

2016–2017 Student Climate Survey: Technical Report





Executive Summary

Beginning in 2012–2013, the Austin Independent School District’s (AISD) Department of Research and Evaluation (DRE) began administering the Student Climate Survey online. Initially, schools voluntarily participated in online survey administration, with more schools electing to do so over time. Based on the overwhelmingly positive experiences reported from staff administering the survey online and because of the recent push from AISD administration to limit paper copies, in 2016–2017, all schools were asked to administer the survey online. A few schools were unable to complete the survey online due to extreme circumstances (e.g., school relocation after the building was condemned), lack of technology, or other school-specific matters. For those schools completing the survey online, students were asked to enter their student ID. Students’ responses to the paper version of the survey were not linked to their IDs. Of the 40,811 students who completed the survey, 39,460 completed the survey online (97%) and 1,351 completed the survey on paper (3%) (Table 1). Of those students completing the survey online, 24,783 entered a valid ID (62%). Survey responses with a valid ID were linked to extant data sources, including students’ race, ethnicity, and English language learner (ELL) status.

This report examines psychometric properties of the 2016–2017 Student Climate Survey. Specifically, tests of reliability (i.e., Cronbach’s alpha, α) and validity (factor analysis) were conducted with the 2016–2017 Student Climate Survey. Additionally, analyses were conducted to determine if students’ response patterns differed based on survey type (i.e., paper and online). Specifically, the percentage of favorable responses were compared based on survey type along with the percentages of students skipping items or selecting “don’t know” as a response option. Finally, recommendations are made on ways to improve the Student Climate Survey. When applicable, psychometric analyses were also conducted examining response patterns, based on student group (i.e., ethnicity, gender, ELL status, language of survey administration).

Table 1.
Characteristics of Students Completing the Student Climate Survey, Spring 2017

	Online ($n = 39,460$)	Paper ($n = 1,351$)
Response rate	97%	3%
% of responses by school level		
Elementary schools	86%	2%
Middle schools	73%	5%
High schools	68%	5%

Source. Spring 2017 Student Climate Survey data and 2017 Public Education Information Management System (PEIMS) data

Note. Online survey language did not include students who switched between English and Spanish versions of the survey.

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Introduction

This report analyzes the psychometric properties of the Austin Independent School District's (AISD) 2016–2017 Student Climate Survey. In 2016–2017, nearly all schools completed the survey online (district and [campus](#) survey reports are available on the Department of Research and Evaluation's ([DRE] [website](#)). Because most students participated in the survey online in 2016–2017, it was important to explore students' response patterns to ensure the validity and reliability of the survey in this format. The remainder of this report analyzes psychometric properties of the 2016–2017 Student Climate Survey, based on survey type (i.e., paper and online); and when applicable, psychometric properties were examined based on certain student characteristics.

Purpose

In 2016–2017, based on the growing popularity of conducting the survey online (see Lamb, 2014), and due to a district-wide effort to administer fewer surveys on paper, all AISD schools were asked to have their students complete the survey online. Doing so allowed for new types of questions to be asked, and for the opportunity to link students' responses with extant data sources. This also allowed for an examination of psychometric properties, based on student characteristics to ensure that the survey was reliable and valid for all students in AISD.

Analysis of Psychometric Properties

With an adequate representation of AISD's student population among responses to the 2016–2017 Student Climate Survey (Clark, 2017a, 2017b), the following analyses were conducted to ensure the psychometric properties of the survey were stable across survey types and student groups: (a) comparisons of subscale factor structures across school level (i.e., elementary, middle, and high school) and survey type (i.e., online and on paper), (b) comparisons of reliability estimates of subscales across school level and survey type, (c) comparisons of the percentage of missing data (i.e., *Don't know* and blank responses) across school level and survey type, (d) and comparisons of students' favorable responses (i.e., the percentage of students who responded *A lot of the time*, and *Sometimes*) across survey types (comparisons based on student school level and group can be found in Clark, 2017a, 2017b). When applicable, comparisons were also conducted based on student group (e.g., ethnicity, level of economic disadvantage).

Factor Analysis

Each year, after the Student Climate Survey is administered, DRE staff conduct a factor analysis to determine if the items on the survey measure the construct they were designed to measure. Based on prior factor analyses (Lamb, 2014), a principal components factor analysis with varimax rotation was conducted to see if the six factors believed to map to items on the Student Climate Survey still emerged (see sidebar). Additionally, in 2016–2017, two new items assessing students' culture and language were added to the survey (see sidebar). The factor analysis was first conducted across both survey types (i.e., paper and online) and across school levels (i.e., elementary, middle, and high). Results from the initial analysis found support for five factors (Appendix A). Although not all items mapped to their respective factors, most items mapped to four of the six factors believed to contribute to the survey (i.e., behavioral environment, adult fairness and respect, student engagement, and academic self-confidence). The additional factor combined items from adult fairness and respect and one of the new language and culture items, and is referred to as *teacher support* (Appendix A). Because students' responses to the Student Climate Survey are typically different based on school level (Clark, 2017a, 2017b), analyses were conducted separately based on school level (i.e., elementary, middle, and high; see Table 2). Similarly, four of the six major subscales emerged as factors, with an additional factor, *teacher support*, emerging across all levels. Except for at the elementary school level, the social and emotional learning (SEL) skills items did not hang together as a single factor, but instead contributed to other factors on the survey (Table 2).

Data Analyzed in This Report

2016–2017 Student Climate Survey

40,804 students in grades 3 through 11 participated in the annual Student Climate Survey; 39,458 participated online. 24,783 students participating in the survey online had correct student IDs. This allowed us to link students' demographic information to their responses.

2016–2017 AISD demographic data

Active students with valid student IDs from the Student Climate Survey were joined to their official PEIMS data records. These records include students' official ethnicity, race, gender, ELL status, and economic disadvantage status.

Factors on the 2016–2017 Student Climate Survey

Based on previous analyses (Lamb, 2014), the 2016–2017 Student Climate Survey was designed to measure the following factors, or subscales:

- Behavioral environment
- Adult fairness and respect
- Student engagement
- Academic self-confidence
- Teacher expectations
- SEL skills

New items on the 2016–2017 Student Climate Survey

- 1) At my school, teachers and staff teach me to be proud of my culture.
- 2) At my school, there is respect for students speaking languages other than English.

For additional information on the Student Climate Survey, please review the [campus](#) and [district](#) reports on [DRE's website](#).

Table 2.

Four of the six distinct subscales emerged as factors on the Student Climate Survey.

A new factor, teacher support, emerged across all school levels.

Survey item Factor	Elementary (<i>n</i> = 17,630)							Middle (<i>n</i> = 12,002)							High (<i>n</i> = 11,179)							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
1. My classmates show respect to each other (BE).	✓							✓							✓							
2. My classmates show respect to other students who are different (BE).	✓							✓							✓							
3. I am happy with the way my classmates treat me (BE).								✓							✓							
4. Teachers at this school care about their students (AFR).		✓							✓							✓						
5. Adults at this school listen to student ideas and opinions (AFR).		✓							✓							✓						
6. Adults at this school treat all students fairly (AFR).		✓							✓							✓						
7. The staff in the front office show respect to all students (AFR).		✓							✓							✓						
8. It is easy for me to talk about my problems with the adults at my school (SEL).																						
9. I like to come to school (SE).				✓							✓										✓	
10. My teachers believe I can learn (TE).		✓							✓							✓						
11. Students at my school follow the school rules (BE).	✓							✓														
12. I feel safe at my school (BE).								✓							✓							
13. Students at this school treat teachers with respect (BE).	✓							✓														
14. I can do even the hardest schoolwork if I try (ASC).					✓							✓									✓	
15. I enjoy doing my schoolwork (SE).			✓								✓										✓	
16. I try hard to do my best work (ASC).						✓						✓									✓	
17. My teachers believe I can do well in school (TE).		✓							✓							✓						
18. I feel successful in my schoolwork (TE).					✓							✓									✓	
19. I can reach the goals I set for myself (ASC).					✓							✓									✓	
20. My homework helps me learn things I need to know (SE).				✓								✓									✓	
21. My schoolwork makes me think about things in new ways (SE).				✓								✓									✓	
22. I have fun learning in my classes (SE).				✓								✓									✓	
23. My teachers are fair to everyone (AFR).		✓					✓									✓						
24. My teachers connect what I am doing to my life outside the classroom (SE).											✓											✓
25. My classmates behave the way my teachers want them to (BE).	✓							✓														

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. The factor solution was produced using principal components with varimax rotation. The factors listed in this table are as follows: (1) behavioral environment, (2) adult fairness and respect, (3) student engagement, (4) academic self-confidence, (5) teacher expectations, (6) SEL skills, and (7) teacher support. Subscales corresponding to each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills

✓ indicates loadings greater than .40.

Table 2., continued

Four of the six distinct subscales emerged as factors on the Student Climate Survey.

A new factor, teacher support, emerged across all school levels.

Survey item	Factor	Elementary (<i>n</i> = 17,630)							Middle (<i>n</i> = 12,002)							High (<i>n</i> = 11,179)								
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
26. Our classes stay busy and do not waste time (BE).		✓							✓															
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).														✓										
28. My teachers expect me to think hard about the things we read (TE).						✓								✓								✓		
29. My teachers expect everybody to work hard (TE).						✓			✓													✓		
30. My teachers expect my best effort (TE).						✓			✓													✓		
31. Teachers at this school know who I am (AFR).								✓								✓								✓
32. I receive recognition or praise for doing good work (BE).								✓								✓								✓
33. My teachers know what I am good at (AFR).								✓								✓								✓
34. I use ways to calm myself down (SEL).								✓																
35. I don't give up even when I feel frustrated (SEL).								✓						✓								✓		
36. I know what people may be feeling by the look on their face (SEL).					✓									✓										
37. I get along with my classmates (SEL).									✓							✓								
38. I say "no" to friends who want me to break the rules (SEL).								✓						✓										✓
39. At my school, teachers and staff teach me to be proud of my culture.																							✓	
40. At my school, there is respect for students speaking languages other than English.																								

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. The factor solution was produced using principal components with varimax rotation. factors listed in this table are as follows: (1) behavioral environment, (2) adult fairness and respect, (3) student engagement, (4) academic self-confidence, (5) teacher expectations, (6) SEL skills, and (7) teacher support. Subscales corresponding to each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills

✓ indicates loadings greater than .40.

Another factor analysis was conducted to determine if different factor patterns emerged based on survey type (i.e., online or on paper). Due to the small number of responses on paper in comparison with responses online, responses were collapsed across school levels. Results found that students' responses to the online version yielded four of the six factors, whereas students' responses to the paper version produced all six factors (Table 3). Additionally, students' online responses to 25 of the 38 original items loaded on the correct factor, while students' paper responses to 27 of the 38 original items loaded on the correct factor (Table 3). It should be noted that of the 1,351 students who completed the paper version of the survey, 25% were elementary school students, 58% were middle school students, and 18% were high school students, indicating that middle school students' responses contributed more to the differences in factor structures than did elementary or high school students' responses.

Table 3.
Students' responses to the Student Climate Survey produced slightly different factor structures based on survey type.

Survey item	Online (n = 39,458)							Paper (n = 1,346)						
	Factor	1	2	3	4	5	6	7	1	2	3	4	5	6
1. My classmates show respect to each other (BE).		✓							✓					
2. My classmates show respect to other students who are different (BE).		✓							✓					
3. I am happy with the way my classmates treat me (BE).		✓							✓					
4. Teachers at this school care about their students (AFR).			✓							✓				
5. Adults at this school listen to student ideas and opinions (AFR).			✓								✓			
6. Adults at this school treat all students fairly (AFR).			✓							✓				
7. The staff in the front office show respect to all students (AFR).			✓							✓				
8. It is easy for me to talk about my problems with the adults at my school (SEL).											✓			
9. I like to come to school (SE).				✓							✓			
10. My teachers believe I can learn (TE).			✓										✓	
11. Students at my school follow the school rules (BE).		✓							✓					
12. I feel safe at my school (BE).		✓												
13. Students at this school treat teachers with respect (BE).		✓							✓					
14. I can do even the hardest schoolwork if I try (ASC).					✓							✓		
15. I enjoy doing my schoolwork (SE).				✓							✓			
16. I try hard to do my best work (ASC).					✓							✓		
17. My teachers believe I can do well in school (TE).			✓										✓	
18. I feel successful in my schoolwork (TE).					✓							✓		
19. I can reach the goals I set for myself (ASC).					✓							✓		
20. My homework helps me learn things I need to know (SE).				✓							✓			
21. My schoolwork makes me think about things in new ways (SE).				✓							✓			
22. I have fun learning in my classes (SE).				✓							✓			
23. My teachers are fair to everyone (AFR).			✓								✓			
24. My teachers connect what I am doing to my life outside the classroom (SE).				✓							✓			
25. My classmates behave the way my teachers want them to (BE).		✓							✓					
26. Our classes stay busy and do not waste time (BE).		✓							✓					

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. The factor solution was produced using principal components with varimax rotation. factors listed in this table are as follows: (1) behavioral environment, (2) adult fairness and respect, (3) student engagement, (4) academic self-confidence, (5) teacher expectations, (6) SEL skills, and (7) teacher support. Subscales corresponding to each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills
✓ indicates loadings greater than .40.

Table 3., continued

Students' responses to the Student Climate Survey produced slightly different factor structures based on survey type.

Survey item	Factor	Online (n = 39,458)							Paper (n = 1,346)						
		1	2	3	4	5	6	7	1	2	3	4	5	6	
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).		✓								✓					
28. My teachers expect me to think hard about the things we read (TE).			✓											✓	
29. My teachers expect everybody to work hard (TE).			✓				✓							✓	
30. My teachers expect my best effort (TE).			✓											✓	
31. Teachers at this school know who I am (AFR).								✓							✓
32. I receive recognition or praise for doing good work (BE).								✓							✓
33. My teachers know what I am good at (AFR).								✓							✓
34. I use ways to calm myself down (SEL).															✓
35. I don't give up even when I feel frustrated (SEL).					✓										
36. I know what people may be feeling by the look on their face (SEL).									✓						✓
37. I get along with my classmates (SEL).															✓
38. I say "no" to friends who want me to break the rules (SEL).		✓													✓
39. At my school, teachers and staff teach me to be proud of my culture.															✓
40. At my school, there is respect for students speaking languages other than English.															✓

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. The factor solution was produced using principal components with varimax rotation. factors listed in this table are as follows: (1) behavioral environment, (2) adult fairness and respect, (3) student engagement, (4) academic self-confidence, (5) teacher expectations, (6) SEL skills, and (7) teacher support. Subscales corresponding to each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills

✓ indicates loadings greater than .40.

Reliability Analysis

Next, to determine if students' responses to the survey yielded different reliability estimates based on survey type (i.e., paper or online), reliability estimates were conducted using Cronbach's alpha (α) for each of the five subscales (i.e., behavioral environment, adult fairness and respect, student engagement, academic self-confidence, and teacher expectations). Reliability analyses found that estimates were lower for elementary schools than for middle or high schools, and estimates for SEL skills were lowest for all school levels (Table 4). Elementary and high school students' online responses produced higher reliability estimates than did estimates using students' paper responses. At the middle school level, however, estimates were higher using paper responses than when using online responses. Also of note, reliability estimates for the SEL skills subscale were lowest, regardless of survey type, than were reliability estimates of the remaining subscales. Estimates at the elementary school level were lower for all subscales, regardless of survey type, than were estimates at the middle or high school levels.

Table 4.
Reliability Coefficients (α) of Subscales, by Survey Type and School Level, Spring 2017

Subscale	Elementary schools			Middle schools			High schools		
	Overall	Online	Paper	Overall	Online	Paper	Overall	Online	Paper
Behavioral environment	.81	.77	.73	.85	.82	.80	.85	.81	.70
Adult fairness and respect	.70	.70	.64	.80	.80	.84	.81	.81	.70
Student engagement	.80	.80	.79	.83	.83	.85	.84	.85	.70
Academic self-confidence	.72	.72	.67	.81	.81	.81	.80	.80	.62
Teacher expectations	.75	.76	.56	.86	.86	.85	.87	.87	.75
SEL skills	.59	.59	.57	.67	.66	.70	.67	.67	.61

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data
Note. Reliability estimates can range from .00 to 1.0, with estimates above .60 considered acceptable.

Reliability estimates were also conducted based on student group (it should be noted that these estimates were only conducted with online survey responses because students' responses to the paper surveys were not identified; see Appendices B through E). Across all subgroups examined, reliability estimates continued to be lower at the elementary school level than at the middle or high school levels. At the elementary school level, estimates were higher for non-ELL students than for ELL students, but this same pattern was not found at the middle or high school levels (Appendix C). Importantly, estimates were fairly similar across student ethnic group and student economic disadvantage status (Appendices B through E). At each school level, reliability estimates were higher for students who took the survey in English than for students who took the survey in Spanish (Appendix D). Taken together, these results suggest that although great care is taken by AISD's Translation and Interpretation Department, Spanish-speaking students might interpret the survey items differently than do their English speaking peers. Additional work will be done with the Translation and Interpretation Department to ensure that all students are asked similar questions. Importantly, estimates did not vary greatly based on student ethnicity or economic disadvantage status, suggesting that items are equitable and similarly understood across these student groups.

Invalid Responses

Analyses were conducted to determine if students were more likely to answer *Don't know* or to skip items in the online version of the survey than in the paper version of the survey (Table 5). Historically, skipped and *Don't know* responses are considered invalid for purposes of subscale scoring and are excluded from data analyses. Tests of significance (using the *z*-test for proportions) were conducted on the total percentage of invalid responses across survey type. Students who took the survey online skipped slightly more items, but were less likely to respond *Don't know*, than were students participating in the survey on paper. Interestingly, total invalid responses were similar for most items across survey type. Based on the data, it appears that students

Table 5.

A greater percentage of students participating in the online version of the Student Climate Survey than of students participating on paper skipped items; however, a greater percentage of students participating in the paper version than of students participating online responded *Don't know*.

Survey item	Online (<i>n</i> = 39,460)			Paper (<i>n</i> = 1,351)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	4%	3%*	6%	5%*	1%	5%
2. My classmates show respect to other students who are different (BE).	6%	4%*	9%	9%*	1%	10%
3. I am happy with the way my classmates treat me (BE).	3%	4%*	6%*	3%	2%	5%
4. Teachers at this school care about their students (AFR).	3%	4%*	8%	5%*	2%	7%
5. Adults at this school listen to student ideas and opinions (AFR).	6%	4%*	10%	8%*	1%	9%
6. Adults at this school treat all students fairly (AFR).	4%	4%*	8%	8%*	1%	9%
7. The staff in the front office show respect to all students (AFR).	6%	4%*	11%	9%*	2%	11%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	7%	5%*	12%	10%*	1%	11%
9. I like to come to school (SE).	2%	5%*	7%*	3%	1%	4%
10. My teachers believe I can learn (TE).	5%	5%*	10%	8%*	2%	10%
11. Students at my school follow the school rules (BE).	3%	4%*	8%*	6%*	2%	7%
12. I feel safe at my school (BE).	3%	5%*	8%	6%*	1%	7%
13. Students at this school treat teachers with respect (BE).	3%	5%*	8%*	5%*	2%	7%
14. I can do even the hardest schoolwork if I try (ASC).	3%	5%*	9%	8%*	2%	9%
15. I enjoy doing my schoolwork (SE).	2%	5%*	7%*	2%	2%	4%
16. I try hard to do my best work (ASC).	1%	5%*	6%*	2%*	2%	4%
17. My teachers believe I can do well in school (TE).	5%	6%*	11%	10%*	1%	11%
18. I feel successful in my schoolwork (TE).	2%	6%*	8%*	5%*	1%	6%
19. I can reach the goals I set for myself (ASC).	3%	6%*	10%*	6%*	2%	8%
20. My homework helps me learn things I need to know (SE).	3%	6%*	10%*	4%	2%	5%
21. My schoolwork makes me think about things in new ways (SE).	4%	5%*	9%	6%*	2%	8%
22. I have fun learning in my classes (SE).	2%	5%*	7%*	3%*	2%	5%
23. My teachers are fair to everyone (AFR).	4%	6%*	10%	7%*	2%	9%
24. My teachers connect what I am doing to my life outside the classroom (SE).	11%	6%*	17%	18%*	2%	20%*
25. My classmates behave the way my teachers want them to (BE).	4%	6%*	10%	6%*	2%	8%
26. Our classes stay busy and do not waste time (BE).	3%	6%*	9%	5%*	2%	8%

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills

* Indicates a significant difference in proportions within response (i.e., don't know, missing, and total invalid response), and across survey type (i.e., online and paper) using the *z*-test for proportions which was computed prior to rounding.

Table 5., continued

A greater percentage of students participating in the online version of the Student Climate Survey than of students participating on paper skipped items; however, a greater percentage of students participating in the paper version than of students participating online responded *Don't know*.

Survey item	Online (<i>n</i> = 39,460)			Paper (<i>n</i> = 1,351)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	15%	6%*	21%	20%*	2%	22%
28. My teachers expect me to think hard about the things we read (TE).	5%	6%*	12%	9%*	2%	10%
29. My teachers expect everybody to work hard (TE).	3%	6%*	9%*	4%*	3%	7%
30. My teachers expect my best effort (TE).	3%	7%*	10%*	5%*	2%	7%
31. Teachers at this school know who I am (AFR).	8%	6%*	13%	12%*	3%	15%
32. I receive recognition or praise for doing good work (BE).	11%*	6%*	17%*	8%	3%	11%
33. My teachers know what I am good at (AFR).	13%	6%*	19%*	12%	4%	16%
34. I use ways to calm myself down (SEL).	12%*	6%*	18%*	8%	3%	11%
35. I don't give up even when I feel frustrated (SEL).	7%*	7%*	14%*	5%	4%	8%
36. I know what people may be feeling by the look on their face (SEL).	7%	7%*	14%*	9%	3%	12%
37. I get along with my classmates (SEL).	5%	7%*	11%*	4%	3%	7%
38. I say "no" to friends who want me to break the rules (SEL).	10%*	7%*	17%*	7%	3%	10%
39. At my school, teachers and staff teach me to be proud of my culture.	12%	6%*	18%	14%*	4%	18%
40. At my school, there is respect for students speaking languages other than English.	9%	7%*	16%*	9%	4%	13%

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills

* Indicates a significant difference in proportions within response (i.e., don't know, missing, and total invalid response), and across survey type (i.e., online and paper) using the *z*-test for proportions which was computed prior to rounding.

participating online were more likely to skip a question that they did not understand, did not want to answer, or felt they could not answer than were students participating on paper, whereas students participating on paper were more likely to respond *Don't know* in these situations.

