

Research indicates that school climate can be either a positive influence on the learning environment or a

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.

<i>Dimension and Subscale</i>				
<i>Peer Behavior</i>	2.76	2.72	2.76	2.79
<i>Behavioral Expectations</i>	3.09	3.14	3.20	3.13
<i>School Safety and Cleanliness</i>	3.30	3.29	3.34	3.27
<i>Teacher Support and Engagement</i>	3.47	3.43	3.49	3.39
<i>Adult Fairness and Respect</i>	3.38	3.41	3.41	3.41
<i>Academic Standards</i>	3.68	3.73	3.71	3.70
<i>Academic Self-Confidence</i>	3.38	3.36	3.42	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.

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

<b><i>Peer Behavior Items</i></b>				
1. Students in my school respect each other.	2.68	2.59	2.74	2.74
2. Students at my school respect other students who are different than they are.	2.72	2.82	2.74	2.87
3. I am happy with the way students treat me at school.	3.01	2.89	2.95	2.98
14. Students at my school obey the school rules.	2.51	2.51	2.57	2.54

***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.	3.00	3.23	3.22	3.11
12. The school rules are strictly enforced.	3.25	3.17	3.23	3.24
13. If a school rule is broken, students know what kind of punishment will follow.	2.91	2.99	3.07	3.08

***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.	3.38	3.36	3.42	3.38
16. This school is clean.	3.18	3.19	3.30	3.13
17. I feel safe on the school property.	3.38	3.37	3.38	3.35

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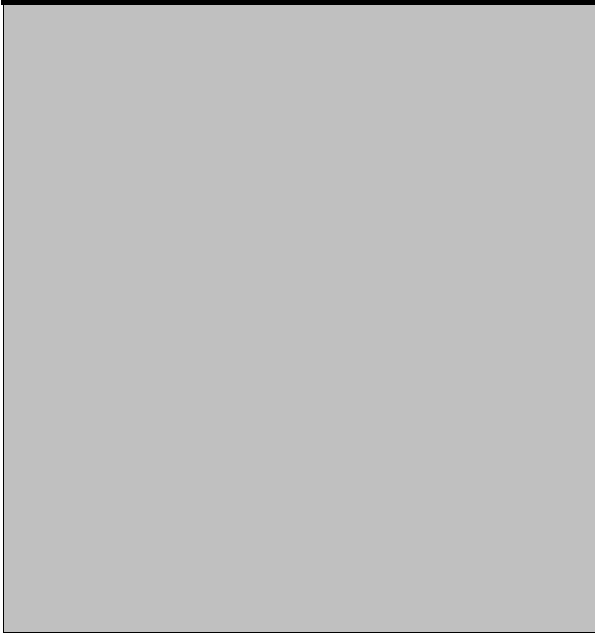
Sixteen items on the survey assess the relationship between students and school safety and cleanliness. The items and their average scores are listed in the table below.



