AMERICAN INSTITUTES FOR RESEARCH®

SCHOOL CLIMATE AND CONNECTEDNESS SURVEY REPORT 2008

SOUTHWEST REGION SCHOOL DISTRICT:

ALEKNAGIK SCHOOL
CHIEF IVAN BLUNKA SCHOOL
KOLIGANEK SCHOOL
MANOKOTAK SCHOOL
TOGIAK SCHOOL

STUDENT AND STAFF RESULTS[1]

Survey Administered Spring 2008
Report Prepared September 2, 2008

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[1] Throughout this document, student results appear in red, and staff results appear in blue for clarity in distinguishing results.

SUMMARY FOR SOUTHWEST REGION SCHOOL DISTRICT

This is the first year that the Southwest Region School District has participated in the School Climate and Connectedness Survey. Across the district, student ratings for their school climate and connectedness were somewhat higher than the average across all 33 participating districts. In contrast, Southwest Region staff ratings for their school climate were lower than the average across all of the participating districts. However, there was substantial variability in staff ratings among Southwest Region schools.

STUDENT RESULTS BY SCALE

Items for this survey were written or selected to represent different facets of the concepts of "climate" and "connectedness." For each item, the student had five options from which to choose a response. The answer options ranged from strongly disagree (1) to strongly agree (5). For the questions about Risk Behaviors, students indicated the frequency with which events occurred, with 1 being the least frequent and 5 being the most frequent. The scales the items clustered into were High Expectations, School Safety, School Leadership and Student Involvement, Respectful Climate, Peer Climate, Caring Adults, Community Involvement, Social and Emotional Learning, Student Delinquent Behaviors, and Student Drug and Alcohol Use. In addition to the individual scales, we calculated overall scores for School Climate and Student Connectedness.

The reliability for each scale, expressed as the statistic α (Chronbach'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, correlate with each other better than they do with other items on the survey. This kind of reliability is also known as *internal consistency*. Reliabilities in the range of .65 to .79 are considered *acceptable*; reliabilities higher than .80 are considered *moderate* to *good*. Chronbach's alpha is very sensitive to the number of items on the scale. Generally, scales with more items will have higher reliabilities.

Each of these scales will be discussed in turn below.

Overall Climate

Student Overall Climate was computed as the mean of three scales: High Expectations, School Safety, and School Leadership. Each of those scales is examined individually and described in greater detail below.
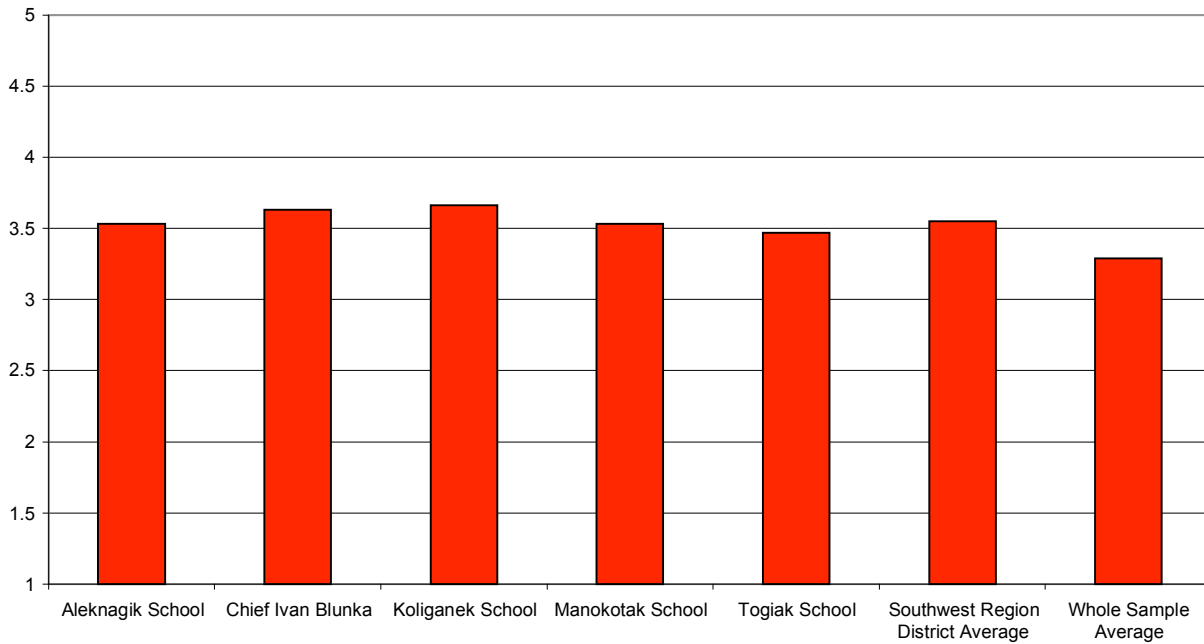
Overall Climate
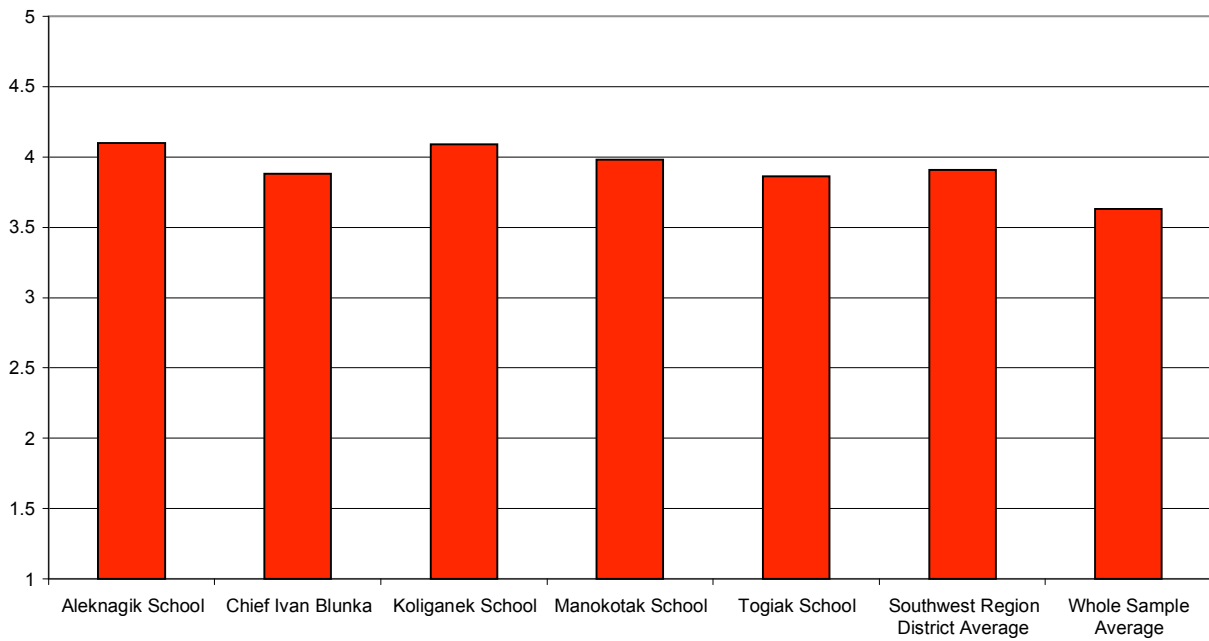
Overall Connectedness

Student Overall Connectedness was computed as the mean of four scales: Respectful Climate, Peer Climate, Caring Adults, and Community Involvement. Each of those scales is examined individually and described in greater detail below.

Overall Connectedness

High Expectations

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

Factor 1: High Expectations (α =.71)
13. I have given up on school (reverse scored)
14. At this school, students are encouraged to work to the best of their abilities
15. If students like their school, they will do better in their classes
18. I try hard to do well in school
19. I want very much to get more education after high school
25. Adults in my community encourage me to take school seriously
34. Teachers and other adults in this school believe that *all* students can do good work

Students selected responses between 1 and 5, where 1 indicates low expectations and 5 indicates high expectations.

High Expectations
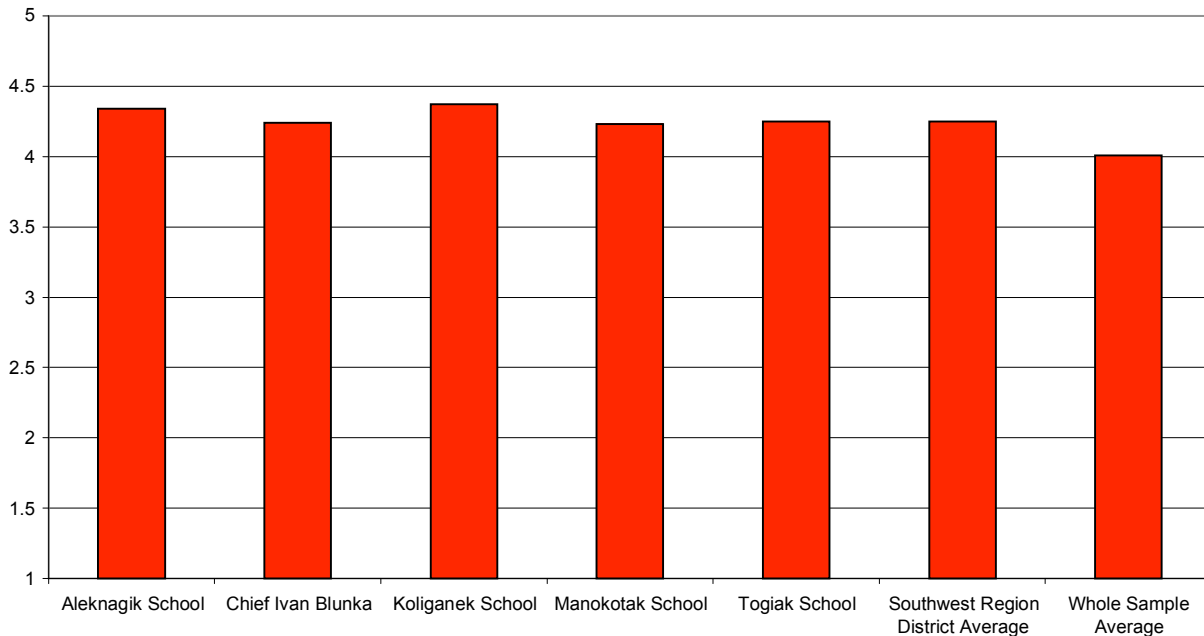
School Safety

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

Factor 2: School Safety (α =.75)
    35. I am safe at school
    38. This school is being ruined by bullies (reverse scored)
    40. This school is badly affected by crime and violence in the community (reverse scored)
    44. Gang members make this school dangerous (reverse scored)
    46. Crime and violence are major concerns at school (reverse scored)

Students selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of safety.