It is also important to note which items had a high percentage of total invalid responses. As reported in Denscombe (2009), the percentage of invalid (i.e., blank, don't know) responses is typically around 10%. Importantly, prior analyses of the Student Climate Survey found a similar pattern (Lamb, 2014), which remained consistent for most items in 2017. However, some items yielded a much larger percentage of invalid responses. For example, regardless of survey type, students responded *Don't know* more frequently to the questions "Students at my school are bullied" and "My teachers connect what I am doing to my life outside the classroom" than to any other questions on the survey. Students also skipped or responded *Don't know* to SEL-related items and the new items related to culture and language at a higher rate than to other questions on this survey. DRE staff will discuss these items with SEL Program staff to determine if they should be rephrased, stay the same, or be omitted from the 2017–2018 survey.

Invalid responses based on student group and school level are included in the appendices for descriptive purposes only (Appendices F through Q). Examinations of the data suggest that although the percentage of invalid responses was fairly stable across

groups within school levels, slightly lower percentages of White than of Hispanic or African American students skipped or responded *Don't know* to items. Additionally, a greater proportion of high school than of elementary or middle school students responded *Don't know* or skipped the item relating to bullying regardless of racial group (see Appendix F).

Examinations across ELL status found that students' invalid responses were consistent across group and within level (Appendices I through K). Interestingly, examinations across survey language found that a higher percentage of students participating in the Spanish version of the survey than of their peers participating in the survey in English skipped or responded *Don't know* to items (Appendices L and N). This difference was particularly noticeable at the middle school level (Appendix M).

Finally, examinations across economic disadvantage status found that invalid responses were similar regardless of level of economic disadvantage status (Appendices O through Q).

It should be noted that five of the six SEL skills items appeared at the end of the survey, and the percentage of invalid responses were higher for the five items at the end of the survey, compared with the first SEL-related item at the beginning of the survey. Since the survey has moved online, rearranging the order of survey items might help evenly distribute the percentage of invalid responses across subscales. It is also likely that having a high percentage of students saying *Don't know* to SEL items is appropriate because their ability to answer this question may be influenced by how many years they have been explicitly taught SEL skills and the degree to which SEL is implemented at their school. Future reports will examine whether longevity in SEL influences students' responses over time, and if individual students' responses vary across schools.

Percentage Agreement

Finally, the percentage of students' favorable responses (i.e., a lot of the time or sometimes) were compared across survey type. Although responses from both survey types were favorable, responses to items were significantly more favorable when students participated online than on paper (Table 6). This corroborates prior research comparing online and paper responses to the Student Climate Survey conducted in AISD (Lamb, 2014) and research in the field on this topic (Denscombe, 2006, 2009).

It is important to note that although students' perceptions of these items were favorable, particularly in online responses, analyses presented in other reports (Clark 2017a) found that students' responses differed based on student school level, with

Table 6.

A greater percentage of students participating in the online version of the Student Climate Survey than of students participating on paper responded favorably to items.

Survey item	Online (<i>n</i> = 39,460)	Paper (<i>n</i> = 1,351)
	% A lot of the time/sometimes	% A lot of the time/sometimes
1. My classmates show respect to each other (BE).	87%*	78%
2. My classmates show respect to other students who are different (BE).	85%*	77%
3. I am happy with the way my classmates treat me (BE).	88%*	85%
4. Teachers at this school care about their students (AFR).	93%*	91%
5. Adults at this school listen to student ideas and opinions (AFR).	86%*	81%
6. Adults at this school treat all students fairly (AFR).	90%*	85%
7. The staff in the front office show respect to all students (AFR).	94%	94%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	69%*	62%
9. I like to come to school (SE).	77%*	74%
10. My teachers believe I can learn (TE).	96%*	94%
11. Students at my school follow the school rules (BE).	78%*	66%
12. I feel safe at my school (BE).	91%*	88%
13. Students at this school treat teachers with respect (BE).	85%*	76%
14. I can do even the hardest schoolwork if I try (ASC).	90%*	87%
15. I enjoy doing my schoolwork (SE).	71%*	67%
16. I try hard to do my best work (ASC).	96%*	92%
17. My teachers believe I can do well in school (TE).	96%*	94%
18. I feel successful in my schoolwork (TE).	91%*	88%
19. I can reach the goals I set for myself (ASC).	92%*	90%
20. My homework helps me learn things I need to know (SE).	78%*	75%
21. My schoolwork makes me think about things in new ways (SE).	80%*	70%
22. I have fun learning in my classes (SE).	82%*	74%
23. My teachers are fair to everyone (AFR).	90%*	83%
24. My teachers connect what I am doing to my life outside the classroom (SE).	71%*	58%
25. My classmates behave the way my teachers want them to (BE).	75%*	60%
26. Our classes stay busy and do not waste time (BE).	84%*	74%

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills

* Indicates a significant difference in proportions across survey type (i.e., online and paper) using the z-test for proportions which was computed prior to rounding.

Table 6., continued

A greater percentage of students participating in the online version of the Student Climate Survey than of students participating on paper responded favorably to items.

Survey item	Online (<i>n</i> = 39,460)	Paper (<i>n</i> = 1,351)
	% A lot of the time/sometimes	% A lot of the time/sometimes
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	52%	55%*
28. My teachers expect me to think hard about the things we read (TE).	94%*	91%
29. My teachers expect everybody to work hard (TE).	97%*	95%
30. My teachers expect my best effort (TE).	97%*	95%
31. Teachers at this school know who I am (AFR).	93%*	86%
32. I receive recognition or praise for doing good work (BE).	87%*	72%
33. My teachers know what I am good at (AFR).	92%*	82%
34. I use ways to calm myself down (SEL).	87%*	73%
35. I don't give up even when I feel frustrated (SEL).	90%*	83%
36. I know what people may be feeling by the look on their face (SEL).	93%*	94%
37. I get along with my classmates (SEL).	93%*	88%
38. I say "no" to friends who want me to break the rules (SEL).	94%*	86%
39. At my school, teachers and staff teach me to be proud of my culture.	84%*	84%
40. At my school, there is respect for students speaking languages other than English.	93%*	89%

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills

* Indicates a significant difference in proportions across survey type (i.e., online and paper) using the z-test for proportions which was computed prior to rounding.

elementary school students typically responding more favorably than middle or high school students. Additionally, responses differed based on student characteristics (i.e., race, gender, economic disadvantage status; Clark, 2017b). DRE staff will continue to examine students' perceptions of these items to ensure that ceiling effects (i.e., percentage agreement at or near 100%) do not exist for some student groups. Reporting the percentage of strongly agree responses only (rather than combining agree and strongly agree) might mitigate this effect.



Conclusion

Results documented in this report indicate that the Student Climate Survey continues to be a valid and reliable measurement to assess students' perceptions of their school climate. Some items (i.e., SEL items) were less reliable than others, and were less reliable based on student group (i.e., students participating in the survey in Spanish). For the most part, the survey appears equitable across various student groups. Importantly, results presented in this report highlight areas needing change. For example, moving the SEL items to other areas of the survey, and rewriting some of the Spanish translations to ensure that all students understand the questions similarly. Finally, analyses presented in this report suggest that students' responses to the survey are fairly similar, regardless of whether a student participated online or on paper. Although there were a few differences, with students providing more favorable responses online than on paper, these differences were relatively small and were consistent with research in the field (Denscombe, 2006, 2009) and prior analyses in AISD (Lamb, 2014).

In the future, DRE staff will revise the structure of the Student Climate Survey to ensure SEL items are included throughout the survey. To address potential ceiling effects, items with little variation in percentage agreement based on student group will be examined, and reporting might shift to the percentage of students who strongly agree only. To improve the number of students with linked data, DRE staff will rework the structure of the online survey to ensure that students enter correct student IDs. Additionally, DRE staff will work with SEL Program staff to ensure that these items are the best measures of students' SEL skills. Finally, given that students will continue participating in the online version of the Student Climate Survey, analyses will be conducted to document students' responses to these items over time.

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Author

Lindsay M. Lamb, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

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Appendix A. Factor Analysis of 2016–2017 Student Climate Survey

Survey item	Factor	All schools				
		1	2	3	4	5
1. My classmates show respect to each other (BE).		✓				
2. My classmates show respect to other students who are different (BE).		✓				
3. I am happy with the way my classmates treat me (BE).		✓				
4. Teachers at this school care about their students (AFR).			✓			
5. Adults at this school listen to student ideas and opinions (AFR).			✓			
6. Adults at this school treat all students fairly (AFR).			✓			
7. The staff in the front office show respect to all students (AFR).			✓			
8. It is easy for me to talk about my problems with the adults at my school (SEL).				✓		
9. I like to come to school (SE).				✓		
10. My teachers believe I can learn (TE).			✓			
11. Students at my school follow the school rules (BE).		✓				
12. I feel safe at my school (BE).		✓				
13. Students at this school treat teachers with respect (BE).		✓				
14. I can do even the hardest schoolwork if I try (ASC).					✓	
15. I enjoy doing my schoolwork (SE).				✓		
16. I try hard to do my best work (ASC).					✓	
17. My teachers believe I can do well in school (TE).			✓			
18. I feel successful in my schoolwork (TE).					✓	
19. I can reach the goals I set for myself (ASC).					✓	
20. My homework helps me learn things I need to know (SE).				✓		
21. My schoolwork makes me think about things in new ways (SE).				✓		
22. I have fun learning in my classes (SE).				✓		
23. My teachers are fair to everyone (AFR).			✓			
24. My teachers connect what I am doing to my life outside the classroom (SE).				✓		
25. My classmates behave the way my teachers want them to (BE).		✓				
26. Our classes stay busy and do not waste time (BE).		✓				
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).		✓				
28. My teachers expect me to think hard about the things we read (TE).			✓			
29. My teachers expect everybody to work hard (TE).			✓			
30. My teachers expect my best effort (TE).			✓			
31. Teachers at this school know who I am (AFR).						✓
32. I receive recognition or praise for doing good work (BE).						✓
33. My teachers know what I am good at (AFR).						✓

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. The factor solution was produced using principal components with varimax rotation. The factors listed in this table are as follows: (1) behavioral environment, (2) adult fairness and respect, (3) student engagement, (4) academic self-confidence, (5) teacher expectations, (6) SEL skills, and (7) teacher support. Subscales corresponding to each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills
 ✓ indicates loadings greater than .40.

Appendix A., Continued. Analysis of 2016–2017 Student Climate Survey

Survey item	Factor	All schools				
		1	2	3	4	5
34. I use ways to calm myself down.						
35. I don't give up even when I feel frustrated.						✓
36. I know what people may be feeling by the look on their face.						
37. I get along with my classmates.						
38. I say "no" to friends who want me to break the rules.						
39. At my school, teachers and staff teach me to be proud of my culture.						✓
40. At my school, there is respect for students speaking languages other than English.						