31. Teachers give rewards or praise for good work.

3.35	3.36	3.48	3.37
3.36	3.31	3.46	3.33
3.49	3.46	3.57	3.41





3.71	3.67	3.73	3.71
3.32	3.41	3.39	3.31
3.22	3.24	3.30	3.28



### ***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.

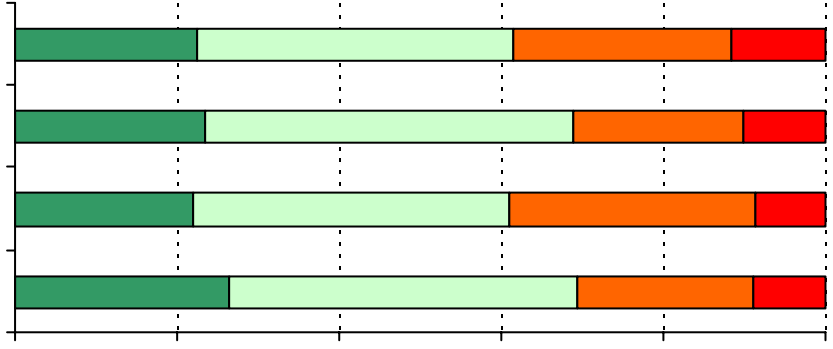
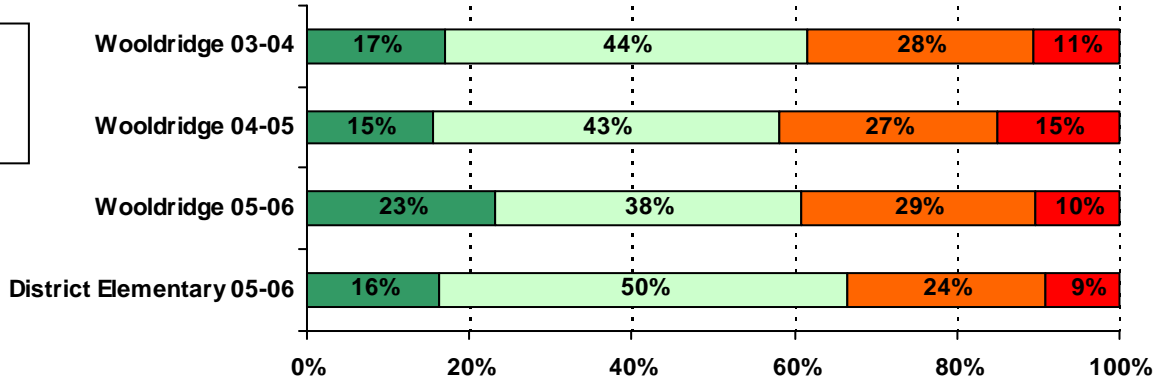
Average Response for Academic Self-Confidence Items

<b><i>Academic Self-Confidence Items</i></b>				
22. I have learned how to listen better so I can understand the ideas of other students.	3.46	3.48	3.50	3.41
23. I have learned how to explain my ideas more clearly to others in discussions.	3.23	3.27	3.36	3.29
24. I have learned how to explain my ideas in writing more clearly.	3.35	3.22	3.38	3.34
32. I have learned to reach the goals I set for myself.	n/a	n/a	3.49	3.43
33. I have learned ways of working better in groups.	3.48	3.42	3.42	3.42
25. I feel/felt well prepared for TAKS.	3.46	3.44	3.44	3.48
30. My teachers show me ways to judge for myself the quality of my work.	3.40	3.46	3.44	3.39
34. I know whether or not my work is good without being told.	3.12	3.11	3.21	3.23
35. I have learned how to evaluate my work and keep track of my progress.	3.35	3.27	3.33	3.34
26. I try hard to do my best on my schoolwork.	3.59	3.59	3.66	3.68
29. I feel successful in my schoolwork.	3.42	3.38	3.44	3.43

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.

