

## WCPSS Student Survey Results, 2014-15

*Megan Townsend*

### Introduction

Each spring, the Wake County Public School System (WCPSS) surveys elementary, middle, and high school students about their perception of various aspects of their learning experiences. The purpose of the survey is to provide WCPSS with feedback about a variety of topics that can be used for evaluation and planning. In the spring of 2015, students in grades 5, 8, and 9 were administered a 49-item survey covering topics such as teacher-student relationships, rigor, student work, peer support, future goals, civic engagement, family support, and grit. This report presents the results of that survey.

### Methods

In the spring of 2015, the WCPSS Student Survey was administered online to all 5<sup>th</sup>-, 8<sup>th</sup>-, and 9<sup>th</sup>-grade students in WCPSS schools. In previous years, the survey was administered to students in grades 4, 7, and 10. The grades to which the survey was administered were changed to gain insight into the perceptions of students during students' transition years.

The content of the survey changed in this most recent administration, as well, in order to better measure students' perceptions of items related to a variety of topics, including student engagement and grit. The survey contained items from the Student Engagement Inventory, which measures students' connectedness to school on five dimensions: Teacher-Student Relationships, Control and Relevance of School Work, Peer Support for Learning, Future Aspirations

### Abstract

The WCPSS Student Survey is administered each year to measure students' perceptions about their learning experiences. In 2014-15, the content of the survey, as well as the grades to which it was administered, were changed to better capture measures of engagement and grit during students' transition years. Over 23,000 students in grades 5, 8, and 9 responded to the 49-item survey in the spring of 2015. Results indicated that students worked hard to meet teachers' expectations, planned to continue their education after high school, felt hopeful about their future, felt supported by their family, and had friends at school. Rates of agreement declined from 5<sup>th</sup> grade to 9<sup>th</sup> grade, particularly in response to items about Control and Relevance of School Work. Significant differences in response patterns within subgroups were identified on all survey items, and the responses of proficient and non-proficient students differed significantly on most items.

### Table of Contents

<b>Introduction / Methods</b>	1
<b>Results:</b>	3
Teacher-Student Relationships	3
Rigor Scale	5
Control and Relevance of School Work	7
Peer Support for Learning	10
Future Aspirations & Goals	12
Civic Engagement	14
Family Support and Learning	16
Duckworth Grit Scale	17
<b>Discussion</b>	22
<b>Appendices</b>	24

and Goals, and Family Support and Learning. Students answered additional questions from the Duckworth Grit Scale, a popular measure of students' ability to persevere in the face of challenges (Duckworth, Peterson, Matthews, & Kelly, 2007; Duckworth & Quinn, 2009; Appleton, Christenson, Kim, & Reschly, 2006). Higher levels of student engagement have been found to be related to higher grade point averages (GPA) and lower numbers of suspensions (Appleton et al., 2006). The Grit Scale has been found to predict GPA among adolescents, and grittier high school students have been found to be more likely to graduate on time (Duckworth & Quinn, 2009; Eskreis-Winkler, Shulman, Beale, & Duckworth, 2014). In addition, two items measuring rigor and six items measuring civic engagement were included in the survey. Responses to the first 41 survey items were based on a 4-point Likert scale ranging from "strongly agree" to "strongly disagree." Items 42 through 49 were based on a 5-point scale ranging from "very much like me" to "not at all like me." A copy of the survey is included in Appendix A. The 49-question survey contained items measuring a total of eight domains:

- Teacher-Student Relationships
- Rigor Scale
- Control and Relevance of School Work
- Peer Support for Learning
- Future Aspirations and Goals
- Civic Engagement
- Family Support and Learning
- Duckworth Grit Scale

Because the items on the 2014-15 survey differed from those on the survey in previous years, it was not possible to compare students' responses over time. However, the use of a new survey tool allowed for the secure collection of student identification numbers, making it possible to examine students' responses by demographic subgroups. In addition, students' responses were merged with achievement data from the 2013-14 school year, and the responses of students who were proficient and not proficient on the Reading and Math End-of-Grade (EOG) tests were compared. Statistical analyses of students' responses included t-tests, ANOVA, and chi-square analysis.

A total of 23,593 students responded to the survey. The response rates for the 2014-15 WCPSS Student Survey are displayed in Table 1. Response rates declined from 78.1% among 5<sup>th</sup>-grade students to 43.4% among 9<sup>th</sup>-grade students, with an overall response rate of 63.0%. Although different grade levels were surveyed in 2014-15 than in previous years, the response rates of elementary school students were comparable to those of elementary school students in previous years. Response rates from middle and high school students were lower than previous years. Respondents included students from 165 of WCPSS's 173 schools, although 11 of the 165 schools had only one or two respondents.

**Table 1**  
*2014-15 WCPSS Student Survey Response Rates by Grade Level*

Grade	Students at grade level	Participating students	Response rate
5 <sup>th</sup>	11,677	9,124	78.1%
8 <sup>th</sup>	12,751	8,828	69.2%
9 <sup>th</sup>	12,998	5,641	43.4%
Total	37,426	23,593	63.0%

## Results

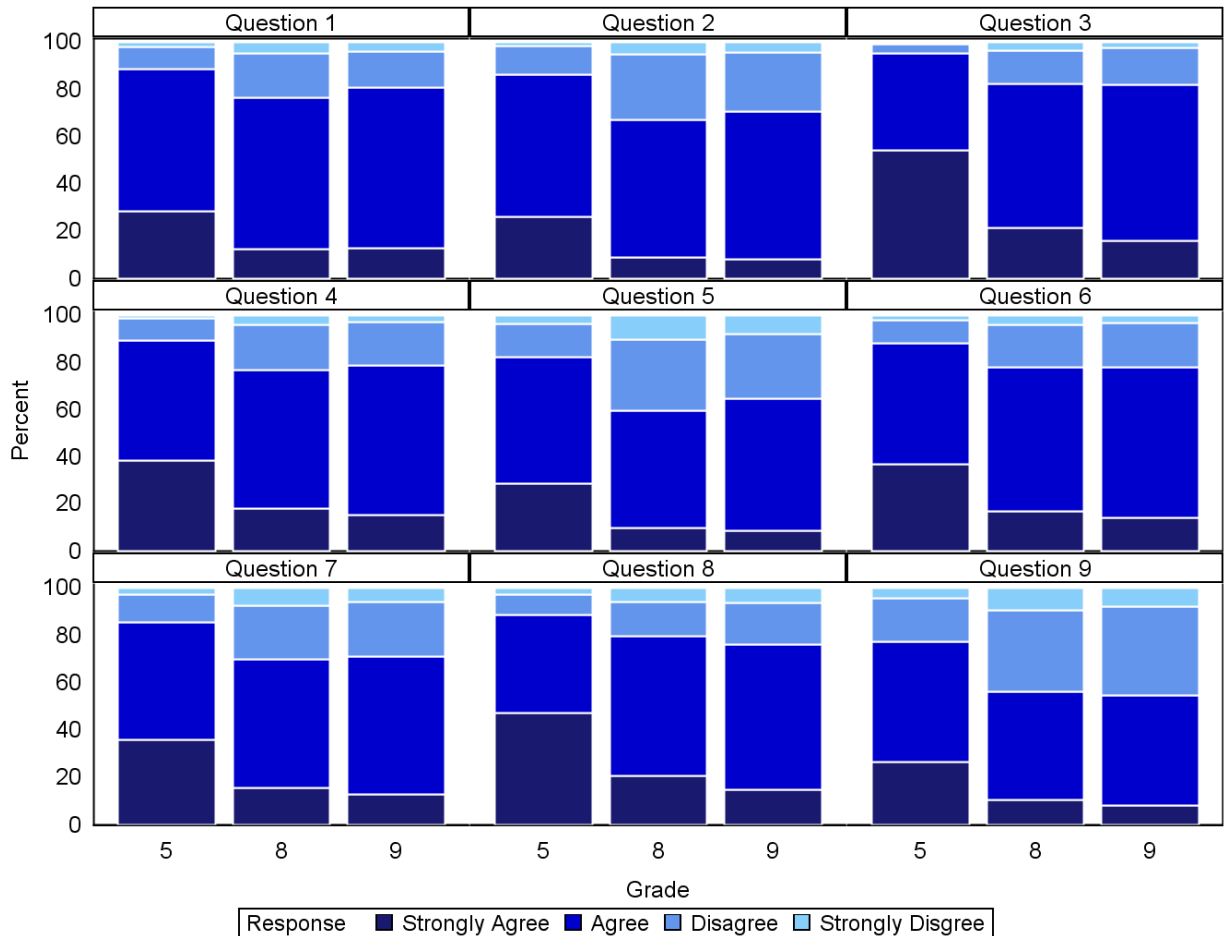
### Teacher-Student Relationships

The Teacher-Student Relationships (TSR) domain consisted of nine items measuring students' perceptions of their teachers and school. The percentage of students responding "agree" or "strongly agree" were combined to get an overall rate of agreement to each item. Over 80 percent of survey respondents agreed that adults at their school treat students fairly, teachers care about students, teachers are open and honest with them, teachers are there for them when they need them, and they feel safe at school. Three out of four students agreed that adults at their school listen to students, and a smaller percentage, about two of three students, agreed that "Most teachers at my school are interested in me as a person, not just as a student" (64.1%) and "The school rules are fair" (69.7%).

Overall, students' responses indicated stronger teacher-student relationships in 5<sup>th</sup> grade than in 8<sup>th</sup> or 9<sup>th</sup> grade. On each item in the TSR domain, students' responses differed significantly by grade. In each case, the rate of agreement among 5<sup>th</sup>-grade students was substantially higher than that of 8<sup>th</sup>-grade students. With the exception of "I feel safe at school," students' rate of agreement remained fairly stable or increased slightly when comparing 8<sup>th</sup> grade to 9<sup>th</sup> grade respondents. Two items—"The school rules are fair" and "Most teachers at my school are interested in me as a person, not just as a student"—had a decline in student agreement of over 20 percentage points between 5<sup>th</sup> grade and 8<sup>th</sup> grade.

Figure 1 presents the responses of students across grades to TSR items.

**Figure 1**  
**Responses to Teacher-Student Relationships Items, 2014-15**



		Percent Agreement			
		Grade	5	8	9
Question 1	Overall, adults at my school treat students fairly.		88.5	76.5	80.8
Question 2	Adults at my school listen to the students.		86.4	67.3	70.9
Question 3	At my school, teachers care about students.		95.2	82.4	82.1
Question 4	My teachers are there for me when I need them.		89.5	77.0	78.9
Question 5	The school rules are fair.		82.2	59.7	64.8
Question 6	Overall, my teachers are honest and open with me.		88.4	78.0	78.2
Question 7	I enjoy talking to the teachers here.		85.7	70.1	71.2
Question 8	I feel safe at school.		88.5	79.8	76.0
Question 9	Most teachers at my school are interested in me as a person, not just as a student.		77.3	56.3	54.8

**Teacher-Student Relationships Results by Subgroup**

When students’ responses to TSR items were analyzed across subgroups of students, several significant differences in responses were identified and are described below. A table of the

percentage of students agreeing with these items by subgroup is presented in Appendix B, Table B1, and a table of the percentage of students agreeing with these items by their proficiency on the 2013-14 EOG tests is presented in Appendix C, Table C1.

Students' responses to every TSR item differed significantly by race/ethnicity. Overall, the percentage of Black students agreeing with each statement in this domain was lower than that of students of any other race/ethnic group. The opposite was true of Asian students, who had the highest percentage of agreement with each TSR item, and the difference in the rate of agreement between Asian and Black students was substantial. On two items, "Adults at my school listen to the students" and "The school rules are fair," the rate of agreement among Asian students was 20 percentage points higher than among Black students.

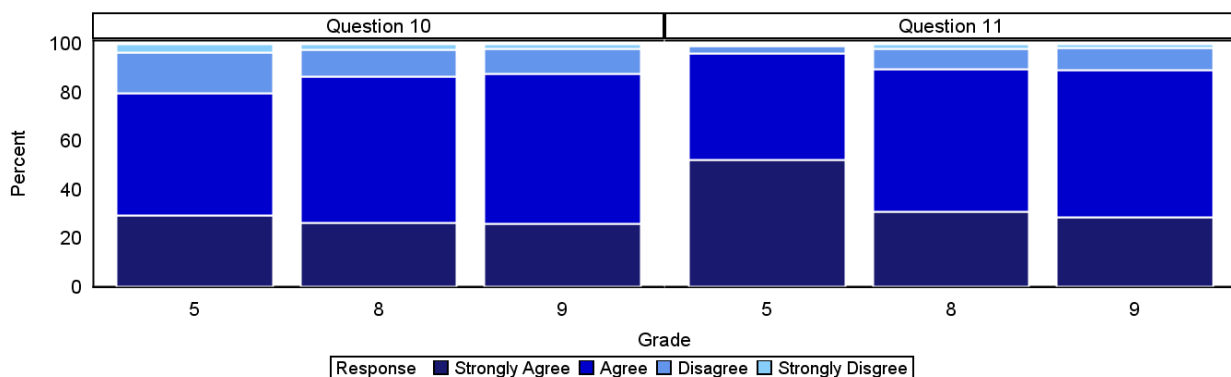
Students who were proficient on their 2013-14 Math and/or Reading EOG test(s) were significantly more likely to agree with the first eight items in this domain than were non-proficient students. In particular, the percentage of proficient students agreeing that adults at their school listen to students, adults at their school treat students fairly, and the school rules are fair was about 10 percentage points higher than the percentage of non-proficient students agreeing.

