

OVERVIEW

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 c

<i>Dimension and Subscale</i>	Widen 03-04	Widen 04-05	Widen 05-06	All Elementary Schools 05-06
Behavioral Environment	3.06	3.09	3.11	3.04
<i>Peer Behavior</i>	2.87	2.84	2.85	2.79
<i>Behavioral Expectations</i>	3.15	3.18	3.25	3.13
<i>School Safety and Cleanliness</i>	3.19	3.32	3.31	3.27
Adult/Student Interactions	3.41	3.44	3.43	3.41
<i>Teacher Support and Engagement</i>	3.41	3.41	3.42	3.39
<i>Adult Fairness and Respect</i>	3.41	3.46	3.44	3.41
Academic Environment	3.38	3.43	3.44	3.46
<i>Academic Standards</i>	3.58	3.65	3.61	3.70
<i>Academic Self-Confidence</i>	3.31	3.35	3.39	3.39

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.

	2.74
	2.87

<i>Behavioral Expectations Items</i>	Widen 03-04	Widen 04-05	Widen 05-06	All Elementary Schools 05-06
9. Everyone knows what the school rules are.	3.12	3.27	3.24	3.11
12. The school rules are strictly enforced.	3.22	3.18	3.23	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	3.20	3.23	3.29	3.08
Behavioral Expectations Average	3.15	3.18	3.25	3.13



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.

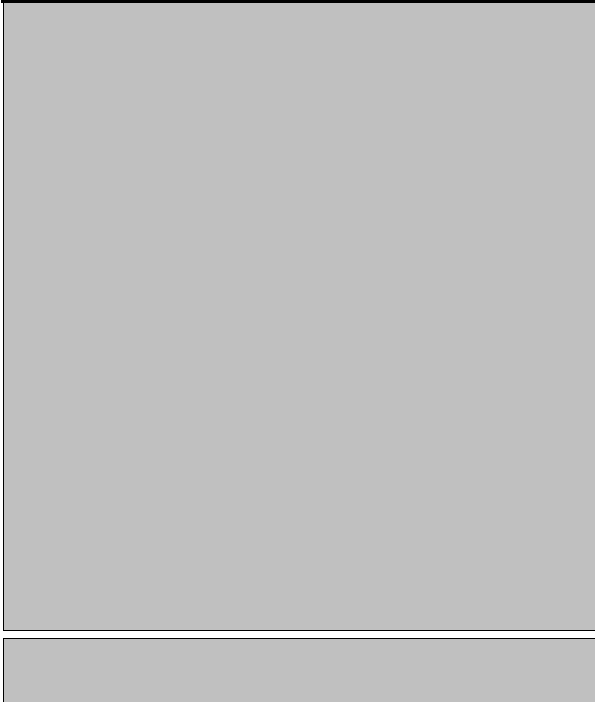
Average Response for Teacher Support and Engagement Items

<i>Teacher Support and Engagement Items</i>	Widen 03-04	Widen 04-05	Widen 05-06	All Elementary Schools 05-06
18. Teachers give rewards or praise for good behavior.	3.50	3.38	3.35	3.37
31. Teachers give rewards or praise for good work.	3.44	3.34	3.40	3.33
27. My teachers are excited about what they teach.	3.31	3.38	3.48	3.41
28. My teachers seem to enjoy teaching.	3.44	3.52	3.50	3.54
36. Teachers give me the help I need with assignments.	3.45	3.52	3.53	3.50
37. My teachers are understanding when I have personal problems.	3.36	3.36	3.40	3.35
38. Teachers help students with personal problems.	3.44	3.47	3.49	3.38
Teacher Support and Engagement Average	3.41	3.41	3.42	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.

