

2020–2021 AISD Student Climate Survey

Executive Summary, Spring 2021

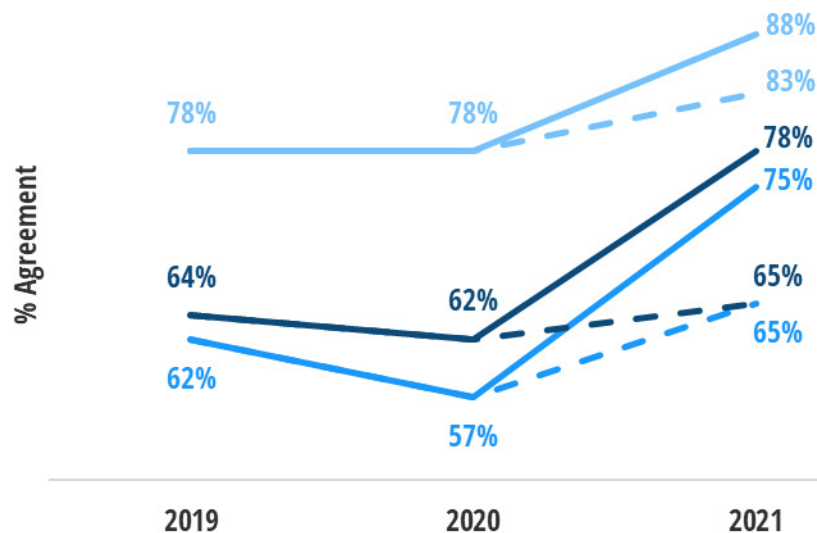
Results from the 2020–2021 AISD Student Climate Survey are now available on the AISD Department of Research and Evaluation [website](#) (select “Interactive Reports” > “Interactive Reports List” > “Student Climate Survey”). Students in grades 3 through 11 are provided with the voluntary opportunity to take the Student Climate Survey every spring, with survey results used by district and campus leaders for planning, goal setting, and decision-making.

As a consequence of the ongoing COVID-19 pandemic, a majority of AISD students attended school virtually during the 2020–2021 school year. Of the 29,794 students who took this year’s survey (representing 61% of eligible students in grades 3 through 11), 68% indicated they were attending school virtually, 19% indicated they were attending school in person, and 13% indicated a combination of virtual and in-person learning.

As displayed in Figure 1, in-person learners, regardless of grade level or race, agreed with the statement “I like to come to school” significantly more often than did their virtual peers. Across all survey items, this was the most meaningful difference between virtual and in-person learners at the secondary level (middle school: $Z = 9.75$, $p < .0001$, $d = .29$; high school: $Z = 8.03$, $p < .0001$, $d = .44$). **In-person learners at AISD high schools also reported significantly lower incidence of bullying than did virtual learners in 2020–2021** ($Z = -5.46$, $p < .0001$, $d = .36$).

Figure 1

Elementary, Middle, and High School Students’ Agreement with “I like to come to school,” by Virtual (dashed line) or In-Person (solid line) Learning Environment

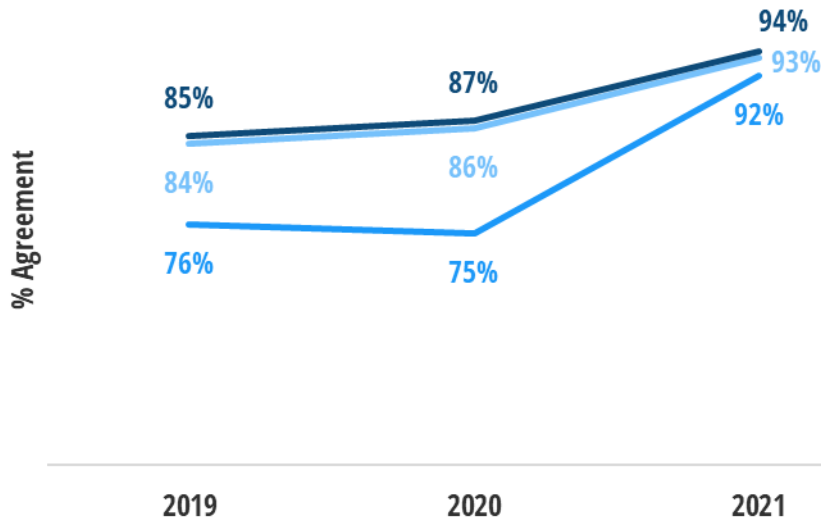


Note. Figure represents the proportion of students who responded “Sometimes” or “A lot of the time” to the item “I like to come to school.” Responses of “Don’t know / I prefer not to answer” were excluded from calculations.

More generally, **AISD students across all eligible grades and learning environments reported significantly improved perceptions of the behavioral environment, compared with the previous school year.** Figure 2 displays the mean agreement across all six items comprising the behavioral environment subscale for the last 3 school years (see page 2 sidebar for list of items).

Figure 2

Elementary, Middle, and High School Students' Perceptions of the Behavioral Environment



Note. Figure represents the mean percentage of students who responded “Sometimes” or “A lot of the time” to all six behavioral environment items listed in the page 2 sidebar. Responses of “Don’t know / I prefer not to answer” were excluded from calculations.

In addition to behavioral environment improvements, **middle school students reported significantly better relationships with teachers and other school staff and an improved sense of safety and overall respect, compared with last year.** The items listed in the sidebar under these subscales had statistically significant improvements year over year ($p < .05$), with meaningful effect sizes ($d > .3$).

Following up on differences discussed in last year’s [executive summary](#), Black middle school students continued to report a significantly different school experience than did their White middle school peers in 2020–2021. **Responding to the item “If I get angry with a classmate, we can talk about it and make it better,” Black middle school students reported significantly lower agreement than did White middle school students ($Z = -9.72, p < .0001, d = .54$).** Almost half the variance ($R^2 = .44$) in Black middle school students’ responses was explained by their responses to the following items: “I use ways to calm myself down,” “I enjoy my schoolwork,” “My classmates show respect to other students who are different,” “It is easy to talk to adults at my school about my problems,” and “I feel successful in my schoolwork.” **In other words, Black middle school students were more confident resolving conflict when they felt the overall climate was more engaging, supportive, and inclusive.**

Selected Items From the 2020–2021 Student Climate Survey

Behavioral Environment

- My classmates treat me with respect.
- Students at this school treat teachers with respect.
- My classmates show respect to each other.
- My classmates behave the way my teachers want them to.
- Students at my school follow the school rules.
- I am happy with the way my classmates treat me.

Safety and Respect

- I feel safe at my school.
- At my school, there is respect for students who speak languages other than English.
- At my school, there is respect for different cultures.
- At my school, some students are treated unfairly because of who they are.
- My classmates show respect to other students who are different.

Adult Relationships

- Teachers at this school care about their students.
- Adults at my school treat all students fairly.
- My teachers are fair to everyone.
- Adults at my school listen to students’ ideas and opinions.



Cason Fayles, MA

Department of Research and Evaluation

4000 S IH 35 Frontage Road | Austin, TX 78704
 512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

May 2021

Publication 20.24