

2009-2010 AISD Student Climate Survey

Odom 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.

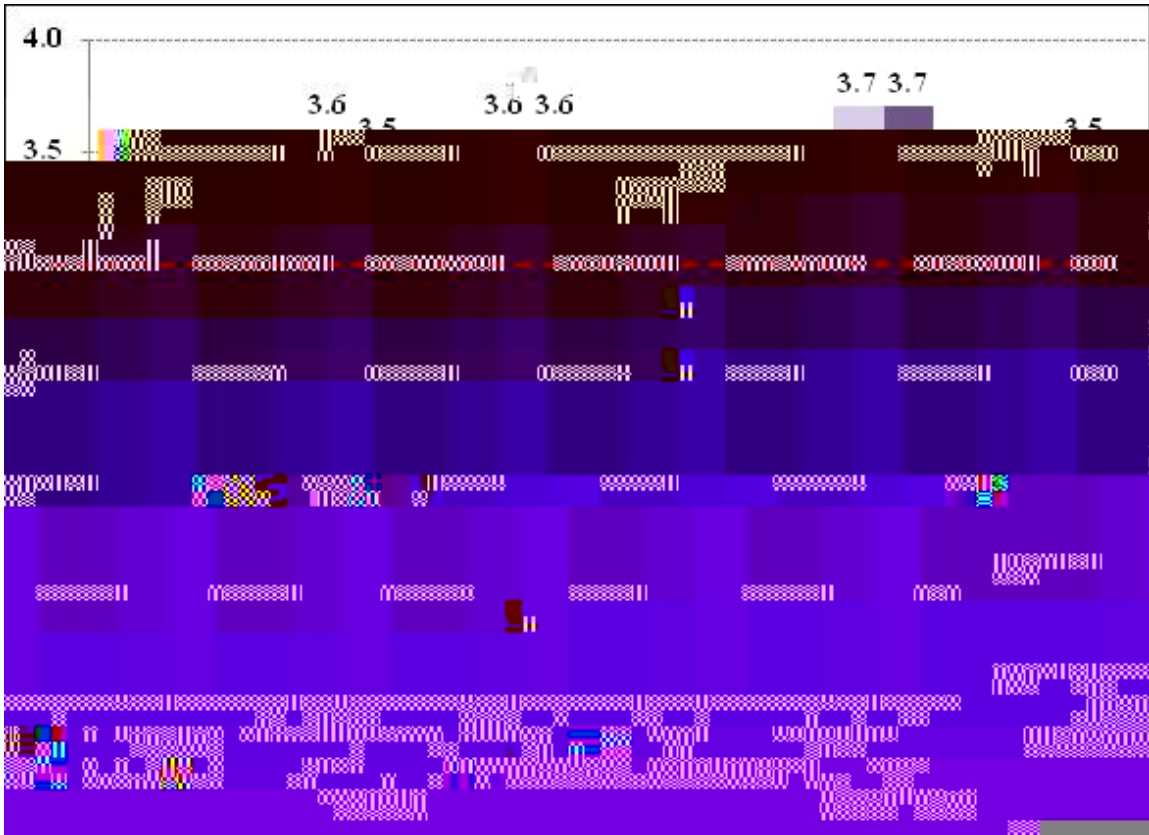
The image below displays factors that are known to be related to student academic growth. In this report, we focus on the role of school climate for students (circled in red), which has been measured with six survey subscales: academic self-confidence, adult fairness & respect, teacher expectations, teacher support, student engagement, and behavioral environment.



In Spring 2010, 282 students returned surveys for Odom, representing 99% of eligible students from Odom (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

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



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

Odom’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 in

Odom’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 Odom. 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>



1. My classmates show respect to each other.	3.0
2. My classmates show respect to other students who are different.	3.2
3. I am happy with8s	3.2
	2.7
	3.5
	3.4
	3.1

APPENDIX

Adult Fairness and Respect	2007-08	Odom 2008-09	2009-10	All Elementary Schools
5. Adults at this school listen to student ideas and opinions.	3.5	3.5	3.4	3.5
6. Adults at this school treat all students fairly.	3.6	3.6	3.6	3.6
7. The staff in the front office show respect to students.	3.7	3.8	3.8	3.8
10. The school rules are fair.	3.5	3.6	3.5	3.5
11. The consequences for breaking school rules are the same for everyone.	3.4	3.5	3.5	3.5
12. My teachers always make sure the students follow the rules.	3.8	3.9	3.9	3.8
36. My teachers are fair to everyone.	3.6	3.6	3.6	3.6
37. All my teachers use the same rules.	n/a	3.2	3.4	3.3
Adult Fairness and Respect average	n/a	3.6	3.6	3.6

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

Student Engagement	2007-08	Odom 2008-09	2009-10	All Elementary Schools
9. I like to come to school.	n/a	n/a	3.1	3.2
21. I enjoy doing my schoolwork.	3.0	3.1	3.0	3.1
30. My homework helps me learn things I need to know.	3.5	3.6	3.6	3.5
33. My schoolwork makes me think about things in new ways.	3.4	3.3	3.3	3.3
35. I have fun learning in my classes.	3.3	3.4	3.2 -	3.3
38. My teachers connect what I am doing to my life outside the classroom.	n/a	3.5	3.3	3.3
Student Engagement 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 item 9 in 2009-2010, subscale comparisons across years are no longer available.



13. My teachers believe I can learn.

REFERENCES

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

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