

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
Reilly	05-06	94	89.5%
All Elementary Schools	05-06	16,212	86.9%

Source: Response rates are based on Fall 2005 PEIMS enrollm

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

<i>Dimension and Subscale</i>	Reilly	Reilly	Reilly	All Elementary Schools
		04-05	05-06	05-06
Behavioral Environment		3.06	3.00	3.04
<i>Peer Behavior</i>		2.77	2.65	2.79
<i>Behavioral Expectations</i>		3.17	3.12	3.13
<i>School Safety and Cleanliness</i>		3.34	3.31	3.27
Adult/Student Interactions		3.51	3.41	3.41
<i>Teacher Support and Engagement</i>		3.52	3.36	3.39
<i>Adult Fairness and Respect</i>		3.51	3.44	3.41
Academic Environment		3.44	3.39	3.46
<i>Academic Standards</i>		3.74	3.71	3.70
<i>Academic Self-Confidence</i>		3.36	3.30	3.39

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.

	Reilly	Reilly	Reilly	All Elementary Schools
2. Students at my school respect other students who are different than they are.		2.76	2.67	2.74
		2.89	3.05	2.87
		2.80	2.68	2.98
		2.66	2.34	2.54

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>	Reilly	Reilly	Reilly	All Elementary Schools
		04-05	05-06	05-06
9. Everyone knows what the school rules are.		3.29	2.95	3.11
12. The school rules are strictly enforced.		3.22	3.34	3.24
13. If a school rule is broken, students know what kind of punishment will follow.		2.98	3.15	3.08
Behavioral Expectations Average		3.17	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

<i>School Safety and Cleanliness Items</i>	Reilly	Reilly	Reilly	All Elementary Schools
		04-05	05-06	05-06
15. I feel safe at my school.		3.47	3.42	3.38
16. This school is clean.		3.25	3.16	3.13
17. I feel safe on the school property.		3.41	3.41	3.35
School Safety and Cleanliness Average		3.34	3.31	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 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 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 Engagement Items

<i>Teacher Support and Engagement Items</i>	Reilly	Reilly	Reilly	All Elementary Schools
		04-05	05-06	05-06
18. Teachers give rewards or praise for good behavior.		3.45	3.16	3.37
31. Teachers give rewards or praise for good work.		3.38	3.21	3.33
27. My teachers are excited about what they teach.		3.64	3.22	3.41
28. My teachers seem to enjoy teaching.		3.61	3.40	3.54
36. Teachers give me the help I need with assignments.		3.64	3.56	3.50
37. My teachers are understanding when I have personal problems.		3.52	3.49	3.35
38. Teachers help students with personal problems.		3.57	3.43	3.38
Teacher Support and Engagement Average		3.52	3.36	3.39

Adult Fairness and Respect:

The nine 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 reflected in the table below.

<i>Adult Fairness and Respect It t</i>	Reilly	Reilly	Reilly	All Elementary Schools
		04-05	05-06	05-06
4. Teachers at this school care about their students.		3.75	3.78	3.71
5. Adults at this school listen to student ideas and opinions		3.43	3.40	3.31
6. Adults at this school treat all students fairly.		3.46	3.45	3.28

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>	Reilly	Reilly	Reilly	All Elementary Schools
		04-05	05-06	05-06
22. I have learned how to listen better so I can understand the ideas of other students.		3.45	3.25	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.		3.14	3.15	3.29
24. I have learned how to explain my ideas in writing more clearly.		3.21	3.23	3.34
32. I have learned to reach the goals I set for myself.	n/a	n/a	3.30	3.43
33. I have learned ways of working better in groups.		3.47	3.32	3.42
25. I feel/felt well prepared for TAKS.		3.32	3.19	3.48
30. My teachers show me ways to judge for myself the quality of my work.		3.56	3.41	3.39
34. I know whether or not my work is good without being told.		3.10	3.20	3.23
35. I have learned how to evaluate my work and keep track of my progress.		3.28	3.24	3.34
26. I try hard to do my best on my schoolwork.		3.73	3.73	3.68
29. I feel successful in my schoolwork.		3.35	3.40	3.43
Academic Self-Confidence Average		3.36	3.30	3.39

