

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.

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>	2.84	2.85	2.99	3.04
<i>Behavioral Expectations</i>	3.18	3.25	3.67	3.60
<i>School Safety and Cleanliness</i>	3.32	3.31	3.53	3.46
<i>Teacher Support and Engagement</i>	3.41	3.42	3.50	3.48
<i>Adult Fairness and Respect</i>	3.46	3.44	3.59	3.63
<i>Academic Standards</i>	3.65	3.61	3.81	3.81
<i>Academic Self-Confidence</i>	3.35	3.39	3.48	3.44

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

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.



3.27	3.24	3.47	3.36
3.18	3.23	3.79	3.82
3.23	3.29	3.70	3.58



Teacher Support and Engagement:

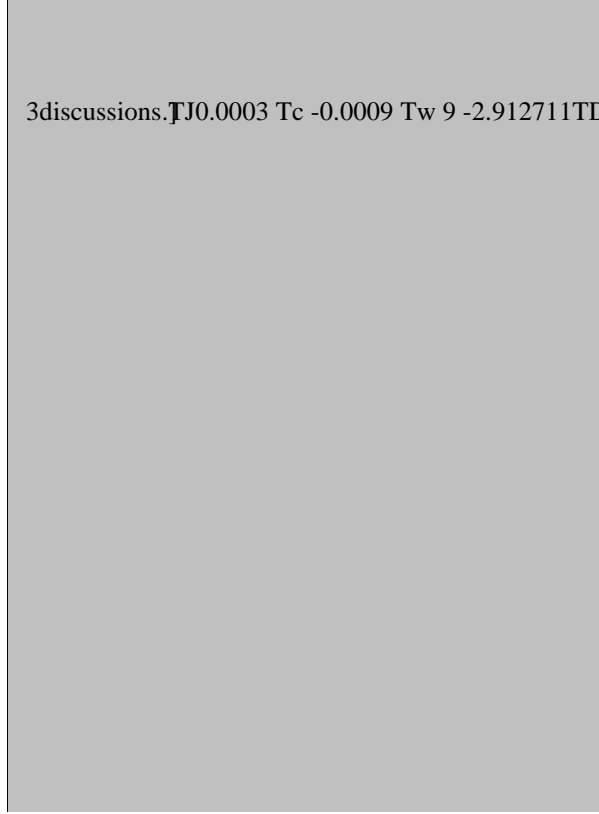
This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table that follows.

Average Response for Teacher Support and Engagement Items

<i>Teacher Support and Engagement Items</i>				
18. Teachers give rewards or praise for good behavior.	3.38	3.35	3.44	3.31
31. Teachers give rewards or praise for good work.	3.34	3.40	3.34	3.27
27. My teachers are excited about what they teach.	3.38	3.48	3.50	3.55
28. My teachers like to teach.	3.52	3.50	3.75	3.79
36. Teachers give me the help I need with assignments.	3.52	3.53	3.57	3.62
37. My teachers understand when I have a personal problem.	3.36	3.40	3.49	3.44
38. Teachers help students with personal problems.	3.47	3.49	3.54	3.51

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.

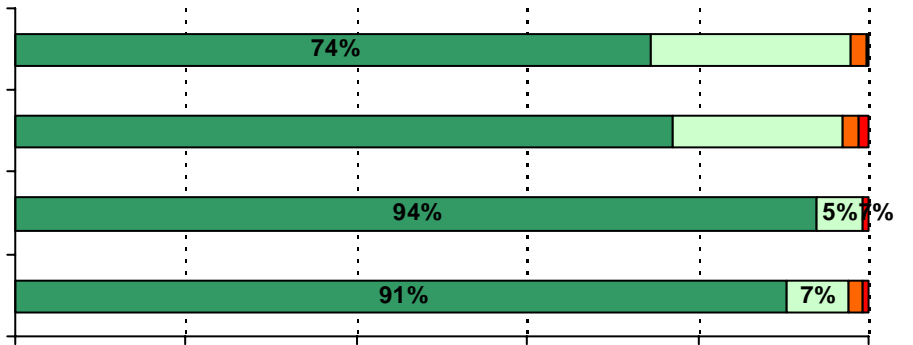


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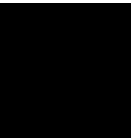
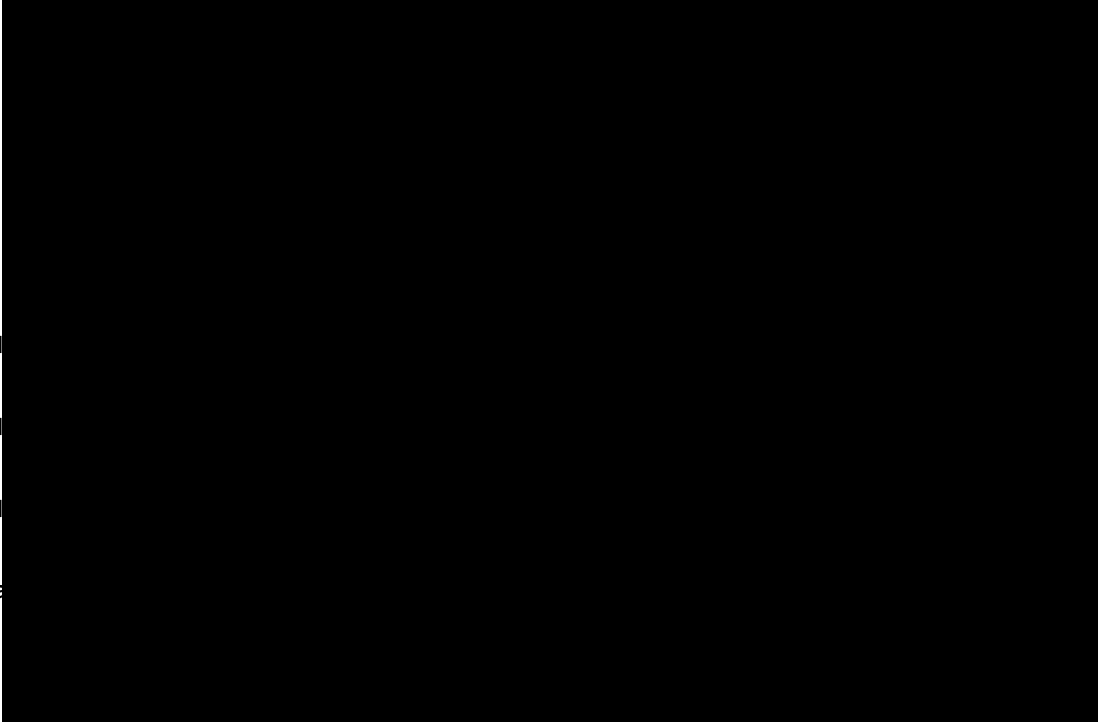


