



Austin Independent School District

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2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS

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 students and increased achievement levels for students (Marshall, 2003). Specifically, Brian Perkins of the National School Boards Association (2006) stated that improved school climate contributes to a variety of positive outcomes, including improved student achievement, higher morale among students and teachers, fewer student dropouts, reduced violence, better community relations, and increased institutional pride. Furthermore, Johnson, Crosnoe, and Elder (2001) concluded from their research that school attachment, which refers to students' feelings about their school, is positively related to academic achievement. Recently, Stewart (2008) also found school attachment, commitment, and cohesion were predictive of academic achievement. These constructs are quite similar to school climate. According to Freiberg (1999), schools influence students' commitment and attachment, and ultimately, academic achievement through their school climate. For these reasons, it is important to examine student climate survey results to identify areas in which Austin Independent School District (AISD) student climate is strong and areas in need of improvement. This report summarizes the results of the 2007-2008 Student Climate Survey results, with longitudinal data where applicable.

The Student Climate Survey is administered to all students in grades 3 through 11 during the spring semester. The survey is designed to measure student perceptions regarding four broad dimensions: Behavioral Environment, Adult Fairness and Respect, Teacher Support and Engagement, and Student Academic Self-Confidence.

REVISIONS TO THE SURVEY IN 2006-2007 AND 2007-2008

Based on teacher comments, a revised survey instrument was developed for use in 2006-2007. In total, wording changes were made to 21 items, with the underlying goal of simplifying

items whenever possible. In addition, the scale options were changed in two ways. First, the scale was changed from a 4-point scale, ranging from “strongly disagree” to “strongly agree” to a 4-point scale, ranging from “never” to “always.” Finally, detailed teacher instructions were written to ensure as much consistency as possible in the administration of the survey.

In the Fall 2007, the Department of Program Evaluation examined previous years’ climate data to assess the effectiveness of the survey instrument. A revised survey instrument was developed in light of the growing need to assess student motivation, relevance of what students are learning to their current and future lives, and student engagement in their academics. In total, wording changes were made to nine items. These items are noted in the tables that follow. The new survey instrument yielded four broad dimensions¹ that were similar to the three main dimensions of years past. However, a lack of complete longitudinal data for each item resulted in the inability to compute and report longitudinal data for the four new dimensions.

RESULTS OF THE STUDENT CLIMATE SURVEY 2007-2008

The Student Climate Survey was conducted in Spring 2008, the fifth consecutive year of administration. Three quarters of the district’s students in grades 3-11 participated in the survey; response rates by level for the past three years are provided in Table 1. Response rates to the survey were high, ranging from 64% to 87% at the high school and elementary school levels, respectively.

Table 1. Response Rates, by School Level

	2005-2006		2006-2007		2007-2008	
	# of respondents	Response rate	# of respondents	Response rate	# of respondents	Response rate
Elementary	16,212	86.9%	16,108	84.9%	16,479	87.0%
Middle	11,137	71.0%	12,228	77.8%	11,294	73.0%
High (9-11)	9,429	59.4%	9,951	61.5%	9,627	64.0%
Total gr. 3-11	36,778	73.3%	38,287	74.7%	37,400	76.0%

Source: Response rates are based on enrollment data as of the end of 2007-2008.

Table 2 contains the average response scores by school level for each of the four survey dimensions and for overall climate. Scores may range from 1 (the least desirable response) to 4 (the most desirable response). Year-to-year changes typically are examined for statistical effect size using Cohen’s *d*. However, because of changes to the survey in 2006-2007 and 2007-2008 and the subsequent change in response patterns, the comparability of data across the 3-year period was limited. Thus, the computation of effect size coefficients was not appropriate. In particular, changes in average responses from 2005-2006 to 2006-2007 were quite large; however, these increases should be interpreted with caution.

¹ The four survey dimensions reflect results of factor analyses that were examined separately for elementary, middle, and high school survey data.

Table 2. Average Dimension Response, by School Level²

Dimension	All elementary	All middle	All high
Behavioral Environment	3.19	2.88	2.99
Adult Fairness and Respect	3.70	3.13	3.02
Teacher Support and Student Engagement	3.38	2.76	2.72
Student Academic Self-Confidence	3.58	3.27	3.18
Overall climate	3.50	3.03	2.98

Note. No dimension scores were available for previous years due to changes in the survey in 2007-2008. Item-level longitudinal data are provided where available. Scores may range from 1 (lowest) to 4 (highest). Scores above 3.0 indicate favorable responses, shown in bold. See Appendix for information about statistical scale reliabilities.

