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School Climate and Connectedness Survey Report 2012: Student and Staff Results

Kodiak Island Borough School District

Survey Administered Spring 2012
Report Prepared August 23, 2012

Prepared by the American Institutes for Research® for the Association of Alaska School Boards

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If you have questions, concerns, or comments about the results presented in this report, please contact:

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INTRODUCTION

We wish to thank all of the school staff members and students who participated in the 2012 School Climate and Connectedness Survey (SCCS) for their commitment, time, and effort. In this report, we present an overview of the SCCS, a summary of findings for this district, and then detailed results for students and for staff.

What Are School Climate and Connectedness?

School climate refers to the social and environmental factors that contribute to someone's subjective experience of a school: the tone in, and attitudes toward, a school. Positive school climate reflects well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior.

School connectedness refers to students' perceptions and feelings about the people at school. This includes feeling that they are a part of the school, that adults care about them personally, that their learning matters and is a high priority, that they are close to people at school and have supportive relationships with adults, and that teachers and other school staff consistently treat them with respect.

National research shows that positive school climate and connectedness are associated with higher student achievement and reduced youth risk behavior.

What is the School Climate and Connectedness Survey?

The mission of the Association of Alaska School Boards (AASB) is to advocate for children and youth by assisting school boards in providing quality public education focused on student achievement through effective local governance. Through its work with school districts, AASB gives Alaskans at the local level the information, tools, and assistance needed to work together and engage in the shared responsibility for preparing Alaska's children and youth for the future. AASB promotes an assets framework for positive youth development.[1]

AASB contracted with the American Institutes for Research (AIR) to evaluate student and school staff perceptions of school climate and student perceptions of school connectedness. AIR developed a School Climate and Connectedness Survey (SCCS) in 2005 specifically to evaluate school climate and student connectedness in Alaskan schools. The SCCS also measures other student characteristics that are related to school climate and connectedness: social and emotional learning and student risk behaviors. *Social and emotional learning* can be defined as the process of learning the skills needed to handle ourselves, our relationships, and our work, ethically and effectively.[2] Student social and emotional learning contributes to school climate. In turn, the

[1] The assets framework is based on the Search Institute's Developmental Assets®, 40 research-based, concrete, common-sense, positive qualities and experiences essential to raising successful young people.
[2] Definition taken from the Collaborative for Academic, Social and Emotional Learning (CASEL) at http://www.casel.org/

school environment can play an important role in helping students develop good social and emotional skills (for example, through guidance from caring adults). *Student risk behaviors* such as delinquent behaviors and substance use can have a negative effect on school climate for both students and staff. For example, students who feel unsafe at school due to delinquent behaviors among peers (e.g., fighting, bullying, and theft) tend to have lower attendance and poorer academic outcomes.

The SCCS was administered to staff and students in a small number of Alaska school districts in 2005 and to larger numbers each year since.

What Scales are Reported for the SCCS?

Results from the SCCS are reported as scale scores for both students and staff. These scales are as follows.

Student Scale	**Scale Topic**
School Climate	
High Expectations	Students' feelings about their own expectations as well as those of adults in their school and community
School Safety	Students' feelings about bullies and gangs at school as well as general crime and violence that affect the school
School Leadership & Student Involvement	Students' feelings about the decision making of school leaders as well as student participation in the school governance
School Connectedness	
Respectful Climate	Students' feelings about fairness of rules and respect for students' contributions
Peer Climate	Students' feelings about how respectful students are to one another and how helpful students are to other students
Caring Adults	Students' feelings about how close they feel to adults in the school
Parent & Community Involvement	Students' feelings about how much their parents and community are involved in their school
Additional Scales	
Social & Emotional Learning	Student self-report of their level of social and emotional learning
Student Delinquent Behaviors	Frequency of observed delinquent behaviors among peers at school and school events within the past 12 months
Student Drug & Alcohol Use	Frequency of observed drug and alcohol use among peers at school and school events within the past 12 months

Staff Scale	Scale Topic
School Leadership & Involvement	Staff members' feelings about the decision making of school leaders as well as the fairness of school rules
Staff Attitudes	Staff members' feelings about the competence of teachers and their attitudes toward their jobs
Student Involvement	Staff members' feelings about how involved students are in the decision making process at school
Respectful Climate	Staff members' feelings about how students treat each other and how well students and staff members treat one another
School Safety	Staff members' feelings about the impact of gangs and bullies as well as general crime and violence that affect the school
Parent & Community Involvement	Staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school
Student Delinquent Behaviors	Frequency of observed delinquent behaviors among students at school and school events within the past 12 months
Student Drug & Alcohol Use	Frequency of observed drug and alcohol use among students at school and school events within the past 12 months

Although some items and scales are administered to both students and staff, it is not possible to statistically compare student versus staff results (unless data are available from about 30 or more schools, which is not the case in most districts). However, informal comparisons can be made based on the patterns of change from year to year (for example, student ratings for Parent and Community Involvement may increase over time while staff ratings decrease).

How Reliable Are the SCCS Scales?

The reliability for each scale, expressed as the statistic α (Cronbach's alpha), is a number between 0 and 1 that reflects the degree to which the items in a scale tend to "hang together"—that is, the degree to which they correlate with each other better than they do with other items on the survey. This kind of reliability is also known as *internal consistency*. Reliability in the range of .65 to .79 is considered *acceptable*; reliability higher than .80 is considered *moderate* to *good*. Cronbach's alpha is very sensitive to the number of items on the scale. Generally, scales with more items will have a higher reliability. Reliability statistics are presented with the results for each scale. Each SCCS scale has at least an acceptable level of reliability.

Who Took the Survey?

The 2012 SCCS was completed by 31,711 students and 6,484 school staff in 298 schools in 28 school districts across Alaska. Student grade levels ranged from 5 through 12 or 6 through 12, depending on the district. Generally, all staff in the district that work with students in grades 5 and up were invited to take the survey. The participating schools included elementary schools, middle schools, high schools, K – 12 schools, and a variety of charter and alternative schools. As in previous years, the 2012 sample was not selected to be representative of the state as a whole, but included a large number of participants from a broad variety of schools.

In 2005, the SCCS was piloted with staff and students in a small number of Alaska school districts, and then administered to larger numbers in subsequent years (see table below).

Year	Participating Districts	Participating Schools	Valid Student Surveys	Valid Staff Surveys
2006	15	148	24,732	3,453
2007	14	150	22,411	3,315
2008	33	242	30,124	4,730
2009	24	225	26,949	5,177
2010	34	268	33,413	5,931
2011	26	250	22,481	4,982
2012	28	298	31,711	6,484

How do School Climate and Connectedness Relate to Student Achievement?

For the past several years, we have examined the relationship between school climate and connectedness and student achievement within Alaska by looking at the associations between SCCS ratings at the school level and that school's proficiency rate on Alaska's Standards Based Assessments (SBAs) across the three subject areas (Reading, Writing, and Mathematics). Because 2012 SBA results will not be available until the fall of 2012, we present results here based on SBA and SCCS data from 2011.

The table below shows the relationship between 2011 scale scores, and student performance on the SBAs in each of the three subject areas. A ✓ indicates a statistically significant relationship.

Scale	SBA Reading	SBA Writing	SBA Math
Students			
High Expectations	✓	✓	✓
School Safety	✓	✓	✓
School Leadership and Involvement			
Respectful Climate	✓	✓	✓
Peer Climate	✓	✓	✓
Caring Adults	✓	✓	✓
Parent and Community Involvement	✓	✓	✓
Social and Emotional Learning	✓	✓	✓
Student Delinquent Behaviors			
Student Drug and Alcohol Use			✓
Staff			
School Leadership and Involvement			
Staff Attitudes	✓	✓	✓
Student Involvement			
Respectful Climate	✓	✓	✓
School Safety	✓	✓	✓
Parent and Community Involvement	✓	✓	✓
Student Delinquent Behaviors	✓	✓	✓
Student Drug and Alcohol Use	✓	✓	✓

At the school level, 2011 student ratings on High Expectations, School Safety, Respectful Climate, Peer Climate, Caring Adults, Parent and Community Involvement, and Social and Emotional Learning were all positively associated with their school's performance on the 2011

SBAs in reading, writing, or mathematics.[3] This means that schools that held high expectations for students, provided a safe environment, had a climate of respect among students and between staff and students, had adults who reached out to students, had a high level of parent and community involvement, and/or had good social and emotional learning among their students had significantly higher SBA proficiency rates in all three subjects than did schools that did not provide that kind of environment. These findings have been consistent from year to year.

As in the 2010 results, there was a small negative correlation between student drug and alcohol use and SBA proficiency rates in mathematics—that is, the lower the rate of observed student drug and alcohol use, the higher the SBA proficiency rate in mathematics. We did not find any other significant relationships between SBA proficiency rates and student reports of delinquent behaviors or drug and alcohol use among their peers at school and school events. There was no significant relationship between average student ratings on School Leadership and Student Involvement and SBA proficiency rates in any of the three subjects. This result was consistent with findings from 2010 as well as from prior years.

Average staff ratings on school climate in the areas of Staff Attitudes, Respectful Climate, School Safety, and Parent and Community Involvement showed moderate positive correlations with student performance on all three subject areas of the SBAs.[4] That means that in schools where staff felt that there were positive staff attitudes, a respectful climate, a safe environment for staff and students, and a high level of parent and community involvement, students had significantly higher SBA proficiency rates in all three subjects when compared with schools that did not provide that kind of environment. Staff reports of observed student delinquent behavior and student drug and alcohol use were negatively related to SBA proficiency rates—meaning that the fewer observed student risk behaviors reported by staff, the higher the school's SBA proficiency rates. As with students, staff ratings on School Leadership and Involvement and Student Involvement were unrelated to SBA proficiency rates in any of the three subjects. These findings have been consistent from year to year.

How Will I Know if 2012 Scores Are Different from Scores in Previous Years?

Because surveys are completed anonymously, we are not able to compare scores from one year to the next using traditional repeated-measures statistics (although there is likely substantial overlap in respondents from one year to the next). However, we can, within a certain degree of confidence, ascertain whether observed differences in scores from year to year represent real shifts in responses among participants rather than chance fluctuation. We calculated an effect size (Cohen's *d*) to determine whether the differences in two mean scores and differences in the distribution of scores around those means (such as scale scores for Caring Adults from 2010 and from 2012) are substantial enough for us to be confident that there really has been a significant change in scores. Asterisks within bar charts show where significant differences were found between mean scale scores across years. For districts with more than two years of SCCS data available, each district indicated which prior year should be considered a baseline against which to compare 2012 scores. The Kodiak Island Borough School District elected to compare 2012 SCCS scores with scores from 2007.

[3] Statistically significant correlations (*r*-values) ranged from 0.14 to 0.41
[4] Statistically significant correlations (*r*-values) ranged from 0.18 to 0.42

SUMMARY FOR THE KODIAK ISLAND BOROUGH SCHOOL DISTRICT

In this section, we present information regarding participation in the SCCS within the district, and a summary of results for students and for staff. Throughout the report, the Kodiak School District elected to omit the 2008 results in the bar charts to facilitate ease of use.

SCCS Participation

This is the seventh year that the Kodiak Island Borough School District participated in the SCCS. Kodiak Island District participants for each year are as follows.

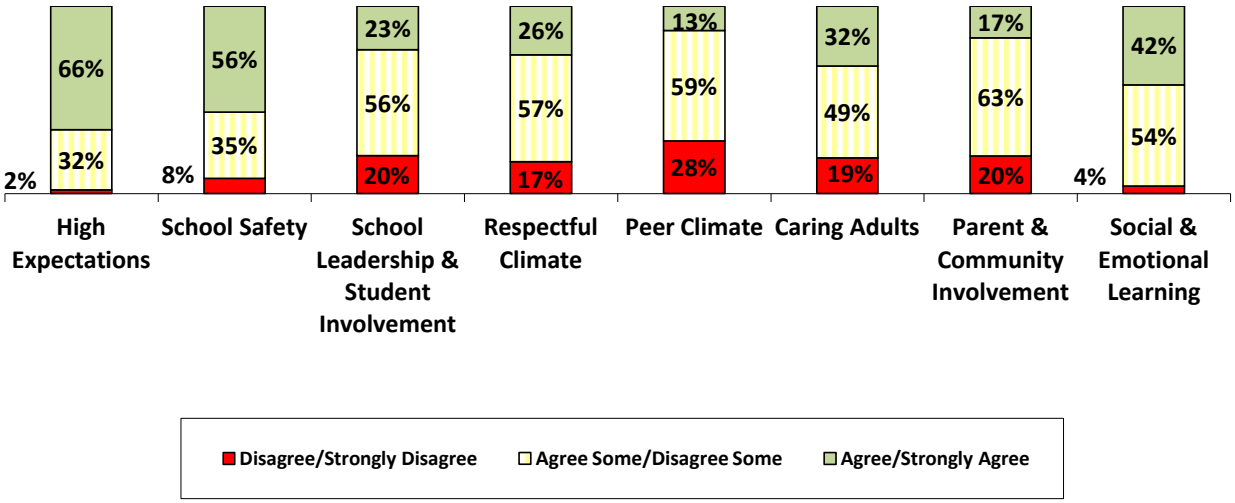
District Schools	2006	2007	2008	2009	2010	2011	2012
Kodiak Middle School Students	319	291	43	291	380	373	317
Kodiak Middle School Staff	35	13	16	37	46	52	48
Kodiak High School Students	548	531	536	447	441	357	431
Kodiak High School Staff	54	26	13	1	72	57	66
Chiniak School Students	3	2	1	0	0	2	2
Chiniak School Staff	3	0	2	0	0	3	4
Akhiok School Students	0	2	9	8	14	4	5
Akhiok School Staff	0	5	1	5	2	5	5
Danger Bay School Students	0	0	0	3	4	3	2
Danger Bay School Staff	0	0	0	1	0	3	3
Karluk School Students	0	0	3	4	3	5	7
Karluk School Staff	0	0	0	3	4	4	3
Larsen Bay School Students	8	5	5	0	5	0	2
Larsen Bay School Staff	3	0	2	2	4	2	2
Old Harbor School Students	15	14	0	16	23	0	17
Old Harbor School Staff	5	3	2	12	7	6	7
Ouzinkie School Students	20	18	14	15	19	13	13
Ouzinkie School Staff	7	3	4	7	6	5	4
Port Lions School Students	13	0	9	9	9	5	1
Port Lions School Staff	7	0	4	5	8	6	2
Kodiak Island District Student Total	*1,094*	*987*	*869*	*793*	*868*	*762*	*797*
Kodiak Island District Staff Total	*166*	*55*	*85*	*73*	*149*	*143*	*144*

School Climate and Connectedness

From 2007 to 2012, there was a significant increase in Kodiak Island Borough School District student scale scores for High Expectations, School Safety, School Leadership and Student Involvement, Respectful Climate, Peer Climate, and Parent and Community Involvement. Student scale scores were relatively stable for Caring Adults. Patterns of change varied at the individual school level. Kodiak students who reported that they had been truant one or more days within the last 12 months had significantly *lower* scale scores for High Expectations, School Leadership and Student Involvement, and Respectful Climate, relative to students who had not been truant.

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings regarding each aspect of school climate and connectedness covered in the SCCS.[5] Please see the table on page 2 for a description of each of these scales.

2012 Student Opinions of School Climate and Connectedness



From 2009 to 2012, there was a significant increase in Kodiak staff scale scores for Student Involvement, Respectful Climate, and School Safety. Staff scale scores were relatively stable for School Leadership and Involvement, Staff Attitudes, and Parent and Community Involvement. Patterns of change varied at the individual school level.