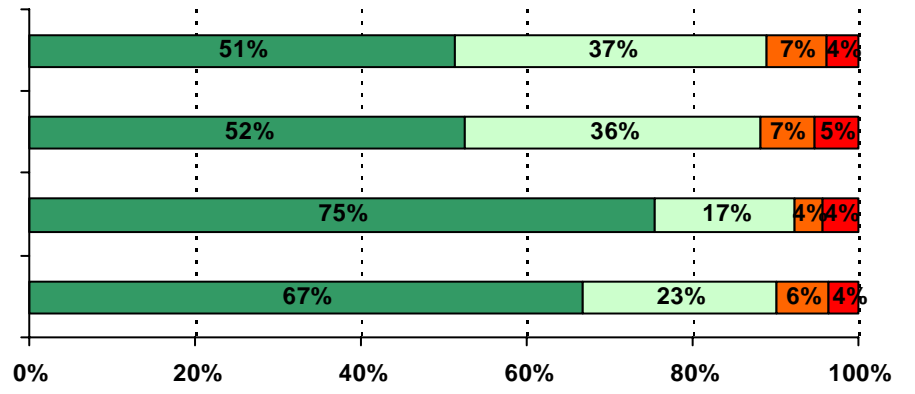
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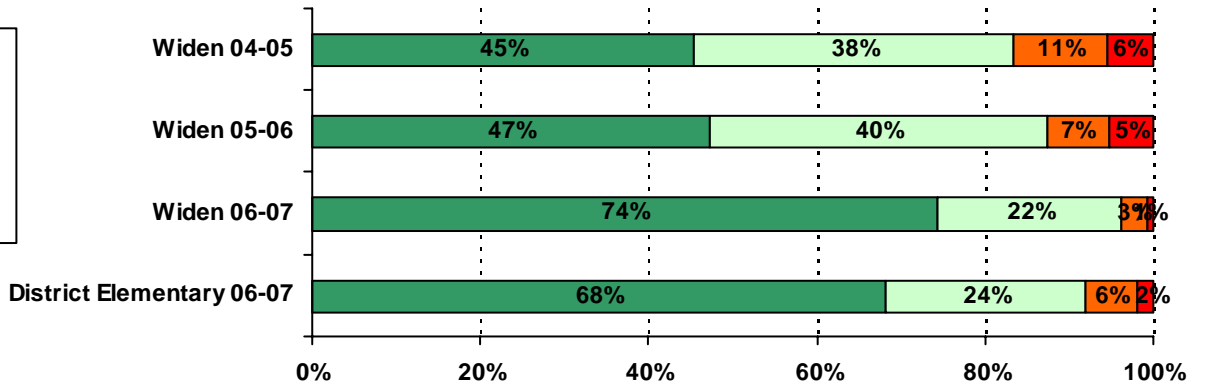
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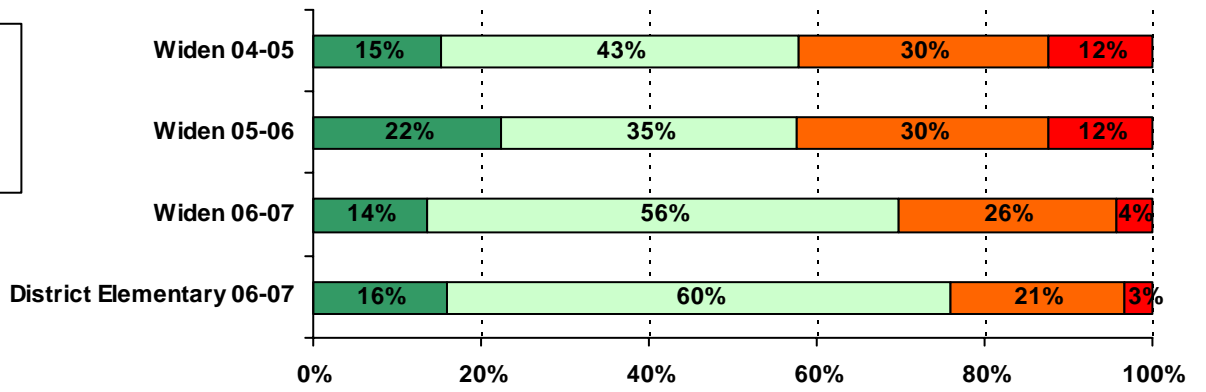




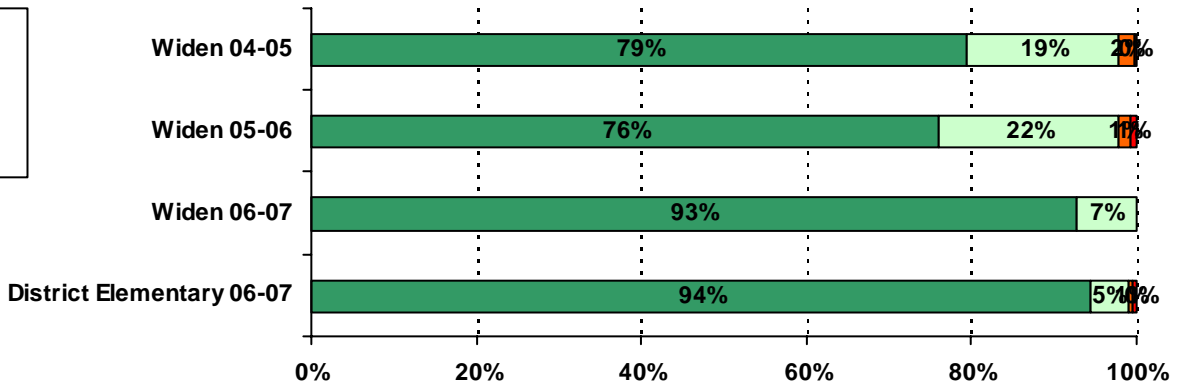
13. My classmates know there are consequences for breaking the rules.



