



STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report **BEDICHEK MIDDLE SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Bedichek (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). At the middle school level, schools with higher student ratings of *Behavioral Environment*, *Adult Fairness and Respect*, and *Academic Self-Confidence* had significantly higher TAKS performance, particularly in Math and Social Studies, than schools with less favorable ratings on these dimensions. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that may support positive school climate in each area. For further assistance, contact Jane Nethercut, PBS Coordinator, in Student Support Services (414-0196).

Table 1. Bedichek Student Climate Survey Participants, 2008-2009

Year	Bedichek	All MS
Surveys returned	Behavioral Enviroence	



TEACHER SUPPORT AND S



ADDITIONAL ACADEMIC ENVIRONMENT

Five additional items were included on the survey. Four items measured additional components of school climate (Table 6) and the sixth asked

