

Educator Guide to the School Quality Reports

District 75 | 2024–25

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OVERVIEW.....	2
SCHOOL QUALITY REPORT SECTIONS	3
NEW YORK STATE SCHOOL DESIGNATIONS	3
DEFINITIONS.....	4
SCHOOL QUALITY REPORT SCHOOL TYPE	4
NYC SCHOOL SURVEY SCHOOL TYPE	4
MINIMUM N (NUMBER OF STUDENTS)	5
ATTRIBUTION OF STUDENTS TO SCHOOLS	5
DEMOGRAPHIC INFORMATION.....	6
STUDENT SUBGROUP DEMOGRAPHICS	6
TEACHER RACIAL SUBGROUP DEMOGRAPHICS	6
INSTRUCTION AND PERFORMANCE METRIC.....	7
GROWTH PERCENTILE MEASURES	7
INDIVIDUALIZED EDUCATION PROGRAM (IEP) SERVICES	8
SAFETY AND SCHOOL CLIMATE METRICS.....	10
AVERAGE CHANGE IN STUDENT ATTENDANCE	10
SCHOOL QUALITY REPORT METRICS AND DATA SOURCES.....	11
NYC SCHOOL SURVEY.....	11
SURVEY PERFORMANCE METRICS.....	13
NYC SCHOOL SURVEY.....	13
SURVEY CATEGORY SCORE	14
RESPONSE RECOGNITION PROGRAM.....	14
APPENDIX A.....	15
CATEGORY-MEASURE-QUESTION STRUCTURE	15
SCHOOL DESCRIPTION.....	17
INSTRUCTION AND PERFORMANCE	18
SAFETY AND SCHOOL CLIMATE.....	26
RELATIONSHIP WITH FAMILIES	37

Overview

The School Quality Reports (SQR) share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include:

- **[School Quality Reports: Snapshot](#)**: A summary report for families and community members to learn about school performance and quality.
- **[School Quality Reports: Dashboard](#)**: An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.
- **[School Quality Reports: Citywide Results](#)**: Spreadsheets that contain detailed results for every public school in NYC.

These reports include information from multiple sources, including the NYC School Survey and student performance.

This Educator Guide typically describes the methodology used to calculate metric values in the School Quality Reports.

School Quality Report Sections

The School Quality Reports include four categories: School Description, Instruction and Performance, Safety and School Climate, and Relationships with Families. These new categories aim to be intuitive and aligned with New York City Public Schools' priorities.

D75 Schools Do Not Receive Scores or Ratings

- **School Description:** Information on programs, students, faculty, and the school space.
- **Instruction and Performance:** Survey questions about the instruction and learning environment and data on standardized test performance, graduation, credit accumulation, special populations, and next-level readiness.
- **Safety and School Climate:** Survey data on safety, social-emotional support, school leadership, and attendance data.
- **Relationships with Families:** Survey data on how schools engage families and school-parent trust.

New York State School Designations

New York State implements a state accountability system that measures student performance on NYS ELA and math exams, Regents exams, and graduation rates. State accountability status does not affect the School Quality Report ratings.

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

School Type	Grades Served
Elementary School	K-4, K-5, and K-6
K-8 School*	K-7, K-8, and K-12 (minus grades 9-12)
Middle School	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 School	K-8 and K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High School	9-12, focus on overage and under-credited students.

* If a new K–8 school has grade 6 but does not yet have grades 3 or 4. It will be considered a middle school until it adds one of those grades.

A school that serves grades K–12 receives two separate School Quality Reports: one for the K–8 part of the school, and one for the high school.

Similarly, a school that serves grades 6–12 receives two separate School Quality Reports: one for the middle school and one for the high school.

This document explains the rules for School Quality Reports for District 75 schools. [Separate Educator Guides](#) explain the rules for the other school types.

NYC School Survey School Type

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

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 October 31, 2024, audited register. We use the enrollment from this register because it is audited for accuracy and used to allocate funds to schools.

