Dimension and Subscale	Bailey 04-05	Bailey 05-06	Bailey 06-07	All Middle Schools 06-07
Behavioral Environment	**2.52**	**2.51**	**2.91**	**2.91**
Peer Behavior	2.33	2.28	2.78	2.75
Behavioral Expectations	2.59	2.66	3.08	3.16
School Safety and Cleanliness	2.70	2.69	2.93	2.91
Adult/Student Interactions				

Behavioral Expectations:

Three items comprise this subscale, which measures the clarity and enforcement of school rules and the consequences for rule violations. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Behavioral Expectations Items

Behavioral Expectations Items	Bailey 04-05	Bailey 05-06	Bailey 06-07	All Middle Schools 06-07
9. Everyone knows what the school rules are.	2.37	2.39	2.71	2.89
12. My teachers always make sure that students follow the rules.	2.92	3.03	3.24	3.25
13. My classmates know there are consequences for breaking the rules.	2.49	2.57	3.23	3.29
Behavioral Expectations Average	**2.59**	**2.66**	**3.08**	**3.16**

School Safety and Cleanliness:

The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Average scores for each item and for the subscale are reflected in the table below.

Average Response for School Safety and Cleanliness Items

School Safety and Cleanliness Items	Bailey 04-05	Bailey 05-06	Bailey 06-07	All Middle Schools 06-07
15. I feel safe at my school.	2.71	2.74	2.99	2.95
16. This school is clean.	2.66	2.60	2.81	2.82
17. I feel safe on the school property.	2.75	2.74	2.98	2.96
School Safety and Cleanliness Average	**2.70**	**2.69**	**2.93**	**2.91**

ADULT/STUDENT INTERACTIONS

Sixteen items on the survey assess the relationship between students and adults on campus, both inside and outside the classroom. The Adult/Student Interactions dimension is measured through two subscales, labeled "Teacher Support and Engagement" and "Adult Fairness and Respect." Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Teacher Support and Engagement:

This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table that follows.

Average Response for Teacher Support and Engagement Items

Teacher Support and Engagement Items	Bailey 04-05	Bailey 05-06	Bailey 06-07	All Middle Schools 06-07
18. Teachers give rewards or praise for good behavior.	2.25	2.41	2.40	2.58
31. Teachers give rewards or praise for good work.	2.24	2.40	2.40	2.59
27. My teachers are excited about what they teach.	2.51	2.52	2.78	2.95
28. My teachers like to teach.	2.65	2.71	3.02	3.17
36. Teachers give me the help I need with assignments.	2.63	2.78	3.00	3.10
37. My teachers understand when I have a personal problem.	2.24	2.44	2.39	2.61
38. Teachers help students with personal problems.	2.17	2.36	2.37	2.66
Teacher Support and Engagement Average	**2.40**	**2.54**	**2.63**	**2.81**

Adult Fairness and Respect:

The nine items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.

Adult Fairness and Respect Items	Bailey 04-05	Bailey 05-06	Bailey 06-07	All Middle Schools 06-07
4. Teachers at this school care about their students.	2.86	2.96	3.21	3.27
5. Adults at this school listen to student ideas and opinions	2.41	2.46	2.66	2.83
6. Adults at this school treat all students fairly.	2.37	2.36	2.73	2.86
7. The staff in the front office show respect to students.	2.73	2.67	2.96	3.30
10. The school rules are fair.	2.17	2.17	2.57	
	2.60	2.64	2.80	
	2.69	2.81	3.08	
Adult Fairness and Respect Average	**2.54**	**2.57**	**2.85**	**2.97**

Academic Self-Confidence:

This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

Average Response for Academic Self-Confidence Items

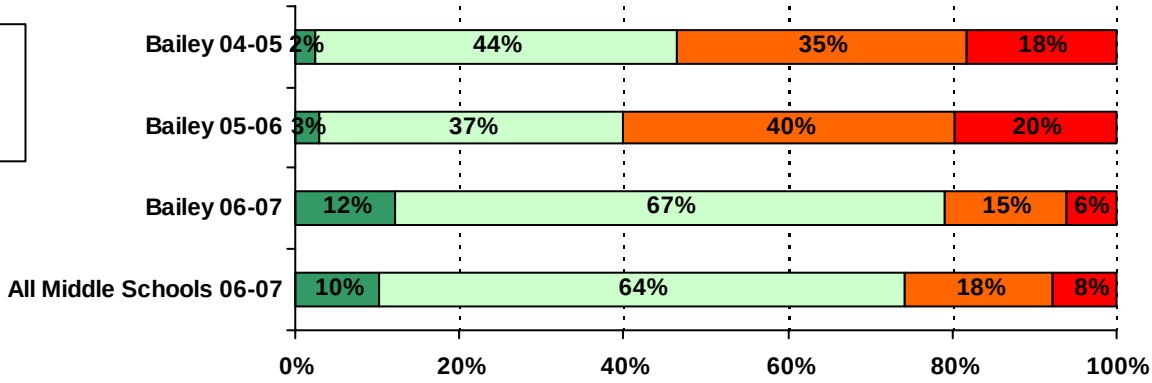
Academic Self-Confidence Items	Bailey 04-05	Bailey 05-06	Bailey 06-07	All Middle Schools 06-07
22. I can listen well and understand the thoughts and feelings of other students.	2.72	2.81	3.08	3.07
23. I can explain my thoughts and feelings clearly in discussions.	2.65	2.74	2.79	2.81
24. I can explain my thoughts and feelings clearly in writing.	2.74	2.87	2.95	2.94
32. I can reach the goals I set for myself.	n/a	2.89	3.20	3.20
33. I can work well in groups.	2.72	2.88	3.32	3.28
25. I feel/felt well prepared for TAKS.	2.95	2.88	3.09	3.20
30. My teachers show me how to know if my work is good.	2.51	2.66	2.83	3.01
34. I can tell if my work is good.	2.84	2.91	3.25	3.18
35. I know how I'm doing in school.	2.66	2.78	3.19	3.23
26. I try hard to do my best work.	3.11	3.24	3.51	3.43
29. I feel successful in my schoolwork.	2.95	2.99	3.16	3.14
Academic Self-Confidence Average	**2.79**	**2.87**	**3.12**	**3.13**

HOW TO IMPROVE SCHOOL CLIMATE

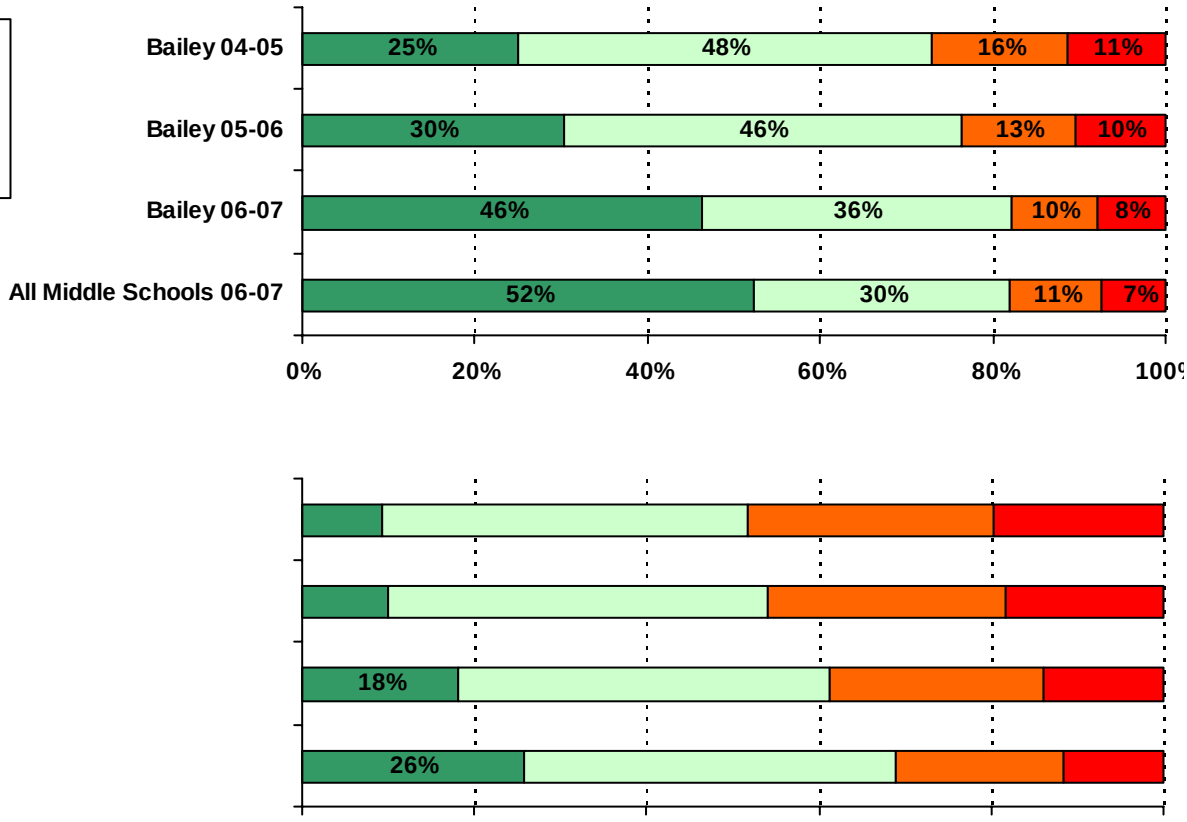
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational experience (Marshall, n.d.; Stover, 2005; Perkins, 2006). Your campus already is doing some of these things, but you may want to consider ways to enhance current efforts in the following areas.

