

Akins High School

2014-2015 AISD Student Climate Survey

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

Table 1. Number of Respondents in 2014-2015 for:

	Akins	All High Schools
# of surveys returned	1,325	11,144
# of students	2,108	16,957
% of students represented	63%	66%

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.

Table 2. Response Rate by Grade for Akins, 2014-2015

grade	# of students enrolled	# of responses	response rate
9th grade	824	509	62%
10th grade	674	416	62%
11th grade	610	319	52%

Table 3. Distribution of Responses by Ethnicity/race for Akins Relative to Akins's School Population, 2014-2015

Ethnicity	% of population	% of responses
Hispanic/Latino	78%	77%
Race		
American Indian/Alaskan Native	25%	7%
Asian	4%	7%
Black/African American	12%	15%
Native Hawaiian/Other Pacific Islander	1%	5%
White	64%	35%

Lamb, L. M. (2014). *2012-2013 Austin Independent School District (AISD) School Climate Update* (DRE Publication No. 12.94). Austin, TX: Austin Independent School District.

Voight, A., Austin, G., and Hanson, T. (2013). *A climate for academic success: How climate distinguishes schools that are beating the achievement odds (Full report)*. San Francisco: WestEd.

The following pages contain more detailed information regarding Akins's student climate results from 2012-2013 to 2014-2015. Please review the individual items with particular attention to how Akins'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.

Behavioral environment	Akins			All High Schools
	2012-2013	2013-2014	2014-2015	2014-2015
1. My classmates show respect to each other.	81%	87%	85%	86%
2. My classmates show respect to other students who are different.	74%	85%↑	81%	83%
3. I am happy with the way my classmates treat me.	88%	89%	89%	90%
13. Students at my school follow the school rules.	55%	74%↑	65%	70%
14. I feel safe at my school.	79%	85%	82%	86%
15. Students at this school treat teachers with respect.	65%	80%↑	75%	79%
29. My classmates behave the way my teachers want them to.	58%	74%↑	67%	72%
30. Our classes stay busy and do not waste time.	71%	81%↑	77%	78%
31. Students at my school are bullied (teased, messed with, threatened by other students).	51%	53%	61%	55%

Note. Response options ranged from 1 = never to 4 = a lot of the time. Percentages reflect students who selected 3 = sometimes or 4 = a lot of the time.

Adult fairness and respect	Akins			All High Schools
	2012-2013	2013-2014	2014-2015	2014-2015
4. Teachers at this school care about their students.	80%	86%	86%	88%
5. Adults at this school listen to student ideas and opinions.	69%	77%↑	76%	80%
6. Adults at this school treat all students fairly.	69%	78%↑	77%	80%
7. The staff in the front office show respect to students.	76%	82%	81%	85%
8. There is at least one adult at my school who I would go to if I have a problem.	71%	74%	71%	77%
10. The consequences for breaking the school rules are the same for everyone.	76%	82%	80%	81%
11. My teachers make sure the students follow the rules.	81%	87%	87%	88%
21. My teachers like to teach.	82%	87%	85%	89%
27. My teachers are fair to everyone.	72%	81%↑	77%	81%
32. When bullying is reported to adults at my school they try to stop it.	70%	78%	77%	81%
36. Teachers at this school know who I am.	77%	81%	78%	82%
38. My teachers know what I am good at.	n/a	82%	79%	81%

Note. Response options ranged from 1 = never to 4 = a lot of the time. Percentages reflect students who selected 3 = sometimes or 4 = a lot of the time.

Student engagement	Akins			All High Schools
	2012-2013	2013-2014	2014-2015	2014-2015
9. I like to come to school.	64%	67%	64%	69%
17. I enjoy doing my schoolwork.	54%	61%	59%	58%
24. My homework helps me learn the things I need to know.	67%	74%	68%	72%
25. My schoolwork makes me think about things in new ways.	61%	70%	65%	68%
26. I have fun learning in my classes.	59%	69%	64%	69%
28. My teachers connect what I am doing to my life outside the classroom.	50%	59%	55%	59%
37. I receive recognition and praise for doing good work.	63%	70%	69%	73%

Note. Response options ranged from 1 = never to 4 = a lot of the time. Percentages reflect students who selected 3 = sometimes or 4 = a lot of the time.

Academic self-confidence	Akins			All High Schools
	2012-2013	2013-2014	2014-2015	2014-2015
16. I can do even the hardest schoolwork if I try.	83%	86%	83%	85%
18. I am/was well prepared to take the STAAR.	76%	79%	79%	82%
19. I try hard to do my best work.	86%	88%	88%	89%
22. I feel successful in my schoolwork.	80%	84%	82%	84%
23. I can reach the goals I set for myself.	86%	86%	85%	88%

Note. Response options ranged from 1 = never to 4 = a lot of the time. Percentages reflect students who selected 3 = sometimes or 4 = a lot of the time.

Teacher expectations	Akins			All High Schools
	2012-2013	2013-2014	2014-2015	2014-2015
12. My teachers believe I can learn.	88%	90%	89%	92%
20. My teachers believe I can do well in school.	87%	90%	89%	91%
33. My teachers expect me to think hard about things we read.*	78%	87%↑	85%	89%
34. My teachers expect everybody to work hard.*	81%	89%↑	88%	91%
35. My teachers expect my best effort.	86%	91%	89%	91%

Note. Response options ranged from 1 = never to 4 = a lot of the time. Percentages reflect students who selected 3 = sometimes or 4 = a lot of the time.

37. I will go to college after high school.	Akins			All High Schools
	2012-2013	2013-2014	2014-2015	2014-2015
% Yes	73%	71%	71%	75%
% No	4%	4%	4%	3%
% Maybe	23%	26%	25%	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>