



# Austin Independent School District

## Department of Program Evaluation

Publication Number 06.20  
July 2007

Karen M. Cornetto, Ph.D.  
Lisa N. T. Schmitt, Ph.D.

## 2006-2007 AISD STUDENT CLIMATE SURVEY RESULTS

### DISTRICT REPORT

#### OVERVIEW

Research indicates that school climate can be either a positive influence on the learning environment or a significant barrier to learning. Positive school climate has been associated with fewer behavioral problems for students and increased achievement levels for students (Marshall, 2003). Specifically, Brian Perkins of the National School Boards Association (2006) states that improved school climate contributes to a variety of positive outcomes including higher student achievement, higher morale among students and teachers, fewer student dropouts, reduced violence, better community relations, and increased institutional pride. For these reasons, it is important to examine student climate survey results to identify areas in which AISD student climate is strong and areas in need of improvement. This report summarizes the results of the 2006-2007 Student Climate Survey results with longitudinal data where applicable.

The Student Climate Survey is administered to all students in grades 3 through 11 during the Spring semester. The survey is designed to measure student perceptions regarding three broad dimensions: Behavioral Environment, Adult/Student Interactions, and Academic Environment. Each of these dimensions is made up of multiple concepts that are measured with groups of survey items, or subscales.

**Behavioral Environment** represents the social and physical school environment, which includes students' peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales: *Peer Behavior*, *Behavior Expectations*, and *School Safety & Cleanliness*.

**Adult/Student Interactions** represents the relationships between students and adults on campus, both inside and outside the classroom. The Adult/Student Interactions dimension is comprised of two subscales: *Teacher Support & Engagement* and *Adult Fairness & Respect*.

**Academic Environment** describes the rigor of academic expectations and students' sense of academic efficacy. Academic Environment is comprised of two subscales: *Academic Standards* and *Academic Self-Confidence*.

## REVISIONS TO THE SURVEY IN 2006-2007

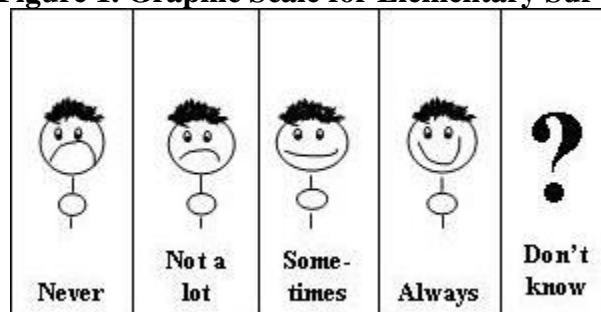
In the Fall of 2006, the Department of Program Evaluation examined previous years' climate data to assess the effectiveness of the survey instrument. Results of the analyses indicated that approximately one third of the survey items were characterized by higher rates of missing data and higher percentages of students selecting the "don't know" option than other items on the survey. This was consistent across grade levels for some items but the Elementary students in particular seemed to have some difficulty responding to approximately 45% of the items. To determine the best way to revise the survey items, three steps were taken: interviews with teachers, survey revisions, and a pilot test of the new items.

**Teacher Interviews:** First, twelve 3-5<sup>th</sup> grade teachers at four campuses were interviewed. The teachers received copies of the survey and a list of the problematic items, and were asked to comment on the language used in the items, on their experience administering the survey—particularly any problems that they remembered—and on the format of the survey itself (e.g., on extent to which their students may or may not understand how to read a matrix).

The interview responses revealed several patterns, and these informed the revisions to the survey instrument. First, the interviews yielded some important information about the language used in the survey, particularly concerning the use of the terms "respect," "punishment," and "obey." Second, teachers felt that their students may have a hard time generalizing beyond their own classroom; therefore, questions phrased in terms of "students in my school" could be difficult to answer. Finally, teachers suggested that the scale of the survey, "Strongly Agree to Strongly Disagree," was difficult to apply to the items, especially for younger students and those with limited reading skills.

**Survey Revision:** Based on teacher comments, a revised survey instrument was developed. In total, wording changes were made to 21 items<sup>1</sup>, with the underlying goal of simplifying items whenever possible. In addition, the scale options were changed in two ways. First, the scale was changed from a 4-point scale, ranging from "Strongly Disagree to Strongly Agree" to a 4-point scale, ranging from "Never to Always." Second, a graphic was added to the Elementary version of the survey to facilitate understanding of the scale for the younger students (see Figure 1). Finally, detailed teacher instructions were written to ensure as much consistency as possible in the administration of the survey.

**Figure 1. Graphic Scale for Elementary Survey**

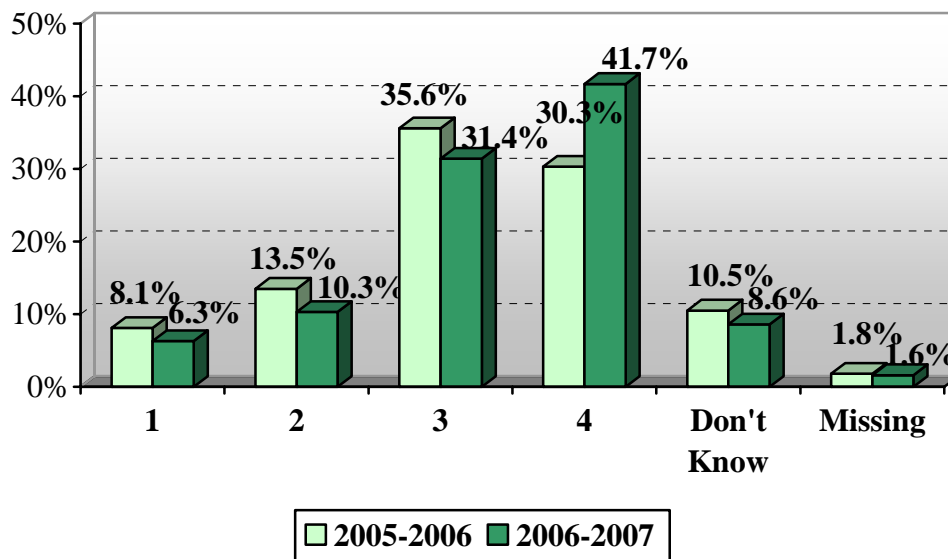


<sup>1</sup> In the tables that follow, the revised items are printed in **bold** and a list of the original items can be found in Appendix A.

**Pilot Test:** The revised items and the corresponding original items were administered to 3-5<sup>th</sup> grade classes at four Elementary schools. Participating teachers were instructed to administer the survey at a time convenient for them and to return the surveys to the Department of Program Evaluation. Data were collected from 151 students, and results indicated that the new survey instrument performed well. The responses to the newly worded items were aligned closely with the items as they were worded in previous versions<sup>2</sup>. Written feedback from participating teachers about the administration process indicated that (a) the new scaling was much easier for them to explain and for the students to understand, and (b) the new item wording produced few questions concerning word definitions or the meaning of the items.

Based on the favorable results of the pilot study, the Student Climate Survey was revised for 2006-2007. Results indicate that the modifications did have an effect on the pattern of responses. Specifically, more students chose 4 (“Always”) than had in the previous year, and fewer students chose “Don’t Know” or left items blank than in previous years. Figure 2, below, shows the percentage of students who chose each response option in 2005-2006 and 2006-2007 for the revised survey items.

**Figure 2. Percentage of Students Choosing Each Survey Response: Before and After Revisions**



<sup>2</sup> To ensure some degree of consistency from year to year, the original items also were included in the pilot. The results indicated moderate to high correlations between the items (ranging from .30 to .80) and stability of the survey subscale reliability coefficients.

## RESULTS OF THE STUDENT CLIMATE SURVEY 2006-2007

The Student Climate Survey was conducted in Spring 2007 for the fourth consecutive year. Three quarters of the district's students in grades 3-11 participated in the survey<sup>3</sup>; response rates by level for the past two years are provided in Table 1.

**Table 1. Response Rates by School Level**

	2005-2006		2006-2007	
	# of Respondents	Response Rate	# of Respondents	Response Rate
<b>Elementary</b>	16,212	86.9%	16,108	84.9%
<b>Middle</b>	11,137	71.0%	12,228	77.8%
<b>High</b>	9,429	59.4%	9,951	61.5%
<b>Total Grades 3-11</b>	<b>36,778</b>	<b>73.3%</b>	<b>38,287</b>	<b>74.7%</b>

Source: Response rates are based on Fall 2006 PEIMS enrollment data submitted to TEA for students in grades 3-11.

Table 2 contains the average response scores for each of the three dimensions and for each subscale for the past three years. Scores may range from 1 (the least desirable response) to 4 (the most desirable response). Year-to-year changes are typically examined for statistical effect size using Cohen's *d*. However, because of the changes to the survey in 2006-2007 and the subsequent change in response patterns, the comparability of data across the three year period presented here is *limited* and the computation of effect size coefficients would not be appropriate. In particular, changes in average responses from 2005-2006 to 2006-2007 appear to be quite large, and these increases should be interpreted with caution at this time.

**Table 2. Average Dimension and Subscale Response, by Year and School Level<sup>4</sup>**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
<b>Behavioral Environment</b>	<b>3.04</b>	<b>3.04</b>	<b>3.33</b>	<b>2.51</b>	<b>2.55</b>	<b>2.91</b>	<b>2.51</b>	<b>2.52</b>	<b>2.93</b>
<i>Peer Behavior</i>	2.77	2.79	3.04	2.28	2.31	2.75	2.39	2.42	2.87
<i>Behavioral Expectations</i>	3.13	3.13	3.60	2.73	2.76	3.16	2.57	2.60	3.04
<i>School Safety &amp; Cleanliness</i>	3.27	3.27	3.46	2.61	2.66	2.91	2.60	2.60	2.94
<b>Adult/Student Interactions</b>	<b>3.39</b>	<b>3.41</b>	<b>3.57</b>	<b>2.67</b>	<b>2.71</b>	<b>2.90</b>	<b>2.54</b>	<b>2.53</b>	<b>2.82</b>
<i>Teacher Support &amp; Engagement</i>	3.37	3.39	3.48	2.65	2.70	2.81	2.54	2.53	2.74
<i>Adult Fairness &amp; Respect</i>	3.40	3.41	3.63	2.68	2.72	2.98	2.54	2.54	2.89
<b>Academic Environment</b>	<b>3.44</b>	<b>3.46</b>	<b>3.52</b>	<b>2.94</b>	<b>2.98</b>	<b>3.20</b>	<b>2.84</b>	<b>2.84</b>	<b>3.14</b>
<i>Academic Standards</i>	3.69	3.70	3.81	3.24	3.26	3.48	3.05	3.03	3.33
<i>Academic Self-Confidence</i>	3.36	3.39	3.44	2.85	2.90	3.13	2.77	2.79	3.09

<sup>3</sup> Students in grade 12 completed an abbreviated version of the climate survey as part of the annual AISD High School Exit Survey.

