

DISTRICT MISSION:

To ignite a passion for learning.

Board Priorities:

- Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career. *Every day, we are college or career-ready.*
- Provide all students with engaging learning opportunities. *Rigor and engagement are everywhere.*
- Create a space that is safe, inclusive and welcoming for all. *Diversity and culture make us better.*
- Plan and execute the capital and human capital investments that will make our district better. *We plan for the future.*



Lake County School District Board of Education

Tuesday, Sept. 12, 2017 7:00 pm
Lake County Schools District Office

1. 7:00 Call to order
2. 7:01 Pledge of Allegiance
3. 7:02 Roll call
4. 7:03 Preview agenda
5. 7:04 Reading or Energize Item-Stephanie McBride
6. 7:04 Approve consent agenda:
Minutes: Regular Meeting Aug. 8, 2017
Personnel Recommendations
Resolution NO. 18-05 Increase in Fund 22
7. 7:10 Public Participation: *Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up on the clipboard at the front. We ask you to please observe the following guidelines:*
 1. *Confine your comments to matters that are germane to the business of the School District.*
 2. *Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.*
 3. *Understand that the board cannot discuss specific personnel matters or specific students in a public forum.**After the public comment portion of the meeting, the Board will hold a brief discussion, if necessary, in order to determine future action on issues raised.*
8. 7:15 Action Items
 - a. Resolution NO. 18-06 Cancelling of the regular school board election for Nov.
9. 7:20 Discussion Item
 - a. Debrief of Millie Hamner visit
10. 7:50 Oversight Calendar
 - a. District Performance Overview
 - b. Strategic Plan Review
11. 8:30 Student Rep Report
12. 8:35 Break
13. 8:40 Superintendent's Update:
 - a. Celebrations
 - b. Student Achievement
 - c. Culture Update
14. Board Reports
15. Agenda Planning
 - a. Reading/Energize for next meeting
 - b. Work Shop planning-Safety and Security
 - c. Next Meeting: Sept. 26, 2017 Work Session 6:30 pm
16. Meeting Debrief
 - a. How did we do on time?
 - b. Did we do our most important work first?
17. Adjournment

Estimated duration of meeting is 2.5 to 3 hours **Updated 9/6/2017

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Each person is asked to focus comments to five minutes. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.

SCHOOL BOARD MINUTES

Regular Meeting

Aug. 8, 2017

Pledge of Allegiance –Director Frykholm led the pledge of allegiance.

Roll Call of Members - The regular meeting of the Board of Directors for Lake County School District R-1 was called to order on Aug. 8, 2017 at 7:00 p.m. Directors Baldassar, Frykholm, Jump, McBride, Solomon and Superintendent Wyman were present. Student representative Bryce Allen was present.

Preview Agenda –No changes were needed.

Reading or Energize item- Ellie Solomon provided a reading.

Approval of consent agenda items- It was moved by Director Jump to approve consent agenda. Director Solomon seconded the motion;

	Baldassar	Frykholm	Jump	McBride	Solomon
Aye	X	X	X	X	X
Nay					
Absent					

motion carried 5-0.

Public Participation-NA.

Action Items- It was moved by Director Jump to approve the IGA with Lake County Clerk and Recorder for the November elections. Director Baldassar seconded the motion;

	Baldassar	Frykholm	Jump	McBride	Solomon
Aye	X	X	X	X	X
Nay					
Absent					

motion carried 5-0.

It was moved by Director Solomon to approve Resolution NO. 18-04 the Modification Agreement to Deed of Trust for the National Mining Hall of Fame. Director Jump seconded the motion;

	Baldassar	Frykholm	Jump	McBride	Solomon
Aye	X	X	X	X	X
Nay					
Absent					

motion carried 5-0.

Oversight Calendar- Wendy Wyman spoke about how the start of the year is going.

Superintendent update-Kate Bartlett was in attendance and spoke on branding. Wendy spoke on the beginning of the year, that we will have testing results to share at the work session after they are not embargoed. She spoke of professional development going on in the district and trainings that are happening before school starts. Wendy explained about having a salary committee who are looking at the salary schedule for the certified staff. This committee is made up of LCSD and LCEA members.

Board Reports- Director McBride spoke of buying a house, moving, having a baby and being busy this summer. Director Solomon spoke of traveling this summer. Director Jump spoke of visiting with family this summer and enrolling son in Kindergarten. She also spoke of attending the meeting in regards to educator shortage at CMC, attending the BOCES meeting and being in the Boom Days parade for the school district. President Frykholm spoke of going to a Lady Gaga concert. Director Baldassar gave an update on CASB and visiting Ohio. Student representative Allen spoke of working this summer and getting ready for his senior year and final year of football.

Agenda Planning- Stephanie McBride will do the reading for next regular meeting.

Meeting was debriefed and it was moved by Director Jump to adjourn the meeting.

Director McBride seconded the motion; motion carried.

Meeting adjourned at 8:27 p.m.

ATTEST:

Harmony Jump, Secretary

Amy Frykholm, President

Lake County School District R-1
Employee Status Report
September 12, 2017

9/5/2017

Certified Staff

Recommended for Hire

<u>Name</u>	<u>Assignment</u>	<u>Degree</u>	<u>License</u>	<u>Experience</u>
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Transfers

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Location</u>	<u>Effective</u>
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Resignations/Terminations

<u>Name</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective</u>
Dulac, Sarah	SPED Teacher - ALC	IS	Aug-17

Amy Frykholm, President

Harmony Jump, Secretary

Lake County School District R-1
Employee Status Report
September 12, 2017

9/5/2017

Support Staff/Classified

Recommended for Hire

Crane, Lauren	Special Educatio Paraprofessional	Intermediate School
Denson, Jimmie	Bus Driver/PT Custodian	District
Dixon, Sarah	21st Century	District
Gerdes, Kristi	Substitute Teacher	District
Lancaster, Kathleen	Behavioral Health Prevention Specialist (7-12)	High School
Munoz, Alexandra	After School Program Specialist/Site Supervisor	District
Prout, Lisa	PK Substitute	Center
Steele Monroe, Shelby	1:1 Special Education Paraprofessional	High School
Tufte, Tamsey	Substitute Teacher	District
Vitale Wilson, Shannon	Substitute Teacher	District
Watkins, Erin	Substitute Teacher	District

Transfers

Resignations/Terminations

Caraveo, Brenda	PK Assistant Teacher	The Center
Glaser, Nichole	Health Manager	The Center
Jackson, Kim	Bus Driver	Transportation
Wogan, Samantha	Behavioral Health Prevention Specialist (7-12)	High School

Amy Frykholm, President

Harmony Jump, Secretary

Lake County School District R-1
Employee Status Report
September 12, 2017

9/5/2017

Certified/Staff

Classified/Support Staff

Bus Drivers
Substitute Teachers
Family Engagement Specialist
Facility Support Staff (Full Time - A.M.)
Facility Support Staff (Part Time - P.M.)
PK Assistant Teacher
Health Manager
PK Special Educaiton Paraprofessional

District
District
District
Center
Center
Center
Center
Center

Coaches/Athletics

JV Boys Basketball
C-Team Boys Basketball
MS Wrestling

High School
Intermediate School
Intermediate School



Lake County School District R-1

Superintendent
DR. WENDY WYMAN

Administrative Assistant
BUNNY TAYLOR

RESOLUTION NO. 18-05

BE IT RESOLVED THAT, the Board of Education of Lake County School District R-1 authorizes an increase in the 2017-2018 Grants Fund 22 as follows:

Grant Fund

GOL! Afterschool	(Acquisition)	\$56,893.00
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Total \$	\$56,893.00
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Harmony Jump, Secretary

Amy Frykholm, President

Dated: Sept. 12, 2017

BEFORE THE BOARD OF EDUCATION OF
LAKE COUNTY SCHOOL DISTRICT R-1

RESOLUTION NO. 18-06

A RESOLUTION CANCELLING THE REGULAR SCHOOL ELECTION TO BE HELD ON
NOVEMBER 7, 2017; DECLARING THE CANDIDATES TO BE ELECTED; AND
DIRECTING THAT NOTICE OF CANCELLATION OF THE ELECTION BE GIVEN AS
REQUIRED BY LAW

WHEREAS, pursuant to Section 22-31-104(1), C.R.S., the regular biennial school election in Lake County School District R-1 (“District”) is to be held on November 7, 2017; and

WHEREAS, two directors of the District are to be elected at the November 7, 2017 election; and

WHEREAS, Section 22-31-103(1), C.R.S., provides that all school elections shall be conducted pursuant to Articles 1 to 13 of Title 1, C.R.S., known as the “Uniform Election Code of 1992”; and

WHEREAS, Section 1-4-803(4), C.R.S., which is part of the Uniform Election Code of 1992, provides in pertinent part that “a candidate for the office of school director shall not run as a candidate of any political party for that school directorship”; and

WHEREAS, Section 1-5-208(1.5), C.R.S., which is part of the Uniform Election Code of 1992, provides in pertinent part as follows:

(I) If the only matter before the electors in a nonpartisan election is the election of persons to office and if, at the close of business on the sixty-third day before the election, there are not more candidates than offices to be filled at the election, including candidates filing affidavits of intent, the designated election official, if instructed by resolution of the governing body, shall cancel the election and declare the candidates elected.

; and

WHEREAS, the Board of Education (“Board”) has been advised and finds that at the close of business on the sixty-third day before the scheduled November 7, 2017 school election there were not more candidates than offices to be filled at the election, including candidates filing affidavits of intent; and

WHEREAS, pursuant to the authority granted to the Board by Section 1-5-208(1.5). C.R.S., the Board finds and determines that the District’s regular biennial election scheduled to be held on November 7, 2017 should be canceled and the candidates declared elected.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF LAKE COUNTY SCHOOL DISTRICT R-1, as follows:

Section 1. The designated election official of Lake County School District R-1 is instructed to cancel the District's regular biennial school election that was scheduled to be held on November 7, 2017, and to declare that the following two candidates are elected to the office of school director of the District:

Amy Frykholm

Jeff Fiedler

Section 2. The designated election official of the District shall provide notice of cancellation of the election as required by Section 1-5-208(6); C.R.S.

Section 3. This resolution is effective upon adoption.

Adopted and approved this 12th day of September, 2017.

BOARD OF EDUCATION OF LAKE COUNTY
SCHOOL DISTRICT R-1

By _____
President

ATTEST:

Secretary

Board Goal #1: Communications strategy improvement

At the August work session, we invited Millie Hamner to help the board consider how it interprets its representative work, as a first step toward a revised communications strategy.

Millie pointed out key differences between a board and a legislator, but nonetheless gave us a lot of food for thought on how to better communicate with our public.

Among her suggestions (or ideas that came up while she was speaking):

- Business cards for board members to hand out at events
- A monthly newsletter of some kind with photos
- Being present at social events/community gatherings and using that as an opportunity to listen
- Responding quickly to email and phone contacts
- Meeting with constituents
- Printing board agenda in the newspaper
- Taking board meetings into schools with art/performances by students; inviting parents to listen in on the updates given by administrators
- Cards that ask for feedback handed out/Response postcards
- “The board is seeking input from constituents...”—newsletters, Facebook/Twitter
- Using existing events like the mayor’s coffee, Wednesday coffee, Women’s Empowerment
- Using existing newsletters like the ROAR, Parent Newsletter etc. to provide “news” from the board
- Using events where the board is central to educate/inform as well as to listen; use these also to celebrate accomplishments
- Bios of board members in newsletters etc. with photos and perhaps specialities
- Op-eds in the newspaper
- Tap into informal gatherings and meetings

Questions for the board:

Is this list exhaustive? Are there other things you would like to add that might improve our communication?

How would you rank these items in terms of impact? Highest impact? Lowest impact?

Perhaps also think about the time/impact ratio—what is most effective?

What are some that you would like to see us take on? What do you see as the pros and cons?

What are our next steps?

LCSD Board Meeting – District Performance on State Assessments and Enrollment Assessments

The attached assessment documents offer an overview of the school district's performance on assessments. Overall we see a trend of proficiency rising and growth scores improving. We are seeing some evidence of closing achievement gaps, particularly in our growth scores. We are still aiming for a high percentage of our students to be meet or exceed standards. The reports that follow include:

PARCC Summary of Performance - Disaggregations – District

This report includes PARCC results disaggregated by subgroups. It allows us to consider how well we are closing achievement gaps.

PSAT

This report demonstrates how our 10th graders are doing regarding college readiness.

SAT

This report demonstrates how our 11th graders are doing regarding college readiness.

Growth (PARCC and SAT)

This report demonstrates our growth on PARCC and SAT and demonstrates growth levels across ELA and math.

Enrollment

LCSD Enrollment Update at of 9-6-2017

These numbers are still **preliminary and changing**. If anything, we are likely to see enrollment go down some from these numbers as we drop students who didn't return to school.

Warm seats K-12 – Number of students in PowerSchool: **947 – we expect this number to drop some**

Kindergarten (31.5): **909.5 – we expect this number to drop some**

The numbers below are current counts of students "out" and "in." A student is counted as "out" if we expected them to enroll and they didn't. A student is counted as "in" if they enrolled but we did not expect them. Both the outs and the ins include a combination of students whose families geographically moved in or out of Leadville, and students who are exercising school choice. A student is considered choice in if (to our best knowledge) they already lived in Leadville but attended a different school or district. A student is considered choice out if (to our best knowledge) they are choosing a new school or district but not moving out of Leadville.

West Park

Students out: 9 -- Of these, choice out: 1

Students in: 19 -- Of these, choice in: 2

LCIS

Students out: 19 -- Of these, choice out: 5

Students in: 16 -- Of these, choice in: 8

LCHS

Students out: 32 -- Of these, choice out: 5

Students in: 36 -- Of these, choice in: 18 (includes students who could no longer be served at Greater Heights)

TOTAL

Students out: 60 -- Of these, choice out: 11

Students in: 71 -- Of these, choice in: 28



***PARCC Summary of Performance -
Disaggregations - District***

for

Lake County R-1 - Total



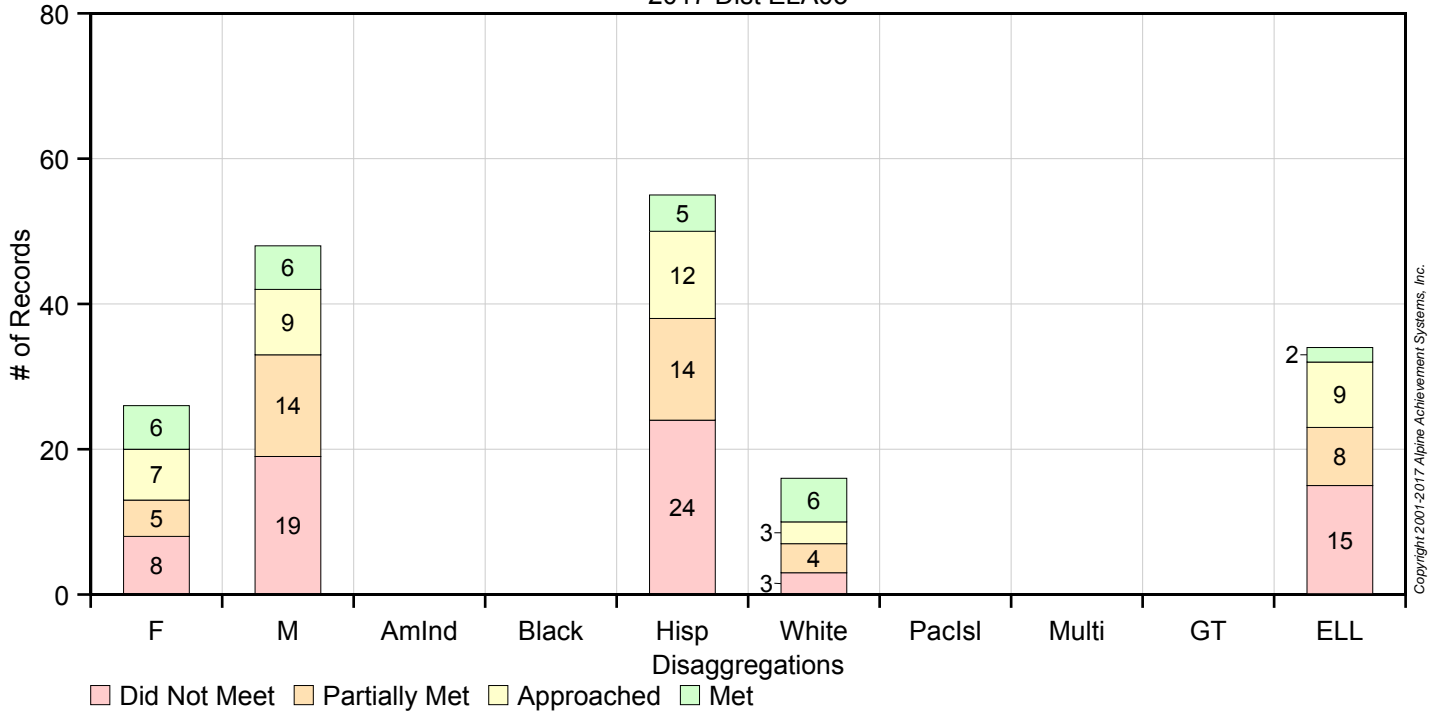
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Report generated: Wednesday, September 6, 2017

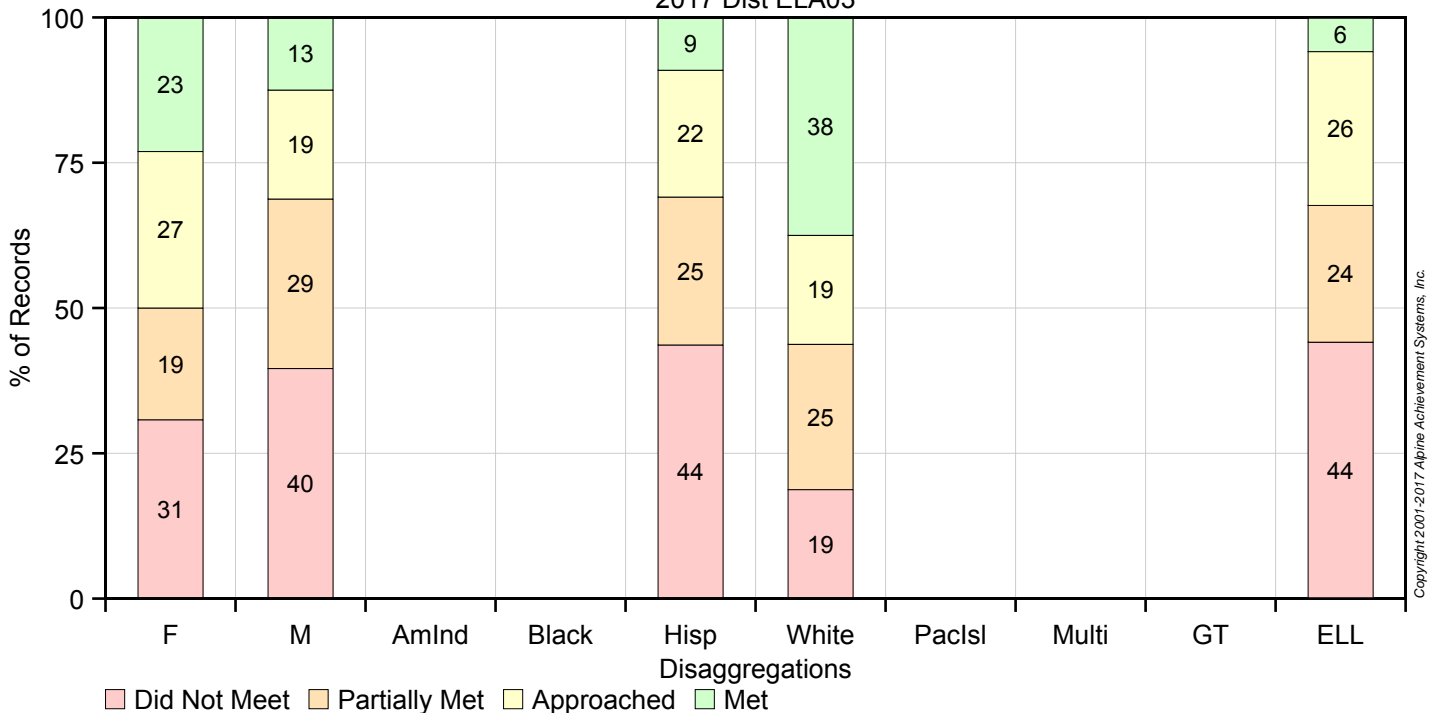


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA03



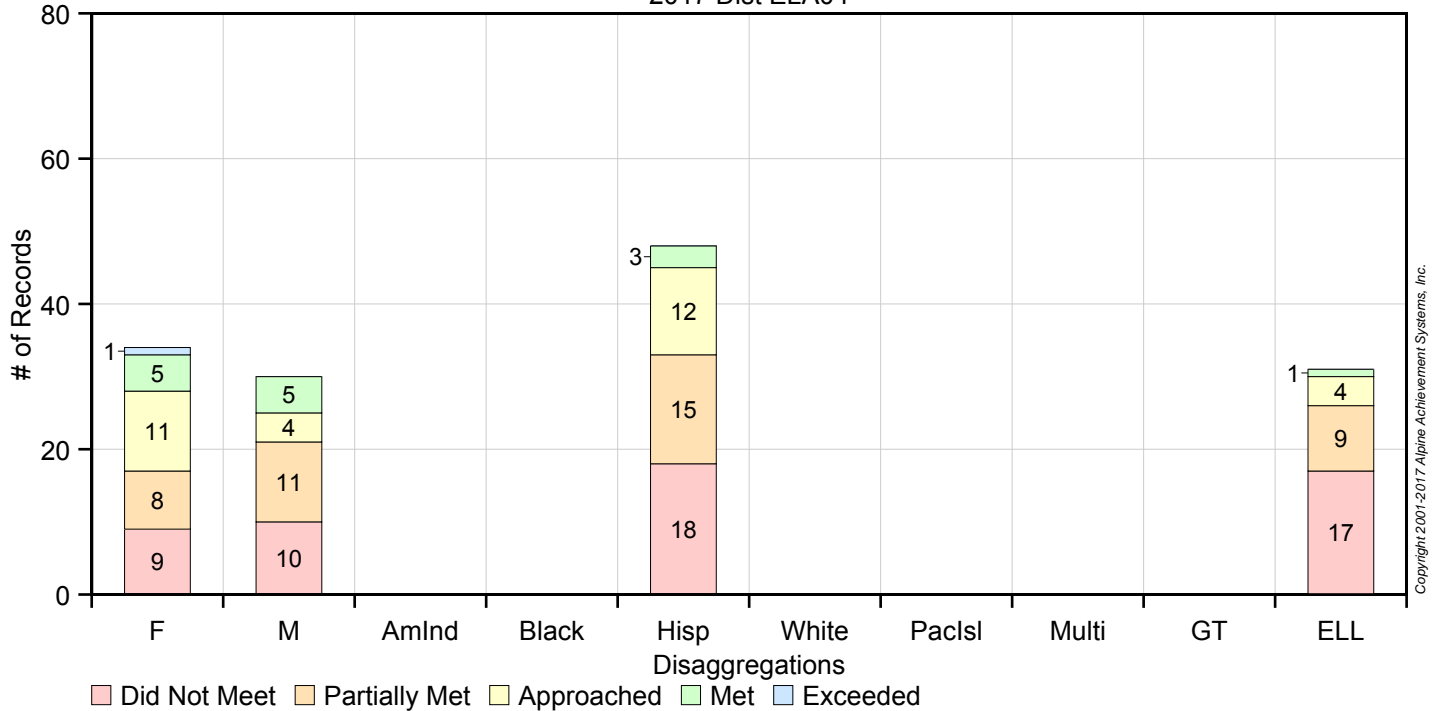
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA03



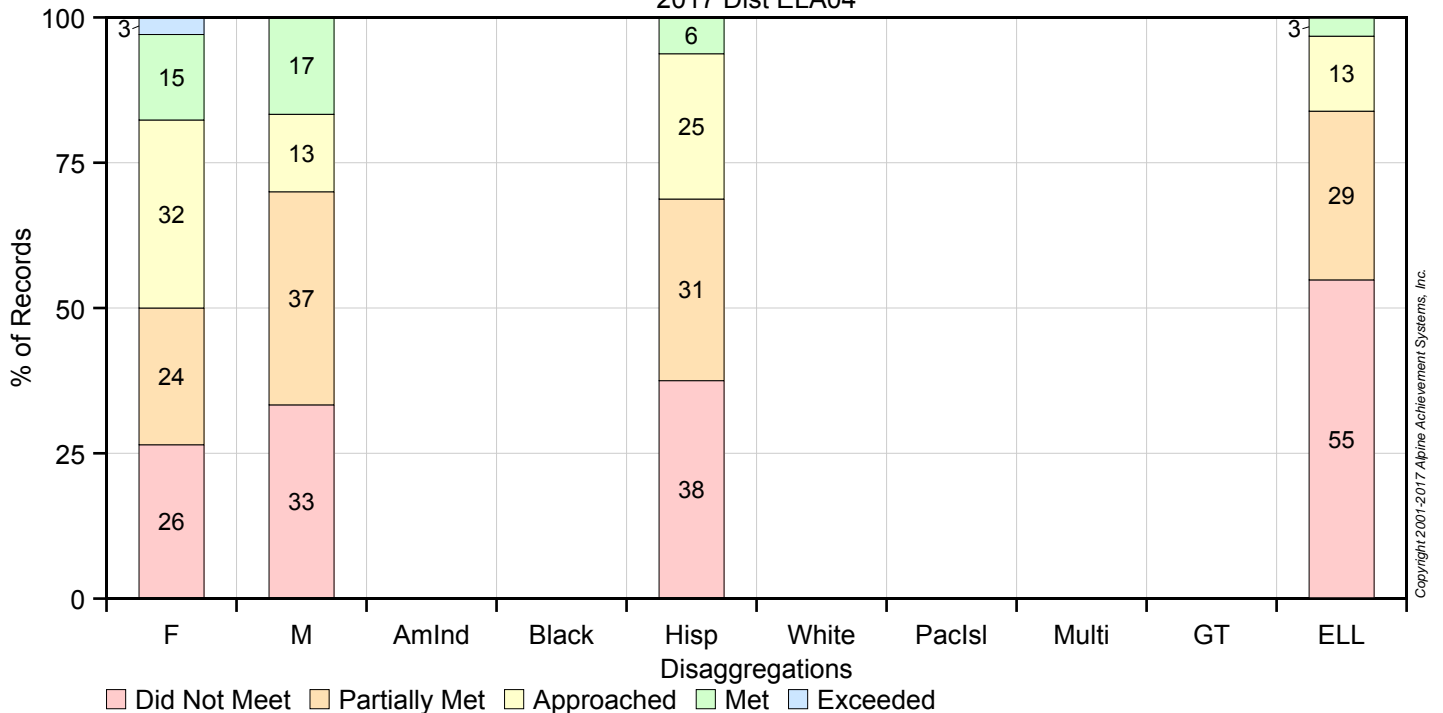


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA04



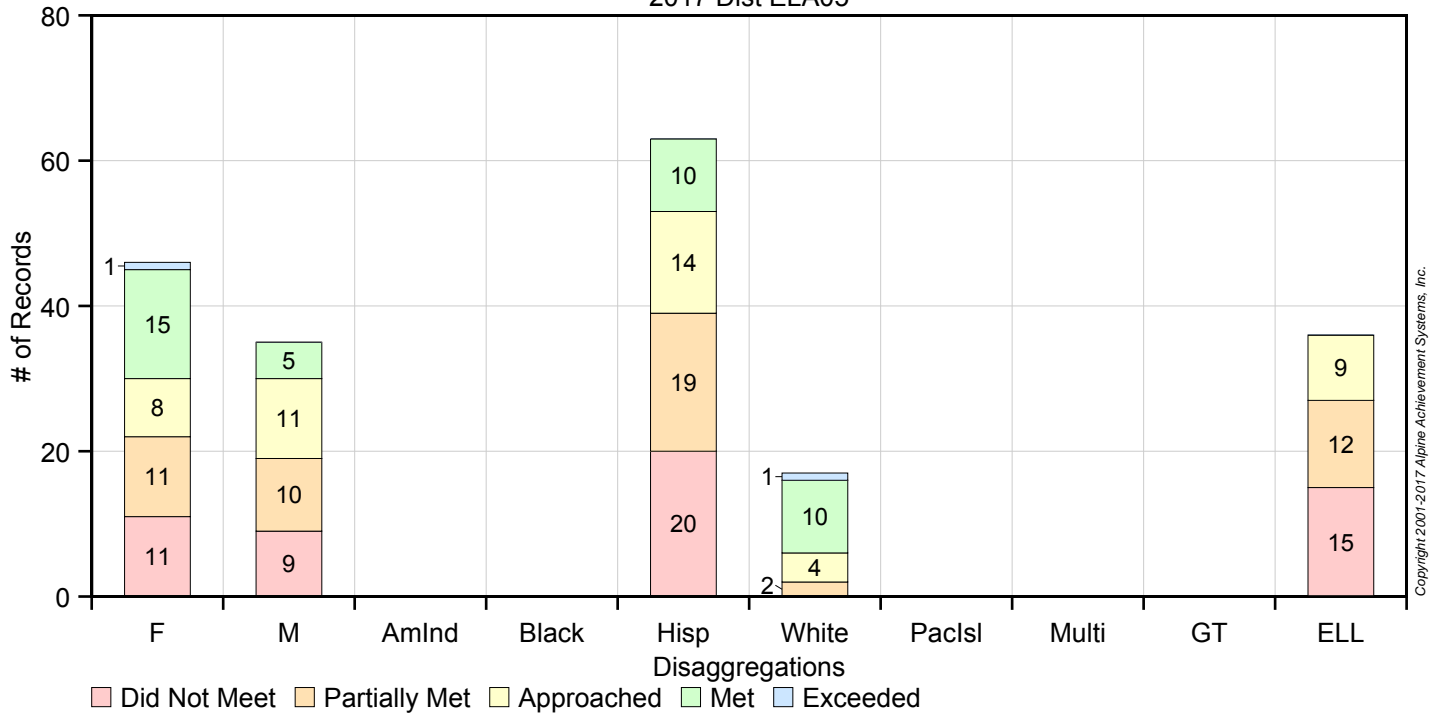
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA04



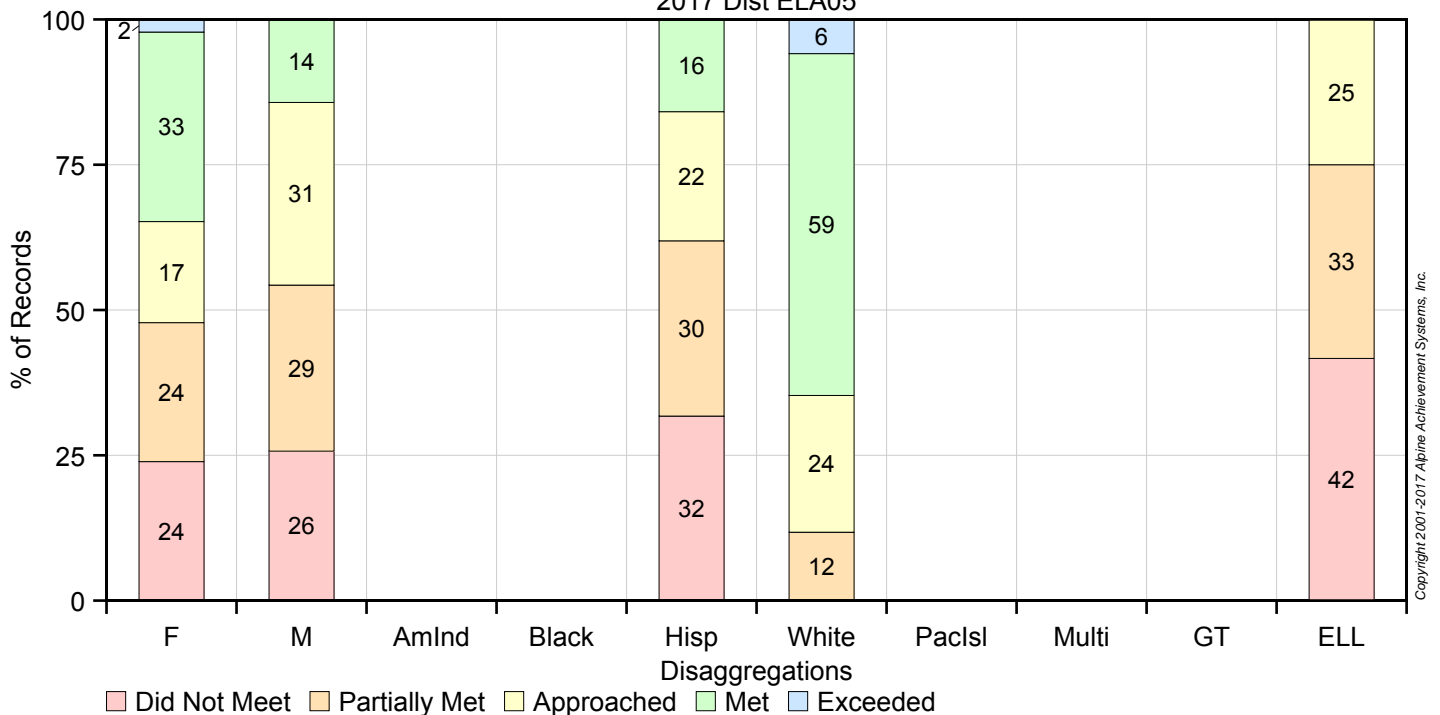


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA05



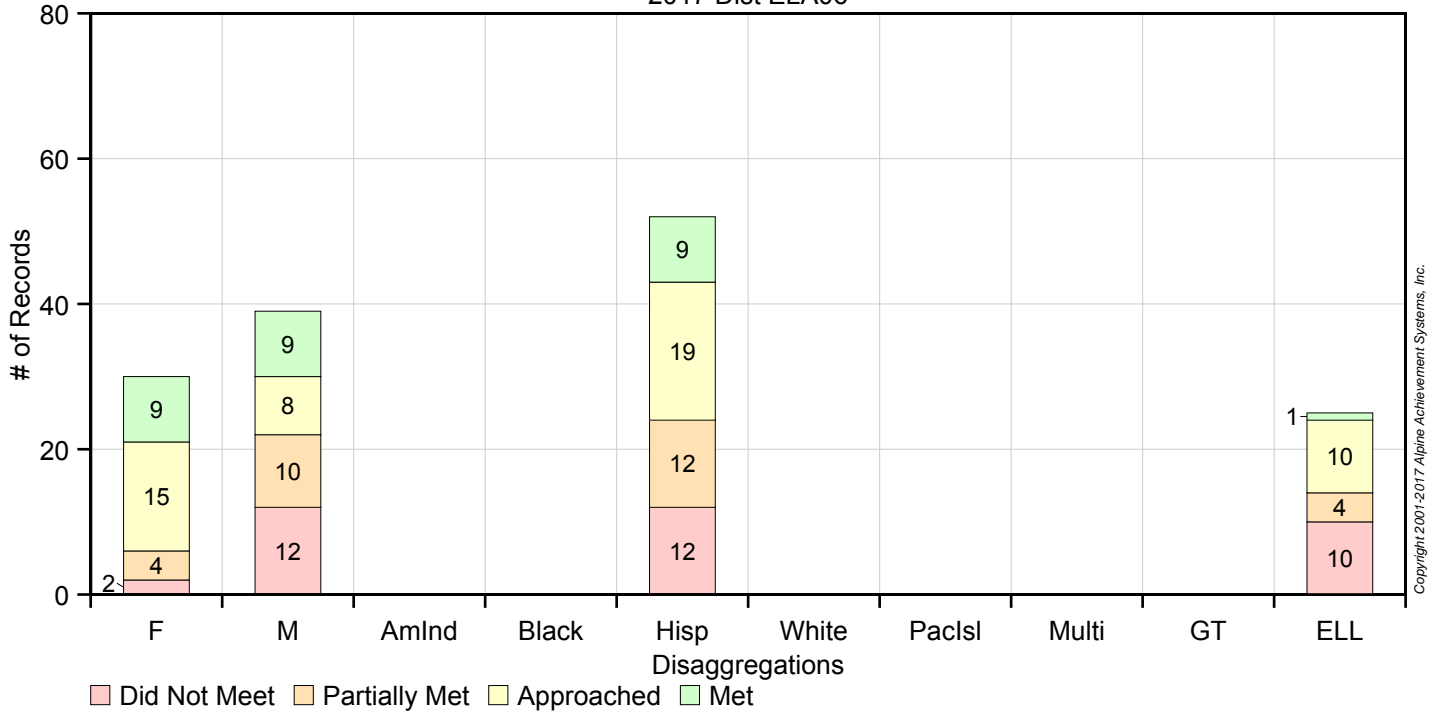
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA05



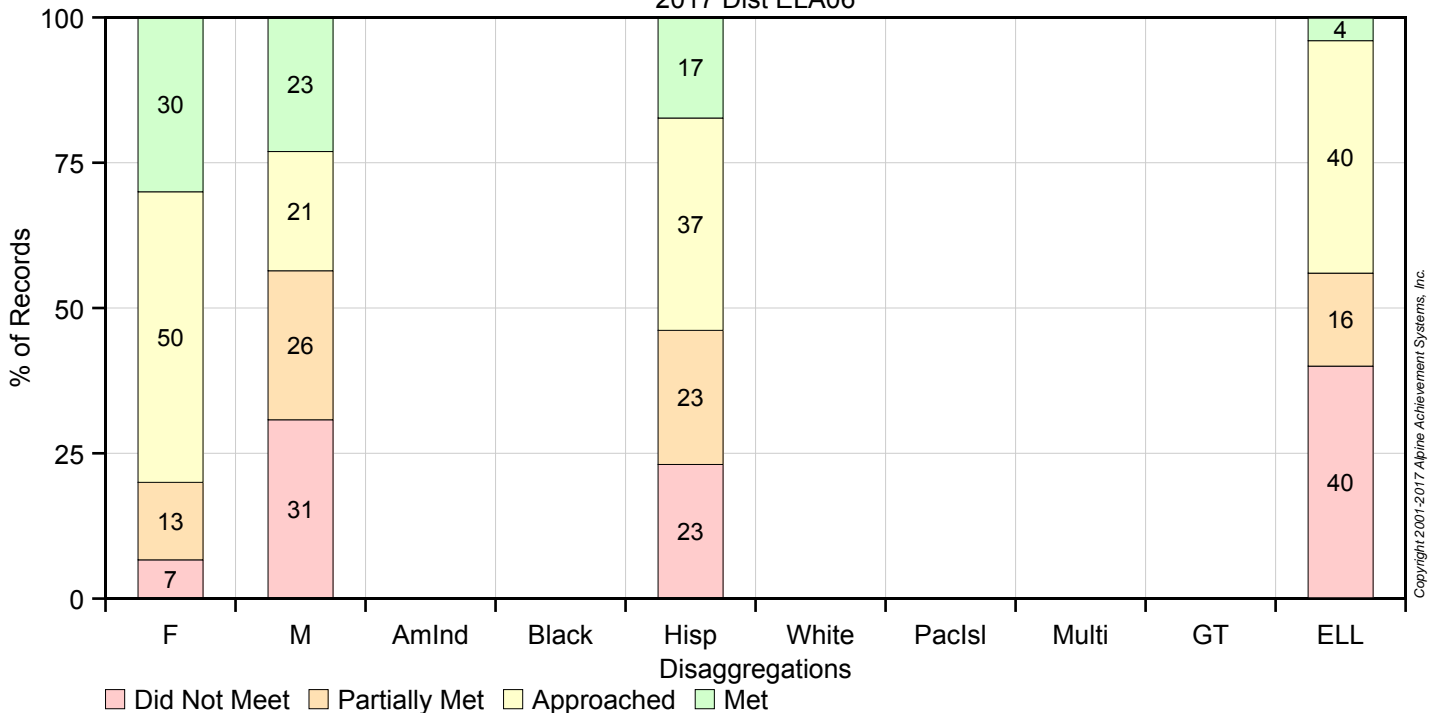


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA06



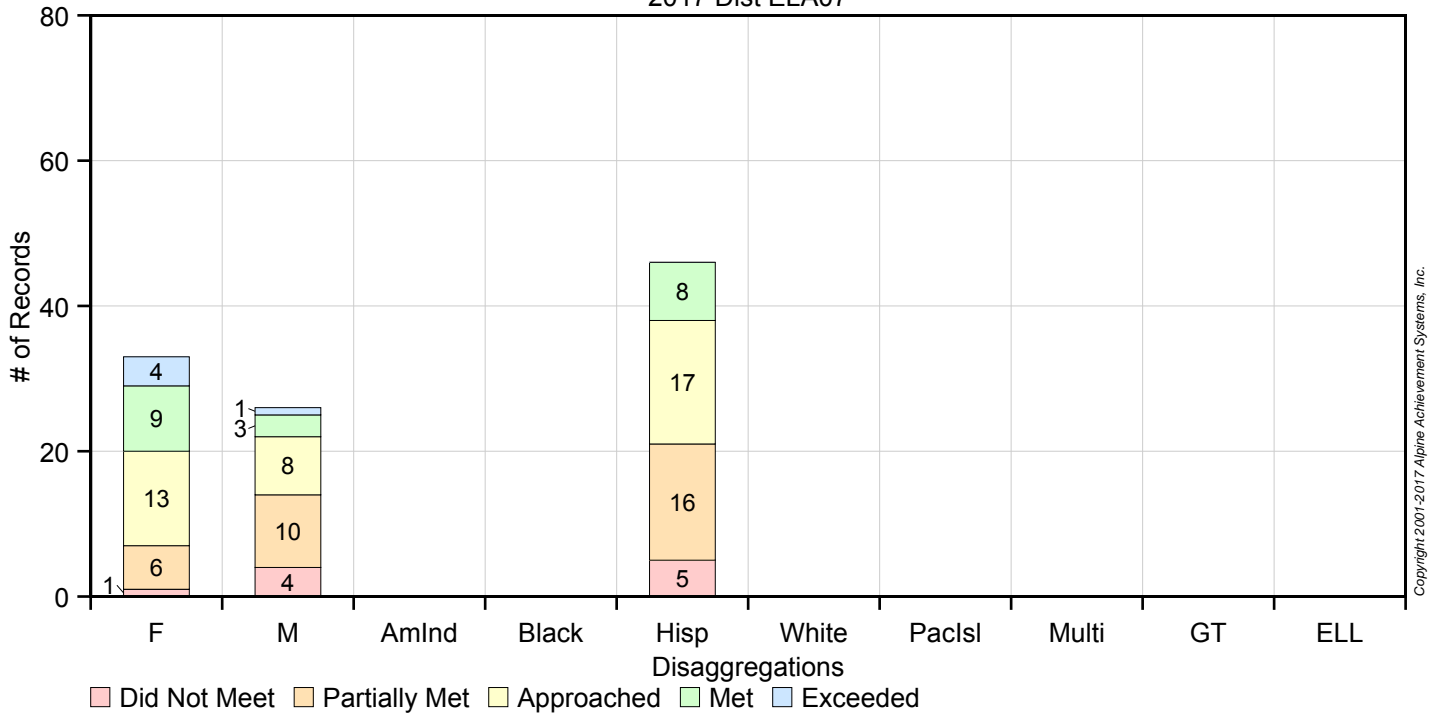
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA06



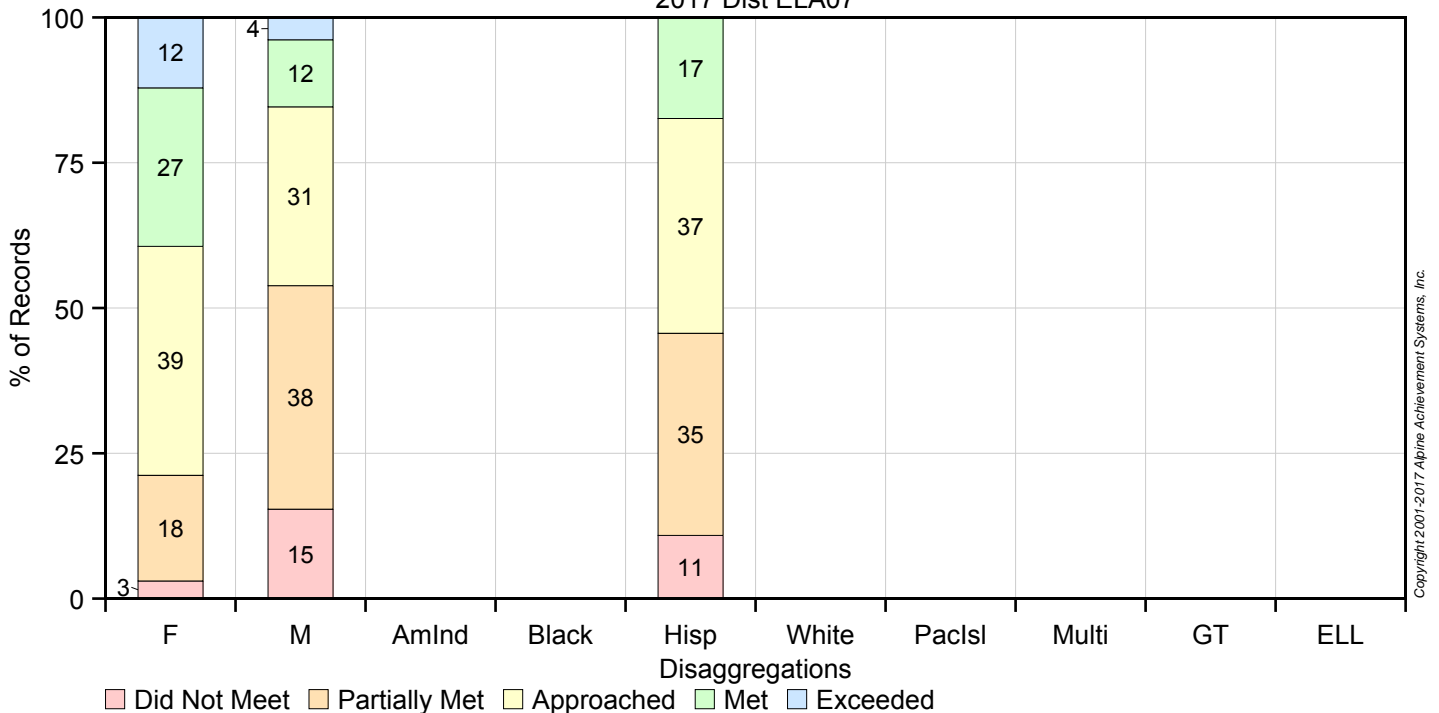


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA07



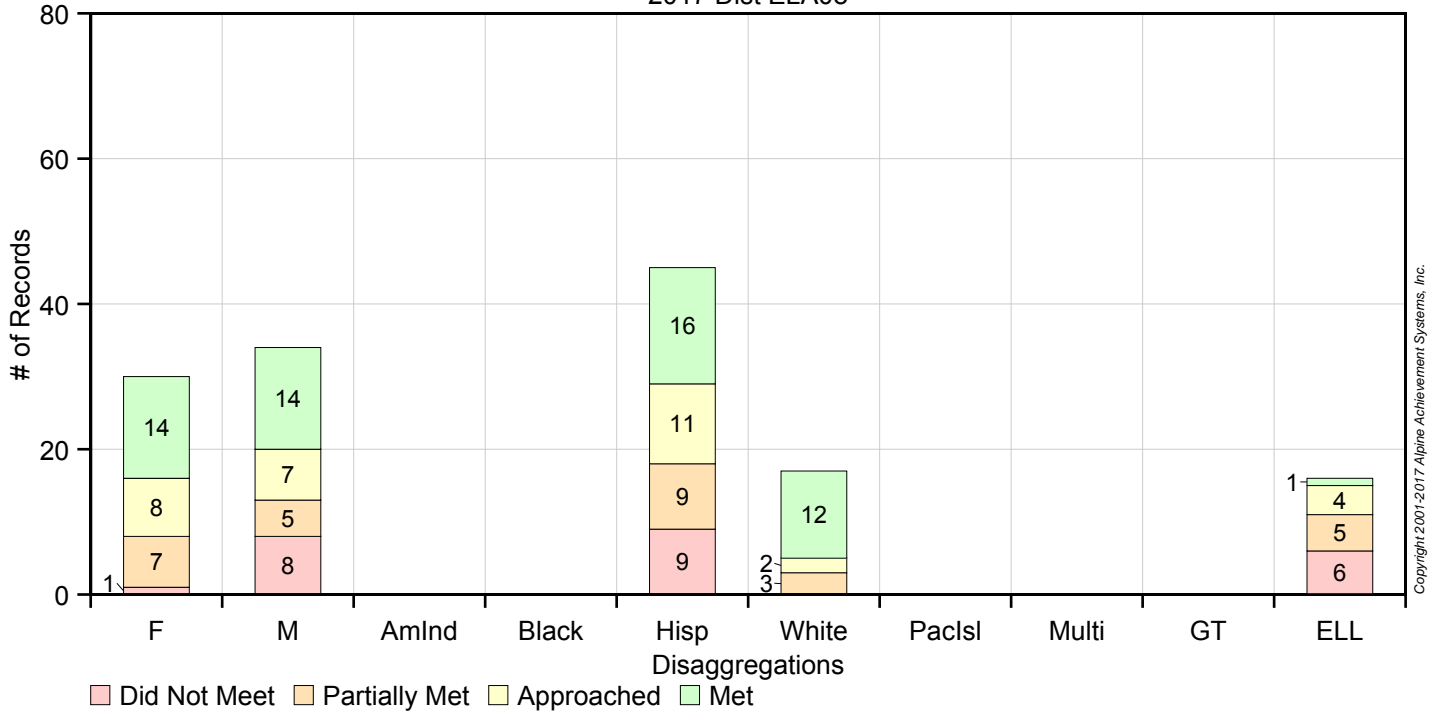
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA07



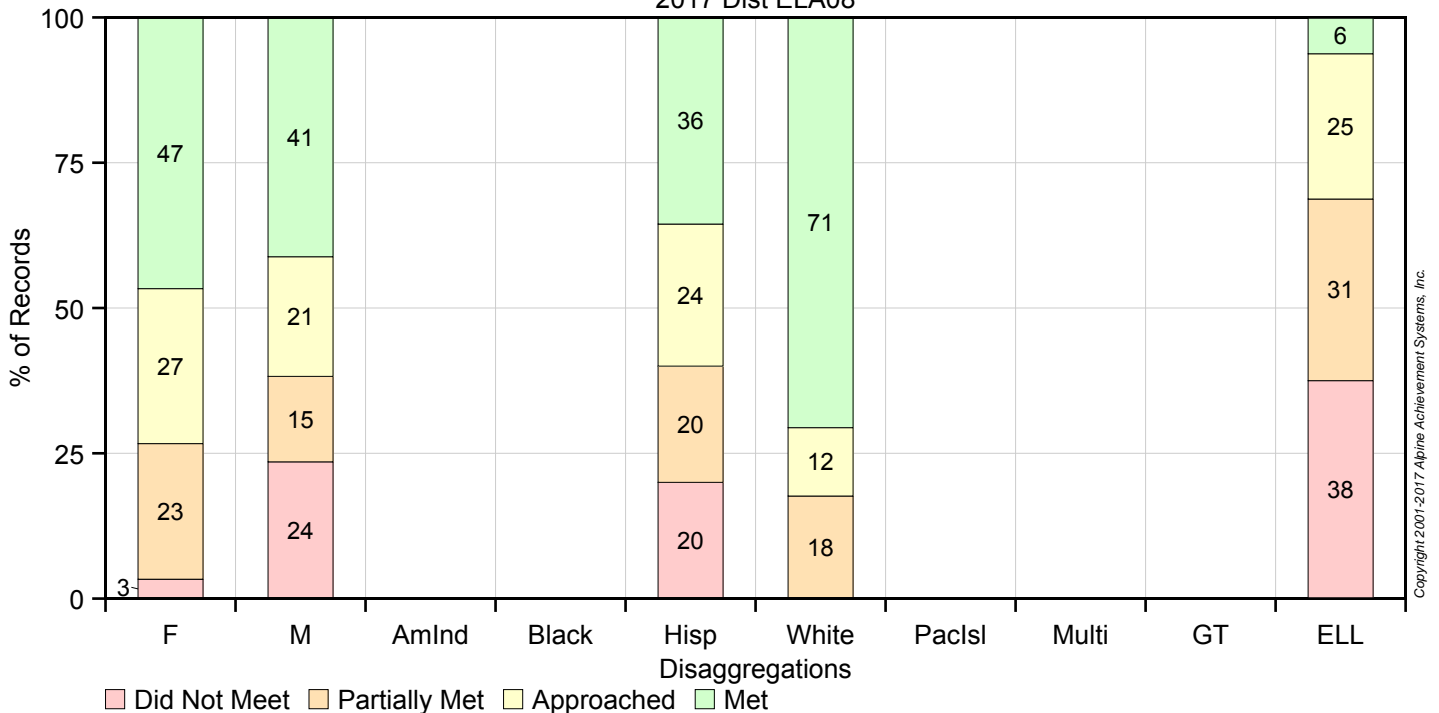


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA08



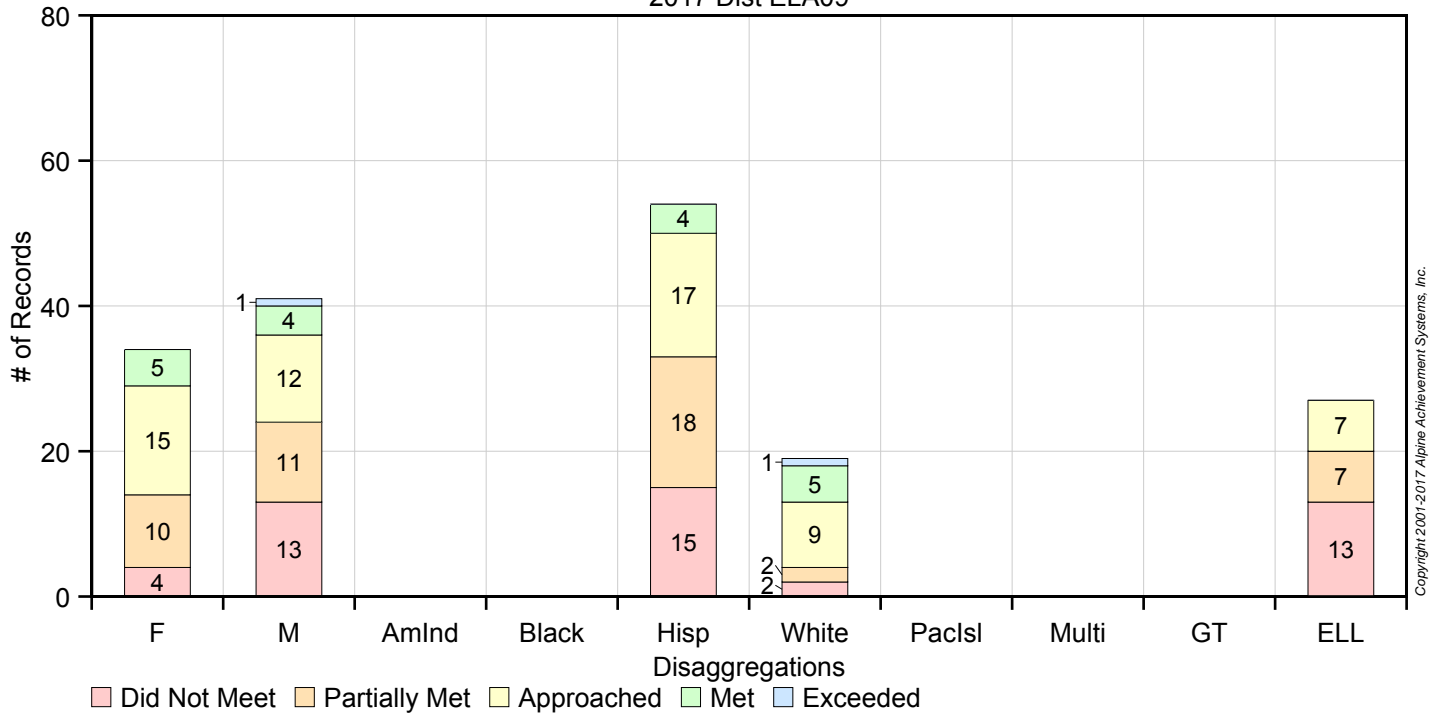
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA08



