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Student Climate Survey Results: Spring 2017, Comparisons of Student Groups





Executive Summary

This report summarizes Student Climate Survey responses based on multiple student demographics, including ethnicity and race, gender, English language learner (ELL) status, identification as being in need of special education services, and economically disadvantaged status. Students in grades 3 through 11 participated in Austin Independent School District's (AISD) Student Climate Survey. In 2016 – 2017, most students completed the survey online, and entered their student ID number. This made it possible to link students, via their ID, with extant data sources. For students who took the online survey, 2017 PEIMS data were used to identify their ethnicity and race, whether they were ELLs, students in need of special education services, or economically disadvantaged. As part of the survey, students self-identified their gender. In some cases, PEIMS data were used to identify the gender of students who did not answer that question but correctly reported a valid student ID. Students at a few schools completed paper copies of the survey because of extreme circumstances at their campus (e.g., school relocation after the building was condemned). The paper version of the survey allowed students to self-identify their ethnicity, race, and gender, and data for those students are included in this report. Unfortunately, students who took the paper version of the survey did not report their student ID. As a result, these students' survey responses could not be linked to their demographic information (i.e., ELLs, economically disadvantaged status, and identification as in need of special education services). Therefore, data regarding ELLs, students who were identified as in need of special education services, and economically disadvantaged students were only from those students who took the online survey.

The percentage of agreement on each item in the Student Climate Survey was calculated and disaggregated by student demographics and school level. *Z*-tests for proportions were conducted to compare groups, and many differences based on student demographics were found. In the past, results from the Student Climate Survey have not been analyzed for this many demographic groups. Additionally, though many previous Student Climate Survey reports included race and ethnicity, only White, Hispanic, and African American students were represented. This report includes Asian students and students of two or more races for the first time. This allows differences to be illuminated that had not previously been investigated.

Results show that at all grade levels, African American students had the lowest ratings of their school climate. Conversely, Asian students had higher ratings than did students of all other races on most items. In elementary school, girls had higher school climate ratings, and as grade level increased, gender differences in climate ratings did also. Additionally, results showed that students who were English language learners, economically disadvantaged, or identified as in need of receiving special education services generally had lower ratings of their school climate than did students who were not identified as part of these groups.

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Introduction

This report analyzes the Austin Independent School District's (AISD) 2016–2017 Student Climate Survey results by student characteristic including ethnicity and race, gender, ELL status, identification as in need of special education services, and economic disadvantage status. In 2016 – 2017, students at most schools completed the survey online, which made it possible to link students, via their student ID, with extant data sources. For students who took the survey online, 2017 PEIMS data were used to identify their ethnicity and race, whether they were ELLs, students in need of special education services, or economically disadvantaged. As part of the survey, students self-identified their gender in the survey. In some cases, PEIMS data were used to identify the gender of students who did not answer that question but correctly reported a valid student ID. Students at a few schools completed paper copies of the survey because of extreme circumstances at their campus (e.g., school relocation after the building was condemned). The paper version of the survey allowed students to self-identify their ethnicity, race, and gender, and those data were included in this report. Unfortunately, students who took the paper version of the survey did not report their student ID. As a result, these students' survey responses could not be linked to their demographic information (i.e., ELLs, economically disadvantaged status, and identification as in need of special education services). Therefore, data regarding ELLs, students who were identified as in need of special education services, and economically disadvantaged student were only from those students who took the online survey.

The remainder of this report contains the percentage of agreement on each question disaggregated by student characteristic and school level. *Z*-tests for proportions were conducted to compare groups. Data are grouped by survey subscale. For district and campus surveys please visit the [DRE website](#).

Elementary School Climate Differences

Among elementary students, there were some striking differences related to race and ethnicity. **Although African American and White students reported similar rates of going to college after high school, Hispanic students were significantly less likely than these other two groups to say they would go to college** (Table 2). Because AISD’s student population predominantly comprises Hispanic students, this is an important difference to investigate. Interesting results also arose around the new culture and language questions added to this year’s student climate survey. **Hispanic students were more likely than White students, Asian students, and students with two or more races to believe that teachers and staff at their school taught students to be proud of their culture.** At the same time, Hispanic students were less likely than White and Asian students to believe that students who speak languages other than English are shown respect (Table 10).



Elementary students’ responses also illuminated a need for more support for African American students, who scored significantly lower than did their peers of other races on many of the behavioral environment items. **African American elementary students felt less safe at school than did Hispanic, White, and Asian students, and were more likely to report bullying at their school** (Table 4). Although not all the differences were significant, African American students had lower rates of agreement than did Hispanic and White students on academic self-confidence items and on the statement “I can do even the hardest schoolwork if I try” (Table 5). **Additionally, African American students had the lowest percentage of agreement on adult fairness and respect questions, and their agreement with the statement “My teachers are fair to everyone” was significantly lower than that of all other ethnic and racial groups** (Table 6). For all but two of these adult fairness and respect items, African American students had significantly lower agreement than did Hispanic and White students. African American students had lower teacher expectation agreement than did students in the other groups (Table 7), and were less likely than Hispanic and Asian to report they liked to come to school (Table 8). Additionally, **African American students agreed with the statements “Adults at this school treat all students fairly” and “I get along with my classmates” significantly less frequently than did Hispanic, White, and Asian students.**

Other student characteristics—including gender, ELL status, economically disadvantaged status, and being identified as in need of special education services—also yielded interesting differences. **Economically disadvantaged students and students in need of special education services were less likely than students who were not economically disadvantaged or in need of special education services, respectively, to report that they intended to go to college after high school** (Table 12). However, ELLs were significantly more likely than non-ELLs to report that they intended to go to college. Girls were significantly more likely than boys to report they intended to go to college (Table 12).

The student engagement items varied greatly based on student characteristics. **Girls, students who were not ELLs, and economically disadvantaged students had significantly higher ratings on every student engagement item than did boys, ELLs, and students who were not economically disadvantaged, respectively** (Table 13). Students in each of the minoritized groups (i.e., girls, ELLs, students receiving special education services, and economically disadvantaged students) had significantly higher reporting rates of bullying in their school than did students who were not in these groups (Table 14).

Gender played a significant role in academic self-confidence items, with girls having higher ratings than boys on each item (Table 15). **Many gender differences were found on the teacher expectation items, with higher percentages of girls than boys reporting agreement on these items** (Table 17). An effect was also found for identification as in need of

special education services; **students receiving special education services had significantly lower teacher expectation ratings than did their peers who did not receive special education services** (Table 17). For all students, regardless of student characteristics, lower levels of agreement were reported on the item “It is easy for me to talk about my problems with the adults at my school” than for all other school connectedness items (Table 18). **Finally, ELLs were significantly less likely than were non-ELLs to agree that teachers and staff at their school taught them to be proud of their culture** (Table 20).

Ethnicity and Race Results

This section of the report compares elementary school students' responses to survey items based on demographic information.

Table 1
Number of Elementary Students Responding to the Survey in Each Ethnic and Racial Group

	<i>n</i>
Hispanic	5,691
White	2,006
African American	610
Asian	280
Two or more races	234

Asian elementary school students were most likely to report that they will go to college after high school.

