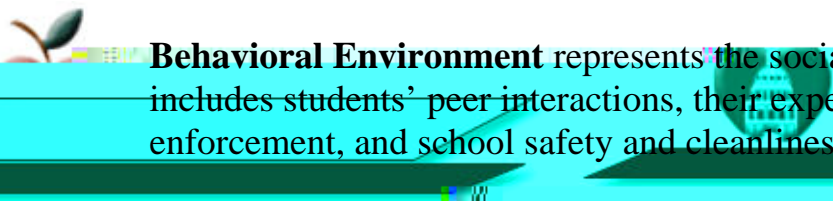


Spring semester. The survey is designed to ensure student perceptions regarding dimensions: Behavioral Environment, Adult/Student Interactions, and Academic Achievement. Each of these dimensions is made up of multiple concepts that are measured by survey items, or subscales.



Behavioral Environment represents the social and physical school environment. It includes students' peer interactions, their expectations about school rules and enforcement, and school safety and cleanliness. Behavioral Environment is

2006-2007 AISD STUDENT CLIMATE S

REVISIONS TO THE SURVEY IN 2006-2007

In the Fall of 2006, the Department of Program Evaluation examined previous years' climate data to assess the effectiveness of the survey instrument. Results of the analyses indicated that approximately one third of the survey items were characterized by higher rates of missing data and higher percentages of students selecting the "don't know" option than other items on the survey. This was consistent across grade levels for some items but the Elementary students in particular seemed to have some difficulty responding to approximately 45% of the items. To determine the best way to revise the survey it

Pilot Test: The revised items and the corresponding original items were administered to 3-5th grade classes at four Elementary schools. Participating teachers were instructed to administer the survey at a time convenient for them and to return the surveys to the Department of Program Evaluation. Data were collected from 151 students, and results indicated that the new survey instrument performed well. The responses to the newly worded items were aligned closely with the items as they were worded in previous versions². Written feedback from participating teachers about the administration process indicated that (a) the new scaling was much easier for them to explain and for the students to understand, and (b) the new item wording produced few questions concerning word definitions or the meaning of the items.

Based on the favorable results of the pilot study, the Student Climate Survey was revised for 2006-2007. Results indicate that the modifications did have an effect on the pattern of responses. Specifically, more students chose 4 (“Always”) than had in the previous year, and fewer students chose “Don’t Know” or left items blank than in previous years. Figure 2, below, shows the percentage of students who chose each response option in 2005-2006 and 2006-2007 for the revised survey items.

Figure 2. Percentage of Students Choosing Each Survey Response:

RESULTS OF THE STUDENT CLIMATE SURVEY 2006-2007

The Student Climate Survey was conducted in Spring 2007 for the fourth consecutive year. Three quarters of the district's students in grades 3-11 participated in the survey³; response rates by level for the past two years are provided in Table 1.

Table 1. Response Rates by School Level

	2005-2006		2006-2007	
	# of Respondents	Response Rate		

RESULTS FOR INDIVIDUAL DIMENSIONS AND SUBSCALES

Average ratings on each item, subscale, 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 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 & Cleanliness*.

Behavioral Expectations: Three items comprise this subscale, which measures the clarity and enforcement of school rules and of the consequences for rule violations.

Table 4. Behavioral Expectations Items, 2004-05 to 2006-07

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
9. Everyone knows what the school rules are.	3.13	3.11	3.36	2.60	2.63	2.89	2.56	2.60	2.86
12. My teachers always make sure that students follow the rules.	3.22	3.24	3.82	2.89	2.92	3.25	2.64	2.66	2.65
13. My classmates know there are consequences for breaking the rules.	3.08	3.08	3.58	2.70	2.75	3.29	2.53	2.55	3.20
Behavioral Expectations Average	3.13	3.13	3.60	2.73	2.76	3.16	2.57	2.60	3.04

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

School Safety & Cleanliness: The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean.

Table 5. School Safety & Cleanliness Items, 2004-2005 to 2006-2007

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
15. I feel safe at my school.	3.38	3.38	3.53	2.65	2.71	2.95	2.71	2.70	3.03
16. This school is clean.	3.16	3.13	3.34	2.53	2.58	2.82	2.44	2.48	2.78
17. I feel safe on the school property.	3.34	3.35	3.52	2.69	2.73	2.97	2.71	2.70	3.03
School Safety & Cleanliness Average	3.27	3.27	3.46	2.61	2.66	2.91	2.60	2.60	2.94

Note: Students rated each statement on a scale from 1 (Never) to 4 (Always).

