
Fairbanks North Star Borough School District

Results of ED School Climate Surveys
2016-17 School Year

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EXECUTIVE SUMMARY

This report presents results of the ED School Climate Surveys (EDSCLS), a suite of survey instruments developed for schools, districts, and states by the U.S. Department of Education. The EDSCLS is comprised of surveys for students (grades 5-12), instructional and non-instructional staff, and parents. The EDSCLS allows the school district to collect and act on reliable, nationally validated school climate data in real-time.

In 2016-17, the response rates were 51%, 11%, 41%, and 28% for students, parents, instructional staff, and non-instructional staff, respectively. The percent of respondents that gave their school an A or B was 70.2% for students and 80.1% for parents. All scale score averages were greater than 300 for every domain and respondent group, indicating more agreement than disagreement to positive statements like “I feel like I belong” (students) or “Staff at this school care about what families think” (parents).

What is Being Measured:

The School Climate surveys are comprised of 73, 43, and 82 items for students, parents, and staff, respectively (103 for principals). Completion time is approximately 20 to 30 minutes. The first set of items are demographics such as gender and race/ethnicity, as well as an item asking parents and students to grade to their school. The second set, the school climate items, have 4 response options: two negative, two positive, and no middle/neutral category. Some items included an “I don’t know” option (respondents could also skip any item). The EDSCLS provides measures in three domains, as well as 13 topics within the domains:

- **Engagement** – Cultural and Linguistic Competence, Relationships, and School Participation
- **Safety** – Emotional Safety, Physical Safety, Bullying/Cyberbullying, Substance Abuse, and Emergency Readiness/Management
- **Environment** – Physical Environment, Instructional Environment, Physical Health, Mental Health, and Discipline

The complete set of items can be found at the web address:

<https://safesupportivelearning.ed.gov/edscls/administration/>

Scale scores on the domains and topics range between 100 and 500, with a typical score being around 300. Scores above 300 are considered “positive” where more items were given a positive response than a negative response (400 to 500 considered “very positive”). Scores below 300 are considered “negative” (100 to 199 considered “very negative”). Scale scores between 100 and 199, 200 and 299, 300 and 399, and 400 and 500 indicate the respondent tends to “Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree” to a positive statement about the school within the domain/topic, respectively.

What the Results Show:

- A total of 3,997 surveys were completed by students.
- A total of 1,516 surveys were completed by parents.
- A total of 1,635 surveys were completed by staff.
- Parents gave schools a grade point average of 3.19.
- Students gave schools a grade point average of 2.87.
- 70.2% of students assigned their school with an A or a B.
- 80.1% of parents assigned their students’ schools with an A or a B.
- Overall, all groups tended to agree with positive statements about the school
- Over 2/3 of students and staff indicated a positive school climate for Engagement, Safety, and Environment (scale scores 300 or higher)

BACKGROUND

The school district's strategic plan core values include respect for the diversity and dignity of all, as well as striving to provide a safe learning environment through strategic goals such as effective communication and parental engagement. The EDSCLS aligns well with the district's strategic plan and can be used to evaluate efforts. The EDSCLS builds on federal initiatives and research, which recommended that the U.S. Department of Education work on the issue of school climate. High quality school climate data allows the district to understand the perceptions of the students, staff, and parents that cannot be measured through quantitative outcomes such as graduation rates or test performance. The EDSCLS is a suite of surveys for students, parents, instructional and non-instructional staff to review the school climate and provide measurement on Safety, Engagement, and Environment for schools. In the past, 3 different sets of surveys were completed – parent opinion polls, senior surveys, and school connectedness/climate surveys for secondary staff and students. These surveys were at different times during the year as well as every other year for the parent opinion poll. With little overlap between questions on the set of surveys, comparisons across groups or even between types of schools within one survey proved difficult. The EDSCLS is a comprehensive suite of surveys that provide data that are reliable and nationally validated that could replace the 3 aforementioned sets of surveys.

SURVEY METHODOLOGY

In February and March 2017, the school district implemented the EDSCLS. Four surveys were administered – for students in grades 5-12, parents of K-12 students, instructional staff, and non-instructional staff. Parents and staff received e-mails with links to the EDSCLS and their unique username and password. The surveys were anonymous for parents and both groups of staff (note: the results were not matched with the unique usernames and passwords). The survey did not ask parents or staff to identify themselves, thus encouraging them to answer the questions honestly. Students were given access through their student portal in Powerschool Premier (the school district's student information system). Student surveys were confidential to protect student privacy, but to also complete grant reporting.

In the 1st week of the launch of the surveys, the EDSCLS server became overloaded and many individuals had difficulty logging into the survey, lost access while completing the survey, or experienced slow load times. In response, the suite of surveys were recreated in Survey

Monkey in week 2 and e-mails were sent to parents and staff who had not completed the survey. The shared web address did not require a username or password. Although there was some risk for individuals completing multiple surveys through Survey Monkey, it was considered an acceptable risk as compared to the expected increase in response rates. Student links placed in Powerschool Premier were changed as well. The implementation of the Survey Monkey access doubled the total response rate across all groups.

DOMAINS and TOPICS

Descriptions of the domains and topics for the school climate survey are provided below which were retrieved from the EDSCLS User Guide:

Engagement

Engagement includes several components of “school connectedness,” such as the amount of effort students expend in the work of learning, their sense of belonging, and their emotional involvement with the school.

Engagement includes 3 subdomain topics:

1) ***Cultural and linguistic competence***

Involves the degree to which students and families from diverse backgrounds feel welcome and connected to their school.

2. ***Relationships***

Positive relationships between students, adults, and peers are characterized by affirmative social interactions, leading to a nurturing environment of trust and support.

3) ***School participation***

Participation encompasses all of students’ efforts in the school context, ranging from class participation to extracurricular activities.

Safety

Emotional and physical safety are fundamental characteristics of high-quality schools; in these schools, students feel a sense of belonging and are free to focus on learning.

Safety includes 5 subdomain topics:

1) **Emotional safety**

Emotional safety is the actual and perceived experience of feeling safe to express emotions and the confidence to take appropriate academic risks.

2) **Physical safety**

Physical safety is predicated on protecting students from being victims of or witnesses to violence.

3) **Bullying/cyberbullying**

Bullying constitutes unwanted and aggressive actions directed from one person to another.

4) **Substance abuse**

Substance abuse is a harmful pattern of using substances such as alcohol, tobacco, illicit drugs, or prescription drugs.

5) **Emergency readiness/management**

Emergency readiness entails a school's preparedness to respond to a crisis or to an emergency such as a natural disaster, a violent incident, or an act of terrorism.

Environment

Positive school environments are characterized by appropriate and well-maintained facilities; well-managed classrooms with high levels of engagement, rigor, productivity, and inclusion; a range of available school-based health supports; clear, fair disciplinary policies; and explicit policies and procedures governing various school practices.

Environment includes 5 subdomain topics:

1) **Physical environment**

A school's physical environment encompasses the physical appearance and functioning of the building.

2) **Instructional environment**

The instructional environment refers to the interconnectedness of the academic, social, and emotional aspects of learning as they relate to student achievement.

3) **Physical health**

In the EDSCLS, physical health refers to the physical well-being of a school community and its members.

4) **Mental Health**

Mental health is more than just being psychologically well; it includes emotional and social wellbeing and is affected by many different factors.

5) **Discipline**

School discipline is defined as the rules and strategies applied in school to manage student behavior and the practices used to encourage self-discipline.

RESPONSE RATES

As shown in Table 1, response rates were 51% and 11% for students and parents, with individual school response rates ranging from 0% to 99%, and 5% to 25%, respectively. Many parents completed one survey but indicated they had multiple children attending the same school. The 2016-17 School Climate surveys collected data on the number of students included in each parental response, so parent response rates are calculated by dividing the total number of students represented in the completed polls by the number of K-12 students enrolled. This calculation assumes only one poll was completed per student by a parent/guardian.

As shown in Table 2, response rates were 41% and 28% for instructional and non-instructional staff, with individual school response rates ranging from 0% to 73%, and 7% to 75%, respectively. Staff response rates are calculated by dividing the total number of staff participants (at least 10 questions answered) by the number of staff with district e-mails.

Table 1
2016-17 Response Rates for Students, Parents by School

School	Students			Parents		
	# Surveys	# Possible	Response Rate	# Surveys*	# Possible**	Response Rate
Anderson	n/a	n/a	n/a	21	238	9%
Anne Wien	89	97	92%	36	373	10%
Arctic Light	75	87	86%	52	530	10%
Badger Road	70	83	84%	49	474	10%
Barnette	145	191	76%	106	425	25%
Ben Eielson	125	335	37%	48	334	14%
BEST	3	241	1.2%	13	287	5%
Chinook	1	74	1%	32	153	21%
Crawford	122	134	91%	17	302	6%
Denali	84	107	79%	24	374	6%
Effie Kokrine	116	159	73%	16	153	10%
Golden Heart	0	14	0%	n/a	n/a	n/a
Hunter	45	85	53%	39	346	11%
Hutchison	165	397	42%	37	397	9%
Joy	41	97	42%	35	375	9%
Ladd	80	110	73%	52	490	11%
Lathrop High	433	941	46%	93	941	10%
Nordale	68	101	67%	35	337	10%
North Pole Elem	83	84	99%	59	471	13%
North Pole High	328	726	45%	66	725	9%
North Pole Middle	548	640	86%	47	641	7%
Pearl Creek	2	139	1%	90	494	18%
Randy Smith	95	341	28%	40	339	12%
Ryan	148	371	40%	39	374	10%
Salcha	24	27	89%	14	73	19%
Star of the North	165	218	76%	12	218	6%
Tanana	150	420	36%	47	421	11%
Ticasuk Brown	41	63	65%	46	488	9%
Two Rivers	0	28	0%	11	95	12%
University Park	98	135	73%	69	503	14%
Watershed	79	86	92%	46	198	23%
Weller	81	126	64%	61	440	14%
West Valley	489	953	51%	107	952	11%
Woodriver	4	119	3%	57	468	12%
Elementary	1,232	1,973	62%	951	7,647	12%
Secondary	2,765	5,850	47%	565	5,782	10%
Total	3,997	7,823	51%	1,516	13,429	11%

*Some parents filled out one survey, but indicated they have more than one child attending the school

