

School Quality Reports

Educator Guide

Elementary / Middle / K-8 Schools 2019-20

Last Updated: January 19, 2021

Overview

The School Quality Reports share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include:

- **School Quality Snapshot:** A summary report for families and community members to learn about school performance and quality.
- **School Quality Guide:** A more detailed, interactive report for educators to investigate school data more deeply. The report is publicly available for community members interested in more information.
- **School Performance Dashboard:** An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.

These reports include information from multiple sources, including Quality Reviews, the NYC School Survey, and student performance in courses.

This Educator Guide describes the methodology used to calculate metric values in the School Quality Reports.

School Quality Report Sections

The School Quality Reports are organized around the [Framework for Great Schools](#), which includes six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive student achievement and school improvement.

The School Quality Reports do not include an overall grade or rating. Instead, they share information on the six Framework elements and on Student

Achievement.

Rigorous Instruction: This element reflects how well the curriculum and instruction engage students and build critical-thinking skills. This section uses data from the Quality Review and the NYC School Survey.

Collaborative Teachers: This element reflects how well teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community. This section uses data from the Quality Review and the NYC School Survey.

Supportive Environment: This element reflects how well the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section uses data from the Quality Review, the NYC School Survey, the percentage of students with attendance rates of 90% or higher, and movement of students with disabilities to less restrictive environments.

Effective School Leadership: This element reflects how well school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision. This section uses data from the Quality Review and the NYC School Survey.

Strong Family-Community Ties: This element reflects how well the school forms effective partnerships with families to improve the school. This section uses data from the Quality Review and the NYC School Survey.

Trust: This element reflects whether the relationships between administrators, educators, students, and families are based on trust and respect. This section uses data from the NYC School Survey.

Student Achievement: This element is based on how students performed in core courses and how well students were prepared for their next level of school.

Scores and Ratings

Due to COVID-19, scores and ratings were not calculated and are not displayed in the 2019-20 School Quality Reports.

New York State School Designations

New York State implements a state accountability system, which measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. State accountability status does not affect the School Quality Report ratings. State accountability status is reported on the School Quality Snapshot and the School quality Dashboard. Given COVID-19, schools will keep their state accountability designation from January 2020 for the 2020-21 school year.

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

School Type	Grades and Students Served
Early Childhood School	K, K-1, K-2, K-3
Elementary School	K-4, K-5, and K-6
K-8 School*	K-7, K-8, and K-12 (minus grades 9-12)
Middle School	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 School	K-8 and K-12, focused on students with disabilities
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High School	9-12, focused on overage and undercredited students.

* If a new K-8 school has grade 6, but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades K-12 receives two separate School Quality Reports: one for the K-8 part of the school, and one for the high school.

Similarly, a school that serves grades 6-12 receives two separate School Quality Reports: one for the middle school, and one for the high school.

This document explains the rules for the School Quality Reports for three school types: elementary schools, K-8 schools, and middle schools. Separate Educator Guides explain the rules for the other school types.

Survey School Type

For scoring survey results, schools are placed into a survey school type:

School type	Grade range
Early Childhood School	PK-K, PK-1, PK-2, PK-3, K, K-1, K-2, K-3
Elementary School	3K-5, PK-4, PK-5, PK-6, K-4, K-5, K-6, 2-5, 3-5, 4-5
Elementary / Middle School	3K-8, PK-7, PK-8, K-7, K-8, 3-8, 4-8
Elementary / Middle / High School	PK-9, PK-12, K-9, K-10, K-11, K-12, 3-12
Middle School	5, 5-6, 5-8, 6, 6-7, 6-8, 6-9
Middle / High School	5-12, 6-9, 6-10, 6-11, 6-12, 7-12
High School	9, 9-10, 9-11, 9-12, 10-12
Transfer School	Transfer Schools serving grades from 9-12

District 75 School

District 75 Schools

For example, the survey results of a school that served grades 6-12 are compared to the survey results of other schools in the Middle / High School category.

Comparison Group

Due to COVID-19, no comparisons are provided for 2020.