[5] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Student Social and Emotional Learning

Kodiak student scale scores for Social and Emotional Learning increased significantly from 2007 to 2012. In 2012, the higher a Kodiak student's scale score for Social and Emotional Learning, the higher his or her scale scores across all areas of school climate and connectedness.

Student Risk Behaviors

From 2007 to 2012, there was a significant decrease in both student and staff reports of student delinquent behavior at school and school events. Staff reports of student drug and alcohol use also declined from 2007 to 2012, but student reports were relatively stable. These patterns of change varied at the individual school level.

Community Support and Youth Involvement

We cannot conduct tests to examine the statistical significance of changes in perceptions of community support and youth community involvement from year to year. Patterns of change varied at the school level. Across the district, Kodiak students who had community support (such as community encouragement to take school seriously) had significantly higher scale scores for their school climate and connectedness relative to students who did not feel that they had community support.

STUDENT RESULTS

For most items, the student had five options from which to choose a response. The answer options ranged from strongly disagree (1) to strongly agree (5). For the questions about Risk Behaviors, students indicated the frequency with which events occurred, with 1 being the least frequent and 5 being the most frequent. In addition to the individual scales, we calculated overall scores for School Climate and Student Connectedness. Each of the scales will be discussed in turn in the following sections.

In 2012, valid surveys were received from students as follows.[6]

	Students Participating	**Students Enrolled**	**Participation Rate**
Kodiak Middle School	317	504	62.9%
Kodiak High School	431	761	56.6%
Chiniak School	2	4	50.0%
Akhiok School	5	9	55.6%
Danger Bay School	2	2	100.0%
Karluk School	7	8	87.5%
Larsen Bay School	2	4	50.0%
Old Harbor School	17	26	65.4%
Ouzinkie School	13	19	68.4%
Port Lions School	1	16	6.3%
Kodiak Island Borough School District	*797*	*1,353*	*58.9%*
Whole Sample	***31,711***	***73,810***	***43.0%***

School Climate

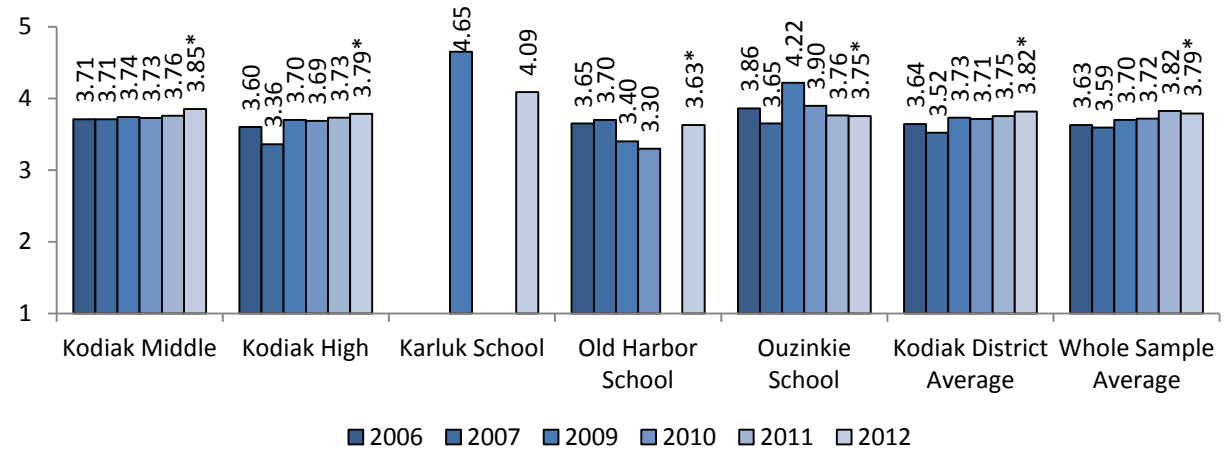
Students were asked to rate their school climate in three areas: High Expectations; School Safety; and School Leadership and Student Involvement. An Overall Climate summary scale is presented that captures all three of these subscales.

[6] Data on enrollment at the school and district level is as of spring 2012, and were obtained directly from the Alaska Department of Education and Early Development (EED), with school districts updating information as needed.

Summary Scale: Student Overall Climate

Student Overall Climate was computed as the mean of three scales: High Expectations, School Safety, and School Leadership and Student Involvement.

Students: Overall Climate



*Indicates a significant change in score from 2007 to 2012

High Expectations

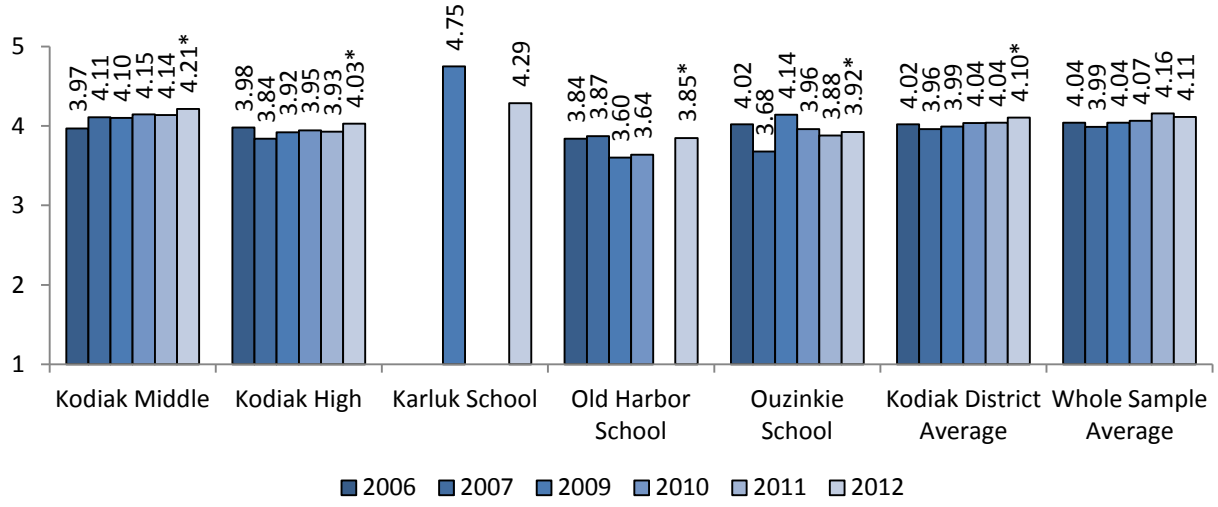
This scale reflects students' feelings about their own expectations as well as those of adults in their school and community. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 1: High Expectations (α = .70)

18. I have given up on school (reverse scored)
19. At this school, students are encouraged to work to the best of their abilities
20. If students like their school, they will do better in their classes
23. I try hard to do well in school
24. I want very much to get more education after high school
30. Adults in my community encourage me to take school seriously
39. Teachers and other adults in this school believe that *all* students can do good work

Students selected responses between 1 and 5, where 1 indicates low expectations and 5 indicates high expectations.

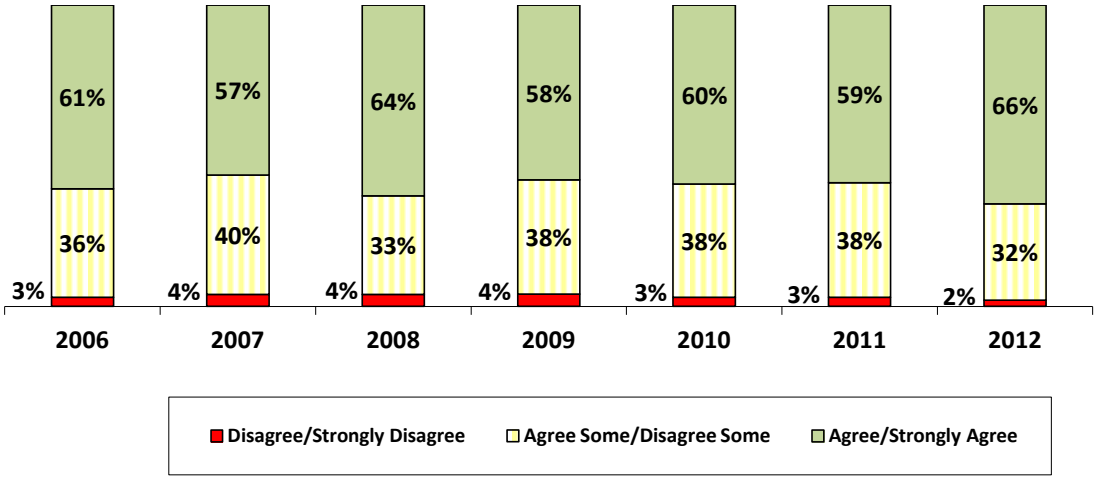
Students: High Expectations



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether there were high expectations for them at school.[7]

Students: Agreement for High Expectations



[7] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

School Safety

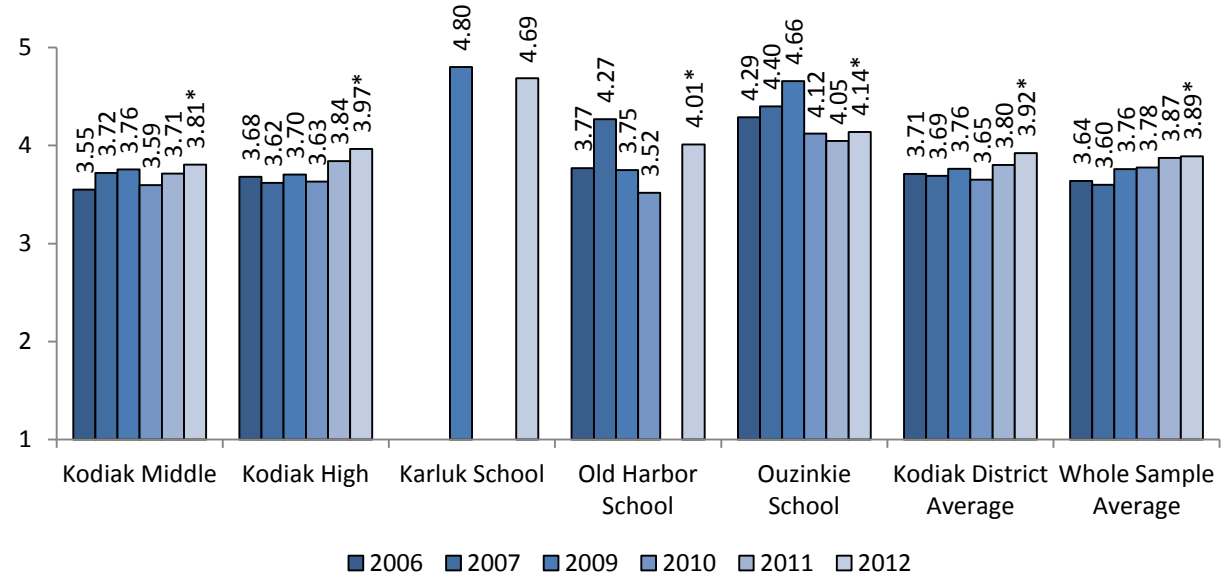
This scale reflects students' feelings about bullies and gangs at school as well as general crime and violence in the community. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 2: School Safety (α = .74)

40. I am safe at school
43. This school is being ruined by bullies (reverse scored)
45. This school is badly affected by crime and violence in the community (reverse scored)
49. Gang members make this school dangerous (reverse scored)
51. Crime and violence are major concerns at school (reverse scored)

Students selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of safety.

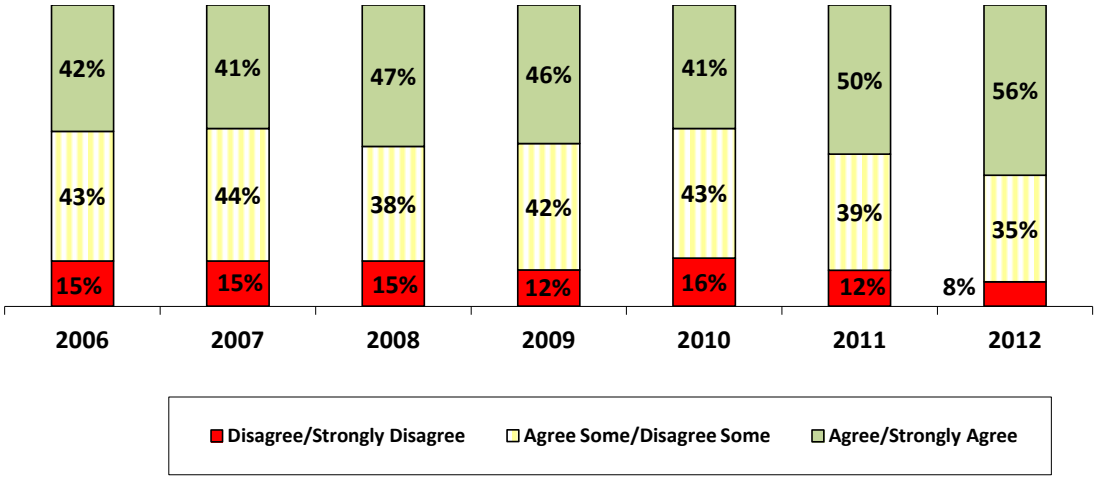
Students: School Safety



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether they felt safe at school.[8]

Students: Agreement for School Safety



[8] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

School Leadership and Student Involvement

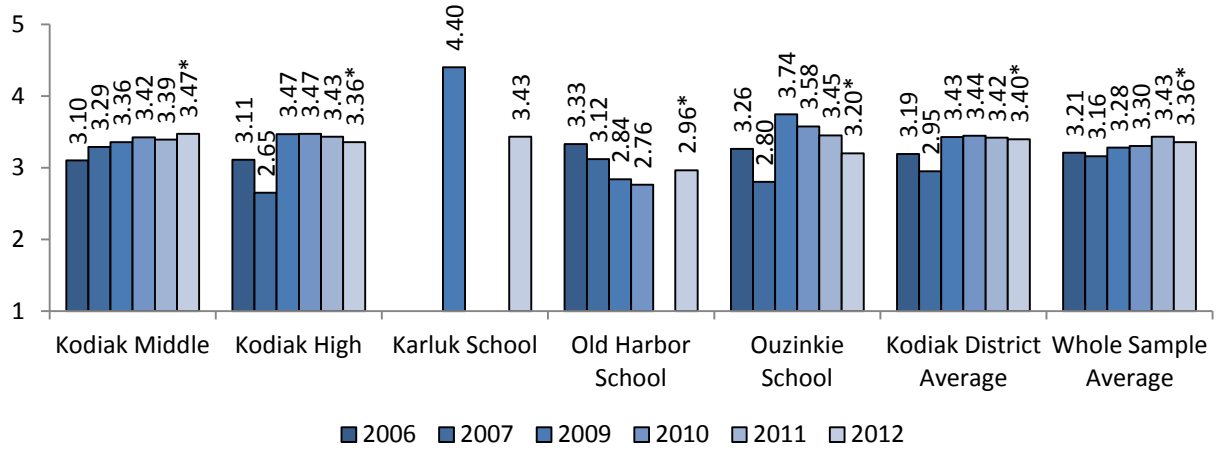
This scale reflects students' feelings about decision making of school leaders as well as student participation in school governance. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 3: School Leadership and Student Involvement (α = .80)

14. At school, decisions are made based on what is best for students
22. The principal and other leaders in this school make good decisions
25. In my school, students are given a chance to help make decisions
28. Students are involved in helping to solve school problems
55. The principal asks students about their ideas

Students selected responses between 1 and 5, where 1 indicates a low level of school leadership and student involvement and 5 indicates a high level.

