

Enhancing Student Learning and Performance: 2013 Statewide Survey

Prepared for
The Partnership for Public Education

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**Northern
Economics**

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Enhancing Student Learning and Performance: 2013 Statewide Survey

Prepared for the Partnership for Public Education:

Steve Atwater, Ph.D., Alaska's 2013 Superintendent of the Year

Chris Benshoof, Alaska's 2013 Teacher of the Year

Lori Blakeslee, NEA-Alaska

Lydia Garcia, NEA-Alaska

Andrew Halcro, Anchorage Chamber of Commerce

Paula Pawlowski, Alaska PTA

June Sobocinski, United Way of Anchorage

Charles Wohlforth, Citizens for the Educational Advancement of Alaska's Children

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NEA-Alaska

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Prepared by



**Northern
Economics**

880 H Street, Suite 210
Anchorage, Alaska 99501
Phone: (907) 274-5600
Fax: (907) 274-5601
Email: mail@norecon.com

119 N Commercial Street, Suite 190
Bellingham, WA 98225
Phone: (360) 715-1808
Fax: (360) 715-3588

PROFESSIONAL CONSULTING SERVICES IN APPLIED ECONOMIC ANALYSIS

Principals:

Patrick Burden, M.S. – President
Marcus L. Hartley, M.S. – Vice President
Jonathan King, M.S.

Consultants:

Leah Cuyno, Ph.D. Alejandra Palma, M.A.
Gary Eaton, B.A. Bill Schenken, MBA
Michael Fisher, MBA Don Schug, Ph.D.
Michelle Humphrey, B.S. David Weiss, M.S.
Cal Kerr, MBA Katharine Wellman, Ph.D.

Administrative Staff:

Diane Steele – Office Manager
Terri McCoy, B.A.



Northern Economics

880 H Street, Suite 210
Anchorage, Alaska 99501
Phone: (907) 274-5600
Fax: (907) 274-5601
Email: mail@norecon.com

119 N Commercial Street, Suite 190
Bellingham, WA 98225
Phone: (360) 715-1808
Fax: (360) 715-3588

Preparers

Team Member	Project Role
Jonathan King	Project Manager
Michelle Humphrey	Staff Analyst
Michael Fisher	Senior Consultant
Gary Eaton	Staff Analyst
David Weiss	Staff Consultant
Terri McCoy	Editor
Eli Shayer	ASD Gifted Student Intern

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Executive Summary—Preamble

This report documents the results of a nearly 1,200-respondent statewide survey of Alaska teachers and an 800-respondent statewide survey of Alaska households on issues facing teachers, students, schools, and communities. The study's purpose is to provide some of the information necessary to advance statewide conversations on education policy and programs in a way that supports student learning, engagement, and performance.

This study is supported by NEA-Alaska and guided by an independent steering committee consisting of members from the United Way of Anchorage, the Anchorage Chamber of Commerce, the Alaska PTA, Citizens for the Educational Advancement of Alaska's Children, and NEA-Alaska as well as Alaska's 2013 Superintendent of the Year, Steve Atwater, Ph.D., and 2013 Teacher of the Year, Chris Benshoof.

The results of this report serve as an invitation for teachers, schools, parents, communities, and policy makers to reengage one another and return to making public schools the heart of Alaska's communities. At numerous points throughout the study, teachers expressed the need for greater community and parental involvement. When asked about one external change they would make that would help their students learn, they said, in part, that they need more parental involvement, more community involvement and programs, and more vocational training. When the survey asked about broad strategies to enhance student learning, teachers in aggregate said that parents, students, and the community needed to be more aware of what was required at the next step in a child's education whether that next step be in the classroom, in vocational training, or in the work world. None of these changes can take place without a sea change in parental and community involvement and in schools and teachers making that involvement easier and the steps to becoming involved clearer.

The results of the analysis also show that while there is significant common ground between teachers and households with regard to understanding how social issues affect public schools, and concerning broad strategies for moving forward, **teachers and households speak a different language with respect to how to prioritize these social issues.** In particular, we find that households focus on societal issues that are largely external to schools, such as drug and alcohol abuse and domestic violence, while teachers are focusing on societal issues as they express themselves inside schools, such as chronic absence, the lack of supportive home environments, and prior student preparation.

The study also reveals significant similarities and differences when comparing responses from Alaska households with public school students and those without school age children in the home. While both groups prioritize drug and alcohol issues, households with school age children are more likely to prioritize addressing bullying while childless households place more relative emphasis on domestic violence, homelessness, and chronic absence. However, the different household groups' priority rankings for dealing with social issues are much more similar to each other than they are to the priority rankings of teachers. This point made, households with school age children are much more positive about the performance of their local school system than households without school age children. **In short, the consumers of the public school experience are more positive about the job schools are doing pursuing education strategies than those who do not have children in the school system.**

Specific key takeaways from this report are:

- Teachers said their students are engaged learners when they consistently attend classes, have adequate sleep and nutrition, have stable and supportive home environments, have access to hands-on integrative learning, and have opportunities to collaborate together with teachers and parents. At the same time, teachers said their students disengaged when they failed to consistently attend class and lacked adequate sleep, nutrition, and a supportive home environment. Teachers also said that traditional teaching methods which lack hands-on, applied experiences demotivated their students.
- In aggregate, teachers feel comfortable and at home in their communities. However, they are also concerned about the level of respect and support they receive from their communities, especially with regards to parental engagement. Teachers also expressed broad concerns about whether parents are adequately communicating high academic and behavioral expectations and creating home environments conducive to learning.
- When asked if they could change one thing inside their schools, teachers indicated that they felt students would receive the greatest benefit from smaller class sizes, additional vocational courses, more before and after-school programs, more in-school support staff, and a required pre-kindergarten course of instruction. Their top choices for changes outside their schools included more parental involvement and engagement in schools, more community involvement and engagement in schools (including more and better community programs), better parental education on their children's nutrition and sleep requirements, and improved community health and safety.
- The survey of 800 households indicated that households in aggregate tend to rate the prevalence and magnitude of the societal issues' effect on classrooms higher than teachers say they experience them. That said, households and teachers generally rank order the overall effect of societal issues similarly. The exception to this rule is student drug and alcohol abuse, which households rank as the Number 1 issue having the greatest negative effect in the classroom, but which teachers rank 10 out of 17.
- When asked which issues society should prioritize to achieve the greatest gains in student learning and performance, households rank community drug and alcohol abuse, student drug and alcohol abuse, and domestic violence as their top three choices. Teachers rank these issues fifth, eleventh, and ninth, respectively. Teachers rank chronic absence, home environment issues, prior student preparation, bullying, and community drug and alcohol abuse as their top five issues to address with a heavy emphasis on chronic absence and home environment.
- Regarding broad strategies for supporting and improving student learning performance and engagement, teachers and households both said that creating awareness of the skills required to succeed at the next step, whether it be school or work, was the most important strategy that schools, teachers, parents, and communities could engage in. After that strategy, teachers prioritized after-school programs, tighter connections between students, parents and service providers, and keeping pace with technology. Households prioritized addressing student drug and alcohol abuse and stronger parent-school ties.

The remainder of this executive summary is structured in a question and answer pair format by topic, and follows the structure of the main document. The paired format provides more detailed insights into the report results.

Executive Summary—Question and Answer Pairs

The following question and answer pairs summarize key results of the teacher and household surveys. The report body describes the study design and methodology and provides detailed survey results.

Overall Responses

How many teachers responded to the survey?

Over 1,160 teachers responded to the online survey, which was open for a little over three weeks. The respondents represent 43 urban and rural districts distributed around the state. Approximately 78 percent of the responding teachers work in school districts located in urban areas and the remainder came from rural areas. This 78/22 division of respondents between urban and rural areas largely matches the 80/20 division of population between the two areas.

Community and Work Environment

The Community and Work Environment section of the survey asks teachers about how they relate to their community, how connected they feel to their community, and how supported and enabled they feel in their school work environment. Teachers were asked how much, on a scale of 1 to 5 (1=Strongly Disagree; 5=Strongly Agree), they agreed or disagreed with 19 statements about their community and work environment:

1. My community respects and supports me as a teacher.
2. I feel connected and welcomed in the community in which I teach.
3. My school's administration actively enables my ability to enhance student learning and performance.
4. My district's administration actively enables my ability to enhance student learning and performance.
5. Community programs help support my students' learning and performance.
6. I am concerned that my community has a negative perception of the teaching profession.
7. My school is adequately equipped to support and enhance student learning and performance.
8. My school is adequately maintained to support and enhance student learning and performance.
9. I have the technology necessary to enhance my teaching abilities.
10. I have the training necessary to effectively use the technology my school provides.
11. My school has too many unused technological resources (e.g., unused computers, tablets, etc.).
12. I have the peer support needed to advance my professional development.
13. My community has a quality of life which helps me want to stay.
14. I frequently find that I have to teach outside my areas of expertise.
15. I frequently find that I have to teach grade levels outside my area of expertise.
16. My community lacks adequate and affordable quality housing for new teachers.
17. I feel safe from personal and property crime in the community that I teach.
18. I feel like I understand my community's culture enough to make academic content relevant.
19. My community has adequate internet connection speeds to support my teaching and my life in the community.

What do teachers say about their place in their communities?

By and large, teachers feel connected to their communities and believe that the communities welcome them. More than 90 percent of urban teachers and 87 percent of rural teachers said that they felt they understood their local community's culture and 84 percent of urban teachers and 78 percent of rural teachers said they felt their communities welcomed them.

At the same time, it is clear there is room for improvement in teachers' connection to communities and in how communities can make teachers feel supported. Just 62 percent of urban teachers said they felt that their community respects and supports them as a teacher; rural respondents were slightly higher at 71 percent agreement. At the same time, more than half of urban teachers, and just under half of rural teachers, agreed with statements saying they were concerned that their community had a negative perception of teachers and the teaching profession.

How do teachers feel about their work environments?

Roughly two-thirds of teachers in both rural and urban environments agreed with statements saying that schools were adequately maintained and equipped and that their school's administration actively enables them to be better teachers. At the same time, just over 20 percent of respondents disagreed with each of these statements.

The most troubling result to come out of this section of the study is that fewer than half of urban teachers (49 percent) and just over half of rural teachers (56 percent) agreed with the statement that their district administration actively enables them to be better teachers. At the same time, 31 percent of urban teachers and 25 percent of rural teachers disagreed with this statement.

How do teachers feel about their quality of life in their communities?

Community quality of life can be a key factor in teacher recruitment and retention. The study asked a number of agree/disagree questions regarding quality of life and found:

- 80 percent of urban teachers and 66 percent of rural teachers said that their community had a quality of life that made them want to stay. At the same time, nearly 20 percent of rural teachers disagreed with this statement compared to just 8 percent of urban teachers.
- 78 percent of urban teachers and 72 percent of rural teachers said they felt personally safe in their community. However, 13 percent and 16 percent, respectively, disagreed.
- Quality affordable housing is an issue in rural areas in particular, as 51 percent of teachers agreed that their community lacks adequate and affordable quality housing for new teachers. The figure for urban areas was 24 percent.
- Internet connection speeds and data rates are also an issue for rural teachers. Nearly 40 percent disagreed with the statement that their community has adequate internet connection speeds to support their teaching and life in the community.

How do teachers feel about community programs?

A surprising result of this survey is how low the portion of respondents is who feel that community programs help support their students' learning and performance; just 57 percent of urban teachers and 42 percent of rural teachers agreed with this statement. Perhaps more worrisome is that in rural communities 35 percent of teachers disagreed with this statement. In addition, teachers' responses to open-ended questions indicate that the issue here could be a lack of programs aimed at students, teachers, schools, and parents as much as it is a lack of connectedness and efficacy of existing programs. The study views this result as an indicator of the need for greater communication between rural teachers and community programs' sponsors about which efforts will help teachers and which

current efforts aren't helping teachers. The results also indicate the need for a gap analysis assessing the lack of programs or the lack of effective programs.

Student and Teacher Engagement

The survey, using 10 agree/disagree statements, asked teachers about the relationships between parents, students, teachers, and schools. These statements all reflect elements that are helpful in supporting student learning, and when teachers agree with these statements, their responses are indicative that the school and parents are working together to create an environment that assists and engages student learning. The statements are:

1. The parents of my students are engaged partners in my students' learning.
2. The parents of my students have high expectations for their students' academic performance.
3. The parents of my students have high expectations for their students' behavior while at school.
4. As a whole, my students are very engaged in my school's learning experience.
5. My students' before-school environment supports student learning and performance in my classroom.
6. My students' after-school environment supports student learning and performance in my classroom.
7. My students' home environment supports student learning and performance in my classroom.
8. My school is an open and welcoming place for parents.
9. My school is an open and welcoming place for the community.
10. My school effectively identifies and engages at-risk students.

Where do teachers see schools doing a good job with regards to parent and student engagement?

Teachers, both urban and rural, gave their schools the highest marks for being welcoming and open to the community. Eighty-five percent of urban teachers agreed that their school is welcoming and open to parents, while 83 percent said that their school is welcoming and open to the community; 71 and 75 percent of rural teachers, respectively, agreed with these statements (see Table ES-1). Approximately 70 percent of urban teachers also agreed that their schools identified and engaged at-risk students and that their overall student body is engaged in learning. Rural responses for these two categories show less agreement with the statement, with just 55 percent and 59 percent of respondents agreeing that that their schools identified and engaged at-risk students and that their overall student body is engaged in learning.

Table ES-1. Aggregate Engagement Responses, Top Scoring

Topic	Urban (N=800)			Rural (N=223)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
Welcoming/Open to Parents	85	5	4.2	71	11	3.9
Welcoming/Open to Community	83	5	4.2	75	9	4.0
Identify At-Risk Students	71	15	3.8	55	26	3.3
Students Engaged	69	15	3.7	59	22	3.5

Source: Northern Economics, Inc., 2013

Where do teachers see room for improvement regarding engagement?

As noted in the survey results, both urban and rural teachers are less likely to agree with positive statements that happen to be outside their control or their school's direct control. With the exception of parents having high academic expectations for students (53 percent), less than 50 percent of urban respondents agreed with positive statements about parents having high behavioral and academic expectations, parents being engaged, and before-school, after-school, and home environments being supportive (see Table ES-2). The results on the rural side were even lower, with roughly 40 percent or less of the respondents agreeing with the statements and more than 40 percent of respondents disagreeing with the statements. In short, teachers see a lot of room for improvement in the supportive environment just beyond their schools' boundaries and in the case of rural respondents, it is clear that respondents are telling the survey that some things are not working.

Table ES-2. Aggregate Engagement Responses, Lowest Scoring

Topic	Urban (N=800)			Rural (N=223)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
High Academic Expectations	53	24	3.4	39	45	2.9
High Behavior Expectations	49	28	3.3	41	39	3.0
After-school Environment	47	28	3.3	41	41	3.0
Parents Engaged	43	34	3.1	26	55	2.6
Before-school Environment	36	31	3.1	31	44	2.8
Home Environment	37	40	2.9	21	60	2.4

Source: Northern Economics, Inc., 2013

Are there differences between grade levels on these issues?

There are grade level differences between the responses of teachers who teach elementary grades (K–6), middle school grades (7–8), and high school grades (9–12). For urban teachers, the study sees declines across the board with the exception of the portion agreeing with the adequacy of after-school care. Perhaps the most disturbing trends are the declines in the portion agreeing that their students are engaged, which falls 25 percent from 78 percent to 58 percent and the portion saying parents are engaged, which falls 20 percent from 47 percent to 38 percent. By high school, just 6 in 10 urban teachers think their students are engaged learners and just 4 in 10 think parents as a whole are engaged partners (see Table ES-3).

Rural teachers provided the survey with a slightly different pattern. The study sees significant drops in agreement between elementary school teachers and middle school teachers and then a small recovery (and even some improvement) at the high school level. One area where agreement goes up over the grade levels is identifying at-risk students. Elementary and middle school teachers had agreement rates around 50 percent, but high school teachers had an agreement rate around 60 percent. While there is this small element of positive news in the rural results, the rural results show the same pattern for parent and student engagement. The portion of teachers saying their students are engaged falls 38 percent (26 percentage points) from 70 percent to 44 percent. The portion saying parents are engaged partners falls 43 percent from 33 percent to 19 percent.

Overall, these results indicate that teachers are telling us that they are losing student and parent engagement as students progress through the school system.

Table ES-3. Grade Level Differences in Agreement

Topic	Urban (N=800)			Rural (N=223)		
	Elementary (Grades K–6)	Middle (Grades 7–8)	High School (Grades 9–12)	Elementary (Grades K–6)	Middle (Grades 7–8)	High School (Grades 9–12)
Welcoming/Open to Parents	88	87	79	76	53	69
Welcoming/Open to Community	86	88	75	78	57	76
Students Engaged	78	62	58	70	50	44
Identify At-Risk Students	76	71	64	52	50	61
High Academic Expectations	57	46	49	41	47	32
High Behavior Expectations	54	41	44	42	43	39
After-school Environment	47	49	46	38	40	48
Parents Engaged	47	39	38	33	17	19
Before-school Environment	38	31	34	29	27	37
Home Environment	39	32	35	23	20	18

Source: Northern Economics, Inc., 2013

Social and Community Issues Inhibiting Student Performance

The survey presented teachers with a list of 18 issues that the independent steering committee selected as social issues that could inhibit student performance. The survey asked teachers to rate the impact each issue had on classroom learning, indicate the portion of students affected by each issue, and rank the top three issues they thought their community should address. The same list was presented to all respondents with the exception of “teen employment,” which was only added to the list for high school teachers. The issues presented were the following:

- Bullying
- Chronic absence
- Chronic tardiness
- Community health
- Crime in the community
- Domestic violence
- Drugs and alcohol in the community
- English as a second language
- Home environment
- Homelessness
- Hunger
- Lack of quality school facilities
- Neighborhood safety
- Periodic absence
- Periodic tardiness
- Prior student preparation (Pre-K student prep. for K–6 questions)
- Student drug and alcohol abuse
- Teen Employment (High School only)

What is the portion of students negatively affected by these issues?

Rural and Urban teachers are united in their responses that the issues negatively affecting the largest number of their students are drugs and alcohol in the community, prior student preparation, and home environment. These three issues occupy the top slots for each teacher sub-group from elementary to high school teachers and from urban to rural settings (see Table ES-4).

While urban and rural teachers are seeing the same issues, rural teachers see them affecting a much larger portion of their student bodies. For rural teachers, the average portion of the student body affected by a top issue is 40 percent, while for urban teachers the average portion of the student body affected is 23.5 percent. In short, the top social issues are 70 percent more prevalent amongst the rural student body than the urban student body according to teachers who responded to the survey.

Table ES-4. Portion of Student Body Affected

Group	Issue Rank	Issue	Portion Affected (%)
Rural K-6	First	Drugs and Alcohol in the Community	38
	Second	Home Environment	34
Rural 7-8	First	Prior Student Preparation	44
	Second	Drugs and Alcohol in the Community	40
Rural 9-12	First	Drugs and Alcohol in the Community	45
	Second	Home Environment/Prior Student Preparation (Tie)	37
Urban K-6	First	Home Environment	21
	Second	Prior Student Preparation	18
Urban 7-8	First	Home Environment	25
	Second	Prior Student Preparation	24
Urban 9-12	First	Prior Student Preparation	28
	Second	Home Environment/Drugs and Alcohol in the Community (Tie)	25

Source: Northern Economics, Inc., 2013

What issues do teachers think have the greatest effect on the classroom?

The survey set out to measure not only the breadth of the effect of social and community issues on classroom learning, but also the depth of the effect these issues have in the classroom. Table ES-5 shows social issues with the greatest portion of teachers saying that the issue inhibits, strongly inhibits, or very strongly inhibits learning in their classrooms. Within the rural community, the number one choice for teachers at all levels is chronic absence. By middle school and into high school, 75 percent of teachers are saying that chronic absence strongly or very strongly inhibits learning in their classroom. The second most prevalent issues are “home environment” for elementary teachers and “drugs and alcohol in the community” for middle and high school teachers.

Urban teachers across all levels agree that the issue with the most effect on their classrooms is chronic absence, followed by home environment (elementary and middle), and chronic tardiness at the high school level.

**Table ES-5. Issues Having the Greatest Overall Classroom Effect
(Percent Saying Strongly or Very Strongly Inhibits Learning) ¹**

Group	Issue Rank	Issue	Portion Saying “Strongly Inhibits Learning” or Greater
Rural K-6	First	Chronic Absence	59
	Second	Home Environment	52
Rural 7-8	First	Chronic Absence	75
	Second	Drugs and Alcohol in the Community	67
Rural 9-12	First	Chronic Absence	75
	Second	Drugs and Alcohol in the Community	61
Urban K-6	First	Chronic Absence	56
	Second	Home Environment	43
Urban 7-8	First	Chronic Absence	66
	Second	Home Environment	50
Urban 9-12	First	Chronic Absence	72
	Second	Chronic Tardiness	46

Source: Northern Economics, Inc., 2013

Which issues do teachers think that they, their schools, and their communities should address?

The survey asked teachers if they could get their community to rally around and solve some of these issues, then which do they think would have the greatest positive effect in their classrooms overall (see Table ES-6). Rural elementary teachers selected addressing drugs and alcohol in the community and home environment. Rural middle school teachers selected bullying and community health, while rural high school teachers selected addressing drugs and alcohol in the community and chronic absence. Among urban respondents, both elementary and middle school teachers selected home environment and chronic absence. High school teachers selected chronic absence distantly followed by prior student preparation.

¹The results displayed in this table are the percentage of respondents that selected 4–Strongly Inhibits Classroom learning and 5–Very Strongly inhibits classroom learning on the scale of 1 to 5. When the range is expanded to include 3–Inhibits Classroom Learning, the top two issues in each category remain the same with the exception of Rural K–6, which changes to home environment and drugs and alcohol in the community and Urban 9–12, which changes to chronic absence and prior student preparation.

Table ES-6. Top Priority Issues

Group	Issue Rank	Issue	Portion Affected (%)	Portion Saying “Strongly Inhibits Learning” or Greater	Intensity Index Score
Rural K-6	First	Drugs and Alcohol in the Community	38	46	100
	Second	Home Environment	34	63	85
Rural 7-8	First	Bullying	38	59	100
	Second	Community Health	32	25	64
Rural 9-12	First	Drugs and Alcohol in the Community	45	61	100
	Second	Chronic Absence	19	75	71
Urban K-6	First	Home Environment	21	43	100
	Second	Chronic Absence	7	56	81
Urban 7-8	First	Home Environment	24	50	100
	Second	Chronic Absence	9	66	81
Urban 9-12	First	Chronic Absence	14	72	100
	Second	Prior Student Preparation	28	13	55

Source: Northern Economics, Inc., 2013

Strategies for Enhancing Student Learning and Achievement

Through the guidance of the steering committee, the survey asked teachers to rate the importance of selected strategies for enhancing student performance and learning, and to rate the performance of their schools with respect to those concepts. Each of these concepts is an active strategy that schools, teachers, parents, and stakeholder groups can pursue:

1. Encouraging strong ties between schools and parents;
2. Keeping pace with technology and related social changes (e.g., social media);
3. Generating awareness by all students of what is needed to succeed at the next step in their educational and work lives;
4. Addressing the needs of students who are English language learners;
5. Creating opportunities for student learning beyond the classroom and school building;
6. Creating a tighter and more streamlined connection between social, health, and education services for students and families;
7. Encouraging students to have hopes and dreams for the future;
8. Assuring access to educational support outside of the classroom (e.g., outside homework assistance, study time, etc.);
9. Making a connection between local culture and community and the broader world;
10. Providing adequate after-school care to students;
11. Making a connection between academic learning and the work world.

What are teachers' favored strategies for enhancing student learning and achievement?

In rural schools, teachers provided the study with a diverse group of favored strategies (see Table ES-7). Elementary teachers preferred creating awareness of the next step in students' lives and connecting the academic and working worlds. Middle school teachers, who in the rural environment are fighting higher levels of student disengagement, indicated they wanted to focus on encouraging hopes and dreams for the future and ESL student needs. Rural high school educators, knowing that their charges are about to leave school, want to focus on keeping pace with technology and making an academic and work world connection.

Urban teachers' responses were more uniform across grade levels, with five of the six top choices focusing on next step/academic and work world awareness. Urban teachers are very focused on the concept of communicating to children and parents the skills that are required to succeed at the next grade level or destination in a child's life-long education. The only other "top two" strategy for urban educators was "adequate after-school care," which came in second amongst high school teachers. While we often think of after-school care as important for younger children, constructive activities and environments can be just as important to older students.

Table ES-7. Top Strategies for Enhancing Student Learning and Achievement

Group	Choice Rank	Strategy	Intensity Index Score
Rural K-6	First	Awareness of the Next Step	100
	Second	Connecting Academic and Work Worlds	73
Rural 7-8	First	Encouraging Hopes and Dreams for the Future	100
	Second	ESL Student Needs	92
Rural 9-12	First	Keeping Pace with Technology	100
	Second	Connecting Academic and Work Worlds	84
Urban K-6	First	Awareness of the Next Step	100
	Second	Connecting Academic and Work Worlds	66
Urban 7-8	First	Connecting Academic and Work Worlds	100
	Second	Awareness of the Next Step	56
Urban 9-12	First	Connecting Academic and Work Worlds	100
	Second	Adequate After-school Care/Activities	94

Source: Northern Economics, Inc., 2013

Where do teachers think their schools are doing a good job and where are they struggling?

Overall, the survey respondents believe that their schools are the most successful at encouraging students to have hopes and dreams for the future as nearly 7 in 10 respondents said their school is making positive progress or excelling at accomplishing this goal and just 1 in 10 said that their school is struggling or losing ground. The next tier of responses includes the concepts of building strong parent/school ties and keeping pace with technology performance; roughly 60 percent of respondents said their school is making positive progress on these issues and just over 10 percent said they were struggling or losing ground. In the next tier of performance concepts, just over 50 percent of respondents reported positive progress and the portion reporting that their schools are struggling is in the mid-teens. These concepts include making students aware of what it takes to succeed at the next level, addressing the needs of ESL students, and making connections between the local and academic worlds to the outside and work worlds respectively. In the bottom tier, generally less than 50 percent

of respondents said their schools are making positive progress and more than 20 percent said that their schools are struggling (see Table ES-8).

Table ES-8. How Teachers Rate the Efficacy of their Schools at Addressing Surveyed Issues, Urban and Rural

Supporting Strategies	Urban (N=760)			Rural (N=220)		
	Positive Progress or Excelling	Struggling or Losing Ground	Average Score	Positive Progress or Excelling	Struggling or Losing Ground	Average Score
Encouraging Hopes and Dreams for the Future	71	7	3.8	60	13	3.6
Strong Parent/School Ties	67	9	3.8	45	19	3.3
Keeping Pace with Technology	59	13	3.6	62	14	3.6
Awareness of the Next Step	55	13	3.5	49	19	3.3
ESL Student Needs	55	12	3.5	48	20	3.3
Connecting Academic and Work Worlds	53	14	3.4	47	19	3.4
Connecting Local and Outside World	51	12	3.4	55	16	3.4
Opportunities Beyond the Classroom	47	19	3.5	44	28	3.3
Access to Outside Support	46	22	3.3	45	25	3.2
Adequate After-school Care	44	24	3.3	33	37	3.0
Tighter Connections between Stakeholders/Services	38	19	3.2	34	29	3.1

Source: Northern Economics, Inc., 2013

Open Ended Questions

The final section of the survey asked teachers to answer four open-ended questions in hopes to capture any issues currently affecting student engagement that were not previously addressed in the other sections of the survey:

1. I find that my students are most engaged in their learning environment when....
2. I find with my students that the following factors disengage students from learning.....
3. If you could make one single and realistic change inside your school to enhance student learning what would it be and why?
4. If you could make one single and realistic change outside your school to enhance student learning what would it be and why?

What engages students and what causes students to become disengaged?

Table ES-9 displays some of the most common themes found throughout the responses to the first two open-ended questions regarding student engagement. Many of the responses to the second question concerning factors that disengage students were the antithesis of responses regarding factors that engage students. For example, teachers identified consistent attendance as an engaging factor and frequent absence as a disengaging factor. Adequate sleep and nutrition and attendance are the factors that teachers reference most frequently when responding to both of these questions. These results in many cases mirror and further support the results displayed in Section 3.3, Factors Inhibiting Student Performance. Teachers also commonly reference teaching techniques in their responses to this question, specifically how traditional teaching methods (i.e. “sit and get”) are not as engaging to students as projects or group activities.

Table ES-9. Open-Ended Student Engagement Results—Common Themes

Engaging Factors	Disengaging Factors
Consistent Attendance	Frequent Absence
Adequate Sleep and Nutrition	Inadequate Sleep & Nutrition
Hands-On Projects	Traditional Learning Techniques ("sit & get")
Stable & Supportive Home Environment	Disruptive Student Behavioral Issues
Student/Teacher/Parent Collaboration	Lack of Community Support

Source: Northern Economics, Inc., 2013

What are some of the changes teachers would like to see made both inside and outside of their schools to enhance student learning?

The final two open-ended questions of the survey asked teachers what single and realistic change they would like to see made inside and outside of their schools to enhance student learning. Table ES-10 displays the most common themes found throughout teachers' responses. Reducing classroom sizes, increasing teacher support staff and offering students more vocationally focused classes are some of the changes teachers would like to see made inside of their schools to enhance student learning. Increased parental engagement, additional community programs and parents fostering better sleep and nutritional habits for students are some of the external changes teachers would like to see made. Many of these changes directly correspond with the issues identified in Table ES-9 above as well as the results displayed in Section 3.5, Broad Strategies for Supporting Education and Enhanced Student Learning.

Table ES-10. Open-Ended—Internal & External Changes for Enhanced Student Learning

Internal Changes	External Changes
Smaller Class Sizes	Additional Community Programs and Facilities
Additional Vocation-Based Courses	Increased Parental Engagement
More Before & After-school Programs With Transportation	Community Support of Education
Increased In-School Support Staff	Parent Education on Importance of Sleep & Nutrition
Required Pre-K Classes	Improved Community Safety and Health

Source: Northern Economics, Inc., 2013

Household Survey

The statewide household survey collected responses from 750 Alaskan households in December 2013. The survey presented households with a battery of questions patterned after the social issue and education strategies for success questions that teachers received. The survey asked households to rate the negative effect of the social issues and identify the top three issues they believe that, if addressed, would provide the greatest positive effect on student learning and performance. The survey also asked households about how well they thought their schools are doing in executing a set of broad strategies that support learning and to name the top strategies they believe will have the greatest positive effect on student learning and performance.

How do households compare to teachers with regards to rating how social issues affect learning in the classroom?

Compared to teacher responses, a higher portion of households say that social issues negatively affect the classroom and, on average, households tend to say that the issues are more inhibiting. Households rated student drug and alcohol abuse and home environment as the top issues both in terms of the number of households who said these issues affected the classroom and the overall effect on the classroom. In comparison, teacher responses agree with the importance and effect of home environment, but their responses indicated that student drug and alcohol abuse is a much less prevalent and less inhibiting issue than indicated by household responses. Teachers are more focused on chronic absence. With regards to which social issue they think will generate the most benefits in the classroom, households would like to tackle community and student drug and alcohol abuse. In comparison, teachers, in aggregate, prioritized chronic absence, home environment, and prior student preparation.

How do households without school age children in them compare to those households that are home to children who attend public school?

Households without public school-age children are more likely to say that social issues are affecting the classroom and are less positive on the overall job done by schools. Households with children in public school tend to split the gap between the childless households and teachers. They are more positive about the current achievements of schools but not as positive as teachers.

How do households rate schools performance on broad education strategies?

Overall, households gave the highest marks to schools' abilities to encourage hopes and dreams moving forward and to keep pace with technological changes, with 55 percent and 54 percent of respondents, respectively, saying that their local school district was either improving in its ability to pursue the strategies or was a school district that set an example for others (see Table ES-11). These strategies are the only two where more than 50 percent of the respondents indicated that schools were making forward progress. The next two strategies, where schools connect local and outside worlds and address ESL student needs, both scored between 40 and 50 percent. The remainder of the strategies scored positive ratings between 30 and 40 percent.

The study also tracks where households said that Alaska's schools are mostly likely to be losing ground. Overall, 32 percent of households said that their local school system was struggling or losing ground with the strategy of connecting the academic and work worlds. The survey notes that parents of students gave schools a slightly better mark of 28 percent struggling or losing ground compared to 34 percent for households without school age children. The next strategies where households say parents struggle the most are generating awareness of the next step and providing access and connection to outside educational support. The study notes that the latter issue is one of the few strategies where the pessimism from households with students outpaced pessimism from households without students.

Table ES-11. Percentage of Households that Believe Schools Are Making Progress or Struggling by Education Support Strategy

Issue	Percent Perceiving Schools as Gaining Ground			Percent Perceiving Schools as Struggling or Losing Ground		
	All Households	With Students	Without Students	All Households	With Students	Without Students
Encourage hopes and dreams	55	58	53	16	16	16
Keeping pace with technology	54	53	55	16	23	13
Connecting the local & outside worlds	46	50	44	19	19	19
Addressing ESL student needs	42	46	40	18	15	19
Encouraging strong parent-school ties	38	48	34	24	23	25
Providing adequate after-school care	38	43	35	28	31	26
Opportunities beyond the classroom	36	40	35	27	30	25
Access to outside educational support	36	40	34	30	33	29
Generating awareness of next steps	35	35	34	31	30	31
Strengthening stakeholder connections	34	40	31	25	22	27
Connecting academic & work worlds	30	33	28	33	28	34

Source: Northern Economics, 2013.

Which supporting strategies are most appealing to households and teachers?

Teachers and households agree about prioritizing strategies that make students aware of the next step whether that next step is moving to the next grade, the next level of schooling, or the work world. However, teachers also say that addressing the lack of after-school care/activities and creating greater connections between outside service providers, community programs, and school communities will pay strong dividends. Households largely ignored these issues in comparison to connecting the work and academic worlds, making students aware of the next step, and prioritizing stronger school/parent ties.

1 Introduction

This report documents the results of the 2013 Statewide Enhancing Student Learning and Performance Study. The study is supported by NEA-Alaska and guided by an independent steering committee consisting of members from the United Way of Anchorage, the Anchorage Chamber of Commerce, the Alaska PTA, Citizens for the Educational Advancement of Alaska's Children, and NEA-Alaska, as well as Alaska's 2013 Superintendent of the Year, Steve Atwater, Ph.D., and 2013 Teacher of the Year, Chris Benshoof.

The study's purpose is to provide some of the information necessary to advance the statewide conversation on education policy and program solutions in a way that supports student learning, engagement, and performance. The study consists of two primary analytical components: a statewide survey of teachers and a statewide household survey of adults. The purpose of the statewide teacher survey is to capture "in the field" observations of the conditions that help and hinder student performance. Teachers' voices are often lost in today's education discussions, but as the individuals who live education on a daily basis, teachers are an important source of information. Policymakers can forget that educators' daily interactions with students can be one of our best sources of information on how to enhance student learning and performance. At the same time, the household survey is designed to help us identify how teachers and the general public differ in their perceptions of the challenges and successes of Alaska's school systems.

The following sections document the results of this study:

- Section 2 describes the study approach and methods.
- Section 3 focuses on the results of the statewide teacher survey.
- Section 4 focuses on the statewide household survey and contains a comparison of the teacher and household surveys.
- Appendix A contains the instrument for the teacher survey.
- Appendix B contains the instrument and selected cross-tabulations for the household survey.
- Appendix C contains a brief cross-tabulation analysis comparing teachers from Title I² schools with teachers working in non-Title I environments.

Important Notes—Please Read Before Proceeding

The conclusions developed for this report should not be viewed as indicative of any one school district or of every school district in the state. Each school district is its own entity with its own personality, culture, strengths, and challenges. The purpose of this report is to provide a broad, overarching survey and analysis of teacher and household views in order to start a statewide conversation. Under no circumstances should the results of this analysis be used to say that "district X is suffering from B problem" or that "district Y is talented at tackling Z issue." In fact, districts that received individual invitations to participate were told prior to the start of the study that their information would never be parsed out from the whole except at their specific request, and even then individual teacher responses will be protected by Northern Economics.

The analysis for the teacher survey is divided into rural and urban sub-groups and by class level (i.e., elementary [Grades K–6], middle school [Grades 7–8], and high school [Grades 9–12]). The study

² Title I is a federal program under No Child Left Behind that provides supplementary funding to improve academic achievement for low-income students.

divides the teachers into the urban and rural sub-groups in order to prevent rural responses from being lost in the much larger urban sample. We divide the analysis into the three grade level groups because students and teachers face different challenges based on developmental age. Please note that current aggregate responses are not weighted by grade level, although response rates by grade taught by teacher reflect the overall portion of grades covered. For example, teachers for Grades K–6 are 53 percent of the sample and those grades are 54 percent of the grades between Kindergarten and twelfth grade. Respondents from Grades 7–8 are 15 percent of the sample and 15 percent of the 13 grades. High school respondents are 32 percent of the sample and 31 percent of the grades. These facts noted, readers who are particularly interested in a specific grade level are advised to read grade level-specific sections where weighting is not an issue in addition to any commentary on aggregate results.

2 Study Design and Methods

As noted in Section 1, the study consists of two primary components: a statewide teacher survey and the statewide household survey. The steering committee participated in the design of each survey and put them through multiple rounds of review. The following subsections describe the surveys in greater detail.

2.1 Statewide Teacher Survey Design

The statewide teacher survey consisted of an online survey instrument focusing on demographics, community and work environment, issues affecting student performance, and strategies for improving student achievement. The study intended to make the survey open to all public school teachers in the state; however, the study group lacked a comprehensive list of teachers with their contact information. Thus, the study sent invitations to participate in the survey out via email lists maintained by NEA-Alaska and the American Federation of Teachers. In addition, Citizens for the Education Advancement of Alaska's Children (CEAAC) sent out invitations to their membership, which includes a group of rural school districts where the teachers' unions do not have a presence. The superintendents in these districts made the choice as to whether or not to forward the survey invitation to their teachers. The study team made it clear that the contact information collected by the survey would not be used for union recruiting or any purpose other than the study, and that only Northern Economics, Inc. would have access to individual survey responses.

The survey's seven sections addressed different areas of concern identified by the steering committee:

- **Demographics** collected information on age, gender, experience, school district, and grades taught. One of the most important pieces of data provided by this section is the school district variable, which allows the study to place each teacher into "rural" and "urban" categories.
- **Community and Work Environment** focuses on whether teachers feel welcomed, connected, and supported by their home communities and by their school and district administrations. This section also asks about issues such as technology and training.
- **Student and Parent Engagement** was the first of three sections customized according to grade level, breaking respondents into three groups: elementary (grades K–6), middle school (grades 7–8), and high school (grades 9–12). Teachers only saw issues specific to their grade levels. While there was significant overlap between the three groups, this design helped reduce respondent fatigue.

This section asked respondents to evaluate statements regarding the relationships between parents, students, and the schools.

- **Issues Affecting Student Performance** was also customized according to grade level. Respondents were asked to consider a set of issues that could inhibit student performance and learning.
- **Overall School Rating**, the last of the three grade level-specific sections, asked teachers to give an overall rating of their school's performance with respect to student performance and learning.
- **Factors for Improving Student Achievement** focused on community issues and the relationship between schools, parents, students, and community organizations. The survey did not touch on divisive topics such as school funding, vouchers, or teacher tenure. These issues are non-

starters for large portions of the state's population and a goal of this study is to help move the conversation about education on to areas of common ground.

- **Open-Ended Questions** were asked at the end of the survey to capture any additional thoughts teachers had regarding student engagement, inhibiting factors, and ideas for change.

The text of the statewide teacher survey is contained in Appendix A.

2.1.1 Responses

Over 1,160 teachers responded to the online survey, which was open for a little over three weeks. The respondents represent 43 urban and rural districts distributed around the state. The largest number of respondents came from the Anchorage School District (497), the Fairbanks North Star Borough School District (170), the Matanuska-Susitna Borough School District (139), the Kenai Peninsula Borough School District (52), and the Juneau School District (49).

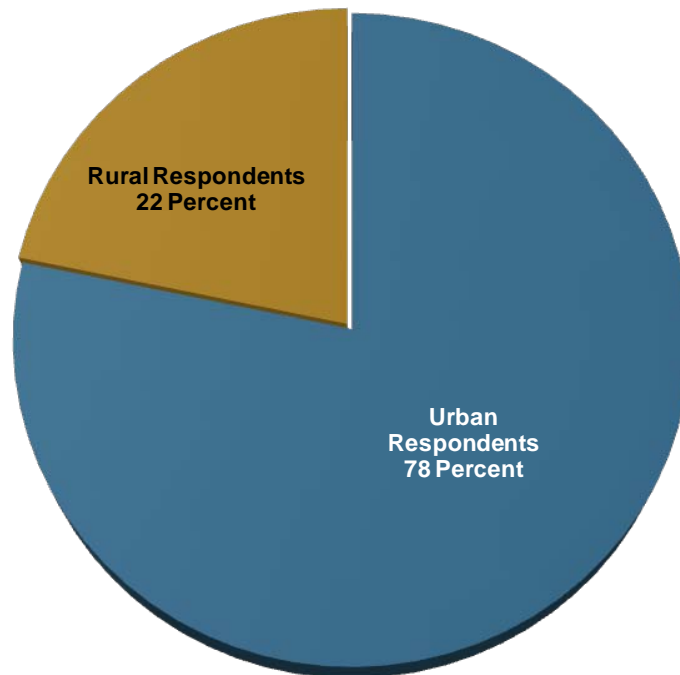
Table 1. Distribution of Responses by School District

District	Number of Responses	Percent of Sample
Anchorage School District	497	42.7
Fairbanks North Star Borough School District	170	14.6
Matanuska-Susitna Borough School District	139	12.0
Kenai Peninsula Borough School District	52	4.5
Juneau School District	49	4.2
Lower Kuskokwim School District	35	3.0
North Slope Borough School District	34	2.9
Ketchikan Gateway Borough School District	28	2.4
Kodiak Island Borough School District	22	1.9
Sitka Borough School District	16	1.4
Lower Yukon School District	13	1.1
Southwest Region School District	10	0.9
Northwest Arctic Borough School District	9	0.8
Nome Public Schools	9	0.8
Bering Strait School District	8	0.7
Dillingham City School District	7	0.6
Chugach School District	5	0.4
Petersburg City School District	5	0.4
Lake and Peninsula School District	5	0.4
Denali Borough School District	4	0.3
Delta/Greely School District	4	0.3
Haines Borough School District	3	0.3
Kashunamiut School District	3	0.3
Iditarod Area School District	3	0.3
Chatham Region School District	3	0.3
Mount Edgecumbe High School	3	0.3
Hoonah City School District	2	0.2
Other	2	0.2
Cordova City School District	2	0.2
Bristol Bay Borough School District	2	0.2
Annette Island School District	2	0.2
Craig City School District	2	0.2
Southeast Island School District	2	0.2
Wrangell Public School District	2	0.2
Anchorage Education Line Office	2	0.2
Kake City School District	1	0.1
Yukon-Koyukuk School District	1	0.1
Aleutians East Borough School District	1	0.1
Alaska Gateway School District	1	0.1
Kuspuk School District	1	0.1
Pribilof School District	1	0.1
Saint Mary's School District	1	0.1
Galena City School District	1	0.1
Nenana City School District	1	0.1
Total	1,163	100

Source: Northern Economics, Inc., 2013

Approximately 78 percent of the responding teachers work in school districts located in “urban” areas. For this study, urban districts are defined as the school districts for the Municipality of Anchorage, the Fairbanks North Star Borough, the City and Borough of Juneau, the Kenai Peninsula Borough, and the Matanuska-Susitna Borough. By comparison, these five areas account for 80 percent of Alaska’s population (Alaska Department of Labor and Workforce Development, 2012). If the number of teachers per capita is roughly the same between urban and rural areas, then teachers in both areas responded at roughly the same rate.

