



Austin Independent School District

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Publication Number 08.49
August 2009

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2008–2009 STUDENT CLIMATE SURVEY RESULTS

Positive school climate has been associated with fewer behavioral problems and increased achievement levels for students (Marshall, 2003). According to Freiberg (1999), schools influence students' commitment and attachment and, ultimately, academic achievement through their school climate. Furthermore, Johnson, Crosnoe, and Elder (2001) concluded that school attachment, which refers to students' feelings about their school, is positively related to academic achievement. Stewart (2008) also found school attachment, commitment, and cohesion were predictive of academic achievement. For these reasons, it is important to examine student climate survey results to identify areas in which Austin Independent School District (AISD) student climate is strong and areas in need of improvement.

This report summarizes the results of the 2008–2009 Student Climate Survey, 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 four broad dimensions: Behavioral Environment, Adult Fairness and Respect, Teacher Support and Student Engagement, and Student Academic Self-Confidence.

The Student Climate Survey was conducted in Spring 2009, the fifth consecutive year of administration. Three-quarters of the district's students in grades 3 through 11 participated in the survey; response rates by level for the past three years are provided in Table 1. Response rates to the survey were high, ranging from 64% to 85% at the high school and elementary school levels, respectively.

Table 1. Response Rates, by School Level

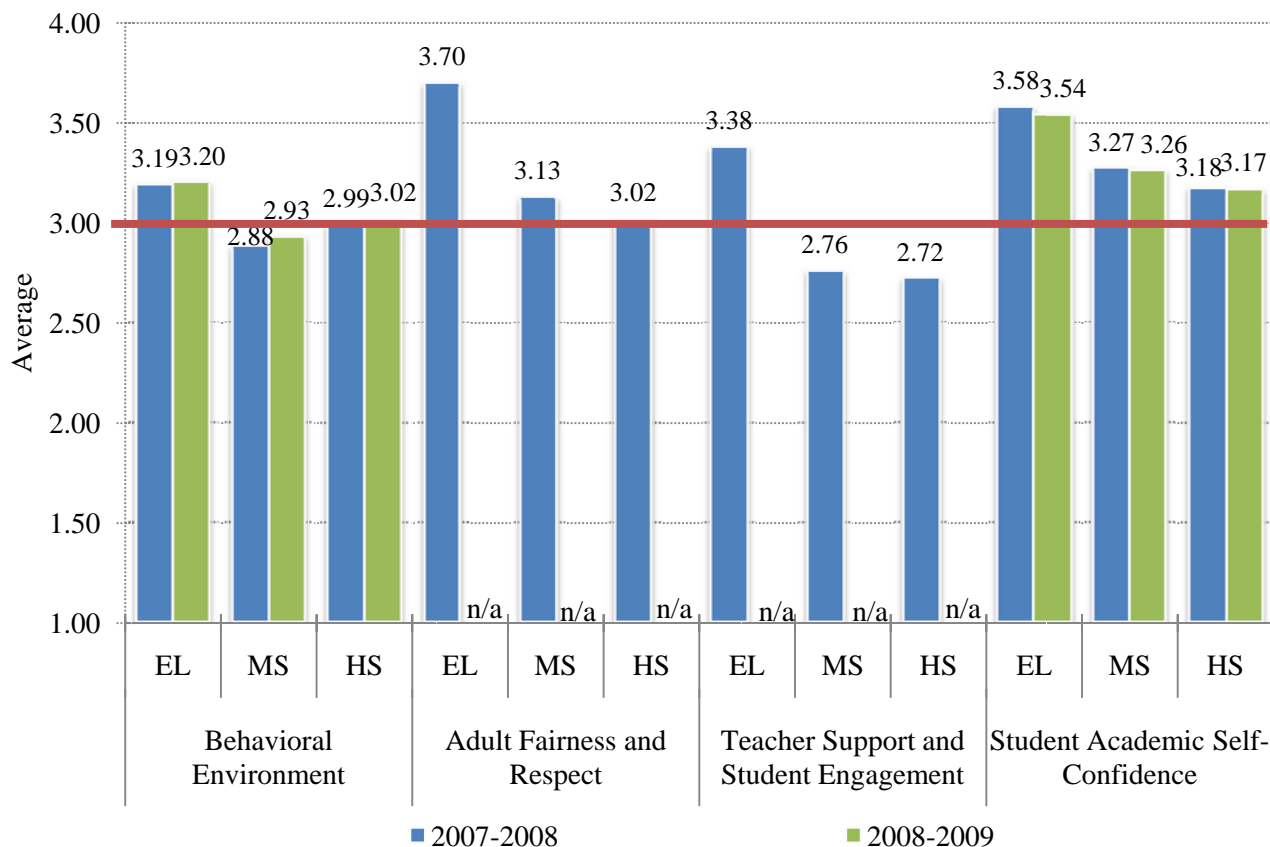
	Elementary (grades 3-6)		Middle		High (grades 9-11)		Total	
	Surveys	Rate	Surveys	Rate	Surveys	Rate	Surveys	Rate
2006–2007	16,108	86.9%	12,228	71.0%	9,951	59.4%	38,287	74.7%
2007–2008	16,479	84.9%	11,294	77.8%	9,627	61.5%	37,400	76.0%
2008–2009	16,674	85.0%	10,661	69.0%	9,452	64.0%	36,787	72.7%

