**Delaware School Surveys Interpretation Worksheet**

**School Climate and Techniques**

**STAFF Version**

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| **Report Interpretation Key** | | | | |
| Table Code by Scale |  | Table Code by Score Type |  |  |
| School Climate Scale – Table 1 |  | Standard Scores – Table a |  | **Bold** – Total Scores |
| Techniques Scale – Table 2 |  | Average Scores – Table b |  | Green – Favorable |
|  |  | Percentage Response Scores – Table c |  | Red – Unfavorable |

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|  | **Favorable (GREEN)** | | **Unfavorable (RED)** | |
| **Scale** | **Standard Score** | **Average Score** | **Standard Score** | **Average Score** |
| School Climate & Techniques | 110 and above | 3.4 and above | 89 and below | 2.5 and below |

Standard Score Distribution Average Item Score Calculation

**Determine: *Do your respondents’ scores reflect positive or negative perceptions of school climate, regardless of how your school compares to other schools?***

**Determine: *How does your school compare to other like schools?***



SS = 110

SS = 89

**Considerable Sizeable**

**Concerns** **Strengths**

Average scores are calculated by finding the average of all responses for each item.

Example:

Responses to Item 5 = 2,3,3,3,4,2

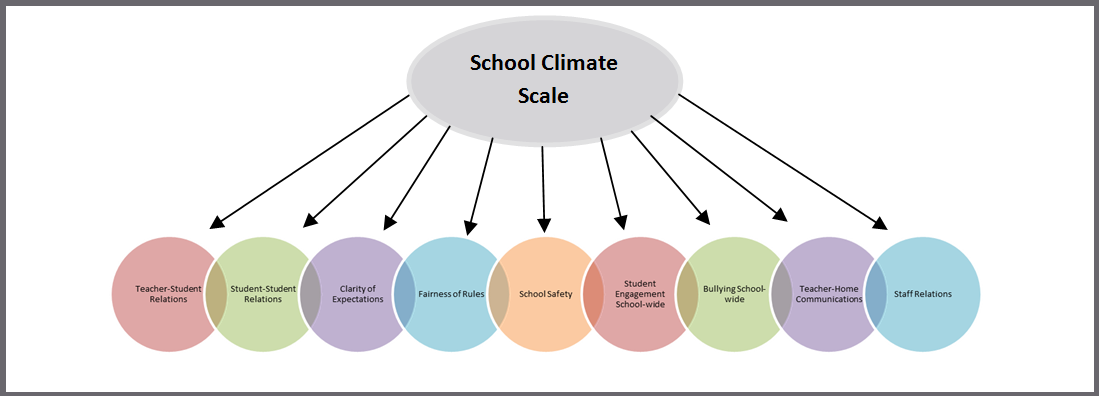
2+3+3+3+4+2= 17

17/6= 2.82

Average Item Score = 2.83

**TEACHER/STAFF DATA REPORT**

**School Climate Scale – Table 1**

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**Response Scale:** 1=Disagree A Lot 2=Disagree 3=Agree 4=Agree A Lot

**AVERAGE ITEM SCORE (AIS): TRENDS REVIEW**

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| **Graph** | **Use to…** | **Ask yourself…** |
| **1b**  School Climate  Average Score  Cross-Year Review | Note school’s average item scores per subscale for this school year and 2 previous years (if data are available). | By subscale and overall, have our average item scores per subscale increased, decreased, or maintained over the years? |

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| **Our Increased Areas** | **Our Decreased Areas** | **Our Maintained Areas** |
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| **Additional Notes** | | |

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| **Table** | **Use to…** | **Ask yourself…** |
| **1b**  School Climate  Average Item Scores | Note the sizable strengths and considerable concerns for YOUR school. A score of 3 or above means that the respondents on average agree or agree a lot. Remember, lower scores are preferred for Bullying School-wide. | What areas are strengths for our school? What areas do we need to address? Are there differences within or between position groups? Do staff members view student relationships positively? Do staff members feel rules are clear and fair? |

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| **School Climate Scale Totals** (AIS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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| **School Climate Scale by Position** (AIS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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**PERCENT RESPONSE SCORE: TRENDS REVIEW**

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| **Table** | **Use to…** | **Ask yourself…** |
| **1c**  School Climate  Percentage Response Scores | Note individual items that caused scores to be low or high. By looking at this data, you can find out which items staff members feel strongly about and direct efforts accordingly. | Were there any individual items from a subscale that had particularly high or low response percentage? How did this impact our overall score? What can we do to address these focus areas? |