Figure 1. Distribution of Respondents, Urban and Rural Districts



Source: Northern Economics, Inc., 2013

2.2 Statewide Household Survey Design

The project team conducted a second survey of 750 Alaska households statewide. In addition to demographic questions, the survey asked respondents six questions:

1. Did the respondent live in a home where children in grades K through 12 were present?
2. What type of school did the children attend?
3. How much did respondents think that the same issues presented in the teacher survey affected student performance in Alaska schools?
4. Which issues did the respondent think were most important for their local community to tackle?
5. How good a job did the respondent think their local schools were doing taking steps to enhance student performance?
6. What steps for enhancing student performance did they think were more important?

The study designed the questions and the response options to match the questions and options seen in the teacher survey. The text of the statewide household survey is contained in Appendix B.

3 Statewide Teacher Survey Results

The statewide teacher survey was completed online by over 1,160 teachers. The following sections discuss the results of the survey in detail. However, some of the most important results from the survey are the following:

- In general, teachers feel that they understand the culture of their communities and that their communities welcome them. They also largely feel like their communities offer them a good quality of life and that they feel personally safe. At the same time, teachers expressed significant concerns about how they are perceived in their communities and about access to quality affordable housing.
- Teachers agree less with the idea that community programs help support their students' learning and performance and that their district administrations enable them to enhance student learning and performance than they do with statements regarding their place in the community. In particular, rural educators and Title I educators are less supportive of statements regarding whether existing community programs help and whether there are enough community programs to help.
- When asked about factors that can affect student and parent engagement, teachers broadly indicated that while they feel their schools are welcoming and open, they feel that factors outside of school are less supportive of students learning and engaging in the classroom. For example, just 43 percent of urban teachers and 26 percent of rural teachers believe that the parents of their students are engaged partners in their students' learning. In addition, teachers in both the rural and urban environments say that student engagement declines as students get older and that keeping students engaged is a challenge.
- Rural and urban teachers share similar experiences and attitudes. However, there are important differences between the two groups. For example, rural teachers are more likely to report issues with quality of life factors and they are more likely to report a higher portion of their students being affected by social issues. The top issues identified by urban teachers affect around 25 percent of the students, whereas the same top issues affect close to 45 percent of rural students.
- Across all of the grade levels, urban and rural respondents identified chronic absence and home environment as the issues that inhibit learning the most severely. At the same time, drugs and alcohol in the community, home environment and prior student preparation are consistently identified as issues affecting the largest percentage of students.
- When the survey asked teachers which issues, if addressed, would most increase student learning and performance, most urban teachers preferred that communities and schools address chronic absence, home environment, and prior student preparation. Rural respondents said they would like school and communities to address drugs and alcohol in the community, chronic absence, home environment, and bullying.

3.1 Community and Work Environment

The Community and Work Environment section of the survey asks teachers about how they relate to their community, how connected they feel to their community, and how supported and enabled they feel in their school work environment. This section asked teachers how much, on a scale of 1

(Strongly Disagree) to 5 (Strongly Agree) they agreed with 19 statements about their community and work environment:

1. My community respects and supports me as a teacher.
2. I feel connected and welcomed in the community in which I teach.
3. My school's administration actively enables my ability to enhance student learning and performance.
4. My district's administration actively enables my ability to enhance student learning and performance.
5. Community programs help support my students' learning and performance.
6. I am concerned that my community has a negative perception of the teaching profession.
7. My school is adequately equipped to support and enhance student learning and performance.
8. My school is adequately maintained to support and enhance student learning and performance.
9. I have the technology necessary to enhance my teaching abilities.
10. I have the training necessary to effectively use the technology my school provides.
11. My school has too many unused technological resources (e.g., unused computers, tablets, etc.).
12. I have the peer support needed to advance my professional development.
13. My community has a quality of life which helps me want to stay.
14. I frequently find that I have to teach outside my areas of expertise.
15. I frequently find that I have to teach grade levels outside my area of expertise.
16. My community lacks adequate and affordable quality housing for new teachers.
17. I feel safe from personal and property crime in the community that I teach.
18. I feel like I understand my community's culture enough to make academic content relevant.
19. My community has adequate internet connection speeds to support my teaching and my life in the community.

The statements can be divided into positive and negative statements. In general, if respondents feel supported by their communities and in their jobs, they will agree with positive statements and disagree with negative statements. Among the positive statements, the responses show that teachers feel that they understand the culture of their communities (urban agreement 91 percent/rural agreement 87 percent) and that their communities welcome them (urban agreement 84 percent/rural agreement 78 percent). Where the survey shows less agreement with the positive statements is whether or not community programs help support their students' learning and performance (urban agreement 57 percent/rural agreement 42 percent) and whether their district administrations enable them to enhance student learning and performance (urban agreement 49 percent/rural agreement 56 percent).

Among the negative statements, we find that most teachers disagree with the statements regarding whether they are asked to teach outside their grade level or areas of expertise and they disagree that there are large amounts of unused technology in their schools. For all of these questions we see that

rural teachers show lower levels of disagreement and higher levels of agreement than urban teachers. The negative statements where the study sees greater indications of underlying issues are “My community lacks adequate and affordable quality housing for new teachers” and “I am concerned that my community has a negative perception of the teaching profession.” For both of these statements, fewer than 50 percent of the respondents disagreed with the statements and a larger portion agreed with the statements (see Table 2). The issue of quality and affordable housing is clearly an issue for a sizeable portion of rural respondents; 51 percent indicated that they agreed that their community lacked quality or affordable housing. This statement also had some traction amongst urban teachers with just 43 percent disagreeing with the statement and 24 percent agreeing with the statement. The remainder neither agreed nor disagreed. A larger issue for urban teachers (and a similarly sized one for rural teachers) is communities holding a negative perception of the teaching profession. Amongst urban respondents, 53 percent agreed with the statement and just 27 percent disagreed. The situation was slightly better amongst rural respondents, but still a significant issue with 45 percent agreeing and just 33 percent disagreeing.

Table 2. Community and Work Environment

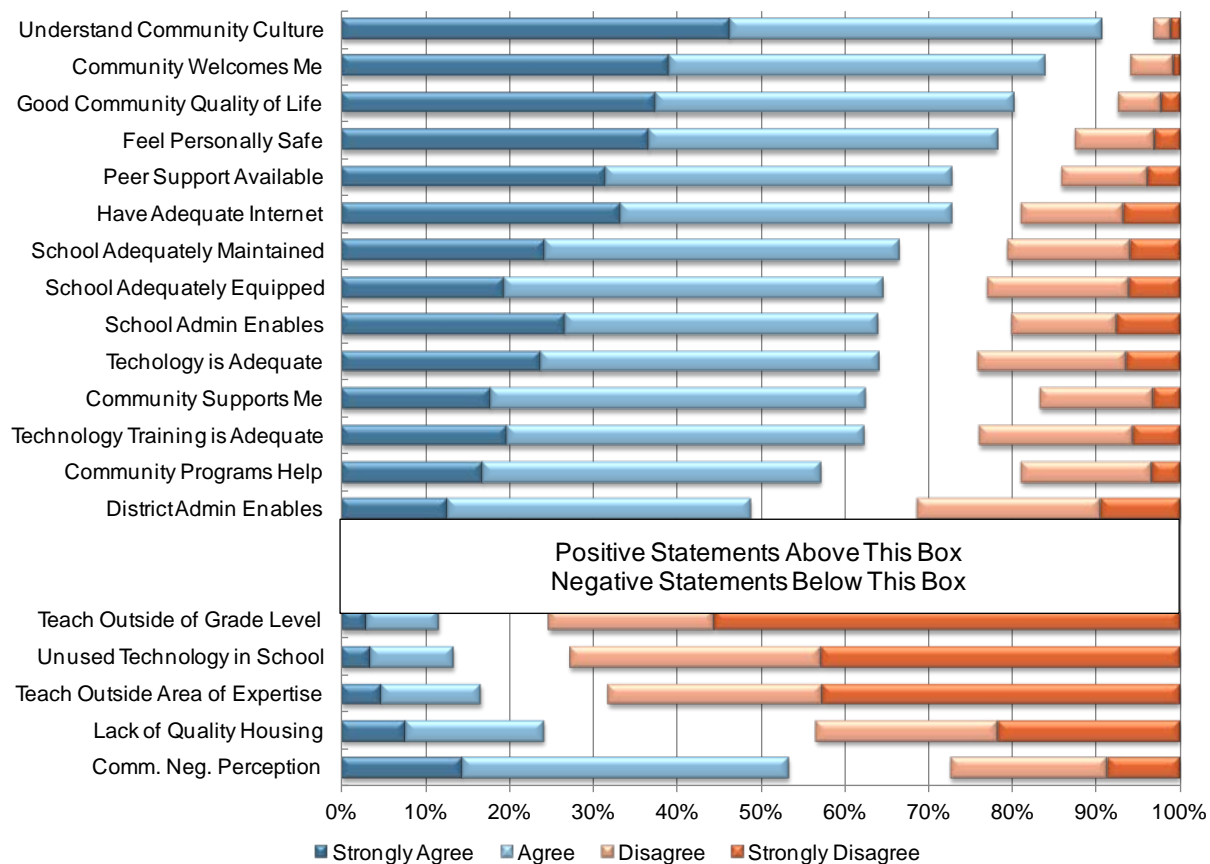
Topic	Urban (N=845)			Rural (N=245)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
Positive Statements						
Understand Comm. Culture	91	3	4.3	87	7	4.1
Community Welcomes Me	84	6	4.2	78	9	4.1
Good Quality of Life	80	8	4.1	66	18	3.8
Feel Personally Safe	78	13	4.0	72	16	3.9
Peer Support Available	73	14	3.9	66	16	3.7
Have Adequate Internet	73	19	3.8	52	37	3.2
School Well Maintained	66	21	3.6	69	19	3.7
School Adequately Equip.	65	23	3.5	65	20	3.6
School Admin Enables	64	20	3.6	64	22	3.6
Tech is Adequate	64	24	3.6	71	20	3.7
Community Supports Me	62	17	3.6	71	14	3.7
Tech Training is Adequate	62	24	3.5	68	21	3.6
Community Programs Help	57	19	3.5	42	35	3.1
District Admin Enables	49	31	3.2	56	25	3.4
Negative Statements						
Teach Outside Grade Level	12	75	1.8	20	64	2.2
Unused Tech in School	13	73	2.0	17	68	2.2
Teach Outside Area of Expertise	17	68	2.1	29	56	2.6
Lack of Quality Housing	24	43	2.7	51	34	3.2
Comm. Neg. Perception	53	27	3.3	45	33	3.1

Source: Northern Economics, Inc., 2013

3.1.1 Urban Community and Work Environment Results

The responses from urban teachers can generally be broken into rough tiers based on the difference in the portion of respondents who agreed with the statements. In the first tier, more than 80 percent of urban teachers indicated that they understood their community's culture, that their community welcomed them, and that a good quality of life is available in their community (see Figure 2). In the same tier, 78 percent said they feel personally safe in their community. In the second tier, 73 percent of teachers indicated that their community has adequate internet services and that they have adequate peer support. The third tier consists of responses where roughly 55 to 65 percent of teachers indicated they agreed with the statements and between 17 to 25 percent disagreed with the statements. These statements seem to be largely focused on the work environment and, in general, community statements scored higher than work environment statements.

Figure 2. Community and Work Environment—Urban



Source: Northern Economics, Inc., 2013

In addition, based on past experience, the study team finds that when 20 percent or more of the respondents disagree with positive statements and more than 20 percent agree with negative statements, it indicates a greater likelihood of “areas for improvement” within the population. For the urban population, the study notes that responses to the following statements indicate potential areas for improvement or focus:

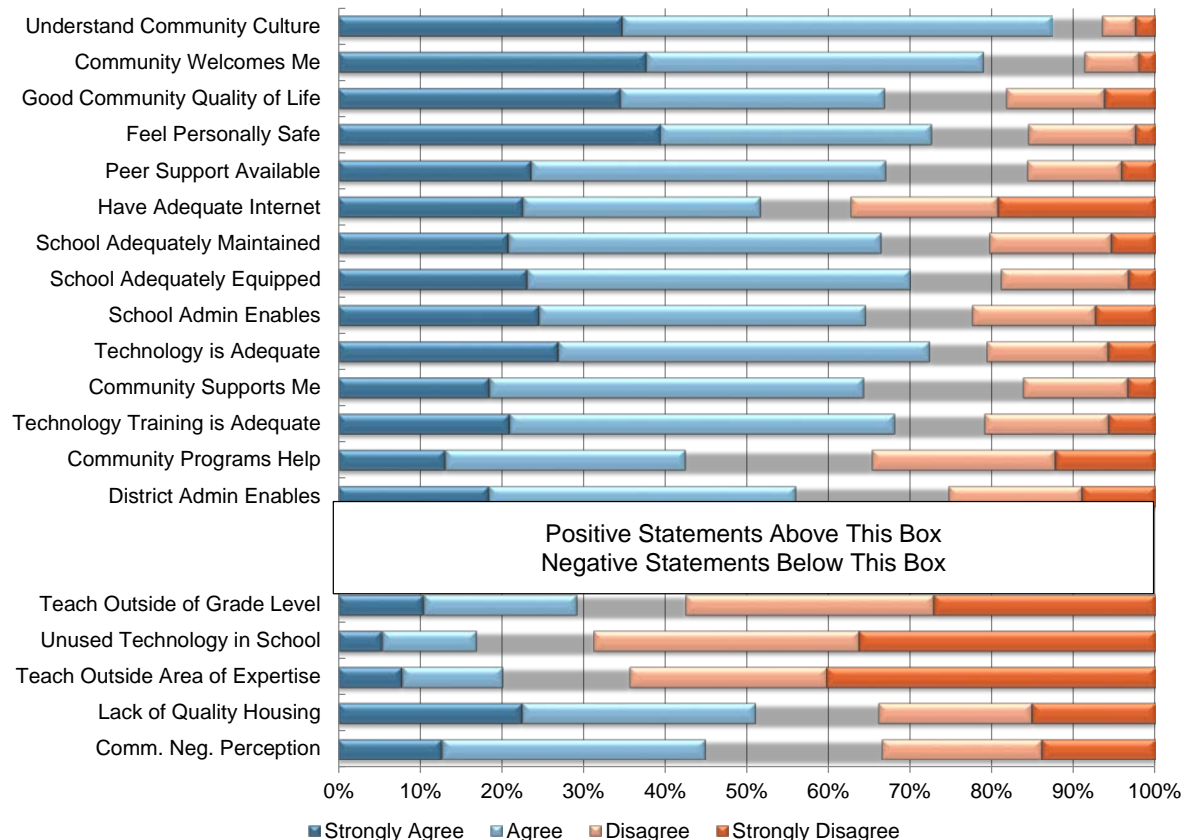
- My district’s administration actively enables my ability to enhance student learning and performance.
- I am concerned that my community has a negative perception of the teaching profession.
- My school is adequately equipped to support and enhance student learning and performance.
- My school is adequately maintained to support and enhance student learning and performance.
- I have the technology necessary to enhance my teaching abilities.
- I have the training necessary to effectively use the technology my school provides.
- My community lacks adequate and affordable quality housing for new teachers.

Within these statements, the most troubling scores are reserved for community perceptions of teachers and whether districts actively enable teachers’ abilities to enhance student learning and performance. The study also notes the strong difference in scores between the school administrations enabling teachers and school districts enabling teachers; the districts lose 15 points of agreement and gain 10 points of disagreement over individual schools. These results indicate that in comparison to their individual schools, teachers are less inclined to see their district administrations as working in the best interests of their students.

3.1.2 Rural Community and Work Environment Results

Responses from rural teachers are largely in line with responses from urban teachers. However there are some notable differences. For example, in comparison to urban teachers, rural respondents have:

- Lower agreement and higher disagreement with the statement that their community had adequate internet services.
- Lower agreement and higher disagreement with the statement that community programs actively support student learning and performance.
- Higher agreement and lower disagreement with the idea that their districts actively enable their ability to enhance student learning.
- Higher agreement and lower disagreement with the idea that their community lacks quality and affordable housing.

Figure 3. Community and Work Environment–Rural

Source: Northern Economics, Inc., 2013

In addition, the study notes that rural teachers are slightly less likely to feel their community has a negative perception of the teaching profession, although 45 percent of respondents agreed with this statement and just 33 percent disagreed with it.

The study finds some of these results particularly notable. Specifically, the results show that just 42 percent of rural teachers agreed with the statement that community programs help support their students' learning and performance, while 35 percent of respondents disagreed with this statement. Community programs provided by government, native corporations, tribes, and NGOs are some of the primary vehicles for extending services to rural communities, yet just two-fifths of rural respondents believe that these programs are enhancing student learning and performance. In comparison, 57 percent of urban respondents agreed with the statement and just 19 percent disagreed with the statement. After the statements on adequate internet and quality/affordable housing, this statement has the highest level of difference between urban and rural responses. This result indicates the strong need for future research and communication about these community programs and their role in rural schools.

3.2 Student and Parent Engagement

A section of the survey asked teachers about the relationship between parents, students, teachers, and schools. The purpose of this section is to try to understand where teachers think the relationship between these different groups is strong and where there are areas for improvement. This section

asked teachers how much, on a 1 to 5 scale (1=Strongly Disagree; 5=Strongly Agree), they agreed or disagreed with 10 statements about student and parent engagement in the learning process:

1. The parents of my students are engaged partners in my students' learning.
2. The parents of my students have high expectations for their students' academic performance.
3. The parents of my students have high expectations for their students' behavior while at school.
4. As a whole, my students are very engaged in my school's learning experience.
5. My students' before-school environment supports student learning and performance in my classroom.
6. My students' after-school environment supports student learning and performance in my classroom.
7. My students' home environment supports student learning and performance in my classroom.
8. My school is an open and welcoming place for parents.
9. My school is an open and welcoming place for the community.
10. My school effectively identifies and engages at-risk students.

The analysis is divided by grade level and by urban and rural respondents. Overall, the analysis finds that while teachers broadly believe that their schools are welcoming and open, they feel that factors outside of school are less supportive of students learning and engaging in the classroom (see Table 3). For example, just 43 percent of urban teachers and 26 percent of rural teachers believe that the parents of their students are engaged partners in their students' learning. In addition, while the broad conclusions are the same between rural and urban teachers, the teachers from the rural environments consistently show less positive sentiment and much higher negative sentiment than their urban counterparts. There are five statements where 40 percent or more of rural teachers disagree with the statements and two statements (parental engagement and supportive home environments) where more than 50 percent of respondents disagree with the positive statement provided by the survey.

Table 3. Aggregate Student, Parent, School Agree/Disagree Responses

Topic	Urban (N=800)			Rural (N=223)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
Welcoming/Open to Parents	85	5	4.2	71	11	3.9
Welcoming/Open to Community	83	5	4.2	75	9	4.0
Identify At-Risk Students	71	15	3.8	55	26	3.3
Students Engaged	69	15	3.7	59	22	3.5
High Academic Expectations	53	24	3.4	39	45	2.9
High Behavior Expectations	49	28	3.3	41	39	3.0
After-school Environment	47	28	3.3	41	41	3.0
Parents Engaged	43	34	3.1	26	55	2.6
Before-school Environment	36	31	3.1	31	44	2.8
Home Environment	37	40	2.9	21	60	2.4

Source: Northern Economics, Inc., 2013

The following subsections discuss the results by the elementary, middle school, and high school groups.

3.2.1 Elementary School

The vast majority of urban and rural elementary school respondents agreed with statements saying that their school was welcoming and open and that their students are engaged learners. In addition, more than three-quarters of urban respondents also say that their schools do effectively identify and engage at-risk students. However, after these questions, we see less agreement between respondents and the statement the survey presented to them. In addition, we also see a significant urban and rural divide within the survey results (see Table 4). For example, while 76 percent of urban respondents agree that their school identifies and engages at-risk students, just 52 percent of rural respondents agree with the same statement and nearly 30 percent disagree.

The analysis notes that teachers are more likely to agree with the positive statements focusing on the school and student sides of the parents-teacher-student triangle than they are with statements which focus on the parent side of the relationship. Less than 60 percent of urban respondents agreed with the statements saying that parents have high behavioral and academic expectations for their children. On the rural side just over 40 percent agreed with this statement and as many, or nearly as many, teachers said they disagreed with the statement. Another troubling result is that less than half of urban and rural respondents agreed with the statement saying that the parents of their children are actively engaged partners in their students' educational lives. In the rural environment, 50 percent of respondents disagreed with this statement. The results of the survey show a clear difference in teachers' perceptions of urban and rural parental engagement and expectations at the elementary education level. The same issues and the same exacerbation of the issue in the rural environment is evident when the survey asked respondents about whether their students' home environments support the students' learning; only 39 percent of urban respondents and 23 percent of rural respondents agreed with this statement. Most surprisingly, a full 60 percent of urban elementary teachers disagreed with the statement that their students' home environments supported their learning at school.

Table 4. Elementary Education Environment

Topic	Urban (N=419)			Rural (N=128)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
Welcoming/Open to Parents	88	5	4.3	76	10	4.0
Welcoming/Open to Community	86	4	4.3	78	6	4.1
Students Engaged	78	9	3.9	70	14	3.8
Identify At-Risk Students	76	13	3.9	52	28	3.3
High Academic Expectations	57	20	3.5	41	42	2.9
High Behavior Expectations	54	25	3.4	42	38	3.0
After-school Environment	47	27	3.3	38	44	2.9
Parents Engaged	47	31	3.2	33	50	2.8
Before-school Environment	38	31	3.1	29	45	2.8
Home Environment	39	36	3.0	23	60	2.4

Source: Northern Economics, Inc., 2013

3.2.2 Middle School

Middle school teacher responses regarding the school-parent-teacher environment mirror elementary teacher responses with some notable differences. While the portion of urban teachers who felt their schools are open to parents and the community stayed roughly constant, the portion of rural teachers who felt the same dropped from 76 percent (parents) and 78 percent (community) to 53 percent and 57 percent respectively. At the same time, the portion of both urban and rural teachers who agreed that their students are engaged learners dropped sharply. Urban responses also show that fewer teachers are agreeing with the statement regarding high academic and behavioral expectations and positive environments. There is clear erosion in these factors between elementary and middle school for urban respondents. While there is some erosion on the rural side, it is not nearly as pronounced as it is on the urban side.

The study notes that even with the decline in agreement for urban respondents, there is still a large gap between urban and rural opinions, and that rural respondents view overall conditions as substantially worse. In fact, 50 percent or more of rural middle school respondents disagreed with the statements regarding positive before and after-school environments, and 57 percent of the respondents indicated that they disagreed that their students' home environments are supporting their students' learning. The study does note that there are only 30 rural respondents in this section. Thus, it is possible that the results in this section, where they deviate from the elementary and high school sections, are the result of a reduced sample size.

Table 5. Middle school Education Environment

Topic	Urban (N=121)			Rural (N=30)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
Welcoming/Open to Parents	87	3	4.3	53	20	3.5
Welcoming/Open to Community	88	4	4.2	57	20	3.5
Identify At-Risk Students	71	13	3.8	50	43	3.0
Students Engaged	62	20	3.5	50	27	3.2
After-school Environment	49	24	3.3	40	50	2.7
High Academic Expectations	46	32	3.2	47	40	3.1
High Behavior Expectations	41	34	3.0	43	33	3.1
Before-school Environment	31	30	3.0	27	53	2.5
Parents Engaged	39	40	2.9	17	63	2.4
Home Environment	32	48	2.8	20	57	2.4

Source: Northern Economics, Inc., 2013

3.2.3 High School

For urban high school respondents, there is very little difference between their aggregate responses and the middle school responses with the exception that agreement with the student engagement question continues to fall. The 58 percent agreement level represents a four percentage point drop from middle school respondents and a twenty percentage point drop from elementary education responses. Rural respondents' results show the same pattern of lower student engagement as students progress through the educational system. Only 44 percent of high school respondents said that their students are engaged learners. This result is a drop of 26 percentage points, or 38 percent, from the 70 percent of elementary respondents who reported that their students are engaged learners.

The high school responses show a continuation of educators' not agreeing with positive statements about students' out of school environments supporting their in-school learning. There are not any great differences between high school and middle school responses to these statements. However, what the study does see is a continual erosion of agreement with the positive statements regarding student engagement. So, one result from the survey is that the responses from educators at all levels and areas (although particularly in the rural environment) indicate that there is a general belief that students' environments outside of school are not as supportive of student learning as they could be and that student engagement drops as students progress through the education system.

Table 6. High School Education Environment

Topic	Urban (N=260)			Rural (N=75)		
	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score	Somewhat or Strongly Agree (%)	Somewhat or Strongly Disagree (%)	Average Score
Welcoming/Open to Parents	79	5	4.1	69	8	3.9
Welcoming/Open to Community	75	6	4.0	76	11	4.0
Identify At-Risk Students	64	19	3.6	61	17	3.5
Students Engaged	58	22	3.4	44	33	3.0
High Academic Expectations	49	27	3.3	32	51	2.7
After-school Environment	46	30	3.2	48	33	3.2
High Behavior Expectations	44	29	3.2	39	43	2.9
Before-school Environment	34	33	3.0	37	39	2.9
Parents Engaged	38	36	3.0	19	61	2.4
Home Environment	35	42	2.9	18	61	2.3

Source: Northern Economics, Inc., 2013

3.3 Factors Inhibiting Student Performance

The survey presented teachers with a list of 18 issues that the independent steering committee selected as potential factors that could inhibit student performance. The survey asked teachers to rate the impact each issue had on classroom learning, indicate the portion of students affected by each issue, and rank the top three issues they thought their community should address. The same list was presented to all respondents with the exception of "teen employment," which was only added to the list for high school teachers. The issues presented were the following:

- Bullying
- Chronic absence
- Chronic Tardiness
- Community health
- Crime in the community
- Domestic violence
- Drugs and alcohol in the community
- English as a second language
- Home environment
- Homelessness
- Hunger
- Lack of quality school facilities
- Neighborhood safety
- Periodic absence
- Periodic tardiness
- Prior student preparation (Pre-K student prep for K–6 questions)
- Student drug and alcohol abuse
- Teen Employment (High School only)

3.3.1 Elementary School

The survey asked teachers who teach kindergarten through grade six how severely the selected issues inhibit student performance and learning in their classroom, the percentage of students affected by each issue, and the top three issues they would like their community to address. Some notable results from this section of the survey are:

- Chronic absence and home environment received the highest number of “strongly” or “very strongly inhibits learning” responses from both urban and rural teachers.
- English as a second language and homelessness were identified as inhibiting learning by more urban than rural respondents.
- Drugs and alcohol in the community and domestic violence were cited as inhibiting learning more by rural respondents than urban respondents.
- Home environment, Pre-K preparation and drugs and alcohol in the community were the issues that the largest portion of both urban and rural respondents identified as problems.
- The average percent of students identified as being affected by each issue was higher for rural respondents than urban respondents, signaling that these issues may affect a broader portion of rural student populations.
- The top priorities teachers would like to see addressed by their communities align with the issues they ranked as being most inhibitive to student learning.

Issues Rated by Severity

Survey results indicate that chronic tardiness and absence, home environment, and student preparation are the issues that respondents most strongly felt inhibit classroom learning in urban areas. Homelessness and English as a second language are two issues that were identified as being more inhibitive by urban teachers than rural teachers. Student drug and alcohol abuse and lack of quality school facilities were generally reported as issues that are not currently inhibiting classroom learning.

The average scores displayed in Table 7 were calculated by multiplying the number of responses for each ranking by their corresponding number value (1–5) and then dividing by the total number of responses. The “Not an Issue” and “Slightly Inhibits Classroom Learning” responses are combined in the first column. The column labeled “Inhibits Classroom Learning” displays the sum of all “Inhibits Classroom Learning,” “Strongly Inhibits Classroom Learning,” and “Very Strongly Inhibits Classroom Learning” responses.

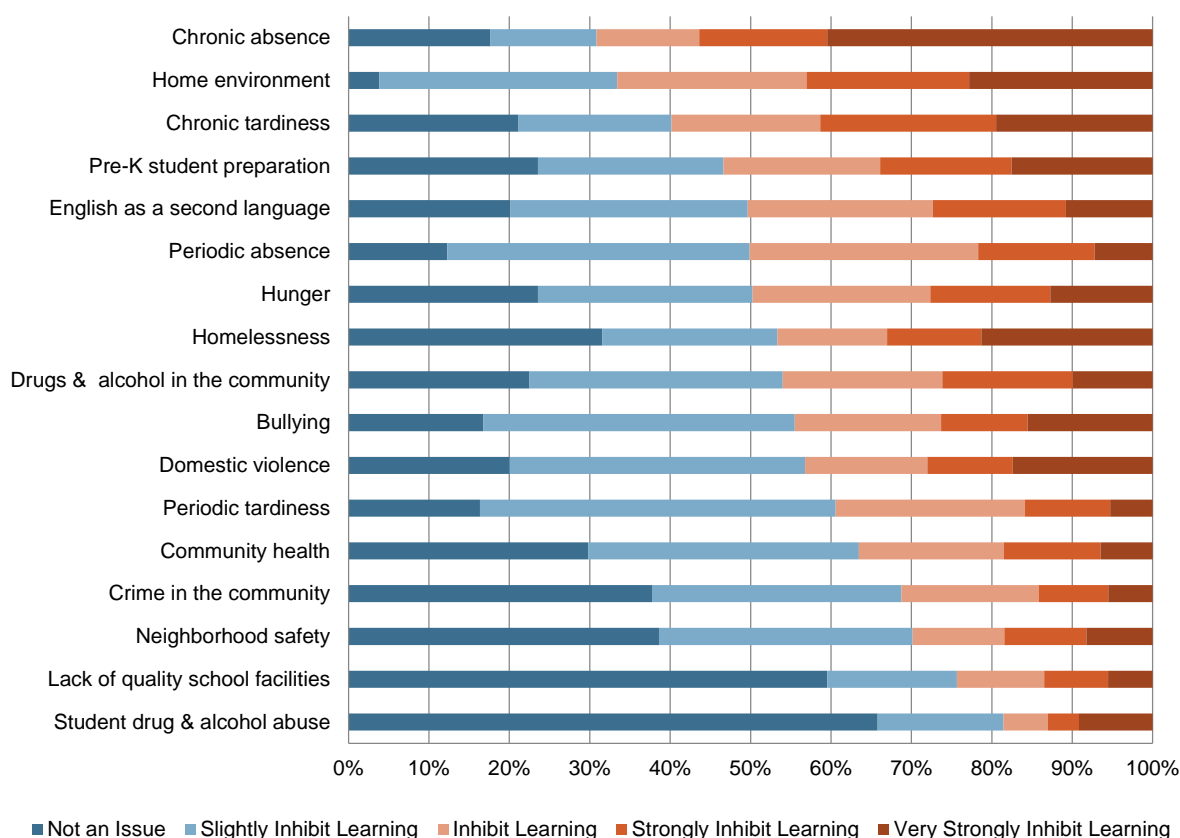
Table 7. Issues that Inhibit Urban Elementary Student Performance and Learning

Topic	Urban (N=418)		Average Score
	Not an Issue or Slightly Inhibits Learning	Inhibits Classroom Learning	
Chronic absence	31	69	2.7
Home environment	33	67	3.3
Chronic tardiness	40	60	3.0
Pre-K student preparation	47	53	2.8
English as a second language	50	50	2.7
Periodic absence	50	50	2.7
Hunger	50	50	2.7
Homelessness	53	47	2.7
Drugs & alcohol in the community	54	46	2.6
Bullying	56	44	2.7
Domestic violence	57	43	2.7
Periodic tardiness	61	39	2.4
Community health	63	37	2.3
Crime in the community	69	31	2.1
Neighborhood safety	70	30	2.2
Lack of quality school facilities	76	24	1.8
Student drug & alcohol abuse	81	19	1.7

Source: Northern Economics, Inc., 2013

Figure 4 shows the breakdown of the responses from urban K-6 teachers for each of the issues presented in question 11 of the survey. Although chronic absence did not have the highest average score (as seen in Table 7), almost 40 percent of respondents indicated that it “Very Strongly Inhibits Learning”, the largest percentage in that category. Home environment had the highest average score, but responses are more equally distributed between the four categories that indicate the degree to which it inhibits classroom learning.

Figure 4. Issues that Inhibit Urban Elementary Student Classroom Learning



Source: Northern Economics, Inc., 2013

Teachers of kindergarten through grade six in rural areas also indicated that chronic absence, home environment, and chronic tardiness were issues that strongly inhibit classroom learning. They also more strongly identified drugs and alcohol in the community and domestic violence as issues that inhibit classroom learning than did urban respondents. In general, the average scores for each issue are higher from rural responses than from urban responses. This could be a result of urban teachers working with a more diverse population of students, which would more evenly distribute responses. Both urban and rural teachers indicated that the lack of quality school facilities is not a factor that is currently inhibiting student learning.

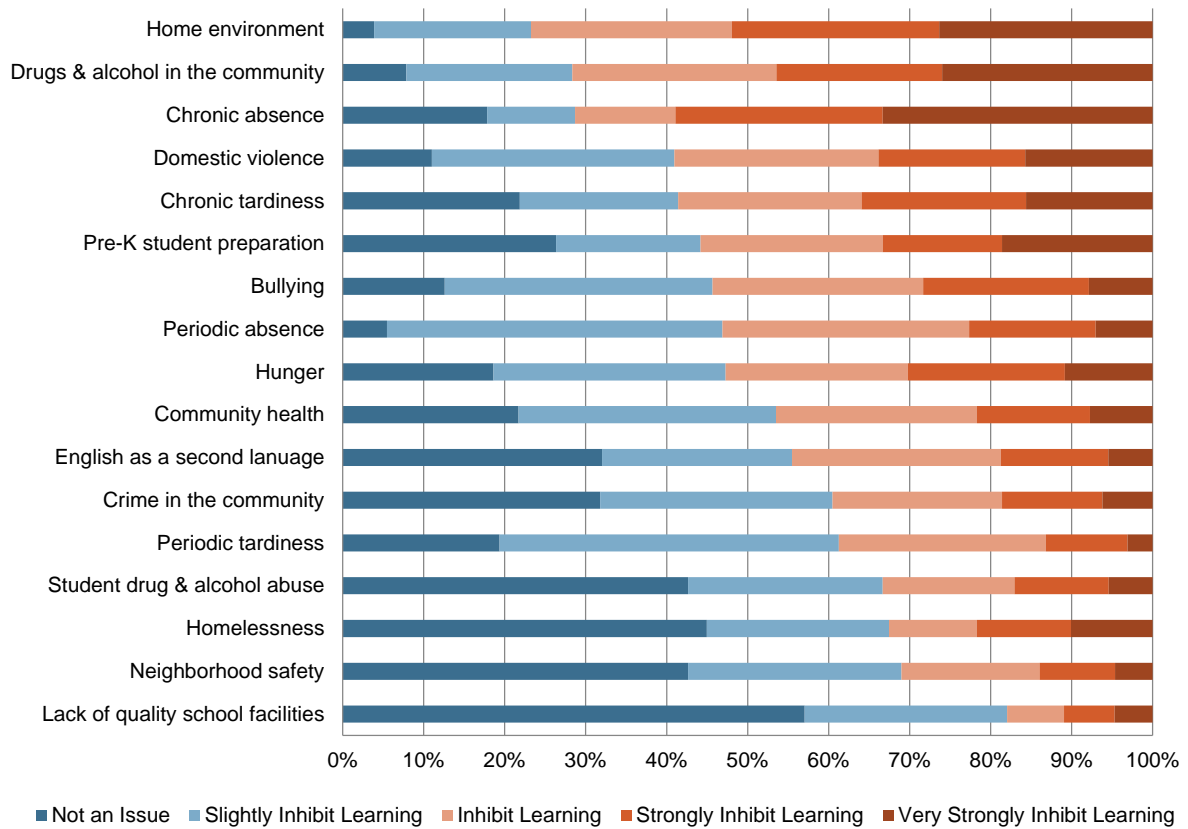
Table 8. Issues that Inhibit Rural Elementary Student Performance and Learning

Topic	Rural (N=129)		Average Score
	Not an Issue or Slightly Inhibits Learning	Inhibits Classroom Learning	
Home environment	23	77	3.5
Drugs & alcohol in the community	28	72	3.4
Chronic absence	29	71	3.5
Domestic violence	41	59	3.0
Chronic tardiness	41	59	2.9
Pre-K student preparation	44	56	2.8
Bullying	46	54	2.8
Periodic absence	47	53	2.8
Hunger	47	53	2.8
Community health	53	47	2.5
English as a second language	55	45	2.4
Crime in the community	60	40	2.3
Periodic tardiness	61	39	2.4
Student drug & alcohol abuse	67	33	2.1
Homelessness	67	33	2.2
Neighborhood safety	69	31	2.1
Lack of quality school facilities	82	18	1.8

Source: Northern Economics, Inc., 2013

As seen in Figure 5, chronic absence received the highest percentage of “Very Strongly Inhibits Learning” responses (33 percent of respondents), but it is lower on the list of inhibitive issues because it also received a larger percentage of responses indicating that it is not an issue (18 percent). Compared to home environment, a topic that only 4 percent of responses indicated was not an issue, chronic absence appears to be a more polarized topic for rural K-6 teachers, and their views on how it inhibitive it is to classroom learning vary.

Figure 5. Issues that Inhibit Rural K-6 Student Classroom Learning



Source: Northern Economics, Inc., 2013

Percentage of Students Affected

The next question in the survey presented teachers with the same list of issues they had just rated on their impact on student learning, and asked them to indicate what percentage of students are affected by each issue. The table below displays the results from teachers in urban areas and sorts them by average percent of students affected. Home environment, student preparation, and drugs and alcohol in the community were the three issues that urban respondents indicated affect the most students. Student drug and alcohol abuse and homelessness were the two issues that respondents identified as affecting the fewest students.

Table 9. Portion of Urban Elementary Students Affected by Issues

Topic	Urban N=385						Est. Percent Affected
	Less Than 5 Percent	5 to 20 Percent	20 to 40 Percent	40 to 60 Percent	60 to 80 Percent	80 to 100 Percent	
Home environment	28	39	20	0	8	4	21
Pre-K student preparation	38	36	14	0	8	4	18
Drugs & alcohol in the community	41	33	21	0	5	1	16
Bullying	50	34	10	0	3	2	13
English as a second language	54	27	15	0	3	1	12
Periodic absence	47	38	13	0	2	1	12
Hunger	54	31	13	0	2	1	11
Periodic tardiness	50	36	10	3	1	0	11
Domestic violence	52	35	10	0	2	1	11
Community health	60	27	10	0	3	1	11
Neighborhood safety	64	24	8	0	2	2	10
Lack of quality school facilities	79	12	4	0	1	3	8
Crime in the community	66	25	6	0	1	1	8
Chronic tardiness	65	30	3	0	1	0	7
Chronic absence	69	26	5	0	0	0	7
Homelessness	77	19	4	0	0	0	6
Student drug & alcohol abuse	91	8	2	0	0	0	4

Source: Northern Economics, Inc., 2013

Similar to the responses from urban teachers, rural teachers indicated that drugs and alcohol in the community, home environment, and student preparation were the three issues that affected the largest portion of students. Although the responses from both urban and rural teachers are ranked in a similar order, it appears that rural respondents feel the issues affect a broader percent of the student population in their communities. Scores from the rural responses are on average eight percentage points higher than the scores from the urban responses. The difference in the number of respondents (385 urban respondents vs. 125 rural respondents) could also have an impact on the average scores listed in Table 10, below.

