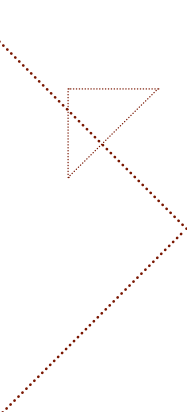


# Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth

## Technical Report

By Xinhua Zheng & MarYam G. Hamedani





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## Introduction

This technical report is part of the SCOPE Social Emotional Learning in Diverse High Schools study and provides a more detailed reporting of the student experience survey results. In this report, the survey results are first provided for the whole sample of students drawn across schools participating in the study. Then, the survey results are presented for each school individually: Fenway High School (Boston, MA), El Puente Academy for Peace and Justice (Brooklyn, NY), and International School of the Americas (San Antonio, TX).

Additional detail about the study methodology can be found in Appendix A of the cross-case report, *Learning from Successful Practice: Social Emotional Learning in Three Diverse Urban High Schools*.

### Background: Student Experience Survey

We surveyed a sample of 10th and 12th grade students at each school to gauge students' attitudes about school, perceptions of school climate, motivation for attending school, attitudes about learning and achievement, life values, attainment expectations, and experiences of personal and academic support. The majority of survey items were drawn from the Educational Longitudinal Study of 2002 (ELS:2002) for two main reasons. First, to examine how students' experiences in social emotional learning-focused high schools compared to students in other high schools, we identified a national dataset that assessed constructs of interest to the current study and had publically available data for students in the dataset. Second, using schools in the ELS:2002 dataset, we identified a set of school-level variables to create a sample of national comparison schools with similar school characteristics to the schools in our study.

The Educational Longitudinal Study of 2002 (ELS:2002) was conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) to examine students' critical transitional experiences during high school, postsecondary education, and career (Ingels et al., 2005). A nationally representative sample of 17,591 sophomores from 752 schools were selected for the study and 15,362 completed the ELS:2002 student survey. Follow-up studies were conducted in 2004 and 2006. We accessed and downloaded student survey data through an online downloading tool called EDAT, which is provided by NCES for users to access public-use data files. More details on the ELS:2002 can be found at <http://nces.ed.gov/surveys/els2002/>.

Students in our study's social emotional learning (SEL) schools sample responded to 20 survey questions, most of which had multiple sub-items per question. The majority of questions were drawn from either the first administration of the ELS:2002 student survey or the second administration of the ELS:2002 student survey, conducted during the 2004 follow-up study. We added a small number of our own items to probe students further on their social emotional learning experiences.

The survey questions measured the following key constructs: perceptions of school climate, culture, and support; student engagement, motivation, resilience, and mindset; educational attainment expectations and future goals; and views on social responsibility, community, and

relationships. Demographic questions were also included in the survey to identify students' gender, grade level, race/ethnicity, and parent or guardian education level.

The survey was administered in group sessions during the school day in the spring of 2013, and was completed online using the Qualtrics online survey tool. The response rate per school for students in our sample was: 66% for Fenway High School, 61% for El Puente Academy for Peace and Justice, and 86% for International School of the Americas (ISA), with an average response rate of 71%. The total number of students across schools was 363.

We compared survey responses from students in our SEL schools sample to students in the national comparison schools sample by analyzing the percentage of valid responses with a chi-square test of independence to test for equity of proportions. The valid response range for schools in the SEL schools sample was 75–100% and 58–97% for schools in the national comparison schools sample. A Pearson's chi-square test determined whether there was a statistical difference between the two groups of respondents and we report both the chi-square value and  $p$  value in the reports. A  $p$  value of  $< .05$  indicates a statistically significant difference at the 95% confidence level. When comparing items with more than two categories, a z-test of column proportions was conducted along with the chi-square to test for simple effects.

We also analyzed student survey data at the individual school level and compared each school's student responses with a matched national sample of students from urban public high schools with a similar free or reduced lunch percentage.

### **Social Emotional Learning School Students Compared to National Comparison School Students**

Across the three schools participating in our study, 363 students took the survey. Out of those 363 respondents, 184 were in 10th grade and 150 were in 12th grade; 29 participants declined to state their grade. Of the 363 respondents 61.5% were female students. The racial/ethnic breakdown of the sample was as follows: 61.9% Latino, 11.9% African American, 21.4% White, 2.7% Asian, and 2.1% indicated other. The percentages of students eligible for free or reduced priced lunch during the school year of 2012–13 ranged between 23.0–83.0% across the schools.

SEL school student survey responses were compared to a nationally representative sample of high school students drawn from the ELS:2002 dataset. The students in the national sample were included in the comparison group sample if the schools they attended satisfied the following three criteria: 1) the school was located in an urban environment; 2) the school was a public school; and 3) the school's free or reduced lunch percentage matched the free or reduced lunch percentage range for the three social emotional learning schools in the current study (i.e., the indicator was 21.0% or higher). A total of 100 schools in the dataset met these criteria, which yielded a sample of 2063 students.

Of the 2063 respondents in the national comparison sample, 52.0% were female students. The racial/ethnic breakdown of the sample was as follows: 31.1% Latino, 27.9% African American, 19.2% White, 16.9% Asian, and 4.9% indicated other. The percentages of students eligible for free or reduced priced lunch ranged between 21.0–100.0% across the schools.

While the individual case study reports provide detail of the survey findings for each student sample, as well as compare students’ responses to a national comparison sample of students in urban, public high schools with similar socioeconomic profile, we combined the samples for the analyses presented here due to similar response patterns across samples and for a more holistic look at student experiences.

Table 1 shows demographic information for SEL schools sample compared to the national comparison schools sample.

**Table 1: Demographics for Social Emotional Learning Schools and National Comparison Schools Survey Samples**

Demographics	SEL schools	Comparison schools
Sample size	363	2063
Number of schools	3	100
<b>Gender (%)</b>		
Female	61.5	52.0
Male	38.5	48.0
<b>Student race/ethnicity (%)</b>		
Latino	61.9	31.1
White	21.4	19.2
African American	11.9	27.9
Asian	2.7	16.9
Other	2.1	4.9
<b>Mother/Female guardian education (%)</b>		
No high school diploma	14.5	24.3
High school diploma/Some college	33.9	41.6
College degree	19.4	11.3
Advanced degree	26.7	7.7
Don't know/doesn't apply	5.5	15.1
<b>Father/Male guardian education (%)</b>		
No high school diploma	11.4	21.5
High school diploma/Some college	33.5	39.0
College degree	16.2	11.2
Advanced degree	26.1	7.7
Don't know/doesn't apply	12.9	20.6
<b>Free or reduced lunch* (%)</b>	23.0 - 83.0	21.0 - 100.0

*Notes.*

The ELS:2002 data we use for this study was collected when students were in either 10th grade (ELS:2002 first survey administration) or 12th grade (ELS:2002 second follow-up survey administration), depending on question availability. Demographics are based on 10th grade survey administration.

\* = school-level, rather than individual-level, demographic indicator.

Students in the SEL schools sample were more likely to be female, Latino, and have college-educated parents than students in the ELS:2002 sample.

Tables 2 through 7 present the survey responses for the SEL schools sample compared to the national comparison schools sample. The data are organized by key constructs assessed in the survey.

**Table 2: Student Perceptions of School Climate**

How much do you agree with the following...	Response (%)	SEL schools N = 363	Comparison schools N = 2063	$\chi^2 (df = 1)$
Students & teachers get along	Agree	95.3	66.0	126.9***
	Disagree	4.7	34.0	
	N of students	363	1933	
The teaching is good	Agree	97.0	77.8	72.2***
	Disagree	3.0	22.2	
	N of students	362	1910	
Teachers are interested in students	Agree	96.4	72.3	97.49***
	Disagree	3.6	27.7	
	N of students	363	1886	
There is real school spirit	Agree	82.4	63.9	46.79***
	Disagree	17.6	36.1	
	N of students	363	1922	
School rules are fair	Agree	84.2	50.0	143.99***
	Disagree	15.8	50.0	
	N of students	361	1905	
Everyone knows the school rules	Agree	90.0	80.1	20.14***
	Disagree	10.0	19.9	
	N of students	361	1931	
I often feel put down by other students	Agree	6.6	16.0	21.54***
	Disagree	93.4	84.0	
	N of students	363	1924	
I feel safe	Agree	94.2	81.8	34.72***
	Disagree	5.8	18.2	
	N of students	363	1909	
Students are friends with others from different racial/ethnic backgrounds	Agree	95.3	90.2	9.75**
	Disagree	4.7	9.8	
	N of students	362	1925	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

Responses are valid percentages.

**Table 3: Extent to Which Students Like School and Want To Do Well**

How much do you like school?	Response (%)	SEL schools N = 363	Comparison schools N = 2063	$\chi^2 (df = 2)$
	Not at all	6.7	8.0	74.73***
	Somewhat	42.1 <sup>a</sup>	63.8 <sup>b</sup>	
	A great deal	51.3 <sup>a</sup>	28.3 <sup>b</sup>	
	N of students	359	1967	
How important are good grades to you?				$\chi^2 (df = 2)$
	Not at all important	0.6	1.0	2.11
	Somewhat important	10.9	8.9	
	Important/Very important	88.5	90.0	
	N of students	357	2002	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

**Table 4: Student Motivation for Attending School**

I go to school because...	Response (%)	SEL schools N = 363	Comparison schools N = 2063	$\chi^2$ (df = 1)
Subjects I take are interesting & challenging	Agree	84.9	64.7	56.6***
	Disagree	15.1	35.3	
	N of students	358	1932	
I get satisfaction from schoolwork	Agree	88.3	69.7	52.29***
	Disagree	11.7	30.3	
	N of students	358	1928	
It's a place to meet friends	Agree	89.1	72.3	45.33***
	Disagree	10.9	27.7	
	N of students	358	1929	
My teachers expect me to succeed	Agree	95.8	66.7	124.6***
	Disagree	4.2	33.3	
	N of students	357	1927	
<b>I go to school because... (Follow-up question for SEL school sample only.)</b>				
I feel cared for	Agree	91.6	NA	NA
	Disagree	8.4		
	N of students	357		
I'm part of a community	Agree	93.0		
	Disagree	7.0		
	N of students	358		
I'm respected and valued	Agree	91.5		
	Disagree	8.5		
	N of Students	357		
School matters to me	Agree	94.1		
	Disagree	5.9		
	N of students	356		
I can learn to make a difference	Agree	93.8		
	Disagree	6.2		
	N of students	356		

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

Responses are valid percentages.



**Table 5: Students' Efficacy, Resilience, and Growth Mindset**

How often do these things apply to you?	Response (%)	SEL schools N = 363	Comparison schools N = 2063	$\chi^2$ (df = 2)
When I sit down to learn something really hard, I can learn it	Almost never	3.4 <sup>a</sup>	6.9 <sup>b</sup>	55.81***
	Sometimes	17.3 <sup>a</sup>	36.0 <sup>b</sup>	
	Often/Almost always	79.3 <sup>a</sup>	57.0 <sup>b</sup>	
	N of students	352	1333	
If I decide not to get any bad grades, I can really do it	Almost never	2.8 <sup>a</sup>	6.7 <sup>b</sup>	43.94***
	Sometimes	12.8 <sup>a</sup>	27.2 <sup>b</sup>	
	Often/Almost always	84.4 <sup>a</sup>	66.2 <sup>b</sup>	
	N of students	352	1321	
If I want to learn something well, I can	Almost never	1.1 <sup>a</sup>	4.7 <sup>b</sup>	60.11***
	Sometimes	10.2 <sup>a</sup>	27.4 <sup>b</sup>	
	Often/Almost always	88.8 <sup>a</sup>	67.9 <sup>b</sup>	
	N of students	353	1273	
When studying, I try to work as hard as possible	Almost never	4.0	6.7	23.23***
	Sometimes	22.3 <sup>a</sup>	33.3 <sup>b</sup>	
	Often/Almost always	73.7 <sup>a</sup>	59.8 <sup>b</sup>	
	N of students	350	1332	
When studying, I put forth my best effort	Almost never	4.2	6.6	9.72**
	Sometimes	26.6 <sup>a</sup>	33.2 <sup>b</sup>	
	Often/Almost always	69.1 <sup>a</sup>	60.2 <sup>b</sup>	
	N of students	353	1280	
When studying, I keep working even if the material is difficult	Almost never	3.4 <sup>a</sup>	7.8 <sup>b</sup>	35.11***
	Sometimes	25.4 <sup>a</sup>	38.3 <sup>b</sup>	
	Often/Almost always	71.2 <sup>a</sup>	53.9 <sup>b</sup>	
	N of students	351	1286	
When studying, I try to do my best to acquire the knowledge and skills taught	Almost never	3.1 <sup>a</sup>	6.0 <sup>b</sup>	45.05***
	Sometimes	16.1 <sup>a</sup>	32.5 <sup>b</sup>	
	Often/Almost always	80.7 <sup>a</sup>	61.6 <sup>b</sup>	
	N of students	353	1259	

How much do you agree with the following...				$\chi^2(df = 1)$
When I work hard, teachers praise my effort	Agree	88.7	65.8	74.98***
	Disagree	11.3	34.2	
	N of students	362	1910	

Notes.

Responses are valid percentages.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

**Table 6: Students' Educational, Professional, and Community Values**

How important are the following to you in your life?	Response (%)	SEL schools N = 363	Comparison schools N = 2063	$\chi^2$ (df = 2)
Getting a good education	Not important	1.4	0.4	9.87**
	Somewhat important	9.9 <sup>a</sup>	6.9 <sup>b</sup>	
	Very important	88.7 <sup>a</sup>	92.7 <sup>b</sup>	
	N of students	354	1820	
Being successful in my line of work	Not important	1.7	0.6	5.68
	Somewhat important	9.0	7.5	
	Very important	89.3	91.9	
	N of students	354	1827	
Being able to give my children better opportunities than I had	Not important	2.3	1.4	13.31**
	Somewhat important	14.7 <sup>a</sup>	8.8 <sup>b</sup>	
	Very important	83.1 <sup>a</sup>	89.8 <sup>b</sup>	
	N of students	354	1817	
Helping other people in my community	Not important	3.4	4.9	20.35***
	Somewhat important	35.6 <sup>a</sup>	47.1 <sup>b</sup>	
	Very important	61.0 <sup>a</sup>	47.9 <sup>b</sup>	
	N of students	354	1821	
Working to correct social and economic inequality	Not important	5.6 <sup>a</sup>	19.3 <sup>b</sup>	100.91***
	Somewhat important	41.5 <sup>a</sup>	53.2 <sup>b</sup>	
	Very important	52.8 <sup>a</sup>	27.4 <sup>b</sup>	
	N of students	354	1809	
Being an active & informed citizen	Not important	2.5	4.5	13.36**
	Somewhat important	31.9 <sup>a</sup>	40.2 <sup>b</sup>	
	Very important	65.5 <sup>a</sup>	55.3 <sup>b</sup>	
	N of students	354	1812	
Supporting environmental causes	Not important	7.6 <sup>a</sup>	15.8 <sup>b</sup>	48.62***
	Somewhat important	46.6 <sup>a</sup>	56.2 <sup>b</sup>	
	Very important	45.8 <sup>a</sup>	28.1 <sup>b</sup>	
	N of students	354	1811	
<b>Participation in volunteer or community service work during past two years (through school or outside of school)</b>				$\chi^2$ (df = 1)
	Yes	91.9	51.9	196.58***
	No	8.1	48.1	
	N of students	357	1805	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

**Table 7: Students' Educational Attainment Expectations and Support**

As things stand now, how far in school do you think you'll get?	Response (%)	SEL schools N = 363	Comparison schools N = 2063	$\chi^2$ (df = 4)
	High school graduation or GED only	1.7 <sup>a</sup>	8.5 <sup>b</sup>	94.07***
	Some college	3.1 <sup>a</sup>	9.6 <sup>b</sup>	
	Graduate from college	29.7 <sup>a</sup>	35.3 <sup>b</sup>	
	Obtain a master's degree or more advanced degree	59.6 <sup>a</sup>	34.7 <sup>b</sup>	
	Don't know	5.9 <sup>a</sup>	11.9 <sup>b</sup>	
	N of students	354	1935	
If planning to go to college, where have you gone for information? (mark all that apply)				$\chi^2$ (df = 1)
School counselor	Yes	66.7	38.1	89.46***
	No	33.3	61.9	
	N of students	327	1539	
Teacher	Yes	67.3	32.7	135.99***
	No	32.7	67.3	
	N of students	327	1539	
Coach	Yes	11.9	7.7	6.12*
	No	88.1	92.3	
	N of students	327	1539	
Parent	Yes	63.9	43.2	46.43***
	No	36.1	56.8	
	N of students	327	1539	
Friend	Yes	52.0	38.8	19.4***
	No	48.0	61.2	
	N of students	327	1539	
Sibling	Yes	34.3	25.5	10.37**
	No	65.7	74.5	
	N of students	327	1539	
Other relative	Yes	33.9	26.3	7.84**
	No	66.1	73.7	
	N of students	327	1539	

How often have you discussed the following with your parents or guardians?				$\chi^2 (df = 2)$
Going to college	Never	4.1 <sup>a</sup>	13.5 <sup>b</sup>	79.32***
	Sometimes	22.8 <sup>a</sup>	39.7 <sup>b</sup>	
	Often	73.1 <sup>a</sup>	46.8 <sup>b</sup>	
	N of students	338	1516	

Notes. \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant. Responses are valid percentages.

We also conducted several supplementary analyses. First, to test for effects of school size, we stratified the national sample of comparison schools by the number of students served by each school. Variability in the sample enabled us to split the comparison sample into small schools (schools serving less than 1,000 students) vs. medium-to-large schools (schools serving more than 1,000 students). There were 12 small schools in the ELS:2002 dataset, yielding a sample of 219 students and 63 medium-to-large schools, yielding a sample of 1337 students<sup>1</sup>. Second, we compared the students in our SEL schools sample to all high school students in the ELS:2002 dataset to test whether the pattern of effects we observed held if we looked at a broader sample of schools and students. Finally, we compared students within the SEL schools sample by grade level to examine whether 10th- vs. 12th-grade students reported different school experiences. None of these supplemental analyses demonstrated significant differences in students' response patterns, indicating that our initial pattern of effects holds across these variables.

### Fenway High School Students Compared to Fenway-Matched National Comparison School Students

At Fenway, 101 students took the survey with a survey response rate of 66%. Out of the total of 101 respondents, 48 students were 10th graders and 37 were the 12th graders. Sixteen participants declined to indicate their grade level. Of the 101 respondents 65.1% were female students. The racial/ethnic breakdown of the sample was as follows: 51.7% Latino, 40% African American, 2.4% White, 3.5% Asian, and 2.4% indicated other. At the school level, 67% of students were eligible for free or reduced priced lunch during the 2012–13 school year.

Fenway student survey responses were compared to a nationally representative sample of high school students drawn from the ELS:2002 dataset. The students in the national sample were included in the comparison group sample if the schools they attended satisfied the following three criteria: 1) the school was located in an urban environment; 2) the school was a public school; and 3) the school free or reduced lunch percentage was between 51% and 75% (Fenway's free or reduced lunch percentage was 67%). A total of 31 schools in the dataset met these criteria, which yielded a sample of 580 students.

<sup>1</sup> In the ELS:2002 dataset, school size data were available for 75 schools out of the 100 schools selected for the national comparison sample. The 25 schools that were not included when testing for effects of school size had missing data.

Of the 580 comparison school students, 48.8% were female. The racial/ethnic breakdown of the sample was as follows: 33.3% Latino, 22.1% African American, 18.1% White, 20.5% Asian, and 6.0% indicated other. At the school level, 51–75% of students were eligible for free or reduced priced lunch.

Table 8 shows demographic information for the Fenway schools sample compared to the Fenway-matched national comparison schools sample.

**Table 8: Demographics for Fenway and National Comparison Schools Survey Samples**

Demographics	Fenway	Comparison schools
<b>Sample size</b>	101	580
<b>Number of schools</b>	1	31
<b>Gender (%)</b>		
Female	65.1	48.8
Male	34.9	51.2
<b>Student race/ethnicity (%)</b>		
Latino	51.7	33.3
African American	40.0	22.1
Asian	3.5	20.5
White	2.4	18.1
Other	2.4	6.0
<b>Mother/Female guardian education (%)</b>		
No high school diploma	20.7	27.0
High school diploma/Some college	42.7	40.6
College degree	15.9	8.3
Advanced degree	14.6	7.3
Don't know/doesn't apply	6.1	16.8
<b>Father/Male guardian education (%)</b>		
No high school diploma	17.2	22.8
High school diploma/Some college	37.9	38.7
College degree	19.0	9.1
Advanced degree	1.8	6.9
Don't know/doesn't apply	24.1	22.5
<b>Free or reduced lunch* (%)</b>	67.0	51.0 - 75.0

*Notes.* The ELS:2002 data we use for this study were collected when students were in either 10th grade (ELS:2002 first survey administration) or 12th grade (ELS:2002 second follow-up survey administration), depending on question availability. Demographics based on 10th-grade survey administration.

\* = school-level, rather than individual-level, demographic indicator.

Students in the Fenway sample were more likely to be female and Latino and African American than students in the ELS:2002 sample. The results are shown in Tables 9 through 14.

**Table 9: Student Perceptions of School Climate**

How much do you agree with the following...	Response (%)	Fenway N = 101	Comparison schools N = 580	$\chi^2$ (df = 1)
Students & teachers get along	Agree	97.0	74.3	25.49***
	Disagree	3.0	25.7	
	N of students	101	521	
The teaching is good	Agree	98.0	80.9	17.93***
	Disagree	2.0	19.1	
	N of students	100	513	
Teachers are interested in students	Agree	97.0	75.5	23.60***
	Disagree	3.0	24.5	
	N of students	101	506	
There is real school spirit	Agree	91.1	68.0	22.31***
	Disagree	8.9	32.0	
	N of students	101	518	
School rules are fair	Agree	93.9	51.5	61.52***
	Disagree	6.1	48.5	
	N of students	99	509	
Everyone knows the school rules	Agree	96.0	80.2	14.46***
	Disagree	4.0	19.8	
	N of students	99	520	
I often feel put down by other students	Agree	11.9	14.6	0.52
	Disagree	88.1	85.4	
	N of students	101	520	
I feel safe	Agree	92.1	80.1	9.59**
	Disagree	5.0	17.0	
	N of students	101	512	
Students are friends with others from different racial/ethnic backgrounds	Agree	97.0	90.9	4.16*
	Disagree	3.0	9.1	
	N of students	100	518	

Notes. \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .  
Responses are valid percentages.

**Table 10: Extent To Which Students Like School and Want To Do Well**

How much do you like school?	Response (%)	Fenway N = 101	Comparison schools N = 580	$\chi^2 (df = 2)$
	Not at all	5.1	7.2	21.22***
	Somewhat	40.8 <sup>a</sup>	62.6 <sup>b</sup>	
	A great deal	54.1 <sup>a</sup>	30.2 <sup>b</sup>	
	N of students	98	559	
How important are good grades to you?				$\chi^2 (df = 2)$
	Not at all important	2.1	1.2	0.59
	Somewhat important	8.3	9.6	
	Important/Very important	89.6	89.1	
	N of students	96	571	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

**Table 11: Student Motivation for Attending School**

I go to school because...	Response(%)	Fenway N = 101	Comparison schools N = 580	$\chi^2 (df = 1)$
Subjects I take are interesting & challenging	Agree	90.7	65.9	23.9***
	Disagree	9.3	34.1	
	N of students	97	522	
I get satisfaction from schoolwork	Agree	95.9	71.5	26.08***
	Disagree	4.1	28.5	
	N of students	97	520	
It's a place to meet friends	Agree	86.6	71.6	9.56**
	Disagree	13.4	28.4	
	N of students	97	521	
My teachers expect me to succeed	Agree	95.8	66.5	33.96***
	Disagree	4.2	33.5	
	N of students	96	519	



I go to school because... (Follow-up question for SEL school sample only.)				
I feel cared for	Agree	90.5	NA	NA
	Disagree	9.5		
	N of students	97		
I'm part of a community	Agree	95.8		
	Disagree	4.2		
	N of students	95		
I'm respected and valued	Agree	96.8		
	Disagree	3.2		
	N of students	95		
School matters to me	Agree	95.8		
	Disagree	4.2		
	N of students	94		
I can learn to make a difference	Agree	97.9		
	Disagree	2.1		
	N of students	94		

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

Responses are valid percentages.

**Table 12: Students' Efficacy, Resilience, and Growth Mindset**

How often do these things apply to you?	Response (%)	Fenway N = 101	Comparison schools N = 580	$\chi^2$ (df = 2)
When I sit down to learn something really hard, I can learn it	Almost never	4.3	6.1	25.12***
	Sometimes	14.0 <sup>a</sup>	40.5 <sup>b</sup>	
	Often/Almost always	81.7 <sup>a</sup>	53.4 <sup>b</sup>	
	N of students	93	343	
If I decide not to get any bad grades, I can really do it	Almost never	4.3	6.3	8.01*
	Sometimes	15.1 <sup>a</sup>	28.4 <sup>b</sup>	
	Often/Almost always	80.6 <sup>a</sup>	65.4 <sup>b</sup>	
	N of students	93	335	
If I want to learn something well, I can	Almost never	2.1	3.7	15.86***
	Sometimes	10.6 <sup>a</sup>	30.1 <sup>b</sup>	
	Often/Almost always	87.2 <sup>a</sup>	66.1 <sup>b</sup>	
	N of students	94	322	
When studying, I try to work as hard as possible	Almost never	2.2	6.3	16.95***
	Sometimes	15.4 <sup>a</sup>	34.6 <sup>b</sup>	
	Often/Almost always	82.4 <sup>a</sup>	59.1 <sup>b</sup>	
	N of students	93	335	
When studying, I put forth my best effort	Almost never	4.3	5.5	11.45***
	Sometimes	17.0	34.5	
	Often/Almost always	78.7	60.0	
	N of students	94	325	
When studying, I keep working even if the material is difficult	Almost never	3.3	7.6	10.02**
	Sometimes	23.9 <sup>a</sup>	37.8 <sup>b</sup>	
	Often/Almost always	72.8 <sup>a</sup>	54.7 <sup>b</sup>	
	N of students	93	331	
When studying, I try to do my best to acquire the knowledge and skills taught	Almost never	1.1	5.6	21.39***
	Sometimes	14.9 <sup>a</sup>	36.2 <sup>b</sup>	
	Often/Almost always	84 <sup>a</sup>	58.2 <sup>b</sup>	
	N of students	94	323	
<b>How much do you agree with the following...</b>				$\chi^2$ (df = 1)
When I work hard, teachers praise my effort	Agree	97.0	75.5	23.60***
	Disagree	3.0	24.5	
	N of students	101	506	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

**Table 13: Students' Educational, Professional, and Community Values**

How important are the following to you in your life?	Response (%)	Fenway N = 101	Comparison schools N = 580	$\chi^2$ (df = 2)
Getting a good education	Not important	3.2 <sup>a</sup>	0.2 <sup>b</sup>	10.72**
	Somewhat important	6.4	7.1	
	Very important	90.4	92.7	
	N of students	94	504	
Being successful in my line of work	Not important	3.2	1.00	2.95
	Somewhat important	7.4	7.7	
	Very important	89.4	91.7	
	N of students	94	508	
Being able to give my children better opportunities than I had	Not important	4.3 <sup>a</sup>	1.0 <sup>b</sup>	6.13*
	Somewhat important	7.4	9.9	
	Very important	88.3	89.1	
	N of students	94	505	
Helping other people in my community	Not important	4.3	4.3	8.78*
	Somewhat important	29.8 <sup>a</sup>	46.0 <sup>b</sup>	
	Very important	66 <sup>a</sup>	49.7 <sup>b</sup>	
	N of students	94	507	
Working to correct social and economic inequality	Not important	5.3 <sup>a</sup>	18.6 <sup>b</sup>	44.23***
	Somewhat important	35.1 <sup>a</sup>	55.7 <sup>b</sup>	
	Very important	59.6 <sup>a</sup>	25.7 <sup>b</sup>	
	N of students	94	506	
Being an active & informed citizen	Not important	4.3	4.0	2.89
	Somewhat important	30.9	40.1	
	Very important	64.9	55.9	
	N of students	94	501	
Supporting environmental causes	Not important	6.4 <sup>a</sup>	14.0 <sup>b</sup>	10.29**
	Somewhat important	48.9	56.7	
	Very important	44.7 <sup>a</sup>	29.3 <sup>b</sup>	
	N of students	94	501	
<b>Participation in volunteer or community service work during past two years (through school or outside of school)</b>				$\chi^2$ (df = 1)
	Yes	91.7	53.8	47.91***
	No	8.3	46.2	
	N of students	96	494	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages..

**Table 14: Students' Educational Attainment Expectations and Support**

As things stand now, how far in school do you think you'll get?	Response (%)	Fenway N = 101	Comparison schools N = 580	$\chi^2$ (df = 4)
	High school graduation or GED only	1.1 <sup>a</sup>	9.5 <sup>b</sup>	29.91***
	Some college	6.4	10.7	
	Graduate from college	28.7	36.2	
	Obtain a Master's degree or more advanced degree	57.4 <sup>a</sup>	30.0 <sup>b</sup>	
	Don't know	6.4 <sup>a</sup>	13.3 <sup>b</sup>	
	N of students	94	550	
<b>If planning to go to college, where have you gone for information? (mark all that apply)</b>				$\chi^2$ (df = 1)
School counselor	Yes	60.9	36.0	18.67***
	No	39.1	64.0	
	N of students	87	425	
Teacher	Yes	78.2	36.2	51.69***
	No	21.8	63.8	
	N of students	87	425	
Coach	Yes	16.1	7.5	6.48*
	No	83.9	92.5	
	N of students	87	425	
Parent	Yes	51.7	42.4	2.57
	No	48.3	57.6	
	N of students	87	425	
Friend	Yes	37.9	38.6	0.01
	No	62.1	61.4	
	N of students	87	425	
Sibling	Yes	29.9	26.1	0.52
	No	70.1	73.9	
	N of students	87	425	
Other relative	Yes	25.3	26.4	0.04
	No	74.7	73.6	
	N of students	87	425	

How often have you discussed the following with your parents or guardians?				$\chi^2 (df = 2)$
Going to college	Never	3.4 <sup>a</sup>	16.2 <sup>b</sup>	25.91***
	Sometimes	24.1 <sup>a</sup>	40.3 <sup>b</sup>	
	Often	72.4 <sup>a</sup>	43.4 <sup>b</sup>	
	N of students	87	419	

Notes.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

### El Puente Academy for Peace and Justice Students Compared to El Puente-Matched National Comparison School Students

Seventy-one students at El Puente took the survey with a survey response rate of 61%. Out of the total of 71 respondents, 42 students were 10th graders and 22 were the 12th graders. Seven participants declined to indicate their grade level. Of the 71 respondents 58.5% were female students. The racial/ethnic breakdown of the sample was as follows: 89.1% Latino, 6.2% African American, 1.6% White, 1.6% Asian, and 1.5% indicated other. At the school level, about 83% of students were eligible for free or reduced priced lunch during the 2012–13 school year.

El Puente student survey responses were compared to a nationally representative sample of high school students drawn from the ELS:2002 dataset. The students in the national sample were included in the comparison group sample if the schools they attended satisfied the following three criteria: 1) the school was located in an urban environment; 2) the school was a public school; and 3) the school free or reduced lunch percentage was between 76% and 100% (El Puente’s free or reduced lunch percentage was 83%). A total of 21 schools in the dataset met these criteria, which yielded a sample of 439 students.

Of the 439 comparison school students, 54.5% were female. The racial/ethnic breakdown of the sample was as follows: 45.1% Latino, 36.4% African American, 5.7% White, 9.1% Asian, and 3.7% indicated other. At the school level, 76.0–100.0% of students were eligible for free or reduced priced lunch.

We used a Pearson’s chi-square test of independence to compare responses. One limitation of a chi-square test is its sensitivity to sample size, which may render a strong association not statistically significant if the sample size is not big enough. It is not surprising, then, that some of the differences observed between El Puente sample and the El Puente-matched comparison schools sample were not statistically significant.

Table 15 shows demographic information for the El Puente schools sample compared to the El Puente-matched national comparison schools sample.

**Table 15: Demographics for El Puente and National Comparison Schools Survey Samples**

Demographics	El Puente	Comparison schools
<b>Sample size</b>	71	439
<b>Number of schools</b>	1	21
<b>Gender (%)</b>		
Female	58.5	54.5
Male	41.5	45.5
<b>Student race/ethnicity (%)</b>		
Latino	89.1	45.1
African American	6.2	36.4
Asian	1.6	9.1
White	1.6	5.7
Other	1.5	3.7
<b>Mother/Female guardian education (%)</b>		
No high school diploma	34.4	26.8
High school diploma/Some college	37.5	40.6
College degree	10.9	11.0
Advanced degree	3.1	7.2
Don't know/Doesn't apply	14.1	14.4
<b>Father/Male guardian education (%)</b>		
No high school diploma	25.0	25.3
High school diploma/Some college	42.5	36.0
College degree	2.5	10.6
Advanced degree	0.0	6.6
Don't know/Doesn't apply	30.0	21.5
<b>Free or reduced lunch* (%)</b>	83.0	76.0–100.0

*Notes.*

The ELS:2002 data we use for this study was collected when students were in either 10th grade (ELS:2002 first survey administration) or 12th grade (ELS:2002 second follow-up survey administration), depending on question availability. Demographics based on 10th-grade survey administration.

\* = school-level, rather than individual-level, demographic indicator.

Students in the El Puente sample were more likely to be Latino and somewhat less likely to have fathers or male guardians with college or advanced degrees than students in the ELS:2002 sample. The results are shown in Table 16 through Table 21.

**Table 16: Student Perceptions of School Climate**

How much do you agree with the following...	Response (%)	El Puente N = 71	Comparison schools N = 439	$\chi^2$ (df = 1)
Students & teachers get along	Agree	84.5	58.8	17.11***
	Disagree	15.5	41.2	
	N of students	71	415	
The teaching is good	Agree	91.5	73.1	11.23***
	Disagree	8.5	26.9	
	N of students	71	409	
Teachers are interested in students	Agree	87.3	68.8	10.17***
	Disagree	12.7	31.2	
	N of students	71	404	
There is real school spirit	Agree	62.0	53.3	1.84
	Disagree	38.0	46.7	
	N of students	71	411	
School rules are fair	Agree	66.2	47.4	8.51**
	Disagree	33.8	52.6	
	N of students	71	411	
Everyone knows the school rules	Agree	84.5	82.6	0.16
	Disagree	15.5	17.4	
	N of students	71	413	
I often feel put down by other students	Agree	20.0	17.7	0.22
	Disagree	80.0	82.3	
	N of students	71	413	
I feel safe	Agree	83.1	79.2	0.57
	Disagree	16.90	20.8	
	N of students	71	409	
Students are friends with others from different racial/ethnic backgrounds	Agree	88.70	89.3	0.02
	Disagree	11.30	10.7	
	N of students	71	413	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

Responses are valid percentages.

**Table 17: Extent to Which Students Like School and Want To Do Well**

How much do you like school?	Response (%)	El Puente N = 71	Comparison schools N = 439	$\chi^2 (df = 2)$
	Not at all	15.7 <sup>a</sup>	6.7 <sup>b</sup>	6.84*
	Somewhat	54.3	62.8	
	A great deal	30.0	30.5	
	N of students	70	419	
How important are good grades to you?				$\chi^2 (df = 2)$
	Not at all important	0.0	0.7	6.11*
	Somewhat important	14.3 <sup>a</sup>	6.2 <sup>b</sup>	
	Important/Very important	85.7 <sup>a</sup>	93 <sup>b</sup>	
	N of students	70	417	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.



**Table 18: Student Motivation for Attending School**

I go to school because...	Response (%)	El Puente N = 71	Comparison schools N = 439	$\chi^2$ (df = 1)
Subjects I take are interesting & challenging	Agree	62.9	64.7	0.09
	Disagree	37.1	35.3	
	N of students	70	416	
I get satisfaction from schoolwork	Agree	81.4	76.9	0.72
	Disagree	18.6	23.1	
	N of students	70	415	
It's a place to meet friends	Agree	80.0	65.6	5.66*
	Disagree	20.0	34.4	
	N of students	70	413	
My teachers expect me to succeed	Agree	97.1	67.7	25.71***
	Disagree	2.9	32.3	
	N of students	70	415	
<b>I go to school because...</b> (Follow-up question for SEL school sample only.)				
I feel cared for	Agree	81.4	NA	NA
	Disagree	18.6		
	N of students	70		
I'm part of a community	Agree	77.1		
	Disagree	22.9		
	N of students	70		
I'm respected and valued	Agree	81.4		
	Disagree	18.6		
	N of students	70		
School matters to me	Agree	85.7		
	Disagree	14.3		
	N of students	70		
I can learn to make a difference	Agree	87.1		
	Disagree	12.9		
	N of students	70		

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

Responses are valid percentages.

**Table 19: Students' Efficacy, Resilience, and Growth Mindset**

How often do these things apply to you?	Response (%)	El Puente N = 71	Comparison schools N = 439	$\chi^2$ (df = 2)
When I sit down to learn something really hard, I can learn it	Almost never	4.3	7.5	5.28
	Sometimes	23.2	35.3	
	Often/Almost always	72.5	57.3	
	N of students	69	255	
If I decide not to get any bad grades, I can really do it	Almost never	4.3	10.7	7.25*
	Sometimes	14.5	25.0	
	Often/Almost always	81.2 <sup>a</sup>	64.3 <sup>b</sup>	
	N of students	69	252	
If I want to learn something well, I can	Almost never	0.0	7.3	5.81
	Sometimes	21.7	23.7	
	Often/Almost always	78.3	69.0	
	N of students	69	245	
When studying, I try to work as hard as possible	Almost never	5.8	6.7	3.58
	Sometimes	18.8	29.8	
	Often/Almost always	75.4	63.4	
	N of students	93	335	
When studying, I put forth my best effort	Almost never	1.4	6.7	3.23
	Sometimes	24.6	26.9	
	Often/Almost always	73.9	66.4	
	N of students	69	238	
When studying, I keep working even if the material is difficult	Almost never	8.7	9.3	6.85*
	Sometimes	24.6 <sup>a</sup>	41.1 <sup>b</sup>	
	Often/Almost always	66.7 <sup>a</sup>	49.6 <sup>b</sup>	
	N of students	69	246	
When studying, I try to do my best to acquire the knowledge and skills taught	Almost never	5.8	6.7	3.58
	Sometimes	18.8	29.8	
	Often/Almost always	75.4	63.4	
	N of students	69	238	
<b>How much do you agree with the following...</b>				$\chi^2$ (df = 1)
When I work hard, teachers praise my effort	Agree	83.1	67.4	7.07**
	Disagree	16.9	32.6	
	N of students	71	411	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

**Table 20: Students' Educational, Professional, and Community Values**

How important are the following to you in your life?	Response (%)	El Puente N = 71	Comparison schools N = 439	$\chi^2$ (df = 2)
Getting a good education	Not important	2.9 <sup>a</sup>	0.0 <sup>b</sup>	20.29** *
	Somewhat important	14.3 <sup>a</sup>	4.9 <sup>b</sup>	
	Very important	82.9 <sup>a</sup>	95.1 <sup>b</sup>	
	N of students	70	388	
Being successful in my line of work	Not important	2.9	0.5	11.58** *
	Somewhat important	17.1 <sup>a</sup>	7.2 <sup>b</sup>	
	Very important	80.0 <sup>a</sup>	92.3 <sup>b</sup>	
	N of students	70	391	
Being able to give my children better opportunities than I had	Not important	2.9	0.8	11.55**
	Somewhat important	15.7 <sup>a</sup>	5.7 <sup>b</sup>	
	Very important	81.4 <sup>a</sup>	93.5 <sup>b</sup>	
	N of students	70	387	
Helping other people in my community	Not important	8.6	4.6	5.58
	Somewhat important	57.1	47.1	
	Very important	34.3	48.3	
	N of students	70	391	
Working to correct social and economic inequality	Not important	10.0	17.6	2.61
	Somewhat important	54.3	51.7	
	Very important	35.7	30.7	
	N of students	70	387	
Being an active & informed citizen	Not important	4.3	4.9	4.63
	Somewhat important	50.0	36.4	
	Very important	45.7	58.7	
	N of students	70	387	
Supporting environmental causes	Not important	8.6	13.5	1.74
	Somewhat important	55.7	56.5	
	Very important	35.7	30.1	
	N of students	70	386	
<b>Participation in volunteer or community service work during past two years (through school or outside of school)</b>				$\chi^2$ (df = 1)
	Yes	91.7	53.8	47.91** *
	No	8.3	46.2	
	N of students	96	494	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant

Responses are valid percentages

**Table 21: Students' Educational Attainment Expectations and Support**

As things stand now, how far in school do you think you'll get?	Response (%)	El Puente N = 71	Comparison schools N = 439	$\chi^2$ (df = 4)
	High school graduation or GED only	4.3	8.1	7.33
	Some college	7.1	9.2	
	Graduate from college	54.3	37.4	
	Obtain a master's degree or more advanced degree	25.7	33.8	
	Don't know	8.6	11.5	
	N of students	70	393	
If planning to go to college, where have you gone for information? (mark all that apply)	Response			$\chi^2$ (df = 1)
School counselor	Yes	47.5	30.1	7.08**
	No	52.5	69.9	
	N of students	61	316	
Teacher	Yes	55.7	31.0	13.74***
	No	44.3	69.0	
	N of students	61	316	
Coach	Yes	1.6	8.2	3.34
	No	98.4	91.8	
	N of students	61	316	
Parent	Yes	36.1	38.3	0.11
	No	63.9	61.7	
	N of students	61	316	
Friend	Yes	32.8	36.7	0.34
	No	67.2	63.3	
	N of students	61	316	
Sibling	Yes	18.0	24.4	1.15
	No	82.0	75.6	
	N of students	61	316	
Other relative	Yes	24.6	24.7	0.01
	No	75.4	75.3	
	N of students	61	316	
How often have you discussed the following with your parents or guardians?				$\chi^2$ (df = 2)
Going to college	Never	6.1	15.4	4.71
	Sometimes	31.8	33.6	
	Often	62.1	51.0	
	N of students	66	286	

Notes. \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Responses are valid percentages.

## **International School of the Americas (ISA) Students Compared to ISA-Matched National Comparison School Students**

At ISA 191 students took the survey with a survey response rate of 86%. Out of the total of 191 respondents, 94 students were 10th graders and 91 were 12th graders. Six participants declined to indicate their grade level. Of the 191 respondents, 65.1% were female students. The racial/ethnic breakdown of the sample was as follows: 57.2% Latino, 36.9% White, 1.1% African American, 2.7% Asian, and 2.1% indicated other. At the school level, 23% of students were eligible for free or reduced priced lunch during the 2012–13 school year.

ISA student survey responses were compared to a nationally representative sample of high school students drawn from the ELS:2002 dataset. The students in the national sample were included in the comparison group sample if the schools they attended satisfied the following three criteria: 1) the school was located in an urban environment; 2) the school was a public school; and 3) the school free or reduced lunch percentage was between 21% and 30% (ISA's free or reduced lunch percentage was 23%). A total of 21 schools in the dataset met these criteria, which yielded a sample of 445 students.

Of the 445 comparison school students, 53.0% were female. The racial/ethnic breakdown of the sample was as follows: 15.1% Latino, 23.7% African American, 37.1% White, 19.6% Asian, and 4.5% indicated other. At the school level, 21.0%–30.0% of students were eligible for free or reduced priced lunch.

Table 22 shows demographic information for the ISA schools sample compared to the ISA-matched national comparison schools sample.

**Table 22: Demographics for ISA and National Comparison Schools Survey Samples**

Demographics	ISA	Comparison schools
<b>Sample size</b>	191	445
<b>Number of schools</b>	1	21
<b>Gender (%)</b>		
Female	61.0	53.0
Male	39.0	47.0
<b>Student race/ethnicity (%)</b>		
Latino	57.2	15.1
White	36.9	37.1
Asian	2.7	19.6
African American	1.1	23.7
Other	2.1	4.5
<b>Mother/Female guardian education (%)</b>		
No high school diploma	4.9	18.5
High school diploma/Some college	28.8	45.5
College degree	23.9	13.7
Advanced degree	40.2	10.2
Don't know/Doesn't apply	2.20	12.1
<b>Father/Male guardian education (%)</b>		
No high school diploma	6.3	17.1
High school diploma/Some college	29.9	42.5
College degree	18.4	14.5
Advanced degree	40.2	8.5
Don't know/Doesn't apply	5.2	17.4
<b>Free or reduced lunch* (%)</b>	23.0	21.0 – 30.0

*Notes.*

The ELS:2002 data we use for this study was collected when students were in either 10th grade (ELS:2002 first survey administration) or 12th grade (ELS:2002 second follow-up survey administration), depending on question availability. Demographics based on 10th-grade survey administration.

\* = school-level, rather than individual-level, demographic indicator.

Students in the ISA sample were more likely to be female, Latino, and have parents or guardians who were college-educated or had advanced degrees than students in the ELS:2002 sample. The results are shown in Table 23 through Table 28.

**Table 23: Student Perceptions of School Climate**

How much do you agree with the following...	Response (%)	ISA N = 191	Comparison schools N = 445	$\chi^2$ (df = 1)
Students & teachers get along	Agree	98.4	63.6	83.64***
	Disagree	1.6	36.4	
	N of students	191	418	
The teaching is good	Agree	98.4	77.8	42.21***
	Disagree	1.6	22.2	
	N of students	191	418	
Teachers are interested in students	Agree	99.5	72.0	63.23***
	Disagree	0.5	28.0	
	N of students	191	407	
There is real school spirit	Agree	85.3	72.9	11.29***
	Disagree	14.7	27.1	
	N of students	191	414	
School rules are fair	Agree	85.9	50.1	70.42***
	Disagree	14.1	49.9	
	N of students	191	413	
Everyone knows the school rules	Agree	89.0	81.1	5.97*
	Disagree	11.0	18.9	
	N of students	191	418	
I often feel put down by other students	Agree	9.9	16.5	4.48*
	Disagree	90.1	83.5	
	N of students	191	407	
I feel safe	Agree	97.9	81.3	30.98***
	Disagree	2.1	18.7	
	N of students	191	417	
Students are friends with others from different racial/ethnic backgrounds	Agree	96.9	92.1	4.97*
	Disagree	3.1	7.9	
	N of students	191	417	

Notes.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

Responses are valid percentages.

**Table 24: Extent to Which Students Like School and Want To Do Well**

How much do you like school?	Response (%)	ISA N = 191	Comparison Schools N = 445	$\chi^2 (df = 2)$
	Not at all	4.2	7.8	81.16***
	Somewhat	38.2 <sup>a</sup>	71.3 <sup>b</sup>	
	A great deal	57.6 <sup>a</sup>	20.9 <sup>b</sup>	
	N of students	191	422	
How important are good grades to you?				$\chi^2 (df = 2)$
	Not at all important	0.0	0.7	1.43
	Somewhat important	11.0	11.8	
	Important/Very important	89.0	87.5	
	N of students	191	433	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.



**Table 25: Student Motivation for Attending School**

I go to school because...	Response (%)	ISA N = 191	Comparison schools N = 445	$\chi^2$ (df = 1)
Subjects I take are interesting & challenging	Agree	90.1	63.9	44.64***
	Disagree	9.9	36.1	
	N of students	191	418	
I get satisfaction from schoolwork	Agree	86.9	64.5	32.3***
	Disagree	13.1	35.5	
	N of students	191	417	
It's a place to meet friends	Agree	93.7	78.9	20.84***
	Disagree	6.3	21.1	
	N of students	191	418	
My teachers expect me to succeed	Agree	95.3	67.8	55.05***
	Disagree	4.7	32.2	
	N of students	191	419	
<b>I go to school because.... (Follow-up question for SEL school sample only.)</b>				
I feel cared for	Agree	95.8	NA	NA
	Disagree	4.2		
	N of students	191		
I'm part of a community	Agree	97.4		
	Disagree	2.6		
	N of students	191		
I'm respected and valued	Agree	92.7		
	Disagree	7.3		
	N of students	191		
School matters to me	Agree	96.3		
	Disagree	3.7		
	N of students	191		
I can learn to make a difference	Agree	94.2		
	Disagree	5.8		
	N of students	191		

Notes.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ .

Responses are valid percentages.

**Table 26: Students' Efficacy, Resilience, and Growth Mindset**

How often do these things apply to you?	Response (%)	ISA N = 191	Comparison schools N = 445	$\chi^2$ (df = 2)
When I sit down to learn something really hard, I can learn it	Almost never	2.6	6.0	18.5***
	Sometimes	16.8 <sup>a</sup>	31.6 <sup>b</sup>	
	Often/Almost always	80.5 <sup>a</sup>	62.3 <sup>b</sup>	
	N of students	190	316	
If I decide not to get any bad grades, I can really do it	Almost never	1.6	4.4	22.57***
	Sometimes	11.1 <sup>a</sup>	26.9 <sup>b</sup>	
	Often/Almost always	87.4 <sup>a</sup>	68.7 <sup>b</sup>	
	N of students	190	316	
If I want to learn something well, I can	Almost never	1.1	3.6	38.09***
	Sometimes	5.8 <sup>a</sup>	26.5 <sup>b</sup>	
	Often/Almost always	93.2 <sup>a</sup>	69.9 <sup>b</sup>	
	N of students	190	309	
When studying, I try to work as hard as possible	Almost never	5.3	6.5	7.06*
	Sometimes	24.2 <sup>a</sup>	34.6 <sup>b</sup>	
	Often/Almost always	70.5 <sup>a</sup>	58.9 <sup>b</sup>	
	N of students	190	321	
When studying, I put forth my best effort	Almost never	5.3	7.7	2.38
	Sometimes	32.1	36.1	
	Often/Almost always	62.6	56.2	
	N of students	190	313	
When studying, I keep working even if the material is difficult	Almost never	1.6	7.5	17.56***
	Sometimes	26.3 <sup>a</sup>	37.3 <sup>b</sup>	
	Often/Almost always	72.1 <sup>a</sup>	55.2 <sup>b</sup>	
	N of students	190	308	
When studying, I try to do my best to acquire the knowledge and skills taught	Almost never	3.2	5.9	15.75***
	Sometimes	15.8 <sup>a</sup>	29.7 <sup>b</sup>	
	Often/Almost always	81.1 <sup>a</sup>	64.4 <sup>b</sup>	
	N of students	190	306	
<b>How much do you agree with the following...</b>				$\chi^2$ (df = 1)
When I work hard, teachers praise my effort	Agree	89.5	63.3	44.24***
	Disagree	10.5	36.7	
	N of students	191	417	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

**Table 27: Students' Educational, Professional, and Community Values**

How important are the following to you in your life?	Response (%)	ISA N = 191	Comparison schools N = 445	$\chi^2$ (df = 2)
Getting a good education	Not important	0.0	0.8	3.88
	Somewhat important	10.0	6.3	
	Very important	90.0	92.9	
	N of students	190	396	
Being successful in my line of work	Not important	0.5	0.3	0.42
	Somewhat important	6.8	6.1	
	Very important	92.6	93.7	
	N of students	190	396	
Being able to give my children better opportunities than I had	Not important	1.1	1.0	14.99***
	Somewhat important	17.9 <sup>a</sup>	7.3 <sup>b</sup>	
	Very important	81.1 <sup>a</sup>	91.7 <sup>b</sup>	
	N of students	190	396	
Helping other people in my community	Not important	1.1	3.8	21.36***
	Somewhat important	30.5 <sup>a</sup>	47.6 <sup>b</sup>	
	Very important	68.4 <sup>a</sup>	48.6 <sup>b</sup>	
	N of students	190	395	
Working to correct social and economic inequality	Not important	4.2 <sup>a</sup>	20.3 <sup>b</sup>	56.63***
	Somewhat important	40 <sup>a</sup>	53 <sup>b</sup>	
	Very important	55.8 <sup>a</sup>	26.6 <sup>b</sup>	
	N of students	190	394	
Being an active & informed citizen	Not important	1.1 <sup>a</sup>	4.3 <sup>b</sup>	22.20***
	Somewhat important	25.8 <sup>a</sup>	42.4 <sup>b</sup>	
	Very important	73.2 <sup>a</sup>	53.3 <sup>b</sup>	
	N of students	190	394	
Supporting environmental causes	Not important	7.9 <sup>a</sup>	15.4 <sup>b</sup>	35.31***
	Somewhat important	42.1 <sup>a</sup>	59 <sup>b</sup>	
	Very important	50 <sup>a</sup>	25.6 <sup>b</sup>	
	N of students	190	395	
<b>Participation in volunteer or community service work during past two years (through school or outside of school)</b>				$\chi^2$ (df = 1)
	Yes	99.0	56.1	112.72***
	No	1.0	43.9	
	N of students	191	394	

Notes. \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ . Letter superscripts indicate that simple effect is significant. Responses are valid percentages.

**Table 28: Students' Educational Attainment Expectations and Support**

As things stand now, how far in school do you think you'll get?	Response (%)	ISA N = 191	Comparison schools N = 445	$\chi^2$ (df = 4)
	High school graduation or GED only	1.1 <sup>a</sup>	4.7 <sup>b</sup>	65.1***
	Some college	0.0 <sup>a</sup>	7.7 <sup>b</sup>	
	Graduate from college	21.1 <sup>a</sup>	37.5 <sup>b</sup>	
	Obtain a master's degree or more advanced degree	73.2 <sup>a</sup>	39.6 <sup>b</sup>	
	Don't know	4.7 <sup>a</sup>	10.5 <sup>b</sup>	
	N of students	190	429	
If planning to go to college, where have you gone for information? (mark all that apply)	Response			$\chi^2$ (df = 1)
School counselor	Yes	76.0	43.1	52.11***
	No	24.0	56.9	
	N of students	179	364	
Teacher	Yes	65.9	28.8	68.15***
	No	34.1	71.2	
	N of students	179	364	
Coach	Yes	13.4	9.6	1.78
	No	86.6	90.4	
	N of students	179	364	
Parent	Yes	79.3	49.2	45.14***
	No	20.7	50.8	
	N of students	179	364	
Friend	Yes	65.4	42.9	24.31***
	No	34.6	57.1	
	N of students	179	364	
Sibling	Yes	41.9	28.0	10.52***
	No	58.1	72.0	
	N of students	179	364	
Other relative	Yes	41.3	26.4	12.5***
	No	58.7	73.6	
	N of students	179	364	

How often have you discussed the following with your parents or guardians?				$\chi^2 (df = 2)$
Going to college	Never	3.8 <sup>a</sup>	8.9 <sup>b</sup>	40.64***
	Sometimes	18.9 <sup>a</sup>	42.2 <sup>b</sup>	
	Often	77.3 <sup>a</sup>	48.9 <sup>b</sup>	
	N of students	185	360	

Notes.

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Letter superscripts indicate that simple effect is significant.

Responses are valid percentages.

## References

Ingels, S. J., Pratt, D. J., Rogers, J. E., Siegel, P. H., & Stutts, E. S. (2005). Education Longitudinal Study of 2002: Base-Year to First Follow-up Data File Documentation (NCES 2006-344). U.S. Department of Education. Washington, DC: National Center for Education Statistics.