



3.04

2.79

3.13

First, examine your campus scores for changes over time. Green upward-facing arrows indicate a statistically meaningful increase in average score from the previous year, red downward-facing arrows indicate a statistically meaningful decrease from the previous year. It is particularly important to examine the individual item responses on the following pages for any subscales with meaningful changes from year to year. If you do not see any arrows, changes in your school's dimension or subscale scores may not represent meaningful differences from year to year.

If the average score for your campus has increased in a particular area, please consider campus policies and practices that may be responsible for these improvements. Conversely, if the average score has decreased, please examine any changes on your campus that may account for these declines and consider possible strategies for improvement. Page 6 contains more information about ways to improve school climate.

Scores for your campus this year should be examined relative to the scores for all schools at your level. If your school's average score for a dimension or subscale is lower than the average for all schools at your level, individual item responses will help you to identify areas for targeted improvement efforts. Alternatively, if your school's average score for this year is higher than the average for all schools at your level, individual item responses will provide more detailed information regarding specific areas of strength to help you identify successful strategies.

The following pages contain response averages for each survey item, grouped by subscale. More detailed information regarding the percentage of students selecting each response option may be found in the Appendix at the end of this report.

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## BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness." Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

### ***Peer Behavior:***

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Peer Behavior Items

<i>Peer Behavior Items</i>	Oak Springs 03-04	Oak Springs 04-05	Oak Springs 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.25	2.05	2.44	2.74
2. Students at my school respect other students who are different than they are.	2.32	2.20	2.38	2.87
3. I am happy with the way students treat me at school.	2.61	2.55	2.69	2.98
14. Students at my school obey the school rules.	2.11	2.29	2.22	2.54
<b>Peer Behavior Average</b>	<b>2.33</b>	<b>2.27</b>	<b>2.44</b>	<b>2.79</b>

	Oak Springs	Oak Springs	All Elementary Schools
	3.26	3.47	3.11
	3.37	3.37	3.24
	3.08	3.39	3.08

***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 below.

Average Response for Teacher Support and Engagement Items

<b><i>Teacher Support and Engagement Items</i></b>	<b>Oak Springs 03-04</b>	<b>Oak Springs 04-05</b>	<b>Oak Springs 05-06</b>	<b>All Elementary Schools 05-06</b>
18. Teachers give rewards or praise for good behavior.	3.58	3.43	3.82	3.37
31. Teachers give rewards or praise for good work.	3.52	3.43	3.68	3.33
27. My teachers are excited about what they teach.	3.31	3.26	3.73	3.41
28. My teachers seem to enjoy teaching.	3.37	3.32	3.65	3.54
36. Teachers give me the help I need with assignments.	3.36	3.32	3.63	3.50
37. My teachers are understanding when I have personal problems.	3.25	3.09	3.46	3.35
38. Teachers help students with personal problems.	3.35	3.20	3.69	3.38
<b>Teacher Support and Engagement Average</b>	<b>3.39</b>	<b>3.29</b>	<b>3.64</b>	<b>3.39</b>

***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.

	Oak Springs	Oak Springs	Oak Springs	All Elementary Schools
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	3.60	3.53	3.78	3.71
	3.18	3.15	3.44	3.31
	3.07	2.92	3.18	3.28

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### ***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

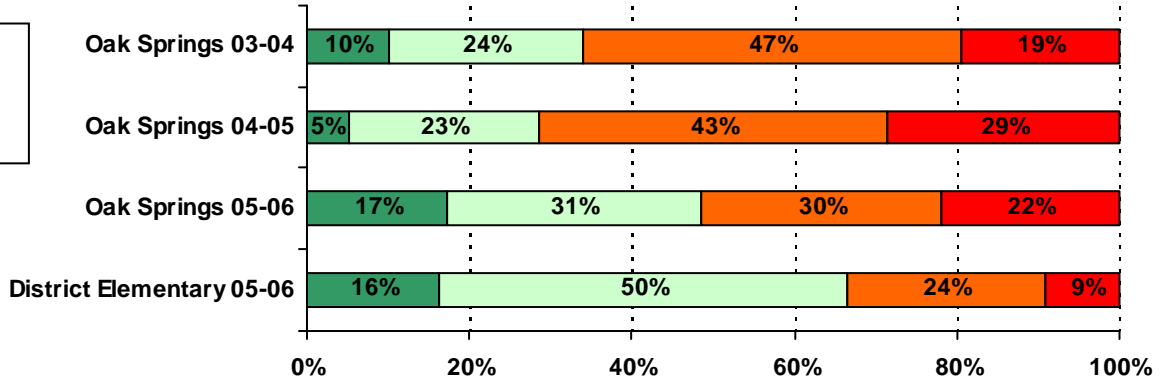
<b><i>Academic Self-Confidence Items</i></b>	<b>Oak Springs 03-04</b>	<b>Oak Springs 04-05</b>	<b>Oak Springs 05-06</b>	<b>All Elementary Schools 05-06</b>
22. I have learned how to listen better so I can understand the ideas of other students.	3.30	3.25	3.47	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.19	3.19	3.53	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.20	3.26	3.49	3.34
32. I have learned to reach the goals I set for myself.	n/a	n/a	3.44	3.43
33. I have learned ways of working better in groups.	3.36	3.44	3.61	3.42
25. I feel/felt well prepared for TAKS.	3.27	3.31	3.43	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.33	3.29	3.52	3.39
34. I know whether or not my work is good without being told.	3.04	3.01	3.44	3.23
35. I have learned how to evaluate my work and keep track of my progress.	3.23	3.10	3.45	3.34
26. I try hard to do my best on my schoolwork.	3.55	3.69	3.79	3.68
29. I feel successful in my schoolwork.	3.25	3.32	3.52	3.43
<b>Academic Self-Confidence Average</b>	<b>3.28</b>	<b>3.26</b>	<b>3.50</b>	<b>3.39</b>