Table 10. Portion of Rural Elementary Students Affected by Issues

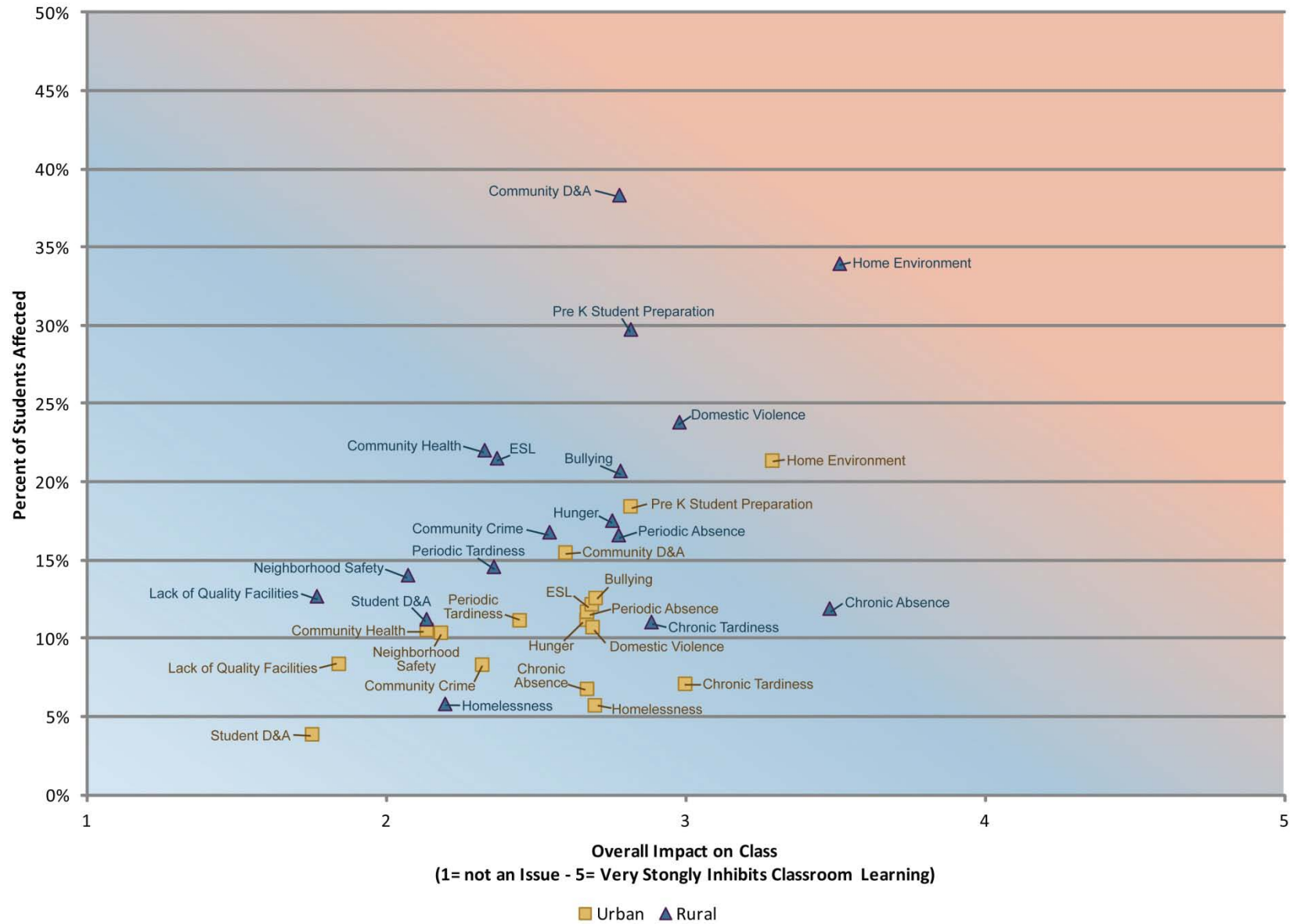
Topic	Rural N=125						Est. Percent Affected
	Less Than 5 Percent	5 to 20 Percent	20 to 40 Percent	40 to 60 Percent	60 to 80 Percent	80 to 100 Percent	
Drugs & alcohol in the community	15	22	22	14	16	12	38
Home environment	18	20	25	20	11	6	34
Pre-K student preparation	31	25	12	12	7	12	30
Domestic violence	27	32	18	16	3	4	24
Community health	38	28	12	10	6	5	22
English as a second language	47	25	10	6	2	11	22
Bullying	33	34	13	12	4	3	21
Hunger	42	26	17	10	3	1	18
Crime in the community	51	23	10	8	5	2	17
Periodic absence	36	40	13	7	1	3	17
Periodic tardiness	40	43	10	3	2	2	15
Neighborhood safety	56	23	11	4	3	2	14
Lack of quality school facilities	70	16	5	0	3	6	13
Chronic absence	48	37	9	7	0	0	12
Student drug & alcohol abuse	63	20	10	4	3	0	11
Chronic tardiness	51	33	12	3	1	0	11
Homelessness	81	14	2	2	1	0	6

Source: Northern Economics, Inc., 2013

Figure 6 graphically displays the results from questions 11 and 12 of the survey. Each issue is plotted using its average impact on classroom learning (the average scores from Table 7 and Table 8) and the average percent of students affected (average scores from Table 9 and Table 10). Issues plotted in the upper right quadrant of the graph are the issues that respondents identified as having the biggest impact on student learning and also affecting a large number of students. Resolving these issues would have an impact on the largest portion of the student population. This graph is a helpful tool to consult when making decisions on how to address each of these issues. For example, an issue that strongly inhibits student learning but only impacts a small number of students, such as chronic absence or homelessness, should be approached differently than an issue that affects a larger portion of students but is less inhibitive to their learning, such as community health or bullying.

Home environment is the issue identified by both urban and rural teachers as having the biggest impact on student learning and also affecting the largest portion of students. Chronic absence and chronic tardiness are also issues identified by rural and urban teachers as inhibiting student learning, but from the figure we can see that respondents felt that those issues impact a much smaller portion of students. The triangle plot points used for the rural responses are more dispersed than the square markers used for the urban responses. This could be a result of a combination of a bigger and more diverse urban student population and smaller number of rural respondents. The difference in urban and rural responses could also indicate that the issues presented in the survey have a bigger presence and impact in rural areas.

Figure 6. Elementary School Impacts of Classroom Issues



Source: Northern Economics, Inc., 2013

Key Issues to Address

Teachers were also asked to rank the top three issues that they thought their community should address in order to increase and enhance student performance and learning. The study team created two metrics that display results in terms of numbers of votes, titled “Points” and “Intensity Indicator,” to accompany the percentage of votes for each issue in Table 11 below. The “Points” metric is calculated by multiplying each response by the corresponding rating values (top priority=3, second priority=2, third priority=1) and then summing the total number of points for each issue. This metric shows the variation in total votes between the different issues listed. The “Intensity Indicator” is calculated by dividing the number of points each issue received by the largest number of points a single topic received. The points for home environment (113 points) were used as the denominator for the intensity indicator since that was the issue that received the most points.

Teachers in urban areas indicated that home environment, chronic absence and student preparation were the top three issues that their community should address to increase student learning. Over 61 percent of respondents selected one of these three issues as their top priority. The order of priorities listed in Table 11 corresponds very closely to the degree of impact respondents felt each of the issues has on student learning. With the exception of chronic absence, these top issues were also the ones identified by respondents as having an impact on the largest percentage of students (see Table 9).

Table 11. Top Three issues to address in Urban Elementary Schools

Topic	Urban N= 405				
	Top Priority	Second Priority	Third Priority	Points	Intensity Indicator
Home environment	24	16	9	113	100
Chronic absence	19	13	10	92	81
Pre-K student preparation	18	12	10	87	77
Bullying	9	9	9	54	48
Chronic tardiness	4	10	11	42	37
Hunger	4	9	10	40	36
English as a second language	4	5	10	33	29
Drugs & alcohol in the community	3	6	7	27	24
Domestic violence	3	7	4	27	24
Periodic absence	3	3	3	19	16
Homelessness	3	3	3	17	15
Lack of quality school facilities	4	1	3	16	14
Community health	1	2	3	12	11
Periodic tardiness	0	1	4	7	6
Neighborhood safety	0	1	2	6	5
Crime in the community	0	0	2	3	2
Student drug & alcohol abuse	0	1	1	2	2

Source: Northern Economics, Inc., 2013

The top priorities that rural teachers would like their community to address are similar to the priorities that urban teachers listed, with two major exceptions. Drugs and alcohol in the community, and domestic violence are much bigger priorities for teachers in rural areas than they are for urban teachers. Out of all of the rural respondents, over 43 percent selected drugs and alcohol in the

community as one of their top three priorities compared to only 16 percent of urban respondents. Domestic violence was one of the top priorities for 22 percent of rural respondents, but was only a top priority for 14 percent of urban respondents.

Table 12. Top Three Issues to Address in Rural Elementary Schools

Topic	Rural N= 129				
	Top Priority	Second Priority	Third Priority	Points	Intensity Indicator
Drugs & alcohol in the community	22	11	10	99	100
Home environment	16	9	17	84	85
Chronic absence	14	17	7	82	83
Pre-K student preparation	14	8	6	64	65
Bulling	9	6	10	51	51
Domestic violence	7	9	6	45	45
Chronic tardiness	2	7	10	31	32
Hunger	5	5	8	31	32
English as a second language	2	6	3	23	23
Community health	0	8	5	21	21
Student drug & alcohol abuse	2	4	2	17	17
Periodic absence	2	3	6	17	17
Lack of quality facilities	2	1	3	12	12
Crime in the community	0	4	3	11	11
Periodic tardiness	1	2	2	7	7
Homelessness	1	1	0	4	4
Neighborhood safety	0	0	2	2	2

Source: Northern Economics, Inc., 2013

The results from question 13 of the survey show that the top priorities for respondents align very closely with the severity with which they think that issue inhibits student learning. The biggest issues appear to be chronic absence, home environment, and drugs and alcohol in the community.

3.3.2 Middle School

The survey asked teachers of seventh and eighth graders to rank the impact of each issue, indicate the percentage of students affected, and select the top three priorities for their community to address. The list of issues presented to seventh and eighth grade teachers in this section was identical to the list presented to elementary teachers with the exception that “pre-k student preparation” was rephrased to “prior student preparation”. It should be noted that the sample sizes for the middle school teacher responses are much smaller than the sample sizes for both elementary and high school teacher responses, with only 121 responses from urban teachers and 30 responses from rural teachers. Notable results for this group of respondents include:

- Chronic absence and home environment were identified as very inhibitive to student learning by both urban and rural respondents.
- Homelessness and hunger were identified as issues that inhibit learning by more urban than rural respondents.

- Drugs and alcohol in the community and bullying were rated as more inhibitive to learning by rural respondents than urban respondents.
- Prior student preparation was identified as the issue that affects the largest portion of students by both urban and rural respondents.
- The average scores from rural respondents are significantly higher than those from urban respondents, indicating that these issues may be perceived as having more of an impact in rural communities.
- Despite prior student preparation being identified as the issue that affects the largest portion of rural students, this issue was not identified as a high priority for rural respondents when asked to rank their top priority issues to address.

Issues Rated by Severity

The survey asked seventh and eighth grade teachers how severely the selected set of issues inhibits student performance and learning in their classrooms. Teachers in urban areas indicated that chronic absence, home environment, and prior student preparation were the issues that most strongly inhibit classroom learning. Homelessness and hunger are issues identified as having a bigger impact on student learning by urban respondents than rural respondents.

Table 13. Issues that Inhibit Urban Middle School Student Performance and Learning

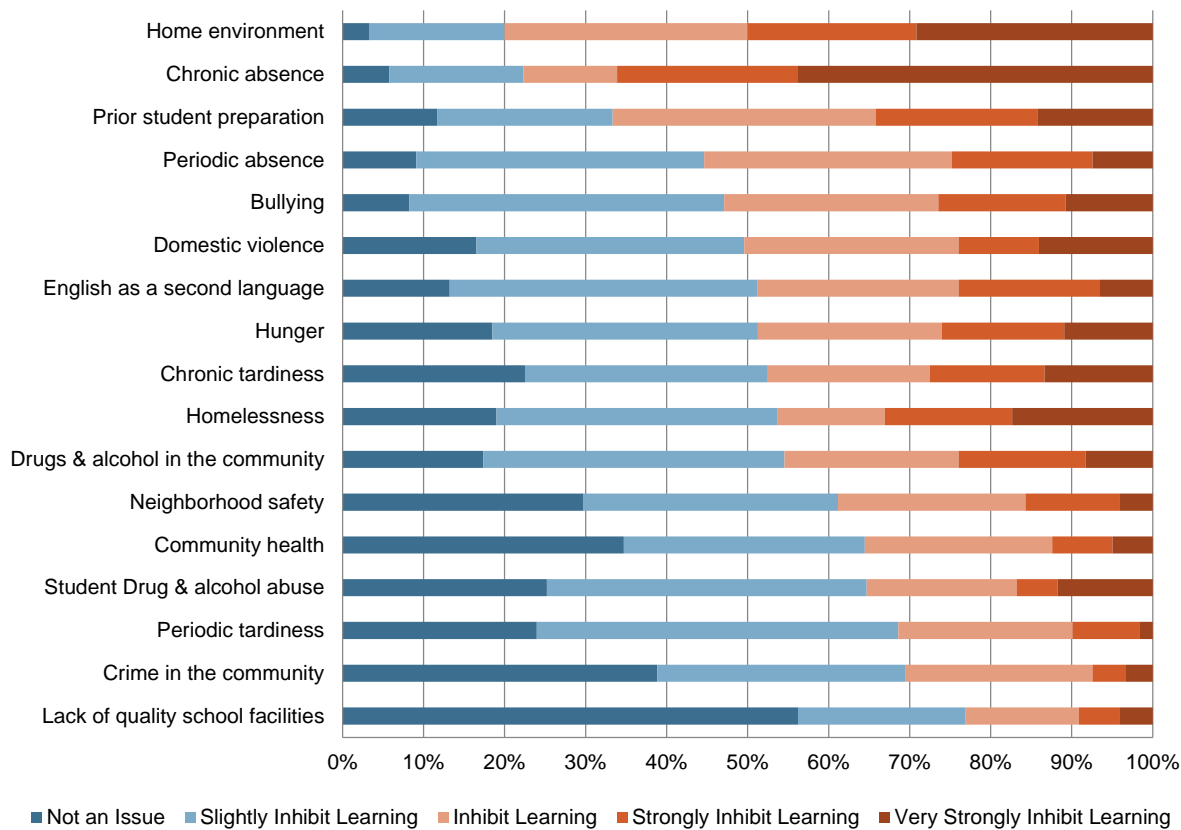
Topic	Urban (N=121)		
	Not an Issue or Slightly an Issue	Inhibits Classroom Learning	Average Score
Home environment	20	80	3.6
Chronic absence	22	78	3.8
Prior student preparation	33	67	3.0
Periodic absence	45	55	2.8
Bullying	47	53	2.8
Domestic violence	50	50	2.7
English as a second language	51	49	2.7
Hunger	51	49	2.7
Chronic tardiness	53	48	2.7
Homelessness	54	46	2.8
Drugs & alcohol in the community	55	45	2.6
Neighborhood safety	61	39	2.3
Community health	64	36	2.2
Student drug & alcohol abuse	65	35	2.4
Periodic tardiness	69	31	2.2
Crime in the community	69	31	2.0
Lack of quality school facilities	77	23	2.0

Source: Northern Economics, Inc., 2013

Figure 7 shows the breakdown of the responses from urban seventh and eighth grade teachers for each of the issues presented in question 16 of the survey. Chronic absence received the largest percentage of very strongly inhibits votes (44 percent of all respondents), but it also received a larger

percentage of not an issue responses, which causes it to be lower on the list of inhibitive issues than one might expect. Lack of quality school facilities was identified as the least inhibitive issue and 56 percent of all respondents indicated that it was not an issue. Homelessness was identified as being very strongly inhibitive by 17 percent of respondents, the third highest percentage for this category behind chronic absence and home environment, but it also received a large percentage of responses that indicated that it was only slightly an issue or not an issue.

Figure 7. Issues that Inhibit Urban 7-8 Student Classroom Learning



Source: Northern Economics, Inc., 2013

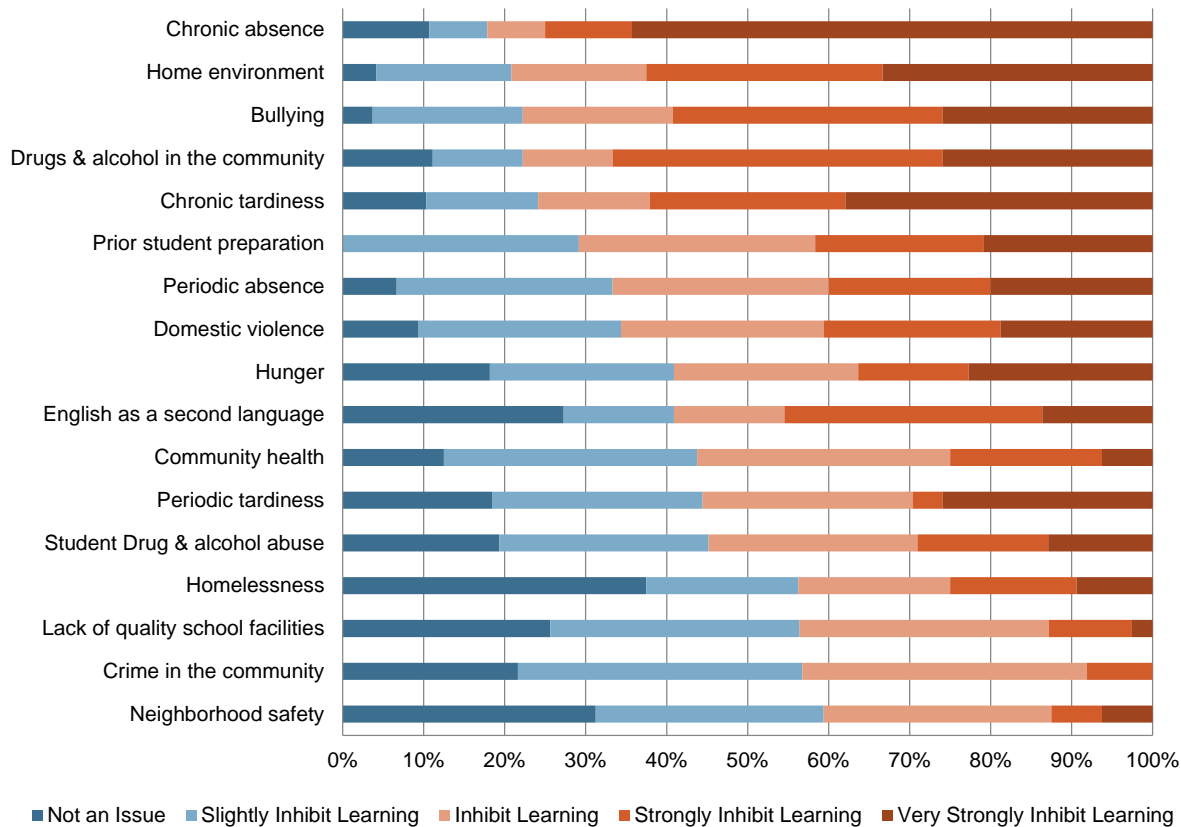
Rural teachers indicated that chronic absence, home environment, and drugs and alcohol in the community were the top three issues inhibiting student learning. Drugs and alcohol in the community, bullying, and English as a second language are issues more strongly identified as having an impact on student learning by rural respondents compared to urban respondents. English as a second language received a polarized set of responses from rural teachers with 41 percent of respondents indicating that this issue only slightly inhibits learning or is not an issue, and 45 percent of respondents indicating that this issue strongly or very strongly inhibited learning. It also should be noted that the average scores for rural teacher responses are slightly higher than the results from urban teachers. This could be caused by the difference in sample size or could indicate that these issues are perceived as more inhibitive in a rural setting.

Table 14. Issues that Inhibit Rural Middle school Student Performance and Learning

Topic	Rural (N=30)		Average Score
	Not an Issue or Slightly an Issue	Inhibits Classroom Learning	
Chronic absence	18	82	4.1
Home environment	21	79	3.7
Drugs & alcohol in the community	22	78	3.6
Bullying	22	78	3.6
Chronic tardiness	24	76	3.7
Prior student preparation	29	71	3.3
Periodic absence	33	67	3.2
Domestic violence	34	66	3.2
English as a second language	41	59	2.9
Hunger	41	59	3.0
Community health	44	56	2.8
Periodic tardiness	44	56	2.9
Student drug & alcohol abuse	45	55	2.8
Homelessness	56	44	2.4
Lack of quality school facilities	56	44	2.3
Crime in the community	57	43	2.3
Neighborhood safety	59	41	2.3

Source: Northern Economics, Inc., 2013

Figure 8 displays the distribution of responses from rural middle school teachers. Chronic tardiness received the second highest number of responses, indicating that it very strongly inhibits learning (38 percent), but this issue is much lower on the list of inhibitive issues due to the number of respondents that indicated that it was only slightly an issue or not an issue at all (24 percent of respondents). Almost 38 percent of respondents indicated that homelessness was not an issue (the highest percentage in that category), but 25 percent of respondents indicated that it either strongly or very strongly inhibited learning, producing some of the most polarized results on this list of issues.

Figure 8. Issues that Inhibit Rural 7–8 Student Classroom Learning

Source: Northern Economics, Inc., 2013

Percentage of Students Affected

Middle school teachers were then asked to indicate the percent of their students affected by each of the issues listed. Urban teachers indicated that prior student preparation, home environment, and bullying impacted the largest portions of students. Homelessness and chronic tardiness were ranked as affecting the smallest percentage of students. In general, the average scores from the urban respondents are significantly lower than the average scores of the rural respondents. This could indicate that the listed issues affect a larger portion of the student population in rural areas compared to urban areas, or the difference in scores could be driven by the variation between schools in urban and rural areas.

Table 15. Portion of Urban Middle school Students Affected by Issues

Topic	Urban N= 119						Est. Percent Affected
	Less Than 5 Percent	5 to 20 Percent	20 to 40 Percent	40 to 60 Percent	60 to 80 Percent	80 to 100 Percent	
Prior student preparation	28	31	19	9	8	5	25
Home environment	17	42	22	9	7	3	24
Bullying	33	41	13	10	2	2	18
Drugs and alcohol in the community	38	33	18	7	3	0	16
Periodic absence	36	42	12	6	3	2	16
English as a second language	46	32	15	3	2	3	14
Lack of quality school facilities	75	10	3	3	3	7	13
Periodic tardiness	49	37	8	3	3	1	13
Hunger	55	29	8	4	2	1	12
Domestic violence	56	30	9	3	2	0	10
Community health	61	26	8	4	2	0	10
Neighborhood safety	68	21	9	2	2	0	9
Chronic absence	59	34	4	1	2	0	9
Student drug and alcohol abuse	68	25	5	3	0	0	8
Crime in the community	71	20	9	0	1	0	7
Chronic tardiness	72	23	3	1	1	0	7
Homelessness	76	21	2	2	0	0	6

Source: Northern Economics, Inc., 2013

Rural middle school teachers identified prior student preparation, drugs and alcohol in the community, and bullying as the issues that affect the largest portion of students. The order of this list is similar to the results from the urban teacher responses, with the exception of drugs and alcohol in the community, which rural respondents identified as affecting a larger portion of students than urban respondents did. On average, rural respondents reported that 40 percent of their students are affected by drugs and alcohol in the community, whereas urban respondents reported only 16 percent of their students on average as affected.

English as a second language and home environment are also issues that were identified by respondents as affecting a large portion of rural students, and again, the responses for English as a second language were divergent. Forty-five percent of respondents indicated that 20 percent or fewer of students are affected by this issue, while 31 percent of respondents indicated that 60 percent or more of students are affected by this issue. It is possible that this issue affects a larger portion of students in certain rural regions and is not as widespread an issue in other areas, which can cause responses to be more polarized.

Table 16. Portion of Rural Middle school Students Affected by Issues

Topic	Rural N=30						Est. Percent Affected
	Less Than 5 Percent	5 to 20 Percent	20 to 40 Percent	40 to 60 Percent	60 to 80 Percent	80 to 100 Percent	
Prior student preparation	3	30	13	17	27	10	44
Drugs and alcohol in the community	18	14	18	21	18	11	40
Bullying	17	21	7	34	14	7	38
English as a second language	24	21	21	3	10	21	37
Home environment	14	14	31	21	17	3	37
Domestic violence	11	25	36	14	11	4	32
Community health	25	21	18	14	18	4	32
Periodic absence	17	45	10	14	7	7	27
Periodic tardiness	34	24	17	14	3	7	25
Hunger	30	37	17	10	0	7	21
Crime in the community	36	39	4	14	4	4	20
Chronic absence	43	29	7	18	0	4	19
Chronic tardiness	43	23	17	13	0	3	19
Student drug and alcohol abuse	36	25	32	0	7	0	19
Lack of quality school facilities	63	15	11	0	4	7	16
Neighborhood safety	61	14	18	7	0	0	12
Homelessness	75	14	7	4	0	0	8

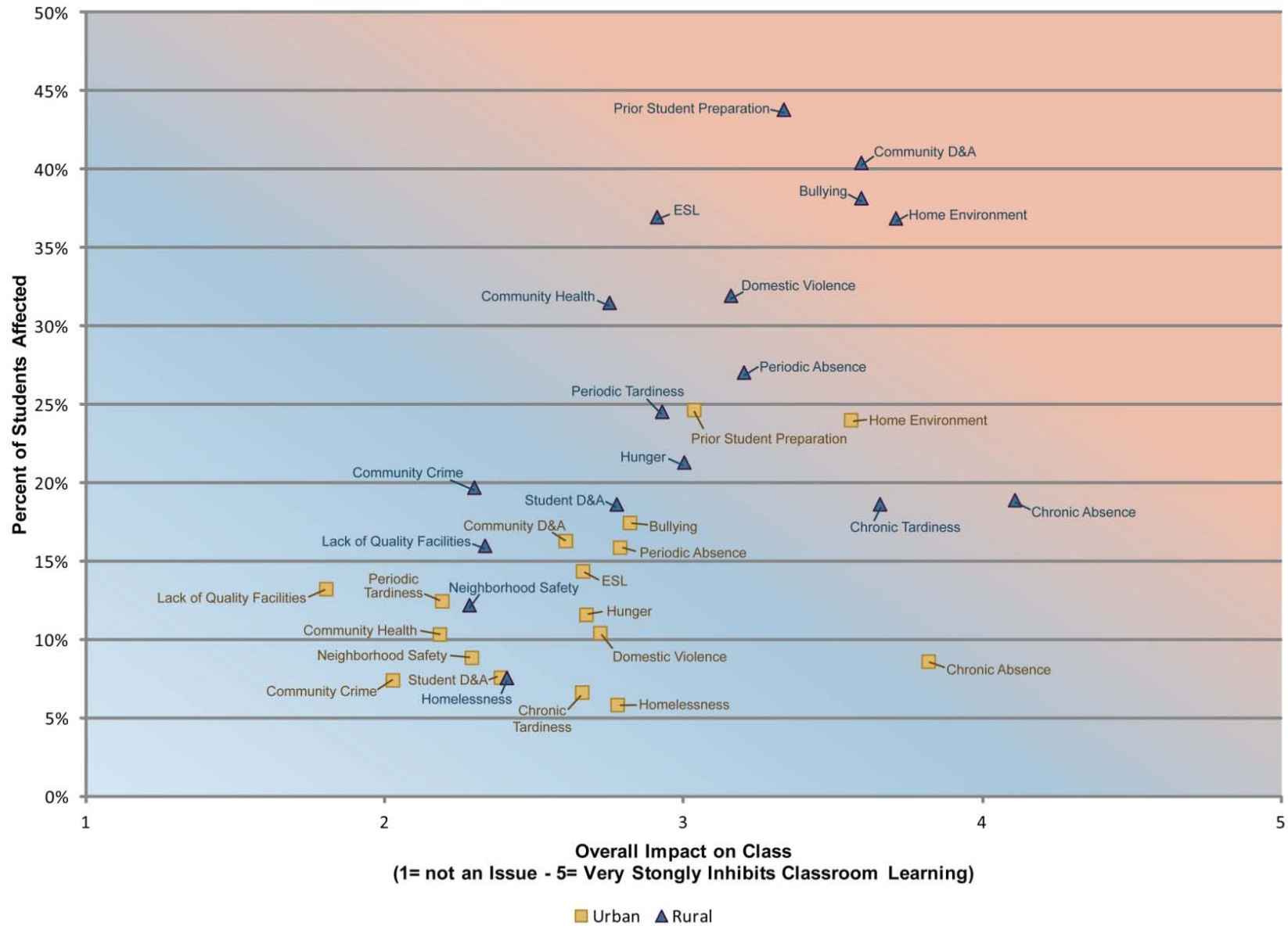
Source: Northern Economics, Inc., 2013

Figure 9 depicts the results from questions 16 and 17 of the survey. Each issue is plotted using its average reported impact on classroom learning (the average scores from Table 13 and Table 14) and the average percent of students affected (average scores from Table 15 and Table 16). Similar to the figure displaying the responses from elementary school teachers, the responses from rural middle school teachers are more dispersed than the responses from urban teachers. This could have been a result of the difference in sample sizes or could indicate that these issues typically impact a larger percentage of students and also have a greater impact on student learning in rural areas.

Urban teachers identified prior student preparation and home environment as the two issues that affect the largest portion of students and also strongly inhibit student learning. Chronic absence was also identified by urban teachers as an issue that strongly inhibits learning but that affects a much smaller portion of the student population. These three issues are outliers from the plots of the remaining issues, so addressing them may have the biggest impact on overall student learning.

Rural teachers identified prior student preparation, drugs and alcohol in the community, bullying and home environment as the issues that strongly inhibit learning and also affect a large portion of the student population. Chronic absence and chronic tardiness are issues identified as inhibitive to student learning, but affecting a much smaller portion of the rural student population. Responses indicate that drugs and alcohol in the community and bullying are perceived as bigger issues in rural schools than in urban schools.

Figure 9. Middle School Impacts of Classroom Issues



Source: Northern Economics, Inc., 2013

Key Issues to Address

Teachers were asked to select the top three issues from those listed that they thought their community should address in order to increase and enhance student learning. Survey results show that home environment, chronic absence, and prior student preparation are the issues that urban teachers would most like their communities to address. The results from this question follow a similar order to the results of question 16, which asked teachers to rank each of the issues by their impact on student learning. Homelessness, although identified as an issue that strongly inhibits student learning, was not one of the top priorities that urban teachers want addressed. This could be driven by respondents' perception that this issue affects a low percentage of the student population (see Table 15). Lack of quality school facilities is an issue that was a higher priority for urban respondents than expected after teachers generally rated it as an issue that did not strongly inhibit student learning. This could be driven by the perceived portion of students affected in relation to the other issues listed. Prior student preparation also appears to be more of a priority for urban teachers than for rural teachers.

Table 17. Top Three issues to address in Urban Middle Schools

Topic	Urban N=120			Points	Intensity Indicator
	Top Priority	Second Priority	Third Priority		
Home environment	29	20	9	164	100
Chronic absence	23	16	12	133	81
Prior student preparation	18	15	10	114	70
Bullying	11	14	17	93	57
English as a second language	4	5	8	37	23
Periodic absence	3	5	4	26	16
Drugs and alcohol in the community	3	3	5	26	16
Lack of quality school facilities	3	6	2	25	15
Hunger	2	3	5	20	12
Domestic violence	2	2	6	17	10
Chronic tardiness	0	3	6	15	9
Student drug and alcohol abuse	1	1	7	13	8
Homelessness	0	3	3	12	7
Neighborhood safety	2	2	1	11	7
Community health	0	1	4	7	4
Periodic tardiness	1	0	0	3	2
Crime in the community	0	0	1	1	1

Source: Northern Economics, Inc., 2013

Rural teachers indicated that chronic absence, bullying, and drugs and alcohol in the community were the top issues they would like to see their community address. The results from questions 16 and 17 indicate that chronic absence is the issue rural teachers thought inhibited learning the most, but that they believe it only affects a small portion of students. Bullying was cited as affecting a larger percent of the student population, but as having less of an impact on student learning. Prior student preparation was the issue identified as affecting the largest portion of the student population, but was not one of the top priorities for rural teachers. Similar to the results from urban teachers, rural

teachers also ranked lack of quality school facilities higher on their list of priorities than expected after their responses to questions 16 and 17 in the survey.

Table 18. Top Three issues to address in Rural Middle Schools

Topic	Rural N=30			Points	Intensity Indicator
	Top Priority	Second Priority	Third Priority		
Chronic absence	33	7	17	39	100
Bullying	10	17	20	25	64
Drugs and alcohol in the community	10	17	7	21	54
Home environment	7	10	10	15	38
Chronic tardiness	3	13	10	14	36
Hunger	7	10	3	13	33
Domestic violence	10	3	3	12	31
English as a second language	3	3	10	8	21
Periodic absence	7	3	0	8	21
Student drug and alcohol abuse	0	10	3	7	18
Lack of quality school facilities	3	3	0	5	13
Prior student preparation	0	3	10	5	13
Community health	3	0	3	4	10
Homelessness	3	0	0	3	8
Periodic tardiness	0	0	3	1	3
Crime in the community	0	0	0	0	0
Neighborhood safety	0	0	0	0	0

Source: Northern Economics, Inc., 2013

The two biggest issues highlighted throughout this section are home environment and chronic absence. Although only affecting a relatively small portion of students, chronic absence is strongly inhibitive to student learning and ranked as a top priority by both urban and rural teachers. Home environment, on the other hand, affects a large portion of students and is also strongly inhibitive to student learning, making it an obvious priority for both urban and rural teachers. Prior student preparation is the issue that affected the largest portion of both urban and rural students, but varies in terms of a priority between urban and rural respondents.

3.3.3 High School

The survey asked high school teachers to rank the impact of each issue, indicate the percentage of students affected, and select the top three priorities for their community to address in questions 21–23. Some notable results from this section are:

- Chronic absence was identified by both urban and rural respondents as being the issue that is most inhibitive to student learning, with 72 percent of urban respondents and 75 percent of rural respondents indicating that it either strongly or very strongly inhibits student learning.
- Drugs and alcohol in the community, home environment, and prior student preparation were identified as the issues that affect the largest portion of both urban and rural students.

- English as a second language received very polarized results for rural respondents, and drugs and alcohol in the community received polarized results for urban respondents.
- The top priorities selected by both urban and rural respondents align with the results of the previous question asking them to rank the impact of each issue and identify the portion of students affected.

Issues Rated by Severity

Table 19 displays the responses from urban teachers when asked how severely the listed issues inhibit classroom learning. Chronic absence was identified as the issue that most strongly inhibited learning by a large margin, with 85 percent of respondents reporting that it inhibited classroom learning. Prior student preparation was selected as the issue that had the second biggest impact on student learning with 75 percent of urban teachers indicating it inhibited classroom learning. Drugs and alcohol in the community was one of the most divided topics for urban high school teachers with 39 percent of respondents indicating that it was not an issue or only slightly inhibited learning, and 34 percent indicating that it strongly or very strongly inhibited learning. The diversity of the urban student population may be the reason for this polarity in responses. The average scores for homelessness, teen employment, hunger, lack of quality facilities and neighborhood safety are all higher for urban respondents than rural respondents.

Table 19. Issues that Inhibit Urban High School Student Performance and Learning

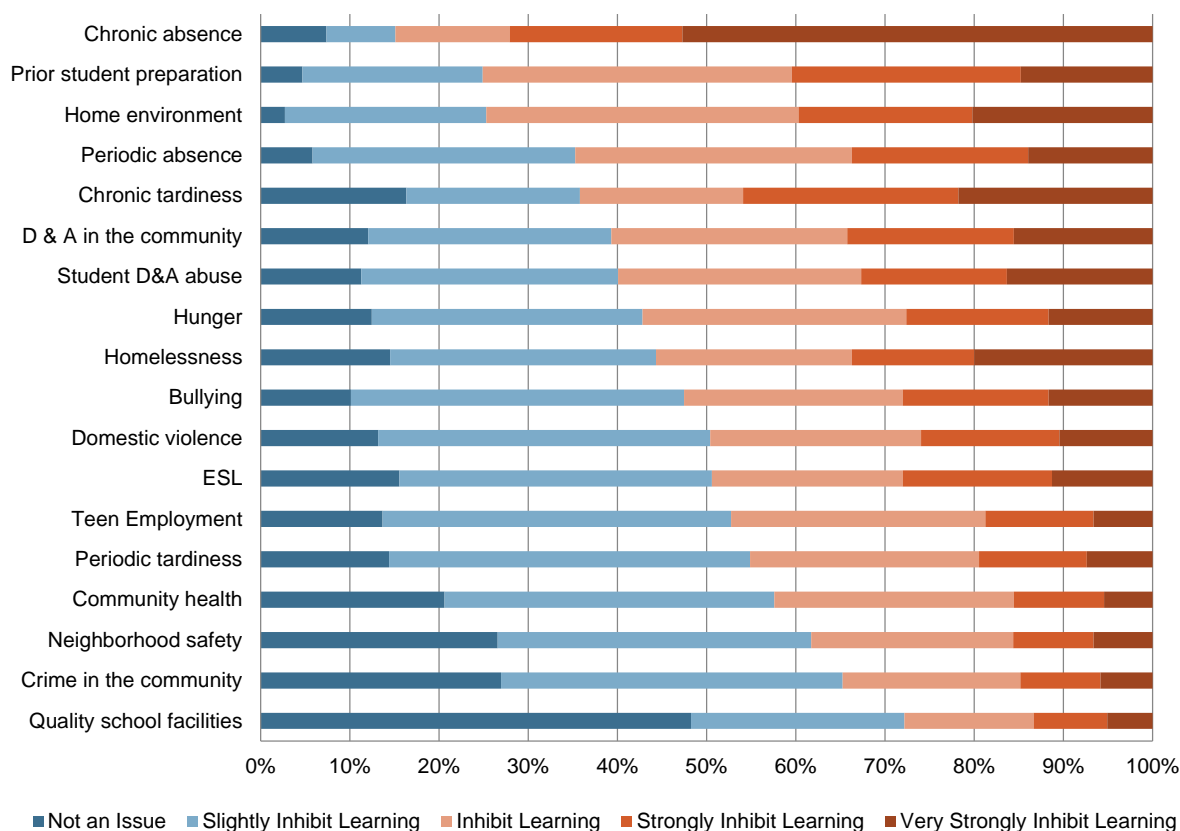
Topic	Urban (N=257)		
	Not an Issue or Slightly an Issue	Inhibits Classroom Learning	Average Score
Chronic absence	15	85	4.0
Prior student preparation	25	75	3.3
Home environment	25	75	3.3
Periodic absence	35	65	3.1
Chronic tardiness	36	64	3.2
Drugs & alcohol in the community	39	61	3.0
Student drug & alcohol abuse	40	60	3.0
Hunger	43	57	2.8
Homelessness	44	56	2.9
Bullying	47	53	2.8
Domestic violence	50	50	2.7
English as a second language	51	49	2.7
Teen employment	53	47	2.6
Periodic tardiness	55	45	2.6
Community health	58	42	2.4
Neighborhood safety	62	38	2.3
Crime in the community	65	35	2.3
Lack of quality school facilities	72	28	2.0

Source: Northern Economics, Inc., 2013

Figure 10 shows the breakdown of the responses from urban high school teachers for each of the issues presented in question 21 of the survey. Chronic tardiness was selected as very strongly

inhibiting classroom learning by the second largest portion of respondents (22 percent), but 19 percent of respondents indicated that it was only slightly an issue and 16 percent of respondents indicated that it was not an issue at all, which caused it to be significantly lower on the list of inhibitive issues than chronic absence.

Figure 10. Issues that Inhibit Rural 9-12 Urban Classroom Learning



Source: Northern Economics, Inc., 2013

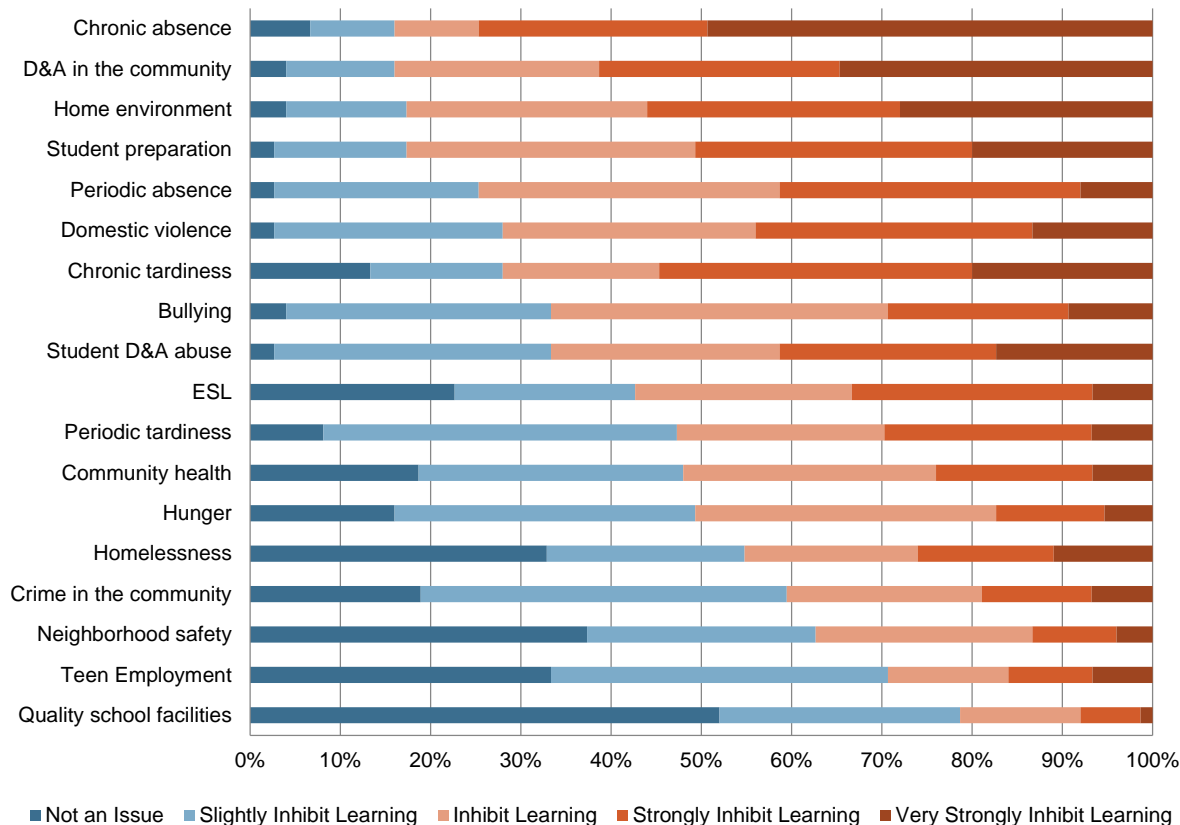
Rural respondents selected chronic absence and drugs and alcohol in the community as the two issues that most inhibit student learning. Five issues—chronic absence, drugs and alcohol in the community, home environment, chronic tardiness and prior student preparation—were selected by both urban and rural high school teachers as the five issues that are most inhibitive to classroom learning, although in a slightly different order. English as a second language was the most divided issue with 43 percent of rural respondents indicating that it was not an issue or only slightly inhibited learning, and 33 percent indicating that it strongly or very strongly inhibited student learning.

Table 20. Issues that Inhibit Rural High School Student Performance and Learning

Topic	Rural (N=75)		
	Not an Issue or Slightly an Issue	Inhibits Classroom Learning	Average Score
Chronic absence	16	84	4.0
Drugs & alcohol in the community	16	84	3.8
Home environment	17	83	3.6
Student preparation	17	83	3.5
Periodic absence	25	75	3.2
Chronic tardiness	28	72	3.3
Domestic violence	28	72	3.3
Student drug & alcohol abuse	33	67	3.2
Bullying	33	67	3.0
English as a second language	43	57	2.7
Periodic tardiness	47	53	2.8
Community health	48	52	2.6
Hunger	49	51	2.6
Homelessness	55	45	2.5
Crime in the community	59	41	2.5
Neighborhood safety	63	37	2.2
Teen employment	71	29	2.2
Lack of quality school facilities	79	21	1.8

Source: Northern Economics, Inc., 2013

Figure 10 displays the responses from rural high school teachers for question 21 of the survey. Both chronic absence and drugs and alcohol in the community had the highest percentage of respondents indicate that these issues inhibited classroom learning, as seen in Table 20 above, but the composition of the responses for these two topics varies greatly. Over 49 percent of respondents indicated that chronic absence very strongly inhibited classroom learning, whereas only 34 percent of respondents indicated that drugs and alcohol in the community fell into that same category.

Figure 11. Issues that Inhibit Rural 9–12 Rural Classroom Learning

Source: Northern Economics, Inc., 2013

Percentage of Students Affected

The survey presented teachers with the same list of issues they had rated in question 21 and asked them to choose the percentage of students regularly affected by each issue. Urban high school teachers selected student preparation, home environment, and drugs and alcohol in the community as the issues that affect the largest percentage of students. The majority of the average scores are lower for urban respondents than rural respondents, with the exception of teen employment, which urban respondents reported having a greater impact than rural respondents did. This may be driven by the greater availability of jobs for teens in urban areas compared to rural areas.