## Rigor Scale

This domain consisted of two items—one about the challenge of the work students are given and one about the effort students put forth to meet teachers' expectations. As shown in Figure 2, the vast majority of students agreed with both items in this domain.

Students' responses to the two rigor items differed significantly by grade. A smaller percentage of 5<sup>th</sup>-grade students agreed that their teachers give them challenging work than did 8<sup>th</sup>- or 9<sup>th</sup>-grade students, and a larger percentage of 5<sup>th</sup>-grade students agreed that they work hard to meet their teachers' expectations than did 8<sup>th</sup>- or 9<sup>th</sup>-grade students.

**Figure 2**  
**Responses to Rigor Scale Items, 2014-15**



		Percent Agreement			
		Grade	5	8	9
Question 10	My teachers give me challenging work.		79.6	86.5	87.8
Question 11	I work hard to meet my teachers' expectations.		96.1	89.6	89.3

**Rigor Results by Subgroup**

Significant differences in responses within subgroups were identified and are described below. Tables of these differences are presented in Appendices B, Table B2, and C, Table C2.

Male and female students indicated significantly different responses to both items in this domain. Female students agreed that their teachers give them challenging work more often than did male students, although when disaggregated by grade level, the difference was only significant among 5<sup>th</sup>-grade and 8<sup>th</sup>-grade students. Across all grades, female students agreed that they work hard to meet their teachers' expectations more often than did male students.

Students with Disabilities (SWD) and non-SWD students had similar rates of agreement to “My teachers give me challenging work.” Non-SWD students indicated a significantly higher rate of agreement with “I work hard to meet my teachers' expectations” than SWD students; this was true across all grade levels, although the difference in the rate of agreement was about five percentage points.

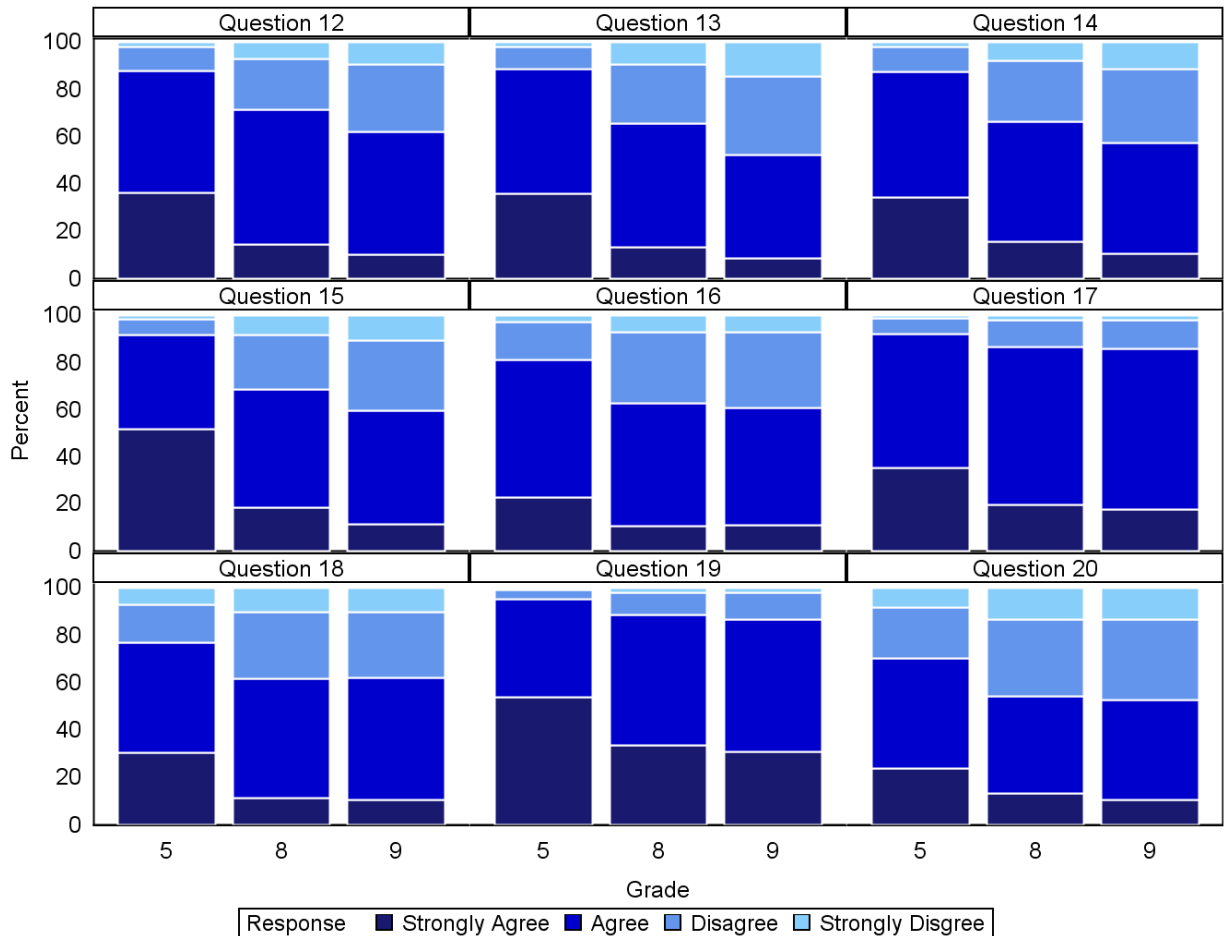
Students who scored proficient and did not score proficient on the 2013-14 EOG tests had similar rates of agreement with “My teachers give me challenging work”—responses differed significantly only among 5<sup>th</sup>-grade students, with a higher rate of agreement among non-proficient students than proficient students. Proficient students were significantly more likely to agree that they work hard to meet their teachers' expectations than were non-proficient students.

## Control and Relevance of School Work

The Control and Relevance of School Work (CRSW) domain consisted of nine items measuring students' perceptions of how well their classes capture their ability/effort and how useful what they learn in school will be in their future. About nine of ten students agreed that "When I do schoolwork, I check to see whether I understand what I am doing" and "When I do well in school, it is because I work hard."

The percentage of students agreeing with each item in this domain declines significantly and substantially when comparing 5<sup>th</sup> grade to 8<sup>th</sup> grade. In some cases, the rate of agreement declines further when comparing 8<sup>th</sup> grade to 9<sup>th</sup> grade. The percentage of students agreeing that "Most of what is important to know you can learn in school" and "What I am learning in my classes will be important in my future" was over 30 percentage points lower among 9<sup>th</sup>-grade students than among 5<sup>th</sup>-grade students. In the previous school year's (2013-14) WCPSS Student Survey, 68.7% of 10<sup>th</sup>-grade students agreed that "The information I am learning in school will help me beyond high school." In comparison, 59.8% of 9<sup>th</sup>-grade students agreed with the 2014-15 WCPSS Student Survey item, "What I am learning in my classes will be important in my future." Responses of students in grades 5, 8, and 9 are presented in Figure 3.

**Figure 3**  
**Responses to Control and Relevance of School Work Items, 2014-15**



Question	Description	Grade	Percent Agreement		
			5	8	9
Question 12	The tests in my classes do a good job of measuring what I am able to do.		87.8	71.4	62.1
Question 13	Most of what is important to know you can learn in school.		88.8	65.7	52.4
Question 14	The grades in my classes do a good job of measuring what I am able to do.		87.3	66.3	57.5
Question 15	What I am learning in my classes will be important in my future.		92.0	68.7	59.8
Question 16	After finishing my schoolwork, I check it over to see if it is correct.		81.1	62.9	61.0
Question 17	When I do schoolwork, I check to see whether I understand what I am doing.		92.0	86.8	85.9
Question 18	Learning is fun because I get better at something.		76.9	61.6	62.0
Question 19	When I do well in school, it is because I work hard.		95.2	88.7	86.5
Question 20	I feel like I have a say about what happens to me at school.		70.1	54.4	52.6



## Control and Relevance of School Work Results by Subgroup

When the means of these items were analyzed across subgroups of students, several significant differences in responses were identified and are described below. Tables of these differences are provided in Appendices B, Table B3, and C, Table C3.

Male and female students responded significantly differently to all items in this domain, although differences in responses were fairly small with one exception—female students in 8<sup>th</sup> and 9<sup>th</sup> grades agreed that they check their work at a higher rate (8.2 percentage points among 8<sup>th</sup> graders and 12 percentage points among 9<sup>th</sup> graders) than did male students.

Students' responses to all items in this domain differed significantly by race/ethnicity, and on most items, the difference between the highest rate of agreement and the lowest was substantial. This was particularly true among 9<sup>th</sup>-grade students. For example, over 60% of Asian, Black, and Hispanic/Latino 9<sup>th</sup>-grade students agreed that “Most of what is important to know you can learn in school.” Less than 45% of White and Multiracial 9<sup>th</sup>-grade students agreed with that statement. Nearly three of four (73.6%) 9<sup>th</sup>-grade Asian students agreed that “What I am learning in my classes will be important in my future,” compared to 55.1% of White students and 50% of Multiracial students.

The responses of AG and non-AG students differed significantly on six CRSW items. In every case but one, the overall percentage of non-AG students agreeing with the item exceeded that of AG students (AG students reported checking to understand their schoolwork at a slightly higher rate than non-AG students). The percentage of AG students agreeing that “Most of what is important to know you can learn in school” decreased by 45 percentage points from 5<sup>th</sup> grade to 9<sup>th</sup> grade (the rate of agreement among non-AG students decreased 32.5 percentage points from 5<sup>th</sup> grade to 9<sup>th</sup> grade).

LEP and non-LEP students responded significantly differently to all items in this domain but one—“When I do schoolwork, I check to see whether I understand what I am doing.” On all other items, LEP students indicated significantly more agreement than non-LEP students. In some cases the difference in percentage points was fairly high. The percentage of LEP students agreeing with “Learning is fun because I get better at something” was 18.1 percentage points higher than that of non-LEP students, and the percentage of LEP students agreeing with “Most of what is important to know you can learn in school” was 17.4 percentage points higher than non-LEP students.

Students who were and were not proficient on 2013-14 EOG tests reported significantly different rates of agreement with eight of the nine CRSW items. Non-proficient students had significantly higher rates of agreement with five of these items than did proficient students. The largest

