

2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS



CAMPBELL 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 improved 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 where available. Higher average scores indicate a more positive school climate. The climate survey measures four dimensions of a school's overall climate, called Behavioral Environment, Adult Fairness and Respect, Teacher Support and Engagement, and Academic Self-confidence. Each of these four

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 presented below. Item numbers in each table correspond to the numbers on the survey.

Average Response for Behavioral Environment Items

Behavioral Environment Items	Campbell 2005-06	Campbell 2006-07	Campbell 2007-08	All ES
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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 reflected in the table below.

Average Response for Teacher Support and Student Engagement Items

Teacher Support and Student Engagement	Campbell 2005-06	Campbell 2006-07	Campbell 2007-08	All ES
18. Teachers give rewards or praise for good behavior.	3.57	3.30	3.51	3.31
23. My teachers show me how our schoolwork is useful.				

ADDITIONAL SCHOOL ENVIRONMENT

A total of eight items assess the school environment

APPENDIX

Cronbach's Alpha Reliability Scores for AISD Student Climate Survey

Reliability Scores	All ES	All MS	All HS
Behavioral Environment	.75	.82	.82
Adult Fairness and Respect	.81	.91	.89
Teacher Support and Student Engagement	.86	.92	.90
Academic Self-confidence	.74	.85	.82
Overall Climate	.93	.97	.96

REFERENCES

- Marshall, M. L. (n.d.). *Examining school climate: Defining factors and educational influences*. Retrieved May 10, 2006, from Georgia State University, Center for Research on School Safety, School Climate and Classroom Management Web site:
<http://education.gus.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf>
- Perkins, B. K. (2006). *Where we learn*. National School Boards Association. Alexandria, VA.
- Stover, D. (2005). Climate and Culture: Why your board should pay attention to the attitudes of students and staff. *American School Board Journal*, 192, 12.