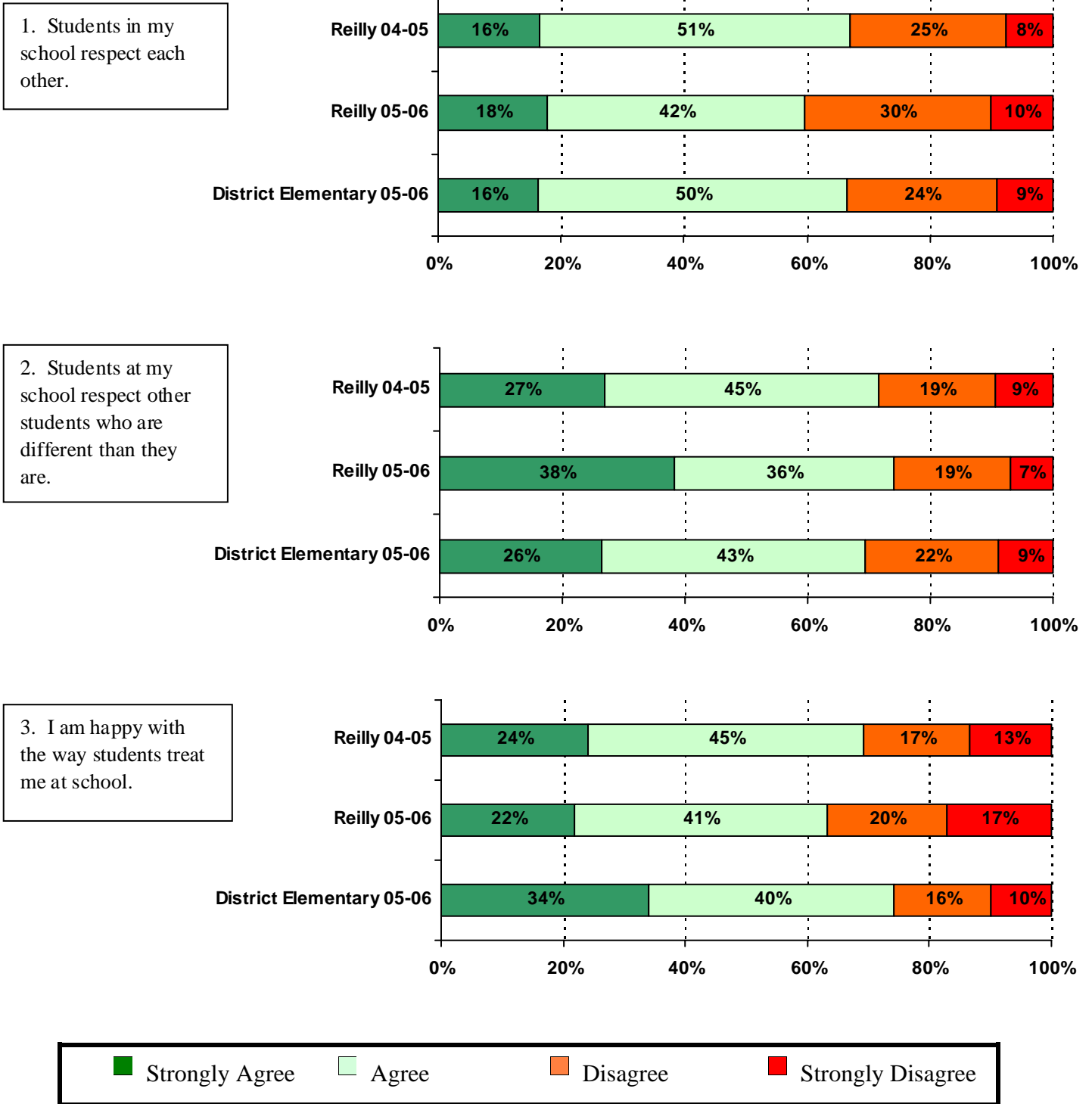
HOW TO IMPROVE SCHOOL CLIMATE

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

APPENDIX

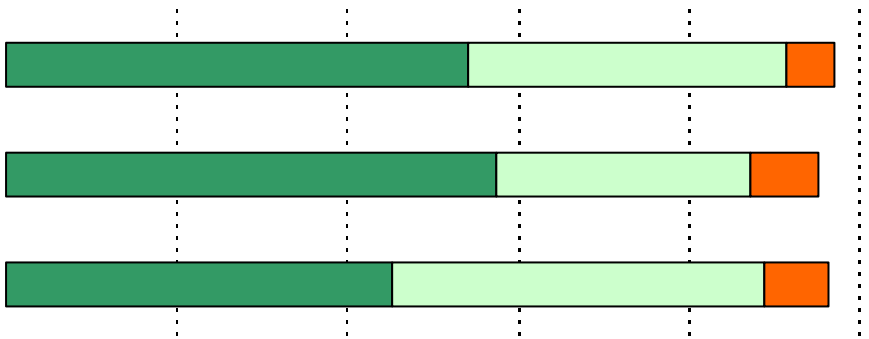
