

2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS



CASIS 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

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	Casis 2005-06	Casis 2006-07	Casis 2007-08	All ES
18. Teachers give rewards or praise for good behavior.	3.35	3.32	3.14	3.31
23. My teachers show me how our schoolwork is useful.				

ADDITIONAL SCHOOL ENVIRONMENT

A total of eight items assess the school environment in ways other than those identified by the four primary statistical survey dimensions. Average scores for each of these additional items are reflected in the table below.

Average Response for Additional Climate Items

Additional Items	Casis 2005-06	Casis 2006-07	Casis 2007-08	All ES
8. There is at least one adult at my school who I can go to if I have a problem.	3.13	3.73	3.74	3.60
9. Everyone knows what the school rules are.	3.25	3.58	3.52	3.35
13. My classmates know there are consequences for breaking the rules.	n/a	3.67	3.68	3.56
16. This school is clean.	3.15	3.27	3.28	3.35
20. My teachers challenge me to do better.	3.55	3.57	3.54	3.63
23. My teachers show me how our schoolwork is useful.	n/a	n/a	3.33	3.47
34. The things I learn in school will help me later in life.	n/a	n/a	3.66	3.75
39. I get the grades I deserve on my class work.	3.48	3.73	3.70	3.58

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APPENDIX

Cronbach's Alpha Reliability Scores for AISD Student Climate Survey

Reliability Scores	All ES	All MS	All HS
Behavioral Environment	.75	.82	.82