

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 corresponding subscales. Higher average scores indicate a more positive school climate.

| <i>Dimension and Subscale</i> | Pecan Springs 04-05 | Pecan Springs 05-06 | Pecan Springs 06-07 | All Elementary Schools 06-07 |
|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|---|
| Behavioral Environment | 2.82 | 2.72 | 3.22 | 3.33 |
| <i>Peer Behavior</i> | 2.48 | 2.34 | 2.90 | 3.04 |
| <i>Behavioral Expectations</i> | 3.07 | 3.11 | 3.55 | 3.60 |
| <i>School Safety and Cleanliness</i> | 2.99 | 2.87 | 3.37 | 3.46 |
| Adult/Student Interactions | 3.28 | 3.30 | 3.51 | 3.57 |
| <i>Teacher Support and Engagement</i> | 3.27 | 3.35 | 3.41 | 3.48 |
| <i>Adult Fairness and Respect</i> | 3.29 | 3.27 | 3.58 | 3.63 |
| Academic Environment | 3.35 | 3.39 | 3.45 | 3.52 |
| <i>Academic Standards</i> | 3.55 | 3.54 | 3.76 | 3.81 |
| <i>Academic Self-Confidence</i> | 3.28 | 3.35 | 3.36 | 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.

If the average score for your campus has increased in

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.

Behavioral Expectations:

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

| <i>Behavioral Expectations Items</i> | Pecan Springs 04-05 | Pecan Springs 05-06 | Pecan Springs 06-07 | All Elementary Schools 06-07 |
|---|--------------------------------|--------------------------------|--------------------------------|---|
| 9. Everyone knows what the school rules are. | 3.04 | 3.05 | 3.28 | 3.36 |
| 12. My teachers always make sure that students follow the rules. | 3.08 | 3.17 | 3.79 | 3.82 |
| 13. My classmates know there are consequences for breaking the rules. | 3.10 | 3.11 | 3.50 | 3.58 |
| Behavioral Expectations Average | 3.07 | 3.11 | 3.55 | 3.60 |

School Safety and Cleanliness:

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

| <i>School Safety and Cleanliness Items</i> | Pecan Springs 04-05 | Pecan Springs 05-06 | Pecan Springs 06-07 | All Elementary Schools 06-07 |
|---|--------------------------------|--------------------------------|--------------------------------|---|
| 15. I feel safe at my school. | 3.01 | 2.92 | 3.38 | 3.53 |
| 16. This school is clean. | 2.95 | 2.64 | 3.31 | 3.34 |
| 17. I feel safe on the school property. | 3.16 | 3.13 | 3.42 | 3.52 |
| School Safety and Cleanliness Average | 2.99 | 2.87 | 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 Interactions dimension is measured through two subscales, labeled "Teacher Support and Engagement" and "Adult Fairness and Respect." Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Teacher Support and Engagement:

This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table that follows.

Average Response for Teacher Support and Engagement

| <i>Teacher Support and Engagement Items</i> | Pecan Springs 04-05 | Pecan Springs 05-06 | Pecan Springs 06-07 | All Elementary Schools 06-07 |
|--|--------------------------------|--------------------------------|--------------------------------|---|
| 18. Teachers give rewards or praise for good behavior. | 3.47 | 3.42 | 3.33 | 3.31 |
| 31. Teachers give rewards or praise for good work. | 3.25 | 3.36 | 3.36 | 3.27 |
| 27. My teachers are excited about what they teach. | 3.19 | 3.45 | 3.54 | 3.55 |
| 28. My teachers like to teach. | 3.24 | 3.36 | 3.72 | 3.79 |
| 36. Teachers give me the help I need with assignments. | 3.30 | 3.41 | 3.47 | 3.62 |
| 37. My teachers understand when I have a personal problem. | 3.15 | 3.32 | 3.32 | 3.44 |
| 38. Teachers help students with personal problems. | 3.30 | 3.26 | 3.48 | 3.51 |
| Teacher Support and Engagement Average | 3.27 | 3.35 | 3.41 | 3.48 |

Adult Fairness and Respect:

The nine items on this subscale assess the treatment of students by teachers and other adults in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.

Academic Self-Confidence:

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

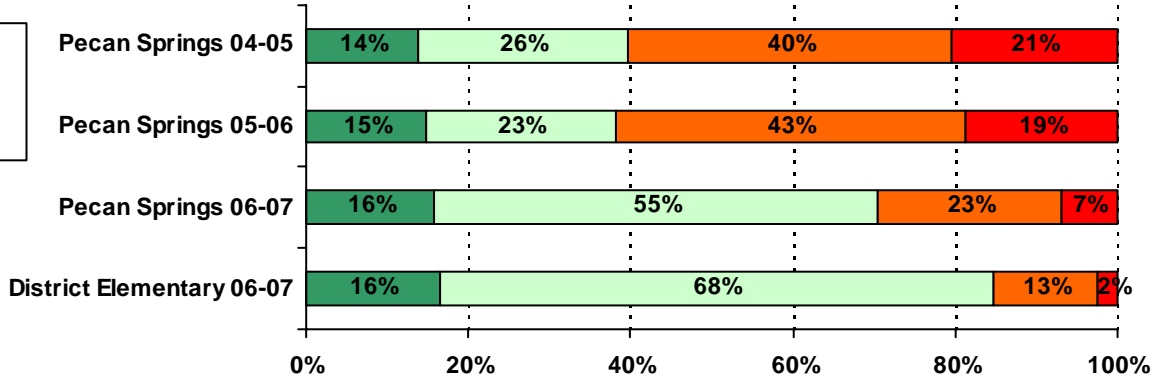
| <i>Academic Self-Confidence Items</i> | Pecan Springs 04-05 | Pecan Springs 05-06 | Pecan Springs 06-07 | All Elementary Schools 06-07 |
|---|--------------------------------|--------------------------------|--------------------------------|---|
| 22. I can listen well and understand the thoughts and feelings of other students. | 3.36 | 3.37 | 3.32 | 3.34 |
| 23. I can explain my thoughts and feelings clearly in discussions. | 3.24 | 3.19 | 2.95 | 3.11 |
| 24. I can explain my thoughts and feelings clearly in writing. | 3.28 | 3.29 | 2.99 | 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. | 3.27 | 3.31 | 3.24 | 3.43 |
| 25. I feel/felt well prepared for TAKS. | 3.31 | 3.42 | 3.41 | 3.57 |
| 30. My teachers show me how to know if my work is good. | 3.25 | 3.30 | 3.64 | 3.64 |
| 34. I can tell if my work is good. | 3.15 | 3.24 | 3.30 | 3.36 |
| 35. I know how I'm doing in school. | 3.25 | 3.34 | 3.47 | 3.46 |
| 26. I try hard to do my best work. | 3.46 | 3.58 | 3.80 | 3.81 |
| 29. I feel successful in my schoolwork. | 3.26 | 3.44 | 3.41 | 3.50 |
| Academic Self-Confidence Average | 3.28 | 3.35 | 3.36 | 3.44 |

HOW TO IMPROVE SCHOOL CLIMATE

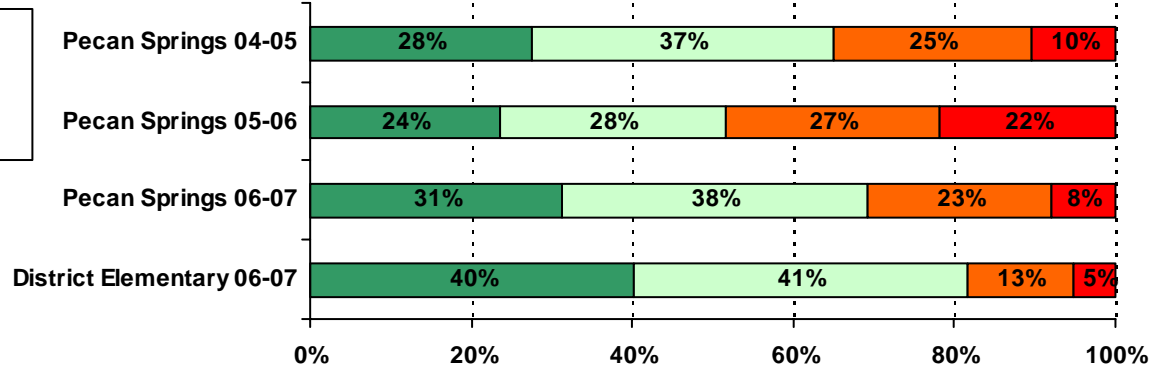
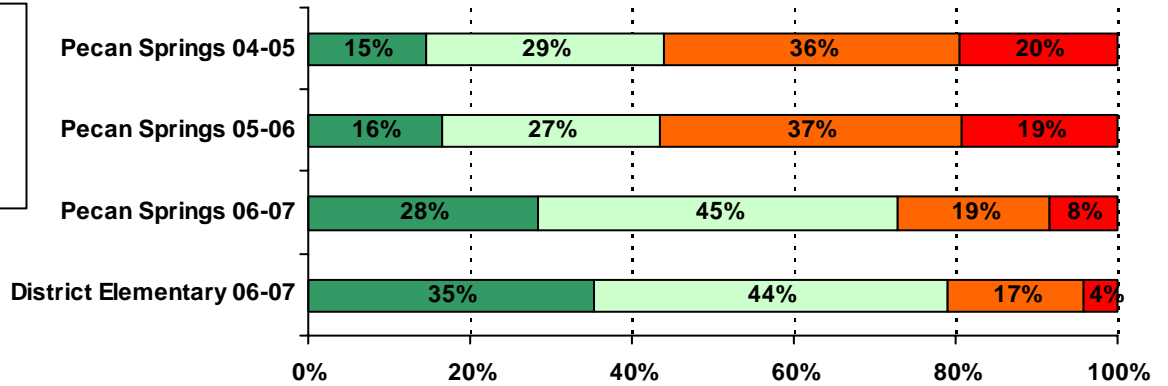
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational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

