

2006-2007 AISD Student Climate Survey Results

International High 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

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.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2006-2007

		# of Participants	Response Rate
International	06-07	169	65.0%
All High Schools	06-07	9,906	48.8%

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

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.

Average Dimension and Subscale Scores

<i>Dimension and Subscale</i>	International	International	International	All High Schools
		05-06	06-07	06-07
Behavioral Environment		2.93	3.14	2.94
<i>Peer Behavior</i>		2.71	2.86	2.87
<i>Behavioral Expectations</i>		3.02	3.40	3.04
<i>School Safety and Cleanliness</i>		3.13	3.30	2.95
Adult/Student Interactions		3.17	3.37	2.82
<i>Teacher Support and Engagement</i>		3.21	3.34	2.74
<i>Adult Fairness and Respect</i>		3.14	3.38	2.89
Academic Environment		3.22	3.29	3.14
<i>Academic Standards</i>		3.39	3.59	3.34
<i>Academic Self-Confidence</i>		3.17	3.20	3.09

Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based on Cohen's D calculation of effect size) from the previous year; down arrows indicate statistically meaningful decrease from the previous year.

First, examine your campus scores for changes over time. Green upward-facing arrows indicate a statistically meaningful increase in average score from the previous year, red downward-facing arrows indicate a statistically meaningful decrease from the previous year. It is particularly important to examine the individual item responses on the following pages for any subscales with meaningful changes from year to year. If you do not see any arrows, changes in your school's dimension or subscale scores may not represent meaningful differences from year to year.

If the average score for your campus has increased in a particular area, please consider campus policies and practices that may be responsible for these improvements. Conversely, if the average score has decreased, please examine any changes on your campus that may account for these declines and consider possible strategies for improvement. Page 6 contains more information about ways to improve school climate.

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 identify areas for targeted improvement efforts. Alternatively, if your school's average score for this year is higher than the average for all schools at your level, individual item responses will provide more detailed information regarding specific areas of strength to help you identify successful strategies.

The following pages contain response averages for each survey item, grouped by subscale. More detailed information regarding the percentage of students selecting each response option may be found in the Appendix at the end of this report.

BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness." Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Peer Behavior:

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Peer Behavior Items

<i>Peer Behavior Items</i>	International	International	International	All High Schools
		05-06	06-07	06-07
1. My classmates show respect to each other.		2.52	2.82	2.90
2. My classmates show respect to others who are different.		2.82	2.89	2.79
3. I am happy with the way my classmates treat me.		3.08	3.05	3.30
14. Students at my school follow the rules.		2.29	2.69	2.49
Peer Behavior Average		2.71	2.86	2.87

	International	International	International	All High Schools
		3.16	3.04	2.87
12. My teachers always make sure that students		2.89	3.51	3.04
		3.00	3.50	3.20

<i>Teacher Support and Engagement Items</i>	International	International	International	All High Schools
		05-06	06-07	06-07
18. Teachers give rewards or praise for good behavior.		3.25	3.26	2.52
31. Teachers give rewards or praise for good work.		3.21	3.27	2.56
27. My teachers are excited about what they teach.		3.33	3.48	2.88

Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>	International	International	International	All High Schools
		05-06	06-07	06-07
4. Teachers at this school care about their students.		3.44	3.56	3.09
5. Adults at this school listen to student ideas and opinions		3.09	3.27	2.76
6. Adults at this school treat all students fairly.		3.09	3.48	2.74
7. The staff in the front office show respect to students.		3.42	3.72	3.15
10. The school rules are fair.		2.84	3.16	2.66
11. The consequences for breaking school rules are the same for everyone.		2.91	3.30	2.83
39. I get the grades I deserve on my class work.		3.31	3.29	3.08
40. My teachers are fair with students.		3.02	3.31	2.86
41. My teachers are fair to everyone.		3.08	3.23	2.81
Adult Fairness and Respect Average		3.14	3.38	2.89

ACADEMIC ENVIRONMENT

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

Academic Standards:

Three items comprise this subscale, which measures

<i>Academic Standards Items</i>	International	International	International	All High Schools
		05-06	06-07	06-07
19. My teachers expect me to do my best work.		3.47	3.69	3.43
20. My teachers challenge me to do better.		3.40	3.59	3.12
21. My teachers expect me to finish my homework on time.		3.34	3.56	3.48
Academic Standards Average		3.39	3.59	3.34

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>	International	International	International	All High Schools
		05-06	06-07	06-07
22. I can listen well and understand the thoughts and feelings of other students.		3.27	3.19	3.17
23. I can explain my thoughts and feelings clearly in discussions.		3.16	2.92	2.93
24. I can explain my thoughts and feelings clearly in writing.		3.08	2.99	3.03
32. I can reach the goals I set for myself.	n/a	3.16	3.41	3.18
33. I can work well in groups.		3.26	3.31	3.23
25. I feel/felt well prepared for TAKS.		2.86	2.55	2.97
30. My teachers show me how to know if my work is good.		3.08	3.51	2.89
34. I can tell if my work is good.		3.12	3.25	3.20
35. I know how I'm doing in school.		3.14	3.42	3.17
26. I try hard to do my best work.		3.51	3.65	3.27
29. I feel successful in my schoolwork.		3.24	3.02	3.02
Academic Self-Confidence Average		3.17	3.20	3.09

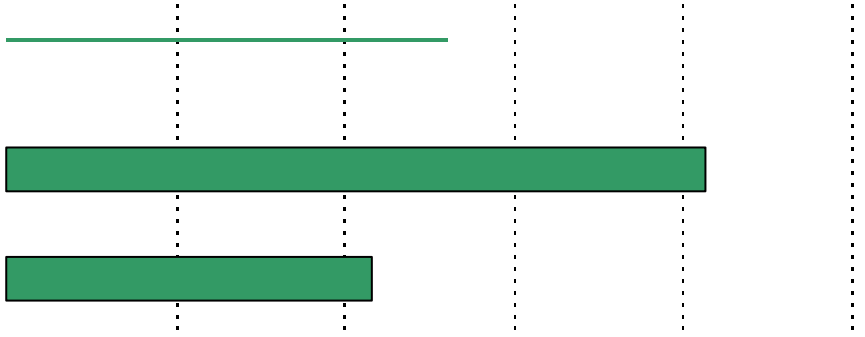
HOW TO IMPROVE SCHOOL CLIMATE

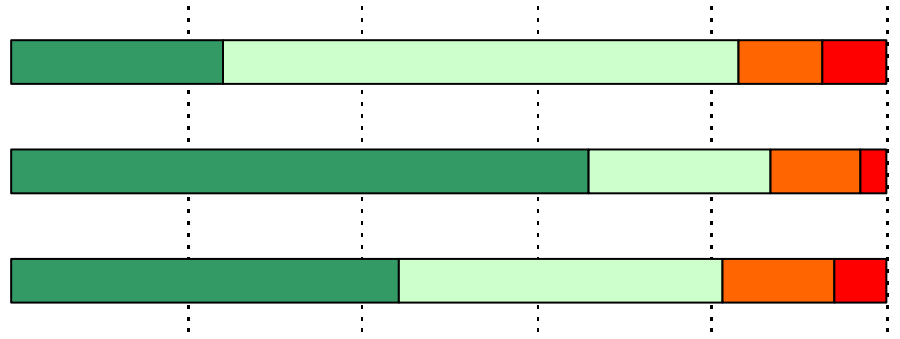
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational 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.

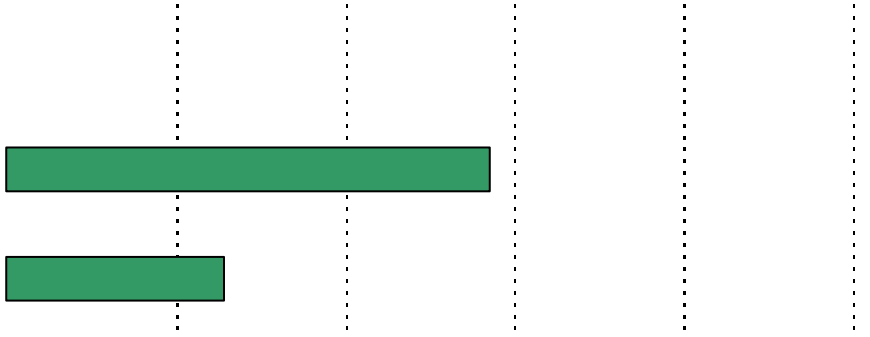
- a) Increased parent and community involvement.
- b) Implementation of character education.
- c) Use of violence-prevention and conflict resolution curricula.
- d) Use of peer mediation.
- e) Prevention of acts of bullying.
- f) Fair, equal, and respectful treatment of students.
- g) Providing a safe 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.

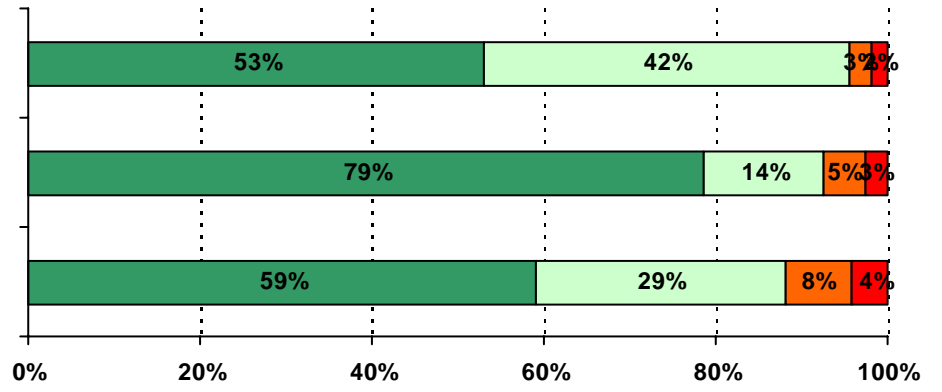
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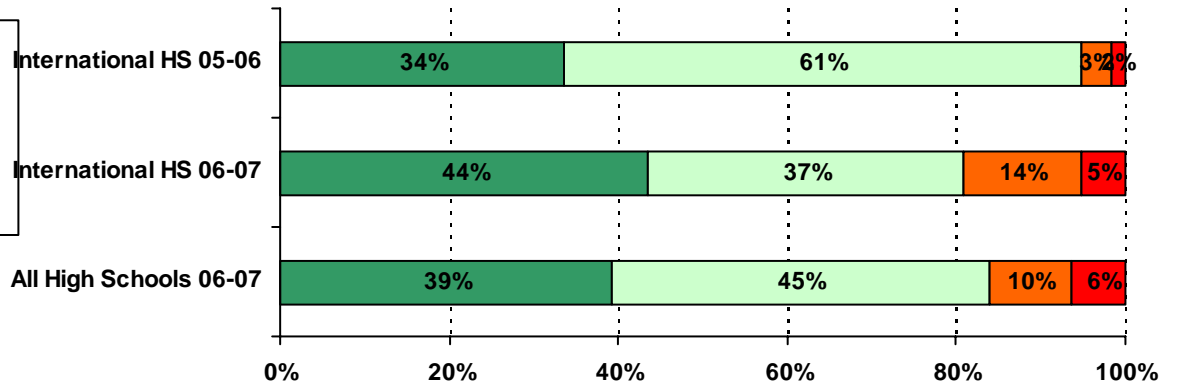
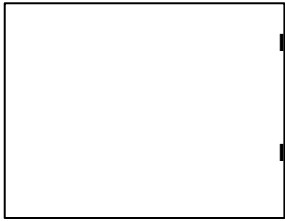
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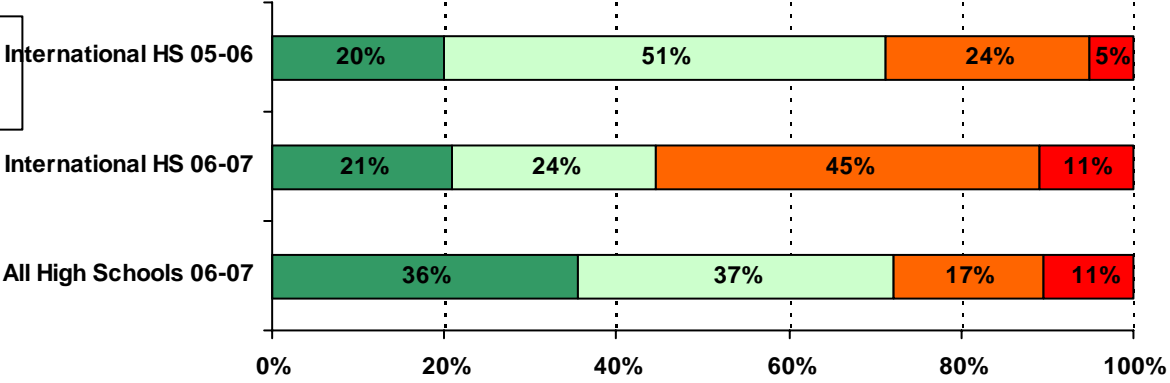




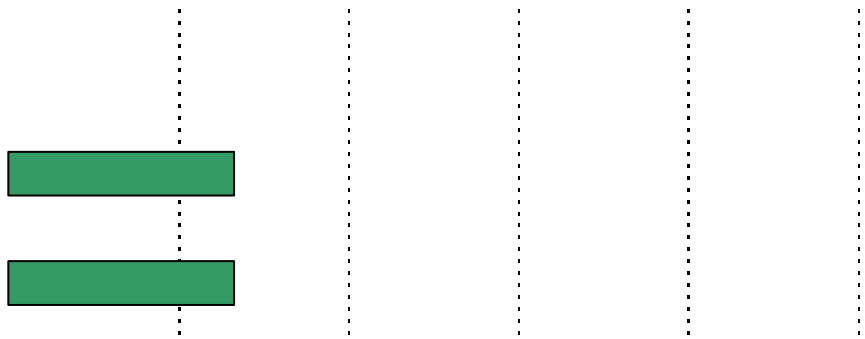
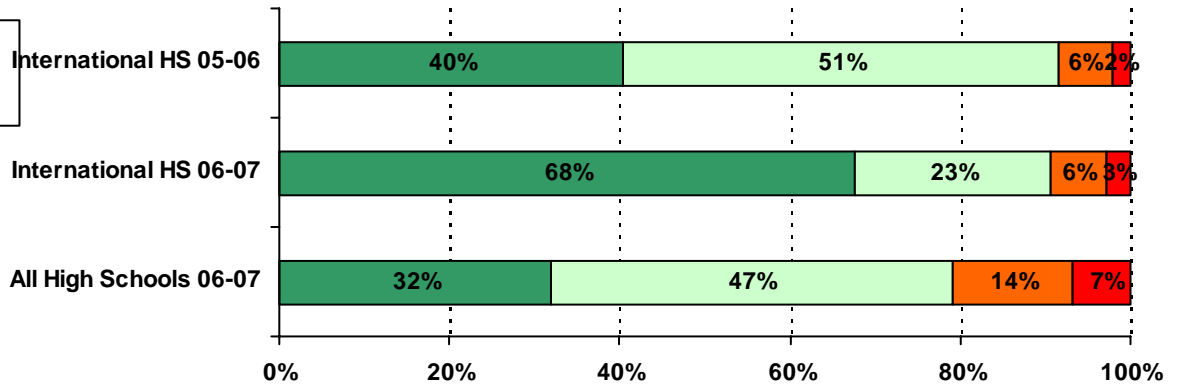


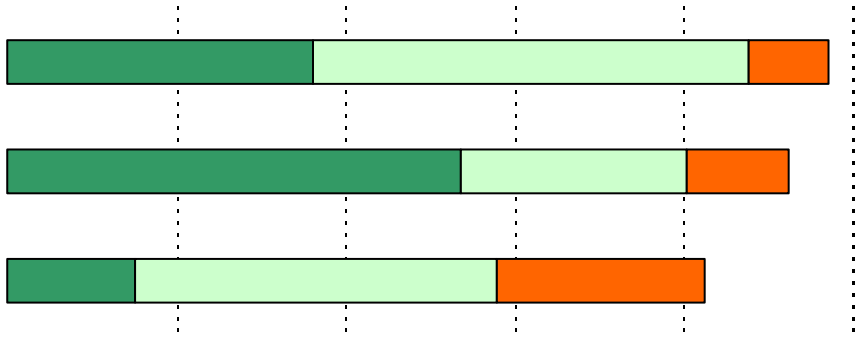


25. I feel/felt well
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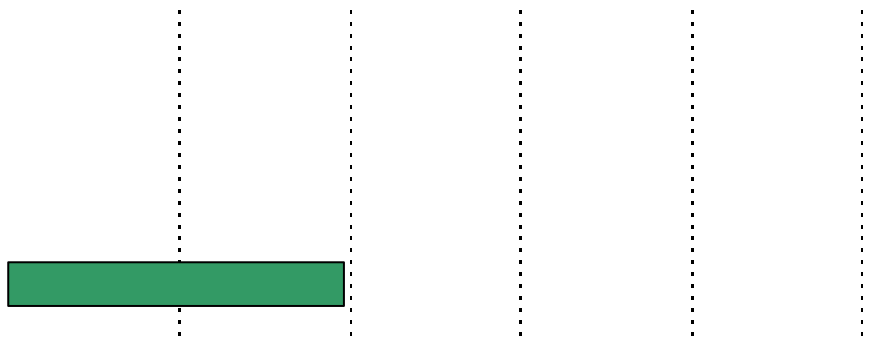
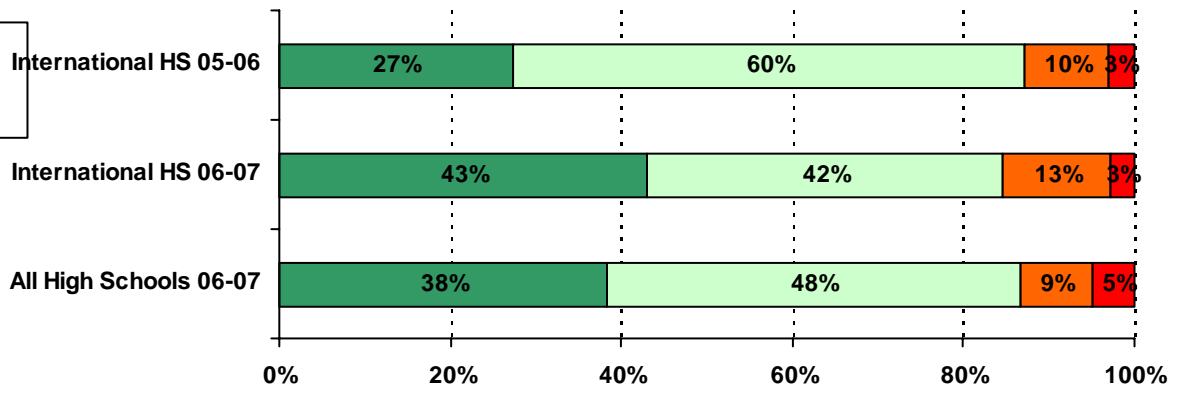


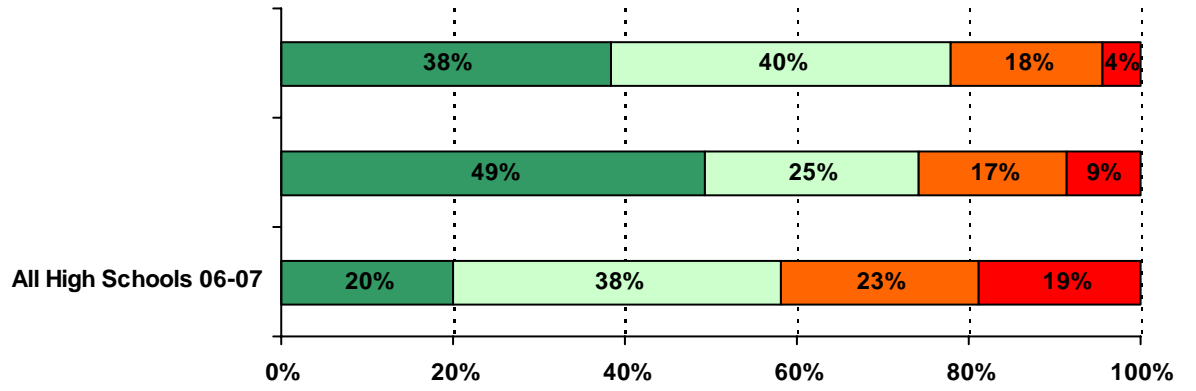
28. My teachers like to teach.





34. I can tell if my work is good.





40. My teachers are fair with students.

