



STUDENT CLIMATE AND MINDSET SURVEY

Prepared for Kenai Peninsula Borough School District

TABLE OF CONTENTS

- 3 / Introduction
- 6 / Recommendations
- 8 / Key Findings
- 17 / Respondent Characteristics

INTRODUCTION

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OVERVIEW

In this report, Hanover Research presents the results of the 2022 Student Climate and Mindset Survey conducted on behalf of Kenai Peninsula Borough School District.

KEY OBJECTIVES

- Measure the district's student climate, culture, and mindset.

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in March of 2022 via the Qualtrics online survey platform.
- Respondents were recruited via an open link sent to students by the district.
- The analysis includes 2,774 respondents following data cleaning.
- This report primarily presents aggregate results and some results segmented by grade band and school region.

RESPONDENT QUALIFICATIONS

- Must be a student in grades 3-12 in Kenai Peninsula Borough School District.

INTRODUCTION

METHODOLOGY

- Sample sizes vary across questions, as some questions only pertain to a subset of respondents.
- When interpreting this report and the data supplement, conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Data labels for values less than 5% are removed from some figures to improve legibility.
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.

RECOMMENDATIONS

RECOMMENDATIONS

- ❖ **Provide school staff with professional development focused on developing social-emotional learning (SEL) skills for students.** Few students indicate that they can easily remain calm when under stress and clearly describe their feelings. Additionally, less than half of respondents indicate that they can easily think about what may happen before making a decision. Further, less than half of students in grades 6-12 agree that it is easy for them to talk to adults at their school about things that are bothering them. With this professional development, school staff will learn ways to encourage emotional regulation, self-management, responsible decision-making, and relationship skills.
- ❖ **Incorporate more wellness-related activities (e.g., brain breaks, physical activity) during the school day.** Only half of respondents in grades 6-12 indicate that they get to move around during the school day (e.g., recess, brain break) often. Allotting more time dedicated to taking breaks throughout the day could also potentially alleviate stress among students.
- ❖ **Offer professional development to teachers in instructional practices to increase student depth of knowledge.** Most respondents indicate that their teachers often ask them to complete tasks like identifying or defining a problem or supporting facts or opinions with credible sources. However, it is less likely for teachers to ask students to make connections to previous learning and across different subjects or classes. This professional development would support instructional practices to develop student critical thinking skills.

KEY FINDINGS

KEY FINDINGS: COMMUNITY AND CONNECTEDNESS

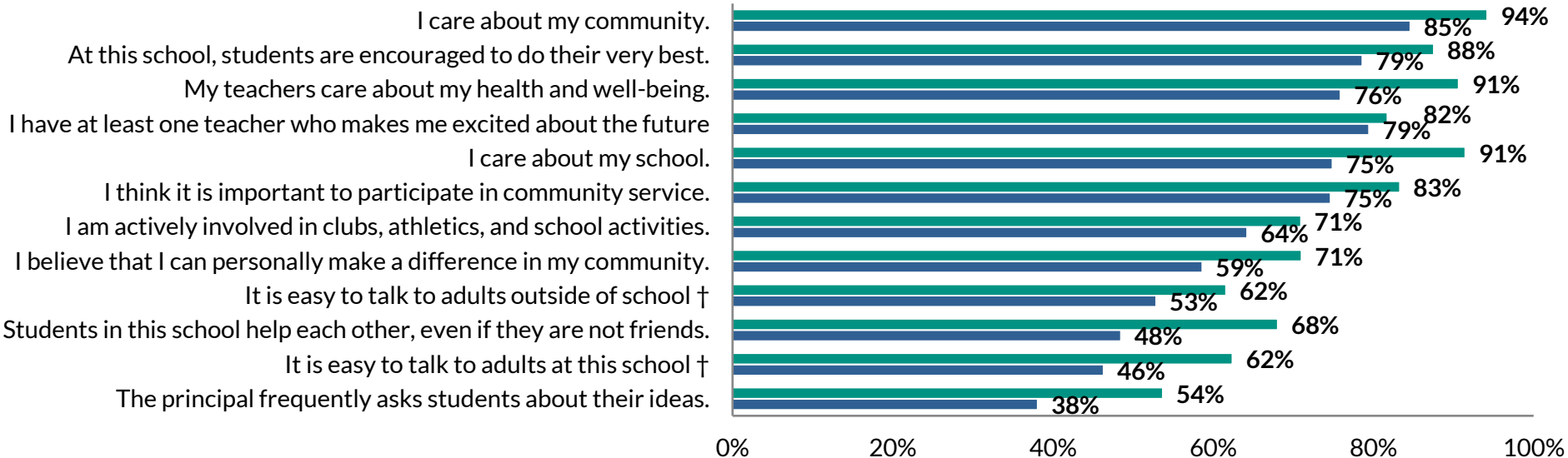
Students generally feel supported and encouraged to do their best at their school.

- The majority of respondents, regardless of grade band, agree that students are encouraged to do their very best at their school (79% & 88%) and that their teachers care about their health and well-being (76% & 91%).
- However, less than half of students in grades 6-12 indicate that students in their school help each other, even if they are not friends (48%), compared to over two-thirds of students in grades 3-5 (68%).
- Additionally, less than half of all participating students at least somewhat agree that the principal frequently asks students about their ideas (43%).

Please rate your level of disagreement or agreement with the following statements.

% Somewhat Agree + % Agree

■ Grades 3-5 (n=726-812) ■ Grades 6-12 (n=1,748-1,902)



KEY FINDINGS: SCHOOL CLIMATE

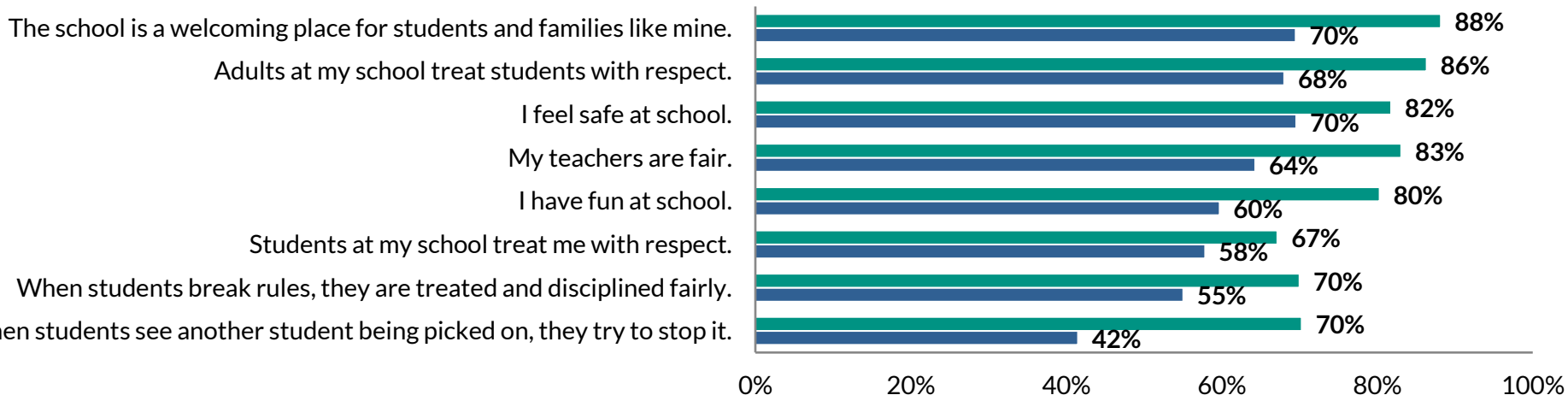
Although overall perceptions of school climate are positive, it is slightly less likely for students in grades 6-12 to feel as positively as those in grades 3-5.

