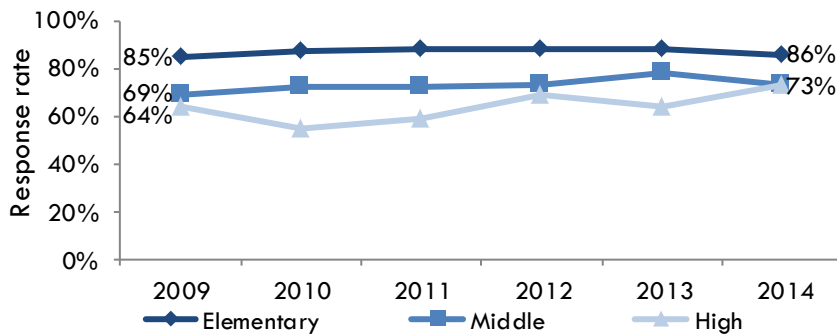


# Student Climate Survey Results: Summary for Spring 2012 Through Spring 2014

## Who responded to the Spring 2014 Student Climate Survey?

The Austin Independent School District's (AISD) Student Climate Survey has been administered district-wide each Spring since 2004 to assess students' perceptions of their school environment. Consistent with response rates from previous years, in Spring 2014, 78% of AISD 3<sup>rd</sup>- through 11<sup>th</sup>-grade students completed the Student Climate Survey ( $n = 40,745$ ). Response rates at the elementary school level remained higher than response rates at the middle and high school levels (Figure 1). However, the response rates at the middle and high school levels have improved over time.

**Figure 1.** Response Rates for the Student Climate Survey, Spring 2009 to Spring 2014



Source. Spring 2009 through 2014 Student Climate Survey and PEIMS October 2013

Note. Students' grade level was self-reported.

Students at middle and high schools were asked to identify their ethnicity and race on the survey using two items (Figure 2). Results suggest most students identified as Hispanic or Not Hispanic, but many (34%) did not identify an additional race. Thus, the demographic distribution of responses secondary school survey participants provided did not necessarily reflect their ethnicity and race according to AISD student records (Figure 3).

**Figure 2.** Ethnicity and Race Items on the Student Climate Survey

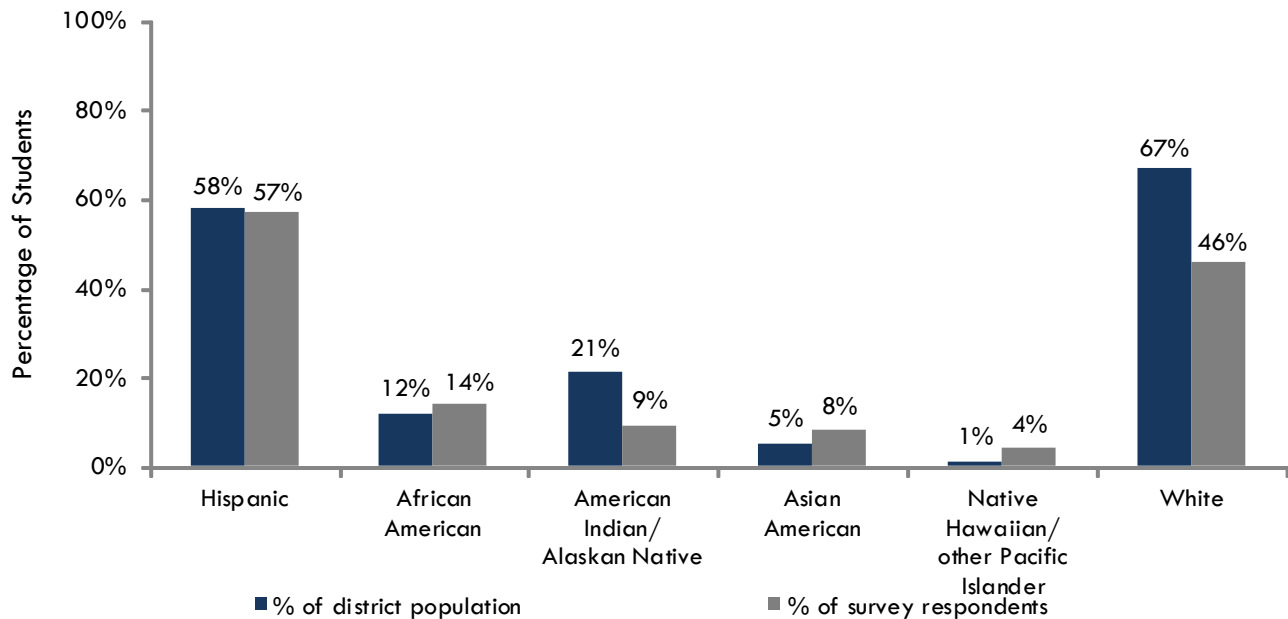
I am (Choose one):	<input type="radio"/> Hispanic	<input type="radio"/> Not Hispanic			
I am (Choose all that apply):	<input type="radio"/> American Indian/ Alaskan Native	<input type="radio"/> Asian	<input type="radio"/> Black/ African American	<input type="radio"/> Native Hawaiian/ Other Pacific Islander	<input type="radio"/> White

**About this report.** This report summarizes district results for the Spring 2014 Student Climate Survey, with longitudinal data provided where applicable. Campus reports and a technical report are available on the Department of Research and Evaluation's (DRE) [website](#).

**What the Student Climate Survey measured.** In Spring 2014, the survey measured students' perceptions of five broad dimensions of climate: behavioral environment, adult fairness and respect, student engagement, student academic self-confidence, and teacher expectations.

**Statistical and meaningful differences.** Statistical hypothesis testing (i.e., analysis of variance (ANOVA); z-test for proportions) was used to determine whether the differences between students' responses for the various school levels were due to chance or whether actual differences between students' responses existed. Effect size was used to determine whether the magnitude of a difference between years was meaningful. Effect sizes (calculated using Cohen's  $d$  or Cohen's  $h$ )  $\geq +.18$  or  $\leq -.18$  are considered meaningful in educational research and are noted throughout the report.

**Figure 3.** Percentage of Secondary Students' Responses, by Ethnicity/Race, Spring 2014



Source. Spring 2014 Student Climate Survey and PEIMS October 2013 for students enrolled in grades 6 through 11 only. Note. Secondary students' ethnicity/race was self-reported on the Student Climate Survey. Students were asked first to choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then to choose one or more of five race values; therefore, percentages do not total 100%. District population data reflect enrollment as of the PEIMS snapshot in October 2013.