Economic Need Index

The Economic Need Index estimates the percentage of students at the school facing economic hardship. The metric is calculated as follows:

- If the student is eligible for public assistance from the NYC Human Resources Administration (HRA) or lived in temporary housing in the past four years, the student's Economic Need Value is 1.
- Otherwise, the student's Economic Need Value is the percentage of families with school-age children in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. This percentage is converted to a decimal from 0.00 to 1.00.
- The school's Economic Need Index is the average of its students' Economic Need Values.

The Economic Need Index captures economic factors that affect student achievement without relying on student lunch forms, which can be burdensome and unreliable.

Students in a School's Lowest Third

For students in grades 4 and 5, the school's lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in third grade. For students in grades 6 through 8, the school's lowest third in ELA is the third of students in each grade at the school who scored the lowest on the New York State ELA exam in fifth grade.

The school's lowest third in mathematics is calculated in the same way, based on the third of students in each grade at the school who scored the lowest on the New York State math exam in third and fifth grade.

Students in Lowest Third Citywide

For students in grades 4 and 5, the lowest third citywide in ELA is the third of students in each grade throughout the city who scored the lowest on the New York State ELA exam in third grade. For students in grades 6-8, the lowest third citywide in ELA is the third of students in each grade throughout the city who scored the lowest on the New York State ELA exam in fifth grade.

The lowest third citywide in mathematics is calculated the same way, based on the third of students in each grade throughout the city who scored the lowest on the New York State math exam in third and fifth grade.

Grade	Grade 3 ELA	Grade 3 Math
4	2.68	2.54
5	2.58	2.54

Grade	Grade 5 ELA	Grade 5 Math
6	1.98	2.00
7	1.98	2.00
8	1.98	2.08

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. For the following subgroup metrics, the minimum number of students required is five: ELA and Math average proficiency rating for ELLs, self-contained students, ICT students, SETSS students, school's lowest third, lowest third citywide, and Black and Hispanic males in the lowest third citywide.

Metrics with fewer than the minimum number of students are not reported and do not contribute to the school's ratings because of confidentiality considerations and the unreliability of measurements based on small numbers.

In addition, if fewer than 25% of eligible students took the Grade 3-8 state tests in ELA or Math, the state-test metrics in that subject will be N/A. In these cases, the limited data may not be representative of student performance across the school.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2019 audited register. We use the enrollment from this register because it is audited for accuracy and used to allocate funds to schools.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State Common Core ELA and math exams. These performance levels reflect the extent to which students demonstrate the level of understanding expected at their grade level, based on the New York State P-12 Common Core Learning Standards.

Level 1	Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered insufficient for the expectations at this grade.
Level 2	Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered partial but insufficient for the expectations at this grade.
Level 3	Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered sufficient for the expectations at this grade.
Level 4	Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices that are considered more than sufficient for the expectations at this grade.

Demographic Information

This section describes the demographics information reported in the School Quality Reports, including the School Quality Snapshot.

Student Subgroup Demographics

► Percent of Students Enrolled in the School

Students in grades 9-12 who are enrolled on the audited register as of October 31, 2019 by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White.

Students in grades 9-12 who are enrolled on the audited register as of October 31, 2019 by gender: Male and Female. Gender is recorded on student enrollment paperwork.

The minimum numerator value for a category to be listed is 5.

► Percent of Students Enrolled in the District

DOE students in grades K-5/6-8/K-8 who are enrolled on the audited register as of October 31, 2019 attending a school inside of the school's district by racial subgroup.

► Percent of grade 9-12 public school students living within X miles

DOE students in grades K-5/6-8/K-8 who are enrolled on the audited register as of October 31, 2019 residing inside of the school's nearby area.

The school's nearby is calculated as the median of students' distances from the school address in mile, based on students enrolled in the school on the audited register as of October 31, 2019.

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2019 by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White.

The minimum numerator value for a category to be listed is 5.

Student Achievement Metrics

This section describes the Student Achievement metrics in the School Quality Guide. The School Quality Snapshot includes a subset of those metrics.

