

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 higher 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, and provides the current year results for all AISD schools at your level. The climate survey measures three dimensions of a school's overall climate, called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of several similar concepts that are measured with groups of related items, or subscales.

<i>Dimension and Subscale</i>		
<i>Peer Behavior</i>	3.39	2.87
<i>Behavioral Expectations</i>	3.48	3.04
<i>School Safety and Cleanliness</i>	3.61	2.95
<i>Teacher Support and Engagement</i>	3.61	2.74
<i>Adult Fairness and Respect</i>	3.43	2.89
<i>Academic Standards</i>	3.69	3.34
<i>Academic Self-Confidence</i>	3.47	3.09

Scores for your campus this year should be examined rela



3.46 2.87

3.56 3.04

3.46 3.20





Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>		
4. Teachers at this school care about their students.	3.62	3.09
5. Adults at this school listen to student ideas and opinions	3.48	2.76
6. Adults at this school treat all students fairly.	3.42	2.74
7. The staff in the front office show respect to students.	3.72	3.15
10. The school rules are fair.	3.11	2.66
11. The consequences for breaking school rules are the same for everyone.	3.23	2.83
39. I get the grades I deserve on my class work.	3.56	3.08
40. My teachers are fair with students.	3.58	2.86
41. My teachers are fair to everyone.	3.58	2.81

A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each

### ***Academic Self-Confidence:***

This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

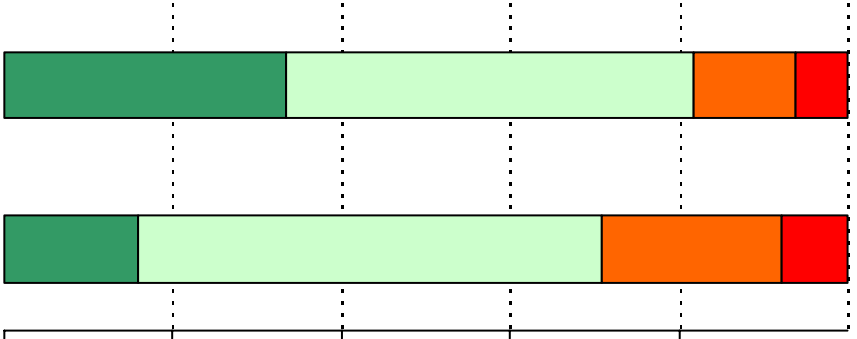
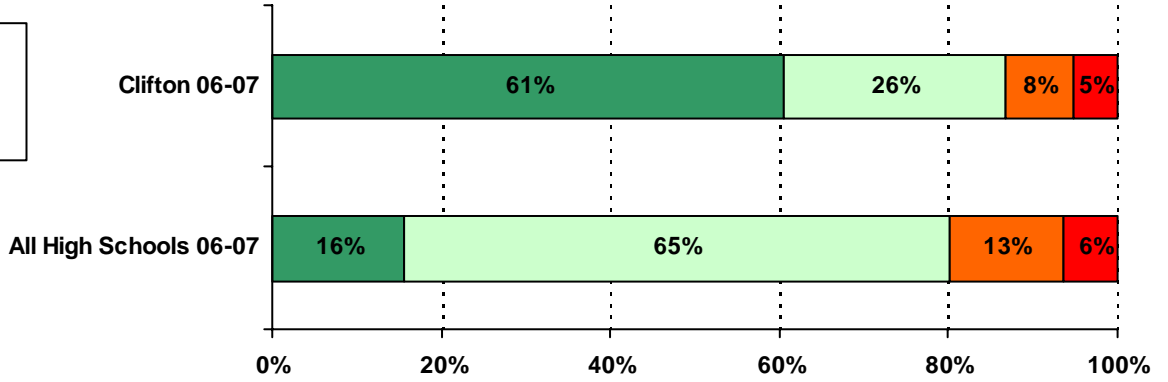
Average Response for Academic Self-Confidence Items

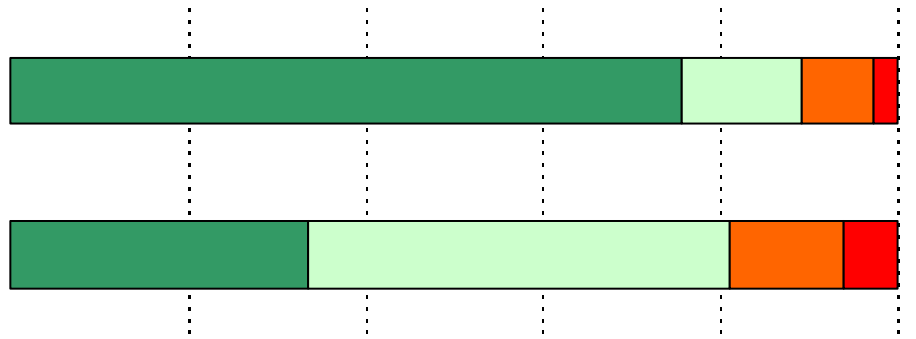
<b><i>Academic Self-Confidence Items</i></b>			
22. I can listen well and understand the thoughts and feelings of other students.	3.57	3.17	
23. I can explain my thoughts and feelings clearly in discussions.	3.11	2.93	
24. I can explain my thoughts and feelings clearly in writing.	3.32	3.03	
32. I can reach the goals I set for myself.	n/a	3.65	3.18
33. I can work well in groups.	3.38	3.23	
25. I feel/felt well prepared for TAKS.	3.32	2.97	
30. My teachers show me how to know if my work is good.	3.71	2.89	
34. I can tell if my work is good.	3.46	3.20	
35. I know how I'm doing in school.	3.73	3.17	
26. I try hard to do my best work.	3.51	3.27	
29. I feel successful in my schoolwork.	3.61	3.02	

Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational experience (Marshall, n.d.; Stover, 2005; Perkins, 2006). Your campus already is doing some of these things, but you may want to consider ways to enhance current efforts in the following areas.

- a) Increased parent and community involvement.
- b) Implementation of character education.
- c) Use of violence-prevention and conflict resolution curricula.
- d) Use of peer mediation.
- e) Prevention of acts of bullying.
- f) Fair, equal, and respectful treatment of students.
- g) Providing a safe environment for staff and students.
- h) Personalization through adopt-a-kid programs or honoring most-improved students.
- i) Implementation of good classroom management.
- j) Modeling of respect and teamwork among leadership and staff.

1. My classmates show respect to each other.







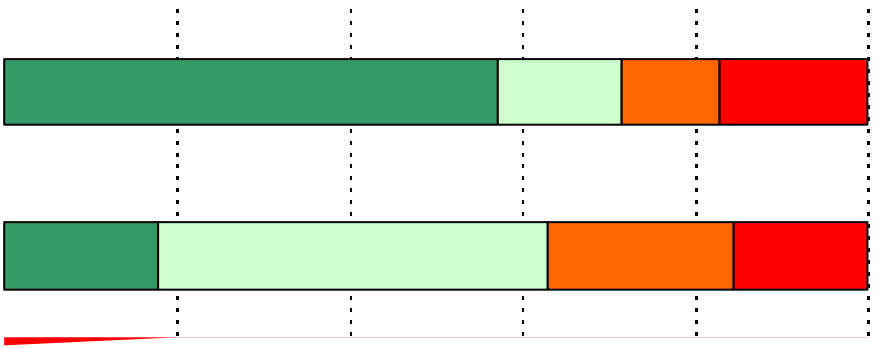
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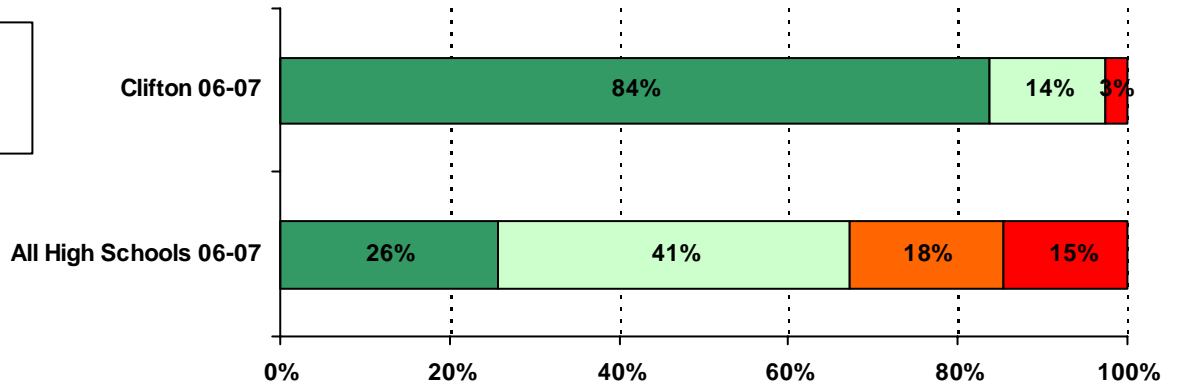
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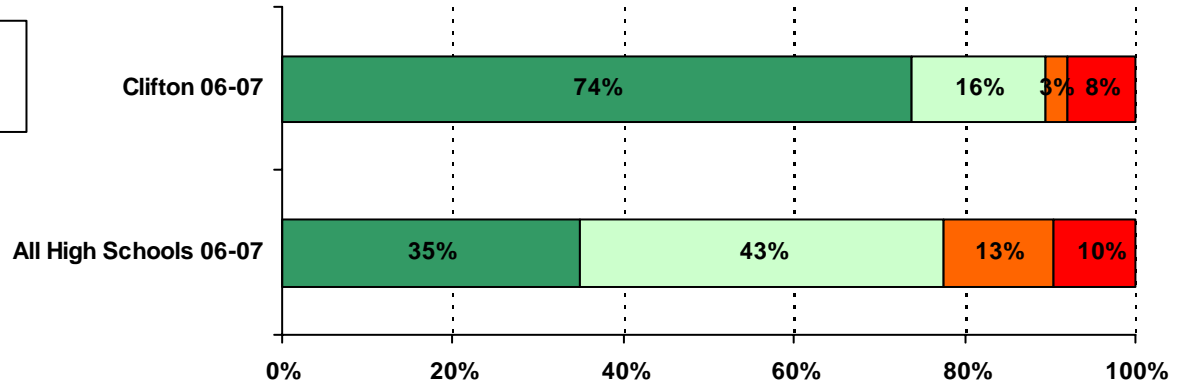
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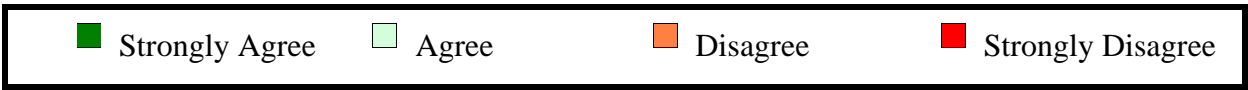
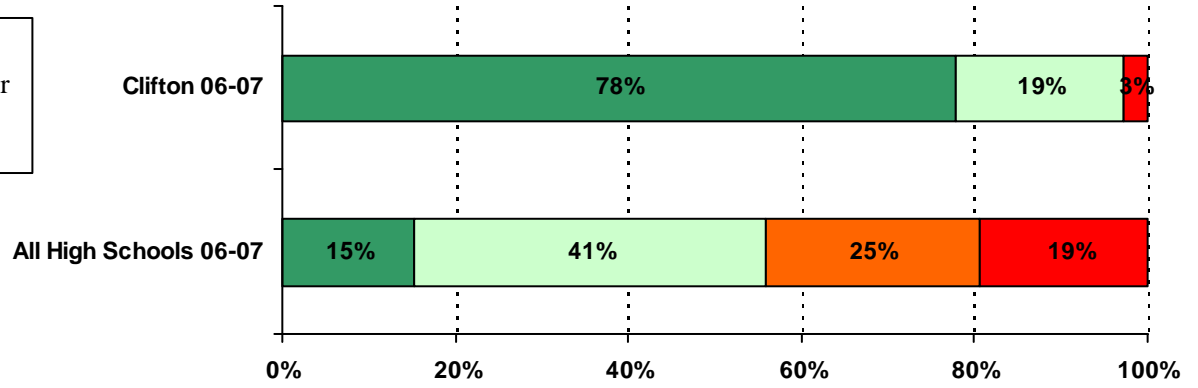
16. This school is clean.

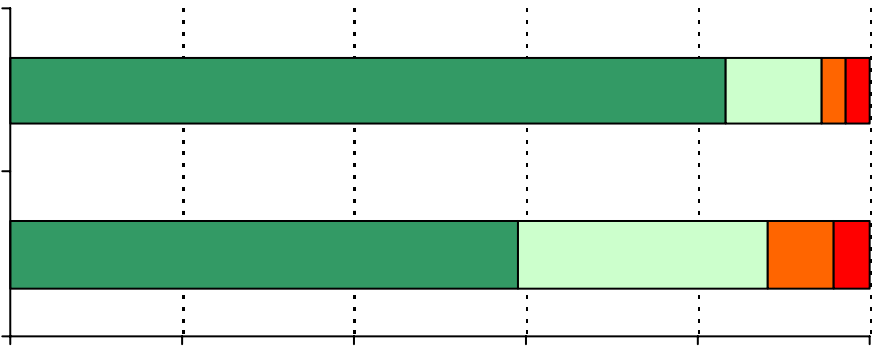


17. I feel safe on the school property.

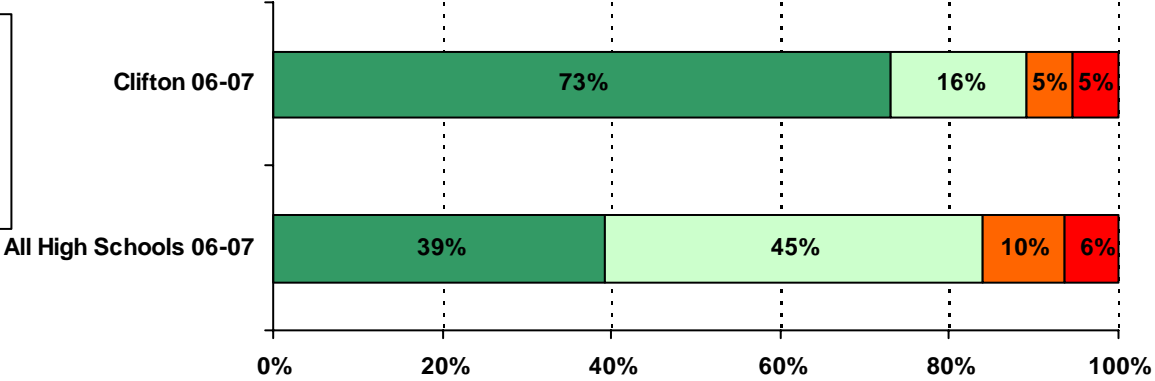


18. Teachers give rewards or praise for good behavior.

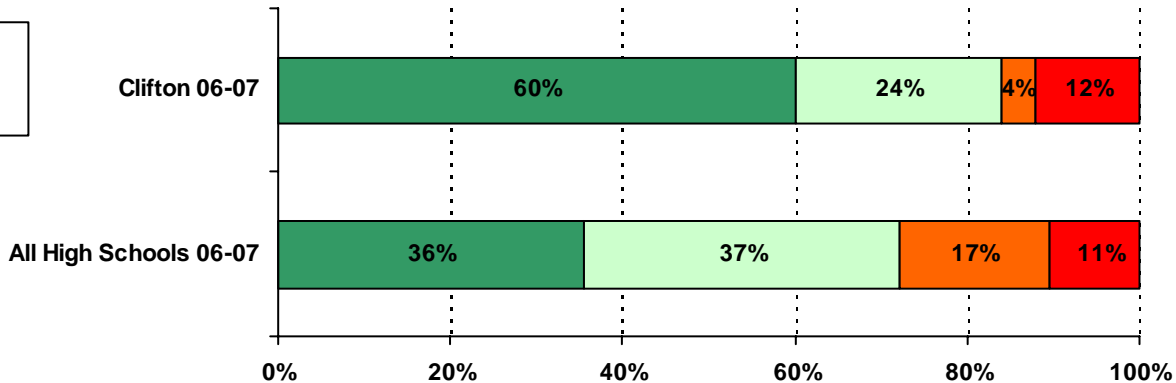




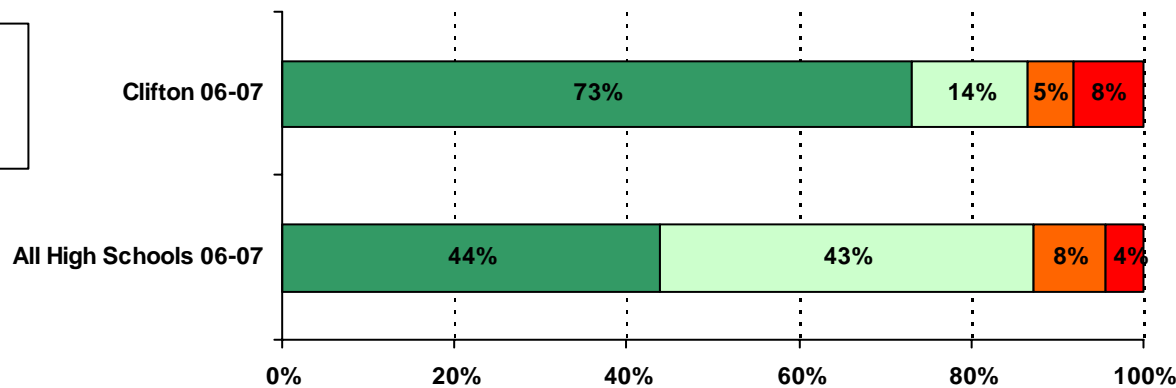
22. I can listen well and understand the



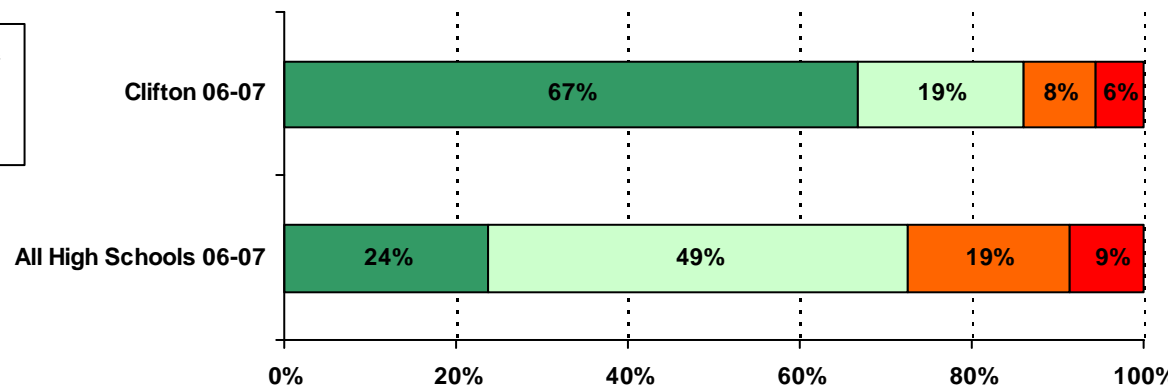
25. I feel/felt well prepared for TAKS.



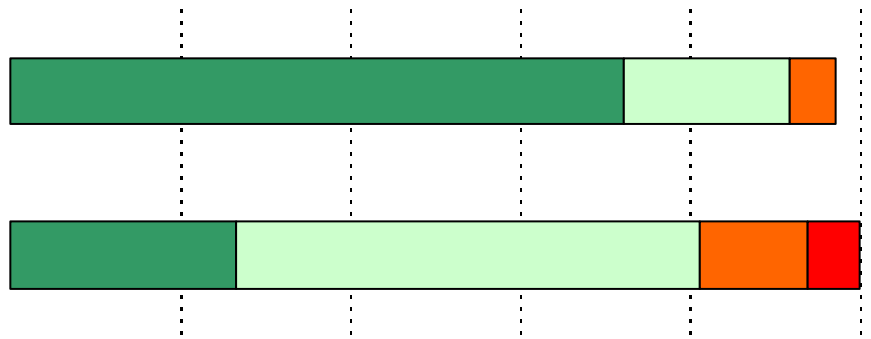
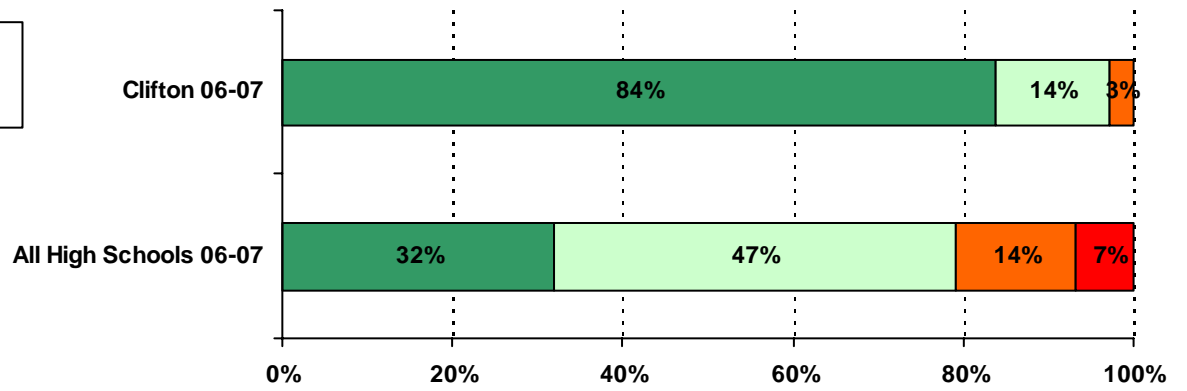
26. I try hard to do my best work.



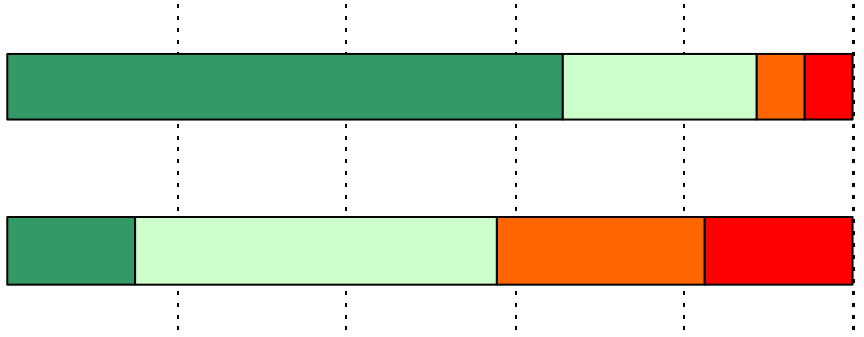
27. My teachers are excited about what they teach.



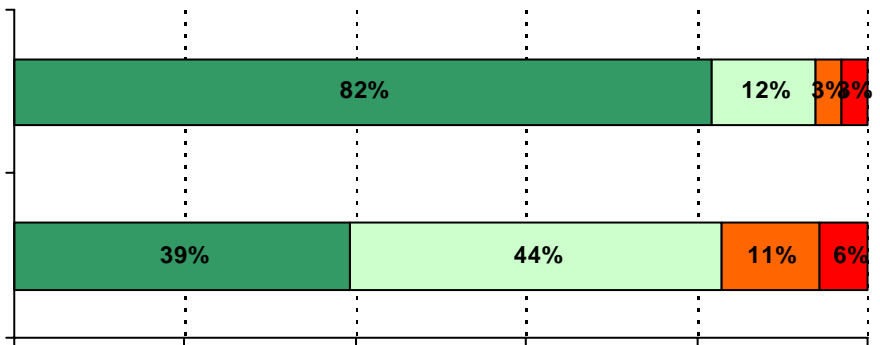
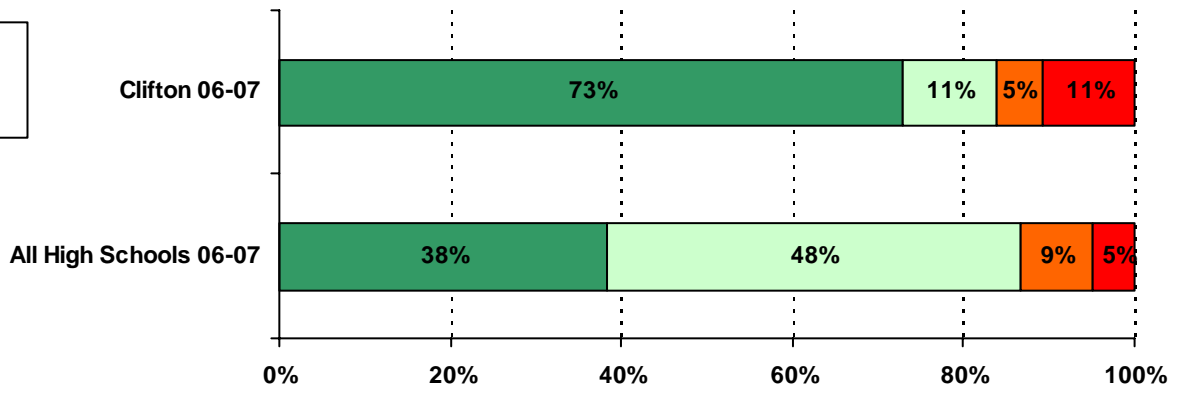
28. My teachers like to teach.



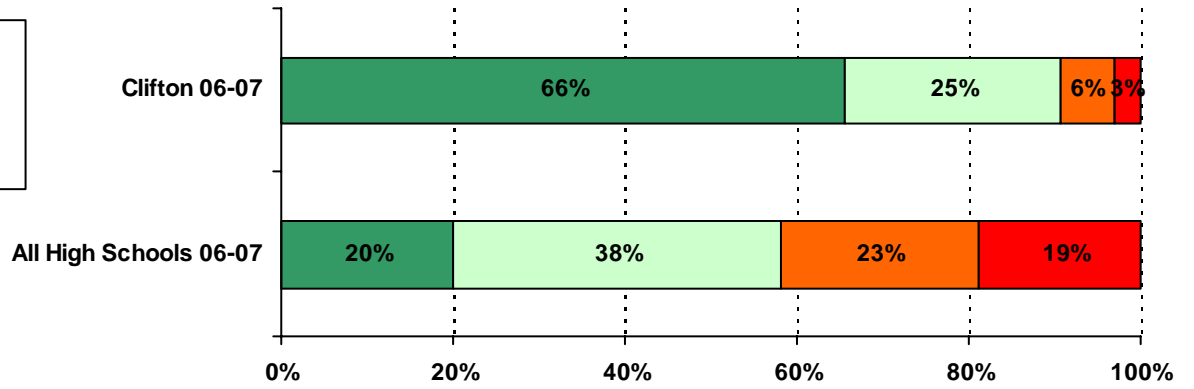




34. I can tell if my work is good.



37. My teachers understand when I have a personal problem.



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