Demographic Information

This section describes the demographic information reported in the School Quality Reports, including the School Quality Report: Snapshot.

Student Subgroup Demographics

► ***Percent of Students Enrolled in the School***

The first set of values reflects students who are enrolled on the audited register as of October 31, 2024, by racial/ethnic subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White. Following NYSED reporting guidelines, any student identified as ethnically Hispanic is included only in the Hispanic category, regardless of which racial groups the student is in. Any non-Hispanic student who is identified in more than one category counts as Multiracial and is not included in the individual categories.

The next set of values reflects students who are enrolled on the audited register as of October 31, 2024, by gender: Female, Male, and Neither Female nor Male. Gender is recorded on student enrollment paperwork and can be changed on request.

► ***Percent of Students Enrolled in the Borough***

NYCPS students attending District 75 schools are enrolled on the audited register as of October 31, 2024, and attend a school within the school's borough, by racial/ethnic subgroup.

Teacher Racial Subgroup Demographics

Any school staff member who is active and in a teacher title as of October 31, 2024, by racial subgroup: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.

A value for this metric is displayed when there are at least five people in a given category.

Instruction and Performance Metric

This section describes the Instruction and Performance metrics that are not related to the New York City School Survey. The School Quality Reports: Snapshot includes a subset of those metrics.

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, 2024, audited register.
- Have taken the relevant exam.

► **Average Growth Percentile: NYS ELA and Math**

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

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

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

The [School Quality Reports: Snapshot](#) shows the average of the growth percentiles of all the students at the school.

The metric is calculated separately for ELA and math.

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

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

For this metric, NYCPS uses student growth percentiles calculated as part of the Advance process. For educators, a technical report describing the details of the growth model is available in the [New York City Department of Education 2017–2018 Growth Model Technical Report](#).

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

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

Individualized Education Program (IEP) Services

► **Percent of Students Receiving Special Education Programs**

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, where the IEP recommends special education programs. Types of programs include Special Class (SC), Integrated Co-Teaching (ICT), and Special Education Teacher Support Services (SETSS). A student is reflected as “fully receiving” if there is an exact match between the IEP and the course enrollment in the STARS scheduling system. If the student is receiving some subjects or services but not all recommended subjects or services, this is reflected as “partially receiving.” Students with no STARS data or no matching program are reflected as “not receiving.”

► *Percent of Students Receiving Recommended Related Services*

This metric includes all students with Individualized Education Programs (IEPs) as of June 2024, where the IEP recommends related services. This includes services such as speech therapy, occupational therapy, physical therapy, and counseling. If the student's received services match all of the recommended services, the student is listed as "fully receiving." If they have some but not all services, this is "partially receiving." A student with a recommendation but no services is reflected as "not receiving."

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

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

- Be on the school's October 31, 2023, audited register.
- Be on any District 75 school's October 31, 2024, audited register.

Students contribute to the numerator of this metric if their class assignment on July 15, 2025, is less restrictive than the class assignment on July 15, 2024. Students are attributed by the October 2023 register because that school prepared the student for integration into the less restrictive environment.

Safety and School Climate Metrics

This section describes School Climate metrics unrelated to the New York City School Survey. The School Quality Reports: Snapshot includes a subset of those metrics.

Average Change in Student Attendance

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

- Student's attendance rate for 2023–24. (This student's attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2023–2024.)
- Student's attendance rate for 2024–25. (This student attendance rate includes only the rate at the school under evaluation.)

To be included in this measure, a student must have an attendance rate for the 2023–24 school year with a minimum aggregate of 40 days on register at any New York City school(s) during that year. In addition, during the 2024–25 school year, the student must have been on the register of the school under evaluation for at least 40 days.

The average change in the student attendance rate for each school is calculated by taking the average of the change in attendance rate from 2023–24 to 2024–25 for all students at the school under evaluation. (This metric is expressed in percentage points.)

