

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

# of surveys returned	105	16,960
# of students	120	19,770
% of students represented	88%	86%

grade	# of students enrolled	# of responses	response rate
3rd grade	49	38	78%
4th grade	35	32	91%
5th grade	36	33	92%
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).

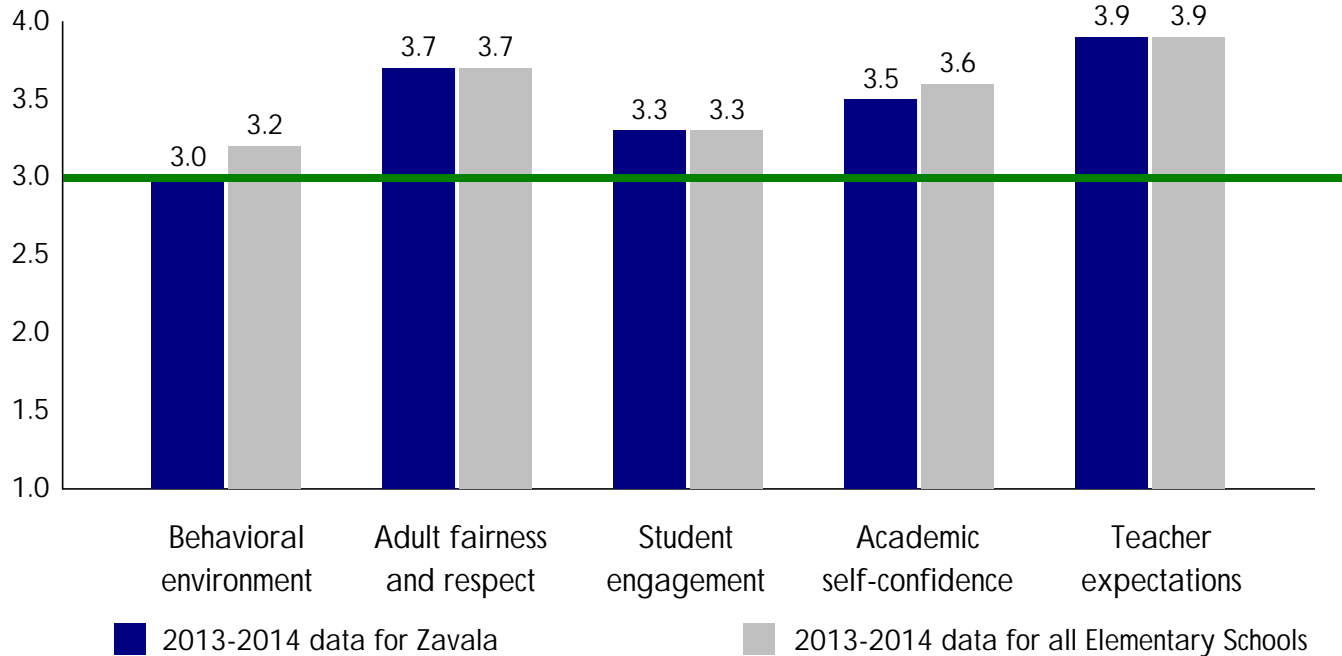
Austin, TX: Austin Independent School District.

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

. San Francisco: WestEd.

Figure 1 depicts Zavala'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 Zavala most excels, as well as the area in which Zavala can improve most.

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



Zavala'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.

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

- 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).\*

Behavioral environment average

Response options ranged from 1 = to 4 =



% Yes	77%
% No	2%
% Maybe	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.  
 31. Students at my school are bullies (tease, mess with, threaten other students).  
 33. My teachers push me to think hard about things we read.  
 34. My teachers push everybody to work hard.  
 36. A lot of teachers at this school know who I am.

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

