

	2005-2006 # of Sims EL Respondents	2006-2007 # of Sims EL Respondents	2007-2008 # of Sims EL Respondents	2007-2008 # of Sims EL Respondents
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¹ Effect sizes (Cohen's d) were calculated using the means from 2006-2007 and 2007-2008. Effect sizes are a measure of the magnitude of the difference between two means. Mean differences were flagged as meaningful where $d \geq .18$.

SIMS ELEMENTARY SCHOOL STAFF CLIMATE SURVEY RESULTS

Table 2. Subscale Scores for OCI and Additional Subscales

A large redacted area consisting of a solid purple rectangle with a white horizontal bar in the center, obscuring the table content.

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.

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

	Sims EL Avg 2005-06	Sims EL Avg 2006-07	Sims EL Avg 2007-08	All EL Average 2007-08
1. The principal explores all sides of topics and admits that other opinions exist.	3.15	3.24	2.96 ^â	3.00
9. The principal puts suggestions made by faculty into operation.	*	2.84	2.73	2.70
10. The principal treats all faculty members as his or her equal.	2.95	3.13	2.69 ^â	2.93
15. The principal lets faculty know what is expected of them.	3.46	3.46	3.24 ^â	3.25
17. The principal is willing to make changes.	*	3.15	2.82 ^â	2.93
21. The principal maintains definite standards for performance.	*	3.30	3.13 ^â	3.22
34. The principal is friendly and approachable.	3.14	3.19	2.85 ^â	3.21
Collegial Leadership Subscale	*	3.16	3.00 ^â	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

	Sims EL Avg 2005-06	Sims EL Avg 2006-07	Sims EL Avg 2007-08	All EL Average 2007-08

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. ^â ^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

	Sims EL Avg 2005-06	Sims EL Avg 2006-07	Sims EL Avg 2007-08	All EL Average 2007-08
2. The school sets high standards for academic performance.	*	3.56	3.44	3.47
Teachers in this school believe that their students have the ability to achieve academically.	*	3.31	3.38	3.40 * *

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?	Sims EL Avg 2005-06	Sims EL Avg 2006-07	Sims EL Avg 2007-08	All EL Average 2007-08
38. Student racial tension	1.37	1.18	1.13	0.88
39. Student bullying	2.14	1.96	1.95	1.66
40. Widespread disorder in classrooms	1.30	1.40	1.58 ↑	0.95
41. Student acts of disrespect for Teachers	2.15	2.25	2.06	1.54
42. Student acts of disrespect for Nonteaching Professional or Administrative Staff	2.10	1.91	1.83	1.41
43. Student acts of disrespect for Classified or Support Staff	2.10	1.81	1.87	1.37
44. Gang activities	0.34	0.35	0.50 ↑	0.41

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?	Sims EL Avg 2005-06	Sims EL Avg 2006-07	Sims EL Avg 2007-08	All EL Average 2007-08
47. Student racial tension	1.25	1.20	1.24	0.88
48. Student bullying	2.00	1.70	1.49 ↓	1.37
49. Widespread disorder in classrooms	1.44	1.51	1.44	1.05
50. Student acts of disrespect for Teachers	1.80	1.69	1.70	1.33
51. Student acts of disrespect for Nonteaching Professional or Administrative Staff	1.76	1.69	1.58	1.24
52. Student acts of disrespect for Classified or Support Staff	1.76	1.69	1.56	1.22
53. Gang activities	0.45	0.40	0.70 ↑	0.46

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

	Sims EL Avg 2005-06	Sims EL Avg 2006-07
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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