

2009-2010 AISD Student Climate Survey

Allan Elementary School

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, 91 students returned surveys for Allan, representing 53% of eligible students from Allan (compared to the district Elementary School response rate, 87%). The table below shows the total number and percentage of students surveyed from each eligible grade at Allan in 2009-2010.

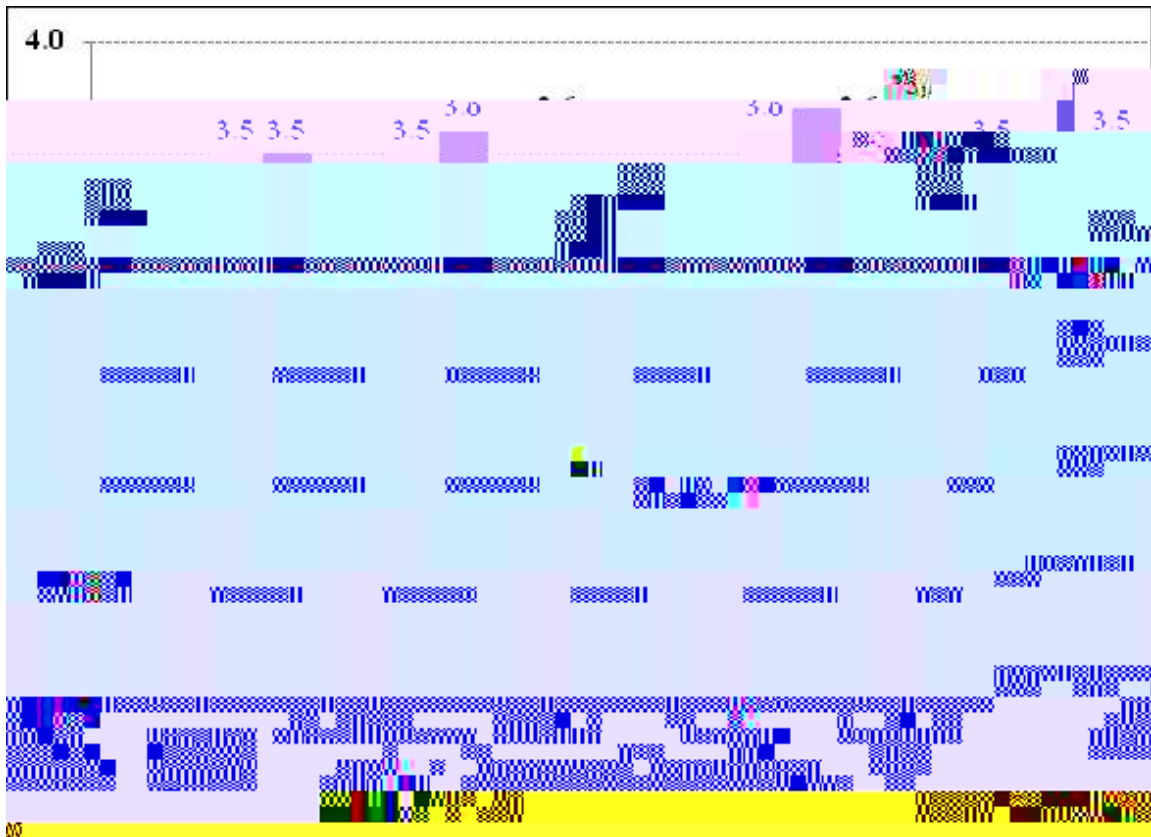
Table 1. Response Rate by Grade, 2009-2010

Allan		
Grade	Population	Response Rate
3rd	56	61%
4th	68	21%
5th	49	88%
6th	n/a	n/a
Total	173	53%

Survey results for Allan for the 2009-2010 school year are presented on the next page. Please note the green and red text boxes that highlight specific areas in which Allan excels, as well as areas in which Allan can improve. The appendix provides more detailed information regarding Allan's student climate survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Allan's average ratings have changed or remained consistent over time. Please note that some subscales have changed from previous years, making longitudinal comparisons inappropriate for some items and subscales. For items and subscales w0r each eligible grade at

The graph below depicts Allan's average student climate survey ratings, compared with average ratings for students across all Elementary 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 Allan and all Elementary Schools, 2009-2010



Note. The light purple bars represent 2009-2010 data for Allan and the dark purple bars represent 2009-2010 data for all Elementary Schools.

