

Travis High School



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.

	801	65.0%
	9,906	64.4%

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, ACES, Rosedale, and Clifton.

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>				
<i>Peer Behavior</i>	2.29	2.50	2.88	2.87
<i>Behavioral Expectations</i>	2.76	2.77	3.17	3.04
<i>School Safety and Cleanliness</i>	2.52	2.61	2.92	2.95
<i>Teacher Support and Engagement</i>	2.62	2.75	2.84	2.74
<i>Adult Fairness and Respect</i>	2.61	2.72	2.93	2.89
<i>Academic Standards</i>	3.13	3.12	3.39	3.34
<i>Academic Self-Confidence</i>	2.81	2.88	3.11	3.09

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.

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer in

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

<i>Peer Behavior Items</i>				
1. My classmates show respect to each other.	2.20	2.45	2.93	2.90
2. My classmates show respect to others who are different.	2.17	2.44	2.83	2.79
3. I am happy with the way my classmates treat me.	2.82	2.95	3.34	3.30
14. Students at my school follow the rules.	1.91	2.17	2.41	2.49

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>				
9. Everyone knows what the school rules are.	2.80	2.86	3.04	2.87
12. My teachers always make sure that students follow the rules.	2.77	2.71	3.15	3.04
13. My classmates know there are consequences for breaking the rules.	2.77	2.80	3.32	3.20

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>				
15. I feel safe at my school.	2.60	2.62	2.94	3.04
16. This school is clean.	2.42	2.56	2.85	2.79
17. I feel safe on the school property.	2.61	2.70	2.97	3.03

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 that follows.

Average Response for Teacher Support and Engagement Items

<i>Teacher Support and Engagement Items</i>				
18. Teachers give rewards or praise for good behavior.	2.49	2.62	2.54	2.52
31. Teachers give rewards or praise for good work.	2.54	2.65	2.58	2.56
27. My teachers are excited about what they teach.	2.76	2.86	3.03	2.88
28. My teachers like to teach.	2.82	2.89	3.25	3.05
36. Teachers give me the help I need with assignments.	2.79	2.92	3.09	3.02
37. My teachers understand when I have a personal problem.	2.54	2.71	2.72	2.60
38. Teachers help students with personal problems.	2.51	2.66	2.72	2.57

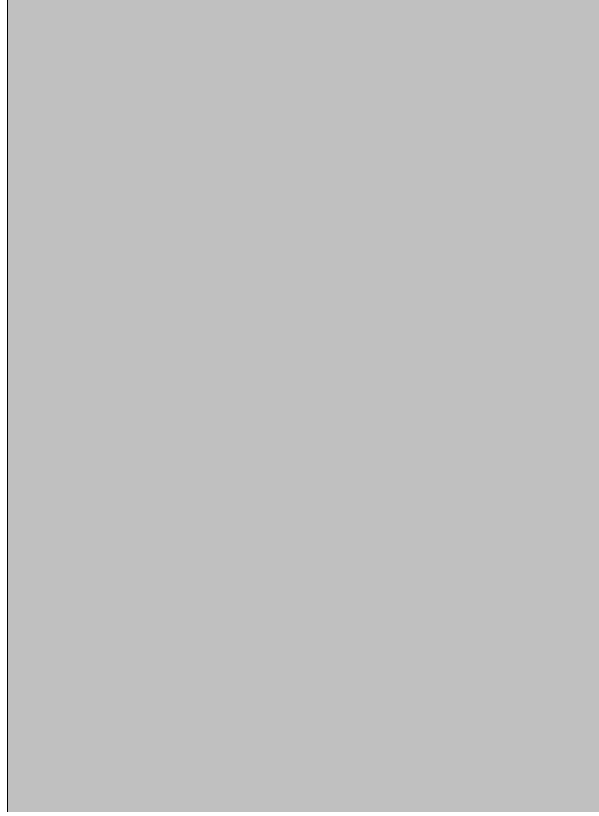
Adult Fairness and Respect:

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.

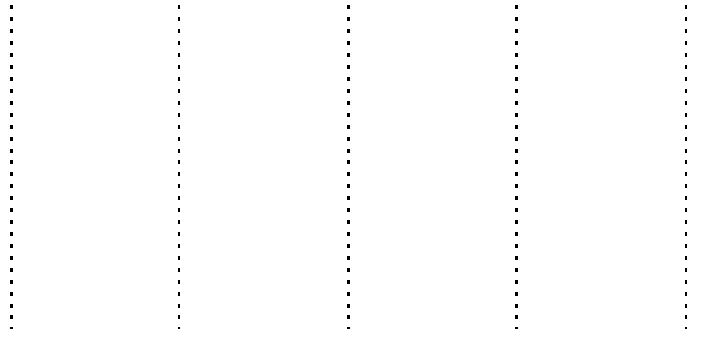
Average Response for Adult Fairness and Respect Items

<i>Adult Fairness and Respect Items</i>				
4. Teachers at this school care about their students.	2.92	2.94	3.22	3.09
5. Adults at this school listen to student ideas and opinions	2.59	2.65	2.81	2.76
6. Adults at this school treat all students fairly.	2.36	2.57	2.81	2.74
7. The staff in the front office show respect to students.	2.96	2.89	3.23	3.15
10. The school rules are fair.	2.18	2.50	2.58	2.66
11. The consequences for breaking school rules are the same for everyone.	2.61	2.70	2.86	2.83
39. I get the grades I deserve on my class work.	2.83	2.91	3.14	3.08
40. My teachers are fair with students.	2.55	2.69	2.90	2.86
41. My teachers are fair to everyone.	2.62	2.79	2.87	2.81

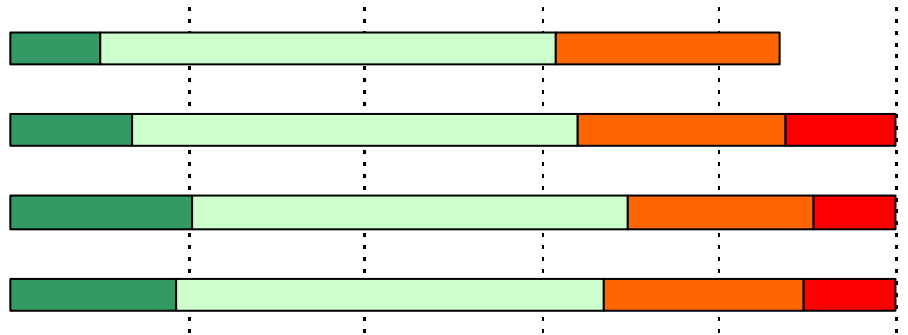
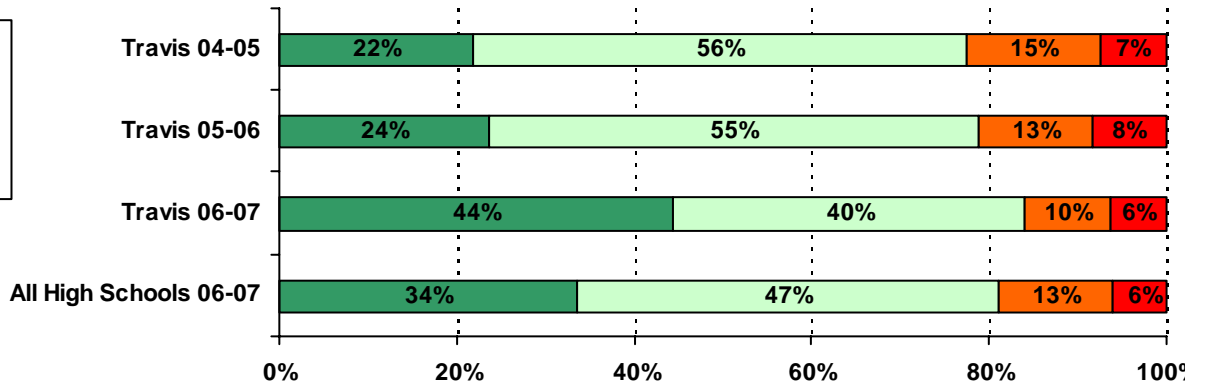
A total of fourteen items measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled "Academic Standards" and "Academic Self-Confidence", comprise the dimension called Academic Environment. Results for the subscales and individual items comprising each