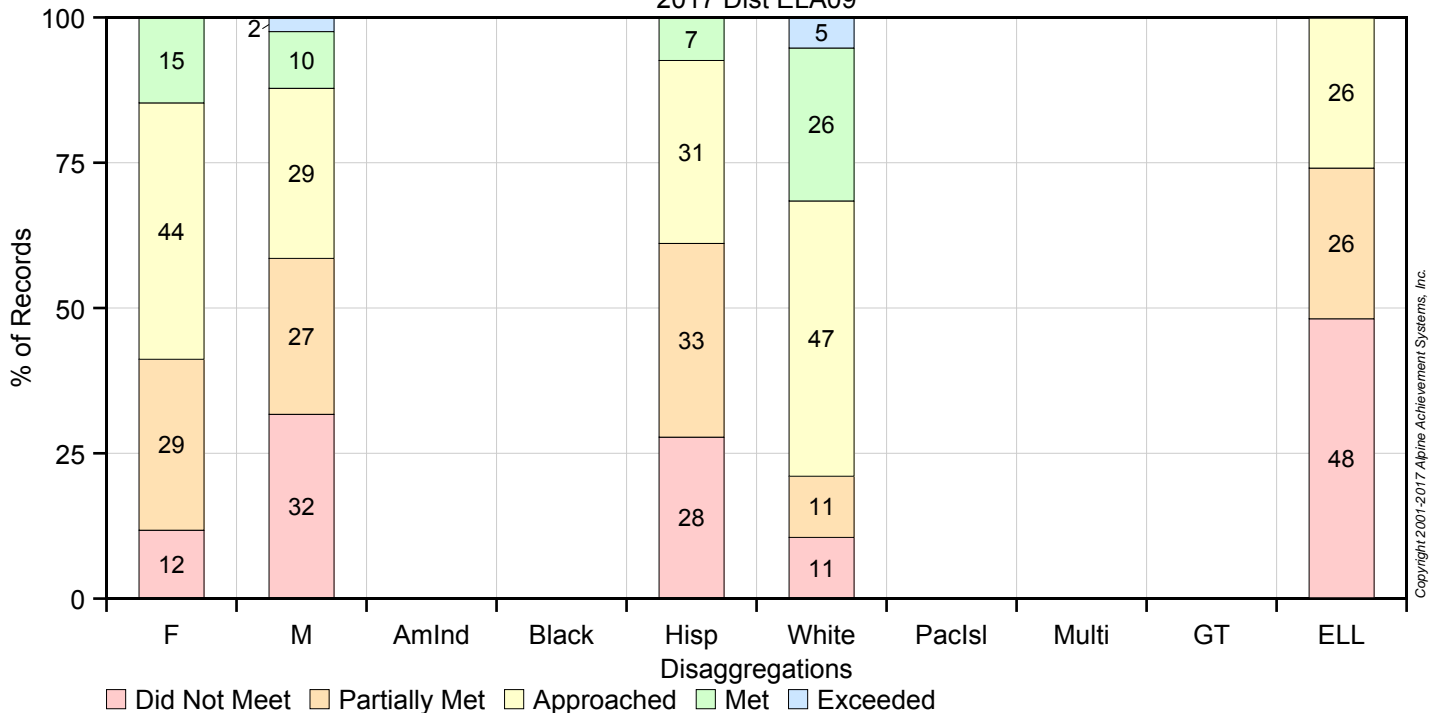


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist ELA09



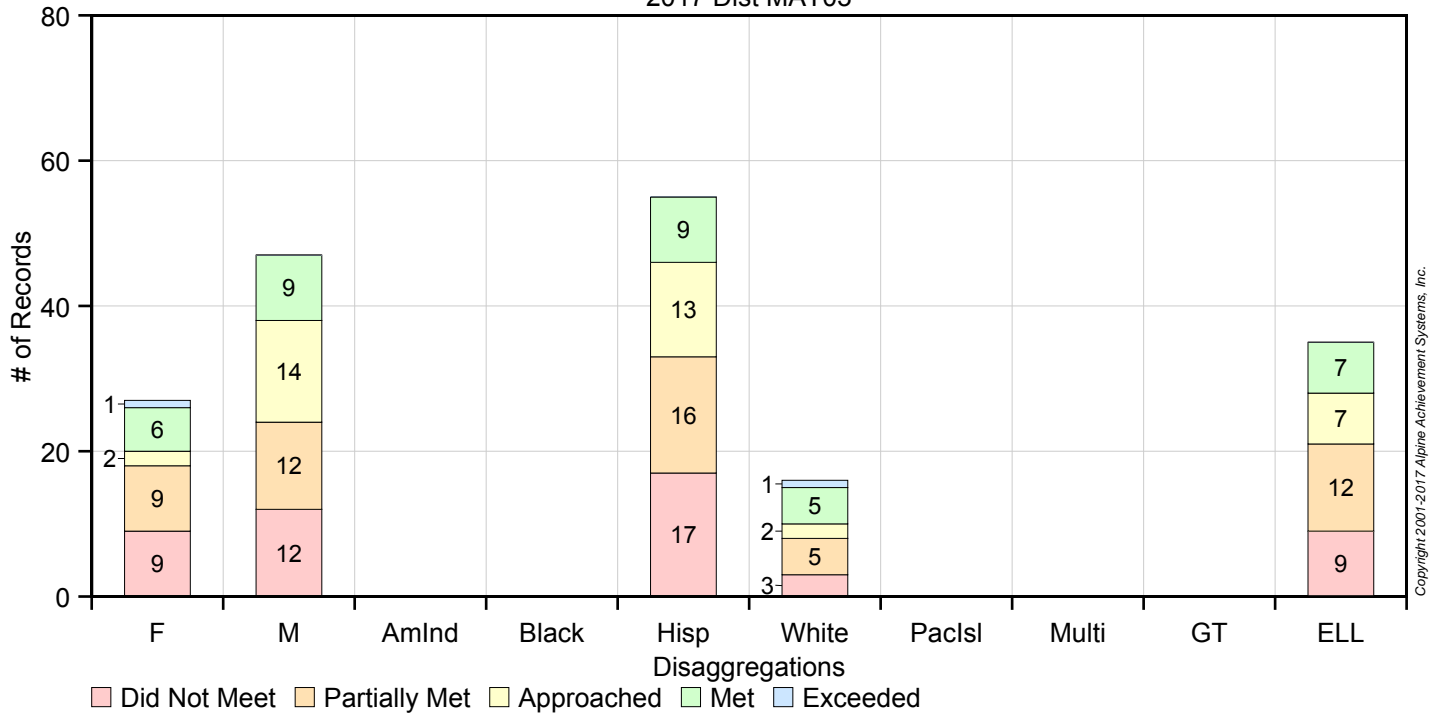
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist ELA09



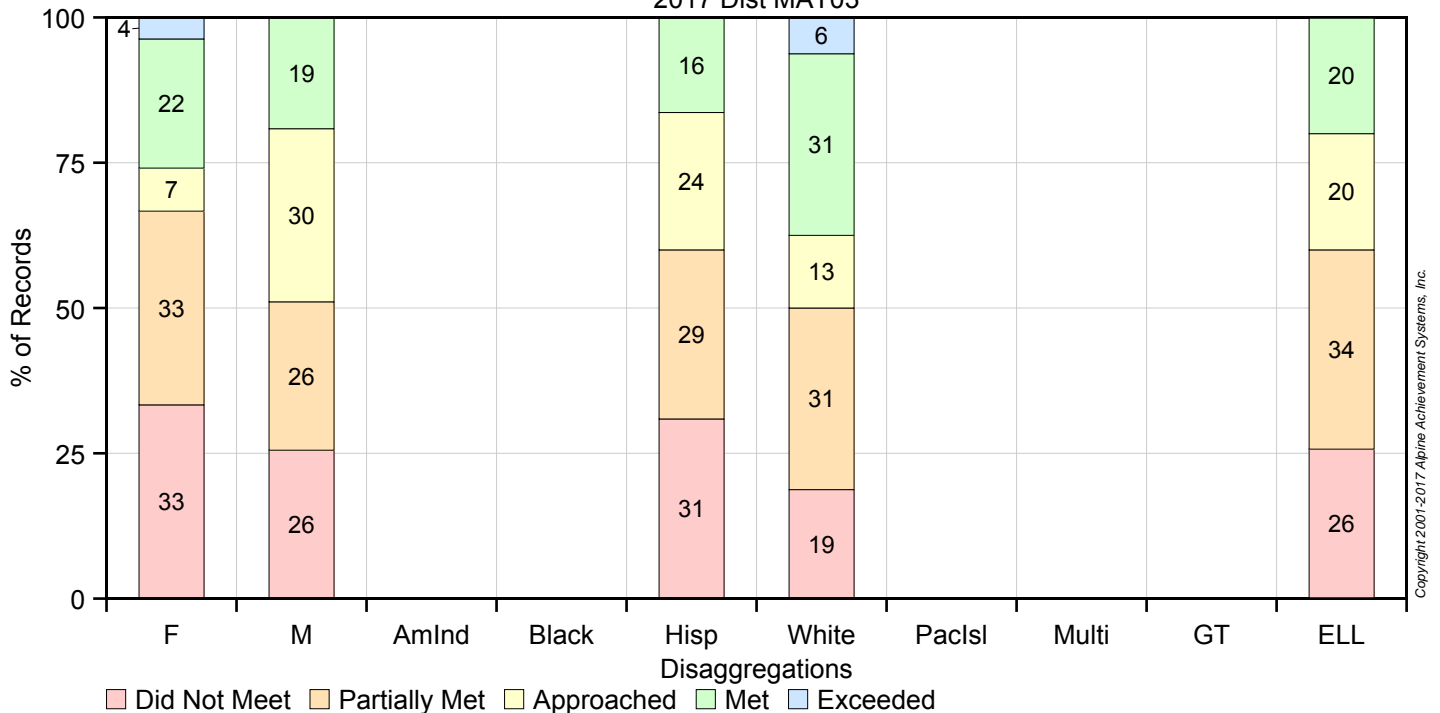


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT03



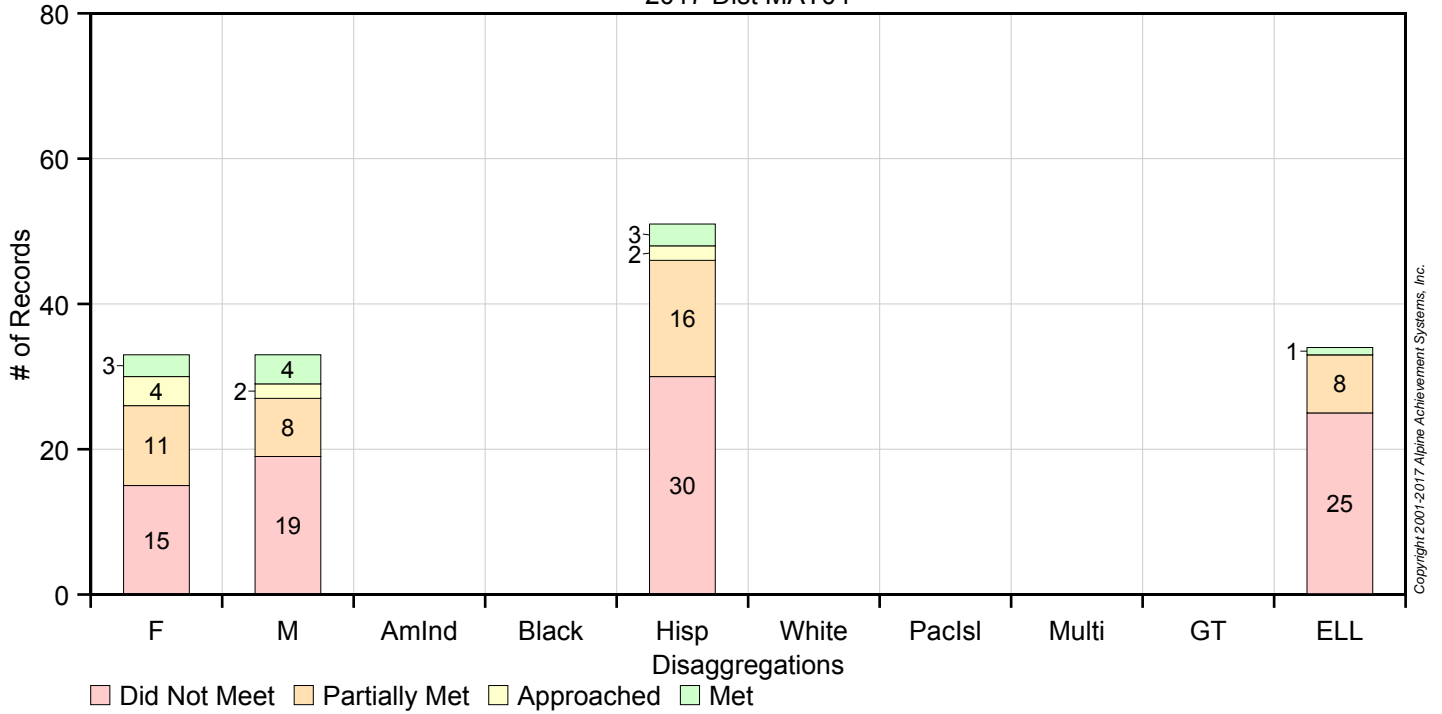
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT03



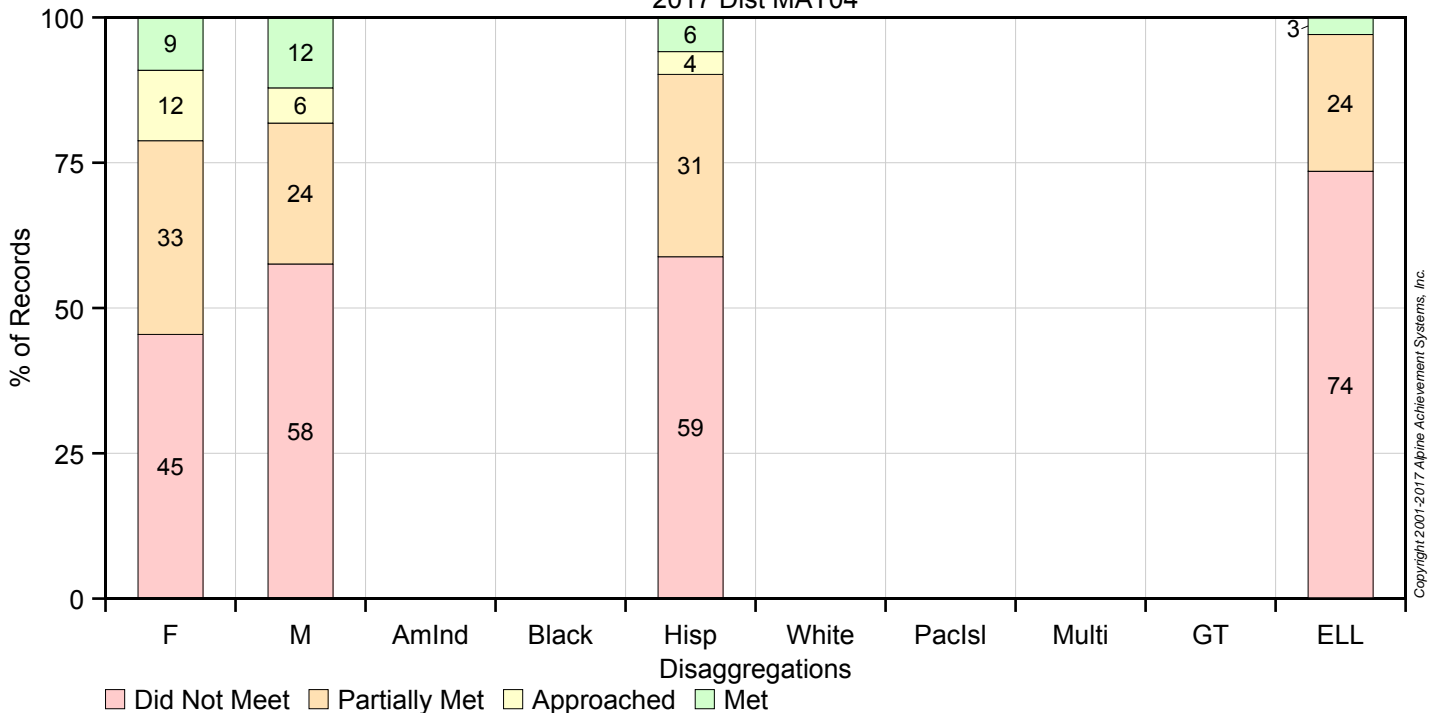


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT04



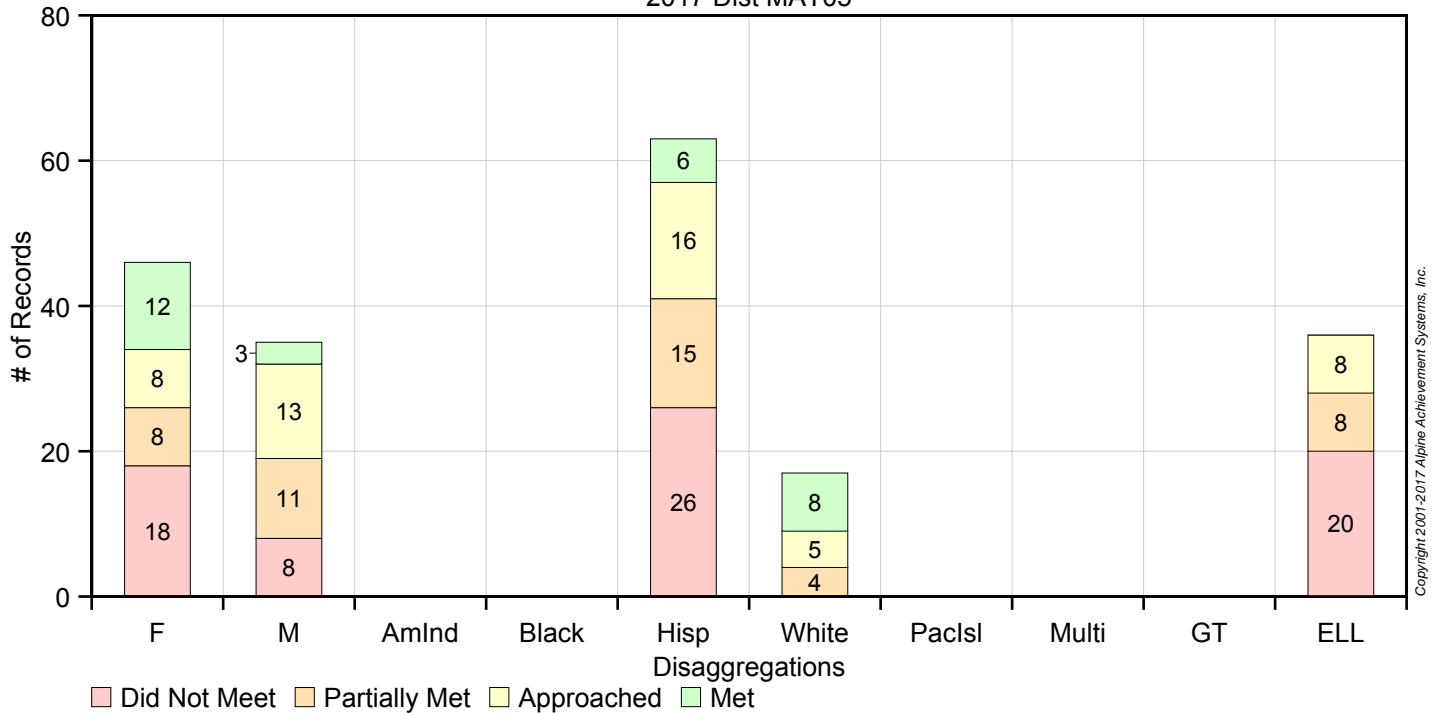
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT04



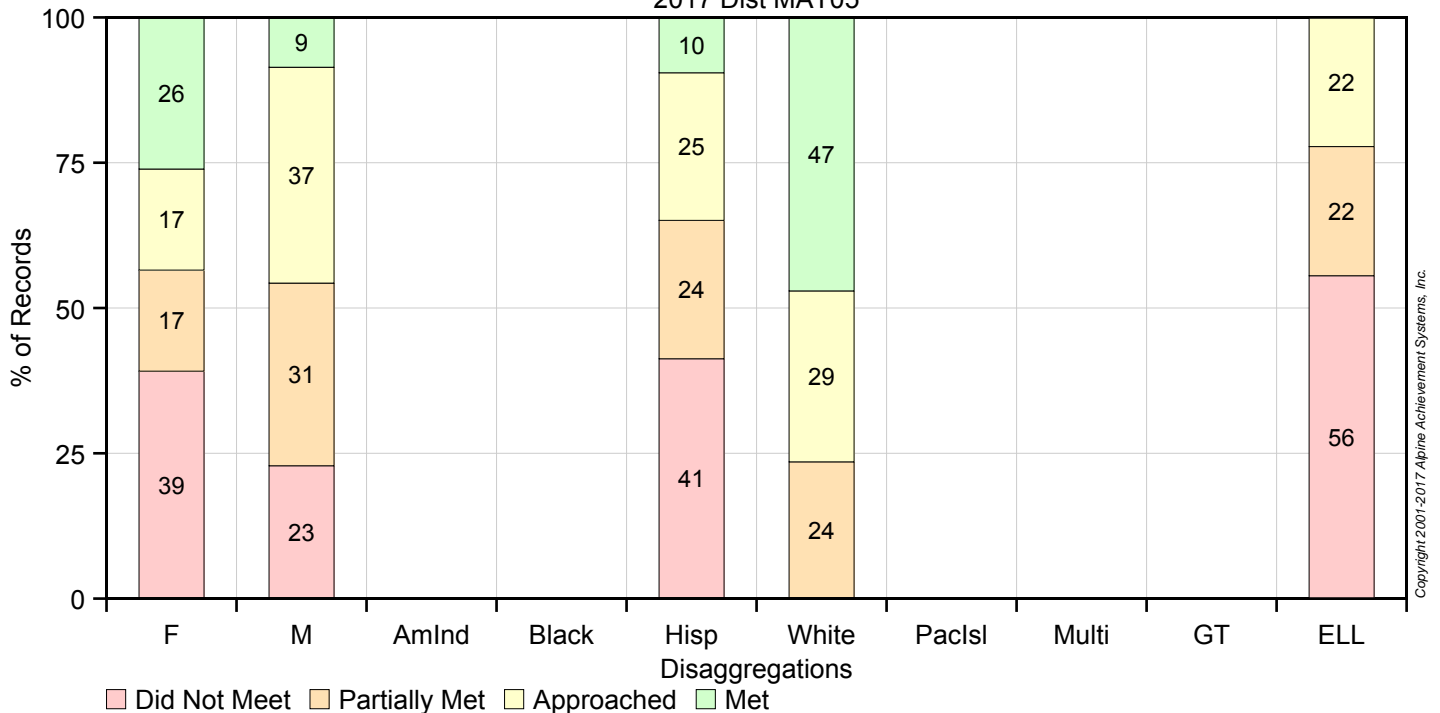


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT05



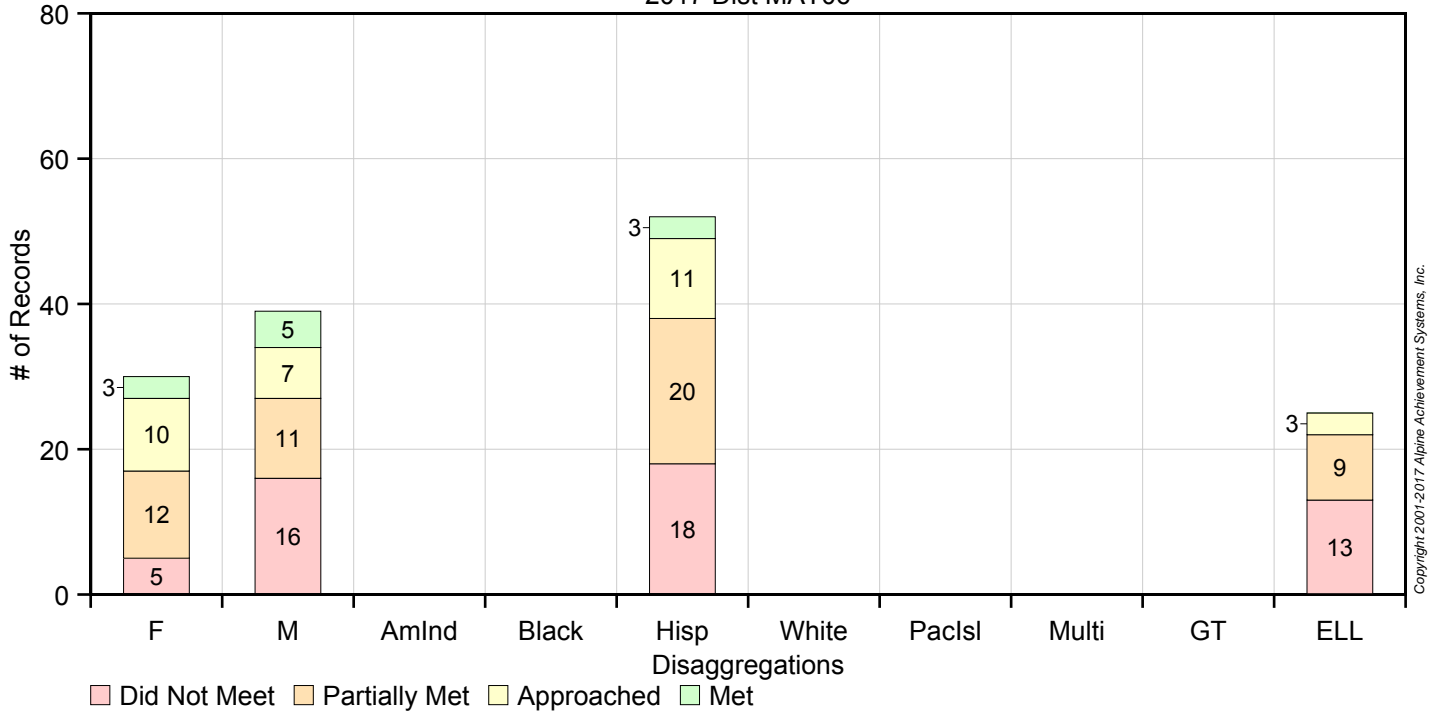
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT05



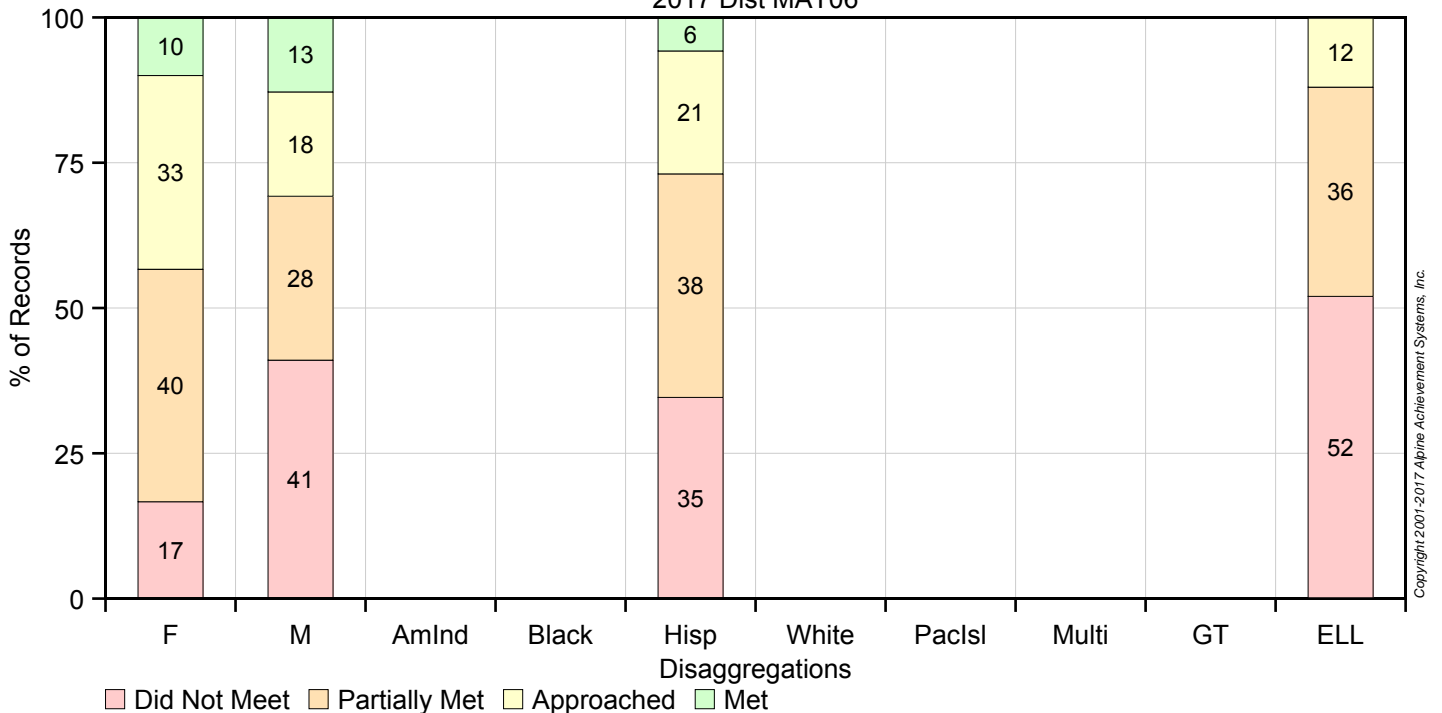


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT06



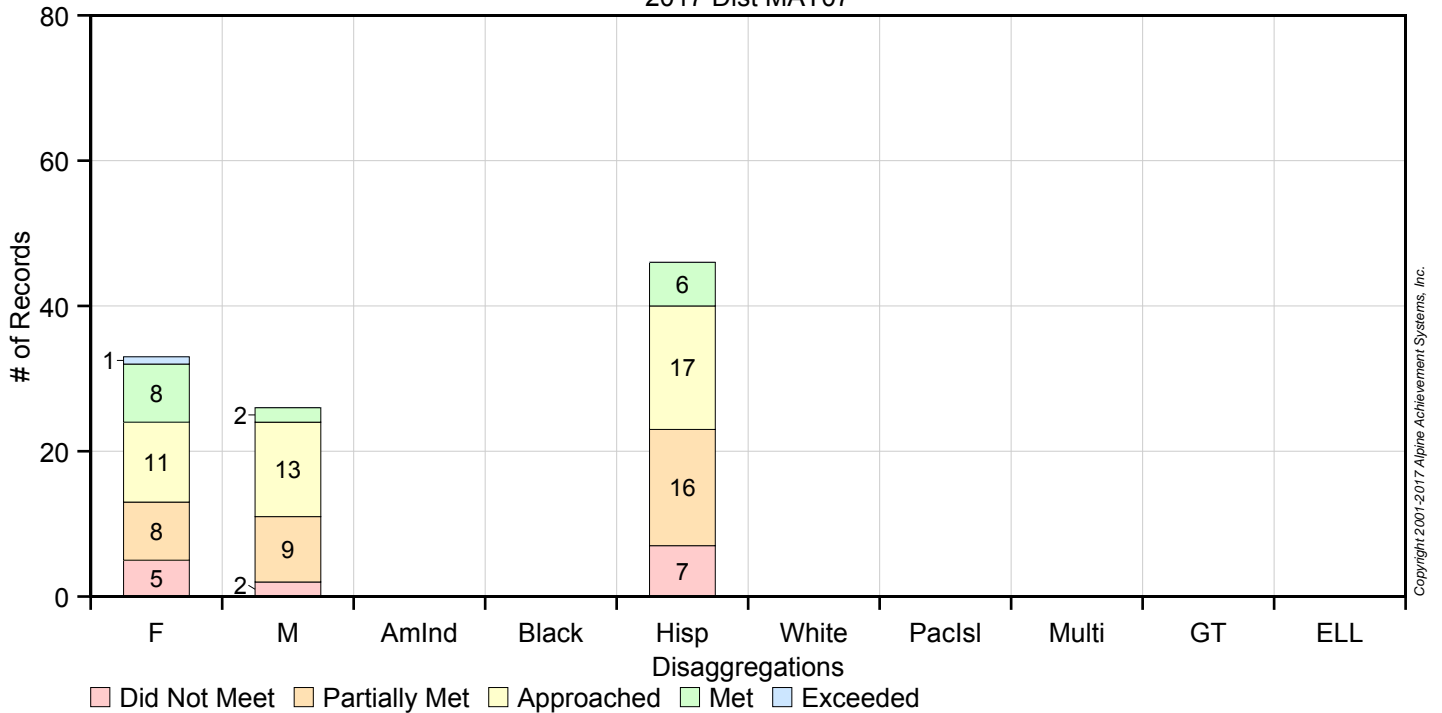
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT06



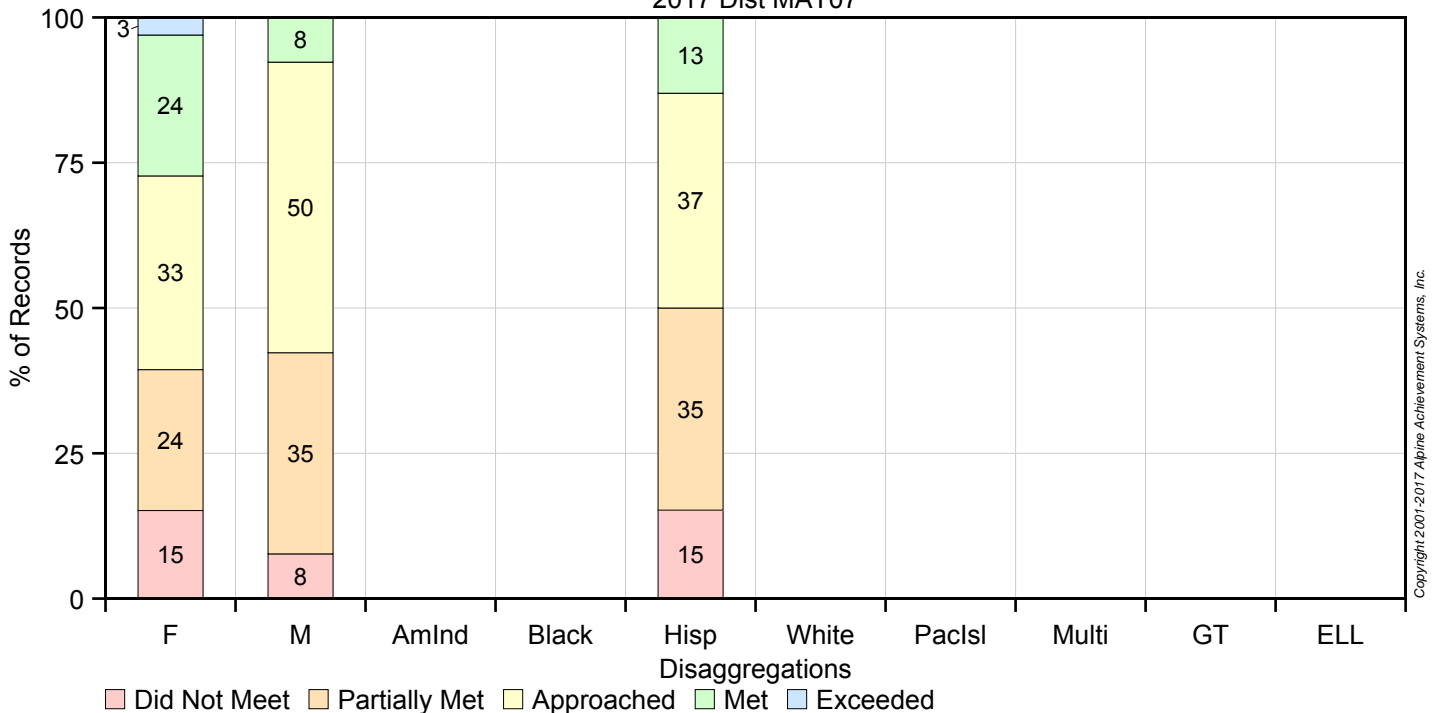


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT07



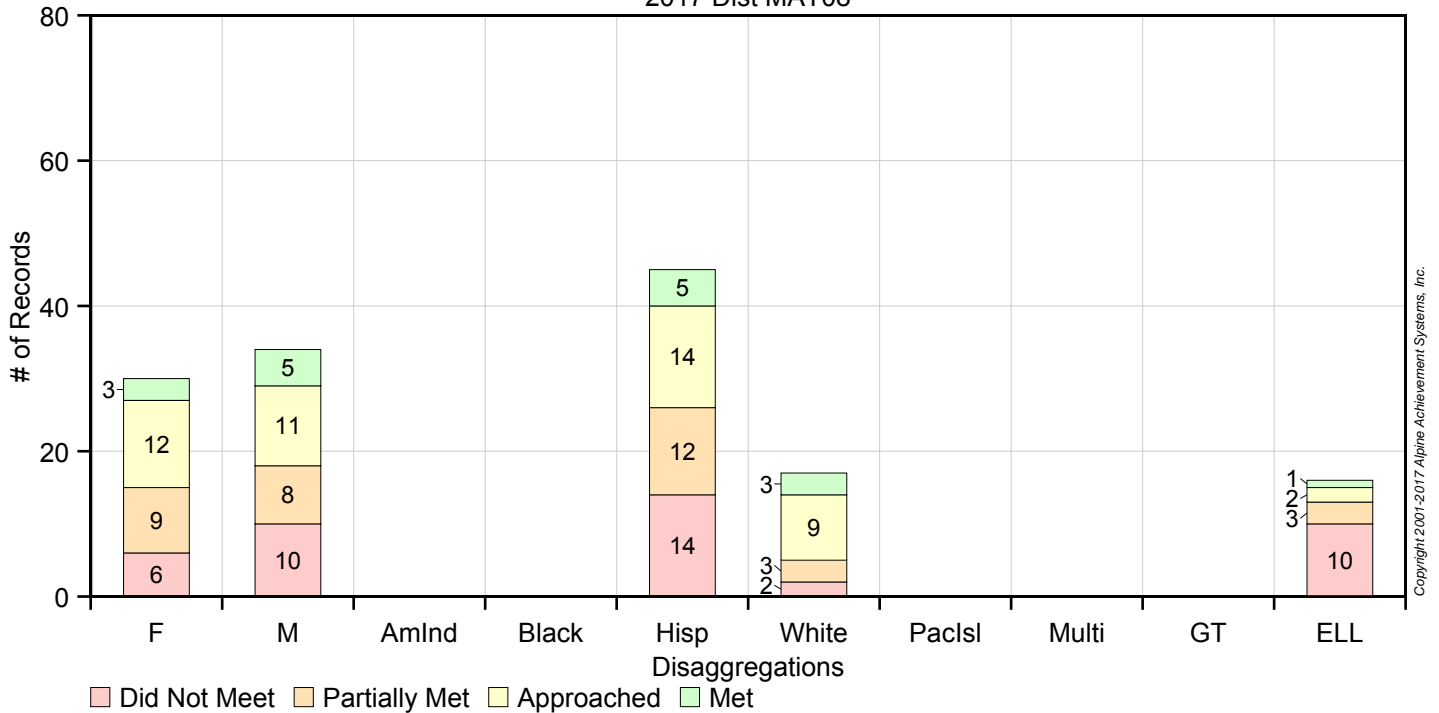
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT07



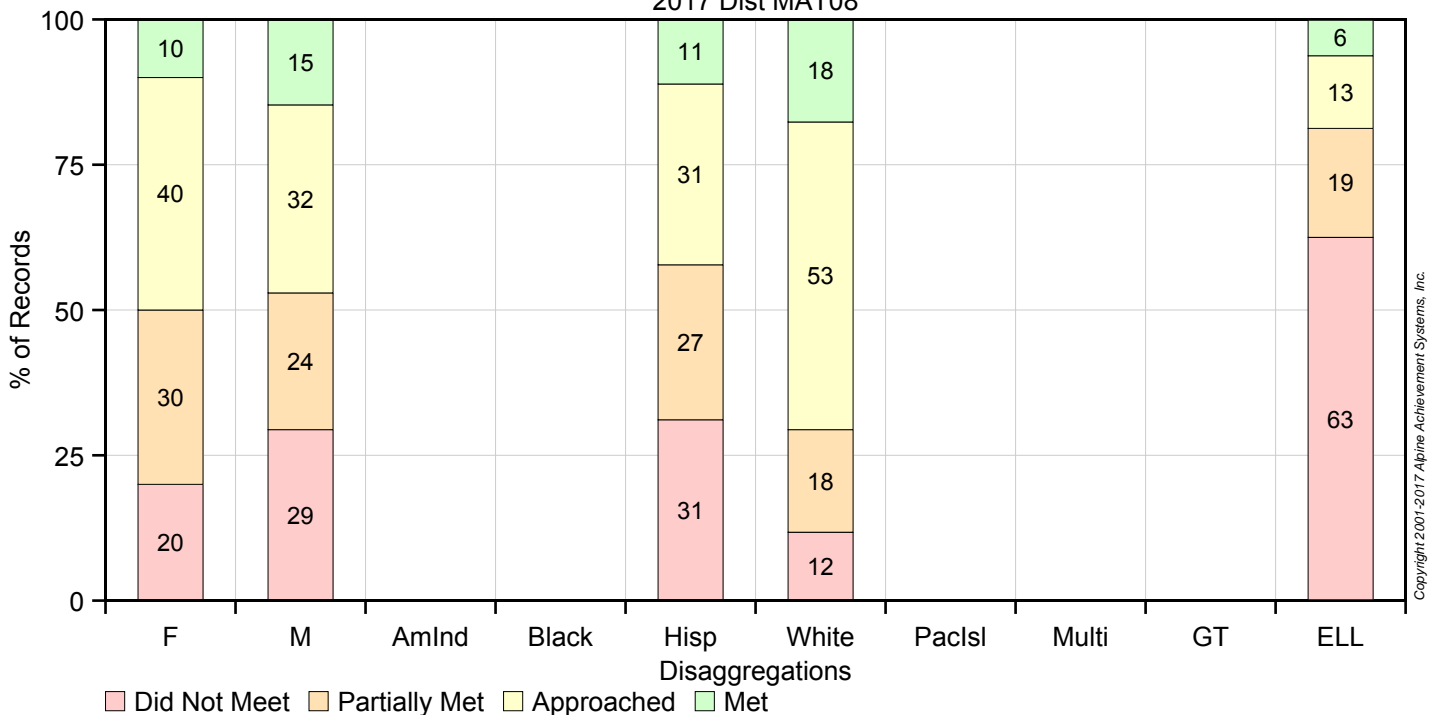


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT08



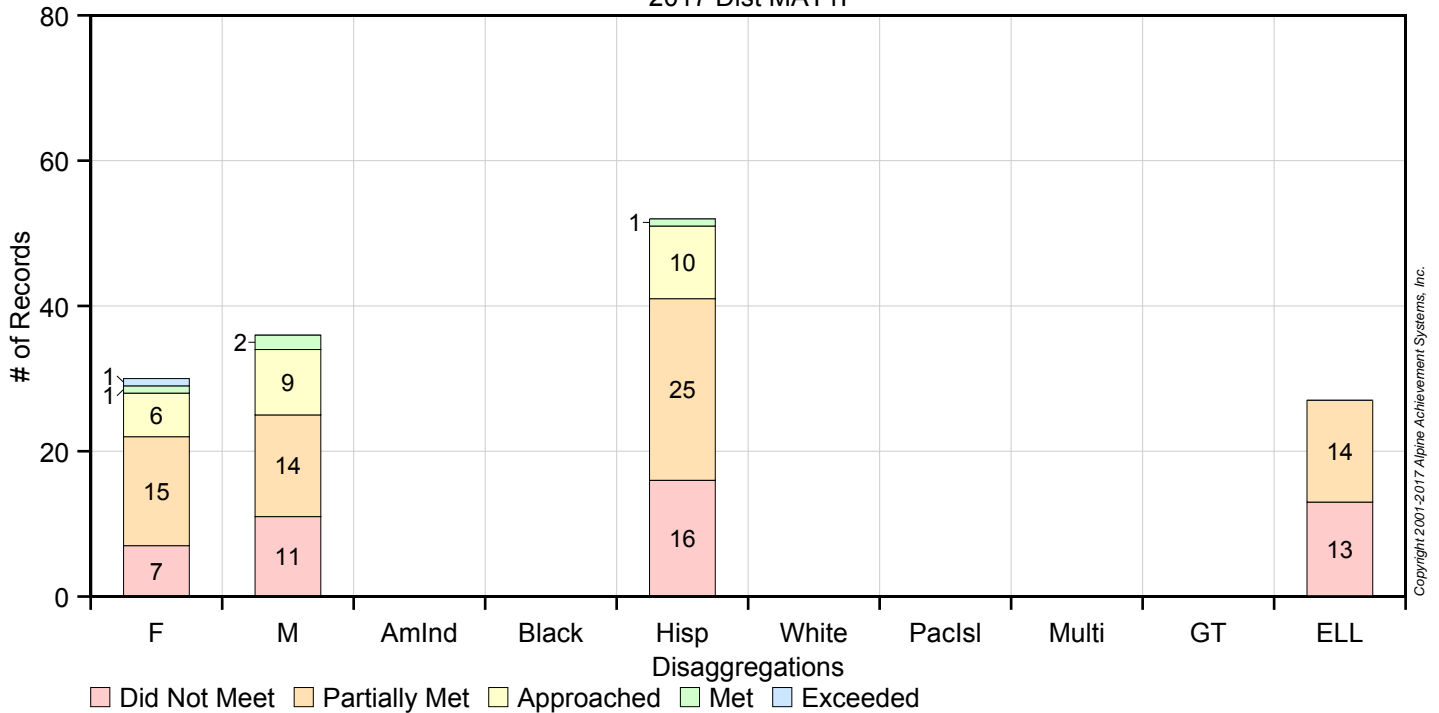
PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT08



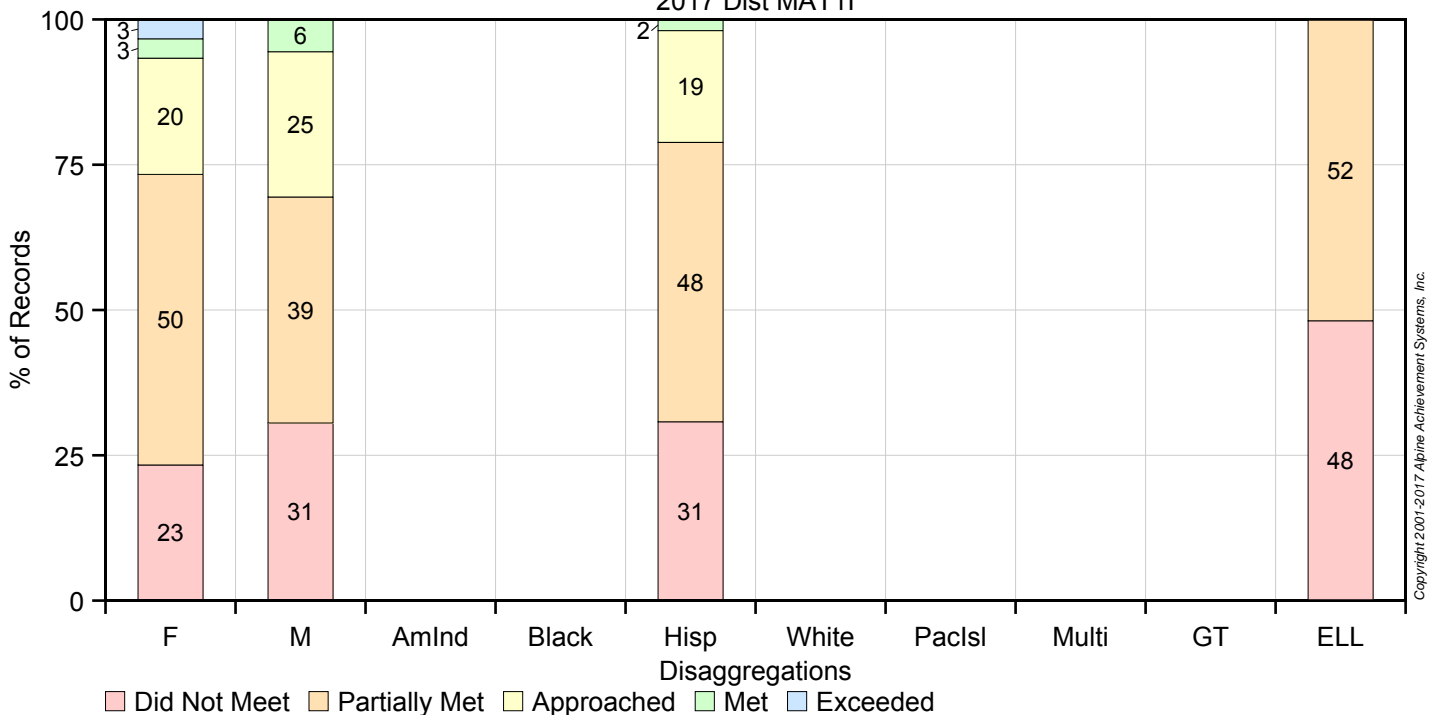


PARCC Summary of Performance - Disaggregations - District
Lake County R-1 - Total

PARCC - Performance Levels by Disaggregations - # of Records
 2017 Dist MAT11

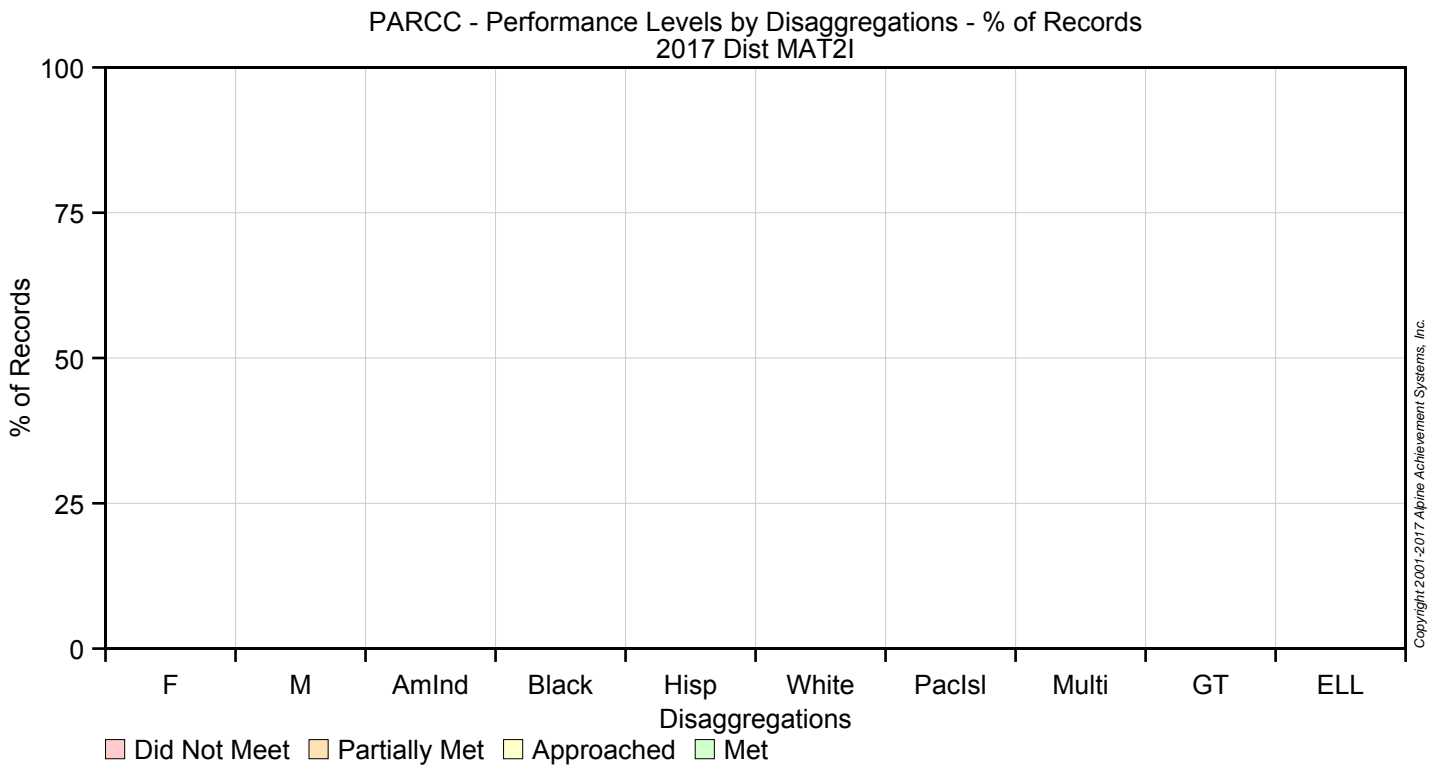
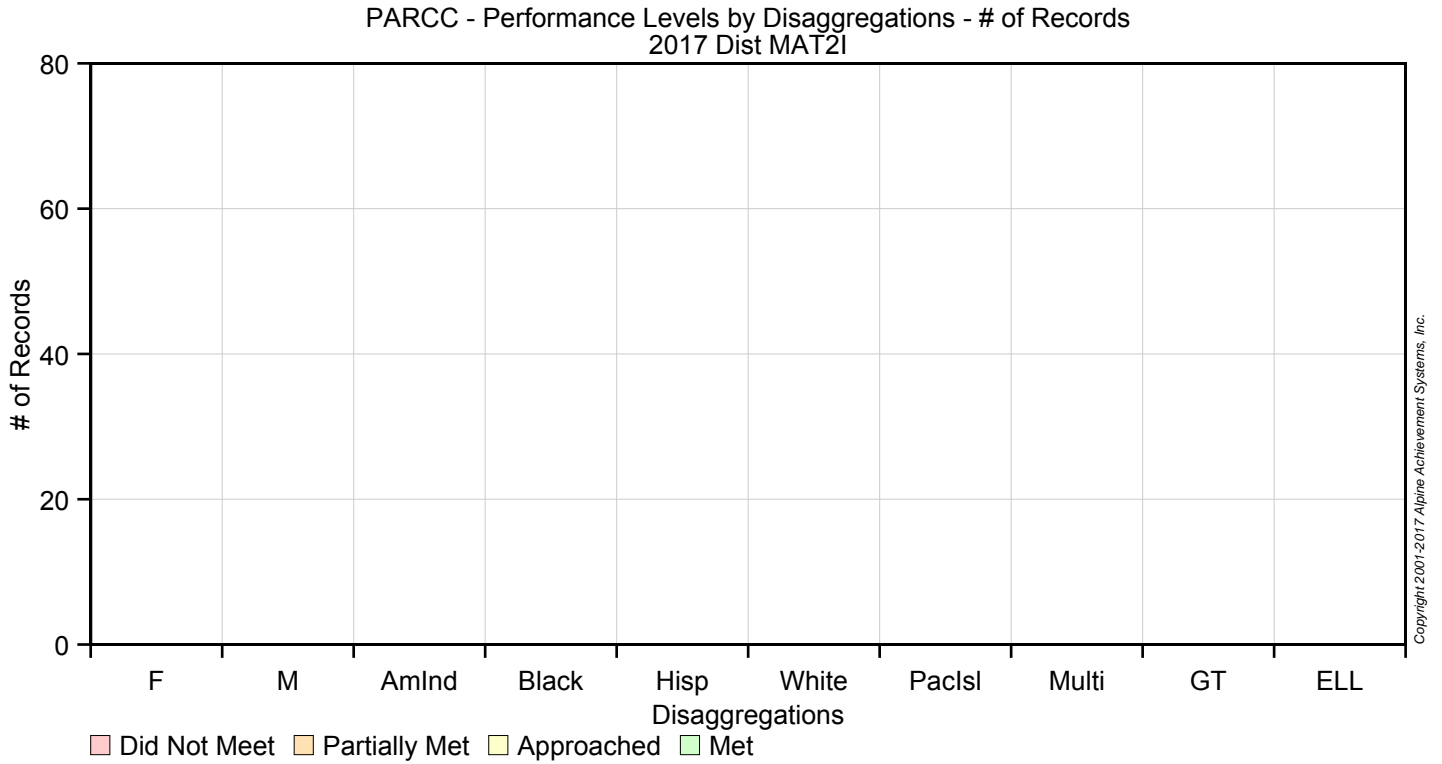


