

DIVERSITY SURVEY ANALYSIS: STUDENTS

Prepared for Okemos Public Schools (Ingham
Intermediate School District)

August 2015
Executive Summary



In the following report, Hanover Research analyzes the results of a survey administered to students that identify issues around diversity and culture at Okemos Public Schools.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

This report analyzes the results of the 2015 Okemos Diversity Survey. Hanover Research administered the surveys, in March and April 2015, on behalf of Okemos Public Schools to obtain feedback from parents, students, and faculty and staff on matters relating to diversity in Okemos Public Schools. Three different survey instruments were administered, one for each of the different respondent groups. *The results from each of these groups' surveys are presented in a separate report.* This report presents the results of the **student survey**. The total student sample analyzed in this report includes **1,443** middle and high school students who currently attend Chippewa 7-8 School or Okemos High School.

In addition to reporting overall results for each question, Hanover also conducted segmentation analysis on key questions. Throughout the report we present results of these segmentations where the differences are statistically significant and substantive.

The survey results for students were segmented as follows:

- Grade Level (7-8; 9-10; 11-12)
- Gender (Male; Female)
- Ethnicity (Asian; Caucasian; African-American; Hispanic; Other Races/Ethnicities)
- Sexual Orientation (Gay, Lesbian, Bisexual; Heterosexual)
- Religion (Christian; Other)
- Home Language (Foreign language; English)

KEY FINDINGS

- **Most students agree that they are treated with respect by other students and faculty regardless of the diversity category being considered** (e.g., native language, race/ethnicity, sexual orientation). However, minority students are slightly less likely to agree that students treat one another with respect regardless of native language, religious beliefs, and race/ethnicity (64%-77%). Students in grades 11-12 are less likely to agree that students are treated with respect by other students regardless of diversity criteria except sexual orientation, compared to grades 7-10.
- **While one-third of all students say that they have experienced discrimination at school, approximately half of African-American students (n=65) indicate that they have.** Asian and Caucasian students are least likely to indicate that

they have experienced discrimination (30-32%) compared to students of other races/ethnicities (40-51%). Fifty to 80 percent of minority students who have experienced discrimination believe it was due to their race/ethnicity.

- **The majority of students who experienced discrimination (n=476) *did not* notify anyone or claim that the school *did not* take action to help.** Half of students *did not* tell any adults about the discrimination they experienced. Eighty percent of students who experienced discrimination say that the school or district took no action, although this percentage is larger due to many students not reporting discrimination to adults.
- **Most students agree that they are treated equally, respected by, and feel included by teachers and staff members (n=1154).** Males are much more likely to agree than females regarding equal treatment, respect, and inclusion by other students' parents/guardians and other students. Students in grades 7-8 report are more likely to agree than students in grades 11-12 regarding equal treatment, respect, and inclusion by teachers and other staff members and other students' parents/guardians.

SECTION I: PERCEPTIONS OF TREATMENT

In the following section, Hanover Research examines how students perceive they are treated in Okemos Public Schools by other students, teachers, and staff.

OVERALL TREATMENT

- **Students tend to agree that students treat one another with respect.** More than 75 percent of students “agree” or “strongly agree” that students are treated with respect by other students regardless of their native language, religious beliefs, or race/ethnicity. Sexual orientation received the lowest level of agreement, at 58 percent.
- **More than 80 percent of students agree that teachers and staff treat students with respect regardless of diversity criteria.**

SEGMENTED BY ETHNICITY

- **Caucasian students are more likely to agree that students treat one another with respect regardless of native language, religious beliefs, and race/ethnicity than are minority students.** On average, respondents believe that students are most likely to be disrespected because of their sexual orientation or family income level and least likely to be disrespected because of their native language or religious beliefs.

SEGMENTED BY GRADE LEVEL

- **Students in grades 7-8 and grades 9-10 are more likely to agree that students respect one another regardless of diversity criteria compared to those in grades 11-12, except in regards to sexual orientation.** Students in grades 7-8 also report significantly higher agreement than grades 11-12 regarding respectful treatment of students by teachers and staff regardless of native language, religious beliefs, disability/special needs, sexual orientation, and gender or gender identity.

SECTION II: EXPERIENCING DISCRIMINATION

In the following section, Hanover Research reviews questions that asked students if they have ever experienced discrimination at school, who discriminated against them,

possible reasons behind the discrimination, and the nature and location of the discrimination. This section also summarizes questions asking if students notified any adults of the discrimination, if the school or district satisfactorily took action, and how often students have experienced discrimination at school.

OVERALL EXPERIENCE

- **A third of students report having experienced discrimination at school (n=470).** Most students (86%) state that the discrimination was committed by students, while 28 percent report that it was teachers.
- **Half of students feel that they were discriminated against because of race/ethnicity.** Sixty-eight percent of students report that the nature of the discrimination is verbal, and mostly taking place in hallways at school (54%) or during class (53%).
- **Half of students who have experienced discrimination did not notify anyone.** Thirty-nine percent notified their parent/guardian and only 9 percent notified a teacher or other staff member.
- **Eighty percent of students who have experienced discrimination claim that the school did not take action to help.** However, this percentage is likely driven by students not reporting discrimination to teachers or administrators. Out of the students who did receive help, 27 percent were “very satisfied” and 26 percent were “somewhat satisfied” with the school’s response.
- **Almost 50 percent of students who have experienced discrimination at school say that incidents occur at least once a month.** Six percent of students experience discrimination every day, twenty percent experience discrimination about every week, and 21 percent experience discrimination about once a month.

SEGMENTED BY ETHNICITY

- **Asian and Caucasian students are less likely to report having experienced discrimination compared to African-American students and students of other races/ethnicities not listed.** Hispanic students are also more likely than Caucasian and Asian students to report experiencing discrimination, though the difference is not statistically significant. Among non-Caucasian students, a majority report that their race/ethnicity is the main reason they were discriminated against.

SEGMENTED BY GRADE LEVEL

- **Students in grades 11-12 are more likely to have experienced discrimination in school than students in grades 7-8.** Almost 90 percent of students in grades 7-8 and 9-10 state that other students discriminated against them, significantly higher than students in grades 11-12 (79 percent). Students in grades 11-12 are more likely to report discrimination by teachers, school staff, and parents/guardians than other grades. Students from all grades report race/ethnicity as the biggest reason they were discriminated against.
- **More than half of students in grades 9-10 and 11-12 did not tell any adults about the discrimination they experienced.** Conversely, almost half of students in grades 7-8 (46 percent) told their parent/guardian. Slightly more than a quarter of students in grades 7-8 state that their school did help them, but only 18 percent of students in grades 9-10 and 13 percent of students in grades 11-12 report receiving help from the school.

SECTION III: TREATMENT AND INCLUSION

In this section of the report, Hanover Research analyzes students' agreement regarding their treatment, respect, and inclusion by teachers, other students, and parents/guardians as well as personal characteristics that are important to them.

OVERALL GENERAL TREATMENT AND INCLUSION

- **More than three-quarters of students “agree” or “strongly agree” that they are treated equally, respected by, and feel included by teachers and staff members.** Students agree least regarding their equal treatment, respect, and inclusion by other students. Additionally, more than a third of students say that teachers tend to favor high achieving/respectful students over others. For students, getting good grades and being respectful to others are most important.

SEGMENTED BY GENDER

- **Male students are more likely to agree than female students regarding their equal treatment, respect, and inclusion by parents/guardians and other students.** Females place more importance than males on getting good grades, being respectful of other students, not getting into trouble, being respected by other students, attending a diverse school, and being good in the fine arts. Males place more importance than females on being well liked and being a good athlete.

SEGMENTED BY GRADE LEVEL

- **Students in grades 7-8, compared to grades 11-12, report significantly higher agreement regarding their equal treatment, respect, and inclusion by parents/guardians.** Despite these significant differences, at least three-quarters of all students agree that they are treated equally, respected, and included by teachers and other staff members. Students are least likely to agree about equal treatment, respect, and inclusion by other students.

SECTION IV: PERCEPTIONS OF OKEMOS PUBLIC SCHOOLS

In this section, Hanover Research reviews questions about student perceptions regarding their teachers, school environment, leadership roles, and extra-curricular activities.

OVERALL PERCEPTIONS

- **Seventy-three percent of students “agree” or “strongly agree” that teachers work well with students who have special needs.** Sixty-eight percent also “agree” or “strongly agree” that teachers value diverse opinions and perspectives in their classrooms.
- **More than 80 percent students agree that students of all different backgrounds participate in extra-curricular activities, and that they feel physically safe at school.** More than three-quarters of students “agree” or “strongly agree” that students of different religious beliefs, races or ethnicities, and genders or gender identities participate in leadership roles. Seventy percent agree that their involvement in extra-curricular activities make them feel accepted. Slightly more than a quarter of students would like to have a language or culture club at their school.
- **Students appreciate the positive and kind environment at Okemos Public Schools.** Twenty percent of students also appreciate the rigor and quality of education. The most common suggestion from students to make Okemos schools more inclusive is to increase the tolerance or openness of the student body.

SEGMENTED BY GENDER

- **Overall, male students are more positive about their school’s environment than female students.** Specifically, males agree more than females about equal treatment of students by teachers and staff, their emotional safety at school, and satisfaction with the school’s efforts to create an inclusive environment. Males are also more

likely to agree that students have the ability to take on leadership roles regardless of their race, gender identity, etc.

SEGMENTED BY GRADE LEVEL

- **The vast majority of students, regardless of grade level, agree that students of all different backgrounds participate in extra-curricular activities and feel physically safe at school.** Only 31 percent of students in grades 7-8 agree that their school celebrates diversity through various events and activities; this level of agreement is significantly lower than agreement rates for students in grades 9-12.
- **Students in grades 7-8 are more likely to agree about positive statements pertaining to their teachers, compared to students in grades 9-12.** Students in grades 7-8 also are more likely to agree about statements pertaining to student leadership roles than students in grades 11-12.

