



SUMMARY OF 2004-2005 AISD STUDENT CLIMATE SURVEY

DISTRICT REPORT

OVERVIEW

The AISD Student Climate Survey was administered for the second consecutive year to students in grades 3 through 11¹ across the district.² The survey is designed to measure student perceptions regarding three broad dimensions called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of multiple concepts that are measured with groups of survey items, or subscales.

Behavioral Environment represents the social and physical school environment, which includes students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled *Peer Behavior*, *Behavior Expectations*, and *School Safety & Cleanliness*.

Adult/Student Interactions represents the relationships between students and adults on campus, both inside and outside the classroom. The Adult/Student Interactions dimension is comprised of two subscales, labeled *Teacher Support & Engagement* and *Adult Fairness & Respect*.

Academic Environment describes the rigor of academic expectations and students' sense of academic efficacy. Academic Environment is comprised of two subscales, labeled *Academic Standards* and *Academic Self-Confidence*.

Longitudinal response averages for each of the three dimensions and for each subscale are presented below. Scores may range from 1 (the least desirable response) to 4 (the most desirable response). Detailed item responses are provided in the Appendix at the end of this report.

Average Dimension and Subscale Response, by Year and School Level

	Elementary School		Middle School		High School	
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
Behavioral Environment	3.03	3.04	2.51	2.51	2.50	2.51
<i>Peer Behavior</i>	2.76	2.77	2.29	2.28	2.39	2.39
<i>Behavioral Expectations</i>	3.12	3.13	2.70	2.73	2.55	2.57
<i>School Safety & Cleanliness</i>	3.27	3.27	2.62	2.61	2.58	2.60
Adult/Student Interactions	3.38	3.39	2.65	2.67	2.53	2.54
<i>Teacher Support & Engagement</i>	3.37	3.37	2.64	2.65	2.52	2.54
<i>Adult Fairness & Respect</i>	3.39	3.40	2.65	2.68	2.54	2.54
Academic Environment	3.42	3.44	2.93	2.94	2.83	2.84
<i>Academic Standards</i>	3.67	3.69	3.21	3.24	3.06	3.05
<i>Academic Self-Confidence</i>	3.34	3.36	2.83	2.85	2.76	2.77

Note: Green shading and font indicate an increase and pink shading with red font indicates a decrease in the average item response from 2003-04 to 2004-05.

¹ Students in 12th grade completed a smaller climate survey as part of the annual AISD High School Exit Survey, results of which will be available in June of 2005.

² Data were received from 102 campuses; surveys were not received from Pease Elementary School.

Almost three quarters of the district’s students in grades 3-11 participated in the survey. The large sample size for each level indicates that results may be interpreted with confidence.³ Participation rates by level are presented on the following page.

Participation by School Level

	# of Respondents	Participation Rate
Elementary School	15,559	85.7%
Middle School	11,193	71.3%
High School	9,572	60.3%
Total Grades 3-11	36,324	73.0%

**Source: Participation rates are based on PEIMS enrollment data submitted to TEA.*

SUMMARY OF RESULTS

- Responses are most positive for the Academic Environment dimension, followed by Adult/Student Interactions and Behavioral Environment. Elementary average responses are similar for Academic Environment and Adult/Student Interactions, and High School average responses are similar for Adult/Student Interactions and Behavioral Environment.
- Overall, average responses improved slightly compared to responses in 2003-2004; Elementary and Middle School responses improved on 5 of 7 climate subscales, and High School responses improved on 4 of 7 climate subscales. Perceptions at all levels improved for 2 subscales, in particular: *Academic Self-Concept* and *Behavioral Expectations*.
- Middle School responses declined slightly on 2 of the 3 Behavioral Environment subscales, and High School responses declined slightly on 1 of the 2 Academic Environment subscales. There were no declines at any level on either subscale of the Adult/Student Interactions dimension.
- In general, responses are most positive at the Elementary level, followed by Middle and High School levels. However, Middle School responses are more negative than High School responses on 10 items including all 4 items on the Peer Behavior subscale and both safety-related items on the School Safety & Cleanliness subscale.
- Fewer than 50% of Middle and High School students responded favorably to 4 survey items concerning peer respect, obeying school rules, and fairness of rules. Fewer than 50% of High School students responded favorably to 4 additional items concerning adult treatment of students, rewards/praise for good behavior, help with personal problems, and benchmark tests.

³ Based on the sample size and a 99% Confidence Interval, response proportions for the entire population of AISD students are likely to fall within +/- .39 percentage points at Elementary School level, +/- .65 percentage points at Middle School level, and +/- .83 percentage points at High School level.

BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled *Peer Behavior*, *Behavioral Expectations*, and *School Safety & Cleanliness*. Results for the three subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

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. Students rated each statement on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for Peer Behavior Items

Peer Behavior Items	Elementary School	Middle School	High School
1. Students in my school respect each other.	2.71	2.18	2.36
2. Students at my school respect other students who are different than they are.	2.86	2.19	2.27
3. I am happy with the way students treat me at school.	2.97	2.76	2.90
14. Students at my school obey the school rules.	2.53	1.88	1.98
Peer Behavior Average	2.77	2.28	2.39

Note: The lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

Behavioral Expectations: Three items comprise this subscale, which measures the clarity and enforcement of school rules and of the consequences for rule violations. Students rated each item on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for Behavior Expectations Items

Behavioral Expectations Items	Elementary School	Middle School	High School
9. Everyone knows what the school rules are.	3.13	2.60	2.56
12. The school rules are strictly enforced.	3.22	2.89	2.64
13. If a school rule is broken, students know what kind of punishment will follow.	3.08	2.70	2.53
Behavioral Expectations Average	3.13	2.73	2.57

Note: The lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

School Safety & Cleanliness: The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean. Students rated each item on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for School Safety & Cleanliness Items

School Safety & Cleanliness Items	Elementary School	Middle School	High School
15. I feel safe at my school.	3.38	2.65	2.71
16. This school is clean.	3.16	2.53	2.44
17. I feel safe on the school property.	3.34	2.69	2.71
School Safety & Cleanliness Average	3.27	2.61	2.60

Note: lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

ADULT/STUDENT INTERACTIONS

Sixteen items on the survey assess the relationships between students and adults on campus, both inside and outside the classroom. The Adult/Student Interactions dimension is measured through two subscales, labeled *Teacher Support & Engagement* and *Adult Fairness & Respect*. Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Teacher Support & 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. Students rated each item on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for Teacher Support & Engagement Items

Teacher Support & Engagement Items	Elementary School	Middle School	High School
18. Teachers give rewards or praise for good behavior.	3.36	2.60	2.37
31. Teachers give rewards or praise for good work.	3.31	2.59	2.44
27. My teachers are excited about what they teach.	3.38	2.70	2.59
28. My teachers seem to enjoy teaching.	3.52	2.79	2.73
36. Teachers give me the help I need with assignments.	3.47	2.84	2.75
37. My teachers are understanding when I have personal problems.	3.31	2.53	2.47
38. Teachers help students with personal problems.	3.35	2.50	2.41
Teacher Support & Engagement Average	3.37	2.65	2.54

Note: The lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

Adult Fairness & 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. Students rated each item on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for Adult Fairness & Respect Items

Adult Fairness & Respect Items	Elementary School	Middle School	High School
4. Teachers at this school care about their students.	3.70	2.95	2.85
5. Adults at this school listen to student ideas and opinions.	3.31	2.62	2.49
6. Adults at this school treat all students fairly.	3.28	2.46	2.26
7. The staff in the front office respect students.	3.60	3.02	2.75
10. The school rules are fair.	3.25	2.29	2.27
11. The punishment for breaking the rules is the same no matter who you are.	3.30	2.75	2.48
39. I get the grades that I deserve on my class work.	3.43	2.83	2.75
40. My teachers are fair with students.	3.38	2.57	2.53
41. My teachers apply classroom rules fairly to all students.	3.48	2.68	2.57
Adult Fairness & Respect Average	3.40	2.68	2.54

Note: The lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

ACADEMIC ENVIRONMENT

A total of thirteen items on the survey measure the rigor of academic expectations and students' sense of academic efficacy. Two subscales, labeled *Academic Standards* and *Academic Self-Confidence*, comprise the dimension called Academic Environment. Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

Academic Standards: Three items comprise this subscale, which measures teachers' expectations for students and their work. Students rated each item on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for Academic Standards Items

Academic Standards Items	Elementary School	Middle School	High School
19. My teachers expect me to do my best work.	3.79	3.33	3.12
20. My teachers challenge me to do better.	3.55	3.06	2.90
21. My teachers expect me to get my homework assignments done on time.	3.74	3.38	3.18
Academic Standards Average	3.69	3.24	3.05

Note: The lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

Academic Self-Confidence: This subscale is comprised of ten items that assess students’ motivation, self-efficacy, and acquisition of skills in communication and self-evaluation. Students rated each item on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Average scores for each item and for the subscale are reflected in the table below.

Average Response for Academic Self-Confidence Items

Academic Self-Confidence Items	Elementary School	Middle School	High School
22. I have learned how to listen better so I can understand the ideas of other students.	3.40	2.85	2.81
23. I have learned how to explain my ideas more clearly to others in discussions.	3.28	2.77	2.74
24. I have learned how to explain my ideas in writing more clearly.	3.31	2.83	2.80
33. I have learned ways of working better in groups.	3.35	2.89	2.77
25. I feel/felt well prepared for TAKS.	3.46	2.79	2.69
30. My teachers show me ways to judge for myself the quality of my work.	3.37	2.72	2.60
34. I know whether or not my work is good without being told.	3.17	2.85	2.85
35. I have learned how to evaluate my work and keep track of my progress.	3.31	2.80	2.75
26. I try hard to do my best on my schoolwork.	3.67	3.18	2.97
29. I feel successful in my schoolwork.	3.41	2.93	2.78
Academic Self-Confidence Average	3.36	2.85	2.77

