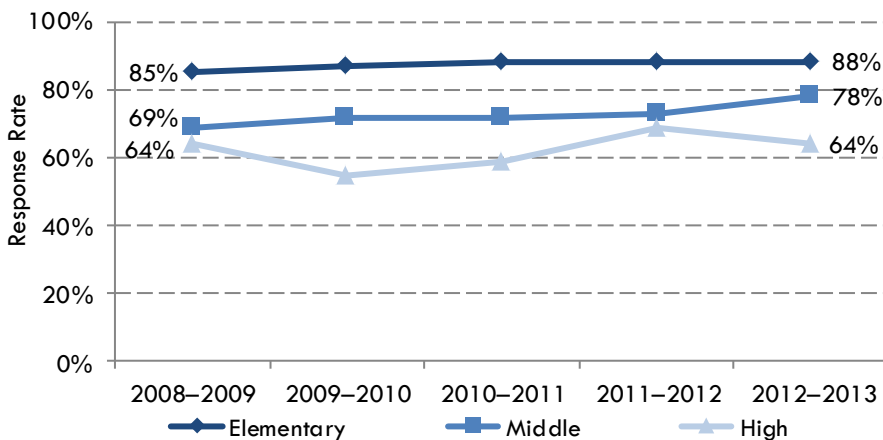


Who responded to the 2012–2013 Student Climate Survey?

Consistent with previous years, in 2012–2013, 77% of Austin Independent School District's (AISD) 3rd through 11th grade students completed the Student Climate Survey ($n = 40,988$, including special campuses). Students at the elementary school level continued to have higher response rates than did students at the middle and high school levels (Figure 1). However, the response rate at the middle school level improved compared to the rate in 2008–2009.

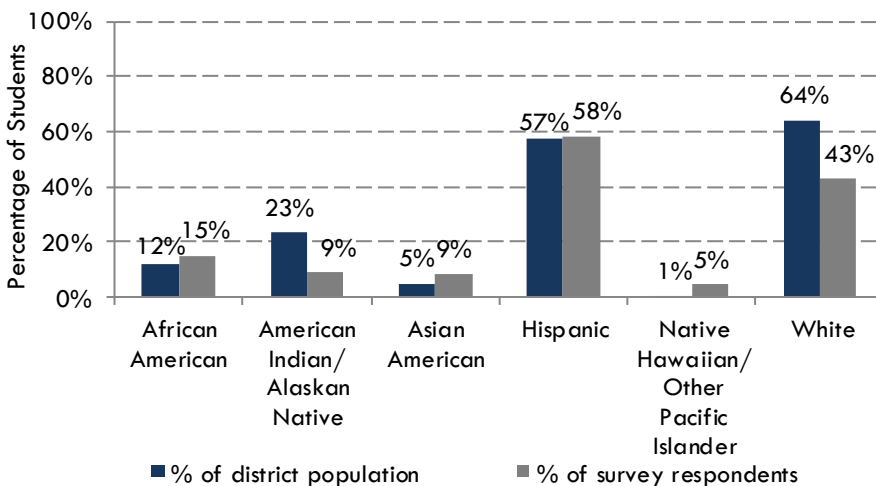
Figure 1. Response Rates for the Student Climate Survey, 2008–2009 to 2012–2013



Source. 2012–2013 Student Climate Survey and PEIMS October 2012 snapshot data.

Note. Students' grade level was self-reported.

Figure 2. Percentage of Secondary Students' Responses, by Ethnicity/Race,



Source. 2012–2013 Student Climate Survey and PEIMS October 2012 snapshot data for students enrolled in grades 6–11 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 2012.

About this Report. This report summarizes district results for the 2012–2013 Student Climate Survey, with longitudinal data provided where applicable. In 2012–2013, several items on the survey were reworded (see Appendix A for a list of reworded items) and five new items were added. Longitudinal comparisons of some subscales are no longer possible. Additionally, response options on the survey changed to a scale from 1 = *never* to 4 = *a lot of the time*. Campus reports are available on the Department of Research and Evaluation's [website](#).

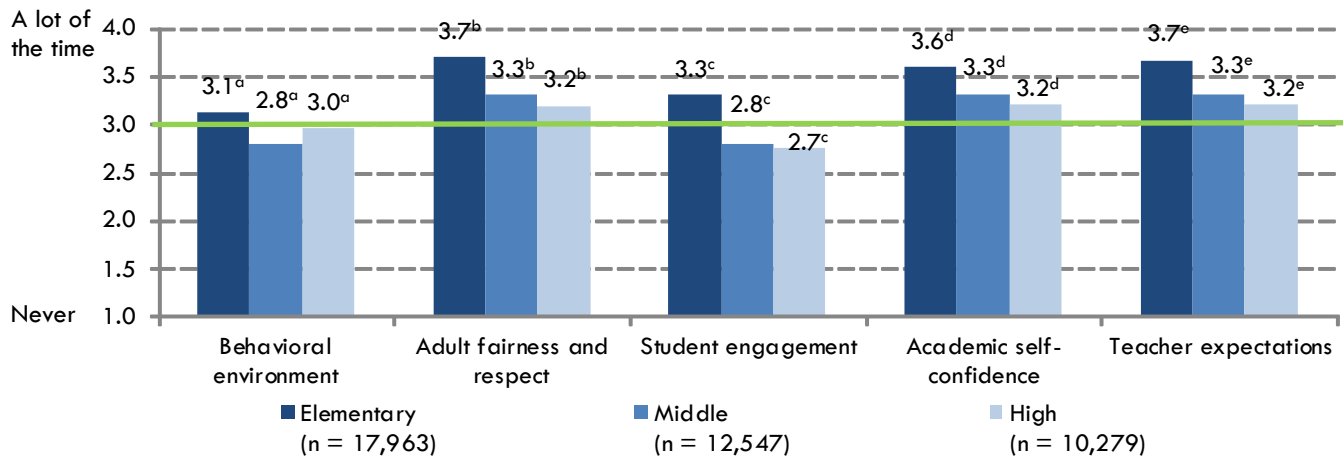
What the Student Climate Survey measures. In 2012–2013, the Student Climate Survey measured students' perceptions of five broad dimensions of climate: behavioral environment, adult fairness and respect, student engagement, student academic self-confidence, and teacher expectations. New items addressed bullying and relationships with teachers.

Statistical and meaningful differences. In this report, statistical hypothesis testing (i.e., Analysis of Variance (ANOVA) or the z-test for proportions) was used to determine whether the differences in students' responses for the various school levels were due to chance or whether actual differences in students' responses existed. Effect size also was used to determine whether the magnitude of a difference between years was meaningful. Effect sizes (calculated using Cohen's d) \geq to $+0.18$ or \leq to -0.18 are considered meaningful in educational research and are noted throughout the report.

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 3). Consistent with previous years' results (e.g., see Ibanez, 2012), elementary school students' ratings were significantly higher than 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 each elementary, middle, and high school's average responses to each subscale and survey response rate.

Figure 3. Average Student Climate Survey Dimension Rating, by School Level, 2012–2013



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 2012–2013 Student Climate Survey?

To address AISD's commitment to increase bullying awareness and prevention, two new items were added to the Student Climate Survey in 2012–2013. Responses were more positive at the elementary school level than at the secondary level for both items. Importantly, a majority of students at all school levels believed that when bullying is reported on their campuses adults try to stop it. For more information on ways AISD is combating bullying, please visit AISD's [respect for all](#) website.

Table 1. Percentage of A lot of the time or Some of the time Responses to New Bullying Items, by School Level

	Elementary	Middle	High
31. Students at my school are bullies (tease, taunt, threaten other students).*	48% ^a	63% ^a	51% ^a
32. When bullying is reported to adults at my school they try to stop it.	93% ^{a,b}	80% ^a	79% ^b

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

* 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.

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

In addition to the two items addressing bullying, three other items were added to the 2012–2013 survey. These items were designed to measure students' perceptions of their relationships with teachers. Elementary school students rated these items higher than did their middle and high school peers (Table 2). Responses for middle and high school students also differed from each other.

Table 2. 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
15. Students at this school treat teachers with respect.	88% ^a	68% ^a	74% ^a
37. Teachers at this school know who I am.	92% ^a	85% ^a	82% ^a
38. I receive recognition or praise for doing good work.	89% ^a	74% ^a	71% ^a

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.

One of the more significant changes to the 2012–2013 survey was to the Spanish translation. Every year, all students in grades 3 through 11 are provided the opportunity to take the survey either in English or Spanish. Although a majority of students (95%) at all school levels take the survey in English, roughly 5% at all school levels take the survey in Spanish (Table 3). To ensure that all students were provided an equal opportunity to answer questions about their school climate and to ensure that students' understanding of the items were equivalent across survey versions, the Department of Research and Evaluation (DRE) worked with the AISD translation department to translate both the new and revised items so they had similar meanings regardless of language. As a result, several items were revised on the Spanish version of the survey to reflect a more accurate translation.

Table 3. Percentage of Students Taking the 2012–2013 Student Climate Survey in English or Spanish, by Level

	Elementary	Middle	High
English	91% (n = 16,420)	97% (n = 12,204)	97% (n = 9,935)
Spanish	9% (n = 1,544)	3% (n = 343)	3% (n = 344)

Note. Ninety-five percent of students attending special area schools (e.g., ACES, ALC) responded in English and 5% responded in Spanish.

Finally, the survey response range was changed from 1 = *never* to 4 = *always*, with images of different faces depicting levels of agreement to a scale of 1 = *never* to 4 = *a lot of the time*, with images of different sized clocks on the elementary school version. Response options were changed after a pilot test determined that younger students understood the answer options and images on the revised scale better than they understood the old options.

2012–2013 Student Climate Survey Item and Subscale Averages, for Each School Level

Behavioral environment. This scale consists of nine items, two of which (items 15 and 31) were new in 2012–2013, making longitudinal comparisons of this subscale no longer possible. Item 31 was reverse-scored, so higher scores are considered positive and in the desirable range (i.e., above 3.0). Higher scores for this item indicate a lower incidence of bullying.

