Alaska School Climate and Connectedness Survey: 2016 Statewide Report

Surveys Administered Spring 2016

Prepared for the Association of Alaska School Boards

NOVEMBER 2016

If you have questions, concerns, or comments about the results presented in this report, please contact:
Elizabeth Spier, PhD
American Institutes for Research
2800 Campus Drive, Suite 200
San Mateo, CA 94403
espier@air.org
(650) 843-8226

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Executive Summary

Alaska's School Climate and Connectedness Survey (SCCS) is a statewide survey developed by American Institutes for Research (AIR) in partnership with the Association of Alaska School Boards (AASB) in 2006. Through student and staff responses, it measures positive school climate, how connected students feel to adults and peers, social and emotional learning (SEL), and observed risk behaviors at school or school events. In 2016, there were two student surveys (grades 3–5 and grades 6–12) and one staff survey available to school districts.

The 2016 SCCS was administered from mid-February through mid-April 2016 to 14,168 grade 3–5 students, 29,704 grade 6–12 students, and 8,282 staff from 298 schools in 29 Alaskan school districts.

Note that statewide student academic data are not available for 2016, so we are unable to relate SCCS results to student academic outcomes this year.

In this report, we focus on changes over the last five years (from 2011 to 2016).

School Climate

From 2011 to 2016, school climate ratings from students in grades 6–12 increased significantly for Parent and Community Involvement, but decreased for School Safety, Student Involvement, High Expectations, and Peer Climate. Staff ratings increased for Student Involvement and for School Leadership and Involvement, decreased for Staff Attitudes, and were relatively stable in other areas.

Social and Emotional Learning (SEL)

We are unable to examine changes in SEL over time for younger students because we were unable to weight 2015 scores (based on inconsistent grade ranges). A new SEL scale was introduced in 2016 for students in grades 6–12, so comparisons are not possible with prior years for older students either. Among students in grades 6–12, it is worth noting a small, significant difference in SEL scores that favors boys—the opposite of results from all prior years, when girls scored higher.

Student Risk Behaviors

Student reports of peer delinquent behaviors and drug and alcohol use declined significantly from 2011 to 2016, with the drop in delinquent behaviors quite substantial. Staff reported observing a small, significant drop in student delinquent behaviors, and their reports of student drug and alcohol use remained relatively stable. For example, both staff and students saw significantly less bullying at school and school events in 2016 than they had in 2011.

Youth Involvement and Community Support

From 2011 to 2016, student reports of their community involvement and community support were remarkably stable—both overall, and within small/rural and large/urban districts.

Statewide Highlights[1]

Alaska's *School Climate and Connectedness Survey (SCCS)* is a tool to measure school climate factors that are directly linked to student outcomes. The survey was designed by American Institutes for Research (AIR), in partnership with the Association of Alaska School Boards, and has been administered in Alaska since 2006. The SCCS provides information about students' and staff's perceptions of their school environment, students' feelings of connectedness to their school, students' social and emotional learning (SEL), and students' risk behaviors at school or school events.

A new version of the survey for younger students (grades 3–4 or grades 3–5) became available to all school districts in 2015.

The 2016 SCCS was administered from mid-February through mid-April 2016 to 14,168 grade 3–5 students, 29,704 grade 6–12 students, and 8,282 staff from 298 schools in 29 Alaskan school districts.

This report includes results from the current year (2016), 1 year ago (2015), and 5 years ago (2011). See Appendix A for more information regarding how to read this report.

Survey Participation

As in previous years, the 2016 sample was not representative of the state as a whole, but included a large number of participants from a wide variety of schools. Scale scores shown in this report have been weighted to represent the entire state, and to represent all small/rural and large/urban districts within the state.

Table 1 shows the number of participants for each year of data presented in this report.

"Large/urban" districts in 2016 included Anchorage, Juneau, and Matanuska-Susitna. All of the other participating districts were categorized as "small/rural." See Appendix B for more details regarding district participation in the 2016 SCCS.

Table 1. SCCS Participation by Year

Year	Participating Districts (*n*)	Participating Schools (*n*)	Valid Student Surveys Grades 3–5 (*n*)	Valid Student Surveys Grades 6–12 (*n*)	Valid Staff Surveys (*n*)
2011	26	250	n/a	22,481	4,982
2015	28	292	8,456	29,950	7,957
2016	29	298	14,168	29,704	8,282

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[1]See Appendices C–E for specific items on each scale, Appendix F for information regarding scale reliability, Appendix G for weighting, Appendix H for statistics for demographic comparisons, Appendix I for statistical comparisons between SCCS scores and Student Risk Behaviors, and Appendix J for statistical comparisons between SCCS scores and Youth involvement and Community support.

School Climate

Students in Grades 3–5

School climate was measured by a Caring Adults scale for students in grades 3–5. In 2015, the survey was administered to a mix of students in grades 3 to 4 and students in grades 3 to 5. This mix of two ranges means we are unable to weight 2015 results, so we are unable to make valid comparisons between the 2015 and 2016 results.

Students who identified themselves as African American perceived adults at school as significantly less caring, compared with students from other backgrounds. And students gave increasingly lower ratings for Caring Adults as their grade level increased, with the highest ratings from students in Grade 3 and the lowest from students in Grade 5.

Students in Grades 6–12

Figure 1 below summarizes the weighted percentage of students in grades 6–12 statewide who agreed, disagreed, or had mixed feelings regarding each aspect of school climate and connectedness covered in the SCCS.

From 2011 to 2016, school climate ratings increased significantly for Parent and Community Involvement, but decreased for School Safety, Student Involvement, High Expectations, and Peer Climate.

Figure 1. 2016 Student Opinions of School Climate and Connectedness
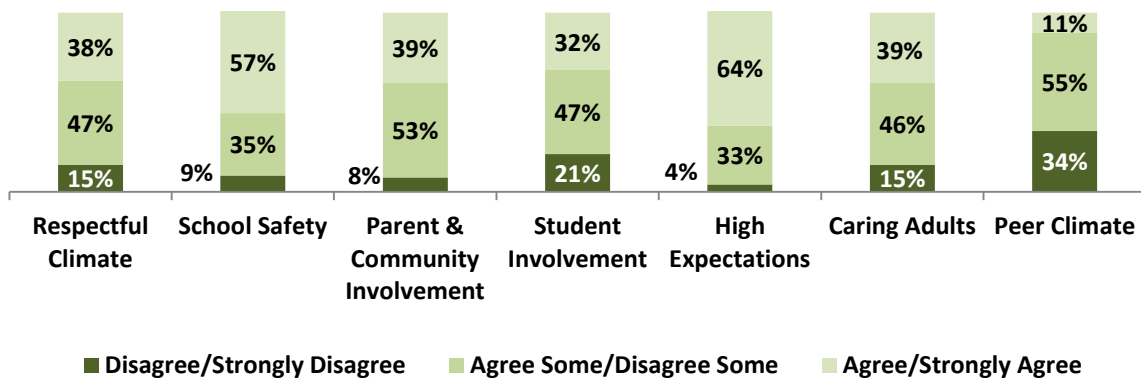
Statewide, students who identified themselves as being of Alaska Native, Asian, or Native Hawaiian/Other Pacific Islander heritage gave significantly higher ratings across multiple areas of school climate, relative to students from other backgrounds. Students who received lower academic grades and students who had been truant gave significantly lower ratings for their school climate. For all measures of school climate, the higher the student rating in that area, the fewer instances of peer risk behaviors were observed at school or school events. These relationships were weak to moderate, and were generally stronger for Student Delinquent Behaviors than for Student Drug and Alcohol Use.[2]

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[2] General guidelines identify a correlation of .50 or larger as strong, between .30 and .50 as moderate, between .10 and .30 as weak, and below .10 as insubstantial (Cohen, 1988

School Staff

Figure 2 below summarizes the weighted percentage of staff statewide that agreed, disagreed, or had mixed feelings regarding each aspect of school climate covered in the SCCS.

From 2011 to 2016, staff ratings increased for Student Involvement and for School Leadership and Involvement, decreased for Staff Attitudes, and were relatively stable in other areas.

Figure 2. 2016 Staff Opinions of School Climate

	Respectful Climate	School Safety	Parent & Community Involvement	Student Involvement	School Leadership & Involvement	Staff Attitudes
Agree/Strongly Agree	26%	49%	23%	17%	41%	45%
Agree Some/Disagree Some	57%	40%	62%	60%	46%	48%
Disagree/Strongly Disagree	17%	11%	15%	24%	13%	7%

■ Disagree/Strongly Disagree   ■ Agree Some/Disagree Some   ■ Agree/Strongly Agree

Female staff gave significantly higher ratings across several areas of school climate compared with male staff. Administrators tended to give higher ratings for their school climate than did staff in other roles. And staff who had worked in the school the longest also tended to give higher ratings for their school climate compared with staff who had worked at the school for less time.

For all measures of school climate, the higher the staff rating, the fewer instances of student risk behaviors were observed at school or school events. These correlations were weak to moderate, and were generally stronger for Student Delinquent Behaviors than for Student Drug and Alcohol use.

Social and Emotional Learning (SEL)

Students in Grades 3–5

In 2015, the survey was administered to a mix of students in grades 3 to 4 and students in grades 3 to 5. This mix of two ranges means we are unable to weight 2015 results, so we are unable to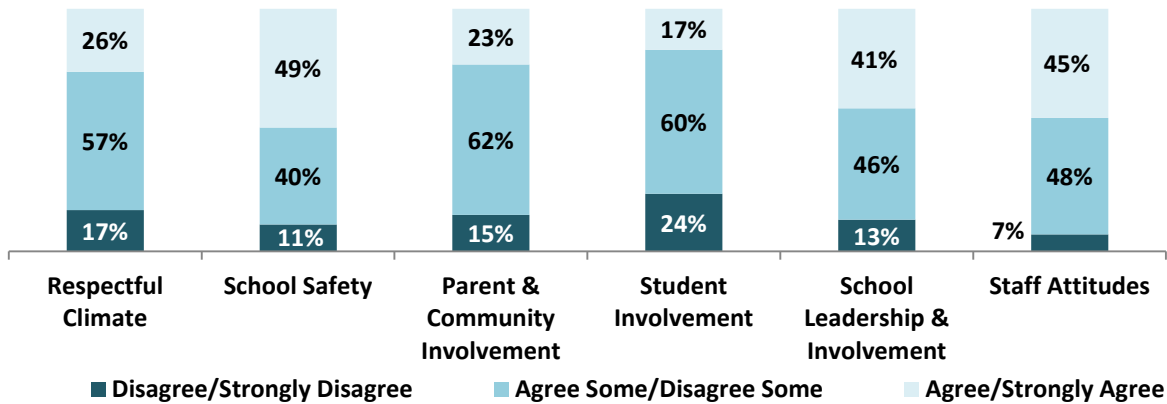 make valid comparisons between the 2015 and 2016 results. Students who identified themselves as African American and students who were in grade 5 gave significantly lower ratings for their SEL relative to other students.

Students in Grades 6–12

A new SEL scale was introduced in 2016 for grades 6–12, so comparisons are not possible with prior years. It is worth noting a small, significant difference in SEL scores that favors boys—the opposite of results from all prior years, when girls scored higher. There was a weak correlation between students' SEL and their observations of peer risk behaviors at school and school events.

Student Risk Behaviors

Students in Grades 6–12

From 2011 to 2016, there were significant declines in student reports of both peer delinquent behaviors and peer drug and alcohol use. Students who reported that they received mostly Ds/Fs and students who had been truant observed significantly more peer risk behaviors at school or school events, relative to other students. Girls observed significantly more peer drug and alcohol use than did boys. Students who identified themselves as Alaska Native, American Indian, Asian, or Native Hawaiian/Other Pacific Islander observed less peer drug and alcohol use than did students of other backgrounds. Observations of peer drug and alcohol use increased significantly as their grade levels went up from grade 6 to grade 9, but then leveled off through grade 12.

School Staff

From 2011 to 2016, there was a small but significant decrease in staff reports of student delinquent behaviors, but reports of student drug and alcohol use remained relatively stable. Male staff, administrators, and staff who had been working in their respective schools for 5 years or less reported observing significantly more student risk behaviors than did other staff.

Youth Involvement and Community Support

From 2011 to 2016, the rates of student participation in the community through structured activities and/or volunteering and student perceptions of support from community adults were highly stable.

In 2016, there were moderate correlations between student ratings for school climate and students' belief that adults in their community encouraged them to take school seriously, and small to moderate correlations between school climate and whether students (1) had homework help, and (2) had adult supervision. There were only weak relationships between school climate ratings and other areas of community support.

School Climate for Students in Grades 3–5

Caring Others

Definition: *Caring Others reflects the level of caring and support that students received from peers and staff at school.*

Caution should be taken when comparing 2015 scores to 2016 scores, because the 2015 scores reflect a mix of students in grades 3 to 4 and grades 3 to 5, depending on the district, whereas 2016 scores consistently include students in grades 3 to 5. We were also unable to weight 2015 scores based on this mix of grade levels (because we would not know which grade span to use for non-participating districts).

Students who identified themselves as American Indian or as African American perceived adults at school as less caring than did students from other racial groups.

Figure 3. Student Ratings for Caring Others (Average on Scale of 1 to 3)
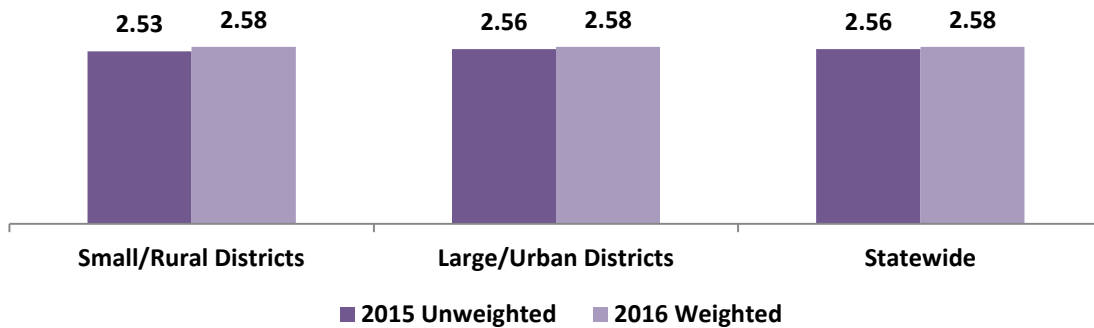
	Small/Rural Districts	Large/Urban Districts	Statewide
2015 Unweighted	2.53	2.56	2.56
2016 Weighted	2.58	2.58	2.58

Social and Emotional Learning (SEL)

Definition: *SEL reflects self-awareness, social awareness, self-management, relationship skills, and good decision making.*

As with Caring Adults, caution should be taken when comparing 2015 SEL scores to 2016 scores, because the 2015 scores reflect a mix of students in grades 3 to 4 and grades 3 to 5, depending on the district, whereas 2016 scores consistently include students in grades 3 to 5. We were also unable to weight 2015 scores based on this mix of grade levels (because we would not know which grade span to use for non-participating districts).

Statewide, students in grades 3 and 4 gave higher ratings for their social and emotional learning than did students in grade 5. Students who identified themselves as African American gave lower ratings for their social and emotional learning compared with students from other racial groups.

Figure 4. Student Ratings for Social and Emotional Learning (Average on Scale of 1 to 3)

	2.59	2.59		2.62	2.61		2.61	2.59

Small/Rural Districts   Large/Urban Districts   Statewide

■ 2015 Unweighted   ■ 2016 Weighted
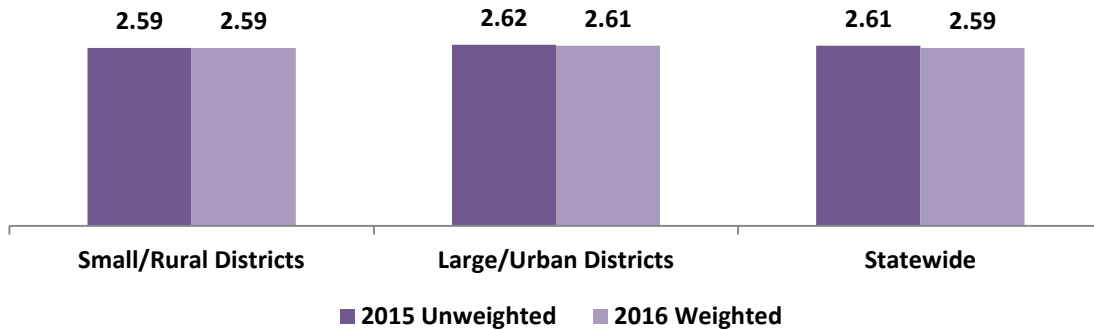
School Climate for Grades 6–12 and Staff

Respectful Climate

Definition: *Respectful Climate reflects student and staff perceptions of the respectful relationships among and between students and staff.*

From 2011 to 2016, statewide student ratings for Respectful Climate remained relatively stable. These patterns of change were somewhat different for small/rural and large/urban districts.

