

*Technical Appendix*

**VOICES OF NEW ORLEANS YOUTH:  
WHAT DO THE CITY'S YOUNG PEOPLE THINK  
ABOUT THEIR SCHOOLS AND COMMUNITIES?**

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**EDUCATION  
RESEARCH ALLIANCE**  
.....  
**FOR NEW ORLEANS**

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# Overview and Key Findings

This technical appendix accompanies the Youth Survey brief and contains detailed information about the survey design, administration, analyses, and results.

The policy brief and adjoining technical appendix summarize results from the first New Orleans citywide youth survey. The survey was designed and conducted in conjunction with local education and community organizations during the 2018-2019 school year.

The key findings, as reported in the policy brief, are below:

- ***Teacher Quality:*** New Orleans students rate their teachers highly in some areas (e.g., ability to challenge students), but low in others, particularly classroom management. These ratings are somewhat lower than those of a national comparison group. Students of color rate their teachers lower than white students on most measures.
- ***School Climate:*** though many students agree that school discipline is fair (68%) and bullying is not a problem (64%), roughly one third of students do not. Additionally, students of color tend to report lower ratings than white students on multiple aspects of school climate.
- ***Students Beliefs:*** Students frequently agree that they value their education (70%) and that the effort they put into their schoolwork pays off (71%). And consistent with national trends, they have high ambitions, with 76% reporting that they will pursue college or graduate degrees. One of the few areas in which we find that schools' state-assigned letter grade relates to students' responses is in college aspirations: students in A and B schools are more likely to believe that they will go to college, compared to students in lower-rated schools.
- ***Transportation:*** Most students (70%) report school commutes of less than 30 minutes.
- ***Neighborhoods:*** New Orleans youth frequently report having social support (67%) and feeling safe in their neighborhoods (72%). 44% participate in service activities in their communities, with students of color more likely to participate than white students. The majority of white students report feeling safer in the presence of police, while the majority of black students do not.

The remainder of the technical appendix provides details on the survey design, administration, and analysis, as well as additional data and reference tables not included in the brief.

# Survey Design

This survey was initiated in response to local organizations' requests for data on students' school experiences, beyond traditional measures like test scores. To design the survey to meet community needs, a steering committee was convened in 2016. The committee consisted of a wide range of members including educators, public health organizations, and other local non-profit groups and government organizations. The survey was designed to address stakeholders' key concerns: teacher quality, school climate, academic behaviors and beliefs, transportation and attendance, and out-of-school experiences such as neighborhood safety, discrimination, substance use, and health behaviors.

To address each of these areas of youth experience, we drew survey questions from previously validated survey instruments to help ensure the reliability of responses and, in some instances, provide a comparison group. Below we detail the motivations for asking about each of these domains, and the survey sources from which each of the items were drawn. A complete list of all items included on the survey are included in the tables at the end of this appendix.

## *Teacher Quality*

Teacher quality is the strongest predictor of student achievement (Darling-Hammond, 2000; Chetty, Friedman, & Rockoff, 2011). We measured teacher quality using the [Tripod 7Cs Student Survey®](#). The 7Cs refer to students' perceptions about the following attributes of teacher quality:

- **Care:** The student believes that their teacher shows concern for their emotional and academic well-being.
- **Confer (Value):** The student perceives that their teacher encourages and values their ideas and views.
- **Captivate:** The student believes their teacher sparks and maintains their interest in learning.
- **Clarify:** The student feels that their teacher helps them understand content and resolve confusion.
- **Consolidate:** The student agrees that their teacher helps students integrate and synthesize ideas.
- **Challenge:** The student feels that their teacher insists they persevere and do their best work.
- **Classroom Management:** The student perceives that their teacher fosters orderly, respectful, and on-task classroom behavior.

Because teacher quality was just one topic on a larger survey, Tripod reduced the number of questions for each component for our administration. Research finds that Tripod scores are reliable and correlated with teacher quality, as measured by classroom observation ratings and teacher value-added scores, and more importantly, that teachers' Tripod Student Survey Results predict student achievement gains (Gates Foundation, 2010; Gates Foundation, 2012; Kuhfeld, 2017).

## *School Climate*

School climate refers to the quality and character of school life and captures aspects of students' school experiences that go beyond academics and test scores. A positive school climate is shown to be associated with academic achievement and school success, as well as effective violence prevention, students' healthy development, and teacher retention (Cohen et al., 2009).

To measure school climate, we drew questions from the [U.S. Department of Education School Climate Survey](#) and asked students about their experiences related to bullying, general school safety, discipline practices, emotional safety, equitable treatment, and the physical environment of the school. These aspects of school climate can affect students' levels of academic engagement, achievement, and overall well-being, as outlined below:

- **Bullying:** Roughly one fifth of middle- and high-school students have experienced bullying (CDC, 2017; US DOJ, 2017), and experiences of bullying are linked to school dropout (Cornell et al., 2013).
- **School safety:** Feeling unsafe in school is significantly related to suicidal ideation or attempts (Jiang et al., 2010).
- **School discipline:** Inclusionary disciplinary policies are positively associated with higher school connectedness (McNeely et al., 2002). In contrast, higher rates of exclusionary discipline are linked to increases in both juvenile and adult criminal activity (Bacher-Hicks, Billings, & Deming, 2019; Monahan, Vanderhei, Bechtold, & Cauffman, 2014).
- **Emotional safety:** The sense of school cohesion perceived by students, teachers, and administrators is positively associated with GPA (Stewart, 2008).

## *Academic Beliefs and Behaviors*

Questions about students' academic beliefs and behaviors were drawn from multiple sources including Tripod, Chicago Youth Survey, and the Strengths and Difficulties Questionnaire (SDQ). Additional information about each of these sources is included in the tables at the end of the appendix. These survey items include questions about how students value their education, as well as students' growth mindset, academic behaviors, self-control, anxious behaviors, and future aspirations.

Research indicates that academic mindsets can have a positive impact on a range of academic outcomes. Studies have shown that students who exhibit a growth mindset see gains in grade point average and on test scores, in addition to reporting more enjoyment and engagement in school (Aronson et al., 2002; Dweck, 2012; Hulleman et al., 2009). Additionally, there is evidence that these positive academic mindsets and learning strategies can be cultivated in students. Those strategies contribute positively to students' academic behaviors and ability to persevere, which ultimately been shown to lead to higher academic achievement (Farrington et al., 2012; Allensworth et al., 2007). Positive academic mindsets have also been correlated with closing achievement gaps (Cohen et al., 2009).

Students' academic beliefs and behaviors include mindsets about their current education experience, but also about their future aspirations. A 2009 high school longitudinal study conducted by the U.S. Department of Education follows students who were in 9<sup>th</sup> grade in 2009. The study finds that students' post-secondary aspirations range from 64% expecting to complete a post-secondary degree in their 9<sup>th</sup> grade year to between 76-78% in 2012 and 2016 follow-up surveys (Covert, 2019). Studies also show that there is an aspiration-attainment gap in college-going – a gap between the number of students who expect to attend and graduate from college and the number of students who ultimately receive a college degree. This gap is largest for black students (Buttaro et al., 2010; Roderick et al., 2006). The way students perceive the value of their coursework and their belief that the work they put in will pay off is critical to their short- and long-term academic success.

## ***Transportation and Attendance***

Transportation and attendance questions were drafted specifically for this survey. Anecdotal evidence suggests that New Orleans students experience early bus pick-up times, and long travel times to get to and from school every day, which research has shown to have a negative impact on things like hours of sleep and exercising habits (Voulgaris, 2019).

In a recent study on transportation times, Lincove and Valant (2018) examine bus routes for 17 charter and district-run New Orleans schools to determine how long it takes New Orleans students to get to school. The median commute time for the schools studied was 35 minutes by bus, 14 minutes by car, and 47 minutes by public transit. They find that school bus pickups start as early as 5:00 a.m. While long commute times and early morning pick-ups may have negative impacts on students, later school start times have been shown to result in student achievement gains (Edwards, 2012).

Research also shows that attendance behaviors can have an impact on student outcomes. Chronic absenteeism has negative impacts on achievement outcomes and social engagement (Gottfried 2014).

## ***Out-of-School Experiences***

Questions about students' out-of-school experiences were drawn from a variety of surveys including the Individual Protective Factors Index, the Joyce Survey, the Adolescent Discrimination Distress Index, and the Youth Inventory of Involvement. While it is important to understand students' experiences in their school, it is also important to acknowledge that what happens outside of school can impact students' academic experiences. The neighborhood in which you live is linked to academic gains, and engagement in community activities can have a positive impact on academic outcomes and college-going behaviors. Research also shows that there is a positive association between social support systems and both academic outcomes and self-reported stress levels.

Below we describe several motivators behind understanding students' out-of-school experiences:

- **Social support:** Perceived social support is related to academic achievement (Ahmed et al., 2010).
- **Discrimination:** Discrimination has been shown to have detrimental effects on academic outcomes, but social support was found to mitigate some of these negative effects (DeGarmo & Martinez, 2006).
- **Neighborhood:** Moving from high- to low-poverty neighborhoods is linked to achievement gains (Leventhal & Brooks-Gunn, 2004). One study finds that children who relocate to a lower-poverty neighborhood before the age of 13 are more likely to attend college and have higher earnings later in life (Chetty et al., 2016).
- **Civic engagement:** Civic engagement is linked to greater academic progress and higher likelihood of graduating from college (Dávila & Mora, 2007).

The complete list of survey questions, response options, and the sources from which they were drawn is included in the tables below.

## Recruitment and Administration

### *Recruitment*

We invited all 77 publicly funded schools that served students in the surveyed grades to participate through multiple written and phone communications. Outreach efforts were conducted in partnership with the Louisiana Public Health Institute (LPHI). LPHI coordinated the scheduling and administration of the survey at participating sites. Ultimately, 21 schools participated, and we thank them for their efforts. Participating schools were asked to administer the survey to all 6<sup>th</sup>-11<sup>th</sup> grade students present on the day of administration.

### *Administration*

LPHI administered the survey to 6<sup>th</sup>-11<sup>th</sup> grade students between November 2018 and February 2019. We did not survey younger students because our pilot surveys indicated that the questions would have been difficult for them to answer in 20 minutes or less. We also excluded 12<sup>th</sup> graders, as higher dropout rates make 12<sup>th</sup>-graders less representative of high-school students broadly.

All the surveys were administered in school during regular school hours, though the administration methods varied. Schools could choose to administer the surveys on paper, or on the computer. Survey versions were available in English and Spanish. The computer version had an additional text-to-speech option so that students could choose to have the survey questions read aloud to them. School leaders typically chose to have school staff members administer the survey on computers.

At the time of the administration, the survey administrator or teacher would introduce the survey using a script provided by LPHI describing the purpose of the survey and noting that students' responses would be anonymous. For a variety of reasons, discussed in more detail in the Methodology section, there were multiple survey versions for both middle and high school students. Each of six versions of the survey were randomly distributed to students in each classroom. The number of students who completed each version of the survey is listed in Table 1 below.

## ***Survey Participants and Sample Representativeness***

**Student Characteristics.** In total, the 2018-19 survey was administered to 4,101 students (2,115 middle school students, 1,986 high school students). However, 294 students were not included in the analysis sample because they either listed a grade out of the target range (i.e., 5<sup>th</sup> or 12<sup>th</sup>), listed a grade not offered at their school, or did not list their grade level. As a result, the analytic sample included here is 3,807 students. Overall enrollment numbers and demographic breakdowns are displayed in Table 2 below. Note that for surveyed schools, we report race and gender breakdowns from both administrative data collected by the Louisiana Department of Education (LDOE) and student self-reported data gathered from the survey. Fewer students self-identified as black, and more frequently identified as white or American Indian than the percentages reported to LDOE.

**School Characteristics.** The survey was administered to students in 21 schools (12 middle schools, 9 high schools) throughout the city. These schools represent a variety of SPS letter grades and New Orleans neighborhoods, as shown in Tables 3 & 4, respectively. Though these schools represent a range of school types and performance scores, they are not a statistically representative sample of New Orleans schools, as their participation was self-selected, rather than randomly sampled.

**Within-School Response Rates.** Participation rates varied by school, but approximately 61% of all 6<sup>th</sup>-11<sup>th</sup> grade students at the participating schools took the survey. Within-school response rates were calculated by dividing the number of survey respondents in the grade level by LDOE's record of the grade-level enrollment on February 1, 2019. Because this enrollment count could be slightly different from the enrollment on the date of survey administration, our participation rates, displayed in Table 5 could slightly under- or over-estimate participation at a given school. As a result, two schools have calculated response rates over 100% for some grades.

