

School Quality Reports

Educator Guide

Elementary / Middle / K-8 Schools 2020-21

Last Updated: November 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 2020-21 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 2021-22 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.

Comparison Group

Due to COVID-19, no comparisons are provided for 2020-21.

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.

Minimum N (Number of Students)

In general, a school's metric value is not reported if fewer than 15 students contributed to the metric. Metrics with fewer than the minimum number of students are not reported because of confidentiality considerations and the unreliability of measurements based on small numbers.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2020 audited register. We use the enrollment from this register because it is audited for accuracy and used to allocate funds to schools.

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 K-8 who are enrolled on the audited register as of October 31, 2020 by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander and White.

Students in grades K-8 who are enrolled on the audited register as of October 31, 2020 by gender: Male and Female. Gender is recorded on student enrollment paperwork.

► 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, 2020 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, 2020 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, 2020.

► Percent of Students Receiving Special Education Programs

This metric includes all students with Individualized Education Programs (IEPs) as of June 14, 2021, where the IEP recommends special education programs. Types of programs include Special Class (SC), integrated co-teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as "fully receiving" if and only if there is an exact match between the IEP and the course offered in the STARS scheduling system. If the student is receiving some subjects but not all recommended this is reflected as "partially receiving." Students with no STARS data or no matching program are reflected as "not receiving."

► Percent of Students Receiving Recommended Related Services

This metric includes all students with Individualized Education Programs (IEPs) as of June 14, 2021, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student's received services matches all of the services recommended the student

is listed as “fully receiving.” If they have some but not all services, this is “partially receiving.” A student with a recommendation but no services is reflected as “not receiving.”

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2020 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 optional in 2020-2021, resulting in lowered participation. 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, 2020 through June 30, 2021;
- Be in 6th, 7th, or 8th grade in 2020-21; 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 2019-20 5th graders performed as 6th graders in 2020-21 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 2019-20;
- Have been continuously enrolled in the elementary school under consideration from October 31, 2019 through June 30, 2020;
- Be enrolled in a NYC DOE middle or K-8 school from October 31, 2020 through June 30, 2021; 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, 2019 through June 30, 2020;
- Be in 8th grade in 2019-20; 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 2020 or 2021 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 2019-20;

- Have been continuously enrolled in the middle or K-8 school under consideration from October 31, 2019 through June 30, 2020;
- Be enrolled in a NYC DOE high school from October 31, 2020 through June 30, 2021; 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.

► **English Language Learner Progress**

Due to COVID-19, the New York State English as a Second Language Achievement Test (NYSESLAT) was not administered to all students in 2020-21. As a result, English Language Learner Progress has not been calculated for the 2020-21 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 optional in 2020-2021, resulting in lowered participation. Therefore, Average Student Proficiency Ratings among these subgroups were not calculated for the 2020-21 School Quality Reports.

Additional Information

► **Performance by Racial Subgroups**

Due to COVID-19, state exams were optional in 2020-2021, resulting in lowered participation. Therefore, Performance by Racial Subgroups on state exams were not calculated for the 2020-21 School Quality Reports.

► **“Then and Now” Table**

Due to COVID-19, state exams were optional in 2020-2021, resulting in lowered participation. Therefore, “Then and Now” Tables were not calculated for the 2020-21 School Quality Reports.

► **Attendance**

The attendance rate includes the attendance for all high school students on a school’s register at any point during the period September 2020 through June 2021. 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 6-8 are not included in the high school report of a 6-12 school, and students in grades K-8 are not included in the high school report of a K-12 school.

Due to COVID-19, attendance on the 2020-21 School Quality Reports is reported separately in two metrics: one for in-person learning and one for remote learning. There is also an overall attendance metric that includes both remote and in-person.

Student Achievement Scores and Ratings

Due to COVID-19, the 2020-21 School Quality Reports does 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 2018-19 Educator Guide.

Targets

Due to COVID-19, targets were not set for the 2020-21 school year and will not be presented on the 2020-21 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.
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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**

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**

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 2019-20, 2018-19, or 2017-18. Students who are newly certified in 2020-21 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2020-21. This number can range from zero (for students who are in their highest tier in 2020-21) to three (for students who were previously in Tier Four and are in Tier One in 2020-21). 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 2020-21 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.