School Safety
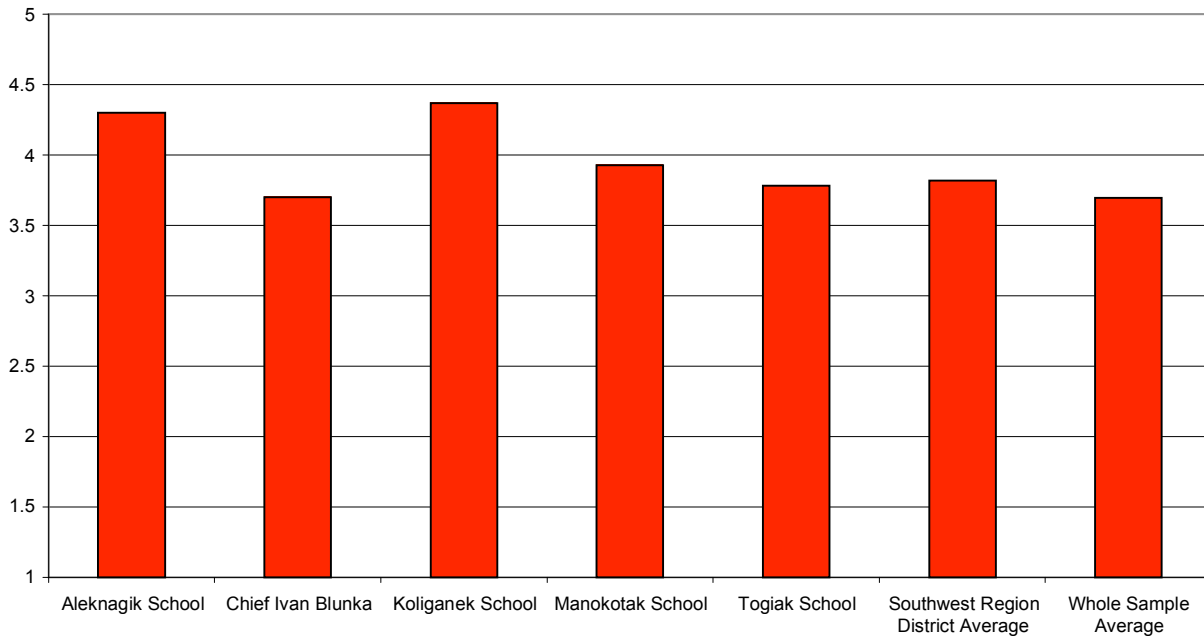
School Leadership and Student Involvement

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

Factor 3: School Leadership and Student Involvement (α =.79)
   9. At school, decisions are made based on what is best for students
   17. The principal and other leaders in this school make good decisions
   20. In my school, students are given a chance to help make decisions
   23. Students are involved in helping to solve school problems
   50. The principal asks students about their ideas

Students selected responses between 1 and 5, where 1 indicates a low level of school leadership and student involvement and 5 indicates a high level of school leadership and student involvement.

School Leadership and Student Involvement
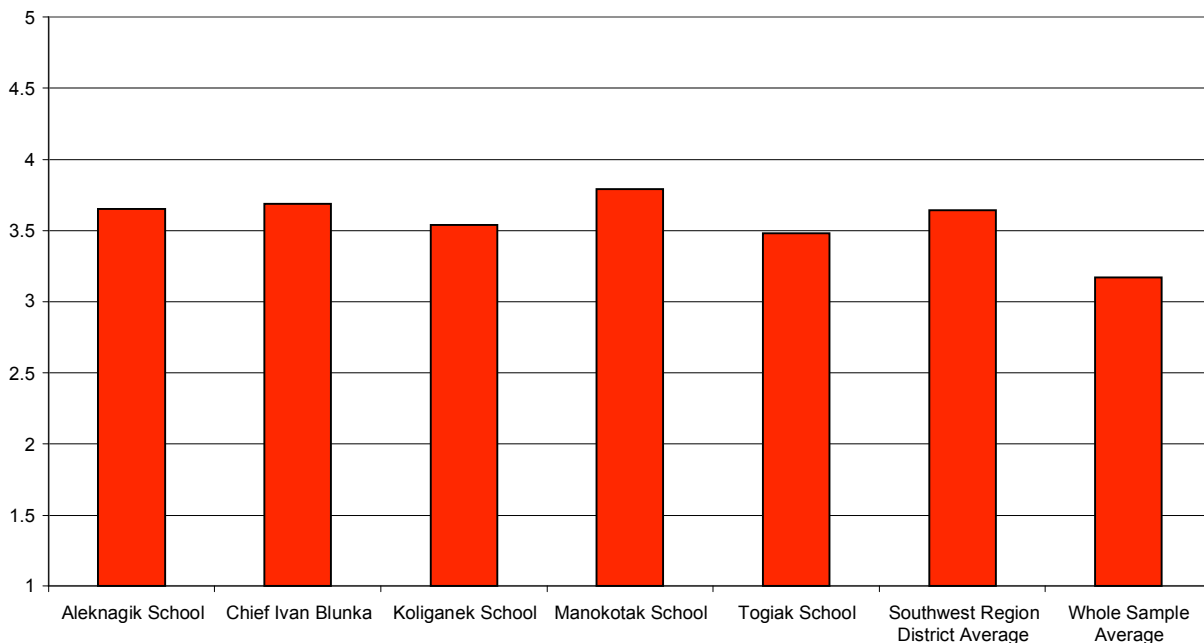
Respectful Climate

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

Factor 4: Respectful Climate (α =.85)
39. Teachers here are nice people
41. My teachers treat me with respect
42. When students break rules, they are treated fairly
45. My teachers are fair
48. Our school rules are fair
49. It pays to follow the rules at my school

Students selected responses between 1 and 5, where 1 indicates a lack of a respectful climate and 5 indicates a highly respectful climate for students.

Respectful Climate
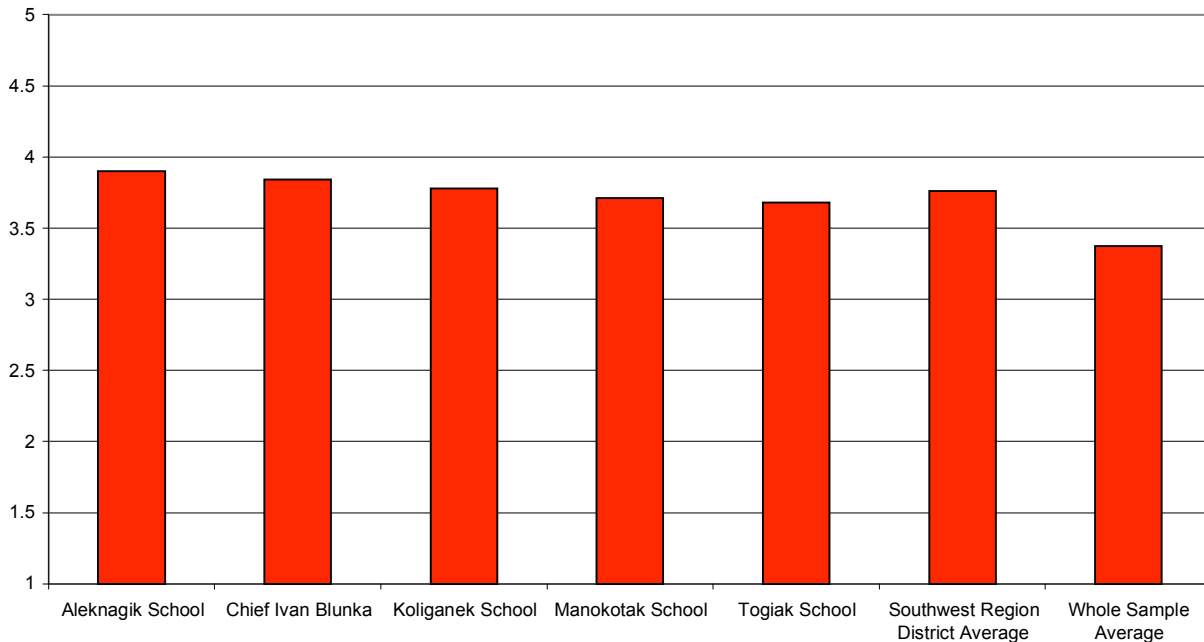
Peer Climate

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

Factor 5: Peer Climate (α =.72)
    8. Students in this school help each other, even if they are not friends
    16. Students here treat me with respect
    24. When students see another student being picked on, they try to stop it
    37. Students at this school are often teased or picked on (reverse scored)
    47. Most students in this school like to put others down (reverse scored)

Students selected responses between 1 and 5, where 1 indicates a more negative peer climate and 5 indicates a very positive peer climate at the school.