a) Increased parent and community involvement.
b) Implementation of character education.
c) Use of violence-prevention and conflict resolution curricula.
d) Use of peer mediation.
e) Prevention of acts of bullying.
f) Fair, equal, and respectful treatment of students.
g) Providing a safe environment for staff and students.
h) Personalization through adopt-a-kid programs or honoring most-improved students.
i) Implementation of good classroom management.
j) Modeling of respect and teamwork among leadership and staff.

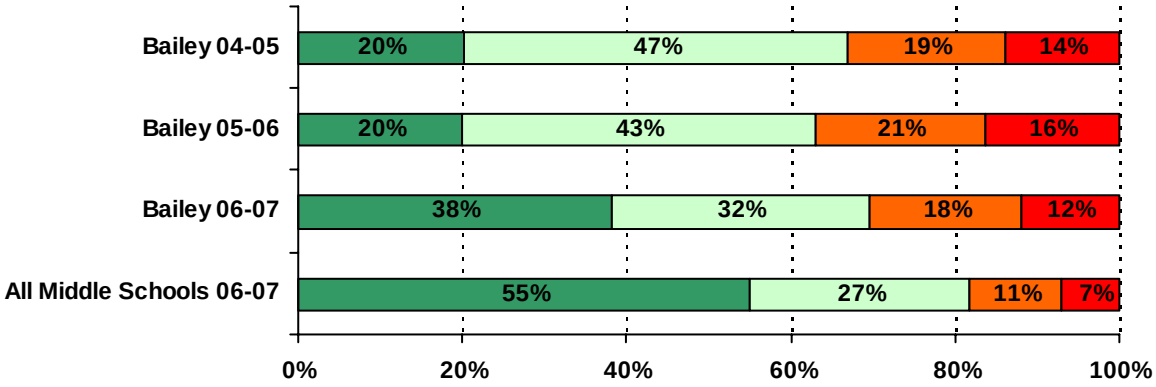
1. My classmates

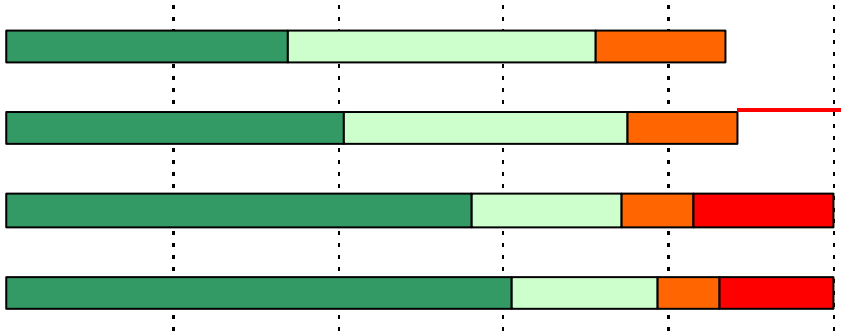


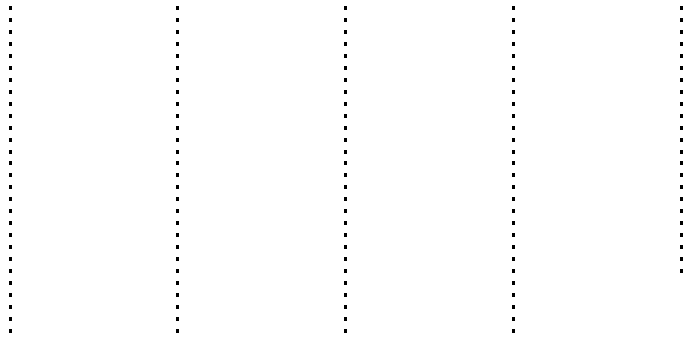
4. Teachers at this school care about their students.



