

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 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.

CAMPUS RESULTS

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 subscales.

	Linder 04-05	Linder 05-06	Linder 06-07	All Elementary Schools 06-07
Behavioral Environment	2.78	2.80	3.26	3.33
<i>Peer Behavior</i>	2.38	2.49	3.01	3.04
<i>Behavioral Expectations</i>	3.09	3.02	3.54	3.60
<i>School Safety and Cleanliness</i>	3.03	2.96	3.37	3.46
Adult/Student Interactions	3.29	3.42	3.55	3.57
<i>Teacher Support and Engagement</i>	3.28	3.45	3.51	3.48
<i>Adult Fairness and Respect</i>	3.30	3.39	3.56	3.63
Academic Environment	3.34	3.38	3.45	3.52
<i>Academic Standards</i>	3.56	3.61	3.79	3.81
<i>Academic Self-Confidence</i>	3.26	3.30	3.36	3.44

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

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

	Linder 04-05	Linder 05-06	Linder 06-07	All Elementary Schools 06-07
9. Everyone knows what the school rules are.	3.14	2.83	3.28	3.36
12. My teachers always make sure that students follow the rules.	3.09	3.21	3.82	3.82
13. My classmates know there are consequences for breaking the rules.	3.07	3.08	3.46	3.58
Behavioral Expectations Average	3.09	3.02	3.54	3.60

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 School Safety and Cleanliness Items

	Linder 04-05	Linder 05-06	Linder 06-07	All Elementary Schools 06-07
15. I feel safe at my school.	3.15	3.10	3.33	3.53
16. This school is clean.	2.87	2.73	3.39	3.34
17. I feel safe on the school property.	3.14	3.17	3.38	3.52
School Safety and Cleanliness Average	3.03	2.96	3.37	3.46

ADULT/STUDENT INTERACTIONS

Sixteen items on the survey assess the relationship between students and adults on campus, both inside and outside the classroom. The Adult/Student Interacti

	Linder 04-05	Linder 05-06	Linder 06-07	All Elementary Schools 06-07
18. Teachers give rewards or praise for good behavior.	3.29	3.51	3.42	3.31
31. Teachers give rewards or praise for good work.	3.35	3.45	3.38	3.27
27. My teachers are excited about what they teach.	3.24	3.43	3.49	3.55
28. My teachers like to teach.	3.29	3.52	3.80	3.79
36. Teachers give me the help I need with assignments.	3.37	3.51	3.59	3.62
37. My teachers understand when I have a personal problem.	3.19	3.39	3.50	3.44
38. Teachers help students with personal problems.	3.23	3.49	3.53	
Teacher Support and Engagement Average	3.28	3.45	3.51	3.48

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Average Response for Adult Fairness and Respect Items

	Linder 04-05	Linder 05-06	Linder 06-07	All Elementary Schools 06-07
4. Teachers at this school care about their students.	3.64	3.69	3.84	3.88
5. Adults at this school listen to student ideas and opinions	3.25	3.27	3.36	3.49
6. Adults at this school treat all students fairly.	3.17	3.42	3.53	3.59
7. The staff in the front office show respect to students.	3.60	3.47	3.72	3.81
10. The school rules are fair.	3.21	3.22	3.52	3.53
11. The consequences for breaking school rules are the same for everyone.	3.07	3.24	3.44	3.45
39. I get the grades I deserve on my class work.	3.26	3.44	3.51	3.63
40. My teachers are fair with students.	3.19	3.39	3.61	3.64
41. My teachers are fair to everyone.	3.37	3.51	3.59	3.65
Adult Fairness and Respect Average	3.30	3.39	3.56	3.63

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.

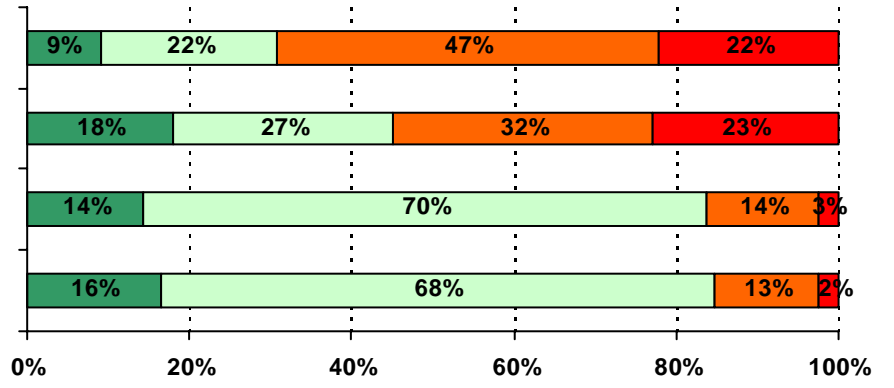
This subscale is comprised of eleven items that assess students' motivation, self-efficacy, and acquisition of communication and self-evaluation skills. Averages for each item and for the subscale are reflected below.

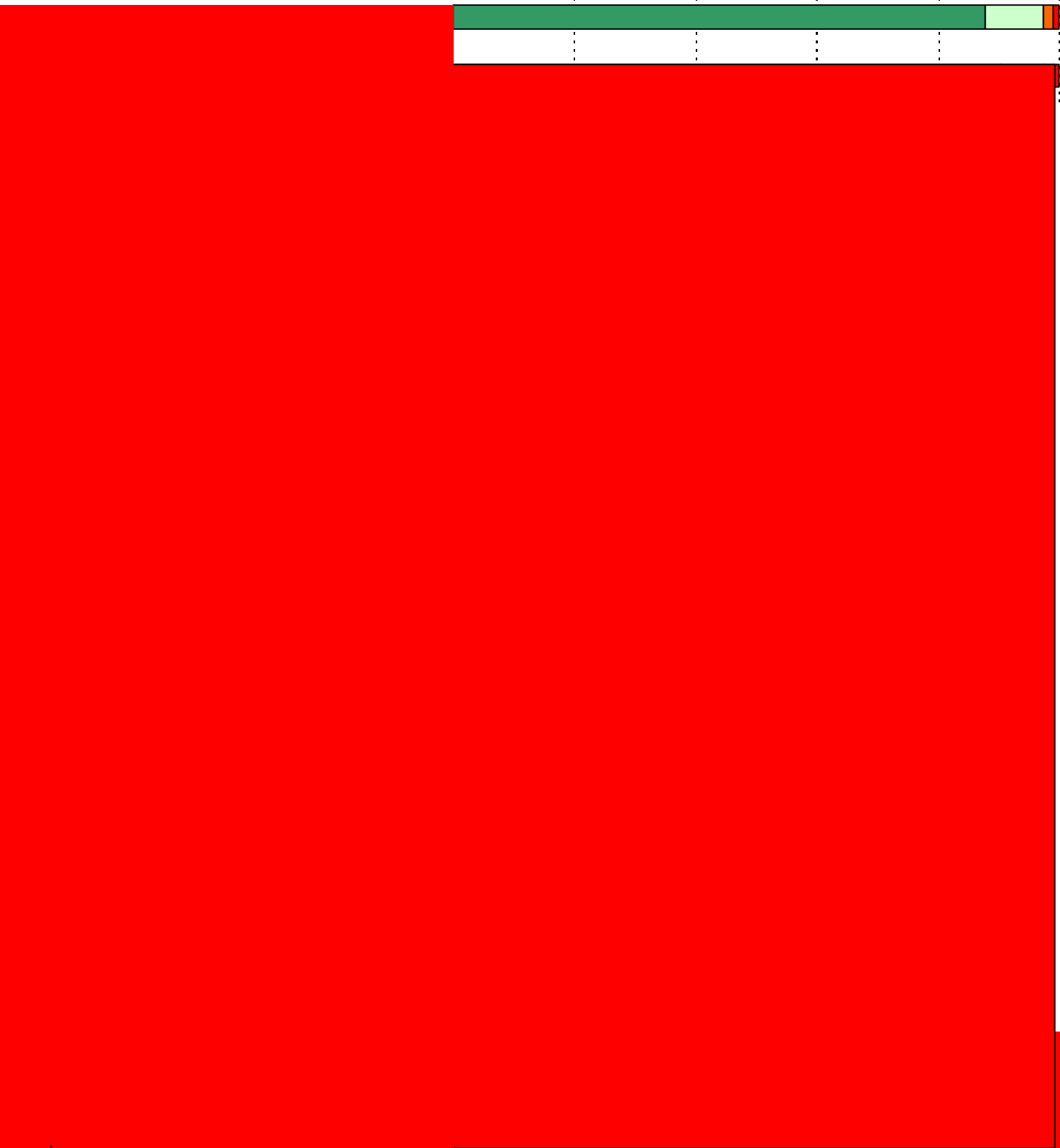
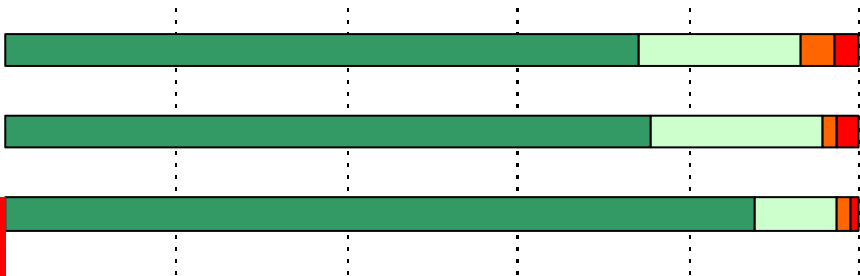
Average Response for Academic Self-Confidence Items

	Linder 04-05	Linder 05-06	Linder 06-07	All Elementary Schools 06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.36	3.42	3.30	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.21	3.25	3.06	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.29	3.15	3.00	3.20
32. I can reach the goals I set for myself.	n/a		3.43	3.48
33. I can work well in groups.	3.33	3.38	3.34	3.43
25. I feel/felt well prepared for TAKS.	3.38	3.23	3.47	3.57
30. My teachers show me how to know if my work is good.	3.24	3.39	3.68	3.64
34. I can tell if my work is good.	2.98	3.14	3.28	3.36
35. I know how I'm doing in school.	3.18	3.26	3.32	3.46
26. I try hard to do my best work.	3.51	3.55	3.67	3.81
29. I feel successful in my schoolwork.	3.27	3.32	3.43	3.50
Academic Self-Confidence Average	3.26	3.30	3.36	3.44

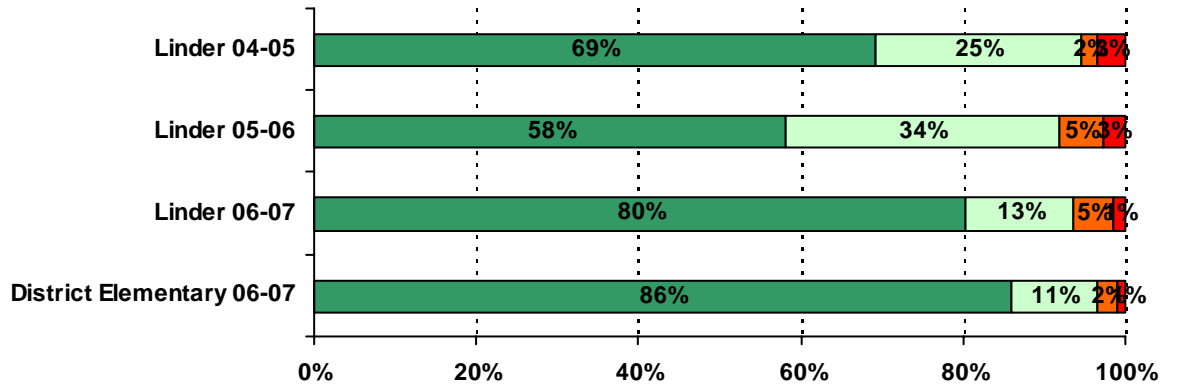
HOW TO IMPROVE SCHOOL CLIMATE

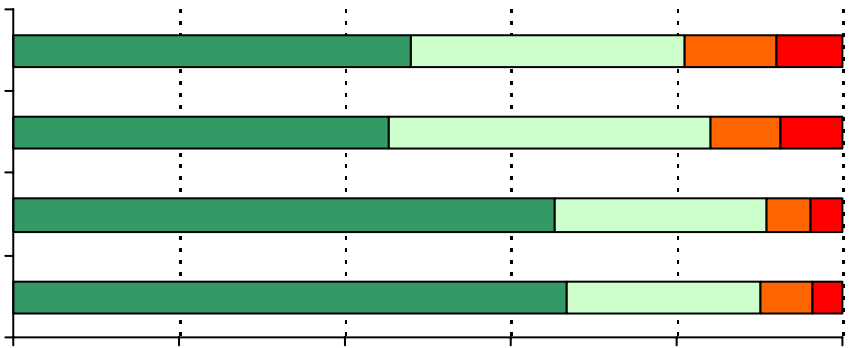
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enha



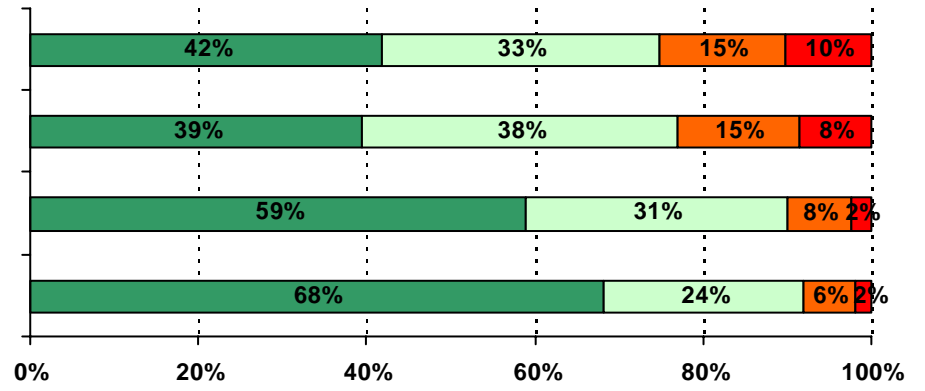


7. The staff in the front office

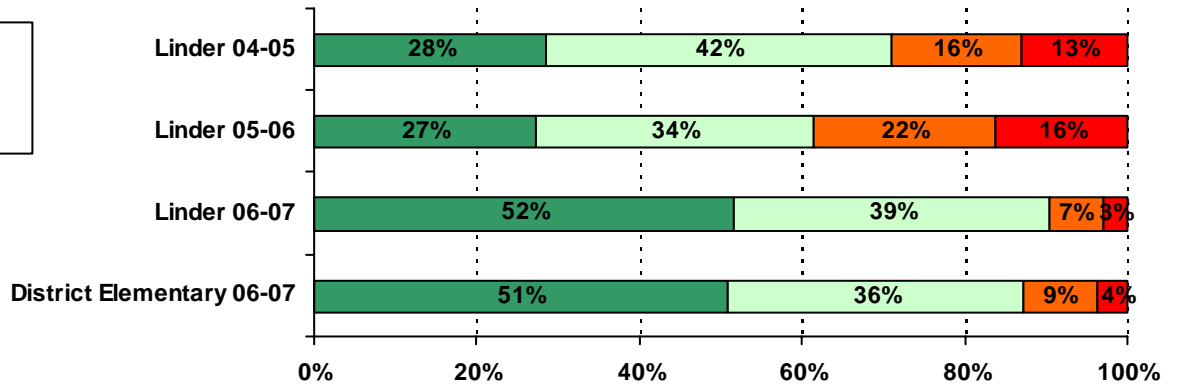




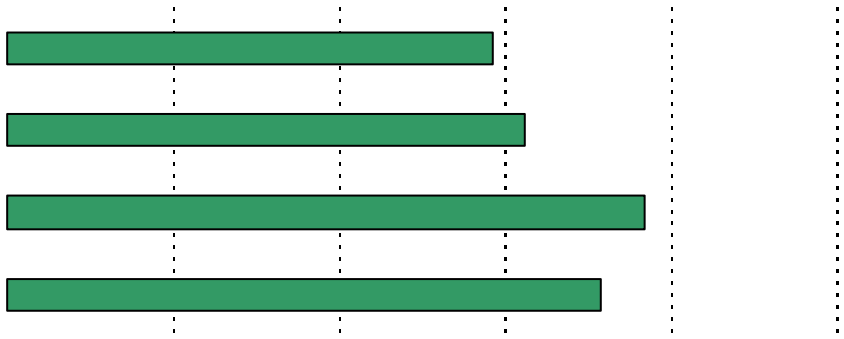
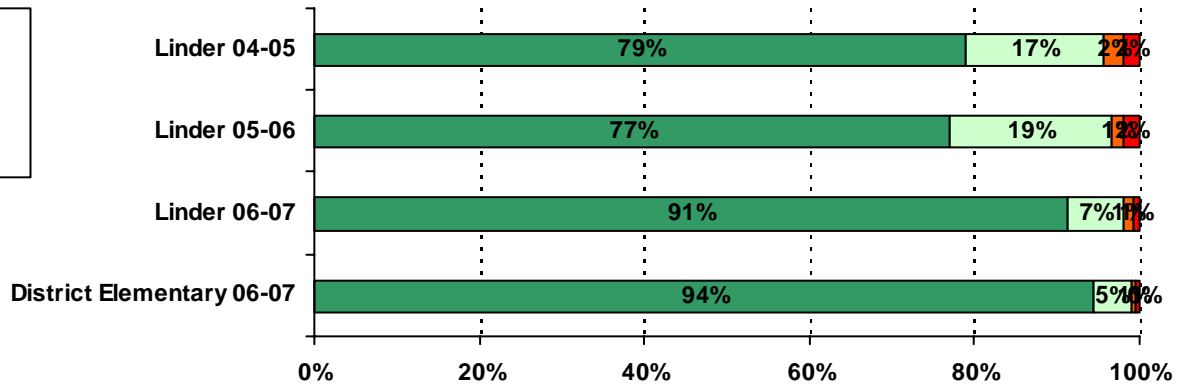
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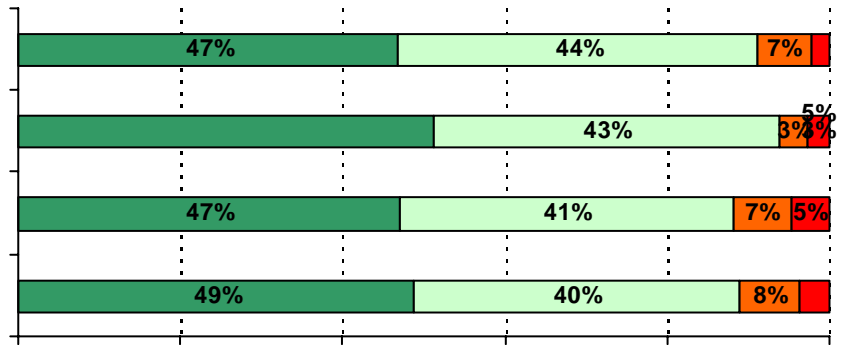


16. This school is clean.

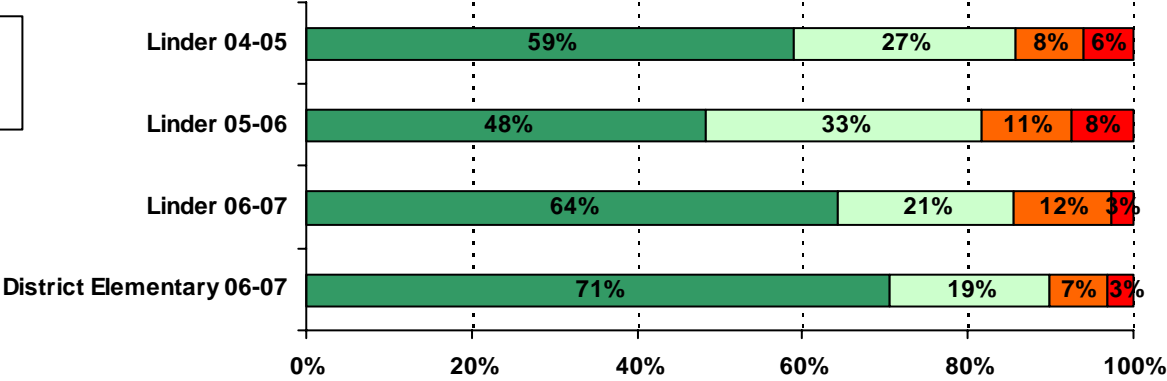


19. My teachers expect me to do my best work.

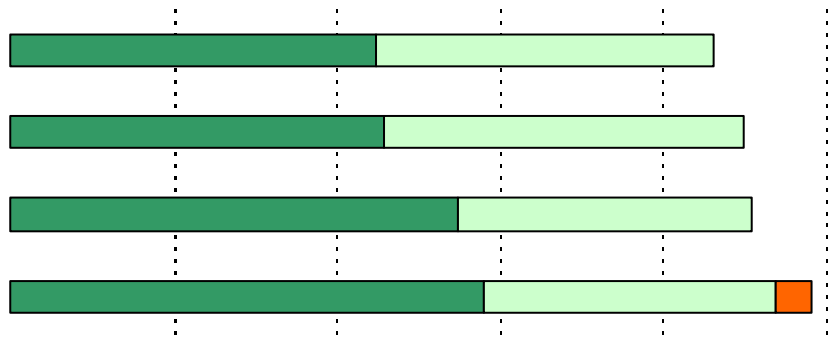
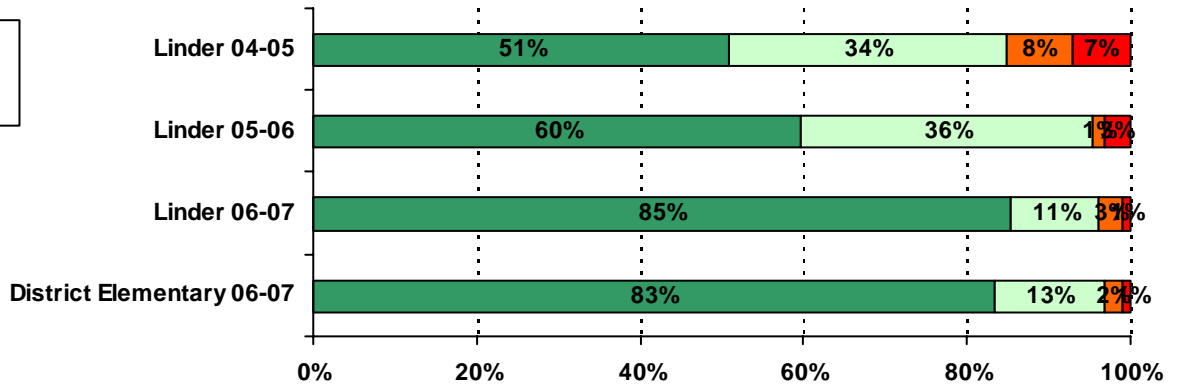




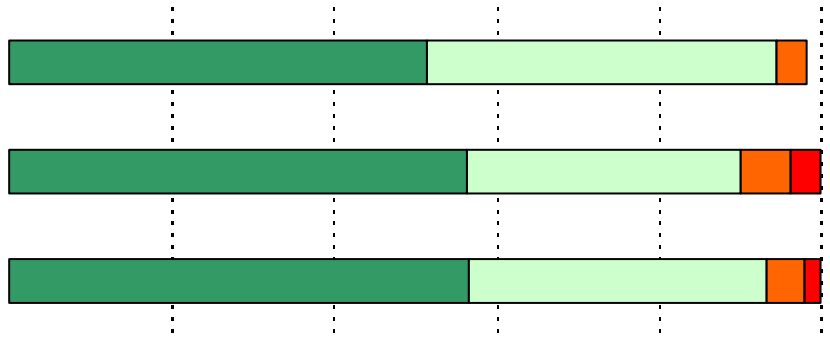
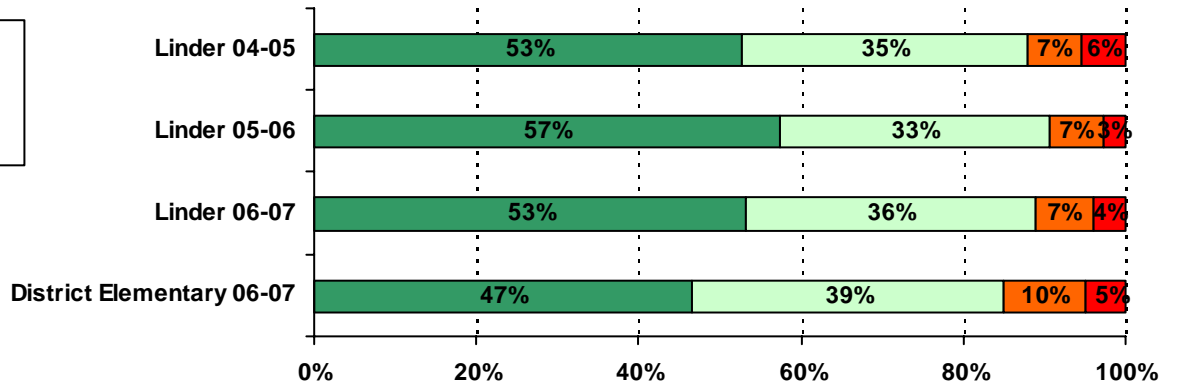
25. I feel/felt well prepared for TAKS.

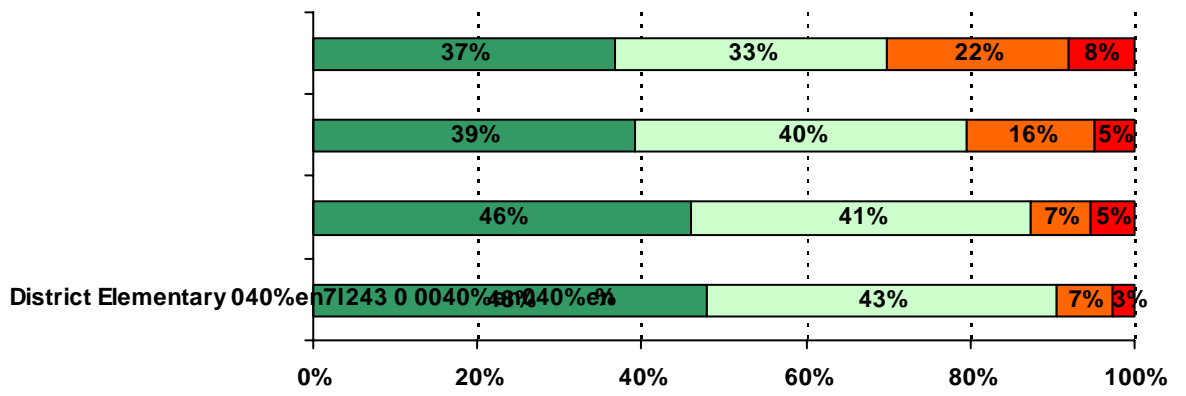


28. My teachers like to teach.



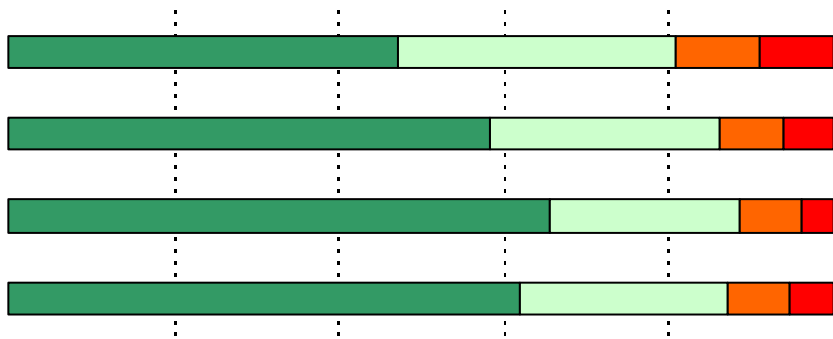
31. Teachers give rewards or praise for good work.





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40. My teachers are fair with students.

