



## RESEARCH CONNECTIONS:

### EQUITY, SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT

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- Students who experience acceptance at school are more highly motivated, engaged in learning and committed to school.<sup>1</sup>
- Both children who are targeted and children who exhibit bullying behavior have lower academic achievement in school.<sup>2</sup>
- School-wide passing rates on standardized tests are up to 5% lower in schools where students report a more severe bullying climate.<sup>3</sup>
- An improved school climate has a significant positive impact on academic achievement. Plus achievement gaps decrease in schools with a positive school climate.<sup>4</sup>
- Elementary students who report perceived racial/ethnic discrimination are more likely to have symptoms of ADHD, conduct disorder, and ODD symptoms.<sup>5</sup>
- Students in classrooms where teachers establish classroom norms that explicitly value diversity are less likely to be teased based on ethnicity and are more likely to value school and get better grades.<sup>6</sup>
- A supportive adult presence is associated with less school burnout, lower aggression levels, and better academic performance.<sup>7</sup>
- Compared with students harassed for other reasons, students who feel harassed for their race, religion, ability, perceived sexual orientation, or gender are more likely to have lower grades and skip school.<sup>8</sup>
- There are higher dropout rates when students perceive higher rates of bullying and teasing in a school.<sup>9</sup>

### KEY POINTS:

- Students cannot get to learning if they are not feeling safe, seen, and valued.
- Equity and diversity topics ARE about academic achievement.

### References:

<sup>1</sup> K. F. Osterman (2000). Students' need for belonging in the school community. *Review of Educational Research* 70(3), (pp. 323-367)

<sup>2</sup> Joseph A. Dake, James H. Price & Susan K. Telljohann, "The Nature and Extent of Bullying at School," *Journal of School Health*, May 2003 (pp. 173 – 180).

<sup>3</sup> Issue 5: Does School Safety Influence Standards of Learning Achievement? Virginia High School Safety Study. <http://youthviolence.edschool.virginia.edu>.

<sup>4</sup> Berkowitz, R. (2016) A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement, *Review of Educational Research*. DOI: 10.3102/0034654316669821.

<sup>5</sup> Coker, T.R. et al (2009) Perceived Racial/Ethnic Discrimination Among Fifth-Grade Students and Its Association With Mental Health. *American Journal of Public Health*. 2009 May; 99(5): 878–884. doi: 10.2105/AJPH.2008.144329.

<sup>6</sup> Christia Spears Brown, Hui Chu (2012) Discrimination, ethnic identity, and academic outcomes of Mexican immigrant children: the importance of school context. *Child Development* 83 (5):1477-85. <http://lib.bioinfo.pl/pmid:22966916>.

<sup>7</sup> Kathleen Nader (2012) Violence Prevention and School Climate Reform. National School Climate Center, School Climate Brief Number 5.

<sup>8</sup> Russell, S. T., Sinclair, K. O., Poteat, P. V., Koenig, B. W. (2012) Adolescent health and harassment based on discriminatory bias. *American Journal of Public Health* 102(3) 493-95. doi: 10.2105/AJPH.2011.300430.

<sup>9</sup> Cornell, D., Gregory, A., Huang, F., & Fan, X. (2012). Perceived prevalence of bullying and teasing predicts high school dropout rates. *Journal of Educational Psychology*. DOI: 10.1037/a0030416.