



Learner Dispositions and School Climate Student Survey Results: Buffalo School District Fall 2018

Overview

Approximately 186 students (across all school levels) completed the Student Centered Accountability Program (S-CAP) Student Dispositions and School Climate Survey during November 2018. That included 77 elementary students (4th and 5th grade only), 109 secondary students.

Students responded to items (or questions) in two broad categories, 1) how I think about learning (learner dispositions), and 2) how my school works (school climate). Most of the survey items were selected from previously published, publicly available, and statistically validated survey instruments.

Groups of Items

In addition to the two categories of Learner Dispositions and School Climate, survey items were further grouped into sub-categories (constructs/concepts) to make it easier to interpret. Collectively students responded to all of the questions in a group similarly; as a result, the items can be thought of as measuring a common concept. Researchers added the “names” of the groups (concepts), so it may be helpful to look at the wording of the individual items to fully understand what the items within in a group are measuring.

Interpreting Percent Positive

All of the survey items asked students to indicate how much they agreed with a statement choosing from the following responses: strongly agree, agree, neutral, disagree, or strongly agree. To simplify the reporting of the results, for each group of items the score reported is the “average percent positive” for all of the items in the group. For most of the items, the “desirable” response would be to agree (or strongly agree) with the statement. For these items, the percent positive includes the student responses of “agree” or “strongly agree” with the statement. Some items were “reverse coded,” in that the desirable response would be disagreement (or strong disagreement) with the statement. For these items, the percent positive includes the student responses of “disagree” or “strongly disagree” with the statement. Items that were “reverse coded” are indicated on the results report.

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Grouping	Elementary - Learning Dispositions	% positive		
		By Grade		By School Level
1: Resilience	I can figure out anything if I try hard enough.	4	77%	73%
	I can finish my homework assignments by deadlines.			
	I finish whatever I begin.			
	I often relate what I am studying to other things I already know about.	5	65%	
	If I practiced every day, I could develop just about any skill.			
	If you practice something for long enough, you can develop a talent for it.			
	Once I've decided to accomplish something that's important to me, I keep trying, even if it is harder than I thought.	6	78%	
2: Task focus	I can get myself to do schoolwork.	4	68%	68%
	I can plan my schoolwork for the day.	5	65%	
	I usually try to plan what I have to do for homework before I get started.	6	71%	
	When something is hard, it just makes me want to work more on it, not less.			
3: Organization (behavioral engagement)	I am a hard worker.	4	79%	75%
	I can organize my schoolwork.	5	63%	
	I often check my homework to make sure it's done correctly when I finish it.	6	83%	
	<i>When I work hard, it makes me feel as though I'm not very smart.</i>			
4: Learning Goal orientation	I am confident that I will achieve the goals that I set for myself.	4	64%	58%
	I can get myself to study when there are other interesting things to do.			
	I can learn what is being taught in class this year.	5	51%	
	<i>I often set a goal but later choose to follow a different one.</i>			
	<i>New ideas and projects sometimes distract me from previous ones.</i>	6	58%	
	When I am doing school work, I often try to decide what I am supposed to learn, rather than just reading the material.			

Grouping	Elementary - Learning Climate	% positive		
		By Grade		By School Level
1: Positive teacher relationships	Students are well cared for at this school.	4	90%	94%
	Students at this school can depend on teachers for help.			
	Students learn a lot from teachers at this school.			
	Teachers are always ready to help at this school.	5	96%	
	Teachers at this school always do what they are supposed to.			
	Teachers at this school are easy to talk to.			
	Teachers at this school are good at teaching.	6	97%	
	Teachers at this school do a terrific job.			
	Teachers at this school really listen to students.			
2: Teacher support learning goal orientation	Everyone can get good grades if they do their very best.	4	92%	91%
	Students at this school can believe what teachers tell them.	5	93%	
	Teachers at this school are always honest with me.	6	86%	
	Trying hard counts a lot at this school.			
3: "Doing School" (performance goal orientation)	Students are encouraged to compete against each other for grades.	4	73%	85%
	Teachers at this school DO NOT care about students.			
	Teachers only care about the smart kids.			
	Teachers pay too much attention to grades and not enough attention to helping students learn.	5	92%	
	Teachers treat students who get good grades better than other students.			
4: School belonging	I feel like I belong to the school I go to now.	4	78%	86%
	I learn more useful things from my friends and relatives than I learn in school.	5	91%	
	I would recommend other kids to go to the school I go to now.	6	88%	
5: High expectations	Everyone at this school is challenged to do their very best.	4	90%	86%
	Teachers at this school have high expectations for all students.	5	88%	
		6	80%	

Grouping	Secondary - Learning Dispositions	% positive			
		By Grade		By School Level	
1: Organized for Learning / behavioral engagement	I can always concentrate on school subjects during class.	7	69%	Mid	68%
	I can get myself to do schoolwork.				
	I can organize my schoolwork.	8	68%	Sec	58%
	I can plan my schoolwork for the day.	9	63%		
	I can remember information presented in class and textbooks.	10	47%		
	I can take good notes during class instruction.	11	63%		
	I finish whatever I begin.	12	56%		
2: Learning Goal Oriented	I am a hard worker.	7	71%	Mid	67%
	I am confident that I will achieve the goals that I set for myself.				
	I can figure out anything if I try hard enough.	8	70%	Sec	68%
	I like work that I'll learn from even if I make a lot of mistakes.	9	69%		
	I often relate what I am studying to other things I already know about.	10	63%		
	Once I've decided to accomplish something that's important to me, I keep trying, even if it is harder than I thought.	11	72%		
	When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged.	12	74%		
3: Task focus	I can arrange a place to study without distractions.	7	54%	Mid	59%
	I can finish my homework assignments by deadlines.				
	I can get myself to study when there are other interesting things to do.	8	63%	Sec	61%
	I usually try to plan what I have to do for homework before I get started.	9	69%		
		10	50%		
		11	63%		
4: Resilience		12	58%		
	<i>I have difficulty keeping my focus on projects that take more than a few months to complete.</i>	7	29%	Mid	29%
	<i>I like my work best when I can do it really well without too much trouble.</i>				
	<i>I often set a goal but later choose to follow a different one.</i>	8	31%	Sec	24%
	<i>New ideas and projects sometimes distract me from previous ones.</i>	9	28%		
	When I am doing school work, I often try to decide what I am supposed to learn, rather than just reading the material.	10	20%		
	When something is hard, it just makes me want to work more on it, not less.	11	23%		
5: Growth mindset		12	26%		
	I can learn what is being taught in class this year.	7	89%	Mid	80%
	If I practiced every day, I could develop just about any skill.				
	If you practice something for long enough, you can develop a talent for it.	8	83%	Sec	79%
		9	85%		
		10	76%		
		11	75%		
		12	75%		

Grouping	Secondary - Learning Climate	% positive			
		By Grade		By School Level	
1: Positive teacher relationships	I feel like I belong to the school I go to now.	7	73%	Mid	63%
	I would recommend other kids to go to the school I go to now.				
	In general, I like school a lot.				
	Students are well cared for at this school.	8	56%		
	Students at this school can believe what teachers tell them.				
	Students at this school can depend on teachers for help.				
	Teachers are always ready to help at this school.	9	44%		
	Teachers at this school always do what they are supposed to.				
	Teachers at this school are always honest with me.				
	Teachers at this school are easy to talk to.	10	58%	Sec	53%
	Teachers at this school are good at teaching.	11	52%		
	Teachers at this school do a terrific job.	12	59%		
	Teachers at this school really listen to students.				
2: High expectations	Everyone at this school is challenged to do their very best.	7	85%	Mid	75%
	Students learn a lot from teachers at this school.				
	Teachers at this school have high expectations for all students.				
	Teachers want students to really understand their work, not just memorize it.	9	67%	Sec	66%
	Trying hard counts a lot at this school.	10	67%		
		11	66%		
		12	62%		
3: "Doing School" (performance goal oriented)	I learn more useful things from my friends and relatives than I learn in school.	7	57%	Mid	48%
	Students are encouraged to compete against each other for grades.				
	Teachers at this school DO NOT care about students.				
	Teachers only care about the smart kids.	9	25%	Sec	27%
	Teachers pay too much attention to grades and not enough attention to helping students learn.	10	19%		
	Teachers treat students who get good grades better than other students.	11	26%		
		12	46%		