Source. AISD staff and student records. *Note.* Response rates are based on May enrollment and may not match official AEIS data.

Figure 1 contains the average response scores, by school level, for each of the four survey dimensions. It is desirable to have a subscale mean of at least 3.0. Year-to-year changes were examined for statistical effect size using Cohen’s d^1 , however no significant changes were found for the two subscales for which longitudinal data were available.

Consistent with data from prior years, elementary averages were higher than secondary averages. Responses averaged at or above the desirable 3.0 range (indicated by the red bar) for all school levels in the areas of Academic Self-Confidence and Adult Fairness and Respect. Responses were least favorable at the secondary level for Teacher Support and Student engagement and were least favorable, though still above 3.0, at the elementary level for Behavioral Environment.

Figure 1. Student Climate Subscale Scores 2007–2008 and 2008–2009, by Level



¹ Cohen’s d is a measure of the magnitude of change. Mean differences were flagged where $d > .18$.

STUDENT CLIMATE AND TAKS PERFORMANCE

Previous research in AISD has indicated that student perceptions of various dimensions of school climate are related to Texas Assessment of Knowledge and Skills (TAKS) performance, and that these relationships vary depending upon the percentage of economically disadvantaged students at the school (Schmitt & Carney, 2008). In 2009, among the climate dimensions student reports of the Behavioral Environment were the most strongly associated with TAKS performance for both reading and math after controlling for economic disadvantage (Table 2.). Consistent with findings in previous years, the relationship between student perceptions of climate and TAKS was stronger at elementary than at middle and high schools. Interestingly, climate was much more strongly related to math performance than reading for middle schools, but the reverse was true for high schools.

Table 2. Pearson’s Partial Correlations for Student Climate Subscales and 2009 TAKS Reading and Math Passing Percentages After Controlling for Economic Disadvantage of School, by Level

	Elementary		Middle		High	
	Reading	Math	Reading	Math	Reading	Math
Behavioral Environment	.34**	.26**	.23 ^a	.43**	.26 ^a	.16 ^a
Adult Fairness and Respect	.30**	.30**	--	.25*	.19 ^a	--
Teacher Support and Student Engagement	.23**	.19**	--	.26*	.16 ^a	--
Academic Self-Confidence	.16**	.14*	--	.27*	.22 ^a	--

Source. 2009 TAKS passing percentages by grade level for each campus; AISD Student Climate Survey.
 Note. * $p < .05$; ** $p < .01$ -- Relationships that are not statistically significant or which have a correlation magnitude of less than $r = .13$. ^aSmaller sample sizes are less likely to result in statistical significance than are larger sample sizes. Although these relationships are not statistically significant, the magnitude of correlation is comparable to that found at the elementary level.

In sum, the relationship between student perceptions of school climate and TAKS performance varied by subject area, school level, and the degree of economic disadvantage of the school. Although poverty has a very strong influence on TAKS performance at all levels, the importance of student perceptions of climate alone is very encouraging, particularly in light of recent efforts to introduce Positive Behavior Support (PBS) programs into many district schools. Plans to monitor improvements to school climate, particularly the behavioral environment of the school, should be included in campus and district improvement efforts.