Rigorous Instruction

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Academic Press	x	x		x	
Course clarity	x				
Quality of student discussion		x		x	
Early Childhood Instruction				x	
Strong core instruction		x		x	

Collaborative Teachers

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
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

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Classroom behavior	x	x		x	
Guidance	x	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

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Inclusive leadership			x		x
Instructional leadership		x		x	
Program coherence		x		x	
Teacher influence		x		x	

Strong Family-Community Ties

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Outreach to parents		x	x	x	x
Parent involvement in school			x		x

Trust

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Parent-principal trust			×		×
Parent-teacher trust			×		×
Student-teacher trust	×				
Teacher-principal trust		×		×	
Teacher-teacher trust		×		×	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Academic Press

How much do YOU agree with the following statements?

S q28 I'm learning a lot in my classes at this school to prepare me for the next level or grade.

S q39 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 q41 are you challenged?

S q42 do your teachers ask difficult questions on tests?

S q43 do your teachers ask difficult questions in class?

S q44 do you work in small groups?

S q45 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 q142 feel challenged?

T q144 have to work hard to do well?

T q146 respond to challenging test questions?

T q148 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 q17 I learn a lot from feedback on my work.

S q18 It's clear what I need to do to get a good grade.

S q19 The work we do in class is good preparation for our class tests.

S q20 Class assignments help me learn the course material.

S q21 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 q135 build on each other's ideas during class discussions?

T q136 use data or text references to support their ideas?

T q137 show that they respect each other's ideas?

T q138 provide constructive feedback to their peers/teachers?

T q139 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	q81,92,103,114,124	students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
T	q82,93,104,125	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q83,94,105,126,115	students to interact with complex grade-level text and tasks.
T	q84,95,106,116,127	students to practice academic language through writing.
T	q85,96,107,117,128	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q86,97,108,118,129	students to engage in extended talk and discussion organized around rich content and topics.
T	q87,98,109,119,130	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q88,99,110,120,131	teaching and practicing high-utility vocabulary words.
T	q89,100,111,121,132	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q90,101,112,122,133	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q91,102,113,123,134	students to demonstrate conceptual understanding within real-world examples

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 =Strongly agree

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	q4	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q6	At this school, we have conversations about race and racism with adults.
S	q5	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q7	In general, my teachers treat students from different cultures or backgrounds equally.
S	q8	I feel that my teachers respect my culture/background.
S	q9	In general, my teachers make their lessons relevant to my everyday life experiences.
S	q10	I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds.

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. I am able to...

T	q5	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q6	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q7	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q8	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q11	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q12	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q13	develop appropriate Individualized Education Programs for my students with disabilities.

- T q15 distinguish linguistic/cultural differences from learning difficulties.
- T q9 affirm racial and cultural identities in my classroom practice.
- T q10 empower students as agents of social change in my classroom practice.
- T q14 monitor progress on Individualized Education Program goals for my students with disabilities.

Innovation and Collective responsibility

How many teachers at this school...

- T q1 are actively trying to improve their teaching?
- T q2 take responsibility for improving the school?
- T q3 are eager to try new ideas?
- T q4 feel responsible that all students learn?

1 = None, 2 = Some, 3 = A lot, 4 = All

Peer collaboration

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

- T q49 teachers design instructional programs (e.g. lessons, units) together.
- T q50 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q46 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 q57 been sustained and coherently focused, rather than short-term and unrelated.
- T q58 included enough time to think carefully about, try, and evaluate new ideas.
- T q59 included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
- T q60 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 q21 I usually look forward to each working day at this school.
- T q22 I would recommend this school to parents/guardians seeking a place for their child.
- T q29 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

How many students in your classes...

- T q143 listen carefully when the teacher gives directions?
- T q145 follow the rules in class?
- T q147 pay attention when they are supposed to?