Statewide, female students; students in grades 6, 7, and 12; and students who identified themselves as Asian or as Native Hawaiian/Other Pacific Islander gave significantly higher ratings for Respectful Climate compared with other students. Students who skipped school and students who received lower grades reported significantly lower ratings for Respectful Climate compared with other students.

The higher the student ratings were for Respectful Climate, the fewer student risk behaviors were observed among their peers at school or school events.

Figure 5. Student Ratings for Respectful Climate (Average on Scale of 1 to 5)
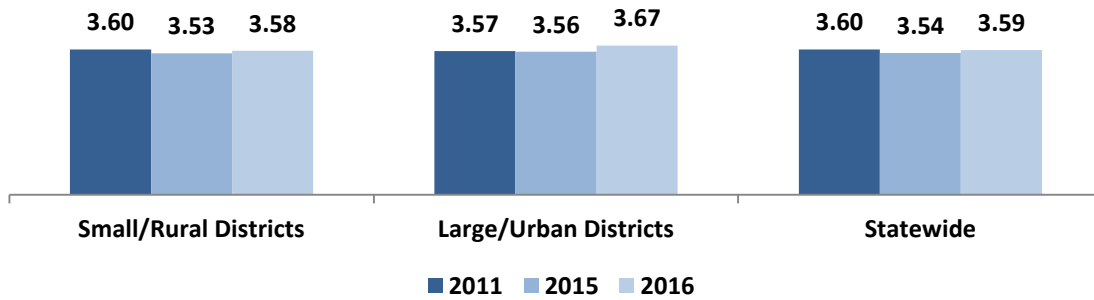
Student Ratings for Respectful Climate (Percentage)
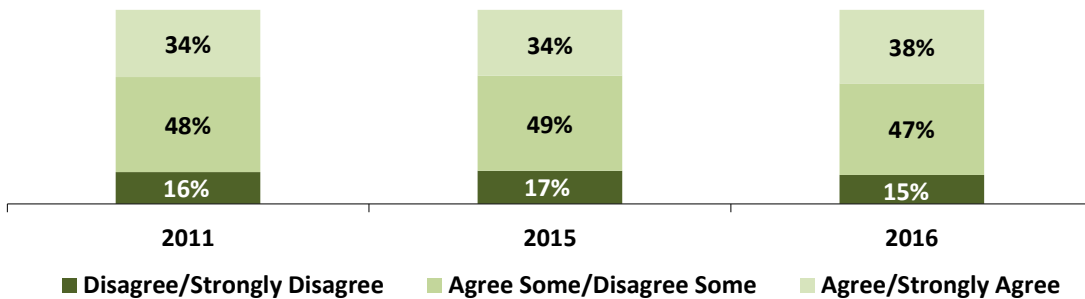
From 2011 to 2016, statewide staff ratings for Respectful Climate remained relatively stable.

Statewide, female staff, administrators, staff who had worked in their district for 6 years or more, and staff who had worked in their school for 11 years or more gave significantly higher ratings for Respectful Climate compared with other staff.

In addition, the higher the staff ratings were for Respectful Climate, the fewer student risk behaviors were observed at school or school events.

Figure 6. Staff Ratings for Respectful Climate (Average on Scale of 1 to 5)
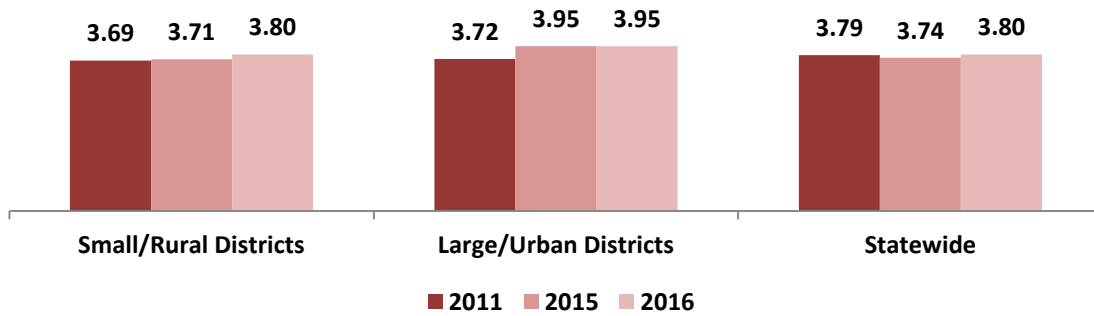
Staff Ratings for Respectful Climate (Percentage)
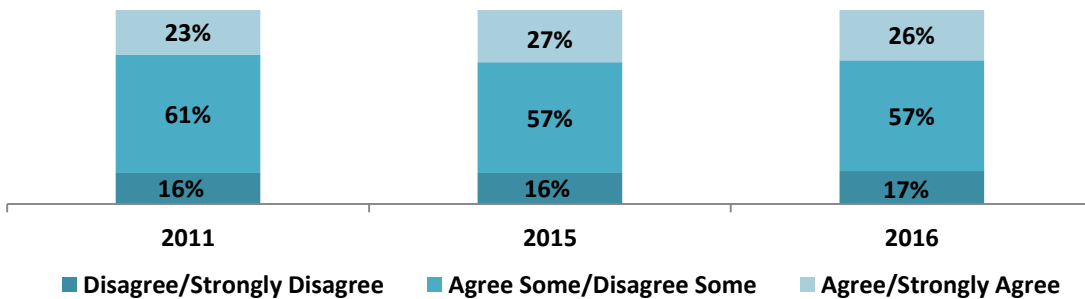
School Safety

Definition: *School Safety reflects student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life.*

From 2011 to 2016, statewide student ratings for School Safety decreased significantly. This decrease was based in small/rural districts. Scores increased within large/urban districts.

Statewide, students who identified themselves as American Indian, Asian, or White gave significantly higher ratings for School Safety compared with students from other backgrounds. Students in grades 9–11, students who skipped school, and students who received lower grades reported significantly lower ratings for School Safety compared with other students.

The higher the student ratings were for School Safety, the fewer risk behaviors were observed among their peers at school or school events.

Figure 7. Student Ratings of School Safety (Average on Scale of 1 to 5)
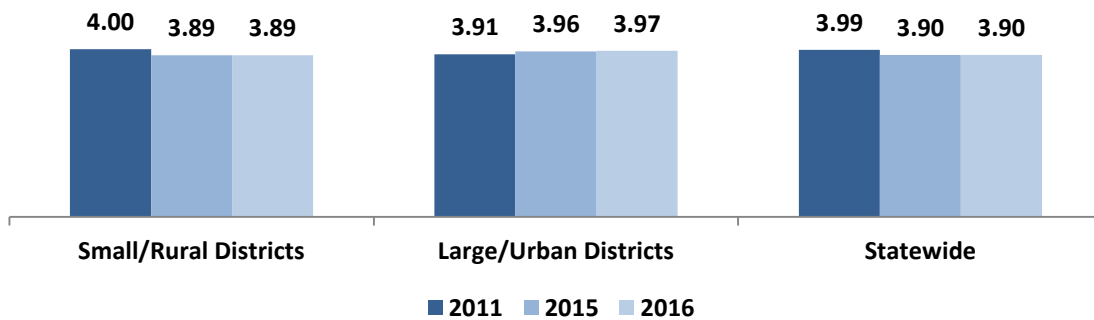
Student Ratings of School Safety (Percentage)
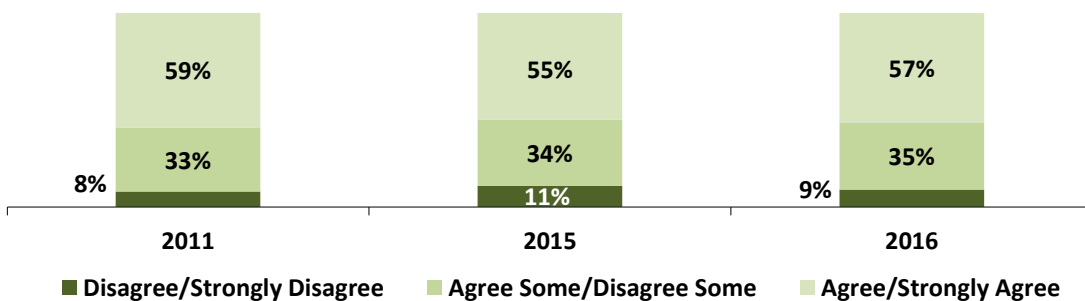
From 2011 to 2016, statewide staff ratings for School Safety remained relatively stable.

Statewide, administrators, staff who had worked in their district for 11 years or more, and staff who had worked in their school for 15 years or more gave significantly higher ratings for School Safety compared with other staff.

The higher the staff ratings were for School Safety, the fewer student risk behaviors were observed at school or school events.

Figure 8. Staff Ratings for School Safety (Average on Scale of 1 to 5)
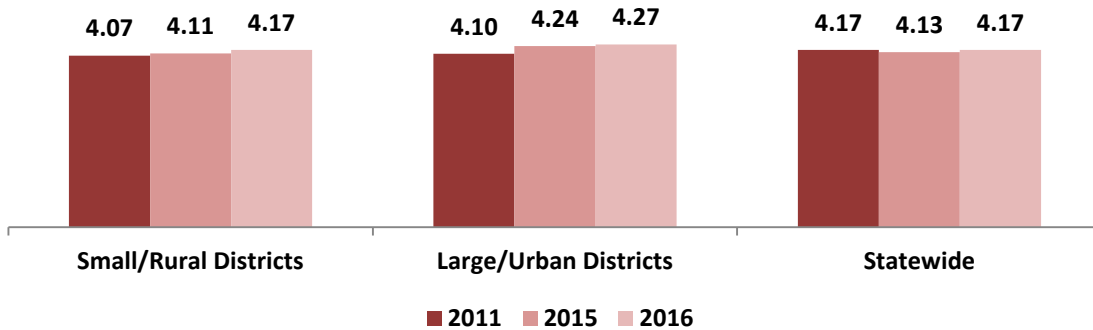
Staff Ratings for School Safety (Percentage)
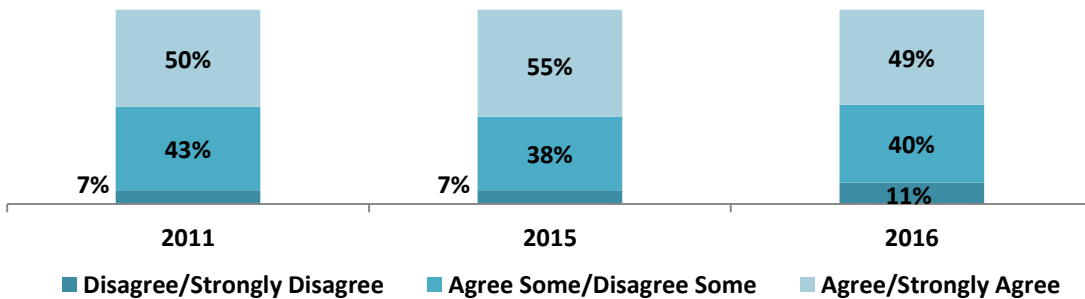
Parent and Community Involvement

Definition: *Parent and Community Involvement reflects student and staff perceptions of parents' and community members' degree of involvement in their school.*

From 2011 to 2016, statewide student ratings for Parent and Community Involvement increased, with improvements in both small/rural and large/urban districts.

Statewide, female students, students in grades 6 and 7, and students who identified themselves as Native Hawaiian/Other Pacific Islander gave significantly higher ratings for Parent and Community Involvement compared with other students. Students in grade 10, students who skipped school, and students who received lower grades reported significantly lower ratings for Parent and Community Involvement compared with other students.

The higher the student ratings were for Parent and Community Involvement, the fewer risk behaviors were observed among their peers at school and school events.

Figure 9. Student Ratings for Parent and Community Involvement (Average on Scale of 1 to 5)
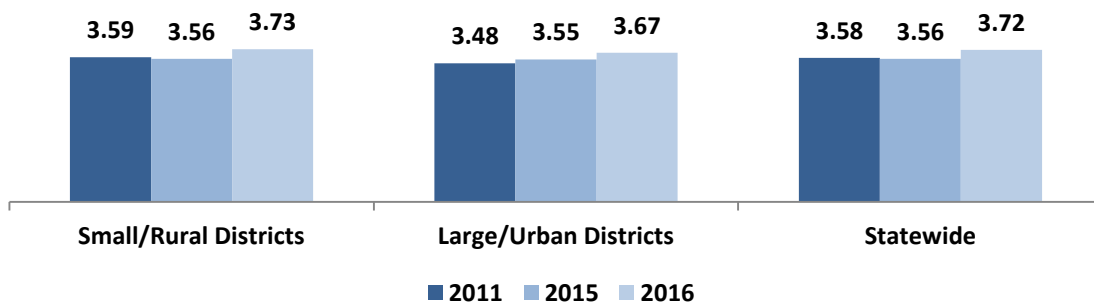
Student Ratings for Parent and Community Involvement (Percentage)
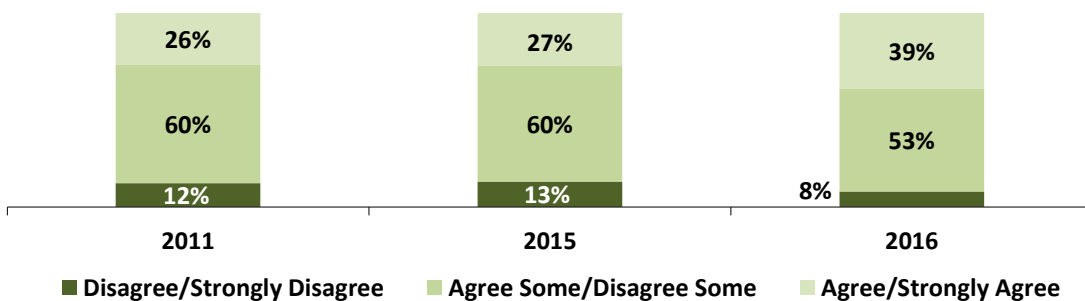
From 2011 to 2016, statewide staff ratings for Parent and Community Involvement remained relatively stable, with less than a .02 change.

Statewide, female staff, Alaska Native staff, administrators, staff who had worked in their district for 11 years or more, and staff who had worked in their school for 15 years or more gave significantly higher ratings for Parent and Community Involvement compared with other staff.

The higher the staff ratings were for Parent and Community Involvement, the fewer student risk behaviors were observed at school or school events.

Figure 10. Staff Ratings for Parent and Community Involvement (Average on Scale of 1 to 5)
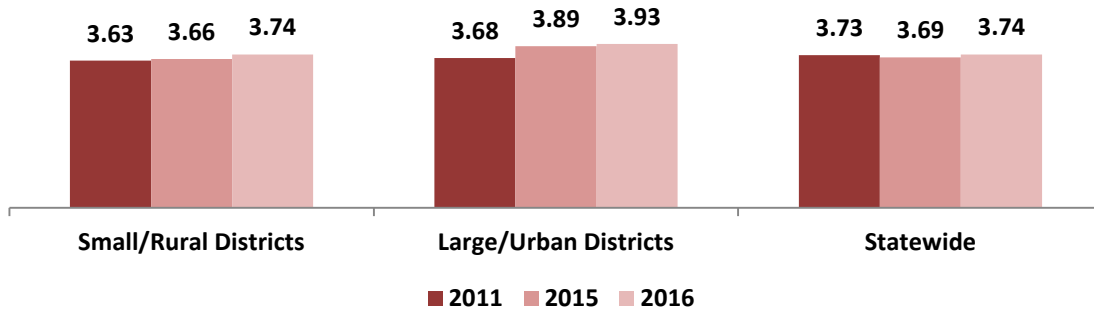
Staff Ratings for Parent and Community Involvement (Percentage)
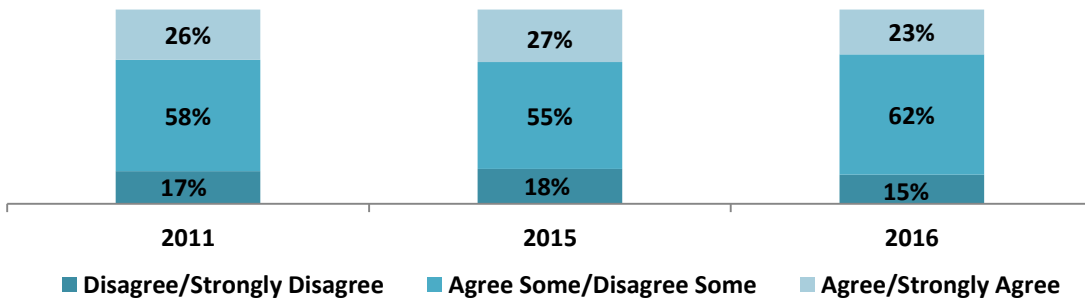
Student Involvement

Definition: *Student Involvement reflects the level of student participation in school governance.*

From 2011 to 2016, statewide student ratings for Student Involvement declined to a small degree.