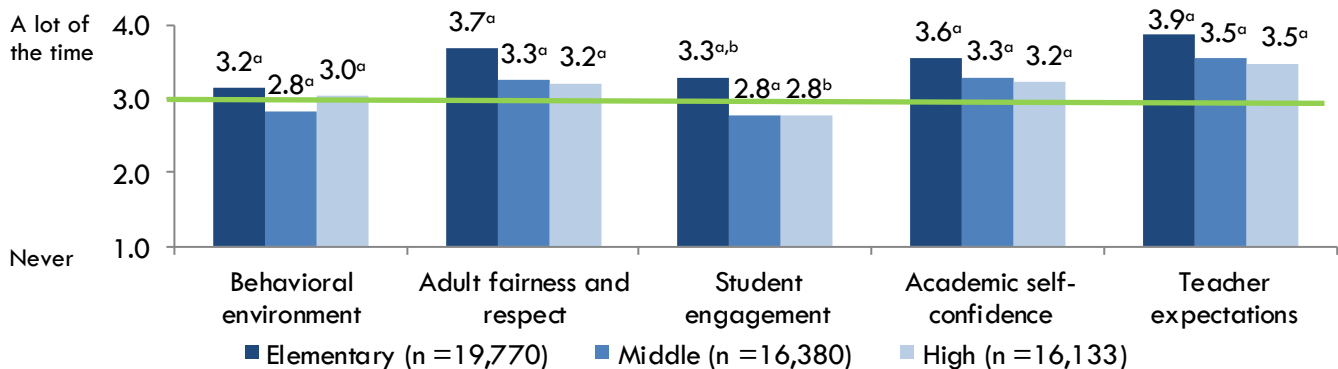
Although the percentage of middle and high school student respondents who self-identified as Hispanic closely resembled the percentage of Hispanic students in the population of all middle and high school students, many students who selected Hispanic did not appear to select a race (e.g., American Indian, White).

The following sections describe the overall school climate ratings at each school level for each of the broad dimensions measured on the survey, the changes that were made to the survey in 2014, and the longitudinal results for each survey item. Meaningful changes over time are noted with special symbols. In addition to the average response for each item, results are presented for the percentage of students who selected certain response options.

## How did students rate school climate?

Across school levels, students rated three of the five climate dimensions (i.e., adult fairness and respect, student academic self-confidence, and teacher expectations) in the desired range (Figure 4). Consistent with the previous years' results (e.g., Lamb, 2013), elementary school students' ratings were significantly higher than were those of their secondary peers for each of the five subscales. The following pages present item and subscale averages for each school level. Appendices B through D contain lists of survey response rates and average responses to each subscale for each elementary, middle, and high school.

**Figure 4.** Average Student Climate Survey Dimension Rating, by School Level, Spring 2014



Note. Response options ranged from 1 = never to 4 = a lot of the time. Don't know/NA responses were excluded from the analysis. As indicated by the green line, it is desirable to have a response of at least 3.0.

Means sharing the same superscript within subscale are significantly different from each other at  $p < .05$ .

## What changes were made to the Spring 2014 Student Climate Survey?

Two types of changes were made in Spring 2014 to the survey. First, the survey was piloted online more extensively than in the past. Second, items were reworded and added.

**Online administration.** To continue the effort to conduct the Student Climate Survey online, the DRE requested volunteer schools to pilot it online for the second year. In Spring 2014, 16 schools (14 elementary schools, one middle school, and one alternative high school) administered the Student Climate Survey online, resulting in 4,014 completed student responses. This was an improvement from Spring 2013, when only one elementary school administered the survey online, resulting in 291 responses. At all but one school, campus contacts described the online administration process as “easy” and “straightforward,” and most planned to administer the survey online in subsequent years. Characteristics of students who completed the survey online were similar to those who completed the survey on paper (e.g., response rates, campus percentage of economically disadvantaged students, and the percentage of students taking the survey in English and Spanish). A greater percentage of elementary students responded online than did so using the paper version of the survey (84% and 37%, respectively).

The following analyses were conducted to ensure that the online version of the survey remained psychometrically similar to the paper version of the survey: (a) factor analyses by survey type; (b) comparisons of reliability estimates for each subscale by survey type and school level; (c) comparisons of the percentage of missing data (i.e., “Don't know” and blank responses) for each item by survey type;

and (d) comparisons of students' favorable responses to each item for each survey type. An overview of the results from these analyses is presented in the following sections, and a more detailed description is included in the accompanying technical report.

Although different items loaded on some subscales based on survey type, the reliability estimates for each subscale were strong and were similar across school level, regardless of survey type. Examinations of the percentage of missing data for each survey type indicated that "Don't know" responses were slightly more frequent on the paper version of the survey than on the online version of the survey, whereas blank responses were slightly more common on the online version of the survey than on the paper version of the survey. In total, the paper version of the survey had a greater percentage of excluded responses than did the online version of the survey. Due to the limited number of middle and high school online responses, analyses examining item favorability by survey type (e.g., percentage of students who responded *A lot of the time*, and *Sometimes* to survey items) were conducted at the elementary school level only. Results suggested that students' responses online were slightly more favorable than were students' responses on the paper version of the survey for most items and subscales. However, students' Spring 2013 response rates at the schools administering the survey online in Spring 2014 also were higher than were students' Spring 2013 response rates at schools administering the paper version of the survey in Spring 2014. Given that responses at schools administering the survey online in Spring 2014 were historically more favorable than were responses at schools administering the paper version of the survey, it is unlikely that survey version influenced students' responses. It is more likely that students' attitudes toward school climate were generally more positive at schools that volunteered to administer the survey online than were students' attitudes toward school climate at schools administering the survey on paper. As the number of schools administering the survey online continues to grow, it is important to continue to conduct these analyses to ensure the reliability and validity of the online version of the survey.

**New and reworded items.** Several items were reworded in Spring 2014 to make them easier for students to understand (Appendix A). Additionally, two new items were added to the survey; one item was only added to the online version of the survey, and the other item was added to both versions of the survey (Table 1). Similar to the patterns for students' responses to other survey items, elementary school students were more likely than were students at the middle and high school levels to feel that their teachers knew what they were good at and that they had chances to work with other students on projects.

