

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 Mills completed in 2013-2014 (Table 1) and the response rate by grade (Table 2).

# of surveys returned	402	16,960
# of students	418	19,770
% of students represented	96%	86%

grade	# of students enrolled	# of responses	response rate
3rd grade	122	110	90%
4th grade	147	141	96%
5th grade	149	143	96%
6th grade	n/a	3	n/a%

Students' grade level was self-reported. Population data reflect enrollment as of the PEIMS snapshot date in October 2012.

Lamb, L. M. (2014).

(DRE Publication No. 12.94).

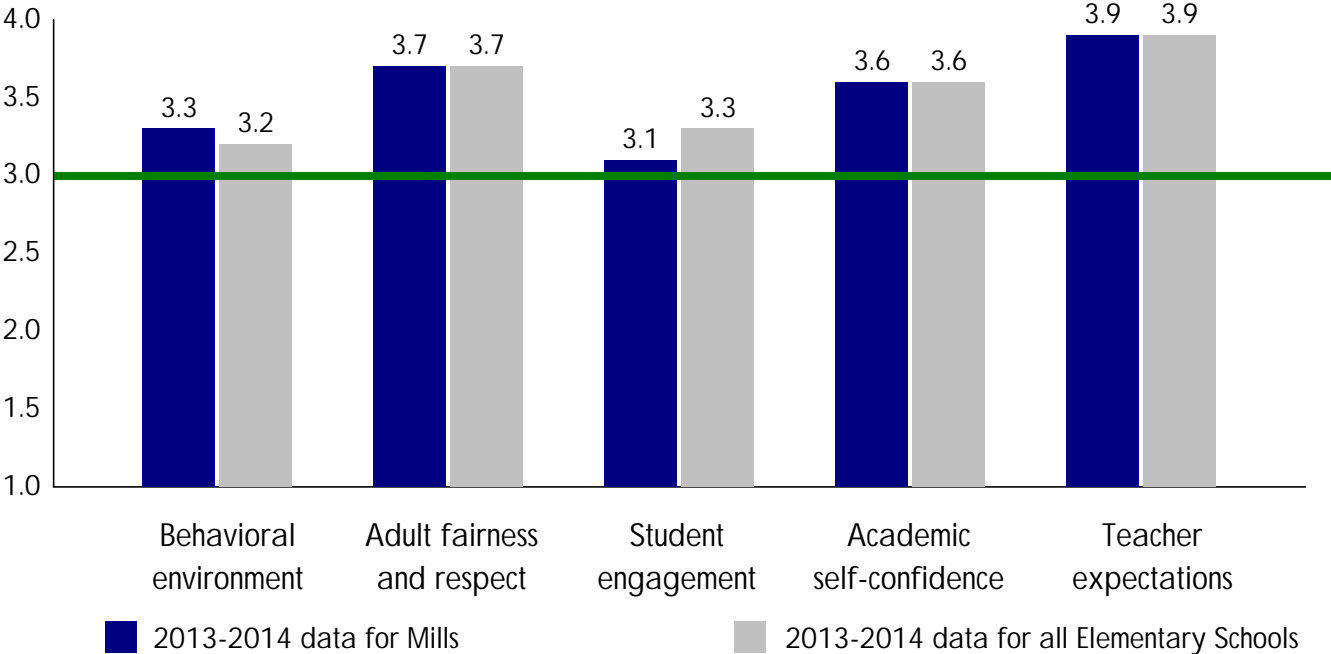
Austin, TX: Austin Independent School District.

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

. San Francisco: WestEd.

Figure 1 depicts Mills's average student climate survey ratings for 2013-2014, compared with average ratings across all Elementary Schools in 2013-2014. 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 Mills most excels, as well as the area in which Mills can improve most.

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



Mills'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.

Mills's lowest score on the 2013-2014 Student Climate Survey was for student engagement. This subscale measures the extent to which students enjoy their schoolwork and learning. We encourage your campus to improve the ways in which teachers provide instruction that is relevant and engaging for students. Improving student engagement is a goal of Social Emotional Learning (SEL). To find out ways to improve student engagement, please visit: <http://www.austinisd.org/academics/sel>

The following pages contain more detailed information regarding Mills's student climate results from 2011-2012 to 2013-2014. Please review the individual items on each subscale with particular attention to how Mills'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. Appendix B contains a table with the percentage of students responding favorably to each item.

- 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 =