PARCC - Performance Levels by Disaggregations - % of Records
 2017 Dist MAT11





PARCC Summary of Performance - Disaggregations - District Lake County R-1 - Total





CO-PSAT10 (Preliminary) At a Glance - Point in Time

for

Lake County R-1 - Lake County High



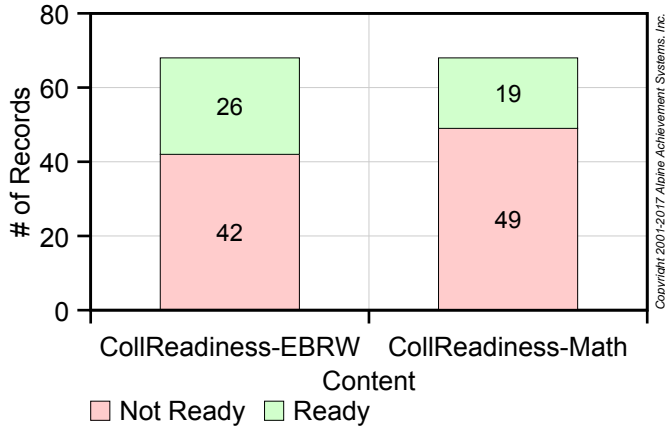
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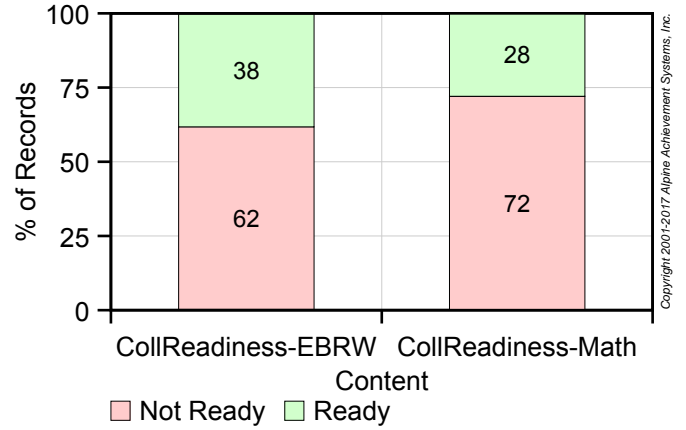


CO-PSAT10 (Preliminary) At a Glance - Point in Time Lake County R-1 - Lake County High

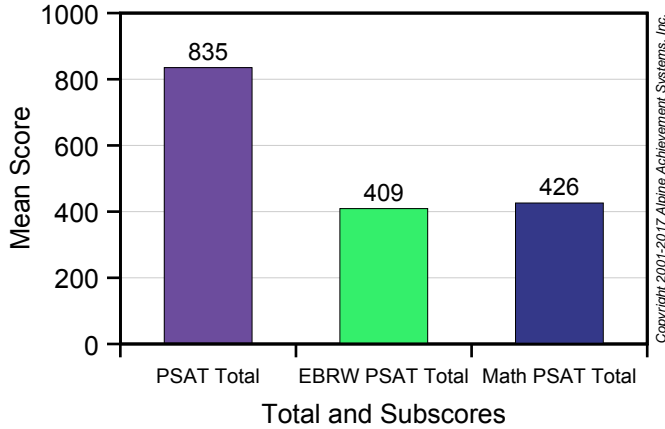
CO-PSAT10 (Preliminary) - College Readiness Across Content - # of Records
2017



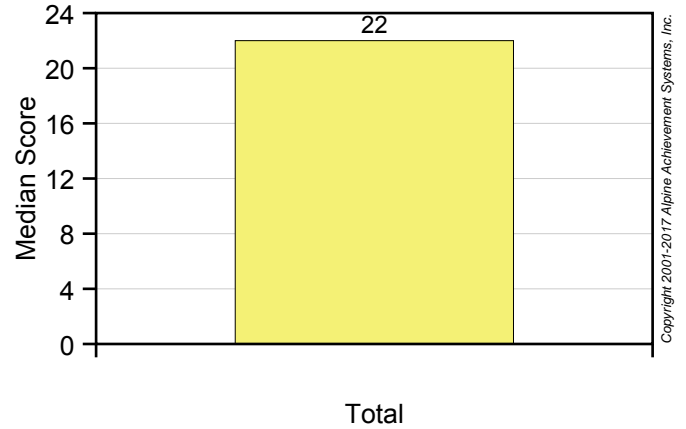
CO-PSAT10 (Preliminary) - College Readiness Across Content - % of Records
2017



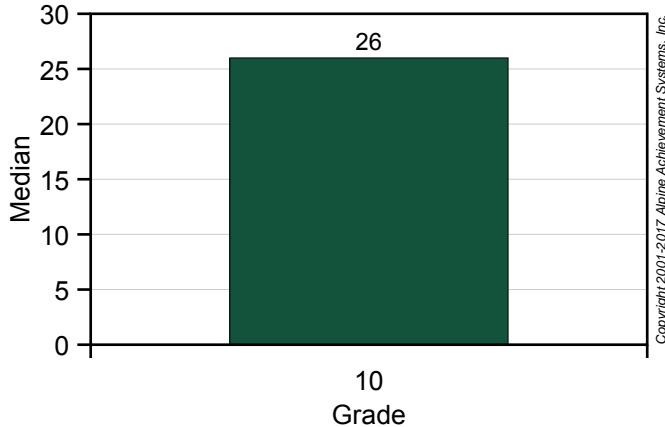
CO-PSAT10 (Preliminary) - Mean Total Score, EBRW, and Math
2017



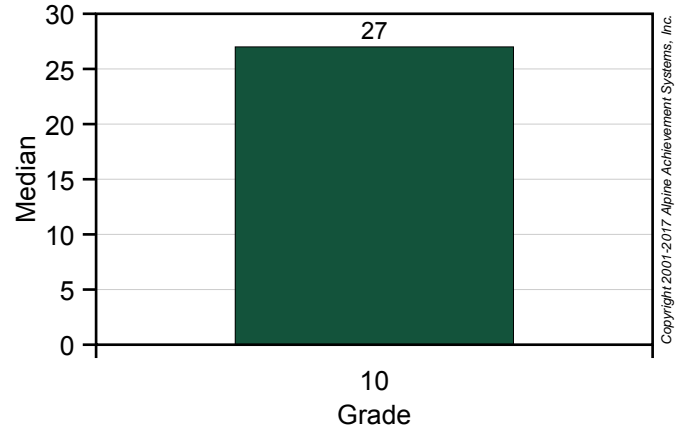
CO-PSAT10 (Preliminary) - Median Total National Percentile
2017



CO-PSAT10 (Preliminary) - Median National Percentile - EBRW
2017



CO-PSAT10 (Preliminary) - Median National Percentile - Math
2017





CO-SAT (Preliminary) At a Glance - Point in Time

for

Lake County R-1 - Lake County High

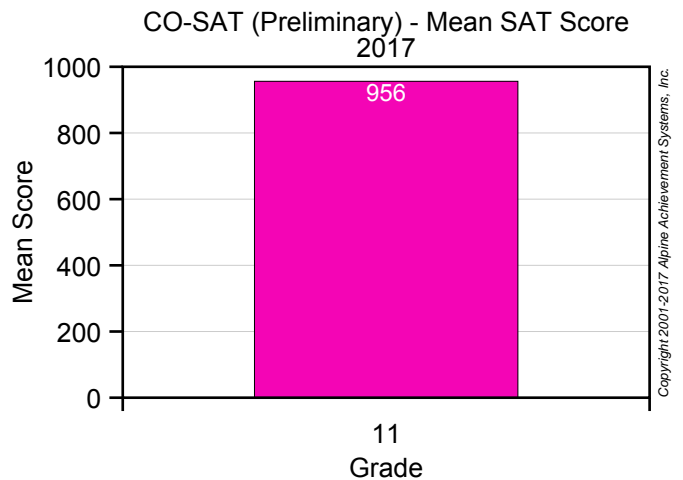
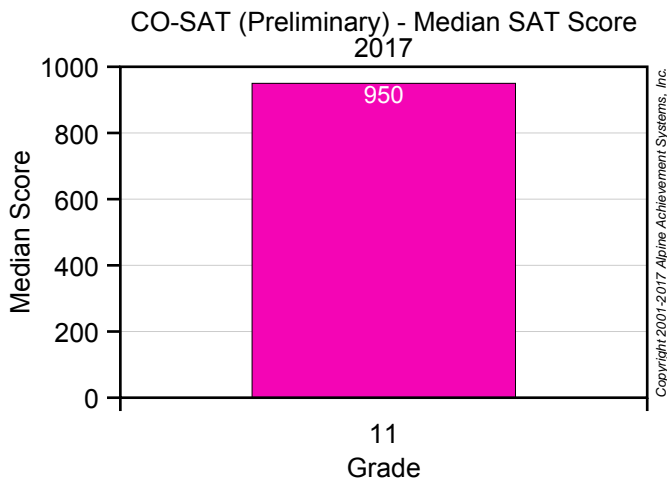
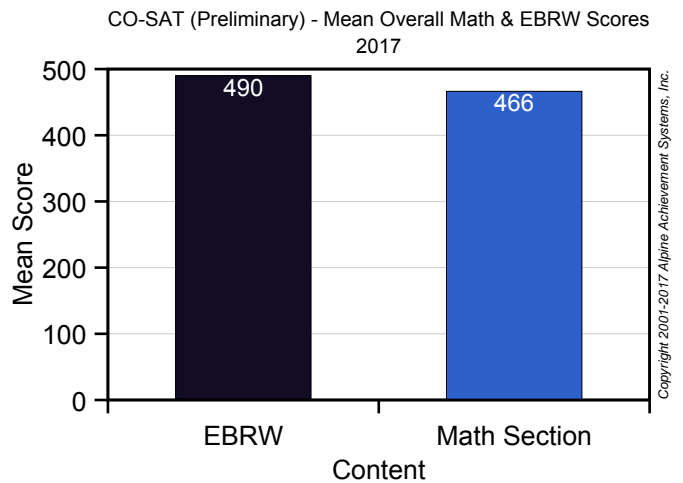
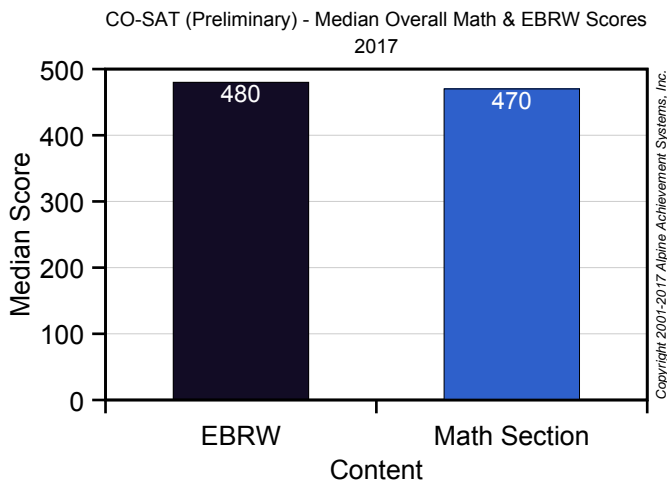
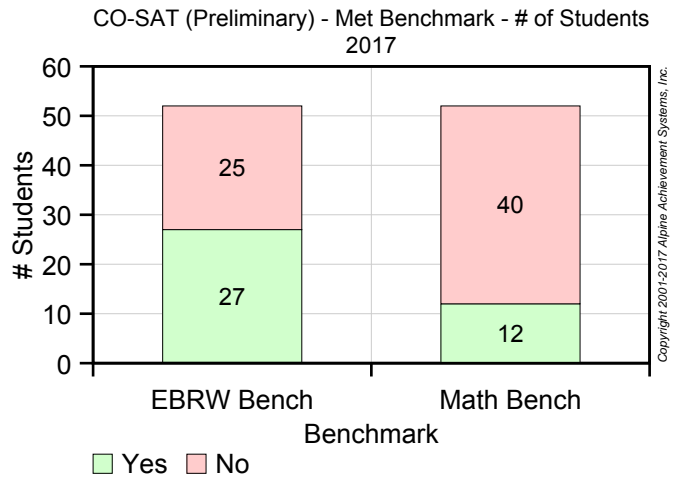
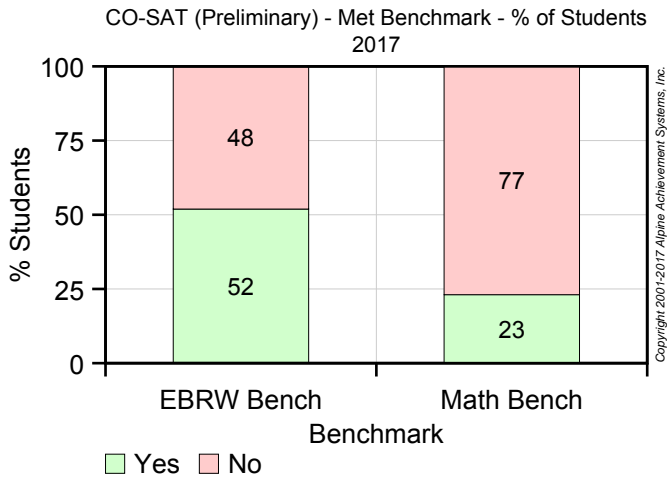


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CO-SAT (Preliminary) At a Glance - Point in Time Lake County R-1 - Lake County High





Growth (PARCC and SAT) At a Glance - Point in Time (DistIncl)

for

Lake County R-1 - Total



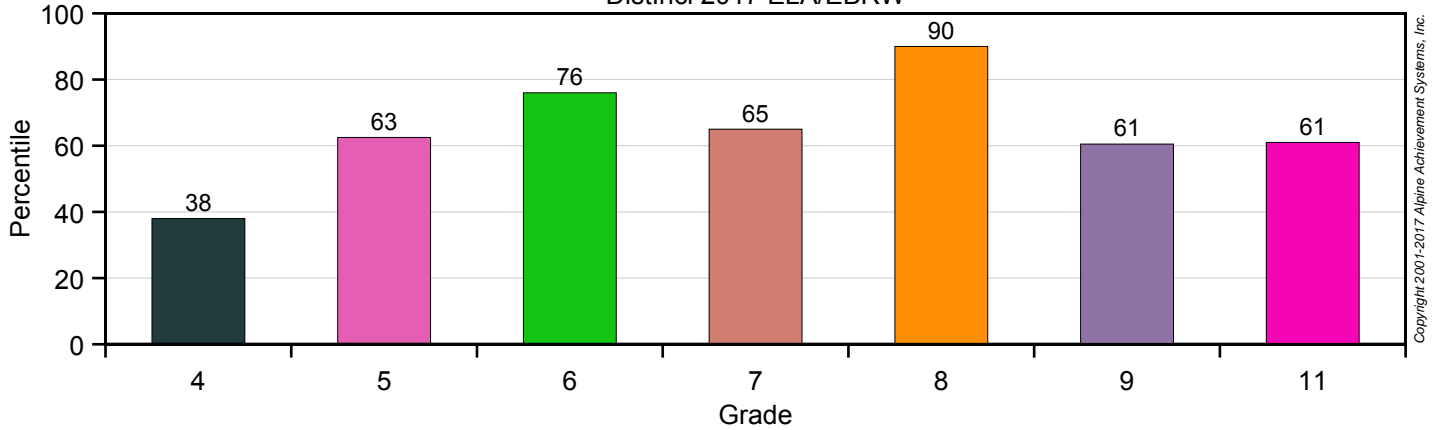
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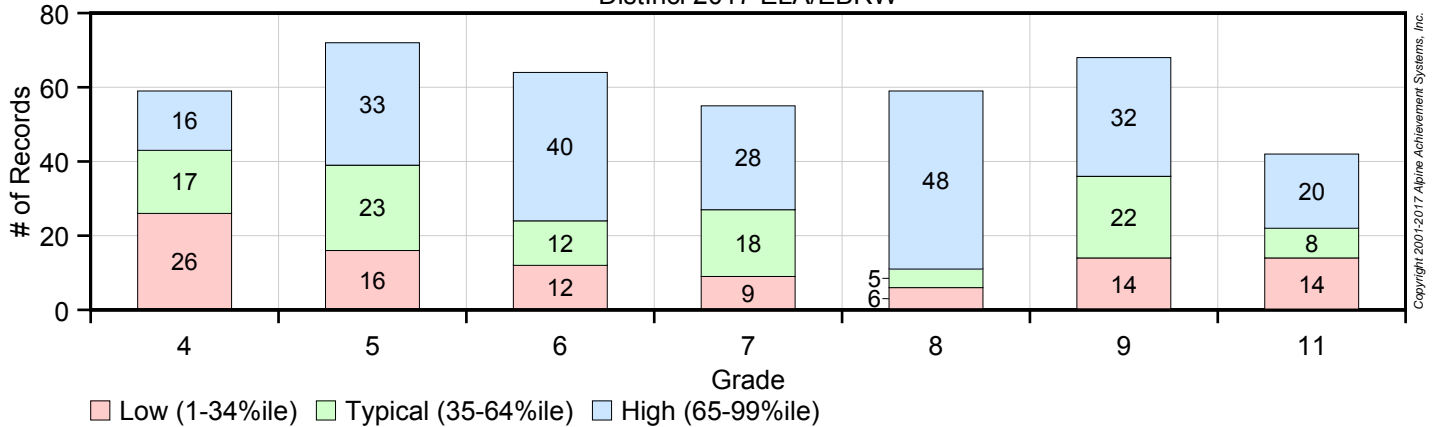


Growth (PARCC and SAT) At a Glance - Point in Time (DistIncl) Lake County R-1 - Total

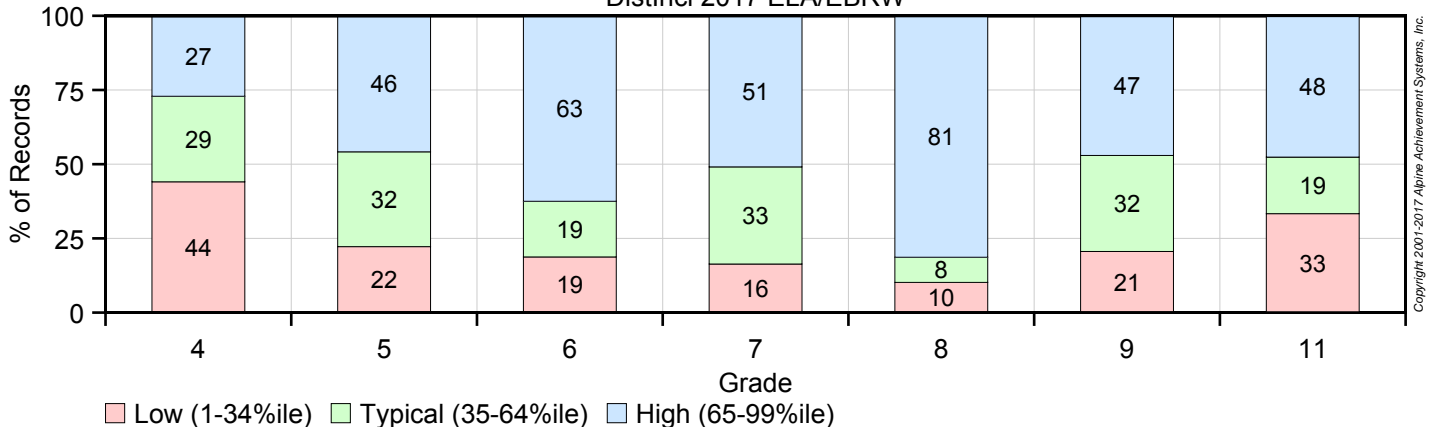
Growth (PARCC and SAT) - Median Student Growth Percentile Across Grades
DistIncl 2017 ELA/EBRW



Growth (PARCC and SAT) - Alpine Calc Growth Levels Across Grades - # of Records
DistIncl 2017 ELA/EBRW



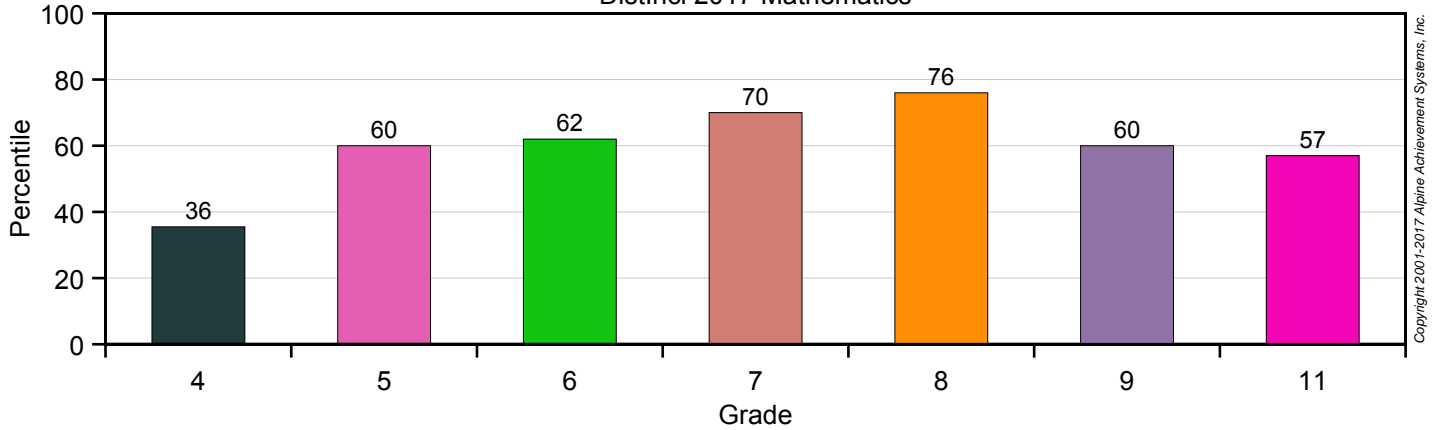
Growth (PARCC and SAT) - Alpine Calc Growth Levels Across Grade - % of Records
DistIncl 2017 ELA/EBRW



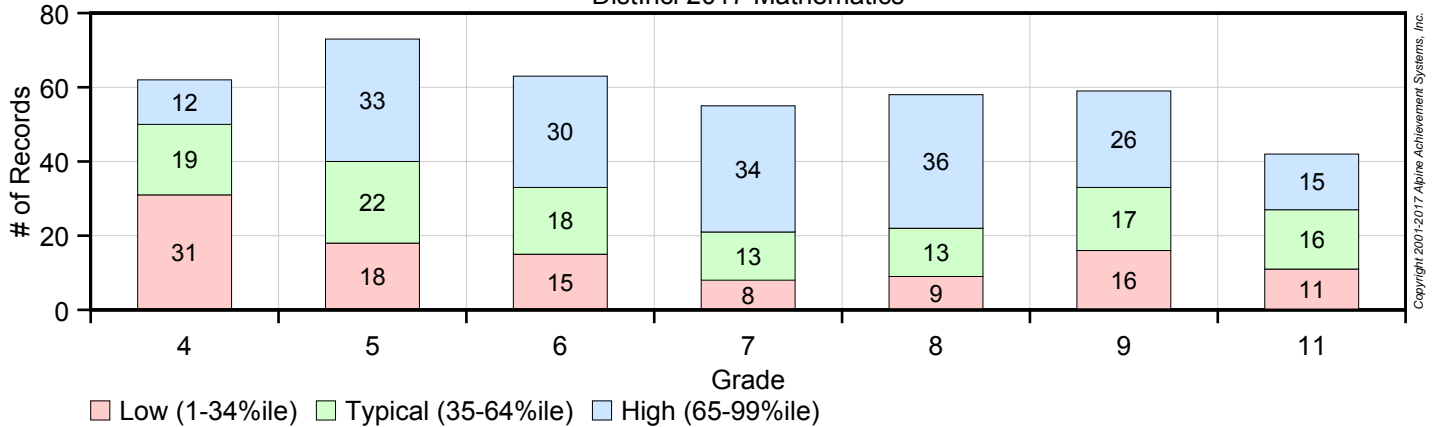


Growth (PARCC and SAT) At a Glance - Point in Time (DistIncl)
Lake County R-1 - Total

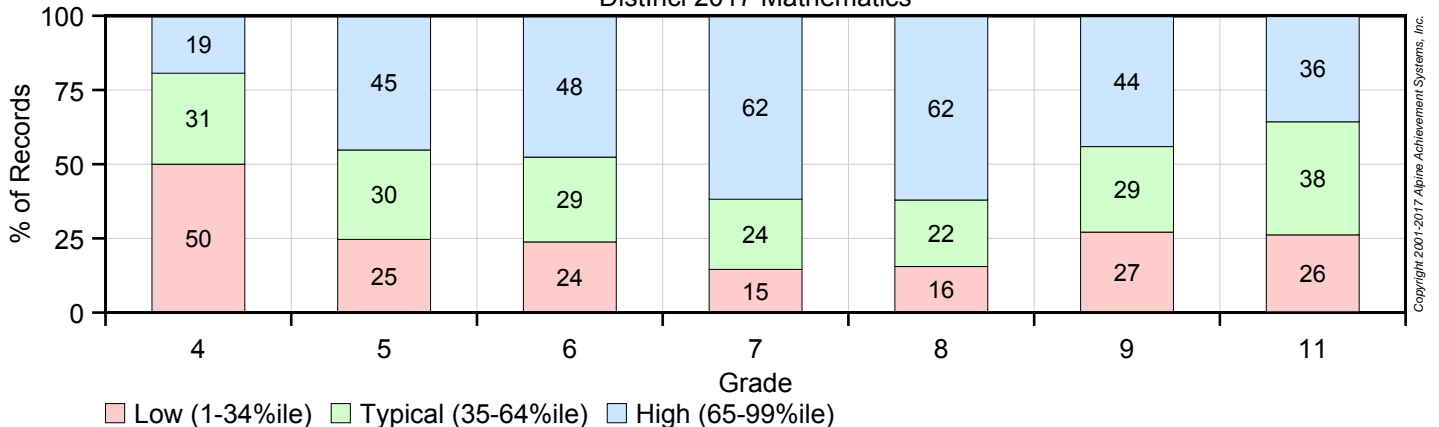
Growth (PARCC and SAT) - Median Student Growth Percentile Across Grades
 DistIncl 2017 Mathematics



Growth (PARCC and SAT) - Alpine Calc Growth Levels Across Grades - # of Records
 DistIncl 2017 Mathematics



Growth (PARCC and SAT) - Alpine Calc Growth Levels Across Grade - % of Records
 DistIncl 2017 Mathematics



LCSD School Board – Strategic Plan

The Strategic plan is attached with supporting documents. The ICAP and Climate and Culture Surveys will be completed later this school year.



DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016

for

Lake County R-1 - Total

Selected View: Current students



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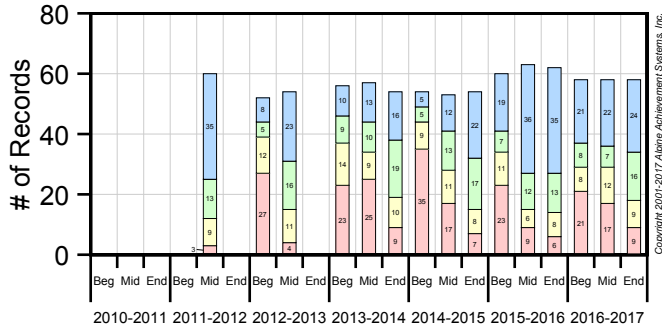
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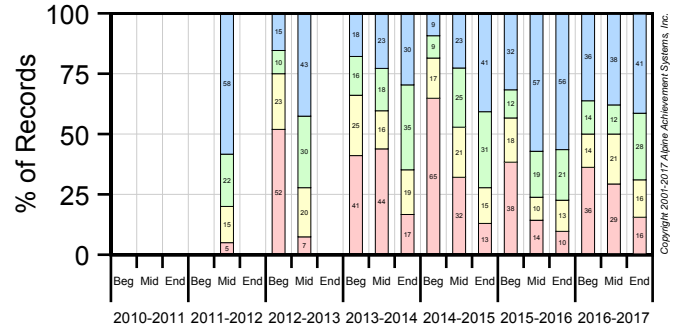
DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

Selected View
Current students

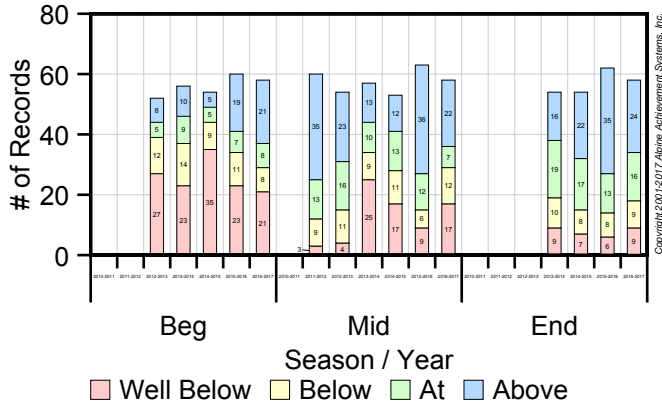
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - # of Records
Grade K



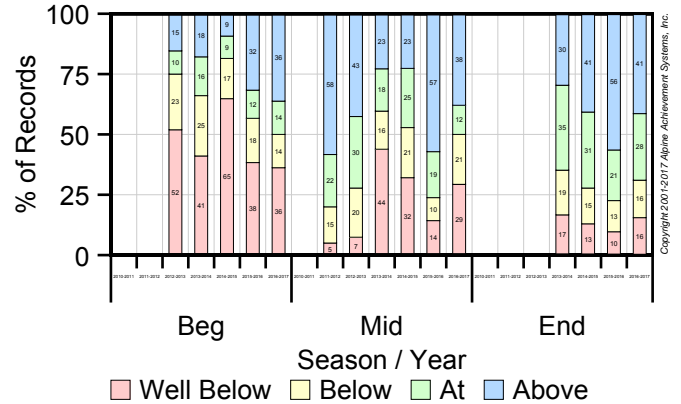
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - % of Records
Grade K



DIBELS-Next - DIBELS Composite Benchmark Across Years - # of Records
Grade K



DIBELS-Next - DIBELS Composite Benchmark Across Years - % of Records
Grade K

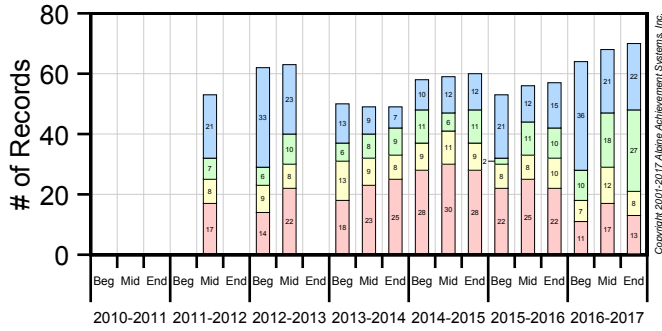




DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

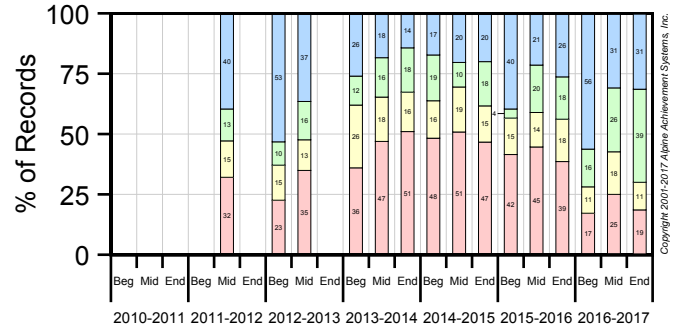
Selected View
Current students

DIBELS-Next - DIBELS Composite Benchmark Across Seasons - # of Records
Grade 1



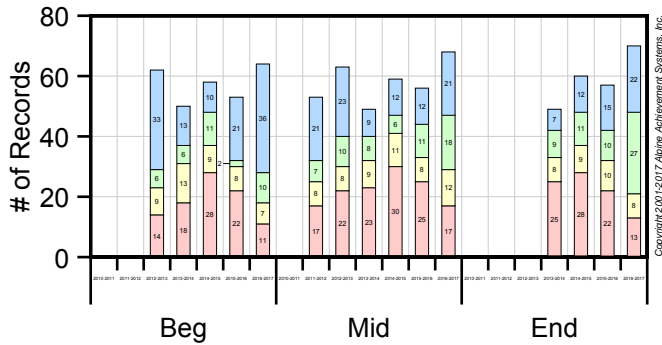
Year / Season
Well Below Below At Above

DIBELS-Next - DIBELS Composite Benchmark Across Seasons - % of Records
Grade 1



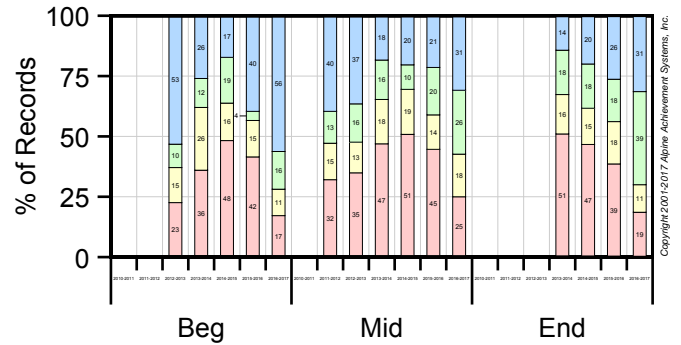
Year / Season
Well Below Below At Above

DIBELS-Next - DIBELS Composite Benchmark Across Years - # of Records
Grade 1



Season / Year
Well Below Below At Above

DIBELS-Next - DIBELS Composite Benchmark Across Years - % of Records
Grade 1



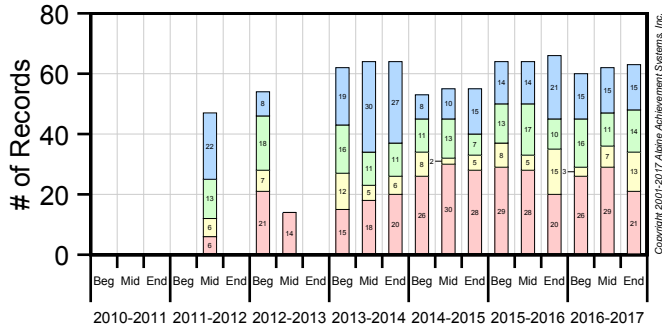
Season / Year
Well Below Below At Above



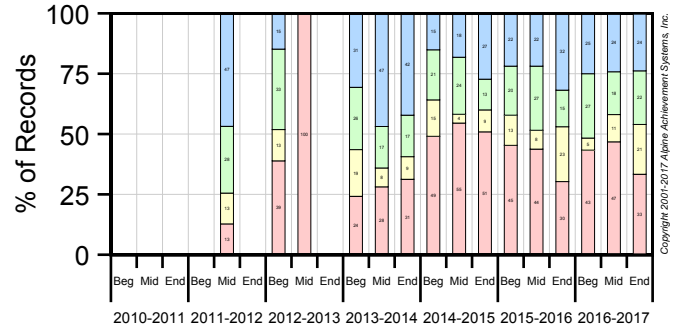
DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

Selected View
Current students

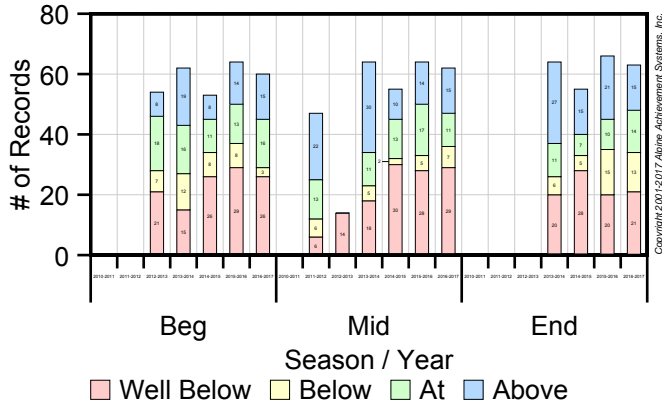
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - # of Records
Grade 2



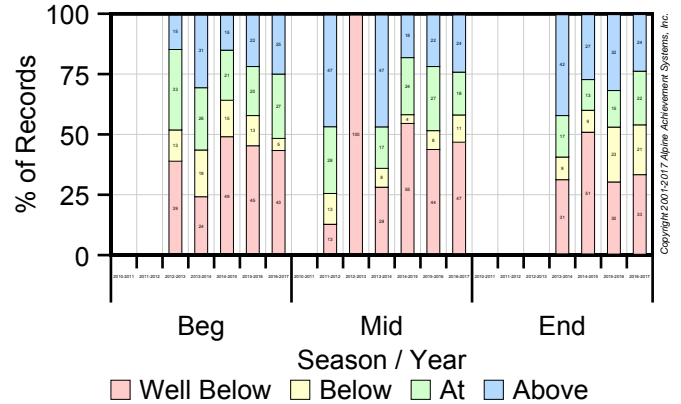
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - % of Records
Grade 2



DIBELS-Next - DIBELS Composite Benchmark Across Years - # of Records
Grade 2



DIBELS-Next - DIBELS Composite Benchmark Across Years - % of Records
Grade 2

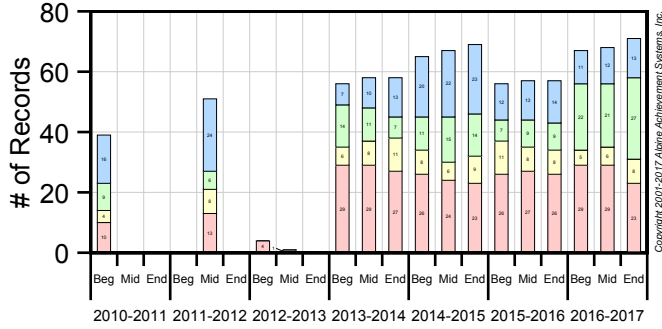




DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

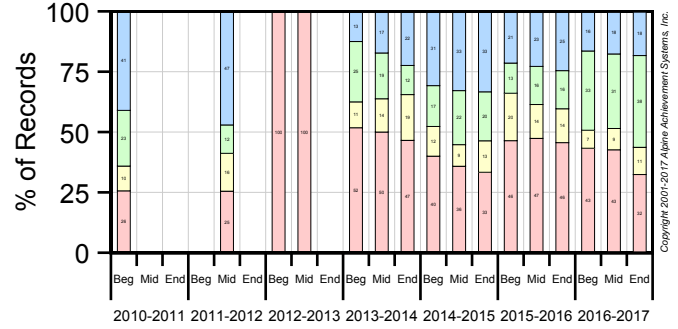
Selected View
Current students

DIBELS-Next - DIBELS Composite Benchmark Across Seasons - # of Records
Grade 3



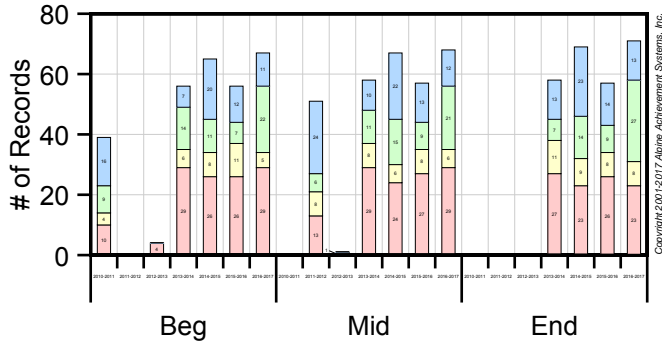
Year / Season
Well Below Below At Above

DIBELS-Next - DIBELS Composite Benchmark Across Seasons - % of Records
Grade 3



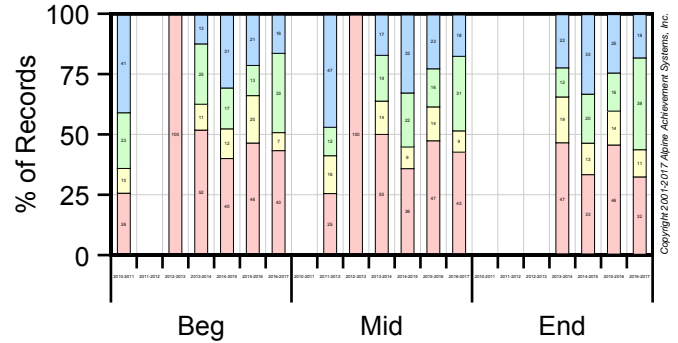
Year / Season
Well Below Below At Above

DIBELS-Next - DIBELS Composite Benchmark Across Years - # of Records
Grade 3



Season / Year
Well Below Below At Above

DIBELS-Next - DIBELS Composite Benchmark Across Years - % of Records
Grade 3



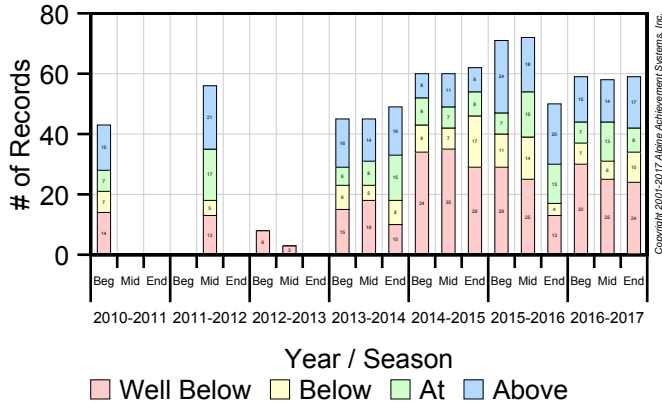
Season / Year
Well Below Below At Above



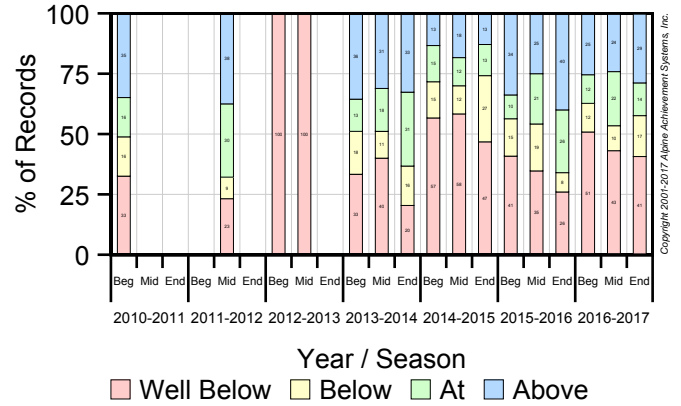
DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

Selected View
Current students

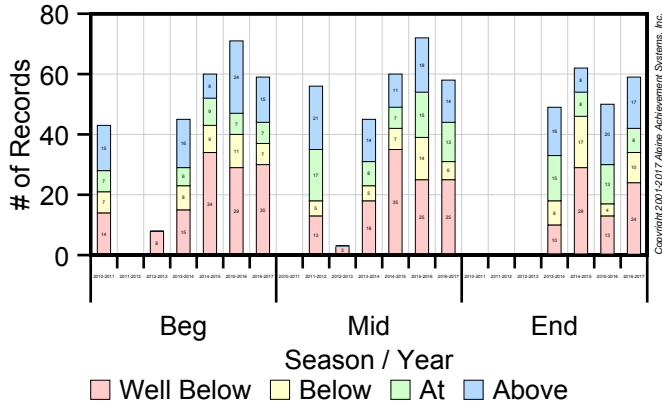
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - # of Records
Grade 4



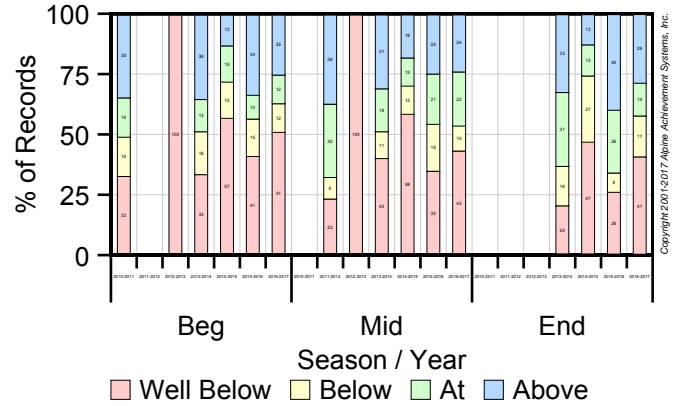
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - % of Records
Grade 4



DIBELS-Next - DIBELS Composite Benchmark Across Years - # of Records
Grade 4



DIBELS-Next - DIBELS Composite Benchmark Across Years - % of Records
Grade 4

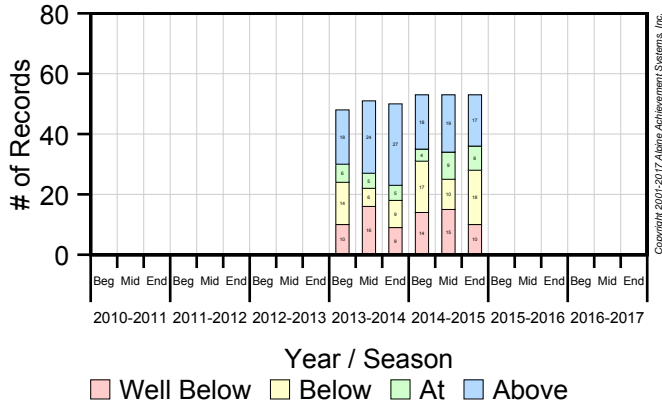




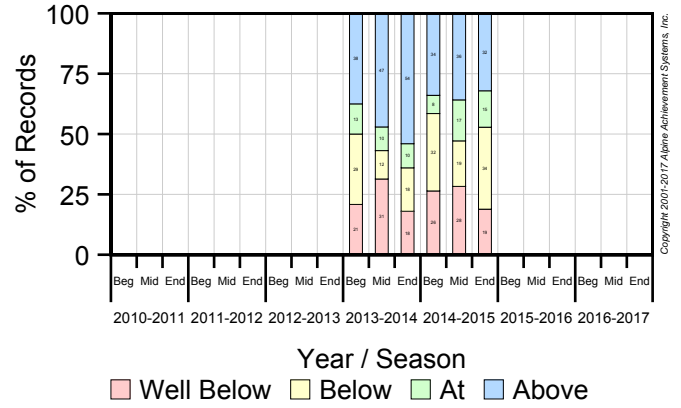
DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

Selected View
Current students

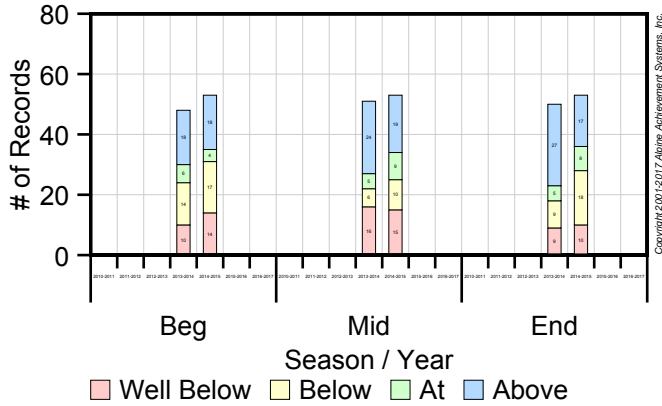
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - # of Records
Grade 5



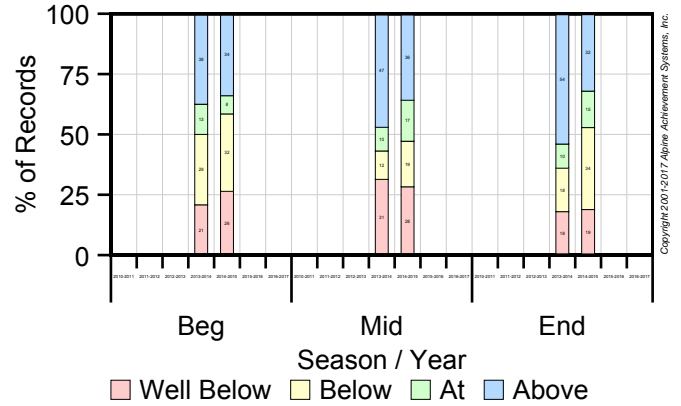
DIBELS-Next - DIBELS Composite Benchmark Across Seasons - % of Records
Grade 5



DIBELS-Next - DIBELS Composite Benchmark Across Years - # of Records
Grade 5



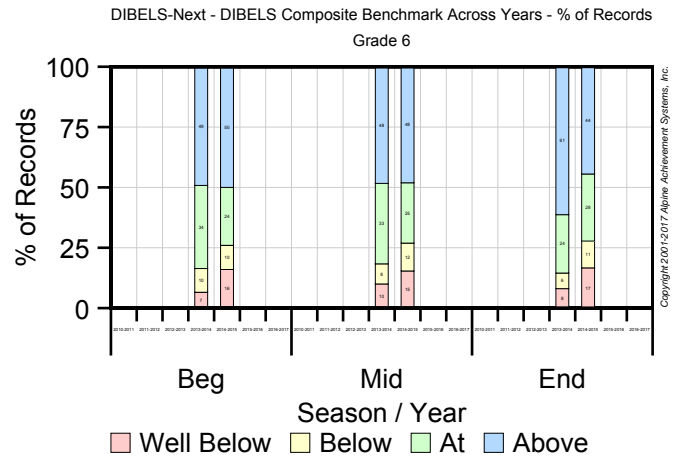
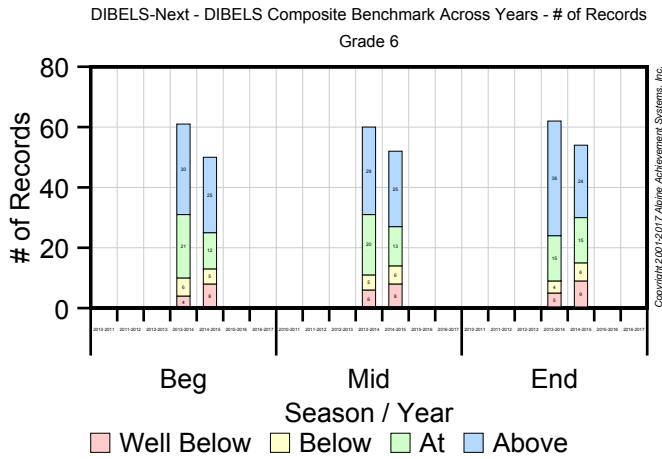
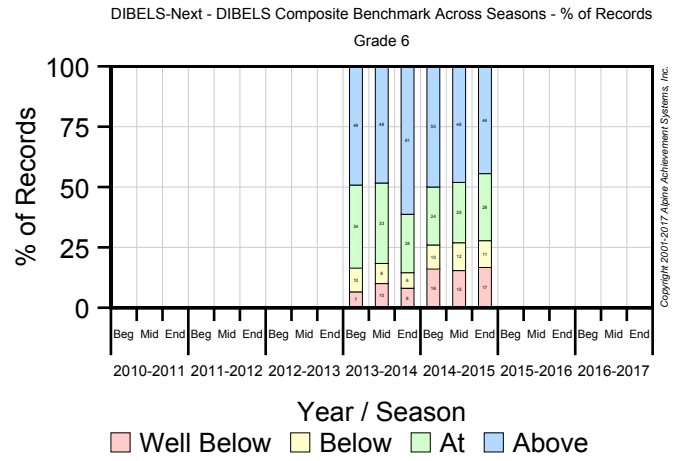
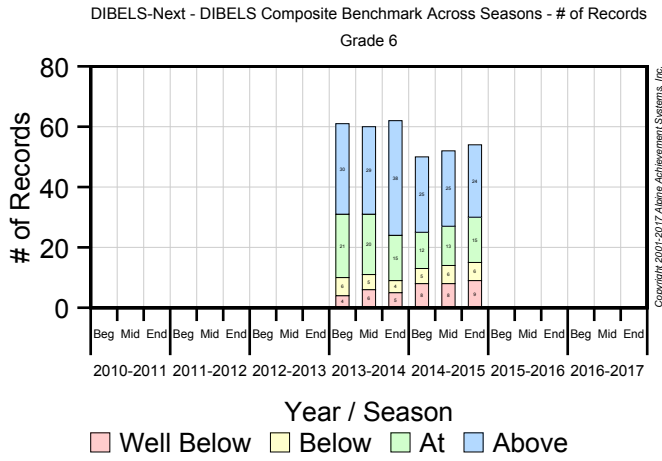
DIBELS-Next - DIBELS Composite Benchmark Across Years - % of Records
Grade 5





DIBELS-Next Trends Over Time - Cross-Sectional - DMG 2016 Lake County R-1 - Total

