DOCUMENT RESUME

ED 129 042 EC 091 482

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TITLE	Field Trials of Instruments Designed to Survey Problems in Schools.
INSTITUTION	Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY	National Inst. of Mental Health (DHEW), Rockville, Md.
REPORT NO	RP-WD-CA-75-18
PUB DATE	Aug 75
GRANT	3-R01-MH-21708-01; 3-R01-MH-21708-02; 3-R01-MH-21708-02S1
NOTE	40p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Consultants; *Educational Problems; Educational Research; *Evaluation Methods; *Field Studies; *Mental Health; Needs Assessment; Questionnaires; *Research Projects; School Community Relationship; Student Problems; Student Teacher Relationship; Surveys

ABSTRACT

Reported is a field trial of instruments designed to identify problems in schools that may be treated by the joint effort of school personnel and mental health consultants to schools. Participants were 15 mental health consultants who attended a workshop and subsequently tried out the recommended procedures during the school year 1974 - 75, furnishing data and experiences from 20 different schools. Evaluated were the following instruments: The School Problem Area Survey--Staff, The School Problem Area Survey--Student (both of which are questionnaries), and The Demographic Information Form (a guide for an interview with a school principal). Presented in the text and in tabulated form are data on the schools and their reactions to the instruments, analysis of the data, and comparisons between observed and expected scores. Appended are items in the survey instruments (both student and staff forms) covering areas such as the following: school attractiveness, teacher-student relationships, school-community relationships, student problems, administrator problems, facility problems, and teacher problems. (IM)

Report RP-WD-CA-75-18

FIELD TRIALS OF INSTRUMENTS DESIGNED TO SURVEY PROBLEMS IN SCHOOLS

by

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August 1975

Prepared for
National Institute of Mental Health
Health Services and Mental Health Administration
Department of Health, Education, and Welfare

FOREWORD

This report documents a field trial of instruments developed by the Human Resources Research Organization. The instruments were designed to identify problems in schools that may be treated by the joint effort of school personnel and mental health consultants to schools.

The field trial was preceded by a workshop attended by 20 mental health consultants selected from each of the HEW Regions. Fifteen of these consultants subsequently furnished the data that are the subject of this report.

Dr. Charles Windle, Program Evaluation Specialist, Division of Mental Health Service Programs, National Institute of Mental Health, was the Project Officer.

The study was conducted at HumRRO Western Division, Carmel, California; Dr. Howard H. McFann is the Division Director.

The instruments and procedures for their use have been published in Surveying School Problems: Some Individual, Group, and System Indicators, by Elaine N. Taylor, Robert Vineberg, and S. James Goffard, HumRRO Technical Report 74-22, October 1974. Work on the development of the manual was performed under NIMH Grants Number 3 RO1 MH 21708-01, -02. The workshop and field trial were supported by NIME Grant Number 3 RO1 MH 21708-02S1. A conference of participants in the field trials is to be held in the fall of 1975. The period of performance of the entire study is 1 June 1972 to 31 December 1975.

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INTRODUCTION

BACKGROUND

In March 1974 a workshop was held to introduce the procedures and instruments developed by the Human Resources Research Organization for identifying mental health problems in schools. The workshop materials were based on a manual, which was subsequently published as Surveying School Problems: Some Individual, Group, and System Indicators.[1] The instruments for identifying mental health problems were:

The School Problem Area Survey: Staff
The School Problem Area Survey: Student
The Demographic Information Form (DIF).

The first two instruments are questionnaires, the third is a guide for an interview with a school principal.

The workshop participants were twenty mental health consultants, two selected from each of the ten HEW regions. At the close of the workshop, each participating consultant agreed to try out the recommended procedures in at least one school during the coming school year (1974-1975) and later to report his data and the experiences he had in collecting them.

Fifteen consultants furnished data and experiences from 20 different schools. Five of the participants in the workshop were unable for one reason or another to carry out the task.

This report presents both a compilation of the resultant data and comments made by the consultants about the utility of the procedures and instruments.

THE INSTRUMENTS

The School Problem Area Surveys, one for staff and one for students, are questionnaires in which these two respondent groups are

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[1] HumRRO Technical Report 74-22, October 1974, by Elaine N. Taylor, Robert Vineberg, and S. James Goffard. (Supported by NIMH Grant Number 3 R01 MH21708-02. The workshop was supported by NIMH Grant Number 3 R01 MH 21708-02S1.)

asked to estimate the salience in their school of a variety of potential problems. There are 70 items in the staff questionnaire, and 49 items in the student questionnaire. The items are used to screen for types of problems. Using a five point scale, from "extreme problem" to "no problem at all," teachers and students are asked to rate such items as:

- "The way the students get along with one another"
- "Teachers who put too much pressure on their students to get good grades"
- "Teachers who seem bored with teaching"
- "The way the principal gets along with the students"
- "The amount of influence student opinion has on the way the school is run"

These items make up approximately the first half of each questionnaire. The remaining items are simple, descriptive words or phrases such as cheating, absenteeism, theft, ethnic tensions, and discipline. (The items of both questionnaires are given in the Appendix.)

The items are grouped into the following problem areas, although the areas are not identified as such on the questionnaires: There is considerable overlap between the staff and student forms. The exact overlap is best seen by examining the questionnaire items in the Appendix.

Areas	Number of Items	
	Staff	Student
School Attractiveness (SA)	0	6
Student Characteristics & Relationships (SS)	6	6
Teacher-Student Relationships (TS)	6	6
Teacher Characteristics & Relationships (TT)	6	3
Principal-Student Relationships (PS)	6	6
Principal-Teacher Relationships (PT)	6	0
School-Community Relationships (SC)	6	2
Student Problems (SP)	14	11
Community Problems (CP)	9	2
Administrator Problems (AP)	7	5
Facility Problems (FP)	2	2
Teacher Problems (TP)	2	0

The DIF, used in an interview with the principal of a school, covers information under five topics:

- General Characteristics of the school and the community in which it is located.
- Extrinsic Factors that may affect the school operation.
- Specific School Characteristics, including policies, curriculum and programs, and special problems.
- Staff Characteristics.
- Summarization by the principal of the school's most pressing needs and greatest strengths.

THE SCHOOLS AND THEIR REACTIONS TO THE INSTRUMENTS

THE SCHOOLS

The selected characteristics of the 20 schools shown in Table 1 indicate the range of variation among them. Since data were collected from junior high schools during the development of the instruments, the participants in this field trial used the instruments in junior high schools whenever possible.

Of the 20 schools in the sample, eleven are junior high, middle, or intermediate schools; six are high schools; and the remaining three are elementary schools. All but two are regular public schools: school 102 is an alternative high school and school 103 is a parochial [illegible]de school. These two are also the smallest schools in the sample; the others are all above the median size for schools in general, while two, schools 110 and 111, are in the top 2% in size. One, school 104, has a substantial proportion (8%) of a Spanish surnamed group of students; another, school 112, has a few (3%) American Indians. The rest vary from 95% Black to 100% White. Only two, schools 104 and 105, however, report student bodies that are 100% White; eight others report small numbers (less than 4%) of various minority groups. The staffs of eight schools are 100% White; in the remaining 12 they vary from 50% Black and 50% White in school 102 to predominantly White with a scattering of minorities.

Most of the schools have students from all, or almost all, of the five levels used to describe socio-economic status in the Demographic Information Form (DIF), though the estimated percentages of each varied widely. The socio-economic levels have been combined in Table 1 to indicate either predominantly upper middle class (U) or predominantly lower middle class and below (L).

The type of area served by these schools also varies considerably, from metropolitan inner city to small town or rural, although small city schools are in the majority.