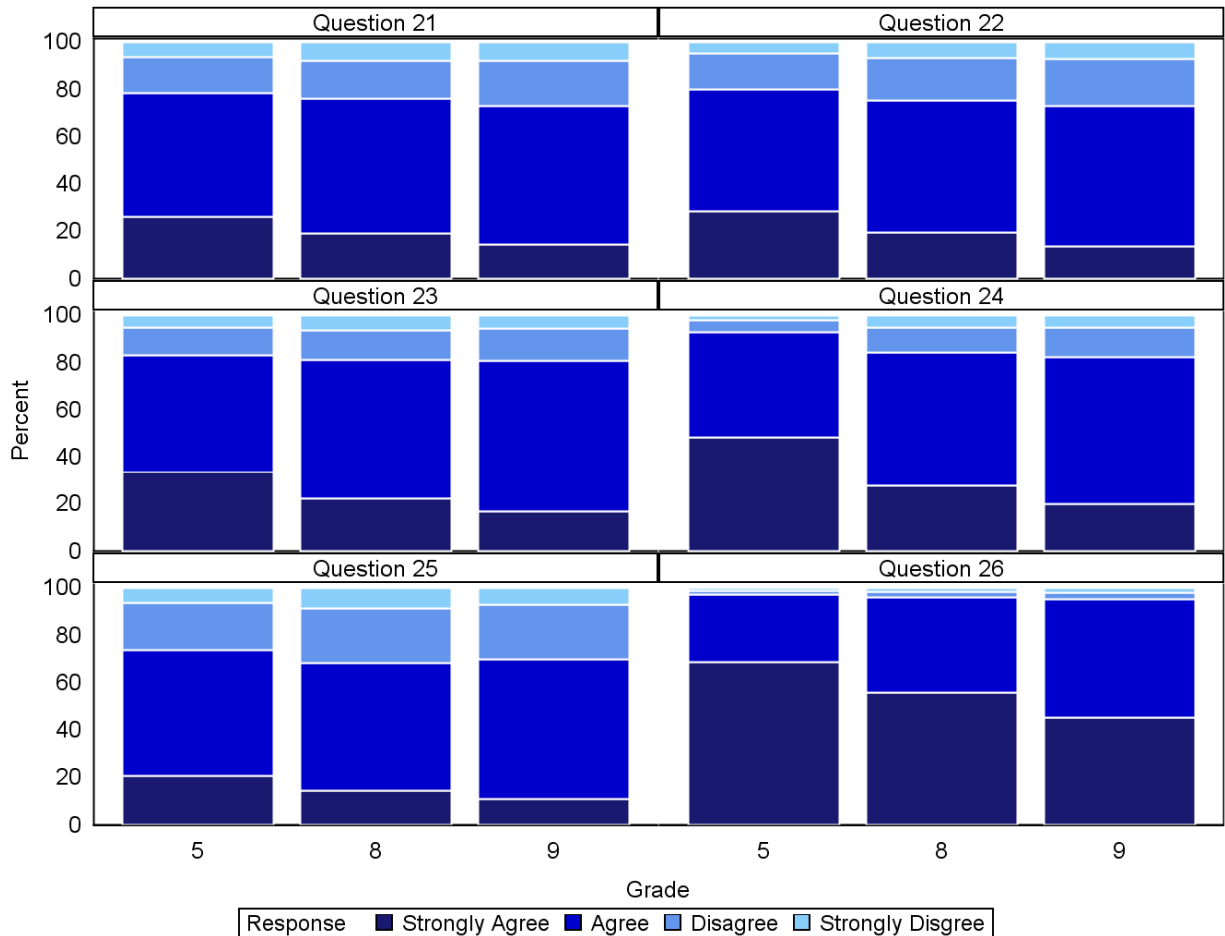
difference in rates of agreement between proficient and non-proficient students in this domain occurred in response to “Most of what is important to know you learn in school,” with agreement among non-proficient-in-math students exceeding that of proficient students by 8.2 percentage points and agreement among non-proficient-in-reading students exceeding that of proficient students by 12.7 percentage points.

## Peer Support for Learning

This domain consisted of six items about students’ relationships with their peers. Nearly all (96.4%) students agreed that “I have some friends at school.” A smaller percentage, but still a majority, of students agreed with the remaining five items in this domain. Somewhat surprising is the percentage of students agreeing that other students at school care about them and are there for them when they need them was about 20 percentage points lower than the percentage of students agreeing that they have friends at school.

The responses of students in 5<sup>th</sup> grade to items in this domain differed significantly from the responses of students in 8<sup>th</sup> and 9<sup>th</sup> grades. On all items, the percentage of students agreeing decreased when comparing 5<sup>th</sup> grade to 8<sup>th</sup> grade. Students’ responses to items in this domain are presented in Figure 4.

**Figure 4**  
**Responses to Peer Support for Learning Items, 2014-15**



Question	Description	Percent Agreement		
		Grade 5	Grade 8	Grade 9
Question 21	Other students at school care about me.	78.7	76.0	73.1
Question 22	Students at my school are there for me when I need them.	80.2	75.2	73.0
Question 23	Other students here like me the way I am.	83.2	81.3	80.7
Question 24	I enjoy talking to the students here.	92.8	84.3	82.2
Question 25	Students here respect what I have to say.	73.9	68.5	70.1
Question 26	I have some friends at school.	97.3	96.2	95.2

**Peer Support for Learning Results by Subgroup**

Several significant differences in responses to items in this domain were identified, including those described below. For more information, see Appendices B, Table B4, and C, Table C4.

Students’ responses to “Other students here like me the way I am” and “I have some friends at school” differed significantly by race/ethnicity, although the differences in the rates of agreement were small. Larger disparities in agreement across races/ethnic groups were observed on the

remaining four items. About two of three Black students agreed that “Other students at school care about me,” “Students at my school are there for me when I need them,” and “Students here respect what I have to say,” compared to about four of five Asian students.

Non-SWD students reported a significantly higher rate of agreement with every item in this domain than SWD students.

AG students reported a significantly higher rate of agreement with every item in this domain than non-AG students.

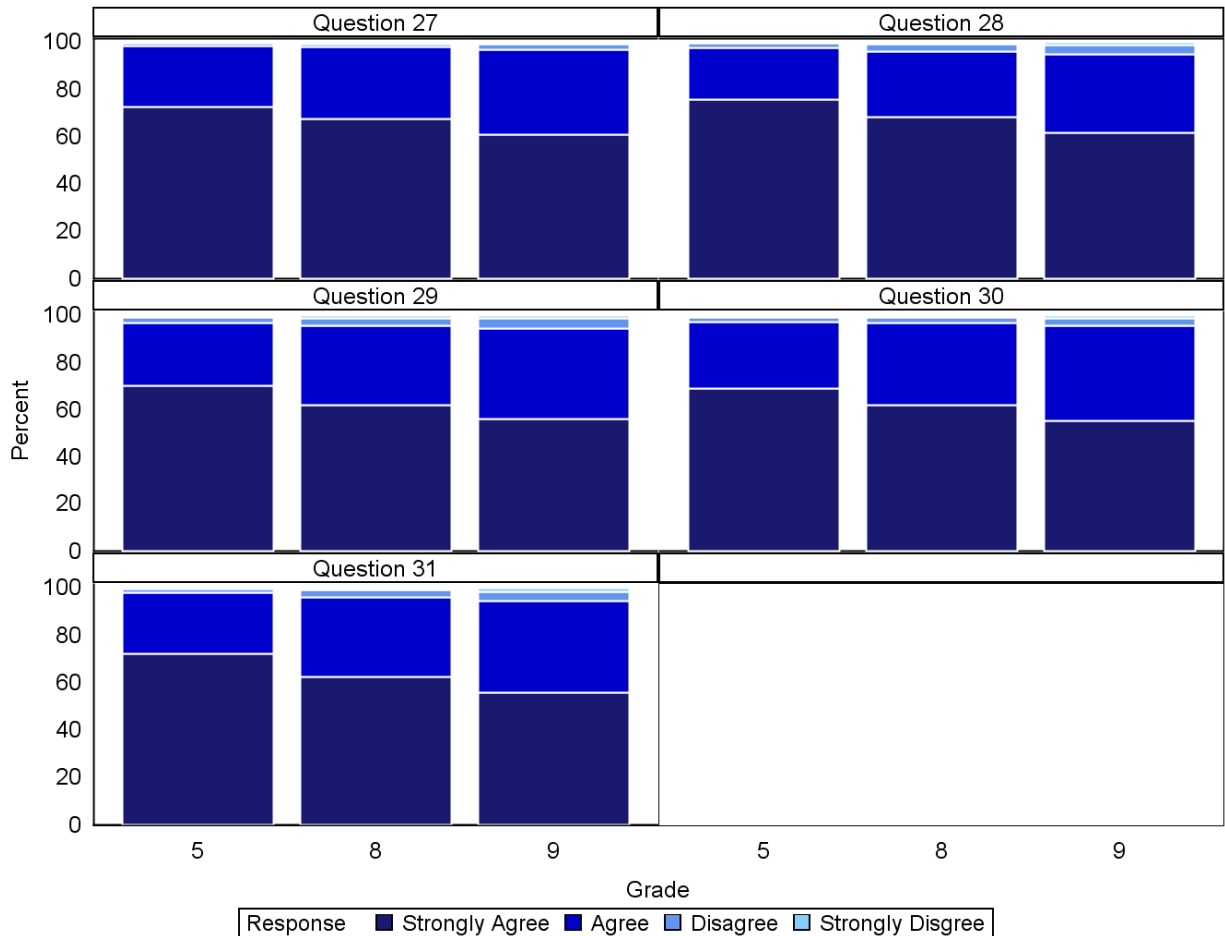
Proficient students agreed with each item in this domain at a significantly higher rate than non-proficient students. The difference in agreement with “Other students at my school care about me” was substantial, with about 70 percent of non-proficient students agreeing with this statement compared to about 80 percent of proficient students.

## **Future Aspirations and Goals**

The Future Aspirations and Goals domain consisted of five items questioning students about their future plans and their belief in the importance of education. Nearly all (96.0% to 97.9%) students agreed with items in this domain.

The responses of students in 5<sup>th</sup> grade on the items in this domain differed significantly from the responses of students in 8<sup>th</sup> and 9<sup>th</sup> grade, and the responses of students in 8<sup>th</sup> and 9<sup>th</sup> grade differed significantly from each other. However, as presented in Figure 5, the percentage of students agreeing with each item did not drop below 94% at any grade level.

**Figure 5**  
**Responses to Future Aspirations and Goals Items, 2014-15**



	Grade	Percent Agreement		
		5	8	9
Question 27 I plan to continue my education following high school.		98.3	98.0	96.8
Question 28 Going to school after high school is important.		97.7	96.2	94.9
Question 29 School is important for achieving my future goals.		97.1	95.7	94.7
Question 30 My education will create many future opportunities for me.		97.3	96.8	95.8
Question 31 I am hopeful about my future.		97.9	96.3	94.7

**Future Aspirations and Goals Results by Subgroup**

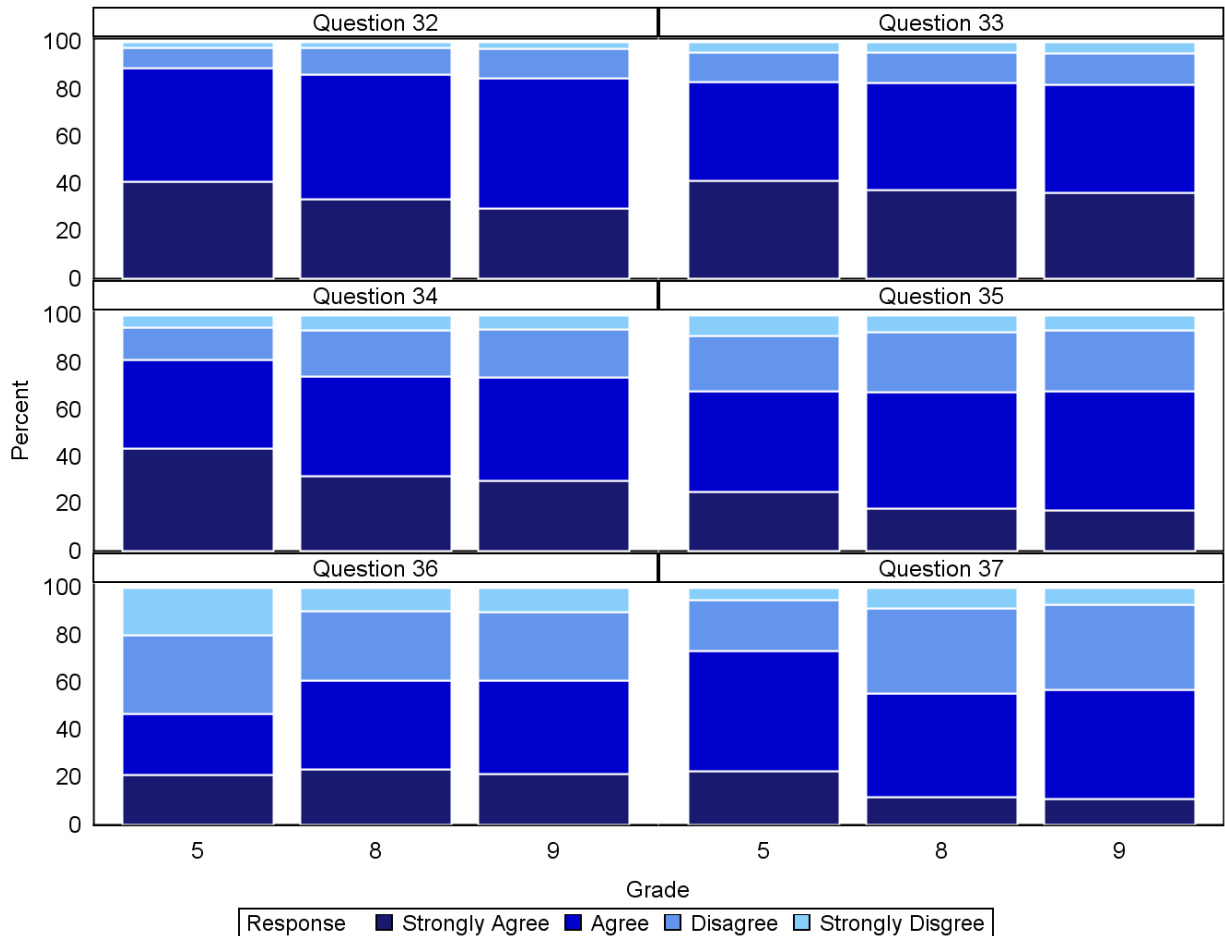
Significant differences in responses within subgroups were identified and are presented in Appendices B, Table B5, and C, Table C5. All differences were fairly small, as the rate of agreement exceeded 93% within all subgroups.