ADULT/STUDENT INTERACTIONS

Adult Fairness & 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.

Table 7. Adult Fairness & Respect Items, 2004-2005 to 2006-2007

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
4. Teachers at this school care about their students.	3.70	3.71	3.88	2.95	3.02	3.27	2.85	2.83	3.08
5. Adults at this school listen to student ideas and opinions.	3.31	3.31	3.49	2.62	2.65	2.83	2.49	2.48	2.75
6. Adults at this school treat all students fairly.	3.28	3.28	3.59	2.46	2.53	2.87	2.26	2.28	2.73
7. The staff in the front office show respect to students.	3.60	3.60	3.81	3.02	3.04	3.30	2.75	2.74	3.15
10. The school rules are fair.	3.25	3.30	3.53	2.29	2.35	2.58	2.27	2.30	2.65
breaking school rules are the same for	3.30	3.29	3.45	2.75	2.77	2.98	2.48	2.47	2.83
39. I get the grades that I deserve on my class work.	3.43	3.45	3.63	2.83	2.87	3.15	2.75	2.74	3.07

ACADEMIC ENVIRONMENT

A total of fourteen items, forming two subscales: *Academic Standards* and *Academic Self-Confidence*, measure the rigor of academic expectations for students and students' sense of academic efficacy and progress. These items are designed to assess students' perceptions of AISD Board Results Policies related to academic achievement in reading, writing, speaking, and listening; identification and accomplishment of personal goals; and cooperation. In addition, items are designed to assess various Principles of Learning as defined by the University of Pittsburgh's Institute for Learning. 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.

Academic Standards: Three items comprise this subscale, which measures teachers' expectations for students and their work.

Table 8. Academic Standards Items, 2004-2005 to 2006-2007

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
19. My teachers expect me to do my best work.	3.79	3.80	3.93	3.33	3.36	3.61	3.12	3.09	3.43
20. My teachers challenge me to do better.	3.55	3.56	3.65	3.06	3.10	3.26	2.90	2.88	3.12
21. My teachers expect me to finish my homework on time.	3.74	3.75	3.87	3.38	3.39	3.59	3.18	3.16	3.47
Academic Standards Average	3.69	3.70	3.81	3.24	3.26	3.48	3.05	3.03	3.33

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

Academic Self-Confidence: This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of skills in communication and self-evaluation.

Table 9. Academic Self-Confidence Items, 2004-2005 to 2006-2007

Elementary			Middle			High
04-05	05-06	06-07	04-05	05-06	06-07	04-05

References

- Marshall, M. (2003). Examining school climate: Defining factors and educational influences. *Research Summary for the Center for Research on School Safety, School Climate and Classroom Management*, Georgia State University.
- Perkins, B. (2006). Where we learn. *National School Boards Association*. Alexandria, VA.

Appendix A.

Table A.1. 2005-2006 Item Wording

Item Number	
1	Students in my school respect each other.
2	Students at my school respect other students who are different than they are.
11	The punishment for breaking school rules is the same no matter who you are.
12	The school rules are strictly enforced.
13	If a school rule is broken, students know what kind of punishment will follow.
14	Students at my school obey the school rules.
21	My teachers expect me to get my homework assignments done on time.
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.
26	I try hard to do my best on my schoolwork.
27	My teachers seem to enjoy teaching.
30	My teachers show me ways to judge for myself the quality of my work.
32	I have learned to reach the goals I set for myself.
33	I have learned ways of working better in groups.
34	I know whether or not my work is good without being told.
35	I have learned how to evaluate my own work and keep track of my progress.
37	My teachers are understanding when I have personal problems.
41	My teachers apply classroom rules fairly to all students.

