

2009-2010 AISD Student Climate Survey

Cowan 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, 309 students returned surveys for Cowan, representing 93% of eligible students from Cowan (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 Cowan in 2009-2010.

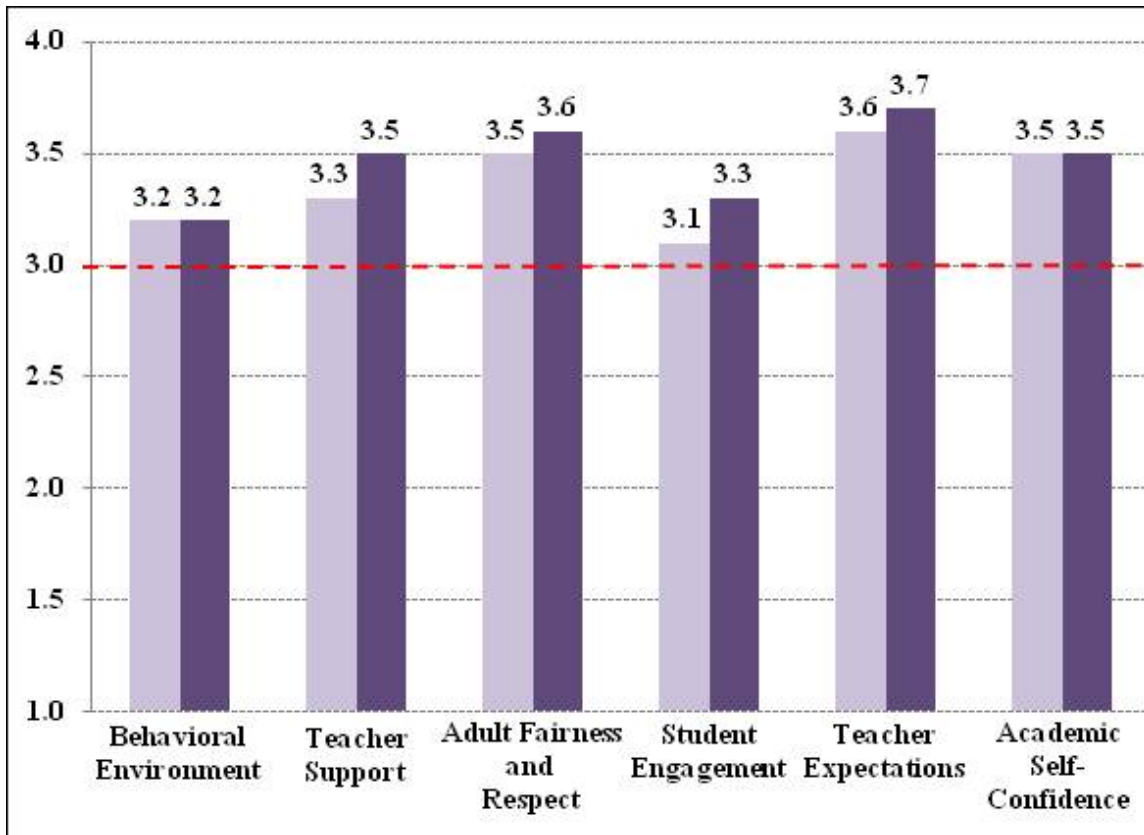
Table 1. Response Rate by Grade, 2009-2010

Cowan		
Grade	Population	Response Rate
3rd	111	93%
4th	112	93%
5th	109	94%
6th	n/a	n/a
Total	332	93%

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

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



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

Cowan’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 foster high expectations, and share your strategies with others.

Cowan’s lowest subscale score on the 2009-2010 Student Climate survey was for Student Engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. It is believed that Student Engagement relates to academic achievement. For more information on ways to improve Student Engagement, please visit Edutopia: <http://www.edutopia.org/project-learning-teaching-strategies>

APPENDIX

Behavioral Environment	Cowan			All Elementary Schools
	2007-08	2008-09	2009-10	
1. My classmates show respect to each other.	3.0	3.0	3.0	3.0
2. My classmates show respect to other students who are different.	3.2	3.1	3.0	3.1
3. I am happy with the way my classmates treat me.	3.2	3.2	3.2	3.1
14. Students at my school follow the school rules.	2.8	2.9	2.9	2.8
15. I feel safe at my school.	3.6	3.6	3.6	3.5
16. I feel safe on the school property.	3.6	3.4	3.5	3.5
Behavioral Environment average	3.2	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.

Teacher Support	Cowan			All Elementary Schools
	2007-08	2008-09	2009-10	
4. Teachers at this school care about their students.	3.9	3.9	3.9	3.9
17. Teachers give rewards or praise for good behavior.	3.2	3.2	3.0 -	3.3
28. Teachers give rewards or praise for good work.	3.3	3.0	2.8 -	3.2
32. My teachers care about how I do in school.	3.9	3.9	3.7 -	3.8
34. Teachers help students with personal problems.	3.4	3.4	3.2	3.5
Teacher Support average	3.5	3.5	3.3 -	3.5

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

APPENDIX

Adult Fairness and Respect	2007-08	Cowan 2008-09	2009-10	All Elementary Schools
5. Adults at this school listen to student ideas and opinions.	3.4	3.5	3.4	3.5
6. Adults at this school treat all students fairly.	3.5	3.5	3.5	3.6
7. The staff in the front office show respect to students.	3.9	3.9	3.9	3.8
10. The school rules are fair.	3.6	3.6	3.4	3.5
11. The consequences for breaking school rules are the same for everyone.	3.4	3.5	3.4	3.5
12. My teachers always make sure the students follow the rules.	3.8	3.8	3.8	3.8
36. My teachers are fair to everyone.	3.5	3.6	3.4 -	3.6
37. All my teachers use the same rules.	n/a	3.4	3.2 -	3.3
Adult Fairness and Respect average	n/a	3.6	3.5 -	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	Cowan 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	3.0	2.9	3.1
30. My homework helps me learn things I need to know.	3.4	3.4	3.3	3.5
33. My schoolwork makes me think about things in new ways.	3.2	3.2	3.0 -	3.3
35. I have fun learning in my classes.	3.2	3.2	3.2	3.3
38. My teachers connect what I am doing to my life outside the classroom.	n/a	3.1	2.9 -	3.3
Student Engagement average	n/a	n/a	3.1	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.

APPENDIX

Teacher Expectations	Cowan			All Elementary Schools
	2007-08	2008-09	2009-10	
13. My teachers believe I can learn.	n/a	n/a	3.6	3.7
18. My teachers expect me to do my best work.	4.0	3.9	3.9	3.9
19. My teachers challenge me to do better.	3.5	3.5	3.6 +	3.6
24. My teachers believe I can do well in school.	n/a	n/a	3.6	3.7
27. My teachers show me how to know if my work is good.	3.5	3.6	3.4 -	3.6
Teacher Expectations average	n/a	n/a	3.6	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 no longer possible.

Academic Self-Confidence	Cowan			All Elementary Schools
	2007-08	2008-09	2009-10	
20. I can do even the hardest work if I try.	3.6	3.5	3.5	3.5
22. I feel/felt well prepared for TAKS.	3.6	3.6	3.5	3.5
23. I try hard to do my best work.	3.8	3.8	3.8	3.8
26. I feel successful in my schoolwork.	3.5	3.5	3.4	3.4
29. I can reach the goals I set for myself.	3.5	3.5	3.5	3.5
31. I know how I am doing in school.	3.5	3.3	3.3	3.4
Academic Self-Confidence average	3.6	3.5	3.5	3.5

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

Additional Climate Items	Cowan			All Elementary Schools
	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.	3.6	3.5	3.5	3.5
25. My teachers like to teach.	3.8	3.8	3.8	3.8

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

REFERENCES

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

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