



STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report **PILLOW ELEMENTARY SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Pillow (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). At the elementary level, schools with higher student ratings of the *Behavioral Environment* in particular had significantly higher TAKS performance than schools with less favorable ratings, and this relationship with TAKS was stronger than that for student attendance, teacher experience, teacher retention, and principal turnover. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that may support positive school climate in each area. For further assistance, contact Jane Nethercut, PBS Coordinator, in Student Support Services (414-0196).

Table 1. Pillow Student Climate Survey Participants, 2008-2009

Year	Pillow	All EL
Surveys returned	198	16,674
Students enrolled (Grades 3-6)	218	19,602

Note: Population data are based on May enrollment and may differ from the official AEIS report.

Figure 1 displays your average scores on each dimension for the past 3 years and the average for all schools at your level for the 2008-2009 school year. It is desirable to have a score at or above 3.0, indicated in **bold**.

Figure 1. Average Dimension and Subscale Scores, 2006-2009

	2006-07	Pillow 2007-08	2008-09	All EL 2008-09
Behavioral Environment	3.36	3.25 ↓	3.31	3.20
Adult Fairness and Respect	n/a	n/a	3.73	3.66
Teacher Support and Student Engagement	n/a	n/a	3.48	3.37
Academic Self-Confidence	n/a	3.63	3.59	3.54

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 in Table 2. Item numbers in each table correspond to the numbers on the survey.

Table 2. Average Response for Behavioral Environment

	2006-07	Pillow 2007-08	2008-09	All EL 2008-09
1. My classmates show respect to each other.	3.05	3.01	3.05	2.99
2. My classmates show respect to others who are different.	3.31	3.06	3.31	3.10
3. I am happy with the way my classmates treat me.	3.17	3.15	3.26	3.17
14. Students at my school follow the rules.	3.19	2.95	3.00	2.89
15. I feel safe at my school.	3.78	3.68	3.66	3.53
16. I feel safe on the school property.	3.71	3.57	3.62	3.49
Behavioral Environment Average	3.36	3.25↓	3.31	3.20

ADULT FAIRNESS AND RESPECT

The eleven items on this subscale assess the treatment of students by teachers and other adults on campus 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 in Table 3.

Table 3. Average Response for Adult Fairness and Respect Items

	2006-07	Pillow 2007-08	2008-09	All EL 2008-09
4. Teachers at this school care about their students.	3.95	3.91	3.92	3.86
5. Adults at this school listen to student ideas and opinions.	3.59	3.55	3.58	3.50
6. Adults at this school treat all students fairly.	3.74	3.62	3.69	3.58
7. The staff in the front office show respect to students.	3.89	3.83	3.85	3.81
10. The school rules are fair.	3.69	3.64	3.64	3.55
11. The consequences for breaking school rules are the same for everyone.	3.50	2.24	2.29	2.06

ADDITIONAL ACADEMIC ENVIRONMENT

Four items measured additional components of school climate (Table 6).

Table 6. Additional Items

	2006-07	Pillow 2007-08	2008-09	All EL 2008-09
8. There is at least one adult at my school who I would go to if I have a problem.	n/a	3.57	3.61	3.52
9. Everyone knows what the school rules are.	3.57	3.46	3.46	3.40
13. My classmates know there are consequences for breaking the rules.	3.65	3.59	3.60	3.57
19. My teachers challenge me to do better.	3.64	3.69	3.63	3.60

Reference

Schmitt, L. & Carney, D. (2008). AISD Board Level Reports. Austin, TX: Austin Independent School District. Available at:
<http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>