KEY FINDINGS

- For elementary students, 2007-2008 ratings for all dimensions and for overall climate were above the desirable 3.0 average score.
- For both middle and high school students, ratings for Adult Fairness and Respect and Student Self-Confidence were above the desirable 3.0 average score. Overall climate met the desirable 3.0 criterion for middle school students and approached it for high school students.
- In general, the item ratings by elementary students remained stable from year to year. Secondary school students' responses to the climate survey were generally more favorable than in the past.²
- At all levels, students generally viewed campus adults as fair and respectful and felt self-confident about school.
- Of the four dimensions, secondary students gave the lowest ratings to perceived Teacher Support and Student Engagement. However, ratings by middle and high school students showed a small increase this year for individual items in that dimension.
- Secondary students rated Behavioral Environment and Adult Fairness and Respect higher across all items this year, relative to last year.
- With one exception, ratings for dimensions were more favorable at lower grade levels than at higher grade levels. Elementary student ratings on all dimensions were significantly higher than both middle school and high school student ratings ($p < .05$), and middle school student ratings on all dimensions except Adult Fairness and Respect were significantly higher than those of high school students ($p < .05$). One exception to the pattern is that high school students rated Adult Fairness and Respect significantly higher than did middle school students ($p < .05$). Table 2 provides the average rating for each dimension, by level.

² This may be due to the restricted range of higher ratings by elementary students. In other words, the 1-4 scale limits how high ratings can be (i.e., a "ceiling effect"), and because elementary student ratings tend to be high anyway, their ratings cannot increase by more than a small percentage.

- Gender differences were found for all four dimensions. Females rated all dimensions significantly higher than did males ($p < .05$). Table 3 provides the average ratings for boys and for girls on each dimension. Other studies have indicated gender differences with respect to school climate, with male students perceiving the environment less favorably than did girls (Koth, Bradshaw, & Leaf, 2008; Verkuyten & Thijs, 2002).

Table 3. Average Dimension Response, by Gender

Dimension	Boys	Girls
Behavioral Environment	3.03	3.07
Adult Fairness and Respect	3.33	3.40
Teacher Support and Student Engagement	2.99	3.07
Student Academic Self-Confidence	3.35	3.43
Overall climate	3.19	3.27

- Another school-level variable typically related to school climate is school size. Other researchers have found a negative correlation between measures of school climate and school size (Johnson, et al., 2001; Rumberger & Palardy, 2005), such that the smaller the school, the more likely that students report a more favorable perception of their school climate. This relationship held true for AISD. Table 4 provides correlations between overall student climate and school size. The relationships, although significant, were weak, suggesting school size does not account for much variance in student climate in AISD.

Table 4. Correlations Between Overall Climate and School Size, by Level

Dimension	Elementary	Middle	High
Overall climate	-.03*	-.02*	-.13**

Note. * $p < .05$; ** $p < .01$

RESULTS FOR SURVEY DIMENSIONS AND THEIR ITEMS

Average ratings for each item and dimension can be found in the following section. A complete listing of items and the distribution of responses given can be found in Appendix B.

Behavioral Environment

A total of six items on the survey assess the dimension called Behavioral Environment; that is, the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are presented in Table 5. Item numbers in each table correspond to the numbers on the survey.

Table 5. Average Response for Behavioral Environment Items

	Elementary			Middle			High		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
1. My classmates show respect to each other.	2.74	2.99	2.98	2.21	2.77	2.82	2.38	2.89	2.94
2. My classmates show respect to other students who are different than they are.	2.87	3.10	3.07	2.22	2.70	2.75	2.28	2.79	2.84
3. I am happy with the way my classmates treat me.	2.98	3.17	3.18	2.81	3.14	3.18	2.92	3.30	3.34
14. Students at my school follow the school rules.	2.54	2.89	2.87	1.91	2.38	2.46	2.04	2.49	2.56
15. I feel safe at my school.	3.38	3.53	3.52	2.71	2.95	3.03	2.70	3.03	3.13
17. I feel safe on the school property.	3.35	3.52	3.51	2.73	2.97	3.05	2.70	3.03	3.12
Behavioral Environment average	n/a	n/a	3.19	n/a	n/a	2.88	n/a	n/a	2.99

Adult Fairness and Respect

The ten 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 presented in Table 6.

