

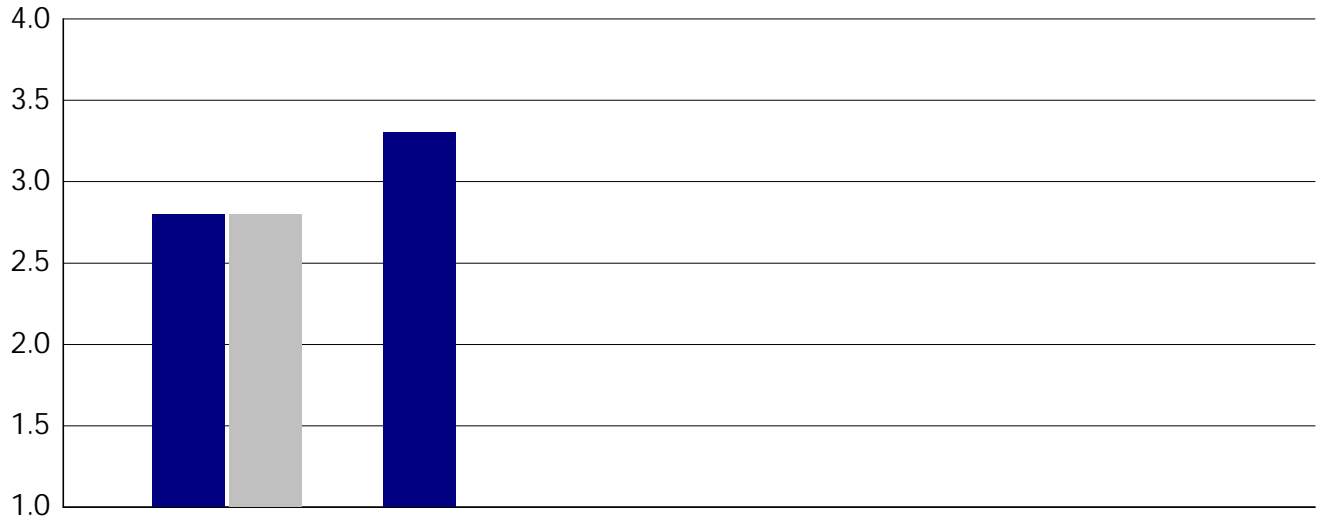
Research indicates that school climate can either be a positive influence on students' learning environment, or can serve as a significant barrier to students' learning. Indeed, students at schools with high levels of economic disadvantage and were high performing had higher ratings of 2011-2012 behavioral environment (3.04) than students at lower performing high economically disadvantaged schools (2.93).* Researchers have documented that positive ratings of student climate are believed to contribute to factors that help high economically disadvantaged schools "beat the odds" (Voight, Austin & Hanson, 2013).

The following tables show the total number of surveys students at Small 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 Small.



of surveys returned
of students
% of students represented





1. My classmates show respect to each other.	2.9	
2. My classmates show respect to other students who are different.	2.9	
3. I am happy with the way my classmates treat me.	3.2	
13. Students at my school follow the school rules.	2.7	
14. I feel safe at my school.	3.3	
15. Students at this school treat teachers with respect.	n/a	
29. My classmates behave the way my teachers want them to.	2.6	
30. Our classes stay busy and do not waste time.	2.9	
31. Students at my school are bullies (tease, taunt, threaten other students).	n/a	
Behavioral environment average	n/a	

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.

	2.9	
	3.1	
	3.1	
	3.2	
	3.5	
	3.3	
	n/a	
	3.3	
	3.4	
	3.6	
	3.3 2.9	
	n/a	
	2.9	3.1
	3.2	
	3.6	n/a
	3.2	n/a
	n/a	

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.	2.9	9. I likeo com1 th to school.
17. I enjoy doing my schoolwork.	2.6	
24. My homework helps me learn the things I need to know.	3.0	
25. My schoolwork makes me think about things in new ways.	2.8	
26. I have fun learning in my classes.	2.9	
28. My teachers connect what I am doing to my life outside the classroom.	2.7	
38. I receive recognition and priase for doing good work.	n/a	
Student engagement average	n/a	

Response options ranged from 1 = 3.0 to 4 = . It is desirable to have a response of at least 3.0.

% Yes	80%	81%	78%	75%
% No	2%	3%	2%	3%
% Maybe	18%	16%	20%	22%

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)

- 11. My teachers always make sure the students follow the rules.
- 18. I feel/felt well prepared for TAKS.
- 33. My teachers push us to think hard about things we read.
- 35. We have to think hard about the writing we do.
- 36. My teachers accept nothing less than our full effort.

- 11. My teachers make sure the students follow the rules.
- 18. I am/was well prepared to take the TAKS/STAAR.
- 33. My teachers push me to think hard about things we read.
- 35. I have to think hard about the writing we do.
- 36. My teachers expect my best effort.