

# **The Effective School Battery®**

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## **INTERPRETIVE REPORT**

**School: Sample School**

**Date: Month Year**

**Number of teacher surveys scored: 35**

**Teacher response rate: 88%**

**Number of student surveys scored: 265**

**Student response rate: 99%**

**Student survey invalidity index (percentile): 13**

# EFFECTIVE SCHOOL BATTERY INTERPRETIVE REPORT

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## **OVERVIEW**

The Effective School Battery (ESB) provides information about your school's climate and about the school's students and teachers. This information is based on surveys of students and teachers, and it takes the following four forms:

- Reports by teachers about your school's psychosocial climate.
- Reports by students about your school's psychosocial climate.
- Average characteristics of your school's teachers.
- Average characteristics of your school's students.

The ESB report is designed to facilitate program planning and to serve as a research-based tool for evaluating the effectiveness of school improvement programs.

### **Psychosocial Climate**

One way to describe any school is to use the reports of teachers and students about the school. The perceptions of many individuals about the school are combined to create a portrait of the school and its management. Psychosocial climate includes such things as staff morale, the fairness and clarity of the school's rules, relations with parents and the community, and other aspects of the way that school is perceived by its inhabitants.

### **Population Characteristics**

Another way to describe a school is to describe the people who inhabit it. The inhabitants of a school — teachers and students — contribute to the school climate, and descriptions of the school's inhabitants are called "population characteristics." The family educational background of students, the extent to which students believe in rules, and the students' attachment to the school all help to shape school climate. Similarly, teacher job satisfaction, participation in continuing professional development, and attitudes about education also contribute to school climate.

## The Use of Norms

Norms are needed to interpret scores in any type of educational measurement. Norms are used because they indicate whether a given score is high or low in comparison to a reference population. Just as norms are used to determine whether an individual's performance on an academic achievement test is high or low, norms are also valuable in determining whether a school is high or low on a measure of school climate. The norm group to which your school is compared in this ESB report is composed mostly of urban schools, many of which had a high proportion of minority students.

This report uses norms to make interpretations of your school's ESB results. The following table shows the rules for assigning verbal interpretations to scores:

<u>T-Score</u>	<u>Interpretation</u>
66 and above	Very High
61 to 65	High
56 to 60	Moderately High
55 to 45	Average
40 to 44	Moderately Low
35 to 39	Low
34 and below	Very Low

Scores at the high end of the scales should be interpreted as indicating positive school climate — they are good scores. Scores at the low end of the scales should be interpreted as indicating that improvement is needed.

Profiles are plotted using *T*-scores. The mean score for schools in the norming sample is 50, and the standard deviation for schools is 10. This means that a score of 40, for example, is one standard deviation below that of the average school.

The following pages report the ESB survey results for your school in several different formats: verbal interpretive summaries based on the ESB norms, graphs that show a profile of *T*-scores and numerical scores and technical information useful in conducting evaluations of school improvement programs.

**EFFECTIVE SCHOOL BATTERY**  
**INTERPRETIVE SUMMARY: SCHOOL PSYCHOSOCIAL CLIMATE—TEACHER REPORTS**

School: Sample School  
 Date: Month Year  
 Number of teacher surveys scored: 35  
 Teacher response rate: 88%

<u>SCALE</u>	<u>MEANING</u>	<u>YOUR SCHOOL</u>
Safety	Indicates how safe teachers report the school environment to be. A high score means that teachers tend to report most places in the school to be safe, and a low score means that teachers report many places in the school to be unsafe.	High
Morale	Indicates the degree of enthusiasm of a school's faculty and faculty confidence in the school. A high score means that teachers are likely to be enthusiastic and to participate in the development of new programs. A low score suggests that many faculty share a sense of resignation about the school and have little confidence that much can be done about it.	Very High
Planning and Action	Indicates teacher reports of the degree to which the school takes an experimenting or innovative approach to planning school programs.	Moderately High
Administrative Leadership	Indicates how teachers perceive the school administration. High scores imply that teachers perceive that they get the help they need to do their jobs when they need it.	High
Resources	Indicates whether teachers report adequate instructional supplies and other resources or whether they report difficulty in obtaining needed teaching supplies.	High
Race Relations	Indicates (in integrated schools) how well different ethnic groups get along. In schools with students and faculty of only one ethnic group, this scale should be disregarded.	Average
Parent/Community Involvement	Indicates the degree to which the school uses community resources in its programs.	Average
Student Influence	Indicates teacher perceptions of the extent to which students participate in school decisions.	Average
Avoidance of Use of Grades as a Sanction	Indicates the extent to which teachers avoid lowering grades in response to student misconduct—a generally poor practice. In high scoring schools, teachers do not respond to student misconduct by lowering grades.	Average

