

## **2009-2010 AISD Student Climate Survey**

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.

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In Spring 2010, 120 students returned surveys for Dawson, representing 85% of eligible students from Dawson (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 Dawson in 2009-2010.

Table 1. Response Rate by Grade, 2009-2010

Dawson		
Grade	Population	Response Rate
3rd	53	89%
4th	41	93%
5th	47	74%
6th	n/a	n/a
<b>Total</b>	141	85%

Survey results for Dawson 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 Dawson excels, as well as areas in which Dawson can improve. The appendix provides more detailed information regarding Dawson's student climate survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Dawson'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 where longitudinal data are available, the hal t cam1aosatme sg

The graph below depicts Dawson'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).

**Dawson'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 Dawson. Higher ratings of Behavioral Environment have been associated with academic achievement. For resources on how to improve your campus' Behavioral Environment, please**

**APPENDIX**

Behavioral Environment	Dawson			All Elementary Schools
	2007-08	2008-09	2009-10	
1. My classmates show respect to each other.	3.1	3.1	3.0 -	3.0
2. My classmates show respect to other students who are different.	3.3	3.2	3.1	3.1
3. I am happy with the way my classmates treat me.	3.3 +	3.3	3.3	3.1
14. Students at my school follow the school rules.	3.1	3.0	3.0	2.8
15. I feel safe at my school.	3.6	3.5	3.7 +	3.5
16. I feel safe on the school property.	3.7	3.6	3.6	3.5
<b>Behavioral Environment average</b>	<b>3.4 +</b>	<b>3.3 -</b>	<b>3.3</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.

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

	<b>Dawson 2009-10</b>	<b>All Elementary Schools</b>
		3.2
		3.1
		3.5
		3.3
		3.3
		3.3
		3.3
		3.3

**APPENDIX**

Teacher Expectations	Dawson			All Elementary Schools
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.	n/a	n/a	3.8	3.7
18. My teachers expect me to do my best work.	3.9	3.9	3.9	3.9
19. My teachers challenge me to do better.	3.8	3.8	3.7	3.6
24. My teachers believe I can do well in school.	n/a	n/a	3.8	3.7
27. My teachers show me how to know if my work is good.	3.8	3.7	3.7	3.6
Teacher Expectations average	n/a	n/a	3.8	3.7

*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.

Academic Self-Confidence	Dawson			All Elementary Schools
	2007-08	2008-09	2009-10	
20. I can do even the hardest work if I try.	3.6	3.4	3.4	3.5
22. I feel/felt well prepared for TAKS.	3.6	3.5	3.7 +	3.5
23. I try hard to do my best work.	3.8	3.8	3.7	3.8
26. I feel successful in my schoolwork.	3.6	3.5	3.6 +	3.4
29. I can reach the goals I set for myself.	3.5	3.5	3.5	3.5
31. I know how I am doing in school.	3.6	3.6	3.4 -	3.4
Academic Self-Confidence average	3.6	3.5 -	3.6	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.

Additional Climate Items	Dawson			All Elementary Schools
	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.	3.6	3.6	3.5	3.5
25. My teachers like to teach.	3.9	3.9	3.8 -	3.8

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

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## REFERENCES

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

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