SECTION V: STUDENT ENROLLMENT

In this section, Hanover Research analyzes the distribution of students by grade level as well as what school they attend.

OVERALL ENROLLMENT

Figure 5.1: What is your current grade level? (n=1,443)

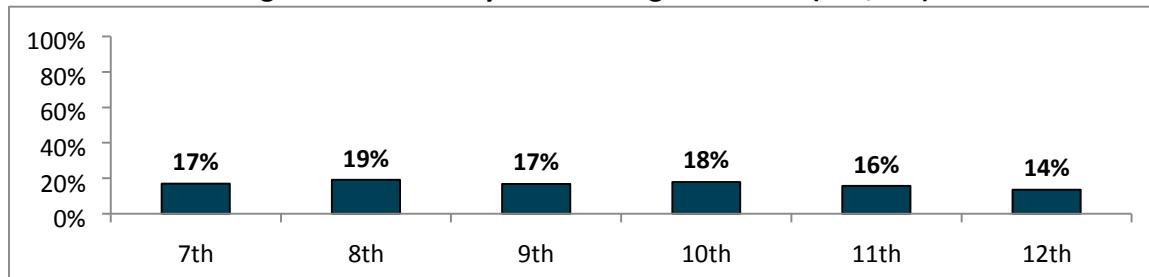


Figure 5.2: What school do you currently attend? (n=1,443)

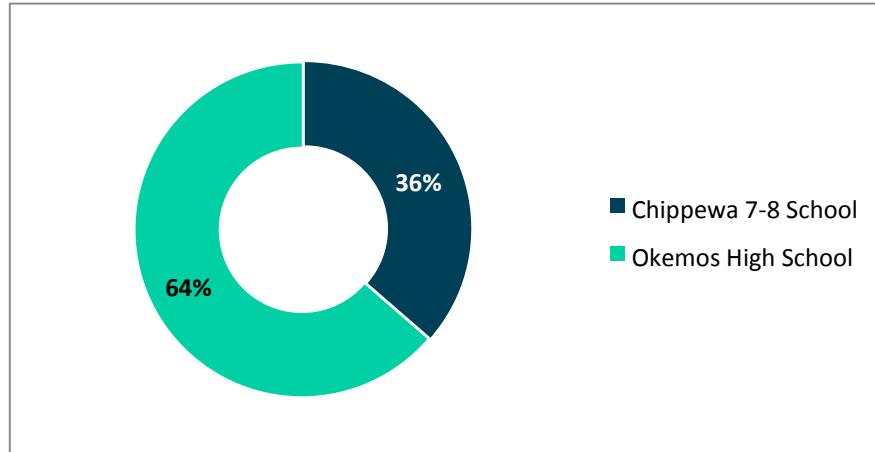
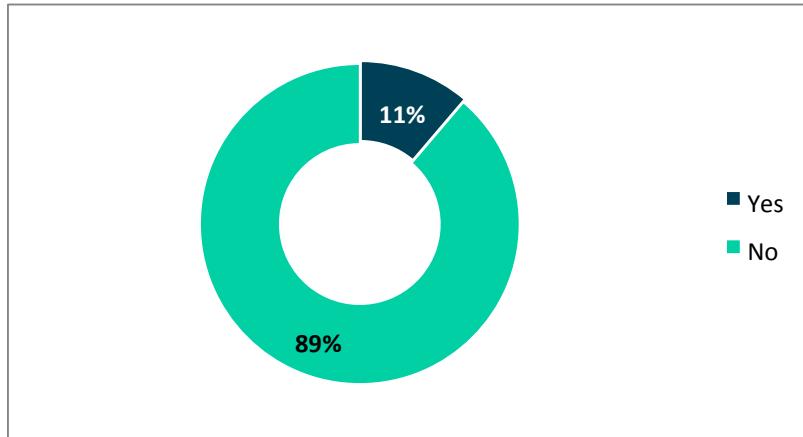


Figure 5.3: Do you receive special education services? (n=1,434)

