

Survey Report
April 2018



Student Experiences of School Climate in the Iowa City Community School District 2018

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Executive Summary

This report details the **key findings** from the third annual Student Experiences of School Climate survey administered to 5th-12th grade student in the Iowa City Community School District (ICCSA). The survey and report are the product of a research-practice partnership between the ICCSD and the Public Policy Center at the University of Iowa (for more on the partnership, see “About the Partnership”).

Importance of School Climate

The collection of student experiences provides insight about the characteristics of the school climate from the student perspective. School climate includes the relationships between students, teachers, and staff; perceptions of safety and the disciplinary environment; norms, values, and expectations; and the instructional practices and material. Students thrive when they have positive school experiences and attend schools with inclusive and supportive school climates.

Patterned Disparities in Experiences

How students experience school varies, and school climate surveys across the nation and in this District show consistent gaps (or disparities) between groups of students. The results from this year’s survey continue to show **patterned disparities** across many measures with students of color, gender and sexual minorities, and low socioeconomic status reporting fewer positive and more negative experiences in school.

Trends Over Time

Several aspects of school climate **declined or got worse** from 2017 to 2018 including: student-teacher relationships, classroom membership, sharing diverse viewpoints, safety, responsiveness, disciplinary transparency, and hearing hurtful comments from teachers and students.

Many aspects of school climate **increased or improved** from 2017 to 2018 including: the presence of mentors and teacher mentors, inclusive discussions, disciplinary equity, and diversity and inclusive values.

Key Takeaways

The results of this survey can be used to inform district-level policies and priorities, building-level school improvement plans, and individual educator practices aimed at reducing inequities in student experiences and outcomes. The results can also be used to inform goal setting and the identification of areas of strength and areas of opportunity for growth. And, just as importantly, the results can be used to assess progress in meeting these goals.

Online Interactive Graphs

This report includes only selective key findings in each area. Two interactive graphics have been created to view the District average, differences by school type, racial identity, gender identity, sexual orientation, parent education, FRPL, IEP, ELL, and advanced learner status with the 2018 data, as well a trend graph using data from 2016 to 2018 when available.

The report and the interactive graphs are available at: <https://uiowa.edu/equityimplemented/>

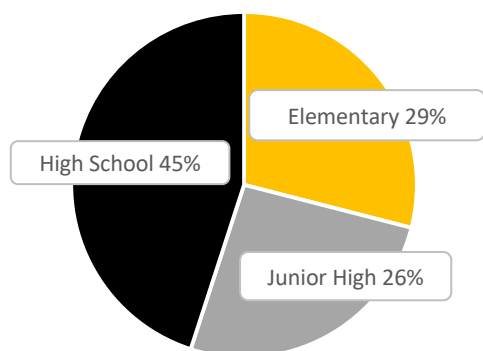
Survey Sample 2018

Number of respondents (N) = 6,562

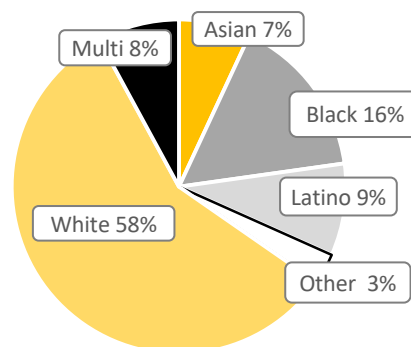
Overall response rate of 79%

All ICCSD students in grades 5-12 were invited to take the 2018 Student Experiences of School Climate survey. The graphs below show the demographic makeup of survey respondents.

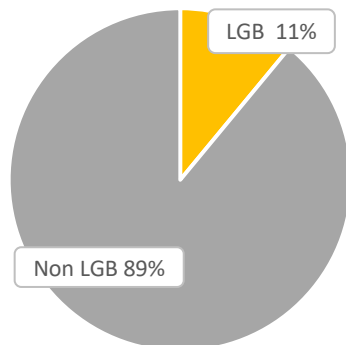
School Level



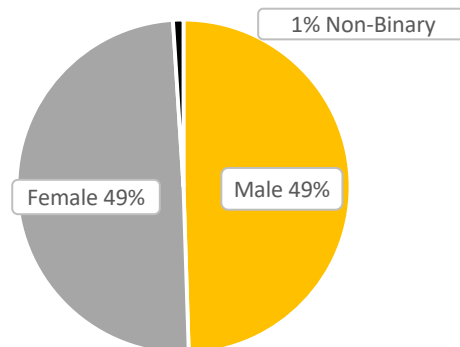
Race



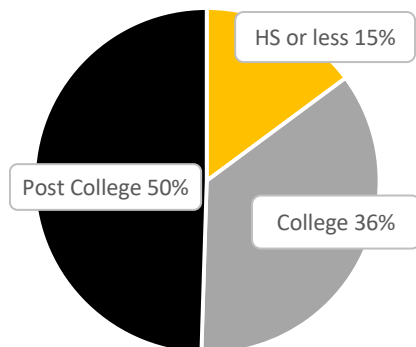
Sexual Orientation



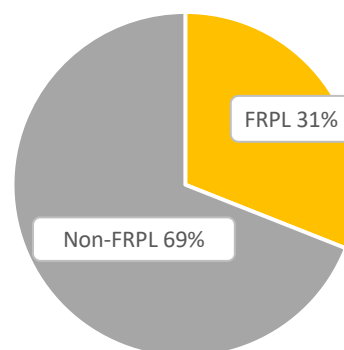
Gender



Parent Education



Free and Reduced Price (FRPL) Lunch Status*



Response Rate Trends

2016 88% response rate (N=2,379)

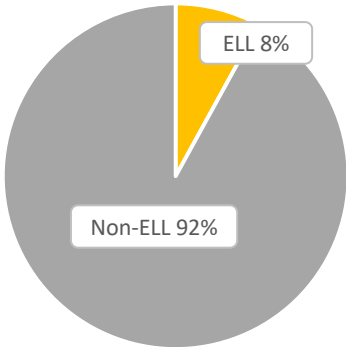
2017 65% response rate (N=5,203)

* These graphs represent the composition of a subset of the full survey sample for which there was ICCSD administrative data available (N=4,974, 76% of the full survey sample).

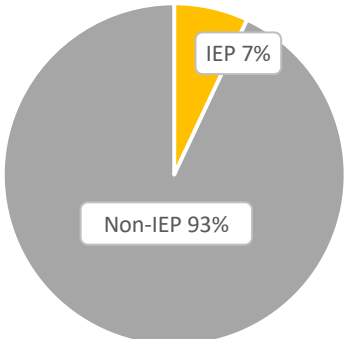
See Glossary for a full list of terms and definitions.

Survey Sample, continued

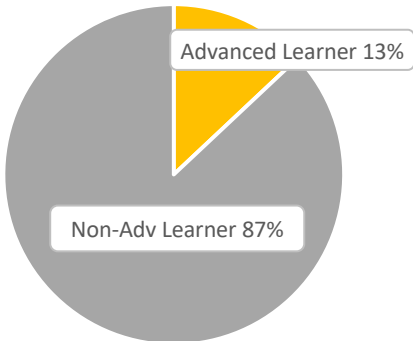
English Language Learner (ELL) Status*



Individualized Education Program (IEP) Status*

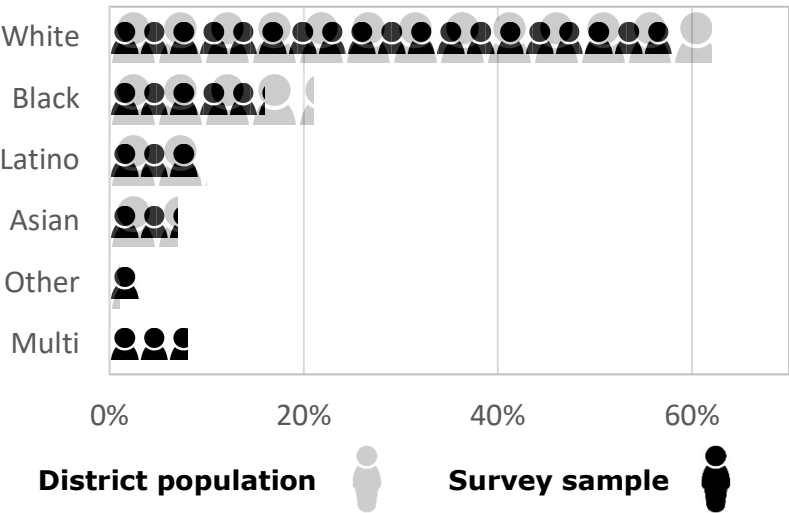


Advanced Learner Status*



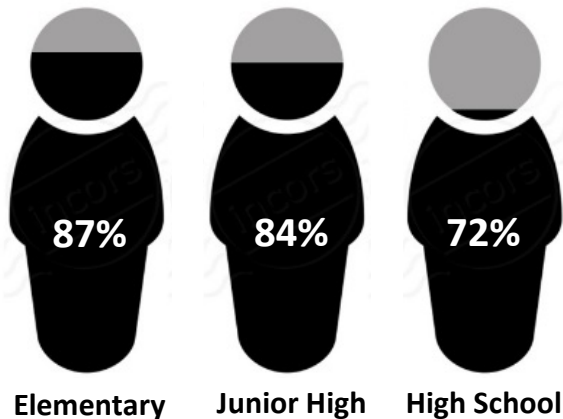
Survey Representativeness

By Race



Response Rates

By School Level



Data Notes

These graphs display the composition of survey respondents reporting their demographic information.

Response Rates

Response rates are calculated by comparing the number of people in a population (i.e. all 5th to 12th grade ICCSD students) to the number of people who completed the survey.

$$\text{Response Rate} = \frac{\text{Survey Respondents}}{\text{Total Population}}$$

The figure below shows that the survey response rate varied by school level. Survey completion rates decreased as school level increased.

Survey Sample Representativeness

The sample of student survey respondents has relatively similar characteristics across demographic groups to that of the Iowa City Community School District overall (e.g. the sample is representative).

The figure at the bottom left depicts the racial representativeness of the survey sample. White, Black, and Latino students appear to be underrepresented in the survey sample, however, this is due in part to more survey respondents selecting multiple racial identities and/or selecting “other” race.”

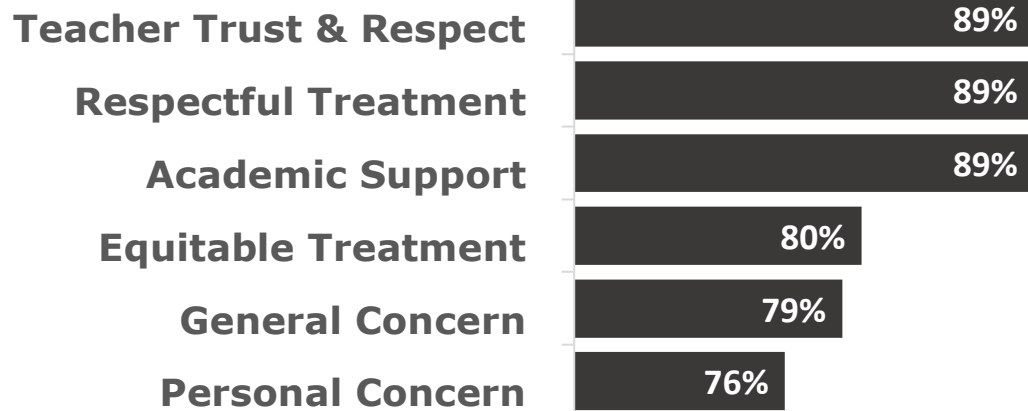
Further details about the survey’s administration, sample, representativeness, and response rates can be found in the Appendix.

Teacher Relationships



The analysis for this section of the report (p. 4-10) includes student survey items that capture several aspects of student relationships with teachers.

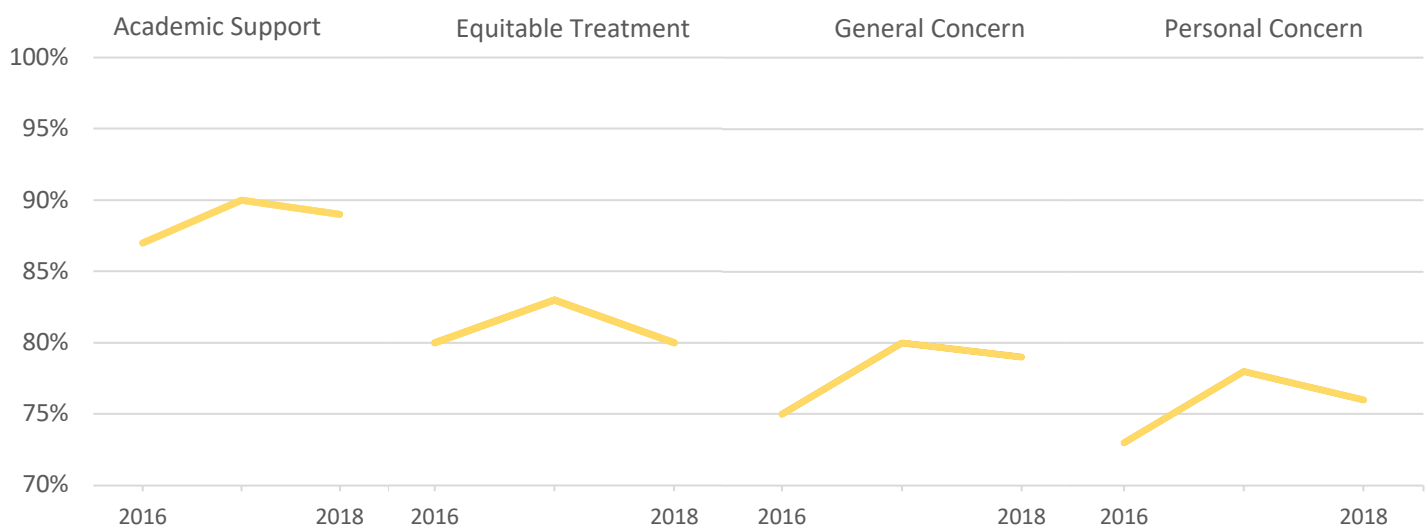
2018 Results



"Some of the teachers... discriminate because of race... And no matter how many people call this teacher out to other students, this teacher does not get punished by our school. - ICCSD student

"I feel like the vast majority of my teachers are working in my favor and really care about my emotional health as well as my education." - ICCSD student

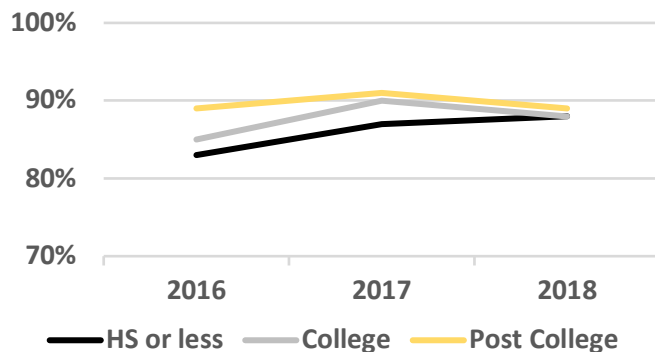
2016-2018 District Trends



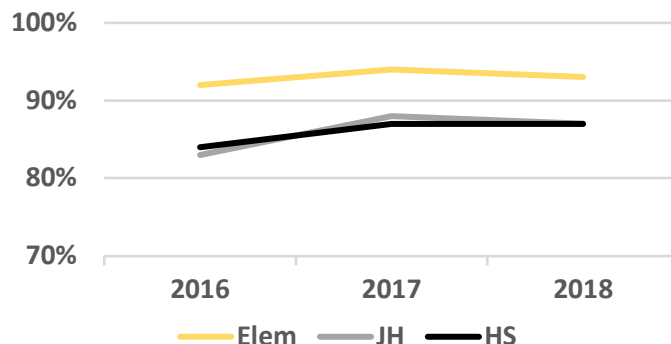
Academic Support

2018 Key Findings

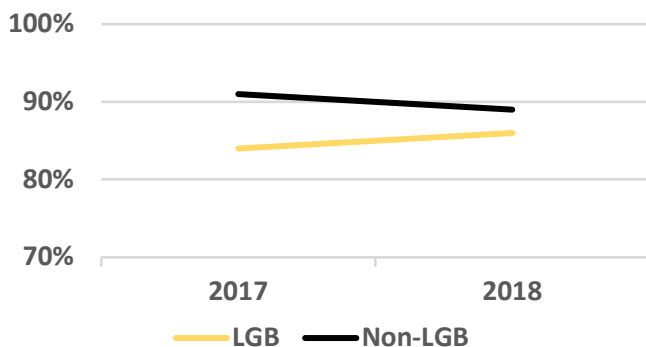
- 1 In 2018, there are no longer significant differences in academic support reported between students whose parents have different levels of education.



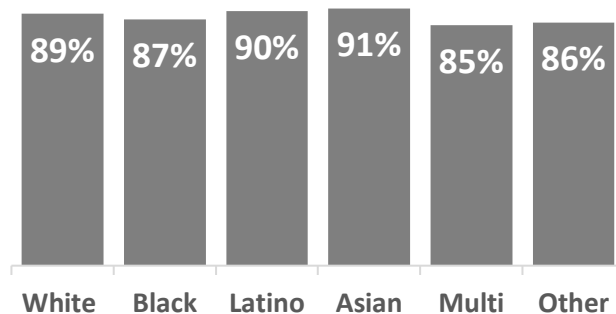
- 2 Elementary school students report higher levels of academic support compared to junior high and high school students in all 3 years.



- 3 The disparity between LGB and non-LGB students was reduced from 2017 to 2018.



- 4 There are small but significant racial differences in perceptions of academic support.



Survey Items

- My teachers care about my learning.
- Teachers encourage me to work hard.
- Teachers encourage me to ask questions and participate in discussions.
- In my classes, my teachers notice my hard work.

Trends

There was a significant increase in academic support from 2016 to 2017 (87% to 90%), however, there was a small but significant decrease from 2017 to 2018 (90% to 89%).

Other Notable Findings

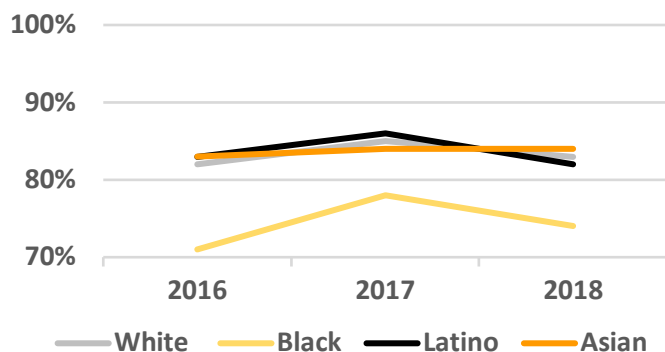
In 2018, Non-binary students report the lowest levels (77%) of academic support among all students (89%).

There are no significant differences between ELL and non-ELL students, students with an IEP compared to non-IEP students, or between FRPL and non-FRPL students in 2018.

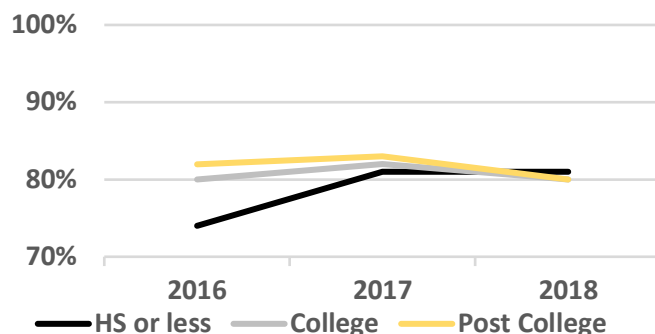
Equitable Treatment

2018 Key Findings

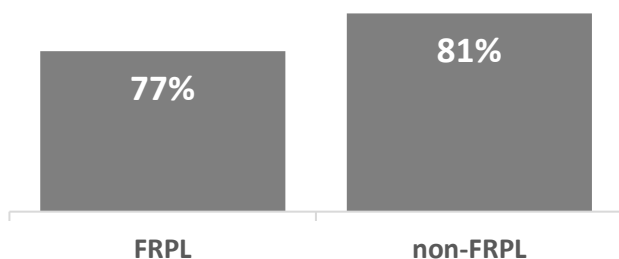
- 1** A smaller percentage of Black students report equitable treatment compared to students of other racial identities across 2016-2018.



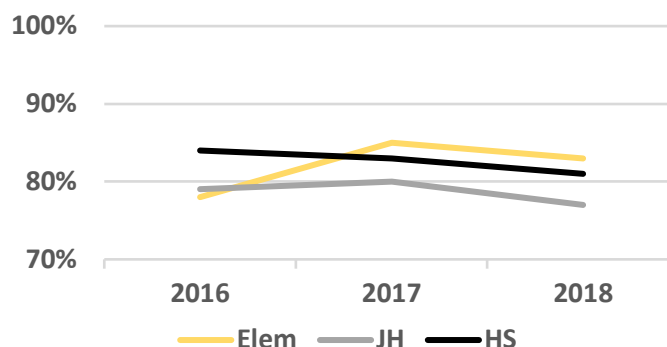
- 2** In 2018, there are no longer significant differences between students whose parents have different levels of education.



- 3** FRPL students report significantly lower rates of equitable treatment compared to non-FRPL students in 2018.



- 4** Junior high students report the lowest level of equitable treatment in 2017 and 2018.



Survey Items

- Teachers treat students fairly.*
- Teachers give everyone the same opportunities in the classroom.*
- Teachers have high expectations for all students.*
- Most of my teachers treat me the same as other students.

*In 2016 only 8th and 11th grade sample

Trends

There was a significant increase in equitable treatment from 2016 to 2017 (80% to 83%), however, there was a small but significant decrease from 2017 to 2018 (83% to 80%).

Other Notable Findings

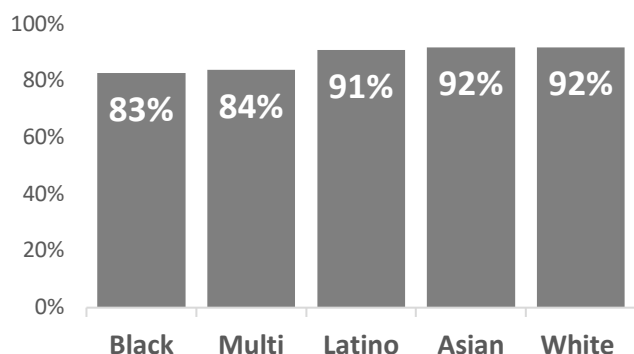
Non-binary students report the lowest levels of equitable treatment in 2017 and 2018 (71% & 72%).

There are no significant differences between ELL and non-ELL students, students with an IEP compared to not, or between advanced learner and non-advanced learner students.

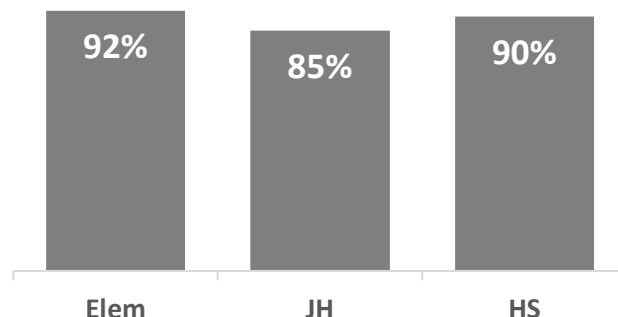
Respectful Treatment

2018 Key Findings

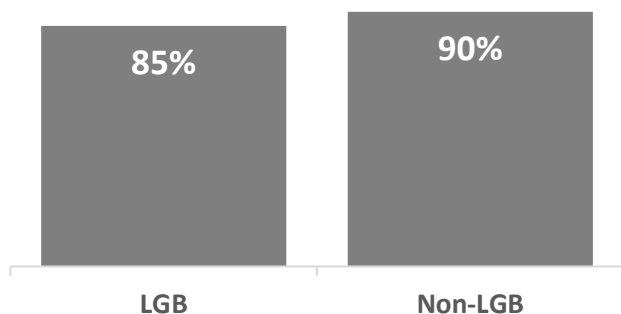
- 1** Black and Multiracial students report significantly lower rates of teachers treating students with respect.



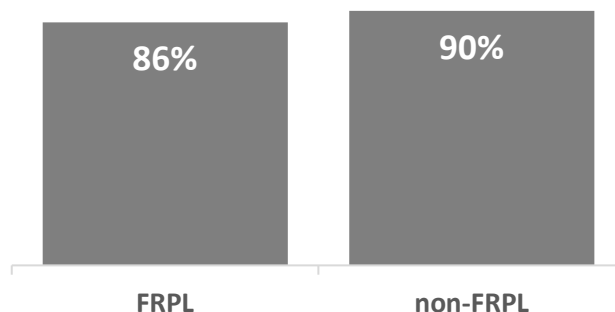
- 2** Junior high students are the least likely to report that teachers treat students with respect.



- 3** LGB students report lower levels of respectful treatment compared to non-LGB students.



- 4** FRPL students report lower levels of respectful treatment compared to non-FRPL students.



Survey Items

- 2016: Teachers treat students of all races with respect.*
- 2017: Teachers treat students of all...races, genders, sexual orientations,** nationalities, and religions... with respect (5 separate items).
- 2018: Teachers at my school treat students with respect.

*Only asked of 8th and 12th grades

**Only asked of 7th-12th grades

Trends

Because the items used to measure respectful treatment differed for each year, no trends are reported.

Other Notable Findings

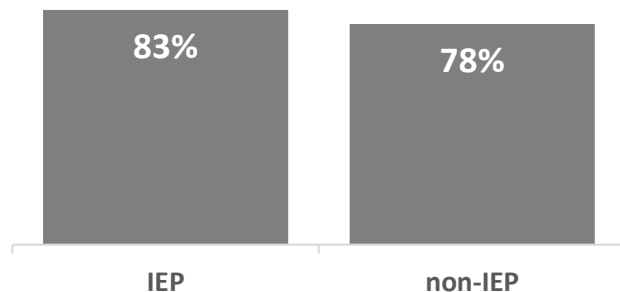
Non-binary students report lower levels of respectful treatment (84%) compared to female and male students (90% and 89%, respectively).

There are no significant differences between ELL and non-ELL students, students with an IEP compared to not, or between advanced learner and non-advanced learner students.

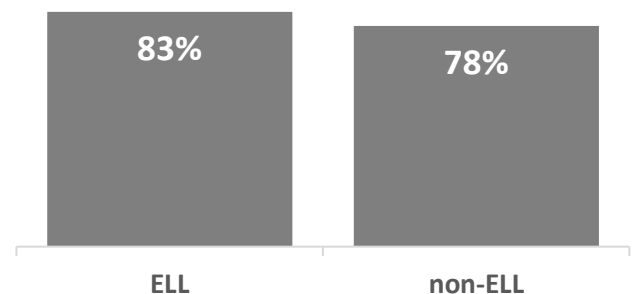
General Concern

2018 Key Findings

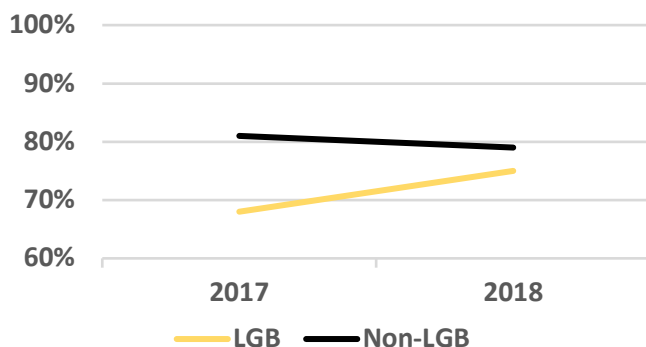
- 1 Students with an IEP report higher levels of general concern compared to students without an IEP.



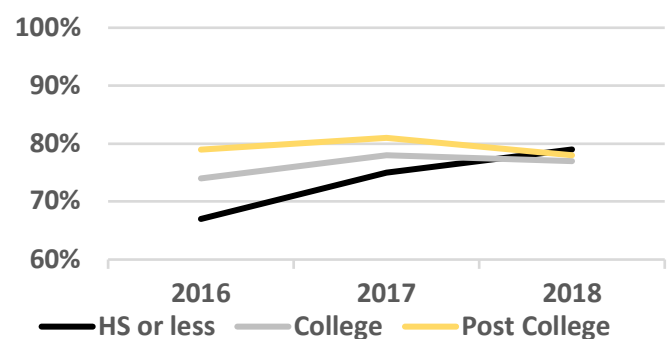
- 2 ELL students report higher levels of general concern compared to non-ELL students.



- 3 A higher percentage of LGB students report general concern in 2018 compared to 2017.



- 4 In 2018, there are no longer significant differences between students whose parents have different levels of education.



Survey Items

- Teachers listen to students when they have problems.*
- Students are supported by the teachers.*
- Students get along well with teachers.*
- Teachers often let students know when they are being good.*

*In 2016 only 8th and 11th grade sample

Trends

There was a significant increase in general concern from 2016 to 2017 (75% to 80%), however, there was a small but significant decrease from 2017 to 2018 (80% to 79%).

Other Notable Findings

Non-binary students report the lowest levels of general concern in 2018 (66%).

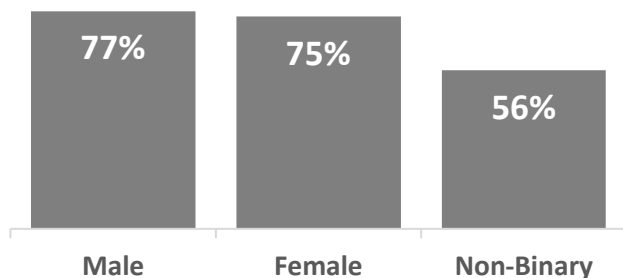
Black and Multiracial students report lower levels of general concern compared to White, Latino, and Asian students.

Junior high students report lower levels of general concern compared to elementary and high school students.