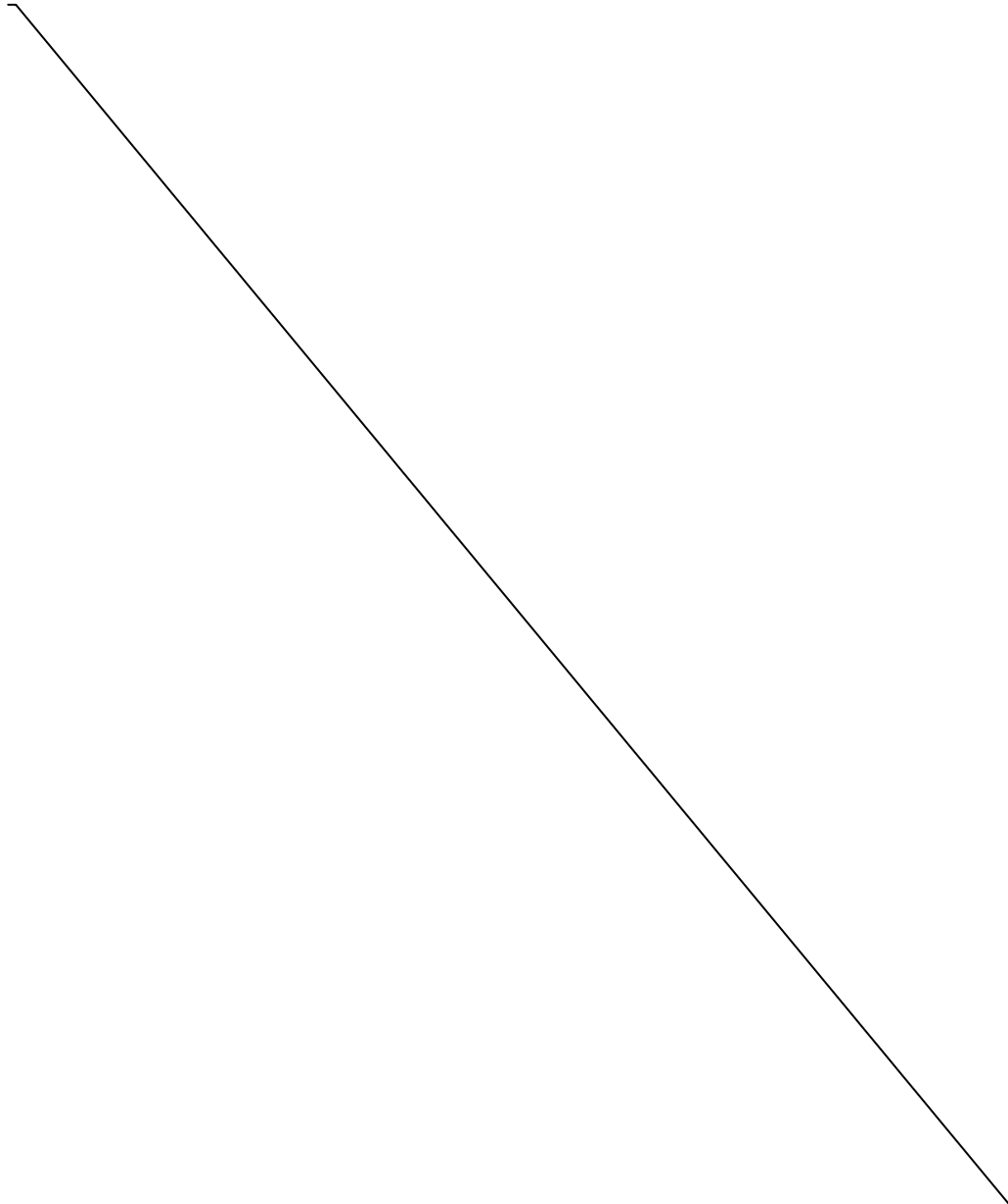
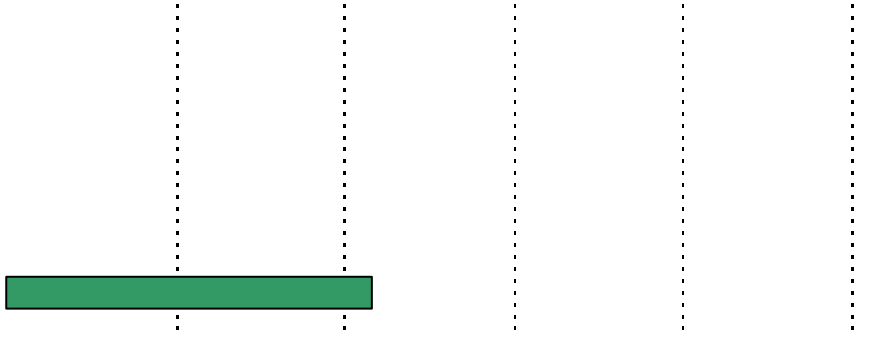