Table 6. Average Response for Adult Fairness and Respect Items

	Elementary			Middle			High		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
4. Teachers at this school care about their students.	3.71	3.88	3.87	3.02	3.27	3.30	2.83	3.08	3.17
5. Adults at this school listen to student ideas and opinions.	3.31	3.49	3.49	2.65	2.83	2.91	2.48	2.75	2.86
6. Adults at this school treat all students fairly.	3.28	3.59	3.59	2.53	2.87	2.97	2.28	2.73	2.83
7. The staff in the front office show respect to students.	3.60	3.81	3.81	3.04	3.30	3.40	2.74	3.15	3.22
10. The school rules are fair.	3.30	3.53	3.53	2.35	2.58	2.67	2.30	2.65	2.75
11. The consequences for breaking school rules are the same for everyone.	3.29	3.45	3.45	2.77	2.98	3.04	2.47	2.83	2.90
12. My teachers always make sure the students follow the rules.	3.24	3.82	3.81	2.92	3.25	3.32	2.66	2.65	3.09
19. My teachers expect me to do my best work.	3.80	3.93	3.93	3.36	3.61	3.63	3.09	3.43	3.48
36. My teachers care about how I do in school.	n/a	n/a	3.83	n/a	n/a	3.22	n/a	n/a	3.06
41. My teachers are fair to everyone.	3.49	3.65	3.63	2.74	2.87	2.88	2.56	2.81	2.82
Adult Fairness and Respect average	n/a	n/a	3.70	n/a	n/a	3.13	n/a	n/a	3.02

Teacher Support and Student Engagement

This subscale consists of ten 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 presented in Table 7.

Table 7. Average Response for Teacher Support and Student Engagement Items

	Elementary			Middle			High		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
18. Teachers give rewards or praise for good behavior.	3.37	3.31	3.31	2.62	2.58	2.61	2.34	2.52	2.55
23. My teachers show me how our schoolwork is useful.	n/a	n/a	3.47	n/a	n/a	2.88	n/a	n/a	2.74
24. I enjoy doing my schoolwork.	n/a	n/a	3.14	n/a	n/a	2.48	n/a	n/a	2.48
27. My teachers are excited about what they teach.	3.41	3.55	3.54	2.76	2.95	2.96	2.60	2.88	2.93
30. My teachers show me how to know if my work is good.	3.39	3.64	3.60	2.76	3.01	3.02	2.62	2.89	2.91
31. Teachers give rewards or praise for good work.	3.33	3.27	3.26	2.64	2.59	2.61	2.43	2.56	2.58
33. My homework helps me learn things I need to know.	n/a	n/a	3.52	n/a	n/a	2.97	n/a	n/a	2.89
37. My schoolwork makes me think about things in new ways.	n/a	n/a	3.29	n/a	n/a	2.81	n/a	n/a	2.76
38. Teachers help students with personal problems.	3.38	3.51	3.45	2.56	2.66	2.69	2.43	2.57	2.65
40. I have fun learning in my classes.	n/a	n/a	3.33	n/a	n/a	2.67	n/a	n/a	2.70
Teacher Support & Student Engagement average	n/a	n/a	3.38	n/a	n/a	2.76	n/a	n/a	2.72

Student Academic Self-Confidence

This subscale comprises seven items that assess students' motivation, self-efficacy, and acquisition of self-evaluation skills. Averages for each item and for the subscale are presented in Table 8.