**EFFECTIVE SCHOOL BATTERY**  
**INTERPRETIVE SUMMARY: SCHOOL PSYCHOSOCIAL CLIMATE—STUDENT REPORTS**

School: Sample School  
 Date: Month Year  
 Number of student surveys scored: 265  
 Student response rate: 99%

<u>SCALE</u>	<u>MEANING</u>	<u>YOUR SCHOOL</u>
Safety	Indicates how safe students report the school environment to be. A high score means that students tend to report most places in the school to be safe, and a low score means that students report many places in the school to be unsafe.	Very High
Respect for Students	Indicates how students feel they are treated in the school. A high score means that students are treated with dignity; a low score suggests that students are subjected to degrading experiences or treated with a lack of respect. This scale is a general indicator of whether students perceive their treatment in the school in positive or negative ways.	Very High
Planning and Action	Indicates student reports of the degree to which the school undertakes efforts to plan and implement school improvement.	Average
Fairness of Rules	Indicates whether students believe the school's rules are equitable and fairly administered. Low scores imply that students perceive injustice or inequity; high scores imply they perceive fairness and even-handed rule enforcement.	Moderately High
Clarity of Rules	Indicates whether students know what the school rules are, and what the consequences are for rule violation. Low scores imply students may not know what the rules are or may be uncertain about the consequences for rule violation.	Very High
Student Influence	Summarizes the students' point of view about the extent to which they are able to influence matters of concern to them. A low score implies students feel powerless to bring about desired changes in school practices; a high score implies students feel the school is open to their suggestions.	Moderately High

**EFFECTIVE SCHOOL BATTERY**  
**INTERPRETIVE SUMMARY: SCHOOL POPULATION—TEACHER CHARACTERISTICS**

School: Sample School  
 Date: Month Year  
 Number of teacher surveys scored: 35  
 Teacher response rate: 88%

<u>SCALE</u>	<u>MEANING</u>	<u>YOUR SCHOOL</u>
Pro-Integration Attitude	Indicates average teacher attitude toward integrated education. A high score suggests that teachers view integrated education in a positive way; a low score suggests that the average teacher may be somewhat insensitive to issues of racial equity.	Average
Job Satisfaction	Indicates how the average teacher feels about his or her job. A high score implies that teachers typically like their jobs in the school; a low score indicates that teachers typically dislike their jobs.	Average
Interaction with Students	Indicates how much positive social interaction the average teacher reports having with students. A high score implies that many teachers report friendly interaction with students.	Average
Personal Security	Indicates the average teacher's experience of personal victimization. In a <i>low</i> -scoring school, relatively many teachers report receiving obscene remarks or gestures, threats, thefts, or even attacks. A high score implies teachers rarely experience indignities or victimization in the school.	Average
Classroom Orderliness	Indicates how orderly the average teacher's classroom is. A high score implies classrooms are typically orderly; a low score implies that disruption interferes with teaching in many classrooms.	Moderately High
Professional Development	Indicates how much exposure to continuing education the average teacher in the school has had in the past year.	Average
Nonauthoritarian Attitudes	Indicates the average teacher's attitude about student-teacher authority relations. A low score implies many teachers have a punitive, moralistic attitude about student misbehavior. A high score implies many teachers have a more flexible attitude about coping with student misconduct.	Average

**EFFECTIVE SCHOOL BATTERY**  
**INTERPRETIVE SUMMARY: SCHOOL POPULATION—STUDENT CHARACTERISTICS**

School: Sample School  
 Date: Month Year  
 Number of student surveys scored: 265  
 Student response rate: 99%