Statewide, male students; students in grades 6–8; and students who identified themselves as Asian, African American, or Native Hawaiian/Other Pacific Islander gave significantly higher ratings for School Leadership and Student Involvement compared with other students. Students who skipped school and students who received lower grades reported significantly lower ratings compared with other students.

The higher the student ratings were for Student Involvement, the fewer risk behaviors were observed among their peers at school and school events.

Figure 11. Student Ratings for Student Involvement (Average on Scale of 1 to 5)
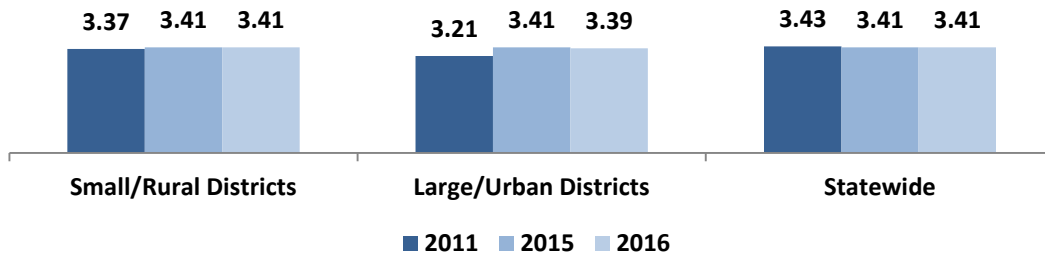
	Small/Rural Districts	Large/Urban Districts	Statewide
2011	3.37	3.21	3.43
2015	3.41	3.41	3.41
2016	3.41	3.39	3.41

■ 2011 ■ 2015 ■ 2016

Student Ratings for Student Involvement (Percentage)

	2011	2015	2016
Agree/Strongly Agree	29%	30%	32%
Agree Some/Disagree Some	47%	50%	47%
Disagree/Strongly Disagree	24%	20%	21%

■ Disagree/Strongly Disagree ■ Agree Some/Disagree Some ■ Agree/Strongly Agree

From 2011 to 2016, statewide staff ratings for Student Involvement increased, with improvements in both small/rural and large/urban districts.

Statewide, staff who identified themselves as Native Hawaiian/Other Pacific Islander, administrators, and staff who had worked in their district for less than 2 years gave significantly higher ratings for Student Involvement compared with other staff.

The higher the staff ratings were for Student Involvement, the fewer student risk behaviors were observed at school and school events.

Figure 12. Staff Ratings for Student Involvement (Average on Scale of 1 to 5)
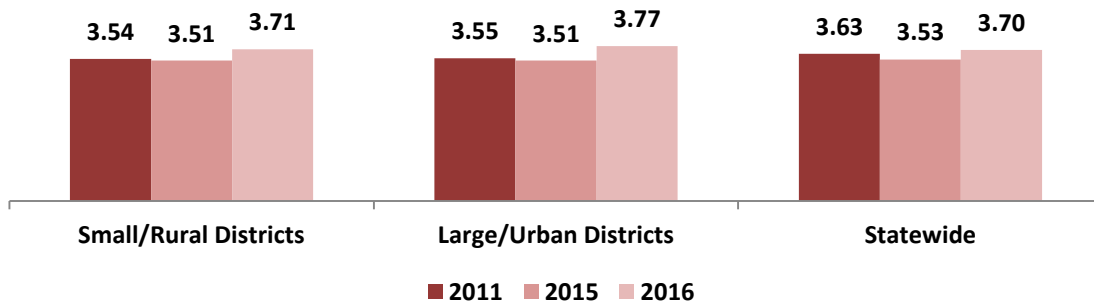
Staff Ratings for Student Involvement (Percentage)
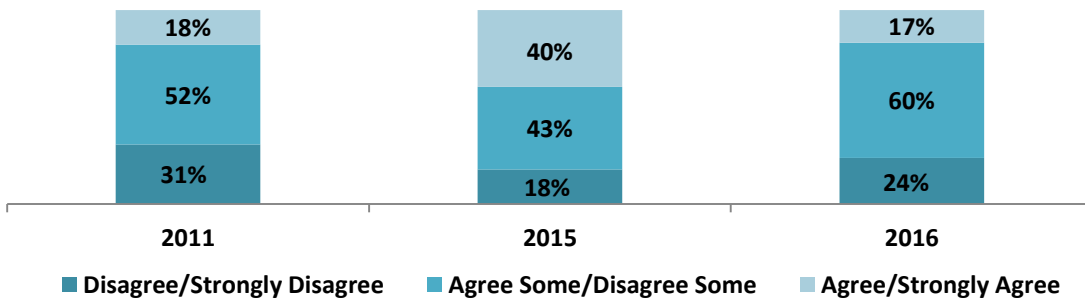
Staff: School Leadership and Involvement

Definition: *School Leadership and Involvement reflects staff members' perceptions of the decision making of school leaders, as well as the fairness of school rules. This scale is completed by staff only.*

From 2011 to 2016, statewide staff ratings for School Leadership and Involvement increased significantly. Increases were apparent within both small/rural and large/urban districts.

Statewide, administrators and staff who had worked in their district for fewer than 2 years gave significantly higher ratings for School Leadership and Involvement compared with other staff.

The higher the staff ratings were for School Leadership and Involvement, the fewer student risk behaviors were observed at school or school events.

Figure 13. Staff Ratings for School Leadership and Involvement (Average on Scale of 1 to 5)
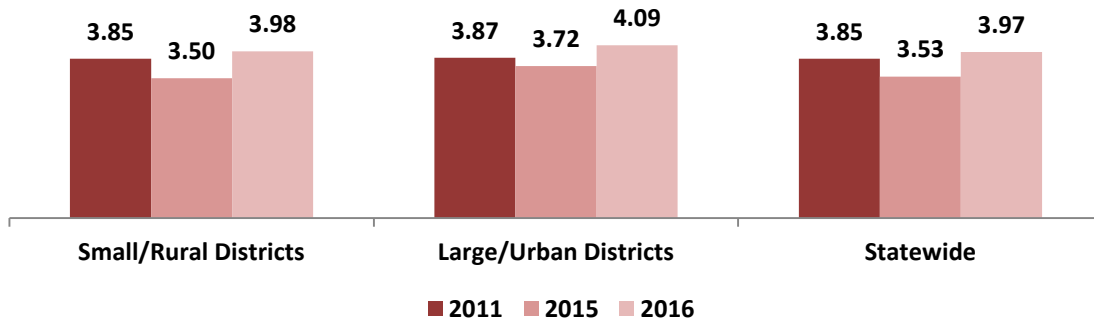
Staff Ratings for School Leadership and Involvement (Percentage)
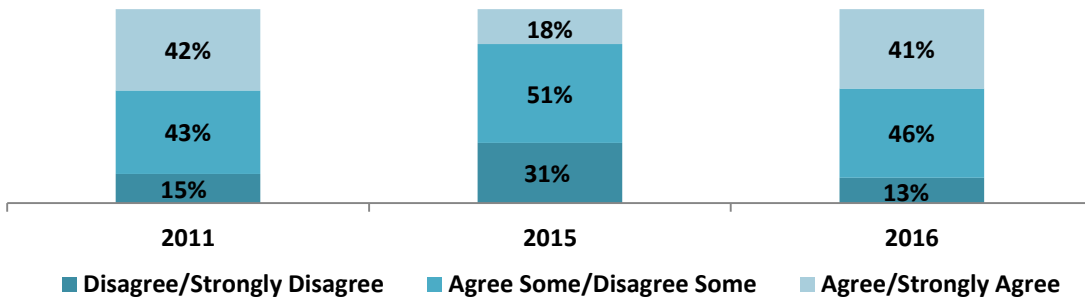
Staff Attitudes

Definition: *Staff Attitudes reflects members' perceptions of the competence of teachers and teachers' attitudes toward their work. This scale is completed by staff only.*

From 2011 to 2016, statewide staff ratings for Staff Attitudes decreased.

Statewide, female staff, staff who identified themselves as of Asian heritage, teachers and administrators, staff who had worked in their district for less than 2 years, and staff who had worked in their school for 11 or more years reported significantly higher ratings for Staff Attitudes compared with other staff.

The higher the staff ratings were for Staff Attitudes, the fewer student risk behaviors were observed at school or school events.

Figure 14. Staff Ratings for Staff Attitudes (Average on Scale of 1 to 5)

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	4.06	4.10	4.17
2015	4.07	4.24	4.09
2016	4.14	4.26	4.13

■ 2011 ■ 2015 ■ 2016
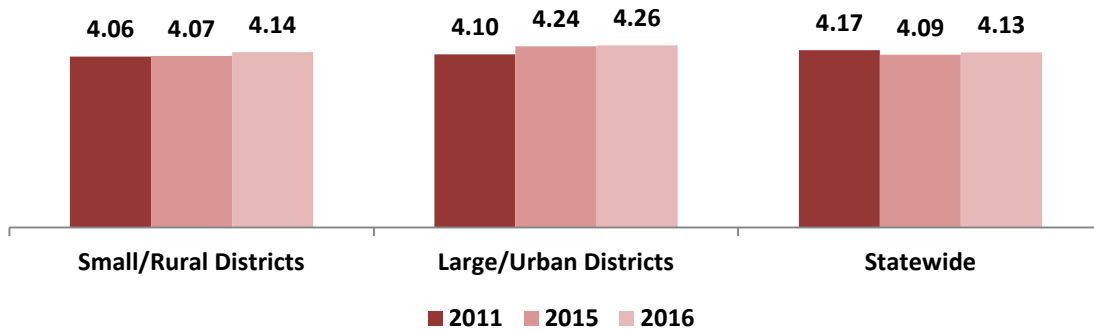
Staff Ratings for Staff Attitudes (Percentage)

	2011	2015	2016
Agree/Strongly Agree	47%	44%	45%
Agree Some/Disagree Some	46%	48%	48%
Disagree/Strongly Disagree	8%	8%	7%

■ Disagree/Strongly Disagree ■ Agree Some/Disagree Some ■ Agree/Strongly Agree
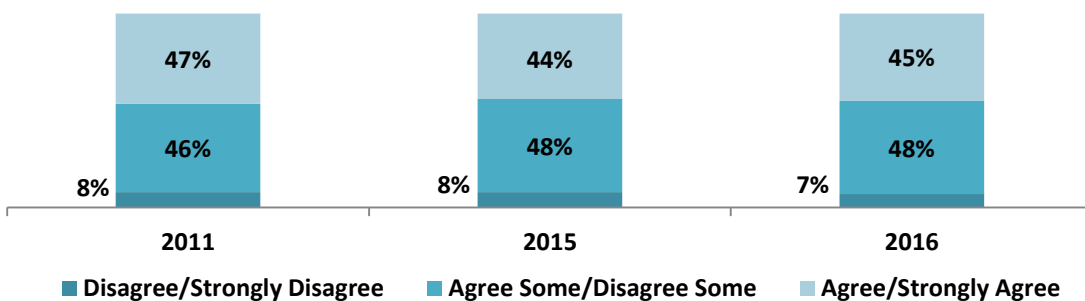
High Expectations

Definition: *High Expectations reflects student perceptions of their own academic expectations as well as those of adults in their school and community. This scale is completed by students only.*

From 2011 to 2016, statewide student ratings for High Expectations declined. This decline was apparent in small/rural districts, while large/urban districts remained relatively stable.

Statewide, female students, students in grades 6–9, and students who identified themselves as Asian or Native Hawaiian/Other Pacific Islander gave significantly higher ratings for High Expectations compared with other students. Students who skipped school and those who received lower grades reported significantly lower ratings for High Expectations compared with other students.

The higher the student ratings were for High Expectations, the fewer risk behaviors were observed among their peers at school and school events.
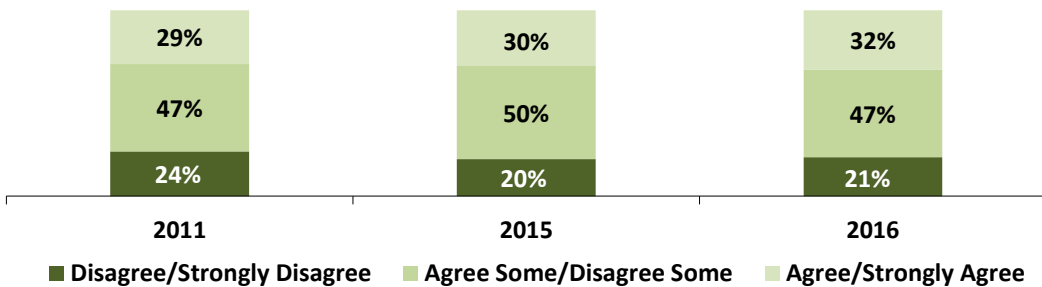
Figure 15. Student Ratings for High Expectations (Average on Scale of 1 to 5)

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	4.14	4.15	4.14
2015	4.10	4.11	4.10
2016	4.07	4.15	4.07

■ 2011 ■ 2015 ■ 2016
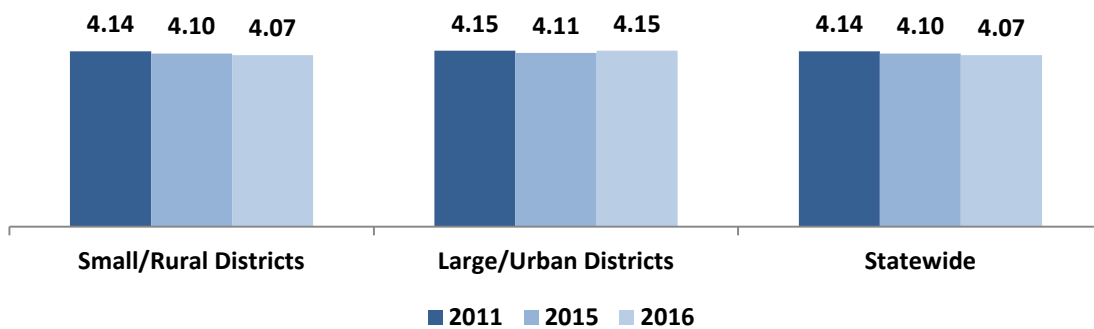
Student Ratings for High Expectations (Percentage)

	2011	2015	2016
Agree/Strongly Agree	68%	66%	64%
Agree Some/Disagree Some	31%	31%	33%
Disagree/Strongly Disagree	1%	3%	4%

■ Disagree/Strongly Disagree ■ Agree Some/Disagree Some ■ Agree/Strongly Agree
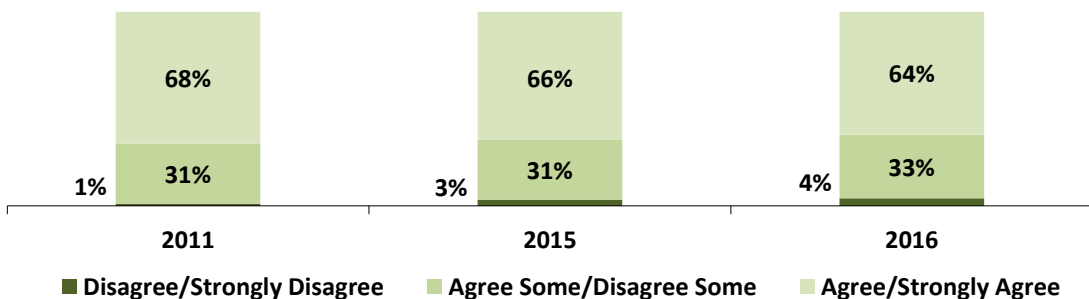
Caring Adults

Definition: *Caring Adults reflects students' perceptions of their closeness to adults in the school. This scale is completed by students only.*

From 2011 to 2016, statewide student ratings for Caring Adults remained relatively stable overall, but increased in large/urban districts and decreased in small/rural ones.

Statewide, students who identified themselves as African American, Native Hawaiian/Other Pacific Islander, or White reported significantly higher ratings for Caring Adults compared with other students. Students in grades 9 and 10, students who skipped school, and students who received lower grades gave significantly lower ratings for Caring Adults compared with other students.

The higher the student ratings were for Caring Adults, the fewer risk behaviors were observed among their peers at school and school events.