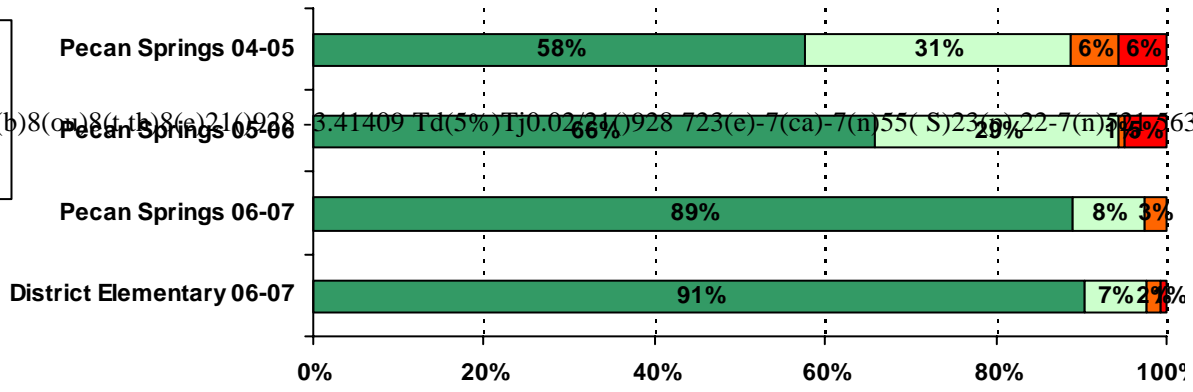
1. My classmates show respect to each other.

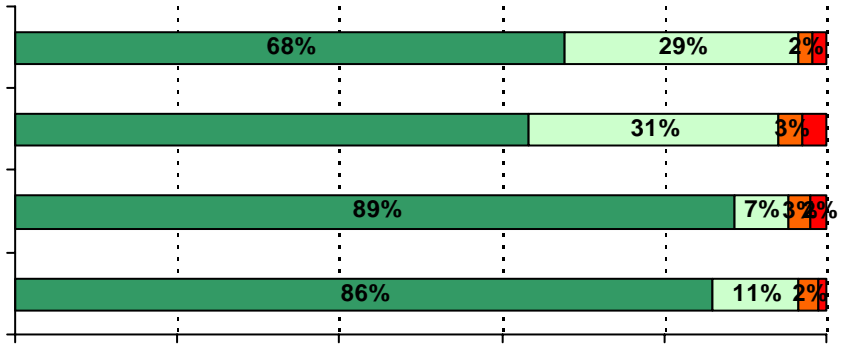


2. My classmates show respect to others who are different.

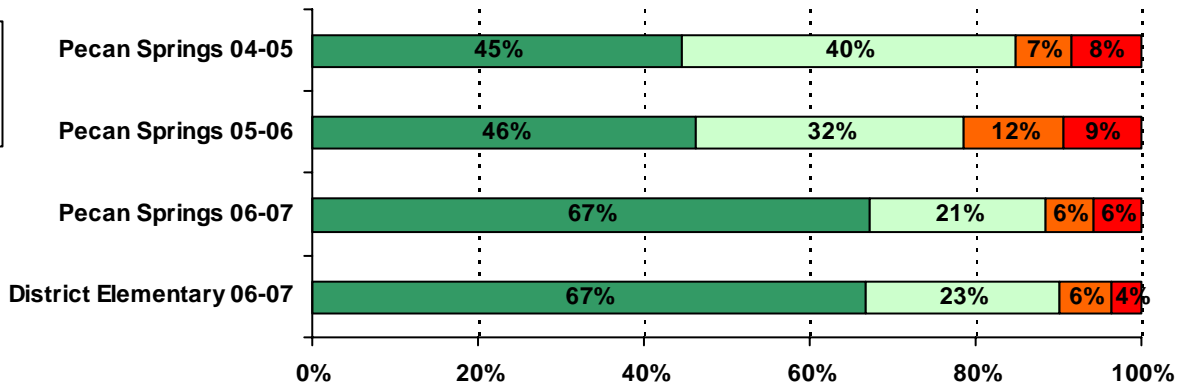


4. Teachers at this school care about the about t21(b)(8)(c)8(f)(b)8(e)216928 65%37%23%

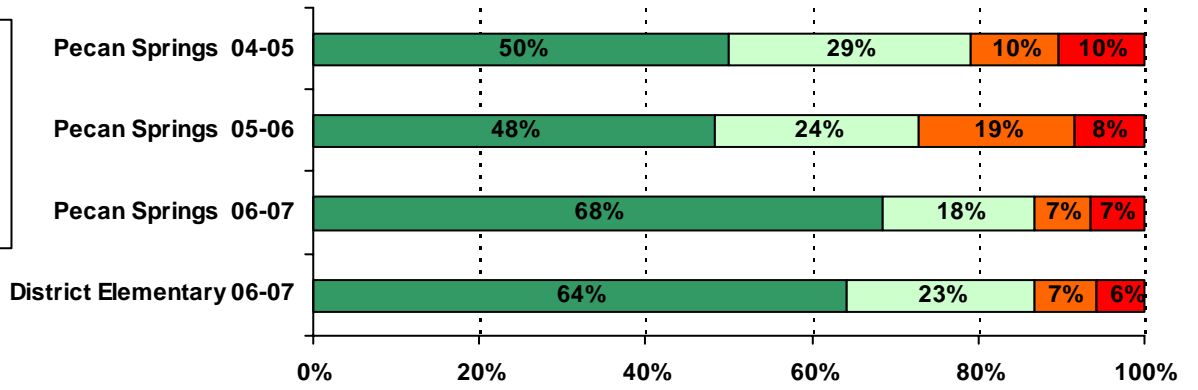




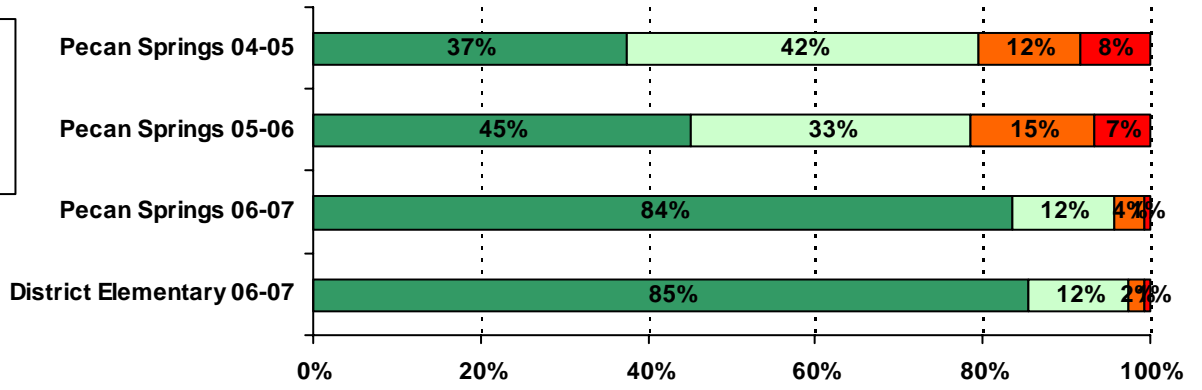
10. The school rules are fair.



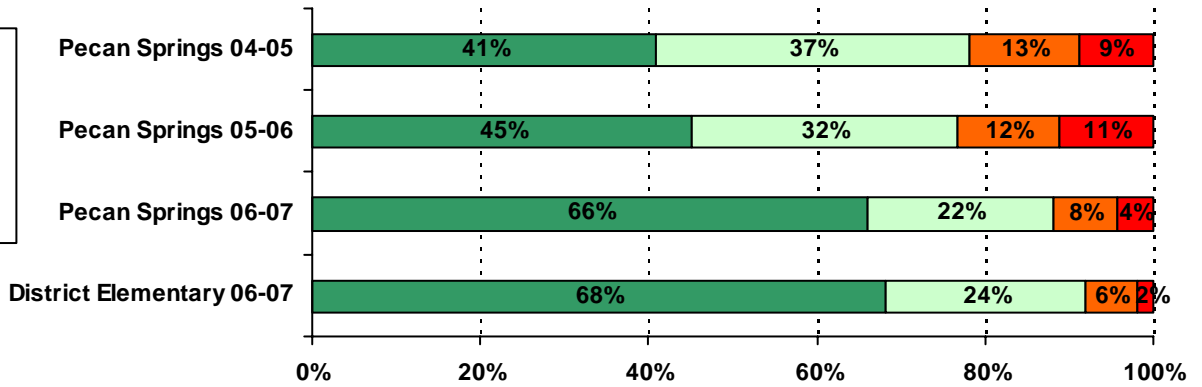
11. The consequences for breaking school rules are the same for everyone.



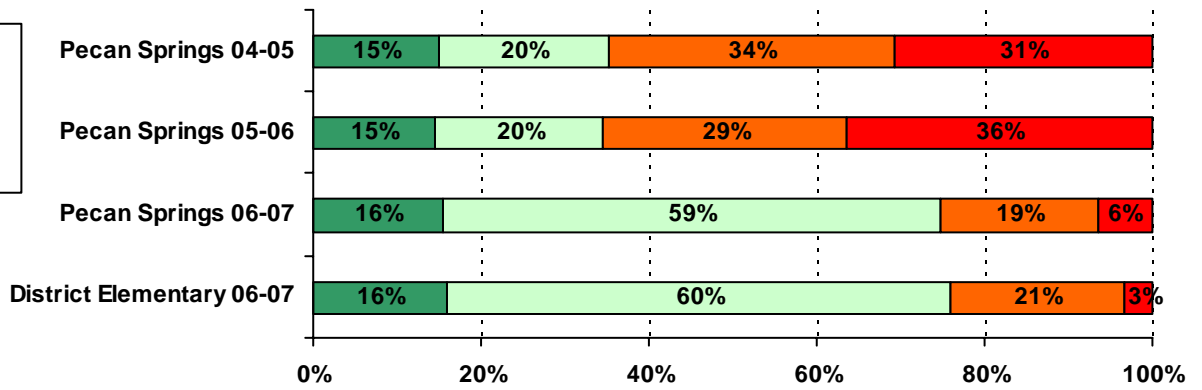
12. My teachers always make sure



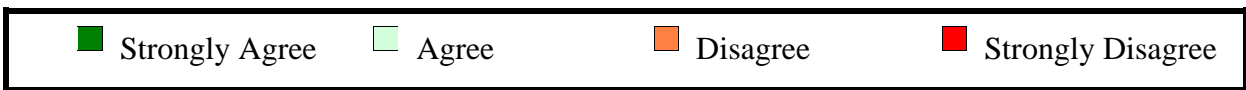
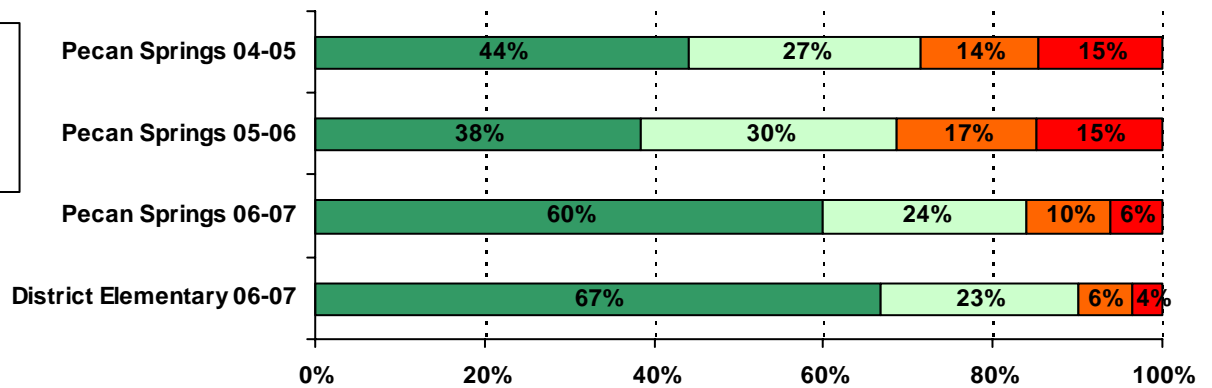
13. My classmates know there are consequences for breaking the rules.

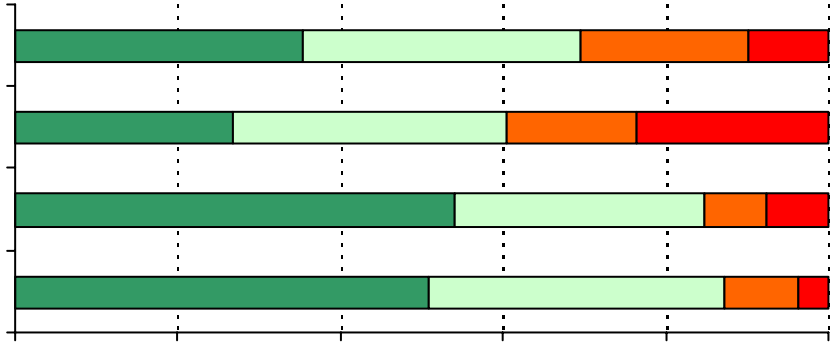


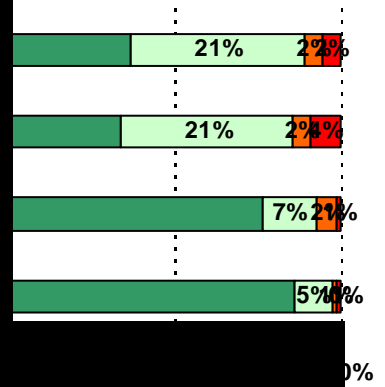
14. Students at my school follow the rules.

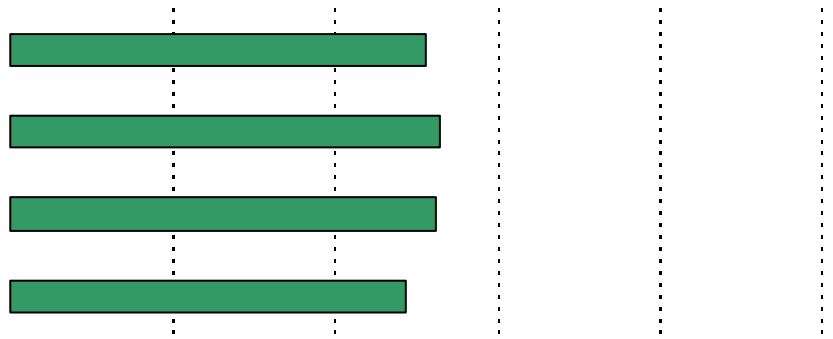


15. I feel safe at my school.

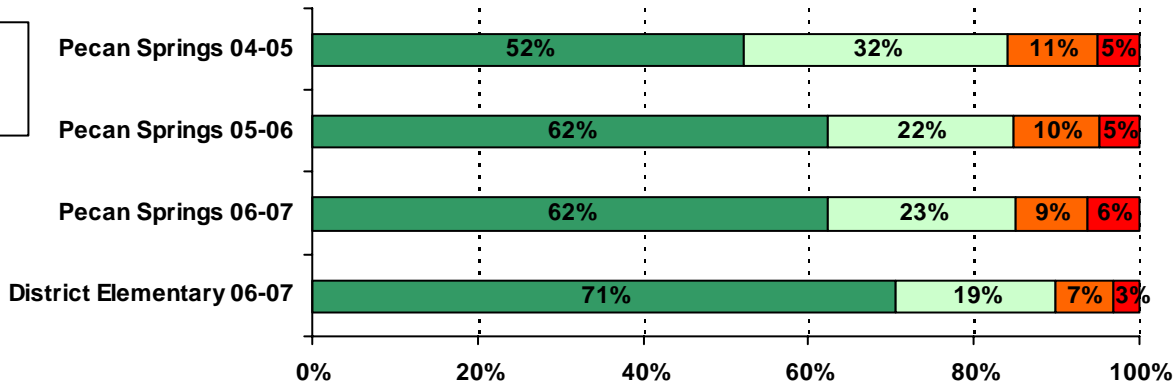




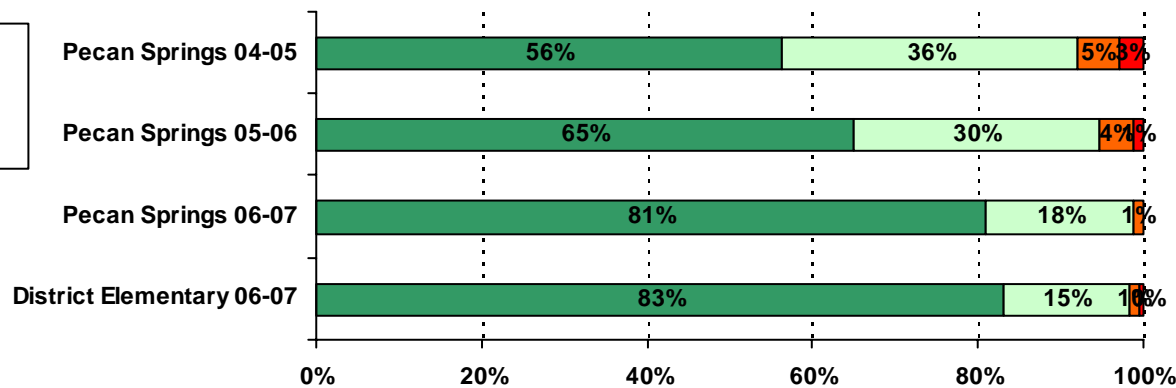




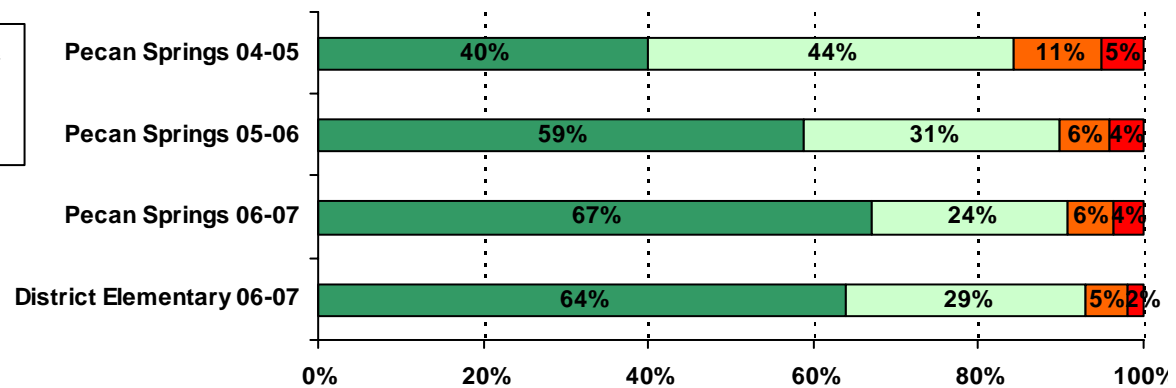
25. I feel/felt well prepared for TAKS.



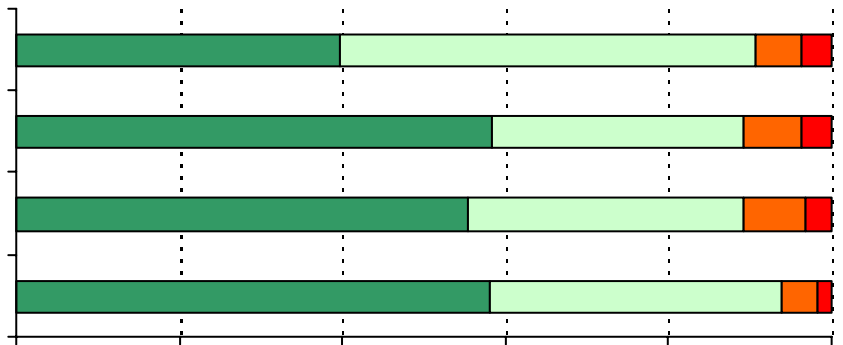
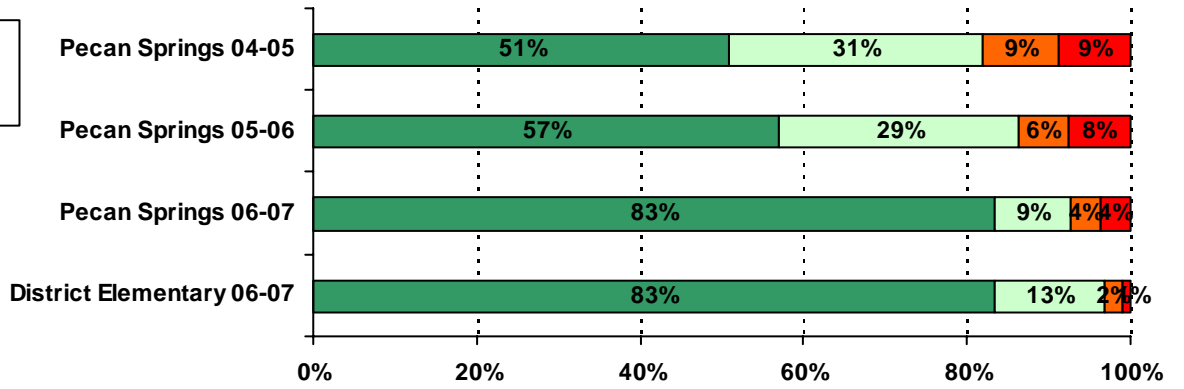
26. I try hard to do my best work.



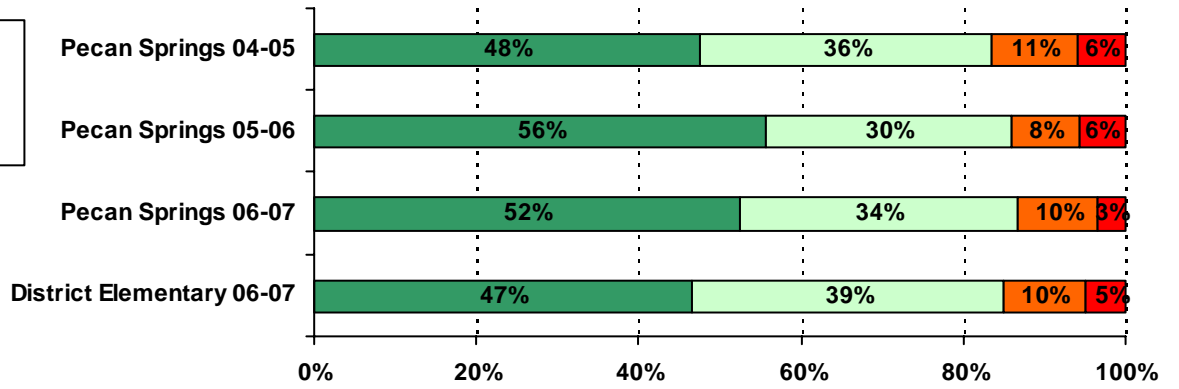
27. My teachers are



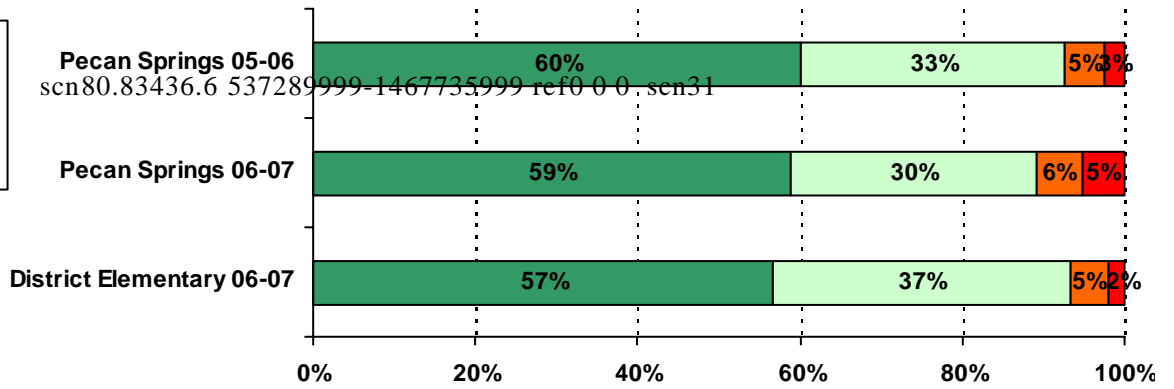
28. My teachers like to teach.

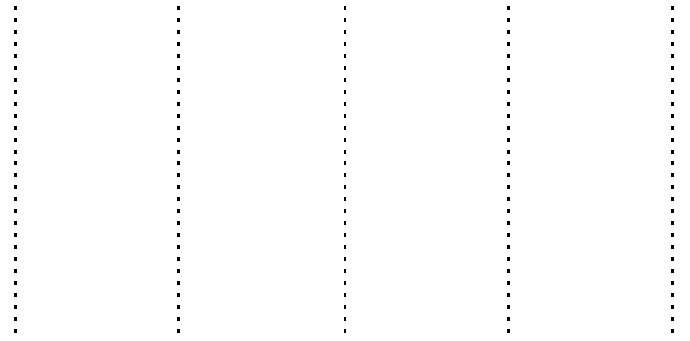


31. Teachers give rewards or praise for good work.

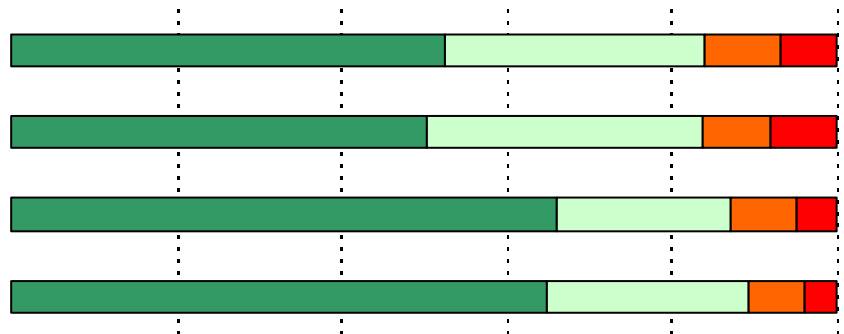
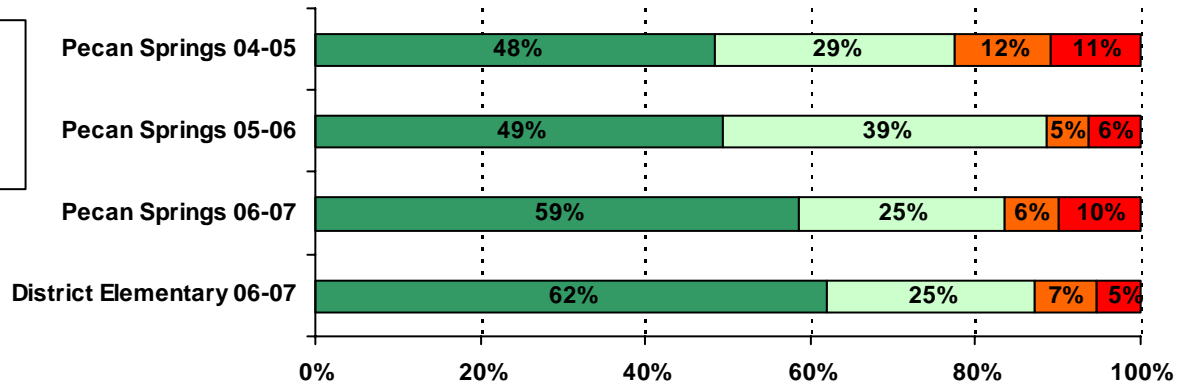


32. I can reach the goals (file:///C:/Users/80.83436.6 537289999-1467735999-ref0-0-0-scen31)

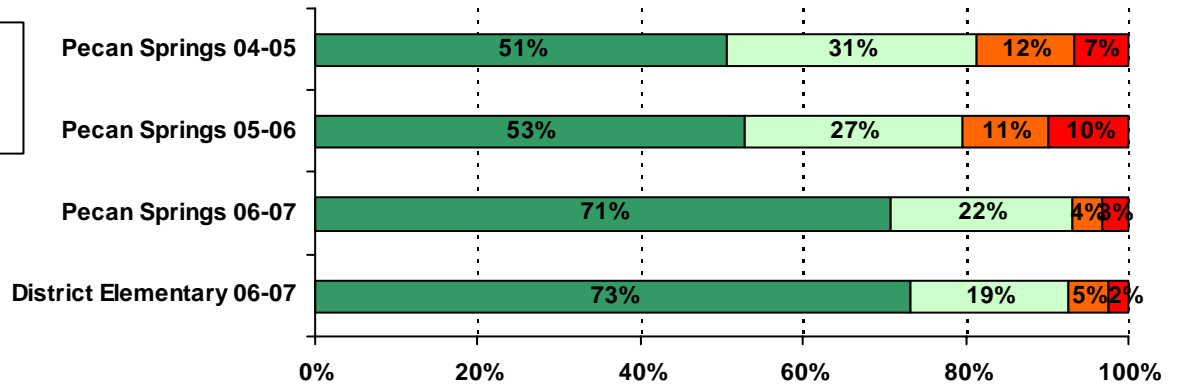




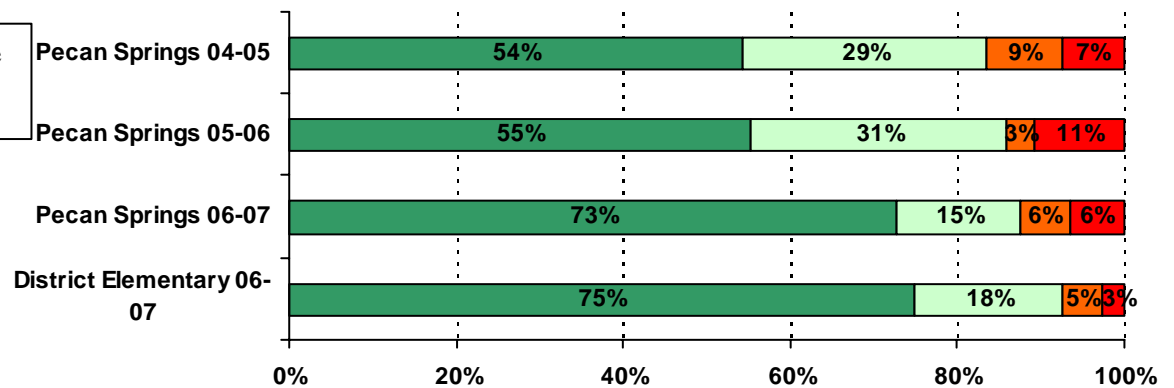
37. My teachers understand when I have a personal problem.



40. My teachers are fair with students.



41. My teachers are fair to everyone.



REFERENCES

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.