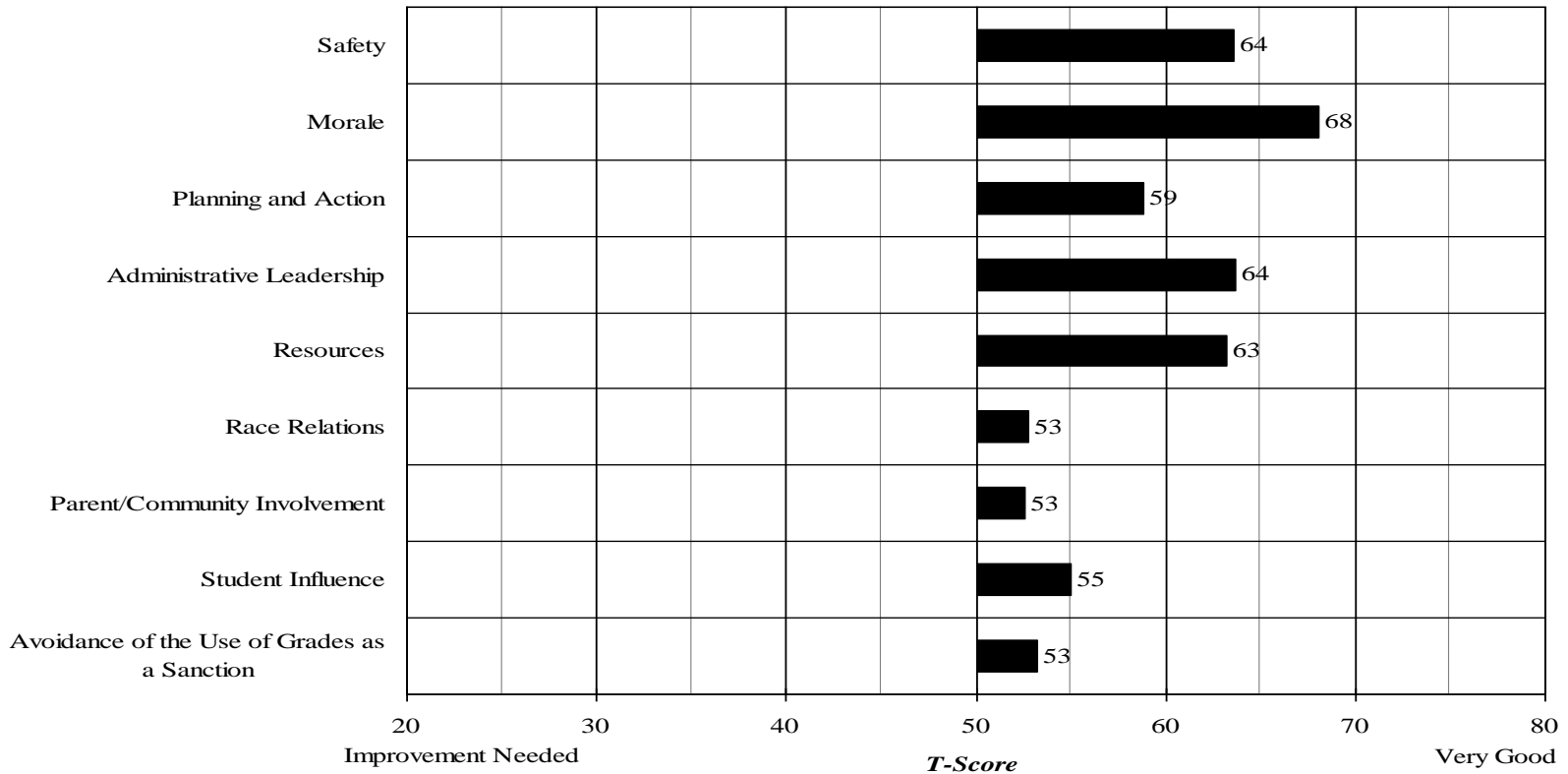
<u>SCALE</u>	<u>MEANING</u>	<u>YOUR SCHOOL</u>
Parental Education	Summarizes information about the educational background of the average student's parents.	Moderately Low
Positive Peer Associations	Describes peer relations for the average student. A high score implies most students have friends who value school and avoid trouble; a low score implies many students' friends dislike school and get into trouble.	Average
Educational Expectation	Indicates the level of student academic orientation. A high score implies the average student expects to complete a great deal of formal education.	Moderately High
Social Integration	Indicates whether the average student feels integrated with or alienated from the social order of the school. A low score means many students feel alienated.	Very High
Attachment to School	Indicates the average student's liking for school. A high score implies students typically like school; a low score means many students dislike school.	Average
Belief in Rules	Indicates the extent to which the average student believes in the validity of conventional social rules. A high score implies most students regard conventional rules as appropriate guides to conduct; a low score indicates that many students feel free to violate rules.	Very High
Interpersonal Competency	Indicates the degree to which the average student is competent in interpersonal relations.	Moderately High
Involvement	Indicates the average student's participation in extracurricular activities.	High
Positive Self-Concept	Indicates how the average student describes him/herself. A high score means the average student has high self-esteem and sees him/herself as a rule-abiding person.	Average
School Effort	Indicates how much care and effort the average student devotes to school work.	Moderately Low
Avoidance of Punishment	Summarizes information about how often the average student is punished. A low score implies much school punishment; a high score implies little punishment.	Moderately High
School Rewards	Indicates how much the average student is rewarded for his/her behavior. A high score means that the typical student is rewarded relatively frequently.	Average