**All
Elementary**



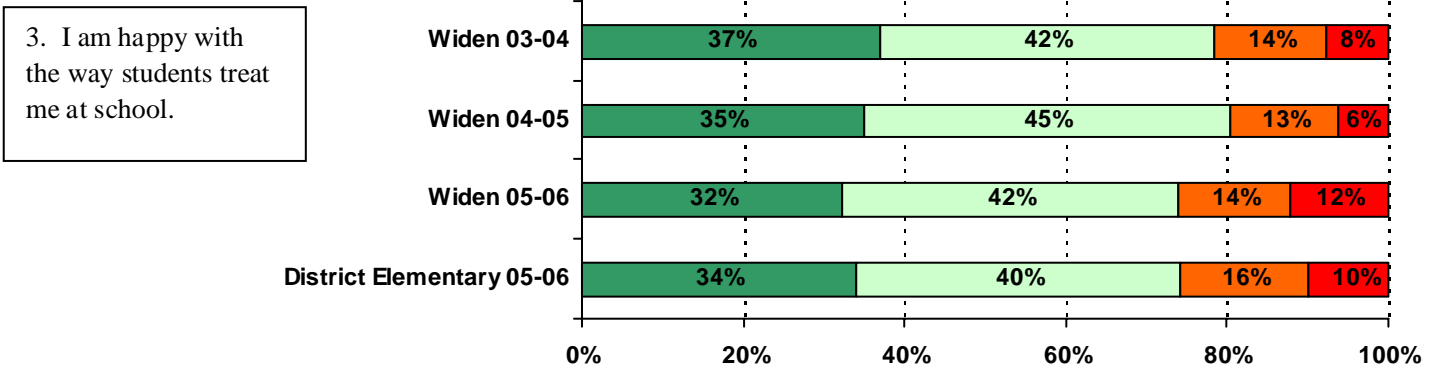
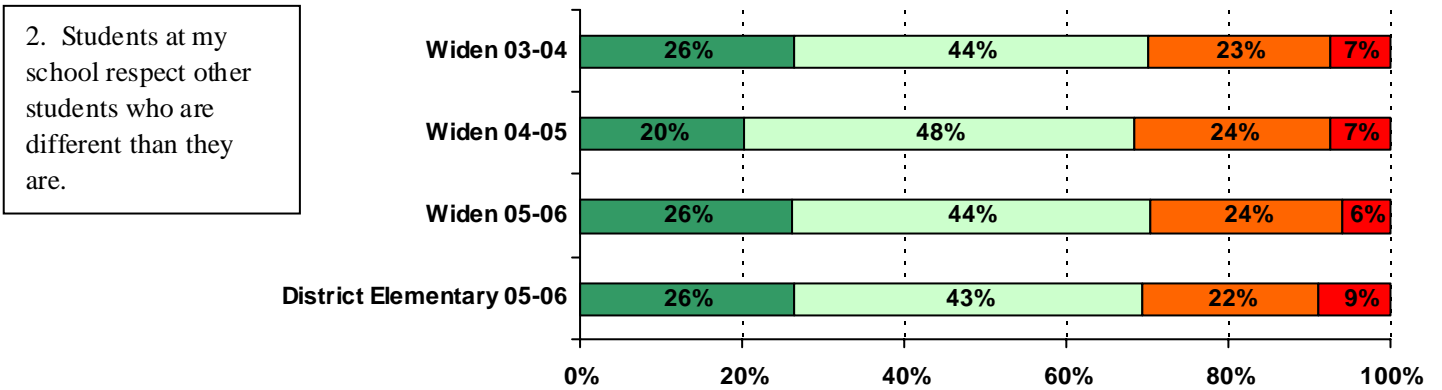
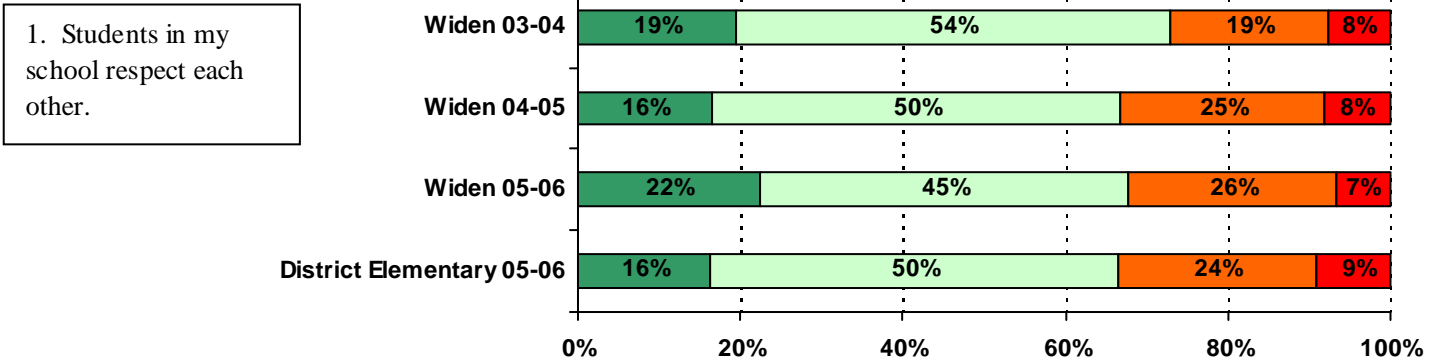
3.72	3.73	3.71
3.29	3.29	3.31
3.35	3.35	3.28

<i>Academic Self-Confidence Items</i>	Widen 03-04	Widen 04-05	Widen 05-06	All Elementary Schools 05-06
22. I have learned how to listen better so I can understand the ideas of other students.	3.43	3.41	3.48	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.16	3.23	3.31	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.31	3.31	3.31	3.34
32. I have learned to reach the goals I set for myself.	3.36		3.42	3.43
Academic Self-Confidence Average	3.31	3.35	3.39	3.39

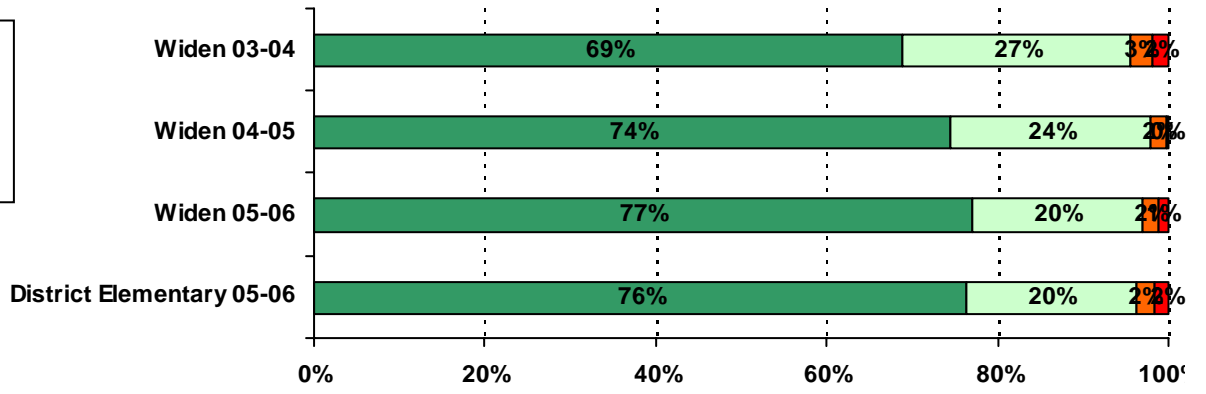
APPENDIX

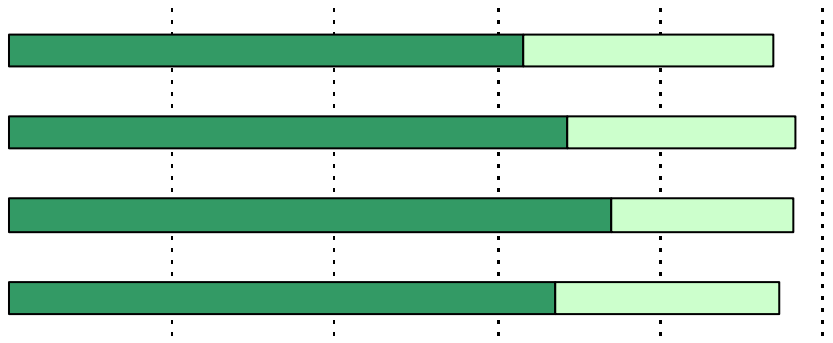
RESULTS BY ITEM

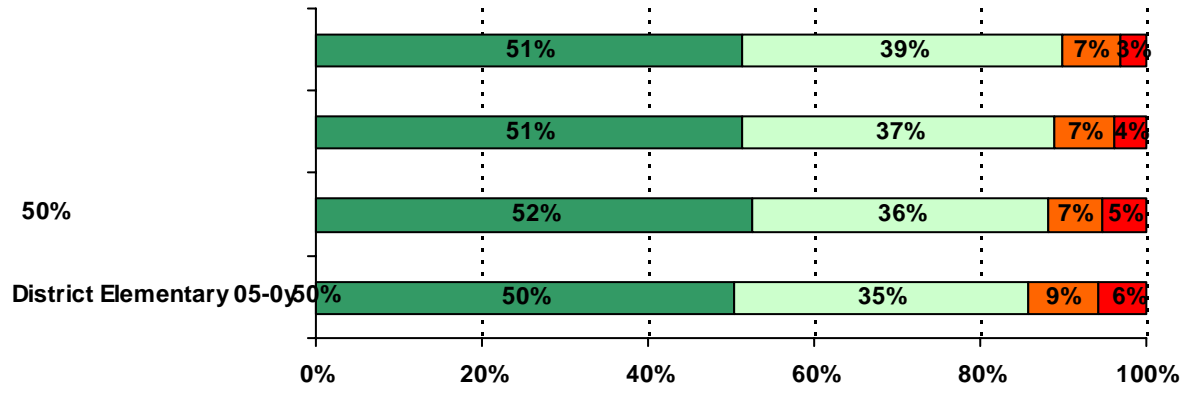
The survey statement is presented on the left, along with the bar graph on the right containing the percentages of responses to each option (Strongly Agree, Agree, Disagree, Strongly Disagree).¹