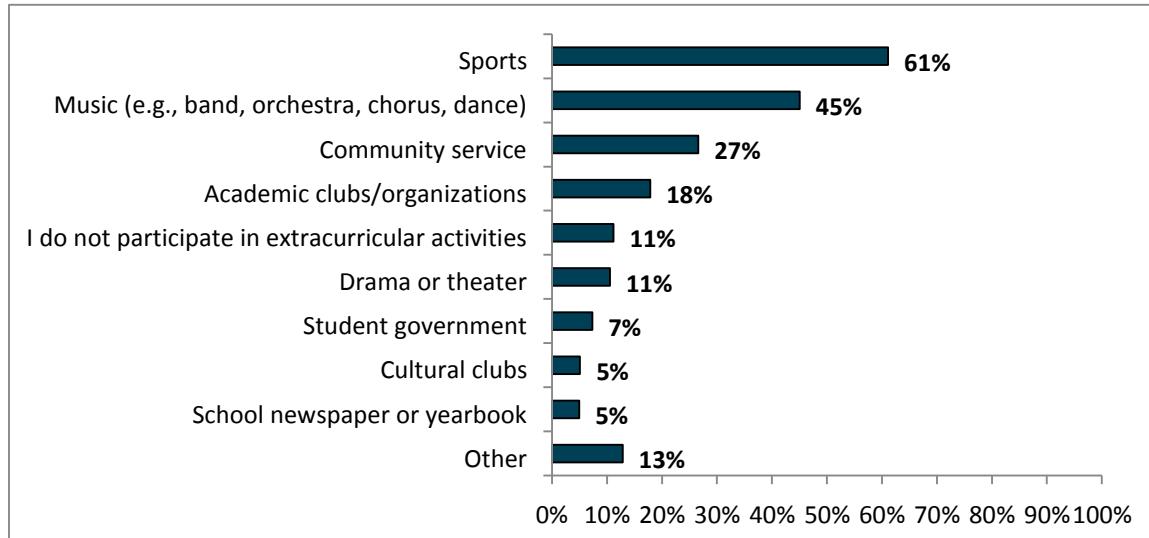


SECTION VI: DEMOGRAPHICS

In this section, Hanover Research presents demographics of students from Okemos Public Schools.

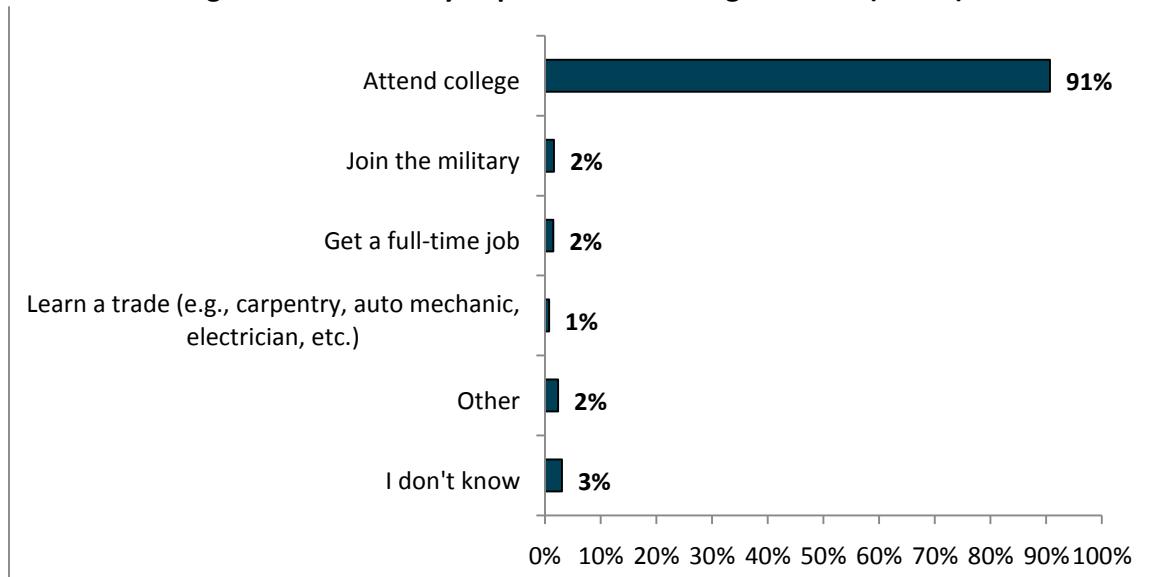
DEMOGRAPHIC PROFILE

Figure 6.1: Please select the extracurricular activities that you are involved in at your school. (n=1,432)



Note: Students could select more than one activity.

Figure 6.2: What do you plan to do after high school? (n=921)¹⁶



¹⁶ High school students (grades 9 to 12) were asked to answer this question.

Figure 6.3: Please select your gender (n=1,439)

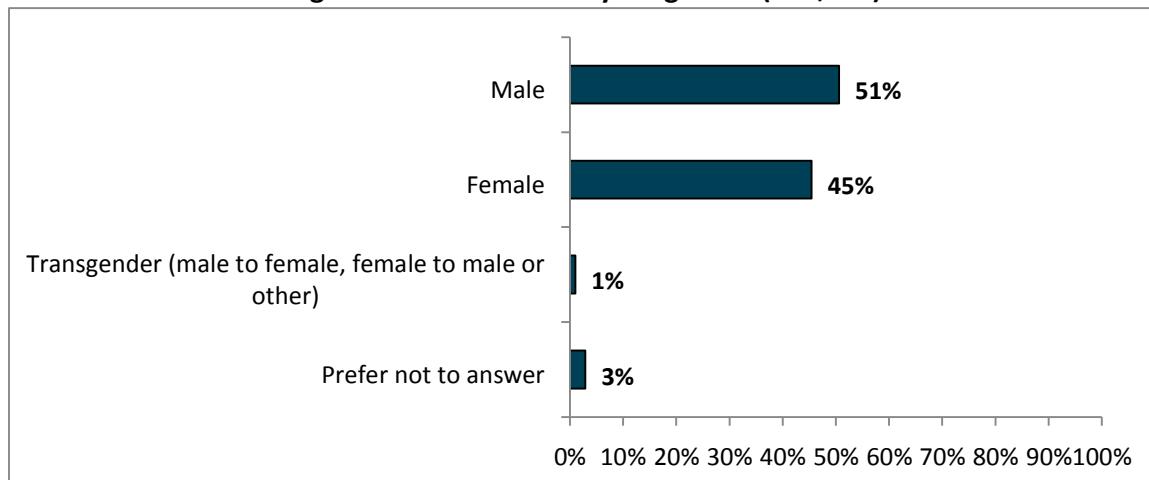


Figure 6.4: Are you gay, lesbian, or bisexual? (n=1,435)

