

Research indicates that school climate can be either a positive influence on the learning environment or in futmh379refrie

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.

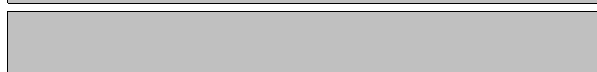
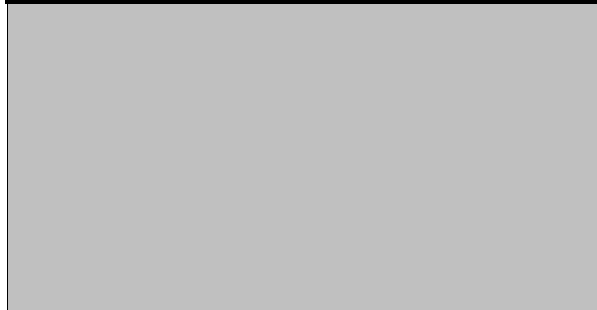
| <i>Dimension and Subscale</i> | | | | |
|---------------------------------------|------|------|------|------|
| <i>Peer Behavior</i> | 2.99 | 3.03 | 2.91 | 2.79 |
| <i>Behavioral Expectations</i> | 2.99 | 2.95 | 2.99 | 3.13 |
| <i>School Safety and Cleanliness</i> | 3.41 | 3.41 | 3.32 | 3.27 |
| <i>Teacher Support and Engagement</i> | 3.32 | 3.36 | 3.21 | 3.39 |
| <i>Adult Fairness and Respect</i> | 3.37 | 3.41 | 3.35 | 3.41 |
| <i>Academic Standards</i> | 3.69 | 3.73 | 3.60 | 3.70 |
| <i>Academic Self-Confidence</i> | 3.35 | 3.34 | 3.30 | 3.39 |

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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|--|------|------|------|------|
| 9. Everyone knows what | 3.15 | 3.06 | 2.92 | 3.11 |
| 12. The school rules are strictly enforced. | 3.00 | 3.05 | 3.17 | 3.24 |
| 13. If a school rule is broken, students know what kind of punishment will follow. | 2.88 | 2.77 | 2.86 | 3.08 |
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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

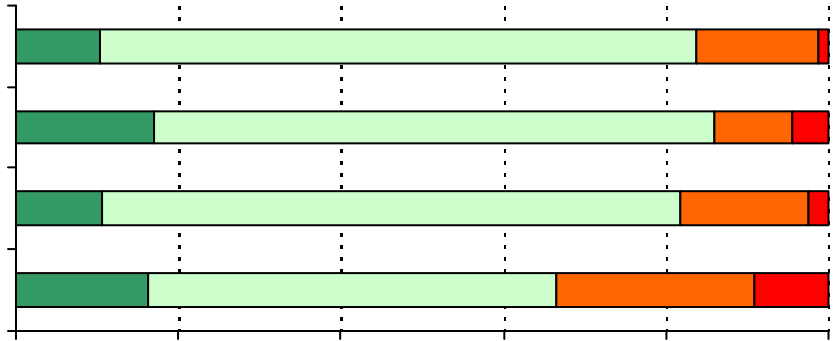
| <i>Teacher Support and Engagement Items</i> | | | | |
|--|------|------|------|------|
| 18. Teachers give rewards or praise for good behavior. | 3.36 | 3.50 | 3.15 | 3.37 |
| 31. Teachers give rewards or praise for good work. | 3.29 | 3.26 | 3.13 | 3.33 |
| 27. My teachers are excited about what they teach. | 3.37 | 3.32 | 3.13 | 3.41 |
| 28. My teachers seem to enjoy teaching. | 3.54 | 3.59 | 3.36 | 3.54 |
| 36. Teachers give me the help I need with assignments. | 3.35 | 3.41 | 3.30 | 3.50 |
| 37. My teachers are understanding when I have personal problems. | 3.25 | 3.27 | 3.23 | 3.35 |
| 38. Teachers help students with personal problems. | 3.25 | 3.24 | 3.22 | 3.38 |
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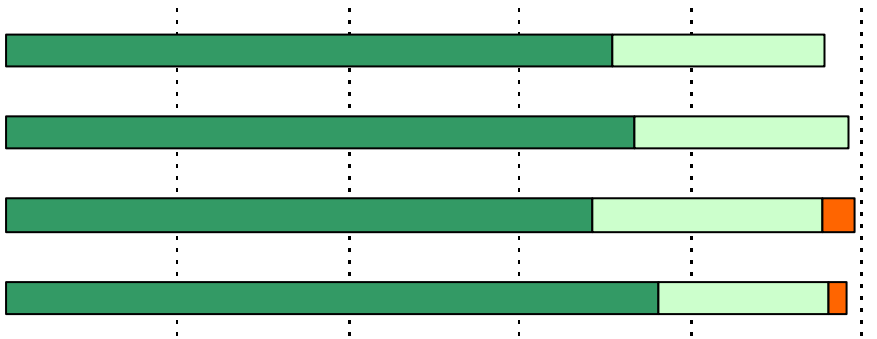
Adult Fairness and Respect:

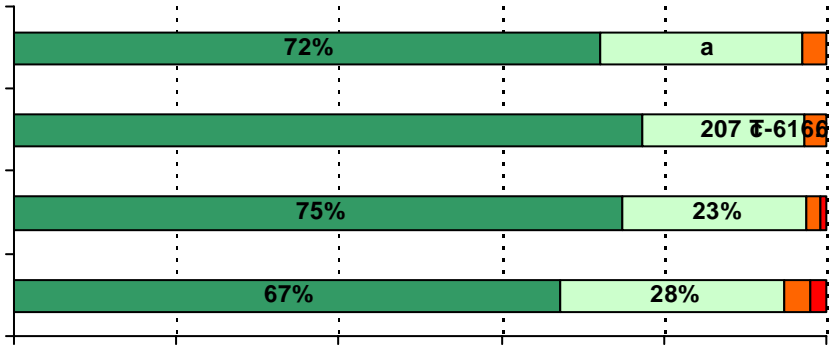
The nine items on this subscale assess the treatment of students by teachers and other adults on campus in

Academic Self-Confidence Items

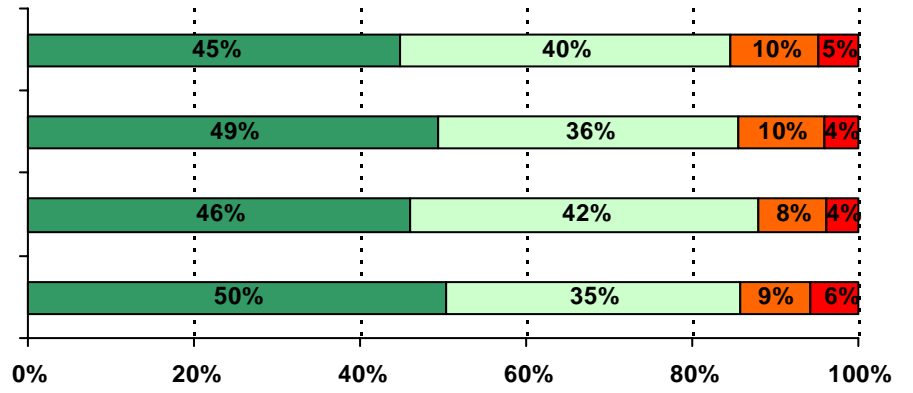
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|--|--|------|------|------|
| 22. I have learned how to listen better so I can understand the ideas of other students. | 3.31 | 3.37 | 3.35 | 3.41 |
| 23. I have learned how to explain my ideas more clearly to others in discussions. | 3.33 | 3.28 | 3.14 | 3.29 |
| 24. I have learned how to explain my ideas in writing more clearly. | 3.36 | 3.27 | 3.37 | 3.34 |
| 32. I have learned to reach the goals I set for myself. | | | 3.34 | 3.43 |
| 33. I have learned ways of working better in groups. | 3.35 | 3.34 | 3.36 | 3.42 |
| 25. I feel/felt well prepared for TAKS. | 3.41 | 3.56 | 3.42 | 3.48 |
| 30. My teachers show me ways to judge for myself the quality of my work. | 3.36 | 3.35 | 3.15 | 3.39 |
| 34. I know whether or not my work is good without being told. | 3.317r(of)12(m)6.8(y)11.4(progress.)TJET1 1 1 sc9nBT1T10.98 | | | |
| 35. I have learned how to evaluate my work and keep track of my progress. | | | | |
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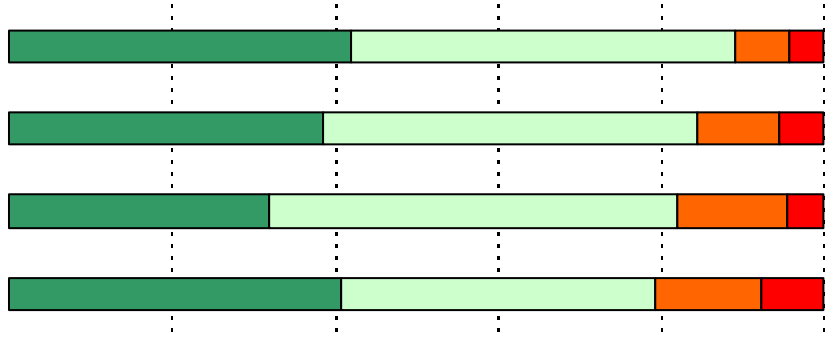


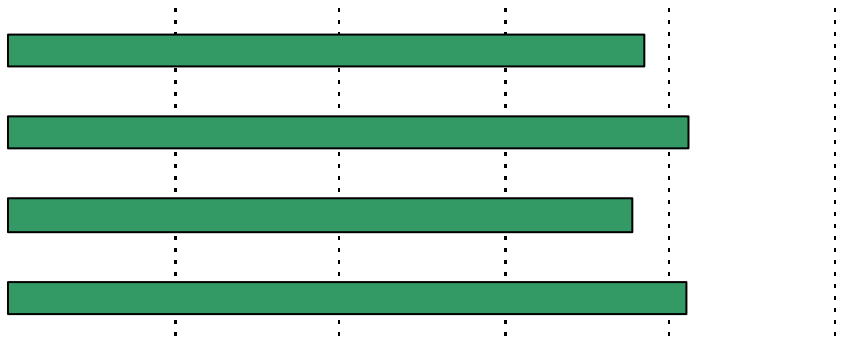


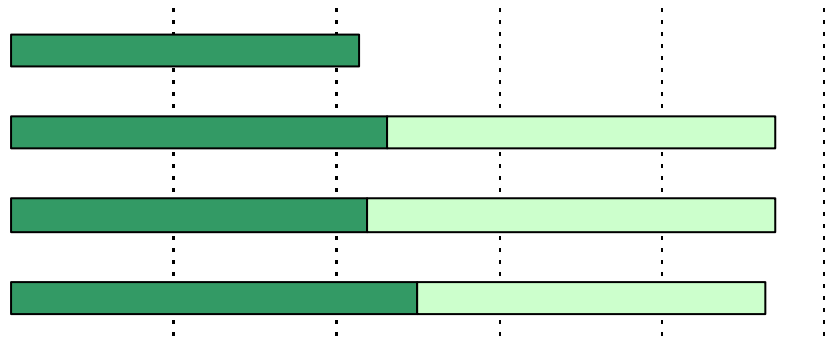


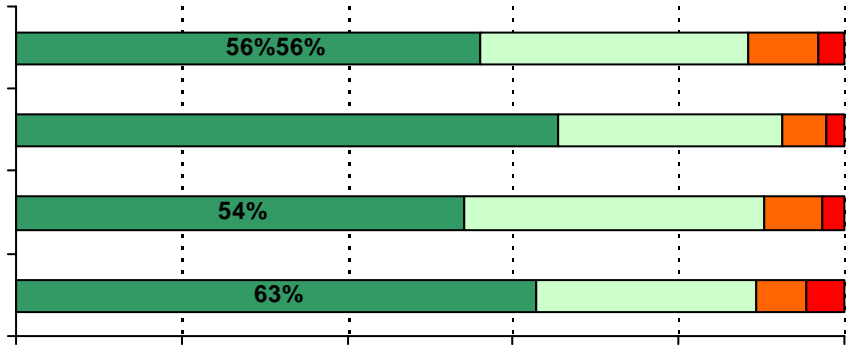
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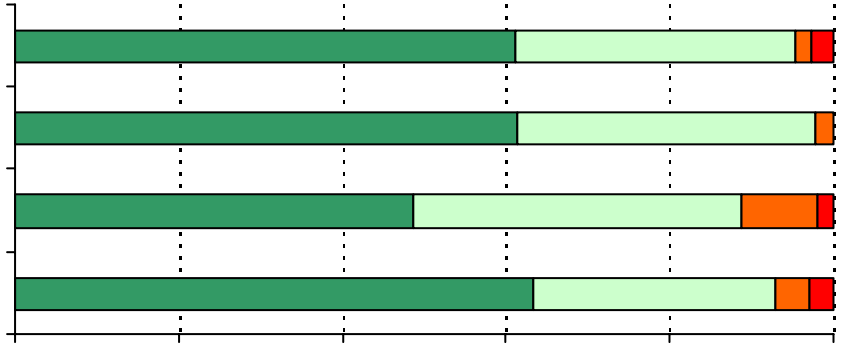


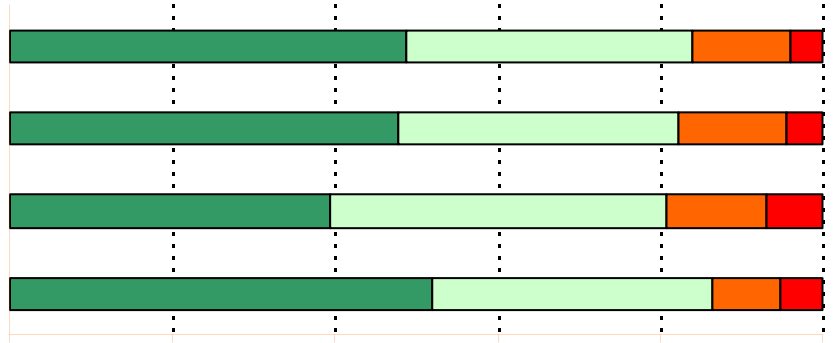












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