- Most respondents agree that their school is a welcoming place for students and families like their own (70% & 88%) and that they feel safe at school (70% & 82%).
- However, less than half of students in grades 6-12 agree that when students see another student being picked on, they try to stop it (42%), compared to nearly three-quarters of students in grades 3-5 (70%).
- Over three-quarters of students in grades 3-5 agree that they have fun at school, compared to just over half of students in grades 6-12.

Please rate your level of disagreement or agreement with the following statements.

% Somewhat Agree + % Agree

■ Grades 3-5 (n=737-808) ■ Grades 6-12 (n=1,766-1,896)



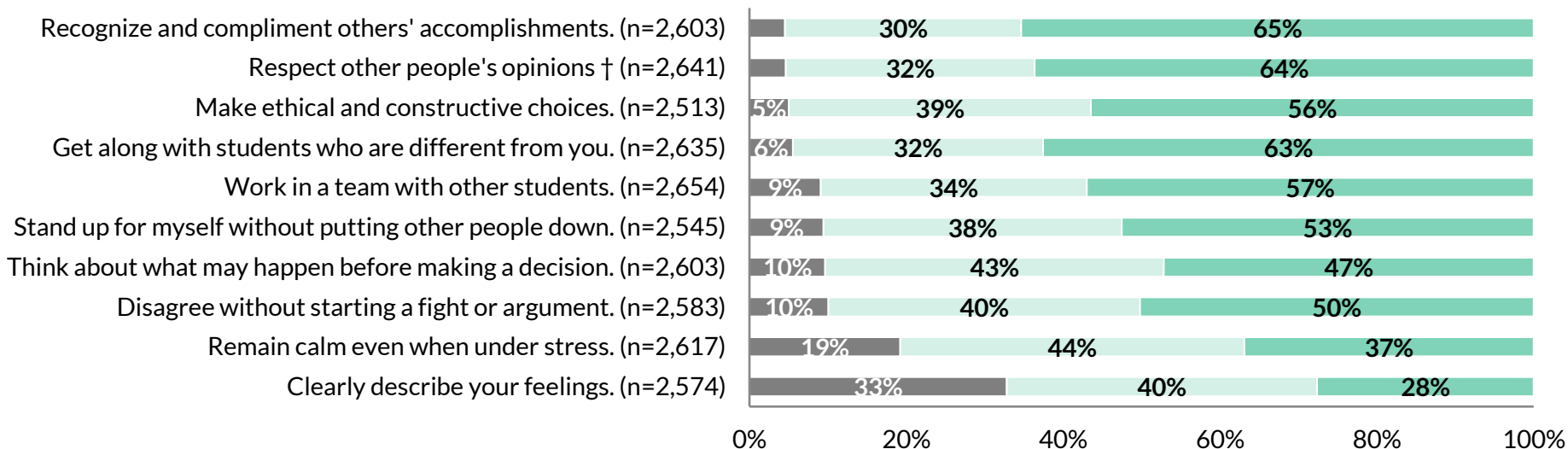
KEY FINDINGS: SOCIAL-EMOTIONAL LEARNING

Respondents indicate that it is easy for them to get along with others at their school but more difficult for them to control their own emotions in certain situations.

- Nearly two-thirds of respondents indicate that they can easily recognize and compliment others' accomplishments (65%), respect other people's opinions, even if they are different from theirs (64%), and get along with students who are different from them (63%).
- Interestingly, it is less likely for students to indicate that they can easily remain calm under stress (37%) and clearly describe their feelings (28%).
- There are no significant differences between grade band regarding social-emotional learning.

How confident are you in your ability to do the following?

■ No, I cannot do this easily. ■ I have some confidence with this. ■ Yes, I can do this easily.