State Exam Metrics

Due to COVID-19, state exams were not administered in 2020. Therefore, state exam metrics were not calculated for the 2019-20 School Quality Reports.

Core Course Pass Rate Metrics (Middle and K-8 schools only)

To be included in the core course pass rate metric, a student must

- Be continuously enrolled in the school from October 31, 2019 through June 30, 2020;
- Be in 6th, 7th, or 8th grade in 2019-20; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Credits obtained during summer school do not contribute to this metric.

► **Core Course Pass Rates: English, Math, Science, and Social Studies (middle and K-8 schools only)**

These metrics show the percentage of students in 6th through 8th grade who received a passing grade in a full-year core course in the relevant subject area. School grading policies must be based primarily on student progress toward and mastery of the New York State Common Core Learning Standards. For additional guidance, see the middle school grading policy memo.

The metrics are calculated separately for English, math, science, and social studies. The School Quality Snapshot includes a single core course pass rate, which is the average of the core course pass rates in the four subjects.

Next-Level Readiness Metrics

► **Middle School Core Course Pass Rates of Former Students (elementary schools only)**

This metric shows how the school's 2018-19 5th graders performed as 6th graders in 2019-20 by showing their pass rates in core courses in English, math, science, and social studies. To be included in this metric, a student must

- Have been in 5th grade in 2017-18;
- Have been continuously enrolled in the elementary school under consideration from October 31, 2017 through June 30, 2018;
- Be enrolled in a NYC DOE middle or K-8 school from October 31, 2018 through June 30, 2019; and
- Be eligible for standard assessment (i.e., non-NYSAA).

This metric accounts for the middle schools that students attend by adjusting for the average core course pass rate of similar students at the middle school.

If a student attended a charter middle or K-8 school that did not report credits to the NYC DOE, the student is excluded from the metric.

► ***Percent of 8th Grade Students Who Earned High School Credit (middle and K-8 schools only)***

This metric shows the percentage of students in 8th grade who passed a high-school-level course and the related Regents exam by June of their 8th grade year. To be included in this metric, a student must

- Be continuously enrolled in the school from October 31, 2018 through June 30, 2019;
- Be in 8th grade in 2018-19; and
- Be eligible for standard assessment (i.e., non-NYSAA).

To contribute positively to this metric, the student must pass the course and earn a college-ready score on the related Regents exam. Students with a Regents waiver from the cancelled June 2020 or August 2020 Regents are treated as having a college-ready score for the purposes of this metric. Students who earned high-school credit in more than one subject count the same as those who earned credit in one subject.

Schools in the New York Performance Standards Consortium with middle-school grades will receive N/A for this metric on their middle-school School Quality Report. Because this metric requires students to have earned a college-ready score on the Regents exam in 8th grade, it is not applicable to these schools. For purposes of calculating the Student Achievement score, the weight attributed to this metric will be proportionally distributed to the remaining metrics for the school (as occurs in general when a school has N/A on a Student Achievement metric).

► ***9th Grade Credit Accumulation of Former 8th Graders (middle and K-8 schools only)***

This metric is based on the 9th-grade credit accumulation of the school's 2018-19 8th graders who attended a NYC DOE high school in 2019-20. To be included in this metric, a student must

- Have been in 8th grade in 2018-19;

- Have been continuously enrolled in the middle or K-8 school under consideration from October 31, 2018 through June 30, 2019;
- Be enrolled in a NYC DOE high school from October 31, 2019 through June 30, 2020; and
- Be eligible for standard assessment (i.e., non-NYSAA).

Students contribute to the numerator of this metric as follows:

- A student will contribute zero to the numerator of this metric if the student earned less than eight credits in 9th grade.
- Students that earned ten or more credits contribute one to the numerator.
- For students earning less than ten credits and more than 7.99, this metric adjusts for the average credit accumulation rate of similar students at the high school.

If a student attended a charter high school that did not report credits to the NYC DOE, the student is excluded from the metric.

If more than 50% of a middle school’s former 8th graders attend non-NYC DOE high schools, a metric value is not calculated for that school.

