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School racial climate and discipline practices

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School Racial Climate and Discipline Practices

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Abstract

The disproportionate use of punitive discipline practices with students of color in American school systems is prevalent among many sources of literature. Consequently, student experiences and perceptions of school climate are often tainted, which has yielded school-wide initiatives to improve in these areas. As school psychologists work to improve school climate with the goal of decreasing the racial discipline gap, they may consider strategies to improve the school's racial climate. Using the School Climate for Diversity – Secondary Scale (Byrd, 2017), the current study explored what relationship, if any, exists between school racial climate and discipline at the secondary level. Perceptions of school racial climate were also examined across different racial and ethnic groups. Results indicated that there are differences in perceptions of school racial climate between students of different racial/ethnic groups; however, there was no significant relationship between school racial climate and self-reported discipline history. Implications for future research and school psychologists' practice are discussed.

School Racial Climate and Discipline Practices

Introduction

School climate has been a growing area of interest in the field of education for decades. (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013) With increasing evidence of the student benefits of a positive school climate, more research has been conducted at both the local and national levels regarding the factors affecting school climate and school climate improvement efforts. While school climate has proven to be difficult to define, most definitions are similar to that of the National School Climate Council's (2007) that describes school climate as the quality and character of school life; examining "patterns of people's experiences of school life (reflecting) norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (p. 5). Having a clear definition of school climate is crucial in school climate measurement and improvement. Thapa et al. (2013) used the National School Climate Council's definition and outlined the following dimensions of school climate in their review of school climate research: (a) Safety (i.e., the rules and norms of the school, physical, and social-emotional safety), (b) Relationships (i.e., respect for diversity, the school's connectedness or engagement, social support, leadership, and students of different races/ethnicities perceptions of school climate), (c) Teaching and Learning (i.e., social, emotional, ethical, civic, and service learning; support for academic learning and for professional relationships; and teachers' and students' perceptions of school climate), (d) Institutional Environments (i.e., the school's physical surroundings, resources, and supplies), and (e) the School Improvement Process (i.e., the school's efforts to change

practices or implement interventions to improve the academic success, social-emotional, and behavioral well-being of their students). While consensus has not yet been reached about the definitive dimensions that make up school climate, the aforementioned areas are discussed most frequently in the literature.

Research shows that school climate is influential in students' academic success, mental and physical health, and social and emotional well-being (Bradshaw, Waasdorp, Debnam, & Johnson, 2014). Previous studies have shown that schools who have more positive perceptions of school climate have higher academic achievement, lower absenteeism, lower dropout rates, less truancy, and higher graduation rates (Wang & Degol, 2016). A positive school climate is also linked to less drug use and fewer self-reports of psychiatric problems in high school students (LaRusso, Romer, & Selman, 2008). Positive school climate is also predictive of better psychological well-being as students enter adolescence (Virtanen et al., 2009). Furthermore, positive school climate is also correlated with lower rates of student suspensions (Lee, Cornell, Gregory, & Fan, 2011) and is an effective method of risk prevention (Berkowitz & Bier, 2006) as students at schools with positive school climates tend to display less aggression or violence (Gregory, Skiba, & Noguera 2010).

School climate has historically been studied by measuring school organizational features or by surveying teachers (Anderson, 1982; Kuperminc, Leadbeater, Emmons, & Blatt, 1997), but is moving towards being measured using student and staff surveys, interviews, or focus groups (Mitchell, Bradshaw, & Leaf, 2010). Much of this research remains focused on school-level factors despite growing evidence that there is a significant amount of variability in perceptions of school climate between individuals in

the same school building (Koth, Bradshaw, & Leaf, 2008). This calls for future school climate research to focus on individual student experiences at their school.

Student Perceptions of School Climate by Race and Ethnicity

While an individual school can have an overall climate, individuals within the same school can have different experiences. Gordon (2018) found that there was a significant difference in school climate perception based on students' race identification. Students who identified as Asian perceived their school's climate to be significantly more positive than students who identified as Multi-Race Non-Hispanic. While there were no other statistically significant differences between groups, there was a clear decline in school climate perception by group. Students who identified as Asian perceived their school climate most positively, followed by White students, Hispanic students, students who identified as Other or preferred not to answer, Native American students, African American students, and Multi-Race Non-Hispanic, having the least positive perception of school climate.

Teacher-student relationships and students' global relationships with adults at their school overall are important factors of school climate. Positive teacher-student relationships are linked to students' academic achievement (Roorda, Koomen, Spilt, & Oort, 2011), social-emotional competence (Bernstein-Yamashiro & Noam, 2013), and academic engagement (Hudley, Moschetti, Gonzales, Cho, Barry, & Kelly, 2009). Previous research regarding perceived teacher-student relationships by race or ethnicity yielded mixed results. Some studies found that White students reported closer teacher-student relationships than students of color (Wyrick & Rudasill, 2009), some found no racial or ethnic differences in students' perceptions of teacher-student relationships

(Murray, Murray, & Waas, 2008), and others found that students of color reported more positive teacher-student relationships than their White peers did (Shaunessy & McHatton, 2009). Bottiani, Bradshaw, and Mendelson (2016) highlighted the importance of examining a school's context when analyzing these differences in relationships, finding that African American students feel less supported in majority White high schools and more supported in diverse high schools; students of color are more likely overall to perceive their school climate as low in teacher supportiveness (Mayworm, Sharkey, & Nylund-Gibson, 2021). Liu, Savitz-Romer, Perella, Hill, and Liang, (2018) examined the differences in perceived teacher-student relationships between students of different races and ethnicities at a high school with almost all White teachers. They found that White students were more likely to describe both their positive and negative teacher-student relationships based on their perception of the teacher's instructional effectiveness, whereas African American and Hispanic students were more likely to describe their positive and negative teacher-student relationships based on their perceptions of affinity or similarity with their teachers. Despite the differences in racial and cultural identities, there was a perceived affinity and a presence of positive teacher-student relationships between African American and Hispanic students and their White teachers. This may be due to the teachers' cultural competence and/or relationship building skills.

School resource officers' roles are to promote safety in schools, provide legal education, and to serve as disciplinarians. While there is some research about adults' perceptions of school resource officers, there is considerably less known about students' perceptions of school resource officers. school resource officers were surveyed regarding their role with students and 64% indicated that they felt students viewed them as more of

a resource than as a police officer (Hurley Swayze & Buskovick, 2014). Principals in east Kentucky felt positively about school resource officers' roles in school, particularly in their role as a violence prevention and reduction strategy (May, Fessel, & Means, 2004). Despite these perceptions, the research regarding school resource officers' contribution to school safety is mixed. While some studies found that the presence of law enforcement at school was associated with an increase in reports of serious violence in high schools (Crawford & Burns, 2015), serious and minor crime, and school expulsions (Na & Gottfredson, 2013), others found their presence decreased school-related violence (Johnson, 2016) except in cases in which school resource officers carried guns or tasers (Maskaly, Donner, Lanterman, & Jennings, 2011). Research about students' feelings of safety at school in relation to the presence of school resource officers is both limited and mixed. Theriot & Orme (2014) found in a national sample that the presence of resource officers was correlated with students feeling safe at school, whereas Reingle Gonzalez, Jetelina, and Jennings (2016) found that greater presence of resource officers correlated with students feeling less safe at school. Pentek and Eisenberg (2018) found that African American, multiple-race, and American Indian students with resource officers at their schools felt significantly less safe at school than did their White peers, had significantly less favorable perceptions of resource officers, and experienced school discipline at three times the rate of their White peers. While additional research about students' perceptions of school safety is warranted, the existing literature indicates that minority students do not always feel as safe at school as their White peers do.

