

# School Quality Reports

## Educator Guide

### Elementary / Middle / K–8 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 in courses and 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.

**Student Achievement:** This element is based on a school's state test results, how students performed in core courses and how well students were prepared for their next level of school, and how students in higher-need groups performed.

## 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 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 2021-22.

## 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. For the following subgroup metrics, the minimum number of students required is five: ELA and math average proficiency rating for ELLs, students in a Special Class, ICT students, and SETSS students.

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.

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, 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.

<b>Level 1</b>	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.
<b>Level 2</b>	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.
<b>Level 3</b>	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.
<b>Level 4</b>	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.

### ***Impact of Math Double-Testing Waiver***

For the 2021–22 school year, the United States Department of Education approved a math-testing waiver submitted by the New York State Education Department. Under this waiver, students in grade 7 and 8 who take math Regents examinations are not required to take the State math test for their grade level. After this waiver, the NYC DOE implemented a policy that students in accelerated math courses should not take the grade 7 or 8 State math tests unless (1) the student’s parent decided otherwise or (2) the school obtained an exception from the Office of Academic Policy and Systems for a course aligned to both grade 7 or 8 standards and high-school math standards.

Due to the double-testing waiver, a number of students—including some of the strongest performers—do not take the grade 7 and 8 State math tests. To prevent this policy from distorting the performance data and ratings in the School Quality Reports, the NYC DOE includes student results on math Regents examinations in the state-test metrics by converting the math Regents scores into imputed proficiency ratings on the grade 7 and 8 State math tests. These imputed proficiency ratings—based on the NYC DOE’s analysis of students who took both the math Regents exam and grade 7 or 8 State math test—estimate what scores on a math Regents exam are equivalent to on the grade 7 or 8 State math test. The imputed proficiency ratings are used in all metrics or calculations based on proficiency ratings (e.g., average proficiency ratings, percent proficient).

To discourage unnecessary double testing, the NYC DOE uses only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 State math test. Conversion tables showing the imputed proficiency ratings for scores on the Regents exams will be available in Appendix A of this Educator Guide.

# 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–8 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–8 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.

### ► **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, 2021, attending a school inside of the school’s district by racial/ethnic subgroup.

### ► **Percent of Grade K–8 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, 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 distance of students’ home addresses from the school address in miles, based on students enrolled in the school on the audited register as of October 31, 2021. Based on current students’ home addresses, the DOE projects that a typical family living within this nearby area would be willing to have their child travel the necessary distance to attend this school. If the school’s racial percentages are not representative of the racial percentages of public-school students living in the nearby area, this may indicate that the reason for the school’s racial make-up relates more to school factors (e.g., admissions) than to housing factors.

### ► **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 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 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 the 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 students' 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.

### ► **Average Proficiency Rating for All Students: ELA and Math**

These metrics show the average Proficiency Rating, on a scale from 1.00 to 4.50, for all students at the school who took the exam. The metrics are calculated separately for ELA and math.

### ► **Average Proficiency Rating for School's Lowest Third: ELA and Math**

Because of disruptions caused by the COVID-19 pandemic, New York State exams were cancelled in 2019–20 and had low participation in 2020–21. Due to this lack of data from recent years, the 2021–22 School Quality Reports for elementary, middle, and K–8 schools do not include any lowest third measures.

## 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, 2021 through June 30, 2022;
- Be in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade in 2021–22; 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 6<sup>th</sup> through 8<sup>th</sup> 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 learning standards. For additional guidance, see the [Middle School Academic Policy Guide](#).

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 2020–21 5<sup>th</sup> graders performed as 6<sup>th</sup> graders in 2021–22 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 5<sup>th</sup> grade in 2020–21;
- Have been continuously enrolled in the elementary school under consideration from October 31, 2020, through June 30, 2021;
- Be enrolled in a NYC DOE middle or K–8 school from October 31, 2021, through June 30, 2022; 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 8<sup>th</sup> Grade Students Who Earned High School Credit (Middle and K–8 Schools Only)**

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

- Be continuously enrolled in the school from October 31, 2021, through June 30, 2022;
- Be in 8<sup>th</sup> grade in 2021–22; 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 since they do not give Regents exams in all subjects.