Selected View
Current students





PARCC Executive Summary (DistIncl)

for

Lake County R-1 - Total

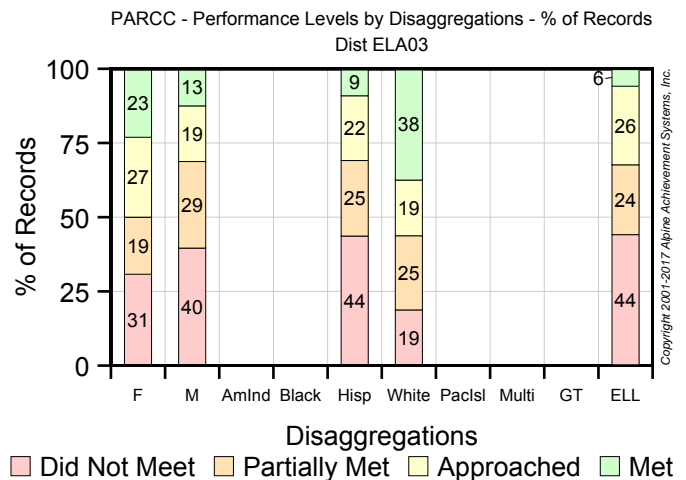
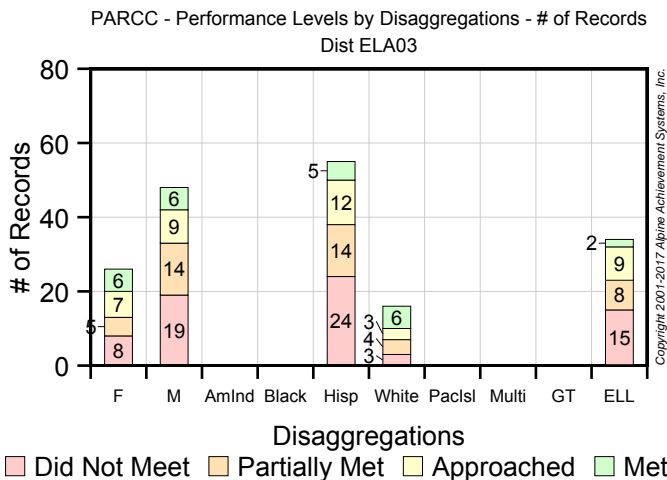
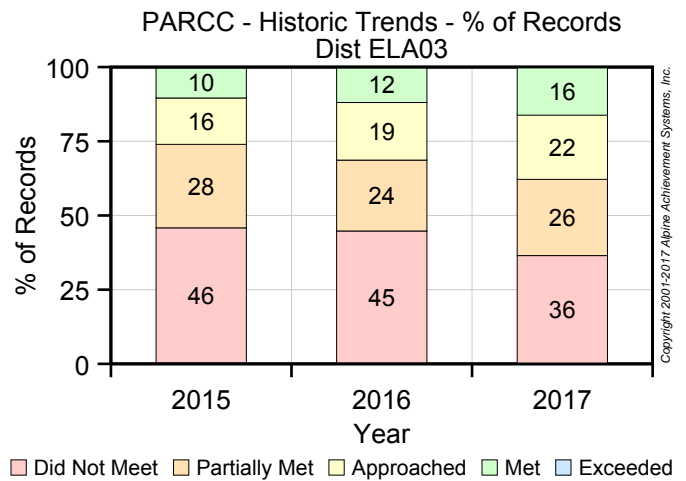
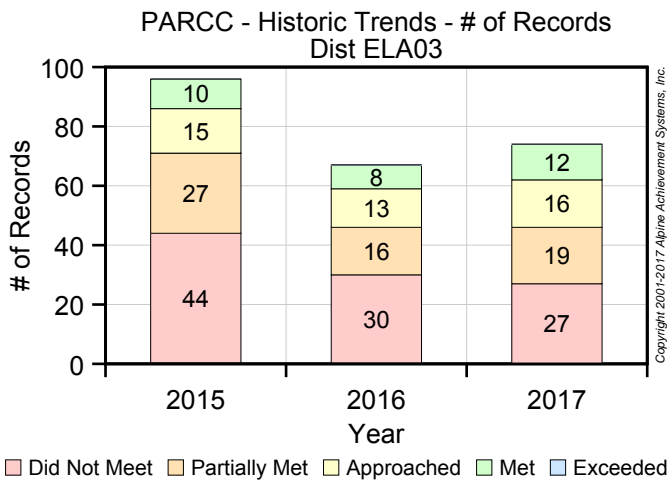
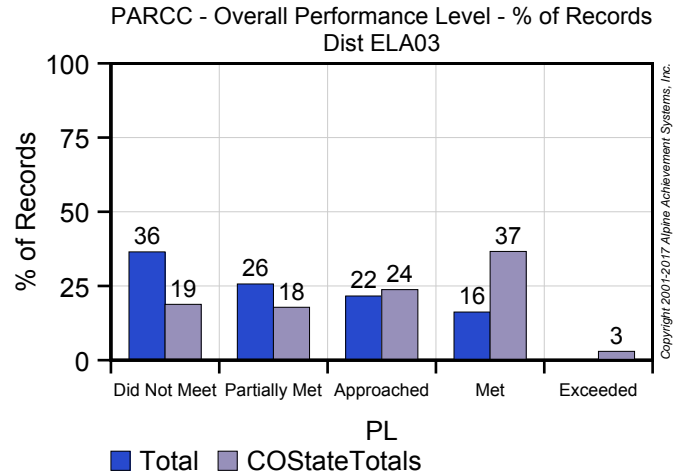
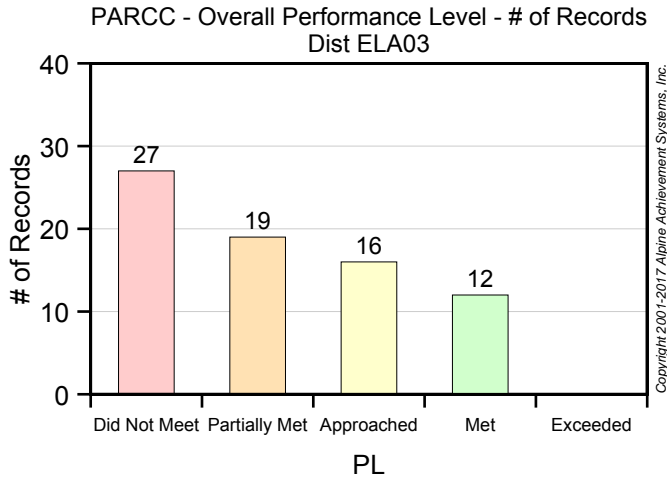


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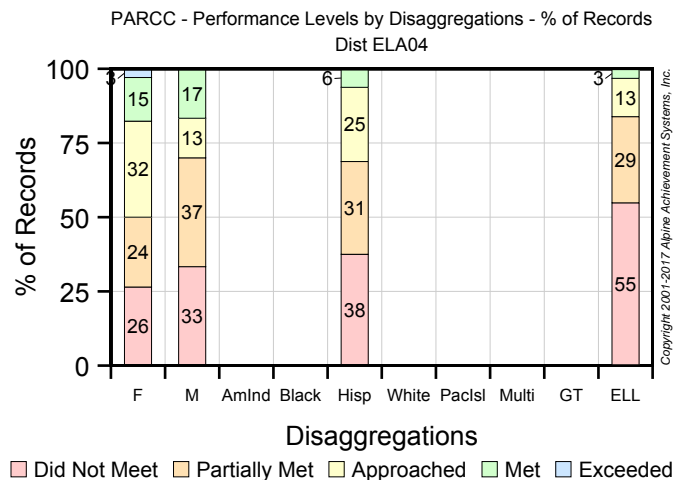
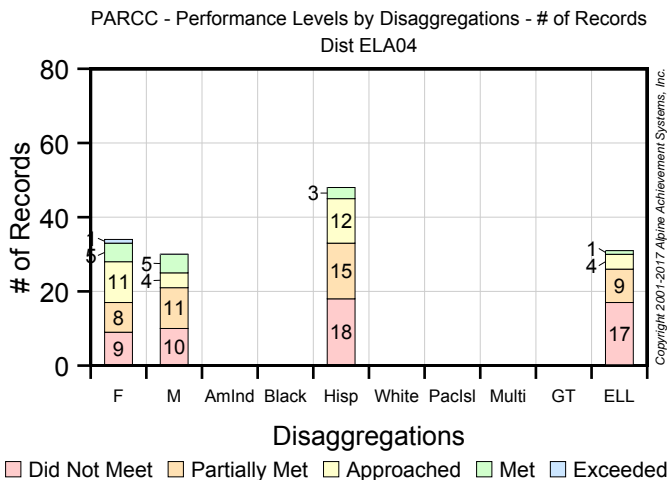
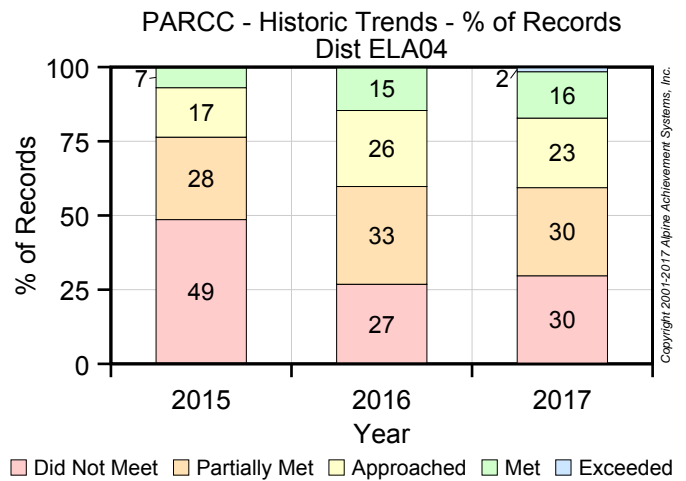
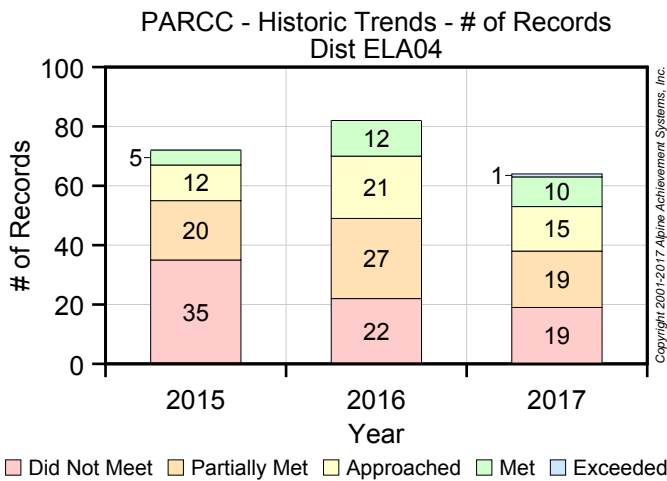
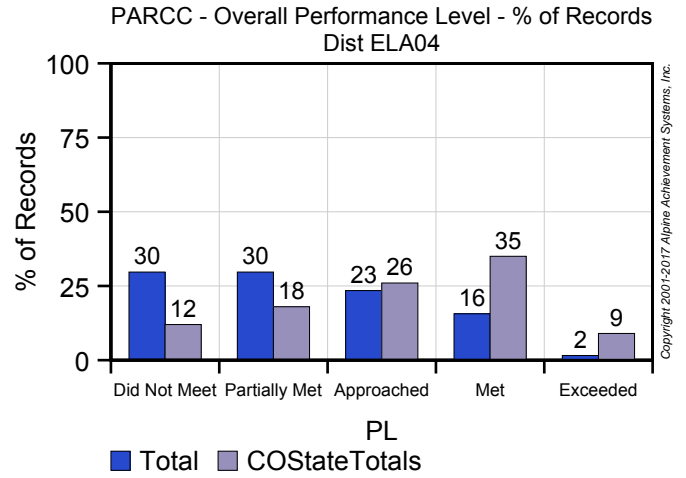
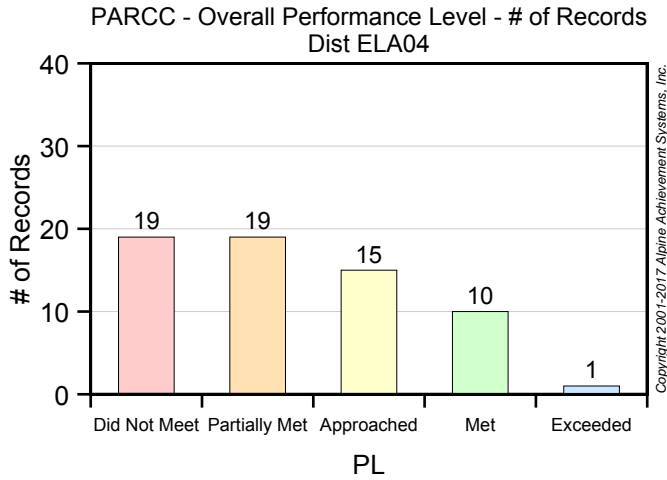


PARCC Executive Summary (DistIncl) Lake County R-1 - Total



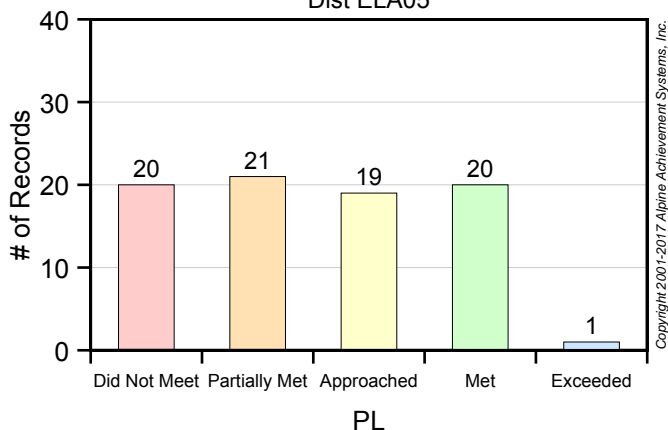


PARCC Executive Summary (DistIncl) Lake County R-1 - Total

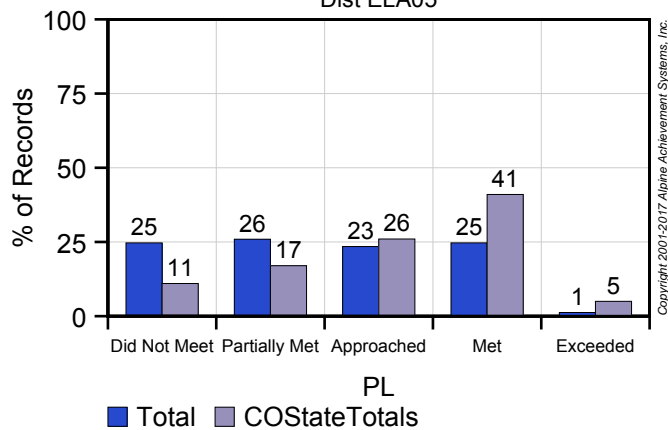




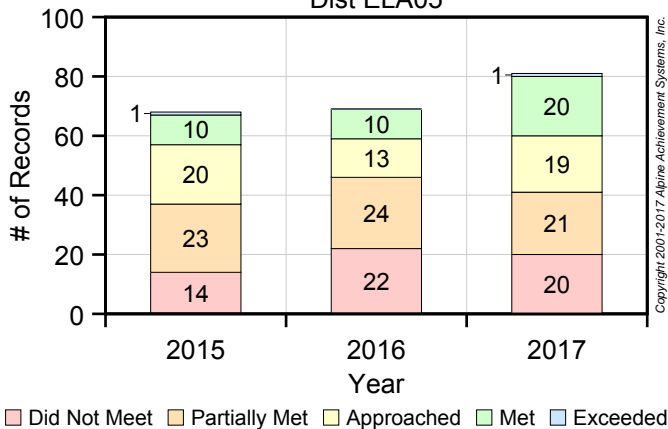
PARCC - Overall Performance Level - # of Records
Dist ELA05



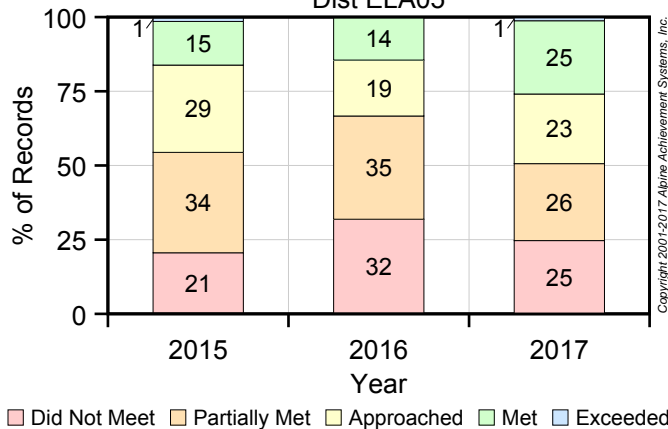
PARCC - Overall Performance Level - % of Records
Dist ELA05



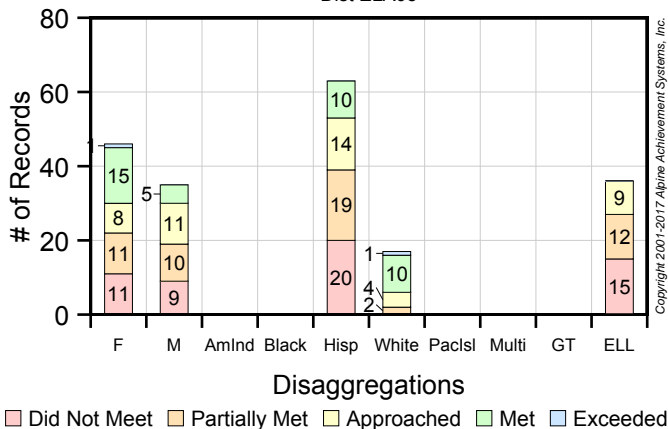
PARCC - Historic Trends - # of Records
Dist ELA05



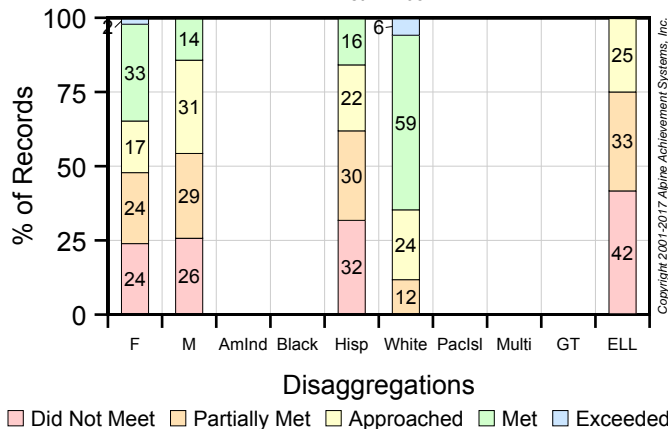
PARCC - Historic Trends - % of Records
Dist ELA05

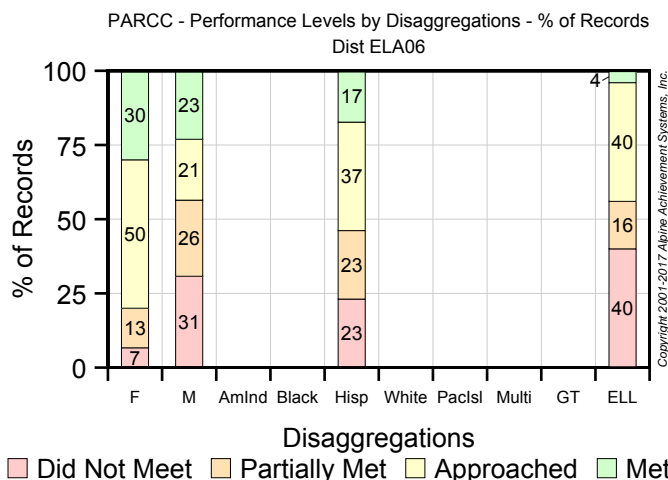
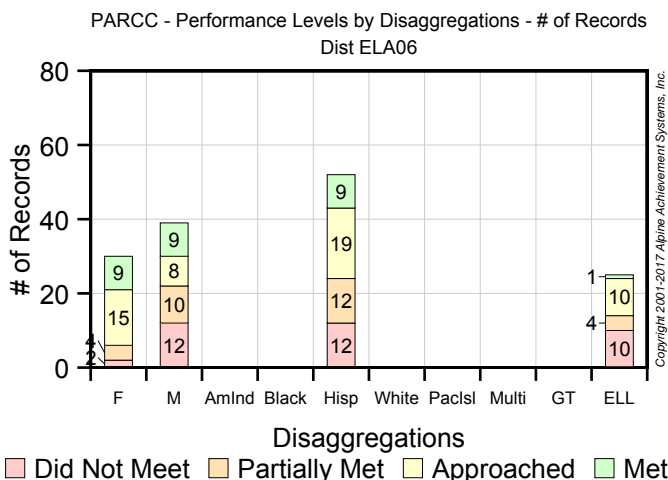
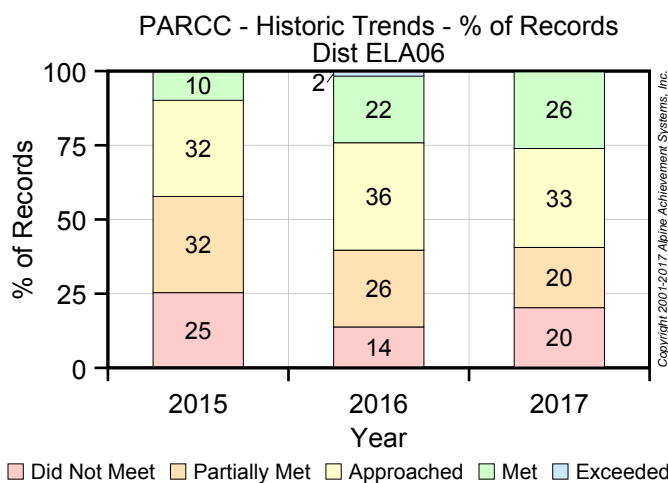
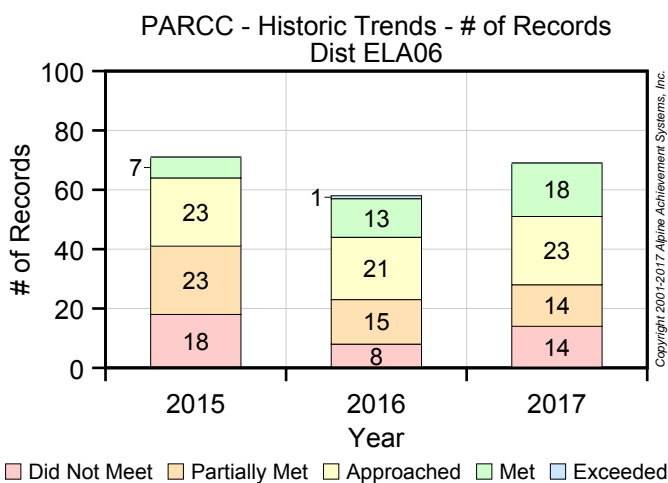
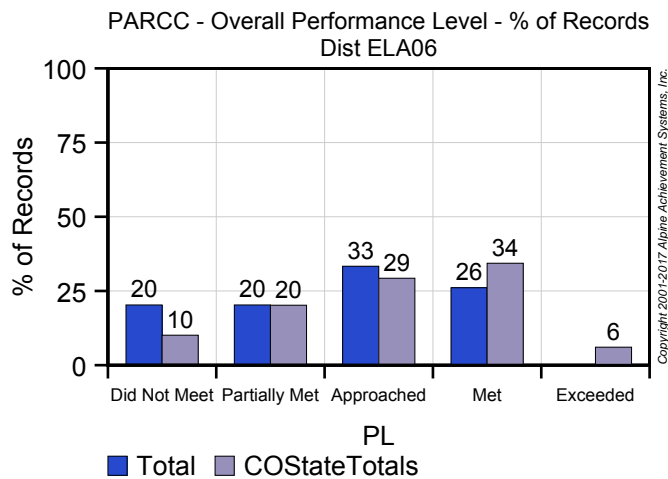
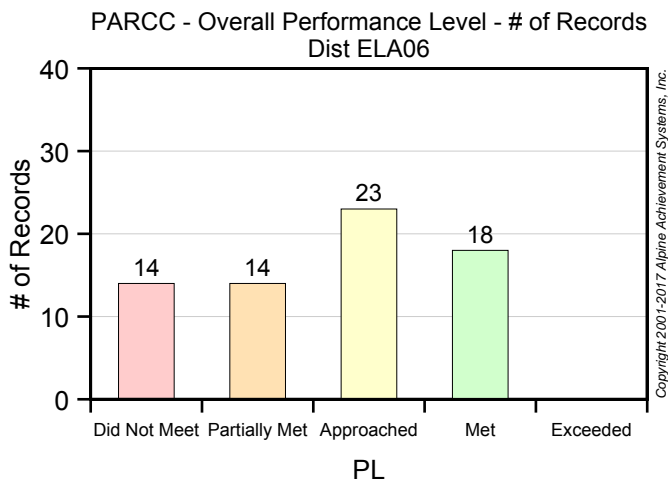


PARCC - Performance Levels by Disaggregations - # of Records
Dist ELA05



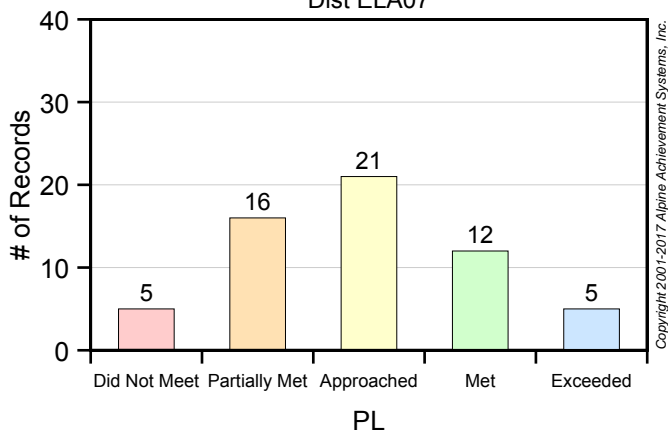
PARCC - Performance Levels by Disaggregations - % of Records
Dist ELA05



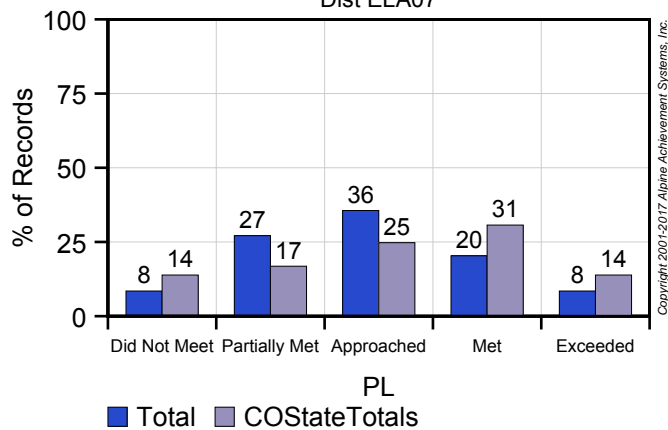




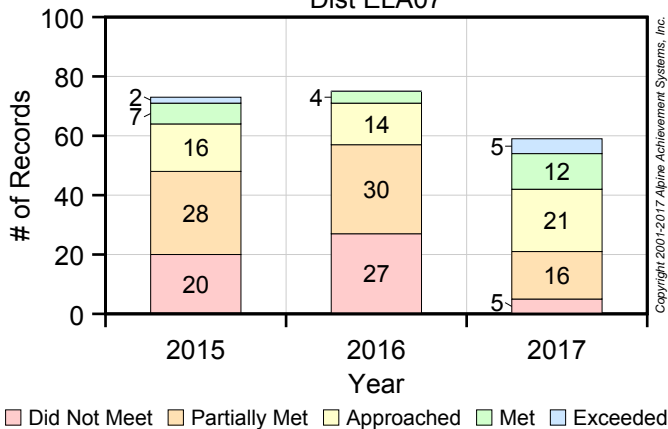
PARCC - Overall Performance Level - # of Records
Dist ELA07



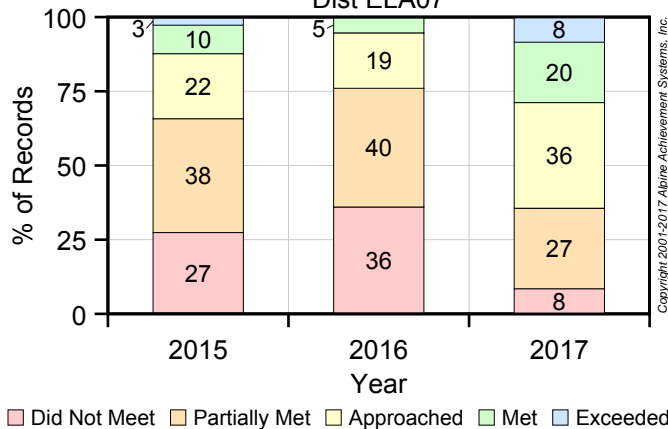
PARCC - Overall Performance Level - % of Records
Dist ELA07



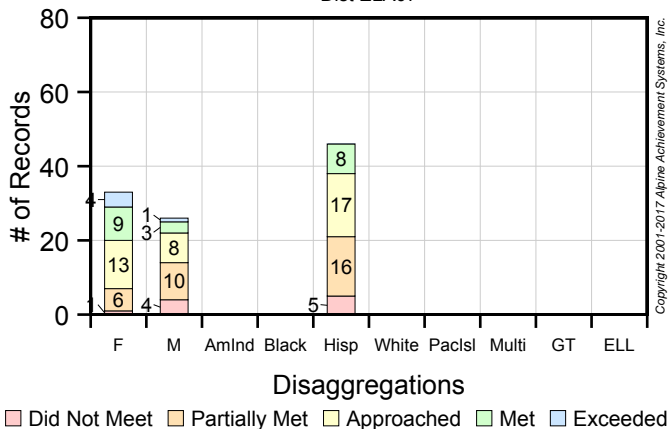
PARCC - Historic Trends - # of Records
Dist ELA07



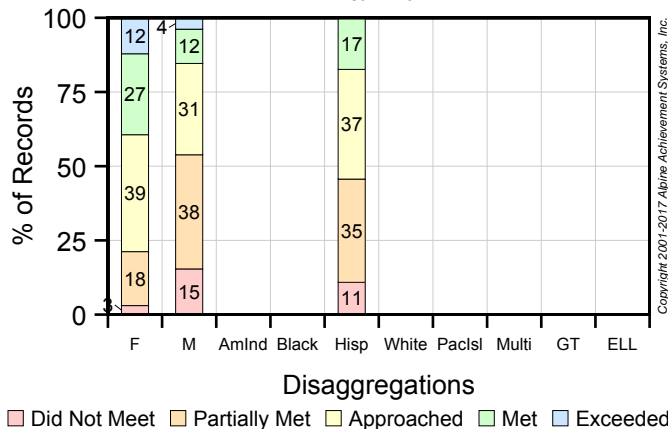
PARCC - Historic Trends - % of Records
Dist ELA07



PARCC - Performance Levels by Disaggregations - # of Records
Dist ELA07

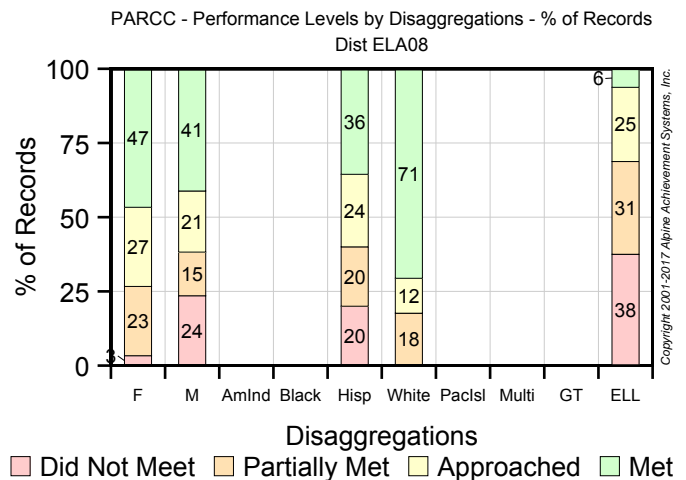
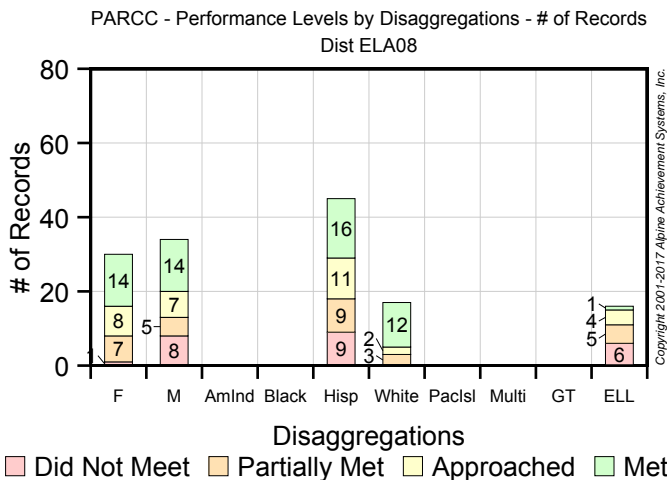
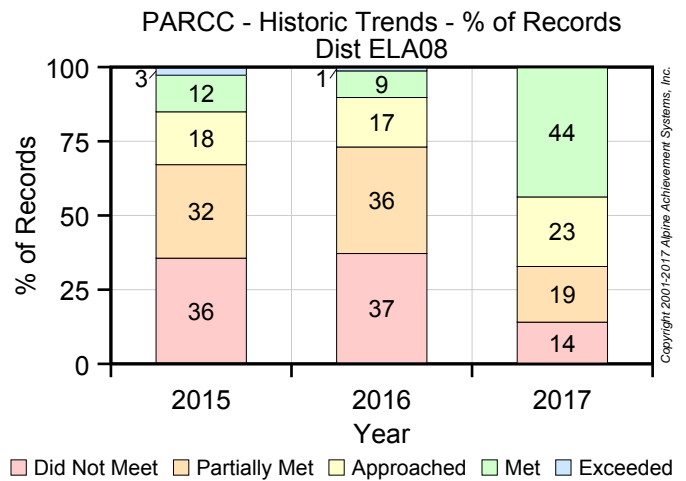
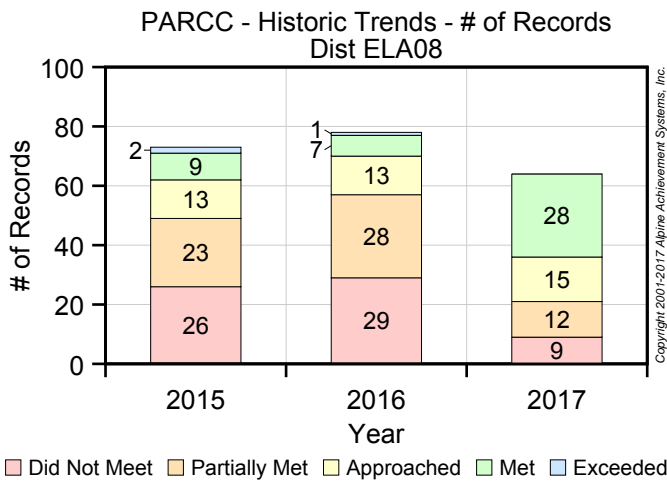
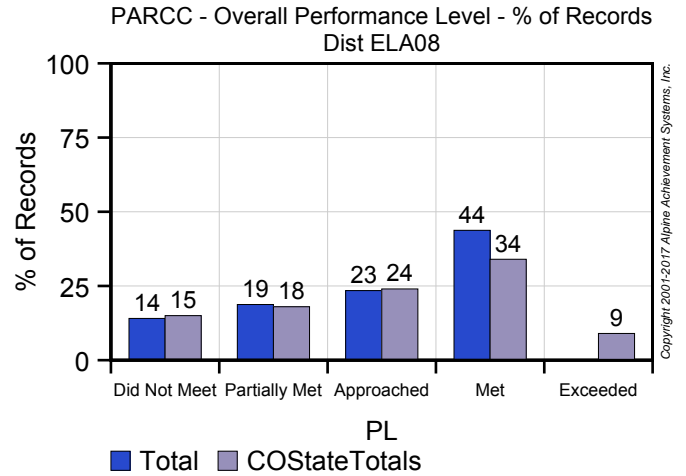
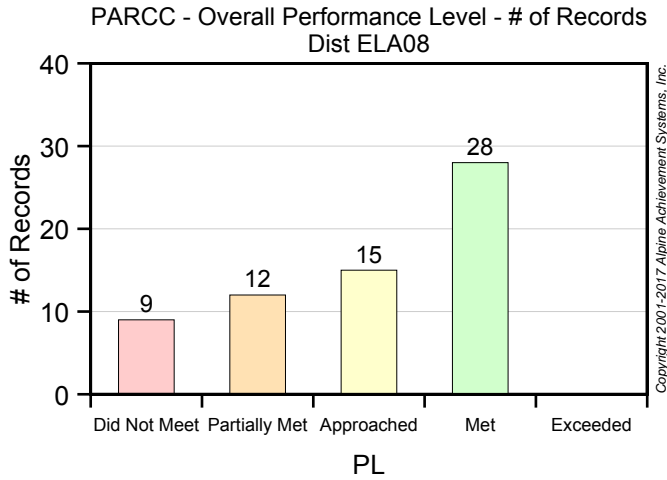


PARCC - Performance Levels by Disaggregations - % of Records
Dist ELA07



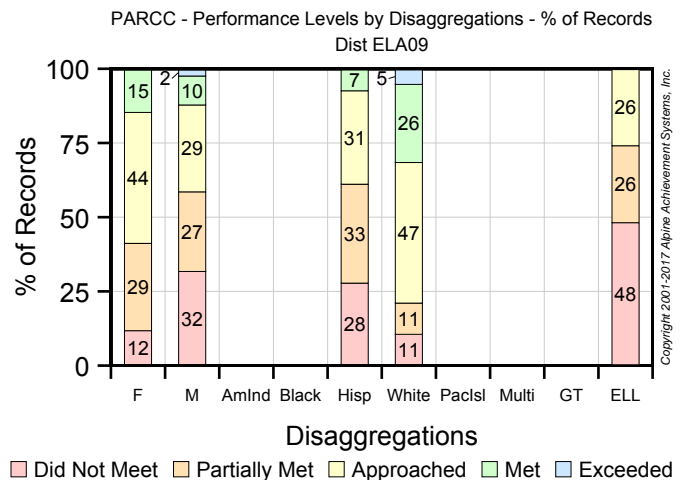
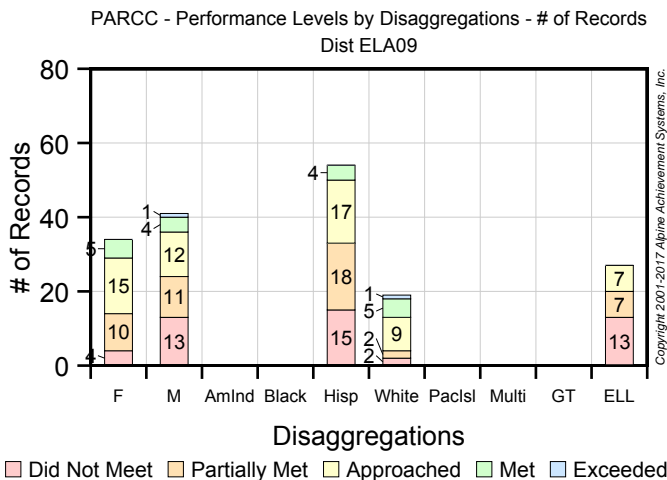
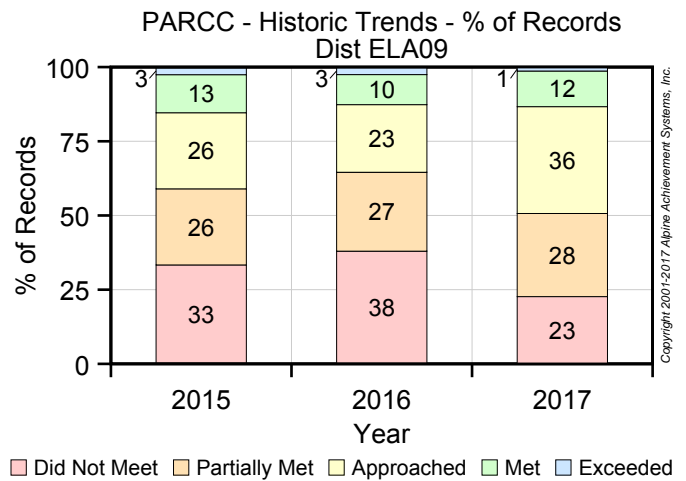
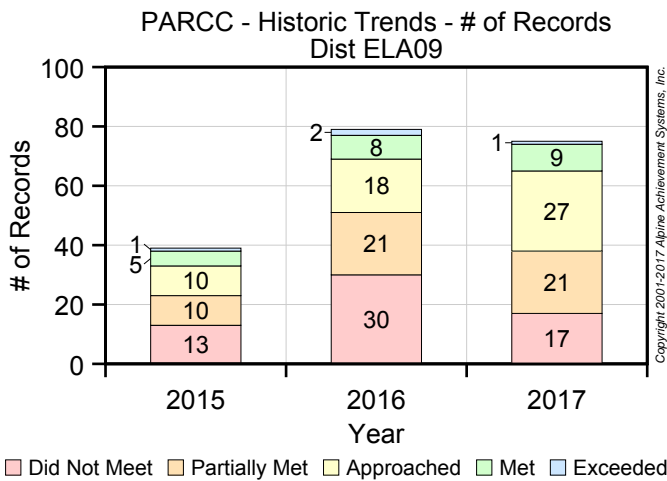
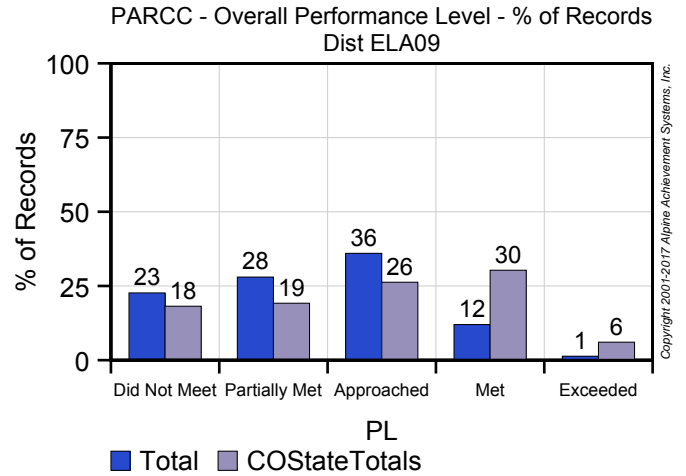
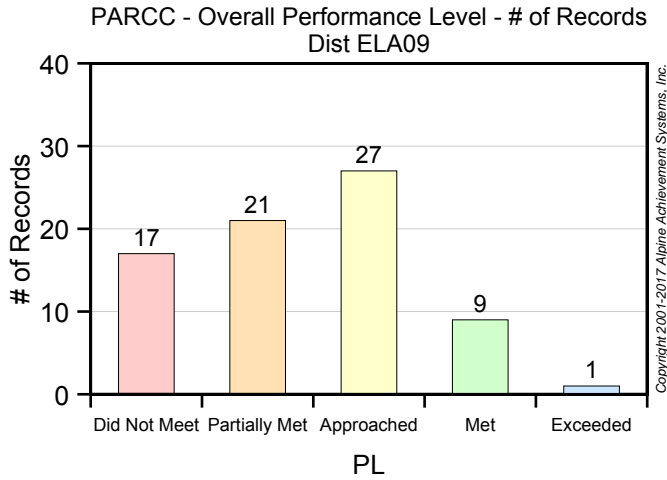


PARCC Executive Summary (DistIncl) Lake County R-1 - Total



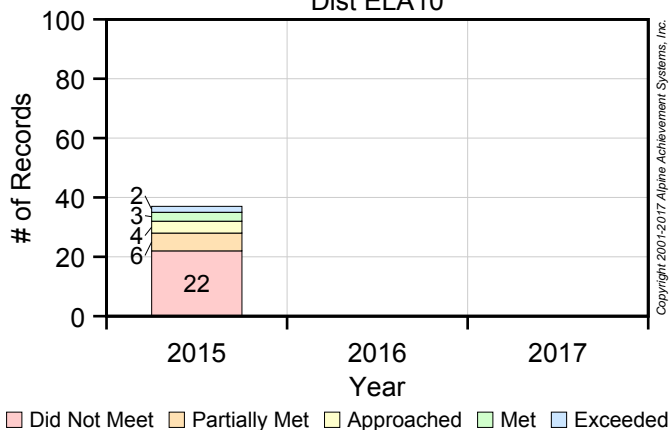


PARCC Executive Summary (DistIncl) Lake County R-1 - Total

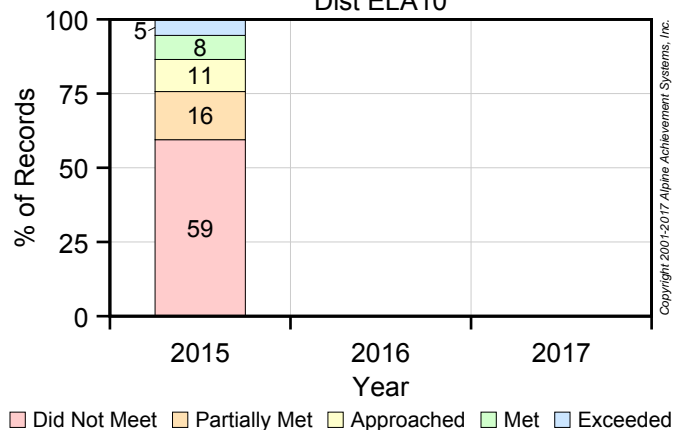




PARCC - Historic Trends - # of Records
 Dist ELA10

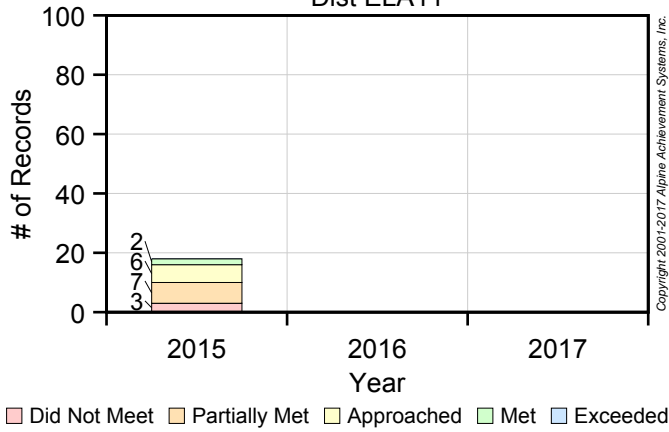


PARCC - Historic Trends - % of Records
 Dist ELA10

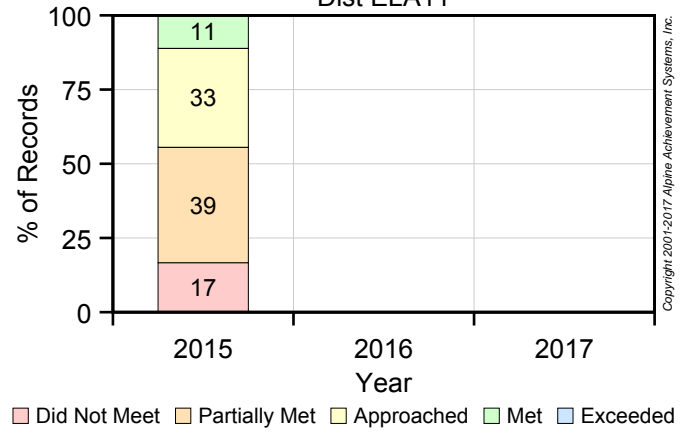




PARCC - Historic Trends - # of Records
 Dist ELA11

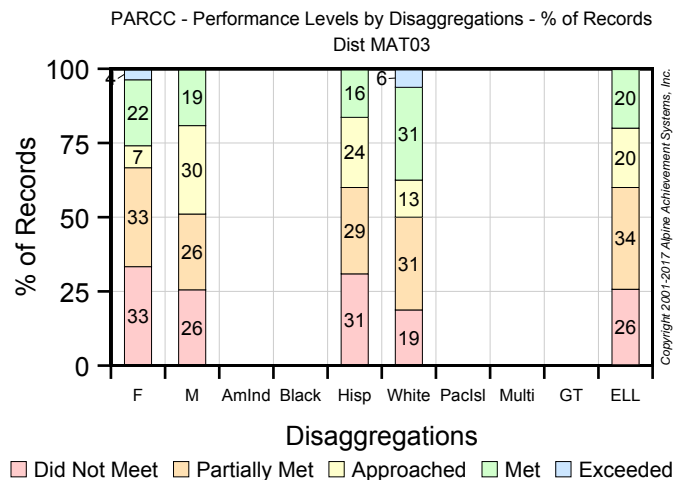
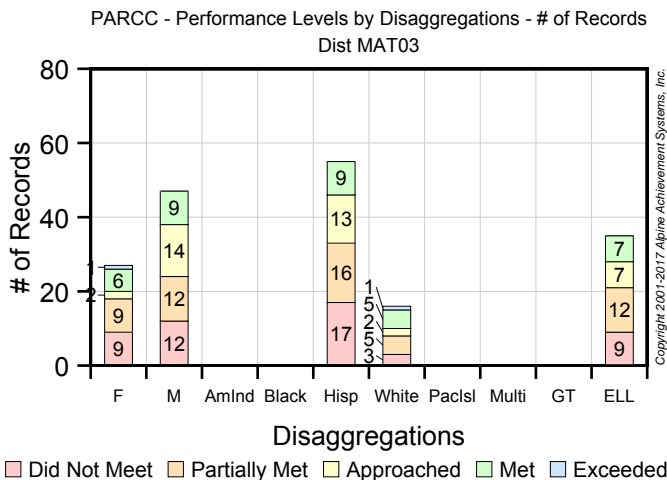
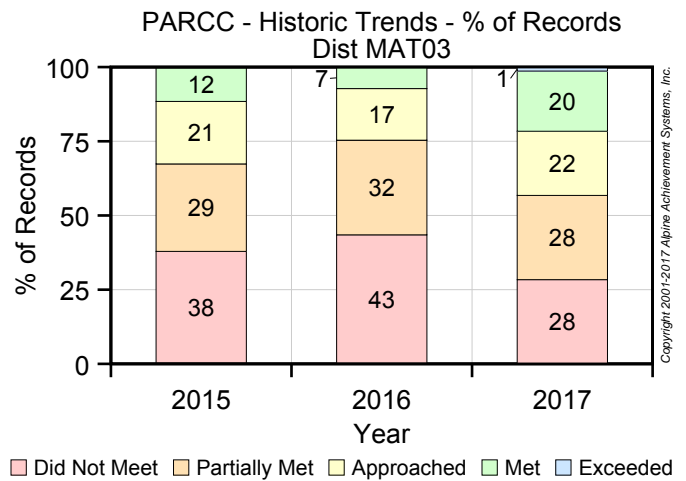
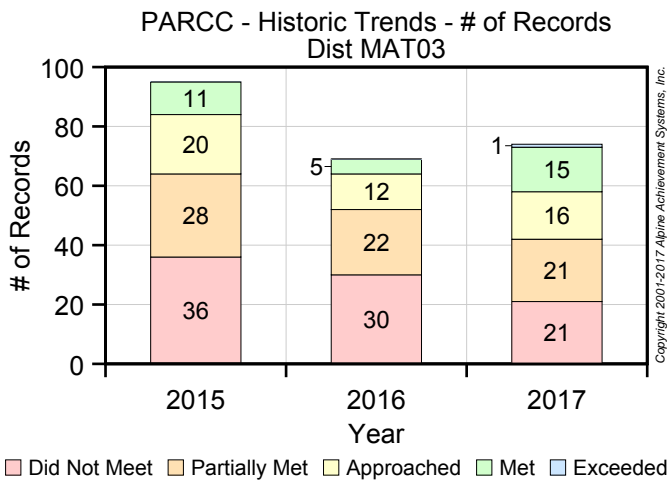
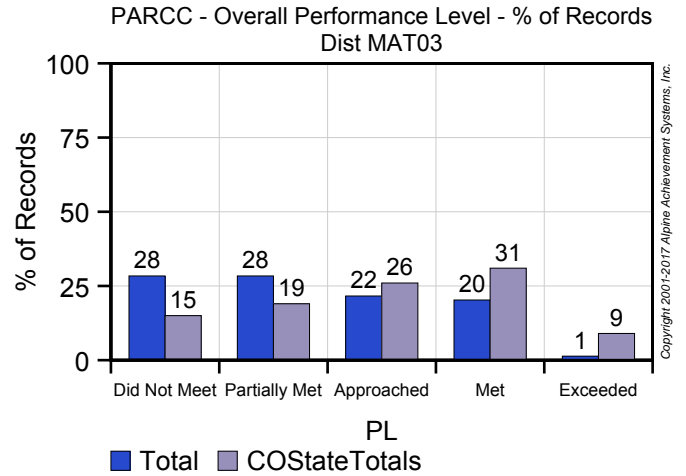
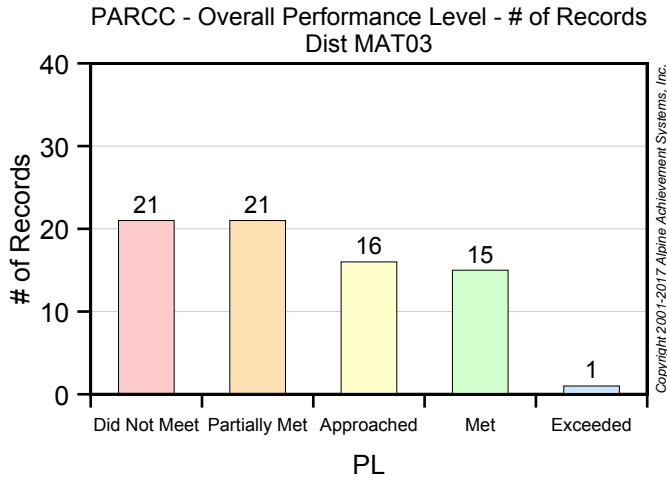


