

School Quality Reports

Educator Guide

Early Childhood Schools 2014-15

Last Updated: May 20, 2016

Overview

The School Quality Reports are an important part of the New York City Department of Education's (NYC DOE's) efforts to share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include the **School Quality Snapshot**, a short report designed primarily to give families and community members a summary of key information about a school's practices and performance.

The School Quality Reports include information from a variety of sources, including Quality Reviews, the NYC School Survey, and student performance in courses and on state tests. This Educator Guide describes the methodology used to calculate metric values and ratings in the School Quality Reports.

School Quality Report Sections

The School Quality Reports are organized around the [Framework for Great Schools](#), which sets forth 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 for the school. Instead, they share ratings and information on how schools are performing on the six Framework elements.

Note: For the 2014-2015 school year, Framework ratings will not be included in the School Quality Snapshots. They will be included in the 2015-2016 School Quality Snapshots.

Rigorous Instruction: This rating reflects the degree to which curriculum and instruction are designed to engage students, foster critical-thinking skills, and are aligned to the Common Core. This section draws upon data from the Quality Review and the NYC School Survey.

Collaborative Teachers: This rating reflects the degree to which teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community. This section draws upon data from the Quality Review and the NYC School Survey.

Supportive Environment: This rating reflects the degree to which the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section draws upon data from the Quality Review, the NYC School Survey, percentage of students with attendance rates of 90% or higher, and movement of students with disabilities to less restrictive environments.

Effective School Leadership: This rating reflects the degree to which school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision. This section draws upon data from the NYC School Survey.

Strong Family-Community Ties: This rating reflects the degree to which the school forms effective partnerships with families and outside organizations to improve the school. This section draws upon data from the NYC School Survey.

Trust: This rating reflects the degree to which relationships between administrators, educators, students, and families are based on trust and respect. This section draws upon data from the NYC School Survey.

Student Achievement: The School Quality Snapshot includes information on how students performed on state tests.

These section ratings are presented on a four-level scale. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Poor.

New York State School Designations

In 2012, New York State received a waiver to implement a revised accountability system, which will be in place through 2014-15. The system measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. State accountability status is not incorporated into the School Quality Guide ratings, but is another tool used to evaluate school performance.

Definitions

School Quality Report School Type

For 2014-15, School Quality Reports are provided for the following eight school types: (1) Early Childhood schools (2) Elementary schools, (3) K–8 schools, (4) Middle schools, (5) District 75 schools, (6) High schools, (7) Transfer High schools, and (8) Young Adult Borough Center programs.

School Type	Grades and Students Served
Early childhood schools	K-2, K-3
Elementary School	K-4, K-5, and K-6
K-8 Schools*	K-7, K-8, and K-12 (minus grades 9-12)
Middle Schools	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 schools	K-8, focused on students with disabilities
High Schools	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High schools	9-12, focused on over-age and under-credited students
Young Adult Borough Center (YABC) programs	9-12, focused on over-age 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 6-12 (or K-12) will receive two separate School Quality Reports: one for the middle (or K-8) school, and one for the high school. In those cases, the middle (or K-8) school report is based on the students in grades K-8 only and the high school report is based on the students in grades 9-12 only.

This document details the rules for the School Quality Guides for Early Childhood schools. Separate Educator's Guides detail the rules for other school types.

Survey School Type

For analyzing and scoring survey results in the 2014-15 School Quality Reports, schools are categorized by a survey school type:

School Type	Grades and Students Served
Early Childhood Schools	K-2, K-3
Elementary School	K-4, K-5, K-6
Elementary / Middle School	K-7, K-8
Elementary / Middle / High School	K-12
Middle School	5-8, 6-8

Middle / High School	5-12, 6-12
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High School	9-12
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For example, the survey results of a school that served grades 6-12 will be compared to the survey results of other schools that served grades 6-12.

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.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2014 audited register. We use the enrollment from this register because it is audited for accuracy and also used to allocate funds to schools. For a student to be included in a school's Student Achievement metrics for 2014-15, that student must have been on the school's audited register on October 31, 2014.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State Common Core ELA and math exams. These performance levels reflect the extent to which the student demonstrates the level of understanding expected at his or her grade level, based on the New York State P-12 Common Core Learning Standards.

Level 1	Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered insufficient for the expectations at this grade.
Level 2	Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered partial but insufficient for the expectations at this grade.
Level 3	Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered sufficient for the expectations at this grade.
Level 4	Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices that are considered more than sufficient for the expectations at this grade.

Student Achievement Metrics

Student Proficiency Measures

To be included in the student proficiency measures, a student must

- Be on the school's October 31, 2014 audited register, and
- Have taken the relevant New York State ELA or math exam in 2015.

The following measures are determined for ELA and math based on third graders' performance on the 2015 State exams.

► **Percentage of Students Proficient in ELA (Level 3 or 4)**

This measure indicates the percentage of students attributed to the school who are performing at or above proficiency as defined by New York State on Common Core ELA exams in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

► **Percentage of Students Proficient in Math (Level 3 or 4)**

This measure indicates the percentage of students attributed to the school who are performing at or above proficiency as defined by New York State on Common Core math exams in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

Additional Information

► **Attendance**

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students. School attendance rates can be reviewed using the RGAR screen in ATS.