1. Students in my school respect each other.



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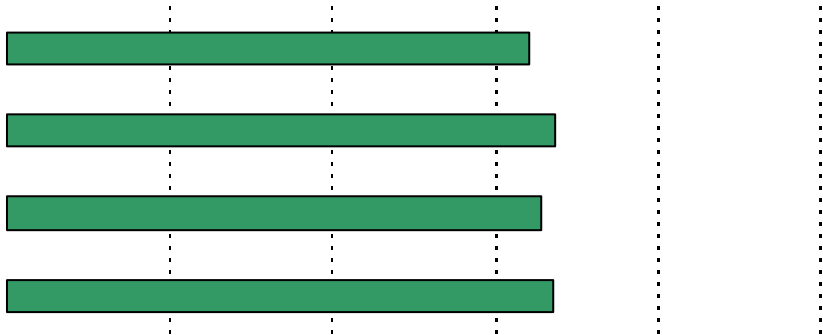
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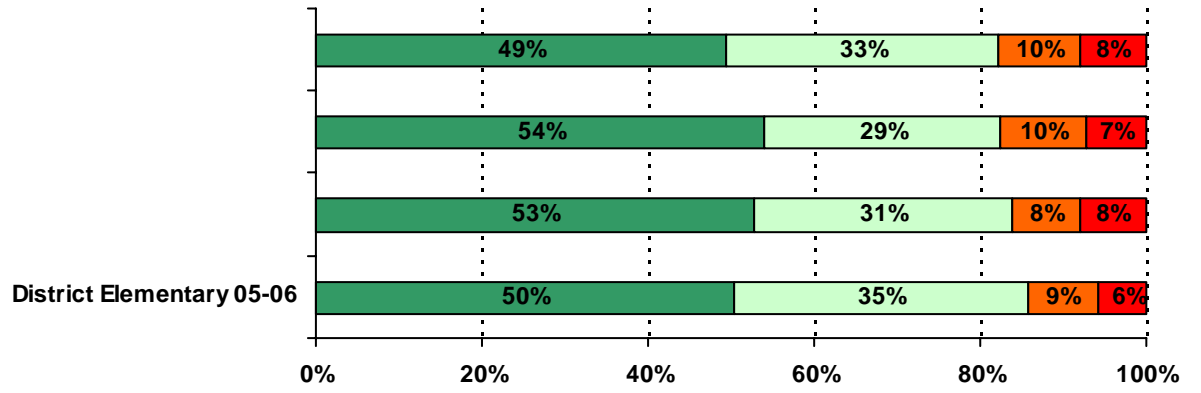
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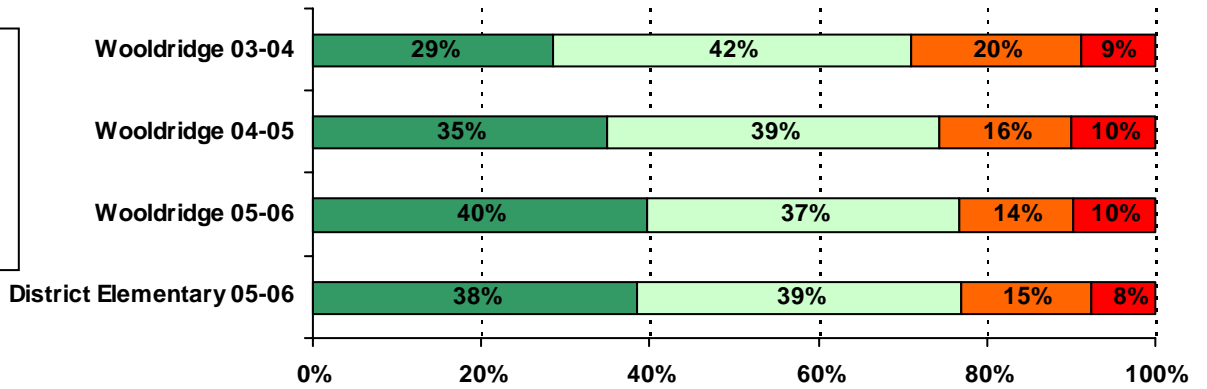
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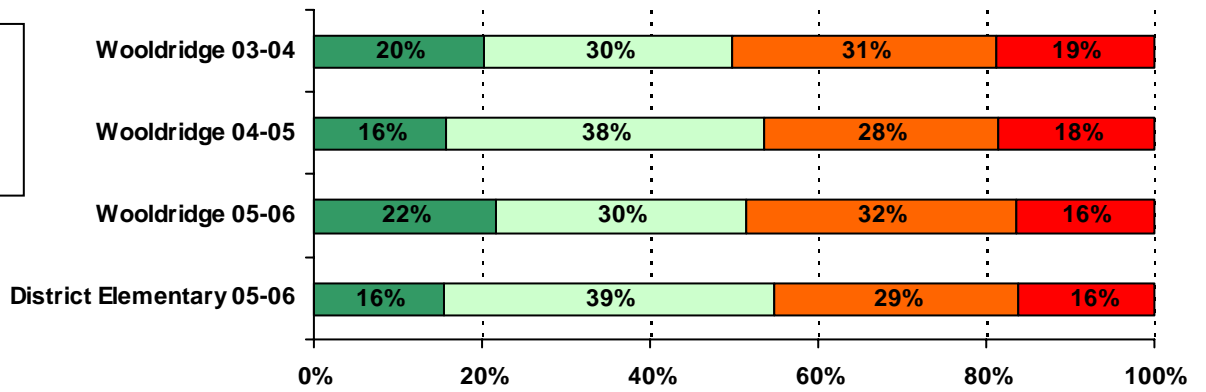




