



# School Climate and Connectedness Survey Report 2014: 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 2014**  
**Report Prepared June 30, 2014**

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

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

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## HOW TO READ THIS REPORT

The School Climate and Connectedness Survey (SCCS) is provided to school districts by the Association of Alaska School Boards. Its purpose is to measure student and staff perceptions of school climate and student connectedness, with a goal of helping improve the school climate for students and staff. The guidance presented here is intended to assist the reader in understanding the statistics in this report.

### ***What do the scale scores show?***

For most items, the respondent had five options from which to choose a response. The answer options ranged from strongly disagree (1) to strongly agree (5). The scale score is an average of responses across all items listed for that scale. Therefore, the higher the scale score, the better the school climate or connectedness in that area. Items that are reverse-coded are shown in italics.

For the questions about risk behaviors, respondents were asked how often they had observed students engage in delinquent behaviors and engage in drug and alcohol use at school and school events within the past 12 months. Response categories for each risk behavior item were: 1 = 0 times; 2 = 1–2 times; 3 = 3–6 times; 4 = 7–12 times; and 5 = More than 12 times. Therefore, for Student Delinquent Behaviors and Student Drug and Alcohol Use scale scores, *lower* values are better because they indicate fewer observed instances of these behaviors.

### ***How reliable are the SCCS scales?***

The reliability (internal consistency) for each scale, expressed as the statistic  $\alpha$  (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. Reliability in the range of .65 to .79 is considered *acceptable*; higher than .80 is considered *moderate to good*.

### ***How will I know if changes in scale scores over time are significant?***

Because the SCCS is completed anonymously, we are *not* able to assess change in perceptions of school climate and connectedness over time at the individual level. However, we are able to use a statistical test (*Cohen's d*) that tells us how much change in scale scores is required for us to be reasonably confident that we are seeing more than just random fluctuation. For students, if we observe more than a .01 difference in scale scores, we can be reasonably confident that there is real change. For staff, this value is .02.

### ***What do the levels of agreement bar charts show?***

For each student scale score in the areas of school climate and connectedness, we provide a bar chart that shows percentage of students that agree or disagree with the topic area of that scale. The percentage of students with a scale score of 4.0 or higher (agree/strongly agree) is shown in green; percentage with a scale score of 3.0–3.9 (agree some/disagree some) in yellow; and percentage of with a scale score below 3.0 disagree/strongly disagree) in red. Figures in these bar charts may not exactly add up to 100 percent due to rounding.

## 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

Kodiak Island Borough School District participants for each year since 2010 are as follows.

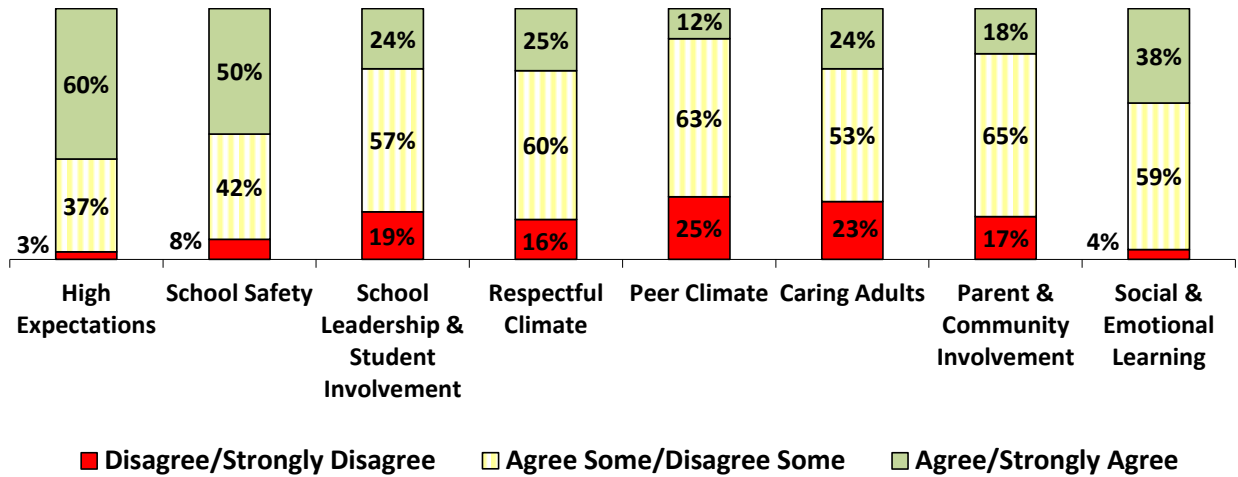
District Schools	2010	2011	2012	2013	2014
Kodiak Middle School Students	380	373	317	350	345
Kodiak Middle School Staff	46	52	48	24	33
Kodiak High School Students	441	357	431	372	307
Kodiak High School Staff	72	57	66	31	29
Akhiok School Students	14	4	5	9	13
Akhiok School Staff	2	5	5	5	2
Chiniak School Students	0	2	2	4	2
Chiniak School Staff	0	3	4	3	3
Karluk School Students	3	5	7	4	5
Karluk School Staff	4	4	3	3	2
Larsen Bay School Students	5	0	2	4	3
Larsen Bay School Staff	4	2	2	5	2
Old Harbor School Students	23	0	17	12	11
Old Harbor School Staff	7	6	7	5	5
Ouzinkie School Students	19	13	13	17	10
Ouzinkie School Staff	6	5	4	4	4
Port Lions School Students	9	5	1	10	4
Port Lions School Staff	8	6	2	1	4
<i>Kodiak Island District Student Total</i>	<i>868</i>	<i>762</i>	<i>797</i>	<i>782</i>	<i>700</i>
<i>Kodiak Island District Staff Total</i>	<i>149</i>	<i>143</i>	<i>144</i>	<i>81</i>	<i>84</i>

### Summary of Results: School Climate and Connectedness

From 2013 to 2014, there was a significant increase in Kodiak Island Borough School District student ratings for School Safety, but a decrease for High Expectations, School Leadership and Student Involvement, Respectful Climate, and Caring Adults. Student ratings were relatively stable for Peer Climate and for Parent and Community Involvement.

The chart below shows the percentage of Kodiak Island Borough School District students who agreed, disagreed, or had mixed perceptions regarding each aspect of school climate and connectedness covered in the SCCS.

### 2014 Student Opinions of School Climate and Connectedness



From 2013 to 2014, there was a significant increase in Kodiak staff ratings for Staff Attitudes and a significant decrease in staff ratings for School Leadership and Involvement, Student Involvement, Respectful Climate, School Safety and Parent and Community Involvement.

### Student Social and Emotional Learning

Kodiak student scale scores for Social and Emotional Learning were relatively stable from 2013 to 2014.

### Student Risk Behaviors

From 2013 to 2014, student reports of delinquent behaviors among peers at school and school events decreased significantly, but staff reports increased. And from 2013 to 2014, there was a significant decrease in both student and staff reports of student drug and alcohol use at school and school events.

## STUDENT RESULTS

In 2014, valid surveys were received from students as follows.<sup>1</sup>

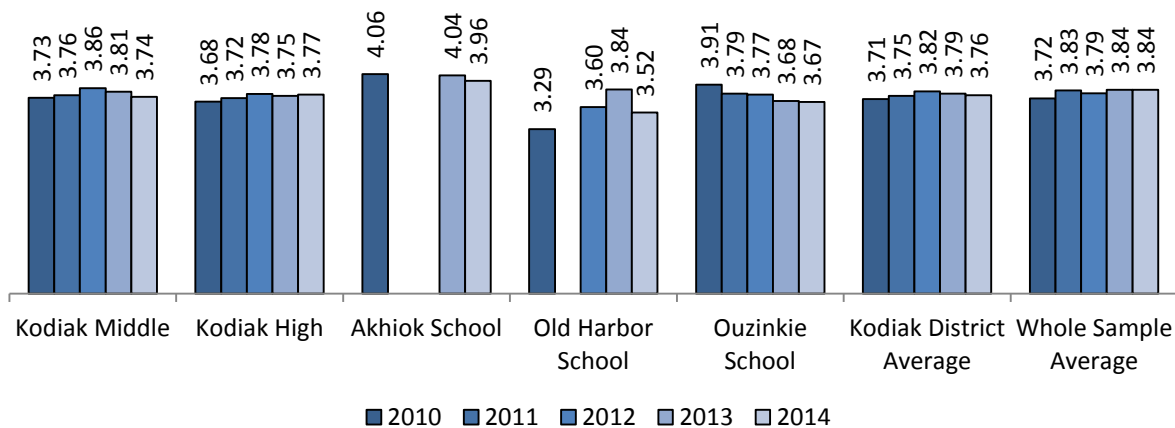
	Students Participating	Students Enrolled	Participation Rate
Kodiak Middle School	345	494	69.8%
Kodiak High School	307	761	40.3%
Akhiok School	13	15	86.7%
Chiniak School	2	6	33.3%
Karluk School	5	8	62.5%
Larsen Bay School	3	9	33.3%
Old Harbor School	11	22	50.0%
Ouzinkie School	10	19	52.6%
Port Lions School	4	12	33.3%
<i>Kodiak Island Borough School District</i>	<i>700</i>	<i>1,482</i>	<i>47.2%</i>
<b>Whole Sample</b>	<b>32,651</b>	<b>77,213</b>	<b>42.3%</b>

### School Climate

#### Summary Scale: Student Overall Climate

Definition: Computed as the mean of three scales: High Expectations, School Safety, and School Leadership and Student Involvement.

#### Students: Overall Climate



<sup>1</sup> Data on enrollment at the school and district level are as of fall 2013, and were obtained directly from the Alaska Department of Education and Early Development (EED), with school districts updating as needed.



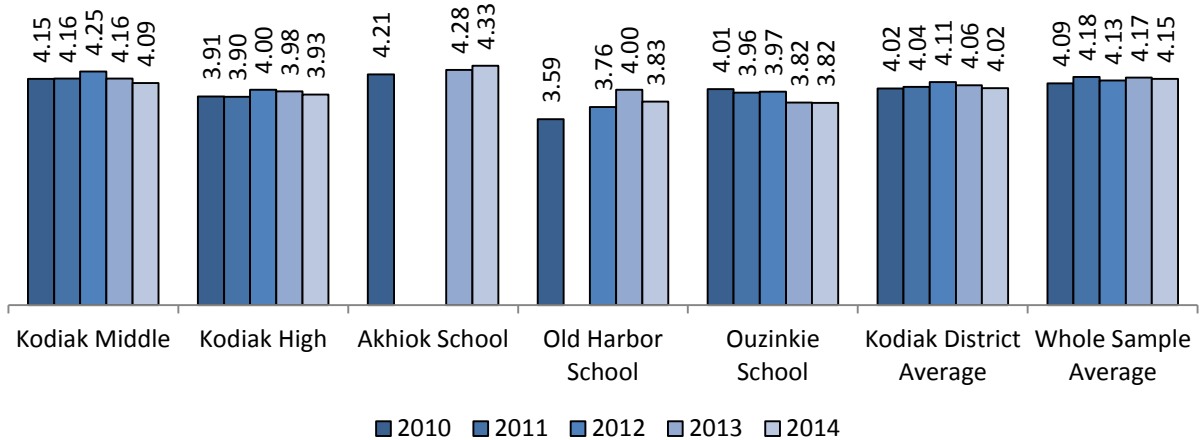
## High Expectations

$\alpha = .72$

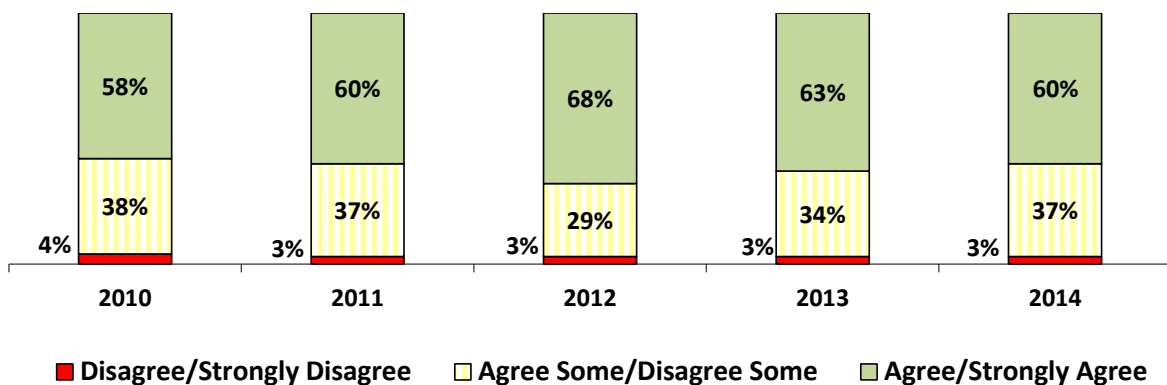
Definition: Students' perceptions about their own academic expectations as well as those of adults in their school and community.

