



STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report **DOBIE MIDDLE SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Dobie (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. 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). At the middle school level, schools with higher student ratings of *Behavioral Environment*, *Adult Fairness and Respect*, and *Academic Self-Confidence* had significantly higher TAKS performance, particularly in Math and Social Studies, than schools with less favorable ratings on these dimensions. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that may support positive school climate in each area. For further assistance, contact Jane Nethercut, PBS Coordinator, in Student Support Services (414-0196).

Table 1. Dobie Student Climate Survey Participants, 2008-2009

Year	Dobie	All MS
Surveys returned	434	10,661
Students enrolled	561	15,536



TEACHER SUPPORT AND STUDENT ENGAGEMENT

This subscale consists of ten items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are in Table 4.

Table 4. Average Response for Teacher Support and Student Engagement Items

	Dobie		All MS
	2006-07	2007-08	2008-09



ADDITIONAL ACADEMIC ENVIRONMENT

Five additional items were included on the survey. Four items measured additional components of school climate (Table 6) and the sixth asked students to indicate whether or not they intended to go to college after high school (Table 7).

Table 6. Additional Items

	2006-07	Dobie 2007-08	2008-09	All MS 2008-09
8. There is at least one adult at my school who I would go to if I have a problem.	n/a	3.31	3.38	3.15
9. Everyone knows what the school rules are.	2.81	3.17	3.30	2.96
13. My classmates know there are consequences for breaking the rules.	3.19	3.43	3.38	3.32
19. My teachers challenge me to do better.	3.10	3.38	3.39	3.29

Table 7. College intentions, 2008-2009

	Yes	Dobie Maybe	No	Yes	All MS Maybe	No
39. I will go to college after high school.	58%	38%	4%	71%	25%	4%

Reference

Schmitt, L. & Carney, D. (2008). AISD Board Level Reports. Austin, TX: Austin Independent School District. Available at:
<http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>