School Quality Reports
Educator Guide

District 75 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 on assessments. 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, average change in student attendance, movement of students with disabilities to less restrictive environments, and integration of students into non-D75 schools.

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: This section reflects student growth and performance on local, state, and alternate assessments.

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-12, 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 District 75 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
High School	9-12
District 75 School	All grades

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. 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, 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 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, 2014 audited register.

► *Average growth percentile (NYS ELA and Math)*

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

For students in grades 4-8 who took the standard state exams, the DOE uses student growth percentiles calculated by New York State. The details of their growth model are described in this technical report:
https://www.engageny.org/resource/technical-report-growth-measures-2014-15

For students in grade 3 who took the standard state exams and for students who took Regents exams, the DOE uses student growth percentiles calculated as part of the Advance process. For educators, a technical report describing the details of the growth model is available online:
http://schools.nyc.gov/Offices/advance/ForEducators/default.htm

To generate a school-level result from the student growth percentiles, the School Quality Snapshot uses the school's average growth percentile, the mean growth percentile of the growth percentiles of all students.

► *Average growth percentile for Students taking the New York State Alternate Assessment (NYSAA)*

This metric measures the average growth percentile of students 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.

For this metric, the DOE uses student growth percentiles calculated as part of the Advance process. For educators, a technical report describing the details of the growth model is available online:
http://schools.nyc.gov/Offices/advance/ForEducators/default.htm

► *Average growth percentile for Students taking local assessments (SANDI-FAST, WebABLLS)*

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

For this metric, the DOE uses student growth percentiles calculated as part of the Advance process. For educators, a technical report describing the details of the growth model is available online:
http://schools.nyc.gov/Offices/advance/ForEducators/default.htm

Framework Elements

Metrics

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; average change in student attendance; movement of students with disabilities to less restrictive environments; integration of students into non-D75 school 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

► *Average Change in Student Attendance*

This measure presents a school's average change in student attendance from 2013-14 to 2014-15. This measure looks at two pieces of information for each student:

- Student's attendance rate for 2013-14 (Note: The student's attendance rate is the aggregate rate from any New York City public school(s) the student attended in 2013-14.)

- Student's attendance rate for 2014-15 (Note: The student's attendance rate only includes the rate for the school under evaluation.)

To be included in this measure, a student must have an attendance rate for the 2013-14 school year with a minimum aggregate of 40 days on register at any New York City school(s) during that year. Additionally, at the school under evaluation during the 2014-15 school year, the student must have been on that school's register for a minimum of 40 days.

Change in the yearly attendance rate for each school is calculated by taking the average of change in attendance rate from 2013-14 to 2014-15 for all students at the school under evaluation.

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

This represents the percentage of students 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, 2013 audited register
- Be on any D75 school's October 31, 2014 audited register

Students contribute to the numerator of this metric if their class assignment on July 15, 2015 is less restrictive than the class assignment on July 15, 2014. Students are attributed by the October 2013 register because that school prepared the student for integration into the less restrictive environment.

►*Percentage of Students Integrated into Non-D75 Environment*

This represents the percentage of students who, in a given school year, are integrated or re-integrated into a non-D75 education environment. Students contribute to the numerator of this metric if they are on the October 31, 2013 audited register of a District 75 school and are on the October 31, 2014 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 2013. The denominator for this metric includes all students on the audited register of the District 75 school in October 2013.

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, average change in student attendance, movement of students with disabilities to less restrictive environments and percentage of students integrated into a non-D75 education environment. 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

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

Proficient	3.40
Developing	2.00
Under Developed	1.00

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

[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.

three most favorable are treated as positive responses).[5]

(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

[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 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.

(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.

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	• 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 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 based on the same methodology used to calculate the standard score for average change in student attendance. We calculate and report this metric for all D75 students in K-12. First, a city percent of range is calculated based on where the school's value fell within the 2014-15 city range (for D75 schools only). Next, the percent of range is then 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.

Percentage of Students Integrated into Non-D75 Education Environment

The standard score for this metric is based on the same methodology used to calculate the standard scores for average change in student attendance and movement of students with disabilities to less restrictive environments. First, a city percent of range is calculated based on where the school's value fell within the 2014-15 city range (for D75 schools only). Next, the percent of range is then 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 with its 2014-15 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	*If teacher response rate is at least 50%*	*If teacher response rate is below 50% but at least 30%*	*If teacher response rate is less than 30% or fewer than 5 responses*
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	*If teacher response rate is at least 50%*	*If teacher response rate is below 50% but at least 30%*	*If teacher response rate is less than 30% or fewer than 5 responses*
Quality Review 4.2	50%	67%	Element score is N/A.
Survey (Collaborative Teachers)	50%	33%	
Supportive Environment	*If teacher response rate is at least 50% (for elementary schools); If student response rate is at least 50% (for non-elementary schools)*	*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)*	*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 3.4	30%	35%	Element score is N/A.
Survey (Supportive Environment)	35%	25%	
Average change in student attendance	30%	35%	
Less Restrictive Environment	2.5%	2.5%	
Integration into General (non-D75) Education Environment	2.5%	2.5%	

Effective School Leadership Survey (Effective School Leadership)	*If teacher response rate is at least 30%* 100%	*If teacher response rate is less than 30% or fewer than 5 responses* Element score is N/A.
Strong Family-Community Ties Survey (Strong Family-Community Ties)	*If average of teacher and parent response rates is at least 30%* 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.
Trust Survey (Trust)	*If average of teacher and parent response rates is at least 30%* 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 teacher response rate was over 50%, the school's element score for Rigorous Instruction = 0.22 x QR 1.1 standard score + 0.22 x QR 1.2 standard score + 0.22 QR 2.2 standard score + 0.34 x 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 x QR 4.2 standard score + 0.33 x survey element score for Collaborative Teachers.

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 average change in student attendance, 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 or Integration of students into non-D75 Education Environment, then that combined 5% weight shifts to Quality Review 3.4.

Examples:

[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).

- If the student response rate is above 50% and the school has no score for Less Restrictive Environment or Integration into non-D75 Education Environment, the school's element score for Supportive Environment = 0.35 x QR 3.4 standard score + 0.35 x survey element score for Supportive Environment + 0.30 x Average change in student attendance score.

- 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.

Framework Element Ratings

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	Respondent group(s) asked about the measure				
	Non-elementary schools			Elementary schools	
Measure	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.
		Please mark the extent you agree with the following statements about the school.
P	Q10b	This school works to achieve the goals on my child's Individual Education Program(IEP)
		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