The characteristics selected for display in Table 1 are not intended to be exhaustive, but are merely some that seem most likely to be related to the kinds of problems that might develop in a school. The DIF covers a considerable number of other variables, any of which might be of importance in a particular school.

STAFF & STUDENT SAMPLES & TIME FOR ADMINISTRATION OF INSTRUMENTS

Every effort was made to collect data from the entire staff in each school. Since the staff samples were close to 100% in most of

TABLE 1

SELECTED CHARACTERISTICS OF SCHOOLS IN SAMPLE

School ID	Geo. Location	Grade Level	Type of Area*	General SE Level**	Enrollment	Ethnic Mix (%)***	No. of Teachers	Ethnic Mix Staff (%)***	Staff Sample	Student Sample/(Grade)
101	NC	7-9	4		751	29B/71W	34	34B/5SP/61W	40	41 (7)
102	PA	9-12	1	L	250	60B/40W	12	50B/50W	8	30 (11-12)
103	PA	K-8	2	U	346	95B/5W	9	100W	8	37 (8)
104	ARIZ	7-8	1	U	531	8SP/92W	23	9B/4SP/87W	30	49 (8)
105	KAN	5-8	5	U	421	100W	23	100W	21	55 (8)
106	ARK	7-9	4	L	730	1SP/43B/56W	37	19B/81W	37	42 (8)
107	MINN	7-8	4	L	975	99+W	45	100W	51	77 (8)
108	UTAH	7-9	3	L	830	96W	33	100W	27	49 (9)
109	UTAH	7-9	5	L	698	96W	27	40/96W	31	53 (9)
110	ALA	9-12	5	L	2069	17B/83W	88	40B/60W	23	50 (10)
111	NY	9-12	2	U	2523	1B/99W	116	1B/99W	93	172 (9-12)
112	ME	7-9	4	L	673	3AI/97W	36	100W	42	46 (9)
113	ARK	7-9	4	L	775	25B/75W	31	18B/82W	33	50 (7-9)
114	MASS	K-6	4	L	565	100W	22	3SP/97W	29	56 (6)
115	MINN	7-8	4	L	1084	99+W	56	100W	57	74 (8)
116	MASS	K-6	4	U	566	99+W	20	100W	36	46 (6)
117	NJ	6-8	4	U	652	8B/92W	38	5B/95W	46	48 (8)
118	COLO	9-10	2	U	900	3B/97W	53	2B/40/94W	56	148 (9-10)
119	MASS	9-12	5	L	600	99+W	38	100W	40	102 (12)
120	ILL	9-12	2	L	2500	12B/110/22Sp/54W/1AI	130	17B/40/4Sp/75W	118	448
									826	1680

*1 - Metropolitan, Inner City, 150,000 or more
2 - Metropolitan, Not Inner City, 150,000 or more
3 - Big City, 50,000 to 150,000
4 - Small City, 10,000 to 50,000
5 - Town or Rural, less than 10,000 in county

**U - Upper Middle L - Lower Middle and below

***B - Black W - White SP - Spanish Surname AI - American Indian O - Oriental

these schools, the loss of a few staff members to non-participation or non-cooperation introduces no appreciable bias into the picture of the school given by the staff.

Student samples were selected generally at random, from either the highest or sometimes all of the grade levels shown in Table 1. In some schools, one or more entire classrooms of students were used on the basis that they were representative of the student body. What biases may exist in the student samples are unknown, but they are presumed to be minimal since the mental health consultants and the school staffs employed random or representative selection in choosing the samples.

The questionnaires, as filled out, showed little evidence of poor cooperation. On the average, 97.7% of the items were answered in the staff questionnaires, and 98.0% on the student questionnaires, with some variation from one school to another. Since questionnaires with large numbers of no responses are discarded without being recorded, these percentages represent maximum values.[1]

When the questionnaires are administered to the staff in a group meeting or to the students in a classroom, the time needed is usually half an hour. Much more of the consultant's time is needed when group sessions cannot be arranged, but this was rarely a problem.

In one school, tenth graders had difficulty with the student questionnaire; in another, it was eighth graders; yet in two schools where the questionnaire was given to sixth graders, no difficulties were reported. (Statistical analysis places the readability of the student questionnaire at the high sixth grade level.)

The interview with the principal, using the DIF, took anywhere from half an hour to three hours, although the time most commonly reported was 90 minutes. (A longer time to conduct the interview is usually a reflection of the principal's desire to extend the discussion in areas of interest specific to his/her school.)

While both positive and negative reactions to the survey instruments were encountered, positive reactions far out-weighed negative ones. Negative instances are reported first, although they were not always disastrous.

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[1] In a pilot study conducted in 50-some schools during the development of the instruments, very few respondents, teachers or students, returned partially completed questionnaires; apparently those who accept this task are likely to carry it to completion.

NEGATIVE OR INITIALLY NEGATIVE REACTIONS

Indispensable to the use of survey instruments such as these, of course, is access to an appropriate and cooperative population. Since there are often both legal and personal obstacles to such access, it is noteworthy that so few of the participating consultants reported difficulty in gaining access to an appropriate school. Some, of course, were already working in a school or could gain entry to one through a colleague or through the school system where the center was already carrying out work. Only one reported explicitly:

> " . . . we encountered extreme difficulty finding a school that would cooperate with us. It appears that the administrators in the small school systems in this rural area were reluctant to have their systems ' . . . examined in this way'. One school system we finally did get information from, however, did report the experience to generally be a positive one, after they had participated."

Sheer access, of course, is not enough. Occasionally a principal may be lukewarm or resistant. Even when the principal is cooperative, the staff must occasionally be persuaded to cooperate. (Students usually are not reluctant to participate.) A few consultants reported poor cooperation. In one school:

> " . . . The staff had a very lackadaisical attitude, they did not seem to take it seriously. Even though I remained in the room until they finished, the principal's attitude was so light that she failed to notice the final page of her staff questionnaire . . . The school chose not to continue with this project . . ."

In another:

> " . . . The principal won't recognize any areas of difficulty at all. She was less than candid in the interview and in the completing of the staff questionnaire . . . unable to arrange review of data."

In another:

> " . . . teachers at first refused to fill out staff form because they thought, as contract time was coming up, this information might be used against them . . . (I was much too naive in my approach to the teachers - should have planned this phase more carefully.)"

In still another school, similar difficulties

> " . . . were resolved by emphasizing the experimental nature of the instruments and assuring anonymity in reports."

UTILITY OF INSTRUMENTS

These instruments apparently do serve one of their basic purposes, which is to provide a systematic view of the sources of actual or potential problems. One consultant noted:

> "The instruments pinpointed areas of conflict and gave specific problem areas to discuss with school personnel."

This comment was echoed variously by other consultants.

Other purposes achieved are indicated by such comments as:

> " . . . the instruments and presentation finally brought several underlying issues into the open . . ."

and

> " . . . there seem to be racial conflicts that were not obvious in the original contacts."

> " . . . no one was aware of the great amount of agreement between the staff and students. This elicited some respect from the staff for the students."

> " . . . The student concern about 'theft' surprised the entire staff."

The instruments also had effects beyond those involved in their substantive purposes:

> " . . . the use of the instruments has led to a closer liaison with our agency and a more trusting one."

> " . . . the school . . . did report the experience to . . . be a positive one . . . (the consultant) feels we can use him (the principal) as a positive referral source for getting into other schools."

> " . . . Use of instruments gave a rationale for systems consultation. Set expectations for indirect service rather than direct with staff and administration."