- 19. *I have given up on school. (reverse scored)*
- 20. At this school, students are encouraged to work to the best of their abilities.
- 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.
- 37. Teachers and other adults in this school believe that *all* students can do good work.

**Students: High Expectations Average Scale Scores**



**Students: Agreement for High Expectations**



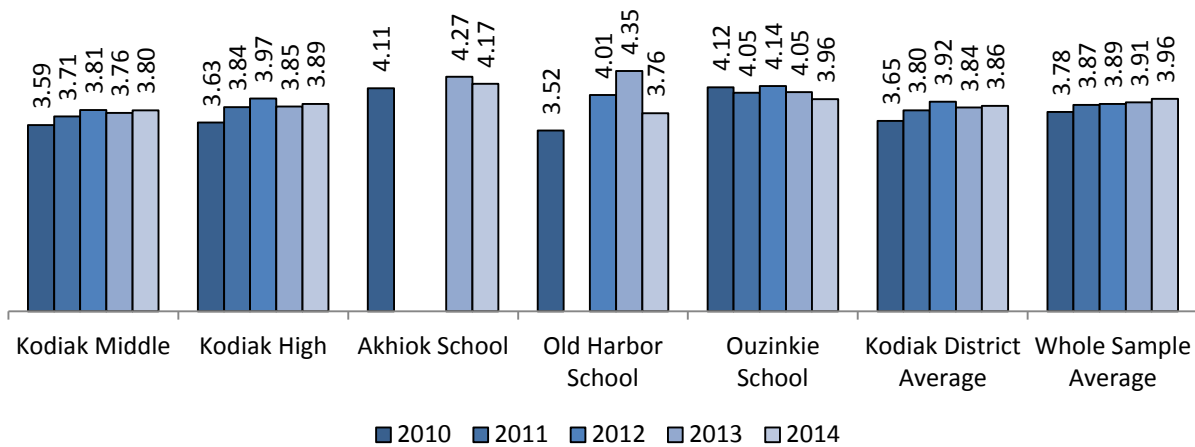
**School Safety**

$\alpha = .75$

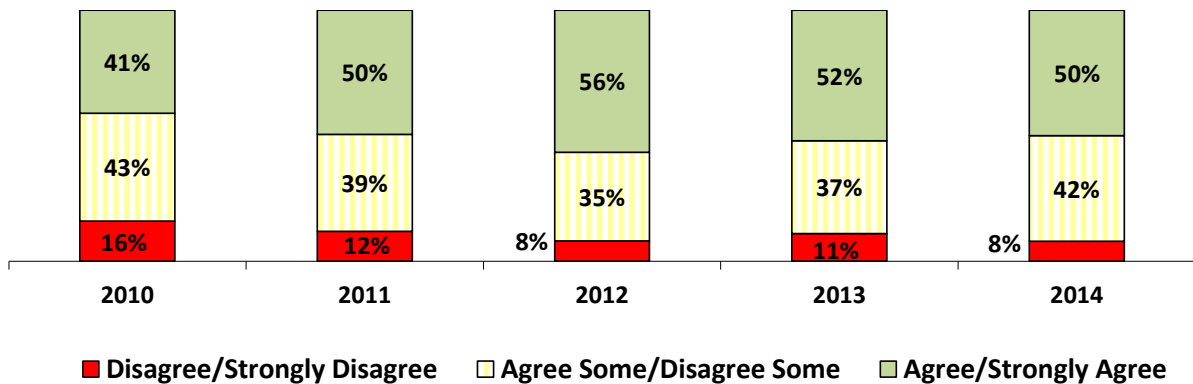
Definition: Students' perceptions about bullies and gangs at school as well as crime and violence in the community.

- 38. I am safe at school.
- 41. *This school is being ruined by bullies. (reverse scored)*
- 42. *This school is badly affected by crime and violence in the community. (reverse scored)*
- 46. *Gangs of students make this school dangerous. (reverse scored)*
- 48. *Crime and violence are major concerns at school. (reverse scored)*

**Students: School Safety Average Scale Scores**



**Students: Agreement for School Safety**



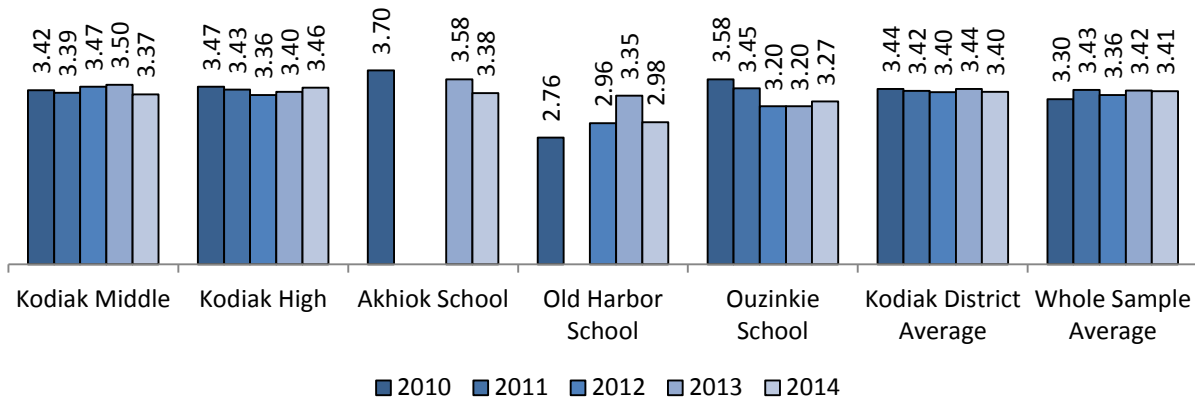
### School Leadership and Student Involvement

$\alpha = .80$

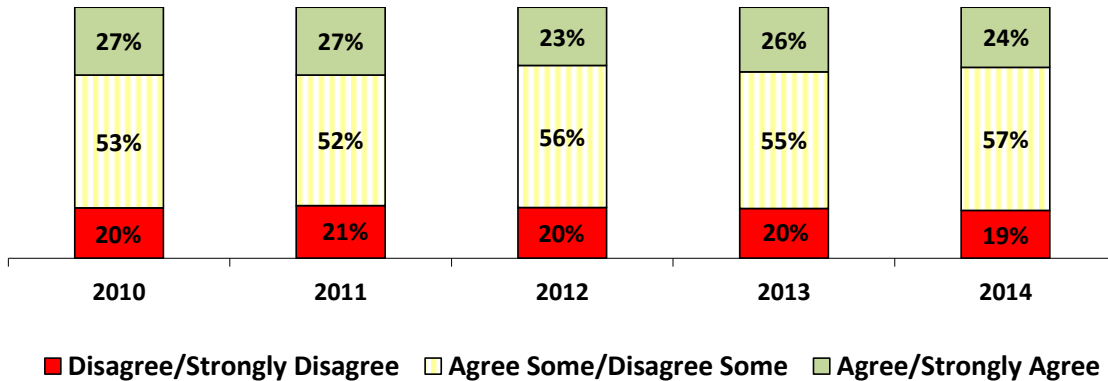
Definition: Students' perceptions about the decision making of school leaders as well as student participation in school governance.

- 15. 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.
- 52. The principal asks students about their ideas.

**Students: School Leadership and Student Involvement Average Scale Scores**



**Students: Agreement for School Leadership and Student Involvement**

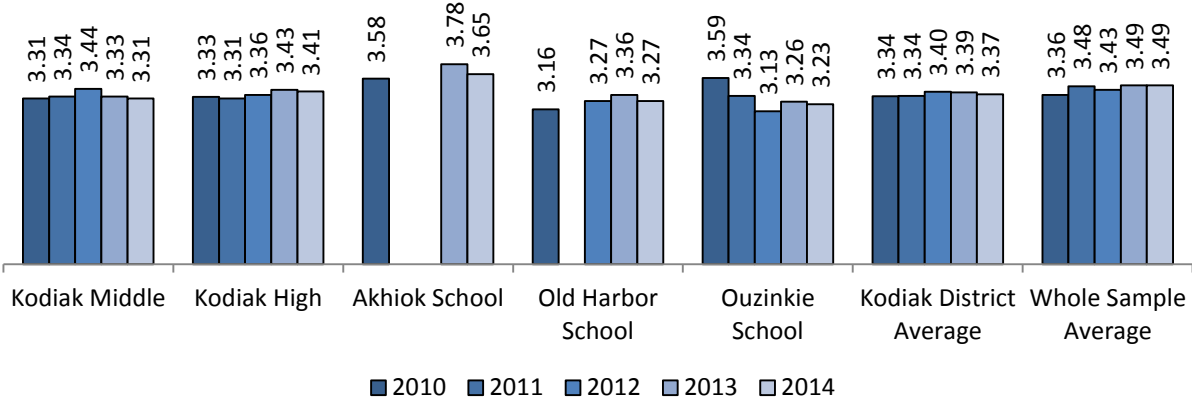


**School Connectedness**

**Summary Scale: Student Overall Connectedness**

Definition: Computed as the mean of four scales: Respectful Climate, Peer Climate, Caring Adults, and Parent and Community Involvement.