Source. Students' responses to the 2016–2017 Student Climate Survey

Note. The factor solution was produced using principal components with varimax rotation. The factors listed in this table are as follows: (a) behavioral environment, (b) adult fairness and respect, (c) student engagement, (d) academic self-confidence, (e) teacher expectations, (f) SEL skills, and (g) teacher support. Subscales corresponding to each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills

✓ indicates loadings greater than .40.

Appendix B. Reliability Estimates, by Student Ethnic Group and School Level

Subscale	Elementary school			Middle school			High school		
	African American (<i>n</i> = 610)	Hispanic (<i>n</i> = 5,691)	White (<i>n</i> = 2,006)	African American (<i>n</i> = 608)	Hispanic (<i>n</i> = 4,843)	White (<i>n</i> = 2,607)	African American (<i>n</i> = 660)	Hispanic (<i>n</i> = 5,093)	White (<i>n</i> = 3195)
Behavioral environment	.83	.78	.83	.84	.84	.86	.84	.84	.85
Adult fairness and respect	.71	.68	.70	.80	.80	.79	.78	.81	.81
Student engagement	.79	.79	.82	.84	.84	.83	.84	.84	.85
Academic self-confidence	.74	.70	.69	.78	.81	.81	.78	.79	.79
Teacher expectations	.74	.71	.65	.81	.85	.83	.87	.86	.85
SEL skills	.60	.57	.58	.70	.68	.64	.71	.68	.65

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Reliability estimates can range from .00 to 1.0, with estimates above .60 considered acceptable.

Appendix C. Reliability Estimates, by English Language Learner Status and School Level

Subscale	Elementary school		Middle school		High school	
	ELL (<i>n</i> = 3,447)	Non-ELL (<i>n</i> = 14,183)	ELL (<i>n</i> = 1,980)	Non-ELL (<i>n</i> = 10,022)	ELL (<i>n</i> = 956)	Non-ELL (<i>n</i> = 10,223)
Behavioral environment	.76	.82	.83	.86	.81	.85
Adult fairness and respect	.66	.71	.81	.80	.83	.80
Student engagement	.76	.81	.84	.83	.84	.84
Academic self-confidence	.70	.72	.80	.81	.80	.80
Teacher expectations	.71	.76	.85	.86	.84	.88
SEL skills	.56	.59	.70	.66	.72	.67

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Reliability estimates can range from .00 to 1.0, with estimates above .60 considered acceptable.

ELL = English Language Learner

Appendix D. Reliability Estimates, by Survey Language and School Level

Subscale	Elementary school		Middle school		High school	
	English (<i>n</i> = 16,266)	Spanish (<i>n</i> = 1,364)	English (<i>n</i> = 11,634)	Spanish (<i>n</i> = 367)	English (<i>n</i> = 10,811)	Spanish (<i>n</i> = 361)
Behavioral environment	.81	.73	.86	.78	.85	.78
Adult fairness and respect	.70	.69	.80	.76	.81	.74
Student engagement	.81	.74	.83	.80	.83	.78
Academic self-confidence	.72	.65	.81	.65	.80	.68
Teacher expectations	.76	.73	.86	.76	.88	.77
SEL skills	.59	.61	.67	.61	.67	.62

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Reliability estimates can range from .00 to 1.0, with estimates above .60 considered acceptable.

Appendix E. Reliability Estimates, by Student Economic Disadvantage Status and School Level

Subscale	Elementary school		Middle school		High school	
	Economically Disadvantaged (<i>n</i> = 5,592)	Non- Economically Disadvantaged (<i>n</i> = 12,038)	Economically Disadvantaged (<i>n</i> = 4,468)	Non- Economically Disadvantaged (<i>n</i> = 7,534)	Economically Disadvantaged (<i>n</i> = 1,398)	Non- Economically Disadvantaged (<i>n</i> = 7,077)
Behavioral environment	.79	.82	.84	.86	.84	.85
Adult fairness and respect	.68	.71	.81	.79	.81	.80
Student engagement	.78	.81	.83	.84	.84	.85
Academic self-confidence	.73	.72	.81	.81	.79	.81
Teacher expectations	.73	.76	.85	.86	.86	.89
SEL skills	.57	.59	.68	.65	.70	.65

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Reliability estimates can range from .00 to 1.0, with estimates above .60 considered acceptable.

Appendix F. Percentage of Elementary School Students' Invalid Responses, by Student Group

Survey item	Black/African American (<i>n</i> = 610)			Hispanic (<i>n</i> = 5,691)			White (<i>n</i> = 2,006)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	3%	3%	6%	5%	1%	6%	3%	1%	4%
2. My classmates show respect to other students who are different (BE).	7%	4%	11%	10%	3%	12%	6%	2%	8%
3. I am happy with the way my classmates treat me (BE).	2%	5%	7%	3%	3%	7%	2%	2%	4%
4. Teachers at this school care about their students (AFR).	3%	5%	9%	3%	4%	7%	2%	2%	4%
5. Adults at this school listen to student ideas and opinions (AFR).	5%	5%	11%	8%	3%	11%	6%	2%	8%
6. Adults at this school treat all students fairly (AFR).	3%	4%	7%	5%	2%	8%	3%	2%	5%
7. The staff in the front office show respect to all students (AFR).	4%	6%	10%	6%	3%	9%	4%	2%	6%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	4%	6%	10%	6%	3%	9%	5%	2%	7%
9. I like to come to school (SE).	2%	6%	8%	2%	4%	6%	1%	2%	4%
10. My teachers believe I can learn (TE).	3%	5%	9%	4%	4%	8%	4%	2%	6%
11. Students at my school follow the school rules (BE).	3%	5%	7%	4%	3%	7%	3%	2%	5%
12. I feel safe at my school (BE).	3%	5%	7%	3%	3%	6%	1%	3%	4%
13. Students at this school treat teachers with respect (BE).	3%	6%	9%	5%	4%	8%	2%	3%	5%
14. I can do even the hardest schoolwork if I try (ASC).	3%	5%	8%	5%	4%	8%	3%	3%	6%
15. I enjoy doing my schoolwork (SE).	1%	5%	6%	2%	4%	6%	2%	3%	4%
16. I try hard to do my best work (ASC).	1%	6%	7%	1%	3%	4%	1%	3%	3%
17. My teachers believe I can do well in school (TE).	3%	7%	10%	4%	4%	8%	4%	3%	7%
18. I feel successful in my schoolwork (TE).	2%	7%	9%	3%	4%	7%	1%	4%	5%
19. I can reach the goals I set for myself (ASC).	2%	6%	8%	4%	5%	9%	3%	4%	6%
20. My homework helps me learn things I need to know (SE).	3%	7%	10%	3%	4%	8%	4%	3%	7%
21. My schoolwork makes me think about things in new ways (SE).	4%	4%	8%	5%	3%	8%	4%	2%	7%
22. I have fun learning in my classes (SE).	1%	4%	5%	2%	3%	5%	1%	2%	3%
23. My teachers are fair to everyone (AFR).	2%	6%	8%	4%	4%	8%	2%	3%	5%
24. My teachers connect what I am doing to my life outside the classroom (SE).	14%	5%	20%	19%	4%	22%	13%	2%	15%
25. My classmates behave the way my teachers want them to (BE).	5%	5%	10%	6%	4%	10%	4%	2%	6%
26. Our classes stay busy and do not waste time (BE).	3%	6%	9%	5%	3%	7%	2%	2%	4%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	9%	5%	15%	17%	4%	21%	15%	3%	17%
28. My teachers expect me to think hard about the things we read (TE).	3%	7%	10%	5%	4%	9%	4%	3%	7%
29. My teachers expect everybody to work hard (TE).	2%	6%	8%	2%	4%	6%	1%	3%	4%
30. My teachers expect my best effort (TE).	3%	7%	9%	3%	4%	7%	1%	3%	4%
31. Teachers at this school know who I am (AFR).	8%	4%	12%	9%	3%	11%	3%	2%	6%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix F., continued. Percentage of Elementary School Students' Invalid Responses, by Student Group

Survey item	Black/African American (<i>n</i> = 610)			Hispanic (<i>n</i> = 5,691)			White (<i>n</i> = 2,006)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
32. I receive recognition or praise for doing good work (BE).	9%	5%	14%	11%	4%	15%	9%	3%	11%
33. My teachers know what I am good at (AFR).	12%	6%	18%	11%	4%	14%	8%	3%	11%
34. I use ways to calm myself down (SEL).	14%	4%	19%	12%	3%	15%	9%	3%	12%
35. I don't give up even when I feel frustrated (SEL).	9%	6%	15%	9%	4%	12%	3%	3%	6%
36. I know what people may be feeling by the look on their face (SEL).	9%	5%	14%	10%	4%	14%	5%	3%	7%
37. I get along with my classmates (SEL).	8%	6%	13%	5%	4%	9%	3%	3%	5%
38. I say "no" to friends who want me to break the rules (SEL).	12%	6%	18%	14%	4%	18%	6%	3%	8%
39. At my school, teachers and staff teach me to be proud of my culture.	7%	4%	11%	11%	3%	14%	13%	3%	16%
40. At my school, there is respect for students speaking languages other than English.	9%	5%	14%	9%	4%	12%	10%	2%	12%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix G. Percentage of Middle School Students' Invalid Responses, by Student Group