Table 2
Elementary School Students' College Intentions Ratings, by Ethnicity and Race

	Hispanic	White	African American	Asian	Two or more races
I will go to college after high school.	68% ^{a,b,c}	77% ^a	76% ^b	78%	76% ^c

Table 3
Elementary School Students' Student Engagement Ratings, by Ethnicity and Race

Student engagement	Hispanic	White	African American	Asian	Two or more races
I like to come to school.	84% ^a	83% ^c	79% ^{a,b,d}	92% ^{b,c,d}	84% ^d
I enjoy doing my schoolwork.	84% ^a	76% ^{a,b}	80%	86% ^{b,c}	78% ^c
My homework helps me learn the things I need to know.	90% ^{a,c}	80% ^{a,b,d}	88% ^b	94% ^{d,e}	83% ^{c,e}
My schoolwork makes me think about things in new ways.	88% ^{a,b}	81% ^{a,c}	85%	90% ^{c,d}	80% ^{b,d}
I have fun learning in my classes.	90% ^{a,b}	88% ^{a,c}	86% ^{b,d}	95% ^{c,d}	90%
My teachers connect what I am doing to my life outside the classroom.	83% ^{a,b,e}	77% ^{a,c}	77% ^{b,d}	86% ^{c,d,e}	78%
I receive recognition or praise for doing good work.	92% ^a	88% ^{a,b,c,d}	94% ^b	96% ^c	95% ^d

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Ethnic and Racial Group Selection

Although some students identified as American Indian or Alaska Native or as Native Hawaiian or other Pacific Islander, the counts for both these groups (40 and 11 respectively) were not large enough to include in the analyses.

Statistical and Meaningful Differences

A z-test for proportions was used to determine whether the observed differences between students' responses based on school levels, were likely due to chance or real differences. Significant differences are noted with superscripts in this report.

Table 4
Elementary School Students' Behavioral Environment Ratings, by Ethnicity and Race

Behavioral environment	Hispanic	White	African American	Asian	Two or more races
My classmates show respect to each other.	87% ^{a,b,d}	92% ^{a,c}	76% ^{b,c,e}	94% ^{d,e}	92%
My classmates show respect to other students who are different.	83% ^{a,b,d}	90% ^{a,c}	78% ^{b,c,e}	86% ^{d,e}	87%
I am happy with the way my classmates treat me.	85% ^a	87% ^b	77% ^{a,b,c}	90% ^c	88%
Students at my school follow the school rules.	81% ^{a,b}	87% ^{a,c}	72% ^{b,c,d}	89% ^d	87%
I feel safe at my school.	92% ^{a,b,d}	95% ^{a,c}	87% ^{b,c,e}	94% ^e	96% ^d
Students at this school treat teachers with respect.	88% ^{a,b}	92% ^{a,c}	77% ^{b,c,d}	93% ^d	91%
My classmates behave the way my teachers want them to.	76% ^a	78% ^b	63% ^{a,b,c}	81% ^c	82%
Our classes stay busy and do not waste time.	84% ^a	85% ^b	76% ^{a,b,c,d}	85% ^c	83% ^d
Students at my school are bullied (teases, taunted, threatened by other students).	55% ^{a,b,d}	38% ^{a,c}	68% ^{b,c,e}	37% ^e	41% ^d

African American elementary school students had the lowest behavioral environment ratings, and reported the highest rate of bullying at their schools.

Table 5
Elementary School Students' Academic Self-Confidence Ratings, by Ethnicity and Race

Academic self-confidence	Hispanic	White	African American	Asian	Two or more races
I can do even the hardest schoolwork if I try.	91% ^{a,c}	94% ^{a,b}	90% ^{b,d}	95% ^{c,d}	93%
I try hard to do my best work.	98%	99% ^a	96% ^a	98%	99%
I feel successful in my schoolwork.	92% ^a	95% ^a	93%	95%	95%
I can reach the goals I set for myself.	92%	94%	91%	94%	95%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 6
Elementary School Students' Adult Fairness and Respect Ratings, by Ethnicity and Race

Adult fairness and respect	Hispanic	White	African American	Asian	Two or more races
Teachers at this school care about their students.	97% ^a	98% ^b	94% ^{a,b}	98%	98%
Adults at this school listen to student ideas and opinions.	92% ^a	93% ^b	87% ^{a,b,c}	95% ^c	92%
Adults at this school treat all students fairly.	94% ^{a,b}	96% ^{a,c}	89% ^{b,c,d}	96% ^d	95%
The staff in the front office show respect to students.	97% ^{a,c}	98% ^b	93% ^{a,b,d}	100% ^{c,d}	98%
My teachers are fair to everyone.	94% ^{a,c}	95% ^b	88% ^{a,b,d,e}	96% ^{c,d}	93% ^e
Teachers at this school know who I am.	94%	95%	93%	97%	96%
My teachers know who I am.	96%	96%	94%	96%	96%

All students gave high teacher expectation ratings and reported that their teachers believed they can learn.

Table 7
Elementary School Students' Teacher Expectations Ratings, by Ethnicity and Race

Teacher expectations	Hispanic	White	African American	Asian	Two or more races
My teachers believe I can learn.	98% ^a	99%	97% ^b	99% ^a	100% ^b
My teachers believe I can do well in school.	98%	99%	96%	98%	100%
My teachers expect me to think hard about the things we read.	96%	97%	94%	97%	98%
My teachers expect everybody to work hard.	98%	99% ^a	96% ^a	99%	98%
My teachers expect my best effort.	98%	99% ^a	96% ^a	98%	100%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 8
Elementary School Students' School Connectedness Ratings, by Ethnicity and Race

School connectedness	Hispanic	White	African American	Asian	Two or more races
I am happy with the way my classmates treat me.	85% ^a	87% ^b	77% ^{a,b,c}	90% ^c	88%
Adults at this school treat all students fairly.	94% ^{a,b}	96% ^{a,c}	89% ^{b,c,d}	96% ^d	95%
It is easy for me to talk about my problems with the adults at my school.	76% ^a	76%	74% ^b	82% ^{a,b}	77%
I like to come to school.	84% ^a	83% ^b	79% ^{a,c}	92% ^{b,c,d}	84% ^d
I feel safe at school.	92% ^{a,b,d}	95% ^{a,c}	87% ^{b,c,e}	94% ^e	96% ^d
Teachers at this school know who I am.	94%	95%	93%	97%	96%

A smaller percentage of African American elementary school students than of students in other groups reported getting along with their classmates.

Table 9
Elementary School Students' SEL Skills Ratings, by Ethnicity and Race

SEL skills	Hispanic	White	African American	Asian	Two or more races
I use ways to calm myself down.	88% ^a	86% ^a	90%	89%	89%
I don't give up even when I feel frustrated.	92% ^a	95% ^{a,b}	90% ^b	93%	93%
I know what people may be feeling by the look in their face.	92% ^a	95% ^{a,b}	91% ^{b,c}	98% ^c	94%
I get along with my classmates.	92% ^a	94% ^b	86% ^{a,b,c}	94% ^c	95%
I say no to friends who want me to break the rules.	94%	96% ^a	92% ^a	96%	97%
It is easy for me to talk about my problems with the adults at my school.	76%	76%	74% ^a	82% ^a	77%

Hispanic elementary school students reported that their culture and language were respected at school.

Table 10
Elementary School Students' Culture and Language Ratings, by Ethnicity and Race

Culture and language	Hispanic	White	African American	Asian	Two or more races
At my school, teachers and staff teach me to be proud of my culture.	92% ^{a,b,c}	85% ^a	90%	87% ^b	85% ^c
At my school, there is respect for students speaking languages other than English.	93% ^{a,b,d}	96% ^{a,c}	89% ^{b,c}	94% ^d	97%

Source: Spring 2017 Student Climate Survey
 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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Results for Elementary School Students' Gender, ELLs, Students Identified as in Need of Special Education Services, and Economically Disadvantaged Students

Table 11
Number of Elementary School Students Responding to the Survey in Each Group.