Figure 16. Student Ratings for Caring Adults (Average on Scale of 1 to 5)

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	3.67	3.55	3.65
2015	3.59	3.57	3.59
2016	3.64	3.60	3.64

■ 2011 ■ 2015 ■ 2016

Student Ratings for Caring Adults

	2011	2015	2016
Agree/Strongly Agree	39%	36%	39%
Agree Some/Disagree Some	45%	47%	46%
Disagree/Strongly Disagree	15%	16%	15%

■ Disagree/Strongly Disagree ■ Agree Some/Disagree Some ■ Agree/Strongly Agree
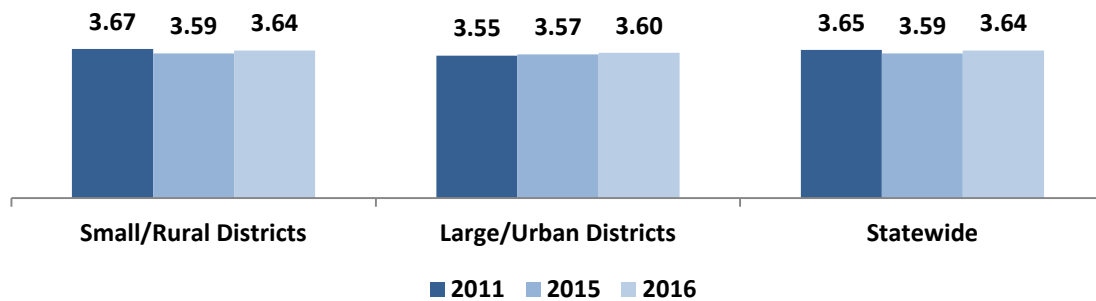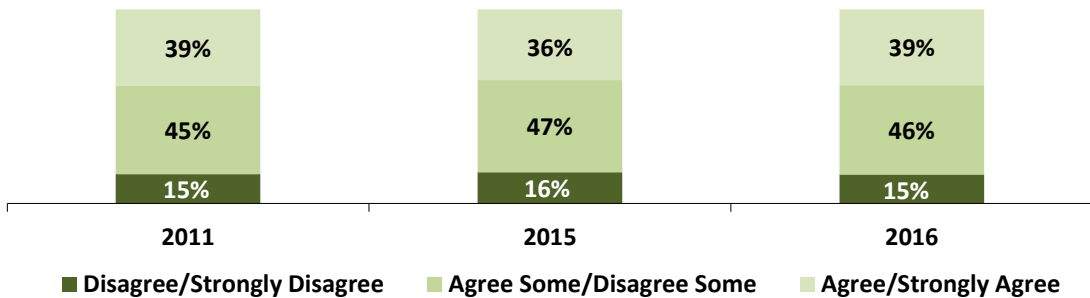
Peer Climate

Definition: *Peer Climate reflects students' perceptions of how respectful and helpful students are to one another. This scale is completed by students only.*

From 2011 to 2016, statewide student ratings for Peer Climate declined.

Statewide, male students and students who identified themselves as Asian or Native Hawaiian/Other Pacific Islander gave significantly higher ratings for Peer Climate compared with other students. Students in grades 8–10, students who skipped school, and students who received lower grades gave significantly lower ratings for Peer Climate compared with other students.

The higher the student ratings were for Peer Climate, the fewer risk behaviors were observed among their peers at school and school events.

Figure 17. Student Ratings for Peer Climate (Average on Scale of 1 to 5)

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	3.13	3.12	3.13
2015	3.18	3.23	3.18
2016	3.08	3.22	3.09

■ 2011 ■ 2015 ■ 2016
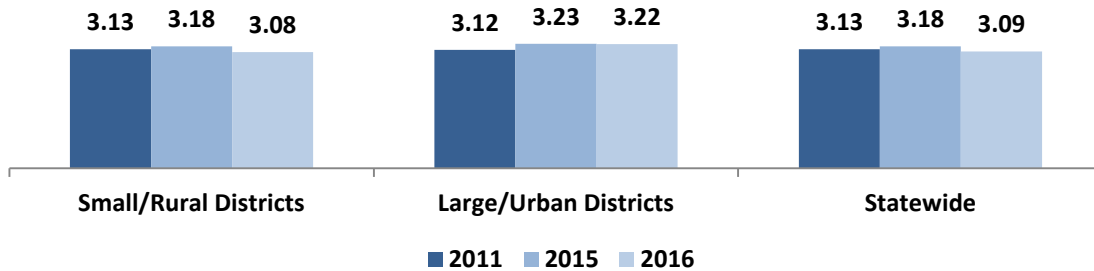
Student Ratings for Peer Climate (Percentage)
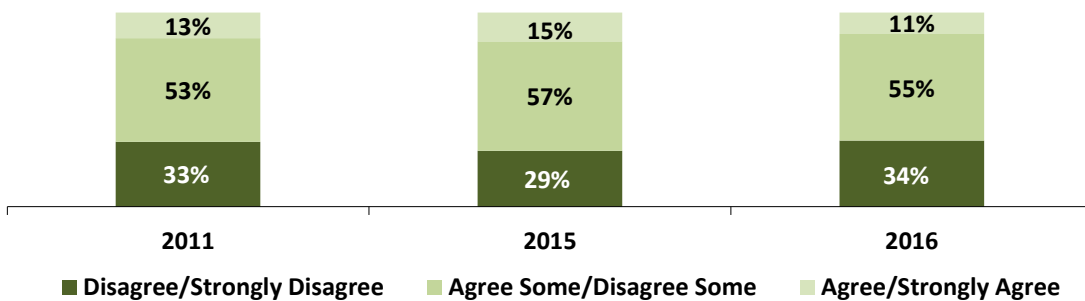
	2011	2015	2016
Agree/Strongly Agree	13%	15%	11%
Agree Some/Disagree Some	53%	57%	55%
Disagree/Strongly Disagree	33%	29%	34%

■ Disagree/Strongly Disagree ■ Agree Some/Disagree Some ■ Agree/Strongly Agree

Social and Emotional Learning (SEL)

Definition: *SEL reflects self-awareness, social awareness, and self-management. This scale is completed by students only.*

New SEL questions were introduced in 2016, so it is not possible to compare results with prior years. Seventeen items were administered, with possible scale scores ranging from 1 (lowest) to 4 (highest).

Statewide, male students gave significantly higher ratings for their SEL than did female students. Students in grades 9 and 10, students who identified themselves as Alaska Native or of mixed heritage, students who skipped school, and students who received lower grades reported significantly lower SEL.

The higher the student ratings were for their SEL, the fewer risk behaviors were observed among their peers at school and school events.

Figure 18. Student Ratings for Social and Emotional Learning (Average on Scale of 1 to 4)

Small/Rural Districts	Large/Urban Districts	Statewide
2.89	3.00	2.91

■ 2016
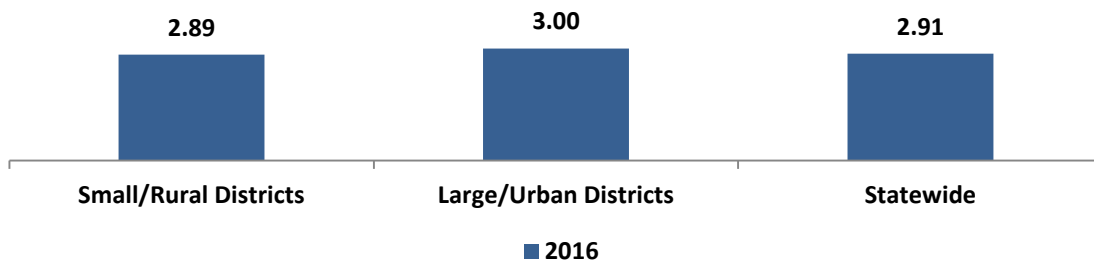
Across the 17 SEL items, we divided students into four groups: those who found fewer than 5 of the SEL skills to be easy/very easy for them (lowest SEL), those who found between 5 and 9 skills easy/very easy, those who found 10 to 12 skills easy/very easy, and those who found 13 or more skills easy/very easy (highest SEL).

Figure 19. Student Levels of Social and Emotional Learning

2016: 5% | 18% | 51% | 26%

■ <5 Easy/Very Easy   ■ 5-9 Easy/Very Easy   ■ 10-12 Easy/Very Easy   ■ 13+Easy/Very Easy
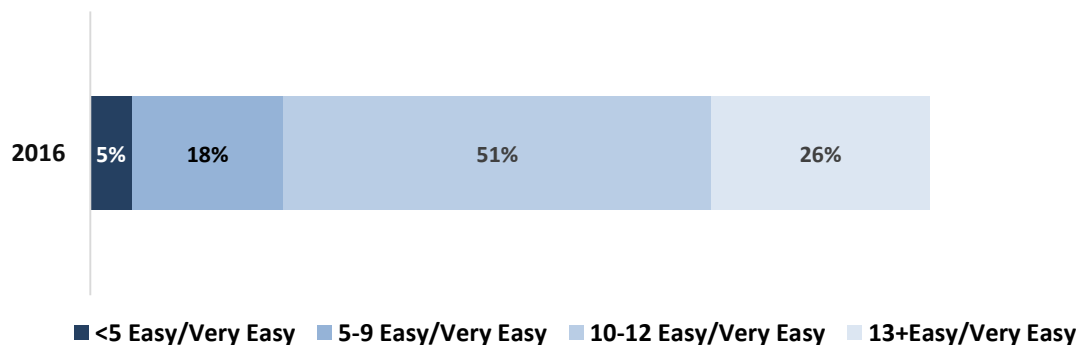
Student Risk Behaviors

Student Delinquent Behaviors

Definition: *For this measure of student risk behaviors, students and staff were asked to report how often they observed students engage in delinquent behaviors at school and school events within the past 12 months.*

Statewide, students in grades 11 and 12 and students who identified themselves as Asian observed significantly fewer peer delinquent behaviors compared with other students. Students in grade 8, students who skipped school, and students who received grades that were mostly Ds/Fs observed significantly more peer delinquent behaviors compared with other students.

Figure 20. Statewide Student Observations of Student Delinquent Behaviors
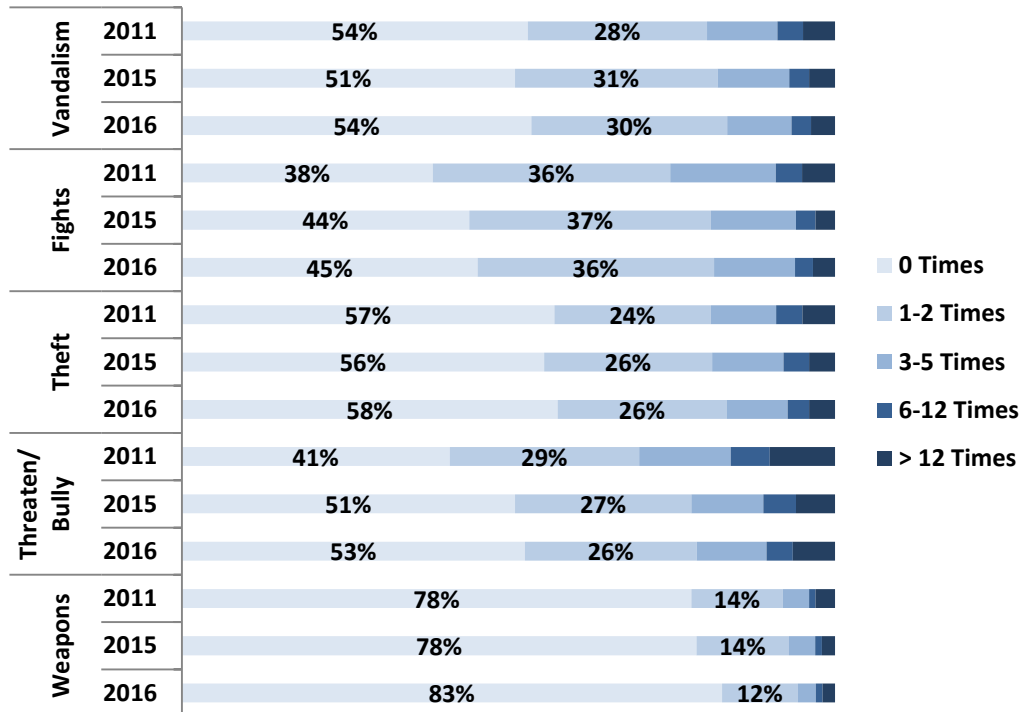
Figure 21. Small/Rural District Student Observations of Student Delinquent Behaviors
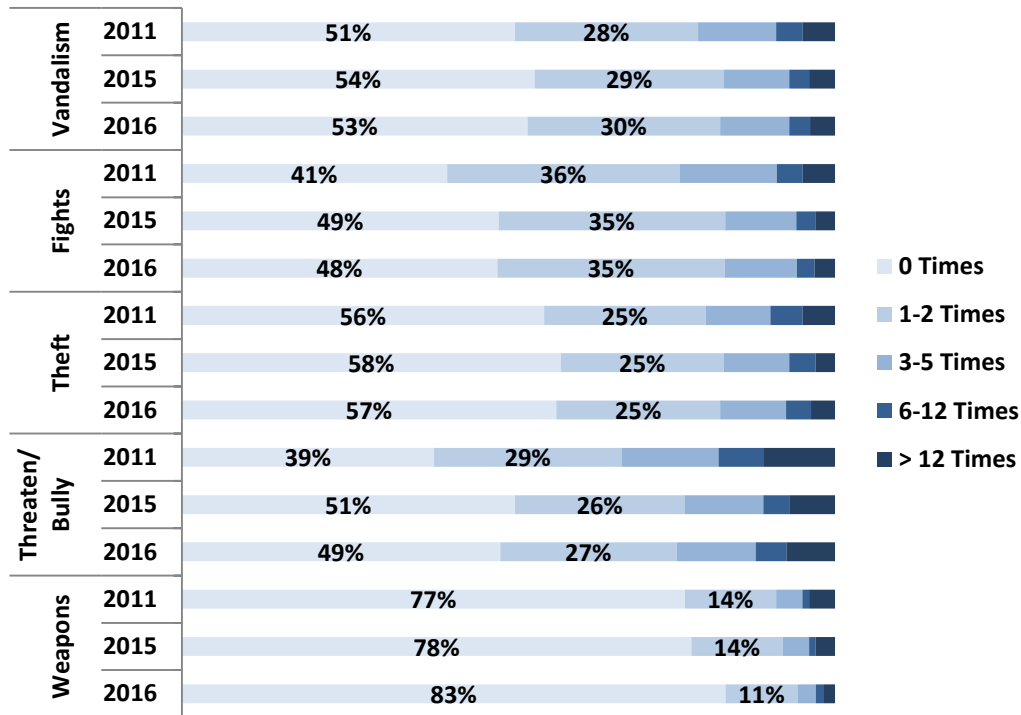
Figure 22. Large/Urban District Student Observations of Student Delinquent Behaviors
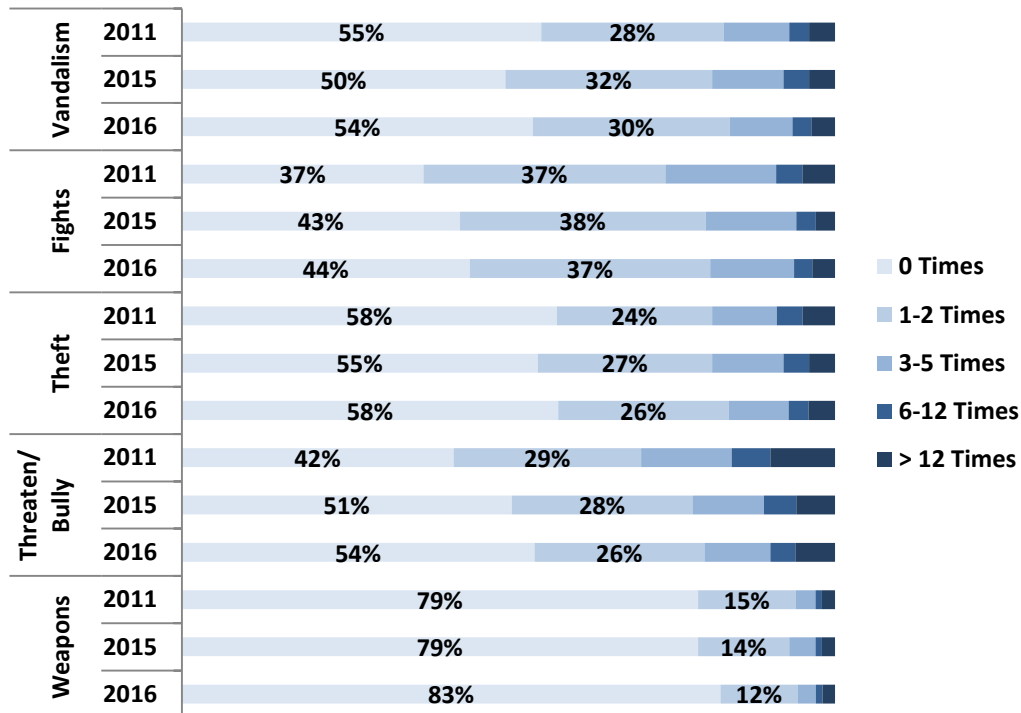
Statewide, staff who identified themselves as being of Asian or Latino heritage and staff who had worked in their school for 15 years or more reported observing significantly fewer student delinquent behaviors than did other staff. Male staff; and teachers, administrators, and other certified staff reported observing significantly more student delinquent behavior than did other staff.