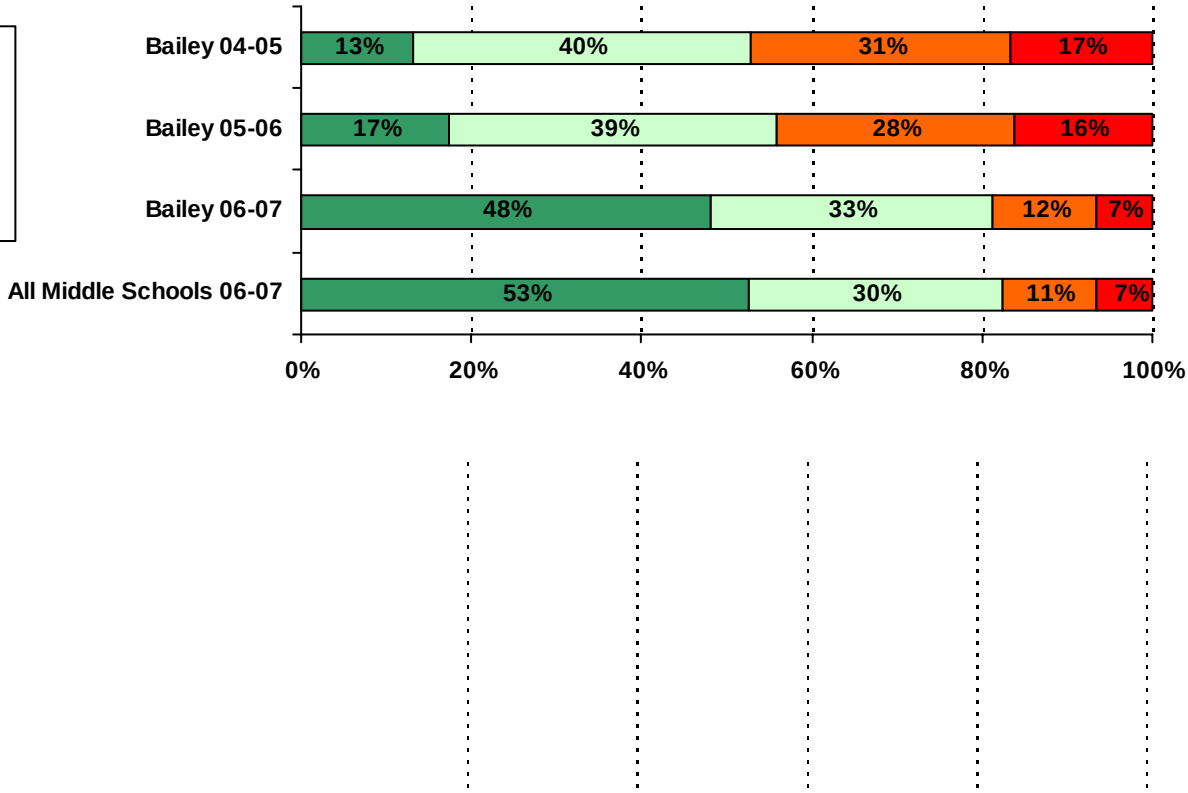
7. The staff in the front office show respect to students.