	Gender		ELL status		Special education (SpEd)		Economically disadvantaged (Econ dis)	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
<i>n</i>	4,994	5,764	3,447	14,183	842	16,788	5,592	12,038

Table 12
Elementary School Students' College Intentions, by Student Characteristic

	Gender		ELL		Special ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I will go to college after high school.	70%	77%*	66%	75%*	74%*	64%	76%*	68%

Table 13
Elementary School Students' Student Engagement Ratings, by Student Characteristic

Student engagement	Gender		ELL		Special ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I like to come to school.	79%	87%*	86%*	82%	83%*	79%	82%	84%*
I enjoy doing my schoolwork.	76%	85%*	87%*	79%	81%*	77%	79%	84%*
My homework helps me learn the things I need to know.	83%	89%*	93%*	84%	86%	87%	84%	91%*
My schoolwork makes me think about things in new ways.	83%	87%*	90%*	84%	85%	87%	83%	88%*
I have fun learning in my classes.	87%	90%*	92%*	88%	89%	88%	88%	90%*
My teachers connect what I am doing to my life outside the classroom.	78%	83%*	86%*	79%	80%	80%	79%	82%*
I receive recognition or praise for doing good work.	90%	93%*	93%*	91%	91%	94%	90%	93%*

Source. Spring 2017 Student Climate Survey

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*. Using the *z*-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 14

Elementary School Students' Behavioral Environment Ratings, by Student Characteristic

Behavioral environment	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
My classmates show respect to each other.	89%	88%	88%	88%	88%	87%	89%*	86%
My classmates show respect to other students who are different.	85%	85%	83%	86%*	85%*	81%	87%*	82%
I am happy with the way my classmates treat me.	85%	86%	85%	85%	86%*	80%	86%*	83%
Students at my school follow the school rules.	83%	83%	82%	83%	83%	81%	85%*	80%
I feel safe at my school.	91%	93%*	93%	92%	92%	91%	93%*	91%
Students at this school treat teachers with respect.	89%	89%	89%	89%	89%*	84%	90%*	86%
My classmates behave the way my teachers want them to.	77%	75%*	78%*	76%	76%	76%	77%*	74%
Our classes stay busy and do not waste time.	83%	84%	84%	83%	84%	82%	84%	83%
Students at my school are bullied (teased, taunted, threatened by other students).	48%	52%*	57%*	48%	50%	56%*	46%	58%*

Male elementary students felt less safe at school than did their female peers, and students who were economically disadvantaged felt less safe than did their non-economically disadvantaged peers.

Table 15

Elementary School Students' Academic Self-Confidence Ratings, by Student Characteristic

Academic self-confidence	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I can do even the hardest schoolwork if I try.	90%	92%*	91%	92%	92%*	85%	92%*	90%
I try hard to do my best work.	97%	99%*	97%	98%	98%	96%	98%	98%
I feel successful in my schoolwork.	91%	94%*	92%	93%	93%	90%	93%*	92%
I can reach the goals I set for myself.	92%	94%*	92%	93%	93%*	89%	93%	92%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 16
Elementary School Students' Adult Fairness and Respect Ratings, by Student Characteristic

Adult fairness and respect	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
Teachers at this school care about their students.	96%	98%*	97%	97%	97%*	94%	97%	97%
Adults at this school listen to student ideas and opinions.	90%	94%*	93%	91%	92%*	86%	92%	91%
Adults at this school treat all students fairly.	93%	95%*	95%	94%	94%	92%	94%	94%
The staff in the front office show respect to students.	96%	97%	97%	97%	97%*	93%	97%	96%
My teachers are fair to everyone.	92%	95%*	95%	93%	94%*	91%	94%	93%
Teachers at this school know who I am.	95%	94%	94%	95%	95%	94%	95%	94%
My teachers know what I am good at.	96%	97%	96%	96%	96%	95%	96%	96%

A smaller percentage of students receiving special education services than of students not receiving those services reported that their teachers believed they can do well in school.

Table 17
Elementary School Students' Teacher Expectation Ratings, by Student Characteristic

Teacher expectations	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
My teachers believe I can learn.	97%	99%*	98%	98%	98%*	95%	98%	98%
My teachers believe I can do well in school.	98%	98%	97%	98%	98%*	95%	98%	98%
My teachers expect me to think hard about the things we read.	95%	96%*	95%	96%	96%	93%	96%	95%
My teachers expect everybody to work hard.	97%	98%*	98%	98%	98%*	96%	98%	98%
My teachers expect my best effort.	98%	99%*	97%	98%	98%*	95%	98%	97%

Source. Spring 2017 Student Climate Survey

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. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 18

Elementary School Students' School Connectedness Ratings, by Student Characteristic

School connectedness	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I am happy with the way my classmates treat me.	85%	86%	85%	85%	86%*	80%	86%*	83%
Adults at this school treat all students fairly.	93%	95%*	95%	94%	94%	92%	94%	94%
It is easy for me to talk about my problems with the adults at my school.	75%	76%	77%	75%	75%	78%	75%	76%
I like to come to school.	79%	87%*	86%*	82%	83%*	79%	82%	84%*
I feel safe at my school.	91%	93%*	93%	92%	92%	91%	93%*	91%
Teachers at this school know who I am.	95%	94%	94%	95%	95%	94%	95%	94%

Compared with other items, "It is easy for me to talk about my problems with the adults at my school" had lower rates of agreement by all students.

Table 19

Elementary School Students' SEL Skills Ratings, by Student Characteristic

SEL skills	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I use ways to calm myself down.	86%	89%*	90%*	88%	88%	89%	88%	89%
I don't give up even when I feel frustrated.	92%	93%	92%	93%	93%*	89%	93%	92%
I know what people may be feeling by the look on their face.	92%	94%*	91%	93%*	93%	92%	94%*	91%
I get along with my classmates.	92%	93%	93%	92%	92%	91%	93%*	91%
I say "no" to friends who want me to break the rules.	94%	97%*	94%	95%	95%*	91%	96%*	94%
It is easy for me to talk about my problems with the adults at my school.	75%	76%	77%	75%	75%	78%	75%	76%

Source. Spring 2017 Student Climate Survey

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*. Using the *z*-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 20

Elementary School Students' Culture and Language Ratings, by Student Characteristic

Culture and language	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
At my school, teachers and staff teach me to be proud of my culture.	87%	91%*	94%	88%*	89%	90%	87%	92%*
At my school, there is respect for students speaking languages other than English.	93%	95%*	93%	95%	94%*	91%	95%*	93%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Elementary school ELLs reported that their culture was respected at school less than did their peers who were not ELLs.

Middle School Climate Differences



Some middle school students' responses varied according to ethnic and racial groups. For example, **Hispanic students were significantly less likely than were students who were White, African American, Asian, or of two or more races to report that they intend to go to college after high school** (Table 22).

Asian students often had higher rates of agreement than students of other races and ethnicities.

Specifically, they had significantly higher rates of agreement than did one or two other racial or ethnic groups on every student engagement item (Table 22). Asian students also had significantly higher ratings than did all other racial and ethnic groups on the item "My classmates show respect to each other" (Table 24). **A greater percentage of Asian students than of Hispanic students, White students, African American students, and students of two or more races reported that adults at their school listened to students' ideas and opinions** (Table 26). Finally, significantly more Asian students than did students of other races and ethnicities reported that it was easy for them to talk about their problems with the adults at their school (Table 28).

Similar to elementary school students' responses to the survey, many differences existed between Hispanic, White, and African American students. **African American middle school students had lower levels of agreement on most items than did other students.** For example, **African American students reported the lowest percentage of agreement on "I feel safe at my school,"** and this percentage was significantly lower than those among Hispanic, White, and Asian students (Table 24). **A greater percentage of African American students than of students from other ethnic groups reported that students at their school were bullied,** and this percentage was significantly higher for white and Asian students (Table 24).

Hispanic students' percentage of agreement on all academic self-confidence items was significantly lower than that of White students on these items (Table 25). African American students reported similar rates of agreement on these items, although not all the differences between African American and White students were significantly different. Additionally, **White students reported significantly higher agreement on teacher expectations questions than did their Hispanic and African American peers** (Table 27). For all but one SEL skills items, Hispanic students reported lower rates of agreement than did White students (Table 29). **African American students also had significantly lower rates of agreement than did White students on multiple SEL skills items** (Table 29).

Just as for elementary school students, middle school girls, ELLs, students not receiving special education services, and students who were not economically disadvantaged agreed with the statement "I will go to college after high school" more frequently than did boys, students who were not ELLs, students not receiving special education services, and students who were economically disadvantaged (Table 32).

Although ELLs had significantly higher college intentions than did students who were not ELLs, they were more likely to report lower agreement on other student climate survey items (Table 32). For example, ELLs reported significantly lower rates of agreement than did students who were not ELLs to all but one student engagement item (Table 33). Additionally, **ELLs were less likely than were students who were not ELLs to report that teachers and staff at their school taught them to be proud of their culture** (Table 40).

Students who were economically disadvantaged had significantly lower levels of agreement to many student climate items than did students who were not economically disadvantaged. Economically disadvantaged students differed from non-economically disadvantaged students on most behavioral environment (Table 24), academic self-confidence (Table 35), teacher expectation (Table 37), and SEL skills items (Table 39).

Ethnicity and Race Results

This section of the report compares middle school students' responses to survey items based on demographic information.

Table 21
Number of Middle School Students Responding to the Survey in Each Ethnic and Racial Group

	<i>n</i>
Hispanic	4,842
White	2,607
African American	608
Asian	347
Two or more races	293

Hispanic middle school students were least likely to say that they intended to go to college after high school.

Table 22
Middle School Students' College Intentions, by Ethnic and Racial Group

	Hispanic	White	African American	Asian	Two or more races
I will go to college after high school.	67% ^{a,b,d,e}	87% ^{a,c}	80% ^{b,c,f}	91% ^{d,f}	85% ^e

Table 23
Middle School Students' Student Engagement Ratings, by Ethnicity and Race

Student engagement	Hispanic	White	African American	Asian	Two or more races
I like to come to school.	72%	72% ^a	68% ^b	81% ^{a,b,c}	66% ^c
I enjoy doing my schoolwork.	64% ^{a,b}	59% ^{a,c}	64%	71% ^{c,d}	56% ^{b,d}
My homework helps me learn the things I need to know.	74% ^{a,c}	62% ^{a,b,d}	73% ^{b,e}	83% ^{d,e,f}	62% ^{c,f}
My schoolwork makes me think about things in new ways.	77% ^{a,b}	72% ^{a,c}	73%	80% ^{c,d}	68% ^{b,d}
I have fun learning in my classes.	74% ^a	77% ^{a,b,c}	72% ^{b,d}	83% ^{c,d,e}	71% ^e
My teachers connect what I am doing to my life outside the classroom.	62%	59% ^a	58% ^b	70% ^{a,b,c}	58% ^c
I receive recognition or praise for doing good work.	83%	82%	85%	87% ^a	80% ^a

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 24

Middle School Students' Behavioral Environment Ratings, by Ethnicity and Race

Behavioral environment	Hispanic	White	African American	Asian	Two or more races
My classmates show respect to each other.	81% ^{a,b,d}	86% ^{a,c,e}	74% ^{b,c,f,g}	92% ^{d,e,f,g,h}	84% ^h
My classmates show respect to other students who are different.	79% ^{a,b}	84% ^{a,c}	72% ^{b,c,d}	85% ^d	83%
I am happy with the way my classmates treat me.	88% ^a	90% ^b	81% ^{a,b,c}	92% ^c	90%
Students at my school follow the school rules.	65% ^{a,b,d}	71% ^{a,c}	52% ^{b,c,d,f}	76% ^{d,e}	70% ^f
I feel safe at my school.	87% ^{a,b,d}	91% ^{a,c}	83% ^{b,c,e}	89% ^{d,e}	90%
Students at this school treat teachers with respect.	74% ^{a,b}	82% ^{a,c,d}	61% ^{b,c,e}	83% ^{e,f}	74% ^{d,f}
My classmates behave the way my teachers want them to.	64% ^{a,b}	71% ^{a,c}	56% ^{b,c,d}	74% ^{d,e}	68% ^e
Our classes stay busy and do not waste time.	78% ^{a,b}	85% ^{a,c}	71% ^{b,c,d}	84% ^d	83%
Students at my school are bullied (teases, taunted, threatened by other students).	65% ^a	54% ^{a,b}	69% ^{b,c}	55% ^{c,d}	58% ^d

A smaller percentage of African American than other middle school students reported that students at their school followed the rules.

Table 25

Middle School Students' Academic Self-Confidence Ratings, by Ethnicity and Race

Academic self-confidence	Hispanic	White	African American	Asian	Two or more races
I can do even the hardest schoolwork if I try.	87% ^a	91% ^{a,b}	86% ^{b,c}	94% ^c	91%
I try hard to do my best work.	93% ^a	95% ^a	93%	96%	95%
I feel successful in my schoolwork.	88% ^a	92% ^{a,b}	88% ^{b,c}	95% ^{c,d}	88% ^d
I can reach the goals I set for myself.	91% ^{a,b}	93% ^a	91%	94% ^b	92%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 26

Middle School Students' Adult Fairness and Respect Ratings, by Ethnicity and Race

Adult fairness and respect	Hispanic	White	African American	Asian	Two or more races
Teachers at this school care about their students.	90% ^{a,b}	93% ^{a,c}	83% ^{b,c,d}	95% ^{d,e}	91% ^e
Adults at this school listen to student ideas and opinions.	82% ^{a,c}	82% ^{b,d}	75% ^{a,b,e}	87% ^{c,d,e,f}	84% ^f
Adults at this school treat all students fairly.	86% ^a	87% ^{b,c}	75% ^{a,b,d}	89% ^{d,e}	82% ^{c,e}
The staff in the front office show respect to students.	93% ^b	95% ^a	91% ^a	95% ^b	91%
My teachers are fair to everyone.	85% ^{a,b,d}	89% ^{a,c,e}	76% ^{b,c,f}	90% ^{d,f,g}	82% ^{e,g}
Teachers at this school know who I am.	91% ^a	94% ^{a,b}	93%	93% ^c	90% ^{b,c}
My teachers know who I am.	89%	89%	88%	88% ^a	85% ^a

A higher percentage of White than African American and Hispanic middle school students had favorable ratings of items related to teacher expectations.

Table 27

Middle School Students' Teacher Expectations Ratings, by Ethnicity and Race

Teacher expectations	Hispanic	White	African American	Asian	Two or more races
My teachers believe I can learn.	94% ^{a,c}	96% ^{a,b}	92% ^{b,d}	97% ^c	94% ^d
My teachers believe I can do well in school.	94% ^{a,c}	96% ^{a,b}	93% ^{b,d}	98% ^{c,d,e}	95% ^e
My teachers expect me to think hard about the things we read.	92% ^a	95% ^{a,b}	90% ^b	94%	93%
My teachers expect everybody to work hard.	96% ^a	97% ^{a,b}	93% ^b	97%	96%
My teachers expect my best effort.	96% ^a	98% ^{a,b}	94% ^b	98% ^c	97% ^c

Source. Spring 2017 Student Climate Survey

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*. Using the *z*-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 28

Middle School Students' School Connectedness Ratings, by Ethnicity and Race

School connectedness	Hispanic	White	African American	Asian	Two or more races
I am happy with the way my classmates treat me.	88% ^a	90% ^b	81% ^{a,b,c}	92% ^c	90%
Adults at this school treat all students fairly.	86% ^a	87% ^{b,c}	75% ^{a,b,d}	89% ^{d,e}	82% ^{c,e}
It is easy for me to talk about my problems with the adults at my school.	62% ^{a,b}	65% ^{a,c}	61% ^d	73% ^{b,c,d,e}	60% ^e
I like to come to school.	72%	72% ^a	68% ^b	81% ^{a,b,c}	66% ^c
I feel safe at school.	87% ^{a,b,d}	91% ^{a,c}	83% ^{b,c,e}	89% ^{d,e}	90%
Teachers at this school know who I am.	91% ^a	94% ^{a,b}	93%	93% ^c	90% ^{b,c}

A smaller percentage of African American than of other middle school students reported feeling safe at their school.

Table 29

Middle School Students' SEL Skills Ratings, by Ethnicity and Race

SEL skills	Hispanic	White	African American	Asian	Two or more races
I use ways to calm myself down.	82%	83%	80%	86% ^a	78% ^a
I don't give up even when I feel frustrated.	87% ^a	90% ^{a,b}	84% ^{b,c}	91% ^{c,d}	89% ^d
I know what people may be feelings by the look in their face.	91% ^a	93% ^{a,b}	91%	95% ^c	88% ^{b,c}
I get along with my classmates.	90% ^{a,c}	94% ^{a,b}	87% ^{b,d}	95% ^{c,d,e}	91% ^e
I say no to friends who want me to break the rules.	89% ^a	94% ^{a,b}	88% ^{b,c}	95% ^c	91%
It is easy for me to talk about my problems with the adults at my school.	62% ^{a,b}	65% ^{a,c}	61% ^d	73% ^{b,c,d,e}	60% ^e

Table 30

Middle School Student's Culture and Language Ratings, by Ethnicity and Race

Culture and language	Hispanic	White	African American	Asian	Two or more races
At my school, teachers and staff teach me to be proud of my culture.	83% ^{a,c}	81% ^{b,d}	76% ^{a,b,e}	84% ^{e,f}	73% ^{c,d,f}
At my school, there is respect for students speaking languages other than English.	89% ^{a,c}	93% ^{a,b}	88% ^b	89% ^c	90%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Results for Middle School Students' Gender, ELLs, Students Identified as in Need of Special Education Services, and Economically Disadvantaged Students

Table 31

Number of Middle School Students Responding to the Survey in Each Group

	Gender		ELL		SpEd		Economically disadvantaged	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
<i>n</i>	5,833	5,492	10,022	1,980	11,244	758	7,534	4,468

Table 32

Middle School Students' College Intentions, by Student Characteristic

	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I will go to college after high school.	73%	79%*	60%	79%*	77%*	57%	82%*	66%

Middle school students identified as requiring special education services were less likely to say that they intended to go to college after high school than did all other student groups.

Table 33

Middle School Students' Student Engagement Ratings, by Student Characteristic

Student engagement	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I like to come to school.	72%	73%	75%*	71%	74%	74%	73%	71%
I enjoy doing my schoolwork.	61%	65%*	70%*	61%	62%	70%*	61%	65%*
My homework helps me learn the things I need to know.	69%	73%*	81%*	68%	73%	75%	68%	75%*
My schoolwork makes me think about things in new ways.	75%	75%	82%*	74%	75%	77%	73%	78%*
I have fun learning in my classes.	76%	76%	77%	75%	78%	79%	77%*	73%
My teachers connect what I am doing to my life outside the classroom.	61%	63%	68%*	61%	66%	64%	61%	62%
I receive recognition or praise for doing good work.	83%	82%	86%	82%	82%	87%*	82%	85%*

Source. Spring 2017 Student Climate Survey

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*. Using the *z*-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 34

Middle School Students' Behavioral Environment Ratings, by Student Characteristic

Behavioral environment	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
My classmates show respect to each other.	83%	83%	81%	83%	90%	86%	85%*	79%
My classmates show respect to other students who are different.	81%	81%	79%	81%	89%	86%	83%*	77%
I am happy with the way my classmates treat me.	88%	89%	86%	88%	93%*	90%	89%*	86%
Students at my school follow the school rules.	69%*	65%	65%	67%	79%*	72%	70%*	62%
I feel safe at my school.	88%	89%	85%	89%*	93%*	88%	90%*	84%
Students at this school treat teachers with respect.	78%*	76%	74%	77%	87%*	82%	80%*	71%
My classmates behave the way my teachers want them to.	69%*	65%	66%	67%	80%*	74%	69%*	62%
Our classes stay busy and do not waste time.	80%	80%	77%	80%*	88%*	84%	82%*	76%
Students at my school are bullied (teased, taunted, threatened by other students).	60%	62%	67%*	59%	45%	53%*	57%	68%*

Table 35

Middle School Students' Academic Self-Confidence Ratings, by Student Characteristic

Academic self-confidence	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I can do even the hardest schoolwork if I try.	88%	89%	86%	88%	90%	87%	89%*	86%
I try hard to do my best work.	93%	95%*	93%	94%	94%	93%	95%*	93%
I feel successful in my schoolwork.	89%	90%	88%	89%	89%	86%	90%*	87%
I can reach the goals I set for myself.	91%	92%	91%	91%	93%	92%	92%*	90%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 36

Middle School Students' Adult Fairness and Respect Ratings, by Student Characteristic

Adult fairness and respect	Gender		ELL		SpEd		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
Teachers at this school care about their students.	90%	91%	90%	90%	92%	92%	91%*	89%
Adults at this school listen to student ideas and opinions.	81%	82%	84%*	80%	83%	85%	81%	81%
Adults at this school treat all students fairly.	86%	86%	88%*	85%	87%	89%	86%	84%
The staff in the front office show respect to students.	94%	94%	94%	93%	89%	93%*	94%	92%
My teachers are fair to everyone.	86%	86%	86%	85%	89%	89%	87%*	84%
Teachers at this school know who I am.	93%*	92%	91%	93%	90%	90%	93%*	91%
My teachers know what I am good at.	89%	89%	91%	89%	86%	91%*	89%	89%

Table 37

Middle School Students' Teacher Expectations Ratings, by Student Characteristic

Teacher expectations	Gender		ELL		SpEd		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
My teachers believe I can learn.	94%	96%*	94%	94%	95%	95%	95%*	93%
My teachers believe I can do well in school.	94%	96%*	94%	95%	96%	93%	95%*	94%
My teachers expect me to think hard about the things we read.	93%	94%	92%	93%	94%	91%	94%*	92%
My teachers expect everybody to work hard.	95%	97%*	95%	96%	96%	94%	96%*	95%
My teachers expect my best effort.	96%	97%	96%	96%	97%	94%	97%	96%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 38

Middle School Students' School Connectedness Ratings, by Student Characteristic

School connectedness	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I am happy with the way my classmates treat me.	88%	89%	86%	88%	93%*	90%	89%*	86%
Adults at this school treat all students fairly.	86%	86%	88%*	85%	87%	89%	86%	84%
It is easy for me to talk about my problems with the adults at my school.	67%*	61%	65%	63%	64%	68%	65%*	61%
I like to come to school.	72%	73%	75%*	71%	74%	74%	73%	71%
I feel safe at my school.	88%	89%	85%	89%*	93%*	88%	90%*	84%
Teachers at this school know who I am.	93%*	92%	91%	93%	90%	90%	93%*	91%

Economically disadvantaged students had lower ratings of SEL skills than did their non-disadvantaged peers.

