

2009-2010 AISD Student Climate Survey Hart Elementary School

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.



In Spring 2010, 241 students returned surveys for Hart, representing 78% of eligible students from Hart (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 Hart in 2009-2010.

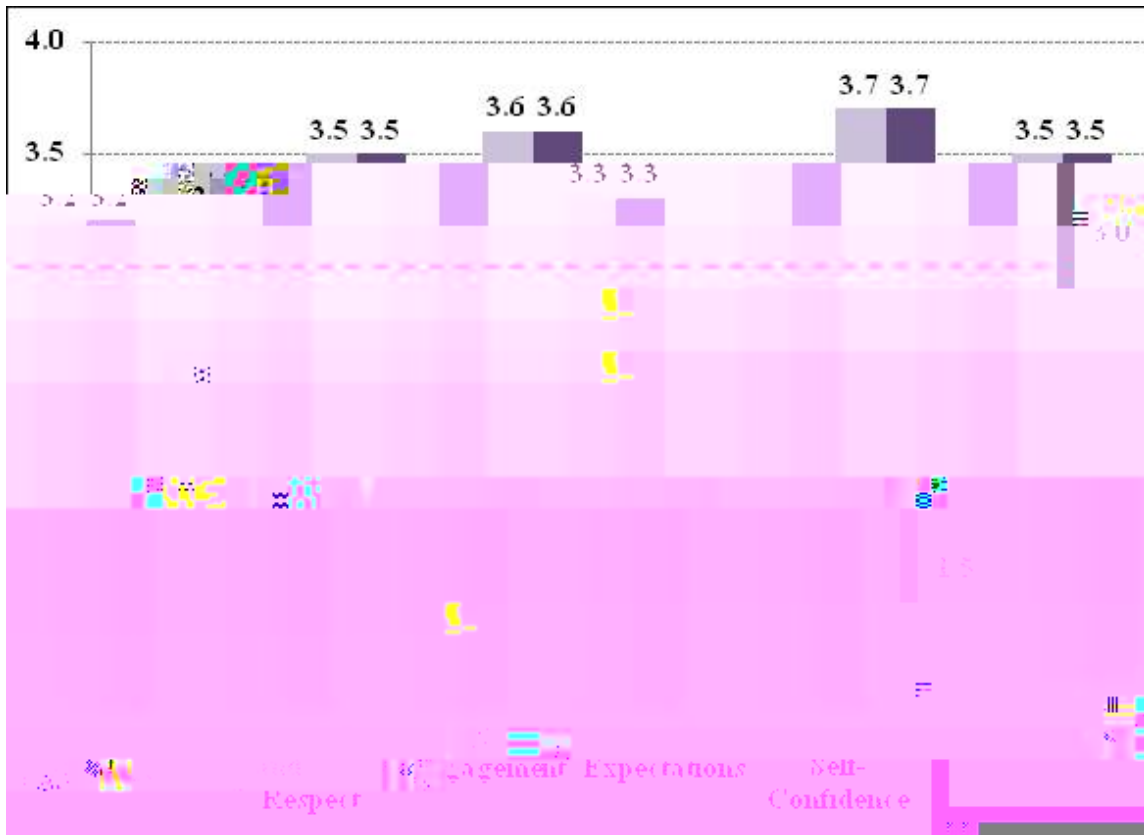
Table 1. Response Rate by Grade, 2009-2010

Hart		
Grade	Population	Response Rate
3rd	112	84%
4th	111	77%
5th	85	72%
6th	n/a	n/a
Total	308	78%

Survey results for Hart 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 Hart excels, as well as areas in which Hart can improve. The appendix provides more detailed information regarding Hart's student climate survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Hart'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 + or - symbols. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

The graph below depicts Hart’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).

Student Climate Survey Subscales for Hart and all Elementary Schools, 2009-2010



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

Hart’s highest subscale score on the 2009-2010 Student Climate Survey was for Teacher Expectations, a new

Hart’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 Hart. Higher ratings of Behavioral Environment have been associated with academic achievement. For resources on how to improve your campus’ Behavioral Environment, please visit AISD’s Positive Behavior Support (PBS) website: <http://www.austinisd.org/academics/sss/pbs/index.phtml>

Behavioral Environment

1. My classmates show respect to each other.	3.0
2. My classmates show respect to other students who are different.	3.1
3. I am happy with the way my classmates treat me.	3.2
14. Students at my school follow the school rules.	2.8
15. I feel safe at my school.	3.5
16. I feel safe on the school property.	3.4
Behavioral Environment average	- 3.2

	2007-08	Hart 2008-09	2009-10	All Elementary Schools
5. Adults at this school listen to student ideas and opinions.				
6. Adults at this school treat all students fairly.				
7. The staff in the front office show respect to students.				
10. The school rules are fair.				
11. The consequences for breaking school rules are the same for everyone.				
12. My teachers always make sure the students follow the rules.				
36. My teachers are fair to everyone.				
37. All my teachers us1.5 TD35.2.les.				

Student Engagement	2007-08	Hart 2008-09	2009-10	All Elementary Schools
9. I like to come to school.	n/a	n/a	3.2	3.2
21. I enjoy doing my schoolwork.	3.1	3.4 +	3.3 -	3.1
30. My homework helps me learn things I need to know.	3.4	3.6	3.6	3.5
33. My schoolwork makes me think about things in new ways.	3.3	3.4	3.4	3.3
35. I have fun learning in my classes.	3.2	3.4	3.4	3.3
38. My teachers connect what I am doing to my life outside the classroom.	n/a	3.4	3.3	3.3
Student Engagement average	n/a	n/a	3.3	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 item 9 in 2009-2010, subscale comparisons across years are no longer available.

Teacher Expectations	Hart			All Elementary Schools
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.	n/a	n/a	3.7	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.	3.6	3.7	3.7	3.6
24. My teachers believe I can do well in school.	n/a	n/a	3.7	3.7
27. My teachers show me how to know if my work is good.	3.5	3.7	3.6	3.6
Teacher Expectations average	n/a	n/a	3.7	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.

20. I can do even the hardest work if I try.
22. I feel/felt well prepared for TAKS.
23. I try hard to do my best work.
26. I feel successful in my schoolwork.
29. I can reach the goals I set for myself.
31. I know how I am doing in school.
- Academic Self-Confidence average

REFERENCES

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

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