**Students: Overall Connectedness Average Summary Score**



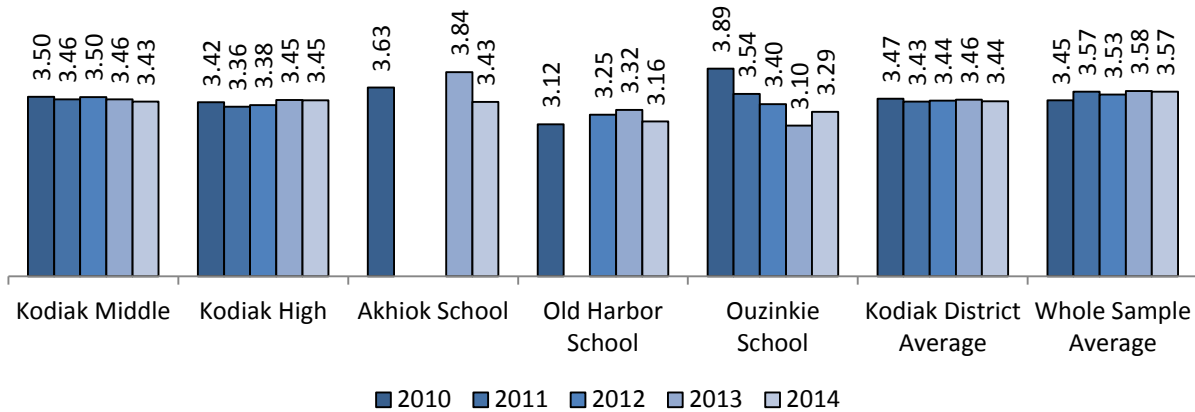
## Respectful Climate

$\alpha = .78$

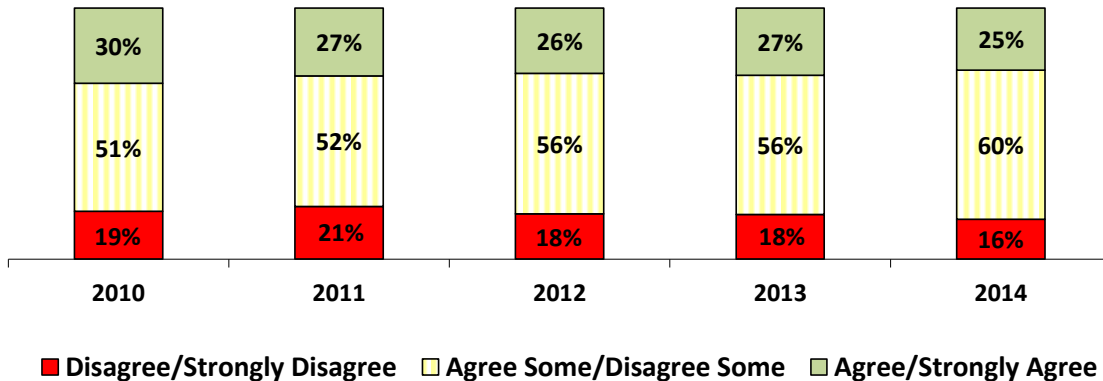
Definition: Reflects students' perceptions about the fairness of rules and respect for students' contributions.

- 43. My teachers treat me with respect.
- 44. When students break rules, they are treated fairly.
- 47. My teachers are fair.
- 50. Our school rules are fair.
- 51. It pays to follow the rules at my school.

**Students: Respectful Climate Scale Scores**



**Students: Agreement for Respectful Climate**



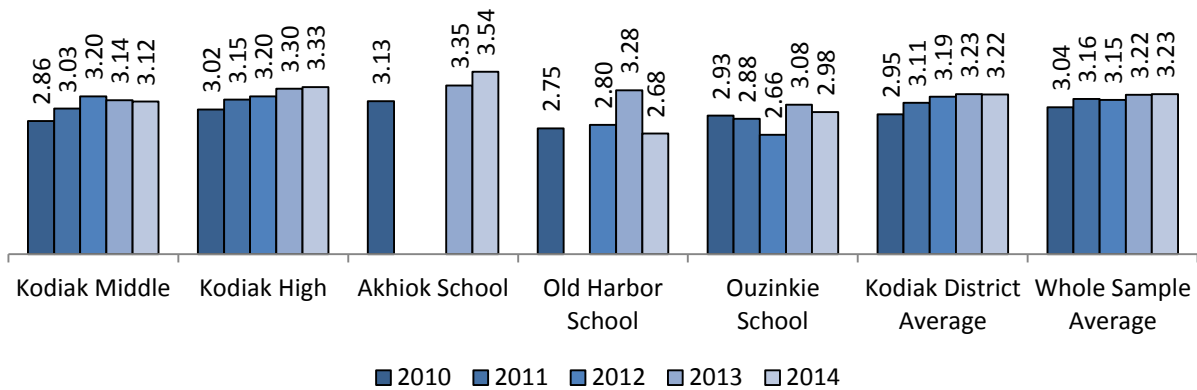
**Peer Climate**

$\alpha = .75$

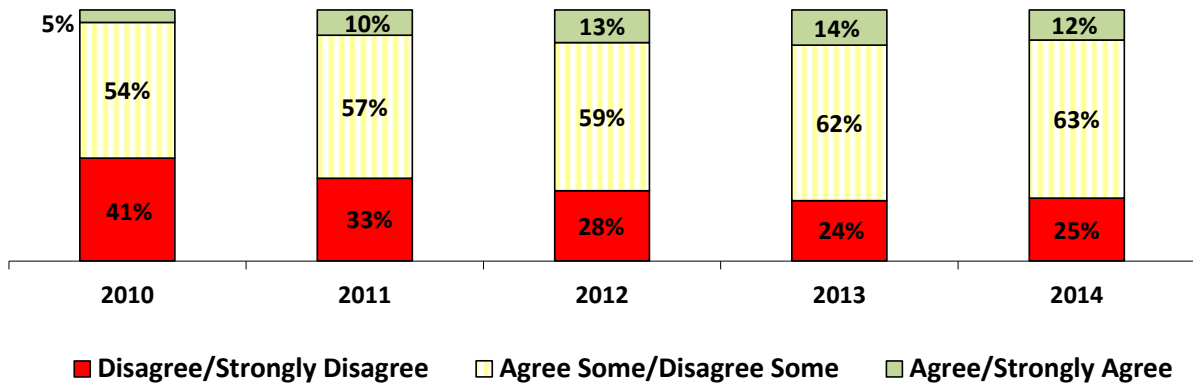
Definition: Reflects students' perceptions about how respectful and helpful students are to one another.

- 14. 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.
- 40. *Students at this school are often teased or picked on. (reverse scored)*
- 49. *Most students in this school like to put others down. (reverse scored)*

**Students: Peer Climate Scale Scores**



**Students: Agreement for Peer Climate**



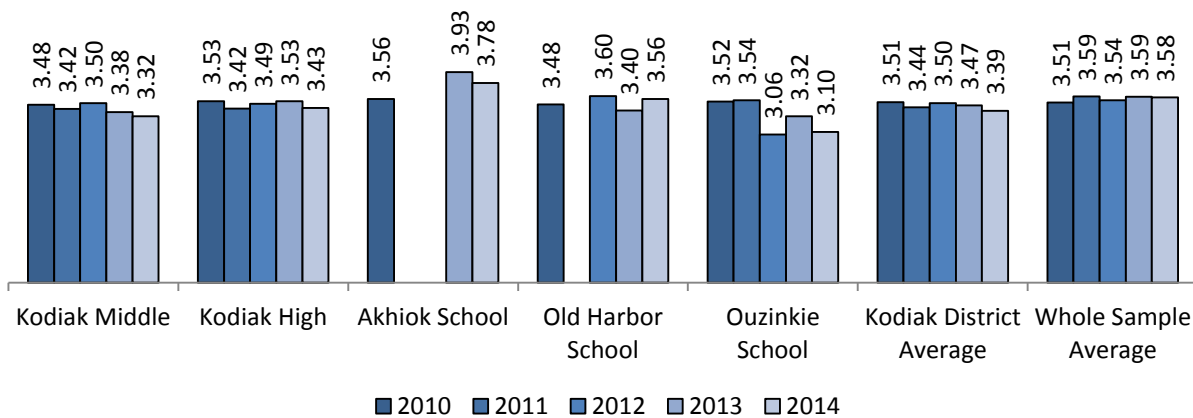
## Caring Adults

$\alpha = .71$

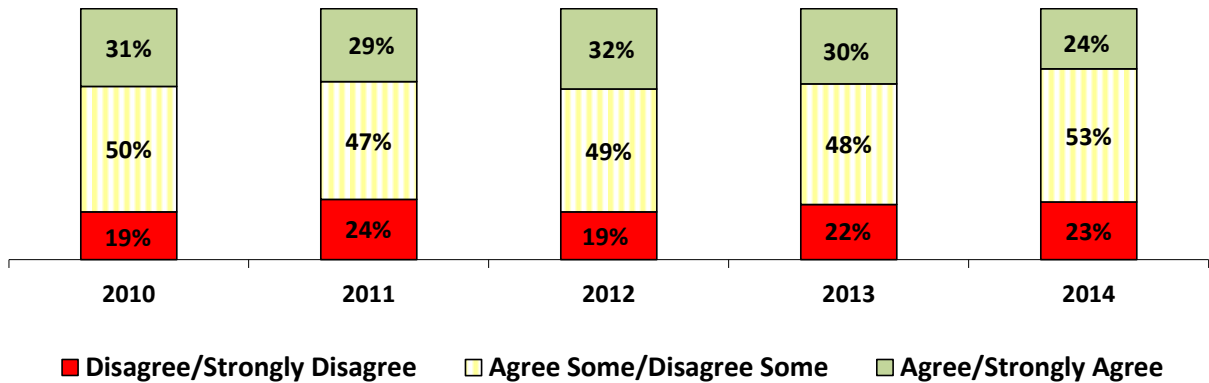
Definition: Reflects students' perceptions about how close they are to adults in the school.

- 16. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.
- 17. At school, there is a teacher or some other adult who will miss me when I'm absent.
- 18. 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: Caring Adults Scale Scores



### Students: Agreement for Caring Adults



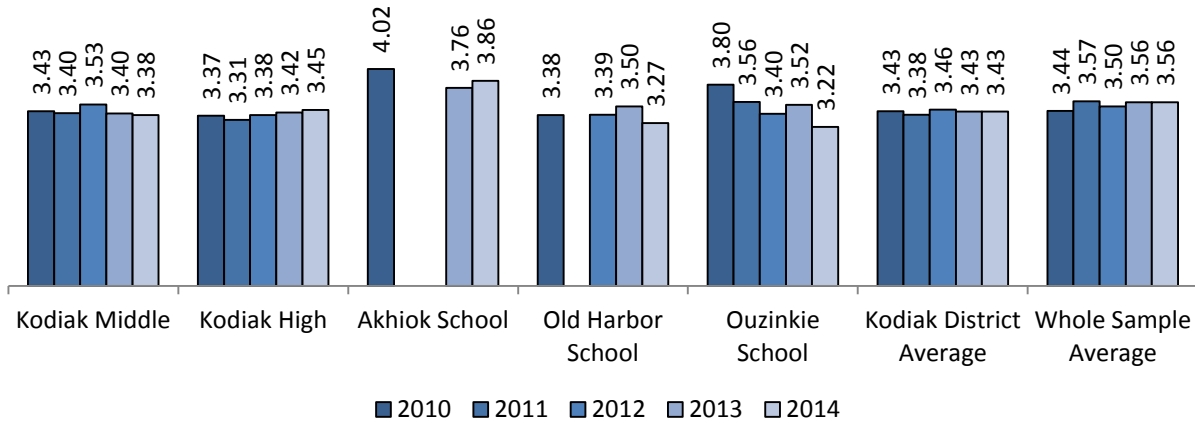
## Parent and Community Involvement

$\alpha = .73$

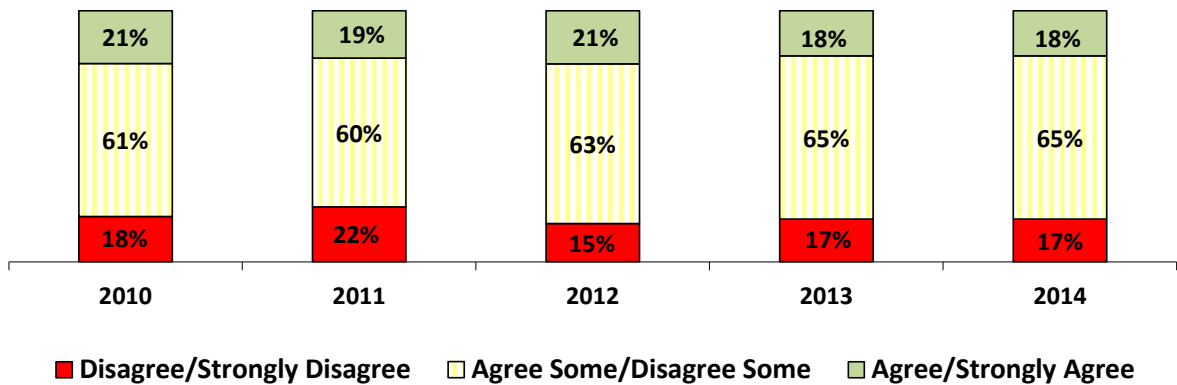
Definition: Reflects students' perceptions about how much their parents and community members are involved in their school.