Peer Climate
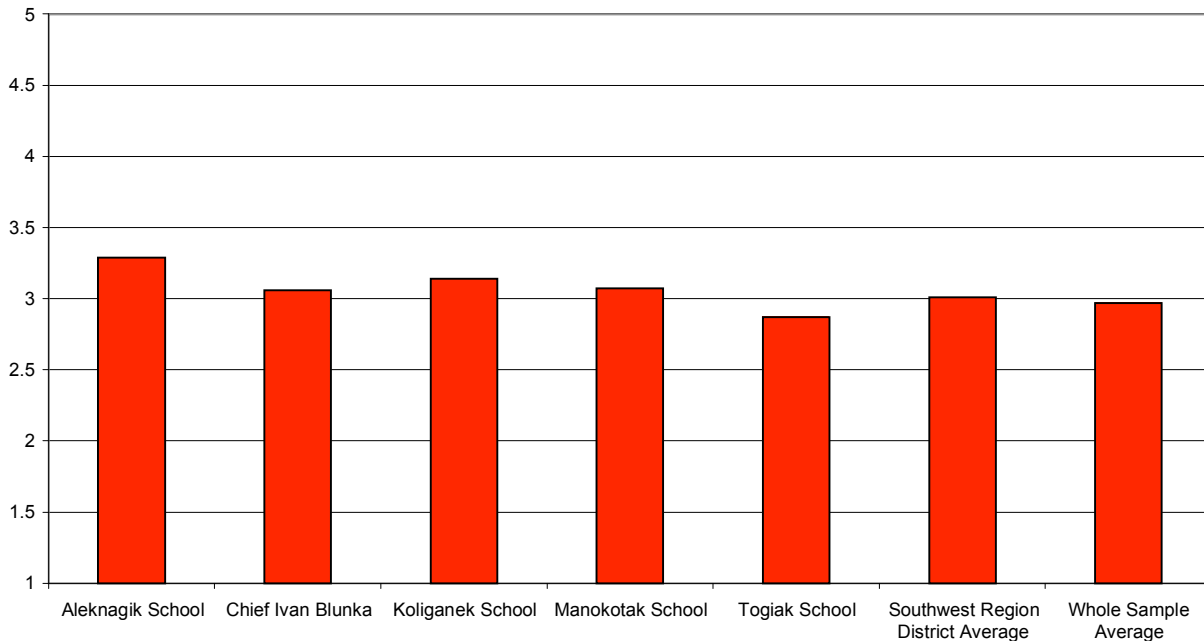
Caring Adults

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

Factor 6: Caring Adults (α =.68)
10. There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me
11. At school, there is a teacher or some other adult who will miss me when I'm absent
12. There are a lot of chances for students in my school to talk with teachers one on one
21. I can name at least five adults who really care about me
22. Other adults at school besides my teachers know my name

Students selected responses between 1 and 5, where 1 indicates a lack of caring adult relationships and 5 indicates a high number of caring adult relationships at the school.

Caring Adults
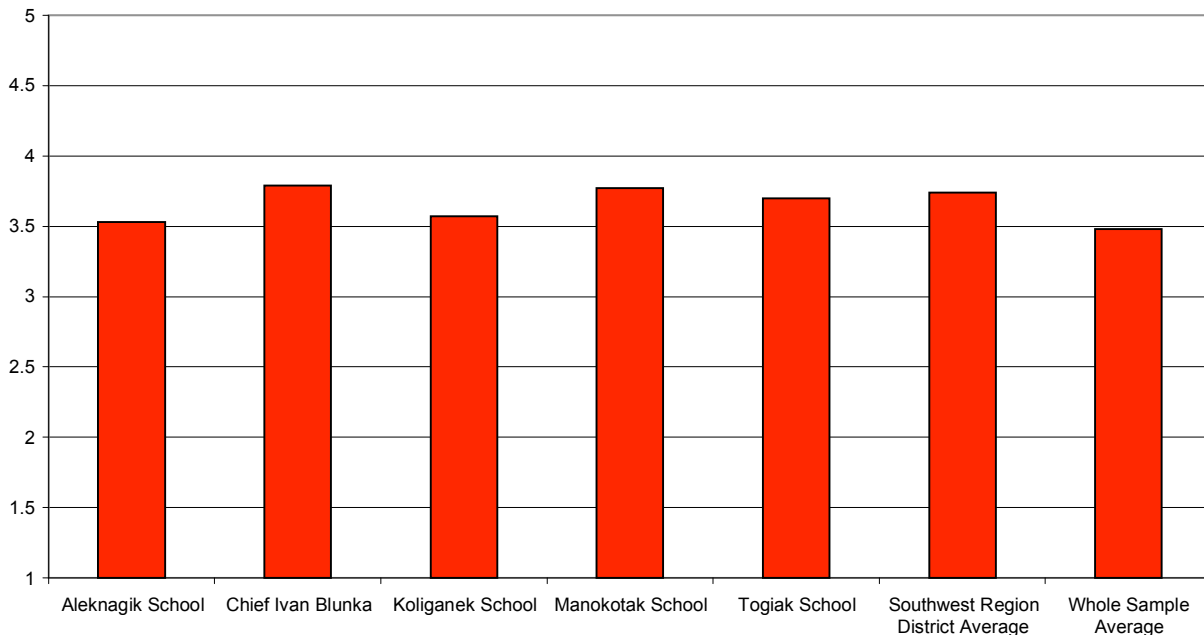
Community Involvement

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

Factor 7: Community Involvement (α =.79)
26. This school is a welcoming place for families like mine
27. Adults in my community know what goes on inside of schools
28. Adults in my community support this school
29. Lots of parents come to events at my school
30. Most students in this school talk with their parents about what they are studying in class
31. Most students in this school talk with their parents about their homework assignments
32. This school does not involve parents in most school events or activities (reverse scored)

Students selected responses between 1 and 5, where 1 indicates a lack of community involvement and 5 indicates a high level of community involvement at the school.

Community Involvement
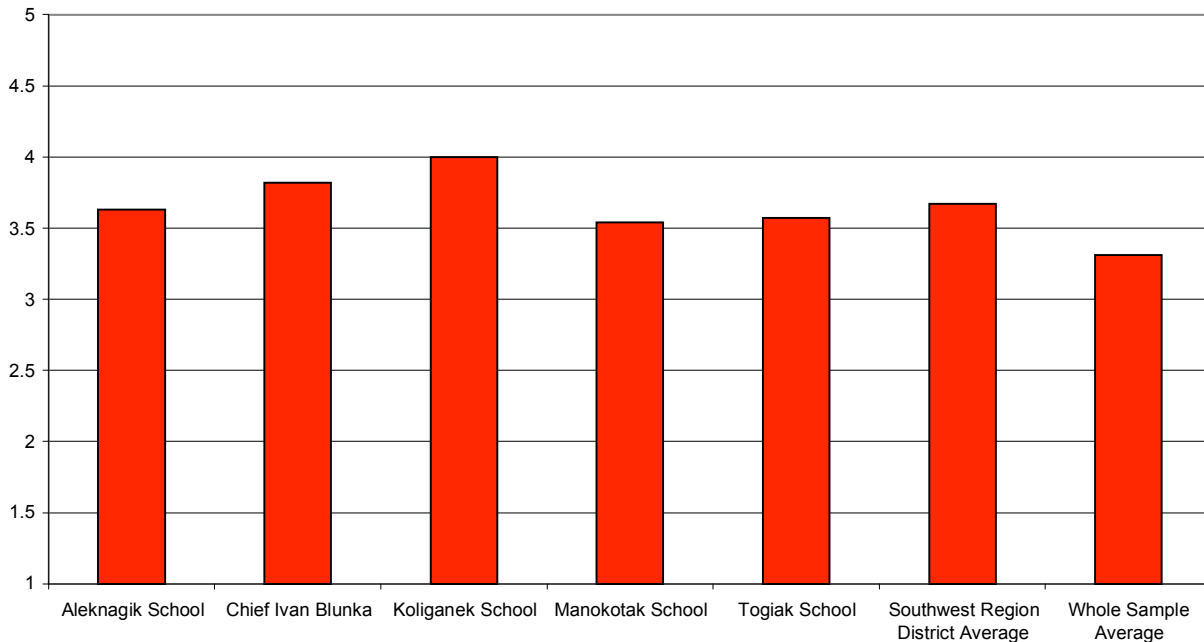
Social and Emotional Learning

Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. Within the school setting, SEL can best be accomplished through a layered approach of skills lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring that models SEL values. In 2005, the Anchorage School District drafted Social and Emotional Learning standards and benchmarks (available through http://www.asdk12.org/depts/SDFS/SEL/index.asp). The 15 items in this scale were written to align with and directly assess these standards.

Factor 8: Social and Emotional Learning (α =.87)
   59. If someone asks me right now, I can describe how I am feeling
   60. I know what I do well and what areas I need to work on
   61. I ask for help from my teachers or others when I need it
   62. I feel bad if my chores, homework, or other responsibilities are not done well or on time
   63. I control myself when I am frustrated, angry, or disappointed
   64. I am honest, even when telling the truth might get me in trouble
   65. When I make a decision, I think about what might happen afterwards
   66. I set goals and then work to achieve them
   67. I care about other people's feelings and points of view
   68. It is important for me to help others in my school
   69. I respect the ways in which people are different
   70. I can tell when someone is getting angry or upset before they say anything
   71. I know how to disagree without starting a fight or argument
   72. I get along well with other students
   73. I work on having positive relationships with friends, family members, and others

Students selected responses between 1 and 5, where 1 indicates that students at the school perceive themselves as having poorer social and emotional learning, and 5 indicates higher levels of social and emotional learning.

Social and Emotional Learning
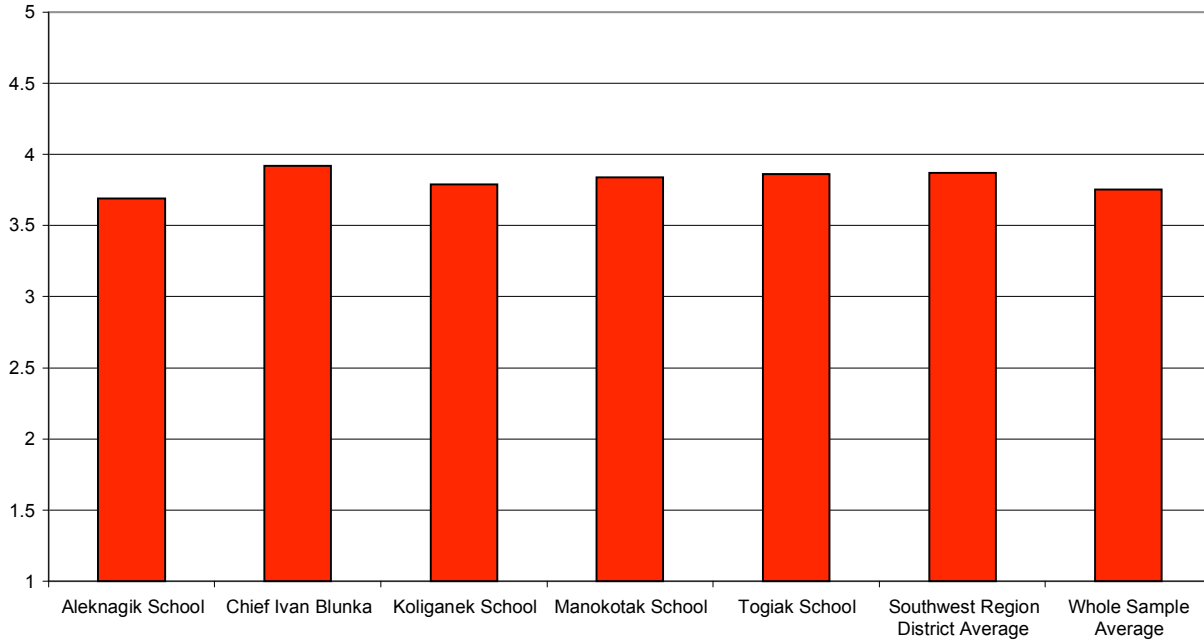
Risk Behaviors

This scale reports the number of times students reported observing other students' drug and alcohol use as well as delinquent acts, such as vandalism. The items comprising these scales (and the scales' reliabilities) are as follows.

In the past 12 months, how many times have you personally seen other students do these things at your school or school events:
    51. Under the influence of drugs (marijuana, coke, crack)
    52. Under the influence of alcohol (beer/wine/liquor)
    53. Destroy things (vandalism)
    54. Get into fights
    55. Steal things
    56. Threaten or bully
    57. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)
    58. Carry weapons

Response categories are:
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

The items in the Risk Behaviors section are broken out into two separate scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

***Student Delinquent Behaviors** (α =.85)*
 53. Destroy things (vandalism)
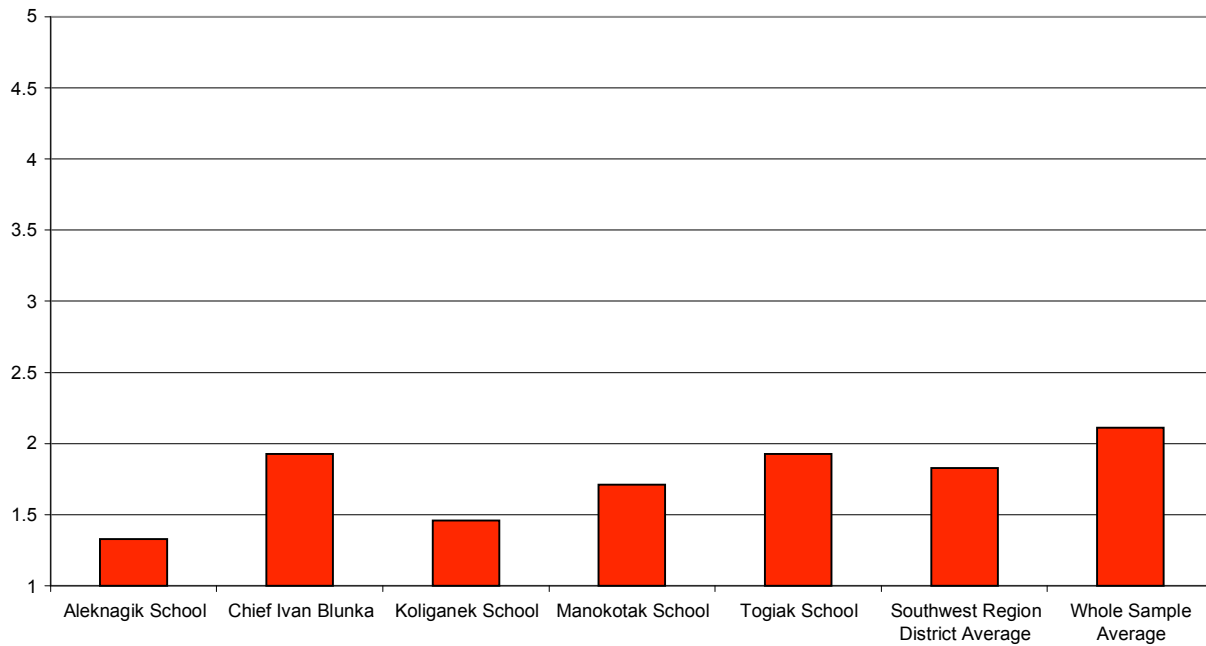 54. Get into fights
 55. Steal things
 56. Threaten or bully
 58. Carry weapons

Student Delinquent Behaviors

Student Drug and Alcohol Use *(α =.76)*
      51. Under the influence of drugs (marijuana, coke, crack)
      52. Under the influence of alcohol (beer/wine/liquor)
      57. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Student Drug and Alcohol Use
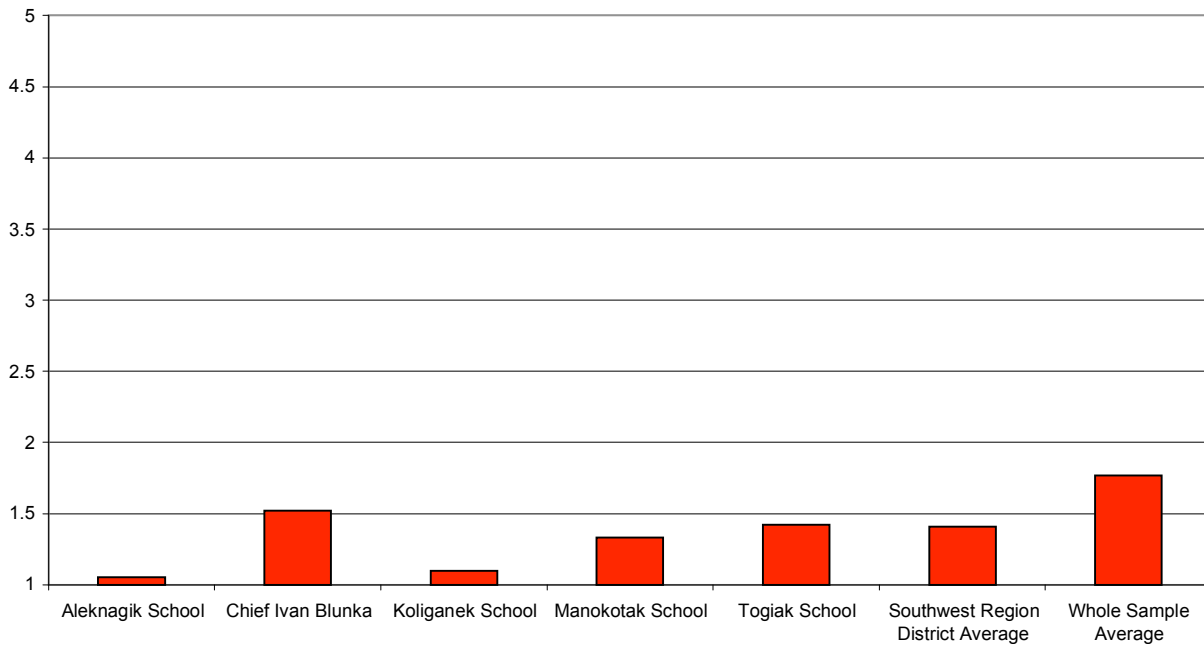
SUMMARY OF STUDENT SCALE SCORES: SOUTHWEST REGION SCHOOL DISTRICT

The table below summarizes the scale scores that were presented in the bar charts above. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 242 schools across 33 districts. Note that for the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Participating Students	# Enrolled[2]	% Participating	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership	Respectful Climate	Peer Climate	Caring Adults	Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Aleknagik School	8	14	57.1%	4.10	3.53	4.34	4.30	3.65	3.90	3.29	3.53	3.63	3.69	1.33	1.05
Chief Ivan Blunka School	87	87	100.0%	3.88	3.63	4.24	3.70	3.69	3.84	3.06	3.79	3.82	3.92	1.93	1.52
Koliganek School	7	35	20.0%	4.09	3.66	4.37	4.37	3.54	3.78	3.14	3.57	4.00	3.79	1.46	1.10
Manokotak School	61	73	83.6%	3.98	3.53	4.23	3.93	3.79	3.71	3.07	3.77	3.54	3.84	1.71	1.33
Togiak School	77	116	66.4%	3.86	3.47	4.25	3.78	3.48	3.68	2.87	3.70	3.57	3.86	1.93	1.42
SW Region District Average	*240*	*325*	*73.8%*	*3.91*	*3.55*	*4.25*	*3.82*	*3.64*	*3.76*	*3.01*	*3.74*	*3.67*	*3.87*	*1.83*	*1.41*
Whole Sample Average	***30,124***	***46,391***	***64.9%***	***3.63***	***3.29***	***4.01***	***3.70***	***3.17***	***3.37***	***2.97***	***3.48***	***3.31***	***3.75***	***2.11***	***1.77***

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[2] Data on enrollment are as of spring 2008, and were obtained directly from each school district.

SUMMARY OF SCALE SCORES BY GENDER: SOUTHWEST REGION SCHOOL DISTRICT

The table below summarizes the scale scores for male and female students. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 242 schools across 33 districts. Asterisks are placed next to values where there are significant differences between males and females on that scale.

