

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 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 AISD schools with similar levels of economic disadvantage (Lamb, 2014). The following tables show the total number of surveys students at Bailey completed in 2013-2014 (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 Bailey.

# of surveys returned	713	11,752
# of students	948	16,133
% of students represented	75%	73%

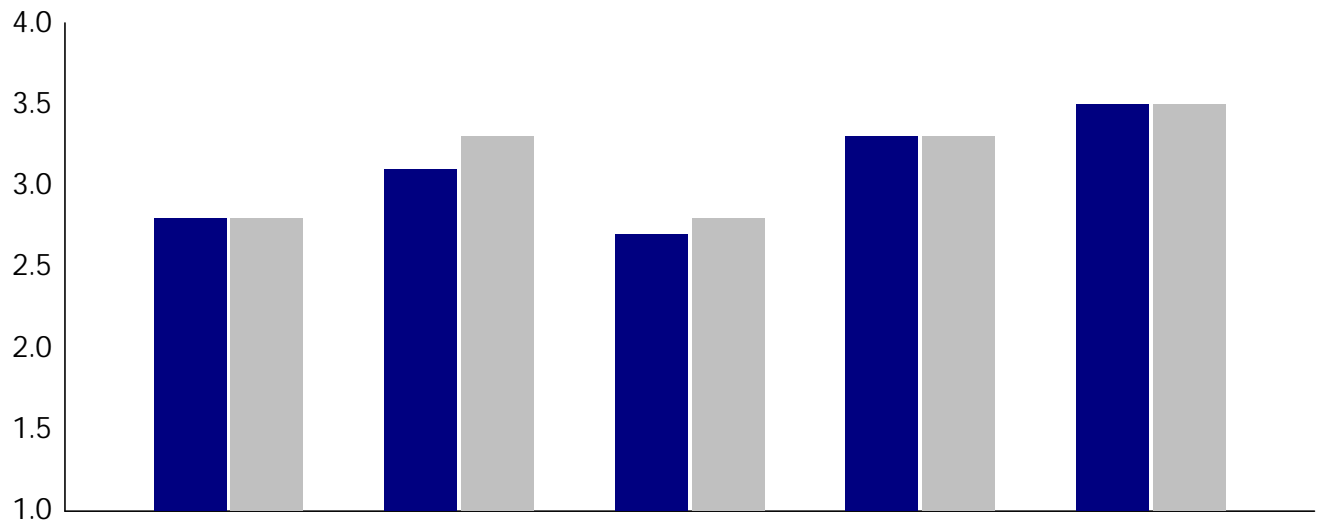
grade	# of students enrolled	# of responses	response rate
6th grade	307	196	64%
7th grade	316	233	74%
8th grade	325	241	74%

Note: Population data reflect enrollment as of the PEIMS snapshot date in October 2013 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.

Ethnicity	% of population	% of responses
Hispanic/Latino	51%	53%
Race		
American Indian/Alaskan Native	9%	12%
Asian	7%	10%
Black/African American	8%	12%
Native Hawaiian/Other Pacific Islander	1%	5%
White	82%	57%

Lamb, L. M. (2014). 2012-2013 Austin Independent School District (AISD) School Climate Data Report (Publication No. 12.94). Austin, TX: Austin Independent School District.

Voight, A., Austin, G., and Hanson, T. (2013). A climate for academic success: How climate distinguishes schools that are achievement odds (Full report). San Francisco: WestEd.



- 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, taunted, threatened by other students).*

Behavioral environment average

Note. Response options ranged from 1 = never to 4 = a lot of the time (item #31 has been reverse scored). It is

9. I like to come to school.	2.8	2.8	2.7	2.8
17. I enjoy doing my schoolwork.	2.4	2.6	2.4	2.6
24. My homework helps me learn the things I need to know.	3.0	3.0	2.8	3.0
25. My schoolwork makes me think about things in new ways.	2.8	2.8	2.8	2.9
26. I have fun learning in my classes.	2.7	2.7	2.7	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.4	2.5	2.4	2.6
37. I receive recognition and praise for doing good work.	n/a	2.9	2.9	3.0
Student engagement average	n/a	2.7	2.7	2.8

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

16. I can do even the hardest schoolwork if I try.	3.2	3.3	3.3	3.3
18. I am/was well prepared to take the TAKS/STAAR.	3.0	3.3	3.2	3.2
19. I try hard to do my best work.	3.5	3.5	3.5	3.5
22. I feel successful in my schoolwork.	3.2	3.2	3.2	3.2
23. I can reach the goals I set for myself.	3.3	3.3	3.3	3.3
Academic self-confidence average	3.2	3.3	3.3	3.3

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

12. My teachers believe I can learn.	3.6	3.5	3.6	3.6
20. My teachers believe I can do well in school.	3.5	3.5	3.6	3.6
33. My teachers expect me to think hard about things we read.*	3.2	3.2	3.4	3.4
34. My teachers expect everybody to work hard.*	3.3	3.3	3.6	3.6
35. My teachers expect my best effort.*	3.3	3.6	3.7	3.6
Teacher expectations average	3.4	3.4	3.5	3.5

Note.These items are based on the **Challenge** subscale from the Tripod survey and response options have changed to be on the AISD scale. It is desirable to have a response of at least 3.0. One item was dropped from this subscale in 2014 and items #12 and #20 have been moved from the Adult Fairness and Respect subscale to the Teacher Expectations subscale based on results generated from factor analyses and reliability analyses. Average subscale scores reported here are different than those reported in prior reports.

* These items have been reworded from the 2012-2013 survey. A list of reworded items is located Appendix A.



% Yes	81%	83%	80%	75%
% No	2%	2%	2%	3%
% Maybe	17%	15%	18%	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>



31. Students at my school are bullies (tease, taunt, threaten other students).	31. Students at my school are bullied (teased, taunted, threatened by other students).
33. My teachers push me to think hard about things we read.	33. My teachers expect me to think hard about the things we read.
34. My teachers push everybody to work hard.	34. My teachers expect everybody to work hard.
36. A lot of teachers at this school know who I am.	36. Teachers at this school know who I am.



*This item was reverse-scored to compute subscale and item level averages in this report, but is not revealed in this table. Higher scores indicate greater incidence of bullying.
** This item was reworded from the 2012-2013 survey.