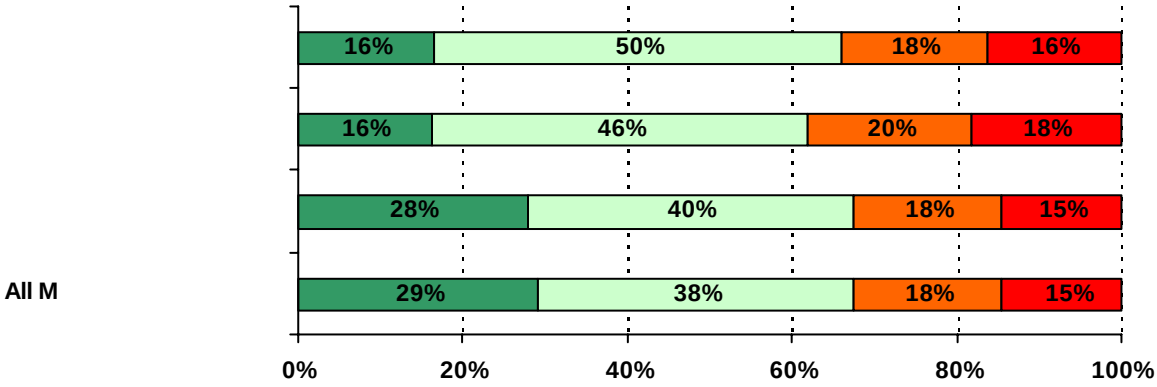






13. My classmates know there are consequences for breaking the rules.

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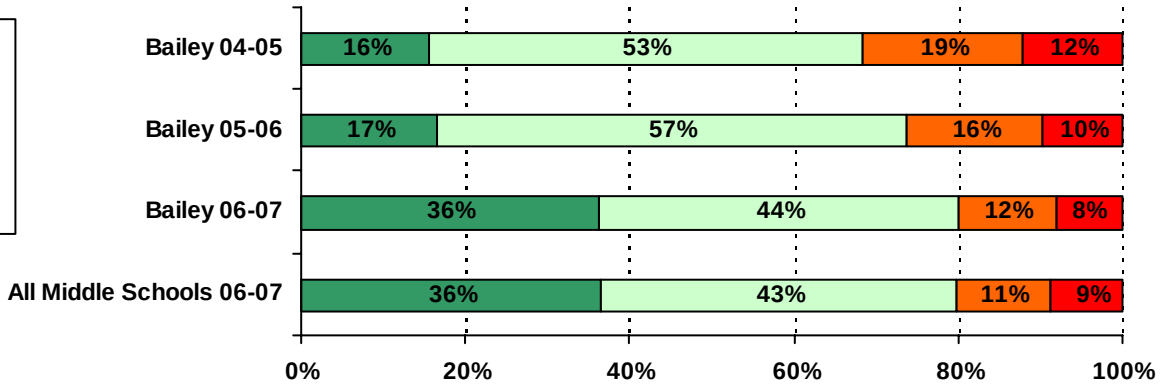
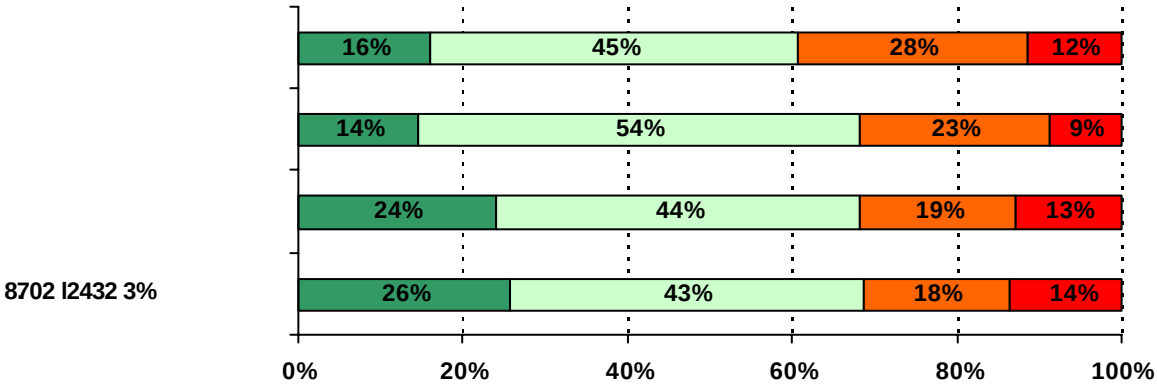
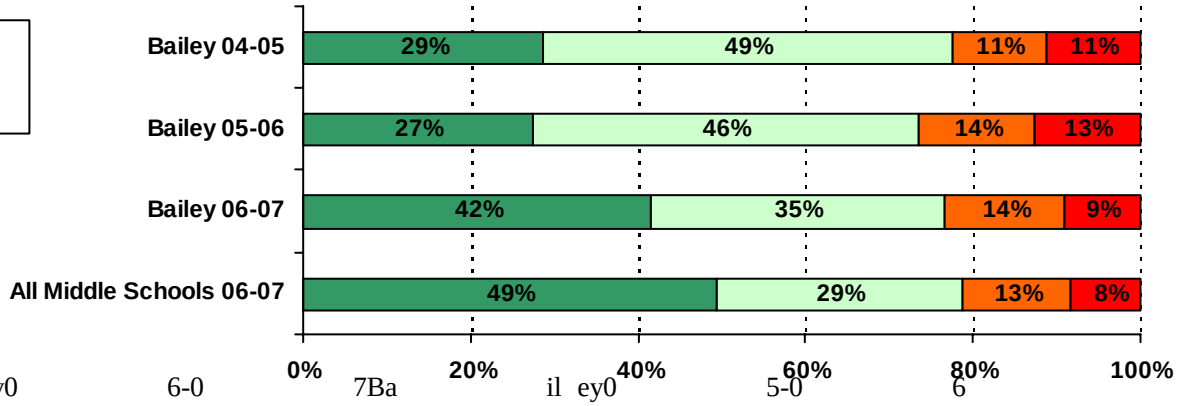
22. I can listen well and understand the thoughts and feelings of other students.