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

This metric is based on the 9<sup>th</sup>-grade credit accumulation of the school's 2020–21 8<sup>th</sup> graders who attended an NYC DOE high school in 2021–22. To be included in this metric, a student must

- Have been in 8<sup>th</sup> grade in 2020–21;
- Have been continuously enrolled in the middle or K–8 school under consideration from October 31, 2020, through June 30, 2021;
- Be enrolled in a NYC DOE high school from October 31, 2021, through June 30, 2022; 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 9<sup>th</sup> 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 8<sup>th</sup> 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. Metric scores and ratings show how the school’s results compared to its customized targets. A metric will not be scored, however, if the students are a very small proportion of the school—specifically, if the school’s population percentage is more than one standard deviation below the citywide average. These unscored metrics receive a rating of “N/A” in the School Quality Snapshot.

The following table summarizes these rules:

<b>Closing the Achievement Gap Metrics</b>	
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**

This metric measures the percentage of English language learners demonstrating movement toward English language proficiency. To contribute to the denominator of this measure, a student must have taken the 2022 New York State English as a Second Language Achievement Test (NYSESLAT).

Students will contribute positively to this measure if they meet one of three criteria:

- They took the 2021 NYSESLAT exam and their 2022 overall performance level is higher than in 2021;
- They did not take the 2021 NYSESLAT exam and their 2022 overall performance level is Emerging or higher; or
- They scored level three or above on the State ELA exam in 2022 but not in 2021.

► **Average Student Proficiency Rating in ELA and Math Among: Students with Special Class 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**

These metrics show the average proficiency ratings from the following student groups: (1) students with IEPs in Special Class placements, (2) students with IEPs in ICT placements, (3) students with IEPs in SETSS placements, and (4) English language learners. The most restrictive disability setting to which a student was assigned during the past four school years is used to determine inclusion in the first three groups. Any student identified as an English language learner for any of the past four school years will be included in the measures focused on ELLs. Students are counted in all groups to which they belong.

Because of disruptions caused by the COVID-19 pandemic, New York State exams were cancelled in 2019-20 and had low participation in 2020-21. Due to this lack of data from recent years, the 2021-22 School Quality Reports for Elementary, Middle, and K-8 schools does not include any lowest third measures.

These metrics are calculated separately for ELA and math.

### ► **Performance by Racial/Ethnic Subgroups**

Snapshot: The School Quality Snapshot includes the following performance metrics for Asian, Black, Hispanic, and White students:

- ELA Percent Proficient
- Math Percent Proficient

The Snapshot includes a graphic that shows each subgroup’s metric value.

The minimum N for the subgroup metrics is 15; the metric value will be N/A if the number of students is less than 15.

School Quality Reports: In addition to the metrics listed above (ELA and math percent proficient), the School Performance Dashboard and Citywide Results file will include the following performance metrics for Asian, Black, Hispanic, Multiracial, Native American, and White students:

- Average ELA Proficiency Rating
- Average Math Proficiency Rating

### ► **“Then and Now” Table**

The School Quality Snapshot includes a table showing key student results broken out by students’ starting points.

For middle and K–8 schools, the table shows performance on State math and ELA tests in 8th grade broken out by 5th grade starting points (Level 1, 2, 3–4):

- Among students who started at Level 3 or 4 in 5<sup>th</sup> grade, the percentage that scored Level 3 or 4 in 8<sup>th</sup> grade;
- Among students who started at Level 2 in 5<sup>th</sup> grade, the percentage that scored Level 3 or 4 in 8<sup>th</sup> grade; and
- Among students who started at Level 1 in 5<sup>th</sup> grade, the percentage that scored Level 2, 3, or 4 in 8<sup>th</sup> grade.

**For 2021–22, the elementary school “Then and Now” table is not displayed. This is because 5<sup>th</sup>-grade students in 2021–22 did not take the State math and ELA tests when they were in 3<sup>rd</sup> grade, as those tests were canceled in response to COVID-19.**

The starting point Levels are based on rescaled test scores, so that a starting point of Level 1 reflects a score on a prior version of the state exam that would be equivalent to a Level 1 on the most recent state exam.