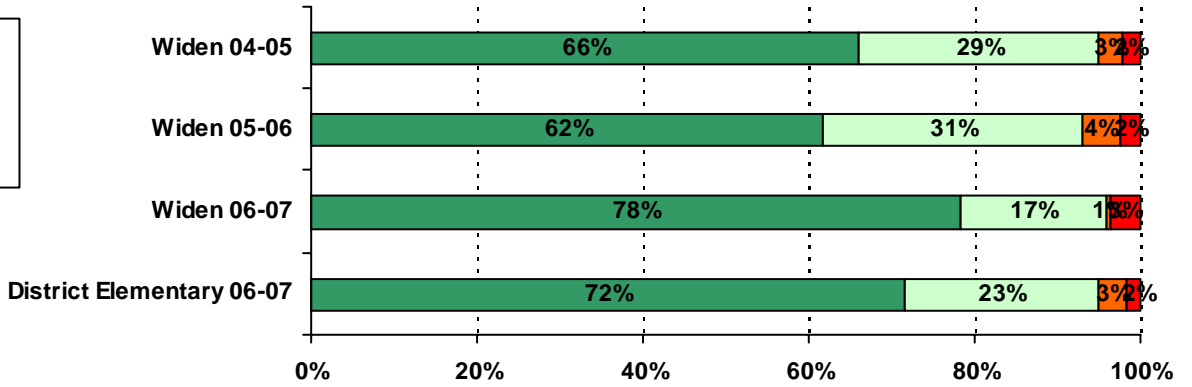
14. Students at my school follow the rules.



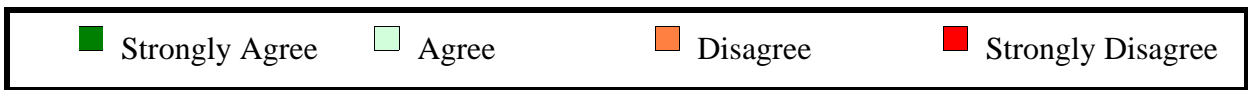
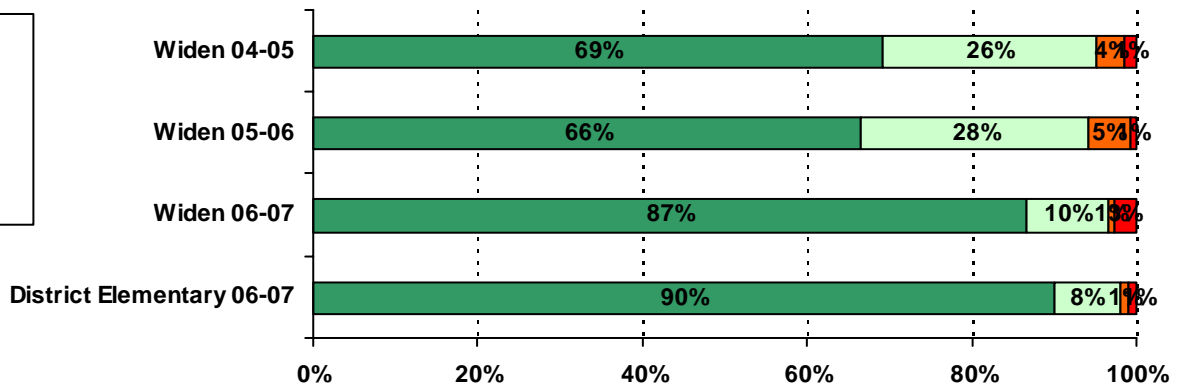
19. My teachers expect me to do my best work.

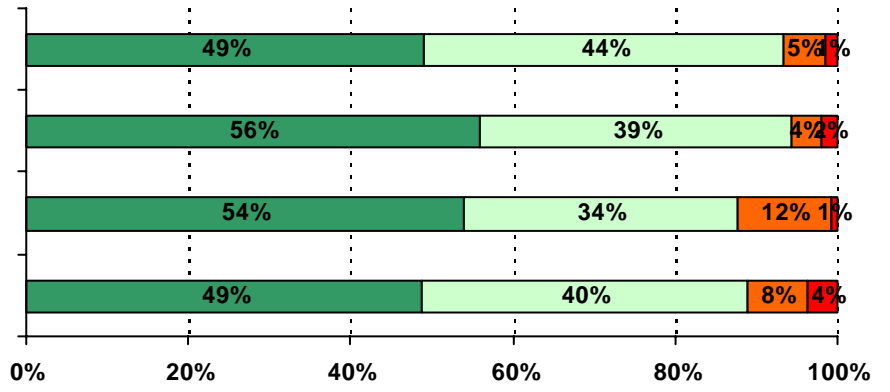


20. My teachers challenge me to do better.

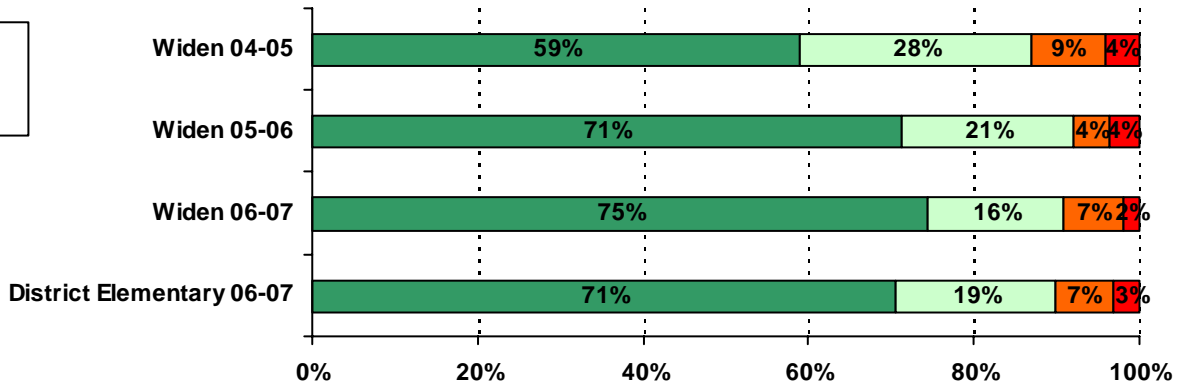


21. My teachers expect me to finish my homework on time.

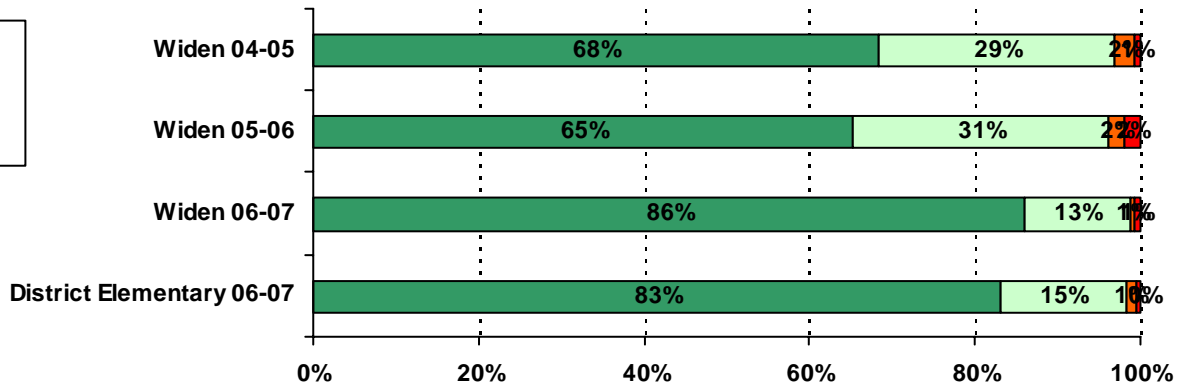




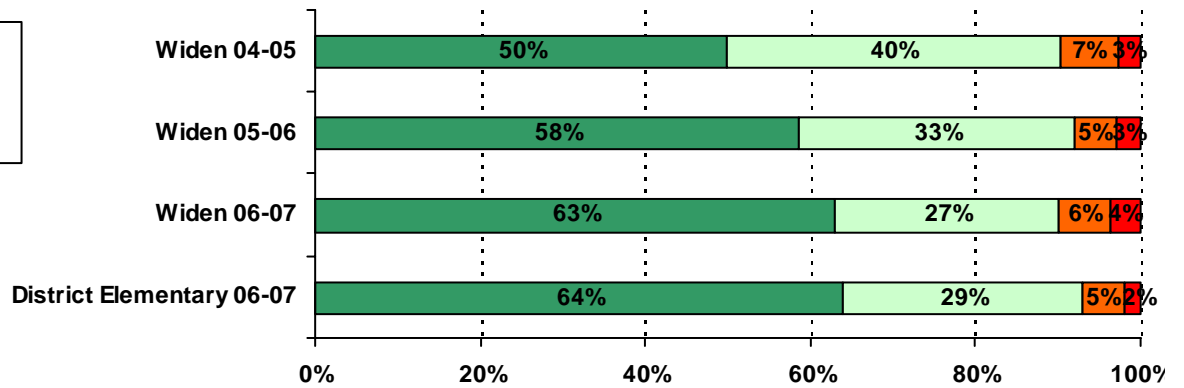
25. I feel/felt well prepared for TAKS.



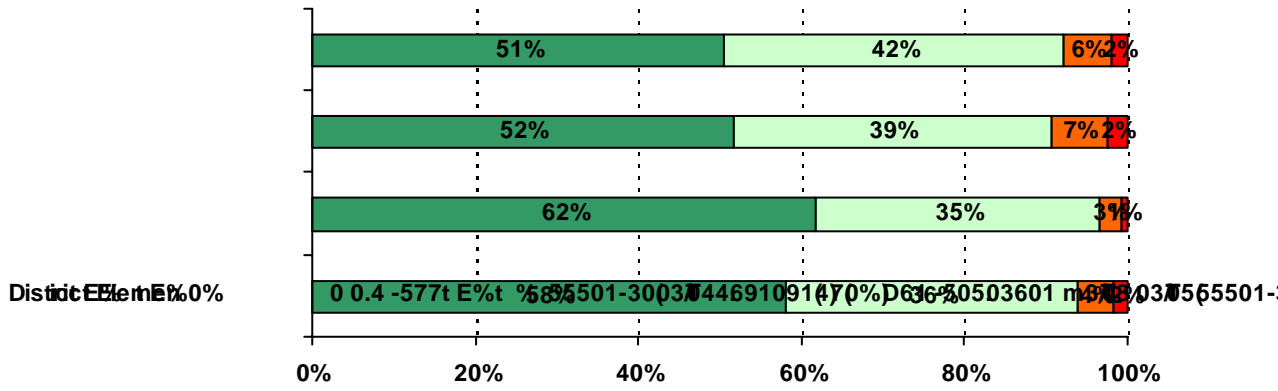
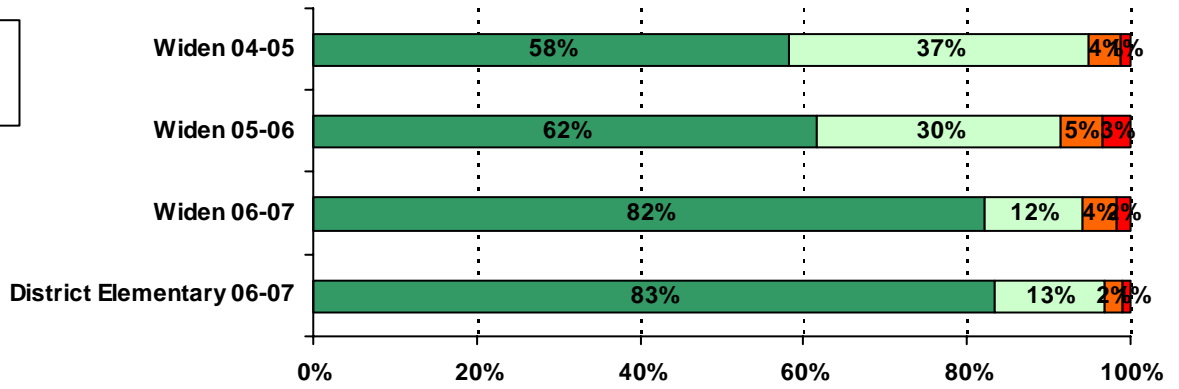
26. I try hard to do my best work.



27. My teachers are excited about what they teach.



28. My teachers like to teach.



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