** Number of possible parent surveys is based on the K-12 enrollment

Table 2
2016-17 Response Rates for Staff by School

School	Instructional Staff			Non-Instructional Staff		
	# Surveys	# Possible	Response Rate	# Surveys	# Possible	Response Rate
Anderson	6	16	38%	9	14	64%
Anne Wien	11	33	33%	11	27	41%
Arctic Light	16	31	52%	9	24	38%
Badger Road	14	31	45%	7	23	30%
Barnette	15	33	45%	6	18	33%
Ben Eielson	18	32	56%	5	21	24%
BEST	2	4	50%	3	4	75%
Chinook	0	7	0%	2	9	22%
Crawford	7	18	39%	4	15	27%
Denali	9	25	36%	9	28	32%
Effie Kokrine	1	11	9%	2	8	25%
Golden Heart Academy	2	3	67%	2	3	67%
Hunter	8	23	35%	6	24	25%
Hutchison	11	33	33%	3	14	21%
Joy	22	30	73%	9	31	29%
Ladd	10	31	32%	4	24	17%
Lathrop High	31	67	46%	14	53	26%
Nordale	6	25	24%	5	22	23%
North Pole Elementary	8	32	25%	2	27	7%
North Pole High	28	47	60%	15	34	44%
North Pole Middle	19	43	44%	5	29	17%
Pearl Creek	6	31	19%	3	21	14%
Randy Smith	10	28	36%	2	23	9%
Ryan	12	29	41%	12	27	44%
Salcha	3	7	43%	5	10	50%
Star of the North	4	15	27%	3	4	75%
Tanana	11	32	34%	8	21	38%
Ticasuk Brown	14	32	44%	2	25	8%
Two Rivers	2	9	22%	1	9	11%
University Park	17	32	53%	8	27	30%
Watershed	5	11	45%	2	7	29%
Weller	7	30	23%	7	19	37%
West Valley	29	64	45%	11	44	25%
Woodriver	15	28	54%	5	23	22%
Elementary	201	515	39%	116	427	27%
Secondary	178	408	44%	85	285	30%
Total	379	923	41%	201	712	28%

SECTION I: RESULTS FOR STUDENTS

3,997 students in grades 5-12 completed the school climate survey. Figure 1 and Table 3 provide the distribution of grades given to schools (grade point average of 2.87). Comprehensive School Climate results for students are available at the tableau public dashboard:

<https://public.tableau.com/profile/publish/SchoolClimateStudents/ScaleScores>

This report provides summary results for the district – results for individual schools or other combinations of demographics can be accessed through the dashboard. Filters include School Name, School Group (Elementary, Middle, or High), Grade Level, Race/Ethnicity, Gender, and Military Dependent. Selections with less than 5 students yield no results to protect confidentiality.

Figure 1: School Grade Distribution: Students

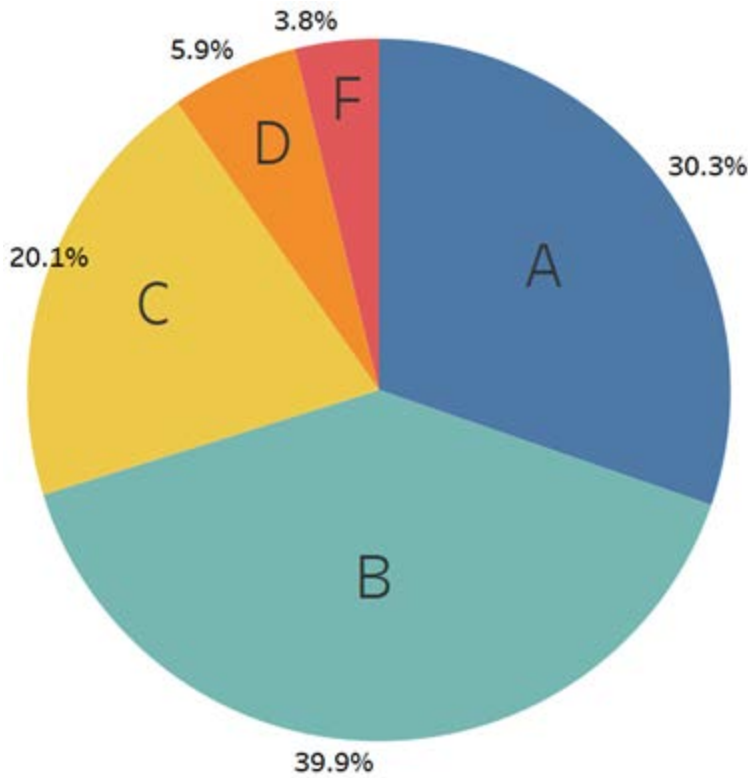


Table 3
Table 3: School Grade Distribution by School Type: Students

SCHOOL TYPE	A	B	C	D	F
Elementary Schools	40%	38%	14%	5%	3%
Secondary Schools	25%	41%	23%	7%	4%
All Schools	30%	40%	20%	6%	4%

Graph 1 and Table 4 provide the average scale scores on the domains of Engagement, Safety, and Environment

Graph 1: Average Scale Scores 2017: Students

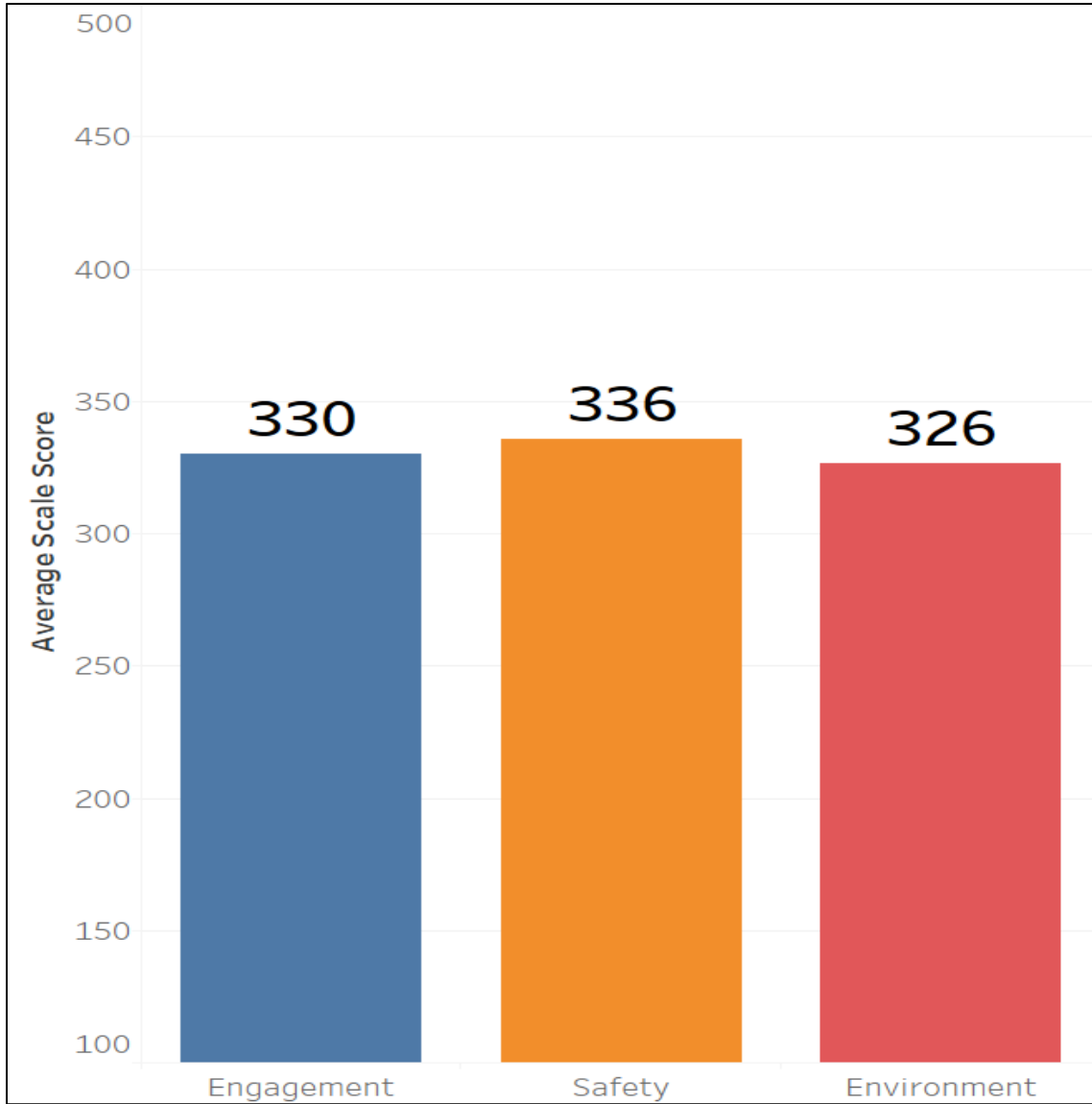


Table 4: Average Scale Scores by School Type: Students

SCHOOL TYPE	ENGAGEMENT	SAFETY	ENVIRONMENT
Elementary Schools	348	366	348
Secondary Schools	321	320	315
All Schools	330	336	326

Engagement

The domain of Engagement includes 3 topics: Cultural and linguistic competence (CLC), Relationships (REL), and School Participation (PAR). Examples of questions for each topic area are included below:

- CLC – “People of different cultural backgrounds, races, or ethnicities get along well at this school.”
- REL – “Teachers are available when I need to talk with them.”
- PAR – “I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Graph 2: Average Scale Scores for Engagement Topics: Students

