

INCLUSIVE OR NOT?: DEVELOPMENT OF A STUDENT SURVEY TO MEASURE  
STUDENTS' PERSPECTIVES OF TEACHER AND LEADER ABILITIES TO LEAD  
RACIALLY DIVERSE SCHOOLS

A Dissertation

by

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## ABSTRACT

This research highlights the development of a survey that measures students' perspectives and the powerful role they play in measuring teachers and leaders practices for school inclusion in an urban school environment. Using an exploratory student survey, students were surveyed regarding their perspectives of their principals and teachers abilities to lead a school with changing demographics. Exploratory Factor Analysis, Confirmatory Factor Analysis, and Rasch analysis were used to generate a good fit of the survey constructs, test if measures of the constructs were consistent with the anticipated dimensionality of an inclusion scale and to determine reliability and validity.

Overall, the student survey results reflected low inclusion measures for teachers and leaders. The inclusion measure for leaders was much lower than the teacher inclusion measure. The findings suggested students believe their teachers and leaders are not equipped in creating an inclusionary environment for a racially diverse campus. Some students felt their principals were not fair in how they disciplined students of color. Students believed there were concerns about how their parents were treated when they came to the school. These students also believed their schools were not supportive in preparing them for post-secondary programs. By surveying students, the researcher collected data that informed leaders and teachers about how students truly feel about their school regarding inclusivity. The researcher anticipates this study will change practices of both teachers and leaders in schools with changing demographics.

## DEDICATION

This study is dedicated to everyone who has supported and encouraged me on this wonderful journey. As a teacher and administrator, my hope is to inspire my students and colleagues to continue on their journey and accomplish the unthinkable. Education is powerful and can open so many doors for so many people. As my past teachers encouraged me throughout my life, I hope to do the same for my students.

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## CHAPTER I

### INTRODUCTION

Changing student demographics in schools require leaders and teachers to adapt to the growing needs of their student populations. As student populations shift so must the practices of the leaders and teachers within these schools. According to the National Center for Education Statistics (2016), national and local data indicate that school districts are becoming more diverse as families from racially and culturally diverse backgrounds are moving into neighborhoods that reflected historical racial homogeneity. Increasing heterogeneous school communities typically undergo structural paradigm shifts as demographics change (Holme, Diem, & Welton, 2013).

As with any change, struggles, clashes, and adjustments are common experiences in the school environment. School administrators are compelled to respond to these struggles resulting from student cultural and racial disparities to seek school climate cohesion (Holme, et al., 2013). The alternative is ignoring the issue and allowing for the development of negative student perceptions of school environments, increase in racial tension, and cultural marginalization (Ferdman, 2014; Ferguson, 2012; Madsen & Makobela, 2005).

Jay MacLeod (1987) conceptualized Bourdieu's idea of cultural capital in the context of school environments relaying that perceptions held by leaders, teachers, and students play an essential role in social reproduction theory. Thus, perception plays an important part of the cultural structure of school organization. To this end, leaders and teachers must extend MacLeod's view to students' perceptions of teachers' and leaders' abilities to lead inclusive schools as a catalytic factor in the generation of perceptively inclusive environments (1987). When considering the importance of voice and the important research on using student feedback

to build better school organizations, student voice becomes an integral part of developing and influencing organizational behavior.

Dr. Ferguson's research on measuring teacher quality through student perceptions using surveys has influenced and guided this research how students' perceptions may play a compelling role in understanding the bridge between student perceptions of inclusive environments and its role in constructing inclusive environments (Ferguson, 2012). Soliciting student feedback on teacher effectiveness has been a common practice at the university and college level; however, in K-12 schools, teachers and administrators have challenged this practice for many years (Ferguson, 2012). Educators at K-12 schools have expressed concern that students at these lower levels are unable to effectively evaluate teacher effectiveness; however, Ferguson's extensive research on student voice challenges teachers' and leaders' concerns with statistically reliable and valid research (2012).

### **Purpose of the Study**

As a result, the purpose of this study was to develop a survey that gauges student perceptions of teachers' and leaders' abilities to engender an inclusive environment based on the three meta-constructs of an exploratory inclusion model. The three meta-constructs are leadership, organizational outcomes, and organizational justice. With this theoretical model, an instrument was developed to measure inclusion in a school setting based on the three meta-constructs (Torres, Madsen, Luo, Li, & Luevanos, in press, 2017). Within the three meta-constructs are subcategories that identify specific criteria supported in the organizational inclusion literature necessary for creating an inclusive atmosphere. The sub-constructs that have emerged from the literature and form the foundation for the three meta-constructs are explained (Roberson, 2006; Thomas, 2008; Shore, Randel, Chung, Dean, Ehrhart, & Singh, 2010;

Sabharwal, 2014). The organizational justice meta-construct carries the sub-constructs of diversity and inclusion, legally responsive environment, law compliance, and legal protection and immigrant status. The leadership meta-construct carries the sub-constructs of cultural competence and diversity, self-efficacy, creating a responsive school image, building positive relationships among groups, and adaptive organizational structure. The organizational outcomes meta-construct carries the sub-constructs of performance indicators, resistance to organizational diversity, and organizational climate and turnover.

The literature and school demographic data reflect that K-12 school demographics are changing and will continue to become more diverse; however, do we know if the leaders and teachers are adapting to the growing needs of this new student population? Based on the development of a survey, using the exploratory inclusion model as the measure for school inclusion, identification areas of growth within the three meta-constructs and subcategories for teachers and leaders within schools experiencing changing demographics was conducted.

### **Significance of the Study**

This research was conducted at an urban high school located in the southwest side of San Antonio that has a student body with over 90% of Hispanic students in addition to over 95% free and reduced lunch or registered as low socio-economic status. The instrument was translated into Spanish to ensure all students had an opportunity to share their perspectives on their teachers and leaders. Over 280 students within the secondary campuses completed the survey in English and Spanish.

Based on the survey results, students shared their perspectives on their teachers' and leaders' abilities and their responses provided guidance for school improvement for teachers and leaders. Quantitative statistical analysis was performed on the instrument for model fit and

reliability measures. The researcher noted that future research could require item editing to ensure that the instrument remains statistically reliable and valid in measuring inclusionary school organizations based on student perspectives. Overall, this research provided teachers and leaders guidance for positive change in policy and practices at their campuses based on the three meta-constructs of the inclusion model. This study also reflects the importance of teachers and leaders providing an opportunity to for students to share their voice on school policy and practices.

## CHAPTER II

### LITERATURE REVIEW

School districts with changing student populations require leaders and teachers to adapt their practices to the growing needs of their students. Thomas (2008) suggests changes that are connected to diversity lead schools to address issues regarding race and gender. Madsen and Mabokela (2005) suggest that teachers are resistant to changing their instructional and curricular practices and reservations in developing relationships with students of color.

Most organizations with growing diversity issues respond with initiatives that focus primarily on diminishing prejudice and discrimination; however, these methods are viewed as prodding an increase toward a greater degree of segregation and as an insufficient response to addressing historical racial divisions and cultural misunderstandings (Ely & Thomas, 2001; Thomas, 2008). Inclusion research and in particular, the school inclusion model, pivots the focus from general organizations addressing diversity-related issues to public schools and their role in educating ever-changing diverse student demographics. Thus, the topic of addressing diversity in organizations shifts to the development of inclusion within a school capacity-building approach.

As organizations gloss over issues of diversity and refuse to acknowledge the perceived organizational prejudice, schools also need to tackle this topic head on and make strides to foster inclusive learning environments for all students (Thomas, 2008). As demographics change in K-12 schools and minority student populations' increase, schools need way to measure and focus on environmental elements, such as recruiting and hiring, preservation and promotion, and the incubation of a diverse staff toward leadership positions (Thomas, 2008). These practices will encourage culturally relevant and diverse initiatives that will create inclusive practices and

policies within any organization.

### **Review of Inclusion Models**

Current inclusion models are based on transitioning from diversity management to creating an inclusive organization; however, the models differ in their definition of inclusion. Theoharis and Scanlan's (2015) Equity Models examine stressors on equity audits in regards to how schools are accountable in assuring that school environments are accessible to all students. The 'Climate Opportunity' model by Hayes, Bartle, and Major focuses on an individual's perception of fairness regarding equal opportunity, justice, and climate for opportunity of their organizations' leaders (2002). The Interactional Model of Cultural Diversity by Cox (1994) focuses on the relationship between diversity climate and organizational effectiveness of outcome variables by examining the influence of organizational commitment and its effect on organizational turnover and diversity climate. Sabharwal's (2014) Organizational Inclusive Behavior (OIB) model is grounded in various dimensions of diversity and focuses more on performance and the role of the leader in creating an inclusive environment. Capper and Young (2015) address equity models in schools that concentrate on conducting inventories of school level data to explore the extent of outcome disparities as a way to measure degrees of fairness and equity for students and school staff. The Inclusion Model developed by Ferdman (2014) differs from the other models by focusing on the establishment of organizational norms where the group defines what and how inclusion should be. Overall researchers, Booyesen (2014) and Gallegos (2014) both assert that leaders are critical in the development of an inclusive organization. Although Gallegos (2014) agrees with Booyesen, he does differ slightly by bringing attention to the leader and follower relationships that could lead to some bias thereby impacting the leader's actions. Booyesen (2014) states that inclusive leadership is a positive



practice within an organization and leads to a changing perspective from equity, social justice, and fairness to every person in the organization participating and feeling empowered.

After reviewing the aforementioned models, an amalgamation of sorts becomes an extension and foundation for the development of the exploratory school inclusion model used in this study. Researchers established that three meta-constructs were essential in the measurement and evaluation of inclusion within a school: Leadership skills, Organizational justice, and Organizational outcomes. Within the leadership meta-construct are sub-constructs that are essential for every leader: Cultural Competence & Diversity Self-Efficacy, Creating a Responsive School Image, Building Proactive Relationships among groups, and Creating an Adaptive Organization Structure. According to Thomas (2008), leaders are essential in implementing and sustaining a diverse organization; however, this leadership understanding could be complex for leaders who are not exposed to individuals who are racially different. School leaders need to have the skills to develop an inclusive school culture that also requires them to appreciate diversity, be malleable, and adaptable (Madsen & Mabokela, 2005; Thomas, 2008). The exploratory inclusion model addresses deficiencies in current leadership models that are associated in achieving a diverse workplace.

As Folger and Cropanzano (1998) highlight the importance of organizational justice in human resource management, organizational justice is also a critical element in a school's ability to address areas of fairness. Organizational justice has typically been described as how organizations interpret and assimilate "fairness" through different policies, activities, and personnel interactions. Including this meta-construct to the inclusion model was critical in addressing fairness and equity within schools. Within organizations, according to Weick and McDaniel (1989), there are large disparities in how the law is interpreted and applied along with

the organization's responsiveness to respect and accept changes through fairness and equity initiatives.