Table 21. Portion of Urban High School Students Affected by Issues

Topic	Urban N=252						Est. Percent Affected
	Less Than 5 Percent	5 to 20 Percent	20 to 40 Percent	40 to 60 Percent	60 to 80 Percent	80 to 100 Percent	
Prior student preparation	55	31	8	3	1	1	28
Home environment	67	26	2	2	1	0	25
Drugs & alcohol in the community	66	17	8	4	3	2	24
Periodic absence	44	35	15	2	2	2	22
Student drug & alcohol abuse	22	35	20	15	5	3	20
Bullying	58	29	9	3	0	1	18
Teen employment	28	46	15	7	3	0	17
Periodic tardiness	57	30	7	4	1	2	16
Domestic violence	27	48	14	6	3	2	14
Hunger	17	40	20	14	6	3	14
Community health	40	39	13	6	2	0	14
Chronic absence	44	36	12	6	2	1	14
English as a second language	17	35	23	14	8	4	13
Lack of quality school facilities	28	46	15	7	3	0	12
Chronic tardiness	22	45	15	9	7	2	11
Crime in the community	47	34	10	6	2	1	11
Neighborhood safety	26	38	24	8	4	1	10
Homelessness	51	30	10	6	1	1	8

Source: Northern Economics, Inc., 2013

Similar to urban respondents, rural teachers indicated that drugs and alcohol in the community, student preparation, and home environment are the issues that affect the largest portion of students. Although the list of issues is ranked in a similar order, the average scores from rural responses are significantly higher than urban responses. This may mean that the listed issues affect a larger portion of rural students than urban students, or this could be a result of a more diverse urban student population, which would cause urban responses to be distributed more evenly over the options given. Student preparation is the issue that rural respondents were most divided on, with 38 percent of respondents saying that 20 percent or less of students are affected and 26 percent of respondents saying that 60 percent or more of students are affected.

Table 22. Portion of Rural High School Students Affected by Issues

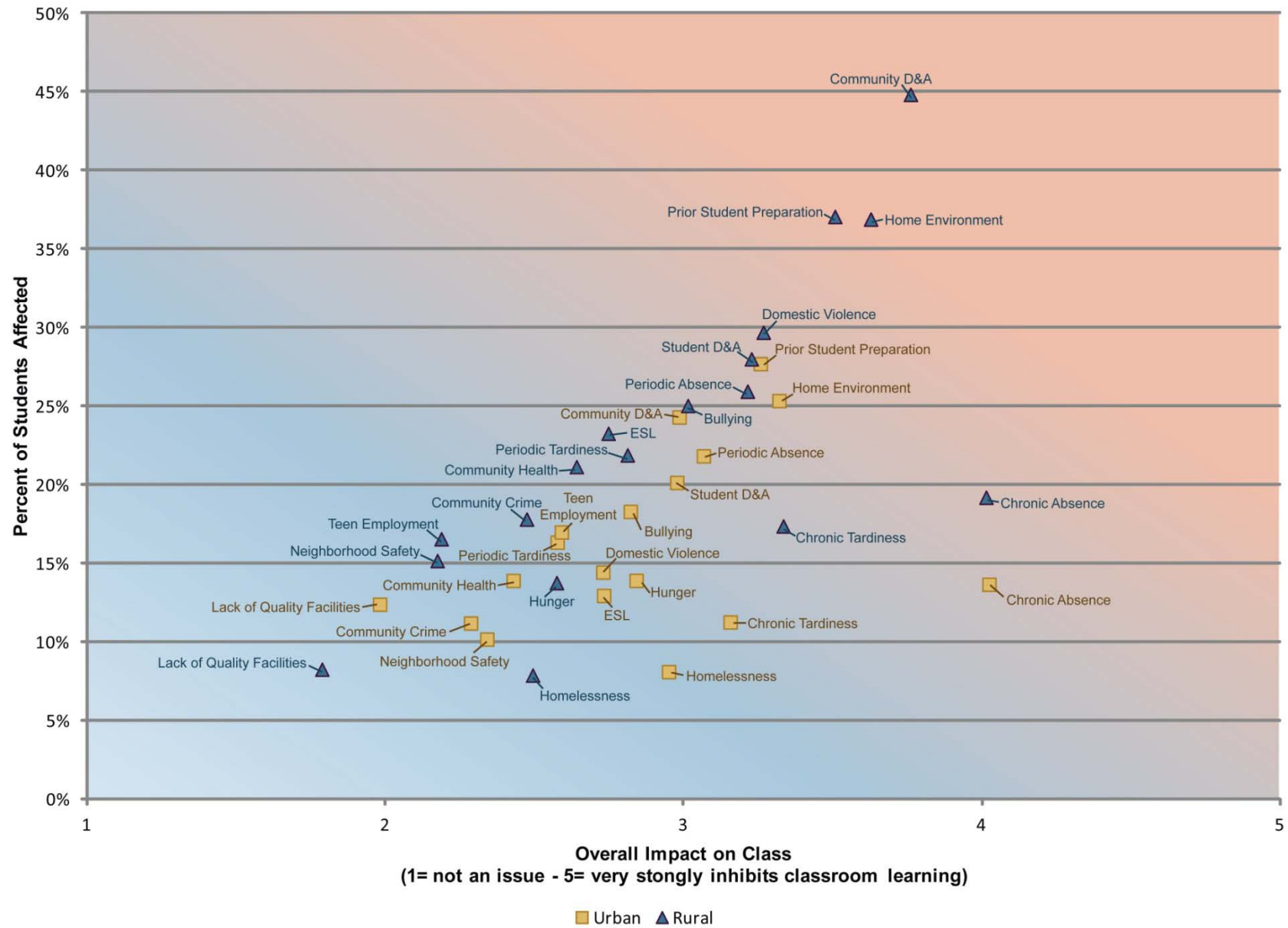
Topic	Rural N=75						Est. Percent Affected
	Less Than 5 Percent	5 to 20 Percent	20 to 40 Percent	40 to 60 Percent	60 to 80 Percent	80 to 100 Percent	
Drugs & alcohol in the community	5	23	20	17	20	15	45
Prior student preparation	19	19	21	16	15	11	37
Home environment	9	27	25	19	8	12	37
Domestic violence	13	39	15	23	4	7	30
Student drug & alcohol abuse	11	39	22	19	8	1	28
Periodic absence	20	39	18	9	8	5	26
Bullying	19	39	19	16	5	3	25
English as a second language	44	23	9	11	4	9	23
Periodic tardiness	19	46	19	7	9	0	22
Community health	41	27	12	8	9	3	21
Chronic absence	35	35	19	4	4	4	19
Crime in the community	52	19	16	3	4	5	18
Chronic tardiness	43	28	16	9	1	3	17
Teen employment	51	27	9	3	4	5	17
Neighborhood safety	57	20	11	5	4	3	15
Hunger	51	25	16	7	0	1	14
Lack of quality school facilities	73	16	7	3	1	0	8
Homelessness	74	16	7	1	0	1	8

Source: Northern Economics, Inc., 2013

Figure 12 below depicts the results from questions 21 and 22 of the survey. Each issue is plotted using its average impact on classroom learning (the average scores from Table 19 and Table 20) and the average percent of students affected (average scores from Table 21 and Table 22). The results from urban respondents are very similar to the results from the rural respondents. Both sets of respondents identified chronic absence as the issue that most strongly inhibits classroom learning, but at the same time only affects a small portion of students. Drugs and alcohol in the community, home environment, and prior student preparation are the top three issues that affect the largest portion of students and also have a relatively high impact on student learning. In general, rural respondents ranked issues as having a bigger impact on classroom learning and affecting a larger portion of students.

Some issues reported as having a bigger impact on high school students in rural areas are domestic violence, English as a second language, and community health. Rural respondents on average indicated that these issues impacted a larger portion of their students and were more inhibitive to classroom learning. Some issues reported as having a bigger impact on high school students in urban communities are homelessness, teen employment, and hunger.

Figure 12. High School Impacts of Classroom Issues



Source: Northern Economics, Inc., 2013

Key Issues to Address

Teachers were asked to select the top three issues that they thought their community should address to increase and enhance student learning. Urban high school teacher respondents selected chronic absence, student preparation, and home environment as the top three issues they would like to see addressed by their community. Chronic absence received the most points by a large margin (161 points) and 59 percent of urban respondents selected this issue as one of their top three priorities. Two issues that were ranked as a higher priority than expected are bullying and lack of quality school facilities. Both of these issues were rated relatively low in terms of their impact on student learning and were reported as affecting a small portion of the student population, but were ranked relatively high compared to the other issues listed.

Table 23. Top Three issues to address in Urban High Schools

Urban N=258					
Topic	Top Priority	Second Priority	Third Priority	Points	Intensity Indicator
Chronic absence	31	18	10	360	100
Prior student preparation	15	12	10	199	55
Home environment	13	11	8	174	48
Bullying	9	7	7	123	34
Student drug & alcohol abuse	4	11	12	118	33
Drugs & alcohol in the community	4	6	6	79	22
Periodic absence	4	5	6	75	21
Hunger	4	5	5	71	20
Chronic tardiness	2	4	8	58	16
Homelessness	2	5	2	52	14
Lack of quality school facilities	3	3	5	50	14
English as a second language	2	4	4	47	13
Community health	2	2	4	37	10
Domestic violence	2	3	3	33	9
Teen employment	1	2	4	30	8
Periodic tardiness	1	1	2	14	4
Crime in the community	0	0	1	8	2
Neighborhood safety	0	0	1	8	2

Source: Northern Economics, Inc., 2013

Rural respondents identified drugs and alcohol in the community, chronic absence, and home environment as the top three issues they would like to see their community address. Drugs and alcohol in the community is the issue rural high school teachers would like to see addressed most and 57 percent of respondents selected this issue as their first, second, or third priority. Crime in the community and teen employment are the issues that rural respondents chose the least when asked to select their top three priorities.

Table 24. Top Three issues to address in Rural High Schools

Topic	Rural N=74			Points	Intensity Indicator
	Top Priority	Second Priority	Third Priority		
Drugs & alcohol in the community	23	22	12	92	100
Chronic absence	18	12	11	65	71
Home environment	12	8	11	47	51
Student drug & alcohol abuse	7	14	11	43	47
Prior student preparation	12	5	8	41	45
Domestic violence	7	5	9	30	33
English as a second language	7	4	7	26	28
Bullying	4	8	3	23	25
Chronic tardiness	4	5	4	20	22
Periodic absence	1	3	8	13	14
Community health	1	4	5	13	14
Periodic tardiness	1	1	1	6	7
Hunger	0	3	3	6	7
Neighborhood safety	1	1	1	6	7
Lack of quality school facilities	0	3	0	4	4
Homelessness	0	1	1	3	3
Teen employment	0	0	3	2	2
Crime in the community	0	0	1	1	1

Source: Northern Economics, Inc., 2013

Overall, chronic absence was identified by both urban and rural high school teachers as the issue that inhibits classroom learning the most. Although it affects a smaller portion of students compared to many of the other issues listed in this section, urban teachers selected chronic absence as the issue they would most like to see addressed by their community, and rural teachers selected it as their second priority for community action. Drugs and alcohol in the community is the issue rural respondents would most like to see addressed, and was selected as the issue that affects the largest portion of rural students and as the second most inhibitive to student learning.

3.3.4 Grade Level Comparisons

The survey presented elementary, middle school, and high school teachers with the same list of potential factors that could inhibit student performance. The survey asked teachers to rate the impact each issue had on classroom learning, indicate the portion of students affected by each issue, and rank the top three issues they thought their community should address. This section compares the results across grade levels for both urban and rural respondents. Some notable results are:

- Student drug and alcohol abuse is the one issue identified by both urban and rural respondents as being more inhibitive, affecting a larger portion of students, and becoming a higher priority as students get older.
- Rural respondents indicate that student preparation becomes more inhibitive as students get older, but becomes less of a priority.

- Bullying is an issue that appears to peak in grades seven and eight according to both urban and rural respondents.

Urban respondents report chronic absence and student drug and alcohol abuse as issues that become increasingly inhibitive as students get older. Over 72 percent of high school respondents indicated that chronic absence strongly or very strongly inhibited student learning, compared to only 56 percent of elementary school teachers. Periodic tardiness and neighborhood safety are also reported as more inhibitive to classroom learning as students get older. Prior student preparation is one issue that urban respondents decreasingly indicated was inhibitive to classroom learning as students get older, which differs from the responses from rural teachers, who indicate the inverse trend.

Table 25. Issues That Strongly Inhibit Urban Student Performance and Learning

Topic	Very Strongly or Strongly Inhibits Learning		
	Elementary	Middle School	High School
Chronic absence	56	66	72
Home environment	43	50	40
Chronic tardiness	41	28	46
Prior student preparation	34	34	13
Homelessness	33	33	34
Domestic violence	28	24	34
Hunger	28	26	28
English as a second language	27	24	28
Bullying	26	26	28
Drugs & alcohol in the community	26	24	26
Periodic absence	22	25	19
Community health	19	12	16
Neighborhood safety	18	16	34
Periodic tardiness	16	10	40
Crime in the community	14	7	15
Lack of quality school facilities	13	9	16
Student drug & alcohol abuse	13	17	33

Source: Northern Economics, Inc., 2013

Rural respondents report that chronic and periodic absence, student drug and alcohol abuse, and student preparation are issues that become increasingly more inhibitive to student learning as students get older. Student drug and alcohol abuse is the issue with the biggest increase between rural elementary and high school respondents, with a difference of 24 percentage points. Hunger is an issue that appears to be more inhibitive to younger students, with 30 percent of rural elementary respondents indicating that this is an issue that strongly or very strongly inhibits student learning, compared to only 17 percent of rural high school respondents. Bullying is an issue that appears to peak in grades 7 and 8 and is less often reported as inhibitive by elementary and high school respondents. Also, on average, scores from both rural elementary and rural middle school respondents were higher than from their urban counterparts, but the scores from rural high school teachers were lower than urban high school teachers.

Table 26. Issues That Strongly Inhibit Rural Student Performance and Learning

Topic	Very Strongly or Strongly Inhibits Learning		
	Elementary	Middle School	High School
Chronic absence	59	75	75
Home environment	52	63	56
Drugs & alcohol in the community	46	67	61
Chronic tardiness	36	62	55
Domestic violence	34	41	44
Prior student preparation	33	42	51
Hunger	30	36	17
Bullying	28	59	29
Periodic absence	23	40	41
Community health	22	25	24
Homelessness	22	25	26
English as a second language	19	45	33
Crime in the community	19	8	19
Student drug & alcohol abuse	17	29	41
Neighborhood safety	14	13	13
Periodic tardiness	13	30	30
Lack of quality school facilities	11	13	8

Source: Northern Economics, Inc., 2013

Table 27 compares the average percent of urban students reported as affected by the listed issues for each grade level. Student preparation, periodic absence, student drug and alcohol abuse and chronic absence are all issues reported as affecting a larger percentage of the student population as students get older. According to urban respondents, only 4 percent of students are affected by student drug and alcohol abuse in elementary schools, but in high school the portion of students affected jumps to 20 percent, a 400 percent increase. Prior student preparation follows a similar trend, with an average of 18 percent of urban elementary students affected according to respondents, compared to an average of 28 percent of high school students affected by this issue.

Table 27. Portion of Urban Students Affected by Issues

Topic	Estimated Portion of Students Affected		
	Elementary	Middle School	High School
Home environment	21	24	25
Prior student preparation	18	25	28
Drugs & alcohol in the community	16	16	24
Bullying	13	17	18
English as a second language	12	14	13
Periodic absence	12	16	22
Hunger	11	12	14
Periodic tardiness	11	12	16
Domestic violence	11	10	14
Community health	11	10	14
Neighborhood safety	10	9	10
Lack of quality school facilities	8	13	12
Crime in the community	8	7	11
Chronic tardiness	7	7	11
Chronic absence	7	9	14
Homelessness	6	6	8
Student drug & alcohol abuse	4	8	20

Source: Northern Economics, Inc., 2013

Rural respondents indicated that student drug and alcohol abuse, periodic absence and prior student preparation are issues that affect a larger portion of the student body as students get older. Table 28 shows that, according to respondents, only 11 percent of rural elementary students are affected by student drug and alcohol abuse; the portion of students reported as impacted by this issue steadily increases, with high school respondents indicating that 28 percent of their students are affected by this issue. The issue of periodic absence follows a similar trend, and the reported portion of students affected by this issue increases from 17 percent in elementary school to 26 percent in high school. Bullying, English as a second language, and community health are all issues that appear to peak in middle school according to rural respondents.

Table 28. Portion of Rural Students Affected by Issues

Topic	Estimated Portion of Students Affected		
	Elementary	Middle School	High School
Drugs & alcohol in the community	38	40	45
Home environment	34	37	37
Prior student preparation	30	44	37
Domestic violence	24	32	30
Community health	22	32	21
English as a second language	22	37	23
Bullying	21	38	25
Hunger	18	21	14
Crime in the community	17	20	18
Periodic absence	17	27	26
Periodic tardiness	15	25	22
Neighborhood safety	14	12	15
Lack of quality school facilities	13	16	8
Chronic absence	12	19	19
Student drug & alcohol abuse	11	19	28
Chronic tardiness	11	19	17
Homelessness	6	8	8

Source: Northern Economics, Inc., 2013

Table 29 details the trends across grade levels in the top priorities urban teachers wanted to see addressed by their communities. The issues that are most consistently a high priority to urban teachers are home environment, chronic absence, student preparation, and bullying. Student preparation is an issue that decreases in priority as students get older, which is contrary to the data displayed in Table 27, which shows the portion of students affected by this issue increasing as students get older. Student drug and alcohol abuse and chronic absence are two issues that increase in priority as students get older. This corresponds with the data in Table 25 and Table 27, which show that both of these issues are reported as increasingly more inhibitive and as affecting a larger portion of students as students get older.

Table 29. Top Three Issues to Address by Grade Level in Urban Schools

Topic	Intensity Indicators—Urban		
	Elementary	Middle School	High School
Home environment	100	100	48
Chronic absence	81	81	100
Prior student preparation	77	70	55
Bullying	48	57	34
Chronic tardiness	37	9	16
Hunger	36	12	20
English as a second language	29	23	13
Drugs & alcohol in the community	24	16	22
Domestic violence	24	10	9
Periodic absence	16	16	21
Homelessness	15	7	14
Lack of quality school facilities	14	15	14
Crime in the community	11	4	10
Periodic tardiness	6	2	4
Neighborhood safety	5	7	2
Community health	2	1	2
Student drug & alcohol abuse	2	8	33

Source: Northern Economics, Inc., 2013

Table 30 displays the trends in the top priorities that rural teachers would like to see addressed by their community. Student drug and alcohol abuse is one issue that increases in priority as students get older. Only 8 percent of rural elementary school teachers selected student drug and alcohol abuse as one of the top three issues they wanted their community to address, whereas 32 percent of rural high school teachers selected this issue as one of their top three priorities. Bullying is an issue that peaks in priority during grades seven and eight, which corresponds to the results displayed in Table 26 and Table 28, showing that bullying affects the largest portion of students and is most inhibitive during middle school.

Table 30. Top Three Issues to Address by Grade Level in Rural Schools

Topic	Intensity Indicators—Rural		
	Elementary	Middle School	High School
Drugs & alcohol in the community	100	33	100
Home environment	85	3	51
Chronic absence	83	36	71
Prior student preparation	65	21	45
Bullying	51	100	25
Domestic violence	45	8	33
Chronic tardiness	32	13	22
Hunger	32	38	7
English as a second language	23	21	28
Community health	21	64	14
Student drug & alcohol abuse	17	18	47
Periodic absence	17	10	14
Lack of quality school facilities	12	0	4
Community crime	11	13	1
Periodic tardiness	7	0	7
Homelessness	4	31	3
Neighborhood safety	2	54	7

Source: Northern Economics, Inc., 2013

Both urban and rural respondents throughout the three different grade levels consistently indicated that home environment, drugs and alcohol in the community, and prior student preparation are the issues that affect the largest portion of students. Respondents also consistently indicated that chronic absence and home environment are the two most inhibitive issues across all three grade levels. Student drug and alcohol abuse is an issue identified by both urban and rural respondents as affecting a larger portion of students as they get older. On average, the percentage of students affected by each issue increases as the students get older in both urban and rural settings.

3.4 Overall School Performance

In aggregate, urban and rural teachers express very different perceptions regarding the quality of the schools where they teach (see Table 31 and Figure 13). At all grade levels, between 55 and 59 percent of urban teachers indicated they thought that they worked at a school that is above average or high performing for Alaska. The portion that think they work at a below average school is limited to the low teens at all grade levels. In contrast, just 19 to 38 percent of rural teachers, depending on

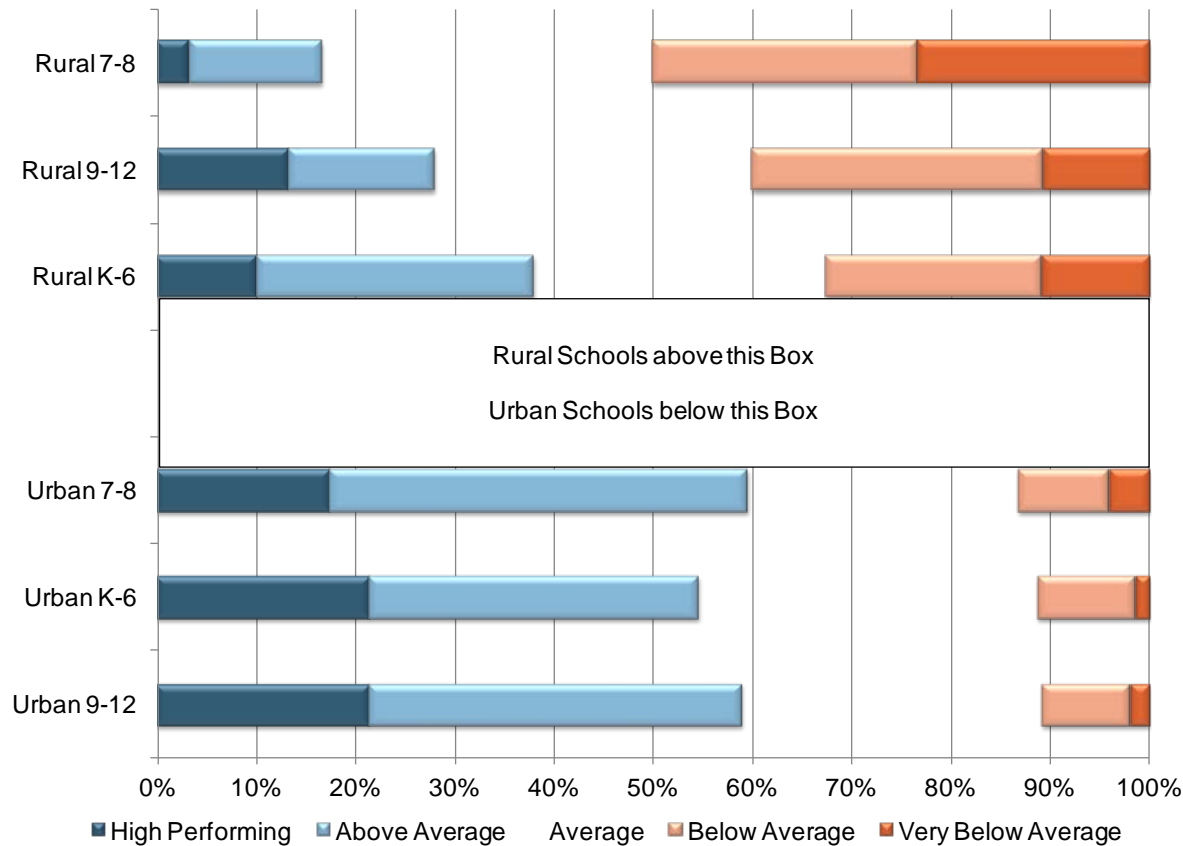
grade levels, scored their schools as above average or high performing while 33 to 48 percent said their schools were below average. Overall, 37 percent of rural respondents said their school was below average compared to just 11 percent of the urban sample.

Within all of these responses, the rural middle school results stand out the most. Within this small (n=30) group, just 19 percent of respondents rated their school as above average or high performing and 48 percent said their school was below or very below average. These results reflect a survey-wide trend of pessimistic results from middle school teachers in the rural environment. While the sample size for this group is small, the consistency of the results leads the study to believe that middle school educators in rural Alaska may be facing particularly challenging circumstances.

Table 31. Perceived School Quality, Rural and Urban

Grade Level	High Performing or Above Average (%)	Below or Very Below Average (%)	Average Score (1-5 Scale)
Urban High School	59	11	3.7
Urban Elementary	55	11	3.6
Urban Middle School	59	13	3.6
<i>All Urban Respondents</i>	<i>57</i>	<i>11</i>	<i>3.7</i>
Rural Elementary	38	33	3.0
Rural High School	28	40	2.9
Rural Middle School	19	48	2.5
<i>All Rural Respondents</i>	<i>32</i>	<i>37</i>	<i>2.9</i>

Source: Northern Economics, Inc., 2013

Figure 13. Perceived School Quality, Rural and Urban

Source: Northern Economics, Inc., 2013

3.5 Broad Strategies for Supporting Education and Enhanced Student Learning

Through the guidance of the steering committee, the survey asked teachers to rate the importance of selected strategies for enhancing student performance and learning and to rate the performance of their schools with respect to concepts. Each of these concepts is an active strategy that schools, teachers, parents, and stakeholder groups can pursue. The eleven concepts are:

1. Encouraging strong ties between schools and parents;
2. Keeping pace with technology and related social changes (e.g., social media);
3. Generating awareness by all students of what is needed to succeed at the next step in their educational and work lives;
4. Addressing the needs of students who are English language learners;
5. Creating opportunities for student learning beyond the classroom and school building;
6. Creating a tighter and more streamlined connection between social, health, and education services for students and families;
7. Encouraging students to have hopes and dreams for the future;

8. Assuring access to educational support outside of the classroom (e.g., outside homework assistance, study time, etc.);
9. Making a connection between local culture and community and the broader world;
10. Providing adequate after-school care to students;
11. Making a connection between academic learning and the work world.

In addition, the survey also asked respondents which strategies they thought their school should focus on in order to best enhance student learning and performance. The survey results show:

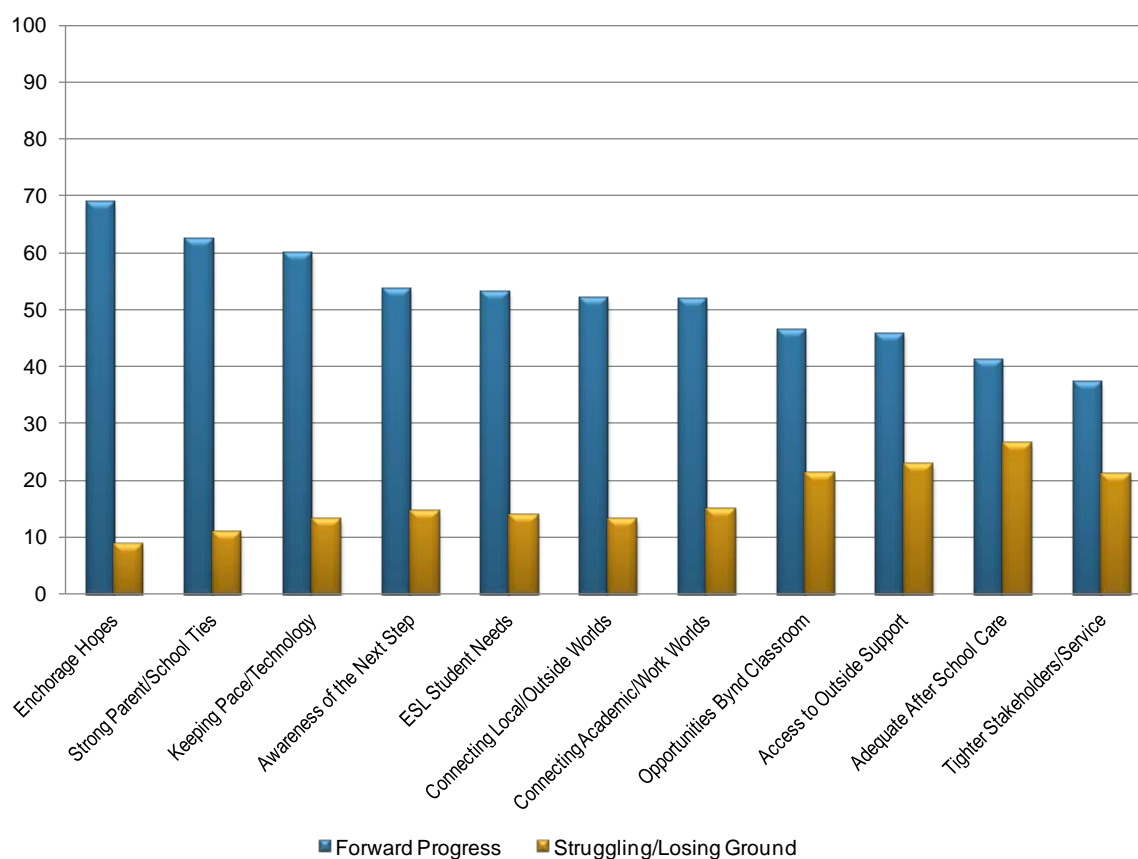
- Respondents are most likely to say that their schools are making progress or excelling at encouraging students to have hopes and dreams for the future.
- They are least likely to say their schools are making progressing or excelling at making connections to outside services, providing adequate after-school care, and enabling tighter connections between their communities and outside support services.
- In aggregate and for urban respondents, the respondents indicated that they thought their students' learning would be most enhanced if schools (including the teachers) could make students more aware of what's required at the next step both in the classroom and in the work world.
- Rural teachers largely agreed with urban teachers on the importance of making students aware of what's required at the next level, but also felt their students would benefit from a greater emphasis on keeping pace with technological change and addressing the issue of after-school care.

The following sub-sections discuss the analysis of this topic in more detail.

3.5.1 School Effectiveness in Using Support Strategies

Overall, the survey respondents believe that their schools are the most successful at encouraging students to have hopes and dreams for the future as nearly 7 in 10 respondents said their school is making positive progress or excelling at accomplishing this goal and just 1 in 10 said that their school is struggling or losing ground. The next tier of responses includes the concepts of building strong parent/school ties and keeping pace with technology; roughly 60 percent of respondents said their school is making positive progress on these issues and just over 10 percent said they were struggling or losing ground. In the next tier of performance concepts, just over 50 percent of respondents reported positive progress and the portion reporting that their schools are struggling is in the mid-teens. These concepts include making students aware of what it takes to succeed at the next level, addressing the needs of ESL students, and making connections between the local and academic worlds to the outside and work worlds respectively. In the bottom tier, less than 50 percent of respondents said their schools are making positive progress and more than 20 percent said that their schools are struggling (see Figure 14 and Table 32).

All of these concepts on the bottom are outside of the immediate control of both teachers and schools. They require partnerships with outside organizations to build opportunities outside the classroom, ensure access to outside academic support, ensure adequate after-school care, and make tighter connections between schools, parents, students, and outside and internal education services.

Figure 14. How Teachers Rate the Efficacy of their Schools at Addressing Surveyed Issues, All Respondents

Source: Northern Economics, 2013.

Table 32. How Teachers Rate the Efficacy of their Schools at Addressing Surveyed Issues, All Respondents

Supporting Strategies	All Respondents		
	Positive Progress or Excelling	Struggling or Losing Ground	Average Score
Encouraging Hopes and Dreams for the Future	69	9	3.8
Strong Parent/School Ties	62	11	3.6
Keeping Pace with Technology	60	13	3.6
Awareness of the Next Step	53	14	3.5
ESL Student Needs	53	14	3.4
Connecting Local and Outside World	52	13	3.4
Connecting Academic and Work Worlds	52	15	3.4
Opportunities Beyond the Classroom	47	21	3.4
Access to Outside Support	46	23	3.2
Adequate After-school Care	41	26	3.2
Tighter Connections between Stakeholders/Services	37	21	3.2

Source: Northern Economics, 2013.

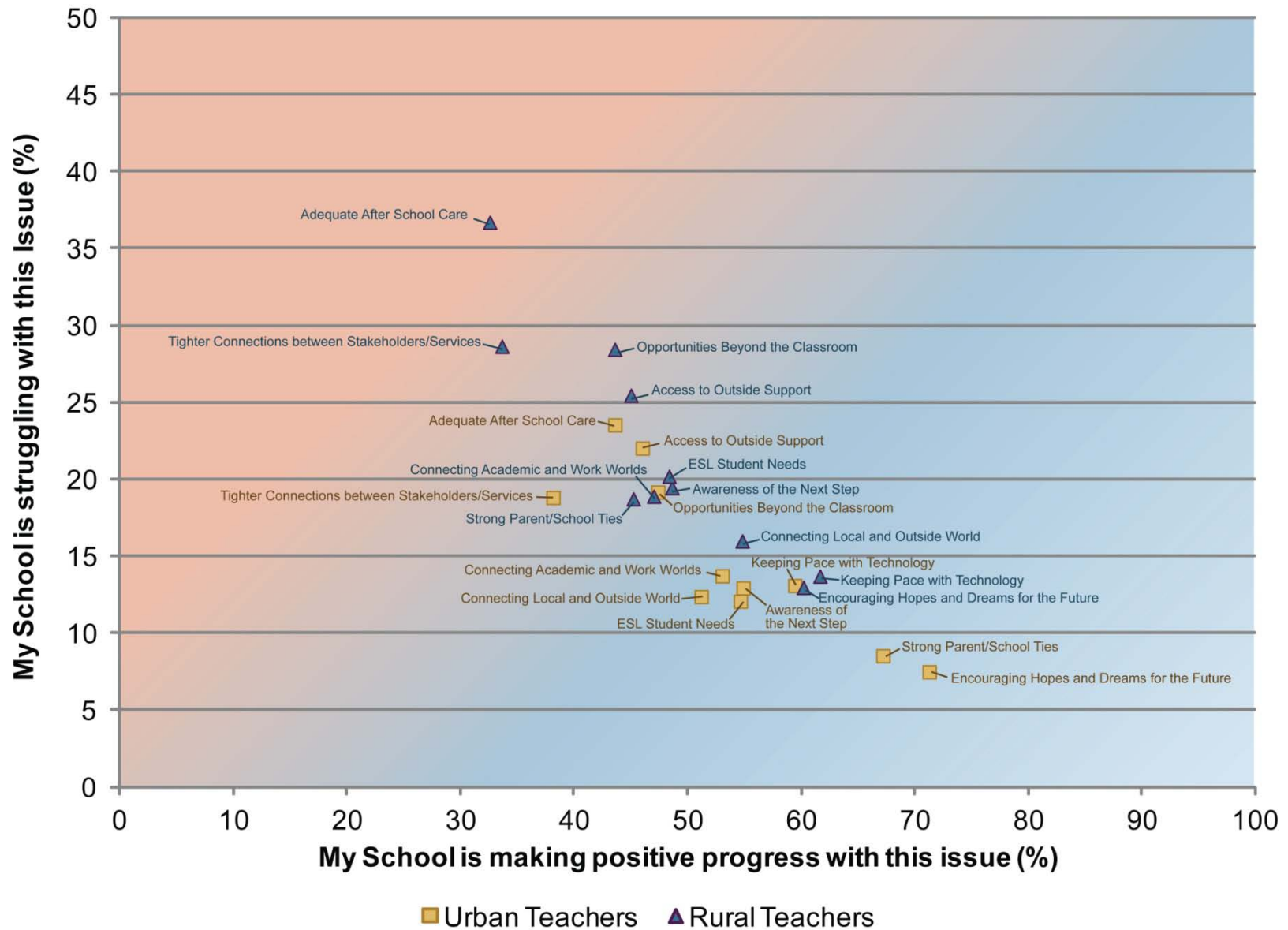
As in other sections of this report, there are significant differences between urban and rural teacher responses (see Table 33 and Figure 15). The average portion of rural teachers who reported positive progress (47 percent) is six points lower than the average portion of urban teachers who reported positive progress (53 percent) and the average portion reporting that ground is being lost or their school is struggling is 7 points higher (i.e., 22 percent vs. 15 percent). In particular, the study notes the large discrepancies between urban and rural teachers on how well their schools are doing at building parent-school ties and the addressing the need for adequate after-school care and activities. The issue of after-school care at rural schools is the only performance measure where more respondents indicated their schools were losing ground than gaining ground.

Table 33. How Teachers Rate the Efficacy of their Schools at Addressing Surveyed Issues, Urban vs. Rural

Supporting Strategies	Urban (N=760)			Rural (N=220)		
	Positive Progress or Excelling	Struggling or Losing Ground	Average Score	Positive Progress or Excelling	Struggling or Losing Ground	Average Score
Encouraging Hopes and Dreams for the Future	71	7	3.8	60	13	3.6
Strong Parent/School Ties	67	9	3.8	45	19	3.3
Keeping Pace with Technology	59	13	3.6	62	14	3.6
Awareness of the Next Step	55	13	3.5	49	19	3.3
ESL Student Needs	55	12	3.5	48	20	3.3
Connecting Academic and Work Worlds	53	14	3.4	47	19	3.4
Connecting Local and Outside World	51	12	3.4	55	16	3.4
Opportunities Beyond the Classroom	47	19	3.5	44	28	3.3
Access to Outside Support	46	22	3.3	45	25	3.2
Adequate After-school Care	44	24	3.3	33	37	3.0
Tighter Connections between Stakeholders/Services	38	19	3.2	34	29	3.1

Source: Northern Economics, 2013.

Figure 15. Making Positive Progress vs. Struggling by Issue



Source: Northern Economics, 2013.

3.5.2 Preferred Support Strategies to Address Moving Forward

The study asked respondents to select the top three concepts that they would like their school to focus on in the future. The top scoring strategies across all respondents at all grade levels is *“Making a connection between academic learning and the work world.”* This focus area is the top choice for both middle school and high school teachers. The strategy is also the distant second choice of elementary school teachers. The second choice of the entire sample is generating awareness of the next step. This strategy is the top choice of elementary school teachers, with an intensity index fifty percent higher than the next highest strategy, and the second highest strategy for middle school teachers. This strategy only takes fifth place amongst high school teachers, perhaps because making students aware of the next step means making them aware of the connection between academic and work worlds and the job of making students aware of the next steps is less in the hands of teachers at this stage and more in the hands of guidance counselors. The final strategy in the top tier of responses is *“Providing Adequate After-school Care/Activities to students”*.

Table 34. Intensity Index of Preferred Focus Strategies Moving Forward, All Respondents

Supporting Strategies	Elementary	Middle School	High School	Grand Total
Connecting Academic and Work Worlds	67	100	100	100
Awareness of the Next Step	100	64	39	88
Adequate After-school Care	50	60	93	79
Keeping Pace with Technology	56	51	62	68
Tighter Connections between Stakeholders/Services	66	58	40	66
Access to Outside Support	51	41	53	60
Strong Parent/School Ties	47	25	38	48
Opportunities Beyond the Classroom	45	26	29	44
Encouraging Hopes and Dreams for the Future	37	34	21	37
ESL Student Needs	22	25	24	28
Connecting Local and Outside World	20	11	6	17

Source: Northern Economics, 2013.

Amongst urban respondents there is broad agreement that connecting the academic and work worlds is a top strategy. This strategy is the number one choice for middle and high school teachers and the second choice for elementary school teachers. The top choice for elementary school teachers, awareness of the next steps, is a distant second choice for middle school teachers and the fifth choice for high school teachers. The strategy of providing adequate after-school care or activities is second for high school teachers, third for middle school teachers, and tied for sixth for elementary school teachers.

Table 35. Intensity Index of Preferred Focus Strategies Moving Forward, Urban Respondents

Supporting Strategies	Elementary	Middle School	High School	Grand Total
Connecting Academic and Work Worlds	66	100	100	100
Awareness of the Next Step	100	56	32	83
Adequate After-school Care	47	53	94	77
Tighter Connections between Stakeholders/Services	65	53	39	65
Keeping Pace with Technology	54	43	52	62
Access to Outside Support	48	37	48	55
Strong Parent/School Ties	47	27	38	48
Opportunities Beyond the Classroom	40	22	24	38
Encouraging Hopes and Dreams for the Future	36	21	17	32
ESL Student Needs	18	13	17	20
Connecting Local and Outside World	19	8	6	15

Source: Northern Economics, 2013.

Rural teachers expressed a slightly different set of priorities from urban teachers. While awareness of the next steps and connecting the work and academic worlds still ranked near the top of teachers' lists, rural teachers also made keeping pace with technological change their second choice overall, and it was the top choice of high school educators. This result may reflect that rural children may have less environmental exposure to technology than urban children and that an awareness and knowledge of technology is needed for many jobs and careers. Lastly, the study notes that middle school teachers ranked ESL student needs and encouraging hopes and dreams for the future as their top two strategies. Middle school teachers' call to use these strategies could reflect the need to address the dramatic decline in engagement seen in rural students in the middle school years. The results for rural middle school teachers have consistently differed from the results from other groups throughout the analysis.

Table 36. Intensity Index of Preferred Focus Strategies Moving Forward, Rural Respondents

Supporting Strategies	Elementary	Middle School	High School	Grand Total
Awareness of the Next Step	100	80	67	100
Keeping Pace with Technology	63	80	100	89
Connecting Academic and Work Worlds	73	52	84	86
Adequate After-school Care	62	76	76	79
Access to Outside Support	63	52	70	74
Opportunities Beyond the Classroom	65	40	50	66
Tighter Connections between Stakeholders/Services	66	64	39	66
ESL Student Needs	38	92	56	58
Encouraging Hopes and Dreams for the Future	42	100	36	54
Strong Parent/School Ties	45	4	34	42
Connecting Local and Outside World	23	28	4	20

Source: Northern Economics, 2013.

3.5.3 Current Success versus Priorities for Moving Forward

The study used statistical correlation techniques to determine whether a strong correlation exists between the portion of respondents who say their school is making progress with a strategy and the portion saying their school is losing ground and the intensity prioritization score (Table 37). In short: do teachers think that communities and schools should prioritize strategies where they are struggling or excelling as they move forward? The study found only mild correlation levels, particularly in rural areas. Thus, it would appear that teachers are evaluating the benefit of the strategies somewhat separately from how well their schools currently perform and that the areas where there are lower or high levels of current performance are not necessarily the areas where teachers feel their schools and communities need to focus.

Table 37. Correlation of Current Progress versus Prioritization

Supporting Strategies	Urban (N=760)			Rural (N=220)		
	Positive Progress or Excelling	Struggling or Losing Ground	Intensity Priority Score	Positive Progress or Excelling	Struggling or Losing Ground	Intensity Priority Score
Encouraging Hopes and Dreams for the Future	71	7	32	60	13	54
Strong Parent/School Ties	67	9	48	45	19	42
Keeping Pace with Technology	59	13	68	62	14	89
Awareness of the Next Step	55	13	88	49	19	100
ESL Student Needs	55	12	28	48	20	58
Connecting Academic and Work Worlds	53	14	100	47	19	86
Connecting Local and Outside World	51	12	17	55	16	20
Opportunities Beyond the Classroom	47	19	44	44	28	66
Access to Outside Support	46	22	60	45	25	74
Adequate After-school Care	44	24	79	33	37	79
Tighter Connections between Stakeholders/Services	38	19	66	34	29	66
Correlation with Intensity Score	-0.27	0.38	N/A	-0.13	0.21	N/A

Source: Northern Economics, 2013.

3.6 Open-Ended Responses

The final section of the survey asked respondents a series of open-ended questions and encouraged them to write detailed responses. The following four questions were included to allow respondents to bring up any issues that they felt were important but not addressed in previous sections of the survey:

1. I find that my students are most engaged in their learning environment when....
2. I find with my students that the following factors disengage students from learning....
3. If you could make one single and realistic change inside your school to enhance student learning what would it be and why?
4. If you could make one single and realistic change outside your school to enhance student learning what would it be and why?

The study team used a visual tool called a “Wordle” to display the most common themes throughout the responses to the four open ended questions. The sizes of the words in these figures directly correspond with the frequency with which they appear throughout the responses to each question.

I find that my students are most engaged in their learning environment when...

Figure 16 illustrates survey responses to the first question. Respondents reported that creating an engaging environment required collaboration amongst students, teachers, and parents, consistent attendance/timeliness, and clear and measureable goals to accomplish.

Figure 16. Student Engagement Wordle



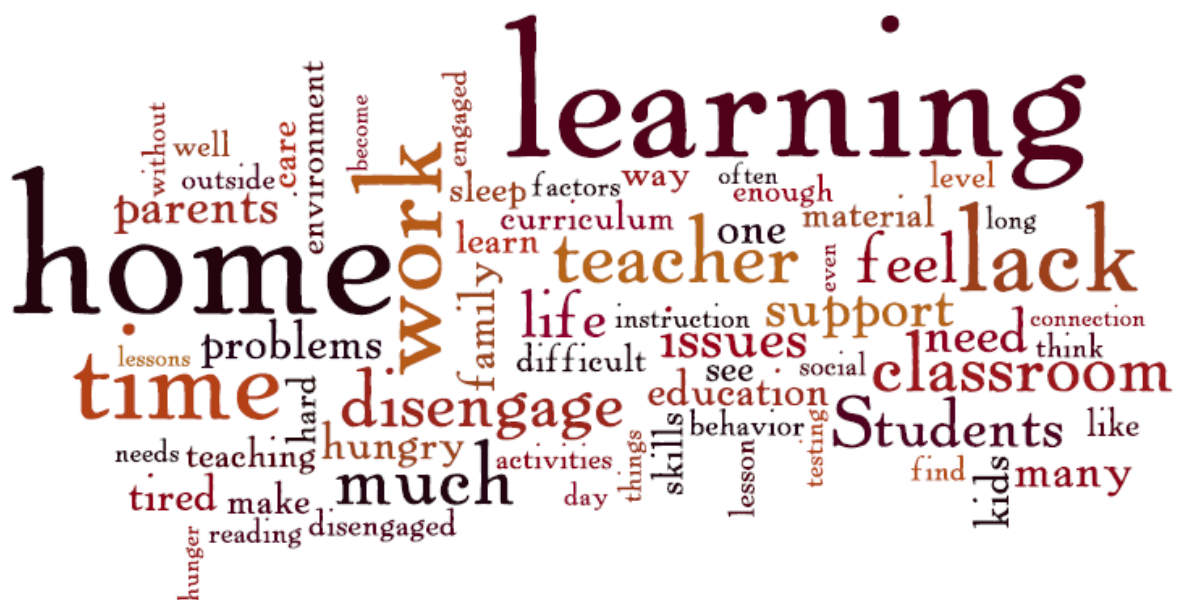
Source: Northern Economics, 2013.

Both urban and rural respondents highlighted the importance of adequate sleep and food when it came to student engagement. Respondents also indicated that finding a way to tie the curriculum back into the student’s culture—demonstrating how it is applicable to the students personally—was a strategy that effectively engaged students. Another common response from both urban and rural teachers was that students are most engaged when they are doing hands-on projects that integrate physical activity, group learning, or technology.

One of the themes highlighted most frequently by urban respondents is adequate teacher training so that teachers have the skills to teach subjects in a variety of different ways to accommodate the different learning styles of students. Parental engagement and parent-teacher communication were also common themes throughout the responses from urban teachers, and many teachers indicated that meeting once a semester with parents was not adequate communication to support student learning.

Some common themes found throughout rural responses were the importance of a stable home environment and the effects of community issues, such as drug and alcohol abuse, on student engagement and learning. Rural respondents also emphasized the importance of incorporating the community culture into classroom learning and the impact of engaging other community members in student learning.

Figure 17. Student Disengagement Wordle



Traditional learning techniques (“sit and get”) and standardized test preparation are two issues that were commonly identified as disengaging for students by urban respondents. Another common theme found throughout urban responses was the effects of students with behavioral issues on the rest of the class and how addressing those issues takes the teacher’s attention away from the rest of the class. Many respondents referenced the lack of specialized programs for students with behavioral issues and the lengthy process teachers must go through to get a student enrolled in the current programs.

One issue that is prevalent throughout responses from rural teachers is the lack of support from the community when it comes to the importance of education. Many rural respondents referenced a “lack of understanding why school is important” and did not feel that they received enough parental support. Rural respondents also highlighted the issue of outside activities and athletics taking priority over classroom learning and being used to justify frequent absences that lead to students falling behind and becoming disengaged. Rural respondents also stressed the importance of making school subject matter applicable to students’ everyday life and noted that curriculum guidelines often make that very difficult to do, causing students to become less engaged.

[illegible]

Figure 19 displays some of the common themes from the open ended responses to question 31 in the survey, which asked “If you could make one single and realistic change outside your school to enhance student learning what would it be and why?” Some topics frequently found throughout urban and rural responses are the addition of community facilities and programs, increased engagement from parents, and more support from their community and government representatives.

One of the topics that urban teachers brought up most often when responding to this question is educating parents about the importance of adequate sleep and food for their children. Some respondents even recommended having health and nutrition classes for the parents of their students at the beginning of every school year. Urban respondents would also like to see an increase in parent and community involvement in their students' learning experience.

Community safety and dealing with drug and alcohol abuse in the community are two of the most common themes found throughout the responses from rural teachers. Rural respondents indicated that these two issues are the source of many other distracting factors that cause students to become less engaged, such as lack of sleep and students coming to school hungry. Many respondents would also like to see educational community programs for both parents and students to help increase engagement and foster more support for education within their communities.

4 Statewide Household Survey with Comparisons

The statewide household survey collected responses from 750 Alaskan households in December 2013. The survey presented households with a battery of questions patterned after the social issue and education strategies for success questions that teachers received. The survey asked households to rate the negative effect of the social issues and to provide the top three issues they believe that, if addressed, would provide the greatest positive effect on student learning and performance. The survey also asked households about how well they thought their schools are doing in executing a set of broad strategies that support learning and to name the top strategies they believe will have the greatest positive effect on student learning and performance.

The sections below compare the household survey results with the results of the teacher survey. The analysis provides aggregate comparisons and comparisons between groups including households with public school children living in them and those without children living in them as well as rural and urban teacher responses.³ In summary the analysis indicates that:

- Compared to teachers, a higher portion of households say that social issues negatively affect the classroom and on average households tend to say that the issues are more inhibiting.
- Households rated student drug and alcohol abuse and home environment as the top issues both in terms of the number of households who said these issues affected the classroom and the overall effect. As noted in prior sections, teacher responses agree with the importance and effect of home environment, but their responses indicated that student drug and alcohol abuse is a much less prevalent and less inhibiting than indicated by household responses. Teachers are more focused on chronic absence.
- With regards to which social issue they think will generate the most benefits in the classroom, households would like to tackle community and student drug and alcohol abuse. In comparison, teachers, in aggregate, prioritized chronic absence, home environment, and prior student preparation.
- Households without public school-age children are more likely to say that social issues are affecting the classroom and are less positive on the overall job done by schools. Households with children in public schools tend to split the gap between the childless households and teachers.
- The same pattern held true when the survey asked households about how well their schools are performing when it comes to a broad range of strategies that support classroom education. Households without children are less positive than both teachers and households with children in public school. Households with children in public school tend to split the difference between teachers and the other household group.
- Teachers and households agree about prioritizing strategies that make students aware of the next step, whether that be the next grade, the next step in schooling, or the work world. However, teachers also say that addressing the lack of after-school care/activities and creating

³ The study notes that for this report the term “households with students” indicates households where children who attend public school live. The study also collected responses from households who privately school their children (9 respondents) and those who home schooled their children (25 respondents). These respondents are only four percent of the overall sample and approximately ten percent of the sample with school age children living in the house. For analytical simplicity, the study removes these respondents from the analysis as the individual sample sizes for these groups is not large enough to provide a reasonable level of statistical confidence in generating group averages.

greater connections between outside service providers, community programs, and school communities will pay strong dividends. Households largely ignored these issues in comparison to connecting the work and academic worlds.

A cross-tabulation analysis of the household survey results is located in Appendix B: Statewide Household Survey.

4.1 Issues Inhibiting Performance

The study asked households to rate the same seventeen social issues on the same 1-to-5 scale based on how much they believe that the social issues are negatively affecting student learning and performance in the classroom (see Table 38).⁴ The number one issue(s) across all households is a near tie between student drug and alcohol abuse and home environment. Households rate both issues a 3.7 out of a possible 5.0 with 84 percent and 81 percent respectively, rating the issues as inhibiting student performance (i.e., a 3 or higher). Rounding out the top five are domestic violence, drugs and alcohol in the community, and chronic absence. One result that the study notes is that households without students living in them consistently rate the social issues as having a greater effect on the classroom than households with students living in them. On average, households without students rated the seventeen issues a 3.3 out of 5 while households with students in public schools rate the issues a 3.0 out of 5. The fact that households without school age children living in the home rate social issues as having a stronger effect on the classroom and rate overall public school performance as lower, is consistent throughout the report. Another way of looking at this result is that households containing children attending public school are more positive about public schools than those who do not have school age children.

⁴ On this scale a score of 1 means the study does not inhibit classroom learning while a score of 5 means it strongly inhibits classroom learning.

Table 38. Household Perceptions of Issues as Inhibitors of Student Performance

Issue	Average Household Rating			% of Respondents Ranking Issue 3 or Higher
	All Households	With Students	No Students	
Student drug and alcohol abuse	3.7	3.6	3.8	84
Home environment	3.7	3.6	3.7	81
Domestic violence	3.6	3.3	3.8	78
Drugs and alcohol in the community	3.6	3.4	3.7	82
Chronic absence	3.5	3.2	3.6	73
Homelessness	3.3	3.0	3.5	67
Bullying	3.3	3.2	3.4	69
Hunger	3.3	3.1	3.3	70
Chronic tardiness	3.3	3.0	3.4	70
Prior student preparation	3.2	3.1	3.2	71
Community health	3.1	2.9	3.1	68
Crime in the community	3.0	2.8	3.1	63
Neighborhood safety	3.0	3.0	3.0	62
Periodic absence	2.9	2.7	2.9	61
Periodic tardiness	2.8	2.7	2.9	59
Lack of adequate school facilities	2.8	2.7	2.8	54
English as a second language	2.7	2.6	2.8	56

Source: Northern Economics, 2013.

Table 39. Percentage of Households that Perceive Issues as Inhibitors of Performance

Issue	Percentage		
	All Households	Households with Students	Households with No Students
Student drug and alcohol abuse	84	76	87
Drugs and alcohol in the community	82	74	85
Home environment	81	77	83
Domestic violence	78	71	82
Chronic absence	73	63	78
Prior student preparation	71	69	72
Chronic tardiness	70	58	76
Hunger	70	65	72
Bullying	69	64	71
Community health	68	62	71
Homelessness	67	55	72
Crime in the community	63	56	66
Neighborhood safety	62	60	64
Periodic absence	61	51	65
Periodic tardiness	59	51	62
English as a second language	56	58	55
Lack of adequate school facilities	54	50	56

Source: Northern Economics, 2013.

As noted above, the data reveal that households and teachers have very different perceptions of the degree to which these social issues affect the classroom and in some cases which social issues are the greatest problems. For example:

- The average score for all of the issues in the table is 3.2 for all households while it is 2.7 for all teachers (see Table 40).
- Households rank student and drug and alcohol abuse as the number 1 issue affecting student performance (in a tie with home environment), while in aggregate teachers rank this issue as number 14 overall. Conversely, households rank periodic absence as the fourteenth most negatively effective issue but teachers rank the problem sixth (tied with bullying).
- Across all of the issues, the portion rating the issues a three or higher was 69 percent across all households and 51 percent across all teachers (see Table 41). The study notes that households without students had the highest average portion, the households with students was next at 62 percent, rural teachers were fourth at 56 percent, and urban teachers average 49 percent.

Table 40. Comparing Household and Teacher Perceptions of Issues as Inhibitors of Performance

Issue	Household Rankings			Teacher Rankings		
	All Households	With Students	Without Students	All Teachers	Rural Teachers	Urban Teachers
Student drug and alcohol abuse	3.7	3.6	3.8	2.3	2.6	2.2
Home environment	3.7	3.6	3.7	3.4	3.6	3.3
Domestic violence	3.6	3.3	3.8	2.8	3.1	2.7
Drugs and alcohol in the community	3.6	3.4	3.7	2.9	3.5	2.7
Chronic absence	3.5	3.2	3.6	3.7	3.7	3.7
Homelessness	3.3	3.0	3.5	2.7	2.3	2.8
Bullying	3.3	3.2	3.4	2.8	3.0	2.8
Hunger	3.3	3.1	3.3	2.7	2.7	2.7
Chronic tardiness	3.3	3.0	3.4	3.0	3.1	3.0
Prior student preparation	3.2	3.1	3.2	3.0	3.1	3.0
Community health	3.1	2.9	3.1	2.4	2.6	2.3
Crime in the community	3.0	2.8	3.1	2.2	2.3	2.2
Neighborhood safety	3.0	3.0	3.0	2.2	2.1	2.2
Periodic absence	2.9	2.7	2.9	2.8	3.0	2.8
Periodic tardiness	2.8	2.7	2.9	2.5	2.6	2.4
Lack of adequate school facilities	2.8	2.7	2.8	1.9	1.8	1.9
English as a second language	2.7	2.6	2.8	2.7	2.6	2.7
Average Score	3.2	3.0	3.3	2.7	2.8	2.7

Source: Northern Economics, 2013.

Table 41. Percentage of Households and Teachers that Perceive Issues as Inhibitors of Performance

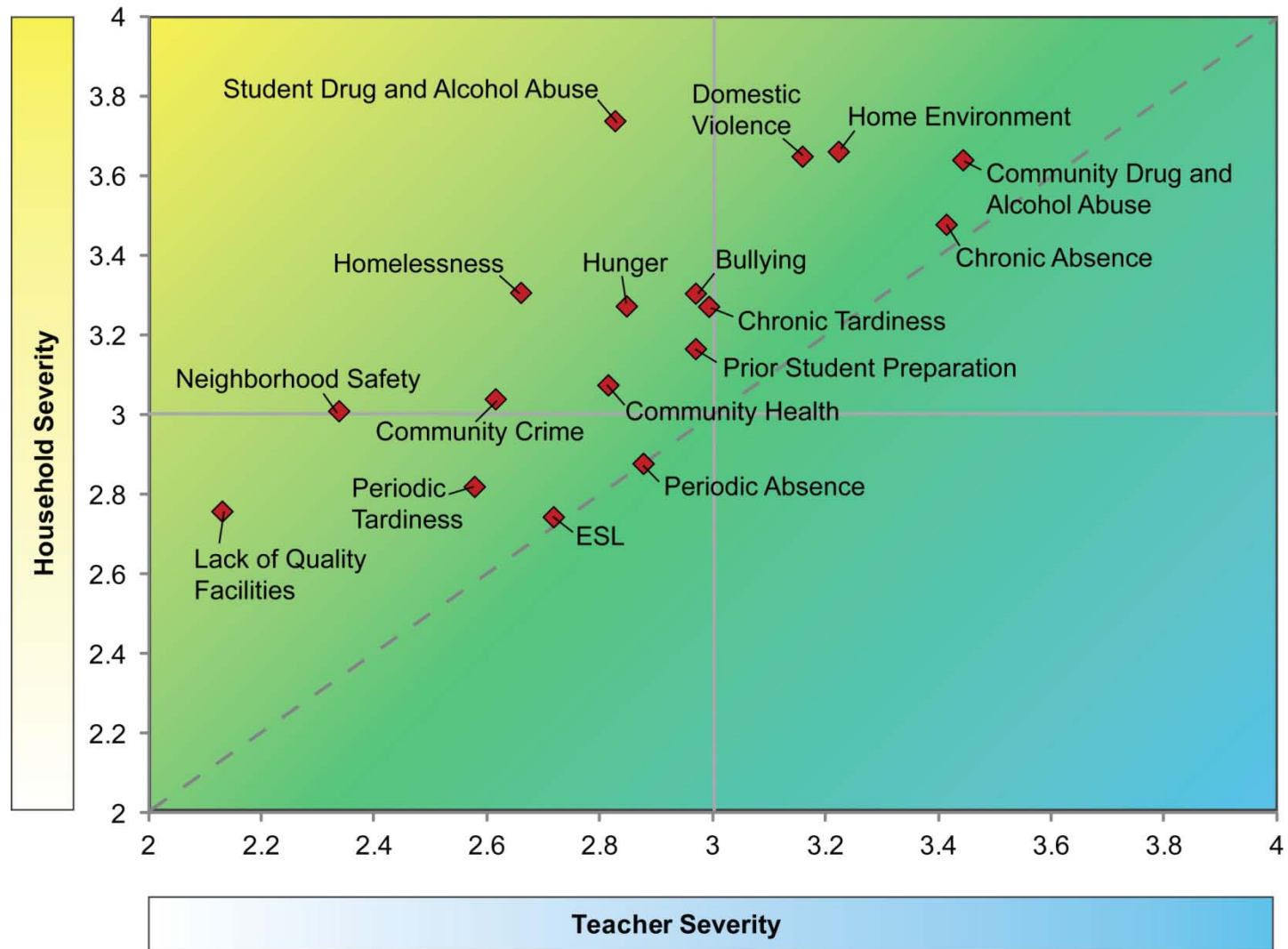
Issue	Households			Teachers		
	All Households	With Students	Without Students	All Teachers	Rural Teachers	Urban Teachers
Student drug and alcohol abuse	84	76	87	45	52	44
Drugs/alcohol in the community	82	74	85	57	77	52
Home environment	81	77	83	73	80	72
Domestic violence	78	71	82	50	64	47
Chronic absence	73	63	78	77	77	76
Prior student preparation	71	69	72	65	69	64
Chronic tardiness	70	58	76	61	66	60
Hunger	70	65	72	53	55	52
Bullying	69	64	71	52	63	49
Community health	68	62	71	41	49	38
Homelessness	67	55	72	47	38	50
Crime in the community	63	56	66	34	39	32
Neighborhood safety	62	60	64	34	34	34
Periodic absence	61	51	65	58	63	56
Periodic tardiness	59	51	62	41	46	40
English as a second language	56	58	55	50	54	50
Lack of adequate school facilities	54	50	56	24	21	25
<i>Average</i>	<i>69</i>	<i>62</i>	<i>72</i>	<i>51</i>	<i>56</i>	<i>49</i>

Source: Northern Economics, 2013.

The differences between households and teachers are very visible in Figure 20. The black diagonal line indicates where results would fall if teachers and households were in one-to-one agreement with one another regarding how severely social issues affect the classroom. Any marker above that line indicates that households rate the issue as having a greater effect than teachers do. Conversely, any marker below the line indicates that teachers rate the issue as having a greater classroom effect. All of the markers fall above the line with the exception of periodic absence, which falls on the line. Additionally, the figure shows, via the four quadrants, where households and teachers are in general agreement or general disagreement.

- The upper right-hand quadrant, containing domestic violence, home environment, community drug and alcohol abuse, and chronic absence is an area where both groups agree that these issues have a stronger effect on the classroom.
- The lower left-hand quadrant shows where teachers and households generally agree that these issues have less effect on the classroom.
- The upper left-hand quadrant contains issues whose effect households rate higher than teachers do. The prime example of this type of issue is student drug and alcohol abuse.
- The lower right-hand quadrant is where issues would reside that teachers rated as having a greater effect than households did. There are no issues in this quadrant.

Figure 20. Comparison of Household and Teacher Social Issues⁵



⁵ None of the issues averaged between a one and two or a four and five for each party. Thus, the figure shows all responses on a two to four scale.

As with teachers, the study asked households to select a first, second, and third choice for which issues they thought were the most important to address in order to improve student learning and performance. The study scored these issues by giving each first place vote three points, each second place vote two points, and each third place vote one point. The top scorer then received an intensity index score of 100 and each subsequent issue was rated in proportion to the top scorer. In other words, an issue with an intensity index of 50 received half the votes of the top scoring issue. Both households with students and those without rated addressing drugs and alcohol in the community as the top issue they'd like to address, followed by student and drug and alcohol abuse and home environment (see Table 42). Teachers, in aggregate, placed chronic absence first, followed by home environment and then prior student preparation. The teachers' first place choice scores a 42 for households with students and 52 for households without students. The households' first place choice scores a 45 amongst teachers.

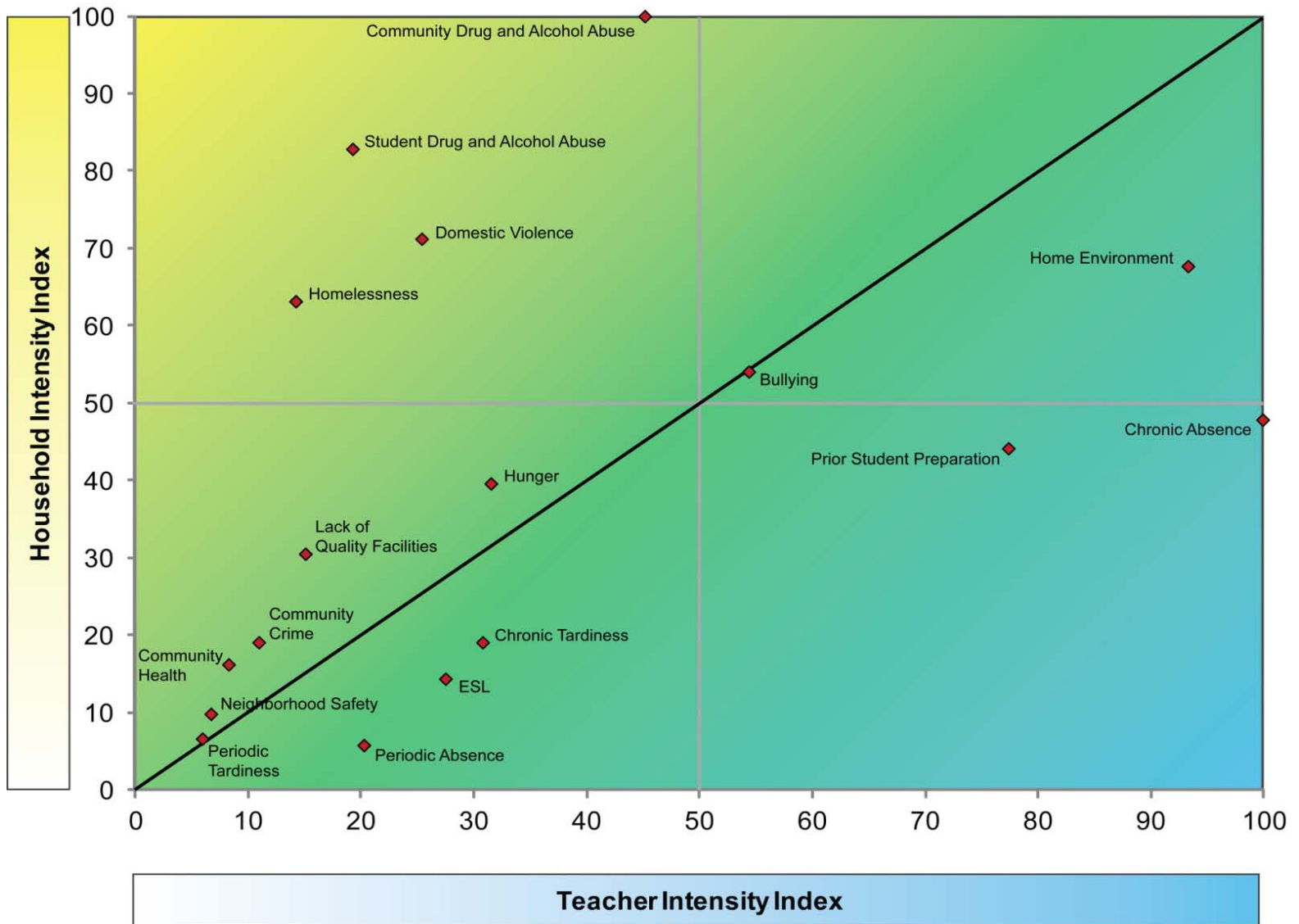
Table 42. Comparison of Household and Teacher Rankings of Most Important Issues to Address

Issue	Intensity Index			Teachers
	All Households	Households with Students	Households without Students	
Drugs and alcohol in the community	100	100	100	45
Student drug and alcohol abuse	83	84	82	19
Domestic violence	72	56	78	25
Home environment	69	67	70	93
Homelessness	63	55	67	14
Bullying	55	76	47	54
Chronic absence	49	42	52	100
Prior student preparation	45	48	44	77
Hunger	39	60	31	32
Lack of quality school facilities	31	52	23	15
Chronic tardiness	20	22	19	31
Crime in the community	19	24	17	11
Community health	16	23	14	8
English as a second language	14	14	14	28
Neighborhood safety	10	9	10	7
Periodic tardiness	7	8	6	6
Periodic absence	6	8	6	20

Source: Northern Economics, 2013.

The difference between households and teachers is even more striking when visualized graphically (see Figure 21). Only home environment and bullying appear in the top right quadrant of shared priorities. The two parties score each other's top priorities relatively far below their own priorities. The one spot of real agreement is in the lower priority issues. The study team sees these differences as one of the critical results of the analysis. Households are focused on broad social issues while teachers are more focused on issues as they express themselves in the classroom. It's likely that if teachers are going to be able to get households to start thinking about chronic absence, then they're going to have to express the root causes of chronic absence as a function of specific social issues that households are used to hearing about. At the same time, teachers and households are going to have to come to some understanding on the effect of student drug and alcohol abuse, which households see as a paramount issue and which teachers largely define as a secondary issue affecting a small portion of students (particularly in lower grades).

Figure 21. Prioritization of Addressing Household Issues



4.2 Education Supporting Strategies

The study asked households about the same eleven broad education strategies shown to teachers, and asked them to rate the performance of their schools with respect to each, and to designate the most important ones going forward. The data indicate a mixed review of perceived overall performance by school districts, but show that teachers and households share some vision going forward about which strategies should be prioritized in the future.

Overall, households gave the highest marks to schools' abilities to encourage hopes and dreams moving forward and to keep pace with technological changes, with 55 percent and 54 percent of respondents, respectively, saying that their local school district was either improving in its ability to pursue the strategies or was a school district that set an example for other districts (see Table 43). These two levels equate to a four or five on the one to five scale used by the question. These strategies are the only two where more than 50 percent of the respondents indicated that schools were making forward progress. The next two strategies, connecting the local and outside worlds and addressing ESL student needs, both received scores between 40 and 50 percent. The remainder of the strategies scored positive ratings between 30 and 40 percent.

The study is also able to track where households said that Alaska's schools are mostly likely to be losing ground. Overall, 32 percent of households said that their local school system was struggling or losing ground with the strategy of connecting the academic and work worlds. The survey notes that parents of students gave schools a slightly better mark of 28 percent struggling or losing ground compared to 34 percent for households without school age children. The next strategies where households say schools struggle the most are generating awareness of the next step and providing access and connection to outside educational support. The study notes that the latter issue is one of the few strategies where the pessimism of households with students outpaced pessimism from households without students.

Table 43. Percentage of Households that Believe Schools Are Making Progress or Struggling in Using Supporting Strategies

Supporting Strategies	Percent Perceiving Schools as Gaining Ground			Percent Perceiving Schools as Struggling or Losing Ground		
	All Households	With Students	Without Students	All Households	With Students	Without Students
Encourage hopes and dreams	55	58	53	16	16	16
Keeping pace with technology	54	53	55	16	23	13
Connecting the local & outside worlds	46	50	44	19	19	19
Addressing ESL student needs	42	46	40	18	15	19
Encouraging strong parent-school ties	38	48	34	24	23	25
Providing adequate after-school care	38	43	35	28	31	26
Opportunities beyond the classroom	36	40	35	27	30	25
Access to outside educational support	36	40	34	30	33	29
Generating awareness of next steps	35	35	34	31	30	31
Strengthening stakeholder connections	34	40	31	25	22	27
Connecting academic & work worlds	30	33	28	33	28	34

Source: Northern Economics, 2013.

When comparing the portion of households that say their school is making progress or excelling to the portion of teachers who say the same, the study finds that the portion of teachers (52 percent on average) is 12 points higher than the portion of households. The single issue with the greatest disagreement is the ability of schools to encourage strong parent/school ties. This issue has a 24 point differential. Interestingly, this result is driven largely by homes without students in school. Only 34 percent of those homes say that their local school is making progress or excelling at strengthening ties. Amongst households with students 48 percent say that their local school is making progress or excelling. In fact, households with public school children split the difference between the 62 percent of teachers who say their school is making progress on this issue and the 34 percent of households without children who say the same. This pattern is repeated through the survey results. The average difference between teachers and households without children is nearly 14 points, whereas the difference between teachers and those households with public school children is less than 8 percentage points. Clearly, teachers' views of their schools making progress is rosier than the public's overall view, but those who are closest to the school system have a substantially better view of schools than those who do not have direct contact with schools. The implication here is that if the progress that teachers perceive is real, then it's clearly not being fully transmitted to parents and is being transmitted to an even lesser extent to the populace which does not engage with schools via school-age children.

Table 44. Percentage of Households and Teachers that Believe Schools Are Making Progress in Using Supporting Strategies

Supporting Strategies	Households			Teachers		
	All Households	With Students	Without Students	All Teachers	Rural Teachers	Urban Teachers
Encourage hopes and dreams	55	58	53	69	60	71
Keeping pace with technology	54	53	55	60	62	59
Connecting local and outside worlds	46	50	44	52	55	51
Addressing ESL student needs	42	46	40	53	48	55
Encouraging strong parent-school ties	38	48	34	62	45	67
Adequate after-school student care	38	43	35	41	33	44
Create opportunities beyond classroom	36	40	35	53	49	55
Access to outside educational support	36	40	34	47	44	47
Generating awareness of next steps	35	35	34	46	45	46
Strengthening stakeholder connections	34	40	31	52	47	53
Connecting academic and work worlds	30	33	28	37	34	38
Average	40	44	38	52	48	52

Source: Northern Economics, 2013.

Where the study does not see as much difference between either group of households or teachers is the portion who believe that their school is struggling or losing ground (see Table 45). The average portion who believe that their local school is struggling or losing ground on these issues is 25 percent for the households with students and 24 percent for those households without school age children. The average score amongst all teachers is 16 percent with rural teachers reaching 22 percent on average and urban teachers at 15 percent. This result is not the first time that overall household impressions have correlated with rural teacher responses. In comparing correlation matrices between household assessments of social issues, the study found that typical household responses were most like the aggregate responses from rural high school teachers. In other words, if you had to pick a

school were statewide household impressions matched the reality of the situation as expressed by teacher responses, then an aggregate rural high school would be the most likely match, albeit with some still significant differences.

Table 45. Percentage of Households and Teachers that Believe Schools as Struggling or Losing Ground in Using Supporting Strategies

Supporting Strategy	Households			Teachers		
	All Households	With Students	Without Students	All Teachers	Rural Teachers	Urban Teachers
Connecting Academic/Work Worlds	32	28	34	15	19	14
Generating awareness of next steps	31	30	31	14	19	13
Access to outside educational support	30	33	29	23	25	22
Adequate after-school student care	28	31	26	26	37	24
Create opportunities beyond classroom	27	30	25	21	28	19
Strengthening stakeholder connections	25	22	27	21	29	19
Encouraging strong parent-school ties	24	23	25	11	19	9
Connecting local and outside worlds	19	19	19	13	16	12
Addressing ESL student needs	18	15	19	14	20	12
Keeping pace with technology	16	23	13	13	14	13
Encourage hopes and dreams	16	16	16	9	13	7
Average	24	25	24	16	22	15

Source: Northern Economics, 2013.

The survey asked both teachers and households to select and rank the three strategies they thought would most increase student learning and performance in the long run. As noted previously, the study scored the results by giving each first place vote three points, each second place vote two points, and each third place vote one point. The top scorer then received an intensity index score of 100 and each subsequent issue was rated in proportion to the top scorer. In a result that came as somewhat of a surprise to the study team, households and teachers both rated connecting the academic and work worlds and generating awareness of the next step as their top two strategies (see Table 44). The study team notes that this result correlates strongly with teachers' open-ended responses, which expressed the desire for more community and parental involvement and more hands-on learning experiences at all levels.

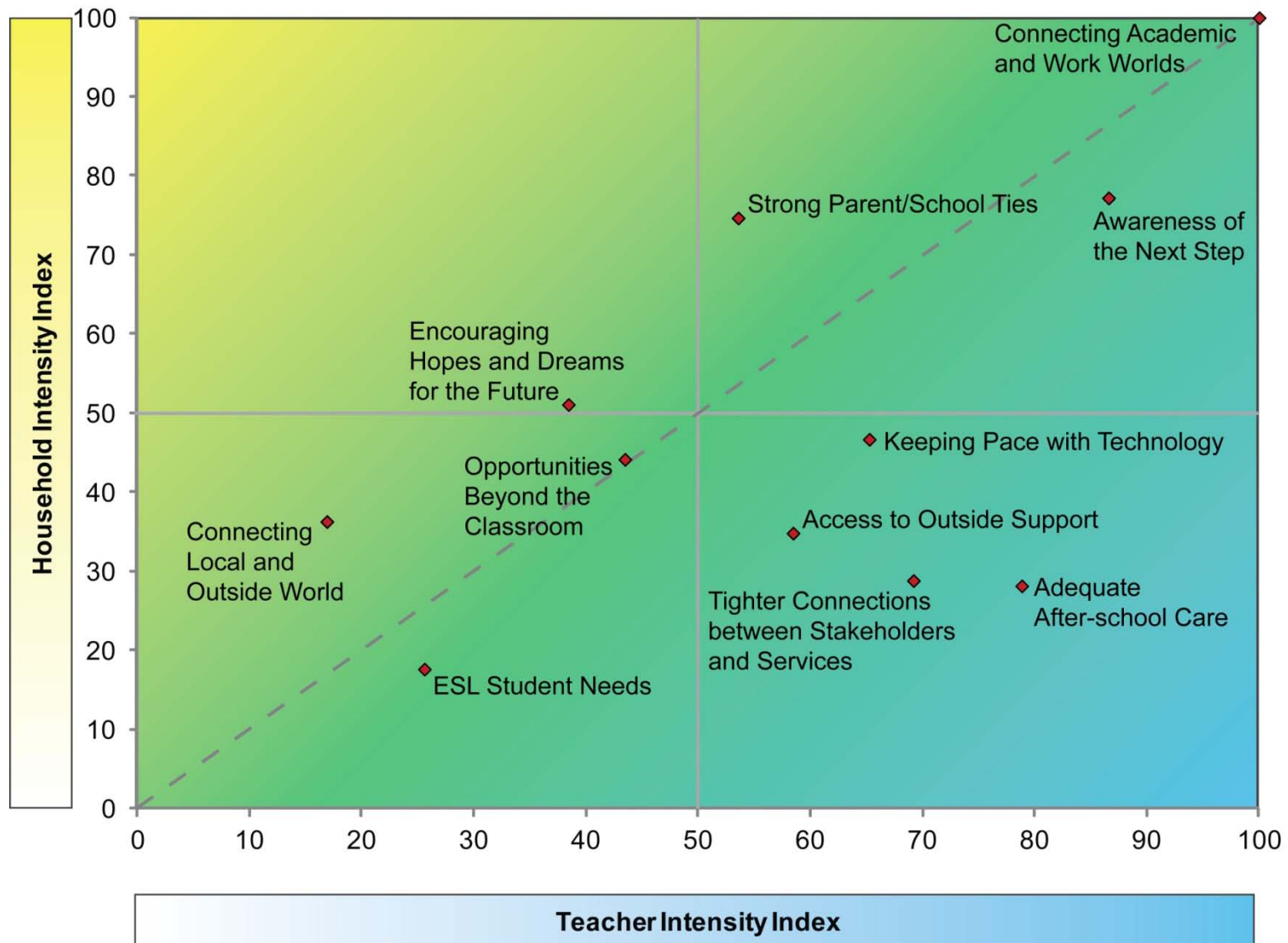
Table 46. Comparison of Household and Teacher Rankings of Education Support Strategies Moving Forward

Issue	Intensity Index			
	All Households	Households with Students	Households w/o Students	Teachers
Connecting Academic and Work Worlds	100	100	100	100
Awareness of the Next Step	76	69	80	87
Strong Parent/School Ties	74	77	72	54
Encouraging Hopes and Dreams for the Future	49	36	55	38
Keeping Pace with Technology	45	35	49	65
Opportunities Beyond the Classroom	43	51	40	43
Connecting Local and Outside World	35	32	37	17
Access to Outside Support	35	37	33	58
Tighter Connections between Stakeholders/Services	29	26	30	69
Adequate After-school Care/Activities	29	27	29	79
ESL Student Needs	17	22	15	26

Source: Northern Economics, 2013.

The graphical depiction of aggregate household and teacher responses shows the relative agreement regarding connecting the academic and work worlds, enabling students and parents at all levels to be aware of what is required at the next step, and creating stronger student/parent/school ties. Note that unlike the issues analysis, there are a number of strategies, such as providing adequate after-school care/activities and tighter connections between stakeholders and services, which teachers rate highly but that households rate as likely less effective. In fact, there are 51-point and 40-point intensity index differentials associated with these two strategies. It would seem that if teachers are going to convince the general public that these strategies are worthwhile and will have an effect in the classroom, then they will likely need to engage in educating the general populace as to why these will be effective.

Figure 22. Most Important Broad Education Strategies



Appendix A: Statewide Teacher Survey

Introduction

Welcome to the 2013 Statewide Enhancing Student Learning and Performance Survey. This statewide survey of teachers is supported by NEA-Alaska and guided by an independent steering committee consisting of one member from the United Way of Anchorage, the Anchorage Chamber of Commerce, the Alaska PTA, Citizens for the Educational Advancement of Alaska's Children, and NEA-Alaska as well as Alaska's 2013 Superintendent of the Year, Steve Atwater, Ph.D., and 2013 Teacher of the Year, Chris Benshoof.

The purpose of this survey is to provide education oriented organizations and policymakers with the information necessary to move the statewide conversation beyond politically driven discussions on to discussing actual policy and program solutions that support student learning, engagement, and performance. Teachers' voices are often lost in today's education discussions. Policymakers can forget that educators' daily interactions with students can be one of our best sources of information on how to enhance student learning and performance. It is our hope that this survey will help the current conversation mature and provide a venue for teachers' voices.

Northern Economics pledges that all of your responses will remain confidential. No individual or organization beyond Northern Economics' staff will have access to individual responses and we will only report anonymized data. You will never be identifiable from your responses. Northern Economics has a 30+ year history of maintaining respondent and client confidences. Our word is our bond and our livelihood.

As a thank you, we are offering all teachers who complete the survey (and provide us with an email address) an opportunity to win one of three Alaska Airlines mileage prizes. The opportunity to enter this drawing is located on the last page of the survey.

We thank you in advance for your time in completing this survey. It should take about 20 minutes. We will endeavor to use the information you are providing to help enhance student learning and performance.

Demographics

Before we start the main portion of the survey, please tell us about yourself and where you work.

* 1. Please select your current school district from the following list.

Other (please specify)

2. Please select one button in each row for the following question.

How many years experience do you have....

	0-2 Years	3-5 Years	6-10 Years	11-20 Years	More than 20 Years
As a teacher....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a teacher in Alaska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a teacher at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a teacher in your current district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please select your gender

☐ Female

☐ Male

4. Are you working in a Title 1 environment?

☐ Yes

☐ No

5. I received my initial training as a teacher....

☐ In Alaska

☐ Outside of Alaska

6. Which description best describes you?

☐ I am a non-union teacher.

☐ I am a member of NEA-Alaska.

☐ I am a member of the American Federation of Teachers or another union.

7. Which category best describes your school?

- ☐ Traditional school
- ☐ Charter school
- ☐ Alternative school
- ☐ Correspondence school
- ☐ Boarding school

Community and Work Environment

Please answer the following questions about your community and work environments.

8. Please tell us how much you agree or disagree with the following statements regarding your community and your work environment. The questions use a 1 to 5 scale with a 1 representing "strongly disagree" and a 5 indicating "strongly agree".

	1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree nor Disagree	4-Somewhat Agree	5-Strongly Agree
My community respects and supports me as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community has a quality of life which helps me want to stay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is adequately maintained to support and enhance student learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community programs help support my students' learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe from personal and property crime in the community that I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the peer support needed to advance my professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is adequately equipped to support and enhance student learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community has adequate internet connection speeds to support my teaching and my life in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community lacks adequate and affordable quality housing for new teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned that my community has a negative perception of the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently find that I have to teach outside my areas of expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I understand my community's culture enough to make academic content relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected and welcomed in the community in which I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's administration actively enables my ability to enhance student learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the training necessary to effectively use the technology my school provides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the technology necessary to enhance my teaching abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My district's administration actively enables my ability to enhance student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

learning and performance.

I frequently find that I have to teach grade levels outside my area of expertise.

☐☐☐☐☐

My school has too many unused technological resources (e.g., unused computers, tablets. etc.)

☐☐☐☐☐

***9. In which grade levels do you primarily teach?**

If you are in a rural school and teach children from across the spectrum of grades, please pick the area in which you teach the most students.

☐ Kindergarten through Grade 6

☐ Grades 7 through 8

☐ Grades 9 through 12

Elementary Education Questions

Dear Respondent,

You have indicated that you are primarily an elementary (K-6) education teacher. We have created the following questions specifically for teachers who work in an elementary education environment. Junior and Senior high school teachers have their own sections. Please complete the following questions after which we will direct you to another set of questions shared by all teachers.

10. Please tell us how much you agree or disagree with the following statements regarding student and parental engagement. The questions use a 1 to 5 scale with a 1 representing "strongly disagree" and a 5 indicating "strongly agree".

	1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree nor Disagree	4-Somewhat Agree	5-Strongly Agree
My students' before-school environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school effectively identifies and engages at risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students are engaged partners in my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a whole, my students are very engaged in my school's learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is an open and welcoming place for parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students have high expectations for their students' academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students have high expectations for their students' behavior while at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' home environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' after-school environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is an open and welcoming place for the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In general, how severely do the following issues inhibit student performance and learning in your classroom?

	1- Not an Issue	2- Slightly Inhibit Classroom Learning	3- Inhibit Classroom Learning	4- Strongly Inhibit Classroom Learning	5- Very Strongly Inhibit Classroom Learning
Periodic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-K student preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs and alcohol in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What portion of your students do you think are regularly affected by the following issues?

	Portion Affected
Periodic tardiness	<input type="text"/> ▼
Chronic tardiness	<input type="text"/> ▼
Periodic absence	<input type="text"/> ▼
Chronic absence	<input type="text"/> ▼
Hunger	<input type="text"/> ▼
Home environment	<input type="text"/> ▼
Homelessness	<input type="text"/> ▼
English as a second language	<input type="text"/> ▼
Pre-K student preparation	<input type="text"/> ▼
Crime in the community	<input type="text"/> ▼
Community health	<input type="text"/> ▼
Domestic violence	<input type="text"/> ▼
Bullying	<input type="text"/> ▼
Neighborhood safety	<input type="text"/> ▼
Student drug and alcohol abuse	<input type="text"/> ▼
Drugs and alcohol in the community	<input type="text"/> ▼
Lack of quality school facilities	<input type="text"/> ▼

13. What are the top three issues your community should address to increase and enhance student performance and learning?

Please mark only three choices.

	Top Priority	Second Priority	Third Priority
English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs and alcohol in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-K student preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. With respect to student performance and learning, I believe that my school is...

- ☐ A very below average school
 ☐ A below average school
 ☐ An average school
 ☐ An above average school
 ☐ A high performing school from which other schools could learn

Junior High School Education Questions

Dear Respondent,

You have indicated that you are primarily a Junior High School teacher. We have created the following questions specifically for teachers who work in a junior high environment. Elementary and Senior high school teachers have their own sections. Please complete the following questions after which we will direct you to another set of questions shared by all teachers.


















15. Please tell us how much you agree or disagree with the following statements regarding student and parental engagement. The questions use a 1 to 5 scale with a 1 representing "strongly disagree" and a 5 indicating "strongly agree".

	1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree nor Disagree	4-Somewhat Agree	5-Strongly Agree
My students' before-school environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' after-school environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a whole, my students are very engaged in my school's learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school effectively identifies and engages at risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is an open and welcoming place for the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' home environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students have high expectations for their students' behavior while at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students have high expectations for their students' academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is an open and welcoming place for parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students are engaged partners in my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In general, how severely do the following issues inhibit student performance and learning in your classroom?

	1- Not an Issue	2- Slightly Inhibit Classroom Learning	3- Inhibit Classroom Learning	4- Strongly Inhibit Classroom Learning	5- Very Strongly Inhibit Classroom Learning
Periodic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior student preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs and alcohol in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What portion of the children in your classroom do you think are regularly affected by these issues?

	Percent Affected
Periodic tardiness	<input type="text"/> 
Chronic tardiness	<input type="text"/> 
Periodic absence	<input type="text"/> 
Chronic absence	<input type="text"/> 
Hunger	<input type="text"/> 
Home environment	<input type="text"/> 
Homelessness	<input type="text"/> 
English as a second language	<input type="text"/> 
Prior student preparation	<input type="text"/> 
Crime in the community	<input type="text"/> 
Community health	<input type="text"/> 
Domestic violence	<input type="text"/> 
Bullying	<input type="text"/> 
Neighborhood safety	<input type="text"/> 
Student Drug and alcohol abuse	<input type="text"/> 
Drugs and alcohol in the community	<input type="text"/> 
Lack of quality school facilities	<input type="text"/> 

18. What are the top three issues your community should address to increase and enhance student performance and learning?

Please mark only three choices.

	Top Priority	Second Priority	Third Priority
Drugs and alcohol in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior student preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. With respect to student performance and learning, I believe that my school is...

- ☐ A very below average school
 ☐ A below average school
 ☐ An average school
 ☐ An above average school
 ☐ A high performing school from which other schools could learn

Senior High School Education Questions

Dear Respondent,

You have indicated that you are primarily a Senior high school teacher. We have created the following questions specifically for teachers who work in a senior high environment. Elementary and Junior high school teachers have their own sections. Please complete the following questions after which we will direct you to another set of questions shared by all teachers.

20. Please tell us how much you agree or disagree with the following statements regarding student and parental engagement. The questions use a 1 to 5 scale with a 1 representing "strongly disagree" and a 5 indicating "strongly agree".











	1-Strongly Disagree	2-Somewhat Disagree	3-Neither Agree nor Disagree	4-Somewhat Agree	5-Strongly Agree
My school is an open and welcoming place for the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is an open and welcoming place for parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students have high expectations for their students' academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' after-school environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students are engaged partners in my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' before-school environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of my students have high expectations for their students' behavior while at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a whole, my students are very engaged in my school's learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school effectively identifies and engages at risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' home environment supports student learning and performance in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How severely do the following issues inhibit student performance and learning in your classroom?

	1- Not an Issue	2- Slightly Inhibit Classroom Learning	3- Inhibit Classroom Learning	4- Strongly Inhibit Classroom Learning	5- Very Strongly Inhibit Classroom Learning
Periodic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior student preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs and alcohol in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teen employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. What portion of your students do you think are regularly affected by these issues?

Portion Affected

Periodic tardiness	<input type="text"/>	
Chronic tardiness	<input type="text"/>	
Periodic absence	<input type="text"/>	
Chronic absence	<input type="text"/>	
Hunger	<input type="text"/>	
Home environment	<input type="text"/>	
Homelessness	<input type="text"/>	
English as a second language	<input type="text"/>	
Prior student preparation	<input type="text"/>	
Crime in the community	<input type="text"/>	
Community health	<input type="text"/>	
Domestic violence	<input type="text"/>	
Bullying	<input type="text"/>	
Neighborhood safety	<input type="text"/>	
Student drug and alcohol abuse	<input type="text"/>	
Drugs and alcohol in the community	<input type="text"/>	
Lack of quality school facilities	<input type="text"/>	
Teen employment	<input type="text"/>	

23. What are the top three issues your community should address to increase and enhance student performance and learning?

Please mark only three choices.

	Top Priority	Second Priority	Third Priority
Hunger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student drug and alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Periodic tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teen employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior student preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of quality school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs and alcohol in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. With respect to student performance and learning, I believe that my school is...

- ☐ A very below average school
 ☐ A below average school
 ☐ An average school
 ☐ An above average school
 ☐ A high performing school from which other schools could learn

Factors for Improving Student Achievement

We are interested in your assessment of how important the following concepts are in enhancing student performance and learning.

Where should our communities spend their limited time and energy?

25. On a 1 to 5 scale how important do you think focusing on the following areas could be for increasing student learning and performance in your school?

	1-Very Unimportant	2-Somewhat Unimportant	3-Neither Important or Unimportant	4-Somewhat Important	5-Very Important
Creating a tighter and more stream lined connection between social, health, and education services for students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to have hope and dreams for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness by all students of what is needed to succeed at the next step in their educational and work lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate after school care to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having opportunities for student learning beyond the classroom and school building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a connection between academic learning and the work world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing the needs of students who are English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping pace with technology and related social changes (e.g., social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a connection between local culture and community and the broader world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assured access to educational support outside of the classroom (e.g., outside homework assistance, study time, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging strong ties among schools and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. On a 1 to 5 scale which choice best describes how well your school does at...

	1-Losing Significant Ground	2-Struggling	3-Treading Water	4-Making Positive Progress	5-Excelling
...making a connection between academic learning and the work world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...assuring access to educational support outside of the classroom (e.g., outside homework assistance, study time, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...keeping pace with technology and related social changes (e.g., social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...generating awareness by all students of what is needed to succeed at the next step in their educational and work lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...creating opportunities for student learning beyond the classroom and school building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...addressing the needs of students who are English language learners...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encouraging strong ties between schools and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...making a connection between local culture and community and the broader world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...creating a tighter and more stream lined connection between social, health, and education services for students and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...providing adequate after school care to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encouraging students to have hope and dreams for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Of the areas listed below, Please indicate which of the areas listed would be your top three for future focus to increase student learning and performance in your school.

Please mark only three choices.

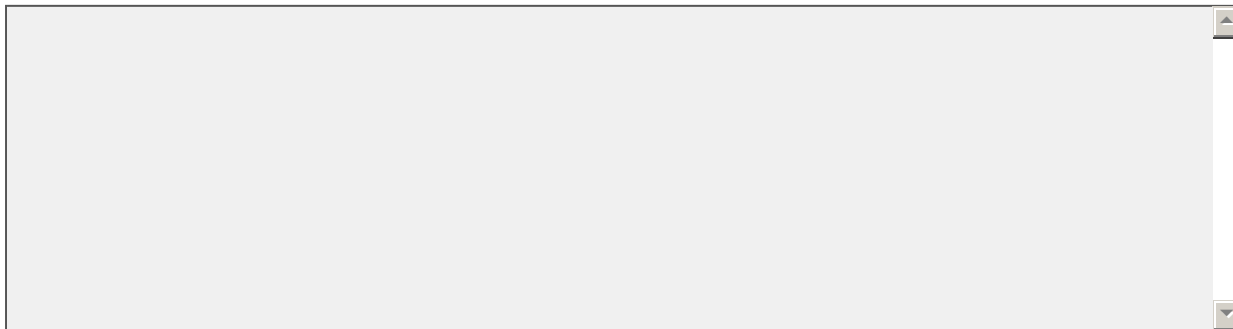
	Top Priority	Second Priority	Third Priority
Making a connection between local culture and community and the broader world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assured access to educational support outside of the classroom (e.g., outside homework assistance, study time, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing the needs of students who are English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to have hope and dreams for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping pace with technology and related social changes (e.g., social media)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a connection between academic learning and the work world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a tighter and more streamlined connection between social, health, and education services for students and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging strong ties among schools and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating opportunities for student learning beyond the classroom and school building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness by all students of what is needed to succeed at the next step in their educational and work lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate after school care to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Responses

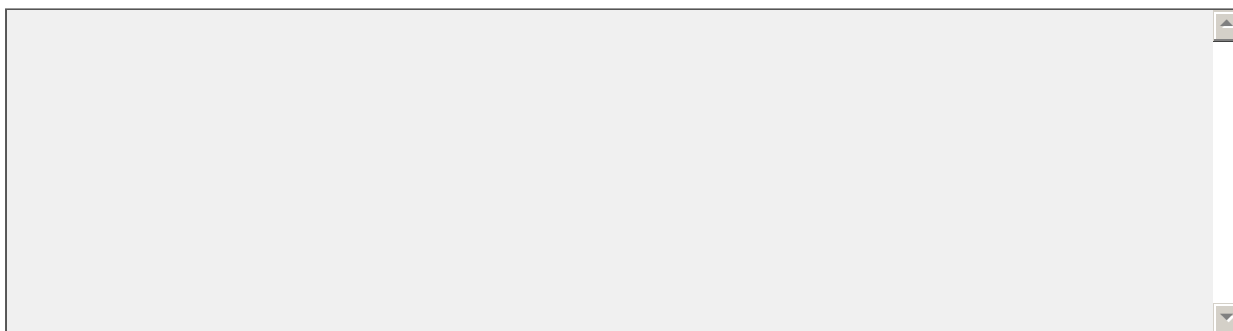
Thank you for sticking with us this far. We have one set of questions remaining before the survey is complete. These questions ask you to put on your thinking caps. As a wise teacher once told Northern Economics' project manager, "writing is thinking".

Please be generous in your responses. A small paragraph is better here than single word or phrase.

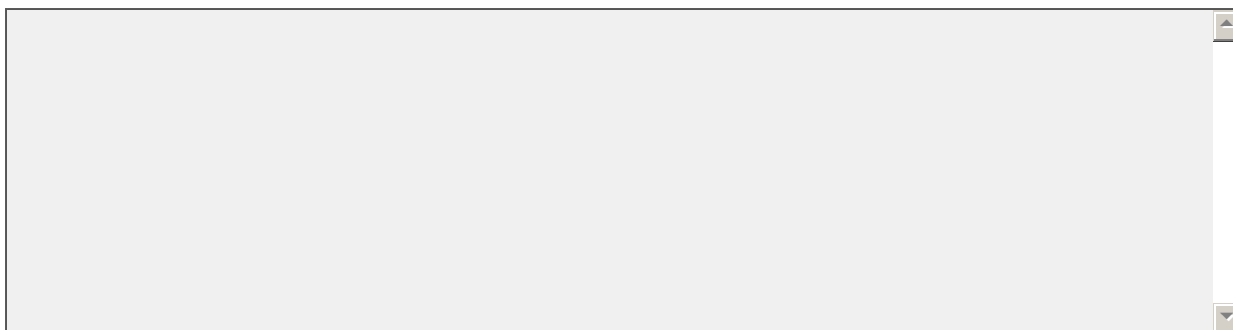
28. I find that my students are most engaged in their learning environment when....

A large, empty rectangular text input area with a light gray background. It has a thin black border and a small vertical scrollbar on the right side.

29. I find with my students that the following factors disengage students from learning.....

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30. If you could make one single and realistic change inside your school to enhance student learning what would it be and why?

A large, empty rectangular text input area with a light gray background. It has a thin black border and a small vertical scrollbar on the right side.

31. If you could make one single and realistic change outside your school to enhance student learning what would it be and why?



Enter to Win Alaska Air Miles

As a thank you for participating in this survey, the survey is providing respondents who completed the survey the opportunity to win Alaska Airlines Miles. There are three prizes: a 25,000 mile prize (equal to a round-trip anywhere in the Continental U.S.) and two 15,000 mile prizes (each equal to a round-trip inside Alaska).

The following conditions apply:

Only one submission is allowed per respondent.

The respondent's survey must be substantially complete.

As a reminder, Northern Economics will ensure your privacy and the survey results will only be reported in aggregate. No one beyond Northern Economics will ever have access to individual responses linked to email addresses and your email will only be used to notify the winners.

32. Please enter your email in the box below if you would like to enter to win one of our three Alaska Airlines miles prizes.

Appendix B: Statewide Household Survey



4th QUARTER – DECEMBER 2013

Hello, my name is _____ and I'm calling for Ivan Moore Research, an Alaska public opinion research firm. We are conducting a public opinion survey today called the Alaska Survey. The survey concerns a variety of different topics that you'll probably find interesting.

IF CELLPHONE RESPONDENT... We'd like to get your input to the survey as a cellphone respondent. We've deliberately called you on the weekend so that hopefully we're not using up your minutes, and we'd like to ask if you can safely respond to the survey where you are right now.

IF LANDLINE RESPONDENT... Is this a residential telephone? IF "YES", CONTINUE... If they are available, I'd like to speak with the youngest male aged 18 or older in your household. (IF AVAILABLE, SWITCH AND REPEAT INTRO. IF NOT AVAILABLE...) How about the youngest female aged 18 or older? (IF AVAILABLE, SWITCH AND REPEAT INTRO. IF NOT AVAILABLE, CONTINUE WITH RESPONDENT.)

All phone numbers used for this survey were randomly generated. We don't know your name, but your opinions are important to us, and we'd appreciate your participation if that's OK with you. Of course, your responses will be completely confidential.

1A. Do you have any children living in your household who are currently in grades K thru 12?

K-12 CHILDREN IN HOUSEHOLD?			
	Count	%	
Yes	241	32.2%	
No	507	67.8%	



1B. (IF YES, THEN ASK...) Are these children in public school, private school or are they homeschooled? (MULTI-RESPONSE)

	K-12 CHILDREN IN PUBLIC SCHOOL?	
	Count	%
Yes	215	89.4%
No	26	10.6%

	K-12 CHILDREN IN PRIVATE SCHOOL?	
	Count	%
Yes	9	3.5%
No	232	96.5%

	K-12 CHILDREN IN HOME SCHOOL?	
	Count	%
Yes	25	10.3%
No	216	89.7%

1C. I'm going to read you a list of 17 issues that may inhibit student performance and learning in your local school district. For each one, tell me on a scale from 1 to 5 how severe an impact you think each issue has in your community, where a 5 means it very strongly inhibits classroom learning in your community, and a 1 means it's not an issue. You may use any number between 1 and 5. Ready?

1	2	3	4	5	
NOT AN				STRONGLY	NOT
ISSUE				INHIBITS	SURE

Student drug and alcohol abuse:

	SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	
	Count	%
Strongly inhibits - 5	268	35.7%
4	173	23.1%
3	169	22.5%
2	65	8.7%
Not an issue - 1	53	7.1%
Not sure	22	2.9%

Mean = 3.738



Home environment:

	SEVERITY - HOME ENVIRONMENT (1-5):		
	Count	%	
Strongly inhibits - 5	259	34.6%	Mean = 3.661
4	173	23.1%	
3	148	19.8%	
2	67	9.0%	
Not an issue - 1	74	9.8%	
Not sure	28	3.8%	

Domestic violence:

	SEVERITY - DOMESTIC VIOLENCE (1-5):		
	Count	%	
Strongly inhibits - 5	291	38.8%	Mean = 3.649
4	131	17.5%	
3	153	20.4%	
2	79	10.6%	
Not an issue - 1	79	10.5%	
Not sure	16	2.2%	

Drugs and alcohol in the community:

	SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):		
	Count	%	
Strongly inhibits - 5	237	31.7%	Mean = 3.640
4	184	24.5%	
3	185	24.7%	
2	84	11.2%	
Not an issue - 1	50	6.7%	
Not sure	9	1.3%	

Chronic absence:

	SEVERITY - CHRONIC ABSENCE (1-5):		
	Count	%	
Strongly inhibits - 5	251	33.4%	Mean = 3.478
4	112	15.0%	
3	146	19.5%	
2	104	13.9%	
Not an issue - 1	87	11.7%	
Not sure	49	6.6%	

Homelessness:

	SEVERITY - HOMELESSNESS (1-5):		
	Count	%	
Strongly inhibits - 5	248	33.1%	Mean = 3.307
4	99	13.3%	
3	135	18.1%	
2	114	15.2%	
Not an issue - 1	130	17.3%	
Not sure	23	3.1%	

Bullying:

	SEVERITY - BULLYING (1-5):		
	Count	%	
Strongly inhibits - 5	216	28.8%	Mean = 3.305
4	110	14.6%	
3	169	22.5%	
2	117	15.7%	
Not an issue - 1	103	13.8%	
Not sure	34	4.6%	

Hunger:

	SEVERITY - HUNGER (1-5):		
	Count	%	
Strongly inhibits - 5	204	27.2%	Mean = 3.273
4	137	18.2%	
3	170	22.7%	
2	99	13.2%	
Not an issue - 1	123	16.4%	
Not sure	17	2.3%	

Chronic tardiness:

	SEVERITY - CHRONIC TARDINESS (1-5):		
	Count	%	
Strongly inhibits - 5	176	23.5%	Mean = 3.272
4	138	18.3%	
3	176	23.4%	
2	114	15.3%	
Not an issue - 1	93	12.4%	
Not sure	53	7.0%	

Prior student preparation:

	SEVERITY - PRIOR STUDENT PREPARATION (1-5):		
	Count	%	
Strongly inhibits - 5	124	16.5%	Mean = 3.166
4	147	19.7%	
3	207	27.6%	
2	97	12.9%	
Not an issue - 1	94	12.5%	
Not sure	82	10.9%	

Community health:

	SEVERITY - COMMUNITY HEALTH (1-5):		
	Count	%	
Strongly inhibits - 5	115	15.4%	Mean = 3.075
4	154	20.6%	
3	229	30.5%	
2	125	16.7%	
Not an issue - 1	102	13.6%	
Not sure	23	3.1%	

Crime in the community:

	SEVERITY - CRIME IN THE COMMUNITY (1-5):		
	Count	%	
Strongly inhibits - 5	145	19.4%	Mean = 3.040
4	121	16.1%	
3	200	26.7%	
2	162	21.6%	
Not an issue - 1	110	14.7%	
Not sure	11	1.4%	

Neighborhood safety:

	SEVERITY - NEIGHBORHOOD SAFETY (1-5):		
	Count	%	
Strongly inhibits - 5	140	18.7%	Mean = 3.010
4	147	19.6%	
3	172	22.9%	
2	128	17.1%	
Not an issue - 1	146	19.5%	
Not sure	16	2.2%	

Periodic absence:

	SEVERITY - PERIODIC ABSENCE (1-5):		
	Count	%	
Strongly inhibits - 5	99	13.2%	
4	118	15.7%	
3	214	28.5%	
2	156	20.8%	
Not an issue - 1	123	16.4%	
Not sure	41	5.5%	Mean = 2.878

Periodic tardiness:

	SEVERITY - PERIODIC TARDINESS (1-5):		
	Count	%	
Strongly inhibits - 5	90	12.1%	
4	124	16.6%	
3	199	26.5%	
2	158	21.1%	
Not an issue - 1	137	18.3%	
Not sure	41	5.5%	Mean = 2.820

Lack of quality school facilities:

	SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):		
	Count	%	
Strongly inhibits - 5	124	16.5%	
4	112	14.9%	
3	162	21.6%	
2	131	17.5%	
Not an issue - 1	203	27.0%	
Not sure	19	2.5%	Mean = 2.758

English as a second language:

	SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):		
	Count	%	
Strongly inhibits - 5	118	15.7%	
4	91	12.2%	
3	182	24.3%	
2	120	16.0%	
Not an issue - 1	193	25.8%	
Not sure	45	6.0%	Mean = 2.744

1D. OK, this time, I'd like you to tell me what the top three issues are that you think your community should address that would most effectively increase and enhance student performance and learning. Here are the 17 issues again... (READ LIST) What's your number one issue you think your community should address?

	MOST SEVERE PROBLEM:	
	Count	%
Periodic tardiness	4	.5%
Chronic tardiness	16	2.1%
Periodic absence	4	.6%
Chronic absence	42	5.6%
Hunger	35	4.7%
Home environment	83	11.1%
Homelessness	69	9.3%
English as a second language	12	1.6%
Prior student preparation	48	6.4%
Crime in the community	15	2.1%
Community health	17	2.2%
Domestic violence	64	8.5%
Bullying	50	6.7%
Neighborhood safety	4	.5%
Student drug and alcohol abuse	73	9.8%
Drugs and alcohol in the community	120	16.0%
Lack of quality school facilities	40	5.4%
Not sure	54	7.2%

Number two?

	SECOND MOST SEVERE PROBLEM:	
	Count	%
Periodic tardiness	6	.8%
Chronic tardiness	20	2.6%
Periodic absence	6	.8%
Chronic absence	50	6.7%
Hunger	43	5.7%
Home environment	53	7.1%
Homelessness	65	8.6%
English as a second language	15	2.0%
Prior student preparation	38	5.0%
Crime in the community	22	3.0%
Community health	11	1.5%
Domestic violence	73	9.8%
Bullying	56	7.5%
Neighborhood safety	13	1.7%
Student drug and alcohol abuse	100	13.4%
Drugs and alcohol in the community	90	11.9%
Lack of quality school facilities	20	2.6%
Not sure	69	9.2%

Number three?

	THIRD MOST SEVERE PROBLEM:	
	Count	%
Periodic tardiness	15	2.0%
Chronic tardiness	25	3.4%
Periodic absence	10	1.4%
Chronic absence	58	7.7%
Hunger	44	5.9%
Home environment	47	6.3%
Homelessness	38	5.1%
English as a second language	19	2.6%
Prior student preparation	42	5.6%
Crime in the community	24	3.2%
Community health	23	3.1%
Domestic violence	85	11.3%
Bullying	59	7.8%
Neighborhood safety	20	2.6%
Student drug and alcohol abuse	73	9.8%
Drugs and alcohol in the community	54	7.2%
Lack of quality school facilities	21	2.8%
Not sure	92	12.3%

1E. OK, on a scale from 1 to 5 again, how well do you think your local schools are doing at the following 11 things, where a 5 means they are excelling, a 3 means they're treading water, and a 1 means they're losing significant ground.

1	2	3	4	5	
LOSING		TREADING		EXCELLING	NOT
GROUND		WATER			SURE

Encouraging students to have hopes and dreams for the future:

	PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	
	Count	%
Excelling - 5	199	26.5%
4	182	24.3%
Treading water - 3	214	28.5%
2	57	7.6%
Losing ground - 1	55	7.3%
Not sure	43	5.8%

Mean = 3.584

Keeping pace with technology and related social changes (eg social media):

	PERFORMANCE - KEEPING PACE WITH TECHNOLOGY (1-5):		Mean = 3.522
	Count	%	
Excelling - 5	156	20.8%	
4	226	30.1%	
Treading water - 3	215	28.7%	
2	56	7.4%	
Losing ground - 1	56	7.5%	
Not sure	41	5.5%	

Making a connection between local culture and community and the broader world:

	PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):		Mean = 3.387
	Count	%	
Excelling - 5	138	18.4%	
4	174	23.2%	
Treading water - 3	251	33.5%	
2	89	11.9%	
Losing ground - 1	45	6.1%	
Not sure	52	6.9%	

Addressing the needs of students who are English language learners:

	PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):		Mean = 3.361
	Count	%	
Excelling - 5	123	16.4%	
4	144	19.2%	
Treading water - 3	253	33.7%	
2	81	10.8%	
Losing ground - 1	39	5.3%	
Not sure	110	14.6%	



Encouraging strong ties between schools and parents:

PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):			
	Count	%	
Excelling - 5	134	17.9%	Mean = 3.206
4	134	17.9%	
Treading water - 3	264	35.2%	
2	97	12.9%	
Losing ground - 1	80	10.7%	
Not sure	41	5.4%	

Providing adequate after school care to students:

PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):			
	Count	%	
Excelling - 5	122	16.3%	Mean = 3.138
4	125	16.6%	
Treading water - 3	229	30.5%	
2	90	12.0%	
Losing ground - 1	94	12.5%	
Not sure	90	12.1%	

Creating opportunities for student learning beyond
the classroom and school building:

PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):			
	Count	%	
Excelling - 5	108	14.4%	Mean = 3.103
4	139	18.6%	
Treading water - 3	261	34.9%	
2	92	12.3%	
Losing ground - 1	96	12.8%	
Not sure	53	7.0%	

Assuring access to educational support outside of the classroom (eg outside homework assistance, study time etc):

PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):			Mean = 3.067
	Count	%	
Excelling - 5	95	12.7%	
4	134	17.9%	
Treading water - 3	239	31.9%	
2	126	16.8%	
Losing ground - 1	77	10.2%	
Not sure	79	10.5%	

Generating awareness by all students of what is needed to succeed at the next step in their educational and work lives:

PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):			Mean = 3.066
	Count	%	
Excelling - 5	106	14.2%	
4	146	19.5%	
Treading water - 3	239	31.9%	
2	120	16.0%	
Losing ground - 1	96	12.8%	
Not sure	42	5.6%	

Creating a tighter and more streamlined connection between social, health and education services for students and families:

PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):			Mean = 3.046
	Count	%	
Excelling - 5	72	9.6%	
4	128	17.0%	
Treading water - 3	306	40.8%	
2	101	13.5%	
Losing ground - 1	70	9.3%	
Not sure	73	9.7%	

Making a connection between academic learning and the work world:

	PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):		Mean = 2.995
	Count	%	
Excelling - 5	99	13.1%	
4	138	18.4%	
Treading water - 3	236	31.5%	
2	119	15.9%	
Losing ground - 1	109	14.6%	
Not sure	48	6.5%	

1F. Again, I'd like you to tell me what the top three issues are that our schools should focus on that would most effectively increase student performance and learning. Here are the 11 things again... (READ LIST)
What's your number one issue you think your local schools should work on?

	TOP ISSUE TO WORK ON:	
	Count	%
Connect learning and work	167	22.3%
Education support outside classroom	34	4.5%
Keeping pace with technology	57	7.6%
Generate awareness of the next step	105	14.0%
Create opportunities for student learning	48	6.4%
Address needs of English language learners	21	2.8%
Encourage ties between students and parents	107	14.3%
Connect culture and community	40	5.3%
Connect social, health and education services	26	3.4%
Provide adequate after-school care	33	4.4%
Encourage students to have hopes and dreams	54	7.1%
Not sure	59	7.8%

Number two?

	SECOND TOP ISSUE TO WORK ON:	
	Count	%
Connect learning and work	83	11.1%
Education support outside classroom	52	6.9%
Keeping pace with technology	63	8.3%
Generate awareness of the next step	104	13.8%
Create opportunities for student learning	64	8.5%
Address needs of English language learners	20	2.7%
Encourage ties between students and parents	76	10.2%
Connect culture and community	44	5.8%
Connect social, health and education services	48	6.4%
Provide adequate after-school care	37	5.0%
Encourage students to have hopes and dreams	80	10.6%
Not sure	80	10.6%

Number three?

	THIRD TOP ISSUE TO WORK ON:	
	Count	%
Connect learning and work	83	11.1%
Education support outside classroom	55	7.4%
Keeping pace with technology	53	7.1%
Generate awareness of the next step	56	7.5%
Create opportunities for student learning	59	7.8%
Address needs of English language learners	29	3.9%
Encourage ties between students and parents	87	11.6%
Connect culture and community	64	8.6%
Connect social, health and education services	42	5.6%
Provide adequate after-school care	38	5.0%
Encourage students to have hopes and dreams	61	8.1%
Not sure	122	16.3%



The following questions are for statistical purposes only.

2A. (IF LANDLINE, THEN ASK...) Do you use a cellphone?

2B. (IF CELLPHONE, THEN ASK...) Do you have a landline telephone in your home?

2C. (IF YES TO EITHER 2A OR 2B, THEN ASK...) On which line do you conduct most of your day-to-day telephone communication, your landline or your cellphone?

RESULTS TO THESE THREE QUESTIONS ARE COMBINED TO YIELD THE FOLLOWING PHONE STATUS VARIABLE:

	LANDLINE/CELL STATUS:	
	Count	%
Land only	43	5.7%
Both - land dominant	88	11.7%
Both - cell dominant	299	39.9%
Cell only	320	42.7%

3. Think about what types of advertising you normally notice and pay attention to the most. Would you say you notice ____ (READ AND ROTATE LIST) the most?

	ADVERTISING NOTICE MOST:	
	Count	%
Newspaper	109	14.8%
Direct mail	40	5.5%
TV ads	261	35.5%
Radio ads	171	23.2%
Internet ads	136	18.5%
Not sure	18	2.5%

4A. Do you watch TV a lot, a fair amount, a little or none?

	DO YOU WATCH TV...	
	Count	%
A lot	88	11.9%
A fair amount	255	34.4%
A little	262	35.3%
None	136	18.3%
Not sure	1	.2%



4B. (IF A LOT, SOME OR A LITTLE, THEN ASK...) What TV channel do you watch most often?

MOST WATCHED TV STATION:		
	Count	%
KTUU Channel 2	83	13.8%
KTBY Channel 4	2	.4%
KAKM Channel 7	21	3.5%
KTVA Channel 11	29	4.8%
KIMO Channel 13	3	.5%
KATN Fairbanks Channel 2	1	.2%
KFXF Fairbanks Channel 7	2	.3%
KTVE Fairbanks Channel 11	6	1.0%
KUAC Fairbanks Channel 9	10	1.6%
KXD Fairbanks Channel 13	4	.6%
KJUD Southeast Channel 8	0	.0%
KTNL Southeast Channel 13	0	.1%
KTOO Southeast Channel 3	1	.2%
KUBD Southeast Channel 4	3	.4%
History	40	6.5%
Discovery	43	7.2%
CNN	17	2.9%
Fox News	48	7.9%
MSNBC	5	.9%
ESPN	38	6.3%
A&E	14	2.3%
TBS	4	.6%
TNT	5	.9%
USA	13	2.2%
Comedy	7	1.2%
Lifetime	2	.3%
Cartoon Network	2	.3%
Food	14	2.4%
HGTV	18	2.9%
HBO	17	2.8%
National Geographic	11	1.8%
TLC	0	.1%
ABC Family	1	.2%
Outdoor Channel	1	.1%
Disney	5	.8%
KATH Juneau Channel 15	3	.5%
KXLJ Juneau Channel 14	1	.2%
Animal Planet	4	.7%
AMC	8	1.4%
BBC America	2	.3%
Bravo	4	.6%
Travel Channel	1	.2%
CNBC	1	.1%
E!	3	.6%
Golf Channel	1	.1%
Hallmark	5	.8%
Investigation Discovery	2	.3%
Military Channel	3	.4%
KING Seattle	1	.1%
Nick Jr	2	.4%
Nickelodeon	4	.7%
Syfy	3	.5%
Showtime	1	.2%
Univision	1	.2%
TCM	3	.5%
TruTV	6	1.0%
TVLand	1	.2%
FX	2	.4%
Spike	1	.1%
OWN	0	.0%
Create	3	.4%
Daystar	1	.2%

(continued)



	MOST WATCHED TV STATION:	
	Count	%
DIY	0	.1%
Fox Business	1	.1%
NFL Network	1	.2%
Science Channel	1	.1%
NHL Network	0	.1%
TBN	1	.2%
Movie channels	1	.1%
Netflix	6	.9%
Hulu	2	.4%
Ion	1	.1%
Cinemax	1	.1%
NBCSN	1	.2%
VH1	0	.1%
Church Channel	1	.1%
UP	0	.1%
PAC12	1	.1%
K02GU Dillingham	1	.1%
K10LD Dillingham	1	.2%
K09QW King Cove	2	.3%
Encore	1	.2%
ESPN News	0	.1%
RTTV	3	.5%
Not sure	40	6.7%

5A. Do you listen to the radio a lot, a fair amount, a little or none?

	DO YOU LISTEN TO THE RADIO...	
	Count	%
A lot	223	30.1%
A fair amount	206	27.8%
A little	209	28.2%
None	97	13.1%
Not sure	7	1.0%

5B. (IF A LOT, SOME OR A LITTLE, THEN ASK...) What radio station do you listen to most often?

	MOST LISTENED TO RADIO STATION:	
	Count	%
KAFC 93.7 FM	3	.4%
KAKL 88.5 FM	19	3.0%
KASH 107.5 FM	9	1.5%
KATB 89.3 FM	3	.5%
KBBO 92.1 FM	6	1.0%
KBFX 100.5 FM	17	2.7%
KBRJ 104.1 FM	22	3.5%
KBYS 700 AM	6	1.0%
KDBZ 102.1 FM	2	.2%
KENI 650 AM	32	5.1%
KFAT 92.9 FM	17	2.7%
KFQD 750 AM/103.7 FM	21	3.4%

(continued)



MOST LISTENED TO RADIO STATION:		
	Count	%
KGOT 101.3 FM	20	3.1%
KHAR 590 AM	1	.1%
KLEF 98.1 FM	8	1.2%
KYKA 104.9 FM	1	.1%
KMXS 103.1 FM	6	.9%
KNBA 90.3 FM	13	2.0%
KNIK 87.7 FM	0	.1%
KMVN 105.7 FM	7	1.1%
KOAN 1020 AM	0	.0%
KOOL 97.3 FM	15	2.4%
KSKA 91.1 FM	58	9.1%
KTZN 550 AM	5	.9%
KWHL 106.5 FM	31	4.9%
KXLW 96.3 FM	4	.6%
KYMJ 98.9 FM	15	2.4%
KZND 94.7 FM	13	2.0%
KAYO 100.9 FM	9	1.4%
KBBI 890 AM	4	.6%
KDLL 91.9 FM	3	.5%
KFSE 106.9 FM	0	.1%
KGTJ 620 AM	3	.5%
KKIS 96.5 FM	7	1.1%
KMBQ 99.7 FM	7	1.1%
KPEN 101.7 FM	1	.2%
KSLD 1140 AM	1	.1%
KSRM 920 AM	9	1.4%
KWHQ 100.1 FM	3	.5%
KWVV 103.5 FM	2	.3%
KXBA 93.3 FM	4	.6%
KAKL 88.5 FM	11	1.8%
KAKQ 101.1 FM	4	.6%
KCBF 820 AM	3	.5%
KDJF 93.5 FM	7	1.1%
KFAR 660 AM	6	.9%
KIAK 102.5 FM	11	1.8%
KIAM 91.9 FM	1	.1%
KJNP 100.3 FM	1	.1%
KFBX 970 AM	3	.5%
KKED 104.7 FM	3	.4%
KTDZ 103.9 FM	5	.8%
KUAC 89.9 FM	16	2.5%
KWLF 98.1 FM	6	1.0%
KXLR 95.9 FM	2	.4%
KYSC 96.9 FM	9	1.4%
KFMJ 99.9 FM	9	1.3%
KFMG 100.7 FM	1	.2%
KFSK 100.9 FM	0	.1%
KSTK 101.7 FM	1	.2%
KHNS 102.3 FM	1	.2%
KTOO 104.3 FM	8	1.3%
KCAW 104.7 FM	7	1.0%
KTKU 105.1 FM	5	.8%
KRBD 105.9 FM	2	.3%
KSUP 106.3 FM	4	.6%
KGTW 106.7 FM	4	.6%
KJNO 630 AM	1	.2%
KINY 800 AM	6	1.0%
KTKN 930 AM	1	.1%
KIFW 1230 AM	1	.2%
KVOK 560 AM	1	.1%
KDLG 670 AM	12	1.8%
KYUK 640 AM	12	1.8%
KOTZ 720 AM	0	.1%
KNOM 780 AM	5	.8%

(continued)



MOST LISTENED TO RADIO STATION:		
	Count	%
KVAK 1230 AM/93.3 FM	3	.5%
KLAM 1450 AM	1	.1%
KBRW 91.9 FM	3	.5%
KMXT 100.1 FM	1	.1%
KRXX 101.1 FM	6	1.0%
KIYU 910 AM	1	.2%
Moody K220AB 91.9 FM	1	.2%
K-Love 88.1 FM Ketchikan	0	.0%
Satellite/Sirius/XM	4	.6%
KWDD 94.3 FM	1	.1%
Internet radio	2	.3%
Pandora	7	1.1%
KLSF 89.7 FM	1	.1%
KRNN 102.7 FM	2	.3%
KMGS 89.5 FM	1	.1%
KZPA 900 AM	1	.2%
Moody K249BY 97.7 FM	1	.1%
KHRI Air1 91.9 FM	4	.6%
Not sure/No favorite	21	3.4%

6A. How many times per week, out of seven, do you read the print version of the Anchorage Daily News?

ANCHORAGE DAILY NEWS READS PER WEEK:		
	Count	%
Don't read	483	65.5%
1-3 reads	130	17.6%
4-6 reads	57	7.7%
Every day	65	8.8%
Not sure	3	.4%

Mean = 1.28

6B. How many times per week, out of seven, do you read the Anchorage Daily News online?

ANCHORAGE DAILY NEWS ONLINE READS PER WEEK:		
	Count	%
Don't read	461	62.4%
1-3 reads	160	21.6%
4-6 reads	52	7.1%
Every day	64	8.6%
Not sure	2	.3%

Mean = 1.32



7A. On average, how many hours a day do you use a computer to access the internet? (LESS THAN 1 HOUR BUT NOT ZERO = 1)

	HOURS PER DAY USING INTERNET:		
	Count	%	
None	50	6.7%	Mean = 3.55
1 hour or less	192	25.9%	
2-3 hours	237	32.0%	
4+ hours	254	34.3%	
Not sure	8	1.0%	

7B. (IF NOT NONE, THEN ASK...) Do you use the Internet for _____?

Shopping:

	USE INTERNET FOR SHOPPING?	
	Count	%
Yes	529	75.6%
No	171	24.4%

News:

	USE INTERNET FOR NEWS?	
	Count	%
Yes	526	75.1%
No	174	24.9%

Watching TV or movies:

	USE INTERNET FOR TV AND MOVIES?	
	Count	%
Yes	264	37.6%
No	437	62.4%

E-mail:

	USE INTERNET FOR E-MAIL?	
	Count	%
Yes	641	91.5%
No	59	8.5%



Social networking, such as Facebook:

	USE INTERNET FOR SOCIAL NETWORKING?	
	Count	%
Yes	462	66.0%
No	238	34.0%

Streaming video:

	USE INTERNET FOR STREAMING VIDEO?	
	Count	%
Yes	327	46.7%
No	373	53.3%

8. (IF CALL IS ON CELL OR 2A IS YES, THEN ASK...) Do you use your cellphone for _____?

Texting:

	USE CELLPHONE FOR TEXTING?	
	Count	%
Yes	598	84.7%
No	108	15.3%

Accessing the internet:

	USE CELLPHONE FOR ACCESSING INTERNET?	
	Count	%
Yes	474	67.2%
No	232	32.8%

9A. Are you registered to vote in the State of Alaska?

	REGISTERED TO VOTE?	
	Count	%
Yes	659	87.9%
No	91	12.1%



9B. (IF YES TO 9A...) What is your registered party affiliation? Are you a Democrat, a Republican, are you registered with a different party, or are you no party?

	PARTY AFFILIATION:	
	Count	%
Democrat	94	14.4%
Republican	186	28.6%
Other party	24	3.7%
No party	348	53.3%

9C. Politically, do you consider yourself to be conservative, moderate or progressive?

	POLITICAL IDEOLOGY:	
	Count	%
Conservative	287	40.0%
Moderate	301	42.0%
Progressive	130	18.1%

10. How many years and months have you lived in Alaska?

	ALASKA RESIDENCY:	
	Count	%
Less than 15 years	195	26.6%
15-30 years	240	32.7%
More than 30 years	299	40.7%

Mean = 26.8 years

11. In what year were you born?

	AGE OF RESPONDENT:	
	Count	%
18-24	96	13.8%
25-34	129	18.6%
35-44	132	19.1%
45-54	151	21.7%
55-64	112	16.1%
65+	74	10.7%

Mean = 44.1 years

12. Of the people currently living in your household, how many are children or adolescents aged 18 or under?

	CHILDREN IN HOUSEHOLD:	
	Count	%
None	413	57.2%
One or more	309	42.8%

Mean = 0.88



13. Are you married or single?

	MARITAL STATUS:	
	Count	%
Married	407	54.3%
Single	343	45.7%

14. In which of the following broad categories does your household income fall?

	ANNUAL HOUSEHOLD INCOME:	
	Count	%
\$0-20,000	88	12.9%
\$20-40,000	117	17.3%
\$40-60,000	105	15.5%
\$60-80,000	85	12.6%
\$80-100,000	92	13.6%
\$100-150,000	104	15.3%
\$150,000+	69	10.2%
Not sure	17	2.5%

Median = \$66,800

15A. Which one or more of the following would you say is your race?

15B. (IF MORE THAN ONE RACE SELECTED...) Which one of these groups would you say best represents your race?