Allan's lowest subscale score on the 2009-2010 Student Climate survey was for Behavioral Environment, which measures the extent to which students report feeling safe and respected at Allan. Higher ratings of Behavioral Environment have been associated with academic achievement. For resources on how to improve your campus' Behavioral Environment, please visit AISD's Positive Behavior Support (PBS) website: <http://www.austinisd.org/academics/sss/pbs/index.phtml>

APPENDIX

Behavioral Environment	Allan			All Elementary Schools
	2007-08	2008-09	2009-10	
1. My classmates show respect to each other.	2.9	2.9	2.7 -	3.0
2. My classmates show respect to other students who are different.	2.9	3.1	2.7 -	3.1
3. I am happy with the way my classmates treat me.	3.1	3.2	2.9 -	3.1
14. Students at my school follow the school rules.	2.8	2.9	2.5 -	2.8
15. I feel safe at my school.	3.4	3.6	3.2 -	3.5
16. I feel safe on the school property.	3.5	3.5	3.3 -	3.5
Behavioral Environment average	3.1 +	3.2	2.9 -	3.2

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

Teacher Support	Allan			All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers at this school care about their students.	3.9	3.9	3.7 -	3.9
17. Teachers give rewards or praise for good behavior.	3.5	3.4	3.4	3.3
28. Teachers give rewards or praise for good work.	3.4	3.4	3.2 -	3.2
32. My teachers care about how I do in school.	3.9	3.8	3.8	3.8
34. Teachers help students with personal problems.	3.6	3.6	3.3 -	3.5
Teacher Support average	3.6	3.6	3.5 -	3.5

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

APPENDIX

Adult Fairness and Respect	2007-08	Allan 2008-09	2009-10	All Elementary Schools
5. Adults at this school listen to student ideas and opinions.	3.5	3.5	3.5	3.5
6. Adults at this school treat all students fairly.	3.7	3.7	3.5 -	3.6
7. The staff in the front office show respect to students.	3.9	3.9	3.9	3.8
10. The school rules are fair.	3.6	3.6	3.4	3.5
11. The consequences for breaking school rules are the same for everyone.	3.6	3.5	3.3 -	3.5
12. My teachers always make sure the students follow the rules.	3.8	3.9	3.8 -	3.8
36. My teachers are fair to everyone.	3.8 +	3.8	3.5 -	3.6
37. All my teachers use the same rules.	n/a	3.6	3.4 -	3.3
Adult Fairness and Respect average	n/a	3.7	3.5 -	3.6

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

Student Engagement	2007-08	Allan 2008-09	2009-10	All Elementary Schools
9. I like to come to school.	n/a	n/a	2.9	3.2
21. I enjoy doing my schoolwork.	3.3	3.4	2.9 -	3.1
30. My homework helps me learn things I need to know.	3.5	3.6	3.5 -	3.5
33. My schoolwork makes me think about things in new ways.	3.5	3.4	3.2 -	3.3
35. I have fun learning in my classes.	3.4	3.5	3.1 -	3.3
38. My teachers connect what I am doing to my life outside the classroom.	n/a	3.5	3.2 -	3.3
Student Engagement average	n/a	n/a	3.1	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. With the addition of item 9 in 2009-2010, subscale comparisons across years are no longer available.

REFERENCES

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

Austin Independent School District

Superintendent of Schools

Meria Carstarphen, Ed.D.

Office of Accountability

William Caritj, M.Ed.

Department of Program Evaluation

Holly Williams, Ph.D.

Authors

Lindsay M. Lamb, Ph.D.

Lisa N. T. Schmitt, Ph.D.

**Board of Trustees**

Mark Williams, President

Vincent Torres, M.S., Vice President

Lori Moya, Secretary

Cheryl Bradley

Annette LoVoi, M.A.

Christine Brister

Robert Schneider

Tamala Barksdale

Sam Guzman