

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 Bedichek 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 Bedichek.

| | | |
|---------------------------|-------|--------|
| # of surveys returned | 492 | 11,752 |
| # of students | 1,023 | 16,133 |
| % of students represented | 48% | 73% |

| grade | # of students enrolled | # of responses | response rate |
|-----------|------------------------|----------------|---------------|
| 6th grade | 332 | 185 | 56% |
| 7th grade | 338 | 83 | 25% |
| 8th grade | 353 | 224 | 63% |

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.

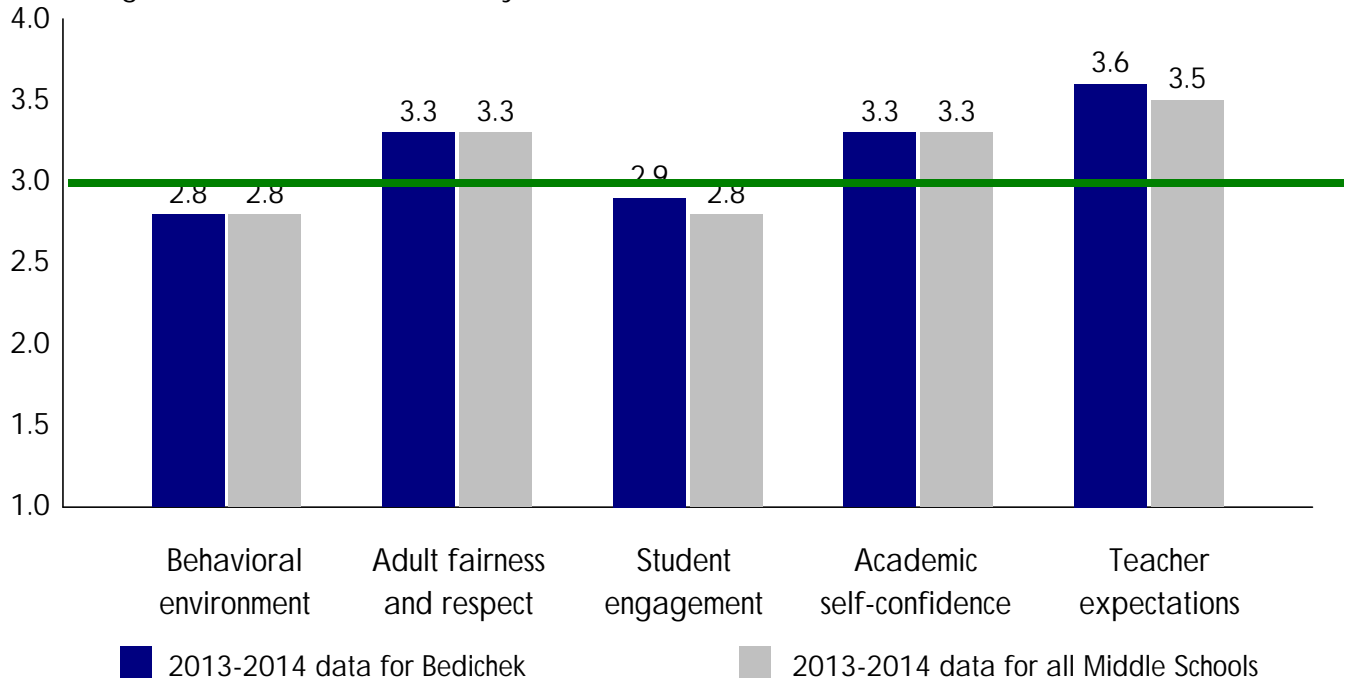
| Ethnicity | % of population | % of responses |
|--|-----------------|----------------|
| Hispanic/Latino | 83% | 84% |
| Race | | |
| American Indian/Alaskan Native | 25% | 17% |
| Asian | 1% | 4% |
| Black/African American | 10% | 10% |
| Native Hawaiian/Other Pacific Islander | 0% | 9% |
| White | 67% | 39% |

Lamb, L. M. (2014). 2012-2013 Austin Independent School District (AISD) School Climate (DRE 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.

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

Figure 1. Student Climate Survey Subscales for Bedichek and all Middle Schools, 2013-2014



Bedichek'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.

Bedichek's lowest score on the 2013-2014 Student Climate Survey was for behavioral environment, which measures the extent to which students respect each other, follow the rules, and feel safe at your campus. Higher ratings of behavioral environment have been associated with academic achievement. For resources on how to improve your campus' behavioral environment, please visit AISD's Social Emotional Learning (SEL) website: <http://www.austinisd.org/academics/sel> and the district's Respect for All website: <http://www.austinisd.org/respectforall>

The following pages contain more detailed information regarding Bedichek's student climate results from 2011-2012 to 2013-2014. Please review the individual items on each subscale with particular attention to how Bedichek'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, 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 desirable to have a response of at least 3.0. Items 29 and 30 are from the Controls 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>.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

- 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.
- 25. My schoolwork makes me think about things in new ways.
- 26. I have fun learning in my classes.
- 28. My teachers connect what I am doing to my life outside the classroom.
- 37. I receive recognition and praise for doing good work.

Student engagement average

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.
- 18. I am/was well prepared to take the TAKS/STAAR.
- 19. I try hard to do my best work.
- 22. I feel successful in my schoolwork.
- 23. I can reach the goals I set for myself.

Academic self-confidence average

- 12. My teachers believe I can learn.
- 20. My teachers believe I can do well in school.
- 33. My teachers expect me to think hard about things we read.*
- 34. My teachers expect everybody to work hard.*
- 35. My teachers expect my best effort.*

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Teacher expectations and praise to students
 06/17/2017




| | | | | |
|---------|-----|-----|-----|-----|
| % Yes | 65% | 65% | 69% | 75% |
| % No | 4% | 4% | 3% | 3% |
| % Maybe | 31% | 31% | 28% | 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. |

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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.
 4. Teachers at this school care about their students.
 5. Adults at this school listen to student ideas and opinions.
 6. Adults at this school treat all students fairly.

*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.