



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

# of surveys returned	833	11,816
# of students	1,032	15,823
% of students represented	81%	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	323	296	92%
7th grade	341	267	78%
8th grade	368	237	64%

Ethnicity	% of population	% of responses
Hispanic/Latino	78%	78%
Race		
American Indian/Alaskan Native	27%	8%
Asian	4%	4%
Black/African American	11%	12%
Native Hawaiian/Other Pacific Islander	1%	3%
White	62%	33%

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 Paredes's student climate results from 2012-2013 to 2014-2015. Please review the individual items with particular attention to how Paredes'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.
- 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, messed with, threatened by other students).

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



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9. I like to come to school.	68%	63%	65%	69%
17. I enjoy doing my schoolwork.	53%	53%	60%	60%
24. My homework helps me learn the things I need to know.	74%	71%	76%	74%
25. My schoolwork makes me think about things in new ways.	69%	69%	70%	71%
26. I have fun learning in my classes.	64%	62%	67%	71%
28. My teachers connect what I am doing to my life outside the classroom.	52%	53%	58%	60%
37. I receive recognition and praise for doing good work.	71%	71%	76%	75%

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

16. I can do even the hardest schoolwork if I try.	83%	81%	84%	86%
18. I am/was well prepared to take the STAAR.	80%	77%	80%	84%
19. I try hard to do my best work.	89%	90%	92%	92%
22. I feel successful in my schoolwork.	84%	81%	86%	87%
23. I can reach the goals I set for myself.	87%	86%	90%	90%

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

12. My teachers believe I can learn.	88%	92%	92%	93%
20. My teachers believe I can do well in school.	89%	89%	92%	93%
33. My teachers expect me to think hard about things we read.	81%	86%	90%	90%
34. My teachers expect everybody to work hard.	84%	91%	92%	93%
35. My teachers expect my best effort.	90%	91%	94%	94%

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

% Yes	75%	69%	71%	76%
% No	3%	4%	3%	2%
% Maybe	22%	27%	26%	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>