PARCC - Historic Trends - % of Records
 Dist ELA11



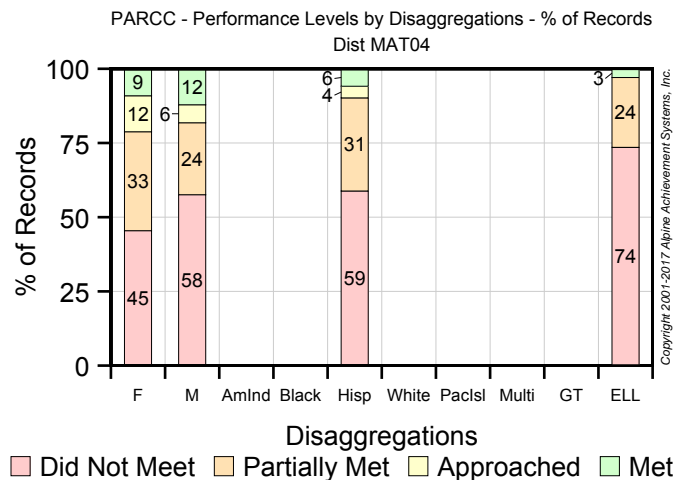
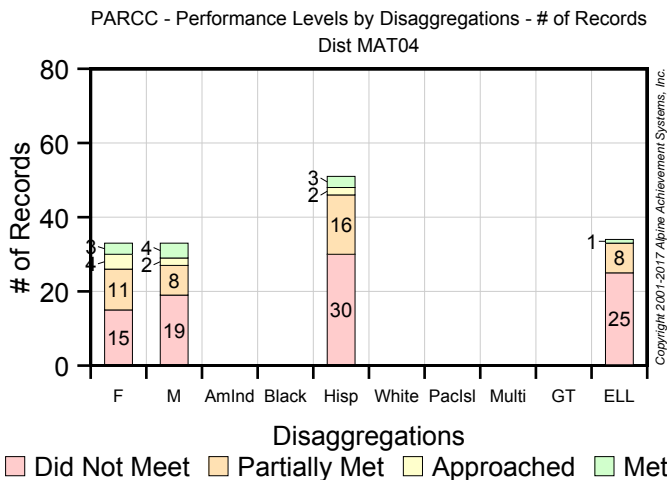
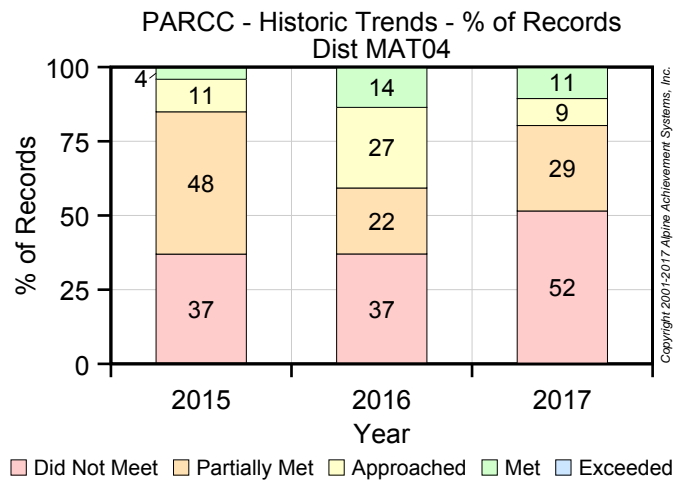
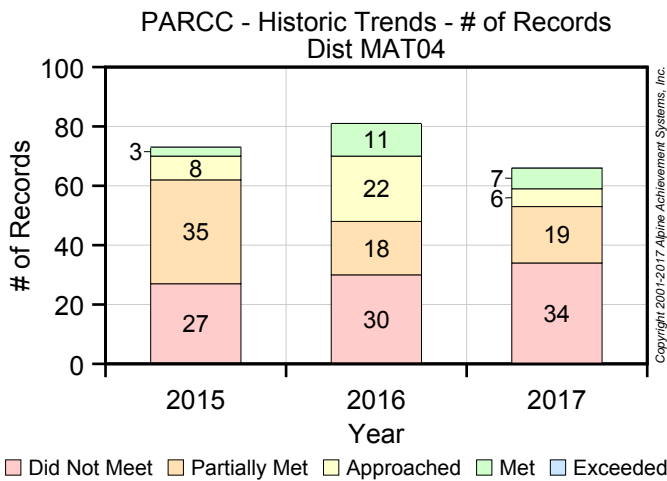
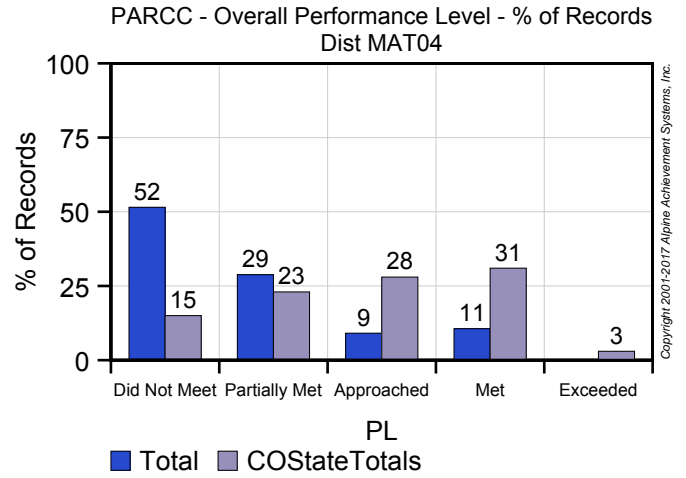
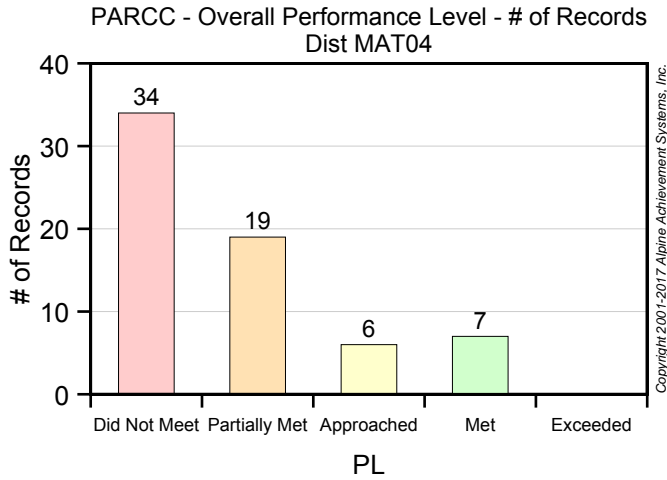


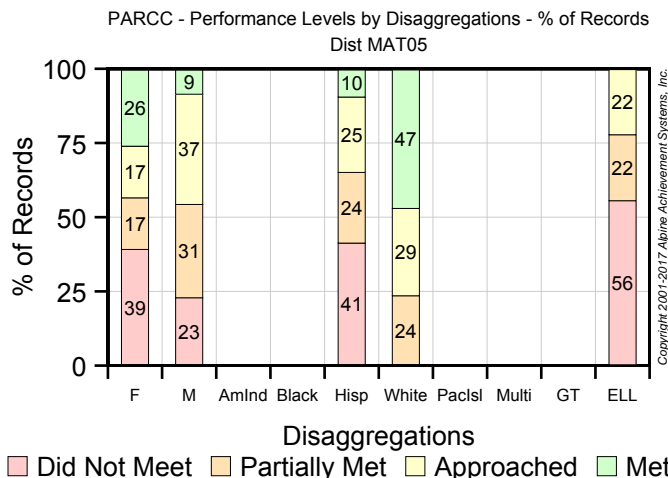
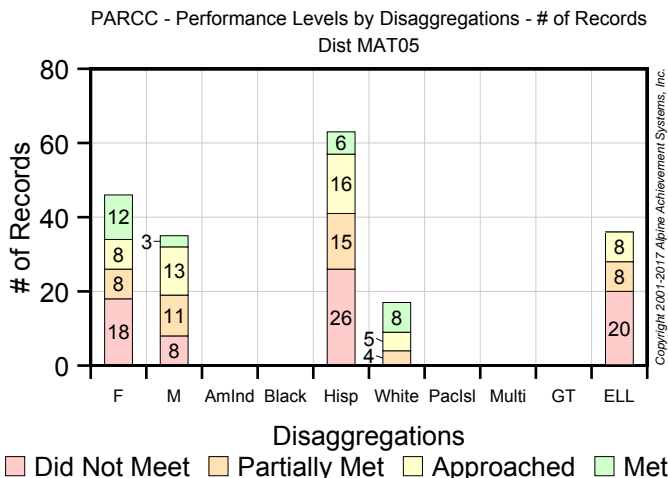
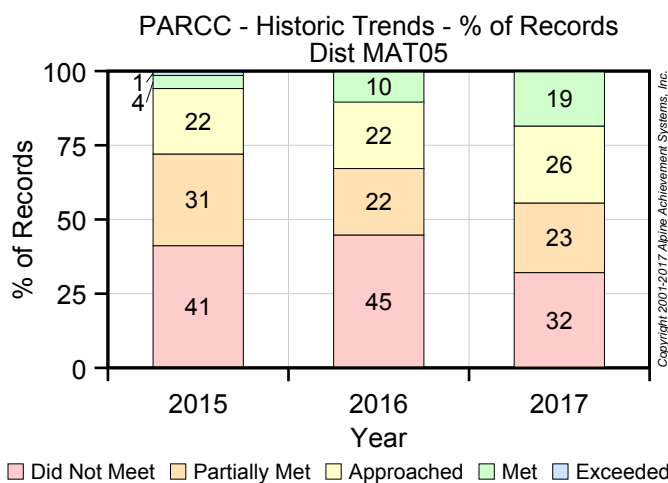
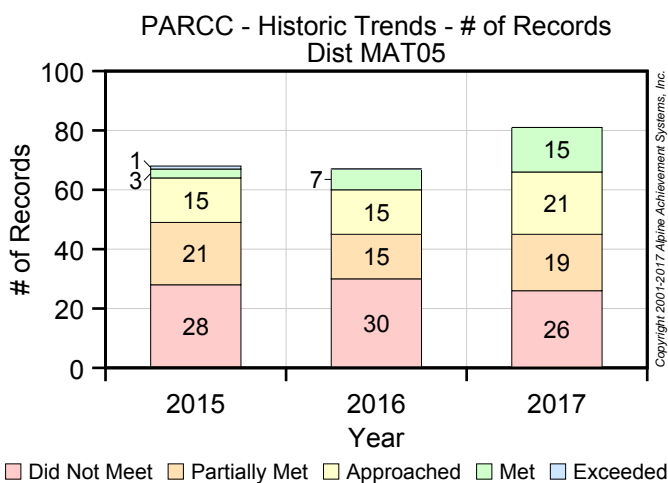
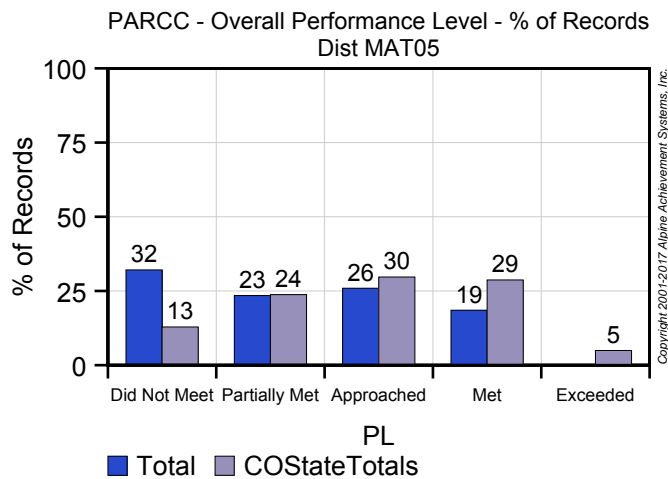
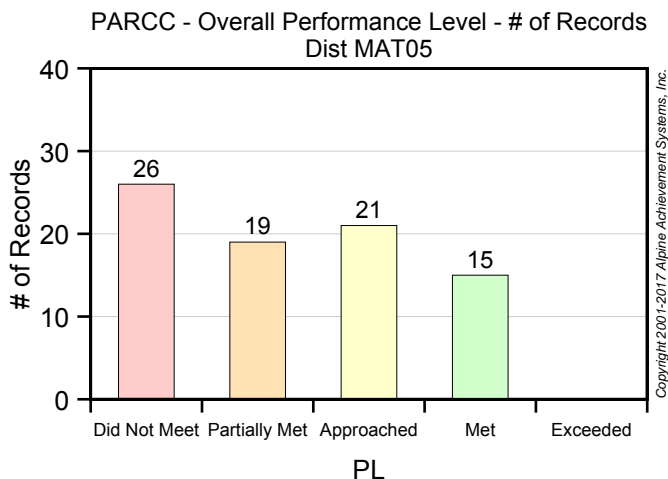
PARCC Executive Summary (DistIncl) Lake County R-1 - Total





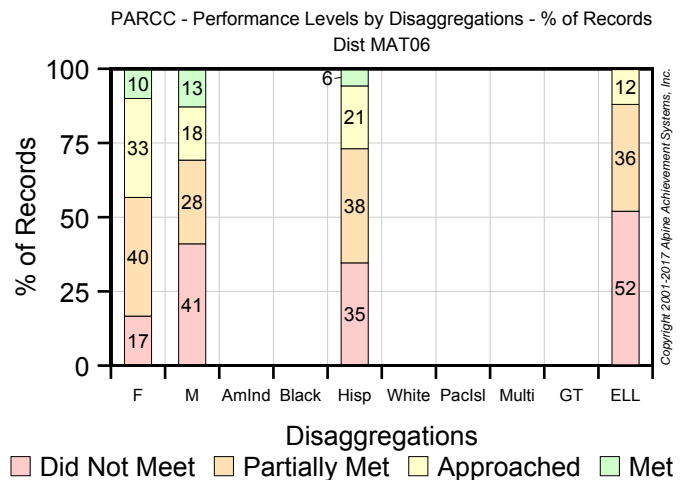
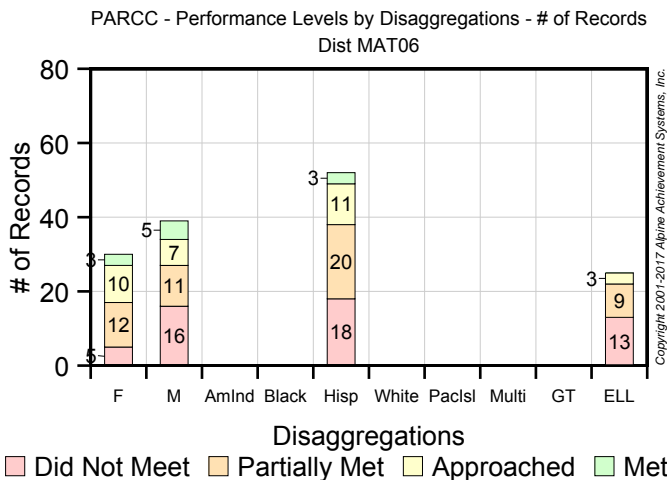
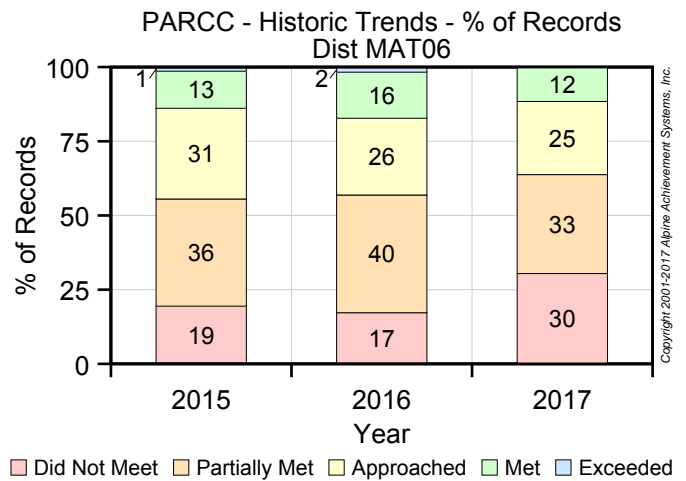
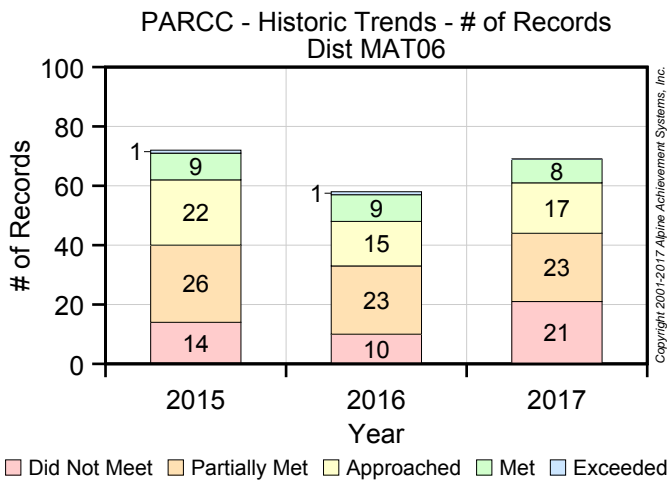
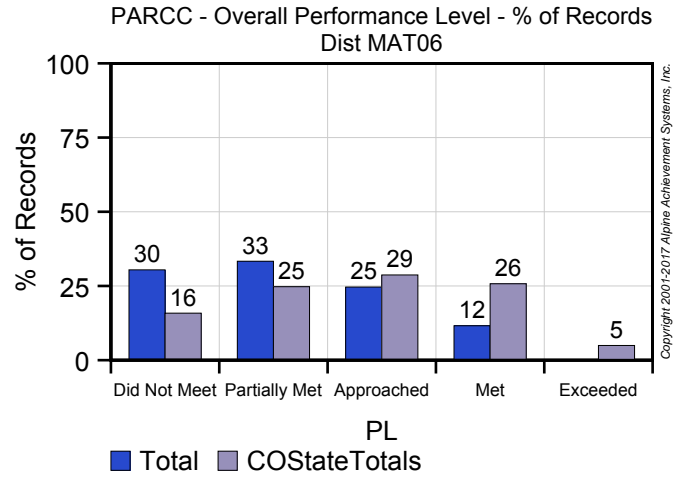
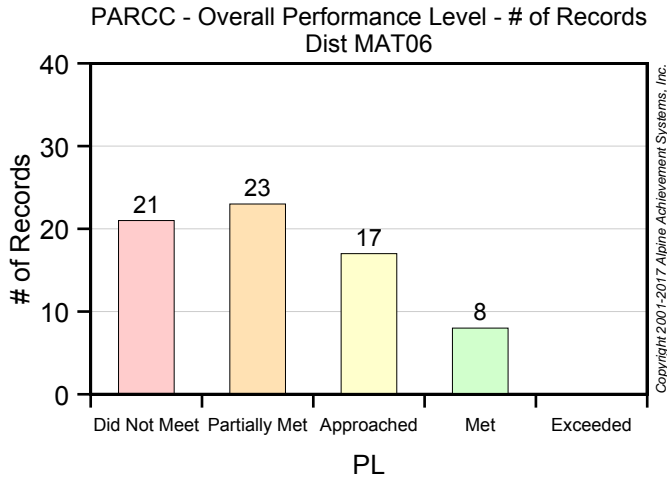
PARCC Executive Summary (DistIncl) Lake County R-1 - Total

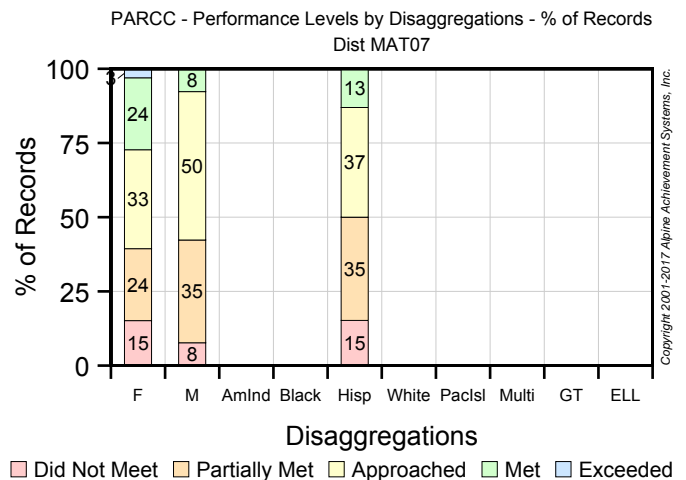
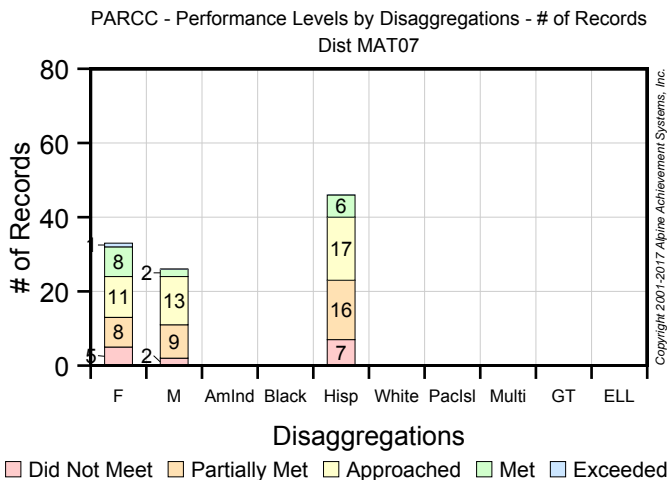
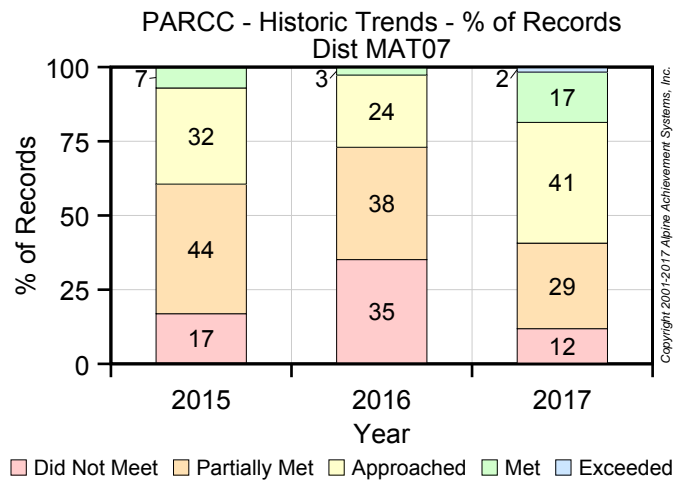
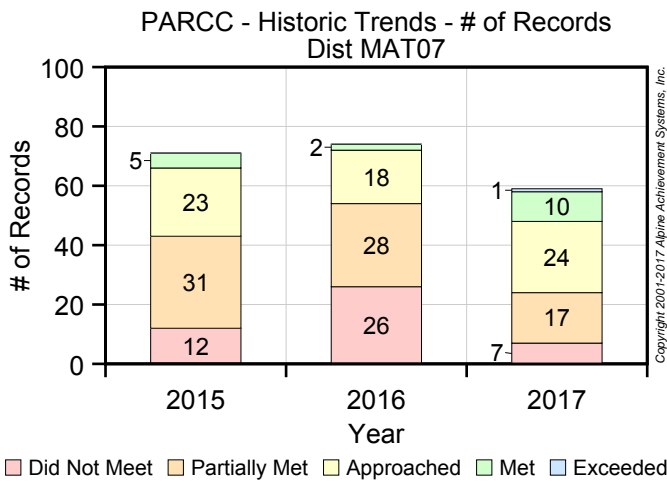
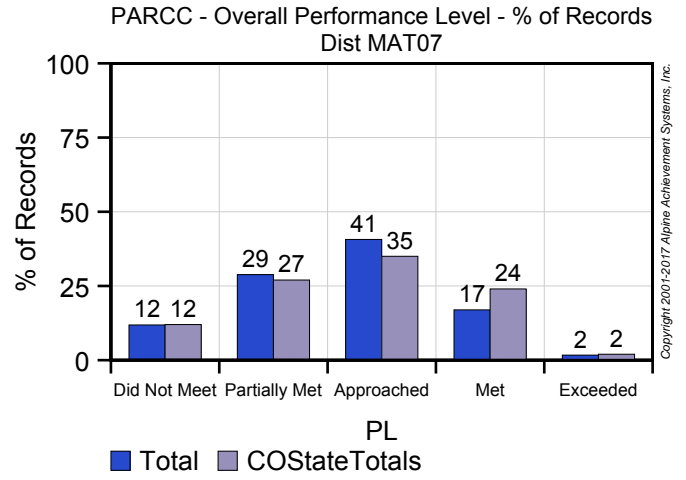
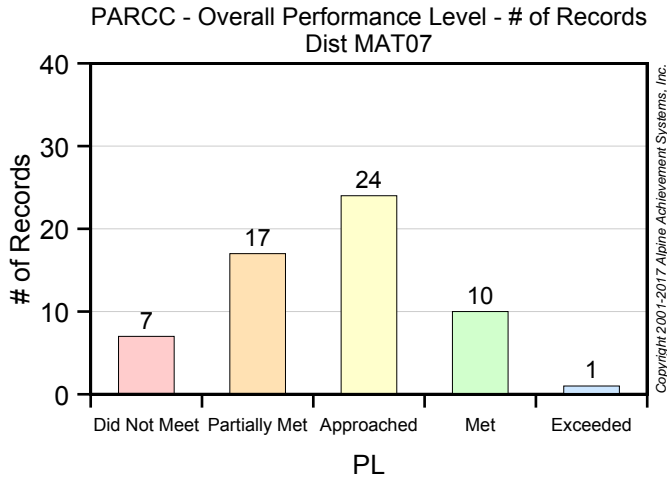






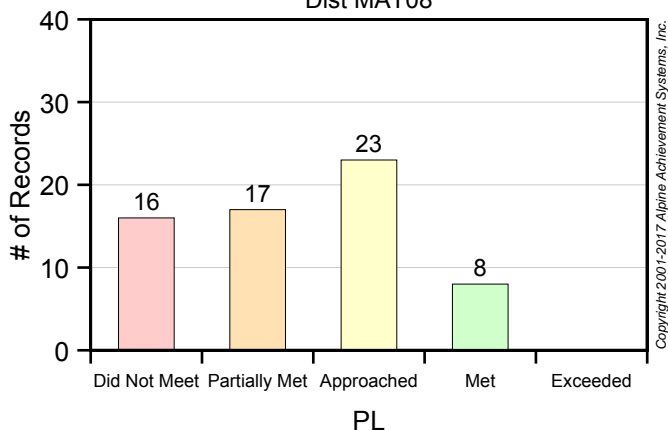
PARCC Executive Summary (DistIncl) Lake County R-1 - Total



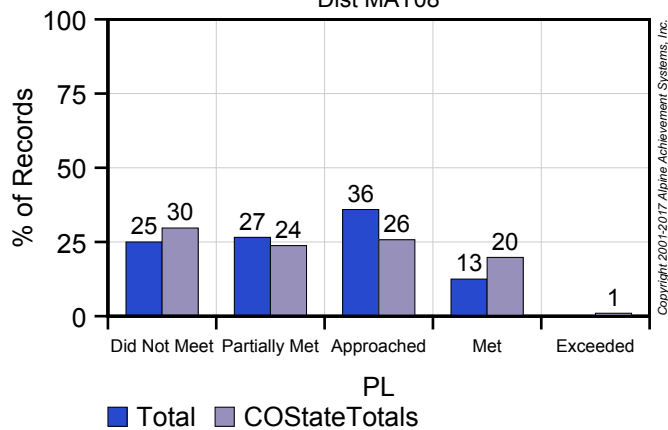




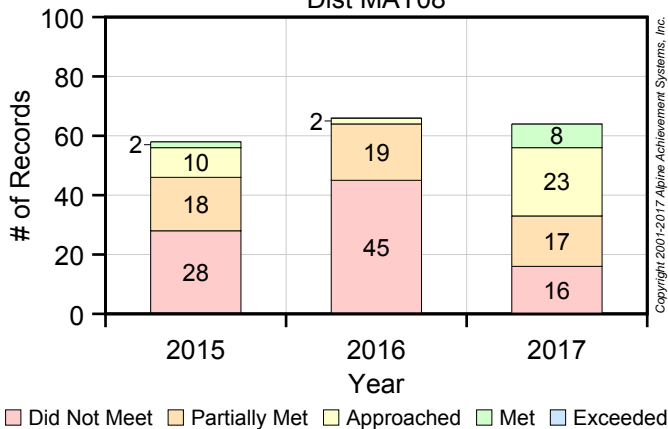
PARCC - Overall Performance Level - # of Records
Dist MAT08



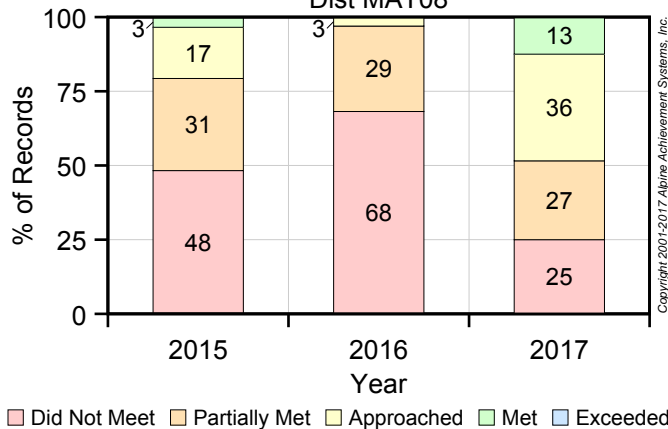
PARCC - Overall Performance Level - % of Records
Dist MAT08



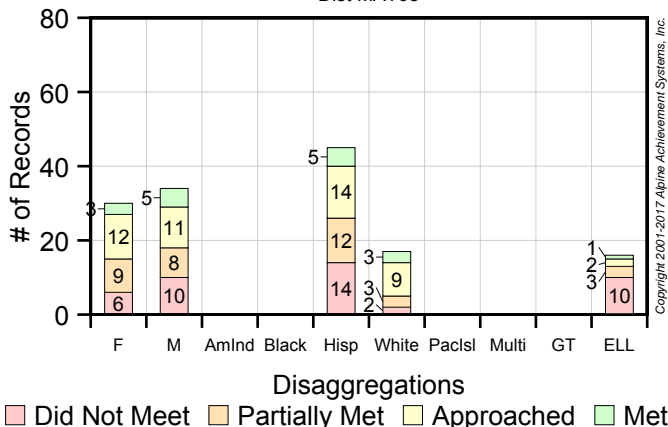
PARCC - Historic Trends - # of Records
Dist MAT08



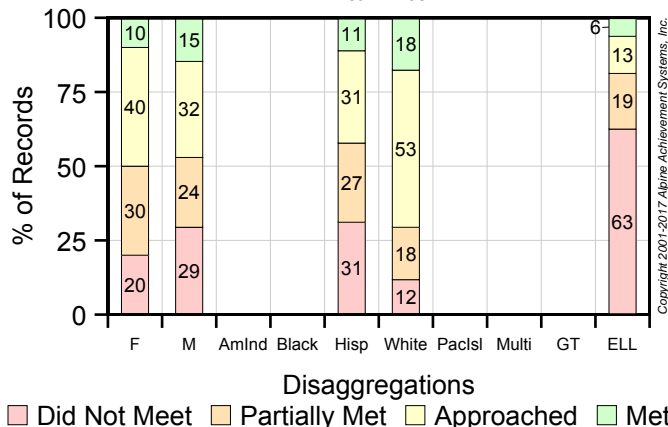
PARCC - Historic Trends - % of Records
Dist MAT08



PARCC - Performance Levels by Disaggregations - # of Records
Dist MAT08

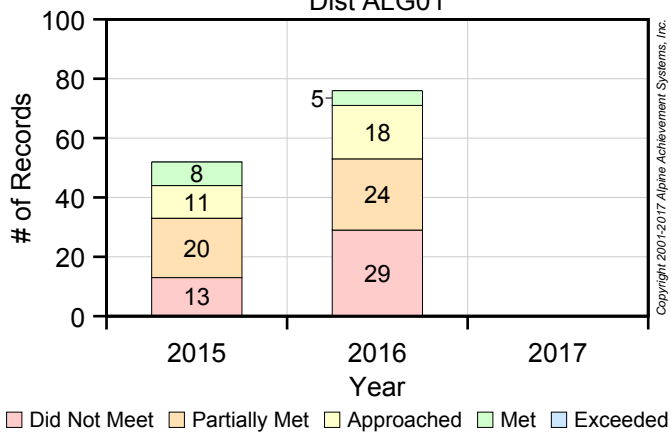


PARCC - Performance Levels by Disaggregations - % of Records
Dist MAT08

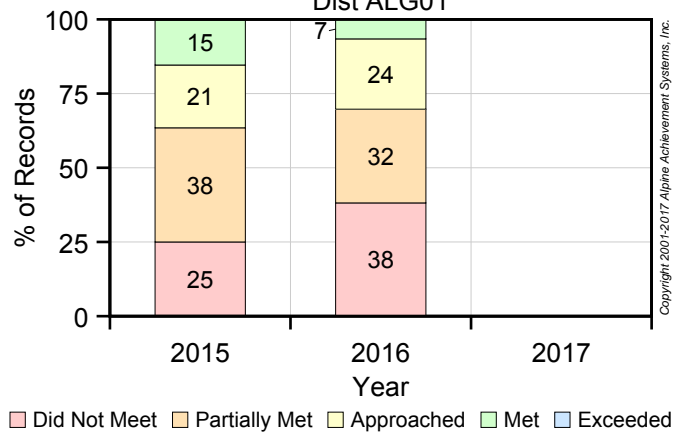




PARCC - Historic Trends - # of Records
 Dist ALG01

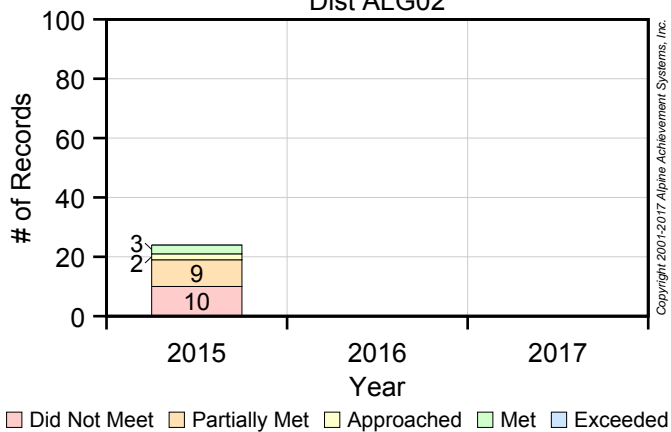


PARCC - Historic Trends - % of Records
 Dist ALG01

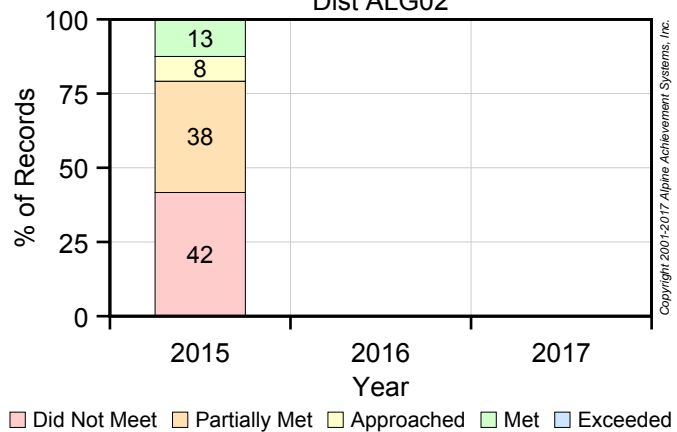




PARCC - Historic Trends - # of Records
Dist ALG02

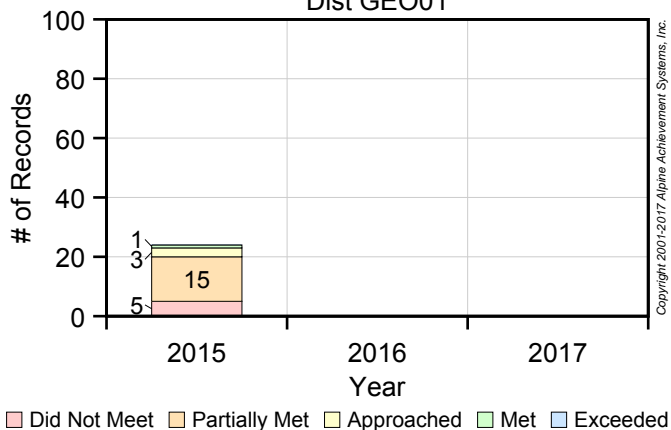


PARCC - Historic Trends - % of Records
Dist ALG02

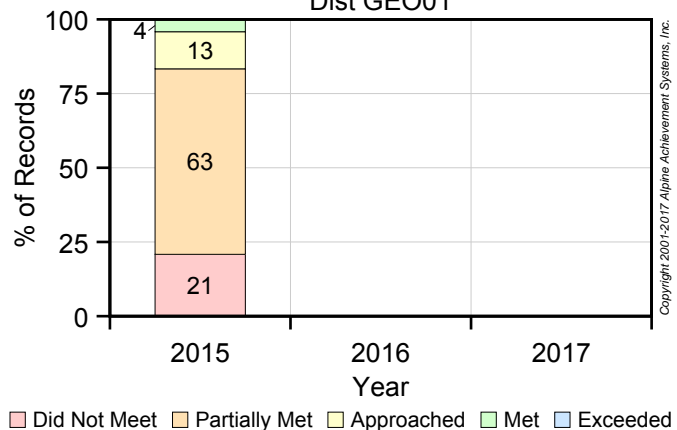


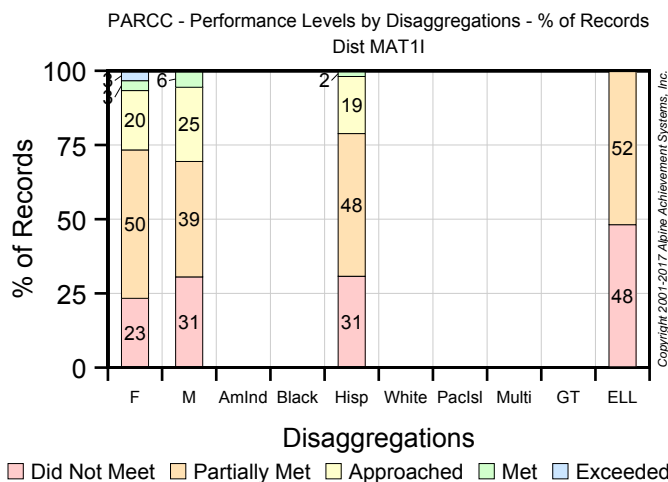
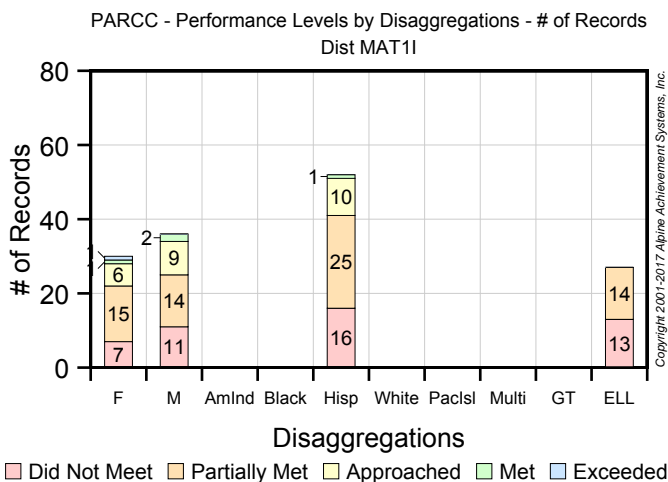
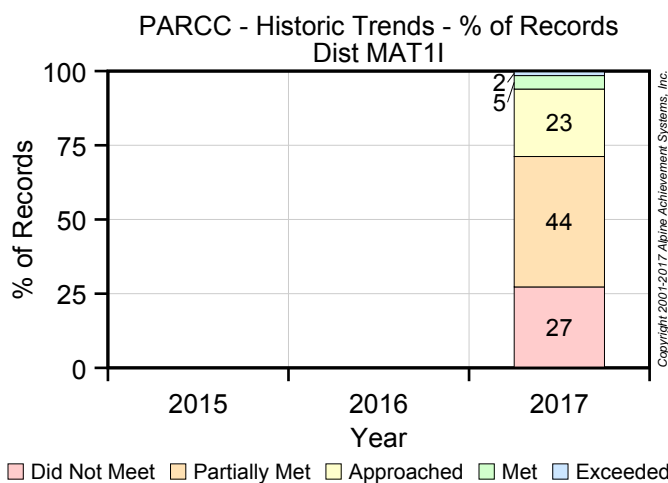
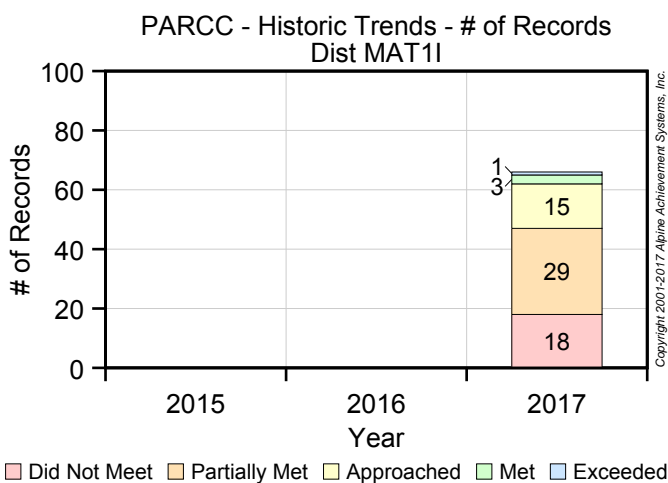
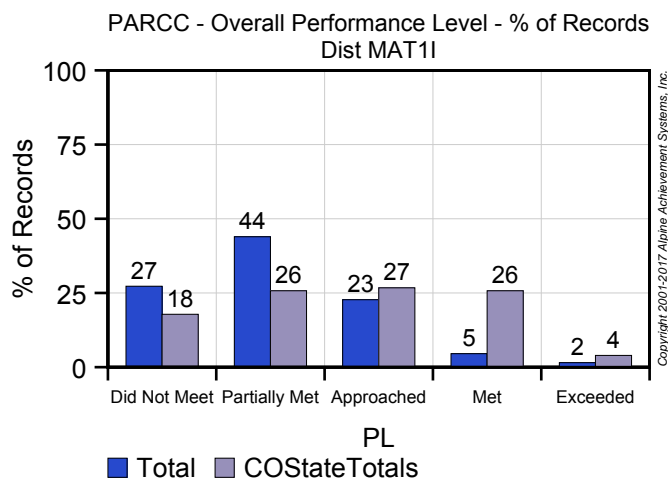
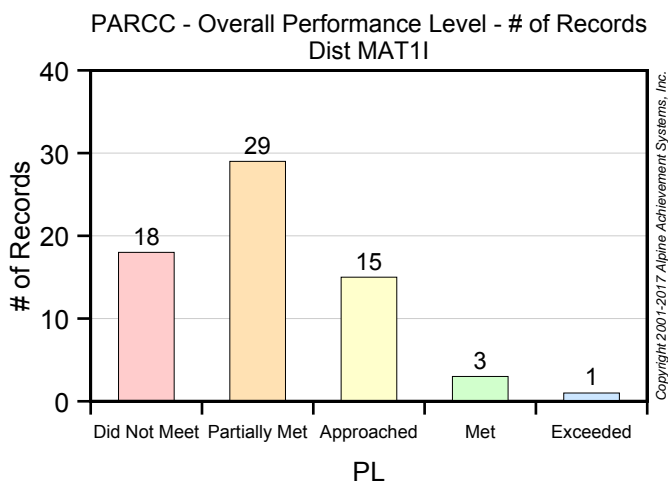


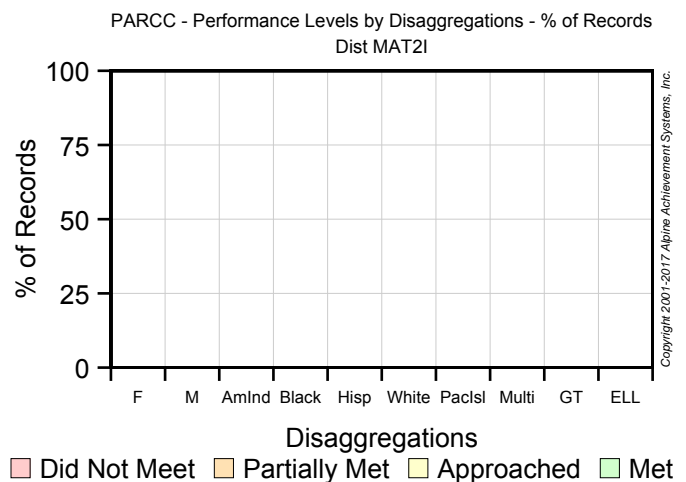
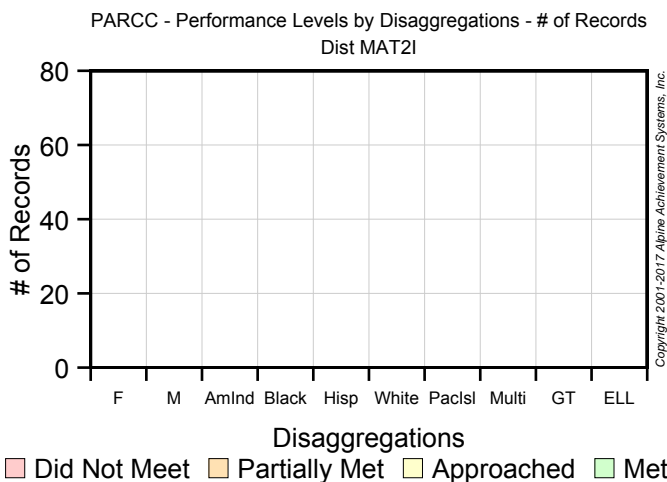
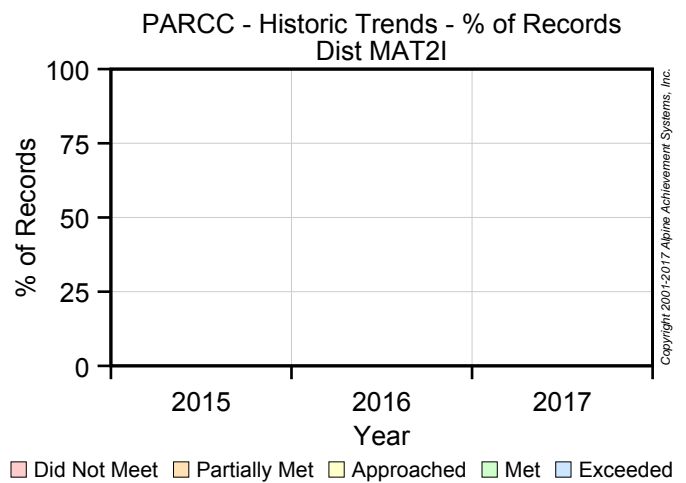
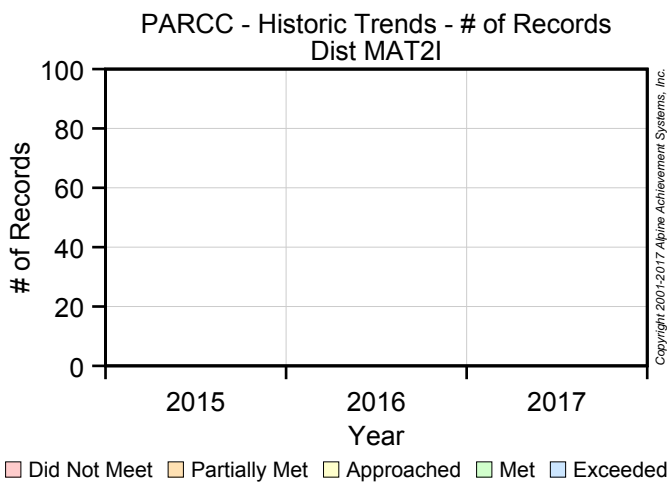
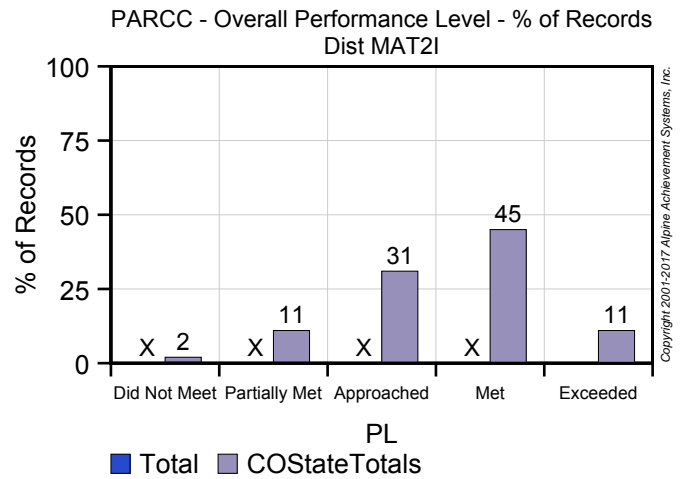
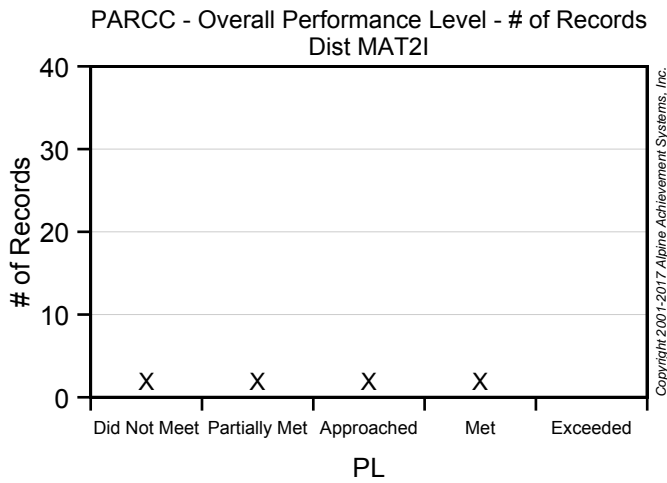
PARCC - Historic Trends - # of Records
Dist GEO01



PARCC - Historic Trends - % of Records
Dist GEO01









PARCC Instructional Summary (DistIncl)

for

Lake County R-1 - Total

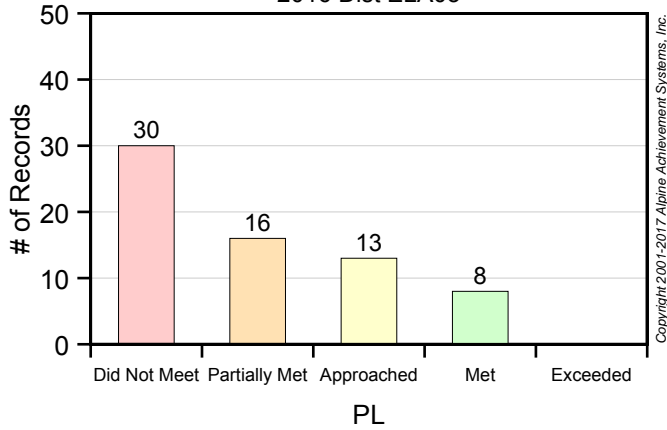


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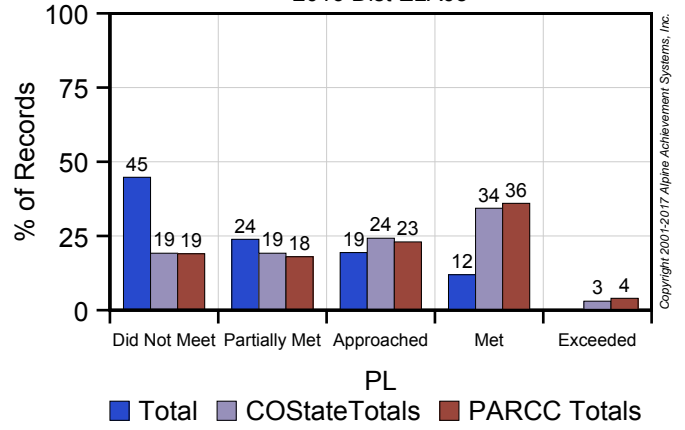
Report generated: Wednesday, September 6, 2017



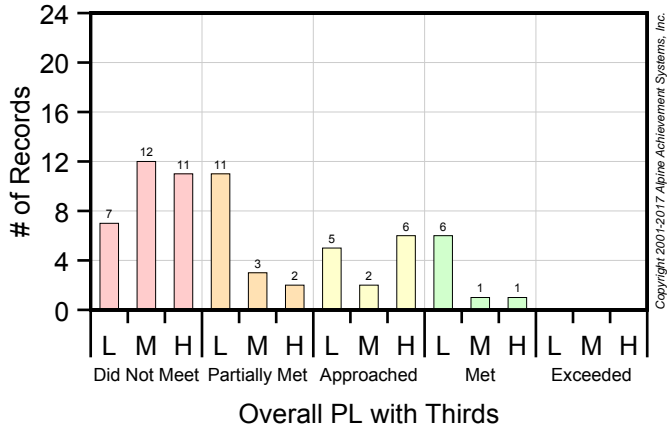
PARCC - Overall Performance Level - # of Records
2016 Dist ELA03



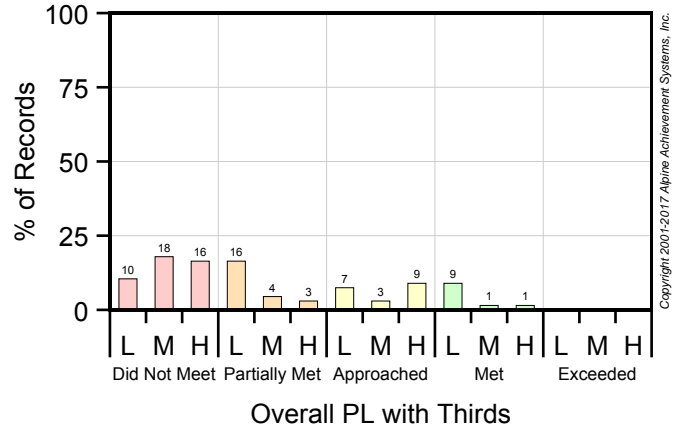
PARCC - Overall Performance Level - % of Records
2016 Dist ELA03



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA03



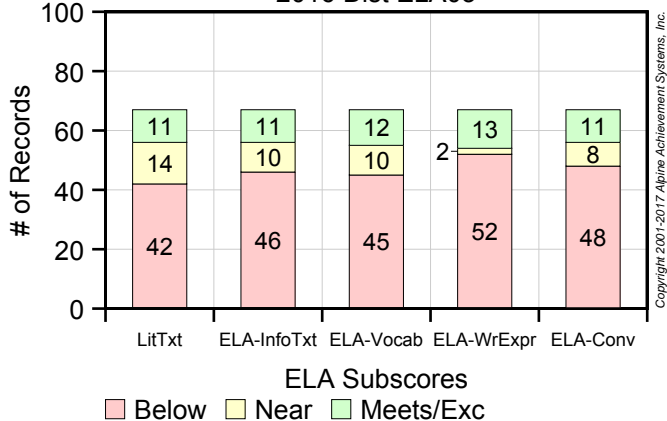
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA03



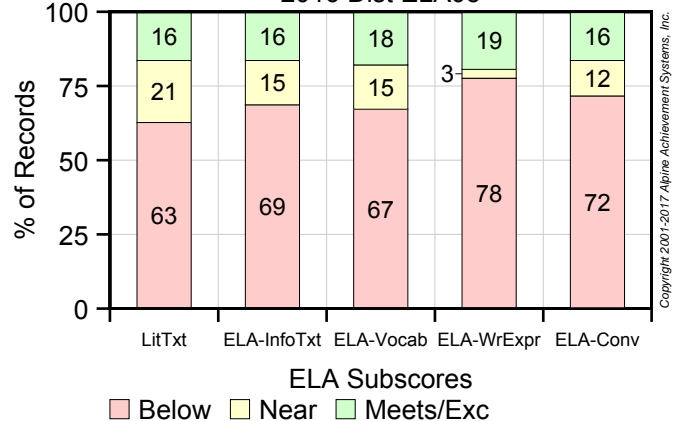
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA03

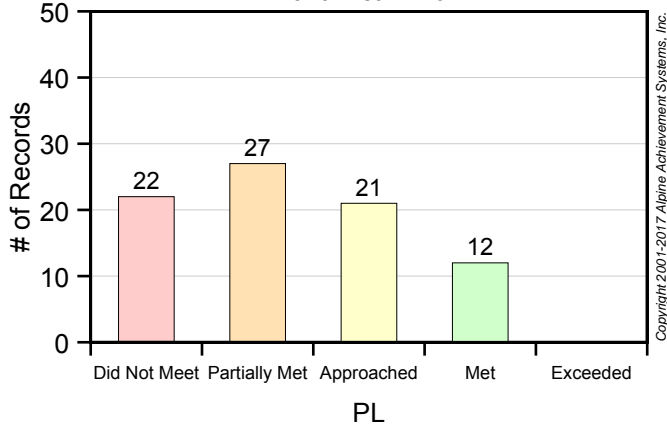


PARCC - ELA Subscores - % of Records
2016 Dist ELA03

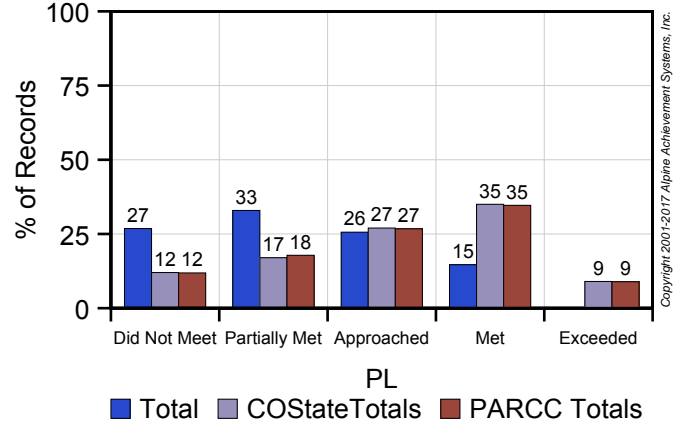




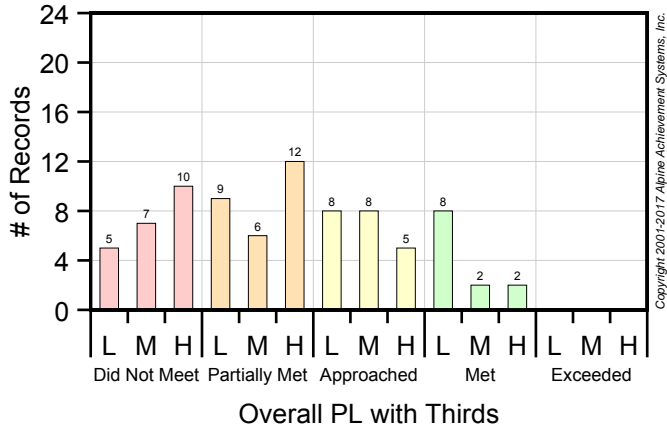
PARCC - Overall Performance Level - # of Records
2016 Dist ELA04