SURVEY ITEM AND SUBSCALE RESULTS SUMMARY

A summary of survey item and subscale results for elementary, middle, and high school students is presented below. Subscale results for each campus can be found in the Appendix.

Behavioral Environment

A total of six items assess the respect and caring among students and the extent to which students obey the school rules and feel safe at school. Results for the individual items composing the subscale are presented in Table 2. Item numbers in each table correspond to the numbers on the survey.

Of the items measuring Behavioral Environment, elementary students reported the most favorable ratings regarding their safety, while secondary students provided the most favorable ratings regarding their treatment by classmates. Across levels, student rated rule-following the least favorably among topics on this subscale.

Table 3. Average Response for Behavioral Environment Items

	Elementary			Middle			High		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
1. My classmates show respect to each other.	🚩 2.99	🚩 2.98	🚩 2.99	🚩 2.77	🚩 2.82	🚩 2.84	🚩 2.89	🚩 2.94	🚩 2.96
2. My classmates show respect to other students who are different than they are.	✅ 3.10	✅ 3.07	✅ 3.10	🚩 2.70	🚩 2.75	🚩 2.79	🚩 2.79	🚩 2.84	🚩 2.90
3. I am happy with the way my classmates treat me.	✅ 3.17	✅ 3.18	✅ 3.17	✅ 3.14	✅ 3.18	✅ 3.19	✅ 3.30	✅ 3.34	✅ 3.31
14. Students at my school follow the school rules.	🚩 2.89	🚩 2.87	🚩 2.89	❌ 2.38	❌ 2.46	🚩 2.52	❌ 2.49	🚩 2.56	🚩 2.64
15. I feel safe at my school.	✅ 3.53	✅ 3.52	✅ 3.53	🚩 2.95	✅ 3.03	✅ 3.11	✅ 3.03	✅ 3.13	✅ 3.17
16. I feel safe on the school property.	✅ 3.52	✅ 3.51	✅ 3.49	🚩 2.97	✅ 3.05	✅ 3.09	✅ 3.03	✅ 3.12	✅ 3.15
Behavioral Environment average	✅ 3.20	✅ 3.19	✅ 3.20	🚩 2.82	🚩 2.88	🚩 2.93	🚩 2.92	🚩 2.99	✅ 3.02

Note. Symbols indicate means at or below desirable range: ✅ = 3.0 or higher, 🚩 = 2.5-2.9, ❌ = below 2.5.

Adult Fairness and Respect

The ten items on this subscale assess the treatment of students by teachers and other adults on campus in areas such as classroom grading, consequences for breaking the rules, and listening to ideas and opinions of students. Average scores for each item and for the subscale are presented in Table 4.

Across levels, the most positive responses were given to items about teachers expecting students to do their best work, the front office staff showing respect to students, and teachers caring about their students. The lowest averages were for the fairness of school rules and fair treatment of students. The fairness items are particularly low for secondary students; most of these item averages are below 3.0.

Table 4. Average Response for Adult Fairness and Respect Items

	Elementary			Middle			High		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
4. Teachers at this school care about their students.	✓ 3.88	✓ 3.87	✓ 3.86	✓ 3.27	✓ 3.30	✓ 3.37	✓ 3.08	✓ 3.17	✓ 3.21
5. Adults at this school listen to student ideas and opinions.	✓ 3.49	✓ 3.49	✓ 3.50	! 2.83	! 2.91	✓ 3.00	! 2.75	! 2.86	! 2.92
6. Adults at this school treat all students fairly.	✓ 3.59	✓ 3.59	✓ 3.58	! 2.87	! 2.97	✓ 3.05	! 2.73	! 2.83	! 2.92
7. The staff in the front office show respect to students.	✓ 3.81	✓ 3.81	✓ 3.81	✓ 3.30	✓ 3.40	✓ 3.46	✓ 3.15	✓ 3.22	✓ 3.23
10. The school rules are fair.	✓ 3.53	✓ 3.53	✓ 3.55	! 2.58	! 2.67	! 2.80	! 2.65	! 2.75	! 2.81
11. The consequences for breaking school rules are the same for everyone.	✓ 3.45	✓ 3.45	✓ 3.43	! 2.98	✓ 3.04	✓ 3.13	! 2.83	! 2.90	! 2.98
12. My teachers always make sure the students follow the rules.	✓ 3.82	✓ 3.81	✓ 3.82	✓ 3.25	✓ 3.32	✓ 3.34	! 2.65	✓ 3.09 ↑	✓ 3.11
18. My teachers expect me to do my best work.	✓ 3.93	✓ 3.93	✓ 3.92	✓ 3.61	✓ 3.63	✓ 3.64	✓ 3.43	✓ 3.48	✓ 3.45
32. My teachers care about how I do in school.	n/a	✓ 3.83	✓ 3.83	n/a	✓ 3.22	✓ 3.28	n/a	✓ 3.06	✓ 3.10
36. My teachers are fair to everyone.	✓ 3.65	✓ 3.63	✓ 3.59	! 2.87	! 2.88	! 2.99	! 2.81	! 2.82	! 2.89
37. All my teachers use the same rules.	n/a	n/a	✓ 3.32	n/a	n/a	! 2.86	n/a	n/a	! 2.73
Adult Fairness and Respect average	n/a	✓ 3.70	✓ 3.66	n/a	n/a	✓ 3.18	n/a	n/a	✓ 3.04

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5.

Teacher Support and Student Engagement

This subscale consists of 10 items that assess the extent to which teachers support students with academic issues and personal problems, and the level of enthusiasm teachers display regarding their teaching. It also measures the extent to which students enjoy their schoolwork and learning. Average scores for each item and for the subscale are presented in Table 5.

Across levels student gave the most positive responses to the item “My teachers like to teach” and “My teachers show me how to know if my work is good.” Lowest averages were observed for items related to teachers giving reward or praise for good behavior and good work.

Table 5. Average Response for Teacher Support and Student Engagement Items

	Elementary			Middle			High		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
17. Teachers give rewards or praise for good behavior.	✓ 3.31	✓ 3.31	✓ 3.28	! 2.58	! 2.61	! 2.66	! 2.52	! 2.55	! 2.60
21. I enjoy doing my schoolwork.	n/a	✓ 3.14	✓ 3.11	n/a	✗ 2.48	! 2.50	n/a	✗ 2.48	! 2.50
24. My teachers are excited about what they teach.	✓ 3.55	✓ 3.54	✓ 3.53	! 2.95	! 2.96	✓ 3.00	! 2.88	! 2.93	! 2.98
25. My teachers like to teach.	n/a	n/a	✓ 3.77	n/a	n/a	✓ 3.24	n/a	n/a	✓ 3.13
27. My teachers show me how to know if my work is good.	✓ 3.64	✓ 3.60	✓ 3.61	✓ 3.01	✓ 3.02	✓ 3.09	! 2.89	! 2.91	! 2.98
28. Teachers give rewards or praise for good work.	✓ 3.27	✓ 3.26	✓ 3.23	! 2.59	! 2.61	! 2.67	! 2.56	! 2.58	! 2.64
30. My homework helps me learn things I need to know.	n/a	✓ 3.52	✓ 3.49	n/a	! 2.97	! 2.99	n/a	! 2.89	! 2.94
33. My schoolwork makes me think about things in new ways.	n/a	3.29	✓ 3.26	n/a	! 2.81	! 2.82	n/a	! 2.76	! 2.78
34. Teachers help students with personal problems.	✓ 3.51	✓ 3.45	✓ 3.43	! 2.66	! 2.69	! 2.76	! 2.57	! 2.65	! 2.67
35. I have fun learning in my classes.	n/a	✓ 3.33	✓ 3.32	n/a	! 2.67	! 2.72	n/a	! 2.70	! 2.75
38. My teachers connect what I am doing to my life outside of the classroom.	n/a	n/a	✓ 3.29	n/a	n/a	! 2.67	n/a	n/a	! 2.65
Teacher Support & Student Engagement average	n/a	n/a	✓ 3.37	n/a	n/a	! 2.81	n/a	n/a	! 2.77

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5.

Student Academic Self-Confidence

This subscale comprises seven items that assess students’ motivation, self-efficacy, and acquisition of self-evaluation skills. Averages for each item and for the subscale are presented in Table 6. In 2008-20098 all item averages for this subscale were above 3.0 for all levels. And across levels students gave the most favorable responses to the item “I can do even the hardest schoolwork if I try.” Elementary were more likely to give positive responses when asked about trying hard to do their best than were secondary students.

