

OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. Positive school climate has been associated with fewer behavioral problems for student community relations, and increased institutional

important to examine your school's student climate survey results to identify strengths and areas in need of improvement.

This report summarizes the responses from your school's AISD Student Climate Survey over the last three years, and provides the current year results for all AISD schools at your level. The climate survey measures three dimensions of a school's overall climate, called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of several similar concepts that are measured with groups of related items, or subscales.

CAMPUS RESULTS

# of Participants	
Small	908
All Middle Schools	05-06

Average response scores for your campus over the last three years and for all schools at your level this year are presented below for the climate dimensions and their corresponding subscales. Higher average scores indicate a more positive school climate.

Average Dimension and Subscale Scores

	Small 03-04	Small 04-05	Small 05-06	All Middle Schools 05-06
Behavioral Environment	2.66	2.71	2.78	2.55
<i>Peer Behavior</i>	2.46	2.45	2.59	2.31
<i>Behavioral Expectations</i>	2.65	2.74	2.80	2.76
<i>School Safety and Cleanliness</i>	2.98	3.01	3.02	2.66
Adult/Student Interactions	2.68	2.71	2.78	2.71
<i>Teacher Support and Engagement</i>	2.65	2.66	2.71	2.70
<i>Adult Fairness and Respect</i>	2.71	2.75	2.83	2.72
Academic Environment	2.99	3.04	3.08	2.98
<i>Academic Standards</i>	3.24	3.35	3.36	3.26
<i>Academic Self-Confidence</i>	2.90	2.94	3.00	2.90

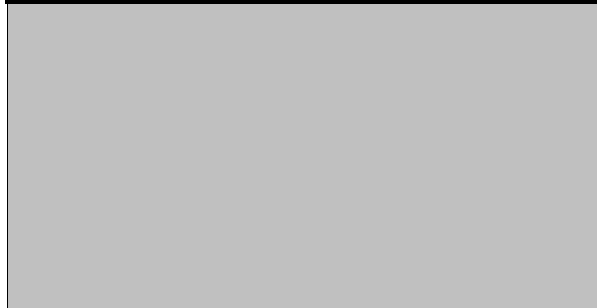
Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based on Cohen's D calculation of effect size) from the previous year; down arrows indicate statistically meaningful decrease from the previous year.

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.





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

	Small 03-04	Small 04-05	Small 05-06	All Middle Schools 05-06
18. Teachers give rewards or praise for good behavior.	2.46	2.43	2.39	2.62
31. Teachers give rewards or praise for good work.	2.55	2.49	2.46	2.64
27. My teachers are excited about what they teach.	2.78	2.79	2.89	2.76
28. My teachers seem to enjoy teaching.	2.93	3.00	3.02	2.85
36. Teachers give me the help I need with assignments.	2.80	2.93	2.97	2.88
37. My teachers are understanding when I have personal problems.	2.50	2.56	2.66	2.60
38. Teachers help students with personal problems.	2.44	2.41	2.57	2.56
Teacher Support and Engagement Average	2.65	2.66	2.71	2.70

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.

	Small	Small	Small	All Middle Schools
	2.99	3.08	3.11	3.02
5. Adults at this school listen to student ideas and opinions	2.61	2.69	2.71	2.65
	2.53	2.54	2.64	2.53

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.

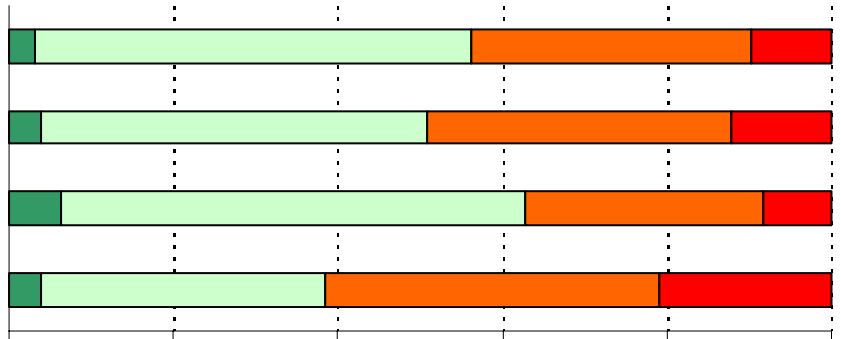
Average Response for Academic Self-Confidence Items