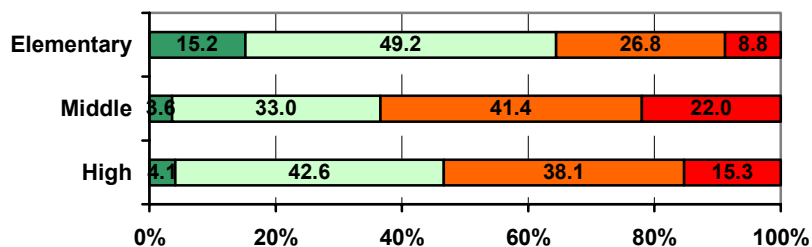
Note: The lowest average response for each level is shaded in pink. The highest average response for each level is shaded in green.

APPENDIX

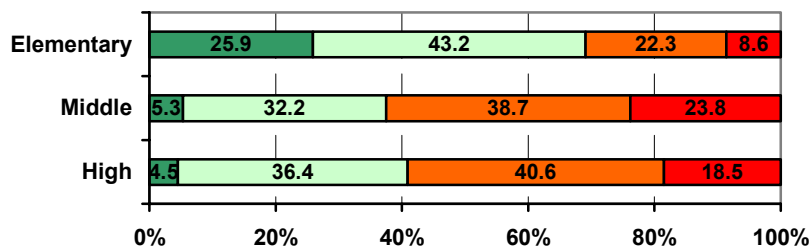
RESULTS BY ITEM

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).⁴

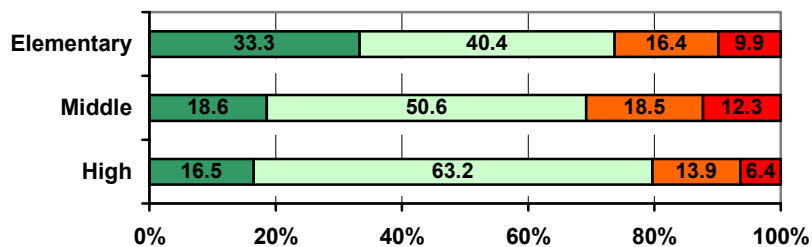
1. Students in my school respect each other.



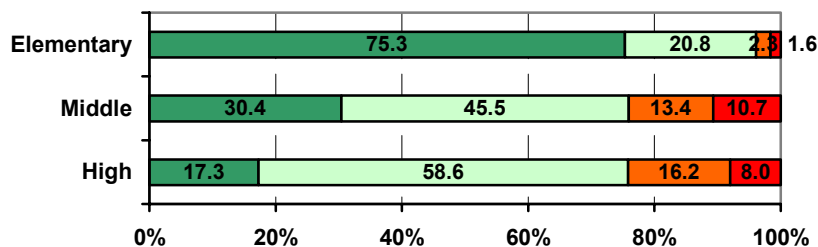
2. Students at my school respect other students who are different than they are.



3. I am happy with the way students treat me at school.

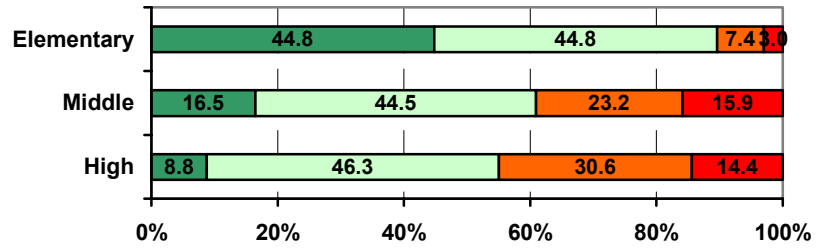


4. Teachers at this school care about their students.

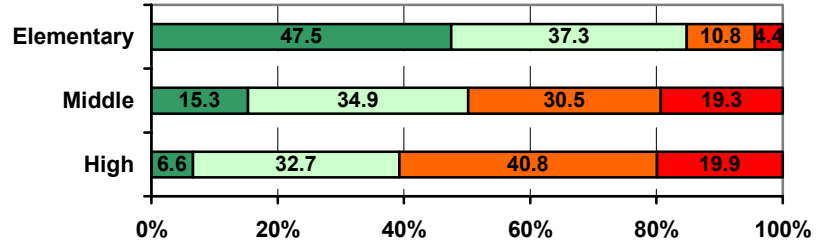


⁴ Two items were included in the survey, but were not part of the climate subscales or overall climate dimensions (item numbers 8 and 32). They were incorporated to achieve other AISD-specific purposes (e.g., Board Results reporting). Item results for these items are included in this section.

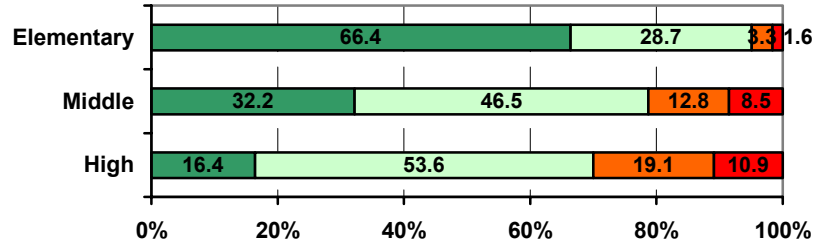
5. Adults at this school listen to student ideas and opinions.



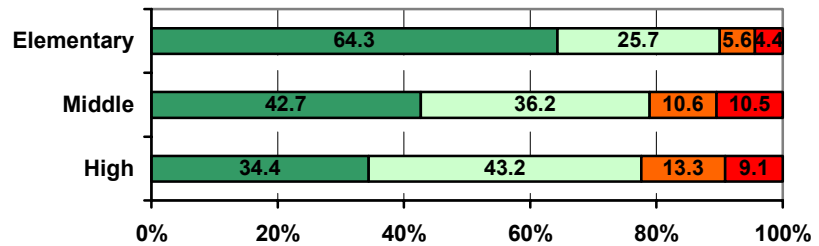
6. Adults at this school treat all students fairly.



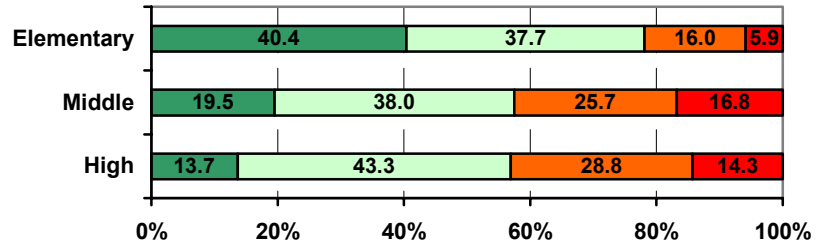
7. The staff in the front office respect students.



8. There is at least one adult at my school who I can go to if I have a problem.

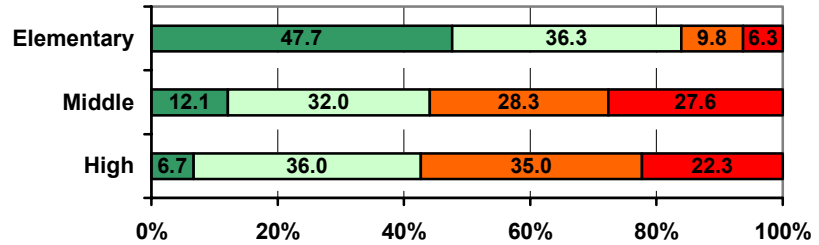


9. Everyone knows what the school rules are.

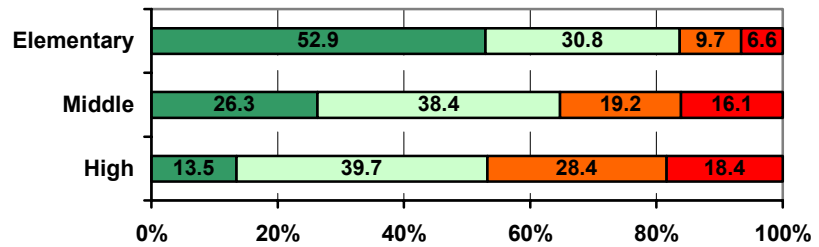


Strongly Agree
 Agree
 Disagree
 Strongly Disagree

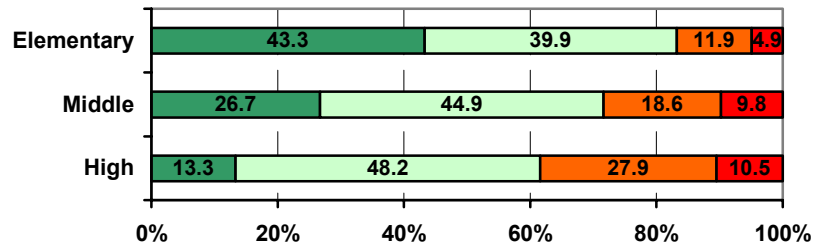
10. The school rules are fair.



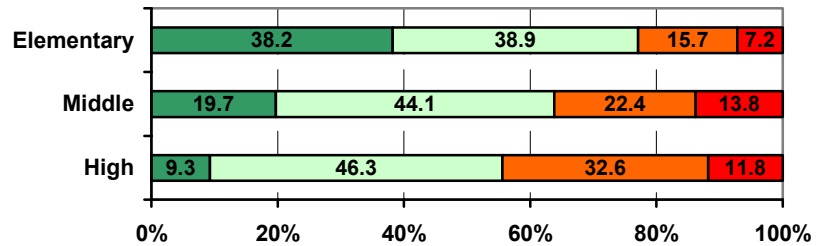
11. The punishment for breaking school rules is the same no matter who you are.



