

2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS



METZ 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 subtheheBehat19621 0 TD0.0013 Tc0.0101 Twfe re p resdenledbelow. Ite

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	Metz 2005-06	Metz
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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

Additional Items	Metz 2005-06	Metz 2006-07	Metz 2007-08	All ES
8. There is at least one adult at my school who I can go to if I have a problem.	3.54	3.59	3.64	3.60
9. Everyone knows what the school rules are.	3.08	3.36	3.32	3.35
13. My classmates know there are consequences for breaking the rules.	n/a	3.61	3.58	3.56
16. This school is clean.	3.00	3.55	3.49	3.35
20. My teachers challenge me to do better.	3.66	3.72	3.74	3.63
23. My teachers show me how our schoolwork is useful.	n/a	n/a	3.67	3.47
34. The things I learn in school will help me later in life.	n/a	n/a	3.81	3.75
39. I get the grades I deserve on my class work.	3.37	3.66	3.61	3.58

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.

APPENDIX

Cronbach's Alpha Reliability Scores for AISD Student Climate Survey

Reliability Scores	All ES	All MS	All HS
Behavioral Environment	.75	.82	.82
Adult Fairness and Respect	.81	.91	.89
Teacher Support and Student Engagement	.86	.92	.90
Academic Self-confidence	.74	.85	.82
Overall Climate	.93	.97	.96

REFERENCES

- Marshall, M. L. (n.d.). *Examining school climate: Defining factors and educational influences*. Retrieved May 10, 2006, from Georgia State University, Center for Research on School Safety, School Climate and Classroom Management Web site:
<http://education.gus.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf>
- 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*, 192, 12.