

2009-2010 

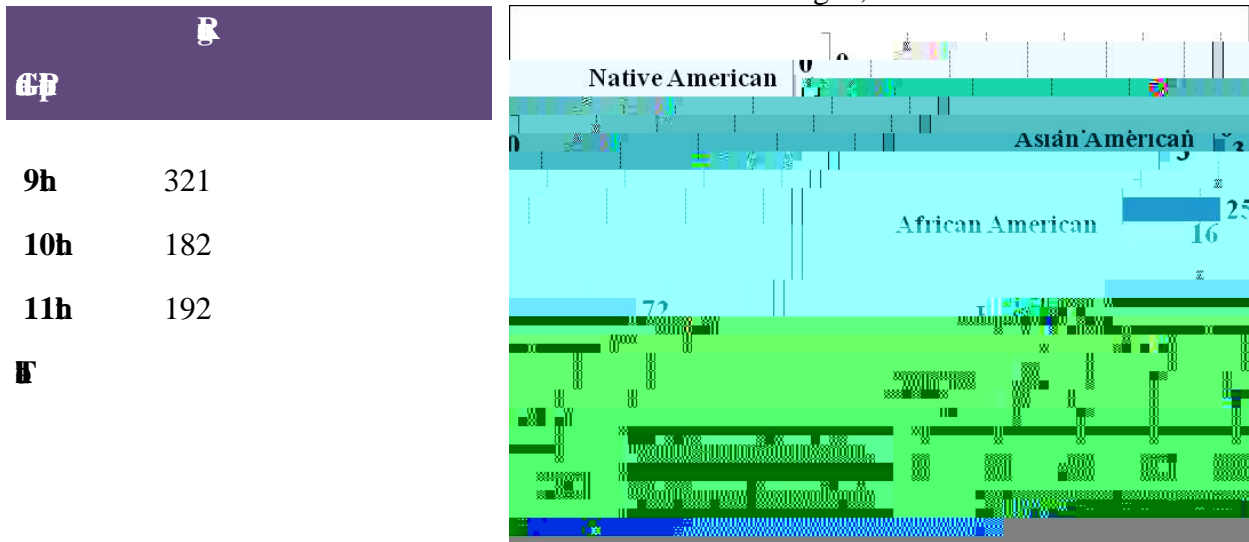


Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. In AISD, schools that performed better on TAKS also had higher student climate ratings (Schmitt & Carney, 2008). These survey results provide campuses with feedback 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.

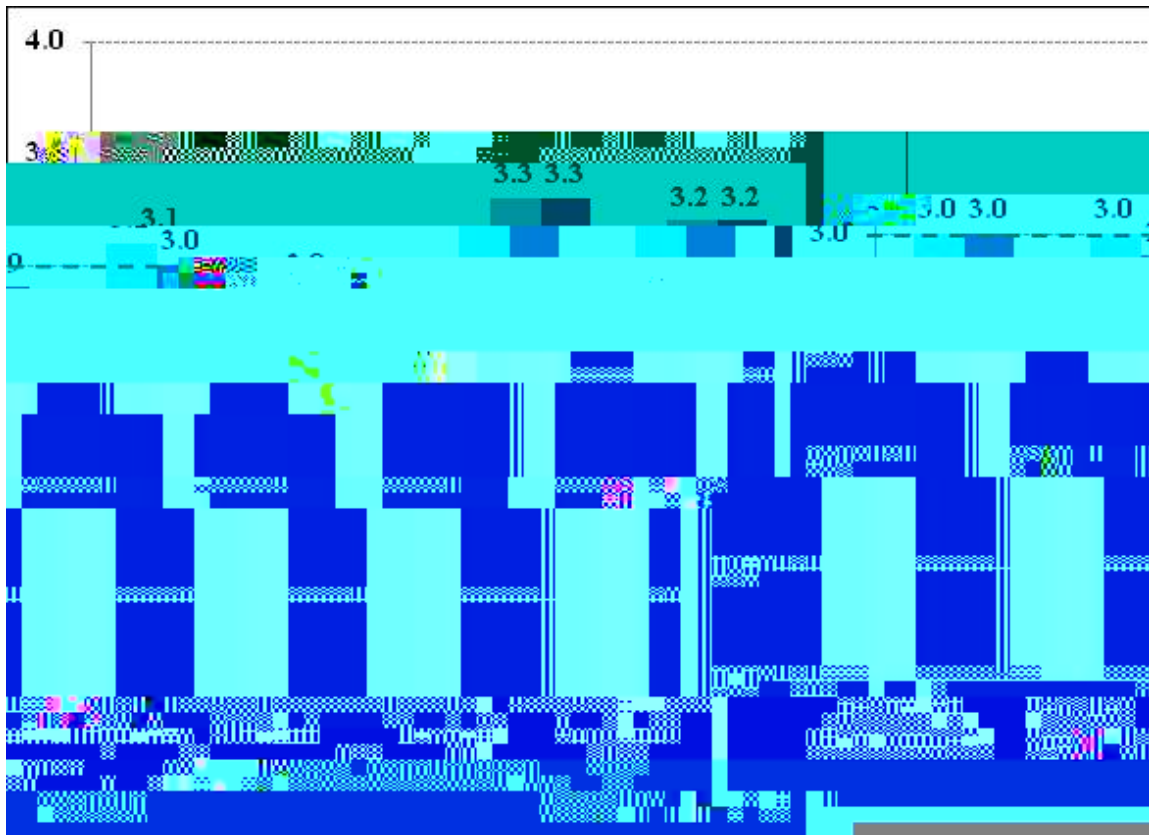
In Spring 2010, 311 students returned surveys for Reagan, representing 45% of eligible students from Reagan (compared to the district High School response rate, 55%). The table below shows the total number and percentage of students surveyed from each eligible grade at Reagan in 2009-2010.

Percentage of Respondents and Students by Ethnicity for Reagan, 2009-2010

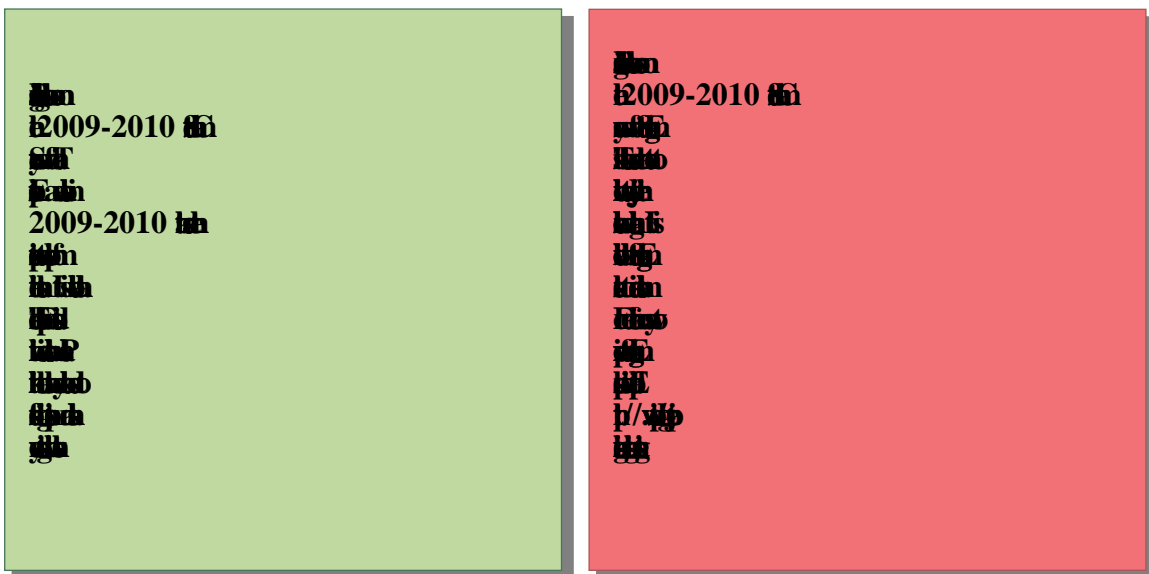


The graph below depicts Reagan’s average student climate survey ratings, compared with average ratings for students across all High Schools in 2009-2010. Scores over 3.0 are desirable, as indicated by the red dashed line. The first step in improving these characteristics is to examine the item-level scores for each area (see Appendix).

Student Climate Survey Subscales for Reagan and all High Schools, 2009-2010



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





1. My classmates show respect to each other.	2.9
2. My classmates show respect to other students who	2.9
	3.2
	2.6
	3.1
	3.0
	3.0
	+
	3.0

R

HR	2007-08	R 2008-09	2009-10	A H F
5. Adults at this school listen to student ideas and opinions.	2.8	2.9	3.0	3.0
6. Adults at this school treat all students fairly.	2.9	3.0	3.1	3.0
7. The staff in the front office show respect to students.	3.2	3.4	3.4	3.3
10. The school rules are fair.	2.8	2.8	2.9	2.9
11. The consequences for breaking school rules are the same for everyone.	2.8	3.0	3.1	3.1
12. My teachers always make sure the students follow the rules.	2.9	3.1	3.2 +	3.2
36. My teachers are fair to everyone.	2.8	2.9	3.0	3.0
37. All my teachers use the same rules.	n/a	2.8	2.9	2.8
Adult Fairness and Respect average	n/a	3.0	3.1	3.0

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

HR	2007-08	R 2008-09	2009-10	A H F
9. I like to come to school.	n/a	n/a	3.0	2.9
21. I enjoy doing my schoolwork.	2.7	2.8	2.8	2.5
30. My homework helps me learn things I need to know.	2.9	3.0	3.1	3.0
33. My schoolwork makes me think about things in new ways.	2.8	2.9	3.0	2.8
35. I have fun learning in my classes.	2.7	2.8	2.9	2.8
38. My teachers connect what I am doing to my life outside the classroom.	n/a	2.7	2.6	2.7
Student Engagement average	n/a	n/a	2.9	2.8

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.

II

Item	Response			Average
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.	n/a	n/a	3.5	3.5
18. My teachers expect me to do my best work.	3.4	3.4	3.4	3.5
19. My teachers challenge me to do better.	3.2	3.2	3.3	3.2
24. My teachers believe I can do well in school.	n/a	n/a	3.4	3.4
27. My teachers show me how to know if my work is good.	2.9	3.0	3.2	3.1
Teacher Expectations average	n/a	n/a	3.3	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 items 13 and 24 in 2009-2010, subscale comparisons across years are no longer possible.

Item	Response			Average
	2007-08	2008-09	2009-10	
20. I can do even the hardest work if I try.	3.2	3.3	3.3	3.2
22. I feel/felt well prepared for TAKS.	2.7	3.0	3.1	3.2
23. I try hard to do my best work.	3.1	3.2	3.3	3.3
26. I feel successful in my schoolwork.	3.0	3.1	3.1	3.1
29. I can reach the goals I set for myself.	3.1	3.3	3.4 +	3.3
31. I know how I am doing in school.	3.1	3.3	3.4	3.4 +
Academic Self-Confidence average	3.1	3.2	3.2	3.2

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

Item	Response			Average
	2007-08	2008-09	2009-10	
8. There is at least one adult at my school who I would go to if I have a problem.	3.2	3.1	3.0	3.1
25. My teachers like to teach.	3.0	3.2	3.4 +	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.



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



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