- 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. *This school does not involve parents in most school events or activities. (reverse scored)*

### Students: Parent and Community Involvement Scale Scores



### Students: Agreement for Parent and Community Involvement





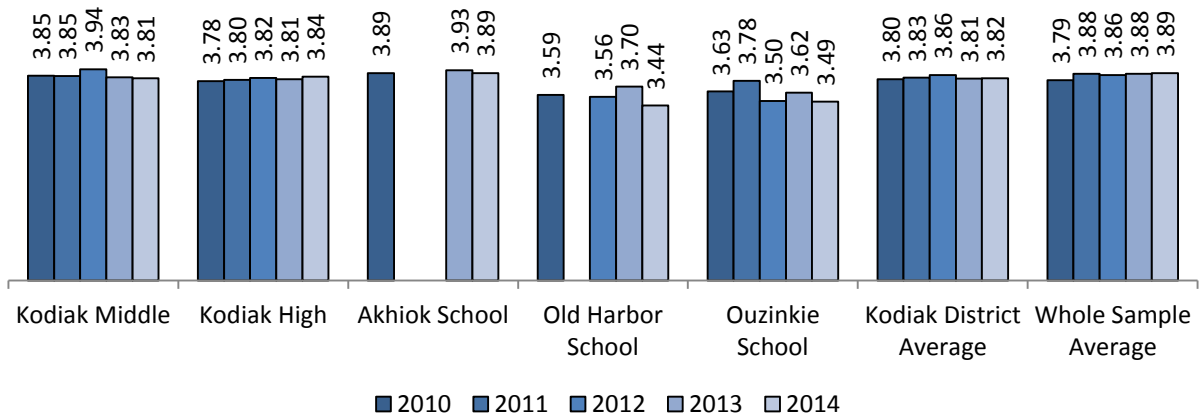
## Social and Emotional Learning

$\alpha = .86$

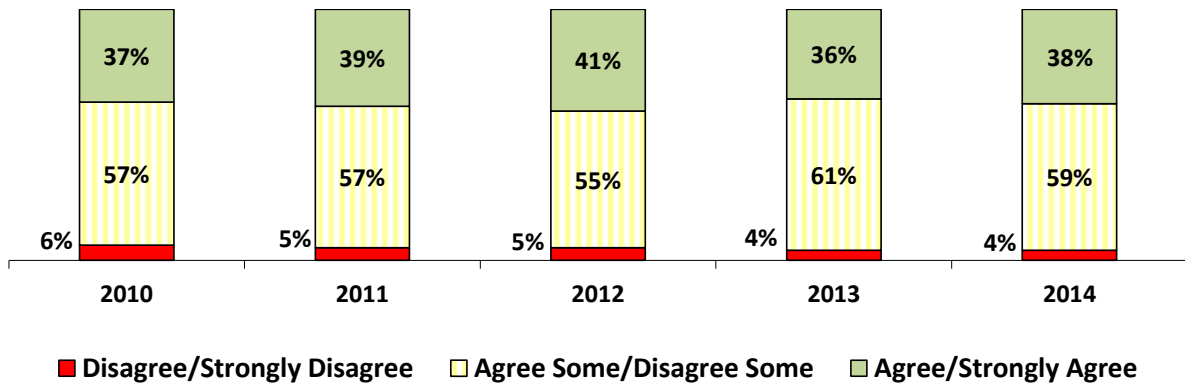
Definition: Social and emotional learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Four SEL skills represented here include self-awareness, social awareness, self-management, and relationship skills.

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

**Students: Social and Emotional Learning Scale Scores**



**Students: Agreement for Social and Emotional Learning**



## Student Risk Behaviors

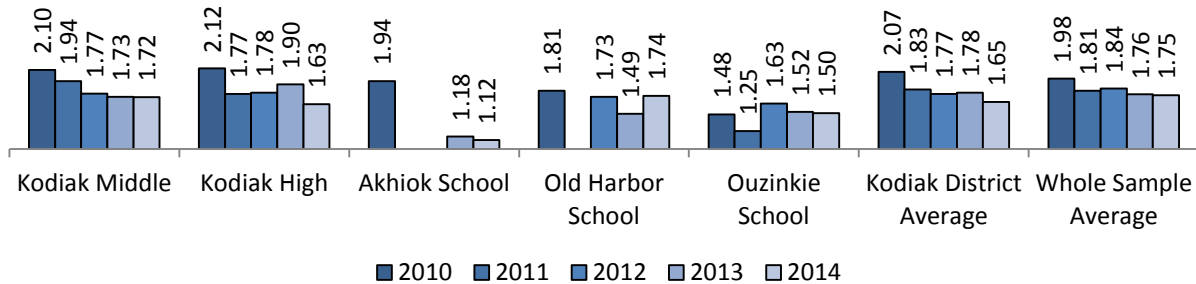
Definition: Students were asked to report how often they had observed peers engage in delinquent behaviors and engage in drug and alcohol use at school and school events within the past 12 months.

### Student Delinquent Behaviors

$\alpha = .83$

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

### Students: Frequency of Observed Student Delinquent Behaviors

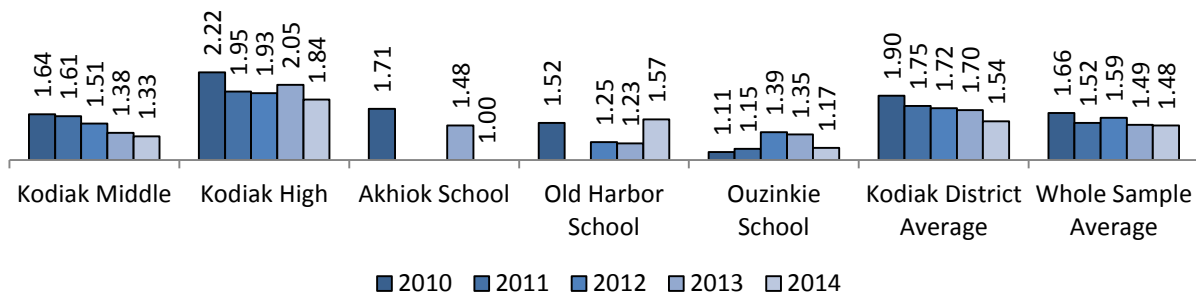


**Student Drug and Alcohol Use**

$\alpha = .72$

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

**Students: Frequency of Observed Student Drug and Alcohol Use**



## Community Support and Youth Involvement

Students and schools exist within communities, and student-community engagement can benefit both schools and communities. We present information regarding the extent to which students are engaged in their communities, and the extent to which communities support students.

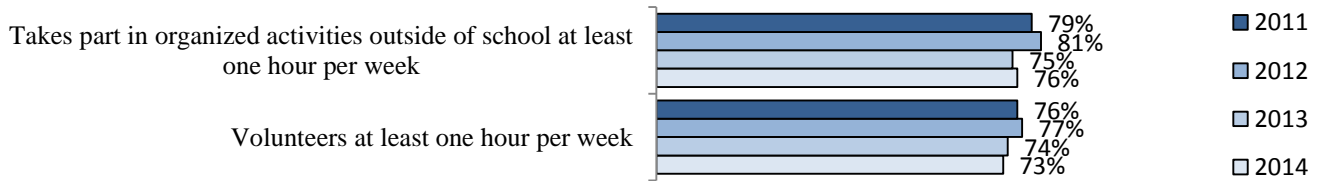
### Youth Involvement

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

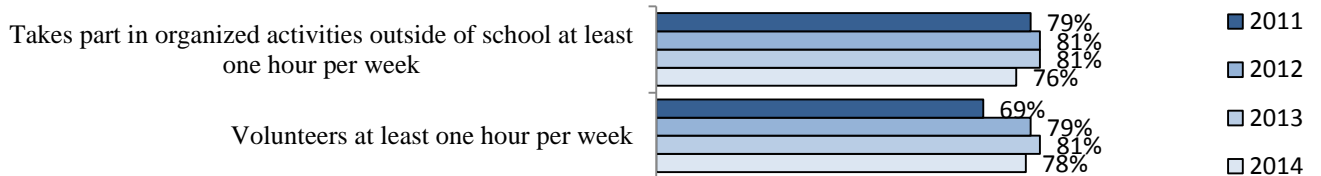
- During an average week, how much time do you spend participating in organized activities after school or on weekends? (examples: sports; clubs; youth groups; music/art/dance/drama activities; cultural, religious, or other community activities)
- During an average week, how much time do you help other 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. These questions were asked with different response choices in 2010, so 2010 results are not presented here (because they are not comparable).

