



Fairbanks North Star Borough School District

SCHOOL CLIMATE SURVEY RESULTS

OCTOBER 17, 2023

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FNSBSD GOALS

SY 20-25 Strategic Plan:

Core Values –

- Embody respect for the diversity and dignity of all
- Provide a safe learning environment
- Engage with students, family, staff, and community to support student success

Strategic Goals

- Student Success: Increase academic achievement and social-emotional well-being for all students

CLIMATE SURVEYS

High-quality school climate data allows you to:

1

Understand the perceptions of the students, staff, and parents in your school or district

2

Monitor progress and make data-informed decisions

3

Adapt to shifting needs related to school climate.

U.S. DEPT. OF EDUCATION SCHOOL CLIMATE SURVEYS

(EDSCLS)



About EDSCLS

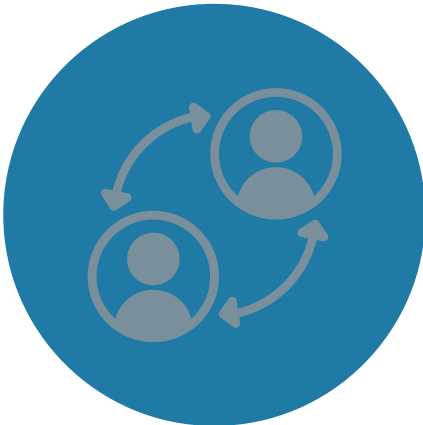
- Reliable
- Nationally Validated

Administration

- Every Spring 2017-2023
- Students (5-12th), Parents, Staff
- 10-20 Minute Completion Time
- The majority of survey items provide a positive statement with 4 response options – 2 positive, 2 negative (from Strongly Disagree to Strongly Agree)

U.S. DEPT. OF EDUCATION SCHOOL CLIMATE SURVEYS

Three domains with 13 subdomain topical areas



Engagement

- Cultural and Linguistic Competence
- Relationship
- School Participation



Safety

- Emotional Safety
- Physical Safety
- Bullying and Cyberbullying
- Substance Abuse
- Emergency Readiness/Management



Environment

- Physical Environment
- Instructional Environment
- Physical Health
- Mental Health
- Discipline

ENGAGEMENT DOMAIN

Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community.

EXAMPLES

Teachers
understand my
problems
(Students)

At this school, my
child feels he/she
belongs
(Parents)

Staff do a good job
helping parents to
support their
children's learning
at home
(Staff)

SAFETY DOMAIN

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.

EXAMPLES

I feel safe going to
and from this
school
(Students)

My child is safe at
this school
(Parents)

People at this
school care about
me as a person
(Staff)

ENVIRONMENT DOMAIN

Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

EXAMPLES

My teachers expect me to do my best all the time
(Students)

My child's teachers make themselves available to me
(Parents)

Discipline is fair
(Staff)