## Civic Engagement

The Civic Engagement domain consisted of six items measuring students' interest in civic issues. Over 80% of students agreed that they believe they can make a difference in their community and that they plan to vote in most elections. About two of three students agreed that "I pay attention to what is going on in the news" and that "I participate in projects in my community," and just over half of students agreed that "I think politics and government are boring."

The responses of students in 5<sup>th</sup> grade to items in this domain differed significantly from that of students in 8<sup>th</sup> and 9<sup>th</sup> grades. The percentage of students agreeing that they participate in projects in the community decreases by 18.2 percentage points, and the percentage of students agreeing that politics and government are boring increases by 14.1 percentage points, when comparing 5<sup>th</sup> grade to 8<sup>th</sup> grade.

**Figure 6**  
**Responses to Civic Engagement Items, 2014-15**



	Grade	Percent Agreement		
		5	8	9
Question 32 I believe I can make a difference in my community.		89.2	86.5	84.8
Question 33 When I am old enough, I plan to vote in most elections.		83.3	82.7	82.1
Question 34 I care a great deal about who is elected to be our next president.		81.1	74.3	73.8
Question 35 I pay attention to what is going on in the news.		68.0	67.4	68.0
Question 36 I think politics and government are boring.		46.9	61.0	60.9
Question 37 I participate in projects in my community.		73.5	55.3	57.2

**Civic Engagement Results by Subgroup**

When responses to these items were analyzed across subgroups of students, several significant differences in responses were identified, including those mentioned below. For more information, see Appendices B, Table B6, and C, Table C6.

Students' responses differed significantly by race/ethnicity on each item in this domain. The items with the greatest discrepancy in the percentage of students agreeing were "I think politics and government are boring," with 60.7% of Multiracial students agreeing compared to 50.2% of Asian students agreeing, and "I participate in projects in my community," with 69.2% of Asian students agreeing compared to 56.5% of Black students agreeing.

The responses of SWD and non-SWD students differed significantly on five of six items, with a greater percentage of non-SWD students agreeing with these statements than SWD students—with the exception of "I think politics and government are boring," in which case SWD students agreed more so than non-SWD students. SWD and non-SWD students' responses did not differ significantly on "I pay attention to what is going on in the news."

The responses of AG and non-AG students differed significantly on five of six items in this domain. AG students agreed with each item, and disagreed that they think politics and government are boring, more so than non-AG students.

The responses of LEP and non-LEP students differed significantly on three of six items in this domain. Non-LEP students indicated that politics and government are boring and that they plan to vote in most elections more so than LEP students, while LEP students agreed that they care a great deal about who is elected to be president and that they pay attention to what is going on in the news more so than non-LEP students.

Responses to Civic Engagement items also differed significantly by proficiency on the 2013-14 EOG tests. Non-proficient 5<sup>th</sup>-grade students reported a significantly higher rate of agreement with "I pay attention to what's going on in the news" and "I participate in projects in my community" than proficient 5<sup>th</sup>-grade students. Among 8<sup>th</sup>- and 9<sup>th</sup>-grade students, the pattern was reversed, with proficient students agreeing with these statements at a significantly higher rate than non-proficient students.

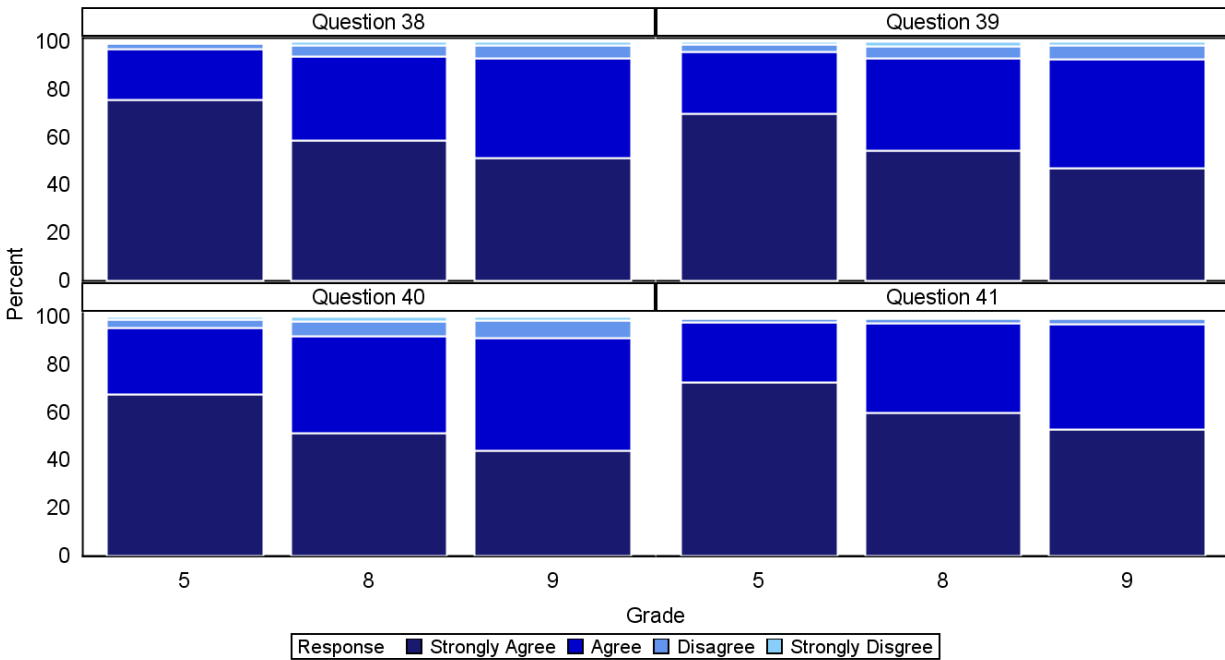
## Family Support and Learning

The Family Support and Learning domain consisted of four items measuring students' perceptions of their family's support. Nearly all (93.1% to 97.4%) students agreed with each item in this domain, with 56.1% to 63.7% of students strongly agreeing with each item.

Responses to each item in this domain differed significantly by grade—the responses of 5<sup>th</sup>-grade students differed from 8<sup>th</sup>- and 9<sup>th</sup>-grade students, and the responses of 8<sup>th</sup>-grade students differed from 9<sup>th</sup>-grade students, with the rate of agreement decreasing slightly at each grade level. However, as presented in Figure 7, the percentage of students agreeing with each item remained above 90% across all grade levels.



**Figure 7**  
**Responses to Family Support and Learning Items, 2014-15**



		Percent Agreement			
		Grade	5	8	9
Question 38	My family/guardian(s) are there for me when I need them.		96.8	94.0	93.2
Question 39	When I have problems at school, my family/guardian(s) are willing to help me.		95.6	93.0	92.8
Question 40	When something good happens at school, my family/guardian(s) want to know about it.		95.3	92.0	91.3
Question 41	My family/guardian(s) want me to keep trying when things are tough at school.		97.8	97.2	97.0

**Family Support and Learning Results by Subgroup**

Several small but significant differences in responses among subgroups were identified and are presented in Appendices B, Table B7, and C, Table C7. However, in most cases the differences in agreement between them were small, and the rate of agreement remained above 90%.

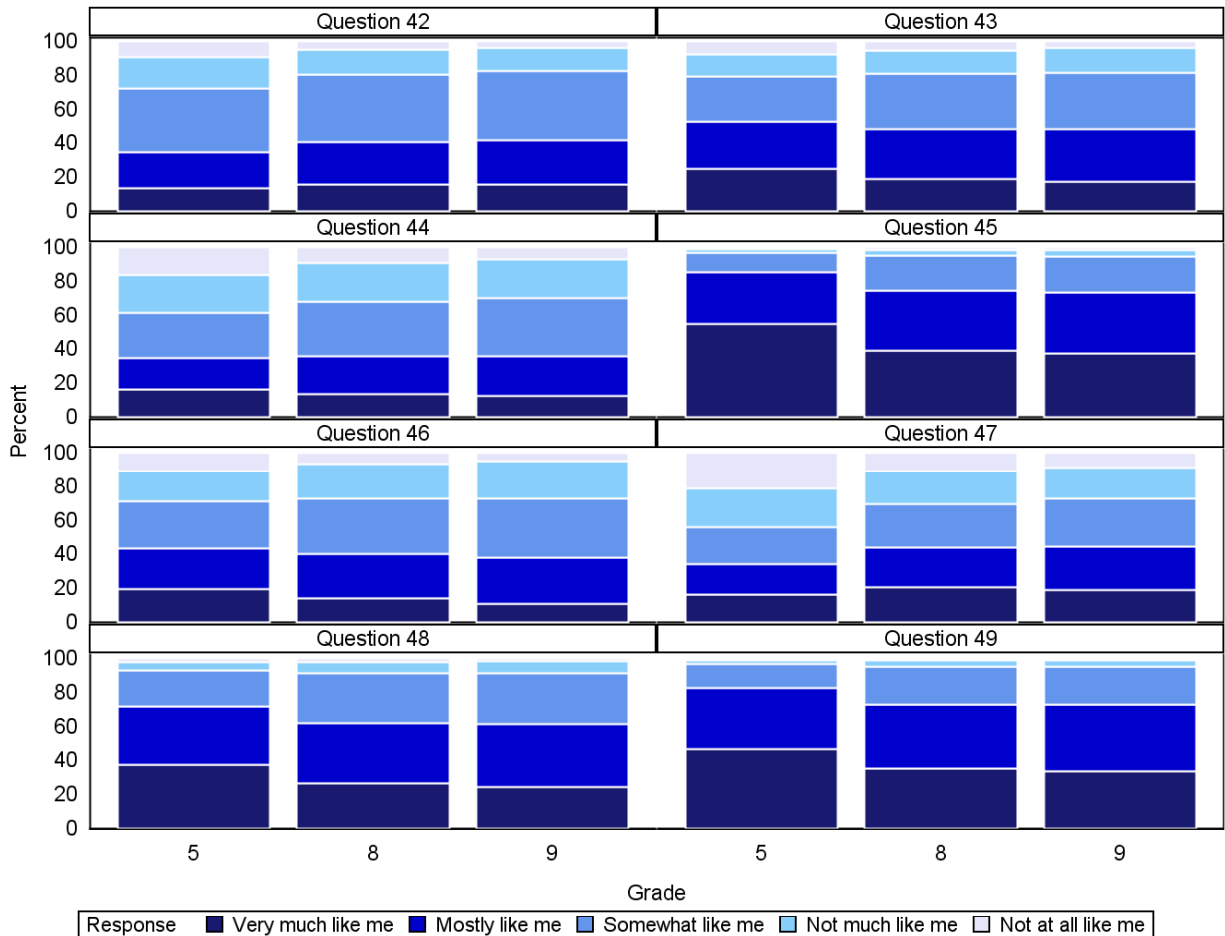
**Duckworth Grit Scale**

The Duckworth Grit Scale domain consisted of eight items measuring students’ perceptions of their propensity to work hard, focus, and avoid distraction (Duckworth et al., 2007). Approximately four out of five students responded “mostly like me” or “very much like me” to “I am a hard worker” (78.4%) and “I am diligent (hard working and careful)” (76.6%). Half

(50.1%) of students responded “mostly like me” or “very much like me” to “Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.”

As shown in Figure 8, students in 5<sup>th</sup> grade responded “mostly like me” or “very much like me” more often (or less often on negatively phrased items) than students in 8<sup>th</sup> and/or 9<sup>th</sup> grade on every item in the Duckworth Grit domain. In most cases, students’ level of “grit” declines substantially when comparing 5<sup>th</sup> grade to 8<sup>th</sup> grade and remains fairly level when comparing 8<sup>th</sup> grade to 9<sup>th</sup> grade.

**Figure 8**  
**Responses to Duckworth Grit Scale Items, 2014-15**



Question	Description	Grade	Percent Responding Very much like me or Mostly like me		
			5	8	9
Question 42	New ideas and projects sometimes distract me from previous ones.		34.9	40.8	42.1
Question 43	Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.		52.7	48.3	48.4
Question 44	I have been obsessed with a certain idea or project for a short time but later lost interest.		35.0	35.9	36.0
Question 45	I am a hard worker.		85.4	74.3	73.1
Question 46	I often set a goal but later choose to pursue (follow) a different one.		43.4	40.2	37.8
Question 47	I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.		34.2	44.0	44.7
Question 48	I finish whatever I begin.		71.6	62.1	61.6
Question 49	I am diligent (hard working and careful).		82.5	72.8	72.7

## Duckworth Grit Results by Subgroup

Responses to Duckworth Grit Scale items were dichotomized for analysis (tables are presented in Appendices B, Table B8, and C, Table C8). Responses of “very much like me” and “mostly like me” were combined into one group, and responses of “somewhat like me,” “not much like me,” and “not at all like me” were combined into another group to more readily assess the patterns of students who identified most strongly with each statement. Significant differences between subgroups included those described below.