Table 39

Middle School Students' SEL Skills Ratings, by Student Characteristic

SEL skills	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I use ways to calm myself down.	82%	83%	90%*	88%	88%	90%	82%	84%
I don't give up even when I feel frustrated.	89%	88%	92%	93%	87%	87%	90%*	86%
I know what people may be feeling by the look on their face.	91%	93%*	91%	93%*	93%	90%	92%	91%
I get along with my classmates.	93%	91%	93%	92%	95%*	91%	94%*	89%
I say "no" to friends who want me to break the rules.	90%	92%	94%	95%	93%	89%	92%*	89%
It is easy for me to talk about my problems with the adults at my school.	67%*	61%	77%	75%	64%	68%	65%*	61%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 40

Middle School Students' Culture and Language Ratings, by Student Characteristic

Culture and language	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
At my school, teachers and staff teach me to be proud of my culture.	87%	91%*	94%*	88%	79%	81%	81%	83%
At my school, there is respect for students speaking languages other than English.	93%	95%*	93%	95%	92%	91%	91%	88%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

A lower percentage of middle school ELLs than of middle school student who were not ELLs agreed that their teachers and staff taught them to be proud of their culture.

High School Climate Differences

Overall, responses differed between high school students when analyzed by race and ethnicity, but significant differences between groups appeared less frequently than they did for elementary and middle school students. There were clear differences in college intentions.

Hispanic students had a lower level of agreement with the statement “I will go to college after high school” than did all other racial and ethnic groups (Table 42). African American students also had a significantly lower level of agreement on this item than did White, Asian, and two or more race students.

African American students had lower levels of agreement on every behavioral environment item, reporting lower levels of agreement than did their Hispanic, White, and Asian peers (Table 44). Rates of agreement on teacher expectation items were also lowest for African American students, but most of the differences were not significant. **African American students were significantly less likely than Hispanic and Asian students to report that they like to come to school, and were less likely than Hispanic, White, and Asian students to report that they felt safe at school** (Table 45).

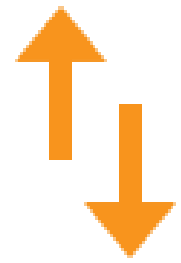
Regardless of racial or ethnic group, **all students had lower levels of agreement on the school connectedness item “It is easy for me to talk about my problems with the adults at my school,”** than on all other school connectedness items (Table 48).

Hispanic students had a higher level of agreement on the item “I try hard to do my best work” than did White and African American students (Table 45). **Hispanic students were also more likely than White and African American students to agree that teachers and adults at their school taught students to be proud of their culture** (Table 50). However, higher percentages of Hispanic than of White and Asian students agreed that there was respect for students speaking languages other than English at their school (Table 50).

Students’ responses to the Student Climate Survey also varied based on a number of other demographic characteristics. Interestingly, **although ELLs in elementary and middle school were more likely than non-ELLs to report that they planned to go to college after high, this pattern was the opposite among high schoolers** (Table 52). High school students who were ELLs were significantly less likely than their non-ELL peers to report that they planned on going to college. For other characteristics, high school students showed the same differences as elementary and middle school students. **Girls, students not receiving special education services, and non-economically disadvantaged students reported higher college intentions than did boys, students receiving special education services, and economically disadvantaged students, respectively** (Table 52).

ELLs reported lower levels of agreement on every student engagement item than did students who were not ELLs (Table 53). **ELLs were less likely than non-ELLs to report that they liked coming to school** (Table 58). Finally, ELL students had a significantly lower level of agreement than non-ELLs on the item “At my school, teachers and staff teach me to be proud of my culture” (Table 60).

Some other differences based on student characteristics emerged at the high school level. **Economically disadvantaged students reported liking school less than did students who were not economically disadvantaged** (Table 58). Girls reported significantly higher levels of agreement on most student engagement items than did boys. Interestingly though, boys agreed more with the statement “I receive recognition or praise for doing good work” than girls did (Table 53). **Students identified as in need of special education services reported lower rates of agreement than did their peers**



who did not receive special education services on more student climate survey, including items about behavioral environment (Table 54), academic self-confidence (Table 55), and teacher expectations (Table 57). Although few differences based on student characteristic were found in the analysis of students' level of agreement on SEL skills items, **most SEL skills items showed no differences in students' response rates of agreement** (Table 59).

Ethnicity and Race Results

This section of the report compares high school students' responses to survey items based on demographic information.

Ethnicity and race

Table 41

Number of High School Students Responding to the Survey in Each Ethnic and Racial Group

	<i>n</i>
Hispanic	5,093
White	3,195
African American	660
Asian	523
Two or more races	296

Among high school students, Hispanic students were least likely to say that they intended to go to college after high school.

Table 42

High School Students' College Intentions, by Ethnic and Racial Group

	Hispanic	White	African American	Asian	Two or more races
I will go to college after high school.	68% ^{a,b,d,e}	86% ^{a,c,f}	79% ^{b,c,g,h}	91% ^{d,f,g}	87% ^{e,hwq`12}

Table 43

High School Students' Student Engagement Ratings, by Ethnicity and Race

Student engagement	Hispanic	White	African American	Asian	Two or more races
I like to come to school.	76% ^{a,b,c}	72% ^{a,d}	68% ^{b,e}	77% ^{d,e,f}	67% ^{c,f}
I enjoy doing my schoolwork.	68% ^{a,c}	55% ^{a,b,d}	66% ^b	63% ^d	54% ^c
My homework helps me learn the things I need to know.	75% ^{a,c}	69% ^{a,b,d}	77% ^{b,e}	85% ^{c,d,e,f}	68% ^f
My schoolwork makes me think about things in new ways.	77% ^{a,c}	71% ^{a,b,d}	77% ^b	81% ^{d,e}	69% ^{c,e}
I have fun learning in my classes.	78%	78% ^a	76% ^b	86% ^{a,b,c}	77% ^c
My teachers connect what I am doing to my life outside the classroom.	65% ^a	65% ^b	66% ^c	74% ^{a,b,c}	68%
I receive recognition or praise for doing good work.	81% ^a	83%	86% ^a	85%	82%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 44

High School Students' Behavioral Environment Ratings, by Ethnicity and Race

Behavioral environment	Hispanic	White	African American	Asian	Two or more races
My classmates show respect to each other.	90% ^{a,b}	91% ^{a,c,d}	82% ^{b,c,e}	95% ^{d,e,f}	90% ^f
My classmates show respect to other students who are different.	89% ^a	90% ^b	83% ^{a,b,c}	92% ^c	89%
I am happy with the way my classmates treat me.	94% ^a	94% ^b	90% ^{a,b,c}	95% ^c	92%
Students at my school follow the school rules.	78% ^{a,b,d}	82% ^{a,c}	68% ^{b,c,d}	86% ^{d,e}	77% ^e
I feel safe at my school.	93% ^a	94% ^b	88% ^{a,b,c}	95% ^c	92%
Students at this school treat teachers with respect.	86% ^{a,b,d}	90% ^{a,c}	78% ^{b,c,d}	91% ^d	90%
My classmates behave the way my teachers want them to.	78% ^{a,b,d}	85% ^{a,c}	72% ^{b,c,d}	87% ^{d,e}	81% ^e
Our classes stay busy and do not waste time.	89% ^a	88% ^b	83% ^{a,b,c}	90% ^c	88%
Students at my school are bullied (teases, taunted, threatened by other students).	48% ^{a,b}	39% ^{a,c}	58% ^{b,c,d}	42% ^d	38%

A lower percentage of African American than other high school students reported that students at their school treated teachers and other students with respect.