**Item-level Missingness.** Item-level missingness was low on the majority of questions, with 12% missing responses, on average, across all questions. A handful of questions had higher rates of missingness (40-48% missing). These questions included one item on the level of coursework difficulty, one item about bullying prevalence, three questions about experiences with discrimination, and a question about mother's level of education.

The discrimination questions likely have a high-level of missingness due to a survey administration error. The branching logic was structured so that the majority of students who



were supposed to see these questions did not. Of the 45 students who did see these questions, just over half responded. The remaining three questions with high missingness may be due to the more difficult nature of those questions (i.e. it's possible that a large number of students weren't sure how much education their mother had completed). We verified the distribution of responses for the survey item pertaining to student bullying, and it appeared to be consistent with the other items asked within the bullying domain, therefore we left that item in our domain-level calculations. Similarly, the discrimination items were included in our overall domain-level calculations. Number and percent of respondents for each survey item are reported in the tables at the end of the appendix.

## Methodology

### Duplicate Records

Due to a survey administration issue, one school had nearly double the observations we would have expected given the school's enrollment counts. The internet went down partway through the administration, and students were asked to re-take the survey when the internet was restored, resulting in two records for a majority of the students surveyed at that school. To address these duplicate records, we dropped any student at this school who completed fewer than 75% of the questions on their survey version.

### Survey Versions

In an effort to minimize the burden on schools, and the time commitment for students, our aim was to limit the survey to 20 minutes. To accomplish this, we ultimately created twelve versions of the survey: six for middle school students, and six for high school students. Each version had a slightly different set of questions; the majority of questions were asked on multiple versions of each survey in an effort to be representative at the school level. A smaller set of questions was asked on only one or two of the versions for analysis at the city level. Due to this survey design, most questions were answered by approximately 2/3 of participating students, and some questions were answered by a smaller citywide sample.

For questions on teacher quality, students were randomly assigned to answer survey questions about their math, English, social studies, or science teacher, to ensure we collected information across all core subjects.

We piloted the initial draft of the survey at one middle school and one high school in the summer of 2018. Using time stamp data at the question level, we refined the survey so that the length would not exceed 20 minutes.

### Analysis

**Weighting.** Though our survey sample is similar to the district population on racial demographics and school performance score, it is still important to note that our sample does not

include the entire set of New Orleans public schools. Therefore, we ran additional analyses using survey weights that adjust for differences between our sample and the school district's population of 6<sup>th</sup>-11<sup>th</sup>-graders. These weights adjusted our survey sample to be representative of this population by race/ethnicity (black, white, Hispanic, and other races), gender (male, female, or other gender), grade level, and school performance score (A/B, C, D/F, or T).

Weights were calculated separately for middle and high school students, to be representative of students and schools at both levels. For each characteristic, a survey weight was calculated by dividing the number of students of a given characteristic (e.g., male) by the number of students who responded to the survey. Each individual weight (for race, gender, grade level, and SPS) was then multiplied and adjusted using a raking method (Kolenikov, 2014) to create one survey weight for each student that maintained the population proportion of each characteristic. The effect of these weights is to increase the weight of a student's responses if their particular group is underrepresented in our survey, and to decrease the weight of a student's responses if their group is overrepresented. The final weights ranged from .83 to 36.26, with an average of 6.03, meaning that some students' answers in the weighted results counted as representing less than one student, while other students' answers counted as representing as many as 36 students. The smallest weights (corresponding to the most overrepresented group in our sample) were for female students in D/F-rated high schools who listed their race/ethnicity as non-Hispanic Native American or multiracial. Students with the largest weights (corresponding to the most underrepresented group in our sample) were black students in a C-rated high school.

Weighted results were generally very similar, so we report only the unweighted results in the corresponding report. Results for both weighted and unweighted analyses are included in the tables below.

**Item Coding.** Because questions came from a range of sources, the response scales were not consistent across survey items and domains. For example, some items were rated on a 1-4 scale, and others on a 1-5 scale. In the brief, we report the percentage of responses that were affirmative, or positive, for a given domain, i.e., the percentage of answers that were "agree" and "strongly agree." However, survey questions were not always positively framed. For example, one survey item asked students to respond to the following statement: Students at this school fight a lot. Their options ranged from strongly agree to strongly disagree. For these items, "disagree" and "strongly disagree" were coded as affirmative responses. Additionally, in some analyses described below, we calculated means for each item. To calculate these means, we reverse-coded negatively worded items, flipping the scale so that an answer of "strongly disagree" was assigned a score of 4 and an answer of "strongly agree" was assigned a score of 1. As a result, higher scores on each item always corresponded to more positive perceptions of that item. All reverse-coded items are listed in the tables below.

**Combining Likert Scale Responses.** This analysis calculates the extent to which students' answers were positive for each survey domain. For items where responses were scaled (i.e. strongly disagree to strongly agree), we calculate the percent of student *responses* where students agreed with each of a set of items within that given domain. For example, students had four response options to each question (item) within the domain relating to fairness of discipline at their school: strongly disagree, disagree, agree, and strongly agree. Looking at all responses to

every item about the fairness of school discipline, we calculate how often students agreed with the statements (or disagreed with negative statements) by selecting either "agree" or "strongly agree" (67.7% of the time).

For survey items where response options were binary (i.e., yes or no), we report the percent of students who respond “yes” to that survey item. Responses to questions about transportation, attendance, and future aspirations are all reported in this way.

**Response Differences by Race and School Performance Score.** To examine differences in students’ responses by race, we compared the responses of students who self-identified as white alone (no other races or ethnicities checked) to those who identified as (1) black alone, (2) Hispanic, or (3) any other race (all other racial groups were too small to compare as separate groups). This comparison was conducted as a series of regression analyses, predicting the mean score for each domain of student  $i$  in school  $j$  as a function of their race (white as the reference group), controlling for whether the student was in middle or high school, with standard errors clustered by school (Equation 1).

$$Y_{ij} = \beta_0 + \beta_1(\text{race}_{ij}) + \beta_2(\text{HS}_{ij}) + e_{ij} \quad (1)$$

A second series of regression analyses (Equation 2) examined the differences in students’ responses by School Performance Score, which is the letter grade that the state assigns to schools based on test scores, graduation rates, and other metrics. This second set of regressions was conducted as a multilevel analysis, with students nested in schools, and adjusted for student race and middle/high school attendance, as well as the school percentage of economically disadvantaged students.

$$Y_{ij} = \gamma_{00} + \gamma_{01}(\text{SPS}_j) + \gamma_{02}(\%ED_j) + \gamma_{10}(\text{race}_{ij}) + \gamma_{20}(\text{HS}_{ij}) + \mu_j + e_{ij} \quad (2)$$

**Teacher Quality National Comparison Group.** Our teacher quality survey items were provided by Tripod Education Partners, a group that partners with schools and districts around the country to provide data on students’ perceptions of their teachers. As a result, they have de-identified survey data from thousands of schools in the U.S. Using the last four years of their data (2015-2019), they identified a set of 1,247 comparison schools, with over 600,000 student survey records, that matched our participating New Orleans schools on racial demographics. Specifically, they identified a school as a match if its demographics were within 13 percentage points of the New Orleans school’s percent black, percent white, and percent Hispanic students.

Unfortunately, we could not match our comparison group on indicators of socioeconomic status. Tripod’s dataset does not include administrative information about schools, like the percent of economically disadvantaged students, or the location of the school. On their survey, they ask students to list the adults they live with (i.e., mother, father, grandparent), enabling them to calculate the percent of single-parent households, which they use as a socioeconomic indicator. We did not collect that information, but in an effort to examine the degree to which our sample matched theirs on the rate of single-parent households, we asked them to calculate the correlation between the percent of white students and the percent of single-parent households in a school

( $r=-.62$ ), and the correlation between the percent of black students and single-parent households in a school ( $r=.70$ ).

We could not calculate the same percentages at the school level, since we did not ask students to report on the adults that they live with. However, we used publicly available data from the American Community Survey to calculate these correlations at the neighborhood (census tract) level, finding similarly high correlations:  $-.80$  for the percent of white children under age 18 and the percent of children in single-parent households in a tract, and  $.75$  for the percent of black children under age 18 and the percent of children in single-parent households in a tract. Given these high correlations both in the national set of schools and in the New Orleans population of children, it is likely that we would have obtained similar results if we had been able to match on single-parent households.

Using their matched sample, Tripod calculated the means and percent of affirmative responses to provide us with a national comparison point for the 7C's of teacher quality. Additionally, because we had found differences in students' responses by race, they used their full (unmatched) sample of student responses to examine whether these racial differences were a national trend, or specific to New Orleans. They ran a regression model identical to ours (Equation 1 above) to identify those differences.

Because Tripod has such a large sample of schools and classrooms, they were also able to examine whether these differences in students' responses arise when students of different races answer the questions about teachers within the same school, and when they answer the questions about the same teacher. They addressed these questions using school and classroom fixed effects models, respectively (Equations 3 and 4), in which student's responses are compared only to other students within their same school  $j$  or classroom  $c$  in school  $j$ .

$$Y_{ij} = \beta_0 + \beta_1(\text{race}_{ij}) + \beta_2(HS_{ij}) + \gamma_j + e_{ij} \quad (3)$$

$$Y_{icj} = \beta_0 + \beta_1(\text{race}_{icj}) + \beta_2(HS_{icj}) + \gamma_{cj} + e_{icj} \quad (4)$$

## Survey Results

### Teacher Quality

In the tables at the end of the appendix, we expand upon information displayed in the policy brief. All of the teacher quality questions reported in the appendix tables were drawn from Tripod's 7Cs Teacher Survey. Overall means for each item from both the New Orleans survey (Table 6) and the national comparison (Table 14) are displayed in the tables below.

In the corresponding brief, we present these results in terms of 'percent of affirmative responses.' In Table 7, we show the percent of affirmative responses for all schools participating in the survey, percent of affirmative responses for the lowest and highest New Orleans schools in each

category, and the percent of affirmative responses for the national comparison group. In addition to the list of Tripod questions, the steering committee drafted two questions of interest pertaining to teacher quality. Responses to these survey items are included as footnotes to Table 7.

We also provide the percent of affirmative responses for students, by race, in both the New Orleans and national samples in Table 8.

Regression analyses, as described above, examine potential differences on each of these teacher quality domains by race and SPS. Results are reported in Table 9 (unweighted) and Table 10 (weighted). For each regression table, we show the results of regressing the outcome on race alone, controlling for whether the student was in middle or high school, followed by the results of regressing the outcome on race, middle/high school enrollment, School Performance Score, and the percent of economically disadvantaged students in the school.

In their analysis of national data, Tripod Education partners found, using the same models, regressing the outcomes on race and controlling for enrollment in a middle or high school, racial differences for the same four teacher quality measures. However, the racial disparities in their sample tended to be smaller in magnitude relative to those found in the New Orleans sample. When estimating the same models with school fixed effects, they find similar results as in the unrestricted model; however, when estimating with classroom fixed effects, and thus comparing students who are rating the same teacher, they find significant differences only for the Care and Captivate dimensions. These findings are displayed in Table 11.

## **School Climate**

School climate questions were drawn from the U.S. Department of Education School Climate Survey (EDSCLS). Means for each item from the New Orleans survey are included in Table 17. We also provide regression results on each of the school climate quality domains by race and SPS in Tables 15 & 16, and information on school offerings and student participation numbers that are not included in the corresponding policy brief.

In the corresponding brief, we present these results in terms of ‘percent of affirmative responses.’ In Table 18 below we show the percent of affirmative responses for the New Orleans sample, and for the highest- and lowest-scoring New Orleans schools.

The Steering Committee drafted three questions of interest pertaining to school climate, in addition to the EDSCLS questions. We do not include these questions in the domain-level calculations detailed above, but responses to these survey items are included as footnotes to Table 18.

We also provide the percent of affirmative responses for student, by race, broken out in Table 19.

Students were asked additional questions about their school including what activities the school offers, and what activities they participate in at their school. Those responses, though not included in the policy brief, are included in Tables 20 & 2.