25. I feel/felt well prepared for TAKS.



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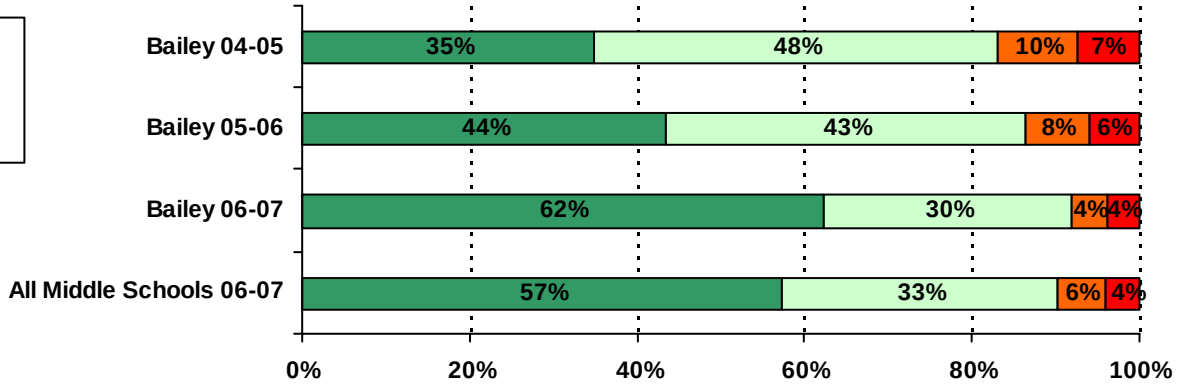
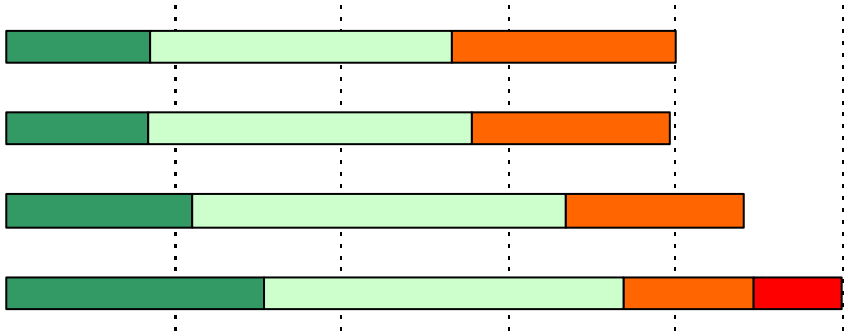
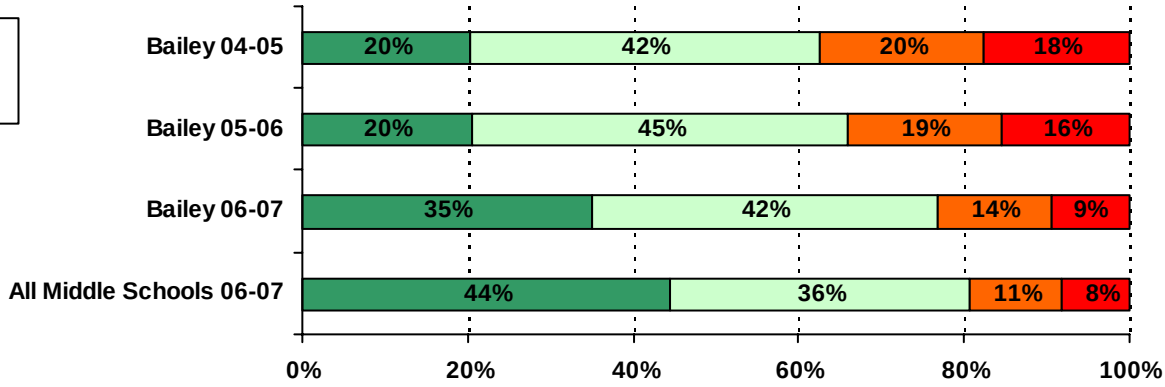
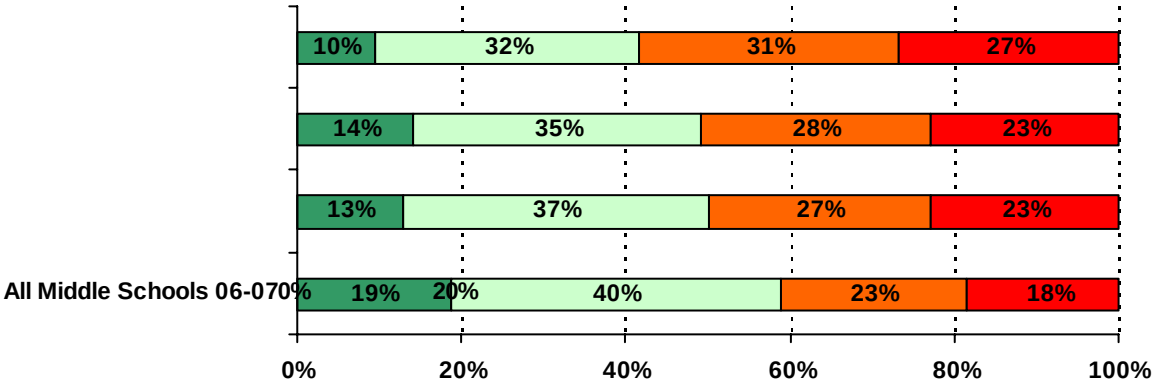
26. I try hard to do my best work.%