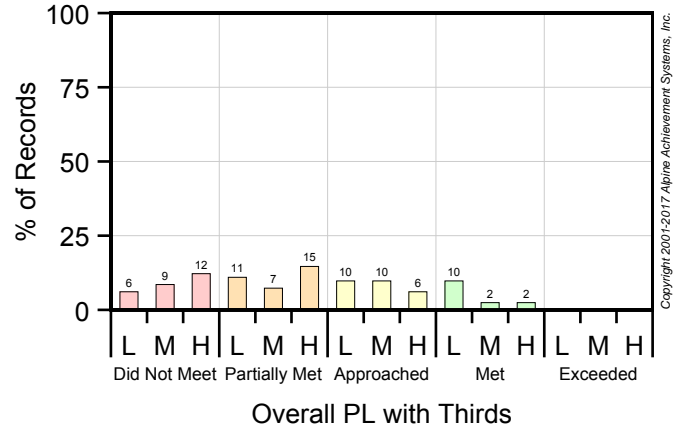
PARCC - Overall Performance Level - % of Records
2016 Dist ELA04



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA04



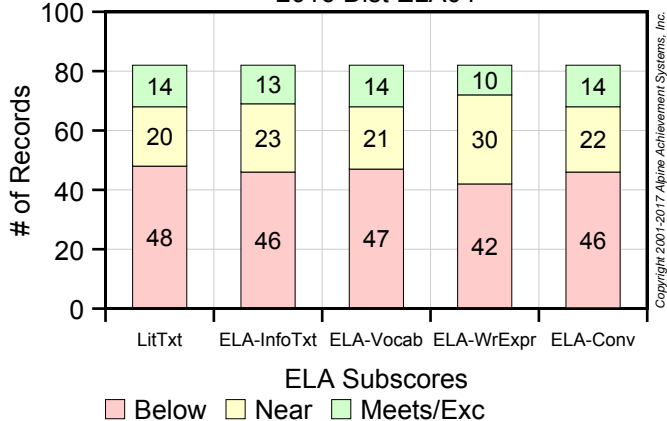
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA04



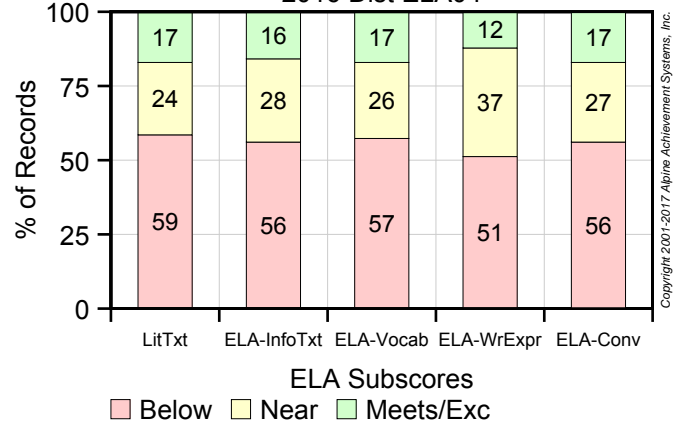
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA04

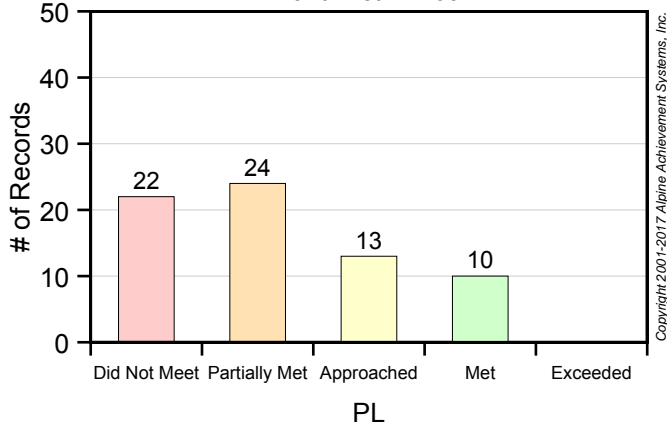


PARCC - ELA Subscores - % of Records
2016 Dist ELA04

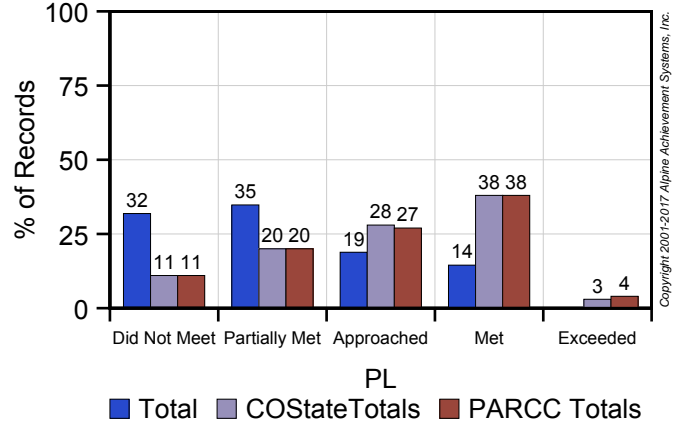




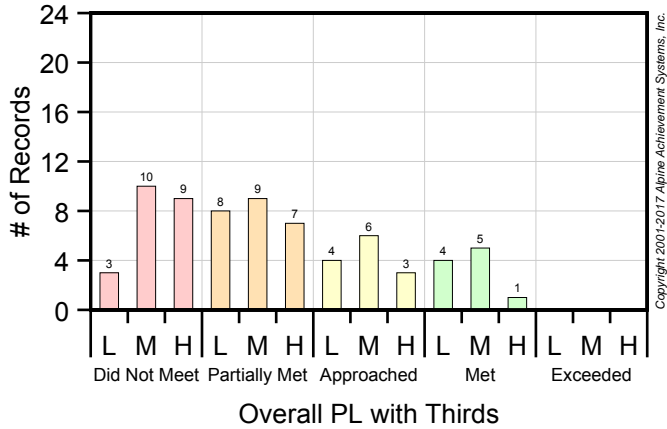
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2016 Dist ELA05



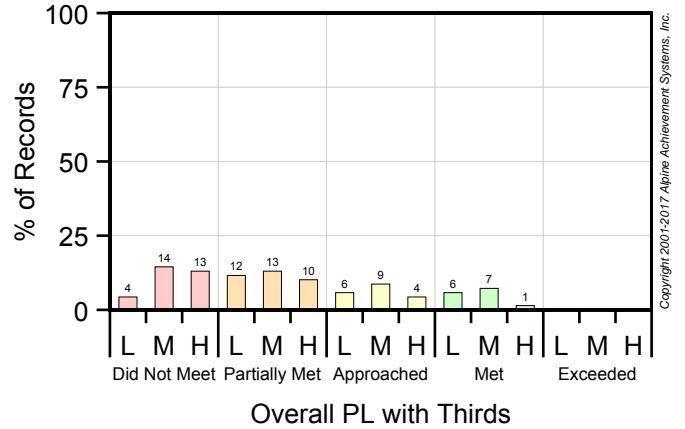
PARCC - Overall Performance Level - % of Records
2016 Dist ELA05



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA05



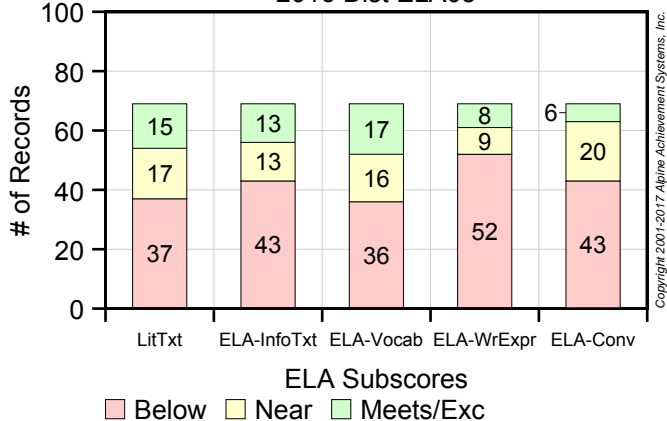
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA05



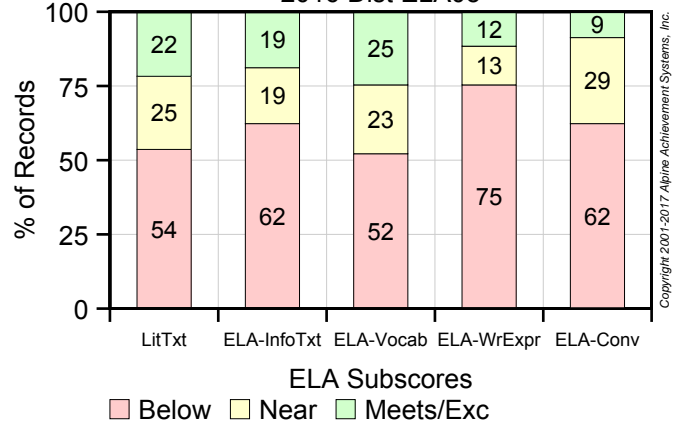
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA05

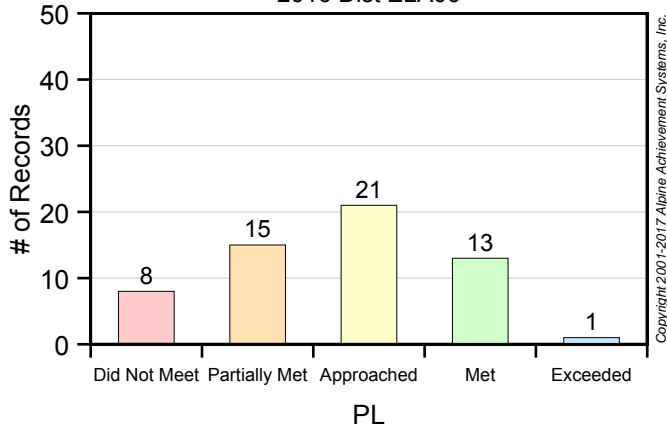


PARCC - ELA Subscores - % of Records
2016 Dist ELA05

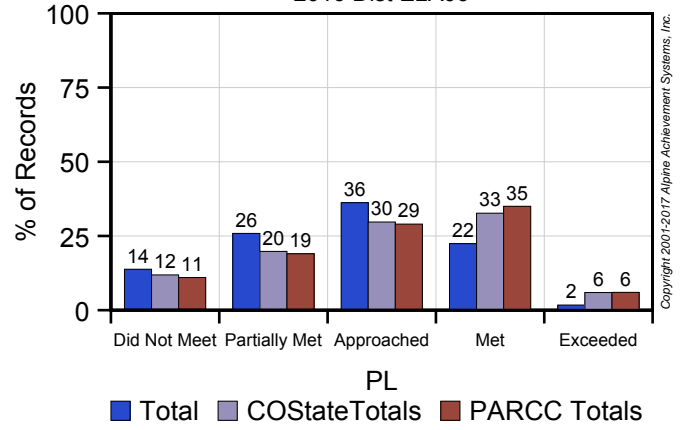




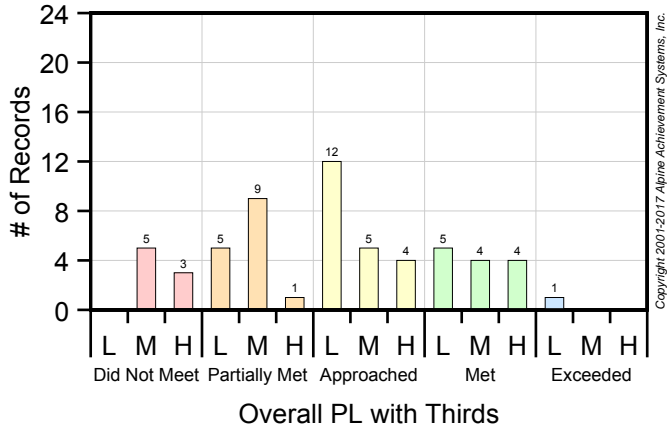
PARCC - Overall Performance Level - # of Records
2016 Dist ELA06



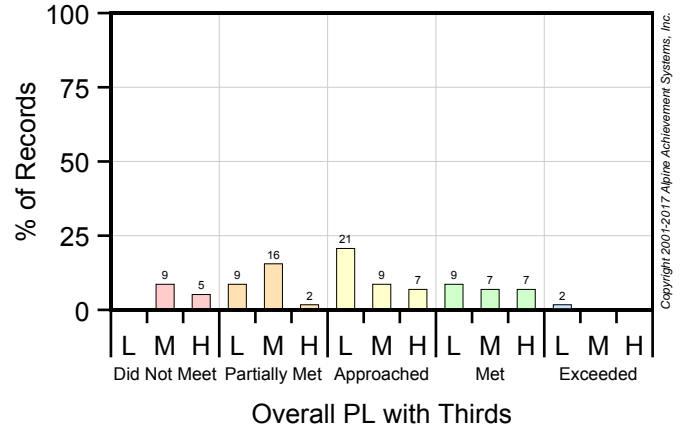
PARCC - Overall Performance Level - % of Records
2016 Dist ELA06



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA06



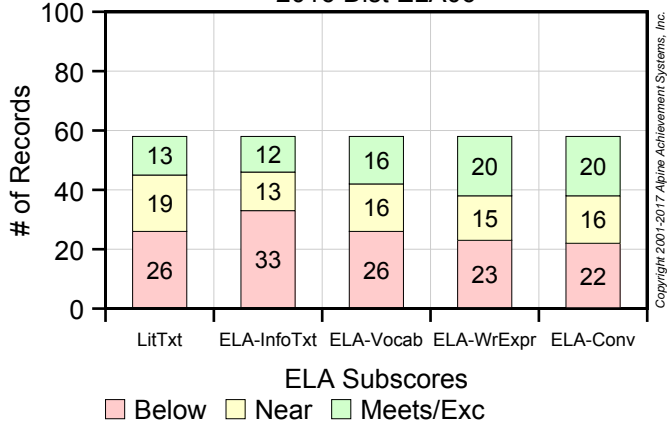
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA06



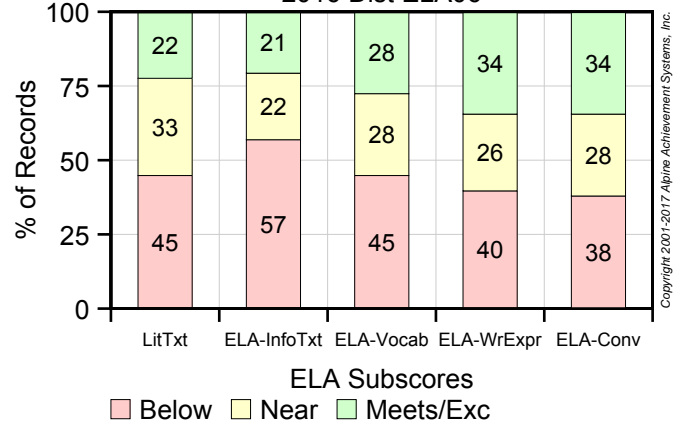
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA06

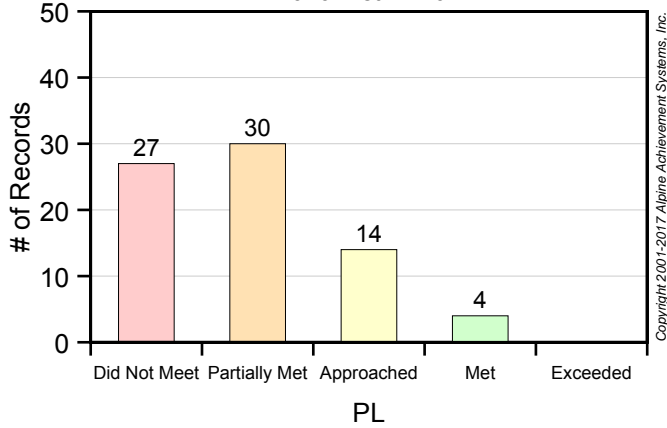


PARCC - ELA Subscores - % of Records
2016 Dist ELA06

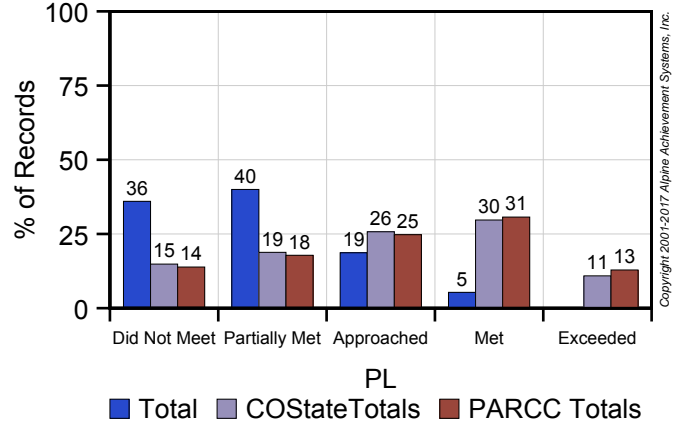




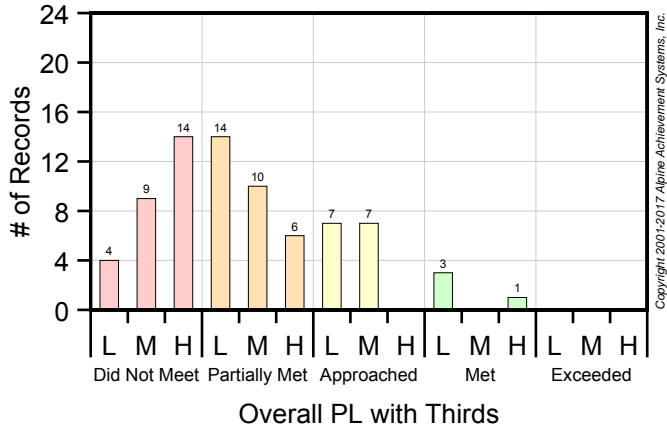
PARCC - Overall Performance Level - # of Records
2016 Dist ELA07



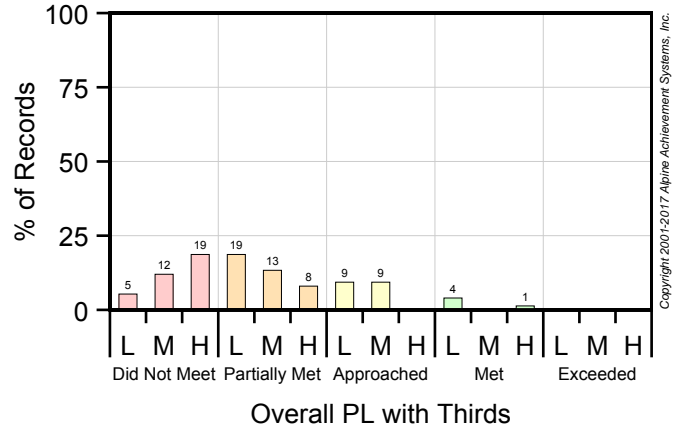
PARCC - Overall Performance Level - % of Records
2016 Dist ELA07



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA07



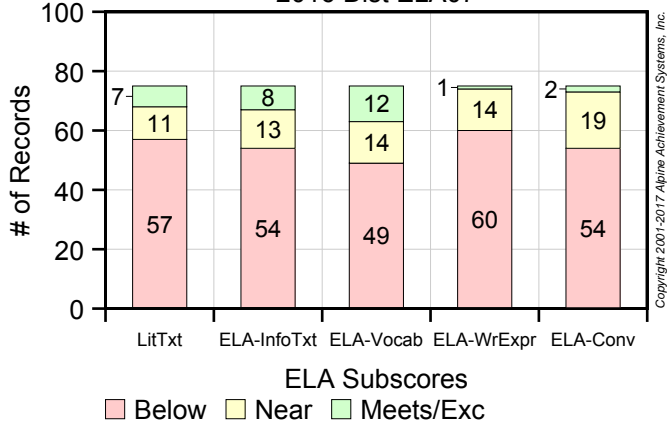
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA07



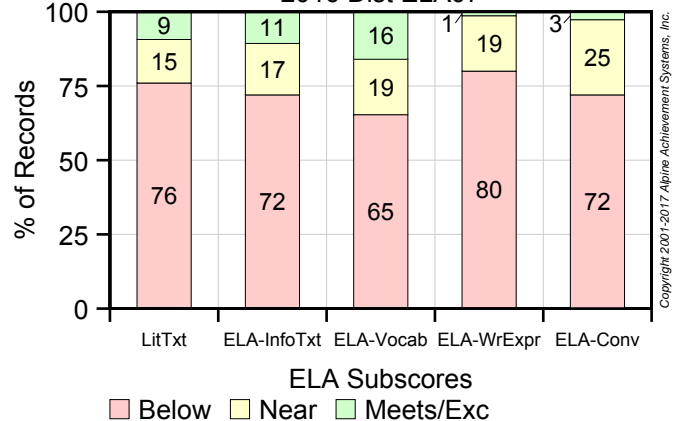
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA07

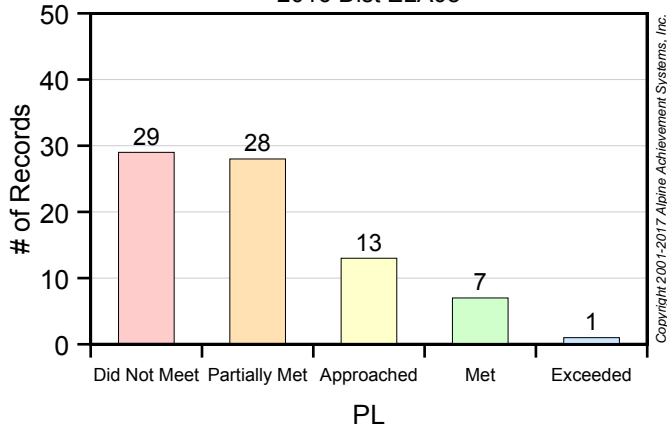


PARCC - ELA Subscores - % of Records
2016 Dist ELA07

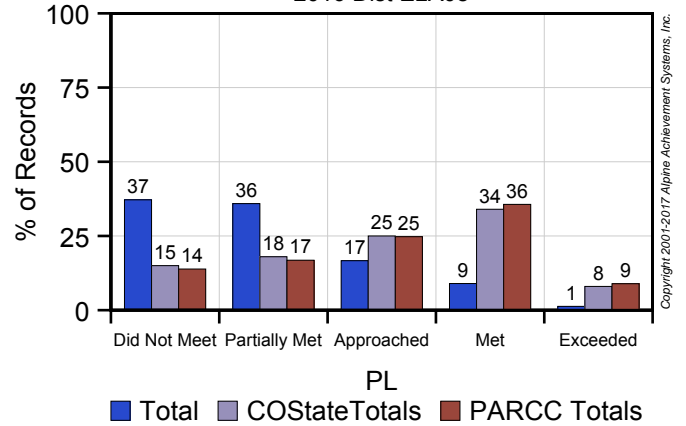




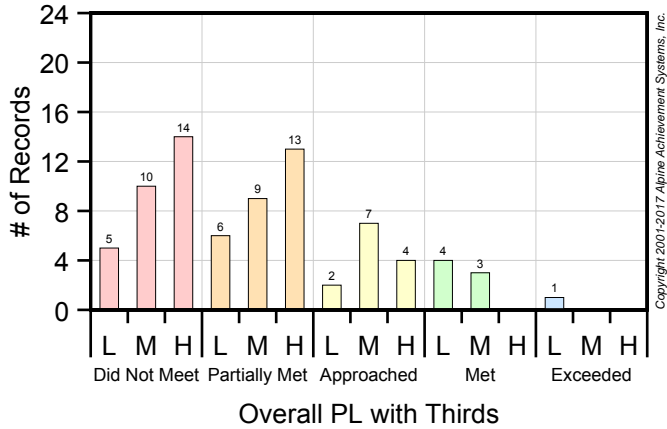
PARCC - Overall Performance Level - # of Records
2016 Dist ELA08



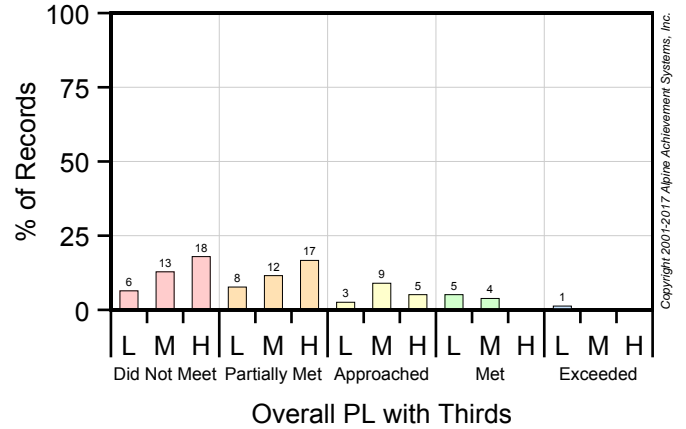
PARCC - Overall Performance Level - % of Records
2016 Dist ELA08



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA08



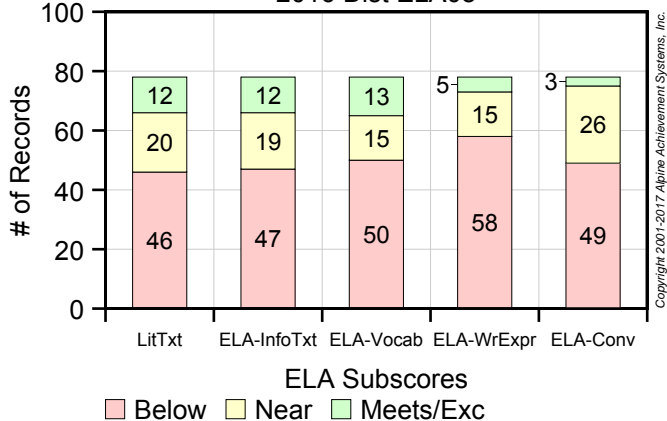
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA08



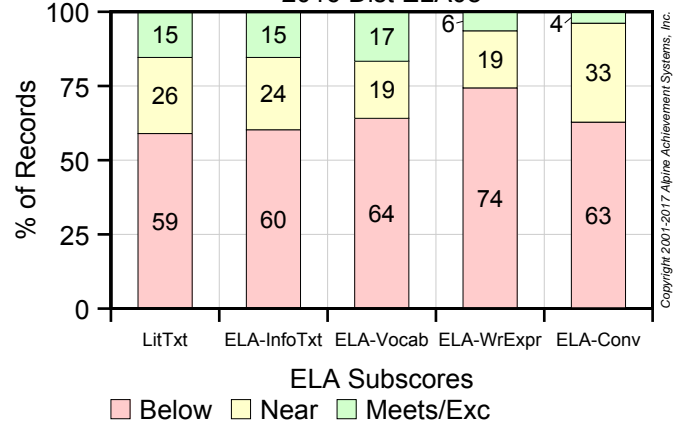
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA08



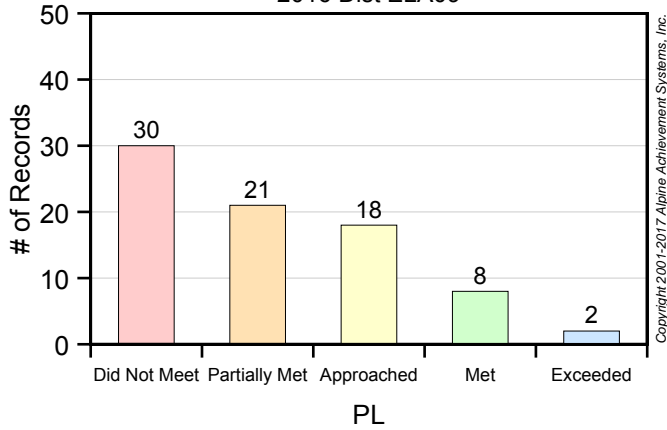
PARCC - ELA Subscores - % of Records
2016 Dist ELA08



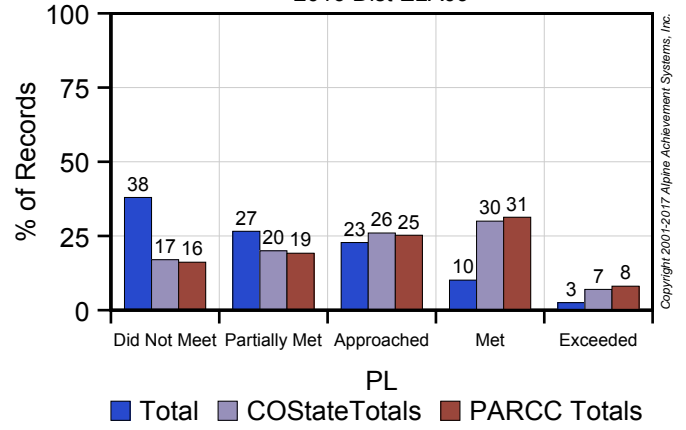


PARCC Instructional Summary (DistIncl) Lake County R-1 - Total

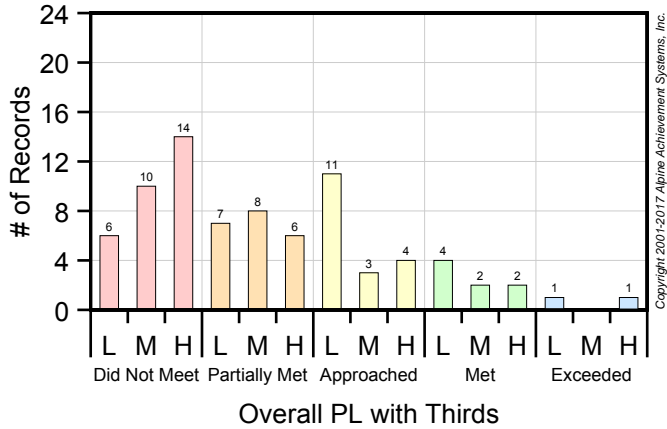
PARCC - Overall Performance Level - # of Records
2016 Dist ELA09



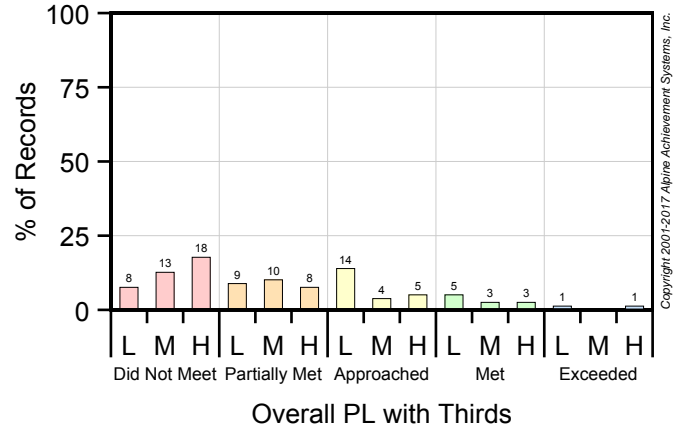
PARCC - Overall Performance Level - % of Records
2016 Dist ELA09



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ELA09



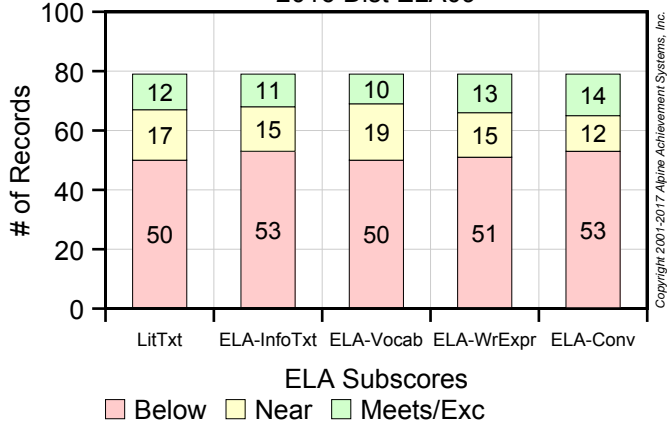
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ELA09



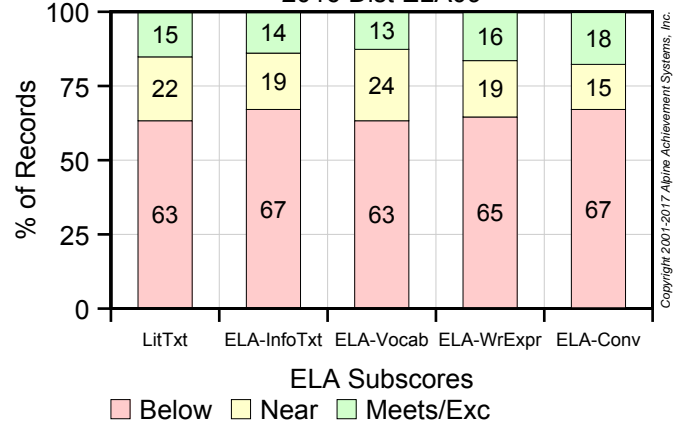
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2016 Dist ELA09

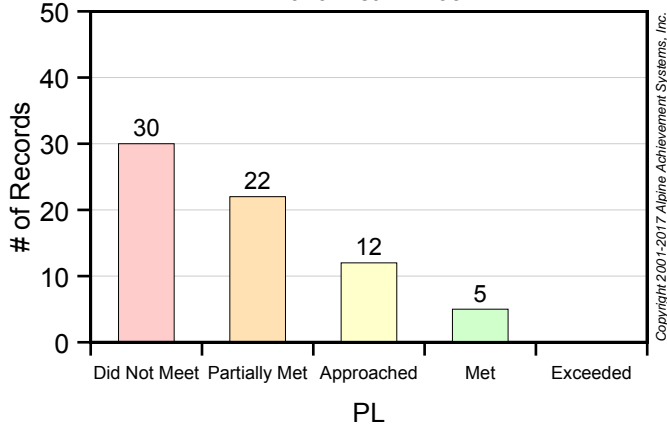


PARCC - ELA Subscores - % of Records
2016 Dist ELA09

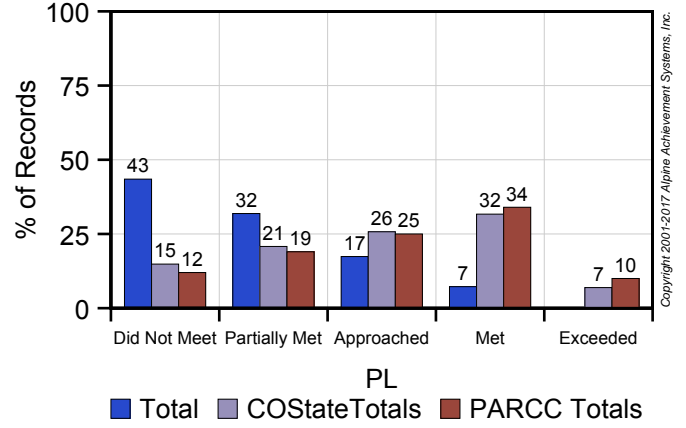




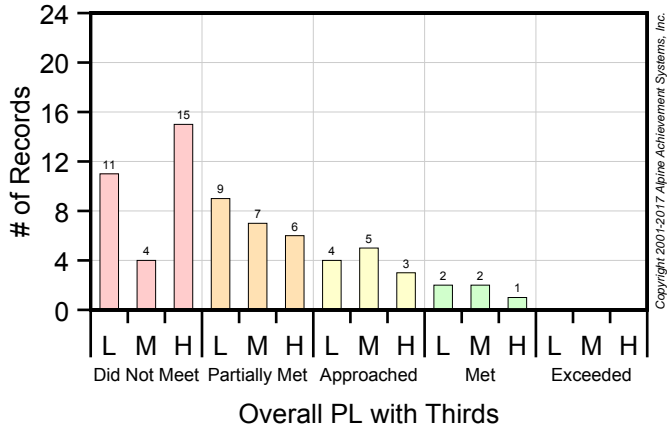
PARCC - Overall Performance Level - # of Records
2016 Dist MAT03



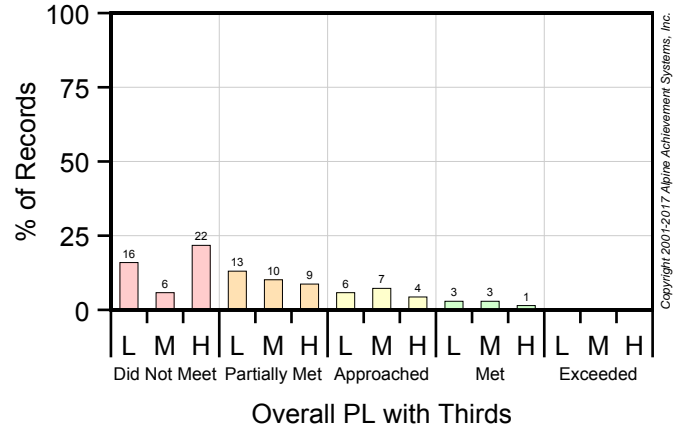
PARCC - Overall Performance Level - % of Records
2016 Dist MAT03



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist MAT03



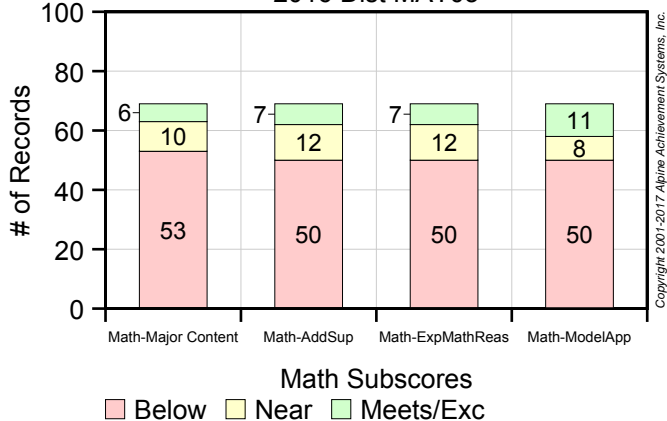
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2016 Dist MAT03



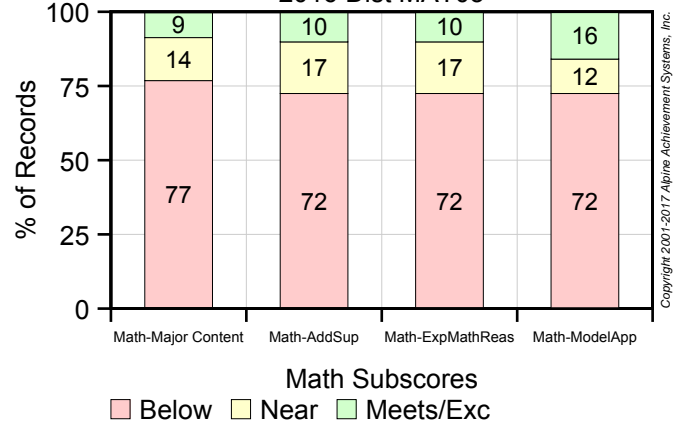
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2016 Dist MAT03

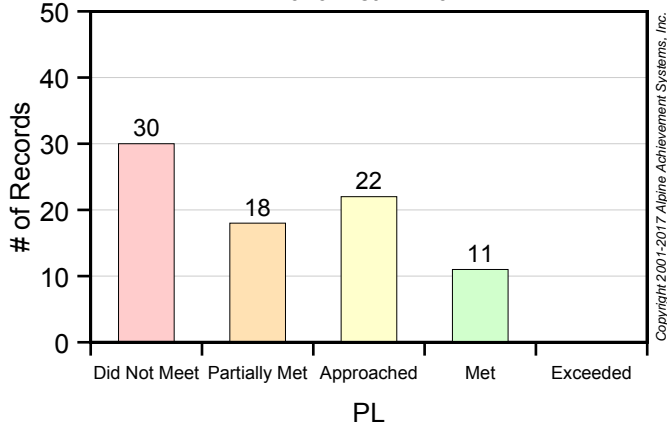


PARCC - Math Subscores - % of Records
2016 Dist MAT03

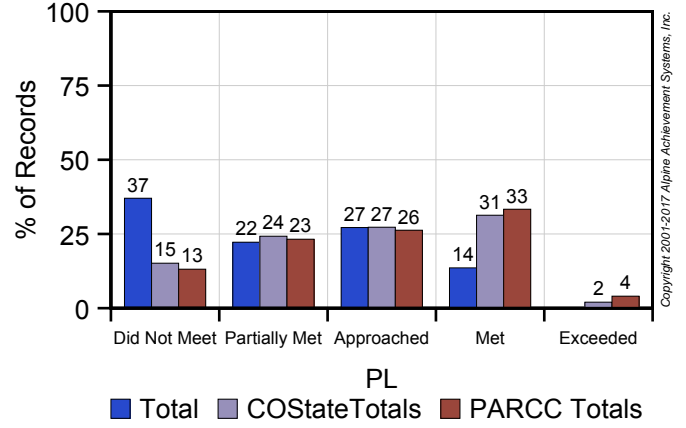




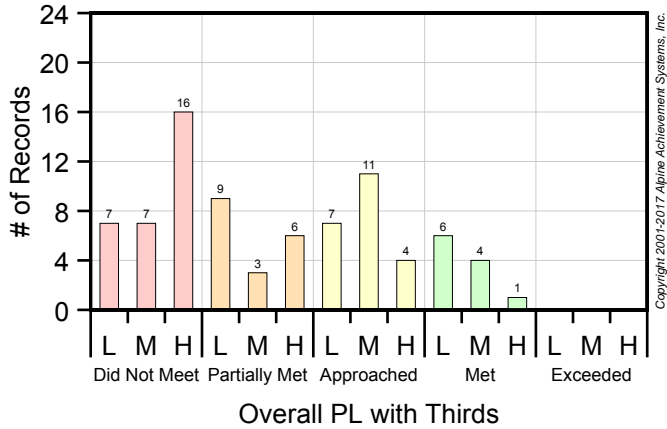
PARCC - Overall Performance Level - # of Records
2016 Dist MAT04



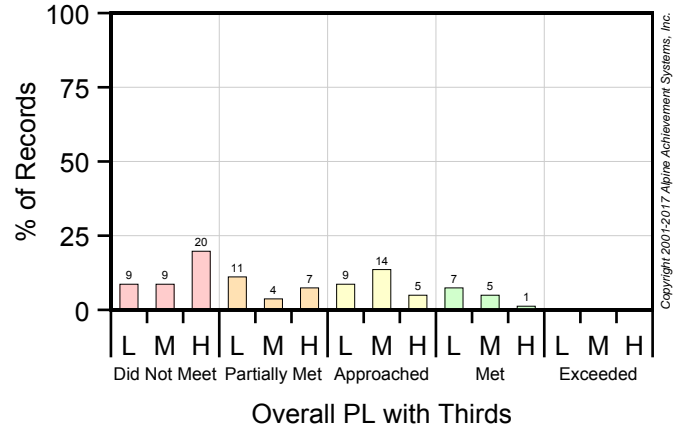
PARCC - Overall Performance Level - % of Records
2016 Dist MAT04



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist MAT04



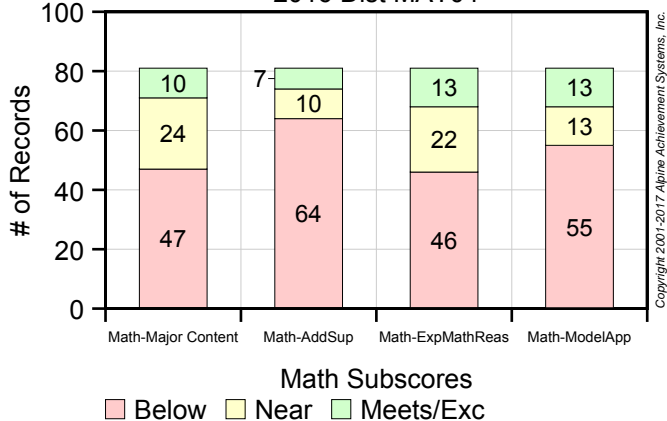
PARCC - Overall Proficiency Across the Scale - % of Records
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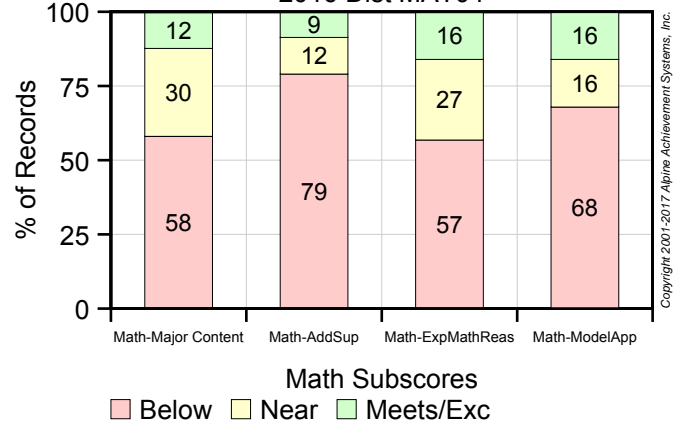
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2016 Dist MAT04

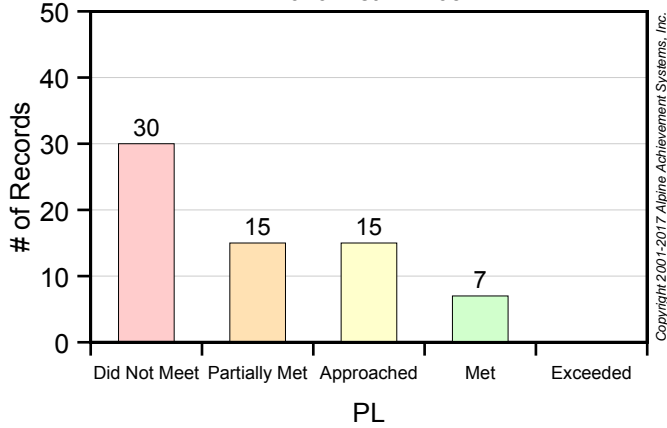


PARCC - Math Subscores - % of Records
2016 Dist MAT04

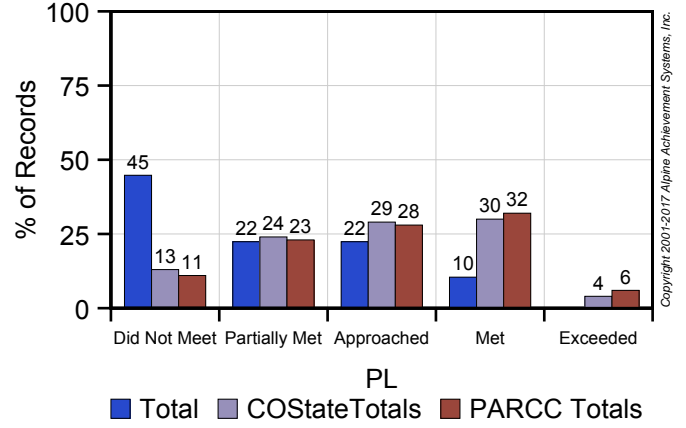




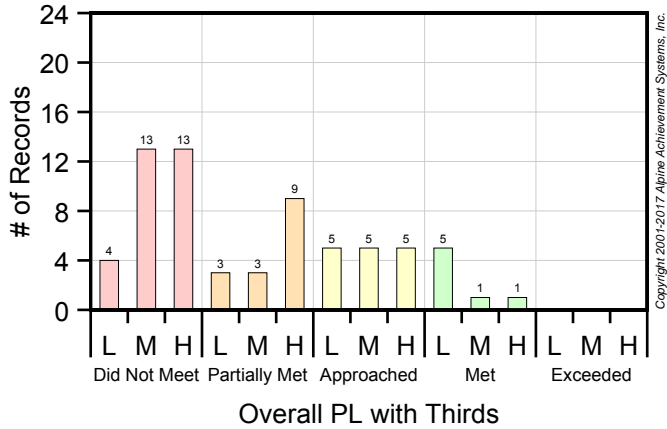
PARCC - Overall Performance Level - # of Records
2016 Dist MAT05



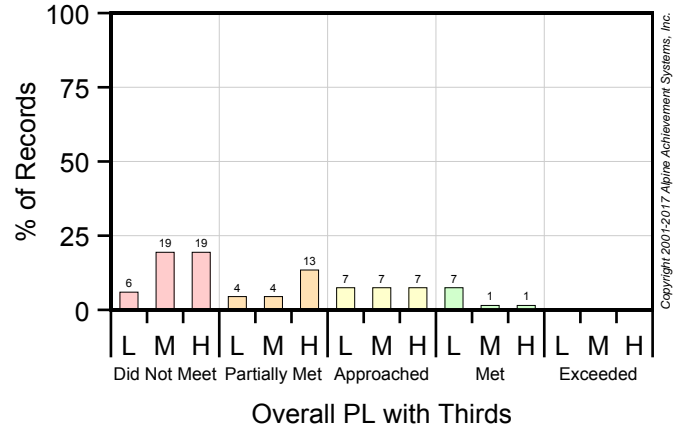
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2016 Dist MAT05



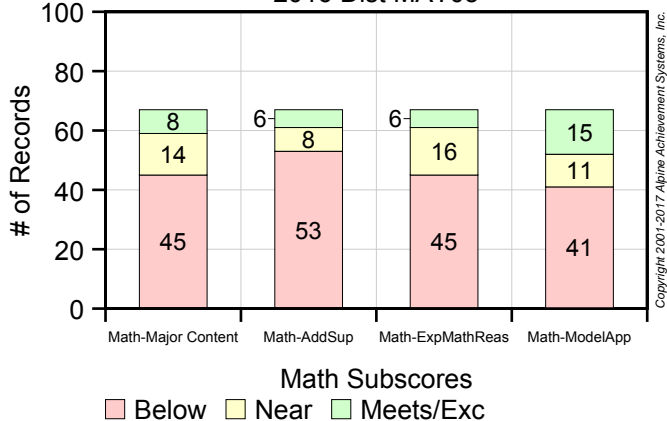
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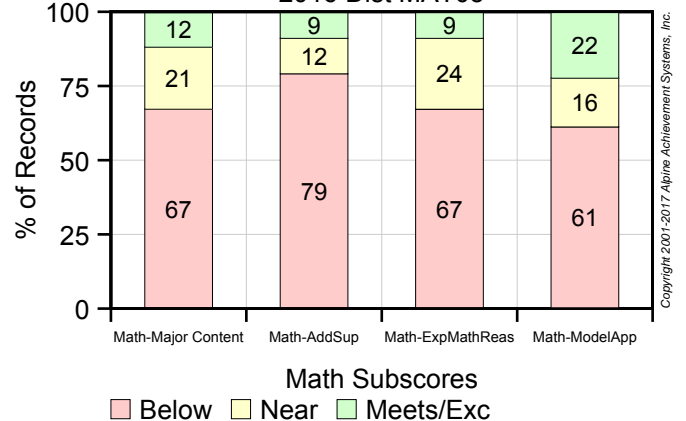
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist MAT05



PARCC - Math Subscores - # of Records
2016 Dist MAT05

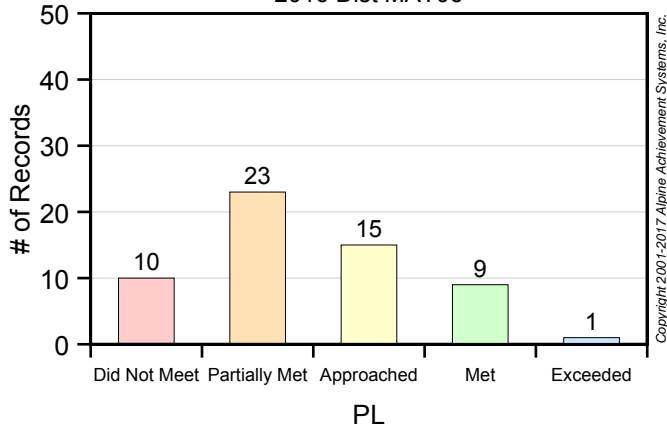


PARCC - Math Subscores - % of Records
2016 Dist MAT05

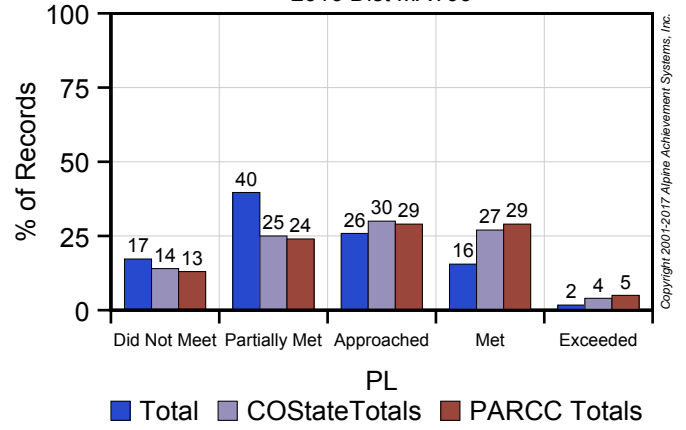




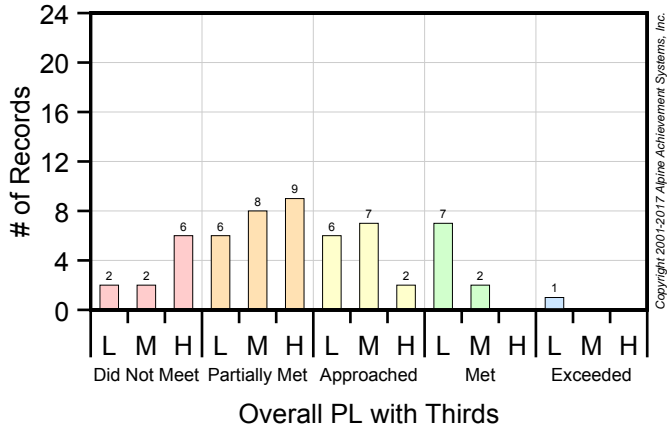
PARCC - Overall Performance Level - # of Records
2016 Dist MAT06