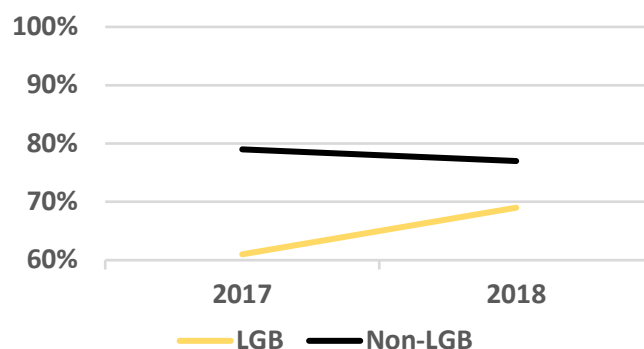
Personal Concern

2018 Key Findings

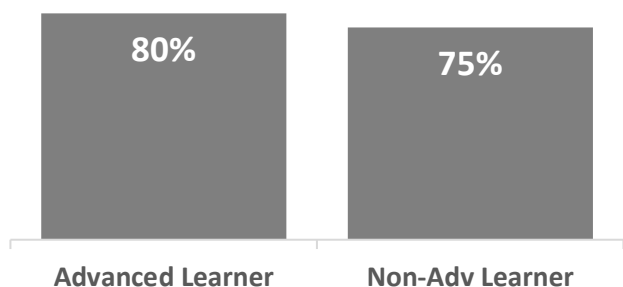
- 1 The largest disparity in reports of personal concern is between non-binary, and male and female students.



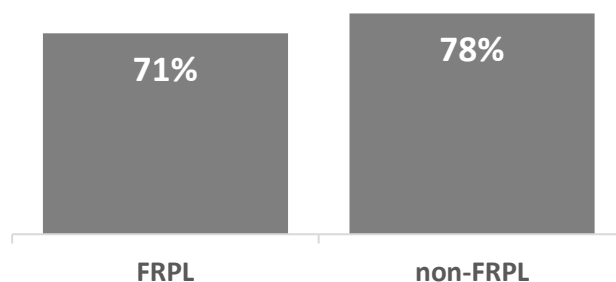
- 2 A higher percentage of LGB students report personal concern in 2018 compared to 2017.



- 3 Advanced learners report higher levels of personal concern compared to non-advanced learners.



- 4 Students who qualify for free or reduced price lunch report lower levels of personal concern compared to students who do not.



Survey Items

- Most of my teachers really listen to what I have to say.
- If I have problems in a class, I am comfortable talking to most of my teachers about it.
- Most of my teachers seem to understand where I am coming from.

Trends

There was a significant increase in personal concern from 2016 to 2017 (73% to 78%), however, there was a small but significant decrease from 2017 to 2018 (78% to 76%).

Other Notable Findings

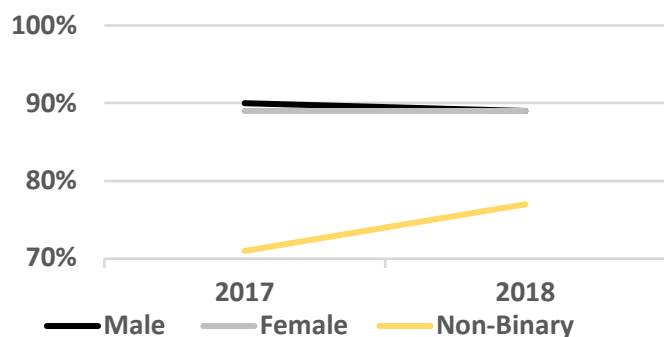
Black students report the lowest levels of personal concern across racial identities.

Students whose parents have an advanced degree are more likely to report personal concern compared to students whose parents have a college degree or less.

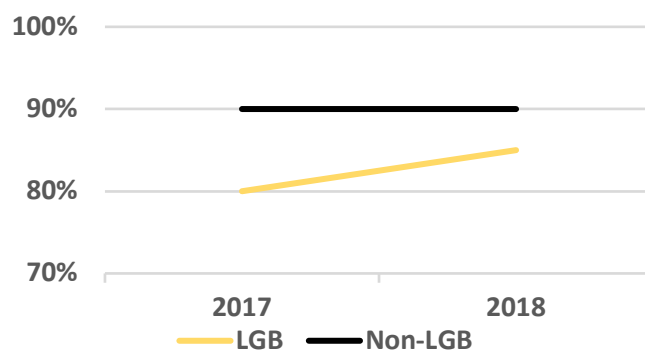
Teacher Trust and Respect

2018 Key Findings

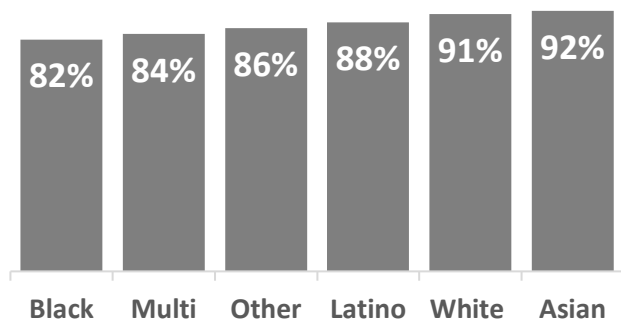
- 1 The difference between non-binary and male and female students reporting that they trust and respect their teachers declined from 2017 to 2018.



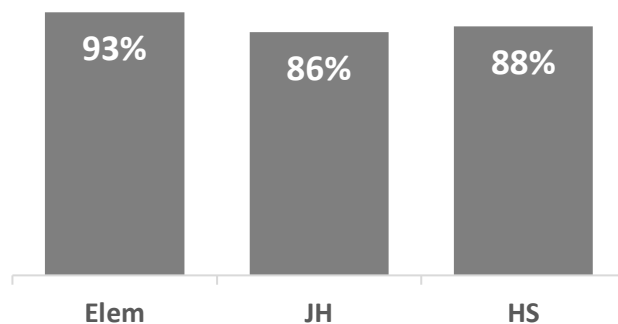
- 2 A higher percentage of LGB students report that they trust and respect their teachers in 2018 compared to 2017.



- 3 Asian students report the highest level of trust and respect of their teachers.



- 4 Elementary students report the highest levels of trust and respect for their teachers.



Survey Items

- I trust my teachers.
- I respect my teachers.

Trends

There was no significant change from 2017 to 2018.

Other Notable Findings

FRPL students report lower levels of trusting and respecting their teachers compared to non-FRPL students.

Students whose parents have an advanced degree are more likely to report trusting and respecting their teachers compared to students whose parents have lower levels of education.

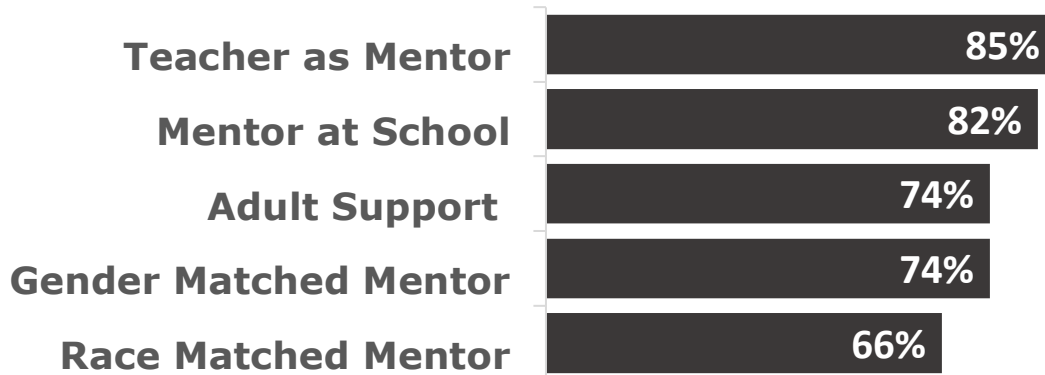
Students who are advanced learners report higher levels of trusting and respecting their teachers compared to non-advanced learner students.

Mentorship and Adult Support



The analysis for this section of the report (p. 11-15) includes student survey items that capture several aspects of student relationships with mentors and other adults in the school.

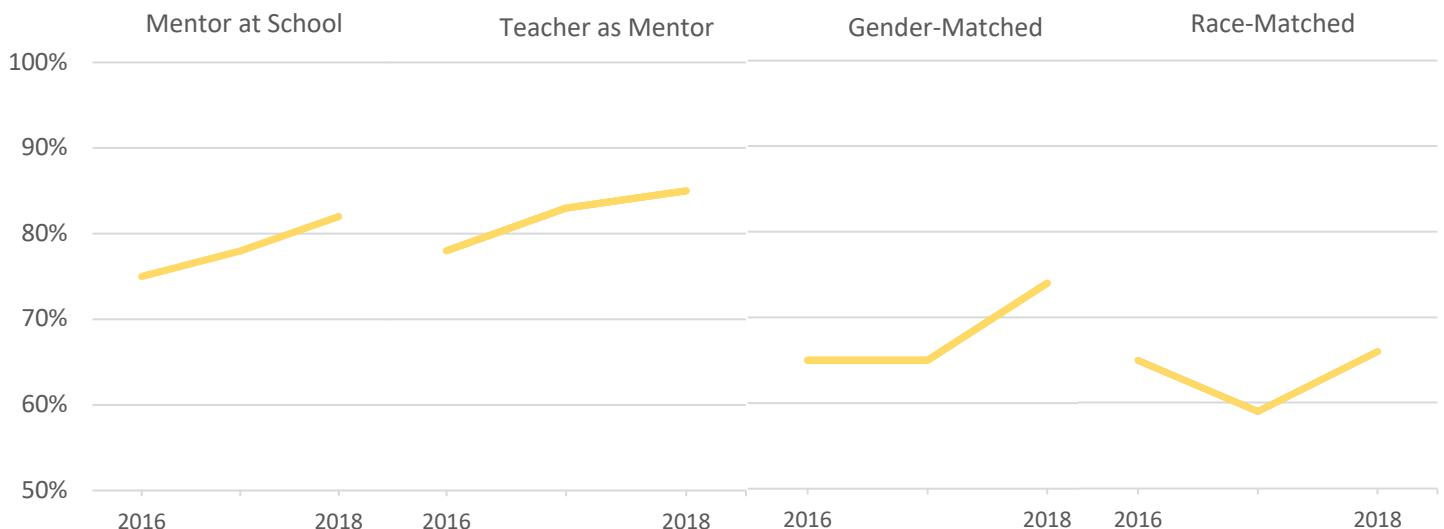
2018 Results



"I think that there are a lot of problems with administration. I do not feel support from anyone in administration except my counselor and her reach only extends so far."
- ICCSD student

[educator name] she is just so helping and talking to her always helps me when i am feeling stressed and or being pushed to do something that i do not want to do like peer pressure. I just think we need more people like her in our school district. She is a students family advocate - ICCSD student

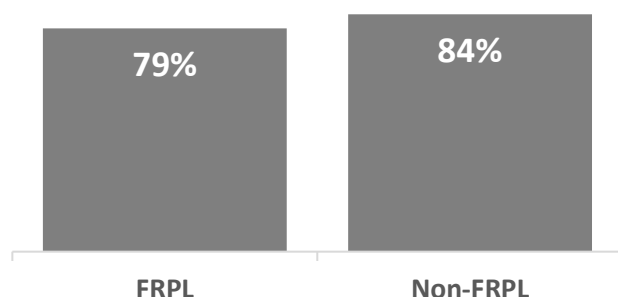
2016-2018 District Trends



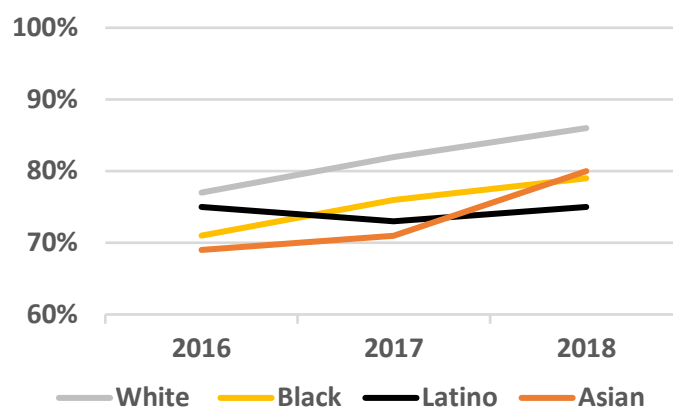
Mentors at School

2018 Key Findings

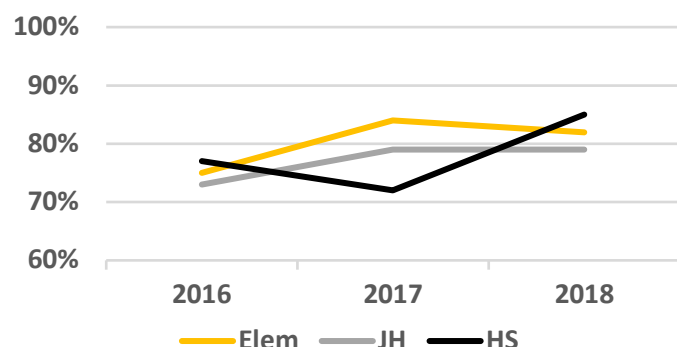
- 1 There are not significant differences between students whose parents have different levels of education, however FRPL students are less likely to report having a mentor compared to non-FRPL students.



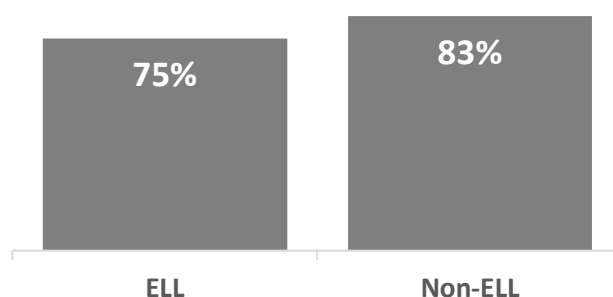
- 2 White students are the most likely to report having a mentor at their school.



- 3 The percentage of high school students reporting having a mentor increased considerably from 2017 to 2018.



- 4 A lower percentage of ELL students report having a mentor compared to non-ELL students.



Survey Item

- Is there at least one adult in your school that you trust and go to for advice?

Trends

There was a significant increase in the percentage of students reporting that they have an adult in their school that they can trust and go to for advice from 2016 to 2018 (75% to 82%).

Other Notable Findings

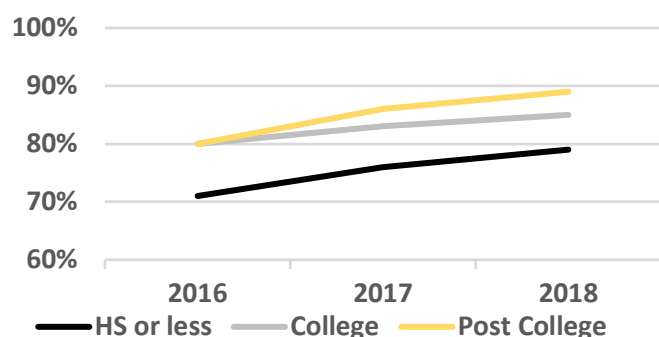
There are not significant differences between LGB and non-LGB students in their likelihood of reporting having a mentor in their school.

Female students are more likely to report having a mentor compared to male and non-binary students.

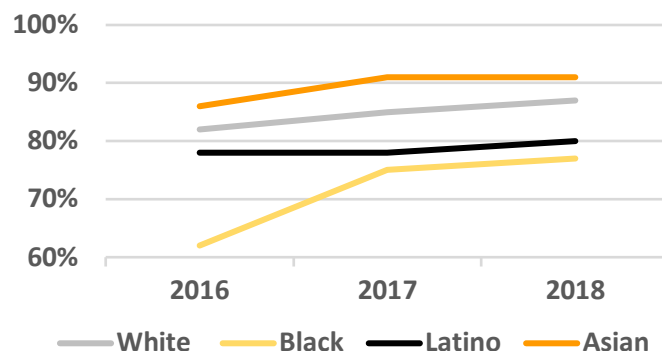
Teachers as Mentors

2018 Key Findings

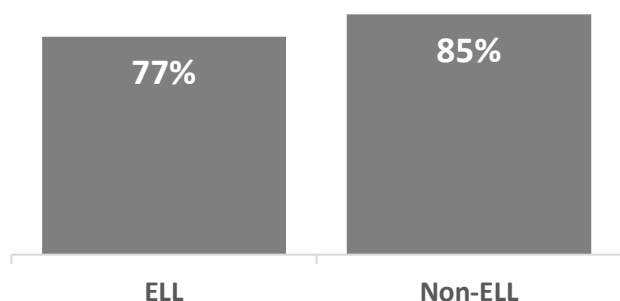
- 1 Students whose parents have less than a college degree are less likely to have a mentor who is a teacher.



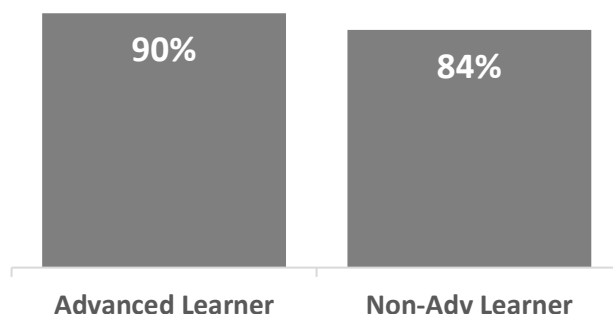
- 2 White and Asian students are more likely to have a mentor who is a teacher compared to Black and Latino students.



- 3 ELL students are less likely to have a mentor who is a teacher compared to non-ELL students.



- 4 Advanced learner students are more likely to have a mentor who is a teacher compared to non-advanced learner students.



Survey Item

- If a respondent indicated having a mentor, in 2016 and 2017 they were asked whether this person was a teacher or some other adult at school. In 2018, respondents were asked whether this person (or people) was a teacher, some other adult at school, an adult from a club or outside program, or a community member and were able to select all that applied (i.e. if student indicated having more than 1 mentor).

Trends

There was a significant increase in the percentage of students reporting that they have a mentor who is a teacher from 2016 to 2018 (78% to 85%).

Other Notable Findings

There are not significant differences by gender or sexual orientation in students having a teacher who is a mentor.

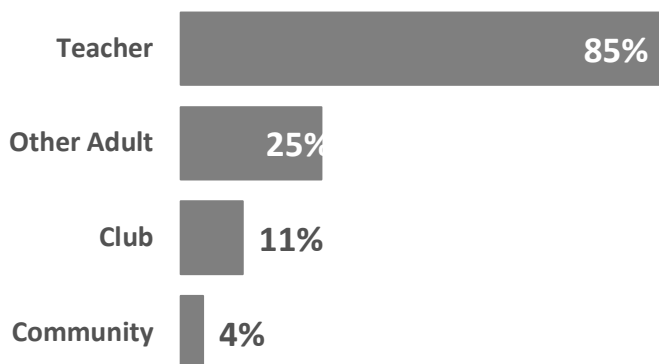
FRPL students are less likely to report having a teacher who is a mentor compared to non-FRPL students.

Students in high school are the more likely to have a mentor who is a teacher compared to students in elementary or junior high school.

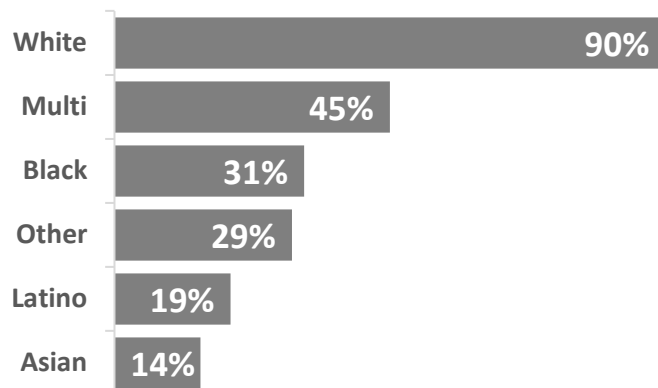
Race and Gender Matched Mentors

2018 Key Findings

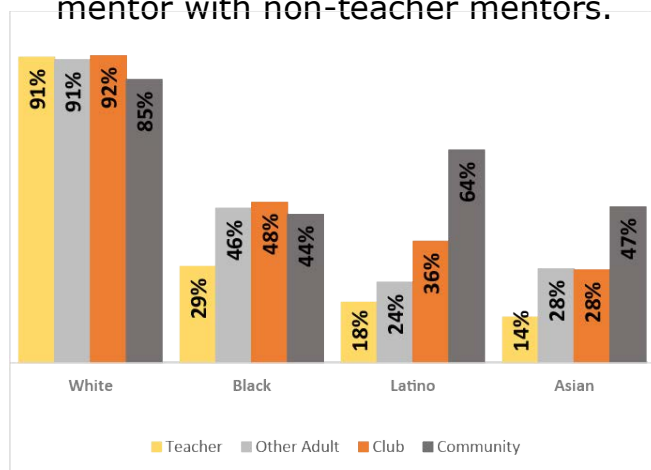
- 1 The vast majority of mentors identified by students are teachers.



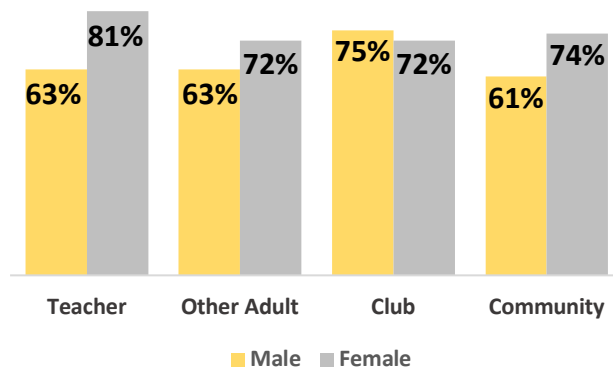
- 2 White students are the most likely to have a race-matched mentor, and Asian students are the least likely.



- 3 Black, Latino, and Asian students are more likely to have a race-matched mentor with non-teacher mentors.



- 4 Female students are most likely to have a gender-matched mentor, with the exception of when the mentor is an adult from a club or outside program.



Survey Item

- If respondent indicated they have a mentor or mentors they were asked the following questions:
 - Are any of these people (this person) the same race as you?
 - Are any of these people (this person) the same gender as you?

Trends

There was a significant increase in the percentage of students reporting a gender-matched mentor from 2016 to 2018 (65% to 74%). There was a slight increase in race-matched mentors from 2016 to 2018 (65% to 66%).

Other Notable Findings

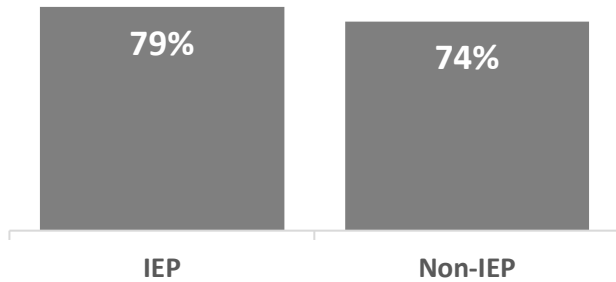
ELL and FRPL students are much less likely to report having a race-matched mentor compared to non-ELL and non-FRPL students.

Students in junior high are the most likely to report having a gender-matched mentor compared to elementary and high school students.

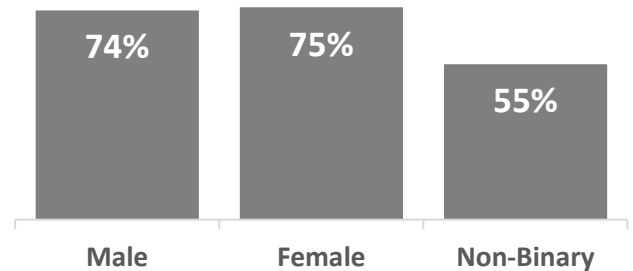
Adult Support

2018 Key Findings

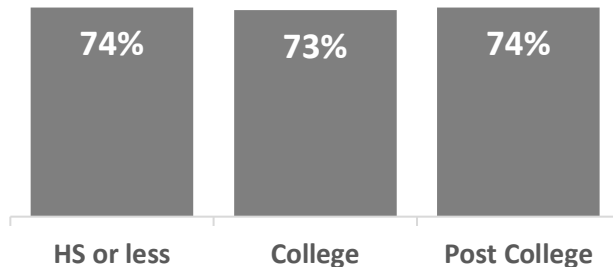
- 1** Students who have an IEP are more likely to report that school staff supports them compared to students who do not have an IEP.



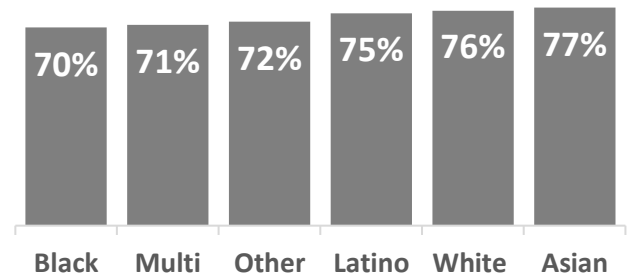
- 2** Non-binary students are less likely to report that school staff supports them compared to female and male students.



- 3** There are not significant differences in perceptions of school staff support between students whose parents have different levels of education.



- 4** Black students are less likely to report that school staff supports them compared to White, Asian, and Latino students.



Survey Items

- 2017:
 - I am comfortable talking to my counselor.
 - The school staff is supportive of me.
- 2018:
 - The school staff supports me emotionally, academically, and socially. (3 items)

Trends

Because the items used to measure adult support differed for 2017 and 2018, no trends are reported.

Other Notable Findings

FRPL students are less likely to report that school staff supports them compared to non-FRPL students.

Elementary school students are more likely to report that school staff supports them compared to junior high and high school students.

Inclusive Classroom Discussions



The analysis for this section of the report (p.16-22) includes student survey items that capture several aspects of classroom discussion content.

2018 Results

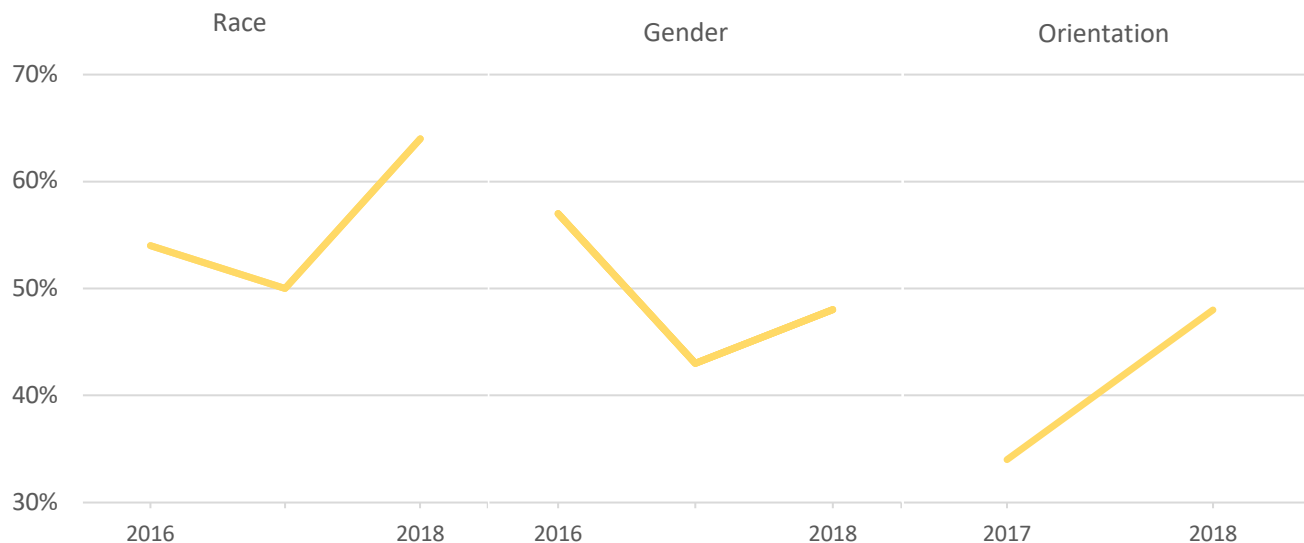
There are opportunities in class to talk about...



"The only day teachers really talked about race, gender identity, sexual orientation and other social issues was the Friday before MLK day." - ICCSD student

"I would have liked to discuss more about different sexual orientations in health class, as the class only mainly talked about heterosexual relationships between cisgender people." - ICCSD student

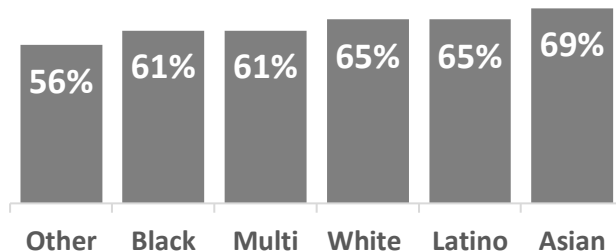
2016-2018 District Trends



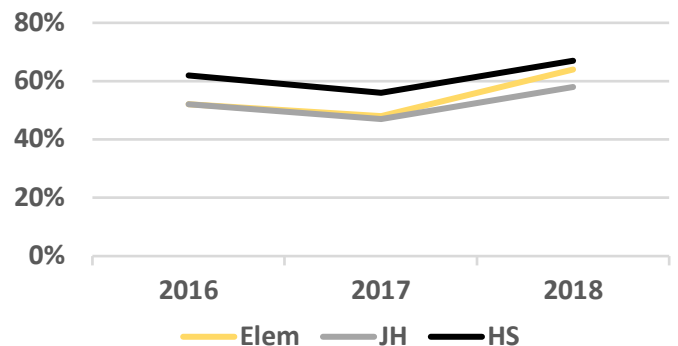
Opportunities to Talk About Race

2018 Key Findings

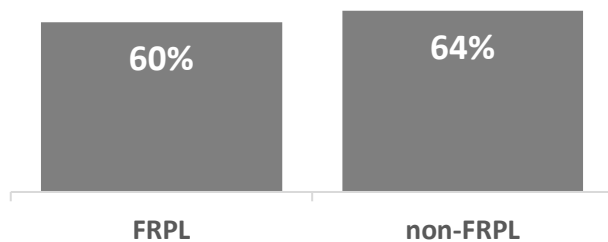
- 1 There are not significant differences between students of different racial identities with the exception of Asian students being more likely to report opportunities to discuss race in class compared to Other race students.



