



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 Dobie 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 Dobie.

Table 1: Survey Response Summary		
# of surveys returned	524	12,547
# of students	677	16,137
% of students represented	77%	78%

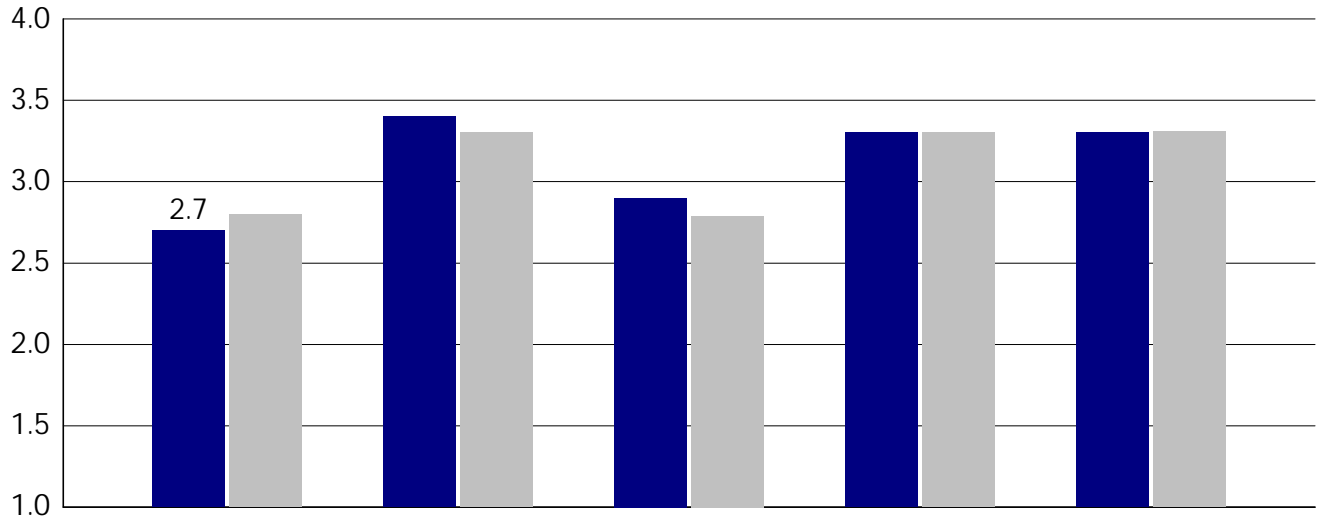
Table 2: Response Rate by Grade			
grade	# of students enrolled	# of responses	response rate
6th grade	222	178	80%
7th grade	251	197	78%
8th grade	204	125	61%

Population data reflect enrollment as of the PEIMS snapshot date in October 2012 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.

Table 3: Distribution of Responses by Race/Ethnicity		
Ethnicity	% of population	% of responses
Hispanic/Latino	86%	82%
Race		
American Indian/Alaskan Native	39%	7%
Asian	2%	3%
Black/African American	12%	13%
Native Hawaiian/Other Pacific Islander	0%	3%
White	52%	16%

^{*} For more information on this analysis, please contact the department of Research and Evaluation. Voight, A., Austin, G., and Hanson, T. (2013).

. San Francisco: WestEd.



9. I like to come to school.	2.8	2.8	2.8	2.8
17. I enjoy doing my schoolwork.	2.8	2.7	2.7	2.6
24. My homework helps me learn the things I need to know.	3.1	3.2	3.1	3.0
25. My schoolwork makes me think about things in new ways.	3.1	3.0	3.0	2.9
26. I have fun learning in my classes.	2.9	2.8	2.9	2.8
28. My teachers connect what I am doing to my life outside the classroom.	2.8	2.7	2.7	2.6
38. I receive recognition and praise for doing good work.	n/a	n/a	3.1	3.0
Student engagement average	n/a	n/a	2.9	2.8

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

With the addition of item #38 (based on an item from the Gallup Student Poll) longitudinal comparisons are no longer possible.

16. I can do even the hardest schoolwork if I try.	3.3	3.2	3.2	3.3
18. I am/was well prepared to take the TAKS/STAAR.*	3.4	3.0	3.3	3.3
19. I try hard to do my best work.	3.5	3.4	3.4	3.5
22. I feel successful in my schoolwork.	3.3	3.1	3.2	3.2
23. I can reach the goals I set for myself.	3.4	3.3	3.3	3.3
Academic self-confidence average	3.4	3.2	3.3	3.3

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

* This item has been reworded from the 2011-2012 survey. A list of reworded items are located in the Appendix.

33. My teachers push me to think hard about things we read.*	3.3	3.2	3.3	3.2
34. My teachers push everybody to work hard.	3.4	3.3	3.3	3.3
35. I have to think hard about the writing we do.*	3.3	3.3	3.2	3.1
36. My teachers expect my best effort.*	3.4	3.3	3.6	3.6
Teacher expectations average	3.3	3.2	3.3	3.3

These items are based on the subscale from the Tripod survey and response options have changed to be on the AISD scale. It is desirable to have a response of at least 3.0.

* These items have been reworded from the 2011-2012 survey. A list of reworded items is located in the Appendix.

% Yes	66%	61%	66%	75%
% No	2%	5%	3%	3%
% Maybe	31%	35%	30%	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.