



**STUDENT CLIMATE SURVEY RESULTS 2008-2009**

**Survey Report BROWN ELEMENTARY SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Brown (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 AISSD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). At the elementary level, schools with higher student ratings of the *Behavioral Environment* in particular had significantly higher TAKS performance than schools with less favorable ratings, and this relationship with TAKS was stronger than that for student attendance, teacher experience, teacher retention, and principal turnover. 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. Brown Student Climate Survey Participants, 2008-2009

Year	Brown	All EL
Surveys returned	193	16,674



**BEHAVIORAL ENVIRONMENT**

A total of six items on the survey assess the dimension called Behavioral Environment, 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 in Table 2. Item numbers in each table correspond to the numbers on the survey.

Table 2. Average Response for Behavioral Environment

	<b>Brown</b>	<b>All EL</b>

**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 in Table 4.

Table 4. Average Response for Teacher Support and Student Engagement Items

	<b>Brown</b>	<b>All EL</b>


**ADDITIONAL ACADEMIC ENVIRONMENT**

Four items measured additional components of school climate (Table 6).

Table 6. Additional Items

	2006-07	Brown 2007-08	2008-09	All EL 2008-09
<b>8. There is at least one adult at my school who I would go to if I have a problem.</b>	n/a	<b>3.68</b>	<b>3.46</b>	<b>3.52</b>
<b>9. Everyone knows what the school rules are.</b>	<b>3.61</b>	<b>3.48</b>	<b>3.52</b>	<b>3.40</b>
<b>13. My classmates know there are consequences for breaking the rules.</b>	<b>3.71</b>	<b>3.62</b>	<b>3.59</b>	<b>3.57</b>
<b>19. My teachers challenge me to do better.</b>	<b>3.77</b>	<b>3.67</b>	<b>3.67</b>	<b>3.60</b>

Reference

Schmitt, L. & Carney, D. (2008). AISD Board Level Reports. Austin, TX: Austin Independent School District. Available at:  
<http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>