



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 Bedichek completed in 2014-2015 (Table 1) and the response rate by grade (Table 2).

# of surveys returned	707	11,816
# of students	969	15,823
% of students represented	73%	75%

Population data reflect enrollment as of the PEIMS snapshot date in October 2014 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.

grade	# of students enrolled	# of responses	response rate
6th grade	311	189	61%
7th grade	319	298	93%
8th grade	339	219	65%

Ethnicity	% of population	% of responses
Hispanic/Latino	84%	86%
Race		
American Indian/Alaskan Native	27%	20%
Asian	1%	4%
Black/African American	10%	13%
Native Hawaiian/Other Pacific Islander	0%	6%
White	67%	35%

Lamb, L. M. (2014). *2012-2013 Austin Independent School District Analysis of Student Climate* (DRE Publication No. 12.94). Austin, TX: Austin Independent School District.

Voight, A., Austin, G., and Hanson, T. (2013). *A Climate for Learning: The Impact of School Climate on Student Achievement*. San Francisco: WestEd.

The following pages contain more detailed information regarding Bedichek's student climate results from 2012-2013 to 2014-2015. Please review the individual items with particular attention to how Bedichek's percentage of students providing favorable responses has changed or remained consistent over time. For items 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.

1. My classmates show respect to each other.	72%	81%	77%	81%
2. My classmates show respect to other students who are different.	68%	76%	73%	79%
3. I am happy with the way my classmates treat me.	81%	87%	86%	87%
13. Students at my school follow the school rules.	50%	59%	55%	63%
14. I feel safe at my school.	77%	84%	84%	84%
15. Students at this school treat teachers with respect.	62%	69%	63%	73%
29. My classmates behave the way my teachers want them to.	51%	60%	56%	64%
30. Our classes stay busy and do not waste time.	65%	71%	71%	74%
31. Students at my school are bullied (teased, messed with, threatened by other students).	68%	74%	68%	62%

Response options ranged from 1 = never to 4 = frequently. Percentages reflect students who selected 3 = sometimes or 4 = frequently.

4. Teachers at this school care about their students.	84%	90%	88%	89%
5. Adults at this school listen to student ideas and opinions.	73%	78%	78%	80%
6. Adults at this school treat all students fairly.	74%	82%	82%	82%
7. The staff in the front office show respect to students.	91%	93%	93%	90%
8. There is at least one adult at my school who I would go to if I have a problem.	78%	81%	81%	80%
10. The consequences for breaking the school rules are the same for everyone.	78%	84%	82%	82%
11. My teachers make sure the students follow the rules.	88%	93%	92%	90%
21. My teachers like to teach.	88%	94%	94%	90%
27. My teachers are fair to everyone.	77%	84%	84%	81%
32. When bullying is reported to adults at my school they try to stop it.	80%	84%	85%	83%
36. Teachers at this school know who I am.	84%	89%	87%	87%
38. My teachers know what I am good at.	n/a	86%	86%	84%

Response options ranged from 1 = never to 4 = frequently. Percentages reflect students who selected 3 = sometimes or 4 = frequently.