Table 6. Average Response for Student Academic Self-Confidence Items

	Elementary			Middle			High		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
20. I can do even the hardest schoolwork if I try.	n/a	✓ 3.54	✓ 3.52	n/a	✓ 3.24	✓ 3.23	n/a	✓ 3.23	✓ 3.20
22. I feel/felt well prepared for TAKS.	✓ 3.57	✓ 3.56	✓ 3.57	✓ 3.20	✓ 3.22	✓ 3.25	! 2.97	✓ 3.00	✓ 3.10
23. I try hard to do my best work.	✓ 3.81	✓ 3.76	✓ 3.76	✓ 3.44	✓ 3.41	✓ 3.40	✓ 3.27	✓ 3.24	✓ 3.23
26. I feel successful in my schoolwork.	✓ 3.50	✓ 3.48	✓ 3.47	✓ 3.14	✓ 3.15	✓ 3.17	✓ 3.02	✓ 3.03	✓ 3.05
29. I can reach the goals I set for myself.	✓ 3.48	✓ 3.53	✓ 3.53	✓ 3.20	✓ 3.28	✓ 3.31	✓ 3.18	✓ 3.25	✓ 3.24
31. I know how I am doing in school.	✓ 3.46	✓ 3.45	✓ 3.45	✓ 3.23	✓ 3.22	✓ 3.28	✓ 3.16	✓ 3.18	✓ 3.24
Academic Self-Confidence average	n/a	✓ 3.58	✓ 3.54	n/a	✓ 3.27	✓ 3.26	n/a	✓ 3.18	✓ 3.17

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5.

Additional Climate Environment Items

Four additional items assess the school environment in ways other than those identified by the four primary survey dimensions. Average scores for these items are presented in Table 7. The highest average responses across levels were for classmates understanding of consequences for breaking the rules and for teachers challenging students to do better, and the lowest average for all levels was for student knowledge of school rules; averages for middle and high were below 3.0 on this item.

Table 7. Average Response for Additional Climate Items

	Elementary			Middle			High		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
8. There is at least one adult at my school who I would go to if I have a problem.	✓ 3.61	✓ 3.60	✓ 3.52	✓ 3.26	✓ 3.26	✓ 3.15	✓ 3.21	✓ 3.24	✓ 3.11
9. Everyone knows what the school rules are.	✓ 3.36	✓ 3.35	✓ 3.40	! 2.89	! 2.95	! 2.96	! 2.86	! 2.95	! 2.95
13. My classmates know there are consequences for breaking the rules.	✓ 3.58	✓ 3.56	✓ 3.57	✓ 3.29	✓ 3.31	✓ 3.32	✓ 3.20	✓ 3.25	✓ 3.25
19. My teachers challenge me to do better.	✓ 3.65	✓ 3.63	✓ 3.60	✓ 3.26	✓ 3.30	✓ 3.29	✓ 3.12	✓ 3.19	✓ 3.18

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5.

CONCLUSION

The survey results for 2008-2009 are consistent with the results in prior years; results for elementary students are more favorable than for secondary students and ratings of peer behavior and the fairness of rules tend to be less favorable than ratings of adult fairness or perceptions of one's own academic success. In addition, the positive relationship between student perceptions of school climate and TAKS performance remains strong in AISD. Campus and district leadership teams are advised to consult the student climate results as part of their campus planning processes with the aim of identifying climate dimensions for growth and targeting particularly interventions at those areas.