According to the Texas Education Agency, Texas school leaders and teachers are required to adhere to specific state and federal policies and laws regarding school discipline, student rights, and special education. Different interpretations and a sometimes-lax adherence to certain laws and policies colored by personal and professional viewpoints within schools can create conflict and lead to biases regarding students from different backgrounds (Cummins, 2001). The organizational justice construct is essential in evaluating varying perceptions of implementation and interpretation in how students are treated and respected in a school environment in regards to school inclusion.

The third meta-construct in the inclusion model measures school outcomes that are influenced by school's changing demographics. Diversity in a school can bring new perspectives and enrich teachers' and students' learning environment; however, it can also bring conflict and resistance (Madsen & Mabokela, 2005). Thomas (2008) shares that a staff's negatively associated beliefs regarding diversity can bring division within an organization, increasing worker absenteeism, and turnover. Based on the inclusion model, outcomes should focus on practices that enhance inclusion and encourages communication that brings conflict resolution (Torres, et al., in press, 2017). A review of student discipline records, absentee records, dropout rates, state accountability results, and student achievement scores identified school-related outcomes were necessary for model development. This information is helpful in providing an understanding of how responsive an organization is to changing demographics. As illustrated in Figure 1, three meta-constructs are equally as important in the development of the inclusion model. The constructs are integral in measuring inclusion within a school environment.



Figure 1. Inclusion Model. Reprinted from "Development of a Theoretical Model for Achieving Inclusion in Schools" by M. Torres, J. Madsen, W. Luo, Y. Li, & E. Luevanos, 2017, *International Journal of Educational Research*, in press.

## Student Voice

This study focused on the student perspective in measuring the abilities of their teachers and leaders to lead an inclusive school for students from all backgrounds. The practice of student evaluation at the university level has been in place for many decades and provides time and opportunity for students to share their perspectives and opinions of their professors and class content (Spencer & Schmelkin, 2002); however, this practice is not common for students in K-12 schools. Dr. Ron Ferguson of Harvard University conducted extensive research funded by the Bill and Melinda Gates Foundation known as the Measures of Effective Teaching (MET) project study (Kane & Staiger, 2012). The primary goal of the research was to measure teacher effectiveness and teacher evaluation systems and its correlation to student achievement (Ferguson, 2012). The research was conducted in over seven K-12 school districts throughout the United States and included over 3,000, 4th-8th-grade teachers. According to the MET project study results, students are a valuable resource and can provide constructive feedback on

the quality of their teachers' instructional practices and their learning environment (Kane & Staiger, 2012). The voice of a student holds immeasurable value and can provide great insight to school improvement (Kane & Staiger, 2012). Dr. Ferguson through his research has strong conviction that a strong theoretical framework for survey development is crucial to any research.

The MET research project validates and supports the use of surveying students as providing rich data that can inform leaders and teachers of how students truly feel about their school organization and teacher effectiveness (Ferguson, 2012). Dr. Ferguson's research is foundational in validating the use of students' surveys to measure a students' perspectives of their teacher and leaders' abilities in creating an inclusion school. Based on Ferguson's extensive research, student perception of their educational environment can be used to determine if teachers and leaders have created an inclusionary environment or not. Student perceptions of their schools is a key component in assisting schools make positive changes towards being inclusive of student from all races and backgrounds (Ferguson, 2012). In evaluating the varying elements of a teacher appraisal programs, Goe, Bell, and Little (2008) suggest that student perceptions of their teachers' abilities should be included in teacher appraisal programs because students spend the most consistent time throughout the school year with their teachers and can provide valid feedback. Students are the direct recipients of the teacher's teaching norms; and, thus have the most holistic perspective their teachers' overall effectiveness (Ferguson, 2012; Goe, et al., 2008).

Surveying students can also be a cost effective method for gathering data. By using student surveys for data collection in comparison with observational evaluations by administrators and or teachers, an exponential number of students can take an singular survey as opposed to the much lengthier and time constraining observational evaluations by school staff

(Balch, 2012). Incorporating statistically reliable and valid instruments into common practice can provide highly correlated feedback for areas of organizational improvement and future teacher professional development trainings at a fraction of the cost with traditional evaluative measures (Balch, 2012; Ferguson, 2012).

An elaborate array of research has been done on K-12 students regarding curricular-based and climate student surveys. Climate based student surveys are commonly used at school districts such as at the Austin Independent School District and by universities such as at the University of Chicago Impact Organization 5; however, there still lacks an instrument that incorporates the student perception of inclusion based on race and ethnicity. There is a plethora of school climate surveys that focus primarily on school safety and students willingness to learn such as the survey instrument to measure school climate a multi-factor level by Koth, Bradshaw, and Leaf (2008). Cohen, McCabe, Michelli & Pickeral (2009) define school climate as the overall quality and disposition that are created by the practices, mission, vision, norms, relationship, learning environment, and organizational framework.

School climate supports the overall safety of students to ensure that they feel supported in all areas of their lives so that they can be academically productive (Cohen et al., 2009). School climate student voice research validates the notion that students are extremely perceptive of their environments and can provide valid feedback for school climate improvements, which directly affects students' achievement (Bear, Gaskins, Blank, & Chen, 2011). Haynes, Emmons, and Ben-Avie (1997) have extensive research on the influence of school climate on student achievement. Haynes et al., (1997) conclude that student achievement is correlated with school climate and by addressing these correlations schools can make improvements that will positively affect student outcomes.

CHAPTER III  
METHODS

The study used a survey created by the researcher in Qualtrics using the three meta-constructs from the school inclusion model as the foundation for the questions. The student demographic and background questions that were used in the student survey are reflected in Table 1. The answer options for the demographic questions were specific to each question and provided a format that allowed students to select one or more answers such as the variety of reasons why a student was absent. Each meta-construct was measured within the survey by the different questions based on the empirical and theoretical sections of the inclusion model. Questions 1-47 were placed in the beginning of the survey and the demographic questions were in the latter part of the survey. This technique was used to encourage students to finish the survey with the easier, less complicated questions last. The inclusion model questions' used a 6-point Likert scale (1=Strongly Disagree; 2=Disagree; 3=Somewhat Disagree; 4=Somewhat Agree; 5=Agree; 6=Strongly Agree) as answer options.

Table 1. Survey Demographic Questions

Q1	Race/Ethnicity	White	Black/African American	Hispanic/Latino	Asian	Native American	2 or more races	
Q2	Gender	Male	Female					
Q3	Will you graduate on time?	Yes	No					
Q4	What are your plans after high school?	Attending a 4 year college/university	Attend community college	Attend a 2 year trade or technical school	Entering the workforce			
Q5	What is the level of education attained by your father/male guardian?	Doctoral Degree	Master's Degree	Bachelor's Degree	Associate's Degree	Community College/Junior College	High School Diploma/GED	Below high school/No HS diploma

Table 1. Continued

Q6	What is the level of education attained by your mother/female guardian?	Doctoral Degree	Master's Degree or higher	Bachelor's Degree	Associate's Degree	Community College/Junior College	High School Diploma /GED	Below high school/No HS diploma
Q7	How many times have you been sent to the office for a disciplinary referral?	Never	Once	Twice	Three or more times			
Q8	In the previous school year, how many days or parts of days were you absent?	10 days or more	5-9 days	1-4 days	I did not miss any days of school.			
Q9	If you were absent from school last year, please check all of the reasons why you were absent?	Medical Illness	Family emergency	Death in the family	Personal reasons	Work	I didn't want to come to school.	I don't know.
Q10	Are you enrolled in the Free and Reduced Lunch Program?	Yes	No					
Q11	I have taken or plan to take the SAT or ACT exam.	Yes	Maybe	No				
Q12	What is your current GPA?	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0 or below		

### Student Surveys

The survey development process consisted of a review of the theoretical framework, components for the three meta-constructs of the inclusion model and different student surveys. A review of literature was conducted on student voice surveys to measure appropriate length for the desired student population (Balch, 2012; Bryk, Sebring, Allensworth, Easton, & Luppescu,

2010; Cohen et al., 2009; Ferguson, 2012). Additionally, the researcher tested readability levels for the different grade levels along with ensuring appropriate word usage and diction was used. After reviewing published student surveys, the researcher identified questions that could be perceived as confusing and or complicated for the organizational justice and fairness construct. The questions directly related to the student’s first amendment rights required a short description and example of the first amendment rights for clarity, understanding, and guidance to students (Hess, 2002). Figure 2 contains the examples related to the American Constitution’s First Amendment for student comprehension. The organizational justice questions associated with student rights were allocated in a separate section of the survey.

The First Amendment of the Constitution states "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."
To clarify, the First Amendment allows you freedom to express your thoughts, beliefs, and or written expression in a public environment without fear of punishment.
<b>Freedom of assembly</b> allows people to come together on public property and hold peaceful protests and rallies, and to ask the government to make changes according to our complaints or requests.
<b>Freedom of the press</b> allows individuals to express their opinions and information freely without any interference from the government. Expression of your opinions can be conveyed through different media formats (digital/print/radio).
<b>Freedom of religion</b> allows people to believe, practice, or pursue spiritual/religious fulfillment no matter what religion they choose or do not choose practice.
<b>Freedom of speech</b> means that the government cannot restrict people from or punish people for sharing their opinions or beliefs verbally or in a non-verbal manner.
After reading the statements above, please answer the following questions:

Figure 2. First Amendment Section of Student Survey



## **Procedures**

Due to the high percentage of Spanish speaking English Language Learners (ELL) enrolled in the school district, the survey was translated into Spanish. Common Spanish phrases were used to assist ELLs in understanding the questions and appropriate grade level words were used. A native Spanish speaker reviewed the translated Spanish survey and confirmed that the correct Spanish translations were performed.

Parent permission forms and student informed consent forms were developed in accordance to the Institutional Review Board (IRB) requirements and specifications. The parent permission forms in English and Spanish were sent home prior to the survey administration. Parents and students were informed of the window designated for data collection and were notified that students under the age of 17 could not participate in the survey if they did not turn in a signed parent permission form. Parents and students had the opportunity to withdraw their participation at any point throughout the data collection window.

Due to district limitations in network bandwidth and concerns from the district technology department, the data collection and survey completion were not conducted electronically via a web link provided by Qualtrics. The district recommended printing paper copies of the survey and physically distributing the paper surveys at the 9<sup>th</sup> grade campus and 10<sup>th</sup>-12<sup>th</sup> grade campus; thus, the school district's recommendation. Students that turned in their signed parent consent forms were provided a paper survey and had 30 minutes to complete the survey due to end of the year festivities and adjusted bell schedule. To protect student confidentiality, each classroom was provided an orange envelope that could be sealed once all surveys were collected. Completed surveys were collected, organized and stored in a secure location.