**Table 1.** Percentage of Students Who Responded *A lot of the Time* or *Some of the Time* to New Student Climate Items, by School Level

	Elementary	Middle	High
38. My teachers know what I am good at.	95% <sup>a,b</sup>	83% <sup>a</sup>	81% <sup>b</sup>
39. Students at my school have chances to work with other students on projects.*	90% <sup>a,b</sup>	86% <sup>a</sup>	84% <sup>b</sup>

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Don't know/NA responses were excluded from the analysis.

Percentages sharing the same superscript within item are significantly different ( $p < .05$ ) using the z-test for proportions.

\* This item was only asked to students who took the survey online in Spring 2014.

## What were the average responses to each item in Spring 2014, and how did they change over time?

Averages for each level, along with notations of significant changes over time, are noted in the following tables.

**Behavioral environment.** This scale consisted of nine items, one of which (item 31) was reworded in Spring 2014. The behavioral environment subscale assessed the degree of respect students felt from each other, school safety, and the extent to which students obeyed their school's rules and remained on task. Consistent with results for previous years, students' ratings of questions concerning following school rules and their behavior in the classroom and following school rules (i.e., items 13 and 29) were lower than their ratings of other items on this subscale. Although no responses improved meaningfully from the previous year for this subscale, elementary and high school students gave higher ratings in Spring 2014 concerning respect among students (i.e., items 1 and/or 2) than in Spring 2012. Students at both the middle school level and high school level gave an overall subscale rating below the desired threshold of 3.0.

**Table 2.** Students' Ratings of Behavioral Environment Items, Spring 2012 Through Spring 2013, by Level

Behavioral environment	Elementary			Middle			High		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
1. My classmates show respect to each other.	3.02	3.10	3.16*	2.84	2.89	2.93	3.01	3.07	3.14*
2. My classmates show respect to other students who are different.	3.20	3.22	3.28	2.82	2.89	2.96	2.98	3.05	3.14*
3. I am happy with the way my classmates treat me.	3.22	3.24	3.31	3.21	3.24	3.26	3.31	3.36	3.40
13. Students at my school follow the school rules.	2.88	2.96	3.00	2.52	2.58	2.63	2.71	2.73	2.84
14. I feel safe at my school.	3.54	3.54	3.56	3.17	3.19	3.19	3.28	3.23	3.32
15. Students at this school treat teachers with respect.	n/a	3.27	3.31	n/a	2.76	2.82	n/a	2.90	3.02
29. My classmates behave the way my teachers want them to.	2.82	2.89	2.93	2.52	2.56	2.61	2.75	2.75	2.86
30. Our classes stay busy and do not waste time.	3.08	3.09	3.10	2.80	2.78	2.82	2.94	2.94	3.03
31. Students at my school are bullied (teased, taunted, threatened by other students). <sup>†</sup>	n/a	2.64	2.60	n/a	2.28	2.23	n/a	2.52	2.51
Behavioral environment average	n/a	3.11	3.14	n/a	2.80	2.83	n/a	2.95	3.03

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Don't know/NA responses were excluded from the analysis. It is desirable to have a response of at least 3.0.

↑↓ indicates a meaningful change in responses from the previous year.

\* indicates a meaningful change from Spring 2012 to Spring 2014.

† indicates the item was reworded for the Spring 2013 survey and was reverse-scored so that higher scores are positive and in the desirable range (i.e.,  $\geq 3.0$ ), suggesting a lower incidence of bullying. This elementary school version was worded slightly differently: "Students at my school are bullied (teased, taunted, messed with by other students)."

**Adult fairness and respect.** This scale consisted of 12 items that asked students to reflect on how their teachers and other adults on their campus treated them in areas such as grading, consequences for breaking school rules, listening to their ideas and opinions, response to bullying, and believing in their ability to learn. After conducting a factor analysis to assign items to subscales, items 12 and 20 (previously part of adult fairness and respect) were moved to the teacher expectations subscale. With the addition of item 38 in Spring 2014, longitudinal comparisons of adult fairness and respect subscale averages across time were no longer possible. Across all levels, students' ratings of adult fairness and respect were high and remained in the desirable range.

**Table 3.** Students' Ratings of Adult Fairness and Respect Items, Spring 2012 Through Spring 2013, by Level

Adult fairness and respect	Elementary			Middle			High		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
4. Teachers at this school care about their students.	3.87	3.87	3.87	3.38	3.40	3.41	3.28	3.30	3.36
5. Adults at this school listen to student ideas and opinions.	3.54	3.52	3.52	3.04	3.06	3.08	3.03	3.02	3.09
6. Adults at this school treat all students fairly.	3.60	3.61	3.63	3.10	3.11	3.12	3.06	3.04	3.12
7. The staff in the front office show respect to students.	3.83	3.82	3.83	3.55	3.53	3.53	3.33	3.34	3.38
8. There is at least one adult at my school who I would go to if I had a problem.	3.57	3.50	3.48	3.26	3.20	3.21	3.19	3.15	3.18
10. The consequences for breaking school rules are the same for everyone.	3.50	3.48	3.52	3.22	3.22	3.24	3.16	3.14	3.22
11. My teachers make sure the students follow the rules.	3.86	3.86	3.87	3.38	3.42	3.42	3.20	3.23	3.30
21. My teachers like to teach.	3.79	3.81	3.81	3.34	3.37	3.38	3.25	3.27	3.32
27. My teachers are fair to everyone.	3.64	3.64	3.67	3.09	3.10	3.14	3.07	3.05	3.15
32. When bullying is reported to adults at my school they try to stop it.	n/a	3.68	3.71	n/a	3.24	3.27	n/a	3.16	3.23
36. Teachers at this school know who I am.	n/a	3.57	3.55	n/a	3.35	3.34	n/a	3.21	3.24
38. My teachers know what I am good at.	n/a	n/a	3.70	n/a	n/a	3.24	n/a	n/a	3.18
Adult fairness and respect average	n/a	n/a	3.68	n/a	n/a	3.26	n/a	n/a	3.21

Note. Response options ranged from 1 = never to 4 = a lot of the time. Don't know/NA responses were excluded from the analysis. It is desirable to have a response of at least 3.0.

↑↓ indicates a meaningful change in responses from the previous year.

\* indicates a meaningful change from Spring 2012 to Spring 2014.