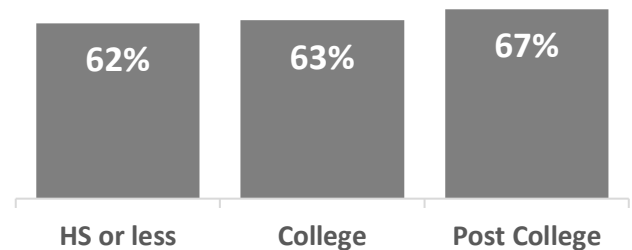
- 2 High school students are the most likely to report that there are opportunities in class to talk about race.



- 3 FRPL students are less likely to report that there are opportunities in class to talk about race compared to non-FRPL students.



- 4 Students whose parents have an advanced degree are more likely to report that there are opportunities in class to talk about race compared to students whose parents have a college degree or less.



Survey Item

- There are opportunities in class to talk about race.

Trends

There was a significant decrease in the percentage of students reporting that there are opportunities in class to talk about race from 2016 to 2017 (54% to 50%), however, there was a substantial increase from 2017 to 2018 (50% to 64%).

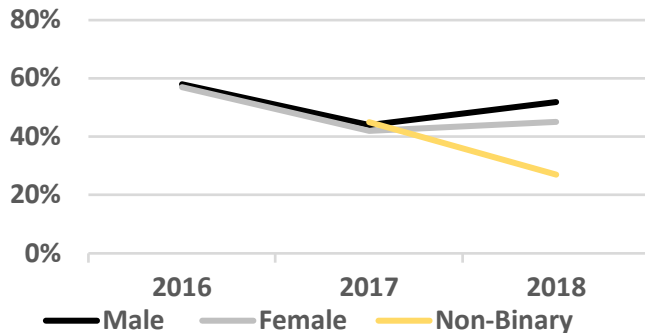
Other Notable Findings

There are not significant differences in terms of gender, sexual orientation, ELL status, IEP status, or advanced learner status in the percentage of students reporting that there are opportunities in class to talk about race.

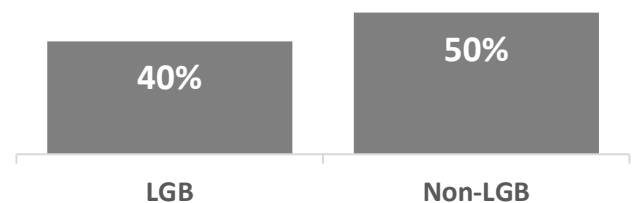
Opportunities to Talk about Gender

2018 Key Findings

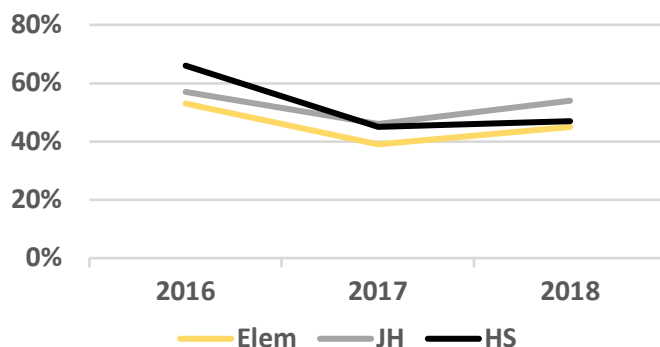
- 1 Non-binary students are much less likely to report that there are opportunities in class to talk about gender compared to male and female students.



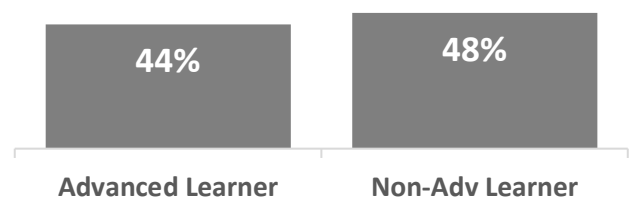
- 2 A lower percentage of LGB students report that there are opportunities to talk about gender compared to non-LGB students.



- 3 Junior high students are the most likely to report that there are opportunities in class to talk about gender.



- 4 Advanced learner students are less likely to report that there are opportunities in class to talk about gender compared to non-advanced learner students.



Survey Item

- There are opportunities in class to talk about gender and gender identity.

Trends

There was a significant decrease in the percentage of students reporting that there are opportunities in class to talk about gender from 2016 to 2017 (57% to 43%), however, there was an increase from 2017 to 2018 (43% to 48%).

Other Notable Findings

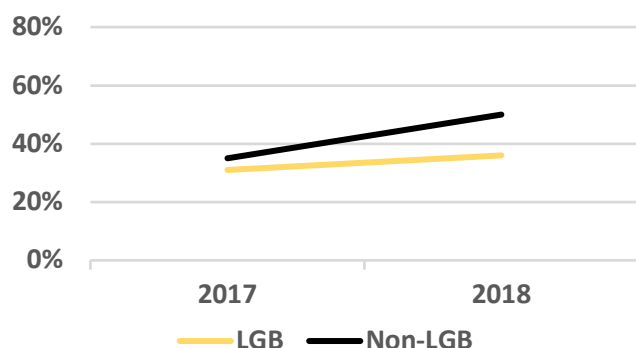
ELL students and students with IEPs are more likely to report that there are opportunities to talk about gender in class compared to non-ELL students and students without an IEP.

There are not significant differences in reports of whether there are opportunities to talk about gender in class between students whose parents have different levels of education.

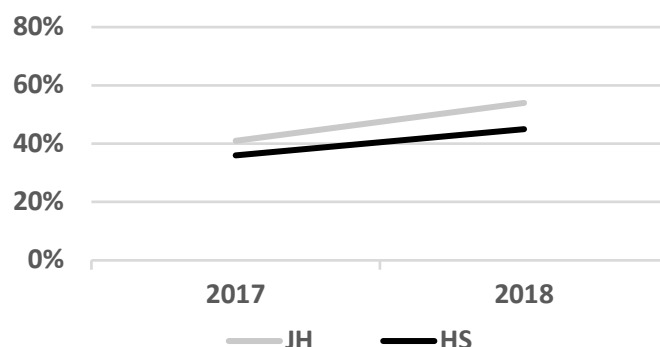
Opportunities to Talk about Sexual Orientation

2018 Key Findings

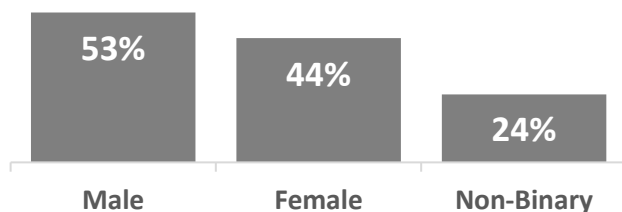
- 1 A lower percentage of LGB students report that there are opportunities to talk about sexual orientation compared to non-LGB students.



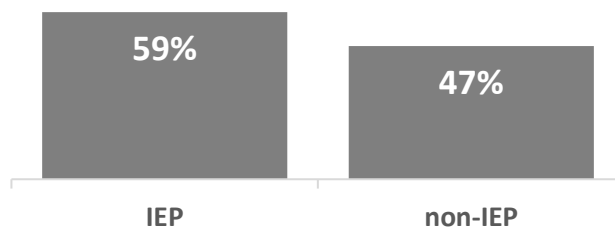
- 2 Junior high students are the most likely to report that there are opportunities in class to talk about sexual orientation.



- 3 Non-binary students are much less likely to report that there are opportunities in class to talk about sexual orientation compared to male and female students.



- 4 Students with IEPs are more likely to report that there are opportunities in class to talk about sexual orientation compared to students without an IEP.



Survey Item

- There are opportunities in class to talk about sexual orientation.

Slight word change in 2018; only asked of 7th-12th grade students

Trends

There was a significant increase in the percentage of students reporting that there are opportunities in class to talk about sexual orientation from 2017 to 2018 (34% to 48%).

Other Notable Findings

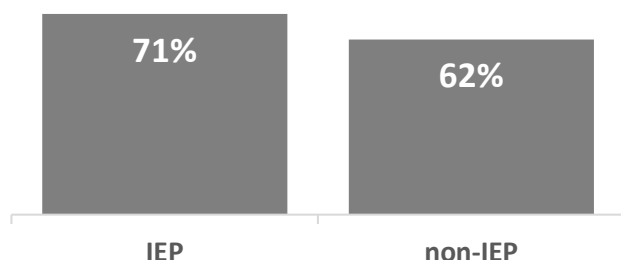
There are not significant differences between ELL and non-ELL students, advanced learner vs non-advanced learner students, or between FRPL and non-FRPL students in reporting whether there are opportunities to talk about sexual orientation in class.

There are not significant differences between students whose parents have different levels of education in terms of their reporting of whether there are opportunities to talk about sexual orientation in class.

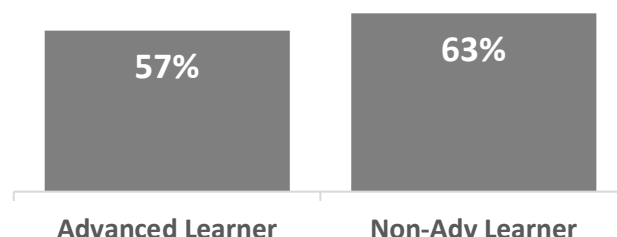
Opportunities to Talk About Abilities

2018 Key Findings

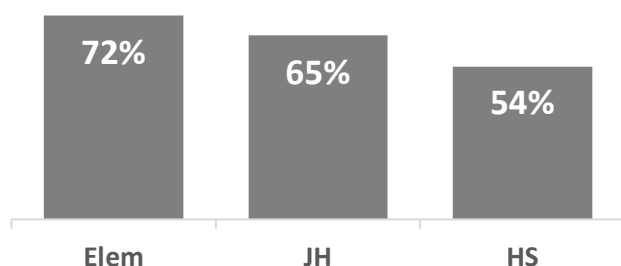
- 1 A higher percentage of students with IEPs report that there are opportunities to talk about differences in learning or physical abilities compared to students who do not have IEPs.



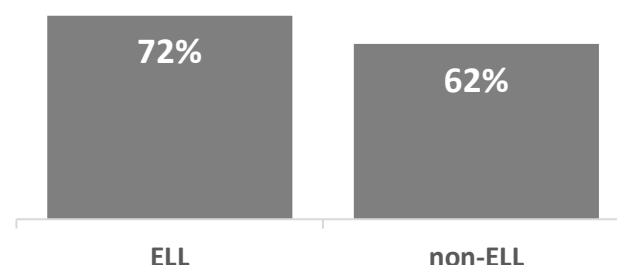
- 2 A lower percentage of advanced learner students report that there are opportunities to talk about differences in learning or physical abilities compared to non-advanced learner students.



- 3 High school students are the least likely to report that there are opportunities to talk about differences in learning or physical abilities compared to elementary and junior high school students.



- 4 ELL students are more likely to report that there are opportunities to talk about differences in learning or physical abilities compared to non-ELL students.



Survey Item

- There are opportunities in class to talk about differences in learning or physical abilities.

New item in 2018

Trends

This survey item was asked for the first time in 2018.

Other Notable Findings

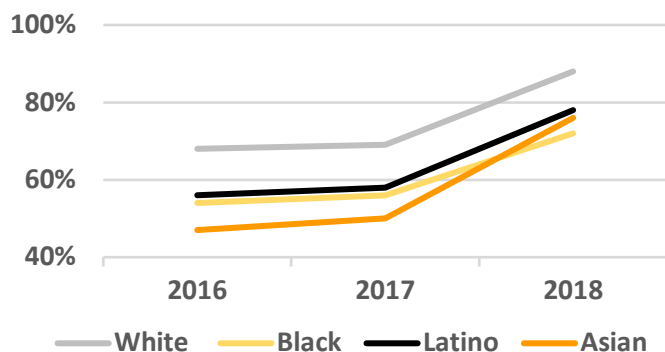
Students whose parents do not have college experience are more likely to report that there are opportunities to talk about differences in learning or physical abilities compared to students whose parents have a higher level of education. FRPL students are also more likely to indicate there are opportunities in class to discuss this topic compared to non-FRPL students.

Male students are more likely to report that there are opportunities to talk about differences in learning or physical abilities compared to female and non-binary students.

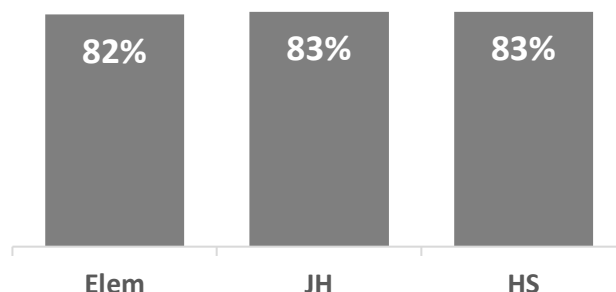
Inclusive Content and Materials

2018 Key Findings

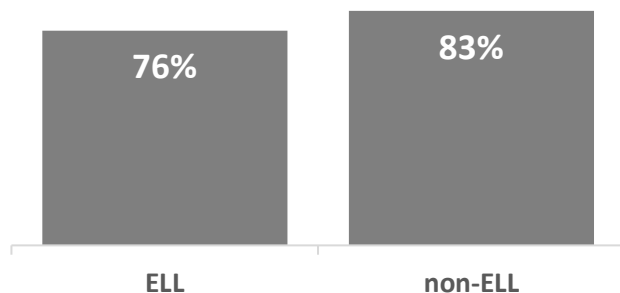
- 1 White students are more likely than students of other racial identities to report that classroom content and materials are inclusive.



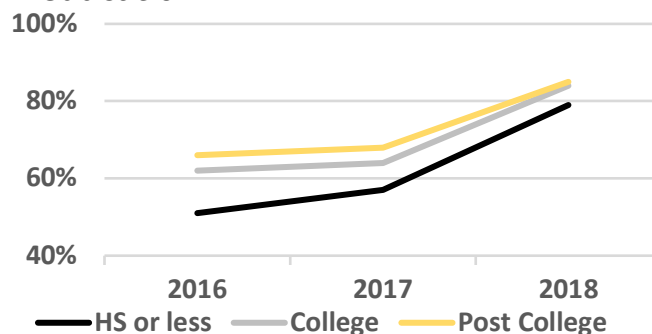
- 2 There are no significant differences between elementary, junior high, or high school students in reports of inclusive content and materials.



- 3 A lower percentage of ELL students report that the content and materials are inclusive compared to non-ELL students.



- 4 Students whose parents do not have college experience are less likely to report that the content and materials are inclusive compared to students whose parents have higher levels of education.



Survey Items

- I see people of many races, cultures, and backgrounds represented in my classes and homework.
- My teachers present positive images of people from a variety of races, cultures, and backgrounds.
- My teachers use examples of races, cultures, and backgrounds that are like mine.

Item wording changed from 2016 and 2017

2016-2018 Trends

In 2018 there was a substantial increase in the percentage of students reporting that the content and materials are inclusive, however, this is likely in part because of the change in the measure.

Other Notable Findings

FRPL students are less likely to report that the content and materials are inclusive compared to non-FRPL students.

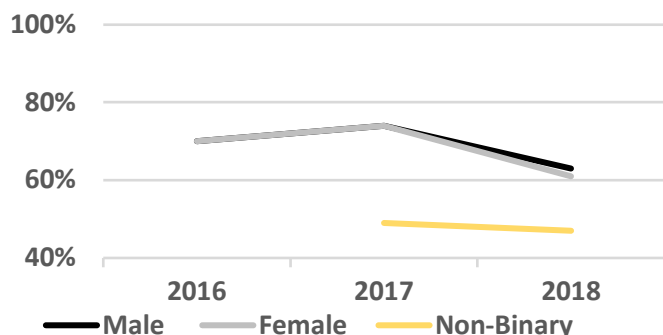
Advanced learner students are more likely to report that content and materials are inclusive compared to non-advanced learner students.

Non-binary students are less likely to report that the content and materials are inclusive compared to male and female students.

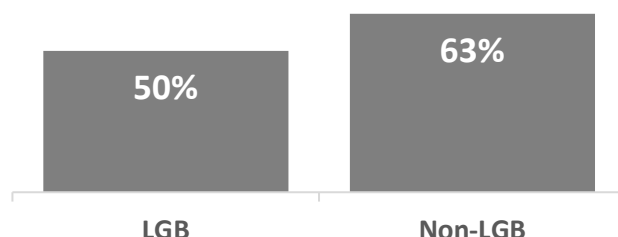
Classroom Membership

2018 Key Findings

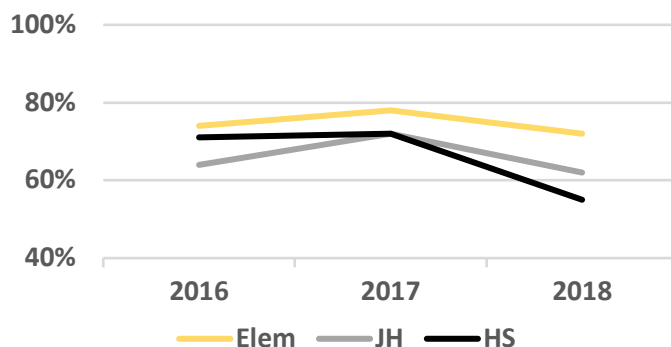
- 1 Non-binary students are less likely to report feeling valued as a member of the classroom compared to male and female students.



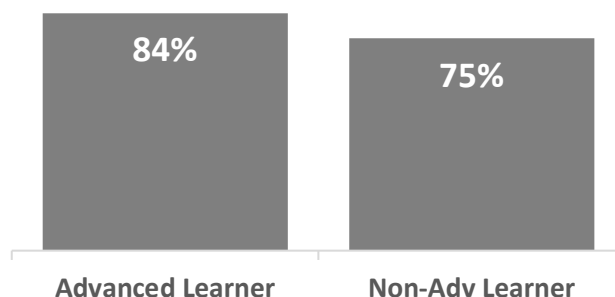
- 2 A lower percentage of LGB students report feeling valued as a member of the classroom compared to non-LGB students.



- 3 Elementary students have the highest percentage of students reporting that they feel valued as members of the classroom compared to junior high and high school students.



- 4 A higher percentage of advanced learner students report feeling valued as a member of the classroom compared to non-advanced learner students.



Survey Items

- I see myself as a valuable member of the classroom.
- I feel that my contributions are valued in the classroom.

Trends

There was a decrease in perceptions of classroom membership from 2016 to 2018 (70% to 62%).

Other Notable Findings

FRPL students are less likely to report feeling valued as a member of the classroom compared to non-FRPL students.

Students whose parents have less than a college degree are less likely to report feeling valued as a member of the classroom compared to students whose parents have an advanced degree.

Sharing Diverse Viewpoints



The analysis for this section of the report (p. 23-26) includes student survey items that capture several aspects of sharing diverse viewpoints in classroom discussions.

2018 Results

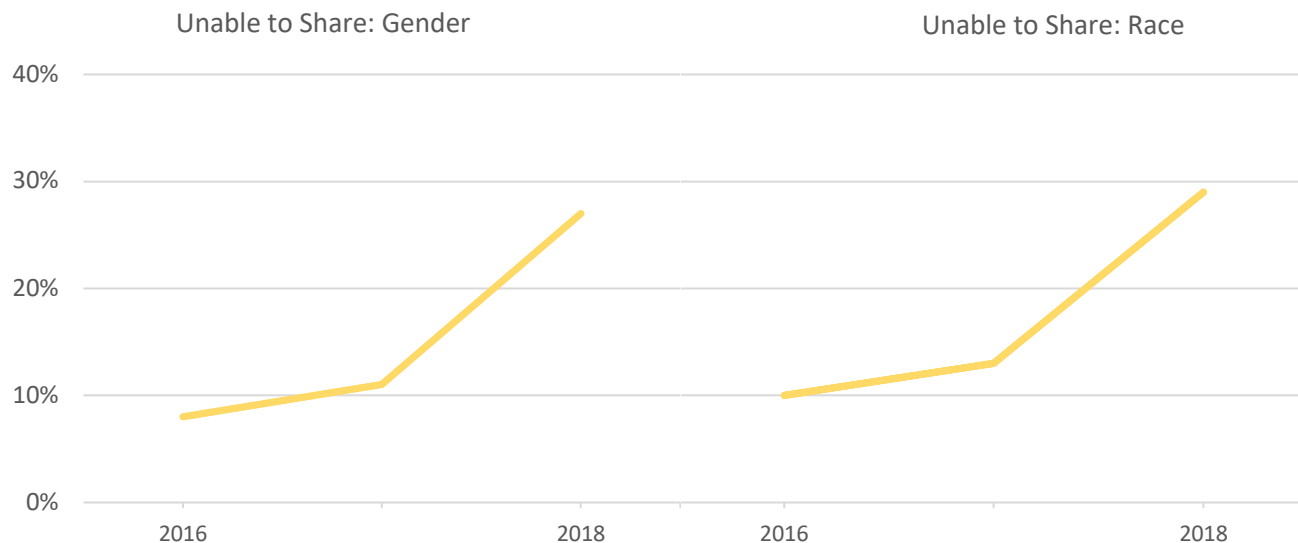
Students Report Feeling Unable to Share in Class Due to...



"I think that my class is a safe place, and that everyone is able to speak out about their beliefs." - ICCSD student

"I feel like people invalidate white male's opinions on race and gender in class discussions. And it also feels like everyone is waiting for us to make a mistake in one of our sentences to jump all over us and make us feel bad." - ICCSD student

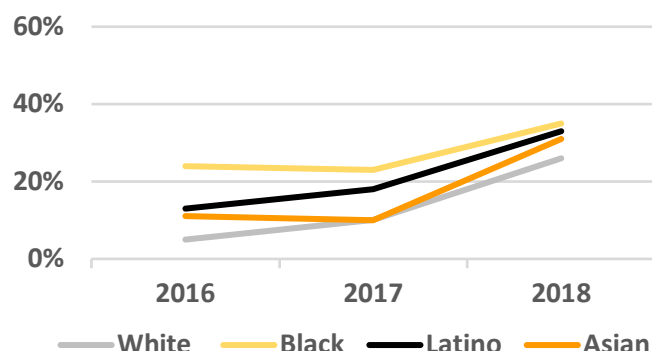
2016-2018 District Trends



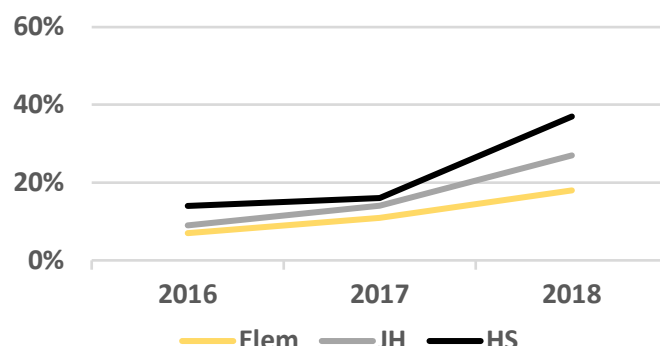
Sharing Diverse Viewpoints: Race

2018 Key Findings

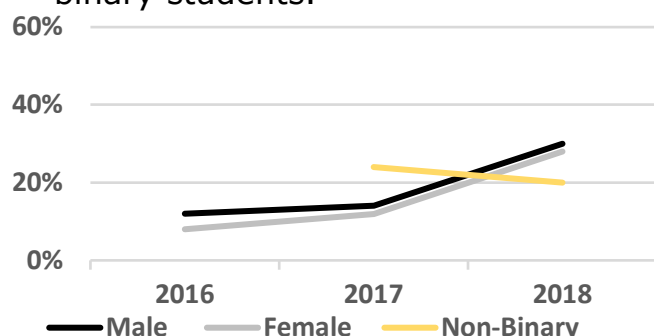
- Black students are the most likely to feel unable to share in class due to their race.



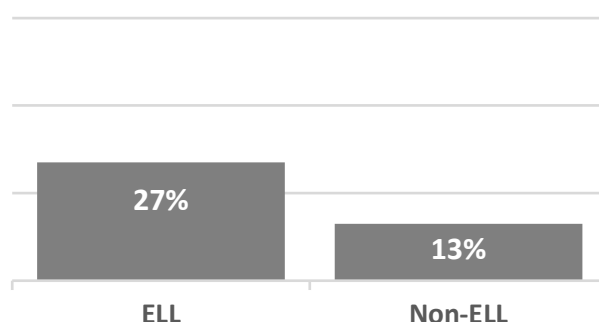
- High school students are the most likely to feel unable to share in class due to their race, and they also had the greatest increase from 2016-2018.



- Rates of feeling unable to share in class due to race increased for male and female students but not non-binary students.



- ELL students were more likely to report feeling unable to share in class due to their race compared to non-ELL students.



Survey Item

- I feel unable to share my views in class because of my race.

Trends

There was a significant increase in students being unable to share their views in class due to their race from 2016 to 2018 (10% to 29%).

Other Notable Findings

Students who qualify for FRPL, and students with IEPs are more likely to report feeling unable to share in class due to their race compared to students who do not qualify for FRPL or have an IEP.

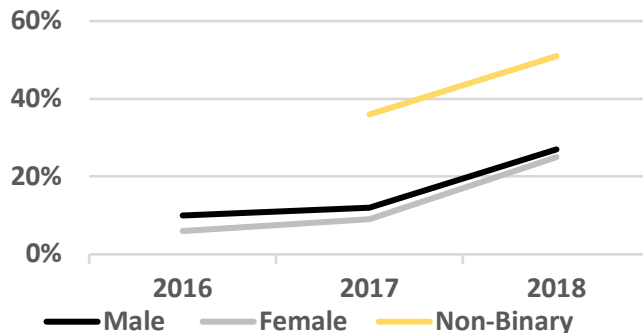
Advanced learner students are less likely to report feeling unable to share in class due to their race compared to students who are not advanced learners.

Students whose parents do not have college experience are more likely to report feeling unable to share in class due to their race compared to students whose parents have higher levels of education.

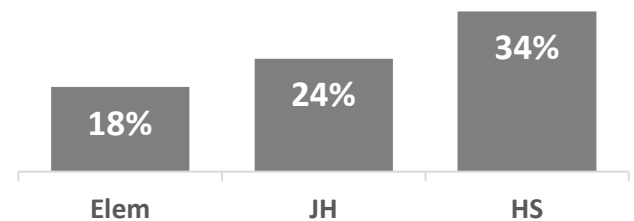
Sharing Diverse Viewpoints: Gender

2018 Key Findings

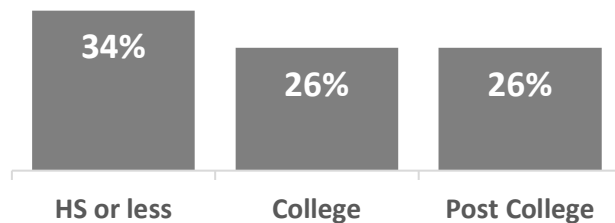
- 1 Non-binary students are the most likely to feel unable to share their views in class because of their gender.



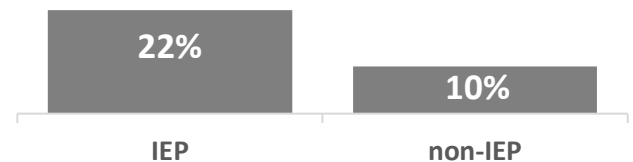
- 2 High school students are the most likely to feel unable to share in class due to their gender.



- 3 Students whose parents have less than a college degree are more likely to report feeling unable to share their views in class because of their gender.



- 4 Students with IEPs are more likely to report feeling unable to share in class due to their gender compared to students who do not have an IEP.



Survey Item

- I feel unable to share my views in class because of my gender identity.

Trends

There was a significant increase in students feeling unable to share their views in class due to their gender from 2016 to 2018 (8% to 27%).

Other Notable Findings

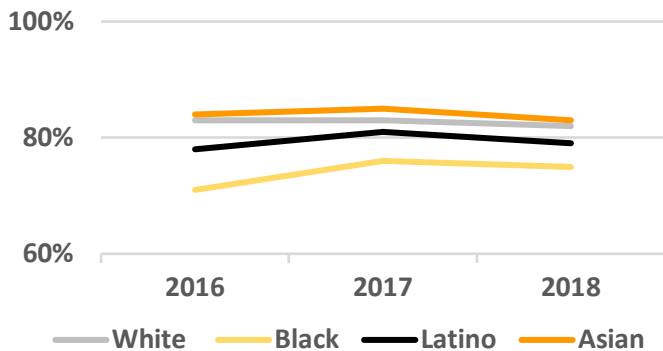
Students who qualify for free or reduced price lunch (FRPL), and ELL students are more likely to report feeling unable to share in class due to their gender compared to students who do not qualify for FRPL or are not ELL students.

Advanced learner students are less likely to report feeling unable to share in class due to their gender compared to students who are not advanced learners.

