

Winn Elementary School



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, 2006-2007

		# of Participants	Response Rate
Winn	06-07	233	86.6%
All Elementary Schools	06-07	16,108	84.8%

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.

Average Dimension and Subscale Scores

<i>Dimension and Subscale</i>	Winn 04-05	Winn 05-06	Winn 06-07	All Elementary Schools 06-07
Behavioral Environment	2.78	3.05	3.13	3.33
<i>Peer Behavior</i>	2.42	2.69	2.80	3.04
<i>Behavioral Expectations</i>	3.26	3.38	3.65	3.60
<i>School Safety and Cleanliness</i>	2.82	3.21	3.12	3.46
Adult/Student Interactions	3.47	3.58	3.62	3.57
<i>Teacher Support and Engagement</i>	3.53	3.59	3.55	3.48
<i>Adult Fairness and Respect</i>	3.42	3.58	3.67	3.63
Academic Environment	3.52	3.57	3.58	3.52
<i>Academic Standards</i>	3.79	3.83	3.84	3.81
<i>Academic Self-Confidence</i>	3.43	3.49	3.50	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.

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>	Winn 04-05	Winn 05-06	Winn 06-07	All Elementary Schools 06-07
9. Everyone knows what the school rules are.	3.05	3.46	3.30	3.36
12. My teachers always make sure that students follow the rules.	3.37	3.38	3.86	3.82
13. My classmates know there are consequences for breaking the rules.	3.33	3.30	3.69	3.58
Behavioral Expectations Average	3.26	3.38	3.65	3.60

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.

<i>School Safety and Cleanliness Items</i>	Winn 04-05	Winn 05-06	Winn 06-07	All Elementary Schools 06-07
15. I feel safe at my school.	2.92	3.37	3.16	3.53
16. This school is clean.	2.64	3.04	2.89	3.34
17. I feel safe on the school property.	2.97	3.34	3.29	3.52
School Safety and Cleanliness Average	2.82	3.21	3.12	3.46

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

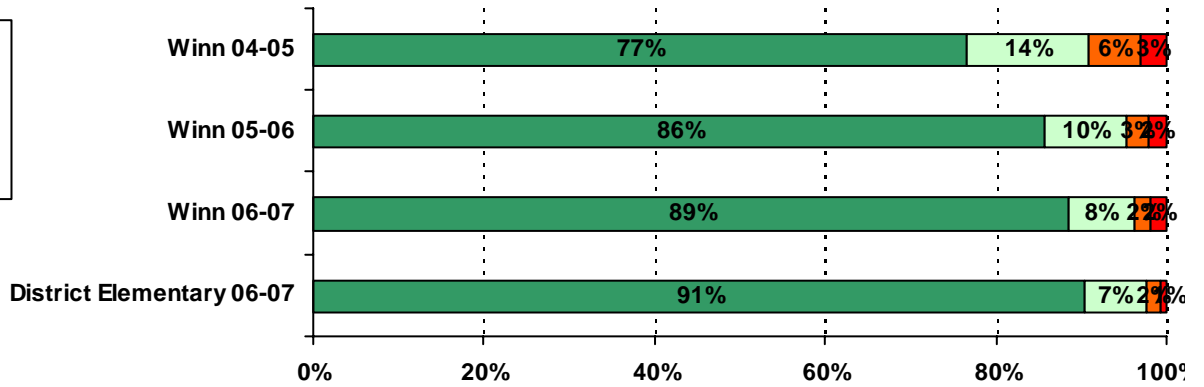
<i>Academic Self-Confidence Items</i>	Winn 04-05	Winn 05-06	Winn 06-07	All Elementary Schools 06-07
22. I can listen well and understand the thoughts and feelings of other students.	3.44	3.54	3.28	3.34
23. I can explain my thoughts and feelings clearly in discussions.	3.39	3.42	3.18	3.11
24. I can explain my thoughts and feelings clearly in writing.	3.46	3.51	3.37	3.20
32. I can reach the goals I set for myself.	n/a	3.58	3.59	3.48
33. I can work well in groups.	3.37	3.56	3.44	3.43
25. I feel/felt well prepared for TAKS.	3.38	3.47	3.56	3.57
30. My teachers show me how to know if my work is good.	3.44	3.50	3.76	3.64
34. I can tell if my work is good.	3.27	3.33	3.49	3.36
35. I know how I'm doing in school.	3.39	3.44	3.54	3.46
26. I try hard to do my best work.	3.70	3.76	3.74	3.81
29. I feel successful in my schoolwork.	3.52	3.58	3.62	3.50
Academic Self-Confidence Average	3.43	3.49	3.50	3.44

