

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

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.

	Ortega 04-05	Ortega 05-06	Ortega 06-07	All Elementary Schools 06-07
Behavioral Environment	3.12	3.17	3.37	3.33
<i>Peer Behavior</i>	2.72	2.81	2.99	3.04
<i>Behavioral Expectations</i>	3.39	3.36	3.73	3.60
<i>School Safety and Cleanliness</i>	3.37	3.43	3.58	3.46
Adult/Student Interactions	3.55	3.50	3.70	3.57
<i>Teacher Support and Engagement</i>	3.56	3.51	3.70	3.48
<i>Adult Fairness and Respect</i>	3.54	3.50	3.70	3.63
Academic Environment	3.54	3.51	3.60	3.52
<i>Academic Standards</i>	3.80	3.75	3.90	3.81
<i>Academic Self-Confidence</i>	3.46	3.45	3.52	3.44

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.

BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules, and their

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Peer Behavior Items

	Ortega 04-05	Ortega 05-06	Ortega 06-07	All Elementary Schools 06-07
1. My classmates show respect to each other.	2.70	2.89	2.81	2.99
2. My classmates show respect to others who are different.	2.73	2.76	3.17	3.10
3. I am happy with the way my classmates treat me.	3.05	3.03	3.14	3.17
14. Students at my school follow the rules.	2.44	2.54	2.86	2.89
Peer Behavior Average	2.72	2.81	2.99	3.04

		Ortega	Ortega	All Elementary Schools
	3.53	3.47	3.61	3.36
		3.33	3.83	3.82
		3.29	3.77	3.58

	Ortega	Ortega	All Elementary Schools
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3.50	3.69	3.31
3.50	3.70	3.27
3.52	3.71	3.55



Average Response for Adult Fairness and Respect Items

	Ortega 04-05	Ortega 05-06	Ortega 06-07	All Elementary Schools 06-07
4. Teachers at this school care about their students.	3.85	3.68	3.87	3.88
5. Adults at this school listen to student ideas and opinions	3.37	3.37	3.62	3.49
6. Adults at this school treat all students fairly.	3.35	3.36	3.69	3.59
7. The staff in the front office show respect to students.	3.70	3.56	3.83	3.81
10. The school rules are fair.	3.55	3.52	3.70	3.53
11. The consequences for breaking school rules are the same for everyone.	3.35	3.49	3.43	3.45
39. I get the grades I deserve on my class work.	3.47	3.58	3.79	3.63
40. My teachers are fair with students.	3.67	3.57	3.73	3.64
41. My teachers are fair to everyone.	3.75	3.56	3.81	3.65
Adult Fairness and Respect Average	3.54	3.50	3.70	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.

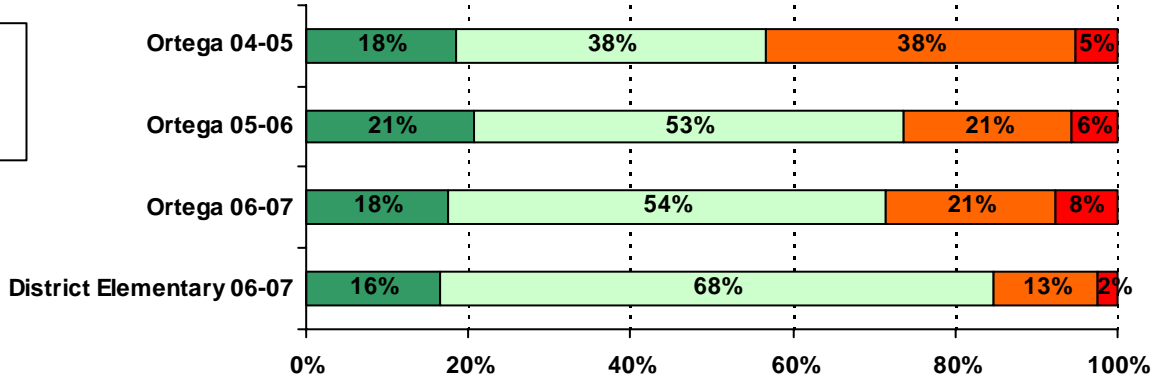
	Ortega	Ortega	Ortega	All Elementary Schools
	04-05	05-06	06-07	06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.52	3.48	3.29	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.46	3.28	3.20	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.42	3.42	3.19	3.20
Academic Self-Confidence Average	3.46	3.45	3.52	

APPENDIX

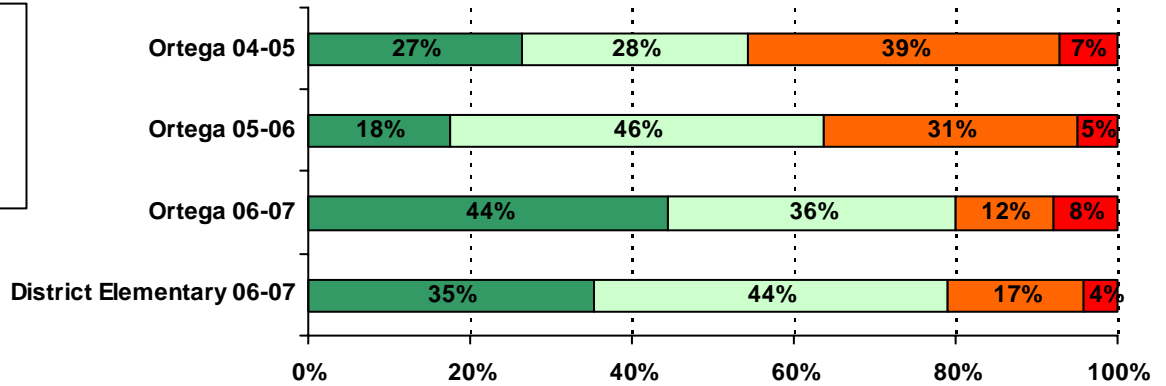
RESULTS BY ITEM

The survey statement is presented on the left, along with the bar graph on the right containing the percentages of responses to each option (Strongly Agree, Agree, Disagree, Strongly Disagree).¹

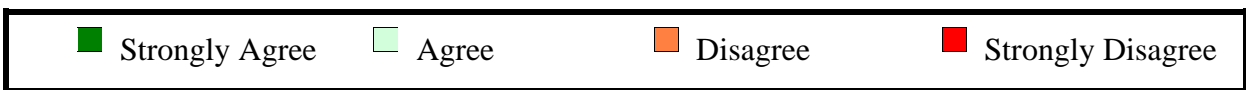
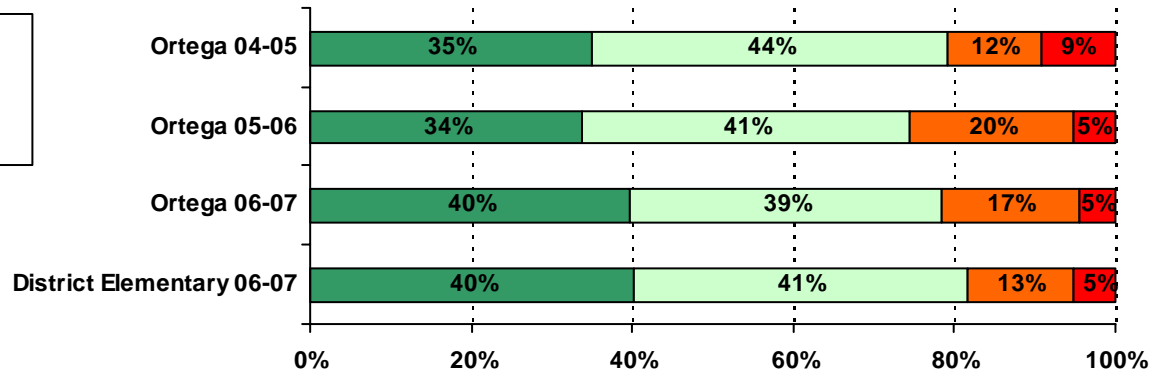
1. My classmates show respect to each other.

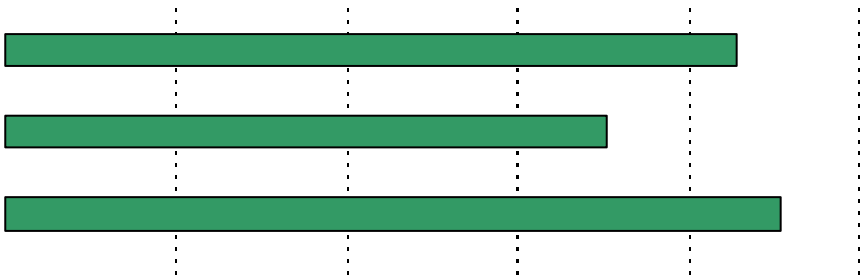


2. My classmates show respect to others who are different.



3. I am happy with the way my classmates treat me.





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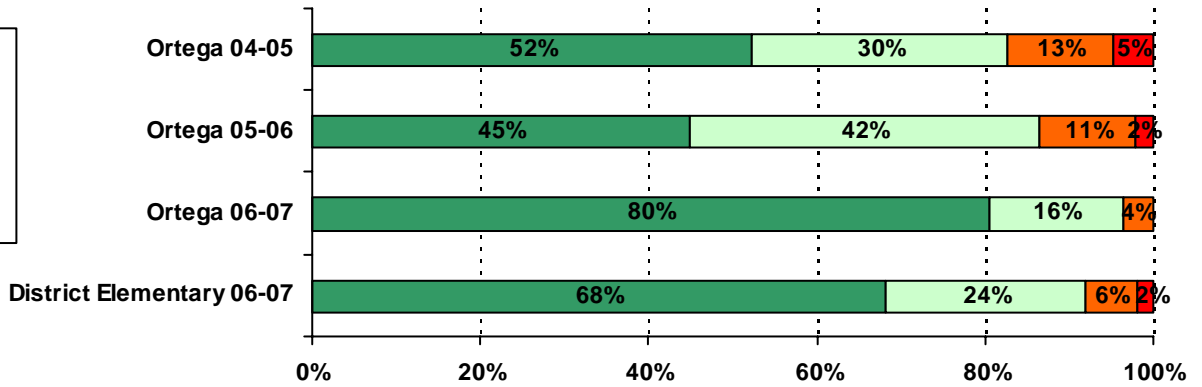
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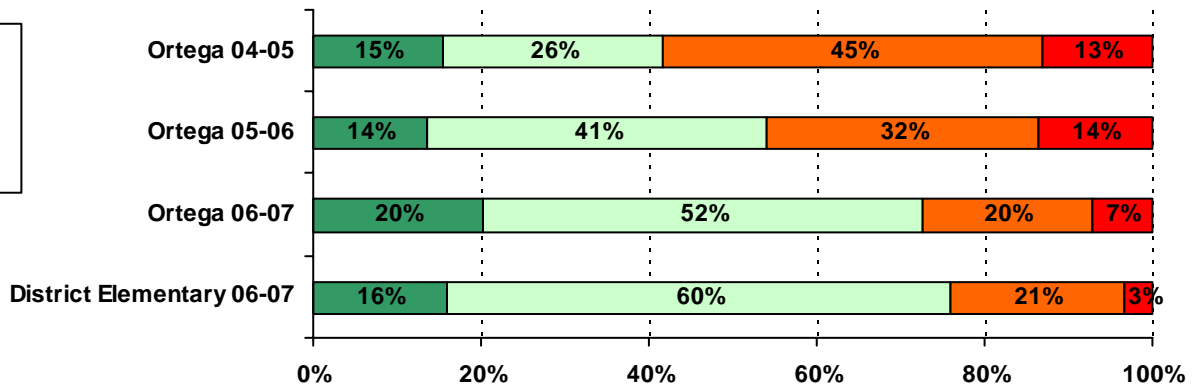
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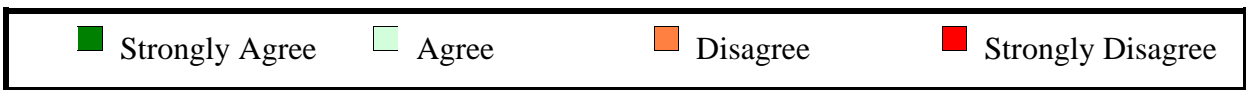
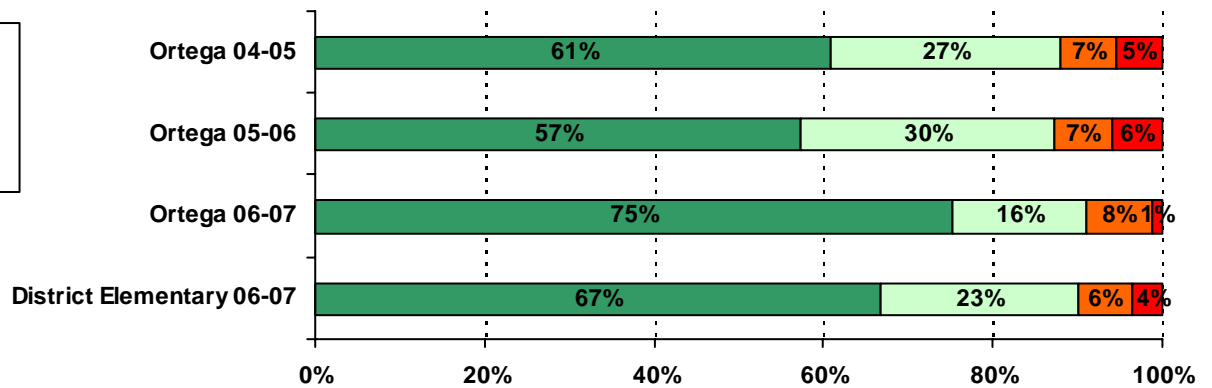
13. My classmates know there are consequences for breaking the rules.



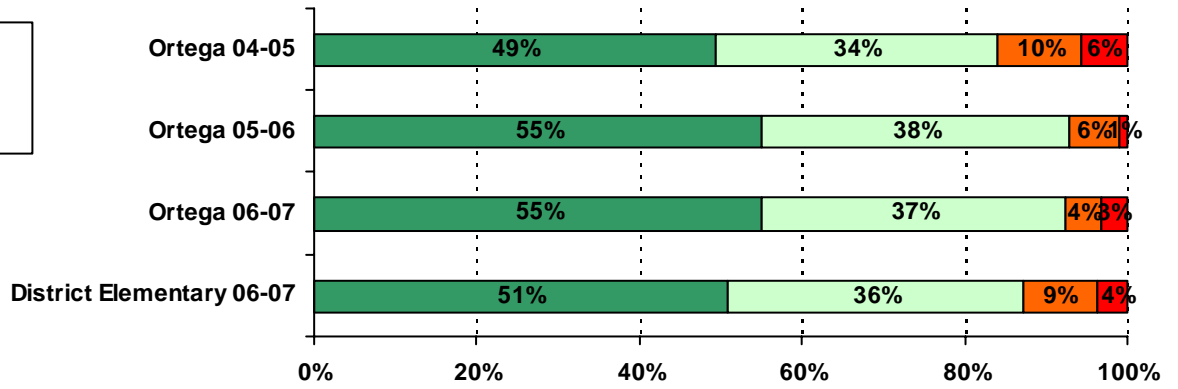
14. Students at my school follow the rules.



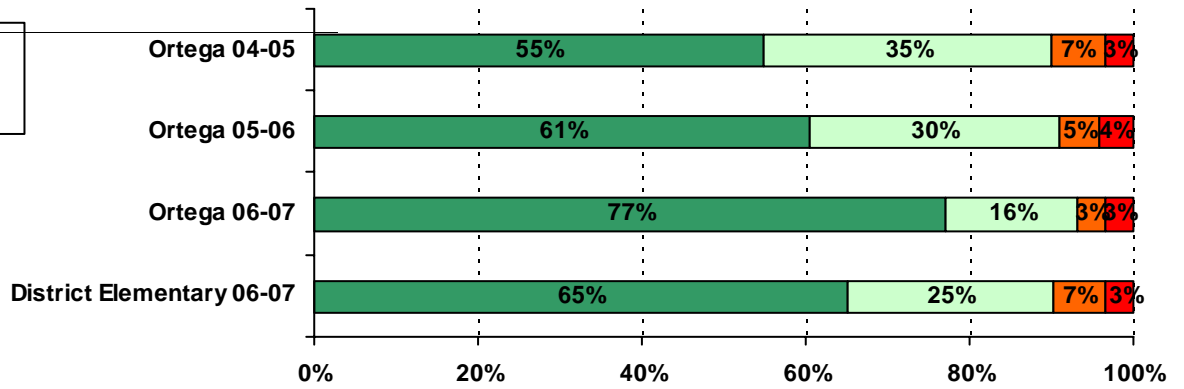
15. I feel safe at my school.



16. This school is clean.



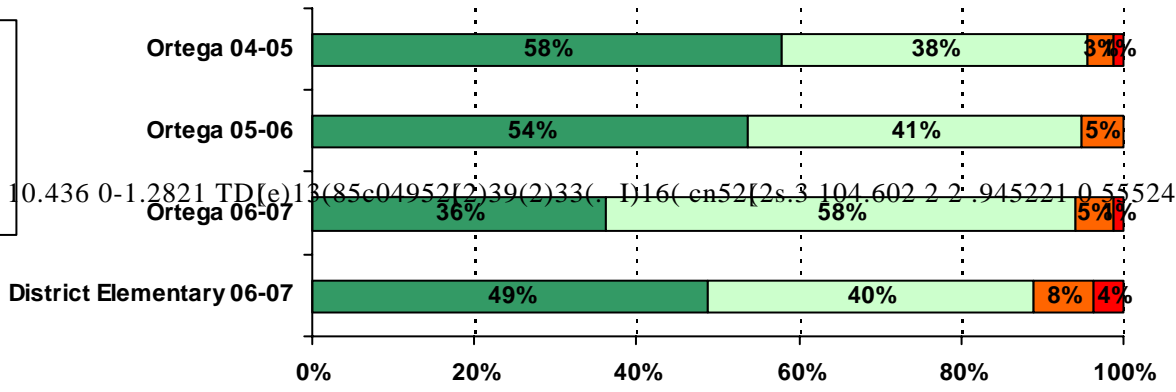
17. I feel safe on the school property.



19. My teachers

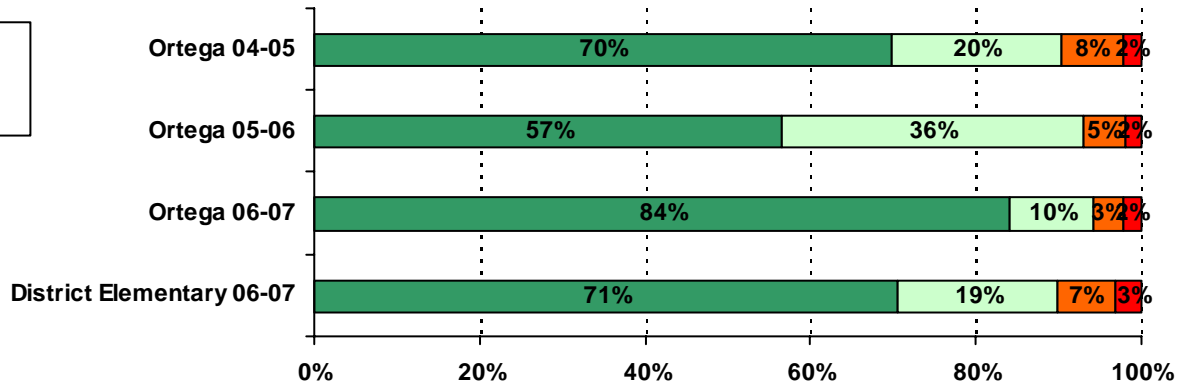


22. I can listen well and understand the thoughts and feelings of other

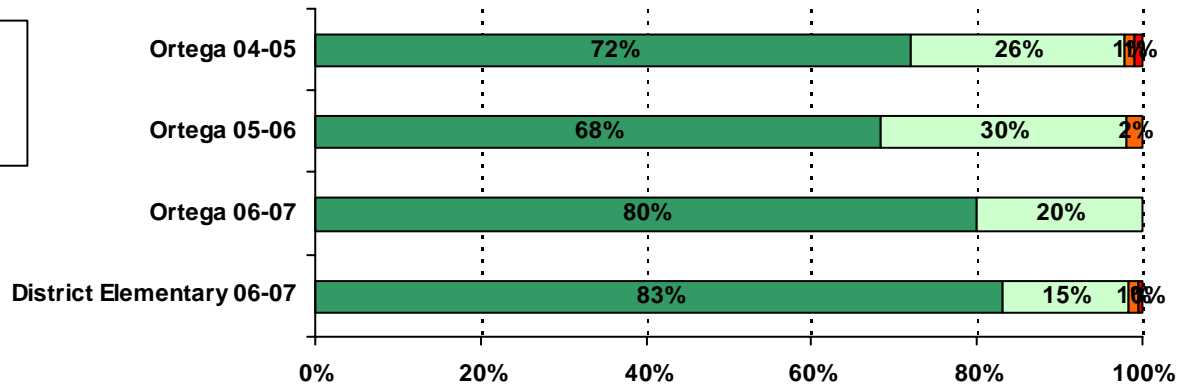


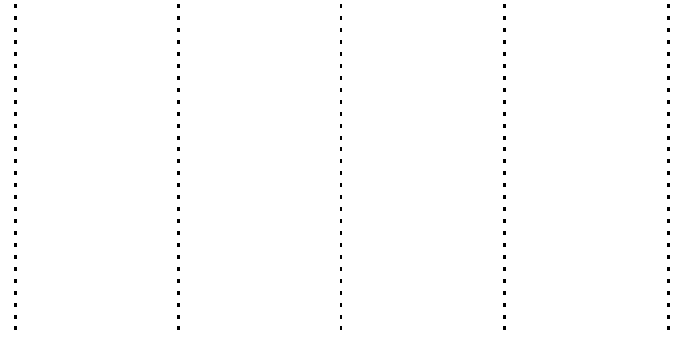
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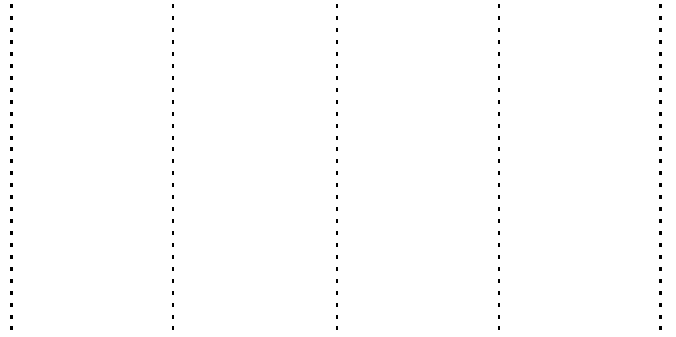
25. I feel/felt well prepared for TAKS.



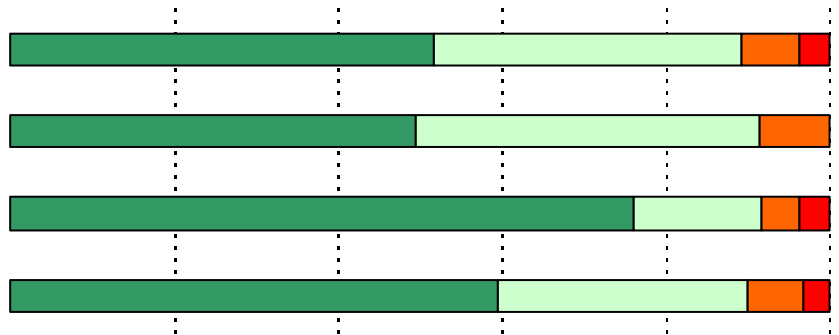
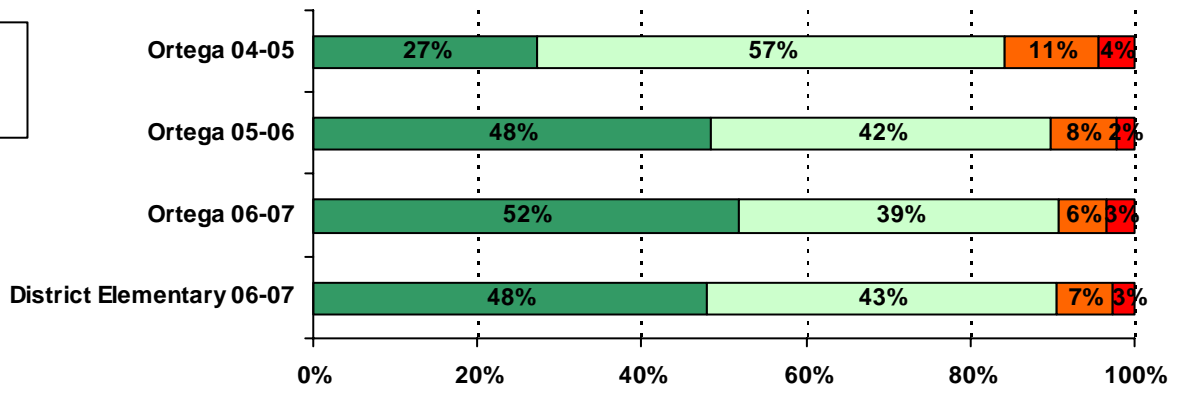
26. I try hard to do my best work.



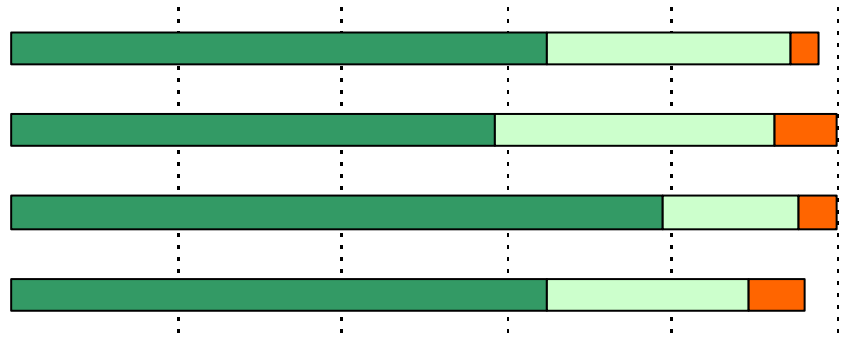
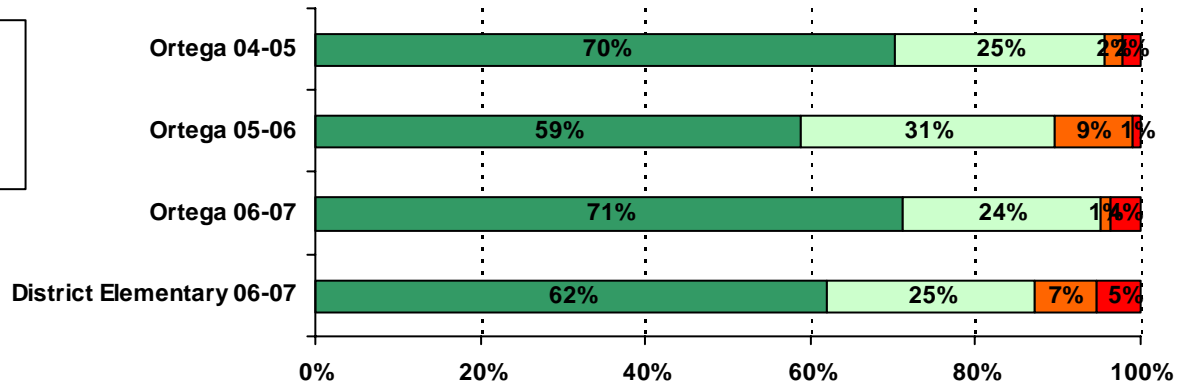




34. I can tell if my work is good.



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



40. My teachers are fair with students.