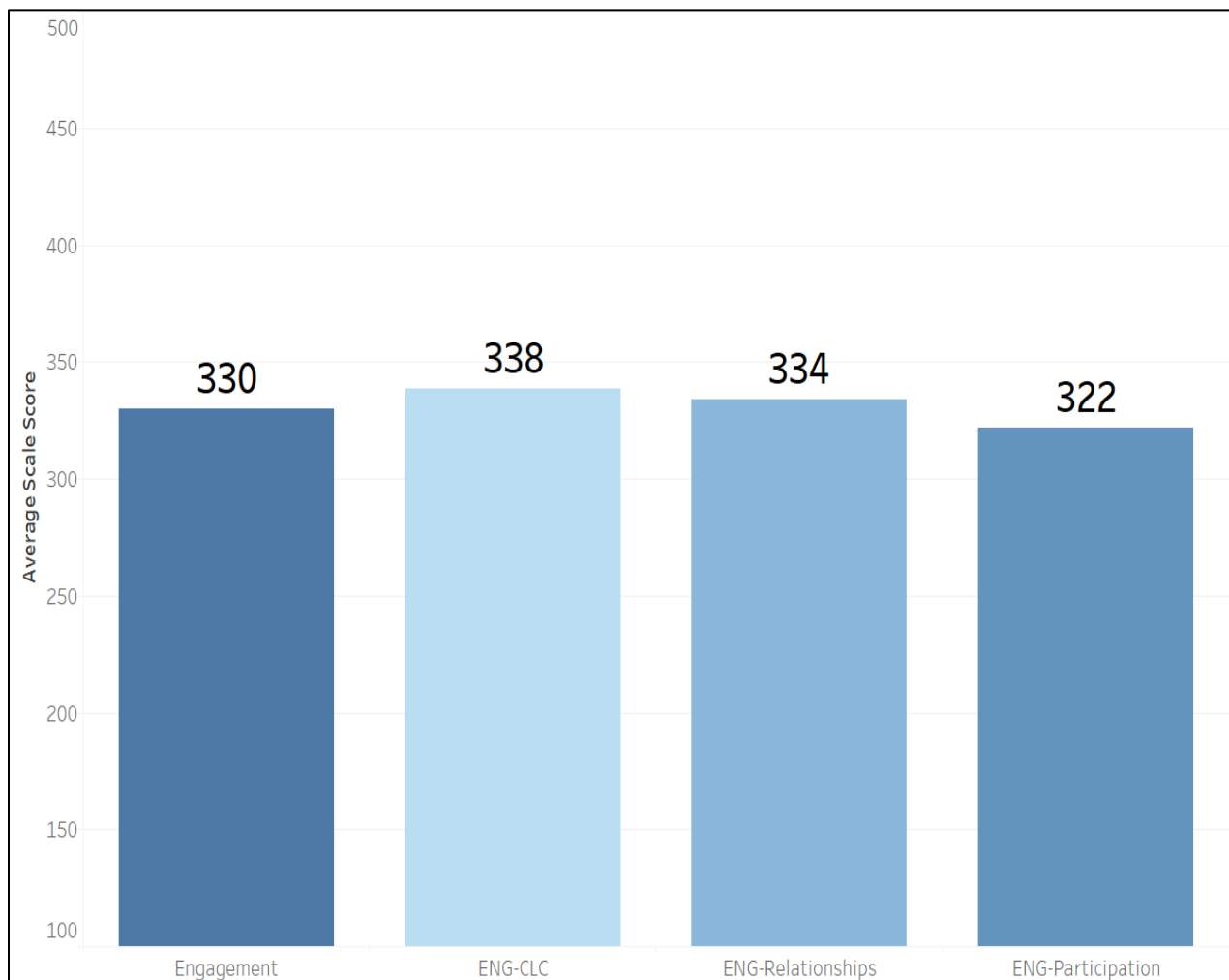


Table 5: Average Scale Scores for Engagement Topics by School Type: Students

	ELEMENTARY	SECONDARY	ALL SCHOOLS
ENGAGEMENT	348	321	330
Curriculum and Linguistic Competence	359	329	338
Relationships	356	324	334
School Participation	334	316	322

SAFETY

The domain of Safety includes five topics: Emotional Safety (EMO), Physical Safety (PSAF), Bullying/Cyberbullying (BUL), Substance Abuse (SUB), and Emergency Readiness/Management (ERM). Note that scale scores are not produced for ERM. Examples of questions for each topic area are included below:

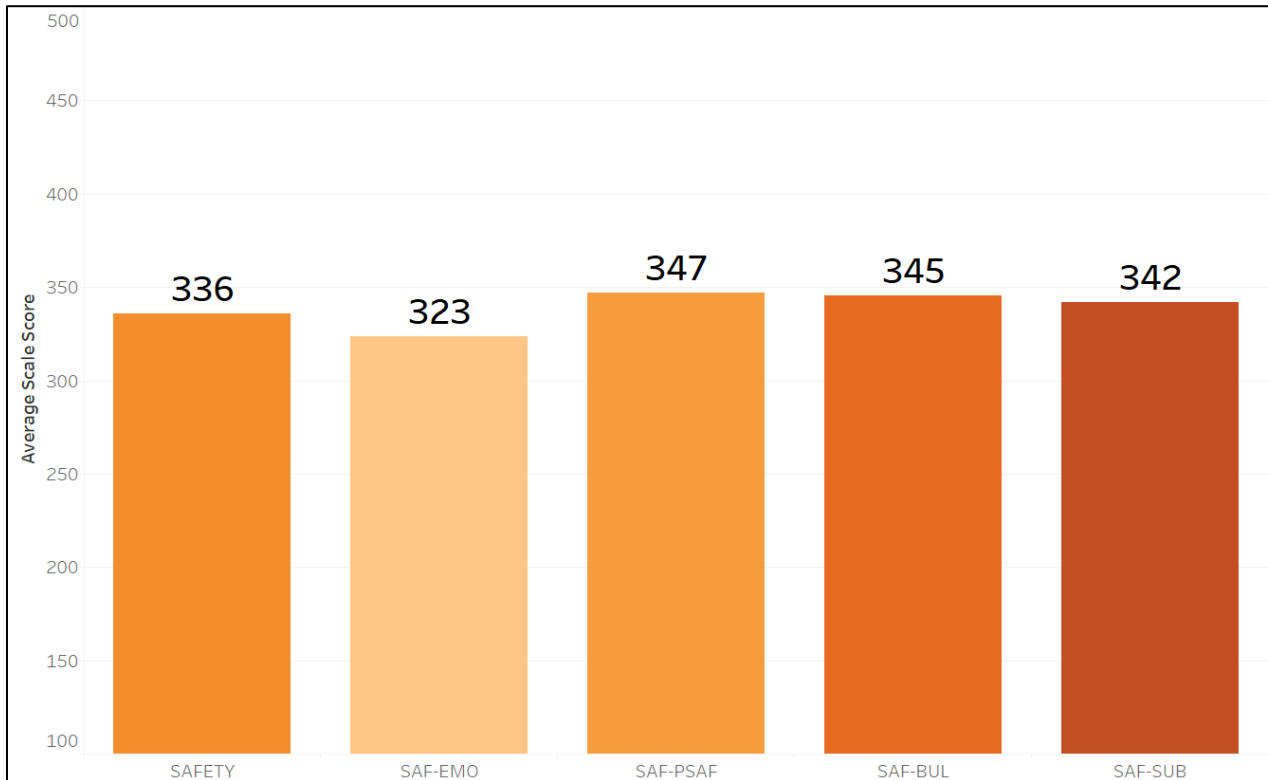
- EMO – “I feel socially accepted.”
- PSAF – “I feel safe going to and from this school.”
- BUL – “Students at this school are often bullied.”
- SUB – “Students use/try alcohol or drugs while at school or school-sponsored events.”
- ERM – “If students hear about a threat to school or student safety, they would report it to someone in authority”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Table 6: Average Scale Scores for Safety Topics by School Type: Students

	ELEMENTARY	SECONDARY	ALL SCHOOLS
SAFETY	366	320	336
Emotional Safety	345	313	323
Physical Safety	371	334	347
Bullying/Cyberbullying	371	332	345
Substance Abuse	407	308	342

Graph 3: Average Scale Scores for Safety Topics: Students



ENVIRONMENT

The domain of Environment includes five topics: Physical Environment (PENV), Instructional Environment (INS), Mental Health (MENH), and Discipline (DIS). Examples of questions for each topic area are included below:

- PENV – “I think that students are proud of how this school looks on the outside.”
- INS – “The things I’m learning in school are important to me.”
- MENH – “I can talk to a teacher or other adult at this school about something that is bothering me.”
- DIS – “Adults working at this school reward students for positive behavior.”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Graph 4: Average Scale Scores for Environment Topics: Students

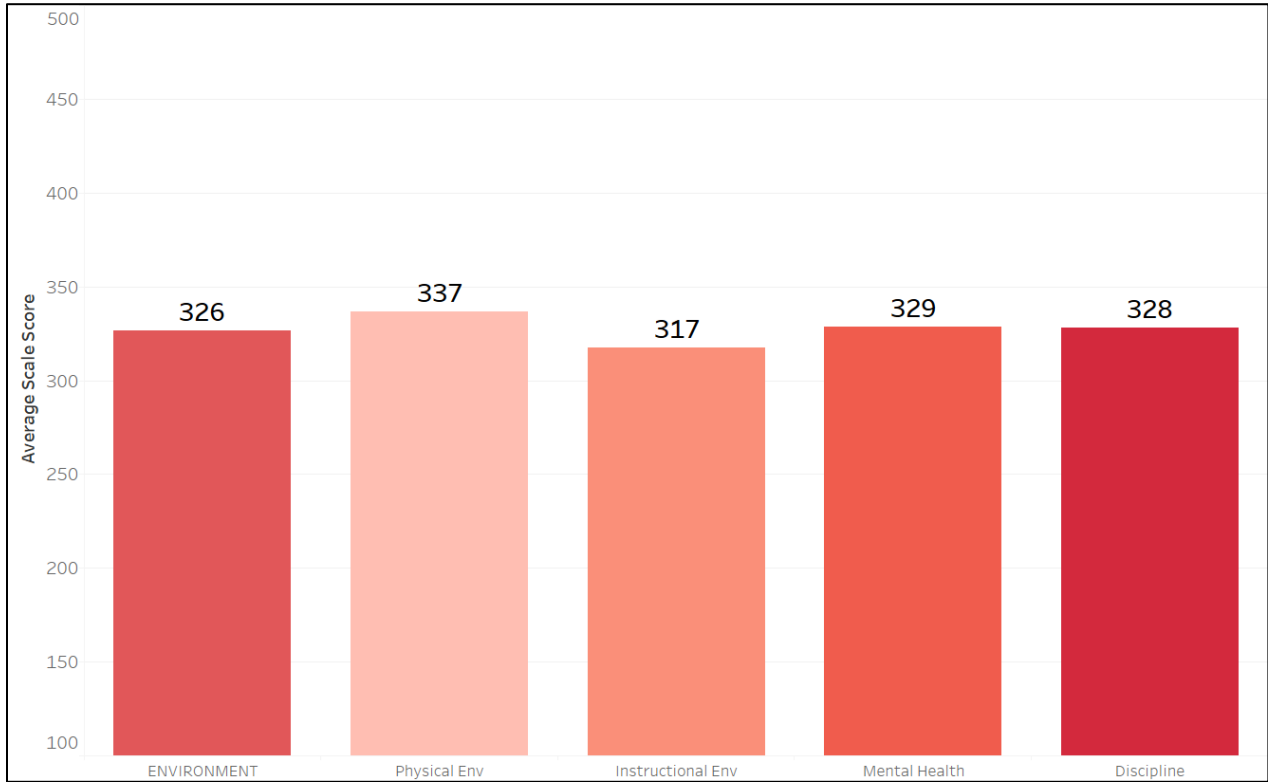


Table 6: Average Scale Scores for Environment Topics by School Type: Students

	ELEMENTARY	SECONDARY	ALL SCHOOLS
ENVIRONMENT	348	315	326
Physical Environment	355	327	337
Instructional Environment	342	304	317
Mental Health	352	316	329
Discipline	353	315	328

SECTION II: RESULTS FOR PARENTS

Parents completed school climate surveys to represent 1,516 students. Figure 2 and Table 7 provide the distribution of grades given to schools. A similar question was asked in the parent opinion polls from 2004 to 2014 (every other year). The grade point average across all those polls was 3.28, as compared to 3.19 for the current 2017 school climate survey. Scale scores were not produced for parents due to low response rates at the nation level (average of 6% - see <https://safesupportivelearning.ed.gov/edscls/measures> for the EDSCLS Pilot Test 2015 Report). Figures 3-10 provide item level results. Comprehensive School Climate results from parents are available at the tableau public dashboard:

<https://public.tableau.com/profile/publish/SchoolClimateParents/SchoolGrade>. Filters include School Name, School Group (Elementary, Middle, or High), Race/Ethnicity, Gender, and Military Dependent (answer to question: ‘Does the student have a parent or guardian in the United States Military - Army, Navy, Air Force, Marine Corps, Guard and Reserve?’). Selections with less than 5 parents yield no results to protect confidentiality.