The responses of male and female students differed significantly on six of the items in this domain. Female students were significantly more likely to identify with being hard working and diligent than male students and significantly less likely to identify with “New ideas and projects sometimes distract me from previous ones,” “I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete,” and “I have been obsessed with a certain idea or project for a short time but later lost interest” than were male students. Male students were significantly more likely to indicate that setbacks do not discourage them than were female students.

Students’ responses differed significantly by race/ethnicity on all items but one—“I have been obsessed with a certain idea or project for a short time but later lost interest.” On the other eight items, Asian students reported identifying with items—or not, in cases where the item was negatively phrased—more often than students of other races/ethnicities. The difference in the rates of identifying with most items in this domain was considerable. The largest difference in the percentage of students identifying with an item occurred among 5<sup>th</sup>-grade students responding to “I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.” Twenty-one percent of Asian 5<sup>th</sup>-grade students identified with this statement compared to 42.3% of Black 5<sup>th</sup>-grade students. The difference in responses to this item was much smaller (8.2 percentage points) among 9<sup>th</sup>-grade students, although this was due to a much larger percentage of 9<sup>th</sup>-grade Asian students identifying with the statement (37.7%).

SWD and non-SWD students responded significantly differently to each item in this domain. In each case, non-SWD students’ responses indicated a higher degree of “grit” than SWD students.

AG and non-AG students also responded significantly differently to all items in the Duckworth Grit domain. AG students’ responses reflected a higher degree of “grit” than non-AG students.

LEP and non-LEP students responded significantly differently to six items in this domain. In each case, non-LEP students’ responses reflected a higher degree of “grit” than LEP students. LEP and non-LEP students responded similarly to “New ideas and projects sometimes distract

me from previous ones” and “I have been obsessed with a certain idea or project for a short time but later lost interest.”

In most cases, proficient students’ responses to the items in this domain displayed more “grit” than non-proficient students, and the difference in rates of agreement to most items in this domain was meaningful. In particular, the percentage of students identifying with “I am diligent (hard working and careful),” “I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete,” and “Setbacks (delays and obstacles) don’t discourage me. I bounce back from disappointments faster than most people” differed by about 10 percentage points between proficient and non-proficient students. The percentage of students identifying with “I often set a goal but later choose to pursue (follow) a different one” differed by 13.9 percentage points between proficient and non-proficient students in reading and by 15.2 percentage points between proficient and non-proficient students in math.

## Discussion

The 2014-15 WCPSS Student Survey provided valuable insight into how our students view their teachers, their school, their peers, their family, and themselves. The vast majority of students—nearly all of those responding to the survey—agreed that school is important for achieving their future goals, planned to continue their education following high school, and were hopeful about their future. Nearly all students felt supported by their family and had friends at school. Over 90 percent of students reported that they work hard to meet their teachers' expectations.

Students' responses indicate that 5<sup>th</sup>-grade students generally felt more positively about their teachers, schoolwork, and peers than did 8<sup>th</sup>- or 9<sup>th</sup>-grade students. This pattern was particularly dramatic in the Control and Relevance of Student Work domain, where the percentage of students agreeing with five of the nine items decreases by 20 or more percentage points when comparing 5<sup>th</sup> grade to 9<sup>th</sup>. Interestingly, the percentage of 9<sup>th</sup> graders agreeing that "School is important for achieving my future goals" was 94.7%, while the percentage of 9<sup>th</sup> graders agreeing that "What I am learning in my classes will be important in my future" was just 59.8%.

When disaggregated by subgroup, significant differences in response patterns were identified on all items. Students of different races/ethnicities responded significantly differently to all survey items but two, with Asian students generally reporting the highest degree of agreement or "grit" of any race/ethnic group. The survey also highlighted some differences in the perceptions of students who scored proficient and did not on the prior year's (2013-14) EOG tests. In general, non-proficient students did not agree with Teacher-Student Relationship items with as much zeal as proficient students. Non-proficient students also responded to the Duckworth Grit Scale items in a manner that reflected less "grit" than proficient students.

Schools were provided with school-level results in July 2015, and school staff can use this data to identify trends within their school and to compare the responses of students within their school to students across the district. In particular, schools may want to pay attention to students' responses to Teacher-Student Relationship and Duckworth Grit Scale items, as students' responses to items in these domains differed significantly and substantially by students' proficiency on EOG tests.

## References

- Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology, 44*, 427-445. doi: 10.1016/j.jsp.2006.04.002
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*(6), 1087-1101.
- Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the short grit scale (grit-s). *Journal of Personality Assessment, 91*(2), 166-174.
- Eskreis-Winkler, L., Shulman, E. P., Beal, S. A., & Duckworth, A. L. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in Psychology, 5*, 1-12. doi: 0.3389/fpsyg.2014.00036

## Appendices

**Appendix A:** 2014-15 WCPSS Student Survey

**Appendix B:** Survey Results by Subgroup

**Appendix C:** Survey Results by EOG Proficiency



**Appendix A**

**2014-15 WCPSS Student Survey**

Welcome to the 2014-15 WCPSS Student Survey. Answer the questions as best you can. If you have any problems, please ask your teacher.

There are 49 questions in this survey. **Student ID #** \_\_\_\_\_

1. Overall, adults at my school treat students fairly.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

2. Adults at my school listen to the students.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

3. At my school, teachers care about students.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

4. My teachers are there for me when I need them.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

5. The school rules are fair.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

6. Overall, my teachers are honest and open with me.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

7. I enjoy talking to the teachers here.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

8. I feel safe at school.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
9. Most teachers at my school are interested in me as a person, not just as a student.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
10. My teachers give me challenging work.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
11. I work hard to meet my teachers' expectations.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
12. The tests in my classes do a good job of measuring what I am able to do.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
13. Most of what is important to know you can learn in school.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
14. The grades in my classes do a good job of measuring what I am able to do.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
15. What I am learning in my classes will be important in my future.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
16. After finishing my schoolwork, I check it over to see if it is correct.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

17. When I do schoolwork, I check to see whether I understand what I am doing.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
18. Learning is fun because I get better at something.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
19. When I do well in school, it is because I work hard.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
20. I feel like I have a say about what happens to me at school.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
21. Other students at school care about me.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
22. Students at my school are there for me when I need them.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
23. Other students here like me the way I am.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
24. I enjoy talking to the students here.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
25. Students here respect what I have to say.								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Strongly Agree</td> <td style="width: 25%;">Agree</td> <td style="width: 25%;">Disagree</td> <td style="width: 25%;">Strongly Disagree</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree	Agree	Disagree	Strongly Disagree					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

26. I have some friends at school.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
27. I plan to continue my education following high school.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
28. Going to school after high school is important.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
29. School is important for achieving my future goals.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
30. My education will create many future opportunities for me.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
31. I am hopeful about my future.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
32. I believe I can make a difference in my community.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
33. When I'm old enough, I plan to vote in most elections.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>
34. I care a great deal about who is elected to be our next president.	Strongly Agree <input type="radio"/>	Agree <input type="radio"/>	Disagree <input type="radio"/>	Strongly Disagree <input type="radio"/>

35. I pay attention to what's going on in the news.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

36. I think politics and government are boring.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

37. I participate in projects in my community.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

38. My family/guardian(s) are there for me when I need them.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

39. When I have problems at school, my family/guardian(s) are willing to help me.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

40. When something good happens at school, my family/guardian(s) want to know about it.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

41. My family/guardian(s) want me to keep trying when things are tough at school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

The following items have different answers ranging from “Very much like me” to “Not at all like me.”

42. New ideas and projects sometimes distract me from previous ones.				
Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. I have been obsessed with a certain idea or project for a short time but later lost interest.

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. I am a hard worker.

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. I often set a goal but later choose to pursue (follow) a different one.

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. I finish whatever I begin.

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. I am diligent (hard working and careful).

Very much like me	Mostly like me	Somewhat like me	Not much like me	Not at all like me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B

**Table B1**  
**Percentage of Students Agreeing with Teacher-Student Relationship Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
Overall, adults at my school treat students fairly.	5	88.5	89.5	87.5	95.4	90.0	79.1	91.4	85.5	88.7	86.8	87.2	91.8	88.3	91.6
	8	76.5	75.6	77.4	85.5	77.4	66.1	80.5	70.4	76.7	74.8	74.5	82.3	76.3	81.0
	9	80.8	81.2	80.3	88.2	83.2	71.2	83.2	76.5	81.3	75.8	78.9	85.3	80.6	83.2
	All	82.1	82.2	82.1	90.3	83.9	72.2	85.2	77.9	82.4	79.9	80.4	86.7	81.9	86.1
Adults at my school listen to the students.	5	86.4	87.1	85.8	92.1	86.9	77.0	89.6	85.7	86.8	83.4	85.2	89.7	86.5	85.3
	8	67.3	66.7	68.1	78.0	68.8	53.7	72.4	62.5	67.5	66.2	65.2	73.6	67.1	72.3
	9	70.9	70.5	71.3	82.4	72.3	61.1	73.1	66.3	71.2	68.0	69.3	74.7	70.5	78.1
	All	75.5	75.3	75.8	84.9	77.2	64.2	79.0	73.0	75.8	73.5	73.8	80.1	75.3	79.4
At my school, teachers care about students.	5	95.2	95.6	94.8	98.0	95.6	91.7	96.4	93.6	95.6	92.6	94.5	97.1	95.2	94.6
	8	82.4	83.1	81.7	87.6	83.3	76.1	84.6	80.5	82.4	82.8	81.4	85.4	82.4	82.5
	9	82.1	83.6	80.5	90.8	80.9	76.8	83.5	77.5	82.6	78.0	80.7	85.4	81.9	85.7
	All	87.3	88.0	86.6	92.7	88.1	82.2	88.7	85.4	87.5	85.7	86.3	89.9	87.2	88.6
My teachers are there for me when I need them.	5	89.5	90.8	88.3	93.2	91.3	84.2	90.7	89.5	89.8	87.7	88.8	91.5	89.4	90.9
	8	77.0	76.8	77.3	82.6	75.7	72.9	78.9	75.4	77.0	76.9	75.7	80.8	76.9	78.6
	9	78.9	78.8	79.0	89.0	80.2	75.2	78.9	73.7	78.8	79.3	78.5	79.7	78.5	86.4
	All	82.3	82.6	82.0	88.6	83.2	77.7	83.3	81.0	82.4	81.8	81.4	84.7	82.1	85.8
The school rules are fair.	5	82.2	85.1	79.5	88.1	84.6	76.3	83.3	79.9	82.5	80.6	80.9	85.7	81.9	87.0
	8	59.7	56.3	63.3	71.0	60.1	48.3	63.8	57.9	60.0	57.5	56.9	67.9	59.5	63.8
	9	64.8	63.5	66.1	80.0	67.9	51.6	68.2	50.0	65.6	58.1	62.3	70.8	64.4	72.0
	All	69.7	69.0	70.4	80.3	72.1	59.7	72.2	65.7	70.0	67.0	67.4	75.6	69.3	75.9

**Table B1 continued**  
**Percentage of Students Agreeing with Teacher-Student Relationship Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
Overall, my teachers are honest and open with me.	5	88.4	87.9	88.9	91.8	88.7	82.9	90.3	88.5	88.8	85.7	87.7	90.4	88.4	89.2
	8	78.0	78.4	77.7	83.0	78.3	70.7	80.8	77.0	78.1	77.2	76.9	81.2	78.1	77.3
	9	78.2	78.0	78.4	83.7	78.2	75.1	79.1	72.6	78.5	76.0	77.4	80.1	78.1	80.1
	All	82.1	81.9	82.3	86.8	82.7	76.3	83.9	81.1	82.3	80.4	81.2	84.5	82.0	83.1
I enjoy talking to the teachers here.	5	85.7	88.5	82.9	90.9	88.2	78.1	87.5	84.0	85.8	85.0	84.8	88.1	85.5	87.7
	8	70.1	70.9	69.3	79.2	69.6	62.5	73.3	61.1	70.0	70.6	68.5	74.5	69.9	73.5
	9	71.2	72.0	70.5	82.2	72.1	64.8	72.3	66.9	71.2	71.5	69.9	74.6	70.9	78.4
	All	76.4	77.8	75.0	84.8	78.0	69.0	78.4	71.9	76.4	76.6	75.1	79.8	76.2	80.8
I feel safe at school.	5	88.5	89.8	87.3	93.1	89.2	81.9	90.9	84.9	89.1	84.4	87.3	91.9	88.4	90.0
	8	79.8	80.4	79.1	78.3	79.8	74.8	82.4	78.6	80.2	76.4	78.7	82.7	79.7	81.0
	9	76.0	77.6	74.3	82.3	75.5	70.4	78.1	64.5	76.4	72.4	74.4	79.6	75.8	79.7
	All	82.3	83.3	81.2	85.5	83.0	76.5	84.5	78.7	82.7	78.8	81.1	85.5	82.1	84.6
Most teachers at my school are interested in me as a person, not just as a student.	5	77.3	79.3	75.4	80.8	77.4	72.2	79.1	76.6	77.3	77.0	76.0	80.8	77.3	77.6
	8	56.3	56.4	56.2	62.2	56.6	53.0	57.4	50.8	56.0	58.9	55.8	57.8	55.8	65.6
	9	54.8	55.6	53.9	64.5	56.2	55.4	52.8	53.2	54.0	61.6	54.8	54.7	54.2	65.2
	All	64.1	64.9	63.3	70.5	65.4	60.9	64.4	62.2	63.7	66.9	63.4	65.9	63.7	70.7

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.