#### Kodiak Middle School



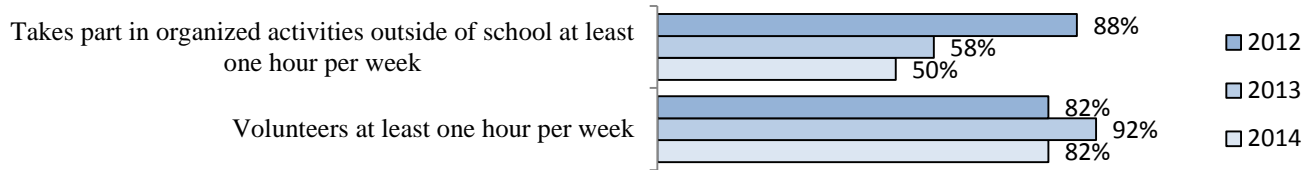
#### Kodiak High School



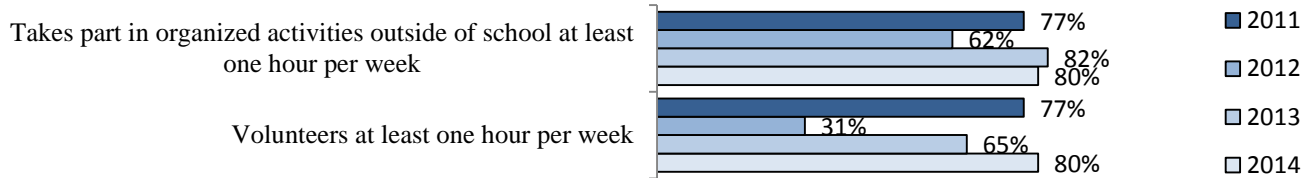
#### Akhiok School



### Old Harbor School



### Ouzinkie School



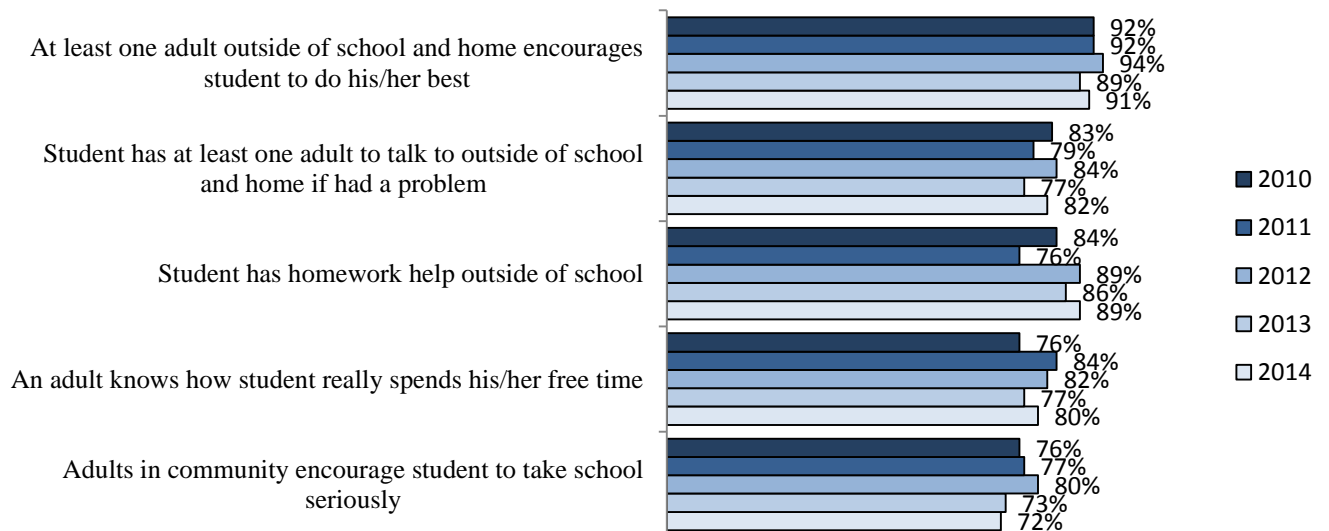
### Community Support

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

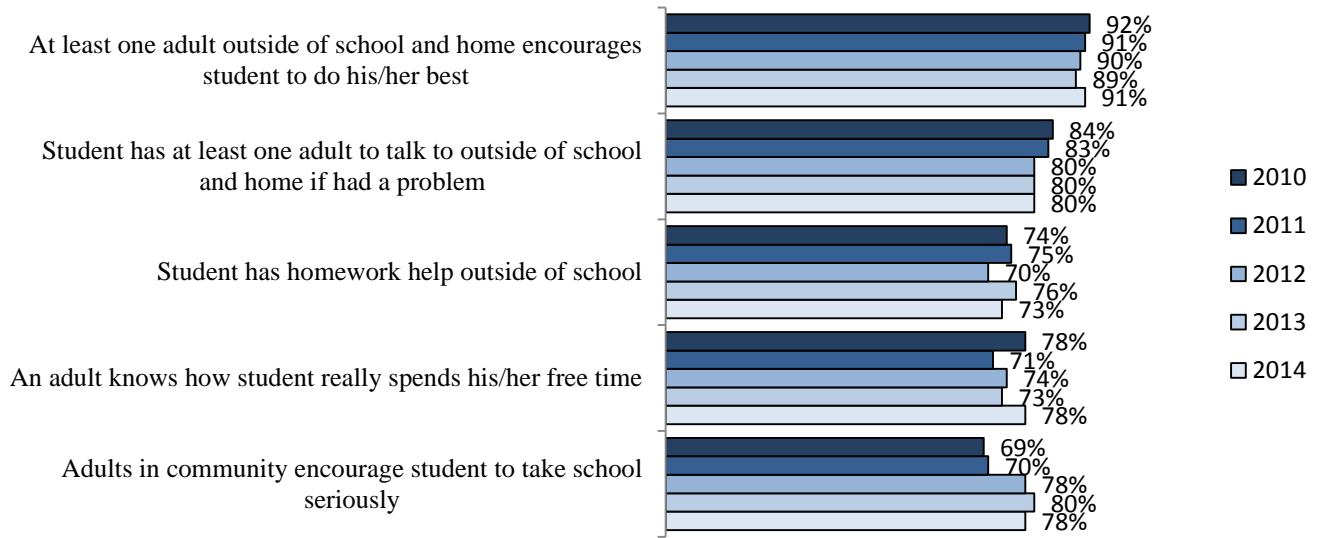
- Outside of school and home, I know at least one adult who encourages me to do my best.
- Outside of school and home, I know at least one adult I can talk to, if I have a problem.
- Do you have someone outside of school who can help you with homework?
- Is there an adult who *really* knows what you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

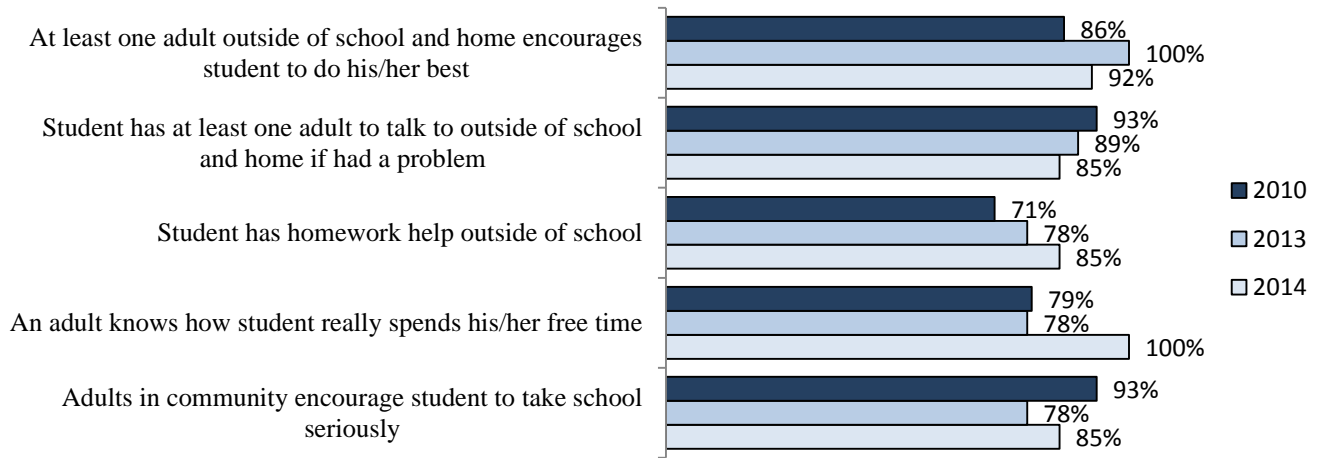
### Kodiak Middle School



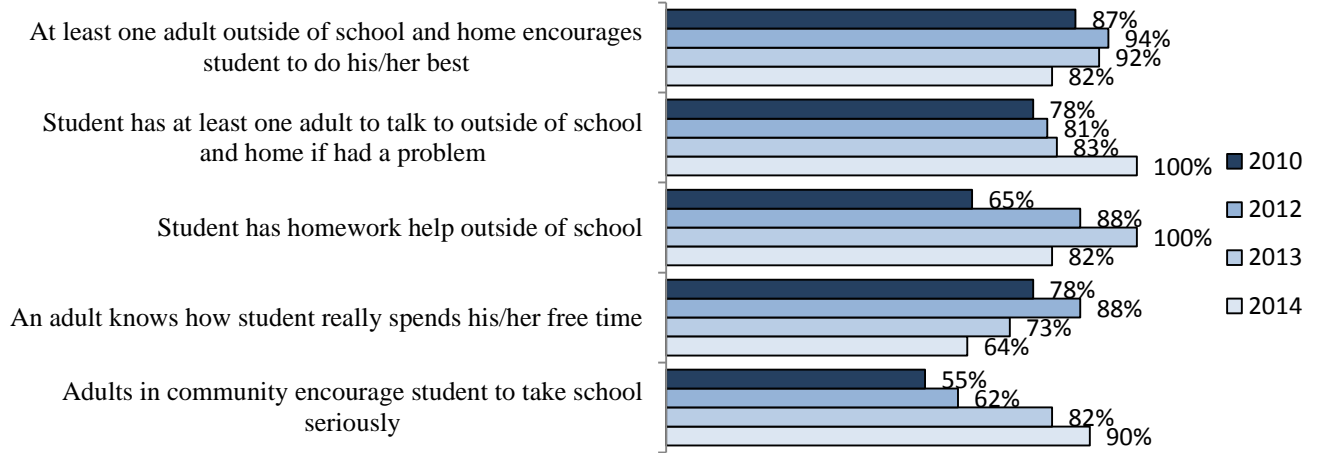
### Kodiak High School



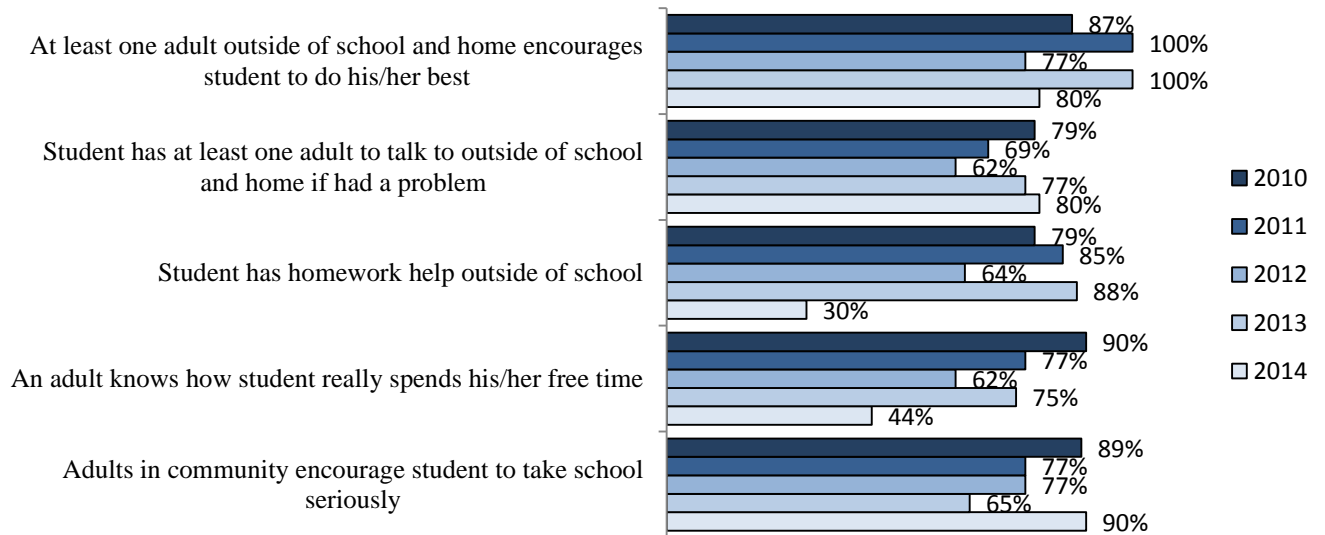
### Akhiok School



### Old Harbor School



### Ouzinkie School





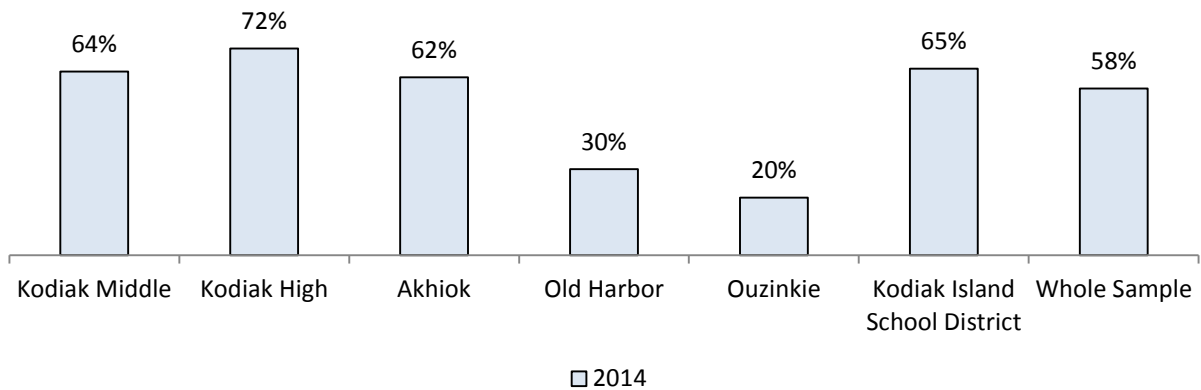
## Student Perceptions of Peer Alcohol Use

Starting in 2014, students were asked three questions with regard to youth alcohol use:

- During the last 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?
- During the past 30 days, on how many days do you think most students in your school had at least one drink of alcohol?
- During the past 30 days, on how many days do you think most students in your school had 5 or more drinks of alcohol in a row, that is, within a couple of hours?