### **HOW TO IMPROVE SCHOOL CLIMATE**

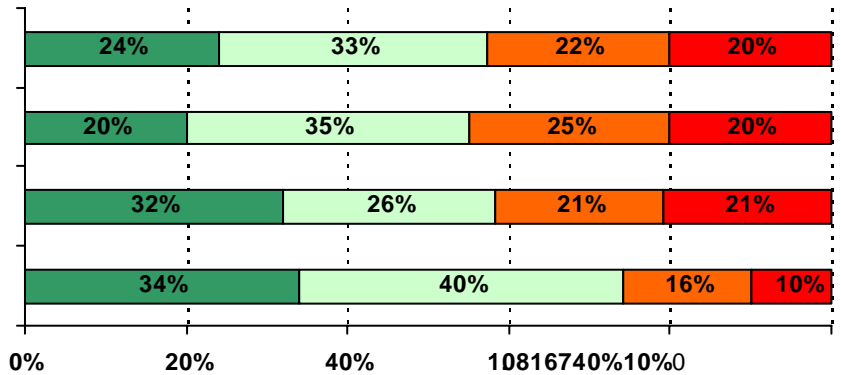
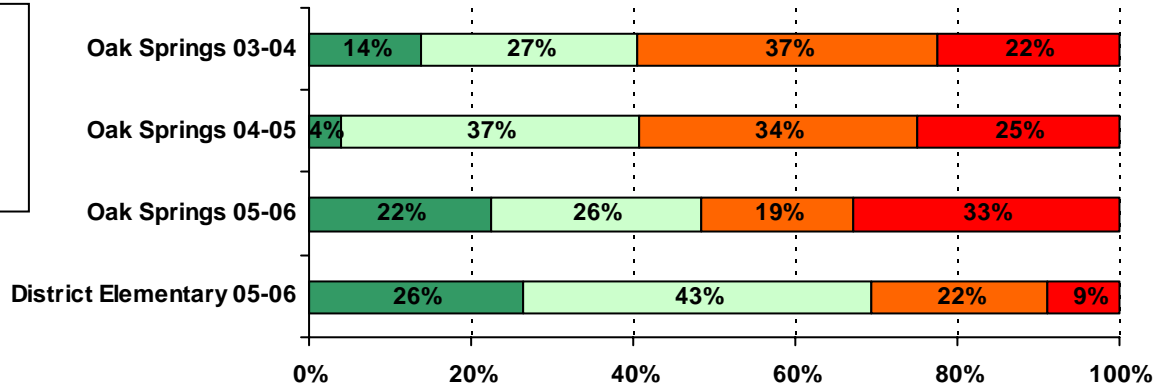
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational 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.