<sup>4</sup> Subscale reliabilities can be found in Appendix C.

## KEY FINDINGS:

- Response rates for the survey were high; rates ranged from an average of 85% at the Elementary level, 78% at Middle, and 61% at High School. Within each:
  - Elementary response rates ranged from a low of 27% (Houston) to a high of 99% (Reilly). Eight elementary schools had a response rate of less than 75%.
  - Middle school response rates ranged from a low of 52% (Dobie and Pearce) to a high of 91% (Small). Four middle schools had a response rate under 60%.
  - High school response rates ranged from a low of 25% (Crockett) to a high of 86% (Austin). Five high schools had a response rate below 50%.
- 2006-2007 ratings for most dimensions and subscales are within or above the desirable 3.0 range. In particular, students at all levels gave high ratings to the *Academic Environment* items. It seems especially true that students perceive high Academic Standards at their schools.
- Across all levels, highest scores were given on the *Academic Environment* items. For Elementary students, the *Adult-Student Interaction* ratings were also quite high, followed by the *Behavioral Environment* ratings.
- Elementary students generally view their classmates and campus adults as fair and respectful; secondary students seem more inclined to give positive ratings to peers, but to be a bit less favorable concerning the fairness of adults. One notable exception to this is that the average ratings for item number 7, “The staff in the front office show respect to students,” were quite favorable for students at all levels (see page 8).
- Finally, as mentioned previously, responses to the climate survey were considerably more favorable than in the past, and the changes were particularly notable at the secondary level<sup>5</sup>. Some analyses indicated that the modifications to the instrument did have an effect on the pattern of responses. For example, more students chose the most favorable response on the scale (“Always”) than had in the previous years. However, it is also likely that the higher means are attributable to a combination of factors, including noticeable, positive changes on campuses this year to which students were responding.

The extent to which the higher ratings are attributable to changes on campuses versus changes to the survey is difficult to disentangle; therefore responses to subsequent surveys will be monitored to understand the extent to which students truly perceive a change in climate over time<sup>6</sup>.

---

<sup>5</sup> This may be due to the already restricted range of higher ratings by Elementary students. In other words, the 1-4 scale limits how high ratings can be (a “ceiling effect”), and because the Elementary student ratings tend to be high anyway, it would be impossible to increase by more than a small percentage.

<sup>6</sup> In addition, further analyses of the response patterns yielded evidence that the increase in ratings may be attributable at least somewhat to the changes in scaling. For example, there were similar increases in ratings on both reworded and unchanged items. As part of the continuing effort to improve the instrument, it would be beneficial to further investigate the impact that the changes had on rating patterns through additional research, such as a study comparing ratings given to the same items using different scales.

## RESULTS FOR INDIVIDUAL DIMENSIONS AND SUBSCALES

Average ratings on each item, subscale, and dimension can be found in the following section. A complete listing of items and the distribution of responses given can be found in Appendix B.

### BEHAVIORAL ENVIRONMENT

A total of ten items on the survey assess the dimension called Behavioral Environment, the social and physical school environment, including students’ peer interactions, their expectations about school rules and their enforcement, and school safety and cleanliness. Behavioral Environment is comprised of three subscales, labeled *Peer Behavior*, *Behavioral Expectations*, and *School Safety & Cleanliness*. These items may be used to assess the district’s Positive Behavior Support initiative.

**Peer Behavior:** This subscale contains four items that describe the respect and caring among students and the extent to which students obey the school rules.

**Table 3. Peer Behavior Items, 2004-2005 to 2006-2007**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
1. My classmates show respect to each other.	2.71	2.74	2.99	2.18	2.21	2.77	2.36	2.38	2.89
2. My classmates show respect to other students who are different than they are.	2.86	2.87	3.10	2.19	2.22	2.70	2.27	2.28	2.79
3. I am happy with the way my classmates treat me.	2.97	2.98	3.17	2.76	2.81	3.14	2.90	2.92	3.30
14. Students at my school follow the school rules.	2.53	2.54	2.89	1.88	1.91	2.38	1.98	2.04	2.49
<b>Peer Behavior Average</b>	<b>2.77</b>	<b>2.79</b>	<b>3.04</b>	<b>2.28</b>	<b>2.31</b>	<b>2.75</b>	<b>2.39</b>	<b>2.42</b>	<b>2.87</b>

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

**Behavioral Expectations:** Three items comprise this subscale, which measures the clarity and enforcement of school rules and of the consequences for rule violations.