Figure 23. Statewide Staff Observations of Student Delinquent Behaviors
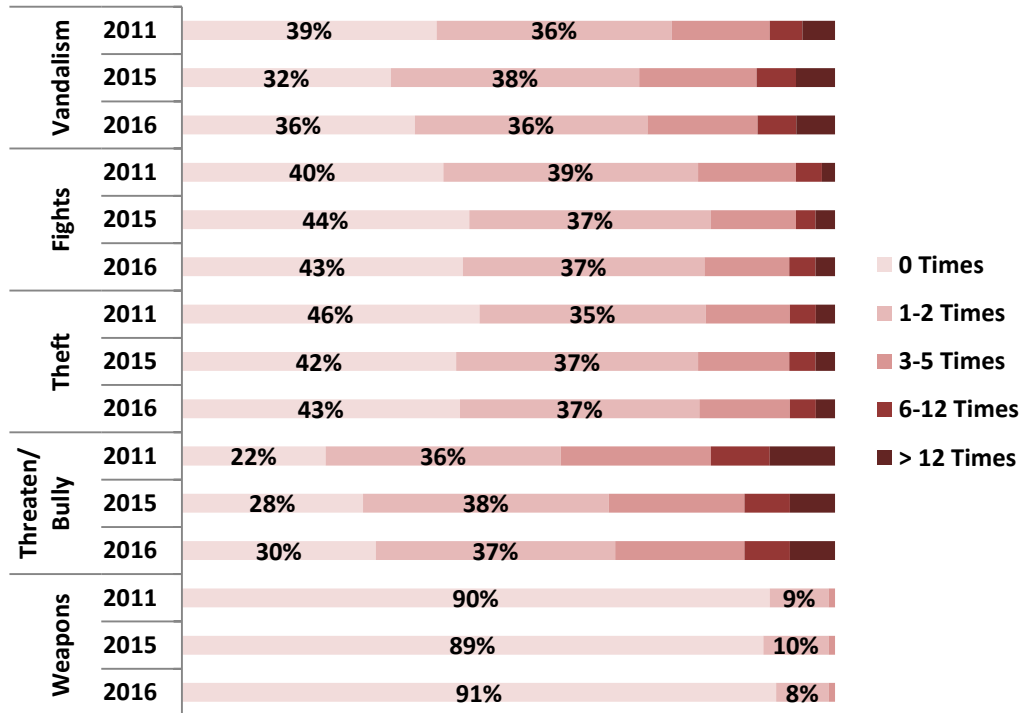
Figure 24. Small/Rural District Staff Observations of Student Delinquent Behaviors
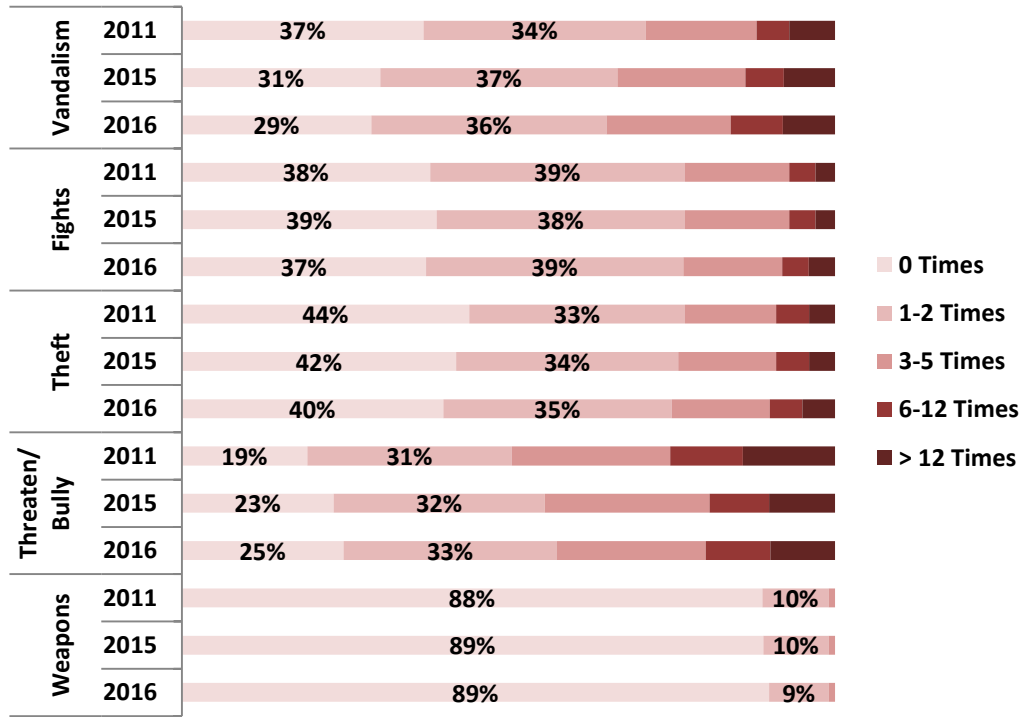
Figure 25. Large/Urban District Staff Observations of Student Delinquent Behaviors
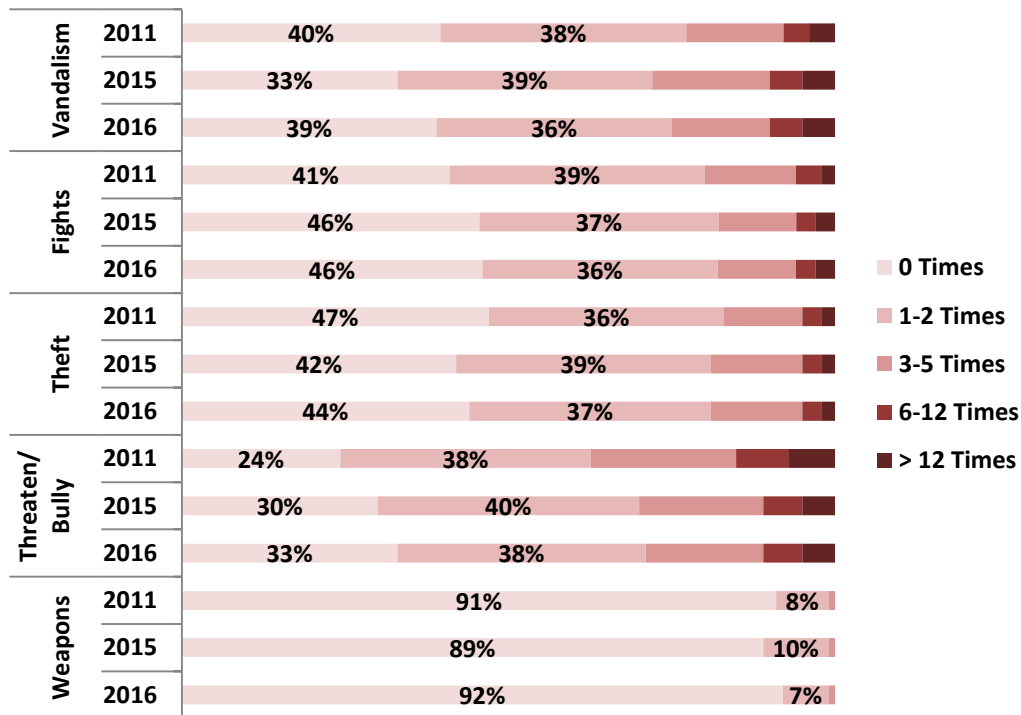
Student Drug and Alcohol Use

Definition: *For this measure of student risk behavior, students and staff were asked to report how often they observed students engage in drug and alcohol use at school or school events within the past 12 months.*

The question about student marijuana use was first introduced in 2016.

In previous years, students and staff may have included marijuana use in their responses to the question about drug use. Therefore, changes in reports of drug use starting in 2016 may be an artifact of changes in questions or may reflect a real change—we cannot be certain.

Statewide, students in grades 6–9; students who identified themselves as Alaska Native, American Indian, Asian, or Native Hawaiian/Other Pacific Islander; and students whose grades were mostly As observed significantly less peer drug and alcohol use compared with other students. Students who skipped school and students whose grades were mostly Ds/Fs observed significantly more peer drug and alcohol use compared with other students.

Figure 26. Statewide Student Observations of Student Drug and Alcohol Use
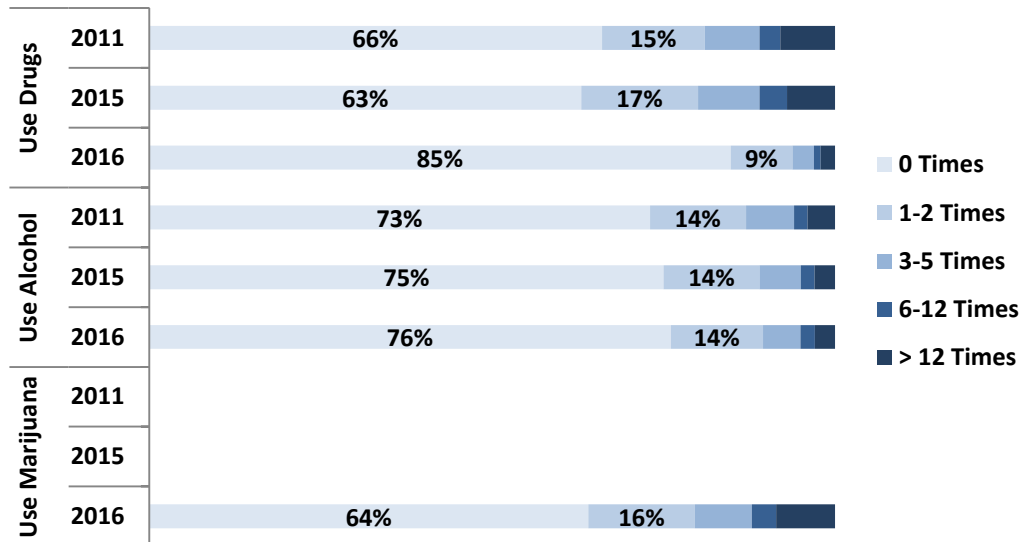
Figure 27. Small/Rural District Student Observations of Student Drug and Alcohol Use

Use Drugs	2011	61% ... 17% ...
	2015	63% ... 18% ...
	2016	86% ... 9% ...
Use Alcohol	2011	69% ... 16% ...
	2015	75% ... 15% ...
	2016	74% ... 15% ...
Use Marijuana	2011	
	2015	
	2016	60% ... 18% ...

Legend: 0 Times, 1-2 Times, 3-5 Times, 6-12 Times, > 12 Times
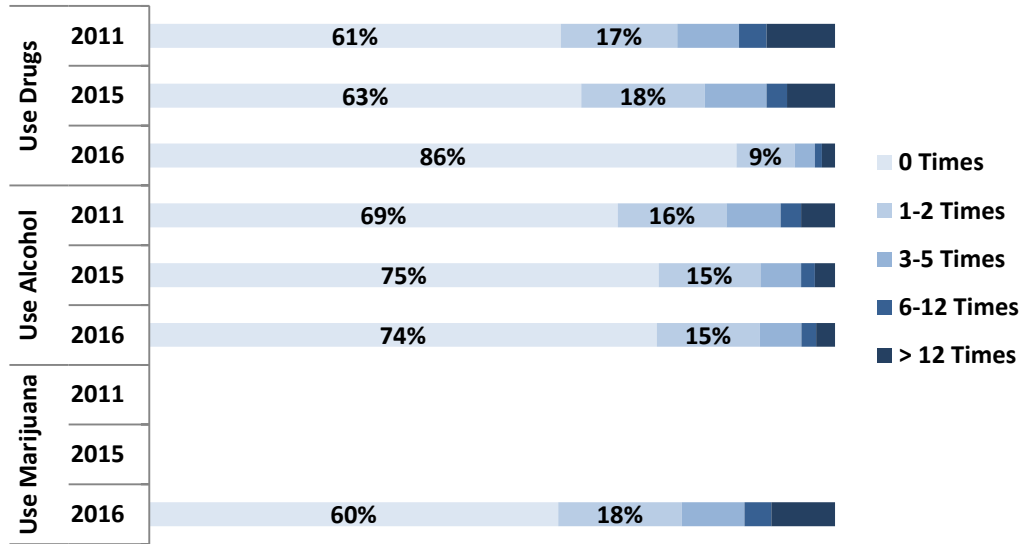
Figure 28. Large/Urban District Student Observations of Student Drug and Alcohol Use

Use Drugs	2011	68% ... 14% ...
	2015	63% ... 17% ...
	2016	85% ... 9% ...
Use Alcohol	2011	75% ... 14% ...
	2015	75% ... 14% ...
	2016	77% ... 13% ...
Use Marijuana	2011	
	2015	
	2016	66% ... 15% ...

Legend: 0 Times, 1-2 Times, 3-5 Times, 6-12 Times, > 12 Times

30
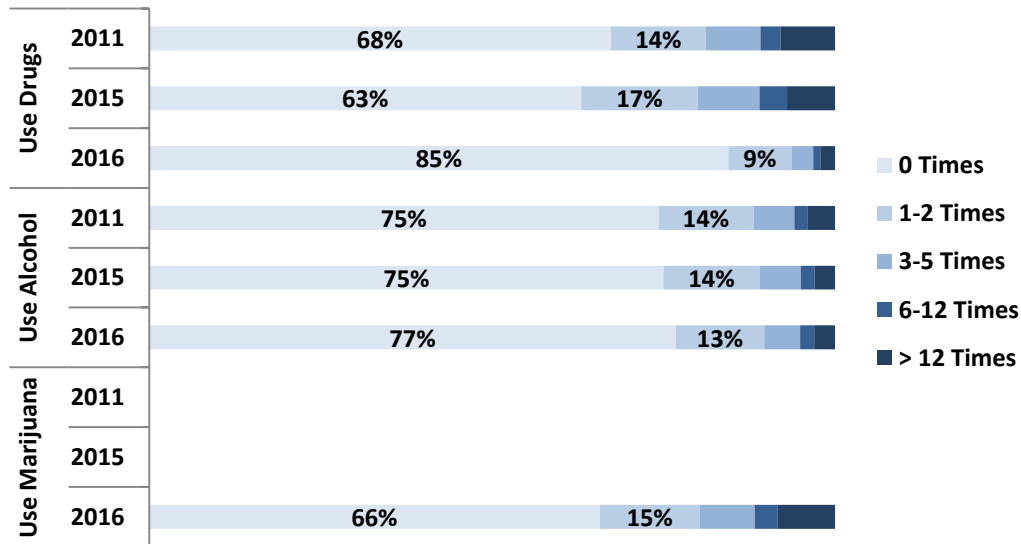
Statewide, staff who identified themselves as being of Asian heritage reported observing significantly less student delinquent behavior than did other staff. Male staff and staff who had worked in their district for less than 6 years reported observing significantly more student delinquent behavior than did other staff.

