

Technical Appendix

VOICES OF NEW ORLEANS YOUTH 2022: HOW ARE OUR CITY'S YOUTH DOING AFTER THREE UNUSUAL YEARS?

**EDUCATION
RESEARCH ALLIANCE**
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FOR NEW ORLEANS

Jamie M. Carroll, Tulane University
Douglas N. Harris, Tulane University
Alica Gerry, Tulane University
Lindsay Bell Weixler, Tulane University

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Overview and Key Findings

This technical appendix accompanies the 2022 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 second New Orleans citywide youth survey. The survey was designed and conducted in conjunction with local education and community organizations during the 2021-2022 school year.

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

ACADEMICS

Teaching Quality: New Orleans students rate their teachers highly in some areas, such as the ability to challenge students, but lower in others, particularly classroom management and showing care and concern for students. Overall, New Orleans students in 2022 rate their teachers higher than in 2019, which is consistent with trends seen on this teaching quality survey in other districts. We see few differences among Black, Hispanic, and white students in their perceptions of teaching in 2022.

Academic Beliefs & Behaviors: New Orleans students frequently agree that there is value in education and that academic success is based on hard work, but fewer than half of students report consistently putting effort into their schoolwork and exerting self-control. Compared to 2019, New Orleans students report valuing education less, having lower self-control, and being absent more often. Also, New Orleans middle school students are more uncertain about their future schooling in 2022 than in 2019. Black students report higher growth mindset beliefs than Hispanic students and lower self-control than white students.

SCHOOL & COMMUNITY ENVIRONMENT

School Climate: Though many students agree that they feel physically safe in their schools and that school discipline is fair, roughly 40% of students report that bullying is a problem in their school and not feeling emotionally safe. New Orleans students perceive more equitable treatment in schools in 2022 compared with 2019. Overall, Black and Hispanic students report worse school climate than white students.

Neighborhoods: New Orleans students frequently report having people who care for and support them and feeling safe in their neighborhoods. Compared to 2019, students report higher social support, but lower civic engagement. White students report higher social support and neighborhood safety than Black students, but Black students participate in more service activities than white students.

Personal Well-being: Only about half of New Orleans students report being satisfied with their lives and about a quarter report anxious behaviors. While more than half of New Orleans students report that they have mental health support in school, 18% of students say they would not speak with anyone if they were overwhelmed, stressed, or depressed. Most students with anxious behaviors report they would use more mental health resources in school if available to them. Black and Hispanic students in New Orleans report better life satisfaction overall, but less mental health support in schools than white students.

EXPERIENCES WITH COVID-19

COVID-19: About 40% of New Orleans students report being much more concerned about their academic performance and emotional health since the start of the COVID-19 pandemic. Surprisingly, when asked about their learning experiences during the 2020-2021 school year, New Orleans students were almost evenly split between whether they feel they learned more or less. Forty-three percent of New Orleans students report wanting to return to all in-person instruction after the pandemic, compared with only 34% of students nationally. Since the start of the COVID-19 pandemic, Hispanic students report being more concerned about their family's emotional and financial health than white and Black students. Black and Hispanic students report learning more during COVID-19 and preferring hybrid instruction more than white students.

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

Survey Design

This appendix provides information on the second New Orleans citywide youth survey. The first survey, administered during the 2018-2019 school year, was initiated in response to local organizations' requests for data on students' school experiences beyond traditional measures like test scores. To design a survey that meets community needs, Education Research Alliance for New Orleans (ERA-New Orleans) convened a steering committee consisting of a wide range of members—including educators, public health organizations, and other local non-profit groups and government organizations—in 2016. The original survey was designed to address stakeholders' key concerns: teaching quality, school climate, academic beliefs and behaviors, transportation and attendance, and out-of-school experiences such as neighborhood safety.

In 2021, ERA-New Orleans convened a second steering committee to decide what to include in the second New Orleans citywide youth survey, to be administered during the 2021-2022 school year. The committee consisted of representatives from the Mayor's Office of Youth & Families, The Data Center, New Orleans Youth Alliance, Crescent City Schools, Cowen Institute, and the Louisiana Association of Educators. Starting with the list of survey questions from the 2018-19 survey, the committee removed questions that seemed unreliable, had low response rates, or no longer seemed particularly relevant. Then, the steering committee identified new topics of interest to replace the questions removed, including experiences with COVID-19 and Hurricane Ida and student well-being. ERA-New Orleans staff and interns pulled questions covering these topics from existing surveys, prioritizing survey questions where there might be a relevant comparison group, and presented an initial list of recommendations to the steering committee. The steering committee helped to refine the list and made recommendations for modifications/additions. From the list modified by the steering committee, ERA-New Orleans staff created a pilot survey and administered it to two groups of high school students (students from Dancing Grounds and the Mayor's Youth Advisory Council). The final survey question list contained the most relevant questions based on steering committee and student feedback.

Below we detail the motivations for asking about each of the domains, and the survey sources from which each of the items were drawn. A complete list of all items included on the survey is included at the end of this appendix.

Teaching Quality

Teaching quality is the strongest predictor of student achievement (Darling-Hammond, 2000; Chetty, Friedman, & Rockoff, 2011). We measured teaching quality using the [Tripod's 7Cs Student Survey®](#), developed by EdElements. 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:** 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 teaching quality was just one topic on a larger survey, Tripod reduced the number of questions for each component for our 2019 administration and we kept the same items in the 2022 survey. Research finds that Tripod scores are reliable and correlated with teaching 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; Rowley et al., 2019; Wallace et al. 2016).

Academic Beliefs and Behaviors

Questions about students' academic beliefs and behaviors were drawn from multiple sources including Tripod, Chicago Youth Survey, and the Education Longitudinal Survey (ELS). Additional information about each of these sources is included in the tables at the end of the appendix. These survey items include questions about whether students value their education, as well as students' growth mindset beliefs, academic behaviors, self-control, educational expectations, and attendance, as outlined below:

- **Value of Education:** Students who see the value of what they are learning in school for their future schooling and their future lives are more engaged, have higher educational aspirations, and higher academic achievement (Yeager et al., 2014; Hulleman & Harackiewicz, 2009).
- **Growth Mindset:** Studies have shown that students who exhibit a growth mindset, the idea that intelligence is malleable and can be improved, see gains in grades and on test scores, and report more enjoyment and engagement in school (Aronson et al., 2002; Clara & Loeb, 2019; Dweck, 2006). There is evidence that growth mindset beliefs can be cultivated in students, but they only translate into higher academic achievement in contexts that support growth mindset beliefs (Yeager et al., 2019).
- **Academic Behavior:** Research indicates that students' academic behaviors and ability to persevere 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).
- **Self-Control:** In the classroom, students need to regulate their impulses, thoughts, feelings and actions to be fully engaged in the learning process. Outside of the classroom, students who can focus on their long-term educational goals instead of shorter-term social goals do more homework, study more, and have higher academic achievement (Duckworth et al. 2019).

- **Educational Expectations:** In a nationally representative longitudinal study of 9th graders in 2009 conducted by the U.S. Department of Education, 64% of 9th grade students expected to complete a post-secondary degree, whereas 21% of students reported not knowing how much education they expect to attain (Freelin & Staff, 2020). Teens who are uncertain about their educational attainment are less likely to go to college than those who have clear expectations early in high school (Freelin & Staff, 2020). In addition, 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, 2006).
- **Attendance:** Research shows that attendance behaviors can have an impact on student outcomes. Chronic absenteeism—defined as missing 10% or more of school days—has negative impacts on student achievement and social engagement (Gottfried 2014). Since the COVID-19 pandemic, attendance has become an even larger issue; 39% of schools reported higher student chronic absenteeism in 2021-2022 compared to a typical school year before COVID-19 (Sparks, 2022; Chang, 2022).

Although not the focus of this report, we also included questions about transportation that were drafted by the Youth Survey Steering Committee for the 2019 survey. Research has shown that long travel times have a negative impact on academic performance (Edwards, 2012) as well as things like hours of sleep and exercising habits (Voulgaris et al., 2019). The types of transportation available to parents and students can play a role in commute times and schooling decisions (Lincove & Valant, 2018).

School Climate

School climate refers to the quality and character of school life and captures aspects of students' schooling 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, and equitable treatment. 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 dropping out of school (Cornell et al., 2013).
- **School safety:** Feeling unsafe in school is significantly related to suicidal ideation or attempts (Jiang et al., 2010). Students who do not feel safe in school cannot concentrate on their learning and growth.
- **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, et al., 2014).

- **Emotional safety:** The sense of school cohesion perceived by students, teachers, and administrators is positively associated with students' grades (Stewart, 2008).
- **Perception of Equitable Treatment:** When schools have cultural awareness and respect for diversity, they provide opportunities for students from different backgrounds to voice their opinions and be successful in the classroom (Chang & Le, 2010; Wang & Degol, 2016)

Neighborhoods

Questions about students' experiences in their neighborhoods were drawn from a variety of surveys including the Individual Protective Factors Index, the Joyce Survey, 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 (Chetty et al., 2016), 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' neighborhood experiences:

- **Social support:** Whether students feel they have people who care about them and who they can turn to if they are having an issue or need advice is important for students' development. Social support is related to academic achievement as well as student engagement and well-being (Ahmed et al., 2010; Wang & Holcombe, 2010).
- **Neighborhood Safety:** Students exposed to violence in their neighborhoods have lower academic achievement gains (Burdick-Will, 2018), whereas students who perceive they are safe in their schools and communities learn more during the school year (Milam et al., 2010).
- **Civic engagement:** Civic engagement is linked to greater academic progress and higher likelihood of graduating from college (Dávila & Mora, 2007). We separate civic engagement into social activities (such as participating in protest marches and church-related groups) and service activities (such as helping other families in need and fundraising) because participation in these activities has different implications for students' leadership development and civic engagement.

Personal Well-being

Questions concerning students' life satisfaction and anxious behaviors are drawn from OCED's Survey on Social and Emotional Skills and the Strengths and Difficulties Questionnaire (SDQ). We also ask questions provided by the New Orleans Youth Alliance about the mental health resources available to students inside and outside of school. Understanding students' mental health needs and the resources that are available to them are essential to deliver effective supports to struggling students. [According to a survey of public schools across the U.S.](#), 70% of schools saw an increase in the percentage of students seeking mental health services since the

start of the COVID-19 pandemic. Below we describe several motivators behind understanding students' well-being:

- **Anxious Behaviors:** Adolescents who exhibit internalizing behaviors, such as being nervous and worrying a lot, have a harder time concentrating in school and performing well in stressful situations. There is some evidence that adolescents' anxiety and depression worsened during the COVID-19 pandemic (Bera et al. 2021). This is the only mental health component that was also asked during the 2018-2019 survey administration.
- **Life Satisfaction:** Students that report being satisfied with their lives on average have higher academic achievement and well-being than those who report low life satisfaction (Proctor et al., 2010). Adolescents with more social support—especially from family, teachers, and classmates—report higher life satisfaction (Bi et al., 2021)
- **Mental Health Supports:** Students who are struggling with a mental health issue, such as depression, stress, or anxiety, are more likely to get the support they need if they have access to mental health services and adults they feel comfortable with (Radez et al., 2021). Understanding students' perceptions of social support in school and barriers to getting help is essential to designing effective intervention strategies.

Experiences with COVID-19

For the 2022 survey administration, we added questions to understand students' experiences since the start of the COVID-19 pandemic. These questions were mainly drawn from the [COVID-19 Student Survey \(CSS\)](#), which was designed by the Department of Health (DOH), Health Care Authority (HCA), and the Office of the Superintendent of Public Instruction (OSPI) in Washington state, along with a team at the University of Washington (UW), to assess students' needs and risks in grades 6-12 in 2021 and 2022. We also drew questions about students' concerns during COVID-19 from a nationally representative survey of youth by the [Center for Promise at Boston University](#) and about students' learning experiences and preferences from the [EdChoice Teens and K-12 Education National Polling Report](#).

We asked New Orleans students about whether concerns about their education, their family, their friends, and their own mental and physical health have increased since the pandemic began and what their educational experiences were like during the 2020-2021 school year. How schools adjusted to distance learning and the amount of support students received inside and outside the home during COVID-19 was unequal by family income and race/ethnicity, potentially exacerbating already existing achievement gaps. Although we have information about how students' test scores changed during the pandemic (Sentell, 2022), we know very little about how students felt about their learning during the 2020-2021 school year and their preferences for learning once the pandemic is over.

Hurricane Ida

In collaboration with our advisory committee, we constructed questions to examine how much students' lives outside of school were impacted by Hurricane Ida, a category 4 hurricane that hit the New Orleans area in early fall of 2021. Specifically, we asked students to report whether they evacuated, their home sustained damage, and they lost access to any utilities.

Student Background Questions

We asked some additional student background questions to ascertain more details about New Orleans youth. These questions were drawn from other surveys about students (more details appear at the end of the appendix). These questions include:

- **Racial/Ethnic Identity:** Students reported on their racial/ethnic identity through two questions: one that asked students to select which race(s) they identify with and another that asked them to report whether they are Hispanic or Latino.
- **Mother's Education:** As an indicator of students' social status background, we asked students the highest level of education their mother received.
- **Gender Identity:** We asked students to report both their sex given at birth (male/female) and their current gender identity (male, female, transgender, etc.) to determine the prevalence of non-binary and transgender identities among New Orleans youth.
- **Living Arrangements:** We asked students to report on who they live with and where they live most of the time.

Recruitment and Administration

Recruitment

We invited all 76 publicly funded schools that served students in the surveyed grades to participate through multiple written and phone communications. Ultimately, 28 schools participated in the 2022 survey, and we thank them for their efforts. Participating schools were asked to administer the survey to all 6th-11th grade students present on the day of administration.

Administration

We sent schools a link to a Qualtrics survey to administer to their 6th-11th grade students between February and April 2022. 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 12th graders, as higher dropout rates make 12th-graders less representative of high school students broadly.

All the surveys were administered in school during regular school hours. Survey versions were available in English and Spanish. Once the students opened the survey link, they saw a welcome message informing them that their answers are anonymous and no one at their school will see their answers. Teachers were asked to reiterate that message when introducing the survey. 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. The four 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.

Survey Participants and Sample Representativeness

Student Characteristics. In total, the 2021-22 survey was administered to 3,164 students (2,196 middle school students, 968 high school students). However, 54 students were not included in the analysis sample because they listed a grade out of the target range (i.e., 5th or 12th). As a result, the analytic sample included here is 3,110 students. In Table 2, we display school-level enrollment numbers and demographic breakdowns from administrative data from the Louisiana Department of Education (LDOE) for schools in New Orleans overall and the schools that participated in the survey. Note that for surveyed schools, we report race and gender breakdowns from both administrative data and student self-reported data gathered from the survey. Fewer students self-identified as Black and more identified as Asian than the percentages reported to LDOE, potentially because the survey asked students to select multiple races/ethnicities. The final column of Table 2 displays how our weights (described in more detail below) account for differences in our survey sample and the population of 6th – 11th grade students in publicly funded schools in New Orleans.

School Characteristics. The survey was administered to students in 28 schools (18 middle schools, 10 high schools) throughout the city. These schools represent a variety of School Performance Scores (SPS), which are the letter grade that the state assigns to schools based on test scores, graduation rates, and other metrics, and New Orleans neighborhoods (indicated by NOLA-PS geographic zones), as shown in Tables 3 & 4, respectively. Though these schools represent a range of school types and performance scores, they are necessarily 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 52% of all 6th-11th grade students at the participating schools took the survey, as shown in Table 5. 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, 2022. A few schools chose to administer the survey only to certain grade levels, so we calculate the response rates only for the grades that the survey was administered to (i.e School 8 and School 20).

Item-level Missingness. Item-level missingness was low on the majority of questions, with 7% missing responses, on average, across all questions.

Methodology

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 eight versions of the survey: four for middle school students and four 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 1/2 of participating students, and some questions were answered by a smaller citywide sample.

For questions on teaching 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 combine responses across all subject areas in this report.

Analysis

Weighting. Though our survey sample is similar to the district population, as shown in Table 2, it is still important to note that our sample does not include the entire set of New Orleans publicly funded schools. Therefore, we ran analyses using survey weights that adjust for differences between our sample and the school district's population of 6th-11th-graders. These weights adjusted our survey sample to be representative of this population by race/ethnicity (Black, White, Hispanic, Asian, and other races), gender (male and female), grade level, and SPS letter grade (A/B, C, or D/F). We use the 2019 SPS letter grades in most cases, unless unavailable, then we use the simulated 2021 letter grade.

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 with 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 sample, and to decrease the weight of a student's responses if their group is overrepresented in our survey sample. The final weights ranged from 1.80 to 22.37, with an average of 7.16, meaning that some students' answers in the weighted results counted as representing two students, while other students' answers counted as representing as many as 22 students.

