School Quality Reports
Educator Guide

District 75 Schools
2022–23

Last Updated: February 15, 2024

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 2022–23 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 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 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

School Quality Report scores are on a 1.00 – 4.99 scale, and ratings are on a four-level scale. In the School Quality Guide, the four levels are called Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Needs Improvement, and are presented as 1-4 bars in a graphic.

Example of a 4-bar rating in Rigorous Instruction:

Rigorous Instruction

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.

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.

NYC School Survey School Type

School Type	Grades and Students Served
Elementary School	K–5, and K–6
K–8 School*	K–8
6–12/K–12	K–12, 6–12
Middle School	5–8, 6–8
High School	9–12
Transfer High School	Transfer schools serving grades 9–12
District 75 School	District 75 schools
Pre-K	PK

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, 2022, 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, 2022, 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, 2022, 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*

NYCPS students attending District 75 schools who are enrolled on the audited register as of October 31, 2022, 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 2023, 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 or services but not all recommended subjects or services 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 2023, 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, 2022, 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, 2022, 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, NYCPS 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, NYCPS 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.

► *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, NYCPS 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.

School Quality Elements
Metrics and Data Sources

The elements included in the School Quality Reports 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 School Quality Report 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 School Quality Report elements.

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 2021–22. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2021–2022.)
- Student's attendance rate for 2022–23. (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 2021–22 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 2022–23 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 2021–22 to 2022–23 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, 2021, audited register
- Be on any District 75 school's October 31, 2022, audited register

Students contribute to the numerator of this metric if their class assignment on July 15, 2023 is less restrictive than the class assignment on July 15, 2022. Students are attributed by the October 2021 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, 2021, audited register of a District 75 school and are on the October 31, 2023, 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 2021. The denominator for this metric includes all students on the audited register of the District 75 school in October 2021.

School Quality Elements
Scoring and Ratings

Scoring and Rating Structure

Element ratings on the School Quality Reports are generated through a multi-step process:

- **Step 1:** Raw metric values are collected from the data sources.
- **Step 2:** Raw metric values are converted into metric scores, on a scale from 1.00 – 4.99.
- **Step 3:** The metric scores are combined to generate an element score.
- **Step 4:** The element score is used to generate an element rating.

This Technical Report explains this multi-step process for the different data sources and elements. It explains how raw metric values are converted into metric scores for Quality Reviews, the NYC School Survey, chronic absenteeism (and average change in student attendance), and movement of students with disabilities to less restrictive environments. It explains how the metric scores are combined to produce element scores for the six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. It then explains how ratings are determined from the element scores.

Raw Values and Metric Scores

This section explains how raw metric values are converted into metric scores for each of the different data sources in the School Quality Reports.

Quality Reviews

Quality Review indicator ratings are converted into metric scores as follows:

QR Indicator Rating	Metric Score
Well Developed	4.99
Proficient	3.50
Developing	2.00
Under Developed	1.00

NYC School Survey

For survey scoring, schools are categorized by a survey school type, and are compared to other schools of the same survey school type.

The scoring method for the NYC School Survey follows the structure of the survey,

which was organized as groups of questions relating to a measure, and groups of measures relating to an element.[1]

The following process is used to generate a *survey element score*:

1) **Question-level percent positive** (percentage of positive responses to a question)
   ↓
2) **Measure-level percent positive** (average of the question-level percent positive values for all questions within the measure)
   ↓
3) **Measure score** (score based on the measure-level percent positive)
   ↓
4) **Survey element score** (average of measure scores for all measures within the element)

Each step in this process is described in detail below.

(1) *Question-level percent positive*

For each question, this metric is the percent 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).

(2) *Measure-level percent positive*

This metric is the average of the *question-level percent positive* values for all questions within the measure.

For example, Outreach to Parents is a measure within the element of Strong Family-Community Ties. The Outreach to Parents percent positive is the average of the question-level percent positive values on all the Outreach to Parents questions.

(3) *Measure score*

This metric converts the *measure-level percent positive* into a score on a 1.00-4.99 scale.

The basic idea is that survey results fairly close to the city average receive scores in the 3-bar range (3.00 – 3.99), results substantially above average receive scores in the 4-bar range (4.00 – 4.99), and results substantially below average receive scores in the 2-bar or 1-bar range (2.00 – 2.99 or 1.00 – 1.99). In addition, if a school's measure-level percent positive is very high, it will receive a high measure score (regardless of whether the result is substantially above the citywide average).

We implement this idea by setting cut levels (measure-level percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school's 1.00-4.99 measure score is based on the highest category achieved, and the distance to the next-higher cut level. The cut levels are based on the citywide average percent positive (PP) and the standard deviation (SD) among school-level results of schools. We use the "top of scoring range" and "bottom of scoring range" values to help calculate scores in the 4.00-4.99 range and the 1.00-1.99 range.

Rating Category	Percent Positive (PP) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100
Exceeding Target (4 bars)	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target (3 bars)	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target (2 bars)	citywide mean PP – 1 SD, not to exceed 85
Bottom of Scoring Range	citywide mean + 2 SD, not to fall below 0

Examples
- If a school's percent positive on a measure is halfway between the Meeting Target and Exceeding Target cut levels, it will receive a score of 3.50 on that measure.
- If a school's percent positive on a measure is one-quarter of the way between the Exceeding Target cut level and the Top of Scoring Range, it will receive a score of 4.25 on that measure.

Additional Notes:
- We set separate targets for each measure and for each survey school type. In other words, the citywide averages and standard deviations are calculated separately for each survey school type and for each measure.
  - For example, the target cut levels for a middle school will be based on the citywide average and standard deviation among middle schools only.
- To avoid drawing significant scoring distinctions based on small PP differences, we will not allow the SD in the formula to fall below 5 points.
- The top of the scoring range is set at least 5 percentage points above the Exceeding Target level (but not to exceed 100).
- The bottom of the scoring range is set at least 5 percentage points below the Approaching Target level (but not to fall below 0).

(4) *Survey element score*

This metric is the average of the *measure scores* for all measures within the element.

For example, the Strong Family-Community Ties element contains two measures: Teacher Outreach to Parents and Parent Involvement in the School. The school's *survey element score* for the Strong Family-Community Ties element is the average of the *measure score* for the Teacher Outreach to Parents measure and the *measure score* for the Parent Involvement in the School measure.

Low Response Rates and Numbers

Each School Quality Report element draws primarily from questions asked of one (or two) respondent groups. If there was a low response rate or very few responses submitted by that respondent group, then the *survey element score* will be N/A. The following table describes these situations:

School Quality Report Element	Standardized survey element score will be N/A if…
Rigorous Instruction	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Collaborative Teachers	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	For Elementary Schools and Early Childhood Schools: • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. For other school types: • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	• Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.
Trust	• Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.

Average Change in Student Attendance

The metric score for this metric is based on how the school performed relative to citywide average. The first digit reflects the highest threshold level the school passed, and the two digits after the decimal point reflect how close the school was to the next higher threshold.

Movement of Students with Disabilities to Less Restrictive Environments

The metric score for this metric is based on how the school performed relative to citywide average. The first digit reflects the highest threshold level the school passed, and the two digits after the decimal point reflect how close the school was to the next higher threshold.

Percentage of Students Integrated into Non-District 75 Environments

The metric score for this metric is based on how the school performed relative to citywide average. The first digit reflects the highest threshold level the school passed, and the two digits after the decimal point reflect how close the school was to the next

higher threshold.

Element Scores

Weighted Average of Data Scores

The school's element scores are a weighted average of the scores from the data sources within each element category. The weights depend on whether the school received a Quality Review in 2016-17 or later (with ten rated indicators) or whether the school received its most recent Quality Review in 2015-16 or earlier (with five rated indicators). If the survey response rates or numbers fall below specified thresholds, then the element score will be N/A.

The following table shows how scores from the different data sources are weighted and combined to produce the element scores:

Weighted Combinations of Data Scores to Produce Element Scores

Different Weights For Different Scenarios

	Received Quality Review in 2016-17 or later	Most Recent Quality Review from 2015-16 or earlier	Low Survey Reponses
Rigorous Instruction			
Survey (Rigorous Instruction)	25%	25%	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 1.1	25%	25%	
Quality Review 1.2	25%	25%	*Element score is N/A.*
Quality Review 2.2	25%	25%	
Collaborative Teachers			
Survey (Collaborative Teachers)	50%	50%	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 4.1	25%	—	
Quality Review 4.2	25%	50%	*Element score is N/A.*
Supportive Environment			
Survey (Supportive Environment)	35%	35%	*If teacher response rate is less than 30% or fewer than 5 responses (for ES); If student response rate is less than 30% or fewer than 5 responses (for non-ES)*
Quality Review 1.4	15%	—	
Quality Review 3.4	15%	30%	
Chronic Absenteeism (Average Change in Attendance for Transfer Schools, YABCs, and District	30%	30%	*Element score is N/A.*

75 Schools)			
Less Restrictive Environment	5%	5%	

Effective School Leadership

Survey (Effective School Leadership)	40%	100%	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 1.3	20%	—	
Quality Review 3.1	20%	—	*Element score is N/A.*
Quality Review 5.1	20%	—	

Strong Family-Community Ties

Survey (Strong Family-Community Ties)	85%	85%	*If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses*
Quality Review 3.4	15%	15%	*Element score is N/A.*

Trust

Survey (Trust)	100%	100%	*If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses*
			Element score is N/A.

Examples:

- If the school received a finalized Quality Review Report in 2016-17, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.25 x QR 4.1 metric score + 0.25 x QR 4.2 metric score.

- If the school's most recent Quality Review was in 2014-15, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.50 x QR 4.2 metric score.

- For a middle school, if the student response rate was under 30%, the school's element score for Supportive Environment is N/A.

Missing Data

If Quality Review data is unavailable for a district school, its element scores will be N/A for all elements except for Trust.

For charter schools and YABCs, which do not receive Quality Reviews, any weight that would be applied to the Quality Review is shifted to the other data sources in the element. For example, a charter school's element score for Rigorous Instruction is

based 100% on the survey.[2]

If a school does not have a score for Chronic Absenteeism, Average Change in Student Attendance, or Less Restrictive Environment, the weight for that metric is generally shifted to the other data sources in the element.

If a charter school's attendance rate is N/A, then its Supportive Environment element score and rating are N/A.

Element Ratings

Element ratings are based on the first digit of the school's element score:

Rating	Element Score
Excellent (4 bars)	4.00 to 4.99
Good (3 bars)	3.00 to 3.99
Fair (2 bars)	2.00 to 2.99
Needs Improvement (1 bar)	1.00 to 1.99

Schools designated for phase-out or in their first year do not receive element scores or ratings.

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   q38   The classes at this school prepare me for the next step in my education.
S   q39   When I'm not in school, I talk about ideas from school.
S   q48   My classes at this school really make me think critically (like using information or data to inform an argument, or form my own questions about what we're learning).
S   q7   At this school, we have productive conversations about race and racism where I feel my voice is heard.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

*In how many of your classes …*Sq54   are you challenged?
S   q55   do your teachers have high expectations for you?
S   q56   you are you encouraged to work in small groups?
S   q57   do your teachers want students to become better thinkers, not just memorize things?
S   q59   do you get so focused on learning during class activities that you lose track of time?
1 = None, 2 = A few, 3 = Most, 4 = All

How many students in your classes…
T   q148   have to work hard to do well?
T   q118   respond to challenging questions in class?
1 = None, 2 = Some, 3 = A lot, 4 = All

Please mark the extent to which you disagree or agree with each of the following.
T   q34 In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Course clarity

In how many of your classes, this school year, do YOU feel the following statement is true?
S   q26   My teachers make learning expectations clear.
S   q27   Class assignment are purposeful in learning the course content.
S   q28   The work I do in class is good preparation for class assignments, projects, and assessments.
S   q29   I learn a lot form feedback on my work.
1 = None, 2 = A few, 3 = Most, 4 = All

Quality of student discussion

How many students in your classes…

T	q111	build on each other's ideas during class discussions?
T	q112	use data or text references to support their ideas?
T	q113	show that they respect each other's ideas?
T	q114	provide constructive feedback to their peers/teachers?
T	q115	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	q78,84,90	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q79,85,91,96,101,106	students to interact with complex grade-level text and tasks.
T	q80,86,92,97,102,107	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q81,87,93,98,103,108	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q82,88,94,99,104,109	teaching and practicing high-utility vocabulary words.
T	q83,95,100,105,110	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q89	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.

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	q6	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q8	My teachers treat students from different cultures or backgrounds equally.
S	q17	I am presented with positive representations of people from a variety of races, ethnicities, cultures, and backgrounds in my classes or studies.
S	q58	Do your teachers make their lessons relevant to your everyday life experiences?

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	q7	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q7	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q8	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q10	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q11	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q12	develop appropriate Individualized Education Programs for my students with disabilities.

T   q14   distinguish linguistic/cultural differences from learning difficulties.
T   q9   empower students as agents of social change in my classroom practice.
T   q13   monitor progress on Individualized Education Program goals for my students with disabilities.
T   q24   I have conversations about race and racism at my school that helps me examine my own beliefs around identity.

Innovation and Collective responsibility

How many teachers at this school…
T   q1   help build a welcoming school environment in the entire school, not just their classroom?
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   q49   teachers design instructional programs (e.g. lessons, units) together.
T   q50   teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
T   q46   the principal/school leader, teachers, and staff collaborate to make this school run effectively.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of professional development

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have…
T   q57   included enough time to think carefully about, try, and evaluate new ideas.
T   q58   included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
T   q59   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   q20   I usually look forward to each working day at this school.
T   q21   I would recommend this school to parents/guardians seeking a place for their child.
T   q26   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   q117   follow the rules in class?
T   q149   do their work when they are supposed to?
1 = None, 2 = Some, 3 = A lot, 4 = All

Guidance

If you are a student in grades 6–8, ANSWER this question. If you are a student in grades 9–12, SKIP this question. How much do YOU agree with the following statements?
- S   q73   This school provides me with guidance on the high school application process.
- S   q74   This school provides my family with guidance on the high school application process.

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 with 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.
- S   q79   encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
- S   q80   advise me to take advanced courses.

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   q81   help me consider which colleges to apply to.
- S   q82   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

How much do you agree with the following statements? Adults at this school… (EMS only)
- T   q137   provide students with guidance on the high school application process.
- T   q138   provide families with guidance on the high school application process.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

How much do you agree with the following statements? Adults at this school… (HS only)
- T   q140   talk with students about what they plan to do after high school.
- T   q141   create an atmosphere that encourages students to continue their education after high school.
- T   q142   provide students with information about the college application process.
- T   q143   help students consider which colleges to apply to.
- T   q144   help students plan for how to meet their future career goals.
- T   q145   show students options for how to pay for college (scholarship, grants, loans, work study programs).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = 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   q31   ask if I have everything that I need to succeed in their class.
- S   q32   help me catch up if I am behind.
- S   q33   notice if I have trouble learning something.
- S   q34   give me specific suggestions about how I can improve my work in class.
- S   q35   explain things a different way if I don't understand something in class.
- S   q36   support me when I am upset.

1 = None, 2 = A few, 3 = Most, 4 = All

How much do YOU agree with the following statements?
- S   q37   Adults at this school communicate with me in a language that I can understand.

S   q41   Adults at this school check in with me frequently about how I'm doing both personally and academically.
S   q43   I feel like I belong at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Preventing bullying

How often are the following things true?
S   q65   At this school students harass, bully, or intimidate other students.
S   q66   Students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accent, or citizenship/immigration status.
S   q67   Students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
S   q68   At this school students harass, bully, or intimidate each other because of other differences, like different body type or disability.
S   q69   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   q50   Conflicts are resolved 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   q61   outside around this school.
S   q62   traveling between home and this school.
S   q63   in the hallways, bathrooms, locker rooms, and cafeteria of this school.
S   q64   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… (ES only)
T   q133   outside around this school.
T   q134   traveling between home and this school.
T   q135   in the hallways, bathrooms, locker rooms, and cafeteria of this school.
T   q136   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   Conflicts are resolved fairly in my school.
T   q132   Behavioral supports are applied to students fairly in my school. (Birth-5 only)
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Social-emotional

How many adults at this school…
T   q119   help students develop the skills they need to complete challenging coursework despite obstacles?
T   q120   tell their students they believe they can achieve high academic standards?
T   q121   teach students how to advocate for themselves?
T   q122   recognize disruptive behavior as social-emotional learning opportunities?
T   q123   teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?

T   q124   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

How much do YOU agree with the following statements?
    S   q18   I know where to go at my school if I need additional support with my mental health.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

If you need mental health supports or resources click here. During this school year, I have felt __ while learning.
    S   q20   Happy
    S   q21   Safe
    *S   q22   **Optimistic***
    *S   q23   **Bored***
    *S   q24   **Stressed***
    *S   q25   **Worried***
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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   q22   puts decisions made with families into action.
    P   q23   works to create a sense of community in the school.
    P   q24   ensures families are comfortable communicating with the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Please mark the extent to which you disagree or agree with each of the following statements.
    P   q17   I see feedback from parents/guardians put into action at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

How much do YOU agree with the following statements?
    S   q3   I have the opportunity to work with adults at this school to make decisions and implement
changes in important areas that impact my life (e.g. instruction, safety, conflict resolution, etc.).
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   q60   makes clear to the staff their expectations for meeting instructional goals.
    T   q61   understands how children learn.
    T   q62   sets high standards for student learning.
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   q63   supports teachers in implementing what they have learned in professional development.
    T   q64   carefully tracks student academic progress.

T   q65   knows what's going on in my classes.
T   q66   provides teachers with formative feedback to improve practice.
T   q67   participates in instructional planning with teams of teachers.

Program coherence

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

T   q47   once we start a new program, we follow up to make sure that it's working.
T   q48   it is clear how all of the programs offered are connected to our school's instructional vision.
T   q51   curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 =N/A

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   q68   Hiring new professional personnel.
T   q69   planning how discretionary school funds should be used.
T   q69   Selecting instructional materials and/or curriculum used in classrooms.
T   q71   Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Strong Family-Community Ties

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

Outreach to parents

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

T   q52   teachers understand families' problems and concerns.
T   q53   teachers work closely with families to meets students' needs.
T   q54   staff regularly communicate with families about how they can help students learn.
T   q56   **school** 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   q5   My child's school communicates with me in a language that I can understand.
P   q11   I am greeted warmly when I call or visit the school.
P   q18   My child's school will make me aware in there are any concerns about my child's social or emotional well-being.

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   q12   communicated with your child's teacher about your child's performance?
P   q13   seen your child's projects, artwork, homework, tests, or quizzes?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often

During the school year, have you…

    P   q40 attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?

1 = Yes, 2 = No

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   q6   I feel respected by my child's principal/school leader.
    P   q9   I trust the principal/school leader at their word (to do what they say that they will do).
    P   q10   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   q3   I feel respected by my child's teachers.
    P   q4   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 treat 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   q40   There is at least one adult in the school that I can confide in.
    S   q44   My teachers are open to students' ideas, suggestions, and comments.
    S   q445   My teachers always do what they say they will do.
    S   q46   My teachers treat me with respect.

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

Student-student trust

How much do YOU agree with the following statements?

    S   q1   Most students at this school treat each other with respect.
    S   q47   Most students treat students from different cultures or backgrounds equally.

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

Teacher-principal trust

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

    T   q27   I feel respected by the principal/school leader at this school.
    T   q28   The principal/school leader at this school is an effective manager who makes the school run smoothly.
    T   q29   The principal/school leader has confidence in the expertise of the teachers at this school.
    T   q30   I trust the principal/school leader at their word (to do what they say that they will do).
    T   q31   The principal/school leader looks out for the personal welfare of the staff members.
    T   q32   The principal/school leader places the needs of children ahead of personal interests.
    T   q33   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	q22	Teachers in this school trust each other.
T	q23	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
T	q25	I feel respected by other teachers at this school.

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