Discipline Practices in Relation to School Climate

Although there are few studies that directly examine the link between school discipline policies and school climate, there is agreement in the field that this bidirectional relationship is influential in students' school experiences. Anderson (1982) was an early contributor in this area, reporting that school climate and student behavior are affected by each other. Later, Pang (1992) surveyed teachers in 29 schools regarding their perceptions of school climate and their attitudes about the use of rewards and punishment in behavior management at school. Teachers in this study that rated their school's climate as more positive were more likely to report using rewards to manage classroom behavior and teachers working at schools with less positive school climate were more likely to report using punishment as a means of classroom management. Gottfredson, Payne, & Gottfredson (2005) expanded this research, surveying 254 public secondary schools to measure perceptions of school climate and school disorder – which was defined as teacher or student victimization and student delinquency. Schools with more positive ratings of school climate were perceived as less disordered by students and staff and had fewer discipline offenses than schools with lower perceptions of school climate. Similarly, as staff members reported more positive climate, they also reported lower levels of student risk and behavior problems (Capp, Astor, & Gilreath, 2020). However, subjective decisions made by teachers and administrators, as influenced by discipline policies and/or classroom management styles, may provide more robust explanations for discipline disparities experiences by Black and other minoritized students (Welsh and Little, 2018).

Since the 1990's, many schools have adopted zero tolerance policies. Zero tolerance policies were initially intended to be a means of enforcing drug-free schools

and have expanded to include rules associated with violence, weapons, and minor offenses (American Psychological Association Zero Tolerance Task Force, 2008). The APA Zero Tolerance Task Force (2008) defines zero tolerance policies as those that dictate "…the application of predetermined consequences, most often severe and punitive in nature, that are intended to be applied regardless of the gravity of the behavior, mitigating circumstances, or situational context" (p. 852). Schools often choose to adopt zero tolerance policies due to the policies' highly structured nature in an attempt to demonstrate equality in their discipline policies. Despite these goals, data indicate that ethnic minority students and students with disabilities are more likely than their peers to receive punitive disciplinary action under such policies (APA Zero Tolerance Task Force, 2008; Martinez, 2009). Empirical support for the effectiveness of zero tolerance policies in managing behavior or increasing safety is absent from the research. In fact, according to the literature, punitive practices that accompany zero tolerance policies such as detention, suspension, and expulsion are harmful to students. Marchbanks, Blake, Booth, Carmichael, Seibert, and Fabelo (2015) found that students who received one in-school suspension were on average 23.7% more likely to drop out of high school compared to their peers who did not receive any suspensions. Balfanz, Byrnes, and Fox (2015) found similar results, citing a 32% dropout rate among students who had been suspended once in a year and a 53% dropout rate among students who were suspended four or more times in ninth grade. Less than a quarter of the students receiving four or more suspensions in ninth grade went on to enroll in postsecondary education. Students who were the recipients of punitive disciplinary action also scored lower on standardized reading

achievement tests (Arcia, 2006) and were more likely to be arrested in the future (Monahan, VanDerhei, Bechtold, & Cauffman, 2014).

There is a wealth of research indicating that ethnic minority students, particularly African American students, are disproportionately disciplined in American schools (Raffaele Mendez, L. M., & Knoff, H. M., 2003; Skiba, Michael, Nardo, & Peterson, 2002.). Bradshaw, Mitchell, O'Brennan, and Leaf (2010) sought to identify factors that contributed to the overrepresentation of African American students receiving office discipline referrals. The researchers found that even when controlling for the severity of the student's behavior by teacher rating, the teacher's ethnicity, and classroom environment, African American students were significantly more likely than White students to receive an office discipline referral. This study ruled out some of the factors that have been suggested may contribute to the disproportionate disciplining of African American students. For example, even when two students were exhibiting the same level of severity of behavior, the African American student was more likely to be disciplined than the White student. Additionally, while Bradshaw et al., (2010) hypothesized that a mismatch in teacher and student race or culture may be a contributing factor, they found that African American students were more likely to be disciplined than White students even when their teacher was also African American.

Ritter and Anderson (2018) analyzed seven years of student- and infraction-level data from every public school in Arkansas and found that African American students were more likely than their White peers to be disciplined for infractions in every category except drugs and alcohol. The categories with the greatest disparities between White and African American students were guns and minor violence/weapons, for which African

American students were three times more likely to be written up. Eighty percent of the state's infractions fell into the category of minor nonviolent infractions, which includes disorderly conduct, insubordination, and other. Moreover, African American students were 2.338 times more likely than their White peers to be written up for minor nonviolent infractions. The risk of referral for this subjective category remained constant both across the state and within individual districts. Furthermore, African American students were 2.4 times more likely than their White peers to receive exclusionary discipline for the same infraction. The rate of overall disparity was greater across the state than within individual school districts, suggesting that some school districts may be implementing less discriminatory policies than others.

Del Toro and Wang (2021) also investigated infraction data – among 2,381 students from a Mid-Atlantic city in the United States – and found that more African American students received a greater amount of minor infraction suspensions than did White adolescents. More specifically, one in four African American youth received at least one infraction suspension, whereas only 2 percent of White youth did. The study further reported that White educators are more likely to misinterpret African American youth's developmentally normative behaviors as nefarious, criminal, and warranting of disciplinary actions. Consequently, the students who received minor infraction suspensions also reported unfavorable school climate – African American youth rated their school climate more negatively than did White youth.

The widespread adoption of zero tolerance policies, increase in school resource officers as a means of discipline, and criminalization of minor behavior offenses has led to a school-to-prison pipeline – a pathway that funnels primarily students of color,

students with disabilities, and LGBTQ+ students out of school buildings and into the criminal justice system (McCarter, 2017). Exclusionary discipline policies act as a "quick fix" for schools to eliminate undesirable behaviors rather than addressing the holistic well-being of their students (McCarter, 2017). Meanwhile, removing students from the school environment disrupts their learning and disrupts or damages their relationship building with adults at their school which contributes to school disengagement, further isolating students and propelling them further down the pipeline (McCarter, 2017). This may send a message to students on this pathway that they are not valued at school or in society and that the very systems that are supposed to be in place to serve them will not help them.

The growth of the school-to-prison pipeline coincided with the expansion of high-stakes testing, a decrease in funding for education leading to inadequate resources and school overcrowding, and increasingly diverse schools (Gregory, Skiba, & Noguera, 2010; Skiba, Chung, Trachok, Baker, Sheya, & Huges, 2014; Losen, 2011). At the same time, teacher training programs became more focused on specialized academic subjects and less focused on classroom management or cultural competence (Gregory, Bell, & Pollock, 2014). The consistent documentation of discipline disproportionality for students of color and ethnic minorities in schools is a serious social just and racial equity problem (Abdou & Mayworm, 2021) – schools are not equipped with the knowledge or personnel to appropriately address the needs of their students. There is a nationwide shortage of school mental health providers including school psychologists, school counselors, and school social workers which is largely affected by a lack of federal and state funding for mental health programming within K-12 schools. Bottiani and Gregory (2018) reviewed

promising prevention and intervention practices that aim to reduce disproportionality in discipline. Classroom coaching and professional development models such as Double Check Self-Assessment, Classroom Check-up, and GREET-STOP-PROMPT focus on providing a framework for teachers to address and prevent classroom behavior before it escalates to an office discipline referral. School-wide interventions and practices used to address disproportionality include practices like restorative justice and threat assessments (Bottiani & Gregory, 2018). Universal social-emotional learning and positive behavioral interventions and supports at all grade levels as well as access to and awareness of school-based mental health services are also essential in the preventative and continued care of students. Bottiani and Gregory (2018) highlight the importance of systematic changes in addressing the problem of disproportionality due to the systemic racism deeply rooted in the heart of the problem. Mental health services combined with positive school climate, cultural competence, and implementation of proactive and restorative discipline practices while limiting punitive policies may prevent a large number of behavior problems and slow the growth of the school-to-prison pipeline.