Unweighted results were generally very similar, but we report only the weighted results in the corresponding report to help draw conclusions between the 2019 and 2022 survey responses. Results for both weighted and unweighted analyses are included in the appendix tables.

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. We note which items are reverse-coded in the table at the end of this appendix.

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" (70.5% 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 school mental health resources and Hurricane Ida are mainly reported in this way.

For survey items about students' civic engagement, we examine whether students reported consistently participating in select activities. Results display the percent of activities students said they participated in “a fair bit” or “a lot.” We separate activities into service (helping people who were sick, taking care of other families, helped clean your neighborhood, helping out friends and classmates, fundraising) and social (participated in church, social, political, cultural, or charity organization, joined a protest march or demonstration) civic engagement.

For survey items on student internalizing behavior drawn from the Strengths and Difficulties Questionnaire (SDQ), we calculate student scores based on whether they selected Not True (0), Somewhat True (1) or Certainly True (2) and sum the responses to determine whether students exhibited clinical levels of anxiety (value greater than 5). More information about this coding is available [here](#).

We asked students to report their life satisfaction on a scale ranging from 0 to 10. Following methods used by the OECD survey this measure was drawn from, we categorize students as “Satisfied” if they selected 7 through 10 and “Not Satisfied” if they selected 0 to 6.

Response Differences by Survey Year. One of the goals of the New Orleans citywide youth surveys is to compare how student responses have changed over the years. Although we cannot make claims about *why* these changes occurred, we can offer a snapshot on how the experiences of New Orleans students differ in 2022 compared with 2019. As a first step, we examined differences in the characteristics of the schools and students who responded in 2019 versus 2022. Table 6 displays information from administrative records about New Orleans publicly funded middle and high schools overall, as well as those that participated in the survey in 2019 and 2022. As mentioned in the brief, the percentage of Black students in New Orleans schools decreased and the percentage of Hispanic students, economically disadvantaged students, and students with limited English proficiency in New Orleans schools increased between 2019 and 2022. There is also a higher percentage of schools with D/F letter grades. We display student characteristics from the surveys in Table 7 and see similar differences between 2019 and 2022.

Our 2022 survey has a lower percentage of white students, a higher percentage of Hispanic students, and a lower percentage of students with a college-educated mother than the previous survey. In addition, the 2022 survey had more responses from middle school students (grades 6 through 8) than high school students. Although the survey weights address some of these disparities, they do not account for differences in the population of New Orleans students between 2019 and 2022.

To examine differences in students' responses by survey year, we combine the 2019 and 2022 surveys and run a series of regression analyses, predicting the mean score for each domain of student i in school j as a function of whether they responded to the 2019 or 2022 survey, controlling for whether the student was in high school or middle school, with standard errors clustered by school (Equation 1).

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

We run an additional model (Equation 2) that controls on student race/ethnicity, SPS, and the percent of the students in the school that are economically disadvantaged to isolate the association between survey year and student responses from other differences in the survey population. We note in the results in this technical appendix when the differences between 2019 and 2022 responses are explained by these school-level controls.

$$Y_{ij} = \beta_0 + \beta_1(\text{year}_{ij}) + \beta_2(\text{race}_{ij}) + \beta_3(\text{HS}_{ij}) + \beta_4(\text{SPS}_j) + \beta_5(\%ED_j) + e_{ij} \quad (2)$$

While we use these results as the main indicator of whether the student responses from 2022 differ significantly from the student responses in 2019, we also perform supplemental analyses to ensure differences are meaningful and not driven by which schools participated in the survey. Specifically, we compare the percentage of affirmative responses for each item in 2019 and 2022 and only consider them as meaningful differences if they meet the following criteria:

- The difference between the weighted percentage of affirmative responses in 2019 and 2022 is at least three percentage points.
- The 2022 responses overall for the item are similar to the 2022 responses among students in the schools that participated in both the 2019 and 2022 surveys.
- The differences between the 2019 and 2022 survey responses are similar when we only look at students in schools that participated in the 2019 and 2022 surveys.

In the tables below, we include the weighted percentage of affirmative responses from the overall school sample and the sample of schools that participated in both the 2019 and 2022 surveys, along with the weighted and unweighted regression results. We note where the regression results presented here differ from separate regression models that only include students in schools that participated in both the 2019 and 2022 surveys.

A few measures differed between the 2019 and 2022 surveys, as outlined below. In our analyses of differences in survey years, we equate the measures and/or samples to make sure we're comparing the same dimension in 2019 and 2022:

- Self-Control: In the 2019 survey administration, five of the 10 questions that comprise the self-control scale were only asked to middle school students. In the analysis of

differences across survey years, we use indicators of self-control only using the 5-items asked to both high school and middle school students in 2019 and 2022.

- Educational Expectations: In the 2022 survey administration, educational expectations were only asked to middle school students. In the analysis of differences across survey years, we only use middle school student responses from 2019.
- Anxious Behaviors: For the 2022 survey results, we report anxious behaviors using the clinical method, described above. In the analysis of differences across survey years, we change the coding of the 2019 responses to match this new method.

Response Differences by Race. To examine differences in students' responses by race, we compared the responses of students who self-identified as Black alone (no other races or ethnicities checked) to those who identified as (1) White alone, (2) Hispanic, (3) Asian, and (4) 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 (Black as the reference group), controlling for whether the student was in middle or high school, with standard errors clustered by school (Equation 3). We also indicate when coefficients for white students are significantly different from those for Hispanic students, Asian students or students from another racial group.

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

A second series of regression analyses (Equation 4) examined whether the differences in students' responses by race were due to the types of schools students are in. In this second set of regressions, we adjust for SPS and the percentage of economically disadvantaged students in the school. We note in the results in this technical appendix when racial/ethnic differences in responses are explained by these school-level controls.

$$Y_{ij} = \beta_0 + \beta_1(\text{race}_{ij}) + \beta_2(\text{HS}_{ij}) + \beta_3(\text{SPS}_j) + \beta_4(\%ED_j) + e_{ij} \quad (4)$$

Survey Results

In the sections below, we briefly describe the results tables and expand on information presented in the brief, when appropriate. We also describe results to items that we chose not to report in the brief.

Teaching Quality

All of the teaching quality questions reported in the appendix tables were drawn from Tripod's 7Cs Teacher Survey. Overall weighted and unweighted means for each dimension are displayed in Table 8.

In the corresponding brief, we present these results in terms of "percent of affirmative responses." In Table 9, we show the percent of affirmative responses in 2019 and 2022 for all students and for students in schools that participated in both the 2019 and 2022 surveys.

We also provide the percent of affirmative responses for students in 2022 by race/ethnicity in Table 10.

Regression analyses, as described above, examine potential differences on each of these teacher quality domains by survey year and race/ethnicity. Results for differences in survey year are reported in Table 11 (unweighted) and Table 12 (weighted). For each of these regression tables, we show the results of regressing the outcome on survey year, controlling for whether the student was in middle or high school, followed by the results of regressing the outcome on survey year, race, middle/high school enrollment, SPS, and the percent of economically disadvantaged students in the school. In Table 12, we note where the regression results differ substantially from those only including the schools that participated in both the 2019 and 2022 surveys. Although we find differences between 2019 and 2022 for whether students felt challenged by their teachers, the difference is not statistically significant when we only look at schools that participated in both survey years. This suggests that the changes in students' ratings for their teachers' challenging them may be driven by differences between schools that participated in the 2019 and 2022 surveys. Thus, we do not label this as a significant difference in the brief.

Results for differences by race/ethnicity are reported in Table 13 (unweighted) and Table 14 (weighted). For each of these regression tables, we show the results of regressing the outcome on race, 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, SPS, and the percent of economically disadvantaged students in the school. The main results focus on differences between Black students and other racial/ethnic groups, but we also performed separate analyses to indicate whether white students differ significantly from Hispanic, Asian, and other race students. We find very few differences by race/ethnicity in the ratings of teaching quality and none of the differences are explained by our school-level controls.

In the 2019 survey, we compared results from New Orleans students on the teaching quality items to a matched sample of students in districts that used the Tripod Survey. We did not do the same comparison with the 2022 survey data, but we did ask EdElements whether their surveys in other districts since COVID-19 show similar trends as we find. They reported that, on average, students' reports of teaching quality have increased across the districts they operate in. Thus, the trends in teaching quality among New Orleans students should be interpreted as a potential national trend in improvements in students' perceptions of their teachers.

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 the mean for each of the academic belief scale items (Table 15) as well as the percentage of affirmative responses from the 2019 and 2022 surveys (Table 16) and the percentage of affirmative responses from the 2022 survey by race/ethnicity (Table 19). One thing to note in Table 16 is that the difference between overall student responses in 2022 and responses for students in schools that participated in both the 2022 and 2019 surveys is almost 5%.

Middle school students' educational aspirations in 2019 and 2022 are in Table 17. As noted in the brief, we do not examine differences in students' educational aspirations by race/ethnicity because we do not have an adequate number of students within each racial/ethnic category to be able to draw strong conclusions. However, we do display the racial/ethnic differences in educational expectations across broad categories in Table 20. Black middle schools students expect to graduate from college at higher rates than Hispanic, white, and Asian students, but this difference is mostly due to fewer black students reporting they don't know how far they will get in school than students from other racial/ethnic groups.

We display the number of days students reported bring absent or late from school within the four weeks preceding the survey for 2019 and 2022 (Table 18) and by race/ethnicity (Table 21). We do not report students' responses about tardiness in the corresponding brief because they are very similar to the patterns observed among student absences.

We provide unweighted and weighted regression results on each of the academic beliefs and behaviors domains by survey year (Tables 22 & 23) and race (Tables 24 & 25), consistent with the methods described above. Although the difference in academic behavior between 2019 and 2022 is significant in the overall sample, it is not when we only examine schools that participated in both survey rounds. Thus, we do not note significant differences in students' academic behaviors between 2019 and 2022. In addition, we do not find significant differences in students' academic behaviors by race/ethnicity in Table 25, but there is a large gap in student reports of their academic behaviors between black and white students (45.6% and 52.5%, respectively). In the brief, we note this difference, but do not mark it as statistically significant.

The regressions to determine differences in middle school students' educational expectations between 2019 and 2022 are in Tables 26 & 27.

The 2022 survey also included questions about student attendance and transportation that we do not refer to in the brief but present here. These questions include information about students' travel times to school (Table 28), how they get to school (Table 30), and their reasons for being absent or tardy (Table 32). We present racial/ethnic differences in students' travel times to school in Table 29 and in the way they get to school in Table 31.

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 33. We also provide the percentage of affirmative responses for each item from the 2019 and 2022 surveys, among students overall and among those in schools that participated in both survey years (Table 34). Table 35 displays the percentage of affirmative responses by race/ethnicity.

The unweighted and weighted regression results on each of the school climate quality domains to determine differences by survey year and race are in Tables 36-39. Note that while we do find some potential evidence that students' reporting of the absence bullying in their schools decreased between 2019 and 2022, separate regression analyses among only schools that participated in both survey rounds do not show a similar difference. In addition, the difference

between the 2022 responses overall and among students in schools that participated in both the 2019 and 202 surveys is more than 4%. These supplemental analyses suggest that the decrease observed between 2019 and 2022 is driven by differences in the survey sample composition and does not indicate a decrease in the absence of bullying across New Orleans schools overall. In Table 39, the significant differences between white and Black students in their reports of absence of bullying, sense of school safety, feelings of emotional safety, and perceptions of equitable treatment are explained by the school letter-grade and percent of economically disadvantaged students in the school. These results suggest that many of the racial/ethnic gaps in school climate are due to differences in the school achievement level and composition of economically disadvantaged students.

Students were asked additional questions about their school including what activities they participate in at their school and outside their school. Those responses, though not included in the policy brief, are included in Table 40.

Neighborhoods

Questions about students' experiences outside of school were drawn from various survey sources. Overall means for each item are included in Table 41. In the corresponding brief, we present the following results in terms of "percent of affirmative responses." In Table 42, we show the percent of affirmative responses for all schools participating in the 2019 and 2022 surveys, as well as for schools that participated in both the 2019 and 2022 surveys. We also provide responses about neighborhood experiences for students, by race/ethnicity, in Table 43.

Regression results on each of the neighborhood domains to determine differences by survey year (Tables 44 & 45) and race (Tables 46 & 47) are included as well.

Personal Well-being

In Table 48, we display and weighted and unweighted means for the survey items on student well-being, which were derived from the OECD survey, the SDQ, and the New Orleans Youth Alliance. We present the percentage of affirmative responses for items overall in Tables 49 and by race in Table 51. We display the percentage of students selecting which people they would speak with if feeling overwhelmed, stressed, or depressed overall in Table 50 and by race/ethnicity in Table 52. Note that the "No One" category excludes students who selected another category; it represents students selecting that they would not with speak anyone.

As discussed in the brief, we also analyze students' reports of using more school mental health services by their anxious behaviors. We present the percentage of students with and without anxious behaviors reporting whether they would use more mental health services in school in Table 53 and present unweighted and weighted regression models predicting use of mental health services with the anxious behavior scale in Table 54. Regressions to determine differences by race/ethnicity in students' well-being are in Tables 55 & 56. In the second model, which conditions on school letter grade and the percent of economically disadvantaged students in the school, many of the racial/ethnic differences are reduced and no longer statistically significant.

Thus, differences in students' reports of their school mental health resources by race/ethnicity are related to differences in the kinds of schools Black, Hispanic, and white students attend.

COVID-19

Survey items regarding how students, families, and schools responded to COVID-19 were pulled from a survey of students in Washington State and a survey performed by the Americas Promise Alliance. Table 57 displays the means for each of the 10 items students reported their concerns about. In the brief, we focus on the percentage of students who reported being "much more concerned than usual," which we display overall (Table 58) and by race (Table 59). Regressions to determine differences in the total number of increased concerns by race are in Table 60.

Table 61 displays results for an item on food insecurity, which was not reported in the brief. About 86% of New Orleans students reported no food insecurity. We display racial/ethnic differences in Table 62, and find that Hispanic students reported food insecurity at the highest rate, followed by Black students.

In Table 63, we display the means for items on students' experiences with learning during COVID-19, focusing on the 2020-2021 school year. Tables 64 and 65 display racial differences in students' learning experiences during COVID-19 (2020-2021) and preferences for learning modalities after the pandemic is over. Table 66 reports unweighted and weighted regression results to determine the significance of racial differences in these items. Racial/ethnic differences in both COVID learning items are explained by the school letter-grade and percent of economically disadvantaged students in the school. This suggests that differences in students' reports of learning by race/ethnicity are related to differences in their school environments.

The rest of the tables in this section report results from items not discussed in the corresponding brief. Table 67 shows that students reported that they experienced remote, virtual or online instruction the most (41.9%) during the 2020-2021 school year. We display the percent of time students reported having with their teachers in 2020-2021 in Table 68, and the highest percentage of students reported that they had the right amount of time. In Table 69, we display student reports of access to learning support at home, including a computer/tablet, Wifi/Internet, and an adult to assist with online learning. We report differences by race/ethnicity in these measures in Table 70. Among students who reported not having access to WiFi all the time, we asked them to select the reasons why, which are displayed in Table 71.

Hurricane Ida

The steering committee decided to include questions about students' experiences during Hurricane Ida, which we do not focus on in the brief. Table 72 displays students' responses to questions about the damage their home had and whether they evacuated.

Other Questions

The 2022 survey also included questions about students' gender identity and home life that we did not report on in the brief. Table 73 displays students' responses to a question about their gender identity and shows that about 5% of students reported having a trans, non-binary, or other gender identity. We also show students' responses to questions about their living arrangements in Tables 74 & 75. Overall, 92% of students report living with a parent and 98% report living in a house or apartment.

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Technical Report Tables

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

Version	Middle School		High School	
	Number	Percent	Number	Percent
1	537	25.1%	243	25.1%
2	540	25.2%	252	26.0%
3	530	24.7%	237	24.5%
4	535	25.0%	237	24.5%
Total	2,142	100%	968	100%

TABLE 2: *Student Demographics*

	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools	Survey Participants (self-reported, unweighted)	Survey Participants (self-reported, weighted)
Enrollment	22,138	7,146	3,110	3,070
% Black	77%	74%	67%	75%
% Hispanic	13%	17%	17%	12%
% White	7%	5%	6%	9%
% Asian	1%	2%	4%	2%
% Male	51%	52%	50%	50%
% Disadvantaged	89%	91%	n/a	n/a
% Limited English Proficiency	9%	12%	n/a	n/a

TABLE 3: *Distribution of Schools by SPS Score*

	City	Surveyed Schools
A/B	25.0%	10.7%
C	34.2%	46.4%
D/F	40.8%	42.9%
Total	100%	100%

Note: Letter grades are from 2019. If unavailable, then we use 2021 simulated SPS scores to impute a letter grade.

TABLE 4: *Distribution of Students by Geographic Zone*

	City	Survey Participants
Zone 1	11.8%	10.7%
Zone 2	10.5%	14.3%
Zone 3	9.2%	10.7%
Zone 4	19.7%	25.0%
Zone 5	14.5%	10.7%
Zone 6	19.7%	14.3%
Zone 7	14.5%	14.3%
Total	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	69.5%	59.0%	72.9%	76.1%			
School 2	63.8%	40.2%	77.1%	71.7%			
School 3	64.0%	61.0%	70.6%	59.8%			
School 4	74.6%	83.9%	64.3%				
School 5	22.5%	21.7%	23.3%				
School 6	88.7%	88.7%					
School 7	44.4%	71.0%	20.5%	48.3%			
School 8	93.5%	93.5%					
School 9	74.4%	73.6%	80.0%	68.5%			
School 10	59.5%	72.3%	30.5%	76.6%			
School 11	78.7%	54.5%	87.0%	89.9%			
School 12	56.0%	68.1%	38.7%	62.5%			
School 13	34.5%	39.3%	17.0%	50.0%			
School 14	29.9%	67.7%	8.3%	9.5%			
School 15	73.9%	78.7%	71.2%	72.6%			
School 16	34.9%	32.1%	25.0%	45.9%			
School 17	60.1%	62.2%	63.6%	55.2%			
School 18	77.3%	67.1%	85.7%	78.9%			
School 19	36.7%				34.0%	50.7%	24.7%
School 20	71.6%				71.6%		
School 21	42.5%				44.6%	34.6%	46.8%
School 22	29.0%				20.0%	38.1%	28.6%
School 23	52.6%				57.1%	48.2%	50.6%
School 24	10.8%				13.0%	3.2%	17.1%
School 25	17.2%				20.2%	10.6%	19.6%
School 26	28.8%				27.3%	35.0%	21.7%
School 27	21.5%				28.6%	27.6%	16.2%
School 28	39.8%				45.0%	20.0%	50.9%
Overall	51.8%	58.8%	52.2%	61.8%	36.1%	29.8%	30.7%

Note: Response rates are calculated by dividing the number of survey respondents in each grade within each school by the February 2022 enrollment numbers for each grade within each school. For schools that only administered the survey to specific grade levels, we calculate response rates only among students in those grades.

TABLE 6: *School Characteristics for New Orleans Schools Overall and Surveyed Schools in 2019 and 2022*

	2019		2022	
	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools
Enrollment	21,851	6,181	22,138	7,146
% Black	81%	77%	77%	74%
% Hispanic	9%	11%	13%	17%
% White	7%	9%	7%	5%
% Male	51%	50%	51%	52%
% Disadvantaged	86%	83%	89%	91%
% Limited English Proficiency	6%	6%	9%	12%
School Letter grade				
A/B	25%	26%	25%	11%
C	39%	42%	34%	46%
D/F	35%	32%	40%	43%
Geographic Zone				
Zone 1	13%	14%	12%	11%
Zone 2	11%	19%	11%	14%
Zone 3	11%	14%	9%	11%
Zone 4	19%	19%	20%	25%
Zone 5	16%	14%	14%	11%
Zone 6	15%	5%	19%	14%
Zone 7	16%	14%	15%	14%

TABLE 7: *Characteristics of Students in 2019 and 2022 Surveys, Weighted and Unweighted*

	2019		2022	
	Unweighted	Weighted	Unweighted	Weighted
Race/Ethnicity				
Black	66.0%	79.1%	67.0%	74.5%
Hispanic	12.5%	8.4%	16.6%	11.9%
White	10.0%	8.8%	6.2%	9.4%
Asian	3.7%	1.2%	3.9%	1.9%
Other	7.9%	2.6%	6.3%	2.2%
Sex				
Female	52.6%	49.3%	50.3%	49.5%
Male	47.4%	50.7%	49.7%	50.5%
Grade Level				
6th	18.8%	17.2%	23.2%	15.6%
7th	17.5%	16.7%	21.4%	16.7%
8th	14.8%	15.5%	24.2%	16.4%
9th	18.1%	18.1%	15.1%	18.9%
10th	15.3%	16.9%	8.6%	16.7%
11th	15.5%	15.7%	7.4%	15.8%
Mother's Education				
Less than Bachelor's	57.5%	58.4%	65.1%	63.0%
Bachelor's or Above	42.5%	41.6%	34.9%	37.0%

TABLE 8: *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 ¹	1	5	1,428	3.43	1.07	1,411	3.43	1.06
Confer	My teacher gives us time to explain our ideas.	Tripod	1	5	1,426	3.85	0.87	1,410	3.86	0.87
Captivate	My teacher makes learning enjoyable.	Tripod	1	5	1,424	3.47	1.10	1,407	3.48	1.08
Clarify	My teacher explains difficult things clearly.	Tripod	1	5	1,436	3.80	0.95	1,418	3.81	0.94
Consolidate	My teacher takes the time to summarize what we learn in class each day.	Tripod	1	5	1,435	3.93	0.88	1,417	3.93	0.86
Challenge	In this class, my teacher accepts nothing less than our full effort.	Tripod	1	5	1,434	4.07	0.80	1,416	4.07	0.80
Classroom Management	My classmates behave the way my teacher wants them to.	Tripod	1	5	1,432	3.17	1.00	1,415	3.30	0.98

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

TABLE 9: *Percentage of Affirmative Responses for Teacher Quality Domains By Survey Year*

	2019	2019 Both	2022	2022 Both
Care	49.4%	48.3%	49.6%	49.1%
Confer	59.2%	59.7%	65.5%	64.9%
Captivate	47.0%	45.2%	50.3%	51.5%
Clarify	58.1%	57.1%	63.5%	62.3%
Consolidate	62.7%	62.3%	68.5%	67.1%
Challenge	70.9%	71.5%	74.6%	74.2%
Classroom Management	37.8%	37.0%	42.7%	43.2%

Note: Weighted. “Both” columns show the information for students in schools that participated in both the 2022 and 2019 surveys.

TABLE 10: *Percentage of Affirmative Responses for Teacher Quality Domains By Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Care	49.3%	51.8%	53.4%	41.4%	39.5%
Confer	65.4%	68.0%	64.6%	62.0%	62.8%
Captivate	48.3%	58.0%	59.6%	48.8%	39.4%
Clarify	63.3%	67.7%	61.3%	64.2%	55.0%
Consolidate	70.0%	68.9%	58.3%	64.7%	62.1%
Challenge	75.7%	71.4%	71.8%	71.9%	66.9%
Classroom Management	43.4%	39.4%	39.4%	51.6%	44.3%

Note: Weighted

TABLE 11: *Unweighted Regression Models for Teacher Quality Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Care		Confer		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
2022 [ref. 2019]	0.047 (0.058)	0.037 (0.058)	0.169*** (0.038)	0.178*** (0.038)	0.127 (0.068)	0.114 (0.065)	0.135** (0.049)	0.119* (0.051)	0.174*** (0.044)	0.151** (0.045)	0.076* (0.036)	0.081 (0.040)	0.158* (0.073)	0.193** (0.070)
High School Student <i>Race</i> [ref. Black]	0.029 (0.052)	0.023 (0.057)	0.051 (0.072)	0.020 (0.057)	0.077 (0.070)	0.058 (0.064)	-0.021 (0.055)	-0.028 (0.053)	0.020 (0.050)	0.044 (0.051)	-0.107* (0.047)	-0.129** (0.039)	0.578*** (0.143)	0.452*** (0.092)
Hispanic		0.011 (0.059)		-0.065 (0.048)		0.104 (0.055)		0.025 (0.051)		-0.047 (0.046)		-0.108** (0.038)		-0.028 (0.045)
White		0.118 (0.071)		0.097 (0.057)		0.118* (0.054)		-0.016 (0.050)		-0.097 (0.056)		-0.067 (0.049)		-0.043 (0.090)
Asian		-0.084 (0.091)		-0.015 (0.079)		-0.031 (0.070)		-0.044 (0.062)		-0.156* (0.065)		-0.041 (0.058)		-0.019 (0.077)
Other/Multi		-0.000 (0.054)		-0.046 (0.062)		-0.053 (0.069)		-0.018 (0.055)		-0.061 (0.055)		-0.093 (0.053)		-0.022 (0.048)
Letter-grade [ref. A/B]														
C School		-0.007 (0.092)		0.053 (0.098)		0.040 (0.108)		-0.004 (0.093)		0.008 (0.085)		0.016 (0.089)		-0.014 (0.186)
D/F School		0.115 (0.100)		0.158 (0.094)		0.210 (0.110)		0.141 (0.098)		0.137 (0.079)		0.083 (0.096)		0.178 (0.195)
% Econ. Dis.		-0.154 (0.182)		-0.455* (0.195)		-0.434* (0.173)		-0.228 (0.169)		-0.103 (0.160)		-0.290 (0.189)		-1.034* (0.400)
Constant	3.373*** (0.046)	3.463*** (0.123)	3.664*** (0.042)	3.984*** (0.136)	3.314*** (0.056)	3.586*** (0.091)	3.675*** (0.053)	3.831*** (0.098)	3.752*** (0.044)	3.815*** (0.109)	4.031*** (0.032)	4.275*** (0.109)	2.830*** (0.066)	3.682*** (0.255)
Observations	3,687	3,687	3,685	3,685	3,697	3,697	3,705	3,705	3,691	3,691	3,703	3,703	3,693	3,693

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001.

TABLE 12: *Weighted Regression Models for Teaching Quality Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Care		Confer		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
2022 [ref. 2019]	0.056 (0.057)	0.055 (0.052)	0.181*** (0.047)	0.199*** (0.044)	0.131 (0.065)	0.134* (0.058)	0.144** (0.050)	0.144** (0.046)	0.158** (0.048)	0.155*** (0.043)	0.093*B (0.043)	0.112*B (0.044)	0.190* (0.077)	0.244** (0.069)
High School Student Race [ref. Black]	0.026 (0.053)	0.024 (0.059)	0.026 (0.066)	0.009 (0.058)	0.073 (0.062)	0.080 (0.059)	-0.008 (0.053)	-0.012 (0.054)	0.025 (0.048)	0.034 (0.048)	-0.107* (0.042)	-0.137*** (0.036)	0.563*** (0.116)	0.466*** (0.084)
Hispanic		0.033 (0.062)		-0.065 (0.055)		0.132* (0.057)		0.042 (0.058)		-0.041 (0.042)		-0.119** (0.039)		-0.048 (0.044)
White		0.109 (0.081)		0.047 (0.065)		0.127 (0.069)		-0.034 (0.062)		-0.155* (0.061)		-0.118 (0.059)		-0.099 (0.102)
Asian		-0.087 (0.088)		-0.036 (0.070)		-0.046 (0.058)		-0.050 (0.066)		-0.156** (0.056)		-0.062 (0.056)		-0.027 (0.082)
Other/Multi		-0.045 (0.055)		-0.058 (0.068)		-0.088 (0.087)		-0.016 (0.058)		-0.052 (0.051)		-0.086 (0.068)		0.017 (0.065)
Letter-grade [ref. A/B]														
C School		-0.036 (0.086)		0.008 (0.103)		0.027 (0.084)		-0.041 (0.081)		-0.047 (0.068)		-0.036 (0.078)		-0.090 (0.165)
D/F School		0.091 (0.084)		0.106 (0.099)		0.181* (0.088)		0.098 (0.084)		0.093 (0.063)		0.033 (0.083)		0.089 (0.174)
% Econ. Dis.		-0.113 (0.154)		-0.374 (0.206)		-0.348* (0.131)		-0.140 (0.133)		-0.025 (0.126)		-0.259 (0.153)		-0.872* (0.384)
Constant	3.366*** (0.048)	3.438*** (0.115)	3.665*** (0.045)	3.949*** (0.142)	3.307*** (0.057)	3.511*** (0.085)	3.668*** (0.054)	3.775*** (0.093)	3.755*** (0.046)	3.786*** (0.094)	4.029** * (0.032)	4.281*** (0.086)	2.817*** (0.067)	3.594*** (0.269)
Observations	3,587	3,587	3,584	3,584	3,596	3,596	3,602	3,602	3,589	3,589	3,601	3,601	3,591	3,591

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^B indicates the coefficient reduces by more than half and is not statistically significant when examining schools that participated in both the 2019 and 2022 surveys.

TABLE 13: *Unweighted Regression Models for Teacher Quality Domains to Determine Racial/Ethnic Differences*

	Care		Confer		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
Race [ref. Black]														
Hispanic	0.076 (0.091)	0.086 (0.095)	0.021 (0.075)	0.016 (0.081)	0.190 (0.095)	0.179 (0.098)	0.142 ^w (0.073)	0.135 ^w (0.076)	0.026 ^w (0.067)	0.028 ^w (0.070)	-0.070 (0.069)	-0.065 (0.071)	-0.026 (0.065)	-0.020 (0.069)
White	0.011 (0.097)	-0.027 (0.099)	-0.007 (0.093)	-0.139 (0.102)	0.143 (0.077)	0.118 (0.081)	-0.106 (0.065)	-0.132 (0.073)	-0.294** (0.092)	-0.288* (0.110)	-0.101 (0.105)	-0.173 (0.113)	-0.151 (0.101)	-0.292*** (0.048)
Asian	-0.105 (0.115)	-0.124 (0.126)	-0.104 (0.095)	-0.215* (0.087)	-0.037 ^w (0.041)	-0.089 ^w (0.059)	-0.008 (0.095)	-0.071 (0.107)	-0.183 (0.098)	-0.187 (0.111)	-0.058 (0.060)	-0.099 (0.071)	0.041 (0.223)	-0.071 (0.161)
Other/Multi	-0.288* (0.116)	-0.289* (0.116)	-0.081 (0.105)	-0.090 (0.102)	-0.176 (0.178)	-0.178 (0.177)	-0.126 (0.116)	-0.125 (0.115)	-0.121 (0.091)	-0.119 (0.092)	-0.180 (0.118)	-0.185 (0.119)	-0.150 (0.129)	-0.158 (0.129)
High School Student	0.045 (0.081)	0.011 (0.101)	0.075 (0.062)	0.075 (0.069)	0.053 (0.070)	0.105 (0.083)	0.045 (0.060)	0.102 (0.069)	-0.010 (0.051)	-0.000 (0.069)	-0.063 (0.047)	-0.099 (0.056)	0.619*** (0.101)	0.592*** (0.099)
Letter-grade [ref. A/B]														
C School		-0.115 (0.086)		-0.039 (0.064)		0.059 (0.074)		-0.001 (0.067)		-0.022 (0.062)		-0.086 (0.051)		-0.159 (0.098)
D/F School		-0.091 (0.144)		0.068 (0.107)		0.146 (0.120)		0.135 (0.097)		0.007 (0.078)		-0.065 (0.068)		-0.028 (0.126)
% Econ. Dis.		-0.007 (0.263)		-0.567** (0.186)		-0.302 (0.205)		-0.295 (0.221)		0.007 (0.185)		-0.164 (0.182)		-0.476 (0.271)
Constant	3.420*** (0.069)	3.519*** (0.242)	3.828*** (0.060)	4.325*** (0.146)	3.418*** (0.068)	3.587*** (0.167)	3.779*** (0.054)	3.965*** (0.180)	3.964*** (0.044)	3.959*** (0.162)	4.124*** (0.035)	4.346*** (0.154)	2.994*** (0.048)	3.503*** (0.250)
Observations	1,418	1,418	1,418	1,418	1,415	1,415	1,426	1,426	1,425	1,425	1,424	1,424	1,423	1,423

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students (p<.05).

TABLE 14: *Weighted Regression Models for Teacher Quality Domains to Determine Racial/Ethnic Differences*

	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
Race [ref. Black]														
Hispanic	0.106 (0.083)	0.118 (0.092)	0.017 (0.082)	0.018 (0.093)	0.237* (0.088)	0.219* (0.090)	0.159 ^w (0.078)	0.158 ^w (0.082)	0.011 ^w (0.064)	0.020 ^w (0.066)	-0.083 (0.071)	-0.071 (0.072)	-0.051 (0.069)	-0.032 ^w (0.065)
White	0.008 (0.099)	0.011 (0.119)	-0.038 (0.087)	-0.158 (0.105)	0.116 (0.069)	0.085 (0.090)	-0.134 (0.071)	-0.148 (0.093)	-0.338*** (0.085)	-0.346** (0.100)	-0.136 (0.103)	-0.224 (0.119)	-0.138 (0.117)	-0.280*** (0.063)
Asian	-0.083 (0.120)	-0.086 (0.129)	-0.083 (0.088)	-0.168* (0.073)	-0.052 ^w (0.040)	-0.099 ^w (0.048)	-0.018 (0.110)	-0.058 (0.112)	-0.179* (0.085)	-0.184 (0.091)	-0.039 (0.061)	-0.084 (0.066)	0.043 (0.214)	-0.064 (0.143)
Other/Multi	-0.329*** ^w (0.104)	-0.324*** ^w (0.105)	-0.114 (0.115)	-0.120 (0.117)	-0.264 ^w (0.188)	-0.270 (0.188)	-0.176 (0.131)	-0.172 (0.132)	-0.169 (0.106)	-0.165 (0.107)	-0.174 (0.141)	-0.177 (0.143)	-0.119 (0.145)	-0.118 (0.149)
High School Student	0.024 (0.083)	0.023 (0.106)	0.058 (0.067)	0.046 (0.076)	0.051 (0.071)	0.104 (0.073)	0.046 (0.064)	0.096 (0.070)	-0.019 (0.054)	-0.028 (0.067)	-0.076 (0.053)	-0.125* (0.052)	0.620*** (0.091)	0.599*** (0.088)
Letter-grade [ref. A/B]														
C School		-0.076 (0.092)		-0.066 (0.076)		0.067 (0.059)		-0.042 (0.061)		-0.063 (0.063)		-0.107 (0.059)		-0.207* (0.076)
D/F School		-0.031 (0.139)		0.008 (0.108)		0.142 (0.104)		0.089 (0.088)		-0.038 (0.077)		-0.095 (0.063)		-0.049 (0.108)
% Econ. Dis.		0.052 (0.188)		-0.407** (0.146)		-0.276* (0.134)		-0.152 (0.143)		0.021 (0.147)		-0.181 (0.203)		-0.422 (0.220)
Constant	3.418*** (0.069)	3.410*** (0.218)	3.835*** (0.060)	4.232*** (0.133)	3.418*** (0.069)	3.565*** (0.136)	3.782*** (0.055)	3.878*** (0.143)	3.972*** (0.045)	3.995*** (0.133)	4.133*** (0.037)	4.396*** (0.180)	2.999*** (0.049)	3.485*** (0.207)
Observations	1,412	1,412	1,411	1,411	1,408	1,408	1,419	1,419	1,418	1,418	1,417	1,417	1,416	1,416

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students.

TABLE 15: *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	4	1,478	2.63	0.65	1,456	2.68	0.64
Growth Mindset	Working harder will make me smarter.	Tripod	1	4	1,474	2.78	0.53	1,452	2.79	0.53
Academic Behavior	If I need to study, I don't go out with my friends.	Chicago	1	4	1,493	2.83	0.59	1,471	2.81	0.58
Self-Control	I often yell out answers before my teacher calls on me.	Tripod	1	4	1,502	2.57	0.64	1,478	2.60	0.64

TABLE 16: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors By Survey Year*

	2019	2019 Both	2022	2022 Both
Value of Education	69.1%	70.9%	57.2%	58.2%
Growth Mindset	72.1%	72.0%	66.3%	67.1%
Academic Behavior	54.2%	53.7%	46.6%	51.1%
Self-Control	50.9%	49.0%	37.8%	39.0%

Note: Weighted. “Both” columns show the information for students in schools that participated in both the 2022 and 2019 surveys.

TABLE 17: *Future Aspirations by Survey Year*

	2019	2019 Both	2022	2022 Both
Less than HS	2.7%	2.6%	2.6%	0.9%
HS Degree	8.5%	9.0%	10.7%	9.3%
2-year Degree	6.7%	7.0%	5.1%	5.3%
College Degree	38.3%	39.6%	36.0%	35.7%
Graduate or Professional Degree	27.4%	26.4%	21.3%	23.3%
Don't Know	16.6%	15.3%	24.3%	25.5%

Note: Weighted. “Both” columns show the information for students in schools that participated in both the 2022 and 2019 surveys.

TABLE 18: *Students' Attendance by Survey Year*

	2019	2019 Both	2022	2022 Both
Absent from School				
0 days	45.3%	45.1%	35.8%	36.3%
1 day	18.3%	20.1%	17.7%	18.4%
2-3 days	19.3%	17.8%	25.6%	23.5%
4-7 days	6.0%	5.3%	11.0%	12.5%
8 + days	2.6%	2.4%	6.9%	6.5%
Did not respond	8.6%	9.3%	3.0%	2.7%
Late to School				
0 days	44.7%	44.5%	41.8%	38.5%
1 day	19.1%	19.2%	15.8%	15.4%
2-3 days	17.0%	16.9%	20.3%	22.7%
4-7 days	6.2%	5.9%	7.8%	7.8%
8 + days	4.2%	3.9%	10.6%	11.7%
Did not respond	8.9%	9.5%	3.6%	3.9%

Note: Weighted. "Both" columns show the information for students in schools that participated in both the 2022 and 2019 surveys.

TABLE 19: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Value of Education	57.1%	61.7%	57.5%	44.5%	45.8%
Growth Mindset	66.9%	63.7%	67.0%	54.8%	65.6%
Academic Behavior	45.6%	48.8%	52.5%	48.4%	41.8%
Self-Control	36.7%	37.8%	45.1%	43.4%	40.7%

Note: Weighted

TABLE 20: *College Expectations by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Less than College	37.5%	62.7%	54.7%	58.2%	34.7%
College Degree or Above	62.5%	37.3%	45.3%	41.8%	65.3%

Note: Weighted. Less than College includes students who selected “Don’t Know”. Data only available for middle school students.

TABLE 21: *Attendance Behaviors by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Absent from School					
0 days	32.6%	40.1%	46.4%	64.9%	34.1%
1 day	16.7%	22.1%	20.9%	15.7%	14.7%
2-3 days	28.0%	23.0%	19.8%	3.7%	14.2%
4-7 days	12.1%	8.8%	5.2%	4.3%	22.1%
8 + days	7.7%	3.6%	4.4%	6.6%	7.5%
Did not respond	2.9%	2.5%	3.3%	4.8%	7.5%
Late to School					
0 days	37.5%	47.9%	57.5%	74.7%	42.2%
1 day	16.7%	15.8%	10.6%	12.6%	11.0%
2-3 days	21.4%	16.8%	21.7%	6.1%	18.2%
4-7 days	8.6%	7.1%	2.7%	4.1%	11.4%
8 + days	12.0%	10.5%	4.2%	0.0%	8.3%
Did not respond	3.8%	2.0%	3.3%	2.5%	8.8%

Note: Weighted

TABLE 22: *Unweighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022	-0.255***	-0.280***	-0.095*	-0.096*	-0.136*	-0.096*	-0.223**	-0.204*	0.400***	0.325***
[ref. 2019]	(0.066)	(0.053)	(0.041)	(0.045)	(0.062)	(0.045)	(0.074)	(0.098)	(0.091)	(0.084)
High School Student	-0.373***	-0.283**	-0.125*	-0.116*	-0.020	-0.113*	0.014	0.014	-0.079	0.036
	(0.070)	(0.081)	(0.048)	(0.047)	(0.112)	(0.052)	(0.064)	(0.099)	(0.150)	(0.096)
Race [ref. Black]										
Hispanic		0.007		-0.156***		0.009		-0.043		-0.078
		(0.059)		(0.035)		(0.044)		(0.058)		(0.078)
White		-0.136*		-0.050		0.088		0.303**		-0.117
		(0.066)		(0.064)		(0.054)		(0.091)		(0.112)
Asian		-0.342**		-0.226***		0.079		0.108		-0.469***
		(0.103)		(0.049)		(0.074)		(0.094)		(0.125)
Other/Multi		-0.113		-0.061		-0.069		0.012		-0.036
		(0.091)		(0.058)		(0.066)		(0.080)		(0.061)
Letter-grade [ref. A/B]										
C School		0.059		-0.039		0.050		0.093		-0.077
		(0.100)		(0.056)		(0.088)		(0.108)		(0.206)
D/F School		0.275*		-0.047		0.140		0.074		0.100
		(0.104)		(0.078)		(0.088)		(0.127)		(0.240)
% Econ. Dis.		-0.376*		0.128		-0.892***		-0.176		0.721
		(0.167)		(0.152)		(0.225)		(0.292)		(0.408)
Constant	4.069***	4.276***	4.032***	3.992***	3.509***	4.201***	3.374***	3.429***	0.938***	0.362
	(0.066)	(0.107)	(0.036)	(0.113)	(0.051)	(0.164)	(0.067)	(0.264)	(0.051)	(0.201)
Observations	1,973	1,973	3,758	3,758	3,909	3,909	1,004	1,004	3,158	3,158

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001.

TABLE 23: *Weighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022 [ref. 2019]	-0.252** (0.079)	-0.243*** (0.059)	-0.112* (0.042)	-0.112* (0.043)	-0.130*B (0.061)	-0.087 ^B (0.043)	-0.246** (0.075)	-0.249* (0.102)	0.406*** (0.084)	0.364*** (0.086)
High School Student	-0.360*** (0.071)	-0.257*** (0.069)	-0.106* (0.041)	-0.108* (0.047)	-0.062 (0.083)	-0.114** (0.041)	0.011 (0.066)	0.055 (0.090)	-0.027 (0.128)	0.056 (0.095)
Race [ref. Black]										
Hispanic		-0.007 (0.053)		-0.153*** (0.039)		0.039 (0.051)		0.006 (0.073)		-0.103 (0.081)
White		-0.132 (0.104)		-0.040 (0.081)		0.072 (0.067)		0.298** (0.099)		-0.082 (0.112)
Asian		-0.397*** (0.097)		-0.243*** (0.060)		0.070 (0.085)		0.081 (0.093)		-0.488*** (0.118)
Other/Multi		-0.187 (0.134)		-0.044 (0.061)		-0.088 (0.083)		-0.041 (0.098)		0.031 (0.069)
Letter-grade [ref. A/B]										
C School		0.071 (0.073)		-0.037 (0.042)		0.039 (0.061)		0.125 (0.078)		-0.046 (0.174)
D/F School		0.334*** (0.090)		-0.020 (0.073)		0.116 (0.065)		0.115 (0.102)		0.082 (0.214)
% Econ. Dis.		-0.568*** (0.153)		0.084 (0.155)		-0.830*** (0.160)		-0.102 (0.251)		0.733* (0.342)
Constant	4.057*** (0.078)	4.376*** (0.102)	4.052*** (0.035)	4.025*** (0.128)	3.509*** (0.051)	4.154*** (0.121)	3.403*** (0.067)	3.359*** (0.236)	0.943*** (0.042)	0.327 (0.189)
Observations	1,928	1,928	3,642	3,642	3,782	3,782	977	977	3,039	3,039

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^B indicates the relationship reduces and is not statistically significant when examining schools that participated in both the 2019 and 2022 surveys.

TABLE 24: *Unweighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Racial/Ethnic Differences*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	0.044 (0.062)	0.038 (0.063)	-0.181** (0.052)	-0.185** (0.051)	0.024 (0.076)	0.013 (0.076)	0.003 (0.082)	-0.019 ^w (0.080)	-0.272 (0.133)	-0.270 (0.147)
White	-0.124 (0.180)	-0.157 (0.109)	-0.145 (0.094)	-0.195 (0.105)	0.096 (0.155)	0.078 (0.111)	0.189* (0.079)	0.335* (0.136)	-0.454*** (0.115)	-0.253 (0.170)
Asian	-0.361*** (0.096)	-0.454*** (0.099)	-0.221** (0.073)	-0.249*** (0.063)	0.102 (0.164)	0.031 (0.157)	0.107 (0.096)	0.173* (0.078)	-0.842*** (0.203)	-0.810*** ^w (0.186)
Other/Multi	-0.266* (0.116)	-0.269* (0.115)	-0.036 (0.092)	-0.042 (0.091)	-0.049 (0.108)	-0.056 (0.108)	0.123 (0.097)	0.123 (0.101)	0.026 ^w (0.188)	0.045 (0.188)
High School Student	-0.390*** (0.092)	-0.279* (0.104)	-0.137** (0.037)	-0.150** (0.053)	-0.091 (0.071)	0.016 (0.065)	0.003 (0.064)	0.078 (0.085)	-0.005 (0.115)	0.182 (0.150)
Letter-grade [ref. A/B]										
C School		0.055 (0.110)		0.022 (0.040)		0.099 (0.084)		0.180 (0.090)		0.029 (0.140)
D/F School		0.261 (0.143)		0.010 (0.068)		0.262** (0.091)		0.155 (0.104)		0.236 (0.195)
% Econ. Dis.		-0.452 (0.232)		-0.188 (0.140)		-0.417 (0.226)		0.260 (0.277)		0.430 (0.476)
Constant	3.848*** (0.055)	4.079*** (0.181)	3.992*** (0.030)	4.155*** (0.114)	3.382*** (0.048)	3.569*** (0.181)	3.133*** (0.047)	2.736*** (0.230)	1.435*** (0.091)	0.860* (0.405)
Observations	1,417	1,417	1,474	1,474	1,473	1,473	737	737	761	761

Note: Sample includes students with non-missing on domain of interest. * $p < .05$, ** $p < .01$, *** $p < .001$. ^w indicates that the value is statistically significantly different from values for white students.

TABLE 25: *Weighted Regression Models for Academic Beliefs & Behaviors Domains to Determine Racial/Ethnic Differences*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	0.040 (0.053)	0.020 (0.060)	-0.185** (0.054)	-0.190** (0.056)	0.072 (0.080)	0.048 (0.085)	0.060 (0.093)	0.031 (0.093)	-0.324* (0.123)	-0.316* (0.143)
White	-0.057 (0.194)	-0.174 (0.137)	-0.147 (0.109)	-0.233 (0.140)	0.124 (0.159)	0.034 (0.114)	0.178* (0.080)	0.309* (0.136)	-0.471*** (0.122)	-0.245 (0.239)
Asian	-0.309** (0.101)	-0.457** (0.125)	-0.225** (0.075)	-0.279*** (0.071)	0.137 (0.150)	0.035 (0.143)	0.072 (0.105)	0.122 (0.083)	-0.782** (0.234)	-0.704*** (0.190)
Other/Multi	-0.321* (0.151)	-0.339* (0.143)	-0.063 (0.088)	-0.073 (0.087)	-0.101 (0.146)	-0.125 (0.147)	0.049 (0.121)	0.044 (0.124)	0.064 ^w (0.199)	0.071 (0.196)
High School Student	-0.394*** (0.083)	-0.258** (0.087)	-0.130*** (0.034)	-0.140* (0.054)	-0.095 (0.073)	0.009 (0.078)	0.016 (0.065)	0.097 (0.084)	-0.020 (0.106)	0.074 (0.173)
Letter-grade [ref. A/B]										
C School		0.072 (0.078)		0.005 (0.026)		0.107 (0.069)		0.171* (0.077)		0.056 (0.115)
D/F School		0.328* (0.121)		0.016 (0.062)		0.269** (0.084)		0.170 (0.094)		0.088 (0.215)
% Econ. Dis.		-0.723*** (0.194)		-0.303 (0.185)		-0.590** (0.167)		0.188 (0.210)		0.631 (0.498)
Constant	3.834*** (0.057)	4.275*** (0.169)	3.992*** (0.032)	4.264*** (0.180)	3.376*** (0.049)	3.722*** (0.161)	3.130*** (0.046)	2.792*** (0.191)	1.450*** (0.084)	0.777 (0.458)
Observations	1,407	1,407	1,464	1,464	1,463	1,463	731	731	753	753

Note: Sample includes students with non-missing on domain of interest. * $p < .05$, ** $p < .01$, *** $p < .001$. ^w indicates that the value is statistically significantly different from values for white students.

TABLE 26: *Unweighted Regression Models for Differences in Middle School Students' Educational Aspirations Between 2019 and 2022*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Masters or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022	0.001	-0.020	-0.018	0.005	-0.065**	-0.060*	0.082**	0.075**
[ref. 2019]	(0.016)	(0.019)	(0.021)	(0.019)	(0.019)	(0.028)	(0.026)	(0.025)
Race [ref. Black]								
Hispanic		0.044		-0.141***		-0.025		0.122***
		(0.022)		(0.024)		(0.028)		(0.032)
White		0.000		-0.099*		0.013		0.085
		(0.027)		(0.044)		(0.050)		(0.043)
Asian		-0.099**		-0.134*		-0.034		0.267***
		(0.032)		(0.054)		(0.069)		(0.065)
Other/Multi		-0.010		-0.014		-0.001		0.024
		(0.032)		(0.031)		(0.036)		(0.029)
School Letter-grade [ref. A/B]								
C School		0.102		-0.249***		0.145		0.001
		(0.088)		(0.063)		(0.112)		(0.078)
D/F School		0.132		-0.279**		0.135		0.012
		(0.092)		(0.074)		(0.116)		(0.085)
% Econ. Dis.		-0.085		0.469*		-0.292		-0.092
		(0.214)		(0.168)		(0.279)		(0.202)
Constant	0.180***	0.159	0.374***	0.209*	0.276***	0.413*	0.169***	0.219
	(0.012)	(0.115)	(0.008)	(0.099)	(0.012)	(0.148)	(0.012)	(0.114)
Observations	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787

Note: Sample includes students with non-missing on educational expectations. * p<.05, ** p<.01, *** p<.001.

TABLE 27: *Weighted Regression Models for Differences in Educational Aspirations Between 2019 and 2022*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Masters or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022 [ref. 2019]	0.006 (0.018)	-0.020 (0.019)	-0.022 (0.024)	0.015 (0.018)	-0.061** (0.019)	-0.055 (0.028)	0.076** (0.025)	0.060* (0.025)
Race [ref. Black]								
Hispanic		0.049* (0.023)		-0.148*** (0.025)		-0.030 (0.029)		0.129*** (0.032)
White		0.021 (0.029)		-0.107 (0.056)		-0.027 (0.051)		0.112* (0.043)
Asian		-0.100** (0.033)		-0.118* (0.044)		-0.042 (0.065)		0.260*** (0.058)
Other/Multi		-0.012 (0.028)		-0.022 (0.035)		0.040 (0.045)		-0.006 (0.025)
School Letter-grade [ref. A/B]								
C School		0.100 (0.095)		-0.310*** (0.068)		0.189 (0.108)		0.021 (0.071)
D/F School		0.138 (0.099)		-0.363*** (0.076)		0.188 (0.112)		0.037 (0.079)
% Econ. Dis.		-0.020 (0.231)		0.588** (0.185)		-0.481 (0.273)		-0.087 (0.184)
Constant	0.178*** (0.014)	0.098 (0.126)	0.383*** (0.011)	0.163 (0.119)	0.274*** (0.013)	0.538** (0.147)	0.166*** (0.011)	0.200 (0.108)
Observations	2,685	2,685	2,685	2,685	2,685	2,685	2,685	2,685

Note: Sample includes students with non-missing on educational expectations. * $p < .05$, ** $p < .01$, *** $p < .001$.

TABLE 28: *Percentage of Student Responses for Travel Times to School*

How long does it take you to get to school in the morning?	
< 15 minutes	28.0%
16-30 minutes	35.6%
31-45 minutes	9.3%
46-60 minutes	5.7%
1-1.5 hours	4.4%
1.5-2 hours	1.3%
>2 hours	0.5%
Did not respond	15.1%

Note: Weighted.

TABLE 29: *Percentage of Student Responses for Travel Times to School by Race/Ethnicity*

How long does it take you to get to school in the morning?					
	Black	Hispanic	White	Asian	Multi/Other
< 15 minutes	26.8%	31.3%	25.8%	62.8%	16.1%
16-30 minutes	35.5%	32.9%	45.6%	25.6%	27.4%
31-45 minutes	9.9%	8.0%	7.6%	2.5%	12.2%
46-60 minutes	5.8%	9.0%	1.9%	0.0%	6.1%
1-1.5 hours	4.5%	2.4%	6.0%	2.5%	8.8%
1.5-2 hours	1.3%	2.5%	0.0%	0.0%	2.8%
>2 hours	0.4%	1.4%	0.0%	0.0%	2.7%
Did not respond	15.9%	12.4%	13.1%	6.7%	23.8%

Note: Weighted.

TABLE 30: *Percentage of Student Responses for Transportation Mode*

How do you get to school? (Check all that apply.)	
Bike	1.7%
Carpool/ride with a friend	9.3%
City bus	2.8%
Drive myself	4.9%
Parent/guardian drives	61.9%
School bus	45.0%
Walk	14.0%
Did not respond	3.3%

Note: Weighted.

TABLE 31: *Percentage of Student Responses for Transportation Mode by Race/Ethnicity*

How do you get to school? (Check all that apply.)					
	Black	Hispanic	White	Asian	Multi/Other
Bike	1.6%	0.9%	4.5%	0.0%	1.5%
Carpool/ride with a friend	10.6%	6.9%	0.0%	19.0%	8.6%
City bus	2.5%	6.0%	0.0%	6.2%	1.5%
Drive myself	5.2%	7.0%	0.0%	2.5%	5.5%
Parent/guardian drives	61.3%	49.6%	75.7%	89.3%	63.0%
School bus	49.7%	34.2%	31.3%	14.3%	48.4%
Walk	13.2%	20.6%	10.3%	15.9%	14.6%
Did not respond	3.3%	2.0%	3.3%	2.5%	8.8%

Note: Weighted.

TABLE 32: *Percentage of Student Responses About Their Reasons for Being Absent/Tardy*

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

Afraid of someone at school	0.2%
Bad weather	31.9%
Bus/ride was late	31.8%
Didn't have a ride	13.2%
Didn't want to go	21.2%
Had to work	1.3%
Hadn't finished assignment/didn't want to take a test	1.9%
Missed the bus	27.3%
Sick/had a doctor's appointment	45.8%
Skipped school/stopped somewhere on the way	3.6%
Stayed home to take care of someone	11.1%
Suspended/sent home for behavior	5.7%
Too tired	25.7%
Other	14.3%
Did not respond	25.6%

Note: Weighted.

TABLE 33: *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	1,478	2.63	0.65	1,456	2.68	0.64
Sense of School Safety	I feel safe at this school.	EDSCLS	1	4	1,474	2.78	0.53	1,452	2.79	0.53
Fairness of Discipline	School rules are applied equally to all students.	EDSCLS	1	4	1,493	2.83	0.59	1,471	2.81	0.58
Feelings of Emotional Safety	I feel like I am part of this school.	EDSCLS	1	4	1,502	2.57	0.64	1,478	2.60	0.64
Perception of Equitable Treatment	Adults working at this school treat all students respectfully.	EDSCLS	1	4	429	2.93	0.56	428	2.95	0.54

TABLE 34: *Percentage of Affirmative Responses for School Climate Domains by Survey Year*

	2019	2019 Both	2022	2022 Both
Absence of Bullying	63.1%	62.2%	60.1%	64.4%
Sense of School Safety	68.6%	68.4%	67.4%	70.3%
Fairness of Discipline	67.9%	66.9%	70.5%	70.8%
Feelings of Emotional Safety	58.3%	58.1%	60.7%	63.1%
Perception of Equitable Treatment ^H	68.8%	68.7%	77.7%	81.4%

Note: Weighted. “Both” columns show the information for students in schools that participated in both the 2022 and 2019 surveys.

TABLE 35: *Percentage of Affirmative Responses for School Climate Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Absence of Bullying	58.7%	61.0%	69.7%	67.0%	50.2%
Sense of School Safety	65.7%	69.6%	78.0%	72.5%	60.3%
Fairness of Discipline	69.8%	70.6%	76.7%	75.1%	64.5%
Feelings of Emotional Safety	59.1%	59.2%	75.0%	63.2%	58.6%
Perception of Equitable Treatment ^H	76.8%	82.6%	86.8%	78.7%	56.8%

Note: Weighted. ^H indicates the question was only asked to high school students.

TABLE 36: *Unweighted Regression Models for School Climate Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022	-0.088*	-0.056*	-0.066	-0.020	0.024	0.029	0.016	0.057	0.104*	0.196***
[ref. 2019]	(0.037)	(0.026)	(0.043)	(0.032)	(0.028)	(0.030)	(0.042)	(0.038)	(0.043)	(0.037)
High School Student	0.201**	0.144***	0.057	-0.010	-0.137**	-0.150***	0.123	0.048		
	(0.069)	(0.040)	(0.099)	(0.046)	(0.043)	(0.041)	(0.090)	(0.051)		
Race										
[ref. Black]										
Hispanic		-0.025		0.021		-0.022		-0.033		-0.014
		(0.029)		(0.034)		(0.036)		(0.036)		(0.053)
White		0.126*		0.102*		0.042		0.085		-0.031
		(0.051)		(0.049)		(0.045)		(0.047)		(0.043)
Asian		0.001		-0.012		0.055		-0.031		-0.141
		(0.034)		(0.033)		(0.043)		(0.067)		(0.071)
Other/Multi		-0.042		-0.013		-0.074		-0.086*		-0.014
		(0.042)		(0.025)		(0.037)		(0.032)		(0.053)
Letter-grade										
[ref. A/B]										
C School		0.089		0.147		0.063		0.069		-0.029
		(0.057)		(0.075)		(0.059)		(0.084)		(0.053)
D/F School		0.091		0.103		0.092		0.102		0.182*
		(0.053)		(0.069)		(0.054)		(0.079)		(0.069)
% Econ. Dis.		-0.609***		-0.833***		-0.281**		-0.724***		-0.310*
		(0.077)		(0.141)		(0.096)		(0.166)		(0.112)
Constant	2.658***	3.109***	2.833***	3.438***	2.849***	3.036***	2.518***	3.078***	2.800***	2.974***
	(0.031)	(0.054)	(0.035)	(0.088)	(0.033)	(0.055)	(0.034)	(0.106)	(0.029)	(0.095)
Observations	3,861	3,861	3,881	3,881	3,773	3,773	3,638	3,638	1,476	1,476

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^H indicates question was only asked to high school students.

TABLE 37: *Weighted Regression Models for School Climate Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022	-0.072* ^B	-0.045 ^B	-0.055	-0.020	0.028	0.036	0.023	0.064	0.121*	0.184**
[ref. 2019]	(0.035)	(0.025)	(0.042)	(0.031)	(0.031)	(0.028)	(0.041)	(0.039)	(0.048)	(0.048)
High School Student	0.182**	0.154***	0.028	-0.006	-0.142**	-0.136**	0.100	0.051		
	(0.056)	(0.039)	(0.083)	(0.043)	(0.040)	(0.046)	(0.075)	(0.043)		
Race										
[ref. Black]										
Hispanic		-0.035		0.018		-0.029		-0.055		-0.016
		(0.027)		(0.037)		(0.035)		(0.033)		(0.044)
White		0.127*		0.112		0.081		0.117**		0.167**
		(0.057)		(0.058)		(0.052)		(0.042)		(0.051)
Asian		0.015		0.004		0.056		-0.022		-0.042
		(0.037)		(0.038)		(0.043)		(0.061)		(0.039)
Other/Multi		-0.054		-0.015		-0.060		-0.050		-0.204*
		(0.047)		(0.033)		(0.041)		(0.042)		(0.091)
Letter-grade										
[ref. A/B]										
C School		0.079		0.142*		0.075		0.043		0.029
		(0.053)		(0.060)		(0.058)		(0.060)		(0.067)
D/F School		0.071		0.100		0.084		0.091		0.167*
		(0.048)		(0.052)		(0.051)		(0.063)		(0.066)
% Econ. Dis.		-0.543***		-0.792***		-0.253**		-0.678***		-0.292**
		(0.079)		(0.117)		(0.079)		(0.130)		(0.097)
Constant	2.661***	3.062***	2.834***	3.406***	2.857***	3.006***	2.528***	3.055***	2.804***	2.960***
	(0.030)	(0.059)	(0.033)	(0.088)	(0.035)	(0.059)	(0.036)	(0.093)	(0.023)	(0.074)
Observations	3,751	3,751	3,764	3,764	3,653	3,653	3,527	3,527	1,439	1,439

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^B indicates the relationship reduces and is not statistically significant when examining schools that participated in both the 2019 and 2022 surveys. ^H indicates question was only asked to high school students.

TABLE 38: *Unweighted Regression Models for School Climate Domains to Determine Racial/Ethnic Differences*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	0.001 (0.052)	-0.027 (0.052)	0.065 (0.056)	0.038 (0.051)	0.027 (0.038)	0.008 (0.036)	0.021 ^w (0.038)	0.003 (0.037)	0.059 ^w (0.042)	0.018 ^w (0.029)
White	0.157 (0.089)	-0.022 (0.075)	0.175 (0.115)	-0.002 (0.089)	0.068 (0.071)	0.015 (0.054)	0.220* (0.086)	0.013 (0.080)	0.297*** (0.046)	0.125* (0.043)
Asian	0.083 (0.081)	-0.027 (0.052)	0.070 (0.096)	-0.026 (0.048)	0.083 (0.063)	0.017 (0.053)	0.024 (0.128)	-0.104 (0.080)	0.012 ^w (0.089)	-0.108 (0.121)
Other/Multi	-0.116* ^w (0.052)	-0.130* (0.053)	-0.087 ^w (0.053)	-0.103 (0.051)	-0.117* ^w (0.055)	-0.119* (0.055)	-0.078 ^w (0.064)	-0.095 (0.062)	-0.323* ^w (0.119)	-0.338* ^w (0.109)
High School Student	0.230** (0.074)	0.213*** (0.035)	0.063 (0.086)	0.022 (0.069)	-0.105* (0.049)	-0.049 (0.054)	0.125 (0.077)	0.125* (0.058)		
Letter-grade [ref. A/B]										
C School		0.134** (0.043)		0.149* (0.067)		0.093 (0.055)		0.025 (0.046)		0.019 (0.059)
D/F School		0.138* (0.058)		0.097 (0.100)		0.181* (0.068)		0.123 (0.075)		0.058 (0.027)
% Econ. Dis.		-0.821*** (0.113)		-0.758*** (0.191)		-0.426*** (0.095)		-0.855*** (0.152)		-0.477** (0.130)
Constant	2.555*** (0.038)	3.197*** (0.083)	2.744*** (0.043)	3.353*** (0.159)	2.857*** (0.027)	3.111*** (0.068)	2.520*** (0.039)	3.233*** (0.129)	2.921*** (0.037)	3.327*** (0.114)
Observations	1,468	1,468	1,464	1,464	1,483	1,483	1,492	1,492	429	429

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students. ^H indicates question was only asked to high school students.

TABLE 39: *Weighted Regression Models for School Climate Domains to Determine Racial/Ethnic Differences*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	-0.002 ^w (0.045)	-0.037 (0.047)	0.066 (0.063)	0.026 (0.059)	0.018 (0.044)	-0.009 (0.045)	-0.011 ^w (0.047)	-0.038 (0.042)	0.054 ^w (0.036)	-0.004 (0.026)
White	0.200* (0.088)	0.021 (0.073)	0.251* (0.112)	0.063 (0.099)	0.123 (0.067)	0.076 (0.070)	0.281** (0.078)	0.062 (0.070)	0.282*** (0.058)	0.128 (0.059)
Asian	0.093 (0.070)	-0.014 (0.053)	0.098 (0.097)	-0.011 (0.056)	0.095 (0.075)	0.042 (0.066)	0.074 (0.130)	-0.063 (0.082)	0.009 ^w (0.108)	-0.098 (0.116)
Other/Multi	-0.111 ^w (0.057)	-0.122* (0.057)	-0.076 ^w (0.050)	-0.089 (0.049)	-0.078 ^w (0.055)	-0.081 (0.055)	-0.024 ^w (0.078)	-0.043 (0.076)	-0.377** ^w (0.102)	-0.402** ^w (0.096)
High School Student	0.227** (0.063)	0.223*** (0.033)	0.056 (0.076)	0.043 (0.068)	-0.112* (0.050)	-0.054 (0.062)	0.104 (0.065)	0.146* (0.062)		
Letter-grade [ref. A/B]										
C School		0.123** (0.044)		0.152* (0.058)		0.110 (0.060)		0.035 (0.040)		0.087 (0.052)
D/F School		0.127* (0.056)		0.124 (0.083)		0.172* (0.074)		0.176* (0.080)		0.034 (0.023)
% Econ. Dis.		-0.746*** (0.117)		-0.775*** (0.145)		-0.345*** (0.089)		-0.878*** (0.129)		-0.487** (0.143)
Constant	2.548*** (0.038)	3.135*** (0.092)	2.732*** (0.044)	3.341*** (0.144)	2.855*** (0.027)	3.037*** (0.093)	2.521*** (0.039)	3.222*** (0.126)	2.930*** (0.038)	3.317*** (0.123)
Observations	1,458	1,458	1,454	1,454	1,473	1,473	1,480	1,480	428	428

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students. ^H indicates question was only asked to high school students.

TABLE 40: *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	8.5%	11.4%
Debate/academic team	1.4%	1.0%
Music	16.4%	14.7%
Physical Education	32.6%	15.4%
Service Organization	2.5%	3.4%
Social Club	4.7%	3.2%
Sports	38.1%	34.7%
Student government	1.9%	1.7%
Theater/drama	7.5%	2.3%
Visual arts	12.6%	8.2%
Other	12.4%	6.6%
Did not participate	5.0%	9.2%

TABLE 41: *Descriptive Statistics for Neighborhood 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	741	4.07	0.95	731	4.09	0.95
Neighborhood Safety	I live in a safe neighborhood.	Joyce	1	5	752	3.70	0.85	744	3.64	0.87
Police Safety	Do you feel safer in the presence of police?	N/A	1	4	731	2.37	0.87	722	2.34	0.85
Civic Engagement (Service)	How frequently in the last year did you give help (e.g. money, food, clothing, rides) to friends or classmates who needed it?	Youth Inventory of Involvement	1	5	220	2.35	0.96	220	2.36	0.98
Civic Engagement (Social)	How frequently in the last year did you participate in a church-connected group?	Youth Inventory of Involvement	1	5	220	1.99	0.98	220	1.99	1.01

TABLE 42: *Percentage of Affirmative Responses for Neighborhood Domains by Survey Year*

	2019	2019 Both	2022	2022 Both
Social Support	66.5%	64.3%	72.3%	75.7%
Neighborhood Safety	68.3%	68.7%	69.6%	72.0%
Police Safety	44.3%	44.9%	46.2%	44.4%
Civic Engagement – Service ^H	28.9%	27.5%	21.0%	21.4%
Civic Engagement – Social ^H	28.4%	28.4%	15.4%	18.3%

Note: Weighted. “Both” columns show the information for students in schools that participated in both the 2022 and 2019 surveys. ^H indicates question was only asked to high school students

TABLE 43: *Percentage of Affirmative Responses for Neighborhood Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Social Support	71.6%	65.5%	88.8%	64.1%	63.1%
Neighborhood Safety	66.3%	76.0%	85.5%	77.2%	68.2%
Police Safety	43.1%	56.2%	54.3%	82.5%	35.4%
Civic Engagement – Service ^H	22.9%	18.8%	11.9%	16.8%	22.8%
Civic Engagement – Social ^H	15.9%	12.7%	14.0%	16.8%	14.5%

Note: Weighted. ^H indicates question was only asked to high school students

TABLE 44: *Unweighted Regression Models for Neighborhood Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Social Support		Neighborhood Safety		Police Safety		Civic Engagement (Service) ^H		Civic Engagement (Social) ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022 [ref. 2019]	0.177** (0.062)	0.229*** (0.057)	0.009 (0.062)	0.067 (0.052)	-0.017 (0.075)	0.044 (0.062)	-0.361* (0.147)	-0.377 (0.183)	-0.310* (0.142)	-0.438* (0.158)
High School	-0.005 (0.078)	-0.102 (0.062)	-0.190 (0.107)	-0.293*** (0.080)	-0.090 (0.102)	-0.165* (0.064)				
Race [ref. Black]										
Hispanic		-0.077 (0.066)		0.171* (0.066)		0.134 (0.075)		-0.150 (0.087)		-0.177 (0.093)
White		0.030 (0.099)		0.118 (0.092)		0.322** (0.097)		-0.137 (0.094)		-0.309* (0.111)
Asian		-0.379* (0.143)		0.247* (0.100)		0.690*** (0.116)		-0.065 (0.108)		-0.187 (0.150)
Other/Multi		-0.251* (0.117)		-0.055 (0.087)		0.021 (0.110)		-0.008 (0.198)		-0.006 (0.155)
Letter-grade [ref. A/B]										
C School		-0.177* (0.084)		-0.033 (0.116)		0.152 (0.091)		0.166 (0.103)		0.219 (0.119)
D/F School		-0.167 (0.104)		0.023 (0.116)		-0.004 (0.097)		0.115 (0.163)		0.090 (0.148)
% Econ. Dis.		-0.333 (0.257)		-0.764** (0.220)		-0.410 (0.230)		-0.213 (0.259)		0.359 (0.276)
Constant	3.890*** (0.057)	4.342*** (0.189)	3.746*** (0.055)	4.356*** (0.138)	2.418*** (0.073)	2.626*** (0.182)	2.354*** (0.062)	2.501*** (0.136)	2.657*** (0.129)	2.457*** (0.161)
Observations	1,292	1,292	1,275	1,275	1,247	1,247	493	493	493	493

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^H indicates question was only asked to high school students.

TABLE 45: *Weighted Regression Models for Neighborhood Domains to Determine Differences Between the 2019 and 2022 Surveys*

	Social Support		Neighborhood Safety		Police Safety		Civic Engagement (Service) ^H		Civic Engagement (Social) ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2022 [ref. 2019]	0.190** (0.068)	0.250*** (0.064)	0.017 (0.060)	0.066 (0.059)	0.020 (0.076)	0.049 (0.068)	-0.381* (0.148)	-0.323 (0.174)	-0.337* (0.135)	-0.424* (0.141)
High School Student	-0.017 (0.085)	-0.114 (0.073)	-0.221* (0.104)	-0.291** (0.090)	-0.147 (0.075)	-0.221** (0.064)				
Race [ref. Black]										
Hispanic		-0.084 (0.070)		0.180* (0.071)		0.193* (0.079)		-0.144 (0.119)		-0.143 (0.113)
White		0.060 (0.112)		0.178 (0.094)		0.321** (0.096)		-0.192 (0.118)		-0.269** (0.080)
Asian		-0.421* (0.202)		0.249* (0.119)		0.827*** (0.153)		-0.154 (0.084)		-0.229 (0.153)
Other/Multi		-0.257 (0.129)		-0.099 (0.104)		-0.038 (0.124)		0.044 (0.240)		0.011 (0.187)
Letter-grade [ref. A/B]										
C School		-0.142 (0.101)		-0.060 (0.123)		0.024 (0.079)		0.196 (0.124)		0.218 (0.165)
D/F School		-0.140 (0.105)		0.018 (0.117)		-0.149 (0.085)		0.266 (0.192)		0.122 (0.169)
% Econ. Dis.		-0.492 (0.265)		-0.761** (0.220)		-0.080 (0.203)		-0.564* (0.238)		0.319 (0.263)
Constant	3.909*** (0.060)	4.444*** (0.193)	3.737*** (0.053)	4.362*** (0.137)	2.395*** (0.073)	2.446*** (0.158)	2.374*** (0.062)	2.732*** (0.125)	2.696*** (0.117)	2.466*** (0.140)
Observations	1,257	1,257	1,244	1,244	1,215	1,215	480	480	480	480

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^H indicates question was only asked to high school students.

TABLE 46: *Unweighted Regression Models for Neighborhood Domains to Determine Racial/Ethnic Differences*

	Social Support		Neighborhood Safety		Police Safety		Civic Engagement (Service) ^H		Civic Engagement (Social) ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	-0.165 ^w (0.091)	-0.148 ^w (0.081)	0.253** (0.082)	0.289*** (0.067)	0.142 (0.078)	0.136 (0.071)	-0.167 (0.206)	-0.206 (0.202)	-0.163 (0.165)	-0.262 (0.185)
White	0.316** (0.110)	0.164 (0.111)	0.395** (0.123)	0.217 (0.134)	0.249 (0.136)	0.256 (0.145)	-0.249 (0.125)	-0.197* (0.070)	0.115 (0.175)	-0.144 (0.113)
Asian	-0.351 ^w (0.175)	-0.433* ^w (0.207)	0.375*** (0.059)	0.263* (0.118)	0.787*** ^w (0.163)	0.820*** ^w (0.181)	-0.185 (0.153)	-0.157 (0.198)	0.151 (0.177)	-0.057 (0.132)
Other/Multi	-0.243 ^w (0.131)	-0.267 ^w (0.137)	-0.016 ^w (0.121)	-0.050 (0.123)	-0.065 (0.178)	-0.057 (0.181)	0.089 (0.311)	0.053 (0.272)	0.080 (0.277)	-0.048 (0.266)
High School Student	-0.039 (0.078)	-0.059 (0.073)	-0.211* (0.099)	-0.201 (0.098)	-0.099* (0.046)	-0.159* (0.064)				
Letter-grade [ref. A/B]										
C School		-0.127 (0.085)		-0.212 (0.110)		0.004 (0.068)		0.212 (0.193)		0.195 (0.148)
D/F School		-0.025 (0.104)		0.005 (0.125)		-0.118 (0.099)		0.447*** (0.059)		0.494*** (0.063)
% Econ. Dis.		-0.463 (0.268)		-0.566* (0.245)		0.161 (0.231)		0.008 (0.248)		-0.888** (0.217)
Constant	4.117*** (0.052)	4.597*** (0.202)	3.687*** (0.053)	4.263*** (0.196)	2.342*** (0.039)	2.271*** (0.161)	2.399*** (0.118)	2.281*** (0.190)	1.982*** (0.103)	2.664*** (0.182)
Observations	736	736	748	748	726	726	220	220	220	220

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students. ^H indicates question was only asked to high school students.

TABLE 47: *Weighted Regression Models for Neighborhood Domains to Determine Racial/Ethnic Differences*

	Social Support		Neighborhood Safety		Police Safety		Civic Engagement (Service) ^H		Civic Engagement (Social) ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	-0.176 ^w (0.097)	-0.160 (0.088)	0.244* (0.097)	0.281*** (0.071)	0.171* (0.070)	0.178** (0.063)	-0.135 (0.193)	-0.197 (0.192)	-0.100 (0.153)	-0.225 (0.172)
White	0.316* (0.138)	0.107 (0.156)	0.457*** (0.123)	0.278* (0.135)	0.236* (0.106)	0.268* (0.116)	-0.300* (0.125)	-0.274** (0.073)	0.026 (0.222)	-0.330* (0.110)
Asian	-0.347 ^w (0.231)	-0.472 ^w (0.282)	0.373*** (0.073)	0.248 (0.140)	0.864*** ^w (0.194)	0.916*** ^w (0.199)	-0.228 (0.152)	-0.222 (0.219)	0.101 (0.174)	-0.168 (0.115)
Other/Multi	-0.234 ^w (0.133)	-0.263 (0.149)	-0.063 ^w (0.144)	-0.090 ^w (0.140)	-0.073 (0.163)	-0.055 (0.170)	0.102 (0.332)	0.035 (0.278)	0.144 (0.329)	-0.024 (0.308)
High School Student	-0.048 (0.082)	-0.045 (0.084)	-0.217* (0.101)	-0.157 (0.111)	-0.122* (0.055)	-0.209* (0.076)				
Letter-grade [ref. A/B]										
C School		-0.114 (0.105)		-0.175 (0.135)		-0.043 (0.073)		0.264 (0.201)		0.257 (0.154)
D/F School		0.033 (0.104)		0.103 (0.138)		-0.187 (0.097)		0.541*** (0.058)		0.773*** (0.049)
% Econ. Dis.		-0.734* (0.273)		-0.684* (0.266)		0.286 (0.191)		-0.051 (0.296)		-1.280*** (0.238)
Constant	4.116*** (0.052)	4.808*** (0.234)	3.672*** (0.051)	4.284*** (0.202)	2.347*** (0.041)	2.214*** (0.127)	2.412*** (0.123)	2.322*** (0.242)	1.992*** (0.119)	2.990*** (0.205)
Observations	732	732	744	744	722	722	220	220	220	220

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students. ^H indicates question was only asked to high school students.

TABLE 48: *Descriptive Statistics for Well-being Items*

Domain	Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
					N	Mean	S.D.	N	Mean	S.D.
Life Satisfaction	How satisfied are you with your life as a whole these days?	OECD	0	10	1,462	6.36	2.69	1,445	6.40	2.62
Anxious Behaviors	I worry a lot. ¹	SDQ	0	10	731	3.95	2.59	720	3.99	2.61
Adult to Speak with at School	If you are having an issue (like feeling depressed or anxious), do you have an adult you can talk to at school?		0	1	1,488	0.57	0.49	1,470	0.59	0.49
Teachers Understand Students' Needs	Do you think teachers and other school employees understand the mental health needs of their students?		0	1	1,476	0.54	0.50	1,457	0.52	0.50
Use More School Mental Health Support	If your school offered more mental health resources (like more hours of counseling or group conversations), do you think you would use them?		1	4	1,482	2.61	0.93	1,464	2.59	0.93

Note: ¹ This is a sample question from a scale of 5 questions with three options (0-2) that is summed to form the anxious behavior scale. A score of 6 or above indicates clinically anxious behavior.

TABLE 49: *Percentage of Affirmative Responses for Well-Being Items*

Satisfied with Life	51.6%
Lack of Anxious Behaviors ¹	71.4%
Adult to Speak with at School	58.9%
Teachers Understand Students' Needs	52.2%
Would Use More School Mental Health Support	54.2%

Note: Weighted. ¹This was the only item that also appeared on the 2019 survey. In 2019, 70.7% of students did not report anxious behaviors.

TABLE 50: *Percentage of Students Selecting the People They Are Most Likely to Talk to If Feeling Overwhelmed, Stressed or Depressed (Selected All That Apply)*

	% of students that selected each person
A friend	59.4%
A parent	43.1%
A coach	9.5%
A teacher	18.8%
Someone from church	2.7%
A school counselor	15.9%
A therapist	7.9%
An online community	5.3%
A doctor	4.9%
No One	17.7%
Other	5.6%

Note: Weighted. The “No One” category excludes students who selected that they would speak with any person.

TABLE 51: *Percentage of Affirmative Responses for Well-Being Questions Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Satisfied with Life	52.7%	53.7%	43.1%	39.7%	48.8%
Lack of Anxious Behaviors	70.5%	73.0%	73.6%	74.6%	76.5%
Adult to Speak with at School	59.4%	48.9%	73.4%	44.8%	55.3%
Teachers Understand Students' Needs	50.3%	51.5%	66.9%	64.1%	44.2%
Would Use More School Mental Health Support	56.1%	63.2%	29.4%	42.1%	55.2%

Note: Weighted

TABLE 52: *Percentage of Students Selecting the People They Are Most Likely to Talk to If Feeling Overwhelmed, Stressed or Depressed (Selected All That Apply) by Race/Ethnicity*

	% of students that selected each person				
	Black	Hispanic	White	Asian	Multi/ Other
A friend	57.8%	55.2%	78.0%	66.2%	54.9%
A parent	43.1%	40.0%	50.1%	26.3%	46.8%
A coach	10.8%	4.6%	8.4%	1.2%	9.5%
A teacher	20.1%	13.5%	16.8%	13.3%	21.0%
Someone from church	2.4%	3.3%	3.2%	1.6%	6.4%
A school counselor	16.9%	7.0%	22.2%	5.8%	15.9%
A therapist	6.9%	6.4%	18.2%	2.7%	11.4%
An online community	4.6%	4.3%	12.4%	5.4%	2.6%
A doctor	4.0%	7.6%	7.9%	0.0%	11.8%
No One	17.5%	20.6%	12.4%	25.6%	25.1%
Other	4.8%	8.8%	6.2%	7.5%	9.8%

Note: Weighted. The “No One” category excludes students who selected that they would speak with any person.

TABLE 53: *Students' Reports of Using Mental Health Supports by Anxious Behavior*

	Students Without Anxious Behaviors	Students with Anxious Behaviors
Definitely Not	13.9%	15.6%
Probably Not	31.6%	20.5%
Probably	38.0%	38.3%
Definitely	16.5%	25.8%

Note: Weighted.

TABLE 54: *Unweighted and Weighted Regression Models Predicting Student Reports of Counseling by Anxious Behaviors*

If your school offered more mental health resources (like more hours of counseling or group conversations), do you think you would use them?				
VARIABLES	Unweighted		Weighted	
	b/se	b/se	b/se	b/se
Anxious Behavior Scale	0.033*	0.035*	0.043**	0.049***
	(0.013)	(0.013)	(0.012)	(0.012)
Race [ref. Black]				
Hispanic	0.161	0.192	0.072	0.126
	(0.103)	(0.097)	(0.123)	(0.112)
White	-0.330***	-0.115	-0.433***	-0.152
	(0.088)	(0.095)	(0.093)	(0.136)
Asian	-0.313**	-0.209	-0.306**	-0.170
	(0.103)	(0.140)	(0.106)	(0.141)
Other/Multi	-0.201	-0.209	-0.157	-0.172
	(0.161)	(0.162)	(0.168)	(0.169)
High School Student	-0.165	-0.121	-0.161	-0.142
	(0.090)	(0.108)	(0.083)	(0.083)
Letter-grade [ref. A/B]				
C School		-0.178		-0.221*
		(0.116)		(0.086)
D/F School		-0.120		-0.173
		(0.124)		(0.100)
% Econ. Dis.		0.887***		1.066***
		(0.233)		(0.229)
Constant	2.584***	1.866***	2.575***	1.721***
	(0.068)	(0.174)	(0.070)	(0.193)
Observations	703	703	697	697

Note: Sample includes students with non-missing on reports of mental health supports and anxious behaviors.

* p<.05, ** p<.01, *** p<.001.

TABLE 55: *Unweighted Regression Models for Well-being Items to Determine Racial/Ethnic Differences*

	Life Satisfaction		Anxious Behavior Scale		Adult to Speak with At School		Teachers Understand Students' Needs		Would Use More Mental Health Support	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	-0.130 ^w (0.218)	-0.053 (0.221)	0.113 (0.324)	0.051 (0.337)	-0.085 ^{*w} (0.037)	-0.086 ^{***w} (0.030)	0.033 ^w (0.043)	0.019 (0.046)	0.110 ^w (0.055)	0.119 ^{*w} (0.057)
White	-0.650 ^{***} (0.175)	-0.528 (0.321)	0.351 (0.488)	0.097 (0.487)	0.114 [*] (0.049)	0.053 (0.038)	0.155 ^{**} (0.045)	0.087 (0.053)	-0.282 ^{***} (0.065)	-0.114 (0.079)
Asian	-0.714 ^{**} (0.247)	-0.526 (0.289)	0.452 (0.400)	0.336 (0.482)	-0.159 ^{*w} (0.071)	-0.201 ^{***w} (0.051)	0.151 [*] (0.062)	0.101 [*] (0.045)	-0.315 ^{**} (0.091)	-0.239 (0.125)
Other/Multi	-0.428 (0.326)	-0.418 (0.323)	0.001 (0.351)	0.003 (0.350)	-0.027 ^w (0.053)	-0.031 (0.053)	-0.070 ^w (0.050)	-0.075 ^w (0.051)	-0.157 (0.130)	-0.147 (0.132)
High School Student	0.022 (0.184)	-0.197 (0.204)	0.384 (0.236)	0.307 (0.376)	0.025 (0.048)	0.022 (0.048)	-0.088 [*] (0.041)	-0.079 (0.039)	-0.129 [*] (0.060)	-0.064 (0.071)
Letter-grade [ref. A/B]										
C School		-0.585 ^{***} (0.138)		0.636 (0.435)		-0.079 (0.049)		0.065 (0.046)		0.028 (0.079)
D/F School		-0.733 ^{**} (0.241)		0.279 (0.434)		0.002 (0.059)		0.086 (0.053)		0.036 (0.081)
% Econ. Dis.		1.362 ^{**} (0.451)		-1.224 (0.865)		-0.228 (0.130)		-0.353 ^{***} (0.090)		0.554 ^{**} (0.180)
Constant	6.467 ^{***} (0.118)	5.838 ^{***} (0.456)	3.747 ^{***} (0.153)	4.542 ^{***} (0.708)	1.582 ^{***} (0.018)	1.816 ^{***} (0.118)	1.550 ^{***} (0.016)	1.806 ^{***} (0.066)	2.671 ^{***} (0.026)	2.118 ^{***} (0.136)
Observations	1,453	1,453	726	726	1,479	1,479	1,466	1,466	1,472	1,472

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students.

TABLE 56: *Weighted Regression Models for Mental Health Items to Determine Racial/Ethnic Differences*

	Life Satisfaction		Anxious Behavior Scale		Adult to Speak with At School		Teachers Understand Students' Needs		Would Use More Mental Health Support	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]										
Hispanic	-0.051 ^w (0.214)	0.068 (0.230)	-0.008 (0.409)	-0.125 (0.429)	-0.105 ^{*w} (0.047)	-0.105 ^{*w} (0.040)	0.012 ^w (0.052)	-0.014 (0.056)	0.085 ^w (0.054)	0.098 ^w (0.054)
White	-0.551 [*] (0.211)	-0.172 (0.350)	-0.035 (0.493)	-0.467 (0.530)	0.140 ^{**} (0.050)	0.085 (0.043)	0.165 ^{**} (0.047)	0.094 (0.056)	-0.332 ^{***} (0.068)	-0.145 (0.101)
Asian	-0.800 [*] (0.300)	-0.535 (0.380)	0.475 (0.427)	0.274 (0.508)	-0.150 ^{*w} (0.068)	-0.185 ^{***w} (0.049)	0.151 [*] (0.057)	0.095 [*] (0.042)	-0.287 ^{**} (0.096)	-0.195 (0.130)
Other/Multi	-0.448 (0.362)	-0.424 (0.356)	-0.180 (0.335)	-0.159 (0.333)	-0.040 ^w (0.058)	-0.041 (0.056)	-0.066 ^w (0.049)	-0.070 (0.048)	-0.129 (0.134)	-0.119 (0.137)
High School Student	0.026 (0.198)	-0.074 (0.277)	0.417 (0.271)	0.259 (0.423)	0.028 (0.037)	0.037 (0.040)	-0.088 [*] (0.042)	-0.057 (0.042)	-0.132 [*] (0.056)	-0.094 (0.077)
Letter-grade [ref. A/B]										
C School		-0.550 ^{**} (0.178)		0.760 (0.378)		-0.062 (0.039)		0.107 [*] (0.046)		0.038 (0.069)
D/F School		-0.567 (0.334)		0.229 (0.446)		0.019 (0.046)		0.131 [*] (0.051)		0.001 (0.091)
% Econ. Dis.		1.881 ^{**} (0.549)		-1.718 [*] (0.739)		-0.202 [*] (0.089)		-0.378 ^{***} (0.067)		0.626 ^{**} (0.193)
Constant	6.477 ^{***} (0.124)	5.227 ^{***} (0.598)	3.769 ^{***} (0.178)	5.037 ^{***} (0.750)	1.580 ^{***} (0.018)	1.774 ^{***} (0.087)	1.549 ^{***} (0.016)	1.790 ^{***} (0.066)	2.684 ^{***} (0.025)	2.082 ^{***} (0.172)
Observations	1,445	1,445	720	720	1,470	1,470	1,457	1,457	1,464	1,464

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^w indicates that the value is statistically significantly different from values for white students.

TABLE 57: *Descriptive Statistics for COVID-19 Concern Items*

Since the pandemic began in March 2020, how concerned have you been about the following?								
	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
			N	Mean	S.D.	N	Mean	S.D.
Getting into college	1	4	727	2.78	1.14	720	2.76	1.13
Your family's physical health	1	4	728	2.80	1.13	721	2.79	1.12
Your family's emotional health	1	4	730	2.73	1.12	723	2.70	1.11
Your physical health	1	4	731	2.68	1.18	724	2.66	1.18
Your emotional health	1	4	722	2.73	1.18	715	2.77	1.18
Having your basic needs met (food medicine etc.)	1	4	729	2.29	1.20	722	2.25	1.18
Your family's financial situation	1	4	724	2.47	1.17	718	2.46	1.18
Relationships with friends	1	4	731	2.45	1.13	724	2.41	1.13
School grades/performance	1	4	730	2.97	1.05	723	2.95	1.06
Uncertainty about the future	1	4	730	2.75	1.12	723	2.74	1.11

Question source: Center for Promise at America's Promise Alliance nationally representative survey of 3,300 young people, aged 13-19

TABLE 58: *Percentage of Students Responding “Much More Concerned” about Items Since COVID-19 Began*

Getting into college	33.3%
Your family’s physical health	33.2%
Your family’s emotional health	29.0%
Your physical health	32.1%
Your emotional health	37.1%
Having your basic needs met (food medicine etc.)	19.7%
Your family’s financial situation	24.9%
Relationships with friends	20.4%
School grades/performance	40.1%
Uncertainty about the future	30.8%

Note: Weighted.

TABLE 59: *Percentage of Students Responding “Much More Concerned” about Items Since COVID-19 Began by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
Getting into college	34.7%	38.6%	18.4%	34.6%	26.1%
Your family’s physical health	33.0%	38.8%	30.8%	29.8%	24.9%
Your family’s emotional health	28.6%	35.3%	26.7%	17.2%	32.6%
Your physical health	33.7%	34.6%	19.3%	16.9%	33.1%
Your emotional health	36.7%	36.4%	42.6%	22.3%	39.8%
Having your basic needs met	20.2%	31.7%	3.2%	6.6%	21.2%
Your family’s financial situation	25.3%	31.4%	15.6%	20.4%	26.8%
Relationships with friends	20.4%	21.0%	21.6%	11.5%	21.5%
School grades/performance	39.9%	44.8%	39.9%	23.3%	35.4%
Uncertainty about the future	27.8%	38.3%	41.6%	33.8%	40.8%

Note: Weighted

TABLE 60: *Regression Models for Number of Items Students Report Being “Much More Concerned” about Since COVID-19 Began by Race/Ethnicity*

	Unweighted		Weighted	
	b/se	b/se	b/se	b/se
Race [ref. Black]				
Hispanic	0.485 ^W (0.245)	0.364 (0.268)	0.421 ^W (0.217)	0.250 ^W (0.287)
White	-0.380 (0.278)	-0.291 (0.401)	-0.359 (0.332)	-0.504 (0.393)
Asian	-0.876 (0.516)	-1.030 (0.532)	-0.785 (0.441)	-1.040* (0.460)
Other/Multi	-0.082 (0.385)	-0.136 (0.390)	0.048 (0.433)	-0.085 (0.426)
High School Student	-0.033 (0.343)	0.357 (0.391)	-0.105 (0.318)	0.292 (0.348)
Letter-grade [ref. A/B]				
C School		0.819* (0.356)		0.721* (0.336)
D/F School		1.064* (0.508)		1.040* (0.403)
% Econ. Dis.		-1.075 (1.596)		-1.494 (1.338)
Constant	3.005*** (0.186)	3.088* (1.366)	3.019*** (0.184)	3.551** (1.207)
Observations	736	736	733	733

Note: Sample includes students with non-missing on domain of interest. * $p < .05$, ** $p < .01$, *** $p < .001$. ^W indicates that the value is statistically significantly different from values for white students.

TABLE 61: *Percentage of Students Reporting Food Insecurity*

How often during the current school year did you or your family have to cut meal size or skip meals because there wasn't enough money for food?	
Almost every month	3.2%
Some months but not every month	7.3%
In 1-2 months	3.9%
Never	85.6%

Note: Weighted

TABLE 62: *Percentage of Students Reporting Food Insecurity by Race/Ethnicity*

Ever had to cut meal size or skip meals because there wasn't enough money for food					
	Black	Hispanic	White	Asian	Multi/ Other
Yes	14.6%	21.6%	3.3%	11.5%	19.0%
No	85.4%	78.4%	96.7%	88.5%	81.0%

Note: Weighted

TABLE 63: *Descriptive Statistics for COVID Learning Items*

How often did the following happen in the last school year (2020-21)?

Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey Mean			Weighted Survey Mean		
				N	Mean	S.D.	N	Mean	S.D.
How often did you have access to WiFi/internet AT HOME when you needed it for school?	CSS Washington	1	4	1,484	3.48	0.80	1,465	3.46	0.80
How often did you have access to a computer or tablet AT HOME when you needed one for school?	CSS Washington	1	4	1,486	3.40	0.88	1,467	3.42	0.86
How much time did you have with your teachers?	CSS Washington	1	5	1,481	2.87	1.02	1,462	2.82	1.01
When doing classes online, how often was an adult (other than your teachers) available to help you with schoolwork during the school day?	CSS Washington	0	4	1,477	2.53	1.09	1,459	2.53	1.07
How much do you feel you learned across all of your classes last school year (2020-21), compared to before the COVID-19 pandemic?	CSS Washington	1	5	1,481	3.06	1.32	1,463	2.99	1.32

TABLE 64: *Percentage of Students Reporting Their Amount Learning During COVID-19 by Race/Ethnicity*

How much do you feel you learned across all of your classes last school year (2020-21) compared to before the COVID-19 pandemic?

	Black	Hispanic	White	Asian	Other
A lot less	16.1%	13.6%	19.7%	10.1%	15.8%
A little less	21.9%	23.6%	29.0%	17.1%	22.7%
About the same	24.3%	23.3%	30.2%	33.2%	24.4%
A little more	19.0%	24.7%	16.6%	18.8%	19.5%
A lot more	18.8%	14.7%	4.5%	20.8%	17.6%

Note: Weighted

TABLE 65: *Percentage of Students Reporting Their Learning Preferences After COVID-19 by Race/Ethnicity*

After the pandemic, if given the option, how many days per week would you like to attend classes in-person?

	Black	Hispanic	White	Asian	Multi/Other
0 days a week (all virtual/remote)	11.0%	6.9%	5.5%	19.8%	7.4%
1 day a week	3.1%	5.5%	3.0%	2.4%	5.4%
2 days a week	11.7%	8.1%	3.0%	13.7%	14.3%
3 days a week	21.5%	17.5%	19.5%	23.5%	23.0%
4 days a week	12.1%	14.7%	6.2%	6.7%	9.1%
5 days a week (all in-person)	40.5%	47.2%	62.8%	33.9%	40.9%

Note: Weighted

TABLE 66: *Regression Models for COVID Learning Items to Determine Racial/Ethnic Differences*

	Amount Learned During COVID-19				Learning Preference After COVID-19			
	Unweighted		Weighted		Unweighted		Weighted	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]								
Hispanic	-0.022 ^W (0.099)	-0.008 (0.098)	0.006 ^W (0.131)	0.016 (0.137)	0.187 (0.139)	0.097 (0.129)	0.267 (0.131)	0.137 (0.123)
White	-0.458*** (0.108)	-0.258* (0.121)	-0.425*** (0.092)	-0.242 (0.141)	0.525* (0.191)	0.080 (0.121)	0.688** (0.226)	0.180 (0.179)
Asian	0.196 ^W (0.148)	0.265 ^W (0.200)	0.272* ^W (0.124)	0.337 ^W (0.176)	-0.482 ^W (0.384)	-0.839* ^W (0.335)	-0.363 ^W (0.310)	-0.734* ^W (0.295)
Other/Multi	-0.062 ^W (0.135)	-0.047 (0.136)	-0.043 ^W (0.144)	-0.028 (0.144)	0.019 ^W (0.200)	-0.031 (0.197)	-0.017 ^W (0.254)	-0.080 (0.245)
High School Student	-0.315*** (0.065)	-0.182* (0.070)	-0.337*** (0.059)	-0.210** (0.069)	-0.408 (0.209)	-0.265* (0.120)	-0.500* (0.193)	-0.320* (0.142)
Letter-grade [ref. A/B]								
C School		-0.018 (0.052)		0.010 (0.045)		0.486*** (0.122)		0.471** (0.161)
D/F School		0.135 (0.093)		0.161 (0.094)		0.723*** (0.172)		0.708*** (0.164)
% Econ. Dis.		0.538*** (0.111)		0.465** (0.162)		-2.424*** (0.252)		-2.362*** (0.295)
Constant	3.191*** (0.057)	2.598*** (0.110)	3.198*** (0.059)	2.649*** (0.165)	3.692*** (0.080)	5.352*** (0.199)	3.677*** (0.081)	5.307*** (0.302)
Observations	1,472	1,472	1,463	1,463	1,469	1,469	1,457	1,457

Note: Sample includes students with non-missing on domain of interest. * p<.05, ** p<.01, *** p<.001. ^W indicates that the value is statistically significantly different from values for white students.

TABLE 67: *Percentage of Students Reporting Different Learning Modes During COVID-19*

During the last school year (2020-21) what type of instruction did you participate in the most?	
All in-person	28.4%
Hybrid (scheduled rotation of in-person and virtual)	29.7%
Remote, virtual or online learning	41.9%

Note: Weighted

TABLE 68: *Percentage of Students Reporting How Much Time They Had with Their Teachers During COVID-19*

During the last school year (2020-21) how much time did you have with your teachers?	
Barely any	11.2%
Not quite enough	21.1%
Just the right amount	49.3%
A little too much	11.2%
Way too much	7.2%

Note: Weighted

TABLE 69: *Percentage of Students Reporting Access to Learning Support During COVID-19 (2020-2021 school year)*

<u>Access to a computer or tablet AT HOME</u>	
Never	5.0%
Rarely	9.6%
Usually	23.4%
Always	62.0%
<u>Access to WiFi/Internet AT HOME</u>	
Never	3.7%
Rarely	8.3%
Usually	25.8%
Always	62.2%
<u>Access to an adult (other than teachers) to help with online classes</u>	
I didn't have any online classes	5.6%
Never	10.5%
Rarely	27.0%
Usually	39.3%
Always	17.5%

Note: Weighted

TABLE 70: *Percentage of Students Reporting Access to Learning Support During COVID-19 (2020-2021 school year) by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Access to a computer or tablet AT HOME					
Never	4.7%	10.6%	2.1%	2.7%	0.8%
Rarely	10.4%	9.4%	2.5%	8.6%	16.2%
Usually	22.1%	32.6%	20.4%	22.1%	27.2%
Always	62.8%	47.3%	75.0%	66.6%	55.9%
Access to WiFi/Internet AT HOME					
Never	3.5%	7.4%	1.3%	2.7%	1.6%
Rarely	8.1%	11.8%	4.7%	6.4%	12.1%
Usually	23.9%	31.6%	28.7%	34.0%	35.9%
Always	64.5%	49.2%	65.4%	56.9%	50.5%
Access to an adult (other than teachers) to help with online classes					
I didn't have any online classes	3.8%	7.3%	13.8%	20.3%	4.4%
Never	9.4%	18.0%	6.8%	16.4%	12.2%
Rarely	27.1%	29.0%	22.4%	34.2%	27.7%
Usually	40.6%	31.0%	44.8%	21.7%	40.7%
Always	19.2%	14.7%	12.3%	7.4%	14.9%

Note: Weighted

TABLE 71: *Percentage of Students Reporting Reasons for Not Having Internet*

Why did you not always have internet access at home when you needed it? (Check all that apply)	
I don't have internet at home	0.7%
Our internet goes in and out	52.5%
Too many people were using it	37.0%
My hotspot doesn't always work	21.2%
Other	13.6%

Note: Weighted. Only includes students who did not report always having access to Wifi at home.

