

2009-2010 

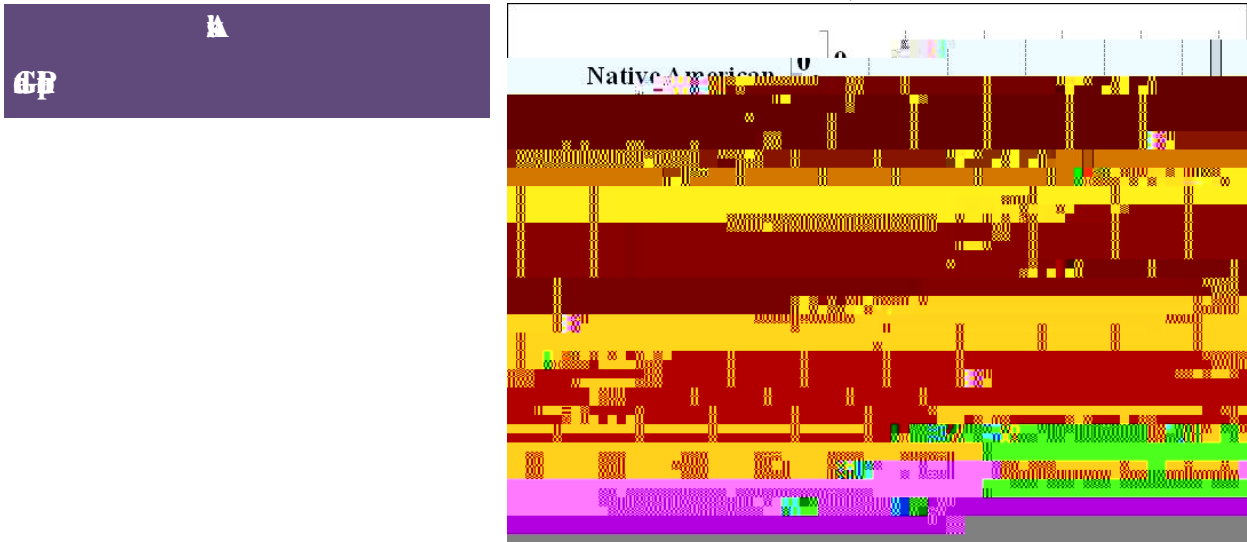


Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). These survey results provide campuses with feedback about how students feel about their school's educational environment. Longitudinal data are provided, where applicable.

The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of school climate for students (circled in red), which has been measured with six survey subscales: academic self-confidence, adult fairness & respect, teacher expectations, teacher support, student engagement, and behavioral environment.

In Spring 2010, 397 students returned surveys for Akins, representing 19% of eligible students from Akins (compared to the district High School response rate, 55%). The table below shows the total number and percentage of students surveyed from each eligible grade at Akins in 2009-2010.

Percentage of Respondents and Students by Ethnicity for Akins, 2009-2010






The graph below depicts Akins's average student climate survey ratings, compared with average ratings for students across all High Schools in 2009-2010. Scores over 3.0 are desirable, as indicated by the red dashed line. The first step in improving these characteristics is to examine the item-level scores for each area (see Appendix).

#### Student Climate Survey Subscales for Akins and all High Schools, 2009-2010

*Note.* The light purple bars represent 2009-2010 data for Akins and the dark purple bars represent 2009-2010 data for all High Schools.



1. My classmates show respect to each other.	2.9
2. My classmates show respect to other students who are different.	2.9
3. I am happy with the way my classmates treat me.	3.3
14. Students at my school follow the school rules.	2.5
15. I feel safe at my school.	3.1
	3.1
	2.9

	 2009-10 
9. I like to come to school.	2.9
21. I enjoy doing my schoolwork.	2.5
30. My homework helps me learn things I need to know.	3.0
33. My schoolwork makes me think about things in new ways.	2.8
35. I have fun learning in my classes.	2.8
38. My teachers connect what I am doing to my life outside the classroom.	2.7
Student Engagement average	2.8

*Note*

**II**

Item	A			B
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.	n/a	n/a	3.4	3.5
18. My teachers expect me to do my best work.	3.5	3.4	3.4	3.5
19. My teachers challenge me to do better.	3.2	3.1	3.1	3.2
24. My teachers believe I can do well in school.	n/a	n/a	3.3	3.4
27. My teachers show me how to know if my work is good.	2.9	3.0	3.0	3.1
<b>Teacher Expectations average</b>	<b>n/a</b>	<b>n/a</b>	<b>3.2</b>	<b>3.3</b>

*Note:* Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0. With the addition of items 13 and 24 in 2009-2010, subscale comparisons across years are no longer possible.

Item	A			B
	2007-08	2008-09	2009-10	
20. I can do even the hardest work if I try.	3.2	3.2	3.2	3.2
22. I feel/felt well prepared for TAKS.	2.9	3.0	3.0	3.2
23. I try hard to do my best work.	3.2	3.2	3.2	3.3
26. I feel successful in my schoolwork.	3.1	3.0	3.1	3.1
29. I can reach the goals I set for myself.	3.3	3.3	3.3	3.3
31. I know how I am doing in school.	3.2	3.2	3.3	3.4 +
<b>Academic Self-Confidence average</b>	<b>3.2</b>	<b>3.1</b>	<b>3.2</b>	<b>3.2</b>

*Note:* Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Item	A			B
	2007-08	2008-09	2009-10	
8. There is at least one adult at my school who I would go to if I have a problem.	3.3	3.1	3.2	3.1
25. My teachers like to teach.	3.0	3.0	3.2 +	3.3

*Note:* Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.



Schmitt, L., & Carney, D. (2008). *Austin ISD Board Level Reports*. Austin, TX: Austin Independent School District.



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