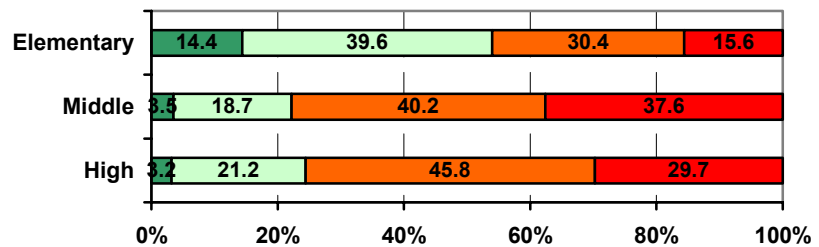
12. The school rules are strictly enforced.



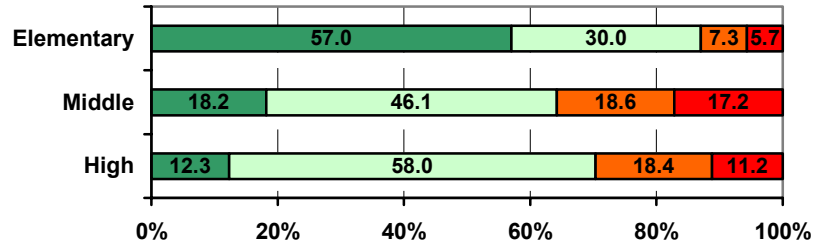
13. If a school rule is broken, students know what kind of punishment will follow.



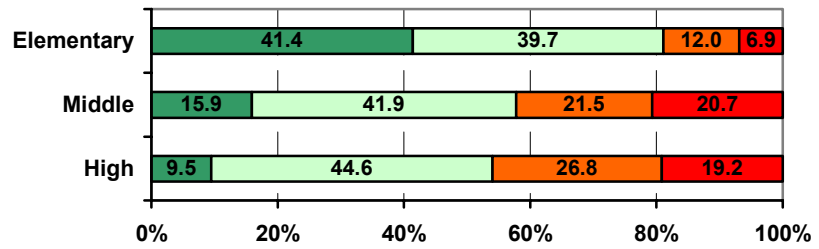
14. Students at my school obey the school rules.



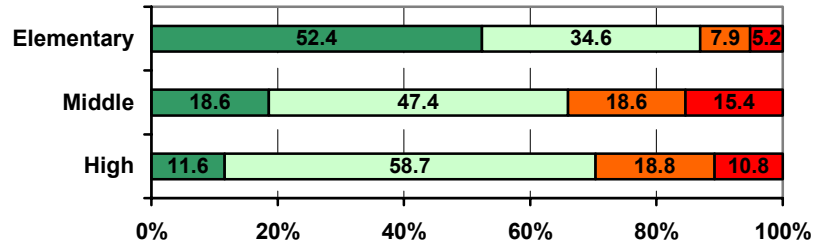
15. I feel safe at my school.



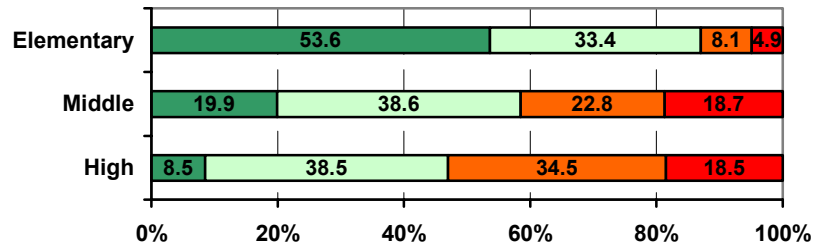
16. This school is clean.



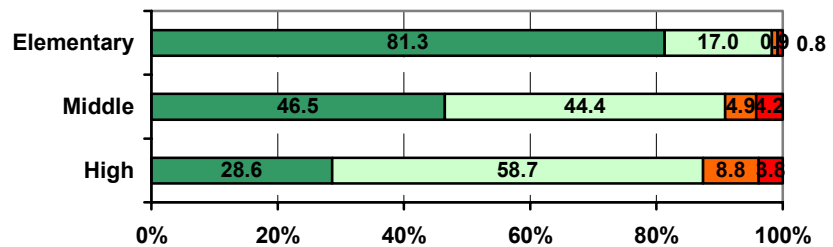
17. I feel safe on the school property.



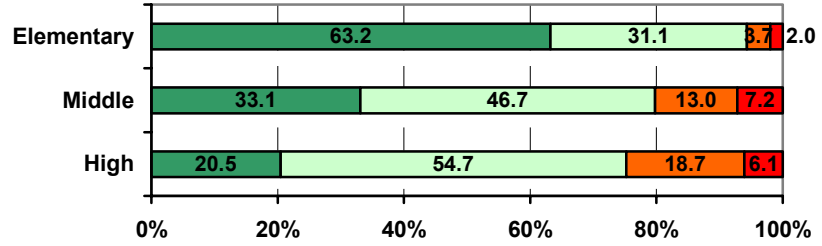
18. Teachers give rewards or praise for good behavior.