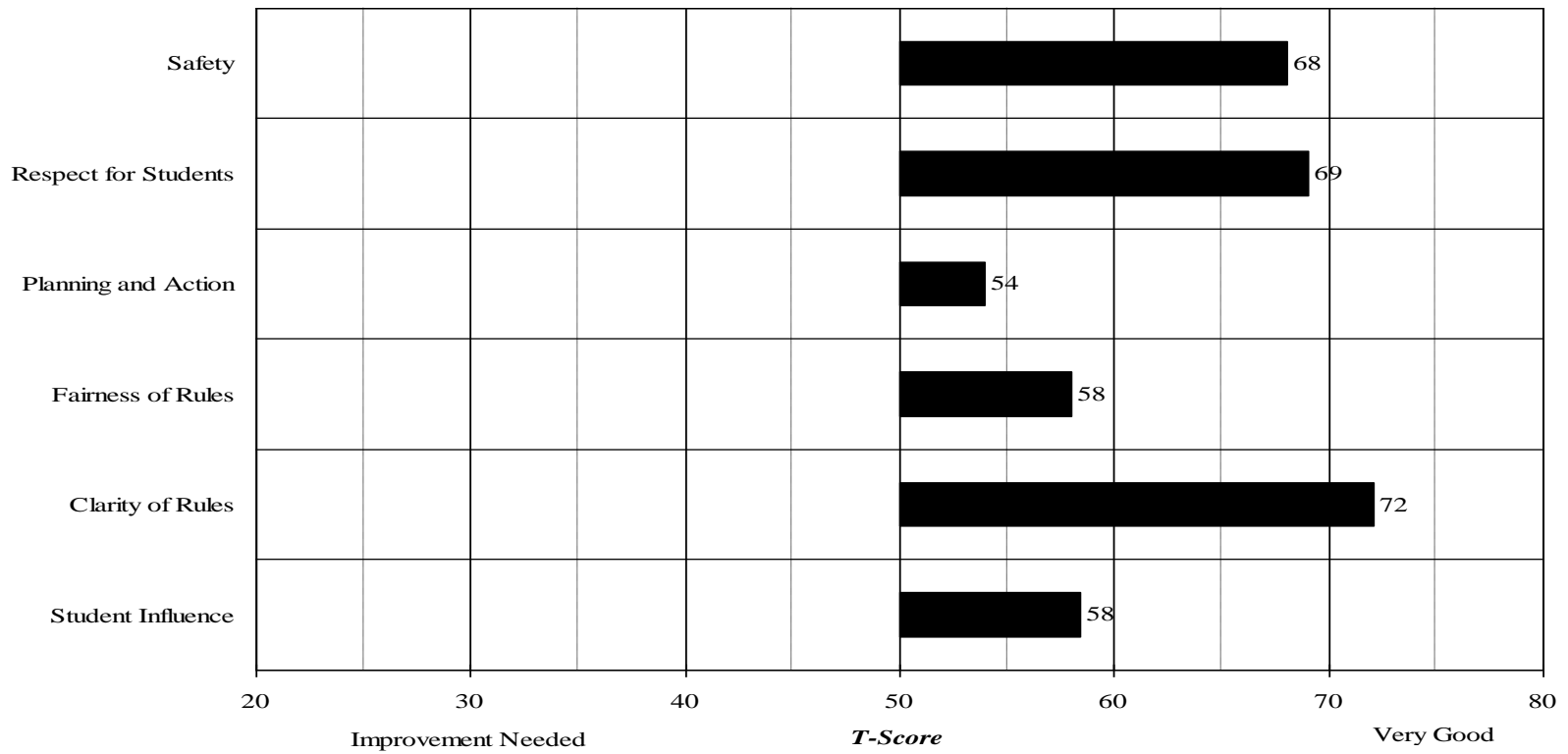
### School Psychosocial Climate—Teacher Reports

School: Sample School  
 Date: Month Year  
 Number of teacher surveys scored: 35  
 Teacher response rate: 88%

### School Psychosocial Climate—Student Reports

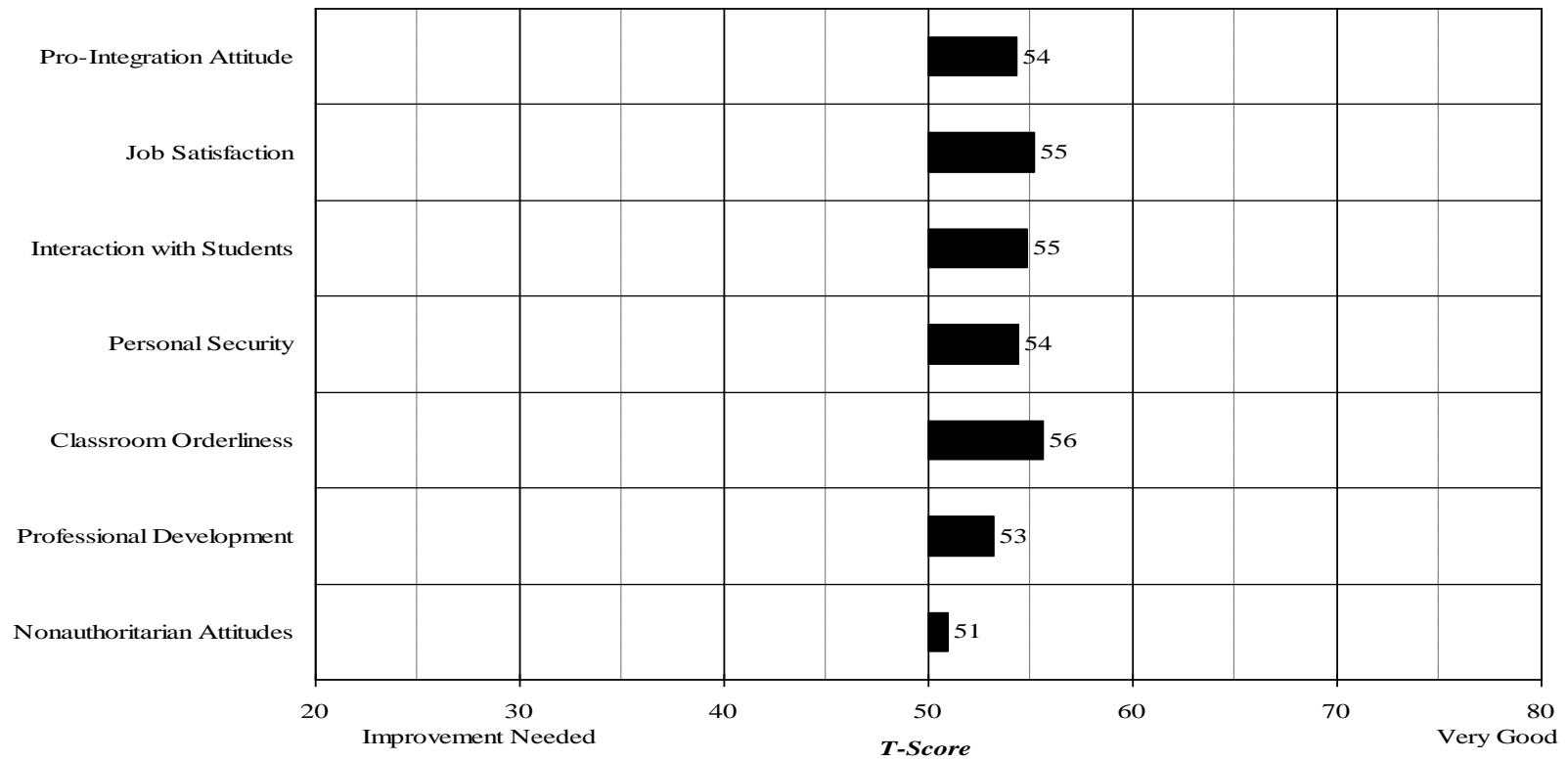


School: Sample School  
Date: Month Year  
Number of student surveys scored: 265  
Student response rate: 99%  
Invalidity Index (percentile): 13