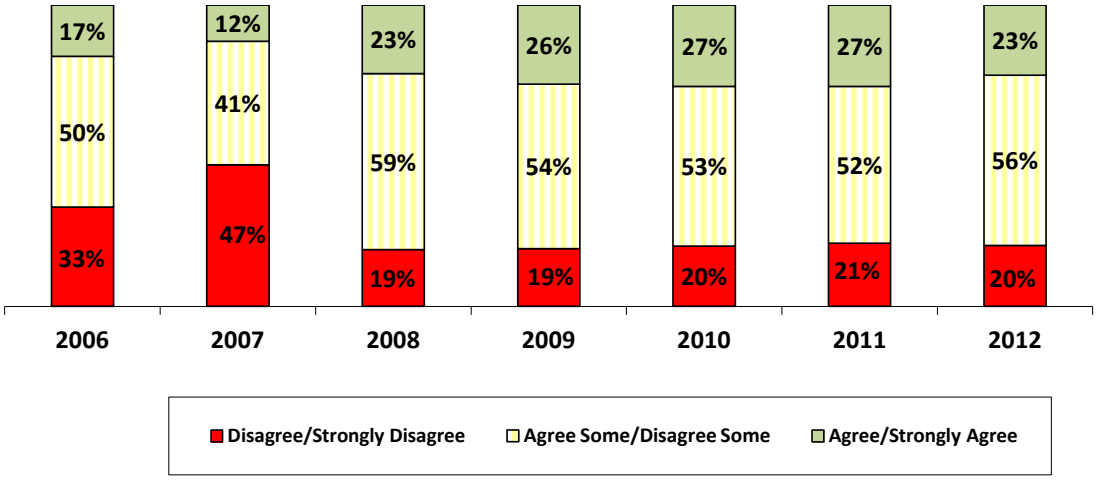
Students: School Leadership and Student Involvement



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether there was good school leadership and student involvement at their school.[9]

Students: Agreement for School Leadership and Student Involvement



[9] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

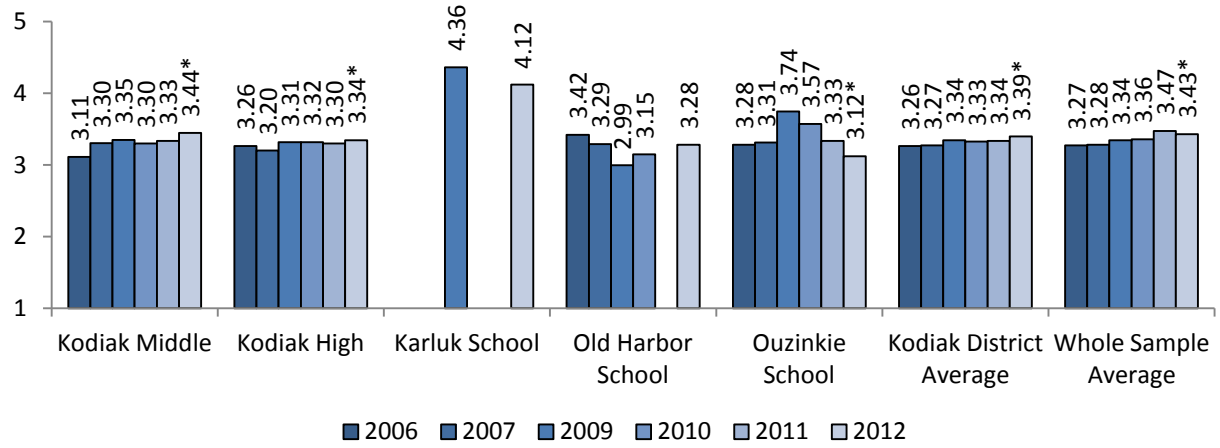
School Connectedness

Students were asked to rate their school connectedness in four areas: Respectful Climate; Peer Climate; Caring Adults; and Parent and Community Involvement. Each of these areas is addressed in a separate scale below. An Overall Connectedness summary scale is presented that captures all four of these subscales.

Summary Scale: Student Overall Connectedness

Student Overall Connectedness was computed as the mean of four scales: Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement.

Students: Overall Connectedness



*Indicates a significant change in score from 2007 to 2012

Respectful Climate

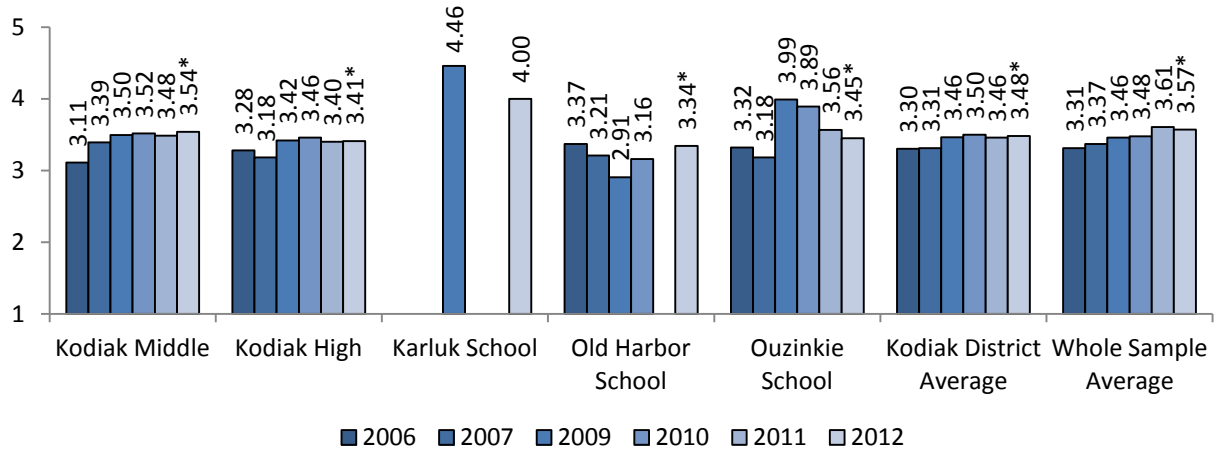
This scale reflects students' feelings about fairness of rules and respect for students' contributions. This scale is also included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 4: Respectful Climate (α = .84)

44. Teachers here are nice people
46. My teachers treat me with respect
47. When students break rules, they are treated fairly
50. My teachers are fair
53. Our school rules are fair
54. It pays to follow the rules at my school

Students selected responses between 1 and 5, where 1 indicates a lack of a respectful climate and 5 indicates a highly respectful climate for students.

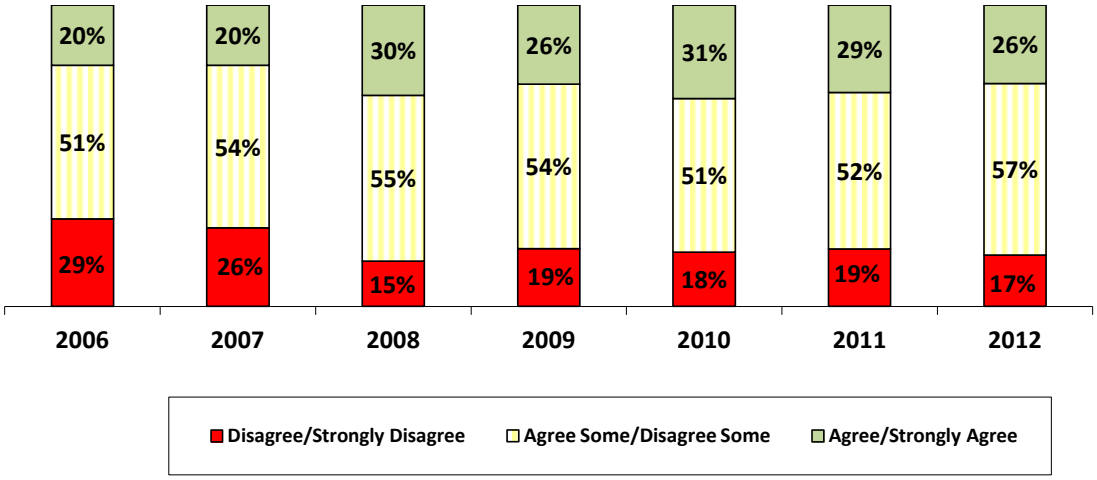
Students: Respectful Climate



*Indicates a significant change in score from 2007to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether there was a respectful climate at their school.[10]

Students: Agreement for Respectful Climate



[10] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Peer Climate

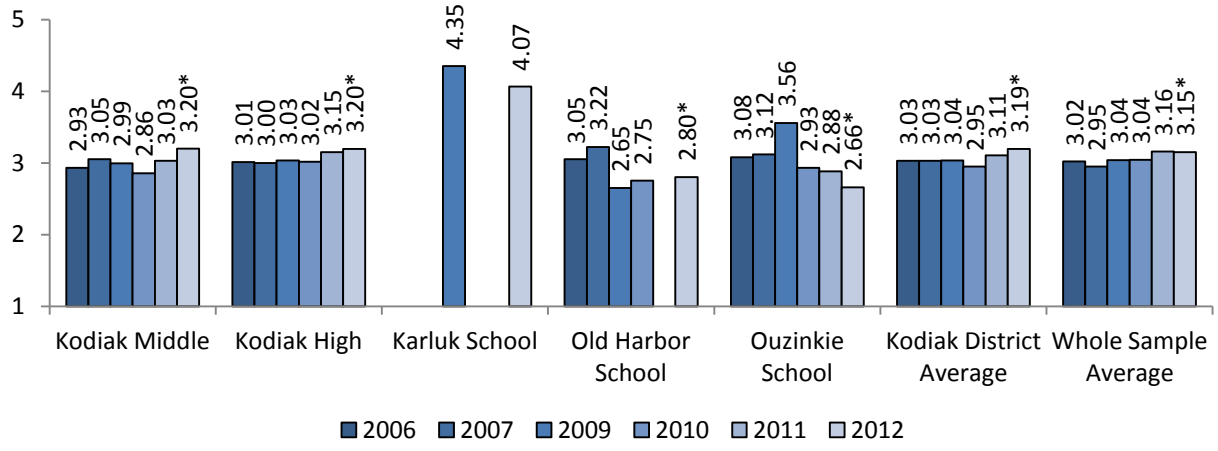
This scale reflects students' feelings about how respectful students are to one another and how helpful students are to other students. This scale is included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 5: Peer Climate (α = .75)

13. Students in this school help each other, even if they are not friends
21. Students here treat me with respect
29. When students see another student being picked on, they try to stop it
42. Students at this school are often teased or picked on (reverse scored)
52. Most students in this school like to put others down (reverse scored)

Students selected responses between 1 and 5, where 1 indicates a more negative peer climate and 5 indicates a very positive peer climate at the school.

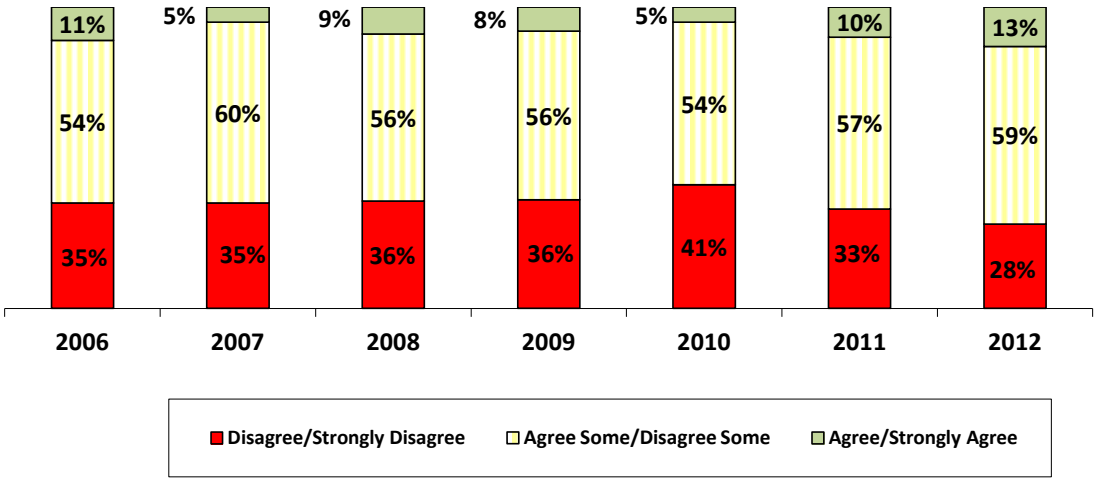
Students: Peer Climate



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether there was a positive peer climate at their school.[11]

Students: Agreement for Peer Climate



[11] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Caring Adults

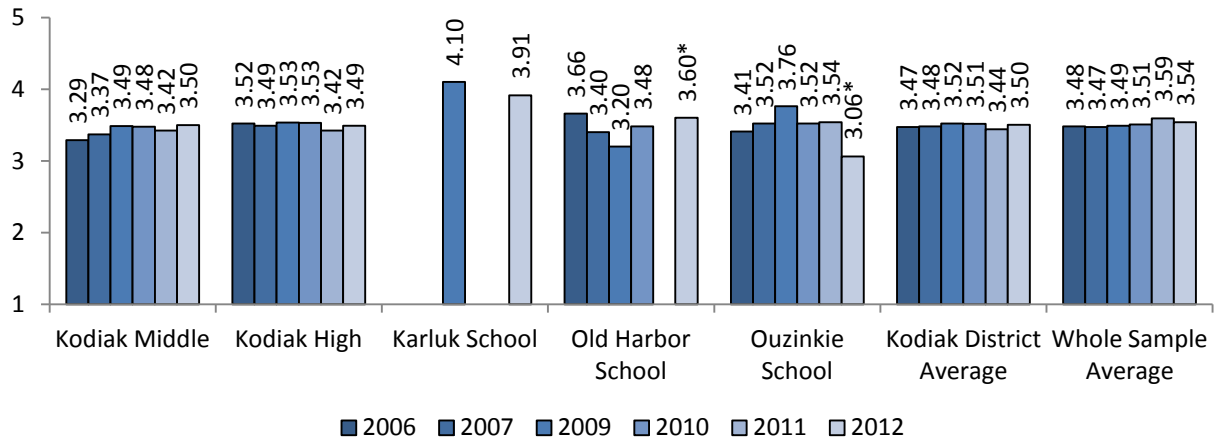
This scale reflects students' feelings about how close they feel to adults in the school. This scale is included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 6: Caring Adults (α = .70)

15. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me
16. At school, there is a teacher or some other adult who will miss me when I'm absent
17. There are a lot of chances for students in my school to talk with teachers one-on-one
26. I can name at least five adults who really care about me
27. Other adults at school besides my teachers know my name

Students selected responses between 1 and 5, where 1 indicates a lack of caring adult relationships and 5 indicates a high number of caring adult relationships at the school.