Pre-K attendance is excluded for any school that has a Pre-K grade.

Framework Elements

Metrics

Note: For the 2014-2015 school year, Framework ratings will not be included in the School Quality Snapshots. They will be included in the 2015-2016 School Quality Snapshots.

The sections of the School Quality Reports on the Framework elements draw from the following data sources:

Section	Data
Rigorous Instruction	Quality Review indicators 1.1, 1.2, 2.2; NYC School Survey data related to Rigorous Instruction
Collaborative Teachers	Quality Review indicator 4.2; NYC School Survey data related to Collaborative Teachers
Supportive Environment	Quality Review indicator 3.4; NYC School Survey data related to Supportive Environment; student chronic absenteeism; movement of students with disabilities to less restrictive environments
Effective School Leadership	NYC School Survey data related to Effective School Leadership
Strong Family-Community Ties	NYC School Survey data related to Strong Family-Community Ties
Trust	NYC School Survey data related to Trust

Quality Review

The School Quality Reports include ratings that the school received during its most recent Quality Review (that took place after August 2012) on the following five indicators:

- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
- 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.
- 4.2 Engage in structured professional collaborations on teams using an inquiry

approach that promotes shared leadership and focuses on improved student learning.

For each indicator, the rating given to the school by the reviewer is presented on a four-level scale, corresponding to the ratings of Well Developed, Proficient, Developing, and Underdeveloped. The School Quality Guide includes short excerpts from the Quality Review report.

For additional information about the Quality Review, please visit <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

NYC School Survey

The NYC School Survey is administered annually to parents, teachers, and students in 6th grade and above. The survey was redesigned for 2014-15 to gather 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: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, and Quality of Student Discussion. The NYC School Survey includes groups of questions related to each of those four measures.

In some cases, only one respondent group was asked about a measure. In other cases, more than one respondent group was asked about the measure.

- **Example:** Teachers were the only respondent group asked about the Inclusive Classroom Instruction measure (within the Collaborative Teachers element).
- **Example:** Both teachers and parents were asked about the Teacher Outreach to Parents measure (within the Strong Family-Community Ties element).

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).

In general, 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; out of six possible response options, the three most favorable are treated as positive responses).¹

¹ For three frequency-based questions that parents were asked about parent involvement in schools, the responses are scored differently. For p_q1a (“How often have you had an in-person parent-teacher meeting?”) and p_q1b (“How often have you volunteered time to support this school?”), a response of “Once” or more frequent is treated as positive. For p_q1c (“How often have you communicated with your child’s teacher about your child’s performance?”), a response of “Once a month” or more frequent is treated as positive.

► **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 that fall within the element. Instead, this calculation follows the hierarchical structure of the survey, which consists of groups of questions about measures, and groups of measures within elements. The calculation involves three steps:

- **Step 1:** Calculate the percent positive for each measure by respondent group (e.g., Teacher Outreach to Parents – Teacher Respondents) by taking the average of the question-level percent positives for all the questions within the measure asked of that respondent group.
- **Step 2:** Calculate the percent positive for each measure by taking the average of the percent positive for measure by respondent group, calculated in Step 1, for each of the respondent groups asked about the measure (e.g., the percent positive for the Teacher Outreach to Parents measure is the average of the percent positive of Teacher Outreach to Parents – Teacher Respondents and Teacher Outreach to Parents – Parent Respondents). If only one respondent group was asked about the measure, then the value for Step 2 will equal the value from Step 1.
- **Step 3:** Calculate the percent positive for each element by taking the average of the percent positive by measure, calculated in Step 2, for each of the measures within the element (e.g., calculate the percent positive for the Rigorous Instruction element by taking the average of the percent positives on its four measures: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, and Quality of Student Discussion.)

The School Quality Snapshot reports element-level percent positives as well as the percent positives for selected questions.

NYC School Survey Reports, which include detailed information about the responses to each survey question, are available at each school's website. For additional information about the survey, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov.

Other Metrics

► **Percentage of Students with Attendance Rates of 90% or Higher**

This metric shows the percentage of students at the school with attendance rates of 90% or higher. Because chronic absenteeism is defined as students with attendance rates below 90%, this metric shows the percentage of students who are not chronically absent.

Each student's attendance rate is calculated by adding together the total number of days when the student was present and dividing it by the total number of days on

register for the student (the sum of the days when the student was present and the days when the student was absent). If a student's total number of days on register is less than 20, the student's attendance rate is treated as N/A and the student does not contribute to this metric.

Pre-K attendance is excluded for any school that has a Pre-K grade and students in grades 9-12 are not included in the middle school report of a 6-12 school (or in the K-8 report of a K-12 school).

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

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2013-14, 2012-13, or 2011-12. Students who are newly certified in 2014-15 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2014-15. This number can range from zero (for students who are in their highest tier in 2014-15) to three (for students who were previously in Tier Four and are in Tier One in 2014-15). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

- No IEP, or
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

- Primary recommendation of SETSS or ICT, or
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

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

- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

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

- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2014-15 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year of the School Quality Guide.

Framework Elements

Scoring and Ratings

Note: For the 2014-2015 school year, Framework ratings will not be included in the School Quality Snapshots. They will be included in the 2015-2016 School Quality Snapshots.

Ratings on each element of the Framework are generated from the raw metric scores (described in the previous section of this Educator Guide) through a multi-step process:

- **Step 1:** Raw metric scores are converted into standard scores.²
- **Step 2:** Standard scores on different metrics are combined to generate an element score for the school.
- **Step 3:** The element score is used to generate an element rating.

This section of the Educator Guide explains this multi-step process for the different data sources and elements. It explains how raw metric scores are converted into standard scores for Quality Reviews, the NYC School Survey, chronic absenteeism, and movement of students with disabilities to less restrictive environments. It explains how the standard scores on metrics are combined into 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 for each of the six elements.

Converting Metric Values into Standard Scores

This section explains how raw metric values and scores are converted into standard scores for each of the different data sources in the Framework Report.

For ease of interpretation, the standard scores are placed on a scale from 1.00 – 4.99 (similar to the scoring scale for the Student Achievement metrics), where 1, 2, 3, 4 reflect the cut levels for the four ratings.

Quality Reviews

Quality Review ratings on Indicators 1.1, 1.2, 2.2, 3.4, and 4.2 are converted into standard scores as follows:

QR Rating	Standard Score
Well Developed	4.99
Proficient	3.40
Developing	2.00

² “Standard scores” place the raw scores on different metrics onto a common scale, so that scores on different metrics can be combined.

Under Developed	1.00
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The scoring uses a school’s most recent published Quality Review ratings, from a review that took place after August 2012. If a school’s most recent review took place in August 2012 or earlier, or if a school’s most recent review since August 2012 has not been finalized, the Quality Review scores are N/A.

NYC School Survey

For purposes of survey scoring, schools are categorized by survey school type, and are compared to other schools of the same survey school type.³

The scoring method for the NYC School Survey follows the structure of the survey itself, which was organized as groups of questions relating to a measure, and groups of measures relating to an element (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust).⁴

The following process is used to generate a *standard survey element score* from *raw question scores*:

- (1) **Raw question score** (based on percent positive responses to question)
- ↓
- (2) **Raw measure score for respondent group** (based on average of raw question scores)
- ↓
- (3) **Standard measure score for respondent group** (standardized version of raw measure score for respondent group)
- ↓
- (4) **Standard measure score for school** (based on average of standard measure scores for respondent groups)
- ↓
- (5) **Standard survey element score** (based on average of standard measure scores for school)

Each step in this process is described in detail below.

(1) *Raw question score*

For each question, the *raw question score* is the percent of “positive” responses (excluding “I don’t know” or missing responses from the denominator).

In general, “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; out of six possible response options, the three most favorable are treated as positive responses).⁵

³ See the Definitions section of this Educator Guide for more information on the survey school types.

⁴ See Appendix A for a detailed explanation of the element-measure-question survey structure.

⁵ For three frequency-based questions that parents were asked about parent involvement in schools, the responses are scored differently. For p_q1a (“How often have you had an in-person parent-teacher meeting?”) and p_q1b (“How often have you volunteered time to support this school?”), a response of “Once” or more frequent is treated as positive. For p_q1c (“How often have you communicated with your

(2) Raw measure score for respondent group

This metric is the average of the *raw question scores* for all questions within the measure asked of that respondent group.

For example, Outreach to Parents is a measure (within the element of Strong Family-Community Ties). The Outreach to Parents score for Teachers is the average of the raw question scores on Outreach to Parents questions asked of teachers (at that school).

(3) Standard measure score for respondent group

This metric is a standardized version of the *raw measure score for respondent group*, which is converted to a scale that reflects standard deviations away from the mean. This standard score is based on the “percent of range” concept described on pages 22-23 of this Educator Guide. The standard score reflects where the school’s score falls with a range of two standard deviations above and below the city average (for the same survey school type).

For example, if the school is an Elementary School, the average and standard deviation are calculated based on the results from all Elementary Schools throughout the city.

The standard measure score is calculated by first calculating percent of range = (raw score – bottom of range) / (top of range – bottom of range), where top of range = city average + 2 standard deviations and bottom of range = city average – 2 standard deviations. The percent of range is then converted from a 0 – 100 scale to a 1.00 – 4.99 scale.⁶ On the new scale, a score of 1.00 corresponds to two or more standard deviations below the mean, 2.00 corresponds to one standard deviation below the mean, 3.00 corresponds to the mean, 4.00 corresponds to one standard deviation above the mean, and 4.99 corresponds to two or more standard deviations above the mean.

After the standard score is calculated using the percent of range and conversion described above, an additional rule is applied: If the *raw measure score for respondent group* meets certain thresholds, then the *standard measure score for respondent group* cannot fall below certain floor levels:

If raw measure score for respondent group is at least...	Standard measure score for respondent group cannot fall below...
95%	4.00
90%	3.00
85%	2.00

(4) Standard measure score for school

This metric is the average of the *standard measure scores for respondent group* for all respondent groups that were asked about the measure.

child’s teacher about your child’s performance?”), a response of “Once a month” or more frequent is treated as positive.

⁶ Standard score = 1.00 + (percent of range / 25), with the result capped at 4.99.

For example, because both teachers and parents were asked on the survey about the Outreach to Parents measure, the *standard measure score for school* for the Outreach to Parents measure is the average of the Outreach to Parents *standard measure score for teachers* and the Outreach to Parents *standard measure score for parents*.

For many measures, only one respondent group was asked about the measure. In those cases, the standard measure score for school will be the same as the standard measure score for respondent group.

(5) Standard survey element score

This metric is the average of the *standard measure scores for school* 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 *standard survey element score* for the Strong Family-Community Ties element is the average of the *standard measure score for the school* for the Teacher Outreach to Parents measure and the *standard measure score for school* for the Parent Involvement in the School measure.

Low Response Rates and Numbers

Each element in the Framework 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 *standard survey element score* will be N/A. The following table describes these situations:

Element	Standard survey element score will be N/A if...
Rigorous Instruction	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Collaborative Teachers	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	<p>For Elementary Schools and Early Childhood Schools:</p> <ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. <p>For other school types:</p> <ul style="list-style-type: none"> • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
-

Percentage of Students with Attendance Rates of 90% or Higher

The raw value of this metric shows the percentage of students at the school with attendance rates of 90% or higher.

In future years, the score will be calculated based on how the school's result compared to the targets provided along with the prior year's report.

Movement of Students with Disabilities to Less Restrictive Environments

The standard score for this metric is calculated based on the "percent of range" concept, which shows where the school fell within a range of two standard deviations above and below the citywide average. First, a city percent of range is calculated based on where the school's value fell within the 2014-15 city range. Next, the percent of range is converted from its 0-100 scale to the 1.00 – 4.99 scale for standard scores. For 2014-15, this conversion is based on a method where a 0-100 score at the 80th percentile corresponds to a 4.00, a 0-100 score at the 40th percentile corresponds to a 3.00, a 0-100 score at the 5th percentile corresponds to a 2.00.

In future years, the score will be calculated based on how the school's result compared to the targets provided along with the prior year's report.

Framework Element Scores

This section explains how the standard scores from the various data sources are combined to create elements scores.

Weighted Average of Standard Scores

The school's element scores are a weighted average of the standard scores from the data sources within each element category. The weights applied depend on the survey response rate(s) of the primary group(s) of respondents asked about that element on the NYC School Survey. When survey responses rates are lower, greater weight is given to non-survey data sources within that element (when non-survey data sources are available). If the survey response rates or numbers fall below specified thresholds, the element score will be N/A. The following table shows the weights applied to the different data sources to produce the element scores:

Weighted Combinations of Data Scores to Produce Framework Element Scores

Different Weights Based on Survey Response Rates

Rigorous Instruction	<i>If teacher response rate is at least 50%</i>	<i>If teacher response rate is below 50% but at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>
Quality Review 1.1	22%	25%	Element score is N/A.
Quality Review 1.2	22%	25%	
Quality Review 2.2	22%	25%	
Survey (Rigorous Instruction)	34%	25%	
Collaborative Teachers	<i>If teacher response rate is at least 50%</i>	<i>If teacher response rate is below 50% but at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>
Quality Review 4.2	50%	67%	Element score is N/A.
Survey (Collaborative Teachers)	50%	33%	
Supportive Environment	<i>If teacher response rate is at least 50% (for elementary schools); If student response rate is at least 50% (for non-elementary schools)</i>	<i>If teacher response rate is below 50% but at least 30% (for ES); If student response rate is below 50% but at least 30% (for non-ES)</i>	<i>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)</i>
Quality Review 3.4	30%	35%	Element score is N/A.
Survey (Supportive Environment)	35%	25%	
Chronic Absenteeism	30%	35%	
Less Restrictive Environment	5%	5%	
Effective School Leadership	<i>If teacher response rate is at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>	
Survey (Effective School Leadership)	100%		Element score is N/A.
Strong Family-Community Ties	<i>If average of teacher and parent response rates is at least 30%</i>	<i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i>	
Survey (Strong Family-Community Ties)	100%		Element score is N/A.
Trust	<i>If average of teacher and parent response rates is at least 30%</i>	<i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i>	
Survey (Trust)	100%		Element score is N/A.

Examples:

- If the teacher response rate was over 50%, the school's element score for Rigorous Instruction = $0.22 \times \text{QR 1.1 standard score} + 0.22 \times \text{QR 1.2 standard score} + 0.22 \times \text{QR 2.2 standard score} + 0.34 \times \text{survey element score}$ for Rigorous Instruction.
- If the teacher response rate was under 50% but at least 30%, the school's element score for Collaborative Teachers = $0.67 \times \text{QR 4.2 standard score} + 0.33 \times \text{survey element score}$ for Collaborative Teachers.
- 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 Rigorous Instruction, Collaborative Teachers, and Supportive Environment.