The behavioral environment subscale assesses the degree of respect students feel from each other, school safety, and the extent to which students obey their school's rules and remain on task. Consistent with results for previous years, students' ratings of questions concerning 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. Elementary school students gave significantly higher ratings to behavioral environment in 2012–2013 than did their peers at the middle and high school levels, with high school students responding more favorably than students at the middle school level. Students at both secondary school levels gave subscale ratings below the desired threshold of 3.0. No meaningful differences were found over time in 2012–2013.

Table 4. Students' Ratings of Behavioral Environment Items From 2010-2011 Through 2012-2013, by Level

Behavioral environment	Elementary			Middle			High		
	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
1. My classmates show respect to each other.	2.97	3.02	3.10	2.82	2.84	2.89	3.00	3.01	3.07
2. My classmates show respect to other students who are different.	3.12	3.20	3.22	2.79	2.82	2.89	2.96	2.98	3.05
3. I am happy with the way my classmates treat me.	3.17	3.22	3.24	3.17	3.21	3.24	3.28	3.31	3.36
13. Students at my school follow the school rules.	2.87	2.88	2.96	2.52	2.52	2.58	2.69	2.71	2.73
14. I feel safe at my school.	3.56	3.54	3.54	3.14	3.17	3.19	3.24	3.28	3.23
15. Students at this school treat teachers with respect.	n/a	n/a	3.27	n/a	n/a	2.76	n/a	n/a	2.90
29. My classmates behave the way my teachers want them to.	2.81	2.82	2.89	2.56	2.52	2.56	2.72	2.75	2.75
30. Our classes stay busy and do not waste time.	3.08	3.08	3.09	2.80	2.80	2.78	2.91	2.94	2.94
31. Students at my school are bullies (tease, taunt, threaten other students) ¹	n/a	n/a	2.64	n/a	n/a	2.28	n/a	n/a	2.52
Behavioral environment average	n/a	n/a	3.11 ^a	n/a	n/a	2.80 ^a	n/a	n/a	2.95 ^a

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.

Items 29 and 30 were included in 2010-2011 from the Control subscale of the Tripod Survey.

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

* Indicates a meaningful change from 2010-2011 to 2011-2013.

¹ This item was slightly reworded on the elementary school version of the survey to say, "Students at my school are bullies (tease, taunt, mess with other students)."

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

Adult fairness and respect. This scale consists of 13 items that ask students to reflect on how their teachers and other adults on their campus treat 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. Due to the addition of items 32 and 37, longitudinal comparisons of subscale averages across time are no longer possible. Across all levels, students' ratings of adult fairness and respect were in the desirable range. In 2012–2013, elementary students rated this dimension significantly higher than did middle and high school students, and middle school students expressed more favorable ratings than did high school students.

Table 5. Students' Ratings of Adult Fairness and Respect Items From 2010–2011 Through 2012–2013, by Level

Adult fairness and respect	Elementary			Middle			High		
	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
4. Teachers at this school care about their students.	3.86	3.87	3.87	3.33	3.38	3.40	3.23	3.28	3.30
5. Adults at this school listen to student ideas and opinions.	3.50	3.54	3.52	2.99	3.04	3.06	2.97	3.03	3.02
6. Adults at this school treat all students fairly.	3.57	3.60	3.61	3.01	3.10	3.11	2.98	3.06	3.04
7. The staff in the front office show respect to students.	3.82	3.83	3.82	3.47	3.55	3.53	3.29	3.33	3.34
8. There is at least one adult at my school who I would go to if I had a problem.	3.55	3.57	3.50	3.20	3.26	3.20	3.17	3.19	3.15
10. The consequences for breaking school rules are the same for everyone.	3.50	3.50	3.48	3.17	3.22	3.22	3.09	3.16	3.14
11. My teachers make sure the students follow the rules.†	3.85	3.86	3.86	3.32	3.38	3.42	3.17	3.20	3.23
12. My teachers believe I can learn.	3.90↑	3.90	3.90	3.54	3.61	3.59	3.45	3.47	3.48
20. My teachers believe I can do well in school.	3.88↑	3.88	3.88	3.50	3.56	3.57	3.41	3.43	3.45
21. My teachers like to teach.	3.79	3.79	3.81	3.28	3.34	3.37	3.23	3.25	3.27
27. My teachers are fair to everyone.	3.62	3.64	3.64	3.03	3.09	3.10	3.03	3.07	3.05
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.68	n/a	n/a	3.24	n/a	n/a	3.16
37. A lot of teachers at this school know who I am.	n/a	n/a	3.57	n/a	n/a	3.35	n/a	n/a	3.21
Adult fairness and respect average	n/a	n/a	3.70 ^a	n/a	n/a	3.30 ^a	n/a	n/a	3.19 ^a

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 2010-2011 to 2011-2013.

† Indicates the item was reworded for the 2012-2013 survey.

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

Student engagement. This dimension of student climate is measured with seven items designed to measure the extent to which students enjoy school and believe their schoolwork is relevant and engaging. Due to the addition of item 38, longitudinal comparisons of subscale averages across time are no longer possible. Elementary school than did students rated student engagement significantly higher in 2012–2013 than students at the middle and high school levels. Although middle school students rated student engagement significantly lower than did students at the high school level, students at both levels gave ratings below the desired threshold (i.e., 3.0).

