

2017–2018 Student Climate Survey Results

Perceptions of School Climate Down Slightly From 2016–2017

Significantly Fewer High School Students Felt Safe at School

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Publication 17.22ES

June 2018

Students' perceptions of school climate in 2017–2018 were down slightly from the previous year, though overall survey results largely remained in line with long-term trends. Elementary school students continued to report a positive, engaging school experience, with the highest ratings across most areas. High school students reported relatively high ratings across the majority of survey items related to social and emotional learning (SEL) skills, while middle school students' ratings of school climate continued to lag behind those of their peers at the elementary and high school levels.

Table 1.

Significantly fewer high school students reported feeling safe at school in 2018.

Campus	2016	2017	2018	YoY Δ
Alkins	86%	92%	77%	-15%↓
Anderson	90%	92%	82%	-10%↓
Austin	94%	95%	87%	-8%↓
Bowie	93%	92%	88%	-4%
Crockett	89%	90%	81%	-9%↓
Eastside	89%	89%	86%	-3%
Garza	97%	97%	100%	+3%↑
International	88%	86%	90%	+4%
Lanier	84%	93%	84%	-9%↓
LASA	94%	96%	93%	-3%
LBJ	75%	86%	85%	-1%
McCallum	95%	96%	86%	-10%↓
Reagan	82%	92%	81%	-11%↓
Travis	85%	91%	87%	-4%

Source. 2016–2018 Student Climate Surveys

The most noteworthy finding from this year's survey was the **8% decline in high school students who reported feeling safe at school** (2016–2017, 93%; 2017–2018, 85%). One possible explanation for the significant decline was the timing of the survey, which coincided with the shooting at Marjory Stoneman Douglas (FL) High School on February 14, 2018. It is possible that the resulting media attention to school shootings and school safety influenced students' perceptions of their own safety at school. In any case, the greater percentage of students who did not feel safe at school underscores the importance of ensuring not only that every school is physically safe, but that students *feel* safe at school. Indeed, a recent study by The Research Alliance for New York City Schools found that improving school climate was associated with better standardized test scores and reduced teacher turnover (Kraft, Marinell, & Shen-Wei Yee, 2016).

Also noteworthy, **significantly fewer students across all school levels reported using specific techniques to calm themselves down**. There was a **13% decline** among elementary school students (2016–2017, 88%; 2017–2018, 75%), an **11% decline** among middle school students (2016–2017, 83%; 2017–2018, 72%), and an **8% decline** among high school students (2016–2017, 88%; 2017–2018, 80%). When coupled with fewer students feeling safe at school, these findings may indicate the necessity of directing additional resources to building SEL skills (e.g., emotion regulation), strengthening feelings of connection and community, and creating an ongoing dialogue with students about school safety policies and procedures.

Notes to Table 1

Table 1 displays the percentage of high school students who reported feeling safe at school either sometimes or a lot of the time over the past 3 years. Figures in the right column represent year-over-year change (YoY Δ), with up/down arrows representing meaningful year-over-year change, as measured by Cohen's *h* effect size of > .20.

ALC, Travis GPA, Lanier GPA, and Ann Richards have been excluded from Table 1 due to small sample size or mixed school level status.

About the Survey

AISD students in grades 3 through 11 have participated in the Student Climate Survey since 2004. Survey response options consist of (4) *a lot of the time*, (3) *sometimes*, (2) *a little of the time*, (1) *never*, and *don't know*. As with previous years, *don't know* responses are excluded from all calculations.

All schools administered the survey online in 2017–2018.

Additional links

[2017–2018 District Report](#)

[Launchpad for Interactive Dashboard](#)

References

Kraft, M., Marinell, W., Shen-Wei Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53(5), 1411–1449.



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