



STUDENT CLIMATE SURVEY RESULTS 2008-2009

Survey Report GARCIA MIDDLE SCHOOL

The following report summarizes the Student Climate Survey results for the last three years at Garcia (see Table 1 for response rate). This survey measures four dimensions of a school's overall climate: *Behavioral Environment*, *Adult Fairness and Respect*, *Teacher Support and Student Engagement*, and *Academic Self-Confidence*. 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). At the middle school level, schools with higher student ratings of *Behavioral Environment*, *Adult Fairness and Respect*, and *Academic Self-Confidence* had significantly higher TAKS performance, particularly in Math and Social Studies, than schools with less favorable ratings on these dimensions. School staff should consider each dimension of climate within the context of school policies and practices, and should discuss strategies that may support positive school climate in each area. For further assistance, contact Jane Nethercut, PBS Coordinator, in Student Support Services (414-0196).

Table 1. Garcia Student Climate Survey Participants, 2008-2009

Year	Garcia	All MS
Surveys returned	219	10,661
Students enrolled	632	15,536
Response rate	35%	69%

Note: Population data are based on May enrollment and may differ from the official AEIS report.

Figure 1 displays your average scores on each dimension for the past 3 years and the average for all schools at your level for the 2008-2009 school year. It is desirable to have a score at or above 3.0, indicated in **bold**.

Figure 1. Average Dimension and Subscale Scores, 2006-2009

	2006-07	Garcia 2007-08	2008-09	All MS 2008-09
Behavioral Environment	n/a	2.68	2.83↑	2.93
Adult Fairness and Respect	n/a	n/a	3.19	3.18
Teacher Support and Student Engagement	n/a	n/a	2.92	2.81
Academic Self-Confidence	n/a	3.16	3.25	3.26

BEHAVIORAL ENVIRONMENT

A total of six items on the survey assess the dimension called Behavioral Environment, the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are in Table 2. Item numbers in each table correspond to the numbers on the survey.

Table 2. Average Response for Behavioral Environment

	Garcia			All MS
	2006-07	2007-08	2008-09	2008-09
1. My classmates show respect to each other.	n/a	2.55	2.77	2.84
2. My classmates show respect to others who are different.	n/a	2.47	2.73	2.79
3. I am happy with the way my classmates treat me.	n/a	2.92	3.08	3.19
14. Students at my school follow the rules.	n/a	2.34	2.39	2.52
15. I feel safe at my school.	n/a	2.87	2.97	3.11
16. I feel safe on the school property.	n/a	2.90	3.03	3.09
Behavioral Environment Average	n/a	2.68	2.83↑	2.93

ADULT FAIRNESS AND RESPECT

The eleven items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, punishment for breaking the rules, and listening to ideas and opinions. Average scores for each item and for the subscale are in Table 3.

Table 3. Average Response for Adult Fairness and Respect Items

	Garcia			All MS
	2006-07	2007-08	2008-09	2008-09
4. Teachers at this school care about their students.	n/a	3.00	3.57↑	3.37
5. Adults at this school listen to student ideas and opinions.	n/a	2.88	3.03	3.00
6. Adults at this school treat all students fairly.	n/a	2.79	3.05	3.05
7. The staff in the front office show respect to students.	n/a	3.18	3.54	3.46
10. The school rules are fair.	n/a	2.59	2.74	2.80
11. The consequences for breaking school rules are the same for everyone.	n/a	3.01	3.04	3.13
12. My teachers always make sure the students follow the rules.	n/a	3.09	3.35	3.34
18. My teachers expect me to do my best work.	n/a	3.28	3.53	3.64
32. My teachers care about how I do in school.	n/a	3.09	3.35	3.28
36. My teachers are fair to everyone.	n/a	2.80	3.05	2.99
37. All my teachers use the same rules.	n/a	n/a	2.92	2.86
Adult Fairness and Respect Average	n/a	n/a	3.19	3.18

TEACHER SUPPORT AND STUDENT ENGAGEMENT

This subscale consists of ten items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm that teachers display regarding their teaching. Average scores for each item and for the subscale are in Table 4.

Table 4. Average Response for Teacher Support and Student Engagement Items

	Garcia			All MS
	2006-07	2007-08	2008-09	2008-09
17. Teachers give rewards or praise for good behavior.	n/a	n/a	2.81	2.66
21. I enjoy doing my schoolwork.	n/a	2.58	2.59	2.50
24. My teachers are excited about what they teach.	n/a	2.94	3.17	3.00
25. My teachers like to teach.	n/a	3.17	3.36	3.24
27. My teachers show me how to know if my work is good.	n/a	3.07	3.20	3.09
28. Teachers give rewards or praise for good work.	n/a	2.84	2.88	2.67
30. My homework helps me learn things I need to know.	n/a	2.97	3.11	2.99
33. My schoolwork makes me think about things in new ways.	n/a	2.82	2.95	2.82
34. Teachers help students with personal problems.	n/a	2.86	3.04	2.76
35. I have fun learning in my classes.	n/a	2.72	2.72	2.72
38. My teachers connect what I am learning to my life outside of the classroom.	n/a	n/a	2.76	2.67
Teacher Support and Student Engagement Average	n/a	n/a	2.92	2.81

STUDENT ACADEMIC SELF-CONFIDENCE

This subscale is comprised of six items that assess students' motivation, self-efficacy, and acquisition of self-evaluation skills. Averages for each item and for the subscale are in Table 5.

Table 5. Average Response for Academic Self-Confidence Items

	Garcia			All MS
	2006-07	2007-08	2008-09	2008-09
20. I can do even the hardest schoolwork if I try.	n/a	3.09	3.22	3.23
22. I feel/felt well prepared for TAKS.	3.06	3.06	3.19	3.25
23. I try hard to do my best work.	n/a	3.22	3.38	3.40
26. I feel successful in my schoolwork.	n/a	3.08	3.11	3.17
29. I can reach the goals I set for myself.	n/a	3.24	3.40	3.31
31. I know how I'm doing in school.	n/a	3.15	3.35	3.28
Academic Self-Confidence Average	n/a	3.16	3.25	3.26

ADDITIONAL ACADEMIC ENVIRONMENT

Five additional items were included on the survey. Four items measured additional components of school climate (Table 6) and the sixth asked students to indicate whether or not they intended to go to college after high school (Table 7).

Table 6. Additional Items

	2006-07	Garcia 2007-08	2008-09	All MS 2008-09
8. There is at least one adult at my school who I would go to if I have a problem.	n/a	3.21	3.26	3.15
9. Everyone knows what the school rules are.	n/a	2.76	3.01	2.96
13. My classmates know there are consequences for breaking the rules.	n/a	3.07	3.32	3.32
19. My teachers challenge me to do better.	n/a	3.13	3.30	3.29

Table 7. College intentions, 2008-2009

	Garcia			All MS		
	Yes	Maybe	No	Yes	Maybe	No
39. I will go to college after high school.	63%	32%	5%	71%	25%	4%

Reference

Schmitt, L. & Carney, D. (2008). AISD Board Level Reports. Austin, TX: Austin Independent School District. Available at:
<http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>