Because charter schools do not receive Quality Reviews, any weight that would be applied to the Quality Review to generate an element score is shifted to the survey.⁷ For example, if a charter school had a teacher response rate above 30%, then its element score for Rigorous Instruction would be based 100% on the survey.

In the Supportive Environment section, if a school does not have a score for Percentage of Students with Attendance Rates of 90% or Higher, 15% of that weight shifts to the survey and the remainder of the weight shifts to Quality Review 3.4.

In the Supportive Environment section, if a school does not have a score for Less Restrictive Environment, that 5% weight shifts to Quality Review 3.4.

Examples:

- For a charter school, if the teacher response rate was at least 30%, the school's element score for Rigorous Instruction = $1.00 \times \text{survey element score}$ for Rigorous Instruction.
- For a district middle school, if the student response rate is above 50% and the school has no score for Less Restrictive Environment, the school's element score for Supportive Environment = $0.35 \times \text{QR 3.4 standard score} + 0.35 \times \text{survey element score for Supportive Environment} + 0.30 \times \text{Chronic Absenteeism score}$.
- For a district school, if the school's Quality Review took place in 2014-15 but the data is not yet available, the element scores for Rigorous Instruction, Collaborative Teachers, and Supportive Environment are N/A.

⁷ Because standard scores based on Quality Reviews and survey results are systematically different from standard scores based on surveys only, a rescaling is applied to the overall standard scores for charter schools in Rigorous Instruction, Collaborative Teachers, and Supportive Environment. The rescaling has the effect of putting the charter-school results (without Quality Reviews) on the same scale as the element scores of district schools (that include Quality Reviews).

Framework Element Ratings

Note: For the 2014-2015 school year, framework ratings will not be included in the School Quality Snapshots. They will be included in the 2015-2016 School Quality Snapshots.

Element Ratings

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

Rating	Element Score
Exceeding Target / Excellent (4 bars)	4.00 to 4.99
Meeting Target / Good (3 bars)	3.00 to 3.99
Approaching Target / Fair (2 bars)	2.00 to 2.99
Not Meeting Target / Poor (1 bar)	1.00 to 1.99

Although the distribution of ratings varies for the different elements, the 4-bar rating corresponds approximately to the top 20-30% of scores, the 3-bar rating approximately to the next 40-50% of scores, the 2-bar rating to the next 20-30% of scores, and the 1-bar rating to the lowest 0-8% of scores.

Schools designated for phase-out and schools in their first year of operation in 2014-15 will not receive Framework element ratings in the 2014-15 School Quality Reports.

Appendix A

Element-Measure-Question Structure of the NYC School Survey

The following tables show the measures within each element, the respondent group(s) asked about each measure, and the questions that were asked.

Element Measure	Respondent group(s) asked about the measure				
	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
Rigorous Instruction					
Common Core shifts in literacy		✓		✓	
Common Core shifts in math		✓		✓	
Course clarity	✓				
Quality of student discussion		✓		✓	
Collaborative Teachers					
Cultural awareness	✓	✓	✓	✓	✓
Inclusive classroom instruction		✓		✓	
Quality of professional development		✓		✓	
School commitment		✓		✓	
Innovation		✓		✓	
Reflective dialogue		✓		✓	
Peer Collaboration		✓		✓	
Focus on student learning		✓		✓	
Collective responsibility		✓		✓	
Supportive Environment					
Safety	✓			✓	
Classroom behavior	✓			✓	
Social-emotional measure		✓		✓	
Peer interactions	✓				
Next-level guidance	✓				
Press toward academic achievement	✓			✓	
Personal attention and support	✓				
Peer support for academic work	✓		✓	✓	✓
Effective School Leadership					
Inclusive principal leadership			✓		✓
Teacher influence		✓		✓	
Program coherence		✓		✓	
Principal instructional leadership		✓		✓	
Strong Family-Community Ties					
Teacher outreach to parents		✓	✓	✓	✓
Parent involvement in the school			✓		✓
Trust					
Parent-teacher trust			✓		✓
Parent-principal trust			✓		✓
Student-teacher trust	✓				
Teacher-principal trust		✓		✓	
Teacher-teacher trust		✓		✓	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Common Core shifts in literacy

For general/self-contained/literacy/science/social studies: In planning my last instructional unit, I was able to include opportunities for students to...

- T Q4a build students' knowledge through content-rich non-fiction.
 - T Q4b provide students reading and writing experiences grounded in evidence from text, both literary and informational.
 - T Q4c provide regular opportunities for students to interact with complex grade-level text.
 - T Q4d provide regular opportunities for students to interact with academic language.
- 1 = Never, 2 = Once, 3 = Once a month, 4 = Weekly, 5 = A few times a week, 6 = Almost every day*

Common Core shifts in math

For general/self-contained/math/science: In planning my last instructional unit, I was able to include opportunities for students to...