Table 6. Students' Ratings of Student Engagement Items From 2010–2011 Through 2012–2013, by Level

Student engagement	Elementary			Middle			High		
	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
9. I like to come to school.	3.24	3.24	3.24	2.83	2.83	2.83	2.82	2.82	2.80
17. I enjoy doing my schoolwork.	3.14	3.18	3.15	2.57	2.59	2.58	2.55	2.56	2.53
24. My homework helps me learn the things I need to know.	3.46	3.51	3.47	2.97	3.01	2.97	2.90	2.96	2.92
25. My schoolwork makes me think about things in new ways.	3.30	3.34	3.29	2.87	2.89	2.88	2.81	2.83	2.79
26. I have fun learning in my classes.	3.35	3.38	3.37	2.80	2.79	2.78	2.81	2.81	2.77
28. My teachers connect what I am doing to my life outside the classroom.	3.21	3.27	3.22	2.61	2.59	2.58	2.63	2.66	2.61
38. I receive recognition and praise for doing good work.	n/a	n/a	3.43	n/a	n/a	3.00	n/a	n/a	2.90
Student engagement average	n/a	n/a	3.30 ^a	n/a	n/a	2.79 ^a	n/a	n/a	2.74 ^a

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.

Item 38 was based on the item, "In the last seven days, I have received recognition or praise for doing good schoolwork" from the Gallup Student Poll.

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

* Indicates a meaningful change from 2010-2011 to 2011-2013.

Means that share the same superscript within subscale are significantly different at $p < .05$.

Academic self-confidence. This scale is composed of five items that assess students’ motivation and self-efficacy. Item 18 was reworded in 2012–2013 to ask students about their perceptions regarding the State of Texas Assessments of Academic Readiness (STAAR) exam. Interestingly, although elementary and middle school students’ perceptions of their preparedness for the Texas Assessment of Knowledge and Skills (TAKS)/STAAR decreased significantly in 2011–2012 (the first year students took the STAAR exam), their perceptions increased significantly in 2012–2013 (Figure 4). Middle school students gave higher responses than did students at the high school level.

Table 7. Students’ Ratings of Academic Self-Confidence Items From 2010–2011 Through 2012–2013, by Level

Academic self-confidence	Elementary			Middle			High		
	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
16. I can do even the hardest schoolwork if I try.	3.56	3.54	3.57	3.27	3.27	3.28	3.21	3.24	3.26
18. I am/was well prepared to take the TAKS/STAAR. ^{†2}	3.65	3.37↓	3.69↑	3.38	3.08↓	3.30↑	3.24	3.18	3.15
19. I try hard to do my best work.	3.76	3.77	3.78	3.42	3.46	3.45	3.26	3.29	3.29
22. I feel successful in my schoolwork.	3.46	3.43	3.46	3.22	3.20	3.20	3.09	3.11	3.11
23. I can reach the goals I set for myself.	3.52	3.50	3.52	3.32	3.36	3.34	3.26	3.30	3.32
Academic self-confidence average	3.59	3.52	3.59 ^a	3.30	3.26	3.30 ^a	3.20	3.21	3.21 ^a

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 2010-2011 to 2011-2013.

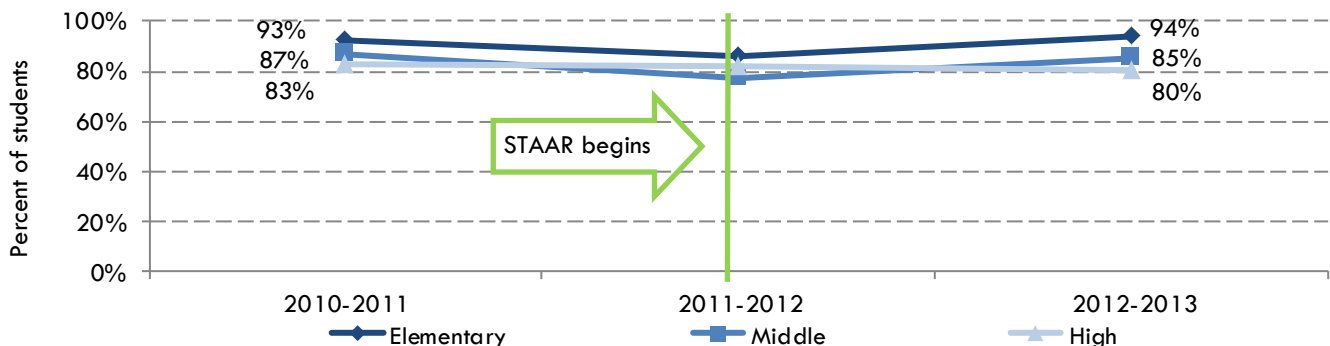
† Indicates the item was reworded for the 2012-2013 survey.

² This item was slightly reworded on the elementary school version of the survey to say, “I am/was well prepared to take the STAAR.”

Means that share the same superscript within subscale are significantly different at $p < .05$.

As depicted in the Figure 4, students’ perceptions of their preparedness to take the TAKS/STAAR over time suggest that while high school students’ perceptions have remained relatively consistent since 2010–2011, elementary and middle school students felt more prepared and comfortable with the STAAR in 2012–2013 than they did the first year they took the STAAR.

Figure 4. Percentage of Students who Reported Feeling Prepared for TAKS/STAAR at Least Sometimes



Source. 2010–2011 to 2012–2013 Student Climate Surveys

Note. Don’t know/NA responses were excluded from the analysis.

Teacher expectations. These items were designed to measure the extent to which students feel challenged by their teachers in their schoolwork. Three items were reworded from the prior year. Elementary school students' perceptions of whether they have to think hard about the writing they do (item 35) decreased significantly in 2012–2013 compared with their perceptions in 2011–2012 and 2010–2011. Across all school levels, students were more likely to feel that their teachers expect their best effort in 2012–2013 than they were during the previous school years. In 2012–2013, elementary students rated teacher expectations significantly higher than did middle and high school students, and middle school students provided more favorable ratings than did high school students. However, overall subscale averages did not change significantly over time.

Table 8. Students' Ratings of Teacher Expectations Items From 2010–2011 Through 2012–2013, by Level

Teacher expectations	Elementary			Middle			High		
	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
33. My teachers push me to think hard about the things we read.†	3.55	3.58	3.60	3.15	3.22	3.24	3.12	3.17	3.16
34. My teachers push everybody to work hard.	3.63	3.62	3.67	3.26	3.33	3.34	3.20	3.24	3.25
35. I have to think hard about the writing we do.†	3.66	3.71	3.51↓*	3.17	3.29	3.13	3.12	3.19	3.06
36. My teachers expect my best effort.†	3.68	3.71	3.88↑*	3.26	3.35	3.58↑*	3.15	3.20	3.47↑*
Teacher expectations average	3.62	3.65	3.66 ^a	3.19	3.28	3.31 ^a	3.13	3.18	3.21 ^a

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 2010-2011 to 2011-2013.

† Indicates the item was reworded for the 2012-2013 survey.

Means that share the same superscript within subscale are significantly different at $p < .05$.

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

Table 9. Percentage 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		
	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
% Yes	78%	77%	78%	74%	76%	75%	76%	77%	76%
% No	1%	2%	2%	3%	3%	3%	4%	3%	4%
% Maybe	21%	22%	20%	23%	22%	22%	20%	20%	20%

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.

Future Reporting In the future, analyses for this report will contain the percentage of students who responded positively to the survey. The following page contains a list of the percentage of students who responded *A lot of the time* and *Sometimes* by item and level for the 2012–2013 survey only.

Table 10. Percentage of *A lot of the time*, and *Sometimes* Responses by Item and Level in 2012–2013

Item	Elementary	Middle	High
1. My classmates show respect to each other.	87% ^a	77% ^a	84% ^a
2. My classmates show respect to other students who are different.	83% ^a	73% ^a	80% ^a
3. I am happy with the way my classmates treat me.	84% ^a	85% ^a	89% ^a
4. Teachers at this school care about their students.	98% ^a	87% ^a	86% ^a
5. Adults at this school listen to student ideas and opinions.	92% ^a	78% ^{a,b}	77% ^{a,c}
6. Adults at this school treat all students fairly.	93% ^a	79% ^{a,b}	78% ^{a,c}
7. The staff in the front office show respect to students.	97% ^a	89% ^a	84% ^a
8. There is at least one adult at my school who I would go to if I have a problem.	88% ^a	78% ^{a,b}	77% ^{a,c}
9. I like to come to school.	83% ^a	70% ^a	68% ^a
10. The consequences for breaking the school rules are the same for everyone.	88% ^a	81% ^a	78% ^a
11. My teachers make sure the students follow the rules.	98% ^a	89% ^a	85% ^a
12. My teachers believe I can learn.	98% ^a	92% ^a	90% ^a
13. Students at my school follow the school rules.	80% ^a	58% ^a	65% ^a
14. I feel safe at my school.	91% ^a	82% ^a	84% ^a
15. Students at this school treat teachers with respect.	88% ^a	68% ^a	74% ^a
16. I can do even the hardest schoolwork if I try.	92% ^a	85% ^{a,b}	85% ^{a,c}
17. I enjoy doing my schoolwork.	81% ^a	59% ^a	56% ^a
18. I am/was well prepared to take the TAKS/STAAR.	94% ^a	85% ^a	80% ^a
19. I try hard to do my best work.	98% ^a	91% ^a	88% ^a
20. My teachers believe I can do well in school.	98% ^a	91% ^a	90% ^a
21. My teachers like to teach.	98% ^a	88% ^a	87% ^a
22. I feel successful in my schoolwork.	93% ^a	86% ^a	83% ^a
23. I can reach the goals I set for myself.	93% ^a	89% ^{a,b}	88% ^{a,c}
24. My homework helps me learn things I need to know.	89% ^a	74% ^{a,b}	72% ^{a,c}
25. My schoolwork makes me think about things in new ways.	86% ^a	71% ^a	67% ^a
26. I have fun learning in my classes.	88% ^a	68% ^{a,b}	67% ^{a,c}
27. My teachers are fair to everyone.	93% ^a	78% ^{a,b}	78% ^{a,c}
28. My teachers connect what I am doing to my life outside the classroom.	81% ^a	58% ^{a,b}	59% ^{a,c}
29. My classmates behave the way my teachers want them to.	75% ^a	57% ^a	68% ^a
30. Our classes stay busy and do not waste time.	82% ^a	68% ^a	78% ^a
31. Students at my school are bullies (tease, taunt, threaten other students).*	48% ^a	63% ^a	51% ^a
32. When bullying is reported to adults at my school they try to stop it.	93% ^a	80% ^{a,b}	79% ^{a,c}
33. My teachers push me to think hard about the things we read.	92% ^a	83% ^a	81% ^a
34. My teachers push everybody to work hard.	93% ^a	86% ^a	85% ^a
35. I have to think hard about the writing we do.	91% ^a	81% ^a	78% ^a
36. My teachers expect my best effort.	98% ^a	92% ^a	90% ^a
37. Teachers at this school know who I am.	92% ^a	85% ^a	82% ^a
38. I receive recognition or praise for doing good work.	89% ^a	74% ^a	71% ^a