School Racial Climate

School Racial Climate refers to "perceptions of interracial interactions and the socialization around race and culture in a school (Byrd, 2017, p. 700)." While research regarding the role of race in students' school experiences has been conducted in the past, the literature focuses almost entirely on unfair treatment and overt racial discrimination (Alfaro, Umaña-Taylor, Gonzales-Backen, Bámaca, & Zeiders, 2009). Byrd (2017) asserts that unfair treatment and discrimination are not synonymous. A student may feel that their school is generally fair and also perceive themselves as being discriminated

against. Byrd (2017) highlights this difference by defining unfair treatment (or equal status) as a student's perception of the context of their school rather than their individual experiences.

Purpose of the Current Study

The current study sought to fill existing gaps in the research regarding school racial climate. Previous research suggests that there is a bidirectional relationship between school climate and punitive disciplinary action in schools (Anderson, 1982; Pang, 1992; Gottfredson, et al., 2005) and that minority students are more likely to be the recipients of punitive discipline (Raffaele Mendez, L. M., & Knoff, H. M., 2003; Skiba et al., 2002; Bradshaw et al., 2010; Ritter & Anderson, 2018). However, it is unclear whether there is also a relationship between school racial climate and discipline practices. This study explored what relationship, if any, exists between school climate and discipline in an effort to provide school psychologists with data to utilize in their work promoting more equitable school climates. Based on the review of literature, this study sought to answer the following questions:

1. Is there a relationship between perceptions of school racial climate and student discipline history?
2. Is there a difference in perception of school racial climate between students of different racial or ethnic groups?

Methods

Research Design

A mixed methods research design was used to answer the aforementioned research questions. In order to determine the existence of a relationship between school racial climate and disciplinary action, the disciplinary history data from student reports were be compared with data from each domain and subscale of the School Climate for Diversity – Secondary Scale. Data was also be analyzed by demographic groups.

A quantitative analysis of the results from the School Climate for Diversity – Secondary Scale was completed to inform the researcher of student perceptions of school climate across high school settings. In order to provide details regarding the state of school racial climate, the researcher included qualitative items to further dissect the racial climate at each of the participant's high schools.

Participants

Participants of this study included one hundred and two undergraduate psychology students. Features of the sample population varied in race/ethnicity, age, and gender. Participants identified as either Black/African American (*N*=8), American Indian or Alaska Native (*N*=1), Asian (*N*=6), Latinx/Hispanic (*N*=3), White (*N*=81), and Other (N=3). Similarly, participant age ranged between 18 and 23 years of age. Furthermore, all participants identified as either male (*N*=39) or female (*N*=63).

Participants were recruited using James Madison University's participant pool, which gives undergraduate students the opportunity to participate in research projects being conducted by faculty and students in the Department of Psychology. Those who agreed to participate in this research study completed an electronic survey via Qualtrics. Six survey responses were omitted due to incompletion. Embedded in the survey were

demographic questions and qualitative items. Participants were required to consent to the study prior to completing the survey items.

Measures

Demographic information included participant race/ethnicity, age, gender, grade point average, and disciplinary history. Participants were asked to self-report their unweighted high school GPA, as well any disciplinary infractions received during their high school career (e.g. 2 or less, 3-5, 6 or more), which included office referrals, detentions, and/or suspensions. Qualitative items were developed locally and embedded in the survey administered to research participants. Participants were asked to give responses to the following questions: 1) How did adults and students of different racial groups interact at your high school? 2) How did adults respond to stereotyping or unfair treatment of individuals in your high school? 3) How did adults and students at your school talk about race and culture either during or outside of class? and 4) What kinds of opportunities did you have to learn about your own or other racial groups and cultures at school? What kinds of opportunities did you have to learn about racial inequality in America? (The demographic information questionnaire can be found in Appendix C).

This study was developed to glean perceptions of school racial climate at the secondary level. With that being said, participants were asked to reflect upon their personal experiences in high school as they completed the survey items. This particular area of interest was assessed using the School Climate for Diversity – Secondary Scale (SCD-S). This scale consists of two domains—intergroup interactions and school racial socialization —ten subscales, and 39 items. Participants were presented with the stem,

"Think about your high school. How true are the following questions?" Participants were then asked to rate how true each question was for their high school on a five-point scale. The response categories are not at all true (1), a little true (2), somewhat true (3), very true (4), completely true (5). The School Climate for Diversity – Secondary Scale is a psychometrically sound instrument with high reliability and validity. Byrd (2017) surveyed a nationally representative sample of 819 children between the ages of 12 and 18 (M = 15.27, SD = 1.58) using the School Climate for Diversity – Secondary Scale (SCD-S) and validating measures for the constructs of general school climate (Inventory of School Climate – Student), perceived discrimination (correlations of quality of interaction and equal status, and correlation with stereotyping), culturally responsive teaching (correlations between cultural socialization and critical consciousness socialization), grades, and academic motivation. The results of the study showed that constructs from the SCD-S Scale were highly correlated with their respective validating measures; and were positively correlated with academic outcomes. A confirmatory factor analysis supported the ten-factor structure of the SCD-S Scale, each subtest yielding Cronbach's alpha levels of .70 or greater.

The intergroup interactions domain focuses on the interactions between members of different racial and cultural groups at school. This domain encompasses five subscales: frequency of interactions, quality of interactions, equal status, support for positive interaction, and stereotyping. Frequency and quality of interactions refer to the number of interactions between members of different ethnic and cultural groups and the positive or negative effect of the interactions. The quality of interactions subscale asks students to rate whether students of different races/ethnicities at their school trust each other, get

along well, and are friends. The frequency of interactions subscale asks students to rate how frequently students of different races/ethnicities at their school will spend time together studying, hanging out, and working together in class. The equal status subscale measures how fairly various groups are perceived to be treated at school. Students are asked to rate how fairly students of all races/ethnicities are treated at school overall, by principals, and by teachers. The support for positive interaction subscale refers to the way that schools encourage positive interactions between students of different groups. Students are asked if their teachers and principals encourage them to be friends with students of different races/ethnicities and whether teachers, principals, and students think it's good to work with people of different races/ethnicities. The stereotyping subscale refers to the extent that different groups perceive that their own group is being represented or thought of in stereotypical manners while at school. Examples of items in this subscale are "Teachers and principals believe negative stereotypes about your racial/ethnic group" and "Your racial or cultural group is represented in stereotypical ways in textbooks and class materials."

The school racial socialization domain is about the ideas conveyed at school about race and culture. This domain includes five subscales: cultural socialization, mainstream socialization, promotion of cultural competence, colorblind socialization, and critical consciousness socialization. The cultural socialization subscale measures what students learn about their own racial or cultural background. Students are asked whether they have had the opportunity to learn about the history and traditions of their culture or participate in activities that teach them more about their cultural background at school. The mainstream socialization subscale refers to the way that students learn about mainstream

United States values and norms. Examples of items in this subscale include “Your school teaches you core American values and “your school encourages you to be proud of what people in the U.S. have accomplished.” The promotion of cultural competence subscale measures the extent that students learn about the traditions and background of other groups. Students are asked the extent to which their school teaches them about diverse cultures and encourages them to learn about different cultures. The colorblind socialization subscale describes the degree that students are overtly or covertly encouraged to ignore the role of race. Examples of items in this subscale include “At your school, people think race/ethnicity is not an important factor in how people are treated” and “People here think it’s better to not pay attention to race/ethnicity.” Critical consciousness socialization is the intentional instruction regarding differences between racial groups in power and privilege. Students are asked if their teachers have taught about racial inequality in the United States and whether there are opportunities for students to learn about social justice. (The complete School Climate for Diversity – Secondary Scale can be found in Appendix D.)

Procedures

A consent form was presented to participants prior to beginning the survey, which included a brief description of the study, the risks and benefits of their participation, a confidentiality clause, and information if they chose to opt out. Only students who were current attendees of James Madison University were recruited to complete the online survey via Qualtrics. Surveys were projected to take no longer than twenty-five to thirty minutes to complete. Participants were thanked for their contribution to the research study prior to submitting the electronic survey.

Data Analysis

Descriptive statistics were collected, including the racial and gender makeup of the participants, high school GPA, number of discipline infractions, and perceived school racial climate. In order to determine whether a relationship exists between school racial climate and discipline, a correlation coefficient was calculated for the variables of discipline infractions and school racial climate. Two coefficients were obtained using the School Climate for Diversity – Secondary Scale (SCD-S) domain averages: intergroup interactions and school racial socialization.

In order to determine whether there are differences in perceptions of school racial climate by racial/ethnic group, two one-way analyses of variance (ANOVA) were performed using the intergroup interactions domain average and school racial socialization domain average.

Qualitative data obtained from the questionnaire were analyzed using thematic analysis. Each participant's responses to each of the four questions were coded by meaning or theme of their response. Response themes were organized and sorted by frequency for each question. Overall themes were aggregated to represent each participant's experiences with their school's racial climate.

Results

Research Question 1

Intergroup Interactions Domain

Bivariate correlations for research question 1 (i.e., discipline infractions and intergroup interactions) are presented in Table 1. It was hypothesized that there would be

a negative correlation between discipline infractions and school racial climate. This hypothesis was not supported in the current study. Among the students surveyed, there was no significant correlation between reported high school discipline history and the intergroup interactions domain, $r(94) = .106$, $p > .01$.

School Racial Socialization Domain

Table 2 presents the Spearman correlation coefficient among the two variables (i.e., discipline infractions and school racial socialization), as determined by a second bivariate correlation. As shown, there was also no significant correlation between reported high school discipline history and the school racial socialization domain average, $r(94) = .-19$, $p > .01$.

Table 1

Intercorrelations among discipline history and intergroup interactions

	1	2
1. Intergroup Interactions Domain	-	
2. Discipline History	.106	-

Table 2

Intercorrelations among discipline history and school racial socialization

	1	2
1. School Racial Socialization Domain	-	
2. Discipline History	.019	-

Research Question 2

Tables 3 and 4 present descriptive statistics of the participant's domain scores (including Intergroup interactions and School racial socialization), while Figures 1 and 2 only present the mean scores for each group. Intergroup interactions mean scores were lowest across participants who identified as Black/African American and Asian; and highest across participants who identified as American Indian, Latinx/Hispanic, White, and Other. Similarly, School racial socialization mean scores were lowest across participants who identified as Black/African American, Asian, and American Indian. Highest mean scores were reported across the following groups: Latinx/Hispanic, White, and Other.

Intergroup Interactions Domain

A one-way between subjects ANOVA was conducted using the intergroup interactions domain as a function of participant race/ethnicity. There were six groups of race/ethnicity accounted for in the ANOVA (Black/African American, American Indian, Asian, Latinx/Hispanic, White, and Other). The Type I error rate was set to be 0.05.

There was a significant difference in school racial climate, as specified by the intergroup interactions domain among race, $F(5, 90) = 2.807$, $p = 0.021$, $\eta^2 = .135$. A full ANOVA table is presented in Table 5. The effect size, denoted by η^2, indicates that 13.5% of the variance in Intergroup interactions can be explained by race/ethnicity. Post hoc comparisons were not performed for the intergroup interactions domain, as one of the racial/ethnic groups surveyed had fewer than two participants.

School Racial Socialization Domain

A second one-way between subjects ANOVA was conducted using the school racial socialization domain as a function of participant race/ethnicity. An equal number of groups were accounted for in this ANOVA, as in the first. The Type I error rate was set to be 0.05.

There was a significant difference in school racial climate, as specified by the school racial socialization domain among race, $F(5, 90) = 2.636$, $p = 0.029$, $\eta^2 = .128$. A full ANOVA table is presented in Table 6. The effect size, as denoted by η^2, indicates that 12.8% of the variance in School racial socialization can be explained by race/ethnicity. Again, post hoc comparisons were not performed for the school racial socialization domain, as one of the racial/ethnic groups surveyed had fewer than two participants.

Table 3

Descriptive statistics of mean intergroup interactions scores by race/ethnicity

Race/Ethnicity	N	Mean	St. Deviation
Black/African American	8	3.01	.65
American Indian	1	3.69	.
Asian	6	3.22	.92
Latinx/Hispanic	4	3.67	.73
White	75	3.73	.68
Other	2	4.62	.54
Total	96	3.65	.72

Table 4

Descriptive statistics of mean school racial socialization scores by race/ethnicity

Race/Ethnicity	N	Mean	St. Deviation

Black/African American	8	3.02	.52
American Indian	1	3.12	.
Asian	6	3.03	.31
Latinx/Hispanic	4	3.19	.78
White	75	3.47	.47
Other	2	3.88	.49
Total	96	3.40	.50

Table 5

ANOVA table of intergroup interactions among racial/ethnic group

Source	Sum of Squares	*df*	Mean Square	*F*	*p*	η^2
Between Groups	6.692	5	1.338	2.807	.021	.135
Within Groups	42.916	90	.447			
Total	49.608	95				

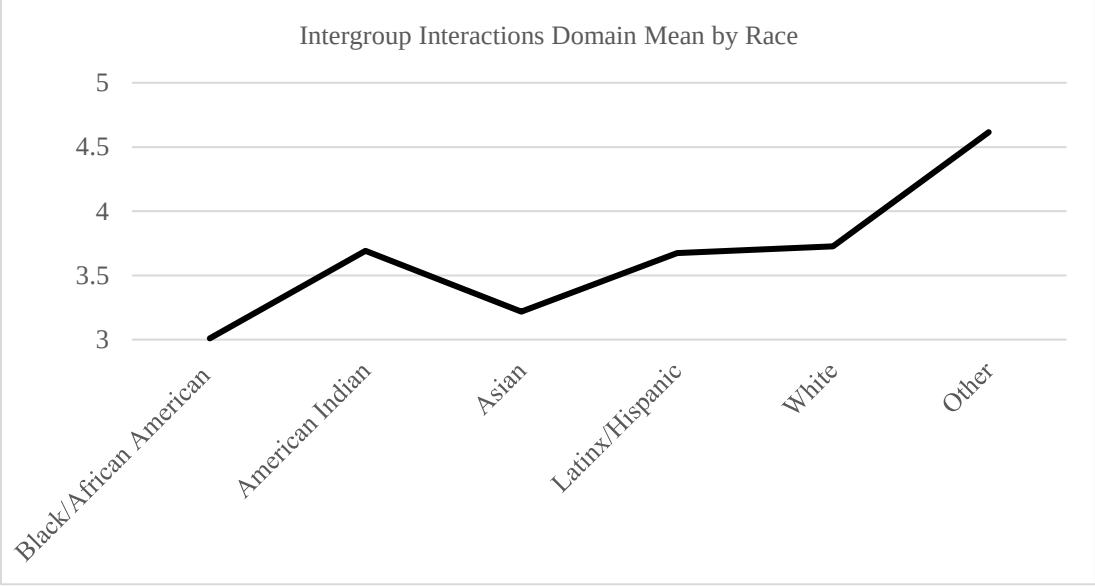

Figure 1. Line Plot of Mean Intergroup Interactions Scores by Race/Ethnicity

Table 6

ANOVA of school racial socialization among racial/ethnic group

Source	Sum of Squares	*df*	Mean Square	*F*	*p*	η^2
Between Groups	3.058	5	.612	2.636	.029	.128
Within Groups	20.884	90	.232			
Total	23.943	95				

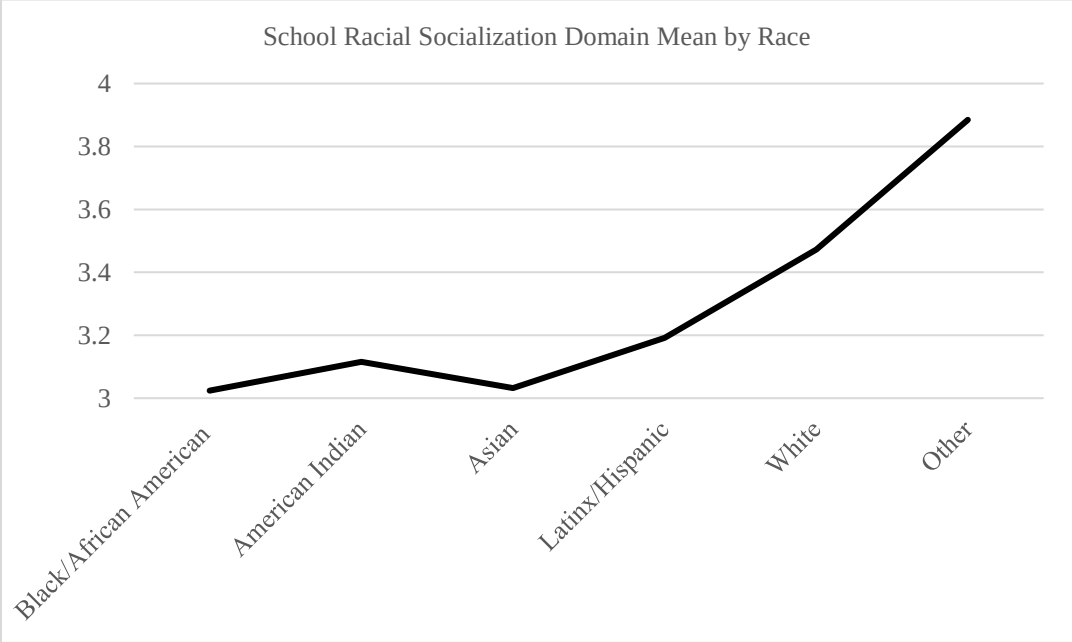

Figure 2. Line Plot of Mean School Racial Socialization Scores by Race/Ethnicity

Qualitative Data Analysis

The qualitative data was analyzed using thematic analysis—common themes were identified using the topics, ideas, and patterns revealed from participant responses. The themes for the first qualitative item included ‘acceptance, discrimination, and inconsistency;’ the themes for the second item included ‘passiveness, disapproval, and lack of experience;’ the themes for the third item included ‘candor, avoidance, and fruitless;’ and the themes for the fourth item included ‘limited opportunity, school and community involvement, and curriculum and literature.’ Each of the items included a

'miscellaneous' category as well, which was used to code item responses that did not meet criteria for either of the aforementioned themes. Item responses were coded accordingly and grouped by racial/ethnic group. Figures 3-6 represent the findings of the thematic analyses.

How did adults and students of different racial groups interact at your high school?

As previously mentioned, the themes that emerged based upon the response style for qualitative item one included 'acceptance, discriminatory, and inconsistency.' "Acceptance" was defined by responses that indicated frequent and healthy interactions between adults and students of different racial groups in the respondents' high school settings; "discriminatory" was defined by responses that expressed unfavorable and prejudicial interactions between adults and students of different racial groups; and lastly, "inconsistency" was defined by inconsistent patterns of interactions between adults and students of different racial groups. Responses that did not meet the criteria for either of the developing themes were coded as "miscellaneous." Examples of participant responses for each theme can be found in Table 7; thematic comparisons across racial groups can be found in Figure 3.

Table 7

Emerging themes for qualitative item one

Theme	Description	Significant Statement Examples
Acceptance	Frequent and healthy interactions	• "Everyone was treated equally" • "They interacted well, I didn't notice anyone being treated differently based on their race" • "Everyone was treated with respect without noticeable preference"

Discriminatory	Unfavorable and prejudicial interactions	• "Often the students would be treated slightly different" • "Any person of color was either disregarded or openly disrespected by white adults and students" • "At times it felt like the Black students at my school were treated differently when it came to punishments"
Inconsistency	Inconsistent patterns of interactions	• "Depended on the adult. A majority of the adults treated everyone equally, but there were others that didn't and acted differently towards students of a minority" • "We had a largely positive relationship with some instances of bias"
Miscellaneous		• "The adults were really strict so no one really wanted to listen to them" • "By talking" • "They were nice to me"

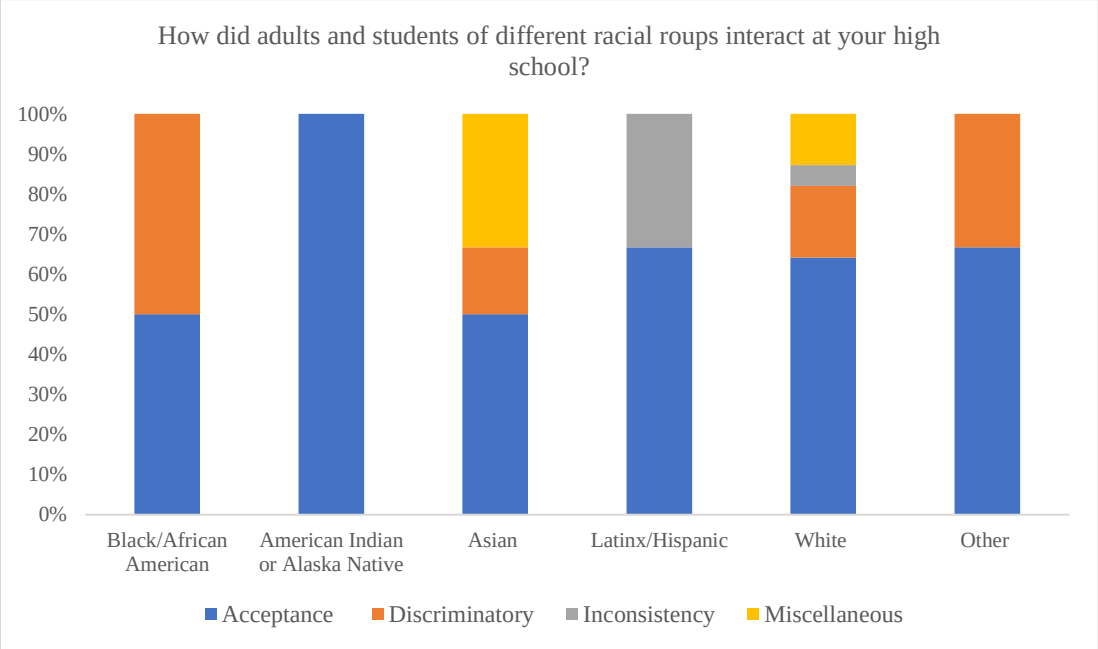

Figure 3. Thematic Analysis of Qualitative Item One by Racial /Ethnic Group

How did adults and students of different racial groups interact at your high school?