28. My teachers like to teach.

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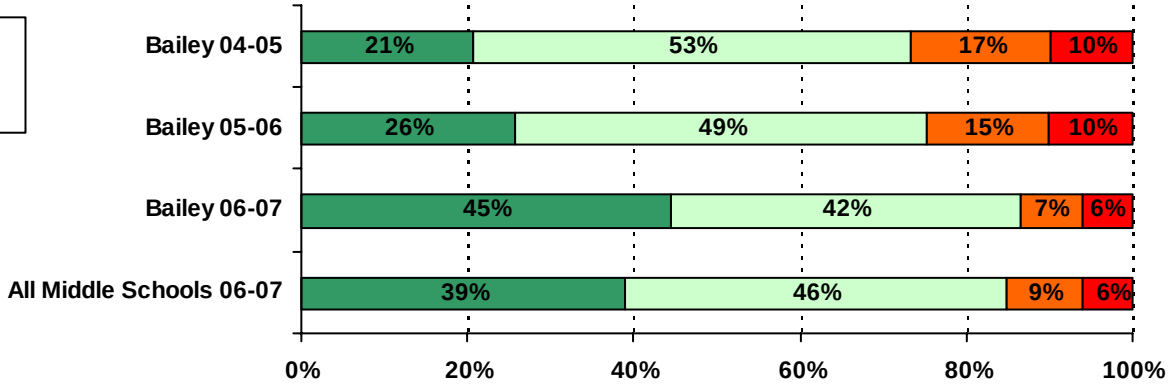
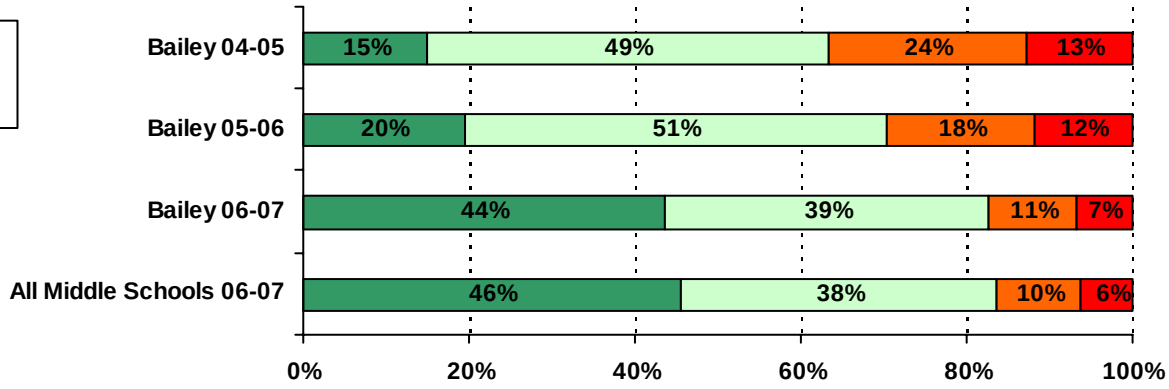
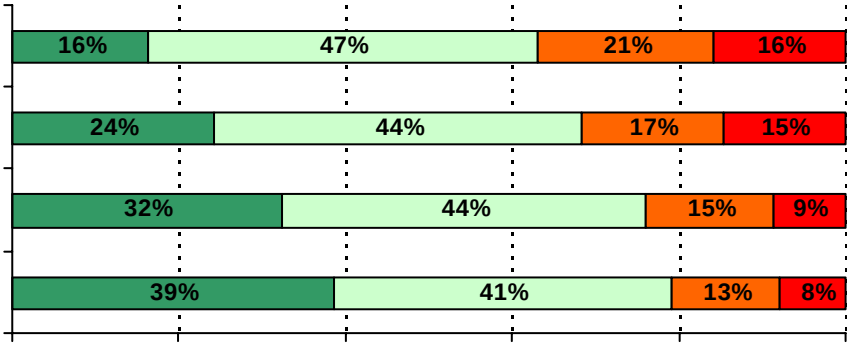
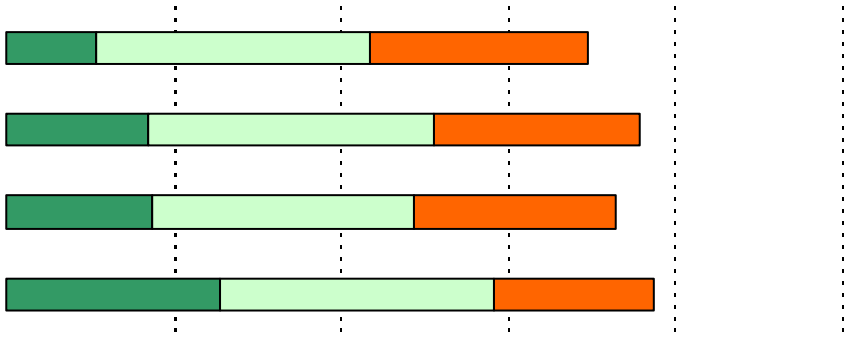
34. I can tell if my work is good.

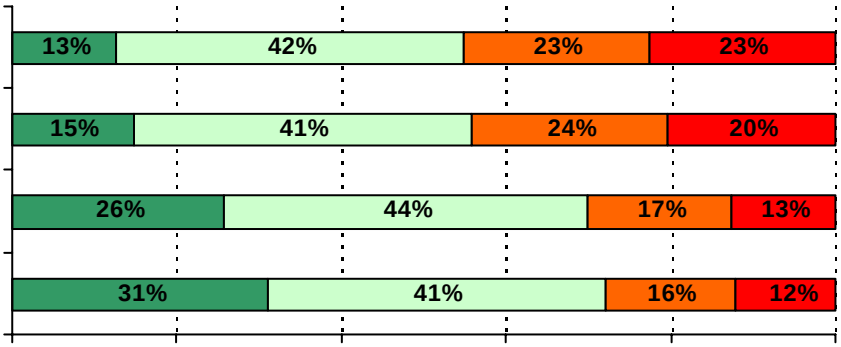


35. I know how I'm doing in school.





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