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

Reference and Appendix

Reference

Ibanez, N. (2012). *Student Climate Survey Results: Summary for 2009–2010 through 2011–2012* (DRE Publication No. 11.47). Austin, TX: Austin Independent School District.

Appendix A. Reworded Items on the 2012–2013 Student Climate Survey and How They Differ From Their 2011–2012 Version

2011–2012 Items	2012–2013 Reworded Items
11. My teachers always make sure the students follow the rules.	11. My teachers make sure the students follow the rules.
18. I feel/felt well prepared for the TAKS.	18. I am/was well prepared to take the TAKS/STAAR.
33. My teachers push us to think hard about the things we read.	33. My teachers push me to think hard about the things we read.
35. We have to think hard about the writing we do.	35. I have to think hard about the writing we do.
36. My teachers accept nothing less than our full effort.	36. My teachers expect my best effort.

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	↑ 3.11	↑ 3.70	↑ 3.30	↑ 3.59	↑ 3.66	17,963	88%
Allan	↑ 3.12	↑ 3.76	↑ 3.43	↑ 3.74	↑ 3.84	16	84%
Allison	↑ 3.02	↑ 3.69	↑ 3.38	↑ 3.53	↑ 3.72	163	89%
Andrews	↗ 2.93	↑ 3.66	↑ 3.34	↑ 3.44	↑ 3.64	215	93%
Baldwin	↑ 3.18	↑ 3.72	↑ 3.03	↑ 3.57	↑ 3.58	275	96%
Baranoff	↑ 3.25	↑ 3.72	↑ 3.21	↑ 3.62	↑ 3.68	451	88%
Barrington	↑ 3.00	↑ 3.73	↑ 3.52	↑ 3.67	↑ 3.73	300	97%
Barton Hills	↑ 3.35	↑ 3.69	↑ 3.16	↑ 3.61	↑ 3.57	207	85%
Becker	↗ 2.95	↑ 3.64	↑ 3.30	↑ 3.62	↑ 3.54	66	83%
Blackshear	↑ 3.25	↑ 3.80	↑ 3.38	↑ 3.60	↑ 3.58	66	99%
Blanton	↑ 3.07	↑ 3.71	↑ 3.41	↑ 3.60	↑ 3.70	189	59%
Blazier	↑ 3.08	↑ 3.71	↑ 3.35	↑ 3.53	↑ 3.67	260	93%
Boone	↑ 3.13	↑ 3.66	↑ 3.08	↑ 3.50	↑ 3.60	217	50%
Brentwood	↑ 3.26	↑ 3.77	↑ 3.31	↑ 3.58	↑ 3.60	104	90%
Brooke	↗ 2.82	↑ 3.62	↑ 3.19	↑ 3.50	↑ 3.61	142	88%
Brown	↗ 2.98	↑ 3.76	↑ 3.54	↑ 3.65	↑ 3.79	169	96%
Bryker Woods	↑ 3.46	↑ 3.77	↑ 3.29	↑ 3.70	↑ 3.66	216	90%
Campbell	↗ 2.84	↑ 3.64	↑ 3.21	↑ 3.68	↑ 3.71	118	92%
Casey	↗ 2.96	↑ 3.55	↑ 3.10	↑ 3.54	↑ 3.58	261	98%
Casis	↑ 3.38	↑ 3.75	↑ 3.27	↑ 3.69	↑ 3.66	394	96%
Clayton	↑ 3.30	↑ 3.75	↑ 3.25	↑ 3.66	↑ 3.66	422	79%
Cook	↗ 2.99	↑ 3.65	↑ 3.40	↑ 3.54	↑ 3.65	399	88%
Cowan	↑ 3.12	↑ 3.70	↑ 3.22	↑ 3.60	↑ 3.69	347	95%
Cunningham	↑ 3.09	↑ 3.62	↑ 3.14	↑ 3.47	↑ 3.60	149	77%
Davis	↑ 3.22	↑ 3.64	↑ 3.11	↑ 3.52	↑ 3.51	277	96%
Dawson	↑ 3.34	↑ 3.81	↑ 3.58	↑ 3.63	↑ 3.82	118	90%
Doss	↑ 3.28	↑ 3.70	↑ 3.21	↑ 3.63	↑ 3.58	350	97%
Galindo	↑ 3.05	↑ 3.69	↑ 3.40	↑ 3.56	↑ 3.71	261	96%
Govalle	↑ 3.00	↑ 3.68	↑ 3.36	↑ 3.52	↑ 3.65	184	99%
Graham	↑ 3.18	↑ 3.73	↑ 3.48	↑ 3.65	↑ 3.76	269	88%
Gullett	↑ 3.33	↑ 3.77	↑ 3.25	↑ 3.63	↑ 3.60	241	90%
Harris	↑ 3.07	↑ 3.72	↑ 3.50	↑ 3.65	↑ 3.79	220	84%
Hart	↗ 2.99	↑ 3.69	↑ 3.34	↑ 3.52	↑ 3.72	337	91%
Highland Park	↑ 3.45	↑ 3.77	↑ 3.22	↑ 3.67	↑ 3.62	332	95%
Hill	↑ 3.26	↑ 3.75	↑ 3.21	↑ 3.64	↑ 3.64	344	97%
Houston	↑ 3.07	↑ 3.70	↑ 3.40	↑ 3.60	↑ 3.67	260	79%
Jordan	↗ 2.94	↑ 3.69	↑ 3.44	↑ 3.61	↑ 3.73	258	79%
Joslin	↑ 3.04	↑ 3.64	↑ 3.22	↑ 3.46	↑ 3.58	133	94%
Kiker	↑ 3.38	↑ 3.79	↑ 3.29	↑ 3.68	↑ 3.75	454	95%
Kocurek	↗ 2.89	↑ 3.61	↑ 3.07	↑ 3.56	↑ 3.56	227	90%