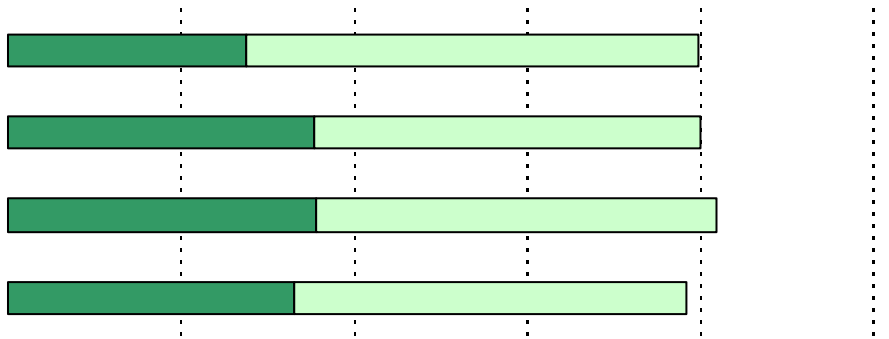
	Small	Small	Small	All Middle Schools
	03-04	04-05	05-06	05-06
22. I have learned how to listen better so I can understand the ideas of other students.	2.89	2.97	2.98	2.89
23. I have learned how to explain my ideas more clearly to others in discussions.	2.85	2.89	2.95	2.81
24. I have learned how to explain my ideas in writing more clearly.	2.92	2.94	2.98	2.90
32. I have learned to reach the goals I set for myself.	n/a	n/a	3.02	2.95
33. I have learned ways of working better in groups.	2.93	2.96	3.01	2.97
25. I feel/felt well prepared for TAKS.	2.86	2.86	3.03	2.85
30. My teachers show me ways to judge for myself the quality of my work.	2.68	2.77	2.83	2.76
34. I know whether or not my work is good without being told.	2.98	2.94	3.05	2.92
35. I have learned how to evaluate my work and keep track of my progress.	2.84	2.85	2.97	2.85
26. I try hard to do my best on my schoolwork.	3.16	3.25	3.25	3.22
29. I feel successful in my schoolwork.	3.00	3.08	3.08	2.96
Academic Self-Confidence Average	2.90	2.94	3.00	2.90

HOW TO IMPROVE SCHOOL CLIMATE

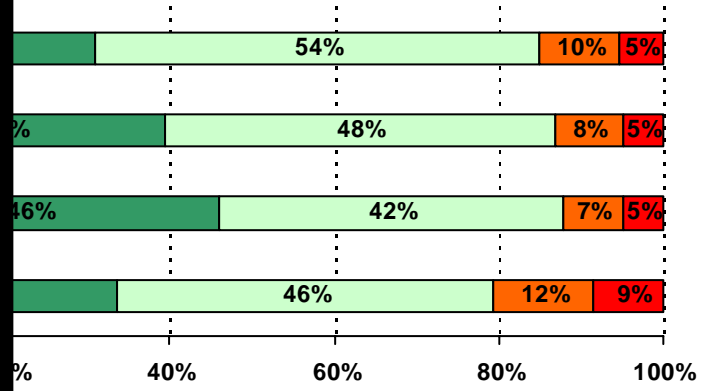
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational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

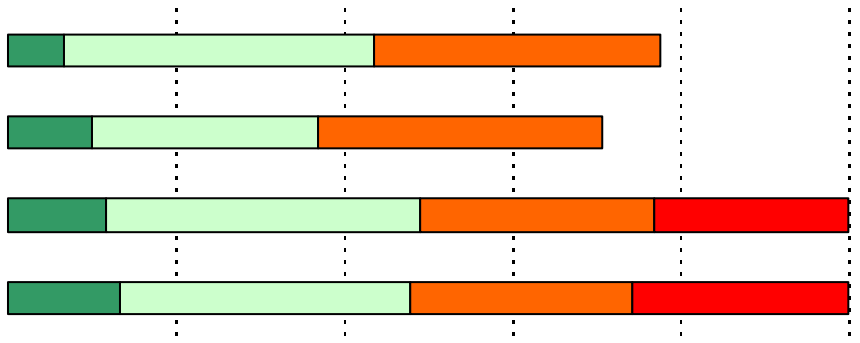
- a) Increased parent and community involvement.
- b) Implementation of character education.
- c) Use of violence-prevention and conflict resolution curricula.
- d) Use of peer mediation.
- e) Prevention of acts of bullying.
- f) Fair, equal, and respectful treatment of students.
- g) Providing a safe 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.



