



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

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Peer Conflict & Bullying

148 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.5	0.8	1.0	4.0

Peer Conflict & Bullying



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

Discipline & Behavioral Expectations



Tornillo 3rd-5th –Staff Survey

2 Areas of Strength

Physical Environment

17 Responses

Field	Mean	Standard Deviation	Min	Max
Environment	3.8	0.3	3.3	4.0

Physical Environment



Academic Culture / Learning Environment

17 Responses

Field	Mean	Standard Deviation	Min	Max
Learning Environment	3.7	0.4	2.8	4.0

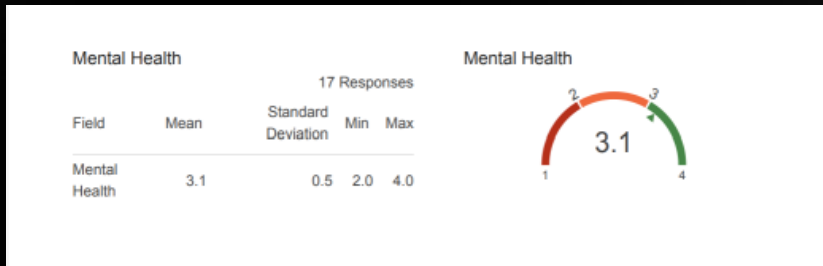
Learning Environment



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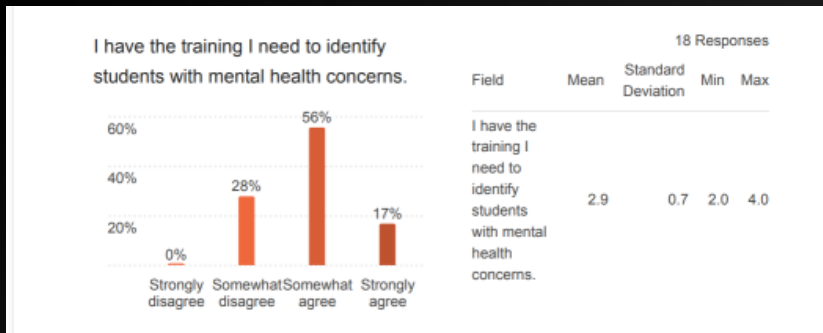
Tornillo 3rd-5th –Staff Survey

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

Family Involvement / Engagement



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

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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

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

Peer Conflict & Bullying

94 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.7	1.0	1.0	4.0

Peer Conflict & Bullying



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.”

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



Age-Appropriate Prevention Lessons

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

ParentCommunication

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

Tornillo 6th-8th CLIMATE SURVEY

Tornillo 6th-8th Students Strengths

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Family Involvement / Engagement

126 Responses

Field	Mean	Standard Deviation	Min	Max
Family	3.5	0.7	1.0	4.0

Family Involvement



Discipline & Behavioral Expectations

126 Responses

Field	Mean	Standard Deviation	Min	Max
Discipline	3.3	0.6	1.7	4.0

Discipline & Behavioral Expectations



Tornillo 6th-8th Students Focus

Peer Conflict & Bullying

125 Responses

Field	Mean	Standard Deviation	Min	Max
Bullying	2.5	0.6	1.0	3.8

Peer Conflict & Bullying



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

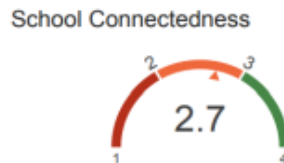
Focus groups on:

- 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

Physical Environment

37 Responses

Field	Mean	Standard Deviation	Min	Max
Environment	3.3	0.6	1.8	4.0

Physical Environment



Administrative Support

37 Responses

Field	Mean	Standard Deviation	Min	Max
Admin Support	3.2	0.6	1.7	4.0

Administrative Support



Staff - Family Relationships

37 Responses

Field	Mean	Standard Deviation	Min	Max
Staff-Family	3.2	0.5	2.0	4.0

Staff - Family Relationships



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

Discipline & Behavioral Expectations



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

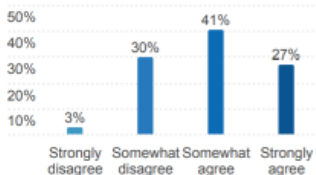
- Create a Behavior Leadership Team with teacher representatives.
- Invite feedback before changes are finalized.
- Pilot strategies and refine based on teacher input.

Hold Students Accountable While Providing Support

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

My school effectively handles student discipline and behavior problems.

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

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

Peer Conflict & Bullying



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.

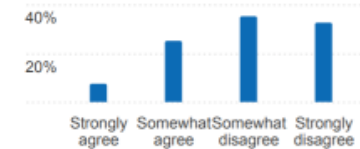
Clarify What a "Threat" Is

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.

Students at my school threaten to hurt other students.



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

Students at my school threaten to hurt other students.

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



Tornillo 6th-8th Parent

Areas of Concern

Increase parent confidence that bullying is addressed promptly and consistently.

Increase Parent Communication

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Parent Education Opportunity

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Peer Conflict & Bullying

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Peer Conflict & Bullying



Tornillo 6th-8th Parent

Areas of Concern

Reassure families and proactively educate

Acknowledge Parent Concerns:

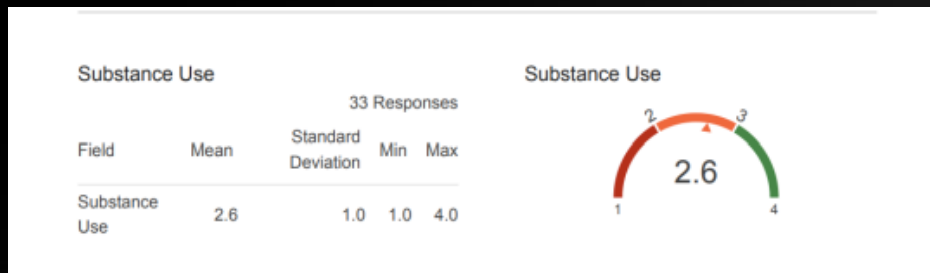
“While our campus has not experienced incidents related to vaping, alcohol, or drugs at the school, we recognize the importance of proactive education and prevention.”

Age-Appropriate Prevention Lessons

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 - Saying no
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Parent Communication

- Share:
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- Signs parents should watch for
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QUESTIONS