**Table B2**  
**Percentage of Students Agreeing with Rigor Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
My teachers give me challenging work.	5	79.6	81.3	78.1	74.4	79.5	82.7	79.2	78.2	79.2	83.1	81.5	74.6	79.6	79.5
	8	86.5	87.3	85.6	85.6	84.8	87.0	86.7	87.2	86.4	86.6	88.1	81.9	86.8	79.1
	9	87.8	88.6	87.0	88.5	84.7	88.0	88.2	91.2	88.1	85.4	88.4	86.4	88.2	81.4
	All	84.1	85.3	82.9	81.7	82.5	85.6	84.3	84.1	84.0	84.9	85.6	80.2	84.4	79.9
I work hard to meet my teachers' expectations.	5	96.1	96.9	95.3	97.8	95.0	93.8	97.3	96.2	96.7	91.2	95.3	98.1	96.3	92.0
	8	89.6	92.5	86.7	90.0	87.8	87.7	91.4	86.0	90.1	86.0	89.1	91.2	89.8	86.2
	9	89.3	92.9	85.5	94.7	87.2	86.6	90.4	85.4	89.9	83.9	88.8	90.4	89.4	87.0
	All	92.1	94.3	89.8	94.4	90.8	89.8	93.3	90.2	92.6	87.7	91.4	93.7	92.2	88.9

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Table B3**  
**Percentage of Students Agreeing with Control and Relevance of School Work Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
The tests in my classes do a good job of measuring what I am able to do.	5	87.8	87.5	88.0	90.4	89.9	84.9	87.9	87.7	88.1	85.2	88.1	87.0	87.8	88.4
	8	71.4	70.0	73.0	72.0	75.6	73.2	69.5	68.1	71.1	74.1	72.8	67.7	71.2	76.5
	9	62.1	60.5	63.7	65.0	72.5	66.6	57.7	57.6	61.4	68.2	65.0	55.2	61.3	76.5
	All	75.6	74.4	76.8	77.9	81.1	76.2	73.4	74.4	75.4	77.3	77.0	72.0	75.3	81.7
Most of what is important to know you can learn in school.	5	88.8	89.2	88.3	90.4	92.3	89.2	87.2	87.5	88.4	91.2	90.0	85.4	88.4	95.3
	8	65.7	63.5	68.1	67.6	73.5	73.1	60.1	60.3	64.1	79.1	69.8	54.2	64.9	83.1
	9	52.4	50.8	54.1	63.5	62.7	62.4	44.9	42.4	50.3	71.0	57.5	40.4	50.8	81.7
	All	71.6	70.3	72.9	76.1	79.4	76.8	66.4	68.5	70.2	82.2	74.9	62.8	70.6	88.0
The grades in my classes do a good job of measuring what I am able to do.	5	87.3	88.6	86.1	90.0	89.3	84.9	87.2	89.3	87.8	83.6	87.4	87.3	87.4	86.9
	8	66.3	67.6	64.9	72.6	68.1	64.7	65.8	64.2	66.0	68.5	66.1	66.8	66.0	72.8
	9	57.5	59.2	55.8	63.6	64.8	59.1	54.2	60.5	57.2	59.9	58.2	56.0	56.6	74.5
	All	72.4	73.6	71.3	77.6	76.5	71.1	70.9	74.3	72.4	72.8	72.6	72.0	72.0	79.4
What I am learning in my classes will be important in my future.	5	92.0	92.6	91.4	95.5	94.4	93.4	90.3	87.2	91.9	92.4	92.6	90.2	91.8	95.3
	8	68.7	66.7	70.8	75.2	76.9	74.3	63.4	60.1	67.4	79.3	70.7	63.1	68.0	83.6
	9	59.8	58.2	61.5	73.6	65.7	64.5	55.1	50.0	59.0	66.3	61.3	56.2	58.5	82.6
	All	75.7	74.6	76.9	83.3	82.2	79.4	71.5	69.9	74.9	81.8	77.2	71.9	75.0	88.5
After finishing my schoolwork, I check it over to see if it is correct.	5	81.1	84.0	78.3	87.0	83.1	79.6	80.3	79.4	81.4	79.0	81.2	80.7	80.7	86.7
	8	62.9	67.0	58.8	65.2	60.9	61.5	64.3	59.3	62.8	64.4	63.5	61.3	62.6	70.3
	9	61.0	66.9	54.9	71.5	62.6	63.2	58.4	59.2	61.0	60.8	61.3	60.2	60.4	72.1
	All	69.6	73.5	65.7	75.9	70.7	68.9	68.8	67.9	69.6	69.6	69.9	68.6	69.1	77.9

**Table B3 continued**  
**Percentage of Students Agreeing with Control and Relevance of School Work Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
When I do schoolwork, I check to see whether I understand what I am doing.	5	92.0	92.6	91.4	95.4	91.3	88.9	93.2	91.1	92.5	88.4	91.2	94.1	92.1	90.8
	8	86.8	88.4	85.2	90.2	84.5	85.3	88.0	84.7	87.0	84.9	86.6	87.5	86.9	85.5
	9	85.9	88.2	83.6	91.4	85.0	86.7	85.2	83.0	86.2	83.5	85.7	86.4	86.0	85.1
	All	88.6	89.9	87.3	92.7	87.5	87.0	89.3	87.1	88.9	86.0	88.2	89.8	88.7	87.7
Learning is fun because I get better at something.	5	76.9	79.8	74.1	86.1	84.2	80.1	71.8	71.7	76.5	79.3	77.8	74.4	76.0	90.7
	8	61.6	63.4	59.6	69.7	67.3	64.9	58.0	51.0	60.9	66.5	61.6	61.4	60.8	78.0
	9	62.0	64.7	59.3	74.5	69.4	67.1	56.9	54.8	61.3	68.2	61.4	63.4	60.8	83.3
	All	67.7	70.0	65.3	77.8	74.9	71.3	62.9	60.6	67.1	72.1	67.9	67.0	66.7	84.8
When I do well in school, it is because I work hard.	5	95.2	96.5	94.0	95.5	96.0	95.1	95.2	92.0	95.5	93.2	95.3	95.0	95.2	95.8
	8	88.7	91.5	85.7	84.1	90.1	91.1	87.8	86.9	88.3	91.3	90.6	83.1	88.6	90.5
	9	86.5	90.2	82.8	90.0	88.5	88.8	84.7	86.4	86.3	88.4	88.6	81.7	86.2	92.3
	All	90.7	93.1	88.3	90.4	92.3	92.1	89.8	89.0	90.6	91.5	92.0	87.4	90.6	93.3
I feel like I have a say about what happens to me at school.	5	70.1	72.5	67.8	74.3	75.2	68.8	68.3	70.3	70.2	69.6	71.1	67.5	69.7	76.3
	8	54.4	56.0	52.8	56.8	60.4	56.9	51.5	50.9	53.4	63.3	57.1	47.1	53.9	65.1
	9	52.6	54.6	50.6	57.3	57.0	59.2	48.8	47.0	51.4	63.5	55.8	45.3	51.8	67.5
	All	60.2	62.0	58.3	64.3	66.1	61.9	57.2	58.5	59.5	65.9	62.3	54.6	59.6	70.6

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Table B4**  
**Percentage of Students Agreeing with Peer Support for Learning Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
Other students at school care about me.	5	78.7	81.7	75.8	84.8	76.9	68.7	83.0	77.9	79.9	69.6	75.9	85.9	79.0	74.4
	8	76.0	75.7	76.3	79.4	74.6	68.6	79.8	73.6	76.6	70.8	74.0	81.7	76.2	71.2
	9	73.1	72.4	73.8	78.5	70.8	63.6	76.8	68.1	73.8	66.9	71.1	77.6	73.2	70.8
	All	76.4	77.2	75.5	81.4	74.8	67.5	80.3	74.4	77.2	69.5	74.1	82.3	76.6	72.5
Students at my school are there for me when I need them.	5	80.2	82.1	78.3	84.2	81.7	73.2	82.1	80.7	80.6	76.6	78.6	84.1	80.0	81.8
	8	75.2	75.9	74.5	81.8	75.7	69.6	77.3	71.4	75.6	72.0	73.8	79.3	75.4	71.9
	9	73.0	73.6	72.3	81.3	70.4	64.7	76.1	66.1	73.3	70.0	71.5	76.5	72.8	76.3
	All	76.6	77.8	75.5	82.7	77.3	69.9	78.8	74.4	77.0	73.4	75.2	80.5	76.6	77.4
Other students here like me the way I am.	5	83.2	84.4	82.1	86.7	83.6	79.4	84.3	82.3	84.0	77.2	81.9	86.7	83.4	80.2
	8	81.3	79.2	83.4	82.2	82.6	81.8	80.8	77.1	81.4	80.3	80.8	82.6	81.3	79.9
	9	80.7	79.2	82.3	83.0	82.2	80.7	80.4	76.9	81.0	78.8	80.4	81.6	80.7	81.6
	All	81.9	81.2	82.6	84.3	83.0	80.6	82.0	79.3	82.3	78.7	81.1	84.0	82.0	80.5
I enjoy talking to the students here.	5	92.8	93.0	92.6	95.8	93.7	89.8	93.5	92.0	93.4	88.1	92.1	94.7	92.8	92.6
	8	84.3	80.7	88.0	88.8	85.0	81.8	85.2	78.8	84.2	84.9	83.7	85.9	84.3	83.7
	9	82.2	79.0	85.7	87.7	83.6	77.3	83.7	72.3	82.3	81.5	81.6	83.8	82.0	87.4
	All	87.2	85.0	89.3	91.5	88.5	83.9	88.0	83.2	87.4	85.5	86.5	88.8	87.1	88.5
Students here respect what I have to say.	5	73.9	74.2	73.7	82.1	74.8	65.0	76.6	72.6	74.8	67.6	71.3	80.7	74.0	73.3
	8	68.5	66.0	71.0	77.9	68.7	63.8	70.1	62.0	68.7	66.3	66.4	74.2	68.4	70.2
	9	70.1	67.4	72.8	77.8	70.9	65.9	70.8	62.9	70.1	69.5	69.1	72.4	69.8	74.4
	All	71.0	69.5	72.5	79.6	71.8	64.7	72.7	66.7	71.4	67.5	69.0	76.3	70.9	72.6
I have some friends at school.	5	97.3	97.7	96.8	97.7	97.8	96.6	97.4	96.9	97.4	96.0	96.9	98.2	97.3	96.8
	8	96.2	96.7	95.8	97.1	96.8	94.5	96.9	95.1	96.4	94.7	95.9	97.3	96.3	95.6
	9	95.2	95.7	94.6	96.6	95.8	93.1	95.7	94.0	95.4	93.4	94.9	95.6	95.1	95.4
	All	96.4	96.9	95.9	97.2	97.1	95.0	96.8	95.7	96.6	94.9	96.1	97.2	96.4	96.1

