

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. Researchers have documented that positive ratings of student climate to contribute to factors that help high economically disadvantaged schools "beat the odds" (Voight, Austin & Hanson, 2013). Indeed, students at high-performing AISD schools with high levels of economic disadvantage had more positive ratings of behavioral environment and adult fairness and respect in Spring 2013 than did students at lower performing schools AISD with similar levels of economic disadvantage (Lamb, 2014).

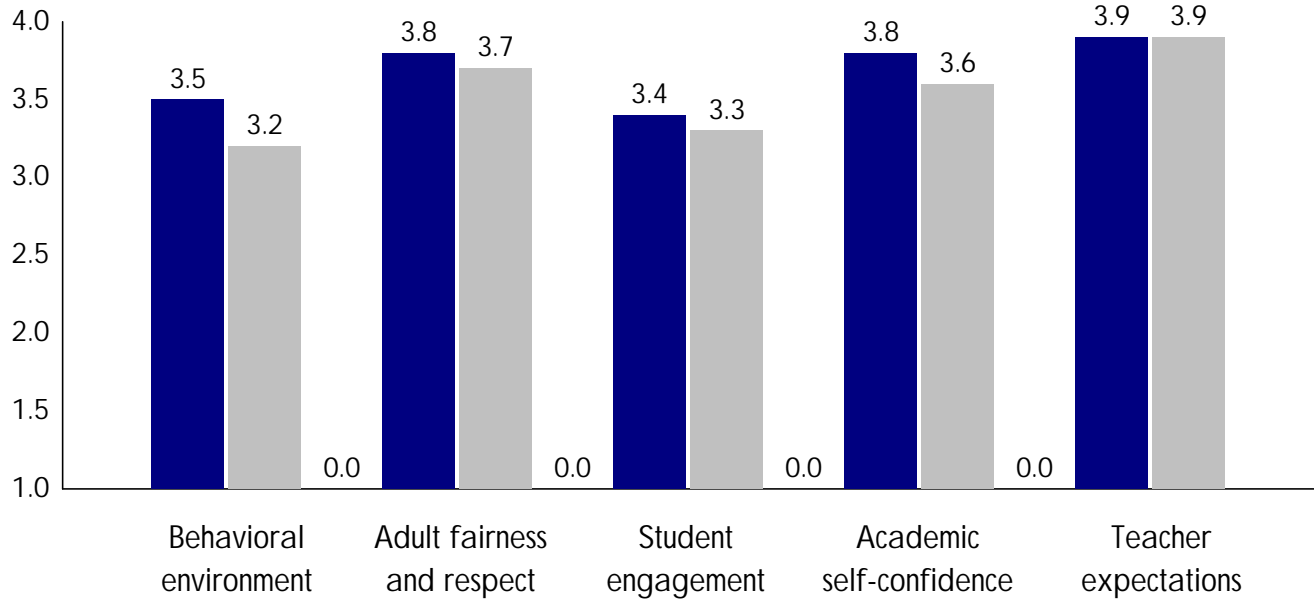
The following tables show the total number of surveys students at Casis completed in 2013-2014 (Table 1) and the response rate by grade (Table 2).

# of surveys returned	366	16,960
# of students	389	19,770
% of students represented	94%	86%

grade	# of students enrolled	# of responses	response rate
3rd grade	123	115	93%
4th grade	123	118	96%
5th grade	143	133	93%
6th grade	n/a	n/a	n/a%

Students' grade level was self-reportedE% i

Figure 1. Student Climate Survey Subscales for Casis and all Elementary Schools, 2013-2014



Casis's highest score on the 2013-2014 Student Climate Survey was for teacher expectations, which measures students' perceptions of their teachers' expectations. Please think about what your campus does to foster high expectations, and share your strategies with others.

Casis's lowest score on the 2013-2014 Student Climate Survey was for student

- 1. My classmates show respect to each other.
- 2. My classmates show respect to other students who are different.
- 3. I am happy with the way my classmates treat me.
- 13. Students at my school follow the school rules.
- 14. I feel safe at my school.
- 15. Students at this school treat teachers with respect.
- 29. My classmates behave the way my teachers want them to.
- 30. Our classes stay busy and do not waste time.
- 31. Students at my school are bullied (teased, messed with, threatened by other students).*

Behavioral environment average

Response options ranged from 1 = _____ to 4 = _____ (item #31 has been reverse-scored). It is desirable to have a response of at least 3.0. Items 29 and 30 are from the _____ subscale of the Tripod survey and response options for these items were changed to reflect the AISD scale. For more information, visit:

<http://www.metproject.org/partners#cambridge>.

* This item has been rev.rs#cambris4treat me.

9. I like to come to school.

% Yes	85%	87%	88%	77%
% No	1%	1%	1%	2%
% Maybe	14%	12%	11%	22%

To view the district summary report or additional survey results from 2013-2014 or before, visit:
<http://www.austinisd.org/dre/district-campus-surveys>

- 18. I am/was well prepared to take the TAKS/STAAR.
- 31. Students at my school are bullies (tease, mess with, threaten other students).
- 33. My teachers push me to think hard about things we read.
- 34. My teachers push everybody to work hard.
- 36. A lot of teachers at this school know who I am.

- 18. I am/was well prepared to take the STAAR.
- 31. Students at my school are bullied (teased, messed with, threatened by other students).
- 33. My teachers expect me to think hard about the things we read.
- 34. My teachers expect everybody to work hard.
- 36. Teachers at this school know who I am.

