

# 2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS



## LANGFORD 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	Langford 2005-06	Langford 2006-07	Langford 2007-08	All ES
1. My classmates show respect to each other.	2.67	2.87	2.93	2.98
2. My classmates show respect to others who are different.	2.91	<b>3.16</b>	<b>3.02</b>	<b>3.07</b>
<b>3. I am happy with the way my classmates treat me.</b>	2.93	<b>3.13</b>	<b>3.10</b>	<b>3.18</b>
14. Students at my school follow the rules.	2.54	2.67	2.89	2.87
15. I feel safe at my school.	<b>3.35</b>	<b>3.38</b>	<b>3.33</b>	<b>3.52</b>
17. I feel safe on the school property.	<b>3.15</b>	<b>3.33</b>	<b>3.38</b>	<b>3.51</b>
<b>Behavioral Environment Average</b>	<b>n/a</b>	<b>n/a</b>	<b>3.11</b>	<b>3.19</b>

## Adult Fairness and Respect

The ten 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.

Average Response for Adult Fairness and Respect Items

Adult Fairness and Respect Items	Langford 2005-06	Langford 2006-07	

## 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	Langford 2005-06	Langford 2006-07	Langford 2007-08	

## **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

<b>Additional Items</b>	<b>Langford 2005-06</b>	<b>Langford 2006-07</b>	<b>Langford 2007-08</b>	<b>All ES</b>
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**APPENDIX**

Cronbach's Alpha Reliability Scores for AISD Student Climate Survey

<b>Reliability Scores</b>	<b>All ES</b>	<b>All MS</b>	<b>All HS</b>
<b>Behavioral Environment</b>	.75	.82	.82