Figure 29. Statewide Staff Observations of Student Drug and Alcohol Use
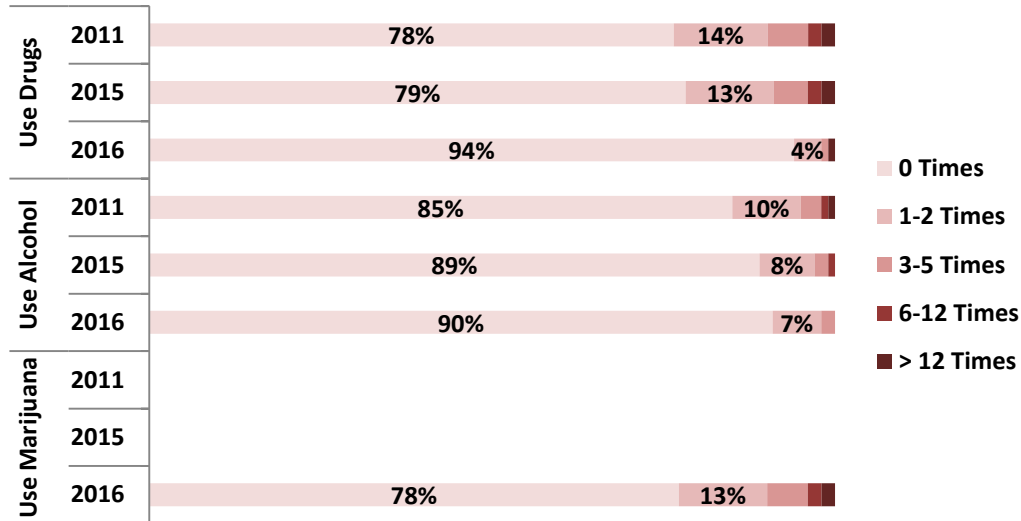
Figure 30. Small/Rural District Staff Observations of Student Drug and Alcohol Use
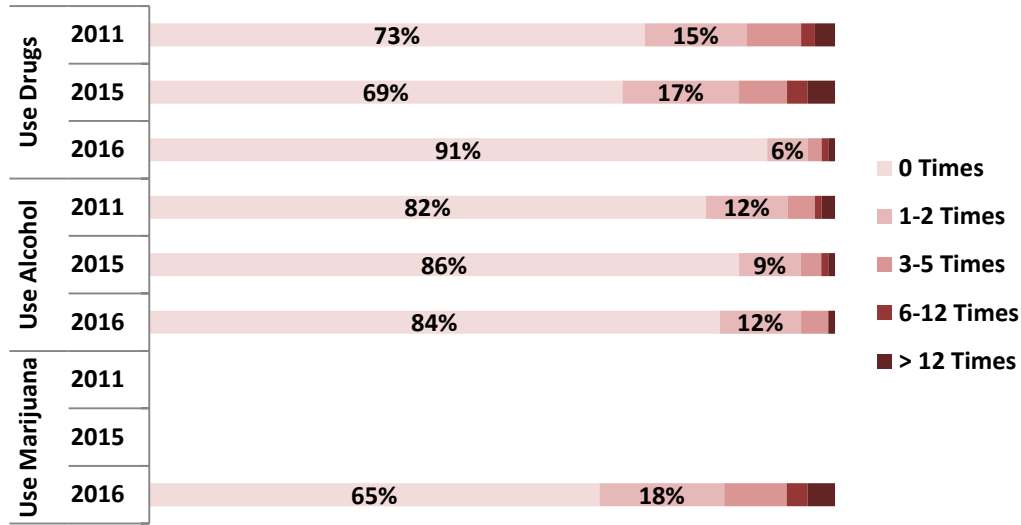
Figure 31. Large/Urban District Staff Observations of Student Drug and Alcohol Use
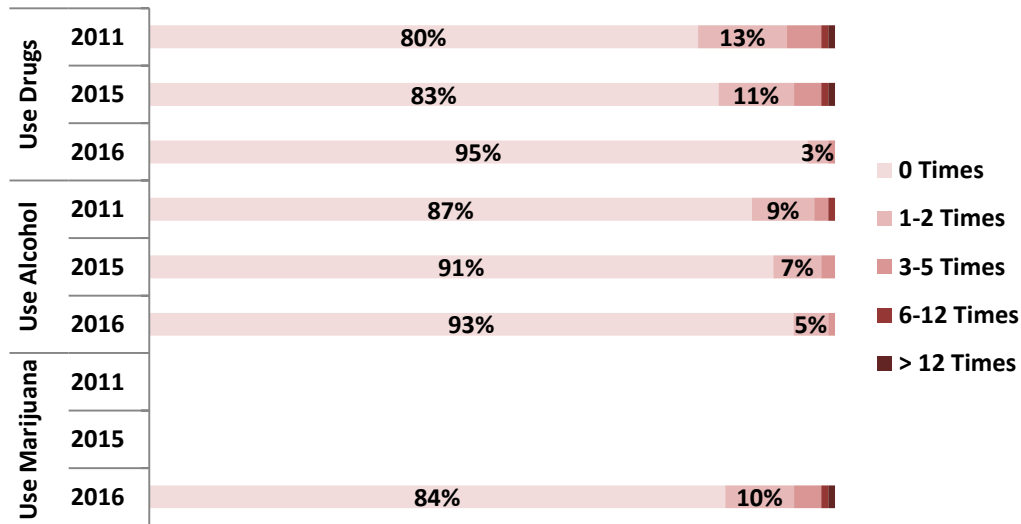
Perceptions of Peer Alcohol Use

Students were asked three questions regarding youth alcohol use. These questions were first introduced in 2014.

Figure 32. Percentage of Students Who Thought MOST Others Drank at Least Once in the Past 30 Days

	Small/Rural Districts	Large/Urban Districts	Statewide
2015	53%	53%	53%
2016	51%	52%	52%
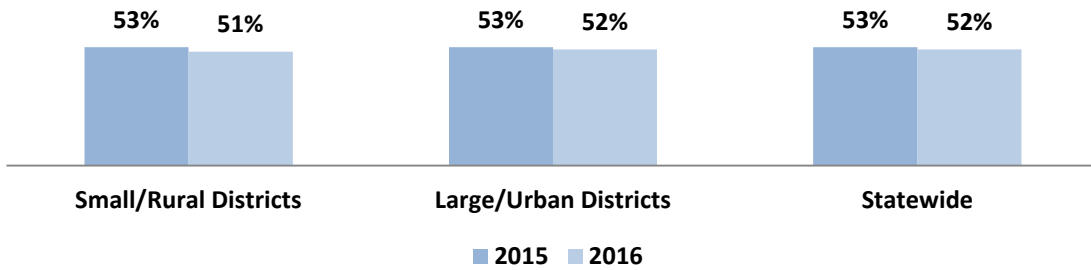
Figure 33. Percentage of Students Who Thought the AVERAGE Student Drank 1 or More Days in the Past 30 Days

	Small/Rural Districts	Large/Urban Districts	Statewide
2015	52%	53%	53%
2016	50%	50%	50%
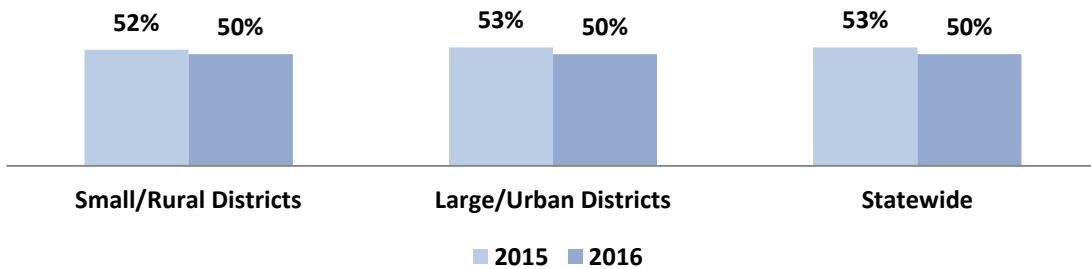
Figure 34. Percentage of Students Who Heard a Message in the Past Year Saying That Most Students Don't Drink Alcohol

	Small/Rural Districts	Large/Urban Districts	Statewide
2015	54%	57%	56%
2016	58%	64%	62%
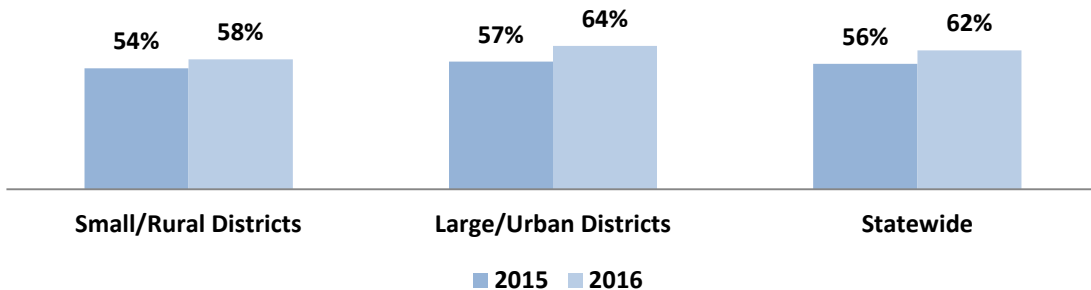
Youth Involvement and Community Support

Definition. *Youth Involvement and Community Support reflects the degree to which students are involved in their communities and the extent to which students feel supported by their communities. Student-community engagement can benefit both schools and communities.*

Youth Involvement

Overall, rates of youth involvement remained very stable. Student reports of their community involvement had very weak relationships with their SCCS scores.

Figure 35. Students Participating in Organized Activities After School or on Weekends for 1 Hour or More per Week

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	78%	73%	75%
2015	76%	74%	74%
2016	79%	73%	75%
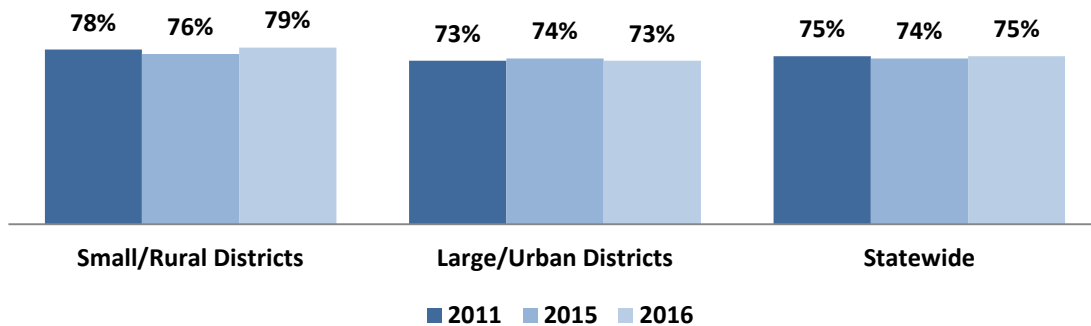
Figure 36. Students Helping Others Without Getting Paid 1 Hour or More per Week

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	81%	75%	76%
2015	79%	77%	77%
2016	82%	77%	78%
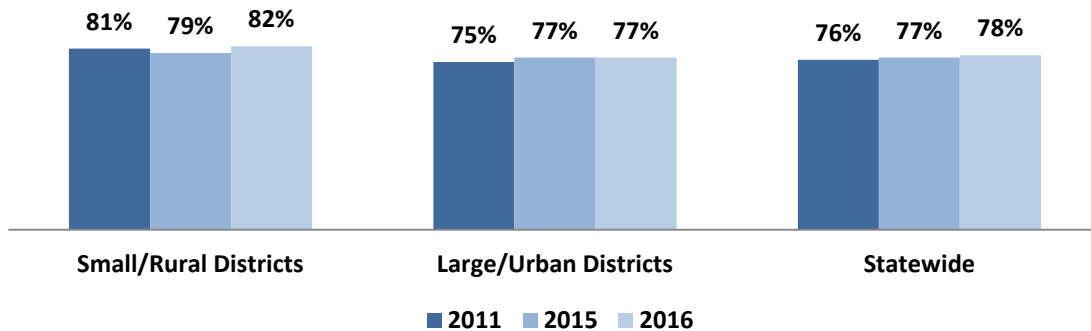
Community Support

From 2011 to 2016, student reports of community support were highly stable —both overall, and specifically within small/rural and large/urban districts.

There were moderate correlations between student ratings for school climate and student beliefs that adults in their community encouraged them to take school seriously, and small to moderate correlations between school climate and whether students (1) had homework help and (2) had adult supervision. There were only weak relationships between student ratings for school climate and other areas of community support.

Figure 37. Students Who Agreed/Strongly Agreed That at Least One Adult Encouraged Them to Do Their Best

	Small/Rural Districts			Large/Urban Districts			Statewide		
	93%	91%	93%	92%	92%	92%	92%	92%	92%

■ 2011 ■ 2015 ■ 2016
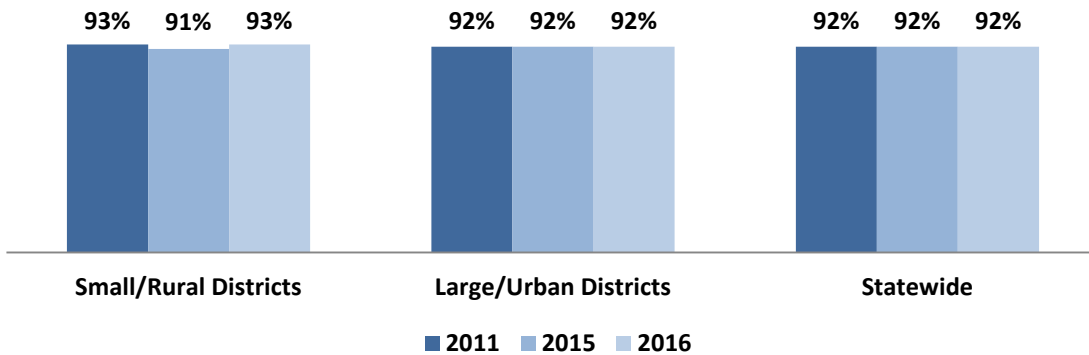
Figure 38. Students Who Agreed/Strongly Agreed That They Knew at Least One Adult to Talk to

	Small/Rural Districts			Large/Urban Districts			Statewide		
	84%	83%	83%	86%	87%	86%	85%	86%	86%

■ 2011 ■ 2015 ■ 2016
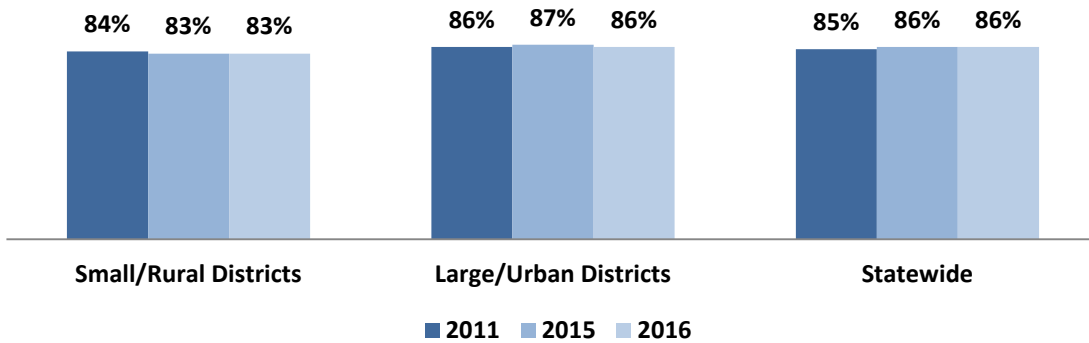
Figure 39. Students Who Had an Adult Outside of School to Help With Homework

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	82%	86%	85%
2015	82%	84%	84%
2016	80%	84%	83%
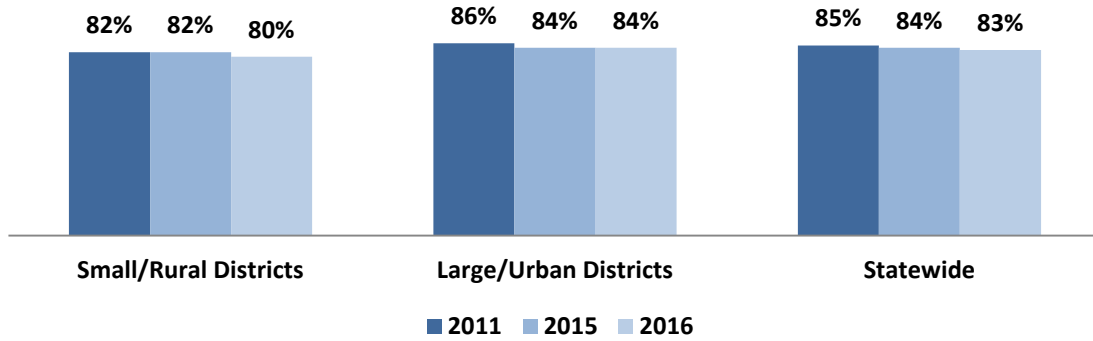
Figure 40. Students Who Had an Adult Outside of School Who Knew How They Spent Their Free Time

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	76%	79%	78%
2015	79%	81%	81%
2016	79%	82%	81%
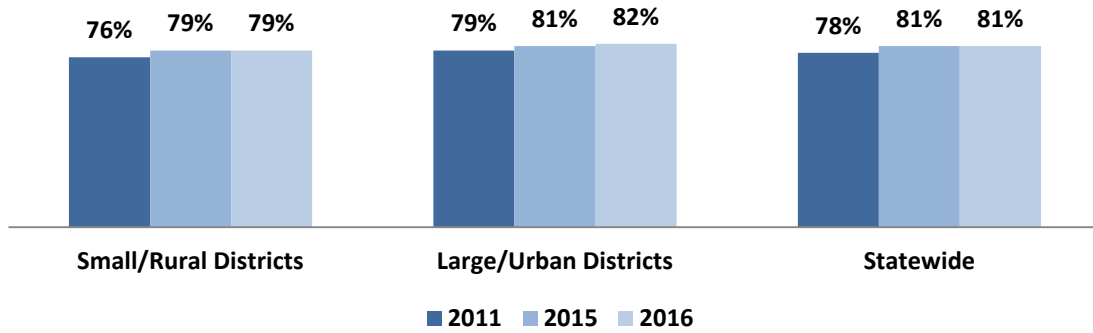
Figure 41. Students Who Agreed/Strongly Agreed That Adults in Their Community Encouraged Them to Take School Seriously

	Small/Rural Districts	Large/Urban Districts	Statewide
2011	77%	80%	79%
2015	78%	81%	80%
2016	78%	82%	81%

36
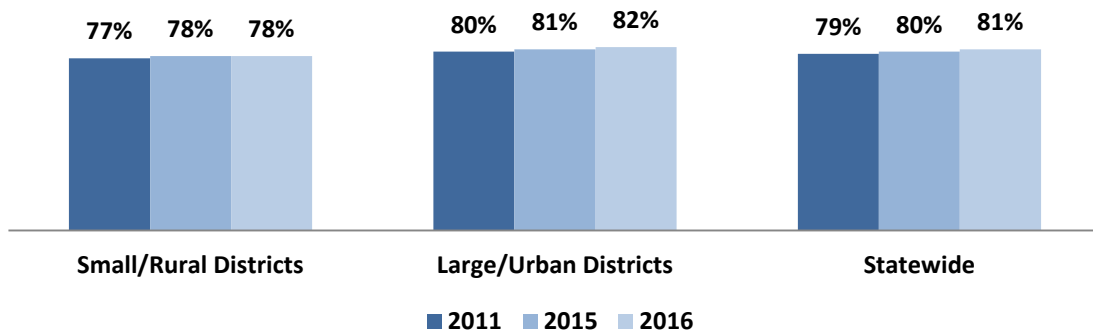
Summary of Scale Scores

Table 2 below summarizes the weighted scale scores for the younger students, which were presented in the bar charts throughout this report. The average scores are shown for small/rural and large/urban districts separately, and for the statewide sample of schools across the 16 districts that participated in the student survey for grades 3–5.

