2005-2006 AISD Student Climate Survey Results

Pillow 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 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

AISD Student Climate Survey Participants, 2005-2006

		# of Participants	Response Rate
Pillow	**05-06**	110	60.4%
All Elementary Schools	**05-06**	16,212	86.9%

Source: Response rates are based on Fall 2005 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, and ACES.

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.

Average Dimension and Subscale Scores

Dimension and Subscale				**All**
		3.02	3.04	3.04
		2.75	2.87	2.79
		3.05	3.12	3.13
School Safety and Cleanliness	3.26	3.33	3.19	3.27
Adult/Student Interactions	**3.37**	**3.35**	**3.41**	**3.41**
Teacher Support and Engagement	■■■	■■■	3.37	3.39
Adult Fairness and Respect			■■■	3.41
Academic Environment				
Academic Standards				
Academic Self-Confidence	3.33	3.29		

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.

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 enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled "Peer Behavior," "Behavioral Expectations," and "School Safety and Cleanliness." Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Peer Behavior:

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

Peer Behavior Items	Pillow 03-04	Pillow 04-05	Pillow 05-06	All Elementary Schools 05-06
1. Students in my school respect each other.	2.87	2.68	2.82	2.74
2. Students at my school respect other students who are different than they are.	3.05	2.82	2.93	2.87
3. I am happy with the way students treat me at school.	3.02	2.83	3.12	2.98
14. Students at my school obey the school rules.	2.72	2.60	2.61	2.54
Peer Behavior Average	**2.92**	**2.75**	**2.87**	**2.79**

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

| Behavioral Expectations Items	Pillow 03-04	Pillow 04-05	Pillow 05-06	All Elementary Schools 05-06
9. Everyone knows what the school rules are.	3.14	2.94	2.97	3.11
12. The school rules are strictly enforced.	3.38	3.20	3.39	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	3.17	3.01	3.03	3.08
Behavioral Expectations Average	**3.20**	**3.05**	**3.12**	**3.13**

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

School Safety and Cleanliness Items	Pillow 03-04	Pillow 04-05	Pillow 05-06	All Elementary Schools 05-06
15. I feel safe at my school.	3.36	3.37	3.33	3.38
16. This school is clean.	3.18	3.29	3.01	3.13
17. I feel safe on the school property.	3.31	3.33	3.33	3.35
School Safety and Cleanliness Average	**3.26**	**3.33**	**3.19**	**3.27**

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
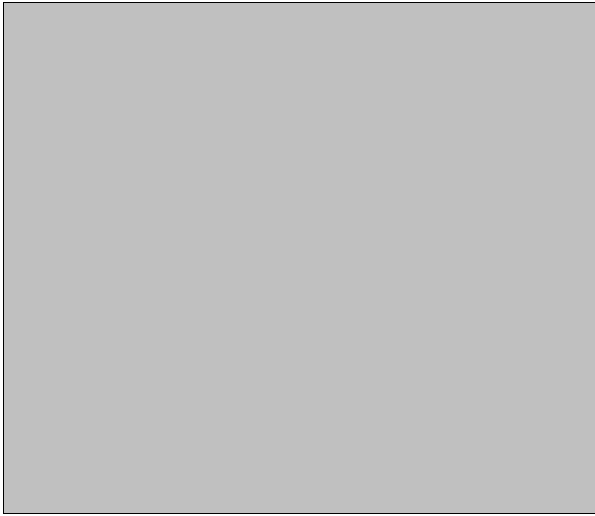
Adult Fairness and Respect Items	Pillow 03-04	Pillow 04-05	Pillow 05-06	All Elementary Schools 05-06
4. Teachers at this school care about their students.	3.70	3.67	3.82	3.71
5. Adults at this school listen to student ideas and opinions	3.38	3.37	3.33	3.31
6. Adults at this school treat all students fairly.	3.28	3.27	3.22	3.28
Adult Fairness and Respect Average	**3.40**			

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.

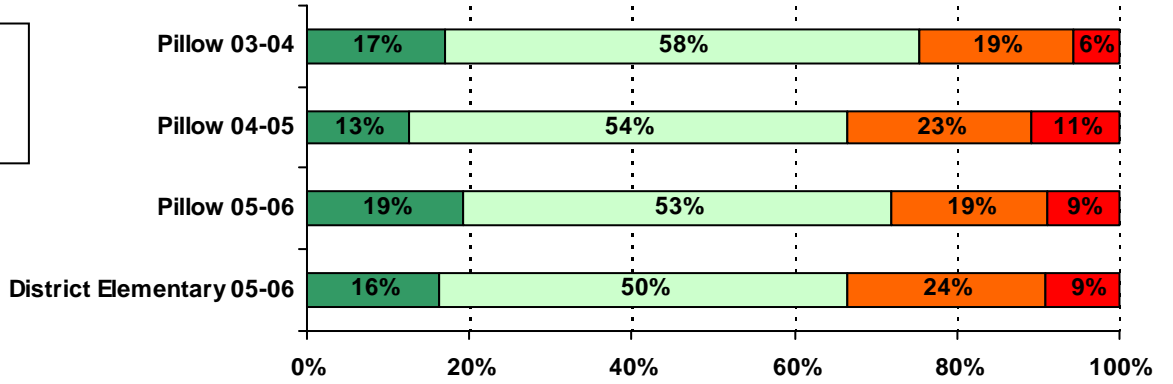Average Response for Academic Self-Confidence Items

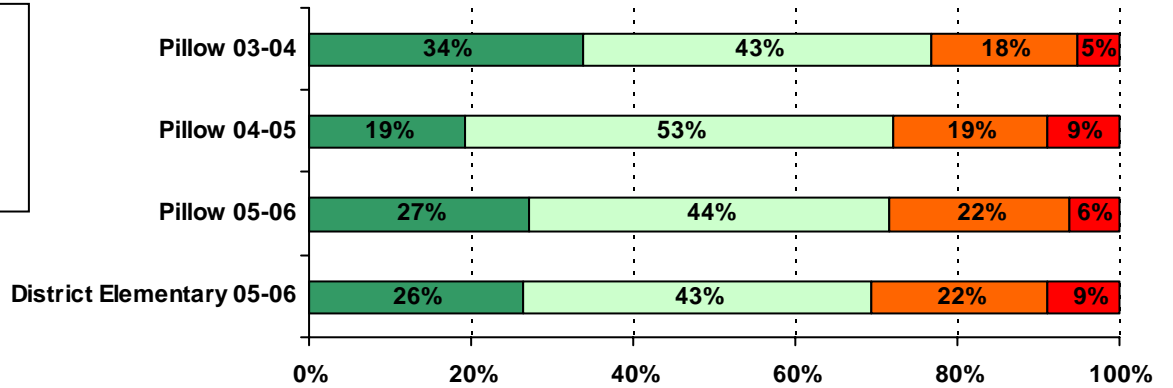| *Academic Self-Confidence Items*	Pillow 03-04	Pillow 04-05	Pillow 05-06	All Elementary Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	3.46	3.34	3.42	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.24	3.21	3.38	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.25	3.21	3.39	3.34
32. I have learned to reach the goals I set for myself.	n/a	n/a	3.49	3.43
33. I have learned ways of working better in groups.	3.37	3.28	3.37	3.42
25. I feel/felt well prepared for TAKS.	3.34	3.44	3.53	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.23	3.23	3.34	3.39
34. I know whether or not my work is good without being told.	3.08	3.14	3.30	3.23
35. I have learned how to evaluate my work and keep track of my progress.	3.26	3.22	3.28	3.34
26. I try hard to do my best on my schoolwork.	3.74	3.66	3.82	3.68
29. I feel successful in my schoolwork.	3.43	3.33	3.51	3.43
Academic Self-Confidence Average	**3.33**	**3.29**	**3.43**	**3.39**

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.
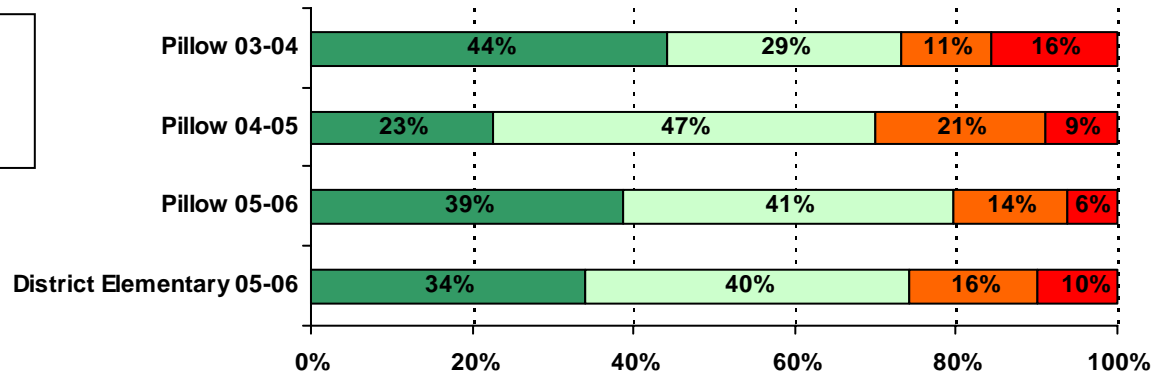j) Modeling of respect and teamwork among leadership and staff.

1. Students in my school respect each other.

Pillow 03-04	17% | 58% | 19% | 6%
Pillow 04-05	13% | 54% | 23% | 11%
Pillow 05-06	19% | 53% | 19% | 9%
District Elementary 05-06	16% | 50% | 24% | 9%

2. Students at my school respect other students who are different than they are.

Pillow 03-04	34% | 43% | 18% | 5%
Pillow 04-05	19% | 53% | 19% | 9%
Pillow 05-06	27% | 44% | 22% | 6%
District Elementary 05-06	26% | 43% | 22% | 9%

9%

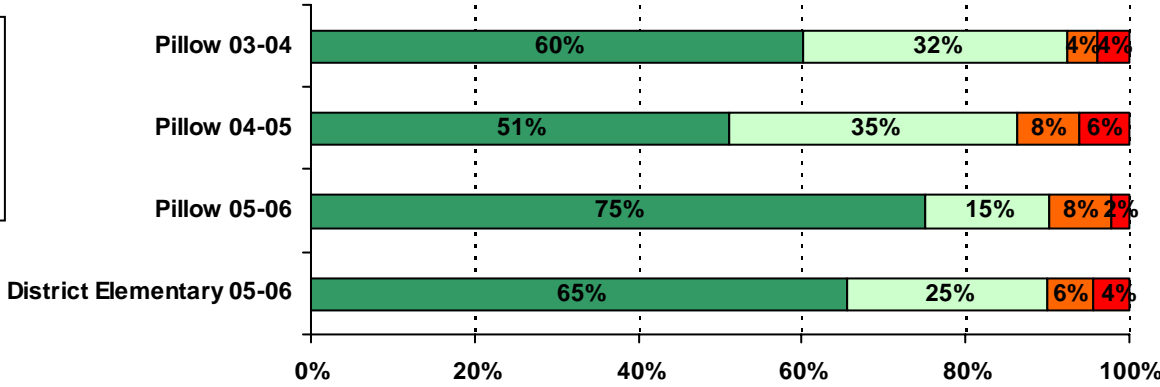|	
Pillow 03-04	44% | 29% | 11% | 16%
Pillow 04-05	23% | 47% | 21% | 9%
Pillow 05-06	39% | 41% | 14% | 6%
District Elementary 05-06	34% | 40% | 16% | 10%

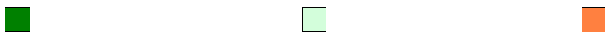**7. The staff in the front office respect students.**

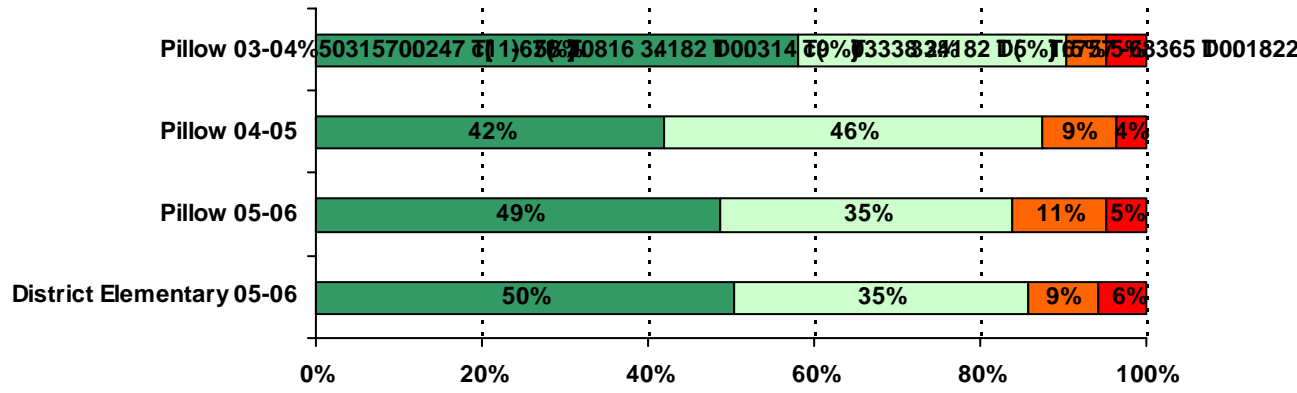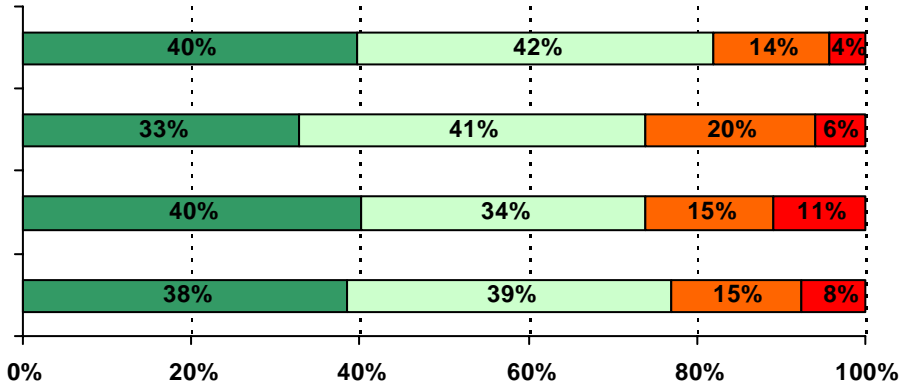|	Strongly Agree	Agree	Disagree	Strongly Disagree
Pillow 03-04	76%	19%	2%	3%
Pillow 04-05	68%	30%	1%	
Pillow 05-06	72%	26%	2%	
District Elementary 05-06	67%	28%	3%	2%

8. There is at least one adult at my school who I can go to if I have a problem.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pillow 03-04	60%	32%	4%	4%
Pillow 04-05	51%	35%	8%	6%
Pillow 05-06	75%	15%	8%	2%
District Elementary 05-06	65%	25%	6%	4%

9. Everyone knows what the school rules are. 5%

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pillow 03-04	42%	33%	21%	3%
Pillow 04-05	28%	43%	25%	4%
Pillow 05-06	31%	40%	24%	5%
District Elementary 05-06	40%	37%	16%	6%

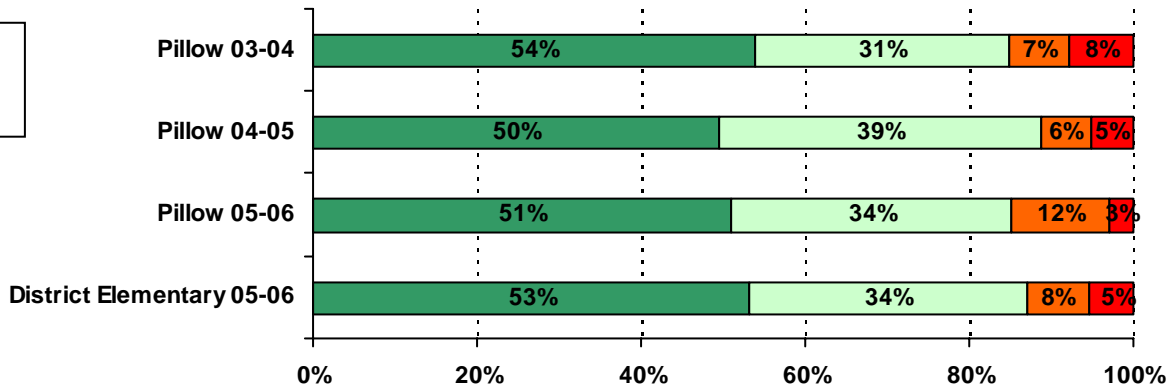|		
Pillow 03-04	0%50315700247 t[1)636;40816 34182 D00314 t0%,T33382,4182 D6%,T67;5%68365 D001822	
Pillow 04-05	42% 46% 9% 4%	
Pillow 05-06	49% 35% 11% 5%	
District Elementary 05-06	50% 35% 9% 6%	

0%   20%   40%   60%   80%   100%

16. This school is clean.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pillow 03-04	38%	46%	12%	4%
Pillow 04-05	46%	41%	7%	5%
Pillow 05-06	35%	43%	12%	11%
District Elementary 05-06	41%	39%	13%	8%

17. I feel safe on the school property.

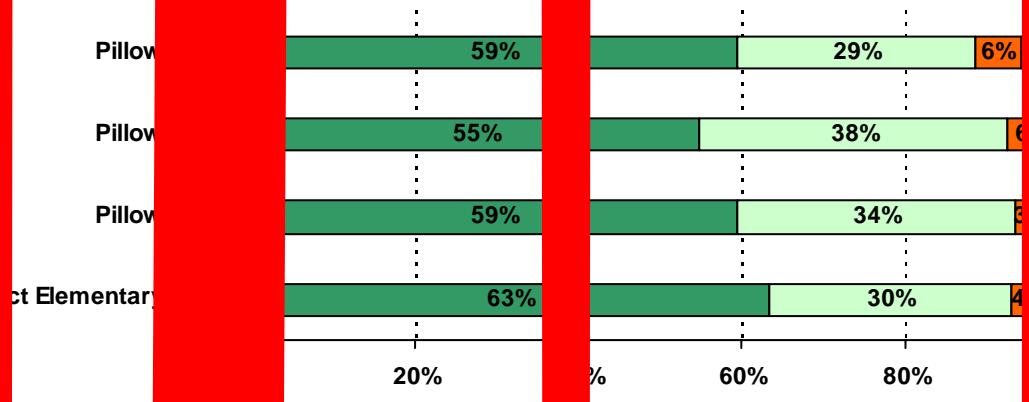|	Strongly Agree	Agree	Disagree	Strongly Disagree
Pillow 03-04	54%	31%	7%	8%
Pillow 04-05	50%	39%	6%	5%
Pillow 05-06	51%	34%	12%	3%
District Elementary 05-06	53%	34%	8%	5%

18. Teachers give rewards or praise for good behavior.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Pillow 03-04	47%	40%	7%	6%
Pillow 04-05	43%	40%	12%	5%
Pillow 05-06	45%	41%	9%	5%
District Elementary 05-06	54%	34%	7%	5%

Legend: ■ Strongly Agree □ Agree ■ Disagree ■ Strongly Disagree

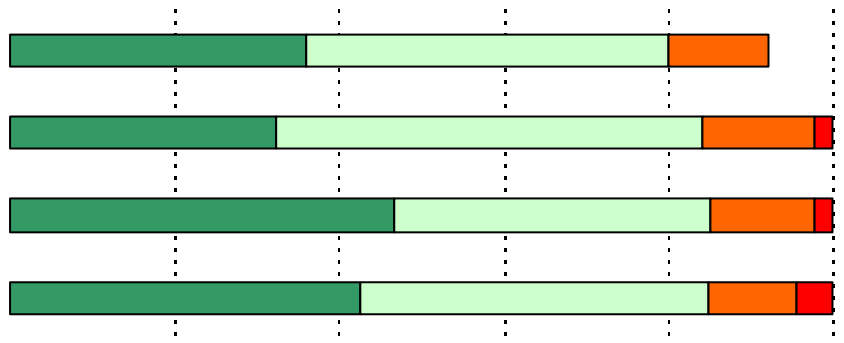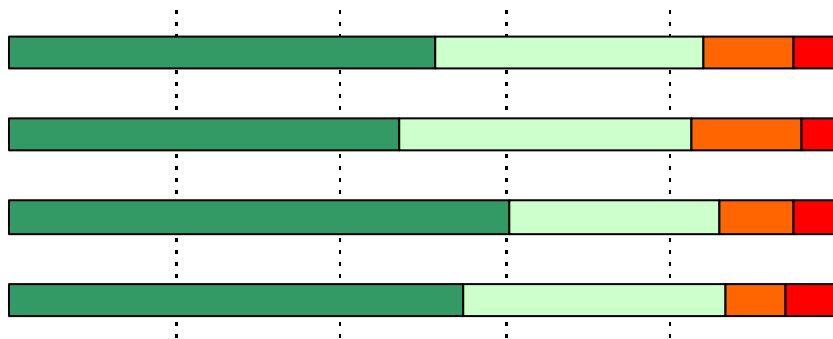|						
Pillow	59%		29%		6%	
Pillow	55%		38%		6	
Pillow	59%		34%		3	
ct Elementary	63%		30%		4	

20%   %   60%   80%
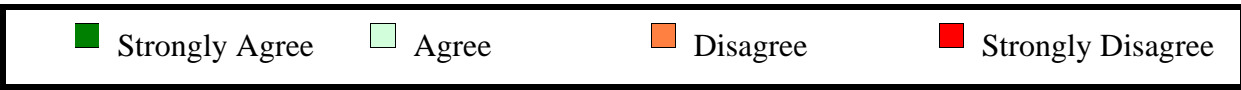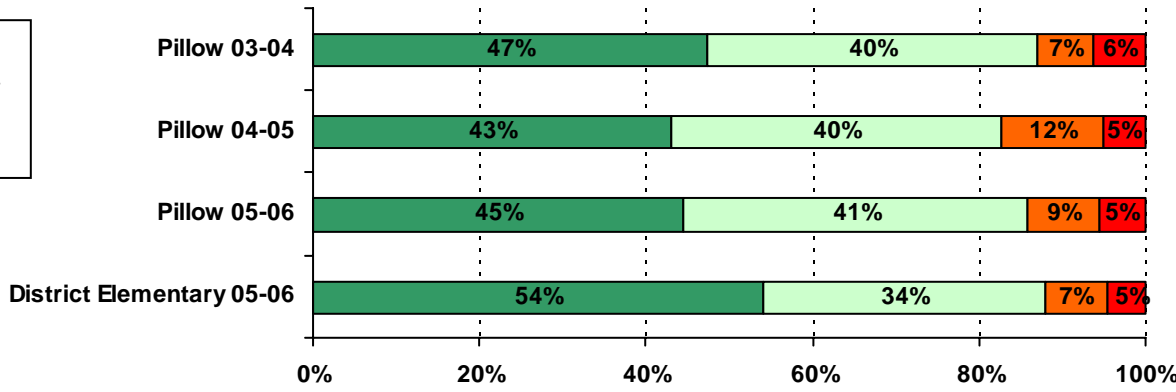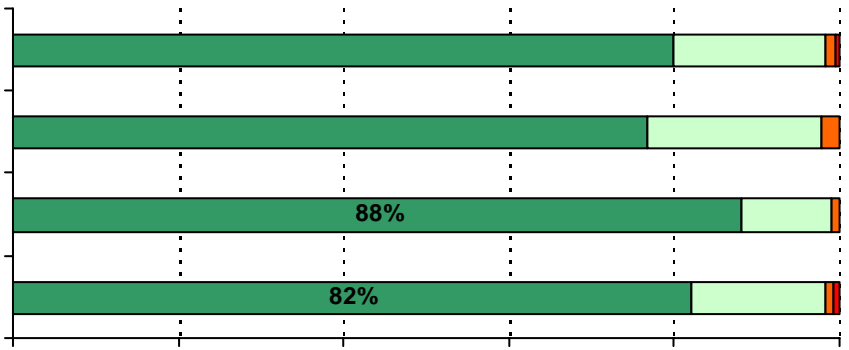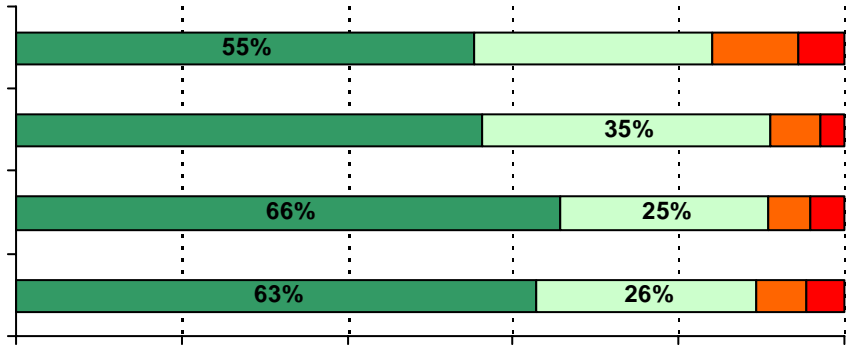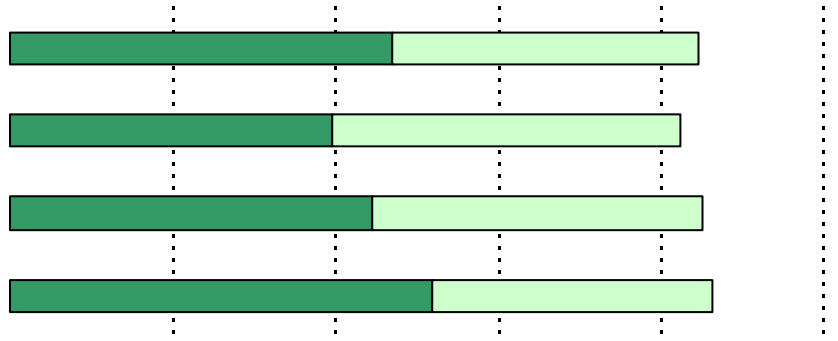
40. My teachers are fair with students.

Pillow 03-04	55%	26%	13%	5%
Pillow 04-05	51%	40%	4%	4%
Pillow 05-06	55%	30%	8%	7%
District Elementary 05-06	58%	30%	7%	6%

0%   20%   40%   60%   80%   100%