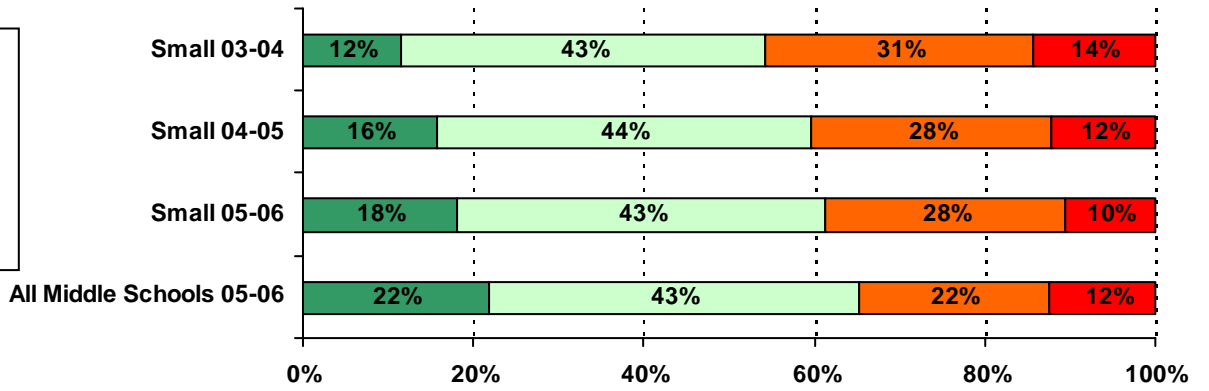


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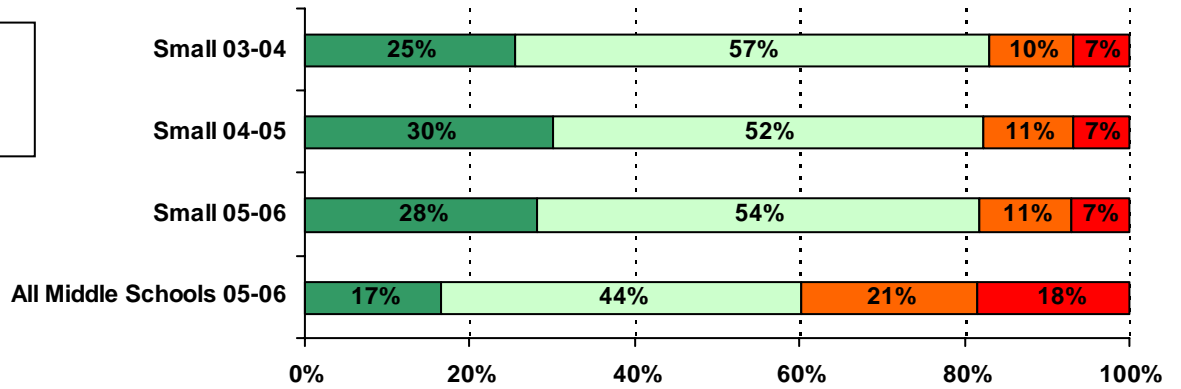




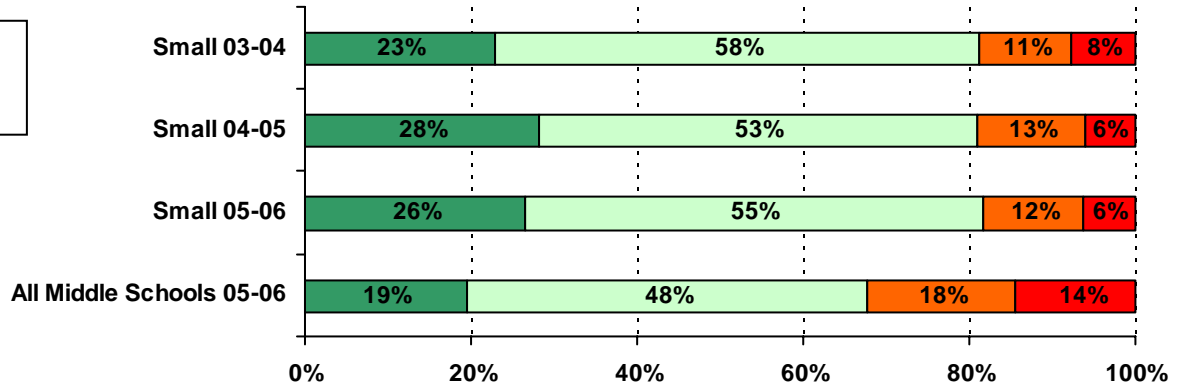
13. If a school rule is broken, students know what kind of punishment will follow.



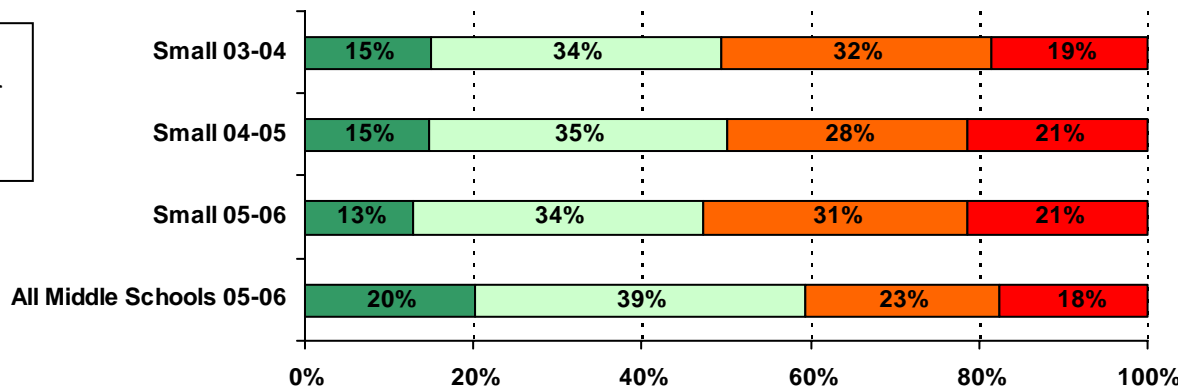
16. This school is clean.



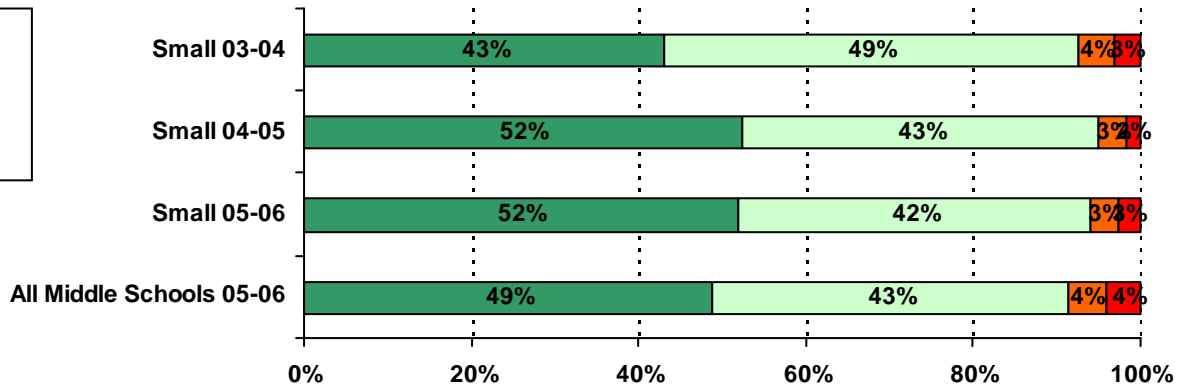
17. I feel safe on the school property.



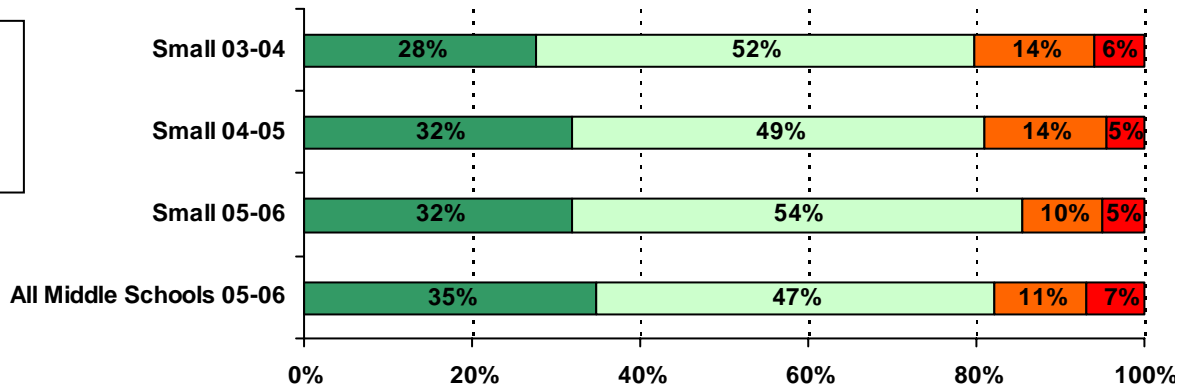
18. Teachers give rewards or praise for good behavior.



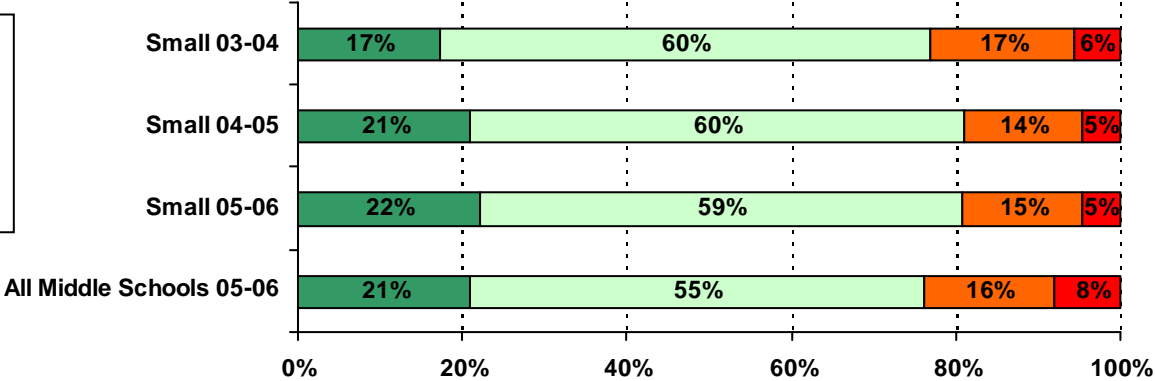
19. My teachers expect me to do my best work.



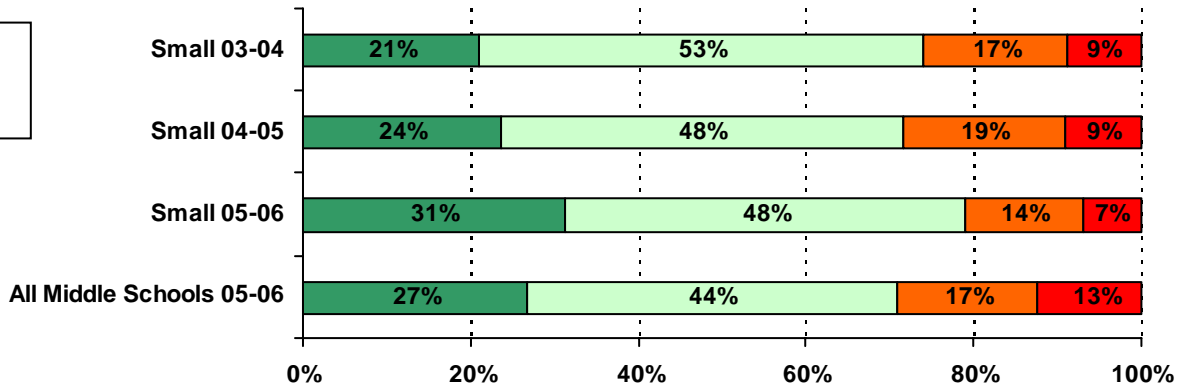
20. My teachers challenge me to do better.



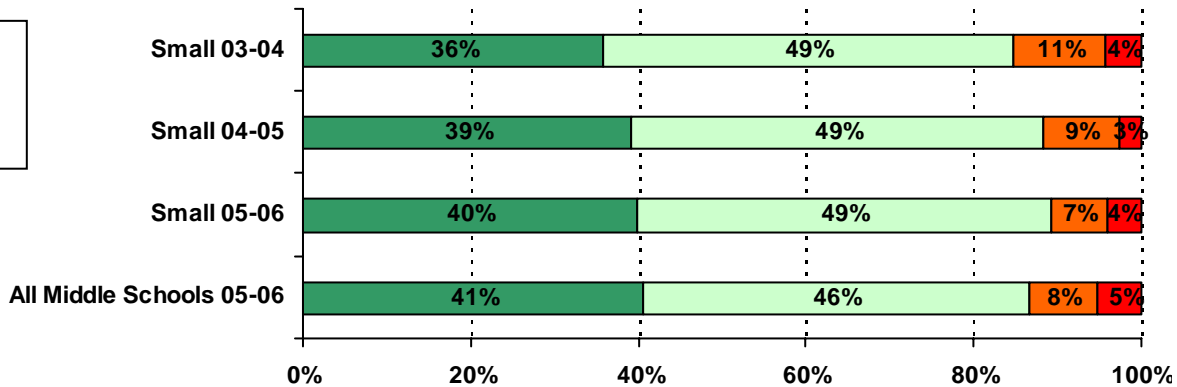
22. I have learned how to listen better so I can understand the ideas of other students.



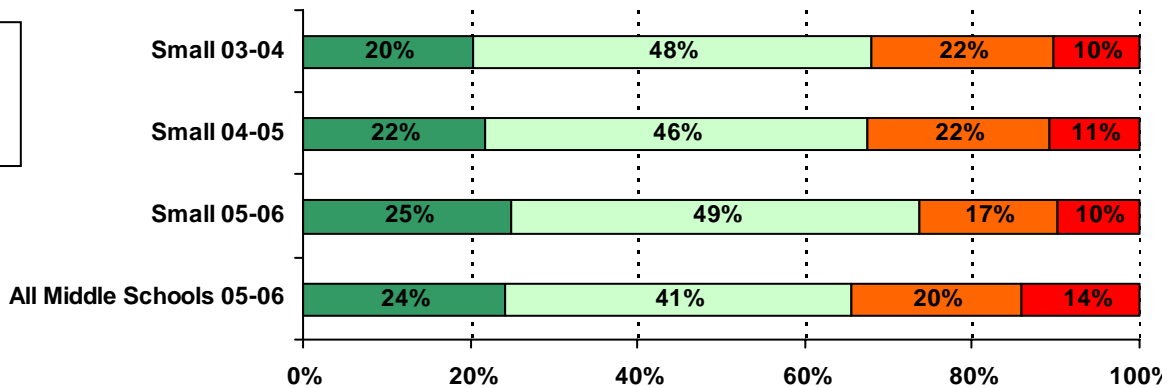
25. I feel/felt well prepared for TAKS.



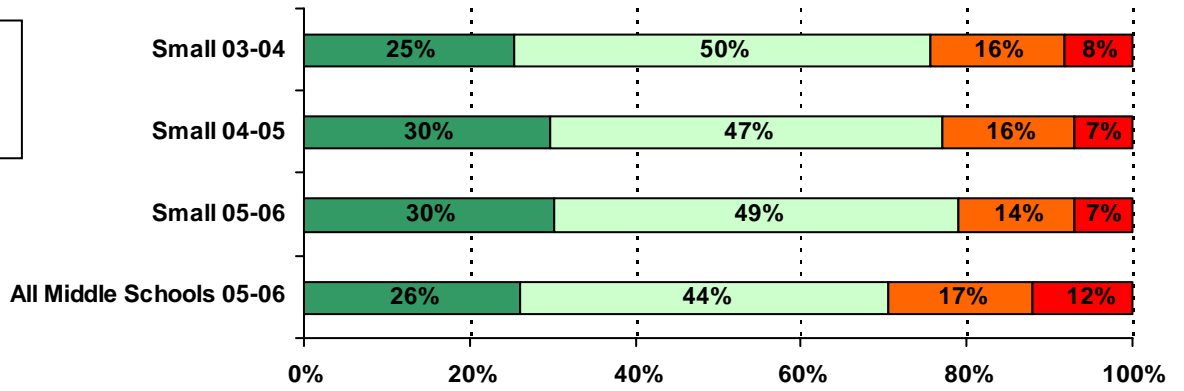
26. I try hard to do my best on my schoolwork.



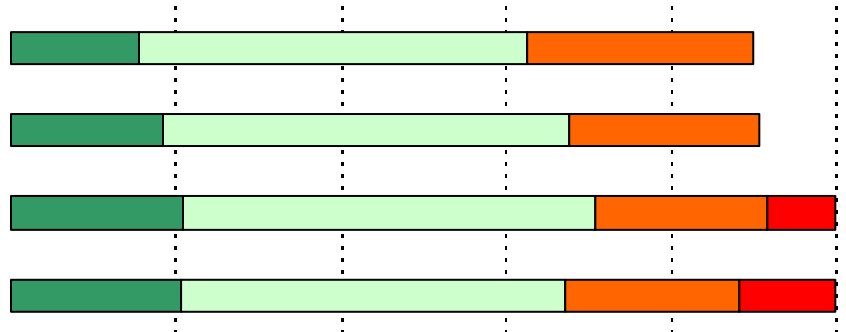
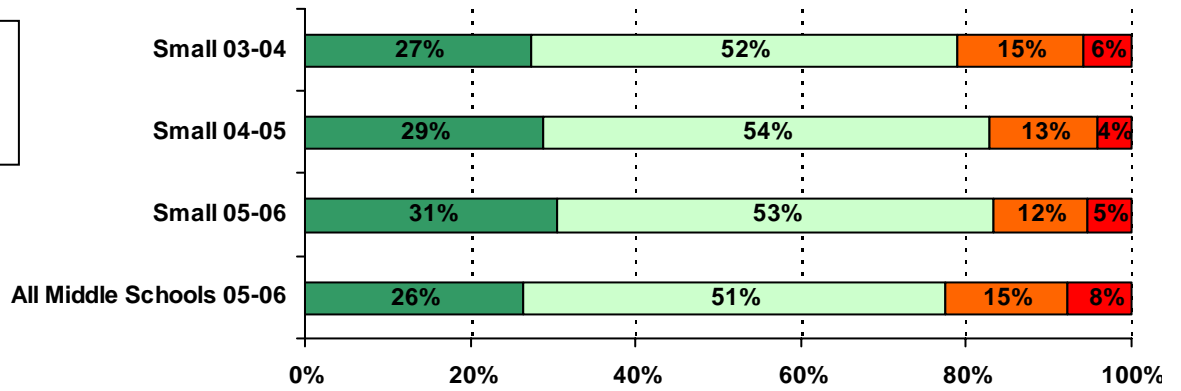
27. My teachers are excited about what they teach.



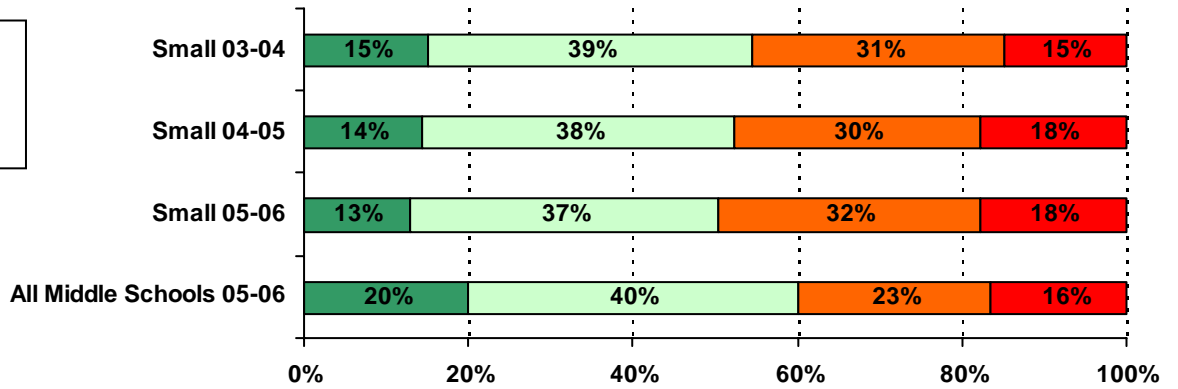
28. My teachers seem to enjoy teaching.



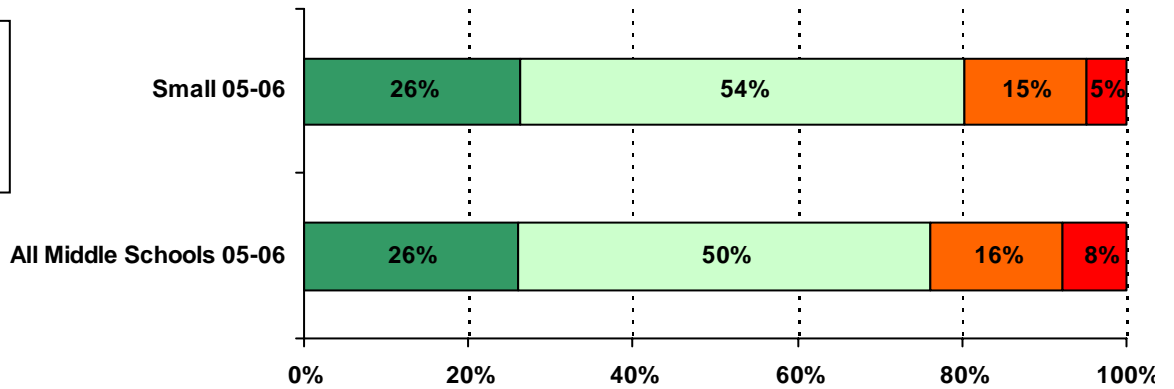
29. I feel successful in my schoolwork.