FNSBSD CURRENT EFFORTS

Bright Futures

Staffing

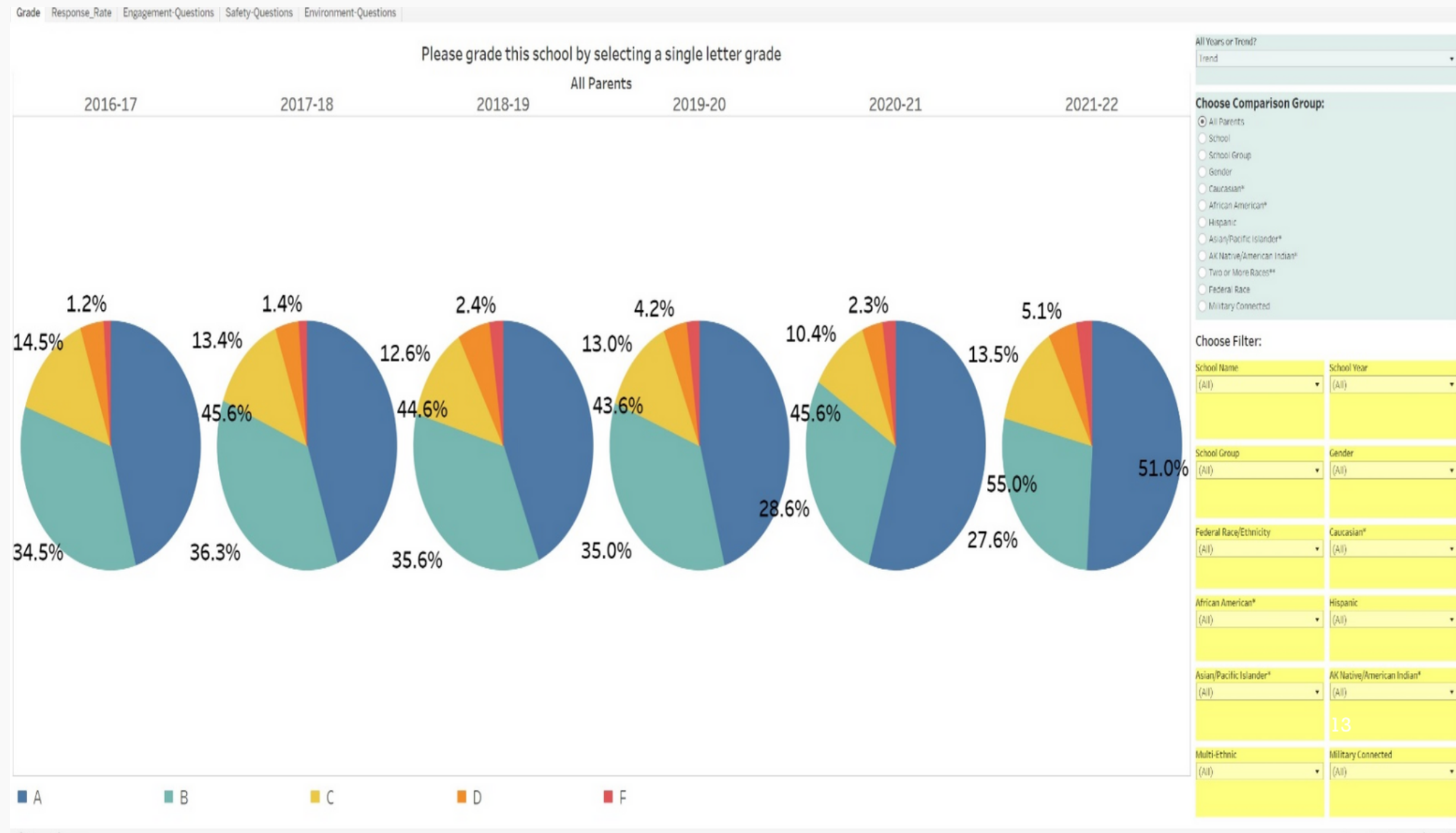
Family Engagement/ Action Plans

Policy & Procedures

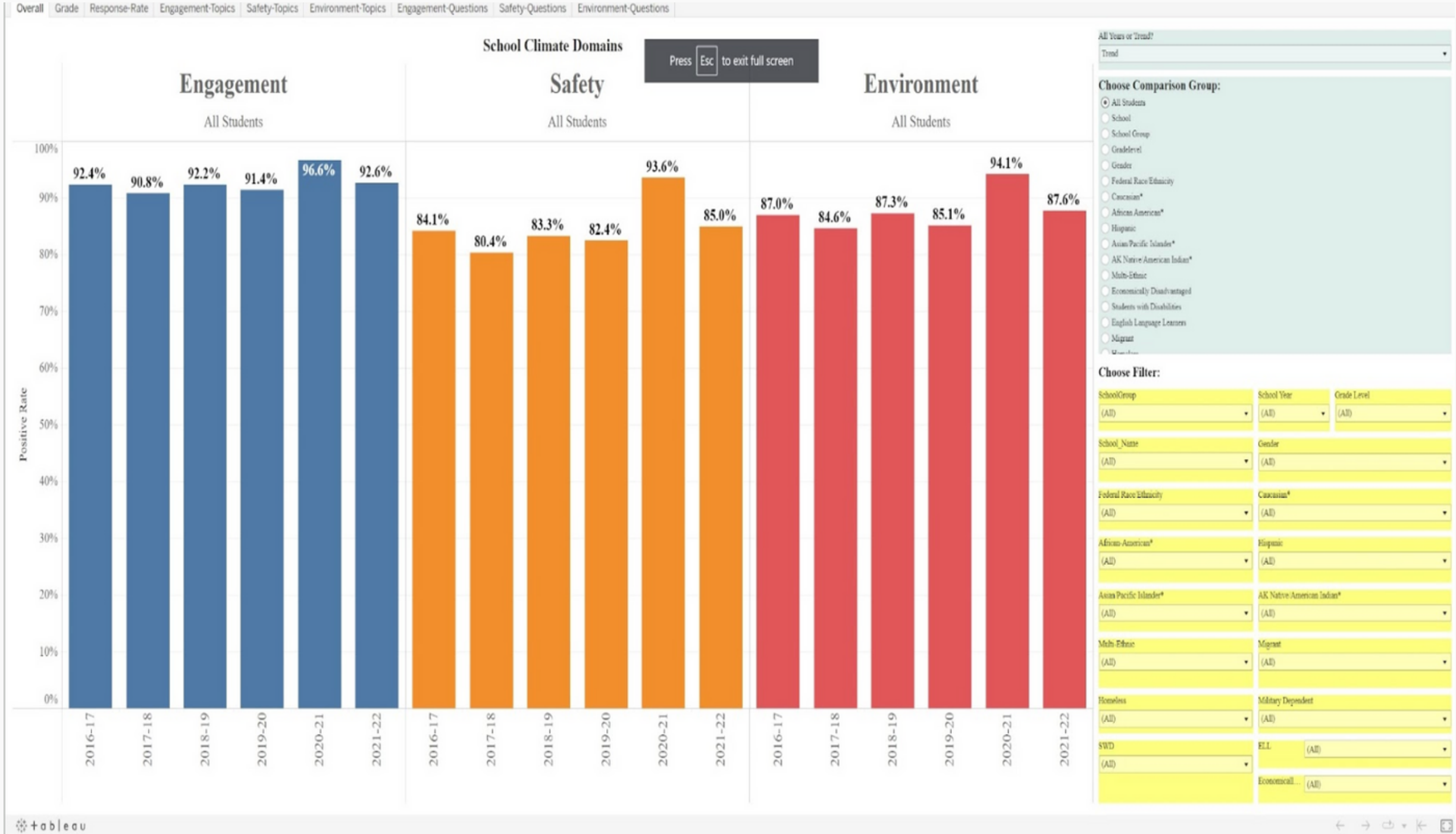
Professional Development

Communication/Engagement

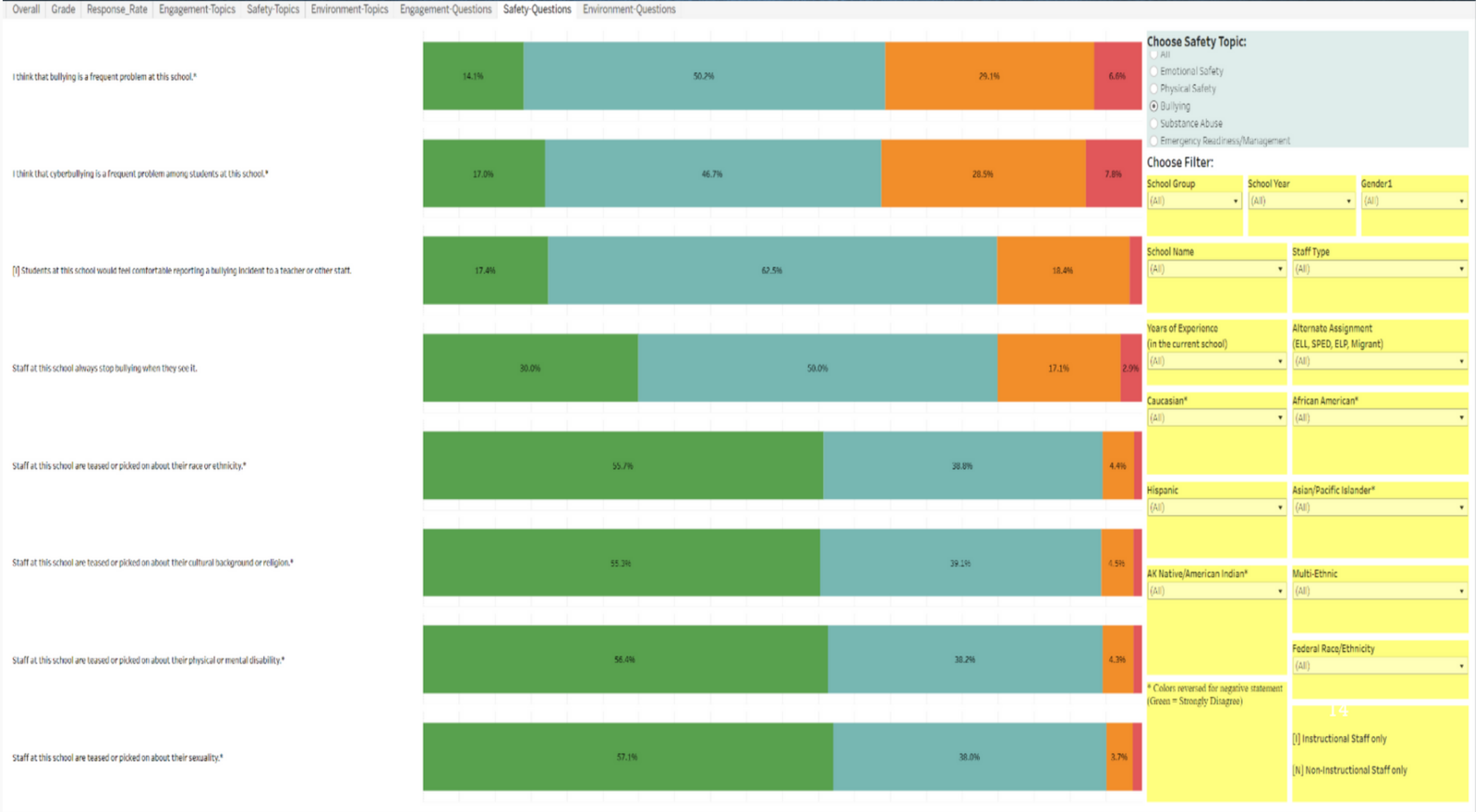
PARENT EXAMPLE SCREEN



STUDENT EXAMPLE SCREEN



STAFF EXAMPLE SCREEN



RESULTS

Response Rate:

- 2023 Student response rate of 50% vs 54% 2022
- 2023 Parent response rate of 15% vs 16% 2022
- 2023 Staff response rate of 57% vs 55% 2022

Results:

- Majority of students and staff have a Positive or Very Positive view of their school
- Majority of students, staff, and parents grade their school with an A or B
- A few perception gaps by student demographic groups were at least a 'small' effect size
 - Students with Disabilities had higher positive rate in Safety and Environment (small effect size)
 - English Language Learners had higher positive rate in Environment (medium effect size)
- Decrease in positive rate in 22-23 vs 21-22 particularly for students in the domain of Safety

CLIMATE SURVEY-LOOKING FORWARD

- **Leadership**
 - Improving school climate takes time and commitment from a variety of people in a variety of roles
 - Leading and supporting school leaders' school improvement efforts
- **Policy and Practices**
 - Connecting school climate improvements to other school systems, practices, and policies to promote alignment and efficiency.
- **Implementation**