T q149 do their work when they are supposed to?
 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 q57 This school provides guidance for the application process for high school.
- S q58 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 q59 talk to me about what I plan to do after high school.
- S q60 encourage me to continue my education after high school.
- S q61 provide me with information about the college application process.
- S q62 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 q64 help me consider which colleges to apply to.
- S q65 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

Personal attention and support

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

- S q23 help me catch up if I am behind.
- S q24 notice if I have trouble learning something.
- S q25 give me specific suggestions about how I can improve my work in class.
- S q26 explain things a different way if I don't understand something in class.
- S q27 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 q50 At this school students harass, bully, or intimidate other students.
- S q51 At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
- S q52 At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- S q53 At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
- S q54 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 q40 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 q46 outside around this school.

S q47 traveling between home and this school.

S q48 in the hallways, bathrooms, locker rooms, and cafeteria of this school.

S q49 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 q165 outside around this school.

T q166 traveling between home and this school.

T q167 in the hallways, bathrooms, locker rooms, and cafeteria of this school.

T q168 in my class(es).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much do you agree with the following statement?

T q140 Discipline is applied to students fairly in my school.

T q141 Behavioral supports are 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 q150 help students develop the skills they need to complete challenging coursework despite obstacles?

T q151 tell their students they believe they can achieve high academic standards?

T q152 teach critical thinking skills to students?

T q153 teach students how to advocate for themselves?

T q154 teach students the organizational skills needed to be prepared for their next level?

T q155 recognize disruptive behavior as social-emotional learning opportunities?

T q156 teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?

T q157 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. The principal/school leader at this school...

P q15 offers regular opportunities for parents/guardians to provide feedback.

P q18 is strongly committed to shared decision making.

P q19 works to create a sense of community in the school.

P q20 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 q61 makes clear to the staff his or her expectations for meeting instructional goals.
- T q62 communicates a clear vision for this school.
- T q63 understands how children learn.
- T q64 sets high standards for student learning.
- T q70 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 q65 supports teachers in implementing what they have learned in professional development.
- T q66 carefully tracks student academic progress.
- T q67 knows what's going on in my classroom.
- T q68 provides teachers with formative feedback to improve practice.
- T q69 provides teachers with the support to implement formative feedback.
- T q71 supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.

Program coherence

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

- T q47 once we start a new program, we follow up to make sure that it's working.
- T q48 it is clear how all of the programs offered are connected to our school's instructional vision.
- T q51 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 q55 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 q72 Selecting instructional materials and/or curriculum used in classrooms.
- T q73 Developing instructional materials.
- T q74 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 q52 teachers understand families' problems and concerns.
- T q53 teachers work closely with families to meets students' needs.
- T q54 school staff regularly communicate with parents/guardians about how parents can help students learn.
- T q56 staff value families' race, ethnicity, culture, or background.

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 q21 communicated with your child's teacher about your child's performance?
- P q22 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 q29 attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
- P q30 attended a regularly scheduled parent-teacher conference (virtually or in-person) 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 q8 I feel respected by my child's principal/school leader.
- P q11 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 q12 The principal/school leader is an effective manager who makes the school run smoothly.
- P q14 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 q4 I feel respected by my child's teachers.
- P q5 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 q13 My child's teachers think of me as a partner in educating my child.

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 q30 There is at least one adult in the school that I can confide in.
- S q34 My teachers will always listen to students' ideas.
- S q35 My teachers always do what they say they will do.
- S q36 My teachers treat me with respect.
- S q38 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 q30 I feel respected by the principal/school leader at this school.
- T q31 The principal/school leader at this school is an effective manager who makes the school run smoothly.
- T q32 The principal/school leader has confidence in the expertise of the teachers at this school.
- T q33 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 q34 At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
- T q35 The principal/school leader takes a personal interest in the professional development of teachers.
- T q36 The principal/school leader looks out for the personal welfare of the staff members.
- T q37 The principal/school leader places the needs of children ahead of personal interests.
- T q38 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 q23 Teachers in this school trust each other.
- T q24 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T q26 Teachers respect other teachers who take the lead in school improvement efforts.
- T q27 I feel respected by other teachers at this school.
- T q28 Teachers at this school respect their colleagues' specific expertise.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree