School Quality Reports
Educator Guide

District 75 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.

This Educator Guide typically 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 ratings and 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, yearly change in attendance, 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. 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 District 75 schools. Separate Educator Guides explain the rules for the other school types.

Minimum N (Number of Students)

In general, the minimum number of values used for reported calculations (for student achievement metrics) at the school level is 15. For the growth-percentile metrics, the percentage of qualifying students at the school must also be greater than 15%.

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.

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 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 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 Borough*

DOE students attending District 75 schools who are enrolled on the audited register as of October 31, 2021, and attend a school inside of the school's borough, by racial/ethnic subgroup.

► *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.

Performance on Assessments
Metrics

This section describes the Performance on Assessments metrics in the School Quality Snapshot.

Growth Percentile Measures

To be included in the school's Student Progress growth percentile measures, a student must:

- Be on the school's October 31, 2021, audited register.
- Have taken the relevant exam.

► *Average Growth Percentile: NYS ELA and Math*

These metrics show the average (mean) growth percentile of a school's eligible students. A growth percentile compares a student's performance to similar students based on incoming achievement and demographic characteristics. The growth percentile reflects whether a student is exceeding or falling below the performance that would be expected based on incoming achievement and demographic characteristics.

For students in grades 4–8 who took the standard State exams, the DOE uses student growth percentiles calculated by New York State. The details of their growth model are described in the online document, Growth Model for Educator Evaluation 2018/19 Technical Report.

For students in grade 3 who took the standard State exams and for students who took ELA and Algebra Regents exams, the DOE uses student growth percentiles calculated as part of the Advance process. For educators, a technical report describing the details of the growth model is available in the New York City Department of Education 2017–2018 Growth Model Technical Report.

The School Quality Snapshot shows the average of the growth percentiles of all the students at the school.

The metric is calculated separately for ELA and math.

Note: This metric is not displayed in the 2021–22 School Quality Report, as State tests results were not yet available at the time of publication.

► *Average Growth Percentile for Students Taking Local Assessments: SANDI-FAST/WebABLLS*

This metric is similar to the average growth percentile metric described above, except it is limited to students who have received summative scores in local assessments such as the Student Annual Needs Determination Inventory (SANDI) and the web-based Assessment of Basic Language and Learning Skills (WebABLLS).

For this metric, the DOE uses student growth percentiles calculated as part of the Advance process. For educators, a technical report describing the details of the

growth model is available in the New York City Department of Education 2017–2018 Growth Model Technical Report.

► *Percentage of Students at Level 1, 2, 3, and 4 in ELA and Math for Students taking the New York State Alternate Assessment (NYSAA)*

This metric shows the percentage of students who scored at Level 1, 2, 3, and 4 on the Alternate Grade-Level Indicators in ELA and math. NYSAA is a part of the New York State Testing Program. It is a datafolio-style assessment in which students with severe cognitive disabilities demonstrate their understanding of Alternate Grade-Level Indicators based on New York State learning standards.

Framework Elements
Metrics and Data Sources

The Framework elements use the following data sources:

Section	Data Sources
Rigorous Instruction	• NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2
Collaborative Teachers	• NYC School Survey • Quality Review indicators 4.1, 4.2
Supportive Environment	• NYC School Survey • Quality Review indicators 1.4, 3.4 • Average change in student attendance • Movement of students with special needs to less restrictive environments • Integration into non-D75 schools
Effective School Leadership	• NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1
Strong Family-Community Ties	• NYC School Survey • Quality Review indicators 3.4
Trust	• 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, and English language learners.

► *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

► *Average Change in Student Attendance*

This metric shows the average change in attendance rate for the students at the school under evaluation. This measure looks at two pieces of information for each student:

- Student's attendance rate for 2020–21. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2020–2120.) Due to COVID-19, the 2020–21 attendance rate includes both in-person and remote attendance.
- Student's attendance rate for 2021–22. (This student attendance rate includes only the rate at the school under evaluation.)

To be included in this measure a student must have an attendance rate for the 2020–21 school year with a minimum aggregate of 40 days on register at any New York City school(s) during that year. In addition, during the 2021–22 school year, the student must have been on the register of the school under evaluation for at least 40 days.

The average change in the student attendance rate for each school is calculated by taking the average of change in attendance rate from 2020–21 to 2021–22 for all students at the school under evaluation. (This metric is expressed in percentage points.)

► *Movement of Students with IEPs to Less Restrictive Environments*

This represents the percentage of students at a District 75 school who, in a given school year, are integrated into a less restrictive environment within the same District 75 school or a different District 75 school. To be included in this metric, a student must:

- Be on the school's October 31, 2020, audited register
- Be on any District 75 school's October 31, 2021, audited register

Students contribute to the numerator of this metric if their class assignment on July 15, 2022 is less restrictive than the class assignment on July 15, 2021. Students are attributed by the October 2020 register because that school prepared the student for integration into the less restrictive environment.

►*Percentage of Students Integrated into Non-District 75 Environment (District 75 Schools)*

This represents the percentage of students at a District 75 school who, in a given school year, are integrated or re-integrated into a non-District 75 education environment. Students contribute to the numerator of this metric if they are on the October 31, 2020, audited register of a District 75 school and are on the October 31, 2022, audited register of a non-District 75 school. The credit is attributed to the District 75 school that the student was assigned to in October 2020. The denominator for this metric includes all students on the audited register of the District 75 school in October 2020.

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

Collaborative Teachers

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Cultural awareness and inclusive classroom instruction	×	×		×	
Innovation and collective responsibility		×		×	
Peer collaboration		×		×	
Quality of professional development		×		×	
School commitment		×		×	

Supportive Environment

Measure	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Classroom behavior	×	×		×	
Guidance	×	x		×	
Peer support for academic work	×				
Personal attention and support	×				
Preventing bullying	×				
Safety	×			×	
Social-emotional		×		×	

Effective School Leadership

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

Strong Family-Community Ties

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

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   q63   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 meets 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

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