	ETHNICITY OF RESPONDENT:	
	Count	%
White	509	71.5%
Black	23	3.3%
Asian	17	2.3%
Hawaiian/Pacific Islander	17	2.4%
Native/American Indian	99	13.9%
Some other race	46	6.5%

16. GENDER...

	GENDER OF RESPONDENT:	
	Count	%
Male	375	50.0%
Female	375	50.0%

That completes the survey. I have a telephone number for Ivan Moore Research that you can call with any comments, compliments or complaints. Would you like the number?

Thank you very much for your help. Goodbye.

THE FOLLOWING VARIABLES WERE COMPUTED USING MEASURED DATA:

MARITAL STATUS BY GENDER:		
	Count	%
Married males	204	27.2%
Married females	204	27.2%
Single males	171	22.9%
Single females	171	22.8%

AREAS OF ALASKA:		
	Count	%
Southeast	79	10.5%
Rural Alaska	67	9.0%
Southcentral	185	24.7%
Anchorage	317	42.3%
Fairbanks	101	13.5%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
SEVERITY - PERIODIC TARDINESS (1-5):	Inhibits (4-5)	27.0%	31.6%	26.3%	29.8%	28.6%	28.6%
	3.00	24.4%	28.5%	26.3%	26.1%	28.5%	26.5%
	Not an issue (1-2)	45.4%	35.0%	42.4%	40.1%	29.8%	39.4%
	Not sure	3.2%	4.9%	5.0%	4.0%	13.1%	5.5%
SEVERITY - CHRONIC TARDINESS (1-5):	Inhibits (4-5)	23.2%	42.1%	37.5%	47.4%	46.8%	41.9%
	3.00	26.0%	19.6%	31.9%	21.5%	14.4%	23.4%
	Not an issue (1-2)	41.7%	34.4%	24.5%	26.0%	23.3%	27.7%
	Not sure	9.1%	3.9%	6.1%	5.1%	15.6%	7.0%
SEVERITY - PERIODIC ABSENCE (1-5):	Inhibits (4-5)	17.3%	32.7%	29.6%	31.0%	27.3%	28.8%
	3.00	26.1%	24.2%	27.1%	31.0%	28.0%	28.5%
	Not an issue (1-2)	51.8%	39.2%	37.0%	34.9%	31.8%	37.1%
	Not sure	4.9%	3.9%	6.3%	3.1%	12.9%	5.5%
SEVERITY - CHRONIC ABSENCE (1-5):	Inhibits (4-5)	36.3%	44.0%	44.4%	54.1%	50.7%	48.4%
	3.00	21.9%	10.0%	24.6%	19.5%	14.4%	19.5%
	Not an issue (1-2)	30.6%	42.1%	27.6%	21.2%	20.3%	25.5%
	Not sure	11.2%	3.9%	3.5%	5.2%	14.6%	6.6%
SEVERITY - HUNGER (1-5):	Inhibits (4-5)	37.2%	28.0%	43.9%	50.9%	48.9%	45.4%
	3.00	18.0%	29.6%	20.8%	23.7%	22.5%	22.7%
	Not an issue (1-2)	42.7%	40.7%	33.0%	23.5%	24.4%	29.5%
	Not sure	2.0%	1.7%	2.3%	1.9%	4.2%	2.3%
SEVERITY - HOME ENVIRONMENT (1-5):	Inhibits (4-5)	51.7%	56.6%	49.5%	64.5%	56.5%	57.7%
	3.00	22.4%	19.4%	17.5%	19.4%	23.2%	19.8%
	Not an issue (1-2)	22.7%	20.8%	26.4%	14.1%	15.5%	18.8%
	Not sure	3.2%	3.3%	6.5%	2.1%	4.8%	3.8%
SEVERITY - HOMELESSNESS (1-5):	Inhibits (4-5)	40.1%	19.5%	40.4%	56.4%	48.6%	46.4%
	3.00	12.3%	12.6%	22.9%	18.0%	17.5%	18.1%
	Not an issue (1-2)	41.0%	65.1%	34.2%	23.6%	28.8%	32.5%
	Not sure	6.6%	2.8%	2.5%	2.0%	5.1%	3.1%
Total		10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	Inhibits (4-5)	35.6%	27.0%	23.2%	30.5%	22.4%	27.9%
	3.00	17.8%	26.2%	18.1%	28.6%	25.8%	24.3%
	Not an issue (1-2)	44.2%	44.1%	48.8%	36.0%	44.0%	41.8%
	Not sure	2.4%	2.7%	9.8%	4.9%	7.8%	6.0%
SEVERITY - PRIOR STUDENT PREPARATION (1-5):	Inhibits (4-5)	26.6%	34.0%	34.3%	42.0%	30.0%	36.2%
	3.00	33.6%	27.1%	23.7%	27.6%	30.3%	27.6%
	Not an issue (1-2)	31.2%	28.2%	32.2%	20.0%	23.3%	25.4%
	Not sure	8.5%	10.7%	9.8%	10.4%	16.4%	10.9%
SEVERITY - CRIME IN THE COMMUNITY (1-5):	Inhibits (4-5)	28.6%	23.1%	37.1%	39.7%	33.3%	35.5%
	3.00	14.1%	36.9%	29.2%	23.7%	34.6%	26.7%
	Not an issue (1-2)	56.7%	39.4%	32.0%	35.0%	30.7%	36.3%
	Not sure	.6%	.7%	1.6%	1.6%	1.5%	1.4%
SEVERITY - COMMUNITY HEALTH (1-5):	Inhibits (4-5)	32.5%	39.1%	32.9%	38.1%	35.4%	35.9%
	3.00	38.1%	17.1%	29.3%	30.9%	34.9%	30.5%
	Not an issue (1-2)	26.0%	41.4%	34.2%	28.4%	25.8%	30.4%
	Not sure	3.3%	2.4%	3.6%	2.7%	3.9%	3.1%
SEVERITY - DOMESTIC VIOLENCE (1-5):	Inhibits (4-5)	49.6%	44.1%	54.9%	60.3%	59.8%	56.3%
	3.00	23.6%	25.1%	19.3%	18.0%	24.2%	20.4%
	Not an issue (1-2)	25.2%	30.1%	21.7%	20.6%	12.5%	21.1%
	Not sure	1.6%	.7%	4.1%	1.1%	3.4%	2.2%
SEVERITY - BULLYING (1-5):	Inhibits (4-5)	40.7%	40.0%	40.3%	48.0%	39.4%	43.4%
	3.00	31.5%	27.4%	17.1%	21.3%	26.0%	22.5%
	Not an issue (1-2)	21.9%	29.0%	39.3%	26.8%	25.7%	29.4%
	Not sure	5.9%	3.6%	3.4%	3.8%	8.9%	4.6%
SEVERITY - NEIGHBORHOOD SAFETY (1-5):	Inhibits (4-5)	29.1%	30.0%	32.3%	46.1%	38.0%	38.4%
	3.00	20.7%	25.5%	23.4%	21.4%	26.5%	22.9%
	Not an issue (1-2)	49.6%	43.8%	40.8%	30.6%	32.6%	36.6%
	Not sure	.6%	.7%	3.5%	1.8%	2.9%	2.2%
Total		10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	Inhibits (4-5)	51.1%	50.6%	60.4%	61.9%	57.5%	58.8%
	3.00	15.8%	24.2%	24.8%	22.4%	22.5%	22.5%
	Not an issue (1-2)	30.5%	23.6%	11.2%	13.0%	16.1%	15.8%
	Not sure	2.6%	1.6%	3.6%	2.6%	3.9%	2.9%
SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	Inhibits (4-5)	49.3%	63.8%	58.0%	53.2%	62.3%	56.2%
	3.00	31.4%	13.2%	25.0%	24.9%	25.6%	24.7%
	Not an issue (1-2)	17.7%	22.4%	15.1%	20.8%	11.0%	17.9%
	Not sure	1.6%	.7%	1.8%	1.1%	1.0%	1.3%
SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	Inhibits (4-5)	14.9%	25.6%	35.4%	32.4%	37.7%	31.4%
	3.00	24.7%	26.5%	18.6%	24.5%	12.3%	21.6%
	Not an issue (1-2)	55.5%	47.2%	44.3%	42.1%	41.9%	44.5%
	Not sure	5.0%	.7%	1.6%	1.0%	8.1%	2.5%
MOST SEVERE PROBLEM:	Periodic tardiness	3.4%			.3%		.5%
	Chronic tardiness	4.5%	3.6%	1.2%	1.2%	4.0%	2.1%
	Periodic absence		4.3%	.2%	.3%		.6%
	Chronic absence	2.9%	9.4%	3.2%	6.8%	5.6%	5.6%
	Hunger	3.9%		3.1%	7.0%	4.0%	4.7%
	Home environment	4.0%	6.0%	11.6%	14.2%	9.3%	11.1%
	Homelessness	12.0%	1.4%	10.1%	9.8%	9.1%	9.3%
	English as a second language	.8%	4.1%	.5%	1.1%	4.4%	1.6%
	Prior student preparation	2.6%	6.1%	5.0%	8.4%	6.1%	6.4%
	Crime in the community	2.5%		.9%	3.1%	1.9%	2.1%
	Community health	4.0%	3.2%	3.5%	1.1%	1.2%	2.2%
	Domestic violence	8.9%	7.3%	7.0%	8.6%	11.1%	8.5%
	Bullying	5.2%	9.3%	4.7%	7.6%	6.7%	6.7%
	Neighborhood safety	.8%		.4%	.7%		.5%
	Student drug and alcohol abuse	15.5%	5.4%	12.4%	8.3%	7.8%	9.8%
	Drugs and alcohol in the community	15.5%	26.2%	26.7%	8.6%	13.0%	16.0%
	Lack of quality school facilities	3.4%	8.2%	4.1%	5.6%	6.7%	5.4%
	Not sure	10.0%	5.6%	5.4%	7.2%	9.0%	7.2%
	Total	10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
SECOND MOST SEVERE PROBLEM:	Periodic tardiness		1.4%	2.0%	.2%	.9%	.8%
	Chronic tardiness	.6%	1.7%	2.9%	2.9%	3.2%	2.6%
	Periodic absence	2.2%	2.6%	.8%	.1%	.6%	.8%
	Chronic absence	3.4%	2.0%	4.8%	10.3%	4.5%	6.7%
	Hunger	2.7%	4.7%	5.1%	7.9%	3.2%	5.7%
	Home environment	8.4%	13.2%	8.4%	5.0%	6.2%	7.1%
	Homelessness	7.2%	.8%	12.7%	9.3%	5.3%	8.6%
	English as a second language	3.4%	.9%	.9%	3.1%		2.0%
	Prior student preparation	9.0%	4.6%	4.5%	5.2%	2.6%	5.0%
	Crime in the community	3.6%	2.6%	3.7%	2.2%	3.8%	3.0%
	Community health		.7%	.7%	2.2%	2.2%	1.5%
	Domestic violence	4.4%	8.1%	10.9%	9.7%	13.3%	9.8%
	Bullying	12.3%	9.4%	5.0%	9.0%	2.4%	7.5%
	Neighborhood safety	2.3%		2.4%	1.7%	1.4%	1.7%
	Student drug and alcohol abuse	8.7%	14.8%	13.8%	11.4%	21.5%	13.4%
	Drugs and alcohol in the community	15.6%	20.8%	13.5%	9.1%	9.3%	11.9%
	Lack of quality school facilities	2.0%	4.5%	1.1%	1.6%	7.8%	2.6%
	Not sure	14.3%	7.2%	6.9%	8.9%	11.8%	9.2%
THIRD MOST SEVERE PROBLEM:	Periodic tardiness		7.9%	1.6%	1.8%	1.2%	2.0%
	Chronic tardiness	4.2%	2.6%	3.0%	3.6%	3.0%	3.4%
	Periodic absence	3.4%	2.0%	1.7%	.8%	.5%	1.4%
	Chronic absence	6.2%	4.9%	6.4%	8.8%	10.0%	7.7%
	Hunger	3.2%	6.8%	4.4%	8.6%	1.5%	5.9%
	Home environment	6.3%	9.3%	5.0%	6.8%	5.3%	6.3%
	Homelessness	7.5%		5.3%	4.2%	9.0%	5.1%
	English as a second language	4.3%	2.6%	2.1%	2.8%	1.3%	2.6%
	Prior student preparation	4.9%	5.3%	6.8%	4.9%	6.3%	5.6%
	Crime in the community	2.3%	1.7%	7.0%	2.1%	1.1%	3.2%
	Community health	3.6%	3.8%	3.4%	3.3%	1.2%	3.1%
	Domestic violence	10.9%	9.7%	13.3%	8.4%	18.0%	11.3%
	Bullying	13.8%	8.8%	8.8%	6.6%	4.7%	7.8%
	Neighborhood safety	.4%	2.6%	2.2%	2.5%	5.5%	2.6%
	Student drug and alcohol abuse	5.1%	14.2%	7.7%	12.7%	5.0%	9.8%
	Drugs and alcohol in the community	5.7%	7.8%	8.6%	5.6%	10.8%	7.2%
	Lack of quality school facilities		1.6%	3.1%	3.8%	2.0%	2.8%
	Not sure	18.1%	8.3%	9.6%	12.7%	13.7%	12.3%
	Total	10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	Doing well (4-5)	31.9%	38.6%	34.9%	26.9%	34.7%	31.5%
	3.00	28.0%	30.3%	29.1%	35.9%	25.6%	31.5%
	Not doing well (1-2)	38.4%	30.4%	27.8%	30.0%	31.2%	30.5%
	Not sure	1.7%	.7%	8.1%	7.3%	8.5%	6.5%
PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	Doing well (4-5)	37.4%	35.2%	36.1%	26.8%	24.2%	30.6%
	3.00	25.4%	27.8%	28.6%	32.9%	42.3%	31.9%
	Not doing well (1-2)	28.8%	33.0%	23.7%	28.7%	22.5%	27.0%
	Not sure	8.4%	4.0%	11.7%	11.6%	10.9%	10.5%
PERFORMANCE - KEEPING PACE WITH TECHNOLOGY (1-5):	Doing well (4-5)	50.9%	54.3%	57.4%	46.0%	52.1%	50.9%
	3.00	34.4%	21.8%	25.9%	32.3%	22.9%	28.7%
	Not doing well (1-2)	13.3%	22.1%	11.3%	15.5%	16.0%	14.9%
	Not sure	1.4%	1.9%	5.4%	6.2%	8.9%	5.5%
PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	Doing well (4-5)	31.2%	35.7%	38.8%	30.2%	35.7%	33.7%
	3.00	32.1%	36.1%	29.7%	33.6%	27.6%	31.9%
	Not doing well (1-2)	35.3%	26.3%	24.8%	29.6%	30.3%	28.8%
	Not sure	1.4%	1.9%	6.7%	6.6%	6.5%	5.6%
PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	Doing well (4-5)	35.0%	51.4%	32.1%	31.2%	26.9%	33.0%
	3.00	31.4%	23.6%	32.0%	36.9%	43.9%	34.9%
	Not doing well (1-2)	29.8%	24.3%	27.2%	24.5%	19.8%	25.1%
	Not sure	3.8%	.7%	8.7%	7.4%	9.5%	7.0%
PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	Doing well (4-5)	37.9%	46.4%	35.4%	34.9%	29.5%	35.7%
	3.00	22.9%	31.9%	34.2%	33.5%	43.1%	33.7%
	Not doing well (1-2)	22.3%	12.9%	11.9%	17.9%	14.7%	16.0%
	Not sure	16.9%	8.7%	18.5%	13.6%	12.7%	14.6%
PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	Doing well (4-5)	34.0%	32.5%	37.8%	36.1%	35.1%	35.8%
	3.00	36.2%	38.6%	28.1%	37.4%	38.0%	35.2%
	Not doing well (1-2)	27.5%	25.0%	27.4%	20.9%	21.0%	23.6%
	Not sure	2.3%	3.9%	6.6%	5.6%	5.9%	5.4%
Total		10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	Doing well (4-5)	50.7%	46.2%	39.4%	40.0%	40.4%	41.6%
	3.00	24.6%	37.4%	32.1%	35.9%	32.9%	33.5%
	Not doing well (1-2)	22.5%	14.6%	19.7%	16.2%	18.9%	17.9%
	Not sure	2.2%	1.9%	8.8%	7.9%	7.7%	6.9%
PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):	Doing well (4-5)	28.7%	31.3%	31.3%	23.7%	22.6%	26.6%
	3.00	40.5%	44.6%	37.1%	39.2%	50.1%	40.8%
	Not doing well (1-2)	28.0%	22.2%	19.7%	25.5%	16.5%	22.8%
	Not sure	2.8%	1.9%	11.8%	11.6%	10.8%	9.7%
PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):	Doing well (4-5)	36.9%	41.1%	36.1%	30.8%	25.0%	32.9%
	3.00	31.6%	24.1%	23.6%	34.6%	34.0%	30.5%
	Not doing well (1-2)	24.5%	31.6%	24.6%	20.9%	31.2%	24.5%
	Not sure	7.1%	3.2%	15.7%	13.7%	9.9%	12.1%
PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	Doing well (4-5)	50.1%	61.4%	54.3%	48.3%	45.7%	50.8%
	3.00	31.6%	32.2%	23.8%	28.5%	32.5%	28.5%
	Not doing well (1-2)	16.9%	5.7%	15.1%	16.3%	14.6%	14.9%
	Not sure	1.4%	.7%	6.8%	6.9%	7.1%	5.8%
TOP ISSUE TO WORK ON:	Connect learning and work	30.3%	25.9%	20.4%	21.6%	19.6%	22.3%
	Education support outside classroom	6.6%	3.3%	4.4%	3.6%	6.6%	4.5%
	Keeping pace with technology	12.4%	13.0%	4.5%	7.6%	5.9%	7.6%
	Generate awareness of the next step	12.0%	15.2%	15.8%	12.9%	14.9%	14.0%
	Create opportunities for student learning	1.4%	7.7%	5.3%	7.1%	9.4%	6.4%
	Address needs of English language learners	5.6%	2.2%	4.1%	1.1%	4.0%	2.8%
	Encourage ties between students and parents	12.3%	3.9%	18.4%	16.0%	9.5%	14.3%
	Connect culture and community	.9%	9.9%	5.7%	5.1%	5.8%	5.3%
	Connect social, health and education services	5.0%	3.0%	3.2%	3.4%	2.7%	3.4%
	Provide adequate after-school care	4.9%	3.6%	1.7%	5.0%	7.7%	4.4%
	Encourage students to have hopes and dreams	6.6%	5.6%	9.6%	6.8%	5.3%	7.1%
	Not sure	2.0%	6.7%	6.8%	9.9%	8.7%	7.8%
	Total	10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

		AREAS OF ALASKA:					Total
		Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
		Col %	Col %	Col %	Col %	Col %	Col %
SECOND TOP ISSUE TO WORK ON:	Connect learning and work	10.5%	13.9%	14.0%	9.4%	9.3%	11.1%
	Education support outside classroom	2.0%	10.6%	6.7%	7.2%	7.9%	6.9%
	Keeping pace with technology	7.0%	5.7%	9.2%	10.7%	2.2%	8.3%
	Generate awareness of the next step	27.3%	11.6%	9.9%	12.7%	15.7%	13.8%
	Create opportunities for student learning	7.3%	7.3%	7.3%	9.1%	10.7%	8.5%
	Address needs of English language learners	1.1%	3.3%	1.1%	4.2%	1.7%	2.7%
	Encourage ties between students and parents	8.2%	4.8%	11.8%	9.8%	13.2%	10.2%
	Connect culture and community	8.9%	15.6%	3.9%	3.8%	6.8%	5.8%
	Connect social, health and education services	9.0%	8.8%	4.1%	7.2%	4.9%	6.4%
	Provide adequate after-school care	5.7%	6.5%	4.4%	4.4%	6.1%	5.0%
	Encourage students to have hopes and dreams	5.8%	2.5%	16.4%	9.9%	11.2%	10.6%
	Not sure	7.0%	9.4%	11.2%	11.6%	10.4%	10.6%
THIRD TOP ISSUE TO WORK ON:	Connect learning and work	10.8%	7.3%	15.2%	9.7%	11.0%	11.1%
	Education support outside classroom	.7%	15.4%	4.3%	9.2%	7.4%	7.4%
	Keeping pace with technology	3.9%	7.0%	5.2%	7.8%	11.2%	7.1%
	Generate awareness of the next step	2.0%	7.8%	11.2%	7.1%	6.1%	7.5%
	Create opportunities for student learning	14.8%	9.4%	7.6%	6.3%	6.7%	7.8%
	Address needs of English language learners	5.9%	3.8%	3.1%	3.9%	3.4%	3.9%
	Encourage ties between students and parents	13.5%	17.5%	8.9%	9.9%	16.6%	11.6%
	Connect culture and community	8.6%	5.4%	6.4%	11.1%	6.7%	8.6%
	Connect social, health and education services	6.0%	3.1%	8.3%	3.7%	8.2%	5.6%
	Provide adequate after-school care	9.3%	4.3%	5.0%	5.4%	1.0%	5.0%
	Encourage students to have hopes and dreams	9.2%	8.1%	7.1%	9.1%	5.6%	8.1%
	Not sure	15.5%	10.8%	17.8%	16.9%	16.2%	16.3%
	Total	10.5%	9.0%	24.7%	42.3%	13.5%	100.0%

	AREAS OF ALASKA:					Group Total
	Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
	Mean	Mean	Mean	Mean	Mean	Mean
MEAN SEVERITY - PERIODIC TARDINESS (1-5):	2.65	2.95	2.79	2.79	3.05	2.82
MEAN SEVERITY - CHRONIC TARDINESS (1-5):	2.63	3.12	3.29	3.39	3.47	3.27
MEAN SEVERITY - PERIODIC ABSENCE (1-5):	2.44	2.98	2.91	2.94	2.89	2.88
MEAN SEVERITY - CHRONIC ABSENCE (1-5):	3.12	3.06	3.38	3.66	3.66	3.48
MEAN SEVERITY - HUNGER (1-5):	2.88	2.70	3.19	3.50	3.39	3.27
MEAN SEVERITY - HOME ENVIRONMENT (1-5):	3.48	3.54	3.42	3.84	3.73	3.66
MEAN SEVERITY - HOMELESSNESS (1-5):	3.12	2.12	3.17	3.64	3.43	3.31
MEAN SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	2.74	2.79	2.51	2.89	2.64	2.74
MEAN SEVERITY - PRIOR STUDENT PREPARATION (1-5):	2.85	3.10	3.02	3.38	3.08	3.17
MEAN SEVERITY - CRIME IN THE COMMUNITY (1-5):	2.52	2.80	3.14	3.14	3.10	3.04
MEAN SEVERITY - COMMUNITY HEALTH (1-5):	3.14	3.03	2.93	3.12	3.17	3.08
MEAN SEVERITY - DOMESTIC VIOLENCE (1-5):	3.38	3.38	3.61	3.73	3.86	3.65
MEAN SEVERITY - BULLYING (1-5):	3.38	3.30	3.13	3.38	3.34	3.30
MEAN SEVERITY - NEIGHBORHOOD SAFETY (1-5):	2.65	2.71	2.81	3.25	3.09	3.01
MEAN SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	3.40	3.52	3.78	3.84	3.74	3.74
MEAN SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	3.56	3.64	3.72	3.55	3.82	3.64
MEAN SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	2.26	2.54	2.83	2.82	2.94	2.76

	AREAS OF ALASKA:					Group Total
	Southeast	Rural Alaska	Southcentral	Anchorage	Fairbanks	
	Mean	Mean	Mean	Mean	Mean	Mean
MEAN PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	2.86	3.08	3.11	2.94	3.01	3.00
MEAN PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	3.15	3.02	3.20	2.98	3.06	3.07
MEAN PERFORMANCE - KEEP PACE WITH TECHNOLOGY (1-5):	3.51	3.50	3.70	3.40	3.58	3.52
MEAN PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	2.97	3.13	3.19	3.03	2.99	3.07
MEAN PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	3.08	3.36	3.05	3.08	3.12	3.10
MEAN PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	3.34	3.57	3.45	3.31	3.24	3.36
MEAN PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	3.18	3.08	3.19	3.24	3.23	3.21
MEAN PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	3.36	3.56	3.32	3.40	3.36	3.39
MEAN PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):	3.05	3.07	3.15	2.97	3.07	3.05
MEAN PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):	3.10	3.14	3.27	3.16	2.88	3.14
MEAN PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	3.56	3.92	3.61	3.52	3.53	3.58
ANCHORAGE DAILY NEWS READS PER WEEK - MEAN:	.36	.85	.93	2.16	.08	1.28
ANCHORAGE DAILY NEWS ONLINE READS PER WEEK - MEAN:	.93	1.84	.85	1.86	.46	1.32
MEAN HOURS ON INTERNET PER DAY:	2.85	3.94	2.72	3.94	4.11	3.55
MEAN LENGTH OF ALASKA RESIDENCY:	26.53	35.12	27.26	26.32	22.28	26.84
MEAN AGE OF RESPONDENT:	43.97	46.18	44.82	43.02	45.24	44.14
MEAN CHILDREN IN HOUSEHOLD:	.68	1.14	1.08	.81	.73	.88

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
SEVERITY - PERIODIC TARDINESS (1-5):	Inhibits (4-5)	24.5%	32.8%	28.6%
	3.00	27.1%	25.9%	26.5%
	Not an issue (1-2)	40.8%	38.0%	39.4%
	Not sure	7.6%	3.4%	5.5%
SEVERITY - CHRONIC TARDINESS (1-5):	Inhibits (4-5)	38.2%	45.5%	41.9%
	3.00	22.9%	24.0%	23.4%
	Not an issue (1-2)	31.2%	24.1%	27.7%
	Not sure	7.6%	6.5%	7.0%
SEVERITY - PERIODIC ABSENCE (1-5):	Inhibits (4-5)	23.7%	34.0%	28.8%
	3.00	24.6%	32.5%	28.5%
	Not an issue (1-2)	44.6%	29.7%	37.1%
	Not sure	7.1%	3.8%	5.5%
SEVERITY - CHRONIC ABSENCE (1-5):	Inhibits (4-5)	43.8%	53.1%	48.4%
	3.00	20.6%	18.3%	19.5%
	Not an issue (1-2)	28.8%	22.2%	25.5%
	Not sure	6.8%	6.4%	6.6%
SEVERITY - HUNGER (1-5):	Inhibits (4-5)	39.9%	50.9%	45.4%
	3.00	21.9%	23.5%	22.7%
	Not an issue (1-2)	35.3%	23.8%	29.5%
	Not sure	2.8%	1.8%	2.3%
SEVERITY - HOME ENVIRONMENT (1-5):	Inhibits (4-5)	53.7%	61.6%	57.7%
	3.00	19.2%	20.3%	19.8%
	Not an issue (1-2)	23.2%	14.5%	18.8%
	Not sure	3.9%	3.6%	3.8%
SEVERITY - HOMELESSNESS (1-5):	Inhibits (4-5)	41.0%	51.7%	46.4%
	3.00	13.7%	22.4%	18.1%
	Not an issue (1-2)	42.0%	22.9%	32.5%
	Not sure	3.2%	3.0%	3.1%
Total		50.0%	50.0%	100.0%

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	Inhibits (4-5)	25.4%	30.3%	27.9%
	3.00	21.3%	27.3%	24.3%
	Not an issue (1-2)	46.5%	37.2%	41.8%
	Not sure	6.9%	5.2%	6.0%
SEVERITY - PRIOR STUDENT PREPARATION (1-5):	Inhibits (4-5)	34.5%	37.8%	36.2%
	3.00	28.1%	27.0%	27.6%
	Not an issue (1-2)	26.3%	24.5%	25.4%
	Not sure	11.1%	10.7%	10.9%
SEVERITY - CRIME IN THE COMMUNITY (1-5):	Inhibits (4-5)	30.0%	41.1%	35.5%
	3.00	26.1%	27.3%	26.7%
	Not an issue (1-2)	42.1%	30.6%	36.3%
	Not sure	1.9%	.9%	1.4%
SEVERITY - COMMUNITY HEALTH (1-5):	Inhibits (4-5)	30.5%	41.4%	35.9%
	3.00	29.7%	31.4%	30.5%
	Not an issue (1-2)	36.6%	24.1%	30.4%
	Not sure	3.2%	3.0%	3.1%
SEVERITY - DOMESTIC VIOLENCE (1-5):	Inhibits (4-5)	51.0%	61.7%	56.3%
	3.00	20.0%	20.8%	20.4%
	Not an issue (1-2)	26.3%	15.9%	21.1%
	Not sure	2.7%	1.6%	2.2%
SEVERITY - BULLYING (1- 5):	Inhibits (4-5)	33.6%	53.3%	43.4%
	3.00	29.2%	15.8%	22.5%
	Not an issue (1-2)	32.7%	26.1%	29.4%
	Not sure	4.4%	4.7%	4.6%
SEVERITY - NEIGHBORHOOD SAFETY (1-5):	Inhibits (4-5)	34.4%	42.3%	38.4%
	3.00	20.7%	25.1%	22.9%
	Not an issue (1-2)	42.0%	31.2%	36.6%
	Not sure	2.9%	1.4%	2.2%
Total		50.0%	50.0%	100.0%

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	Inhibits (4-5)	51.8%	65.8%	58.8%
	3.00	26.1%	18.8%	22.5%
	Not an issue (1-2)	19.6%	11.9%	15.8%
	Not sure	2.4%	3.4%	2.9%
SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	Inhibits (4-5)	48.4%	64.0%	56.2%
	3.00	25.1%	24.2%	24.7%
	Not an issue (1-2)	25.5%	10.3%	17.9%
	Not sure	1.0%	1.5%	1.3%
SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	Inhibits (4-5)	28.0%	34.8%	31.4%
	3.00	20.1%	23.1%	21.6%
	Not an issue (1-2)	50.7%	38.3%	44.5%
	Not sure	1.2%	3.8%	2.5%
MOST SEVERE PROBLEM:	Periodic tardiness	1.0%		.5%
	Chronic tardiness	2.1%	2.2%	2.1%
	Periodic absence	.3%	.8%	.6%
	Chronic absence	5.7%	5.4%	5.6%
	Hunger	4.6%	4.8%	4.7%
	Home environment	13.6%	8.5%	11.1%
	Homelessness	10.2%	8.4%	9.3%
	English as a second language	1.9%	1.3%	1.6%
	Prior student preparation	4.4%	8.5%	6.4%
	Crime in the community	1.2%	2.9%	2.1%
	Community health	3.0%	1.4%	2.2%
	Domestic violence	10.2%	6.8%	8.5%
	Bullying	4.6%	8.8%	6.7%
	Neighborhood safety	.4%	.6%	.5%
	Student drug and alcohol abuse	9.1%	10.4%	9.8%
	Drugs and alcohol in the community	13.5%	18.5%	16.0%
	Lack of quality school facilities	4.5%	6.3%	5.4%
	Not sure	9.9%	4.4%	7.2%
	Total	50.0%	50.0%	100.0%

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
SECOND MOST SEVERE PROBLEM:	Periodic tardiness	1.4%	.3%	.8%
	Chronic tardiness	2.9%	2.3%	2.6%
	Periodic absence		1.6%	.8%
	Chronic absence	6.3%	7.1%	6.7%
	Hunger	4.2%	7.3%	5.7%
	Home environment	5.8%	8.4%	7.1%
	Homelessness	4.5%	12.7%	8.6%
	English as a second language	2.2%	1.7%	2.0%
	Prior student preparation	6.0%	4.1%	5.0%
	Crime in the community	3.5%	2.4%	3.0%
	Community health	.5%	2.4%	1.5%
	Domestic violence	9.6%	9.9%	9.8%
	Bullying	8.3%	6.7%	7.5%
	Neighborhood safety	1.7%	1.8%	1.7%
	Student drug and alcohol abuse	13.6%	13.2%	13.4%
	Drugs and alcohol in the community	14.2%	9.7%	11.9%
	Lack of quality school facilities	2.7%	2.6%	2.6%
	Not sure	12.6%	5.8%	9.2%
THIRD MOST SEVERE PROBLEM:	Periodic tardiness	2.8%	1.3%	2.0%
	Chronic tardiness	3.5%	3.2%	3.4%
	Periodic absence	1.0%	1.7%	1.4%
	Chronic absence	9.2%	6.3%	7.7%
	Hunger	4.2%	7.5%	5.9%
	Home environment	5.3%	7.3%	6.3%
	Homelessness	3.7%	6.5%	5.1%
	English as a second language	2.9%	2.2%	2.6%
	Prior student preparation	6.1%	5.1%	5.6%
	Crime in the community	3.1%	3.2%	3.2%
	Community health	2.9%	3.3%	3.1%
	Domestic violence	9.3%	13.3%	11.3%
	Bullying	7.9%	7.8%	7.8%
	Neighborhood safety	3.6%	1.6%	2.6%
	Student drug and alcohol abuse	7.7%	11.8%	9.8%
	Drugs and alcohol in the community	6.8%	7.6%	7.2%
	Lack of quality school facilities	3.2%	2.4%	2.8%
	Not sure	16.7%	7.8%	12.3%
	Total	50.0%	50.0%	100.0%

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	Doing well (4-5)	28.6%	34.5%	31.5%
	3.00	32.9%	30.1%	31.5%
	Not doing well (1-2)	33.0%	28.0%	30.5%
	Not sure	5.5%	7.4%	6.5%
PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	Doing well (4-5)	33.4%	27.8%	30.6%
	3.00	33.1%	30.6%	31.9%
	Not doing well (1-2)	23.9%	30.1%	27.0%
	Not sure	9.6%	11.4%	10.5%
PERFORMANCE - KEEPING PACE WITH TECHNOLOGY (1-5):	Doing well (4-5)	48.7%	53.1%	50.9%
	3.00	28.0%	29.5%	28.7%
	Not doing well (1-2)	17.9%	11.9%	14.9%
	Not sure	5.4%	5.5%	5.5%
PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	Doing well (4-5)	34.2%	33.1%	33.7%
	3.00	31.7%	32.0%	31.9%
	Not doing well (1-2)	29.7%	27.9%	28.8%
	Not sure	4.4%	6.9%	5.6%
PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	Doing well (4-5)	33.5%	32.5%	33.0%
	3.00	32.4%	37.4%	34.9%
	Not doing well (1-2)	27.4%	22.8%	25.1%
	Not sure	6.7%	7.3%	7.0%
PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	Doing well (4-5)	34.8%	36.5%	35.7%
	3.00	33.4%	34.1%	33.7%
	Not doing well (1-2)	17.7%	14.3%	16.0%
	Not sure	14.1%	15.1%	14.6%
PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	Doing well (4-5)	34.5%	37.2%	35.8%
	3.00	34.8%	35.5%	35.2%
	Not doing well (1-2)	25.1%	22.1%	23.6%
	Not sure	5.6%	5.2%	5.4%
Total		50.0%	50.0%	100.0%

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	Doing well (4-5)	40.5%	42.7%	41.6%
	3.00	33.8%	33.2%	33.5%
	Not doing well (1-2)	20.2%	15.6%	17.9%
	Not sure	5.4%	8.5%	6.9%
PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1- 5):	Doing well (4-5)	27.6%	25.7%	26.6%
	3.00	41.6%	40.0%	40.8%
	Not doing well (1-2)	20.2%	25.5%	22.8%
	Not sure	10.6%	8.8%	9.7%
PERFORMANCE - PROVIDE ADEQUATE AFTER- SCHOOL CARE (1-5):	Doing well (4-5)	32.8%	33.0%	32.9%
	3.00	34.7%	26.4%	30.5%
	Not doing well (1-2)	21.6%	27.5%	24.5%
	Not sure	11.0%	13.1%	12.1%
PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	Doing well (4-5)	48.9%	52.7%	50.8%
	3.00	27.2%	29.9%	28.5%
	Not doing well (1-2)	19.3%	10.5%	14.9%
	Not sure	4.6%	6.9%	5.8%
TOP ISSUE TO WORK ON:	Connect learning and work	24.7%	19.9%	22.3%
	Education support outside classroom	3.7%	5.3%	4.5%
	Keeping pace with technology	8.2%	7.0%	7.6%
	Generate awareness of the next step	12.0%	15.9%	14.0%
	Create opportunities for student learning	6.3%	6.5%	6.4%
	Address needs of English language learners	2.4%	3.2%	2.8%
	Encourage ties between students and parents	13.7%	14.9%	14.3%
	Connect culture and community	4.8%	5.8%	5.3%
	Connect social, health and education services	2.7%	4.1%	3.4%
	Provide adequate after- school care	4.1%	4.7%	4.4%
	Encourage students to have hopes and dreams	6.6%	7.7%	7.1%
	Not sure	10.8%	4.9%	7.8%
	Total	50.0%	50.0%	100.0%

		GENDER OF RESPONDENT:		Total
		Male	Female	
		Col %	Col %	Col %
SECOND TOP ISSUE TO WORK ON:	Connect learning and work	9.9%	12.2%	11.1%
	Education support outside classroom	8.1%	5.8%	6.9%
	Keeping pace with technology	7.4%	9.3%	8.3%
	Generate awareness of the next step	12.9%	14.8%	13.8%
	Create opportunities for student learning	9.6%	7.4%	8.5%
	Address needs of English language learners	1.8%	3.5%	2.7%
	Encourage ties between students and parents	10.5%	9.9%	10.2%
	Connect culture and community	5.0%	6.7%	5.8%
	Connect social, health and education services	5.7%	7.2%	6.4%
	Provide adequate after-school care	5.5%	4.4%	5.0%
	Encourage students to have hopes and dreams	9.3%	11.9%	10.6%
	Not sure	14.4%	6.9%	10.6%
THIRD TOP ISSUE TO WORK ON:	Connect learning and work	10.9%	11.3%	11.1%
	Education support outside classroom	5.8%	9.0%	7.4%
	Keeping pace with technology	7.6%	6.6%	7.1%
	Generate awareness of the next step	9.5%	5.5%	7.5%
	Create opportunities for student learning	7.0%	8.6%	7.8%
	Address needs of English language learners	4.3%	3.4%	3.9%
	Encourage ties between students and parents	9.2%	14.1%	11.6%
	Connect culture and community	10.5%	6.6%	8.6%
	Connect social, health and education services	2.7%	8.6%	5.6%
	Provide adequate after-school care	4.0%	6.0%	5.0%
	Encourage students to have hopes and dreams	8.4%	7.7%	8.1%
	Not sure	20.2%	12.4%	16.3%
	Total	50.0%	50.0%	100.0%

	GENDER OF RESPONDENT:		Group Total
	Male	Female	
	Mean	Mean	Mean
MEAN SEVERITY - PERIODIC TARDINESS (1-5):	2.68	2.95	2.82
MEAN SEVERITY - CHRONIC TARDINESS (1-5):	3.13	3.41	3.27
MEAN SEVERITY - PERIODIC ABSENCE (1-5):	2.66	3.09	2.88
MEAN SEVERITY - CHRONIC ABSENCE (1-5):	3.31	3.64	3.48
MEAN SEVERITY - HUNGER (1-5):	3.08	3.46	3.27
MEAN SEVERITY - HOME ENVIRONMENT (1-5):	3.53	3.79	3.66
MEAN SEVERITY - HOMELESSNESS (1-5):	3.06	3.55	3.31
MEAN SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	2.59	2.90	2.74
MEAN SEVERITY - PRIOR STUDENT PREPARATION (1-5):	3.09	3.24	3.17
MEAN SEVERITY - CRIME IN THE COMMUNITY (1-5):	2.88	3.20	3.04
MEAN SEVERITY - COMMUNITY HEALTH (1-5):	2.89	3.26	3.08
MEAN SEVERITY - DOMESTIC VIOLENCE (1-5):	3.48	3.82	3.65
MEAN SEVERITY - BULLYING (1-5):	3.05	3.56	3.30
MEAN SEVERITY - NEIGHBORHOOD SAFETY (1-5):	2.82	3.19	3.01
MEAN SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	3.54	3.94	3.74
MEAN SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	3.38	3.91	3.64
MEAN SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	2.59	2.93	2.76

	GENDER OF RESPONDENT:		Group Total
	Male	Female	
	Mean	Mean	Mean
MEAN PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	2.88	3.11	3.00
MEAN PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	3.14	3.00	3.07
MEAN PERFORMANCE - KEEP PACE WITH TECHNOLOGY (1-5):	3.43	3.61	3.52
MEAN PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	3.04	3.09	3.07
MEAN PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	3.04	3.17	3.10
MEAN PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	3.33	3.39	3.36
MEAN PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	3.16	3.26	3.21
MEAN PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	3.32	3.45	3.39
MEAN PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):	3.07	3.02	3.05
MEAN PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):	3.20	3.07	3.14
MEAN PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	3.48	3.69	3.58
ANCHORAGE DAILY NEWS READS PER WEEK - MEAN:	1.20	1.35	1.28
ANCHORAGE DAILY NEWS ONLINE READS PER WEEK - MEAN:	1.17	1.47	1.32
MEAN HOURS INTERNET PER DAY:	2.99	4.12	3.55
MEAN LENGTH OF ALASKA RESIDENCY:	26.92	26.75	26.84
MEAN AGE OF RESPONDENT:	43.39	44.92	44.14
MEAN CHILDREN IN HOUSEHOLD:	.95	.81	.88

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
SEVERITY - PERIODIC TARDINESS (1-5):	Inhibits (4-5)	36.5%	18.9%	26.9%	30.8%	29.6%
	3.00	20.8%	35.1%	27.8%	27.2%	26.8%
	Not an issue (1-2)	39.0%	42.5%	39.1%	34.7%	38.6%
	Not sure	3.7%	3.5%	6.1%	7.2%	5.1%
SEVERITY - CHRONIC TARDINESS (1-5):	Inhibits (4-5)	41.0%	38.7%	43.8%	48.7%	43.2%
	3.00	23.0%	26.8%	23.5%	19.4%	22.8%
	Not an issue (1-2)	29.0%	30.7%	24.1%	24.0%	26.9%
	Not sure	7.1%	3.8%	8.6%	7.9%	7.0%
SEVERITY - PERIODIC ABSENCE (1-5):	Inhibits (4-5)	26.1%	29.8%	27.2%	35.6%	29.6%
	3.00	29.6%	26.7%	32.6%	27.0%	29.0%
	Not an issue (1-2)	39.6%	41.8%	32.6%	30.3%	36.0%
	Not sure	4.7%	1.6%	7.6%	7.2%	5.4%
SEVERITY - CHRONIC ABSENCE (1-5):	Inhibits (4-5)	42.1%	47.0%	53.3%	54.7%	48.9%
	3.00	24.1%	18.5%	21.0%	15.6%	20.1%
	Not an issue (1-2)	27.8%	28.3%	18.9%	22.8%	24.6%
	Not sure	6.0%	6.2%	6.9%	6.8%	6.4%
SEVERITY - HUNGER (1-5):	Inhibits (4-5)	39.5%	55.5%	47.3%	48.9%	46.8%
	3.00	24.6%	19.9%	28.2%	19.2%	23.0%
	Not an issue (1-2)	35.5%	23.9%	21.8%	27.2%	28.1%
	Not sure	.4%	.7%	2.7%	4.8%	2.1%
SEVERITY - HOME ENVIRONMENT (1-5):	Inhibits (4-5)	48.9%	54.1%	68.3%	60.2%	57.1%
	3.00	24.7%	20.9%	16.8%	18.9%	20.7%
	Not an issue (1-2)	24.0%	23.2%	11.3%	14.9%	18.7%
	Not sure	2.3%	1.7%	3.6%	6.1%	3.5%
SEVERITY - HOMELESSNESS (1-5):	Inhibits (4-5)	42.2%	45.6%	55.7%	50.2%	47.9%
	3.00	20.7%	21.0%	13.0%	15.8%	17.8%
	Not an issue (1-2)	36.6%	31.7%	28.5%	28.6%	31.8%
	Not sure	.4%	1.6%	2.9%	5.5%	2.5%
Total		32.4%	19.1%	21.7%	26.9%	100.0%