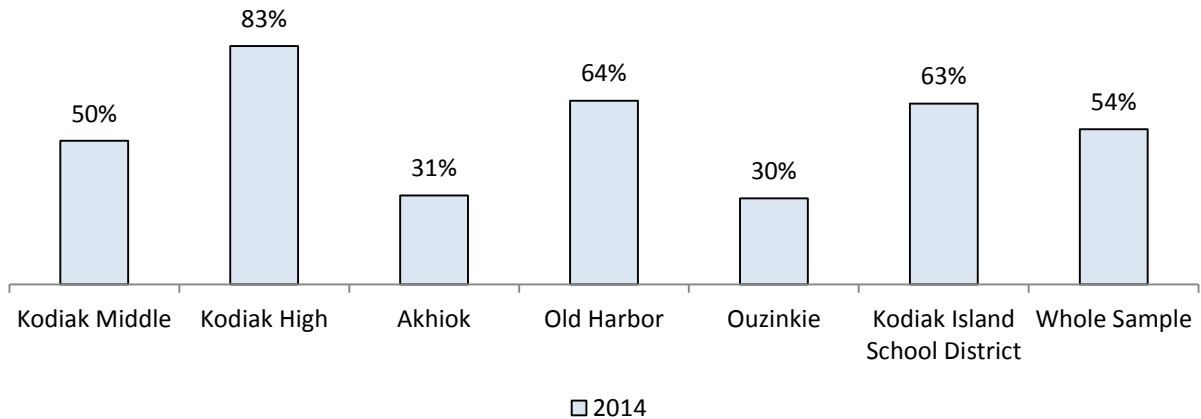
The chart below shows the percentage of students who heard at least one message in the past year that most students do not drink alcohol.

**Percentage of Students Who Heard a Message that Most Do Not Drink**



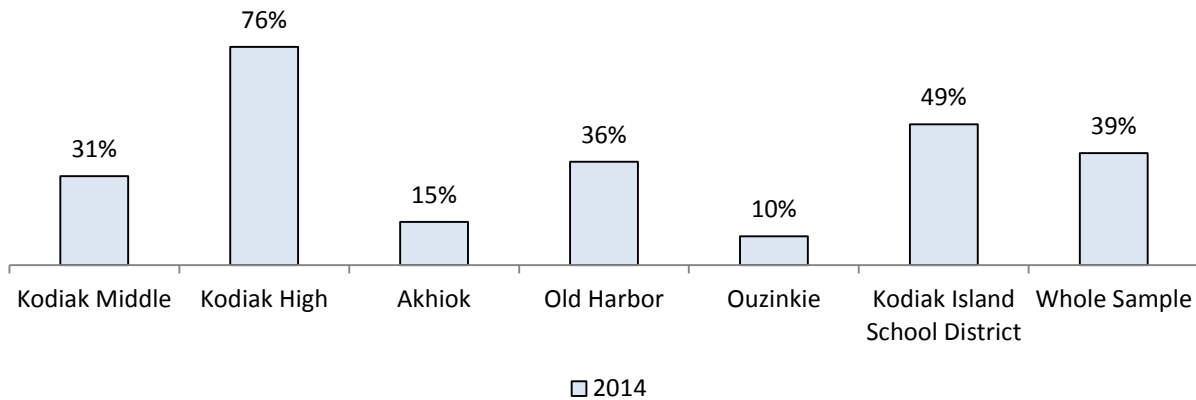
The chart below shows the percentage of students who thought that most other students drank alcohol at least once in the last 30 days.

**Percentage of Students Who Thought Others Drank at Least Once**



The chart below shows the percentage of students who thought that most other students drank 5 or more drinks in a row in the last 30 days.

### Percentage of Students Who Thought Others Binge Drank



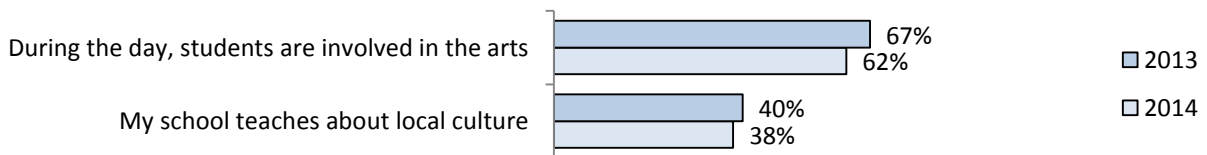
### Additional Items

Kodiak Island Borough School District elected to ask students to respond to two additional survey items:

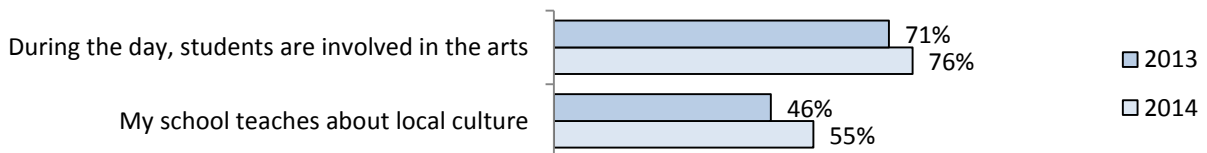
- During the school day, students are involved in the arts (such as dance, music, theatre, Alaska Native, media or visual arts like drawing, sculpture and painting).
- My school teaches about local culture.

The charts below show the percentages of students in each school who indicated that they agreed or strongly agreed with each of these items.

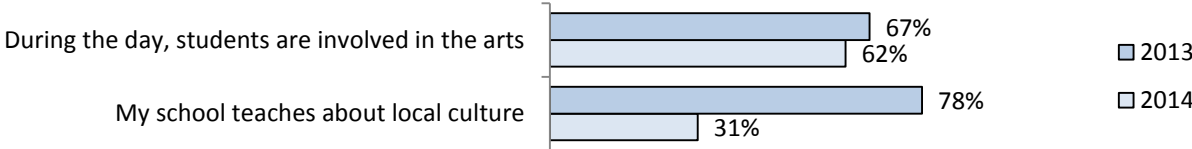
#### Kodiak Middle



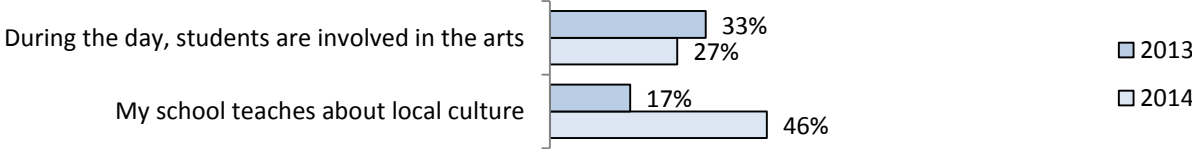
#### Kodiak High



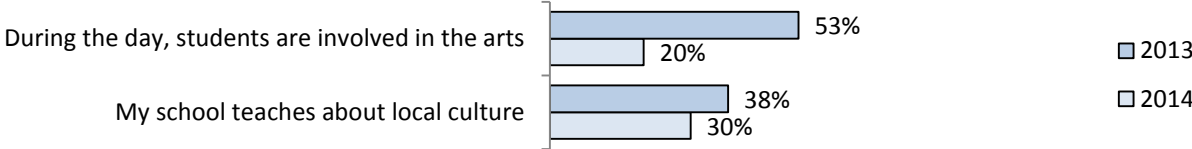
**Akhiok School**



**Old Harbor School**



**Ouzinkie 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 300 schools across 27 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 <sup>2</sup>	% Participating <sup>3</sup>	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	345	494	69.8%	3.74	3.31	4.09	3.80	3.37	3.43	3.12	3.32	3.38	3.81	1.72	1.33
Kodiak High School	307	761	40.3%	3.77	3.41	3.93	3.89	3.46	3.45	3.33	3.43	3.45	3.84	1.63	1.84
Akhiok School	13	15	86.7%	3.96	3.65	4.33	4.17	3.38	3.43	3.54	3.78	3.86	3.89	1.12	1.00
Chiniak School	2	6	33.3%	—	—	—	—	—	—	—	—	—	—	—	—
Karluk School	5	8	62.5%	—	—	—	—	—	—	—	—	—	—	—	—
Larsen Bay School	3	9	33.3%	—	—	—	—	—	—	—	—	—	—	—	—
Old Harbor School	11	22	50.0%	3.52	3.27	3.83	3.76	2.98	3.16	2.68	3.56	3.27	3.44	1.74	1.57
Ouzinkie School	10	19	52.6%	3.67	3.23	3.82	3.96	3.27	3.29	2.98	3.10	3.22	3.49	1.50	1.17
Port Lions School	4	12	—	—	—	—	—	—	—	—	—	—	—	—	—
<i>Kodiak Island District Average</i>	<i>700</i>	<i>1,482</i>	<i>47.2%</i>	<i>3.76</i>	<i>3.37</i>	<i>4.02</i>	<i>3.86</i>	<i>3.40</i>	<i>3.44</i>	<i>3.22</i>	<i>3.39</i>	<i>3.43</i>	<i>3.82</i>	<i>1.65</i>	<i>1.54</i>
<b><i>Whole Sample Average</i></b>	<b><i>32,651</i></b>	<b><i>77,213</i></b>	<b><i>42.3%</i></b>	<b><i>3.84</i></b>	<b><i>3.49</i></b>	<b><i>4.15</i></b>	<b><i>3.96</i></b>	<b><i>3.41</i></b>	<b><i>3.57</i></b>	<b><i>3.23</i></b>	<b><i>3.58</i></b>	<b><i>3.56</i></b>	<b><i>3.89</i></b>	<b><i>1.75</i></b>	<b><i>1.48</i></b>

<sup>2</sup> Data on enrollment at the school and district level are as of fall 2013, and were obtained directly from the Alaska Department of Education and Early Development (EED).

<sup>3</sup> Participation rates are based on all students in grades 5 – 12 at the school, district and state level (not just those participating in the SCCS).