School Name	# Participating Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership	Respectful Climate	Peer Climate	Caring Adults	Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug &Alcohol Use
Males Aleknagik School	4	---	---	---	---	---	---	---	---	---	---	---	---
Females Aleknagik School	4	---	---	---	---	---	---	---	---	---	---	---	---
Males Chief Ivan Blunka School	52	4.01*	3.67	4.28	3.85	3.86*	3.90	3.08	3.81	3.90	3.96	1.84	1.47
Females Chief Ivan Blunka School	33	3.71*	3.57	4.19	3.51	3.43*	3.79	3.04	3.76	3.68	3.89	2.06	1.63
Males Koliganek School	2	---	---	---	---	---	---	---	---	---	---	---	---
Females Koliganek School	5	---	---	---	---	---	---	---	---	---	---	---	---
Males Manokotak School	35	3.95	3.55	4.27	3.76*	3.80	3.69	3.11	3.70	3.62	3.85	1.76	1.42
Females Manokotak School	26	4.02	3.50	4.17	4.15*	3.78	3.74	3.03	3.87	3.46	3.83	1.64	1.22
Males Togiak School	37	3.84	3.47	4.28	3.83	3.29*	3.62	2.87	3.56*	3.68	3.74*	1.99	1.45
Females Togiak School	39	3.87	3.47	4.22	3.72	3.65*	3.75	2.86	3.83*	3.47	3.99*	1.86	1.38
Males Southwest Region District	*130*	*3.95*	*3.57*	*4.28*	*3.84*	*3.66*	*3.75*	*3.05*	*3.69*	*3.76**	*3.84*	*1.84*	*1.43*
Females Southwest Region District	*107*	*3.88*	*3.52*	*4.21*	*3.82*	*3.62*	*3.78*	*2.97*	*3.80*	*3.56**	*3.92*	*1.83*	*1.39*
Males Whole Sample	***14,166***	***3.59****	***3.27****	***3.97****	***3.64****	***3.15****	***3.36****	***2.95****	***3.45****	***3.31***	***3.68****	***2.16****	***1.75****
Females Whole Sample	***14,491***	***3.67****	***3.30****	***4.04****	***3.76****	***3.20****	***3.39****	***2.99****	***3.51****	***3.32***	***3.82****	***2.06****	***1.78****

DEMOGRAPHIC DIFFERENCES IN STUDENT SCALE SCORES

The table below presents results of analysis of student scale scores by demographic category for the **whole sample of 30,124 students** across all 33 participating districts. The numbers in cells represent the mean scale score for each category. Asterisks indicate a significant difference between identified scores.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership	Respectful Climate	Peer Climate	Caring Adults	Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Race/Ethnicity	AI/AN	4,407	3.72*	3.39*	4.04*	3.73*	3.38*	3.51*	3.05*	3.54*	3.44*	3.74	1.91*	1.54*
	Afr Am	1,444	3.51*	3.15*	3.94*	3.49	3.12	3.16*	2.85	3.44	3.21*	3.66*	2.31*	1.87*
	Latino	1,685	3.57	3.23	3.95	3.57	3.17	3.31	2.92	3.37	3.29	3.72	2.20	1.82
	API	3,107	3.61	3.28	4.04*	3.50	3.30*	3.41*	3.04*	3.36	3.30	3.82*	2.07*	1.67*
	White	14,290	3.64*	3.29	4.01	3.80*	3.11	3.37	2.96*	3.52*	3.30	3.76	2.11*	1.82
	Other	1,256	3.56	3.26	3.99	3.51	3.18	3.38	2.90	3.44	3.34*	3.74	2.24	1.75
	Multi[3]	3,257	3.59	3.24	3.98	3.65*	3.12	3.30	2.90	3.47*	3.27	3.72	2.23	1.83
Grade Level	5	2,902	3.87*	3.65*	4.24*	3.80*	3.56*	3.81*	3.19*	3.76*	3.76*	3.96*	1.98	1.26*
	6	3,984	3.82*	3.47*	4.20*	3.85*	3.40*	3.61*	3.02*	3.62*	3.61*	3.86*	1.99	1.28*
	7	4,274	3.65*	3.24*	4.06*	3.66	3.21*	3.38*	2.87	3.37	3.32*	3.70	2.11*	1.50*
	8	4,285	3.60*	3.20	4.01*	3.69*	3.10*	3.28*	2.89	3.40*	3.23*	3.69	2.21*	1.71*
	9	4,403	3.55	3.16	3.93*	3.60	3.10*	3.25	2.91	3.32	3.16	3.67	2.19*	2.00*
	10	3,998	3.50	3.17	3.87	3.61	3.01	3.21	2.94	3.38	3.14	3.70	2.21*	2.14
	11	3,401	3.54	3.24*	3.89	3.69*	3.03	3.24	2.98*	3.52*	3.17	3.74*	2.11*	2.15
	12	2,571	3.55	3.31*	3.86	3.75*	3.05	3.32*	3.03	3.65*	3.21*	3.78*	2.03	2.17
Grades Obtained	A's	9,799	3.76*	3.41*	4.17*	3.85*	3.24	3.52*	3.07*	3.64*	3.39*	3.92*	2.03	1.68*
	B's	11,676	3.64*	3.30*	4.03*	3.69*	3.21	3.38*	2.98*	3.49*	3.33*	3.76*	2.09	1.75*
	C's	6,021	3.49*	3.14*	3.81*	3.57*	3.08*	3.20*	2.85*	3.31*	3.21*	3.57*	2.20*	1.86*
	D's/F's	1,668	3.26*	2.93*	3.55*	3.34*	2.90*	3.02*	2.64*	3.07*	3.04*	3.32*	2.50*	2.10*

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[3] The category "Multiracial" was created during data analysis and includes all respondents who checked more than one race/ethnicity.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership	Respectful Climate	Peer Climate	Caring Adults	Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Help with Homework	Yes	24,167	3.68*	3.35*	4.06*	3.74*	3.23*	3.42*	3.01*	3.56*	3.37*	3.79*	2.07*	1.71*
	No	5,290	3.42*	3.03*	3.77*	3.54*	2.94*	3.14*	2.78*	3.13*	3.05*	3.56*	2.30*	2.01*
School Missed w/o Permission	None	18,364	3.71*	3.36*	4.11*	3.78*	3.24*	3.47*	3.01*	3.55*	3.39*	3.83*	2.02*	1.60*
	Any	11,097	3.49*	3.17*	3.84*	3.57*	3.06*	3.21*	2.90*	3.37*	3.19*	3.63*	2.26*	2.05*
Adult Knows How Time Spent	Yes	22,388	3.70*	3.37*	4.08*	3.76*	3.25*	3.46*	3.03*	3.59*	3.39*	3.83*	2.04*	1.68*
	No	7,170	3.41*	3.03*	3.77*	3.53*	2.93*	3.10*	2.78*	3.16*	3.07*	3.51*	2.35*	2.04*

The table below presents results of analysis of student scale scores by demographic category for **just the Southwest Region School District.** Blank cells indicate that no significant effects were observed. The numbers in cells represent the mean scale score for each category; only means for demographic factors showing statistically significant differences across groups are presented. Asterisks indicate groups that are significantly different from each other. When 5 or fewer students made up a given demographic group, that group was excluded from the analyses based on that characteristic as the sample size would be too small for a valid comparison.

	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership	Respectful Climate	Peer Climate	Caring Adults	Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Race/Ethnicity	AI/AN	225												
	Afr Am	1												
	Latino	0												
	API	0												
	White	1												
	Other	1												
	Multi[4]	4												
Grade Level	5	---								---				
	6	34								3.64				
	7	40								3.73				
	8	58								3.97				
	9	34								3.41*				
	10	34								3.69				
	11	18								3.82				
	12	20								3.80				
Grades Obtained	A's	39		3.61	4.32					3.94				
	B's	102		3.61	4.34					3.77				
	C's	64		3.50	4.13					3.66				
	D's/F's	31		3.39*	4.07*					3.57*				

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[4] The category "Multiracial" was created during data analysis and includes all respondents who checked more than one race/ethnicity.

|	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership	Respectful Climate	Peer Climate	Caring Adults	Community Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Help with Homework	Yes	205	3.94*		4.28*									
	No	30	3.76*		4.10*									
School Missed w/o Permission	None	111	3.97*		4.35*							3.94*		
	Any	123	3.86*		4.15*							3.80*		
Adult Knows How Time Spent	Yes	176							3.08*					
	No	60							2.81*					

STAFF RESULTS BY SCALE

Items for the staff version of this survey were written or selected to represent different facets of "school climate." Some items reflect staff perspectives on student experiences, and some directly assess the conditions for teaching and working within the school. Each item was presented as a statement and the staff members had 5 options from which to indicate how strongly they agreed or disagreed with that statement. The answer options ranged from strongly disagree (1) to strongly agree (5). The identified scales were School Leadership and Involvement, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, Parent and Community Involvement, Student Delinquent Behaviors, and Student Drug and Alcohol Use. In addition, an Overall Climate scale score was produced to provide a broader picture of how a district or school is doing in the domains assessed by the survey.

Each of these scales will be discussed in turn below. Note that scale scores for individual schools are <u>not</u> presented if 5 or fewer participants provided responses from that school. However, all participating schools are represented in the district averages and the whole sample averages.

Overall Climate

Staff Overall Climate was computed as the mean of six scales: School Leadership, Staff Attitudes, Student Involvement, Respectful Climate, School Safety, and Parent and Community Involvement, plus reverse-coded Student Delinquent Behaviors and Student Drug and Alcohol Use scores.

Overall Climate
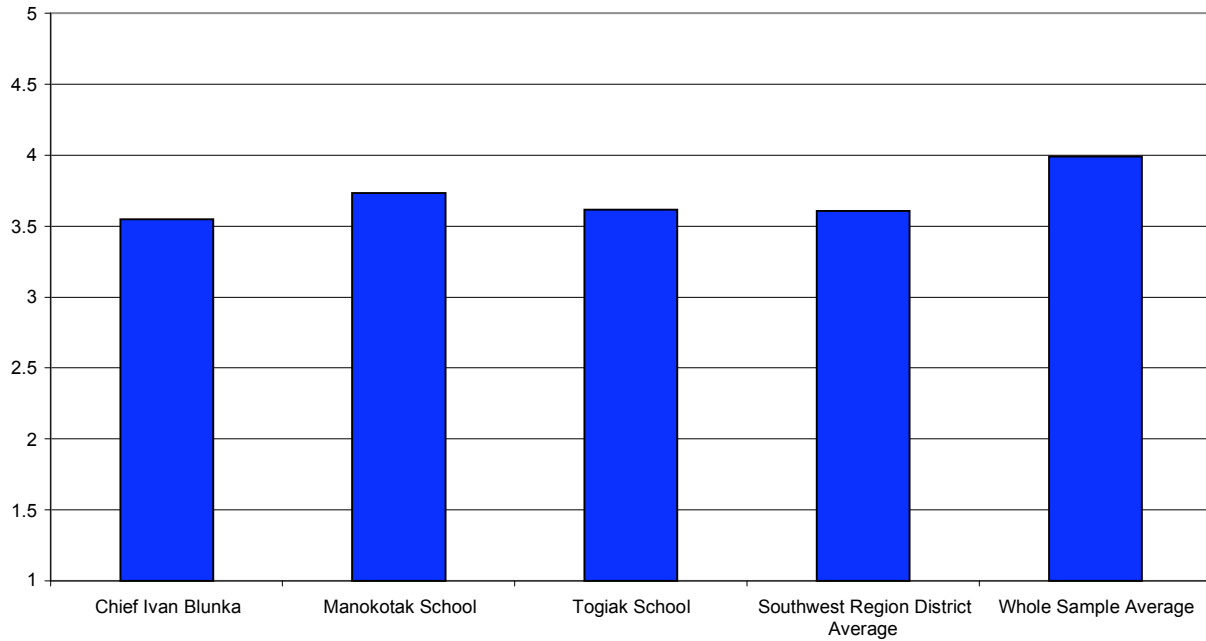
School Leadership and Involvement

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

Factor 1: School Leadership and Involvement (α =.93)
9. At school, decisions are made based on what is best for students
12. I trust the principal will keep his or her word
15. The principal and other leaders in this school make good decisions
20. The principal looks out for the personal welfare of school staff members
32. I am satisfied with my involvement with decision-making at this school
33. When students break rules, they are treated fairly
35. School staff members have a lot of informal opportunities to influence what happens here
37. The work rules at this school are fair

Staff members selected responses between 1 and 5, where 1 indicates a low level of school leadership and 5 indicates a high level of school leadership.

