

School Quality Reports

Educator Guide

Early Childhood Schools 2021–22

Last Updated: January 18, 2023

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 School Quality Guide was not produced for the 2021–22 school year.
- [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 on state tests.

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 IEPs 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.

Scores and Ratings

Due to COVID-19, scores and ratings were not calculated and are not displayed in the 2021–22 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 Performance Dashboard. **Because of the COVID-19 pandemic, the New York State accountability status for 2021–22 is based on the results from the 2018–19 school year and earlier.**

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 IEPs
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 under-credited 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 early childhood schools. Separate [Educator Guides](#) explain the rules for the other school types.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2021 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 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 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.

Proficiency Ratings

For the School Quality Reports, the scale scores on State math and ELA exams are assigned a Proficiency Rating from 1.00 to 4.50. The first digit of the Proficiency Rating corresponds to the Performance Level, and the other digits reflect how close the student is to the next level. For example, a 2.90 is a Level 2, but close to a Level 3.

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**

The first set of values reflect students in grades K–3 who are enrolled on the audited register as of October 31, 2021, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflect students in grades K–3 who are enrolled on the audited register as of October 31, 2021, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

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

► **Percent of Students Enrolled in the District**

DOE students in grades K–3 who are enrolled on the audited register as of October 31, 2021, attending a school inside of the school’s district by racial/ethnic subgroup.

► **Percent of Grade K–3 Public School Students Living within X Miles**

DOE students in grades K–3 who are enrolled on the audited register as of October 31, 2021, residing inside of the school’s nearby area, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

The school’s nearby area is calculated as the median of students’ distances from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2021.

► **Percent of Students Receiving Special Education Programs**

This metric includes all students with Individualized Education Programs (IEPs) as of June 2022, 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 there is an exact match between the IEP and the course enrollment in the STARS scheduling system. If the student is receiving some subjects but not all recommended subjects, 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 2022, 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 match all of the recommended services, the student is listed as "fully receiving." If they have some but not all recommended 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, 2021, by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

A value for this metric is displayed when there are at least 5 people in a given category.

Student Achievement Metrics

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

State Exam Metrics

To be included in the denominator for the state-exam metrics, a student must

- Be on the school's October 31, 2021, audited register, and
- Have taken the relevant New York State ELA or math exam in 2022.

The following metrics are calculated separately for ELA and math based on third graders' performance on the 2022 State exams.

If fewer than 25% of eligible students took the state tests in that subject, the ELA and/or math metric values will be N/A. In these cases, the limited data may not be representative of student performance across the school.

► **Percentage of Students at Proficiency (Level 3 or 4): ELA and Math**

These metrics show the percentage of students who scored at Level 3 or Level 4 on the State exam, out of all the students at the school who took the exam. The metrics are calculated separately for ELA and math.

Additional Information

► **Attendance**

The attendance rate includes the attendance for all K–3 students on a school's register at any point during the period September 2021 through June 2022. 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.

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 IEPs 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 New York State 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 New York State 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).

The percent positive is displayed overall for all students and for each of the following subgroups: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, White, English language learners, and students with IEPs.

► **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 IEPs to Less Restrictive Environments**

This measure recognizes schools that educate students with IEPs 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–3 students with Tier Two or higher in any of the years 2020–21, 2019–20, or 2018–19. Students who are newly certified in 2021–22 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2021–22. This number can range from zero (for students who are in their highest tier in 2021–22) to three (for students who were previously in Tier Four and are in Tier One in 2021–22). 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 Special Class, spend 80–100% of instructional periods with general education peers

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

- Primary recommendation of Special Class, spend 40–79% of instructional periods with general education peers

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

- Primary recommendation of Special Class, spend 0–39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2021–22 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Framework Elements

Scoring and Ratings

Scoring and Rating Structure

Due to COVID-19, the 2021–22 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 2018–19 Educator Guide.

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	Early Childhood schools	
	Teachers	Parents
Academic Press	×	
Course clarity		
Quality of student discussion	×	
Early Childhood Instruction	×	
Strong core instruction	×	

Collaborative Teachers

Measure	Early Childhood schools	
	Teachers	Parents
Cultural awareness and inclusive classroom instruction	×	
Innovation and collective responsibility	×	
Peer collaboration	×	
Quality of professional development	×	
School commitment	×	

Supportive Environment

Measure	Early Childhood schools	
	Teachers	Parents
Classroom behavior	×	
Guidance	×	
Peer support for academic work		
Personal attention and support		
Preventing bullying		
Safety		
Social-emotional	×	

Effective School Leadership

Measure	Early Childhood schools	
	Teachers	Parents
Inclusive leadership		×
Instructional leadership	×	
Program coherence	×	
Teacher influence	×	

Strong Family-Community Ties

Measure	Early Childhood schools	
	Teachers	Parents
Outreach to parents	×	×
Parent involvement in school		×

Trust

Measure	Early Childhood schools	
	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 many students in your classes...

- T q150 feel challenged?
- T q152 have to work hard to do well?
- T q146 respond to challenging test questions?
- T q155 respond to challenging questions in class?

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

Quality of student discussion

How many students in your classes...