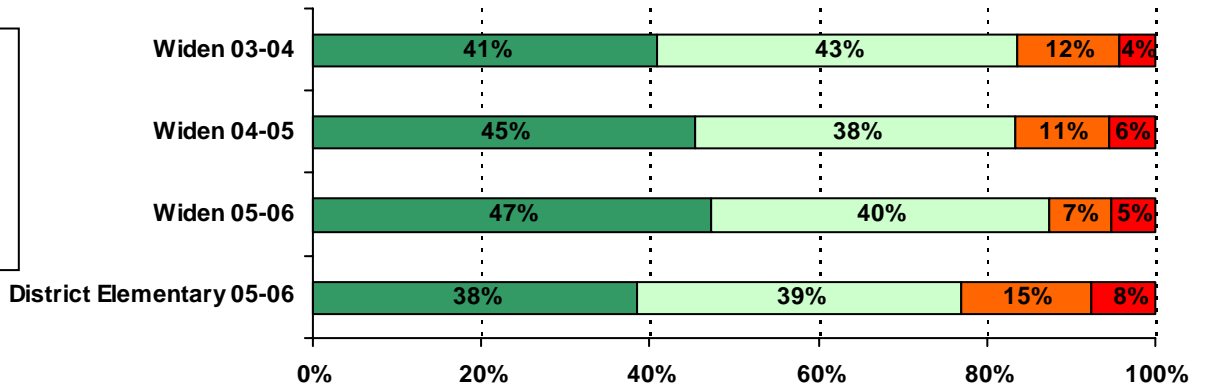
Note: Item 8 is not part of a climate subscale or overall climate dimension. It is incorporated into the survey to achieve other AISD-specific purposes (e.g., Board Results monitoring).



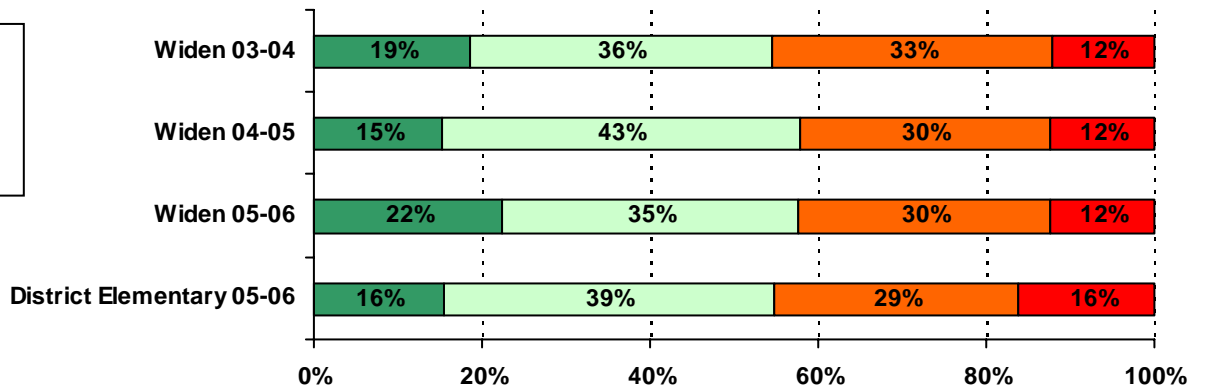




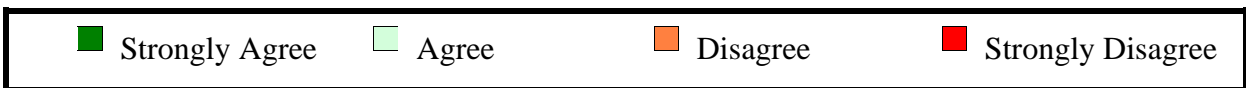
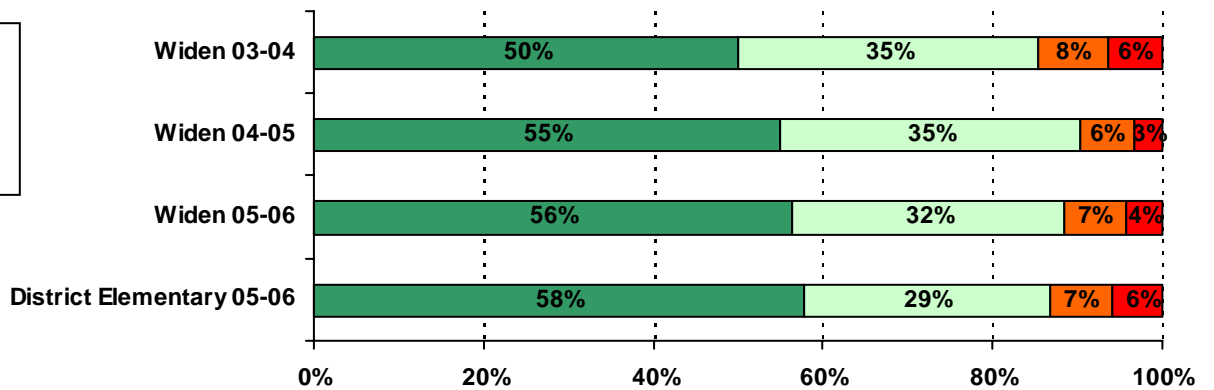
13. If a school rule is broken, students know what kind of punishment will follow.