According to the district detail report from the Texas Education Agency, the school district has a total of 13,661 students enrolled in their 17 campuses with 90.4% Hispanic, 2.9% African American, 5.3% White, and 0.1% American Indian student demographics. Roughly 82% of students are economically disadvantaged, 15.6% ELL with an annual attendance rate of 94.8. The school district has employed 73.6 minority teachers with 61.2% Hispanic, 2.8% African American, 34% White, and 2% other. The high school and 9<sup>th</sup> grade campus have 3,674-student enrollment with similar demographics as the school district. The high school demographics are 91% Hispanic, 2.9% African American, 4.6% White, and 0.1% American Indian. Seventy-eight percent of students are economically disadvantaged, 6.2% are ELL, 9.7% Special Education, and mobility rate of 14%, which is about 3% lower than the state average.

Using randomized purposeful sampling, 9<sup>th</sup> through 12<sup>th</sup> grade students at one urban school district with similar racial and ethnic student population characteristics completed the surveys. Data collection of underclassmen, specifically 9<sup>th</sup> graders, will allow for follow-up data collection opportunities and will assist in collecting longitudinal data for comparison opportunities. Survey answers were entered electronically into Qualtrics and the researcher conducted statistical analysis on the survey responses to generate feedback for the campus teachers and leaders. The completed surveys were kept in a secure, locked file cabinet and the electronic data files were encrypted.

### **Quantitative Methods**

Factor analysis is typically used to test related variables that theoretically create a scale or construct (Pallant, 2010). This type of analysis is used by researchers that are interested in the creation and assessment of survey instruments (Pallant, 2010). Confirmatory (CFA) and Exploratory (EFA) Factor Analysis are commonly used at the initial phase of instrument

development to measure the possible interrelationships that exist in a set of variables (Pallant, 2010). EFA is the initial step that explores, without any constraints, the organic relationships and dimensionality of the survey items. CFA is conducted with restraints on the items in accordance with the proposed relationships amongst items that test the hypothesis and or theoretical framework of the study (Pallant, 2010). CFA tests the intended relationships and forces items into specified correlations.

CFA and EFA were used to generate model fit of the constructs and to test if measures of the constructs are consistent with the anticipated dimensionality of the inclusion models (Hu & Bentler, 1998). Based on the constructs of the inclusion model, questions were developed to measure organizational justice, organizational outcomes, and leadership within schools. The instrument measured teachers' and leaders' abilities in creating an inclusive environment for racially diverse student populations.

Rasch Analysis was conducted on the survey to determine reliability and repeatable measures of the instrument (Linacre, 2003; Linacre & Wright, 1993). Rasch analysis stems from a one-parameter logistic regression and uses a mathematical modeling approach dependent on latent trait (Linacre, 2003). With the use of fit statistics, Rasch measures how the observed data correlates with the intended model. This analysis also measures person-item fit statistics that illustrate how difficult the items were with the population surveyed. These results are typically represented in Wright Maps diagrams.

Seven survey items were reverse coded to polarize all of the responses in the same direction of the likert scale as the other questions. Reverse coded items were used for Rasch, EFA, and CFA. The Winstep 3.1 program was used for the Rasch Analysis, and SPSS and MPlus 7.1 were used for CFA and EFA.

## CHAPTER IV

### DATA ANALYSIS AND RESULTS

#### **Data Analysis**

In total, 285 9th-12th-grade students completed paper surveys. Of the 285 students, 55.09% of students were female and 44.9% were male students. The breakdown of students in the different grades was: 30% were 9th grade, 3.5% were 10th grade, 11th grade were 6% and 12th grade were 60%. The racial breakdown of the students were 75% Hispanic or Latino, 13% White, 3.51% Black or African American, 0.70% Asian, and 7.02% identified themselves as 2 or more races. Seventy one percent of surveyed students identified as being enrolled in the Free and Reduced Lunch Program. Of the surveyed students, 47.37% plan on attending a 4-year college or university, 30.18% plan on attending a community college, 8.77% plan on attending a 2-year trade or technical school, and 13.68% will enter the workforce. Seventy two percent of students plan to take or have taken the SAT or ACT exam. Forty six percent of surveyed students have a 3.1 or higher grade point average and 54% have a grade point average of 3.0 or lower.

Twenty four percent surveyed students were absent 10 or more days in the previous school year with 34.39% of students absent for 5-9 days, 32.98% absent for 1-4 days, and 8.07% of the students were not absent any school days. The reasons for students' absences were listed as 33.28% related to medical illness, 18.72% were family emergencies, 8.67% were death in the family, 21.49% were personal reasons, 5.72% were due to work, 7.45% didn't want to come to school, and 4.68% claimed to not know why they were absent.

In regards to the level of education of the surveyed student's father/male guardian, 7.43% had a doctoral degree, 8.57% had a master's degree, 24% attained a bachelor's degree,

10.29% achieved an associate’s degree, 9.14% attended community college/junior college, and 40.57% had a high school diploma or GED. In regards to the level of education of the surveyed student’s mother/female guardian, 4.62% had a doctoral degree, 9.23% had a master’s degree, 12.31% attained a bachelor's degree, 10.77% achieved an associate’s degree, 10.77% attended community college/junior college, and 52.31% had a high school diploma or GED.

Survey questions about office disciplinary referrals, 71.33% of students answered that they had never been sent to the office, 18.53% were referred to the office once, 5.59% were sent to the office twice, and 4.55% of students were referred to the office three or more times. Regarding the students who were sent to the office for a disciplinary referral, 60.34% of students felt that they were treated fairly and 39.66% felt that they were not treated fairly. Roughly fifty-seventy percent of students who received a consequence such as detention, In-School Suspension, Out-of-School Suspension felt that their consequence was fair and 43.27% of students felt that their consequence was not fair.

The mean averages of student responses were calculated and presented in Table 2 and organized by construct. Sixteen questions with 25% or more variance in responses were bolded. These questions communicated students’ strong perceptions about their teachers and leaders with negative response rates. Of these sixteen questions, some of the response rates were alarming to school leaders and teachers.

Table 2. Mean Average of Student Responses

Question	Disagree	Agree	Question	Disagree	Agree
1. Teachers at this school have the resources they need to support my educational experiences.	18.33%	81.67%	25. Teachers at this school include multicultural materials/activities all year around.	22.84%	77.16 %

Table 2. Continued

Questions	Disagree	Agree	Questions	Disagree	Agree
2. I am treated fairly by my teachers at this school.	19.10%	80.91%	26. Role models from all racial backgrounds are featured on posters in classrooms and around school.	22.24%	77.77%
3. I am treated fairly by the administrators at this school.	17.65%	82.36%	27. Teachers use role models from all racial backgrounds in their lessons.	20.84	79.16%
4. Administrators at this school have the skills to address conflicts amongst students from different backgrounds.	20.42%	79.59%	28. My teachers are frequently absent.	51.75%	48.25%
5. Teachers at this school have the skills to address conflicts amongst students from different backgrounds.	21.10%	78.92%	29. I feel that some teachers have negative stereotypes about students from different racial and ethnic backgrounds.	51.91%	49.10%
6. Teachers at this school make all efforts to speak my language.	14.93%	85.07%	30. I feel that some administrators have negative stereotypes about students from different racial and ethnic backgrounds	56.60%	43.40%
7. Administrators at this school make all efforts to speak my language.	13.54%	86.46%	31. Bullying occurs at this school.	40.63%	59.37%
8. My parents/guardians attend my school events.	36%	64.01%	32. Teachers are effective in stopping bullying.	29.96%	70.04%

Table 2. Continued

Question	Disagree	Agree	Question	Disagree	Agree
9. My school welcomes my parent/guardians to school events.	12.41%	87.59%	<b>33. Administrators are effective in stopping bullying in this school.</b>	<b>29.22%</b>	<b>70.98%</b>
10. My parents/guardians are involved in my education.	13.45%	86.55%	34. This school has prepared me to be successful in college.	22.19%	77.82%
<b>11. My opinions matter at this school</b>	<b>26.90%</b>	<b>73.10%</b>	<b>35. This school has prepared me to be successful for the job market.</b>	<b>25.87%</b>	<b>74.13%</b>
12. My teachers want me to succeed at this school.	11.54%	88.46%	36. Administrators at this school expect me to go to college.	16.44%	83.57%
13. The administrators want me to succeed at this school.	11.77%	88.23%	37. My teachers expect me to go to college.	12.33%	87.68%
14. I feel safe at this school.	17.30%	82.70%	38. My parents/guardians expect me to go to college.	9.97%	90.03%
15. I feel safe at this school because administrators are present in the hallways before/after school.	19.65%	80.34%	39. People from my race and ethnicity are represented in the curriculum.	20.72%	79.30%
16. I feel safe at this school because teachers are present in this hallways before/after school.	19.30%	80.70%	<b>40. I feel that I am treated differently by my teachers because of my race.</b>	<b>65.38%</b>	<b>34.62%</b>
17. I feel safe at this school because administrators are present during passing periods.	22.41%	77.58%	<b>41. I feel that I am treated differently by my administrators because of my race.</b>	<b>66.89%</b>	<b>33.09%</b>

Table 2. Continued

Question	Disagree	Agree	Question	Disagree	Agree
18. I feel safe at this school because teachers are present in the hallways during passing periods.	21.44%	78.56%	<b>42. Administrators at this school are purposeful in getting to know me.</b>	<b>44.64%</b>	<b>55.35%</b>
<b>19. I see administrators do outreach to involve my neighborhood and community.</b>	<b>37.24%</b>	<b>62.77%</b>	<b>43. Teachers are purposeful in getting to know me.</b>	<b>27.24%</b>	<b>72.77%</b>
<b>20. I see teachers do outreach to involve my neighborhood and community.</b>	<b>35.94%</b>	<b>64.06%</b>	<b>44. If I am having a personal problem, I feel more comfortable approaching a teacher that is the same race and ethnicity as me.</b>	<b>44.79%</b>	<b>55.21%</b>
21. Administrators create an environment where students like me feel accepted.	23.40%	76.59%	45. My freedom to participate in religious expression is protected when I am in school.	19.36%	80.64%
22. Teachers create an environment where students like me feel accepted.	18.86%	81.14%	46. This school respects my free speech rights.	20.49%	79.51%
23. I am encouraged to take AP, Pre-AP, and Dual Credit classes.	22.01%	78.02%	47. This school does not respect my personal privacy rights to be free from unreasonable searches and seizures.	51.23%	48.77%
<b>24. My school communicates with my parents about the AP, Pre-AP, Advanced Math and Science class opportunities available at this school.</b>	<b>29.44%</b>	<b>70.57%</b>			



## **Organizational Justice**

The organizational justice construct addressed issues of fairness in treatment of all students, equity, free speech, racial discrimination, and compliance of state and federal laws. The five questions within the organizational justice construct with increased disagreement amongst student responses are presented in Table 3. For the question associated with students' feelings about their teachers who have negative stereotypes about students with different racial backgrounds, 49% of students surveyed agreed that their teachers had negative stereotypes about them based on their racial identity. Students responded that administrator's had negative stereotypes about students from different (i.e., differing from an administrator's racial background) racial backgrounds with a 43% agreement response. In regards to generalizing this percentage to the rest of the student body, it communicated that about half of the students believe their teachers had negative stereotypes about them because of their different racial background. Addressing these concerns about students should be a priority for school leaders and teachers as it could be related to student absenteeism and overall achievement scores.