> "The response the instruments have had . . . has been exceptionally good. Word of mouth has spread their fame for a number of miles in the immediate area and we are getting requests to provide both evaluation and consultation services starting in the Fall . . ."

It is also evident that the instruments can serve a useful purpose in stimulating remedial activity in troubled schools. In 12 of the schools, programs of intervention are now being planned or are already in process. In two of them specific action has been deferred until fall. In one school the problems discovered were judged not to be disruptive enough to warrant intervention. In five of the schools, no consequences of the survey were known at the time of this report.

Table 2 shows in summary form, the area means that were significantly high or favorable (T of 70 and above) or significantly low or unfavorable (T of 30 or below) in each of the 20 schools in the group. There is a considerable variation among the schools. Two schools, 102 and 113, gave significant responses in only three areas and in school 102 those were all student responses, while schools 111 and 118 gave significant responses in 16 and 15 areas, respectively. It does not necessarily follow, however, that schools 111 and 118 are more troubled than schools 102 and 113. The sensitivity of the T-score, its ability to detect deviations from the average, is a direct function of sample size (more accurately, the square root of sample size); therefore, larger samples will, on the average, produce more "significant" T-scores than smaller samples. The data from schools 111 and 118 were based on much larger samples than were the data from schools 102 and 113, which accounts for some of the differences among them. The number of "significant" T-scores found in a school, however, does depend upon the nature of the school. Although very small samples may make it impossible to detect even severe problems in a troubled school, very large samples will not guarantee the appearance of "significant" T-scores by a school that is highly contented and placid.

The findings in the various areas are rather interesting. Four of the schools are rated low in School Attractiveness by their students, but only one is rated high. School-Community Relationships are, according to the students, exceptionally good in 16 of the schools; the teachers agree in three of the schools, disagree in one and find them poor in another where student opinion is not exceptional. In ten schools, teachers and students agree that Community Problems is a non-problem area and in three others, either teachers or students are of the same opinions. In none of the schools is Community Problems seen as a problem area. In 12 of the schools, teachers or students or both rate Student Problems as a problem area; in only one is Student Problems given a positive rating by either group. According to the teachers, 11 of the schools have significant Facility Problems while in two the facilities are exceptionally good. The students concur with the teachers in five instances, disagree in one, and rate the facilities as exceptionally good in four schools where the teacher ratings were not significant. In 13 schools the teachers rated the area of Teacher Problems as exceptionally good and in only one school as exceptionally poor.

Clearly, and not surprisingly, some of the items and areas of the questionnaire produce more or less stereotyped favorable or unfavorable responses from teachers or students or both. It seems reasonable to conclude, therefore, that a school showing an unfavorable

[1] A T-score is obtained by calculating the deviation of an item mean from the overall mean (of all items) and expressing it in units the size of the standard error of the overall mean. By use of the constants (50 and 10) the distribution of T (as used by us) has a mean of 50 and a standard deviation of 10. $T = 50 + 10(\bar{X}_i - \bar{X}/s.e.)$

TABLE 2

SUMMARY OF SIGNIFICANTLY HIGH (+) AND
SIGNIFICANTLY LOW (-) AREA MEANS IN 20 SCHOOLS

AREAS[a]

School ID	SA S[b]	SS T[c]	SS S	TS T	TS S	TT T	TT S	PS T	PS S	PT T	SC T	SC S	SP T	SP S	CP T	CP S	AP T	AP S	FP T	FP S	TP T
101							+		+	+	+	+	-	-					-		
102												+				+				+	
103	-								-					+		+					
104							+					+	-	-	+						+
105	-											+			+	+			-		+
106		-				+	+			+			-				-				-
107		-								+		+	-	-	+	+				+	+
108											+	+		-	+	+			-	+	
109												+			+	+			-		
110				+		+			+	+			-	-					-	-	
111	-		+	+			+	-	-	-		+	-	-	+	+	-	+	-		+
112							+			+		+				+	-		-	-	
113												+							-		
114	-								+		-				+	+			-	-	+
115								-	-	-	+	+	-		+	+				+	+
116						-						+			+	+			-		+
117		-										+		-					+		+
118		-		+	+	+	+			+		+	-	-	+	+		+	-	-	+
119											-	+	-	-	+	+			+	+	+
120	+			+	+	+	+		+	+		+	-					+		+	+

[a] SA - School Attractiveness
SS - Student Characteristics & Relationships
TS - Teacher-Student Relationships
TT - Teacher Characteristics & Relationships
PS - Principal-Student Relationships
PT - Principal-Teacher Relationships
SC - School-Community Relationships
SP - Student Problems
CP - Community Problems
AP - Administrator Problems
FP - Facility Problems
TP - Teacher Problems

[b] Student
[c] Teacher

response in a generally favorable area probably does have problems in that area, while a school showing a favorable response in a generally unfavorable area has particular strengths in that area. Added to this conclusion is the corollary that a neutral response in an area generally rated significantly positive or negative may indicate latent problems or latent strengths.

These considerations do not diminish the salience of an area in the reports from a particular school. If the teachers or the students consider an area a significant problem or a significant strength in that school, that fact cannot be ignored. The interpretation of that fact, however, can be tempered by the knowledge that the area is considered a problem or a strength in many or most other schools of the same sort.

ANALYSIS OF THE DATA

Analyses of the data were undertaken with two purposes in mind:

1. To add a dimension of usual-unusual or expected-unexpected to the data.

2. To compensate for the dependence of T-scores upon sample size.

Analyses of the data from the two questionnaires were carried out separately for the junior high schools and the high schools of our sample. The total numbers of respondents were:

	Junior High	High
Staff	378	320
Student	542	920

The data from the three elementary schools were not included in these analyses since, it will be remembered, the instruments were not originally designed for use at that level.

The first step in the analyses was to consolidate the questionnaire data. This was done by finding the overall mean rating given each item in each questionnaire across all of the schools in each category, junior high or high school. It is impossible, however, to compare these overall item means directly with the item means found in a given school because the schools vary in level of response (their general means). It is also impossible to avoid this difficulty by comparing T-scores based on the total sample with the T-scores found in a given school because of the gross disparity between the sizes of the overall samples and the size of the sample from any school.

A solution to the dilemma is to compare the T-scores obtained in an individual school with "expected" T-scores, which are computed using the means and sigmas of the total sample but the sample sizes ($\bar{n}$) appropriate to the school under consideration. Such comparisons show, in effect, the differences between the T-scores observed in a school and the T-scores to be expected in an average school where the sample size was the same ($\bar{n}$) as the one in the school under consideration. Such comparisons are independent of both sample size and the level of response within the school (school mean). If any particular items are systematically affected by sample size (most unlikely) or the level of response in a school (a remote possibility), the comparisons will be invalid or at least biased for those items. These possibilities have been considered improbable for these analyses.

THE "AVERAGE" SCHOOLS

To obtain a picture of the average response in the ten junior high schools and in the five high schools, all of the overall item means were converted to T-scores using a uniform sample size ($\bar{n}$) of 25. With uniform sample sizes all direct comparisons are legitimate.

The profiles of these "average" junior high and high schools are shown in Figure 1, and their T-scores in Table 3 (junior high schools) and Table 4 (high schools).

The profiles show that the "average" junior high school in our sample has no problem areas and is above average, according to the students, in School-Community Relationships, and according to the teachers, in a lack of Teacher Problems. In the "average" high school in our sample, both teachers and students are concerned about Student Problems and the teachers see Teacher-Student Relationships and a lack of Teacher Problems as the strong points.

The item T-scores from the "average" junior high school show the following characteristics:

"Average" Junior High School

A. Teachers and students agree that these are problems:

- The number of students who don't like going to school and don't do their school work
- Cheating
- Theft
- Profanity

TABLE III

AVERAGE ACROSS 10 JUNIOR HIGH SCHOOLS

School Problem Area Surveys:

Summary of Staff and Student Responses

Staff		Student		Staff		Student		Staff		Student	
Item	T	Item	T	Item	T	Item	T	Item	T	Item	T
		1	56	25	58			51	58		
		2	53	26	54			52	64		
		3	36	27	34			53	H73h	41	56
		4	45	28	64			54	L38		
		5	61	29	49			55	57		
		6	48	30	62			56	71		
		SA 6	50	PT 6	54			57	65		
1	36	7	57h	31	69	28	73	58	94h	42	70
2	8	8	24h	32	52	29	H64	59	81		
3	67	9	68	33	45			CP 9	67	CP 2	63
4	48	10	49	34	66			60	15	43	41h
5	49	11	44	35	57			61	57	44	L57
6	L36	12	L50	36	52			62	62	45	58
SS 6	41	SS 6	49	SC 6	57	SC 2	71	63	L29		
7	60	13	63	37	4			64	39		
8	36	14	37	38	22	30	25	65	52	46	65
9	64	15	52	39	H43	31	H37	66	57	47	56
10	L67	16	48	40	H35	32	H42	AP 7	44	AP 5	55
11	L68h	17	45	41	H65	33	H70	67	H48	48	55
12	L62	18	48	42	23	34	H41h	68	L23	49	65h
TS 6	59	TS 6	49	43	14	35	19	FP 2	35	FP 2	60h
13	L51	19	86h	44	H45	36	H50	69	74		
14	50			45	H60	37	H58	70	83		
15	L49			46	54			TP 2	79		
16	43	20	70*	47	75			SUMMARY OF MEAN Ts			
17	57			48	36	38	46	Staff		Students	
18	82			49	L15	39	21h			SA	50
		21	23	50	46	40	41	SS	41	SS	49
TT 6	55	TT 3	58	SP 14	36	SP 11	41	TS	59	TS	49
19	60	22	L49					TT	55	TT	58
20	52	23	45					PS	46	PS	48
21	H33							PT	54		
		24	54					SC	57	SC	71
22	45							SP	36	SP	41
23	48	25	37					CP	67	CP	63
24	39	26	50					AP	44	AP	55
		27	51					FP	35	FP	60h
PS 6	46	PS 6	48					TP	79		

HUMRRO W-FORM 4

h = higher than other group in same school

H = higher } than same group in other school (see Table IV)
L = lower }

*Items are not comparable

TABLE IV

AVERAGE ACROSS 5 HIGH SCHOOLS

School Problem Area Surveys:

Summary of Staff and Student Responses

Staff		Student		Staff		Student		Staff		Student	
Item	T	Item	T	Item	T	Item	T	Item	T	Item	T
		1	65	25	65			51	47		
		2	65	26	62			52	51		
		3	35	27	26			53	L55	41	52
		4	41	28	66			54	H61		
		5	66	29	43			55	70		
		6	43	30	65			56	66		
		SA 6	53	PT 6	55			57	68		
1	49	7	61	31	81	28	84	58	96h	42	72
2	12	8	26	32	38	29	L42	59	71		
3	64	9	69	33	38			CP 9	65	CP 2	62
4	42	10	45	34	59			60	10	43	38h
5	46	11	50	35	47			61	58	44	H37h
6	H59	12	H65	36	57			62	65	45	61
SS 6	45	SS 6	52	SC 6	54	SC 2	63	63	H57		
7	74	13	70	37	9			64	41		
8	48	14	46	38	34	30	38	65	43	46	52
9	68	15	54	39	L-8	31	L13h	66	68	47	60
10	H84h	16	63	40	L-6	32	L24h	AP 7	48	AP 5	60
11	H84h	17	57	41	L24	33	L38	67	L33	48	44
12	H77h	18	55	42	12	34	L25	68	H49	49	65h
TS 6	73h	TS 6	58	43	18	35	24	FP 2	41	FP 2	55
13	H68	19	83h	44	L28	36	L23	69	73		
14	60			45	L36	37	L39	70	72		
15	H65			46	51			TP 2	73		
16	48	20	70*	47	74			SUMMARY OF MEAN Ts			
17	64			48	31	38	35	Staff		Students	
18	89			49	H6	39	21h			SA	53
		21	33	50	39	40	31	SS	45	SS	52
TT 6	64	TT 3	62	SP 14	25	SP 11	28	TS	73h	TS	58
19	64	22	H66					TT	64	TT	62
20	66	23	55					PS	48	PS	54
21	L18							PT	55		
		24	55					SC	54	SC	63
22	44							SP	25	SP	28
23	53h	25	34					CP	65	CP	62
24	43	26	51					AP	48	AP	60
		27	64					FP	41	FP	55
PS 5	48	PS 6	54					TP	73		

