

# Lee Elementary School



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.

	200	95.2%
	16,108	84.8%

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.

<i>Peer Behavior</i>	2.88	2.91	3.08	3.04
<i>Behavioral Expectations</i>	3.14	3.16	3.59	3.60
<i>School Safety and Cleanliness</i>	3.32	3.25	3.52	3.46
<i>Teacher Support and Engagement</i>	3.15	3.20	3.32	3.48
<i>Adult Fairness and Respect</i>	3.28	3.14	3.52	3.63
<i>Academic Standards</i>	3.57	3.57	3.78	3.81
<i>Academic Self-Confidence</i>	3.33	3.26	3.46	3.44

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.

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	2.80	2.85	3.03	2.99
2. My classmates show respect to others who are different.	3.02	3.03	3.15	3.10
3. I am happy with the m	3.17	3.14	3.28	3.17
	2.64	2.63	2.86	2.89
[Redacted Footer]				

Three items comprise this subscale, which measures the clarity and enforcement of school rules and the consequences for rule violations. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Behavioral Expectations Items

Average Response for Behavioral Expectations Items				
9. Everyone knows what the school rules are.	3.01	2.98	3.34	3.36
12. My teachers always make sure that students follow the rules.	3.23	3.30	3.75	3.82
13. My classmates know there are consequences for breaking the rules.	3.24	3.24	3.66	3.58

The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Behavioral Expectations Items				
15. I feel safe at my school.	3.48	3.31	3.62	3.53
16. This school is clean.	3.18	3.19	3.39	3.34
17. I feel safe on the school property.	3.33	3.30	3.57	3.52



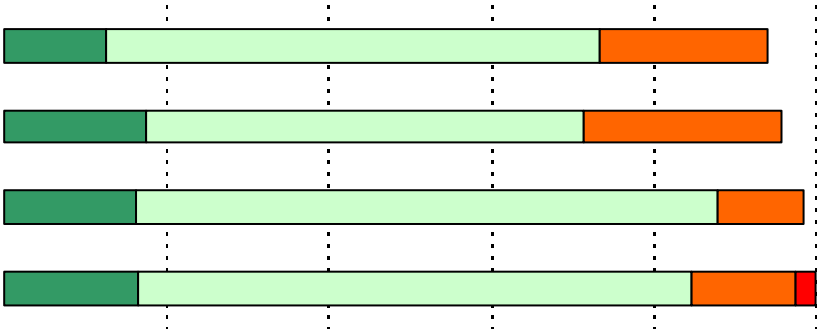
18. Teachers give rewards or praise for good behavior.	3.17	3.32	3.26	3.31
31. Teachers give rewards or praise for good work.	3.07	3.26	3.18	3.27
27. My teachers are excited about what they teach.	3.20	3.16	3.47	3.55

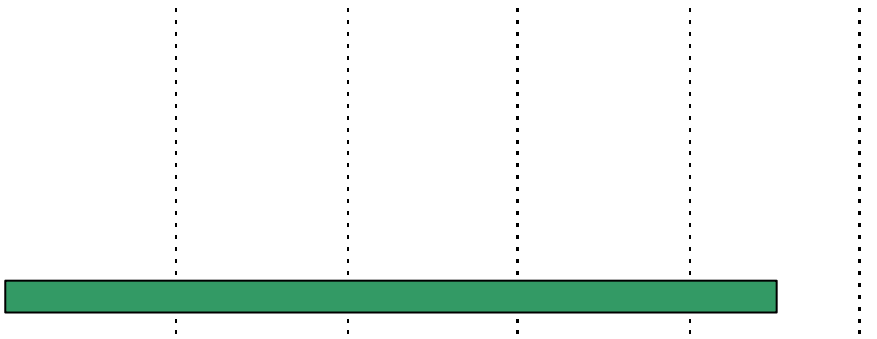




22. I can listen well and understand the thoughts and feelings of other students.	3.35	3.30	3.37	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.24	3.21	3.19	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.43	3.34	3.31	3.20