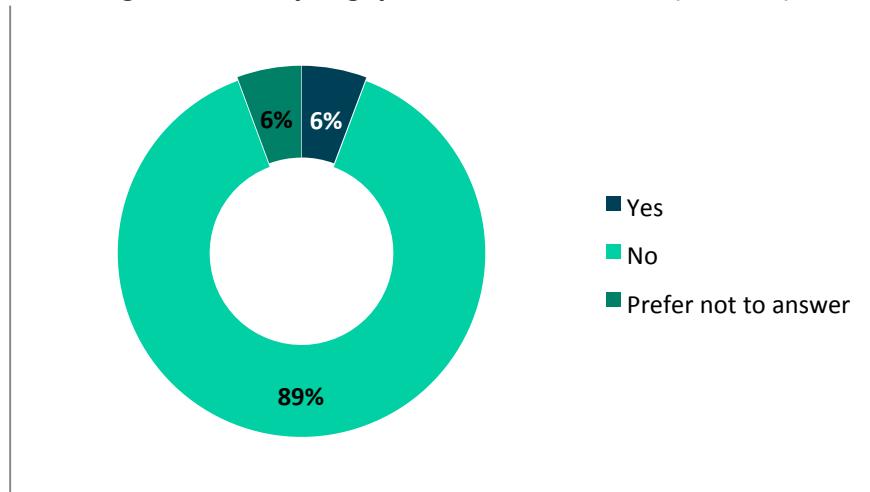
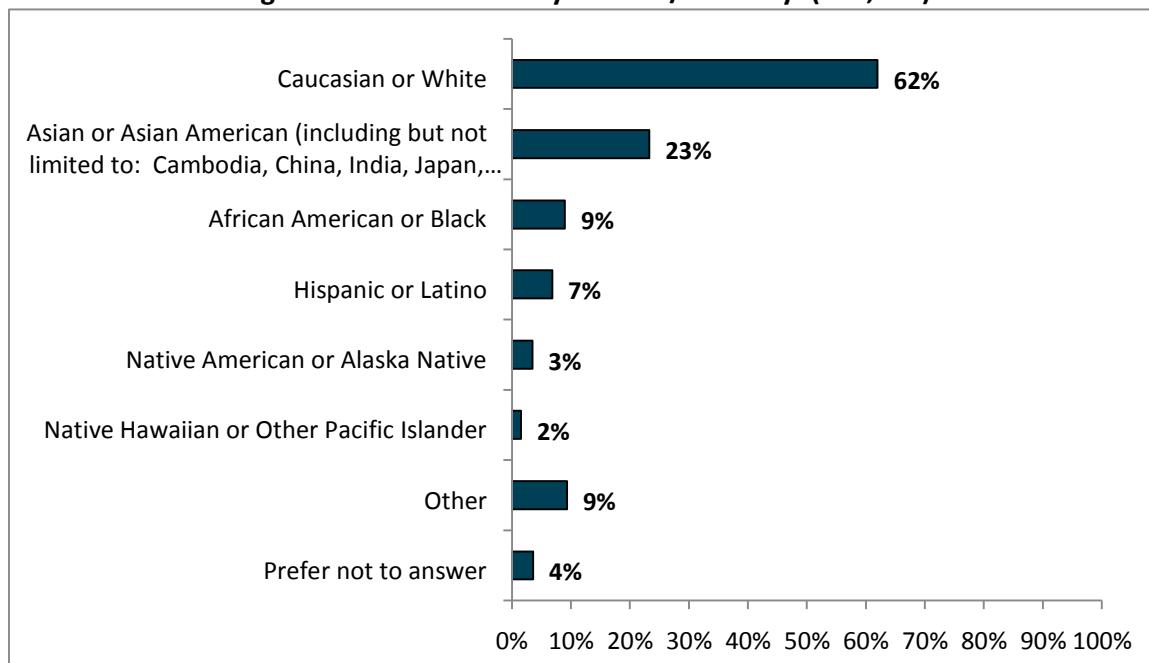
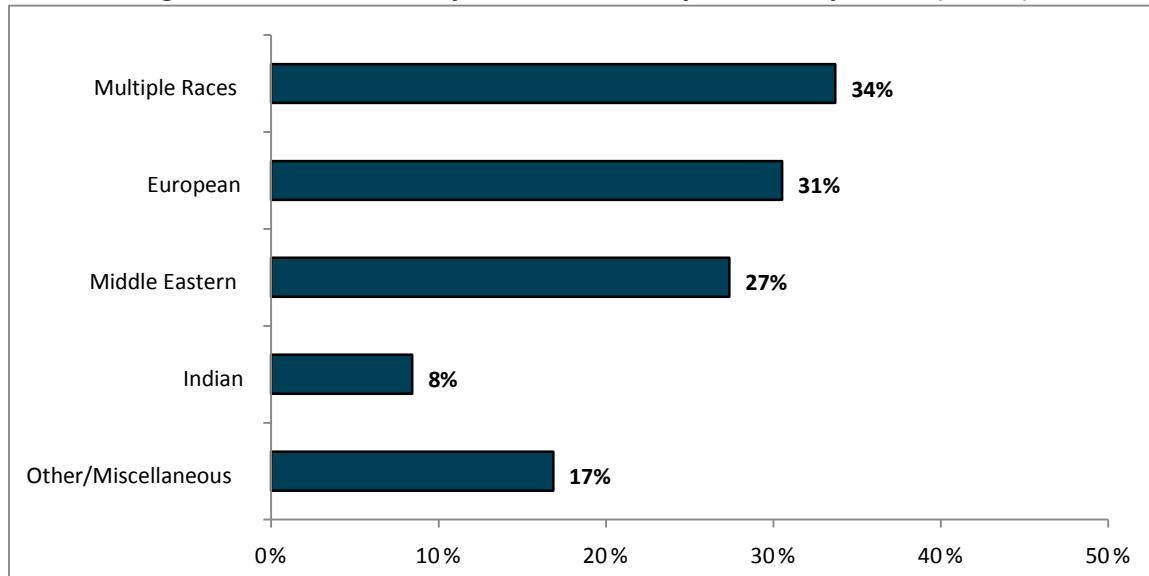