31. Teachers give rewards or praise for good work.

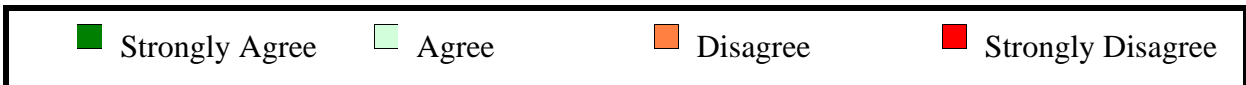
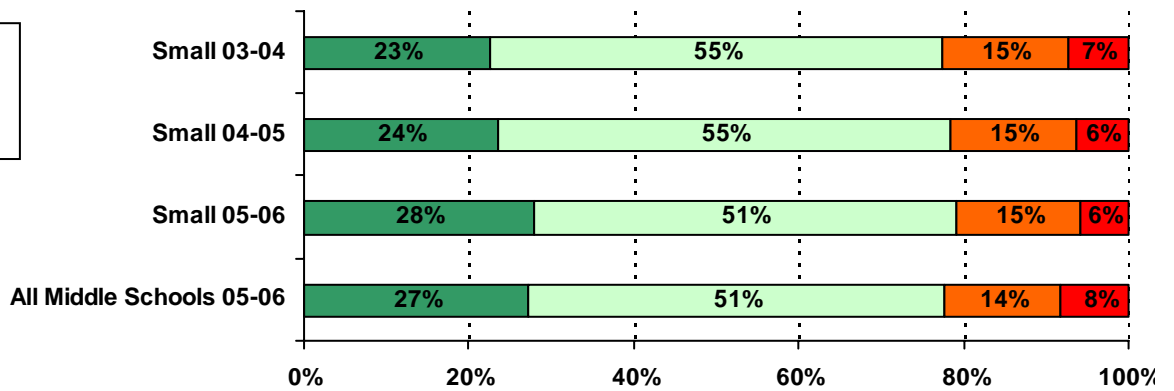


32. I have learned to reach the goals I set for myself.

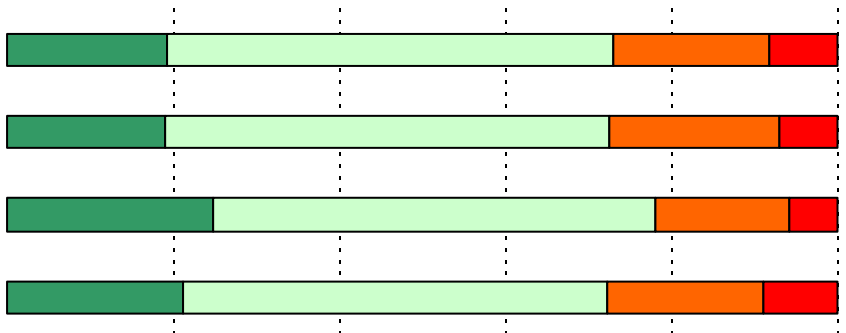
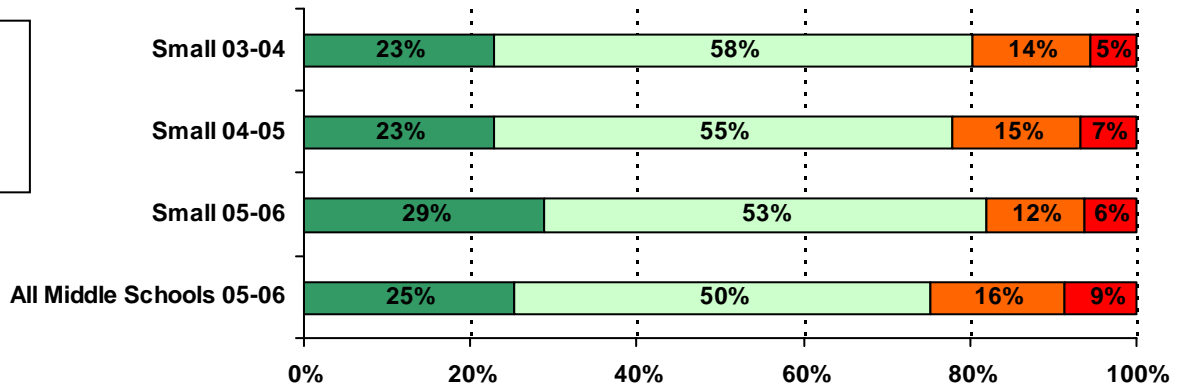


* This item was added to the survey in 2005-2006.

33. I have learned ways of working better in groups.



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



37. My teachers are