HOW TO IMPROVE SCHOOL CLIMATE

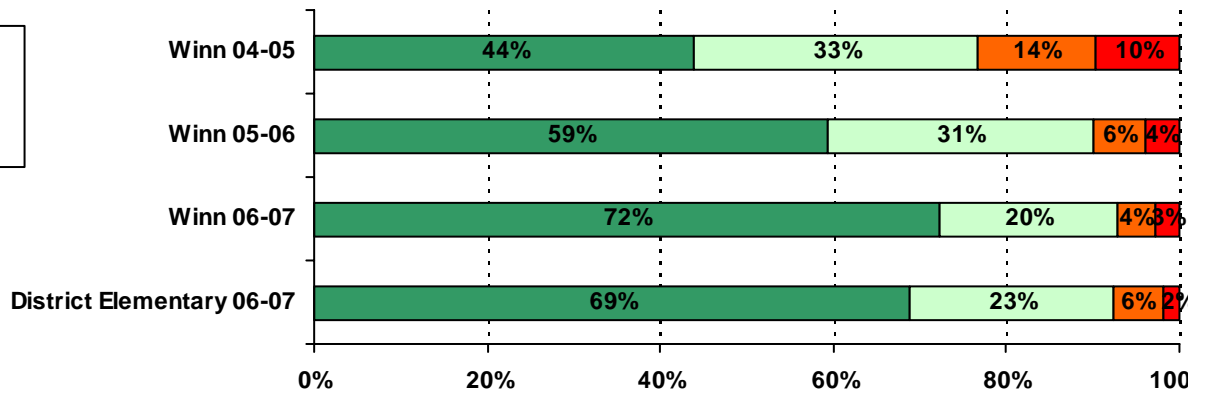
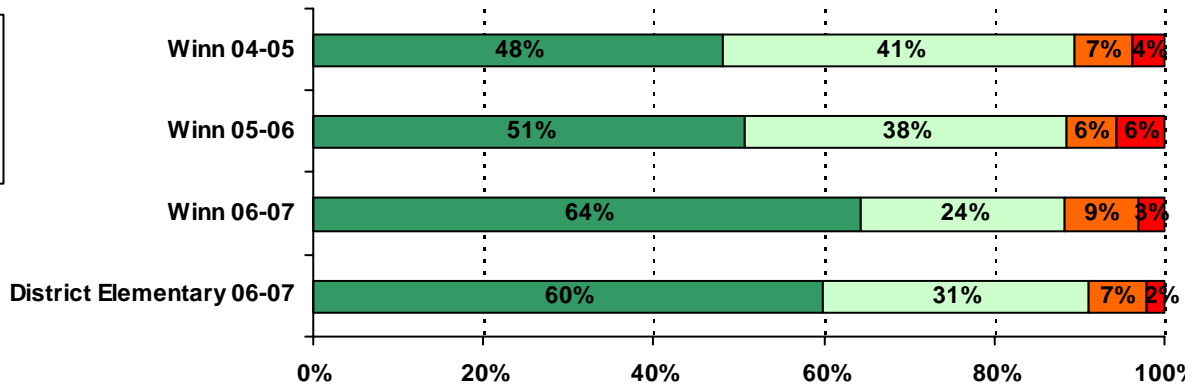
Research indicates that survey results can help you to identify one or more key areas for focus, and that parents and students are critical to conversations about strategies for improvement. The following list includes strategies that have been shown to enhance school climate and students' overall educational experience (Marshall, n.d.; Stover, 2005; Perkins, 2006). Your campus already is doing some of these things, but you may want to consider ways to enhance current efforts in the following areas.