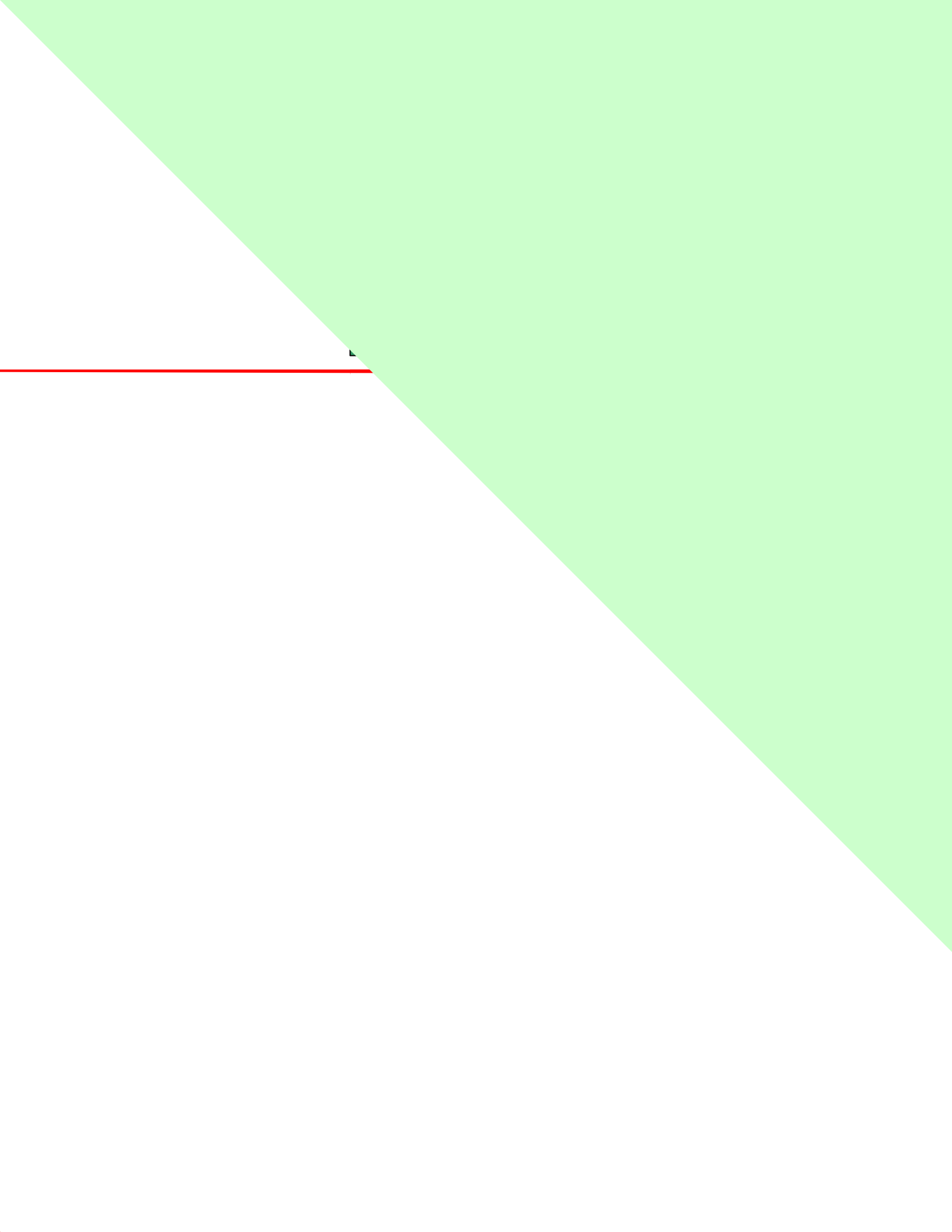
2.96	3.14	3.17
2.85	2.85	2.93
2.91	2.98	3.03