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APPENDIX

Table A.1. Subscale Means for High Schools, by Campus

Campus	Response Rate	Behavioral Environment	Adult Fairness and Respect	Teacher Support & Student Engagement	Academic Self-Confidence
High School Mean	64%	✓ 3.02	✓ 3.04	! 2.77	✓ 3.17
Akins	64%	! 2.93	! 2.97	! 2.71	✓ 3.14
Anderson	82%	✓ 3.05	! 2.97	! 2.65	✓ 3.12
Austin	78%	✓ 3.02	✓ 3.01	! 2.75	✓ 3.13
Bowie	73%	✓ 3.10	✓ 3.02	! 2.82	✓ 3.17
Crockett	63%	! 2.96	! 2.96	! 2.71	✓ 3.13
Eastside Memorial	65%	✓ 3.08	✓ 3.21	! 2.94	✓ 3.21
Garza	63%	✓ 3.50 -	✓ 3.54	✓ 3.31	✓ 3.48 -
International	87%	! 2.91 -	✓ 3.30	✓ 3.20	✓ 3.30 -
Lanier	39%	! 2.99	✓ 3.16	! 2.94	✓ 3.23
LASA	74%	✓ 3.13 -	✓ 3.16	! 2.77	✓ 3.23 -
LBJ	27%	! 2.76	! 2.96	! 2.73	✓ 3.12
McCallum	53%	✓ 3.08 +	✓ 3.05	! 2.74	✓ 3.21
Reagan	69%	! 2.93 +	✓ 3.07	! 2.85	✓ 3.18
Travis	55%	✓ 3.06	✓ 3.14	! 2.80	✓ 3.19

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5.
 +/- indicate statistically meaningful changes from 2007-08 to 2008-09.

Table A.2. Subscale Means for Middle Schools, by Campus

Campus	Response Rate	Behavioral Environment	Adult Fairness and Respect	Teacher Support & Student Engagement	Academic Self-Confidence
Middle School Mean	69%	⚠️ 2.93	✅ 3.18	⚠️ 2.81	✅ 3.26
Ann Richards	85%	✅ 3.41 +	✅ 3.61	✅ 3.24	✅ 3.56
Bailey	78%	⚠️ 2.93	✅ 3.07	⚠️ 2.64	✅ 3.29
Bedichek	66%	⚠️ 2.88	✅ 3.20	⚠️ 2.80	✅ 3.21
Burnet	74%	⚠️ 2.90 +	✅ 3.25	⚠️ 2.92	✅ 3.27
Covington	41%	⚠️ 2.69	⚠️ 2.89	⚠️ 2.51	✅ 3.20
Dobie	77%	⚠️ 2.97 +	✅ 3.29	✅ 3.01	✅ 3.29
Fulmore	67%	⚠️ 2.87	✅ 3.21	⚠️ 2.84	✅ 3.21
Fulmore Magnet	105%	⚠️ 2.93	✅ 3.20	⚠️ 2.72	✅ 3.29
Garcia	35%	⚠️ 2.83 +	✅ 3.19	⚠️ 2.92	✅ 3.25
Kealing	100%	⚠️ 2.97	✅ 3.24	⚠️ 2.90	✅ 3.39
Kealing Magnet	10%	✅ 3.08	✅ 3.23	✅ 3.00	✅ 3.42
Lamar	88%	⚠️ 2.67	⚠️ 2.87	⚠️ 2.54	✅ 3.10
Martin	63%	⚠️ 2.93	✅ 3.19	⚠️ 2.89	✅ 3.16
Mendez	70%	⚠️ 2.97 +	✅ 3.26	⚠️ 2.97	✅ 3.27
Murchison	78%	✅ 3.01	✅ 3.18	⚠️ 2.69	✅ 3.28
O Henry	50%	⚠️ 2.85	✅ 3.09	⚠️ 2.72	✅ 3.17
Paredes	75%	⚠️ 2.89	✅ 3.19	⚠️ 2.81	✅ 3.25
Pearce	68%	⚠️ 2.75	✅ 3.04	⚠️ 2.86	✅ 3.20
Small	87%	✅ 3.11	✅ 3.28	⚠️ 2.85	✅ 3.31
Webb	38%	⚠️ 2.95	✅ 3.21	✅ 3.01	✅ 3.27

Note. Symbols indicate means at or below desirable range: ✅ = 3.0 or higher, ⚠️ = 2.5-2.9, ❌ = below 2.5.
 +/- indicate statistically meaningful changes from 2007-08 to 2008-09.