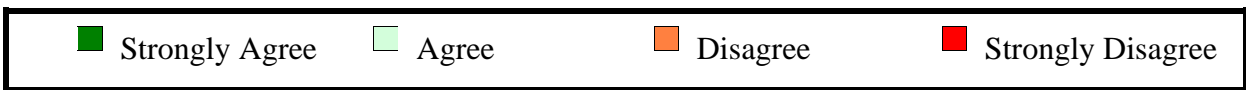
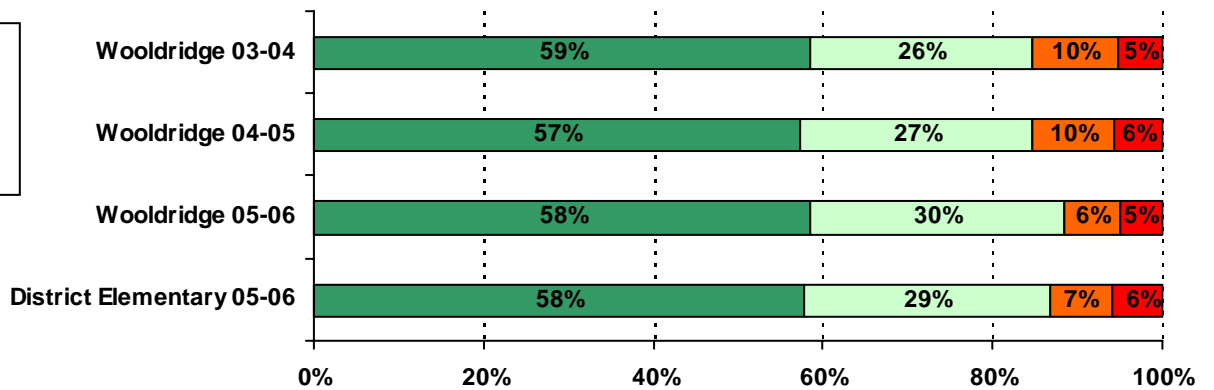
13. If a school rule is broken, students know what kind of punishment will follow.



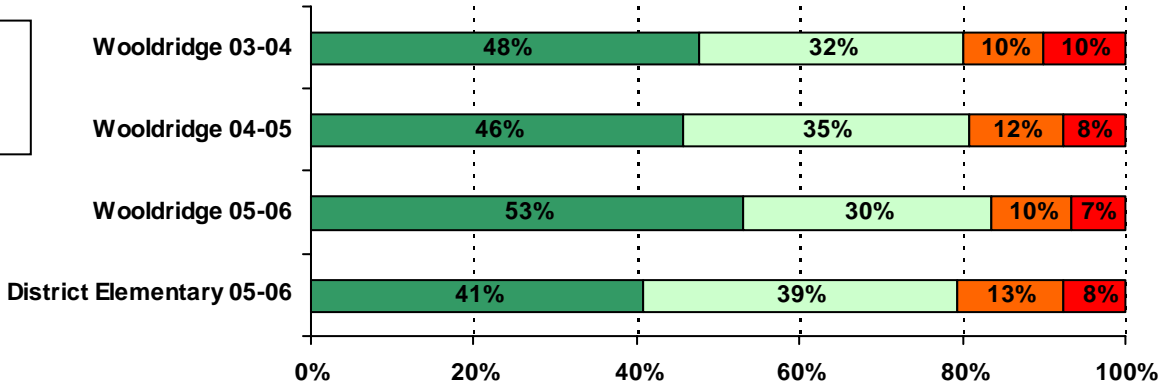
14. Students at my school obey the school rules.



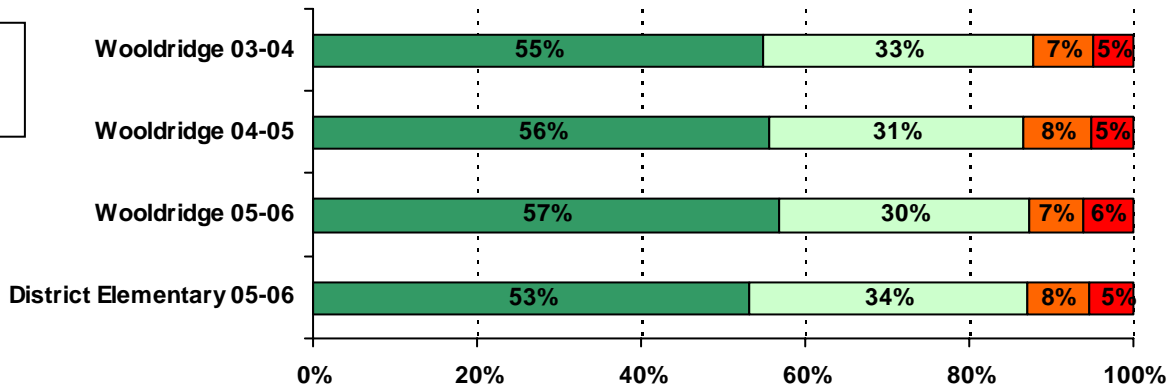
15. I feel safe at my school.



