

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 Covington 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 Covington.



of surveys returned
of students
% of students represented



grade
6th grade
7th grade
8th grade

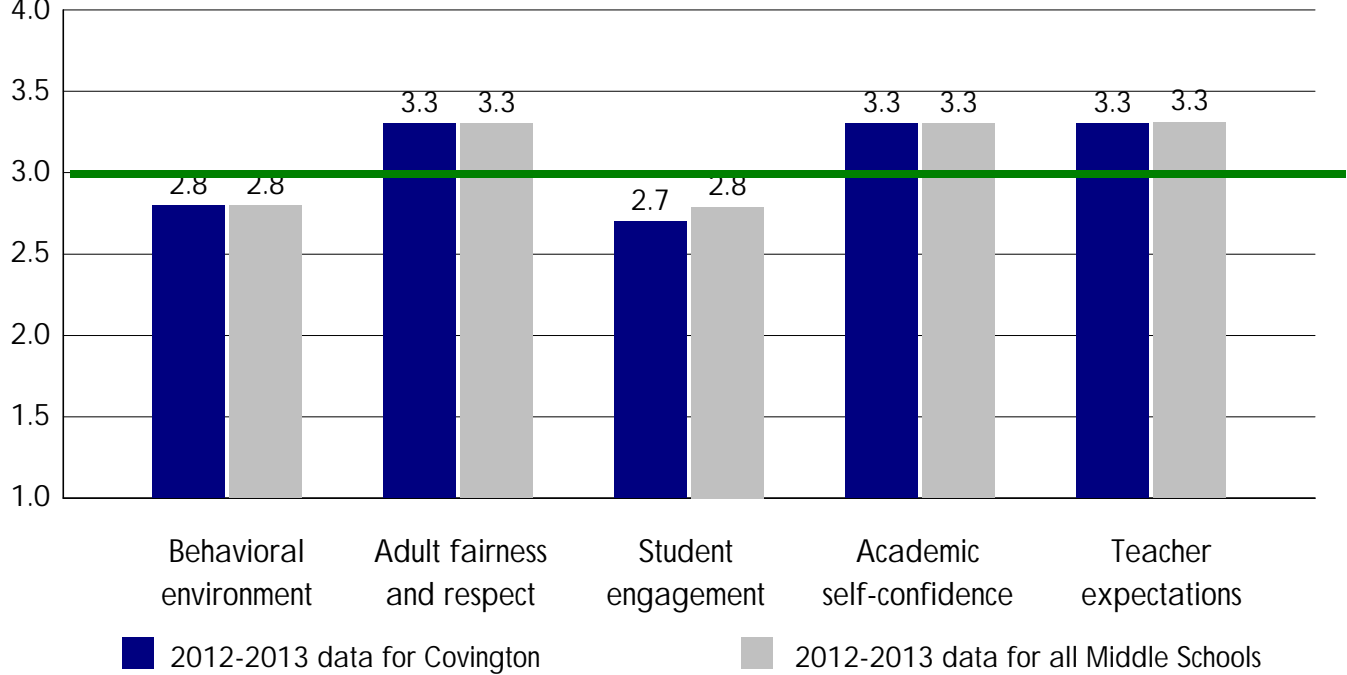
Population data reflect enrollment as of the PEIMS snapshot date in October 2012 whereas students' grade



Ethnicity
Hispanic/Latino
Race
American Indian/Alaskan Native
Asian
Black/African American
Native Hawaiian/Other Pacific Islander
White

Figure 1 depicts Covington'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 Covington most excels, as well as the area in which Covington can improve most.

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



Covington'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>

Covington's lowest score on the 2012-2013 Student Climate Survey was for student engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. We encourage your campus to improve the ways in which teachers provide instruction that is relevant and engaging for students.

The following pages contain more detailed information regarding Covington's student climate results from 2010-2011 to 2012-2013. Please review the individual items on each subscale with particular attention to how Covington'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.

1. My classmates show respect to each other.	2.7	2.8	2.9	2.9
2. My classmates show respect to other students who are different.	2.7	2.7	2.8	2.9
3. I am happy with the way my classmates treat me.	3.1	3.1	3.3	3.2
13. Students at my school follow the school rules.	2.4	2.5	2.5	2.6
14. I feel safe at my school.	2.9	3.0	3.2	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	2.7	2.8
29. My classmates behave the way my teachers want them to.	2.3	2.5	2.5	2.6
30. Our classes stay busy and do not waste time.	2.6	2.8	2.7	2.8
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	n/a	2.3	2.3
Behavioral environment average	n/a	n/a	2.8	2.8

Response options ranged from 1 = _____ to 4 = _____ (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 _____ 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.

4. Teachers at this school care about their students.	3.1	3.2	3.4	3.4
5. Adults at this school listen to student ideas and opinions.	2.7	2.9	3.0	3.1
6. Adults at this school treat all students fairly.	2.8	3.0	3.1	3.1
7. The staff in the front office show respect to students.	3.3	3.4	3.5	3.5
8. There is at least one adult at my school who I would go to if I have a problem.	3.0	3.3	3.2	3.2
10. The consequences for breaking the school rules are the same for everyone.	3.0	3.2	3.2	3.2
11. My teachers make sure the students follow the rules.*	3.2	3.3	3.5	3.4
12. My teachers believe I can learn.	3.4	3.5	3.6	3.6
20. My teachers believe I can do well in school.	3.3	3.4	3.5	3.6
21. My teachers like to teach.	3.1	3.2	3.3	3.4
27. My teachers are fair to everyone.	2.8	3.0	3.0	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.2	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	3.3	3.3

Response options ranged from 1 = _____ to 4 = _____. 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.

9. I like to come to school.	2.7	2.8	2.8	2.8
17. I enjoy doing my schoolwork.	2.3	2.5	2.5	2.6
24. My homework helps me learn the things I need to know.	2.8	3.0	3.0	3.0
25. My schoolwork makes me think about things in new ways.	2.7	2.8	2.8	2.9
26. I have fun learning in my classes.	2.6	2.7	2.7	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.4	2.5	2.5	2.6
38. I receive recognition and praise for doing good work.	n/a	n/a	3.0	3.0
Student engagement average	n/a	n/a	2.7	2.8

Response options ranged from 1 = to 4 = . 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.

16. I can do even the hardest schoolwork if I try.	3.1	3.2	3.2	3.3
18. I am/was well prepared to take the TAKS/STAAR.*	3.3	2.9	3.3	3.3
19. I try hard to do my best work.	3.3	3.4	3.4	3.5
22. I feel successful in my schoolwork.	3.1	3.1	3.1	3.2
23. I can reach the goals I set for myself.	3.2	3.3	3.3	3.3
Academic self-confidence average	3.2	3.1	3.3	3.3

Response options ranged from 1 = to 4 = . 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.

33. My teachers push me to think hard about things we read.*	3.0	3.1	3.2	3.2
34. My teachers push everybody to work hard.	3.1	3.2	3.3	3.3
35. I have to think hard about the writing we do.*	3.0	3.3	3.1	3.1
36. My teachers expect my best effort.*	3.1	3.3	3.5	3.6
Teacher expectations average	3.0	3.2	3.3	3.3

These items are based on the 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.



% Yes	69%
% No	3%
% Maybe	28%

