



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

# of surveys returned	588	11,816
# of students	1,003	15,823
% of students represented	59%	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	350	180	51%
7th grade	292	149	51%
8th grade	361	213	59%

Ethnicity	% of population	% of responses
Hispanic/Latino	42%	41%
Race		
American Indian/Alaskan Native	11%	7%
Asian	8%	9%
Black/African American	8%	8%
Native Hawaiian/Other Pacific Islander	1%	4%
White	81%	62%

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 Small's student climate results from 2012-2013 to 2014-2015. Please review the individual items with particular attention to how Small'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.



9. I like to come to school.	71%
17. I enjoy doing my schoolwork.	60%
24. My homework helps me learn the things I need to know.	70%
25. My schoolwork makes me think about things in new ways.	69%
26. I have fun learning in my classes.	71%
28. My teachers connect what I am doing to my life outside the classroom.	56%
37. I receive recognition and praise for doing good work.	72%

te Response options ranged from 1 = ne e to 4 = t t e ti e. Percentages reflect students who selected 3 = s eti es or 4 = t t e ti e.