This report provides summary results for the district – results for individual schools or other combinations of demographics can be accessed through the dashboard.

Figure 2: School Grade Distribution: Parents

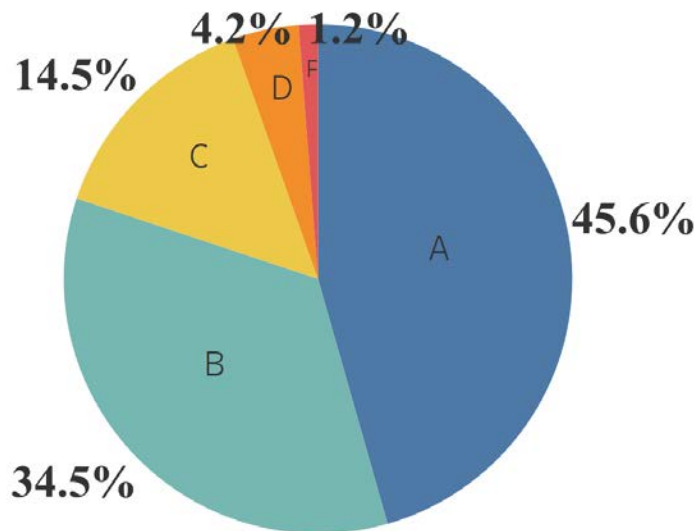
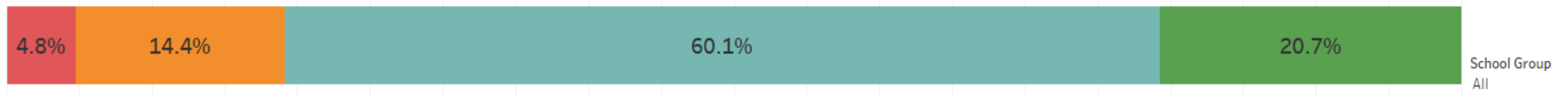


Table 7: School Grade Distribution by School Type: Parents

SCHOOL TYPE	A	B	C	D	F
Elementary Schools	54%	31%	12%	3%	1%
Secondary Schools	34%	40%	19%	6%	2%
All Schools	46%	35%	15%	4%	1%

ENGAGEMENT - Cultural and Linguistic Competence

This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.



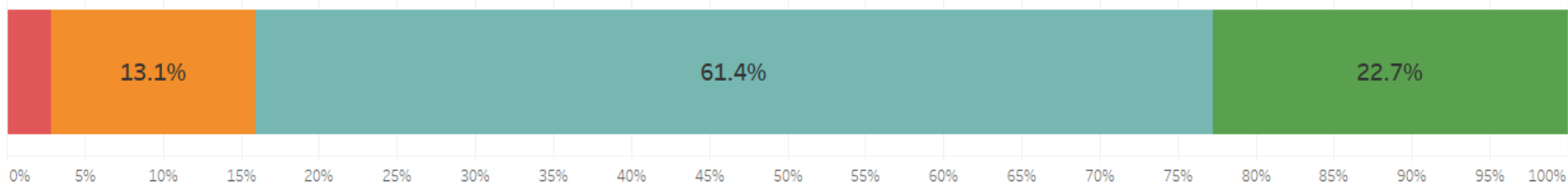
This school communicates how important it is to respect the practices of all cultures.



This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).



This school communicates how important it is to respect students of all sexual orientations.



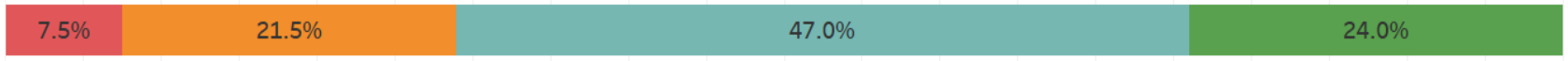
■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree

Figure 3: Engagement-CLC Agreement Distribution: Parents

ENGAGEMENT - Relationships

This school helps me figure out what social and emotional skills my child needs to develop (e.g., self-control, problem solving, or getting along with others).

School Name
All



School Group
All

At this school, my child feels he/she belongs.



Race/Ethnicity
All

I feel welcome at this school.



Gender
All

This school encourages me to be an active partner in educating my child.



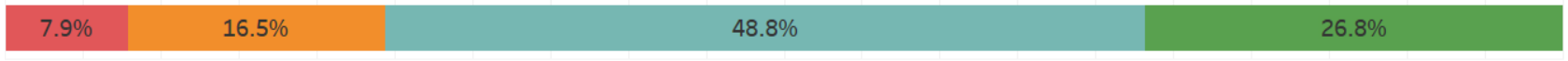
Military Dependent
All

I feel comfortable talking to someone at this school about my child's behavior.



ENGAGEMENT - Participation

This school has quality programs for my child's talents, gifts, or special needs.



This school promptly responds to my phone calls, messages, or e-mails.



0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

Figure 4 Engagement-REL,PAR Agreement Distribution: Parents

SAFETY - Emotional

At this school, the staff really cares about my child.



This school is a friendly place overall.



Staff at this school care about what families think.

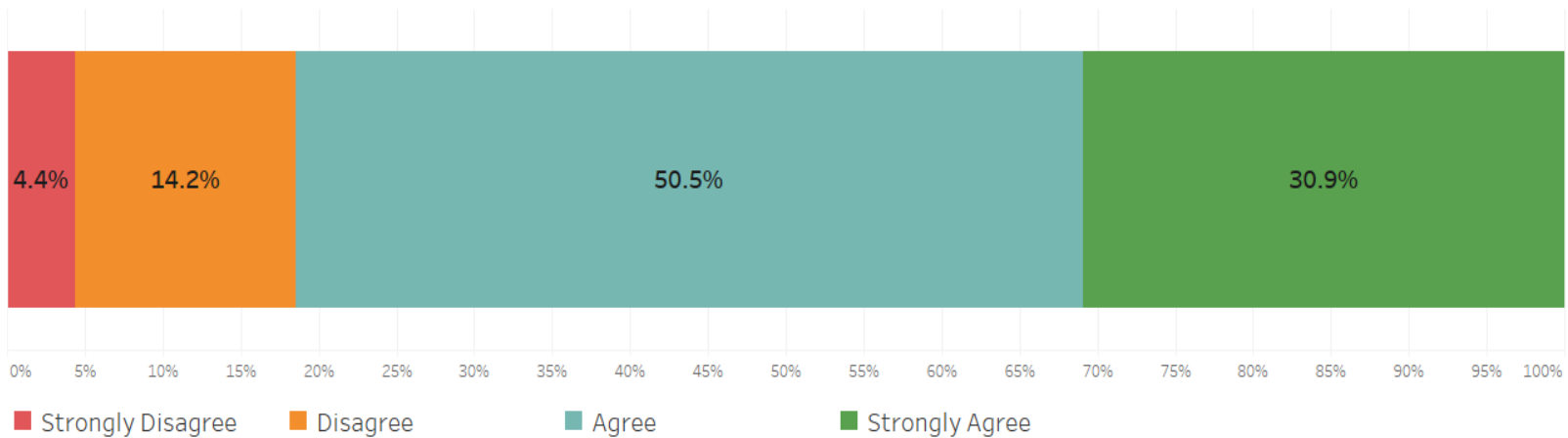


Figure 5 Safety-EMO Agreement Distribution: Parents

SAFETY - Physical

School Name
All

My child is safe at this school.



School Group
All

*Racial/ethnic conflict among students is a problem at this school.



Race/Ethnicity
All

*Physical fighting between students is a problem at this school.

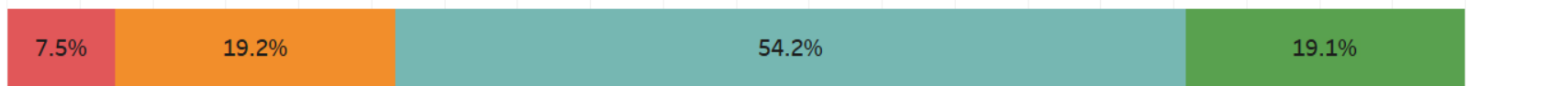


Gender
All

SAFETY - Bullying/Cyberbullying

Military Dependent
All

*Bullying of students at school or school activities is a problem at this school.



*Bullying of students via electronic means or devices is a problem at this school (cyberbullying).



0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

* Color-coding reversed for negative statements (Red = Strongly Agree, Green = Strongly Disagree, etc)

■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree

Figure 6 Safety-PSAF, BUL Agreement Distribution: Parents

SAFETY - Substance Abuse

School Name
All

*At this school, how much of a problem is student drug use?

School Group
All



*At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)?

Race/Ethnicity
All



*At this school, how much of a problem is student use of electronic cigarettes?

Gender
All



*At this school, how much of a problem is student alcohol use?

Military Dependent
All



SAFETY - Emergency Readiness/Management

This school notifies parents or guardians effectively in the case of a school-wide emergency.



This school takes effective measures to ensure the safety of students.



This school has made it clear to my child what he/she should do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.



Strongly Agree
Agree
Disagree
Strongly Disagree

* Responses
Not a Problem
Small Problem
Somewhat a Problem
Large Problem

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

Figure 7 Safety-SUB, ERM Agreement Distribution: Parents

ENVIRONMENT - Physical

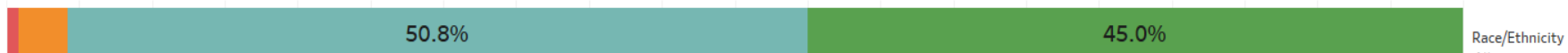
School Name
All

This school looks clean and pleasant.



School Group
All

The school building is clean and well-maintained.



Race/Ethnicity
All

ENVIRONMENT - Instructional

Attending school every day is important for my child to do well in his/her classes.



Gender
All

This school has high expectations for students.



Military Dependent
All

This school sees me as a partner in my child's education.



My child's teachers make themselves available to me.



The programs and resources at this school are adequate to support students with special needs or disabilities.