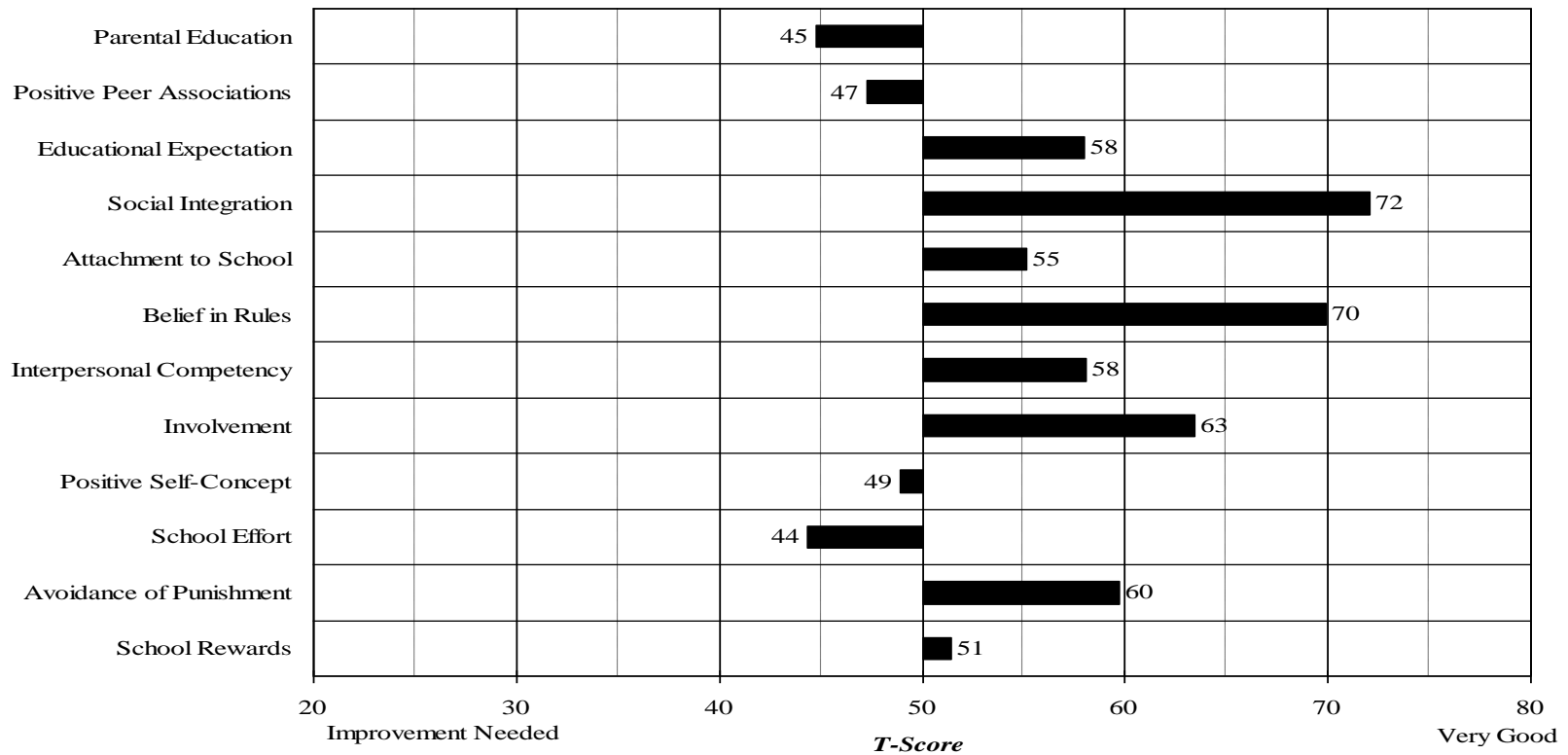
### School Population—Teacher Characteristics

School: Sample School  
Date: Month Year  
Number of teacher surveys scored: 35  
Teacher response rate: 88%



### School Population—Student Characteristics

School: Sample School  
 Date: Month Year  
 Number of student surveys scored: 265  
 Student response rate: 99%  
 Invalidity Index (percentile): 13



### Numerical Scores: School Psychosocial Climate—Teacher Reports

School: Sample School

Date: Month Year

Number of teacher surveys scored: 35

Teacher response rate: 88%

Climate scale	Score	<i>SEM</i>	95% Confidence Interval
Safety	4.187	.103	3.952 - 4.356
Morale	1.860	.045	1.749 - 1.925
Planning and Action	1.700	.042	1.602 - 1.767
Administrative Leadership	1.868	.042	1.770 - 1.935
Resources	3.125	.176	2.687 - 3.377
Race Relations	1.523	.098	1.316 - 1.700
Parent/Community Involvement	1.315	.049	1.213 - 1.405
Student Influence	1.548	.058	1.421 - 1.648
Avoidance of the Use of Grades as a Sanction	1.873	.046	1.774 - 1.955

Note. Score = mean raw score. *SEM* = Standard error of measurement. The 95% confidence interval is centered around the estimated true score.

### Numerical Scores: School Psychosocial Climate—Student Reports

School: Sample School

Date: Month Year

Number of student surveys scored: 265

Student response rate: 99%

Climate scale	Score	<i>SEM</i>	95% Confidence Interval
Safety	0.889	.023	0.833 - 0.923
Respect for Students	1.357	.068	1.174 - 1.441
Planning and Action	0.539	.041	0.453 - 0.61
Fairness of Rules	0.682	.044	0.580 - 0.753
Clarity of Rules	0.839	.034	0.734 - 0.867
Student Influence	0.457	.055	0.328 - 0.543

Note. Score = mean raw score. *SEM* = Standard error of measurement. The 95% confidence interval is centered around the estimated true score.