Values are not reported if there are fewer than 15 students in the category.

### ► **Attendance**

The attendance rate includes the attendance for all K–8 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. 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.

# Student Achievement Scores and Ratings

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.

## Targets

Due to COVID-19, targets were not set for the 2021–22 school year and will not be presented on the 2021–22 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"> <li>• NYC School Survey</li> <li>• Quality Review indicators 1.1, 1.2, 2.2</li> </ul>
Collaborative Teachers	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 4.1, 4.2</li> </ul>
Supportive Environment	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 1.4, 3.4</li> <li>• Chronic absenteeism (or average change in student attendance, for some school types)</li> <li>• Movement of students with IEPs to less restrictive environments</li> </ul>
Effective School Leadership	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 1.3, 3.1, 5.1</li> </ul>
Strong Family-Community Ties	<ul style="list-style-type: none"> <li>• NYC School Survey</li> <li>• Quality Review indicators 3.4</li> </ul>
Trust	<ul style="list-style-type: none"> <li>• NYC School Survey</li> </ul>

### 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 B 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](mailto: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–8 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 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 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.

## Appendix A

### Converting Regents Exams Scores into Imputed Proficiency Ratings

#### Conversion Table for Regents (Algebra I, Geometry, and Algebra II) and Grades 7 and 8 State Math Test

Regents Score	7th Grade Imputed Scaled Score	7th Grade Imputed Proficiency Rating	8th Grade Imputed Scaled Score	8th Grade Imputed Proficiency Rating
0	518	1.00	524	1.00
1	520	1.03	525	1.01
2	521	1.04	527	1.04
3	523	1.07	528	1.06
4	524	1.08	530	1.08
5	526	1.11	531	1.10
6	527	1.12	533	1.13
7	529	1.15	534	1.14
8	530	1.16	536	1.17
9	532	1.19	537	1.18
10	533	1.20	538	1.19
11	535	1.23	540	1.22
12	536	1.24	541	1.24
13	538	1.27	543	1.26
14	539	1.28	544	1.28
15	541	1.31	546	1.31
16	542	1.32	547	1.32
17	544	1.35	549	1.35
18	545	1.36	550	1.36
19	547	1.39	552	1.39
20	548	1.40	553	1.40
21	550	1.43	554	1.42
22	551	1.44	556	1.44
23	553	1.47	557	1.46
24	554	1.48	559	1.49
25	556	1.51	560	1.50
26	557	1.52	562	1.53
27	559	1.55	563	1.54
28	560	1.56	565	1.57
29	562	1.59	566	1.58
30	563	1.60	567	1.60
31	565	1.63	569	1.63

<b>Regents Score</b>	<b>7th Grade Imputed Scaled Score</b>	<b>7th Grade Imputed Proficiency Rating</b>	<b>8th Grade Imputed Scaled Score</b>	<b>8th Grade Imputed Proficiency Rating</b>
32	566	1.64	570	1.64
33	568	1.67	572	1.67
34	569	1.68	573	1.68
35	571	1.71	575	1.71
36	572	1.72	576	1.72
37	574	1.75	578	1.75
38	575	1.76	579	1.76
39	577	1.79	581	1.79
40	578	1.80	582	1.81
41	580	1.83	583	1.82
42	581	1.84	585	1.85
43	583	1.87	586	1.86
44	584	1.88	588	1.89
45	586	1.91	589	1.90
46	587	1.92	591	1.93
47	589	1.95	592	1.94
48	590	1.96	594	1.97
49	592	1.99	595	1.99
50	593	2.00	596	2.00
51	594	2.08	597	2.07
52	594	2.08	597	2.07
53	595	2.15	598	2.14
54	596	2.23	599	2.21
55	596	2.23	599	2.21
56	597	2.31	600	2.29
57	597	2.31	601	2.36
58	598	2.38	601	2.36
59	599	2.46	602	2.43
60	599	2.46	603	2.50
61	600	2.54	604	2.57
62	601	2.62	604	2.57
63	601	2.62	605	2.64
64	602	2.69	606	2.71
65	602	2.69	606	2.71
66	603	2.77	607	2.79
67	604	2.85	608	2.86
68	604	2.85	608	2.86
69	605	2.92	609	2.93