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Table B5**  
**Percentage of Students Agreeing with Future Aspirations and Goals Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I plan to continue my education following high school.	5	98.3	98.9	97.8	99.1	98.3	97.7	98.6	98.2	98.8	94.6	97.9	99.6	98.4	96.8
	8	98.0	98.6	97.5	99.6	97.0	97.8	98.2	98.8	98.1	97.7	97.7	99.0	98.2	95.6
	9	96.8	98.0	95.6	98.3	95.0	96.3	97.3	95.2	97.4	91.8	96.1	98.4	97.1	91.7
	All	97.9	98.6	97.2	99.1	97.2	97.4	98.1	97.9	98.2	95.2	97.4	99.1	98.0	95.2
Going to school after high school is important.	5	97.7	98.3	97.1	99.0	98.3	97.0	97.7	96.9	98.1	94.8	97.4	98.6	97.7	97.1
	8	96.2	96.7	95.7	97.8	95.9	96.1	96.2	95.9	96.3	95.4	95.8	97.4	96.3	94.2
	9	94.9	96.4	93.5	97.8	92.1	94.5	95.4	94.0	95.5	90.2	94.4	96.2	95.1	92.9
	All	96.5	97.3	95.8	98.3	96.2	96.1	96.6	96.0	96.8	94.0	96.1	97.6	96.6	95.2
School is important for achieving my future goals.	5	97.1	97.9	96.2	99.0	98.1	97.3	96.4	95.6	97.3	94.8	97.0	97.1	97.1	97.0
	8	95.7	96.5	94.8	97.6	96.6	96.4	95.0	93.1	95.6	96.1	95.5	96.1	95.6	96.6
	9	94.7	96.4	92.9	96.3	95.9	94.9	94.0	96.4	94.9	92.2	94.5	94.9	94.6	96.4
	All	96.0	97.0	94.9	97.9	97.1	96.4	95.3	94.8	96.1	94.7	95.9	96.2	95.9	96.7
My education will create many future opportunities for me.	5	97.3	97.7	96.8	99.0	97.2	96.8	97.3	96.1	97.6	94.2	96.9	98.2	97.4	95.2
	8	96.8	97.4	96.2	98.3	96.6	96.6	96.9	95.1	96.8	97.2	96.5	97.7	96.9	95.0
	9	95.8	96.7	94.8	95.8	96.4	96.4	95.4	95.2	96.1	93.5	95.7	95.9	95.7	97.1
	All	96.7	97.4	96.1	98.0	96.8	96.6	96.7	95.6	96.9	95.2	96.5	97.4	96.8	95.6
I am hopeful about my future.	5	97.9	98.2	97.6	99.0	97.6	97.6	97.9	97.9	98.2	95.2	97.6	98.7	97.9	97.7
	8	96.3	96.2	96.3	94.6	96.1	97.2	96.2	94.5	96.3	95.7	96.2	96.4	96.3	94.6
	9	94.7	95.2	94.2	94.9	94.8	96.0	94.1	94.5	94.9	92.8	95.1	93.9	94.7	94.3
	All	96.5	96.7	96.4	96.5	96.5	97.1	96.3	96.0	96.8	94.9	96.5	96.7	96.6	95.9

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Table B6**  
**Percentage of Students Agreeing with Civic Engagement Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I believe I can make a difference in my community.	5	89.2	90.5	88.0	92.5	88.3	89.4	89.1	87.6	89.4	87.4	88.4	91.3	89.2	88.8
	8	86.5	87.7	85.2	85.7	84.5	86.8	87.3	82.4	86.8	83.9	85.7	88.6	86.6	84.5
	9	84.8	86.4	83.1	88.9	83.8	85.3	84.4	83.4	85.0	82.6	85.0	84.3	84.7	87.0
	All	87.2	88.5	85.8	89.4	86.0	87.5	87.3	84.9	87.4	85.1	86.6	88.6	87.2	87.0
When I am old enough, I plan to vote in most elections.	5	83.3	85.2	81.6	84.4	79.8	80.9	85.8	80.5	84.0	78.0	81.3	88.6	83.6	79.9
	8	82.7	84.5	80.8	83.9	74.2	82.9	85.4	79.4	83.6	75.6	80.0	90.3	83.1	74.7
	9	82.1	84.1	80.1	81.1	72.8	80.7	85.1	81.1	83.2	72.9	79.3	88.7	82.8	71.2
	All	82.8	84.7	80.9	83.4	76.3	81.6	85.5	80.2	83.7	76.0	80.4	89.3	83.2	76.2
I care a great deal about who is elected to be our next president.	5	81.1	81.9	80.3	82.1	82.7	84.5	79.0	79.6	81.2	80.4	81.7	79.5	80.8	84.5
	8	74.3	75.8	72.7	77.6	71.5	78.9	73.1	67.8	74.5	72.3	73.6	76.0	74.3	74.2
	9	73.8	75.2	72.4	73.1	72.5	75.7	73.9	65.4	74.3	69.8	73.2	75.2	74.0	70.3
	All	76.8	78.0	75.7	78.4	76.5	80.4	75.5	72.5	77.1	75.1	76.7	77.2	76.8	77.8
I pay attention to what is going on in the news.	5	68.0	69.1	66.9	69.6	71.6	70.9	65.3	67.6	67.9	68.5	68.7	66.1	67.6	74.7
	8	67.4	66.8	68.2	71.4	65.1	65.8	68.9	62.3	67.9	63.9	66.2	71.0	67.4	67.7
	9	68.0	67.3	68.7	77.8	65.9	63.6	69.0	65.2	68.8	61.4	65.8	73.2	68.0	68.1
	All	67.8	67.8	67.8	72.2	68.0	67.3	67.5	65.1	68.1	65.3	67.1	69.6	67.6	70.9
I think politics and government are boring.	5	46.9	45.8	48.0	40.5	42.1	47.8	48.5	54.0	46.8	47.8	47.2	46.2	47.3	41.5
	8	61.0	62.8	59.0	56.1	62.2	64.0	59.5	64.3	60.6	64.0	63.0	55.3	61.1	58.7
	9	60.9	62.4	59.4	58.9	64.7	66.0	57.8	68.9	60.1	68.1	64.8	51.8	60.8	62.2
	All	55.4	56.2	54.6	50.2	54.1	58.2	54.9	60.7	55.1	58.3	57.2	50.9	55.6	52.0
I participate in projects in my community.	5	73.5	76.5	70.6	76.2	71.2	71.3	74.9	73.1	72.9	78.0	73.6	73.3	73.1	79.7
	8	55.3	58.3	52.2	61.4	44.5	47.4	61.9	51.9	55.5	54.1	51.8	65.3	55.6	50.5
	9	57.2	61.3	52.8	67.5	46.9	47.0	62.4	53.3	57.6	53.3	54.1	64.2	57.5	50.9
	All	62.9	66.0	59.8	69.2	56.4	56.5	67.0	61.3	62.8	63.7	60.9	68.2	62.9	63.4

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Table B7**  
**Percentage of Students Agreeing with Family Support and Learning Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
My family/guardian(s) are there for me when I need them.	5	96.8	96.8	96.9	98.0	96.6	95.4	97.3	96.9	97.1	94.4	96.4	97.9	96.9	95.9
	8	94.0	92.9	95.2	94.0	93.2	92.6	94.9	93.0	93.9	94.6	93.5	95.5	94.0	93.9
	9	93.2	92.7	93.6	92.8	92.2	92.0	94.0	91.5	93.3	92.1	92.9	93.8	93.3	90.9
	All	94.9	94.3	95.5	95.4	94.5	93.6	95.6	94.4	95.0	94.0	94.5	96.0	95.0	94.1
When I have problems at school, my family/guardian(s) are willing to help me.	5	95.6	96.3	94.9	96.8	94.0	94.5	96.4	96.1	96.0	92.9	95.1	97.0	95.8	92.2
	8	93.0	92.6	93.3	92.2	90.2	92.1	94.6	89.8	92.9	93.4	92.3	95.0	93.2	88.2
	9	92.8	93.4	92.2	92.3	92.4	90.7	93.8	93.9	93.1	90.0	92.4	93.8	92.9	90.6
	All	94.0	94.2	93.7	94.2	92.2	92.7	95.1	93.3	94.2	92.5	93.4	95.5	94.2	90.5
When something good happens at school, my family/guardian(s) want to know about it.	5	95.3	96.1	94.5	96.8	93.8	94.4	96.0	94.2	95.5	93.5	94.9	96.4	95.4	93.2
	8	92.0	92.1	91.9	91.2	88.7	91.0	93.7	91.9	92.2	90.6	91.3	94.1	92.3	86.7
	9	91.3	92.5	90.1	89.3	88.9	89.9	92.7	92.0	91.6	89.0	90.6	93.0	91.5	87.3
	All	93.1	93.7	92.6	93.1	90.9	92.0	94.3	92.9	93.4	91.4	92.5	94.7	93.3	89.7
My family/guardian(s) want me to keep trying when things are tough at school.	5	97.8	98.0	97.6	98.1	97.2	97.3	98.3	96.6	98.2	95.1	97.5	98.6	97.9	96.0
	8	97.2	97.6	96.9	97.5	97.0	96.9	97.5	96.8	97.4	96.4	97.0	97.9	97.3	95.5
	9	97.0	97.6	96.3	95.5	95.9	96.9	97.4	97.5	97.4	93.7	96.7	97.7	97.2	93.1
	All	97.4	97.8	97.0	97.3	96.9	97.0	97.8	96.9	97.7	95.3	97.1	98.2	97.5	95.2

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Table B8**  
**Percentage of Students Responding “Mostly like me” or “Very much like me” to Duckworth Grit Scale Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
New ideas and projects sometimes distract me from previous ones.	5	34.9	32.8	36.9	26.5	36.3	39.4	33.5	36.1	33.1	48.2	36.7	30.2	34.4	43.0
	8	40.8	39.2	42.5	33.0	38.9	41.4	41.7	45.6	40.2	46.1	41.2	39.7	41.1	35.7
	9	42.1	40.4	43.8	36.0	40.2	39.9	44.6	39.0	41.8	44.6	41.9	42.6	42.2	40.4
	All	38.8	37.0	40.5	31.0	38.0	40.3	39.3	40.3	37.8	46.7	39.6	36.7	38.7	40.0
Setbacks (delays and obstacles) do not discourage me. I bounce back from disappointments faster than most people.	5	52.7	49.8	55.5	57.6	46.9	51.4	54.9	48.4	53.7	45.2	49.1	62.2	53.3	43.3
	8	48.3	43.8	53.0	50.4	42.1	48.9	49.8	46.9	49.0	42.7	45.6	55.8	48.6	41.3
	9	48.4	44.1	52.9	48.7	44.0	50.4	48.5	47.5	49.5	39.0	47.1	51.5	48.9	39.8
	All	50.1	46.2	54.0	53.0	44.5	50.2	51.4	47.7	50.9	42.9	47.3	57.3	50.5	41.8
I have been obsessed with a certain idea or project for a short time but later lost interest.	5	35.0	32.9	37.0	26.8	36.4	40.3	33.7	30.7	34.1	42.2	36.8	30.2	34.6	41.1
	8	35.9	35.1	36.8	37.2	34.7	34.7	36.6	37.0	35.7	38.0	35.5	37.1	36.0	34.8
	9	36.0	34.8	37.3	39.1	34.6	34.5	36.7	34.4	35.9	37.0	35.7	36.9	36.0	37.0
	All	35.6	34.2	37.0	33.3	35.4	36.9	35.5	33.8	35.1	39.5	36.1	34.3	35.4	38.1
I am a hard worker.	5	85.4	89.2	81.8	90.7	80.1	82.3	87.7	85.8	86.5	76.8	83.0	91.8	85.9	77.3
	8	74.3	77.9	70.6	77.3	66.2	72.3	77.7	70.6	75.2	67.1	71.9	80.9	74.8	63.8
	9	73.1	78.3	67.8	78.0	67.4	69.6	74.9	75.2	73.9	66.3	71.6	76.7	73.8	60.8
	All	78.4	82.3	74.5	83.1	72.4	75.6	80.8	78.0	79.3	70.9	76.2	84.2	78.9	69.1
I often set a goal but later choose to pursue (follow) a different one.	5	43.4	41.4	45.4	36.3	48.9	54.0	37.6	46.0	42.0	54.9	47.4	33.1	42.7	55.4
	8	40.2	41.4	39.0	36.7	42.5	47.1	37.0	36.6	39.0	49.9	43.1	32.1	39.8	49.7
	9	37.8	37.8	37.9	36.6	41.3	43.2	35.0	38.0	36.7	47.6	40.5	31.6	37.3	46.5
	All	40.9	40.5	41.3	36.5	45.1	48.9	36.8	40.9	39.6	51.5	44.2	32.4	40.4	51.5



**Table B8 continued**  
**Percentage of Students Responding “Mostly like me” or “Very much like me” to Duckworth Grit Scale Items by Subgroup, 2014-15**

	Grade	All Students	Female	Male	Asian	Hispanic/Latino	Black	White	Multiracial	Not SWD	SWD	Not AG	AG	Not LEP	LEP
I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.	5	34.2	31.0	37.3	21.0	38.1	42.3	31.3	33.9	32.1	51.1	37.5	25.6	33.3	48.3
	8	44.0	42.9	45.1	35.8	44.6	46.4	43.4	46.0	43.2	50.0	45.5	39.7	43.9	45.3
	9	44.7	43.1	46.4	37.7	44.8	44.0	46.3	43.0	44.4	47.6	45.1	43.9	44.9	42.2
	All	40.3	38.3	42.3	30.0	41.8	44.3	39.5	40.2	39.1	49.9	42.3	35.2	40.0	45.9
I finish whatever I begin.	5	71.6	72.2	71.0	75.8	69.9	70.5	72.0	71.4	72.4	65.2	70.9	73.2	71.7	69.8
	8	62.1	61.1	63.2	68.8	54.7	59.2	65.2	59.7	62.9	55.8	60.0	67.9	62.4	56.3
	9	61.6	62.4	60.8	67.5	58.6	59.9	62.4	59.4	62.3	55.6	60.8	63.6	61.9	57.7
	All	65.7	65.7	65.8	71.5	62.0	63.7	67.1	64.7	66.5	59.6	64.5	68.9	65.9	62.6
I am diligent (hard working and careful).	5	82.5	85.7	79.4	88.3	77.6	81.1	84.0	81.3	83.5	74.7	80.5	87.7	83.1	73.9
	8	72.8	76.2	69.1	79.5	63.9	69.6	76.5	68.4	73.9	63.5	69.5	81.7	73.3	62.0
	9	72.7	78.2	67.1	78.3	68.4	71.1	73.4	74.7	73.7	64.3	71.5	75.5	73.1	65.7
	All	76.6	80.4	72.8	82.9	70.7	74.4	78.6	75.1	77.6	68.3	74.3	82.5	77.1	68.1

Note1: Shading indicates significant ( $p < .05$ ) differences in responses among groups of students within a subgroup within the grade level.

Note2: American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students were excluded from race/ethnicity analysis due to small numbers of students.

**Appendix C**

**Table C1**  
**Percentage of Students Agreeing with Teacher-Student Relationship Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
Overall, adults at my school treat students fairly.	5	84.2	90.0	85.0	89.6
	8	69.7	80.4	69.2	79.5
	9	76.7	85.1	73.3	83.8
	All	76.4	85.4	76.4	84.4
Adults at my school listen to the students.	5	82.2	88.2	83.2	87.7
	8	59.7	71.7	60.2	70.2
	9	66.2	75.2	64.4	72.8
	All	69.4	79.4	70.1	77.7
At my school, teachers care about students.	5	92.9	96.1	93.2	96.0
	8	79.6	84.4	79.2	84.1
	9	78.9	85.1	76.0	84.3
	All	84.5	89.6	84.0	88.8
My teachers are there for me when I need them.	5	87.6	90.2	88.1	89.9
	8	73.9	78.8	73.6	78.4
	9	75.2	81.1	76.1	79.6
	All	79.4	84.1	79.9	83.2
The school rules are fair.	5	78.3	83.4	78.6	83.2
	8	51.2	64.2	52.9	62.2
	9	57.1	70.4	55.8	67.5
	All	62.6	73.7	63.7	71.7
Overall, my teachers are open and honest with me.	5	85.6	89.4	86.5	89.0
	8	74.1	80.2	73.8	79.8
	9	74.6	80.1	73.0	79.3
	All	78.6	84.1	78.6	83.3
I enjoy talking to the teachers here.	5	83.8	86.2	83.8	86.2
	8	65.4	72.6	66.2	71.5
	9	67.6	73.9	64.8	73.4
	All	72.9	78.7	72.8	77.7
I feel safe at school.	5	85.0	89.7	85.3	89.5
	8	75.7	82.4	75.5	81.8
	9	71.0	79.2	68.4	78.8
	All	78.4	84.9	77.8	84.2

**Table C1 continued**  
**Percentage of Students Agreeing with Teacher-Student Relationship Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
Most teachers at my school are interested in me as a person, not just as a student.	5	75.9	77.9	76.3	77.6
	8	54.1	57.2	55.9	56.0
	9	53.2	55.1	53.9	54.7
	All	62.3	65.7	63.5	64.3

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.

**Table C2**  
**Percentage of Students Agreeing with Rigor Scale Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
My teachers give me challenging work.	5	82.9	78.6	82.4	78.8
	8	86.7	86.4	86.4	86.6
	9	90.1	88.2	87.3	89.1
	All	85.8	83.4	85.0	84.1
I work hard to meet my teachers' expectations.	5	93.1	97.5	93.4	97.4
	8	87.4	90.9	87.8	90.5
	9	88.0	91.5	83.3	91.8
	All	89.7	93.9	89.0	93.5

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.

**Table C3**  
**Percentage of Students Agreeing with Control and Relevance of School Work Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
The tests in my classes do a good job of measuring what I'm able to do.	5	86.7	88.8	87.5	88.3
	8	72.0	70.6	73.6	70.0
	9	64.4	58.7	66.4	58.7
	All	76.4	76.0	77.5	74.8
Most of what is important to know you learn in school.	5	91.1	87.3	91.8	87.0
	8	73.6	60.1	77.1	59.7
	9	54.5	45.1	64.5	45.5
	All	77.0	68.8	80.1	67.4
The grades in my classes do a good job of measuring what I'm able to do.	5	84.8	88.7	86.1	88.1
	8	65.3	66.3	67.0	65.3
	9	53.3	57.7	59.4	56.0
	All	70.7	74.2	72.9	72.3
What I'm learning in my classes will be important in my future.	5	93.7	91.1	94.0	90.9
	8	73.7	65.2	76.9	64.4
	9	57.2	57.7	63.8	56.3
	All	78.5	74.9	80.7	73.2
After finishing my schoolwork I check it over to see if it's correct.	5	82.0	80.9	82.1	80.8
	8	62.1	63.1	62.8	62.6
	9	58.7	60.9	58.3	61.5
	All	69.2	70.3	69.5	69.6
When I do schoolwork I check to see whether I understand what I'm going.	5	89.4	93.3	89.7	93.1
	8	85.1	87.8	85.3	87.5
	9	85.8	86.4	83.0	86.8
	All	86.9	89.9	86.5	89.6
Learning is fun because I get better at something.	5	82.2	74.3	82.1	74.2
	8	63.5	59.6	64.7	59.2
	9	59.7	60.7	61.2	60.7
	All	70.1	66.1	70.8	65.5
When I do well in school it's because I work hard.	5	94.4	95.5	94.3	95.6
	8	91.4	86.9	90.8	87.7
	9	88.2	85.0	87.0	85.9
	All	92.0	90.3	91.3	90.5
I feel like I have a say about what happens to me at school.	5	73.4	68.6	73.3	68.7
	8	60.0	50.5	61.9	50.4
	9	51.7	48.4	58.7	48.2
	All	63.8	57.9	65.7	57.2

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.

**Table C4**  
**Percentage of Students Agreeing with Peer Support for Learning Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
Other students at my school care about me.	5	71.1	82.2	70.6	82.4
	8	69.9	80.0	71.1	78.7
	9	70.4	77.3	66.0	76.2
	All	70.4	80.4	69.8	79.6
Students at my school are there for me when I need them.	5	76.2	82.0	76.9	81.7
	8	71.1	78.1	72.4	77.0
	9	70.1	75.9	67.4	74.9
	All	72.9	79.4	73.1	78.4
Other students here like me the way I am.	5	79.8	85.0	79.1	85.4
	8	80.2	82.3	80.8	81.9
	9	79.5	81.7	78.8	81.2
	All	79.9	83.4	79.7	83.1
I enjoy talking to the students here.	5	90.9	93.8	90.5	94.0
	8	82.7	85.0	83.8	84.4
	9	80.8	83.5	79.0	82.9
	All	85.5	88.5	85.4	87.9
Students here respect what I have to say.	5	68.4	76.8	69.5	76.3
	8	63.8	71.6	66.4	69.7
	9	66.2	72.7	66.7	70.7
	All	66.0	74.1	67.7	72.6
I have some friends at school.	5	96.6	97.7	96.5	97.7
	8	95.3	96.9	94.9	97.0
	9	94.3	95.8	93.7	95.7
	All	95.6	97.1	95.3	97.0

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.

**Table C5**  
**Percentage of Students Agreeing with Future Aspirations and Goals Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
I plan to continue my education following high school.	5	97.3	98.9	97.1	99.0
	8	96.9	98.6	96.9	98.5
	9	95.8	98.4	94.4	98.1
	All	96.9	98.7	96.4	98.6
Going to school after high school is important.	5	96.9	98.1	96.7	98.2
	8	95.1	97.1	95.6	96.6
	9	95.0	96.3	92.0	96.2
	All	95.8	97.4	95.3	97.2
School is important for achieving my future goals.	5	96.8	97.2	97.1	97.0
	8	95.1	96.0	95.5	95.7
	9	93.5	95.2	93.2	95.0
	All	95.5	96.3	95.6	96.1
My education will create many future opportunities for me.	5	95.9	97.8	96.1	97.7
	8	95.5	97.5	95.7	97.2
	9	95.6	96.1	94.4	96.4
	All	95.7	97.3	95.6	97.2
I am hopeful about my future.	5	97.0	98.4	97.3	98.2
	8	96.0	96.4	96.3	96.2
	9	94.8	94.7	94.1	94.7
	All	96.2	96.9	96.2	96.7

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.

**Table C6**  
**Percentage of Students Agreeing with Civic Engagement Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
I believe I can make a difference in my community.	5	88.8	89.4	88.5	89.5
	8	84.9	87.2	84.9	87.2
	9	84.6	85.6	82.4	85.7
	All	86.3	87.9	85.8	87.8
When I'm old enough, I plan to vote in most elections.	5	80.1	85.2	80.0	85.3
	8	76.9	86.6	78.0	85.1
	9	79.4	85.8	75.3	85.2
	All	78.6	85.8	78.2	85.2
I care a great deal about who is elected to be out next president.	5	83.6	80.1	83.2	80.3
	8	72.7	74.8	72.9	74.4
	9	73.3	74.5	71.8	74.4
	All	77.0	77.1	76.8	76.8
I pay attention to what's going on in the news.	5	71.5	66.4	70.1	67.0
	8	64.7	69.0	64.3	68.8
	9	64.5	71.4	62.6	70.5
	All	67.3	68.4	66.2	68.4
I think politics and government are boring.	5	46.9	47.5	46.1	47.9
	8	64.1	59.3	63.7	60.0
	9	66.1	56.5	68.0	58.0
	All	57.8	53.7	57.6	54.7
I participate in projects in my community.	5	76.3	72.1	76.2	72.1
	8	48.3	59.8	49.6	58.0
	9	50.1	62.5	48.9	60.6
	All	59.4	65.7	60.1	64.3

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.



**Table C7**  
**Percentage of Students Agreeing with Family Support and Learning Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
My family/guardian(s) are there for me when I need them.	5	95.0	97.6	95.6	97.3
	8	93.1	94.7	93.4	94.4
	9	92.7	93.7	91.2	93.7
	All	93.8	95.8	93.8	95.4
When I have problems at school my family/guardian(s) are willing to help me.	5	93.5	96.5	93.6	96.5
	8	91.9	93.8	91.5	93.8
	9	91.6	93.9	89.8	93.9
	All	92.5	95.0	92.0	94.9
When something good happens at school, my family/guardian(s) want to know about it.	5	93.7	95.9	93.3	96.1
	8	90.3	93.1	90.1	92.9
	9	91.0	92.4	87.4	92.7
	All	91.7	94.2	90.8	94.1
My family/guardian(s) want me to keep trying when things are tough at school.	5	96.4	98.4	96.4	98.4
	8	96.8	97.7	96.8	97.6
	9	97.4	97.3	95.0	97.6
	All	96.8	97.9	96.2	97.9

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.

**Table C8**  
**Percentage of Students Agreeing with Duckworth Grit Scale Items by 2013-14 EOG Proficiency**

	Grade	Math		Reading	
		Not Proficient	Proficient	Not Proficient	Proficient
New ideas and projects sometimes distract me from previous ones.	5	42.0	31.8	42.3	31.6
	8	42.5	39.7	42.1	40.3
	9	43.0	41.7	42.9	41.5
	All	42.4	36.6	42.4	37.0
Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.	5	45.2	56.2	44.2	56.6
	8	42.9	51.4	42.0	50.9
	9	46.9	51.8	42.8	51.2
	All	44.4	53.5	43.1	53.3
I have been obsessed with a certain idea or project for a short time but later lost interest.	5	41.2	31.7	41.3	31.7
	8	36.6	35.6	36.9	35.7
	9	33.4	36.1	35.9	35.2
	All	37.8	34.0	38.4	34.0
I am a hard worker.	5	77.7	89.0	78.8	88.5
	8	68.9	77.9	69.6	76.8
	9	69.6	77.1	66.2	76.3
	All	72.4	82.6	72.5	81.4
I often set a goal but later choose to pursue (follow) a different one.	5	55.7	38.1	55.6	38.2
	8	48.6	34.9	50.0	35.6
	9	39.9	33.1	45.5	33.1
	All	49.9	36.0	51.3	36.1
I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.	5	46.2	28.9	45.9	28.8
	8	47.4	42.0	47.4	42.4
	9	47.6	43.2	46.0	44.1
	All	46.9	36.5	46.5	37.3
I finish whatever I begin.	5	68.0	73.2	68.3	73.0
	8	56.5	65.4	56.2	64.5
	9	60.0	63.3	56.5	63.7
	All	61.5	68.4	61.1	67.8
I am diligent (hard working and careful).	5	76.1	85.6	77.2	85.1
	8	64.8	77.6	65.0	76.3
	9	70.8	75.8	65.7	75.9
	All	70.2	80.7	70.0	79.8

Note: Shading indicates significant ( $p < .05$ ) differences between proficient and non-proficient students within the grade level.