## **Academic Beliefs and Behaviors**

In the tables below, we expand upon information provided in the policy brief about students' academic beliefs and behaviors. We provide regression results on each of the academic beliefs and behaviors domains by race and SPS (Tables 22 & 23), and more detailed breakdowns on students' self-reported future aspirations (Tables 24 & 25).

In Table 26 we display the unweighted and weighted survey means for survey domains relating to students' academic beliefs and behaviors.

In the corresponding brief, we present these results in terms of 'percent of affirmative responses.' In Table 27, we show the percent of affirmative responses for the New Orleans sample.

We also provide the percent of affirmative responses for students' race, displayed in Table 28.

Students were asked also about their future aspirations. The breakdown of participant responses to these survey items is shown in Table 29.

## **Transportation and Attendance**

Questions about student experiences traveling to school, and the associated student responses, are shown in Tables 30 & 31.

In the corresponding brief, we report on students traveling greater than 30 minutes to get to school, and the zip codes with the longest travel times. Below we report more detailed breakdowns of travel time and absence frequency, in addition to mode of transportation and reasons for absences or tardiness. We also provide regression results on each of the transportation and attendance items by race and SPS (Tables 32 & 33).

Students were also asked questions about their attendance behaviors. See Tables 34 & 35 for the breakdown of participant responses to each of those items.

## **Out-of-School Experiences**

Questions about students' experiences outside of school were drawn from various survey sources. Overall means for each item from the New Orleans survey are included in Table 36 below. In the corresponding brief, we present the following results in terms of 'percent of affirmative responses.' In Table 37, we show the percent of affirmative responses for all schools participating in the survey. We also provide responses about out-of-school experiences for students, by race, in Tables 41 & 42.

Regression results on each of the out-of-school experiences by race and SPS (Tables 39 & 40), and detailed information on students' experiences with discrimination (Tables 37 & 38), are included as well.

Because questions about discrimination are stand-alone questions, and calculations are not composed of several items within a broader topic, we report these questions simply as the percent of student responses. On issues of discrimination, we asked students to report the reasons for which they felt they were being discriminated against. In the brief, we report the percentage of students who reported at least one experience of discrimination that they believed to be due to race, gender, sexuality, and special needs. In Table 43, we show the percent of students reporting the reasons for their experiences with discrimination.

Using questions drawn from the Youth Risk Behavior Survey, students were asked to report on a set of health behaviors, including their experiences with alcohol and marijuana, and their nutritional and exercise habits. Questions relating to substance use were asked only of high school students.

**Alcohol.** Twenty-nine percent of high school students report having tried more than a few sips of alcohol. Students who reported having tried alcohol were asked about their age when they first tried alcohol, their frequency of use, and how they acquired the alcohol they drank; those responses are reported in Tables 44, 45, & 46.

**Marijuana.** Twenty-five percent of high school students report having tried marijuana. Students who reported having tried marijuana were asked about their age when they first tried marijuana and their frequency of use; these responses are reported in Tables 47 & 48.

**Nutrition.** Though not reported in the brief, students were also asked questions about their nutrition and exercise habits, as displayed in Tables 49 & 50.

# References

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# **Descriptive Statistics & Regression Tables**

TABLE 1: *Survey Participants by Survey Version and School Type*

Version	Middle School		High School	
	Number	Percent	Number	Percent
1	481	21%	407	22%
2	376	18%	306	14%
3	338	16%	332	18%
4	292	15%	315	17%
5	285	14%	317	15%
6	343	17%	309	14%
Total	2,115	100%	1,986	100%

TABLE 2: *Student Demographics*

	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools	Survey Participants (self-reported)
Enrollment	22,127	6,224	3,807
% Black	80%	76%	66%
% Hispanic	8%	11%	13%
% White	9%	9%	10%
% Male	51%	49%	47%
% Disadvantaged	84%	82%	n/a
% Limited English Proficiency	5%	6%	n/a

TABLE 3: *Distribution of Students by SPS Score*

	Middle School		High School	
	City	Survey Participants	City	Survey Participants
A/B	18%	16%	55%	56%
C	50%	59%	27%	11%
D/F	29%	18%	16%	32%
T	3%	6%	2%	1%
Total	100%	100%	100%	100%

TABLE 4: *Distribution of Students by Geographic Zone*

	Middle School		High School	
	City	Survey Participants	City	Survey Participants
Zone 1	12%	18%	9%	1%
Zone 2	12%	25%	8%	22%
Zone 3	10%	11%	8%	14%
Zone 4	18%	12%	22%	15%
Zone 5	15%	10%	20%	26%
Zone 6	18%	7%	11%	0%
Zone 7	14%	18%	22%	22%
Total	100%	100%	100%	100%

TABLE 5: Student *Response Rates, by School and Grade*

	Overall	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
School 1	85.3%	88.9%	74.7%	94.3%			
School 2	79.8%	87.7%	78.9%	71.2%			
School 3	59.2%	46.7%	80.0%	49.2%			
School 4	54.1%	1.1%	92.4%	68.1%			
School 5	98.5%	96.6%	96.6%	102.2%			
School 6	31.8%	61.9%	11.7%	19.6%			
School 7	90.0%	90.3%	87.6%	92.0%			
School 8	67.5%	69.9%	72.0%	59.8%			
School 9	64.3%	83.1%	52.3%	44.1%			
School 10	45.5%	63.3%	29.6%	43.1%			
School 11	68.5%	64.4%	68.6%	85.7%			
School 12	70.7%	67.2%	68.5%	77.0%			
School 13	49.6%				62.1%	26.4%	59.5%
School 14	49.8%				69.3%	31.8%	50.4%
School 15	77.8%				77.8%		
School 16	80.4%				75.6%	80.8%	85.0%
School 17	93.9%				103.0%	101.8%	76.7%
School 18	53.4%				11.1%	24.4%	103.8%
School 19	5.3%				4.2%	2.9%	10.3%
School 20	6.2%				5.4%	2.6%	10.6%
School 21	51.8%				54.9%	68.8%	31.4%
Overall	61.1%	68.4%	67.7%	57.6%	51.5%	42.4%	53.5%



TABLE 6: *Descriptive Statistics for Teacher Quality Domains*

Domain	Example Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
					N	Mean	S.D.	N	Mean	S.D.
Care	My teacher seems to know if something is bothering me.	Tripod <sub>1</sub>	1	5	2,259	3.39	1.12	2,175	3.37	1.13
Confer (Value)	My teacher gives us time to explain our ideas.	Tripod	1	5	2,259	3.69	0.99	2,173	3.66	1.01
Captivate	My teacher makes learning enjoyable.	Tripod	1	5	2,273	3.35	1.16	2,188	3.32	1.16
Clarify	My teacher explains difficult things clearly.	Tripod	1	5	2,269	3.67	1.04	2,183	3.65	1.05
Consolidate	My teacher takes the time to summarize what we learn in class each day.	Tripod	1	5	2,256	3.76	0.98	2,171	3.76	0.99
Challenge	In this class, my teacher accepts nothing less than our full effort.	Tripod	1	5	2,269	3.98	0.92	2,184	3.97	0.95
Classroom Management	My classmates behave the way my teacher wants them to.	Tripod	1	5	2,261	3.11	1.08	2,175	3.07	1.10

<sup>1</sup> For more information on this framework for measuring the quality of teaching, see <https://tripoded.com/teacher-toolkit/>.

TABLE 7: *Percentage of Affirmative Responses for Teacher Quality Domains*

	Lowest New Orleans School	Highest New Orleans School	New Orleans <sup>2</sup>	National Comparison
Care	40.2%	68.7%	49.7%	63.2%
Confer (Value)	41.7%	74.0%	59.7%	66.2%
Captivate	25.3%	66.3%	47.5%	63.4%
Clarify	45.4%	77.0%	58.4%	70.1%
Consolidate	35.3%	78.4%	62.7%	69.3%
Challenge	57.4%	82.7%	71.1%	73.4%
Classroom Management	15.3%	68.1%	38.4%	58.3%

<sup>2</sup> Students were also asked two questions pertaining to teacher quality that were drafted by the Steering Committee. Sixty-six percent of students agreed that overall, their teachers are good at their jobs, and 50% of students agreed that the difficulty of their coursework was about the right level of difficulty.

TABLE 8: *Percentage of Affirmative Responses for Teacher Quality Domains, by Student Race*

	New Orleans				National Comparison			
	White	Black	Hispanic	Multi/ Other	White	Black	Hispanic	Multi/ Other
Care	55.8%	48.8%	47.3%	50.7%	65.2%	62.8%	60.7%	63.5%
Confer (Value)	73.5%	58.2%	55.0%	60.9%	69.8%	66.9%	64.1%	65.0%
Captivate	56.7%	45.7%	47.3%	49.3%	65.4%	61.0%	63.1%	64.5%
Clarify	63.4%	58.1%	56.4%	58.6%	71.4%	69.0%	70.5%	70.7%
Consolidate	64.1%	63.0%	62.1%	61.0%	68.1%	70.6%	70.9%	69.0%
Challenge	75.0%	71.2%	68.2%	70.8%	75.2%	73.9%	72.0%	73.6%
Classroom Management	56.5%	34.8%	36.3%	44.9%	64.3%	55.1%	56.4%	59.2%

TABLE 9: *Unweighted Regression Models for Teacher Quality Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
	Care		Confer (Value)		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.199** (0.057)	-0.220** (0.082)	-0.283** (0.051)	-0.178** (0.052)	-0.223** (0.075)	-0.125+ (0.075)	-0.080 (0.057)	-0.035 (0.054)	0.027 (0.050)	-0.014 (0.064)	-0.055 (0.046)	0.039 (0.041)	-0.447** (0.072)	-0.017 (0.112)
Hispanic	-0.250** (0.081)	-0.244** (0.067)	-0.396** (0.079)	-0.303** (0.058)	-0.170* (0.080)	-0.081 (0.068)	-0.158+ (0.082)	-0.122+ (0.068)	-0.094 (0.079)	-0.084 (0.073)	-0.177* (0.066)	-0.083 (0.059)	-0.383** (0.105)	-0.032 (0.100)
Multi/Other	-0.132* (0.051)	-0.148** (0.053)	-0.246** (0.050)	-0.197** (0.057)	-0.173* (0.082)	-0.117+ (0.070)	-0.043 (0.066)	-0.013 (0.048)	-0.026 (0.051)	-0.058 (0.046)	-0.054 (0.064)	-0.011 (0.061)	-0.232+ (0.128)	-0.003 (0.090)
High School Student	0.007 (0.065)	-0.083 (0.091)	0.011 (0.073)	-0.090 (0.077)	0.074 (0.089)	-0.100 (0.108)	-0.052 (0.076)	-0.180* (0.090)	0.050 (0.071)	-0.046 (0.072)	-0.133+ (0.064)	-0.207** (0.063)	0.514** (0.144)	0.213 (0.131)
C school		-0.055 (0.097)		0.021 (0.124)		-0.093 (0.147)		-0.123 (0.107)		-0.090 (0.108)		0.053 (0.101)		-0.004 (0.211)
D/F school		0.211+ (0.122)		0.201+ (0.116)		0.237 (0.184)		0.126 (0.151)		0.153 (0.128)		0.229* (0.110)		0.347 (0.241)
% Econ. Dis.		-0.123 (0.212)		-0.376 (0.327)		-0.386 (0.308)		-0.118 (0.248)		0.085 (0.324)		-0.458* (0.233)		-1.306* (0.557)
Constant	3.558** (0.066)	3.690** (0.121)	3.944** (0.058)	4.144** (0.201)	3.505** (0.078)	3.793** (0.147)	3.769** (0.069)	3.897** (0.137)	3.735** (0.057)	3.742** (0.181)	4.108** (0.046)	4.351** (0.131)	3.231** (0.089)	3.950** (0.286)
N	2206	2159	2204	2159	2220	2175	2216	2170	2201	2155	2217	2172	2207	2162