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	Inhibits (4-5)	25.0%	27.3%	31.6%	30.2%	28.3%
	3.00	27.3%	17.9%	26.2%	25.6%	24.8%
	Not an issue (1-2)	39.8%	50.9%	39.0%	36.2%	40.8%
	Not sure	7.9%	3.9%	3.2%	7.9%	6.1%
SEVERITY - PRIOR STUDENT PREPARATION (1-5):	Inhibits (4-5)	26.4%	46.3%	41.5%	36.8%	36.3%
	3.00	33.8%	18.6%	33.5%	23.5%	28.1%
	Not an issue (1-2)	27.5%	28.7%	18.9%	23.5%	24.8%
	Not sure	12.3%	6.5%	6.1%	16.2%	10.9%
SEVERITY - CRIME IN THE COMMUNITY (1-5):	Inhibits (4-5)	38.0%	34.9%	31.9%	39.5%	36.5%
	3.00	25.2%	25.8%	29.7%	27.5%	26.9%
	Not an issue (1-2)	35.1%	39.3%	37.4%	30.7%	35.2%
	Not sure	1.8%		.9%	2.3%	1.4%
SEVERITY - COMMUNITY HEALTH (1-5):	Inhibits (4-5)	35.5%	36.7%	34.0%	39.6%	36.5%
	3.00	27.0%	35.3%	37.5%	29.9%	31.6%
	Not an issue (1-2)	35.1%	27.4%	25.9%	24.6%	28.8%
	Not sure	2.4%	.6%	2.6%	5.8%	3.0%
SEVERITY - DOMESTIC VIOLENCE (1-5):	Inhibits (4-5)	52.4%	59.1%	60.6%	58.2%	57.0%
	3.00	20.2%	19.5%	24.6%	19.0%	20.7%
	Not an issue (1-2)	26.7%	18.0%	14.1%	18.6%	20.2%
	Not sure	.7%	3.3%	.7%	4.2%	2.1%
SEVERITY - BULLYING (1-5):	Inhibits (4-5)	42.8%	46.0%	41.4%	46.7%	44.2%
	3.00	21.1%	22.2%	24.9%	24.5%	23.1%
	Not an issue (1-2)	32.4%	28.7%	29.9%	23.0%	28.6%
	Not sure	3.7%	3.1%	3.8%	5.8%	4.2%
SEVERITY - NEIGHBORHOOD SAFETY (1-5):	Inhibits (4-5)	35.8%	39.7%	40.7%	40.9%	39.0%
	3.00	20.2%	29.3%	24.4%	22.7%	23.5%
	Not an issue (1-2)	43.3%	29.5%	33.9%	32.2%	35.6%
	Not sure	.8%	1.6%	.9%	4.2%	1.9%
Total		32.4%	19.1%	21.7%	26.9%	100.0%

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	Inhibits (4-5)	58.6%	62.1%	60.6%	58.6%	59.7%
	3.00	25.1%	23.9%	21.5%	19.7%	22.6%
	Not an issue (1-2)	13.6%	12.1%	15.6%	17.4%	14.8%
	Not sure	2.6%	1.8%	2.3%	4.4%	2.9%
SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	Inhibits (4-5)	60.3%	52.2%	56.1%	59.5%	57.6%
	3.00	23.1%	32.1%	26.6%	19.5%	24.6%
	Not an issue (1-2)	16.6%	15.7%	16.0%	17.4%	16.5%
	Not sure			1.3%	3.6%	1.2%
SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	Inhibits (4-5)	28.6%	36.2%	33.7%	32.5%	32.2%
	3.00	26.3%	17.6%	18.8%	23.5%	22.2%
	Not an issue (1-2)	42.8%	44.8%	45.9%	40.4%	43.2%
	Not sure	2.3%	1.4%	1.7%	3.6%	2.4%
MOST SEVERE PROBLEM:	Periodic tardiness	1.2%	.7%			.5%
	Chronic tardiness	4.8%	.7%	.8%	1.2%	2.2%
	Periodic absence			.6%	1.8%	.6%
	Chronic absence	4.2%	2.0%	8.0%	7.1%	5.4%
	Hunger	4.7%	8.0%	4.4%	3.9%	5.1%
	Home environment	7.2%	16.0%	10.8%	12.8%	11.2%
	Homelessness	6.1%	11.3%	10.1%	11.0%	9.3%
	English as a second language	.7%	3.3%	.4%	1.6%	1.4%
	Prior student preparation	9.0%	6.4%	5.9%	4.6%	6.6%
	Crime in the community	2.5%	1.9%	2.3%	2.2%	2.2%
	Community health	.9%	1.6%	.5%	6.0%	2.3%
	Domestic violence	10.7%	4.4%	11.1%	7.3%	8.7%
	Bullying	8.3%	9.4%	3.5%	3.0%	6.0%
	Neighborhood safety	.3%		.5%	.9%	.4%
	Student drug and alcohol abuse	12.5%	10.7%	9.4%	6.5%	9.9%
	Drugs and alcohol in the community	13.3%	17.6%	19.8%	17.3%	16.6%
	Lack of quality school facilities	5.8%	2.8%	7.5%	4.2%	5.1%
	Not sure	7.9%	3.4%	4.4%	8.7%	6.5%
	Total	32.4%	19.1%	21.7%	26.9%	100.0%

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
SECOND MOST SEVERE PROBLEM:	Periodic tardiness	.3%	.7%	.6%	2.0%	.9%
	Chronic tardiness	1.4%	2.6%	4.0%	3.4%	2.8%
	Periodic absence	.8%		1.8%		.6%
	Chronic absence	3.7%	10.3%	7.8%	6.3%	6.6%
	Hunger	.7%	7.4%	10.7%	6.1%	5.6%
	Home environment	7.3%	8.3%	6.5%	7.1%	7.3%
	Homelessness	9.5%	10.0%	6.2%	9.5%	8.9%
	English as a second language	2.4%	.5%	1.3%	3.4%	2.1%
	Prior student preparation	3.6%	4.1%	5.1%	6.7%	4.9%
	Crime in the community	3.3%	.5%	1.0%	5.3%	2.8%
	Community health	2.3%		2.7%	1.0%	1.6%
	Domestic violence	7.4%	12.6%	8.8%	12.3%	10.0%
	Bullying	10.1%	8.9%	7.9%	4.2%	7.8%
	Neighborhood safety	2.6%	3.1%	.7%	.5%	1.7%
	Student drug and alcohol abuse	14.3%	12.1%	18.3%	10.0%	13.6%
	Drugs and alcohol in the community	16.4%	14.4%	7.5%	9.1%	12.1%
	Lack of quality school facilities	4.6%	1.1%	1.7%	1.6%	2.5%
	Not sure	9.3%	3.4%	7.4%	11.6%	8.4%
THIRD MOST SEVERE PROBLEM:	Periodic tardiness	3.0%	3.2%	.3%	1.3%	2.0%
	Chronic tardiness	2.6%	4.4%	5.5%	2.1%	3.4%
	Periodic absence	1.5%	1.8%	2.4%	.4%	1.5%
	Chronic absence	8.6%	10.2%	6.4%	7.8%	8.2%
	Hunger	2.4%	9.3%	6.0%	8.7%	6.2%
	Home environment	4.4%	3.8%	7.0%	8.6%	6.0%
	Homelessness	6.5%	4.1%	6.8%	2.7%	5.1%
	English as a second language	1.8%	3.8%	2.9%	2.5%	2.6%
	Prior student preparation	3.8%	3.6%	8.9%	5.2%	5.2%
	Crime in the community	2.7%	4.5%	2.1%	3.6%	3.1%
	Community health	2.8%	2.7%	4.2%	1.6%	2.8%
	Domestic violence	13.5%	11.9%	11.6%	8.6%	11.4%
	Bullying	10.0%	12.7%	4.9%	5.3%	8.2%
	Neighborhood safety	1.5%	1.8%	5.1%	2.3%	2.6%
	Student drug and alcohol abuse	13.4%	7.1%	5.9%	12.3%	10.3%
	Drugs and alcohol in the community	7.0%	4.3%	7.6%	9.8%	7.3%
	Lack of quality school facilities	3.5%	5.0%	1.6%	2.0%	2.9%
	Not sure	11.0%	5.9%	10.9%	15.2%	11.1%
	Total	32.4%	19.1%	21.7%	26.9%	100.0%

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	Doing well (4-5)	33.3%	32.4%	30.5%	30.2%	31.7%
	3.00	29.8%	34.1%	29.4%	32.5%	31.2%
	Not doing well (1-2)	30.3%	27.5%	37.3%	29.0%	30.9%
	Not sure	6.6%	6.0%	2.8%	8.3%	6.1%
PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	Doing well (4-5)	39.3%	29.2%	29.1%	21.8%	30.5%
	3.00	24.9%	34.5%	32.9%	38.4%	32.1%
	Not doing well (1-2)	26.3%	28.3%	30.1%	25.4%	27.3%
	Not sure	9.5%	8.0%	7.9%	14.4%	10.2%
PERFORMANCE - KEEPING PACE WITH TECHNOLOGY (1-5):	Doing well (4-5)	55.6%	57.6%	46.9%	43.0%	50.7%
	3.00	24.1%	29.9%	35.8%	30.1%	29.4%
	Not doing well (1-2)	15.5%	9.0%	14.5%	17.6%	14.6%
	Not sure	4.8%	3.6%	2.8%	9.2%	5.3%
PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	Doing well (4-5)	38.6%	33.0%	30.0%	32.5%	34.0%
	3.00	26.5%	35.0%	31.4%	35.6%	31.6%
	Not doing well (1-2)	29.5%	28.2%	36.6%	22.8%	29.0%
	Not sure	5.4%	3.8%	2.0%	9.2%	5.4%
PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	Doing well (4-5)	34.9%	37.8%	25.7%	31.7%	32.6%
	3.00	32.0%	38.6%	39.8%	33.6%	35.4%
	Not doing well (1-2)	26.8%	17.9%	30.6%	25.1%	25.5%
	Not sure	6.3%	5.7%	3.9%	9.5%	6.5%
PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	Doing well (4-5)	41.1%	27.0%	34.2%	32.5%	34.6%
	3.00	27.8%	41.3%	38.8%	35.0%	34.7%
	Not doing well (1-2)	17.3%	14.9%	13.3%	17.6%	16.1%
	Not sure	13.9%	16.8%	13.6%	14.9%	14.7%
PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	Doing well (4-5)	33.0%	43.1%	31.9%	36.0%	35.5%
	3.00	36.6%	38.3%	33.7%	33.5%	35.5%
	Not doing well (1-2)	26.1%	14.2%	32.8%	21.3%	24.0%
	Not sure	4.2%	4.5%	1.6%	9.2%	5.0%
Total		32.4%	19.1%	21.7%	26.9%	100.0%

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	Doing well (4-5)	39.5%	53.0%	43.7%	35.5%	41.9%
	3.00	33.9%	29.0%	35.0%	37.4%	34.1%
	Not doing well (1-2)	20.3%	14.8%	15.2%	18.2%	17.6%
	Not sure	6.4%	3.2%	6.1%	8.9%	6.4%
PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1- 5):	Doing well (4-5)	29.4%	30.7%	27.2%	19.9%	26.6%
	3.00	40.1%	45.9%	42.1%	38.9%	41.3%
	Not doing well (1-2)	20.9%	15.1%	26.9%	27.3%	22.8%
	Not sure	9.6%	8.4%	3.8%	14.0%	9.3%
PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1- 5):	Doing well (4-5)	34.4%	28.4%	30.2%	31.9%	31.7%
	3.00	35.4%	29.3%	31.3%	27.7%	31.3%
	Not doing well (1-2)	17.9%	28.9%	30.3%	26.1%	24.9%
	Not sure	12.4%	13.4%	8.2%	14.2%	12.1%
PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	Doing well (4-5)	57.4%	49.2%	47.6%	44.6%	50.3%
	3.00	23.1%	33.6%	34.0%	28.9%	29.1%
	Not doing well (1-2)	13.0%	13.4%	16.9%	17.5%	15.1%
	Not sure	6.4%	3.8%	1.5%	9.0%	5.5%
TOP ISSUE TO WORK ON:	Connect learning and work	21.4%	21.6%	22.5%	23.8%	22.3%
	Education support outside classroom	6.5%	3.4%	4.8%	2.5%	4.5%
	Keeping pace with technology	6.4%	7.8%	9.0%	6.8%	7.4%
	Generate awareness of the next step	18.9%	8.7%	15.5%	12.8%	14.5%
	Create opportunities for student learning	2.8%	6.5%	8.9%	6.6%	5.9%
	Address needs of English language learners	3.8%	3.2%	1.7%	1.9%	2.7%
	Encourage ties between students and parents	10.2%	16.8%	17.0%	14.6%	14.1%
	Connect culture and community	9.1%	3.6%	2.8%	4.5%	5.4%
	Connect social, health and education services	1.8%	3.8%	4.2%	4.9%	3.6%
	Provide adequate after- school care	4.1%	5.4%	4.4%	3.4%	4.2%
	Encourage students to have hopes and dreams	7.7%	11.5%	5.4%	6.4%	7.6%
	Not sure	7.2%	7.9%	3.8%	11.6%	7.8%
	Total	32.4%	19.1%	21.7%	26.9%	100.0%

		AGE OF RESPONDENT:				Total
		18-34	35-44	45-54	55+	
		Col %	Col %	Col %	Col %	Col %
SECOND TOP ISSUE TO WORK ON:	Connect learning and work	9.6%	14.3%	11.7%	9.7%	11.0%
	Education support outside classroom	10.2%	6.5%	4.3%	7.1%	7.4%
	Keeping pace with technology	6.7%	14.2%	5.6%	9.8%	8.7%
	Generate awareness of the next step	10.8%	9.9%	14.0%	15.9%	12.7%
	Create opportunities for student learning	10.7%	10.1%	8.5%	5.6%	8.7%
	Address needs of English language learners	2.7%	1.4%	2.8%	3.5%	2.7%
	Encourage ties between students and parents	8.6%	10.2%	13.2%	9.6%	10.1%
	Connect culture and community	5.0%	6.7%	7.0%	4.2%	5.5%
	Connect social, health and education services	7.6%	6.2%	6.2%	6.5%	6.7%
	Provide adequate after-school care	5.5%	2.6%	6.3%	5.3%	5.1%
	Encourage students to have hopes and dreams	13.0%	10.0%	12.1%	8.9%	11.1%
	Not sure	9.6%	7.9%	8.3%	13.9%	10.2%
THIRD TOP ISSUE TO WORK ON:	Connect learning and work	14.3%	10.0%	8.7%	9.6%	11.0%
	Education support outside classroom	8.2%	1.9%	10.0%	6.0%	6.8%
	Keeping pace with technology	7.2%	6.7%	10.1%	6.3%	7.5%
	Generate awareness of the next step	4.1%	10.4%	9.7%	7.2%	7.3%
	Create opportunities for student learning	.5%	16.6%	9.6%	10.9%	8.3%
	Address needs of English language learners	4.6%	5.2%	2.1%	3.7%	3.9%
	Encourage ties between students and parents	16.2%	8.8%	11.7%	9.7%	12.1%
	Connect culture and community	11.9%	9.0%	5.0%	7.5%	8.7%
	Connect social, health and education services	6.4%	5.5%	7.5%	4.5%	5.9%
	Provide adequate after-school care	6.0%	3.0%	8.2%	3.9%	5.3%
	Encourage students to have hopes and dreams	8.0%	7.8%	5.1%	8.5%	7.5%
	Not sure	12.7%	15.2%	12.2%	22.2%	15.6%
	Total	32.4%	19.1%	21.7%	26.9%	100.0%

	AGE OF RESPONDENT:				Group Total
	18-34	35-44	45-54	55+	
	Mean	Mean	Mean	Mean	Mean
MEAN SEVERITY - PERIODIC TARDINESS (1-5):	2.89	2.64	2.84	2.96	2.85
MEAN SEVERITY - CHRONIC TARDINESS (1-5):	3.21	3.21	3.44	3.41	3.31
MEAN SEVERITY - PERIODIC ABSENCE (1-5):	2.77	2.80	2.93	3.13	2.91
MEAN SEVERITY - CHRONIC ABSENCE (1-5):	3.31	3.39	3.70	3.66	3.50
MEAN SEVERITY - HUNGER (1-5):	2.98	3.59	3.47	3.41	3.31
MEAN SEVERITY - HOME ENVIRONMENT (1-5):	3.35	3.52	3.99	3.84	3.65
MEAN SEVERITY - HOMELESSNESS (1-5):	3.12	3.29	3.57	3.47	3.34
MEAN SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	2.71	2.58	2.85	2.91	2.77
MEAN SEVERITY - PRIOR STUDENT PREPARATION (1-5):	2.99	3.16	3.40	3.26	3.18
MEAN SEVERITY - CRIME IN THE COMMUNITY (1-5):	3.06	2.98	3.03	3.19	3.07
MEAN SEVERITY - COMMUNITY HEALTH (1-5):	2.95	3.15	3.18	3.24	3.11
MEAN SEVERITY - DOMESTIC VIOLENCE (1-5):	3.49	3.73	3.79	3.78	3.68
MEAN SEVERITY - BULLYING (1-5):	3.22	3.36	3.28	3.46	3.32
MEAN SEVERITY - NEIGHBORHOOD SAFETY (1-5):	2.85	3.12	3.08	3.16	3.03
MEAN SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	3.74	3.82	3.77	3.75	3.76
MEAN SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	3.67	3.60	3.71	3.75	3.69
MEAN SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	2.77	2.77	2.76	2.85	2.79

	AGE OF RESPONDENT:				Group Total
	18-34	35-44	45-54	55+	
	Mean	Mean	Mean	Mean	Mean
MEAN PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	3.08	2.95	2.89	2.99	2.99
MEAN PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	3.20	3.06	3.00	2.94	3.06
MEAN PERFORMANCE - KEEP PACE WITH TECHNOLOGY (1-5):	3.60	3.73	3.43	3.35	3.52
MEAN PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	3.12	3.06	2.97	3.09	3.07
MEAN PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	3.12	3.25	2.95	3.06	3.09
MEAN PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	3.50	3.19	3.41	3.22	3.35
MEAN PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	3.15	3.41	3.06	3.21	3.20
MEAN PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	3.40	3.55	3.47	3.24	3.40
MEAN PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):	3.14	3.17	2.99	2.88	3.04
MEAN PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):	3.30	3.09	2.97	3.04	3.12
MEAN PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	3.75	3.59	3.51	3.39	3.57
ANCHORAGE DAILY NEWS READS PER WEEK - MEAN:	1.11	.50	1.16	2.15	1.28
ANCHORAGE DAILY NEWS ONLINE READS PER WEEK - MEAN:	1.22	1.40	1.69	1.12	1.33
MEAN HOURS ON INTERNET PER DAY:	4.19	3.51	3.62	2.79	3.56
MEAN LENGTH OF ALASKA RESIDENCY:	16.87	23.37	29.04	38.73	26.59
MEAN AGE OF RESPONDENT:	26.10	40.16	49.81	64.13	44.14
MEAN CHILDREN IN HOUSEHOLD:	1.15	1.46	.81	.26	.89

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
SEVERITY - PERIODIC TARDINESS (1-5):	Inhibits (4-5)	28.0%	29.1%	28.7%
	3.00	21.9%	28.8%	26.6%
	Not an issue (1-2)	46.6%	35.7%	39.2%
	Not sure	3.5%	6.5%	5.5%
SEVERITY - CHRONIC TARDINESS (1-5):	Inhibits (4-5)	37.5%	44.1%	42.0%
	3.00	20.0%	24.7%	23.2%
	Not an issue (1-2)	40.5%	21.7%	27.7%
	Not sure	2.0%	9.5%	7.1%
SEVERITY - PERIODIC ABSENCE (1-5):	Inhibits (4-5)	30.5%	28.2%	28.9%
	3.00	20.4%	32.5%	28.6%
	Not an issue (1-2)	46.5%	32.4%	37.0%
	Not sure	2.6%	6.9%	5.5%
SEVERITY - CHRONIC ABSENCE (1-5):	Inhibits (4-5)	42.1%	51.7%	48.6%
	3.00	18.8%	19.9%	19.5%
	Not an issue (1-2)	36.1%	20.6%	25.6%
	Not sure	3.0%	7.8%	6.3%
SEVERITY - HUNGER (1-5):	Inhibits (4-5)	41.6%	47.4%	45.5%
	3.00	23.3%	22.6%	22.8%
	Not an issue (1-2)	33.1%	27.5%	29.3%
	Not sure	2.0%	2.5%	2.3%
SEVERITY - HOME ENVIRONMENT (1-5):	Inhibits (4-5)	56.8%	58.3%	57.8%
	3.00	17.3%	21.0%	19.8%
	Not an issue (1-2)	23.4%	16.3%	18.6%
	Not sure	2.5%	4.4%	3.8%
SEVERITY - HOMELESSNESS (1-5):	Inhibits (4-5)	38.5%	50.3%	46.5%
	3.00	15.9%	19.2%	18.1%
	Not an issue (1-2)	43.5%	26.9%	32.3%
	Not sure	2.0%	3.6%	3.1%
Total		32.2%	67.8%	100.0%

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	Inhibits (4-5)	22.1%	30.7%	27.9%
	3.00	31.8%	20.8%	24.3%
	Not an issue (1-2)	42.4%	41.3%	41.7%
	Not sure	3.8%	7.1%	6.0%
SEVERITY - PRIOR STUDENT PREPARATION (1-5):	Inhibits (4-5)	39.3%	34.8%	36.3%
	3.00	26.3%	28.3%	27.7%
	Not an issue (1-2)	27.4%	24.1%	25.1%
	Not sure	7.1%	12.8%	10.9%
SEVERITY - CRIME IN THE COMMUNITY (1-5):	Inhibits (4-5)	30.2%	38.2%	35.7%
	3.00	26.7%	26.8%	26.8%
	Not an issue (1-2)	42.1%	33.3%	36.2%
	Not sure	1.0%	1.6%	1.4%
SEVERITY - COMMUNITY HEALTH (1-5):	Inhibits (4-5)	31.9%	38.0%	36.1%
	3.00	31.3%	30.3%	30.6%
	Not an issue (1-2)	34.6%	28.1%	30.2%
	Not sure	2.2%	3.6%	3.1%
SEVERITY - DOMESTIC VIOLENCE (1-5):	Inhibits (4-5)	46.6%	61.2%	56.5%
	3.00	23.1%	18.7%	20.1%
	Not an issue (1-2)	27.9%	18.0%	21.2%
	Not sure	2.4%	2.1%	2.2%
SEVERITY - BULLYING (1- 5):	Inhibits (4-5)	39.8%	45.4%	43.6%
	3.00	23.1%	22.4%	22.6%
	Not an issue (1-2)	34.1%	27.3%	29.5%
	Not sure	3.0%	4.9%	4.3%
SEVERITY - NEIGHBORHOOD SAFETY (1-5):	Inhibits (4-5)	38.9%	38.3%	38.5%
	3.00	21.4%	23.7%	23.0%
	Not an issue (1-2)	38.0%	35.6%	36.4%
	Not sure	1.8%	2.4%	2.2%
Total		32.2%	67.8%	100.0%

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	Inhibits (4-5)	55.6%	60.2%	58.7%
	3.00	19.5%	24.0%	22.5%
	Not an issue (1-2)	22.6%	12.6%	15.8%
	Not sure	2.2%	3.3%	2.9%
SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	Inhibits (4-5)	48.6%	60.0%	56.3%
	3.00	25.9%	23.8%	24.5%
	Not an issue (1-2)	24.9%	14.7%	18.0%
	Not sure	.6%	1.6%	1.3%
SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	Inhibits (4-5)	30.1%	32.2%	31.5%
	3.00	19.7%	22.6%	21.7%
	Not an issue (1-2)	48.4%	42.4%	44.3%
	Not sure	1.8%	2.8%	2.5%
MOST SEVERE PROBLEM:	Periodic tardiness	.4%	.5%	.5%
	Chronic tardiness	1.4%	2.5%	2.1%
	Periodic absence	.4%	.7%	.6%
	Chronic absence	2.1%	7.2%	5.6%
	Hunger	6.5%	3.8%	4.7%
	Home environment	10.7%	11.3%	11.1%
	Homelessness	7.4%	10.2%	9.3%
	English as a second language	2.3%	1.3%	1.6%
	Prior student preparation	8.1%	5.7%	6.5%
	Crime in the community	2.2%	2.0%	2.1%
	Community health	2.0%	2.3%	2.2%
	Domestic violence	6.4%	9.5%	8.5%
	Bullying	9.2%	5.5%	6.7%
	Neighborhood safety	1.0%	.3%	.5%
	Student drug and alcohol abuse	10.1%	9.6%	9.8%
	Drugs and alcohol in the community	14.7%	16.6%	16.0%
	Lack of quality school facilities	9.2%	3.6%	5.4%
	Not sure	6.0%	7.3%	6.9%
	Total	32.2%	67.8%	100.0%

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
SECOND MOST SEVERE PROBLEM:	Periodic tardiness	1.0%	.7%	.8%
	Chronic tardiness	3.3%	2.3%	2.6%
	Periodic absence	1.3%	.5%	.8%
	Chronic absence	8.4%	5.9%	6.7%
	Hunger	8.2%	4.6%	5.8%
	Home environment	5.1%	8.1%	7.1%
	Homelessness	7.7%	9.1%	8.6%
	English as a second language	1.7%	2.1%	2.0%
	Prior student preparation	3.8%	5.6%	5.0%
	Crime in the community	3.9%	2.6%	3.0%
	Community health	2.2%	1.1%	1.5%
	Domestic violence	6.2%	11.5%	9.8%
	Bullying	8.9%	6.9%	7.5%
	Neighborhood safety	.7%	2.2%	1.8%
	Student drug and alcohol abuse	13.2%	13.6%	13.4%
	Drugs and alcohol in the community	13.4%	11.3%	12.0%
	Lack of quality school facilities	2.2%	2.9%	2.6%
	Not sure	8.8%	9.0%	8.9%
THIRD MOST SEVERE PROBLEM:	Periodic tardiness	2.0%	2.1%	2.1%
	Chronic tardiness	3.6%	3.3%	3.4%
	Periodic absence	1.1%	1.5%	1.4%
	Chronic absence	7.0%	8.1%	7.8%
	Hunger	8.8%	4.6%	5.9%
	Home environment	5.7%	6.6%	6.3%
	Homelessness	5.4%	5.0%	5.1%
	English as a second language	2.2%	2.8%	2.6%
	Prior student preparation	3.3%	6.7%	5.6%
	Crime in the community	4.1%	2.7%	3.2%
	Community health	5.6%	2.0%	3.1%
	Domestic violence	10.1%	11.9%	11.3%
	Bullying	8.8%	7.4%	7.9%
	Neighborhood safety	2.1%	2.9%	2.6%
	Student drug and alcohol abuse	8.6%	10.4%	9.8%
	Drugs and alcohol in the community	5.4%	8.2%	7.3%
	Lack of quality school facilities	4.0%	2.2%	2.8%
	Not sure	12.3%	11.9%	12.0%
	Total	32.2%	67.8%	100.0%

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	Doing well (4-5)	37.1%	29.0%	31.6%
	3.00	30.6%	31.7%	31.3%
	Not doing well (1-2)	28.4%	31.6%	30.6%
	Not sure	3.9%	7.7%	6.5%
PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	Doing well (4-5)	32.5%	29.9%	30.7%
	3.00	31.5%	32.2%	32.0%
	Not doing well (1-2)	30.4%	25.1%	26.8%
	Not sure	5.6%	12.9%	10.5%
PERFORMANCE - KEEPING PACE WITH TECHNOLOGY (1-5):	Doing well (4-5)	50.0%	51.1%	50.8%
	3.00	25.1%	30.6%	28.8%
	Not doing well (1-2)	21.3%	11.9%	14.9%
	Not sure	3.5%	6.4%	5.5%
PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	Doing well (4-5)	37.8%	31.9%	33.8%
	3.00	32.0%	32.0%	32.0%
	Not doing well (1-2)	29.1%	28.4%	28.6%
	Not sure	1.1%	7.8%	5.7%
PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	Doing well (4-5)	37.3%	31.2%	33.1%
	3.00	30.4%	36.7%	34.7%
	Not doing well (1-2)	29.5%	23.1%	25.2%
	Not sure	2.8%	9.0%	7.0%
PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	Doing well (4-5)	38.9%	34.3%	35.8%
	3.00	32.2%	34.1%	33.5%
	Not doing well (1-2)	15.3%	16.4%	16.1%
	Not sure	13.6%	15.1%	14.7%
PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	Doing well (4-5)	45.6%	31.3%	35.9%
	3.00	27.9%	38.4%	35.0%
	Not doing well (1-2)	25.2%	22.9%	23.6%
	Not sure	1.3%	7.4%	5.4%
Total		32.2%	67.8%	100.0%

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	Doing well (4-5)	45.9%	39.7%	41.7%
	3.00	32.1%	33.9%	33.3%
	Not doing well (1-2)	19.5%	17.3%	18.0%
	Not sure	2.4%	9.1%	7.0%
PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):	Doing well (4-5)	30.9%	24.7%	26.7%
	3.00	43.2%	39.4%	40.6%
	Not doing well (1-2)	22.4%	23.1%	22.9%
	Not sure	3.4%	12.8%	9.8%
PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):	Doing well (4-5)	39.1%	30.1%	33.0%
	3.00	24.6%	33.1%	30.3%
	Not doing well (1-2)	28.6%	22.7%	24.6%
	Not sure	7.7%	14.1%	12.1%
PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	Doing well (4-5)	55.1%	48.9%	50.9%
	3.00	27.1%	28.9%	28.3%
	Not doing well (1-2)	16.3%	14.3%	15.0%
	Not sure	1.4%	7.9%	5.8%
TOP ISSUE TO WORK ON:	Connect learning and work	19.8%	23.6%	22.4%
	Education support outside classroom	5.6%	4.0%	4.5%
	Keeping pace with technology	6.5%	7.7%	7.3%
	Generate awareness of the next step	13.9%	14.1%	14.0%
	Create opportunities for student learning	7.9%	5.7%	6.4%
	Address needs of English language learners	4.1%	2.2%	2.8%
	Encourage ties between students and parents	16.5%	13.2%	14.3%
	Connect culture and community	4.1%	5.9%	5.3%
	Connect social, health and education services	4.5%	2.9%	3.4%
	Provide adequate after- school care	4.9%	4.2%	4.4%
	Encourage students to have hopes and dreams	4.3%	8.5%	7.2%
	Not sure	7.8%	7.9%	7.9%
	Total	32.2%	67.8%	100.0%

		K-12 CHILDREN IN HOUSEHOLD?		Total
		Yes	No	
		Col %	Col %	Col %
SECOND TOP ISSUE TO WORK ON:	Connect learning and work	14.9%	9.3%	11.1%
	Education support outside classroom	6.7%	7.1%	7.0%
	Keeping pace with technology	5.4%	9.8%	8.4%
	Generate awareness of the next step	10.5%	15.5%	13.9%
	Create opportunities for student learning	10.9%	7.4%	8.5%
	Address needs of English language learners	3.9%	2.1%	2.7%
	Encourage ties between students and parents	10.8%	9.4%	9.9%
	Connect culture and community	7.5%	5.1%	5.8%
	Connect social, health and education services	4.7%	7.3%	6.5%
	Provide adequate after-school care	4.0%	5.4%	5.0%
	Encourage students to have hopes and dreams	9.5%	11.2%	10.6%
	Not sure	11.3%	10.4%	10.7%
THIRD TOP ISSUE TO WORK ON:	Connect learning and work	12.3%	10.1%	10.8%
	Education support outside classroom	8.0%	7.1%	7.4%
	Keeping pace with technology	8.4%	6.5%	7.1%
	Generate awareness of the next step	9.7%	6.5%	7.5%
	Create opportunities for student learning	8.1%	7.7%	7.8%
	Address needs of English language learners	3.8%	3.9%	3.9%
	Encourage ties between students and parents	7.7%	13.5%	11.7%
	Connect culture and community	8.2%	8.8%	8.6%
	Connect social, health and education services	4.1%	6.4%	5.7%
	Provide adequate after-school care	3.8%	5.6%	5.0%
	Encourage students to have hopes and dreams	10.2%	7.1%	8.1%
	Not sure	15.6%	16.8%	16.4%
	Total	32.2%	67.8%	100.0%

	K-12 CHILDREN IN HOUSEHOLD?		Group Total
	Yes	No	
	Mean	Mean	Mean
MEAN SEVERITY - PERIODIC TARDINESS (1-5):	2.68	2.89	2.82
MEAN SEVERITY - CHRONIC TARDINESS (1-5):	3.01	3.41	3.27
MEAN SEVERITY - PERIODIC ABSENCE (1-5):	2.75	2.95	2.88
MEAN SEVERITY - CHRONIC ABSENCE (1-5):	3.17	3.63	3.48
MEAN SEVERITY - HUNGER (1-5):	3.15	3.34	3.28
MEAN SEVERITY - HOME ENVIRONMENT (1-5):	3.57	3.71	3.67
MEAN SEVERITY - HOMELESSNESS (1-5):	2.98	3.47	3.31
MEAN SEVERITY - ENGLISH AS A SECOND LANGUAGE (1-5):	2.62	2.81	2.75
MEAN SEVERITY - PRIOR STUDENT PREPARATION (1-5):	3.13	3.20	3.17
MEAN SEVERITY - CRIME IN THE COMMUNITY (1-5):	2.85	3.13	3.04
MEAN SEVERITY - COMMUNITY HEALTH (1-5):	2.94	3.15	3.08
MEAN SEVERITY - DOMESTIC VIOLENCE (1-5):	3.36	3.79	3.65
MEAN SEVERITY - BULLYING (1-5):	3.18	3.37	3.30
MEAN SEVERITY - NEIGHBORHOOD SAFETY (1-5):	2.98	3.03	3.01
MEAN SEVERITY - STUDENT DRUG AND ALCOHOL ABUSE (1-5):	3.59	3.81	3.74
MEAN SEVERITY - DRUGS AND ALCOHOL IN THE COMMUNITY (1-5):	3.42	3.75	3.64
MEAN SEVERITY - LACK OF QUALITY SCHOOL FACILITIES (1-5):	2.71	2.78	2.76

	K-12 CHILDREN IN HOUSEHOLD?		Group Total
	Yes	No	
	Mean	Mean	Mean
MEAN PERFORMANCE - CONNECTION BETWEEN SCHOOL & WORK (1-5):	3.08	2.95	3.00
MEAN PERFORMANCE - EDUCATION SUPPORT OUTSIDE CLASS (1-5):	3.04	3.09	3.07
MEAN PERFORMANCE - KEEP PACE WITH TECHNOLOGY (1-5):	3.40	3.58	3.52
MEAN PERFORMANCE - GENERATE AWARENESS FOR NEXT STEP (1-5):	3.10	3.06	3.07
MEAN PERFORMANCE - CREATE OPPORTUNITIES FOR LEARNING (1-5):	3.08	3.11	3.10
MEAN PERFORMANCE - ADDRESS NEEDS OF ENGLISH LEARNERS (1-5):	3.43	3.33	3.36
MEAN PERFORMANCE - TIES BETWEEN TEACHERS & PARENTS (1-5):	3.29	3.16	3.21
MEAN PERFORMANCE - CONNECT CULTURE & COMMUNITY (1-5):	3.41	3.38	3.39
MEAN PERFORMANCE - CONNECT SOCIAL, HEALTH & EDUCATION (1-5):	3.10	3.02	3.05
MEAN PERFORMANCE - PROVIDE ADEQUATE AFTER-SCHOOL CARE (1-5):	3.21	3.10	3.14
MEAN PERFORMANCE - ENCOURAGE STUDENT HOPES & DREAMS (1-5):	3.66	3.55	3.59
ANCHORAGE DAILY NEWS READS PER WEEK - MEAN:	1.00	1.41	1.28
ANCHORAGE DAILY NEWS ONLINE READS PER WEEK - MEAN:	1.42	1.28	1.32
MEAN HOURS ON INTERNET PER DAY:	3.55	3.54	3.55
MEAN LENGTH OF ALASKA RESIDENCY:	25.56	27.49	26.87
MEAN AGE OF RESPONDENT:	42.00	45.15	44.14
MEAN CHILDREN IN HOUSEHOLD:	2.21	.25	.88

Appendix C: Title I Special Topics Analysis

The study team analyzed survey results to determine how profoundly learning conditions tend to vary between Title I schools and non-Title I schools. Title I is a federal program under No Child Left Behind that provides supplementary funding to improve academic achievement for low-income students. Schools are provided Title I supplementary funding based on the percentage of students in their attendance area who qualify for free or reduced lunch (Anchorage School District, 2013). Across academic levels, 545 survey respondents work in a Title I environment, while 609 do not; another ten respondents did not indicate whether they work in a Title I environment.

The study team conducted an analysis to determine whether the differences—where they exist—in survey question results among teachers from Title I and non-Title I schools are statistically significant. In statistical terms, at a minimum the study is 95 percent confident that average responses to 124 questions differ from one group to the other. Table 47 compares Title I and non-Title I teachers' overall assessments of their schools with respect to student learning and performance, and Table 48 identifies those questions for which the magnitudes of difference between the average Title I group and non-Title I group responses were greatest. For each of the 33 variables presented in Table 48, statistical testing revealed that the difference was significant at a 99 percent confidence level or higher.

In general, non-Title I teachers are far more likely than their Title I counterparts to rank their school as above average with respect to student performance and learning. As shown in Table 1, large gaps exist in this overall ranking across academic levels.

Table 47. Title I and non-Title I Overall School Quality with Respect to Student Performance

School Level	Title I Average	Non-Title I Average	Difference
K-6	3.1	3.9	-0.8
7-8	2.8	3.8	-1.0
9-12	3.0	3.8	-0.8

Notes: Negative values indicate a lower average among Title I respondents than non-Title I respondents. Scale is from 1 to 5 (1 = A very below average school; 5 = A high performing school from which other schools could learn). Source: Northern Economics, Inc., 2014

Table 48 identifies the specific factors that most clearly explain this difference in average overall assessment among Title I and non-Title I teachers. Each of the results presented in Table 48 suggests a more favorable learning environment for non-Title I students than their Title I peers.

Table 48. Survey Questions with Largest Differences between Title I and non-Title I Teacher Responses

School Level	Factor	Title I Average	Non-Title I Average	Difference
Agree/Disagree Statements				
K-6	Parents have high expectations for their students' performance.	3.0	3.8	-0.9
7-8		2.7	3.5	-0.8
9-12		2.8	3.4	-0.6
K-6	Parents are engaged partners in students' learning.	2.7	3.6	-0.8
7-8		2.4	3.2	-0.7
9-12		2.4	3.1	-0.7
K-6	Students' home environments support learning and performance.	2.5	3.3	-0.8
7-8		2.2	3.1	-1.0
9-12		2.3	3.0	-0.8
K-6	Parents have high expectations for their students' behavior while at school.	3.0	3.6	-0.6
7-8		2.6	3.4	-0.7
K-6	Students' before-school environment supports classroom learning and performance.	2.8	3.3	-0.5
7-8		2.6	3.2	-0.6
Factors that Impact Classroom Performance				
K-6	Drugs and alcohol in the community	3.1	2.3	0.8
K-6	Pre-K student preparation	3.1	2.4	0.7
K-6	Domestic violence	3.0	2.4	0.6
K-6	Crime in the community	2.4	1.9	0.6
K-6	Home environment	3.6	3.0	0.6
K-6	Homelessness	2.8	2.3	0.5
7-8	Chronic absence	4.2	3.6	0.6
Portion of Students Affected by Various Issues				
K-6	Drugs and alcohol in the community	29.5	14.9	14.6
7-8		27.4	15.4	12.0
9-12		38.1	23.3	14.8
K-6	Home environment	33.3	18.8	14.5
7-8		37.4	17.2	20.2
9-12		36.2	22.9	13.3
K-6	Prior academic preparation	29.4	16.1	13.3
7-8		35.3	22.8	12.6
K-6	English as a second language	21.1	9.7	11.4
7-8		26.8	12.0	14.8
K-6	Community health	19.8	8.8	11.0
7-8	Bullying	28.8	15.3	13.5
9-12	Domestic violence	26.4	12.8	13.6

Notes: Negative values indicate a lower average among Title I respondents than non-Title I respondents. Scale for Agree/Disagree statements is from 1 to 5 (1 = Strongly Disagree; 5 = Strongly Agree). Scale for questions related to factors that inhibit classroom performance is from 1 to 5 (1 = Not an Issue; 5 = Very Strongly Inhibit Classroom Learning). The scale for questions related to the portion of students affected by various issues is from 0 to 100 percent. Difference between Average columns may not equal value in Difference column due to rounding.

Source: Northern Economics, Inc., 2014

The study team notes the following conclusions drawn from Table 48:

- Across all academic levels, there is higher agreement among teachers in non-Title I schools than Title I schools that parents of their students have high expectations for their students' performance; that parents are engaged partners in their students' learning; and that students' home environments support their learning and performance.
- More elementary and middle school teachers at non-Title I schools than Title I schools agree that parents have high expectations for their students' behavior while they are at school. Non-Title I elementary and middle school teachers also agree more strongly that students' before-school environment supports classroom learning and performance.
- Teachers of Title I elementary schools are more likely than their non-Title I counterparts to identify the following factors as inhibitors of classroom performance and learning: drugs and alcohol in the community; pre-K student preparation; domestic violence; crime in the community; the home environment; and homelessness.
- Title I middle school teachers tend to identify chronic absence as much stronger inhibitor of classroom learning and performance than non-Title I middle school teachers.
- Across academic levels, teachers at Title I schools indicate that a far higher percentage of their students are regularly affected by drugs and alcohol in the community and the home environment than students at non-Title I schools.
- At the elementary and middle school levels, a higher percentage of Title I school students are regularly impacted by their prior academic preparation and English being their second language than their non-Title I peers, according to teacher responses.
- Compared to their non-Title I colleagues, Title I teachers indicate much higher incidences of their students being regularly impacted by community health issues at the elementary level, bullying at the middle school level, and domestic violence at the high school level.