Survey item	Black/African American (<i>n</i> = 608)			Hispanic (<i>n</i> = 4,843)			White (<i>n</i> = 2,607)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	4%	1%	5%	4%	2%	6%	2%	1%	3%
2. My classmates show respect to other students who are different (BE).	7%	3%	9%	7%	2%	10%	3%	2%	4%
3. I am happy with the way my classmates treat me (BE).	4%	4%	8%	4%	3%	6%	1%	2%	3%
4. Teachers at this school care about their students (AFR).	6%	3%	9%	6%	3%	9%	2%	2%	4%
5. Adults at this school listen to student ideas and opinions (AFR).	4%	4%	8%	7%	3%	9%	3%	2%	4%
6. Adults at this school treat all students fairly (AFR).	4%	3%	7%	5%	3%	8%	2%	2%	4%
7. The staff in the front office show respect to all students (AFR).	6%	4%	10%	8%	3%	11%	6%	2%	8%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	6%	3%	9%	9%	3%	12%	8%	2%	10%
9. I like to come to school (SE).	2%	4%	5%	3%	3%	6%	1%	2%	3%
10. My teachers believe I can learn (TE).	8%	4%	12%	8%	3%	11%	5%	2%	7%
11. Students at my school follow the school rules (BE).	3%	3%	6%	4%	3%	8%	2%	2%	4%
12. I feel safe at my school (BE).	5%	4%	8%	5%	4%	8%	2%	2%	4%
13. Students at this school treat teachers with respect (BE).	3%	5%	8%	4%	4%	8%	2%	3%	5%
14. I can do even the hardest schoolwork if I try (ASC).	4%	4%	8%	5%	4%	9%	2%	2%	4%
15. I enjoy doing my schoolwork (SE).	3%	4%	7%	3%	4%	7%	1%	2%	4%
16. I try hard to do my best work (ASC).	2%	4%	6%	2%	4%	6%	1%	3%	4%
17. My teachers believe I can do well in school (TE).	8%	4%	12%	8%	5%	12%	5%	3%	8%
18. I feel successful in my schoolwork (TE).	3%	5%	8%	3%	5%	7%	1%	3%	4%
19. I can reach the goals I set for myself (ASC).	4%	5%	9%	5%	5%	9%	3%	4%	6%
20. My homework helps me learn things I need to know (SE).	6%	5%	11%	5%	5%	10%	2%	3%	5%
21. My schoolwork makes me think about things in new ways (SE).	4%	4%	8%	6%	4%	10%	3%	3%	6%
22. I have fun learning in my classes (SE).	3%	5%	8%	3%	4%	7%	1%	3%	4%
23. My teachers are fair to everyone (AFR).	6%	6%	11%	6%	5%	11%	3%	3%	6%
24. My teachers connect what I am doing to my life outside the classroom (SE).	13%	5%	18%	14%	5%	19%	6%	3%	9%
25. My classmates behave the way my teachers want them to (BE).	4%	5%	10%	5%	4%	10%	2%	3%	5%
26. Our classes stay busy and do not waste time (BE).	4%	5%	8%	4%	4%	9%	3%	4%	7%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	11%	5%	16%	17%	5%	22%	11%	3%	15%
28. My teachers expect me to think hard about the things we read (TE).	8%	6%	14%	9%	5%	13%	4%	4%	7%
29. My teachers expect everybody to work hard (TE).	5%	6%	11%	5%	5%	10%	2%	4%	6%
30. My teachers expect my best effort (TE).	5%	6%	11%	6%	5%	11%	2%	4%	6%
31. Teachers at this school know who I am (AFR).	9%	6%	15%	11%	4%	16%	4%	3%	8%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix G., continued. Percentage of Middle School Students' Invalid Responses, by Student Group

Survey item	Black/African American (<i>n</i> = 608)			Hispanic (<i>n</i> = 4,843)			White (<i>n</i> = 2,607)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
32. I receive recognition or praise for doing good work (BE).	14%	5%	19%	15%	5%	20%	8%	4%	12%
33. My teachers know what I am good at (AFR).	16%	5%	22%	18%	5%	24%	11%	4%	15%
34. I use ways to calm myself down (SEL).	14%	6%	20%	16%	5%	21%	13%	4%	17%
35. I don't give up even when I feel frustrated (SEL).	9%	7%	16%	10%	5%	16%	5%	4%	8%
36. I know what people may be feeling by the look on their face (SEL).	8%	7%	15%	9%	5%	15%	5%	4%	9%
37. I get along with my classmates (SEL).	6%	8%	14%	6%	5%	12%	3%	4%	7%
38. I say "no" to friends who want me to break the rules (SEL).	9%	7%	16%	13%	6%	19%	7%	4%	11%
39. At my school, teachers and staff teach me to be proud of my culture.	12%	7%	18%	14%	5%	19%	12%	4%	15%
40. At my school, there is respect for students speaking languages other than English.	9%	8%	17%	10%	5%	15%	9%	4%	13%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix H. Percentage of High School Students' Invalid Responses, by Student Group

Survey item	Black/African American (<i>n</i> = 660)			Hispanic (<i>n</i> = 5,093)			White (<i>n</i> = 3,195)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	5%	4%	8%	4%	2%	6%	2%	2%	5%
2. My classmates show respect to other students who are different (BE).	6%	4%	10%	5%	3%	7%	2%	3%	5%
3. I am happy with the way my classmates treat me (BE).	5%	4%	9%	3%	3%	6%	2%	3%	5%
4. Teachers at this school care about their students (AFR).	5%	4%	9%	4%	3%	7%	2%	3%	5%
5. Adults at this school listen to student ideas and opinions (AFR).	6%	4%	10%	5%	3%	9%	2%	3%	6%
6. Adults at this school treat all students fairly (AFR).	6%	5%	11%	5%	3%	8%	2%	4%	6%
7. The staff in the front office show respect to all students (AFR).	10%	6%	16%	8%	4%	12%	6%	4%	9%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	9%	6%	15%	10%	4%	14%	6%	4%	10%
9. I like to come to school (SE).	3%	6%	9%	2%	4%	6%	2%	4%	5%
10. My teachers believe I can learn (TE).	7%	7%	13%	6%	4%	10%	4%	4%	8%
11. Students at my school follow the school rules (BE).	5%	6%	11%	4%	4%	8%	2%	4%	6%
12. I feel safe at my school (BE).	4%	7%	12%	3%	4%	8%	2%	4%	6%
13. Students at this school treat teachers with respect (BE).	4%	7%	11%	3%	5%	8%	1%	4%	6%
14. I can do even the hardest schoolwork if I try (ASC).	4%	7%	12%	3%	5%	8%	2%	4%	6%
15. I enjoy doing my schoolwork (SE).	3%	7%	10%	2%	5%	7%	1%	4%	6%
16. I try hard to do my best work (ASC).	2%	7%	9%	2%	5%	6%	1%	4%	6%
17. My teachers believe I can do well in school (TE).	5%	8%	13%	6%	5%	11%	4%	5%	9%
18. I feel successful in my schoolwork (TE).	3%	8%	11%	2%	5%	7%	1%	5%	6%
19. I can reach the goals I set for myself (ASC).	3%	8%	10%	3%	6%	8%	2%	5%	7%
20. My homework helps me learn things I need to know (SE).	6%	8%	13%	4%	5%	9%	2%	5%	7%
21. My schoolwork makes me think about things in new ways (SE).	5%	8%	13%	4%	5%	9%	2%	5%	7%
22. I have fun learning in my classes (SE).	3%	9%	11%	2%	5%	7%	1%	5%	6%
23. My teachers are fair to everyone (AFR).	6%	9%	15%	4%	6%	10%	2%	5%	7%
24. My teachers connect what I am doing to my life outside the classroom (SE).	8%	9%	17%	8%	6%	14%	2%	5%	8%
25. My classmates behave the way my teachers want them to (BE).	6%	9%	14%	4%	6%	10%	2%	5%	7%
26. Our classes stay busy and do not waste time (BE).	4%	10%	13%	3%	6%	9%	1%	5%	7%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	19%	10%	30%	21%	6%	27%	10%	5%	16%
28. My teachers expect me to think hard about the things we read (TE).	7%	11%	18%	6%	6%	12%	3%	6%	8%
29. My teachers expect everybody to work hard (TE).	4%	11%	15%	4%	7%	10%	2%	6%	8%
30. My teachers expect my best effort (TE).	4%	11%	15%	4%	7%	11%	2%	6%	8%
31. Teachers at this school know who I am (AFR).	11%	10%	21%	11%	6%	17%	5%	6%	10%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix H., continued. Percentage of High School Students' Invalid Responses, by Student Group

Survey item	Black/African American (<i>n</i> = 660)			Hispanic (<i>n</i> = 5,093)			White (<i>n</i> = 3,195)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
32. I receive recognition or praise for doing good work (BE).	12%	10%	22%	12%	7%	18%	8%	6%	13%
33. My teachers know what I am good at (AFR).	16%	10%	26%	1%	7%	22%	8%	6%	14%
34. I use ways to calm myself down (SEL).	13%	10%	23%	11%	7%	18%	10%	6%	16%
35. I don't give up even when I feel frustrated (SEL).	8%	12%	20%	6%	7%	13%	4%	6%	10%
36. I know what people may be feeling by the look on their face (SEL).	9%	12%	20%	6%	7%	14%	4%	6%	10%
37. I get along with my classmates (SEL).	6%	12%	18%	4%	7%	12%	3%	6%	9%
38. I say "no" to friends who want me to break the rules (SEL).	9%	12%	21%	9%	8%	17%	8%	7%	14%
39. At my school, teachers and staff teach me to be proud of my culture.	12%	11%	23%	11%	7%	18%	10%	6%	16%
40. At my school, there is respect for students speaking languages other than English.	11%	11%	22%	9%	7%	16%	8%	7%	15%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix I. Percentage of Elementary School Students' Invalid Responses, by English Language Learner Status

Survey item	ELL (<i>n</i> = 3,447)			Non-ELL (<i>n</i> = 14,183)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	5%	2%	7%	4%	3%	6%
2. My classmates show respect to other students who are different (BE).	10%	3%	13%	7%	4%	11%
3. I am happy with the way my classmates treat me (BE).	3%	3%	6%	2%	4%	6%
4. Teachers at this school care about their students (AFR).	3%	4%	7%	2%	4%	7%
5. Adults at this school listen to student ideas and opinions (AFR).	8%	3%	12%	6%	4%	11%
6. Adults at this school treat all students fairly (AFR).	6%	2%	8%	4%	4%	8%
7. The staff in the front office show respect to all students (AFR).	7%	3%	10%	5%	4%	9%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	6%	4%	10%	5%	5%	10%
9. I like to come to school (SE).	3%	4%	7%	2%	5%	7%
10. My teachers believe I can learn (TE).	5%	4%	8%	4%	4%	8%
11. Students at my school follow the school rules (BE).	5%	3%	7%	3%	4%	7%
12. I feel safe at my school (BE).	3%	3%	6%	2%	5%	7%
13. Students at this school treat teachers with respect (BE).	5%	4%	9%	3%	5%	8%
14. I can do even the hardest schoolwork if I try (ASC).	5%	4%	9%	3%	5%	8%
15. I enjoy doing my schoolwork (SE).	2%	4%	6%	2%	5%	7%
16. I try hard to do my best work (ASC).	1%	3%	4%	1%	5%	6%
17. My teachers believe I can do well in school (TE).	5%	4%	9%	4%	6%	9%
18. I feel successful in my schoolwork (TE).	4%	4%	8%	2%	6%	8%
19. I can reach the goals I set for myself (ASC).	5%	5%	10%	3%	6%	9%
20. My homework helps me learn things I need to know (SE).	3%	4%	8%	3%	6%	9%
21. My schoolwork makes me think about things in new ways (SE).	6%	3%	9%	4%	4%	8%
22. I have fun learning in my classes (SE).	2%	3%	5%	1%	4%	6%
23. My teachers are fair to everyone (AFR).	5%	4%	8%	3%	5%	8%
24. My teachers connect what I am doing to my life outside the classroom (SE).	20%	3%	23%	14%	5%	19%
25. My classmates behave the way my teachers want them to (BE).	6%	4%	10%	4%	5%	9%
26. Our classes stay busy and do not waste time (BE).	5%	3%	8%	3%	5%	7%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	18%	4%	22%	15%	5%	20%
28. My teachers expect me to think hard about the things we read (TE).	6%	4%	10%	5%	6%	10%
29. My teachers expect everybody to work hard (TE).	2%	4%	6%	2%	6%	7%
30. My teachers expect my best effort (TE).	4%	4%	8%	2%	6%	8%
31. Teachers at this school know who I am (AFR).	10%	3%	12%	6%	4%	10%
32. I receive recognition or praise for doing good work (BE).	12%	3%	15%	10%	5%	15%
33. My teachers know what I am good at (AFR).	12%	4%	15%	10%	5%	15%
34. I use ways to calm myself down (SEL).	12%	3%	15%	11%	5%	16%
35. I don't give up even when I feel frustrated (SEL).	9%	4%	13%	6%	5%	12%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix I., continued. Percentage of Elementary School Students' Invalid Responses, by English Language Learner Status