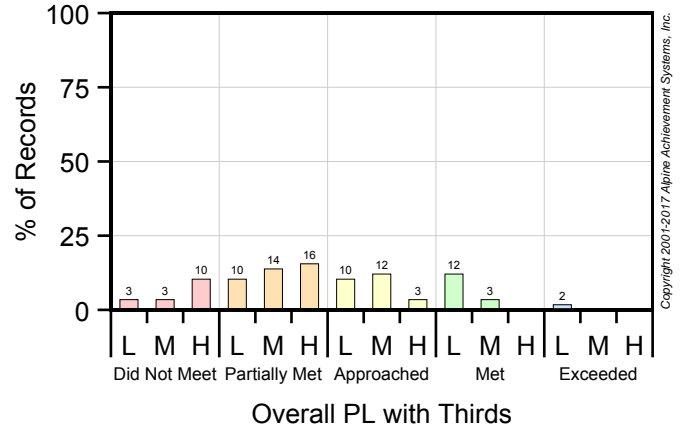
PARCC - Overall Performance Level - % of Records
2016 Dist MAT06



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist MAT06



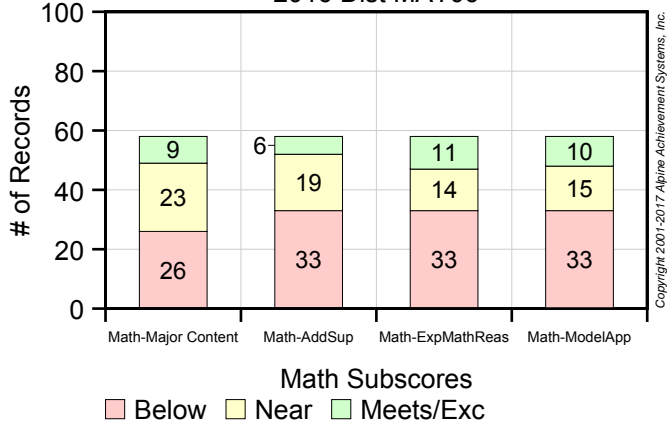
PARCC - Overall Proficiency Across the Scale - % of Records
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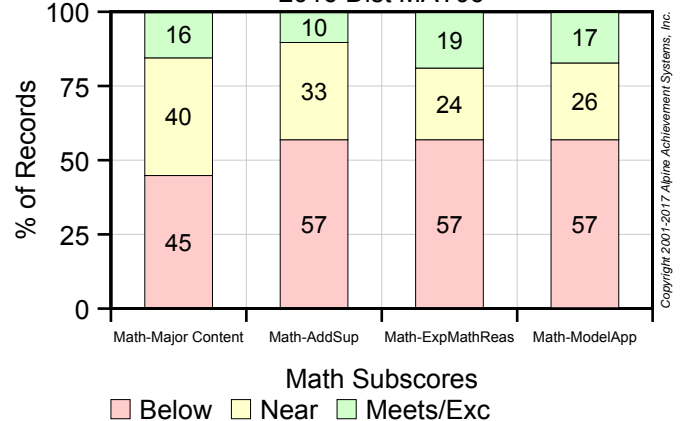
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2016 Dist MAT06

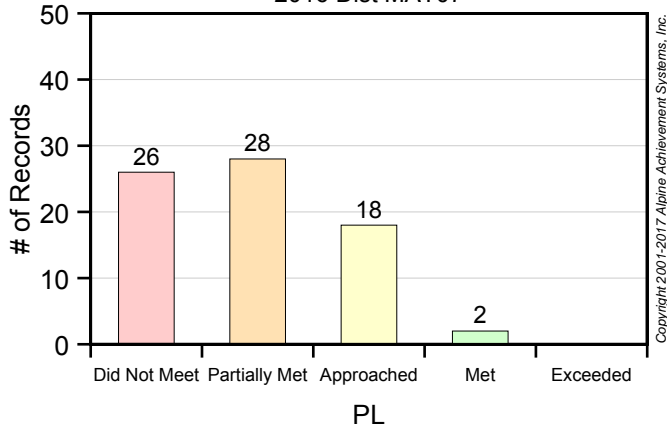


PARCC - Math Subscores - % of Records
2016 Dist MAT06

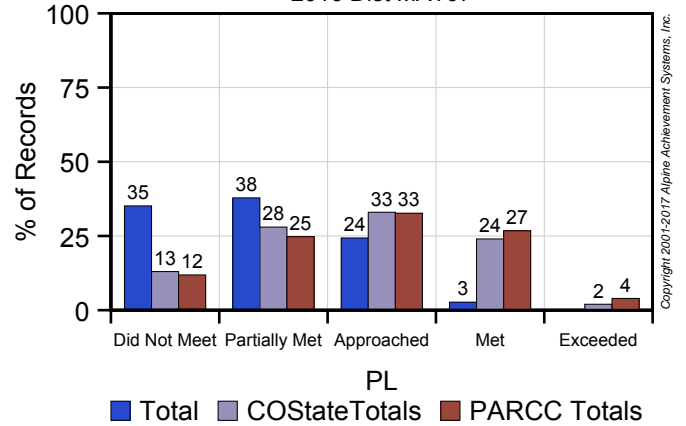




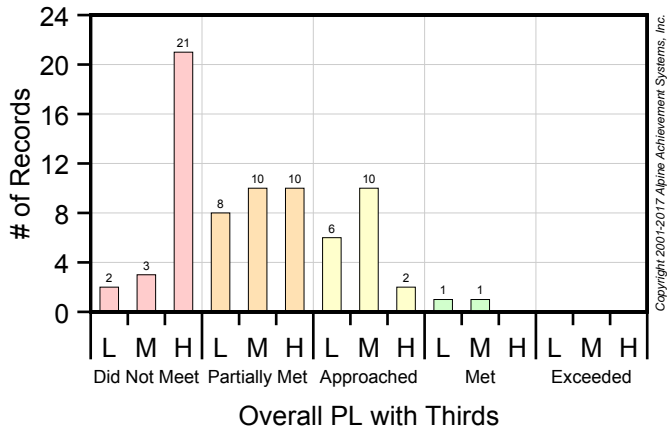
PARCC - Overall Performance Level - # of Records
2016 Dist MAT07



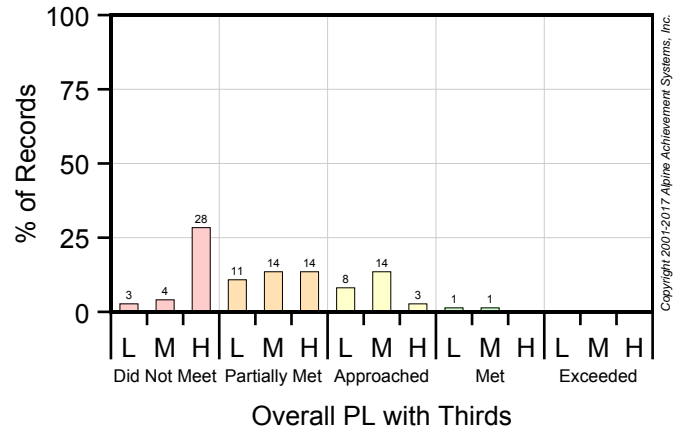
PARCC - Overall Performance Level - % of Records
2016 Dist MAT07



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist MAT07



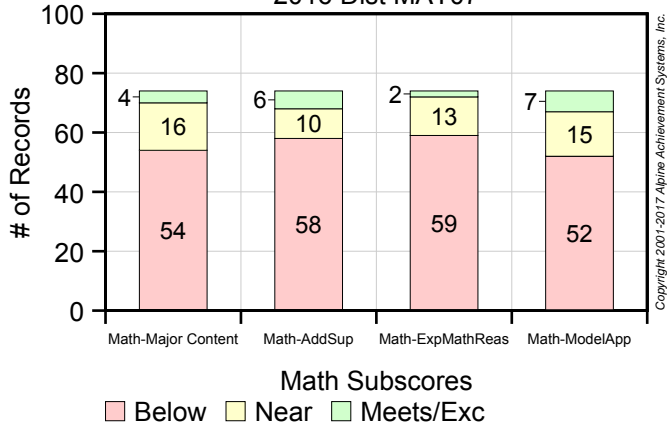
PARCC - Overall Proficiency Across the Scale - % of Records
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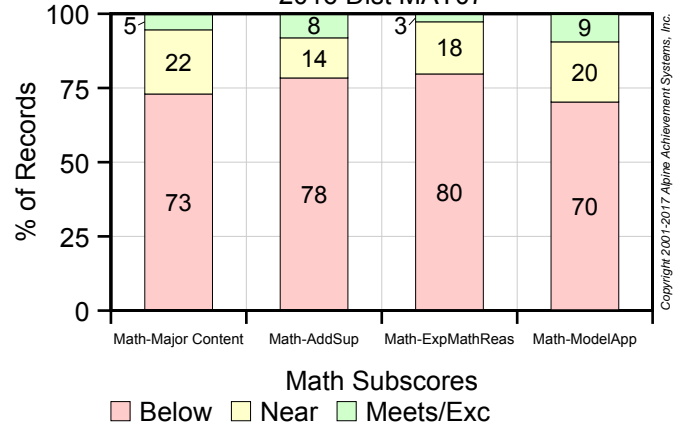
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2016 Dist MAT07

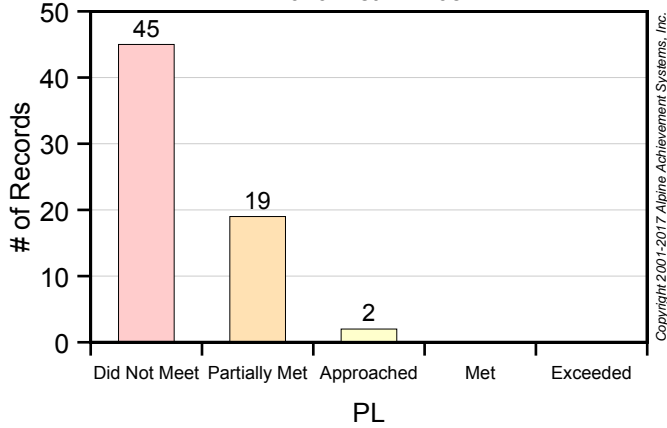


PARCC - Math Subscores - % of Records
2016 Dist MAT07

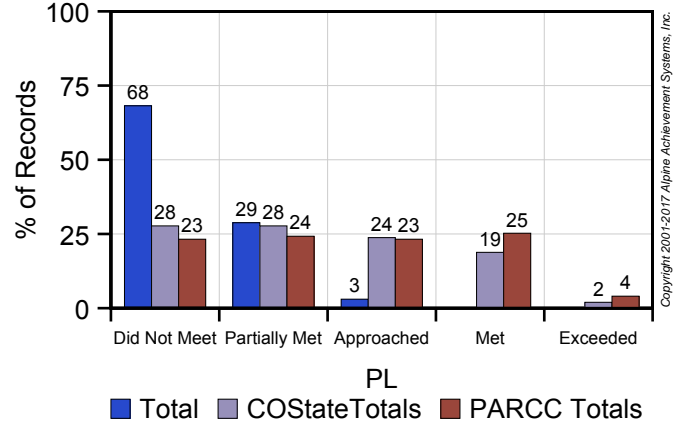




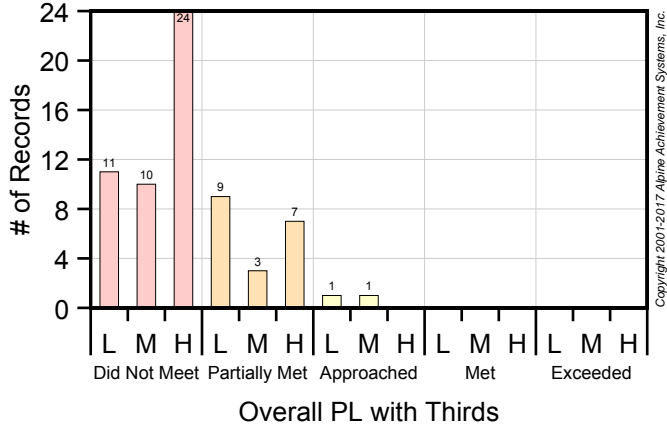
PARCC - Overall Performance Level - # of Records
2016 Dist MAT08



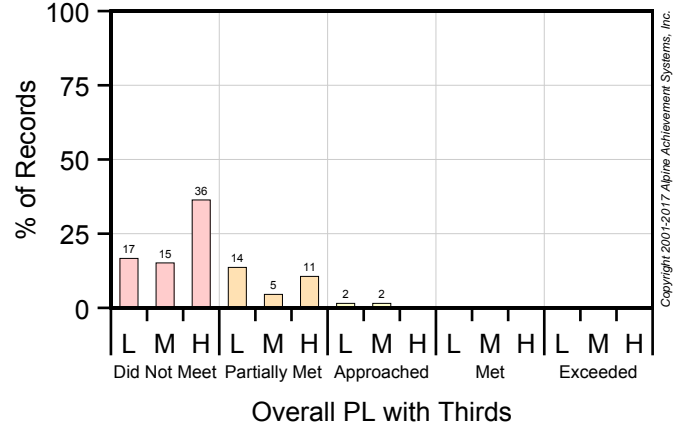
PARCC - Overall Performance Level - % of Records
2016 Dist MAT08



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist MAT08



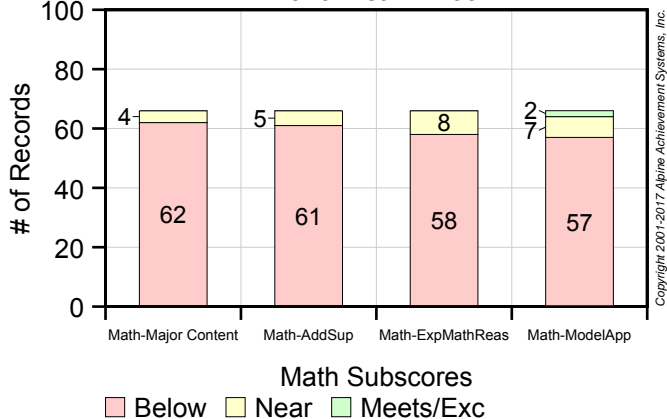
PARCC - Overall Proficiency Across the Scale - % of Records
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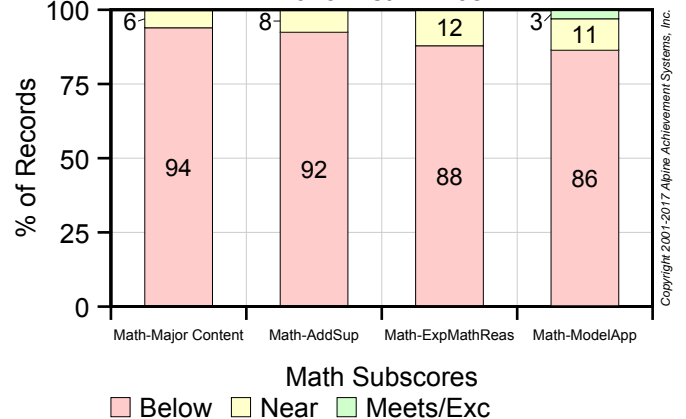
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2016 Dist MAT08

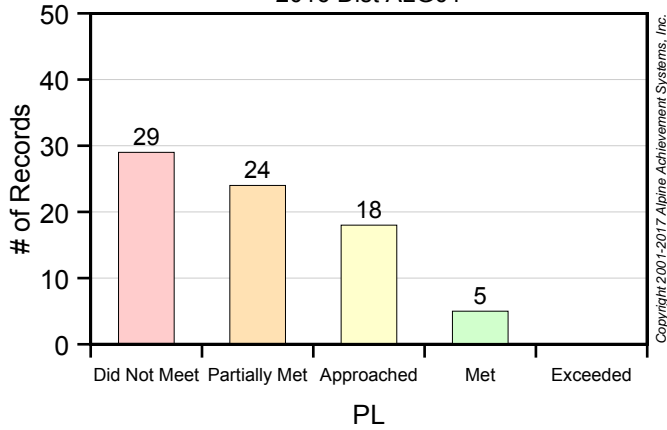


PARCC - Math Subscores - % of Records
2016 Dist MAT08

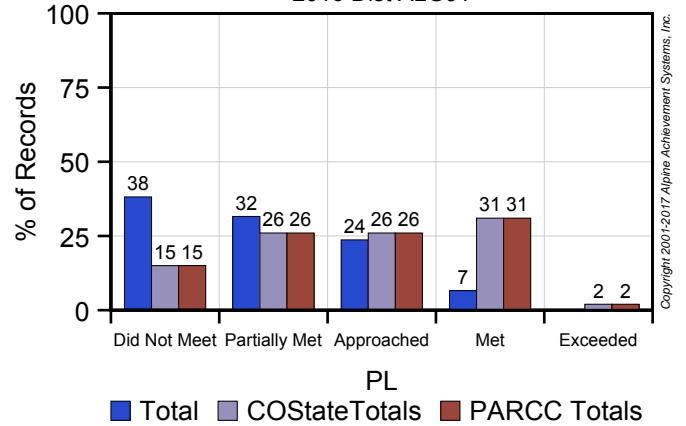




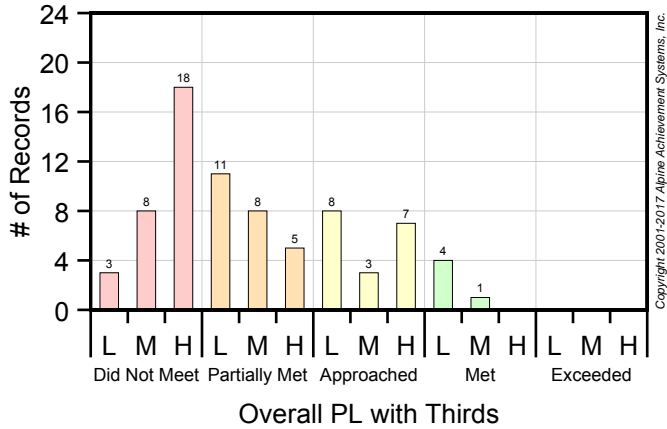
PARCC - Overall Performance Level - # of Records
2016 Dist ALG01



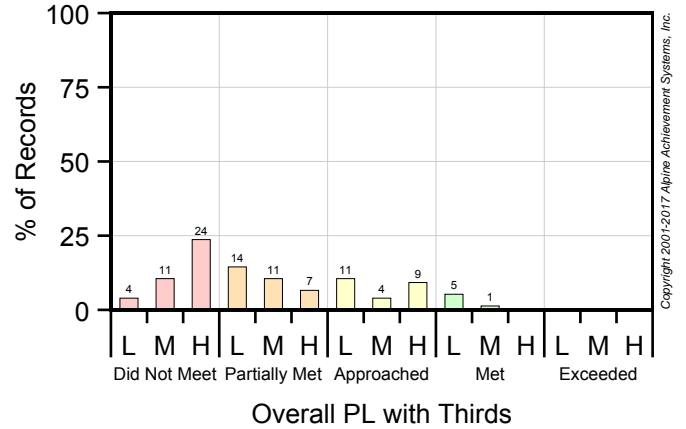
PARCC - Overall Performance Level - % of Records
2016 Dist ALG01



PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist ALG01



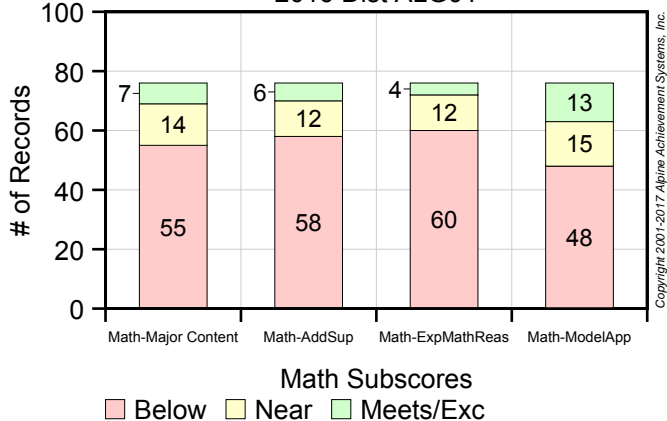
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist ALG01



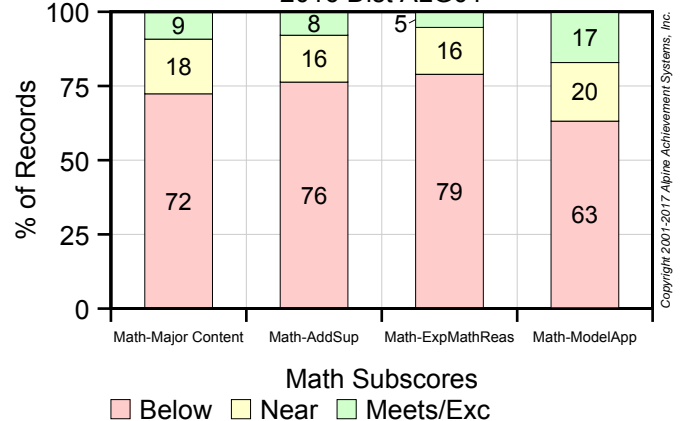
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2016 Dist ALG01

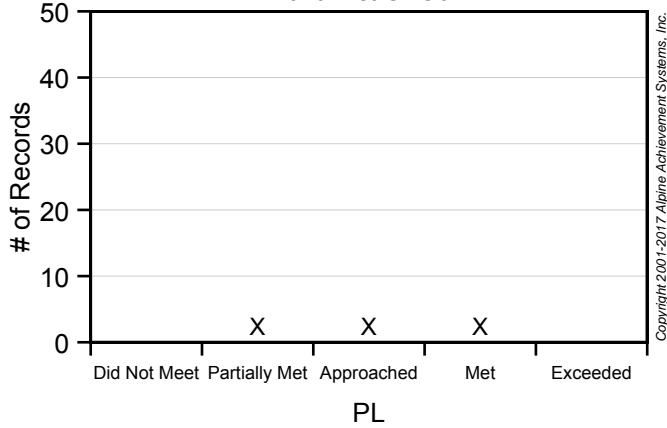


PARCC - Math Subscores - % of Records
2016 Dist ALG01

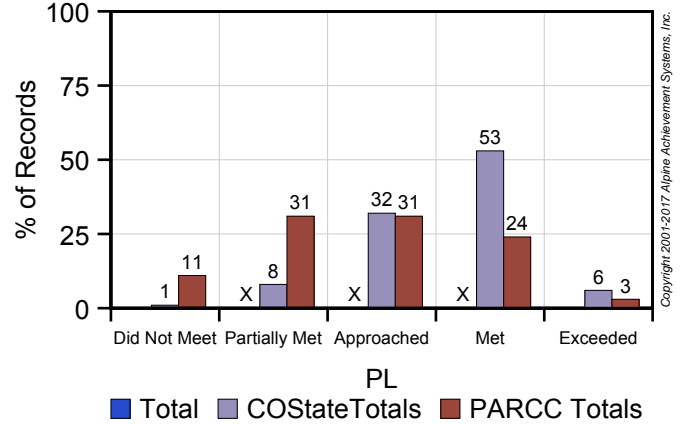




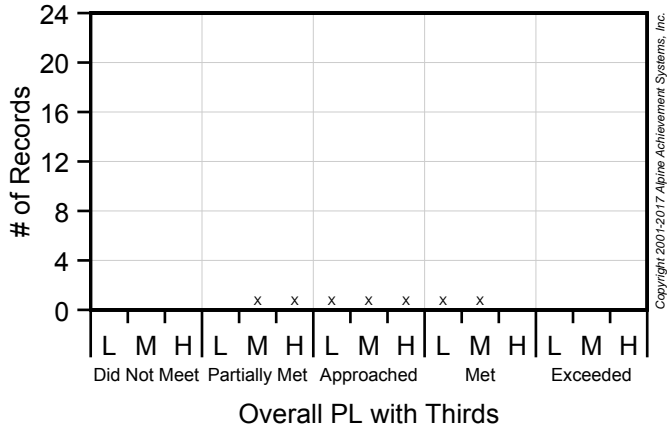
PARCC - Overall Performance Level - # of Records
2016 Dist GEO01



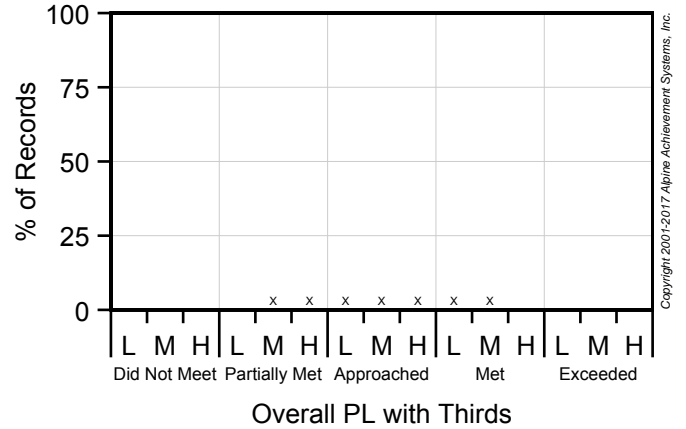
PARCC - Overall Performance Level - % of Records
2016 Dist GEO01



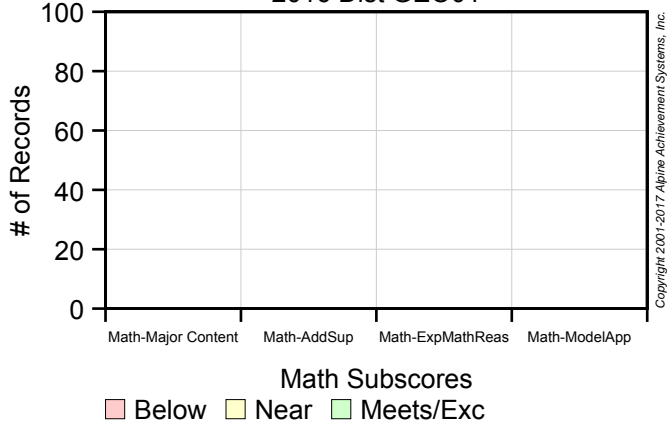
PARCC - Overall Proficiency Across the Scale - # of Records
2016 Dist GEO01



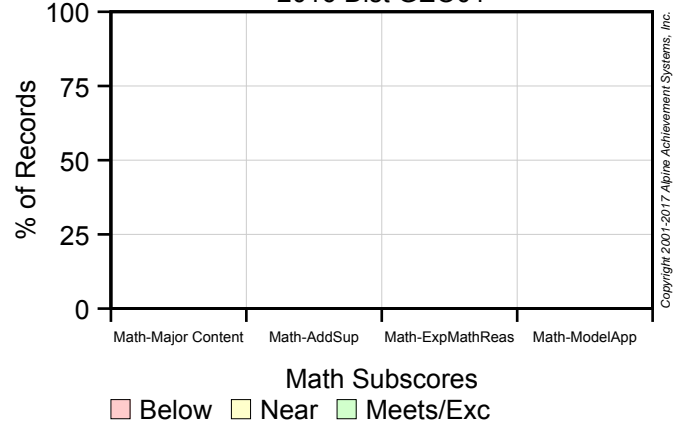
PARCC - Overall Proficiency Across the Scale - % of Records
2016 Dist GEO01



PARCC - Math Subscores - # of Records
2016 Dist GEO01



PARCC - Math Subscores - % of Records
2016 Dist GEO01





PARCC Instructional Summary (DistIncl)

for

Lake County R-1 - Total



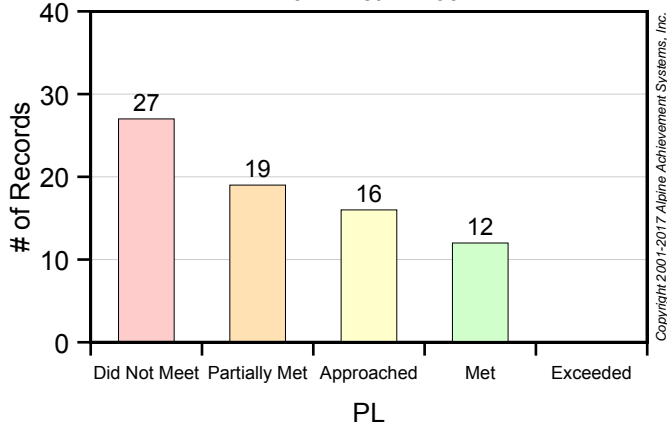
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Report generated: Wednesday, September 6, 2017

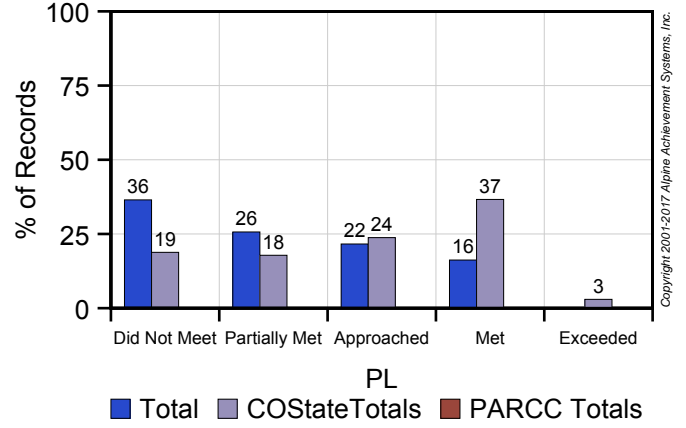


PARCC Instructional Summary (DistIncl) Lake County R-1 - Total

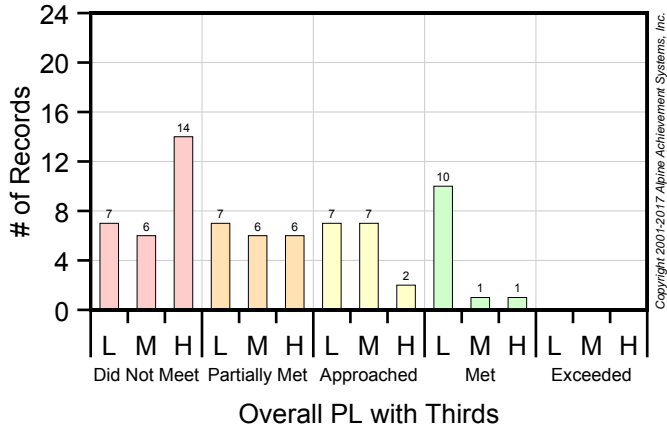
PARCC - Overall Performance Level - # of Records
2017 Dist ELA03



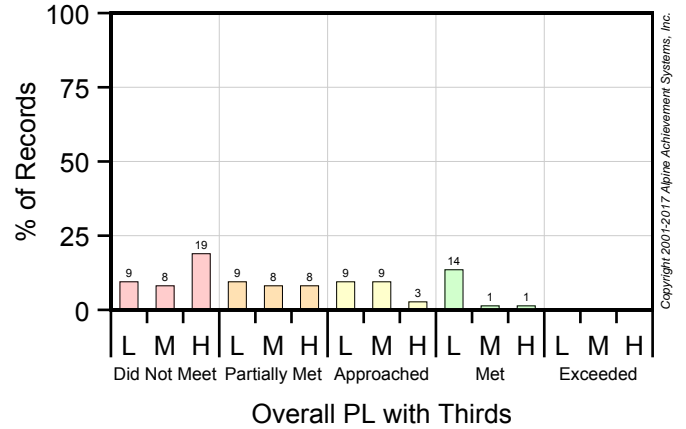
PARCC - Overall Performance Level - % of Records
2017 Dist ELA03



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA03



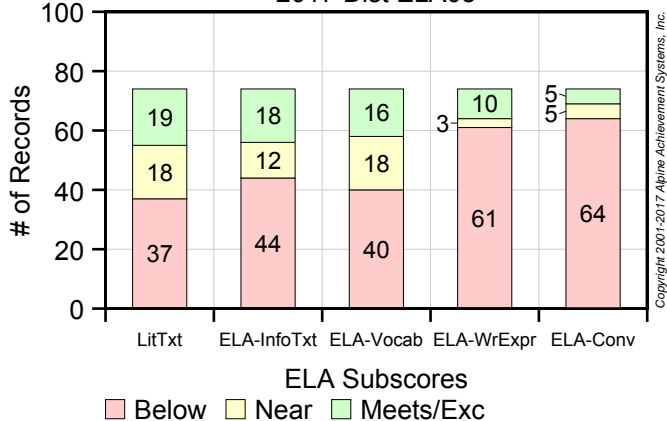
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA03



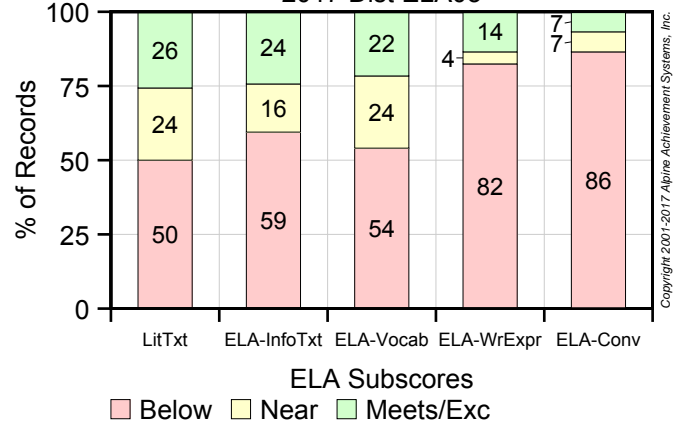
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA03



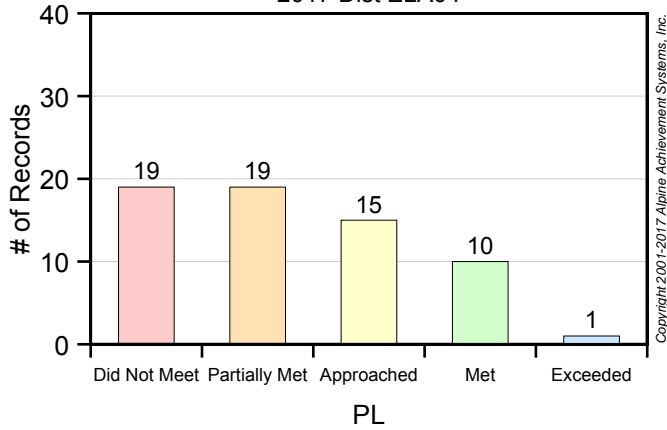
PARCC - ELA Subscores - % of Records
2017 Dist ELA03



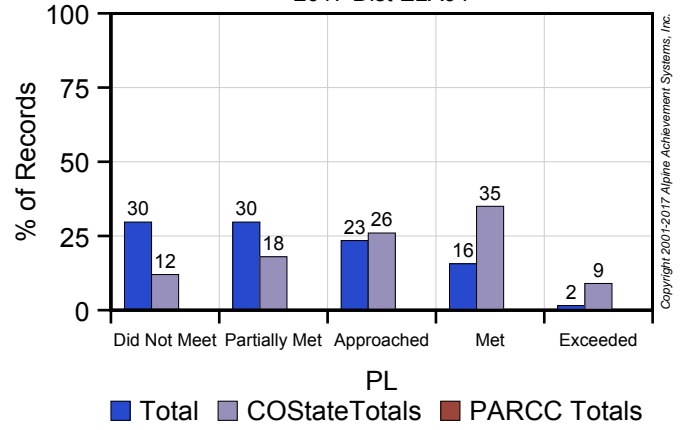


PARCC Instructional Summary (DistIncl) Lake County R-1 - Total

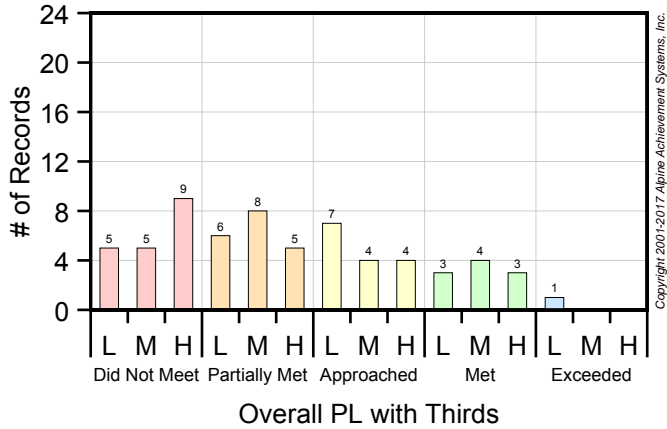
PARCC - Overall Performance Level - # of Records
2017 Dist ELA04



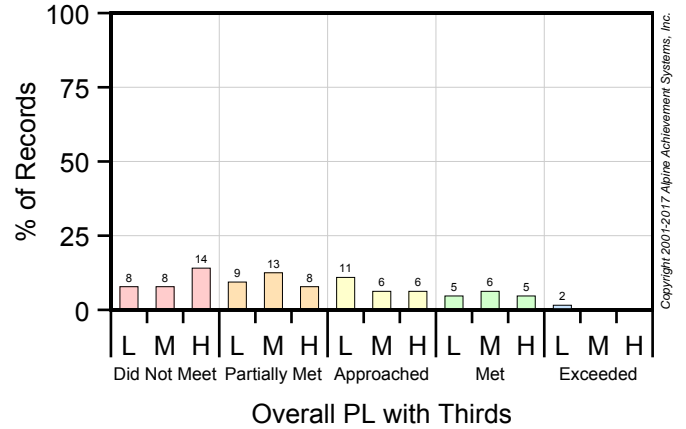
PARCC - Overall Performance Level - % of Records
2017 Dist ELA04



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA04



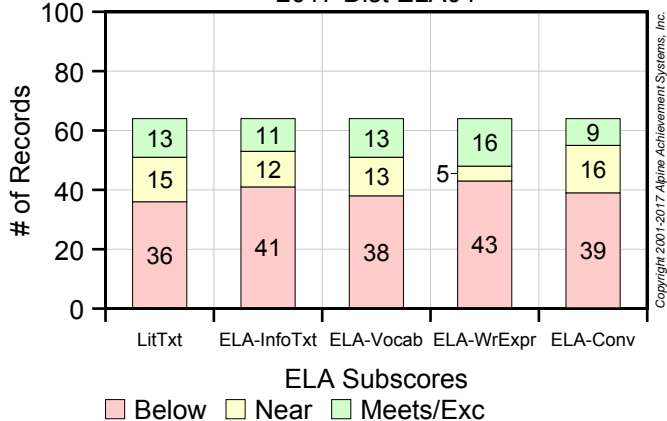
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA04



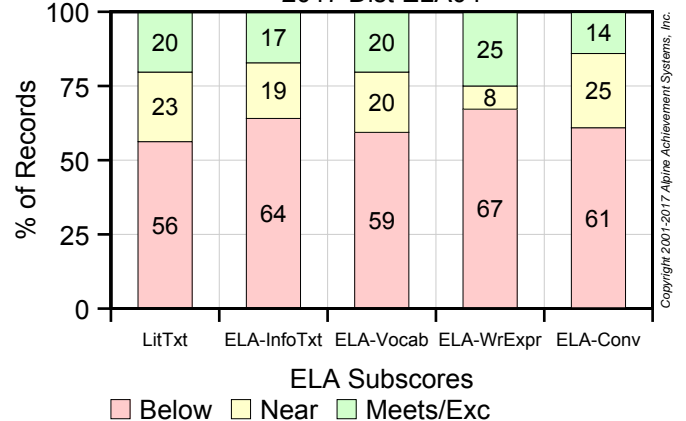
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA04

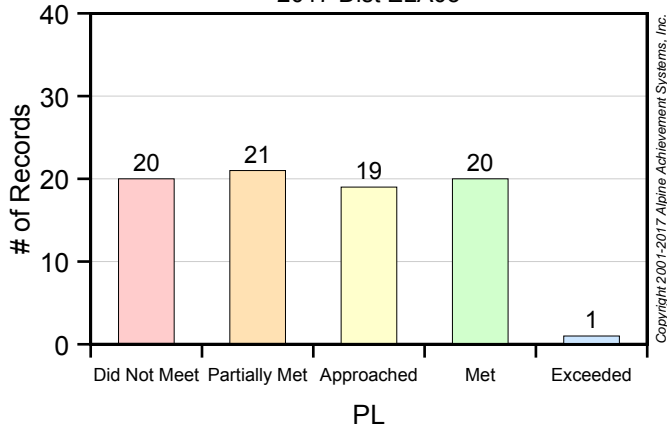


PARCC - ELA Subscores - % of Records
2017 Dist ELA04

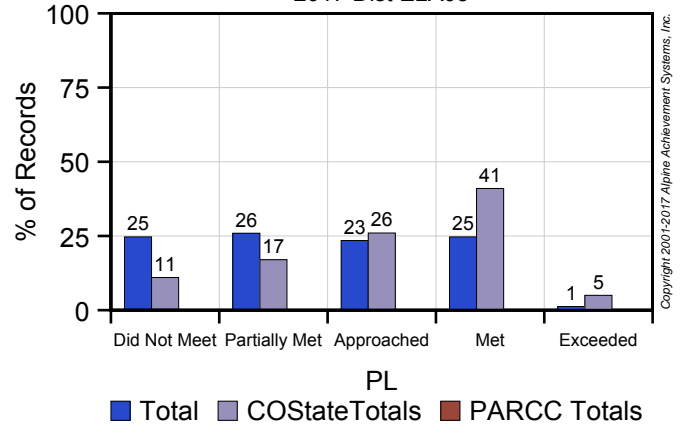




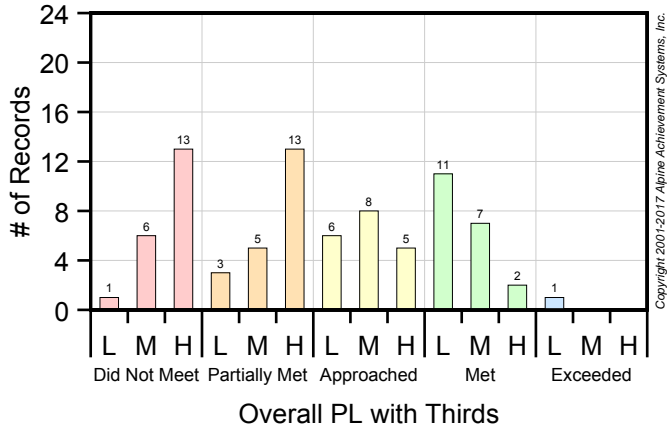
PARCC - Overall Performance Level - # of Records
2017 Dist ELA05



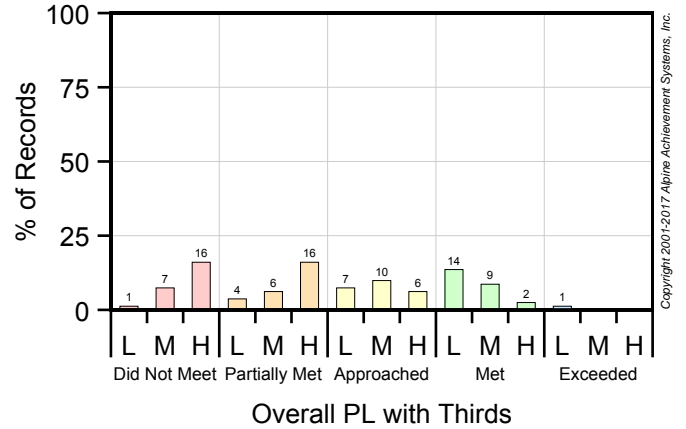
PARCC - Overall Performance Level - % of Records
2017 Dist ELA05



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA05



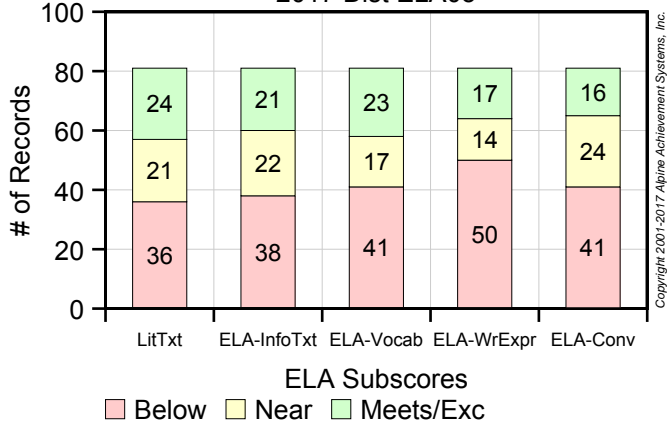
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA05



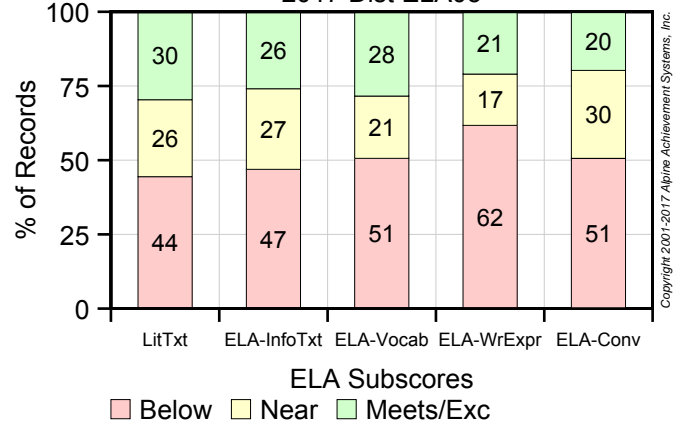
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA05

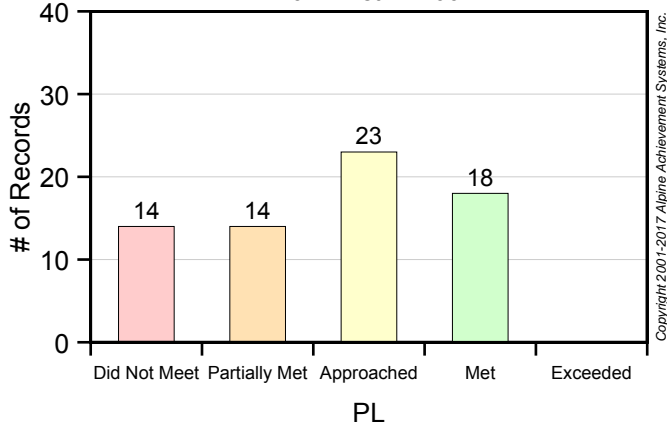


PARCC - ELA Subscores - % of Records
2017 Dist ELA05

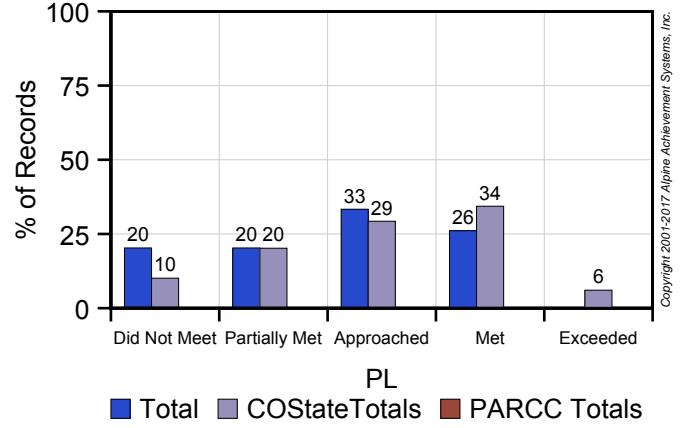




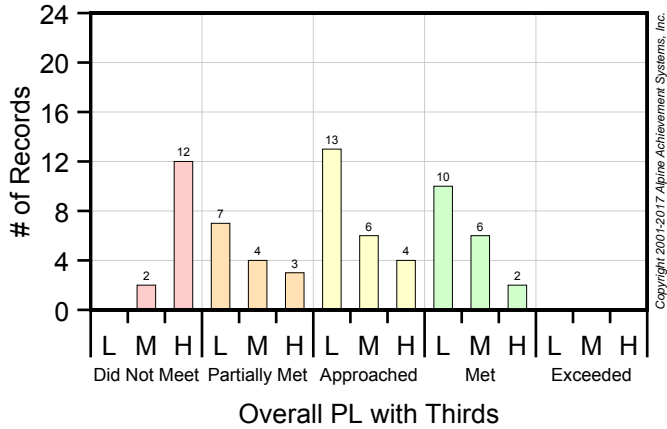
PARCC - Overall Performance Level - # of Records
2017 Dist ELA06



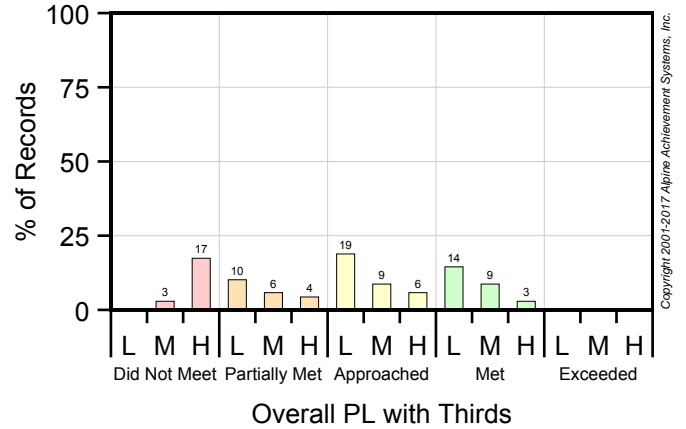
PARCC - Overall Performance Level - % of Records
2017 Dist ELA06



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA06



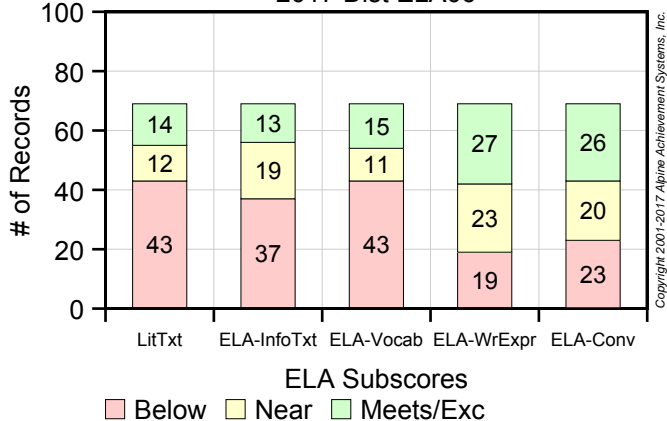
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA06



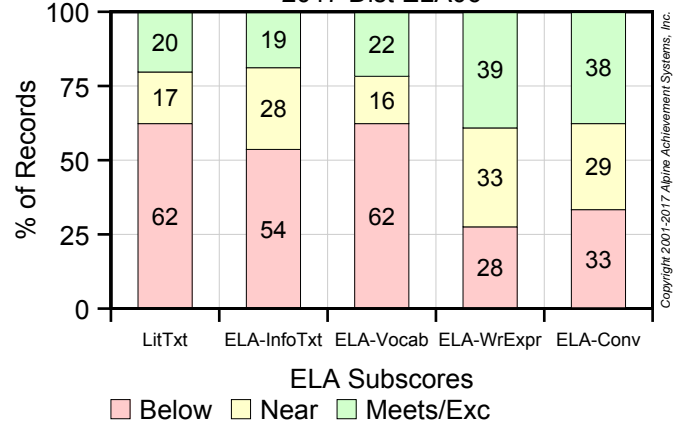
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA06

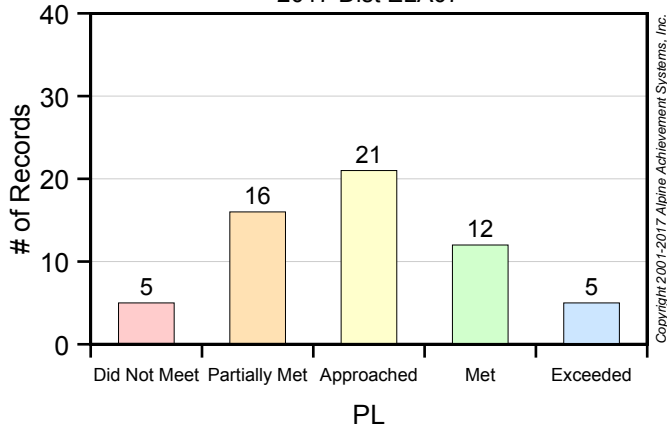


PARCC - ELA Subscores - % of Records
2017 Dist ELA06

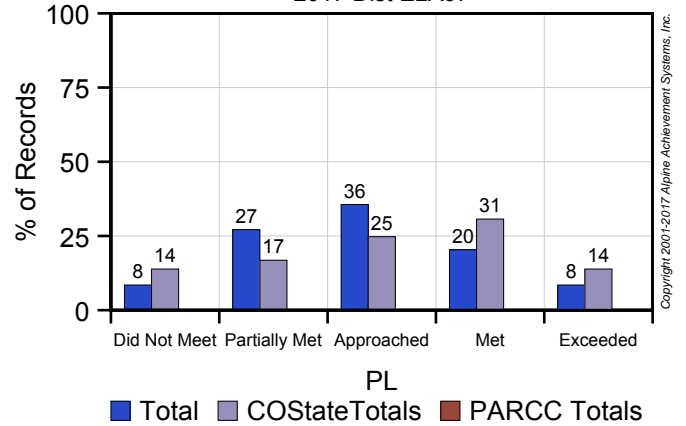




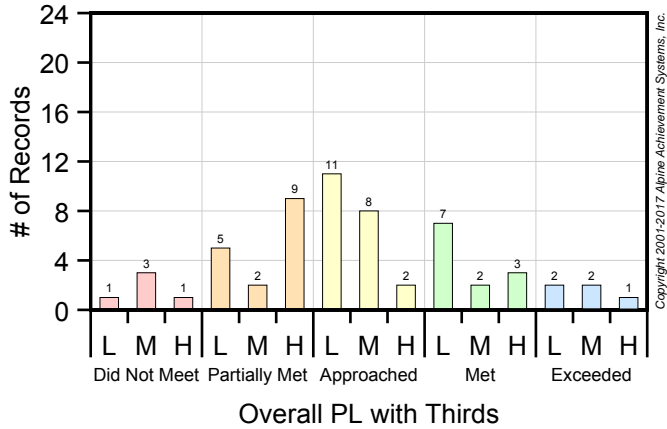
PARCC - Overall Performance Level - # of Records
2017 Dist ELA07



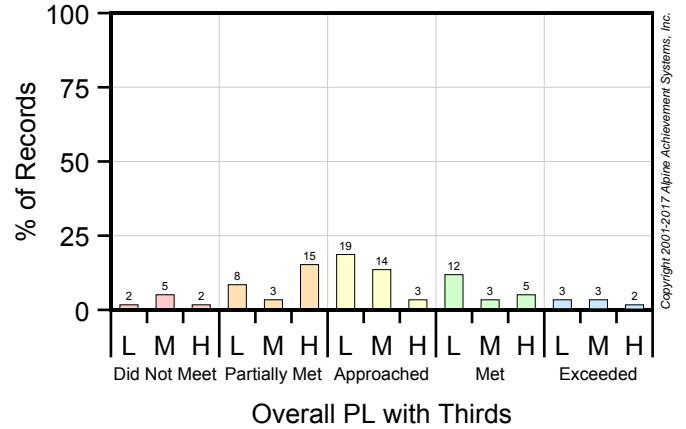
PARCC - Overall Performance Level - % of Records
2017 Dist ELA07



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA07



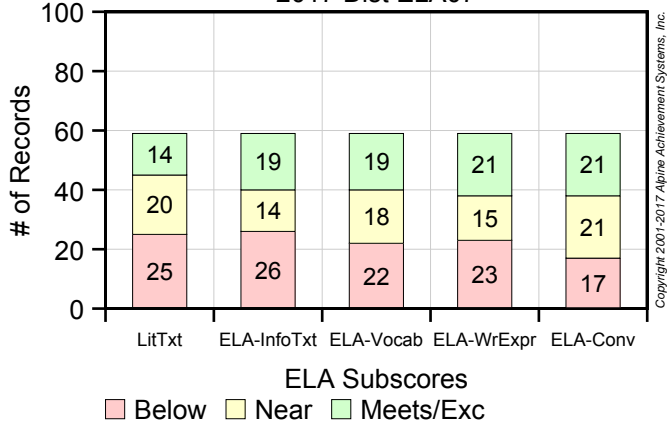
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA07