TABLE 10: *Weighted Regression Models for Teacher Quality Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
	Care		Confer (Value)		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.225** (0.057)	-0.256** (0.093)	-0.287** (0.057)	-0.209** (0.058)	-0.247** (0.082)	-0.179 (0.113)	-0.104+ (0.058)	-0.063 (0.066)	0.03 (0.048)	-0.039 (0.087)	-0.054 (0.045)	0.058 (0.039)	-0.453** (0.074)	-0.003 (0.149)
Hispanic	-0.280** (0.078)	-0.248** (0.071)	-0.411** (0.075)	-0.271** (0.050)	-0.203* (0.081)	-0.08 (0.097)	-0.194* (0.083)	-0.152* (0.072)	-0.091 (0.078)	-0.127 (0.108)	-0.187** (0.065)	-0.096+ (0.058)	-0.404** (0.106)	-0.018 (0.131)
Multi/Other	-0.148** (0.050)	-0.154** (0.049)	-0.224** (0.051)	-0.179** (0.061)	-0.191* (0.082)	-0.152+ (0.087)	-0.049 (0.066)	0.003 (0.049)	-0.004 (0.047)	-0.068 (0.052)	-0.042 (0.063)	0.037 (0.075)	-0.212+ (0.121)	0.008 (0.119)
High School Student	0.022 (0.068)	0.000 (.)	-0.007 (0.075)	0.000 (.)	0.088 (0.092)	0.000 (.)	-0.054 (0.078)	0.000 (.)	0.058 (0.072)	0.000 (.)	-0.136* (0.061)	0.000 (.)	0.500** (0.134)	0.000 (.)
C school		0.174 (0.187)		0.055 (0.155)		0.072 (0.242)		0.076 (0.209)		0.01 (0.163)		0.065 (0.122)		0.174 (0.273)
D/F school		-0.113 (0.084)		-0.169* (0.074)		-0.128 (0.114)		-0.204* (0.102)		-0.105 (0.076)		-0.289** (0.056)		0.126 (0.114)
% Econ. Dis.		-0.010 (0.327)		0.038 (0.456)		-0.027 (0.430)		0.023 (0.334)		0.432 (0.441)		-0.221 (0.293)		-1.123+ (0.636)
Constant	3.573** (0.067)	3.657** (0.171)	3.948** (0.064)	3.932** (0.292)	3.517** (0.080)	3.630** (0.206)	3.789** (0.067)	3.844** (0.195)	3.722** (0.054)	3.565** (0.262)	4.101** (0.045)	4.242** (0.189)	3.244** (0.081)	3.889** (0.339)
N	2175	2128	2173	2128	2188	2143	2183	2137	2171	2125	2184	2139	2175	2130

TABLE 11: *Tripod Regression Model for Teacher Quality Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Care	Confer (Value)	Captivate	Clarify	Consolidate	Challenge	Classroom Management
	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.021*	-0.032**	-0.066***	0.000	0.107***	0.022*	-0.135***
	(0.010)	(0.012)	(0.011)	(0.010)	(0.010)	(0.009)	(0.013)
Hispanic	-0.095***	-0.127***	-0.029	0.006	0.084***	-0.064***	-0.125***
	(0.013)	(0.017)	(0.015)	(0.014)	(0.014)	(0.012)	(0.017)
Multi/Other	-0.034***	-0.116***	-0.004	-0.015	0.028**	-0.036***	-0.074***
	(0.009)	(0.010)	(0.009)	(0.008)	(0.009)	(0.008)	(0.011)
Middle School Student	0.023*	-0.006	0.066***	0.059***	0.049***	0.068***	-0.258***
	(0.010)	(0.012)	(0.011)	(0.010)	(0.010)	(0.009)	(0.013)
Constant	3.810***	3.953***	3.805***	3.928***	3.873***	4.040***	3.862***
	(0.011)	(0.013)	(0.010)	(0.009)	(0.009)	(0.009)	(0.013)
N	600,369	590,391	591,165	597,336	596,385	597,147	596,378

TABLE 12: *Tripod Regression Model for Teacher Quality Domains with School Fixed Effects*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Care	Confer (Value)	Captivate	Clarify	Consolidate	Challenge	Classroom Management
	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.0387*** (0.004)	-0.0332*** (0.004)	-0.0636*** (0.005)	-0.0274*** (0.004)	0.0289*** (0.004)	-0.0172*** (0.004)	-0.0573*** (0.004)
Hispanic	-0.0536*** (0.006)	-0.0471*** (0.005)	0.00267 (0.006)	0.0159** (0.005)	0.0524*** (0.005)	-0.0393*** (0.005)	-0.0146** (0.005)
Multi/Other	-0.0238*** (0.004)	-0.0282*** (0.004)	-0.00955* (0.005)	-0.00885* (0.004)	0.0161*** (0.004)	-0.0243*** (0.004)	-0.0411*** (0.004)
Constant	3.818*** (0.003)	3.907*** (0.003)	3.836*** (0.004)	3.962*** (0.003)	3.928*** (0.003)	4.078*** (0.003)	3.687*** (0.003)
N	600,369	590,391	591,165	597,336	596,385	597,147	596,378

TABLE 13: *Tripod Regression Model for Teacher Quality Domains with Class Fixed Effects*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Care	Confer (Value)	Captivate	Clarify	Consolidate	Challenge	Classroom Management
	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.0294*** (0.005)	-0.00471 (0.006)	-0.0480*** (0.006)	-0.0180*** (0.005)	0.0392*** (0.005)	0.00538 (0.005)	0.00584 (0.006)
Hispanic	-0.0545*** (0.007)	-0.0338*** (0.007)	0.00552 (0.007)	0.0125* (0.006)	0.0471*** (0.006)	-0.0212*** (0.006)	0.0215** (0.007)
Multi/Other	-0.0204*** (0.005)	-0.0161*** (0.005)	-0.00337 (0.005)	-0.00544 (0.005)	0.0204*** (0.005)	-0.0122** (0.004)	-0.0165*** (0.005)
Constant	3.814*** (0.004)	3.892*** (0.004)	3.829*** (0.004)	3.959*** (0.004)	3.923*** (0.003)	4.065*** (0.003)	3.655*** (0.004)
N	600,369	590,391	591,165	597,336	596,385	597,147	586,184



TABLE 14: *National Descriptive Statistics for Teacher Quality Domains*

Domain	Example Question	Source	Least Positive Rating	Most Positive Rating	Weighted Survey Mean		
					N	Mean	Std. Error
Care	My teacher seems to know if something is bothering me.	Tripod	1	5	623,063	3.79	0.001
Confer (Value)	My teacher gives us time to explain our ideas.	Tripod	1	5	601,509	3.90	0.001
Captivate	My teacher makes learning enjoyable.	Tripod	1	5	599,651	3.77	0.001
Clarify	My teacher explains difficult things clearly.	Tripod	1	5	615,341	3.95	0.001
Consolidate	My teacher takes the time to summarize what we learn in class each day.	Tripod	1	5	613,101	3.98	0.001
Challenge	In this class, my teacher accepts nothing less than our full effort.	Tripod	1	5	614,800	4.07	0.001
Classroom Management	My classmates behave the way my teacher wants them to.	Tripod	1	5	611,937	3.58	0.001

TABLE 15: *Unweighted Regression Models for School Climate Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perception of Equitable Treatment		Comfort of Physical Environment
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.348** (0.036)	-0.184** (0.048)	-0.304** (0.035)	-0.098** (0.032)	-0.112+ (0.054)	-0.023 (0.058)	-0.320** (0.046)	-0.084 (0.058)	-0.209** (0.041)	-0.181+ (0.099)	-0.089 (0.167)	-0.219** (0.072)
Hispanic	-0.332** (0.046)	-0.235** (0.064)	-0.206** (0.034)	-0.065+ (0.033)	-0.155+ (0.076)	-0.070 (0.061)	-0.323** (0.066)	-0.137* (0.064)	-0.234** (0.053)	-0.193* (0.090)	-0.036 (0.189)	-0.068 (0.093)
Multi/Other	-0.283** (0.055)	-0.194** (0.032)	-0.187** (0.031)	-0.082** (0.030)	-0.098 (0.077)	-0.036 (0.059)	-0.264** (0.076)	-0.139* (0.059)	-0.229** (0.044)	-0.203** (0.046)	0.144 (0.135)	0.001 (0.081)
High School Student	0.150** (0.043)	0.062 (0.053)	-0.014 (0.056)	-0.056 (0.050)	-0.172** (0.043)	-0.200** (0.056)	0.090 (0.067)	-0.025 (0.082)	0.000 (.)	0.000 (.)	0.061 (0.116)	0.036 (0.191)
C school		-0.034 (0.077)		0.099 (0.086)		-0.009 (0.081)		-0.010 (0.141)		-0.051 (0.033)		-0.116 (0.336)
D/F school		-0.006 (0.081)		0.046 (0.068)		0.066 (0.106)		-0.006 (0.138)		0.077 (0.059)		0.027 (0.258)
% Econ. Dis.		-0.403** (0.110)		-0.595** (0.165)		-0.170 (0.156)		-0.501+ (0.300)		-0.097 (0.166)		0.789 (0.837)
Constant	2.985** (0.045)	3.222** (0.080)	3.001** (0.033)	3.267** (0.097)	2.972** (0.057)	3.045** (0.086)	2.814** (0.050)	3.063* (0.177)	2.981** (0.040)	3.003** (0.042)	2.422** (0.185)	1.940** (0.523)
N	2327	2269	2347	2288	2219	2190	2081	2037	1028	1010	541	531

TABLE 16: *Weighted Regression Models for School Climate Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perception of Equitable Treatment		Comfort of Physical Environment	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.337** (0.042)	-0.164* (0.064)	-0.384** (0.044)	-0.085 (0.078)	-0.135* (0.062)	-0.034 (0.083)	-0.346** (0.048)	-0.073 (0.087)	-0.226** (0.031)	-0.189 (0.118)	-0.038 (0.213)	-0.286** (0.066)
Hispanic	-0.334** (0.052)	-0.224** (0.083)	-0.303** (0.042)	-0.115* (0.052)	-0.181* (0.081)	-0.08 (0.076)	-0.364** (0.070)	-0.154+ (0.082)	-0.241** (0.052)	-0.121 (0.148)	0.061 (0.230)	-0.03 (0.095)
Multi/Other	-0.264** (0.056)	-0.199** (0.038)	-0.245** (0.046)	-0.102 (0.064)	-0.120 (0.093)	-0.039 (0.080)	-0.280** (0.085)	-0.111 (0.076)	-0.241** (0.049)	-0.185** (0.067)	0.22 (0.179)	-0.037 (0.083)
High School Student	0.137** (0.037)	0.029 (0.042)	-0.006 (0.062)	0.000 (.)	-0.170** (0.044)	0.000 (.)	0.077 (0.059)	0.000 (.)	0.000 (.)	0.000 (.)	0.009 (0.117)	0.000 (.)
C school		-0.105+ (0.063)		-0.047 (0.115)		0.028 (0.122)		-0.165 (0.139)		0.085 (0.063)		-0.266 (0.317)
D/F school		-0.096 (0.077)		-0.093 (0.065)		-0.183** (0.065)		-0.086 (0.079)		0.000 (.)		-0.068 (0.147)
% Econ. Dis.		-0.255* (0.121)		-0.531* (0.243)		-0.101 (0.169)		-0.284 (0.296)		-0.037 (0.153)		1.633 (0.994)
Constant	2.987** (0.051)	3.144** (0.100)	3.188** (0.042)	3.405** (0.149)	2.997** (0.060)	3.020** (0.096)	2.850** (0.053)	2.984** (0.203)	3.000** (0.034)	2.967** (0.026)	2.390** (0.231)	1.488* (0.681)
N	2293	2236	2310	2252	2180	2151	2047	2003	1012	994	529	519

TABLE 17: *Descriptive Statistics for School Climate Domains*

Domain	Example Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
					N	Mean	S.D.	N	Mean	S.D.
Absence of Bullying	Students at this school are teased or picked on about their race or ethnicity.	EDSCLS	1	4	2,383	2.76	0.62	2,293	2.74	0.62
Sense of School Safety	I feel safe at this school.	EDSCLS	1	4	2,407	2.75	0.42	2,310	2.72	0.42
Fairness of Discipline	School rules are applied equally to all students.	EDSCLS	1	4	2,280	2.78	0.65	2,180	2.77	0.64
Feelings of Emotional Safety	I feel like I am part of this school.	EDSCLS	1	4	2,136	2.58	0.66	2,047	2.55	0.67
Perception of Equitable Treatment	Adults working at this school treat all students respectfully.	EDSCLS	1	4	1,048	2.80	0.63	1,012	2.78	0.66
Comfort of Physical Environment	The bathrooms in this school are clean.	EDSCLS	1	4	560	2.41	0.66	529	2.29	0.67

TABLE 18: *Percentage of Affirmative Responses for School Climate Domains*

	Lowest New Orleans School	Highest New Orleans School	New Orleans
Absence of Bullying <sup>3</sup>	50.0%	74.0%	64.3%
Sense of School Safety <sup>4</sup>	58.0%	86.2%	69.3%
Fairness of Discipline	59.1%	81.0%	67.7%
Feelings of Emotional Safety	42.9%	77.1%	58.5%
Perception of Equitable Treatment <sup>5</sup>	65.2%	74.1%	69.1%
Comfort of Physical Environment	22.6%	67.6%	50.9%

<sup>3</sup> When asked whether students at their school are teased or picked on about how much money their family has, 67% of students agree that this is not problem at their school.

