



Research indicates that school climate can either be a positive influence on students' learning environment, or can serve as a significant barrier to students' learning. Indeed, elementary school teachers in Austin Independent School District (AISD) whose students provided positive ratings of behavioral environment, teacher support, adult fairness and respect, and academic self-confidence had students who made greater growth on TAKS in 2009-2010 than did their peers whose students rated school climate less favorably.\*

The following tables show the total number of surveys students at Eastside - Global returned in 2010-2011 (Table 1), the response rate by grade (Table 2), and the distribution of responses by race/ethnicity compared with the population (Table 3) for students at Eastside - Global.

# of surveys returned	114	8,315
# of students	260	14,040
% of students represented	44%	59%

Population data reflect enrollment as of the PEIMS snapshot date in October 2010. Students' grade level and ethnicity were self-reported. The new "ethnicity/race" reporting allows for students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

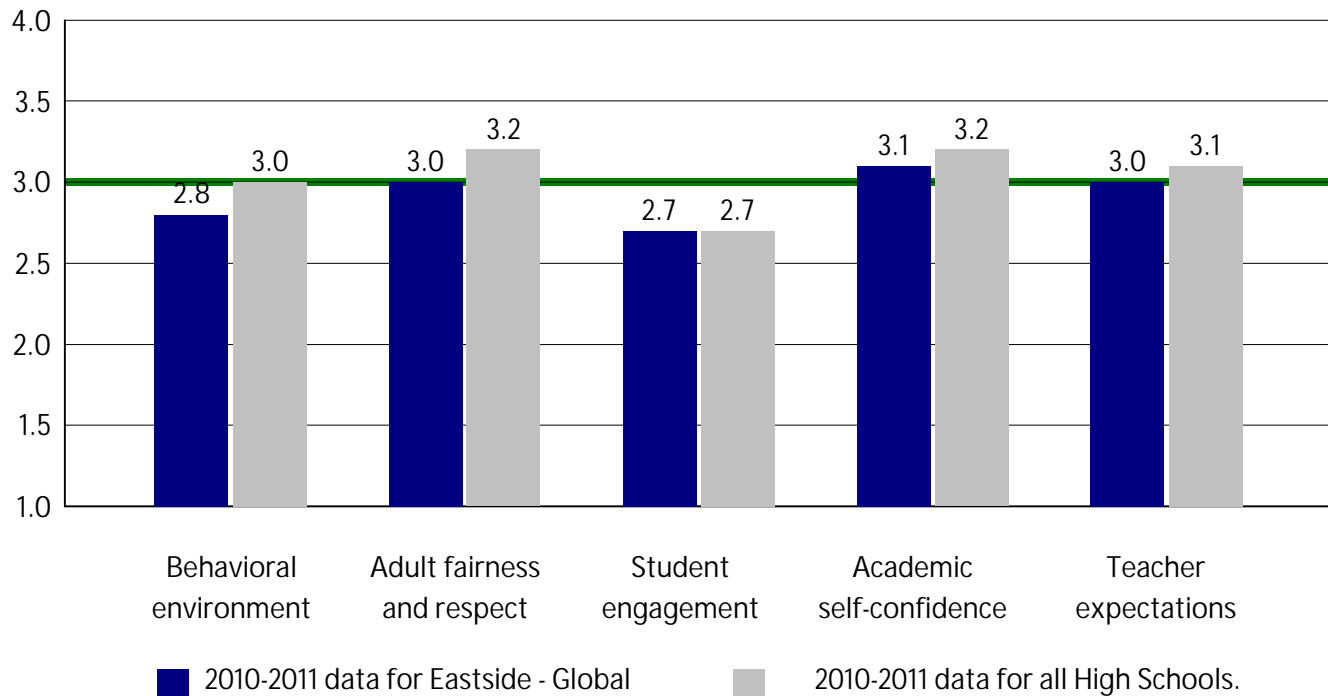
grade	# of students	# of responses	response rate
9th grade	96	42	44%
10th grade	99	43	43%
11th grade	65	28	43%

Ethnicity	% of population	% of responses
Hispanic/Latino	77%	81%
Race		
American Indian/Alaskan Native only	45%	18%
Asian only	0%	2%
Black/African American only	20%	30%
Native Hawaiian/Other Pacific Islander only	0%	5%
White only	32%	41%
Two or more races	3%	5%

\*For the full report, please see: [http://archive.austinisd.org/inside/docs/ope\\_09-82\\_Teacher\\_Effectiveness\\_Issue4\\_Student\\_Climate.pdf](http://archive.austinisd.org/inside/docs/ope_09-82_Teacher_Effectiveness_Issue4_Student_Climate.pdf)

Figure 1 depicts Eastside - Global's average student climate survey ratings for 2010-2011, compared with average ratings across all High Schools in 2010-2011. Scores over 3.0 are desirable, as indicated by the green line. Please note the green and red text boxes that highlight the specific area in which Eastside - Global most excels, as well as the area in which Eastside - Global can improve most.

Figure 1. Student Climate Survey Subscales for Eastside - Global and all High Schools, 2010-2011



Eastside - Global's highest score on the 2010-2011 Student Climate Survey was for academic self-confidence, which measures students' motivation and self-efficacy. We encourage your campus to continue working with students to promote this positive learning environment and share your strategies with others.

Eastside - Global's lowest score on the 2010-2011 Student Climate Survey was for student engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. We encourage your campus to improve the ways in which teachers provide instruction that is relevant and engaging for students.

The following pages contain more detailed information regarding Eastside - Global's student climate results from 2008-2009 to 2010-2011. Please review the individual items on each subscale with particular attention to how Eastside - Global'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, statistically meaningful changes are flagged with up or down arrows. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

1. My classmates show respect to each other.	n/a	2.8	2.7	3.0
2. My classmates show respect to other students who are different.	n/a	2.8	2.7	3.0
3. I am happy with the way my classmates treat me.	n/a	3.2	3.1	3.3
13. Students at my school follow the school rules.	n/a	2.5	2.6	2.7
14. I feel safe at my school.	n/a	3.1	3.1	3.2
15. I feel safe on the school property.	n/a	3.1	3.2	3.2
29. My classmates behave the way my teachers want them to.	n/a	n/a	2.6	2.7
30. Our classes stay busy and do not waste time.	n/a	n/a	2.7	2.9
Behavioral environment average	n/a	n/a	2.8	3.0

Response options ranged from 1 = to 4 = . It is desirable to have a response of at least 3.0. Subscale comparisons across years are no longer available due to the addition of items 29 and 30, which are from the Control subscale of the Tripod survey. The survey was developed by Ron Ferguson and has been administered to schools across the country over the last decade. The Tripod survey was used in the Gates Foundation's Measures of Effective Teaching (MET) Project. The survey is designed to assess the degree to which students agree with a variety of statements designed to measure the following dimensions: caring, captivating, conferring, controlling, clarifying, challenging, and consolidating. For more information, please visit: <http://www.metproject.org/partners#cambridge>. Response options for the Tripod items were changed to reflect the 1 = to 4 = scale.

4. Teachers at this school care about their students.	n/a	3.3	3.2	3.2
5. Adults at this school listen to student ideas and opinions.	n/a	3.1	2.7	3.0
6. Adults at this school treat all students fairly.	n/a	2.9	2.8	3.0
7. The staff in the front office show respect to students.	n/a	3.3	3.0	3.3
8. There is at least one adult at my school who I would go to if I have a problem.	n/a	3.1	3.0	3.2
10. The consequences for breaking school rules are the same for everyone.	n/a	2.9	2.9	3.1
11. My teachers always make sure the students follow the rules.	n/a	3.1	2.9	3.2
12. My teachers believe I can learn.	n/a	3.4	3.2	3.4
20. My teachers believe I can do well in school.	n/a	3.3	3.3	3.4
21. My teachers like to teach.	n/a	3.3	3.2	3.2
27. My teachers are fair to everyone.	n/a	2.8	2.8	3.0
Adult fairness and respect average	n/a	3.1	3.0	3.2

Response options ranged from 1 = to 4 = . It is desirable to have a response of at least 3.0.



9. I like to come to school.




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