Survey item	ELL (<i>n</i> = 3,447)			Non-ELL (<i>n</i> = 14,183)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	12%	4%	15%	7%	5%	12%
37. I get along with my classmates (SEL).	6%	4%	10%	4%	5%	9%
38. I say "no" to friends who want me to break the rules (SEL).	17%	4%	21%	9%	6%	15%
39. At my school, teachers and staff teach me to be proud of my culture.	11%	3%	14%	12%	5%	17%
40. At my school, there is respect for students speaking languages other than English.	9%	4%	12%	9%	5%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix J. Percentage of Middle School Students' Invalid Responses, by English Language Learner Status

Survey item	ELL (<i>n</i> = 1,980)			Non-ELL (<i>n</i> = 10,022)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	5%	2%	7%	3%	3%	5%
2. My classmates show respect to other students who are different (BE).	9%	3%	11%	5%	3%	8%
3. I am happy with the way my classmates treat me (BE).	4%	3%	7%	3%	6%	6%
4. Teachers at this school care about their students (AFR).	4%	4%	8%	7%	4%	11%
5. Adults at this school listen to student ideas and opinions (AFR).	8%	4%	12%	5%	4%	8%
6. Adults at this school treat all students fairly (AFR).	7%	3%	10%	4%	4%	8%
7. The staff in the front office show respect to all students (AFR).	8%	4%	12%	7%	4%	11%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	10%	4%	14%	9%	4%	13%
9. I like to come to school (SE).	4%	4%	8%	2%	4%	6%
10. My teachers believe I can learn (TE).	8%	4%	13%	7%	4%	11%
11. Students at my school follow the school rules (BE).	5%	4%	9%	5%	3%	7%
12. I feel safe at my school (BE).	5%	5%	10%	3%	5%	8%
13. Students at this school treat teachers with respect (BE).	5%	5%	10%	3%	5%	8%
14. I can do even the hardest schoolwork if I try (ASC).	6%	5%	11%	3%	5%	8%
15. I enjoy doing my schoolwork (SE).	4%	4%	8%	2%	5%	7%
16. I try hard to do my best work (ASC).	2%	5%	7%	1%	5%	7%
17. My teachers believe I can do well in school (TE).	8%	5%	13%	6%	5%	12%
18. I feel successful in my schoolwork (TE).	4%	6%	10%	2%	6%	8%
19. I can reach the goals I set for myself (ASC).	6%	6%	12%	4%	6%	10%
20. My homework helps me learn things I need to know (SE).	6%	6%	12%	4%	6%	10%
21. My schoolwork makes me think about things in new ways (SE).	8%	4%	12%	4%	5%	9%
22. I have fun learning in my classes (SE).	4%	5%	8%	2%	5%	7%
23. My teachers are fair to everyone (AFR).	7%	6%	13%	4%	6%	10%
24. My teachers connect what I am doing to my life outside the classroom (SE).	19%	5%	24%	10%	6%	15%
25. My classmates behave the way my teachers want them to (BE).	7%	5%	13%	4%	6%	9%
26. Our classes stay busy and do not waste time (BE).	6%	5%	10%	3%	6%	8%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	20%	5%	25%	14%	6%	20%
28. My teachers expect me to think hard about the things we read (TE).	10%	5%	16%	6%	6%	12%
29. My teachers expect everybody to work hard (TE).	5%	6%	11%	4%	7%	10%
30. My teachers expect my best effort (TE).	7%	6%	12%	4%	7%	11%
31. Teachers at this school know who I am (AFR).	14%	5%	18%	8%	6%	14%
32. I receive recognition or praise for doing good work (BE).	18%	6%	23%	12%	6%	18%
33. My teachers know what I am good at (AFR).	22%	6%	27%	15%	6%	21%
34. I use ways to calm myself down (SEL).	16%	5%	21%	14%	6%	21%
35. I don't give up even when I feel frustrated (SEL).	12%	6%	18%	8%	7%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix J., continued. Percentage of Middle School Students' Invalid Responses, by English Language Learner Status

Survey item	ELL (<i>n</i> = 1,980)			Non-ELL (<i>n</i> = 10,022)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	12%	6%	18%	7%	7%	14%
37. I get along with my classmates (SEL).	8%	6%	14%	5%	7%	12%
38. I say "no" to friends who want me to break the rules (SEL).	15%	6%	22%	10%	7%	17%
39. At my school, teachers and staff teach me to be proud of my culture.	13%	6%	19%	13%	7%	19%
40. At my school, there is respect for students speaking languages other than English.	11%	6%	17%	9%	7%	16%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix K. Percentage of High School Students' Invalid Responses by English Language Learner (ELL) Status

Survey item	ELL (<i>n</i> = 956)			Non-ELL (<i>n</i> = 10,223)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	4%	3%	6%	3%	3%	7%
2. My classmates show respect to other students who are different (BE).	5%	3%	8%	4%	4%	8%
3. I am happy with the way my classmates treat me (BE).	4%	4%	8%	3%	4%	7%
4. Teachers at this school care about their students (AFR).	5%	3%	8%	3%	4%	8%
5. Adults at this school listen to student ideas and opinions (AFR).	8%	4%	12%	4%	4%	8%
6. Adults at this school treat all students fairly (AFR).	7%	4%	11%	4%	5%	8%
7. The staff in the front office show respect to all students (AFR).	8%	5%	13%	8%	5%	13%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	11%	4%	15%	8%	5%	13%
9. I like to come to school (SE).	3%	4%	7%	2%	5%	7%
10. My teachers believe I can learn (TE).	6%	5%	11%	6%	5%	11%
11. Students at my school follow the school rules (BE).	4%	6%	10%	3%	5%	9%
12. I feel safe at my school (BE).	4%	6%	10%	3%	6%	8%
13. Students at this school treat teachers with respect (BE).	3%	6%	9%	3%	6%	8%
14. I can do even the hardest schoolwork if I try (ASC).	3%	6%	9%	3%	6%	9%
15. I enjoy doing my schoolwork (SE).	2%	6%	8%	2%	6%	8%
16. I try hard to do my best work (ASC).	2%	6%	7%	1%	6%	8%
17. My teachers believe I can do well in school (TE).	5%	6%	11%	5%	6%	12%
18. I feel successful in my schoolwork (TE).	3%	7%	9%	2%	7%	8%
19. I can reach the goals I set for myself (ASC).	4%	7%	11%	3%	7%	9%
20. My homework helps me learn things I need to know (SE).	5%	7%	11%	3%	7%	10%
21. My schoolwork makes me think about things in new ways (SE).	5%	6%	11%	3%	7%	10%
22. I have fun learning in my classes (SE).	3%	6%	9%	2%	7%	9%
23. My teachers are fair to everyone (AFR).	6%	7%	12%	4%	7%	11%
24. My teachers connect what I am doing to my life outside the classroom (SE).	13%	7%	20%	6%	7%	13%
25. My classmates behave the way my teachers want them to (BE).	5%	7%	12%	3%	7%	10%
26. Our classes stay busy and do not waste time (BE).	4%	7%	11%	2%	7%	9%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	25%	8%	32%	16%	7%	23%
28. My teachers expect me to think hard about the things we read (TE).	7%	8%	15%	5%	8%	12%
29. My teachers expect everybody to work hard (TE).	4%	8%	12%	3%	8%	11%
30. My teachers expect my best effort (TE).	5%	9%	14%	3%	8%	11%
31. Teachers at this school know who I am (AFR).	12%	8%	20%	9%	8%	16%
32. I receive recognition or praise for doing good work (BE).	14%	8%	21%	10%	8%	18%
33. My teachers know what I am good at (AFR).	17%	8%	25%	13%	8%	21%
34. I use ways to calm myself down (SEL).	11%	8%	19%	11%	8%	19%
35. I don't give up even when I feel frustrated (SEL).	6%	9%	15%	6%	8%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix K., continued. Percentage of High School Students' Invalid Responses, by English Language Learner Status

Survey item	ELL (<i>n</i> = 956)			Non-ELL (<i>n</i> = 10,223)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	8%	8%	16%	6%	9%	14%
37. I get along with my classmates (SEL).	6%	9%	15%	4%	9%	13%
38. I say "no" to friends who want me to break the rules (SEL).	11%	9%	20%	9%	9%	18%
39. At my school, teachers and staff teach me to be proud of my culture.	12%	9%	20%	10%	9%	19%
40. At my school, there is respect for students speaking languages other than English.	8%	9%	17%	9%	9%	18%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix L. Percentage of Elementary School Students' Invalid Responses by Survey Language

Survey item	English (<i>n</i> = 16,266)			Spanish (<i>n</i> = 1,364)		
	% Don't	%	% Total	% Don't	%	% Total
1. My classmates show respect to each other (BE).	4%	3%	6%	7%	3%	10%
2. My classmates show respect to other students who are different (BE).	7%	3%	11%	12%	4%	16%
3. I am happy with the way my classmates treat me (BE).	2%	4%	6%	4%	5%	9%
4. Teachers at this school care about their students (AFR).	2%	4%	7%	5%	6%	10%
5. Adults at this school listen to student ideas and opinions (AFR).	6%	4%	10%	10%	5%	15%
6. Adults at this school treat all students fairly (AFR).	4%	3%	8%	7%	4%	10%
7. The staff in the front office show respect to all students (AFR).	5%	4%	9%	7%	5%	11%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	5%	4%	9%	7%	5%	12%
9. I like to come to school (SE).	2%	5%	6%	3%	6%	9%
10. My teachers believe I can learn (TE).	4%	4%	8%	6%	6%	12%
11. Students at my school follow the school rules (BE).	3%	4%	7%	5%	4%	9%
12. I feel safe at my school (BE).	2%	4%	6%	3%	6%	9%
13. Students at this school treat teachers with respect (BE).	3%	5%	8%	5%	6%	11%
14. I can do even the hardest schoolwork if I try (ASC).	3%	5%	8%	10%	6%	16%
15. I enjoy doing my schoolwork (SE).	2%	5%	6%	2%	7%	9%
16. I try hard to do my best work (ASC).	1%	5%	5%	1%	5%	6%
17. My teachers believe I can do well in school (TE).	4%	5%	9%	7%	6%	13%
18. I feel successful in my schoolwork (TE).	2%	5%	7%	8%	7%	15%
19. I can reach the goals I set for myself (ASC).	3%	6%	9%	8%	8%	16%
20. My homework helps me learn things I need to know (SE).	3%	6%	9%	3%	6%	10%
21. My schoolwork makes me think about things in new ways (SE).	4%	4%	8%	9%	5%	14%
22. I have fun learning in my classes (SE).	1%	4%	5%	2%	6%	8%
23. My teachers are fair to everyone (AFR).	3%	5%	8%	5%	7%	12%
24. My teachers connect what I am doing to my life outside the classroom (SE).	15%	5%	20%	21%	7%	27%
25. My classmates behave the way my teachers want them to (BE).	4%	5%	9%	10%	7%	17%
26. Our classes stay busy and do not waste time (BE).	3%	4%	7%	6%	6%	12%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	15%	5%	20%	17%	6%	24%
28. My teachers expect me to think hard about the things we read (TE).	5%	5%	10%	8%	7%	15%
29. My teachers expect everybody to work hard (TE).	2%	5%	7%	3%	7%	11%
30. My teachers expect my best effort (TE).	2%	5%	7%	4%	7%	11%
31. Teachers at this school know who I am (AFR).	6%	4%	10%	10%	5%	16%
32. I receive recognition or praise for doing good work (BE).	10%	4%	15%	10%	6%	16%
33. My teachers know what I am good at (AFR).	10%	5%	14%	10%	7%	17%
34. I use ways to calm myself down (SEL).	11%	4%	16%	12%	6%	18%
35. I don't give up even when I feel frustrated (SEL).	6%	5%	11%	13%	7%	20%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix L., continued. Percentage of Elementary School Students' Invalid Responses, by Survey Language

Survey item	English (<i>n</i> = 16,266)			Spanish (<i>n</i> = 1,364)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	7%	5%	12%	18%	7%	25%
37. I get along with my classmates (SEL).	4%	5%	9%	6%	8%	14%
38. I say "no" to friends who want me to break the rules (SEL).	10%	5%	15%	24%	8%	33%
39. At my school, teachers and staff teach me to be proud of my culture.	12%	4%	16%	11%	6%	16%
40. At my school, there is respect for students speaking languages other than English.	9%	5%	14%	7%	7%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix M., Percentage of Middle School Students' Invalid Responses, by Survey Language

Survey item	English (<i>n</i> = 16,266)			Spanish (<i>n</i> = 1,364)		
	% Don't	%	% Total	% Don't	%	% Total
1. My classmates show respect to each other (BE).	3%	2%	6%	6%	5%	11%
2. My classmates show respect to other students who are different (BE).	5%	3%	8%	9%	7%	16%
3. I am happy with the way my classmates treat me (BE).	3%	3%	6%	4%	8%	12%
4. Teachers at this school care about their students (AFR).	5%	4%	8%	10%	8%	17%
5. Adults at this school listen to student ideas and opinions (AFR).	5%	4%	9%	9%	8%	18%
6. Adults at this school treat all students fairly (AFR).	4%	3%	8%	8%	8%	16%
7. The staff in the front office show respect to all students (AFR).	7%	4%	11%	9%	9%	18%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	9%	4%	13%	9%	9%	18%
9. I like to come to school (SE).	2%	4%	6%	5%	8%	13%
10. My teachers believe I can learn (TE).	7%	4%	11%	10%	9%	19%
11. Students at my school follow the school rules (BE).	3%	4%	7%	7%	10%	18%
12. I feel safe at my school (BE).	4%	4%	8%	5%	11%	16%
13. Students at this school treat teachers with respect (BE).	3%	5%	8%	6%	10%	16%
14. I can do even the hardest schoolwork if I try (ASC).	4%	5%	8%	10%	10%	20%
15. I enjoy doing my schoolwork (SE).	2%	5%	7%	4%	11%	15%
16. I try hard to do my best work (ASC).	2%	5%	6%	1%	11%	13%
17. My teachers believe I can do well in school (TE).	7%	5%	12%	7%	11%	19%
18. I feel successful in my schoolwork (TE).	2%	5%	7%	5%	11%	17%
19. I can reach the goals I set for myself (ASC).	4%	6%	10%	7%	11%	17%
20. My homework helps me learn things I need to know (SE).	4%	6%	10%	4%	12%	16%
21. My schoolwork makes me think about things in new ways (SE).	4%	5%	9%	8%	14%	22%
22. I have fun learning in my classes (SE).	2%	5%	7%	3%	12%	16%
23. My teachers are fair to everyone (AFR).	5%	6%	10%	8%	16%	24%
24. My teachers connect what I am doing to my life outside the classroom (SE).	11%	6%	16%	22%	15%	37%
25. My classmates behave the way my teachers want them to (BE).	4%	5%	9%	10%	16%	26%
26. Our classes stay busy and do not waste time (BE).	3%	5%	8%	5%	16%	20%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	15%	6%	20%	19%	14%	34%
28. My teachers expect me to think hard about the things we read (TE).	6%	6%	12%	11%	17%	28%
29. My teachers expect everybody to work hard (TE).	4%	6%	10%	5%	17%	22%
30. My teachers expect my best effort (TE).	4%	6%	11%	6%	16%	22%
31. Teachers at this school know who I am (AFR).	9%	5%	14%	13%	15%	28%
32. I receive recognition or praise for doing good work (BE).	13%	6%	19%	12%	17%	28%
33. My teachers know what I am good at (AFR).	16%	6%	22%	15%	18%	33%
34. I use ways to calm myself down (SEL).	15%	6%	21%	12%	17%	28%
35. I don't give up even when I feel frustrated (SEL).	8%	6%	15%	11%	18%	29%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix M., continued Percentage of Middle School Students' Invalid Responses, by Survey Language

Survey item	English (<i>n</i> = 11,634)			Spanish (<i>n</i> = 367)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	8%	6%	14%	13%	17%	30%
37. I get along with my classmates (SEL).	5%	7%	12%	7%	17%	24%
38. I say "no" to friends who want me to break the rules (SEL).	11%	7%	17%	13%	18%	31%
39. At my school, teachers and staff teach me to be proud of my culture.	13%	6%	19%	7%	17%	24%
40. At my school, there is respect for students speaking languages other than English.	10%	7%	16%	8%	15%	24%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix N. Percentage of High School Students' Invalid Responses by Survey Language

Survey item	English (<i>n</i> = 10,811)			Spanish (<i>n</i> = 361)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	3%	3%	6%	5%	4%	9%
2. My classmates show respect to other students who are different (BE).	4%	4%	8%	7%	5%	12%
3. I am happy with the way my classmates treat me (BE).	3%	4%	10%	3%	6%	9%
4. Teachers at this school care about their students (AFR).	3%	4%	8%	7%	5%	13%
5. Adults at this school listen to student ideas and opinions (AFR).	4%	4%	9%	9%	6%	15%
6. Adults at this school treat all students fairly (AFR).	4%	5%	9%	6%	5%	11%
7. The staff in the front office show respect to all students (AFR).	8%	5%	13%	4%	5%	9%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	8%	5%	13%	9%	6%	15%
9. I like to come to school (SE).	2%	5%	7%	2%	5%	7%
10. My teachers believe I can learn (TE).	5%	5%	11%	10%	6%	16%
11. Students at my school follow the school rules (BE).	3%	5%	9%	5%	6%	11%
12. I feel safe at my school (BE).	3%	5%	8%	4%	6%	10%
13. Students at this school treat teachers with respect (BE).	3%	6%	9%	2%	5%	7%
14. I can do even the hardest schoolwork if I try (ASC).	7%	6%	13%	7%	6%	13%
15. I enjoy doing my schoolwork (SE).	2%	6%	8%	1%	6%	7%
16. I try hard to do my best work (ASC).	2%	6%	8%	1%	8%	9%
17. My teachers believe I can do well in school (TE).	5%	6%	12%	11%	6%	16%
18. I feel successful in my schoolwork (TE).	2%	7%	8%	4%	8%	12%
19. I can reach the goals I set for myself (ASC).	3%	6%	9%	3%	8%	11%
20. My homework helps me learn things I need to know (SE).	3%	7%	10%	1%	8%	8%
21. My schoolwork makes me think about things in new ways (SE).	3%	7%	10%	3%	6%	9%
22. I have fun learning in my classes (SE).	2%	7%	9%	3%	8%	10%
23. My teachers are fair to everyone (AFR).	4%	7%	11%	6%	7%	13%
24. My teachers connect what I am doing to my life outside the classroom (SE).	6%	7%	13%	21%	8%	29%
25. My classmates behave the way my teachers want them to (BE).	3%	7%	10%	7%	8%	14%
26. Our classes stay busy and do not waste time (BE).	2%	7%	10%	1%	8%	9%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	16%	7%	24%	30%	8%	38%
28. My teachers expect me to think hard about the things we read (TE).	5%	8%	13%	8%	8%	16%
29. My teachers expect everybody to work hard (TE).	3%	8%	11%	3%	8%	10%
30. My teachers expect my best effort (TE).	4%	8%	12%	3%	8%	11%
31. Teachers at this school know who I am (AFR).	9%	8%	16%	18%	9%	27%
32. I receive recognition or praise for doing good work (BE).	11%	8%	18%	8%	9%	17%
33. My teachers know what I am good at (AFR).	13%	8%	21%	15%	9%	24%
34. I use ways to calm myself down (SEL).	11%	8%	19%	9%	9%	18%
35. I don't give up even when I feel frustrated (SEL).	6%	8%	14%	4%	10%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL = SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix N., continued. Percentage of High School Students' Invalid Responses by Survey Language

Survey item	English (<i>n</i> = 10,811)			Spanish (<i>n</i> = 361)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
35. I don't give up even when I feel frustrated (SEL).	6%	8%	14%	4%	10%	14%
36. I know what people may be feeling by the look on their face (SEL).	6%	9%	14%	13%	9%	21%
37. I get along with my classmates (SEL).	4%	8%	13%	3%	9%	11%
38. I say "no" to friends who want me to break the rules (SEL).	9%	9%	18%	6%	9%	14%
39. At my school, teachers and staff teach me to be proud of my culture.	11%	9%	19%	9%	9%	18%
40. At my school, there is respect for students speaking languages other than English.	9%	9%	17%	5%	10%	15%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix O. Percentage of Elementary School Students' Invalid Responses, by Economic Disadvantage Status

