

SUMMARY OF

PAREDES MIDDLE 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
Paredes MS 2005-06	*	*	*	*	*	*	*	*
Paredes MS 2006-07	2.81	2.83	2.91	3.01	2.50	2.92	3.03	3.03
Paredes MS 2007-08	2.83	2.78	2.97	3.02	2.59	2.97	2.92	2.67 ^â
All Middle Schools 2007-08	2.87	2.65	3.07	3.13	2.63	3.00	3.02	2.63

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

ORGANIZATIONAL CLIMATE INDEX AND OTHER SUBSCALE RESULTS

Each item was rated on a scale from **1** (*Rarely Occurs*) to **4** (*Very Frequently Occurs*)¹. Average scores for each item and a subscale score for your school are reflected in the tables below.

External Influences. This subscale consists of 5 items that describe the extent to which the school is affected by outside influences such as parents or citizen groups. High vulnerability suggests that both teachers and principals are unprotected from external demands.

Table 3. Results for External Influences

	Paredes MS Avg 2005-06	Paredes MS Avg 2006-07	Paredes MS <input type="text"/>

Note: It is desirable to have an average response of at least 3.0, indicated in **bold** type. ^âItem was reverse-scored such that a response of “Rarely Occurs” was scored as a 4. ^â ^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 facu

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.

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

	Paredes MS Avg 2005-06	Paredes MS Avg 2006-07	Paredes MS Avg 2007-08	All MS Average 2007-08
2. The school sets high standards for academic performance.	*	3.19	3.33	3.30

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. ^Δ ^Δ 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?	Paredes MS Avg 2005-06	Paredes MS Avg 2006-07	Paredes MS Avg 2007-08	All MS Average 2007-08
38. Student racial tension	1.93	1.56	1.34 â	1.63
39. Student bullying	2.94	2.55	1.97 â	2.35
40. Widespread disorder in classrooms	2.14	1.75	1.39 â	1.60
41. Student acts of disrespect for Teachers	3.12	2.57	2.45	2.42
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.95	2.46	2.20â	2.27
43. Student acts of disrespect for Classified or Support Staff	2.88	2.41	2.16â	2.16
44. Gang activities	2.23	1.39	1.41	1.63

Prevalence of Selected Student Behaviors. This subscale measures the prevalence of selected undesirable student behaviors. Items were rated on a scale of 0 (*None*) to 5 (*All*). Average scores for each item are shown in the table that follows.

Table 9. Results for Prevalence of Undesirable Student Behaviors

To the best of your knowledge, how many students at your school display behaviors that contribute to the following events?	Paredes MS Avg 2005-06	Paredes MS Avg 2006-07	Paredes MS Avg 2007-08	All MS Average 2007-08
47. Student racial tension	1.90	1.55	1.49	1.56
48. Student bullying	2.16	1.81	1.93	1.87
49. Widespread disorder in classrooms	1.79	1.68	1.64	1.58
50. Student acts of disrespect for Teachers	2.09	1.89	2.02	1.87
51. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.95	1.82	1.99 â	1.77
52. Student acts of disrespect for Classified or Support Staff	2.00	1.76	1.94 â	1.73
53. Gang activities	1.62	1.29	1.44	1.43

Note: It is desirable to have an average response of *less than 2.0*, indicated in **bold** type. â 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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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