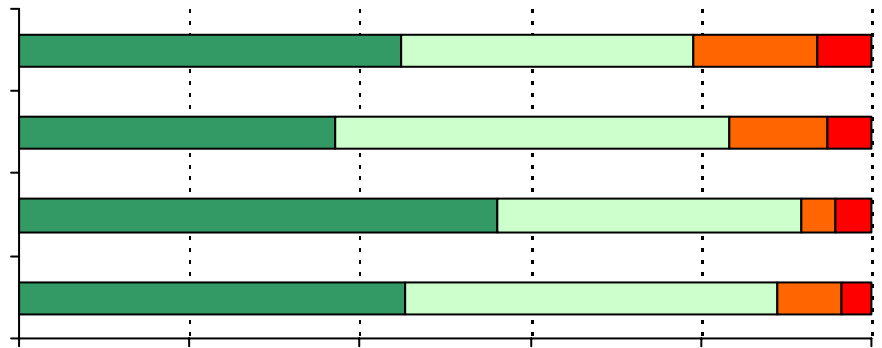
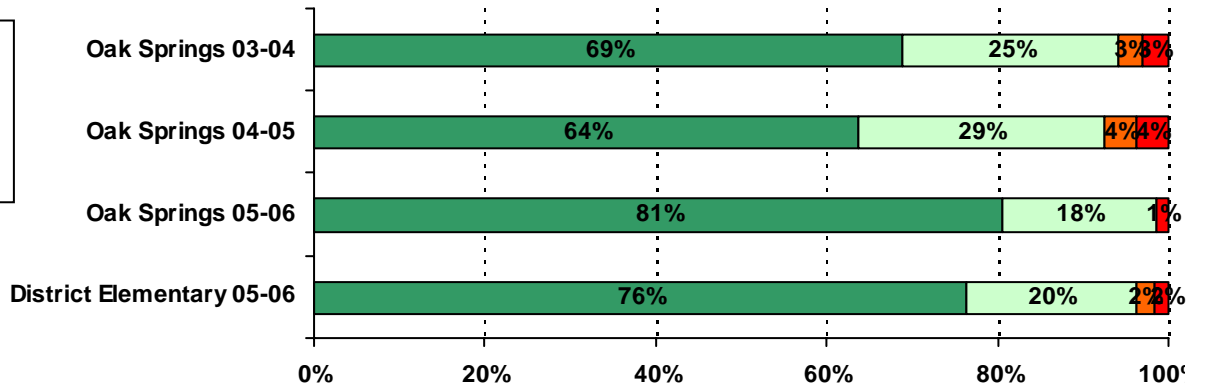
1. Students in my school respect each other.



2. Students at my school respect other students who are different than they are.

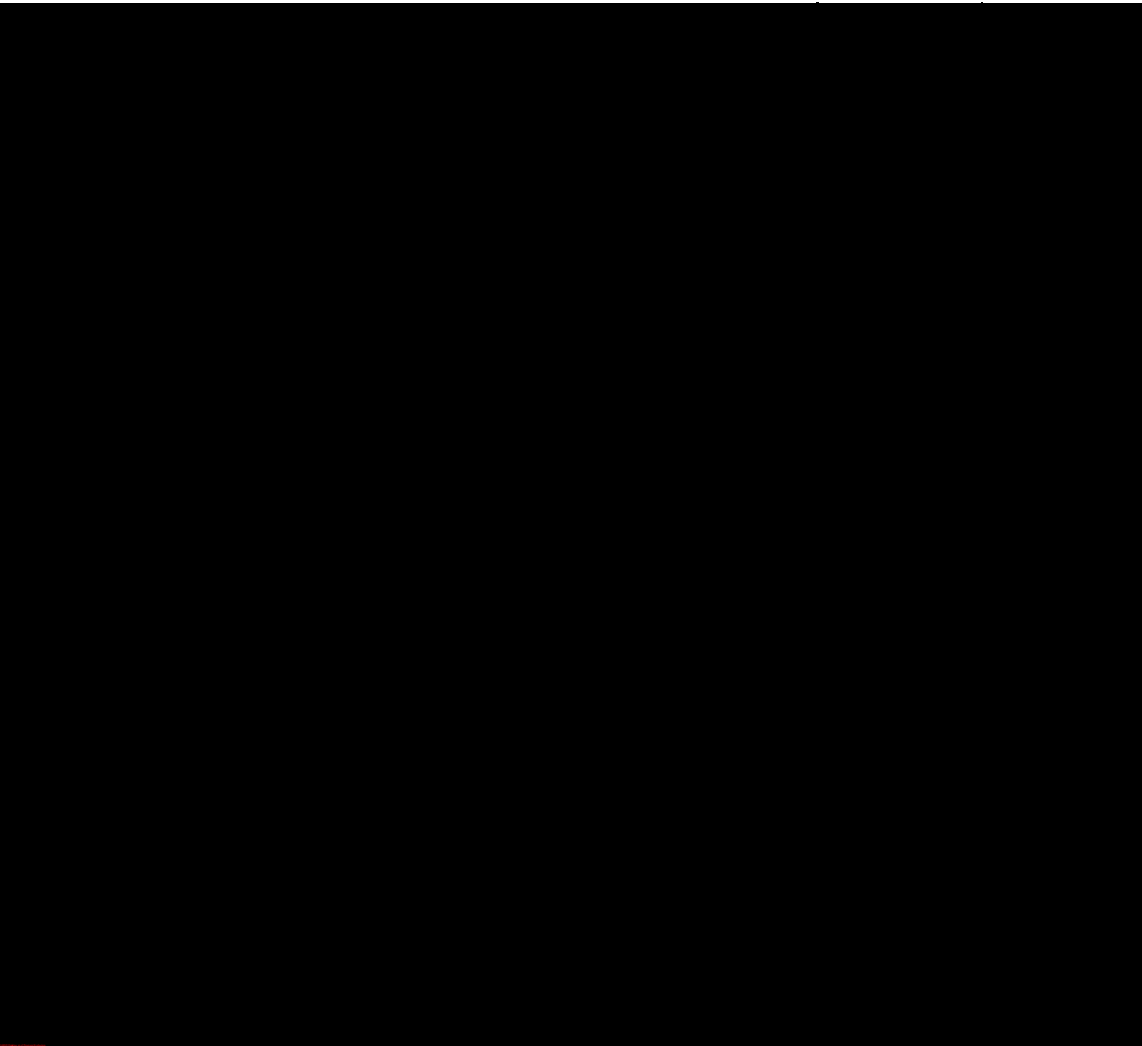
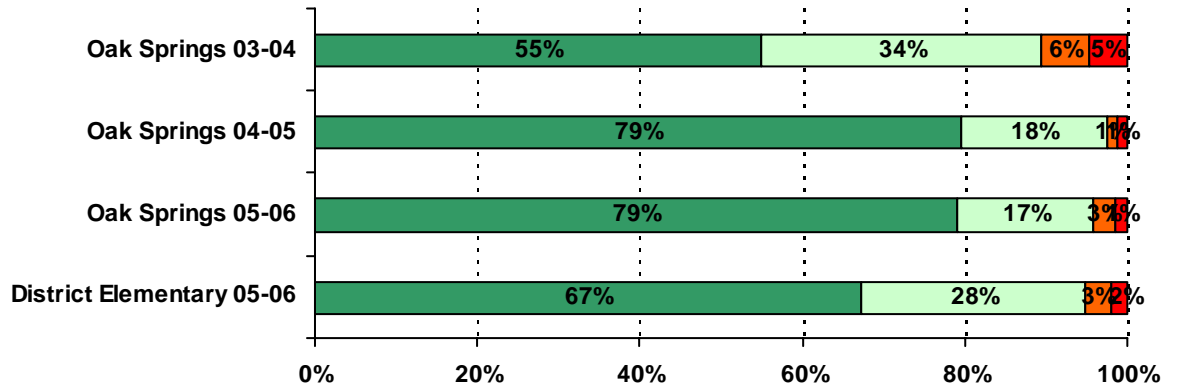