## 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 five 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	368	3.77	3.40	4.03	3.87	3.40	3.43	<b>3.27*</b>	3.44	3.46	3.85	1.68	1.57
	Female	323	3.77	3.34	4.02	3.85	3.41	3.46	<b>3.17*</b>	3.35	3.40	3.80	1.63	1.51
Race/Ethnicity	Alaska Native	78	3.80	3.52	4.05	3.96	3.41	3.49	3.31	3.57	3.57	3.74	1.35	1.21
	Amer. Indian	4	—	—	—	—	—	—	—	—	—	—	—	—
	Asian	205	3.78	3.37	4.06	3.67	3.58	3.49	3.26	3.33	3.46	3.85	1.56	1.48
	African Amer.	4	—	—	—	—	—	—	—	—	—	—	—	—
	Latino	32	3.90	3.36	4.07	4.09	3.57	3.53	3.31	3.30	3.44	3.81	1.61	1.51
	Hawaiian/PI	14	3.72	3.42	4.13	3.51	3.51	3.38	3.44	3.51	3.29	4.04	1.99	2.24
	White	224	3.74	3.34	4.01	3.93	3.29	3.41	3.15	3.45	3.38	3.80	1.78	1.62
2 or more races	133	3.75	3.31	3.99	3.94	3.32	3.39	3.19	3.30	3.40	3.83	1.71	1.59	
Grade Level	5	0	—	—	—	—	—	—	—	—	—	—	—	—
	6	116	<b>3.93*</b>	3.45	<b>4.27*</b>	3.90	<b>3.66*</b>	<b>3.66*</b>	3.16	3.49	3.50	3.89	1.65	<b>1.22*</b>
	7	121	3.67	3.28	4.06	3.76	3.27	3.42	3.06	3.35	3.35	3.77	1.75	1.38
	8	127	3.64	3.20	3.93	3.79	<b>3.18*</b>	3.22	3.12	3.13	3.30	3.72	1.70	1.34
	9	98	3.77	3.34	4.01	3.86	3.43	3.43	3.26	3.24	3.44	3.80	1.57	1.68
	10	89	3.78	3.36	3.86	3.83	3.59	3.41	3.22	3.39	3.47	3.74	1.67	1.77
	11	72	3.87	<b>3.56*</b>	4.00	4.01	3.54	<b>3.58*</b>	<b>3.47*</b>	<b>3.70*</b>	3.51	3.94	1.55	<b>1.92*</b>
12	75	3.74	<b>3.52*</b>	3.94	3.98	3.26	3.41	<b>3.46*</b>	<b>3.69*</b>	3.54	3.96	1.55	1.78	
Grades Obtained	A's	218	3.80	3.41	4.12	3.96	3.31	3.48	3.26	3.50	3.42	3.95	1.71	1.62
	B's	331	3.77	3.37	4.03	3.84	3.45	3.43	3.22	3.37	3.45	3.78	1.61	1.48
	C's	120	3.65	3.29	3.82	3.71	3.42	3.35	3.18	3.29	3.39	3.71	1.65	1.61
	D's/F's	11	3.63	3.18	<b>3.47*</b>	3.82	3.29	3.46	3.10	3.06	3.08	<b>3.46*</b>	1.82	1.60
School Missed w/o Permission	None	464	3.78	3.38	<b>4.08*</b>	3.87	3.40	3.44	3.22	3.42	3.45	<b>3.86*</b>	1.61	<b>1.45*</b>
	Any	232	3.74	3.35	<b>3.92*</b>	3.84	3.42	3.43	3.22	3.34	3.40	<b>3.74*</b>	1.74	<b>1.72*</b>

## STAFF RESULTS

In 2014, valid surveys were received from school staff as follows:

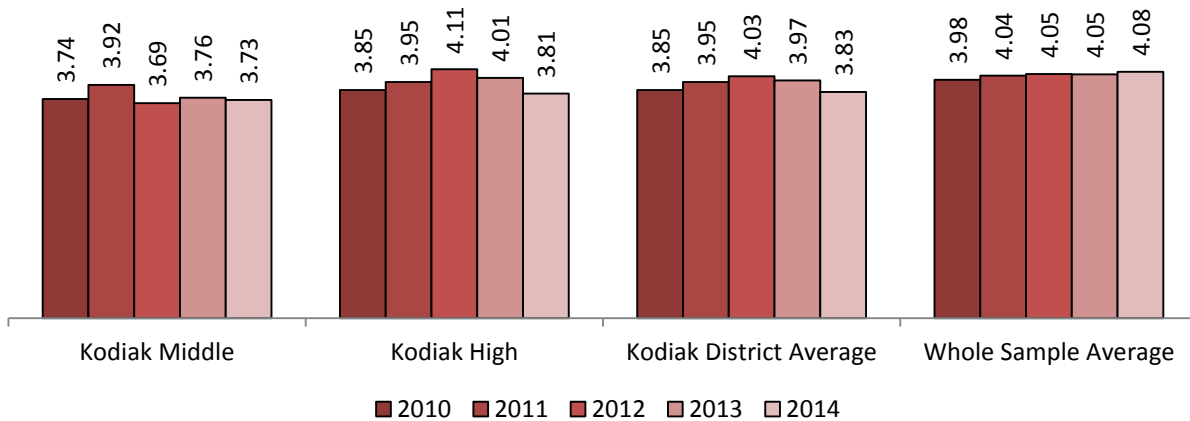
	Staff Participating	Teachers
Kodiak Middle School	33	21
Kodiak High School	29	19
Akhiok School	2	2
Chiniak School	3	2
Karluk School	2	2
Larsen Bay School	2	1
Old Harbor School	5	3
Ouzinkie School	4	4
Port Lions School	4	1
<i>Kodiak Island Borough School District</i>	<i>84</i>	<i>55</i>
<i>Whole Sample</i>	<i>7,249</i>	<i>3,791</i>

### School Climate: Staff

#### Summary Scale: Overall Climate

Definition: Computed as the mean of eight 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 Summary Scale Scores



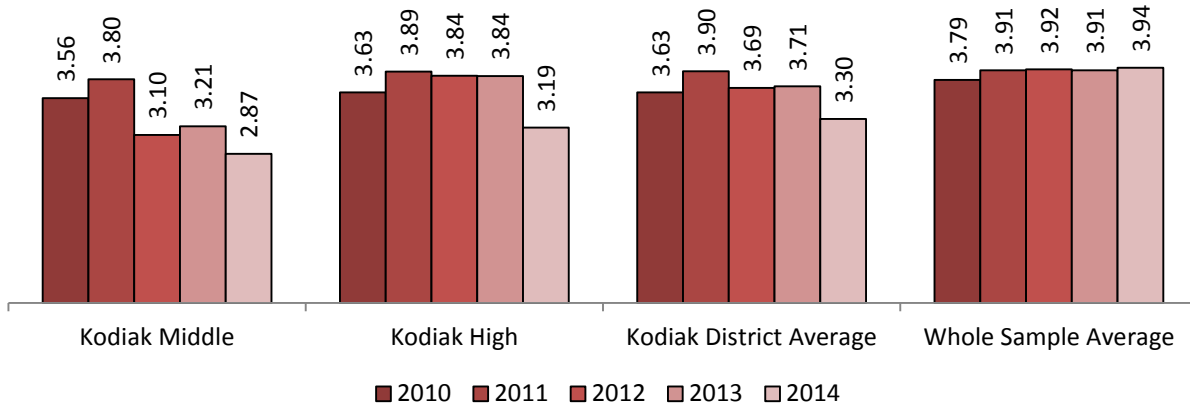
**School Leadership and Involvement**

$\alpha = .93$

Definition: Reflects staff members’ perceptions about the decision making of school leaders as well as the fairness of school rules.

- 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: School Leadership and Involvement Scale Scores**



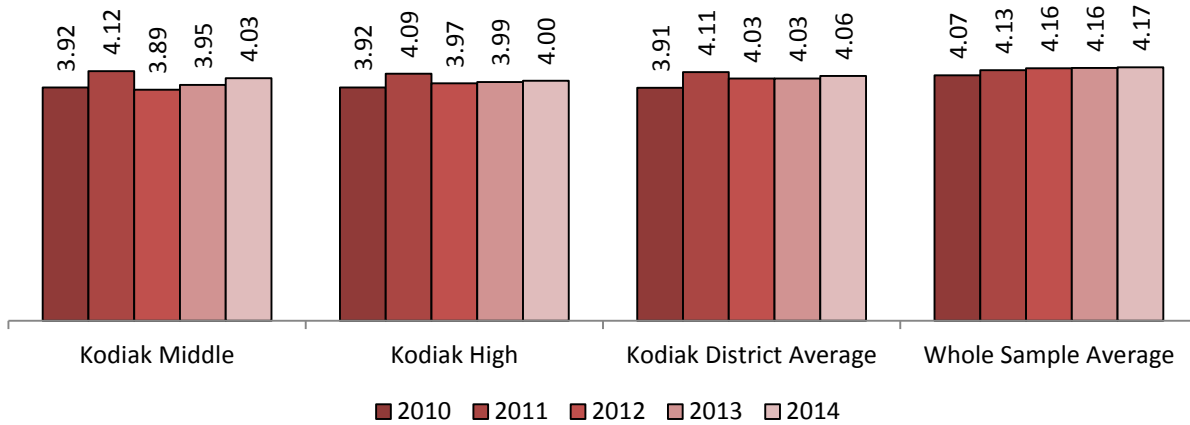
### Staff Attitudes

$\alpha = .87$

Definition: Reflects staff members' perceptions about the competence of teachers and teachers' attitudes toward their work.

- 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: Staff Attitudes Scale Scores**





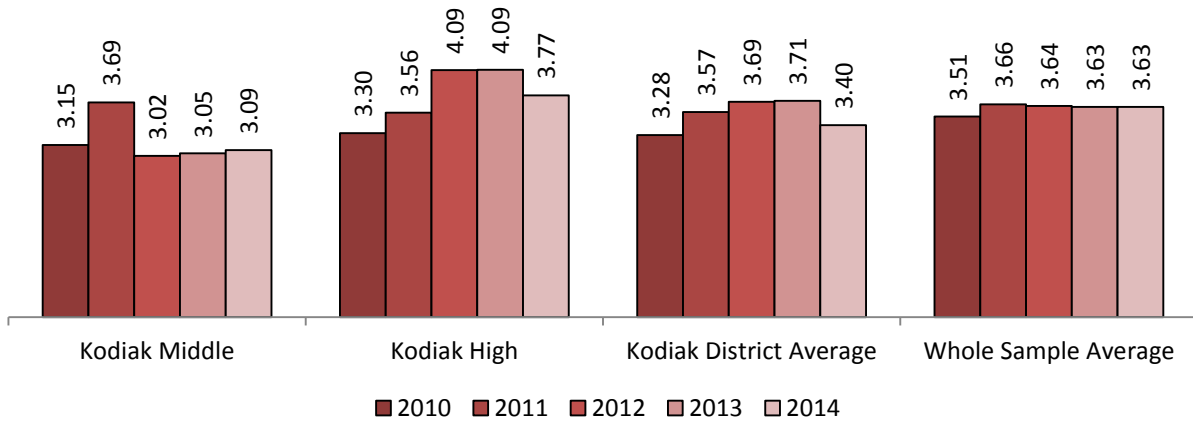
## Student Involvement

$\alpha = .85$

Definition: Reflects staff members' perceptions about how involved students are in the decision making process at school.

- 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: Student Involvement Scale Scores**



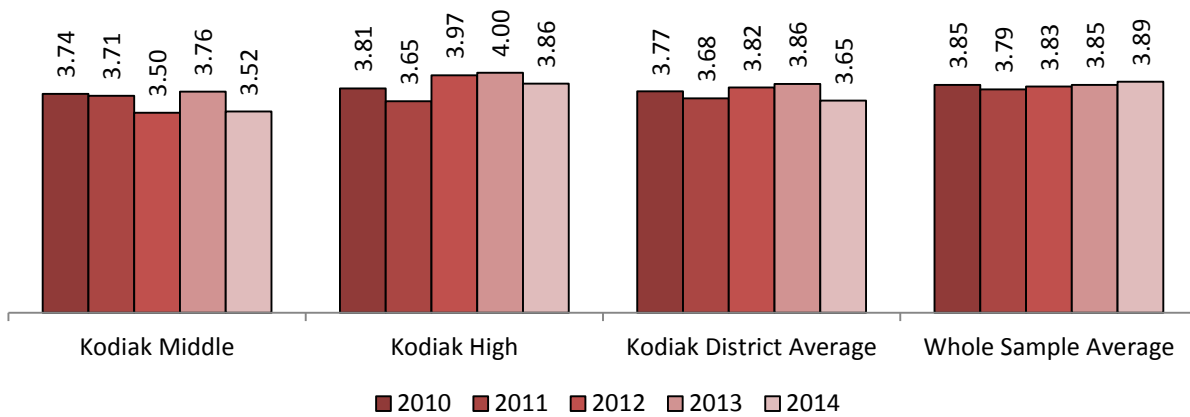
**Respectful Climate**

$\alpha = .85$

Definition: Reflects staff members' perceptions about how students treat each other and how well students and staff members treat one another.

- 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: Respectful Climate Scale Scores**



## School Safety

$\alpha = .72$

Definition: Reflects staff members' perceptions about the impact of gangs and bullies as well as crime and violence that affect the school.

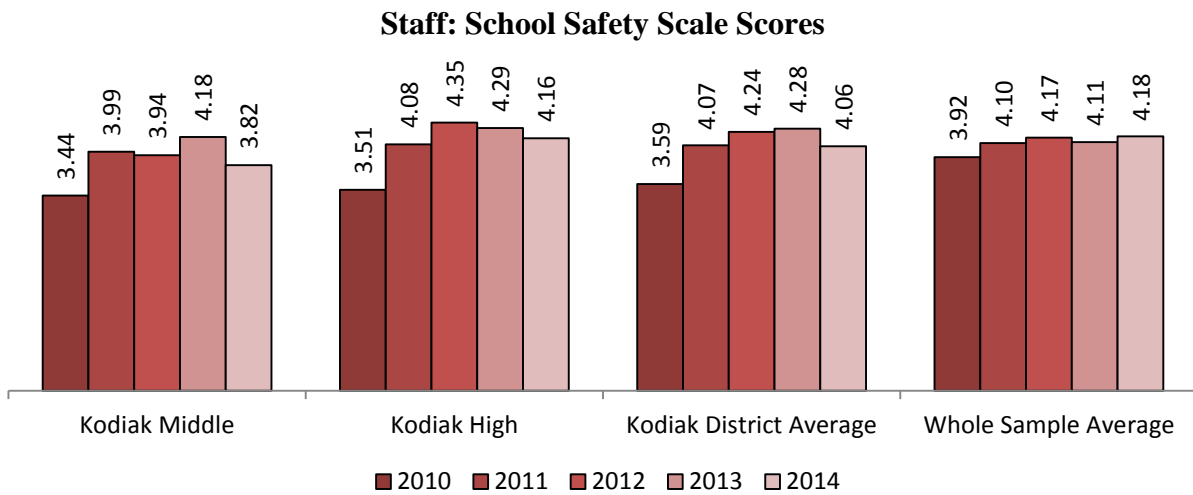
28. I feel safe at my school.

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)*



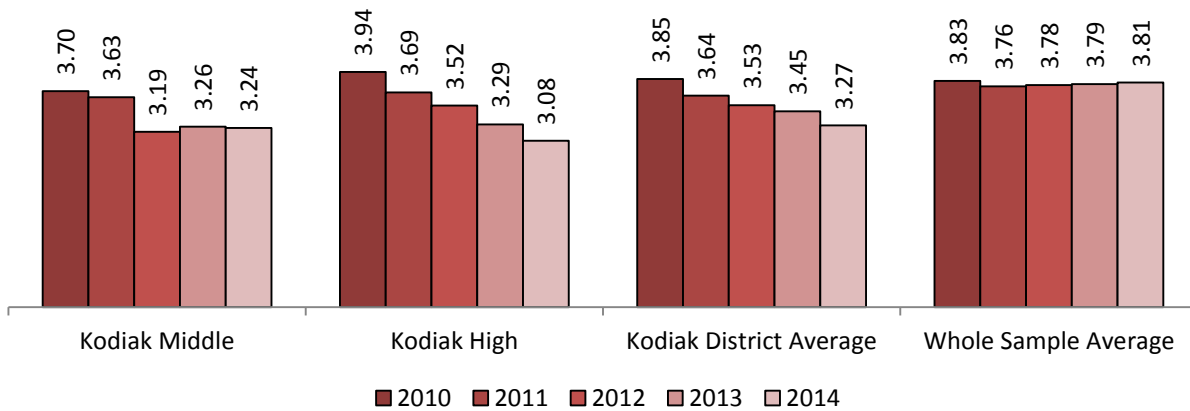
**Parent and Community Involvement**

$\alpha = .84$

Definition: Reflects staff members' perceptions about how accessible the school is for parents as well as how connected adults in the community are to the school.

- 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: Parent and Community Involvement Scale Scores**



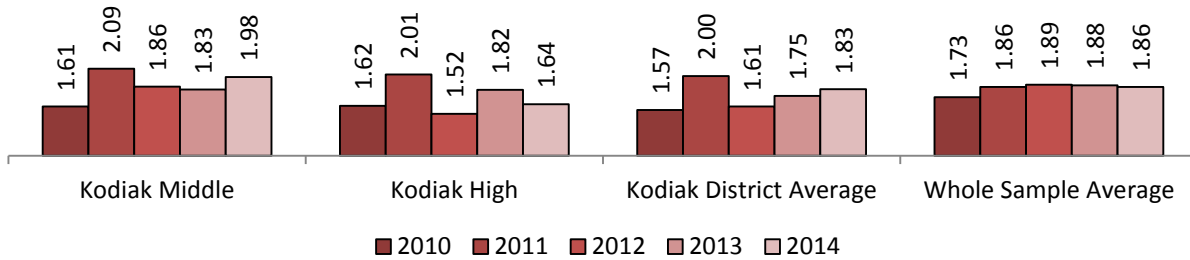
### Student Delinquent Behaviors

$\alpha = .81$

Definition: 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.

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

#### Staff: Frequency of Observed Student Delinquent Behaviors



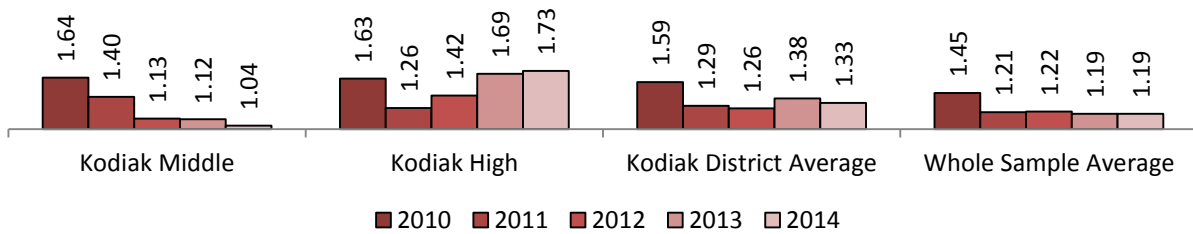
## Student Drug and Alcohol Use

$\alpha = .69$

Definition: 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.

- 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: Frequency of Observed Student Drug and Alcohol Use



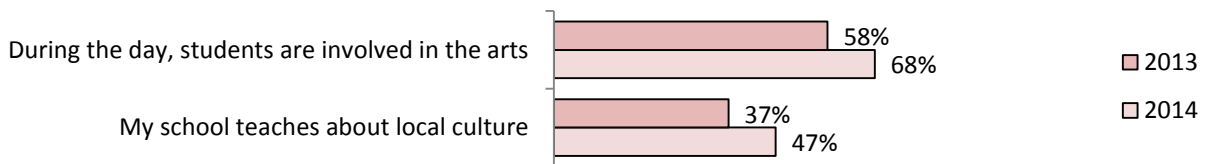
## Additional Items

Kodiak Island Borough School District elected to ask staff to respond to two additional survey items:

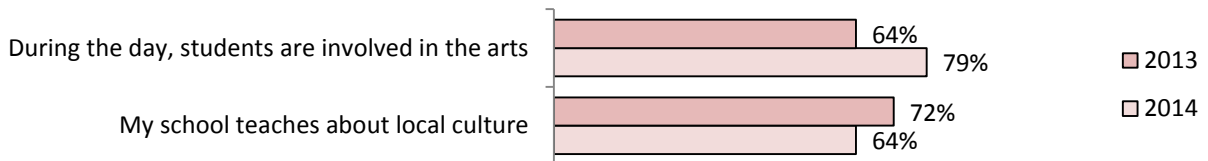
- During the school day, students are involved in the arts (such as dance, music, theatre, Alaska Native, media or visual arts like drawing, sculpture and painting).
- My school teaches about local culture.

The charts below show the percentages of staff in each school who indicated that they agreed or strongly agreed with each of these items.

### Kodiak Middle



### Kodiak High



## 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 300 schools across 27 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	33	21	3.73	2.87	4.03	3.09	3.52	3.82	3.24	1.98	1.04
Kodiak High School	29	19	3.81	3.19	4.00	3.77	3.86	4.16	3.08	1.64	1.73
Akhiok School	2	2	—	—	—	—	—	—	—	—	—
Chiniak School	3	2	—	—	—	—	—	—	—	—	—
Karluk School	2	2	—	—	—	—	—	—	—	—	—
Larsen Bay School	2	1	—	—	—	—	—	—	—	—	—
Old Harbor School	5	3	—	—	—	—	—	—	—	—	—
Ouzinkie School	4	4	—	—	—	—	—	—	—	—	—
Port Lions School	4	1	—	—	—	—	—	—	—	—	—
<i>Kodiak Island District Average</i>	<i>84</i>	<i>55</i>	<i>3.83</i>	<i>3.30</i>	<i>4.06</i>	<i>3.40</i>	<i>3.65</i>	<i>4.06</i>	<i>3.27</i>	<i>1.83</i>	<i>1.33</i>
<b><i>Whole Sample Average</i></b>	<b><i>7,249</i></b>	<b><i>3,791</i></b>	<b><i>4.08</i></b>	<b><i>3.94</i></b>	<b><i>4.17</i></b>	<b><i>3.63</i></b>	<b><i>3.89</i></b>	<b><i>4.18</i></b>	<b><i>3.81</i></b>	<b><i>1.86</i></b>	<b><i>1.19</i></b>



### 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 five 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	22	3.87	3.33	4.06	3.48	3.69	4.20	3.35	1.67	1.22
	Female	57	3.83	3.34	4.05	3.39	3.64	4.00	3.28	1.88	1.36
Race/Ethnicity	Alaska Native	7	4.09	3.67	4.03	3.24	3.57	3.90	3.47	1.66	1.14
	Amer. Indian	0	—	—	—	—	—	—	—	—	—
	Asian	2	—	—	—	—	—	—	—	—	—
	African Amer.	2	—	—	—	—	—	—	—	—	—
	Latino	1	—	—	—	—	—	—	—	—	—
	Hawaiian/PI	0	—	—	—	—	—	—	—	—	—
	White	62	3.80	3.30	4.06	3.41	3.64	4.11	3.25	1.87	1.38
2 or more races	0	—	—	—	—	—	—	—	—	—	
Role in School	Teacher	55	3.83	3.24	4.11	3.36	3.62	4.08	<b>3.22*</b>	1.77	1.27
	Admin	2	—	—	—	—	—	—	—	—	—
	Oth. Cert.	2	—	—	—	—	—	—	—	—	—
	Classified	21	3.81	3.51	4.01	3.57	3.73	3.93	<b>3.53*</b>	2.00	1.56
	Other	3	—	—	—	—	—	—	—	—	—
Years in District	< 2	11	3.88	3.53	4.06	3.21	3.42	4.31	3.17	1.75	1.09
	3-5	14	3.83	3.46	4.03	3.38	3.74	4.23	3.29	2.07	1.38
	6-10	16	3.89	3.25	4.19	3.56	3.79	4.05	3.26	1.74	1.23
	11-15	13	3.74	3.13	3.98	3.19	3.27	3.69	3.24	1.55	1.15
	> 15	29	3.81	3.25	4.04	3.49	3.79	4.07	3.34	1.92	1.52
Years in School	< 2	14	3.91	3.57	4.15	3.21	3.47	4.23	3.20	1.67	1.07
	3-5	15	3.88	3.48	4.05	3.58	3.80	4.28	3.28	1.77	1.26
	6-10	17	3.87	3.30	4.06	3.60	3.82	4.00	3.29	1.68	1.29
	11-15	15	3.81	3.37	4.23	3.45	3.49	4.03	3.33	1.89	1.16
	> 15	21	3.69	2.95	3.91	3.21	3.65	3.82	3.27	2.05	1.70