- T Q5a focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
 - T Q5b create coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts.
 - T Q5c create coherent progressions within the standards from current grade to next grades so student knowledge/skills build onto previous learning as foundations for math concepts taught in later years.
 - T Q5d develop students' conceptual understanding, procedural fluency, and their ability to apply math in context.
- 1 = Never, 2 = Once, 3 = Once a month, 4 = Weekly, 5 = A few times a week, 6 = Almost every day*

Course Clarity

Think about the class that you attend first on Mondays. How much do you agree with the following statements about that class?

- S q4a a. I learn a lot from feedback on my work.
 - S q4b b. It's clear what I need to do to get a good grade.
 - S q4c c. The work we do in class is good preparation for our class tests.
 - S q4d d. The homework assignments help me learn the course material.
 - S q4e e. I know what my teacher wants me to learn in class.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

Quality of student discussion

In your first class today, how often do...

- T Q6a students build on each other's ideas during class discussions?
 - T Q6b students use data or text references to support their ideas?
 - T Q6c students show that they respect each other's ideas?
 - T Q6d students provide constructive feedback to their peers/teachers?
 - T Q6e most students participate in class discussions at some point?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Cultural awareness

How much do you agree with the following statements?

- S q10a a. My teachers incorporate students' cultures/ backgrounds into the curriculum to make learning more meaningful.
- S q10b b. I see people of many cultures/backgrounds represented in the curriculum.
- S q10c c. My teachers connect to students of different cultures/backgrounds.
- S q10d d. My teachers can communicate well with parents/guardians from different cultures/ backgrounds.
- S q10e e. My teachers appreciate my culture/background.

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 Q13a use my student's prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful.
- T Q13c critically examine the curriculum to determine whether it appropriately represents all groups.
- T Q13f identify cultural differences when communicating with parents/guardians regarding their child's educational progress.
- T Q13h distinguish linguistic/ cultural differences from learning difficulties.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

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

- P q3d d. My child's teacher appreciates our culture/background.
- P q4k k. My child's teachers can communicate well with parents/guardians from different cultures/backgrounds.
- P q4l l. My child's teachers incorporate students' cultures/backgrounds into the curriculum to make learning more meaningful.
- P q4m m. My child sees people of many cultures/backgrounds represented in the curriculum.
- P q4n n. My child's teachers connect to students of different cultures/backgrounds.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Inclusive classroom instruction

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

- T Q13b modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- T Q13d design appropriate instruction that is matched to English language learners (ELL) proficiency and students with disabilities.
- T Q13e create a learning environment that reflects the various backgrounds of all of my students.
- T Q13g develop appropriate Individual Education Programs for my students with disabilities.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

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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 Q12a been sustained and coherently focused, rather than short-term and unrelated.
- T Q12b included enough time to think carefully about, try, and evaluate new ideas.
- T Q12c included opportunities to work productively with colleagues in my school.
- T Q12d included opportunities to work productively with teachers from other schools.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

School commitment

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

- T Q14b I usually look forward to each working day at this school.
- T Q14e I wouldn't want to work in any other school.
- T Q14h I feel loyal to this school community.
- T Q15d I would recommend this school to parents/guardians seeking a place for their child.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Innovation

How many teachers at this school...

- T Q2b are really trying to improve their teaching?
- T Q2e are willing to take risks to make the school better?
- T Q2f are eager to try new ideas?

1 = None, 2 = A few, 3 = Some, 4 = Most, 5 = Nearly all, 6 = All

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

- T Q15c All teachers are encouraged to stretch and grow.
- T Q15g In this school, teachers are continually learning and seeking new ideas.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Reflective dialogue

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

- T Q11a teachers talk about instruction in the teacher's lounge, faculty meetings, etc.
- T Q11c teachers in this school share/discuss students work with other teachers.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Peer collaboration

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

- T Q11e teachers design instructional programs together.
- T Q11g teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T Q11i the principal, teachers, and staff collaborate to make this school run effectively.
- T Q11j most teachers in this school are cordial.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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Focus on student learning

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

- T Q14a This school really works at developing students' social skills.
- T Q14c When making important decisions, this school always focuses on what's best for student learning.
- T Q14f This school has well-defined learning expectations for all students.
- T Q15a This school sets high standards for academic performance.
- T Q15e The school day is organized to maximize instruction.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Collective responsibility

How many teachers at this school...

- T Q2a help maintain discipline in the entire school, not just their classroom?
- T Q2c take responsibility for improving the school?
- T Q2d feel responsible for helping students develop self-management?
- T Q2g Feel responsible that all student learn?

1 = None, 2 = A few, 3 = Some, 4 = Most, 5 = Nearly all, 6 = All

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Safety

How much do you agree with the following statements? I feel safe...

- S q6a a. outside around this school.
- S q6b b. traveling between home and this school.
- S q6c c. in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q6d d. 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* Q21a outside around this school.
- T* Q21b traveling between home and this school.
- T* Q21c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T* Q21d in your class(es).

