

Executive Summary

This report details the results of the **Student Experiences of School Climate Survey** administered annually to the 5th through 12th grade students in the Iowa City Community School District. The ICCSD has administered this survey to students each February from 2016-2019.

Survey Sample
80%
 response rate
 (N=6,771 students)

Key Findings: Overall Trends

Improvements	No Significant Change	Declines
<ul style="list-style-type: none"> Classroom membership Social awareness (appreciation of diversity) Opportunities in class to discuss race, gender, sexual orientation, & ability status Disciplinary consistency & strictness Rates of bullying (8 of 10 declined) Collaborative conflict resolution Growth mindset 	<ul style="list-style-type: none"> Academic support Social or emotional support from adults Inclusive content School attachment Disciplinary transparency Empathy or self-management 	<ul style="list-style-type: none"> Equitable treatment from teachers Disciplinary equity Hurtful comments from teachers & students Student responsiveness to bullying

Key Findings: Disparities

Advantaging the Advantaged	School Level	Persistent Disparities
<ul style="list-style-type: none"> Advanced learners higher on almost all experiences Students whose parents have advanced degrees have more positive experiences 	<ul style="list-style-type: none"> Elementary students report more positive teacher-student relationships, fewer hurtful comments from teachers & students, higher perceptions of safety, & greater SEL 	<ul style="list-style-type: none"> Racial disparities in teacher relationships Gender disparities in bullying Sexual orientation in classroom membership FRPL in hurtful comments from teachers

Key Findings: Good News

Reduced Disparities	Parity (No Disparity)	Targeted Supports
<ul style="list-style-type: none"> Sexual orientation disparities in academic support & concern from teachers Gender (non-binary) disparities in mentorship, teacher trust & personal respect, & hurtful comments about gender from teachers & students 	<ul style="list-style-type: none"> Social support & disciplinary consistency by FRPL or parent education Social or emotional support from adults, personal peer relations or growth mindset by school level 	<ul style="list-style-type: none"> ELL & IEP students report higher levels of social & emotional support FRPL students report higher levels of perspective-taking, student empathy & self-management

Recommendations

<ol style="list-style-type: none"> 1 Ensure district-level support 2 Ensure consistent process to collect data 3 Integrate school climate indicators in improvement planning 	<ol style="list-style-type: none"> 4 Create school-based climate teams 5 Identify current programs and strategies for improving school climate 6 Develop evaluation plan
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