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
Langford	↑ 3.04	↑ 3.68	↑ 3.38	↑ 3.60	↑ 3.70	302	86%
Lee	↑ 3.18	↑ 3.64	↑ 3.05	↑ 3.60	↑ 3.50	155	69%
Linder	↑ 3.05	↑ 3.72	↑ 3.40	↑ 3.56	↑ 3.61	314	93%
Maplewood	↑ 3.08	↑ 3.73	↑ 3.34	↑ 3.63	↑ 3.67	153	81%
Mathews	↑ 3.27	↑ 3.77	↑ 3.31	↑ 3.64	↑ 3.68	187	96%
McBee	↔ 2.99	↑ 3.67	↑ 3.39	↑ 3.63	↑ 3.73	286	90%
Menchaca	↑ 3.08	↑ 3.68	↑ 3.19	↑ 3.59	↑ 3.66	282	88%
Metz	↑ 3.10	↑ 3.68	↑ 3.44	↑ 3.53	↑ 3.72	170	90%
Mills	↑ 3.22	↑ 3.69	↑ 3.14	↑ 3.59	↑ 3.63	423	93%
Norman	↔ 2.74	↑ 3.62	↑ 3.20	↑ 3.43	↑ 3.54	121	95%
Oak Hill	↑ 3.25	↑ 3.71	↑ 3.17	↑ 3.60	↑ 3.63	220	66%
Oak Springs	↔ 2.88	↑ 3.66	↑ 3.39	↑ 3.58	↑ 3.66	87	94%
Odom	↔ 2.99	↑ 3.70	↑ 3.40	↑ 3.61	↑ 3.74	222	86%
Ortega	↑ 3.17	↑ 3.82	↑ 3.54	↑ 3.69	↑ 3.79	132	101%
Overton	↔ 2.79	↑ 3.62	↑ 3.27	↑ 3.57	↑ 3.67	279	93%
Palm	↔ 2.91	↑ 3.70	↑ 3.26	↑ 3.55	↑ 3.60	246	100%
Patton	↑ 3.12	↑ 3.70	↑ 3.09	↑ 3.55	↑ 3.63	384	81%
Pease	↑ 3.02	↑ 3.71	↑ 3.31	↑ 3.63	↑ 3.71	143	95%
Pecan Springs	↔ 2.82	↑ 3.65	↑ 3.39	↑ 3.66	↑ 3.70	125	75%
Perez	↑ 3.01	↑ 3.70	↑ 3.39	↑ 3.59	↑ 3.74	315	92%
Pickle	↑ 3.11	↑ 3.63	↑ 3.41	↑ 3.56	↑ 3.58	167	56%
Pillow	↑ 3.08	↑ 3.71	↑ 3.35	↑ 3.57	↑ 3.62	243	85%
Pleasant Hill	↑ 3.23	↑ 3.74	↑ 3.42	↑ 3.57	↑ 3.74	181	88%
Reilly	↔ 2.98	↑ 3.64	↑ 3.36	↑ 3.42	↑ 3.55	116	104%
Ridgetop	↑ 3.15	↑ 3.71	↑ 3.43	↑ 3.54	↑ 3.70	89	91%
Rodriguez	↔ 2.94	↑ 3.70	↑ 3.37	↑ 3.62	↑ 3.69	320	87%
Sanchez	↑ 3.02	↑ 3.68	↑ 3.49	↑ 3.64	↑ 3.75	185	90%
Sims	↔ 2.81	↑ 3.59	↑ 3.36	↑ 3.71	↑ 3.62	85	82%
St. Elmo	↑ 3.21	↑ 3.79	↑ 3.47	↑ 3.70	↑ 3.79	131	98%
Summit	↑ 3.23	↑ 3.70	↑ 3.25	↑ 3.58	↑ 3.56	322	93%
Sunset Valley	↑ 3.18	↑ 3.78	↑ 3.45	↑ 3.67	↑ 3.76	186	89%
Travis Heights	↔ 2.97	↑ 3.58	↑ 3.07	↑ 3.50	↑ 3.58	162	84%
Walnut Creek	↔ 2.91	↑ 3.66	↑ 3.31	↑ 3.53	↑ 3.65	299	90%
Widen	↔ 2.91	↑ 3.61	↑ 3.25	↑ 3.51	↑ 3.58	182	66%
Williams	↑ 3.07	↑ 3.71	↑ 3.36	↑ 3.59	↑ 3.72	291	105%
Winn	↔ 2.92	↑ 3.62	↑ 3.48	↑ 3.56	↑ 3.76	69	54%
Wooldridge	↑ 3.07	↑ 3.75	↑ 3.52	↑ 3.63	↑ 3.69	378	92%
Wooten	↔ 2.94	↑ 3.61	↑ 3.26	↑ 3.54	↑ 3.66	218	97%
Zavala	↔ 2.86	↑ 3.59	↑ 3.27	↑ 3.55	↑ 3.55	138	93%
Zilker	↑ 3.39	↑ 3.75	↑ 3.23	↑ 3.60	↑ 3.51	245	96%

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	2.80	3.30	2.79	3.30	3.31	12,547	78%
Bailey	2.72	3.19	2.72	3.29	3.25	774	77%
Bedichek	2.67	3.24	2.72	3.24	3.27	807	77%
Burnet	2.73	3.29	2.84	3.26	3.28	794	71%
Covington	2.77	3.28	2.72	3.26	3.28	518	78%
Dobie	2.73	3.35	2.86	3.26	3.33	524	77%
Fulmore	2.74	3.30	2.86	3.29	3.30	573	85%
Fulmore Magnet	2.72	3.24	2.83	3.41	3.26	244	81%
Garcia	2.67	3.28	2.83	3.28	3.25	446	89%
Gorzycki	3.11	3.44	2.81	3.48	3.44	1,032	81%
Kealing	3.02	3.41	2.90	3.45	3.43	773	67%
Lamar	2.83	3.30	2.71	3.32	3.27	530	90%
Martin	2.68	3.20	2.76	3.16	3.23	455	83%
Mendez	2.65	3.27	2.74	3.19	3.23	763	86%
Murchison	2.91	3.30	2.78	3.32	3.33	958	65%
O. Henry	2.85	3.24	2.68	3.28	3.28	746	69%
Paredes	2.72	3.26	2.71	3.20	3.27	942	88%
Pearce	2.73	3.30	2.91	3.29	3.34	410	83%
Small	2.80	3.33	2.79	3.30	3.30	893	85%
Webb	2.88	3.33	2.96	3.31	3.36	365	54%

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	↗ 2.95	↑ 3.19	↘ 2.74	↑ 3.21	↑ 3.21	10,279	64%
Akins	↗ 2.82	↑ 3.04	↘ 2.58	↑ 3.14	↑ 3.13	1,319	65%
Anderson	↗ 2.91	↑ 3.14	↘ 2.65	↑ 3.16	↑ 3.11	1,309	76%
Ann Richards	↑ 3.26	↑ 3.51	↑ 3.02	↑ 3.44	↑ 3.51	500	79%
Austin	↗ 2.93	↑ 3.20	↘ 2.68	↑ 3.17	↑ 3.22	557	34%
Bowie	↑ 3.01	↑ 3.17	↘ 2.65	↑ 3.21	↑ 3.20	1,704	76%
Crockett	↗ 2.82	↑ 3.07	↘ 2.67	↑ 3.14	↑ 3.11	518	39%
Eastside	↗ 2.96	↑ 3.24	↘ 2.88	↑ 3.21	↑ 3.24	308	77%
Garza	↑ 3.56	↑ 3.70	↑ 3.27	↑ 3.56	↑ 3.58	72	95%
International	↗ 2.92	↑ 3.45	↑ 3.21	↑ 3.35	↑ 3.35	221	112%
Lanier	↗ 2.92	↑ 3.20	↘ 2.88	↑ 3.21	↑ 3.20	661	57%
LASA	↑ 3.34	↑ 3.52	↑ 3.10	↑ 3.45	↑ 3.45	556	75%
LBJ	↘ 2.65	↗ 2.97	↘ 2.69	↑ 3.07	↑ 3.06	321	50%
McCallum	↗ 2.90	↑ 3.17	↘ 2.66	↑ 3.16	↑ 3.20	981	72%
Reagan	↗ 2.87	↑ 3.16	↘ 2.79	↑ 3.16	↑ 3.16	510	61%
Travis	↗ 2.87	↑ 3.22	↘ 2.75	↑ 3.20	↑ 3.23	742	69%

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

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