

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 Harris completed in 2013-2014 (Table 1) and the response rate by grade (Table 2).

# of surveys returned	228	16,960
# of students	237	19,770
% of students represented	96%	86%

grade	# of students enrolled	# of responses	response rate
3rd grade	83	72	87%
4th grade	84	84	100%
5th grade	70	66	94%
6th grade	n/a	n/a	n/a%

Students' grade level was self-reported. Population data reflect enrollment as of the PEIMS snapshot date in October 2012.

Lamb, L. M. (2014).

(DRE Publication No. 12.94).

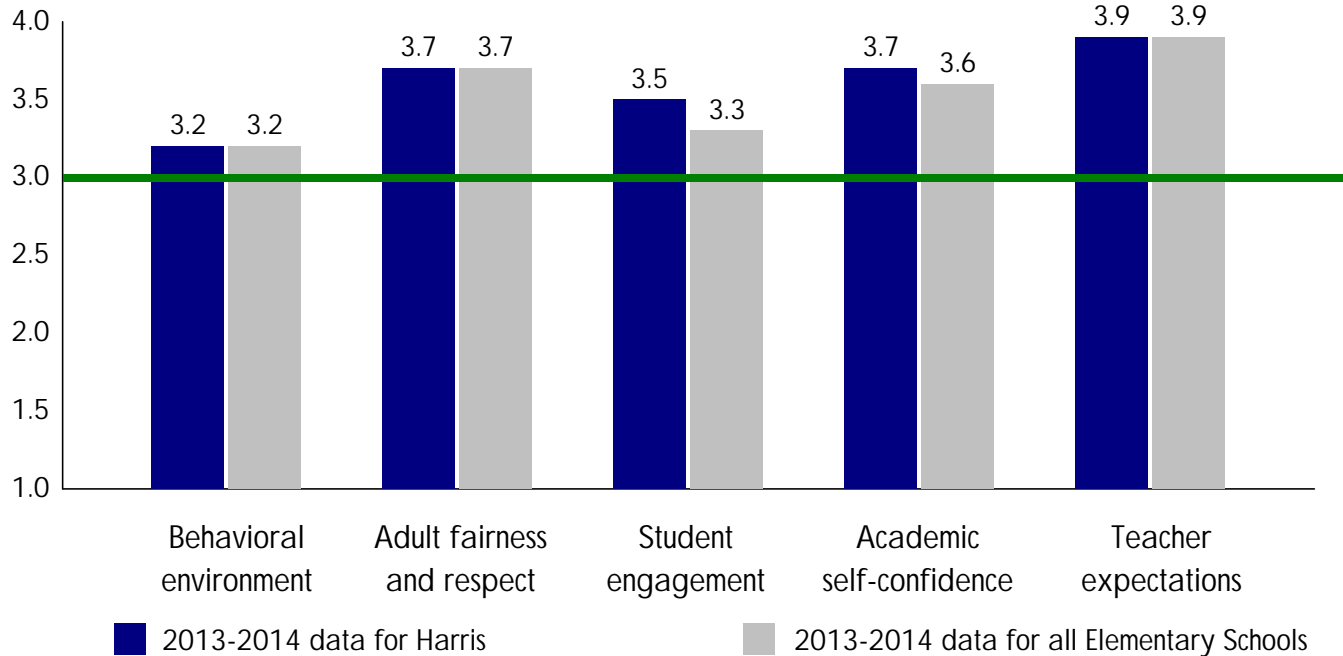
Austin, TX: Austin Independent School District.

Voight, A., Austin, G., and Hanson, T. (2013).

. San Francisco: WestEd.

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

Figure 1. Student Climate Survey Subscales for Harris and all Elementary Schools, 2013-2014



Harris'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.

Harris'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 Harris's student climate results from 2011-2012 to 2013-2014. Please review the individual items on each subscale with particular attention to how Harris'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.



9. I like to come to school.	3.6 ^á	3.5	3.5	3.2
17. I enjoy doing my schoolwork.	3.5 ^á	3.5	3.5	3.2
24. My homework helps me learn the things I need to know.	3.7	3.7	3.7	3.5
25. My schoolwork makes me think about things in new ways.	3.5	3.5	3.6 ^á	3.3
26. I have fun learning in my classes.	3.6 ^á	3.6	3.5	3.4
28. My teachers connect what I am doing to my life outside the classroom.	3.4 ^á	3.2 ^â	3.5 ^á	3.2
37. I receive recognition and praise for doing good work.	n/a	3.6	3.6	3.4
Student engagement average	n/a	3.5	3.5	3.3

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

16. I can do even the hardest schoolwork if I try.	3.6	3.6	3.7 ^á	3.6
18. I am/was well prepared to take the STAAR.*	3.5 ^â	3.7 ^á	3.8	3.5 ^â
19. I try hard to do my best work.	3.8	3.7	3.8	3.8
22. I feel successful in my schoolwork.	3.5	3.5	3.5	3.5
23. I can reach the goals I set for myself.	3.6	3.6	3.6	3.5
Academic self-confidence average	3.6	3.7 ^á	3.7	3.6

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 2012-2013 survey. A list of reworded items is located in Appendix A.

12. My teachers believe I can learn.	3.9	3.9	3.9	3.9
20. My teachers believe I can do well in school.	3.8	3.9	3.9	3.9
33. My teachers expect me to think hard about things we read.*	3.8 ^á	3.8	3.8	3.8 ^á
34. My teachers expect everybody to work hard.*	3.7	3.8	3.9 ^á	3.9 ^á
35. My teachers expect my best effort.	3.8	3.9 ^á	3.9	3.9
Teacher expectations average	3.8	3.9 ^á	3.9	3.9 ^á

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. One item was dropped from this subscale in 2014 and items #12 and #20 have been moved from the Adult Fairness and Respect subscale to the Teacher Expectations subscale based on results generated from factor analyses and reliability analyses. Average subscale scores reported here are different than those reported in prior reports.

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% Yes

Appendix B. Percentage of a lot of the time and Sometimes Responses by Item and Level, 2012-2013 through 2013-2014

	Harris		All Elementary Schools 2013-2014
	2012-2013	2013-2014	
1. My classmates show respect to each other.	80%	84%	88%
2. My classmates show respect to other students who are different.	83%	89%	85%
3. I am happy with the way my classmates treat me.	81%	80%	86%
4. Teachers at this school care about their students.	98%	98%	98%
5. Adults at this school listen to student ideas and opinions.	92%	95%	92%
6. Adults at this school treat all students fairly.	94%	92%	94%
7. The staff in the front office show respect to students.	97%	97%	97%
8. There is at least one adult at my school who I would go to if I have a problem.	85%	87%	87%
9. I like to come to school.	87%	88%	83%
10. The consequences for breaking the school rules are the same for everyone.	91%	90%	89%
11. My teachers make sure the students follow the rules.	98%	98%	98%
12. My teachers believe I can learn.	99%	98%	98%
13. Students at my school follow the school rules.	80%	84%	81%
14. I feel safe at my school.	88%	92%	91%
15. Students at this school treat teachers with respect.	87%	92%	90%
16. I can do even the hardest schoolwork if I try.	94%	98%	92%
17. I enjoy doing my schoolwork.	91%	89%	81%
18. I am/was well prepared to take the STAAR.**	96%	95%	90%
19. I try hard to do my best work.	97%	98%	98%
20. My teachers believe I can do well in school.	99%	98%	98%
21. My teachers like to teach.	99%	98%	98%
22. I feel successful in my schoolwork.	96%	95%	93%
23. I can reach the goals I set for myself.	94%	94%	93%
24. My homework helps me learn things I need to know.	96%	97%	88%
25. My schoolwork makes me think about things in new ways.	92%	94%	86%
26. I have fun learning in my classes.	92%	91%	88%
27. My teachers are fair to everyone.	95%	93%	94%
28. My teachers connect what I am doing to my life outside the classroom.	94%	88%	82%
29. My classmates behave the way my teachers want them to.	72%	79%	77%
30. Our classes stay busy and do not waste time.	82%	85%	83%
31. Students at my school are bullied (teased, messed with, threatened by other students).*,**	61%	63%	49%
32. When bullying is reported to adults at my school, they try to stop it.	94%	96%	94%
33. My teachers expect me to think hard about the things we read.**	95%	97%	98%
34. My teachers expect everybody to work hard.**	97%	98%	99%
35. My teachers expect my best effort.	99%	98%	98%
36. Teachers at this school know who I am.**	94%	89%	92%
37. I receive recognition or praise for doing good work.	93%	93%	88%
38. My teachers know what I am good at.	n/a%	98%	95%

*This item was reverse-scored to compute subscale and item level averages in this report, but is not reverse-scored in this table. Higher scores indicate greater incidence of bullying.

** This item was reworded from the 2012-2013 survey.