Figure 6.5: Please select your race/ethnicity. (n=1,433)



Note: Students could select more than one ethnicity.

Figure 6.6: Please select your race/ethnicity: Other responses. (n=111)



Note: Responses coded from open-ended responses.

Figure 6.7: What is your religious affiliation? (n=1,433)

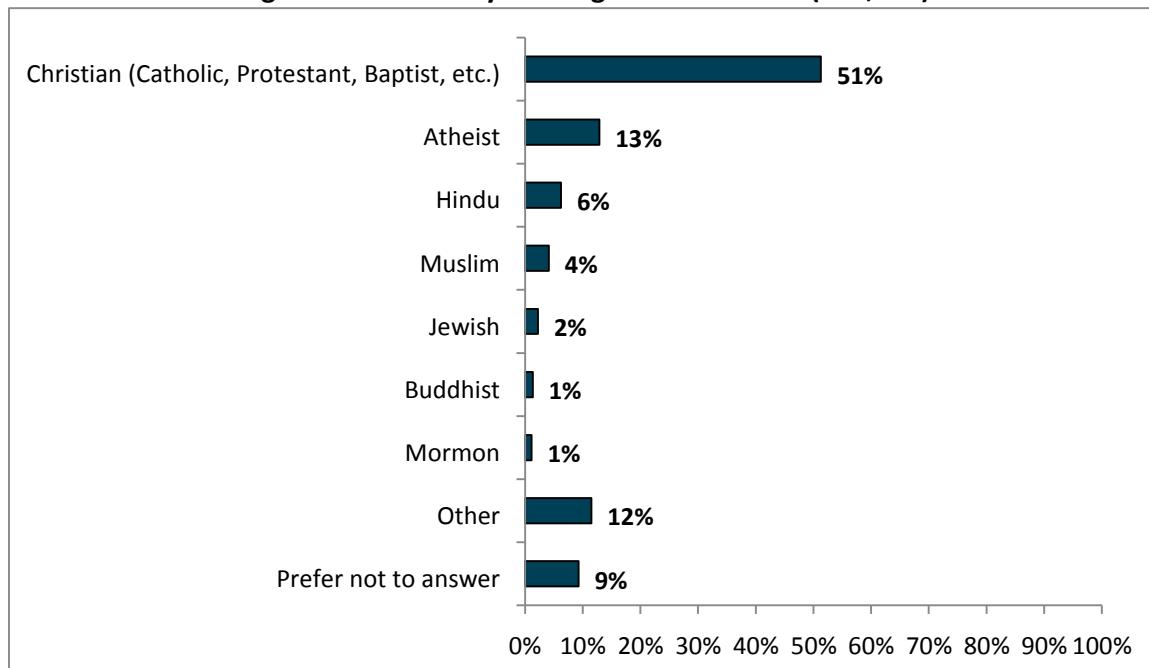
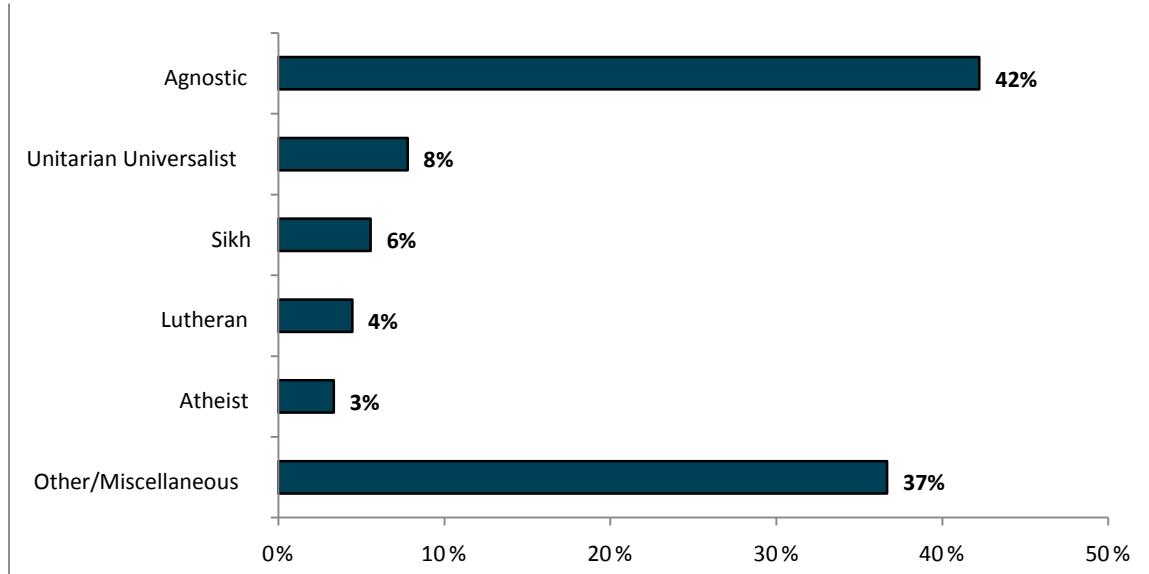