Table A.3. Subscale Means for Elementary Schools, by Campus

Campus	Response Rate	Behavioral Environment	Adult Fairness and Respect	Teacher Support & Student Engagement	Academic Self-Confidence
Elementary Mean	85%	✓ 3.20	✓ 3.66	✓ 3.37	✓ 3.54
Allan	58%	✓ 3.20	✓ 3.76	✓ 3.56	✓ 3.51
Allison	95%	✓ 3.13 -	✓ 3.71	✓ 3.56	✓ 3.59 -
Andrews	94%	✓ 3.07	✓ 3.66	✓ 3.42	✓ 3.51
Baranoff	95%	✓ 3.31	✓ 3.65	✓ 3.23	✓ 3.55
Barrington	48%	✓ 3.23 +	✓ 3.68	✓ 3.49	✓ 3.58
Barton Hills	93%	✓ 3.38	✓ 3.73	✓ 3.31	✓ 3.56 -
Becker	82%	! 2.89	✓ 3.51	✓ 3.35	✓ 3.40
Blackshear	100%	! 2.88	✓ 3.56	✓ 3.28	✓ 3.38
Blanton	87%	✓ 3.27	✓ 3.65	✓ 3.45	✓ 3.56
Blazier	91%	✓ 3.27	✓ 3.73	✓ 3.48	✓ 3.55
Boone	102%	✓ 3.20	✓ 3.73	✓ 3.39	✓ 3.51
Brentwood	44%	✓ 3.35	✓ 3.66	✓ 3.43	✓ 3.60
Brooke	92%	✓ 3.31	✓ 3.78	✓ 3.53	✓ 3.60
Brown	86%	✓ 3.14	✓ 3.68	✓ 3.48	✓ 3.60
Bryker Woods	94%	✓ 3.40	✓ 3.60	✓ 3.32	✓ 3.55
Campbell	93%	! 2.98 -	✓ 3.61	✓ 3.43	✓ 3.55
Casey	94%	✓ 3.06	✓ 3.52	✓ 3.25	✓ 3.42 -
Casis	89%	✓ 3.35	✓ 3.64	✓ 3.23	✓ 3.62
Clayton	92%	✓ 3.29	✓ 3.66	✓ 3.28	✓ 3.58
Cook	57%	✓ 3.12	✓ 3.65	✓ 3.44	✓ 3.48 -
Cowan	97%	✓ 3.19	✓ 3.69	✓ 3.29	✓ 3.53
Cunningham	89%	✓ 3.05 -	✓ 3.61	✓ 3.18	✓ 3.42
Davis	96%	✓ 3.24	✓ 3.66	✓ 3.29	✓ 3.56
Dawson	87%	✓ 3.26 -	✓ 3.76	✓ 3.49	✓ 3.52 -
Doss	90%	✓ 3.32	✓ 3.65	✓ 3.25	✓ 3.53
Galindo	85%	✓ 3.28	✓ 3.74	✓ 3.50	✓ 3.51 -
Govalle	63%	✓ 3.20	✓ 3.64	✓ 3.41	✓ 3.48 -
Graham	94%	✓ 3.31	✓ 3.72	✓ 3.51	✓ 3.63 -
Gullett	91%	✓ 3.28	✓ 3.57	✓ 3.05	✓ 3.47 -

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5. +/- indicate statistically meaningful changes from 2007-08 to 2008-09.

Table A.3., continued

Campus	Response Rate	Behavioral Environment	Adult Fairness and Respect	Teacher Support & Student Engagement	Academic Self-Confidence
Elementary Mean	85%	✓ 3.20	✓ 3.66	✓ 3.37	✓ 3.54
Harris	95%	✓ 3.17	✓ 3.68	✓ 3.56	✓ 3.60
Hart	91%	✓ 3.13 +	✓ 3.64	✓ 3.45	✓ 3.57
Highland Park	93%	✓ 3.38	✓ 3.73	✓ 3.33	✓ 3.59
Hill	93%	✓ 3.22	✓ 3.59	✓ 3.11	✓ 3.52
Houston	46%	✓ 3.31 +	✓ 3.72	✓ 3.52	✓ 3.56
Jordan	75%	! 2.98 -	✓ 3.59	✓ 3.42	✓ 3.51 -
Joslin	89%	✓ 3.08 -	✓ 3.74	✓ 3.39	✓ 3.56 -
Kiker	76%	✓ 3.37	✓ 3.70	✓ 3.25	✓ 3.52 -
Kocurek	93%	✓ 3.19	✓ 3.68	✓ 3.35	✓ 3.55
Langford	77%	✓ 3.03	✓ 3.60	✓ 3.33	✓ 3.45
Lee	91%	✓ 3.34	✓ 3.67	✓ 3.21	✓ 3.57
Linder	86%	✓ 3.24	✓ 3.69	✓ 3.51	✓ 3.61
Maplewood	72%	✓ 3.05	✓ 3.64	✓ 3.39	✓ 3.51
Mathews	93%	✓ 3.24 -	✓ 3.65	✓ 3.23	✓ 3.46 -
McBee	92%	✓ 3.25	✓ 3.70	✓ 3.51	✓ 3.56 -
Menchaca	97%	✓ 3.24	✓ 3.66	✓ 3.25	✓ 3.54
Metz	92%	✓ 3.13	✓ 3.64	✓ 3.47	✓ 3.56
Mills	96%	✓ 3.27	✓ 3.68	✓ 3.31	✓ 3.57
Norman	91%	! 2.96	✓ 3.60	✓ 3.35	✓ 3.45 -
Oak Hill	91%	✓ 3.31	✓ 3.67	✓ 3.28	✓ 3.55
Oak Springs	93%	! 2.72	✓ 3.58	✓ 3.36	✓ 3.48
Odom	97%	✓ 3.22 +	✓ 3.68	✓ 3.46	✓ 3.54
Ortega	95%	✓ 3.22	✓ 3.78	✓ 3.57	✓ 3.56 -
Overton	52%	✓ 3.19	✓ 3.71	✓ 3.52	✓ 3.61 -
Palm	93%	! 2.89 -	✓ 3.51	✓ 3.22	✓ 3.43 -
Patton	86%	✓ 3.34 +	✓ 3.74	✓ 3.36	✓ 3.62
Pease	88%	✓ 3.22	✓ 3.75	✓ 3.49	✓ 3.56
Pecan Springs	68%	✓ 3.05	✓ 3.68	✓ 3.58	✓ 3.64
Perez	91%	✓ 3.18	✓ 3.70	✓ 3.46	✓ 3.58

Note. Symbols indicate means at or below desirable range: ✓ = 3.0 or higher, ! = 2.5-2.9, ✗ = below 2.5.
 +/- indicate statistically meaningful changes from 2007-08 to 2008-09.

Table A.3., continued

Campus	Response Rate	Behavioral Environment	Adult Fairness and Respect	Teacher Support & Student Engagement	Academic Self-Confidence
Elementary Mean	85%	3.20	3.66	3.37	3.54
Pickle	58%	3.17	3.70	3.48	3.53 -
Pillow	91%	3.31	3.73	3.40	3.59
Pleasant Hill	94%	3.20 +	3.70	3.51	3.53
Reilly	99%	3.21	3.68	3.48	3.55
Ridgetop	88%	2.95 -	3.53	3.25	3.28 -
Rodriguez	93%	3.10	3.65	3.50	3.58
Sanchez	96%	3.11	3.63	3.42	3.49
Sims	62%	3.18	3.69	3.42	3.53 -
St. Elmo	95%	3.14	3.69	3.45	3.56
Summitt	87%	3.23	3.65	3.26	3.50
Sunset Valley	93%	3.20 -	3.64	3.44	3.69 +
Travis Heights	61%	3.13 +	3.68	3.35	3.52
Walnut Creek	75%	3.12	3.65	3.44	3.54
Widen	83%	3.10	3.62	3.40	3.49
Williams	91%	3.20	3.57	3.22	3.46 -
Winn	54%	3.00	3.62	3.44	3.52
Wooldridge	94%	3.28	3.73	3.56	3.57 -
Wooten	95%	3.22 +	3.70	3.52	3.56
Zavala	69%	3.03 +	3.49	3.21	3.39
Zilker	89%	3.29	3.66	3.28	3.58

Note. Symbols indicate means at or below desirable range: = 3.0 or higher, = 2.5-2.9, = below 2.5.
 +/- indicate statistically meaningful changes from 2007-08 to 2008-09.

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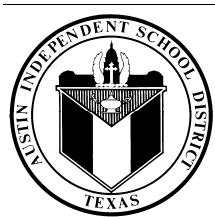
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Publication Number 08.49

August 2009