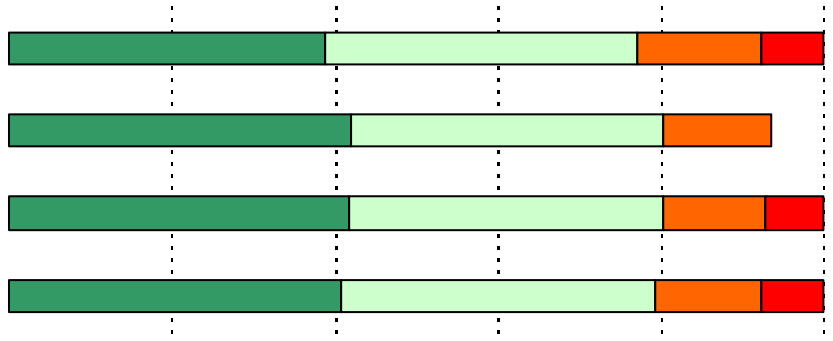


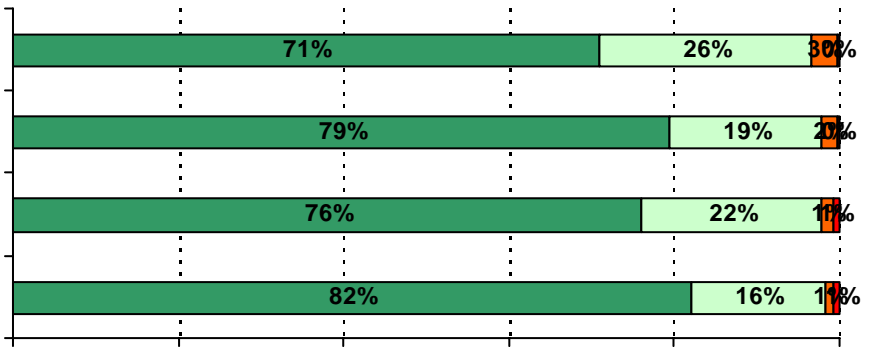
14. Students at my school obey the school rules.



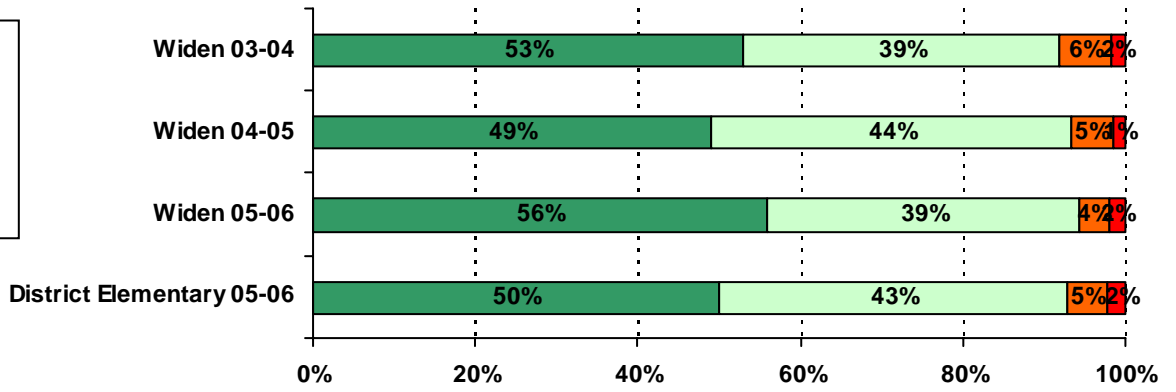
15. I feel safe at my school.