**Table 4. Behavioral Expectations Items, 2004-05 to 2006-07**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
9. Everyone knows what the school rules are.	3.13	3.11	3.36	2.60	2.63	2.89	2.56	2.60	2.86
<b>12. My teachers always make sure that students follow the rules.</b>	3.22	3.24	3.82	2.89	2.92	3.25	2.64	2.66	2.65
<b>13. My classmates know there are consequences for breaking the rules.</b>	3.08	3.08	3.58	2.70	2.75	3.29	2.53	2.55	3.20
<b>Behavioral Expectations Average</b>	<b>3.13</b>	<b>3.13</b>	<b>3.60</b>	<b>2.73</b>	<b>2.76</b>	<b>3.16</b>	<b>2.57</b>	<b>2.60</b>	<b>3.04</b>

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

**School Safety & Cleanliness:** The three items on this subscale indicate the degree to which students feel safe at school and perceive the school as clean.

**Table 5. School Safety & Cleanliness Items, 2004-2005 to 2006-2007**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
15. I feel safe at my school.	3.38	3.38	3.53	2.65	2.71	2.95	2.71	2.70	3.03
16. This school is clean.	3.16	3.13	3.34	2.53	2.58	2.82	2.44	2.48	2.78
17. I feel safe on the school property.	3.34	3.35	3.52	2.69	2.73	2.97	2.71	2.70	3.03
<b>School Safety &amp; Cleanliness Average</b>	<b>3.27</b>	<b>3.27</b>	<b>3.46</b>	<b>2.61</b>	<b>2.66</b>	<b>2.91</b>	<b>2.60</b>	<b>2.60</b>	<b>2.94</b>

Note: Students rated each statement on a scale from 1 (Never) to 4 (Always).

## ADULT/STUDENT INTERACTIONS

Sixteen items on the survey assess the relationships between students and adults on campus, both inside and outside the classroom. These items may be used to monitor the district's Positive Behavior Support initiative. The Adult/Student Interactions dimension contains two subscales, labeled *Teacher Support & Engagement* and *Adult Fairness & Respect*. Results for these subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

**Teacher Support & Engagement:** This subscale consists of seven 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.

**Table 6. Teacher Support & Engagement Items, 2004-2005 to 2006-2007**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
18. Teachers give rewards or praise for good behavior.	3.36	3.37	3.31	2.60	2.62	2.58	2.37	2.34	2.52
<b>27. My teachers are excited about what they teach.</b>	3.38	3.41	3.55	2.70	2.76	2.95	2.59	2.60	2.88
28. My teachers like to teach.	3.52	3.54	3.79	2.79	2.85	3.17	2.73	2.72	3.04
31. Teachers give rewards or praise for good work.	3.31	3.33	3.27	2.59	2.64	2.59	2.44	2.43	2.56
36. Teachers give me the help I need with assignments.	3.47	3.50	3.62	2.84	2.88	3.10	2.75	2.75	3.02
<b>37. My teachers understand when I have a personal problem.</b>	3.31	3.35	3.44	2.53	2.60	2.62	2.47	2.49	2.59
38. Teachers help students with personal problems.	3.35	3.38	3.51	2.50	2.56	2.66	2.41	2.43	2.57
<b>Teacher Support &amp; Engagement Average</b>	<b>3.37</b>	<b>3.39</b>	<b>3.48</b>	<b>2.65</b>	<b>2.70</b>	<b>2.81</b>	<b>2.54</b>	<b>2.53</b>	<b>2.74</b>

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.



**Adult Fairness & Respect:** The nine 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.

**Table 7. Adult Fairness & Respect Items, 2004-2005 to 2006-2007**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
4. Teachers at this school care about their students.	3.70	3.71	3.88	2.95	3.02	3.27	2.85	2.83	3.08
5. Adults at this school listen to student ideas and opinions.	3.31	3.31	3.49	2.62	2.65	2.83	2.49	2.48	2.75
6. Adults at this school treat all students fairly.	3.28	3.28	3.59	2.46	2.53	2.87	2.26	2.28	2.73
7. <b>The staff in the front office show respect to students.</b>	3.60	3.60	3.81	3.02	3.04	3.30	2.75	2.74	3.15
10. The school rules are fair.	3.25	3.30	3.53	2.29	2.35	2.58	2.27	2.30	2.65
11. <b>The consequences for breaking school rules are the same for everyone.</b>	3.30	3.29	3.45	2.75	2.77	2.98	2.48	2.47	2.83
39. I get the grades that I deserve on my class work.	3.43	3.45	3.63	2.83	2.87	3.15	2.75	2.74	3.07
40. My teachers are fair with students.	3.38	3.40	3.64	2.57	2.63	2.91	2.53	2.53	2.86
41. <b>My teachers are fair to everyone.</b>	3.48	3.49	3.65	2.68	2.74	2.87	2.57	2.56	2.81
<b>Adult Fairness and Respect Average</b>	<b>3.40</b>	<b>3.41</b>	<b>3.63</b>	<b>2.68</b>	<b>2.72</b>	<b>2.98</b>	<b>2.54</b>	<b>2.54</b>	<b>2.89</b>

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

---

## ACADEMIC ENVIRONMENT

A total of fourteen items, forming two subscales: *Academic Standards* and *Academic Self-Confidence*, measure the rigor of academic expectations for students and students' sense of academic efficacy and progress. These items are designed to assess students' perceptions of AISD Board Results Policies related to academic achievement in reading, writing, speaking, and listening; identification and accomplishment of personal goals; and cooperation. In addition, items are designed to assess various Principles of Learning as defined by the University of Pittsburgh's Institute for Learning. Results for the two subscales and the individual items composing each subscale are presented below. Item numbers in each table correspond to the numbers on the survey.

**Academic Standards:** Three items comprise this subscale, which measures teachers' expectations for students and their work.

**Table 8. Academic Standards Items, 2004-2005 to 2006-2007**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
19. My teachers expect me to do my best work.	3.79	3.80	3.93	3.33	3.36	3.61	3.12	3.09	3.43
20. My teachers challenge me to do better.	3.55	3.56	3.65	3.06	3.10	3.26	2.90	2.88	3.12
<b>21. My teachers expect me to finish my homework on time.</b>	3.74	3.75	3.87	3.38	3.39	3.59	3.18	3.16	3.47
<b>Academic Standards Average</b>	<b>3.69</b>	<b>3.70</b>	<b>3.81</b>	<b>3.24</b>	<b>3.26</b>	<b>3.48</b>	<b>3.05</b>	<b>3.03</b>	<b>3.33</b>

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

**Academic Self-Confidence:** This subscale is comprised of eleven items that assess students’ motivation, self-efficacy, and acquisition of skills in communication and self-evaluation.

**Table 9. Academic Self-Confidence Items, 2004-2005 to 2006-2007**

	Elementary			Middle			High		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
<b>22. I can listen well and understand the thoughts and feelings of other students.</b>	3.40	3.41	3.34	2.85	2.89	3.07	2.81	2.83	3.17
<b>23. I can explain my thoughts and feelings clearly in discussions.</b>	3.28	3.29	3.11	2.77	2.81	2.81	2.74	2.76	2.93
<b>24. I can explain my thoughts and feelings clearly in writing.</b>	3.31	3.34	3.20	2.83	2.90	2.94	2.80	2.80	3.03
25. I feel/felt well prepared for TAKS.	3.46	3.48	3.57	2.79	2.85	3.20	2.69	2.73	2.97
<b>26. I try hard to do my best on my schoolwork.</b>	3.67	3.68	3.81	3.18	3.22	3.44	2.97	2.96	3.27
29. I feel successful in my schoolwork.	3.41	3.43	3.50	2.93	2.96	3.14	2.78	2.77	3.02
<b>30. My teachers show how to know if my work is good.</b>	3.37	3.39	3.64	2.72	2.76	3.01	2.60	2.62	2.89
<b>32. I can reach the goals I set for myself.</b>	**	3.43	3.48	**	2.95	3.20	**	2.83	3.18
<b>33. I can work well in groups.</b>	3.35	3.42	3.43	2.89	2.97	3.28	2.77	2.82	3.23
<b>34. I can tell if my work is good.</b>	3.17	3.23	3.36	2.85	2.92	3.18	2.85	2.87	3.20
<b>35. I know how I am doing in school.</b>	3.31	3.34	3.46	2.80	2.85	3.23	2.75	2.77	3.16
<b>Academic Self-Confidence Average</b>	<b>3.36</b>	<b>3.39</b>	<b>3.44</b>	<b>2.85</b>	<b>2.90</b>	<b>3.13</b>	<b>2.77</b>	<b>2.79</b>	<b>3.09</b>

Notes: Students rated each statement on a scale from 1 (Never) to 4 (Always).

Items in **bold** were revised in 2006-2007. Please see Appendix A for original wording.

## References

- Marshall, M. (2003). Examining school climate: Defining factors and educational influences. *Research Summary for the Center for Research on School Safety, School Climate and Classroom Management*, Georgia State University.
- Perkins, B. (2006). Where we learn. *National School Boards Association*. Alexandria, VA.

Appendix A.

**Table A.1. 2005-2006 Item Wording**

Item Number	
1	Students in my school respect each other.
2	Students at my school respect other students who are different than they are.
11	The punishment for breaking school rules is the same no matter who you are.
12	The school rules are strictly enforced.
13	If a school rule is broken, students know what kind of punishment will follow.
14	Students at my school obey the school rules.
21	My teachers expect me to get my homework assignments done on time.
22	I have learned how to listen better so I can understand the ideas of other students.
23	I have learned how to explain my ideas more clearly to others in discussions.
24	I have learned how to explain my ideas in writing more clearly.
26	I try hard to do my best on my schoolwork.
27	My teachers seem to enjoy teaching.
30	My teachers show me ways to judge for myself the quality of my work.
32	I have learned to reach the goals I set for myself.
33	I have learned ways of working better in groups.
34	I know whether or not my work is good without being told.
35	I have learned how to evaluate my own work and keep track of my progress.
37	My teachers are understanding when I have personal problems.
41	My teachers apply classroom rules fairly to all students.

Appendix B

**Table B.1. Percentage of Elementary Student Responses for Each Response Option**

Item	Never	Not a Lot	Some-times	Always	Don't Know	Total
1. My classmates show respect to each other.	2.4%	12.1%	65.3%	15.6%	4.7%	15,946
2. My classmates show respect to others who are different.	3.6%	14.3%	37.0%	30.0%	15.1%	15,944
3. I am happy with the way my classmates treat me.	5.0%	12.5%	39.8%	38.6%	4.0%	15,936
4. Teachers at this school care about their students.	0.6%	1.5%	6.8%	85.3%	5.8%	15,949
5. Adults at this school listen to student ideas and opinions.	1.9%	6.0%	26.8%	51.9%	13.5%	15,937
6. Adults at this school treat all students fairly.	1.7%	5.1%	21.0%	61.7%	10.4%	15,928
7. The staff in the front office show respect to students.	1.0%	2.2%	9.6%	77.6%	9.6%	15,892
8. There is at least one adult at my school who I can go to if I have a problem.	4.6%	3.7%	14.1%	68.6%	9.0%	15,930
9. Everyone knows what the school rules are.	1.5%	10.4%	27.9%	43.1%	17.1%	15,904
10. The school rules are fair.	3.5%	5.6%	21.8%	62.2%	6.9%	15,912
11. The consequences for breaking school rules are the same for everyone.	4.8%	6.2%	18.9%	53.9%	16.2%	15,894
12. My teachers always make sure that students follow the rules.	0.6%	1.8%	11.6%	82.2%	3.7%	15,892
13. My classmates know there are consequences for breaking the rules.	1.6%	5.4%	20.5%	59.1%	13.4%	15,826
14. Students at my school follow the rules.	3.0%	18.9%	54.5%	14.5%	9.1%	15,856
15. I feel safe at my school.	3.4%	6.2%	22.5%	64.1%	3.9%	15,880
16. This school is clean.	3.4%	8.5%	33.9%	47.3%	6.8%	15,909
17. I feel safe on the school property.	3.1%	6.2%	23.7%	61.2%	5.9%	15,872
18. Teachers give rewards or praise for good behavior.	4.1%	9.1%	33.9%	45.6%	7.2%	15,898
19. My teachers expect me to do my best work.	0.4%	0.6%	4.6%	92.3%	2.1%	15,929
20. My teachers challenge me to do better.	1.7%	3.1%	22.0%	67.1%	6.2%	15,919
21. My teachers expect me to finish my homework on time.	0.8%	1.1%	7.7%	87.2%	3.1%	15,892
22. I can listen well and understand the thoughts and feelings of other students.	3.3%	6.8%	36.3%	44.1%	9.5%	15,883
23. I can explain my thoughts and feelings clearly in discussions.	6.2%	12.0%	38.3%	34.4%	9.1%	15,882
24. I can explain my thoughts and feelings clearly in writing.	6.0%	10.5%	34.9%	41.4%	7.2%	15,819
25. I feel/felt well prepared for TAKS.	2.9%	6.7%	18.2%	66.6%	5.5%	15,902
26. I try hard to do my best work.	0.5%	1.2%	14.8%	81.5%	2.0%	15,898
27. My teachers are excited about what they teach.	1.6%	3.8%	22.8%	50.0%	21.7%	15,859
28. My teachers like to teach.	0.7%	1.9%	10.7%	67.0%	19.7%	15,853
29. I feel successful in my schoolwork.	1.6%	4.2%	33.7%	54.5%	6.0%	15,835
30. My teachers show me how to know if my work is good.	1.7%	3.8%	21.0%	66.6%	6.8%	15,803
31. Teachers give rewards or praise for good work.	4.6%	9.1%	35.4%	42.8%	8.1%	15,828
32. I can reach the goals I set for myself.	1.7%	4.4%	33.7%	51.8%	8.4%	15,833
33. I can work well in groups.	2.5%	6.1%	35.3%	52.1%	4.0%	15,824
34. I can tell if my work is good.	2.5%	6.2%	39.0%	44.0%	8.3%	15,810
35. I know how I'm doing in school.	2.9%	6.0%	27.2%	52.9%	11.0%	15,799
36. Teachers give me the help I need with assignments.	1.5%	4.3%	23.2%	67.3%	3.7%	15,851
37. My teachers understand when I have a personal problem.	4.6%	6.4%	21.4%	53.1%	14.5%	15,825
38. Teachers help students with personal problems.	3.2%	5.8%	21.0%	55.5%	14.4%	15,802
39. I get the grades I deserve on my class work.	1.9%	3.7%	20.9%	64.2%	9.3%	15,863
40. My teachers are fair with students.	2.3%	4.5%	18.1%	68.4%	6.7%	15,935
41. My teachers are fair to everyone.	2.4%	4.3%	15.9%	67.6%	9.8%	15,923

**Table B.2. Percentage of Middle School Student Responses for Each Response Option**

Item	Never	Not a Lot	Some-times	Always	Don't Know	Total
1. My classmates show respect to each other.	7.4%	17.2%	61.4%	9.8%	4.2%	12,191
2. My classmates show respect to others who are different.	9.1%	22.7%	44.7%	13.9%	9.7%	12,170
3. I am happy with the way my classmates treat me.	6.0%	10.5%	43.1%	35.2%	5.3%	12,131
4. Teachers at this school care about their students.	6.4%	9.5%	26.5%	46.7%	10.8%	12,110
5. Adults at this school listen to student ideas and opinions.	10.3%	17.6%	38.7%	23.2%	10.2%	12,088
6. Adults at this school treat all students fairly.	9.9%	18.2%	35.9%	25.9%	10.1%	12,084
7. The staff in the front office show respect to students.	6.2%	9.6%	23.5%	47.9%	12.9%	12,061
8. There is at least one adult at my school who I can go to if I have a problem.	12.2%	6.5%	15.7%	54.2%	11.4%	12,091
9. Everyone knows what the school rules are.	8.4%	18.9%	26.6%	26.9%	19.1%	12,050
10. The school rules are fair.	19.8%	19.0%	34.2%	19.7%	7.2%	12,074
11. The consequences for breaking school rules are the same for everyone.	12.6%	13.7%	24.3%	37.0%	12.3%	12,076
12. My teachers always make sure that students follow the rules.	5.2%	10.1%	33.6%	44.1%	6.9%	12,072
13. My classmates know there are consequences for breaking the rules.	5.6%	9.6%	25.8%	45.7%	13.2%	12,028
14. Students at my school follow the rules.	15.4%	32.6%	39.7%	5.5%	6.8%	12,039
15. I feel safe at my school.	11.7%	14.0%	35.9%	32.4%	6.0%	12,038
16. This school is clean.	13.7%	16.8%	36.3%	27.4%	5.8%	12,050
17. I feel safe on the school property.	10.6%	13.9%	37.7%	31.8%	6.1%	12,030
18. Teachers give rewards or praise for good behavior.	17.5%	21.9%	37.5%	17.1%	6.0%	12,040
19. My teachers expect me to do my best work.	3.6%	4.6%	16.9%	69.1%	5.8%	12,047
20. My teachers challenge me to do better.	6.1%	8.8%	33.7%	44.7%	6.8%	12,043
21. My teachers expect me to finish my homework on time.	4.1%	4.6%	17.6%	68.5%	5.3%	12,027
22. I can listen well and understand the thoughts and feelings of other students.	8.0%	10.4%	39.2%	33.1%	9.3%	12,022
23. I can explain my thoughts and feelings clearly in discussions.	12.5%	16.0%	39.4%	23.4%	8.7%	12,042
24. I can explain my thoughts and feelings clearly in writing.	11.4%	14.1%	35.9%	31.0%	7.6%	12,012
25. I feel/felt well prepared for TAKS.	7.6%	11.9%	27.2%	45.9%	7.4%	12,002
26. I try hard to do my best work.	4.0%	5.4%	31.7%	55.3%	3.6%	12,001
27. My teachers are excited about what they teach.	8.3%	12.6%	34.7%	24.9%	19.5%	12,006
28. My teachers like to teach.	6.2%	8.4%	27.1%	33.5%	24.8%	12,005
29. I feel successful in my schoolwork.	5.7%	9.6%	44.0%	34.4%	6.3%	11,992
30. My teachers show me how to know if my work is good.	9.6%	13.0%	35.0%	33.1%	9.2%	11,966
31. Teachers give rewards or praise for good work.	17.0%	20.9%	37.1%	17.2%	7.8%	11,936
32. I can reach the goals I set for myself.	5.6%	8.0%	41.5%	37.4%	7.6%	11,990
33. I can work well in groups.	5.3%	8.4%	36.3%	45.7%	4.4%	11,967
34. I can tell if my work is good.	5.6%	8.5%	42.6%	36.0%	7.4%	11,969
35. I know how I'm doing in school.	5.7%	9.3%	35.2%	42.1%	7.7%	11,958
36. Teachers give me the help I need with assignments.	7.5%	12.4%	38.7%	36.8%	4.7%	11,997
37. My teachers understand when I have a personal problem.	18.9%	15.9%	27.7%	21.5%	16.0%	11,966
38. Teachers help students with personal problems.	15.7%	16.6%	28.4%	20.3%	19.1%	11,956
39. I get the grades I deserve on my class work.	8.3%	9.0%	35.1%	39.2%	8.5%	11,970
40. My teachers are fair with students.	10.9%	14.4%	37.2%	28.2%	9.3%	12,015
41. My teachers are fair to everyone.	12.9%	13.6%	33.3%	28.0%	12.1%	12,024

**Table B.3. Percentage of High School Student Responses for Each Response Option**

Item	Never	Not a Lot	Some-times	Always	Don't Know	Total
1. My classmates show respect to each other.	6.2%	12.9%	61.8%	15.1%	4.0%	9,880
2. My classmates show respect to others who are different.	7.3%	20.1%	51.1%	14.9%	6.6%	9,855
3. I am happy with the way my classmates treat me.	4.1%	6.1%	41.8%	42.9%	5.1%	9,816
4. Teachers at this school care about their students.	5.8%	11.7%	43.6%	31.2%	7.6%	9,805
5. Adults at this school listen to student ideas and opinions.	9.6%	20.8%	44.1%	17.5%	8.0%	9,794
6. Adults at this school treat all students fairly.	10.0%	22.0%	42.4%	17.4%	8.1%	9,803
7. The staff in the front office show respect to students.	6.6%	11.5%	31.9%	38.1%	11.8%	9,776
8. There is at least one adult at my school who I can go to if I have a problem.	11.6%	7.7%	19.8%	49.6%	11.3%	9,805
9. Everyone knows what the school rules are.	8.3%	20.0%	29.6%	25.3%	16.9%	9,770
10. The school rules are fair.	14.4%	19.9%	41.4%	16.6%	7.6%	9,795
11. The consequences for breaking school rules are the same for everyone.	12.5%	16.8%	31.4%	27.0%	12.2%	9,804
12. My teachers always make sure that students follow the rules.	5.7%	13.8%	44.6%	28.9%	6.9%	9,774
13. My classmates know there are consequences for breaking the rules.	5.3%	11.2%	32.5%	39.3%	11.7%	9,780
14. Students at my school follow the rules.	12.7%	29.4%	43.1%	7.6%	7.2%	9,753
15. I feel safe at my school.	9.5%	11.8%	38.8%	34.0%	6.0%	9,775
16. This school is clean.	14.0%	17.3%	39.2%	24.5%	5.0%	9,794
17. I feel safe on the school property.	9.0%	12.0%	39.9%	32.8%	6.3%	9,762
18. Teachers give rewards or praise for good behavior.	18.2%	23.0%	37.8%	14.5%	6.5%	9,784
19. My teachers expect me to do my best work.	4.0%	7.2%	27.2%	55.2%	6.5%	9,775
20. My teachers challenge me to do better.	6.2%	11.6%	41.1%	34.9%	6.2%	9,804
21. My teachers expect me to finish my homework on time.	4.1%	5.9%	25.3%	58.7%	6.1%	9,751
22. I can listen well and understand the thoughts and feelings of other students.	6.0%	8.8%	40.9%	36.3%	7.9%	9,775
23. I can explain my thoughts and feelings clearly in discussions.	8.9%	14.8%	43.9%	25.6%	6.8%	9,744
24. I can explain my thoughts and feelings clearly in writing.	8.2%	13.0%	40.1%	32.6%	6.1%	9,746
25. I feel/felt well prepared for TAKS.	9.9%	15.9%	33.4%	32.7%	8.2%	9,719
26. I try hard to do my best work.	4.3%	8.1%	41.3%	42.3%	4.0%	9,725
27. My teachers are excited about what they teach.	7.6%	16.4%	42.4%	20.9%	12.6%	9,734
28. My teachers like to teach.	5.7%	11.7%	39.5%	26.8%	16.3%	9,733
29. I feel successful in my schoolwork.	5.8%	11.9%	51.5%	25.2%	5.6%	9,723
30. My teachers show me how to know if my work is good.	9.2%	16.5%	41.4%	25.0%	7.9%	9,707
31. Teachers give rewards or praise for good work.	16.4%	22.6%	39.7%	14.4%	6.9%	9,718
32. I can reach the goals I set for myself.	4.8%	8.5%	45.6%	34.8%	6.3%	9,715
33. I can work well in groups.	5.5%	8.9%	39.4%	42.0%	4.2%	9,720
34. I can tell if my work is good.	4.6%	8.1%	45.3%	36.2%	5.8%	9,750
35. I know how I'm doing in school.	5.4%	10.8%	40.9%	37.2%	5.7%	9,715
36. Teachers give me the help I need with assignments.	6.9%	13.7%	45.3%	29.2%	4.9%	9,732
37. My teachers understand when I have a personal problem.	16.8%	20.2%	33.7%	17.8%	11.6%	9,721
38. Teachers help students with personal problems.	15.1%	20.6%	34.6%	14.2%	15.6%	9,720
39. I get the grades I deserve on my class work.	7.3%	10.4%	43.9%	31.8%	6.7%	9,721
40. My teachers are fair with students.	9.1%	15.7%	45.9%	21.1%	8.2%	9,747
41. My teachers are fair to everyone.	11.1%	15.6%	41.4%	20.9%	10.9%	9,781



Appendix C.

**Table C.1. Alpha Reliabilities for Subscales, 2006-2007**

	<b>EL</b>	<b>MS</b>	<b>HS</b>
<b>Behavioral Environment</b>	<b>.80</b>	<b>.87</b>	<b>.89</b>
<i>Peer Behavior</i>	.67	.73	.75
<i>Behavioral Expectations</i>	.50	.72	.72
<i>School Safety &amp; Cleanliness</i>	.72	.82	.79
<b>Adult/Student Interactions</b>	<b>.90</b>	<b>.95</b>	<b>.94</b>
<i>Teacher Support &amp; Engagement</i>	.82	.90	.89
<i>Adult Fairness &amp; Respect</i>	.84	.91	.90
<b>Academic Environment</b>	<b>.81</b>	<b>.91</b>	<b>.91</b>
<i>Academic Standards</i>	.40	.49	.81
<i>Academic Self-Confidence</i>	.81	.89	.89

# **AUSTIN INDEPENDENT SCHOOL DISTRICT**

## **SUPERINTENDENT OF SCHOOLS**

Pascal D. Forgione, Jr., Ph.D.

## **OFFICE OF ACCOUNTABILITY**

Maria Whitsett, Ph.D.

## **DEPARTMENT OF PROGRAM EVALUATION**

Holly Williams, Ph.D.

(Director)

Lisa N.T. Schmitt, Ph.D.

## **AUTHOR**

Karen M. Cornetto, Ph.D.



## **BOARD OF TRUSTEES**

Mark Williams, President

Vincent Torres, M.S., Vice President

Johna Edwards, Secretary

Cheryl Bradley

Sam Guzman

Annette LoVoi, M.A.

Lori Moya

Robert Schneider

Karen Dulaney Smith

Publication Number 06.20

July 2007

*Department of Program Evaluation*

*1111 W. 6<sup>th</sup> Street, Suite D350, Austin, Texas, 78703*

*phone: (512) 414-1724, fax: (512) 414-1707*

*<http://www.austinisd.org/inside/accountability/evaluation/>*