TABLE 72: *Student Responses to Questions About Hurricane Ida*

Did you evacuate?	
No	25.4%
Yes	74.6%
What utilities did you lose access to as a result of Hurricane Ida?	
Water	19.7%
Internet	59.6%
Electricity	70.3%
Cellphone/Landline	24.7%
Other	7.0%
I did not lose access to any utilities	20.0%
Did your home sustain any damage as a result of Hurricane Ida?	
No	54.3%
Yes	45.7%
What damage did your home sustain as a result of Hurricane Ida?	
(Among those who answered yes)	
Roof Damage	70.0%
Flooding	21.9%
Mold	35.4%
Yard/fence	43.7%
Other	8.8%

Note: Weighted

TABLE 73: *Percentage of Student Responses About their Gender Identity*

How do you currently identify yourself?	
Selected Male or Female Gender	95.3%
Selected Non-binary, Trans, or Questioning	4.7%

Note: Weighted

TABLE 74: *Percentage of Student Responses About Who They Live With*

Who did you live with most of the time during the current school year?	
Parent(s), step-parent(s), or legal guardian	92.3%
Relatives (grandparent aunt/uncle an older brother/sister but NOT your parents)	10.8%
Foster care parent(s)	0.3%
Adults who are NOT your parents' relatives or foster parents	0.4%
Friends of yours with no adults present	0.5%
On your own	0.6%
Other	3.3%
Did not respond	0.2%

Note: Weighted

TABLE 75: *Percentage of Student Responses About their Living Arrangements*

Where did you live most of the time during the current school year?	
In a car or RV park or campground	0.2%
In a house or apartment	98.0%
In a motel/hotel	0.1%
In a shelter	0.1%
Moved from place to place	0.9%
On the street	0.1%
Other	0.6%
Did not respond	0.4%

Note: Weighted

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, 3,110 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/MS Only:** Survey questions that were only asked of high school or middle 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
Caring Communities Youth Survey	CCYS	https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys
Chicago Public Schools Student Survey	Chicago	https://www.5-essentials.org/cps/5e/2021/
Education Longitudinal Study (2002)	ELS	https://nces.ed.gov/surveys/els2002/avail_data.asp
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	https://www.drugsandalcohol.ie/26767/1/Self_efficacy_%26_self_control_tool.pdf
Joyce Foundation Youth Violence Survey	Joyce	https://stacks.cdc.gov/view/cdc/13367/cdc_13367_DS6.pdf
Strengths and Difficulties Questionnaire	SDQ	https://sdqinfo.org
Tripod Survey Assessments	Tripod	https://tripoded.com/surveys/
America's Promise Alliance <i>How Learning Happens</i> Survey	APA	https://eric.ed.gov/?id=ED606305
U.S. Department of Education School Climate Survey	EDSCLS	https://safesupportivelearning.ed.gov/edscls/administration
Youth Risk Behavior Survey	YRBS	https://www.cdc.gov/healthyyouth/data/yrbs/results.htm
Youth Inventory of Involvement	YII	https://doi.org/10.1002/jcop.20176
COVID-19 Student Survey (2021 & 2022)	CSS	https://csswashington.org/
Ed Choice National Polling Report	ECNPR	https://edchoice.morningconsultintelligence.com/assets/114947.pdf
OCED's Survey on Social & Emotional Skills	SSES	https://www.oecd.org/education/ceri/social-emotional-skills-study/about/
New Orleans Youth Alliance Mental Health Survey	YMHS	https://www.surveymonkey.com/r/MM7GLJC
Healthy Youth Survey	HYS	https://www.seattleschools.org/departments/prevention-and-intervention/healthy-youth-survey/

Question-level survey administration details are detailed below:

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS 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	3,110	1%			
Student background-age	What grade are you in?	4 th , 5 th , 6 th , 7 th , 8 th , 9 th , 10 th , 11 th , 12 th	adapted from CCYS	3,110	0%			
Student background-gender	What sex/gender were you at birth, even if you are not that gender today?	Male, Female	HYS	3,110	1%			
Student background-gender	How do you currently identify yourself?	Male, Female, Transgender, Non-binary, Questioning/ not sure of my identity, Something else fits better, I don't know what this question is asking, I prefer not to answer	HYS	3,110	0%			
Student background-race/Ethnicity	Are you Hispanic or Latino?	Yes, No	YRBS	3,110	0%			
Student background-race/Ethnicity	What is your race? (Select one or more responses.)	A. American Indian or Alaska Native B. Asian C. Black or African American D. Native Hawaiian or Other Pacific Islander E. White	YRBS	3,110	5%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Student background-living arrangement	Who did you live with most of the time during the current school year? Select the option (or options) that best describes who you live with.	Parent(s), step-parent(s), or legal guardian; Relatives (grandparent, aunt/uncle, an older brother/sister, but NOT your parents); Foster care parent(s); Adults who are NOT your parents, relatives, or foster parents; Friends of yours with no adults present; On your own; Other	CSS	3,110	0%			
Student background-living arrangement	Where did you live most of the time during the current school year?	In a house or apartment; In a shelter; In a car or RV, park, or campground; In a motel/hotel; On the street; Moved from place to place; Other	CSS	3,110	1%			
Student background - mobility	What grade were you in when you started at this school?	Pre-Kindergarten; Kindergarten; 1st; 2nd; 3rd; 4th; 5th; 6th; 7th; 8th; 9th; 10th; 11th; 12th	N/A	3,110	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	3,110	0%			
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	3,110	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	792	15%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
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	792	3%			X
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	792	4%			X
Attendance/Transportation	Check the reasons that you have been late or absent from school in the last 4 weeks. <i>[Among those who didn't select being absent/late zero days]</i>	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 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	620	6%			X
Attendance/Transportation	How do you get to school? (Select all that apply)	School bus; City bus; My parent/guardian drives me; Car pool or ride with a friend; Walk; Bike; I drive myself	N/A	792	4%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Safety - bullying (prompt)	<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> Students at this school are often bullied.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	8%	X		
Safety - bullying	Students at this school try to stop bullying.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	8%			
Safety - bullying	Students at this school are teased or picked on about their race or ethnicity.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	7%	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	1,559	7%	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	1,559	7%	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	489	5%	X	HS	

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Safety - bullying (prompt)	<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> Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message).	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	6%	X		
Safety - school	I feel safe at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	7%			
Safety - school	I feel safe going to and from this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	8%			
Safety - school	Students at this school carry guns or knives to school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	7%	X		
Safety - school	Students at this school steal money, electronics, or other valuable things while at school.	Strongly Disagree; Disagree; Agree; Strongly Agree	EDSCLS	1,559	7%			
Safety - school	Students at this school fight a lot.	Strongly Disagree; Disagree; Agree; Strongly Agree	EDSCLS	1,559	7%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
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	1,559	7%			
Safety - school	You or someone close to you has been affected by violence at school.	Never Seldom Sometimes Often Always	Joyce	1,559	7%			
Future aspirations	As things stand now, how far in school do you think you will get? (MARK ONE RESPONSE)	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	1,075	3%		MS	
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	3,110	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)	1,552	5%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
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)	1,552	5%			
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)	1,552	5%			
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)	1,552	5%			
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	1,552	5%	X		
Mindsets - growth	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	1,552	5%			
Mindsets - growth	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	1,552	5%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Mindsets - growth	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	1,552	5%			
Mindsets - growth	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Tripod	1,552	5%			
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)	1,552	9%			
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)	1,552	9%			
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)	1,552	9%			
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)	1,552	9%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
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)	1,552	9%			
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 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	772	4%			X
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, I did not participate in any weekly activities in the last two months	N/A	772	6%			X
School climate - belonging	Students at this school get along well with each other.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,572	6%			
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	1,572	5%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
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	1,572	5%			
School climate - belonging	I am happy to be at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,572	6%			
School climate - belonging	I feel like I am part of this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,572	6%			
School climate - belonging	I feel socially accepted.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,572	6%			
School climate - discipline	My teachers make it clear to me when I have misbehaved in class.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	5%			
School climate - discipline	Adults working at this school reward students for positive behavior.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	5%			
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	1,559	5%			
School climate - discipline	School rules are applied equally to all students.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	5%			
School climate - discipline	Discipline is fair.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	1,559	7%			
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	474	10%		HS	

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
School climate - equity	Boys and girls are treated equally well.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	474	10%		HS	
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	474	10%		HS	
School climate - equity	Adults working at this school treat all students respectfully.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	474	10%		HS	
School climate - equity	People of different cultural backgrounds, races, or ethnicities get along well at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	474	10%		HS	
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)	1,539	8%			
Captivate	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	9%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

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)	1,539	8%			
Care	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
Care	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
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 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	Tripod (6-12)	1,539	7%			
Challenge	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

Challenge	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	7%			
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)	1,539	7%			
Clarify	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
Clarify	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
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)	1,539	8%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

Classroom Management	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
Classroom Management	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	7%			
Confer	My teacher wants us to share our thoughts.	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)	1,539	8%			
Confer	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
Confer	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

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)	1,539	7%			
Consolidate	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	7%			
Perceived Learning (Consolidate)	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	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)	1,539	8%			
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	780	6%			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	780	6%			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	780	6%			X
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS 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	780	6%			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	780	6%			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)	772	5%	X		X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%	X		X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%	X		X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%	X		X
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%	X		X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%			X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	4%			X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%			X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%			X
Mental health - self-control	For additional information on Tripod questions, see: https://tripoded.com or contact them directly at info@tripoded.com.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	Tripod (6-12)	772	5%			X
Mental health - internalizing	I get a lot of headaches, stomach-aches or sickness.	Not True, Somewhat True, Certainly True	SDQ	792	6%	X		X
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

Mental health - internalizing	I worry a lot.	Not True, Somewhat True, Certainly True	SDQ	792	7%	X		X
Mental health - internalizing	I am often unhappy, depressed or tearful.	Not True, Somewhat True, Certainly True	SDQ	792	6%	X		X
Mental health - internalizing	I am nervous in new situations. I easily lose confidence.	Not True, Somewhat True, Certainly True	SDQ	792	6%	X		X
Mental health - internalizing	I have many fears, I am easily scared.	Not True, Somewhat True, Certainly True	SDQ	792	6%	X		X
Civic Engagement (prompt)	<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> Visited or helped out people who were sick.	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	243	11%		HS	X
Civic Engagement	Took care of other families' children (<i>on an unpaid basis</i>).	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	243	10%		HS	X
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	243	10%		HS	X
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

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)	243	10%		HS	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	243	10%		HS	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	243	10%		HS	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	243	9%		HS	X
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	243	10%		HS	X
Safety - neighborhood	You or someone close to you has been affected by violence outside of school.	Never, Seldom, Sometimes, Often, Always	Joyce	780	4%	X		X
Safety - neighborhood	I live in a safe neighborhood.	Strongly Disagree; Disagree; Agree; Strongly Agree	Joyce	780	5%			X
Safety - neighborhood	I see gang activity in my neighborhood.	Never, Seldom, Sometimes, Often, Always	Joyce	780	6%	X		X
Safety-interactions with police	Do you feel safer in the presence of police?	Strongly Agree, Agree, Disagree, Strongly Disagree	N/A	780	6%			X
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

COVID – concerns (prompt)	<i>Since the pandemic began in March 2020, how concerned have you been about the following?</i> Getting into college	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	7%			X
COVID - concerns	Your family's physical health	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	7%			X
COVID - concerns	Your family's emotional health	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	6%			X
COVID - concerns	Your physical health	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	6%			X
COVID - concerns	Your emotional health	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	7%			X
COVID - concerns	Having your basic needs met (food, medicine, etc.)	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	7%			X
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

COVID - concerns	Your family's financial situation	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	7%			X
COVID - concerns	Relationships with friends	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	6%			X
COVID - concerns	School grades/performance	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	6%			X
COVID - concerns	Uncertainty about the future	Not at all concerned; Less concerned than usual; Concerned the same amount as usual; Much more concerned than usual	APA	780	6%			X
COVID - concerns	How often during the current school year did you or your family have to cut meal size or skip meals because there wasn't enough money for food?	Almost every month; Some months but not every month; In 1-2 months	CSS	780	5%			X
COVID - learning	During the last school year (2020-21), what type of instruction did you participate in the most?	Remote, virtual, or online learning; All in-person; Hybrid (scheduled rotation of in-person and remote learning days)	CSS	1,572	5%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

COVID – learning (prompt)	<i>How often did the following happen in the last school year (2020-21)? How often did you have access to WiFi/internet AT HOME when you needed it for school?</i>	Never; Rarely; Usually; Always	CSS	1,572	6%			
COVID - learning	Why did you not always have internet access at home when you needed it? Check all that apply.	I don't have internet at home ; Our internet goes in and out ; Too many people were using it; My hotspot didn't always work; Other (fill)	N/A	544	7%			
COVID - learning	How often did you have access to a computer or tablet AT HOME when you needed one for school?	Never; Rarely; Usually; Always	CSS	1,572	5%			
COVID - learning	During the last school year (2020-21), how much time did you have with your teachers?	Way too much; A little too much; Just the right amount; Not quite enough	CSS	1,572	6%			
COVID - learning	Thinking about last school year (2020-21), when doing classes online, how often was an adult (other than your teachers) available to help you with schoolwork during the school day?	I didn't have any classes online; Never available; Rarely available; Usually available; Always available	CSS	1,572	6%			
COVID - learning	How much do you feel you learned across all of your classes last school year (2020-21), compared to before the COVID-19 pandemic?	A lot more; A little more; About the same; A little less; A lot less	CSS	1,572	6%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

COVID - learning	After the pandemic, if given the option, how many days per week would you like to attend classes in-person?	0 days a week (all virtual/ remote learning); 1 day a week; 2 days a week; 3 days a week; 4 days a week; 5 days a week (all in-person)	ECNPR	1,572	6%			
Hurricane Ida	Did you evacuate?	Yes; No	N/A	767	3%			X
Hurricane Ida	Did your home sustain any damage as a result of Hurricane Ida?	Yes; No	N/A	767	2%			X
Hurricane Ida	If [your home sustained any damage as a result of Hurricane Ida], what was damaged?	Roof damage; Flooding; Mold; Yard/fence; Other	N/A	314	1%			X
Hurricane Ida	What utilities did you lose access to as a result of Hurricane Ida? (Check all that apply)	No water; No internet; No electricity; No cellphone/landline; Other; I did not lose access to any utilities as a result of Hurricane Ida	N/A	767	2%			X
Well-being	On a scale from 0 to 10, where 0 is not at all satisfied and 10 is completely satisfied, how satisfied are you with your life as a whole these days?	0,1,2,3,4,5,6,7,8,9,10	SSES	1,559	6%			
Well-being	If you're feeling overwhelmed, stressed, or depressed, who are you most likely to talk to?	Friend; Parent; Coach; Teacher; Someone at church (pastor, youth leader, etc.); School counselor; Mental health therapist; Social media/online community; Doctor; No one; Other	YMHS	1,559	4%			
Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only

Well-being	If you are having an issue (like feeling depressed or anxious), do you have an adult you can talk to at school?	Yes; No	YMHS	1,559	5%
Well-being	If your school offered more mental health resources (like more hours of counseling or group conversations), do you think you would use them?	Definitely; Probably; Probably not; Definitely not	YMHS	1,559	5%
Well-being	Do you think teachers and other school employees understand the mental health needs of their students?	Yes; No	YMHS	1,559	5%