Survey item	Economically Disadvantaged (<i>n</i> = 5,592)			Non-Economically Disadvantaged (<i>n</i> = 12,038)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	5%	2%	7%	4%	3%	6%
2. My classmates show respect to other students who are different (BE).	9%	3%	12%	7%	4%	11%
3. I am happy with the way my classmates treat me (BE).	3%	3%	6%	2%	4%	6%
4. Teachers at this school care about their students (AFR).	3%	4%	7%	2%	4%	6%
5. Adults at this school listen to student ideas and opinions (AFR).	8%	4%	11%	6%	4%	11%
6. Adults at this school treat all students fairly (AFR).	5%	3%	8%	4%	4%	8%
7. The staff in the front office show respect to all students (AFR).	6%	3%	9%	5%	4%	9%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	6%	4%	9%	5%	5%	10%
9. I like to come to school (SE).	2%	4%	6%	2%	5%	7%
10. My teachers believe I can learn (TE).	4%	4%	8%	4%	4%	8%
11. Students at my school follow the school rules (BE).	4%	3%	7%	3%	4%	8%
12. I feel safe at my school (BE).	3%	4%	6%	2%	5%	7%
13. Students at this school treat teachers with respect (BE).	5%	4%	9%	3%	5%	8%
14. I can do even the hardest schoolwork if I try (ASC).	5%	4%	9%	3%	5%	8%
15. I enjoy doing my schoolwork (SE).	2%	4%	6%	2%	5%	7%
16. I try hard to do my best work (ASC).	1%	4%	4%	1%	5%	6%
17. My teachers believe I can do well in school (TE).	4%	4%	9%	4%	6%	10%
18. I feel successful in my schoolwork (TE).	3%	5%	8%	2%	6%	8%
19. I can reach the goals I set for myself (ASC).	4%	5%	9%	3%	6%	9%
20. My homework helps me learn things I need to know (SE).	3%	5%	8%	3%	6%	9%
21. My schoolwork makes me think about things in new ways (SE).	5%	3%	8%	4%	4%	8%
22. I have fun learning in my classes (SE).	2%	3%	5%	1%	5%	6%
23. My teachers are fair to everyone (AFR).	4%	4%	8%	3%	5%	8%
24. My teachers connect what I am doing to my life outside the classroom (SE).	18%	4%	22%	14%	5%	19%
25. My classmates behave the way my teachers want them to (BE).	6%	4%	10%	4%	5%	9%
26. Our classes stay busy and do not waste time (BE).	5%	3%	8%	3%	5%	8%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	16%	4%	20%	15%	5%	21%
28. My teachers expect me to think hard about the things we read (TE).	5%	4%	9%	5%	6%	10%
29. My teachers expect everybody to work hard (TE).	2%	4%	6%	2%	6%	7%
30. My teachers expect my best effort (TE).	3%	4%	8%	2%	6%	8%
31. Teachers at this school know who I am (AFR).	9%	3%	12%	6%	5%	10%
32. I receive recognition or praise for doing good work (BE).	11%	4%	15%	10%	5%	15%
33. My teachers know what I am good at (AFR).	10%	5%	15%	11%	4%	15%
34. I use ways to calm myself down (SEL).	12%	3%	15%	11%	5%	16%
35. I don't give up even when I feel frustrated (SEL).	9%	4%	13%	6%	6%	11%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix O., continued. Percentage of Elementary School Students' Invalid Responses, by Economic Disadvantage Status

Survey item	Economically Disadvantaged (<i>n</i> = 5,592)			Non-Economically Disadvantaged (<i>n</i> = 12,038)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	10%	4%	14%	7%	6%	12%
37. I get along with my classmates (SEL).	6%	4%	10%	4%	6%	9%
38. I say "no" to friends who want me to break the rules (SEL).	15%	5%	19%	9%	6%	14%
39. At my school, teachers and staff teach me to be proud of my culture.	11%	3%	14%	12%	5%	17%
40. At my school, there is respect for students speaking languages other than English.	8%	4%	12%	9%	5%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix P. Percentage of Middle School Students' Invalid Responses, by Economic Disadvantage Status

Survey item	Economically Disadvantaged (<i>n</i> = 5,592)			Non-Economically Disadvantaged (<i>n</i> = 12,038)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	5%	2%	6%	3%	3%	5%
2. My classmates show respect to other students who are different (BE).	8%	2%	10%	4%	3%	7%
3. I am happy with the way my classmates treat me (BE).	4%	3%	7%	2%	4%	6%
4. Teachers at this school care about their students (AFR).	7%	3%	10%	4%	4%	8%
5. Adults at this school listen to student ideas and opinions (AFR).	7%	3%	10%	4%	4%	8%
6. Adults at this school treat all students fairly (AFR).	6%	3%	8%	4%	4%	8%
7. The staff in the front office show respect to all students (AFR).	7%	3%	11%	7%	5%	11%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	9%	3%	12%	9%	4%	13%
9. I like to come to school (SE).	3%	4%	6%	2%	5%	6%
10. My teachers believe I can learn (TE).	8%	3%	12%	6%	5%	11%
11. Students at my school follow the school rules (BE).	4%	3%	8%	3%	5%	7%
12. I feel safe at my school (BE).	3%	4%	6%	2%	5%	7%
13. Students at this school treat teachers with respect (BE).	4%	4%	8%	3%	5%	8%
14. I can do even the hardest schoolwork if I try (ASC).	5%	4%	9%	3%	5%	8%
15. I enjoy doing my schoolwork (SE).	3%	4%	7%	2%	5%	7%
16. I try hard to do my best work (ASC).	2%	4%	6%	2%	5%	7%
17. My teachers believe I can do well in school (TE).	8%	5%	13%	6%	6%	12%
18. I feel successful in my schoolwork (TE).	3%	5%	8%	2%	6%	8%
19. I can reach the goals I set for myself (ASC).	5%	5%	10%	3%	6%	10%
20. My homework helps me learn things I need to know (SE).	6%	5%	11%	3%	6%	9%
21. My schoolwork makes me think about things in new ways (SE).	6%	4%	11%	4%	6%	9%
22. I have fun learning in my classes (SE).	3%	5%	7%	2%	6%	8%
23. My teachers are fair to everyone (AFR).	6%	5%	12%	4%	6%	10%
24. My teachers connect what I am doing to my life outside the classroom (SE).	15%	5%	20%	9%	6%	15%
25. My classmates behave the way my teachers want them to (BE).	6%	5%	10%	3%	6%	9%
26. Our classes stay busy and do not waste time (BE).	4%	5%	9%	3%	6%	9%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	17%	5%	22%	13%	6%	20%
28. My teachers expect me to think hard about the things we read (TE).	9%	5%	14%	5%	7%	12%
29. My teachers expect everybody to work hard (TE).	5%	6%	11%	3%	7%	10%
30. My teachers expect my best effort (TE).	6%	6%	12%	3%	7%	10%
31. Teachers at this school know who I am (AFR).	12%	5%	17%	7%	6%	13%
32. I receive recognition or praise for doing good work (BE).	16%	5%	21%	11%	7%	17%
33. My teachers know what I am good at (AFR).	19%	6%	25%	14%	7%	21%
34. I use ways to calm myself down (SEL).	16%	5%	21%	14%	7%	21%
35. I don't give up even when I feel frustrated (SEL).	11%	6%	17%	7%	7%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix P., continued. Percentage of Middle School Students' Invalid Responses, by Economic Disadvantage Status

Survey item	Economically Disadvantaged (<i>n</i> = 3,282)			Non-Economically Disadvantaged (<i>n</i> = 4,468)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	10%	6%	15%	7%	7%	14%
37. I get along with my classmates (SEL).	7%	6%	13%	4%	7%	12%
38. I say "no" to friends who want me to break the rules (SEL).	14%	6%	20%	9%	7%	17%
39. At my school, teachers and staff teach me to be proud of my culture.	13%	6%	19%	12%	7%	19%
40. At my school, there is respect for students speaking languages other than English.	10%	6%	16%	9%	7%	17%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix Q. Percentage of High School Students' Invalid Responses by Economic Disadvantage Status

Survey item	Economically Disadvantaged (<i>n</i> = 4,102)			Non-Economically Disadvantaged (<i>n</i> = 7,077)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
1. My classmates show respect to each other (BE).	4%	2%	7%	3%	4%	7%
2. My classmates show respect to other students who are different (BE).	5%	3%	8%	3%	4%	8%
3. I am happy with the way my classmates treat me (BE).	4%	3%	7%	2%	4%	6%
4. Teachers at this school care about their students (AFR).	5%	3%	8%	3%	5%	8%
5. Adults at this school listen to student ideas and opinions (AFR).	6%	3%	9%	4%	5%	9%
6. Adults at this school treat all students fairly (AFR).	5%	4%	9%	3%	5%	8%
7. The staff in the front office show respect to all students (AFR).	9%	4%	13%	7%	6%	13%
8. It is easy for me to talk about my problems with the adults at my school (SEL).	10%	4%	14%	7%	6%	13%
9. I like to come to school (SE).	3%	4%	7%	2%	6%	7%
10. My teachers believe I can learn (TE).	6%	4%	11%	5%	6%	11%
11. Students at my school follow the school rules (BE).	4%	5%	9%	3%	6%	9%
12. I feel safe at my school (BE).	4%	5%	9%	2%	6%	8%
13. Students at this school treat teachers with respect (BE).	3%	5%	9%	2%	6%	8%
14. I can do even the hardest schoolwork if I try (ASC).	4%	5%	9%	3%	6%	9%
15. I enjoy doing my schoolwork (SE).	2%	5%	8%	2%	6%	8%
16. I try hard to do my best work (ASC).	2%	5%	7%	1%	7%	8%
17. My teachers believe I can do well in school (TE).	6%	6%	12%	5%	7%	12%
18. I feel successful in my schoolwork (TE).	2%	6%	8%	2%	7%	9%
19. I can reach the goals I set for myself (ASC).	3%	6%	9%	3%	7%	10%
20. My homework helps me learn things I need to know (SE).	4%	6%	10%	2%	7%	10%
21. My schoolwork makes me think about things in new ways (SE).	5%	6%	10%	2%	7%	9%
22. I have fun learning in my classes (SE).	2%	6%	9%	2%	7%	9%
23. My teachers are fair to everyone (AFR).	5%	6%	11%	3%	7%	11%
24. My teachers connect what I am doing to my life outside the classroom (SE).	9%	7%	16%	4%	8%	12%
25. My classmates behave the way my teachers want them to (BE).	4%	7%	11%	3%	7%	10%
26. Our classes stay busy and do not waste time (BE).	3%	7%	10%	2%	8%	10%
27. Students at my school are bullied (teased, taunted, threatened by other students) (BE).	22%	7%	29%	14%	8%	21%
28. My teachers expect me to think hard about the things we read (TE).	7%	7%	14%	4%	8%	12%
29. My teachers expect everybody to work hard (TE).	4%	7%	12%	3%	8%	11%
30. My teachers expect my best effort (TE).	5%	8%	13%	3%	8%	11%
31. Teachers at this school know who I am (AFR).	11%	7%	18%	8%	8%	16%
32. I receive recognition or praise for doing good work (BE).	13%	7%	20%	9%	8%	17%
33. My teachers know what I am good at (AFR).	16%	8%	23%	11%	8%	20%
34. I use ways to calm myself down (SEL).	11%	8%	18%	11%	8%	19%
35. I don't give up even when I feel frustrated (SEL).	7%	8%	14%	5%	9%	14%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.

Appendix Q., continued. Percentage of High School Students' Invalid Responses by Economic Disadvantage Status

Survey item	Economically Disadvantaged (<i>n</i> = 4,102)			Non-Economically Disadvantaged (<i>n</i> = 7,077)		
	% Don't know	% Skipped	% Total Invalid	% Don't know	% Skipped	% Total Invalid
36. I know what people may be feeling by the look on their face (SEL).	7%	8%	15%	5%	9%	14%
37. I get along with my classmates (SEL).	5%	8%	14%	4%	9%	13%
38. I say "no" to friends who want me to break the rules (SEL).	10%	9%	18%	9%	9%	18%
39. At my school, teachers and staff teach me to be proud of my culture.	12%	8%	20%	10%	9%	18%
40. At my school, there is respect for students speaking languages other than English.	9%	8%	17%	9%	9%	18%

Source. Identified online responses to the Spring 2017 Student Climate Survey matched with 2017 PEIMS data

Note. Subscales corresponding with each item are noted in parentheses: BE = behavioral environment, AFR = adult fairness and respect, SE = student engagement, ASC = academic self-confidence, TE = teacher expectations, SEL= SEL skills. Percentages are rounded and may not sum to total % invalid.