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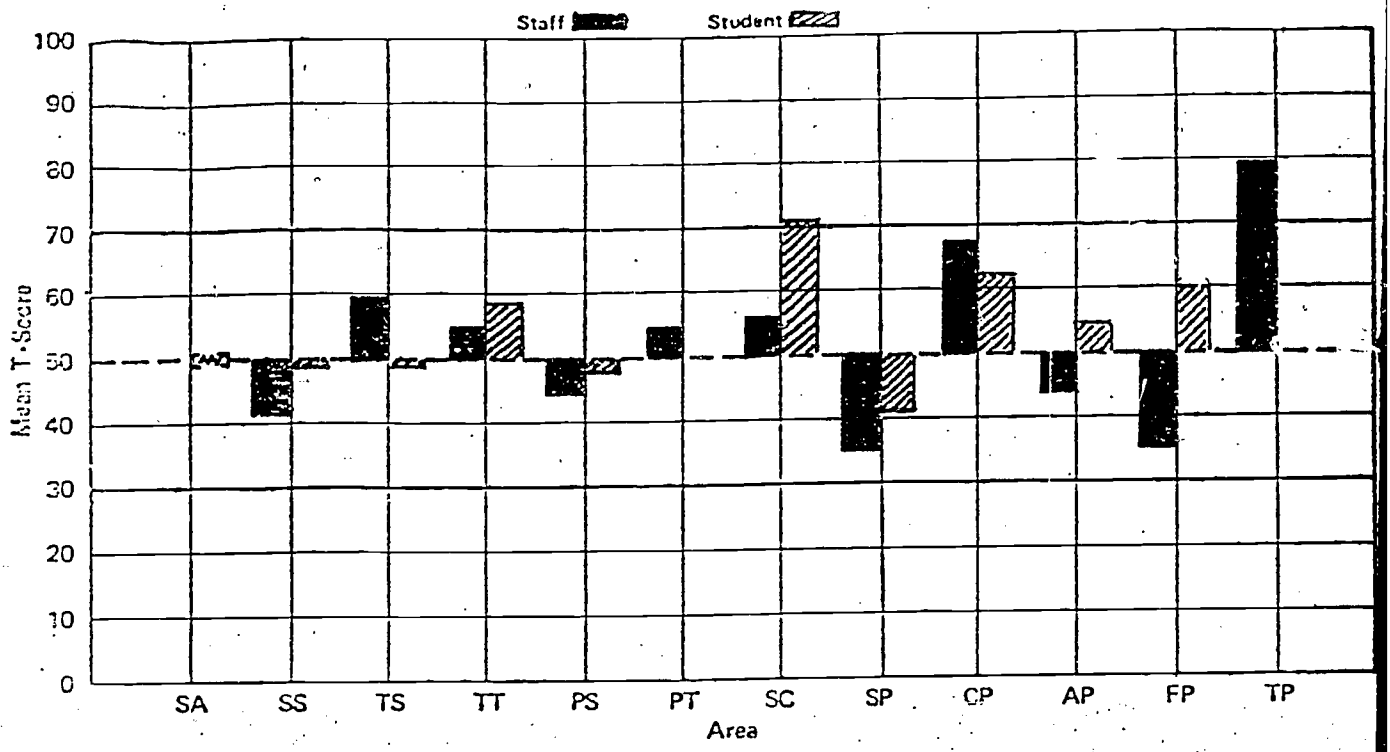
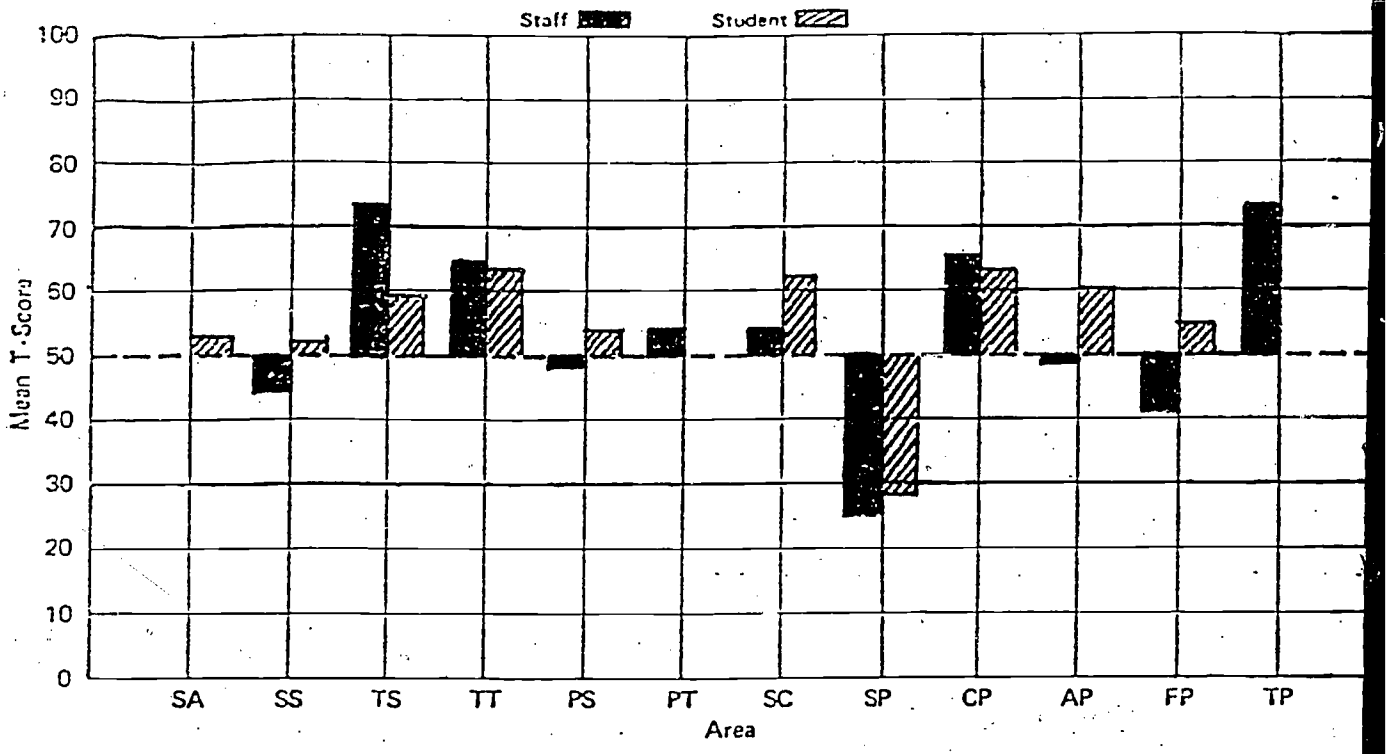
h = higher than other group in same school

H = higher, L = lower } than same group in other school (See Table III)

*Items are not comparable



Average Junior High Schools



Average High Schools

Figure 1

B. Teachers add these as problems:

- Underachievement
- Vandalism
- Discipline
- Inadequate programs for gifted students
- Class size

Students add this as a problem:

- Teachers who are usually boring

C. Teachers and students agree that this is not a problem:

- Busing to improve racial balance

D. Teachers add these as non-problems:

- Older teachers who are reluctant to accept newer teachers as colleagues
- Teenage parents
- Ethnic tensions
- Changing neighborhood characteristics
- Changing composition of student body
- Teacher turnover
- Teacher absenteeism

Students add these as non-problems:

- Teachers who complain about other teachers
- Teachers who seem bored with teaching
- The way the teachers get along with the parents
- Drop-outs

Some of these non-problems no doubt reflect our particular sample of junior high schools. The problems however, are very similar to those found in the earlier pilot studies in which 50 schools participated. Interesting is the sharp distinction that the students draw between boring teachers and bored teachers. This finding lends credibility to student responses, for it appears to indicate that they are reading and distinguishing items.

The item T-scores from the "average" high school show the following characteristics:

"Average" High School

A. Teachers and students agree that these are problems:

- The number of students who don't like going to school and don't do their school work
- Cutting class
- Absenteeism
- Theft
- Profanity

B. Teachers add these as problems:

- Loose or lax policies on student behavior, which foster disorderliness and disorganization
- Drop-out rate
- Vandalism
- Discipline

Students add this as a problem:

- Drugs

C. Teachers and students agree that these are not problems:

- The usual social atmosphere or feeling in a classroom
- The way the teachers get along with the parents

D. Teachers add these as non-problems:

- Teachers who put too much pressure on their students to get good grades
- Unfair treatment of students by teachers
- Teachers who won't admit making mistakes or think there is only one right answer to any question
- Older teachers who are reluctant to accept newer teachers or colleagues
- Teenage parents
- Student health
- Changing composition of student body
- Teacher turnover
- Teacher absenteeism

Students add these as non-problems:

- Teachers who complain about other teachers
- Teachers who seem bored with teaching
- Dress code

Again, some of the non-problems are no doubt peculiar to our particular sample of high schools.

Differences Between Teachers and Students Within the "Average" Schools

There are no areas or items on which teacher and student perceptions are so different that their T-scores are significant in opposite directions. They do, however, differ "significantly" from one another on some areas and items to the extent of having T-scores 15 or more points apart. In the average junior high school, students rate Facility Problems (FP) favorably (T = 60) and teachers rate them unfavorably (T = 35). In the average high school, teachers rate Teacher-Student Relationships (TS) high (T = 73) and students rate them relatively low, although well above average (T = 58).

There are seven items on which teachers and students differ in their perceptions in both junior and senior high schools. These seven items would seem to represent differences in the points of view of teachers and students in general.

Teachers find LESS of a problem than students in:

- Teachers who put too much pressure on their students to get good grades
- Unfair treatment of students by teachers
- Busing to improve racial balance

Teachers find MORE of a problem than students in:

- Teachers who complain about other teachers
- Profanity
- Discipline
- Class size

Of the seven, only profanity is rated as a real problem (T-score of 30 or less) by everyone though, as seen in Tables III and IV the T-scores are much lower for staff (item 49) than for students (item 39). Discipline is rated as a real problem by both sets of teachers, and class size by the junior high school teachers alone. The T-scores of the other four items all fall between 30 and 70.

In the junior high schools teachers and students disagree on three additional items, with the teachers on the lower side in two.