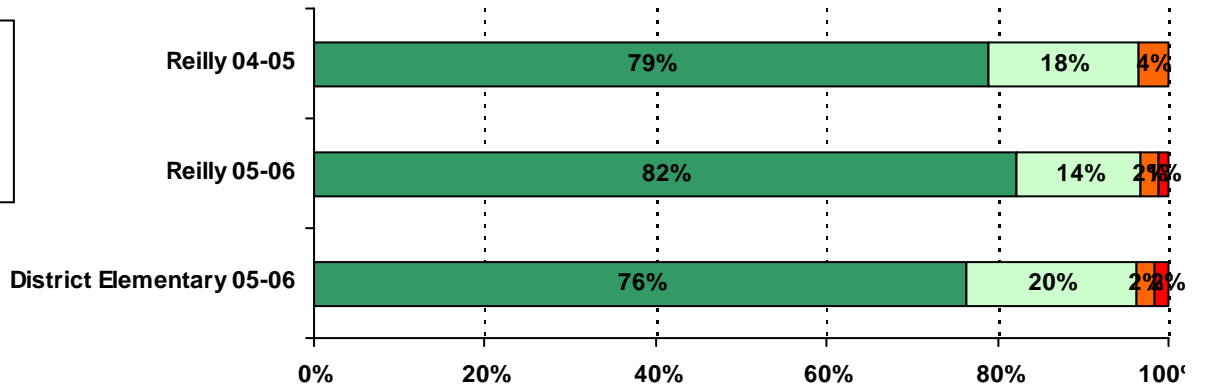
RESULTS BY ITEM

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

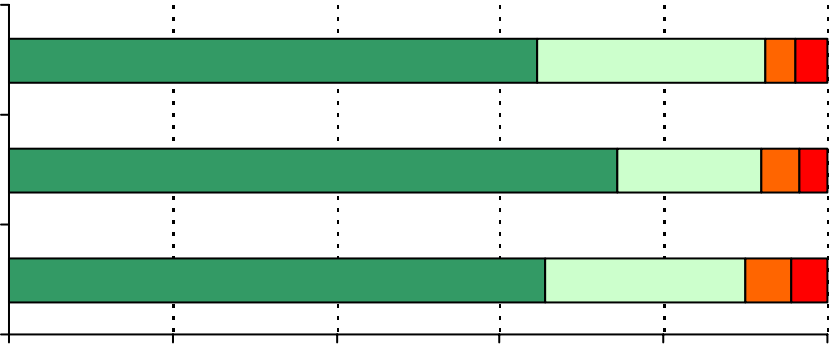
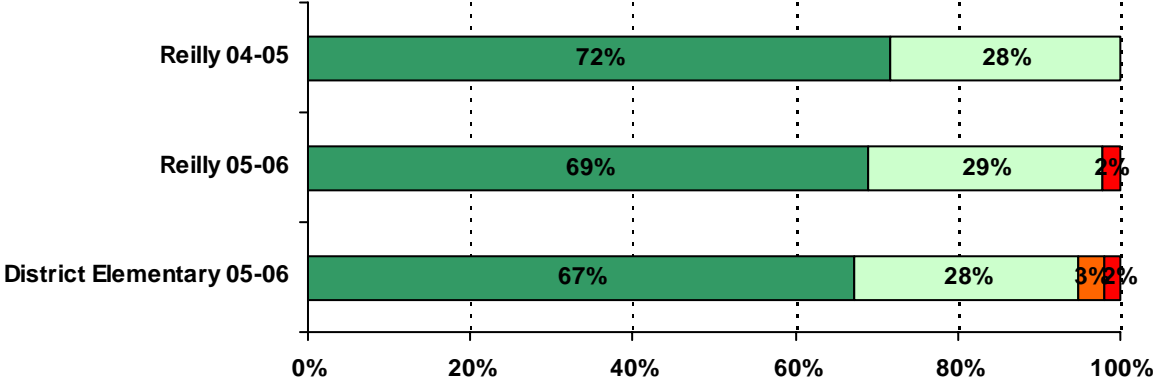


