

2013-2014 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. Researchers have documented that positive ratings of student climate contribute to factors that help high economically disadvantaged schools "beat the odds" (Voight, Austin & Hanson, 2013). Indeed, students at high-performing AISD schools with high levels of economic disadvantage had more positive ratings of behavioral environment and adult fairness and respect in Spring 2013 than did students at lower performing AISD schools with similar levels of economic disadvantage (Lamb, 2014). The following tables show the total number of surveys students at Reagan completed in 2013-2014 (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 in 2013-2014 for: All
Reagan High Schools**

of surveys returned
of students
% of students represented

Table 2. Response Rate by Grade for Reagan, 2013-2014

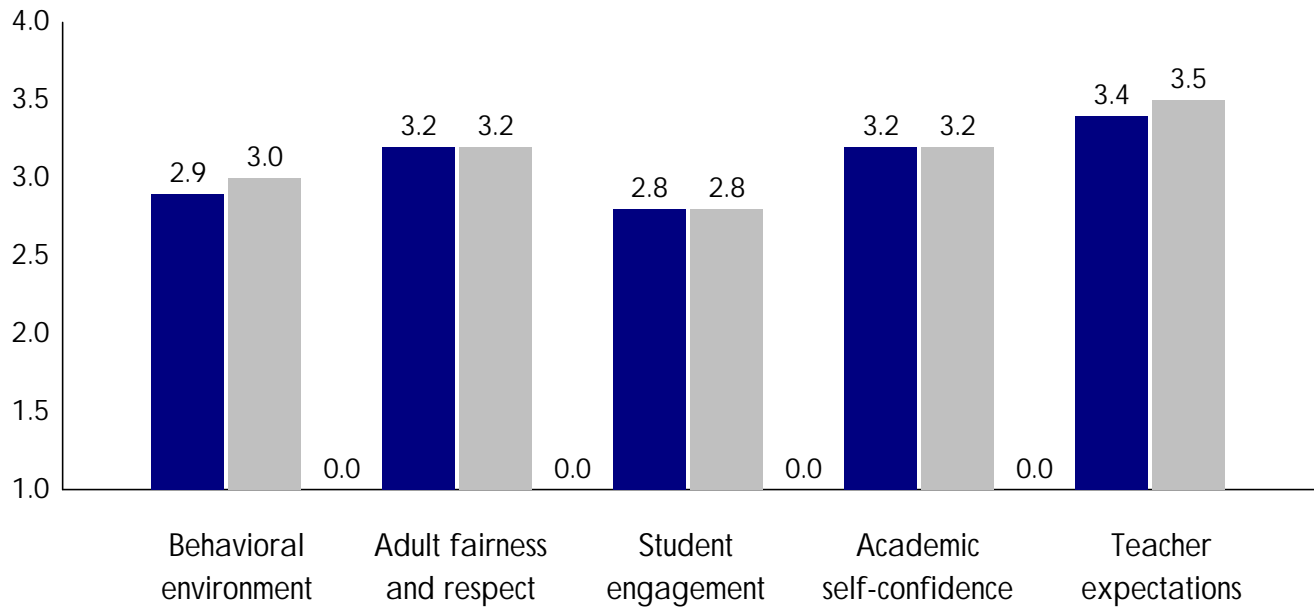
grade
9th grade
10th grade
11th grade

Population data reflect enrollment as of the PEIMS snapshot date in October 2013 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.

Table 3. Distribution of Responses by Ethnicity/race for Reagan Relative to Reagan's School Population, 2013-2014

Ethnicity
Hispanic/Latino
Race
American Indian/Alaskan Native
Asian
Black/African American
Native Hawaiian/Other Pacific Islander
White

Figure 1. Student Climate Survey Subscales for Reagan and all High Schools, 2013-2014



Reagan's highest score on the 2013-2014 Student Climate Survey was for teacher expectations, which measures students' perceptions of their teachers' expectations. Please think about what your campus does to foster high expectations, and share your strategies with others.

Reagan's lowest score on the 2013-2014 Student Climate Survey was for student engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. We encourage

Behavioral environment	Reagan			All High Schools
	2011-2012	2012-2013	2013-2014	2013-2014
1. My classmates show respect to each other.	2.9	3.0	3.0	3.1
2. My classmates show respect to other students who are different.	2.9	3.0	3.1	3.1
3. I am happy with the way my classmates treat me.	3.3	3.3	3.3	3.4
13. Students at my school follow the school rules.	2.6	2.7	2.8	2.8
14. I feel safe at my school.	3.2	3.2	3.1	3.3
15. Students at this school treat teachers with respect.	n/a	2.8	2.9	3.0
29. My classmates behave the way my teachers want them to.	2.6	2.6	2.7	2.9
30. Our classes stay busy and do not waste time.	2.9	2.8	2.9	3.0
31. Students at my school are bullied (teased, taunted, threatened by other students).*	n/a	2.4	2.4	2.5
Behavioral environment average	n/a	2.9	2.9	3.0

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>.

* This items have been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

Adult fairness and respect	Reagan			All High Schools
	2011-2012	2012-2013	2013-2014	2013-2014
4. Teachers at this school care about their students.	3.3	3.3	3.4	3.4
5. Adults at this school listen to student ideas and opinions.	3.0	3.0	3.1	3.1
6. Adults at this school treat all students fairly.	3.0	3.1	3.1	3.1
7. The staff in the front office show respect to students.	3.4	3.3	3.5	3.4
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	3.1	3.2	3.2
11. My teachers make sure the students follow the rules.	3.2	3.2	3.3	3.3
21. My teachers like to teach.	3.3	3.3	3.4	3.3
27. My teachers are fair to everyone.	3.0	2.9	3.1	3.2
32. When bullying is reported to adults at my school they try to stop it.	n/a	3.2	3.2	3.2
36. Teachers at this school know who I am.*	n/a	3.1	3.2	3.2
38. My teachers know what I am good at.	n/a	n/a	3.2	3.2
Adult fairness and respect average	n/a	n/a	3.2	3.2

Response options ranged from 1 = _____ to 4 = _____. It is desirable to have a response of at least 3.0. Additionally, items #12 and #20 have been moved from the Adult Fairness and Respect subscale to the Teacher Expectations subscale based on results generated from factor analyses and reliability analyses. With the addition of item #38, longitudinal comparisons are no longer possible.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

	Reagan 2012-2013	2013-2014	All High Schools 2013-2014
1. My classmates show respect to each other.			
2. My classmates show respect to other students who are different.			
3. I am happy with the way my classmates treat me.			
4. Teachers at this school care about their students.			
5. Adults at this school listen to student ideas and opinions.			
6. Adults at this school treat all students fairly.			
7. The staff in the front office show respect to students.			
8. There is at least one adult at my school who I would go to if I have a problem.			
9. I like to come to school.			
10. The consequences for breaking the school rules are the same for everyone.			
11. My teachers make sure the students follow the rules.			
12. My teachers believe I can learn.			
13. Students at my school follow the school rules.			
14. I feel safe at my school.			