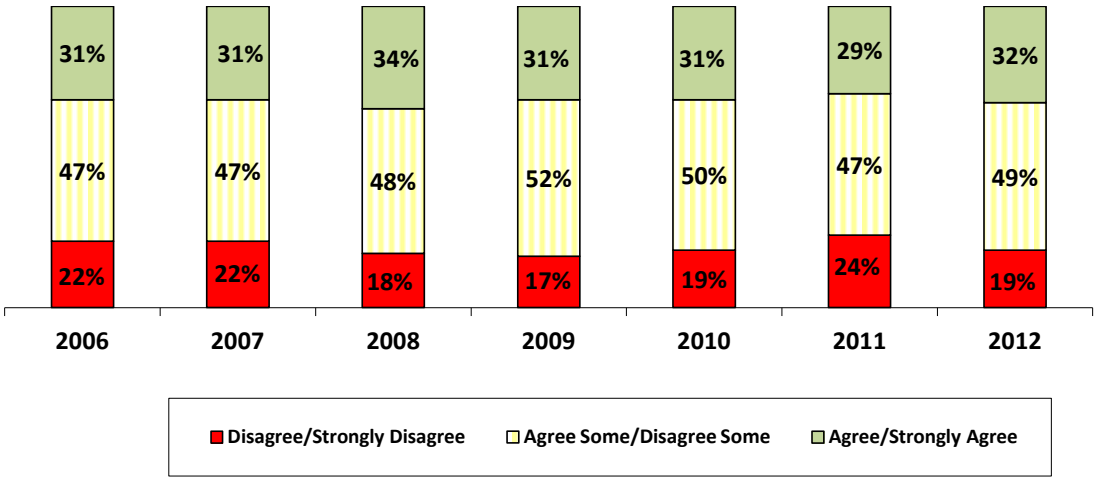
Students: Caring Adults



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether there were caring adults at their school.[12]

Students: Agreement for Caring Adults



[12] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Parent and Community Involvement

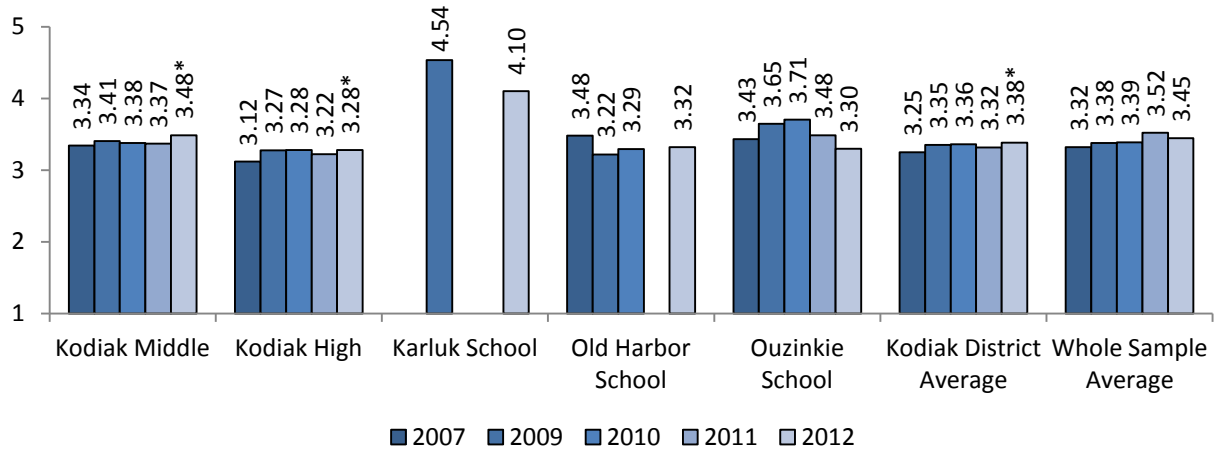
This scale reflects students' feelings about how much their parents and community are involved in their school. This scale is also included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 7: Parent and Community Involvement (α = .77)

31. This school is a welcoming place for families like mine
32. Adults in my community know what goes on inside of schools
33. Adults in my community support this school
34. Lots of parents come to events at my school
35. Most students in this school talk with their parents about what they are studying in class
36. Most students in this school talk to their parents about their homework assignments
37. This school does not involve parents in most school events or activities (reverse scored)

Students selected responses between 1 and 5, where 1 indicates a lack of parent and community involvement and 5 indicates a high level of parent and community involvement at the school. This scale was first introduced in 2007.

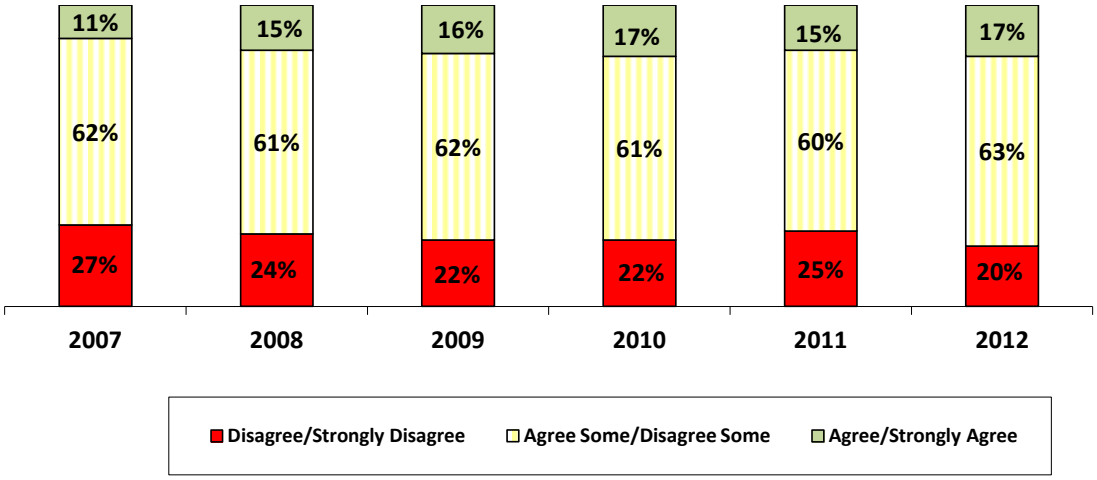
Students: Parent and Community Involvement



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether there was parent and community involvement at their school.[13] This scales was first introduced in 2007.

Students: Agreement for Parent and Community Involvement



[13] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Social and Emotional Learning

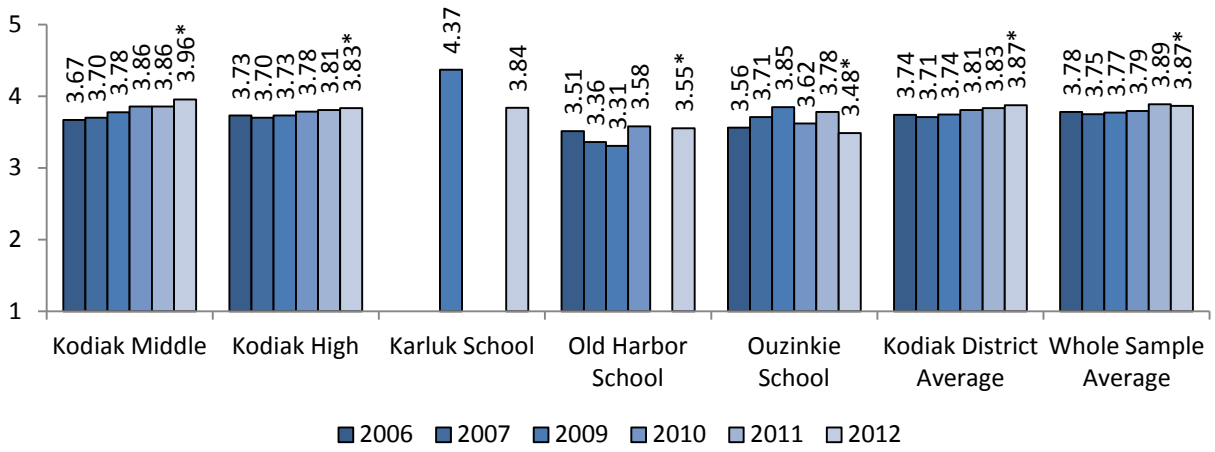
Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. Within the school setting, SEL can best be accomplished through a layered approach of skills lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring that models SEL values. In 2006, the Anchorage School District adopted Social and Emotional Learning standards and benchmarks (available through http://www.asdk12.org/depts/SDFS/SEL/index.asp). The 15 items in this scale were written to align with and directly assess these standards.

Scale 8: Social and Emotional Learning (α = .86)

64. If someone asks me right now, I can describe how I am feeling
65. I know what I do well and what areas I need to work on
66. I ask for help from my teachers or others when I need it
67. I feel bad if my chores, homework, or other responsibilities are not done well or on time
68. I control myself when I am frustrated, angry, or disappointed
69. I am honest, even when telling the truth might get me in trouble
70. When I make a decision, I think about what might happen afterwards
71. I set goals and then work to achieve them
72. I care about other people's feelings and points of view
73. It is important for me to help others in my school
74. I respect the ways in which people are different
75. I can tell when someone is getting angry or upset before they say anything
76. I know how to disagree without starting a fight or an argument
77. I get along well with other students
78. I work on having positive relationships with friends, family members, and others

Students selected responses between 1 and 5, where 1 indicates that students perceive themselves as having poorer social and emotional learning, and 5 indicates higher levels of social and emotional learning.

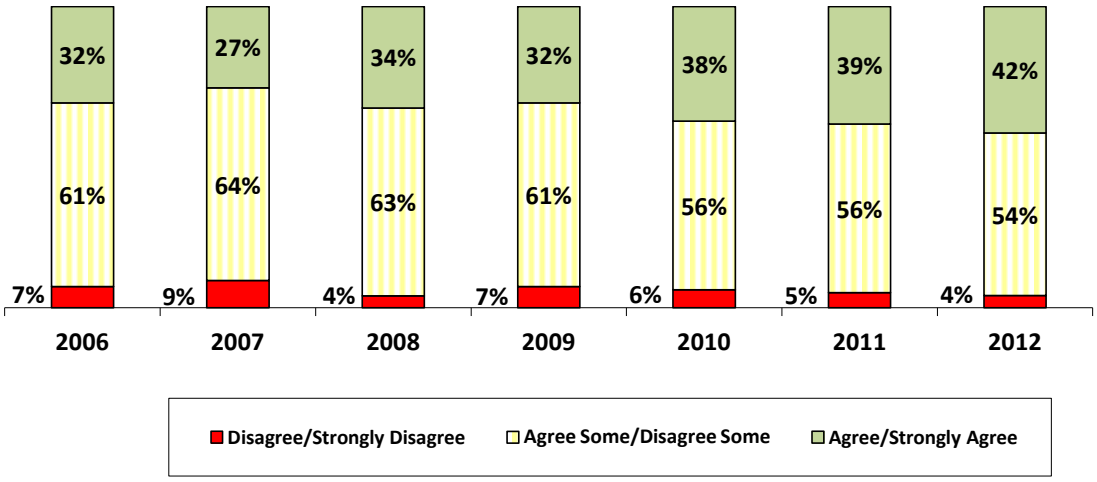
Students: Social and Emotional Learning



*Indicates a significant change in score from 2007 to 2012

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed feelings about whether they had good social and emotional learning.[14]

Students: Agreement for Social and Emotional Learning



[14] Agree or Strongly Agree = Scale score 4.0 or higher; Agree Some/Disagree Some = Scale score 3.0–3.9; Disagree or Strongly Disagree = Scale score below 3.0. Figures may not exactly add up to 100% due to rounding.

Social and Emotional Learning and Student Scale Scores

Student social and emotional learning can carry over into the school environment. Within Kodiak Island Borough School District, we examined the extent to which student ratings for their own social and emotional learning were related to student perceptions of school climate and connectedness and student risk behaviors. The table below displays a ✓ where there was a statistically significant correlation between Social and Emotional Learning scale scores and other scale scores. A statistically significant correlation means that positive ratings for social and emotional learning are related to better scale scores for school climate and connectedness, and is related to lower levels of risk behavior.

Correlations Between Social and Emotional Learning and Other Student Scale Scores

	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Social and Emotional Learning Scale Score	✓	✓	✓	✓	✓	✓	✓	✓	✓

Student Risk Behaviors

Students were asked to report how often they had observed peers engage in delinquent behaviors and engage in drug and alcohol use at school and school events with in the past 12 months. These risk behaviors were divided into two scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

Students were asked, "Within the past 12 months, how often have you personally seen other students do these things at your school or school events?"

Response categories for each item were:

- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

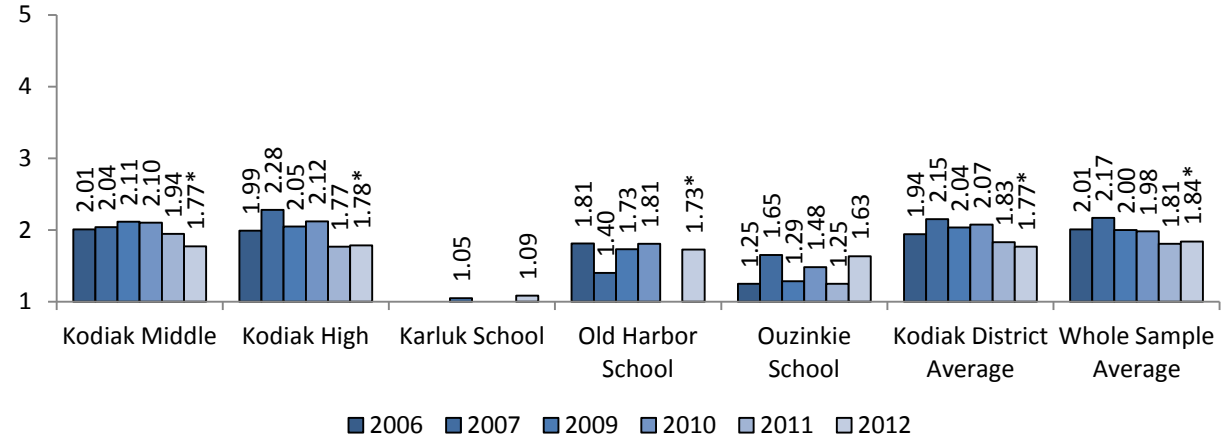
Student Delinquent Behaviors

The items composing this scale (and the scale's reliability) are as follows.

Student Delinquent Behaviors (α = .84)

58. Destroy things (such as school property, or other people's personal items)
59. Get into fights with other students
60. Steal things (such as taking things from the school or other people)
61. Threaten or bully other students
63. Carry weapons (such as knives or guns)

Students: Student Delinquent Behaviors



*Indicates a significant change in score from 2007 to 2012

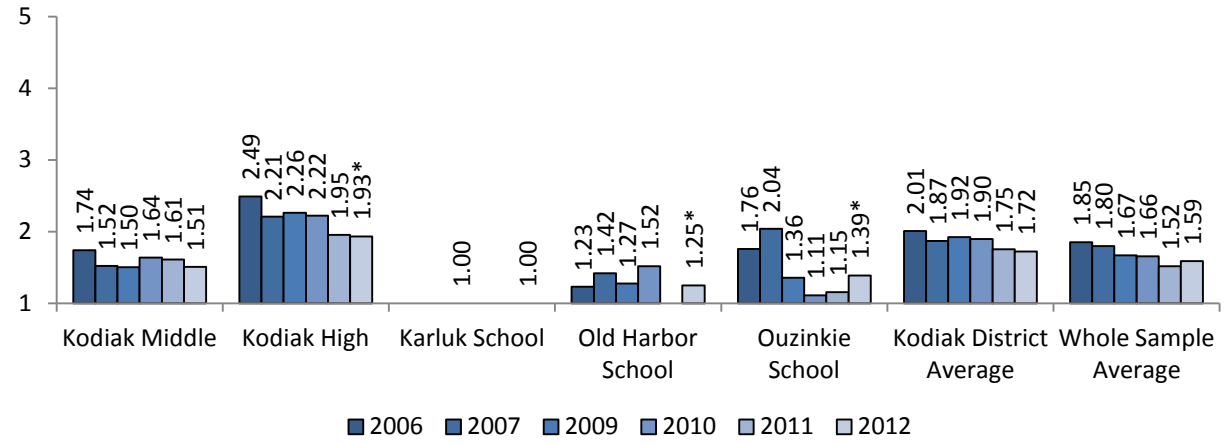
Student Drug and Alcohol Use

The items composing this scale (and the scale's reliability) are as follows.