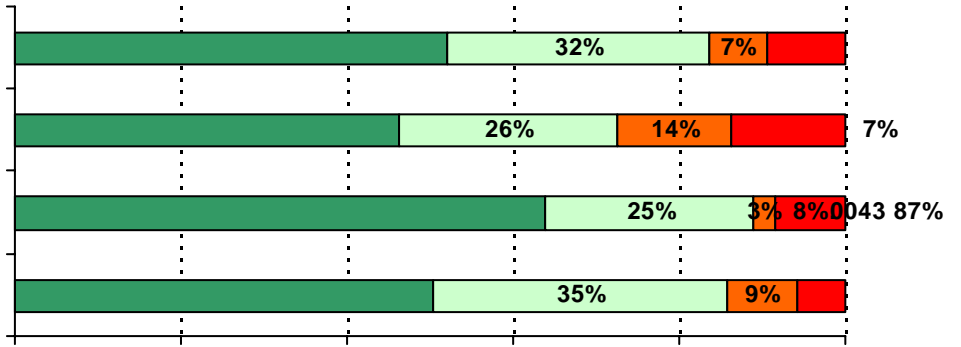
4. Teachers at this school care about their students.



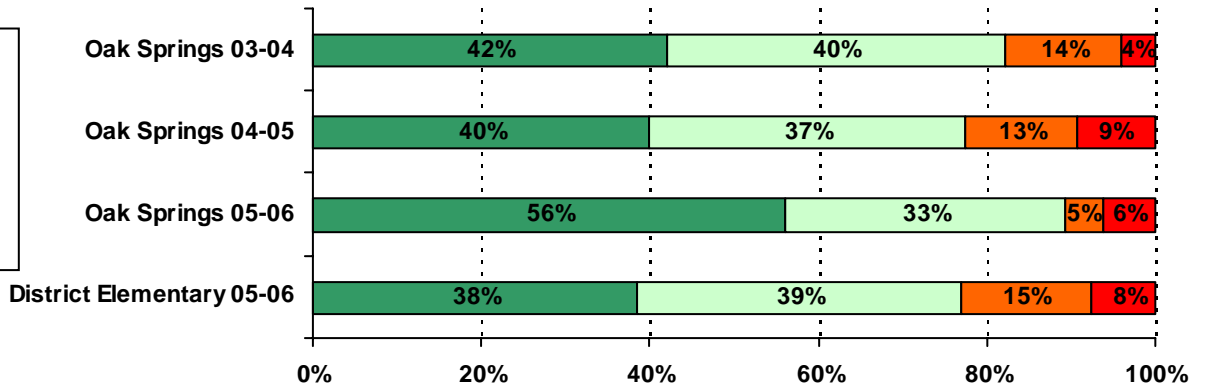


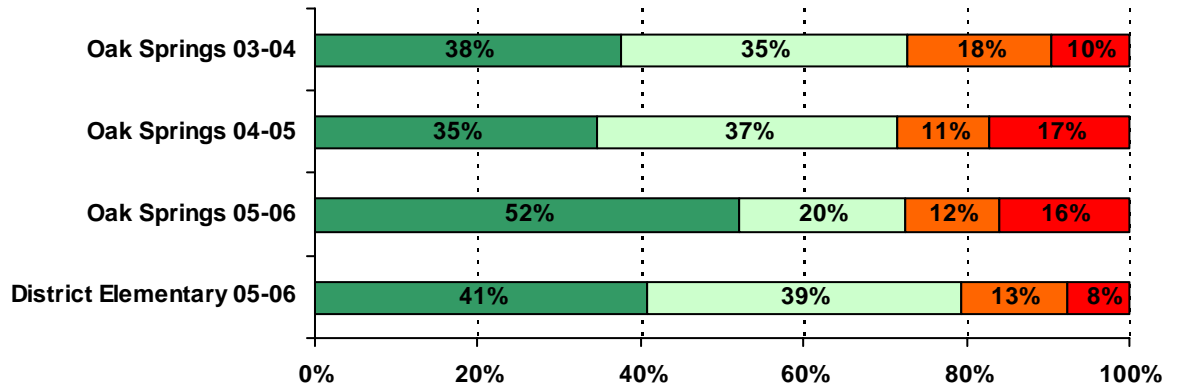
7. The staff in the front office respect students.





