Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

2011-2012 AISD Student Climate Survey
Casey Elementary School

Research indicates that school climate can either be a positive influence on students' learning environment, or can serve as a significant barrier to students' learning. Indeed, students attending high performing, higher economically disadvantaged schools reported higher ratings of behavioral environment, academic self-confidence, teacher expectations for student learning, and student engagement in 2010-2011 than did their peers at lower performing similar schools. Similarly, students attending high performing, less economically disadvantaged schools reported higher ratings of behavioral environment than did their peers at lower performing similar schools in 2010-2011.*

The following tables show the total number of surveys students at Casey returned in 2011-2012 (Table 1) and the response rate by grade (Table 2).

Table 1. Number of Respondents for:	Casey	All Elementary Schools
# of surveys returned	266	18,352
# of students	292	20,849
% of students represented	91%	88%

Table 2. Response Rate by Grade for Casey, 2011-2012

grade	# of students enrolled	# of responses	response rate
3rd grade	94	79	84%
4th grade	93	84	90%
5th grade	105	98	93%
6th grade	n/a	1	n/a%

Note. Students' grade level was self-reported. Population data reflect enrollment as of the PEIMS snapshot date in October 2011.

*For the full report and an explanation of analyses, please see:
http://archive.austinisd.org/inside/docs/ope_10-94_RB_2010-2011_All_Climate_Update.pdf

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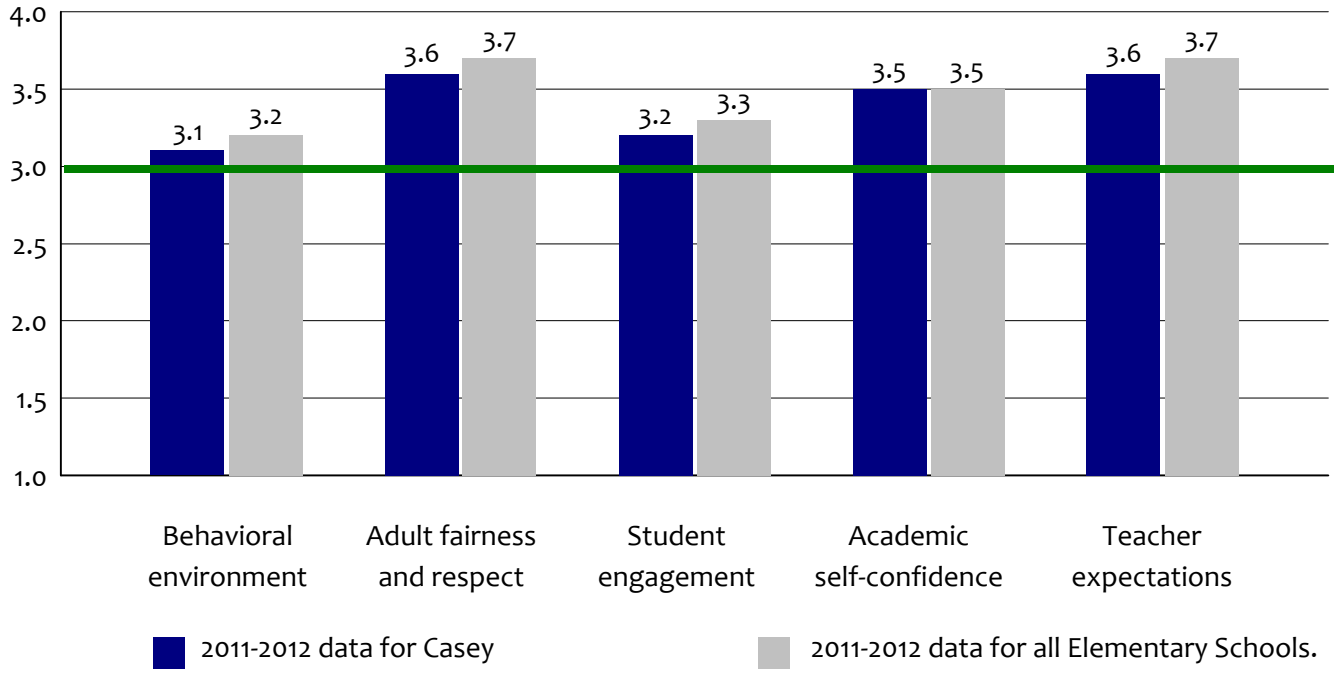
Figure 1 depicts Casey's average student climate survey ratings for 2011-2012, compared with average ratings across all Elementary Schools in 2011-2012. Scores over 3.0 are desirable, as indicated by the green line. Please note the green and red text boxes that highlight the specific area in which Casey most excels, as well as the area in which Casey can improve most.

Figure 1. Student Climate Survey Subscales for Casey and all Elementary Schools, 2011-2012



Casey's highest score on the 2011-2012 Student Climate Survey was for adult fairness and respect, which assesses the way teachers and other adults at your campus treat students. Research suggests that high levels of adult fairness and respect contribute to academic achievement. We encourage you to consider the ways your campus supports a respectful environment and share your best practices with others.

Casey's lowest score on the 2011-2012 Student Climate Survey was for behavioral environment, which measures the extent to which students respect each other, follow the rules, and feel safe at your campus. Higher ratings of behavioral environment have been associated with academic achievement. For resources on how to improve your campus' behavioral environment, please visit AISD's Child Study System website: http://www.childstudysystem.com

The following pages contain more detailed information regarding Casey's student climate results from 2009-2010 to 2011-2012. Please review the individual items on each subscale with particular attention to how Casey's average ratings have changed or remained consistent over time. Please note that some subscales have changed from previous years, making longitudinal comparisons inappropriate for some items and subscales. For items and subscales where longitudinal data are available, statistically meaningful changes are noted with up or down arrows. Please share the results of this report with all campus staff and your Campus Advisory Council to inform campus improvement planning.

Behavioral environment	Casey			All Elementary Schools
	2009-2010	2010-2011	2011-2012	
1. My classmates show respect to each other.	2.8	2.8	3.0↑	3.0
2. My classmates show respect to other students who are different.	3.0	2.9	3.1↑	3.2
3. I am happy with the way my classmates treat me.	3.0	3.1	3.1	3.2
13. Students at my school follow the school rules.	2.5↓	2.6↑	2.8↑	2.9
14. I feel safe at my school.	3.3	3.3	3.6↑	3.5
15. I feel safe on the school property.	3.3	3.3	3.5↑	3.6
29. My classmates behave the way my teachers want them to.	n/a	2.6	2.8↑	2.8
30. Our classes stay busy and do not waste time.	n/a	2.8	3.1↑	3.1
Behavioral environment average	n/a	2.9	3.1↑	3.2

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0. Items 29 and 30 are from the *Control* subscale of the Tripod survey. For more information, please visit: http://www.metproject.org/partners#cambridge. Response options for the Tripod items were changed to reflect the 1 = *never* to 4 = *always* scale.

Adult fairness and respect	Casey			All Elementary Schools
	2009-2010	2010-2011	2011-2012	
4. Teachers at this school care about their students.	3.8	3.7	3.8	3.9
5. Adults at this school listen to student ideas and opinions.	3.3	3.3	3.4↑	3.5
6. Adults at this school treat all students fairly.	3.5↑	3.4	3.5	3.6
7. The staff in the front office show respect to students.	3.6	3.5	3.7↑	3.8
8. There is at least one adult at my school who I would go to if I have a problem.	3.4	3.3	3.6↑	3.6
10. The consequences for breaking school rules are the same for everyone.	3.3	3.2	3.4↑	3.5
11. My teachers always make sure the students follow the rules.	3.8	3.8	3.9	3.9
12. My teachers believe I can learn.	3.5	3.9↑	3.9	3.9
20. My teachers believe I can do well in school.	3.5	3.8↑	3.9↑	3.9
21. My teachers like to teach.	3.6	3.5	3.7↑	3.8
27. My teachers are fair to everyone.	3.3	3.4	3.5↑	3.6
Adult fairness and respect average	3.5	3.5	3.6↑	3.7

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0.

Student engagement	Casey 2009-2010	Casey 2010-2011	Casey 2011-2012	All Elementary Schools
9. I like to come to school.	3.0	2.9	3.1↑	3.2
17. I enjoy doing my schoolwork.	2.8	2.7	3.0↑	3.2
24. My homework helps me learn the things I need to know.	3.2	3.2↓	3.4↑	3.5
25. My schoolwork makes me think about things in new ways.	3.1	2.9↓	3.2↑	3.3
26. I have fun learning in my classes.	3.1	3.0	3.4↑	3.4
28. My teachers connect what I am doing to my life outside the classroom.	3.0	2.7↓	3.0↑	3.3
Student engagement average	3.0	2.9↓	3.2↑	3.3

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0.

Academic self-confidence	Casey 2009-2010	Casey 2010-2011	Casey 2011-2012	All Elementary Schools
16. I can do even the hardest schoolwork if I try.	3.3	3.4	3.5↑	3.5
18. I feel/felt well prepared for TAKS.*	3.5	3.5	3.4	3.4↓
19. I try hard to do my best work.	3.7	3.7	3.7	3.8
22. I feel successful in my schoolwork.	3.3	3.3	3.4↑	3.4
23. I can reach the goals I set for myself.	3.4	3.4	3.5	3.5
Academic self-confidence average	3.4	3.4	3.5	3.5

Note. Response options ranged from 1 = *never* to 4 = *always*. It is desirable to have a response of at least 3.0.
* After the surveys were printed, this item was revised to state, "I feel/felt well prepared for TAKS, STAAR, and End of Course exams." Survey administrators read the revised item aloud to students.

Teacher expectations	Casey 2010-2011	Casey 2011-2012	All Elementary Schools
33. My teachers push us to think hard about things we read.	3.4	3.6↑	3.6
34. My teachers push everybody to work hard.	3.5	3.6	3.6
35. We have to think hard about the writing we do.	3.6	3.7↑	3.7
36. My teachers accept nothing less than our full effort.	3.5	3.8↑	3.7
Teacher expectations average	3.5	3.6↑	3.7

Note. These items are based on the *Challenge* subscale from the Tripod survey. Response options for these items have been changed to be on a 1 = *never* to 4 = *always* scale. It is desirable to have a response of at least

37. I will go to college after high school.	Casey 2009-2010	Casey 2010-2011	Casey 2011-2012	All Elementary Schools
% Yes	n/a	74%	75%	77%
% No	n/a	2%	1%	2%
% Maybe	n/a	24%	24%	22%

To view the district summary report or additional survey results from 2011-2012 or before, visit:
http://archive.austinisd.org/inside/accountability/evaluation/survey_reports.phtml