Teachers see more problems in:

- The way the students get along with one another
- The number of students who don't like going to school and don't do their school work

Students see more problems in:

- Ethnic tensions

In the high schools teachers and students disagree on five additional items.

Teachers see more problems in:

- Cutting class
- Absenteeism
- Dress code

Students see more problems in:

- Teachers who won't admit making mistakes or think there is only one right answer to every question
- The amount of influence student opinion has on the way the school is run

These latter two sets of differences between teachers and students no doubt reflect general differences between junior and senior high schools.

Differences Between the "Average" Schools

On the whole, the profiles of the average junior high and high schools are quite similar. There are no areas on which the T-scores of either teachers or of students in the one school differ 15 points or more from the T-scores of their counterparts in the other school. There are, however, a number of individual items on which differences of 15 points or more appear between the two "average" schools. These items and disagreements give further insight into the nature of the general differences between the junior and senior high schools of our sample.

A. High school teachers and students see more of a problem than their junior high school counterparts in these items:

- Cutting class
- Absenteeism
- Drop-out rate
- Drugs
- Alcohol

B. Junior high school teachers and students see more of a problem than high school teachers and students in:

- The number of students who don't seem to do much with other students - who are loners

C. High school teachers find more of a problem than junior high school teachers in:

- Loose or lax policies on student behavior which foster disorderliness and disorganization
- Ethnic tensions
- The condition of the building and/or the grounds

D. Junior high school teachers find more of a problem than high school teachers in:

- Teachers who put too much pressure on their students to get good grades
- Unfair treatment of students by teachers
- Teachers who won't admit making mistakes or think there is only one right answer to every question
- Teachers who complain about other teachers
- Disagreements among the staff on the proper balance between traditional and innovative approaches to teaching
- Profanity
- Student poverty
- Inadequate programs for gifted students
- Class size

E. High school students find more problems than junior high school students in:

- The way the people in this neighborhood feel about the school
- Vandalism

F. Junior high school students find more problems than high school students in:

- The way the principal gets along with the students
- Dress code

COMPARISONS BETWEEN OBSERVED T-SCORES OF INDIVIDUAL SCHOOLS AND THEIR EXPECTED T-SCORES

EXPECTED T-SCORES VERSUS OBSERVED T-SCORES

In the same way that the T-scores were computed for the "average" schools, average or expected T-scores can be computed for any individual school, using the overall item means and standard deviations and the $\bar{n}$ appropriate to that school.[1]

To facilitate the computation of "expected" T-scores for samples of any size, we have tabulated the consolidated data from the ten junior high schools (Table 5) and from the five high schools (Table 6) in the form of Zs.[2]

"Expected" T-scores can be computed directly from Z-scores, since:

$$T = 50 + 10\ (Z\sqrt{\bar{n}})$$

AN EXAMPLE OF THE USE OF EXPECTED VALUES - INDIVIDUAL SCHOOL

As an illustration, Table 7 shows a summary form for school 101 with the observed T-scores on the left and expected T-scores on the right in each column. A plus (+) adjacent to the item number indicates that the observed T is larger (more favorable) than the average or expected T by 15 points or more; a minus (-) indicates that it is smaller (less favorable) by 15 points or more.

The Summary of Mean Ts (lower right corner) shows that the staff is concerned about Student Problems (SP) and Facility Problems (FP) and sees Principal-Teacher Relationships (PT) and School-Community Relationships (SC) as strong points. Comparison with the expected values shows their concern with Student Problems (SP) to be about average. The difference between their score on Facility Problems (16) and the expected score (32) suggests that the school does indeed have

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[1] $\bar{n}$ is the average number of responses per item. It is found by multiplying the number of respondents or questionnaires (N) by the number of items in the questionnaire (70 for staff, 49 for students), subtracting the total number of no answers and then dividing the remainder by the number of items (70 or 49).

[2] $$Z = \frac{\bar{X} - X}{\sigma_X}$$

TABLE 5

AVERAGED Z-SCORES FOR 10 JUNIOR HIGH SCHOOLS

[$T=50+10Z\sqrt{\bar{n}}$ ($\bar{n}$ = Average no. of respondents per item in the school under consideration)]

School Problem Area Surveys:

Summary of Staff and Student Responses

Staff		Student		Staff		Student		Staff		Student	
Item	T	Item	T	Item	T	Item	T	Item	T	Item	T
		1	.12	25	.15			51	.16		
		2	.05	26	.09			52	.27		
		3	-.29	27	-.33			53	.46	41	.12
		4	-.10	28	.28			54	-.24		
		5	.22	29	-.03			55	.13		
		6	-.04	30	.24			56	.42		
		SA 6	-.01	PT 6	.07			57	.30		
1	-.27	7	.14	31	.38	28	.56	58	.88	42	.39
2	-.82	8	-.53	32	.04	29	.28	59	.62		
3	.34	9	.36	33	-.11			CP 9	.33	CP 2	.26
4	-.04	10	-.02	34	.31			60	-.70	43	-.19
5	-.03	11	-.13	35	.13			61	.14	44	.14
6	-.28	12	.00	36	.03			62	.23	45	.16
SS 6	-.18	SS 6	-.03	SC 6	.13	SC 2	.42	63	-.43		
7	.19	13	.26	37	-.93			64	-.21		
8	-.28	14	-.26	38	-.57	30	-.51	65	.04	46	.29
9	.28	15	.03	39	-.14	31	-.27	66	.13	47	.12
10	.33	16	-.04	40	-.30	32	-.16	AP 7	-.11	AP 5	.10
11	.35	17	-.11	41	.27	33	.40	67	-.05	48	.09
12	.23	18	-.05	42	-.55	34	-.19	68	-.54	49	.29
TS 6	.18	TS 6	-.03	43	-.73	35	-.62	FP 2	-.30	FP 2	.19
13	.02	19	.64	44	-.10	36	-.01	69	.48		
14	.00			45	.19	37	.15	70	.65		
15	-.02			46	.07			TP 2	.57		
16	-.14	20	.39	47	.49			**SUMMARY OF MEAN Ts**			
17	.13			48	-.28	38	-.09	Staff		Students	
18	.59			49	-1.27	39	-.59			SA	-.01
		21	-.54	50	-.07	40	-.18	SS	-.18	SS	-.03
TT 6	.10	TT 3	.16	SP 14	-.28	SP 11	-.19	TS	.18	TS	-.03
19	.19	22	-.02					TT	.10	TT	.16
20	.03	23	-.10					PS	-.09	PS	-.05
21	-.38							PT	.07		
		24	.07					SC	.13	SC	.42
22	-.11							SP	-.28	SP	-.19
23	-.05	25	-.27					CP	.33	CP	.26
24	-.23	26	.00					AP	-.11	AP	.10
		27	.04					FP	-.30	FP	.19
PS 6	-.09	PS 6	-.05					TP	.57		

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TABLE 6

AVERAGED Z-SCORES FOR 5 SENIOR HIGH SCHOOLS
($T = 50 + 10Z\sqrt{n}$)

School Problem Area Surveys:

Summary of Staff and Student Responses

Staff		Student		Staff		Student		Staff		Student	
Item	T	Item	T	Item	T	Item	T	Item	T	Item	T
		1	.29	25	.30			51	-.07		
		2	.30	26	.24			52	.01		
		3	-.30	27	-.48			53	.10	41	.03
		4	-.19	28	.32			54	.22		
		5	.31	29	-.15			55	.40		
		6	-.14	30	.30			56	.31		
		SA 6	.05	PT 6	.09			57	.35		
1	-.02	7	.22	31	.62	28	.68	58	.92	42	.44
2	-.76	8	-.49	32	-.23	29	-.16	59	.42		
3	.27	9	.38	33	-.24			CP 9	.30	CP 2	.24
4	-.16	10	-.11	34	.17			60	-.80	43	-.24
5	-.08	11	-.01	35	-.07			61	.16	44	.74
6	.18	12	.27	36	.14			62	.29	45	.21
SS 6	-.10	SS 6	.04	SC 6	.07	SC 2	.26	63	-.06		
7	.48	13	.40	37	-.82			64	-.19		
8	-.04	14	-.08	38	-.32	30	-.25	65	-.15	46	.03
9	.37	15	.07	39	-1.15	31	-.73	66	.38	47	.20
10	.67	16	.25	40	-1.13	32	-.52	AP 7	-.05	AP 5	.19
11	.68	17	.13	41	-.53	33	-.25	67	-.35	48	-.12
12	.53	18	.10	42	-.76	34	-.51	68	-.02	49	.31
TS 6	.45	TS 6	.15	43	-.64	35	-.53	FP 2	-.19	FP 2	.10
13	.37	19	.66	44	-.44	36	-.54	69	.45		
14	.20			45	-.27	37	-.23	70	.44		
15	.29			46	.02			TP 2	.45		
16	-.25	20	.39	47	.48			SUMMARY OF MEAN Ts			
17	.28			48	-.38	38	-.31	Staff		Students	
18	.78			49	-.88	39	-.59			SA	.05
		21	-.35	50	-.23	40	-.39	SS	-.10	SS	.04
TT 6	.28	TT 3	.23	SP 14	-.50	SP 11	-.44	TS	.45	TS	.15
19	.28	22	.32					TT	.28	TT	.23
20	.32	23	.10					PS	-.05	PS	.08
21	-.64							PT	.09		
		24	.09					SC	.07	SC	.26
22	-.13							SP	-.50	SP	-.44
23	.05	25	-.33					CP	.30	CP	.24
24	-.15	26	.02					AP	-.05	AP	.19
		27	.28					FP	-.19	FP	.10
PS 6	-.05	PS 6	.08					TP	.45		

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worse Facility Problems than most. The surprise is that although they show no concern about Teacher Problems (TP), their score in that area (61) is far below the expected value (85). Although the teachers in school 101 are much less concerned about Teacher Problems (TP) than they are about some other areas, they are at the same time much less favorable about Teacher Problems than are the teachers in the average school.

The students in school 101 show significant concern only about Student Problems and see School-Community Relationships and Teacher-Teacher Relationships (TT) as significant strong points. In none of the areas, however, are their scores significantly different from the expected values. In other words, their responses are quite average.

When the observed and expected T-scores of individual items are compared, the picture becomes, of course, more complex. Getting the students to show some school spirit (Student Item 3) for example, is a very strong point in this school, while Too much noise and confusion (Student Item 4) represents a more than average problem. Students from ethnic minorities (Staff Item 3, Student Item 9) are seen as much more of a problem in this school than they are in the average school, although the observed values on this item indicate they are less of a problem than many other things. (This is school in a small southern town with 29% Black students and 71% White students, and a staff that is 34% Black, 5% Spanish Surname, and 61% White.) The staff and the students express great concern about Theft (Staff Item 43, Student Item 35) though their concern matches very closely the average of the schools in our sample. On one item: The respect teachers and students have for one another (Staff Item 8, Student Item 14) staff and students disagree sharply, with the staff seeing it as a real problem and the students seeing it as only average. Since the expected Ts for this item are fairly close together, these comparisons increase the disparity between the staff and the students, with the staff well below average and the students well above. The point is probably worth looking into.

A FURTHER EXAMPLE OF THE USE OF EXPECTED VALUES - A SAMPLE OF SCHOOLS

We also computed the expected area scores for all of the 20 schools in our sample, comparing school 102, the alternative high school, with the high school averages, and schools 103, 114, and 116, the grade schools, with the junior high school averages. Table 8 indicates the area and the direction in which each school differed significantly (15 points or more) from the average or expected value.

School 113 is average in all areas, while school 111, with 12 significant differences, is more deviant than any other school. The six deviations in school 106 are all positive, while the four in school 109 and the two in school 104 are all negative.

TABLE VII

SCHOOL 101 OBSERVED VS "EXPECTED" T-SCORES

School Problem Area Surveys:
Summary of Staff and Student Responses

Staff		Student		Staff		Student		Staff		Student	
Item	T	Item	T	Item	T	Item	T	Item	T	Item	T
		1	70 60	25 +	98 59			51	51 60		
		2	58 54	26 +	79 56			52	64 67		
		3 +	85 26	27	15 29			53 -	44 79	41 -	45 60
		4 -	25 42	28 +	87 66			54	26 35		
		5	60 68	29 +	85 48			55 -	42 58		
		6	63 47	30 +	100 65			56	77 76		
		SA 6	60 50	PT 6+	77 53			57 -	47 69		
1	22 33	7	57 62	31	79 74	28	88 97	58	101 105	42	94 82
2	2 -1	8 +	24 6	32	67 53	29	78 73	59	95 89		
3 -	42 71	9 -	62 80	33 +	72 43			CP 9	61 71	CP 2	69 71
4	39 48	10 -	33 48	34	76 69			60 -	21 6	43	22 34
5	36 48	11	47 39	35 +	78 58			61	72 59	44 +	77 62
6 +	57 33	12	59 50	36	66 52			62	65 64	45	53 63
SS 6	33 39	SS 6	47 48	SC 6+	73 58	SC 2	83 85	63	22 23		
7	63 62	13	58 72	37	-5 -8			64	48 37		
8 -	14 33	14 +	52 28	38	25 14	30	10 8	65 +	76 53	46	83 74
9	69 68	15	40 52	39 -	21 41	31 -	0 28	66 -	10 58	47 -	39 60
10	85 71	16	52 47	40	31 31	32	41 37	AP 7	39 43	AP 5	55 59
11	84 72	17 +	59 40	41 -	51 67	33	85 83	67 -	7 47	48	45 57
12	78 64	18	43 46	42	5 16	34 -	13 34	68	5 16	49	63 74
TS 6	65 62	TS 6	54 48	43	6 4	35	-4 -3	FP 2-	16 32	FP 2	54 66
13	52 51	19	117 103	44 -	23 44	36	60 49	69 -	42 80		
14 +	72 50			45 -	61 62	37	76 62	70	81 90		
15 +	76 49			46	43 54			TP 2-	61 85		
16	50 41	20	81 83	47 -	57 81			SUMMARY OF MEAN Ts			
17	62 58			48	38 33	38	29 42	Staff		Students	
18	100 87			49 -	56-29	39 -	34 1			SA	60 50
		21	13 5	50 -	16 46	40	21 35	SS	33 39	SS	47 48
TT 6	69 56	TT 3	70 64	SP 14	23 32	SP 11	27 34	TS	65 62	TS	51 48
19 +	82 62	22 +	63 48					TT	69 56	TT	70 64
20 +	79 52	23 -	47 42					PS	54 44	PS	51 46
21	14 26							PT +	77 53		
		24	45 56					SC +	73 58	SC	83 85
22	48 43							SP	23 32	SP	27 34
23	56 47	25	34 28					CP	61 71	CP	69 71
24	44 35	26	56 50					AP	39 43	AP	55 59
		27	62 53					FP -	16 32	FP	54 66
PS 6	54 44	PS 6	51 46					TP -	61 85		

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TABLE 8

AREAS IN WHICH STAFF (T) AND STUDENT (S) MEAN T-SCORES ARE "SIGNIFICANTLY" (15 POINTS) ABOVE (+) OR BELOW (-) THE EXPECTED VALUE

