



STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report **BRYKER WOODS ELEMENTARY SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Bryker Woods (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 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. Bryker Woods Student Climate Survey Participants, 2008-2009

Year	Bryker Woods	All EL
Surveys returned	223	16,674
Students enrolled (Grades 3-6)	236	19,602

Note: Population data are based on May enrollment and may differ from the official AEIS report.

Figure 1 displays your average scores on each dimension for the past 3 years and the average for all schools at your level for the 2008-2009 school year. It is desirable to have a score at or above 3.0, indicated in **bold**.

Figure 1. Average Dimension and Subscale Scores, 2006-2009

	Bryker Woods			All EL
	2006-07	2007-08	2008-09	2008-09
Behavioral Environment	3.38	3.36	3.40	3.20
Adult Fairness and Respect	n/a	n/a	3.60	3.66
Teacher Support and Student Engagement				
Academic Self-Confidence				

BEHAVIORAL ENVIRONMENT



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

	Bryker Woods			All EL
	2006-07	2007-08	2008-09	2008-09
17. Teachers give rewards or praise for good behavior.	n/a	n/a	3.34	3.28
21. I enjoy doing my schoolwork.	n/a	2.86	2.90	3.11
24. My teachers are excited about what they teach.	3.55	3.35	3.55	3.53
25. My teachers like to teach.	3.85	3.71	3.75	3.77
27. My teachers show me how to know if my work is good.	3.48	3.40	3.52	3.61
28. Teachers give rewards or praise for good work.	3.31	3.37	3.32	3.23
30. My homework helps me learn things I need to know.	n/a	3.19	3.27	3.49
33. My schoolwork makes me think about things in new ways.	n/a	3.06	3.16	3.26



ADDITIONAL ACADEMIC ENVIRONMENT

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

Table 6. Additional Items

	Bryker Woods			All EL
	2006-07	2007-08	2008-09	2008-09
8. There is at least one adult at my school who I would go to if I have a problem.	n/a	3.67	3.56	3.52
9. Everyone knows what the school rules are.	3.44	3.51	3.52	3.40
13. My classmates know there are consequences for breaking the rules.	3.68	3.73	3.66	3.57
19. My teachers challenge me to do better.	3.53	3.41	3.49	3.60

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>