

2009-2010



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.

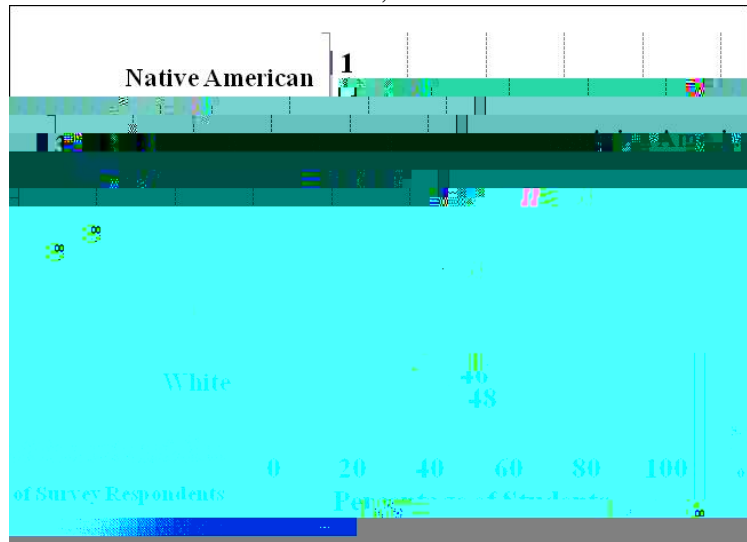
In Spring 2010, 612 students returned surveys for McCallum, representing 45% of eligible students from McCallum (compared to the district High School response rate, 55%). The table below shows the total number and percentage of students surveyed from each eligible grade at McCallum in 2009-2010.

The Figure below compares the percentage of eligible students at McCallum (dark purple) to the percentage of students at McCallum who completed the survey (light purple), by ethnicity.

Table 1. Response Rate by Grade, 2009-2010

Grade	Number of Students	Response Rate
9h	546	35%
10h	447	43%
11h	366	62%
Total	1359	45%

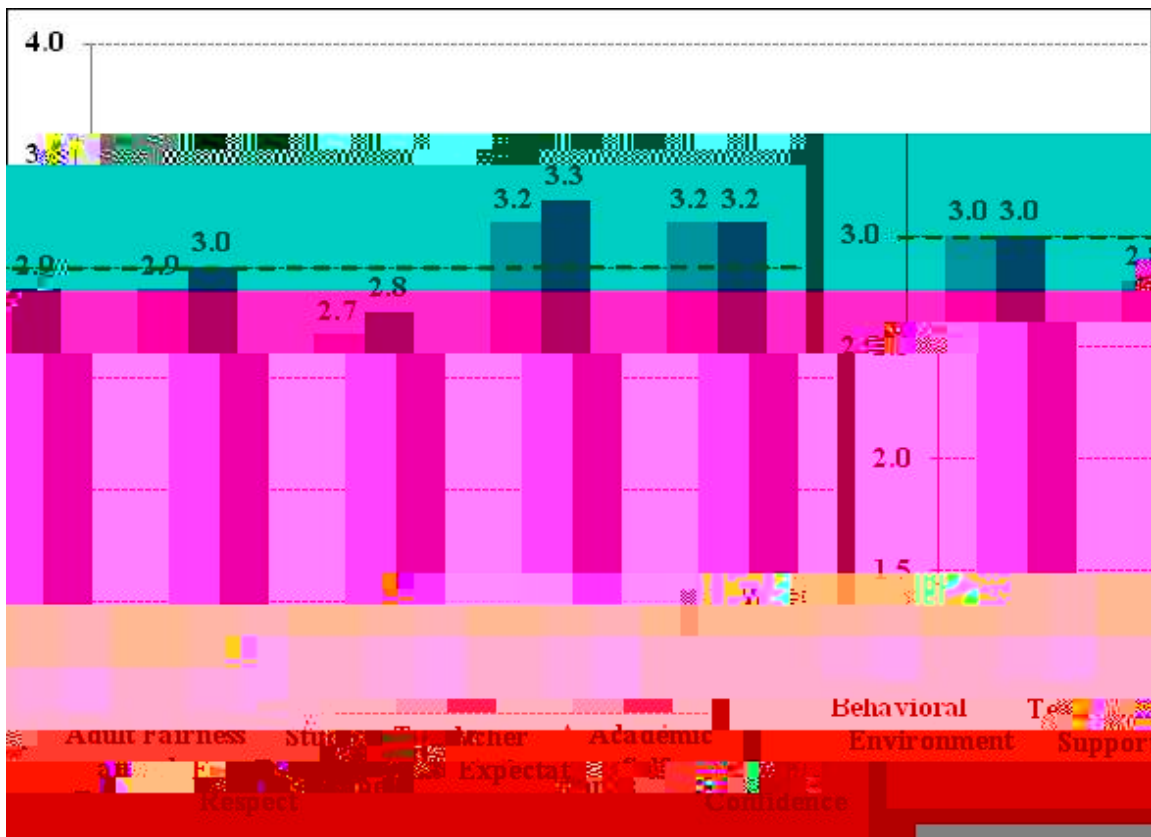
Percentage of Respondents and Students by Ethnicity for McCallum, 2009-2010



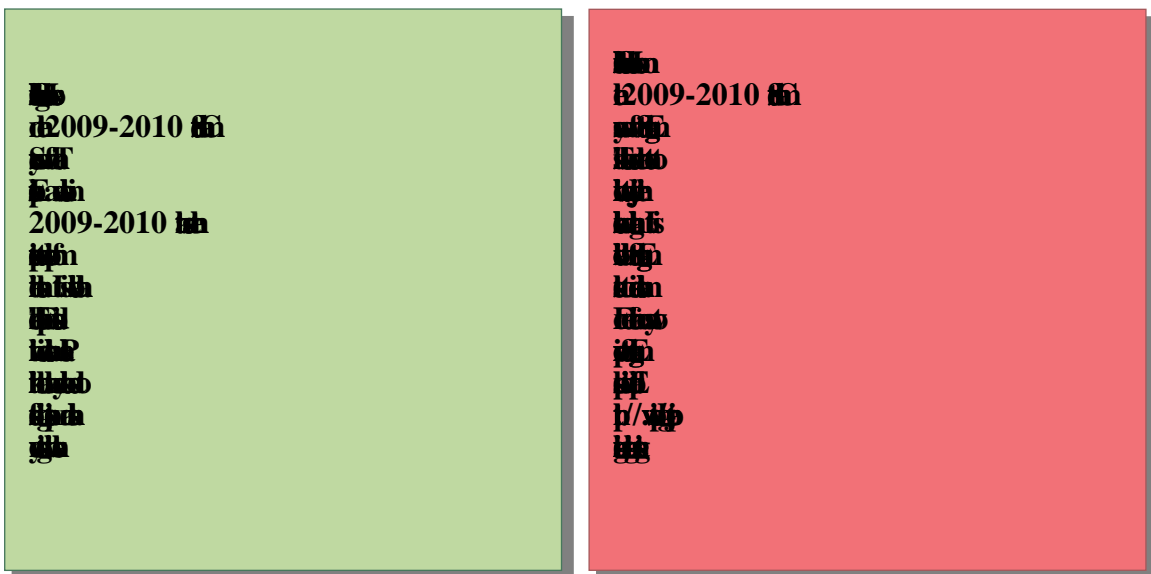
Survey results for McCallum for the 2009-2010 school year are presented on the next page. Please note the green and red text boxes that highlight specific areas in which McCallum excels, as well as areas in which McCallum can improve. The appendix provides more detailed information regarding McCallum’s student climate survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how McCallum’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 McCallum's average student climate survey ratings, compared with average ratings for students across all High 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 McCallum and all High Schools, 2009-2010



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



B

Item	M			A
	2007-08	2008-09	2009-10	M
1. My classmates show respect to each other.	2.9	3.0	2.9	3.0
2. My classmates show respect to other students who are different.	2.8	2.9	2.9	2.9
3. I am happy with the way my classmates treat me.	3.3	3.4	3.3	3.3
14. Students at my school follow the school rules.	2.5	2.6	2.5	2.7
15. I feel safe at my school.	3.1	3.3	3.2	3.2
16. I feel safe on the school property.	3.2	3.3	3.2	3.2
Behavioral Environment average	3.0	3.1 +	3.0	3.0

Note: Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Item	M			A
	2007-08	2008-09	2009-10	M
4. Teachers at this school care about their students.	3.1	3.3	3.1	3.3
17. Teachers give rewards or praise for good behavior.	2.4	2.5	2.6	2.7
28. Teachers give rewards or praise for good work.	2.4	2.6	2.6	2.7
32. My teachers care about how I do in school.	3.0	3.1	3.1	3.2
34. Teachers help students with personal problems.	2.5	2.6	2.6	2.8
Teacher Support average	2.7	2.8 +	2.8	2.9

Note: Response options range from 1 (strongly disagree) to 4 (strongly agree). It is desirable to have a response of at least 3.0.

Item	M			A
	2007-08	2008-09	2009-10	M
% Yes	n/a	79	82	75
% No	n/a	2	2	4
% Maybe	n/a	19	16	21

	2007-08	2008-09	2009-10	Average
13. My teachers believe I can learn.	n/a	n/a	3.4	3.5
18. My teachers expect me to do my best work.	3.5	3.5	3.4	3.5
19. My teachers challenge me to do better.	3.1	3.2	3.1	3.2
24. My teachers believe I can do well in school.	n/a	n/a	3.4	3.4
27. My teachers show me how to know if my work is good.	2.8	3.0	2.9	3.1
Teacher Expectations average	n/a	n/a	3.2	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 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.



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



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