Note: Item 8 is not part of a climate subscale or overall climate dimension. It is incorporated into the survey to achieve other AISD-specific purposes (e.g., Board Results monitoring).

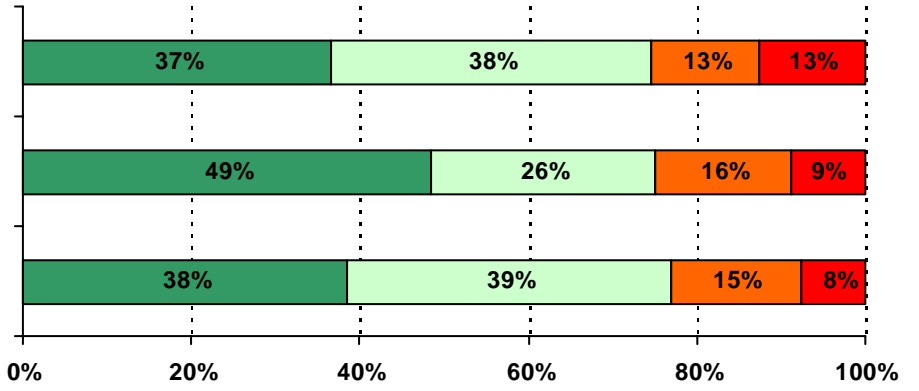
4. Teachers at this school care about their students.

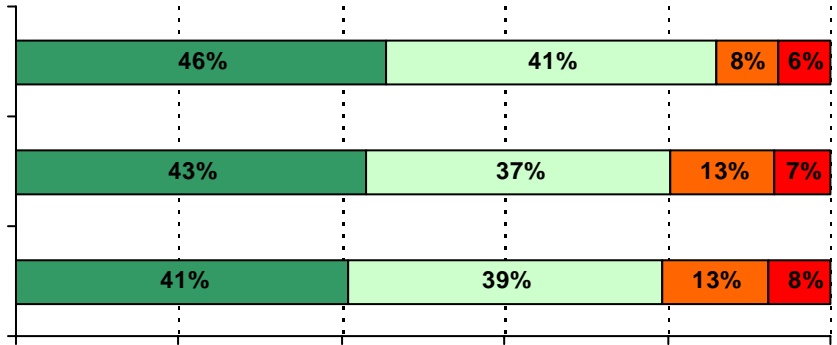


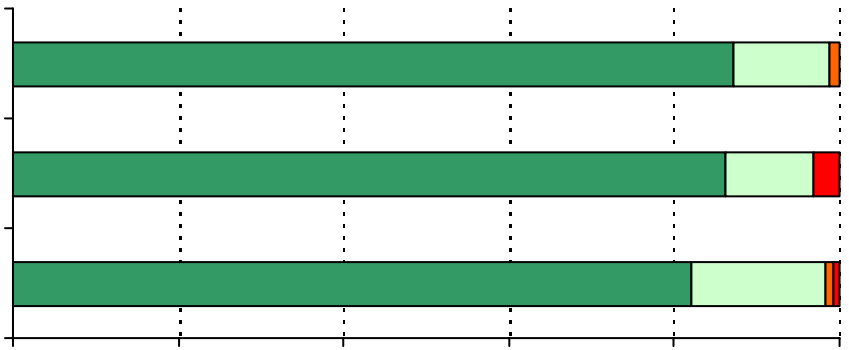
7. The staff in the front office respect students.