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

This represents the percentage of students at a District 75 school who, in a given school year, are integrated or re-integrated into a non-District 75 education environment. Students contribute to the numerator of this metric if they are on the October 31, 2023, audited register of a District 75 school and are on the October 31, 2024, 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 2023. The denominator for this metric includes all students on the audited register of the District 75 school in October 2023.

School Quality Report Metrics and Data Sources

NYC School Survey

The NYC School Survey is administered annually to students in grades 6–12, and to parents and teachers of students in all grades (3–K through 12). The survey gathers information from school communities on four School Quality Report categories:

- Instruction and Performance
- Safety and School Climate
- Relationships with Families
- School Description

The survey is organized as groups of questions relating to a measure, and groups of measures relating to a category.

Example: The category of Instruction and Performance comprises six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction. The NYC School Survey includes groups of questions related to each measure.

See [Appendix A](#) for a detailed explanation of the measure-question survey structure.

► **Question-Level Percent Favorable**

For each survey question, we calculate the percentage of “favorable” responses (excluding “I don’t know” or missing responses from the denominator).

Favorable 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).

Note: In prior years, this metric was referred to as percent positive.

Results are displayed overall for all students and for each of the following subgroups: American Indian or Alaskan Native, Asian, Black, Hispanic, Latino, or of Spanish Origin, multiracial, Native Hawaiian or other Pacific Islander, White, English Language Learners, female, male, neither female nor male students with IEPs, students in temporary housing, grade level, and the intersection of race and gender.

► Measure-Level Percent Favorable

For each measure, we calculate the average of the question-level percent favorable values for all questions within the measure.

► Category-Level Percent Favorable

For each category, we calculate the average of the measure-level percent favorable values for all measures within the category.

Example: the percent favorable for the Instruction and Performance category is the average of the percent favorable on its six measures: Academic Press, Classroom Behavior, Course Clarity, Cultural Awareness and Inclusive Classroom Instruction, Quality of Student Discussion, and Strong Core Instruction.

For additional information about the survey, please visit the [NYC School Survey](#) or view results in [Panorama Education's platform](#), or email surveys@schools.nyc.gov

Survey Performance Metrics

NYC School Survey

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

The scoring method for the NYC School Survey follows the structure of the survey, which is organized as groups of questions relating to a measure, and groups of measures relating to a category.

The following process is used to generate a survey category score:

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

► **Question-level percent positive**

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

Positive responses are defined as those in the favorable half of response options (i.e., out of four possible response options, the two most favorable options are treated as positive responses).

► **Measure-level percent positive**

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

Example: Instructional Leadership is a measure within the category of School Leadership. The Instructional Leadership percent positive is the average of the question-level percent positive values on all the Instructional Leadership questions.

Survey Category Score

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

For example, the Family-School Trust category contains two measures: Parent-Principal Trust and Parent-Teacher Trust. The school's category score for the Family-School Trust category is the average of the measure score for the Parent-Principal Trust measure and the measure score for the Parent-Teacher Trust measure.

Response Recognition Program

In 2024-25, the New York City School Survey Response Recognition Program identified district schools (Districts 1-32 and 75) that achieved an overall survey response rate of 85% or higher across all respondent groups. Schools that met this benchmark received a green ribbon designation on their 2024-25 School Quality Reports: Snapshot and on the 2025 NYC School Survey report.

This recognition was based only on response rates. It did not reflect or interpret survey results.

For the list of awarded recipients, see the [2024-25 NYC School Survey Response Recognition Award document on InfoHub](#).

Appendix A

Category-Measure-Question Structure

The following tables show the measures within each category, the respondent group(s) that were asked about each measure in the NYC School Survey, and the questions that were asked.

