



How to Read Your 2019 School Climate and Connectedness Survey © (SCCS) Reports

Can I see individual student, staff, or family results?

No. The survey is anonymous, and individual responses are confidential. Responses are combined and reported by school, district and statewide. If there are too few responses, they are not reported at the school level to protect confidentiality.

How many responses do there need to be for results to appear?

To protect the confidentiality of individuals, a minimum of 6 responses must be received to create an aggregate report. If there are fewer than 6 responses in a school, the school's data is not displayed in these reports (but included in district and statewide figures).

How are the results scored?

Results are scored in "Percent Favorable". When a question is scored as "75% favorable," this means that 75% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top one answer choice is favorable for a question with three answer choices.

What do the topic scores show for students in grades 6–12 and for staff?

See the **2019 Survey Items** document for a list of survey items that compose each topic for students in grades 6–12 and for items that make up each topic for staff. For most items, the respondent had five options from which to choose. Most answer options ranged from Strongly Disagree to Strongly Agree. For student questions on Social and Emotional Learning, the respondent had four answer options from which to choose, ranging from Very Easy to Very Difficult. The topic score is an average of all question scores in that topic. Therefore, the higher the topic score, the better the school climate or connectedness in that area.

For the risk behavior questions, 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, 1–2 Times, 3–6 Times, 7–12 Times, and More Than 12 Times. The Percent Favorable calculation mentioned above takes into account that fewer observed instances of these risk behaviors are more favorable. Therefore, for topics such as Student Delinquent Behaviors and Student Drug and Alcohol Use, higher scores are better because they indicate fewer observed instances of negative behaviors.

What do the topic scores show for students in grades 3–5?

See the **2019 Survey Items** document for a list of School Climate and Connectedness Survey (SCCS) questions that make up each topic for students in grades 3–5. For most items, the respondent had three options from which to choose a response: No, Sometimes, and Yes. The topic score is an average of all question scores in that topic. Therefore, the higher the average topic score, the better.

What do the topic scores show for respondents in the family survey?

See the **2019 Survey Items** document for a list of questions that make up each topic for the family survey. Two topics, Cultural Connectedness and Family and Community Involvement had five options to choose from (Strongly Agree, Agree, Agree Some/Disagree Some, Disagree, Strongly Disagree). The topic score for these is an average of all question scores in that topic. Therefore, the higher the topic score, the better the school climate or connectedness in that area. The rest of the family survey topics were unscored. (see next question)

What does it mean if a question is “unscored”?

An unscored question (typically demographic questions) will not have a percent favorable attached to them on reports. The possible answer choices do not fall on a spectrum of “favorable” or “unfavorable”, so it would not be accurate to associate a score. An example of an “unscored” question is: “What grade are you in?”

What does it mean if says “greatest increase” in the summary?



This note is designed to help you see greatest areas of improvement from the previous year. ‘Greatest increase’ appears on your summary page for the topic with the greatest change in percent favorable compared to the previous year. For example, if three topics had change over time of 0, +4, +6, the topic with “+6” would show the description “Greatest Increase”.

What does it mean if says “greatest opportunity in summary”?



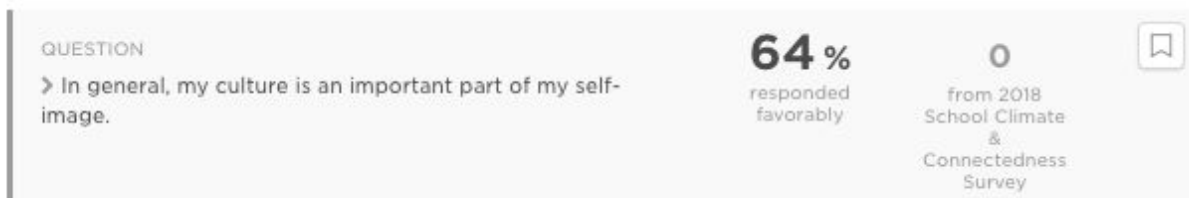
This note is designed to help you see greatest areas for growth compared to either your district, all Participating Alaska Districts, or all rural/urban schools. 'Greatest opportunity' appears on your summary page for the topic that is the furthest below the average score of the given comparison group (your district, all Participating Alaska Districts, or all rural/urban schools). For example, if three topics had a comparison of -10, -5, 0, the topic with "-10" would show the description "Greatest Opportunity".

Why is there sometimes a "0" value for a change from a previous year, but other times there is no value at all?

Anytime there is nothing listed next to the percent favorable score (see below), this means that the particular school/district either did not ask that question last year OR it was not asked by any district the previous year.



Anytime a 0 is explicitly listed (see below) it means that this question was asked in a previous year by the respective school/district but there is NO change from the previous year.



What do the orange and green colors mean on items?



Within a given topic, changes notes in green indicate increases more than 5 percentage points compared to the previous year. Changes in orange indicate decreases greater than 5 percentage points compared to the previous year.

How reliable are the SCCS topics?

SCCS topics have adequate reliability, as they have gone through a Cronbach's alpha measure for reliability (internal consistency) by the American Institutes for Research.

Did we exclude any responses? If so, why?

Yes, all survey results have gone through a data cleaning process, which led to some survey responses being excluded. In even well designed and administered surveys, a small minority of respondents do not provide useful data. Instead, they rush through the survey without reading or answering questions. This is called survey "[satisficing](#)." It is an unavoidable part of any survey data collection, and data "cleaning" more generally is a best practice of nearly all analytic efforts. With the student, staff, and family feedback surveys that Panorama helps schools administer, satisficing is so uncommon that it almost never substantially changes results.

How did we eliminate respondents?

We used survey completion time (how long it took each respondent to complete the survey) and rate (what proportion of questions they answered) to identify satisficers. More specifically, respondents who did not answer a majority of questions were excluded from analysis. We also excluded staff who took less than 4 seconds per completed question (4.3 minutes total for a fully-completed survey), older students (grades 6-12) who took less than 4 seconds per completed question (6.2 minutes total for full survey), and younger students (grades 3-5) who took less than 5 seconds per completed question (2.8 minutes total). We arrived at these cutoffs by examining the distribution of these variables, the statistical relationship among variables, and their relationship to survey straight-lining (responding with the same answer many times in a row). We were much better at identifying straight-lining younger students, for example, by using a time cutoff of 4 seconds per item versus 5 seconds per item (false positive rates of 2.9% and 8.6%, respectively).

How many responses were excluded?

We examined exclusion rates and while there were unique instances of schools with 30% or more of responses rejected, this was not widespread. Overall, the percentage of responses rejected across the survey program were consistent with years past and are the following:

- **Students, Grades 3-5:** 2.2%
- **Students, Grades 6-12:** 3.8%
- **Staff:** 4.5%
- **Family:** 2.2%