

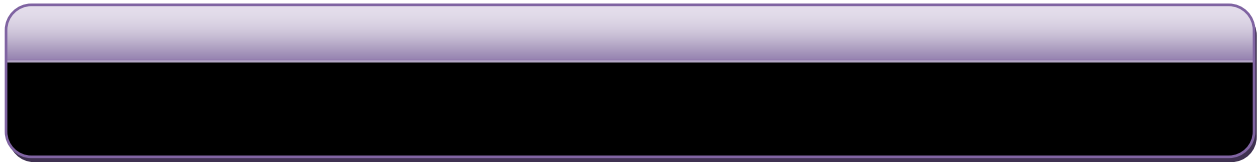
AISD



STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report **MENDEZ MIDDLE SCHOOL**

The following report summarizes the Student Climate Survey results for the last three years at Mendez (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. 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). At the middle school level, schools with higher student ratings of *Behavioral Environment*, *Adult Fairness and Respect*, and *Academic Self-Confidence* had significantly higher TAKS performance, particularly in Math and Social Studies, than schools with less favorable ratings on these dimensions. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that



BEHAVIORAL ENVIRONMENT

A total of six items on the survey assess the dimension called Behavioral Environment, the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are in Table 2. Item numbers in each table correspond to the numbers on the survey.

Table 2. Average Response for Behavioral Environment

	2006-07	Mendez 2007-08	2008-09	All MS 2008-09
1. My classmates show respect to each other.	2.73	2.79	2.92	2.84
2. My classmates show respect to others who are different.	2.72	2.76	2.93	2.79
3. I am happy with the way my classmates treat me.	3.08	3.18	3.18	3.19
14. Students at my school follow the rules.	2.34	2.40	2.62	2.52
15. I feel safe at my school.	2.80	2.90	3.06	3.11
16. I feel safe on the school property.	2.82	2.96	3.07	3.09
Behavioral Environment Average	2.75	2.83	2.97↑	2.93

ADULT FAIRNESS AND RESPECT

The eleven items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are in Table 3.

Table 3. Average Response for Adult Fairness and Respect Items

	Mendez	All MS

TEACHER SUPPORT AND STUDENT ENGAGEMENT

This subscale consists of ten items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are in Table 4.

Table 4. Average Response for Teacher Support and Student Engagement Items

	Mendez			All MS
	2006-07	2007-08	2008-09	2008-09
17. Teachers give rewards or praise for good behavior.	n/a	n/a	2.90	2.66
21. I enjoy doing my schoolwork.	n/a	2.69	2.72	2.50
24. My teachers are excited about what they teach.	3.07	2.89	3.16	3.00
25. My teachers like to teach.	3.27	3.16	3.32	3.24
27. My teachers show me how to know if my work is good.	3.12	3.07	3.25	3.09
28. Teachers give rewards or praise for good work.	2.70	2.71	2.85	2.67
30. My homework helps me learn things I need to know.	n/a	3.06	3.14	2.99
33. My schoolwork makes me think about things in new ways.	n/a	2.98	3.00	2.82
34. Teachers help students with personal problems.	2.76	2.78	2.94	2.76
35. I have fun learning in my classes.	n/a	2.72	2.72	2.72
38. My teachers connect what I am learning to my life outside of the classroom.	n/a	n/a	2.86	2.67
Teacher Support and Student Engagement Average	n/a	n/a	2.97	2.81

STUDENT ACADEMIC SELF-CONFIDENCE

This subscale is comprised of six items that assess students' motivation, self-efficacy, and acquisition of self-evaluation skills. Averages for each item and for the subscale are in Table 5.

Table 5. Average Response for Academic Self-Confidence Items

	Mendez			All MS
	2006-07	2007-08	2008-09	2008-09
20. I can do even the hardest schoolwork if I try.	n/a	3.27	3.24	3.23

ADDITIONAL ACADEMIC ENVIRONMENT

Five additional items were included on the survey. Four items measured additional components of school climate (Table 6) and the sixth asked students to indicate whether or not they intended to go to college after high school (Table 7).

Table 6. Additional Items

	Mendez	All MS