**Delaware School Climate Surveys Interpretation Worksheet**

**School Climate, Bullying, Engagement**

**HOME 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 |
| Bullying Scale – Table 3 |  | Average Scores – Table b |  | Green – Favorable |
| Engagement Scale – Table 4 |  | 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 & Engagement Scales | 110 and above | 3.4 and above | 89 and below | 2.5 and below |
| Bullying Scale | N/A | N/A | 110 and above | 3.0 and above |

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

**HOME 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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| **Table** | **Use to…** | **Ask yourself…** |
| **1b**School ClimateAverage 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 race groups? Do families view peer relationships positively? Do families 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 Race** (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 ClimatePercentage Response Scores | Note individual items that caused scores to be low or high. By looking at this data, you can find out which items families feel strongly about and direct efforts accordingly.  | Were there any individual items from a subscale that had a 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 |  |  |
| Clarity of Expectations |  |  |
| Fairness of Rules |  |  |
| School Safety |  |  |
| Teacher-Home Communications |  |  |
| Satisfaction with School |  |  |
| **Additional Notes**  |  |  |

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

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| **Table** | **Use to…** | **Ask yourself…** |
| 1aSchool ClimateStandard 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 race 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 Race** (SS) |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes**  |
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**GRAPH: TRENDS REVIEW**

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| **Graph** | **Use to…** | **Ask yourself…** |
| **1b**School ClimateAverage ScoreCross-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**  |

**HOME DATA REPORT**

**Bullying Scale\* – Table 3**

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

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**Response Scale:** 1= Never 2=Less than once a month 3=Once or twice a month

4=Once a week 5= Several times a week 6= Every day

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

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| **Table** | **Use to…** | **Ask yourself…** |
| 3bBullyingAverage Item Scores | Note the sizable strengths and considerable concerns for YOUR school. Explore families’ perceptions of the frequency of what types of bullying occur in the school. Keep in mind, lower scores are better.  | What areas are strengths for our school? What areas do we need to address? Are there differences to explore within and between races? Are there differences in what types of bullying families perceive as a problem in your school? Do families see physical bullying as occurring more often than verbal?  |

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| **Bullying Scale Totals** (AIS) |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes**  |
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| **Bullying by Race** (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…** |
| 3cBullyingPercentage Response Scores | Review families’ responses to the individual questions. Note individual items that caused subscale scores to be low or high. By looking at this data, you can identify items families note as occurring more or less frequently.  | 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) |
| Verbal Bullying |  |  |
| Physical Bullying |  |  |
| Social/Relational Bullying |  |  |
| **Additional Notes**  |

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

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| **Table** | **Use to…** | **Ask yourself…** |
| 3aBullyingStandard 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. Use these scores to determine what kinds of bullying families identify as a problem in relation to similar schools. Remember that low scores are preferred.  | What are our strengths and weaknesses compared to other schools that serve similar age students? Are there differences between and within race groups that we need to explore? Are some standard scores higher? Why? |

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| **Bullying Scale Totals** (SS) |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes**  |
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| **Bullying by Race** (SS) |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes** |
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**GRAPH: TRENDS REVIEW**

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| **Graph** | **Use to…** | **Ask yourself…** |
| 3bBullyingAverage Scores 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**  |

**HOME DATA REPORT**

**Engagement Scale – Table 4**

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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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| **Table** | **Use to…** | **Ask yourself…** |
| 4bEngagementAverage 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.  | What areas are strengths for our school? What areas do we need to address? Are there differences within or between race groups? Do our families report more cognitive, behavioral, or emotional engagement?  |

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

|  |  |  |
| --- | --- | --- |
| **Table** | **Use to…** | **Ask yourself…** |
| 4cEngagementPercentage 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 families 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) |
| Cognitive Engagement |  |  |
| Behavioral Engagement |  |  |
| Emotional Engagement |  |  |
| **Additional Notes**  |

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

|  |  |  |
| --- | --- | --- |
| **Table** | **Use to…** | **Ask yourself…** |
| 4aEngagement 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 races that we need to explore? |

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| **Engagement Scale Totals** (SS) |
| **Our Strengths** | **Concerns to Address** |
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| **Additional Notes**  |
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| **Engagement by Race** (SS) |
| **Our Strengths** | **Concerns to Address** |
|  |  |
| **Additional Notes** |
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**GRAPH: TRENDS REVIEW**

|  |  |  |
| --- | --- | --- |
| **Graph** | **Use to…** | **Ask yourself…** |
| 4bEngagementAverage Scores Cross-Year Review | Note your school’s average item scores per subscale from this school year and the previous 2 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**  |