



**TORNILLO**  
—  
EARLY COLLEGE  
DISTRICT

# Student Outcomes

**Climate Survey Fall Results 25-26**

**Tornillo Pk-8th School**

**Staff & Student & Family Climate Survey**

# Climate Survey

Texas School Climate Survey. The Texas School Climate Survey is a suite of four surveys to measure climate from the perspective of school personnel, family members, elementary students (grades 3-5), and secondary students (grades 6-12). Each survey asks respondents about their demographics and a series of questions related to the domains of Engagement, Environment, and Safety. The surveys use a 4-point Likert scale of agreement (from “Strongly Disagree” to “Strongly Agree”) and higher ratings reflect more positive perceptions of school climate.

# Climate Survey

The Elementary Student Survey includes 24 items across 8 conceptual subscales and the Secondary Student Survey includes 35 items across 10 conceptual subscales. The School Personnel Survey includes 52 items across 12 conceptual subscales and the Parent / Caregiver Survey includes 39 items across 10 conceptual subscales. Since school climate factors vary between schools within the same district, school personnel who work across multiple participating schools and family members with children at multiple participating schools are asked to complete a survey for each school

# Tornillo 3rd-5th –Student Survey

## Areas of Strength-1

### Academic Culture / Learning Environment

150 Responses

Field	Mean	Standard Deviation	Min	Max
Learn_Env	3.6	0.6	0.0	4.0

### Learning Environment



### Staff - Student Relationships

150 Responses

Field	Mean	Standard Deviation	Min	Max
Staff - Student	3.5	0.7	0.0	4.0

### Staff - Student Relationships



# Tornillo 3rd-5th –Student Survey

## Areas of Focus-1

Reduce peer conflict and improve students' sense of safety and belonging.

### 1. Targeted SEL Lessons (Counselor-Led)

Focus topics:

- Conflict resolution
- Empathy & perspective-taking
- Bystander vs. upstander behavior

### 2. Small-Group Interventions

Pull students referred for:

- Repeated conflict
- Aggressive behaviors
- Focus on:
- Problem-solving steps
- Emotional regulation
- Repairing harm

### 3. Campus-Wide Anti-Bullying Reinforcement

- Revisit expectations through:
- Morning announcements
- Posters with student-friendly language
- Classroom reminders
- Emphasize:
- How to report bullying
- Who to go to for help

Peer Conflict & Bullying				
148 Responses				
Field	Mean	Standard Deviation	Min	Max
Bullying	2.5	0.8	1.0	4.0



# Tornillo 3rd-5th –Student Survey

## Areas of Focus-2

Increase consistency, clarity, and positive reinforcement across campus.

- **Re-Teach Behavioral Expectations**  
Do a school-wide reset

Teachers:

- Review expectations by setting (classroom, hallway, cafeteria)
- Use visuals and modeling

Counselors:

- Support with SEL-aligned lessons on self-control & respect

## 2. Classroom Support for Behavior

Collaborate with teachers on:

- Calm-down strategies
- Movement breaks
- Clear routines

## 3. Staff Alignment & Consistency

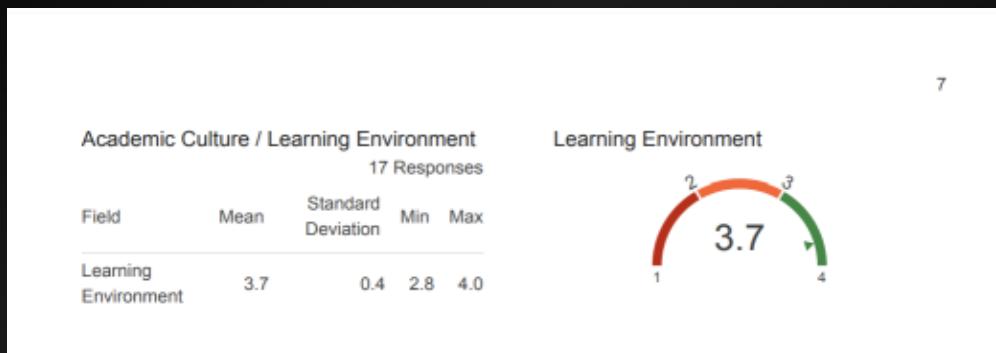
- Brief staff reminder or PD:
  - Consistent language
  - Common expectations
- Consistency = student trust

Discipline & Behavioral Expectations				
149 Responses				
Field	Mean	Standard Deviation	Min	Max
Discipline	3.1	0.7	1.0	4.0



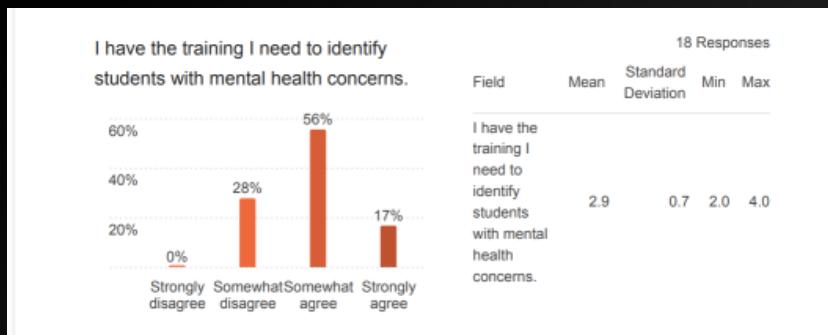
# Tornillo 3rd-5th –Staff Survey

2 Areas of Strength



# Tornillo 3rd-5th –Staff Survey

## 2 Areas of Focus



### Acknowledge & Normalize the Need

- Communicate that **teachers are not expected to diagnose** mental health conditions.
- Clarify that their role is to **observe, document, and refer** concerns.
- Publicly acknowledge the gap and commit to support.

### Establish a Clear Referral Process

Create a simple, step-by-step flowchart:

- Observe concern
- Document behaviors
- Consult counselor/admin
- Refer student

Ensure teachers know:

- Who to contact
- What documentation is required
- What happens after a referral

# Tornillo 3rd-5th –Staff Survey

## 2 Areas of Focus

Family Involvement / Engagement				
17 Responses				
Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.2	0.5	2.0	4.0



Educate Parents on How to Support Learning at Home  
Offer workshops or provide pamphlets on:

- Reading and math strategies
- Study skills and organization
- Supporting students with ADHD or special needs

Provide short videos or handouts through Class Dojo for families who can't attend.

Increase Access & Remove Barriers

- Offer flexible meeting times and virtual options.
- Provide childcare, food, and transportation support when possible.
- Keep events short, purposeful, and well-structured.
- Use QR codes and online sign-ups.

# Tornillo 3rd-5th –Parent Survey

2 Areas of Strength

6

Family Involvement / Engagement				
93 Responses				
Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.7	0.4	2.3	4.0

Family Involvement



Physical Environment				
93 Responses				
Field	Mean	Standard Deviation	Min	Max
Physical Environment	3.7	0.5	1.5	4.0

Physical Environment



# Tornillo 3rd-5th –Parent Survey

## 2 Areas of Focus

Increase parent confidence that bullying is addressed promptly and consistently.

### Increase Parent Communication

- Share:
  - How bullying is defined
  - How concerns are reported
  - What steps the school takes
- Format:
  - Newsletter
  - ClassDojo post
  - Parent meeting

### Reinforce Student SEL Lessons

- Counselors continue:
  - Conflict resolution
  - Reporting concerns
  - Kindness & empathy lessons
- Short session or flyer:
  - “What bullying looks like at the elementary level”
  - “How parents can support their child”
- Helps align school & home expectations

Peer Conflict & Bullying				
94 Responses				
Field	Mean	Standard Deviation	Min	Max
Bullying	2.7	1.0	1.0	4.0



# Tornillo 3rd-5th –Parent Survey

## 2 Areas of Focus

Reassure families and proactively educate

Acknowledge Parent Concerns:

“While our campus has not experienced incidents related to vaping, alcohol, or drugs at the intermediate school, we recognize the importance of proactive education and prevention.”

### Age-Appropriate Prevention Lessons

- Counselor-led
- Focus on:
  - Healthy choices
  - Saying no
  - Trusted adults

### Parent Communication

- Share:
- What students are learning
- Signs parents should watch for
- How families can talk to children

Substance Use		94 Responses			
Field	Mean	Standard Deviation	Min	Max	
Substance Use	2.7	1.2	0.0	4.0	



# Tornillo 6<sup>th</sup>-8<sup>th</sup> CLIMATE SURVEY

# Tornillo 6<sup>th</sup>-8<sup>th</sup> Students Strengths

Family Involvement / Engagement				
126 Responses				
Field	Mean	Standard Deviation	Min	Max
Family	3.5	0.7	1.0	4.0

Family Involvement



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Discipline & Behavioral Expectations				
126 Responses				
Field	Mean	Standard Deviation	Min	Max
Discipline	3.3	0.6	1.7	4.0

Discipline & Behavioral Expectations



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# Tornillo 6th-8th Students Focus



Improve how students treat one another and resolve conflict.

## Counselor-Led SEL Focused on Peer Skills

### Target lessons on:

- Conflict resolution
- Respecting differences
- Perspective-taking
- Repairing harm after conflict

## Small Groups for Peer Conflict

### Identify students:

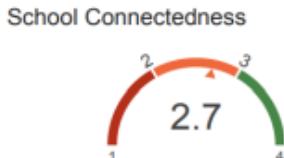
- Involved in repeated conflicts
- Struggling socially

### Focus groups on:

- Communication skills
- Emotional regulation
- Problem-solving

# Tornillo 6th-8th Students Focus

School Connectedness & Belonging				
126 Responses				
Field	Mean	Standard Deviation	Min	Max
Connectedness	2.7	0.8	1.0	4.0



Increase students' sense of belonging and positive school attachment

## Strengthen Adult-Student Connections

### Students need to feel:

"At least one adult at school knows me."

#### Actions:

- Counselor check-ins
- Restorative circles
- Morning greetings
- Intentional relationship-building

## Student Voice Opportunities

### Create spaces for students to:

- Share concerns
- Give feedback
- Help shape school culture

#### Examples:

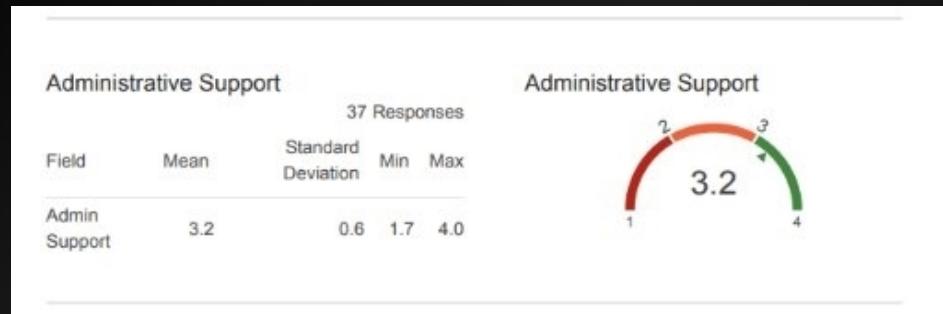
- Focus groups
- Student surveys (mini)

## Circle Time

### Use consistent time to:

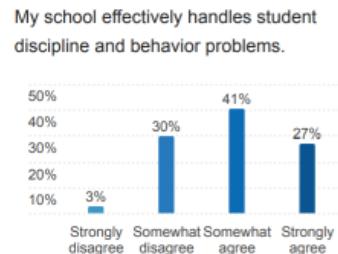
- Build community
- Discuss identity and belonging
- Normalize differences
- Practice empathy

# Tornillo 6th-8th (Staff) Areas of Strength



# Tornillo 6th-8th (Staff) Areas of Focus

Discipline & Behavioral Expectations				
37 Responses				
Field	Mean	Standard Deviation	Min	Max
Discipline	3.0	0.6	1.6	4.0



37 Responses

Field	Mean	Standard Deviation	Min	Max
My school effectively handles student discipline and behavior problems.	2.9	0.8	1.0	4.0

## Share a Clear, School-Wide Discipline Vision

- Reiterate **non-negotiable behavior expectations**.
- Clarify what behaviors **must be handled by admin** vs. classroom-managed behaviors.
- Align expectations across all grade levels and staff.

## Involve Teachers in the Solution

- Create a Behavior Leadership Team with teacher representatives.
- Invite feedback before changes are finalized.
- Pilot strategies and refine based on teacher input.

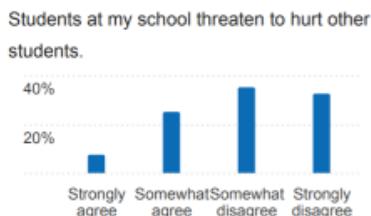
## Hold Students Accountable While Providing Support

- Balance restorative practices with consequences.
- Ensure repeated behaviors result in escalated responses, not resets.
- Communicate consistency to teachers.

# Tornillo 6th-8th (Staff)

## Next Steps

Peer Conflict & Bullying				
36 Responses				
Field	Mean	Standard Deviation	Min	Max
Bullying	3.0	0.6	1.7	4.0



Students at my school threaten to hurt other students.				
40 Responses				
Field	Mean	Standard Deviation	Min	Max
Students at my school threaten to hurt other students.	2.9	0.9	1.0	4.0

### Address Why Teachers Didn't Report

Conduct a safe, non-punitive check-in:

- Fear of overreacting?
- Unsure of the process?
- Belief that nothing would happen?
- Time constraints?

Fix the **system**, not the teacher.

### Clarify What a "Threat" Is

Provide concrete examples so teachers know what to report:

- Verbal threats ("I'm going to hurt you")
- Written or digital threats (notes, texts, social media)
- Threatening gestures or drawings
- Statements expressing intent to harm self or others

Review with teachers and staff the safety/behavioral protocol.

# Tornillo 6th-8th Parent Areas of Strength

## Physical Environment

33 Responses

Field	Mean	Standard Deviation	Min	Max
Physical Environment	3.4	0.8	1.0	4.0

## Physical Environment



## Family Involvement / Engagement

33 Responses

Field	Mean	Standard Deviation	Min	Max
Family Involvement	3.3	0.6	1.0	4.0

## Family Involvement



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# Tornillo 6th-8th Parent

## Areas of Concern

Increase parent confidence that bullying is addressed promptly and consistently.

### Increase Parent Communication

- Share:
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  - How concerns are reported
  - What steps the school takes
- Format:
  - Newsletter
  - ClassDojo post
  - Parent meeting



### Reinforce Student SEL Lessons

- Counselors continue:
  - Conflict resolution
  - Reporting concerns
  - Kindness & empathy lessons

### Parent Education Opportunity

- Short session or flyer:
  - "What bullying looks like at the elementary level"
  - "How parents can support their child"
- Helps align school & home expectations

# Tornillo 6th-8th Parent Areas of Concern

Reassure families and proactively educate

Acknowledge Parent Concerns:

“While our campus has not experienced incidents related to vaping, alcohol, or drugs at the school, we recognize the importance of proactive education and prevention.”



## Age-Appropriate Prevention Lessons

- Counselor-led
- Focus on:
  - Healthy choices
  - Saying no
  - Trusted adults

## Parent Communication

- Share:
  - What students are learning
  - Signs parents should watch for
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# QUESTIONS