Closing the Achievement Gap Metrics

These metrics reflect how well the school helps high-need students succeed. In some cases, schools will not receive ratings for these metrics because those students make up a very small proportion of the school’s student population.

The metric values show the school’s results for its students in the relevant subgroup. The metric value is not reported if the school has fewer than five students in the subgroup.

The following table summarizes these rules:

Closing the Achievement Gap Metrics	
No metric value if...	Fewer than minimum N for the metric.
No metric score or rating if...	School’s population percentage is more than one standard deviation below the citywide average.

► **English Language Learner Progress**

Due to COVID-19, NYSESLAT was not administered in 2020. Therefore, English Language Learner progress was not calculated for the 2019-20 School Quality Reports.

► **Average Student Proficiency Rating in ELA and Math among: Students with Self-Contained Placements; Students with ICT Placements; Students with SETSS placements; English Language Learners; Students in the Lowest Third Citywide; Black and**

Hispanic Males in the Lowest Third Citywide

Due to COVID-19, state exams were not administered in 2020. Therefore Average Student Proficiency Ratings among these subgroups were not calculated for the 2019-20 School Quality Reports.

Additional Information

► Performance by Racial Subgroups

Due to COVID-19, state exams were not administered in 2020. Therefore, Performance by Racial Subgroups on state exams were not calculated for the 2019-20 School Quality Reports.

► “Then and Now” Table

Due to COVID-19, state exams were not administered in 2020. Therefore, “Then and Now” Tables were not calculated for the 2019-20 School Quality Reports.

► Attendance

Due to COVID-19, attendance on the 2019-20 School Quality Reports is only calculated through February 2020. The attendance rate includes the attendance for all K-8 students on a school’s register at any point during the period (September 2019 through February 2020). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

Pre-K attendance is excluded for any school that has a pre-K grade. Students in grades 9-12 are not included in the middle school report of a 6-12 school (or in the K-8 report of a K-12 school).

► Student Interaction Rate

Due to COVID-19, attendance on the 2019-20 School Quality Reports will show the interaction rate during the remote learning period (April 2020 through June 2020).

The student interaction rate includes the remote interaction for all students on a school’s register from April 20, 2020 to the last of day of school in June 2020 (excluding June 7th and June 15th from this calculation as those were professional development days.) Interaction rates for a school are calculated by counting all interactions recorded for all students divided by count of interactions and no interactions recorded for all students. Students who are missing interactions have been excluded, as those could have been due to data upload errors.

Pre-K interaction is excluded for any school that has a pre-K grade. Students in grades 9-12 are not included in the middle school report of a 6-12 school, and students in grades 9-12 are not included in the elementary school report of a K-12 school.

Student Achievement Scores and Ratings

Due to COVID-19, the 2019-20 School Quality Reports do not include any scores or ratings for metrics or Framework elements. For information on how scores and ratings were calculated in the past, refer to the 2018-29 Educator Guide.

Targets

Due to COVID-19, targets set in 2018-19 for the 2019-20 school year will not be presented on the 2019-20 School Quality Reports.

Framework Elements

Metrics and Data Sources

The Framework elements use the following data sources:

Section	Data Sources
Rigorous Instruction	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2
Collaborative Teachers	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 4.1, 4.2
Supportive Environment	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.4, 3.4 • Chronic absenteeism (or average change in student attendance, for some school types) • Movement of students with disabilities to less restrictive environments
Effective School Leadership	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1
Strong Family-Community Ties	<ul style="list-style-type: none"> • NYC School Survey • Quality Review indicators 3.4
Trust	<ul style="list-style-type: none"> • NYC School Survey

Quality Review

The Framework ratings incorporate results from the school's most recent Quality Review on the following indicators:

- | | |
|------------|---|
| 1.1 | Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards. |
| 1.2 | Research-based, effective instruction that yields high quality student work. |
| 1.3 | Aligned resource use to support instructional goals that meet students' needs. |
| 1.4 | Structures for a positive learning environment, inclusive culture, and student success. |
| 2.2 | Curricula-aligned assessment practices that inform instruction. |
| 3.1 | School-level theory of action and goals shared by the school community. |
| 3.4 | A culture of learning that communicates and supports high expectations. |
| 4.1 | Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes |
| 4.2 | Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice. |

5.1 Regularly evaluate school-level decisions with a focus on the Common Core Learning Standards.

Schools that received Quality Reviews in 2016-17 or later have ratings on all ten indicators. Schools that received their latest Quality Review in 2015-16 or earlier have ratings on five indicators: 1.1, 1.2, 2.2, 3.4, and 4.2.