- T q142 build on each other's ideas during class discussions?
- T q143 use data or text references to support their ideas?
- T q144 show that they respect each other's ideas?
- T q145 provide constructive feedback to their peers/teachers?
- T q146 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 q88,99,110,121,131 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
- T q89,100,111,132 reading and writing experiences grounded in evidence from text, both literary and informational.
- T q90,101,112,133,122 students to interact with complex grade-level text and tasks.
- T q91,102,113,123,134 students to practice academic language through writing.
- T q92,103,114,124,135 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- T q93,104,115,125,136 students to engage in extended talk and discussion organized around rich content and topics.
- T q94,105,116,126,137 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- T q95,106,117,127,138 teaching and practicing high-utility vocabulary words.
- T q96,107,118,128,139 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- T q97,108,119,129,140 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- T q98,109,120,130,141 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

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

- T q6 receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
- T q7 use my students' prior knowledge to make my lessons relevant to their everyday life.
- T q8 modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- T q9 ensure instruction represents multiple perspectives, cultures, and backgrounds.
- T q12 design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
- T q13 apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
- T q14 develop appropriate Individualized Education Programs for my students with disabilities.
- T q16 distinguish linguistic/cultural differences from learning difficulties.
- T q10 affirm racial and cultural identities in my classroom practice.
- T q11 empower students as agents of social change in my classroom practice.
- T q15 monitor progress on Individualized Education Program goals for my students with disabilities.

Innovation and Collective responsibility

How many teachers at this school...

- T q2 are actively trying to improve their teaching?
- T q3 take responsibility for improving the school?
- T q4 are eager to try new ideas?
- T q5 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 q52 teachers design instructional programs (e.g. lessons, units) together.
- T q53 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q49 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 q60 been sustained and coherently focused, rather than short-term and unrelated.
- T q61 included enough time to think carefully about, try, and evaluate new ideas.
- T q62 included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
- T q64 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 q22 I usually look forward to each working day at this school.
 T q23 I would recommend this school to parents/guardians seeking a place for their child.
 T q30 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 q151 listen carefully when the teacher gives directions?
 T q153 follow the rules in class?
 T q154 pay attention when they are supposed to?
 T q156 do their work when they are supposed to?

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

Guidance

How much do you agree with the following statements? It's a priority at this school that adults...

- T Q176 provide students with guidance on the application/enrollment process for middle or high school.
 T Q177 provide families with guidance on the application/enrollment process for middle or high school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

How much do you agree with the following statements? Adults at this school...

- T Q178 talk to students about what they plan to do after high school.
 T Q179 create an atmosphere that encourages students to continue their education after high school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

How much do you agree with the following statements? Adults at this school...

- T Q180 provide students with information about the college application process.
 T Q181 help students consider which colleges to apply to.
 T Q182 help students plan for how to meet their future career goals.
 T Q183 show students options for how to pay for college (scholarship, grants, loans, work study programs).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

Social-emotional

How many adults at this school...

- T q157 help students develop the skills they need to complete challenging coursework despite obstacles?
 T q158 tell their students they believe they can achieve high academic standards?
 T q159 teach critical thinking skills to students?
 T q160 teach students how to advocate for themselves?
 T q161 teach students the organizational skills needed to be prepared for their next level?
 T q162 recognize disruptive behavior as social-emotional learning opportunities?
 T q163 teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?
 T q164 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 q16 offers regular opportunities for parents/guardians to provide feedback.
- P q22 is strongly committed to shared decision making.
- P q23 works to create a sense of community in the school.
- P q24 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 q65 makes clear to the staff his or her expectations for meeting instructional goals.
- T q66 communicates a clear vision for this school.
- T q67 understands how children learn.
- T q68 sets high standards for student learning.
- T q74 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 q69 supports teachers in implementing what they have learned in professional development.
- T q70 carefully tracks student academic progress.
- T q71 knows what's going on in my classroom.
- T q72 provides teachers with formative feedback to improve practice.
- T q73 provides teachers with the support to implement formative feedback.
- T q75 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 q50 once we start a new program, we follow up to make sure that it's working.
- T q51 it is clear how all of the programs offered are connected to our school's instructional vision.
- T q54 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 q58 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 q78 Selecting instructional materials and/or curriculum used in classrooms.
- T q79 Developing instructional materials.
- T q80 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 q55 teachers understand families' problems and concerns.
- T q56 teachers work closely with families to meet students' needs.
- T q57 school staff regularly communicate with parents/guardians about how parents can help students learn.
- T q59 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 q1 School staff regularly communicate with me about how I can help my child learn.
- P q2 Teachers work closely with me to meet my child's needs.
- P q3 I feel well-informed by the communications I receive from my child's school.
- P q6 My child's school communicates with me in a language that I can understand.
- P q7 My child's school communicates with me 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 q25 communicated with your child's teacher about your child's performance?
- P q26 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 q35 attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
- P q36 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 q15 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 q14 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

Teacher-principal trust

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

T q31 I feel respected by the principal/school leader at this school.

T q32 The principal/school leader at this school is an effective manager who makes the school run smoothly.

T q33 The principal/school leader has confidence in the expertise of the teachers at this school.

T q34 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 q35 At this school, it's OK to discuss feelings, worries, and frustrations with the principal/school leader.

T q36 The principal/school leader takes a personal interest in the professional development of teachers.

T q37 The principal/school leader looks out for the personal welfare of the staff members.

T q38 The principal/school leader places the needs of children ahead of personal interests.

T q39 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 q24 Teachers in this school trust each other.

T q25 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.

T q27 Teachers respect other teachers who take the lead in school improvement efforts.

T q28 I feel respected by other teachers at this school.

T q29 Teachers at this school respect their colleagues' specific expertise.

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