Based on the inclusion model, creating an inclusive environment for all students is crucial to the overall well-being of a school. Fifty-nine percent of students reported that bullying does occur at this school and that roughly 30% believe that teachers are not effective in stopping bullying. Twenty-nine percent of students believe that administrators are not effective in stopping bullying in school as well. With the recent passing of Senate Bill 179 (2017), David's Law, in Texas, teachers and leaders have many more stipulations and regulations to adhere to regarding bullying and cyber bullying that occurs off campus. School leaders and teachers cannot be deliberately indifferent when bullying is an issue; thus, these student responses may alarm school staff.

Lastly, 48.77% of students agree that the school did not respect their personal privacy rights to be free from unreasonable searches and seizures. Ensuring the rights of personal privacy (i.e., protection from unreasonable searches and seizures) of students was lacking in the perspective of this study’s population of students; thus, it leaves administrators and teachers in the distinct position of reversing the paradigm or at least addressing their students’ perception as it is related to the education or re-education of students on the actual versus perception of personal privacy rights. In building an inclusive environment for students, the survey results suggested that school staff should evaluate their current practices in order to make improvements to ensure that they not only adhere to the basic requirements of state and federal law but also create a fair and equitable environment for all students.

Table 3. Organizational Justice Questions

Organizational Justice Construct Questions	Disagree	Agree
29. I feel that some teachers have negative stereotypes about students from different racial and ethnic backgrounds.	51.91%	48.09%
31. Bullying occurs at this school.	40.63%	59.37%
32. Teachers are effective in stopping bullying.	29.96%	70.04%
33. Administrators are effective in stopping bullying in this school.	29.22%	70.98%
47. This school does not respect my personal privacy rights to be free from unreasonable searches and seizures.	51.23%	48.77%

### **Organizational Outcomes**

For the questions addressing organizational outcomes, there were two questions identified in Table 4 with concerning results. The organizational outcomes construct measured

the school's desirable effects such as academic achievement, student mobility rate, teacher absenteeism, teacher turnover, climate, and organizational diversity resistance. About 50% of students perceive their teachers are frequently absent. Generally, teacher absenteeism is a constant issue in schools because students do not receive the same quality of instruction as when a substitute teacher is in the classroom, and it also creates a financial burden on the school (Madden, Flanigan, & Richardson, 1991).

Approximately 26% of students reported that their school did not prepare them to be successful for the job market post high school. College and career readiness is a necessary component for students and schools should ensure that all students graduate with the tools to be successful post high school (Conley, Drummond, de Gonzalez, Rooseboom, & Stout, 2011). Beyond the state and national policy requirements for college and career readiness, schools need to address the evolving and emerging skills required for students to be successful in the 21st century job market (Conley & McGaughy, (2012).

Teachers and leaders should evaluate their career readiness policies and practices to ensure that they are effective and meet the growing and diverse needs of their students (Radcliffe, & Bos, 2013). Radcliffe & Bos propose incorporating college and career readiness awareness as early as 6th grade to prevent students, especially minority students, from dropping out of school (2013). Every student matters and their future should be entrusted to schools that will provide them the tools and skill necessary for overall success. This focus should be addressed effectively and earlier in a child's education (Radcliffe & Bos, 2013). In order to build an inclusive environment for all students, teachers and leaders should heed every student's response and make the appropriate changes to their practices.

Table 4. Organizational Outcomes Questions

Organizational Outcomes Construct Questions	Disagree	Agree
28. My teachers are frequently absent.	51.75%	48.25%
35. This school has prepared me to be successful for the job market.	25.87%	74.13%

### Leadership

The leadership construct measures the overall influence and impact of a leader within the organization and or school. This construct measures the level in which the leaders response to the school’s changing demographics such as their ability to create a responsive school image, build positive relationships amongst different groups within the organization, and also the ability to create an adaptive organization. As reflected in Table 5, eight questions emerged from the data sample with students negatively responding above 25% for the leadership allocated questions.

Question 8 addressed parents’/guardians’ attendance at their child’s school events. Thirty-six percent of students stated that their parents did not attend their school events. The reasons why parents don’t attend school events could be for a variety of reasons; however, the leader should consistently focus on improving the school environment to maximize parent participation, which affects student achievement (Ingram, Wolfe, & Lieberman, 2007). Based on the theoretical framework of the leadership construct, leaders are responsible for building positive relationships among groups and this includes parents/guardians.

The implementation of ESSA has generated an increased focus on engaging parents to be more involved in schools and their child’s education. It is the role of the leader to create a school

environment where all parents feel welcomed and embraced is crucial and directly correlated to positive student outcomes (Ross, 2016). The transition from parent involvement and attendance at school events to parent engagement, two-way communication, and true parent-school partnership is necessary for each school leader and teacher. Parent engagement is a crucial element that supports school inclusion for all students and their parents.

Table 5. Leadership Questions

Leadership Construct Questions	Disagree	Agree
8. My parents/guardians attend my school events.	36%	64.01%
11. My opinions matter at this school	26.90%	73.10%
24. My school communicates with my parents about the AP, Pre-AP, Advanced Math and Science class opportunities available at this school.	29.44%	70.57%
30. I feel that some administrators have negative stereotypes about students from different racial and ethnic backgrounds.	56.60%	43.40%
40. I feel that I am treated differently by my teachers because of my race.	65.38%	34.62%
41. I feel that I am treated differently by my administrators because of my race.	66.89%	33.09%
43. Teachers are purposeful in getting to know me.	27.24%	72.77%
44. If I am having a personal problem, I feel more comfortable approaching a teacher that is the same race and ethnicity as me.	44.79%	55.21%

Thirty-six percent of surveyed students reported that their opinions do not matter at this school. Leaders should be concerned that a little over a third of surveyed students feel this way.

Building positive relationships among different students groups should be a top priority for leaders and teachers. Creating responsive school environments where students feel included and valued will create learning environments that directly affect student achievement (Shade, Kelly & Oberg, 1997). Research conducted by Cook-Sather (2007) reports that students who feels that their opinions matter in their respective schools, have richer school experiences and increase student engagement and achievement. Leaders should not disregard what students have to say but should embrace students' perspectives for positive school outcomes.

A third of students responded negatively regarding school communication with parents regarding higher-level courses such as Advanced Placement, Pre-Advanced Placement, Advanced Math and Science course opportunities at their school. White students are more likely to be enrolled in advanced placement courses than minority students, specifically black and Hispanic high students (Klopfenstein, 2004).

Overall, why should this matter to school leaders and teachers? The College Board reported that advanced placement courses are a positive indicator of students' future success in higher education (Santoli, 2002). The National Center for Education Statistics reports that students whose parents completed high school but did not attend college and take demanding high school courses, such as advanced placement courses, drastically enhance their probability of being successful in college (Santoli, 2002). Leaders should review their current practices and make positive changes to ensure that all parents are receiving information in language that is easily understood and free from educational jargon. The overall effect of more students given these opportunities will only enhance the school environment for everyone (Klopfenstein, 2004).

Questions 30, 40, and 41 address students' perceptions of administrators with negative stereotypes about students from different racial and ethnic backgrounds and feel that their

teachers and leaders treat them differently because of their race. Forty-three percent of students perceive their administrator has negative stereotypes about students from different race and ethnicities. Thirty-four percent of students reported that teachers treat them differently because of their race and 33.09% believe that administrators treat students differently due to their race.

Minority students who feel stereotyped by their school leaders have adverse educational outcomes and affect their overall well-being (Walton & Cohen, 2011). Leaders should evaluate their interactions with minority students and intentionally make positive changes to ensure that all students have a sense of belonging in their schools (Walton & Cohen, 2011). Jussim, Eccles, & Madon (1996) research validates students' ability in perceiving their teachers' stereotypical expectations of minority students and confirms that students who perceive themselves as lesser than in their schools are prone to succumb to the perceived negative expectations.

Students with perceived low academic expectations based on their teachers' perceptions will have low academic achievement as compared to students who are not from stigmatized minority groups (Jussim, et al., 1996). Research on teacher perceived stereotypical racial expectations could easily be transferred to perceived leader stereotypes that students reported. Additional information regarding students' responses will assist in understanding the reasons why they answered in this manner for these two questions; however, teachers and leaders can evaluate their current school norms to determine areas of improvement.

Creating purposeful relationships among groups is imperative to school inclusion and the leader's role is crucial. Students want to come to a school where they are valued, listened to, and cared for by teachers (Teven & McCroskey, 1997). According to Lynch and Cicchetti (1997), students believe that the positive teacher relationships that existed in elementary school are no longer present as they transition into middle school and high school. Purposeful teacher-student

relationships positively affect student academic performance (Decker, Dona, & Christenson, 2007). Teachers and leaders need to incorporate practices that ensure positive and purposeful teacher relationships to ensure that all students feel valued and accepted. Leaders' role in ensuring that teachers have the professional development necessary and measures in place that can increase teacher-student positive relationships is crucial (Edgerson, & Kritsonis, 2006).

The last question in the leadership construct addresses student's level of comfort in approaching a teacher of the same race and ethnicity as them if they have a persona problem. The response rate for this question was very close, as 44.79% of students disagreed with the statement and 55.21% agreed. Acknowledging student interpersonal needs, role of belonging, and connectedness are integral in overall student achievement (Osterman, 2000). The role of the teacher in creating these purposeful relationships with students is key because teachers interact with students more consistently than any other individual in schools (Osterman, 2000).

This question would benefit from a follow-up open-ended response from the student to elaborate further. According to student response, a slim majority of students are more comfortable in confiding their concerns or problems with teachers of the same race as them. Furrer & Skinner (2003) address students' relatedness and belonging to their teachers as integral in creating a supportive, inclusive learning environment where students feel positive engagement in school. Teachers need to increase their perceived role in students' lives and leaders need to provide the tools necessary to ensure that students to have a high level of relatedness and belonging. Leadership communication is integral in assisting and supporting staff in incorporating inclusive practices and develop positive and purposeful relationships with students from all racial backgrounds (Ryan, 2010). Student voice can provide challenging perspectives on school norms that may have never been evident by school staff (Mittra, 2003). Leaders and



teacher should embrace student perspectives and learn to incorporate more student participation in developing best inclusionary practices for all students in their schools.

### Rasch Analysis

Rasch analysis in Winstep was conducted on the data to measure the reliability of the instrument and item fit of the survey items (Linacre, 2003). A secondary purpose for Rasch analysis is to explore how survey participants and items fit the model. The rasch analysis produced a person reliability score of 0.90 and an item reliability score of 0.98. The reliability score in this context measures relative reproducibility such as does this instrument generate repeatable measures (Linacre, 1997). The analysis identified 8 items that were problematic with an Infit Mean Square (MNSQ) score larger than 1.3 and smaller than .7. The acceptable range for MNSQ indices is 0.7 - 1.3. The 8 questions mentioned are listed in Table 6 below.

Table 6. Misfit Questions in Rasch

	Questions	Construct	Misfit MNSQ
Q36	Administrators at this school expect me to go to college.	Outcomes	2.44
Q28	My teachers are frequently absent.	Outcomes	2.38
Q40	I feel that I am treated differently by my teachers because of my race.	Justice	1.84
Q31	Bullying occurs at this school.	Justice	1.73
Q41	I feel that I am treated differently by my administrators because of my race.	Leadership	1.80
Q47	This school does not respect my personal privacy rights to be free from unreasonable searches and seizures.	Justice	1.64
Q8	My parents/guardians attend my school events.	Leadership	1.49
Q30	I feel that some administrators have negative stereotypes about students from different racial and ethnic backgrounds.	Leadership	1.42

The 8 questions identified could have been either too difficult for the students to answer or the wording of the questions could have been interpreted differently amongst the survey participants. Of the leadership questions, students may have had difficulty answering due to lack of purposeful communication with school administrators and did not know how to answer this question.

Along with the Misfit Item Measure, Wright Maps were also analyzed to evaluate person ability measures and item difficulty along the variable (Wright & Stone, 1979). According to Dr. Linacre, the right and left hand columns of the Wright Maps should have a normal distribution with no gaps (2003). Gaps within the data can reflect items that were defined poorly and well-constructed items will reflect the items aligned with the person ability measures (Linacre, 2003). The Wright Maps results are represented in Figure 3. The Wright Maps analysis illustrated a normal distribution for the current set of questions and an acceptable alignment with the majority of the person ability measures.

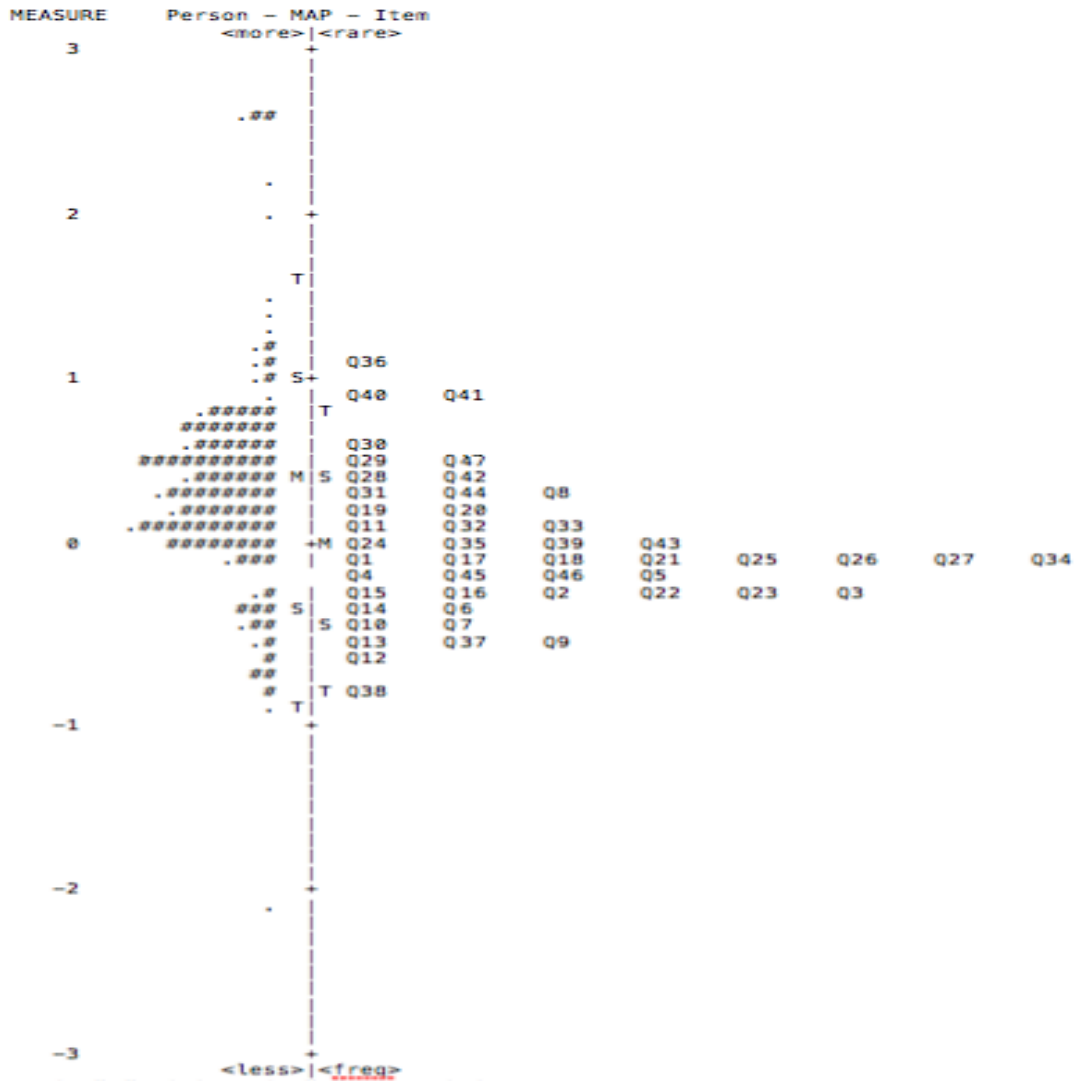


Figure 3. Person - Item Difficulty Diagram - Wright Maps

Bubble maps are used in Rasch analysis to illustrate graphically the item measures and fit values (Bond & Fox, 2015). According to Bond & Fox (2015), the size of the bubbles is determined by their standard errors. The bubble chart in Figure 4 reflects many questions as outliers that are similar to the questions in the Misfit Item Measure. Based on the data, these questions will need to be modified to accurately measure the three constructs of the inclusion model.

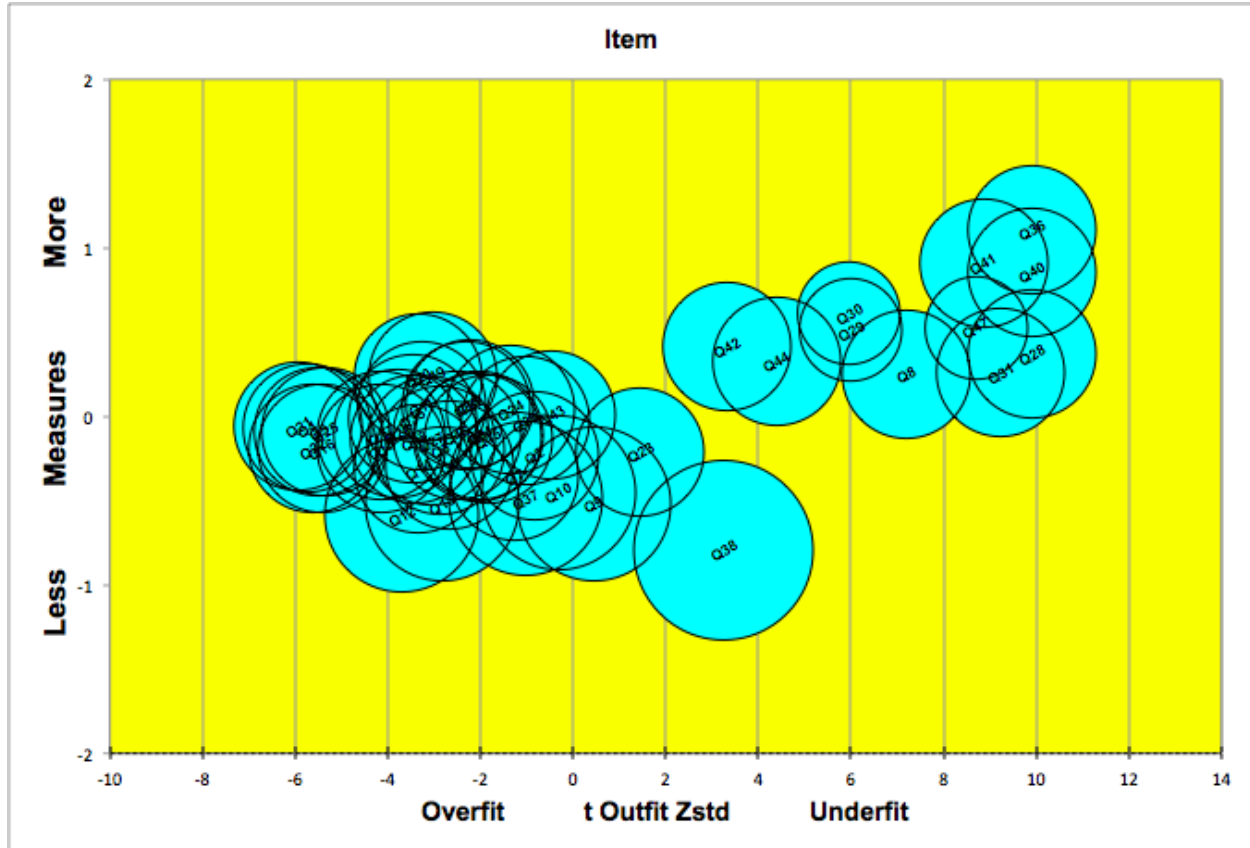


Figure 4. Item Fit - Bubble Map

### Exploratory Factor Analysis - SPSS

EFA was performed in MPlus and SPSS statistical tools. In SPSS, EFA with varimax rotation was conducted to clarify the dimensionality of the instrument with all of the teacher and leader questions. EFA produced 5 constructs that explained 87% of the variance as reflected in Figure 5.

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	30.825	65.585	65.585	30.825	65.585	65.585	11.260	23.956	23.956
2	4.174	8.881	74.466	4.174	8.881	74.466	9.587	20.397	44.354
3	3.402	7.237	81.704	3.402	7.237	81.704	8.917	18.972	63.326
4	1.650	3.511	85.214	1.650	3.511	85.214	8.090	17.212	80.538
5	1.285	2.734	87.948	1.285	2.734	87.948	3.483	7.410	87.948
6	.780	1.659	89.607						
7	.687	1.461	91.068						
8	.491	1.045	92.113						
9	.443	.942	93.054						
10	.388	.826	93.880						

Figure 5. Factor Analysis – Total Variance Explained

Table 7 illustrates the Rotated Component Matrix and the question loadings for the 5 constructs. The Rotated Component Matrix produced problematic loadings, as some questions did not load distinctively into one construct. The problematic questions in Table 7 are bolded for reference. The analysis produced 10 questions that loaded into two constructs and will need to be improved in order to correctly measure student perspectives. All of the 10 questions loaded onto construct 1 (Leadership) and construct 3 (Organizational Justice-Leaders) with very close loadings. The 10 questions (Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q43, and Q44) are different questions as those identified in the Item Misfit analysis in Rasch. The questions that were deemed problematic based on the analysis will need to be edited for future data collection. EFA analysis challenged the theoretical framework of the 3-construct inclusion model to the five constructs produced. Based on the item loadings, the constructs could be identified as 1. Leadership, 2. Organizational Outcomes-Students, 3. Organizational Justice-Leaders, 4. Organizational Outcomes-Students and 5. Organizational Justice-Students according to the inclusion model.

Table 7. Rotated Component Matrix

	Constructs				
	1	2	3	4	5
1. Teachers at this school have the resources they need to support my educational experiences.	.848				
2. I am treated fairly by my teachers at this school.	.809				
3. I am treated fairly by the administrators at this school.	.848				
4. Administrators at this school have the skills to address conflicts amongst students from different backgrounds.	.848				
5. Teachers at this school have the skills to address conflicts amongst students from different backgrounds.	.848				
6. Teachers at this school make all efforts to speak my language.	.756	.458			
7. Administrators at this school make all efforts to speak my language.	.809				
8. My parents/guardians attend my school events.	.848				
<b>9. My school welcomes my parents/guardians to school events.</b>	<b>.582</b>		<b>.589</b>		
<b>10. My parents/guardians are involved in my education.</b>	<b>.581</b>		<b>.589</b>		
<b>11. My opinions matter at this school.</b>	<b>.582</b>		<b>.589</b>		
<b>12. My teachers want me to succeed at this school.</b>	<b>.405</b>		<b>.464</b>		
<b>13. The administrators want me to succeed at this school.</b>	<b>.498</b>		<b>.592</b>		
<b>14. I feel safe at this school.</b>	<b>.520</b>		<b>.544</b>		
<b>15. I feel safe at this school because administrators are present in the hallways before/after school.</b>	<b>.582</b>		<b>.589</b>		
<b>16. I feel safe at this school because teachers are present in the hallways before/after school.</b>	<b>.581</b>		<b>.589</b>		
<b>17. I feel safe at this school because administrators are present during the passing periods.</b>	<b>.582</b>		<b>.589</b>		
18. I feel safe at this school because teachers are present in the hallways during passing periods.				.873	
19. I see administrators do outreach to involve my neighborhood and community.				.924	
20. I see teachers do outreach to involve my neighborhood and community.				.894	
21. Administrators create an environment where students like me feel accepted.				.924	
22. Teachers create an environment where students like me feel accepted.				.900	
23. I am encouraged to take AP, Pre-AP, and Dual Credit classes.				.924	
24. My school communicates with my parents about the AP, Pre-AP, advanced math and science class opportunities				.924	

Table 7. Continued

	Constructs				
	1	2	3	4	5
25. Teachers at this school include multicultural materials activities all year around.	.428		.735		
26. Role models from all racial backgrounds are featured on posters in classrooms and around school.			.713		
27. Teachers use role models from all racial backgrounds in their lessons.			.708		
32. Teachers are effective in stopping bullying in this school.			.712		
33. Administrators are effective in stopping bullying in this school.		.889			
34. This school has prepared me to be successful in college.		.842			
35. This school has prepared me to be successful for the job market.		.782			
36. Administrators at this school expect me to go to college.		.798			
37. My teachers expect me to go to college.		.824			
38. My parents/guardians expect me to go to college.		.778			
39. People from my race and ethnicity are represented in the curriculum.		.872			
42. Administrators at this school are purposeful in getting to know me.		.447			
<b>43. Teachers at this school are purposeful in getting to know me.</b>	<b>.582</b>		<b>.589</b>		
<b>44. I am having a personal problem, I feel more comfortable approaching a teacher that is the same race and ethnicity as me.</b>	<b>.468</b>		<b>.504</b>		
45. My freedom to participate in religious expression is protected when I am in school.					.845
46. This school respects my free speech rights.					.843
A_28r. My teachers are frequently absent.			.610	.406	
A_29r. I feel that some teachers have negative stereotypes about students from different racial and ethnic backgrounds.	.427		.735		
A_30r. I feel that some administrators have negative stereotypes about students from different racial and ethnic backgrounds.			.618	.462	
A_31r. Bullying occurs at this school.	.688		.496		
A_40r. I feel that I am treated differently by my teachers because of my race.		.889			
_41r. I feel that I am treated differently by my administrators		.838			
A41r. Administrators treat me differently because of my race.					

Catell's Scree Plot was used to plot each eigenvalue of the factors to identify at which point the shape of the curve changes and becomes horizontal which is called the elbow (Pallant, 2010). Catell pointed out that the factors above the elbow should be retained as these factors explain most of the variance in the data (Pallant, 2010). The Scree Plot for the data is reflected in Figure 6 and demonstrates that there are five relatively high eigenvalues for the data.

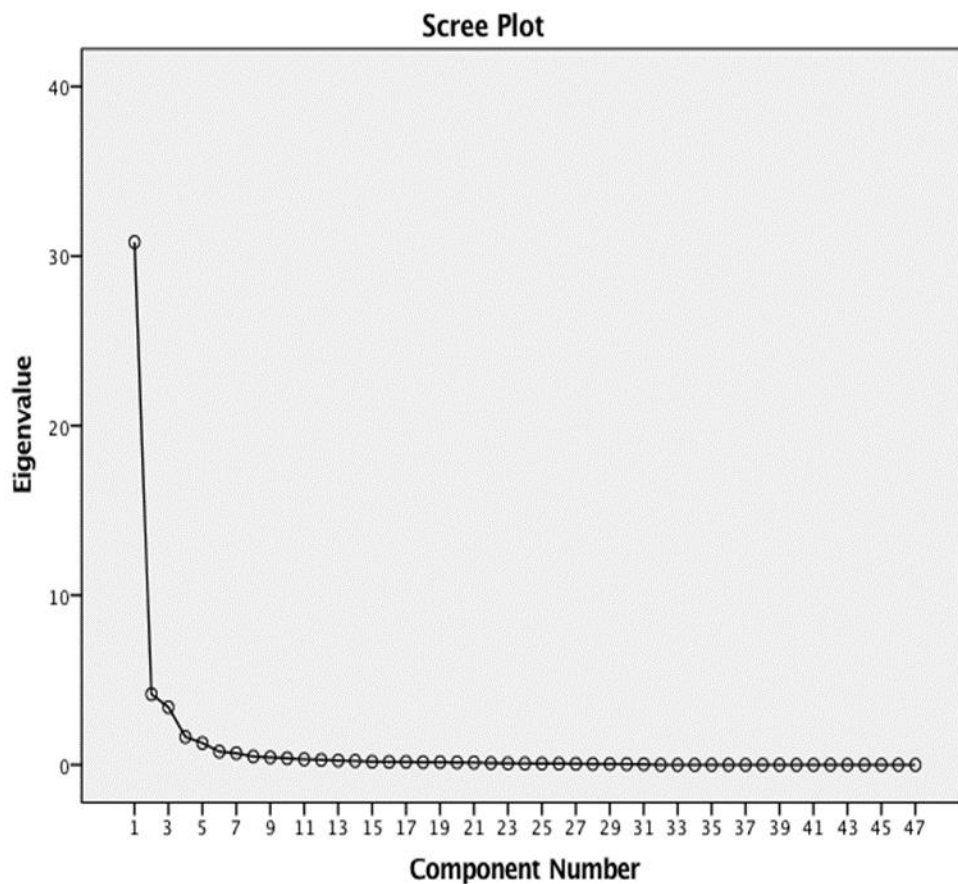


Figure 6. Factor Analysis – Scree Plot



As reflected in Table 8, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy for the sample (.976) was acceptable and exceeded the recommended value of .6 and the Bartlett's test of Sphericity was statistically significant (Kaiser, 1974).

Table 8. Exploratory Factor Analysis Results

<b>KMO AND BARLETT'S TEST</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.976
Bartlett's Test of Sphericity	Approx. Chi-Square	55859.228
	df	1081
	Sig.	.000

### **Exploratory Factor Analysis – Mplus**

Due to the problematic factor loadings in the initial analysis in SPSS, teacher and leader questions were separated and EFA was conducted in MPlus program 7.1 to test the proposed constructs in the inclusion model. Teacher and leader questions were identified analyzed separately to address concerns with the initial analysis.

Analysis results for all questions, teachers, and leaders questions are provided in Table 9. Analyzing the data in MPlus 7.1 allows for analysis of the imperative factor models in parallel that was not possible in SPSS (Klinke, Mihoci & Härdle, 2010). Running the data in MPlus 7.1 produces a Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA) to measure fit of the model. According to Kline (2010), the preferred range for CFI is > 0.90 and < 0.08 for RMSEA. As reflected in Table 9, EFA for all 47 combined teacher and

leader questions produced up to 5-Factor Analysis however, the RMSEA (0.083) and the CFI (0.817) were not in the desired range. EFA for the 17 teacher questions produced up to 3-Factor Analysis with RMSEA (0.080) and CFI (0.931), which barely fit the desired range. The 3 leader questions only EFA produced up to a 5-Factor Analysis with RMSEA (0.061) and CFI (0.925) in the preferred range.

Table 9. Factor Analysis Results

<b>All Questions: EFA Analysis</b>	<b>1-Factor Analysis</b>	<b>2-Factor Analysis</b>	<b>3-Factor Analysis</b>	<b>4-Factor Analysis</b>	<b>5-Factor Analysis</b>
RMSEA	0.114	0.1	0.094	0.088	0.083
CFI	0.584	0.695	0.744	0.784	0.817
<b>Teachers: EFA Analysis</b>	<b>1-Factor Analysis</b>	<b>2-Factor Analysis</b>	<b>3-Factor Analysis</b>	<b>4-Factor Analysis</b>	<b>5-Factor Analysis</b>
RMSEA	0.135	0.101	0.080		
CFI	0.735	0.871	0.931		
<b>Leaders: EFA Analysis</b>	<b>1-Factor Analysis</b>	<b>2-Factor Analysis</b>	<b>3-Factor Analysis</b>	<b>4-Factor Analysis</b>	<b>5-Factor Analysis</b>
RMSEA	0.101	0.087	0.077	0.066	0.061
CFI	0.721	0.808	0.861	0.906	0.925

Analysis in MPlus and separation of teacher and leader questions provided favorable results to for the factor analysis and model fit. Based on the factor analysis, the questions were allocated by construct as reflected in Table 10.

Table 10. Questions Allocated by Construct based on the Inclusion Model

<u>OUTCOMES</u>		<u>JUSTICE</u>		<u>LEADERSHIP</u>	
TEACHERS (4)	LEADERS (5)	TEACHERS (4)	LEADERS (7)	TEACHERS (9)	LEADERS (18)
Q12	Q34	Q2	Q1	Q5	Q4
Q37	Q35	Q29	Q3	Q6	Q7
Q28	Q36	Q32	Q45	Q16	Q8
Q25	Q38		Q46	Q18	Q9
	Q13		Q47	Q20	Q10
			Q31	Q22	Q11
			Q33	Q43	Q14
				Q44	Q15
				Q27	Q17
				Q40	Q19
					Q21
					Q23
					Q24
					Q26
					Q39
					Q42
					Q41
					Q30

### Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was conducted to test the proposed dimensionality of the inclusion model: Organizational Justice, Organizational Outcomes, and Leadership. MPlus

7.1 was used to perform CFA on the survey items. Questions were allocated into the appropriate constructs based on the theoretical framework of the inclusion model. The question allocation is reflected in Table 11.

RMSEA and CFI were evaluated to test the model fit (Kline, 2010). First, CFA was performed on all teacher and leaders' questions combined to test model fit. The desired range for RMSEA is  $< 0.08$  and  $> 0.90$  for CFI. As shown in Table 11, the RMSEA for all the analysis are above the desired range. The RMSEA for leader questions comes closest to the desired range with 0.097. RMSEA for All Questions and Teacher are much higher with 0.115 and 0.145, respectively. The results for CFI did not produce any desirable outcomes. The closest CFI to the desired range is the RMSEA for leader questions with 0.729. Next is teacher questions RMSEA with 0.675 and all questions with 0.572. Changes to the problematic questions will hopefully provide more positive analytic results to ensure that the instrument is measuring student perspectives on their teachers and leaders' abilities.

Table 11. Confirmatory Factor Analysis Results

CFA Analysis	All Questions	Teacher Questions	Leader Questions
RMSEA	0.115	0.145	0.097
CFI	0.572	0.675	0.729

CHAPTER V  
SUMMARY OF FINDINGS, CONCLUSIONS,  
AND RECOMMENDATIONS FOR FUTURE RESEARCH

**Contributions to Theory and Practice**

The researcher anticipates the results from the study will change practice for leaders and teachers in schools with changing demographics. This study will allow convergence of diverse perceptions of the school environment to improve inclusive practices of campus level leaders and teachers to specifically address inclusion using the three meta-constructs of the inclusion model.

Development and sustainability of an inclusive environment may begin with acknowledging areas that require attention. Findings from this study will provide significant data from students with respect to their perceptions of treatment at schools with changing demographics in addition to providing a baseline for cohesive interactions between students and staff (Zemba & Billups, 2009). Understanding the need to use student voice may help decision-making processes and improve the connections between employees and students while improving students' educational experiences. The researcher hopes to ignite future studies that will expand the use of the student surveys to different student populations and environments to address inclusion.

With the implementation of the Every Student Succeeds Act (ESSA) as a replacement for the No Child Left Behind Act (signed by President Barack Obama on December 10, 2015), school leaders will be held to a higher level of accountability on student achievement for Title I schools (ESSA Act, 2015). Title I schools have high percentages of students from low-

socioeconomic backgrounds and have a large population of Latino and African American students with varying degrees of social, emotional, instructional, and curricular needs. This instrument could be valuable to assist school leaders identify areas of improvement to help ensure that all students feel welcomed and included in their school environment based on the new accountability measures in ESSA.

In 2016, the Texas Education Agency replaced the recommended teacher appraisal system from the Professional Development and Appraisal System (PDAS) to the Texas Teacher Evaluation and Support System (T-TESS). According to the Texas Classroom Teacher Association (TCTA), the new teacher appraisal system was a vast change and improvement from PDAS, which was described as rudimentary and was considered as a simple checklist for administrators to meet compliance and for teachers to view twice a school year during the required observation window (2016). The update or upgrade to the teacher appraisal program was welcomed as research reflected that PDAS was not effective in measuring student learning (TCTA, 2016).

A component of T-TESS focuses on student growth and incorporates student achievement scores on state assessments. In consideration of the new standards in ESSA and the upgrade to T-TESS, the researcher believes the school inclusion model adjusts for the variables affecting the school environment. With a focus on teachers and leaders creating an inclusive environment where all students regardless of their racial background are accepted, embraced, and championed for their academic success, the school inclusion model provides guidance to adjust processes, procedures, and relational components of everyday interactions with diversity and equity. Incorporating the different elements of the inclusion model will assist teachers in providing the learning environment students need to be successful.

This research can provide much insight to teachers and leaders in areas of improvement for overall student success. The inclusive element of the inclusion model can assist teachers when establishing student learning objectives by providing valuable student perspectives that will be directly associated with teacher growth. Teachers should embrace student voice opportunities to evaluate their effectiveness, as students are the direct consumers of the teachers' strategies and practices. As Dr. Ferguson (2012) stated in his research, other than student achievement scores students' voice and perspectives are the second-best predictor of teachers' abilities and effectiveness.

This research can specifically assist teachers address areas of growth in their classrooms that are inclusive of perspectives from students of all racial backgrounds. As pressure increases for K-12 schools to close the achievement gap between White and minority students, specifically African-American and Hispanic students, educators can use student voice to assist in the development of effective curricular practices that represent the demographic characteristics of the student population they serve (Bainbridge & Lasley, 2002; Ferguson, 2012). Evaluating student perceptions of their educational experiences can maximize students' educational experiences and provide direct feedback on areas of improvement from the direct consumer, the student (Balch, 2012).

### **Limitations**

This research was conducted in an urban school district with a high percentage of Hispanic students, approximately 90%, in a predominantly low socio-economic area of the southwest side of San Antonio. Generalizability of research findings would be difficult as research findings would be limited to very homogenous populations that are already highly concentrated; thus, the results could not be generalizable to other school populations with greater

student diversity or heterogeneity. The ideal school district would be one in an environment where the student population of one race group has decreased dramatically, such as 10% - 15% change in student demographics, within the last five to ten years and conversely, differing student racial groups have increased.

For example, in a school district with a historically high Caucasian student population in the student group witnessing a recent trend, such as decrease in that student group, and an historically low minority population observes an influx in enrollment in Hispanic and African American students. The change in demographics is a notable moment for school climate and practice assessment. The incorporation and use of the inclusion model instrument to measure student perceptions would provide valuable feedback to teachers and leaders. School staff at all levels within the school district may need to become aware of the varying needs of their new school demographics. Thus, a review of curriculum, practices and norms, and organizational climate is necessary. This type of district may be ideal for this research. The use of survey results in a more heterogeneous environment may provide greater insight into disparities using three meta-constructs of the inclusion model as the measure for inclusionary practices if data was collected at the three levels (i.e., school leaders, teachers and students).

Timing of survey distribution was also a limitation to the study. Due to logistical constraints, the survey was distributed to students on the last two days of school. Given the IRB approval, survey map constraints, and state testing calendar for the school district; many of the students had forgotten or misplaced their consent forms and could not participate in the study. In addition, due to end of the year school festivities, the window of data collection was restricted to about an hour on each day. Further, due to high teacher absences the last week of school, there were many subs on campus that were unaware of the survey procedures, which had not been



communicated to them by the teacher of record, nor the campus administrators. These circumstances created a confusing situation for students who had forgotten if they had turned in their signed consent forms in to their teachers earlier in the week. These factors may have contributed to a low student participation rate.

Logistically, a student focus group to test the instrument was not possible which is favorable to analyze the instrument and make improvements. This limitation is crucial in creating an instrument that truly does measure the intended elements of the inclusion model. The desired process would have included a student focus group to measure grade level appropriate language, appropriate question length and survey length. Also, a Spanish-speaking student focus group would have been preferred to test accurate translation and readability. Focus groups are crucial in determining areas of improvement for data collection methods and survey development (Morgan, 1996). Inclusion of this step could have provided clearer statistical analysis and model fit results.

Due to district technological constraints and network bandwidth concerns, survey completion through an electronic survey was not possible. Students were given paper copies of the survey and had a window of 30 minutes to complete the survey. This process created a logistical hindrance as the principal and researcher had to go to sixty plus classrooms at the 9<sup>th</sup> grade campus and over 100 classrooms at the high school and physically pass out surveys and then collect the surveys as the principal did not want students in the hallways for confidentiality concerns. This process was conducted at the 9th grade campus and at the 10th-12th-grade campus. Confusion erupted as teachers and subs could not remember how many students had turned in a consent form and could not communicate with the principal how many surveys were needed. Also with the excitement for the end of year festivities, such as school barbeque and

graduation practice, teachers had difficulty-keeping students on task as they completed the paper surveys. This process would have been much more concise and streamlined had the school district technology department approved the use of electronic surveys via a Qualtrics link. Due to the shortened window that was allowed by the school principal and paper survey distribution and collection process, student participation was effected and possibly reduced the number of completed surveys. Also, student responses may not have been genuine due to the underlying circumstances.

Quantitative tools are limited to rigid data collection and lack the ability to inquire more deeply into the understanding of why participants answered in the way they did. Qualitative data collection methods could have provided more rich and detailed answers to the questions in the survey. Semi-structured interviews could have provided more insight to the teacher and leaders abilities based on student perspectives and communicate personal and detailed student feedback. Incorporating a qualitative element to this research could legitimize student voice in allowing students to provide specific situations where they felt their teacher and leaders were not inclusive of students from all racial backgrounds. Evaluation of current research methods will be improved on for future data collection.

### **Significance of the Research**

Overall, this was a positive experience for students as student voice opportunities are limited to a few chosen students that are chosen to participate in school wide committees. Research has proven that student voice is crucial to the overall success of schools and teacher effectiveness (Ferguson, 2012). This was the first and largest opportunity for all students in this school to provide their opinions and perspectives on their teachers and leaders abilities to lead a racially diverse campus. Even though there were some logistical hindrances in the data

collection process, the students that did participate provided concrete data on their teachers and leaders abilities that should be embraced, analyzed, and incorporated in the decision-making process.

Based on the statistical analysis conducted, the instrument is a good first step in measuring student voice associated with the three constructs of the Inclusion Model: Organizational Justice, Organizational Outcomes, and Leadership. Changes and survey item improvements are necessary to address problematic questions to create a more accurate instrument that measures school inclusion. Walberg (1984) reports that at the end of twelve years in school, the average 18-year-old student has spent approximately 13% of their “waking” hours in school, which means that students spend roughly 1% of their waking hours in school every year. With the limited time educators have with students in school, school leaders and teachers must be purposeful in creating a learning that is inclusive for all students. Incorporating and embracing student voice as a norm can create a rich partnership between students, teachers, and school leaders; thus, generating purposeful dialogue and engendering constructive relationships among school personnel and students may turn the tide for the sake of inclusion within the K-12 environment.

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APPENDIX

English Parent Permission Form

**Proposed Research: Inclusive or not? : A Study on Students’ Perspectives of Teacher and Leader Abilities to Lead Racially Diverse Schools**

Elisabeth Luevanos  
Texas A&M, Department of Education Administration

Your child is invited to participate in a research study of students’ perspectives of their teacher and leader abilities to lead racially diverse school. Texas A&M University and your school district have been working collaboratively on a project to understand how your school responds to students’ needs. Texas A&M has already collected surveys from the district’s leaders, teachers, and parents. This part of the study will focus on the student’s perceptions of their leaders’ and teachers’ ability to create and sustain an inclusive school culture and environment.

The study will use a survey to collect data from students. Each student will be provided a paper survey to complete that should take no longer than 10 minutes to answer all questions. The surveys will be handed out during the student’s English class and will collected once they are completed by the researcher. The responses will be coded anonymously so that we will not be able to identify your child in anyway. The benefits of the study will be to identify what your child’s needs and how the campus and district can address them.

**Risks and benefits:** There are no anticipated risks to your child if he or she participates in this study, beyond those encountered in everyday life.

**Taking part is voluntary:** Your consent and your child’s participation in this study are completely voluntary. Your child can withdraw from the study at any time without consequences of any kind, and you can withdraw your consent at any time without any consequences of any kind. Participants will have the option of skipping any questions or withdrawing from participation at any point while completing the survey. Participating in this study does not mean that you are or your child is giving up any legal rights.

**Your child’s answers will be kept confidential:** The records from this study will be kept private and confidential. The survey data collected will only be accessible by the researcher, Elisabeth Luevanos. The data will be stored securely and locked in a secure file cabinet and on an encrypted file on the researcher’s computer. Any report of this research that is made available to the public will not include your child’s name or any other individual information by which your child could be identified.

This research study has been reviewed and approved by the Institutional Review Board- Human Subjects in Research, Texas A & M University. For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research you may contact Texas A&M University Human Subjects Protection Program at 979-458-XXXX, toll free at 1-855-795-8636, or email at [irb@tamu.edu](mailto:irb@tamu.edu). You may also contact the researcher Elisabeth Luevanos, to tell them about your concerns or complaints regarding this research at (254) 716-XXXX..

**Statement of Consent:** I have read the above information and have received satisfactory answers to any questions I have asked. I consent to allow my child to take part in the research study described above.

\_\_\_\_\_  
Parent’s/Guardian Signature

\_\_\_\_\_  
Student’s Name (Please Print)

\_\_\_\_\_  
Date

## Spanish Parent Permission Form

Programa de Protección de Sujetos Humanos de la Universidad de Texas A & M Formulario de consentimiento de los padres

Título del proyecto: Estrategias para el mejoramiento escolar y la inclusión en escuelas con estudiantes demográficamente diversos

Su hijo/hija está invitado a participar en un estudio de investigación de la Universidad Texas A&M financiado por la W.K. Fundación Kellogg. La información en este formulario se proporciona para ayudarle a usted ya su hijo/hija a decidir si participar o no. Si usted decide permitir que su hijo/hija participe en el estudio, se le pedirá que firme este formulario de permiso. Si usted decide que no quiere que su hijo/hija participe, no habrá penalidad para usted o su hijo/hija no perderá ningún beneficio que normalmente tendría.

¿Por qué están haciendo este estudio?

El objetivo principal de este proyecto es desarrollar un modelo exploratorio de mejoramiento escolar, que conduzca a la inclusión escolar. El equipo de investigación de la Universidad de Texas A & M trabajará con escuelas específicas en este distrito en varias intervenciones (gestión de datos, participación de los padres, transiciones de varios niveles de grado, directores escolares, etc.). Vamos a comparar las escuelas que están recibiendo las intervenciones con los que no reciben las intervenciones. La implementación de las intervenciones durante un período de tres años determinará si estos programas han mejorado el rendimiento escolar. Después del período de tres años de intervenciones, se espera que se desarrolle un modelo para usarlo con otras escuelas que tienen demografía estudiantil similar.

¿Por qué se le pide a mi hijo/hija que participe en este estudio?

A todos los maestros, líderes, padres y estudiantes en escuelas secundarias se les pide que completen esta encuesta durante el período de tres años para desarrollar una línea de base de inclusión escolar. Se le pide que complete esta encuesta porque tiene conocimiento de la capacidad de su escuela para atender las necesidades de su hijo/hija.

¿Cuántas personas se le pedirá que participen en este estudio?

Su distrito escolar ha aceptado participar en este proyecto; por lo tanto, enviaremos esta encuesta a todos los participantes de la escuela, que incluyen maestros, administradores, padres y todos los estudiantes de las escuelas secundarias.

Participar es voluntario:

Su consentimiento y la participación de su hijo/hija en este estudio son completamente voluntarios. Su hijo/hija puede retirarse del estudio en cualquier momento sin consecuencias de ningún tipo, y puede retirar su consentimiento en cualquier momento sin ninguna consecuencia de ningún tipo. Los participantes tendrán la opción de omitir cualquier pregunta o retirarse de la participación en cualquier momento mientras completan la encuesta. Participar en este estudio no significa que usted es o su hijo/hija está renunciando a cualquier derecho legal.

¿Cuáles son las alternativas a estar en este estudio?

No hay alternativas para la participación en el estudio. La opción es participar o no participar en este estudio.

¿Qué se le pedirá a mi hijo/hija que haga en este estudio?

Si decide dar su consentimiento para participar, su hijo/hija realizará una encuesta. La participación de su hijo en este estudio tomará 20-30 minutos para completar la encuesta durante una visita del investigador. Durante la visita, el investigador con la ayuda del personal de la escuela distribuirá las encuestas durante un tiempo designado en el día escolar a los estudiantes cuyos padres han firmado un formulario de consentimiento para participación en el estudio. Una vez que el estudiante complete la encuesta, colocará sus encuestas completadas en un sobre y lo sellará con fines de confidencialidad y se lo entregará al miembro del personal escolar que esté en el salón de clases. Después de que su hijo/hija complete la encuesta, continuará con su día escolar normal.

¿Hay algún riesgo para mi hijo/hija?

No hay riesgos previstos para su hijo/hija si él o ella participa en este estudio, más allá de los que se encuentran en la vida cotidiana.

¿Habrá algún costo para mi hijo/hija?  
Continued Spanish Parent Permission Form

Aparte de su tiempo, no hay costos para participar en el estudio.

¿Se pagará a mi hijo/hija para estar en este estudio?  
A su hijo/hija no se le pagará por participar en este estudio.

¿Se mantendrá privada la información de este estudio?  
Los datos de este estudio se mantendrán privados y confidenciales. Ningún identificador que vincule a su hijo/hija a este estudio se incluirá en cualquier tipo de informe que pueda publicarse. Los registros de investigación se almacenarán de forma segura y sólo Jean Madsen, Mario Torres, Wen Lou y los asistentes graduados tendrán acceso a los registros. La información sobre usted o su hijo/hija será almacenada en un archivador cerrado; los archivos informáticos se almacenarán en un archivo cifrado protegido por contraseña. Este formulario de consentimiento se archivará con seguridad en un área oficial. Las personas que tienen acceso a la información de la encuesta de su hijo incluyen al investigador principal y al personal del estudio de investigación.

La información sobre su hijo será mantenida confidencial en la medida permitida o requerida por la ley. Las personas que tienen acceso a su información incluyen al investigador principal y al personal del estudio de investigación. Representantes de agencias reguladoras tales como la Oficina de Protecciones de Investigación Humana (OHRP) y entidades como el Programa de Protección de Sujetos Humanos de la Universidad de Texas A & M pueden acceder a los registros de su hijo para asegurarse de que el estudio se está ejecutando correctamente y que la información se recopila correctamente.

¿A quién puedo contactar para obtener más información?  
Usted puede comunicarse con el Investigador Principal, Dr. Jean Madsen, para expresar su preocupación o queja sobre esta investigación al 979-862-XXXX o jamadsen@tamu.edu o también puede comunicarse con la Directora del Protocolo, Elisabeth Avila Luevanos al 254-716-XXXX.

Este estudio de investigación ha sido revisado por la Junta de Revisión Institucional - Asuntos Humanos en Investigación, Texas A & M University. Para preguntas sobre los derechos de su hijo como participante en la investigación; O si tiene preguntas, quejas o inquietudes sobre la investigación, puede llamar a la oficina del Programa de Protección de Sujetos Humanos de la Universidad de Texas A & M al (979) 458-4067, sin cargo al 1-855-795-8636, o por correo electrónico a irb @ Tamu.edu.

¿Qué pasa si cambio mi opinión sobre participar?  
Esta investigación es voluntaria y usted tiene la opción de permitir o no que su hijo participe en este estudio de investigación. Su hijo/hija puede decidir no comenzar o dejar de participar en cualquier momento. Si eligen no participar en este estudio o dejar de participar en el estudio, no habrá ningún efecto en su estatus de estudiante, relación con la Universidad de Texas A&M, su distrito escolar o colegas. Nueva información descubierta sobre la investigación se le proporcionará a usted y a su hijo/hija. Esta información puede o no afectará su deseo de permitir que su hijo continúe su participación.

Declaración de consentimiento: Los procedimientos, los riesgos y los beneficios de este estudio se me han dicho y acepto permitir que mi hijo participe en este estudio. Mis preguntas han sido contestadas. Puedo hacer más preguntas cuando quiera. No renuncio a ninguno de los derechos legales de mi hijo/hija al firmar este formulario. Se me entregará una copia de este formulario de consentimiento.

\_\_\_\_\_  
El nombre de su hijo/hija

\_\_\_\_\_  
Firma del padre / tutor legal

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del padre / tutor legal

\_\_\_\_\_  
Fecha

DECLARACIÓN DE INVESTIGACIÓN: O bien tengo o mi agente ha explicado cuidadosamente a los padres la

naturaleza del proyecto anterior. Por la presente certifico que, a mi leal saber y entender, la persona que firmó este formulario de consentimiento fue informada de la naturaleza, demandas, beneficios y riesgos involucrados en su participación.

\_\_\_\_\_  
Firma del presentador

\_\_\_\_\_  
Fecha