### Numerical Scores: School Population—Teacher Characteristics

School: Sample School

Date: Month Year

Number of teacher surveys scored: 35

Teacher response rate: 88%

Teacher Characteristic	Mean	<i>SD</i>	<i>N</i>	<i>SEM</i>	95% Confidence Interval
Pro-Integration Attitude	3.118	0.541	34	0.093	2.936 - 3.299
Job Satisfaction	2.933	0.426	35	0.072	2.792 - 3.075
Interaction With Students	2.395	0.681	33	0.118	2.163 - 2.627
Personal Security	0.900	0.142	35	0.024	0.853 - 0.947
Classroom Orderliness	2.871	0.408	31	0.073	2.727 - 3.014
Professional Development	1.554	0.234	30	0.043	1.471 - 1.638
Nonauthoritarian Attitudes	2.616	0.838	33	0.146	2.330 - 2.902

Note. Mean = mean raw score. *SD* = standard deviation of raw scores with school. *N* = number of individuals for whom this scale was scored. *SEM* = standard error of the mean. The 95% confidence interval is centered around the observed mean.

### Numerical Scores: School Population—Student Characteristics

School: Sample School  
 Date: Month Year  
 Number of student surveys scored: 265  
 Student response rate: 99%

Student Characteristic	Mean	<i>SD</i>	<i>N</i>	<i>SEM</i>	95% Confidence Interval
Parental Education	1.853	1.248	232	0.082	1.693 - 2.014
Positive Peer Associations	0.749	0.205	264	0.013	0.724 - 0.773
Educational Expectations	3.633	1.635	264	0.101	3.435 - 3.830
Social Integration	0.754	0.266	256	0.017	0.722 - 0.787
Attachment to School	0.714	0.234	262	0.014	0.686 - 0.743
Belief in Rules	0.770	0.228	254	0.014	0.742 - 0.798
Interpersonal Competency	0.818	0.216	254	0.014	0.792 - 0.845
Involvement	0.269	0.182	265	0.011	0.247 - 0.291
Positive Self-Concept	0.726	0.198	256	0.012	0.702 - 0.750
School Effort	0.568	0.324	264	0.020	0.529 - 0.607
Avoidance of Punishment	0.864	0.227	264	0.014	0.836 - 0.891
School Rewards	0.288	0.319	264	0.020	0.249 - 0.326
Invalidity	0.112	0.161	256	0.161	0.092 - 0.132

Note. Mean = mean raw score. *SD* = standard deviation of raw scores with school. *N* = number of individuals for whom this scale was scored. *SEM* = standard error of the mean. The 95% confidence interval is centered around the observed mean.



## SUGGESTIONS FOR NEXT STEPS

This ESB report summarizes a great deal of information about your school. This information should be used together with other information about the school in developing plans to improve the school or to maintain its current status. In developing plans, consider the community's views of your school, evidence about student and staff attendance, student academic achievement, budgets, and any experience you may have about the enthusiasm of the faculty and administration for program planning.

This ESB report should stimulate planning for school improvement, but you can expect improvement only if people in the school act on the information the ESB provides. Develop and carry out systematic plans to remedy problems the report identifies or to maintain aspects of school climate the report implies are already positive. Use the sources listed below to help you create and carry out plans to make your school more effective, and then use the ESB at a later time to learn whether your school improvement program is meeting its goals and objectives.

### For More Help in School Improvement

#### Planning and Managing a School Improvement Program

Chrispeels, J., & Meaney, D. (1985). *Building effective schools: Assessing, planning, implementing*. San Diego, CA: San Diego County Office of Education (Phone 619 569-4231).

Provides guidance on using school assessments in planning for better schools, organized around the "effective schools" movement's key ideas.

Gottfredson, G. D. (1984). A theory-ridden approach to program evaluation: A method for stimulating researcher-implementer collaboration. *American Psychologist*, 39, 1101-1112.

Describes a comprehensive method for developing and evaluating school improvement programs. A valuable guide for schools that have access to a consultant or facilitator with behavioral science expertise.

Gottfredson, G. D., Nettles, S. M., & McHugh, B. E. (1996). *Program development and evaluation for schools and communities*. Ellicott City, MD: Gottfredson Associates, Inc. (Phone 410 461-5530).

A step-by-step guide for developing and implementing a plan for school improvement. Groups use the guide to understand the planning and change process and to make concrete plans for improvement.