Table 8. Average Response for Student Academic Self-Confidence Items

	Elementary			Middle			High		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
21. I want to learn as much as I can in school.	n/a	n/a	3.77	n/a	n/a	3.45	n/a	n/a	3.40
22. I can do even the hardest schoolwork if I try.	n/a	n/a	3.54	n/a	n/a	3.24	n/a	n/a	3.23
25. I feel/felt well prepared for TAKS.	3.48	3.57	3.56	2.85	3.20	3.22	2.73	2.97	3.00
26. I try hard to do my best work.	3.68	3.81	3.76	3.22	3.44	3.41	2.96	3.27	3.24
29. I feel successful in my schoolwork.	3.43	3.50	3.48	2.96	3.14	3.15	2.77	3.02	3.03
32. I can reach the goals I set for myself.	3.43	3.48	3.53	2.95	3.20	3.28	2.83	3.18	3.25
35. I know how I am doing in school.	3.34	3.46	3.45	2.85	3.23	3.22	2.77	3.16	3.18
Academic Self-Confidence average	n/a	n/a	3.58	n/a	n/a	3.27	n/a	n/a	3.18

Additional School Environment Items

Eight items assess the school environment in ways other than those identified by the four primary survey dimensions. Average scores for each of these items are presented in Table 9.

Table 9. Average Response for Additional Climate Items

	Elementary			Middle			High		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
8. There is at least one adult at my school whom I can go to if I have a problem.	n/a	n/a	3.60	n/a	n/a	3.26	n/a	n/a	3.24
9. Everyone knows what the school rules are.	3.11	3.36	3.35	2.63	2.89	2.95	2.60	2.86	2.95
13. My classmates know there are consequences for breaking the rules.	3.08	3.58	3.56	2.75	3.29	3.31	2.55	3.20	3.25
16. This school is clean.	3.13	3.34	3.35	2.58	2.82	2.95	2.48	2.78	2.88
20. My teachers challenge me to do better.	3.56	3.65	3.63	3.10	3.26	3.30	2.88	3.12	3.19
23. My teachers show me how our schoolwork is useful.	3.29	3.11	3.47	2.81	2.81	2.88	2.76	2.93	2.74
34. The things I learn in school will help me later in life.	3.23	3.36	3.75	2.92	3.18	2.61	2.87	3.20	2.58
39. I get the grades I deserve on my class work.	3.45	3.63	3.58	2.87	3.15	3.31	2.74	3.07	3.05

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Appendix A

Table A.1. Elementary Student Responses for Each Response Option

Item	Never	Not a lot	Some-times	Always	Don't know	Total
1. My classmates show respect to each other.	2.3%	11.9%	66.6%	14.4%	4.8%	16,120
2. My classmates show respect to others who are different.	3.6%	15.1%	38.3%	28.7%	14.3%	16,105
3. I am happy with the way my classmates treat me.	4.5%	12.0%	41.2%	38.3%	4.1%	16,115
4. Teachers at this school care about their students.	0.6%	1.4%	7.3%	84.3%	6.3%	16,081
5. Adults at this school listen to student ideas and opinions.	1.6%	5.5%	28.2%	50.4%	14.3%	16,067