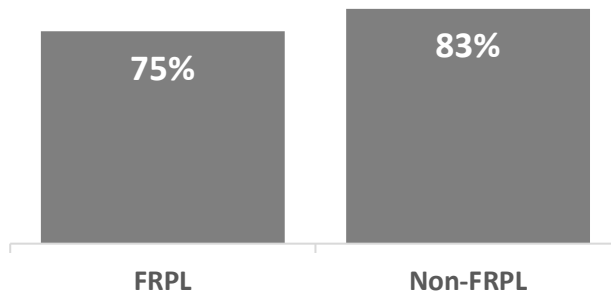
Social Belonging

2018 Key Findings

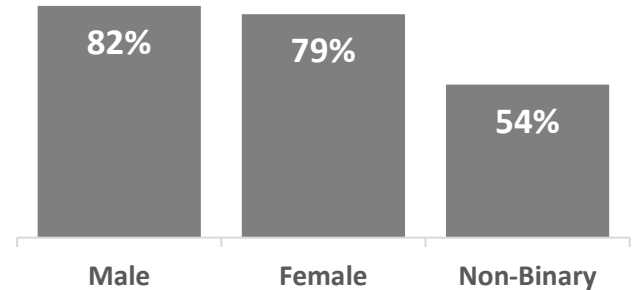
- 1 There are consistent patterns over the past three years of racial differences in social belonging with White and Asian being more likely to report social belonging relative to Black and Latino students.



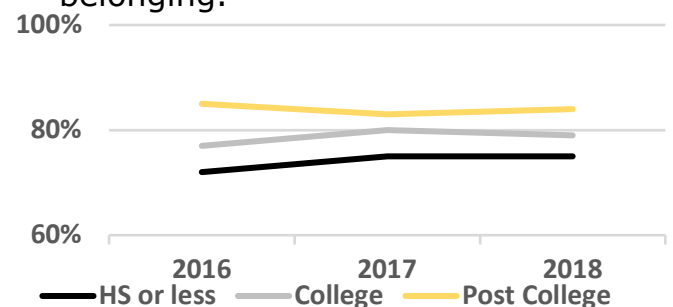
- 3 FRPL students report lower levels of social belonging compared to non-FRPL students.



- 2 Non-binary students are substantially less likely to report social belonging compared to male and female students.



- 4 There is a consistent pattern from 2016 to 2018 in the differences between students whose parents have different levels of education, students whose parents have lower levels of education report less social belonging.



Survey Item

- I feel like I belong in my school.*
- I feel like an outsider in my school.**
- I fit in with students at this school.***
- I feel close to people at this school.****

*2016-2018 item. ** Dropped in 2018.
*** Added in 2017. **** Added in 2018

Trends

There were no significant changes in students reporting social belonging.

Other Notable Findings

LGB students are less likely to report social belonging compared to non-LGB students, however, this difference decreased from 2017 to 2018.

From 2016 to 2018, elementary school students report higher levels of social belonging compared to junior high and high school students.

A smaller percentage of IEP students report social belonging compared to non-IEP students.

A higher percentage of advanced learner students report social belonging compared to non-advanced learner students.

Safety



The analysis for this section of the report (p. 27-32) includes student survey items that capture several aspects of safety in and around the school.

2018 Results

School is Welcoming and Safe

78%

Students *Always* Feel Safe...

In Class
Between Home and School
In Hallways and Bathrooms
Outside of School

55%

46%

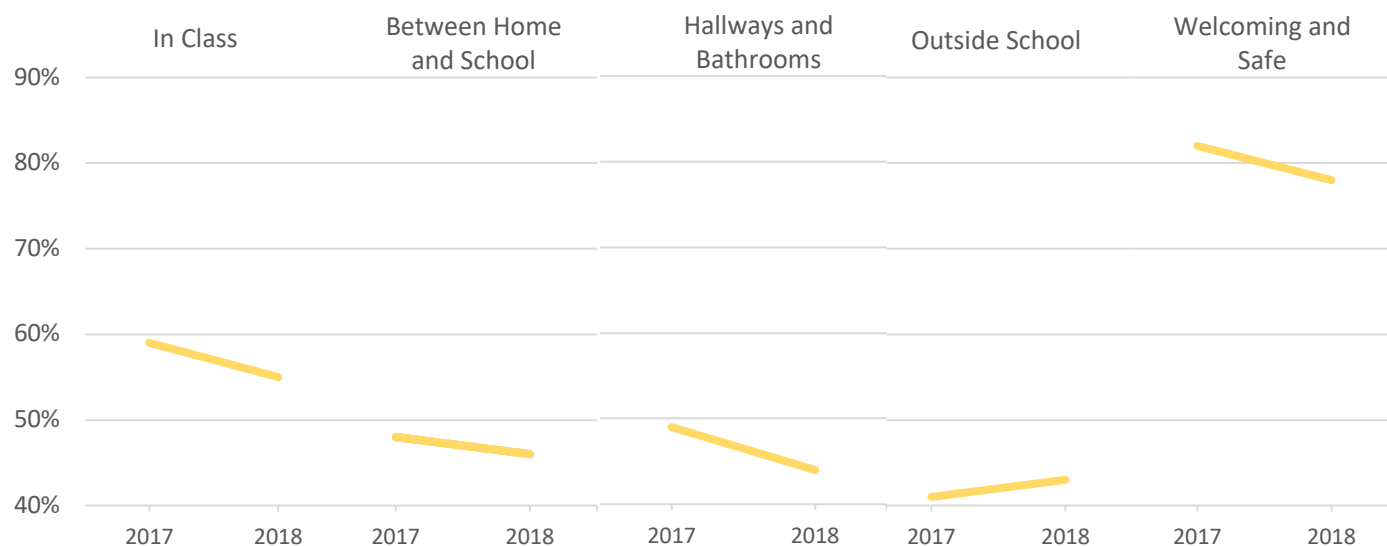
44%

43%

*"I feel very safe in here."
- ICCSD student*

*"The buses are chaos and so are the halls.
Everyday I hear profanity, swearing, and
threats on my bus home."- ICCSD student*

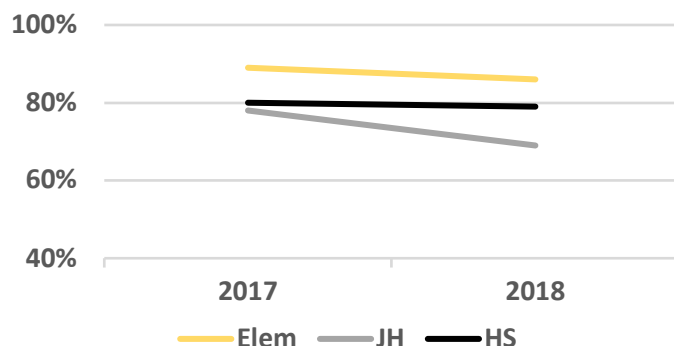
2016-2018 District Trends



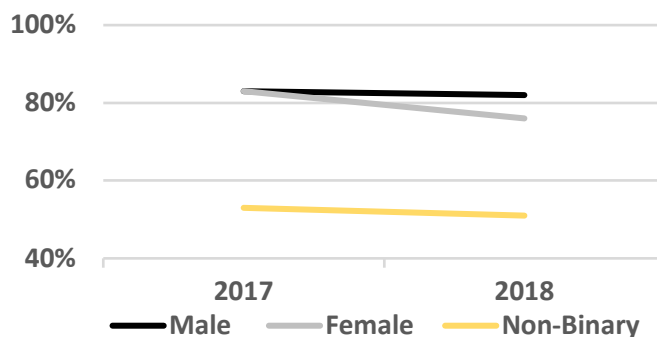
School is Welcoming and Safe

2018 Key Findings

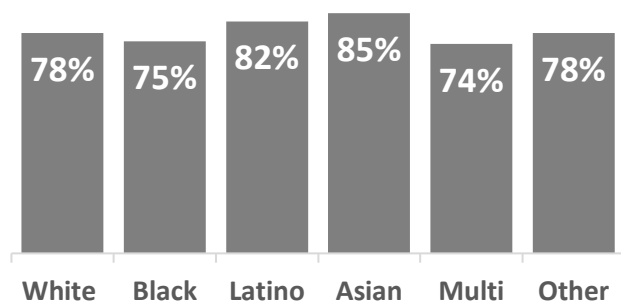
- 1 Junior high students are the least likely to agree that their school is welcoming and safe, and this declined from 2017 to 2018.



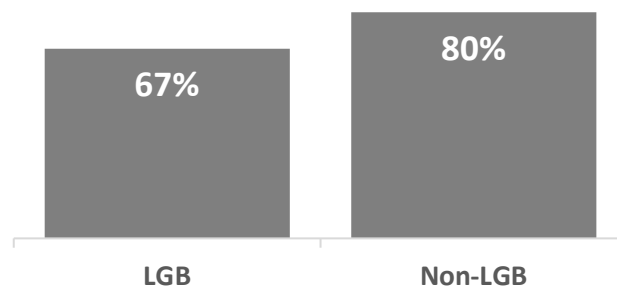
- 2 A lower percentage of non-binary students report that their school is welcoming and safe compared to male and female students.



- 3 Black and Multiracial students are less likely to agree that their school is welcoming and safe compared to Asian, Latino, and White students.



- 4 A lower percentage of LGB students report that their school is welcoming and safe compared to non-LGB students.



Survey Item

- This school is welcoming and safe.

Trends

There was a significant decrease in students agreeing that their school is welcoming and safe from 2017 to 2018 (82% to 78%).

Other Notable Findings

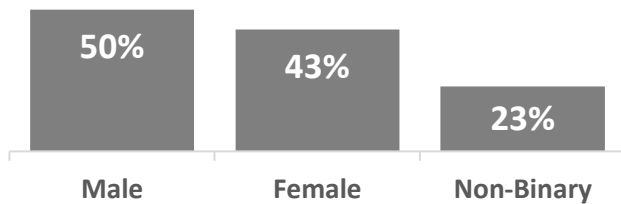
There are no significant differences between ELL and non-ELL, students with IEPs and those without, advanced learner compared to non-advanced learner students, or FRPL compared to non-FRPL students.

There are no significant differences between students whose parents have different levels of education.

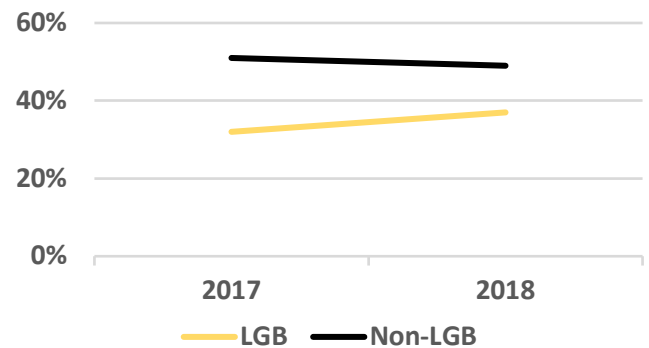
Safe Between Home and School

2018 Key Findings

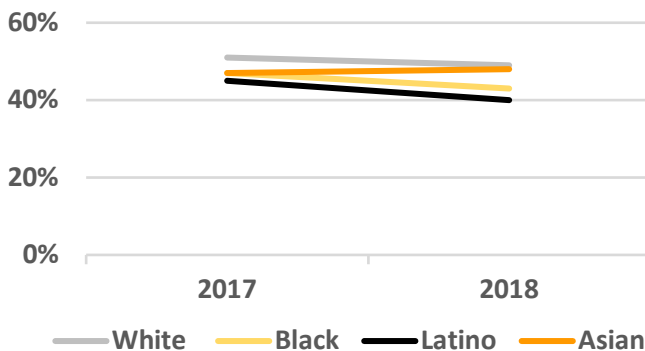
- 1 Non-binary students are substantially less likely to report always feeling safe traveling between home and school.



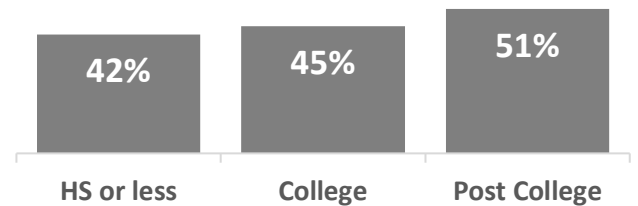
- 2 A smaller percentage of LGB students report always feeling safe traveling between home and school compared to non-LGB students.



- 3 Latino and Black students are less likely than White and Asian students to report always feeling safe traveling between home and school.



- 4 A higher percentage of students whose parents have an advanced degree report always feeling safe traveling between home and school compared to students whose parents have less education.



Survey Item

- How often do you feel safe traveling between home and school?

Trends

There was no significant change in the percentage of students reporting that they always feel safe traveling between home and school from 2017 to 2018.

Other Notable Findings

A higher percentage of high school students report always feeling safe traveling between home and school compared to elementary and junior high students.

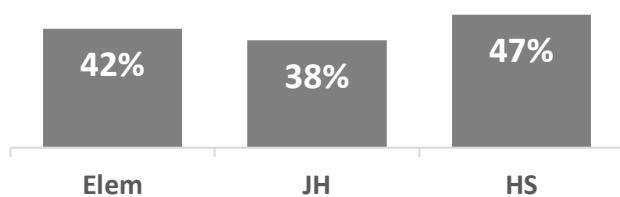
ELL students and FRPL students are less likely to report always feeling safe traveling between home and school compared to non-ELL and non-FRPL students.

Advanced learner students are more likely to report always feeling safe traveling between home and school compared to non-advanced learner students.

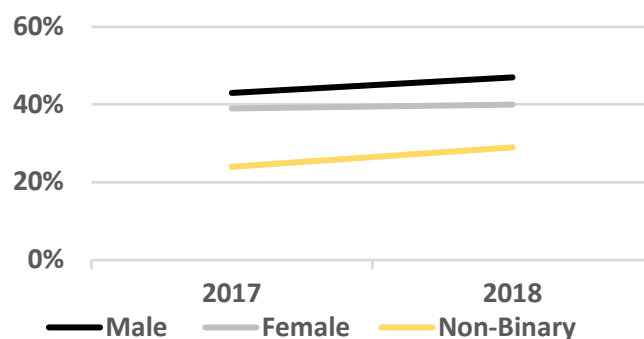
Safe Outside Around School

2018 Key Findings

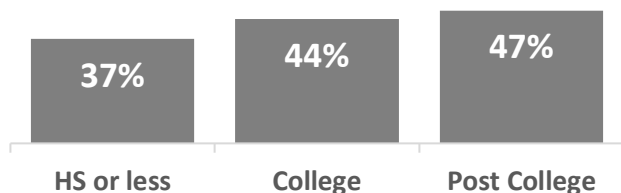
- 1 High school students are the most likely to report always feeling safe outside around their school compared to elementary and junior high students.



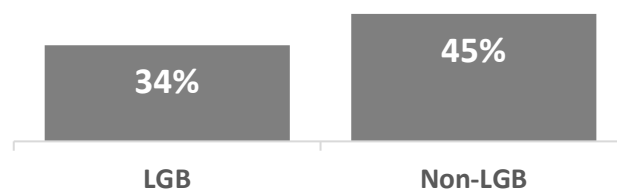
- 2 Non-binary students are substantially less likely to report always feeling safe outside around their school compared to male and female students.



- 3 A smaller percentage of students whose parents have less than a college degree report always feeling safe outside around their school compared to students whose parents have higher levels of education.



- 4 LGB students are less likely to report always feeling safe outside around their school compared to non-LGB students.



Survey Item

- How often do you feel safe outside around the school?

Trends

There was a significant increase in the percentage of students reporting that they always feel safe outside around the school from 2017 to 2018 (41% to 43%).

Other Notable Findings

A higher percentage of White students report always feeling safe outside around their school compared to Black and Latino students.

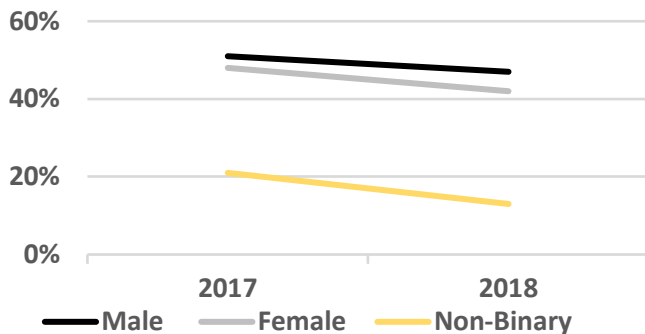
ELL students, FRPL students, and students with an IEP are less likely than non-ELL students, non-FRPL students, and students without an IEP to report always feeling safe outside around their school.

Advanced learner students are more likely to report always feeling safe outside around their school compared to non-advanced learner students.

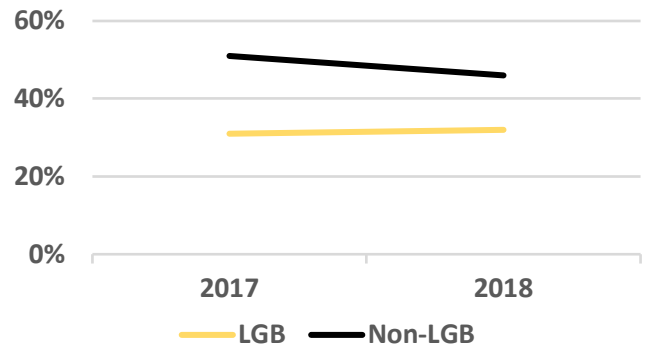
Safe in Hallways and Bathrooms

2018 Key Findings

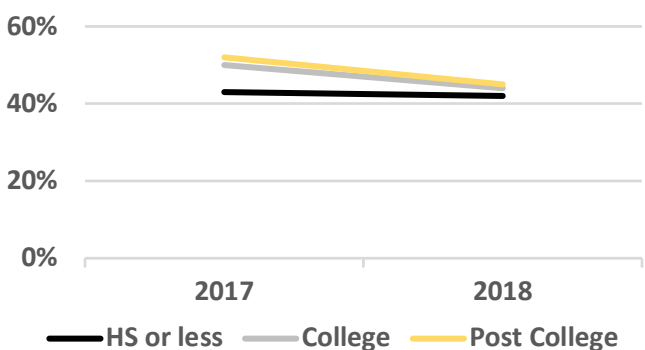
- 1** Non-binary students are substantially less likely to report always feeling safe in the hallways and bathrooms, and this declined from 2017 to 2018.



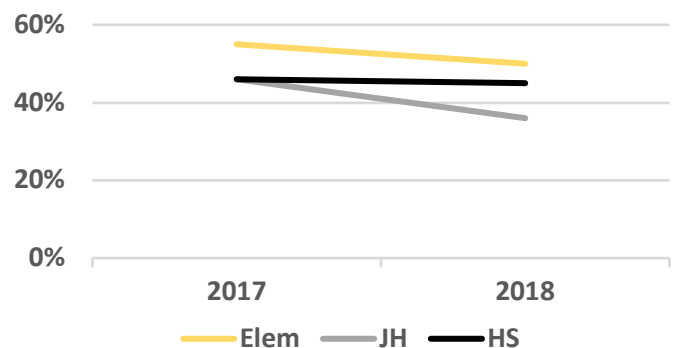
- 2** A lower percentage of LGB students report always feeling safe in the hallways and bathrooms compared to non-LGB students.



- 3** The difference between students whose parents have different levels of education in terms of their perception of always feeling safe in the hallways and bathrooms is no longer significant.



- 4** Junior high students are the least likely to report always feeling safe in the hallways and bathrooms compared to elementary and high school students.



Survey Item

- How often do you feel safe in the hallways and bathrooms?

2016-2018 Trends

There was a significant decrease in the percentage of students reporting that they always feel safe in the hallways and bathrooms from 2017 to 2018 (49% to 44%).

Other Notable Findings

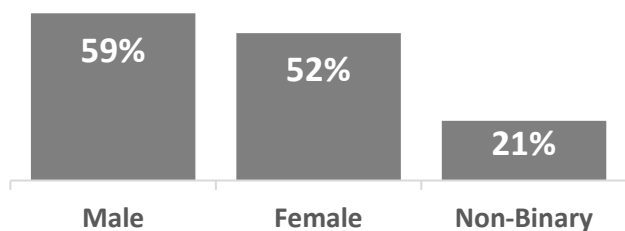
There are no significant racial differences in perceptions of always feeling safe in the hallways and bathrooms.

Advanced learner students are more likely to report always feeling safe in the hallways and bathrooms compared to non-advanced learner students.

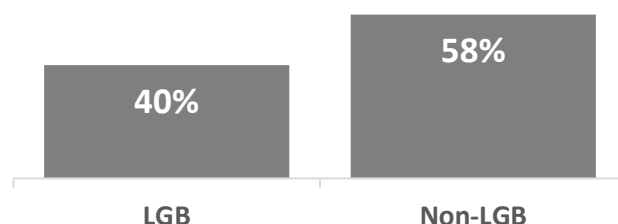
Safe in Classes

2018 Key Findings

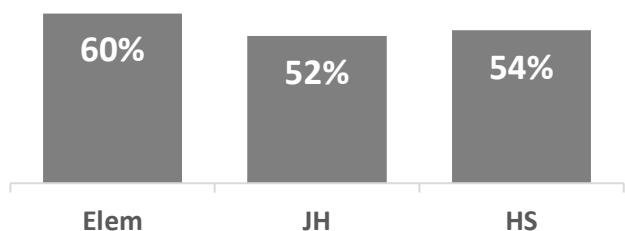
- 1 Non-binary students are substantially less likely to report always feeling safe in their classes, and this declined from 2017 to 2018.



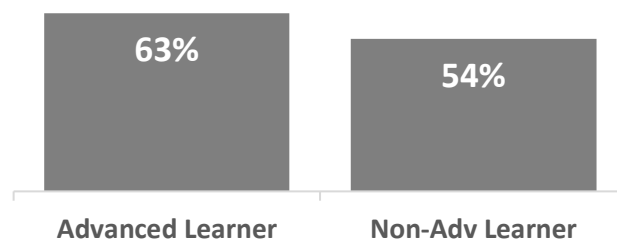
- 2 A lower percentage of LGB students report always feeling safe in their classes compared to non-LGB students.



- 3 Elementary students are the most likely to report always feeling safe in their classes compared to junior high and high school students.



- 4 A higher percentage of advanced learner students report always feeling safe in their classes.



Survey Item

- How often do you feel safe in your classes?

Trends

There was a significant decrease in the percentage of students reporting that they always feel safe in their classes from 2017 to 2018 (59% to 55%).

Other Notable Findings

ELL students and FRPL students are less likely to report always feeling safe in their classes compared to non-ELL students and non-FRPL students.

A lower percentage of students whose parents have less than a college degree report always feeling safe in their classes compared to students whose parents have higher levels of education.

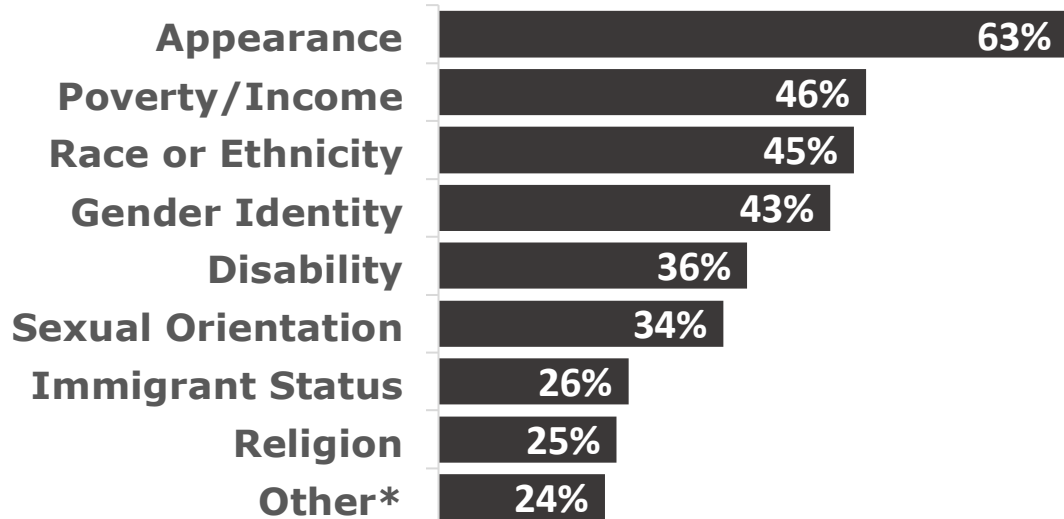
White and Asian students are more likely to report always feeling safe in their compared to Latino and Black students.

Bullying, Harassment, and Responsiveness



The analysis for this section of the report (p.33-36) includes student survey items that capture school responsiveness to conflict and experiences of bullying/harassment.

Students report bullying on the basis of...

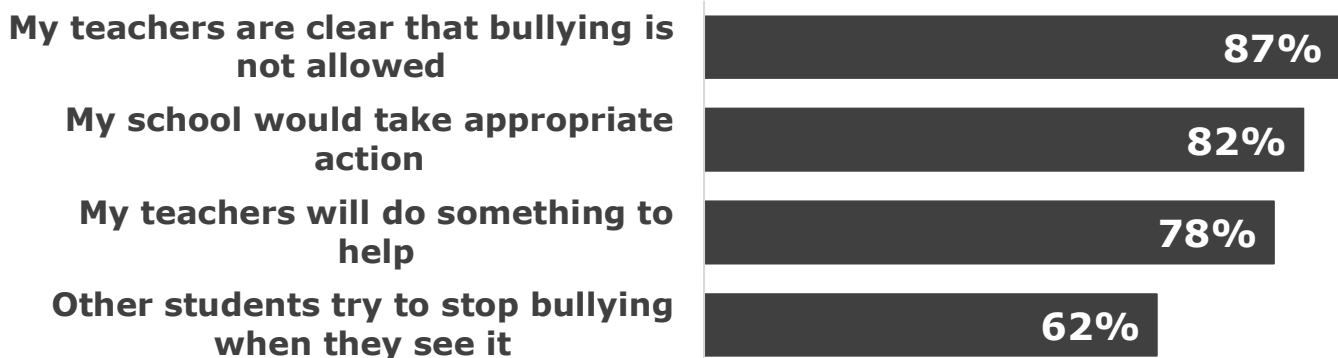


*Respondents describing other reasons that students harass, bully, or intimidate each other included: athletic ability, academic performance, age, language/accent, family background, and personality traits or interests. For more information on these other reasons, see the About the Analysis page.

"I feel like if I try to talk to a teacher about someone bullying someone else/me they really DO NOT care! They kind of just shrug it off and make us talk about what we could have done different or how to take care of it by our self." - ICCSD student

"I feel like some of the boys in my class are meaner and MIGHT bully if this school didn't in force [enforce] the rule of no bullying and it wasn't so closely watched by AMAZING teachers!" - ICCSD student

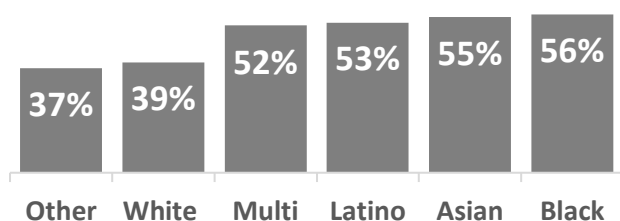
If an incident was reported...



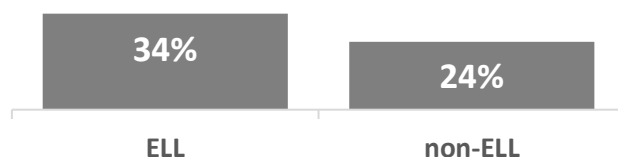
Bullying and Harassment

2018 Key Findings

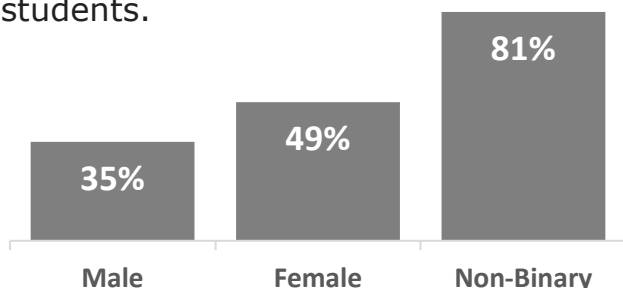
- 1 Black students are the most likely to report that students harass, bully, or intimidate each other because of their race or ethnicity compared to students of other racial identities.



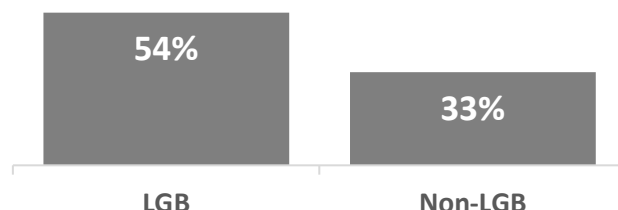
- 2 A higher percentage of ELL students report that students harass, bully, or intimidate each other because of their national origin or immigrant status compared to non-ELL students.



- 3 Non-binary students and female students are more likely to report that students harass, bully, or intimidate each other because of their gender or gender identity compared to male students.



- 4 A higher percentage of LGB students report that students harass, bully, or intimidate each other because of their sexual orientation compared to non-LGB students.



Survey Item

Students harass, bully, or intimidate each other because of their...

- Race or ethnicity
- National origin/immigrant status
- Gender or gender identity
- Sexual orientation*

Trends

These survey items were asked for the first time in 2018.

Other Notable Findings

Elementary school students are less likely to report that students harass, bully, or intimidate each other because of their race or gender compared to junior high and high school students.

A higher percentage of Latino students report that students harass, bully, or intimidate each other because of their national origin or immigrant status compared to White, Black, and Asian students.

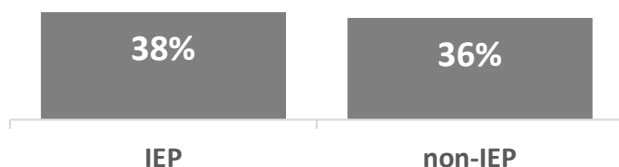
Non-binary students are more likely to report that students harass, bully, or intimidate each other because of their gender identity compared to male and female students.