School Description						
Category	Measure	Non-Elementary			Elementary	
		Students	Teachers	Families	Teachers	Families
School Facilities and Services	School Facilities and Services	X	X	X	X	X

Instruction and Performance						
Category	Measure	Non-Elementary			Elementary	
		Students	Teachers	Families	Teachers	Families
Instruction and Learning Environment	Academic Press	X	X		X	
	Classroom Behavior		X		X	
	Cultural Awareness and Inclusive Classroom Instruction	X	X		X	
	Course Clarity	X				
	Family Satisfaction with Child's Education			X		X
	Quality of Student Discussion	X	X		X	
	Strong Core Instruction		X		X	
	IEP Service Satisfaction			X		X

Safety and School Climate						
Category	Measure	Non-Elementary			Elementary	
		Students	Teachers	Families	Teachers	Families
Advising and Planning	Guidance	X				
Safety	Preventing Bullying	X	X		X	
	Safety	X				
	Student-Student Trust	X				
School Leadership	Inclusive Leadership	X		X		X
	Inclusive Learning Environment	X	X		X	
	Instructional Leadership		X		X	
	Quality of Professional Development		X		X	
	Teacher Influence		X		X	
	Teacher-Principal Trust		X		X	
Student Support	Personal Attention and Support	X				
	Conflict Resolution	X	X	X	X	X
	Social-Emotional	X	X		X	
	Student-Teacher-Trust	X				
Teaching Environment	Innovation and Collective Responsibility		X		X	
	Peer Collaboration		X		X	
	Program Coherence		X		X	
	School Commitment		X		X	
	Teacher-Teacher Trust		X		X	

Relationships with Families						
Category	Measure	Non-Elementary			Elementary	
		Students	Teachers	Families	Teachers	Families
Communication	Outreach to Parents		X	X	X	X
Family Involvement	Parent Involvement in School			X		X
Family-School Trust	Parent-Teacher Trust			X		X
	Parent-Principal Trust			X		X

School Description

Questions that are included within each measure in the School Description category.

School Facilities and Services	
Please mark the extent to which you disagree or agree with each of the following	
T	Q40 This school is kept clean.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q41 This school is kept in good physical condition.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q42 Physical repairs to the school building are completed in a timely manner.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
Please mark the extent to which you disagree or agree with the following statement.	
P	Q24 My child's school provides me information about transportation options (e.g., MetroCard and busing).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A	
P	Q25 I am satisfied with my child's school bus transportation service this year.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A	

P	Q29	I am satisfied with the meal options provided at my child's school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
Please mark the extent to which you disagree or agree with each of the following statements about this school.		
P	Q15	This school is kept clean.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
P	Q16	This school is kept in good physical condition.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
How much do YOU agree with the following statements?		
S	Q15	I am satisfied with my school bus transportation service this year.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A		
S	Q16	I am satisfied with the meal options provided at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q18	This school is kept clean.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q19	This school is kept in good physical condition.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		

Instruction and Performance

Questions are included within each measure in the Instruction and Performance category.

Academic Press		
How much do YOU agree with the following statements?		
S	Q37	of students say that the classes at their school prepare them for the next step in their education.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
In how many of your classes ...		
S	Q51	are you challenged?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q52	do your teachers have high expectations for you?
1 = None, 2 = A few, 3 = Most, 4 = All		

S	Q53	are you encouraged to work in small groups?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q54	do your teachers want you to become better thinkers, not just memorize things?
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q55	do you get so focused on learning during class activities that you lose track of time?
1 = None, 2 = A few, 3 = Most, 4 = All		
T	Q142	have to work hard to do well?
1 = None, 2 = Some, 3 = A lot, 4 = All		
Please mark the extent to which you disagree or agree with each of the following.		
S	Q35	In this school, the staff believes that all students can learn, including Multilingual Learners/English Language Learners (MLs/ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
S	Q44	This school has well-defined learning expectations for all students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Classroom Behavior		
How many students in your classes...		
T	Q143	do their work when they are supposed to?
1 = None, 2 = Some, 3 = A lot, 4 = All		
T	Q113	listen carefully when the teacher gives directions?
1 = None, 2 = A few, 3 = Most, 4 = All		
T	Q114	follow the rules in class?
1 = None, 2 = A few, 3 = Most, 4 = All		
T	Q115	respond to challenging questions in class?
1 = None, 2 = A few, 3 = Most, 4 = All		

