



REILLY ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

	Overall Climate	External Influences		

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. ↑ ↓ 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

	Reilly EL Avg 2005-06	Reilly EL Avg 2006-07	Reilly EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.26	2.97	2.87	3.00
9. The principal puts suggestions made by faculty into operation.	*	2.72	2.83	2.70
10. The principal treats all faculty members as his or her equal.	3.36	2.97	3.00	2.93
15. The principal lets faculty know what is expected of them.	3.59	3.05	3.23^á	3.25
17. The principal is willing to make changes.	*	2.90	2.89	2.93
21. The principal maintains definite standards for performance.	*	3.07	3.30^á	3.22
34. The principal is friendly and approachable.	3.59	3.43	3.48	3.21
Collegial Leadership Subscale	*	3.05	3.15	3.05

Professional Teacher Behavior. This subscale consists of 8 items that address the degree to which there is respect for colleagues' competence, commitment to students, autonomous judgment, and mutual cooperation and support among the faculty.

Table 5. Results for Professional Teacher Behavior

	Reilly EL Avg 2005-06	Reilly EL

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

	Reilly EL Avg 2005-06	Reilly EL Avg 2006-07	Reilly EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.41	3.46	3.47
5. Teachers in this school believe that their students have the ability to achieve academically.	*	3.48	3.43	3.40
6. Parents exert pressure to maintain high standards.	*	2.22	2.05 ^á	2.38
7. Academic achievement is recognized and acknowledged by the school.	*	3.33	3.34	3.26
12. Parents press for school improvement.	*	2.06	2.08	2.24
14. Students in this school can achieve the goals that have been set for them.	*	3.00	3.27^á	3.11
18. Students respect others who get good grades.	3.17	2.76	3.17^á	2.96
24. Students seek extra work so they can get good grades.	2.20	1.86	2.53 ^á	2.13
31. Students try hard to improve on previous work.	2.92	2.55	2.88 ^á	2.67
33. The learning environment is orderly and serious.	3.35	2.97	3.24^á	3.08
Achievement Press Subscale	*	2.85	3.01^á	2.87

General Climate. In addition to the OCI items, the survey also included 7 climate items that measure the extent to which all campus staff are friendly towards each other and work towards clear, common goals.

Table 7. Results for General Climate

	Reilly EL Avg 2006-07	Reilly EL Avg 2007-08	All EL Average 2007-08
23. Campus staff are friendly to each other.	3.45	3.48	3.29
26. Campus staff exhibit pride in their affiliation with the school.	3.06	3.48^á	3.14

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

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

	Reilly EL Avg 2005-06	Reilly EL Avg 2006-07	Reilly EL Avg 2007-08	All EL Average 2007-08
Safety Subscale Score	*	2.91	3.43	3.17

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.

Table 11. Results for Positive Student Behavior and Behavior Support

To the best of your knowledge, how often do the following events occur at your school?	Reilly EL Avg 2005-06
--	--------------------------

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