<sup>4</sup> Fifty-eight percent of students report feeling safer in the presence of their school security guard.

<sup>5</sup> An additional question drafted by the Steering Committee asked students about access to educational opportunities in the city. Just over two-thirds (68%) of students agreed that students in the city have equal access to a great education regardless of their race.

TABLE 19: *Percentage of Affirmative Responses for School Climate Domains, by Student Race*

	White	Black	Hispanic	Multi/Other
Absence of Bullying	79.8%	61.1%	64.0%	67.7%
Sense of School Safety	83.6%	66.3%	71.5%	72.4%
Fairness of Discipline	73.6%	67.1%	67.6%	66.3%
Feelings of Emotional Safety	74.4%	55.8%	56.3%	60.9%
Perception of Equitable Treatment	77.2%	67.3%	68.2%	68.5%
Comfort of Physical Environment	50.4%	48.3%	54.4%	60.9%

TABLE 20: *Percentage of Student Responses About School Offerings*

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My school offers (check all that apply.):

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	HS only
Academic clubs/teams	61.2%
Art classes	67.3%
Band	67.0%
Dance classes	39.9%
Driver's Ed	3.6%
Honors/AP classes	71.5%
Music classes	55.8%
Physical Education classes	74.2%
Sex Ed classes	45.2%
Sports	70.1%
Theater/drama classes	56.8%
Did not respond	14.2%

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TABLE 21: *Percentage of Student Responses About Participation in Programs and Activities*

	In the past 2 weeks, which of these activities do you participate in <u>at your school</u> ? (Check all that apply.)	In the past 2 weeks, which of these activities do you participate in <u>outside of school</u> ? (Check all that apply.)
Dance	10.3%	11.6%
Debate/academic team	2.5%	1.1%
Music	18.9%	16.0%
Physical education	33.1%	13.0%
Service organization	4.1%	4.4%
Social club	6.4%	3.8%
Sports	32.7%	27.6%
Student government	3.0%	1.3%
Theater/drama	6.0%	3.9%
Visual arts	11.3%	7.7%
Other	9.9%	6.4%
Did not participate	15.1%	26.8%
Did not respond	12.2%	16.3%



TABLE 22: *Unweighted Regression Models for Academic Beliefs and Behaviors Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Value of Education		Growth Mindset		Academic Behavior		Self-Control	Lack of Anxious Behaviors		
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	0.078 (0.089)	0.071 (0.064)	0.041 (0.107)	0.032 (0.076)	-0.436** (0.075)	-0.021 (0.064)	-0.230* (0.106)	-0.100 (0.102)	-0.013 (0.039)	0.045 (0.046)
Hispanic	-0.021 (0.155)	-0.011 (0.150)	-0.108 (0.101)	-0.120+ (0.068)	-0.350** (0.076)	-0.068 (0.060)	-0.284+ (0.145)	-0.165 (0.135)	0.018 (0.078)	0.071 (0.073)
Multi/Other	0.166 (0.096)	0.176+ (0.095)	-0.085 (0.091)	-0.060 (0.079)	-0.305* (0.112)	-0.100 (0.063)	-0.211 (0.144)	-0.138 (0.118)	-0.257** (0.051)	-0.243** (0.058)
High School Student	-0.296* (0.109)	-0.362** (0.097)	-0.114+ (0.065)	-0.130 (0.084)	-0.017 (0.098)	-0.145* (0.072)	-0.271** (0.056)	-0.332** (0.069)	-0.126* (0.050)	-0.083 (0.073)
C school		-0.056 (0.151)		-0.116 (0.096)		0.102 (0.109)		-0.005 (0.075)		0.191+ (0.099)
D/F school		0.193 (0.188)		-0.162 (0.126)		0.163+ (0.089)		0.130 (0.138)		0.136 (0.112)
% Econ. Dis.		-0.053 (0.258)		0.226 (0.326)		-1.247** (0.229)		-0.386* (0.185)		-0.345* (0.137)
Constant	3.962** (0.083)	4.021** (0.161)	4.025** (0.110)	3.943** (0.244)	3.876** (0.077)	4.517** (0.160)	3.227** (0.123)	3.439** (0.158)	3.233** (0.041)	3.335** (0.085)
N	531	524	2214	2158	2361	2329	540	531	470	465

TABLE 23: *Weighted Regression Models for Academic Beliefs and Behaviors Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Value of Education		Growth Mindset		Academic Behavior		Self-Control		Lack of Anxious Behaviors	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	0.050 (0.101)	0.100 (0.077)	-0.019 (0.128)	0.006 (0.097)	-0.464** (0.076)	-0.007 (0.081)	-0.289** (0.093)	-0.176* (0.077)	-0.064 (0.048)	0.046 (0.080)
Hispanic	-0.064 (0.156)	-0.182 (0.165)	-0.16 (0.122)	-0.152+ (0.078)	-0.366** (0.080)	-0.072 (0.063)	-0.305* (0.132)	-0.086 (0.111)	-0.064 (0.084)	0.040 (0.111)
Multi/Other	0.154 (0.100)	0.157 (0.138)	-0.146 (0.105)	-0.103 (0.094)	-0.331* (0.134)	-0.151+ (0.080)	-0.245+ (0.141)	0.001 (0.138)	-0.297** (0.070)	-0.232* (0.103)
High School Student	-0.236+ (0.124)	0.000 (.)	-0.086 (0.068)	0.000 (.)	-0.045 (0.074)	0.000 (.)	-0.309** (0.058)	0.000 (.)	-0.114* (0.051)	0.000 (.)
C school		0.079 (0.176)		-0.182 (0.119)		0.138+ (0.081)		-0.036 (0.224)		-0.077 (0.110)
D/F school		-0.387** (0.090)		-0.113 (0.073)		-0.180** (0.056)		-0.358** (0.101)		-0.153* (0.060)
% Econ. Dis.		-0.258 (0.311)		0.050 (0.394)		-1.224** (0.217)		-0.093 (0.324)		-0.230 (0.164)
Constant	3.950** (0.097)	4.194** (0.195)	4.076** (0.129)	4.095** (0.282)	3.908** (0.082)	4.532** (0.156)	3.304** (0.099)	3.356** (0.192)	3.291** (0.050)	3.376** (0.114)
N	521	514	2178	2123	2319	2287	530	521	460	455

TABLE 24: *Unweighted Regression Models for Student Aspirations Items*

	(1)	(2)	(3)	(4)	(5)	(6)
	The student believes they will get a college degree.		The student thinks their teacher believes they will get a college degree.		The student believes they would get a college degree if there were no barriers.	
	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.613*	0.377	-0.477**	-0.004	-0.394	0.472
	(0.310)	(0.276)	(0.160)	(0.255)	(0.317)	(0.542)
Hispanic	-0.931**	-0.408*	-0.667**	-0.400**	-0.301	0.240
	(0.225)	(0.175)	(0.154)	(0.130)	(0.202)	(0.405)
Multi/Other	-0.400	0.072	-0.568**	-0.523**	0.232	0.799
	(0.278)	(0.415)	(0.135)	(0.042)	(0.287)	(0.603)
High School Student	0.000	0.000	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)	(.)	(.)
C school		-0.355		-0.480		-0.362
		(0.337)		(0.304)		(0.397)
D/F school		0.000		0.000		0.000
		(.)		(.)		(.)
% Econ. Dis.		-2.461**		-0.763*		-1.913**
		(0.490)		(0.353)		(0.610)
Constant	1.671**	2.714**	0.791**	1.113**	1.643**	2.364**
	(0.346)	(0.291)	(0.148)	(0.100)	(0.349)	(0.262)
N	1626	1597	1612	1583	1607	1578

TABLE 25: *Weighted Regression Models for Student Aspirations Items*

	(1)	(2)	(3)	(4)	(5)	(6)
	The student believes they will get a college degree.		The student thinks their teacher believes they will get a college degree.		The student believes they would get a college degree if there were no barriers.	
	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.622*	0.162	-0.432**	-0.083	-0.387	0.335
	(0.296)	(0.192)	(0.158)	(0.129)	(0.339)	(0.324)
Hispanic	-0.956**	-0.409*	-0.617**	-0.352*	-0.295	0.183
	(0.248)	(0.201)	(0.151)	(0.144)	(0.234)	(0.252)
Multi/Other	-0.504+	-0.275	-0.571**	-0.507**	0.236	0.455*
	(0.272)	(0.256)	(0.129)	(0.043)	(0.273)	(0.231)
High School Student	0.000	0.000	0.000	0.000	0.000	0.000
	(.)	(.)	(.)	(.)	(.)	(.)
C school		0.012		-0.392**		-0.001
		(0.275)		(0.143)		(0.610)
D/F school		0.000		0.000		0.000
		(.)		(.)		(.)
% Econ. Dis.		-2.274**		-0.712**		-2.249**
		(0.440)		(0.227)		(0.526)
Constant	1.710**	2.798**	0.777**	1.174**	1.641**	2.727**
	(0.338)	(0.202)	(0.145)	(0.064)	(0.376)	(0.204)
N	1648	1619	1634	1605	1629	1600

TABLE 26: *Descriptive Statistics for Academic Beliefs and Behaviors Domains*

Domain	Example Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
					N	Mean	S.D.	N	Mean	S.D.
Value of Education	What I learn in my classes is necessary for my success in the future.	Chicago	1	5	547	3.87	0.92	521	3.84	0.93
Growth Mindset	Working harder will make me smarter.	Tripod	1	5	2,274	3.97	0.78	2,178	3.98	0.78
Academic Behavior	If I need to study, I don't go out with my friends.	Chicago	1	4	2,426	3.50	0.86	2,319	3.47	0.85
Self-Control	I often yell out answers before my teacher calls on me.	Tripod	1	5	555	2.88	0.65	530	2.83	0.67
Lack of Anxious Behaviors	I worry a lot.	SDQ	1	3	484	3.13	0.55	460	3.14	0.54

TABLE 27: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors Domains*

	% of affirmative responses
Value of Education	69.5%
Growth Mindset	71.2%
Academic Behavior	55.3%
Self-Control	51.8%
Lack of Anxious Behaviors	74.6%

TABLE 28: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors Domains, by Student Race*

	White	Black	Hispanic	Multi/Other
Value of Education	65.0%	70.3%	66.9%	71.9%
Growth Mindset	71.7%	72.4%	68.6%	67.3%
Academic Behavior	71.3%	52.2%	56.0%	58.8%
Self-Control	65.4%	50.7%	46.3%	49.0%
Lack of Anxious Behaviors	74.3%	75.6%	80.3%	62.7%

TABLE 29: *Percentage of Student Responses for Future Aspirations Items*

	As things stand now, how far in school do you think you will go?	As things stand now, how far in school do your teachers think you will go?	If there were no barriers, how far in school would you want to go?
Less than HS	1.4%	4.2%	2.1%
HS or GED	6.1%	6.9%	5.0%
2-year degree	4.5%	4.5%	3.5%
4-year degree	35.9%	31.1%	19.8%
Graduate degree	32.8%	21.1%	51.2%
Don't know	10.0%	23.0%	8.9%
Did not respond	9.3%	9.1%	9.4%



TABLE 30: *Percentage of Student Responses for Travel Times to School*

How long does it take you to get to school in the morning?	
< 15 minutes	29.4%
16-30 minutes	35.2%
31-45 minutes	14.1%
46-60 minutes	6.4%
1-1.5 hours	4.8%
1.5-2 hours	1.2%
>2 hours	0.6%
Did not respond	8.3%

TABLE 31: *Percentage of Student Responses for Transportation Mode*

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How do you get to school?  
(Check all that apply.)

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Bike	1.5%
Carpool/ride with a friend	7.3%
City bus	5.2%
Drive myself	4.0%
Parent/guardian drives	50.5%
School bus	50.3%
Walk	9.2%
Did not respond	8.3%

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TABLE 32: *Unweighted Regression Models for Transportation and Attendance Items*

	(1)	(2)	(3)	(4)	(5)	(6)
	Time to School		Absent Days		Late Days	
	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.070 (0.110)	-0.279 (0.240)	0.768 (0.500)	0.220 (0.281)	0.827** (0.145)	0.358 (0.226)
Hispanic	-0.144 (0.149)	-0.350 (0.235)	0.578 (0.512)	0.181 (0.335)	0.781** (0.112)	0.437** (0.169)
Multi/Other	-0.156 (0.235)	-0.211 (0.299)	0.355 (0.426)	0.167 (0.255)	0.994** (0.205)	0.732** (0.236)
High School Student	0.084 (0.205)	0.068 (0.221)	-0.051 (0.273)	0.134 (0.363)	-0.023 (0.145)	0.102 (0.241)
C school		-0.327 (0.447)		-0.031 (0.649)		-0.167 (0.287)
D/F school		0.109 (0.556)		0.760 (0.888)		0.098 (0.456)
% Econ. Dis.		0.625 (1.137)		0.766 (1.706)		1.231+ (0.656)
Constant	-0.826** (0.134)	-1.028+ (0.575)	-1.487** (0.513)	-1.828 (1.212)	-1.621** (0.145)	-2.215** (0.375)
N	2328	2294	2326	2292	2316	2284

TABLE 33: *Weighted Regression Models for Transportation and Attendance Items*

	(1)	(2)	(3)	(4)	(5)	(6)
	Time to School		Absent Days		Late Days	
	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.035 (0.117)	-0.171 (0.243)	0.629 (0.504)	0.209 (0.240)	0.834** (0.172)	0.237 (0.337)
Hispanic	-0.101 (0.182)	-0.144 (0.312)	0.446 (0.504)	0.100 (0.292)	0.771** (0.139)	0.338 (0.242)
Multi/Other	-0.166 (0.246)	-0.238 (0.296)	0.160 (0.412)	0.035 (0.208)	1.006** (0.212)	0.635+ (0.350)
High School Student	0.139 (0.209)	0.154 (0.227)	0.059 (0.261)	0.380 (0.363)	0.062 (0.141)	0.302+ (0.170)
C school		-0.097 (0.415)		0.298 (0.595)		-0.004 (0.194)
D/F school		0.285 (0.571)		1.165 (0.856)		0.324 (0.299)
% Econ. Dis.		0.027 (1.220)		-0.181 (1.739)		1.067 (0.736)
Constant	-0.889** (0.152)	-0.798 (0.639)	-1.406** (0.516)	-1.348 (1.271)	-1.655** (0.180)	-2.159** (0.441)
N	2288	2254	2286	2252	2276	2244

TABLE 34: *Percentage of Student Responses About Attendance Behaviors*

	In the past 4 weeks, how many days were you <u>absent</u> from school?	In the past 4 weeks, how many days were you <u>late</u> from school?
0 days	46.5%	45.3%
1 day	18.5%	18.8%
2-3 days	18.4%	16.9%
4-7 days	5.7%	6.1%
8+ days	2.6%	4.1%
Did not respond	8.3%	8.8%

TABLE 35: *Percentage of Student Responses About Their Reasons for Being Absent/Tardy*

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Check the reasons that you have been late or absent for school over the past 4 weeks.  
(Check all that apply.)

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Afraid of someone at school	0.6%
Bad weather	12.8%
Bus/ride was late	15.4%
Didn't have a ride	6.8%
Didn't want to go	8.2%
Had to work	1.2%
Hadn't finished assignment/didn't want to take a test	1.5%
Missed the bus	18.7%
Sick/had a doctor's appointment	29.8%
Skipped school/stopped somewhere on the way	1.6%
Stayed home to take care of someone	5.3%
Suspended/sent home for behavior	4.2%
Too tired	11.4%
Other	11.2%
Did not respond	9.6%

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TABLE 36: *Descriptive Statistics for Out-of-School Experience Domains*

Domain	Example Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
					N	Mean	S.D.	N	Mean	S.D.
Social Support	There are people I can depend on to help me if I really need it.	Individual Protective Factors Index	1	5	551	3.89	1.01	525	3.89	1.01
Neighborhood Safety	I live in a safe neighborhood.	Joyce	1	5	523	3.08	0.73	500	3.06	0.74
Lack of Discrimination	You were hassled by a store clerk/store guard because of your race, gender, etc...	Adolescent Discrimination Distress Index	1	3	246	2.75	0.36	239	2.73	0.35
Police Safety	Do you feel safer in the presence of police?	N/A	1	4	516	2.38	0.93	493	2.34	0.92
Civic Engagement	How frequently in the last year did you participate in a protest march, meeting, or demonstration?	Youth Inventory of Involvement	1	5	273	2.09	0.77	260	2.16	0.79

TABLE 37: *Percentage of Affirmative Responses for Out-of-School Experience Domains*

	% of affirmative responses
Social Support	66.5%
Neighborhood Safety	72.2%



TABLE 38: *Percentage of Student Agreement for Out-of-School Experience Domains*

	% of students
Lack of Discrimination	76.0%
Police Safety	46.9%
Civic Engagement – Social Participation	12.8%
Civic Engagement – Service Activities	44.3%

TABLE 39: *Unweighted Regression Models for Out-of-School Experience Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Neighborhood Safety	Police Safety	Alcohol Use	Marijuana Use	Service Activities	Social Participation	Lack of Discrimination
	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.254** (0.081)	-0.589** (0.130)	-0.401 (0.288)	0.886** (0.325)	0.624+ (0.347)	0.888* (0.436)	0.746* (0.316)
Hispanic	-0.214 (0.126)	-0.363** (0.118)	-0.231 (0.333)	0.259 (0.674)	0.682 (0.512)	0.623* (0.304)	0.840* (0.358)
Multi/Other	-0.170 (0.105)	-0.337* (0.131)	-0.726 (0.634)	-0.048 (0.905)	0.813* (0.381)	0.698 (0.476)	-0.164 (0.293)
High School Student	-0.175+ (0.083)	-0.156 (0.126)	0.000 (.)	0.000 (.)	0.000 (.)	0.000 (.)	0.000 (.)
Constant	3.372** (0.069)	2.899** (0.111)	-0.511** (0.157)	-1.686** (0.200)	-0.762* (0.299)	-2.615** (0.279)	-1.386** (0.413)
N	509	502	246	245	267	267	242

TABLE 40: *Weighted Regression Models for Out-of-School Experience Domains*

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Neighborhood Safety	Police Safety	Alcohol Use	Marijuana Use	Service Activities	Social Participation	Lack of Discrimination
	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Black	-0.278** (0.090)	-0.646** (0.127)	-0.311 (0.300)	1.126** (0.347)	0.637* (0.313)	0.975* (0.401)	1.074** (0.297)
Hispanic	-0.223 (0.130)	-0.358* (0.141)	-0.061 (0.306)	0.502 (0.644)	0.800 (0.536)	0.646+ (0.352)	1.098** (0.240)
Multi/Other	-0.166 (0.118)	-0.366* (0.144)	-0.714 (0.679)	0.125 (1.134)	0.641+ (0.345)	0.266 (0.457)	0.284 (0.662)
High School Student	-0.212* (0.078)	-0.226+ (0.108)	0.000 (.)	0.000 (.)	0.000 (.)	0.000 (.)	0.000 (.)
Constant	3.410** (0.082)	2.975** (0.125)	-0.616** (0.176)	-1.927** (0.198)	-0.793** (0.265)	-2.666** (0.253)	-2.007** (0.185)
N	500	493	243	242	260	260	239

TABLE 41: *Percentage of Affirmative Responses for Out-of-School Experience Domains, by Student Race*

	White	Black	Hispanic	Multi/Other
Social Support	72.0%	66.4%	68.6%	61.2%
Neighborhood Safety	81.9%	69.8%	73.6%	72.9%

TABLE 42: *Percentage of Student Responses for Out-of-School Experience Domains, by Student Race*

	White	Black	Hispanic	Multi/Other
Lack of Discrimination	82.4%	72.5%	72.5%	84.8%
Police Safety	68.5%	40.2%	51.3%	52.5%
Civic Engagement – Social Participation	6.8%	15.1%	12.0%	16.7%
Civic Engagement – Service Activities	31.8%	46.5%	48.0%	42.7%

TABLE 43: *Percentage of Students Reporting Discrimination, by Reason*

	You were hassled by a store clerk because of...	People acted as if they were afraid of you because of...	People acted as if they thought you were not smart because of...	People expected less of you than they did of others because of...	You were hassled by police because of...	You received poor service at a restaurant because of...
Race	5.0%	11.6%	1.3%	0.0%	5.9%	0.0%
Gender	4.0%	4.0%	0.0%	0.0%	2.3%	0.0%
Sexuality	0.7%	0.7%	0.0%	0.0%	1.0%	0.0%
Special needs	1.0%	0.7%	0.0%	0.0%	0.7%	0.0%
Language	2.6%	5.6%	1.7%	0.3%	1.3%	0.3%
Money	2.3%	2.3%	0.0%	0.3%	1.3%	0.3%
Weight	1.7%	3.6%	0.3%	0.0%	0.7%	0.0%
Other	2.6%	13.2%	0.0%	0.3%	3.0%	1.3%
Did not respond	89.8%	72.3%	97.4%	99.0%	91.1%	98.0%

TABLE 44: *Percentage of Student Responses About Alcohol Use*

How old were you when you had your first drink of alcohol other than a few sips?	
	HS only
<=8 years old	1.7%
9 or 10 years old	1.6%
11 or 12 years old	4.8%
13 or 14 years old	8.0%
15 or 16 years old	10.8%
17+ years old	1.2%
Did not respond	0.4%
Not applicable	71.3%

TABLE 45: *Percentage of Student Responses About Frequency of Alcohol Use*

	During the past month, how many days did you have at least one alcoholic drink?	During the past month, how many days did you have 5+ alcoholic drinks?
	HS Only	HS Only
0 days	82.5%	92.8%
1-2 days	8.8%	2.4%
3-5 days	3.2%	1.2%
6-9 days	0.8%	0.4%
10-19 days	1.6%	0.8%
20-29 days	0.4%	0.0%
All 30 days	2.4%	1.6%
Did not respond	0.4%	0.4%



TABLE 46: *Percentage of Student Responses About Acquiring Alcohol*

During the past 30 days, how did you usually get the alcohol you drank?	
	HS only
Did not drink	93.6%
Bought it at a public event	0.0%
Bought it at a restaurant/bar/club	0.0%
Bought it at a store	0.4%
Gave someone money to buy it for me	0.0%
Some other way	1.6%
Someone gave it to me	2.0%
Took it from a store or family	0.4%
Did not respond	1.2%

TABLE 47: *Percentage of Student Responses About Marijuana Use*

How old were you when you tried marijuana for the first time?	
	HS only
<=8 years old	0.0%
9 or 10 years old	2.0%
11 or 12 years old	2.0%
13 or 14 years old	9.2%
15 or 16 years old	9.6%
17+ years old	2.0%
Did not respond	0.0%
Not applicable	75.2%

TABLE 48: *Percentage of Student Responses About Frequency of Marijuana Use*

During the past 30 days, how many times did you use marijuana?	
	HS only
0 times	83.6%
1-2 times	5.2%
3-9 times	4.4%
10-19 times	2.0%
20-39 times	2.0%
40+ times	2.8%
Did not respond	0.0%

TABLE 49: *Percentage of Student Responses About Health Behaviors*

During the past 7 days, how many times did you...				
	Eat breakfast	Physically active ( $\geq 60$ mins)	Do exercises to strengthen/tone your muscles	Go to PE classes
0 times	11.7%	12.9%	23.6%	25.3%
1 time	4.1%	6.6%	9.2%	7.1%
2 times	9.7%	11.9%	11.4%	17.2%
3 times	9.5%	11.9%	11.7%	19.2%
4 times	7.3%	9.7%	6.6%	4.6%
5 times	9.0%	8.2%	5.8%	5.4%
6 times	3.4%	4.8%	4.4%	1.4%
7 times	30.8%	19.0%	11.4%	6.8%
Did not respond	14.5%	15.0%	15.8%	12.9%

TABLE 50: *Percentage of Student Responses About Nutrition Behaviors*

During the past 7 days, how many times did you...					
	Eat fruit	Eat green salad	Eat other vegetables	Drink soda	Drink plain water
0 times	12.4%	49.0%	27.6%	24.8%	4.4%
1-3 times	23.5%	22.1%	24.3%	24.0%	11.2%
4-6 times	15.5%	3.6%	13.6%	12.2%	13.4%
1x per day	13.6%	6.1%	9.4%	8.7%	7.5%
2x per day	12.6%	2.6%	5.1%	5.1%	13.6%
3x per day	4.1%	1.5%	2.9%	2.7%	13.1%
4+ times per day	6.8%	0.3%	2.4%	8.7%	22.6%
Did not respond	11.6%	14.8%	14.8%	13.8%	14.1%

# Full Set of Survey Questions

The table below includes the following information at the question-level:

- **Survey Domain:** The overarching concept that each question was intended to measure.
- **Survey Item:** The survey question, as taken from the source survey.
- **Response Options:** Item responses for each survey question.
- **Survey Source:** The original survey source from which the question was drawn.
- **Surveyed Students:** The count of students who saw each question. (NOTE: Overall, 3,807 students were surveyed. However, the ‘surveyed students’ count included here will differ based on the number of survey versions each question was included on.)
- **Percent Missing:** The number of students who saw the question and chose not to answer it. Questions that students did not see due to branching or skip-logic are not included in the percent missing calculation.
- **Reverse-Coded Items:** Negatively phrased items were reverse-coded so that higher values corresponded with more positive student’ perceptions of that item.
- **HS Only:** Survey questions that were only asked of high school students.
- **City Only:** Survey questions that were included on a limited number of survey versions, and therefore are only representative at the city level.

Abbreviations and references for the survey question sources are detailed below:

Source	Abbreviation	Reference
Adolescent Discrimination Distress Index	ADDI	<a href="https://www.fordham.edu/download/downloads/id/9129/Adolescent_Discrimination_Distress_Index.pdf">https://www.fordham.edu/download/downloads/id/9129/Adolescent_Discrimination_Distress_Index.pdf</a>
Caring Communities Youth Survey	CCYS	<a href="https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys">https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys</a>
Chicago Public Schools Student Survey	Chicago	<a href="https://www.5-essentials.org/cps/5e/2019/">https://www.5-essentials.org/cps/5e/2019/</a>
Education Longitudinal Study (2002)	ELS	<a href="https://nces.ed.gov/surveys/els2002/avail_data.asp">https://nces.ed.gov/surveys/els2002/avail_data.asp</a>
ERA research team, Community Partners, & Steering Committee Members	N/A	These questions were drafted specifically for this survey, and were developed by the ERA research team, community partners, and the Steering Committee.
Individual Protective Factors Index	IPFI	<a href="https://www.drugsandalcohol.ie/26767/1/Self_efficacy_%26_self_control_tool.pdf">https://www.drugsandalcohol.ie/26767/1/Self_efficacy_%26_self_control_tool.pdf</a>
Joyce Foundation Youth Violence Survey	Joyce	<a href="https://stacks.cdc.gov/view/cdc/13367/cdc_13367_DS6.pdf">https://stacks.cdc.gov/view/cdc/13367/cdc_13367_DS6.pdf</a>
Strengths and Difficulties Questionnaire	SDQ	<a href="https://sdqinfo.org">https://sdqinfo.org</a>
Tripod Survey Assessments	Tripod	<a href="https://tripoded.com/surveys/">https://tripoded.com/surveys/</a>
USDOE High School Longitudinal Study, 2009-2013	USDOE	<a href="https://nces.ed.gov/surveys/hsls09/">https://nces.ed.gov/surveys/hsls09/</a>
U.S. Department of Education School Climate Survey	EDSCLS	<a href="https://safesupportivelearning.ed.gov/edscls/administration">https://safesupportivelearning.ed.gov/edscls/administration</a>
Youth Risk Behavior Survey	YRBS	<a href="https://www.cdc.gov/healthyyouth/data/yrbs/results.htm">https://www.cdc.gov/healthyyouth/data/yrbs/results.htm</a>
Youth Inventory of Involvement	YII	<a href="https://doi.org/10.1002/jcop.20176">https://doi.org/10.1002/jcop.20176</a>

Question-level survey administration details are detailed below:

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Student background-age	How old are you?	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	adapted from CCYS	3,807	0%			
Student background-age	What grade are you in?	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	adapted from CCYS	3,807	0%			
Student background-gender	What is your gender?	Male (boy), Female (girl), Other	N/A	3,807	1%			
Student background-race/Ethnicity	Are you Hispanic or Latino?	Yes, No	YRBS	3,807	3%			
Student background-race/Ethnicity	What is your race? ( <i>Select one or more responses.</i> )	A. American Indian or Alaska Native B. Asian C. Black or African American D. Native Hawaiian or Other Pacific Islander E. White	YRBS	3,807	3%			
Student background - mobility	What grade were you in when you started at this school?	N/A	N/A	3,807	0%			
Student background - performance	What kind of grades have you been getting in school this year?	Mostly A's, mostly B's, mostly C's, mostly D's, mostly F's	YRBS	3,807	2%			



Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Student background-suspension/expulsion	How many times this year have you been suspended from school?	Never, 1 time, 2 times, 3 times, 4 times, more than 4 times	N/A	3,807	0%			
Attendance/Transportation	How long does it take you to get to school in the morning?	A. <15 minutes B. < 30 minutes C. < 45 minutes D. < 60 minutes E. < 90 minutes F. < 2 hours G. More than 2 hours	N/A	2,609	8%			
Attendance/Transportation	During the past 4 weeks, how many days were you absent from school?	A. 0 days B. 1 day C. 2-3 days D. 4-7 days E. 8 days or more	N/A	2,609	8%			
Attendance/Transportation	During the past 4 weeks, how many days were you late for school?	A. 0 days B. 1 day C. 2-3 days D. 4-7 days E. 8 days or more	N/A	2,609	8%			
Attendance/Transportation	Check the reasons that you have been late or absent from school in the last 4 weeks.	I missed the bus; the bus/my ride was late; bad weather; I didn't have a ride; I was sick or had a doctor's appointment; I didn't want to go; I was too tired; I was afraid of someone at school; I hadn't done my	N/A	2,380	0%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Attendance/Transportation ctd...	Check the reasons that you have been late or absent from school in the last 4 weeks, ctd....	assignment or didn't want to take a test; I had to stay home to take care of someone; I skipped school or stopped somewhere on the way; I was at work; I was suspended or sent home for behavior; other(list)	N/A	2,380	0%			
Safety - bullying	Students at this school are teased or picked on about their race or ethnicity.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	10%	X		
Safety - bullying	Students at this school are teased or picked on about their cultural background or religion.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	10%	X		
Safety - bullying	Students at this school are teased or picked on about their physical or mental disability.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	48%	X		
Safety - bullying	Students at this school are teased or picked on about how much money their family has.	Strongly Agree, Agree, Disagree, Strongly Disagree	N/A	2,602	10%	X		
Safety - bullying	Students at this school are teased or picked on about their real or perceived sexual orientation.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,258	9%	X	X	

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Safety - bullying (prompt)	<p><i>(Directions: This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.)</i></p> <p>Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message).</p>	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	9%	X		
Safety - bullying (prompt)	<p><i>(Directions: This question is about bullying. Bullying is when someone is being hurt on purpose by words or actions (for example, teasing, hitting, threatening), feels bad because of it, and has a hard time stopping what is happening to them. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over).</i></p> <p>Students at this school are often bullied.</p>	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	10%	X		
Safety - bullying	Students at this school try to stop bullying.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	10%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Safety - school	I feel safe at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	8%			
Safety - school	I feel safe going to and from this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	9%			
Safety - school	Students at this school carry guns or knives to school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	9%	X		
Safety - school	If students hear about a threat to school or student safety, they would report it to someone in authority.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,602	9%			
Safety - school	You or someone close to you has been affected by violence at school.	Never Seldom Sometimes Often Always	Joyce	2,602	9%			
Future aspirations	As things stand now, how far in school do you think you will get? ( <i>MARK ONE RESPONSE</i> )	Less than high school graduation, High school graduation or GED only, Complete a 2-year degree in a community college or vocational school, Graduate from college, Obtain a Master's degree, Ph.D., M.D., or other advanced degree, Don't know	ELS	3,797	10%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Future aspirations	As things stand now, how far in school do your teachers think you will get? <i>(MARK ONE RESPONSE)</i>	Less than high school graduation, High school graduation or GED only, Complete a 2-year degree in a community college or vocational school, Graduate from college, Obtain a Master's degree, Ph.D., M.D., or other advanced degree, Don't know	USDOE	2,054	9%		X	
Future aspirations	If there were no barriers, how far in school would you want to go? <i>(MARK ONE RESPONSE)</i>	Less than high school graduation, High school graduation or GED only, Complete a 2-year degree in a community college or vocational school, Graduate from college, Obtain a Master's degree, Ph.D., M.D., or other advanced degree, Don't know	USDOE	2,053	9%		X	
Mother's education	Where did your mother go to high school? <i>(list name of high school if known, or city, or leave blank if you don't know)</i>	N/A	N/A	1,978	41.4%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Mother's education	How far in school did your mother go? <i>Indicate your mother's highest level of education.</i>	Did not finish high school, Graduated from high school or got a GED, Graduated from a two-year school (such as a vocational or technical school, junior college, or a community college), Graduated from college, Completed a Master's degree, Ph.D., M.D., or other professional degree, Don't Know, Does Not Apply	ELS	3,785	11.7%			
Mindsets - academic behavior	I always study for tests.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	2,599	7%			
Mindsets - academic behavior	I set aside time to do my homework and study.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	2,599	8%			
Mindsets - academic behavior	I try to do well on my schoolwork even when it isn't interesting to me.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	2,599	8%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Mindsets - academic behavior	If I need to study, I don't go out with my friends.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	2,599	8%			
Mindsets - growth	If I am not already doing well in a subject, I will never do well in it.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	2,401	6%	X		
Mindsets - growth	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	2,401	7%			
Mindsets - growth	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	2,401	6%			
Mindsets - growth	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	2,401	7%			
Mindsets - growth	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	2,401	6%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Mindsets - value	My classes are getting me ready for <i>[high school, college]</i> .	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	586	7%			X
Mindsets - value	My classes are teaching me valuable skills.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	586	7%			X
Mindsets - value	Working hard in school now will help me do well when I get to <i>[high school, college]</i> .	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	586	7%			X
Mindsets - value	What I learn in my classes is necessary for my success in the future.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	586	7%			X
Mindsets - value	What I am learning in school will help me make a difference in the world.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	586	8%			X
Participation	In the last 2 months, did you participate weekly in any of the following activities or classes at your school ( <i>Select all that apply</i> ):	Sports, Visual Art, Dance, Music, Theater/Drama, Debate/Academic Team, Student	N/A	2,391	12%			



Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Participation ctd....	In the last 2 months, did you participate weekly in any of the following activities or classes at your school ( <i>Select all that apply</i> ) ctd....:	Government, Social Club, Service Organization, Physical Education (P.E.), Other, I did not participate in any weekly activities in the last two months	N/A	2,391	12%			
Participation	In the last 2 months, did you participate weekly in any of the following activities or classes at somewhere other than your school ( <i>Select all that apply.</i> ):	Sports, Visual Art, Dance, Music, Theater/Drama, Debate/Academic Team, Student Government, Social Club, Service Organization, Physical Education (P.E.), Other	N/A	2,391	16%			
School Overview	My teachers are good at their jobs.	Strongly Agree, Agree, Disagree, Strongly Disagree	N/A	2,599	13.6%			
School Overview	My classwork and homework are:	Much too hard, A little hard, Just right, A little too easy, Way too easy	N/A	3,522	43.3%			
School Overview	My school offers: ( <i>Check all that apply</i> )	Honors/AP classes, Physical Education class, Dance classes, Art classes, Theater/Drama classes, Band, Music classes, Sex Ed	N/A	1,366	14%		X	