**Student engagement.** This dimension of student climate was measured with seven items designed to assess the extent to which students enjoyed school and believed their schoolwork was relevant and engaging. Elementary school students rated student engagement in the desired range (Table 4), but middle and high school students rated student engagement below the desired threshold (i.e., 3.0). No meaningful changes were found in student engagement ratings over time.

**Table 4.** Students' Ratings of Student Engagement Items, Spring 2012 Through Spring 2014, by Level

Student engagement	Elementary			Middle			High		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
9. I like to come to school.	3.24	3.24	3.22	2.83	2.83	2.79	2.82	2.80	2.80
17. I enjoy doing my schoolwork.	3.18	3.15	3.15	2.59	2.58	2.56	2.56	2.53	2.56
24. My homework helps me learn the things I need to know.	3.51	3.47	3.45	3.01	2.97	2.95	2.96	2.92	2.95
25. My schoolwork makes me think about things in new ways.	3.34	3.29	3.30	2.89	2.88	2.88	2.83	2.79	2.84
26. I have fun learning in my classes.	3.38	3.37	3.37	2.79	2.78	2.79	2.81	2.77	2.81
28. My teachers connect what I am doing to my life outside the classroom.	3.27	3.22	3.22	2.59	2.58	2.60	2.66	2.61	2.65
37. I receive recognition or praise for doing good work.	n/a	3.43	3.40	n/a	3.00	2.99	n/a	2.90	2.95
Student engagement average	n/a	3.30	3.29	n/a	2.79	2.78	n/a	2.74	2.78

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Don't know/NA responses were excluded from the analysis. It is desirable to have a response of at least 3.0.

↑↓ indicates a meaningful change in responses from the previous year.

\* indicates a meaningful change from Spring 2012 to Spring 2014.

**Academic self-confidence.** This scale was composed of five items that assessed students' motivation and self-efficacy. Interestingly, elementary ratings of their preparedness for the Texas Assessment of Knowledge and Skills (TAKS)/State of Texas Assessments of Academic Readiness (STAAR) decreased significantly in Spring 2014 when compared with ratings for Spring 2013 (Table 5). However, 2014 ratings of preparedness remained higher at the elementary and middle school levels than they had been in Spring 2012.

**Table 5.** Students' Ratings of Academic Self-Confidence Items, 2011–2012 Through 2013–2014, by Level

Academic self-confidence	Elementary			Middle			High		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
16. I can do even the hardest schoolwork if I	3.54	3.57	3.55	3.27	3.28	3.28	3.24	3.26	3.27
18. I am/was well prepared to take the	3.37	3.69 <sup>↑</sup>	3.52 <sup>↓*</sup>	3.08	3.30 <sup>↑</sup>	3.24 <sup>*</sup>	3.18	3.15	3.15
19. I try hard to do my best work.	3.77	3.78	3.78	3.46	3.45	3.46	3.29	3.29	3.35
22. I feel successful in my schoolwork.	3.43	3.46	3.45	3.20	3.20	3.21	3.11	3.11	3.13
23. I can reach the goals I set for myself.	3.50	3.52	3.50	3.36	3.34	3.34	3.30	3.32	3.32
Academic self-confidence average	3.52	3.59	3.55	3.26	3.30	3.29	3.21	3.21	3.23

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Don't know/NA responses were excluded from the analysis. It is desirable to have a response of at least 3.0.

<sup>↑↓</sup> indicates a meaningful change in responses from the previous year.

<sup>\*</sup> indicates a meaningful change from Spring 2012 to Spring 2014.

<sup>1</sup>This item was slightly reworded on the elementary school version of the survey to say, "I am/was well prepared to take the STAAR."



**Teacher expectations.** These items were designed to measure the extent to which students felt challenged by their teachers in their schoolwork. Based on the results of the factor analysis, items 12 and 20 were moved from adult fairness and respect to this subscale, and one item (i.e., “I have to think hard about the writing we do”) was dropped from the Spring 2014 survey. Across all school levels, students’ perceptions of whether their teacher expected them to think hard about their reading (item 33) and expected them to work hard (item 34) increased significantly in Spring 2014 compared with their perceptions in Spring 2013 and Spring 2012 (Table 6). However, overall subscale averages did not change significantly over time.

**Table 6.** Students’ Ratings of Teacher Expectations Items, 2011–2012 Through 2013–2014, by Level

Teacher expectations	Elementary			Middle			High		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
12. My teachers believe I can learn.	3.90	3.90	3.89	3.61	3.59	3.59	3.47	3.48	3.54
20. My teachers believe I can do well in school.	3.88	3.88	3.88	3.56	3.57	3.56	3.43	3.45	3.50
33. My teachers expect me to think hard about the things we read.†	3.58	3.60	3.82↑*	3.22	3.24	3.43↑*	3.17	3.16	3.39↑*
34. My teachers expect everybody to work hard.†	3.62	3.67	3.91↑*	3.33	3.34	3.60↑*	3.24	3.25	3.52↑*
35. My teachers expect my best effort.	3.71	3.88↑	3.90*	3.35	3.58↑	3.63*	3.20	3.47↑	3.56*
Teacher expectations average	3.65	3.66	3.88	3.28	3.31	3.54	3.18	3.21	3.48

Note. Response options ranged from 1 = never to 4 = a lot of the time. Don’t know/NA responses were excluded from the analysis. It is desirable to have a response of at least 3.0.

↑↓ indicates a meaningful change in responses from the previous year.

\* indicates a meaningful change from Spring 2012 to Spring 2014.

† indicates the item was reworded for the Spring 2014 survey.

**College intentions.** Students were asked to report whether they planned to attend college after high school. At least 75% of students from each school level reported that they would go to college after high school, while only a small percentage (2% to 4%) responded “no” to this item (Table 7). Percentages have remained stable across all school levels over the last 3 years.

**Table 7.** Percentages of “Yes,” “No,” and “Maybe” Responses to the Item “I will go to college after high school.”

I will go to college after high school.	Elementary			Middle			High		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Yes	77%	78%	77%	76%	75%	75%	77%	76%	75%
% No	2%	2%	2%	3%	3%	4%	3%	4%	3%
% Maybe	22%	20%	22%	22%	22%	22%	20%	20%	22%

**Favorable responses.** Table 8 presents the percentage of students who responded favorably (i.e., those students who responded *A lot of the time* and *Sometimes*) to each survey question in Spring 2013 and Spring 2014. Comparisons of students’ responses across school level in 2014 suggest that elementary school students generally held more favorable attitudes towards student climate than did their peers at the middle and high school levels. For example, a greater percentage of elementary school students responded that they like to come to school and enjoy doing their school work *A lot of the Time* and *Sometimes* compared to students’ responses at the middle and high school levels.