**School Leadership and Involvement**
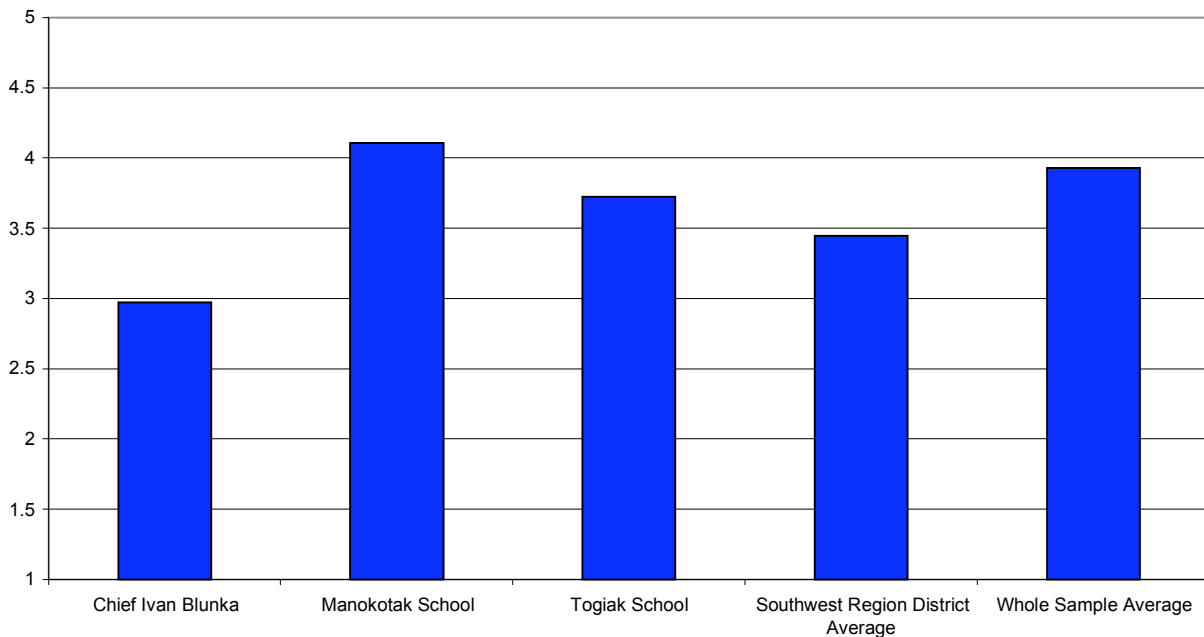
Staff Attitudes

This scale reflects staff members' feelings about the competence of teachers and their attitudes toward their jobs. The items comprising this scale (and the scale's reliability) are as follows.

Factor 2: Staff Attitudes (α =.86)
   10. The teachers at this school are good at their jobs
   22. Teachers here set high standards for themselves
   24. In this school, staff members have a "can do" attitude
   27. Teachers and staff believe that *all* students can do good work
   30. Teachers here are nice people

Staff members selected responses between 1 and 5, where 1 indicates more negative staff attitudes and 5 indicates highly positive staff attitudes.

Staff Attitudes
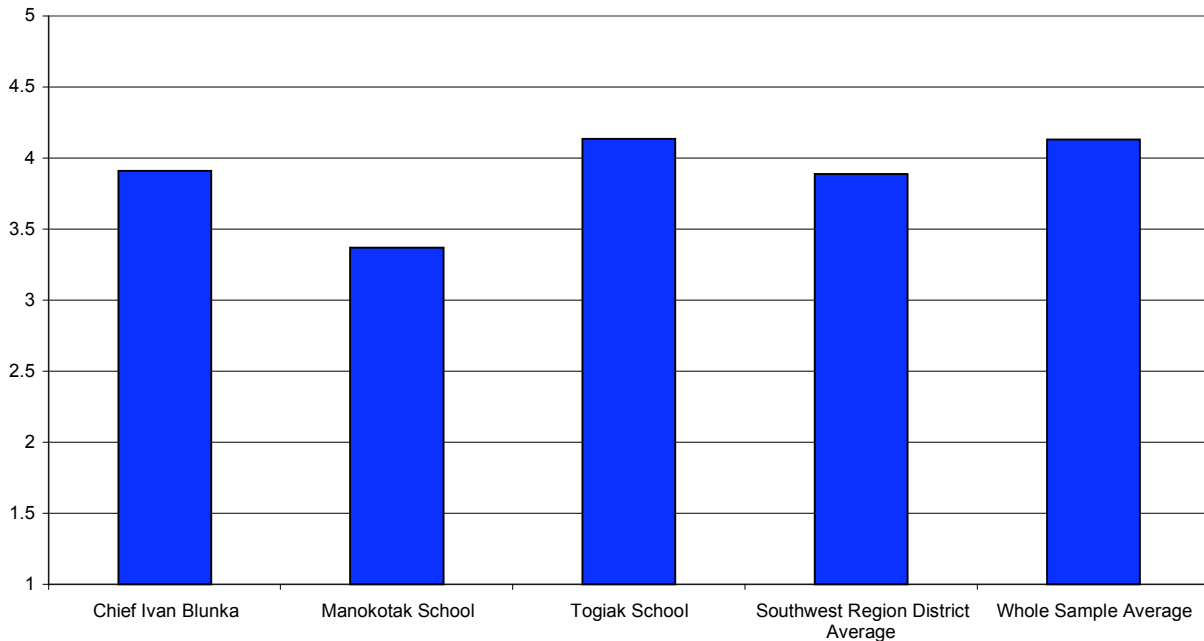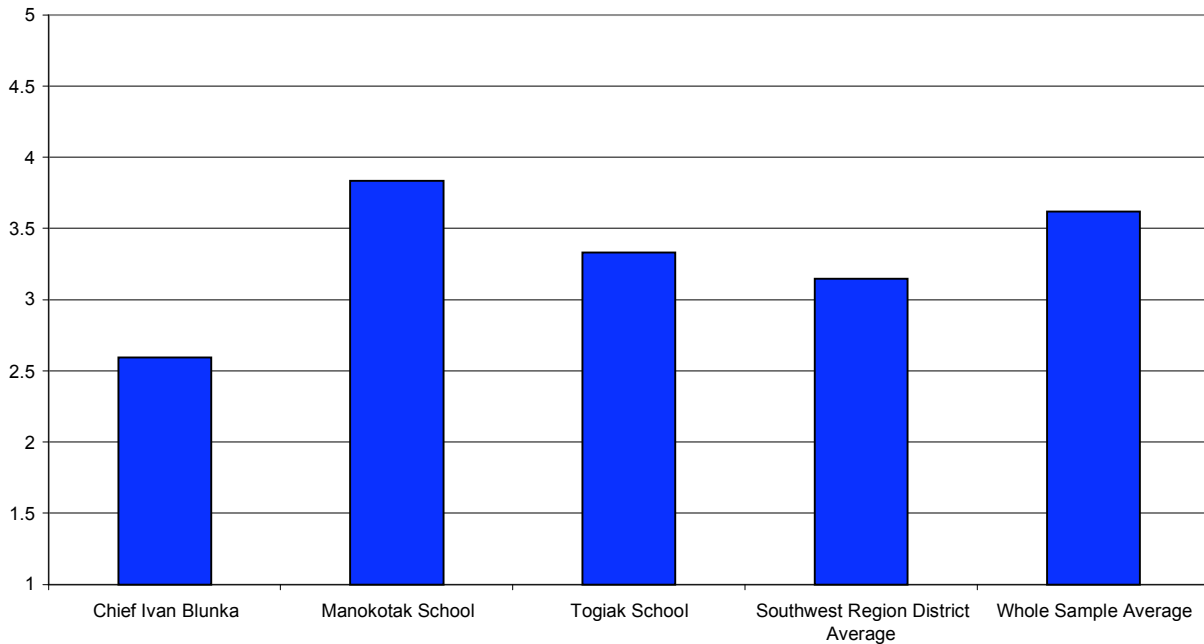
Student Involvement

This scale reflects staff members' feelings about how involved students are in the decision making process at school. The items comprising this scale (and the scale's reliability) are as follows.

Factor 3: Student Involvement (α =.82)
23. In this school, students are given a chance to help make decisions
25. Students are involved in helping to solve school problems
38. The principal asks students about their ideas

Staff members selected responses between 1 and 5, where 1 indicates a low level of student involvement and 5 indicates a high level of student involvement.

Student Involvement

Respectful Climate

This scale reflects staff members' feelings about how students treat each other and how well students and staff members treat one another. The items comprising this scale (and the scale's reliability) are as follows.

Factor 4: Respectful Climate (α =.86)
6. At this school, students and teachers get along really well
7. Students in this school help each other, even if they are not friends
11. Teachers and students treat each other with respect in this school
14. Students in this school treat each other with respect
16. The students in this school don't really care about each other (reverse scored)

Staff members selected responses between 1 and 5, where 1 indicates a low level of respect and 5 indicates a high level of respect.

Respectful Climate
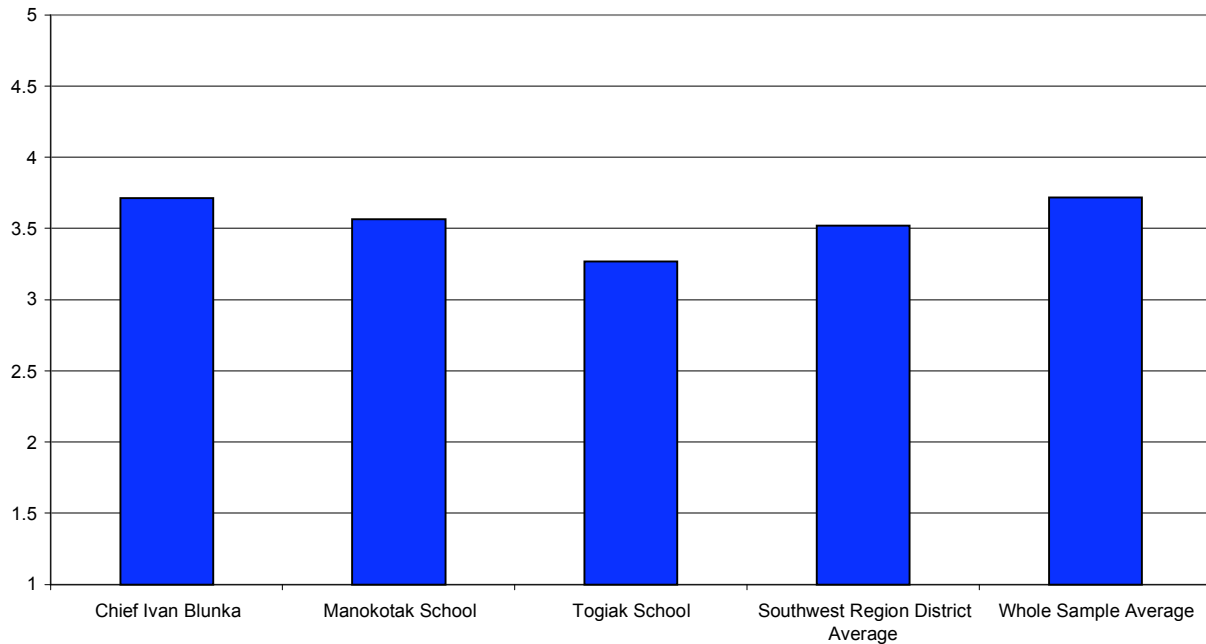
School Safety

This scale reflects staff members' feelings about the impact of gangs and bullies as well as general violence in the community. The items comprising this scale (and the scale's reliability) are as follows.

Factor 5: School Safety (α =.75)
>   28. I feel safe at my school
>   29. This school is being ruined by bullies (reverse scored)
>   31. This school is badly affected by crime and violence in the community (reverse scored)
>   34. Gang members make this school dangerous (reverse scored)
>   36. Crime and violence are or should be major concerns at this school (reverse scored)

Staff members selected responses between 1 and 5, where 1 indicates a low level of school safety and 5 indicates a high level of school safety.

School Safety
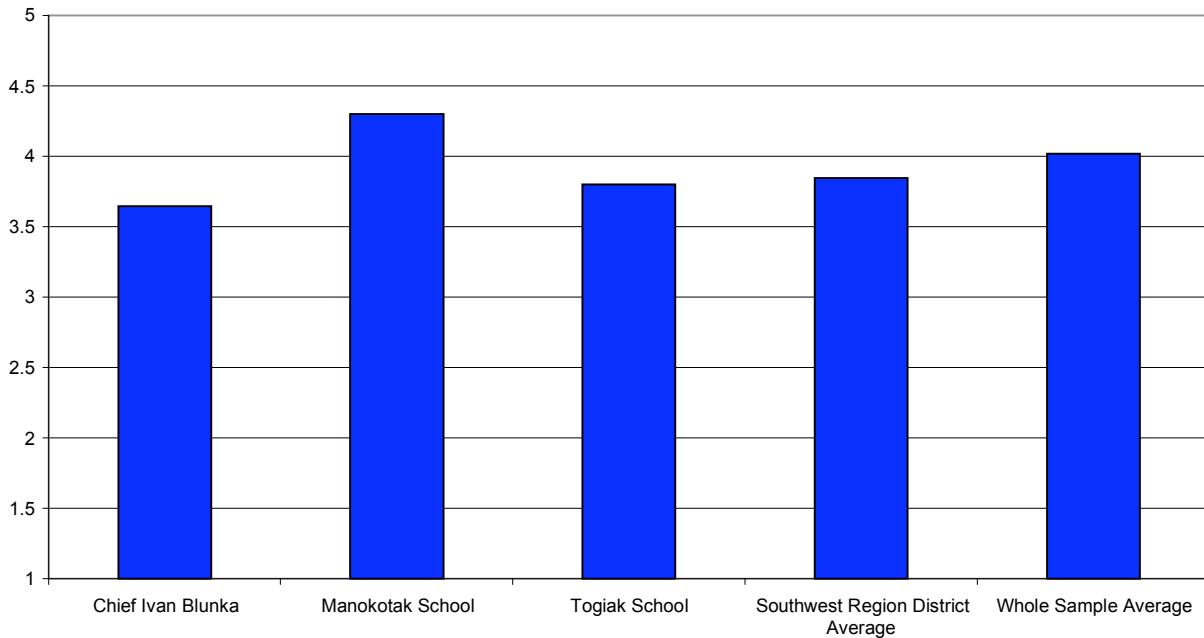
Parent and Community Involvement

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

Factor 6: Parent and Community Involvement (α =.83)
8. This school fails to involve parents in most school events or activities (reverse scored)
13. At this school, it is difficult to overcome the cultural barriers between teachers and parents (reverse scored)
17. The school is a welcoming and inviting place for parents
18. Adults in the community support this school
19. Lots of parents come to events at this school
21. Adults in the community encourage youth to take school seriously
26. Adults in the community know what goes on inside schools

Staff members selected responses between 1 and 5, where 1 indicates a low level of parent and community involvement and 5 indicates a high level of parent and community involvement.

Parent and Community Involvement
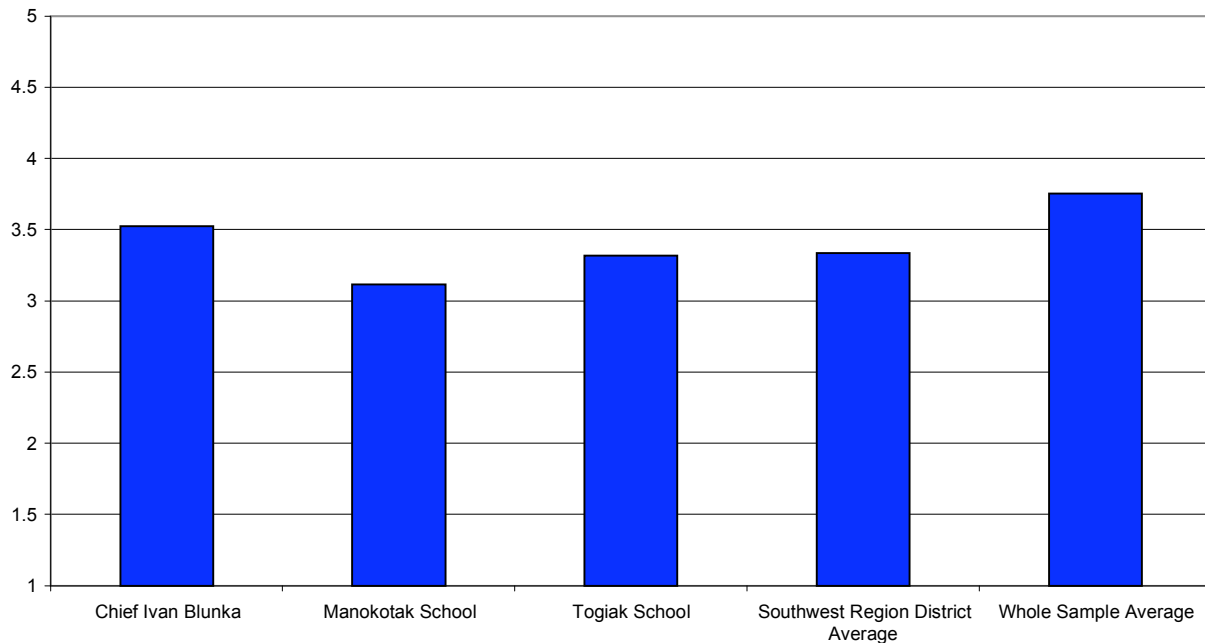
Risk Behaviors

School staff responded to the same set of eight items pertaining to Risk Behaviors that the students were presented with:

Indicate how often you personally have seen students do these things at this school or at school events over the past 12 months:
    39. Under the influence of drugs (marijuana, coke, crack)
    40. Under the influence of alcohol (beer/wine/liquor)
    41. Destroy things (vandalism)
    42. Get into fights
    43. Steal things
    44. Threaten or bully
    45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)
    46. Carry weapons

Response categories are:
- 1 = 0 times
- 2 = 1–2 times
- 3 = 3–6 times
- 4 = 7–12 times
- 5 = More than 12 times

The items in the Risk Behaviors section were broken out into two separate scales: Student Delinquent Behaviors and Student Drug and Alcohol Use.

