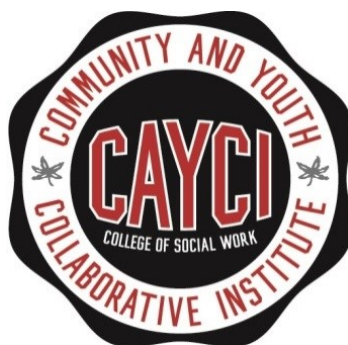


Community and Youth Collaborative Institute  
School Experience Surveys

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**Technical Report: Overall School  
Experience**  
Parent Version

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## **OVERALL SCHOOL EXPERIENCE**

Parent Version

### **I. Definition of Construct**

The *Overall School Experience* scale measures parents'/caregivers' perceptions of the quality of their children's school.

### **II. Relevance for Practice**

Parents and schools play a crucial role in the social, emotional, cognitive, and academic development of students (Carrasquillo & Clement, 2013). When parents perceive their children's schools positively, students have better outcomes and attitudes about learning. These outcomes include: higher academic performance, improved attendance, and greater well-being (Gibbons & Silva, 2011). A number of factors contribute to parental perceptions of a quality school, including student satisfaction, family-school engagement, and school climate (Cohen, McCabe, Michelli, & Pickeral, 2009; Schueler, Capotosto, Bahena, McIntyre, & Gehlbach, 2014). Assessment of parent and caregivers' perceptions of school quality can inform the need for parent-school partnerships to improve climate, engagement, and performance.

### **III. Scale Description and Instructions**

#### *A. Items*

1. Is dangerous vs. Is safe
2. Doesn't care about families vs. Cares about families
3. Is getting worse vs. Is improving
4. Is unkind vs. Is friendly
5. Only helps a small group vs. Helps all students succeed
6. Is confusing vs. Is easy to understand
7. Ignores parents' ideas vs. Values parents' ideas

#### *B. Response Options*

For each item, the contrasting evaluate statements are positioned at the opposite end of a 7-point continuum, with a score of 1 associated with the negative evaluative statement (e.g., Is getting worse) and a score of 7 associated with the positive evaluative statement about the school (e.g., Is improving).

#### *C. Instructions for Respondents*

We are interested in learning about your perceptions of your child's school. For each statement, please fill in the ONE circle that best represents your answer.

#### *D. Instructions for Scale Administrators*

Surveys can be self-administered or administered to parents in person or online. Explain that the purpose of the survey is to learn more about their perceptions about their student's school and their community. They should select one answer per request, and make a choice based on the answer that best reflects how they feel. They may submit the survey when they have completed it.

If administered in person, look through the finished surveys to make sure that parents didn't miss any items or questions. Please remember that they do not have to answer every question, but do encourage them to complete as much of the survey as possible, reminding them their answers will help the school know how to best support its students and families.

#### IV. Scoring Procedures

An average of the response scores from the 7 items should be calculated and used as an indicator of parents'/caregivers' overall perception of the school, with higher scores reflecting a more positive evaluation.

#### V. Psychometric Properties of the Scale

##### A. Description of Sample

Participants used to test the psychometric properties of the scale included 1395 parents or caregivers of elementary school students from around the state of Utah. This included 1100 mothers, 221 fathers, 22 grandmothers, 8 grandfathers, 13 legal guardians (not parents), 2 foster parents, and 10 others. The majority of respondents indicated having obtained at least a high school diploma (43.7%). The remaining respondents indicated completing an associate's degree (20.1%), bachelor's degree (15.6%), master's degree (2.5%), doctoral degree (1.0%) or having not completed high school (15.3%). The respondents identified themselves as White/Non-Hispanic (49.4%), Latino/Latina (40.0%), Mixed/Multi-Racial (5.0%), African American (1.7%), or Asian (1.2%). Data on these parents/caregivers were collected as part of a needs assessment within each school's improvement planning process. All data were collected using paper/pencil surveys.