 - Being realistic about what can be accomplished and setting a timeline for improvement based on our district's capacity.
 - Elevating and incorporating student voice by describing the role of students and obtaining their commitment to ongoing, constructive participation.
- **Communication**
 - Sharing information about the school climate improvement process with FNSBSD families, students, staff, and the community throughout the year.

EDSCLS RESOURCES

Web address – <https://safesupportivelearning.ed.gov>

School Climate Resource package which includes:

1. Quick guide on making improvements
2. School Climate Improvement Reference Manual
3. School Climate Improvement Action Guides
4. School Climate Interpretation Resources
5. Online Modules



School Climate Improvement Action Guide for School Leaders

Improving school climate takes time and commitment from a variety of people in a variety of roles. This document outlines key action steps that school leaders—including principals, assistant/vice principals, and building leaders—can take to support school climate improvements.

Understand the Importance of School Climate

Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. Research shows that when schools and districts' focus on improving school climate, students are more likely to engage in the curriculum, develop positive relationships, and demonstrate positive behaviors.

Strengthening school climate can help your school:

- **Boost** student achievement and close achievement gaps,
- **Increase** attendance,
- **Decrease** teacher turnover and increase teacher satisfaction,
- **Turn around** its low performance,
- **Lower** dropout rates and increase high school graduation rates, and
- **Improve** school safety, student morale, and discipline.^{2,3}

Of course, improving school climate is not something that happens overnight. It is not a "project" that you can do once and then move on. Rather, improving school climate is an ongoing process, one that takes time and requires the support of building leaders, who can help set the tone for continuing improvement in their school. The [Safe and Supportive School \(S3\) grantees](#) provide an example of the important role school leaders have in school climate reform. Between 2010 and 2015, 11 states embarked on an effort to comprehensively improve school climate within a selection of schools through their S3 grants. Those state grantees repeatedly expressed that the most successful schools were those in which the school leader considered climate to be a priority.

FNSBSD RESOURCES

Bright Futures – <https://safesupportivelearning.ed.gov>

Data Dashboard-<https://www.k12northstar.org/data-dashboards>

Title I School Family Engagement Plans- <https://www.k12northstar.org/Page/2631>

Student Support Services Webpage- <https://www.k12northstar.org/domain/4998>

Comprehensive Support & Improvement (CSI) Improvement Plans- <https://www.k12northstar.org/Page/9029>

Targeted Support & Improvement (TSI) Improvement Plans- <https://www.k12northstar.org/Page/9029>

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