



2012-2013 AISD Student Climate Survey LASA High 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 (Voight, Austin & Hanson, 2013). Indeed, after controlling for the influence of economic disadvantage, students' 2011-2012 positive ratings of student engagement, academic self-confidence, and teacher expectations were related to their 2011-2012 performance in math and positive behavioral environment ratings were related to their 2011-2012 performance in reading.*

The following tables show the total number of surveys students at LASA returned in 2012-2013 (Table 1), the response rate by grade (Table 2), and the distribution of responses by race/ethnicity compared with the population (Table 3) for students at LASA.

Table 1. Number of respondents for:		All High Schools
	LASA	
# of surveys returned	556	10,279
# of students	741	16,076
% of students represented	75%	64%

Table 2. Response rate by grade for LASA, 2012-2013

grade	# of students enrolled	# of responses	response rate
9th grade	280	183	65%
10th grade	248	196	79%
11th grade	213	143	67%

Population data reflect enrollment as of the PEIMS snapshot date in October 2012 whereas students' grade level and ethnicity were self-reported on the survey. The "ethnicity/race" designations allow students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

Table 3. Distribution of responses by ethnicity/race for LASA relative to LASA's school population, 2012-2013

Ethnicity	% of population	% of responses
Hispanic/Latino	23%	25%
Race		
American Indian/Alaskan Native	9%	6%
Asian	21%	21%
Black/African American	4%	9%
Native Hawaiian/Other Pacific Islander	0%	5%
White	72%	64%

* For more information on this analysis, please contact the department of Research and Evaluation.

Voight, A., Austin, G., and Hanson, T. (2013).

. San Francisco: WestEd.



Behavioral environment	LASA			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
1. My classmates show respect to each other.	3.2	3.3	3.5	3.1
2. My classmates show respect to other students who are different.	3.3	3.2	3.5	3.1
3. I am happy with the way my classmates treat me.	3.5	3.5	3.6	3.4
13. Students at my school follow the school rules.	3.0	3.1	3.3	2.7
14. I feel safe at my school.	3.5	3.5	3.5	3.2
15. Students at this school treat teachers with respect.	n/a	n/a	3.4	2.9
29. My classmates behave the way my teachers want them to.	3.0	3.1	3.2	2.8
30. Our classes stay busy and do not waste time.	3.0	3.2	3.3	2.9
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	n/a	2.8	2.5
Behavioral environment average	n/a	n/a	3.3	3.0

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>.
 With the addition of items #15 and #3, longitudinal comparisons are no longer possible.

Adult fairness and respect	LASA			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
4. Teachers at this school care about their students.	3.4	3.5	3.6	3.3
5. Adults at this school listen to student ideas and opinions.	3.2	3.4	3.5	3.0
6. Adults at this school treat all students fairly.	3.2	3.4	3.5	3.0
7. The staff in the front office show respect to students.	3.7	3.7	3.8	3.3
8. There is at least one adult at my school who I would go to if I have a problem.	3.2	3.5	3.5	3.2
10. The consequences for breaking the school rules are the same for everyone.	3.3	3.5	3.5	3.1
11. My teachers make sure the students follow the rules.*	3.2	3.3	3.5	3.2
12. My teachers believe I can learn.	3.6	3.7	3.7	3.5
20. My teachers believe I can do well in school.	3.6	3.6	3.7	3.5
21. My teachers like to teach.	3.4	3.4	3.5	3.3
27. My teachers are fair to everyone.	3.2	3.4	3.4	3.1
32. When bullying is reported to adults at my school they try to stop it.	n/a	n/a	3.5	3.2
37. A lot of teachers at this school know who I am.	n/a	n/a	3.5	3.2
Adult fairness and respect average	n/a	n/a	3.5	3.2

Response options ranged from 1 = to 4 = . It is desirable to have a response of at least 3.0.
 With the addition of items #32 and #37, longitudinal comparisons are no longer possible.

* This item has been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.

- 9. I like to come to school.
- 17. I enjoy doing my schoolwork.
- 24. My homework helps me learn the things I need to know.

37. I will go to college after high school.	LASA			All High Schools
	2010-2011	2011-2012	2012-2013	2012-2013
% Yes	93%	93%	93%	76%
% No	2%	1%	2%	4%
% Maybe	5%	6%	5%	20%

To view the district summary report or additional survey results from 2012-2013 or before, visit:
[http://www.austinisd.org/dre/search/?f\[0\]=im_field_report_eval_area%3A4](http://www.austinisd.org/dre/search/?f[0]=im_field_report_eval_area%3A4)

Appendix

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 TAKS.	18. I am/was well prepared to take the TAKS/STAAR.
33. My teachers push us to think hard about things we read.	33. My teachers push me to think hard about 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.