

2006-2007 AISD Student Climate Survey Results

Barton Hills Elementary School



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, n.d.). According to Brian Perkins of the National School Boards Association (2006), research shows that improved school climate contributes to a variety of positive outcomes including higher student achievement, higher morale among students and teachers, fewer student dropouts, reduced violence, better community relations, and increased institutional pride. For these reasons, it is important to examine your school's student climate survey results to identify areas in which your campus climate is strong 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

AISD Student Climate Survey Participants, 2006-2007

		# of Participants	Response Rate
Barton Hills	06-07	166	87.8%
All Elementary Schools	06-07	16,108	84.8%

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

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

<i>Dimension and Subscale</i>	Barton Hills	Barton Hills	Barton Hills	All Elementary Schools
	04-05	05-06	06-07	06-07
Behavioral Environment	3.14	3.06	3.41	3.33
<i>Peer Behavior</i>	3.03	2.91	3.18	3.04
<i>Behavioral Expectations</i>	2.95	2.99	3.58	3.60
<i>School Safety and Cleanliness</i>	3.41	3.32	3.54	3.46
Adult/Student Interactions	3.39	3.29	3.55	3.57
<i>Teacher Support and Engagement</i>	3.36	3.21	3.43	3.48
<i>Adult Fairness and Respect</i>	3.41	3.35	3.64	3.63
Academic Environment	3.44	3.36	3.49	3.52
<i>Academic Standards</i>	3.73	3.60	3.76	3.81
<i>Academic Self-Confidence</i>	3.34	3.30	3.41	3.44

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.

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>	Barton Hills	Barton Hills	Barton Hills	All Elementary Schools
	04-05	05-06	06-07	06-07
1. My classmates show respect to each other.	2.99	2.90	3.12	2.99
2. My classmates show respect to others who are different.	3.21	2.99	3.39	3.10
3. I am happy with the way my classmates treat me.	3.13	3.05	3.31	3.17
14. Students at my school follow the rules.	2.83	2.71	2.99	2.89
Peer Behavior Average	3.03	2.91	3.18	3.04

<i>Behavioral Expectations Items</i>	Barton Hills 04-05	Barton Hills 05-06	Barton Hills 06-07	All Elementary Schools 06-07
9. Everyone knows what the school rules are.	3.06	2.92	3.35	3.36
12. My teachers always make sure that students follow the rules.	3.05	3.17	3.78	3.82
13. My classmates know there are consequences for breaking the rules.	2.77	2.86	3.55	3.58
Behavioral Expectations Average	2.95	2.99	3.58	3.60

<i>School Safety and Climate-6000ref16)Tm80m0ref16</i>	Barton Hills 04-05	Barton Hills 05-06	Barton Hills 06-07	All Elementary Schools 06-07
15. I feel safe at my school.	3.64	3.48	3.64	3.53
16. This school is clean.	3.18	3.10	3.45	3.34
17. I feel safe on the school property.	3.47	3.39	3.53	3.52

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

<i>Teacher Support and Engagement Items</i>	Barton Hills 04-05	Barton Hills 05-06	Barton Hills 06-07	All Elementary Schools 06-07
18. Teachers give rewards or praise for good behavior.	3.50	3.15	3.34	3.31
31. Teachers give rewards or praise for good work.	3.26	3.13	3.16	3.27
27. My teachers are excited about what they teach.	3.32	3.13	3.54	3.55
28. My teachers like to teach.	3.59	3.36	3.83	3.79
36. Teachers give me the help I need with assignments.	3.41	3.30	3.47	3.62
37. My teachers understand when I have a personal problem.	3.27	3.23	3.37	3.44
38. Teachers help students with personal problems.	3.24	3.22	3.46	3.51
Teacher Support and Engagement Average	3.36	3.21	3.43	3.48

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.

All

4. Teachers at this school care about their students.

3.88

5. Adults at this school listen to student ideas and opinions

3.93

3.49

3.64

3.47

6. Adults at this school treat all students fairly.

3.59

3.19

3.55

3.15

Academic Self-Confidence:

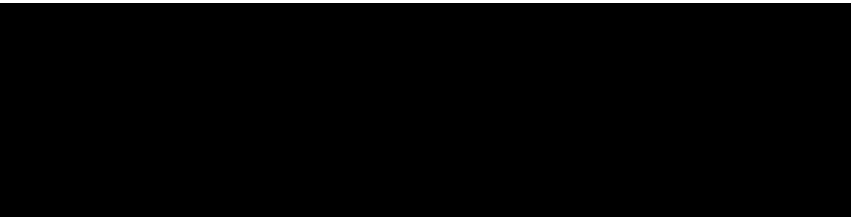
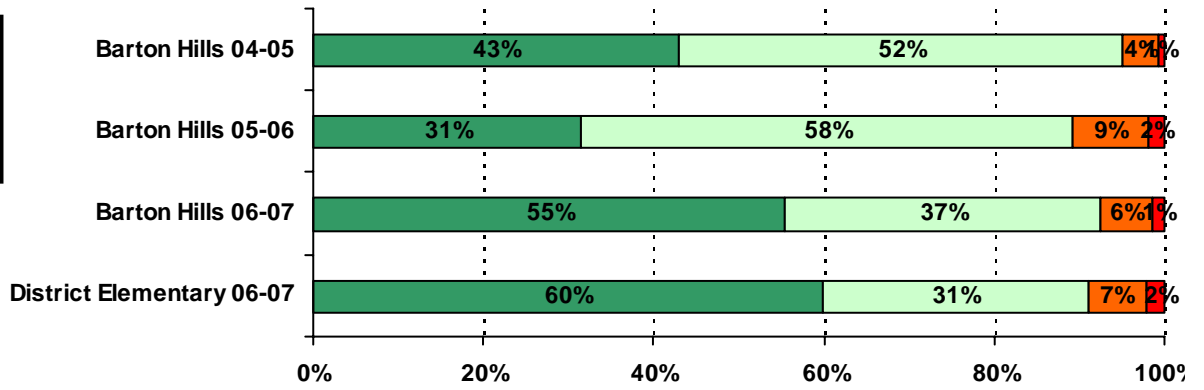
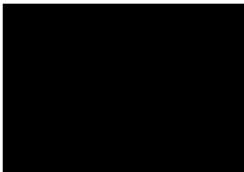
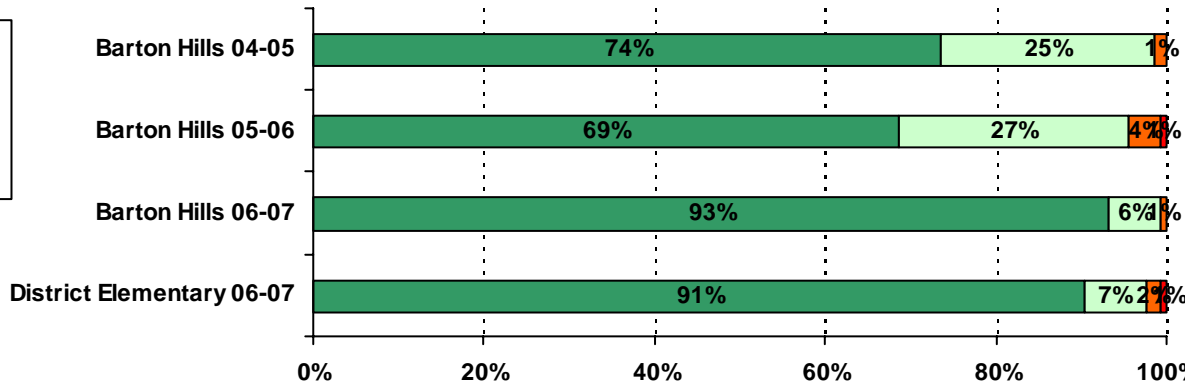
This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

Average Response for Academic Self-Confidence Items

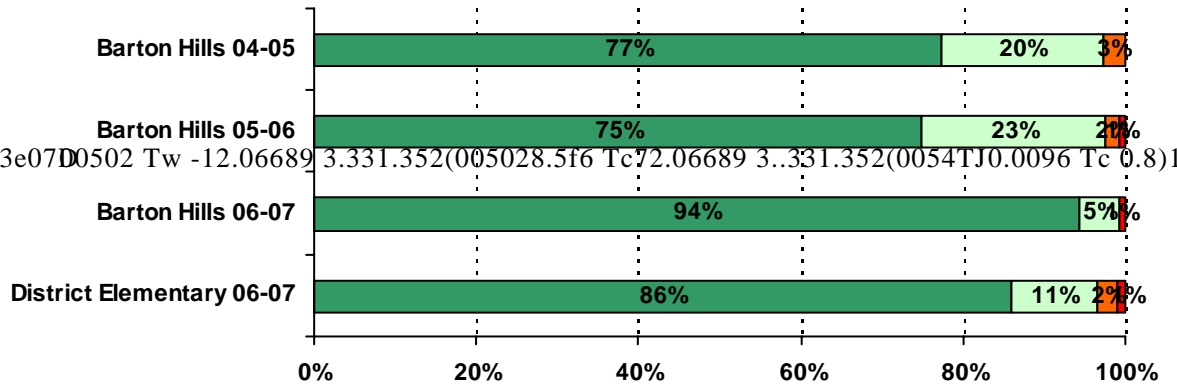
<i>Academic Self-Confidence Items</i>	Barton Hills 04-05	Barton Hills 05-06	Barton Hills 06-07	All Elementary Schools 06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.37	3.35	3.29	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.28	3.14	3.17	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.27	3.37	3.18	3.20
32. I can reach the goals I set for myself.	n/a		3.43	3.48
33. I can work well in groups.	3.34	3.36	3.42	3.43
25. I feel/felt well prepared for TAKS.	3.56	3.42	3.59	3.57
30. My teachers show me how to know if my work is good.	3.35	3.15	3.45	3.64
34. I can tell if my work is good.	3.21	3.09	3.40	3.36
35. I know how I'm doing in school.	3.16	3.19	3.44	3.46
26. I try hard to do my best work.	3.62	3.59	3.81	3.81
29. I feel successful in my schoolwork.	3.42	3.36	3.45	3.50
Academic Self-Confidence Average	3.34	3.30	3.41	3.44



4. Teachers at this school care about their students.



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



denff8.7-67dca)fi 11 Tc -1.3e07D0502 Tw -12.06689 3.331.352(005028.5f6 Tc72.06689 3..331.352(0054TJ0.0096 Tc 0.8)140281E)-

B489o
B489o

B489o
B489o

B489o

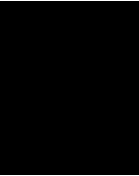
B489o-7(2)TJT*(B489o)5.331087(00502 -7(2)TJT*(B489o)5.33108.847502 -7(2)TJT*(B551.03502 T89 3..331.352f544TJ

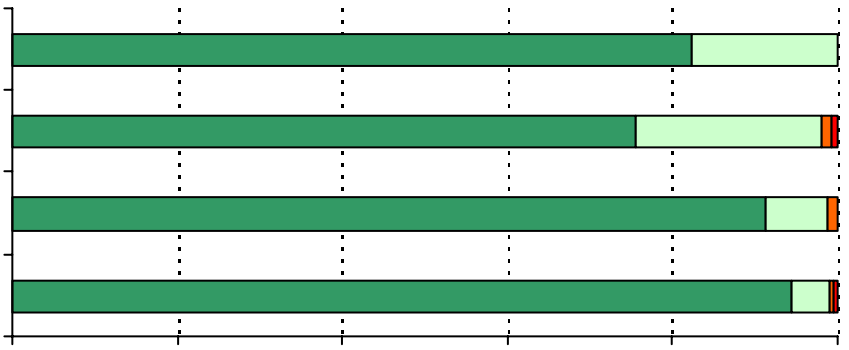
.....

.....

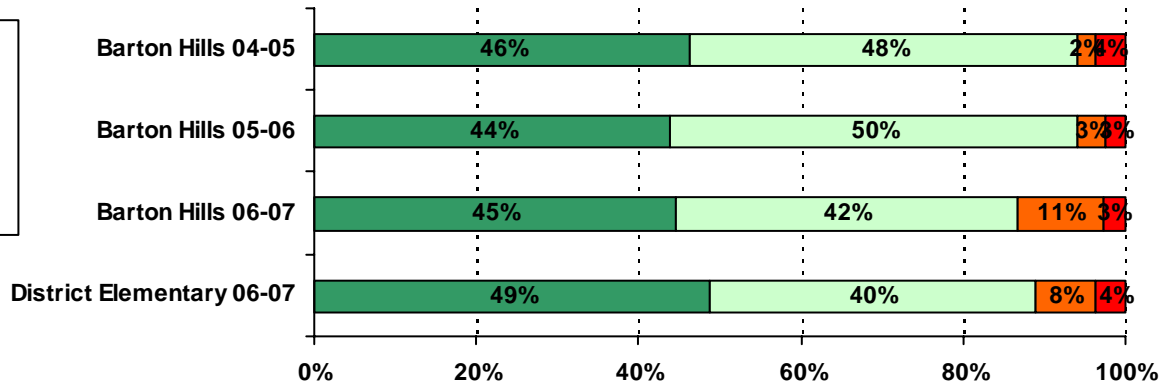
.....

.....

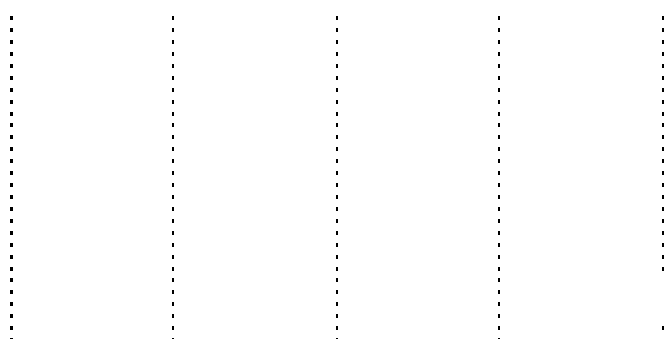
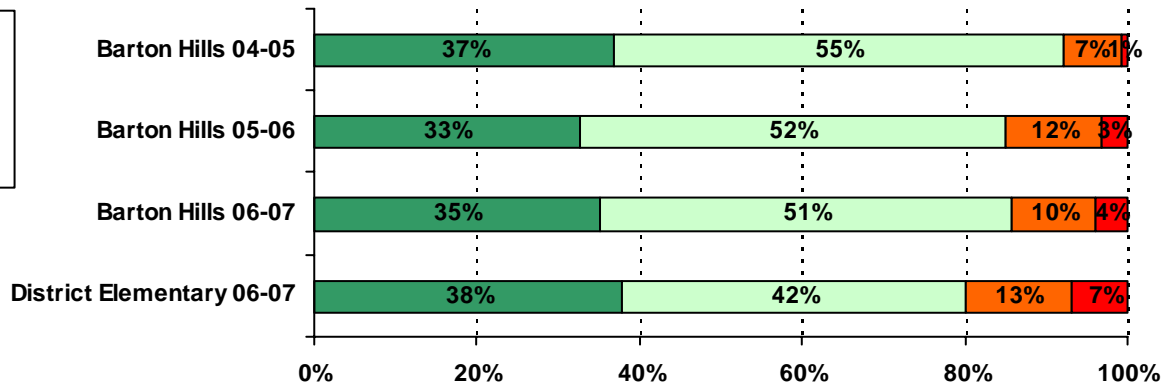


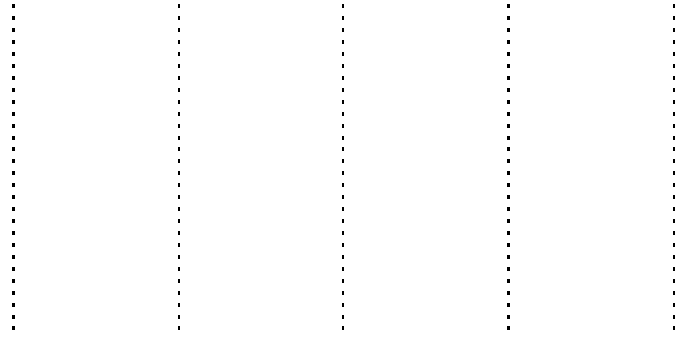


22. I can listen well and understand the thoughts and feelings of other students.

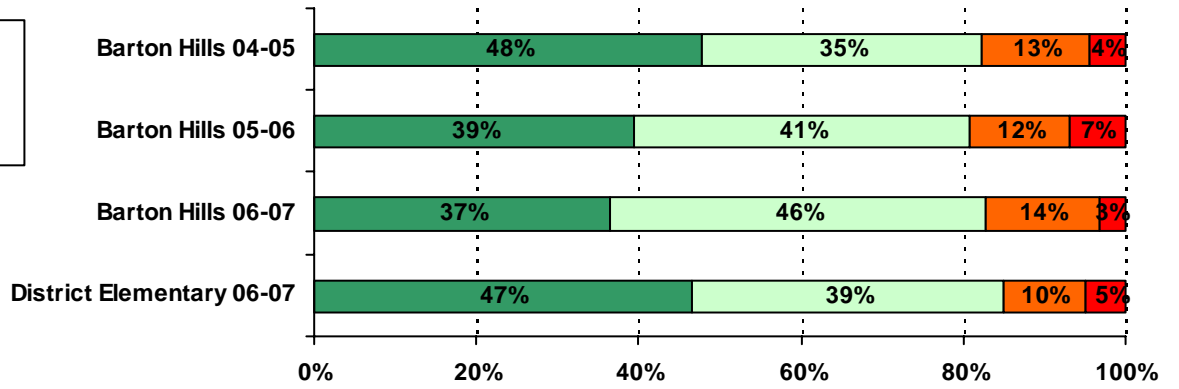


23. I can explain my thoughts and feelings clearly in discussions.

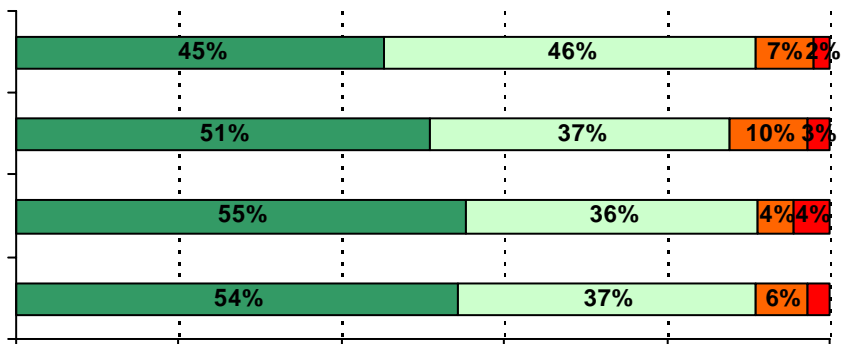
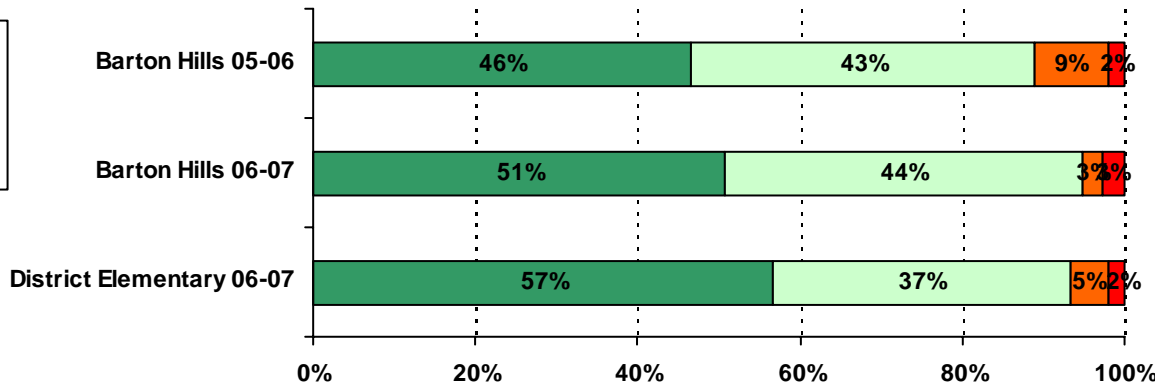




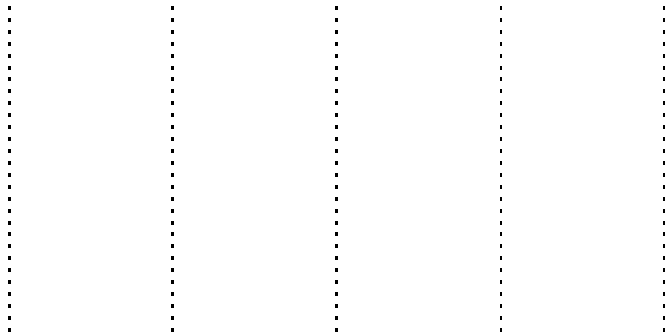
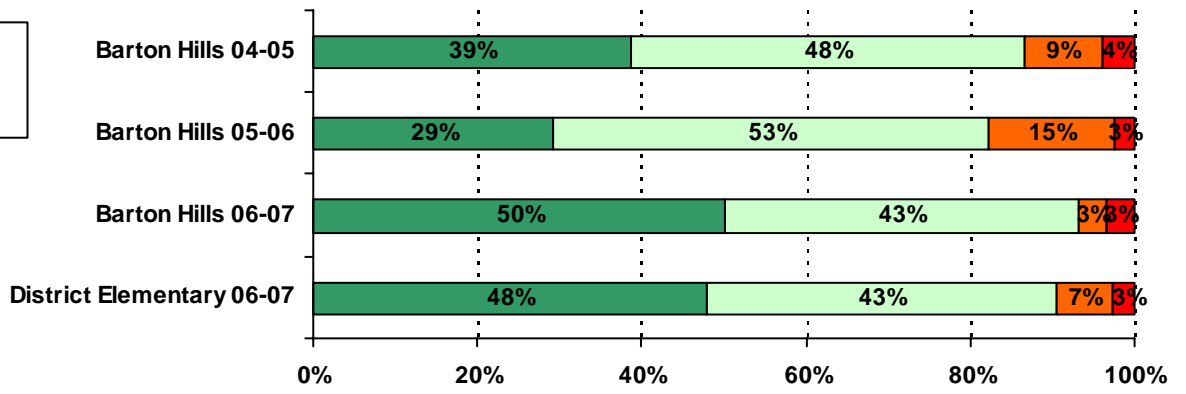
31. Teachers give rewards or praise for good work.



32. I can reach the goals I set for myself.



34. I can tell if my work is good.



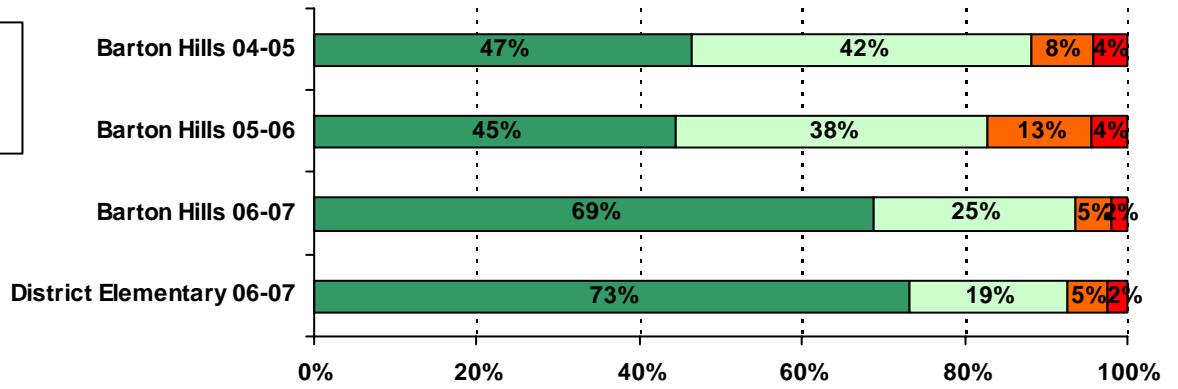
.....

.....

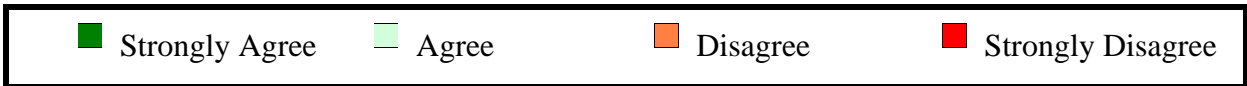
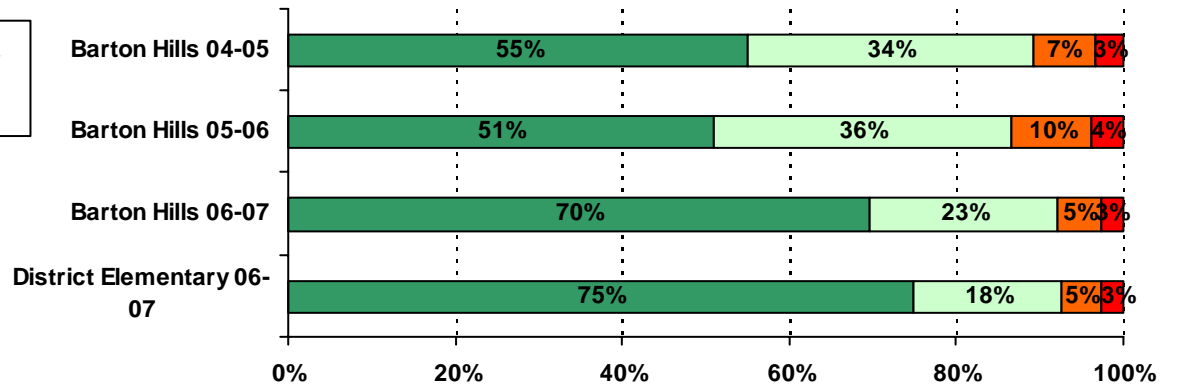
.....

.....

40. My teachers are fair with students.



41. My teachers are fair to everyone.



REFERENCES