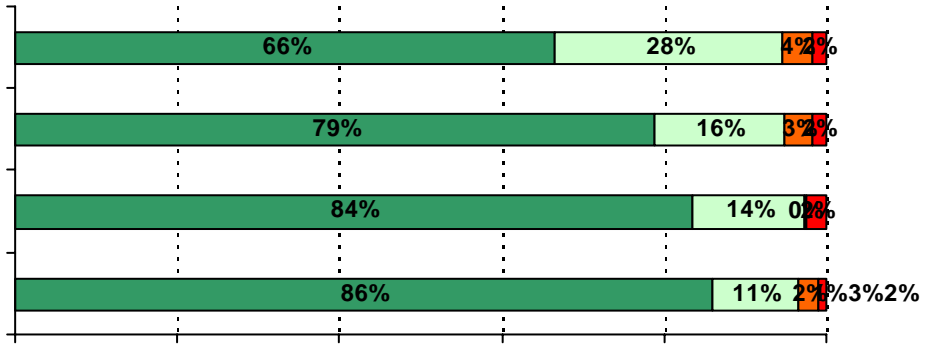
- a) Increased parent and community involvement.
- b) Implementation of character education.
- c) Use of violence-prevention and conflict resolution curricula.
- d) Use of peer mediation.
- e) Prevention of acts of bullying.
- f) Fair, equal, and respectful treatment of students.
- g) Providing a safe environment for staff and students.
- h) Personalization through adopt-a-kid programs or honoring most-improved students.
- i) Implementation of good classroom management.
- j) Modeling of respect and teamwork among leadership and staff.

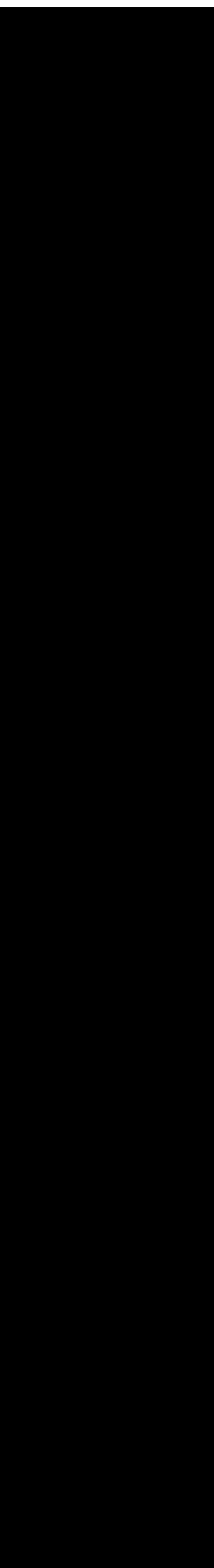
4. Teachers at this school care about their students.



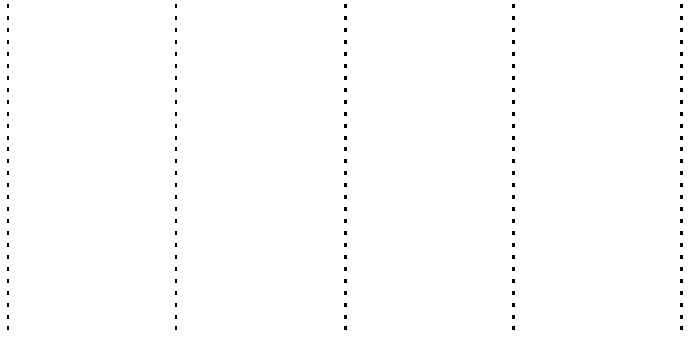
5. Adults at this school listen to student ideas and opinions.