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| **Subscales** | **Our Strengths**  (Item Numbers) | **Concerns to Address**  (Item Numbers) |
| Teacher-Student Relations |  |  |
| Student-Student Relations |  |  |
| Student Engagement School-wide |  |  |
| Clarity of Expectations |  |  |
| Fairness of Rules |  |  |
| School Safety |  |  |
| Bullying School-wide\* |  |  |
| Teacher-Home Communications |  |  |
| Staff Relations |  |  |
| **Additional Notes** |  |  |

\*A high score on this subscale is negative because items are negatively worded

**STANDARD SCORE (SS): TRENDS REVIEW**

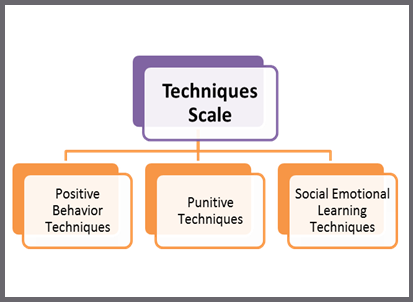
|  |  |  |
| --- | --- | --- |
| **Table** | **Use to…** | **Ask yourself…** |
| 1a  School Climate  Standard Scores | Compare your school to other schools serving the same grade level (e.g. ES, MS, HS). A score of 100 is average, so in general, scores above 100 illustrate your school has higher scores than other same level schools. | What are our strengths and weaknesses compared to other schools that serve similar age students? Are there differences between and within position groups that we need to explore? |

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| **School Climate Scale Totals** (SS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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| **School Climate by Position** (SS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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**TEACHER/STAFF DATA REPORT**

**Techniques Scale – Table 2**



**Response Scale:** 1=Disagree A Lot 2=Disagree 3=Agree 4=Agree A Lot

**AVERAGE ITEM SCORE (AIS): TRENDS REVIEW**

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| --- | --- | --- |
| **Graph** | **Use to…** | **Ask yourself…** |
| 2b  Techniques  Average Scores  Cross-Year Review | Note your school’s average item scores per subscale for this school year and 2 previous years (if data are available). | By subscale and overall, have our average item scores per subscale increased, decreased, or maintained over the years? |

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| --- | --- | --- |
| **Our Increased Areas** | **Our Decreased Areas** | **Our Maintained Areas** |
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| **Additional Notes** | | |

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| **Table** | **Use to…** | **Ask yourself…** |
| 2b  Techniques  Average Item Scores | Note the sizable strengths and considerable concerns for YOUR school. The scores are a measure of how staff members perceive the techniques used by their peers. An average score of 3 or above means that the respondents on average agree or agree a lot. | What areas are strengths for our school? What areas do we need to address? Are there differences within or between position groups? Do staff members acknowledge the positive techniques used by their peers? Do staff members feel that their peers are more negative than positive? |

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| **Techniques Scale Totals** (AIS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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| **Techniques by Position** (AIS) | |
| **Our Strengths** | **Concerns to Address** |
|  |  |
| **Additional Notes** | |
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**PERCENT RESPONSE SCORE: TRENDS REVIEW**

|  |  |  |
| --- | --- | --- |
| **Table** | **Use to…** | **Ask yourself…** |
| 2c  Techniques  Percentage Response Scores | Note individual items that caused subscale scores to be low or high. By looking at this data, you can find out which items staff members feel strongly about and direct efforts accordingly. | Were there any individual items from a subscale that had particularly high or low response percentage? How did this impact our overall score? What can we do to address these focus areas? |

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| --- | --- | --- |
| **Subscales** | **Our Strengths**  (Item Numbers) | **Concerns to Address**  (Item Numbers) |
| Positive Techniques |  |  |
| Punitive Techniques\* |  |  |
| SEL Techniques |  |  |
| **Additional Notes** | | |

\*A high score on this subscale is negative because items are negatively worded

**STANDARD SCORE (SS): TRENDS REVIEW**

|  |  |  |
| --- | --- | --- |
| **Table** | **Use to…** | **Ask yourself…** |
| 2a  Techniques Standard Scores | Compare your school to other schools serving the same grade level (e.g. ES, MS, HS). A score of 100 is average, so in general, scores above 100 illustrate your school has higher scores than other same level schools. Remember, higher scores are preferred for positive techniques and SEL, and lower scores are better for punitive techniques. | What are our strengths and weaknesses compared to other schools that serve similar age students? Are there differences between and within groups position groups that we need to explore. |

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| **Techniques Scale Totals** (SS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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| --- | --- |
| **Techniques by Position** (SS) | |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** | |
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