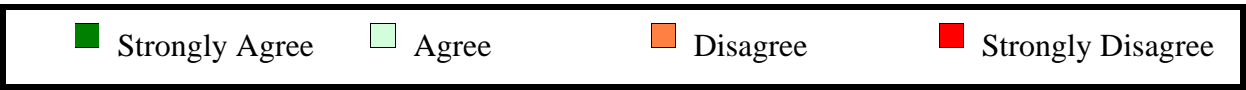
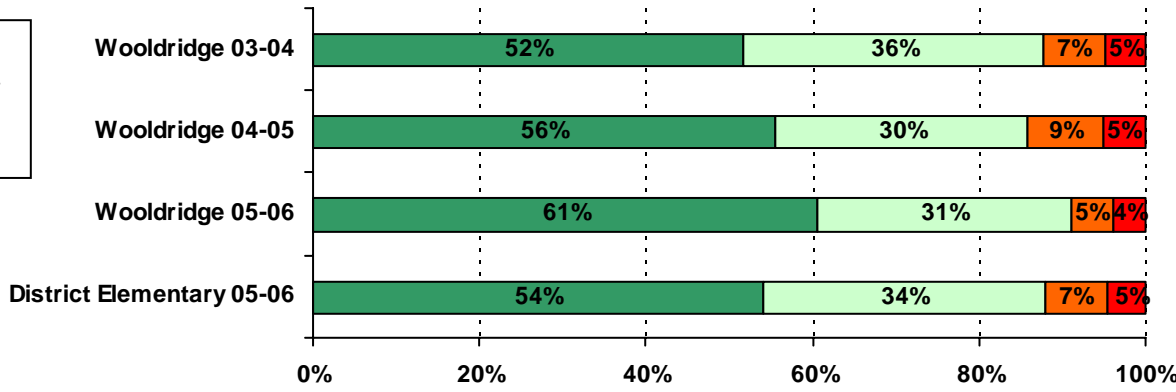
16. This school is clean.



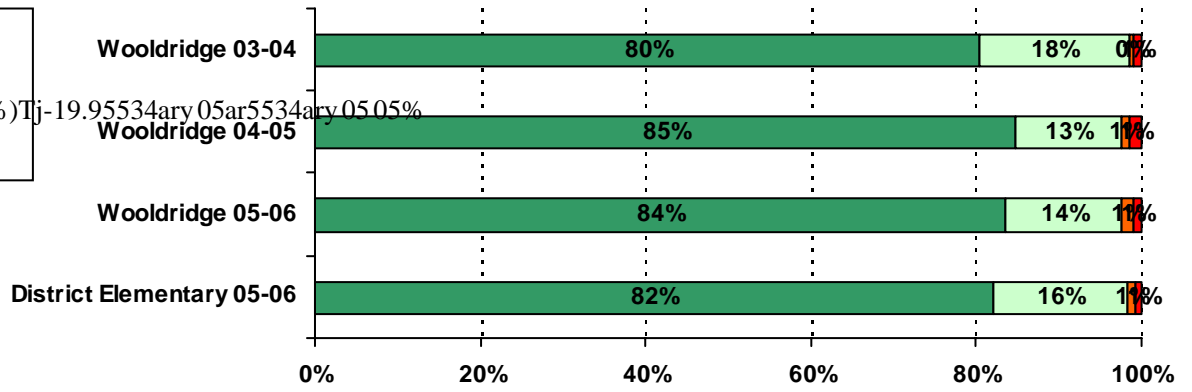
17. I feel safe on the school property.

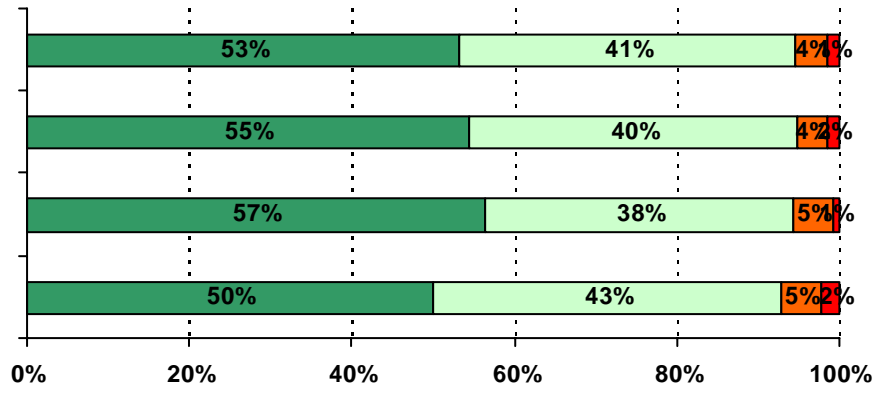


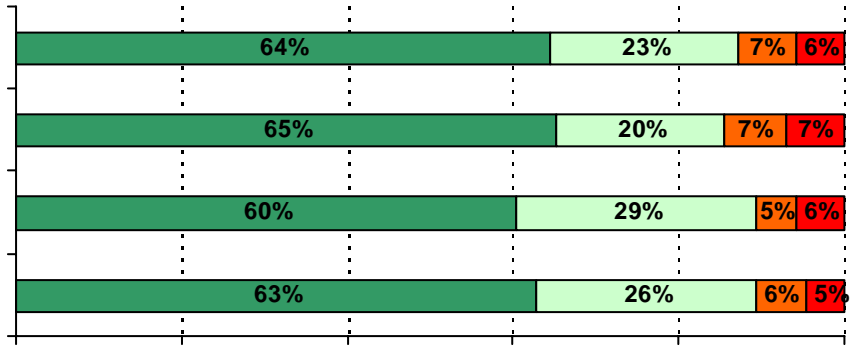
18. Teachers give rewards or praise for good behavior.



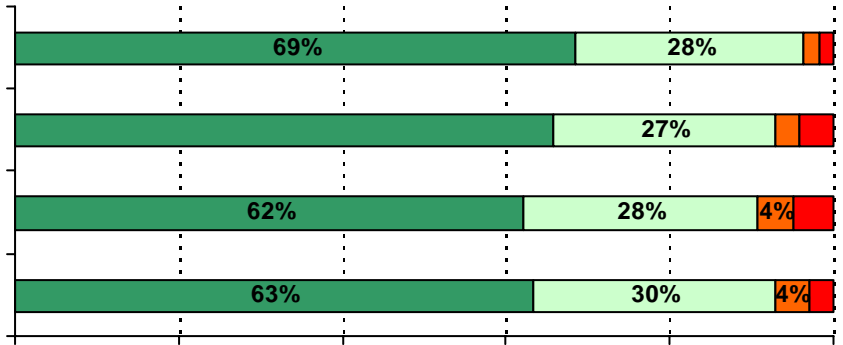
19. My teachers expect me to do my best work





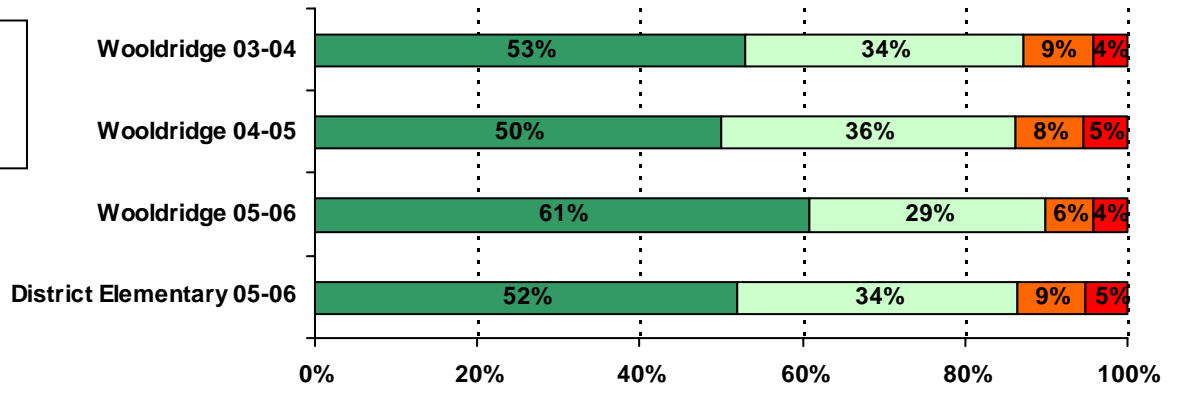


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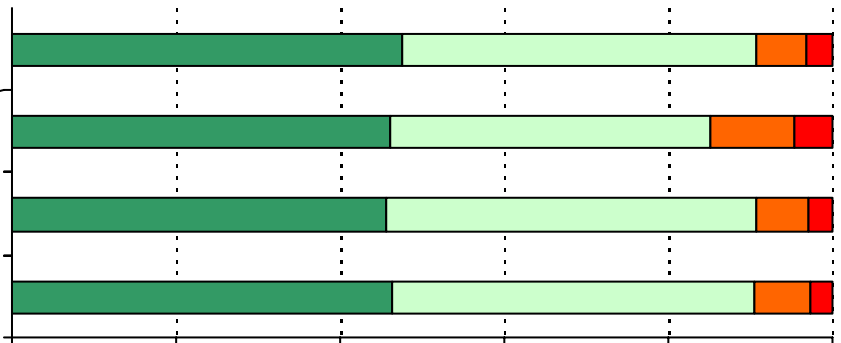
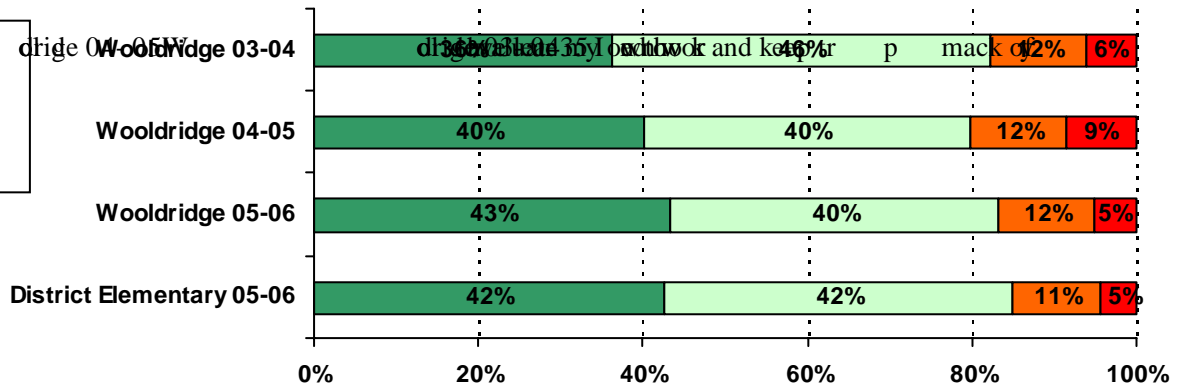


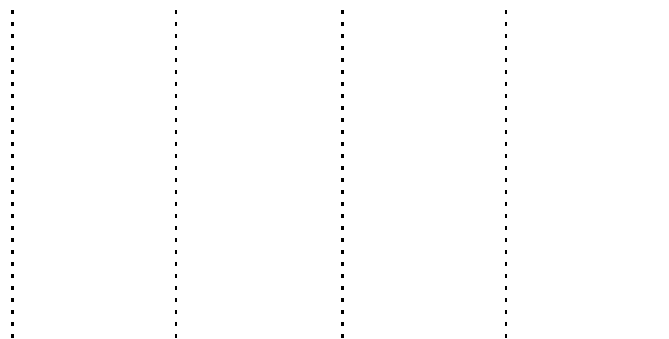


31. Teachers give rewards or praise for good work.



34. I know whether or not my work is good without being told





38. Teachers help  
personal problems.

40. My teachers are fair with students.

