

## **2009-2010 AISD Student Climate Survey**

### **Oak Springs 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, 93 students returned surveys for Oak Springs, representing 83% of eligible students from Oak Springs (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 Oak Springs in 2009-2010.

Table 1. Response Rate by Grade, 2009-2010

Oak Springs		
Grade	Population	Response Rate
3rd	35	83%
4th	35	74%
5th	42	90%
6th	n/a	n/a
<b>Total</b>	112	83%

Survey results for Oak Springs 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 Oak Springs excels, as well as areas in which Oak Springs can improve. The appendix provides more detailed information regarding Oak Springs's student climate survey results from 2007-2008 through 2009-2010. Please review the individual items on each subscale with particular attention to how Oak Springs'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.





1. My classmates show respect to each other.	2.8
2. My classmates show respect to other students who are different.	3.0
3. I am happy with the way my classmates treat me.	3.0
14. Students at my school follow the school rules.	2.9
15. I feel safe at my school.	3.6
	3.6
	3.1

2009-10 All  
Elementary  
Schools

Teacher Expectations	Oak Springs			All Elementary Schools
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.		n/a	3.7	3.7
18. My teachers expect me to do my best work.		3.9	4.0	3.9
19. My teachers challenge me to do better.		3.7	3.7	3.6
24. My teachers believe I can do well in school.		n/a	3.7	3.7
27. My teachers show me how to know if my work is good.		3.6	3.8	3.6
Teacher Expectations average		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.68m465.8 2TjT\*(com.68m4di9 -TD(T20 14ngs04 792139 -3 TD(3.6)Tj.0T\*(3.7)T  
 19. My teachers26tin feel(ccccessfuT\*(jT27. My. My teachers29tin schortatif itegoalsin set for myself teachers31

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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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