KEY FINDINGS: STUDENT MINDSET

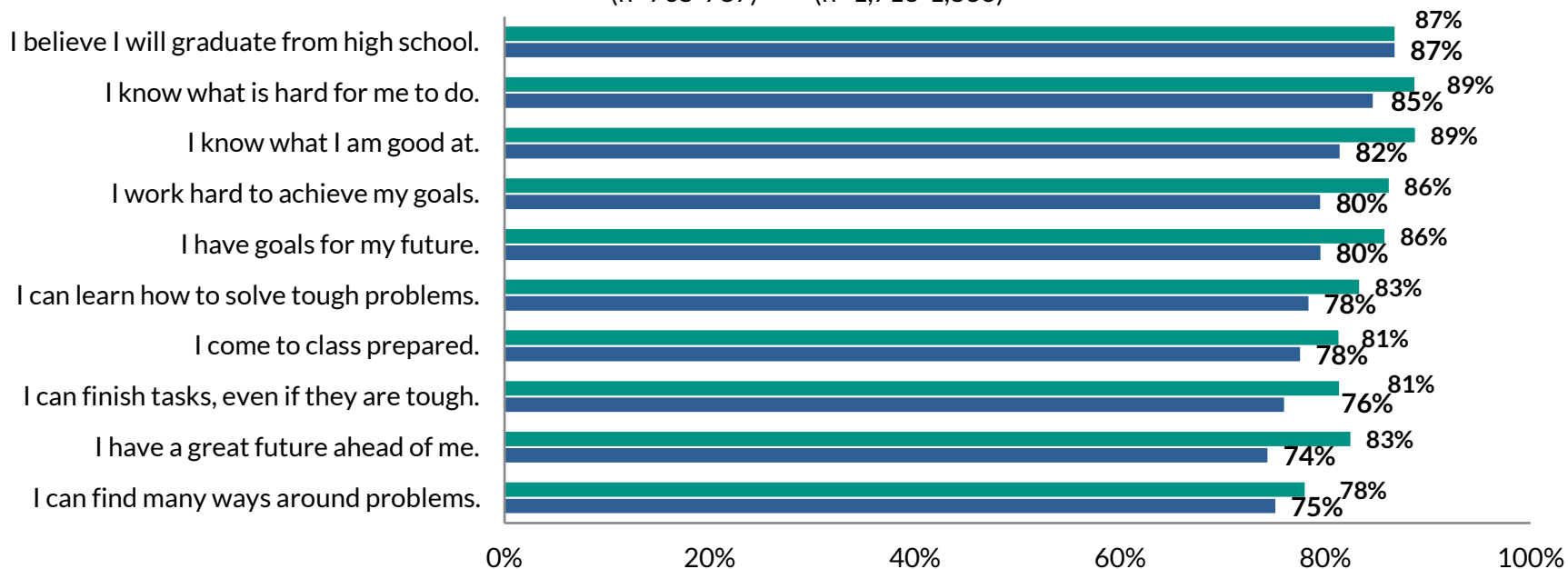
Generally, students have a positive mindset when it comes to their work ethic and personal goals.

- The vast majority of respondents know what is hard for them to do (85-89%), know what they are good at (82-89%), and work hard to achieve their goals (80-86%).
- Less than half of all respondents agree that they meet the goals that their teachers set for them (48%) and that they can do well on tests, even if they are tough (46%).

Please rate your level of disagreement or agreement with the following statements.

% Somewhat Agree + % Agree

■ Grades 3-5 (n=705-787) ■ Grades 6-12 (n=1,716-1,836)



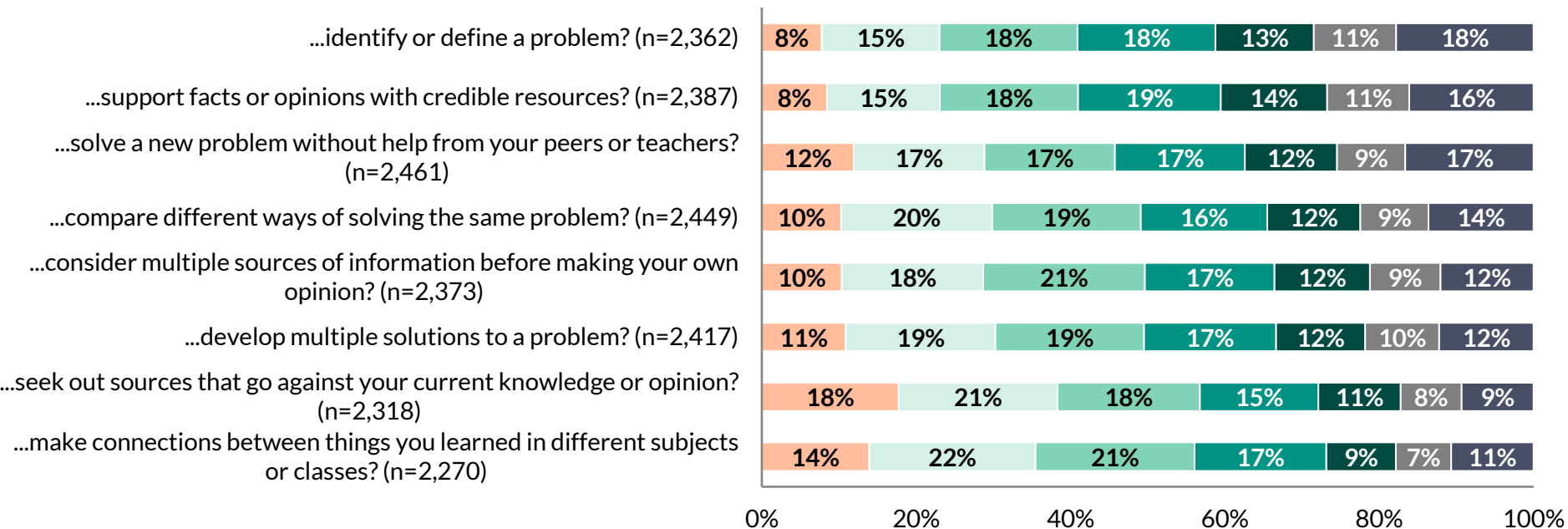
KEY FINDINGS: INSTRUCTIONAL DEPTH

Respondents indicate that their teachers ask them to do simple tasks more often than abstract tasks.

- Over half of respondents indicate that their teachers have asked them to identify or define a problem and to support facts with credible resources at least 5 times in the past two weeks.
- However, less than half of respondents indicate that their teachers have asked them to make connections between things that they learned in different subject or classes at least 5 times in the past two weeks.

Within the past two weeks, how many times have your teachers asked you to...

■ Never
 ■ 1-2 times
 ■ 3-4 times
 ■ 5-6 times
 ■ 7-8 times
 ■ 9-10 times
 ■ More than 10 times