Student Drug and Alcohol Use (α =.73)

56. Under the influence of drugs (such as marijuana, coke or crack)
57. Under the influence of alcohol (such as beer, wine, wine coolers, liquor, such as vodka or whisky)
62. Under the influence of inhalants (such as sniffing glue, paints, or aerosol sprays)

Students: Student Drug and Alcohol Use



*Indicates a significant change in score from 2007 to 2012

Community Support and Youth Involvement

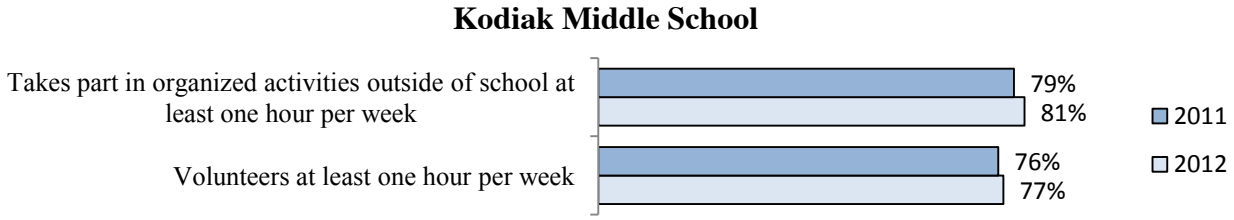
Students and schools exist within communities, and student-community engagement can benefit both schools and communities. Since 2010, we have presented information regarding the extent to which students are engaged in their communities, and the extent to which communities support students. In the remainder of this section, we present school-level information regarding student engagement in their community, community support for students, and the relationship between community support and student perceptions of their school climate and connectedness, social and emotional learning, and peer risk behaviors at school and school events.

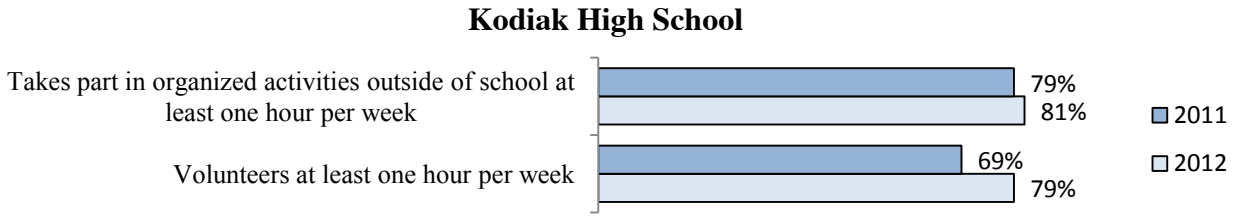
Youth Involvement

Students were administered two survey items regarding their engagement in their community:

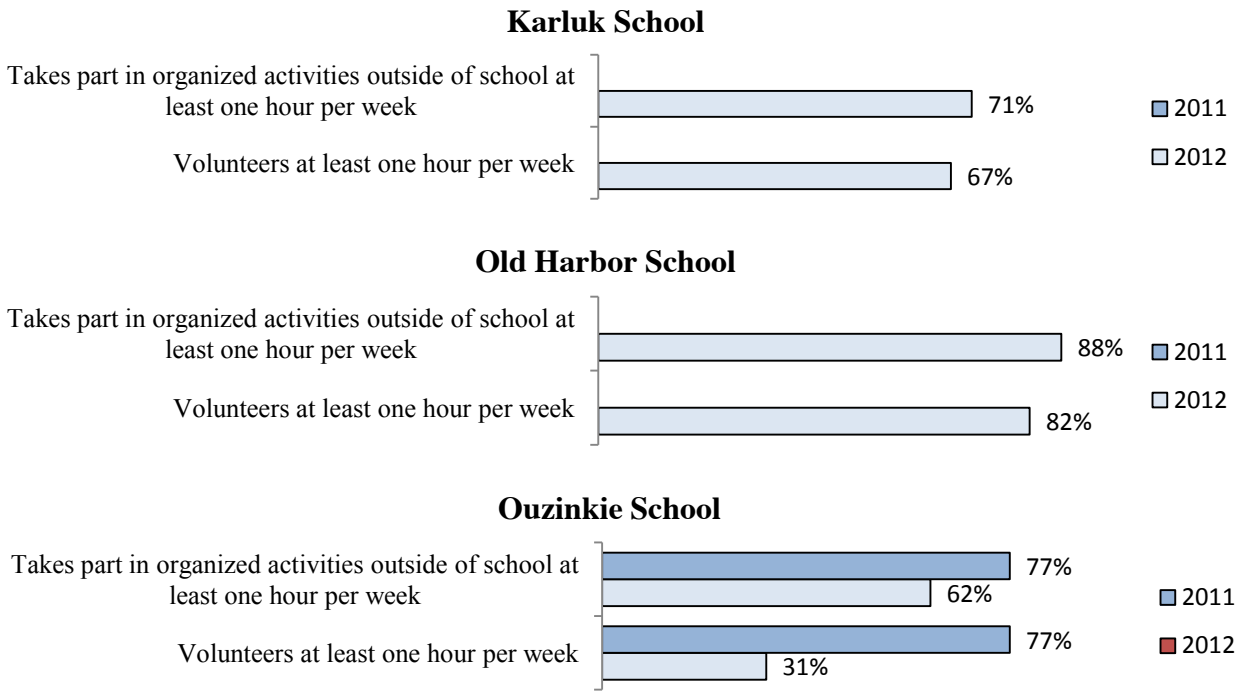
- During an average week, how much time do you spend participating in organized activities after school or on weekends? (examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities)
- During an average week, how much time do you help other people without getting paid? (examples: helping elders or neighbors; watching young children; peer teaching, tutoring, mentoring; helping the environment; or doing other volunteer activities)

The charts below show the percentages of students who indicated that they took part in extracurricular activities and the percentage who reported that they volunteered in their community at least one hour per week.[15]





[15] 2010 data on youth involvement are not presented here because the wording of the response options for these two questions was changed from frequency to duration of participation.

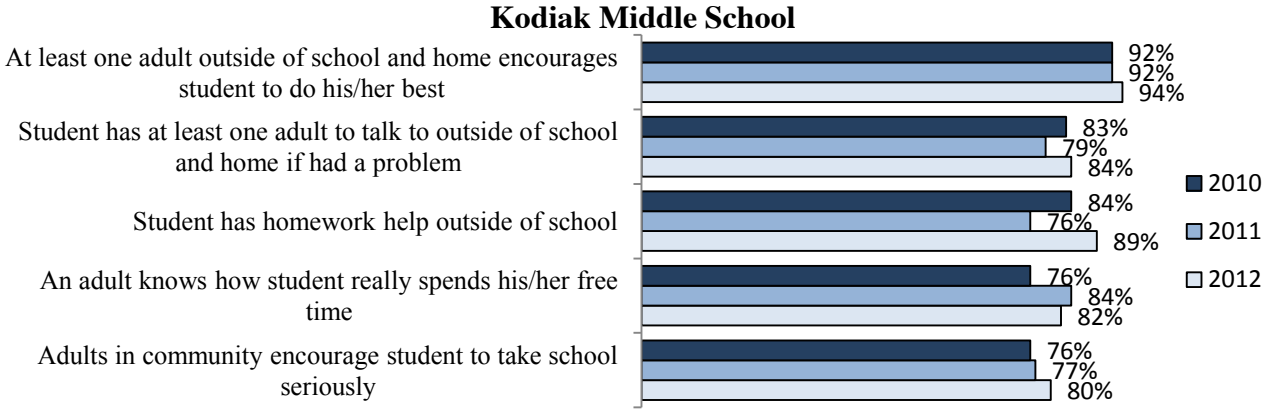


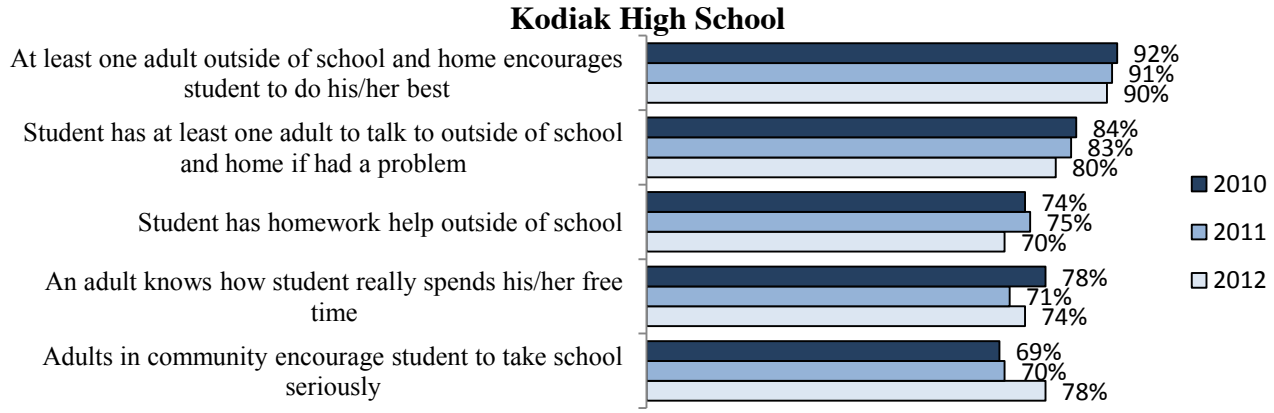
Community Support

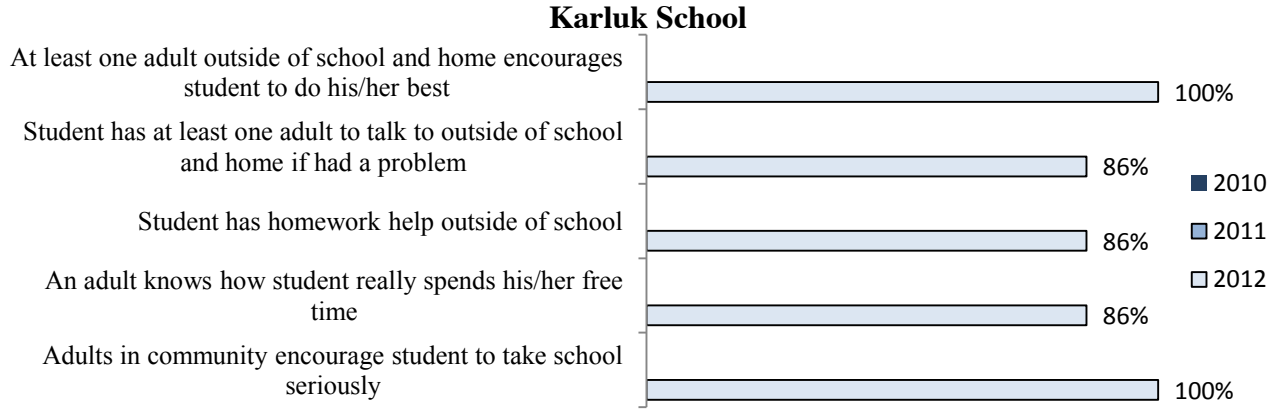
Students were administered several survey items regarding their perceptions of community support for them:

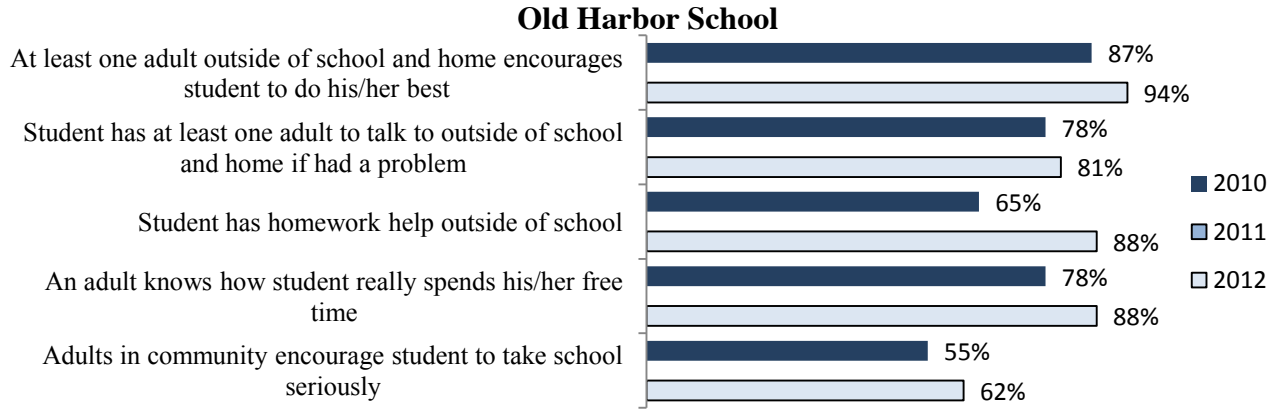
- Outside of school and home, I know at least one adult who encourages me to do my best
- Outside of school and home, I know at least one adult I can talk to, if I have a problem
- Do you have someone outside of school who can help you with homework?
- Is there an adult who *really* knows what you do with your free time?
- Adults in my community encourage me to take school seriously

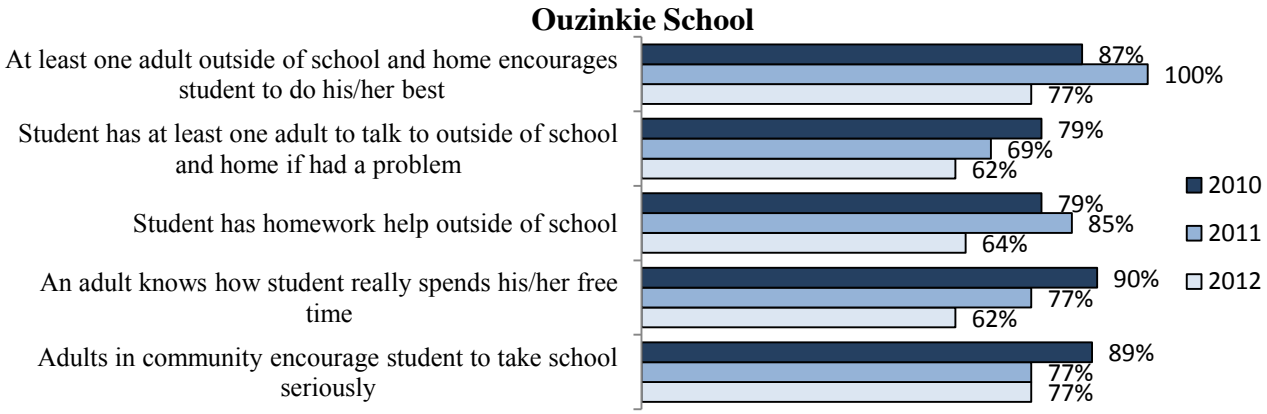
The charts below shows the percentage of students who indicated "yes" or "agree/strongly agree" in response to each question listed above.