The themes that emerged based upon the response style for the second qualitative item included ‘passiveness, disapproval, and lack of experience.’ “Passiveness” was defined by responses that reflected no adult response to stereotyping or unfair treatment of students in their high school setting; “disapproval” was defined by responses that suggested zero tolerance of unfair treatment and discrimination; and “lack of experience” was defined by responses by students who reported not having experienced adult responses to stereotyping and unfair treatment. Responses that did not meet the criteria for either of the developing themes were coded as “miscellaneous.” Examples of participant responses for each theme can be found in Table 8; thematic comparisons across racial groups can be found in Figure 4.

Table 8

Emerging themes for qualitative item two

Theme	**Description**	**Significant Statement Examples**
Passiveness	No adult response to discriminatory behavior	• “Majority of adults did not take action in any way when this occurred. The adults have their favorites” • “They usually agreed and didn’t stop it” • “They usually did not respond to most issues fairly and barely punished. I think in this case they would give suspension but usually they did not care”
Disapproval	Zero tolerance and reprimanding of discriminatory behavior	• “Adults were outwardly condemning of stereotyping and unfair treatment” • “There were punishments discussed in the schools’ disciplinary guidelines. Those not covered or special circumstances or instances not covered were dealt with by the principal and administration” • “If any adult saw stereotyping or unfair treatment they would put an end to it quickly and disturbed any punishment if it was needed.
Lack of Experience	Limited or no experience with adult response style	• “I didn’t notice any responses from adults, but like I said, there wasn’t any major issues with unfair treatment that I can recall”

	• "I attended an international high school so there weren't really cases of unfair treatment or stereotyping based on race in my high school" • "I'm not really aware of how people responded to stereotyping"
Miscellaneous	• "I would say there was a little bit of stereotyping when it came to kids who were a little less fortunate than the rest, but nothing too extreme" • "They treated everyone equal" • "My Black teachers, we talked about it regularly but my white teachers seemed scared to talk about the other stuff"

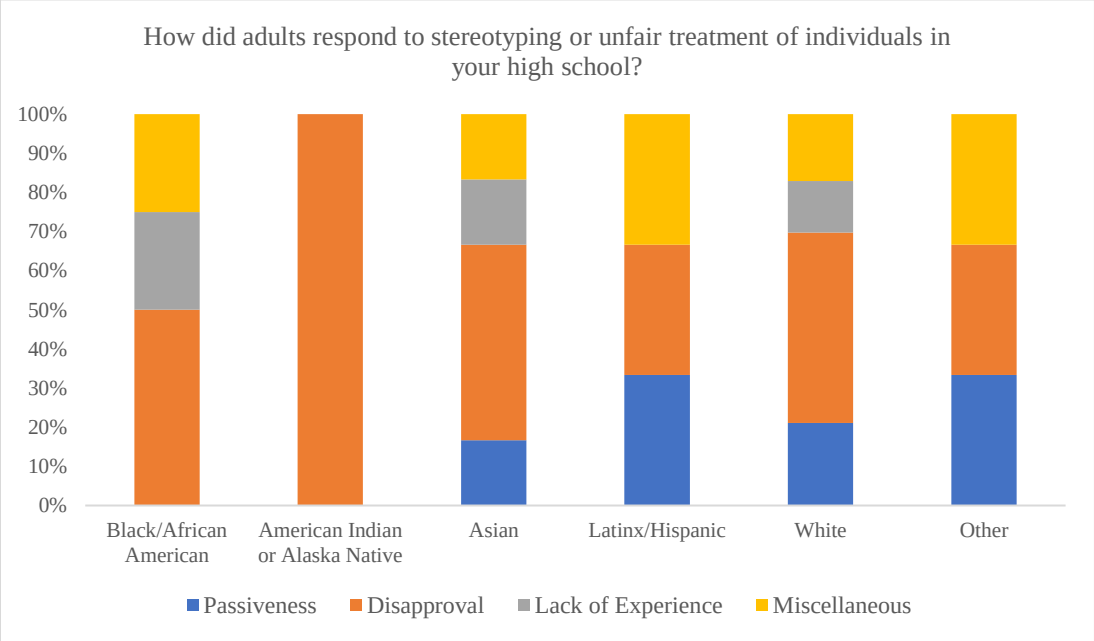

Figure 4. Thematic Analysis of Qualitative Item Two by Racial/Ethnic Group

How did adults and students at your school talk about race and culture either during or outside of class?

The themes that emerged based upon the response style for the third qualitative item included 'candor, avoidance, and fruitless.' "Candor" was defined by responses that reflected open and honest conversations about race observed within their high school setting; "avoidance" was defined by a lack of communication about race and culture in

the high school environment; and "fruitless" was defined by responses by students who reported minimal conversations about race and culture in their high schools, however, were ineffective. Responses that did not meet the criteria for either of the developing themes were coded as "miscellaneous." Examples of participant responses for each theme can be found in Table 9; thematic comparisons across racial groups can be found in Figure 5.

Table 9

Emerging themes for qualitative item three

Theme	Description	Significant Statement Examples
Candor	Open and honest conversations about race and culture	• "The difference between each race and culture was definitely often talked about in both negative and positive ways" • "Adults and students were very vocal about both. For the most part, both parties were largely supportive of equity and cultural diversity" • "My high school is really diverse so during and outside of class race and culture was talked about a lot"
Avoidance	Absence of conversations about race and culture	• "It was not a usual topic in the classrooms" • "I feel like we didn't talk about that ever" • "They never really talked about it much because it was never really an issue at our school"
Fruitless	Minimal or ineffective conversations about race and culture	• "Adults did not acknowledge race. Students, it depends, some people talked about how unfair it was and others ignored or went along with it" • "It was danced around with some adults but with others it was talked about in depth" • "In class they would say the typical things you expect adults to say regarding race outside of class you would hear more student opinions"
Miscellaneous		• "Positive and educational" • "Everyone tried to be inclusive, but the school was predominantly white" • "Respectfully"

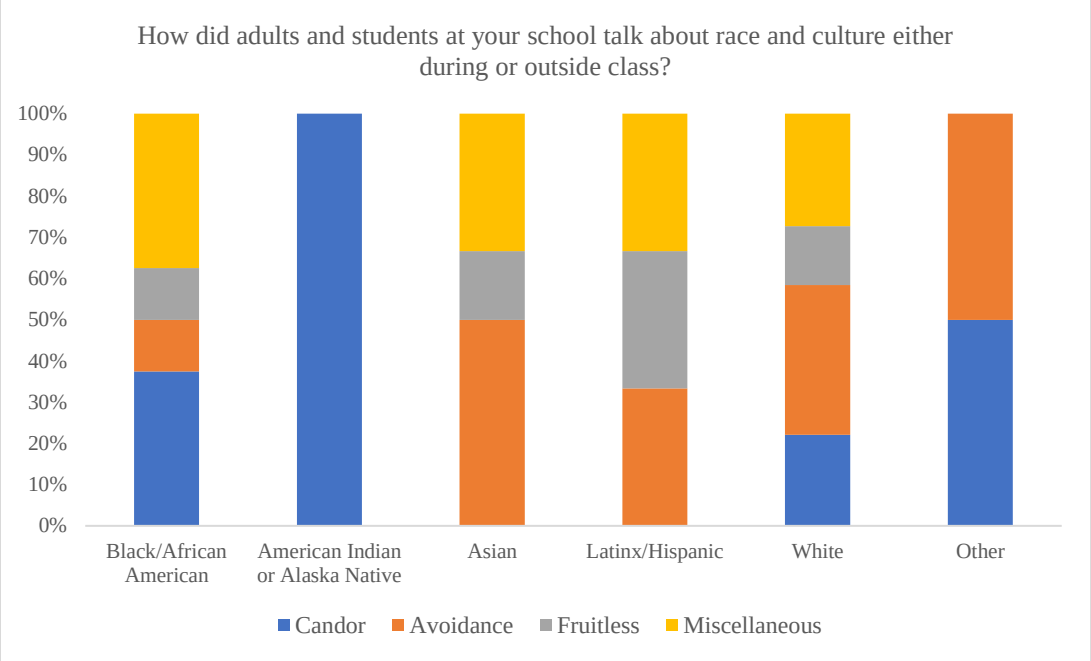

Figure 5. Thematic Analysis of Qualitative Item Three by Racial/Ethnic Group

What kinds of opportunities did you have to learn about your own or other racial groups and cultures at school? What kinds of opportunities did you have to learn about racial inequality in America?

The themes that emerged based upon the response style for the fourth qualitative item included 'limited opportunity, school and community involvement, and curriculum and literature.' "Limited opportunity" was defined by responses that indicated minimal or no opportunities within respondents' high school settings to learn about other racial groups, cultures, and racial inequality; "school and community involvement" was defined by like opportunities that were created through involvement in clubs and extracurriculars; and "curriculum and literature" was defined by opportunities that were created via teacher instruction, assignments, and textbooks. Responses that did not meet the criteria for either of the developing themes were coded as "miscellaneous." Examples

of participant responses for each theme can be found in Table 10; thematic comparisons across racial groups can be found in Figure 6.

Table 10

Emerging themes for qualitative item four

Theme	Description	Significant Statement Examples
Limited Opportunity	Minimal or no opportunities to learn	• "No opportunities, just formal discussions in the classroom with two teachers" • "None" • "Not any that I can think of"
School and Community Involvement	Opportunities gained via club involvement and extracurriculars	• "Since our school was diverse there were many different clubs and ethnic groups that were inclusive to all. We didn't learn about racial inequality unless it was history classes" • "Diversity club and required assemblies" • "We had a lot of student led opportunities to get involved thanks to the diversity of my school"
Curriculum and Literature	Opportunities gained via teacher instruction, assignments, and textbooks	• "Teachers provided many projects that allowed us to pick out topics so we could learn about a variety of cultures including our own" • "The only opportunities I had to learn about racial inequalities in my school was in history classes" • "I had the opportunity to learn about other groups and cultures at school because I was in a liberal arts specialty center for my entirety of high school, in which we would dive into different art history pieces of different time periods and cultures.
Miscellaneous		• 'Sadly, we are not all treated the same because of either social of political ideologies" • "I was able to learn and appreciate other cultures more" • "I'm sure there were many opportunities but I never searched for them"

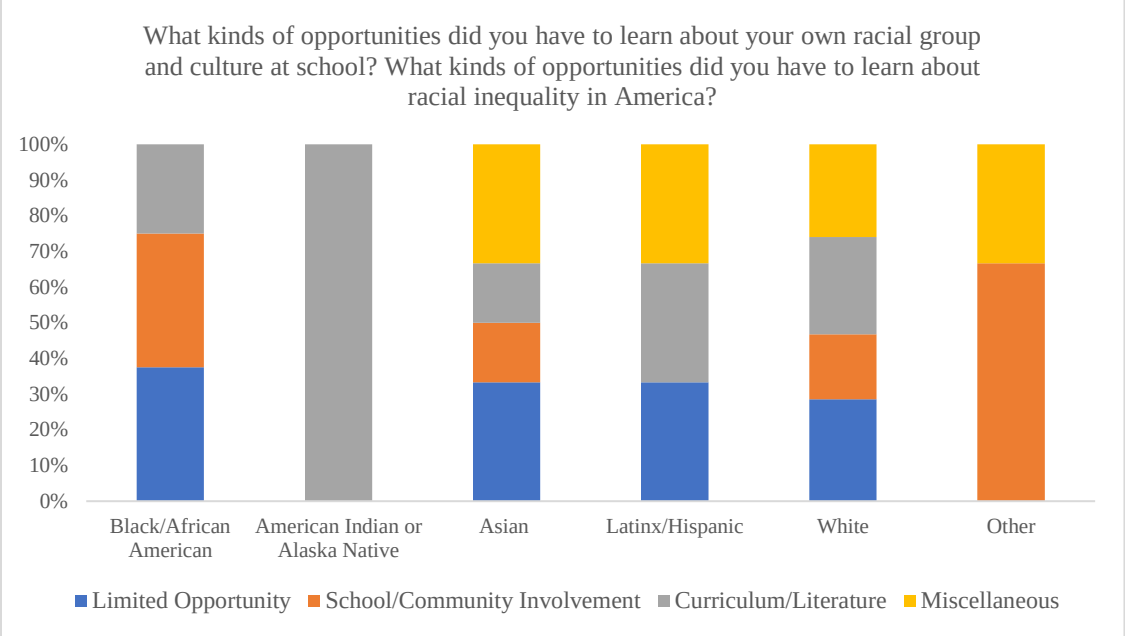

Figure 6. Thematic Analysis of Qualitative Item Four by Racial/Ethnic Group

Discussion

The goal of this study was to determine 1) if a relationship between school racial climate and discipline practices exists and 2) if there is a difference in perception of school racial climate between students of different racial/ethnic groups. Results indicated that there is no significant relationship between school racial climate and discipline practices, as reported by undergraduate students; however, statistical data supports a difference in perception of school racial climate between individuals of different racial and ethnic backgrounds.

Previous school racial climate research is missing students' perceptions of their schools' formal curricula and informal racial socialization. Researchers have historically focused on the racial compositions of schools and have largely ignored students' perceptions of racial and cultural messages at school. Some researchers have

acknowledged the presence of racial and cultural messages overtly or covertly sent in schools (Howard, 2001), but have not directly examined how students perceived these messages. Byrd's School Climate for Diversity – Secondary Scale allows for analysis of differences in students' awareness and perceptions of racial and cultural messages at school.

Another limitation in the literature is that school racial climate had previously been understood as a unidimensional construct (Simmons, Wittig, & Grant, 2010). Labeling a school's racial climate as either positive or negative does not tell the whole story and is not useful to a school looking to improve their school racial climate. Using a multidimensional approach is a more appropriate means of capturing all features of an environment and allows for analysis of different features that may be more impactful to different students depending on their individual characteristics.

Using Byrd's School Climate for Diversity – Secondary Scale, this study brought a unique outlook on student perceptions of racial and cultural messages at the secondary level. The qualitative response items embedded in the survey lent respondents space for their voices to be heard. With this information, researchers have learned that, while students of different racial and ethnic backgrounds share different experiences and perceptions, not all are tainted. Although students were not asked specific information about the demographics of the high schools they attended, several participants indicated in their qualitative responses that they attended very diverse schools. Those participants also tended to report welcoming and fair environments for students of all racial and ethnic backgrounds. Therefore, this research has encouraged us to embrace the multitude of positive experiences students receive in secondary educational settings, as well as

acknowledge how equitable school environments can potentially preserve the experiences of all students.

Limitations and Implications for Future Research

A particular strength of this study was that participants from six racial and ethnic groups were given the opportunity to reflect upon and share their experiences, as it related to school racial climate. A second strength was the magnitude of survey responses received, which brought a breadth of perspective to this area of research. However, where there are strengths, there are weaknesses. This study relied heavily on the School Climate for Diversity – Secondary Scale, which is a psychometrically sound measurement of general school climate and school racial climate (Byrd, 2017). The goal of the study was to use the scale to identify a relationship between school racial climate and discipline practices; however, the data did not support such a hypothesis. Although school racial climate was addressed, there were some limitations that could be considered in future studies. As mentioned previously, a strength of the study was the large sample; although some populations were represented in small numbers, participants of various racial and ethnic backgrounds were surveyed. Should future studies replicate the current study, perhaps a larger, more diverse sample could be obtained.

