



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, elementary school teachers in Austin Independent School District (AISD) whose students provided positive ratings of behavioral environment, teacher support, adult fairness and respect, and academic self-confidence had students who made greater growth on TAKS in 2009-2010 than did their peers whose students rated school climate less favorably.\*

The following tables show the total number of surveys students at Akins returned in 2010-2011 (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 Akins.

# of surveys returned	923	8,315
# of students	2,112	14,040
% of students represented	44%	59%

Population data reflect enrollment as of the PEIMS snapshot date in October 2010. Students' grade level and ethnicity were self-reported. The new "ethnicity/race" reporting allows for students to first choose their ethnicity (Hispanic/Latino or non-Hispanic/Latino) and then choose one or more of five race values.

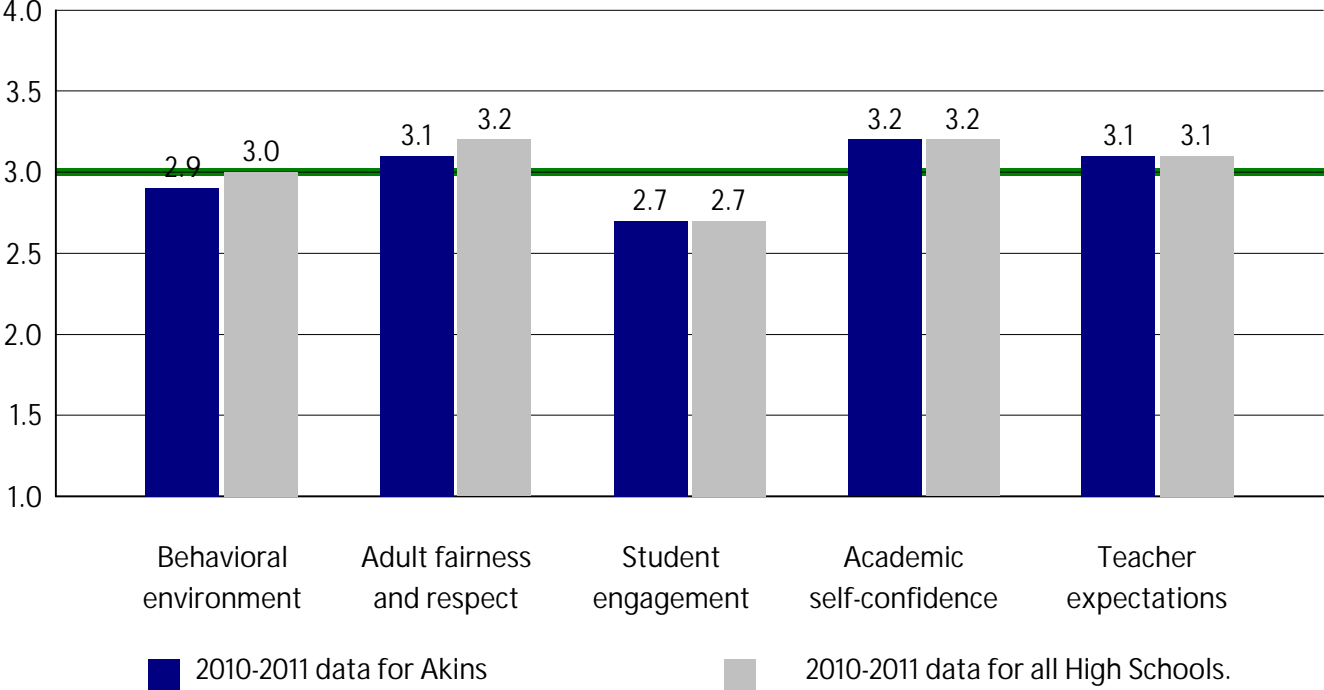
grade	# of students	# of responses	response rate
9th grade	784	352	45%
10th grade	681	263	39%
11th grade	647	301	47%

Ethnicity	% of population	% of responses
Hispanic/Latino	75%	75%
Race		
American Indian/Alaskan Native only	20%	8%
Asian only	2%	6%
Black/African American only	11%	21%
Native Hawaiian/Other Pacific Islander only	0%	4%
White only	64%	43%
Two or more races	3%	18%

\*For the full report, please see: [http://archive.austinisd.org/inside/docs/ope\\_09-82\\_Teacher\\_Effectiveness\\_Issue4\\_Student\\_Climate.pdf](http://archive.austinisd.org/inside/docs/ope_09-82_Teacher_Effectiveness_Issue4_Student_Climate.pdf)

Figure 1 depicts Akins's average student climate survey ratings for 2010-2011, compared with average ratings across all High Schools in 2010-2011. 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 Akins most excels, as well as the area in which Akins can improve most.

Figure 1. Student Climate Survey Subscales for Akins and all High Schools, 2010-2011



Akins's highest score on the 2010-2011 Student Climate Survey was for academic self-confidence, which measures students' motivation and self-efficacy. We encourage your campus to continue working with students to promote this positive learning environment and share your strategies with others.

Akins's lowest score on the 2010-2011 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.

The following pages contain more detailed information regarding Akins's student climate results from 2008-2009 to 2010-2011. Please review the individual items on each subscale with particular attention to how Akins'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 flagged 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.

---