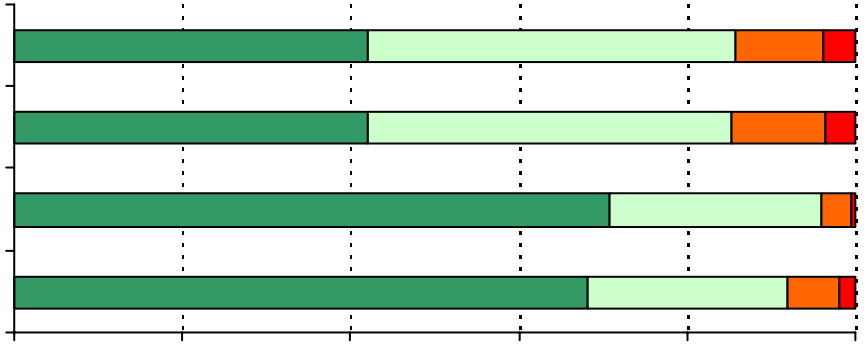




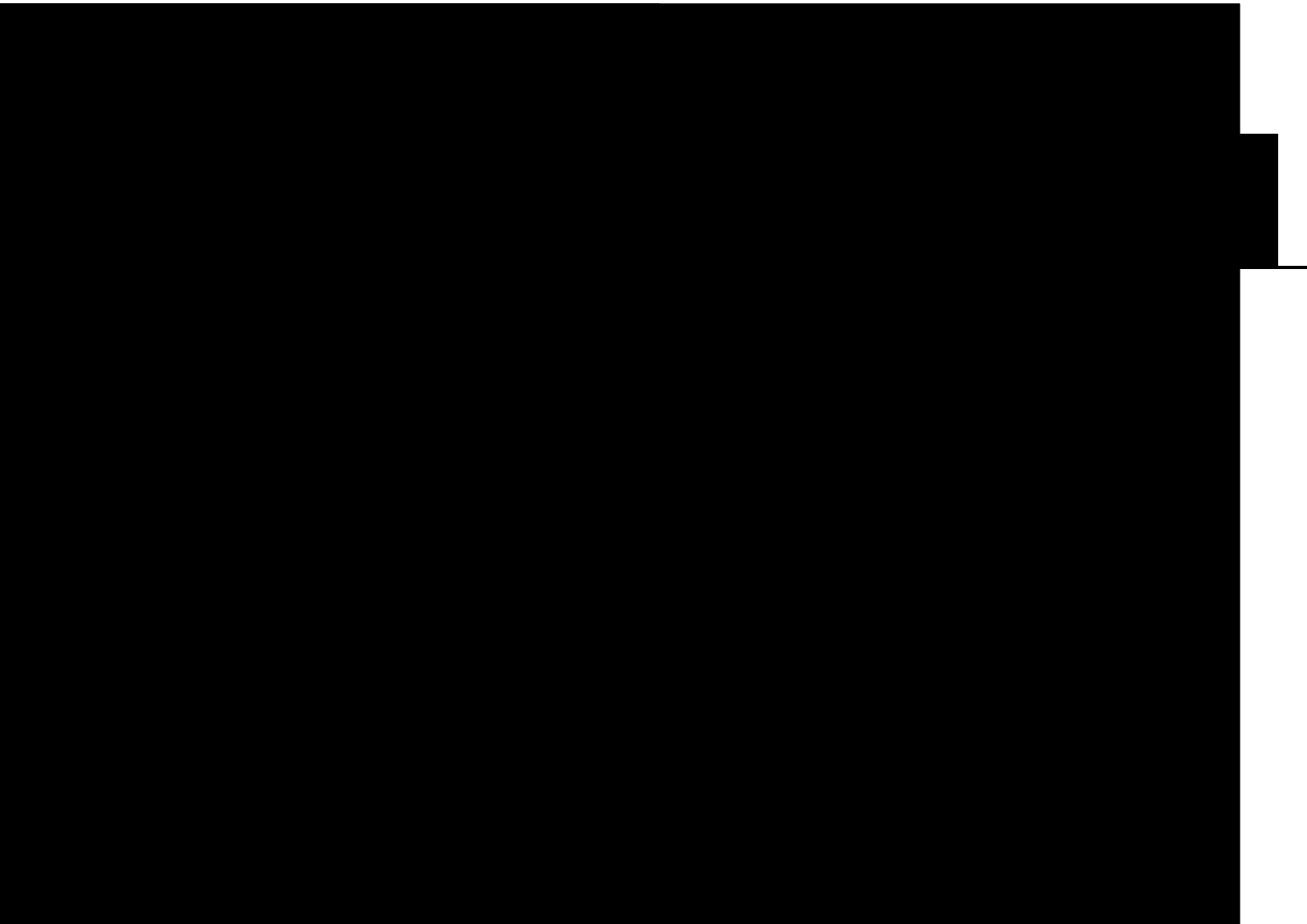






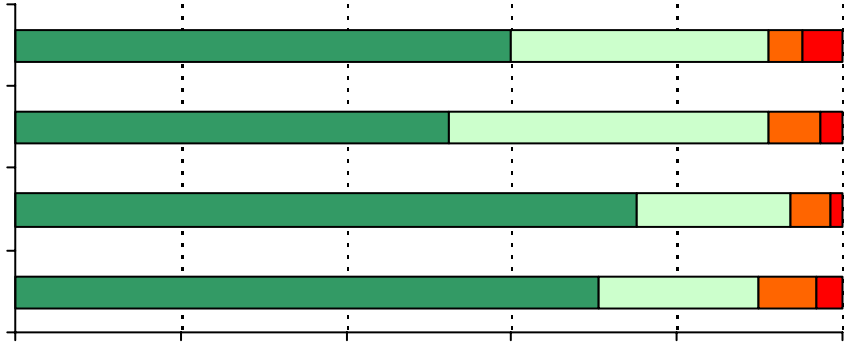






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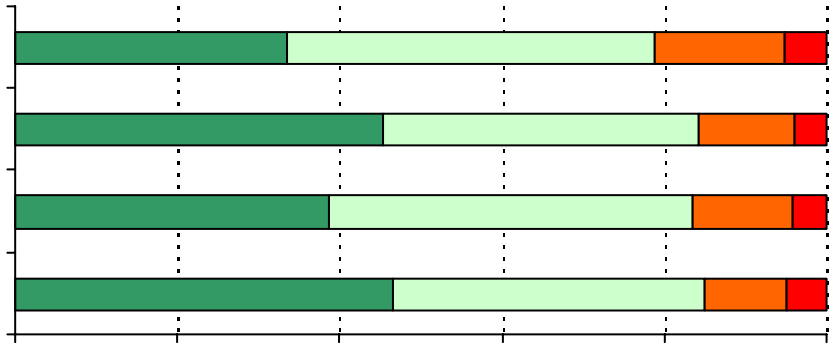
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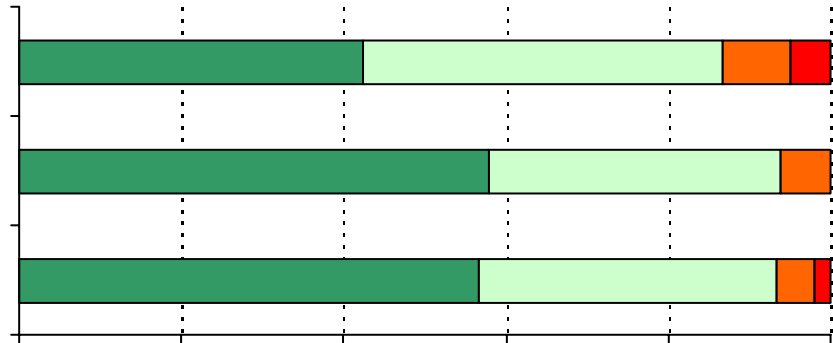
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31. Teachers give rewards or praise for good work.

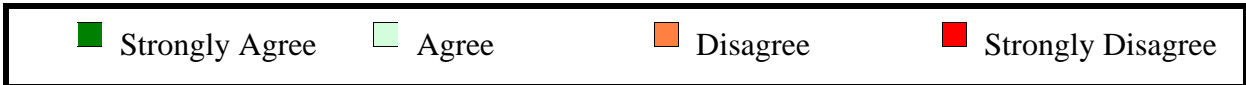
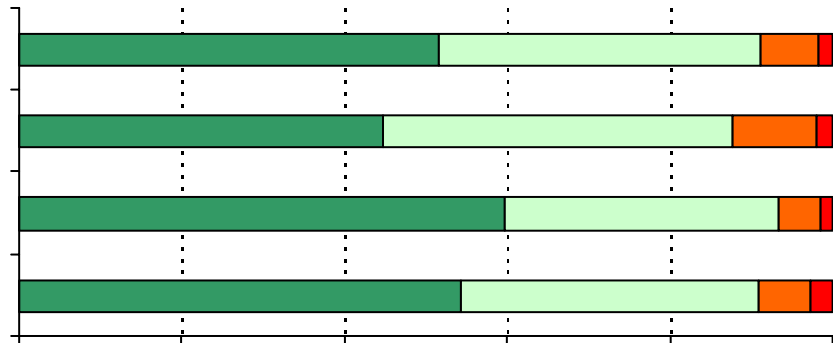