Furthermore, given the focus on school racial climate and discipline practices, future research could refrain from having participants self-report discipline history. As the outcomes of this study were largely dependent on participants' ability to adequately reflect upon past experiences, potential lapses in memory could have largely impacted response style. Future examinations of these data could include concrete discipline records obtained from student files. Similarly, given the demographic of participants (i.e.,

post-secondary students), it was unlikely for the data to yield excessive disciplinary history.

Lastly, future studies could include focus groups to gain a greater understanding of student perceptions of school racial climate by racial and ethnic group. Although the responses to the qualitative items were insightful, there was no apparent pattern—the responses appeared to be scattered, with very little consistency within groups. Response style also varied; some participants offered lengthy responses, while others responded in one or two words. It is likely that if only students who attended the same high school were surveyed, the data would look much differently.

Implications for School Psychologists

School psychologists serve as advocates for the well-being of and the right for all children to have equal opportunity to access and participate in school programming (National Association of School Psychologists, 2020). The school psychologist is well-positioned to identify school practices that are discriminatory and to work to change them so as to allow all children the opportunity to learn and grow. Moreover, school psychologists can ensure the school environment is one where all students feel safe (La Salle, McCoach, & Meyers, 2021). The School Climate for Diversity Scale is a way that psychologists can assess their schools' racial climate as well as identify specific areas in which the school is currently excelling or needs improvement. Utilizing this scale could be a staple in a school psychologist's tool belt when assisting administration in evaluating and improving their school's racial climate (Byrd, 2017).

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Appendices

APPENDIX A

Recruitment Announcement

Research Participation Request
Dear JMU Student,

My name is Maya Rivers and I am a student from the Graduate Psychology Department at James Madison University. I am currently completing my internship year as a School Psychology Intern. I am writing to invite you to participate in my research study about school racial climate and discipline practices. School racial climate refers to the way members of different racial or ethnic groups interact and the way race and culture are discussed at school. You are eligible to be in this study because you attended high school prior to enrolling at James Madison University.

If you participate in this study, you will be asked to complete a short questionnaire and survey. Remember, this is completely voluntary. You can choose to be in the study or not. If you would like to participate in the study, please complete the attached consent form. If you have any questions or concerns, please email me at maya_rivers@ccpsnet.net.

Thank you very much.

Sincerely,

Maya Rivers, M.A.
Ed.S. Candidate School Psychology
James Madison University ‘22

APPENDIX B

Participant Consent Letter

Consent to Participate in Research

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Maya Rivers from James Madison University. The purpose of this study is to gain student perceptions of their high school's racial climate. This study will contribute to the researcher's completion of her educational specialist's thesis.

Research Procedures

This study consists of an online survey that will be administered to individual participants through Qualtrics. You will be asked to provide answers to a demographic survey and questionnaire, as well as a series of questions related to school climate and discipline practices.

Time Required

Participation in this study will require 25-30 minutes of your time.

Risks

The investigator does not perceive more than minimal risks from your involvement in this study (that is, no risks beyond the risks associated with everyday life).

Confidentiality

The results of this research will be presented at the researcher's thesis defense meeting. While individual responses are obtained and recorded online through the Qualtrics software, data is kept in the strictest confidence. The results of this project will be coded in such a way that the respondent's identity will not be attached to the final form of this study. Aggregate data will be presented representing averages or generalizations about the responses as a whole. All data will be stored in a secure location only accessible to the researcher. The researcher retains the right to use and publish non-identifiable data. At the end of the study, all records will be destroyed. Final aggregate results will be made available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Maya Rivers

Graduate Psychology

James Madison University

riversmd@dukes.jmu.edu

Tiffany Hornsby

Graduate Psychology

James Madison University

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hornsbtc@jmu.edu

Questions about Your Rights as a Research Subject

Dr. Lindsey Harvell-Bowman

Chair, Institutional Review Board

James Madison University

(540) 568-2611

harve2la@jmu.edu

Giving of Consent

I have been given the opportunity to ask questions about this study. I have read this consent and I understand what is being requested of me as a participant in this study. I certify that I am at least 18 years of age. By completing and submitting this confidential online survey, I am consenting to participate in this research.

_____ _____

Name of Researcher (Printed) Date

This study has been approved by the IRB, protocol #22-3293.

APPENDIX C

Demographic Information & Questionnaire

How would you describe yourself? (Check all that apply)

- ☐ Black/African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Latinx/Hispanic
- ☐ Pacific Islander
- ☐ White
- ☐ Other (Please specify)

How old are you?

(Type in Response)

How would you describe yourself?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Other – Please specify (Type in response)

What was your GPA upon graduating from high school (following an unweighted, 4.0 scale)?

- ☐ 3.5-4.0
- ☐ 3.0-3.4

- 2.5-2.9
- 2.9 or below

How many discipline infractions did you receive in high school? (This includes office referrals, detentions, and/or suspensions)

- 2 or less
- 3-5
- Greater than 6

Briefly answer the following:

(1) How did adults and students of different racial groups interact at your high school?

(2) How did adults respond to stereotyping or unfair treatment of individuals in your high school?

(3) How did adults and students at your school talk about race and culture either during or outside of class?

(4) What kinds of opportunities did you have to learn about your own or other racial groups and cultures at school? What kinds of opportunities did you have to learn about racial inequality in America?

APPENDIX D

School Climate for Diversity – Secondary Scale (Byrd, 2017)

Subscale and Items

Think about your [high] school. How true are the following questions?

Quality of Interaction

Students of different races/ethnicities trust each other

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Students here like to have friends of different races/ethnicities

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

People of different races/ethnicities get along well

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Frequency of Interaction

Students of different races/ethnicities study together

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Students of different races/ethnicities hang out together

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Students of different races/ethnicities work together in class

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Equal Status

Students of all races/ethnicities are treated equally at your school

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

The principals treat students of all races/ethnicities fairly

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

At your school, teachers are fair to students of all races/ethnicities

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Stereotyping

Your racial or ethnic group is seen in stereotypical ways here

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Students here have a lot of stereotypes about your racial or ethnic group

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Teachers and principals believe negative stereotypes about your racial/ethnic group

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Teachers are prejudiced against certain racial/ethnic groups

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Your racial or cultural group is represented in stereotypical ways in textbooks and class materials

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Support for Positive Interaction

Teachers encourage students to make friends with students of different races/ethnicities

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

The principals like for students to have friends of different races/ethnicities

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Students here think it's good to study with people of different race/ethnicities

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Teachers and principals say it's good to be a diverse school

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Promotion of Cultural Competence

Your classes teach you about diverse cultures and traditions

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

You have learned about new cultures and traditions at school

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

You have the chance to learn about the culture of others

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

In school you get to do things that help you learn about people of different races and cultures

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Your textbooks show people of many different races/ethnicities

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

At your school, they encourage you to learn about different cultures

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Cultural Socialization

In your classes, you've learned new things about your culture

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

At your school, you have chances to learn about the history and traditions of your culture

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

At your school, you have participated in activities that teach you more about your cultural background

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Critical Consciousness Socialization

Your teachers encourage awareness of social issues affecting your culture

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Teachers teach about racial inequality in the United States

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

In your classes you have learned about how race/ethnicity plays a role in who is successful

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

You have opportunities to learn about social justice

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Mainstream Socialization

At school you learn what it means to be an American

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Your school teaches you core American values

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

At your school, they encourage you to be proud of what people in the U.S. have accomplished

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Your classes have taught you about what makes the United States unique from other countries in the world.

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Colorblind Socialization

At your school, people think race/ethnicity is not an important factor in how people are treated

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

People here think it's better to not pay attention to race/ethnicity

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Your school has a colorblind perspective

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true

Your school encourages you to ignore racial/ethnic difference

(1) not at all true

(2) a little true

(3) somewhat true

(4) very true

(5) completely true