Kodiak High School
At least one adult outside of school and home encourages student to do his/her best
Student has at least one adult to talk to outside of school and home if had a problem
Student has homework help outside of school
An adult knows how student really spends his/her free time
Adults in community encourage student to take school seriously
92%
91%
90%
84%
83%
80%
74%
75%
70%
78%
71%
74%
69%
70%
78%
2010
2011
2012


Karluk School
At least one adult outside of school and home encourages student to do his/her best
Student has at least one adult to talk to outside of school and home if had a problem
Student has homework help outside of school
An adult knows how student really spends his/her free time
Adults in community encourage student to take school seriously
100%
86%
86%
86%
100%
2010
2011
2012


Old Harbor School
At least one adult outside of school and home encourages student to do his/her best
Student has at least one adult to talk to outside of school and home if had a problem
Student has homework help outside of school
An adult knows how student really spends his/her free time
Adults in community encourage student to take school seriously
87%
94%
78%
81%
65%
88%
78%
88%
55%
62%
2010
2011
2012



Community Support and Student Scale Scores

Within Kodiak Island Borough School District, we examined the extent to which community support for youth was related to student perceptions of school climate and connectedness, social and emotional learning, and student risk behaviors. The table below displays a ✓ where there was a statistically significant correlation between community support and scale scores. A statistically significant correlation means that a positive response to the community support question was related to better scale scores for school climate connectedness, for social and emotional learning, and/or was related to lower levels of risk behavior.

Correlations Between Community Support, and Student School Climate and Connectedness, Social and Emotional Learning, and Risk Behaviors

	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
At least one adult outside of school and home encourages student to do his/her best	✓	✓	✓	✓	✓	✓	✓		
Student has at least one adult to talk to outside of school and home if had a problem	✓	✓	✓	✓	✓	✓	✓	✓	
Student has homework help outside of school	✓		✓	✓	✓	✓	✓	✓	✓
Adult knows how student really spends his/her time	✓	✓	✓	✓	✓	✓	✓	✓	✓
Adults in community encourage student to take school seriously	✓	✓	✓	✓	✓	✓	✓	✓	✓

Summary of Student Scale Scores: Kodiak Island Borough School District

The table below summarizes the scale scores that were presented in the bar charts above. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 298 schools across 28 districts. For the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Participating Students	# Enrolled[16]	% Participating	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Kodiak Middle School	317	504	62.9%	3.85	3.44	4.21	3.81	3.47	3.54	3.20	3.50	3.48	3.96	1.77	1.51
Kodiak High School	431	761	56.6%	3.79	3.34	4.03	3.97	3.36	3.41	3.20	3.49	3.28	3.83	1.78	1.93
Chiniak School	2	4	50.0%	—	—	—	—	—	—	—	—	—	—	—	—
Akhiok School	5	9	55.6%	—	—	—	—	—	—	—	—	—	—		—
Danger Bay School	2	2	100%	—	—	—	—	—	—	—	—	—	—	—	—
Karluk School	7	8	87.5%	4.09	4.12	4.29	4.69	3.43	4.00	4.07	3.91	4.10	3.84	1.09	1.00
Larsen Bay School	2	4	50.0%	—	—	—	—	—	—	—	—	—	—	—	—
Old Harbor School	17	26	65.4%	3.63	3.28	3.85	4.01	2.96	3.34	2.80	3.60	3.32	3.55	1.73	1.25
Ouzinkie School	13	19	68.4%	3.75	3.12	3.92	4.14	3.20	3.45	2.66	3.06	3.30	3.48	1.63	1.39
Port Lions School	1	16	6.3%	—	—	—	—	—	—	—	—	—	—	—	—
Kodiak Island District Average	*797*	*1,353*	*58.9%*	*3.82*	*3.39*	*4.10*	*3.92*	*3.40*	*3.48*	*3.19*	*3.50*	*3.38*	*3.87*	*1.77*	*1.72*
Whole Sample Average	***31,711***	***73,810***	***43.0%***	***3.79***	***3.43***	***4.11***	***3.89***	***3.36***	***3.57***	***3.15***	***3.54***	***3.45***	***3.87***	***1.84***	***1.59***

[16] Data on enrollment at the school and district level is as of spring 2012, and were obtained directly from the Alaska Department of Education and Early Development (EED), with school districts updating information as needed. Statewide enrollment is based on October 1, 2011 figures from EED.

Summary of Student Scale Scores by Gender: Kodiak Island Borough School District

The table below summarizes the scale scores for male and female students. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 298 schools across 28 districts. Results are not reported at the school level if a school had fewer than 6 boys and/or 6 girls participating (to protect confidentiality, and because the sample size is too small for a valid comparison). Asterisks are placed next to values where there are significant differences between males and females on that scale.

School Name	# Participating Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Males Kodiak Middle School	163	3.88	3.49	4.24	3.85	3.48	3.53	3.26	3.59*	3.54	3.95	1.73	1.42
Females Kodiak Middle School	147	3.82	3.39	4.18	3.79	3.48	3.55	3.15	3.40*	3.42	3.96	1.79	1.59
Males Kodiak High School	197	3.77	3.37	4.02	3.91	3.34	3.43	3.23	3.49	3.34	3.78*	1.80	1.82*
Females Kodiak High School	229	3.80	3.33	4.03	4.01	3.37	3.40	3.18	3.50	3.24	3.88*	1.77	2.01*
Males Chiniak School	0	—	—	—	—	—	—	—	—	—	—	—	—
Females Chiniak School	2	—	—	—	—	—	—	—	—	—	—	—	—
Males Akhiok School	3	—	—	—	—	—	—	—	—	—	—	—	—
Females Akhiok School	2	—	—	—	—	—	—	—	—	—	—	—	—
Males Danger Bay School	1	—	—	—	—	—	—	—	—	—	—	—	—
Females Danger Bay School	1	—	—	—	—	—	—	—	—	—	—	—	—
Males Kodiak Island District	*385*	*3.82*	*3.44**	*4.11*	*3.92*	*3.39*	*3.49*	*3.24*	*3.53*	*3.44**	*3.85*	*1.76*	*1.62**
Females Kodiak Island District	*400*	*3.81*	*3.36**	*4.09*	*3.94*	*3.41*	*3.47*	*3.15*	*3.47*	*3.33**	*3.89*	*1.76*	*1.80**
Males Whole Sample	***15,377***	***3.76****	***3.42***	***4.09****	***3.85****	***3.35****	***3.56***	***3.16***	***3.52****	***3.45***	***3.82****	***1.86****	***1.57****
Females Whole Sample	***15,544***	***3.82****	***3.43***	***4.14****	***3.93****	***3.37****	***3.57***	***3.14***	***3.56****	***3.44***	***3.91****	***1.82****	***1.60****

School Name	# Participating Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Males Karluk School	5	—	—	—	—	—	—	—	—	—	—	—	—
Females Karluk School	2	—	—	—	—	—	—	—	—	—	—	—	—
Males Larsen Bay School	1	—	—	—	—	—	—	—	—	—	—	—	—
Females Larsen Bay School	1	—	—	—	—	—	—	—	—	—	—	—	—
Males Old Harbor School	8	3.66	3.35	3.84	4.35*	2.80	3.27	3.08	3.63	3.41	3.60	1.58	1.21
Females Old Harbor School	9	3.59	3.22	3.86	3.68*	3.11	3.42	2.53	3.58	3.23	3.50	1.88	1.29
Males Ouzinkie School	7	3.79	3.15	3.98	4.23	3.17	3.62	2.71	3.03	3.22	3.60	1.77	1.56
Females Ouzinkie School	6	3.71	3.08	3.86	4.03	3.23	3.25	2.60	3.10	3.38	3.39	1.50	1.22
Males Port Lions School	0	—	—	—	—	—	—	—	—	—	—	—	—
Females Port Lions School	1	—	—	—	—	—	—	—	—	—	—	—	—
Males Kodiak Island District	*385*	*3.82*	*3.44**	*4.11*	*3.92*	*3.39*	*3.49*	*3.24*	*3.53*	*3.44**	*3.85*	*1.76*	*1.62**
Females Kodiak Island District	*400*	*3.81*	*3.36**	*4.09*	*3.94*	*3.41*	*3.47*	*3.15*	*3.47*	*3.33**	*3.89*	*1.76*	*1.80**
Males Whole Sample	***15,377***	***3.76****	***3.42***	***4.09****	***3.85****	***3.35****	***3.56***	***3.16***	***3.52****	***3.45***	***3.82****	***1.86****	***1.57****
Females Whole Sample	***15,544***	***3.82****	***3.43***	***4.14****	***3.93****	***3.37****	***3.57***	***3.14***	***3.56****	***3.44***	***3.91****	***1.82****	***1.60****

Demographic Differences in Student Scale Scores: Whole Sample

The table below presents results of analysis of student scale scores by demographic category for the **whole sample of 31,711 students** across all 28 participating districts. The numbers in cells represent the mean scale score for each category. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Race/Ethnicity	Alaska Native	4,657	**3.83***	3.50	4.11	3.85	3.52	3.64	**3.21***	3.59	**3.56***	3.82	**1.65***	**1.37***
	Amer. Indian	335	3.76	3.42	4.07	3.79	3.39	3.63	3.05	3.52	3.47	3.89	**1.81***	**1.47***
	Asian	2,307	3.80	3.46	4.18	**3.68***	3.55	3.66	**3.25***	**3.43***	3.48	**3.96***	**1.70***	**1.39***
	African Amer.	1,078	3.72	3.37	4.05	**3.71***	3.39	**3.46***	3.07	3.52	3.39	3.83	1.92	1.63
	Latino	1,221	3.74	3.35	4.08	3.78	3.36	**3.48***	3.11	**3.43***	3.39	3.83	1.85	1.69
	Hawaii/PI	799	**3.82***	3.49	4.19	**3.65***	3.61	3.61	**3.24***	3.58	**3.54***	**3.95***	1.91	1.62
	White	15,345	**3.81***	3.43	4.13	**3.99***	3.29	3.58	3.15	3.57	3.44	3.88	1.87	1.63
	2 or more races	5,657	3.73	3.36	4.06	3.82	3.28	**3.47***	3.06	3.49	3.38	3.83	1.95	1.70
Grade Level	5	3,806	**3.94***	**3.69***	**4.25***	3.86	**3.69***	**3.88***	**3.30***	**3.76***	**3.78***	**3.99***	**1.76***	**1.21***
	6	4,101	**3.92***	**3.60***	**4.26***	**3.91***	**3.59***	**3.78***	**3.23***	**3.66***	**3.68***	**3.98***	**1.77***	**1.24***
	7	4,828	**3.85***	**3.45***	**4.20***	3.86	**3.48***	**3.64***	3.13	3.50	**3.51***	**3.88***	1.83	**1.36***
	8	4,188	**3.79***	**3.38***	**4.14***	3.89	**3.32***	3.50	3.07	3.51	**3.42***	3.83	1.87	**1.47***
	9	4,279	3.71	3.30	**4.05***	3.83	**3.24***	3.45	3.09	**3.35***	3.30	3.79	1.90	**1.78***
	10	3,975	3.68	3.30	4.00	3.88	3.15	**3.39***	3.08	3.44	3.27	3.79	1.90	1.93
	11	3,451	3.69	3.33	3.97	**3.94***	3.14	**3.41***	3.13	**3.52***	3.26	3.82	1.88	1.93
	12	2,849	3.72	**3.42***	3.97	**3.99***	3.20	3.49	**3.21***	**3.65***	3.31	**3.86***	**1.80***	1.94
Grades Obtained	A's	10881	**3.92***	**3.55***	**4.29***	**4.04***	**3.41***	**3.71***	**3.24***	**3.70***	**3.52***	**4.02***	1.82	1.53
	B's	12838	**3.79***	**3.42***	**4.11***	**3.88***	**3.38***	**3.56***	**3.16***	**3.52***	**3.46***	**3.85***	1.82	1.58
	C's	5971	**3.62***	**3.27***	**3.89***	**3.72***	3.24	**3.39***	**3.03***	**3.37***	**3.32***	**3.70***	1.87	**1.66***
	D's/F's	1594	**3.48***	**3.14***	**3.69***	**3.56***	3.19	**3.26***	**2.85***	**3.20***	**3.21***	**3.53***	**2.05***	**1.80***
School Missed w/o Permission	None	21,240	**3.84***	**3.47***	**4.19***	**3.94***	**3.40***	**3.64***	**3.18***	**3.58***	**3.49***	**3.92***	**1.79***	**1.49***
	Any	10,142	**3.67***	**3.33***	**3.96***	**3.78***	**3.26***	**3.43***	**3.09***	**3.46***	**3.35***	**3.76***	**1.94***	**1.79***

Demographic Differences in Student Scale Scores: Kodiak Island Borough School District

The table below presents results of analysis of student scale scores by demographic category for **just the Kodiak Island Borough School District.** The numbers in cells represent the mean scale score for each category. When 5 or fewer students made up a demographic group, that group was excluded from analyses based on that characteristic as the sample size is too small for a valid comparison. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Race/Ethnicity	Alaska Native	96	3.87	3.55	4.07	4.06	3.43	3.56	3.25	3.64	3.56	3.78	1.56	1.53
	Amer. Indian	5	—	—	—	—	—	—	—	—	—	—	—	—
	Asian	185	3.78	3.34	4.09	3.70	3.51	3.45	3.24	3.30	3.36	3.92	1.69	1.47
	African Amer.	7	3.79	3.33	4.04	4.00	3.31	3.31	3.06	3.49	3.45	3.93	2.31	2.19
	Latino	50	3.83	3.48	4.17	3.85	3.48	3.61	3.23	3.58	3.49	3.81	1.79	1.69
	Hawaii/PI	29	3.92	3.48	4.31	3.73	3.72	3.72	3.26	3.31	3.59	3.98	1.77	1.78
	White	284	3.82	3.38	4.10	4.01	3.33	3.46	3.17	3.60	3.32	3.89	1.82	1.88
	2 or more races	135	3.81	3.36	4.10	3.99	3.32	3.44	3.15	3.49	3.34	3.85	1.84	1.80
Grade Level	5	0	—	—	—	—	—	—	—	—	—	—	—	—
	6	110	3.92	**3.57***	**4.29***	3.74	**3.68***	**3.83***	3.25	3.56	**3.64***	**3.98***	1.70	**1.24***
	7	128	3.84	3.43	**4.21***	3.84	3.47	3.54	3.11	3.48	3.46	3.93	1.77	**1.51***
	8	98	3.79	3.35	4.12	3.91	3.26	3.30	3.21	3.49	3.37	3.93	1.81	1.77
	9	122	3.78	3.27	4.05	3.96	3.36	3.39	3.13	3.33	3.23	3.80	1.71	1.61
	10	129	3.80	3.32	4.07	3.98	3.29	3.41	3.16	3.47	3.28	3.83	1.83	2.04
	11	115	3.82	3.45	4.04	4.03	3.37	3.48	3.23	3.66	3.41	3.88	1.81	1.92
	12	91	3.75	3.38	3.91	3.99	3.36	3.40	3.29	3.55	3.28	3.74	1.71	2.01
Grades Obtained	A's	344	3.92	3.48	4.25	4.01	3.45	3.59	3.28	3.63	3.43	4.01	1.76	1.65
	B's	311	3.81	3.37	4.08	3.94	3.40	3.44	3.19	3.46	3.38	3.82	1.77	1.75
	C's	112	**3.64***	3.24	**3.88***	3.70	3.31	3.33	3.04	3.31	3.34	**3.74***	1.79	1.80
	D's/F's	24	**3.31***	**3.09***	**3.45***	**3.54***	**2.91***	**3.11***	**2.68***	**3.06***	**2.98***	**3.42***	1.89	**2.35***
School Missed w/o Permission	None	551	**3.85***	3.40	**4.16***	3.94	**3.43***	**3.54***	3.21	3.49	3.38	**3.93***	1.73	**1.62***
	Any	236	**3.73***	3.36	**3.96***	3.89	**3.30***	**3.33***	3.16	3.51	3.37	**3.75***	1.86	**1.97***

STAFF RESULTS

Items for the staff version of this survey were written or selected to represent different facets of school climate. Some items reflect staff perspectives on student experiences, and some directly assess the conditions for teaching and working within the school. Each item was presented as a statement and the staff members had five options from which to indicate how strongly they agreed or disagreed with that statement. The answer options ranged from strongly disagree (1) to strongly agree (5). The identified scales were School Leadership and Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, Parent and Community Involvement, Student Delinquent Behaviors, and Student Drug and Alcohol Use. In addition, an Overall Climate scale score was produced to provide a broader picture of how a district or school is doing across the domains assessed by the staff survey. Each of these scales will be discussed in turn below. Asterisks next to scale scores indicate a significant change from 2007 to 2012.

In 2012, valid surveys were received from school staff as follows:

	Staff Participating	**Teachers**
Kodiak Middle School	48	26
Kodiak High School	66	37
Chiniak School	4	2
Akhiok School	5	2
Danger Bay School	3	2
Karluk School	3	2
Larsen Bay School	2	1
Old Harbor School	7	3
Ouzinkie School	4	1
Port Lions School	2	0
Kodiak Island Borough School District	*144*	*76*
Whole Sample	***6,484***	***3,375***

When schools had fewer than 6 staff participants in 2012, their scale scored are not displayed individually but the data are included in the district and full sample averages.

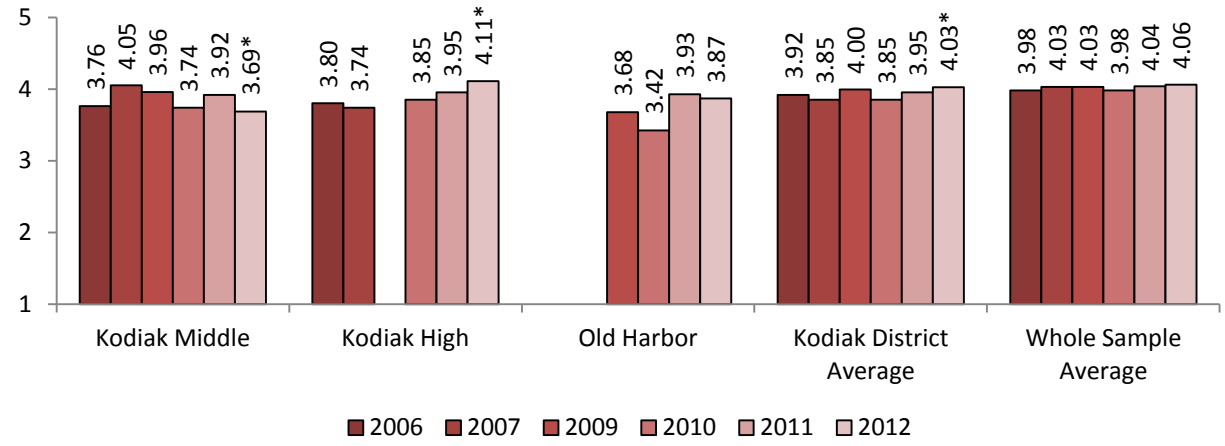
School Climate: Staff

Staff were asked to rate their school climate in 6 areas: School Leadership and Involvement; Staff Attitudes; Student Involvement; Respectful Climate; School Safety; Parent and Community Involvement; Student Delinquent Behaviors; and Student Drug and Alcohol Use. Each of these areas is addressed in a separate scale below. At the beginning of this section, an Overall Climate summary scale is presented that captures all of these subscales.

Summary Scale: Overall Climate

Staff Overall Climate was computed as the mean of six scales: School Leadership, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, and Parent and Community Involvement, plus reverse-coded Student Delinquent Behaviors and Student Drug and Alcohol Use scores.

Staff: Overall Climate



*Indicates a significant change in score from 2007 to 2012

School Leadership and Involvement

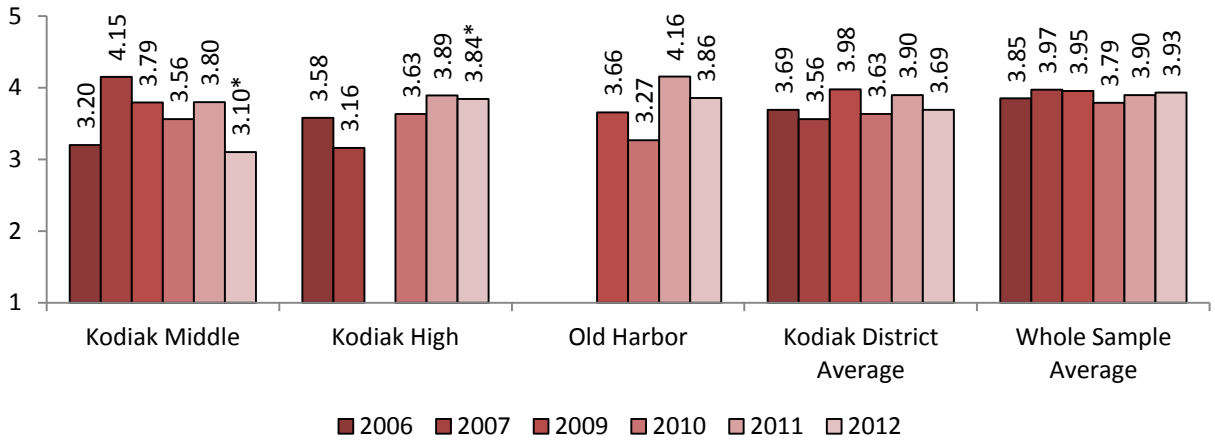
This scale reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. The items composing this scale (and the scale's reliability) are as follows.

Scale 1: School Leadership and Involvement (α =.93)

9. At school, decisions are made based on what is best for students
12. I trust the principal will keep his or her word
15. The principal and other leaders in this school make good decisions
20. The principal looks out for the personal welfare of school staff members
32. I am satisfied with my involvement with decision-making at this school
33. When students break rules, they are treated fairly
35. School staff members have a lot of informal opportunities to influence what happens here
37. The work rules at this school are fair

Staff members selected responses between 1 and 5, where 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.

Staff: School Leadership and Involvement



*Indicates a significant change in score from 2007 to 2012

Staff Attitudes

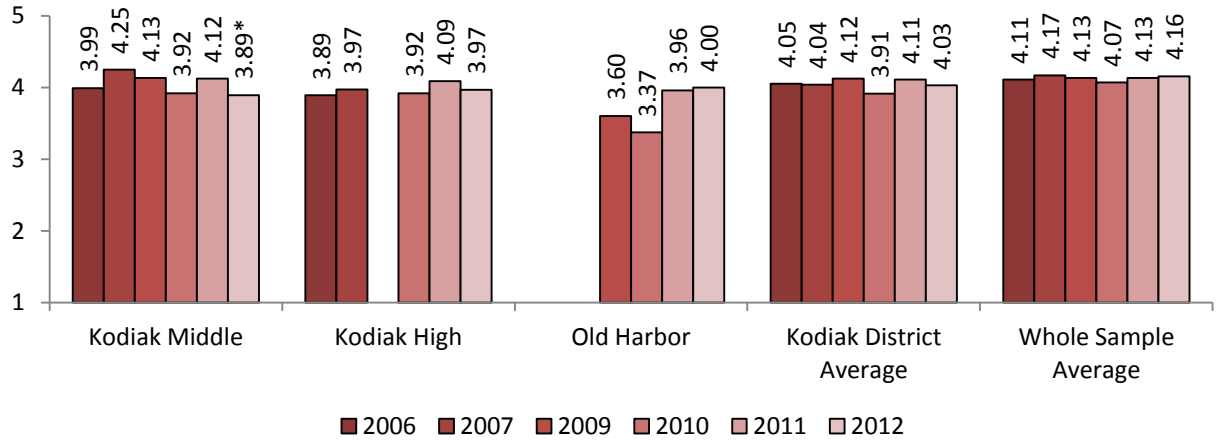
This scale reflects staff members' feelings about the competence of teachers and their attitudes toward their jobs. The items composing this scale (and the scale's reliability) are as follows.

Scale 2: Staff Attitudes (α =.86)

10. The teachers at this school are good at their jobs
22. Teachers here set high standards for themselves
24. In this school, staff members have a "can do" attitude
27. Teachers and staff believe that *all* students can do good work
30. Teachers here are nice people

Staff members selected responses between 1 and 5, where 1 indicates more negative staff attitudes and 5 indicates highly positive staff attitudes.

Staff: Staff Attitudes



*Indicates a significant change in score from 2007 to 2012

Student Involvement

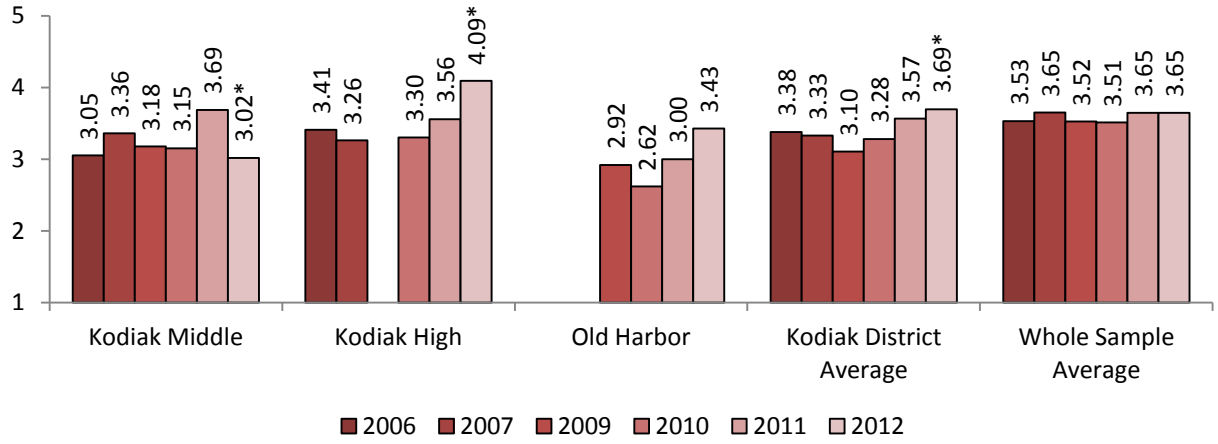
This scale reflects staff members' feelings about how involved students are in the decision making process at school. The items composing this scale (and the scale's reliability) are as follows.

Scale 3: Student Involvement (α =.83)

23. In this school, students are given a chance to help make decisions
25. Students are involved in helping to solve school problems
38. The principal asks students about their ideas

Staff members selected responses between 1 and 5, where 1 indicates a low level of student involvement in decision making at school and 5 indicates a high level of student involvement.

Staff: Student Involvement



*Indicates a significant change in score from 2007 to 2012

Respectful Climate

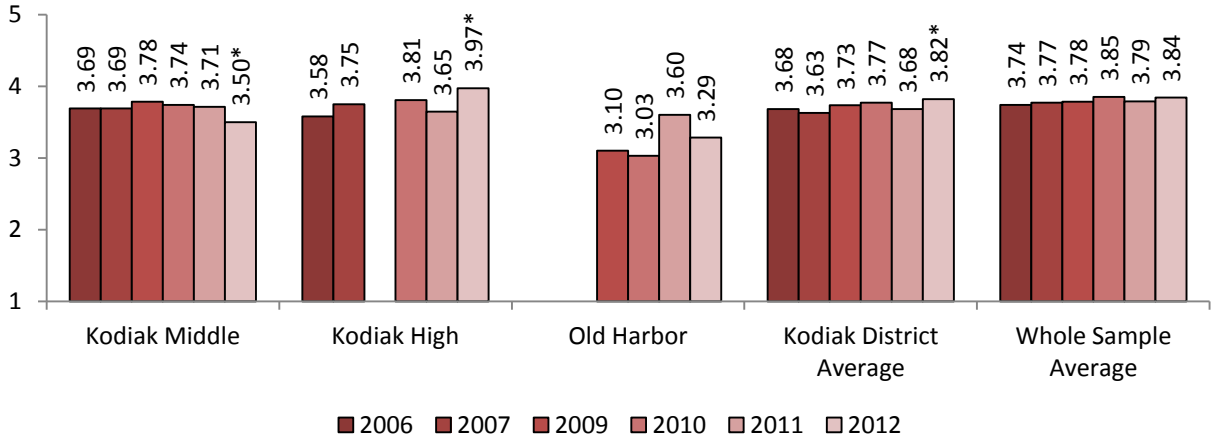
This scale reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. The items composing this scale (and the scale's reliability) are as follows.

Scale 4: Respectful Climate (α =.85)

6. At this school, students and teachers get along really well
7. Students in this school help each other, even if they are not friends
11. Teachers and students treat each other with respect in this school
14. Students in this school treat each other with respect
16. The students in this school don't really care about each other (reverse scored)

Staff members selected responses between 1 and 5, where 1 indicates a low level of respect and 5 indicates a high level of respect.

Staff: Respectful Climate



*Indicates a significant change in score from 2007 to 2012

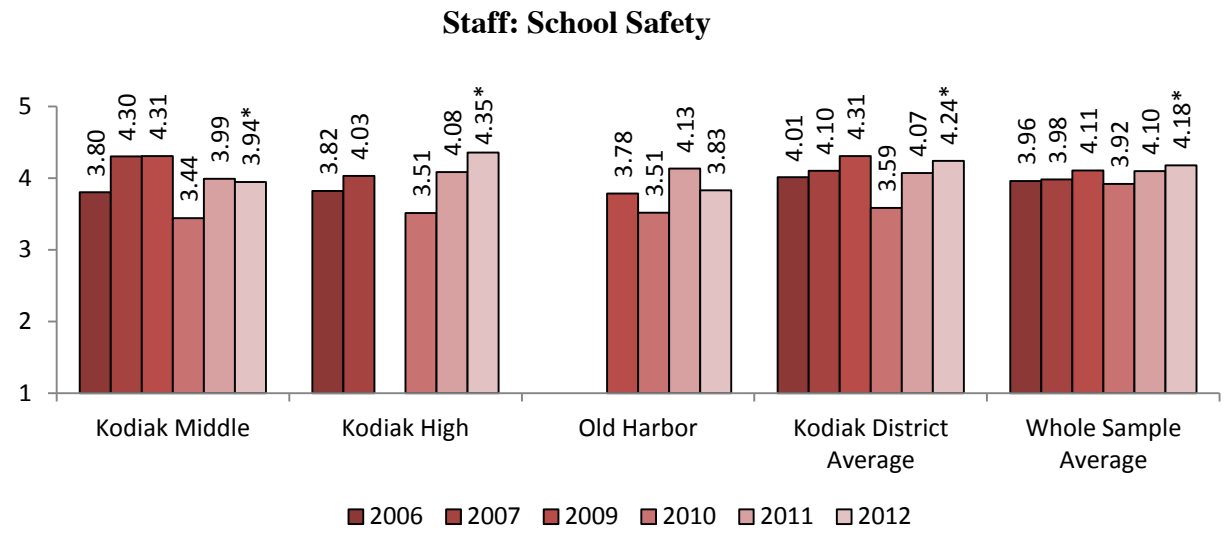
School Safety

This scale reflects staff members' feelings about the impact of gangs and bullies as well as general crime and violence that affect the school. The items composing this scale (and the scale's reliability) are as follows.

Scale 5: School Safety (α =.70)

28. I feel safe at my school
29. This school is being ruined by bullies (reverse scored)
31. This school is badly affected by crime and violence in the community (reverse scored)
34. Gang members make this school dangerous (reverse scored)
36. Crime and violence are or should be major concerns at this school (reverse scored)

Staff members selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of school safety.



*Indicates a significant change in score from 2007 to 2012

Parent and Community Involvement

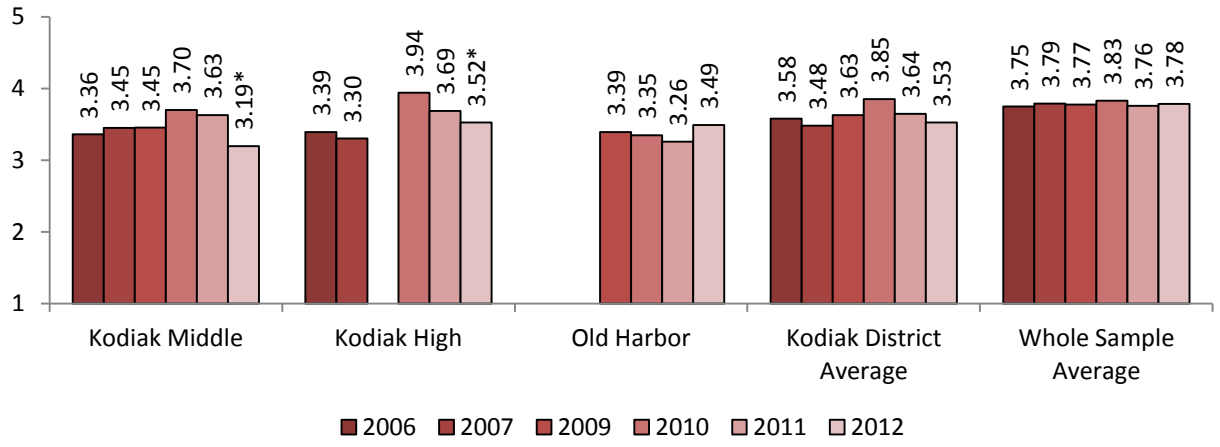
This scale reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. The items composing this scale (and the scale's reliability) are as follows.

Scale 6: Parent and Community Involvement (α =.83)

8. This school fails to involve parents in most school events or activities (reverse scored)
13. At this school, it is difficult to overcome the cultural barriers between teachers and parents (reverse scored)
17. The school is a welcoming and inviting place for parents
18. Adults in the community support this school
19. Lots of parents come to events at this school
21. Adults in the community encourage youth to take school seriously
26. Adults in the community know what goes on inside schools

Staff members selected responses between 1 and 5, where 1 indicates a low level of parent and community involvement and 5 indicates a high level.

Staff: Parent and Community Involvement



*Indicates a significant change in score from 2007 to 2012

Student Delinquent Behaviors

Staff were asked to report how often they had observed students engage in delinquent behaviors at school and school events with in the past 12 months.

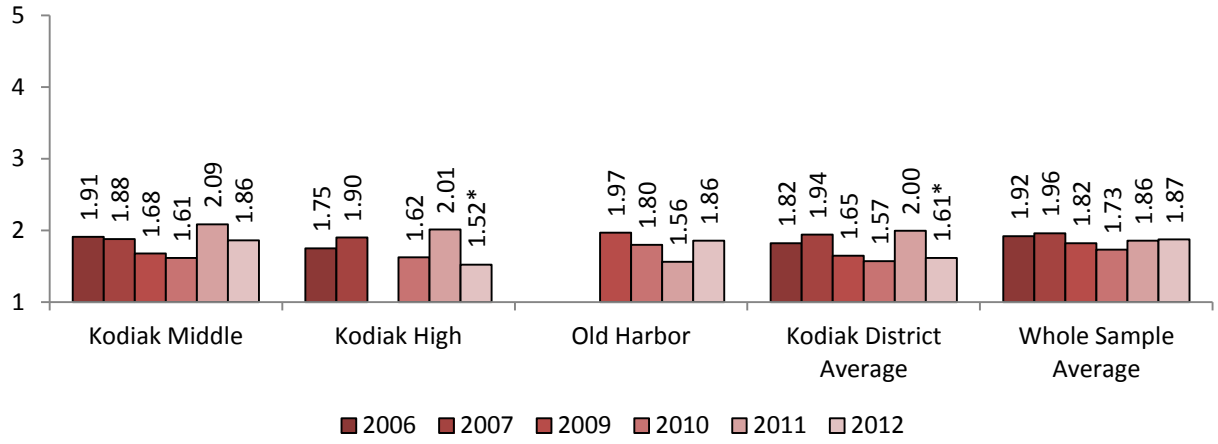
Response categories for each item were:

- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

Student Delinquent Behaviors (α =.81)

41. Destroy things (vandalism)
42. Get into fights
43. Steal things
44. Threaten or bully
46. Carry weapons

Staff: Student Delinquent Behaviors



*Indicates a significant change in score from 2007 to 2012

Student Drug and Alcohol Use

Staff were asked to report how often they had observed students engage in drug and alcohol use at school and school events with in the past 12 months.

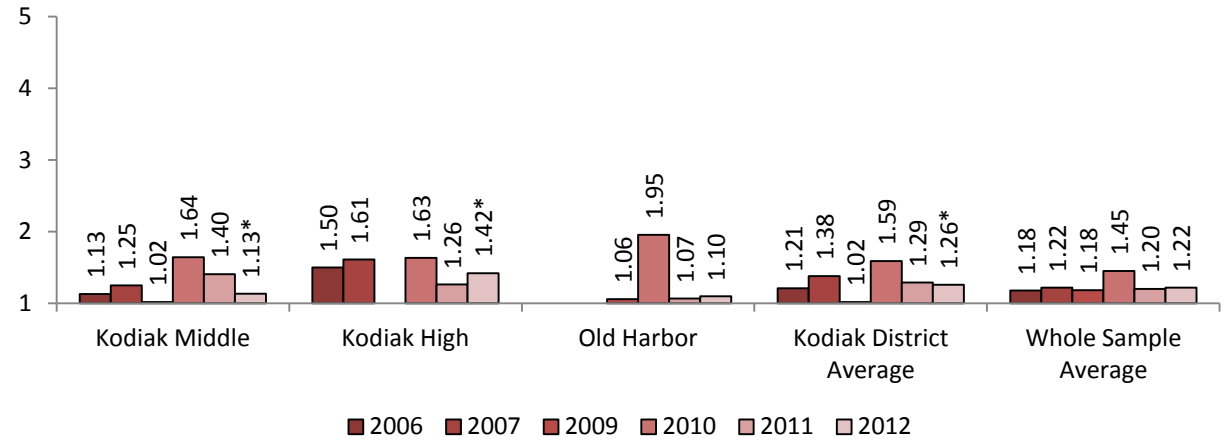
Response categories for each item were:

- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

Student Drug and Alcohol Use (α =.64)

39. Under the influence of drugs (marijuana, coke, crack)
40. Under the influence of alcohol (beer/wine/liquor)
45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Staff: Student Drug and Alcohol Use



*Indicates a significant change in score from 2007 to 2012

Summary of Staff Scale Scores: Kodiak Island Borough School District

The table below summarizes the scale scores that were presented in the bar charts above. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 298 schools across 28 districts. For the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	**# Staff Participating**	**# Teachers**	**Overall Climate**	**School Leadership & Involvement**	**Staff Attitudes**	**Student Involvement**	**Respectful Climate**	**School Safety**	**Parent & Community Involvement**	**Student Delinquent Behaviors**	**Student Drug & Alcohol Use**
Kodiak Middle School	48	26	3.69	3.10	3.89	3.02	3.50	3.94	3.19	1.86	1.13
Kodiak High School	66	37	4.11	3.84	3.97	4.09	3.97	4.35	3.52	1.52	1.42
Chiniak School	4	2	—	—	—	—	—	—	—	—	—
Akhiok School	5	2	—	—	—	—	—	—	—	—	—
Danger Bay School	3	2	—	—	—	—	—	—	—	—	—
Karluk School	3	2	—	—	—	—	—	—	—	—	—
Larsen Bay School	2	1	—	—	—	—	—	—	—	—	—
Old Harbor School	7	3	3.87	3.86	4.00	3.43	3.29	3.83	3.49	1.86	1.10
Ouzinkie School	4	1	—	—	—	—	—	—	—	—	—
Port Lions School	2	0	—	—	—	—	—	—	—	—	—
Kodiak Island District Average	*144*	*76*	*4.03*	*3.69*	*4.03*	*3.69*	*3.82*	*4.24*	*3.53*	*1.61*	*1.26*
Whole Sample Average	***6,484***	***3,375***	***4.05***	***3.92***	***4.16***	***3.64***	***3.83***	***4.17***	***3.78***	***1.89***	***1.22***

Demographic Differences in Staff Scale Scores: Whole Sample

The table below presents results of analysis of staff scale scores by demographic categories **for the whole sample of 6,484 staff**. The numbers in cells represent the mean scale score for each category. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Staff	Overall Climate	School Leadership & Involvement	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	1,641	**4.03***	**3.96***	4.14	3.65	3.84	4.16	**3.69***	**1.95***	**1.33***
	Female	4,709	**4.06***	**3.91***	4.17	3.65	3.83	4.17	**3.81***	**1.86***	**1.18***
Race/Ethnicity	Alaska Native	421	4.00	3.89	4.06	3.59	3.69	3.97	3.69	1.73	1.15
	Amer. Indian	37	4.01	3.86	4.09	3.43	3.81	4.02	3.65	1.85	1.16
	Asian	148	4.12	3.96	4.16	3.80	3.92	4.10	3.91	1.68	1.15
	African Amer.	99	4.09	4.00	4.05	3.82	3.87	4.07	3.77	1.84	1.30
	Latino	125	4.05	3.93	4.10	3.73	3.82	4.16	3.82	1.83	1.18
	Hawaii/PI	47	4.01	3.89	4.18	3.71	3.81	4.07	3.69	1.89	1.36
	White	5143	4.06	3.93	4.17	3.65	3.85	4.19	3.79	1.91	1.22
	2 or more races	250	4.04	3.88	4.13	3.67	3.77	4.10	3.74	1.94	1.25
Role in School	Teacher	3,375	4.01	3.84	4.16	3.57	3.82	4.18	3.72	**1.95***	1.23
	Admin	295	**4.27***	**4.56***	**4.32***	**4.00***	**4.11***	**4.51***	**4.04***	**2.13***	**1.38***
	Oth. Cert.	949	4.08	3.98	4.17	3.64	3.86	4.18	3.83	1.83	1.18
	Classified	1,605	4.07	3.93	4.11	3.71	3.79	4.08	3.83	1.77	1.17
	Other	189	4.13	**4.05***	4.17	**3.80***	3.83	4.16	3.83	1.71	**1.27***
Years in District	< 2	1,381	4.07	**4.03***	4.15	**3.77***	3.78	4.11	3.78	1.88	1.20
	3-5	1,534	4.03	3.90	4.14	3.61	3.82	4.15	3.76	1.92	1.21
	6-10	1,510	4.03	3.86	4.13	3.59	3.83	4.18	3.75	1.90	1.23
	11-15	930	4.03	3.89	4.16	3.56	3.83	4.18	3.78	1.91	1.23
	> 15	1,021	**4.11***	3.93	**4.22***	3.67	**3.92***	**4.24***	**3.83***	**1.82***	1.21
Years in School	< 2	1,384	4.06	**4.03***	4.17	**3.71***	3.77	4.15	3.75	1.90	1.22
	3-5	1,522	4.03	3.91	4.13	3.62	3.82	4.15	3.74	1.92	1.23
	6-10	1,392	4.02	3.83	4.14	3.59	3.83	4.15	3.75	1.92	1.23
	11-15	976	4.05	3.89	4.15	3.63	**3.85***	4.16	3.81	1.88	1.23
	> 15	1,097	**4.12***	**3.93***	4.20	3.67	**3.92***	**4.24***	**3.88***	**1.79***	1.18

Demographic Differences in Staff Scale Scores: Kodiak Island Borough School District

The table below presents results of staff scale score analyses by demographic categories for **just Kodiak Island Borough School District.** The numbers in cells represent the mean scale score for each category. When 5 or fewer staff made up a demographic group, that group was excluded from analyses based on that characteristic as the sample size is too small for a valid comparison. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

	Categories	# Staff	Overall Climate	School Leadership & Involvement	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	50	4.12	3.78	4.09	3.84	**3.96***	4.37	3.51	1.55	1.24
	Female	91	3.98	3.64	4.01	3.63	**3.75***	4.17	3.54	1.65	1.27
Race/Ethnicity	Alaska Native	9	3.97	3.49	3.76	3.52	3.73	3.98	3.75	1.36	1.11
	Amer. Indian	2	—	—	—	—	—	—	—	—	—
	Asian	8	4.17	3.83	4.14	3.76	3.88	4.48	4.00	1.35	1.00
	African Amer.	1	—	—	—	—	—	—	—	—	—
	Latino	2	—	—	—	—	—	—	—	—	—
	Hawaii/PI	1	—	—	—	—	—	—	—	—	—
	White	104	4.02	3.71	4.05	3.73	3.83	4.27	3.48	1.64	**1.29***
	2 or more races	6	4.03	3.96	4.20	3.61	3.77	4.00	3.52	1.57	1.28
Role in School	Teacher	76	4.00	3.62	4.06	3.65	3.83	4.34	3.40	1.63	1.23
	Admin	8	4.20	4.50	4.05	4.13	3.98	4.63	3.75	1.85	1.42
	Oth. Cert.	13	3.95	3.43	3.97	3.44	4.02	4.38	3.59	1.82	1.62
	Classified	41	4.04	3.72	3.99	3.73	3.71	3.92	3.69	1.49	1.18
	Other	4	4.18	3.96	3.95	4.17	3.60	4.20	3.54	1.35	1.08
Years in District	< 2	33	4.21	**4.13***	4.29	3.91	3.99	4.43	3.73	1.52	1.35
	3-5	21	4.03	3.89	4.16	3.56	3.63	4.07	3.55	1.60	1.35
	6-10	24	3.86	3.36	3.82	3.56	3.69	4.08	3.35	1.65	1.13
	11-15	19	4.04	3.49	3.99	3.72	3.79	4.26	3.48	1.71	1.19
	> 15	44	3.95	3.52	3.91	3.65	3.86	4.25	3.47	1.63	1.25
Years in School	< 2	41	4.14	4.02	4.18	3.80	3.92	4.35	3.67	1.55	1.28
	3-5	32	3.96	3.68	4.08	3.54	3.66	4.09	3.45	1.70	1.34
	6-10	28	3.85	3.32	3.85	3.65	3.78	4.10	3.41	1.82	1.26
	11-15	16	4.08	3.52	3.93	3.78	3.74	4.26	3.51	1.55	1.17
	> 15	24	4.07	3.67	3.99	3.70	3.96	4.40	3.52	1.43	1.17