0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

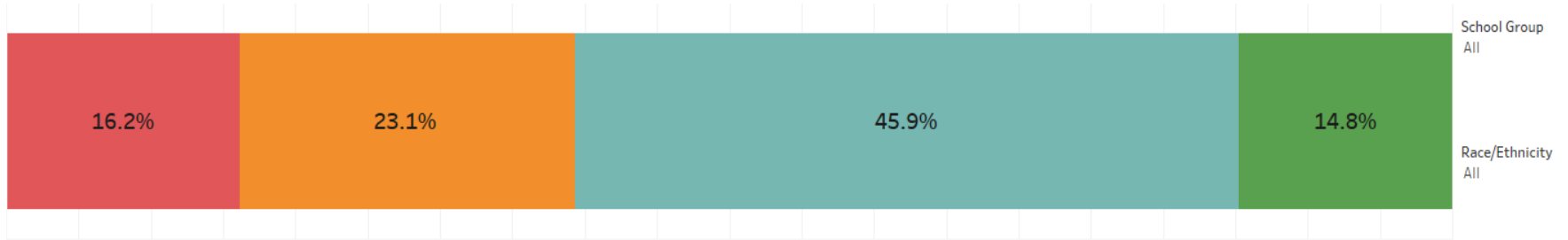
Strongly Disagree Disagree Agree Strongly Agree

Figure 8 Environment-PENV, INS Agreement Distribution: Parents

ENVIRONMENT - Physical Health

School Name
All

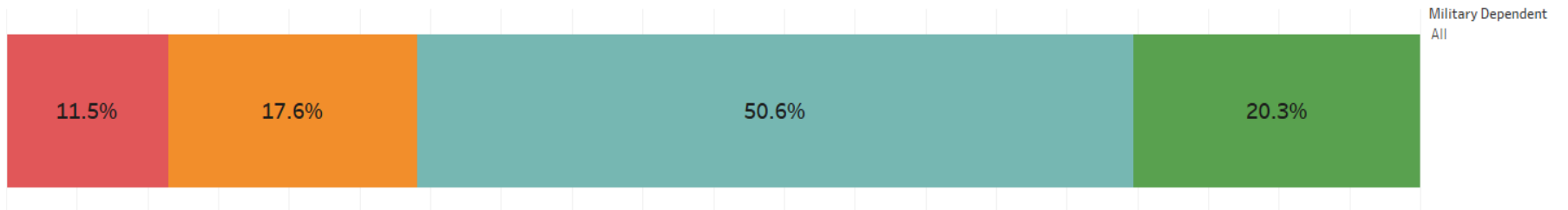
Students have enough healthy food choices at this school.



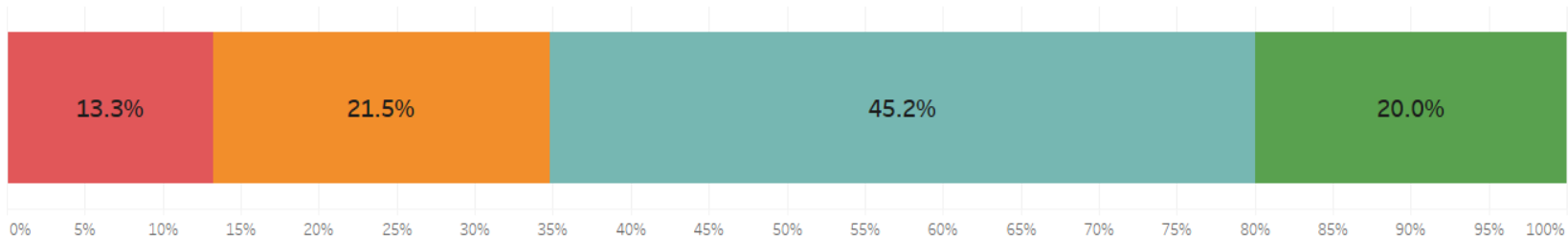
ENVIRONMENT - Mental Health

Gender
All

This school provides high quality services to help students with social or emotional needs.



This school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others).



Penvm.. Strongly Disagree Disagree Agree Strongly Agree

Figure 9 Environment-PHEA, MENH Agreement Distribution: Parents

ENVIRONMENT - Discipline

School Name
All

When my child does something good at school, I usually hear about it from the school.



School Group
All

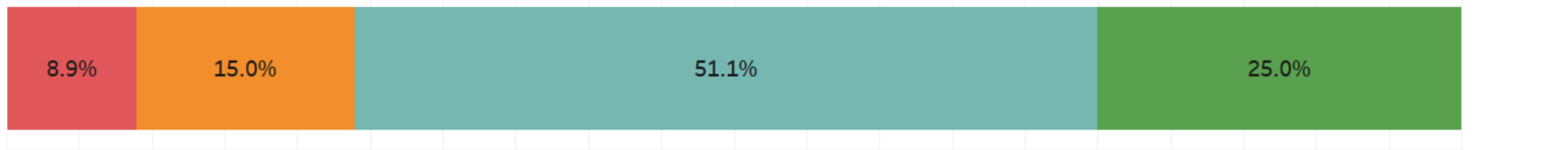
This school communicates school policies and procedures clearly to parents or guardians.



Race/Ethnicity
All

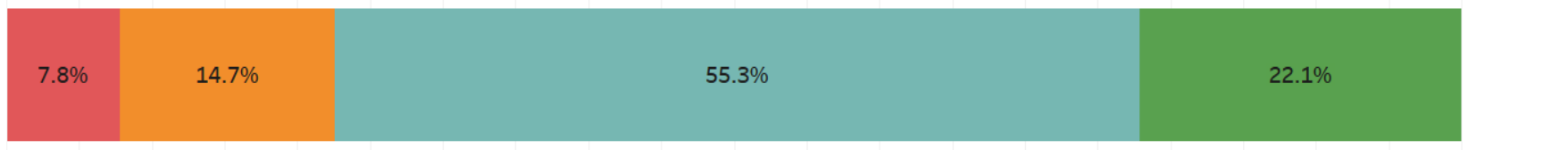
Gender
All

School rules are applied equally to all students.



Military Dependent
All

Discipline is fair.



0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

Strongly Disagree Disagree Agree Strongly Agree

Figure 10 Environment-DIS Agreement Distribution: Parents

SECTION III: RESULTS FOR INSTRUCTIONAL STAFF

379 instructional staff completed the school climate survey. Comprehensive School Climate results for instructional staff are available at the tableau public dashboard:

<https://public.tableau.com/profile/publish/SchoolClimateInstructionalStaff/ScaleScores>

This report provides summary results for the district – results for individual schools or other combinations of demographics can be accessed through the dashboard. Filters include School Name, School Group (Elementary, Middle, or High), Race/Ethnicity, Gender, Alternate Assignment (English Language Learner, Special Education, Extended Learning Program, Migrant), and Years of Experience. Selections with less than 5 staff yield no results to protect confidentiality.

Graph 5 and Table 8 provide the average scale scores on the domains of Engagement, Safety, and Environment

Graph 5: Average Scale Scores 2017: Instructional Staff

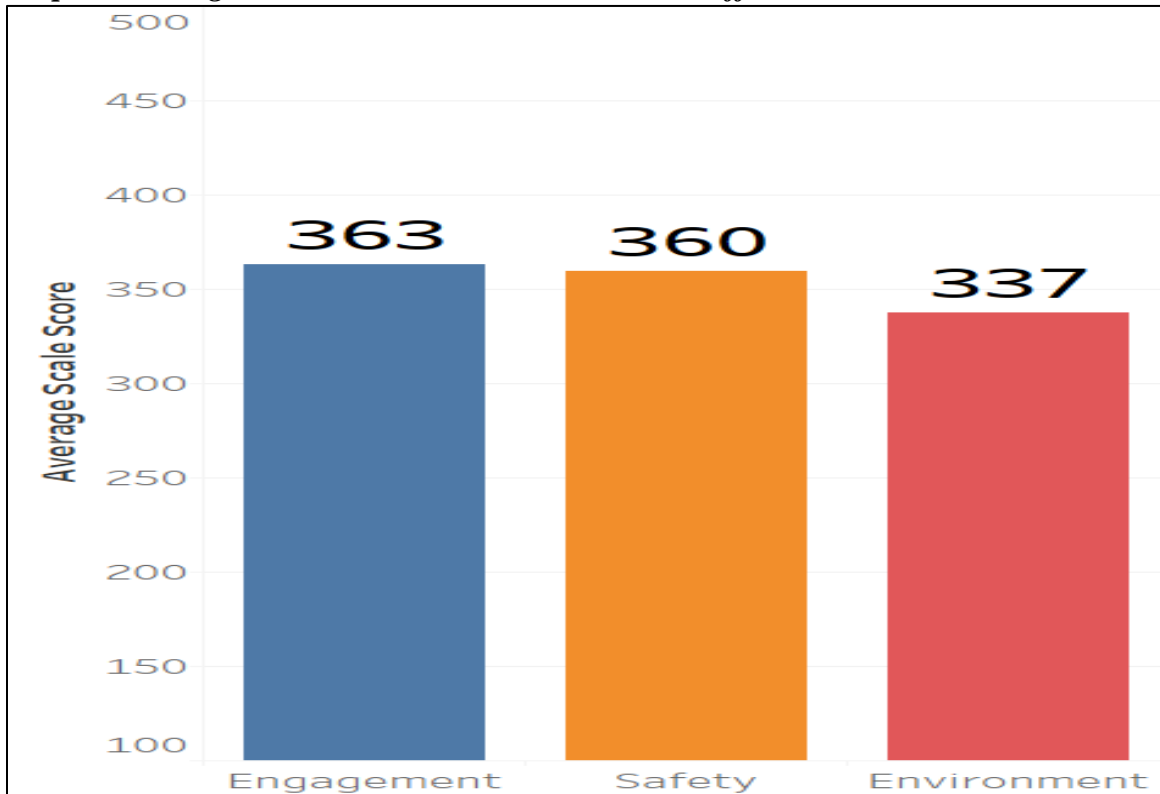


Table 8: Average Scale Scores by School Type: Instructional Staff

SCHOOL TYPE	ENGAGEMENT	SAFETY	ENVIRONMENT
Elementary Schools	377	368	345
Secondary Schools	348	350	328
All Schools	363	360	337

Engagement

The domain of Engagement includes 3 topics: Cultural and linguistic competence (CLC), Relationships (REL), and School Participation (PAR). Examples of questions for each topic area are included below:

- CLC – “This school emphasizes showing respect for all students’ cultural beliefs and practices.”
- REL – “Staff do a good job helping parents to support their children’s learning at home.”
- PAR – “My level of involvement in decision making at this school is fine with me.”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Graph 6: Average Scale Scores for Engagement Topics: Instructional Staff

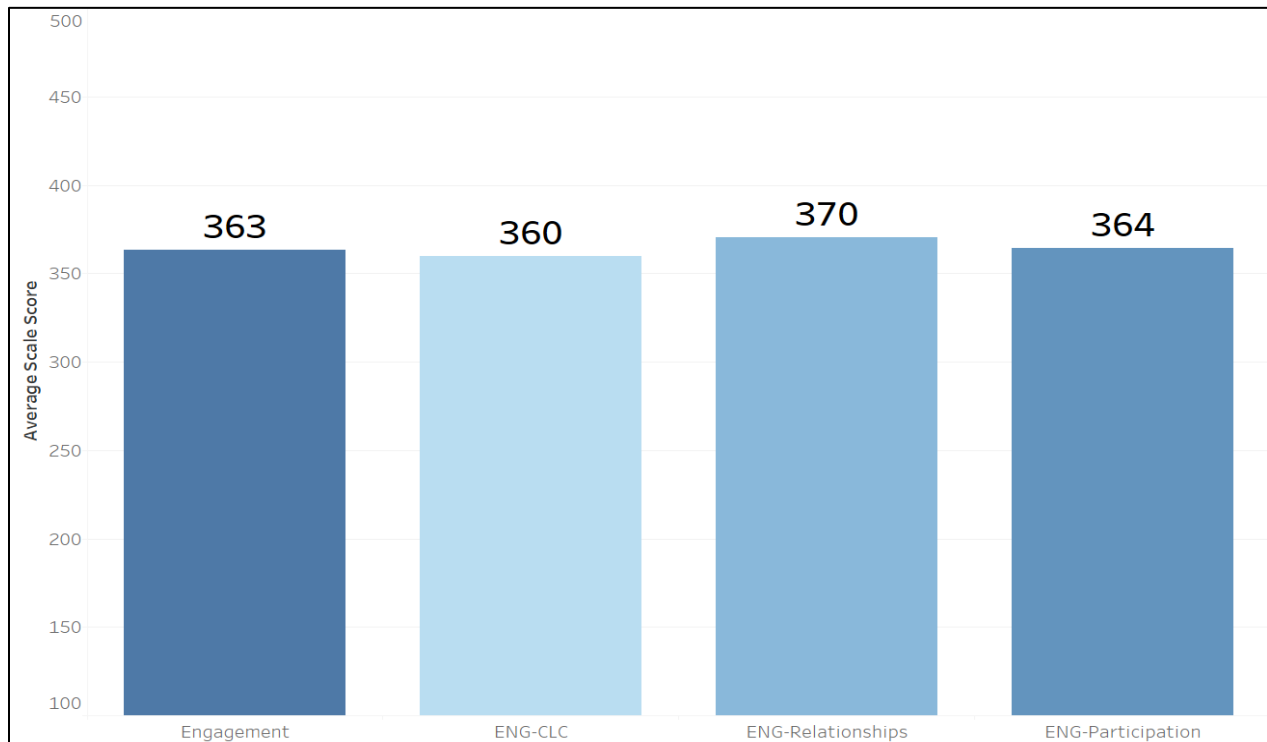


Table 9: Average Scale Scores for Engagement Topics by School Type: Instructional Staff

	ELEMENTARY	SECONDARY	ALL SCHOOLS
ENGAGEMENT	377	348	363
Curriculum and Linguistic Competence	373	345	360
Relationships	395	341	370
School Participation	368	360	364

SAFETY

The domain of Safety includes five topics: Emotional Safety (EMO), Physical Safety (PSAF), Bullying/Cyberbullying (BUL), Substance Abuse (SUB), and Emergency Readiness/Management (ERM). Note that scale scores are not produced for ERM. Examples of questions for each topic area are included below:

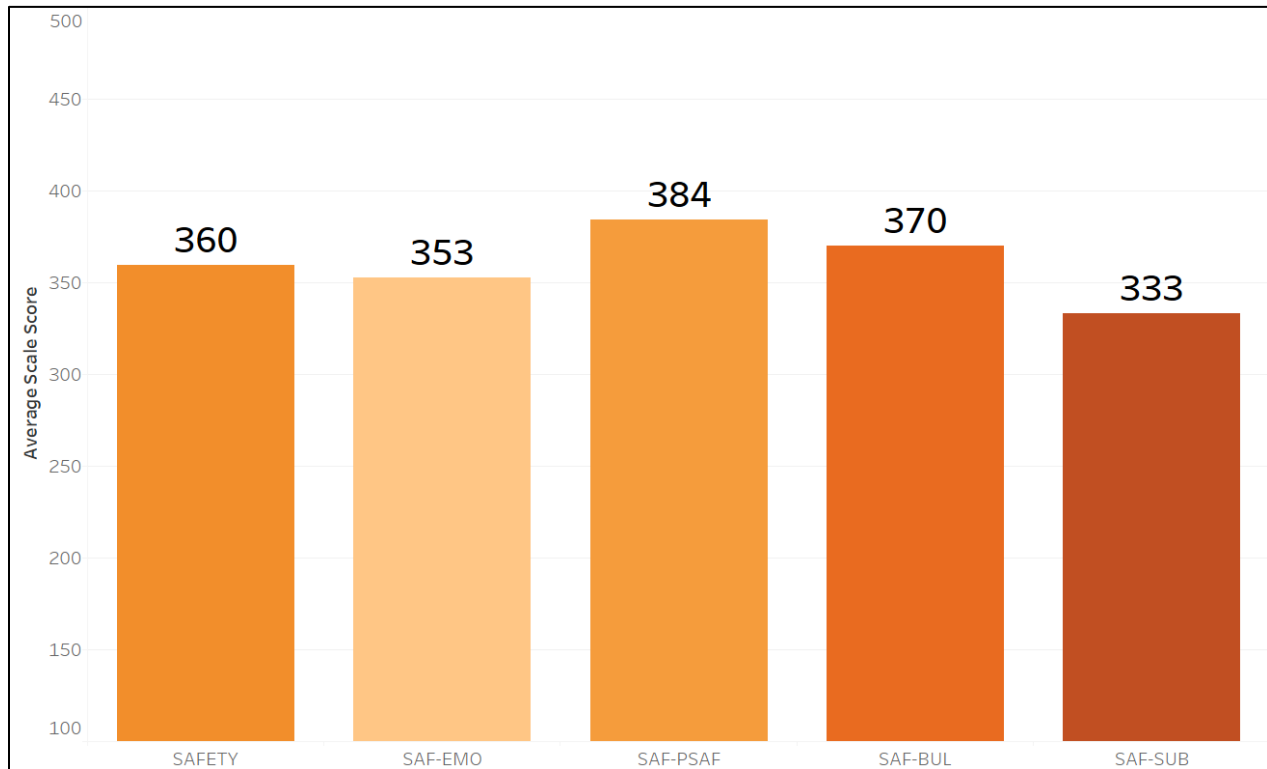
- EMO – “I feel satisfied with the recognition I get for doing a good job.”
- PSAF – “The following types of problems occur at this school often: physical conflict among students.”
- BUL – “Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff.”
- SUB – “This school has adequate resources to address substance use prevention.”
- ERM – “This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree (some statements are negative and the desirable response would be disagreement)

Table 10: Average Scale Scores for Safety Topics by School Type: Instructional Staff

	ELEMENTARY	SECONDARY	ALL SCHOOLS
SAFETY	368	350	360
Emotional Safety	358	347	353
Physical Safety	387	381	384
Bullying/Cyberbullying	390	348	370
Substance Abuse	337	329	333

Graph 7: Average Scale Scores for Safety Topics: Instructional Staff



ENVIRONMENT

The domain of Environment includes five topics: Physical Environment (PENV), Instructional Environment (INS), Physical Health (PHEA), Mental Health (MENH), and Discipline (DIS). Examples of questions for each topic area are included below:

- PENV – “This school looks clean and pleasant.”
- INS – “Once we start a new program at this school, we follow up to make sure that it’s working.”
- PHEA – “This school places a priority on making healthy food choices.”
- MENH – “This school provides quality counseling or other services to help students with social or emotional needs.”
- DIS – “School rules are applied equally to all students.”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Graph 8: Average Scale Scores for Environment Topics: Instructional Staff

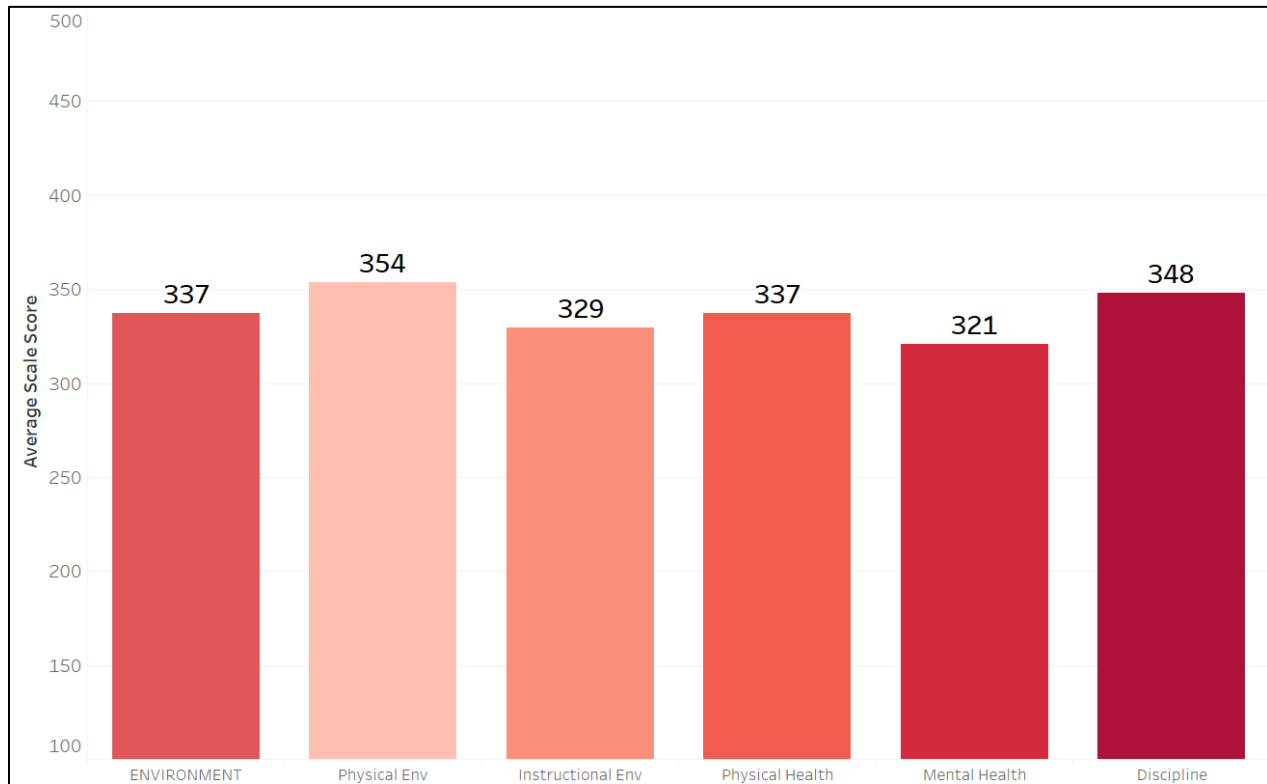


Table 11: Average Scale Scores for Environment Topics by School Type: Instructional Staff

	ELEMENTARY	SECONDARY	ALL SCHOOLS
ENVIRONMENT	345	328	337
Physical Environment	359	347	354
Instructional Environment	339	318	329
Physical Health	357	315	337
Mental Health	323	318	321
Discipline	356	339	348

SECTION IV: RESULTS FOR NON-INSTRUCTIONAL STAFF

201 non-instructional staff completed the school climate survey. Comprehensive School Climate results for non-instructional staff are available at the tableau public dashboard:

<https://public.tableau.com/profile/publish/SchoolClimateNon-InstructionalStaff/ScaleScores>

This report provides summary results for the district – results for individual schools or other combinations of demographics can be accessed through the dashboard. Filters include School Name, School Group (Elementary, Middle, or High), Race/Ethnicity, Gender, Alternate Assignment (English Language Learner, Special Education, Extended Learning Program, Migrant), and Years of Experience. Selections with less than 5 staff yield no results to protect confidentiality.