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
School Overview ctd...	My school offers: <i>(Check all that apply)</i> ctd...	classes, Driver's Ed, Sports, Academic clubs or teams	N/A	1,366	14%		X	
School climate - belonging	Students at this school get along well with each other.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,408	12%			
School climate - belonging	At this school, students talk about the importance of understanding their own feelings and the feelings of others.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,408	13%			
School climate - belonging	At this school, students work on listening to others to understand what they are trying to say.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,408	13%			
School climate - belonging	I am happy to be at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,408	12%			
School climate - belonging	I feel like I am part of this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,408	12%			
School climate - belonging	I feel socially accepted.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,408	12%			
School climate - environment	The bathrooms in this school are clean.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	605	10%			X
School climate - environment	The temperature in this school is comfortable all year round.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	605	8%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
School climate - environment	The school grounds are kept clean.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	605	9%			X
School climate - environment	I think that students are proud of how this school looks on the outside.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	548	0%			X
School climate - environment	Broken things at this school get fixed quickly.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	605	9%			X
School climate - discipline	My teachers make it clear to me when I have misbehaved in class.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,606	13%			
School climate - discipline	Adults working at this school reward students for positive behavior.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,606	13%			
School climate - discipline	Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,606	14%			
School climate - discipline	School rules are applied equally to all students.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,606	14%			
School climate - discipline	Discipline is fair.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	2,606	14%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
School climate – equity	Students in the city have equal access to a great education regardless of their race.	Strongly Agree, Agree, Disagree, Strongly Disagree	N/A	1,416	13%		X	
School climate - equity	All students are treated the same, regardless of whether their parents are rich or poor.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,213	15%		X	
School climate - equity	Boys and girls are treated equally well.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,194	14%		X	
School climate - equity	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,194	13%		X	
School climate - equity	Adults working at this school treat all students respectfully.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,194	13%		X	
School climate - equity	People of different cultural backgrounds, races, or ethnicities get along well at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,194	13%		X	
Captivate	I like the ways we learn in this class.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	13%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Captivate	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	13%			
Captivate	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Care	My teacher in this class makes me feel that s/he really cares about me.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Care	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Care	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Challenge	In this class, my teacher accepts nothing less than our full effort.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Challenge	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	13%			
Challenge	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Clarify	If you don't understand something, my teacher explains it another way.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Clarify	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Clarify	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Classroom Management	My classmates behave the way my teacher wants them to.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			



Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Classroom Management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Classroom Management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Confer	My teacher wants us to share our thoughts.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Confer	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Confer	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Consolidate	My teacher asks questions to be sure we are following along when s/he is teaching.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Consolidate	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Perceived Learning (Consolidate)	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	2,601	14%			
Health behaviors-substance use	Have you ever tried alcohol other than a few sips?	Yes, No	YRBS	299	16%			
Health behaviors-substance use	Have you ever tried marijuana?	Yes, No	YRBS	303	18%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Health behaviors-substance use	If you have tried alcohol, how old were you when you had your first drink of alcohol other than a few sips?	A. I have never had a drink of alcohol other than a few sips B. 8 years old or younger C. 9 or 10 years old D. 11 or 12 years old E. 13 or 14 years old F. 15 or 16 years old G. 17 years old or older	YRBS	72	1%		X	X
Health behaviors-substance use	During the past 30 days, on how many days did you have at least one drink of alcohol?	A. 0 days B. 1 or 2 days C. 3 to 5 days D. 6 to 9 days E. 10 to 19 days F. 20 to 29 days G. All 30 days	YRBS	72	1%		X	X
Health behaviors-substance use	During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?	A. 0 days B. 1 day C. 2 days D. 3 to 5 days E. 6 to 9 days F. 10 to 19 days G. 20 or more days	YRBS	43	2%		X	X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Health behaviors-substance use	During the past 30 days, how did you usually get the alcohol you drank?	<p>A. I did not drink alcohol during the past 30 days</p> <p>B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station</p> <p>C. I bought it at a restaurant, bar, or club</p> <p>D. I bought it at a public event such as a concert or sporting event</p> <p>E. I gave someone else money to buy it for me</p> <p>F. Someone gave it to me</p> <p>G. I took it from a store or family</p> <p>H. I got it some other way</p>	YRBS	16	19%		X	X
Health behaviors-substance use	If you have tried marijuana, how old were you when you tried it for the first time?	<p>A. I have never tried marijuana</p> <p>B. 8 years old or younger</p> <p>C. 9 or 10 years old</p> <p>D. 11 or 12 years old</p> <p>E. 13 or 14 years old</p> <p>F. 15 or 16 years old</p> <p>G. 17 years old or older</p>	YRBS	62	0%		X	X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Health behaviors-substance use	During the past 30 days, how many times did you use marijuana?	A. 0 times B. 1 or 2 times C. 3 to 9 times D. 10 to 19 times E. 20 to 39 times F. 40 or more times	YRBS	62	0%		X	X
Health behaviors-nutrition	During the past 7 days, how many times did you eat fruit? <i>(Do not count fruit juice.)</i>	A. I did not eat fruit during the past 7 days B. 1 to 3 times during the past 7 days C. 4 to 6 times during the past 7 days D. 1 time per day E. 2 times per day F. 3 times per day G. 4 or more times per day	YRBS	586	11%			X
Health behaviors-nutrition	During the past 7 days, how many times did you eat green salad?	A. I did not eat green salad during the past 7 days B. 1 to 3 times during the past 7 days C. 4 to 6 times during the past 7 days D. 1 time per day E. 2 times per day F. 3 times per day G. 4 or more times per day	YRBS	586	15%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Health behaviors-nutrition	During the past 7 days, how many times did you eat other vegetables? <i>(Do not count green salad, potatoes, or carrots.)</i>	A. I did not eat other vegetables during the past 7 days B. 1 to 3 times during the past 7 days C. 4 to 6 times during the past 7 days D. 1 time per day E. 2 times per day F. 3 times per day G. 4 or more times per day	YRBS	586	15%			X
Health behaviors-nutrition	During the past 7 days, how many times did you drink a can, bottle, or glass of soda or pop, such as Coke, Pepsi, or Sprite? <i>(Do not count diet soda or diet pop.)</i>	A. I did not drink soda or pop during the past 7 days B. 1 to 3 times during the past 7 days C. 4 to 6 times during the past 7 days D. 1 time per day E. 2 times per day F. 3 times per day G. 4 or more times per day	YRBS	586	14%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Health behaviors-nutrition	During the past 7 days, how many times did you drink a bottle or glass of plain water? <i>(Count tap, bottled, and unflavored sparkling water.)</i>	A. I did not drink water during the past 7 days B. 1 to 3 times during the past 7 days C. 4 to 6 times during the past 7 days D. 1 time per day E. 2 times per day F. 3 times per day G. 4 or more times per day	YRBS	586	14%			X
Health behaviors-nutrition	During the past 7 days, on how many days did you eat breakfast?	A. 0 days B. 1 day C. 2 days D. 3 days E. 4 days F. 5 days G. 6 days H. 7 days	YRBS	586	15%			X
Health behaviors-exercise	During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? <i>(Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)</i>	A. 0 days B. 1 day C. 2 days D. 3 days E. 4 days F. 5 days G. 6 days H. 7 days	YRBS	586	15%			X



Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Health behaviors-exercise	During the past 7 days, on how many days did you do exercises to strengthen or tone your muscles, such as push-ups, sit-ups, or weight-lifting?	A. 0 days B. 1 day C. 2 days D. 3 days E. 4 days F. 5 days G. 6 days H. 7 days	YRBS	586	16%			X
Health behaviors-exercise	In an average week when you are in school, on how many days do you go to physical education (PE) classes?	A. 0 days B. 1 day C. 2 days D. 3 days E. 4 days F. 5 days G. 6 days H. 7 days	YRBS	586	13%			X
Mental health - social support	There are people I can depend on to help me if I really need it.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	617	11%			X
Mental health - social support	There is an adult I could talk to about important decisions in my life.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	617	12%			X
Mental health - social support	There is a trustworthy adult I could turn to for advice if I were having problems.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	617	11%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Mental health - social support	There are people I can count on in an emergency.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	617	12%			X
Mental health - social support	There is a special person in my life who cares about my feelings.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	617	12%			X
Mental health - self-management (prompt)	<i>How true are each of the following statements for you?</i> I wait until the last minute to do my school work.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	582	13%	X		X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	559	14%	X		X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	596	13%	X		X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	585	14%	X		X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	527	14%	X		X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	259	0%			X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	255	0%			X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	259	0%			X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	259	0%			X
Mental health - self-management	For additional information on Tripod questions, see: <a href="https://tripoded.com">https://tripoded.com</a> or contact them directly at <a href="mailto:info@tripoded.com">info@tripoded.com</a> .	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	258	0%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Mental health - internalizing	I get a lot of headaches, stomach-aches or sickness.	Not True, Somewhat True, Certainly True	SDQ	586	18%	X		X
Mental health - internalizing	I worry a lot.	Not True, Somewhat True, Certainly True	SDQ	586	18%	X		X
Mental health - internalizing	I am often unhappy, depressed or tearful.	Not True, Somewhat True, Certainly True	SDQ	586	18%	X		X
Mental health - internalizing	I am nervous in new situations. I easily lose confidence.	Not True, Somewhat True, Certainly True	SDQ	586	18%	X		X
Mental health - internalizing	I have many fears, I am easily scared.	Not True, Somewhat True, Certainly True	SDQ	586	18%	X		X
Civic Engagement (prompt)	<p><i>(Instructions: The following is a list of school, community and political activities that people can get involved in. For each of these activities, please use the following scale to indicate whether, in the last year...)</i></p> <p>Visited or helped out people who were sick.</p>	<p>You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot</p>	YII	301	10%		X	X
Civic Engagement	<p>Took care of other families' children <i>(on an unpaid basis)</i>.</p>	<p>You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot</p>	YII	301	10%		X	X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Civic Engagement	Participated in a church-connected group.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	301	11%		X	X
Civic Engagement	Participated in a social, cultural, political or charity group or organization.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII (modified)	301	10%		X	X
Civic Engagement	Helped with a fund-raising project.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	301	9%		X	X
Civic Engagement	Did things to help improve your neighborhood (e.g., helped clean neighborhood).	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	301	10%		X	X
Civic Engagement	Gave help (e.g., money, food, clothing, rides) to friends or classmates who needed it.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	301	9%		X	X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Civic Engagement	Joined in a protest march, meeting or demonstration.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	301	9%		X	X
Discrimination-institutional	You were hassled by a store clerk or store guard; If so, was this because of...?	Never, A few times, A lot; Race, Gender, Sexuality, Special needs, the language you speak or your accent, how much money your family makes, other (specify)	ADDI	303	21%	X	X	X
Discrimination-institutional	People acted as if they were afraid of you; If so, was this because of...?	Never, A few times, A lot; Race, Gender, Sexuality, Special needs, the language you speak or your accent, how much money your family makes, other (specify)	ADDI	303	20%	X	X	X
Discrimination-institutional	People acted as if they thought you were not smart; If so, was this because of...?	Never, A few times, A lot; Race, Gender, Sexuality, Special needs, the language you speak or your accent, how much money your family makes, other (specify)	ADDI	45	40%	X	X	X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Discrimination-institutional	People expected less of you than they expected of others your age; If so, was this because of...?	Never, A few times, A lot; Race, Gender, Sexuality, Special needs, the language you speak or your accent, how much money your family makes, other (specify)	ADDI	45	40%	X	X	X
Discrimination-institutional	You were hassled by police; If so, was this because of...?	Never, A few times, A lot; Race, Gender, Sexuality, Special needs, the language you speak or your accent, how much money your family makes, other (specify)	ADDI	303	21%	X	X	X
Discrimination-institutional	You received poor service at a restaurant; If so, was this because of...?	Never, A few times, A lot; Race, Gender, Sexuality, Special needs, the language you speak or your accent, how much money your family makes, other (specify)	ADDI	45	38%	X	X	X
Safety - neighborhood	You or someone close to you has been affected by violence outside of school.	Never, Seldom, Sometimes, Often, Always	Joyce	594	17%	X		X
Safety - neighborhood	I live in a safe neighborhood.	Never, Seldom, Sometimes, Often, Always	Joyce	617	16%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS Only	City Only
Safety - neighborhood	I see gang activity in my neighborhood.	Never Seldom Sometimes Often Always	Joyce	576	17%	X		X
Safety-interactions with police	Do you feel safer in the presence of police?	Strongly Agree, Agree, Disagree, Strongly Disagree	N/A	617	16%			X
Safety-interactions with police	Do you feel safer in the presence of your school security guards?	Strongly Agree, Agree, Disagree, Strongly Disagree, NA	N/A	617	17%	X		X