

# 2012-2013 AISD Student Climate Survey Reagan High School

Research indicates that school climate can either be a positive influence on students' learning environment, or can serve as a significant barrier to students' learning (Voight, Austin & Hanson, 2013). Indeed, after controlling for the influence of economic disadvantage, students' 2011-2012 positive ratings of student engagement, academic self-confidence, and teacher expectations were related to their 2011-2012 performance in math and positive behavioral environment ratings were related to their 2011-2012 performance in reading.\*

The following tables show the total number of surveys students at Reagan returned in 2012-2013 (Table 1), the response rate by grade (Table 2), and the distribution of responses by race/ethnicity compared with the population (Table 3) for students at Reagan.

Table 1. Number of respondents for:

# of surveys returned
# of students
% of students represented

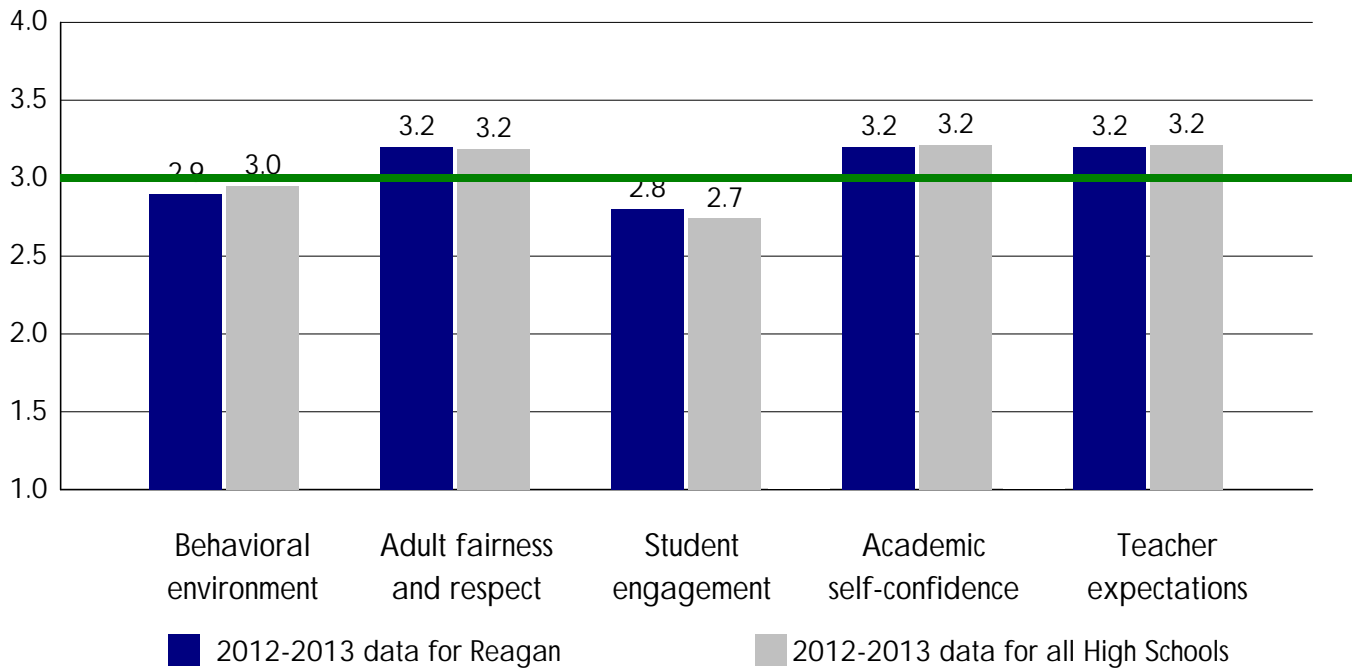
Table 2. Response rate by grade for Reagan, 2012-2013

grade
9th grade
10th grade
11th grade

Population data reflect enrollment as of the PEIMS snapshot date in October 2012 whereas students' grade level and ethnicity were self-reported on the survey. The "ethnicity/race" designations allow students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

Figure 1 depicts Reagan's average student climate survey ratings for 2012-2013, compared with average ratings across all High Schools in 2012-2013. Scores over 3.0 are desirable, as indicated by the green line. Please note the green and red text boxes that highlight the specific area in which Reagan most excels, as well as the area in which Reagan can improve most.

Figure 1. Student Climate Survey Subscales for Reagan and all High Schools, 2012-2013



Reagan's highest score on the 2012-2013 Student Climate Survey was for adult fairness and respect, which assesses the way teachers and other adults at your campus treat students. Research suggests that high levels of adult fairness and respect contribute to academic achievement. We encourage you to consider the ways your campus supports a respectful environment and share your best practices on the Cultural Proficiency & Inclusiveness website: <http://www.austinisd.org/cpi>

Reagan's lowest score on the 2012-2013 Student Climate Survey was for student engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. We encourage your campus to improve the ways in which teachers provide instruction that is relevant and engaging for students.

The following pages contain more detailed information regarding Reagan's student climate results from 2010-2011 to 2012-2013. Please review the individual items on each subscale with particular attention to how Reagan'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 noted with up or down arrows. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

Behavioral environment	Reagan			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
1. My classmates show respect to each other.	3.0	2.9	3.0	3.1
2. My classmates show respect to other students who are different.	3.0	2.9	3.0	3.1
3. I am happy with the way my classmates treat me.	3.2	3.3	3.3	3.4
13. Students at my school follow the school rules.	2.7	2.6	2.7	2.7
14. I feel safe at my school.	3.1	3.2	3.2	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	2.8	2.9
29. My classmates behave the way my teachers want them to.	2.7	2.6	2.6	2.8
30. Our classes stay busy and do not waste time.	2.9	2.9	2.8	2.9
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	n/a	2.4	2.5
<b>Behavioral environment average</b>	<b>n/a</b>	<b>n/a</b>	<b>2.9</b>	<b>3.0</b>

Response options ranged from 1 = to 4 = (item #31 has been reverse scored). It is desirable to have a response of at least 3.0. Items 29 and 30 are from the subscale of the Tripod survey and response options for these items were changed to reflect the AISD scale. For more information, visit: <http://www.metproject.org/partners#cambridge>.  
 With the addition of items #15 and #3, longitudinal comparisons are no longer possible.

Adult fairness and respect	Reagan			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
4. Teachers at this school care about their students.	3.3	3.3	3.3	3.3
5. Adults at this school listen to student ideas and opinions.	3.0	3.1	3.0	3.0
6. Adults at this school treat all students fairly.	3.0	3.2	3.1	3.0
7. The staff in the front office show respect to students.	3.4	3.5	3.3	3.3
8. There is at least one adult at my school who I would go to if I have a problem.	3.2	3.1	3.1	3.2
10. The consequences for breaking the school rules are the same for everyone.	3.2	3.2	3.1	3.1
11. My teachers make sure the students follow the rules.*	3.2	3.2	3.2	3.2
12. My teachers believe I can learn.	3.4	3.6	3.5	3.5
20. My teachers believe I can do well in school.	3.4	3.5	3.5	3.5
21. My teachers like to teach.	3.3	3.3	3.3	3.3
27. My teachers are fair to everyone.	3.0	3.1	2.9	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.2	3.2
37. A lot of teachers at this school know who I am.	n/a	n/a	3.1	3.2
<b>Adult fairness and respect average</b>	<b>n/a</b>	<b>n/a</b>	<b>3.2</b>	<b>3.2</b>

Response options ranged from 1 = to 4 = . It is desirable to have a response of at least 3.0.  
 With the addition of items #32 and #37, longitudinal comparisons are no longer possible.

\* This item has been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.