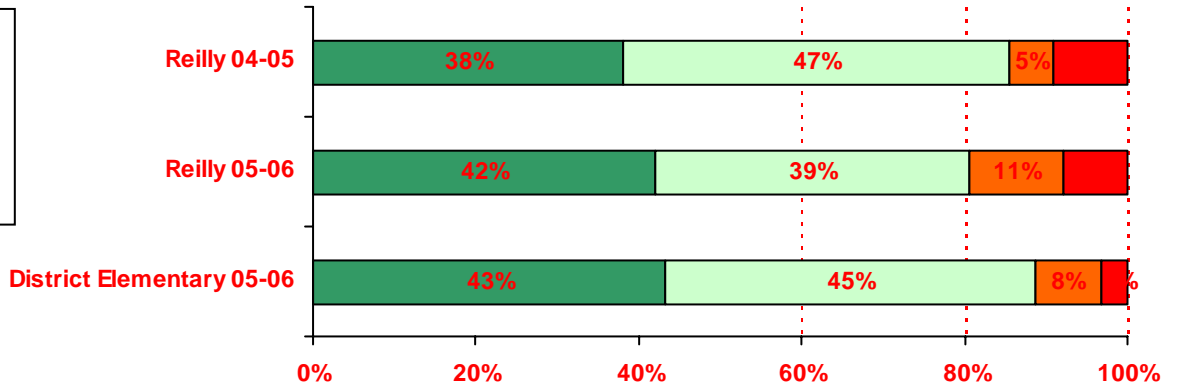
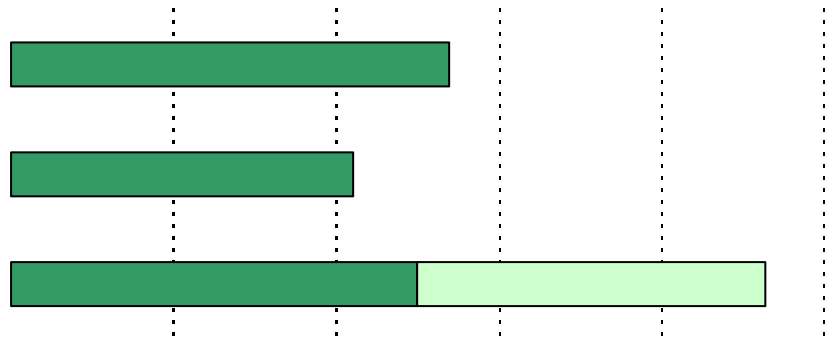




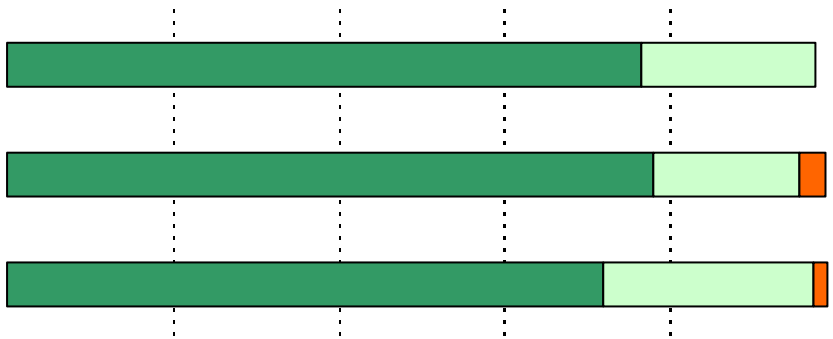
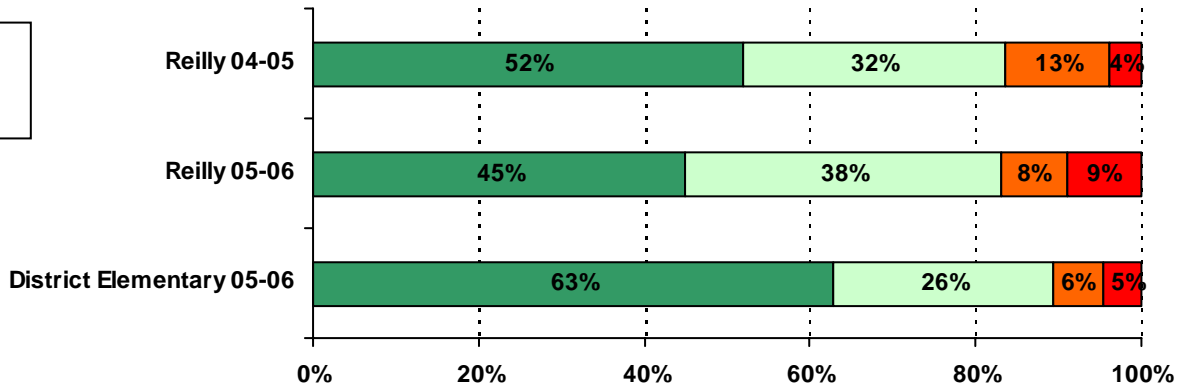




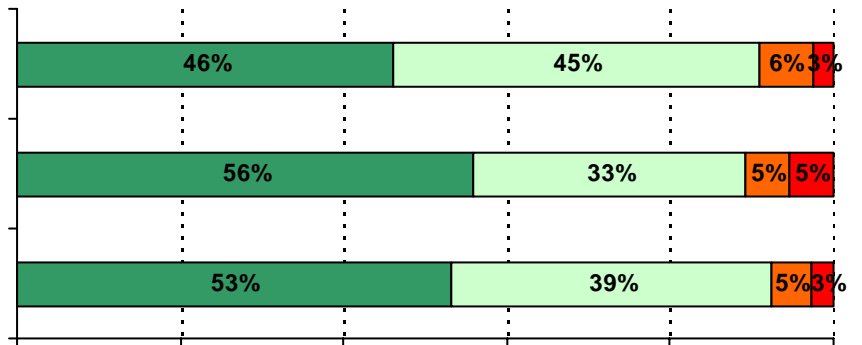
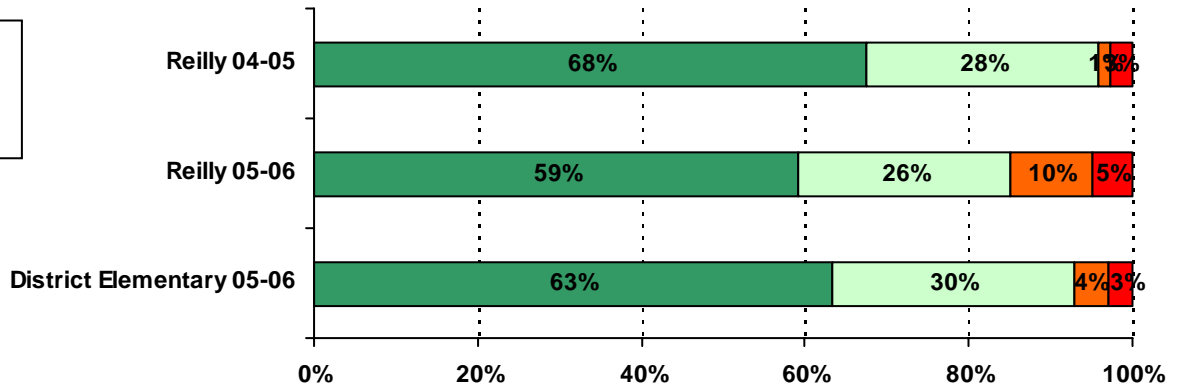
23. I have learned



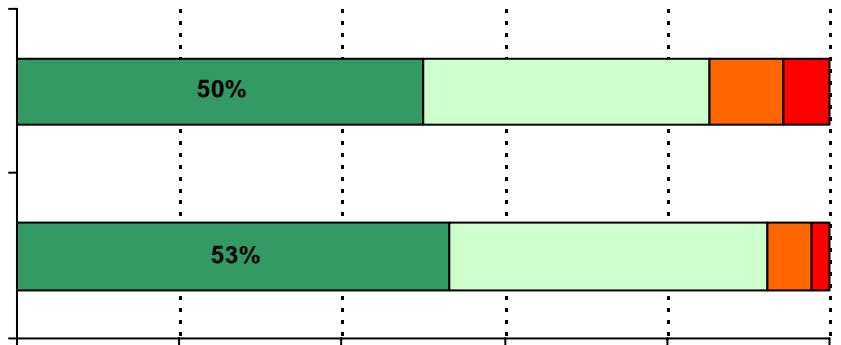
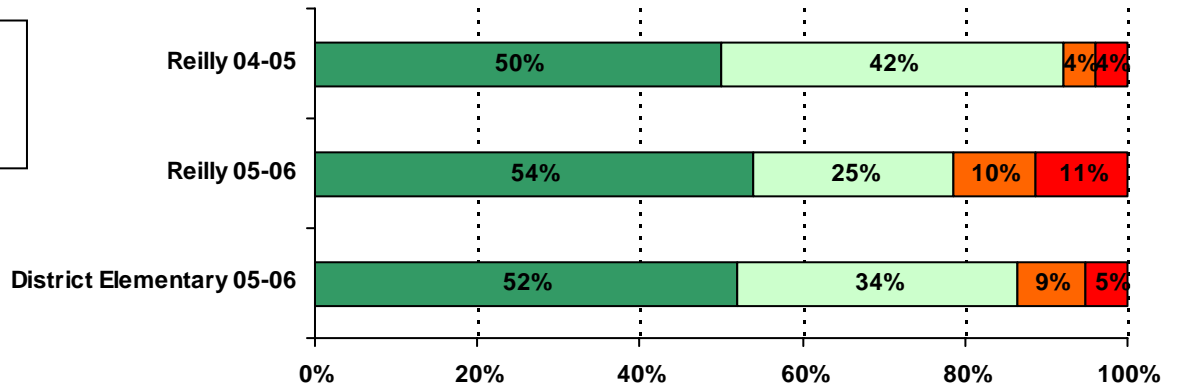
25. I feel/felt well prepared for TAKS.



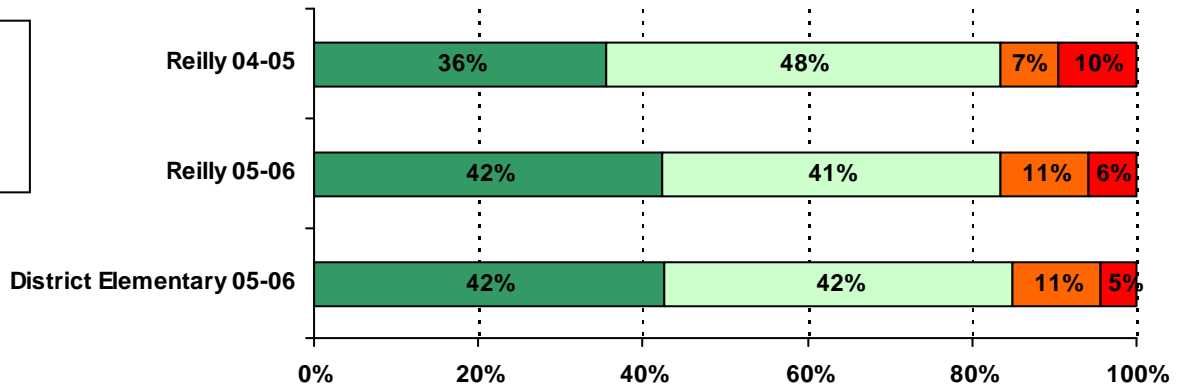
28. My teachers seem to enjoy teaching.



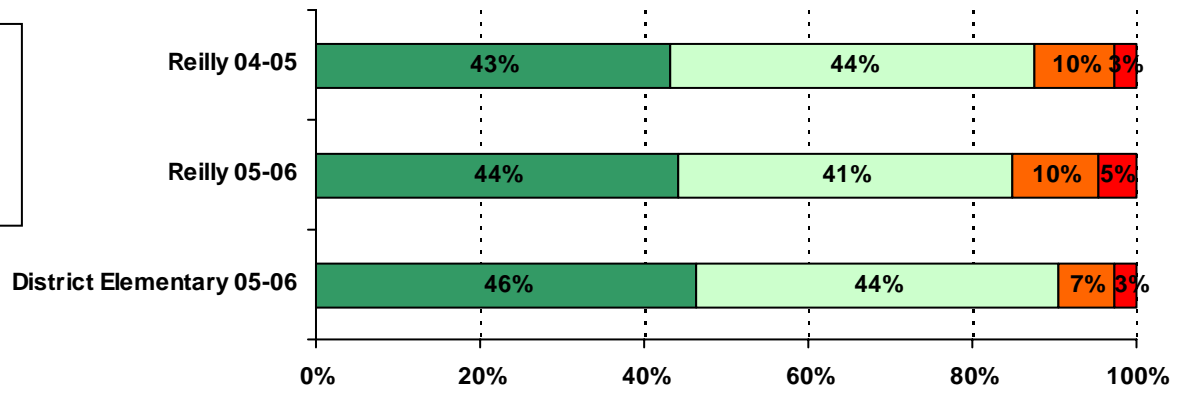
31. Teachers give rewards or praise for good work.