For additional information about the Quality Review, please visit <https://www.schools.nyc.gov/about-us/reports/school-quality/quality-review>

NYC School Survey

The NYC School Survey is administered annually to students in grades 6-12, and to parents and teachers of students in all grades (3-K through 12). The survey gathers information from school communities on the six elements of the Framework for Great Schools.

The survey is organized as groups of questions relating to a measure, and groups of measures relating to an element.

- **Example:** The element of Rigorous Instruction is composed of four measures: Academic Press, Course Clarity, Quality of Student Discussion, and Strong Core Instruction. The NYC School Survey includes groups of questions related to each of those measures.

See Appendix A for a detailed explanation of the element-measure-question survey structure.

► **Question-Level Percent Positive**

For each survey question, we calculate the percentage of “positive” responses (excluding “I don’t know” or missing responses from the denominator).

Positive responses are defined as those in the favorable half of response options (i.e., out of four possible response options, the two most favorable options are treated as positive responses).

► **Measure-Level Percent Positive**

For each measure, we calculate the percentage of positive responses. This value is the average of the percent positives of all the questions within the measure.

► **Element-Level Percent Positive**

For each element, we calculate the percentage of positive responses. This value is not simply the straight average of the percent positives of all the questions within the element. Instead, this value is the average of the measure-level percent positives for all the measures within the element. (For example, the percent positive for the Rigorous Instruction element is the average of the percent positives on its four measures: Academic Press, Course Clarity, Quality of Student Discussion, and Strong Core Instruction.)

For additional information about the survey, please visit <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey> or email surveys@schools.nyc.gov

Other Metrics

► **Percentage of Students with Attendance Rates of 90% or Higher (Early Childhood, Elementary, Middle, K-8, High Schools)**

This metric shows the percentage of students at the school with attendance rates of 90% or higher. Because chronic absenteeism is defined as students with attendance rates below 90%, this metric shows the percentage of students who are not chronically absent.

Each student's attendance rate is calculated by adding together the total number of days when the student was present and dividing it by the total number of days on register for the student at the school (the sum of the days when the student was present and the days when the student was absent). If a student's total number of days on register at the school is less than 20, the student's attendance rate is treated as N/A and the student does not contribute to this metric.

Pre-K attendance is excluded for any school that has a Pre-K grade. For K-12 schools, this metric is calculated separately for the K-8 grades and 9-12 grades. Similarly, for 6-12 schools, the metric is calculated separately for the 6-8 grades and the 9-12 grades.

► **Movement of Students with Disabilities to Less Restrictive Environments (Non-District 75 Schools)**

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2017-18, 2016-17, or 2015-16. Students who are newly certified in 2018-19 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2018-19. This number can range from zero (for students who are in their highest tier in 2018-19) to three (for students who were previously in Tier Four and are in Tier One in 2018-19). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

- No IEP, or
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

- Primary recommendation of SETSS or ICT, or
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers

- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers

- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2018-19 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Appendix A

Element-Measure-Question Structure

The following tables show the measures within each element, the respondent group(s) that were asked about each measure in the NYC School Survey, and the questions that were asked.