6. Adults at this school treat all students fairly.	1.4%	5.3%	21.5%	60.6%	11.2%	16,039
7. The staff in the front office show respect to students.	0.9%	2.4%	9.9%	76.7%	10.2%	16,041
8. There is at least one adult at my school whom I can go to if I have a problem.	4.6%	3.8%	15.4%	67.3%	8.8%	16,065
9. Everyone knows what the school rules are.	1.4%	10.3%	28.9%	42.4%	17.0%	16,038
10. The school rules are fair.	3.2%	5.7%	22.5%	61.8%	6.9%	16,047
11. The consequences for breaking school rules are the same for everyone.	4.5%	6.9%	18.9%	53.3%	16.5%	16,030
12. My teachers always make sure that students follow the rules.	0.6%	2.2%	12.3%	81.3%	3.6%	16,043
13. My classmates know there are consequences for breaking the rules.	2.0%	5.2%	22.1%	57.5%	13.2%	15,958
14. Students at my school follow the rules.	3.0%	19.1%	55.7%	13.5%	8.7%	15,988
15. I feel safe at my school.	3.6%	6.2%	23.5%	63.1%	3.5%	16,058
16. This school is clean.	3.0%	8.7%	34.1%	47.7%	6.5%	16,060
17. I feel safe on the school property.	2.9%	6.1%	25.0%	60.4%	5.5%	16,026
18. Teachers give rewards or praise for good behavior.	3.8%	9.0%	34.9%	45.8%	6.6%	16,045
19. My teachers expect me to do my best work.	0.3%	0.6%	4.7%	92.5%	1.9%	16,101
20. My teachers challenge me to do better.	1.8%	3.2%	23.1%	65.5%	6.4%	16,059
21. I want to learn as much as I can in school.	1.0%	2.0%	15.4%	79.1%	2.5%	16,055
22. I can do even the hardest schoolwork if I try.	1.8%	3.7%	29.9%	56.7%	7.9%	16,029
23. My teachers show me how our schoolwork is useful.	3.2%	6.4%	25.5%	55.0%	9.8%	16,008
24. I enjoy doing my schoolwork.	5.9%	11.5%	43.7%	36.5%	2.4%	16,046
25. I feel/felt well prepared for TAKS.	2.5%	6.8%	20.4%	64.4%	5.9%	16,041
26. I try hard to do my best work.	0.6%	1.6%	18.9%	76.8%	2.2%	16,049
27. My teachers are excited about what they teach.	1.5%	4.2%	22.8%	48.7%	23.0%	15,992
28. My teachers like to teach.	0.7%	1.6%	11.3%	64.8%	21.6%	15,967
29. I feel successful in my schoolwork.	1.5%	4.4%	35.7%	52.7%	5.7%	15,984
30. My teachers show me how to know if my work is good.	1.7%	4.4%	22.8%	64.1%	6.9%	16,001
31. Teachers give rewards or praise for good work.	4.4%	9.9%	35.2%	42.7%	7.8%	15,966
32. I can reach the goals I set for myself.	1.4%	3.7%	31.5%	54.8%	8.7%	16,012
33. My homework helps me learn things I need to know.	2.7%	6.0%	26.1%	61.5%	3.7%	16,035
34. The things I learn in school will help me later in life.	0.9%	2.1%	15.9%	70.7%	10.5%	16,020
35. I know how I'm doing in school.	2.3%	5.7%	30.4%	49.3%	12.3%	16,015
36. My teachers care about how I do in school.	1.1%	1.8%	8.3%	80.6%	8.1%	16,012

Item		Never	Not a lot	Some-times	Always	Don't know	Total
37.	My schoolwork makes me think about things in new ways.	3.9%	8.1%	36.1%	42.7%	9.1%	15,999
38.	Teachers help students with personal problems.	3.7%	6.7%	24.3%	54.5%	10.8%	16,021
39.	I get the grades I deserve on my class work.	2.1%	4.0%	23.8%	60.7%	9.3%	16,016
40.	I have fun learning in my classes.	3.9%	8.1%	37.8%	48.0%	2.3%	16,053
41.	My teachers are fair to everyone.	2.8%	4.9%	15.7%	68.2%	8.4%	16,085

Table A.2. Middle School Student Responses for Each Response Option

Item	Never	Not a lot	Some-times	Always	Don't know	Total
1. My classmates show respect to each other.	5.8%	16.5%	62.4%	10.6%	4.7%	11,237
2. My classmates show respect to others who are different.	7.3%	22.4%	46.2%	14.1%	10.0%	11,226
3. I am happy with the way my classmates treat me.	5.1%	10.0%	42.6%	37.0%	5.3%	11,183
4. Teachers at this school care about their students.	5.5%	8.9%	28.0%	46.4%	11.1%	11,163
5. Adults at this school listen to student ideas and opinions.	8.8%	16.5%	37.8%	25.7%	11.1%	11,200
6. Adults at this school treat all students fairly.	8.1%	16.1%	35.9%	29.5%	10.3%	11,174
7. The staff in the front office show respect to students.	4.6%	8.1%	22.4%	51.8%	13.1%	11,149
8. There is at least one adult at my school whom I can go to if I have a problem.	11.7%	6.8%	16.1%	53.1%	12.3%	11,175
9. Everyone knows what the school rules are.	6.8%	18.1%	28.2%	27.6%	19.3%	11,156
10. The school rules are fair.	16.0%	19.1%	37.0%	20.6%	7.2%	11,157
11. The consequences for breaking school rules are the same for everyone.	10.6%	13.3%	25.1%	38.1%	13.0%	11,165
12. My teachers always make sure that students follow the rules.	3.7%	9.3%	32.7%	46.8%	7.5%	11,157
13. My classmates know there are consequences for breaking the rules.	4.6%	9.6%	26.2%	45.5%	14.1%	11,127
14. Students at my school follow the rules.	12.1%	32.1%	42.5%	5.9%	7.3%	11,132
15. I feel safe at my school.	9.7%	12.3%	36.9%	34.5%	6.6%	11,117
16. This school is clean.	10.4%	15.1%	36.7%	30.9%	6.9%	11,133
17. I feel safe on the school property.	8.8%	12.9%	36.4%	35.0%	6.8%	11,120
18. Teachers give rewards or praise for good behavior.	16.2%	22.6%	36.1%	18.4%	6.7%	11,130
19. My teachers expect me to do my best work.	3.2%	4.2%	16.5%	69.8%	6.3%	11,136
20. My teachers challenge me to do better.	5.2%	8.1%	33.0%	46.2%	7.5%	11,120
21. I want to learn as much as I can in school.	4.4%	6.0%	27.6%	57.2%	4.8%	11,116
22. I can do even the hardest schoolwork if I try.	5.7%	8.9%	34.9%	41.8%	8.7%	11,110
23. My teachers show me how our schoolwork is useful.	10.9%	17.1%	35.8%	27.9%	8.3%	11,070
24. I enjoy doing my schoolwork.	20.1%	23.1%	40.2%	13.0%	3.7%	11,086
25. I feel/felt well prepared for TAKS.	6.0%	11.3%	31.8%	43.2%	7.7%	11,078
26. I try hard to do my best work.	3.5%	6.0%	34.8%	51.9%	3.8%	11,058
27. My teachers are excited about what they teach.	7.0%	13.6%	34.0%	24.4%	21.0%	11,051
28. My teachers like to teach.	5.1%	8.4%	26.8%	32.5%	27.3%	11,039
29. I feel successful in my schoolwork.	5.0%	9.3%	46.0%	33.3%	6.5%	11,031
30. My teachers show me how to know if my work is good.	8.3%	14.1%	35.6%	32.7%	9.2%	11,018
31. Teachers give rewards or praise for good work.	16.0%	22.2%	36.2%	18.0%	7.6%	11,034
32. I can reach the goals I set for myself.	4.4%	7.1%	38.6%	42.0%	7.8%	11,059
33. My homework helps me learn things I need to know.	10.2%	13.3%	39.4%	31.1%	6.1%	11,061
34. The things I learn in school will help me later in life.	4.9%	8.6%	28.7%	45.1%	12.8%	11,043
35. I know how I'm doing in school.	5.1%	10.3%	34.9%	40.8%	8.9%	11,050
36. My teachers care about how I do in school.	6.5%	9.7%	26.7%	41.4%	15.7%	11,052
37. My schoolwork makes me think about things in new ways.	11.7%	16.9%	37.6%	23.5%	10.2%	11,054
38. Teachers help students with personal problems.	14.3%	18.1%	29.6%	20.9%	17.2%	11,054
39. I get the grades I deserve on my class work.	6.9%	9.5%	36.1%	38.5%	9.0%	11,051
40. I have fun learning in my classes.	14.4%	20.4%	43.8%	17.2%	4.3%	11,073
41. My teachers are fair to everyone.	12.5%	14.6%	31.9%	28.9%	12.2%	11,091