Graph 9 and Table 12 provide the average scale scores on the domains of Engagement, Safety, and Environment

Graph 9: Average Scale Scores 2017: Non-Instructional Staff

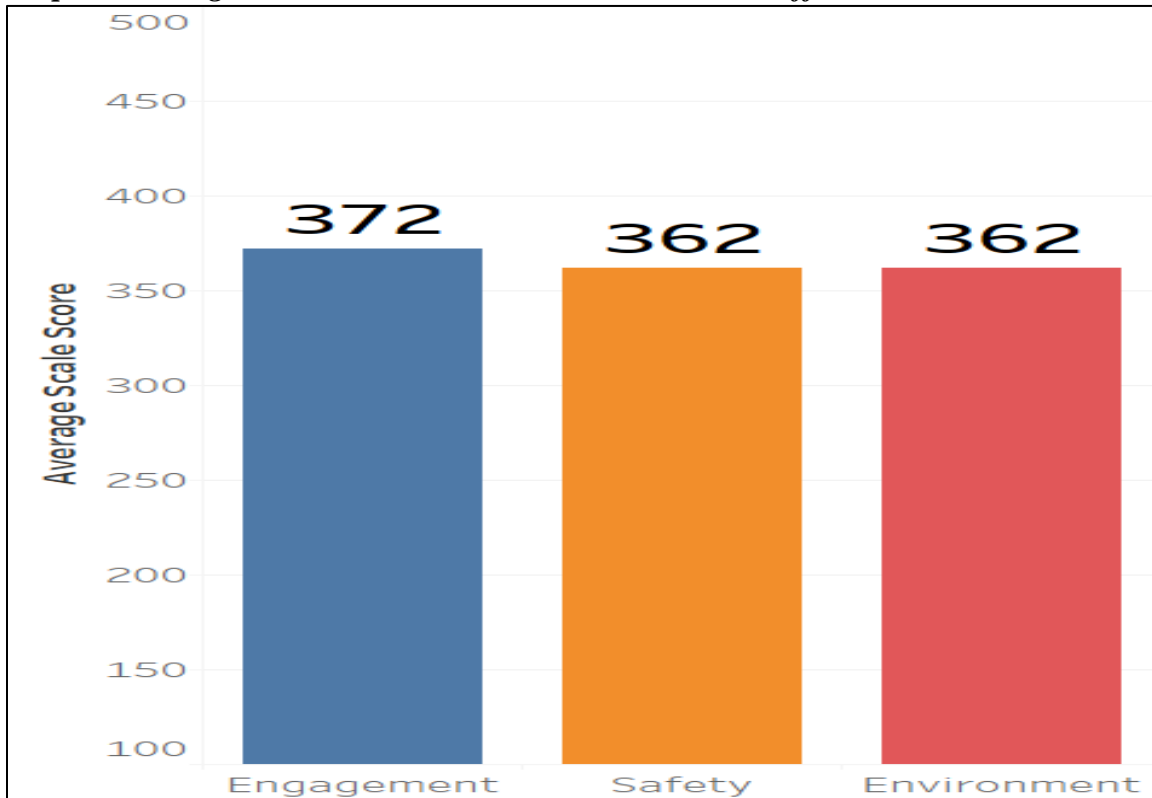


Table 12: Average Scale Scores by School Type: Non-Instructional Staff

SCHOOL TYPE	ENGAGEMENT	SAFETY	ENVIRONMENT
Elementary Schools	380	372	376
Secondary Schools	360	348	342
All Schools	372	362	362

Engagement

The domain of Engagement includes 3 topics: Cultural and linguistic competence (CLC), Relationships (REL), and School Participation (PAR). Examples of questions for each topic area are included below:

- CLC – “At this school, all students are treated equally, regardless of whether their parents are rich or poor.”
- REL – “At this school students get along well with the staff.”
- PAR – “Administrators ask staff to be involved in making decisions.”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Graph 10: Average Scale Scores for Engagement Topics: Non-Instructional Staff

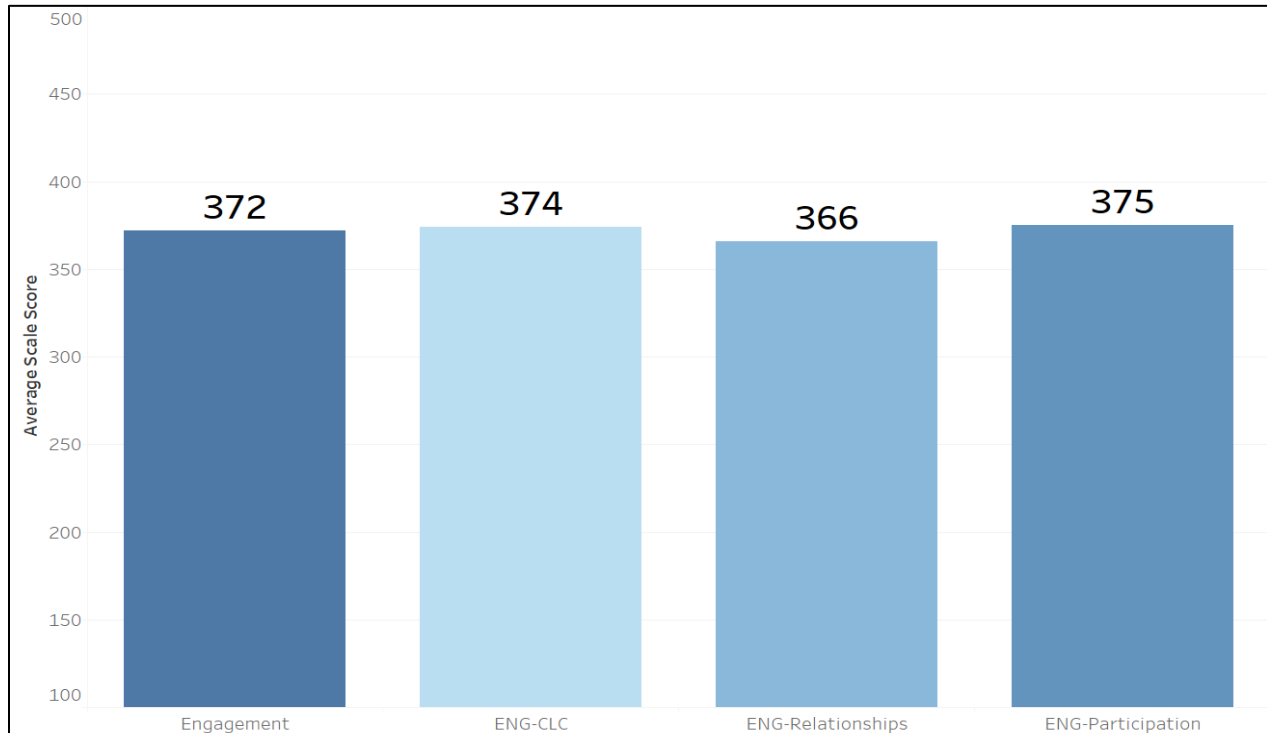


Table 13: Average Scale Scores for Engagement Topics by School Type: Non-Instructional Staff

	ELEMENTARY	SECONDARY	ALL SCHOOLS
ENGAGEMENT	380	360	372
Curriculum and Linguistic Competence	386	357	374
Relationships	376	351	366
School Participation	374	376	375

SAFETY

The domain of Safety includes five topics: Emotional Safety (EMO), Physical Safety (PSAF), Bullying/Cyberbullying (BUL), Substance Abuse (SUB), and Emergency Readiness/Management (ERM). Note that scale scores are not produced for ERM. Examples of questions for each topic area are included below:

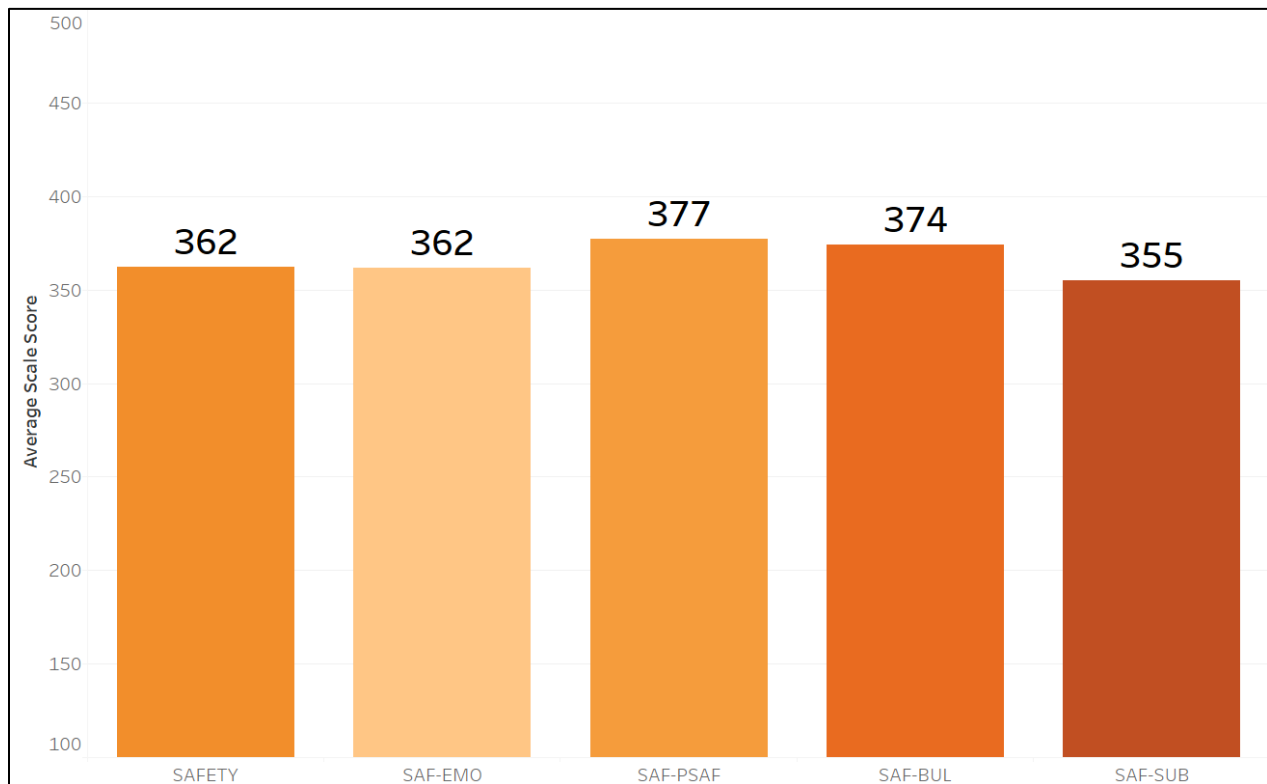
- EMO – “People at this school care about me as a person.”
- PSAF – “I feel safe at this school.”
- BUL – “I think that cyberbullying is a frequent problem among students at this school.”
- SUB – “At this school, how much of a problem is student alcohol use?” (response options of ‘not a problem’, ‘small problem’, ‘somewhat a problem’, and ‘large problem’)
- ERM – “This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree (some statements are negative and the desirable response would be disagreement)