Table 2. Grade 3–5 Student SCCS Participation and Scores

	Participating Students (*n*)	Caring Others	Social & Emotional Learning
Small/Rural Districts	2,397	2.58	2.59
Large/Urban Districts	11,771	2.58	2.61
Statewide	14,168	2.58	2.59

Note. Scores are averages on a scale of 1 to 3.

Tables 3 and 4 below summarize the weighted scale scores for the older students, which were presented in the bar charts throughout this report. The average scores are shown for small/rural and large/urban districts separately, and for the statewide sample of schools across 29 districts that participated in the survey. 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.

Table 3. Grade 6–12 Student SCCS Participation and Scores

	Participating Students (n)[a]	Enrolled (n)[b]	% Participating	Respectful Climate	School Safety	Parent & Community Involvement	Student Involvement	High Expectations	Caring Adults	Peer Climate	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Small/Rural Districts	7,776	15,452	50.3	3.58	3.89	3.73	3.41	4.07	3.64	3.08	2.89	1.64	1.46
Large/Urban Districts	21,928	48,941	44.8	3.67	3.97	3.67	3.38	4.15	3.60	3.22	3.00	1.70	1.53
Statewide	*29,704*	*64,393*	*46.1*	*3.59*	*3.90*	*3.72*	*3.41*	*4.07*	*3.64*	*3.09*	*2.91*	*1.64*	*1.46*

Note. Scores are averages on a scale of 1 to 5.
[a] Participating Students reflects the number of valid responses on the survey.
[b] Data on enrollment for this statewide report are based on spring 2016 figures from Alaska's Department of Education and Early Development for all 6th–12th graders in all districts in Alaska.

Table 4. Staff SCCS Participation and Scores

	Staff Participating (n)	Teachers (n)	Respectful Climate	School Safety	Parent & Community Involvement	Student Involvement	School Leadership & Involvement	Staff Attitudes	Student Delinquent Behaviors	Student Drug & Alcohol Use
Small/Rural Districts	2,530	1,333	3.80	4.17	3.74	3.71	3.98	4.14	1.89	1.35
Large/Urban Districts	5,752	3,030	3.95	4.27	3.93	3.77	4.09	4.26	1.76	1.21
Statewide	*8,282*	*4,363*	*3.80*	*4.17*	*3.74*	*3.70*	*3.97*	*4.13*	*1.87*	*1.33*

Note. Scores are averages on a scale of 1 to 5.

Appendix A

How to Read This Report

What are Small/Rural and Large/Urban districts?

We categorized districts with enrollments of approximately 5,000 or more students (across all grades) as *large/urban*. In the current sample, the participating large/urban districts were Anchorage, Juneau, and Matanuska–Susitna. All other participating districts were categorized as *small/rural*. We divided school districts into these two categories because small/rural and large/urban districts are likely to face different issues in providing a positive school climate. We weighted districts within their group (small/rural or large/urban). District participation is shown in Appendix B.

What do the scale scores show for students in Grades 3–5?

See Appendix C for a list of School Climate and Connectedness Survey (SCCS) items that make up each scale for students in grades 3–5. For most items, the respondent had three options from which to choose a response: No (1), Sometimes (2), and Yes (3). The scale score is an average of responses across all items listed for that scale. Therefore, the higher the average scale score, the better.

What do the scale scores show for students in Grades 6–12 and for staff?

See Appendix D for a list of survey items that compose each scale for students in grades 6–12, and Appendix E for items that make up each scale for staff. For most items, the respondent had five options from which to choose. 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.

For the questions about risk behaviors, respondents were asked how often they had observed students engage in delinquent behaviors and in drug and alcohol use at school or school events within the past 12 months. Response categories for each risk behavior item were the following: 0 Times (1), 1–2 Times (2), 3–6 Times (3), 7–12 Times (4), and More Than 12 Times (5). 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 α (Cronbach's alpha), is a number between 0 and 1 that reflects the degree to which the items in a scale tend to "hang together"—that is, the degree to which they correlate with each other better than they do with other items on the survey. Reliability in the range of .65–.79 is considered *acceptable*; higher than .80 is considered *moderate* to *good*. See Appendix F for information about the reliability of each SCCS scale.

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 statistic (*Cohen's d)* that tells us about the magnitude of differences, in addition to whether they are statistically significant. 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 percentage 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 who agree or disagree with the topic area of that scale. The percentage of students with a scale score of 4.0 or higher is shown as Agree/Strongly Agree; the percentage with a scale score of 3.0–3.9 is shown as Agree Some/Disagree Some; and the percentage with a scale score below 3.0 is shown as Disagree/Strongly Disagree. Figures in these bar charts may not add up to exactly 100% due to rounding.

Appendix B

Participation

In Table B1, columns display the number of valid student and staff surveys completed in each district. District participation rates are based on total enrollments for the entire district (excluding students enrolled in distance learning or home schooling), even if not all schools or all grades in the district participated in the 2016 SCCS. Thus, the *district participation rates reflect how representative each district's SCCS results are of the district's entire enrollment*. Participation rates for this report were based on Department of Education and Early Development figures as of spring 2016.

Table B1. 2016 SCCS Participation by District

School District	Grade 3–5 Students		Grade 6–12 Students		Staff
	n	*%*	*n*	*%*	*n*
Aleutians East Borough School District	0	0	67	53	40
Anchorage School District	8,723	78	14,154	58	3,957
Annette Island School District	63	88	103	49	43
Bering Strait School District	290	70	571	72	340
Bristol Bay Borough School District	0	0	54	83	14
Chugach School District	0	0	31	89	15
Cordova City School District	0	0	114	67	19
Galena City School District	0	0	117	60	29
Haines Borough School District	0	0	114	57	24
Hydaburg City School District	17	85	24	62	21
Iditarod Area School District	42	91	54	65	24
Juneau Borough School District	0	0	1,810	73	227
Kake City School District	25	100	48	86	15
Kashunamiut School District	63	72	106	70	37
Ketchikan Gateway Borough School District	0	0	842	73	207
Klawock City School District	0	0	53	87	36
Kodiak Island Borough School District	445	77	702	59	199
Kuspuk School District	61	74	120	79	49
Lower Kuskokwim School District	216	69	1,412	68	437
Lower Yukon School District	312	65	548	60	222
Matanuska–Susitna Borough School District	3,048	70	5,664	59	1,568
Nome Public School District	149	86	297	90	52
North Slope Borough School District	0	0	514	61	166
Northwest Arctic Borough School District	405	82	613	68	202
Petersburg City School District	0	0	181	75	17
Sitka School District	238	79	488	76	100
Southwest Region School District	0	0	211	78	115
Unalaska City School District	0	0	176	87	48
Valdez City School District	77	51	216	68	59
Total Statewide[a]	**14,168**	**46**	**29,704**	**46**	**8,282**

[a] Statewide figures include all Alaskan school districts, regardless of whether they took part in the survey.

Appendix C

SCCS Questions for Grades 3–5

Caring Others
- Students in this school help each other, even if they are not friends.
- Students here treat me with respect.
- When students see another student being picked on, they try to stop it.
- At this school, students are encouraged to do their very best.
- The adults at this school believe that all students can do good work.
- Adults in my community let me know that school is important.
- There is an adult at this school who I can talk to about things that are bothering me.
- At school, there is a teacher or some other adult who will miss me when I'm absent.
- There are lots of chances for students in my school to talk with teachers one-on-one.
- I can name at least five adults who really care about me.
- At school, other adults besides my teachers know my name.
- Students in this school help each other, even if they are not friends.
- Students here treat me with respect.
- When students see another student being picked on, they try to stop it.
- I feel safe at school.

Social and Emotional Learning (SEL)
- I try hard to do well in school.
- If someone asks me I can tell them how I am feeling.
- I know what kinds of work I need help with to be successful.
- I ask for help from my teachers or others when I need it.
- I am careful when I use something that belongs to someone else.
- I can control myself when I am frustrated or disappointed.
- I can explain why it is important to tell the truth.
- If something is bothering me, I think of different ways I can react.
- I set goals and then work to reach them.
- I care about other people's feelings and what they think.
- It is important for me to help others in my school.
- I respect people even if they are different.
- I can tell when someone is getting angry or upset before they say anything.
- I know how to disagree without starting a fight or an argument.
- I get along well with other students.
- I know how to make friends with new people.

Appendix D

SCCS Questions for Grades 6–12

Respectful Climate
- My teachers treat me with respect.
- When students break rules, they are treated fairly.
- My teachers are fair.
- Our school rules are fair.

School Safety
- I am safe at school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*

Parent and Community Involvement
- This school is a welcoming place for families like mine.
- Adults in my community know what goes on inside of schools.
- Adults in my community support this school.
- Lots of parents come to events at my school.
- *This school does not involve parents in most school events or activities. (reverse scored)*

High Expectations
- *I have given up on school. (reverse scored)*
- At this school, students are encouraged to work to the best of their abilities.
- I try hard to do well in school.
- I want very much to get more education after high school.
- Adults in my community encourage me to take school seriously.
- Teachers and other adults in this school believe that *all* students can do good work.

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

Peer Climate
- Students in this school help each other, even if they are not friends.
- Students in this school treat each other with respect.
- When students see another student being picked on, they try to stop it.
- *Students at this school are often teased or picked on. (reverse scored)*
- *Most students in this school like to put others down. (reverse scored)*

Student Involvement
- In my school, students are given a chance to help make decisions.
- Students are involved in helping to solve school problems.
- The principal asks students about their ideas.

Social and Emotional Learning (SEL)
- Knowing the emotions I feel.
- Knowing ways I calm myself down.
- Knowing what my strengths are.
- Knowing when my feelings are making it hard for me to focus.
- Being patient even when I am really excited.
- Finishing tasks even if they are hard for me.
- Setting goals for myself.
- Doing my schoolwork even when I do not feel like it.
- Being prepared for tests.
- Getting through something even when I feel frustrated.
- Learning from people with different opinions than me.
- Knowing what people may be feeling by the look on their face.
- Knowing when someone needs help.
- Respecting a classmate's opinions during a disagreement.
- Getting along with my classmates.
- Thinking about what might happen before making a decision.
- Knowing what is right or wrong.

Student Delinquent Behaviors
- Destroy things (such as school property or people's personal items)
- Get into fights with other students
- Steal things (such as taking things from the school or other people)
- Threaten or bully other students
- Carry weapons (such as knives or guns)

Student Drug and Alcohol Use
- Under the influence of drugs (such as meth, heroin, cocaine, etc.)
- Under the influence of marijuana
- Under the influence of alcohol (such as beer, wine, liquor, vodka or whiskey, etc.)

Perceptions of Peer Alcohol Use
- 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 the average student in your school had at least one drink of alcohol?
- In the past 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?

Youth Involvement and Community Support
- During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities)
- 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)
- 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 your homework?
- Is there an adult who really knows what you do with your free time?

Appendix E

SCCS Questions for Staff

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

School Safety
- I feel safe at my school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*

Parent and Community Involvement
- *This school **does not** involve parents in most school events or activities. (reverse scored)*
- *At this school, it is difficult to overcome the cultural barriers between teachers and parents. (reverse scored)*
- The school is a welcoming place for families.
- Adults in the community support this school.
- Lots of parents come to events at this school.
- Adults in the community encourage youth to take school seriously.
- Adults in the community know what goes on inside schools.

Staff Attitudes
- The teachers at this school are good at their jobs.
- Teachers here set high standards for themselves.
- In school, staff have a "can do" attitude.
- Teachers and staff in this school believe that all students can do good work.
- Teachers here are nice people.

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

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

Student Delinquent Behaviors

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

Student Drug and Alcohol Use

- Under the influence of drugs (such as meth, heroin, cocaine, etc.)
- Under the influence of marijuana
- Under the influence of alcohol (such as beer, wine, liquor, vodka or whiskey, etc.)

Appendix F

Scale Reliability

Table F1. 2016 SCCS Scale Reliability

Scale	Reliability (Cronbach's Alpha)
Grade 3–5 Students	
Caring Others	.71
Social and Emotional Learning	.73
Grade 6–12 Students	
Respectful Climate	.80
School Safety	.69
Parent and Community Involvement	.72
High Expectations	.75
Caring Adults	.74
Peer Climate	.80
Student Involvement	.73
Social and Emotional Learning	.86
Student Delinquent Behaviors	.83
Student Drug and Alcohol Use	.78
Staff	
Respectful Climate	.87
School Safety	.70
Parent and Community Involvement	.83
Staff Attitudes	.87
School Leadership and Involvement	.93
Student Involvement	.83
Student Delinquent Behaviors	.83
Student Drug and Alcohol Use	.71

Appendix G

Statewide Data Weighting

Table G1 shows the weights assigned to each school district each year to produce the statewide figures for students in grades 3–5. The purpose of weighting the district results is to provide comparability of statewide results from year to year, since each year the pool of participating districts varies. Blanks in the table indicate that the district did not participate in the spring administration of the SCCS that year. We were unable to weight 2015 data due to a mix of grade levels covered in the survey.

Table G1. Data Weighting

Participating Districts	2016
Anchorage School District	0.62
Annette Island School District	0.73
Bering Strait School District	0.70
Hydaburg City School District	0.58
Iditarod Area School District	0.54
Kake City School District	1.09
Kashunamiut School District	1.18
Kodiak Island Borough School District	0.63
Kuspuk School District	0.66
Lower Kuskokwim School District	0.71
Lower Yukon	0.75
Matanuska–Susitna Borough School District	0.70
Nome Public School District	0.57
Northwest Arctic Borough School District	0.60
Sitka Borough School District	0.62
Valdez City School District	0.99

Table G2 shows the weights assigned to each school district each year to produce the statewide figures for students in grades 6–12 and staff. Blanks in the table indicate that the district did not participate in the spring administration of the SCCS that year.

Table G2. Data Weighting

Participating Districts	2011	2015	2016
Alaska Gateway School District	0.49	—	—
Aleutians East Borough School District	0.48	0.62	0.84
Anchorage School District	0.66	0.75	0.79
Annette Island School District	—	0.68	0.72
Bering Strait School District	—	0.89	0.64
Bristol Bay Borough School District	0.41	0.56	0.69
Chugach School District	0.33	0.60	2.59
Cordova City School District	0.42	0.66	0.80
Craig City School District	0.49	0.59	—
Denali Borough School District	—	0.83	—
Galena City School District	—	—	0.98
Haines Borough School District	0.41	—	0.85
Hydaburg City School District	—	—	0.75
Iditarod Area School District	—	—	0.71
Hoonah City School District	0.49	0.74	—
Juneau Borough School District	0.83	0.75	0.63
Kake City School District	—	0.68	0.54
Kashunamiut School District	—	1.13	0.66
Kenai Peninsula Borough School District	0.86	—	—
Ketchikan Gateway Borough School District	0.43	0.78	0.65
Klawock City School District	—	0.52	1.17
Kodiak Island Borough School District	0.61	0.75	0.82
Kuspuk School District	—	0.55	0.58
Lower Kuskokwim School District	0.56	0.65	0.68
Lower Yukon	0.96	—	0.77
Matanuska–Susitna Borough School District	—	0.80	0.78
Nenana City School District	0.46	—	—
Nome Public School District	0.42	0.51	0.51
North Slope Borough School District	—	0.78	0.75
Northwest Arctic Borough School District	0.44	0.57	0.69
Petersburg Borough School District	0.46	0.67	0.62
Pribilof School District	0.45	0.86	—
Sitka Borough School District	—	—	0.61
Southeast Island School District	0.54	—	—
Southwest Region School District	0.60	0.69	—
Unalaska City School District	0.39	0.55	0.53

Participating Districts	2011	2015	2016
Valdez City School District	1.76	0.66	0.70
Wrangell City School District	1.02	—	—
Yukon–Koyukuk School District	1.62	0.65	—

Appendix H

Participant Demographics and SCCS Scores

Tables H1–H3 below present results of analyses of student scores by demographic category across all participating districts. The numbers in cells represent the mean score for each category. Asterisks and bold type indicate scores that were significantly higher or lower than for the other groups on that scale.