*7th-12th grade students only

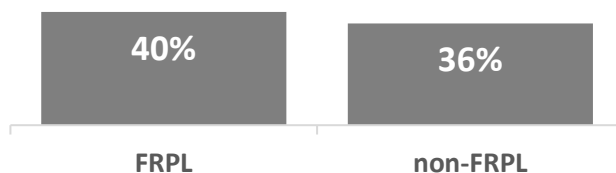
Bullying and Harassment, continued

2018 Key Findings

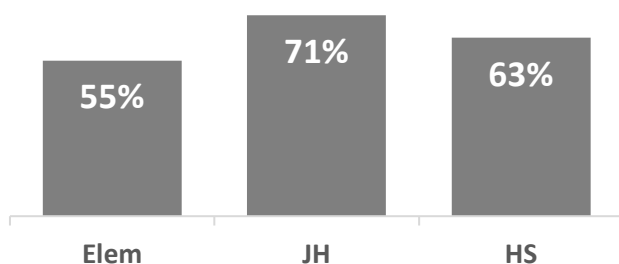
- 1** Students with an IEP are more likely to report that students harass, bully, or intimidate each other because of their disability compared to students without an IEP.



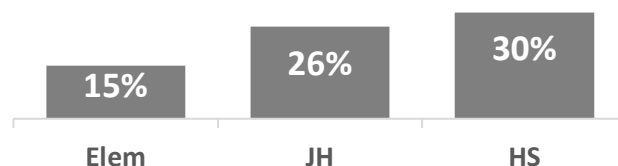
- 2** A higher percentage of FRPL students report that students harass, bully, or intimidate each other because of their poverty, income level, or social class compared to non-FRPL students.



- 3** Junior high students are the most likely to report that students harass, bully, or intimidate each other because of their appearance compared to elementary and high school students.



- 4** A higher percentage of high school students report that students harass, bully, or intimidate each other because of their religion compared to elementary or junior high students.



Survey Item

Students harass, bully, or intimidate each other because of their...

- Disability
- Poverty/income/social class
- Appearance
- Religion
- Other (write-in)

Trends

This survey item was asked for the first time in 2018.

Other Notable Findings

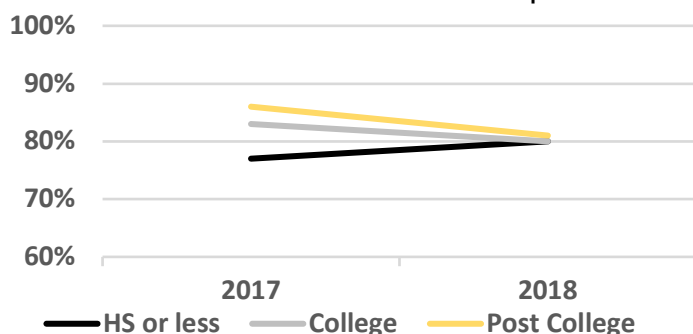
A higher percentage of junior high and high school students report that students harass, bully, or intimidate each other because of their disability status and their poverty, income level, or social class compared to elementary school students.

ELL students, students with an IEP, and FRPL students are less likely to report that students harass, bully, or intimidate each other because of their appearance compared to non-ELL students, students without an IEP, and non-FRPL students.

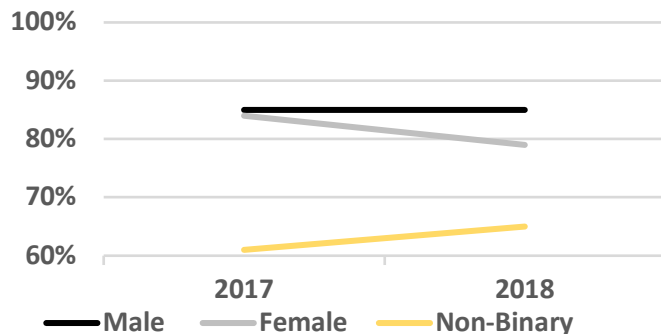
Responsiveness

2018 Key Findings

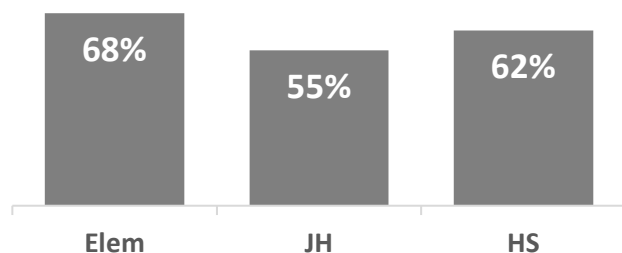
- 1 In 2018, there are no longer significant differences between students whose parents have different levels of education in terms of their likelihood of reporting that the school would take appropriate action if an incident was reported to



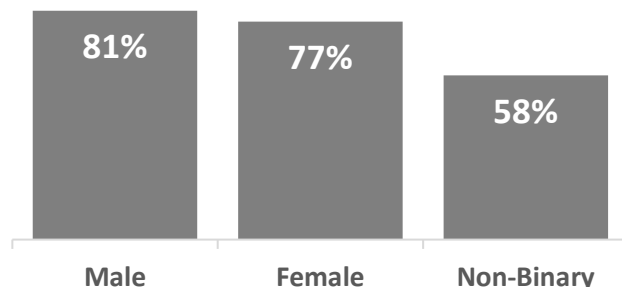
- 2 The percentage of female students reporting that the school would take appropriate action if an incident was report to them declined from 2017 to 2018.



- 3 Junior high students are the least likely to report that students at their school try to stop bullying when they see it happen compared to elementary and high school students.



- 4 Non-binary students are substantially less likely to agree that if you tell a teacher that you've been bullied, the teacher would do something to help compared to male and female students.



Survey Items

- The school would take appropriate action if an incident was reported to them*
- Teachers make it clear that bullying is not allowed**
- If I tell a teacher that I've been bullied, the teacher will do something to help**
- Students at my school try to stop bullying when they see it happening**

Trends

There was a small but significant decrease in the percentage of students reporting that the school would take appropriate action if an incident was reported to them between 2017 and 2018 (84% to 82%).

Other Notable Findings

Across all four measures, a lower percentage of LGB students agree that teachers or students are responsive to bullying and would take appropriate actions.

Across all four measures, Latino students are the most likely to agree that teachers and students are responsive to bullying and would take appropriate actions.

ELL students are less likely to report that teachers make it clear that bullying is not allowed, and that students at their school try to stop bullying when they see it happening compared to non-ELL students.

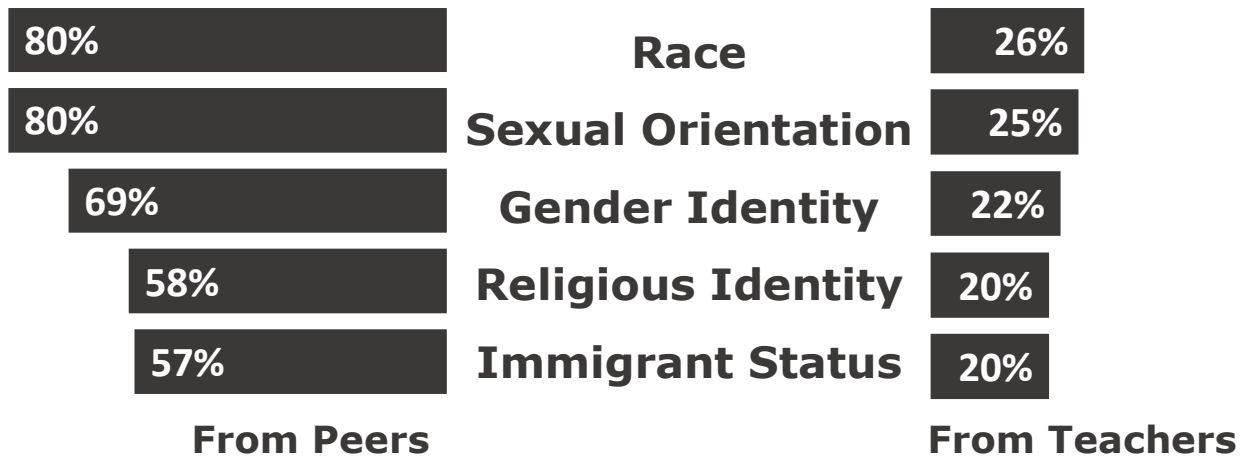
*2017-2018 item. **2018 only item.

Hurtful Comments



The analysis for this section of the report (p. 37-39) includes different kinds of hurtful comments that students may have heard from both teachers and other students.

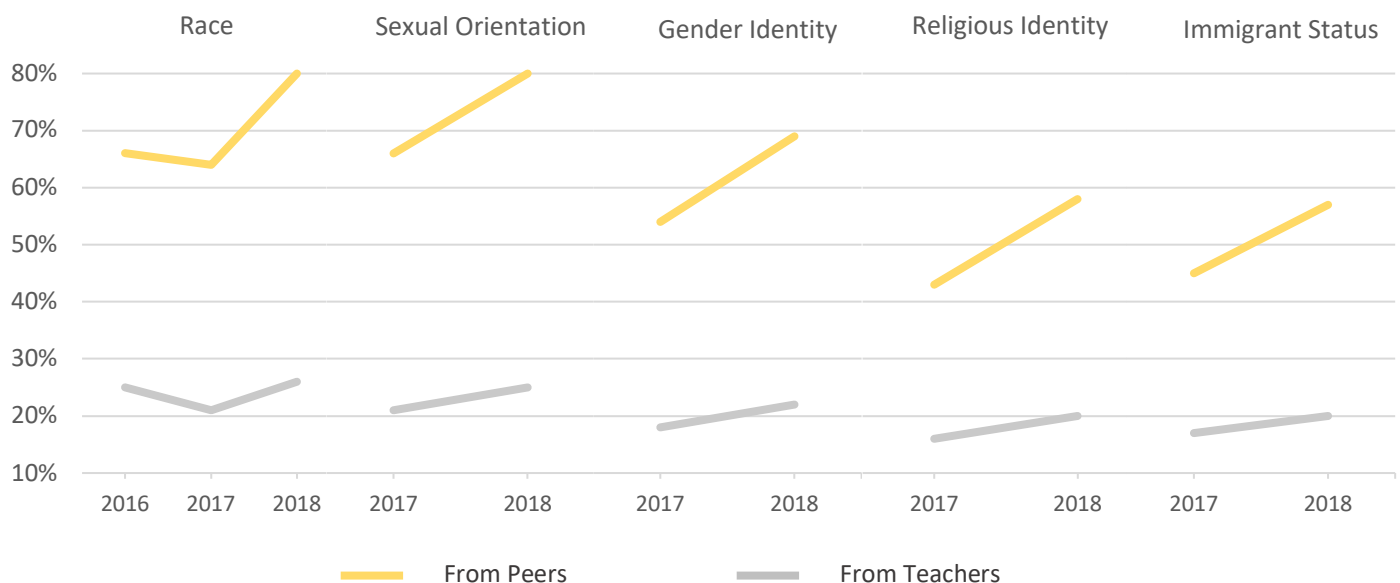
Students Have Heard Hurtful Comments About...



"Kids in school constantly saying things like [race and orientation based derogatory terms] in negative connotation, making racial jokes, lots of racial slurs, etc." - ICCSD student

"I have heard teachers (especially one) be sexist about what girls should and shouldn't be allowed to wear. One person said 'Girls shouldn't wear skirts because it can distract boys' - ICCSD student

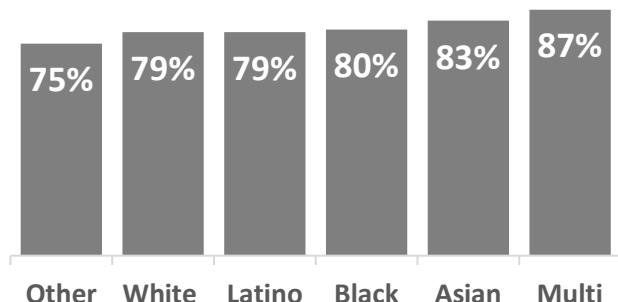
2016-2018 Trends



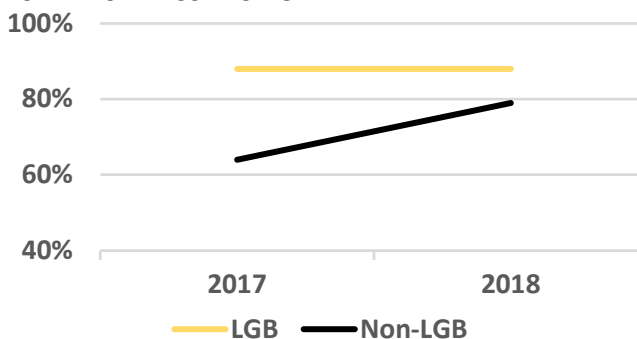
Hurtful Comments From Peers

2018 Key Findings

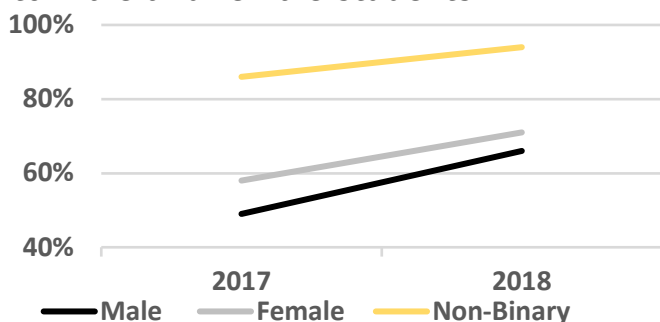
- 1** Asian and Multiracial students are the most likely to report hearing hurtful comments about race from students from compared to students of other racial identities.



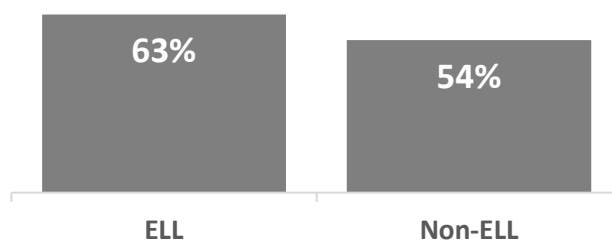
- 2** LGB students are substantially more likely to report hearing hurtful comments from students about sexual orientation compared to non-LGB students, but the percentage of non-LGB students reporting these kinds of hurtful comments increase substantially from 2017 to 2018.



- 3** In both 2017 and 2018, non-binary students are substantially more likely to report hearing hurtful comments from students about gender compared to male and female students.



- 4** A higher percentage of ELL students report that they have heard hurtful comments from students about immigrants compared to non-ELL students.



Survey Items

- During this year at school, how often have you heard hurtful comments from students about...
 - Race?*
 - Sexual orientation?**
 - Gender identity?***
 - Immigrants?***
 - Religious identity?***

*2016-2018 item. **2017-2018 item - 8-12th grade only. ***2017-2018 item.

Trends

There were significant increases in the percentage of students reporting that they heard hurtful comments about race, gender, sexual orientation, immigrants, and religion from students from 2017 to 2018.

Other Notable Findings

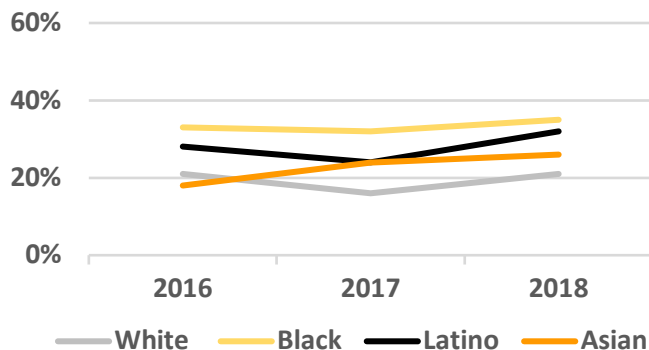
Elementary students are less likely to report hearing hurtful comments from students about race, gender, immigrants, or religious identity, however the percentage of elementary school students reporting each of these increased from 2017 to 2018.

There are no significant differences between students whose parents have different levels of education in reports of hearing hurtful comments from students about race, gender, sexual orientation, or religious identity.

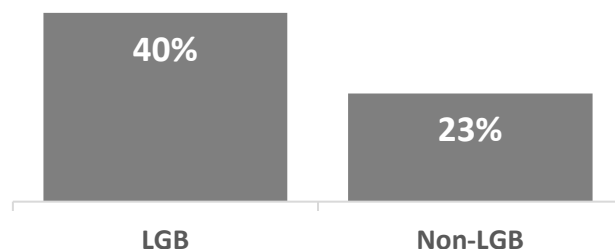
Hurtful Comments From Teachers

2018 Key Findings

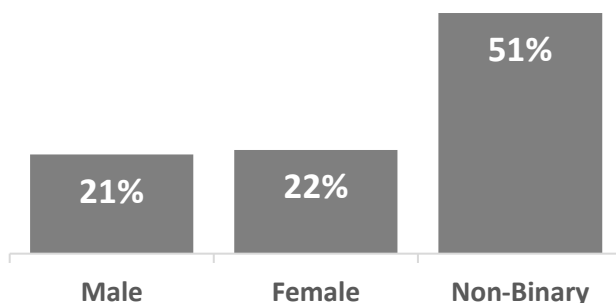
- 1** Black students are the most likely to report hearing hurtful comments about race from teachers from 2016 to 2018 compared to students of other racial identities.



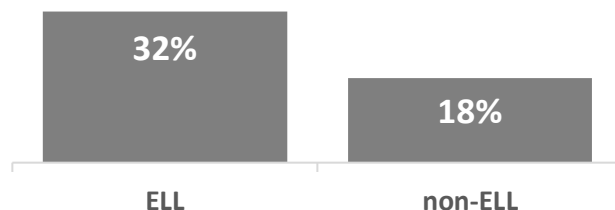
- 2** LGB students are substantially more likely to report hearing hurtful comments from teachers about sexual orientation compared to non-LGB students.



- 3** Non-binary students are substantially more likely to report hearing hurtful comments from teachers about gender compared to male and female students.



- 4** A higher percentage of ELL students report that they have heard hurtful comments from teachers about immigrants compared to non-ELL students.



Survey Items

- During this year at school, how often have you heard hurtful comments from teachers about...
 - Race?*
 - Sexual orientation?**
 - Gender identity?***
 - Immigrants?***
 - Religious identity?***

*2016-2018 item. **7-12th grade only.

***2017-2018 item.

Trends

There were significant increases in the percentage of students reporting that they heard hurtful comments about race, gender, sexual orientation, immigrants, and religion from teachers from 2017 to 2018.

Other Notable Findings

Elementary students are less likely to report hearing hurtful comments from teachers about race, gender, immigrants, or religious identity, however the percentage of elementary school students reporting each of these increased from 2017 to 2018.

White students are the least likely to report hearing all types of hurtful comments from teachers compared to students of other racial identities.

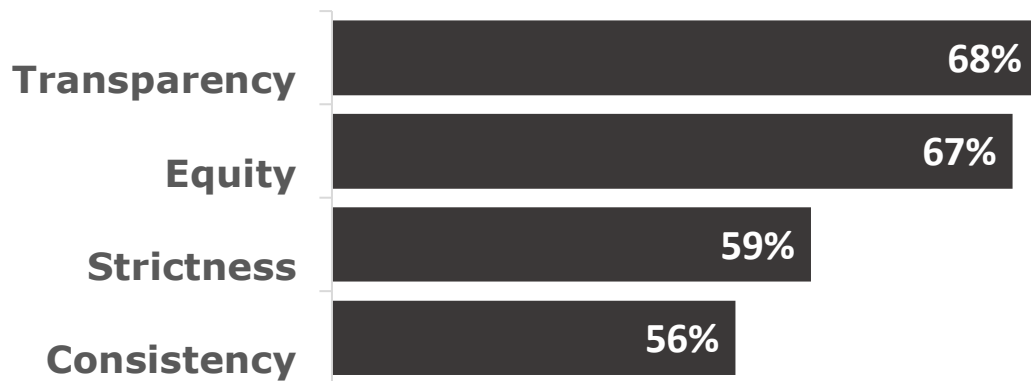
Students whose parents have no college experience and FRPL students are more likely to report hearing all types of hurtful comments from teachers.

Disciplinary Environment



The analysis for this section of the report (p.40-48) includes student survey items that capture several aspects of school discipline.

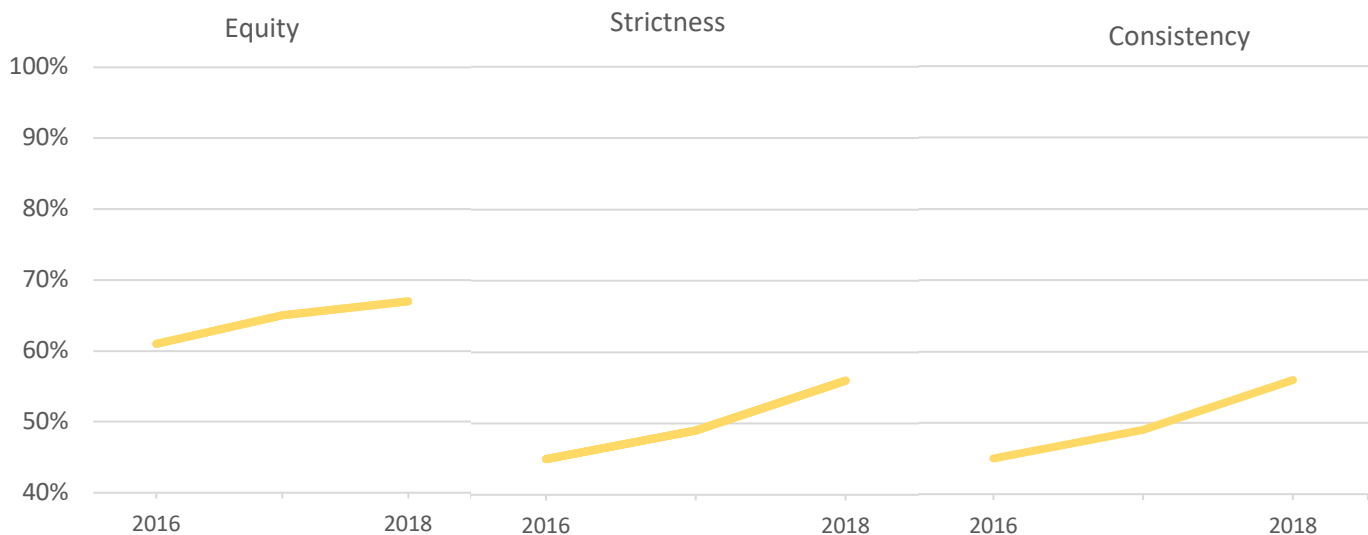
2018 Results



"How teachers punish bullying depends on who the bully and bullied person are, how much the administration likes them/their parents, whether they're in sports." - ICCSD student

"A bunch of students think they can do whatever they want and the consequences either don't matter to them or they aren't aware of what they are." - ICCSD student

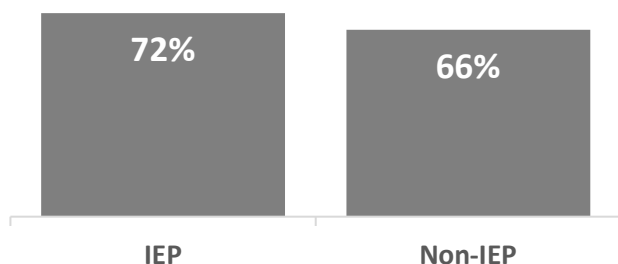
2016-2018 District Trends



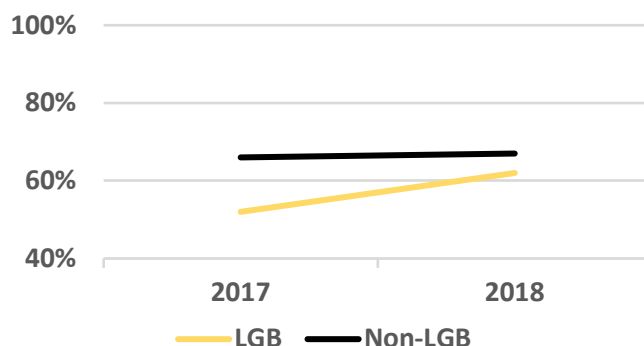
Disciplinary Equity

2018 Key Findings

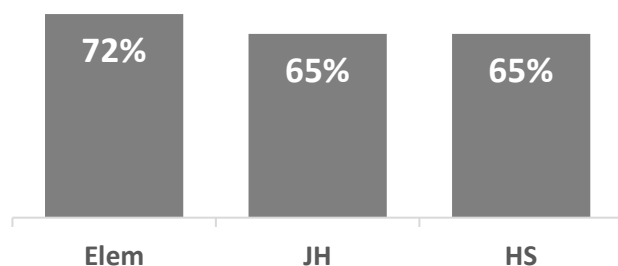
- 1 Students with an IEP are more likely to report disciplinary equity compared to students without an IEP.



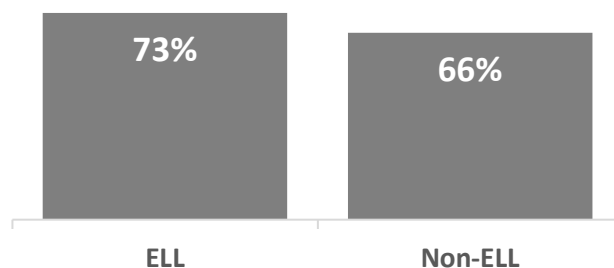
- 2 The percentage of LGB students reporting disciplinary equity increased from 2017 to 2018.



- 3 Elementary school students are the most likely to report disciplinary equity compared to junior high and high school students.



- 4 A higher percentage of ELL students report disciplinary equity compared to non-ELL students.



Survey Items

- The punishment for breaking school rules is the same no matter who you are.
- The rules are fair.*
- All students receive rewards for doing a good job.
- I know I would receive the same punishment as others for breaking a school rule.
- Adults in this school apply the same rules to all students equally.
- Students are treated fairly when they break school rules.**

2016-2018 Trends

There was a significant increase in perceptions of disciplinary equity from 2016 to 2018 (61% to 67%).

Other Notable Findings

There are not significant differences in perceptions of disciplinary equity between students whose parents have different levels of education.

A higher percentage of male students report disciplinary equity compared to female and non-binary students.

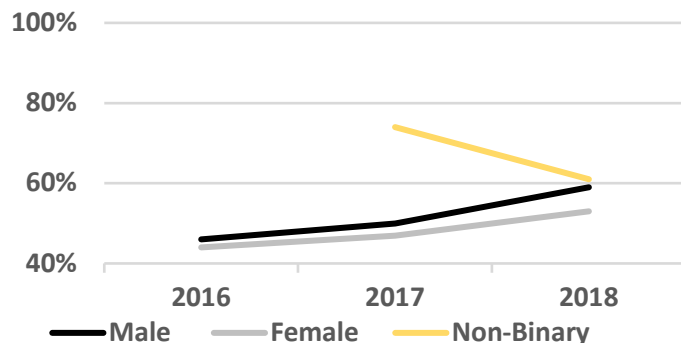
Latino and Asian students are the most likely to report disciplinary equity compared to students of different racial identities.

*Wording changed in 2018. **Sentence added in 2018.

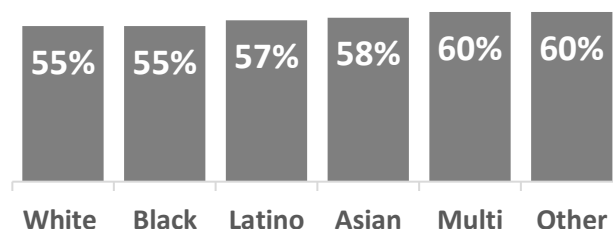
Disciplinary Consistency

2018 Key Findings

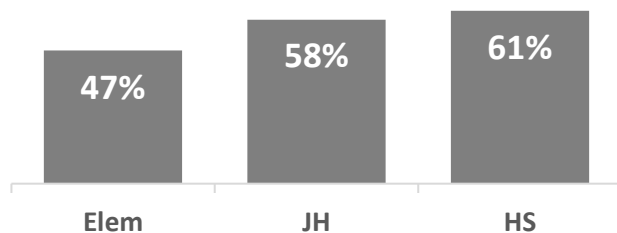
- 1** A higher percentage of male students report that misbehaving students often get away with it compared to female students.



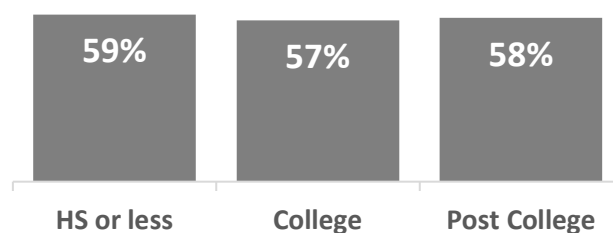
- 2** There are not significant differences in perceptions of inconsistencies in discipline across students of different racial identities.



- 3** Elementary students are less likely to report that misbehaving students often get away with it compared to junior high and high school students.



- 4** There are not significant differences in perceptions of inconsistencies in discipline across students whose parents have different levels of education.



Survey Item

- Misbehaving students often get away with it.*
- The school principal and teachers consistently enforce school rules.**

2016-2018 Trends

There was a significant increase in students reporting that misbehaving students often get away with it from 2016 to 2018 (45% to 56%).

Other Notable Findings

ELL students, IEP students, and FRPL students are more likely to report that the school principal and teachers consistently enforce school rules compared to non-ELL students, students without an IEP, and non-FRPL students.

High school students are the least likely to report that the school principal and teachers consistently enforce school rules.

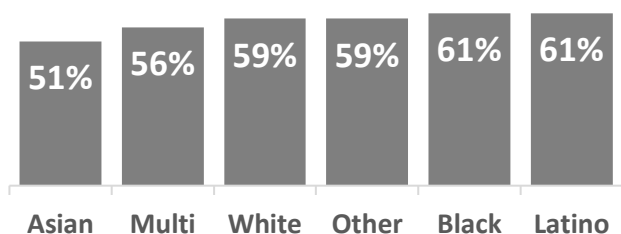
Non-binary students are the least likely to report that the school principal and teachers consistently enforce school rules.

* 2016-2018 item. ** 2018 only item.