Course Clarity		
In how many of your classes, this school year, do YOU feel the following statement is true?		
S	Q28	My teachers make learning expectations clear.
1 = None, 2 = Some, 3 = A lot, 4 = All		
S	Q29	Class assignments are purposeful in learning the course content.
1 = None, 2 = A few, 3 = Most, 4 = All		
S	Q30	The work I do in class is good preparation for class assignments,

projects, and assessments.
1 = None, 2 = A few, 3 = Most, 4 = All
S Q31 I learn a lot from feedback on my work.
1 = None, 2 = A few, 3 = Most, 4 = All

Cultural Awareness and Inclusive Classroom Instruction	
In how many of your classes, this school year, do YOU feel the following statement is true?	
T Q09	Ensure instruction represents multiple races and ethnicities
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q11	Design instruction that is responsive to students' needs (e.g., Multilingual Learners/English Language Learners (MLs/ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q12	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q13	develop appropriate Individualized Education Programs for my students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q14	monitor progress on Individualized Education Program goals for my students with disabilities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q15	distinguish linguistic/cultural differences from learning difficulties.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q27	I have conversations about race and racism at my school that help me examine my own beliefs around identity.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T Q06	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q07	Appropriately modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q08	Ensure instruction represents multiple perspectives, cultures, and backgrounds.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
T	Q10	Ensure instruction represents multiple genders, gender identities and expressions and sexual orientations.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q10	I feel that my teachers respect my culture, background, and identity.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
How much do YOU agree with the following statements?		
S	Q03	My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q04	My teachers use examples of students' different backgrounds and families in their lessons to make learning more meaningful for me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q05	I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q06	I see a variety of genders, gender identities and expressions and sexual orientations positively represented in the curriculum.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q07	At this school, we have productive conversations about race and racism where I feel my voice is heard.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know		
S	Q08	My teachers treat students of different races, cultures, or backgrounds

	equally.
	1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
S	Q09 My teachers treat students of different genders, gender identities and expressions and sexual orientations equally.
	1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Family Satisfaction with Child's Education	
Please mark the extent to which you disagree or agree with the following statement.	
P	Q31 My child is progressing in reading the way I would expect.
	1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
P	Q32 My child is progressing in math the way I would expect.
	1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
P	Q33 My child's school helps me understand what grade-level schoolwork looks like.
	1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
How satisfied are you with the following?	
P	Q36 The education my child has received this year.
	1 =Very dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very satisfied, 5 = I don't know
P	Q37 The overall quality of my child's teachers this year.
	1 =Very dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very satisfied, 5 = I don't know

IEP Service Satisfaction	
If you are a parent/guardian of a child who receives special education services through an Individualized Education Program (IEP), ANSWER this question. Mark the extent to which you disagree or agree with each of the following statements.	
P	Q44 I am satisfied with the educational planning and Individualized Education Program (IEP) development process at this school.
	1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P	Q45 At this school, my child receives what they need to achieve their Individualized Education Program (IEP) goal(s).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
P	Q46 This school offers a wide enough variety of activities and services (including specialized programs, related services, and assistive and adaptive technologies where appropriate) to help improve outcomes for my child.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
Quality of Student Discussion	
How many students in your classes...	
T	Q108 build on each other's ideas during class discussions?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q109 use data or text references to support their ideas?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q110 show that they respect each other's ideas?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q111 provide constructive feedback to their peers/teachers?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q112 participate in class discussions at some point?
1 = None, 2 = Some, 3 = A lot, 4 = All	