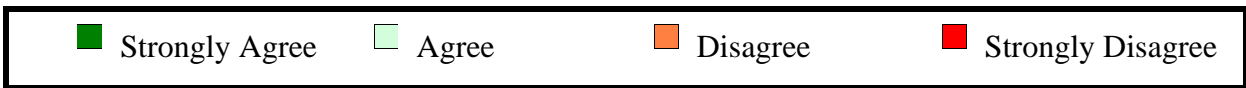
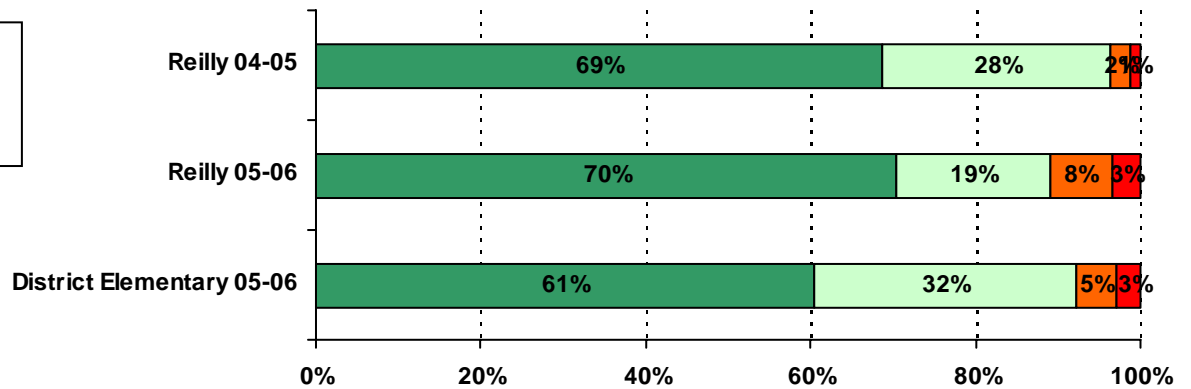
34. I know whether or not my work is good without being told.



35. I have learned how to evaluate my own work and keep track of my progress.



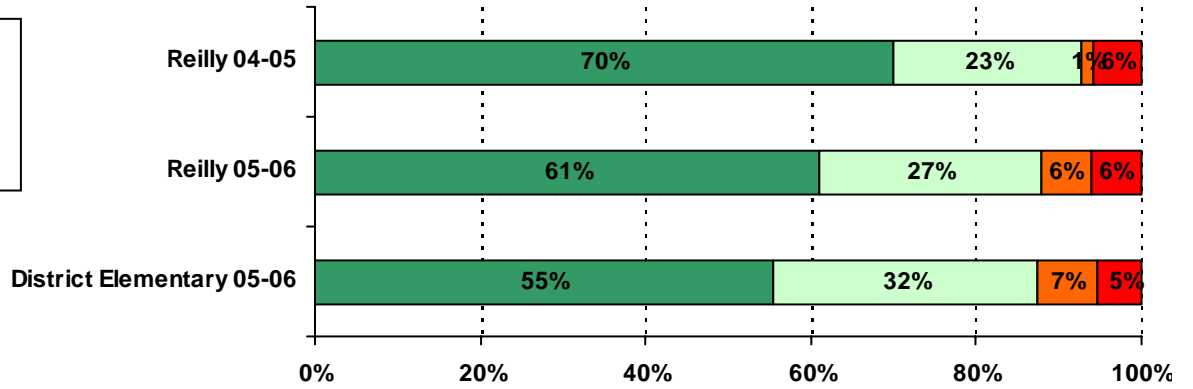
36. Teachers give me the help I need with assignments.



37. My teachers are understanding when I have personal problems.



38. Teachers help students with personal problems.



39. I get the grades that I deserve on my class work.