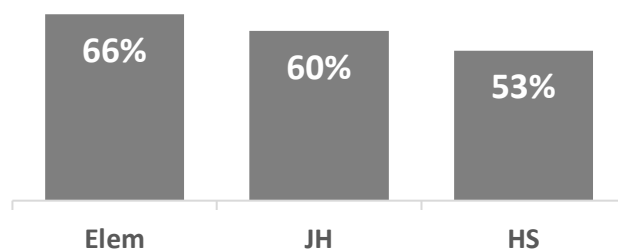
Disciplinary Strictness

2018 Key Findings

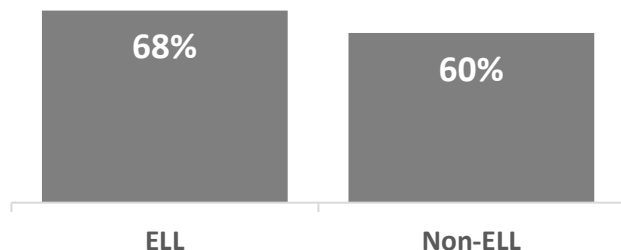
- 1 Asian students are the least likely to report that school rules are strictly enforced compared to students of other racial identities.



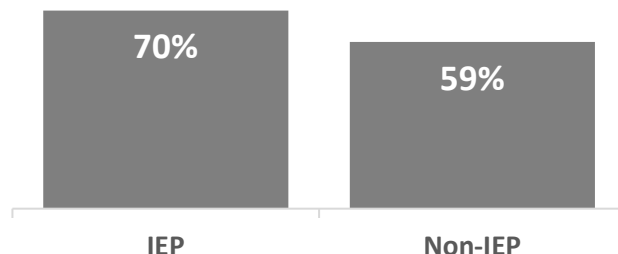
- 2 A lower percentage of high school students report that the school rules are strictly enforced compared to students in elementary or junior high.



- 3 ELL students are more likely to report that school rules are strictly enforced compared to non-ELL students.



- 4 A higher percentage of students with an IEP report that school rules are strictly enforced compared to students without an IEP.



Survey Item

- Students are punished too much for minor things.*
- The school rules are strictly enforced.**

* 2016-2018 item. ** 2018 only item.

2016-2018 Trends

In 2018, 59% of students report that the school rules are strictly enforced. (Item asked for first time in 2018 so trends are not available.)

Other Notable Findings

Advanced learner students are less likely to report that the school rules are strictly enforced compared to non-advanced learner students.

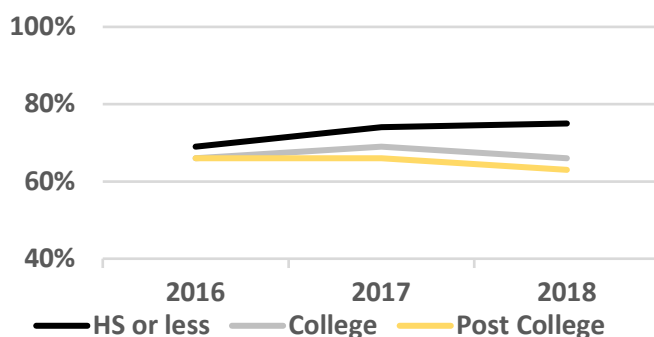
FRPL students and students whose parents do not have college experience are more likely to report that the school rules are strictly enforced compared to non-FRPL students and students whose parents have a higher level of education.

There are no significant differences between students with different gender identities.

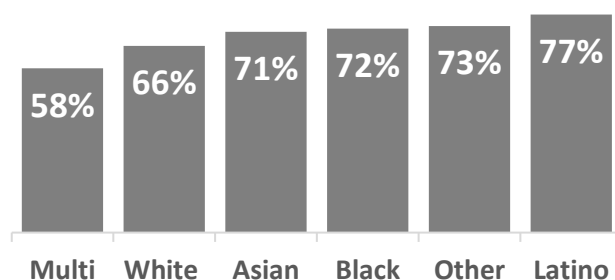
Disciplinary Transparency

2018 Key Findings

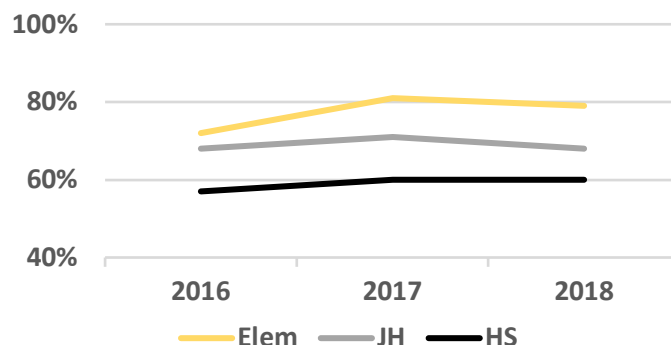
- 1 Students whose parents do not have college experience are the most likely to report that students know what process follows rule-breaking compared to students whose parents have higher levels of education.



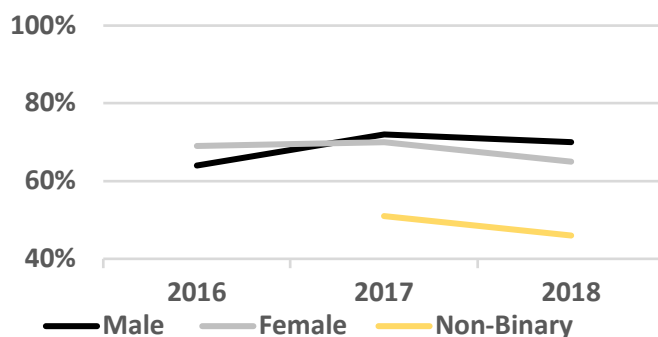
- 3 Multiracial and White students are less likely to report that students know what process follows rule-breaking compared to Black, Latino, and Asian students.



- 2 A higher percentage of elementary school students report that students know what process follows rule-breaking compared to junior high and high school students.



- 4 A lower percentage of non-binary students report that students know what process follows rule-breaking compared to male and female students.



Survey Item

- If a school rule is broken, students know what kind of process will follow.

2016-2018 Trends

There was a significant increase between 2016 and 2017 (67% to 71%) then a significant decrease from 2017 to 2018 (71% to 67%) in the percentage of students reporting that students know what process follows rule-breaking.

Other Notable Findings

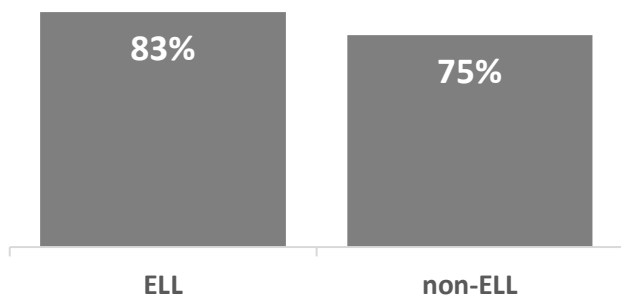
LGB students are less likely to report that students know what process follows rule-breaking compared to non-LGB students.

ELL students, students with an IEP, and FRPL students are all more likely to report that students know what process follows rule-breaking compared to non-ELL students, students without an IEP, and non-FRPL students.

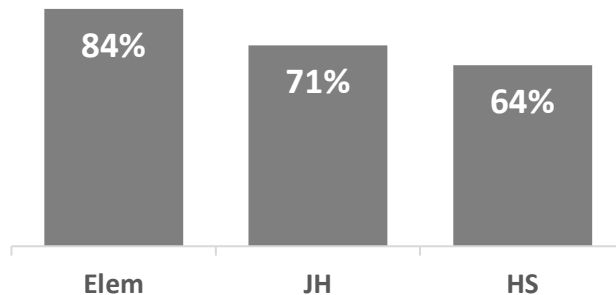
Collaborative Conflict Resolution

2018 Key Findings

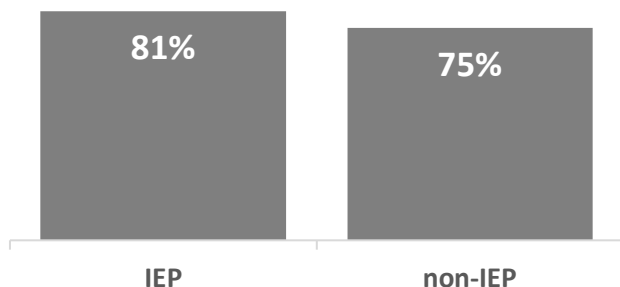
- 1** A higher percentage of ELL students report that teachers and students work together to address behavior problems or conflicts compared to non-ELL students.



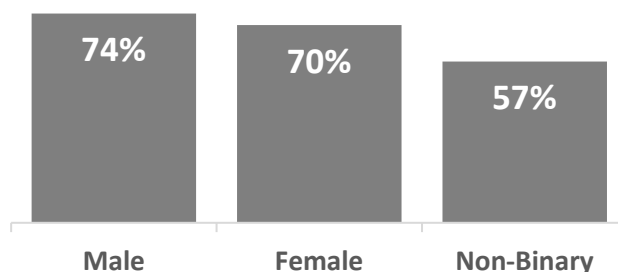
- 2** High school students are less likely to report that teachers and students work together to address behavior problems or conflicts compared to junior high and elementary school students.



- 3** Students with an IEP are more likely to report that teachers and students work together to address behavior problems or conflicts compared to students without an IEP.



- 4** A higher percentage of male students report that teachers and students work together to address behavior problems or conflicts compared to female and non-binary students.



Survey Item

- Teachers and students work together to address behavior problems or conflicts.

Trends

No trends are reported due to changing the response scale from a frequency (how often) to an agreement scale.

Other Notable Findings

There are not significant differences between students whose parents have different levels of education in reporting that teachers and students work together to address behavior problems or conflicts.

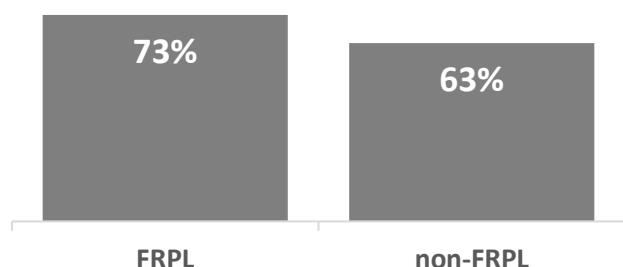
Multiracial students report the lowest level of agreement that teachers and students work together to address behavior problems or conflicts compared to students of other racial identities.

A lower percentage of LGB report that teachers and students work together to address behavior problems or conflicts compared to non-LGB students.

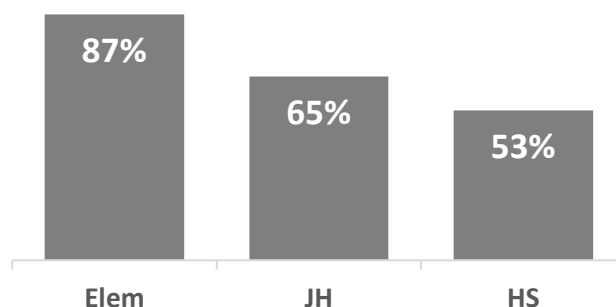
Perspective-Taking

2018 Key Findings

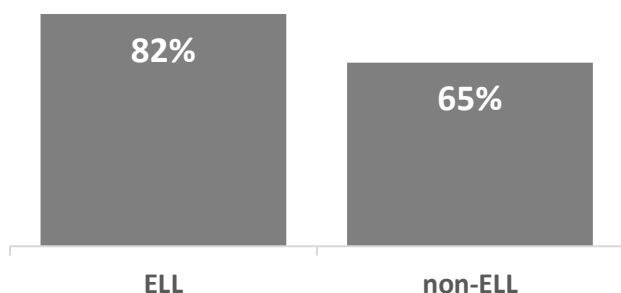
- 1** A higher percentage of FRPL students report having opportunities to engage in perspective-taking compared to non-FRPL students.



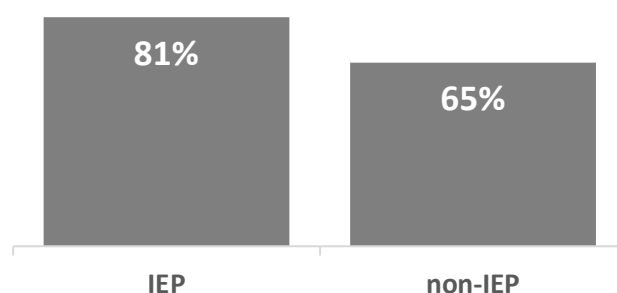
- 2** Elementary school students are the most likely to report opportunities to engage in perspective-taking compared to junior high and high school students.



- 3** ELL students are more likely to report having opportunities to engage in perspective-taking compared to non-ELL students.



- 4** Students with an IEP are more likely to report opportunities to engage in perspective-taking compared to students without an IEP.



Survey Items

- We talk about how our actions affect others.
- We practice ways to settle conflicts so that everyone can be okay with the result.
- We talk about ways to help us control our emotions.

Trends

No trends are reported due to changing the response scale from a frequency (how often) to an agreement scale.

Other Notable Findings

Students whose parents have no college experience are more likely to report opportunities to engage in perspective-taking compared to students whose parents have higher levels of education.

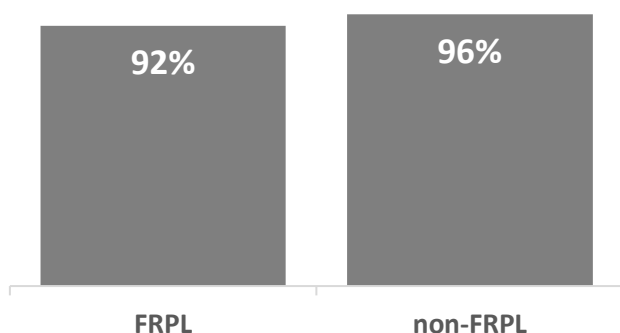
A lower percentage of White and Multiracial students report opportunities to engage in perspective taking compared to Latino, Black, and Asian students.

Non-binary students are less likely to report opportunities to engage in perspective-taking compared to male and female students.

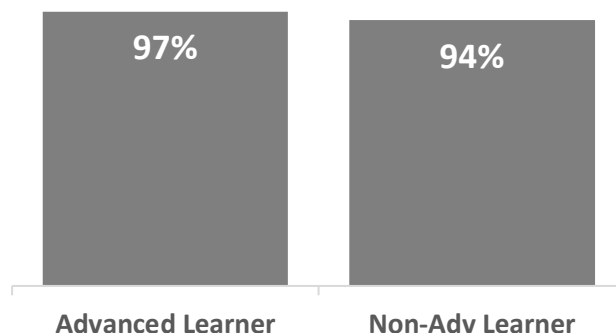
Empathy

2018 Key Findings

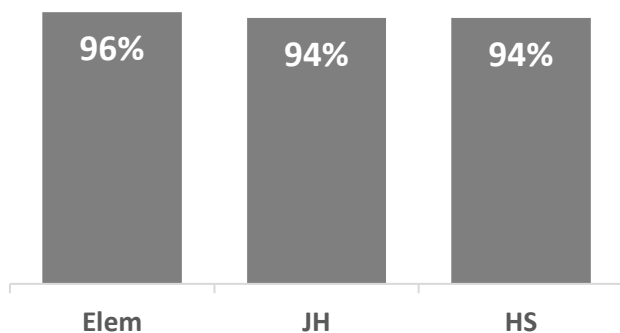
- 1 A higher percentage of non-FRPL students report that it is important to help others and care about other people's feeling compared to FRPL students.



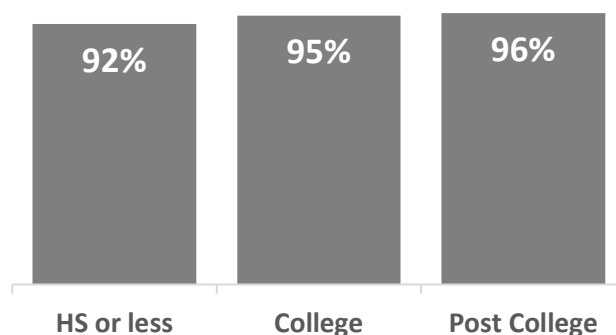
- 2 Advanced learner students were more likely to report that it is important to help others and care about other people's feelings compared to non-advanced learner students.



- 3 Students in elementary school are more likely to report that it is important to help others and care about other people's feelings compared to junior high and high school students.



- 4 Students whose parents have college experience or an advanced degree are more likely to report that it is important to help others and care about other people's feelings compared to students whose parents have less education.



Survey Items

- It is important to help other people.
- I care about other people's feelings.

Trends

Items were asked for the first time in 2018.

Other Notable Findings

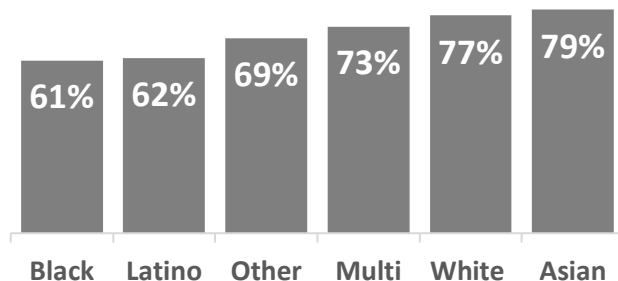
White and Asian students are most likely to report that it is important to help others and care about other people's feelings compared to students of other racial identities.

There is no difference between LGB and non-LGB students in reports that it is important to help others and care about other people's feelings.

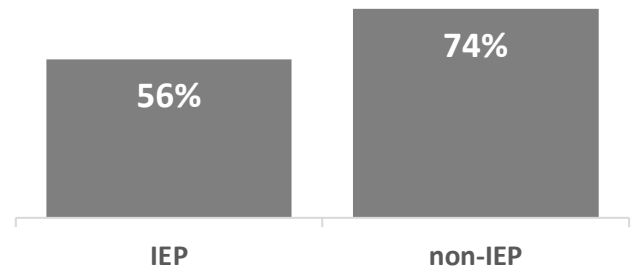
Growth Mindset

2018 Key Findings

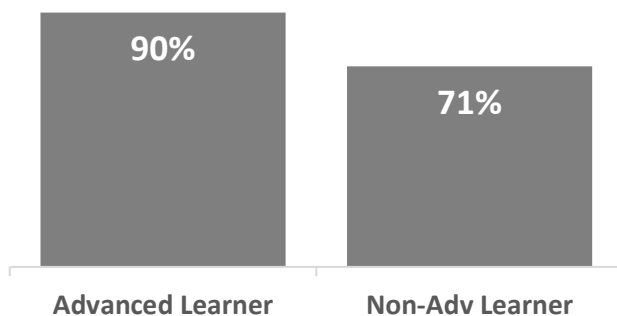
- 1 Black and Latino students are significantly less likely to express a growth mindset compared to students of other racial identities.



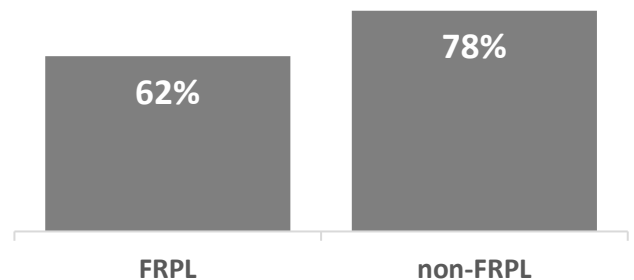
- 2 A lower percentage of students with IEPs express a growth mindset compared to students without an IEP.



- 3 A higher percentage of advanced learner students express a growth mindset compared to non-advanced learner students.



- 4 FRPL students are less likely to express a growth mindset compared to non-FRPL students.



Survey Items

Challenging myself won't make me any smarter.

There are some things I am not capable of learning.

If I am not naturally smart in a subject, I will never do well in it.

These items were reverse coded so higher values indicate having a growth mindset

Trends

Items asked for the first time in 2018.

Other Notable Findings

ELL students are less likely to express a growth mindset compared to non-ELL students.

Students whose parents do not have college experience are less likely to express a growth mindset compared to students whose parents have higher levels of education.

Diversity and Inclusion Values



The analysis for this section of the report (p. 49-52) includes student survey items that capture values related to diversity and inclusion.

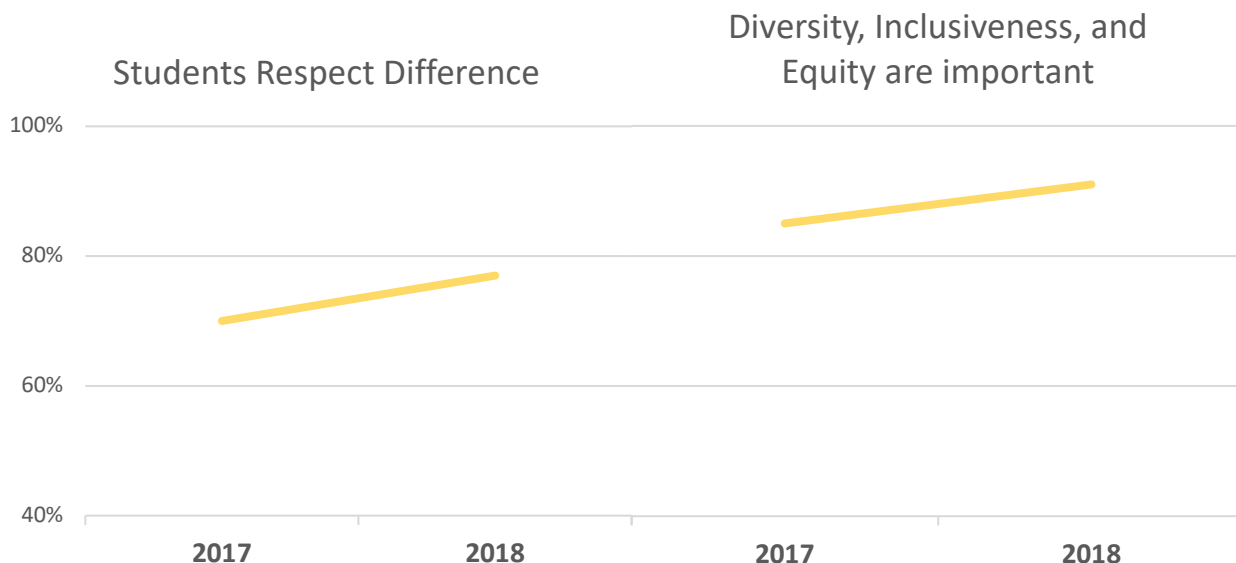
2018 Results



"The hate/bigotry is not overt or loud, but it's quiet, hushed and exists in the margins...You cannot be openly bigoted. That simply is not allowed in the culture of my school." - ICCSD student

"Welcoming of people from every background except people with political views that go against what most people in the area believe." - ICCSD student

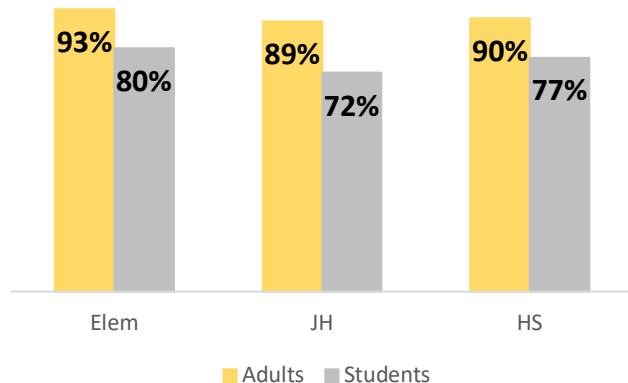
2017-2018 District Trends



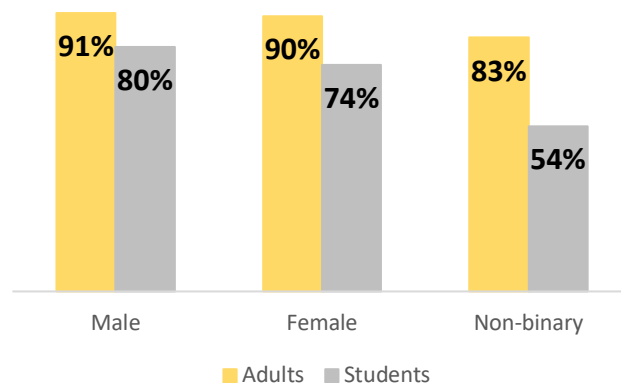
Diversity and Inclusion Values

2018 Key Findings

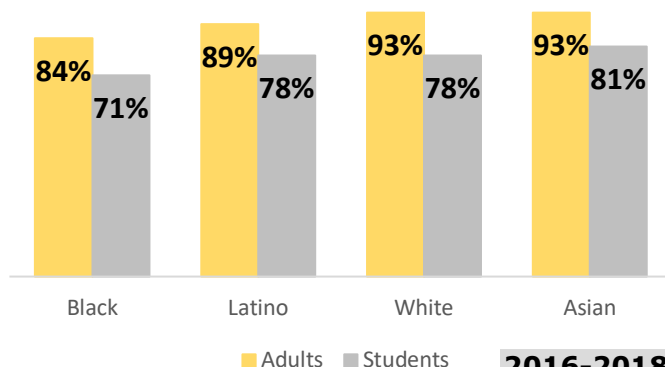
- 1** Elementary school students are more likely to report that adults and students respect each other's differences compared to students in junior high and high schools.



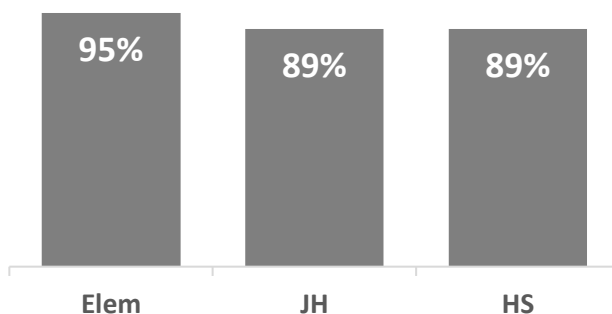
- 2** Non-binary students are the least likely to report that adults and students respect each other's differences compared to male and female students.



- 3** A lower percentage of Black students report that adults and students respect each other's differences compared to students of other racial identities.



- 4** Junior high and high school students are less likely to report that they are accepting of those different from themselves.



Survey Item

- Diversity, inclusiveness, and equity are important at my school.*
- Students in this school respect each other's differences.*
- Adults in this school respect each other's differences.**
- I am accepting of those different than myself.**
- It is wrong to discriminate against someone because of their race, appearance, culture, religion, or on some other basis.**

2016-2018 Trends

There were significant increases from 2017-2018 in the percentage of students reporting that diversity, equity, and inclusion are important at their school (85% to 91%), and that students in their school respect each other's differences (70% to 77%).

Other Notable Findings

LGB students are less likely to report that diversity, equity, and inclusion are important at their school or to report that students and adults in their school respect each other's differences compared to non-LGB students.

Students whose parents do not have any college experience are less likely to report that diversity, equity, and inclusion are important at their school.

ELL and FRPL students are less likely to report that adults respect each other's differences compared to non-ELL and non-FRPL students.

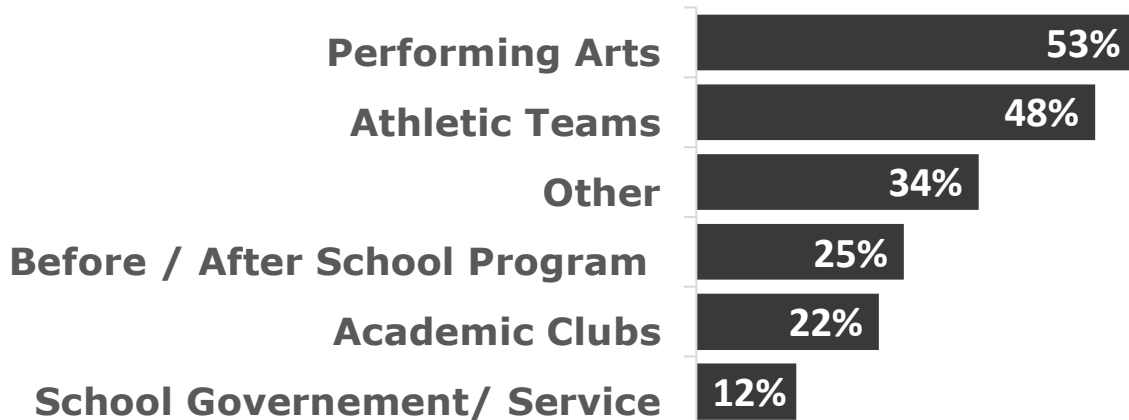
* 2017-2018 item. ** 2018 only item.

Extra-curricular Participation



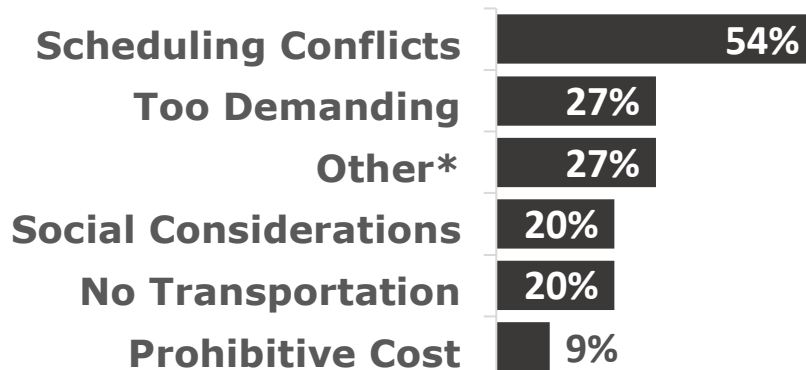
The analysis for this section of the report (p.53-54) includes student survey items that capture several aspects of extra-curricular participation.

Students reported participating in...



"I don't feel like my English is good enough to participate with other students." – ICCSD student

Reasons Students Did Not Participate**



**These percentages reflect the subgroup of students who indicated interest, but inability to participate in extracurricular activities (N=2,118).

