

2012-2013 AISD Student Climate Survey Lanier High School

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 (Voight, Austin & Hanson, 2013). Indeed, after controlling for the influence of economic disadvantage, students' 2011-2012 positive ratings of student engagement, academic self-confidence, and teacher expectations were related to their 2011-2012 performance in math and positive behavioral environment ratings were related to their 2011-2012 performance in reading.*

The following tables show the total number of surveys students at Lanier returned in 2012-2013 (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 Lanier.

Table 1. Number of respondents for:

# of surveys returned	661	10,279
# of students	1,165	16,076
% of students represented	57%	64%
	50%	

Table 2. Response rate by grade for Lanier, 2012-2013

grade	51 (661)	126	0	0	60	50	-1	4%
9th grade								
10th grade								
11th grade								

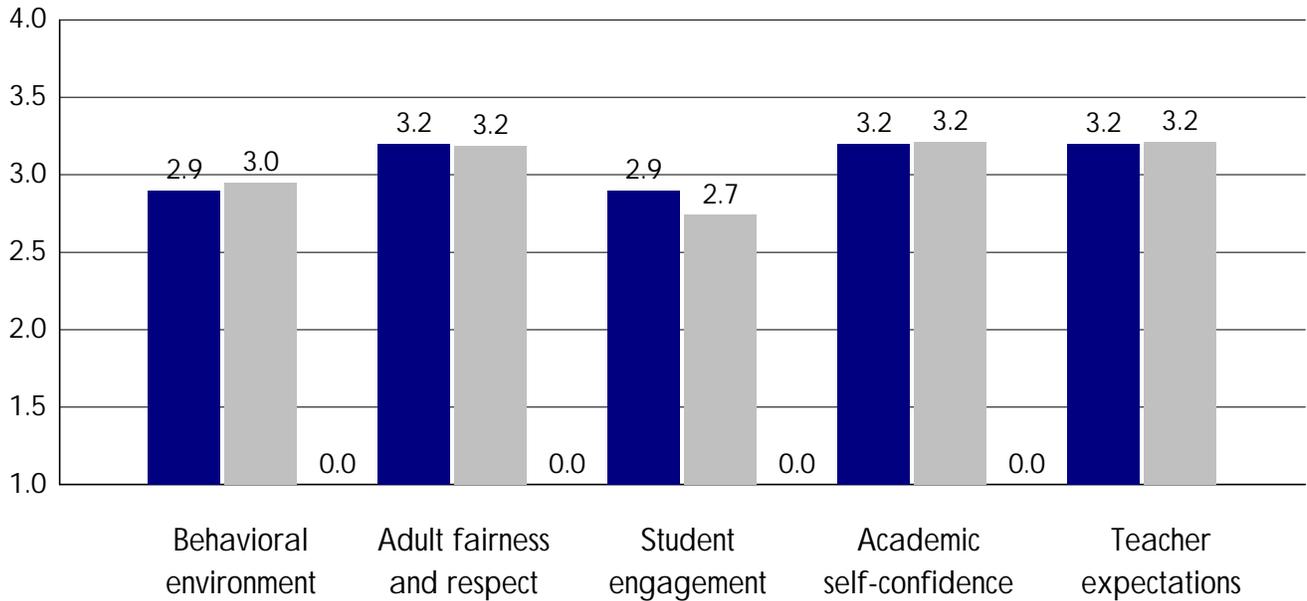
Population data reflect enrollment as of the PEIMS snapshot date in October 2012 whereas students' grade level and ethnicity were self-reported on the survey. The "ethnicity/race" designations allow students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

Table 3. Distribution of responses by ethnicity/race for Lanier relative to Lanier's school population, 2012-2013

* For more information on this analysis, please contact the department of Research and Evaluation.
Voight, A., Austin, G., and Hanson, T. (2013).
San Francisco: WestEd.

Figure 1 depicts Lanier's average student climate survey ratings for 2012-2013, compared with average ratings across all High Schools in 2012-2013. 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 Lanier most excels, as well as the area in which Lanier can improve most.

Figure 1. Student Climate Survey Subscales for Lanier and all High Schools, 2012-2013



Lanier's highest score on the 2012-2013 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.

Lanier's lowest score on the 2012-2013 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 Lanier's student climate results from 2010-2011 to 2012-2013. Please review the individual items on each subscale with particular attention to how Lanier'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 noted with up or down arrows. Please share the results of this report with all

Student engagement	Lanier			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
9. I like to come to school.	3.1	3.0	2.9	2.8
17. I enjoy doing my schoolwork.	2.9	2.8	2.8	2.5
24. My homework helps me learn the things I need to know.	3.1	3.0	3.0	2.9
25. My schoolwork makes me think about things in new ways.	3.2	3.0	3.0	2.8
26. I have fun learning in my classes.	3.0	2.9	2.9	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.9	2.7	2.7	2.6
38. I receive recognition and praise for doing good work.	n/a	n/a	2.9	2.9
Student engagement average	n/a	n/a	2.9	2.7

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

With the addition of item #38 (based on an item from the Gallup Student Poll) longitudinal comparisons are no longer possible.

Academic self-confidence	Lanier			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
16. I can do even the hardest schoolwork if I try.	3.3	3.2	3.3	3.3
18. I am/was well prepared to take the TAKS/STAAR.*	3.2	3.0	3.1	3.2
19. I try hard to do my best work.	3.4	3.3	3.3	3.3
22. I feel successful in my schoolwork.	3.2	3.1	3.2	3.1
23. I can reach the goals I set for myself.	3.4	3.3	3.4	3.3
Academic self-confidence average	3.3	3.2	3.2	3.2

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

* This item has been reworded from the 2011-2012 survey. A list of reworded items are located in the Appendix.

Teacher expectations	Lanier			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
33. My teachers push me to think hard about things we read.*	3.2	3.1	3.2	3.2
34. My teachers push everybody to work hard.	3.3	3.2	3.2	3.3
35. I have to think hard about the writing we do.*	3.3	3.2	3.1	3.1
36. My teachers expect my best effort.*	3.3	3.3	3.4	3.5
Teacher expectations average	3.2	3.2	3.2	3.2

These items are based on the subscale from the Tripod survey and response options have changed to be on the AISD scale. It is desirable to have a response of at least 3.0.

* These items have been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.

37. I will go to college after high school.	Lanier		All High Schools 2012-2013
	2010-2011	2011-2012	
% Yes	64%		
% No	5%		
% Maybe	31%		

To view the district summary report or additional survey results from 2012-2013 or before, visit:

