



School Climate and Connectedness Survey Report 2013: Student and Staff Results

Kodiak Island Borough School District

Kodiak Middle School, Kodiak High School,
Akhiok School, Chiniak School,
Karluk School, Larsen Bay School,
Old Harbor School, Ouzinkie School,
Port Lions School

Survey Administered Spring 2013
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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

The 2013 School Climate and Connectedness Survey (SCCS) was completed by 29,225 students and 6,669 school staff in 266 schools in 24 school districts across Alaska. We wish to thank all of the school staff members and students who participated in the 2013 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 Initiative for Community Engagement (Alaska ICE), AASB engages schools, communities and families in the shared responsibility for preparing Alaska's children and youth for the future. AASB promotes a strengths-based approach to positive youth development, based on the body of research comprising the Developmental Assets[®] framework,¹ resilience, and protective factors.

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

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.

effectively.² Student social and emotional learning contributes to school climate. In turn, the 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.

For more information about the SCCS, see Appendix A.

DISTRICT SUMMARY

In this section, we present information regarding participation in the SCCS within the district, and a summary of results for students and for staff.

SCCS Participation

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

District Schools	2006	2007	2008	2009	2010	2011	2012	2013
Kodiak Middle School Students	319	291	43	291	380	373	317	350
Kodiak Middle School Staff	35	13	16	37	46	52	48	24
Kodiak High School Students	548	531	536	447	441	357	431	372
Kodiak High School Staff	54	26	13	1	72	57	66	31
Akhiok School Students	0	2	9	8	14	4	5	9
Akhiok School Staff	0	5	1	5	2	5	5	5
Chiniak School Students	3	2	1	0	0	2	2	4
Chiniak School Staff	3	0	2	0	0	3	4	3
Karluk School Students	0	0	3	4	3	5	7	4
Karluk School Staff	0	0	0	3	4	4	3	3
Larsen Bay School Students	8	5	5	0	5	0	2	4
Larsen Bay School Staff	3	0	2	2	4	2	2	5
Old Harbor School Students	15	14	0	16	23	0	17	12
Old Harbor School Staff	5	3	2	12	7	6	7	5
Ouzinkie School Students	20	18	14	15	19	13	13	17
Ouzinkie School Staff	7	3	4	7	6	5	4	4
Port Lions School Students	13	0	9	9	9	5	1	10
Port Lions School Staff	7	0	4	5	8	6	2	1
<i>Kodiak District Student Total</i>	<i>1,094</i>	<i>987</i>	<i>869</i>	<i>793</i>	<i>868</i>	<i>762</i>	<i>797</i>	<i>782</i>
<i>Kodiak District Staff Total</i>	<i>166</i>	<i>55</i>	<i>85</i>	<i>73</i>	<i>149</i>	<i>143</i>	<i>144</i>	<i>81</i>

² Definition taken from the Collaborative for Academic, Social and Emotional Learning (CASEL) at <http://www.casel.org/>

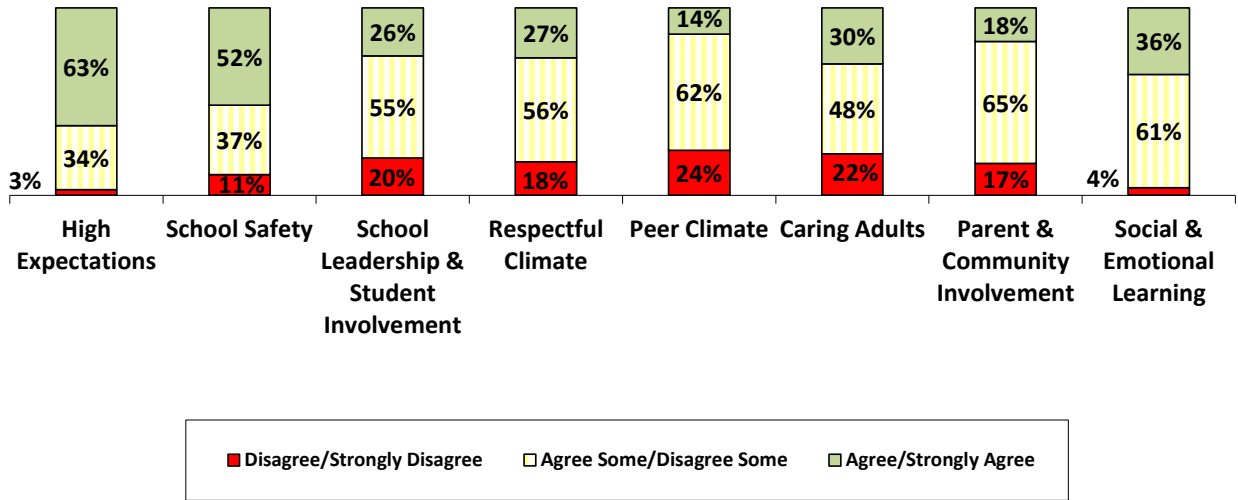
Summary of Results: School Climate and Connectedness

From 2012 to 2013, there was a significant increase in Kodiak Island Borough School District student ratings for School Leadership and Student Involvement, Respectful Climate, and Peer Climate, but a decrease for High Expectations, School Safety, Caring Adults, and Parent and Community Involvement. Patterns of change varied at the individual school level.

Kodiak students who reported that they had not missed school without permission within the past 12 months gave significantly higher ratings for High Expectations, Caring Adults, and Parent and Community Involvement, relative to students who had been truant. Male students gave higher ratings for School Leadership and Student Involvement, Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement, relative to female students.

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.³ Please see the table in Appendix A for a description of each scale.

2013 Student Opinions of School Climate and Connectedness



From 2012 to 2013, there was a significant increase in Kodiak staff ratings for Respectful Climate and School Safety. Staff ratings were relatively stable for School Leadership and Involvement, Staff Attitudes, and Student Involvement, and decreased for Parent and Community Involvement. However, note that a much higher number of Kodiak staff completed the SCCS in 2013 than in 2012, so these results should be viewed with caution.

³ 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 decreased significantly from 2012 to 2013.

Student Risk Behaviors

From 2012 to 2013, there was a significant increase in staff reports of student delinquent behavior and drug and alcohol use at school and school events. Student reports of delinquent behavior and drug and alcohol use among peers at school and school events were relatively stable from 2012 to 2013.

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 order to shorten the length of the student SCCS, items were removed from four scales in 2013 (High Expectations, Respectful Climate, Parent and Community Involvement, and Social and Emotional Learning). Scores for these four scales were recalculated for previous years to reflect the reduced set of items, and so scores presented in this year’s report may differ slightly from what was reported previously.

In 2013, valid surveys were received from students as follows.⁴

	Students Participating	Students Enrolled	Participation Rate
Kodiak Middle School	350	496	70.6%
Kodiak High School	372	749	49.7%
Akhiok School	9	11	81.8%
Chiniak School	4	6	66.7%
Karluk School	4	7	57.1%
Larsen Bay School	4	6	66.7%
Old Harbor School	12	20	60.0%
Ouzinkie School	17	20	85.0%
Port Lions School	10	11	90.9%
<i>Kodiak Island Borough School District</i>	782	1326	59.0%
Whole Sample	29,225	72,738	40.2%

⁴ Data on enrollment at the school and district level is as of spring 2013, and were obtained directly from the Alaska Department of Education and Early Development (EED), with school districts updating information as needed.

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

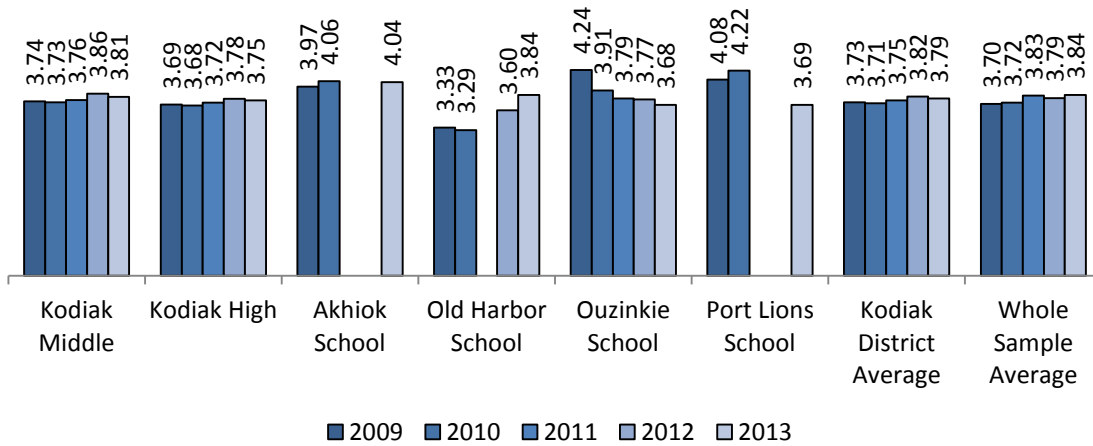
School Climate

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 comprises all three of these subscales.

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



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

High Expectations

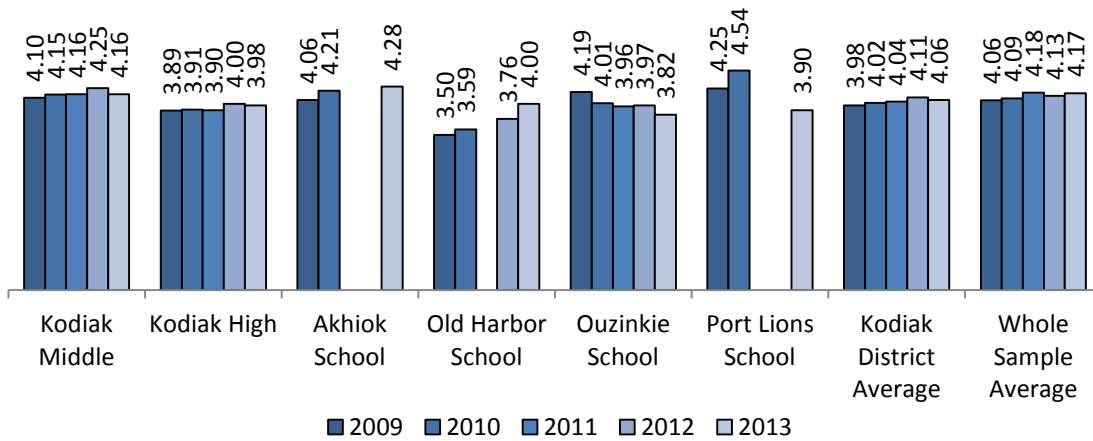
This scale reflects students' feelings about their own expectations as well as those of adults in their school and community. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 1: High Expectations ($\alpha = .72$)

- 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.

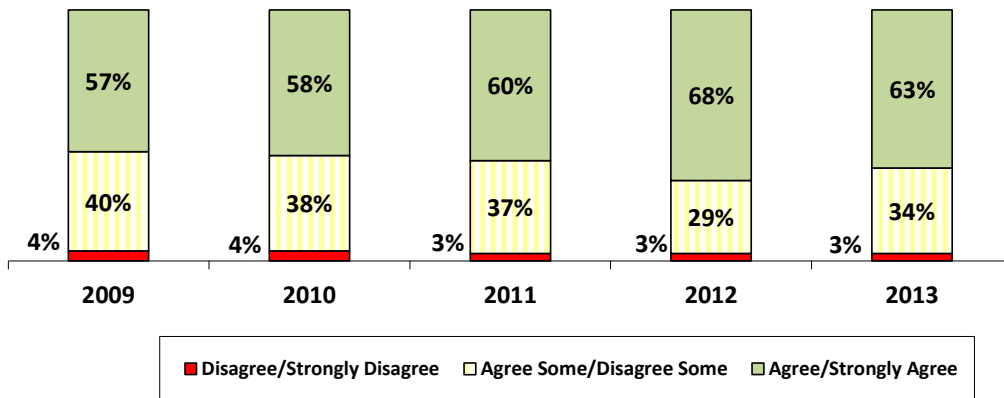
Students: High Expectations



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.⁵

Students: Agreement for High Expectations



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.

School Safety

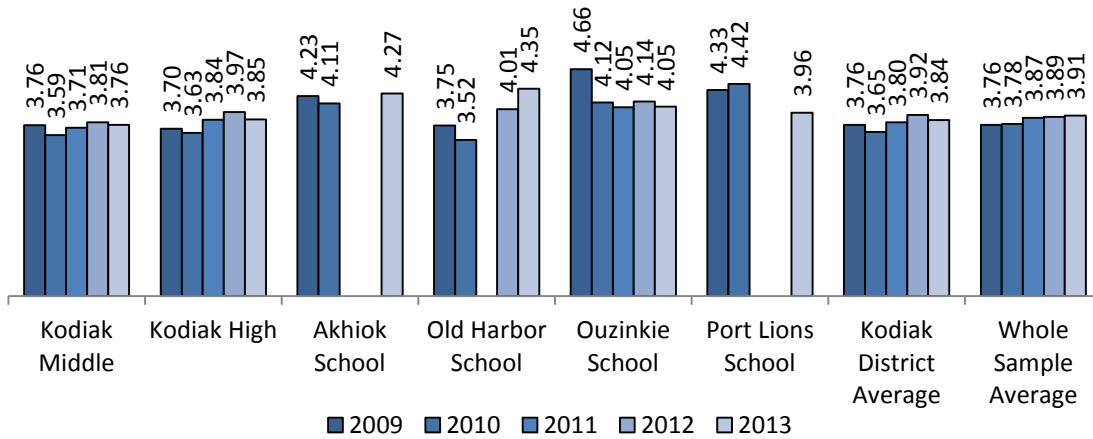
This scale reflects students' feelings about bullies and gangs at school as well as general crime and violence in the community. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 2: School Safety ($\alpha = .73$)

- 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.

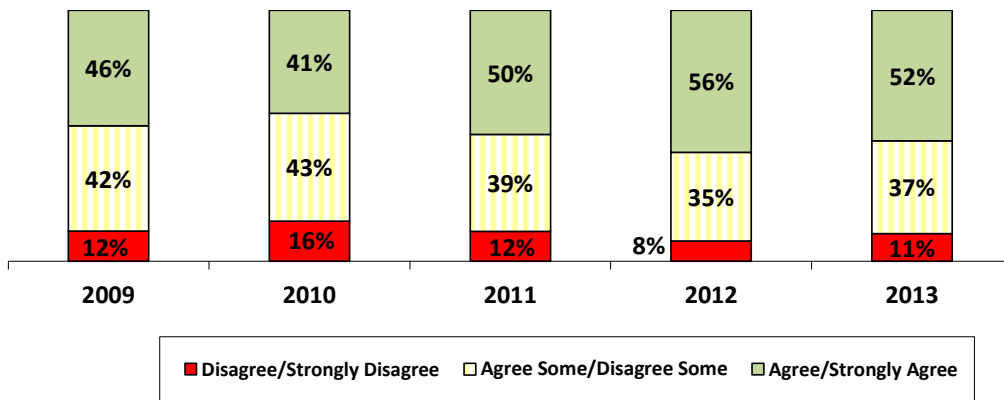
Students: School Safety



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.⁶

Students: Agreement for School Safety



⁶ 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

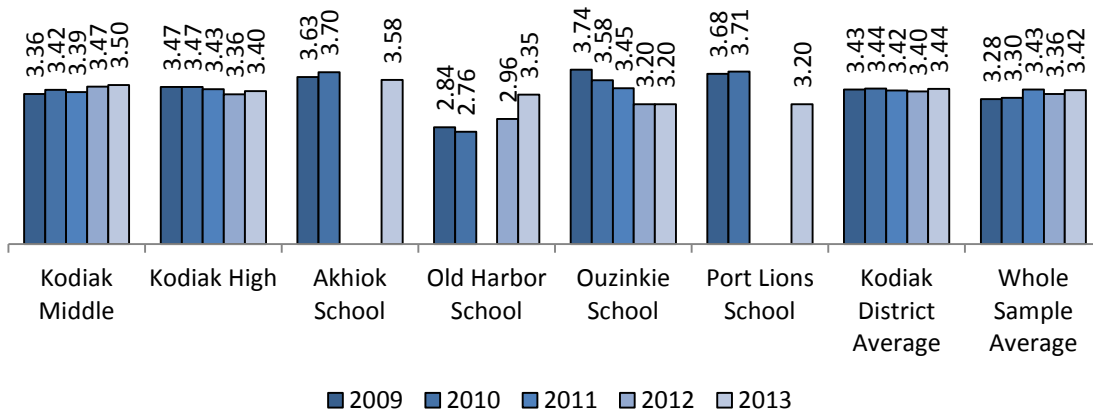
This scale reflects students' feelings about decision making of school leaders as well as student participation in school governance. This scale is also included as part of the Overall Climate summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 3: School Leadership and Student Involvement ($\alpha = .80$)

- 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.

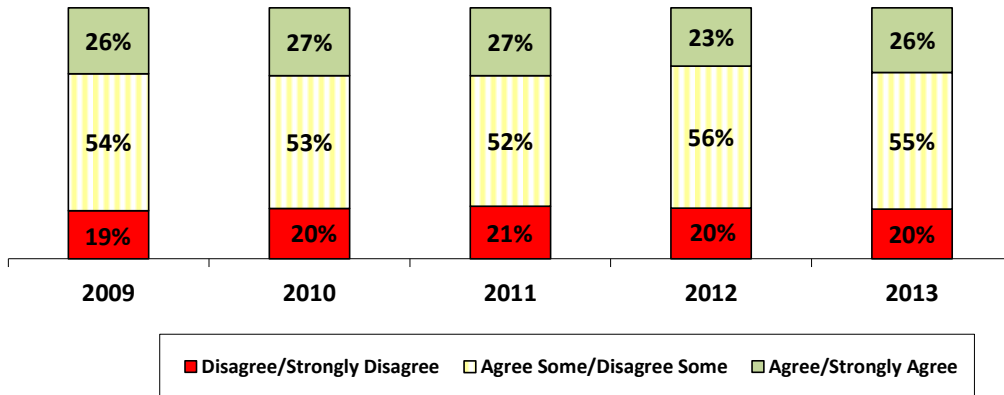
Students: School Leadership and Student Involvement



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.⁷

Students: Agreement for School Leadership and Student Involvement



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.

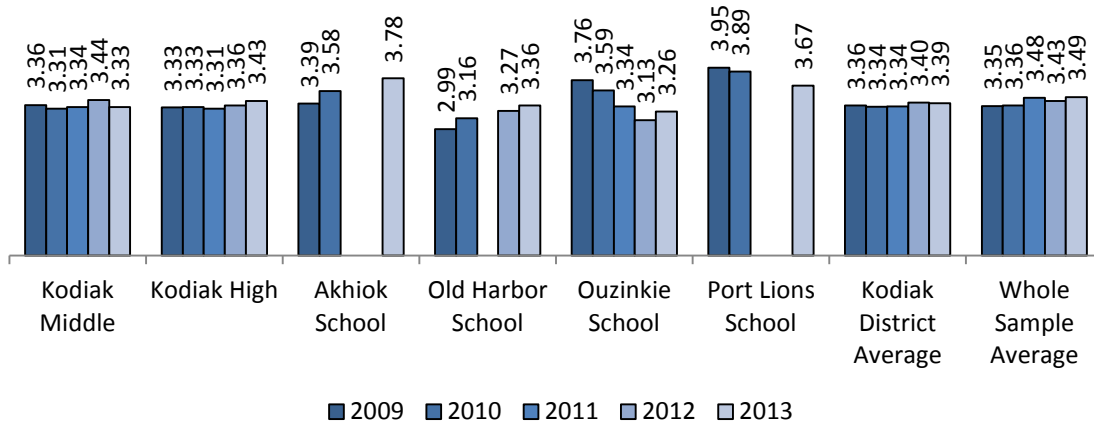
School Connectedness

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



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

Respectful Climate

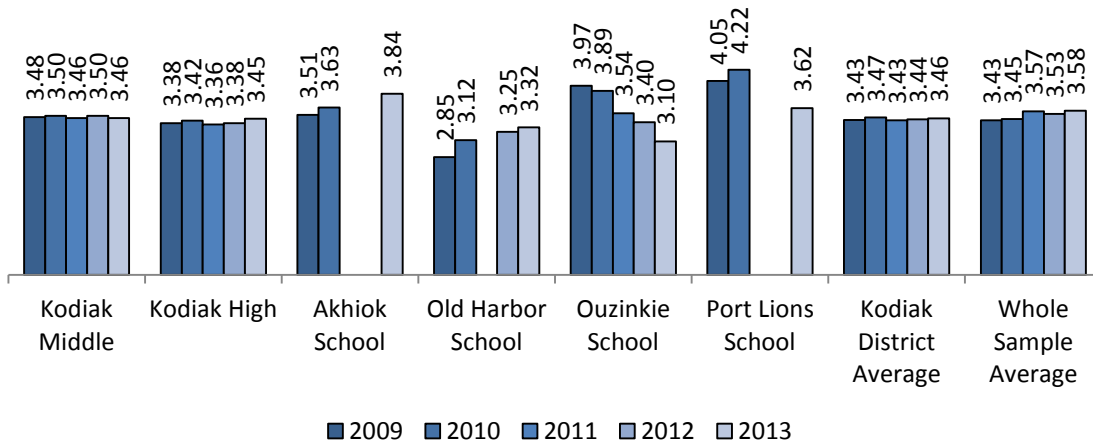
This scale reflects students' feelings about fairness of rules and respect for students' contributions. This scale is also included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 4: Respectful Climate ($\alpha = .79$)

- 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.

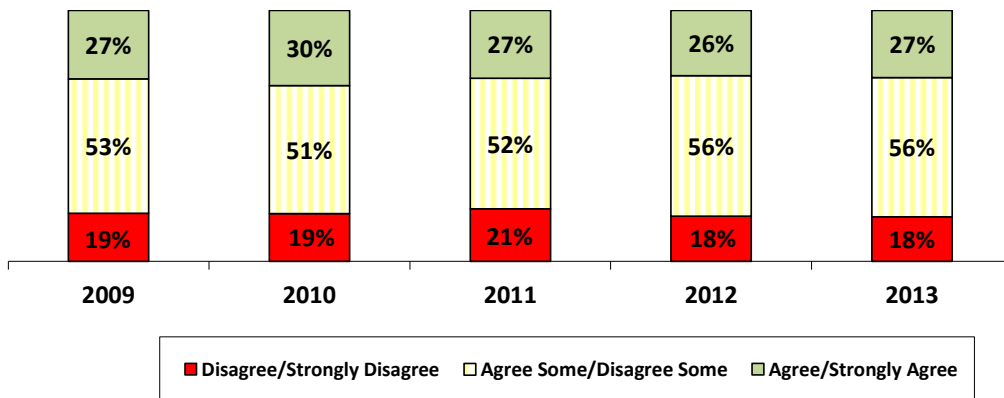
Students: Respectful Climate



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.⁸

Students: Agreement for Respectful Climate



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.

Peer Climate

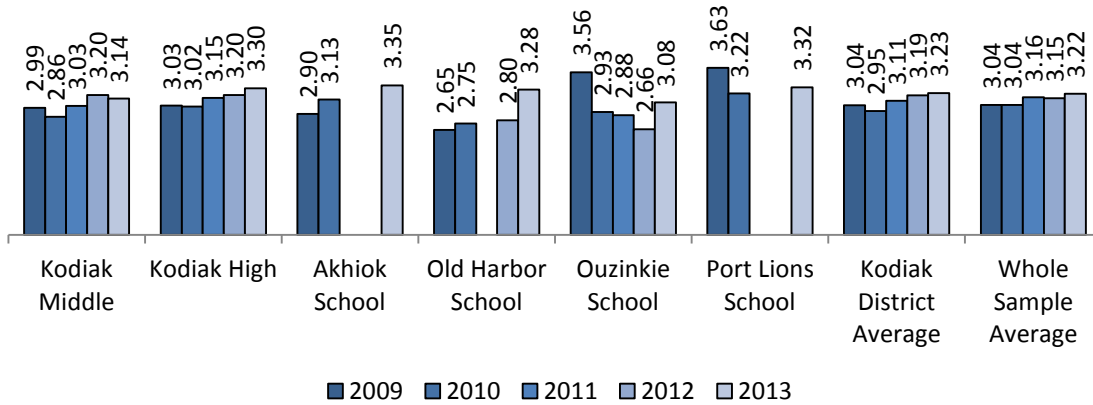
This scale reflects students' feelings about how respectful students are to one another and how helpful students are to other students. This scale is included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 5: Peer Climate ($\alpha = .75$)

- 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.

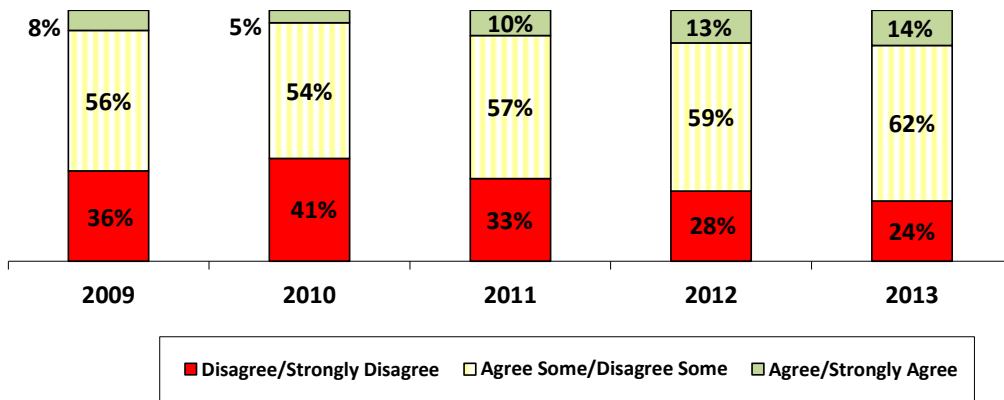
Students: Peer Climate



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.⁹

Students: Agreement for Peer Climate



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.

Caring Adults

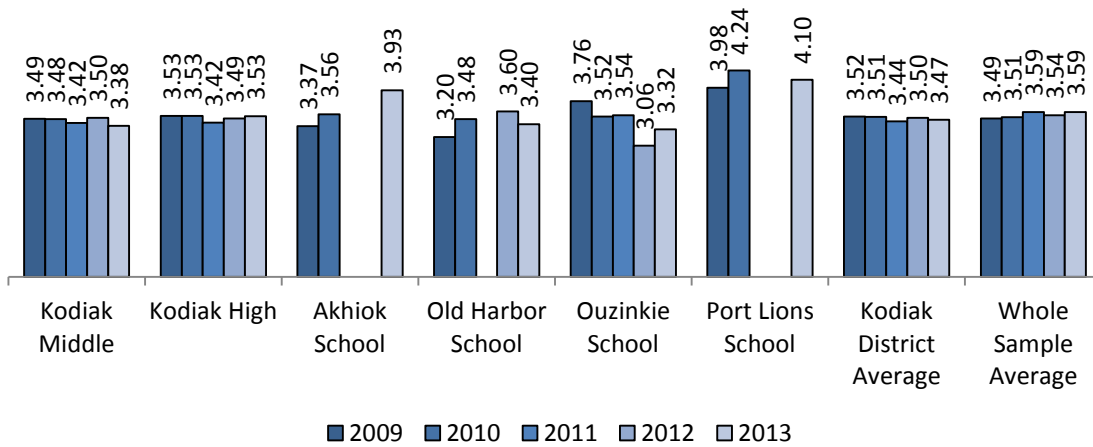
This scale reflects students' feelings about how close they feel to adults in the school. This scale is included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 6: Caring Adults ($\alpha = .70$)

- 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.

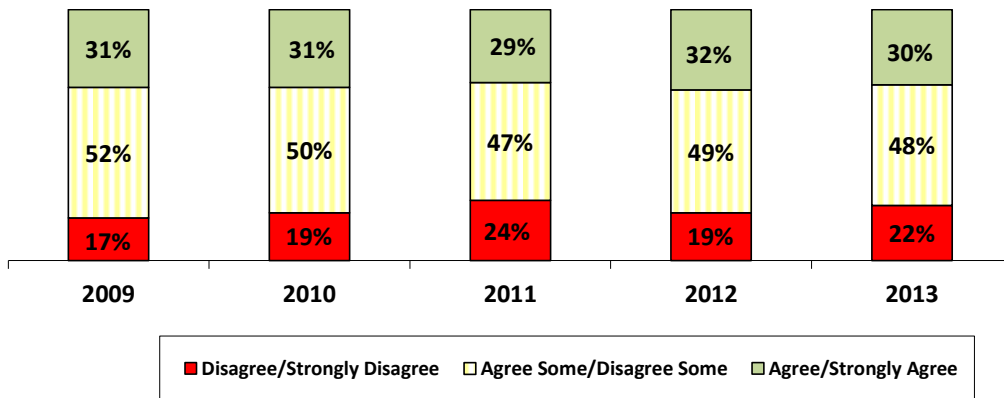
Students: Caring Adults



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.¹⁰

Students: Agreement for Caring Adults



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.

Parent and Community Involvement

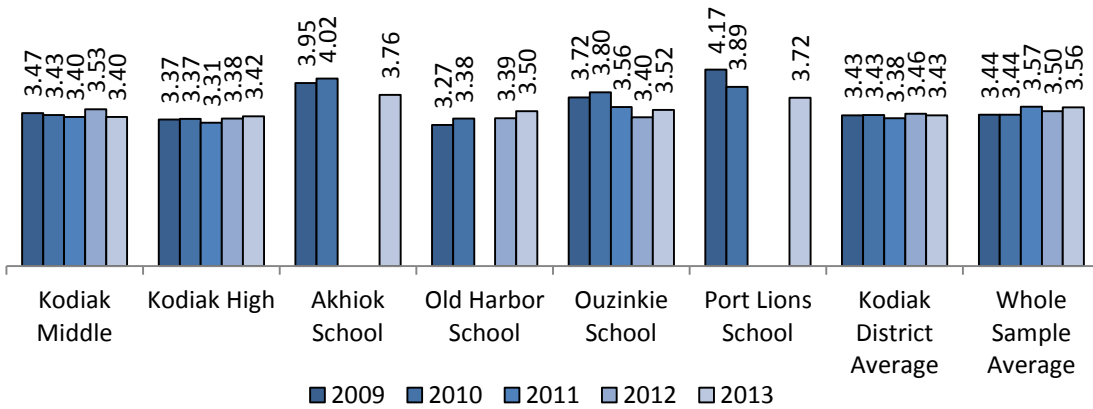
This scale reflects students' feelings about how much their parents and community are involved in their school. This scale is also included as part of the Overall Connectedness summary scale. The items composing this scale (and the scale's reliability) are as follows.

Scale 7: Parent and Community Involvement ($\alpha = .73$)

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.

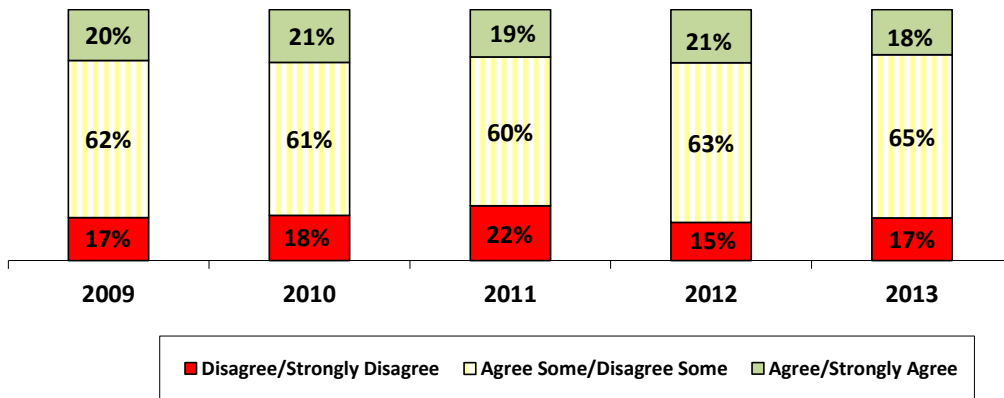
Students: Parent and Community Involvement



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.¹¹

Students: Agreement for Parent and Community Involvement



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.

Social and Emotional Learning

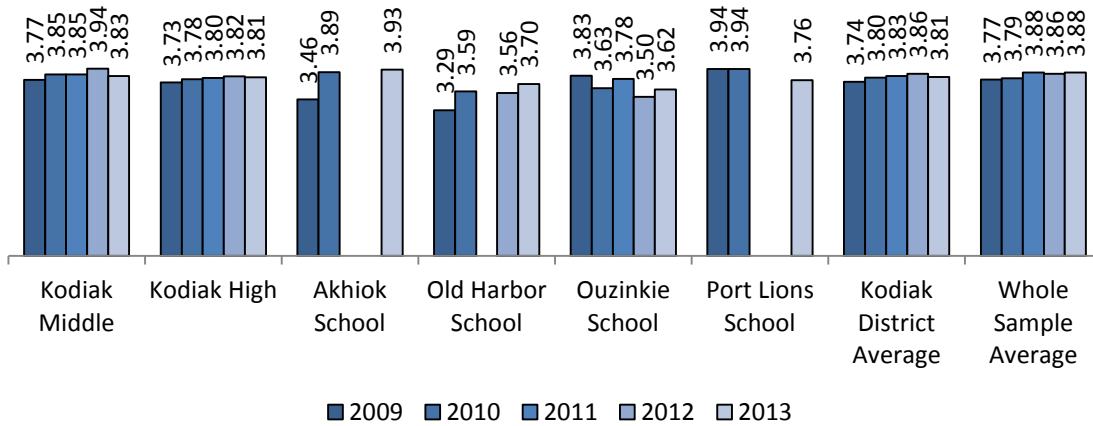
Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability 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 items in this scale were written to align with and directly assess these standards.

Scale 8: Social and Emotional Learning ($\alpha = .85$)

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.

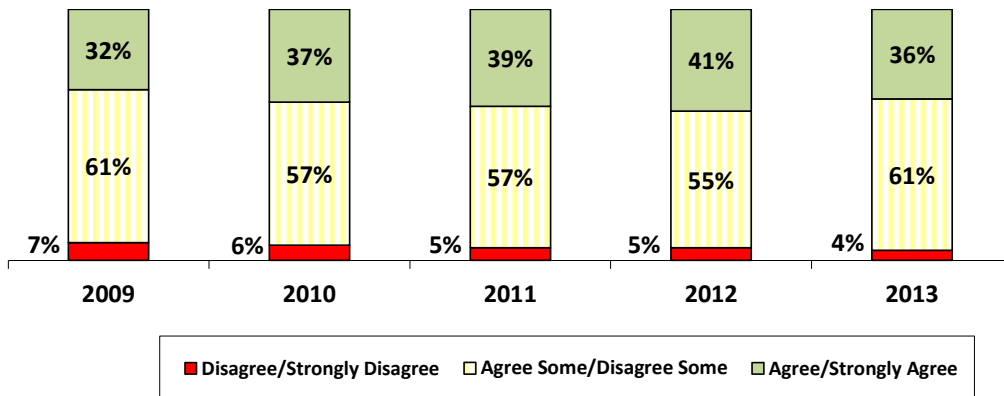
Students: Social and Emotional Learning



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.¹²

Students: Agreement for Social and Emotional Learning



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.

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 within the past 12 months. These risk behaviors were divided into two scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

Students were asked, “In the past 12 months, how many times 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

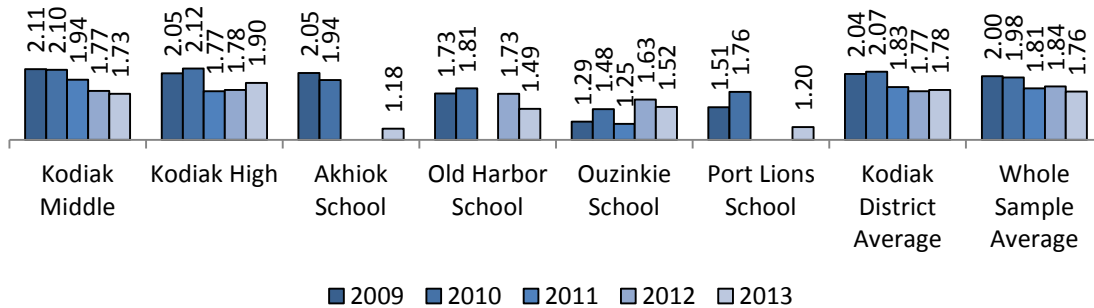
Student Delinquent Behaviors

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

Student Delinquent Behaviors ($\alpha = .84$)

- 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



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

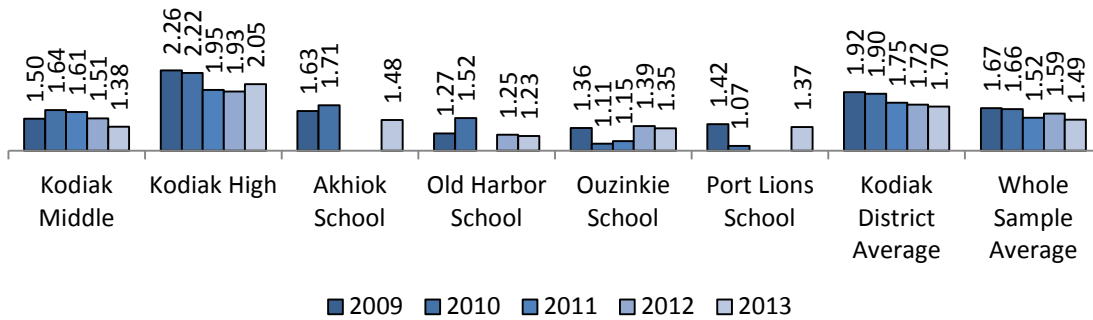
Student Drug and Alcohol Use

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

Student Drug and Alcohol Use ($\alpha = .73$)

- 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



*Differences > 0.01 between years indicate that changes in scores are more than expected based on chance

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.

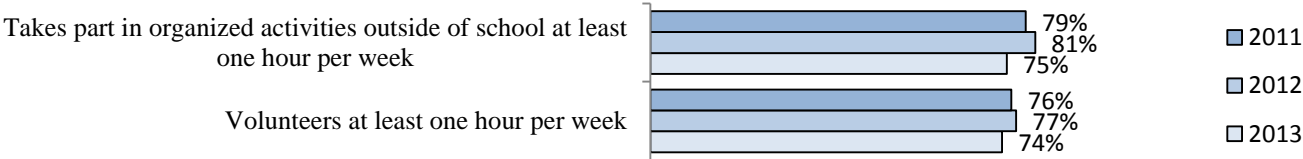
Youth Involvement

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

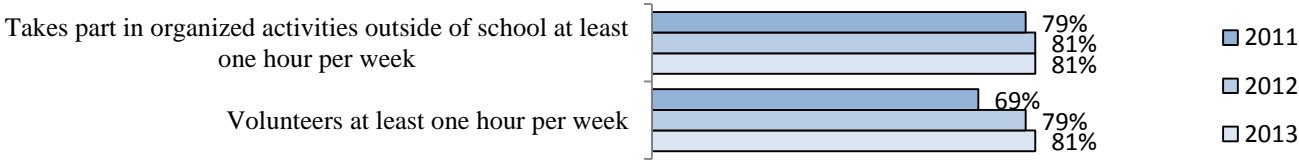
- During an average week, how much time do you spend participating in organized activities after school or on weekends? (examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities)
- During an average week, how much time do you help other 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.¹³

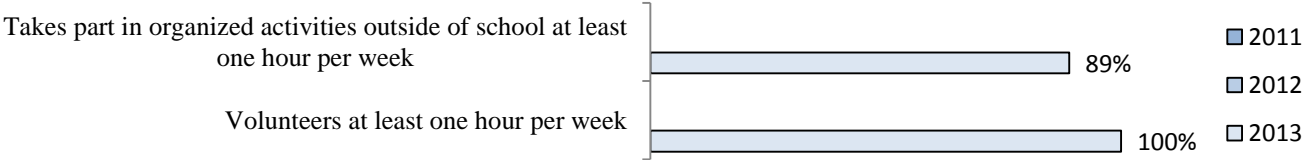
Kodiak Middle School



Kodiak High School

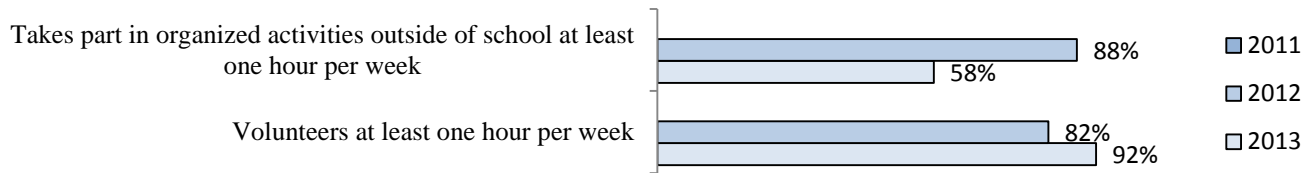


Akhiok School

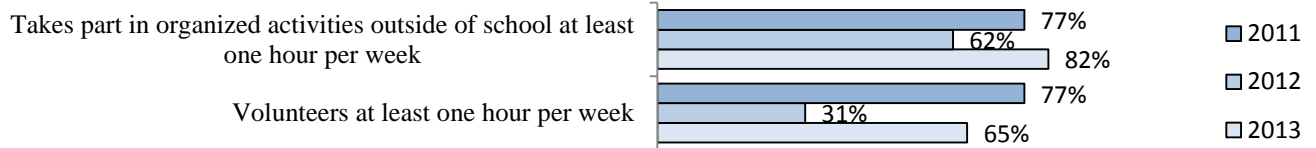


¹³ 2010 data on youth involvement are not presented here because the wording of the response options for these two questions was changed from frequency to duration of participation.

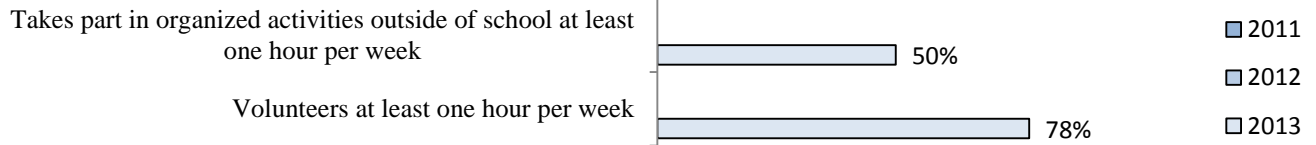
Old Harbor School



Ouzinkie School



Port Lyons



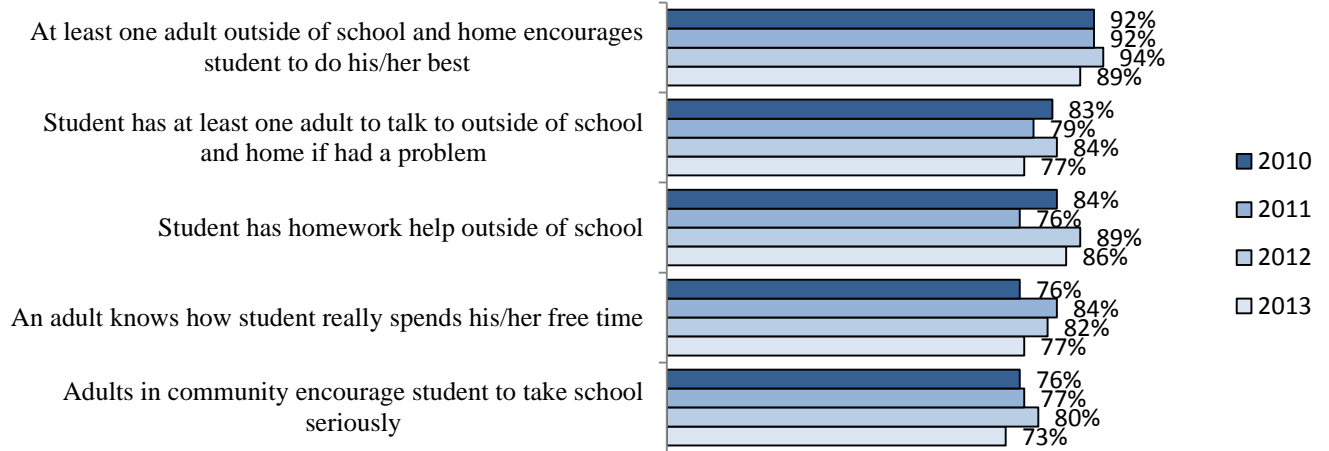
Community Support

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

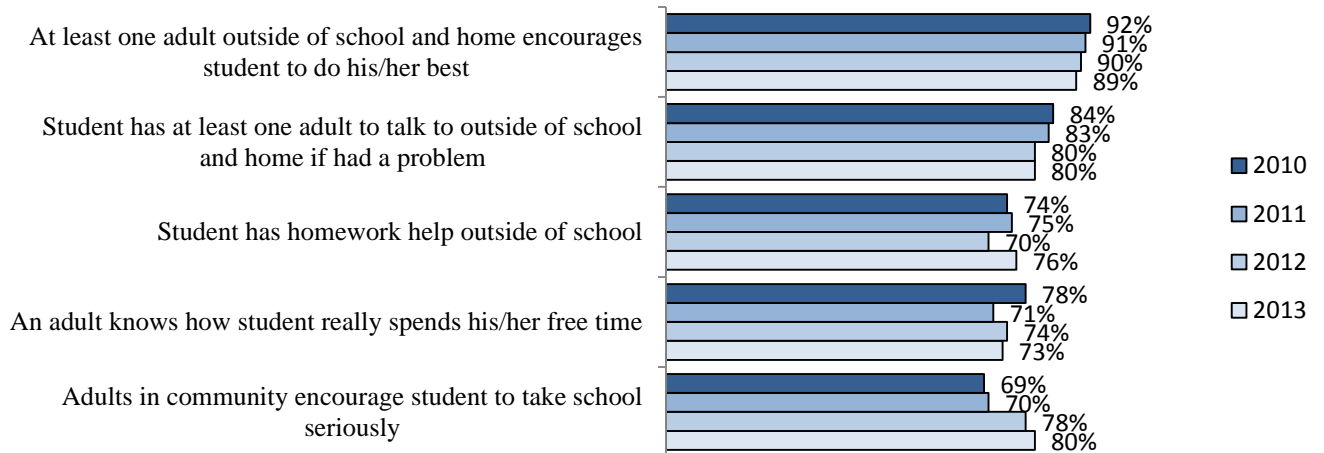
- Outside of school and home, I know at least one adult who encourages me to do my best
- Outside of school and home, I know at least one adult I can talk to, if I have a problem
- Do you have someone outside of school who can help you with homework?
- Is there an adult who *really* knows what you do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

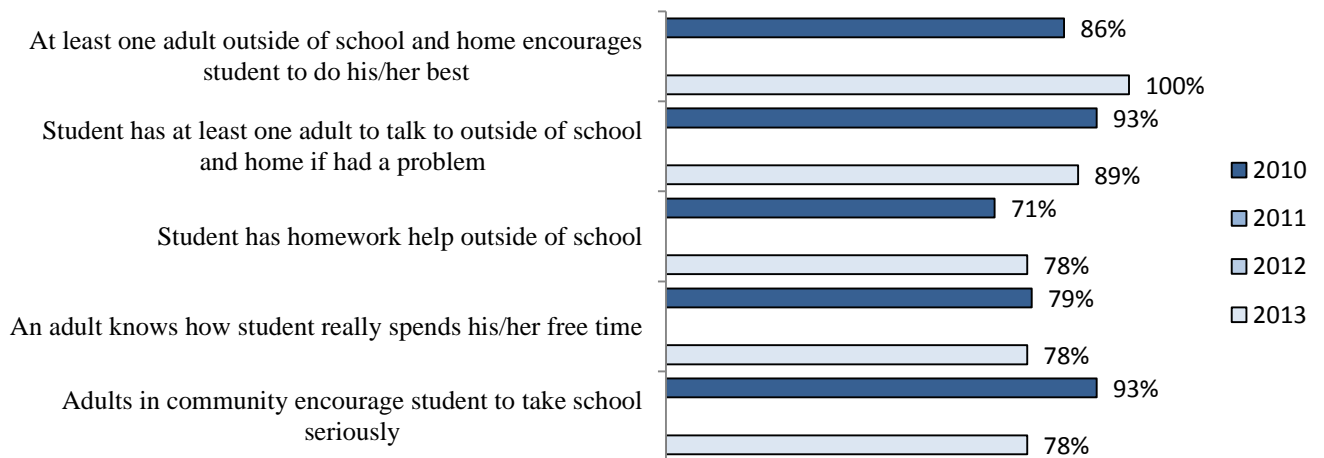
Kodiak Middle School



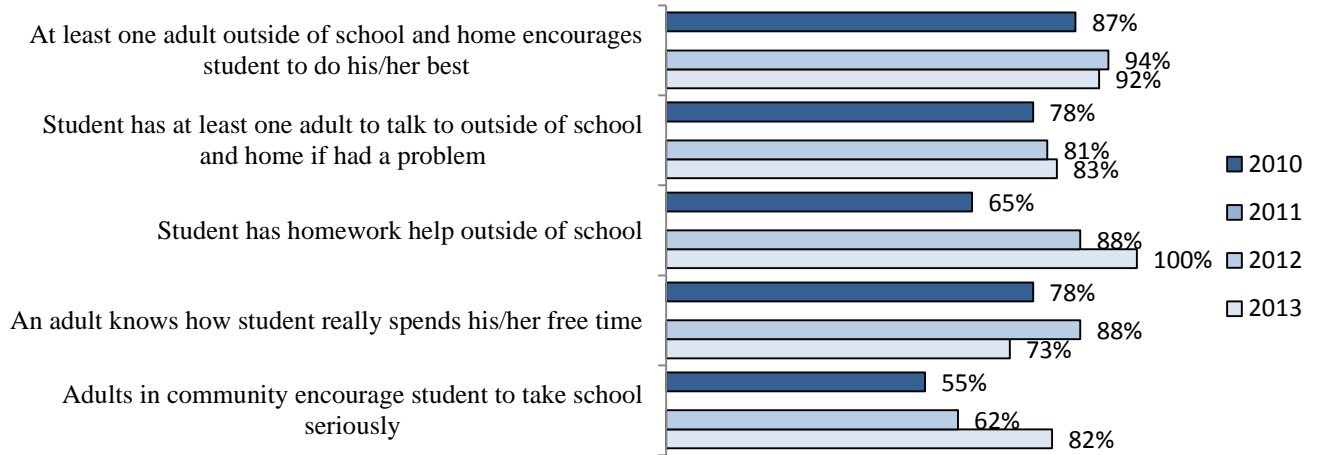
Kodiak High School



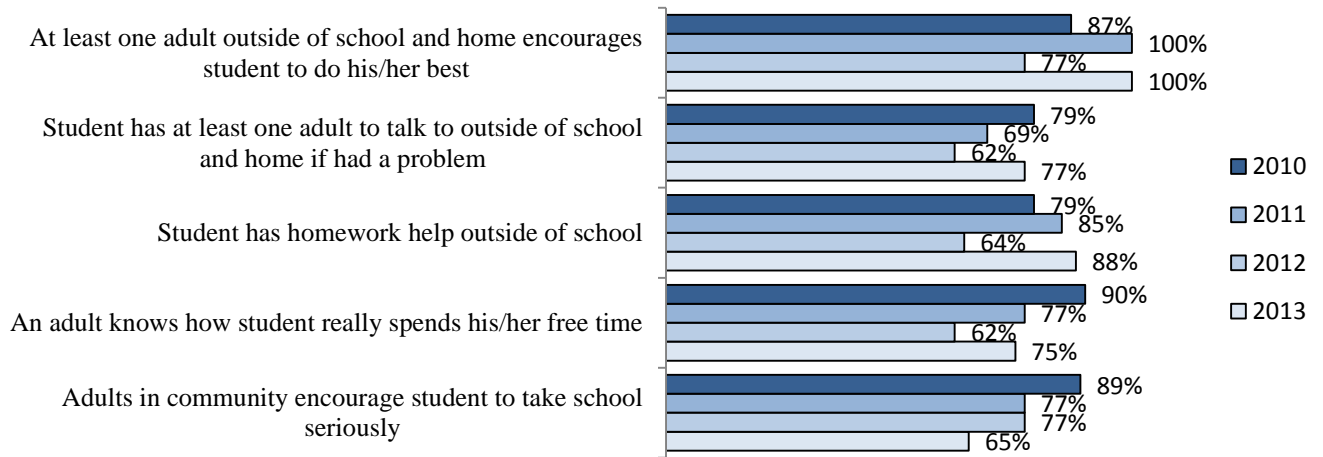
Akhiok School



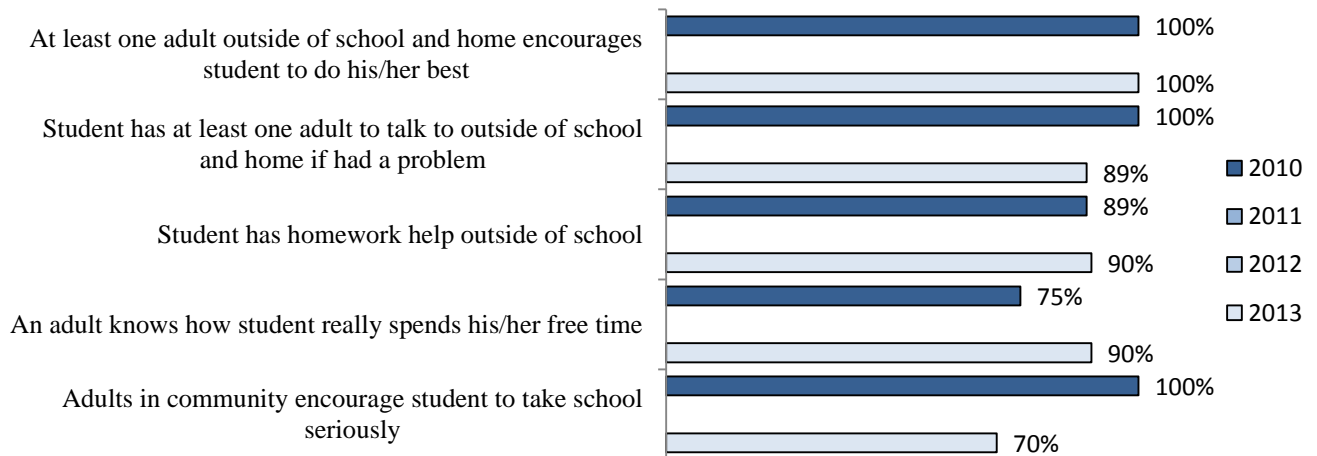
Old Harbor School



Ouzinkie School



Port Lyons School



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 266 schools across 24 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 ¹⁴	% 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	350	496	70.6%	3.81	3.33	4.16	3.76	3.50	3.46	3.14	3.38	3.40	3.83	1.73	1.38
Kodiak High School	372	749	49.7%	3.75	3.43	3.98	3.85	3.40	3.45	3.30	3.53	3.42	3.81	1.90	2.05
Akhiok School	9	11	81.8%	4.04	3.78	4.28	4.27	3.58	3.84	3.35	3.93	3.76	3.93	1.18	1.48
Chiniak School	4	6	66.7%	—	—	—	—	—	—	—	—	—	—	—	—
Karluk School	4	7	57.1%	—	—	—	—	—	—	—	—	—	—	—	—
Larsen Bay School	4	6	66.7%	—	—	—	—	—	—	—	—	—	—	—	—
Old Harbor School	12	20	60.0%	3.84	3.36	4.00	4.35	3.35	3.32	3.28	3.40	3.50	3.70	1.49	1.23
Ouzinkie School	17	20	85.0%	3.68	3.26	3.82	4.05	3.20	3.10	3.08	3.32	3.52	3.62	1.52	1.35
Port Lions School	10	11	90.9%	3.69	3.67	3.90	3.96	3.20	3.62	3.32	4.10	3.72	3.76	1.20	1.37
<i>Kodiak Island District Average</i>	<i>782</i>	<i>1,326</i>	<i>59.0%</i>	<i>3.79</i>	<i>3.39</i>	<i>4.06</i>	<i>3.84</i>	<i>3.44</i>	<i>3.46</i>	<i>3.23</i>	<i>3.47</i>	<i>3.43</i>	<i>3.81</i>	<i>1.78</i>	<i>1.70</i>
<i>Whole Sample Average</i>	<i>29,225</i>	<i>72,738</i>	<i>40.2%</i>	<i>3.84</i>	<i>3.49</i>	<i>4.17</i>	<i>3.91</i>	<i>3.42</i>	<i>3.58</i>	<i>3.22</i>	<i>3.59</i>	<i>3.56</i>	<i>3.88</i>	<i>1.76</i>	<i>1.49</i>

¹⁴ Data on enrollment at the school and district level is as of spring 2013, 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, 2012 figures from EED.

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. 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
Gender	Male	402	3.81	3.46*	4.09	3.84	3.49*	3.52*	3.31*	3.56*	3.48*	3.82	1.78	1.62*
	Female	371	3.76	3.32*	4.04	3.84	3.38*	3.39*	3.13*	3.37*	3.38*	3.81	1.77	1.78*
Race/Ethnicity	Alaska Native	107	3.84	3.43	4.02	4.01	3.49	3.51	3.26	3.48	3.50	3.81	1.51	1.49
	Amer. Indian	5	—	—	—	—	—	—	—	—	—	—	—	—
	Asian	197	3.83	3.43	4.10	3.71	3.66	3.59	3.30	3.37	3.46	3.85	1.67	1.50
	African Amer.	4	—	—	—	—	—	—	—	—	—	—	—	—
	Latino	46	3.73	3.22	4.05	3.82	3.36	3.33	3.10	3.33	3.37	3.77	1.76	1.67
	Hawaiian/PI	28	3.89	3.55	4.15	3.76	3.76	3.60	3.41	3.54	3.71*	3.89	1.90	1.75
	White	245	3.79	3.41	4.07	3.90	3.33	3.44	3.18	3.62	3.42	3.80	1.90	1.82
2 or more races	143	3.72	3.32	4.05	3.83	3.27	3.32	3.20	3.37	3.35	3.79	1.94	1.92	
Grade Level	5	0	—	—	—	—	—	—	—	—	—	—	—	—
	6	117	3.80	3.39	4.18	3.68	3.54	3.57	3.10	3.45	3.41	3.85	1.62	1.29*
	7	126	3.80	3.31	4.12	3.81	3.45	3.47	3.11	3.33	3.41	3.80	1.79	1.40*
	8	133	3.88	3.39	4.18	3.90	3.53	3.43	3.25	3.45	3.49	3.83	1.72	1.47*
	9	127	3.72	3.36	3.95	3.82	3.40	3.40	3.28	3.37	3.40	3.76	1.95	1.95
	10	102	3.74	3.42	4.02	3.85	3.34	3.48	3.26	3.54	3.39	3.77	1.74	2.01
	11	119	3.79	3.46	3.96	3.94	3.38	3.42	3.30	3.56	3.45	3.84	1.81	2.04
12	56	3.74	3.52	3.94	3.87	3.42	3.51	3.37	3.71*	3.50	3.81	1.89	1.90	
Grades Obtained	A's	311	3.88	3.48	4.21	3.97	3.43	3.51	3.28	3.59	3.50	3.88	1.81	1.63
	B's	332	3.73	3.37	4.00	3.76	3.43	3.46	3.20	3.43	3.42	3.78	1.75	1.71
	C's	119	3.73	3.31	3.91	3.75	3.52	3.39	3.23	3.32	3.34	3.76	1.79	1.81
	D's/F's	15	3.49*	3.02*	3.54*	3.54	3.26	3.05*	2.97	3.09*	3.12*	3.38*	1.94	1.82
School Missed w/o Permission	None	512	3.84*	3.44*	4.15*	3.87	3.47	3.50	3.25	3.51*	3.47*	3.85*	1.73*	1.55*
	Any	260	3.69*	3.32*	3.90*	3.78	3.39	3.40	3.18	3.38*	3.36*	3.74*	1.88*	1.98*

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). For the questions about risk behaviors, staff indicated the frequency with which events occurred, with 1 being the least frequent, to 5 being the most frequent.

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.

In 2013, valid surveys were received from school staff as follows:

	Staff Participating	Teachers
Kodiak Middle School	24	17
Kodiak High School	31	21
Akhiok School	5	1
Chiniak School	3	2
Karluk School	3	2
Larsen Bay School	5	2
Old Harbor School	5	4
Ouzinkie School	4	3
Port Lions School	1	0
<i>Kodiak Island Borough School District</i>	<i>81</i>	<i>52</i>
<i>Whole Sample</i>	<i>6,669</i>	<i>3,502</i>

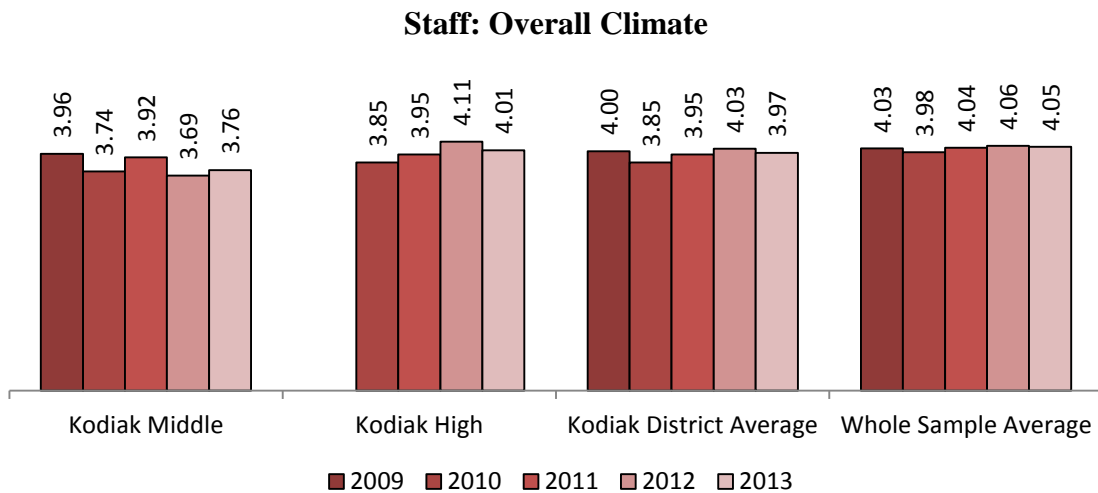
When schools had fewer than 6 staff participants, their scale scores are not displayed individually but the data are included in the district and full sample averages.

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.



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

School Leadership and Involvement

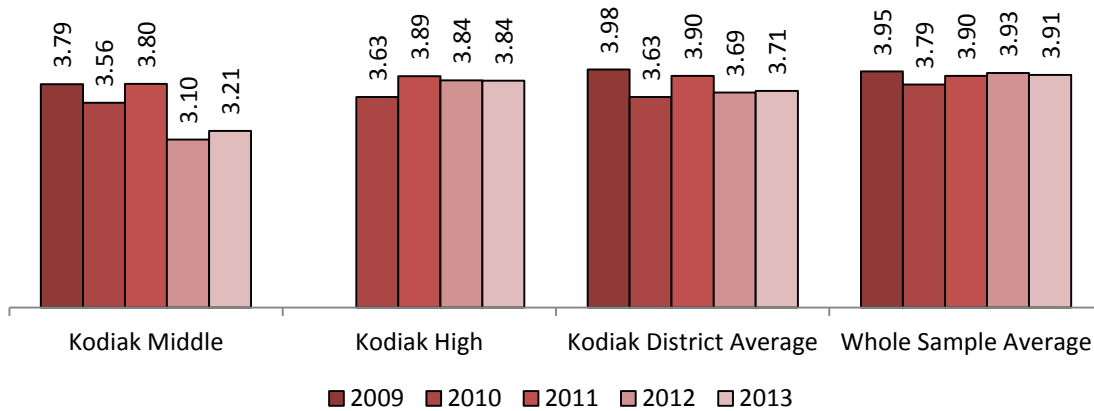
This scale reflects staff members' feelings about the decision making of school leaders as well as the fairness of school rules. The items composing this scale (and the scale's reliability) are as follows.

Scale 1: School Leadership and Involvement ($\alpha = .93$)

- 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



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

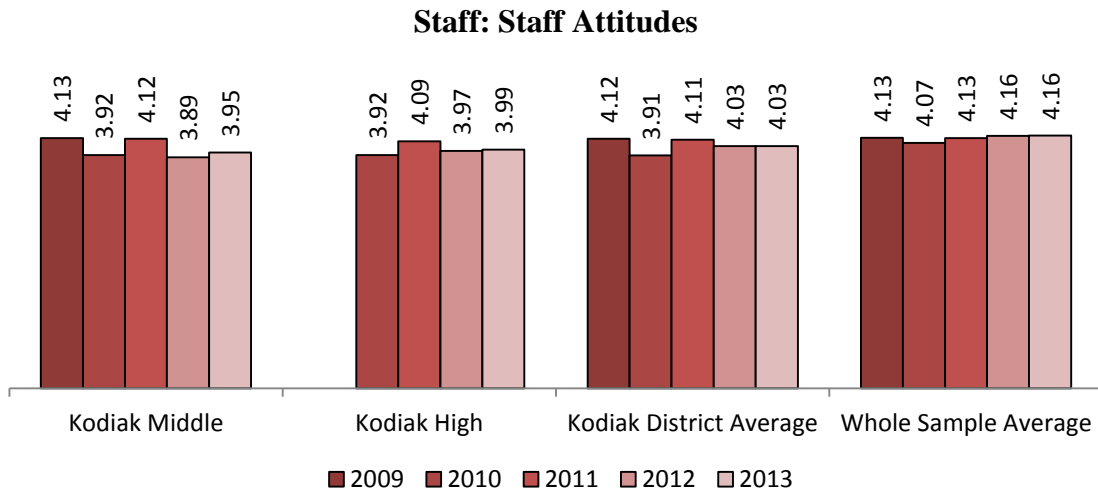
Staff Attitudes

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 ($\alpha = .86$)

- 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.



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

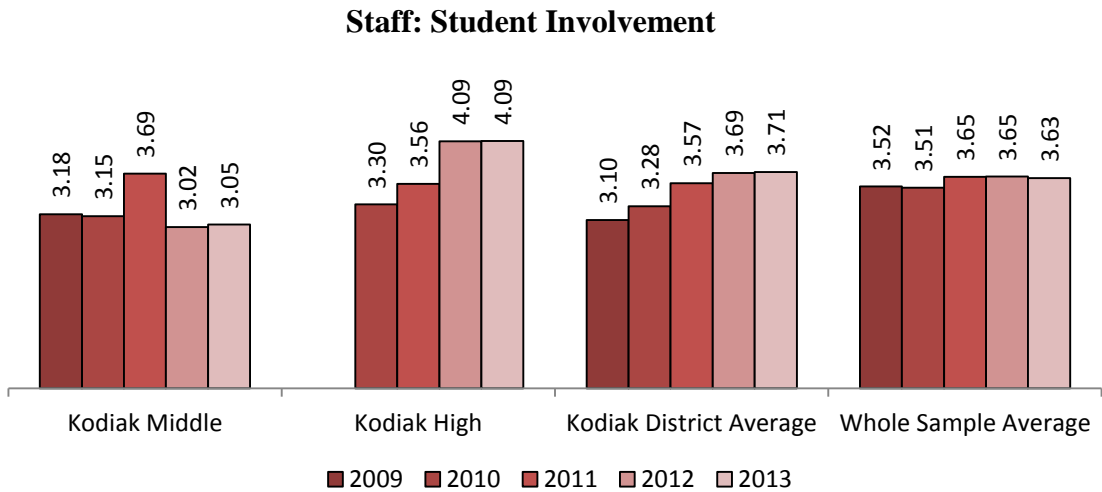
Student Involvement

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 ($\alpha = .84$)

- 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.



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

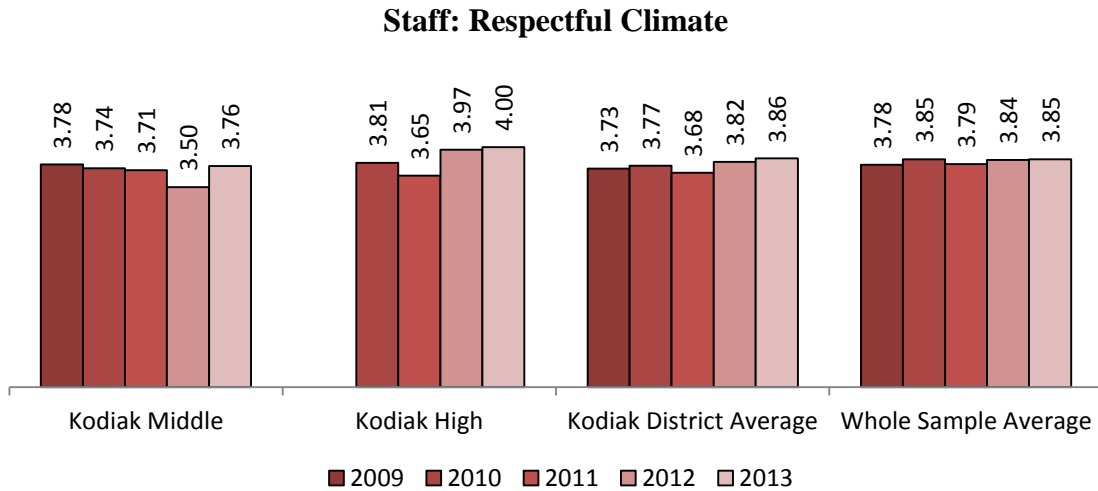
Respectful Climate

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 ($\alpha = .86$)

- 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.



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

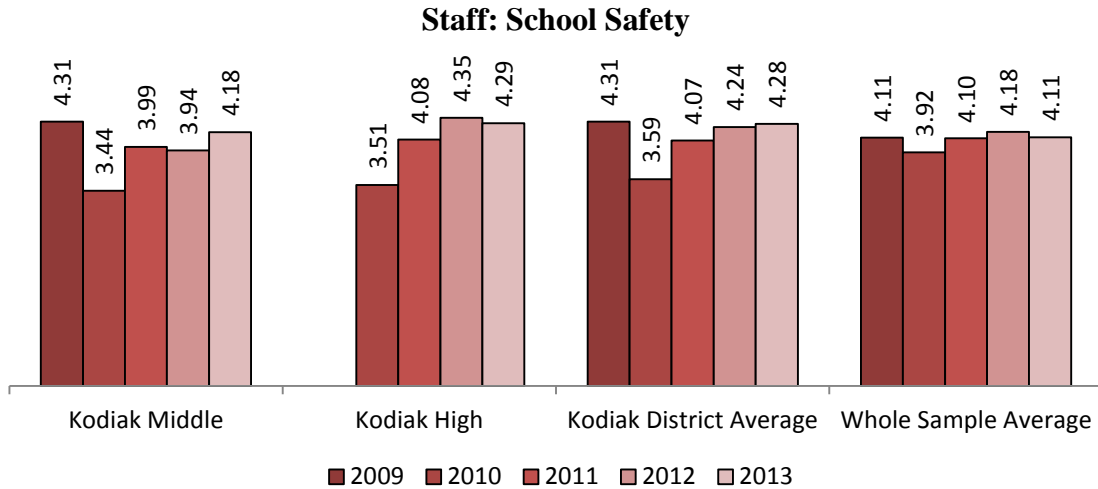
School Safety

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 ($\alpha = .71$)

- 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.



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

Parent and Community Involvement

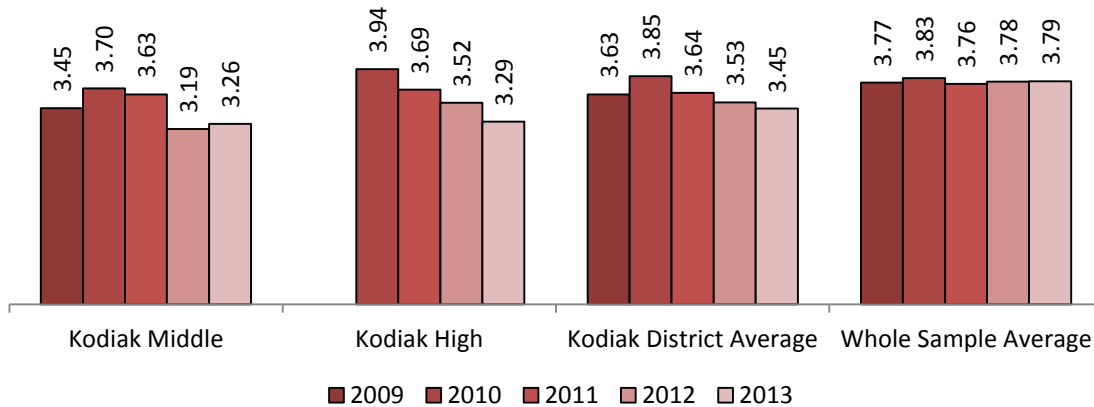
This scale reflects staff members' feelings about how accessible the school is for parents as well as how connected adults in the community are to the school. The items composing this scale (and the scale's reliability) are as follows.

Scale 6: Parent and Community Involvement ($\alpha = .84$)

- 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



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

Student Delinquent Behaviors

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

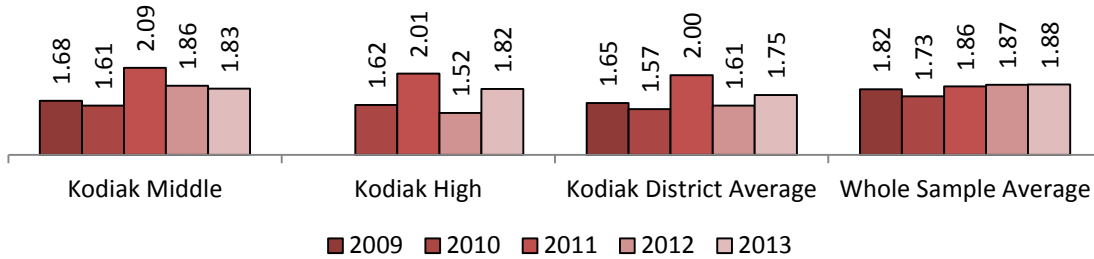
Response categories for each item were:

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

Student Delinquent Behaviors ($\alpha = .82$)

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

Staff: Student Delinquent Behaviors



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

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 within the past 12 months.

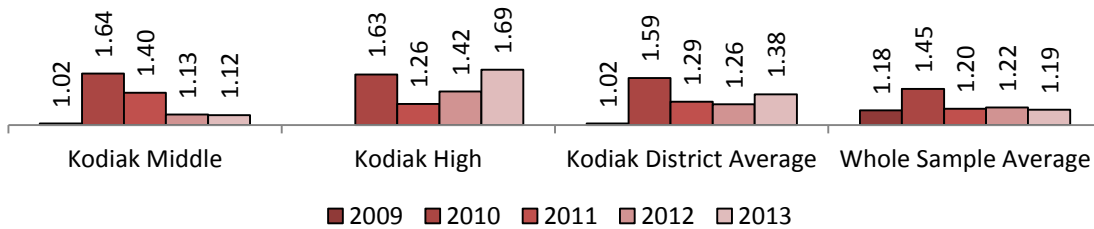
Response categories for each item were:

- 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 ($\alpha = .65$)

- 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



*Differences > 0.02 between years indicate that changes in scores are more than expected based on chance

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 266 schools across 24 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	24	17	3.76	3.21	3.95	3.05	3.76	4.18	3.26	1.83	1.12
Kodiak High School	31	21	4.01	3.84	3.99	4.09	4.00	4.29	3.29	1.82	1.69
Akhiok School	5	1	—	—	—	—	—	—	—	—	—
Chiniak School	3	2	—	—	—	—	—	—	—	—	—
Karluk School	3	2	—	—	—	—	—	—	—	—	—
Larsen Bay School	5	2	—	—	—	—	—	—	—	—	—
Old Harbor School	5	4	—	—	—	—	—	—	—	—	—
Ouzinkie School	4	3	—	—	—	—	—	—	—	—	—
Port Lions School	1	0	—	—	—	—	—	—	—	—	—
<i>Kodiak School District Average</i>	<i>81</i>	<i>52</i>	<i>3.97</i>	<i>3.71</i>	<i>4.03</i>	<i>3.71</i>	<i>3.86</i>	<i>4.28</i>	<i>3.45</i>	<i>1.75</i>	<i>1.38</i>
<i>Whole Sample Average</i>	<i>6,669</i>	<i>3,502</i>	<i>4.05</i>	<i>3.91</i>	<i>4.16</i>	<i>3.63</i>	<i>3.85</i>	<i>4.11</i>	<i>3.79</i>	<i>1.88</i>	<i>1.19</i>

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

The table below presents results of staff scale score analyses by demographic categories. 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	23	4.12	3.93*	4.12	3.84	3.85	4.41	3.53	1.64	1.32
	Female	53	3.91	3.57*	3.98	3.61	3.86	4.24	3.42	1.77	1.39
Race/Ethnicity	Alaska Native	10	3.90	3.54	3.66	3.60	3.70	4.30	3.54	1.64	1.23
	Amer. Indian	0	—	—	—	—	—	—	—	—	—
	Asian	3	—	—	—	—	—	—	—	—	—
	African Amer.	1	—	—	—	—	—	—	—	—	—
	Latino	1	—	—	—	—	—	—	—	—	—
	Hawaiian/PI	0	—	—	—	—	—	—	—	—	—
	White	60	3.99	3.69	4.07	3.68	3.88	4.26	3.40	1.73	1.38
2 or more races	3	—	—	—	—	—	—	—	—	—	
Role in School	Teacher	52	3.96	3.66	4.09*	3.65	3.79	4.29	3.38	1.65	1.26
	Admin	4	—	—	—	—	—	—	—	—	—
	Oth. Cert.	5	—	—	—	—	—	—	—	—	—
	Classified	18	3.88	3.60	3.73*	3.69	3.95	4.14	3.46	1.95	1.63
	Other	1	—	—	—	—	—	—	—	—	—
Years in District	< 2	12	4.05	3.89	4.18	3.70	3.85	4.27	3.56	1.60	1.39
	3-5	12	4.16	4.07	4.22	4.03	3.85	4.22	3.67	2.13	1.61
	6-10	19	3.83	3.47	4.00	3.57	3.89	4.12	3.20	1.87	1.31
	11-15	14	3.89	3.57	3.91	3.67	3.74	4.26	3.30	1.75	1.36
	> 15	20	4.04	3.67	3.94	3.70	3.95	4.49	3.56	1.52	1.35
Years in School	< 2	16	3.99	3.79	4.01	3.71	3.76	4.35	3.48	1.64	1.35
	3-5	15	3.97	3.94	4.14	3.85	3.86	4.07	3.47	2.09*	1.55
	6-10	19	3.90	3.39	3.94	3.58	3.94	4.22	3.29	1.88	1.45
	11-15	16	3.87	3.58	3.91	3.63	3.61	4.18	3.31	1.79	1.33
	> 15	12	4.27	3.90	4.18	3.76	4.20	4.67*	3.83	1.27	1.21

APPENDIX A: ABOUT THE SCCS

The SCCS 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 2013 School Climate and Connectedness Survey (SCCS) was completed by 29,225 students and 6,669 school staff in 266 schools in 24 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 2013 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
2013	24	266	29,225	6,669

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 2013 SBA results will not be available until the fall of 2013, we present results here based on SBA and SCCS data from 2012.

The table below shows the relationship between 2012 scale scores, and student performance on the SBAs in each of the three subject areas. A ✓ indicates a statistically significant relationship.

SCCS Scores and Academic Achievement

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, 2012 student ratings on High Expectations, School Safety, Respectful Climate, Caring Adults, Parent and Community Involvement, and Social and Emotional Learning were all positively associated with their school’s performance on the 2012 SBAs in reading, writing, or mathematics.¹⁵ That 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 schools that did not provide that kind of environment. We did not find any significant relationships between SBA proficiency rates and student reports of delinquent behaviors or drug and alcohol use among their peers at school or at school events.

Average staff ratings across all areas of school climate showed positive correlations with student performance on the SBAs.¹⁶ That means that in schools where staff felt that there were positive staff attitudes, student involvement, 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 than in 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.

¹⁵ Statistically significant correlations (*r* values) ranged from 0.12 to 0.32. See Appendix C for statistical details.

¹⁶ Statistically significant correlations (*r* values) ranged from 0.14 to 0.57. See Appendix C for statistical details.