*See next page for a full list of "other" reasons for not participating

Survey Items

- During this school year, have you participated in any of the following extra-curricular activities at your school, such as...
 - Athletic teams at school
 - Performing arts (i.e. band, drama)
 - Academic clubs (i.e. debate, math)
 - School govt. or service clubs
 - Other clubs or activities
 - Before and after school programs
- Why didn't you participate in an activity you were interested in?
 - It cost too much
 - I didn't have reliable transportation
 - The schedule conflicted with other duties
 - Time commitment was too demanding
 - I don't fit in with other students
 - Other (write-in)

Extra-curricular participation

2018 Key Findings

- 1 FRPL students and students whose parents have lower levels of education are less likely to participate in athletics teams and performing arts than non-FRPL students and students whose parents have higher levels of education.

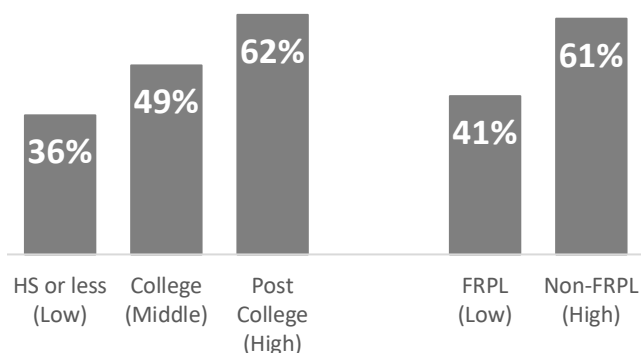
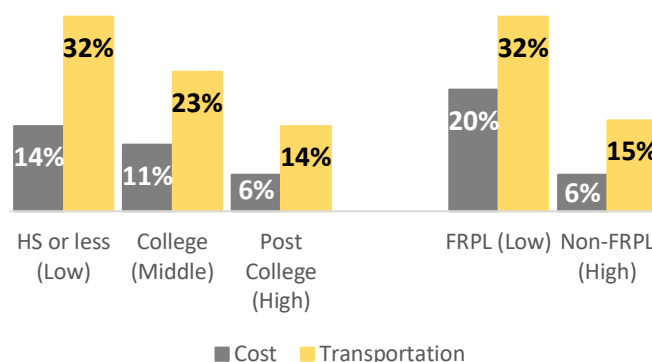


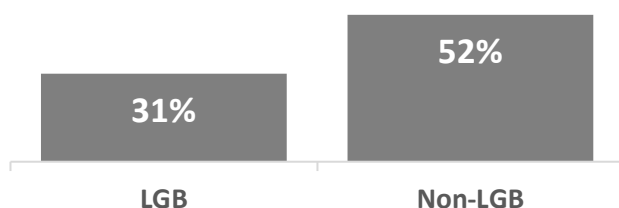
Figure shows rates of participation in performing arts

- 2 FRPL students and students whose parents have lower levels of education are the most likely to report that the reasons they did not participate in extracurricular activities were cost and lack of reliable transportation.

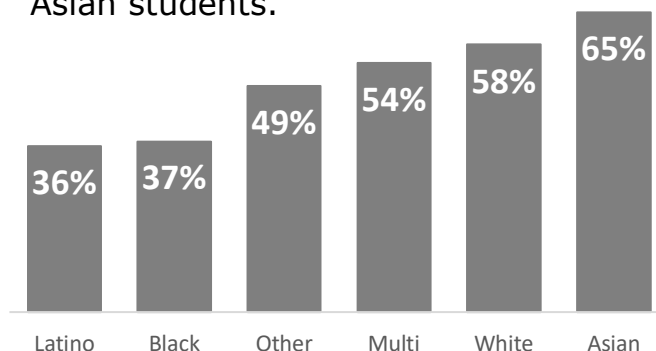


■ Cost ■ Transportation

- 3 LGB students are more likely than non-LGB students to report participating in performing arts.



- 4 Latino and Black students have significantly lower participation in performing arts compared to White and Asian students.



2016-2018 Trends

There was a significant decrease in the percentage of students reporting that they always feel safe in their classes from 2017 to 2018 (59% to 55%).

Other Notable Findings

LGB and non-binary students are more likely than non-LGB and male and female students to report not participating in extracurricular activities because they do not fit in with the other students that participate.

Almost 500 students (N=485) provided additional reasons why they were unable to participate in extracurricular activities. The most common additional reasons given were: lack of interest, not available at their school, self-doubt (i.e. not sure can do it), and lack of notification or awareness of the activity.

Open-Ended Student Comments



The final item on the school climate survey was open-ended, and stated,

"Do you have any other information you would like to share about your experiences in your school or your school climate?"

1,472 students answered this question.

The responses covered a wide range of topics and were organized into categories based on the Student Climate Survey content.

A summary of the categories and subcategories including quotes from the commentary that exemplify the theme, are provided in this section (p. 54-63).

A description of the methodology for the qualitative analysis can be found in the About Survey Analysis section at the end of this report.

General (710)

- General Positive (240)
- Miscellaneous (194)
- General Negative (99)
- Suggestions for Improvement (73)
- Survey Feedback (52)

Disciplinary Environment (644)

- General (160)
- Harassment/Bullying (131)
- Safety (100)
- Responsiveness (87)
- Disciplinary Equity (61)
- Disciplinary Strictness (38)

Inclusive Classrooms (557)

- Diversity and Inclusion Values (142)
- Hurtful Comments by Students (123)
- School Attachment (119)
- General (59)
- Hurtful Comments by Teachers (36)
- Inclusive Classroom Discussion (34)

Teacher and Mentor Relationships (467)

- General (130)
- Equitable Treatment (116)
- Academic Support (63)
- General Concern (51)
- Adult Support (37)
- Personal Concern (24)

Student Participation (61)

- Extracurricular Participation (31)
- Student Voice (26)

Summary of Student Comments

Teacher and Mentor Relationships

In response to the final open-ended question, 467 students (32%) made comments describing relationships with teachers, staff, administration, and mentors.

General Teacher and Mentor Relationships

Of the 467 respondents who described experiences with teacher and mentor relationships, 130 respondents (28%) reported general experiences. Specifically, students reported teachers being nice and kind, liking or disliking their teachers, and positive or negative experiences with a teacher. Out of the 130 respondents, 44 respondents (34%) reported positive experiences with teachers, while 86 respondents (66%) reported negative experiences.

"All the teachers are nice most of the time."

"Just that most the teachers that I have and that my friends have are great teachers."

"I feel like my teacher treats me badly."

"Teachers are mean."

Academic Support

Sixty-three respondents (13%) described their perception of academic support. More specifically, students reported positive or negative interactions with teachers regarding schoolwork, learning and grades, feedback or encouragement, and discussions in the classroom with teachers.

"Teachers don't allow for students to learn and fix their mistakes for a better grade."

"I think the teachers here do their best to teach us what we need to know to move up to the next grades."

"Teachers need to help students who are slower at learning more."

Equitable Treatment

Of the 467 respondents who described experiences with teacher and mentor relationships, 116 respondents (25%) reported perceptions of unfair treatment from teachers. Out of the 116 respondents, 107 respondents (92%) described unequal treatment from teachers, including instances when teachers have picked favorites, teachers having different expectations for students, and treating students differently according to race, gender, sexual orientation, religion, etc. Eight percent (8%) of respondents reported fair and equal treatment from teachers.

"A lot of people in a couple of my classes feel as if my teacher in that class pick only on the black kids, never the white. In one class in particular, he makes the black kids feel as if they are not welcomed and treats them very harshly based on their race. I have talked to classmates about it and they agree that some of the teachers act very childish and discriminate because of race. And it really disgusts me. And no matter how many people call this teacher out to other students, this teacher does not get punished by our school. They do not treat their kids respectfully, and hurt there self-confidence."

"There is a teacher in our school who doesn't treat students with different races fairly."

"The teachers have favorites."

Respectful Treatment

Sixteen respondents (3%) of respondents commented about teachers or mentors being respectful (or not) to others. These comments described the amount of respect a student receives from their educators.

"Teachers need to show more respect towards there students."

"Some teachers don't respect the opinions of students and when students express that they're uncomfortable in class, they tell them that their opinions are invalid for this and that reason."

"Teachers here are very nice and respectful to other teachers and students."

General Concern

Fifty-one respondents (11%) reported their perceptions of the general concern teachers and staff have. Twenty-six respondents (51%) described teachers getting along with students, supporting students, and generally helping and listening to students. Twenty-five respondents (49%) reported experiences where teachers did not listen to them or seem to care about them.

"It sometimes feels like the teachers don't care and don't really listen."

"Teachers need to listen to the students instead of treating them like they don't know anything."

"Overall, I think teachers encourage students and treat them fairly too."

Personal Concern

Of the 467 respondents who described experiences with teacher and mentor relationships, 24 respondents (5%) reported caring attitudes exhibited by teachers for students as individuals. Responses included feeling comfortable talking to teachers about problems and feeling as if teachers seem to understand where students are coming from.

"Yeah I wish they would understand why we are either upset or just not in the mood to do anything because something happened at home and from them to stop saying don't focus on that focus on school and say try to ignore it but its harder than you thing."

"The teachers and staffs do not know what goes on with the lives of their student. They can make the student feel insecure and self-conscious about the whole idea of talking in class, or being in a classroom where a person is intimating because they empower you by their looks and talk down on you."

Teacher Trust & Respect

Thirteen respondents (3%) reported perceptions that students do or do not trust and respect their teachers.

"The students are disrespectful to teachers."

"I feel that some students should appreciate and respect the teachers because they're just trying to do their job."

"I feel as though teachers shouldn't expect a higher level of respect than a stranger until they prove to the class that they deserve it."

Mentors & Adult Support

Mentors

Seventeen respondents (4%) described relationships with mentors, including comments about the diversity and race of teachers and adults at the school, personal connections to teachers or adults at school, and one on one interactions between students and an adult at school.

"This is the first time I've realized there are almost no teachers like myself in the building and I have come in extensive contact no adults in positions of authority of my race."

"I don't really feel safe talking about my problems at school with anyone."

"I say the best teacher you can talk to in [junior high school] is [educator name] she is just so helping and talking to her always helps me when I am feeling stressed and or being pushed to do something that I do not want to do like peer pressure. I just think we need more people like her in our school district."

Adult Support

Of the 467 respondents who described experiences with teacher and mentor relationships, 37 respondents (8%) reported experiences with school staff, excluding teachers. Responses included general comments about adults at the school who may or may not support students emotionally, academically, and socially.

"The guidance counselors at [high school] do not make any effort to try to help the students."

"I think that there are a lot of problems with administration. I do not feel support from anyone in administration except my counselor and her reach only extends so far."

"I think [educator name] is an AMAZING principle and has done an amazing job helping get this school up and running."

Inclusive Classrooms & School Environment

In response to the final open-ended question, 557 students (38%) made comments regarding inclusive school classrooms and school environment.

General

Of the 557 respondents who described experiences with inclusive classrooms and school environment, 59 respondents (11%) made comments regarding general discrimination at their school and perceptions of inclusion in school. Fifty respondents (85%) perceived a lack of inclusion at school, including discrimination such as racism and sexism, and an alienating climate. Nine respondents reported an inclusive, accepting environment.

"A lot of racist people in this school."

"The school tries really hard to make a welcoming environment for everyone, and there's a lot of teachers that are really socially aware and understanding but are a few teachers that are not aware of their privilege and how they discriminate and target students. And there's almost no way to control the student population, there's an uncomfortably large population of racists and sexists that are really sneaky about it."

"I love this school; it's the best I've ever been to. The classes are great, fun, and interesting, the teachers are extremely nice and good at what they do, and the environment here is welcoming and friendly as the students who go here are very nice."

Inclusive Classroom Discussions

Thirty-four respondents (6%) described the lack of opportunities to discuss race, gender identity, sexual orientation, disabilities and other similar topics in class.

"I would have liked to discuss more about different sexual orientations in health class, as the class only mainly talked about heterosexual relationships between cisgender people."

"The only day teachers really talked about race, gender identity, sexual orientation and other social issues was the Friday before MLK day."

"Teachers need to talk more about current issues. I haven't heard a single thing from a teacher about things happening now or the student's opinions on an issue. Teachers need to have their students more involved in discussions."

"There is too much Democratic/Liberal bias in class discussions."

Inclusive Content & Materials

Fourteen respondents (3%) described the lack of representation of different races, cultures, and backgrounds in the curriculum and in class presentations and materials.

"I think teachers and the school district needs to do a better job at teaching students about other minorities and teaching their classes with people of different minorities. The world is not just Black people and White People and Hispanic/Latino people. There are more. As an Asian-American is feel EXTREMELY underrepresented in the studies at school. I don't see enough people who look like me on the slide shows in class. I don't see enough people who look like me in books we read or movies we watch. I don't see anything to do with Asian-Americans at this school at all."

"Pretty much the whole curriculum for health class needs to change or be updated. It's so ridiculous, we learn only about the most stereotypical mental health cases, and the LGBT unit is just some videos from the early 2000's. We need to learn how to connect to people with these conditions, not just watch some video."

"I feel as though we should learn more about African American culture, Mexican culture, etc. And it should be in full detail!"

Classroom Membership

Seventeen respondents (3%) described feeling positively or negatively affirmed in the classroom, including whether they see themselves as a valuable member of the classroom.

"One teacher refused to call a transgender student by their chosen name (only referred to them by their birth name & by the wrong pronouns) and, when having a discussion about gender identity in class, agreed with a student that there could be something to the "transgenderism" theory (that being trans or non-binary is a disease). This led to the student dropping the class because they couldn't deal with the treatment. I don't know if this incident was ever reported, but this teacher has done many other (albeit less serious) things that have upset their students. Another teacher leads a class that causes many students in (at least one period of) their classes crying at various points during the week, reads students' wrong test answers and homework in front of the class with the students' names visible, and complains when the students are stressed out because it "makes them anxious too.""

"One particular teacher, though is a good teacher, gets into arguments that can feel personal and make people feel really bad, even to the point where they miss the beginning of the next class due to how upset they are."

Classroom Supportive of Sharing Views

Thirteen respondents (2%) reported feelings of being unable to share their views in class because of race, gender identity, political views, religious beliefs, or other reasons.

"I think that my class is a safe place, and that everyone is able to speak out about their beliefs."

"I feel like people invalidate white male's opinions on race and gender in class discussions. And it also feels like everyone is waiting for us to make a mistake in one of our sentences to jump all over us and make us feel bad."

"I constantly hear kids being shut down if they have an opposing opinion on a political view by the teachers. Even I have been told my opinions aren't correct because I'm a "privileged white male." and would never understand the "oppression" that others have faced. The double standard is largely in your face in every class I go to. If I don't agree with the teacher they bring emotion into the conversation and penalize me for having my own opinion."

Hurtful Comments (Teachers)

Of the 557 respondents who described experiences with inclusive classrooms and school environment, 36 respondents (6%) reported hearing teachers make hurtful comments about race, sexual orientation, gender identity, immigrants, and/or religious identity.

"I have felt insulted by [educator name] because of his sexist comments in class. It has made a very uncomfortable place for me to be."

"I have heard teachers (especially one) be sexist about what girls should and shouldn't be allowed to wear. One person said "Girls shouldn't wear skirts because it can distract boys"."

"I have heard hurtful comments from a teacher. It was kind of about a disability that the student had."

Hurtful Comments (Students)

One hundred and twenty three respondents (22%) reported hearing hurtful comments from students about race, sexual orientation, gender identity, immigrants, and/or religious identity.

*"Kids in school constantly saying things like "f*ggot", the n word, dyke, "that's gay" in negative connotation, making racial jokes, lots of racial slurs, etc."*

"I hear many students throwing around the words such as, "fag", "dyke", "homo", and others of the variety frequently."

"Racist, homophobic, etc. "jokes" need to stop. I hear them a lot."

"I think a lot of the hurtful comments are not serious, but people are uninformed, for example, people say, "You're Gay," to mean you're doing something bad or crazy."

Diversity and Inclusion Values

Of the 557 respondents who described experiences with inclusive classrooms and school environment, 142 respondents (25%) mentioned diversity, inclusion, and equity at school. Of the 142 respondents, 47 respondents (30%) described positive experiences with diversity and inclusion. Ninety-five respondents (70%) reported negative experiences in school with diversity, including students and adults not accepting and respecting one another's differences.

"Many students here are very exclusive and do not openly accept those who do not fit the "norm"."

"The hate/bigotry is not overt or loud, but it's quiet, hushed and exists in the margins. This is not for everyone, and not even a majority of people at my school, but a small minority that does not speak up about it because of the fear of being outed by everyone else. You cannot be openly bigoted. That simply is not allowed in the culture of my school."

"Mostly all the students are nice and very welcoming to students of all race and culture but there might be some who make hurtful jokes about Asians. Also people who are not very popular have a lot of friends might get picked on."

"Welcoming of people from every background except people with political views that go against what most people in the area believe."

School Attachment/Social Belonging

One hundred and nineteen respondents (21%) reported feelings of belonging, fitting in, and feeling close to people at school. Fifty-one respondents (43%) described feeling as if they belong at school, have many friends, and that the school is welcoming. Sixty-eight respondents (57%) reported not feeling like they belong in school, feeling like an outcast, and not finding their place.

"I feel left out and no one gets what I go through and I just don't feel like I fit in very well."

"I feel like sometimes people don't care that I'm here."

"I feel really welcomed at my school everyone really likes me and makes me feel special."

Safety & Disciplinary Environment

In response to the final open-ended question, 644 students (44%) made comments describing the safety and disciplinary environment.

General

Of the 644 respondents who described the disciplinary environment, 160 respondents (25%) made general comments about the level of violence, amount of cussing, drugs/alcohol, fighting, and disruptions.

"People fight a lot, and swear a lot."

"Too much bullying about body image. And shaming of students online from other students. Too many fights and arguments in the halls."

"Lots of fighting at school and we need more security against school shooting threats."

"The buses are chaos and so are the halls. Everyday i hear profanity, swearing, and threats on my bus home."

"There is a huge drug problem at [high school] that everyone is choosing to ignore."

Safety

One hundred respondents (16%) described their perceptions of safety in school, traveling to school, or outside school. Forty-four respondents (44%) reported feeling safe in the school. Fifty-six respondents (56%) described feeling unsafe, mentioning a lack of security, many fights, and feeling scared to go to school.

"I feel very safe in here."

"I don't always feel safe in my classes and sometimes I feel threatened, but I remain silent."

"I don't feel safe in the hallways because most of the students yell, push each other, and say not so nice words and things to each other. But, you get used to it."

Disciplinary Equity

Sixty-one respondents (9%) commented on the fair and equal distribution of punishments and rewards. Comments included students receiving different punishments and rewards, unequal application of rules, and unfair disciplinary treatment.

"It's kind of racist when it comes to suspending white students and other students of color."

"Students who are not in sports or who are not a specific race are typically treated unfairly."

"Not all kids are punished the same."

"How teachers punish bullying depends on who the bully and bullied person are, how much the administration likes them/their parents, whether they're in sports."

Disciplinary Consistency

Of the 644 respondents who reported comments about the disciplinary environment, 35 respondents (5%) described rules not being consistency enforced. This includes inconsistently punishing misbehaving students and not enforcing the same rules for everyone at all times.

"Teachers can get mad at you for something and then another student will do it and they don't care it happens very often."

"I know a lot of kids who have misbehaved but have not gotten caught."

"So many people get away with a lot of things."

Disciplinary Strictness

Thirty-eight respondents (6%) described how strictly enforced the rules are.

"We have very strict rules and supervisors at lunchtime. I and other students have tried to tell our teachers that we think that the rules are unfair, but nothing is done about it."

"Kids who are constantly getting in trouble and disrupting things need to be given harsher punishments like detentions or expulsions."

"At recess I feel that the rules are too strict."

Disciplinary Transparency

Seven respondents (1%) commented about students not knowing and understanding the rules, disciplinary process, and disciplinary actions.

"A bunch of students think they can do whatever they want and the consequences either don't matter to them or they aren't aware of what they are."

"It would be a lot better if we got warnings for doing something minor, and then if we do it again then we have privileges taken away. But just not have privileges taken away without warning."

"I have felt recently that this school is unfairly treating kid accused of things along the lines of sexual harassment, racial profiling racism and more. There is seemingly no due process for the individuals accused of such misdemeanors."

Responsiveness

Of the 644 respondents who reported experiences with the disciplinary environment, 87 respondents (14%) described the lack of action by teachers and staff witnessing bullying and harassment. Respondents mentioned educators doing little to address bullying and harassment, ignoring or dismissing the problems, and a lack of responsiveness to issues.

"I do not think enough action is taken to confront students that bully students on the basis of gender identity, sexual orientation, etc."

"I feel like if I try to talk to a teacher about someone bullying someone else/me they really DO NOT care! They kind of just shrug it off and make us talk about what we could have done different or how to take care of it by our self. Like coming to them does more damage than good. Half the time things get even worse."

"Bullying happens often and things are said but the teacher don't do much to stop it."

"I feel like some of the boys in my class are meaner and MIGHT bully if this school didn't in force the rule of no bullying and it wasn't so closely watched by AMAZING teachers!"

Harassment/Bullying

One hundred and thirty-one respondents (20%) reported experiences with bullying and harassment because of race, ethnicity, national origin, gender, disability, sexual orientation, income, appearance, religion, and/or other.

"I've seen a lot of people get bullied in the halls and walking out of classrooms."

"I have been bullied because I'm different then all the other kids because I'm transgender."

"I've never seen bullying at this school besides friends joking around."

"I have noticed multiple instances of bullying at [elementary school]. I have even been a victim of multiple."

Conflict Resolution & Empathy

Twenty-five respondents (4%) describe ways to prevent conflict and collaborative problem solving.

"Sometimes, teachers don't know what happened but they don't try to work it out, they just think they know what was done and who did it and sometimes what they think is not correct."

"I feel that the students at my school go about addressing problems all wrong, and that my teachers don't even bring them up."

"We have to care for each other and watch what we been saying to each other how they will feel about it."

Student Participation & Engagement

In response to the final open-ended question, 61 students (4%) made comments about the level of student participation and engagement in school.

General

Two respondents (3%) made general comments about engagement in school.

"It is fun in school and I enjoy it but it won't fit a lot in what I want to be in the future."

Growth Mindset

Two respondents (3%) made comments about their personal ability to work out problems, challenge themselves, and succeed in school.

"I don't feel challenged in certain subjects such as math, writing and reading. If I don't challenge myself I won't get any better and possibly could get worse so I want to be challenged to my level in everything."

Student Voice

Of the 61 respondents who described experiences of student participation, 26 respondents (43%) made comments about wanting opportunities to decide what is best for the class and to provide input on content.

"I think this school needs to focus on more of how the students would like to learn and possibly what they want to learn about."

"I think students should have more of a say in what goes on. Everything is already planned out."

"Teachers don't give you enough choices on what you have to do."

Extracurricular Participation

Thirty-one respondents (51%) described experiences with extra-curricular activities.

"I think that my school should have more extra-curricular activities so then people can learn way more than just a couple of ways to learn."

"We need more school sports."

"I am in elementary school and there are not clubs or sports offered."

General Comments

In response to the final open-ended question, 710 students (48%) made comments that were generally positive or negative, miscellaneous, suggestions for improvement, or provided survey feedback.

General Positive

Of the 710 respondents that described other experiences, 240 (34%) reported positive experiences. These comments were constructive, but not specific to any dimension of school climate. Students reported having fun and being happy in school, loving their school, and enjoying the learning environment and opportunities.

"I love my school."

"It is a good school."

"I love this school, it's the best I've ever been to. The classes are great, fun, and interesting, the teachers are extremely nice and good at what they do, and the environment here is welcoming and friendly as the students who go here are very nice."

"It has been a pleasure attending [high school]. I have enjoyed attending school here."

General Negative

Ninety-nine respondents (14%) reported negative experiences in school. Students reported feeling bored, depressed, and disliking school. Some students described how the education system limits their potential.

"It makes me so stressed, depressed, and anxious I hate it all."

"I don't really enjoy school."

"It's a terrible, boring, and dangerous to me place that doesn't teach me anything at all or if they do they don't understand my specific way of learning."

"It's boring."

Miscellaneous

Of the 710 respondents who reported other experiences, 194 respondents (27%) commented about their personal opinions/philosophies, homework load, temperature/weather, and food.

"We have bad lunches."

"Phone policy is stupid."

"Some classes are too cold and hot."

Suggestions for improvement

Seventy-three respondents (10%) made comments that suggest improvement for the school. Comments included providing counseling and emotional-health supports, changing the phone policy, adding Fine Arts and STEM classes, improving safety measures to address possible school shootings, improving school lunches, having more free time during school.

"Need more mental health support avenues and students should be able to know where to get help."

"They should out your preferred pronouns and names next to your birth name and birth gender."

Please have summer school classes (not just for credit recovery) or a language program or math activities during the summer. Please have more speakers come in for college level classes to mix up the material and have more tech and code related classes. Please have open gym for everyone (to play interschool sports) and have more school events (school movie night, school cookout, etcetera). Please have more school assemblies (they show school pride) and have a "commons area" for homework and other activities."

Survey Feedback

Fifty-two respondents (7%) provided comments about the school climate survey itself. Comments included concerns about length, desires for neutral options, confusion about the definition of school climate, and positive feedback.

"Glad you're doing this survey. Next time maybe include a more neutral answer than just agree/disagree?"

"This survey was way too long."

"You need to clarify your questions more. These were kind of confusing. I had to ask a ton of questions."

"You should add something in here about drugs and alcohol to understand how many students do it."

"I thought this was about the weather."

"I think that at the end of every set of questions in this quiz there should be a separate comment box for questions and comment and encourage kids to write anything in them that comes to mind because things can be confusing."

"I think it's really cool that we're doing this! This is VERY important for our district to be partaking in."

N/A

A total of 1,406 respondents commented with no or I don't know, random letters, song lyrics, random messages, or N/A.

Glossary

The following acronyms and terms are used throughout the report.

ELL: English Language Learner

FRPL: Free or Reduced Price Lunch

ICCD: Iowa City Community School District

IEP: Individualized Education Program

Advanced Learner: Student participates in ICCD's gifted program

LGB: Lesbian, Gay, Bisexual, Pansexual or Asexual

Non-Binary: Transgender Male, Transgender Female, Genderqueer, or Gender-Nonconforming

About the Survey Analysis

This section of the report provides details on several aspects of the analysis of the survey data that is presented in the report.

Focus on Significant Group Differences

This report details mean (average levels) of student reports of perceptions and experiences in school. The report highlights differences or disparities in group averages only when they are statistically significant differences. When the word "significant" is used in this report, it indicates statistically significant differences between two groups.

To identify which mean differences are meaningful, two criteria can be used: (1) statistical significance and/or (2) substantive magnitude of the difference. The statistical significance criteria assesses the likelihood that the difference is due to chance. Two-sided t-tests are used to statistically test the mean differences between two groups. To test mean differences for comparisons with more than two groups, we estimate one-way analysis of variance with post-estimation pairwise comparisons using the Tukey-Kramer method to account for multiple comparisons and unequal group sizes.

All statistical calculations contain some uncertainty. Uncertainty is affected by the number of students answering the question, the variation in student answers, and characteristics of the survey itself. Therefore, sometimes a difference may seem large, but it is not statistically significant because of one of these factors.

Use of Composite Measures

In several instances, similar survey items were used together to create composite measures to best capture an underlying concept or idea. For example, several survey items that measure "Academic Support" i.e. *My teachers care about my learning. Teachers encourage me to work hard. Teachers encourage me to ask questions and participate in discussions. In my classes, my teachers notice my hard work.* Confirmatory factor analysis was used to identify if the sets of survey items capture each concept fit together statistically-speaking. Criteria used included the Eigenvalue, factor loadings, and Cronbach alpha scores to determine if a set of items should be combined to create a composite measure. This procedure of combining multiple items is recommended practice for surveys of school climate because using multiple items to capture an underlying idea or concept provides a better measure than a single survey item which is more prone to random variation.

Assessing Trends Over Time

When possible, comparisons are provided between survey responses in 2016, 2017, and 2018. However, it is important to keep in mind two important factors:

1. Some survey items have been changed over time. These changes may involve wording changes or the use of different survey items altogether. These changes have been noted on the relevant pages of the report.
2. The sample of students taking the survey has changed over time. the student survey sample in 2016 was only 6th, 8th, and 11th grade students whereas the student survey sample in 2017 and 2018 included all 5th to 12th grade students.

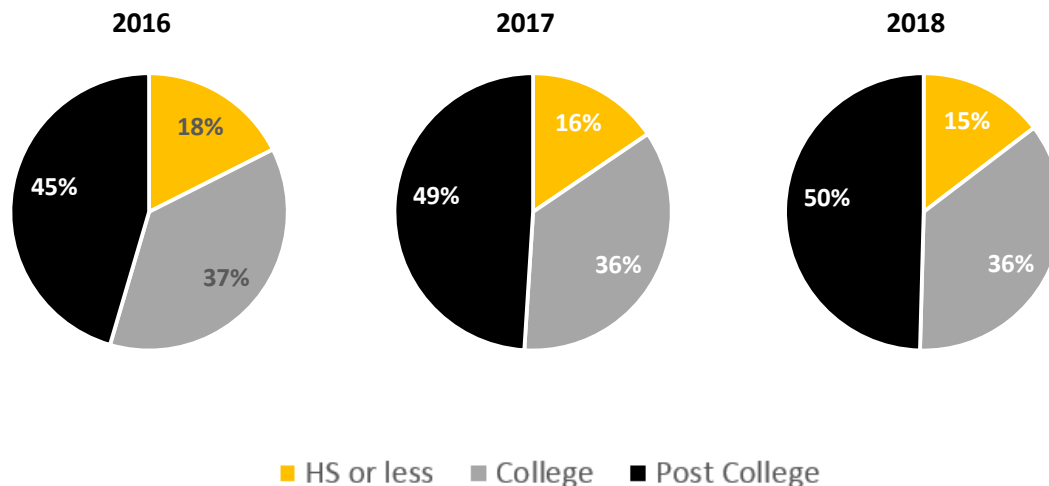
While the survey sample was not changed from 2017 to 2018, the composition of the sample did change. The most substantial change was the increase in the percentage of the sample that is from high schools. This is driven by response rates for high school students being higher in 2018 compared to 2017, so high school students represent a larger proportion of the sample compared to 2017, in which larger proportions of elementary and junior high school students made up the survey sample.