32. I can reach the goals I set for myself.

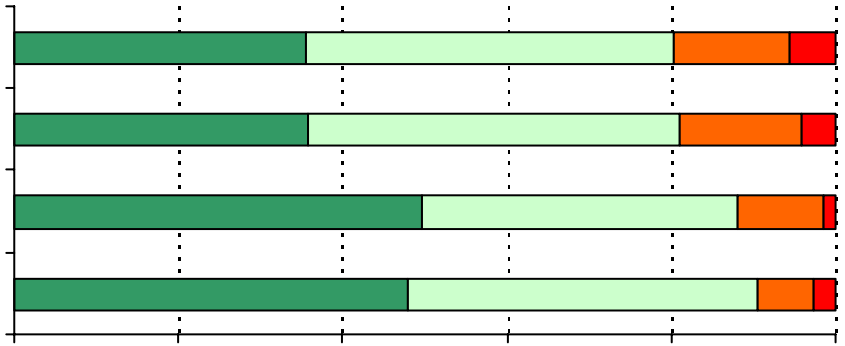


\* This item was added to the survey in 2005-2006.

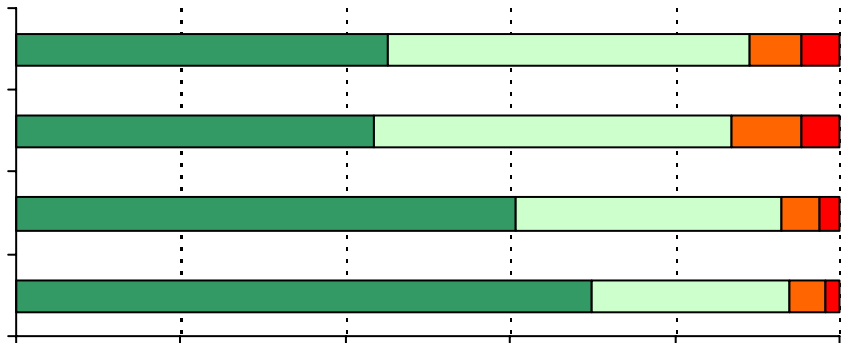
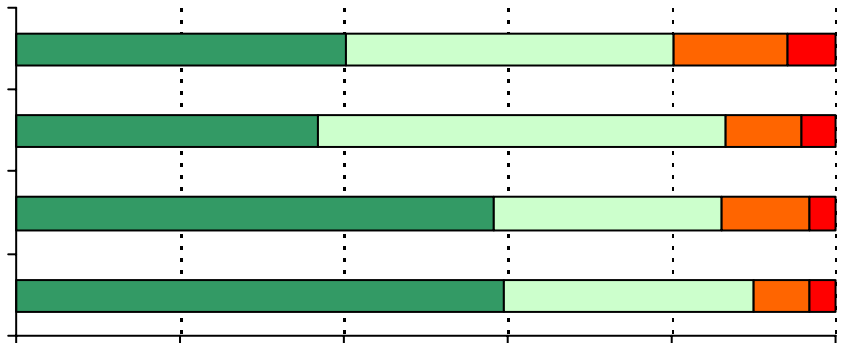
33. I can work well in groups.



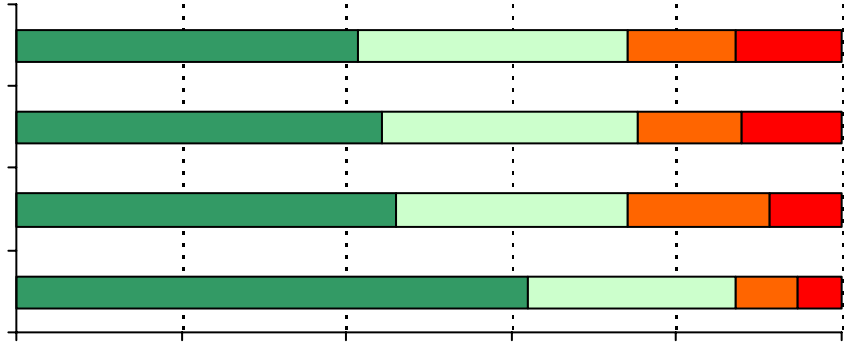
34. I can tell if my work is good.



