

## 2010-2011 AISD Student Climate Survey McCallum 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. Indeed, elementary school teachers in Austin Independent School District (AISD) whose students provided positive ratings of behavioral environment, teacher support, adult fairness and respect, and academic self-confidence had students who made greater growth on TAKS in 2009-2010 than did their peers whose students rated school climate less favorably.\*

The following tables show the total number of surveys students at McCallum returned in 2010-2011 (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 McCallum.

Table 1. Number of respondents for:		All High Schools
	McCallum	
# of surveys returned	0	8,315
# of students	1,454	14,040
% of students represented	0%	59%

Note. Population data reflect enrollment as of the PEIMS snapshot date in October 2010. Students' grade level and ethnicity were self-reported. The new "ethnicity/race" reporting allows for students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

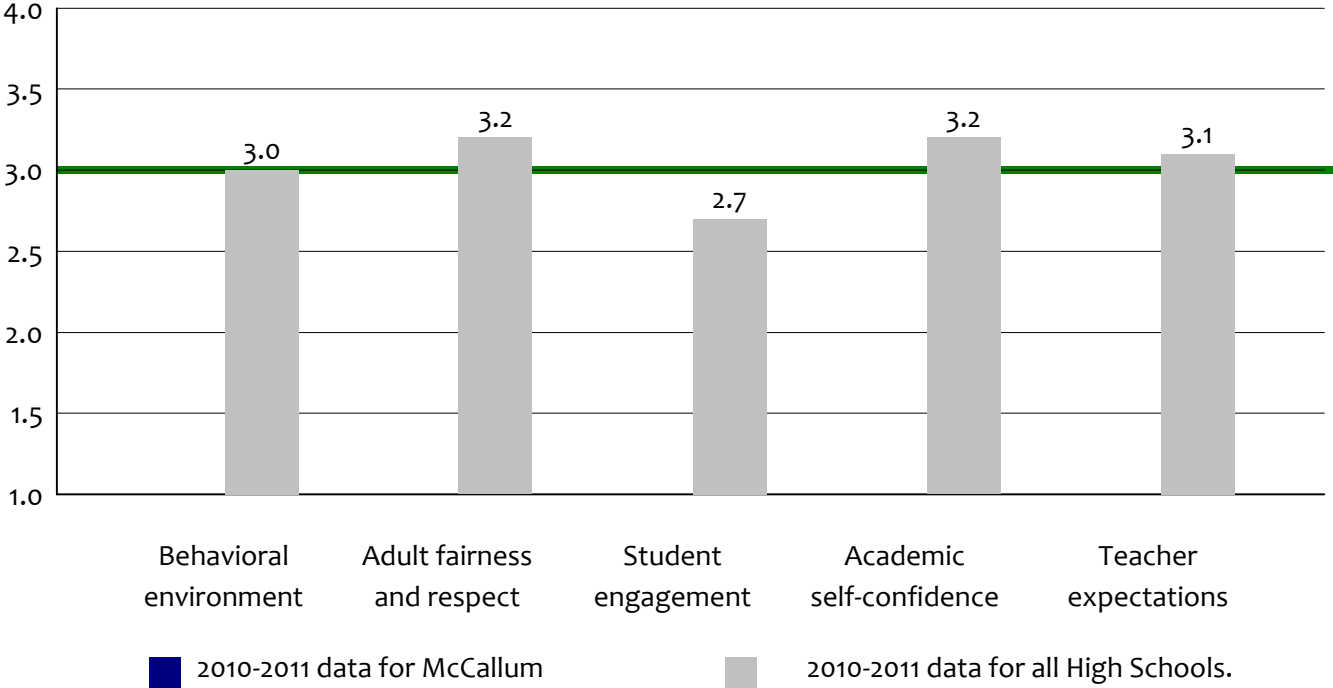
Table 2. Response rate by grade for McCallum, 2010-2011			
grade	# of students	# of responses	response rate
9th grade	564	0	n/a%
10th grade	466	0	n/a%
11th grade	424	0	n/a%

Table 3. Distribution of responses by race/ethnicity for McCallum relative to McCallum's school population, 2010-2011		
Ethnicity	% of population	% of responses
Hispanic/Latino	33%	%
Race		
American Indian/Alaskan Native only	10%	%
Asian only	2%	%
Black/African American only	21%	%
Native Hawaiian/Other Pacific Islander only	0%	%
White only	62%	%
Two or more races	4%	%

\*For the full report, please see:  
[http://archive.austinisd.org/inside/docs/ope\\_09-82\\_Teacher\\_Effectiveness\\_Issue4\\_Student\\_Climate.pdf](http://archive.austinisd.org/inside/docs/ope_09-82_Teacher_Effectiveness_Issue4_Student_Climate.pdf)

Figure 1 depicts McCallum's average student climate survey ratings for 2010-2011, compared with average ratings across all High Schools in 2010-2011. 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 McCallum most excels, as well as the area in which McCallum can improve most.

Figure 1. Student Climate Survey Subscales for McCallum and all High Schools, 2010-2011



The following pages contain more detailed information regarding McCallum's student climate results from 2008-2009 to 2010-2011. Please review the individual items on each subscale with particular attention to how McCallum'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 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	McCallum			All High Schools
	2008-2009	2009-2010	2010-2011	2010-2011
1. My classmates show respect to each other.	3.0	2.9	n/a	3.0
2. My classmates show respect to other students who are different.	2.9	2.9	n/a	3.0
3. I am happy with the way my classmates treat me.	3.4	3.3	n/a	3.3
13. Students at my school follow the school rules.	2.6	2.5	n/a	2.7
14. I feel safe at my school.	3.3	3.2	n/a	3.2
15. I feel safe on the school property.	3.3	3.2	n/a	3.2
29. My classmates behave the way my teachers want them to.	n/a	n/a	n/a	2.7
30. Our classes stay busy and do not waste time.	n/a	n/a	n/a	2.9
Behavioral environment average	n/a	n/a	n/a	3.0

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0. Subscale comparisons across years are no longer available due to the addition of items 29 and 30, which are from the Control subscale of the Tripod survey. The Tripod survey was developed by Ron Ferguson and has been administered to schools across the country over the last decade. The Tripod survey was used in the Gates Foundation's Measures of Effective Teaching (MET) Project. The survey is designed to assess the degree to which students agree with a variety of statements designed to measure the following dimensions: caring, captivating, conferring, controlling, clarifying, challenging, and consolidating. For more information, please visit: <http://www.metproject.org/partners#cambridge>. Response options for the Tripod items were changed to reflect the 1 = *never* to 4 = *always* scale.

Adult fairness and respect	McCallum			All High Schools
	2008-2009	2009-2010	2010-2011	2010-2011
4. Teachers at this school care about their students.	3.3	3.1	n/a	3.2
5. Adults at this school listen to student ideas and opinions.	3.0	2.9	n/a	3.0
6. Adults at this school treat all students fairly.	2.9	2.8	n/a	3.0
7. The staff in the front office show respect to students.	3.3	3.2	n/a	3.3
8. There is at least one adult at my school who I would go to if I have a problem.	3.1	3.1	n/a	3.2
10. The consequences for breaking school rules are the same for everyone.	2.9	3.0	n/a	3.1
11. My teachers always make sure the students follow the rules.	3.1	3.0	n/a	3.2
12. My teachers believe I can learn.	n/a	3.4	n/a	3.4
20. My teachers believe I can do well in school.	n/a	3.4	n/a	3.4
21. My teachers like to teach.	3.1	3.1	n/a	3.2
27. My teachers are fair to everyone.	2.9	2.9	n/a	3.0
Adult fairness and respect average	n/a	3.1	n/a	3.2

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

Student engagement	McCallum			All High Schools
	2008-2009	2009-2010	2010-2011	2010-2011
9. I like to come to school.	n/a	2.7	n/a	2.8
17. I enjoy doing my schoolwork.	2.4	2.4	n/a	2.5
24. My homework helps me learn the things I need to know.	2.9	2.9	n/a	2.9
25. My schoolwork makes me think about things in new ways.	2.7	2.7	n/a	2.8
26. I have fun learning in my classes.	2.7	2.7	n/a	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.6	2.7	n/a	2.6
Student engagement average	n/a	2.7	n/a	2.7

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

Academic self-confidence	McCallum			All High Schools
	2008-2009	2009-2010	2010-2011	2010-11
16. I can do even the hardest schoolwork if I try.	3.3	3.2	n/a	3.2
18. I feel/felt well prepared for TAKS.	3.2	3.2	n/a	3.2
19. I try hard to do my best work.	3.2	3.1	n/a	3.3
22. I feel successful in my schoolwork.	3.0	2.9	n/a	3.1
23. I can reach the goals I set for myself.	3.3	3.2	n/a	3.3
Academic self-confidence average	3.2	3.1	n/a	3.2

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

Teacher expectations	McCallum	All High Schools
	2010-2011	2010-2011
33. My teachers push us to think hard about things we read.	n/a	3.1
34. My teachers push everybody to work hard.	n/a	3.2
35. We have to think hard about the writing we do.	n/a	3.1
36. My teachers accept nothing less than our full effort.	n/a	3.2
Teacher expectations average	n/a	3.1

Note. These items were new to the 2010-2011 student climate survey and are based on the Challenge subscale from the Tripod survey. Response options for these items have been changed to be on a 1 = never to 4 = always. It is desirable to have a response of at least 3.0.

37. I will go to college after high school.	McCallum			All High Schools
	2008-2009	2009-2010	2010-2011	2010-2011
% Yes	79%	82%	0%	76%
% No	2%	2%	0%	4%
% Maybe	19%	16%	0%	20%