Appendix B

Table B.1. Percentage of 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.	2.4%	12.1%	65.3%	15.6%	4.7%	15,946
2. My classmates show respect to others who are different.	3.6%	14.3%	37.0%	30.0%	15.1%	15,944
3. I am happy with the way my classmates treat me.	5.0%	12.5%	39.8%	38.6%	4.0%	15,936
4. Teachers at this school care about their students.	0.6%	1.5%	6.8%	85.3%	5.8%	15,949
5. Adults at this school listen to student ideas and opinions.	1.9%	6.0%	26.8%	51.9%	13.5%	15,937
6. Adults at this school treat all students fairly.	1.7%	5.1%	21.0%	61.7%	10.4%	15,928
7. The staff in the front office show respect to students.	1.0%	2.2%	9.6%	77.6%	9.6%	15,892
8. There is at least one adult at my school who I can go to if I have a problem.	4.6%	3.7%	14.1%	68.6%	9.0%	15,930
9. Everyone knows what the school rules are.	1.5%	10.4%	27.9%	43.1%	17.1%	15,904
10. The school rules are fair.	3.5%	5.6%	21.8%	62.2%	6.9%	15,912
11. The consequences for breaking school rules are the same for everyone.	4.8%	6.2%	18.9%	53.9%	16.2%	15,894
12. My teachers always make sure that students follow the rules.	0.6%	1.8%	11.6%	82.2%	3.7%	15,892
13. My classmates know there are consequences for breaking the rules.	1.6%	5.4%	20.5%	59.1%	13.4%	15,826
14. Students at my school follow the rules.	3.0%	18.9%	54.5%	14.5%	9.1%	15,856
15. I feel safe at my school.	3.4%	6.2%	22.5%	64.1%	3.9%	15,880
16. This school is clean.	3.4%	8.5%	33.9%	47.3%	6.8%	15,909
17. I feel safe on the school property.	3.1%	6.2%	23.7%	61.2%	5.9%	15,872
18. Teachers give rewards or praise for good behavior.	4.1%	9.1%	33.9%	45.6%	7.2%	15,898
19. My teachers expect me to do my best work.	0.4%	0.6%	4.6%	92.3%	2.1%	15,929
20. My teachers challenge me to do better.	1.7%	3.1%	22.0%	67.1%	6.2%	15,919
21. My teachers expect me to finish my homework on time.	0.8%	1.1%	7.7%	87.2%	3.1%	15,892
22.						

Table B.2. Percentage of Middle School Student Responses for Each Response Option

Table B.3. Percentage of 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.	6.2%	12.9%	61.8%	15.1%	4.0%	9,880
2. My classmates show respect to others who are different.	7.3%	20.1%	51.1%	14.9%	6.6%	9,855
3. I am happy with the way my classmates treat me.	4.1%	6.1%	41.8%	42.9%	5.1%	9,816
4. Teachers at this school care about their students.	5.8%	11.7%	43.6%	31.2%	7.6%	9,805

5. 6% 20.8% 44.0% 17.0% 5.8%

6. 6.2%

7. 6.1% 24.1% 53.3% 13.8% 17.7%

8. 6.1%

16.1% 31.1% 27.1% 12.1% 9,080

9. 6.1%

10. 6.1%

93.8% 6.8% 9.8%

137.2% 183.2% 78.4% 56.3% 45.6% 39.8% 45.6% 28.4% 5.6% 45.6% 4.5% 5.8% 45.6% 4.9% 75.4% 0.0% 329.4% 9.7% 798.4% 56.4%

23.9% 113.9% 11.3% 9.0% 64.0%

Appendix C.

Table C.1. Alpha Reliabilities for Subscales, 2006-2007

	EL	MS	HS
Behavioral Environment	.80	.87	.89
<i>Peer Behavior</i>	.67	.73	.75
<i>Behavioral Expectations</i>	.50	.72	.72
<i>School Safety & Cleanliness</i>	.72	.82	.79
Adult/Student Interactions	.90	.95	.94
<i>Teacher Support & Engagement</i>	.82	.90	.89
<i>Adult Fairness & Respect</i>	.84	.91	.90
Academic Environment	.81	.91	.91
<i>Academic Standards</i>	.40	.49	.81
<i>Academic Self-Confidence</i>	.81	.89	.89

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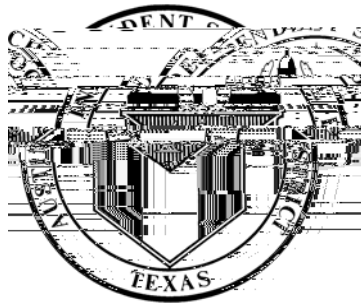
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Publication Number 06.20

July 2007

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