Table 14: Average Scale Scores for Safety Topics by School Type: Non-Instructional Staff

	ELEMENTARY	SECONDARY	ALL SCHOOLS
SAFETY	372	348	362
Emotional Safety	365	357	362
Physical Safety	385	366	377
Bullying/Cyberbullying	397	342	374
Substance Abuse	359	350	355

Graph 11: Average Scale Scores for Safety Topics: Non-Instructional Staff



ENVIRONMENT

The domain of Environment includes five topics: Physical Environment (PENV), Instructional Environment (INS), Physical Health (PHEA), Mental Health (MENH), and Discipline (DIS). Examples of questions for each topic area are included below:

- PENV – “This school is an inviting work environment.”
- INS – “Staff at this school feel responsible to help each other do their best.”
- PHEA – “This school places a priority on students’ physical activity.”
- MENH – “This school places a priority on students’ mental health needs.”
- DIS – “Staff at this school are clearly informed about school policies and procedures.”

Response options are Strongly Disagree, Disagree, Agree, or Strongly Agree

Graph 12: Average Scale Scores for Environment Topics: Non-Instructional Staff

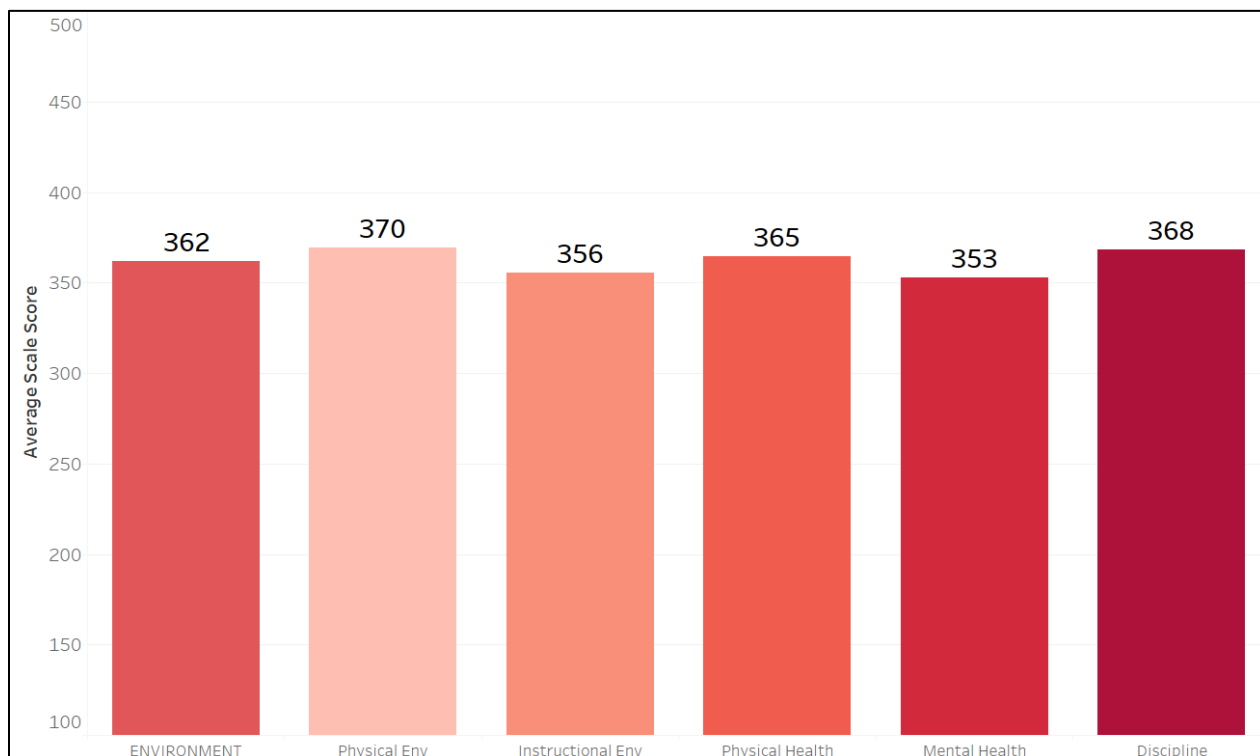


Table 15: Average Scale Scores for Environment Topics by School Type: Non-Instructional Staff

	ELEMENTARY	SECONDARY	ALL SCHOOLS
ENVIRONMENT	376	342	362
Physical Environment	382	353	370
Instructional Environment	372	334	356
Physical Health	377	347	365
Mental Health	366	334	353
Discipline	385	345	368

LIMITATIONS

There are some limitations to the extent to which the district can make broad statements regarding these results. Parents, Students, and Staff that respond to the survey are not responding at random. As such, the sample of respondents for the survey may be different than the entire population for each group. The respondents may favor (or not favor) a school more than non-respondents. This phenomenon is referred to as sampling bias.

For students, a bias analysis yielded little difference in response rates by gender and race/ethnicity providing evidence for the sample being representative of the population (student respondents represent the whole group) for the district – school sampling bias could be higher if response rates differ dramatically by demographics within a school.

For parents, since the surveys were anonymous, analysis of the difference between respondents and non-respondents is limited. Amongst parents, 82% of survey respondents were female, 16% were male, and 2% did not respond. By race/ethnicity, the percent of parents were 80.2%, 3.4%, 5.8%, 2.2%, 4.2%, and 4.2% for Caucasian Only, African-American Only, Hispanic, Asian/Pacific Islander Only, AK Native/American Indian Only, and Two or More Races Non-Hispanic, respectively. Unfortunately, the demographic information for the entire parent/guardian group is unavailable. Although borough demographics may be available, they will not match the distribution of gender and race for the potential group of parents for the school climate survey. For example, the gender distribution will not necessarily be close to 50/50.

For instructional staff, a bias analysis would also be limited to a few demographics included in the survey (and also available in district data). Distributions for survey respondents and all instructional staff are provided in table 16:

Table 16: Instructional Staff Survey Demographics

	SURVEY RESPONDENTS	ALL STAFF
Female	79%	72%
Male	21%	28%
Caucasian Only	84.6%	87%
African-American Only	0.3%	2.1%
Hispanic	4.0%	2.2%
Asian/Pacific Islander Only	1.6%	2.6%
AK Native/American Indian Only	4.3%	5.7%
Two or More Races Non-Hispanic	3.8%	0.4%

CONCLUSION

The EDSCLS provides a formalized process for district staff to collect and analyze student, parent, and staff perceptions of schools. The survey inquires into important matters in education that are too frequently left out of accountability for schools. The school climate data provides results that are not captured with performance data such as graduation rates, dropout rates, or average test performance. Schools with typically lower performance data can show strong school climate data. Students, parents, and staff can indicate strong engagement, exceptional safety, and an accepting learning environment regardless of prior test performance. Do adults treat all students respectfully – Are there problems of physical or verbal abuse of teachers from students? Do teachers understand student problems? Do students like one another? Do students, parents, and staff have lots of chances to help decide things for their school? Do students, parents, and staff feel welcome at the school? These are just a few of the concepts addressed in the survey and are summarized in the domains of Engagement, Safety, and Environment as well as the topics referenced in this report. School Climate results were generally positive, where students, parents, and staff tended to agree to positive statements about their school and disagree with negative statements.

School Climate results provide school leadership teams with the opportunity to study and address domains with lower performance for their school and/or by demographics such as gender or race/ethnicity. School administrators were provided with the web link to the dashboard providing aggregate results as well as several filtering options.

1. How did the district perform in 2017?

Overall, all groups tended to agree with positive statements about their school. Scale score averages for schools were consistently over 300. The majority of students and staff indicated a positive school climate for Engagement, Safety, and Environment (scale scores of 300 or higher). Schools were assigned a grade point average of 3.19 from parents, and 2.87 from students.

2. How does the district perform relative to the nation?

Although specific values were not shared with the district, the National Center

for Educational Statistics did state that, averages tended to be around 300 for each domain: Engagement, Safety, and Environment. As such, all groups showed above average scale scores for all 3 domains.

3. How does the district perform relative to perception gaps?

Perception gaps by race/ethnicity, gender, economic status, disability, English learner, and military dependent are evaluated across the domains. Table 17 provides the results. For most groups, the perception gaps were ‘very small’ and not statistically significant. Perception gaps tended to be larger for the domain of Environment. Statistically significant perception gaps amongst the domains was shown for the following groups:

- Very Small perception gap with the group of non-Military dependent and Non-Economically Disadvantaged (Environment).
- Small perception gaps with the groups of African-American (Safety) and non-Asian/Pacific Islander Only (Environment).
- No perception gaps greater than Small

Table 17: Average Scale Scores by Demographics

	ENGAGEMENT	SAFETY	ENVIRONMENT
Female	330	336	328
Male	329	336	325
Caucasian Only	330	335	325
African-American Only	326	325	325
Hispanic	329	333	326
Asian/Pacific Islander Only	334	339	336
AK Native/American Indian Only	332	339	332
Two or More Races Non-Hispanic	327	338	327
Economically Disadvantaged	329	337	329
Non-Economically Disadvantaged	330	335	325
Students with Disabilities	331	337	331
Students without Disabilities	330	335	326
English Language Learner	331	334	334
Non-English Language Learner	330	336	326
Military Dependent	332	337	331
Non-Military Dependent	329	335	325

In summary, the district consistently performed well with the EDSCLS. The majority of average scale scores on the domains were above 300 regardless of the group (above the typical average across the national study). For parents, the amount of sampling bias (if non-zero) is unclear since demographics for the parent population is not known. Staff and student sampling bias was reviewed and showed reasonable demographic similarity between survey respondents and the populations, but with some small differences. For students, perception gaps ranged from ‘very small’ to ‘small’ and most gaps were not statistically significant. The grade point average for schools was 3.19 from parents and 2.87 from students. With an additional year of planning and adjustments, we hope to greatly improve response rates which may also reduce sampling bias. It is highly recommended that the School Climate suite of surveys be administered in the Spring of every school year.