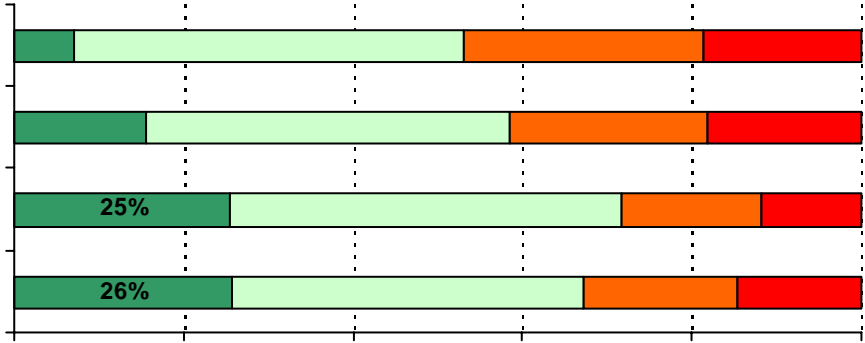


4. Teachers at this school care about their students.

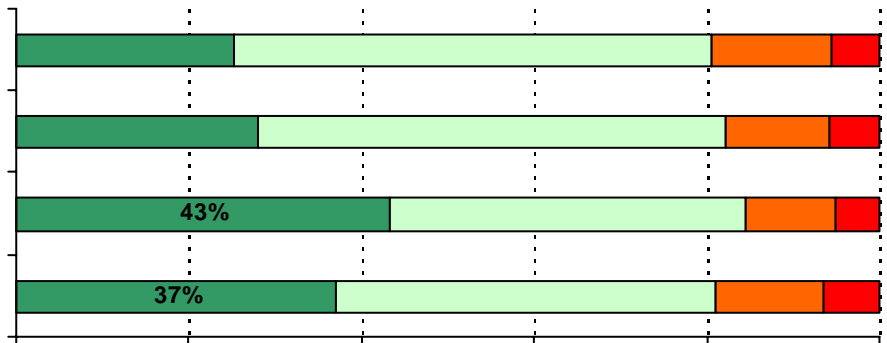
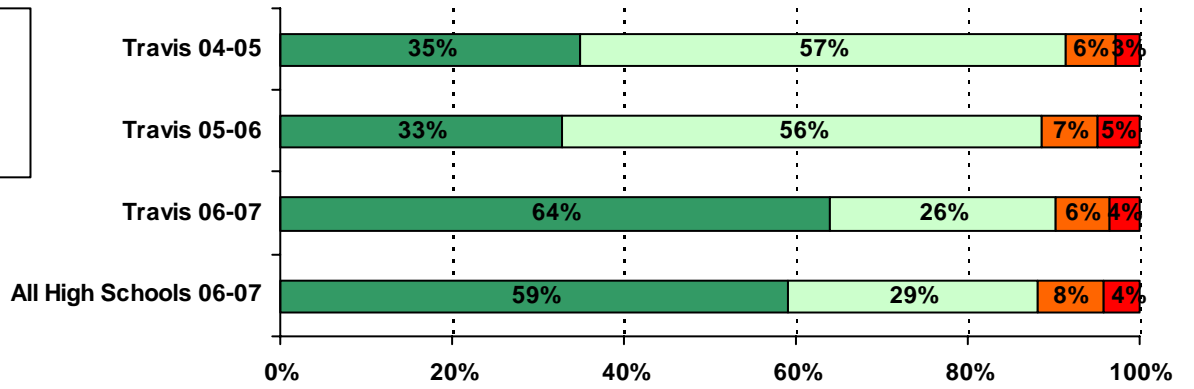