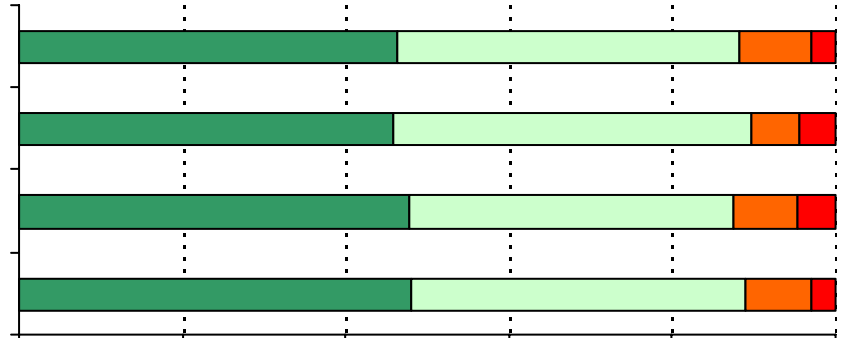
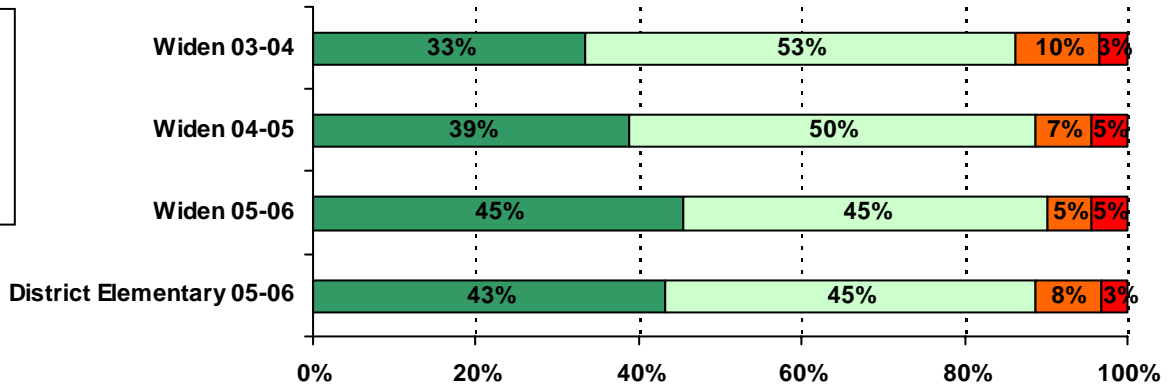




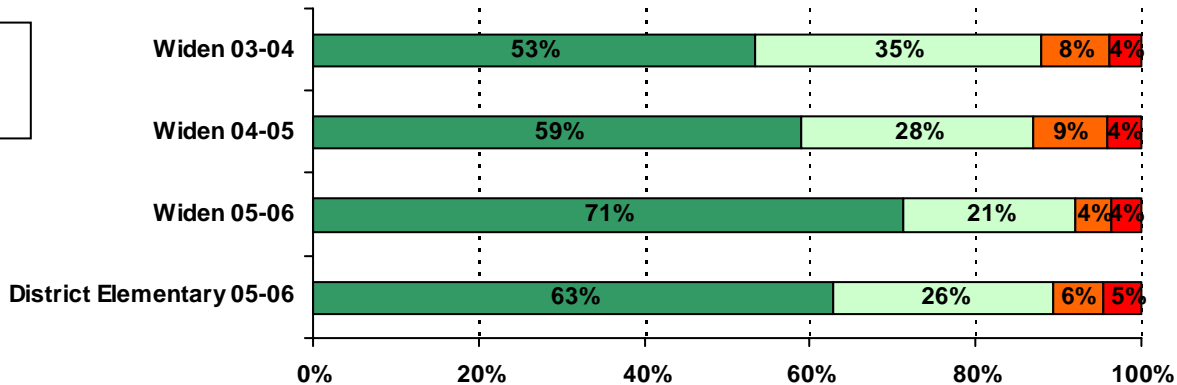
22. I have learned how to listen better so I can understand the ideas of other students.



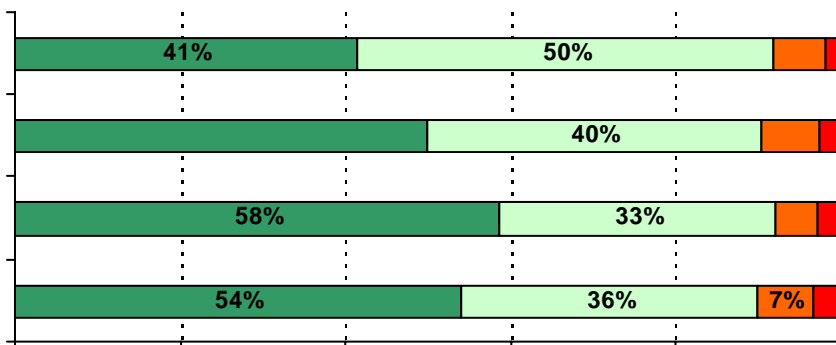
23. I have learned how to explain my ideas more clearly to others in discussions.