Table 45

High School Students' Academic Self-Confidence Ratings, by Ethnicity and Race

Academic self-confidence	Hispanic	White	African American	Asian	Two or more races
I can do even the hardest schoolwork if I try.	91%	90%	89%	93%	89%
I try hard to do my best work.	95% ^{a,b,c}	93% ^a	92% ^b	95%	91% ^c
I feel successful in my schoolwork.	89%	89%	86% ^a	92% ^a	86%
I can reach the goals I set for myself.	93% ^a	93%	92%	93% ^a	91%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 46
High School Students' Adult Fairness and Respect Ratings, by Ethnicity and Race

Adult fairness and respect	Hispanic	White	African American	Asian	Two or more races
Teachers at this school care about their students.	92% ^b	93% ^a	89% ^{a,c}	96% ^{b,c}	93%
Adults at this school listen to student ideas and opinions.	85% ^{a,b}	83% ^b	80% ^{a,c}	91% ^{b,d}	85% ^d
Adults at this school treat all students fairly.	88% ^{a,c}	88% ^{b,d}	82% ^{a,b,e}	94% ^{c,d,e,f}	87% ^f
The staff in the front office show respect to students.	90% ^a	90% ^b	89%	94% ^{a,b}	89%
My teachers are fair to everyone.	89% ^a	90%	87%	92% ^a	89%
Teachers at this school know who I am.	88% ^a	92% ^a	90%	92%	93%
My teachers know who I am.	87%	86% ^a	91% ^a	88%	89%

A higher percentage of Asian high school students than of their Hispanic, White, African American, and two or more race peers reported that adults at their school listened to students.

Table 47
High School Students' Teacher Expectations Ratings, by Ethnicity and Race

Teacher expectations	Hispanic	White	African American	Asian	Two or more races
My teachers believe I can learn.	95% ^a	96%	94%	98% ^a	94%
My teachers believe I can do well in school.	96%	97% ^a	93% ^a	98%	96%
My teachers expect me to think hard about the things we read.	94%	95%	93% ^a	98% ^a	96%
My teachers expect everybody to work hard.	96%	97%	94%	98%	96%
My teachers expect my best effort.	97%	97%	96%	99%	96%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic groups. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 48
High School Students' School Connectedness Ratings, by Ethnicity and Race

School connectedness	Hispanic	White	African American	Asian	Two or more races
I am happy with the way my classmates treat me.	94% ^a	94% ^b	90% ^{a,b,c}	95% ^c	92%
Adults at this school treat all students fairly.	88% ^{a,c}	88% ^{b,d}	82% ^{a,b,e}	94% ^{c,d,e,f}	87% ^f
It is easy for me to talk about my problems with the adults at my school.	65%	65%	65%	69%	64%
I like to come to school.	76% ^{a,b,c}	72% ^{a,d}	68% ^{b,e}	77% ^{d,e,f}	67% ^{c,f}
I feel safe at school.	93% ^a	94% ^b	88% ^{a,b,c}	95% ^c	92%
Teachers at this school know who I am.	88% ^a	92% ^a	90%	92%	93%

Table 49
High School Students' SEL Skills Ratings, by Ethnicity and Race

SEL skills	Hispanic	White	African American	Asian	Two or more races
I use ways to calm myself down.	88%	87%	89%	92%	88%
I don't give up even when I feel frustrated.	87%	87% ^a	87%	91% ^{a,b}	84% ^b
I know what people may be feelings by the look in their face.	93%	94%	93%	93%	94%
I get along with my classmates.	95%	96% ^a	92% ^a	95%	93%
I say no to friends who want me to break the rules.	92% ^a	93%	90% ^b	96% ^{a,b}	92%
It is easy for me to talk about my problems with the adults at my school.	65%	65%	65%	69%	64%

“It is easy for me to talk about my problems with the adults at my school” was the lowest rated SEL skill for all high school students.

Table 50
High School Students' Culture and Language Ratings, by Ethnicity and Race

Culture and language	Hispanic	White	African American	Asian	Two or more races
At my school, teachers and staff teach me to be proud of my culture.	81% ^{a,b,c}	78% ^{a,d}	75% ^{b,e}	84% ^{d,e,f}	72% ^{c,f}
At my school, there is respect for students speaking languages other than English.	92% ^{a,c}	94% ^{a,b}	90% ^b	94% ^c	91%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages sharing the same superscript are significantly different across ethnic group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Results for High School Students' Gender, ELLs, Students Identified as in Need of Special Education Services, and Economically Disadvantaged Students

Table 51

Number of High School Students Responding to the Survey in Each Group

	Gender		ELL		Special Education		Economically disadvantaged	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
<i>n</i>	5,833	5,492	10,022	1,980	11,244	758	7,534	4,468

Table 52

High School College Intentions, by Student Characteristic

	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I will go to college after high school.	71%	81%*	78%*	53%	77%*	60%	82%*	65%

Economically disadvantaged high schoolers were much less likely to report that they would go to college than were their peers who were not economically disadvantaged.

Table 53

High School Students' Student Engagement Ratings, by Student Characteristic

Student engagement	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ Dis
I like to come to school.	75%	74%	81%*	73%	72%	68%	73%	76%*
I enjoy doing my schoolwork.	61%	65%*	79%*	61%	63%	63%	59%	70%*
My homework helps me learn the things I need to know.	71%	76%*	82%*	73%	70%	72%	72%	76%*
My schoolwork makes me think about things in new ways.	74%	76%*	88%*	74%	75%	77%	72%	79%*
I have fun learning in my classes.	77%	80%*	81%	78%	76%*	71%	78%	79%
My teachers connect what I am doing to my life outside the classroom.	64%	67%*	70%*	65%	62%	62%	65%	67%
I receive recognition or praise for doing good work.	83%*	81%	87%*	82%	82%	88%*	82%	83%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 54

High School Students' Behavioral Environment Ratings, by Student Characteristic

Behavioral environment	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
My classmates show respect to each other.	90%	91%	90%	89%	83%*	77%	90%	89%
My classmates show respect to other students who are different.	89%	90%	90%	89%	81%*	76%	89%	89%
I am happy with the way my classmates treat me.	93%	94%	94%	93%	88%*	80%	93%	93%
Students at my school follow the school rules.	80%	79%	79%	79%	68%*	57%	80%*	77%
I feel safe at my school.	92%	94%	92%	93%	88%*	82%	93%	92%
Students at this school treat teachers with respect.	87%	87%	85%	87%	77%*	70%	88%*	84%
My classmates behave the way my teachers want them to.	80%	81%	78%	80%	67%	62	82%*	77%
Our classes stay busy and do not waste time.	88%	89%	88%	88%	80%*	74%	88%	88%
Students at my school are bullied (teased, taunted, threatened by other students).	44%	46%	52%*	45%	60%	66%*	43%	50%*

High school students receiving special education services had lower behavioral environment ratings than did their peers who did not receive special education services.

Table 55

High School Students' Academic Self-Confidence Ratings, by Student Characteristic

Academic self-confidence	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I can do even the hardest schoolwork if I try.	90%	91%	92%	90%	89%*	78%	89%	90%
I try hard to do my best work.	92%	96%*	96%*	94%	94%*	90%	93%	95%*
I feel successful in my schoolwork.	88%	89%	91%*	88%	89%*	83%	88%	89%
I can reach the goals I set for myself.	93%	94%	93%	93%	92%*	85%	92%	93%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$., percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 56

High School Students' Adult Fairness and Respect Ratings, by Student Characteristic

Adult fairness and respect	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
Teachers at this school care about their students.	91%	93%*	94%	91%	90%*	87%	91%	92%
Adults at this school listen to student ideas and opinions.	83%	85%*	88%*	83%	81%	82%	83%	85%*
Adults at this school treat all students fairly.	88%	88%	90%*	87%	86%*	83%	87%	87%
The staff in the front office show respect to students.	91%	89%	90%	89%	93%*	91%	89%	90%
My teachers are fair to everyone.	89%	89%	89%	89%	86%	83%	89%	89%
Teachers at this school know who I am.	91%	90%	89%	90%	92%	91%	91%*	89%
My teachers know what I am good at.	88%*	85%	90%*	86%	89%	90%	86%	88%

Most students believed that their teachers were fair to them, and responses did not differ based on gender, ELL, special education, or economically disadvantaged status.

Table 57

High School Students' Teacher Expectations Ratings, by Student Characteristic

Teacher expectations	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
My teachers believe I can learn.	94%	96%*	95%	95%	94%*	89%	94%	95%
My teachers believe I can do well in school.	95%	97%*	95%	96%	95%*	91%	96%	95%
My teachers expect me to think hard about the things we read.	94%	95%	93%	94%	93%*	89%	94%	93%
My teachers expect everybody to work hard.	95%	97%*	96%	96%	96%*	92%	96%	96%
My teachers expect my best effort.	96%	98%*	96%	96%	97%*	92%	96%	97%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 58

High School Students' School Connectedness Ratings, by Student Characteristic

School connectedness	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I am happy with the way my classmates treat me.	93%	94%	94%	93%	88%*	80%	93%	93%
Adults at this school treat all students fairly.	88%	88%	90%	97%*	86%*	83%	87%	87%
It is easy for me to talk about my problems with the adults at my school.	68%*	63%	67%	64%	63%	63%	64%	66%
I like to come to school.	75%	74%	81%*	73%	72%	68%	73%	76%*
I feel safe at my school.	92%	94%	92%	93%	88%*	82%	93%	92%
Teachers at this school know who I am.	91%	90%	89%	90%	92%	91%	91%*	89%

A higher percentage of male than female high school students reported that it was easy to talk to adults at their school about their problems

Table 59

High School Students' SEL Skills Ratings, by Student Characteristic

SEL skills	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
I use ways to calm myself down.	88%	88%	90%	88%	82%	88%*	87%	90%*
I don't give up even when I feel frustrated.	89%*	86%	89%	87%	88%	87%	87%	87%
I know what people may be feeling by the look on their face.	92%	94%*	94%	93%	92%	89%	93%	93%
I get along with my classmates.	95%	94%	91%	95%*	92%*	86%	95%*	93%
I say "no" to friends who want me to break the rules.	91%	94%*	91%	93%	91%	88%	93%	92%
It is easy for me to talk about my problems with the adults at my school.	68%*	63%	67%	64%	63%	63%	64%	66%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table 60
High School Students' Culture and Language Ratings, by Student Characteristic

Culture and language	Gender		ELL		Special Ed		Econ dis	
	Male	Female	Non	ELL	Non	SpEd	Non	Econ dis
At my school, teachers and staff teach me to be proud of my culture.	79%	81%	87%*	79%	81%	81%	78%	82%*
At my school, there is respect for students speaking languages other than English.	92%	93%	90%	92%	90%	88%	92%	92%

Source. Spring 2017 Student Climate Survey

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*. Using the z-test for proportions where $p < .05$, percentages with a * were significantly higher than the other group's percentage. Percentages in the table are rounded; tests for significance were computed prior to rounding.

High school ELLs were less likely than non-ELLs to report that teachers and staff at their school teach them to be proud of their culture.

Conclusions and Recommendations



It is well known that an achievement gap exists between minoritized and majoritized students across the country (Duncan & Murnane, 2011), but the results from this report show that a gap also exists with respect to AISD's students' perceptions of school climate. Across all grade levels, Hispanic and African American students reported less positive assessments of their school's climate than did their Asian and White peers.

A 2013 report by WestEd's Region IX Equity Assistance Center found that White and Asian Californian students reported higher levels of safety, support, and school connectedness than did their African American and Hispanic peers (Voight, 2013). Additionally, African American and Hispanic students gave lower ratings of school safety. Asian students were more likely to report respect from teachers, while African American and Hispanic students were less likely to favorably report on their behavioral environments. These results mirror those found in the current report, showing that this racial and ethnic gap in students' perceptions of school climate is not exclusive to AISD, and instead may be inherent in schools across the country.

This report also shows a gap in students' perceptions of school climate for other minoritized groups of children. Students who were ELLs, students identified as in need of special education services, and students who were economically disadvantaged had lower perceptions of school climate than did those students who were not part of these groups.

Considering the racial and ethnic differences, it might be easy to assume that this climate gap is due to disparities in the schools that African American and Hispanic students attend compared with those that White students attend. Some people have argued that African American and Hispanic students attend schools that are lower performing and are located in economically disadvantaged neighborhoods, and that this is a cause of lower perceived climate by students. In fact, a WestEd report found that high-achieving schools in which students had positive perceptions of their school climate were attended primarily by White and Asian students (Austin, Hanson, Bono, & Zheng, 2007). However, this explanation is not adequate. The gap in students' perceptions of school climate found in other demographic groups (ELLs, special education, economically disadvantaged) shows that students who attend the same school rate the school climate differently depending on the demographic group to which they belong.



Because school climate is associated with academic achievement (Hanson, Austin, & Zheng, 2011a, 2011b) it is important that AISD take steps to shrink and eliminate the gap in students' perceptions of school climate. Doing so could help to eliminate the achievement gap between students of different races and abilities. Previous research has shown that high-performing high-needs schools have more positive and welcoming school climates (EdSource, 2006; Kannapel & Clements, 2005) and has argued that students succeed academically when they feel engaged and supported in their schools (Eccles, 2004; Hughes, Luo, Kwok, & Loyd, 2008; Kannebe & Clements, 2005). In fact, previous research at AISD has shown that students' perceptions of their school's behavioral environment and adult fairness and respect predicted student achievement, as measured by performance on the State of Texas Assessment of Academic Readiness (STAAR) exam (Lamb, 2013).

One possible approach to beginning to close the gap in students' perceptions of school climate is by implementing implicit bias training to teachers and school staff. Implicit biases are attitudes and stereotypes that unconsciously influence behaviors in day-to-day life, and affect judgements about many types of identities including race, gender, age,

and sexual orientation. Because they are unconscious, implicit biases may not align with a person's actual world views and beliefs, and may influence behaviors and judgements in even the most seemingly egalitarian people. Research has shown that implicit biases cause teachers to make decisions and judgments in the classroom that disproportionately affect children of minoritized groups (Skiba, Michael, Nardo, & Paterson, 2002; van den Bergh, Denessen, Hornstra, Voeten, & Holland, 2010). For example, data on school discipline show that children who are in minoritized groups are disproportionately disciplined in their schools, compared with their peers (Gregory, Skiba, & Noguera, 2010). This does not only keep students out of the classroom, preventing them from learning, but it also weakens students' feelings of connectedness to their schools. Implicit bias, though, is surmountable, and through training, educators can learn to overcome these biases. Examples of interventions include having teachers take tests that measure their own implicit biases and participate in professional development activities aimed at improving empathy. AISD is already doing some work to address implicit attitudes among teachers by providing training about micromessaging, in order to improve underrepresented students' academic performance in science, technology, engineering, math (STEM) fields. [The report](#) shows that students' with teachers who had received this training performed better in STEM.

Additionally, continuing to promote the use of restorative practices in schools will help to improve minoritized students' perceptions of their school climates. Traditionally, discipline methods focus on reacting to an incident after it has happened, by punishing students through methods such as referrals, principal visits, and suspensions. Restorative practices take a more proactive approach, preventing misbehaviors by teaching students relationship skills to use with teachers and peers. According to the [International Institute for Restorative Practices](#), "The use of restorative practices has been shown to reduce misbehavior, bullying, violence, and crime among students and improve the overall climate for learning." In fact, AISD students who have participated in "circles," a popular restorative practice in which students and teachers sit in a circle and discuss conflicts, reported an increase in trust between teachers and students, improved mental processing during conflicts, more ease in conflict resolution, and better communication with others (Lamb, 2015). Because restorative practices focus on the relationships between students and other students, teachers, and the general school community, the use of these practices could improve students' perceptions of school connectedness and the behavioral environment, making them feel safer at school.

Finally, further analysis of student climate data that examines students' demographic groups, including longitudinal research, is needed to see if and how these data changes over time, especially if interventions such as those recommended in this conclusion are implemented. It is important to continue to analyze these data to explore whether climate is related to academic performance, attendance, and behavior and discipline.

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