OF 2005-2006 THROUGH 2007-2008
AISD STAFF C**

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^aItem 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.

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

	Metz EL Avg 2005-06	Metz EL Avg 2006-07	Metz EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	2.50	2.46	3.23 ^á	3.00
9. The principal puts suggestions made by faculty into operation.	*	2.24	3.11 ^á	2.70
10. The principal treats all faculty members as his or her equal.	2.33	2.32	3.21 ^á	2.93

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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. Achievement press is marked by students who persist, strive to achieve, and are respected by each other and teachers for their academic successes. In addition, this subscale measures the extent to which parents, teachers, and principals exert pressure for high standards and school improvement.

Table 6. Results for Achievement Press

	Metz EL Avg 2005-06	Metz EL Avg 2006-07	Metz EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.16	3.47^á	3.47
5. Teachers in this school believe that their students have the ability to achieve academically.	*	3.08	3.40^á	3.40
6. Parents exert pressure to maintain high standards.	*	2.07	2.17	2.38
7. Academic achievement is recognized and acknowledged by the school.	*	2.96	3.35^á	3.26
12. Parents press for school improvem				

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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

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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