

2012-2013 AISD Student Climate Survey International 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 (Voight, Austin & Hanson, 2013). Indeed, after controlling for the influence of economic disadvantage, students' 2011-2012 positive ratings of student engagement, academic self-confidence, and teacher expectations were related to their 2011-2012 performance in math and positive behavioral environment ratings were related to their 2011-2012 performance in reading.*

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

Table 1. Number of respondents for:		All
	International	High Schools
# of surveys returned	221	10,279
# of students	198	16,076
% of students represented	112%	64%

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

grade	# of students enrolled	# of responses	response rate
9th grade	147	153	104%
10th grade	51	47	92%
11th grade	n/a	1	0%

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 International relative to International's school population, 2012-2013

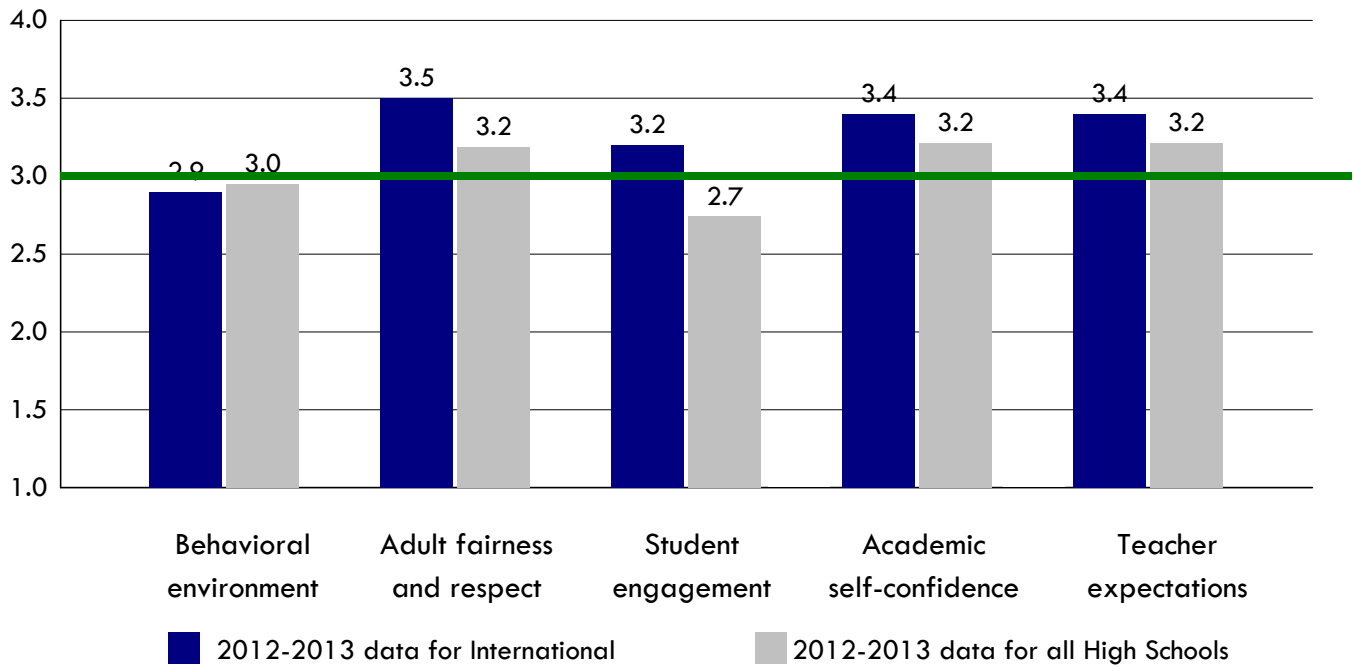
Ethnicity	% of population	% of responses
Hispanic/Latino	78%	77%
Race		
American Indian/Alaskan Native	45%	5%
Asian	17%	15%
Black/African American	3%	3%
Native Hawaiian/Other Pacific Islander	0%	2%
White	36%	24%

* 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 International's average student climate survey ratings for 2012-2013, compared with average ratings across all High 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 International most excels, as well as the area in which International can improve most.

Figure 1. Student Climate Survey Subscales for International and all High Schools, 2012-2013



International'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>

International'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 International's student climate results from 2010-2011 to 2012-2013. Please review the individual items on each subscale with particular attention to how International'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	International			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
1. My classmates show respect to each other.	2.9	3.1↑	2.9↓	3.1
2. My classmates show respect to other students who are different.	2.7	3.1↑	3.0	3.1
3. I am happy with the way my classmates treat me.	3.1	3.3↑	3.2	3.4
13. Students at my school follow the school rules.	2.7	3.0↑	2.9	2.7
14. I feel safe at my school.	3.2	3.3	3.2	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	2.9	2.9
29. My classmates behave the way my teachers want them to.	2.5	2.8↑	2.7	2.8
30. Our classes stay busy and do not waste time.	3.1	3.3↑	3.1↓	2.9
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	n/a	2.1	2.5
Behavioral environment average	n/a	n/a	2.9	3.0

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	International			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
4. Teachers at this school care about their students.	3.6	3.7	3.7	3.3
5. Adults at this school listen to student ideas and opinions.	3.1	3.5↑	3.3↓	3.0
6. Adults at this school treat all students fairly.	3.1↓	3.5↑	3.3↓	3.0
7. The staff in the front office show respect to students.	3.5↓	3.9↑	3.6↓	3.3
8. There is at least one adult at my school who I would go to if I have a problem.	3.1↓	3.5↑	3.4	3.2
10. The consequences for breaking the school rules are the same for everyone.	3.3↑	3.5	3.5	3.1
11. My teachers make sure the students follow the rules.*	3.6↑	3.8↑	3.5↓	3.2
12. My teachers believe I can learn.	3.6	3.7	3.6↓	3.5
20. My teachers believe I can do well in school.	3.5↓	3.7↑	3.6↓	3.5
21. My teachers like to teach.	3.8↑	3.8	3.6↓	3.3
27. My teachers are fair to everyone.	3.3	3.4	3.3	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.5	3.2
37. A lot of teachers at this school know who I am.	n/a	n/a	3.5	3.2
Adult fairness and respect average	n/a	n/a	3.5	3.2

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	International			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
9. I like to come to school.	3.5↑	3.5	3.5	2.8
17. I enjoy doing my schoolwork.	3.2	3.4	3.2	2.5
24. My homework helps me learn the things I need to know.	3.5	3.7↑	3.5↓	2.9
25. My schoolwork makes me think about things in new ways.	3.4	3.4	3.3	2.8
26. I have fun learning in my classes.	3.3↑	3.4	3.2	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.6	2.8	2.7	2.6
38. I receive recognition and praise for doing good work.	n/a	n/a	3.1	2.9
Student engagement average	n/a	n/a	3.2	2.7

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	International			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
16. I can do even the hardest schoolwork if I try.	3.4	3.6↑	3.4↓	3.3
18. I am/was well prepared to take the TAKS/STAAR.*	2.7↓	3.1	3.1	3.2
19. I try hard to do my best work.	3.5	3.6	3.5	3.3
22. I feel successful in my schoolwork.	3.1↓	3.4↑	3.3	3.1
23. I can reach the goals I set for myself.	3.4	3.5	3.6	3.3
Academic self-confidence average	3.2	3.4↑	3.4	3.2

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	International			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
33. My teachers push me to think hard about things we read.*	3.4	3.4	3.3↓	3.2
34. My teachers push everybody to work hard.	3.4	3.3	3.4	3.3
35. I have to think hard about the writing we do.*	3.4	3.7↑	3.3↓	3.1
36. My teachers expect my best effort.*	3.4	3.4	3.6↑	3.5↑
Teacher expectations average	3.4	3.5	3.4	3.2

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.	International			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
% Yes	48%	48%	50%	76%
% No	4%	1%	4%	4%
% Maybe	48%	51%	46%	20%

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.