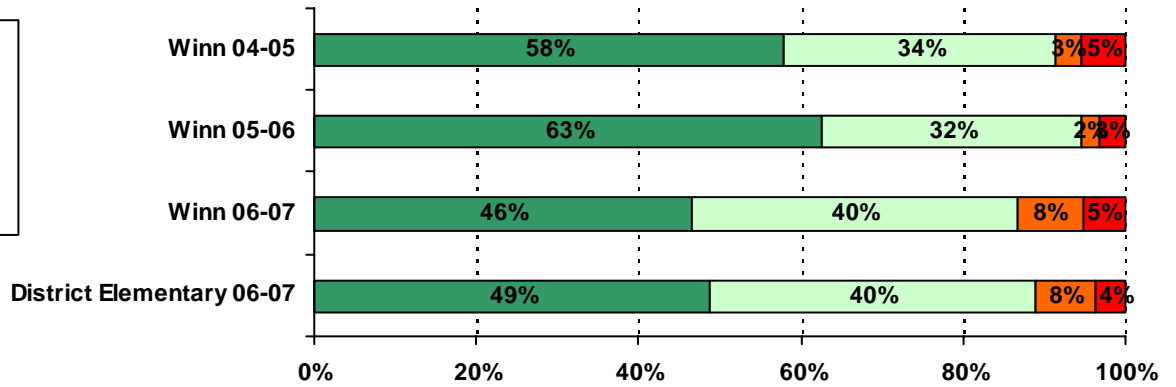
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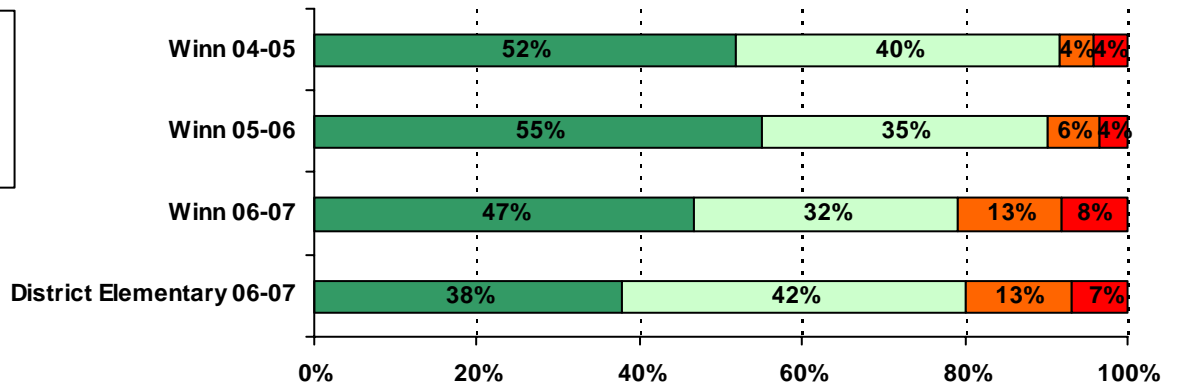
19. My teachers expect me to do my best work.



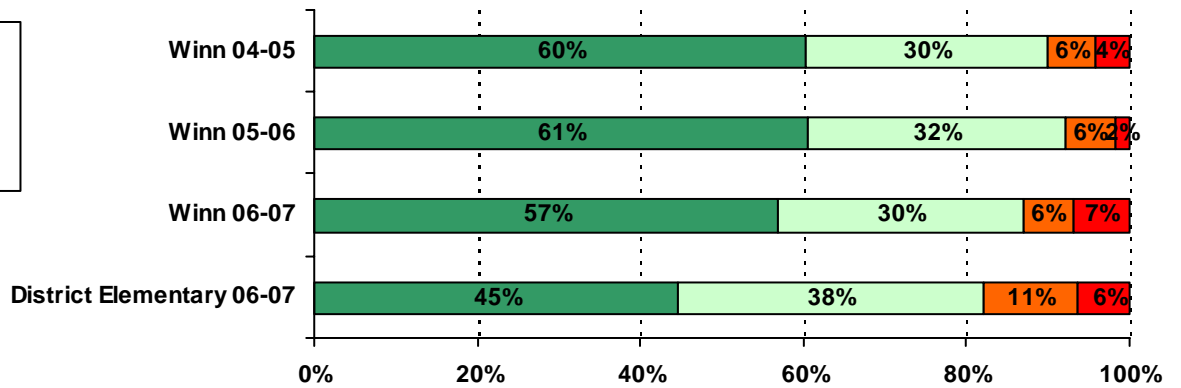
22. I can listen well and understand the thoughts and feelings of other students.



23. I can explain my thoughts and feelings clearly in discussions.



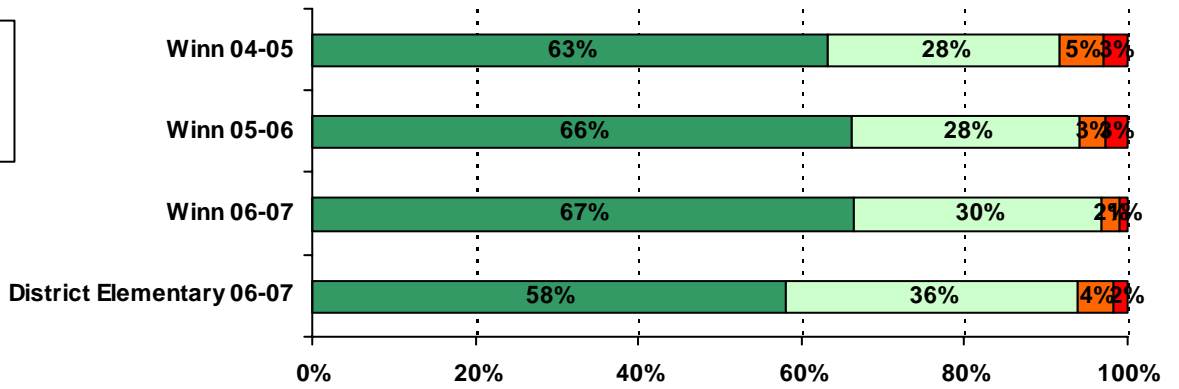
24. I can explain my



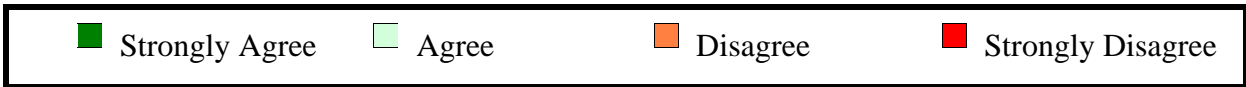
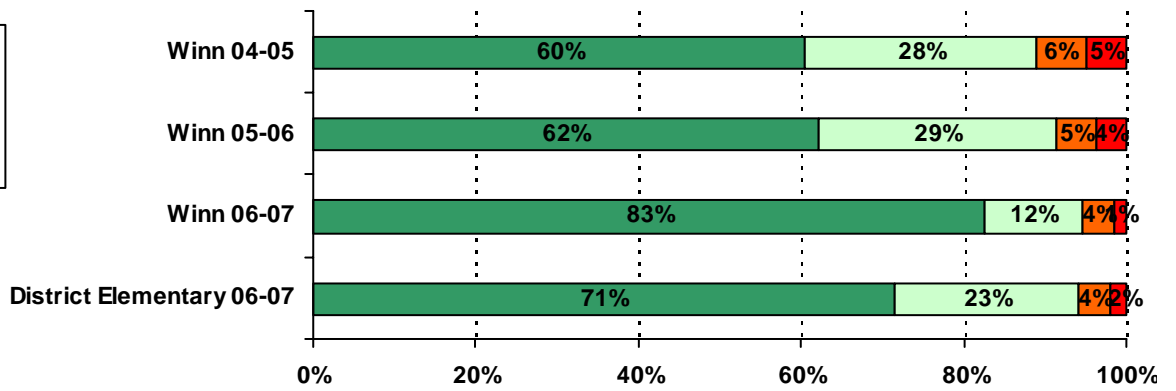
28. My teachers like to teach.



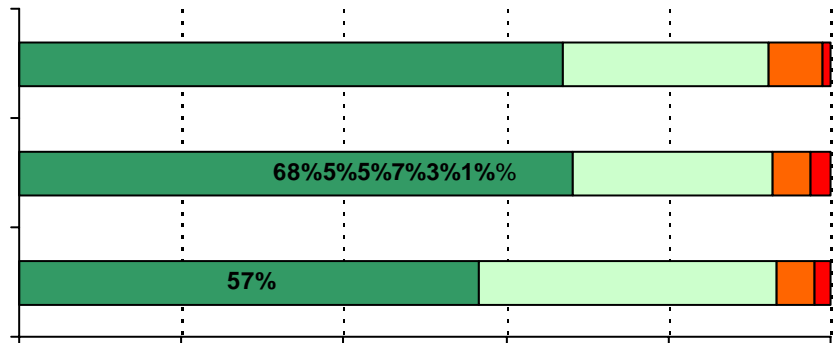
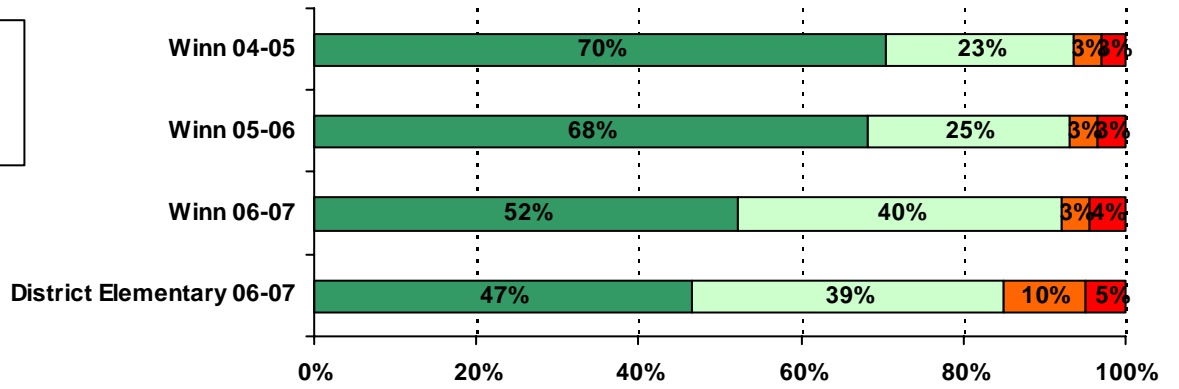
29. I feel successful in my schoolwork.

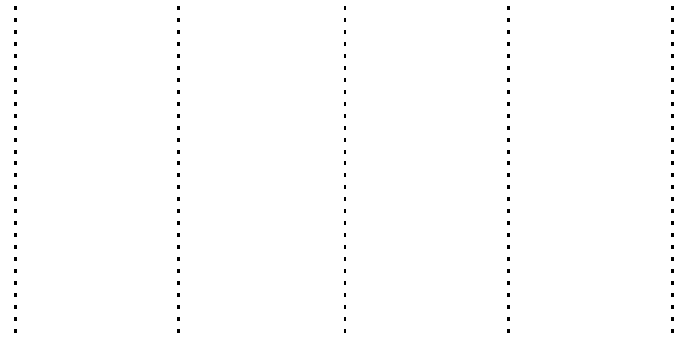


30. My teachers show me how to know if my work is good.



31. Teachers give rewards or praise for good work.





40. My teachers are fair with students.

