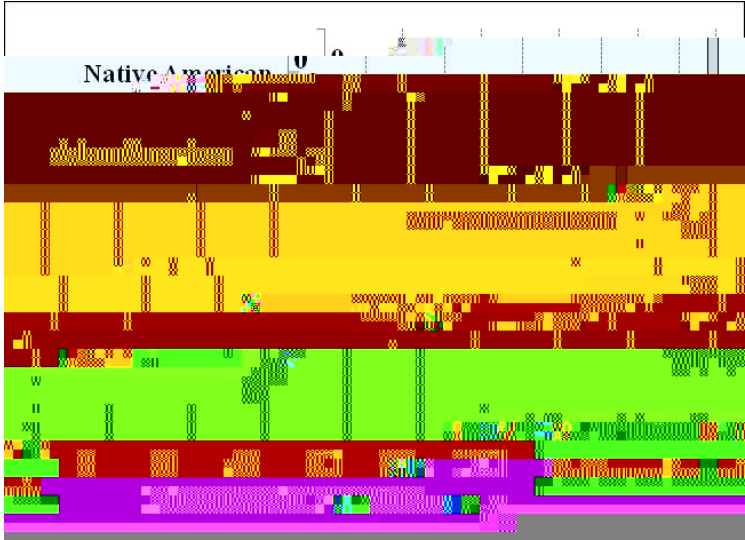


2009-2010



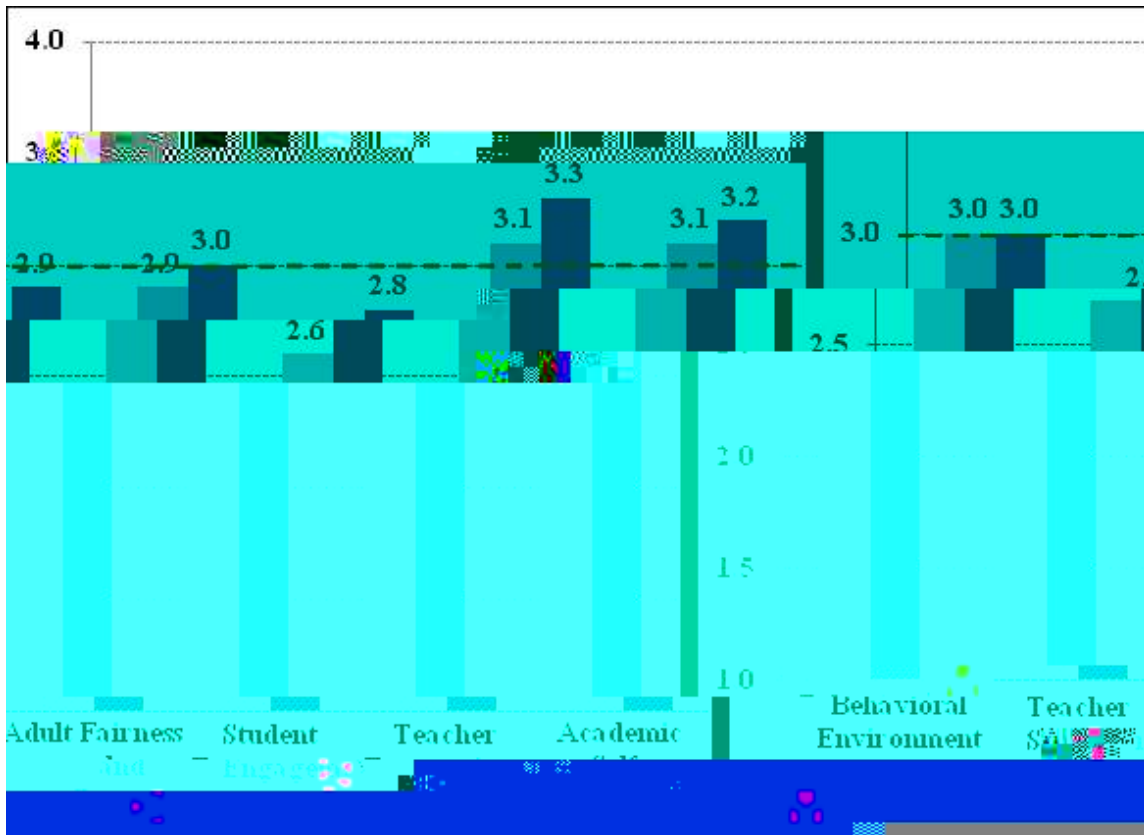
Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). These survey results provide campuses with feedback 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.

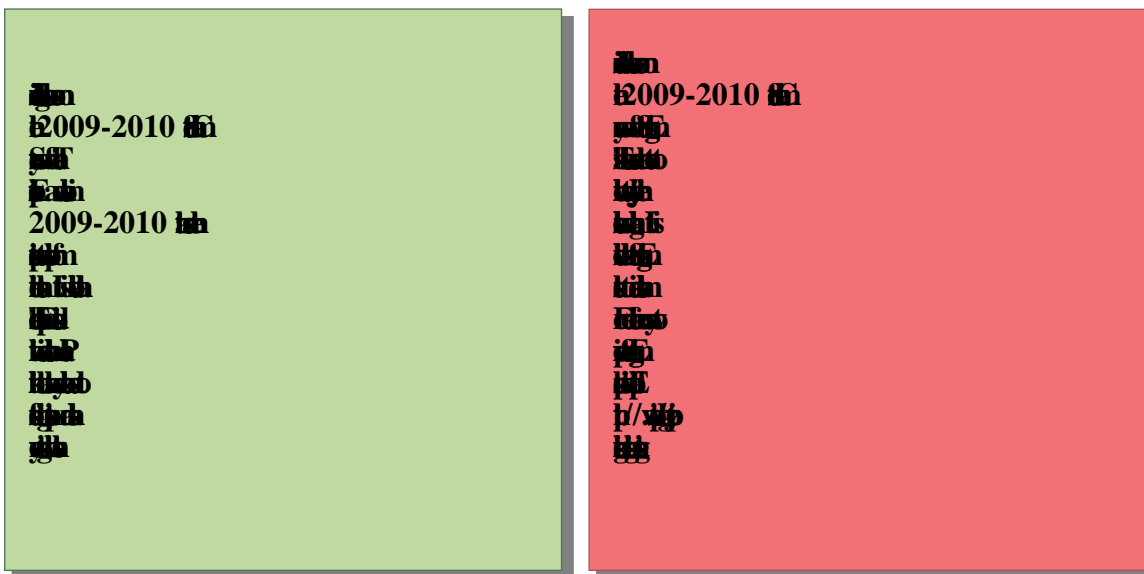


The graph below depicts Anderson's average student climate survey ratings, compared with average ratings for students across all High Schools in 2009-2010. Scores over 3.0 are desirable, as indicated by the red dashed line. The first step in improving these characteristics is to examine the item-level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

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



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



B

Item	Year			Average
	2007-08	2008-09	2009-10	
1. My classmates show respect to each other.	2.9	3.0	3.0	3.0
2. My classmates show respect to other students who are different.	2.8	2.9	2.8	2.9
3. I am happy with the way my classmates treat me.	3.3	3.3	3.2	3.3
14. Students at my school follow the school rules.	2.6	2.7	2.7	2.7
15. I feel safe at my school.	3.2	3.2	3.2	3.2
16. I feel safe on the school property.	3.2	3.2	3.2	3.2
Behavioral Environment average	3.0	3.1	3.0	3.0

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	Year			Average
	2007-08	2008-09	2009-10	
4. Teachers at this school care about their students.	3.0	3.2	3.0	3.3
17. Teachers give rewards or praise for good behavior.	2.4	2.5	2.5	2.7
28. Teachers give rewards or praise for good work.	2.4	2.5	2.6	2.7
32. My teachers care about how I do in school.	2.9	3.0	3.0	3.2
34. Teachers help students with personal problems.	2.4	2.5	2.6	2.8
Teacher Support average	2.6	2.7	2.7	2.9

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

Response	Year			Average
	2007-08	2008-09	2009-10	
% Yes	n/a	84	85	75
% No	n/a	3	6	4
% Maybe	n/a	13	10	21

	2009-10	A H B
9. I like to come to school.		2.9
21. I enjoy doilnmy schoolwone1.		2.5
		3.0
		2.8
		2.8
		2.7
		2.8

	2007-08	2008-09	2009-10	A B
13. My teachers believe I can learn.	n/a	n/a	3.3	3.5
18. My teachers expect me to do my best work.	3.4	3.4	3.3	3.5
19. My teachers challenge me to do better.	3.1	3.1	3.0	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.	2.7	2.8	2.9	3.1
Teacher Expectations 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 items 13 and 24 in 2009-2010, subscale comparisons across years are no longer possible.

20. I can do even the hardest work if I try.



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



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