Table H1. 2015 Demographic Comparisons for Students in Grades 3–5

	Categories	Students (*n*)	Caring Adults	Social & Emotional Learning
Gender	Male	7,119	2.57	2.57
	Female	6,882	2.60	2.62
Race/Ethnicity	Alaska Native	3,021	2.60	2.60
	American Indian	270	**2.54***	2.58
	Asian	879	2.60	2.60
	African American	496	**2.55***	**2.55***
	Latino	363	2.62	2.63
	Hawaiian/Pacific Islander	473	2.59	2.59
	White	3,611	2.59	2.62
	Two or more races	1,468	2.56	2.57
	Don't know	3,529	2.58	2.59
Grade Level	3	4,558	**2.62***	2.61
	4	4,731	**2.59***	2.60
	5	4.844	**2.55***	**2.58***

Table H2. 2015 Demographic Comparisons for Students in Grades 6–12

	Categories	Students (n)	Respectful Climate	School Safety	Parent & Community Involvement	Student Involvement	High Expectations	Peer Climate	Caring Adults	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	14,570	**3.69***	3.95	**3.69***	**3.46***	**4.16***	**3.26***	3.64	**3.02***	1.67	**1.46***
	Female	14,595	**3.67***	3.97	**3.74***	**3.43***	**4.20***	**3.21***	3.63	**2.99***	1.68	**1.51***
Race/Ethnicity	Alaska Native	5,792	3.66	3.83	3.67	3.48	4.12	3.17	3.62	**2.95***	1.62	**1.40***
	American Indian	267	3.65	**3.97***	3.69	3.51	4.18	3.23	3.59	3.01	1.65	**1.37***
	Asian	2,462	**3.81***	**3.99***	3.73	**3.62***	**4.26***	**3.38***	3.51	3.03	**1.61***	**1.31***
	African American	981	3.60	3.83	3.69	**3.53***	4.22	3.14	**3.66***	3.06	1.70	1.52
	Latino	1,118	3.66	3.93	3.66	3.45	4.16	3.24	3.56	3.02	1.62	1.52
	Hawaiian/Pacific	933	**3.83***	3.96	**3.83***	**3.79***	**4.36***	**3.39***	**3.79***	3.09	1.67	**1.34***
	White	11,814	3.69	**4.05***	3.75	3.38	4.20	3.26	**3.67***	3.02	1.68	1.53
	Two or more races	6,202	3.61	3.90	3.67	3.39	4.13	3.16	3.59	**2.99***	1.75	1.58
Grade Level	6	5,539	**3.86***	**4.05***	**3.86***	**3.62***	**4.36***	**3.34***	**3.75***	**3.08***	1.69	**1.13***
	7	5,168	**3.77***	**3.99***	**3.79***	**3.55***	**4.30***	**3.25***	**3.64***	**3.06***	1.68	**1.23***
	8	4,933	3.61	3.89	3.68	**3.41***	**4.19***	3.13	**3.58***	3.00	**1.76***	**1.39***
	9	4,294	3.62	3.88	3.64	3.37	**4.11***	3.18	3.49	2.95	1.68	**1.66***
	10	3,809	3.56	3.90	**3.61***	3.33	4.04	3.19	3.54	2.94	1.68	1.78
	11	3,302	3.57	**3.96***	3.64	3.32	4.03	**3.25***	**3.65***	**2.96***	**1.61***	1.81
	12	2,596	**3.63***	**4.00***	3.67	3.36	4.04	**3.28***	**3.79***	**3.00***	**1.57***	1.83
Grades Obtained	A's	10,896	**3.81***	**4.10***	**3.85***	**3.50***	**4.39***	**3.33***	**3.79***	**3.12***	1.66	**1.43***
	B's	11,828	**3.65***	**3.93***	**3.68***	**3.44***	**4.15***	**3.22***	**3.60***	**2.99***	1.66	1.49
	C's	5,237	**3.52***	**3.79***	**3.55***	**3.37***	**3.94***	**3.12***	**3.47***	**2.87***	1.69	1.54
	D's/F's	1,527	**3.38***	**3.61***	**3.40***	**3.25***	**3.67***	**2.93***	**3.25***	**2.71***	**1.90***	**1.71***
School Missed w/o Permission	None	20,503	**3.74***	**4.02***	**3.77***	**3.47***	**4.26***	**3.27***	**3.67***	**3.04***	**1.65***	**1.41***
	Any	8,935	**3.53***	**3.80***	**3.58***	**3.37***	**4.00***	**3.14***	**3.54***	**2.93***	**1.74***	**1.67***

Table H3. 2015 Demographic Comparisons for Staff

	Categories	Staff (n)	Respectful Climate	School Safety	Parent & Community Involvement	Student Involvement	School Leadership & Involvement	Staff Attitudes	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Male	1,933	**3.84***	4.16	**3.77***	3.70	4.02	**4.17***	**1.91***	**1.33***
	Female	6,020	**3.89***	4.18	**3.91***	3.71	4.02	**4.23***	**1.80***	**1.16***
Race/ Ethnicity	Alaska Native	794	3.69	3.97	**3.68***	3.56	3.82	3.99	1.76	1.19
	American Indian	41	3.76	4.11	3.84	3.54	3.88	4.06	2.08	1.37
	Asian	198	3.98	4.25	3.98	3.87	4.10	**4.29***	**1.56***	**1.09***
	African American	138	3.89	4.19	3.94	3.85	4.03	4.27	1.76	1.27
	Latino	202	3.96	4.30	4.05	3.88	4.02	4.28	**1.67***	1.20
	Hawaiian/Pacific Islander	47	3.82	4.13	4.04	**3.97***	4.03	4.22	1.88	1.17
	White	6,229	3.90	4.20	3.89	3.70	4.04	4.24	1.85	1.20
	Two or more races	462	3.82	4.08	3.84	3.69	3.96	4.19	1.95	1.23
Role in School	Teacher	4,363	3.88	4.16	3.84	3.65	3.98	**4.24***	**1.87***	1.22
	Administrator	334	**4.18***	**4.48***	**4.11***	**4.02***	**4.61***	**4.34***	**2.13***	**1.34***
	Other Certified Staff	1,090	3.89	4.19	3.91	3.69	4.06	4.21	**1.82***	1.17
	Classified	1,886	3.82	4.14	3.87	3.75	3.97	4.14	1.74	1.17
	Other	396	3.82	4.17	3.89	3.75	4.05	4.16	1.66	1.17
Years in District	< 2	1,370	3.78	4.11	3.81	**3.72***	4.04	**4.20***	**1.90***	**1.24***
	3–5	1,612	3.82	4.11	3.80	3.71	4.01	4.16	**1.92***	**1.23***
	6–10	1,765	**3.88***	4.16	3.85	3.68	3.98	4.20	1.83	1.18
	11–15	1,359	**3.92***	**4.20***	**3.90***	3.69	4.04	4.24	1.79	1.20
	> 15	1,938	**3.95***	**4.25***	**3.96***	3.70	4.02	4.26	1.75	1.17
Years in School	< 2	2,255	3.84	4.16	3.87	3.78	**4.12***	4.23	1.86	1.20
	3–5	2,048	3.85	4.14	3.83	3.69	4.00	4.17	1.88	1.21
	6–10	1,733	3.88	4.17	3.86	3.64	3.94	4.21	1.81	1.19
	11–15	944	**3.92***	4.20	3.89	3.67	4.00	**4.25***	1.79	1.22
	> 15	1,057	**3.94***	**4.24***	**3.93***	3.68	3.97	**4.25***	**1.76***	1.19

Appendix I

SCCS Scores and Risk Behaviors

Table I1 below shows the relationships between SCCS scale scores and reports of student risk behaviors observed at school or school events, for both students in grades 6–12 and for staff.[a,b]

Table I1. 2016 Correlations Between SCCS Scores and Student Risk Behaviors[a,b]

	2016 Student Delinquent Behaviors	2016 Student Drug and Alcohol Use
Students: Respectful Climate	$r = -.30$, $p < .001$ ($n = 26,121$)	$r = -.29$, $p < .001$ ($n = 26,382$)
Staff: Respectful Climate	$r = -.47$, $p < .001$ ($n = 7,603$)	$r = -.21$, $p < .001$ ($n = 7,664$)
Students: School Safety	$r = -.41$, $p < .001$ ($n = 26,825$)	$r = -.29$, $p < .001$ ($n = 27,093$)
Staff: School Safety	$r = -.49$, $p < .001$ ($n = 7,611$)	$r = -.26$, $p < .001$ ($n = 7,671$)
Students: Parent & Community Involvement	$r = -.26$, $p < .001$ ($n = 26,406$)	$r = -.24$, $p < .001$ ($n = 26,666$)
Staff: Parent & Community Involvement	$r = -.36$, $p < .001$ ($n = 7,455$)	$r = -.26$, $p < .001$ ($n = 7,511$)
Students: Student Involvement	$r = -.25$, $p < .001$ ($n = 26,181$)	$r = -.24$, $p < .001$ ($n = 26,445$)
Staff: School Leadership & Involvement	$r = -.28$, $p < .001$ ($n = 7,387$)	$r = -.17$, $p < .001$ ($n = 7,440$)
Staff: Student Involvement	$r = -.27$, $p < .001$ ($n = 7,224$)	$r = -.12$, $p < .001$ ($n = 7,262$)
Staff: Staff Attitudes	$r = -.24$, $p < .001$ ($n = 7,582$)	$r = -.17$, $p < .001$ ($n = 7,638$)
Students: High Expectations	$r = -.24$, $p < .001$ ($n = 26,226$)	$r = -.30$, $p < .001$ ($n = 26,489$)
Students: Peer Climate	$r = -.43$, $p < .001$ ($n = 26,440$)	$r = -.27$, $p < .001$ ($n = 26,702$)
Students: Caring Adults	$r = -.18$, $p < .001$ ($n = 26,687$)	$r = -.15$, $p < .001$ ($n = 26,959$)
Students: Social & Emotional Learning	$r = -.19$, $p < .001$ ($n = 25,022$)	$r = -.16$, $p < .001$ ($n = 25,246$)

[a]The r statistic represents the strength of the correlation between two scales of interest. A significant positive correlation means that if we have a high value on one scale, we are likely to see a high value on the other scale as well. A significant negative correlation means that if we have a high value on one scale, we are likely to see a low value on the other scale. There is no exact cutoff that classifies correlations as "weak" or "strong" because the interpretation of the results depends on the size of the sample and other factors. But, general guidelines identify a **correlation of .50 or larger as strong, between .30 and .50 as moderate, between .10 and .30 as weak, and below .10 as insubstantial** (Cohen, 1988)
[b]Probability (p) values represent the likelihood that associations between scales are due to chance. A value of $p < .05$ means that there is less than a 5% likelihood that a finding is due to chance, and is usually considered the cutoff for us to be confident that an observed relationship between variables is "real." A **p value below .01 is highly unlikely to have occurred by chance**. If a p-value is at or above .05, the relationship is considered not significant (*ns*).

Appendix J

SCCS Scores and Youth and Community

Table J1 shows the relationships between SCCS scale scores for students in grades 6–12, and their reports of their engagement in the community and the community's support for them.[a,b]

Table J1. 2016 Correlations Between SCCS Scores and Youth Involvement and Community Support[a,b]

	Participate in Activities	Volunteer	Encouragement to Do Best	Adult to Talk to	Homework Help	Adult Knows How Time Spent	Encouragement to Take School Seriously
Respectful Climate	$r = .03$, $p < .001$ ($n = 26,901$)	$r = .04$, $p < .001$ ($n = 26,952$)	$r = .05$, p < .001 ($n = 26,942$)	$r = .04$, $p < .001$ ($n = 26,743$)	$r = -.15$, $p < .001$ ($n = 26,922$)	$r = -.17$, $p < .001$ ($n = 26,861$)	$r = .38$, $p < .001$ ($n = 27,008$)
School Safety	$r = .08$, $p < .001$ ($n = 27,610$)	$r = -0.00$, $p = 0.95$ ($n = 27,661$)	$r = .06$, p < .001 ($n = 27,655$)	$r = .05$, $p < .001$ ($n = 27,453$)	$r = -.13$, $p < .001$ ($n = 27,638$)	$r = -.16$, $p < .001$ ($n = 27,592$)	$r = .32$, $p < .001$ ($n = 27,735$)
Parent & Community Involvement	$r = .15$, $p < .001$ ($n = 27,195$)	$r = .09$, $p < .001$ ($n = 27,252$)	$r = .08$, p < .001 ($n = 27,240$)	$r = .07$, $p < .001$ ($n = 27,037$)	$r = -.19$, $p < .001$ ($n = 27,219$)	$r = -.21$, $p < .001$ ($n = 27,174$)	$r = .48$, $p < .001$ ($n = 27,389$)
Student Involvement	$r = .05$, $p < .001$ ($n = 26,971$)	$r = .08$, $p < .001$ ($n = 27,016$)	$r = .08$, p < .001 ($n = 27,003$)	$r = .07$, $p < .001$ ($n = 26,799$)	$r = -.16$, $p < .001$ ($n = 26,977$)	$r = -.15$, $p < .001$ ($n = 26,927$)	$r = .38$, $p < .001$ ($n = 27,129$)
High Expectations	$r = .16$, $p < .001$ ($n = 27,008$)	$r = .12$, $p < .001$ ($n = 27,071$)	$r = .09$, p < .001 (n = 27,058)	$r = .07$, $p < .001$ (n = 26,852)	$r = -.22$, $p < .001$ (n = 27,041)	$r = -.23$, $p < .001$ (n = 26,985)	$r = .67$, $p < .001$ (n = 27,287)
Peer Climate	$r = .06$, $p < .001$ ($n = 27,191$)	$r = .03$, $p < .001$ ($n = 27,251$)	$r = .11$, p < .001 ($n = 27,242$)	$r = .10$, $p < .001$ ($n = 27,033$)	$r = -.14$, $p < .001$ ($n = 27,224$)	$r = -.14$, $p < .001$ ($n = 27,174$)	$r = .30$, $p < .001$ ($n = 27,379$)
Caring Adults	$r = .18$, $p < .001$ ($n = 27,525$)	$r = .14$, $p < .001$ ($n = 27,584$)	$r = .03$, $p < .001$ ($n = 27,563$)	$r = .02$, $p < .001$ ($n = 27,356$)	$r = -.22$, $p < .001$ ($n = 27,549$)	$r = -.25$, $p < .001$ ($n = 27,505$)	$r = .42$, $p < .001$ ($n = 27,694$)
Social & Emotional Learning	$r = .14$, $p < .001$ ($n = 25,451$)	$r = .14$, $p < .001$ ($n = 25,506$)	$r = .12$, $p < .001$ ($n = 25,496$)	$r = .10$, $p < .001$ ($n = 25,300$)	$r = -.17$, $p < .001$ ($n = 25,488$)	$r = -.20$, $p < .001$ ($n = 25,431$)	$r = .34$, $p < .001$ ($n = 25,544$)
Delinquent Behavior	$r = .05$, $p < .001$ ($n = 27,118$)	$r = .08$, $p < .001$ ($n = 27,175$)	$r = -.03$, $p < .001$ ($n = 27,163$)	$r = -.03$, $p < .001$ ($n = 26,962$)	$r = .08$, $p < .001$ ($n = 27,147$)	$r = .12$, $p < .001$ ($n = 27,095$)	$r = -.15$, $p < .001$ ($n = 27,192$)
Drug & Alcohol Use	$r = .05$, $p < .001$ ($n = 27,389$)	$r = .06$, $p < .001$ ($n = 27,452$)	$r = -.04$, p < .001 ($n = 27,443$)	$r = -.04$, $p < .001$ ($n = 27,235$)	$r = .13$, $p < .001$ ($n = 27,429$)	$r = .12$, $p < .001$ ($n = 27,376$)	$r = -.17$, $p < .001$ ($n = 27,478$)

[a]The *r* statistic represents the strength of the correlation between two scales of interest. A significant positive correlation means that if we have a high value on one scale, we are likely to see a high value on the other scale as well. A significant negative correlation means that if we have a high value on one scale, we are likely to see a low value on the other scale. There is no exact cutoff that classifies correlations as "weak" or "strong" because the interpretation of the results depends on the size of the sample and other factors. But, general guidelines identify a **correlation of .50 or larger as strong, between .30 and .50 as moderate, between.10 and .30 as weak, and below .10 as insubstantial** (Cohen, 1988).
[b]Probability (*p*) values represent the likelihood that associations between scales are due to chance. A value of $p < .05$ means that there is less than a 5% likelihood that a finding is due to chance, and is usually considered the cutoff for us to be confident that an observed relationship between variables is "real." A **p value below .01 is highly unlikely to have occurred by chance**. If a *p*-value is at or above .05, the relationship is considered not significant (*ns*).