



2009-2010 AISD Student Climate Survey Linder 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, 270 students returned surveys for Linder, representing 89% of eligible students from Linder (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 Linder in 2009-2010.

Table 1. Response Rate by Grade, 2009-2010



The graph below depicts Linder'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 Linder and all Elementary Schools, 2009-2010

Note.

Linder'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 Linder. 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>



3.0

3.1

3.2

2.9

3.6

3.7

3.2

Student Engagement	Linder			All Elementary Schools
	2007-08	2008-09	2009-10	
9. I like to come to school.	n/a	n/a	3.4	3.2
21. I enjoy doing my schoolwork.	3.4	3.3	3.3	3.1
30. My homework helps me learn things I need to know.	3.7	3.6	3.6	3.5
33. My schoolwork makes me think about things in new ways.	3.6	3.4	3.4	3.3
35. I have fun learning in my classes.	3.6	3.5	3.4	3.3
38. My teachers connect what I am doing to my life outside the classroom.	n/a	3.4	3.5	3.3
Student Engagement average	n/a	n/a	3.4	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	Linder			All Elementary Schools
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.	n/a	n/a	3.8	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.	3.8	3.7	3.8	3.6
24. My teachers believe I can do well in school.	n/a	n/a	3.8	3.7
27. My teachers show me how to know if my work is good.	3.7	3.7	3.7	3.6
Teacher Expectations average	n/a	n/a	3.8	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.

Academic Self-Confidence

- 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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