2007-2008 AISD STUDENT CLIMATE SURVEY RESULTS

KEALING MIDDLE 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 improved 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 where available. Higher average scores indicate a more positive school climate. The climate survey measures four dimensions of a school's overall climate, called Behavioral Environment, Adult Fairness and Respect, Teacher Support and Engagement, and Academic Self-confidence. Each of these four dimensions is measured with groups of related items that are statistically and meaningfully coherent. There were several new items on the 2007-08 survey, and dimensions have changed accordingly. For this reason, longitudinal data for some items and for each dimension score are not available. These are noted with "n/a". For the first time this year, an Overall Climate score also was computed for each school. Although not all survey items were incorporated into one of the four primary dimensions, the Overall Climate score reflects an average score for all items on the AISD Student Climate Survey.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2007-2008

	# of Participants	Response Rate
Kealing MS	804	68%
All Elementary	11,294	73%

Source: Response rates are based on current enrollment for grades 6-8.

Average Dimension and Overall Climate Scores, 2007-2008

Dimension Scores	Kealing	All MS
Behavioral Environment	2.91	2.88
Adult Fairness and Respect	**3.11**	**3.13**
Teacher Support and Student Engagement	2.68	2.76
Academic Self-confidence	**3.29**	**3.27**
Overall Climate	**3.00**	**3.03**

Notes: There are no dimension scores for previous years due to changes in the survey in 2007-08. Item-level longitudinal data will be provided where available. Scores may range from 1 (lowest) to 4 (highest). Scores above 3.0 indicate favorable responses, indicated in bold. See Appendix for information about statistical scale reliabilities.

Behavioral Environment

A total of six items on the survey assess the dimension called Behavioral Environment, the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Average Response for Behavioral Environment Items

Behavioral Environment Items	Kealing 2005-06	Kealing 2006-07	Kealing 2007-08	All MS
1. My classmates show respect to each other.	2.17	2.59	2.92	2.82
2. My classmates show respect to others who are different.	2.16	2.48	2.92	2.75
3. I am happy with the way my classmates treat me.	2.78	**3.07**	**3.29**	**3.18**
14. Students at my school follow the rules.	1.90	2.13	2.48	2.46
15. I feel safe at my school.	2.69	2.74	2.94	**3.03**
17. I feel safe on the school property.	2.57	2.80	2.88	**3.05**
Behavioral Environment Average	**n/a**	**n/a**	**2.91**	**2.88**

Adult Fairness and Respect

The ten 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

Adult Fairness and Respect Items	Kealing 2005-06	Kealing 2006-07	Kealing 2007-08	All MS
4. Teachers at this school care about their students.	**3.08**	**3.25**	**3.28**	**3.30**
5. Adults at this school listen to student ideas and opinions.	2.67	2.73	2.91	2.91
6. Adults at this school treat all students fairly.	2.57	2.72	2.95	2.97
7. The staff in the front office show respect to students.	2.82	**3.24**	**3.41**	**3.40**
10. The school rules are fair.	2.63	2.54	2.91	2.67
11. The consequences for breaking school rules are the same for everyone.	2.80	2.79	2.90	**3.04**
12. My teachers always make sure the students follow the rules.	2.79	**3.08**	**3.13**	**3.32**
19. My teachers expect me to do my best work.	**3.41**	**3.56**	**3.58**	**3.63**
36. My teachers care about how I do in school.	n/a	n/a	3.21	3.22
41. My teachers are fair to everyone.	n/a	2.78	2.86	2.88
Adult Fairness and Respect Average	**n/a**	**n/a**	**3.11**	**3.13**

Teacher Support and Student Engagement

This subscale consists of ten 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 Student Engagement Items

Teacher Support and Student Engagement	Kealing 2005-06	Kealing 2006-07	Kealing 2007-08	All MS
18. Teachers give rewards or praise for good behavior.	2.47	2.56	2.43	2.61
23. My teachers show me how our schoolwork is useful.	n/a	n/a	2.70	2.88
24. I enjoy doing my schoolwork.	n/a	n/a	2.44	2.48
27. My teachers are excited about what they teach.	2.96	2.93	**3.04**	2.96
30. My teachers show me how to know if my work is good.	n/a	**3.04**	2.92	**3.02**
31. Teachers give rewards or praise for good work.	2.59	2.64	2.52	2.61
33. My homework helps me learn things I need to know.	n/a	n/a	2.91	2.97
37. My schoolwork makes me think about things in new ways.	n/a	n/a	2.75	2.81
38. Teachers help students with personal problems.	2.51	2.71	2.45	2.69
40. I have fun learning in my classes.	n/a	n/a	2.75	2.67
Teacher Support and Student Engagement Average	**n/a**	**n/a**	**2.68**	**2.76**

Student Academic Self-Confidence

This subscale is comprised of seven items that assess students' motivation, self-efficacy, and acquisition of self-evaluation skills. Averages for each item and for the subscale are reflected below.

Average Response for Academic Self-Confidence Items

Academic Self-Confidence Items	Kealing 2005-06	Kealing 2006-07	Kealing 2007-08	All MS
21. I want to learn as much as I can in school.	n/a	n/a	**3.45**	**3.45**
22. I can do even the hardest schoolwork if I try.	n/a	n/a	**3.25**	**3.24**
25. I feel/felt well prepared for TAKS.	**3.10**	**3.19**	**3.41**	**3.22**
26. I try hard to do my best work.	**3.28**	**3.46**	**3.37**	**3.41**
29. I feel successful in my schoolwork.	**3.04**	**3.18**	**3.15**	**3.15**
32. I can reach the goals I set for myself.	2.92	**3.26**	**3.25**	**3.28**
35. I know how I'm doing in school.	n/a	**3.19**	**3.21**	**3.22**
Academic Self-Confidence Average	**n/a**	**n/a**	**3.29**	**3.27**

ADDITIONAL SCHOOL ENVIRONMENT

A total of eight items assess the school environment in ways other than those identified by the four primary statistical survey dimensions. Average scores for each of these additional items are reflected in the table below.

Average Response for Additional Climate Items

Additional Items	Kealing 2005-06	Kealing 2006-07	Kealing 2007-08	All MS
8. There is at least one adult at my school who I can go to if I have a problem.	**3.40**	**3.28**	**3.21**	**3.26**
9. Everyone knows what the school rules are.	2.54	2.86	2.81	2.95
13. My classmates know there are consequences for breaking the rules.	n/a	**3.31**	**3.22**	**3.31**
16. This school is clean.	2.44	2.46	2.68	2.95
20. My teachers challenge me to do better.	**3.24**	**3.29**	**3.29**	**3.30**
23. My teachers show me how our schoolwork is useful.	n/a	n/a	2.70	2.88
34. The things I learn in school will help me later in life.	n/a	n/a	**3.16**	2.61
39. I get the grades I deserve on my class work.	2.92	**3.12**	**3.13**	**3.31**

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.

Cronbach's Alpha Reliability Scores for AISD Student Climate Survey

Reliability Scores	All ES	All MS	All HS
Behavioral Environment	.75	.82	.82
Adult Fairness and Respect	.81	.91	.89
Teacher Support and Student Engagement	.86	.92	.90
Academic Self-confidence	.74	.85	.82
Overall Climate	**.93**	**.97**	**.96**

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