

2005-2006 AISD Student Climate Survey Results

Dobie Middle School



OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. Positive school climate has been associated with fewer behavioral problems for students and increased achievement levels for students (Marsok*eha7.3(m)8.1 teachers, fewer student dropouts, and more pride. For these reasons, it is important to examine your school's areas in which your campus climate is strong and areas in need of

This report summarizes the responses from your school's AISD Student Climate Survey over the last three years, and provides the current year results for all AISD schools at your level. The climate survey measures three dimensions of a school's overall climate, called Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these three dimensions is made up of several similar concepts that are measured with groups of related items, or subscales.

CAMPUS RESULTS

AISD Student Climate Survey Participants, 2005-2006

		# of Participants	Response Rate
Dobie	05-06	484	59.5%
All Middle Schools	05-06	11,137	71.0%

Source: Response rates are based on Fall 2005 PEIMS enrollment data submitted to TEA for students in grades 3-11 at all regular campuses, ALC, and ACES.

Average response scores for your campus over the last three years and for all schools at your level this year are presented below for the climate dimensions and their corresponding subscales. Higher average scores indicate a more positive school climate.

Average Dimension and Subscale Scores

<i>Dimension and Subscale</i>	Dobie	Dobie	Dobie	All Middle Schools
	03-04	04-05	05-06	05-06
Behavioral Environment	2.43	2.49	2.39	2.55
<i>Peer Behavior</i>	2.20	2.20	2.15	2.31
<i>Behavioral Expectations</i>	2.87	2.90	2.77	2.76
∅	↗	↘	↘	↗
	↘	↗	↘	↗
Academic Environment	2.97	2.99	2.98	2.98
<i>Academic Self-Confidence</i>	3.25	3.32	3.24	3.26
	2.88	2.89	2.89	2.90

Note: Scores may range from 1 (lowest) to 4 (highest). Up arrows indicate statistically meaningful increase (based on Cohen's D calculation of effect size) from the previous year; down arrows indicate statistically meaningful decrease from the previous year.

First, examine your campus scores for changes over time. Green upward-facing arrows indicate a statistically meaningful increase in average score from the previous year, red downward-facing arrows indicate a statistically meaningful decrease from the previous year. It is particularly important to examine the individual item responses on the following pages for any subscales with meaningful changes from year to year. If you do not see any arrows, changes in your school's dimension or subscale scores may not represent meaningful differences from year to year.

If the average score for your campus has increased in a particular area, please consider campus policies and practices that may be responsible for these improvements. Conversely, if the average score has decreased, please examine any changes on your campus that may account for these declines and consider possible strategies for improvement. Page 6 contains more information about ways to improve school climate.

Scores for your campus this year should be examined relative to the scores for all schools at your level. If your school's average score for a dimension or subscale is lower than the average for all schools at your level, individual item responses will help you to identify areas for targeted improvement efforts. Alternatively, if your school's average score for this year is higher than the average for all schools at your level, individual item responses will provide more detailed information regarding specific areas of strength to help you identify successful strategies.

The following pages contain response averages for each survey item, grouped by subscale. More detailed information regarding the percentage of students selecting each response option may be found in the Appendix at the end of this report.

Peer Behavior:

This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules. Average scores for each item and for the subscale are reflected in the table below.

<i>Peer Behavior Items</i>	Dobie	Dobie	Dobie	All Middle Schools
	03-04	04-05	05-06	05-06
1. Students in my school respect each other.	2.12	2.07	1.98	2.21
2. Students at my school respect other students who are different than they are.	2.21	2.11	2.01	2.22
3. I am happy with the way students treat me at school.	2.64	2.63	2.73	2.81
14. Students at my school obey the school rules.	1.77	1.83	1.73	1.91
Peer Behavior Average	2.20	2.20	2.15	2.31



2.88 2.73 2.63

2.93 2.78 2.92

2.95 2.81 2.75



Teacher Support and Engagement:

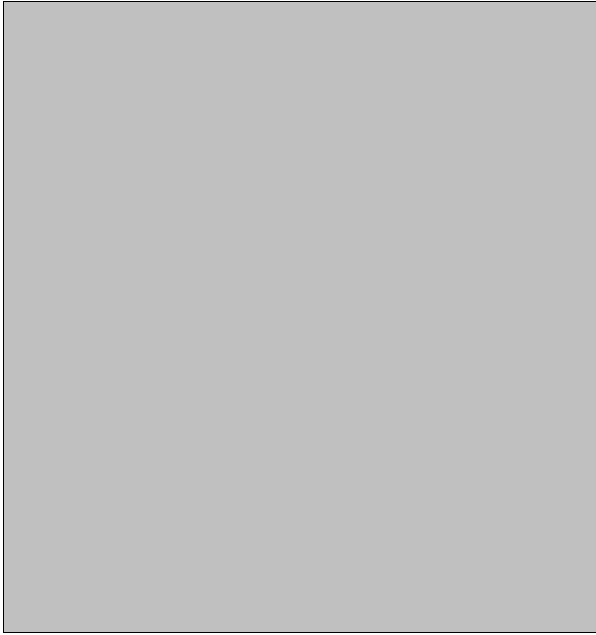
This subscale consists of seven items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are reflected in the table below.

Average Response for Teacher Support and Engagement Items

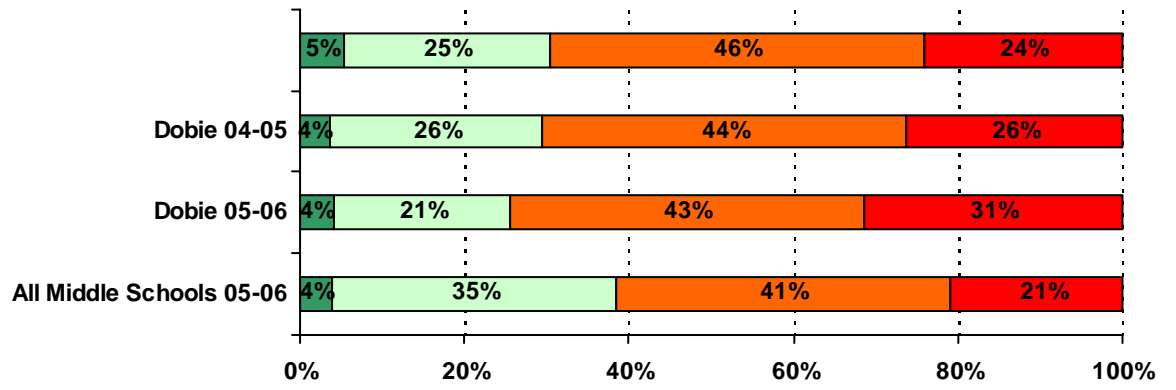
<i>Teacher Support and Engagement Items</i>	Dobie	Dobie	Dobie	All Middle Schools
	03-04	04-05	05-06	05-06
18. Teachers give rewards or praise for good behavior.	2.95	2.86	2.88	2.62
31. Teachers give rewards or praise for good work.	2.88	2.83	2.84	2.64
27. My teachers are excited about what they teach.	2.83	2.88	2.87	2.76
28. My teachers seem to enjoy teaching.	2.85	2.81	2.91	2.85
36. Teachers give me the help I need with assignments.	2.85	2.90	2.88	2.88
37. My teachers are understanding when I have personal problems.	2.58	2.66	2.66	2.60
38. Teachers help students with personal problems.	2.50	2.64	2.61	2.56
Teacher Support and Engagement Average	2.78	2.79	2.79	2.70

Adult Fairness and Respect:

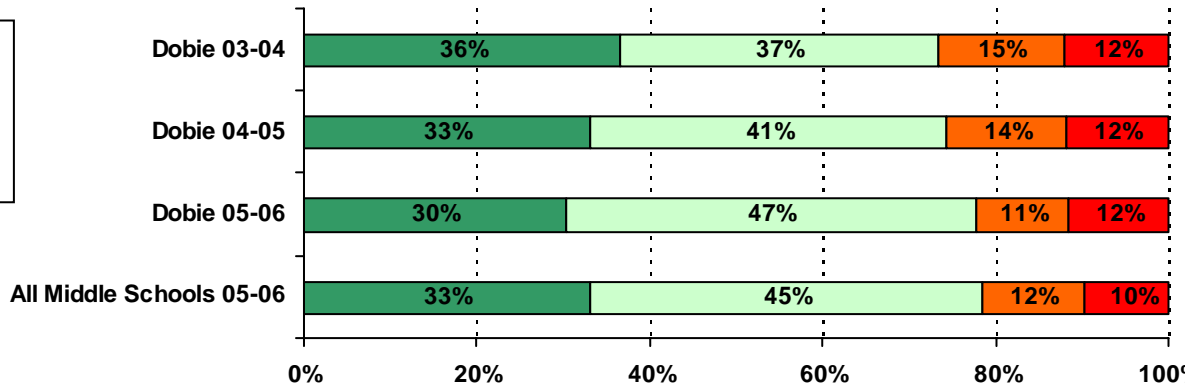
The nine items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are reflected in the table below.



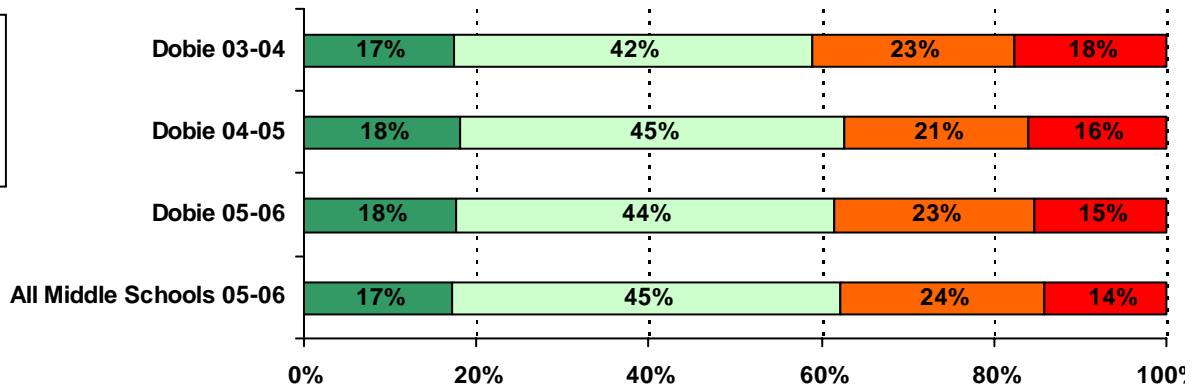
<i>Academic Self-Confidence Items</i>	Dobie	Dobie	Dobie	All Middle Schools
	03-04	04-05	05-06	05-06
22. I have learned how to listen better so I can understand the ideas of other students.	2.85	2.89	2.90	2.89
23. I have learned how to explain my ideas more clearly to others in discussions.	2.82	2.86	2.84	2.81
24. I have learned how to explain my ideas in writing more clearly.	2.84	2.84	2.92	2.90
32. I have learned to reach the goals I set for myself.			3.01	2.95
33. I have learned ways of working better in groups.	3.03	3.01	3.02	2.97
25. I feel/felt well prepared for TAKS.	2.71	2.86	2.81	2.85
30. My teachers show me ways to judge for myself the quality of my work.	2.72	2.83	2.77	2.76
34. I know whether or not my work is good without being told.	2.83	2.83	2.85	2.92
35. I have learned how to evaluate my work and keep track of my progress.	2.80	2.85	2.79	2.85
26. I try hard to do my best on my schoolwork.	3.28	3.19	3.20	3.22
29. I feel successful in my schoolwork.				
Academic Self-Confidence Average	2.88	2.89	2.89	2.90



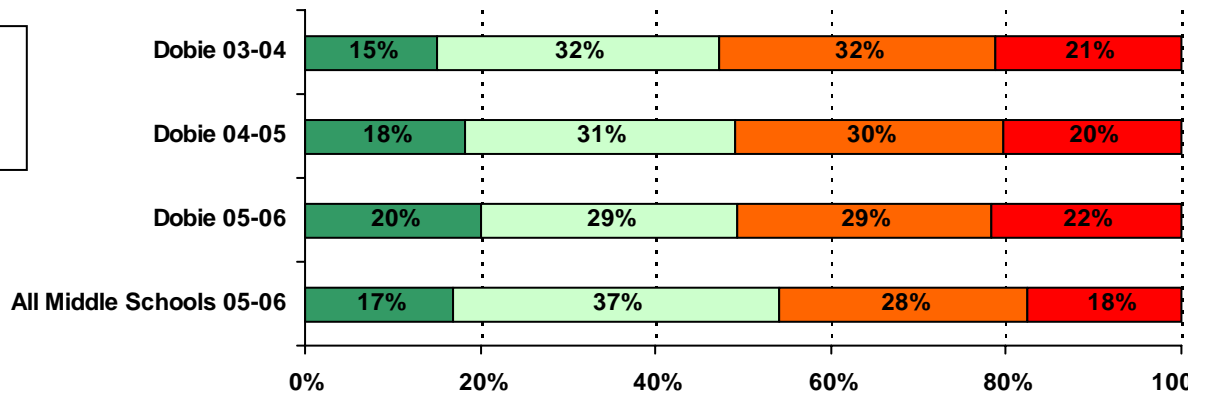
4. Teachers at this school care about their students.

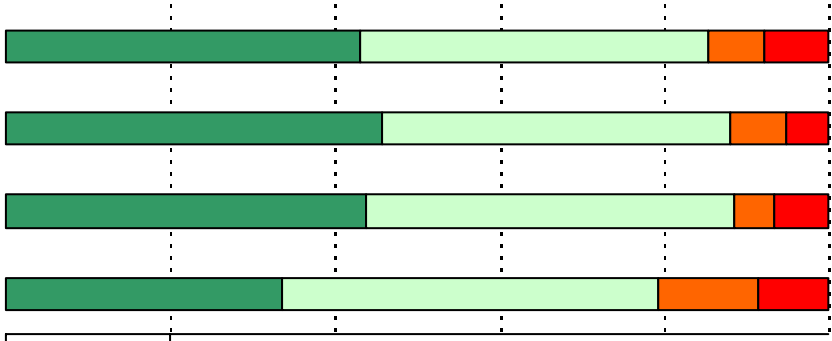


5. Adults at this school listen to student ideas and opinions.

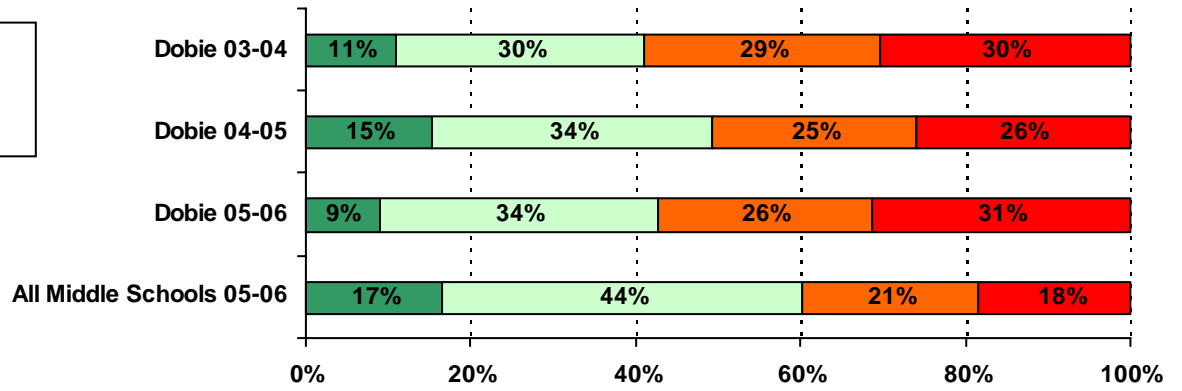


6. Adults at this school treat all students fairly.





16. This school is
cl CSiřan.



.....

.....

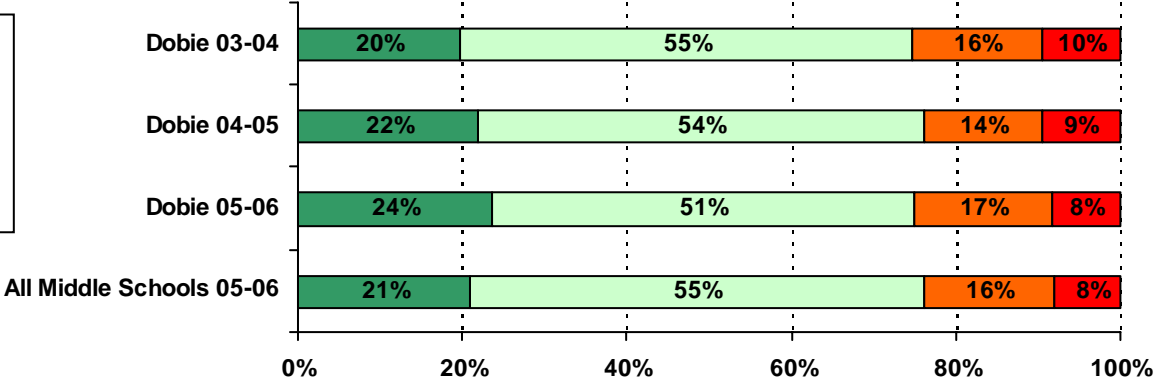
.....

.....

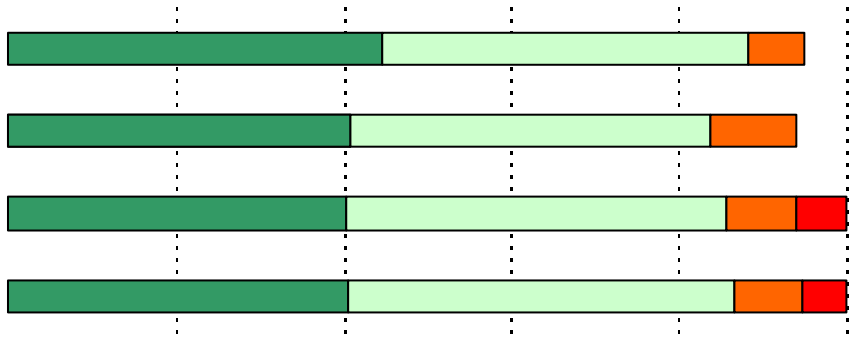
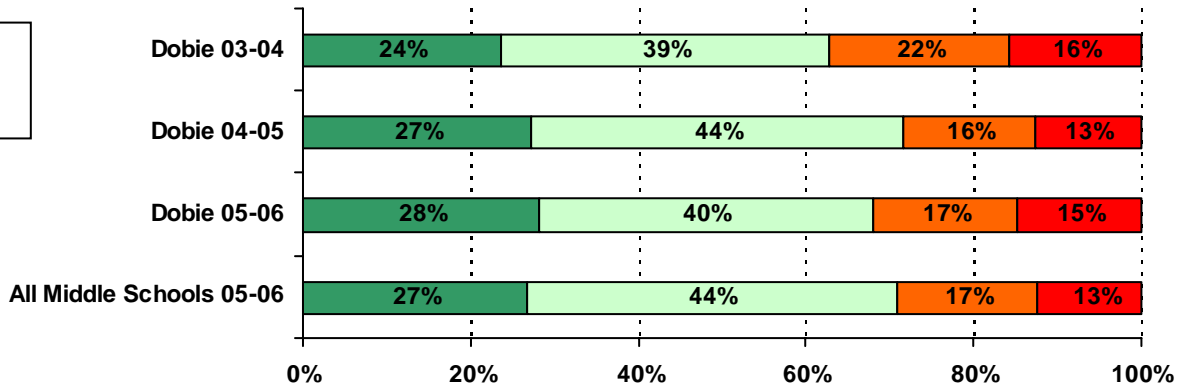
.....

.

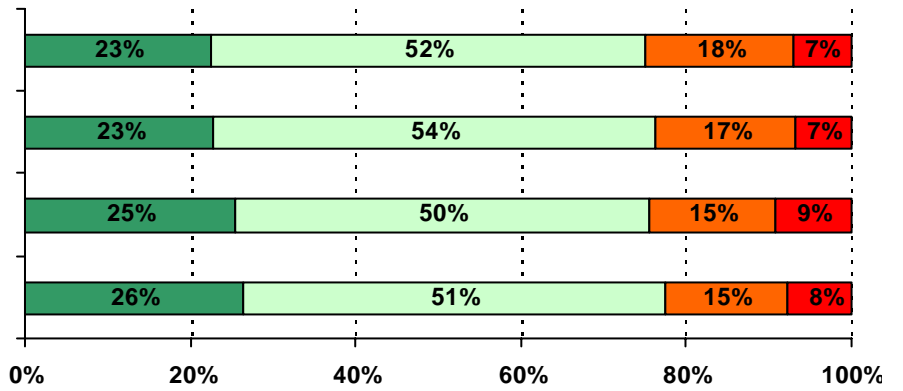
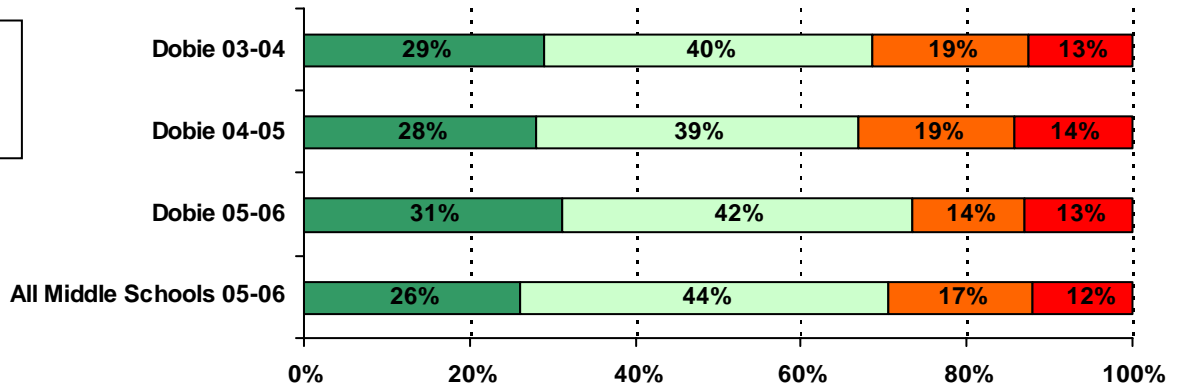
22. I have learned how to listen better so I can understand the ideas of other students.

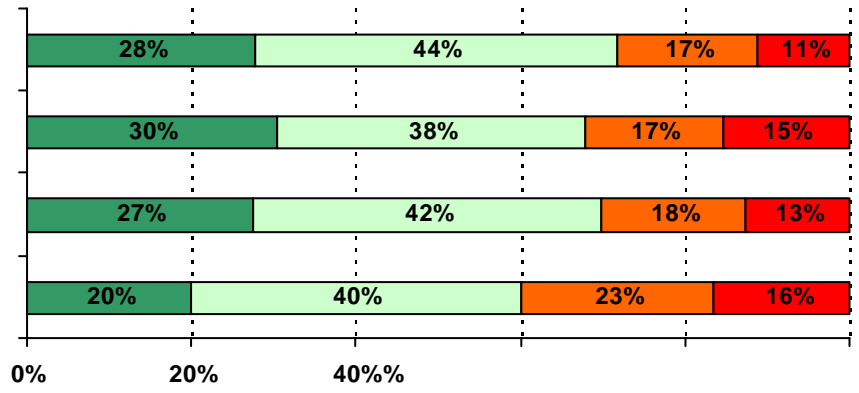


25. I feel/felt well prepared for TAKS.

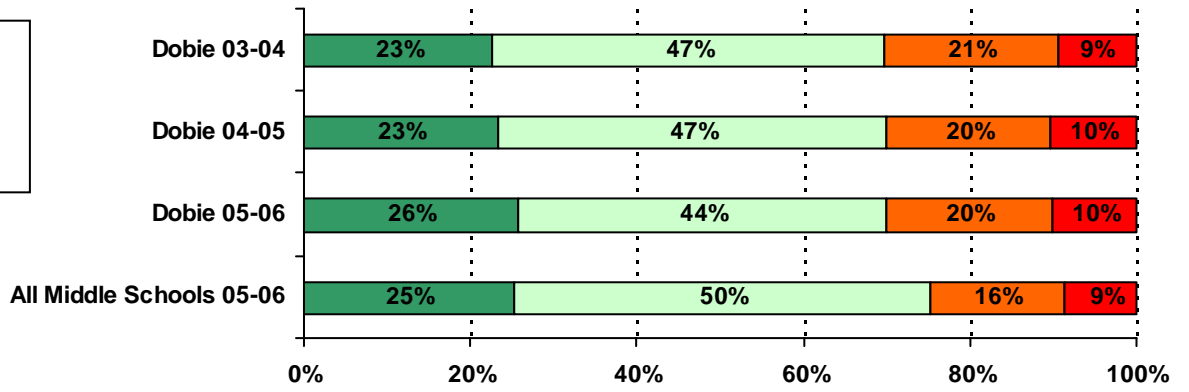


28. My teachers seem to enjoy teaching.





34. I know whether or not my work is good without being told.



35. I have learned how to evaluate my own work and keep track of my progress.