13. If a school rule is broken, students know



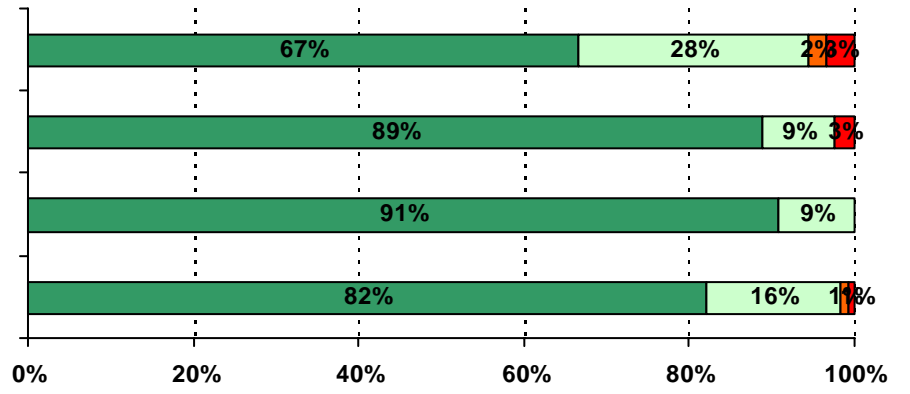


Strongly

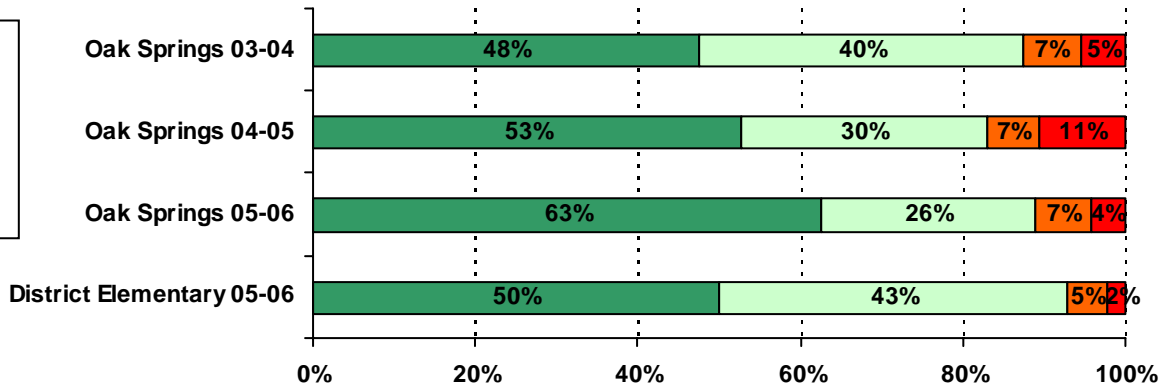
Agree

Disagree

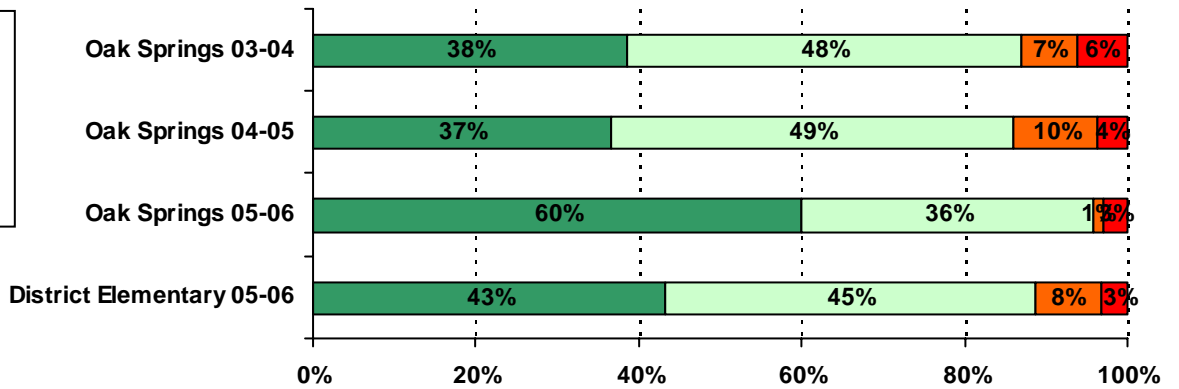
Strongly



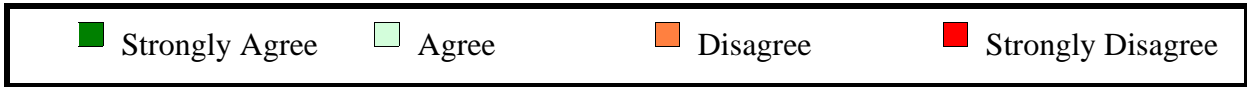
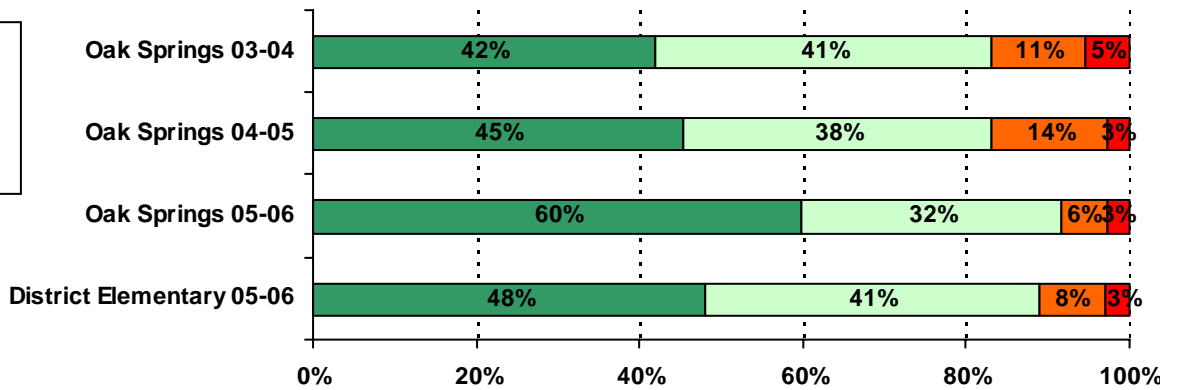
22. I have learned how to listen better so I can understand the ideas of other students.



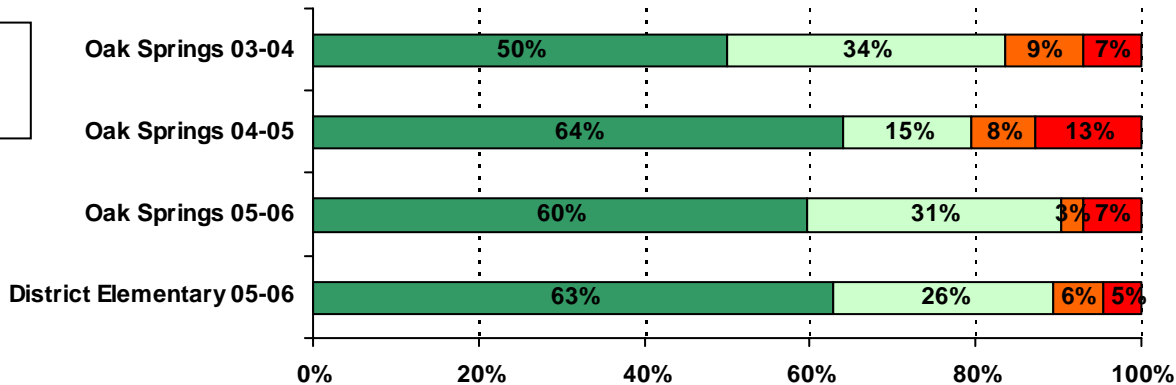
23. I have learned how to explain my ideas more clearly to others in discussions.