KEY FINDINGS: WELLNESS

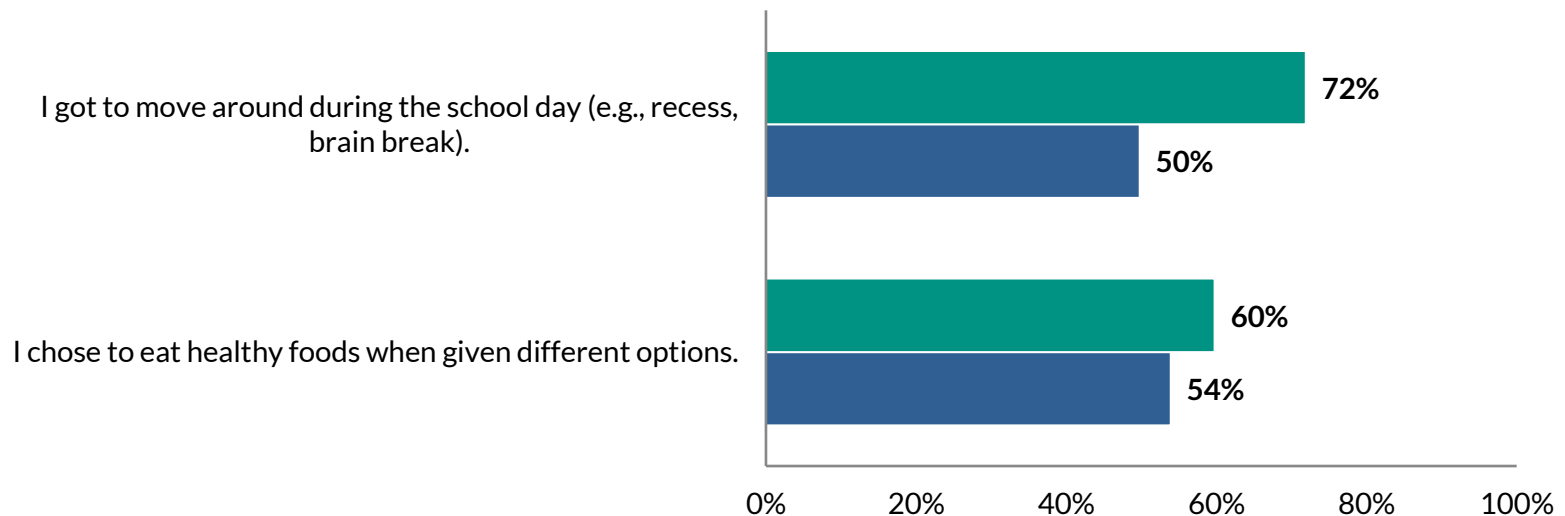
Nearly three-quarters of students in grades 3-5 indicate that they get to move around during the school day (e.g., recess, brain break) often or very often, compared to just half of those in grades 6-12.

- Over half of all respondents indicate that they choose to eat healthy foods when given different options (56%).
- When asked what types of things they do to stay healthy, common qualitative responses are related to exercise, sports, and eating healthy.

Within the past two weeks, how frequently did the following occur?

% Often + % Very Often

■ Grades 3-5 (n=765-778) ■ Grades 6-12 (n=1,810-1,840)



RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS (1 OF 2)

Grade Level (n=2,774)

Grade 3	9%
Grade 4	11%
Grade 5	11%
Grade 6	11%
Grade 7	13%
Grade 8	12%
Grade 9	11%
Grade 10	9%
Grade 11	9%
Grade 12	5%

School Region (n=2,774)

Central Peninsula	69%
Eastern Peninsula	3%
Homeschool	<1%
Outlying Schools	2%
Southern Peninsula	26%

School (n=2,774)

Aurora Borealis Charter	2%
Chapman School	2%
Connections Program	<1%
Cooper Landing School	<1%
Fireweed Academy	1%
Homer Flex School	1%
Homer High School	8%
Homer Middle School	5%
Kaleidoscope Charter School	1%
K-Beach Elementary School	5%
Kenai Alternative School	1%
Kenai Central High School	8%
Kenai Middle School	7%
McNeil Canyon Elementary School	2%
Moose Pass Elementary	<1%
Mountain View Elementary	4%
Nanwalek Elementary/High	<1%
Nikiski Middle/High School	8%

RESPONDENT CHARACTERISTICS (2 OF 2)

School (continued)

Nikiski North Star Elementary	3%
Nikolaevsk Elem/High School	<1%
Ninilchik Elementary/High	2%
Port Graham School	<1%
Redoubt Elementary School	2%
River City Academy	2%
Seward High School	<1%
Seward Middle School	2%
Skyview Middle School	8%
Soldotna Elementary School	4%
Soldotna High School	10%
Soldotna Montessori Charter	2%
Sterling Elementary School	2%
Susan B. English	1%
Tebughna Elementary/High	<1%
Tustumena Elementary School	1%
Voznesenka School	1%
West Homer Elementary	5%



Thank you.

CONTACT

Amanda Wagner
Content Director, K-12 Education

E: awagner@hanoverresearch.com

P: 202-748-9976

 hanoverresearch.com