

# High School Climate Measures Weakly Predict Adolescent Socioemotional Outcomes

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## AIM

- ▶ States and districts across the U.S. increasingly collect school climate data to measure school quality - do those measures predict student socioemotional outcomes?
- ▶ To answer this question, this poster explores links between student socioemotional outcomes and school climate ratings for a sample of adolescents attending 152 high schools in inner city Chicago

## MODEL

- ▶ We estimated the relation between each school climate factor and 10<sup>th</sup> graders' measures of "risks" and "strengths," controlling for risks and strengths measures from middle school:

$$\text{Adolescent socioemotional outcomes} = \beta_0 + \beta_1(\text{School Climate}) + \beta_2(\text{Demographics}) + \beta_3(\text{Early Risks \& Strengths}) + \epsilon$$

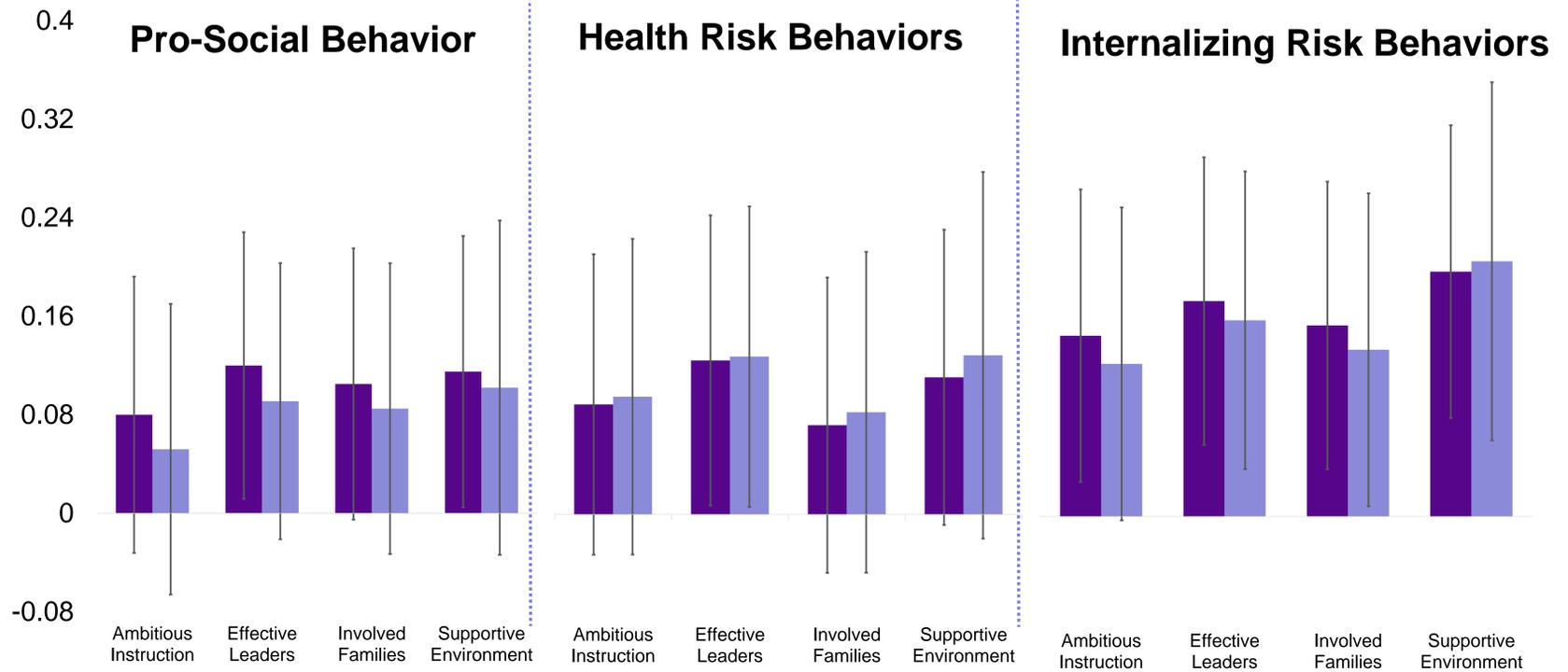
- ▶ We then estimated the same model, but added school-level measures of academic performance to test if school climate indicators predict socio-emotional outcomes **above** measures of school academic achievement.

## METHODS

### Sample

- ▶ We used the Chicago School Readiness Project (CSRP) dataset, a longitudinal study of 602 children from pre-kindergarten through high school.
- ▶ The current study employed a subsample (n=306) of children who attended had non-missing 5Essentials scores and self-reported strengths and risks measures. The average participant was in 10<sup>th</sup> grade (mean age = 15.61 years).

## Measures of School Climate Positively Predict Pro-Social Behavior and Internalizing Risk Behaviors

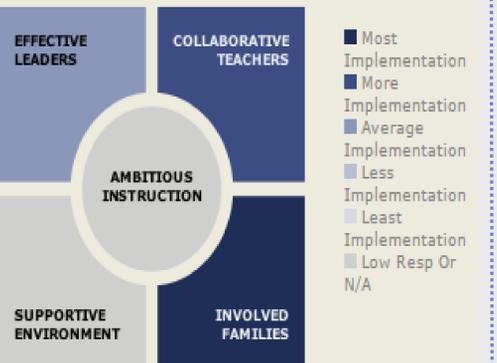


Note: Dark purple bars represent models that controlled for student demographic characteristics and middle school measures of each outcome variable; Light purple bars represent models that added school level academic achievement measures.

## METHODS

### Measures

- ▶ **School climate** was measured using the **5Essential** scores (Uchicago UEI, 2016) which we mined from the Uchicago website.
- ▶ **5Essentials:**
  - ▶ **Ambitious Instruction** ( $\alpha = 0.73$ ) represents the degree of academic challenge and student engagement
  - ▶ **Effective Leaders** ( $\alpha = 0.91$ ) measures the level of effectiveness of leaders, principals, and teachers working together towards sustained school improvement
  - ▶ **Involved Families** ( $\alpha = 0.84$ ) assesses the relationship between school staff and students' families
  - ▶ **Supportive Environment** ( $\alpha = 0.84$ ) evaluates the level of safety and supportiveness



- ▶ **Adolescent socioemotional outcomes**
  - ▶ **Student Potential Strengths** (i.e., **pro-social behavior**;  $\alpha = 0.63$ ) consists of items relating to participation in extracurricular activities, civic engagement in school and community settings

- ▶ **Student health-risk behaviors** ( $\alpha = 0.83$ ) constitutes of items on unintentional injuries, violence, substance abuse, and sexual behavior
  - ▶ **Internalizing risks**
  - ▶ Externalizing risks
  - ▶ Bullied by peers
  - ▶ Substance abuse
- ▶ **Student-level covariates:**
  - ▶ **Students "risks" and "strengths" measures taken from middle school**
  - ▶ Student gender
  - ▶ Student ethnicity
  - ▶ Family income-to-needs ratio
  - ▶ Mother's education
- ▶ **School academic characteristics:**
  - ▶ % of students meeting achievement test benchmark
  - ▶ Graduation rate

## CONCLUSIONS

- ▶ School climate measures were weakly positively related to both pro-social behavior **and** health risk behaviors
  - ▶ The effective leaders measure was the only consistently statistically significant predictor
- ▶ Health-risk behavior relation was driven almost exclusively by students reporting more internalizing behaviors
- ▶ Results suggest students may feel more comfortable reporting internalizing symptoms in schools with more supportive teachers

## LIMITATIONS

- ▶ Due to the small sample size available, standard errors were large and results were imprecise

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