Element	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Rigorous Instruction					
Academic Press	x	x		x	
Course clarity	x				
Quality of student discussion		x		x	
Strong core instruction		x		x	
Collaborative Teachers					
Cultural awareness and inclusive classroom instruction	x	x		x	
Innovation and collective responsibility		x		x	
Peer collaboration		x		x	
Quality of professional development		x		x	
School commitment		x		x	
Supportive Environment					
Classroom behavior	x	x		x	
Guidance	x			x	
Peer support for academic work	x				
Personal attention and support	x				
Preventing bullying	x				
Safety	x			x	
Social-emotional		x		x	
Effective School Leadership					
Inclusive leadership			x		x
Instructional leadership		x		x	
Program coherence		x		x	
Teacher influence		x		x	
Strong Family-Community Ties					
Outreach to parents		x	x	x	x
Parent involvement in school			x		x
Trust					
Parent-principal trust			x		x
Parent-teacher trust			x		x
Student-teacher trust	x				
Teacher-principal trust		x		x	
Teacher-teacher trust		x		x	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Academic Press

How much do YOU agree with the following statements?

- S q4a I'm learning a lot in my classes at this school to prepare me for the next level or grade.
 S q4j My classes at this school really make me think critically.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

In how many of your classes ...

- S q5a are you challenged?
 S q5b do your teachers ask difficult questions on tests?
 S q5c do your teachers ask difficult questions in class?
 S q5d do you work in small groups?
 S q5e do your teachers want students to become better thinkers, not just memorize things?
1 = None, 2 = A few, 3 = Most, 4 = All

How many students in your classes...

- T q24a feel challenged?
 T q24c have to work hard to do well?
 T q24e respond to challenging test questions?
 T q24g respond to challenging questions in class?
1 = None, 2 = Some, 3 = A lot, 4 = All

Course clarity

In how many of your classes, this school year, do YOU feel the following statement is true?

- S q2a I learn a lot from feedback on my work.
 S q2b It's clear what I need to do to get a good grade.
 S q2c The work we do in class is good preparation for our class tests.
 S q2d The homework assignments help me learn the course material.
 S q2e I know what my teacher wants me to learn in class.
1 = None, 2 = A few, 3 = Most, 4 = All

Quality of student discussion

How many students in your classes...

- T q23a build on each other's ideas during class discussions?
 T q23b use data or text references to support their ideas?
 T q23c show that they respect each other's ideas?
 T q23d provide constructive feedback to their peers/teachers?
 T q23e participate in class discussions at some point?
1 = None, 2 = Some, 3 = A lot, 4 = All

Strong core instruction

For general/self-contained/ELA/math/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

- T q18a students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
 T q18b reading and writing experiences grounded in evidence from text, both literary and informational.
 T q18c students to interact with complex grade-level text and tasks.
 T q18d students to practice academic language through writing.

T	q18e	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q18f	students to engage in extended talk and discussion organized around rich content and topics.
T	q18g	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q18h	teaching and practicing high-utility vocabulary words.
T	q18i	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q18j	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q18k	students to demonstrate conceptual understanding within real-world examples. <i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Cultural awareness and inclusive classroom instruction

How much do YOU agree with the following statements?

S	q1f	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q1g	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q1i	In general, my teachers treat students from different cultures or backgrounds equally.
S	q1j	I feel that my teachers respect my culture/background.
S	q1i	In general, my teachers make their lessons relevant to my everyday life experiences.
S	q1k	I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds. <i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>

Please mark the extent to which you disagree or agree with each of the following. I am able to...

T	q2a	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q2b	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q2c	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q2d	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q2e	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q2f	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q2g	develop appropriate Individualized Education Programs for my students with disabilities.
T	q2h	distinguish linguistic/cultural differences from learning difficulties. <i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>

Innovation and Collective responsibility

How many teachers at this school...

T	q1a	help maintain discipline in the entire school, not just their classroom?
T	q1b	are actively trying to improve their teaching?
T	q1c	take responsibility for improving the school?
T	q1d	are eager to try new ideas?
T	q1e	feel responsible that all students learn? <i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>

Peer collaboration

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q9d teachers design instructional programs (e.g. lessons, units) together.
- T q9e teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q9a the principal/school leader, teachers, and staff collaborate to make this school run effectively.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of professional development

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...

- T q11a been sustained and coherently focused, rather than short-term and unrelated.
- T q11b included enough time to think carefully about, try, and evaluate new ideas.
- T q11c included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
- T q11d included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
- T q11e directly related to my students' needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

School commitment

Please mark the extent to which you disagree or agree with each of the following.