Figure 6.8: What is your religious affiliation? Other responses. (n=1,433)



Note: Responses coded from open-ended responses.

Figure 6.9: To the best of your knowledge, what is your family's approximate level of income? (n=1,439)

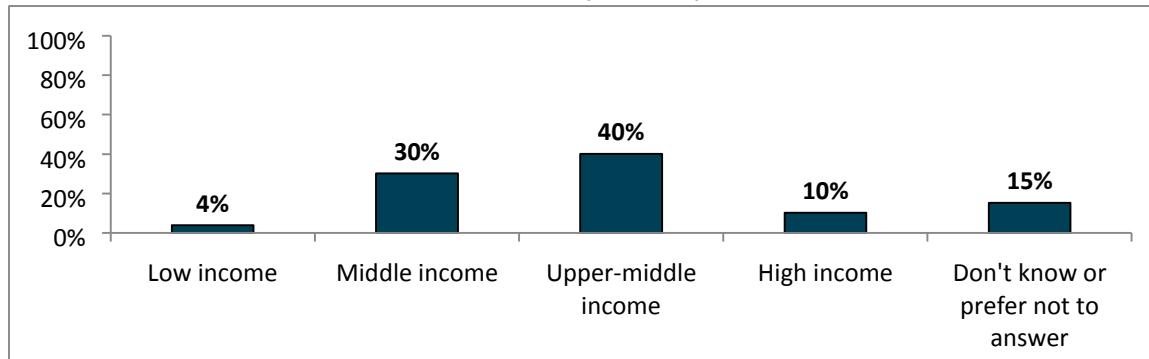


Figure 6.11: Place of Birth and English Spoken in Home

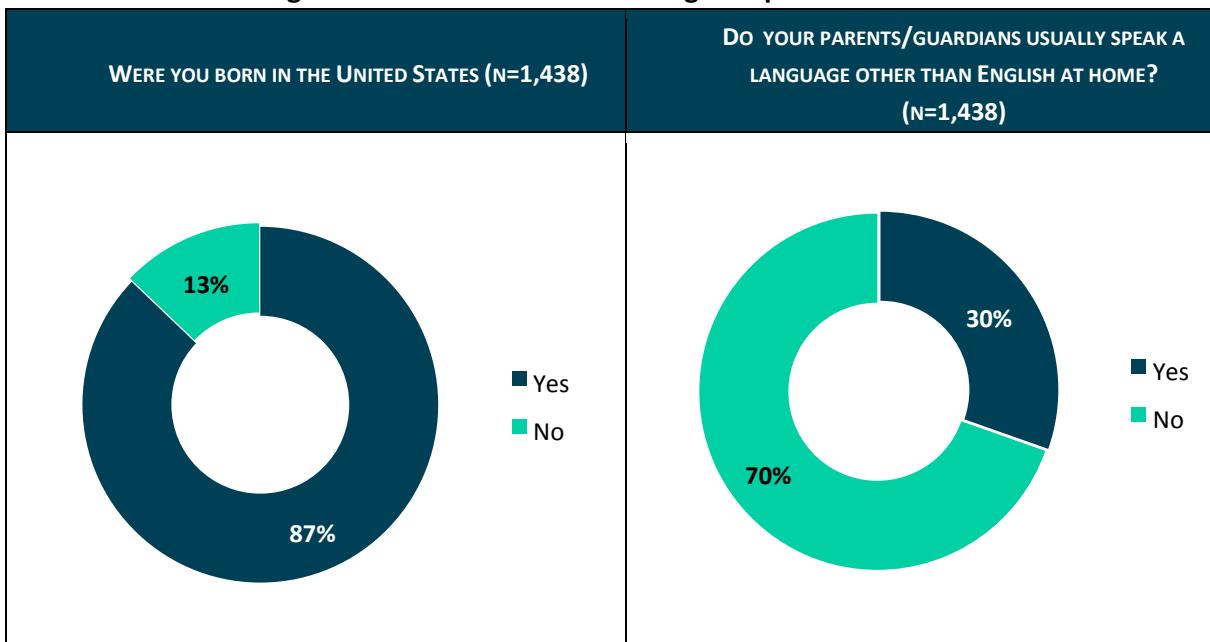
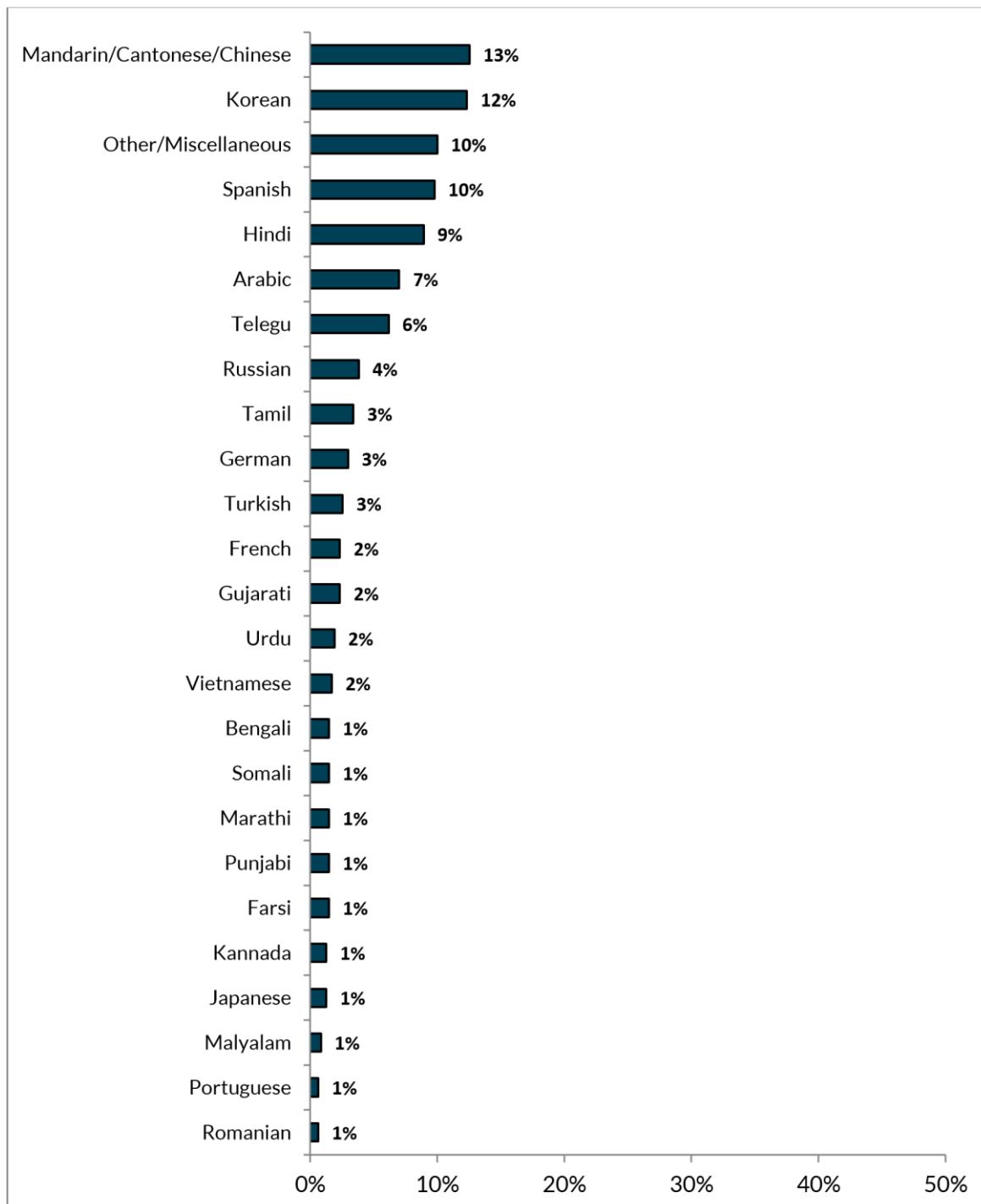


Figure 6.12: What language does your family usually speak at home, other than English?¹
(n=394)



¹ Students who said their parents/guardians do usually speak a language other than English at home were asked to answer this question.

PROJECT EVALUATION FORM

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**4401 Wilson Boulevard, Suite 400
Arlington, VA 22203
P 202.559.0500 F 866.808.6585 www.hanoverresearch.com**