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
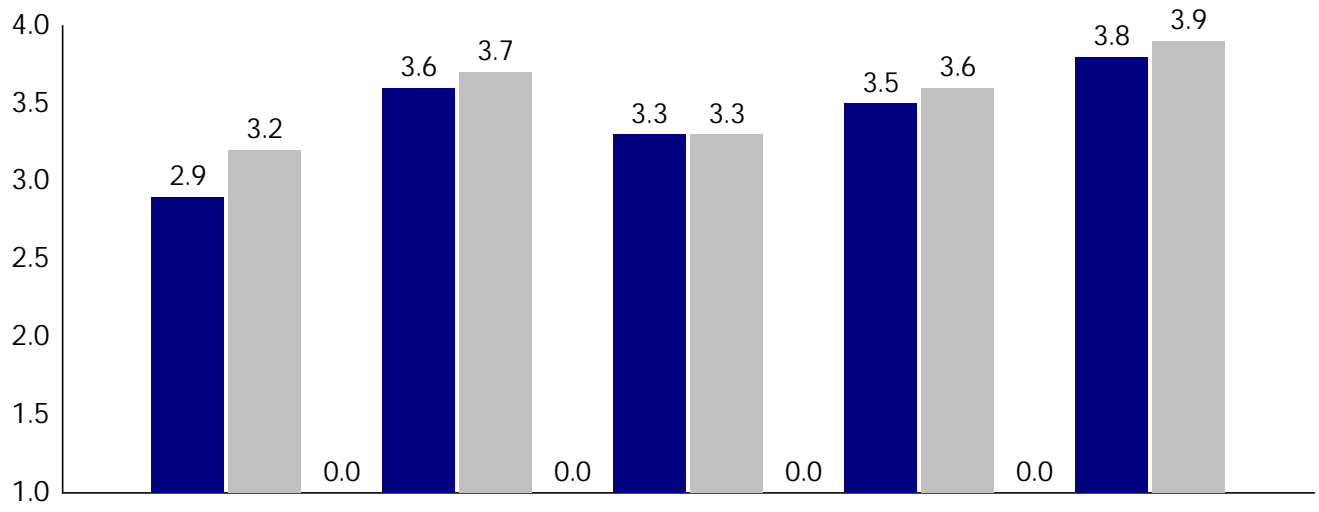
1. My classmates show respect to each other.	2.9	2.9	2.9	3.2
2. My classmates show respect to other students who are different.	2.9	2.8	2.9	3.3
3. I am happy with the way my classmates treat me.	3.2á	3.1	3.1	3.3
13. Students at my school follow the school rules.	2.8	2.9	2.8	3.0
14. I feel safe at my school.	3.5	3.3â	3.4	3.6
15. Students at this school treat teachers with respect.	3.5	3.1	3.2	3.3
29. My classmates behave the way my teachers want them to.	2.8á	2.8	2.7	2.9
30. Our classes stay busy and do not waste time.	3.1	2.9	2.9	3.1
31. Students at my school are bullied (teased, messed with, threatened by other students).*	n/a	2.4	2.2	2.6
Behavioral environment average	n/a	2.9	2.9	3.2

Response options ranged from 1 =   to 4 =   (item #31 has been reverse-scored). It is desirable to have a response of at least 3.0. Items 29 and 30 are from the   subscale of the Tripod survey and response options for these items were changed to reflect the AISD scale. For more information, visit: http://www.metproject.org/partners#cambridge.

* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

4. Teachers at this school care about their students.	3.8	3.8	3.8	3.9
5. Adults at this school listen to student ideas and opinions.	3.5á	3.4	3.4	3.5
6. Adults at this school treat all students fairly.	3.6á	3.6	3.5	3.6
7. The staff in the front office show respect to students.	3.8	3.8	3.7	3.8
8. There is at least one adult at my school who I would go to if I have a problem.	3.6	3.3â	3.4	3.5
10. The consequences for breaking the school rules are the same for everyone.	3.5	3.3	3.5	3.5
11. My teachers make sure the students follow the rules.	3.9	3.8	3.8	3.9
21. My teachers like to teach.	3.9á	3.8	3.7â	3.8
27. My teachers are fair to everyone.	3.6	3.6	3.6	3.7
32. When bullying is reported to adults at my school they try to stop it.	n/a	3.6	3.6	3.7
36. Teachers at this school know who I am.*	n/a	3.3	3.5	3.6
38. My teachers know what I am good at.	n/a	n/a	3.7	3.7
Adult fairness and respect average	n/a	n/a	3.6	3.7

Response options ranged from 1 =   to 4 =   . It is desirable to have a response of at least 3.0. Additionally, 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.
With the addition of item #38, longitudinal comparisons are no longer possible.
* This item has been reworded from the 2012-2013 survey. A list of reworded items is located in Appendix A.

% Yes	72%	68%	68%	77%
% No	2%	2%	0%	2%
% Maybe	26%	30%	32%	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

18. I am/was well prepared to take the TAKS/STAAR.	18. I am/was well prepared to take the STAAR.
31. Students at my school are bullies (tease, mess with, threaten other students).	31. Students at my school are bullied (teased, messed with, threatened by other students).
33. My teachers push me to think hard about things we read.	33. My teachers expect me to think hard about the things we read.
34. My teachers push everybody to work hard.	34. My teachers expect everybody to work hard.
36. A lot of teachers at this school know who I am.	36. Teachers at this school know who I am.