Initial Evidence of Reliability and Validity of a New Measure of School Racial Climate
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School racial climate refers to relationships and messages about race, ethnicity, and culture
Conceptual and methodological concerns with the measurement of school racial climate

- Climate vs. discrimination
- Focus on interactions
- Limited sampling
- Unidimensional measures
Byrd (2014): multiple dimensions of interactions and racial messages can be measured

<table>
<thead>
<tr>
<th>Interpersonal interactions</th>
<th>Racial socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quality of interaction</td>
<td>• Promotion of cultural competence</td>
</tr>
<tr>
<td>• Frequency of interaction</td>
<td>• Cultural socialization</td>
</tr>
<tr>
<td>• Equal status</td>
<td>• Critical consciousness</td>
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<tr>
<td>• Support for positive interaction</td>
<td>• Individualism</td>
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<td></td>
<td>• Colorblind socialization</td>
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<td></td>
<td>• Stereotyping</td>
</tr>
</tbody>
</table>
Questions about reliability and validity remain
Participants

- 491 Amazon.com MTurk workers
- College students
- 50% female
- 71% White
- 70% full-time
- 16% community college
- 77% public
- $M_{age}=29.30$, $SD=10.33$
Validating measures were selected from scales used in multiple studies

- Cultural pluralism (Brand et al. 2003)
- College Interracial Climate Scale (Chavous, 2005; Green et al., 1988)
- Perceived Tension (Hurtado et al. 2008)
- Perceived Discrimination Scale (Kessler et al., 1999)
The new subscales showed moderate to high reliability

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>equal status</td>
<td>.89</td>
</tr>
<tr>
<td>quality of interaction</td>
<td>.74</td>
</tr>
<tr>
<td>frequency of interaction</td>
<td>.87</td>
</tr>
<tr>
<td>support for positive interaction</td>
<td>.82</td>
</tr>
<tr>
<td>promotion of cultural competence</td>
<td>.89</td>
</tr>
<tr>
<td>cultural socialization</td>
<td>.83</td>
</tr>
<tr>
<td>colorblind socialization</td>
<td>.78</td>
</tr>
<tr>
<td>individualism</td>
<td>.81</td>
</tr>
<tr>
<td>stereotyping</td>
<td>.91</td>
</tr>
<tr>
<td>critical consciousness</td>
<td>.65</td>
</tr>
<tr>
<td>discrimination</td>
<td>.75</td>
</tr>
</tbody>
</table>
The new subscales had expected correlations with validating measures.

<table>
<thead>
<tr>
<th></th>
<th>Cultural Pluralism</th>
<th>Perceived discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal status</td>
<td>.490***</td>
<td>-.166</td>
</tr>
<tr>
<td>Quality of interaction</td>
<td>.307**</td>
<td>-.257*</td>
</tr>
<tr>
<td>Frequency of interaction</td>
<td>.519***</td>
<td>-.187</td>
</tr>
<tr>
<td>Support for positive interaction</td>
<td>.750***</td>
<td>-.226†</td>
</tr>
<tr>
<td>Promotion of cultural competence</td>
<td>.732***</td>
<td>-.081</td>
</tr>
<tr>
<td>Cultural socialization</td>
<td>.624***</td>
<td>.014</td>
</tr>
<tr>
<td>Colorblind.</td>
<td>.104</td>
<td>-.001</td>
</tr>
<tr>
<td>Individualism</td>
<td>.421***</td>
<td>.011</td>
</tr>
<tr>
<td>Stereotyping</td>
<td>-.339**</td>
<td>.462***</td>
</tr>
<tr>
<td>Critical consciousness</td>
<td>.296*</td>
<td>.200†</td>
</tr>
<tr>
<td>---------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td><strong>Equal status</strong></td>
<td>-.081</td>
<td>-.017</td>
</tr>
<tr>
<td><strong>Quality of interaction</strong></td>
<td>.010</td>
<td>-.117</td>
</tr>
<tr>
<td><strong>Frequency of interaction</strong></td>
<td>.118</td>
<td>.101</td>
</tr>
<tr>
<td><strong>Support for positive interaction</strong></td>
<td>.040</td>
<td>-.044</td>
</tr>
<tr>
<td><strong>Promotion of cultural competence</strong></td>
<td>.428***</td>
<td>.369***</td>
</tr>
<tr>
<td><strong>Cultural socialization</strong></td>
<td>.386***</td>
<td>.416***</td>
</tr>
<tr>
<td><strong>Individualism</strong></td>
<td>.011</td>
<td>-.046</td>
</tr>
<tr>
<td><strong>Stereotyping</strong></td>
<td>.091</td>
<td>-.091</td>
</tr>
<tr>
<td><strong>Critical consc.</strong></td>
<td>.097</td>
<td>.207</td>
</tr>
</tbody>
</table>

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Future directions include mixed methods research in a variety of settings followed by pilot testing.
In conclusion, the SPSRC is a promising way to measure the complexity of school racial climate.