Strong Core Instruction	
Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...	
T	Q100 students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q101 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q102 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q103 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q91 reading and writing experiences grounded in evidence from text, both literary and informational.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	

T	Q92	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q93	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q94	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q95	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q104	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q105	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q106	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q107	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q96	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q97	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q98	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q99	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q86	reading and writing experiences grounded in evidence from text, both literary and informational.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

T	Q87	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q88	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspectives.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q89	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q90	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q81	reading and writing experiences grounded in evidence from text, both literary and informational.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q82	students to interact with complex grade-level text and tasks, using scaffolding where appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q83	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q84	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q85	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
This question is for informational purposes only. It will not be scored and will not be used for accountability for your school.		
T	Q77	Select at least one content area that you teach. You will then answer a set of questions for each content area you select.
1 = Early childhood (e.g. infants, toddlers, 3-K, or Pre-K), 2 = Social Studies, 3 = Science, 4 = ELA, 5 = Math, 6 = English as a New Language (ENL), 7 = Economics/Financial Education, 8 = I don't teach any of these content areas		

Safety and School Climate

Questions are included within each measure in the Safety and School Climate category.

Conflict Resolution	
How much do you agree with the following statement?	
T	Q141 Conflicts are resolved fairly in my school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q128 Behavioral supports are applied equitably to children in my school/program.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
How much do YOU agree with the following statements?	
S	Q47 Conflicts are resolved fairly in this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
Please mark the extent to which you disagree or agree with the following statements.	
P	Q34 Conflicts are resolved fairly at my child's school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	

Guidance	
How much do you agree with the following statements? It's a priority at this school that adults...	
T	Q133 provide students with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A	
T	Q134 provide families with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A	
T	Q135 provide students with opportunities to learn about different career paths.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A	
How much do you agree with the following statements? Adults at this school...	
T	Q136 meet with students to discuss what they plan to do after high school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T	Q137 provide students with information about the college application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A	
T	Q138 help students plan for how to meet their future career goals.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T	Q139 show students options for how to pay for college (scholarship, grants, loans, work study programs).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A	
T	Q140 show students options for how to pursue pathways other than college (apprenticeships, certifications, etc.).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A	
If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question. How much do YOU agree with the following statements?	
S	Q69 This school provides me with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q70 This school provides my family with guidance on the high school application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)...	
S	Q71 meet with me to discuss what I plan to do after high school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q72 encourage me to continue my education after high school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q73 provide me with information about the college application process.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q74 help me plan for how to meet my future career goals.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q75 encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q76 advise me to take advanced courses.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q77 help me consider which colleges to apply to.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A	
S	Q78 show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A	
How much do YOU agree with the following statements?	
S	Q21 This school encourages me to develop interests, talents, or opportunities outside of academics.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
S	Q49 At this school, I have the opportunity to learn about different careers to help me think about my future.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
S	Q79 show me options for how to pursue pathways other than college (apprenticeships, certifications, etc.)
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A	

Inclusive Leadership	
How much do YOU agree with the following statements?	
S	Q02 I have the opportunity to work with adults at this school to make decisions in important areas that impact my life (e.g., instruction, safety, conflict resolution, etc.).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...	
P	Q17 puts decisions made with families into action.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
P	Q18 works to create a sense of community in the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
P	Q19 ensures families are comfortable communicating with the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	

Please mark the extent to which you disagree or agree with the following statement.	
P	Q30 Language translation and interpretation are readily available to me at all family events at my child's school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A	

Inclusive Learning Environment	
Please mark the extent to which you disagree or agree with each of the following.	
T	Q37 At this school, students with disabilities are included in all school activities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q38 This school educates students with disabilities in the least restrictive environment appropriate.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q45 School staff treat students of different genders, gender identities and expressions and sexual orientations equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
T	Q46 School staff treat students of different races, cultures, or backgrounds equally.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	
S	Q12 At this school, students with disabilities are included in all school activities.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know	

Innovation and Collective Responsibility	
How many teachers at this school...	
T	Q1 help build a welcoming school environment in the entire school, not just their classroom?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q2 are actively trying to improve their teaching?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q3 take responsibility for improving the school?
1 = None, 2 = Some, 3 = A lot, 4 = All	
T	Q4 are eager to try new ideas?

1 = None, 2 = Some, 3 = A lot, 4 = All
T Q5 feel responsible that all students learn?
1 = None, 2 = Some, 3 = A lot, 4 = All

Instructional Leadership
Please mark the extent to which you disagree or agree with each of the following. The principal/program leader at this school...
T Q63 makes clear to the staff their expectations for meeting instructional goals.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q64 understands how children learn.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q65 sets high standards for student learning.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school...
T Q66 supports teachers in implementing what they have learned in professional development.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q67 carefully tracks student academic progress.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q68 knows what's going on in my classes.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q69 provides teachers with formative feedback to improve practice.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q70 participates in instructional planning with teams of teachers.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Peer Collaboration
Please mark the extent to which you disagree or agree with each of the following. At this school...
T Q49 the principal/program leader, teachers, and staff collaborate to make this school run effectively.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q50 teachers design instructional programs (e.g., lessons, units) together.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q51 teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.

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

Personal Attention and Support

How much do YOU agree with the following statements?

S Q11 In general, my teachers make their lessons relevant to my everyday life experiences.

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

S Q13 My teachers take into consideration how my background and identity affect my learning and interests.

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

S Q40 Adults at this school check in with me frequently about how I'm doing personally.

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

S Q41 Adults at this school check in with me frequently about how I'm doing academically.

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

S Q42 I feel like I belong at this school.

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

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

S Q33 ask if I have everything that I need to succeed in their class

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

S Q34 give me specific suggestions about how I can improve my work in class.

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

S Q35 explain things a different way if I don't understand something in class.

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

S Q36 support me when I am upset.

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

Preventing Bullying

How often is the following thing true?

T Q47 At this school students harass, bully, or intimidate other students.

1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time

How often are the following things true? At this school...

S Q61 students harass, bully, or intimidate other students.

1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q62	students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accent, or citizenship/immigration status.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q63	students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q64	students harass, bully, or intimidate each other because of other differences, like different body type or disability.
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		
S	Q65	students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).
1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time		

Program Coherence		
Please mark the extent to which you disagree or agree with each of the following. At this school...		
T	Q52	curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
T	Q53	once we start a new program, we follow up to make sure that it's working.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q54	it is clear how all of the programs offered are connected to our school's instructional vision.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Quality of Professional Development		
Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...		
T	Q60	curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A		
Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...		

T	Q61	included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q62	directly related to my students' needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		

Safety		
How much do you agree with the following statements? My students are safe...		
T	Q129	outside around this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
T	Q130	traveling between home and this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
T	Q131	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
T	Q132	in my class(es).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
How much do you agree with the following statements? I feel safe...		
S	Q57	outside around this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
S	Q58	traveling between home and this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
S	Q59	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		
S	Q60	In my classes at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A		

School Commitment		
Please mark the extent to which you disagree or agree with each of the following.		
T	Q21	I usually look forward to each working day at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree		
T	Q22	I would recommend this school to parents/guardians seeking a place for their child.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q23 I would recommend this school to other teachers as a place to work.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Social-Emotional
How many adults at this school...
T Q116 help students develop the skills they need to complete challenging coursework despite obstacles?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know
T Q117 tell their students they believe they can achieve high academic standards?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know
T Q118 teach students how to advocate for themselves?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know
T Q119 recognize disruptive behavior as social-emotional learning opportunities?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know
T Q120 have access to school-based supports to assist in behavioral/emotional escalations?
1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know
How much do YOU agree with the following statements?
S Q20 I know where to go at my school if I need additional support with my mental-health.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
S Q39 There is time at school to talk about feelings and emotions.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
If you need mental health supports or resources click here. During this school year, I have felt ___ while learning.
S Q22 Happy
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
S Q23 Safe
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
S Q24 Hopeful
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
S Q25 Bored
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
S Q26 Stressed

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
S Q27 Worried
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Student-Student Trust
How much do YOU agree with the following statements?
S Q1 Most students at this school treat each other with respect.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
S Q46 Most students treat students from different cultures or backgrounds
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
Student-Teacher Trust
How much do YOU agree with the following statements?
S Q38 There is at least one adult at my school that I can confide in (trust and talk to about what's going on).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
S Q43 My teachers are open to students' ideas, suggestions, and comments.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
S Q44 My teachers always do what they say they will do.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
S Q45 My teachers treat me with respect.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Teacher Influence
Please mark the extent to which you disagree or agree with each of the following. At this school...
T Q59 There is at least one adult at my school that I can confide in (trust and talk to about what's going on).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
How much influence do teachers have over school policy in each of the areas below?
T Q72 planning how discretionary school funds should be used.
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence
T Q71 hiring new professional personnel
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of

influence	
T	Q73 selecting instructional materials and/or curriculum used in classrooms.
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence	
T	Q74 setting standards for student behavior.
1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence	

Teacher-Principal Trust	
Please mark the extent to which you disagree or agree with each of the following.	
T	Q28 I feel respected by the principal/program leader at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q29 The principal/program leader at this school is an effective manager who makes the school run smoothly.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q30 The principal/program leader has confidence in the expertise of the teachers at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q31 I trust the principal/program leader at their word (to do what they say that they will do).
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q32 The principal/program leader looks out for the personal welfare of the staff members.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q33 The principal/program leader places the needs of children ahead of personal interests.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q34 The principal and assistant principals function as a cohesive unit.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A	

Teacher-Teacher Trust	
Please mark the extent to which you disagree or agree with each of the following.	
T	Q24 Teachers in this school trust each other.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree	
T	Q25 It's OK in this school to discuss feelings, worries, and frustrations with

other teachers.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q26 I feel respected by other teachers at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Relationship with Families

Questions included within each measure in the Relationship with Families category.

Outreach to Parents
Please mark the extent to which you disagree or agree with each of the following. At this school...
T Q55 teachers understand families' challenges and concerns.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q56 teachers work closely with families to meet students' needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q57 staff regularly communicate with families about how they can help students learn.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
T Q58 school staff value families' race, ethnicity, culture, family structure, and background.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P Q1 School staff regularly communicate with me about how I can help my child learn.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P Q13 My child's school will make me aware if there are any concerns about my child's social or emotional well-being.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know
P Q13 Teachers work closely with me to meet my child's needs.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P Q2 My child's school communicates with me in a language that I can understand.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P Q3 I am greeted warmly when I contact or visit the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P Q8 If I suspect my child needs additional learning supports and services, I know the next steps to get support at my school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
P Q43 At this school/program, teachers incorporate feedback from families

into supporting children in the program.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = 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 Q5 I feel respected by my child's principal/school leader.

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

P Q10 I trust the principal/school leader at their word (to do what they say that they will do).

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

P Q11 The principal/school leader is an effective manager who makes the school run smoothly.

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

Parent- Teacher Trust

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

P Q12 My child's teachers treat me as a partner in educating my child.

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

P Q4 I feel respected by my child's teachers.

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

P Q9 Staff at this school work hard to build trusting relationships with parents/guardians like me.

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

Parent Involvement in School

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

P Q20 communicated with your child's teacher about your child's performance?

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

P Q21 seen your child's projects, artwork, homework, tests, or quizzes?

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

P Q22 I know how to contact the Parent Coordinator at my child's school

1 = Yes, 2 = No	
P	Q40 attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?
1 = Yes, 2 = No	