

2013-2014 AISD Student Climate Survey Kealing Magnet Middle School

Research indicates that school climate can either be a positive influence on students' learning or can serve as a significant barrier to students' learning. Researchers have documented that positive ratings of student climate contribute to factors that help high economically disadvantaged schools "close the achievement gap" (Voight, Austin & Hanson, 2013). Indeed, students at high performing schools with high levels of economic disadvantage had more positive ratings of behavioral environment and adult fairness in respect in Spring 2013 than did students at lower performing AISD schools with similar levels of economic disadvantage (Lamb, 2014). The following tables show the total number of surveys students at Kealing Magnet completed in 2013-2014 (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 Kealing Magnet.

Table 1. Number of Respondents in 2013-2014 for: All Kealing Magnet Middle Schools

of surveys returned
of students
% of students represented

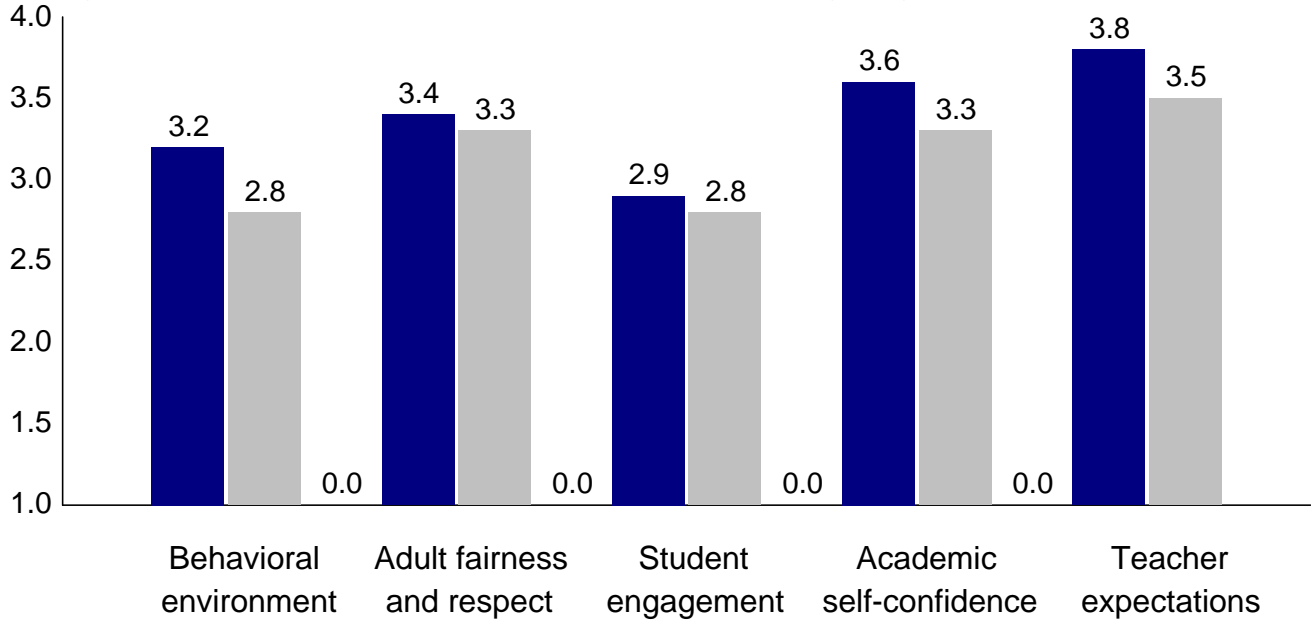
Table 2. Response Rate by Grade for Kealing Magnet, 2013-2014

grade
6th grade
7th grade
8th grade

Ethnicity
Ethnicity

Figure 1 depicts Kealing Magnet's average student climate survey ratings for 2013-2014, compared with average ratings across all Middle Schools in 2013-2014. Scores over 3.0 are desirable, as indicated by the green line. Please note that scores are based on a scale of 1.0 to 4.0.

Figure 1. Student Climate Survey Subscales for Kealing Magnet and all Middle Schools, 2013-2014



Kealing Magnet's highest score on the 2013-2014 Student Climate Survey was teacher expectations, which measures students' perceptions of their teachers' expectations. Please think about what your campus does to foster high expectations and share your strategies with others.

Kealing Magnet's lowest score on the 2013-2014 Student Climate Survey was 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. Improving student engagement is a goal of Social Emotional Learning (SEL). To find out how to improve student engagement, please visit <http://www.austinisd.org/academics/sel>

Behavioral environment	Kealing Magnet			All Middle Schools
	2011-2012	2012-2013	2013-2014	2013-2014
1. My classmates show respect to each other.	n/a	n/a	3.3	2.9
2. My classmates show respect to other students who are different.	n/a	n/a	3.3	3.0
3. I am happy with the way my classmates treat me.	n/a	n/a	3.6	3.3
13. Students at my school follow the school rules.	n/a	n/a	2.9	2.6
14. I feel safe at my school.	n/a	n/a	3.4	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	3.2	2.8
29. My classmates behave the way my teachers want them to.	n/a	n/a	3.0	2.6
30. Our classes stay busy and do not waste time.	n/a	n/a	3.2	2.8
31. Students at my school are bullied (teased, taunted, threatened by other students).*	n/a	n/a	2.4	2.2
Behavioral environment average	n/a	n/a	3.2	2.8

Note. Response options ranged from 1 = never to 4 = a lot of the time (item #31 has been reverse scored). It is desirable to have a response of at least 3.0. Items 29 and 30 are from the controls subscale of the Tripod survey and response options for these items were changed to reflect the AISD. For more information, visit: <http://www.metproject.org/partners#cambridge>.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix

Adult fairness and respect	Kealing Magnet			All Middle Schools
	2011-2012	2012-2013	2013-2014	2013-2014
4. Teachers at this school care about their students.	n/a	n/a	3.6	3.4
5. Adults at this school listen to student ideas and opinions.	n/a	n/a	3.3	3.1
6. Adults at this school treat all students fairly.	n/a	n/a	3.4	3.1
7. The staff in the front office show respect to students.	n/a	n/a	3.6	3.5
8. There is at least one adult at my school who I would go to if I have a problem.	n/a	n/a	3.3	3.2
10. The consequences for breaking the school rules are the same for everyone.	n/a	n/a	3.4	3.2
11. My teachers make sure the students follow the rules.	n/a	n/a	3.5	3.4
21. My teachers like to teach.	n/a	n/a	3.6	3.4
27. My teachers are fair to everyone.	n/a	n/a	3.4	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.4	3.3
36. Teachers at this school know who I am.*	n/a	n/a	3.5	3.3
38. My teachers know what I am good at.	n/a	n/a	3.3	3.2
Adult fairness and respect average	n/a	n/a	3.4	3.3

Note. Response options ranged from 1 = never to 4 = a lot of the time. It is desirable to have a response of at least 3.0. Additionally, items #12 and #20 have been moved from the Adult Fairness and Respect subscale to the Teacher Expectations subscale based on results generated from factor analyses and reliability analyses. With the addition of item #38, longitudinal comparisons are no longer possible.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

Student engagement

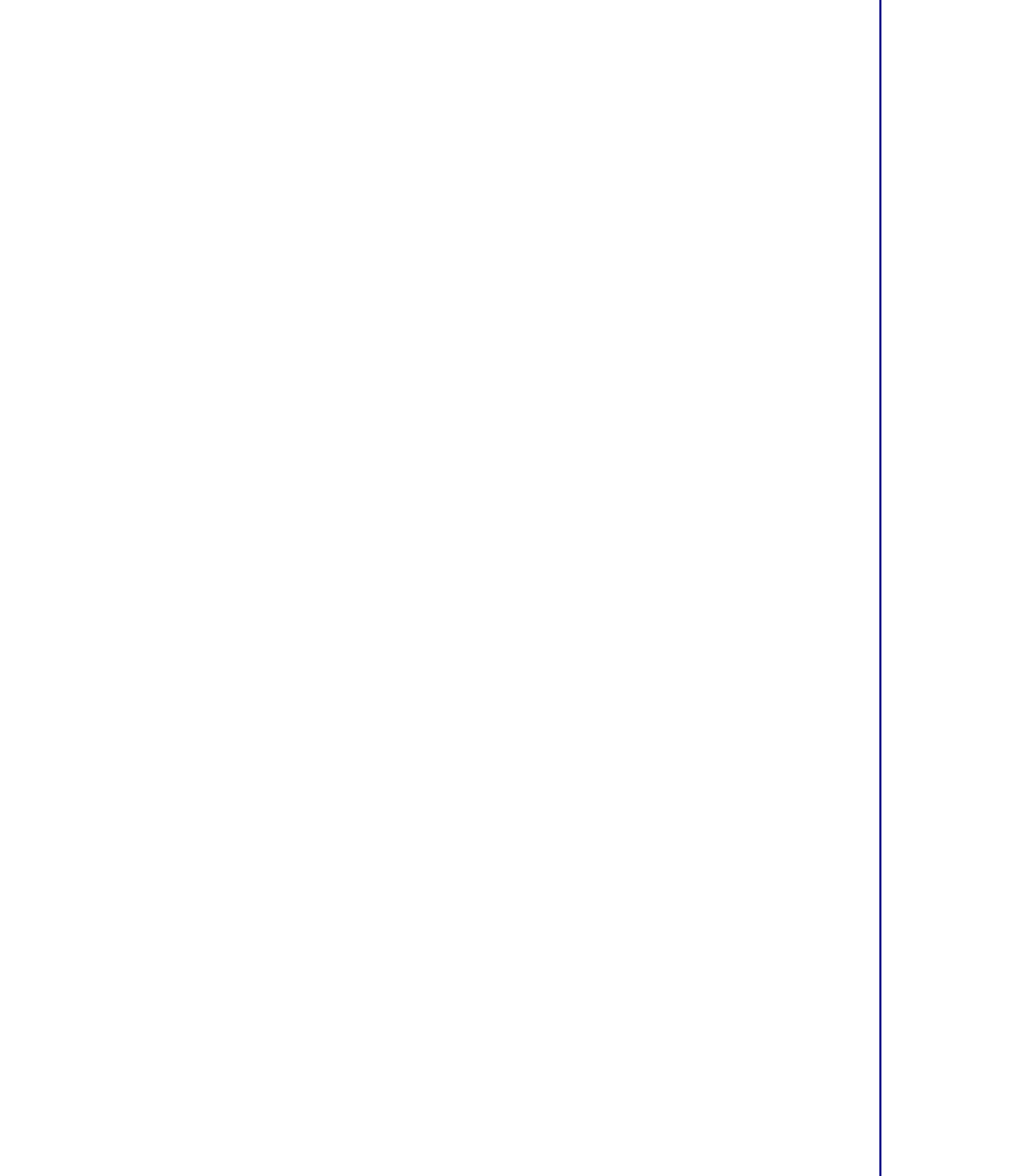
Kealing Magnet

37. I will go to college after high school.	Kealing Magnet			All Middle Schools
	2011-2012	2012-2013	2013-2014	2013-2014
% Yes	n/a%			
% No	n/a%			
% Maybe	n/a%			

To view the district summary report or additional survey results from 2013-2014 or before, visit:
<http://www.austinisd.org/dre/district-campus-surveys>

Appendix A. Reworded items on the 2013-2014 Student Climate Survey and How They Differ From Their 2012-2013 Version.

2012-2013 Items	2013-2014 Reworded Items
31. Students at my school are bullies (tease, taunt, threaten other students).	31. Students at my school are bullied (teased, taunted, threatened by other students).
33. My teachers push me to think hard about things we read.	33. My teachers expect me to think hard about the things we read.
34. My teachers push everybody to work hard.	34. My teachers expect everybody to work hard.
36. A lot of teachers at this school know who I am.	36. Teachers at this school know who I am.



*This item was reverse-scored to compute subscale and item level averages in this report, but is not revealed