School ID	SA	SS		TS		TT		PS		PT	SC		SP		CP		AP		FP		TP
	S	T	S	T	S	T	S	T	S	T	T	S	T	S	T	S	T	S	T	S	T
101										+	+								-		-
102	-																			+	
103	-								-				+		+				+		
104													-		-						
105	-					-				-			+		+				-		
106				-		+				+					-	-	-				-
107						+		+									+		÷	+	÷
108		+				-										+					-
109				-			-												-		-
110							-		+	+	-					-			-	-	
111	-	+	+					-	-	-			+		+	+	-		-	-	
112										+	-								-	-	
113																					
114	-								+		-	-	+	+		+			-	-	
115								-	-	-		-							+	+	
116						-				-			+			+					
117		-													-				+		
118	-	-		+						+		+				+				-	+
119											-					+		-	+	+	
120	+							+		+				-	-	-			+	+	

Facility Problems show significant deviations in 15 schools, in eight of which teachers and students agree. In none of the schools do the teachers' estimates of Teacher-Student Relationships deviate from the average while the students' estimates deviate in three, twice negatively and once positively. Only one school (school 120) is rated above average in School Attractiveness, four are rated below and the rest are average. Community Problems are given deviant ratings in 13 schools with the teachers and the students agreeing in three of them. The table shows flat disagreements between teachers and students; when they both deviated, they deviated in the same direction.

A CAUTION AND A SUGGESTION

Again, it must be noted that comparisons such as those we have made are limited to one small sample of schools, selected without any explicit sampling procedure. It is to be hoped that in the future the size of the sample can be increased to the point where we can be confident that it represents a large number of schools. It does not seem likely, however, that any feasible sampling procedure in the future will enable us to say that it represents schools in general.

We have suggested in an earlier report that a more convenient way for a consultant or a center to proceed would be to survey all of the schools or of a class of schools in a large district.[1] The general means will then represent unequivocally all of the schools in the district. In practice, the comparisons that are most likely to be appropriate are those between one school and the others in the same district, regardless of the way they may deviate from schools in general.

[1] HumRRO Technical Report 74-22, October 1974, by Elaine N. Taylor, Robert Vineberg, and S. James Goffard (pages 68-69).

APPENDIX

ITEMS AND AREAS IN THE SCHOOL PROBLEM AREA SURVEYS:

Student Form
Staff Form

Items and Areas in the School Problem Area Survey: Students

School Attractiveness

1. Not enough school subjects to choose from
2. Not enough extracurricular activities
3. Getting the students to show some school spirit
4. Too much noise and confusion
5. A generally unfriendly atmosphere
6. The way this school is run

Student Characteristics & Relationships

7. The way the students get along with one another
8. The number of students who don't like going to school and don't do their school work
9. Students from ethnic minorities
10. Friction or hostility between groups of students
11. Capable students who feel that going to school is pretty much a waste of time
12. The number of students who don't seem to do much with other students - who are "loners"

Teacher-Student Relationships

13. The usual social atmosphere or feeling in the classroom
14. The respect teachers and students have for one another
15. Teachers who don't seem to care about the personal and educational problems of their students
16. Teachers who put too much pressure on their students to get good grades
17. Unfair treatment of students by teachers
18. Teachers who won't admit making mistakes or think there is only one right answer to every question

Teacher Characteristics & Relationships

19. Teachers who complain about other teachers
20. Teachers who seem bored with teaching
21. Teachers who are usually boring

Principal-Student Relationships

22. The way the principal gets along with the students
23. A feeling in the school that conformity and orderliness among the students are more important than freedom and individuality
24. Rules for students that are not clear but are vague and indefinite
25. The amount of influence student opinion has on the way the school is run
26. The way students are assigned to classes, graded, and promoted
27. Unfair treatment of students by the principal or by the people in his off

School-Community Relationships

28. The way the teachers get along with parents
29. The way the people in this neighborhood feel about the school

Items and Areas in the School Problem Area Survey: Students (Continued)

Student Problems

30. Cheating
31. Cutting class
32. Absenteeism
33. Dropouts
34. Vandalism
35. Theft
36. Drugs
37. Alcohol
38. Delinquency
39. Profanity
40. Violence or threats of violence

Community Problems

41. Ethnic Tensions
42. Busing to improve racial balance

Administrator Problems

43. Discipline
44. Dress code
45. Useless courses
46. Not enough counseling
47. Not enough medical services

Facility Problems

48. The condition of the building and/or the grounds
49. Class size

Items and Areas in the School Problem Area Survey: Staff

Student Characteristics & Relationships

1. The way the students get along with one another
2. The number of students who don't like going to school and don't do their school work
3. Students from ethnic minorities
4. Friction or hostility between groups of students
5. Capable students who feel that going to school is pretty much a waste of time
6. The number of students who don't seem to do much with other students - who are "loners"

Teacher-Student Relationships

7. The usual social atmosphere or feeling in the classroom
8. The respect teachers and students have for one another
9. Teachers who don't seem to care about the personal and educational problems of their students
10. Teachers who put too much pressure on their students to get good grades
11. Unfair treatment of students by teachers
12. Teachers who won't admit making mistakes or think there is only one right answer to every question

Teacher Characteristics & Relationships

13. Teachers who complain about other teachers
14. Disagreements among the staff on the proper educational goals for the sch
15. Disagreements among the staff on the proper balance between traditional and innovative approaches to teaching
16. Communication among the school staff
17. Teachers who seem bored with teaching
18. Older teachers who are reluctant to accept newer teachers as colleagues

Principal-Student Relationships

19. The way the principal gets along with the students
20. A feeling in the school that conformity and orderliness among the students are more important than freedom and individuality
21. Loose or lax policies on student behavior which foster disorderliness and disorganization
22. Absence of a schoolwide system for identifying and dealing with students who have special educational needs or problems
23. The amount of influence student opinion has on the way the school is run
24. The way students are assigned to classes, graded, and promoted

Principal-Teacher Relationships

25. The way the principal gets along with the teachers
26. The way the principal handles staff conflicts
27. The amount of teachers' time taken up by non-teaching activities

Items and Areas in the School Problem Area Survey: Staff (Continued)

Principal-Teacher Relationships (Continued)

28. Criticism by the school administration of teachers who do not maintain tight control over their students
29. Understanding how the principal evaluates teaching performance
30. Disagreements between the principal and the teachers on educational matters

School-Community Relationships

31. The way the teachers get along with parents
32. The way the people in this neighborhood feel about the school
33. Lack of community interest in the schools
34. Teacher dissatisfaction with the community
35. Community dissatisfaction with the schools
36. School policies that conflict with parents' ideas

Student Problems

37. Underachievement
38. Cheating
39. Cutting class
40. Absenteeism
41. Dropout rate
42. Vandalism
43. Theft
44. Drugs
45. Alcohol
46. Sexual promiscuity
47. Teen-age parents
48. Delinquency
49. Profanity
50. Violence or threats of violence

Community Problems

51. Transient students
52. Students who speak non-standard English
53. Ethnic tensions
54. Student poverty
55. Student health
56. Changing neighborhood characteristics
57. Divisive community influences
58. Busing to improve racial balance
59. Changing composition of student body

Administrator Problems

60. Discipline
61. Dress code
62. Irrelevant curriculum
63. Inadequate programs for gifted students
64. Inadequate remedial services
65. Inadequate counseling services
66. Inadequate medical services

Facility Problems

67. The condition of the building and/or the grounds
68. Class size

Teacher Problems

69. Teacher turnover
70. Teacher absenteeism