Table A.3. High School Student Responses for Each Response Option

Item	Never	Not a lot	Sometimes	Always	Don't know	Total
1. My classmates show respect to each other.	5.8%	16.5%	62.4%	10.6%	4.7%	9,267
2. My classmates show respect to others who are different.	7.3%	22.4%	46.2%	14.1%	10.0%	9,238
3. I am happy with the way my classmates treat me.	5.1%	10.0%	42.6%	37.0%	5.3%	9,197
4. Teachers at this school care about their students.	5.5%	8.9%	28.0%	46.4%	11.1%	9,166
5. Adults at this school listen to student ideas and opinions.	8.8%	16.5%	37.8%	25.7%	11.1%	9,191
6. Adults at this school treat all students fairly.	8.1%	16.1%	35.9%	29.5%	10.3%	9,190
7. The staff in the front office show respect to students.	4.6%	8.1%	22.4%	51.8%	13.1%	9,137
8. There is at least one adult at my school whom I can go to if I have a problem.	11.7%	6.8%	16.1%	53.1%	12.3%	9,158
9. Everyone knows what the school rules are.	6.8%	18.1%	28.2%	27.6%	19.3%	9,139
10. The school rules are fair.	16.0%	19.1%	37.0%	20.6%	7.2%	9,159
11. The consequences for breaking school rules are the same for everyone.	10.6%	13.3%	25.1%	38.1%	13.0%	9,168
12. My teachers always make sure that students follow the rules.	3.7%	9.3%	32.7%	46.8%	7.5%	9,168
13. My classmates know there are consequences for breaking the rules.	4.6%	9.6%	26.2%	45.5%	14.1%	9,122
14. Students at my school follow the rules.	12.1%	32.1%	42.5%	5.9%	7.3%	9,157
15. I feel safe at my school.	9.7%	12.3%	36.9%	34.5%	6.6%	9,154
16. This school is clean.	10.4%	15.1%	36.7%	30.9%	6.9%	9,175
17. I feel safe on the school property.	8.8%	12.9%	36.4%	35.0%	6.8%	9,129
18. Teachers give rewards or praise for good behavior.	16.2%	22.6%	36.1%	18.4%	6.7%	9,143
19. My teachers expect me to do my best work.	3.2%	4.2%	16.5%	69.8%	6.3%	9,149
20. My teachers challenge me to do better.	5.2%	8.1%	33.0%	46.2%	7.5%	9,145
21. I want to learn as much as I can in school.	4.4%	6.0%	27.6%	57.2%	4.8%	9,132
22. I can do even the hardest schoolwork if I try.	5.7%	8.9%	34.9%	41.8%	8.7%	9,134
23. My teachers show me how our schoolwork is useful.	10.9%	17.1%	35.8%	27.9%	8.3%	9,110
24. I enjoy doing my schoolwork.	20.1%	23.1%	40.2%	13.0%	3.7%	9,117
25. I feel/felt well prepared for TAKS.	6.0%	11.3%	31.8%	43.2%	7.7%	9,107
26. I try hard to do my best work.	3.5%	6.0%	34.8%	51.9%	3.8%	9,123
27. My teachers are excited about what they teach.	7.0%	13.6%	34.0%	24.4%	21.0%	9,114
28. My teachers like to teach.	5.1%	8.4%	26.8%	32.5%	27.3%	9,128
29. I feel successful in my schoolwork.	5.0%	9.3%	46.0%	33.3%	6.5%	9,120
30. My teachers show me how to know if my work is good.	8.3%	14.1%	35.6%	32.7%	9.2%	9,116
31. Teachers give rewards or praise for good work.	16.0%	22.2%	36.2%	18.0%	7.6%	9,100
32. I can reach the goals I set for myself.	4.4%	7.1%	38.6%	42.0%	7.8%	9,091
33. My homework helps me learn things I need to know.	10.2%	13.3%	39.4%	31.1%	6.1%	9,089
34. The things I learn in school will help me later in life.	5.9%	13.9%	39.9%	30.0%	10.3%	9,101
35. I know how I'm doing in school.	4.3%	11.2%	41.7%	36.9%	6.0%	9,074
36. My teachers care about how I do in school.	5.8%	12.9%	41.2%	29.7%	10.5%	9,105
37. My schoolwork makes me think about things in new ways.	10.3%	20.6%	43.7%	18.2%	7.1%	9,092
38. Teachers help students with personal problems.	11.8%	21.2%	37.1%	14.9%	15.0%	9,090
39. I get the grades I deserve on my class work.	5.6%	10.9%	44.9%	31.7%	6.8%	9,091
40. I have fun learning in my classes.	11.1%	20.6%	49.6%	14.2%	4.5%	9,132
41. My teachers are fair to everyone.	10.2%	16.6%	42.0%	20.7%	10.6%	9,124

Appendix B
Table B.1. Alpha Reliabilities for Subscales, 2007-2008

Reliability Scores	All elementary	All middle	All high
Behavioral Environment	.75	.82	.82
Adult Fairness and Respect	.81	.91	.89
Teacher Support and Student Engagement	.86	.92	.90
Academic Self-confidence	.74	.85	.82
Overall climate	.93	.97	.96

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