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

* These teacher questions are included only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

Classroom behavior

Think about the class that you attend first on Mondays. How much do you agree with the following statements about that class?

- S q3a a. work quietly and calmly?
- S q3b b. listen carefully when the teacher gives directions?
- S q3c c. follow the rules in class?
- S q3d d. pay attention when they are supposed to?
- S q3e e. work when they are supposed to?
- S q3f f. behave well even when the teacher isn't watching?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always

How often do students in your class(es)...

- T* Q24a work quietly and calmly?
- T* Q24c listen carefully when the teacher gives directions?
- T* Q24e follow the rules in class?
- T* Q24g pay attention when they are supposed to?
- T* Q24i do their work when they are supposed to?
- T* Q24j behave well in class even when the teacher isn't watching?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always

* These teacher questions are included only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

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Social-emotional measure

How much do you agree with the following statements?

- T Q19b Adults at this school teach students the perseverance skills they need to succeed after high school.
- T Q19c Adults at this school instill academic self-confidence in students.
- T Q19e Adults at this school teach critical thinking skills to students.
- T Q19g Adults at this school inspire students to work towards a college degree.
- T Q19h Adults at this school teach students how to advocate for themselves.
- T Q19i Adults at this school support students to live independently.
- T Q20b Adults at this school teach students the organizational skills needed to succeed in and be prepared for their next grade.
- T Q20d Adults at this school teach students the study skills needed to succeed in and be prepared for their next grade.
- T Q20f Adults at this school teach critical thinking skills to students.
- T Q20g Adults at this school instill academic self-confidence in students.
- T Q20h Adults at this school teach students how to advocate for themselves.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

Peer interactions

How much do you agree with the following statements? Students in this school...

- S q7a a. get to know each other well in classes.
- S q7b b. are very interested in getting to know other students.
- S q7c c. enjoy doing things with each other during school activities.
- S q7d d. get to know each other really well.
- S q7e e. enjoy working together on projects in classes.

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

Next-level guidance

If you are a student in grades 9-12, ANSWER this question.

- S q12a a. Adults at this school help students aspiring to enter the workforce, develop a plan to reach their future employment goals.
- S q12b b. Adults at this school provide students with information about the college enrollment process.
- S q12d d. Adults at this school support students in navigating the post-secondary process.
- S q12e e. This school programs students with appropriate courses to achieve their postsecondary goals.

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

If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question.

- S q13a a. This school provides useful information to students about the application/enrollment process to high school.
- S q13b b. This school provides guidance for the application process for high school.
- S q13c c. This school educates families about the application/enrollment process for high school.

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

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Press toward academic achievement

2. *Think about the class that you attend first on Mondays. In that class, to what extent do students...*
- S q2a a. are you challenged?
 - S q2b b. do you have to work hard to do well?
 - S q2c c. do your teachers ask difficult questions on tests?
 - S q2d d. do your teachers ask difficult questions in class?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always*

5. *How much do you agree with the following statements? In my classes, my teachers...*
- S q5a a. expect students to work hard.
 - S q5b b. expect me to do my best all the time.
 - S q5c c. expect me to learn from my peers.
 - S q5d d. want students to become better thinkers, not just memorize things.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

9. *How much do you agree with the following statements?*
- S q9a a. I'm learning a lot in my classes at this school.
 - S q9h h. My classes at this school really make me think.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

- How often do students in your class(es)...*
- T* Q24b feel challenged?
 - T* Q24d have to work hard to do well?
 - T* Q24f respond to challenging test questions?
 - T* Q24h respond to challenging questions in class?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

* These teacher questions are included only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

Personal attention and support

8. *How much do you agree with the following statements? The teachers at this school...*
- S q8a a. help me catch up if I am behind.
 - S q8b b. are willing to give extra help on schoolwork if I need it.
 - S q8c c. notice if I have trouble learning something.
 - S q8d d. give me specific suggestions about how I can improve my work in class.
 - S q8e e. compliment me if I do good work.
 - S q8f f. explain things a different way if I don't understand something in class.
 - S q8g g. notice when I am upset or having emotional difficulty.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

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Peer support for academic work

How many of the students in your class(es)...

- S q1a a. feel it is important to come to school every day?
- S q1b b. feel it is important to pay attention in class?
- S q1c c. think doing homework is important?
- S q1d d. try hard to get good grades?

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

How many of the students in your child's class(es)...

- P q7a a. feel it is important to come to school every day?
- P q7b b. feel it is important to pay attention in class?
- P q7c c. think doing homework is important?
- P q7d d. try hard to get good grades?

1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = Nearly all, 6 = All, 7 = I don't know

How many of the students in your class(es)...

- T* Q26a feel it is important to come to school every day?
- T* Q26b feel it is important to pay attention in class?
- T* Q26c think doing homework is important?
- T* Q26d try hard to get good grades?

1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = Nearly all, 6 = All

* These teacher questions are included only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

Effective School Leadership

Questions included within each measure in the Effective School Leadership element.

Inclusive principal leadership

Please mark the extent to which you disagree or agree with each of the following statements. The principal at this school...

- P q2a a. is strongly committed to shared decision making.
- P q2b b. works to create a sense of community in the school.
- P q2c c. promotes family and community involvement in the school.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Teacher influence

How much influence do teachers have over school policy in each of the areas below?

- T Q1a Hiring new professional personnel
- T Q1b Planning how discretionary school funds should be used
- T Q1c Selects instructional materials used in classrooms
- T Q1d Developing instructional materials
- T Q1e Setting standards for student behavior

1 = No influence, 2 = Very little, 3 = Little, 4 = Some, 5 = A moderate amount, 6 = A great deal of influence

Program coherence

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

- T Q10a once we start a new program, we follow up to make sure that it's working.
- T Q10g curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- T Q10h there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Principal instructional leadership

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

- T Q9a makes clear to the staff his or her expectations for meeting instructional goals.
- T Q9b communicates a clear vision for this school.
- T Q9c understands how children learn.
- T Q9d sets high standards for student learning.
- T Q9e sets clear expectations for teachers about implementing what they have learned in professional development.
- T Q9f carefully tracks student academic progress.
- T Q9g knows what's going on in my classroom.
- T Q9h participates in instructional planning with teams of teachers.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Strong Family-Community Ties

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

Teacher outreach to parents

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

- T Q10b parents/guardians are invited to visit classrooms to observe the instructional program.
- T Q10d there is an expectation that teachers communicate regularly with parents/guardians.
- T Q10f school staff encourage feedback from parents/guardians and the community.
- T Q10i teachers try to understand parents/guardians problems and concerns.
- T Q11b parents /guardians are greeted warmly when they call or visit the school.
- T Q11d teachers work closely with families to meets students' needs.
- T Q11f school staff tell families what the staff needs to advance the school's mission.
- T Q11h school staff regularly communicate with parents/guardians about how staff can help students learn.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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

- P q4a a. School staff regularly communicate with parents/guardians about how staff can help students learn.
- P q4c c. School staff tell families what the staff needs to advance the school's mission.
- P q4d d. Parents/guardians are invited to visit classrooms to observe instruction.
- P q4e e. Parents/guardians are greeted warmly when they call or visit the school.
- P q4g g. Teachers work closely with families to meet students' needs.
- P q4h h. Teachers communicate regularly with parents/guardians.
- P q4i i. School staff encourage feedback from parents/guardians and the community.
- P q4j j. Teachers try to understand families' problems and concerns.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Parent involvement in the school

Since the beginning of the school year, how often have you...

- P q1a a. had an in-person parent-teacher meeting?
- P q1b b. volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.)?
- P q1c c. communicated with your child's teacher about your child's performance?

1 = Never, 2 = Once, 3 = Once a month, 4 = A few times a month, 5 = Weekly, 6 = Almost every day

Trust

Questions included within each measure in the Trust element.

Parent-teacher trust

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

- P q3a a. I feel good about the way my child's teachers support him or her.
 P q3b b. My child's teachers do their best to help my child learn.
 P q3c c. I feel respected by my child's teachers.
 P q4b b. Staff at this school work hard to build trusting relationships with parents/guardians like me.
 P q4f f. Teachers and parents/guardians think of each other as partners in educating children.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Parent-principal trust

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

- P q5b b. I feel respected by my child's principal.
 P q5c c. I trust the principal at his or her word.
 P q5d d. The principal is an effective manager who makes the school run smoothly.
 P q5e e. The principal at this school works hard to build trusting relationships with parents/ guardians like me.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know

Student-teacher trust

How much do you agree with the following statements?

- S q9b b. I feel safe and comfortable with my teachers at this school.
 S q9c c. There is at least one adult in the school that I can confide in.
 S q9d d. My teachers will always listen to students' ideas.
 S q9e e. My teachers always keep their promises.
 S q9f f. My teachers treat me with respect.
 S q9g g. 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 Q16a I feel respected by the principal at this school.
 T Q16b The principal at this school is an effective manager who makes the school run smoothly.
 T Q16d The principal has confidence in the expertise of the teachers at this school.
 T Q16f I trust the principal at his or her word.
 T Q17a At this school, It's OK to discuss feelings, worries, and frustrations with the principal.
 T Q17c The principal takes a personal interest in the professional development of teachers.
 T Q17e The principal looks out for the personal welfare of the staff members.
 T Q17g The principal places the needs of children ahead of personal interests.
 T Q17h The Principal and Assistant Principals function as a cohesive unit.

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

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Teacher-teacher trust

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

- | | | |
|---|------|--|
| T | Q14d | Teachers in this school trust each other. |
| T | Q14g | It's OK in this school to discuss feelings, worries, and frustrations with other teachers. |
| T | Q15b | Teachers respect other teachers who take the lead in school improvement efforts. |
| T | Q15f | I feel respected by other teachers at this school. |
| T | Q15h | Teachers at this school respect those colleagues who have a specific expertise. |

1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree