

2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS



O HENRY MIDDLE 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 dimensions is measured with groups of related items that are statistically and meaningfully coherent. There were several new items on the 2007-08 survey, and dimensions have changed accordingly. For this reason, longitudinal data for some items and for each dimension score are not available. These are noted with "n/a". For the first time this year, an Overall Climate score also was computed for each school. Although not all survey items were incorporated into one of the four primary dimensions, the Overall Climate score reflects an average score for all items on the AISD Student Climate Survey.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2007-2008

	# of Participants	Response Rate
O Henry MS	598	68%
All Elementary	11,294	73%

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	O Henry 2005-06	O Henry 2006-07	O Henry 2007-08	All MS
1. My classmates show respect to each other.	2.32	2.83	2.83	2.82
2. My classmates show respect to others who are different.	2.33	2.74	2.79	2.75
3. I am happy with the way my classmates treat me.	2.91	3.14		

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	O Henry 2005-06	O Henry 2006-07	O Henry 2007-08	All MS
18. Teachers give rewards or praise for good behavior.	2.62	2.68	2.58	2.61
23. My teachers show me how our schoolwork is useful.	n/a	n/a	2.85	2.88
24. I enjoy doing my schoolwork.	n/a	n/a	2.42	2.48
27. My teachers are excited about what they teach.	2.59	2.97	2.87	2.96
30. My teachers show me how to know if my work is good.	n/a	3.09	3.02	3.02
31. Teachers give rewards or praise for good work.	2.65	2.78	2.58	2.61
33. My homework helps me learn things I need to know.	n/a	n/a	2.85	2.97
37. My schoolwork makes me think about things in new ways.	n/a	n/a	2.79	2.81
38. Teachers help students with personal problems.	2.51	2.78	2.55	2.69
40. I have fun learning in my classes.	n/a	n/a	2.61	2.67
Teacher Support and Student Engagement Average	n/a	n/a	2.71	2.76

Student Academic Self-Confidence

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

Average Response for Academic Self-Confidence Items

Academic Self-Confidence Items	O Henry 2005-06	O Henry 2006-07	O Henry 2007-08	All MS
21. I want to learn as much as I can in school.	n/a	n/a	3.37	3.45
22. I can do even the hardest schoolwork if I try.	n/a	n/a	3.24	3.24
25. I feel/felt well prepared for TAKS.	2.77	3.36	3.20	3.22
26. I try hard to do my best work.	3.14	3.47	3.34	3.41
29. I feel successful in my schoolwork.	2.96	3.28	3.15	3.15
32. I can reach the goals I set for myself.	2.92	3.26	3.28	3.28
35. I know how I'm doing in school.	n/a	3.28	3.12	3.22
Academic Self-Confidence Average	n/a	n/a	3.24	3.27

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:
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