National School Boards Association. (1984). *Toward better and safer schools*. Arlington, VA: National School Boards Association (Phone 800 706-6722).

Guidance in getting started with planning to improve schools and in approaches to promote better and safer schools. This book is out of print; look for it in a library.

#### Improving School Discipline and Safety

Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: U.S. Department of Education (text also available at <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>).

A guide for safe schools that focuses on the identification of early signs that individuals may become involved in violence and on planning and intervention to cope with such possibilities.

Kadel, S., Watkins, J., Follman, J., & Hammond, C. (1993). *Reducing school violence: Building a framework for school safety* (OERI Contract No. RP91002010). Greensboro, NC: SouthEastern Regional Vision for Education, School of Education, University of North Carolina. (ERIC No. 391 227)

Organizes a great deal of useful information and guidance on establishing a safe environment, prevention of problem behavior, crisis management, and risk factors for violence.

Stephens, R. D. (1995). *Safe schools: A handbook for violence prevention*. Bloomington, IN: National Education Service (Phone 800 733-6786).

Advice on school safety assessment; chock full of check lists of security and safety considerations.

Wayson, W. W., et al. (1982). *Handbook for developing schools with good discipline*. Bloomington, IN: Phi Delta Kappa.

#### Help in Selecting a "Program"

Children's Safety Network. (1995). *Taking action to prevent adolescent violence: Educational resources for schools and community organizations*. Newton, MA: Education Development Center (Phone 800 225-4276).

A compendium of resources, curricula, and manuals intended to be helpful in reducing violence.

Drug Strategies. (1997). *Making the grade: A guide to school drug prevention programs*. Washington, DC: Drug Strategies (Phone 202 663-6090).

Organizes information about packaged programs to prevent drug use and other problem behavior by school level (elementary, middle, high) and provides very useful ratings of the features of each program.

Drug Strategies. (1998). *Safe schools, safe students: A guide to violence prevention strategies*. Washington, DC: Drug Strategies (Phone 202 663-6090).

Organizes information about packaged programs to prevent violence by school level (elementary, middle, high) and type of program. Provides useful ratings of the features of each program.

Gottfredson, D. C. (1998). School-based crime prevention. In L. Sherman, D. C. Gottfredson, D. MacKenzie, J. Eck, P. Reuter, & S. Bushway. *Preventing Crime: What Works, What Doesn't, What's Promising: A Report to the United States Congress*. Washington, DC: National Institute of Justice. (<http://www.ncjrs.org/works>)

Summarizes the research evidence on the effectiveness of alternative approaches to preventing problem behavior in schools.

Healthy Kids Program Office (1998). *Getting Results, Part I: California Action Guide to Creating Safe and Drug-Free Schools and Communities*. Sacramento, CA: California Department of Education, Publications Division, Sales Office. (FAX: 916 323-0823)

Describes alternative strategies to prevent problem behavior and describes a number of promising practices and programs.

### Legal Issues in School Discipline and Safety

Maxin, L., Hestand, J., & Koester, R. (1998). *An educator's legal guide to stress-free discipline and school safety*. Bloomington, IN: National Education Service (Phone 800 733-6786).

Helps educational leaders plan for school discipline and safety, identifying and responding to harassment, gang activity, and violence while minimizing legal liability and following the law.

### Readings on School Climate and Effective School Practices

Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21<sup>st</sup> century*. Washington, DC: Carnegie Council on Adolescent Development (Phone 202 265-9080).

Makes recommendations for middle grades schools including establishing small learning communities, a core academic curriculum, seeking success for all students, involving teachers and administrators in planning school improvements, and engaging families and communities.

School Improvement Program. (1990). *Effective schooling practices: A research synthesis 1990 update*. Portland, OR: Northwest Regional Educational Laboratory (Phone 503 275-9500).

A summary of research on effective practices to foster student achievement and beneficial affective outcomes. Contains an extensive bibliography.

### Involving Students in Improvement Planning

Bennett, S. A. (1978). *Something more than survival: A student-initiated process for school climate improvement*. Walnut Creek, CA: Center for Human Development.

This out-of-print book is a wonderful guide to structuring youth planning activities. Try to find it in a library.

Lewis, B. A., Espeland, P., & Pernu, C. (1998). *The kid's guide to social action: How to solve the social problem you choose and turn creative thinking into positive action*. Minneapolis, MN: Free Spirit Publishing (Phone 612 338-2068)

Doesn't have as structured a focus on local problem solving and planning as the booklet by Bennett listed above, but a useful guide nonetheless – and it is in print.