- T q4a I usually look forward to each working day at this school.
- T q4b I would recommend this school to parents/guardians seeking a place for their child.
- T q4h I would recommend this school to other teachers as a place to work.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

In how many of your classes at this school do YOU feel most students...

- S q6a listen carefully when the teacher gives directions?
- S q6b follow the rules in class?
- S q6c pay attention when they are supposed to?
- S q6d work when they are supposed to?
- S q6e behave well even when the teacher isn't watching?
1 = None, 2 = A few, 3 = Most, 4 = All

How many students in your classes...

- T q24b listen carefully when the teacher gives directions?
- T q24d follow the rules in class?
- T q24f pay attention when they are supposed to?
- T q24h do their work when they are supposed to?
- T q24i behave well in class even when the teacher isn't watching?
1 = None, 2 = Some, 3 = A lot, 4 = All

Guidance

If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question. How much do YOU agree with the following statements?

- S q9a This school provides guidance for the application process for high school.
 S q9b This school educates families about the application/enrollment process for high school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...

- S q10a talk to me about what I plan to do after high school.
 S q10b encourage me to continue my education after high school.
 S q10c provide me with information about the college application process.
 S q10d help me plan for how to meet my future career goals.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...

- S q11a help me consider which colleges to apply to.
 S q11b show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

Peer support for academic work

In how many of your classes at this school do YOU feel most students...

- S q6f feel it is important to come to school every day?
 S q6g feel it is important to pay attention in class?
 S q6h think doing homework is important?
 S q6i try hard to get good grades?
 1 = None, 2 = A few, 3 = Most, 4 = All

Personal attention and support

In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...

- S q3a help me catch up if I am behind.
 S q3b notice if I have trouble learning something.
 S q3c give me specific suggestions about how I can improve my work in class.
 S q3d explain things a different way if I don't understand something in class.
 S q3e support me when I am upset.
 1 = None, 2 = A few, 3 = Most, 4 = All

Preventing bullying

How often are the following things true?

- S q8a At this school students harass, bully, or intimidate other students.
 S q8b At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
 S q8c At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
 S q8d At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
 S q8e At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).
 1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

Safety

How much do YOU agree with the following statements?

- S q4k Discipline is applied fairly in my school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statements? I feel safe...

- S q7a outside around this school.
 S q7b traveling between home and this school.
 S q7c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
 S q7d in my classes at this school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statements? My students are safe...

- T q28a outside around this school.
 T q28b traveling between home and this school.
 T q28c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
 T q28d in my class(es).
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statement?

- T q7 Discipline is applied to students fairly in my school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Social-emotional

How many adults at this school...

- T q25a help students develop the skills they need to complete challenging coursework despite obstacles?
 T q25b tell their students they believe they can achieve high academic standards?
 T q25c teach critical thinking skills to students?
 T q25d teach students how to advocate for themselves?
 T q25e teach students the organizational skills needed to be prepared for their next level?
 T q25f recognize disruptive behavior as social-emotional learning opportunities?
 T q25g teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)?
 T q25h have access to school-based supports to assist in behavioral/emotional escalations?
 1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know

Effective School Leadership

Questions included within each measure in the Effective School Leadership element.

Inclusive leadership

Please mark the extent to which you disagree or agree with each of the following statements about this school.

- P q2c The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...

- P q3a is strongly committed to shared decision making.
 P q3b works to create a sense of community in the school.
 P q3c promotes family and community involvement in the school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Instructional leadership

Please mark the extent to which you disagree or agree with each of the following. The principal/school leader at this school...

- T q12a makes clear to the staff his or her expectations for meeting instructional goals.
 T q12b communicates a clear vision for this school.
 T q12c understands how children learn.
 T q12d sets high standards for student learning.
 T q12e participates in instructional planning with teams of teachers.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school...