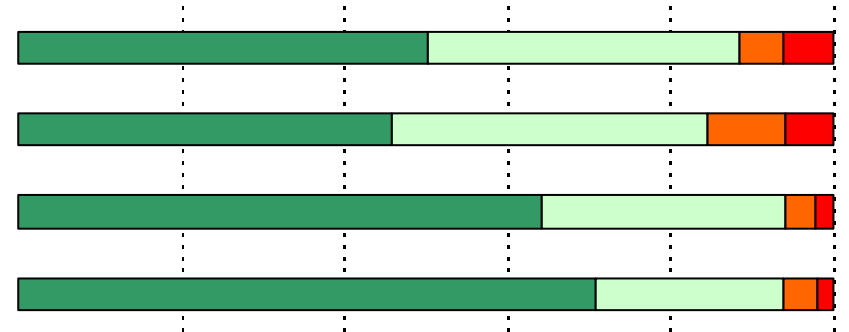
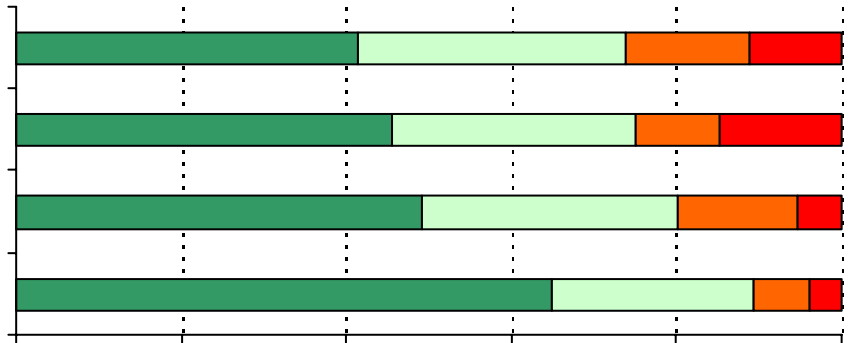
35. I know how I'm doing in school.



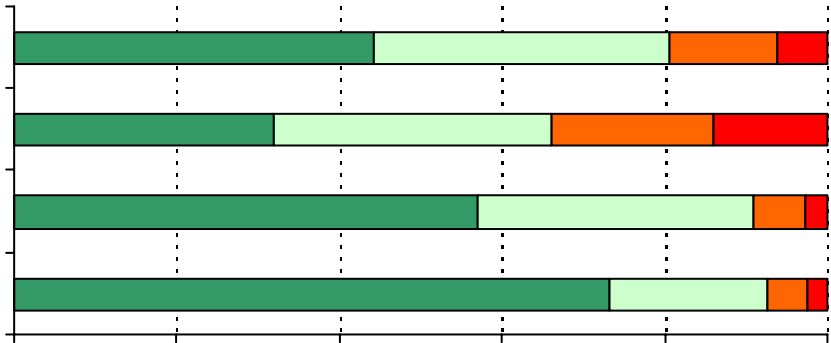
37. My teachers understand when I have a personal problem.



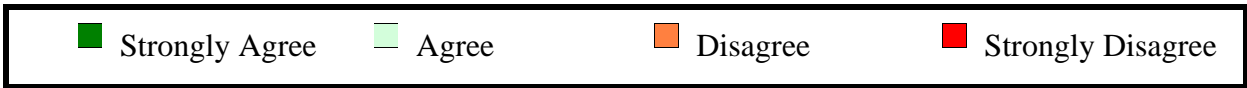
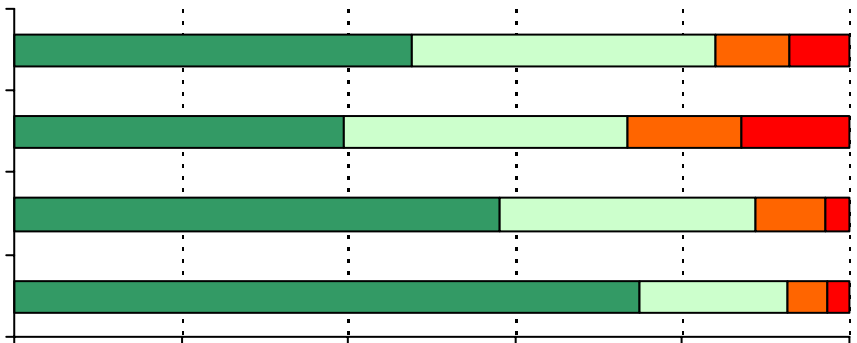
38. Teachers help students with personal problems.



40. My teachers are fair with students.



41. My teachers are fair to everyone.



Marshall, M. L. ( n.d.). Examining school climate:

Perkins, B. K. (2006). Where we learn. National School Boards Association. Alexandria, VA.

Stover, D. (2005). Climate and Culture: Why your board should pay attention to the attitudes of students and staff. American School Board Journal, Vol. 192, 12.