Student Delinquent Behaviors (α =.82)
    41. Destroy things (vandalism)
    42. Get into fights
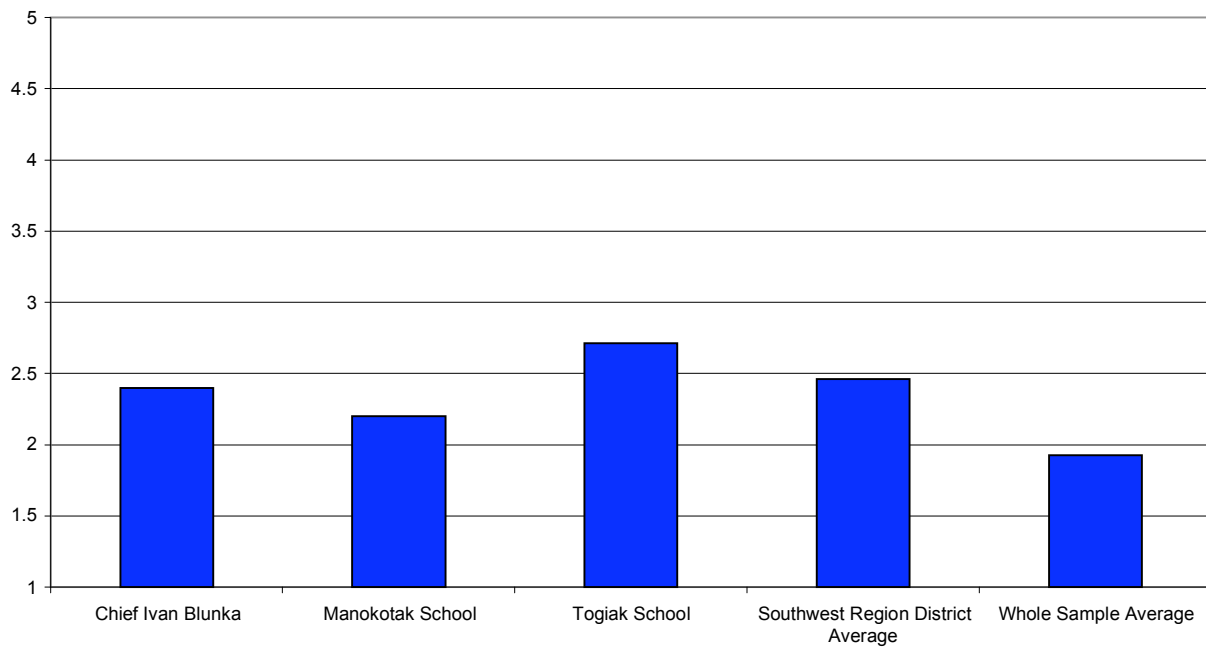   43. Steal things
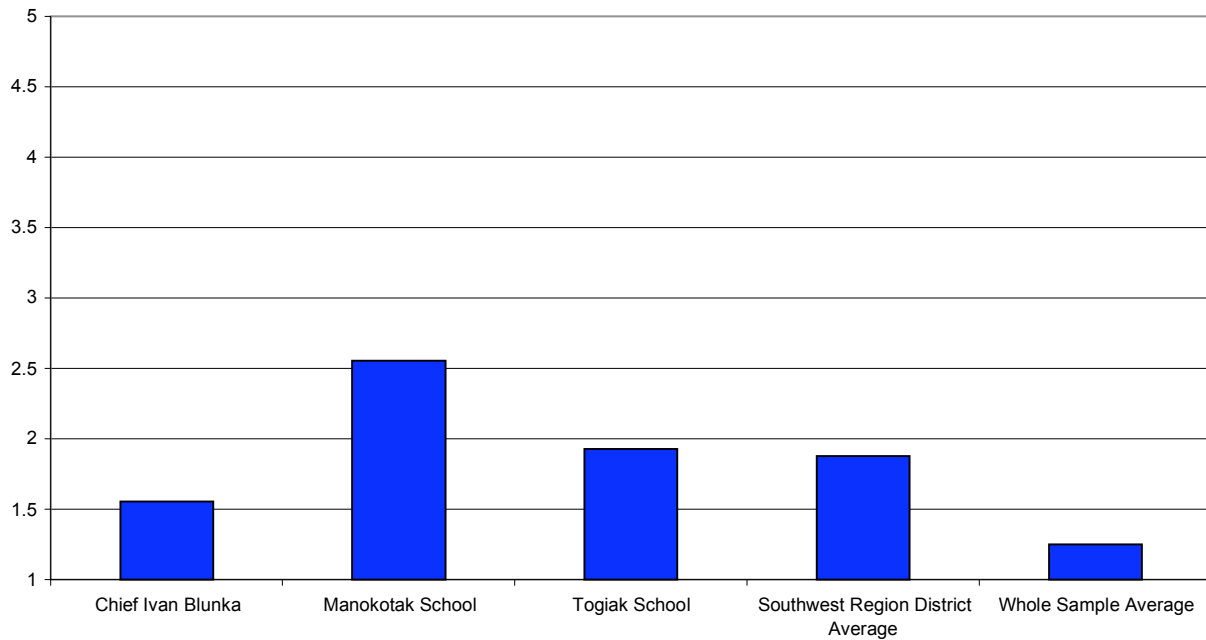   44. Threaten or bully
    46. Carry weapons

Student Delinquent Behaviors

***Student Drug and Alcohol Use** (α =.67)*
    39. Under the influence of drugs (marijuana, coke, crack)
    40. Under the influence of alcohol (beer/wine/liquor)
    45. Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

Student Drug and Alcohol Use

SUMMARY OF STAFF SCALE SCORES: SOUTHWEST REGION SCHOOL DISTRICT

The table below summarizes the scale scores that were presented in the bar charts above. The average score for each scale is presented for each school, for the district overall, and for the whole sample of 242 schools across 33 districts. Scale scores for individual schools are not presented if 5 or fewer participants provided responses from that school. However, all participating schools are represented in the district averages and the whole sample averages. Note that for the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores are better because they reflect fewer observed instances of risk behaviors.

School Name	# Staff Participating	# Teachers	Overall Climate	School Leadership	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Aleknagik School	1	1	---	---	---	---	---	---	---	---	---
Chief Ivan Blunka School	9	7	3.55	2.97	3.91	2.59	3.71	3.64	3.52	2.40	1.56
Koliganek School	2	2	---	---	---	---	---	---	---	---	---
Manokotak School	6	5	3.73	4.10	3.37	3.83	3.57	4.30	3.11	2.20	2.56
Togiak School	9	9	3.62	3.72	4.13	3.33	3.27	3.80	3.32	2.71	1.93
SW Region District Average	27	24	3.61	3.44	3.89	3.15	3.52	3.84	3.34	2.46	1.88
Whole Sample Average	4,730	2,572	4.00	3.93	4.13	3.62	3.72	4.02	3.75	1.93	1.25

DEMOGRAPHIC DIFFERENCES IN STAFF SCALE SCORES

The table below presents results of analysis of staff scale scores by demographic categories **for the whole sample of 4,730 staff**. Blank cells indicate that no significant effects were observed. The numbers in cells represent the mean scale score for each category; only means for demographic factors showing statistically significant differences across groups are presented. Asterisks indicate groups that are significantly different from each other.

	Categories	# Staff	Overall Climate	School Leadership	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Female	3,128	4.02*				3.74*		3.78*	1.89*	1.21*
	Male	1,015	3.96*				3.69*		3.68*	2.04*	1.37*
Race/Ethnicity	AN/AI	219	3.92	3.92	3.97*	3.55	3.56		3.63	1.89	1.23
	Afr Am	77	4.00	3.93	4.10	3.62	3.83		3.87	1.97	1.26
	Latino	94	4.16	4.04	4.20	3.84	3.81		3.90	1.70	1.10
	API	129	4.16	4.14	4.24	3.88	3.94*		3.87	1.62*	1.20
	White	3,626	4.00	3.93	4.14	3.62	3.72		3.76	1.94	1.26
	Other	54	3.83*	3.69*	4.00	3.51*	3.59		3.54*	2.13*	1.51*
	Multi[5]	88	4.08	4.06	4.28	3.71	3.81		3.83	2.04	1.13
Role in School	Teacher	2,572	3.97	3.88	4.14	3.58	3.69	4.00	3.71	1.99*	1.26
	Admin	181	4.18*	4.49*	4.34*	3.96*	4.05*	4.35*	3.97*	2.22*	1.46*
	Oth. Cert.	587	4.04	3.95	4.12	3.60	3.76	4.05	3.81	1.84	1.16
	Classified	870	4.02	3.95	4.06	3.67	3.72	3.97	3.81	1.78	1.23
	Other	276	4.05	4.01	4.11	3.73	3.72	4.00	3.75	1.81	1.25

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[5] The category "Multiracial" was created during data analysis and includes all respondents who checked more than one race/ethnicity.

	Categories	# Staff	Overall Climate	School Leadership	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Years in District	< 2	847			4.08		3.63		3.70		
	3-5	866			4.11		3.68		3.68		
	6-10	1,076			4.12		3.71		3.77		
	11-15	629			4.15		3.79*		3.80*		
	> 15	934			4.19*		3.82*		3.82*		
Years in School	< 2	1,446		3.99*			3.65				
	3-5	1,132		3.95			3.76				
	6-10	982		3.87			3.73				
	11-15	417		3.85			3.74				
	> 15	428		3.92			3.80*				

The table below presents results of analysis of staff scale scores by demographic categories for **just the Southwest Region School District.** The numbers in cells represent the mean scale score for each category; only means for demographic factors showing statistically significant differences across groups are presented. When 5 or fewer staff made up a given demographic group, that group was excluded from the analyses based on that characteristic as the sample size would be too small for a valid comparison.

	Categories	# Staff	Overall Climate	School Leadership	Staff Attitudes	Student Involvement	Respectful Climate	School Safety	Parent & Community Involvement	Student Delinquent Behaviors	Student Drug & Alcohol Use
Gender	Female	12							2.99*		
	Male	13							3.53*		
Race/Ethnicity	AN/AI	1									
	Afr Am	0									
	Latino	0									
	API	0									
	White	24									
	Other	2									
	Multi[6]	0									
Role in School	Teacher	24									
	Admin	1									
	Oth. Cert.	1									
	Classified	0									
	Other	0									
Years in District	< 2	15									
	3-5	5									
	6-10	3									
	11-15	4									
	> 15	0									
Years in School	< 2	18									
	3-5	5									
	6-10	4									
	11-15	0									
	> 15	0									

[6] Note: The category "Multiracial" was created during data analysis and includes all respondents who checked more than one race/ethnicity.

For More Information

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

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