



## STUDENT CLIMATE SURVEY RESULTS 2008-2009

### Survey Report SIMS ELEMENTARY SCHOOL

The following report summarizes the Student Climate Survey results for the last three years at Sims (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. Sims Student Climate Survey Participants, 2008-2009

Year	Sims	All EL
Surveys returned	104	16,674
Students enrolled (Grades 3-6)	167	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	Sims 2007-08	2008-09	All EL 2008-09
Behavioral Environment	3.12	<b>3.14</b>	<b>3.18</b>	<b>3.20</b>

**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.



**TEACHER SUPPORT AND STUDENT ENGAGEMENT**

This subscale consists of ten 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 in Table 4.

Table 4. Average Response for Teacher Support and Student Engagement Items

**Sims**



**ADDITIONAL ACADEMIC ENVIRONMENT**

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

Table 6. Additional Items

	Sims			All EL
	2006-07	2007-08	2008-09	2008-09
<b>8. There is at least one adult at my school who I would go to if I have a problem.</b>	n/a	<b>3.67</b>	<b>3.60</b>	<b>3.52</b>
<b>9. Everyone knows what the school rules are.</b>	<b>3.42</b>	<b>3.41</b>	<b>3.38</b>	<b>3.40</b>
<b>13. My classmates know there are consequences for breaking the rules.</b>	<b>3.45</b>	<b>3.59</b>	<b>3.55</b>	<b>3.57</b>
<b>19. My teachers challenge me to do better.</b>	<b>3.81</b>	<b>3.73</b>	<b>3.64</b>	<b>3.60</b>

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>