- T q13a supports teachers in implementing what they have learned in professional development.
 carefully tracks student academic progress.
 T q13b knows what's going on in my classroom.
 T q13c provides teachers with formative feedback to improve practice.
 T q13d provides teachers with the support to implement formative feedback.
 T q13f supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Program coherence

- Please mark the extent to which you disagree or agree with each of the following. At this school...
- T q9b once we start a new program, we follow up to make sure that it's working.
 T q9c it is clear how all of the programs offered are connected to our school's instructional vision.
 T q9f curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Teacher influence

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q10e the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.
 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much influence do teachers have over school policy in each of the areas below?

- T q14a Hiring new professional personnel.
 T q14b Planning how discretionary school funds should be used.
 T q14c Selecting instructional materials and/or curriculum used in classrooms.
 T q14d Developing instructional materials.
 T q14e Setting standards for student behavior.
 1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Strong Family-Community Ties

Questions included within each measure in the Strong Family-Community Ties element.

Outreach to parents

Please mark the extent to which you disagree or agree with each of the following. At this school...

- T q10a parents/guardians are offered opportunities to visit their child's classroom, such as observing instruction, participating in an activity with their child, etc.
- T q10b teachers understand families' problems and concerns.
- T q10c teachers work closely with families to meet students' needs.
- T q10d school staff regularly communicate with parents/guardians about how parents can help students learn.
- T q10f staff value families' race, ethnicity, culture, or background.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following statements about this school.

- P q1a School staff regularly communicate with me about how I can help my child learn.
- P q1b My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.
- P q1c My child's school offers me the opportunity to volunteer time to support this school (for example, helping in classrooms, helping with school-wide events, etc.)
- P q1d I am greeted warmly when I call or visit the school.
- P q1e Teachers work closely with me to meet my child's needs.
- P q1f I feel well-informed by the communications I receive from my child's school.
- P q1i My child's school communicates with me in a language and in a way that I can understand.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent involvement in school

Since the beginning of the school year, how often have you...

- P q4a communicated with your child's teacher about your child's performance?
- P q4b seen your child's projects, artwork, homework, tests, or quizzes?
1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often

During the school year, how likely are you to...

- P q7a attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
- P q7b go to a regularly scheduled parent-teacher conference with your child's teacher?
1 = Very unlikely, 2 = Somewhat unlikely, 3 = Somewhat likely, 4 = Very likely

Trust

Questions included within each measure in the Trust element.

Parent-principal trust

Please mark the extent to which you disagree or agree with each of the following statements about this school.

- P q1j I feel respected by my child's principal/school leader.
- P q1m I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
- P q1n The principal/school leader is an effective manager who makes the school run smoothly.
- P q2b The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent-teacher trust

Please mark the extent to which you disagree or agree with each of the following statements about this school.

- P q1g I feel respected by my child's teachers.
 P q1h Staff at this school work hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Please mark the extent to which you disagree or agree with each of the following statements about this school.

- P q2a Teachers and parents/guardians think of each other as partners in educating children.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Student-teacher trust

How much do YOU agree with the following statements?

- S q4c There is at least one adult in the school that I can confide in.
 S q4e My teachers will always listen to students' ideas.
 S q4f My teachers always do what they say they will do.
 S q4g My teachers treat me with respect.
 S q4i When my teachers tell me not to do something, I know they have a good reason.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Teacher-principal trust

Please mark the extent to which you disagree or agree with each of the following.

- T q5a I feel respected by the principal/school leader at this school.
 T q5b The principal/school leader at this school is an effective manager who makes the school run smoothly.
 T q5c The principal/school leader has confidence in the expertise of the teachers at this school.
 T q5d I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
 T q5e At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
 T q5f The principal/school leader takes a personal interest in the professional development of teachers.
 T q5g The principal/school leader looks out for the personal welfare of the staff members.
 T q5h The principal/school leader places the needs of children ahead of personal interests.
 T q5i The principal and assistant principal function as a cohesive unit.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Teacher-teacher trust

Please mark the extent to which you disagree or agree with each of the following.

- T q4c Teachers in this school trust each other.
 T q4d It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
 T q4e Teachers respect other teachers who take the lead in school improvement efforts.
 T q4f I feel respected by other teachers at this school.
 T q4g Teachers at this school respect their colleagues' specific expertise.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree