

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.

Average response scores for your campus over the last three years and for all schools at your level this year are presented below for the climate dimensions and their corresponding subscales. Higher average scores indicate a more positive school climate.

<i>Dimension and Subscale</i>				
<i>Peer Behavior</i>	2.30	2.23	2.81	2.87
<i>Behavioral Expectations</i>	2.45	2.42	2.92	3.04
<i>School Safety and Cleanliness</i>	2.37	2.27	2.77	2.95
<i>Teacher Support and Engagement</i>	2.53	2.41	2.76	2.74
<i>Adult Fairness and Respect</i>	2.46	2.41	2.85	2.89
<i>Academic Standards</i>	3.01	2.94	3.15	3.34
<i>Academic Self-Confidence</i>	2.70	2.69	2.98	3.09

Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based

Scores for your campus this year should be examined relative to the scores for all schools at your level. If your school's average score for a dimension or subscale is lower than the average for all schools at your level, individual item responses will help you to id

*Behavioral Expectations Items*

9. Everyone knows what the school rules are.	2.50	2.46	2.75	2.87
12. My teachers always make sure that students follow the rules.	2.42	2.39	2.95	3.04
13. My classmates know there are consequences for breaking the rules.	2.48	2.43	3.04	3.20

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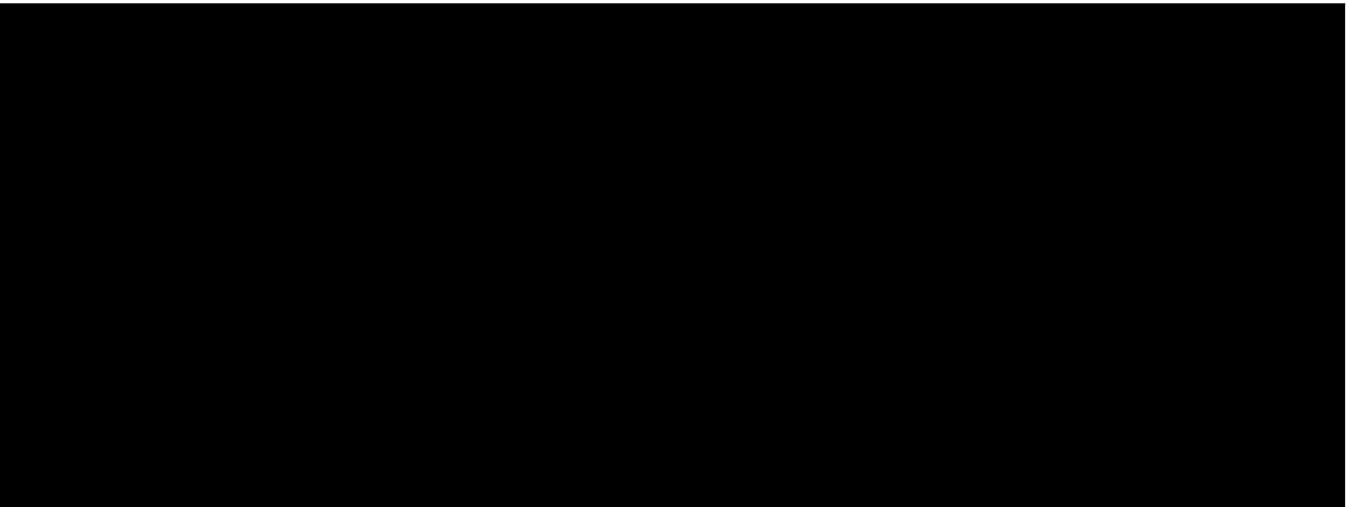
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***Teacher Support and Engagement:***

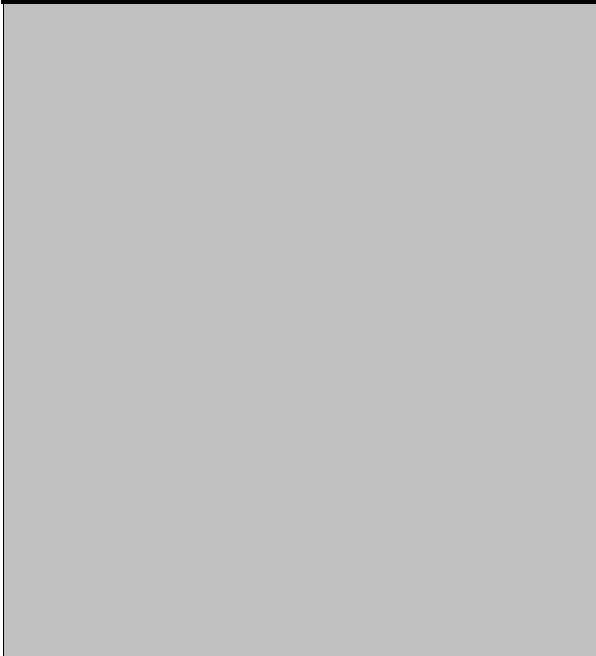
This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table that follows.

Average Response for Teacher Support and Engagement Items

<b><i>Teacher Support and Engagement Items</i></b>				
18. Teachers give rewards or praise for good behavior.	2.43	2.26	2.57	2.52
31. Teachers give rewards or praise for good work.	2.47	2.37	2.55	2.56
27. My teachers are excited about what they teach.	2.57	2.49	2.78	2.88
28. My teachers like to teach.	2.69	2.56	2.99	3.05
36. Teachers give me the help I need with assignments.	2.69	2.58	3.02	3.02
37. My teachers understand when I have a personal problem.	2.46	2.34	2.72	2.60
38. Teachers help students with personal problems.	2.40	2.34	2.79	2.57

***Adult Fairness and Respect:***

The nine items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.



3.04 3.09

2.79 2.76

2.69 2.74

***Academic Self-Confidence:***

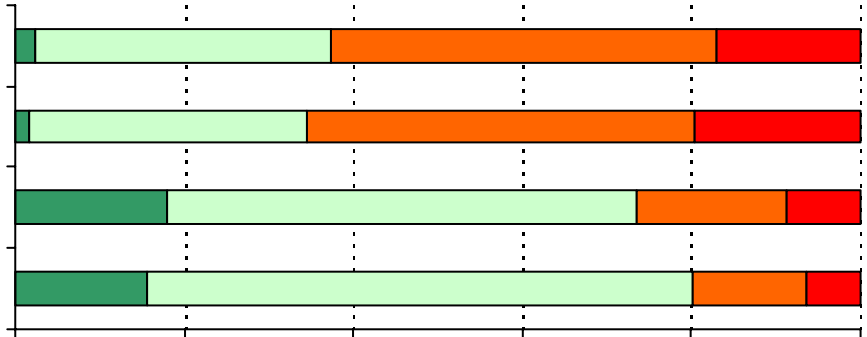
This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

Average Response for Academic Self-Confidence Items

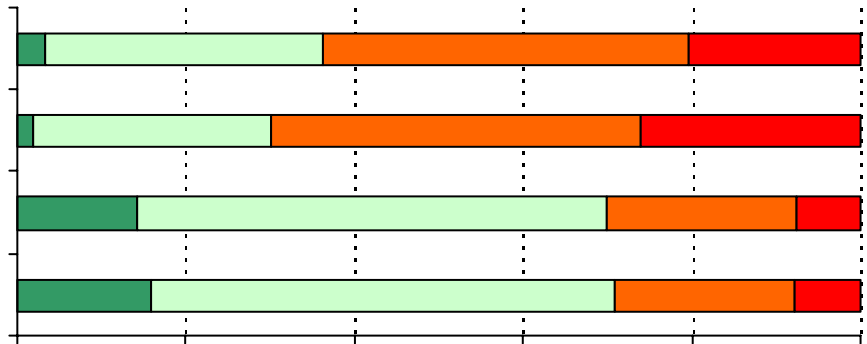
<i>Academic Self-Confidence Items</i>				
22. I can listen well and understand the thoughts and feelings of other students.	2.77	2.69	2.97	3.17
23. I can explain my thoughts and feelings clearly in discussions.	2.69	2.64	2.78	2.93
24. I can explain my thoughts and feelings clearly in writing.	2.72	2.68	2.89	3.03
32. I can reach the goals I set for myself.	n/a		3.06	3.18
33. I can work well in groups.	2.71	2.71	3.14	3.23
25. I feel/felt well prepared for TAKS.	2.53	2.51	2.80	2.97
30. My teachers show me how to know if my work is good.	2.60	2.57	2.89	2.89
34. I can tell if my work is good.	2.80	2.72	3.09	3.20
35. I know how I'm doing in school.	2.72	2.71	3.11	3.17
26. I try hard to do my best work.	2.90	2.94	3.15	3.27
29. I feel successful in my schoolwork.	2.73	2.69	3.01	3.02

The survey statement is presented on the left, along with the bar graph on the right containing the percentages of responses to each option (Strongly Agree, Agree, Disagree, Strongly Disagree).<sup>1</sup>

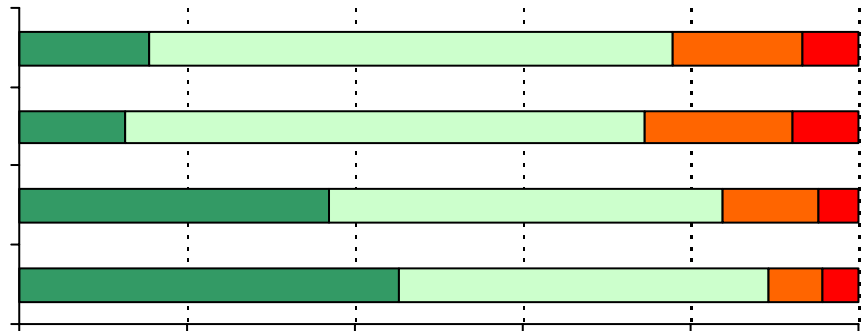
1. My classmates show respect to each other.

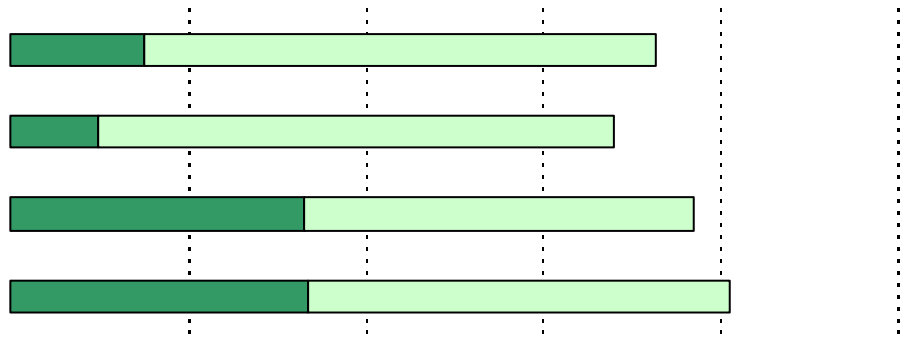


2. My classmates show respect to others who are different.



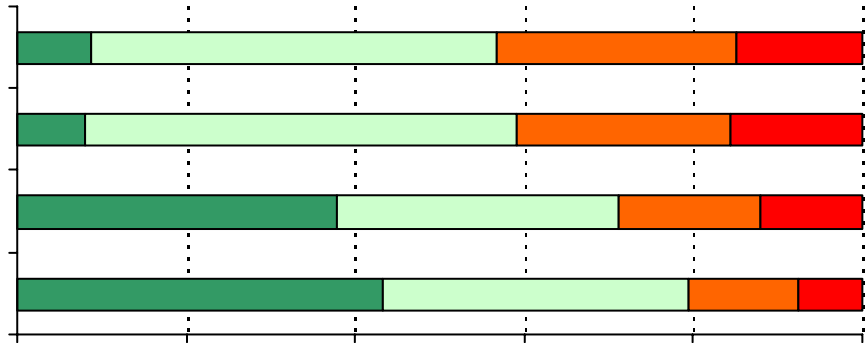
3. I am happy with the way my classmates treat me.



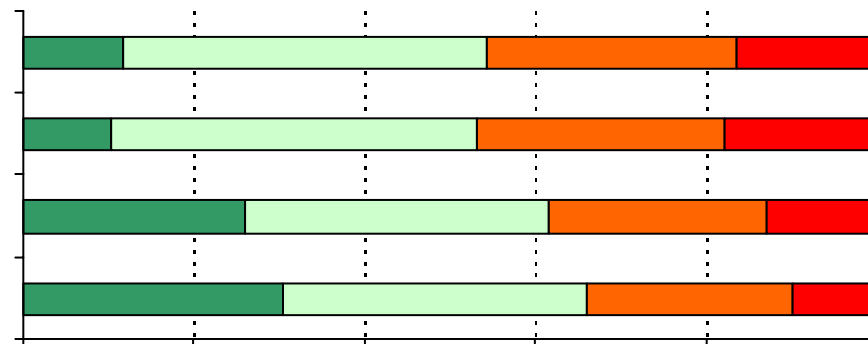
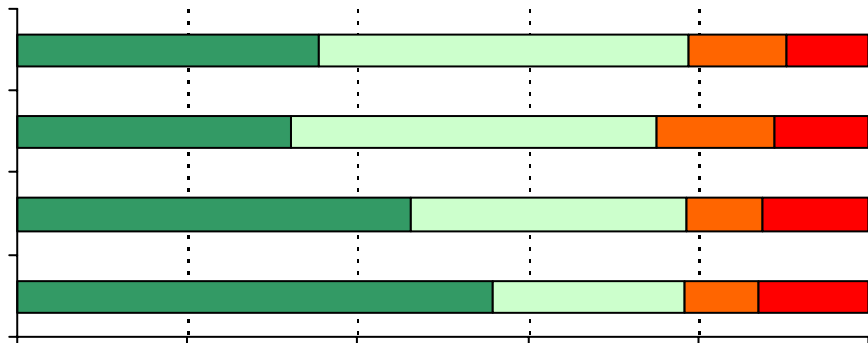


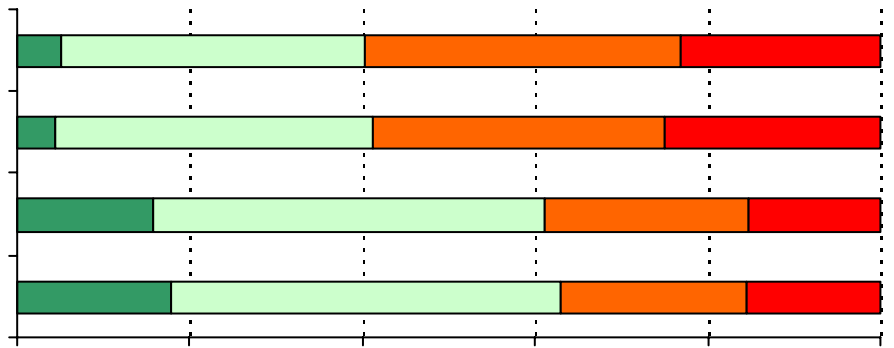


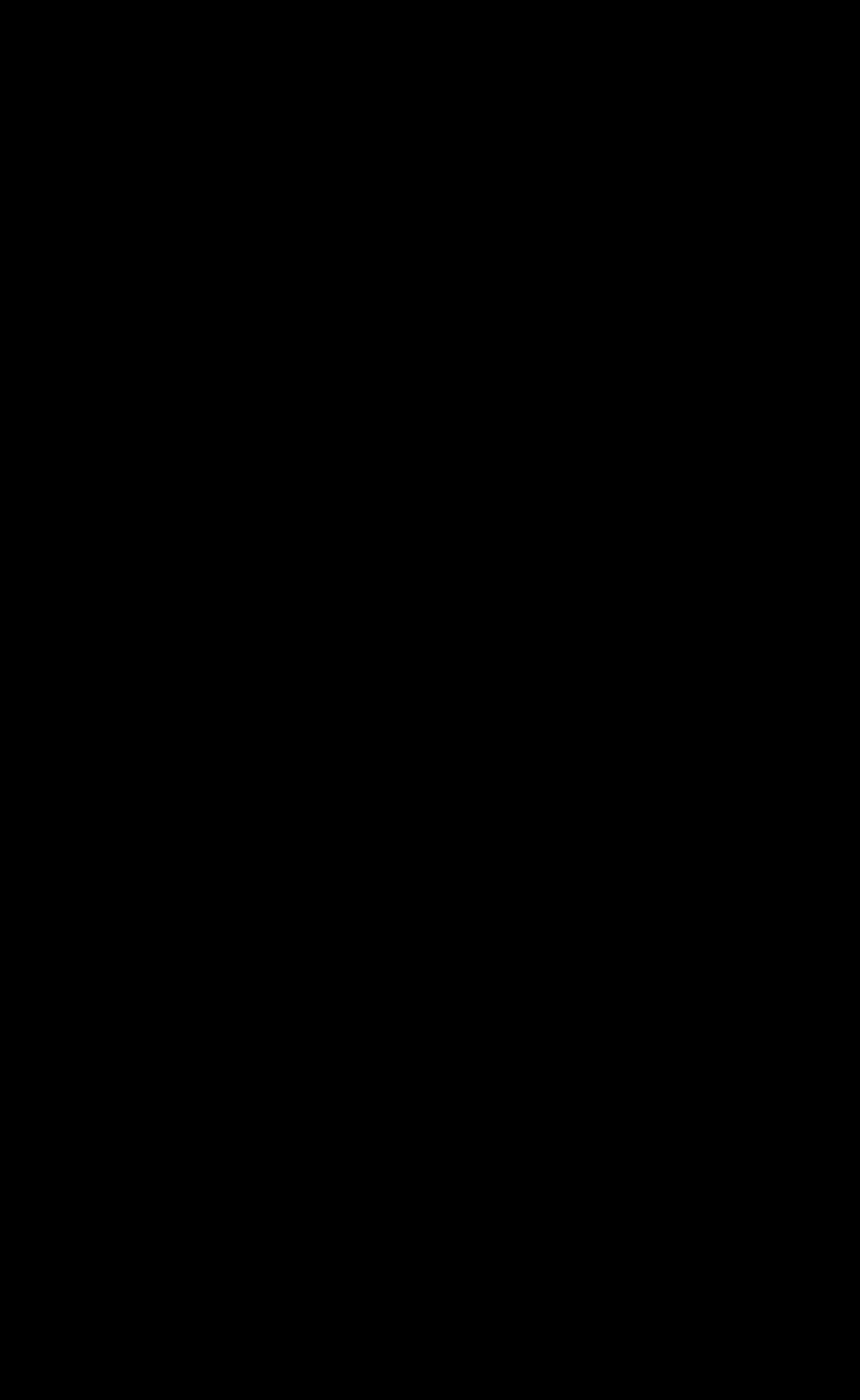
7. The staff in the front office show respect to students.



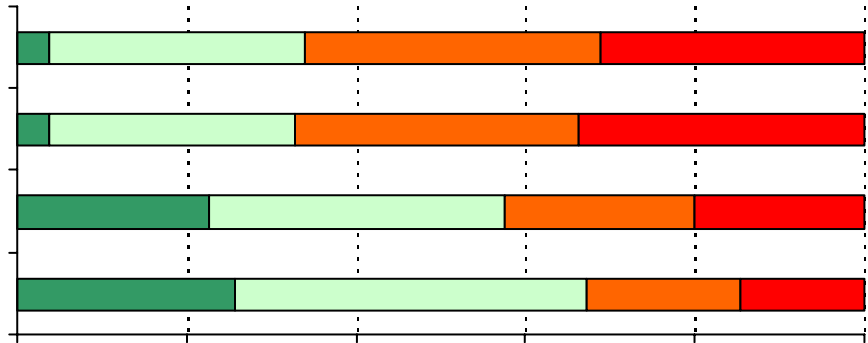
8. There is at least one adult at my school who I can go to if I have a problem.








16. This school is clean.



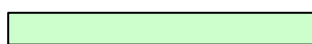
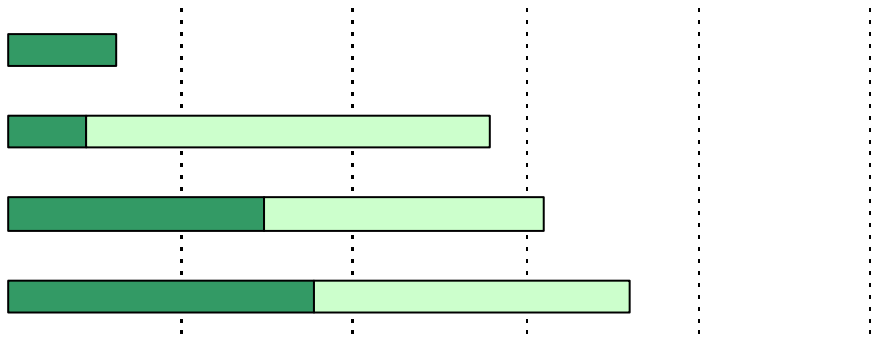
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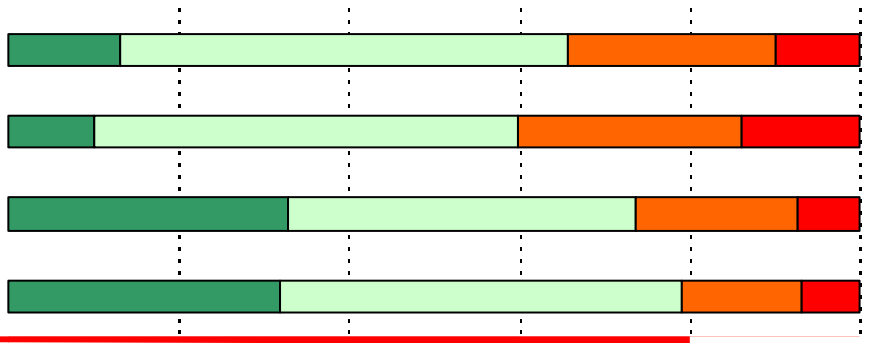


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