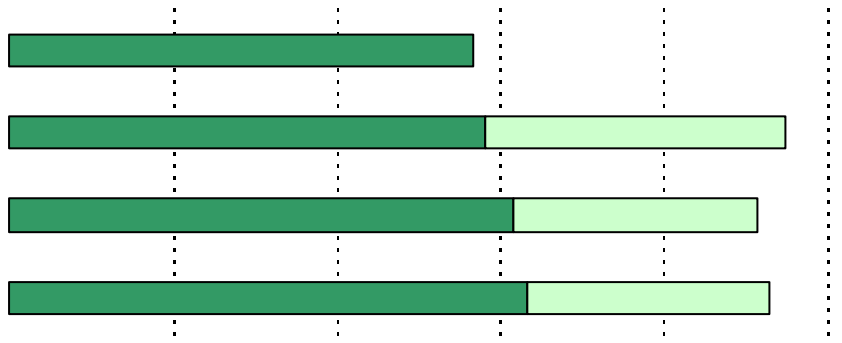


25. I feel/felt well prepared for TAKS.

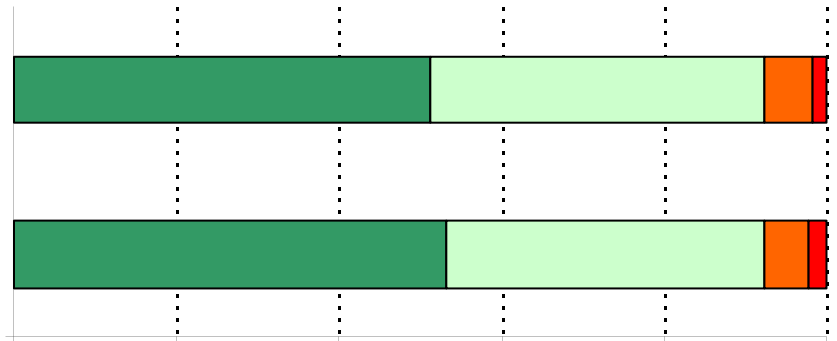
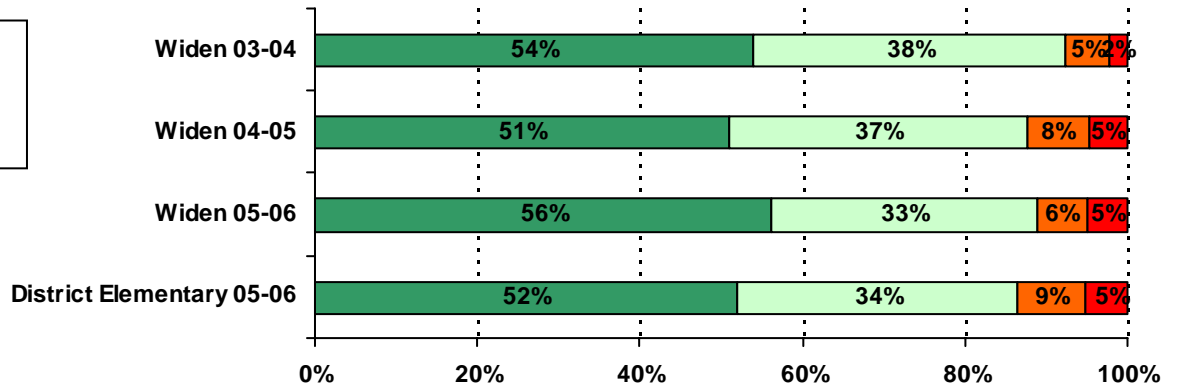


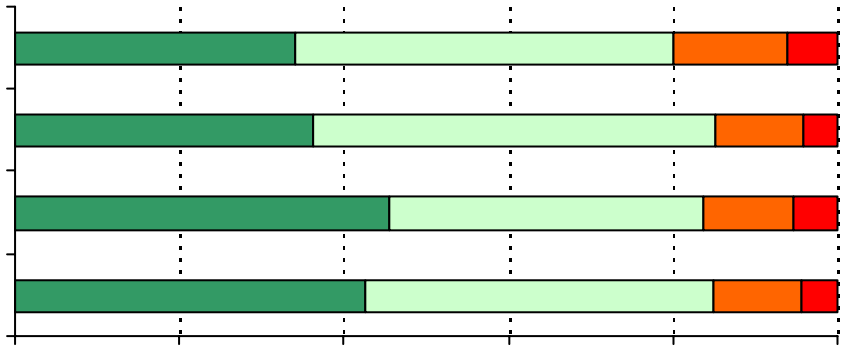
26. I try hard to do my best on my schoolwork.

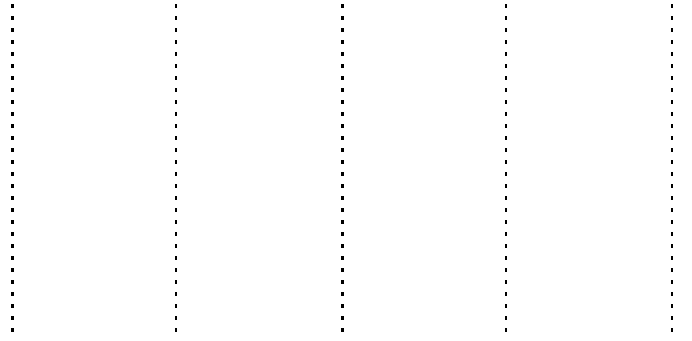




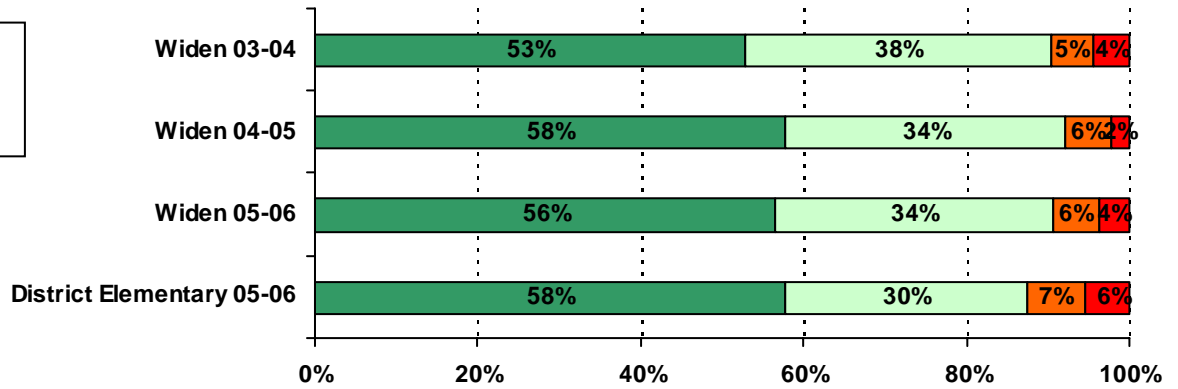
31. Teachers give rewards or praise for good work.



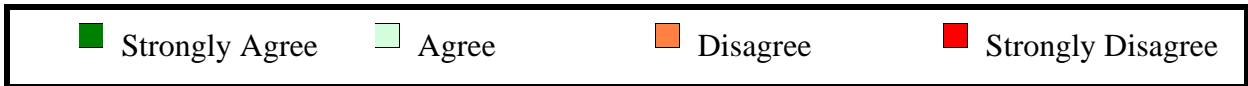
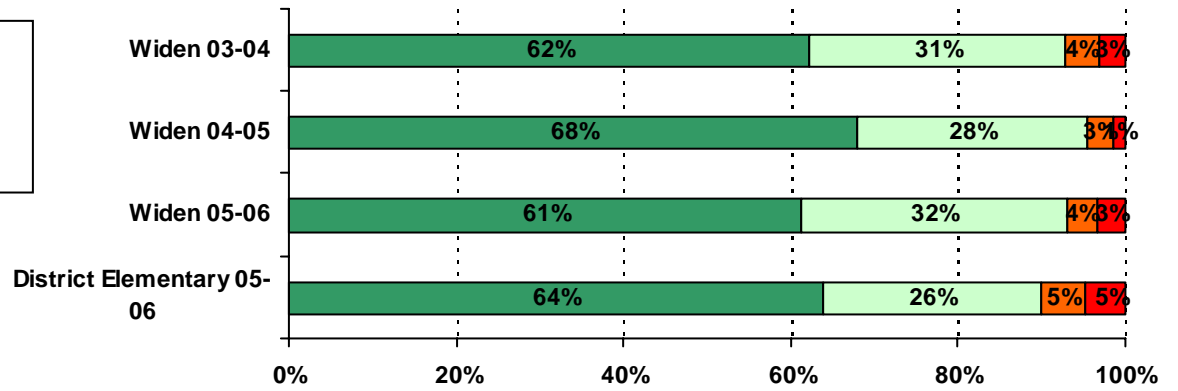




40. My teachers are fair with students.



41. My teachers apply classroom rules fairly to all students.



REFERENCES

Perkins, B. K. (2006). Where we learn. National School Boards Association. Alexandria, VA.
 Stover, D. (2005). Climate and Culture: Why your board