See figures below for changes over time in survey sample composition.

Survey Sample Changes Over Time

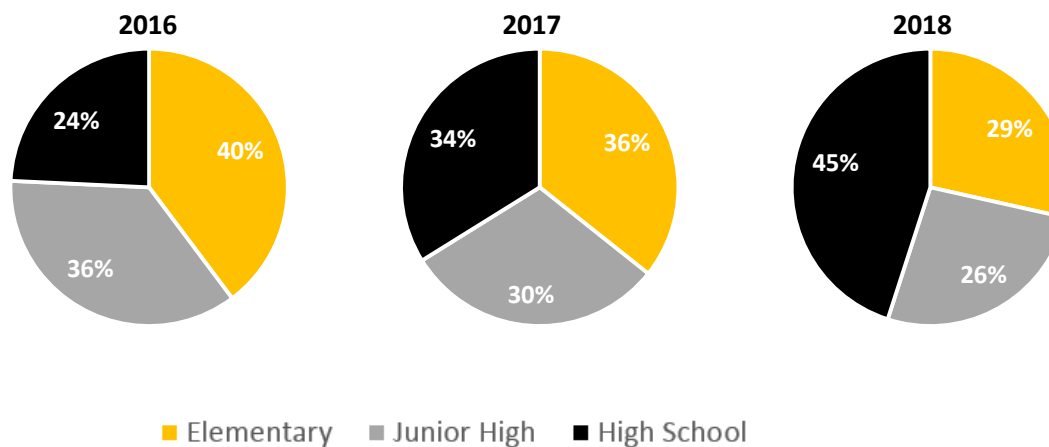
By Parent Education Level

The survey asks students about their parent's highest level of education. Categories are coded as high school graduate or less, some college or college degree, and advanced degree or post-college experience. These categories have remained consistent across all three years of the survey.



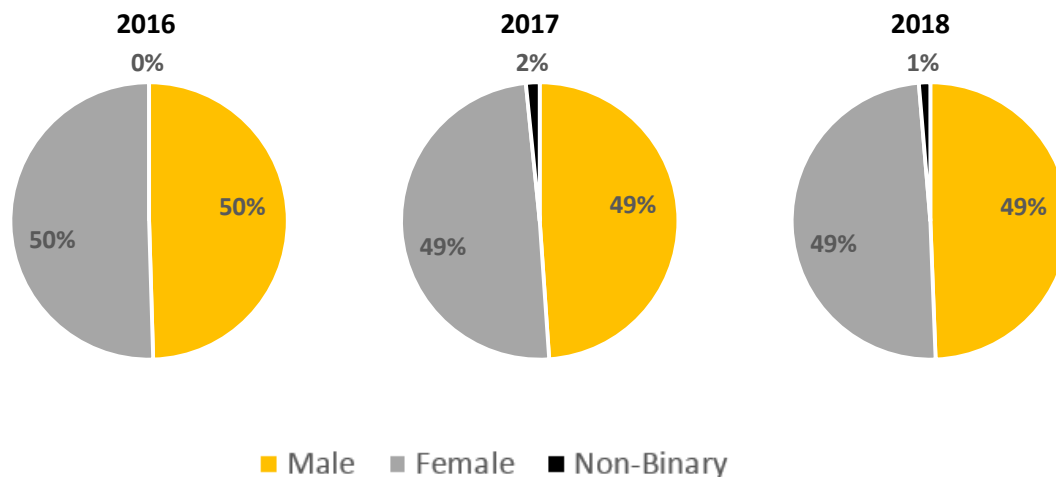
By School Type

In 2016, this survey was only administered to 6th, 8th, and 11th grade students. Since 2017, the survey has been administered to 5th through 12th grade students.



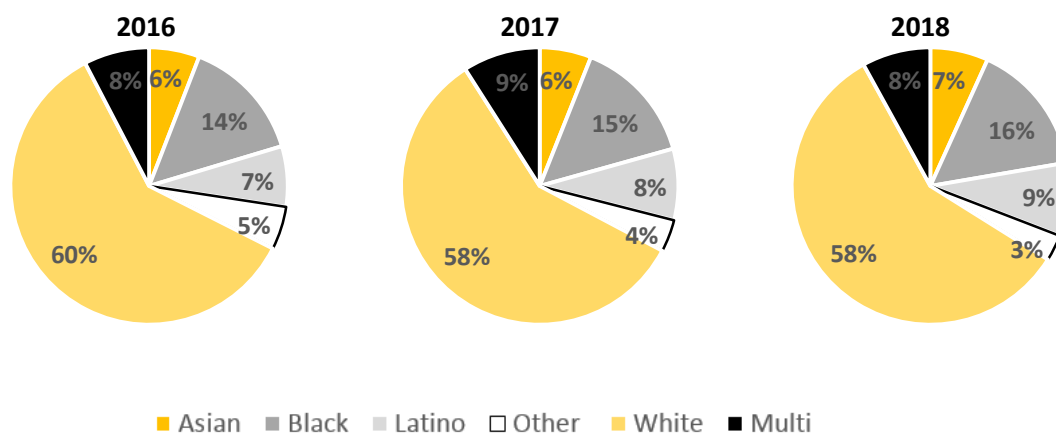
By Gender

In 2017, the survey began including non-binary as a gender option for students.



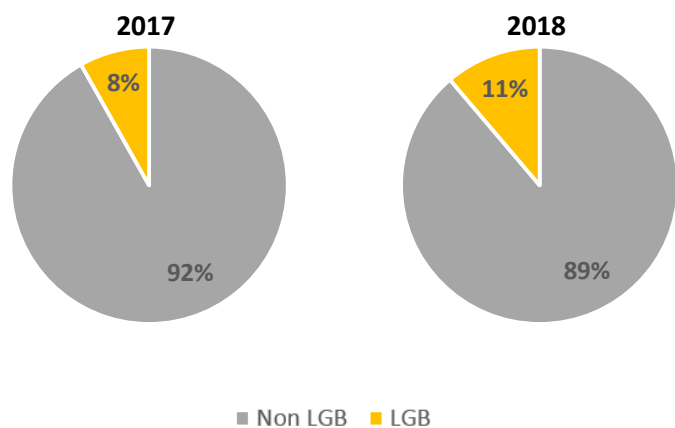
By Race

The race of students responding to this survey has remained consistent between 2016 and 2018.



By Sexual Orientation

In 2017, the survey began asking students to indicate their sexual orientation.



“Other” Bullying/Harassment & “Other” Reasons for Not Participating in Extracurricular Activities

In a series of survey items, students were asked to report whether students at their school harass, bully, or intimidate each other because of their race or ethnicity, national origin/immigrant status, gender or gender identity, sexual orientation, disability, poverty/income/social class, appearance, religion, or some other reason. If they selected some other reason, they could provide a text response to describe it. Below is a description of the information obtained in the “other” reason.

There were 1,381 respondents who selected “other” as the basis on which students at their school were bullied or harassed, and of these 861 also provided text descriptions, of which 647 were valid text. These text responses were categorized into descriptive categories i.e. types or bases on which harassment or bullying occurred (107 were categorized into the reasons provided in the survey, and 540 were categorized into new groups). These responses varied from describing additional types or bases on which students were bullied or harassed (athletic ability, academic performance, age, language/accent, family background, personality traits or interests) to more general descriptions of bullying or harassment behavior (social or anti-social behavior, social relationships), and also included descriptions of how or why bullying occurred in their school (bullies being insecure, online forms of harassment, etc.).

In a series of survey items, students were asked whether they participated in several types of extracurricular activities. Respondents were able to indicate that they did participate, they did not participate, or they were interested in participating but did not. If students indicated wanting to participate but not, they were asked a follow-up question which asked them to identify the reasons for their lack of participation from the following list: it cost too much; I didn't have reliable transportation; the schedule conflicted with other duties; the time commitment was too demanding; I don't fit in with the other students that participate; and other. Below is a description of the information obtained from the “other” reason responses.

There were 684 respondents who selected “other” as a reason for not participating in extracurricular participation, and of these 485 provided valid text. These text responses were categorized into descriptive categories i.e. reasons for not participating (104 were categorized into the reasons provided in the survey, and 381 were categorized into new reasons). These responses were categorized into the following additional reasons for not participating (listed in the order of the number of respondents identifying this reason, most to least): lack of interest, not available at my school, self-doubt (i.e. not sure can do it), lack of notification or awareness of the activity, selectivity (i.e. didn't make the team), delayed or late sign-up, family issues/obligations, academic conflict (i.e. too much homework), health limitation, need for prior qualification to participate, and other miscellaneous personal reasons.

Open-Ended Response Analysis for Additional Experiences and Information

The open-ended responses to the final survey question were analyzed qualitatively. Responses were categorized into the topics included in the Student Experiences of School Climate Survey, however, new categories and topics were created to summarize responses that did not fit into existing topics.

Two coders categorized each student response separately to ensure consistency. After all items were separately coded, all discrepancies were consensus coded to determine final assignment.

Survey responses were categorized into one or more categories, so there are is a higher number of responses across all topics than there are survey responses.

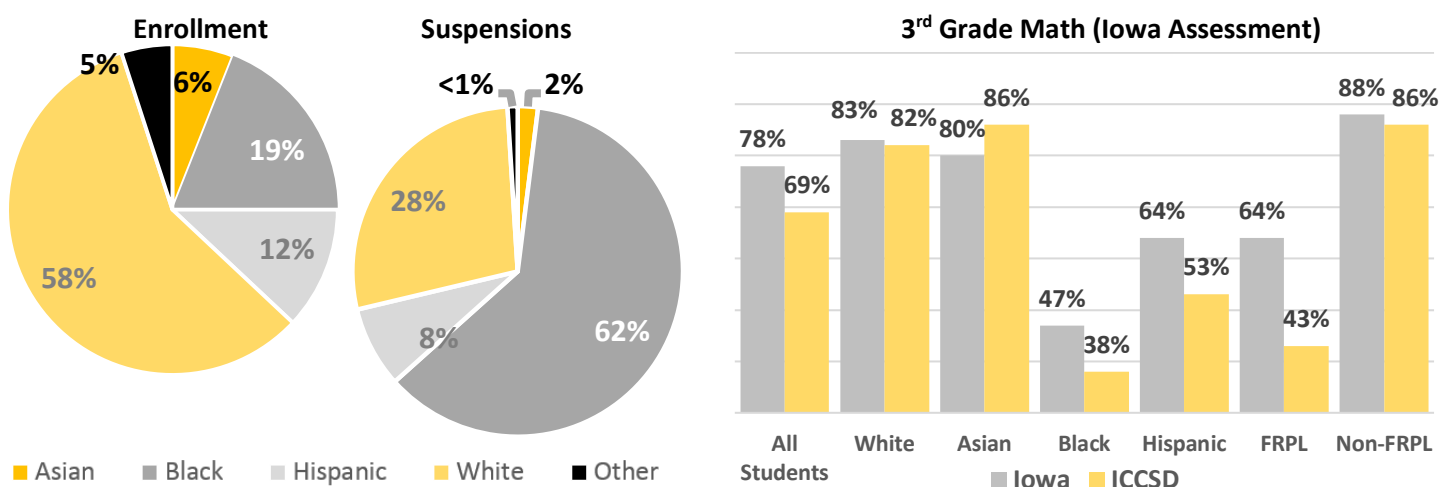
About the Equity Implemented Partnership

Launched in fall 2015, the Equity Implemented Partnership (EIP) is a research-practice partnership between researchers at the University of Iowa's Public Policy Center and the Iowa City Community School District. The aim of the EIP is to improve the equitability of school experiences and outcomes for students in the District by making data-informed decisions, drawing on research-based solutions, and using an inclusive decision-making process.

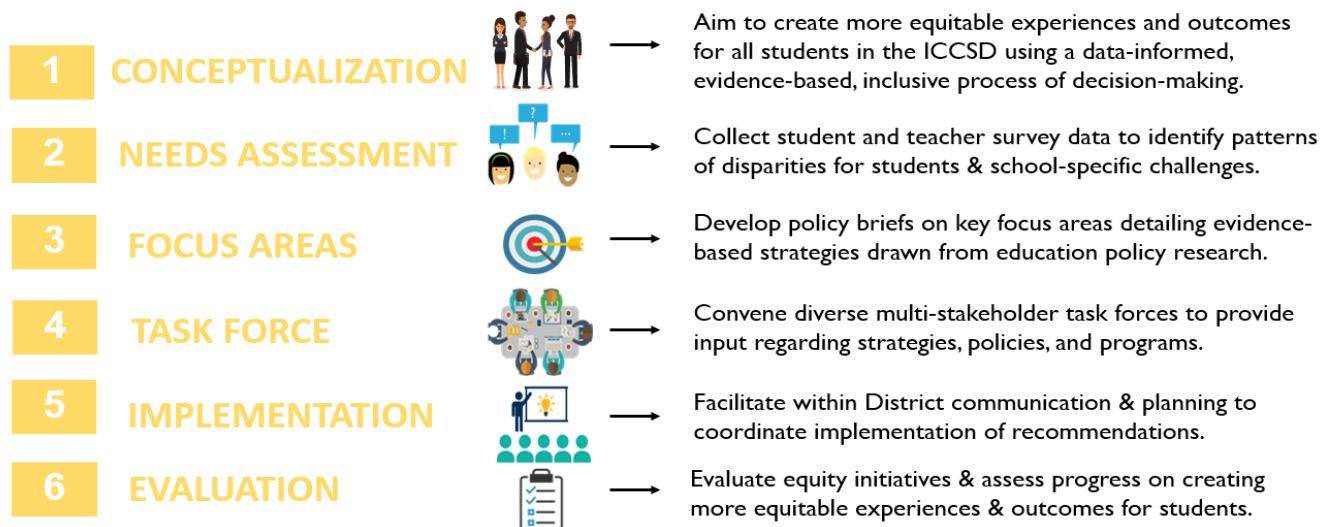
The EIP leverages both the expertise of social science and education policy research at a university, and the practitioner knowledge and expertise found in the District and its schools, to more effectively address persistent inequities in the District. The partnership provides a structure for long-term collaboration, and provides an avenue to develop a research agenda together so that the questions asked are of direct interest to district decision-makers.

The key focus of the Partnership is student experiences of school climate. This focus is motivated by an expanding body of research evidence that details how student experiences of school climate are associated with the equity of student achievement, disciplinary, and physical and mental health outcomes, and by the recognition that equitability of student experiences and having inclusive and safe school environments are important outcomes in their own right.

2016-17 ICCSD Racial Disproportionality in Suspensions and Achievement



Data Source: Annual Progress Report Iowa City Community School District 2016-17.



About the Authors

Sarah K. Bruch, MPA PhD.

Sarah K. Bruch is the Director of the Social and Education Policy Research Program at the Public Policy Center, and an Assistant Professor in the Department of Sociology at the University of Iowa. Her research examines social inequality broadly, focusing on educational, racial and citizenship inequalities in particular. She is also the principal investigator leading a research-practice partnership with the Iowa City Community School District. Using a research-practice model, this partnership leverages social science and education policy research and practitioner knowledge to more effectively address persistent problems of policy and practice and improve students' educational opportunities and outcomes.

Tessa Heeren, MSW

Tessa Heeren is a Research Associate at the University of Iowa Public Policy Center. Tessa began working in the research-practice partnership as a Master of Social Work student at the University of Iowa in 2015 and brings experience in community engagement and service provision to the research team. Tessa's involvement in the project stemmed from a desire to inform education policies through community-based research. Along with her work in the Public Policy Center's Social and Education Policy Program, Tessa has an appointment in the Health Policy Research Program, where she contributes to the evaluation of state health policies and programs.

Qianyi Shi

Qianyi Shi is a PhD student in the Department of Sociology at the University of Iowa. She received her M.A. in sociology from the University of Iowa. Qianyi's research interests broadly focus on social stratification and social capital. Working on Dr. Sarah Bruch's project on K-12 students' school experiences has sparked her interest in educational inequality. In the future, she would like to investigate the role that social capital and race play in shaping the school experiences of students.

SuYeong Shin

SuYeong Shin is a PhD student in the School, Culture, and Society Program at the UI College of Education. She received a Master of Sociology of Education from Korea University. Her research focuses on social dynamics and the role of policy in regard to educational experiences of individuals who cross social boundaries of diverse dimensions including social status, nationality, rurality, and gender. Before coming to Iowa, she participated in several projects on the national policy of school accountability at the Korean Educational Development Institute and the Korea Institute for Curriculum & Evaluation. Her work has been published in Korean academic journals including Korean Journal of Educational Evaluation, Studies on Korean Youth, and The Korean Educational Review.

Kaelynn Heiberg

Kaelynn Heiberg is a 4th year undergraduate student at the University of Iowa pursuing a double major in Sociology and Ethics & Public Policy. This is Kaelynn's first experience with research in the area of education, and her interest was sparked when coming up with topics for her Honors Thesis in Sociology. Luckily, the Public Policy Center already had this research-practice partnership with ICCSD up and running and Kaelynn was able to jump in and start helping right away. Kaelynn is hoping to start a career in the area of teaching professional development programs after graduation, and this interest began while working with this partnership at the Public Policy Center.

Rachel Maller

Rachel Maller graduated from the University of Iowa in fall 2017 with a B.A. in Sociology and minors in Communication Studies and Philosophy. She graduated with Highest Distinction and was selected as the Class Speaker for commencement. Rachel began working on this project in spring 2017 to explore her interest in addressing inequality with sociological research. During her internship, she fostered a deep passion for researching social stratification, race and ethnicity, and social and educational policy. In fall

2017, Rachel became an “embedded” intern working within the District with the Director of Equity and Engagement. She also completed an internship with the Johnson County Department of Social Services and works as a supervisor and telephone interviewer at the Iowa Social Science Research Center. This internship, alongside mentoring from Dr. Bruch, gave Rachel the opportunity identify her future goals and begin working towards them. She will be attending the University of Iowa this fall to begin her PhD in Sociology to prepare her for a research career in examining how systems of stratification impact educational outcomes and leveraging this research to improve educational policy. In 10 years, Rachel sees herself as a professor at a university or researcher at a policy think tank.

Lindsey Meza

Lindsey Meza is a fourth year undergraduate student at the University of Iowa, majoring in Sociology and expanding her horizons with courses in Political Science, Leadership, Psychology, and Acting. Before attending the University of Iowa, she was a legal assistant for a law firm where she realized her passion for social justice. She joined the Equity Implemented Partnership after taking Dr. Bruch's Big Ideas: Opportunity, Equality, and Public Policy in America course, which provided an eye-opening glimpse into the realities of structural inequality in America, and how to use research to create policies that will increase equity in our institutions. She is a member of Phi Beta Kappa Honor Society and Alpha Kappa Delta International Honor Society, and she graduates with distinction in May 2018. She hopes to continue to conduct and use research in her future career to become an advocate for populations struggling to access the resources needed to reach their full potential.

Paul Goetzman

Paul is at the University of Iowa for his Bachelor of Science in Human Physiology. Working on the partnership was a new experience for him. He is very interested in researching the disparities that exist in education and healthcare, and wants to better understand how disparities in education affect student outcomes and, subsequently, how these outcomes may impact long-term healthcare. Paul is on the Dean's list, and after graduation, he plans to travel abroad to strengthen his Spanish language skills and apply to medical school shortly thereafter. This experience has given him the knowledge to better identify and understand disparities that exist today. He believes that this knowledge will give him a strong foundation during his pursuit of a medical education and help him be a stronger advocate for his patients and community.

Appendix

Survey Administration

In field: February 1 – March 9

A link to complete the survey online was sent to all 5th-12th grade ICCSD student e-mail accounts on February 1, followed by two reminder e-mails later in the month.

An IP address authenticator was utilized to ensure the survey was only accessed through an ICCSD internet connection.

A total of 6,562 students completed the survey, accounting for an overall response rate of 79%.

Survey administrators were provided the script below along with instructions to read aloud to students before taking the survey.

Thank you for taking the time to complete this survey. There are no "right" or "wrong" answers, but it is very important that you provide an honest answer to each question. It is important that every student has the opportunity to provide all the information contained in this survey.

However, if you find questions in this survey that you would prefer not to answer or cannot answer truthfully, please leave them blank. In all other instances, please select the one response that comes closest to your honest answer to each question. Your answers should be based on what you think is really true, not what you think is the way it should be or what you think is the most pleasing answer.

Your responses are confidential and your answers will be combined with the answers from all the other students. This combination of answers will be used to help design and implement programs that will benefit you and other students in Iowa City schools. Please relax and thank you for participating in this survey.

Parents were notified of the survey via Blackboard Connect. As with other surveys administered by the District, parents were provided a link to access the survey and given the opportunity to opt-out their student's participation.

Survey Improvements

In 2018, the Student Experiences of School Climate Survey was administered via Qualtrics platform. In response to stakeholder feedback, accessibility and readability of the survey was improved. Simple definitions were provided in a hover-over function for words which did not meet 5th grade reading level standards. In addition, all survey questions and response categories had an audio file embedded, so students had the option to listen to items read aloud.

Added survey items

Survey items from the following categories were added to the 2018 survey.

- Adult support
- Inclusive content
- Disciplinary environment
- Harassment and Bullying
- Responsiveness to bullying
- Diversity and Inclusion
- Empathy
- Growth Mindset

- Student Voice
- Extracurricular Participation

Linked administrative data

Along with self-reported demographics (grade level, school, gender, sexual orientation, race/ethnicity, and level of parent education), in 2018, student survey responses were linked to ICCSD administrative data (FRPL, IEP, ELL, and gifted status) to allow for analysis of differences in student experiences across these categories.

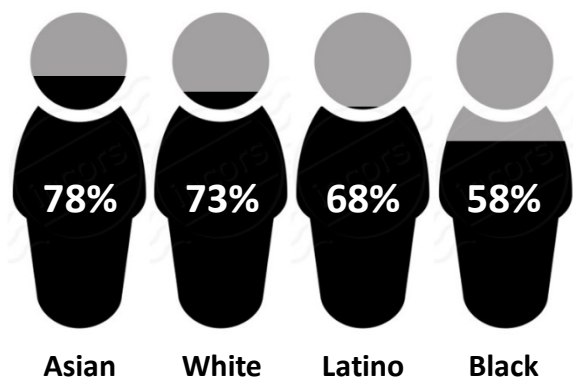
Survey Sample & Response Rates

The percentages shown in the figures are for the non-missing respondents.

Response rates are calculated by comparing the number of people in a population (i.e. all 5th to 12th grade ICCSD students) to the number of people who completed the survey. Examining the response rates by demographic groups provides insight into the differences in survey participation of groups within the overall surveyed sample.

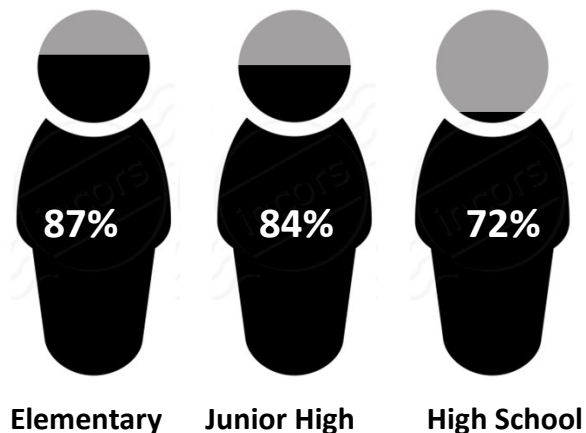
By Race

Response rates varied by race. Asian and White students had relatively high response rates (78% and 73% respectively) while Black and Latino students had lower response rates (58% and 68% respectively).



By School Level

Response rates varied by school and school type. Elementary schools had the highest response rates. Fully 87% of 5th and 6th graders completed the survey. Junior High Schools have the second highest average response rate with 84% of 7th and 8th graders completing the survey. The lowest response rates are found among the high schools with 72% of 9th-12th graders completing the survey.



Survey Representativeness

The graphs below compare the eligible survey population (all ICCSD 5th-12th grade students) to the survey sample.

By Race

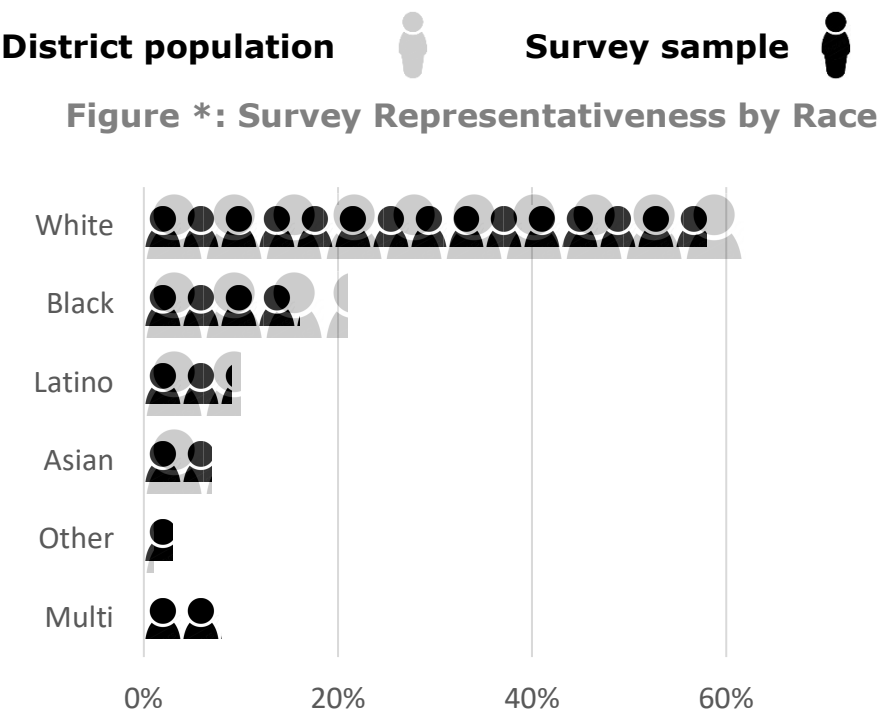
The figure to the right displays the racial composition of the survey sample compared to the racial composition of the Iowa City Community School District population in 2017-2018. White students make up the highest percentage of the survey sample (58%), followed by Black (16%), Latino (9%), Multiracial (8%), Asian (7%), and Other Race (3%). Comparing the racial composition of the survey sample to that of the District population, White, Latino, and Asian students were represented closely to their proportions in the District. Black students are the most under-represented in the survey sample (followed by White and Latino). Part of the reason for this is student survey respondents choosing “Other race” or more than one race in survey responses. The multiracial category is comprised of students who selected more than one race in the survey demographics. Of students in the multiracial category, 44% selected Black as one of their identities, and 40% selected Latino as one of their racial identities.

Note: The percentages reported are for the non-missing respondents. Of the student survey sample, 1.2% did not provide information about their racial or ethnic identification.

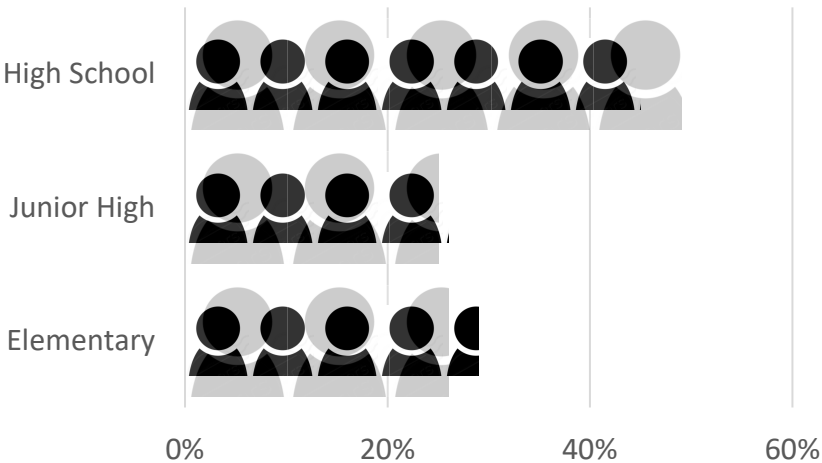
By School Level

Students in grades 9-12 (high school) comprise nearly half (49%) of the surveyed student population (grades 5-12). The high school group was slightly underrepresented in the survey sample, accounting for 45% of the total sample. In contrast, students in grades 7 and 8 (Junior High) and grades 5 and 6 (Elementary) were overrepresented in the survey sample. Meaning, the junior high and elementary proportions of the survey sample (26% and 29%, respectively) were slightly larger than their proportions of the grades 5-12 District population (Junior high 25% and Elementary 26%).

Note: The percentages reported are for the non-missing respondents. Of the student survey sample, 0.05% did not provide information about their grade level.



By School Level



By Gender

In terms of gender composition of survey respondents, male and female are evenly distributed (49% and 49%, respectively), with 1% of students selecting a Non-Binary gender identity (87 students). The survey sample reflects the District's overall student composition, which is 51% male and 49% female.

Note: The percentages reported are for the non-missing respondents. 0.06% (37 students) of the student survey sample did not provide information about their gender identity.

By Socioeconomic status

The survey sample measures socioeconomic status (SES) by levels of parental education. Almost half of the survey sample have parents with more than a college degree, while another 36% have parents that have either a college degree or some college. Only 15% of students have parents with no college experience. The district administrative data measures SES using an indicator of whether the student's family qualifies for Free or Reduced Price Lunch (FRPL). About 33% of the district population qualifies for FRPL, and 31% of the survey respondents with linked administrative data qualify for FRPL.

Note: The percentages reported are for the non-missing respondents. 23% (1,539 students) of the student survey sample did not provide information about the education level of their parents.

