

2012-2013 AISD Student Climate Survey Dobie Middle 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. Indeed, students at schools with high levels of economic disadvantage and were high performing had higher ratings of 2011-2012 behavioral environment (3.04) than students at lower performing high economically disadvantaged schools (2.93).^{*} Researchers have documented that positive ratings of student climate are believed to contribute to factors that help high economically disadvantaged schools "beat the odds" (Voight, Austin & Hanson, 2013).

The following tables show the total number of surveys students at Dobie 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 Dobie.

Table 1. Number of respondents for:		All Middle Schools
	Dobie	
# of surveys returned	524	12,547
# of students	677	16,137
% of students represented	77%	78%

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

grade	# of students enrolled	# of responses	response rate
6th grade	222	178	80%
7th grade	251	197	78%
8th grade	204	125	61%

Note. 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.

Table 3. Distribution of responses by ethnicity/race for Dobie relative to Dobie's school population, 2012-2013

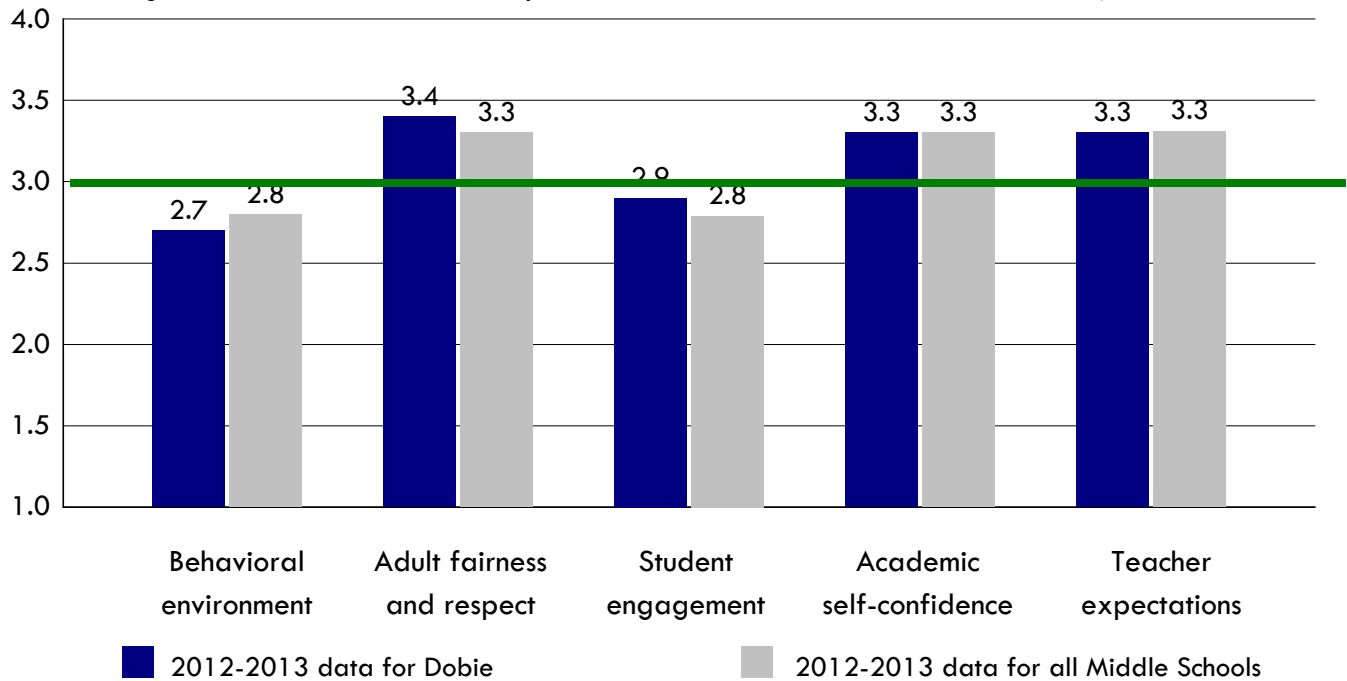
Ethnicity	% of population	% of responses
Hispanic/Latino	86%	82%
Race		
American Indian/Alaskan Native	39%	7%
Asian	2%	3%
Black/African American	12%	13%
Native Hawaiian/Other Pacific Islander	0%	3%
White	52%	16%

^{*} For more information on this analysis, please contact the department of Research and Evaluation.

Voight, A., Austin, G., and Hanson, T. (2013). *A climate for academic success: How climate distinguishes schools that are beating the achievement odds (Full report)*. San Francisco: WestEd.

Figure 1 depicts Dobie's average student climate survey ratings for 2012-2013, compared with average ratings across all Middle 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 Dobie most excels, as well as the area in which Dobie can improve most.

Figure 1. Student Climate Survey Subscales for Dobie and all Middle Schools, 2012-2013



Dobie'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>

Dobie's lowest score on the 2012-2013 Student Climate Survey was for behavioral environment, which measures the extent to which students respect each other, follow the rules, and feel safe at your campus. 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 Child Study System website: <http://www.childstudysystem.com>, or AISD's Respect for All website: <http://www.austinisd.org/respectforall>

The following pages contain more detailed information regarding Dobie's student climate results from 2010-2011 to 2012-2013. Please review the individual items on each subscale with particular attention to how Dobie'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	Dobie			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
1. My classmates show respect to each other.	2.8	2.8	2.8	2.9
2. My classmates show respect to other students who are different.	2.8↑	2.8	2.8	2.9
3. I am happy with the way my classmates treat me.	3.1	3.2	3.2	3.2
13. Students at my school follow the school rules.	2.6↑	2.5	2.5	2.6
14. I feel safe at my school.	3.1	3.1	3.1	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	2.6	2.8
29. My classmates behave the way my teachers want them to.	2.6	2.5	2.5	2.6
30. Our classes stay busy and do not waste time.	2.9	2.8	2.7	2.8
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	n/a	2.2	2.3
Behavioral environment average	n/a	n/a	2.7	2.8

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time* (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 *Control* 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	Dobie			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
4. Teachers at this school care about their students.	3.5	3.3↓	3.5↑	3.4
5. Adults at this school listen to student ideas and opinions.	3.2↑	3.1	3.1	3.1
6. Adults at this school treat all students fairly.	3.2↑	3.1	3.1	3.1
7. The staff in the front office show respect to students.	3.6	3.6	3.7	3.5
8. There is at least one adult at my school who I would go to if I have a problem.	3.3	3.2	3.3	3.2
10. The consequences for breaking the school rules are the same for everyone.	3.4↑	3.3	3.3	3.2
11. My teachers make sure the students follow the rules.*	3.5	3.5	3.5	3.4
12. My teachers believe I can learn.	3.6	3.6	3.6	3.6
20. My teachers believe I can do well in school.	3.6↑	3.5	3.6	3.6
21. My teachers like to teach.	3.5↑	3.4↓	3.4	3.4
27. My teachers are fair to everyone.	3.2↑	3.1	3.1	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.3	3.2
37. A lot of teachers at this school know who I am.	n/a	n/a	3.4	3.4
Adult fairness and respect average	n/a	n/a	3.4	3.3

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. 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.

Student engagement	Dobie			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
9. I like to come to school.	2.8↑	2.8	2.8	2.8
17. I enjoy doing my schoolwork.	2.8↑	2.7	2.7	2.6
24. My homework helps me learn the things I need to know.	3.1	3.2	3.1	3.0
25. My schoolwork makes me think about things in new ways.	3.1↑	3.0	3.0	2.9
26. I have fun learning in my classes.	2.9↑	2.8	2.9	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.8	2.7	2.7	2.6
38. I receive recognition and praise for doing good work.	n/a	n/a	3.1	3.0
Student engagement average	n/a	n/a	2.9	2.8

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. It is desirable to have a response of at least 3.0.

With the addition of item #38 (based on an item from the Gallup Student Poll) longitudinal comparisons are no longer possible.

Academic self-confidence	Dobie			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
16. I can do even the hardest schoolwork if I try.	3.3↑	3.2	3.2	3.3
18. I am/was well prepared to take the TAKS/STAAR.*	3.4↑	3.0↓	3.3↑	3.3↑
19. I try hard to do my best work.	3.5↑	3.4	3.4	3.5
22. I feel successful in my schoolwork.	3.3↑	3.1↓	3.2	3.2
23. I can reach the goals I set for myself.	3.4	3.3	3.3	3.3
Academic self-confidence average	3.4↑	3.2↓	3.3	3.3

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. It is desirable to have a response of at least 3.0.

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

Teacher expectations	Dobie			All Middle Schools
	2010-2011	2011-2012	2012-2013	2012-2013
33. My teachers push me to think hard about things we read.*	3.3	3.2	3.3	3.2
34. My teachers push everybody to work hard.	3.4	3.3	3.3	3.3
35. I have to think hard about the writing we do.*	3.3	3.3	3.2	3.1
36. My teachers expect my best effort.*	3.4	3.3	3.6↑	3.6↑
Teacher expectations average	3.3	3.2	3.3	3.3

Note. These items are based on the *Challenge* subscale from the Tripod survey and response options have changed to be on the AISD scale. It is desirable to have a response of at least 3.0.

* These items have been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.

37. I will go to college after high school.	Dobie			All Middle Schools
	2010-2011	2011-201	2012-2013	2012-2013
% Yes	66%	61%	66%	75%
% No	2%	5%	3%	3%
% Maybe	31%	35%	30%	22%

To view the district summary report or additional survey results from 2012-2013 or before, visit:
[http://www.austinisd.org/dre/search/?f\[0\]=im_field_report_eval_area%3A4](http://www.austinisd.org/dre/search/?f[0]=im_field_report_eval_area%3A4)

Appendix

Reworded items on the 2012-2013 Student Climate Survey and how they differ from their 2011-2012 version.

2011-2012 Items	2012-2013 Reworded Items
11. My teachers always make sure the students follow the rules.	11. My teachers make sure the students follow the rules.
18. I feel/felt well prepared for TAKS.	18. I am/was well prepared to take the TAKS/STAAR.
33. My teachers push us to think hard about things we read.	33. My teachers push me to think hard about things we read.
35. We have to think hard about the writing we do.	35. I have to think hard about the writing we do.
36. My teachers accept nothing less than our full effort.	36. My teachers expect my best effort.