24. I have learned how to explain my ideas in writing more clearly.



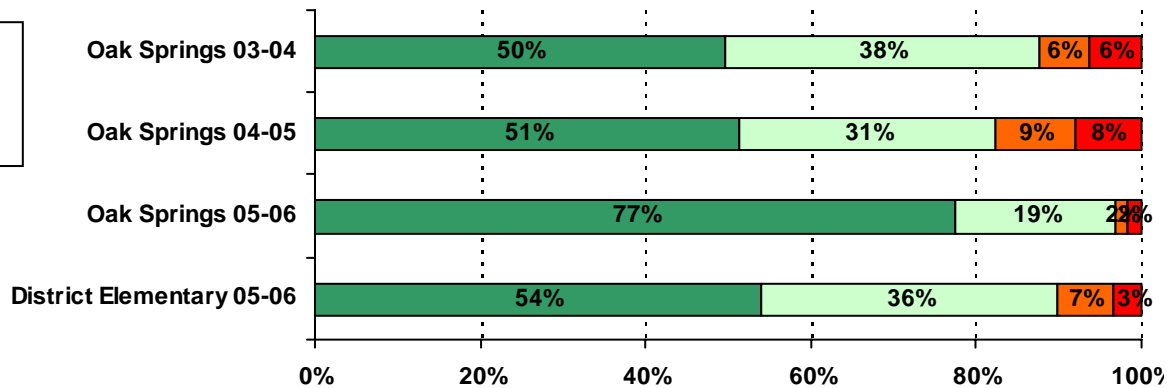
25. I feel/felt well prepared for TAKS.



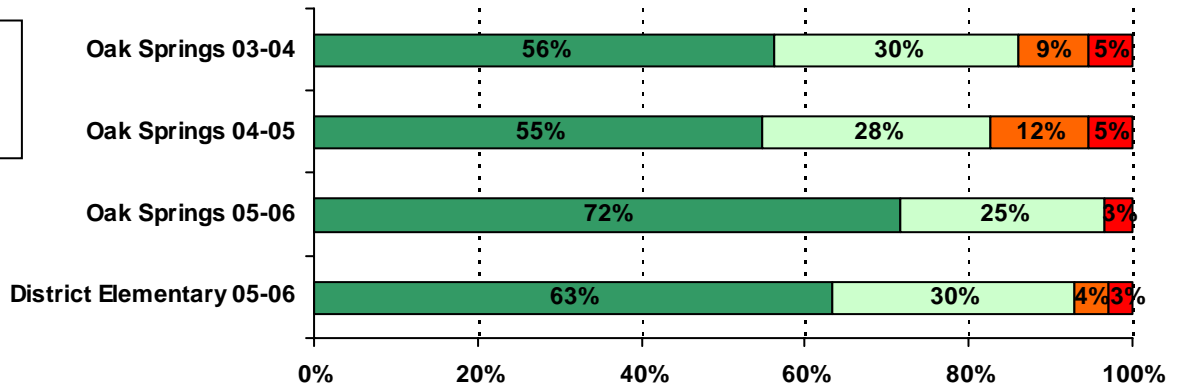
26. I try hard to do my best on my schoolwork.



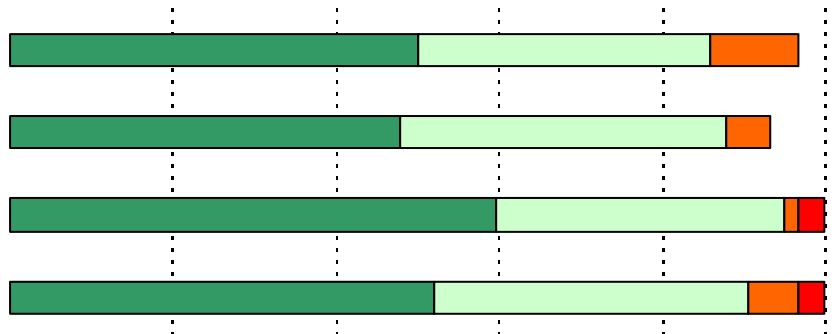
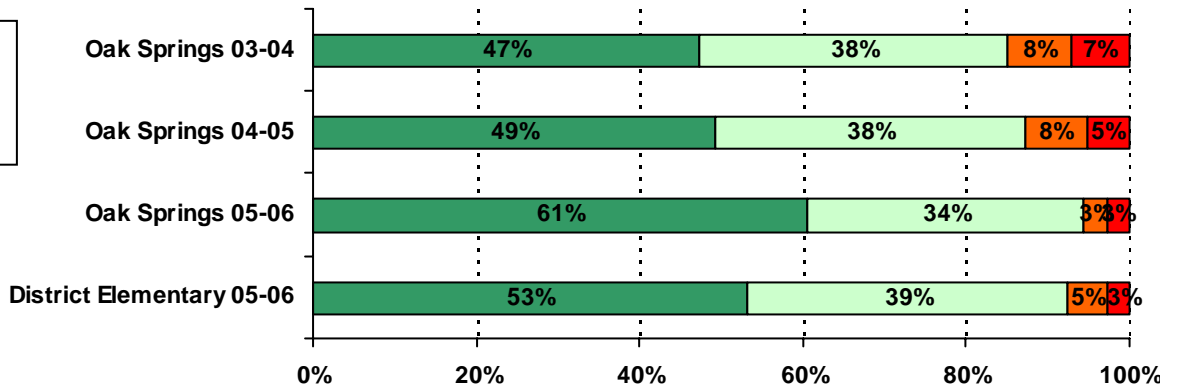
27. My teachers are excited about what they teach.



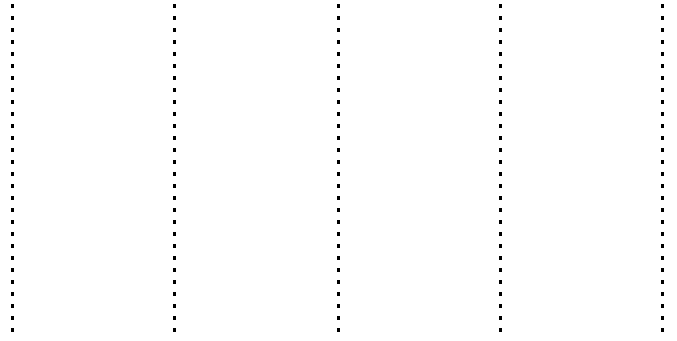
28. My teachers seem to enjoy teaching.



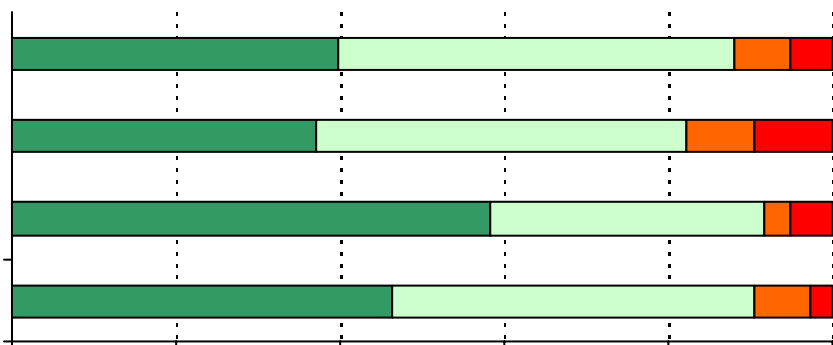
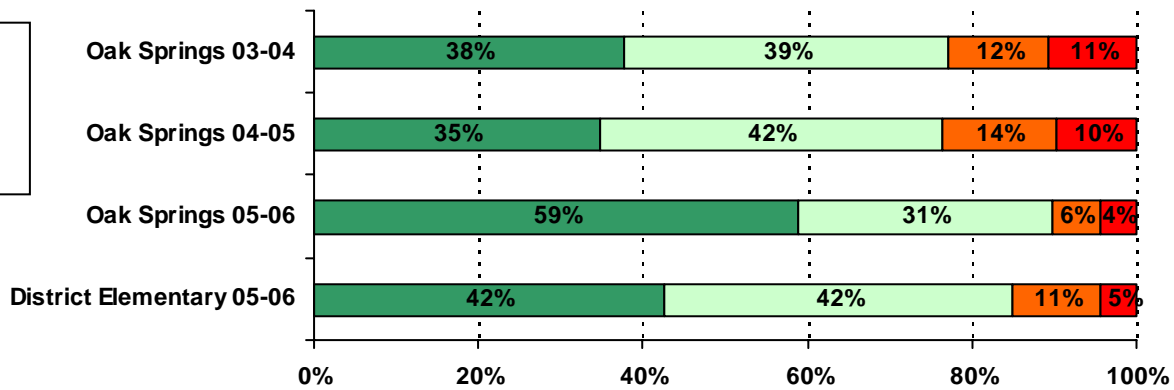
29. I feel successful in my schoolwork.







34. I know whether or not my work is good without being told.



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