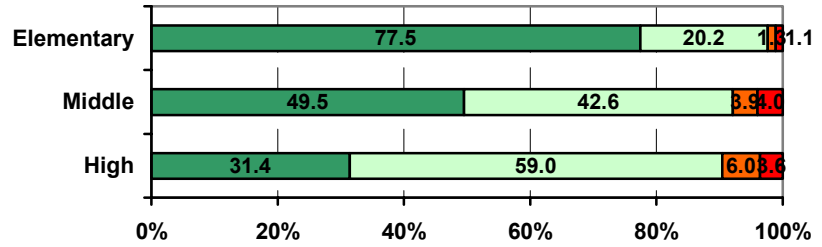
19. My teachers expect me to do my best work.



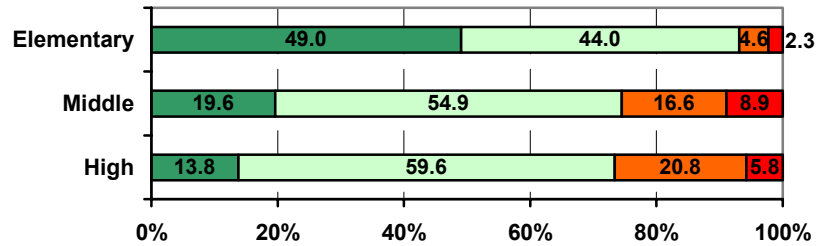
20. My teachers challenge me to do better.



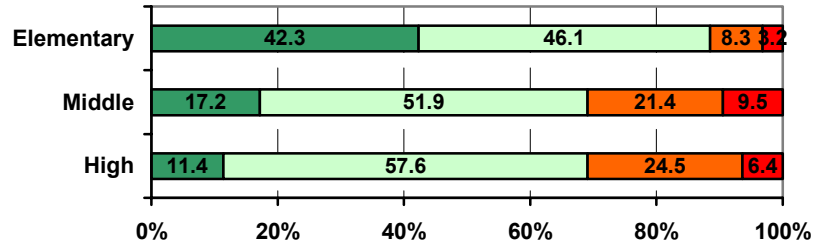
21. My teachers expect me to get my homework assignments done on time



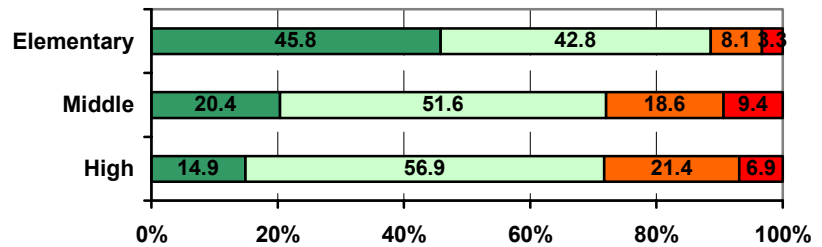
22. I have learned how to listen better so I can understand the ideas of other students.



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

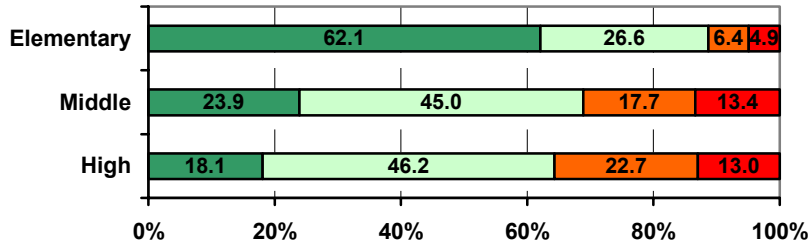


24. I have learned how to explain my ideas in writing more clearly.

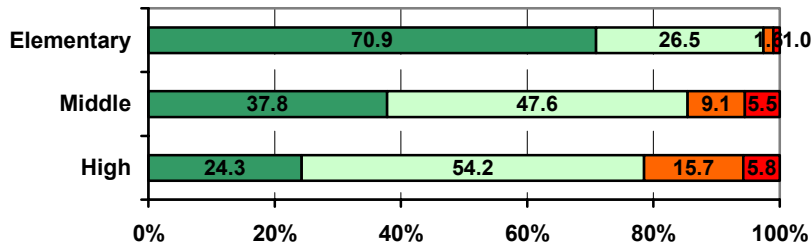


Strongly Agree
 Agree
 Disagree
 Strongly Disagree

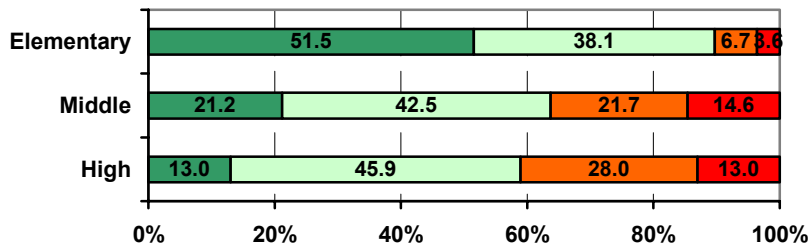
25. I feel/felt well prepared for TAKS.



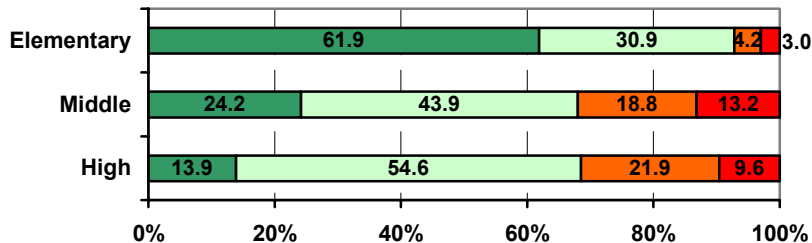
26. I try hard to do my best on my schoolwork.



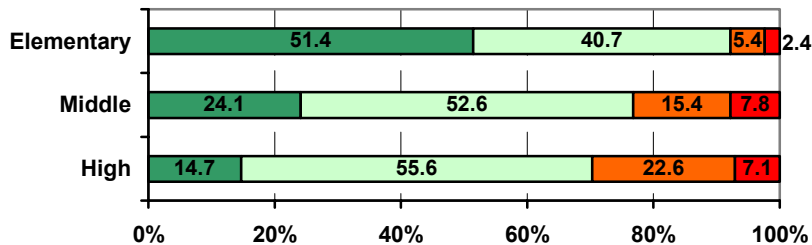
27. My teachers are excited about what they teach.



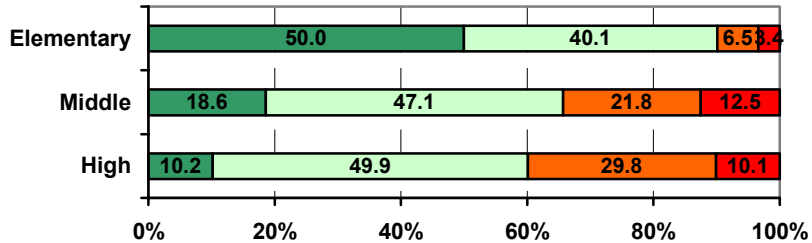
28. My teachers seem to enjoy teaching.



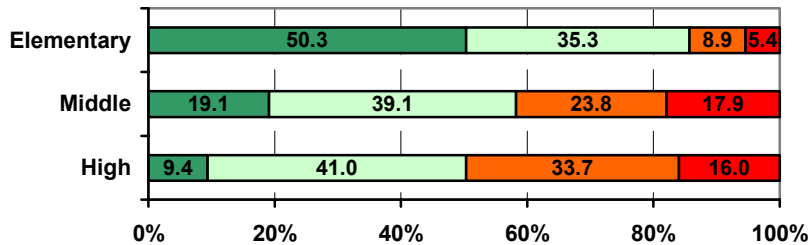
29. I feel successful in my schoolwork.



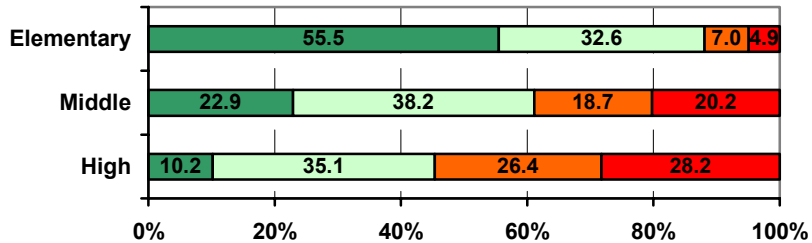
30. My teachers show me ways to judge for myself the quality of my work.



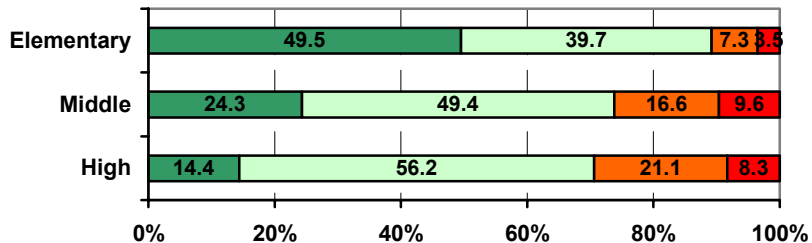
31. Teachers give rewards or praise for good work.



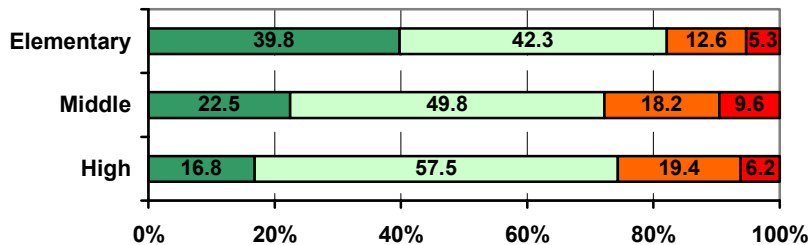
32. Taking benchmark tests helps me to know how I'm doing.



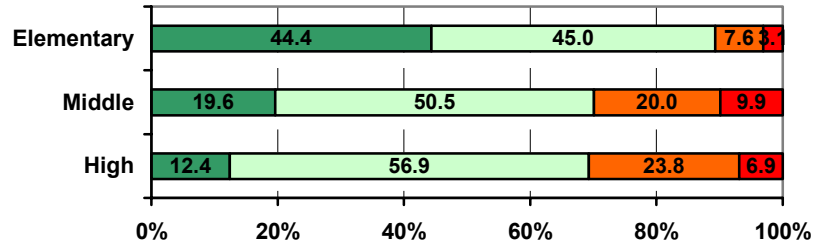
33. I have learned ways of working better in groups.



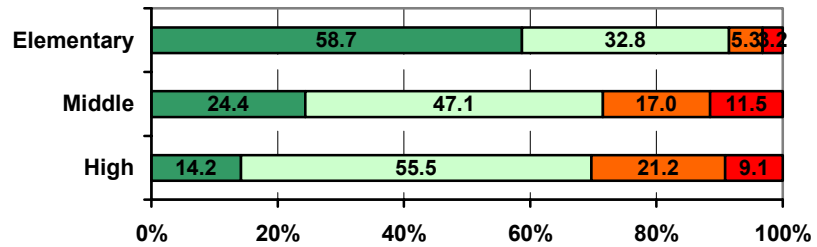
34. I know whether or not my work is good without being told.



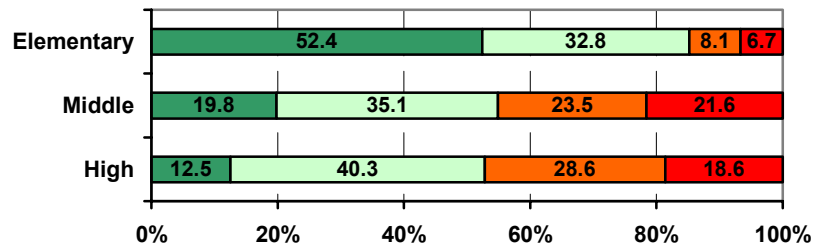
35. I have learned how to evaluate my own work and keep track of my progress.



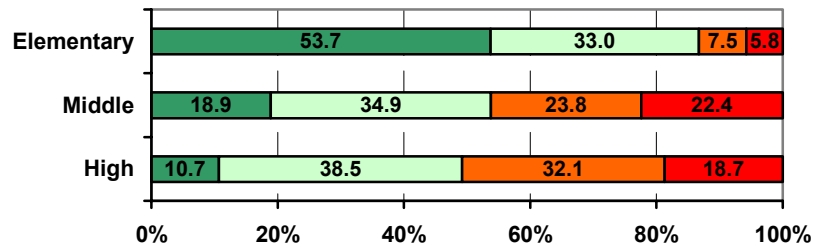
36. Teachers give me the help I need with assignments.



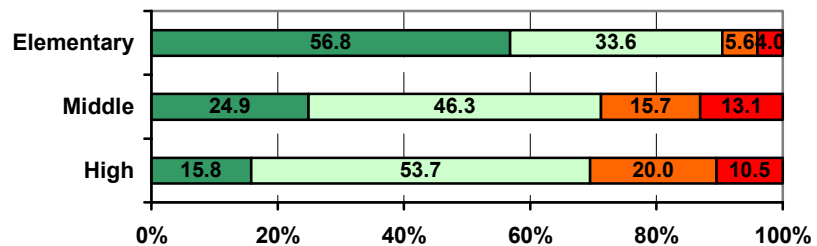
37. My teachers are understanding when I have personal problems.



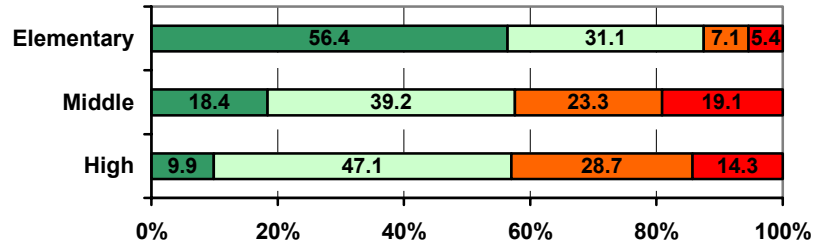
38. Teachers help students with personal problems.



39. I get the grades that I deserve on my class work.



40. My teachers are fair with students.



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