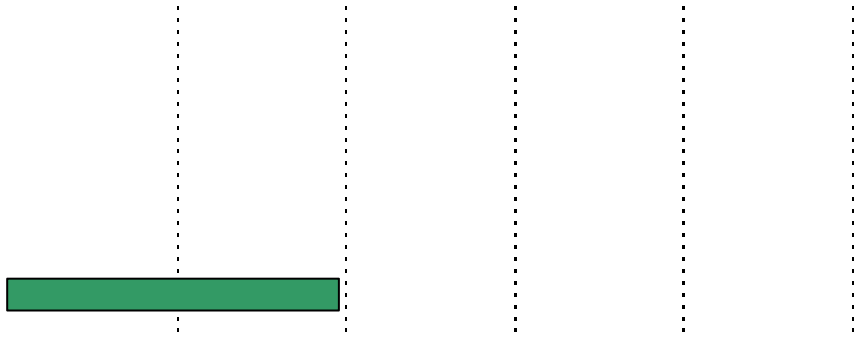


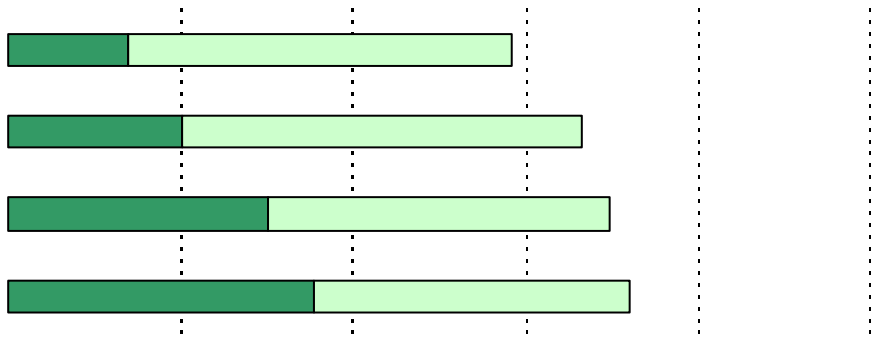


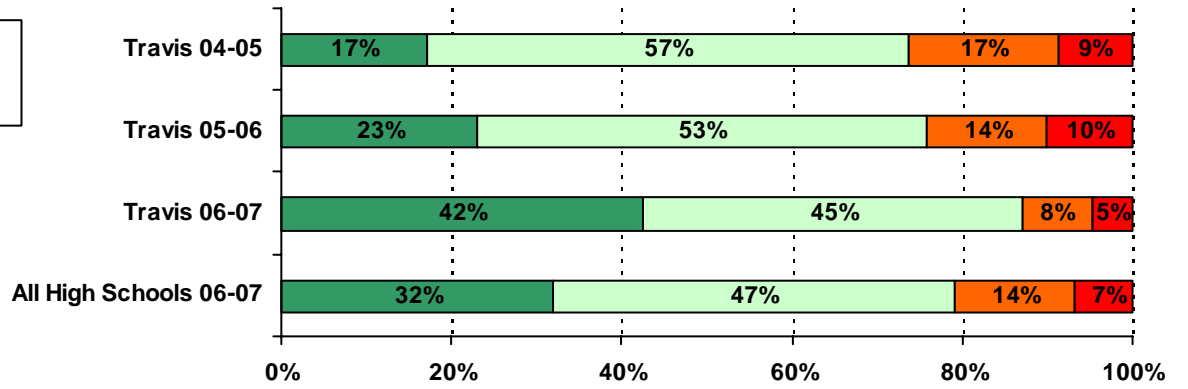


19. My teachers expect me to do my best work.









34. I can tell if my work is good.