##### B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	$\alpha$
Full Sample ( $N = 1395$ )	5.83	1.29	1-7	.95
Gender				
Males ( $n = 286$ )	5.82	1.26	1-7	.95
Females ( $n = 1088$ )	5.84	1.30	1-7	.95
Education Level				
Less than High School ( $n = 213$ )	6.00	1.46	1-7	.96
High School Degree ( $n = 609$ )	5.85	1.23	1-7	.95
Post-Secondary Degree ( $n = 573$ )	5.75	1.27	1-7	.94
Race/Ethnicity				
White/Non-Hispanic ( $n = 689$ )	5.78	1.14	1-7	.93
Latino/Latina ( $n=558$ )	5.89	1.47	1-7	.96
Other ( $n = 148$ )	5.83	1.18	1-7	.93
Language Version				
English ( $n= 951$ )	5.80	1.18	1-7	.94
Spanish ( $n= 444$ )	5.90	1.50	1-7	.96

Note. Group specific data omits respondents who did not indicate their status. Analyses indicated non-significant differences ( $p > .05$ ) on for all group comparisons, with the exception of education level which was significant ( $p < .05$ ). Follow-up tests revealed that parents/caregivers with less than a high school diploma reported higher scores than those with a post-secondary degree. The effect sizes ( $\eta^2$ ) indicated that group membership accounted for less than 1% of the variance in the scores.

##### C. Maximum Value Percentages and Classification of Scores

Percentages		Classification of Scores		
Maximum Value	$\frac{1}{2}$ SD	Excelling	Emerging	Needs Improvement
83.3%	9.2%	93+	93-74	<74

Note. The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which respondents' experiences are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or

minus ½ SD percentage. Based on these cut points, schools may determine where they stand on experiences of school and community support services relative to normed data.

#### D. Relationship between Overall School Experience Scores and Other Parent Perception Constructs

Construct <sup>a</sup>	<i>r</i> =
School Support for Parent/Caregiver Engagement	.38*
Engagement Efficacy	.19*
School and Community Support Services	.28*
Parent/Caregivers' Experiences of Teacher and School Support	.44*
Parent/Caregivers' Experiences of Parental/Caregiver Support	.30*

Notes. <sup>a</sup> Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini & Ball, 2013). \* Relationship significant ( $p < .01$ ).

#### E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 7 items loaded on a single latent Overall School Perception factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.

The overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B  $\chi^2 = 33.77$ ,  $df = 14$ ,  $p = .00$ ; RMSEA = .032 (90% CI = .018-.046), SRMR = .01; CFI = 1.00, TLI = 1.00. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .72.

Item	Loading	Uniqueness
1. Is dangerous vs. Is safe	.77	.40
2. Doesn't care about families vs. Cares about families	.84	.29
3. Is getting worse vs. Is improving	.85	.27
4. Is unkind vs. Is friendly	.87	.24
5. Only helps a small group vs. Helps all students succeed	.88	.22
6. Is confusing vs. Is easy to understand	.85	.28
7. Ignores parents' ideas vs. Values parents' ideas	.86	.25

We also tested factorial invariance of the scale across language version using multigroup CFA procedures (Marsh, 1994; Vandenberg & Lance, 2000). Specifically, we first tested a baseline model with the 7 items loaded on the same latent factor across groups to test configural invariance. Next we tested for metric invariance by constraining the factor loading to be invariant across groups. This is typically considered the minimal criterion for establishing measurement invariance across groups (Marsh, 1994). Results provided support for configural and metric invariance across versions. Specifically, both models fit the data reasonably well based and there was a non-significant ( $p > .05$ ) difference in the Satorra-Bentler Scaled Difference in  $\chi^2$  Test (SDCS; see Brown, 2006) support the tenability of the proposed invariance constraints placed on the factor loadings.

## VII. Past and Future Scale Development

An initial version of the Overall School Experience scale included 1 additional item: “Keeps parents out vs. Welcomes parents.” Results from preliminary analyses indicated that this item was not comparable across the English and Spanish Version of the measure and therefore was deleted. Thus, the current recommendation is to use the 7-item version of the measure as described in this report. We suggest that future scale development work explore the validity of the measure using parents/caregivers of secondary school students.

## VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the *Overall School Experience* scale with parents/caregivers of elementary school students. As positive experiences of school quality are related to higher academic performance (Heck, 2000), it is important to understand how parents/caregivers perceive their children’s school.

## VIII. References

- Anderson-Butcher, D., Amorose, A. J., Iachini, A. & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.
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- Marsh, H.W. (1994). Confirmatory factor analysis models of factorial invariance: A multifaceted approach. *Structural Equation Modeling*, 1, 5-34.
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## IX. Recommended Citation of Scale

When using the Overall School Perception scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A. J., Iachini, A. & Ball, A. (2013). C Community and Youth Collaborative Institute School Experience Surveys: Overall School Experience scale. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Institute School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., Amorose, A. J., Iachini, A. & Ball, A. (2013). Community and Youth Collaborative Institute School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.