**Table 8.** Percentage of *A Lot of the Time* and *Sometimes* Responses, by Item and Level, Spring 2013 and Spring 2014

Item	Elementary		Middle		High	
	2013	2014	2013	2014	2013	2014
1. My classmates show respect to each other.	87%	88% <sup>a</sup>	77%	79% <sup>a</sup>	84%	86% <sup>a</sup>
2. My classmates show respect to other students who are different.	83%	85% <sup>a</sup>	73%	75% <sup>a</sup>	80%	83% <sup>a</sup>
3. I am happy with the way my classmates treat me.	84%	86% <sup>a</sup>	85%	86% <sup>b</sup>	89%	90% <sup>a,b</sup>
4. Teachers at this school care about their students.	98%	98% <sup>a,b</sup>	87%	87% <sup>a</sup>	86%	88% <sup>b</sup>
5. Adults at this school listen to student ideas and opinions.	92%	92% <sup>a</sup>	78%	78% <sup>a</sup>	77%	80% <sup>a</sup>
6. Adults at this school treat all students fairly.	93%	94% <sup>a,b</sup>	79%	80% <sup>a</sup>	78%	81% <sup>b</sup>
7. The staff in the front office show respect to students.	97%	97% <sup>a</sup>	89%	89% <sup>a</sup>	84%	86% <sup>a</sup>
8. There is at least one adult at my school who I would go to if I have a problem.	88%	87% <sup>a,b</sup>	78%	78% <sup>a</sup>	77%	77% <sup>b</sup>
9. I like to come to school.	83%	83% <sup>a,b</sup>	70%	68% <sup>a</sup>	68%	68% <sup>b</sup>
10. The consequences for breaking the school rules are the same for everyone.	88%	89% <sup>a,b</sup>	81%	81% <sup>a</sup>	78%	81% <sup>b</sup>

↑↓ indicates a meaningful change in responses from the previous year using Cohen’s *h*.

Percentages sharing the same superscript within item and year are significantly different ( $p < .05$ ) using the z-test for proportions.

**Table 8.** Percentage of A Lot of the Time and Sometimes Responses, by Item and Level, Spring 2013 to Spring 2014, continued

Item	Elementary		Middle		High	
	2013	2014	2013	2014	2013	2014
11. My teachers make sure the students follow the rules.	98%	98% <sup>a</sup>	89%	89% <sup>a</sup>	85%	88% <sup>a</sup>
12. My teachers believe I can learn.	98%	98% <sup>a,b</sup>	92%	92% <sup>a</sup>	90%	92% <sup>b</sup>
13. Students at my school follow the school rules.	80%	81% <sup>a</sup>	58%	61% <sup>a</sup>	65%	71% <sup>a</sup>
14. I feel safe at my school.	91%	91% <sup>a</sup>	82%	82% <sup>a</sup>	84%	86% <sup>a</sup>
15. Students at this school treat teachers with respect.	88%	90% <sup>a</sup>	68%	71% <sup>a</sup>	74%	80% <sup>a</sup>
16. I can do even the hardest schoolwork if I try.	92%	92% <sup>a,b</sup>	85%	84% <sup>a</sup>	85%	85% <sup>b</sup>
17. I enjoy doing my schoolwork.	81%	81% <sup>a,b</sup>	59%	58% <sup>a</sup>	56%	57% <sup>b</sup>
18. I am/was well prepared to take the TAKS/STAAR.	94%	90% <sup>a</sup>	85%	83% <sup>a</sup>	80%	81% <sup>a</sup>
19. I try hard to do my best work.	98%	98% <sup>a</sup>	91%	92% <sup>a</sup>	88%	89% <sup>a</sup>
20. My teachers believe I can do well in school.	98%	98% <sup>a,b</sup>	91%	91% <sup>a</sup>	90%	91% <sup>b</sup>
21. My teachers like to teach.	98%	98% <sup>a,b</sup>	88%	89% <sup>a</sup>	87%	88% <sup>b</sup>
22. I feel successful in my schoolwork.	93%	93% <sup>a</sup>	86%	86% <sup>a</sup>	83%	83% <sup>a</sup>
23. I can reach the goals I set for myself.	93%	93% <sup>a,b</sup>	89%	88% <sup>a</sup>	88%	88% <sup>b</sup>
24. My homework helps me learn things I need to know.	89%	88% <sup>a,b</sup>	74%	72% <sup>a</sup>	72%	73% <sup>b</sup>
25. My schoolwork makes me think about things in new ways.	86%	86% <sup>a</sup>	71%	70% <sup>a</sup>	67%	68% <sup>a</sup>
26. I have fun learning in my classes.	88%	88% <sup>a,b</sup>	68%	68% <sup>a</sup>	67%	69% <sup>b</sup>
27. My teachers are fair to everyone.	93%	94% <sup>a</sup>	78%	80% <sup>a</sup>	78%	82% <sup>a</sup>
28. My teachers connect what I am doing to my life outside the classroom.	81%	82% <sup>a</sup>	58%	58% <sup>a</sup>	59%	60% <sup>a</sup>
29. My classmates behave the way my teachers want them to.	75%	77% <sup>a</sup>	57%	60% <sup>a</sup>	68%	73% <sup>a</sup>
30. Our classes stay busy and do not waste time.	82%	83% <sup>a</sup>	68%	70% <sup>a</sup>	78%	79% <sup>a</sup>
31. Students at my school are bullied (teased, taunted, threatened by other students).*	48%	49% <sup>a</sup>	63%	65% <sup>a</sup>	51%	52% <sup>a</sup>
32. When bullying is reported to adults at my school they try to stop it.	93%	94% <sup>a,b</sup>	80%	81% <sup>a</sup>	79%	82% <sup>b</sup>
33. My teachers expect me to think hard about the things we read.	92%	98% <sup>↑a,b</sup>	83%	88% <sup>a</sup>	81%	88% <sup>b</sup>

\* This item was reverse-scored to compute subscale and item level averages in the remainder of this and campus reports, but is not reverse-scored in this table. Higher scores indicate greater incidence of bullying.

↑↓ indicates a meaningful change in responses from the previous year using Cohen's *h*.

Percentages sharing the same superscript within item and year are significantly different ( $p < .05$ ) using the z-test for proportions.

**Table 8.** Percentage of *A Lot of the Time* and *Sometimes* Responses, by Item and Level, Spring 2013 to Spring 2014, continued

Item	Elementary		Middle		High	
	2013	2014	2013	2014	2013	2014
34. My teachers expect everybody to work	93%	99% <sup>↑<sub>a,b</sub></sup>	86%	92% <sup>a</sup>	85%	91% <sup>b</sup>
35. My teachers expect my best effort.	98%	98% <sup>a,b</sup>	92%	93% <sup>a</sup>	90%	92% <sup>b</sup>
36. Teachers at this school know who I am.	92%	92% <sup>a,b</sup>	85%	86% <sup>a</sup>	82%	83% <sup>b</sup>
37. I receive recognition or praise for doing good work.	89%	88% <sup>a,b</sup>	74%	74% <sup>a</sup>	71%	72% <sup>b</sup>
38. My teachers know what I am good at.	n/a	95% <sup>a,b</sup>	n/a	83% <sup>a</sup>	n/a	81% <sup>b</sup>
39a. Students at my school have chances to work with other students on projects.*	n/a	90% <sup>a,b</sup>	n/a	86% <sup>a</sup>	n/a	84% <sup>b</sup>

↑↓ indicates a meaningful change in responses from the previous year using Cohen's *h*.

\*This item was only asked to students who took the survey online in Spring 2014.

Percentages sharing the same superscript within item and year are significantly different ( $p < .05$ ) using the z-test for proportions.

## Appendix and Reference

### Appendix A. Reworded Items on the Spring 2014 Student Climate Survey and How They Differ From Their Spring 2013 Version

2013 Items	2014 Reworded items
18. I am/was well prepared to take the TAKS/STAAR.	18. I am/was well prepared to take the STAAR <sup>1</sup> .
31. Students at my school are bullies (tease, mess with, threaten other students).	31. Students at my school are bullied (teased, messed with, threatened by other students).
33. My teachers push me to think hard about things we read.	33. My teachers expect me to think hard about the things we read.
34. My teachers push everybody to work hard.	34. My teachers expect everybody to work hard.
36. A lot of teachers at this school know who I am.	36. Teachers at this school know who I am.

<sup>1</sup>This item was slightly reworded on the elementary school version of the survey only. The wording on the secondary version remained "I am/was well prepared to take the TAKS/STAAR [Texas Assessment of Knowledge and Skills/State of Texas Assessments of Academic Readiness]."

**Appendix B. Elementary School Students' Survey Subscale Averages and Response Rate, by Campus**

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self-confidence	Teacher expectations	# of surveys	% of students represented
ALL Elementary	↑ 3.15	↑ 3.68	↑ 3.29	↑ 3.55	↑ 3.88	16,960	86%
Allison	↘ 2.90	↑ 3.67	↑ 3.31	↑ 3.39	↑ 3.87	128	62%
Andrews	↘ 2.93	↑ 3.70	↑ 3.37	↑ 3.48	↑ 3.83	193	80%
Baldwin	↑ 3.33	↑ 3.72	↑ 3.11	↑ 3.60	↑ 3.92	308	92%
Baranoff	↑ 3.29	↑ 3.70	↑ 3.19	↑ 3.57	↑ 3.90	450	94%
Barrington	↘ 2.96	↑ 3.66	↑ 3.40	↑ 3.56	↑ 3.82	276	92%
Barton Hills	↑ 3.45	↑ 3.69	↑ 3.23	↑ 3.66	↑ 3.90	191	86%
Becker	↘ 2.91	↑ 3.70	↑ 3.22	↑ 3.37	↑ 3.89	67	93%
Blackshear	↑ 3.18	↑ 3.80	↑ 3.39	↑ 3.47	↑ 3.92	65	84%
Blanton	↑ 3.00	↑ 3.69	↑ 3.29	↑ 3.53	↑ 3.87	140	75%
Blazier	↑ 3.10	↑ 3.70	↑ 3.33	↑ 3.51	↑ 3.91	301	67%
Boone	↑ 3.13	↑ 3.62	↑ 3.05	↑ 3.46	↑ 3.85	196	96%
Brentwood	↑ 3.33	↑ 3.71	↑ 3.10	↑ 3.47	↑ 3.84	169	81%
Brooke	↑ 3.03	↑ 3.67	↑ 3.39	↑ 3.52	↑ 3.89	132	92%
Brown	↘ 2.96	↑ 3.72	↑ 3.41	↑ 3.55	↑ 3.86	105	62%
Bryker Woods	↑ 3.44	↑ 3.72	↑ 3.35	↑ 3.66	↑ 3.88	199	96%
Campbell	↘ 2.74	↑ 3.47	↑ 3.17	↑ 3.60	↑ 3.75	77	63%
Casey	↑ 3.12	↑ 3.66	↑ 3.11	↑ 3.47	↑ 3.88	256	94%
Casis	↑ 3.49	↑ 3.81	↑ 3.36	↑ 3.75	↑ 3.94	366	94%
Clayton	↑ 3.31	↑ 3.76	↑ 3.28	↑ 3.65	↑ 3.93	446	92%
Cook	↑ 3.08	↑ 3.71	↑ 3.37	↑ 3.50	↑ 3.85	398	94%
Cowan	↑ 3.15	↑ 3.66	↑ 3.17	↑ 3.57	↑ 3.91	347	97%
Cunningham	↑ 3.13	↑ 3.67	↑ 3.28	↑ 3.51	↑ 3.87	154	89%
Davis	↑ 3.29	↑ 3.67	↑ 3.17	↑ 3.56	↑ 3.87	291	94%
Dawson	↑ 3.40	↑ 3.76	↑ 3.52	↑ 3.64	↑ 3.91	99	77%
Doss	↑ 3.37	↑ 3.73	↑ 3.33	↑ 3.69	↑ 3.92	340	91%
Galindo	↑ 3.14	↑ 3.72	↑ 3.43	↑ 3.60	↑ 3.89	249	93%
Govalle	↑ 3.09	↑ 3.72	↑ 3.45	↑ 3.54	↑ 3.89	193	94%
Graham	↑ 3.19	↑ 3.67	↑ 3.37	↑ 3.51	↑ 3.88	286	96%
Guerrero Thompson	↑ 3.02	↑ 3.66	↑ 3.35	↑ 3.52	↑ 3.83	176	79%
Gullett	↑ 3.30	↑ 3.69	↑ 3.15	↑ 3.60	↑ 3.89	253	94%
Harris	↑ 3.17	↑ 3.72	↑ 3.52	↑ 3.66	↑ 3.87	228	96%
Hart	↑ 3.08	↑ 3.66	↑ 3.31	↑ 3.46	↑ 3.87	264	87%
Highland Park	↑ 3.40	↑ 3.70	↑ 3.20	↑ 3.64	↑ 3.89	320	95%
Hill	↑ 3.30	↑ 3.72	↑ 3.20	↑ 3.59	↑ 3.88	381	97%
Houston	↑ 3.11	↑ 3.71	↑ 3.52	↑ 3.60	↑ 3.92	232	71%
Jordan	↘ 2.97	↑ 3.67	↑ 3.39	↑ 3.60	↑ 3.84	273	89%
Joslin	↑ 3.09	↑ 3.69	↑ 3.21	↑ 3.36	↑ 3.86	134	99%
Kiker	↑ 3.35	↑ 3.76	↑ 3.21	↑ 3.60	↑ 3.94	421	88%
Kocurek	↑ 3.00	↑ 3.68	↑ 3.10	↑ 3.44	↑ 3.84	146	58%

Note. Arrows represent the desirability of the mean score: ↑ = 3.0 or above, ↘ = 2.75-3.0, ↙ = 2.5-2.75  
 ↓ = below 2.5.

**Appendix B, continued.** Elementary School Students' Survey Subscale Averages and Response Rate, by Campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self-confidence	Teacher expectations	# of surveys	% of students represented
ALL Elementary	↑ 3.15	↑ 3.68	↑ 3.29	↑ 3.55	↑ 3.88	16,960	86%
Langford	↑ 3.08	↑ 3.66	↑ 3.35	↑ 3.43	↑ 3.84	239	72%
Lee	↑ 3.38	↑ 3.66	↑ 3.29	↑ 3.63	↑ 3.88	192	92%
Linder	↗ 2.99	↑ 3.64	↑ 3.42	↑ 3.49	↑ 3.84	264	89%
Maplewood	↑ 3.12	↑ 3.65	↑ 3.33	↑ 3.60	↑ 3.90	167	87%
Mathews	↑ 3.26	↑ 3.70	↑ 3.20	↑ 3.51	↑ 3.89	191	95%
McBee	↑ 3.02	↑ 3.67	↑ 3.34	↑ 3.53	↑ 3.85	233	90%
Menchaca	↑ 3.14	↑ 3.69	↑ 3.27	↑ 3.60	↑ 3.92	243	89%
Metz	↑ 3.11	↑ 3.68	↑ 3.42	↑ 3.62	↑ 3.86	159	90%
Mills	↑ 3.27	↑ 3.68	↑ 3.12	↑ 3.57	↑ 3.90	402	96%
Norman	↗ 2.96	↑ 3.65	↑ 3.30	↑ 3.58	↑ 3.87	89	92%
Oak Hill	↑ 3.15	↑ 3.67	↑ 3.25	↑ 3.60	↑ 3.87	280	82%
Oak Springs	↗ 2.88	↑ 3.74	↑ 3.42	↑ 3.54	↑ 3.88	102	94%
Odom	↑ 3.13	↑ 3.73	↑ 3.39	↑ 3.57	↑ 3.90	223	91%
Ortega	↑ 3.20	↑ 3.84	↑ 3.52	↑ 3.52	↑ 3.92	99	72%
Overton	↗ 2.87	↑ 3.57	↑ 3.19	↑ 3.48	↑ 3.79	246	93%
Palm	↗ 2.92	↑ 3.70	↑ 3.35	↑ 3.62	↑ 3.89	227	94%
Patton	↑ 3.22	↑ 3.70	↑ 3.23	↑ 3.60	↑ 3.89	361	79%
Pease	↑ 3.10	↑ 3.67	↑ 3.25	↑ 3.59	↑ 3.92	143	97%
Pecan Springs	↗ 2.94	↑ 3.69	↑ 3.40	↑ 3.60	↑ 3.86	125	72%
Perez	↑ 3.08	↑ 3.64	↑ 3.36	↑ 3.50	↑ 3.86	317	94%
Pickle	↗ 2.89	↑ 3.50	↑ 3.21	↑ 3.27	↑ 3.64	84	29%
Pillow	↗ 2.99	↑ 3.58	↑ 3.18	↑ 3.45	↑ 3.82	203	93%
Pleasant Hill	↑ 3.04	↑ 3.66	↑ 3.29	↑ 3.45	↑ 3.87	199	91%
Reilly	↑ 3.05	↑ 3.70	↑ 3.38	↑ 3.43	↑ 3.88	104	103%
Ridgetop	↑ 3.15	↑ 3.74	↑ 3.35	↑ 3.53	↑ 3.89	72	81%
Rodriguez	↗ 2.96	↑ 3.68	↑ 3.32	↑ 3.45	↑ 3.83	323	84%
Sanchez	↑ 3.11	↑ 3.76	↑ 3.48	↑ 3.55	↑ 3.88	172	87%
Sims	↗ 2.95	↑ 3.73	↑ 3.37	↑ 3.68	↑ 3.90	95	100%
St. Elmo	↑ 3.15	↑ 3.68	↑ 3.31	↑ 3.50	↑ 3.87	123	95%
Summit	↑ 3.15	↑ 3.67	↑ 3.19	↑ 3.48	↑ 3.85	203	59%
Sunset Valley	↑ 3.12	↑ 3.69	↑ 3.34	↑ 3.53	↑ 3.89	164	90%
Travis Heights	↑ 3.15	↑ 3.64	↑ 3.17	↑ 3.45	↑ 3.86	133	71%
Walnut Creek	↑ 3.15	↑ 3.69	↑ 3.44	↑ 3.58	↑ 3.88	182	75%
Widen	↗ 2.90	↑ 3.61	↑ 3.30	↑ 3.45	↑ 3.83	260	99%
Williams	↑ 3.12	↑ 3.69	↑ 3.32	↑ 3.52	↑ 3.88	203	80%
Winn	↑ 3.17	↑ 3.72	↑ 3.41	↑ 3.56	↑ 3.90	95	87%
Wooldridge	↑ 3.06	↑ 3.65	↑ 3.40	↑ 3.52	↑ 3.82	242	65%
Wooten	↗ 2.90	↑ 3.55	↑ 3.21	↑ 3.47	↑ 3.78	237	90%
Zavala	↗ 2.96	↑ 3.68	↑ 3.32	↑ 3.54	↑ 3.85	105	88%
Zilker	↑ 3.41	↑ 3.73	↑ 3.30	↑ 3.61	↑ 3.90	205	84%

Note. Arrows represent the desirability of the mean score: ↑ = 3.0 or above, ↗ = 2.75-3.0, ↘ = 2.5-2.75  
 ↓ = below 2.5.

**Appendix C.** Middle School Students' Survey Subscale Averages and Response Rate, by Campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self-confidence	Teacher expectations	# of surveys	% of students represented
ALL Middle	↘ 2.84	↑ 3.26	↘ 2.78	↑ 3.29	↑ 3.54	11,752	73%
Bailey	↘ 2.76	↑ 3.13	↘ 2.66	↑ 3.26	↑ 3.53	713	75%
Bedichek	↘ 2.82	↑ 3.34	↘ 2.91	↑ 3.34	↑ 3.63	492	48%
Burnet	↘ 2.62	↑ 3.17	↘ 2.78	↑ 3.18	↑ 3.44	721	64%
Covington	↘ 2.77	↑ 3.25	↘ 2.87	↑ 3.23	↑ 3.43	304	46%
Dobie	↘ 2.68	↑ 3.23	↘ 2.78	↑ 3.20	↑ 3.43	535	77%
Fulmore	↘ 2.67	↑ 3.15	↘ 2.79	↑ 3.17	↑ 3.43	505	77%
Fulmore Magnet	↘ 2.80	↑ 3.28	↘ 2.87	↑ 3.36	↑ 3.56	267	82%
Garcia	↘ 2.61	↑ 3.17	↘ 2.80	↑ 3.22	↑ 3.43	412	83%
Gorzycki	↑ 3.14	↑ 3.41	↘ 2.81	↑ 3.48	↑ 3.70	1,158	92%
Kealing	↘ 2.60	↑ 3.10	↘ 2.64	↑ 3.14	↑ 3.45	300	83%
Kealing Magnet	↑ 3.16	↑ 3.42	↘ 2.93	↑ 3.58	↑ 3.77	724	94%
Lamar	↘ 2.88	↑ 3.30	↘ 2.74	↑ 3.31	↑ 3.64	682	92%
Martin	↘ 2.76	↑ 3.22	↘ 2.86	↑ 3.15	↑ 3.36	465	78%
Mendez	↘ 2.73	↑ 3.21	↘ 2.78	↑ 3.18	↑ 3.47	745	83%
Murchison	↘ 2.94	↑ 3.24	↘ 2.68	↑ 3.26	↑ 3.53	1,073	76%
O. Henry	↘ 2.98	↑ 3.34	↘ 2.78	↑ 3.41	↑ 3.65	498	51%
Paredes	↘ 2.75	↑ 3.22	↘ 2.68	↑ 3.20	↑ 3.48	970	89%
Pearce	↘ 2.64	↑ 3.12	↘ 2.85	↑ 3.17	↑ 3.38	333	72%
Small	↘ 2.87	↑ 3.28	↘ 2.76	↑ 3.29	↑ 3.54	596	62%
Webb	↑ 3.00	↑ 3.34	↑ 3.02	↑ 3.36	↑ 3.55	259	40%

Note. Arrows represent the desirability of the mean score: ↑ = 3.0 or above, ↘ = 2.75-3.0, ↙ = 2.5-2.75, ↓ = below 2.5.

**Appendix D.** High School Students' Survey Subscale Averages and Response Rate, by Campus

School	Behavioral environment	Adult fairness and respect	Student engagement	Academic self-confidence	Teacher expectations	# of surveys	% of students represented
ALL High	↑ 3.04	↑ 3.21	↗ 2.78	↑ 3.23	↑ 3.48	12,033	73%
Akins	↑ 3.02	↑ 3.13	↗ 2.76	↑ 3.19	↑ 3.41	1,347	67%
Anderson	↑ 3.02	↑ 3.17	↘ 2.63	↑ 3.20	↑ 3.49	1,238	75%
Ann Richards	↑ 3.20	↑ 3.41	↗ 2.99	↑ 3.42	↑ 3.73	533	79%
Austin	↑ 3.02	↑ 3.19	↘ 2.70	↑ 3.20	↑ 3.49	1,285	78%
Bowie	↑ 3.09	↑ 3.17	↘ 2.66	↑ 3.25	↑ 3.50	1,810	81%
Crockett	↗ 2.90	↑ 3.11	↘ 2.74	↑ 3.14	↑ 3.38	812	65%
Eastside	↗ 2.87	↑ 3.19	↗ 2.89	↑ 3.17	↑ 3.40	335	84%
Garza	↑ 3.66	↑ 3.77	↑ 3.42	↑ 3.67	↑ 3.83	139	193%
International	↗ 2.84	↑ 3.49	↑ 3.26	↑ 3.40	↑ 3.57	278	104%
Lanier	↑ 3.00	↑ 3.22	↗ 2.90	↑ 3.20	↑ 3.40	668	53%
LASA	↑ 3.42	↑ 3.47	↗ 2.98	↑ 3.41	↑ 3.68	676	88%
LBJ	↗ 2.75	↑ 3.02	↘ 2.73	↑ 3.18	↑ 3.32	388	60%
McCallum	↗ 2.98	↑ 3.12	↘ 2.58	↑ 3.13	↑ 3.42	834	68%
Premier High School at Lanier	↑ 3.42	↑ 3.63	↑ 3.11	↑ 3.44	↑ 3.80	91	83%
Premier High School at Travis	↑ 3.53	↑ 3.61	↑ 3.07	↑ 3.40	↑ 3.75	103	88%
Reagan	↗ 2.91	↑ 3.20	↗ 2.82	↑ 3.16	↑ 3.43	731	78%
Travis	↗ 2.93	↑ 3.21	↗ 2.82	↑ 3.19	↑ 3.40	546	48%

Note. Arrows represent the desirability of the mean score: ↑ = 3.0 or above, ↗ = 2.75-3.0, ↘ = 2.5-2.75, ↓ = below 2.5.

**Reference**

Lamb, L. M., (2013). *Student Climate Survey Results: Summary for 2010–2011 through 2012–2013* (DRE Publication No. 12.66RB a). Austin, TX: Austin Independent School District.

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