<b>Regents Score</b>	<b>7th Grade Imputed Scaled Score</b>	<b>7th Grade Imputed Proficiency Rating</b>	<b>8th Grade Imputed Scaled Score</b>	<b>8th Grade Imputed Proficiency Rating</b>
70	606	3.00	610	3.00
71	607	3.08	611	3.08
72	608	3.17	612	3.17
73	610	3.33	614	3.33
74	611	3.42	615	3.42
75	612	3.50	616	3.50
76	613	3.58	617	3.58
77	615	3.75	619	3.75
78	616	3.83	620	3.83
79	617	3.92	621	3.92
80	618	4.00	622	4.00
81	619	4.02	624	4.03
82	621	4.05	625	4.04
83	622	4.07	627	4.07
84	624	4.10	629	4.10
85	625	4.12	631	4.13
86	627	4.15	632	4.14
87	628	4.17	634	4.17
88	630	4.20	636	4.20
89	631	4.22	637	4.21
90	633	4.25	639	4.24
91	634	4.27	641	4.27
92	635	4.28	642	4.29
93	637	4.32	644	4.31
94	638	4.33	646	4.34
95	640	4.37	648	4.37
96	641	4.38	649	4.39
97	643	4.42	651	4.41
98	644	4.43	653	4.44
99	646	4.47	654	4.46
100	647	4.50	656	4.50

## Appendix B

### 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 q35 I’m learning a lot in my classes at this school to prepare me for the next level or grade.
- S q47 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 q52 are you challenged?
- S q54 do your teachers ask difficult questions on tests?
- S q55 do your teachers ask difficult questions in class?
- S q56 do you work in small groups?
- S q57 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 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

### Course clarity

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

- S q23 I learn a lot from feedback on my work.
- S q24 It's clear what I need to do to get a good grade.
- S q25 The work we do in class is good preparation for our class tests.
- S q26 Class assignments help me learn the course material.
- S q27 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 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

---

*How much do YOU agree with the following statements?*

- S q5 My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
- S q7 At this school, we have conversations about race and racism with adults.
- S q6 I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
- S q8 In general, my teachers treat students from different cultures or backgrounds equally.
- S q9 I feel that my teachers respect my culture/background.
- S q10 In general, my teachers make their lessons relevant to my everyday life experiences.
- S q14 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 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

---

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 q71 This school provides guidance for the application process for high school.
- S q72 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 q73 talk to me about what I plan to do after high school.
- S q74 encourage me to continue my education after high school.
- S q75 provide me with information about the college application process.
- S q76 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 q79 help me consider which colleges to apply to.

S q80 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 q30 help me catch up if I am behind.

S q31 notice if I have trouble learning something.

S q32 give me specific suggestions about how I can improve my work in class.

S q33 explain things a different way if I don't understand something in class.

S q34 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 q53 At this school students harass, bully, or intimidate other students.

S q64 At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.

S q65 At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.

S q66 At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.

S q67 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 q49 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 q59 outside around this school.

S q60 traveling between home and this school.

S q61 in the hallways, bathrooms, locker rooms, and cafeteria of this school.

S q62 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 q172 outside around this school.

T q173 traveling between home and this school.

T q174 in the hallways, bathrooms, locker rooms, and cafeteria of this school.

T q175 in my class(es).

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

How much do you agree with the following statement?

T q147 Discipline is applied to students fairly in my school.

T q149 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 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

### 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

### Student-teacher trust

---

*How much do YOU agree with the following statements?*

- S q38 There is at least one adult in the school that I can confide in.
- S q42 My teachers will always listen to students' ideas.
- S q43 My teachers always do what they say they will do.
- S q44 My teachers treat me with respect.
- S q46 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 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