

## 2009-2010 AISD Student Climate Survey

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.

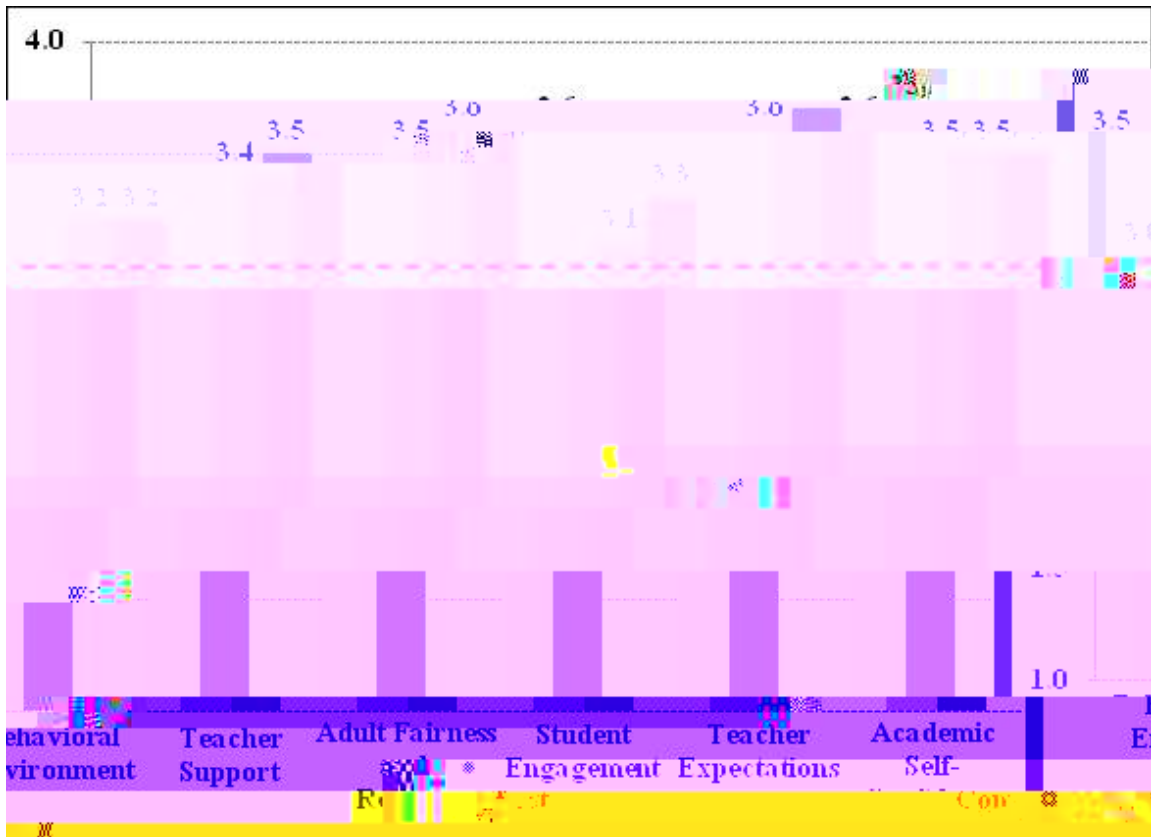
In Spring 2010, 179 students returned surveys for Mathews, representing 95% of eligible students from Mathews (compared to the district Elementary School response rate, 87%). The table below shows the total number and percentage of students surveyed from each eligible grade at Mathews in 2009-2010.

Table 1. Response Rate by Grade, 2009-2010

Mathews	
Grade	Population
3rd	47

The graph below depicts Mathews’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 Mathews and all Elementary Schools, 2009-2010



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

**Mathews’s highest subscale score on the 2009-2010 Student Climate Survey was for Teacher Expectations, a new subscale in 2009-2010 that measures the expectations students perceive from their teachers. It is believed that Teacher Expectations are associated with academic achievement. Please think about what your school does to foster high expectations, and share your strategies with others.**

**Mathews’s lowest subscale score on the 2009-2010 Student Climate survey was for Student Engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. It is believed that Student Engagement relates to academic achievement. For more information on ways to improve Student Engagement, please visit Edutopia: <http://www.edutopia.org/project-learning-teaching-strategies>**


3.0

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	Mathews 2009-10	All Elementary Schools
9. I like to come to school.		3.2
21. I enjoy doing my schoolwork.		3.1
		3.5
		3.3
		3.3
		3.3
		3.3

- 
13. My teachers believe I can learn.
  18. My teachers expect me to do my best work.
  19. My teachers challenge me to do better.
  24. My teachers believe I can do well in school.
  27. My teachers show me how to know if my  
work is good.

Teacher Expectations average

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## REFERENCES

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

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