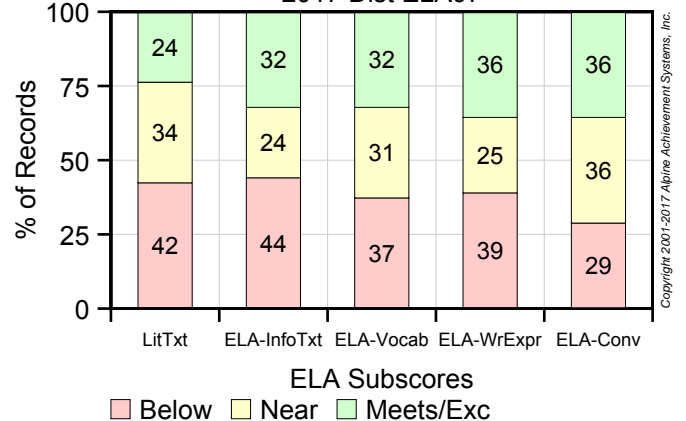
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA07



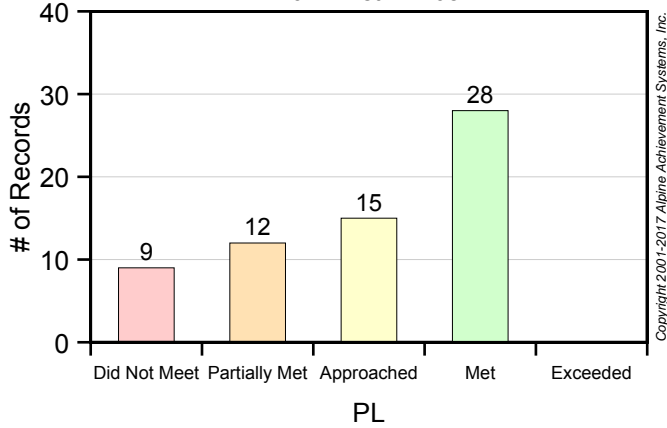
PARCC - ELA Subscores - % of Records
2017 Dist ELA07



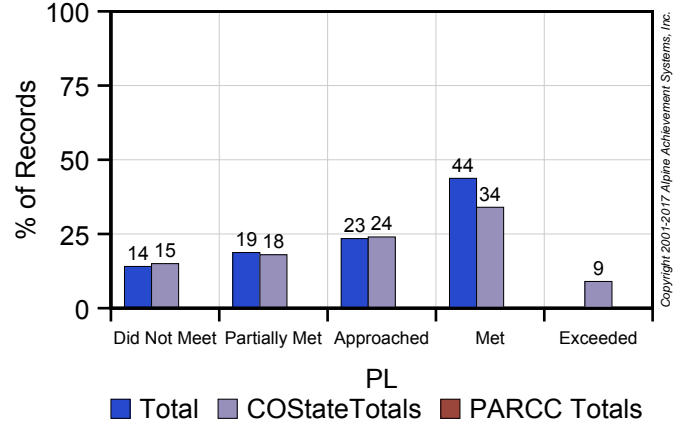


PARCC Instructional Summary (DistIncl) Lake County R-1 - Total

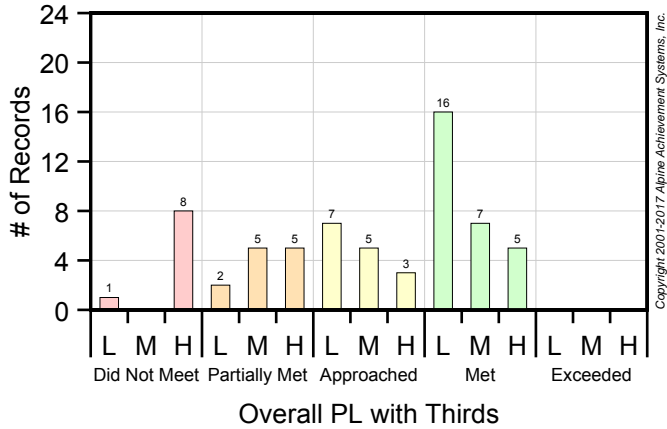
PARCC - Overall Performance Level - # of Records
2017 Dist ELA08



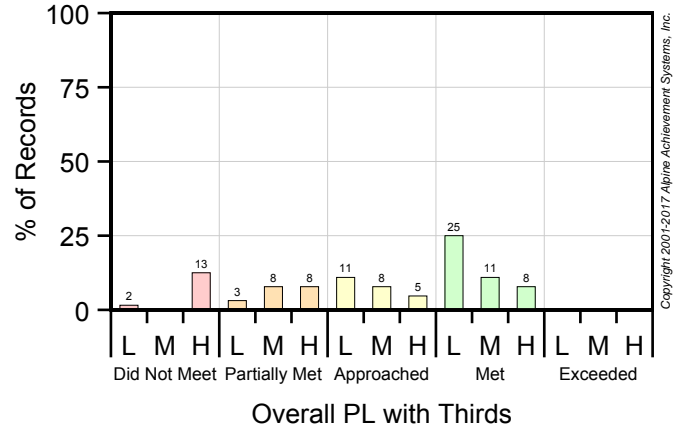
PARCC - Overall Performance Level - % of Records
2017 Dist ELA08



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA08



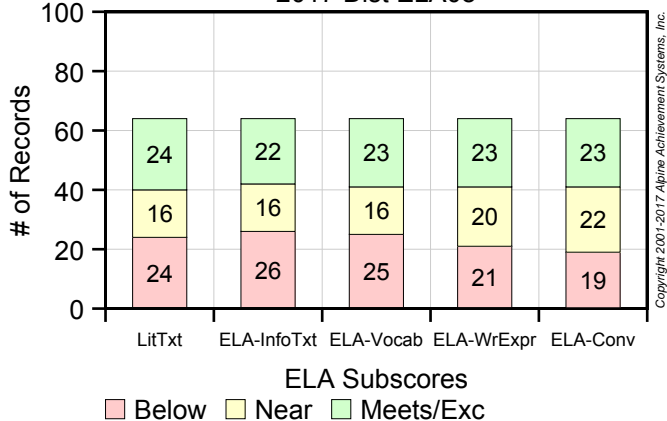
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA08



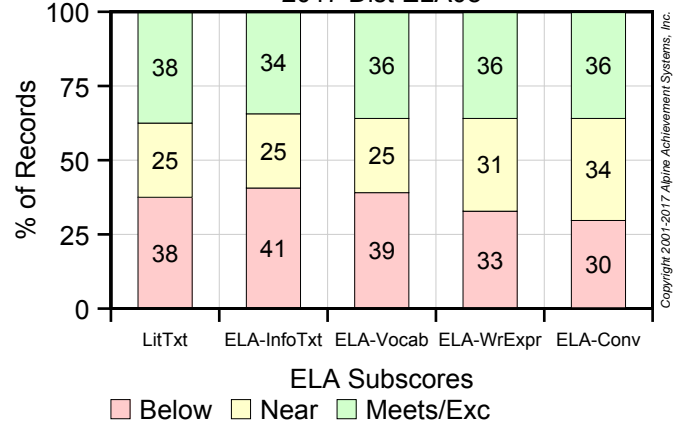
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA08

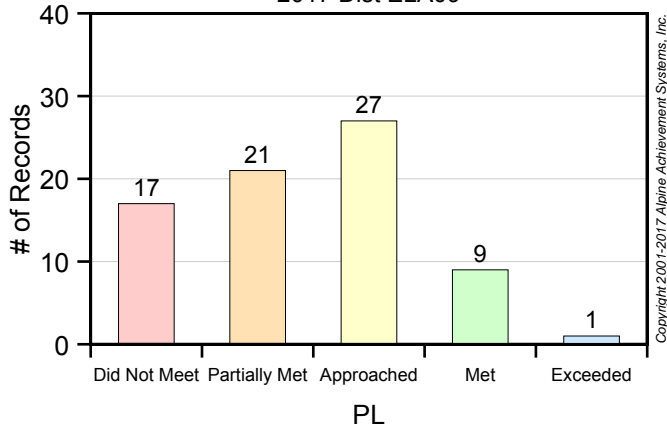


PARCC - ELA Subscores - % of Records
2017 Dist ELA08

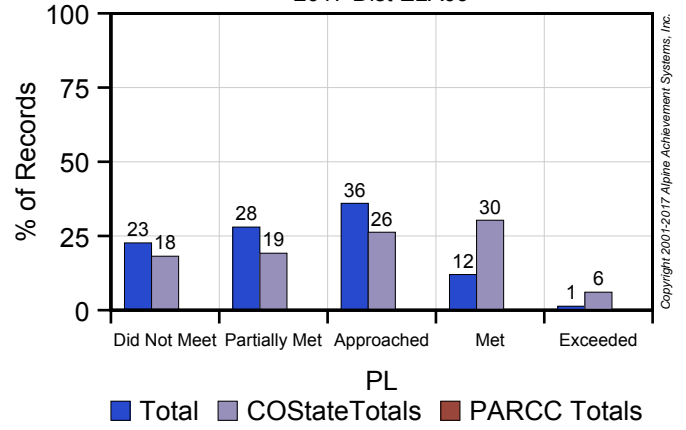




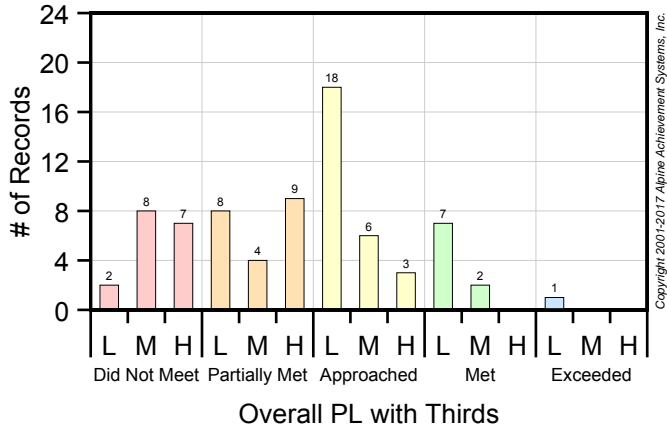
PARCC - Overall Performance Level - # of Records
2017 Dist ELA09



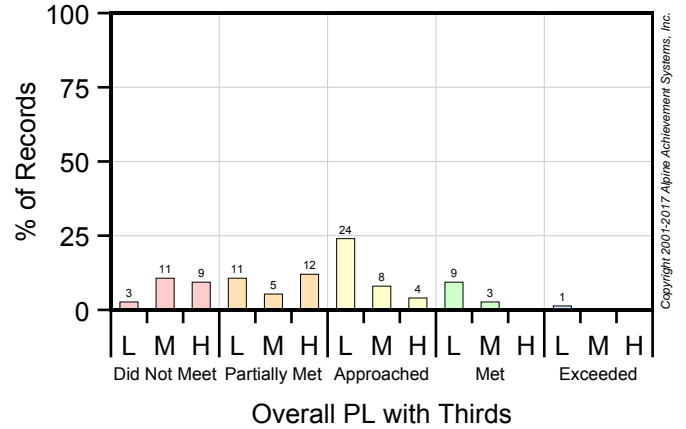
PARCC - Overall Performance Level - % of Records
2017 Dist ELA09



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist ELA09



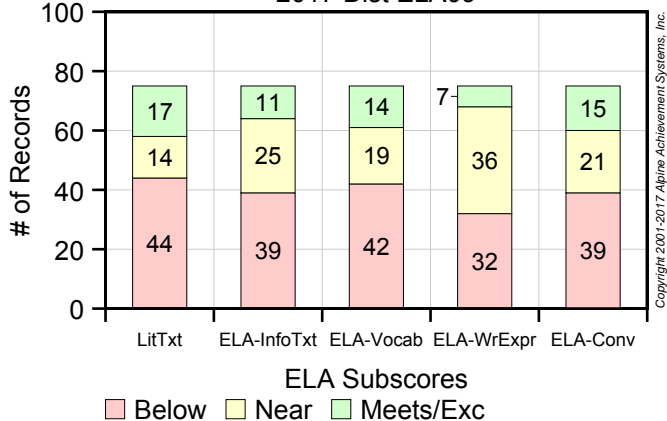
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist ELA09



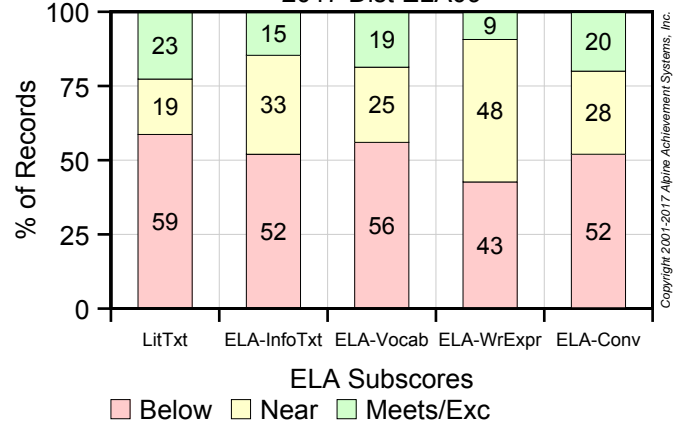
Overall PL with Thirds

Overall PL with Thirds

PARCC - ELA Subscores - # of Records
2017 Dist ELA09

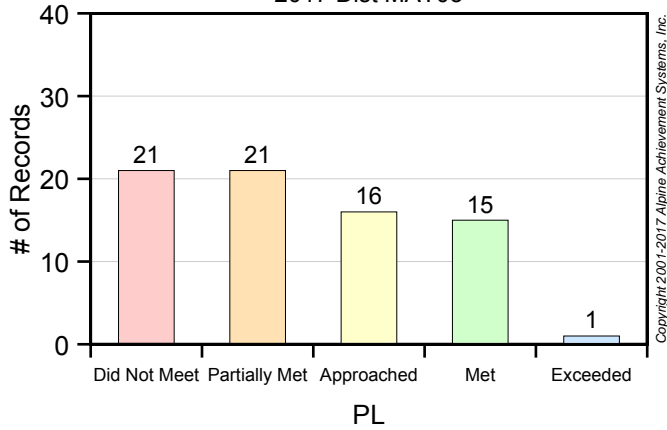


PARCC - ELA Subscores - % of Records
2017 Dist ELA09

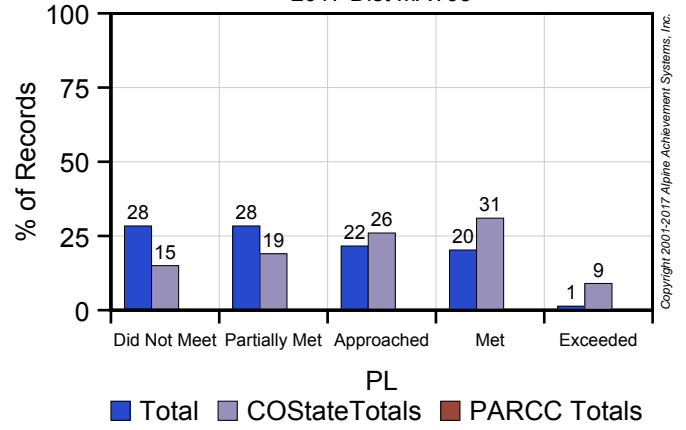




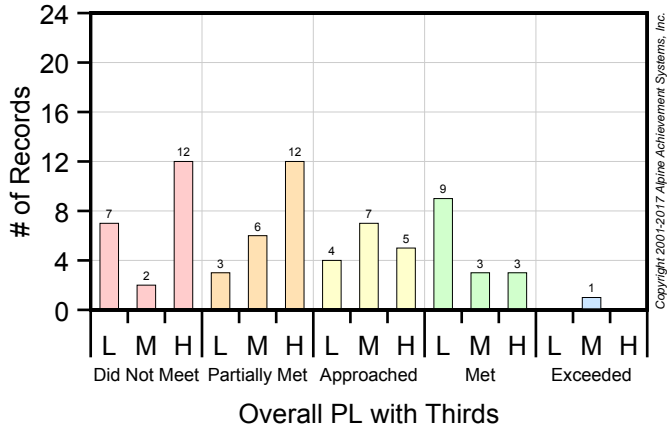
PARCC - Overall Performance Level - # of Records
2017 Dist MAT03



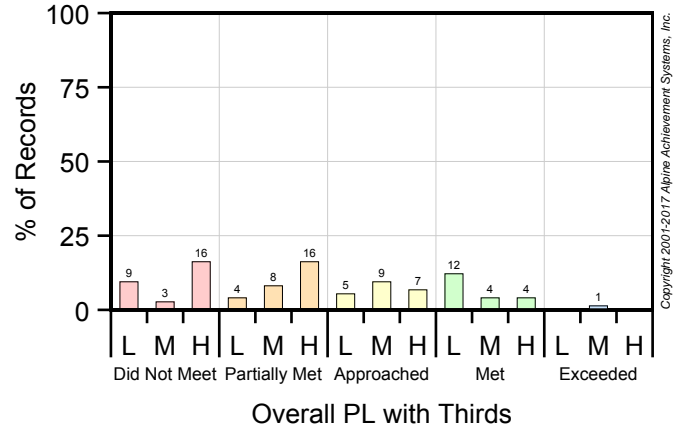
PARCC - Overall Performance Level - % of Records
2017 Dist MAT03



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist MAT03



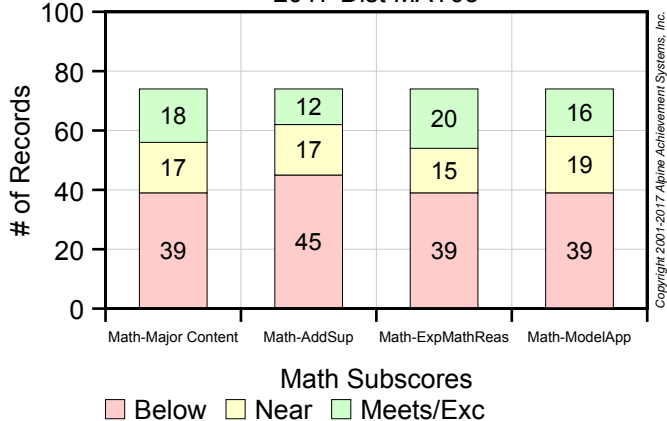
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist MAT03



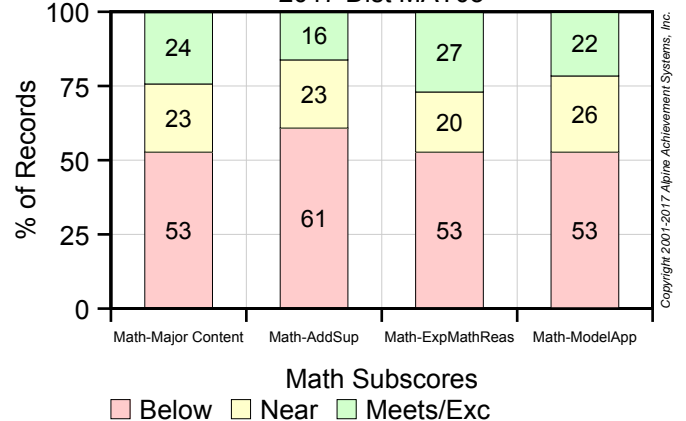
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2017 Dist MAT03

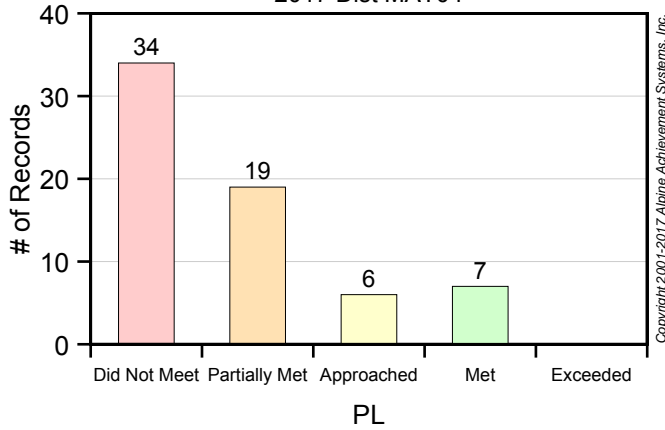


PARCC - Math Subscores - % of Records
2017 Dist MAT03

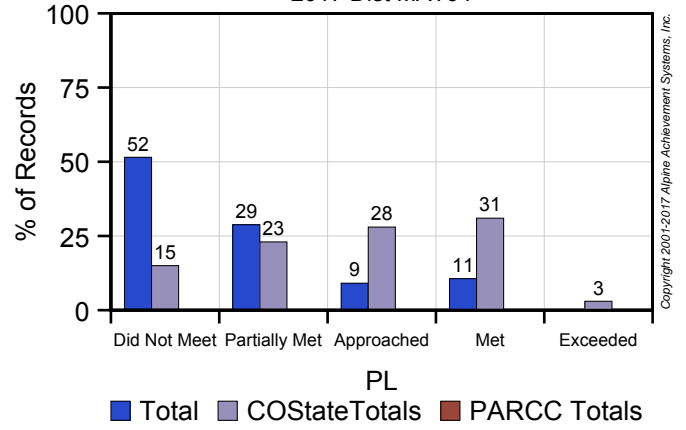




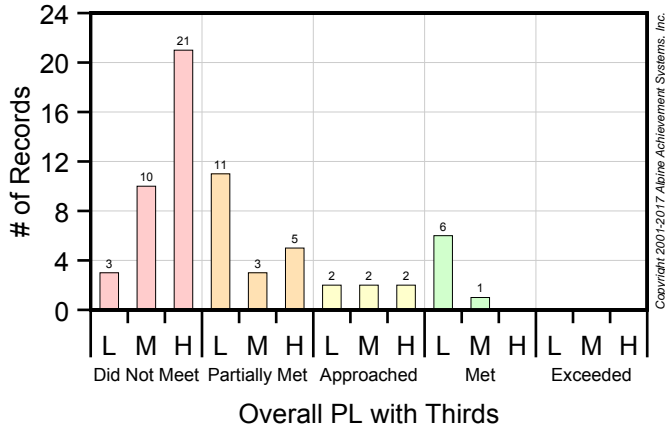
PARCC - Overall Performance Level - # of Records
2017 Dist MAT04



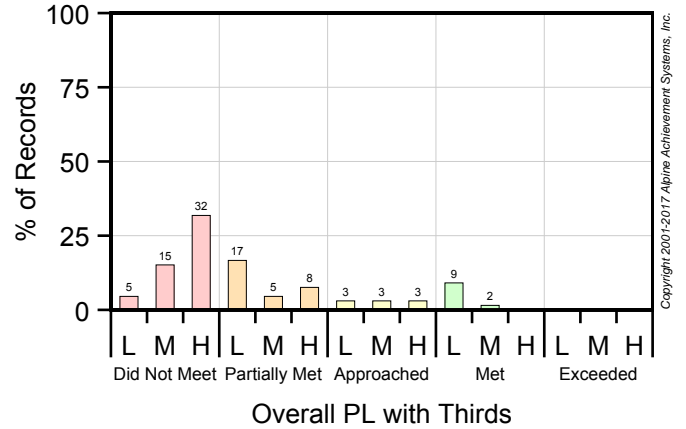
PARCC - Overall Performance Level - % of Records
2017 Dist MAT04



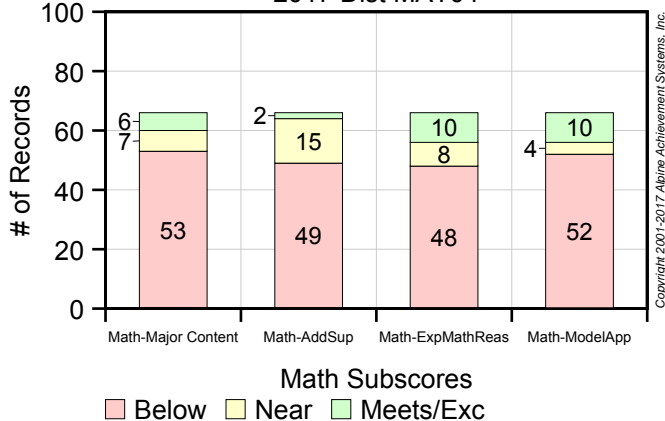
PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist MAT04



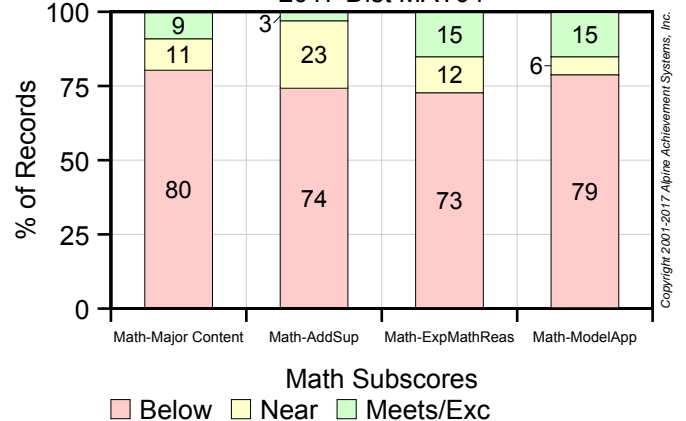
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist MAT04



PARCC - Math Subscores - # of Records
2017 Dist MAT04

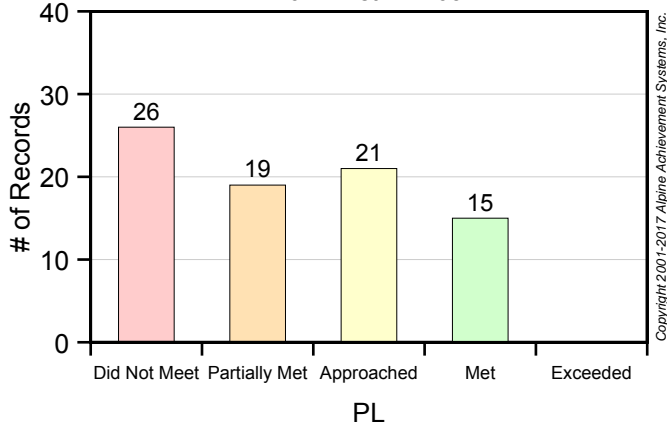


PARCC - Math Subscores - % of Records
2017 Dist MAT04

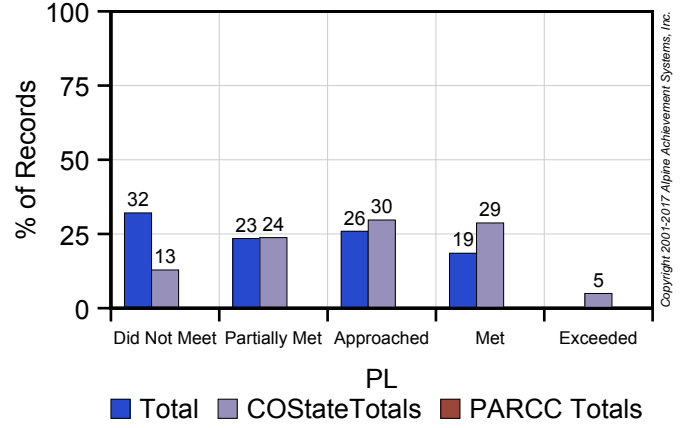




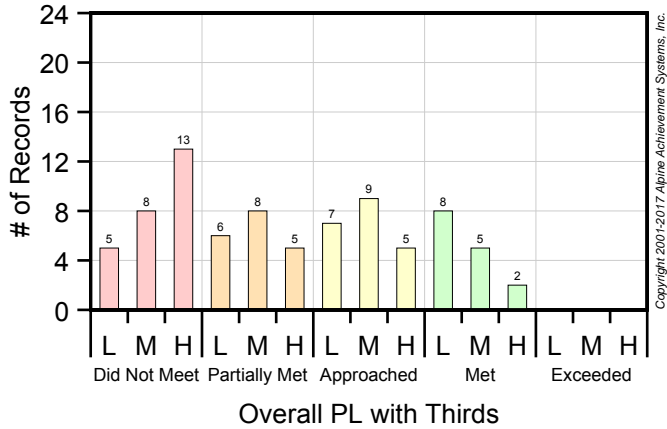
PARCC - Overall Performance Level - # of Records
2017 Dist MAT05



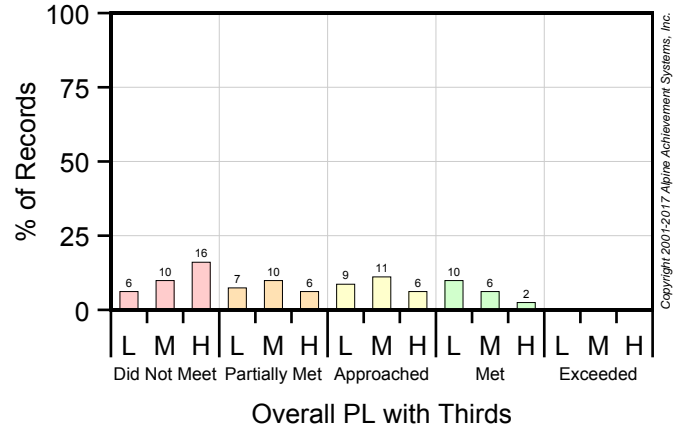
PARCC - Overall Performance Level - % of Records
2017 Dist MAT05



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist MAT05



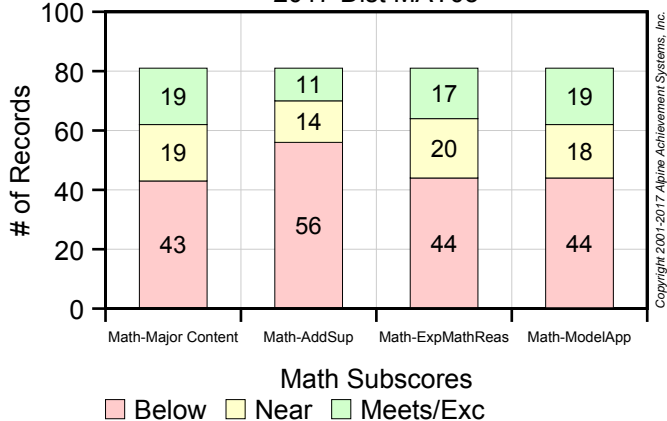
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist MAT05



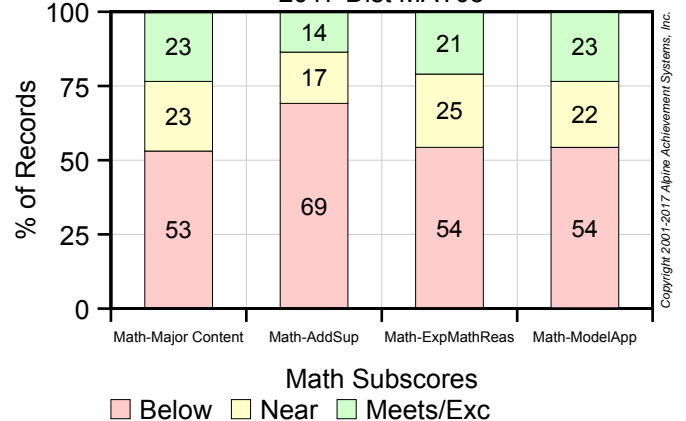
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2017 Dist MAT05

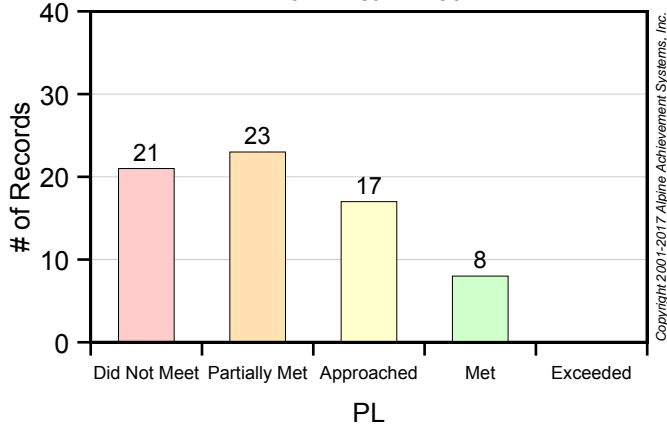


PARCC - Math Subscores - % of Records
2017 Dist MAT05

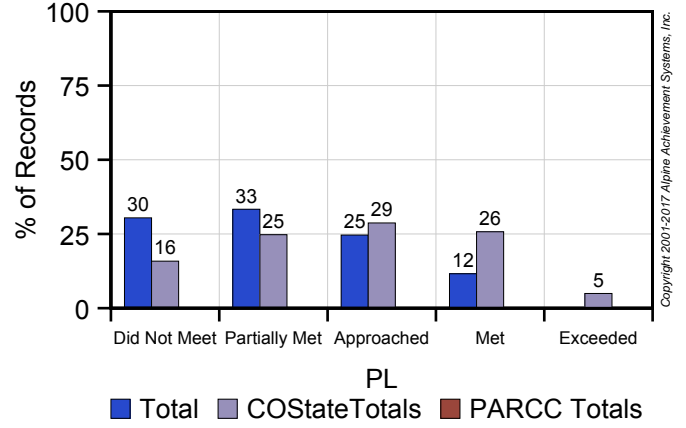




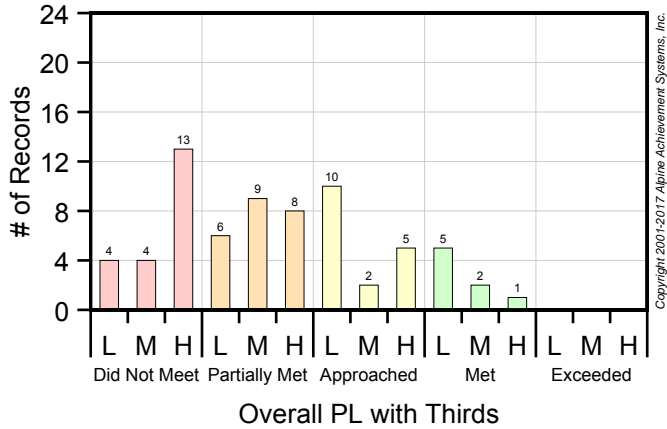
PARCC - Overall Performance Level - # of Records
2017 Dist MAT06



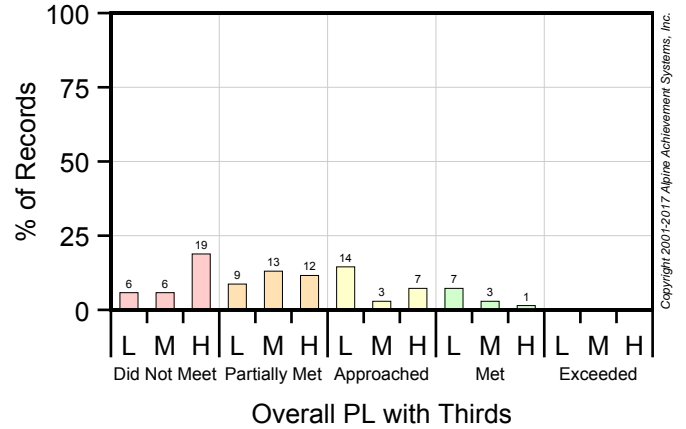
PARCC - Overall Performance Level - % of Records
2017 Dist MAT06



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist MAT06



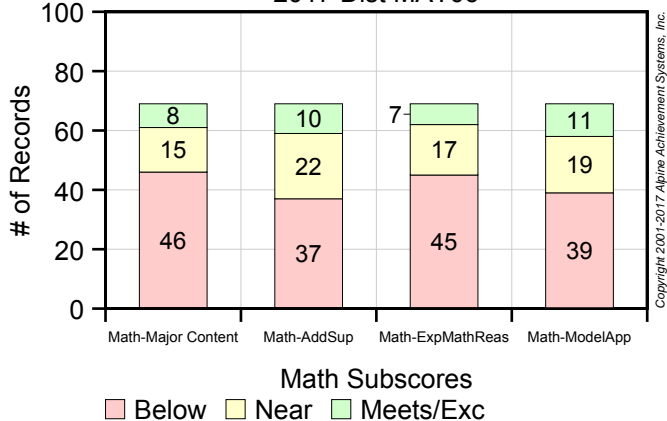
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist MAT06



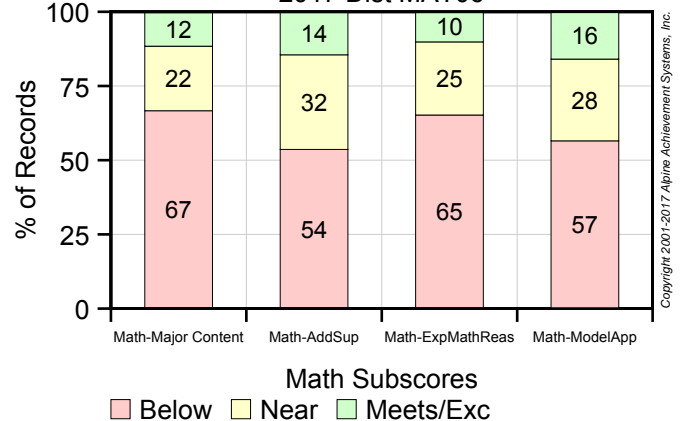
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2017 Dist MAT06

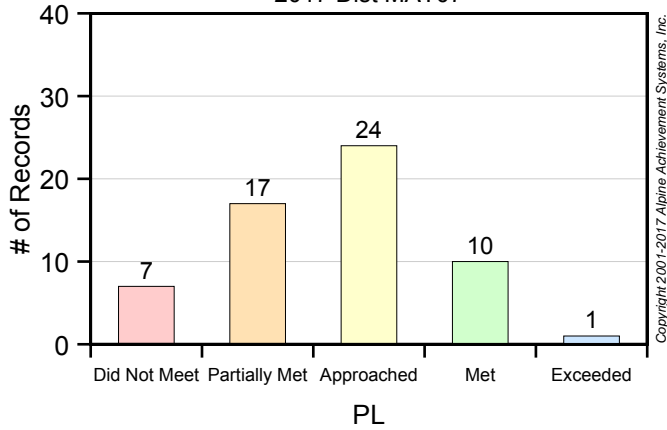


PARCC - Math Subscores - % of Records
2017 Dist MAT06

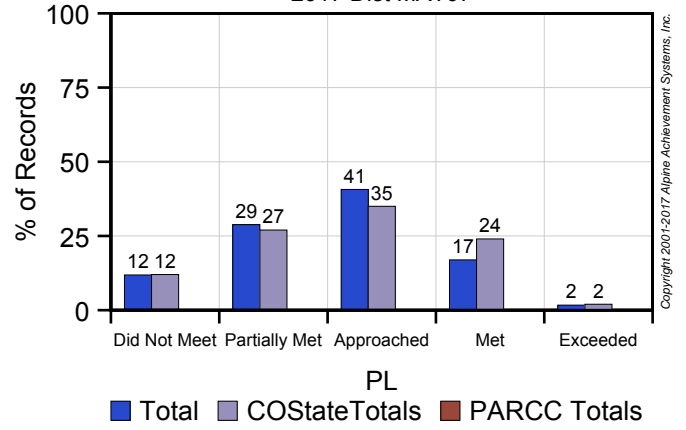




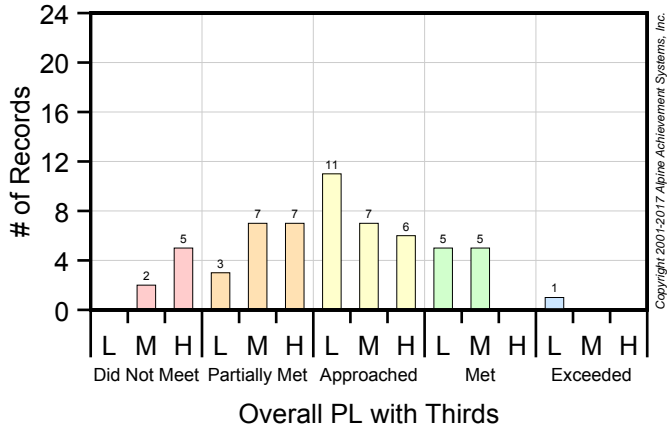
PARCC - Overall Performance Level - # of Records
2017 Dist MAT07



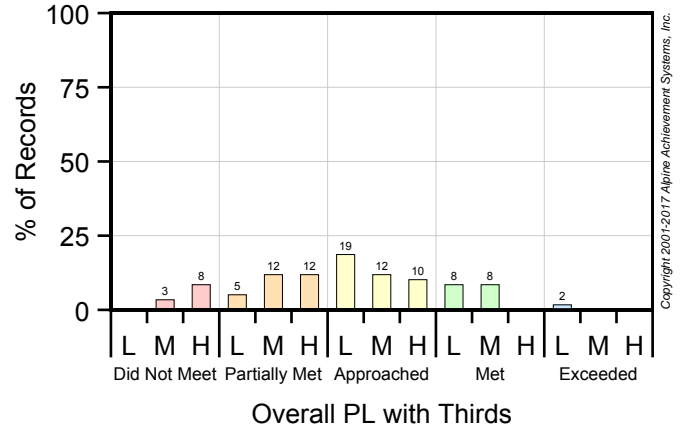
PARCC - Overall Performance Level - % of Records
2017 Dist MAT07



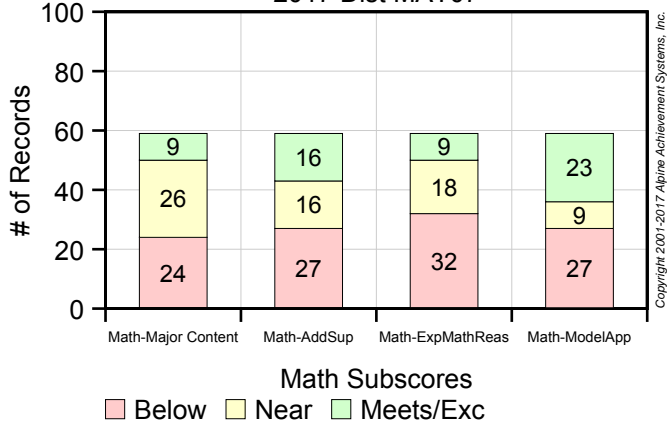
PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist MAT07



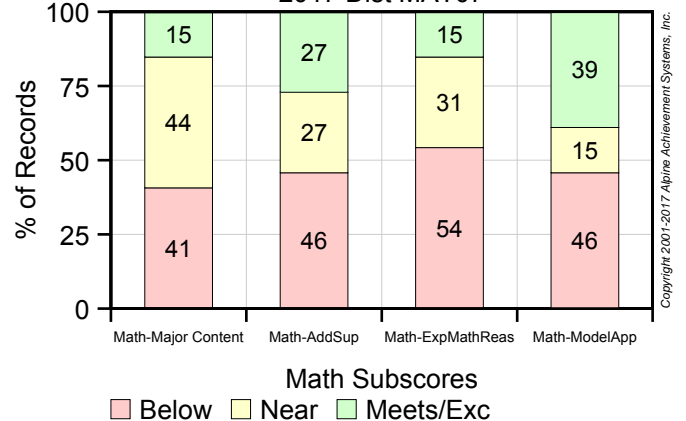
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist MAT07



PARCC - Math Subscores - # of Records
2017 Dist MAT07

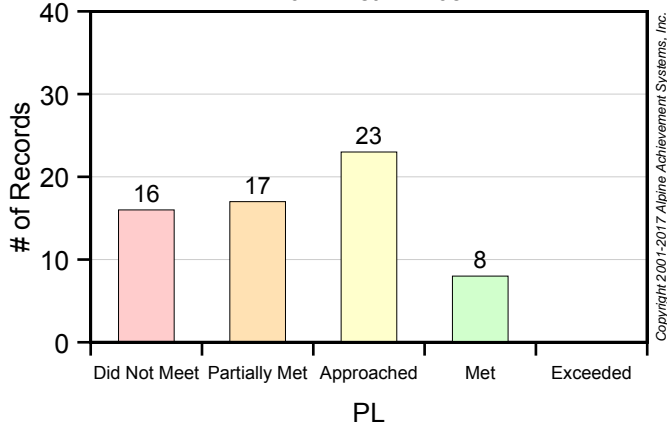


PARCC - Math Subscores - % of Records
2017 Dist MAT07

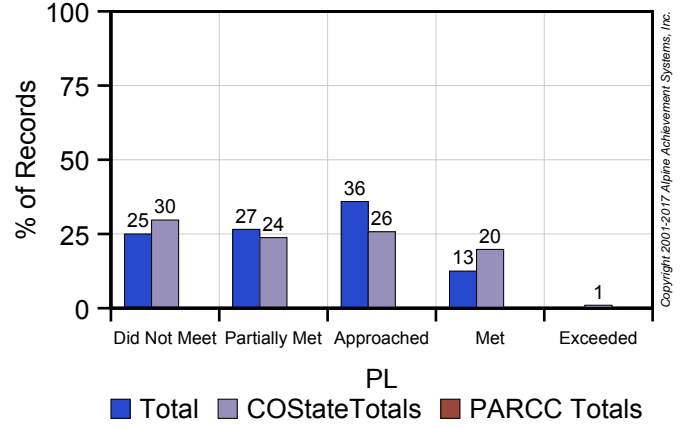




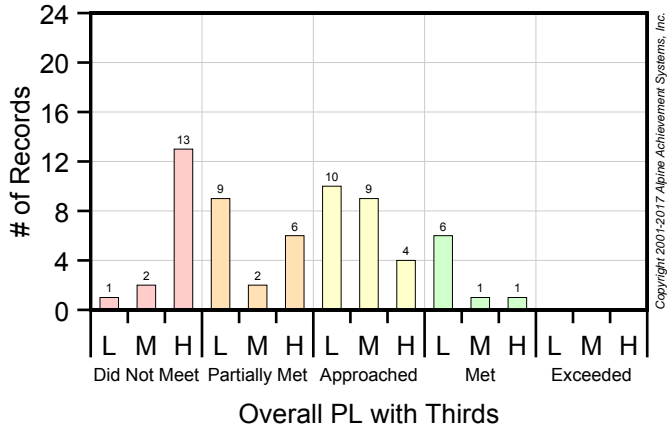
PARCC - Overall Performance Level - # of Records
2017 Dist MAT08



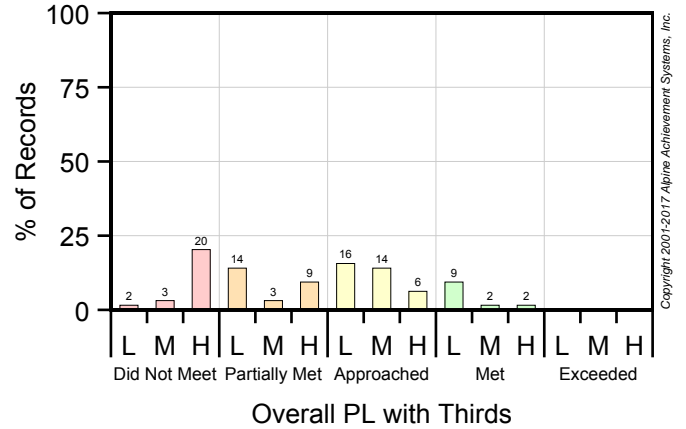
PARCC - Overall Performance Level - % of Records
2017 Dist MAT08



PARCC - Overall Proficiency Across the Scale - # of Records
2017 Dist MAT08



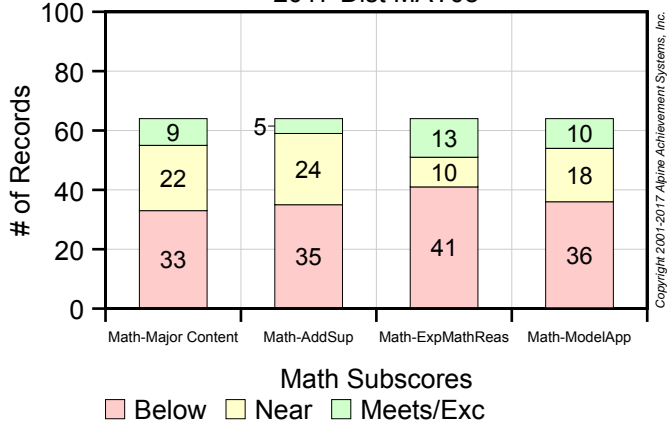
PARCC - Overall Proficiency Across the Scale - % of Records
2017 Dist MAT08



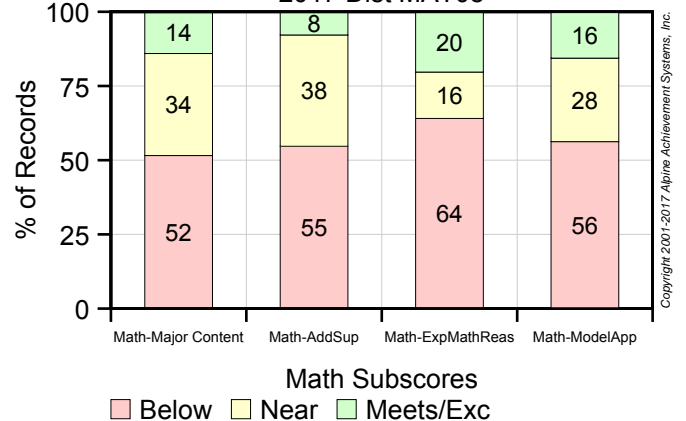
Overall PL with Thirds

Overall PL with Thirds

PARCC - Math Subscores - # of Records
2017 Dist MAT08

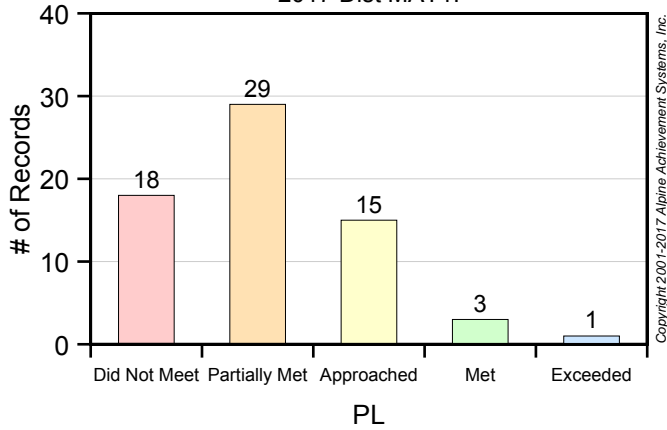


PARCC - Math Subscores - % of Records
2017 Dist MAT08

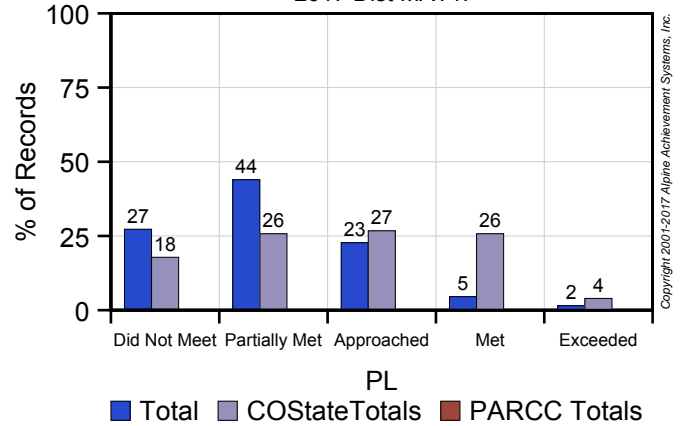




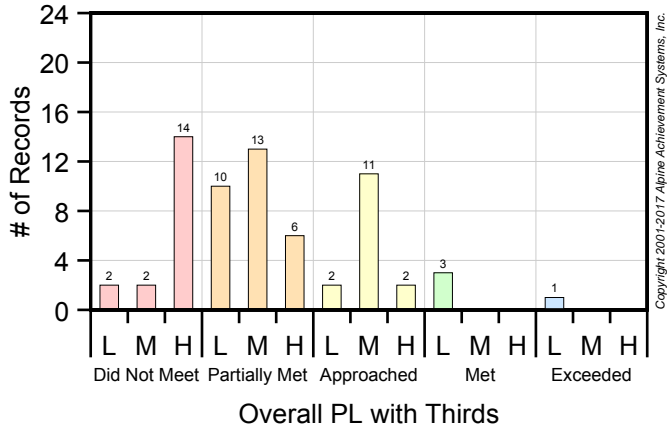
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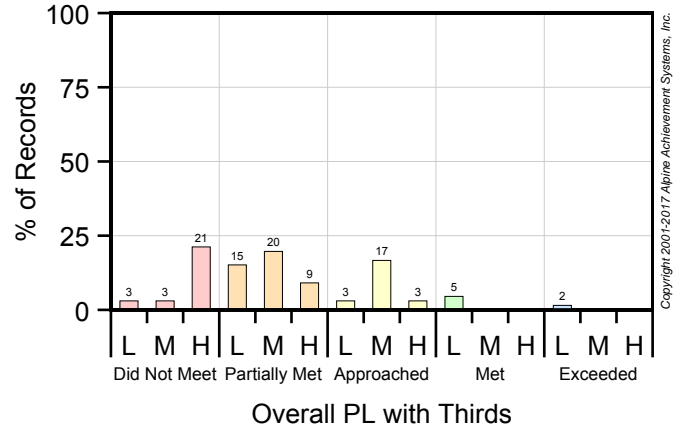
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PARCC - Overall Proficiency Across the Scale - # of Records
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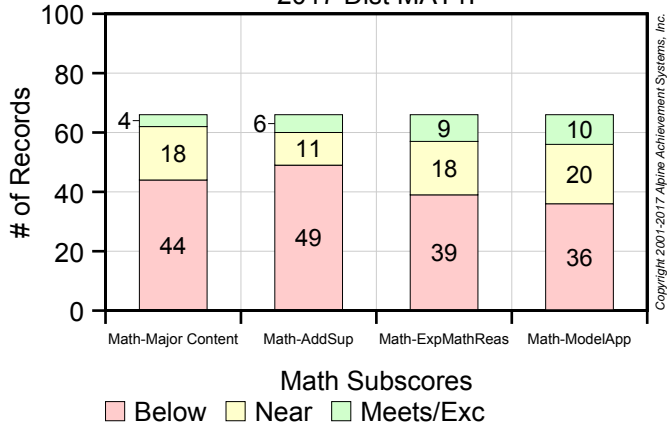
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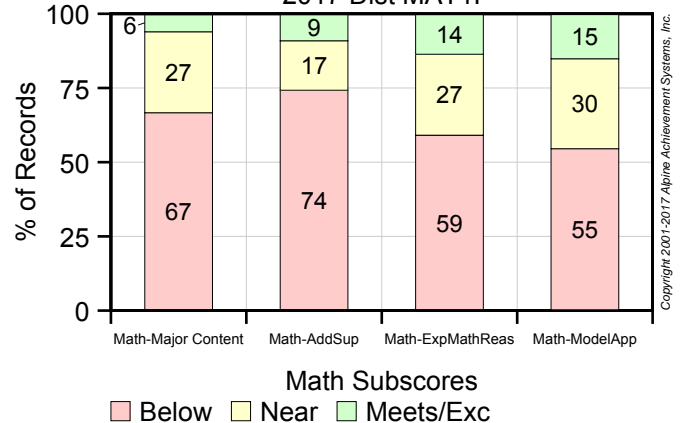
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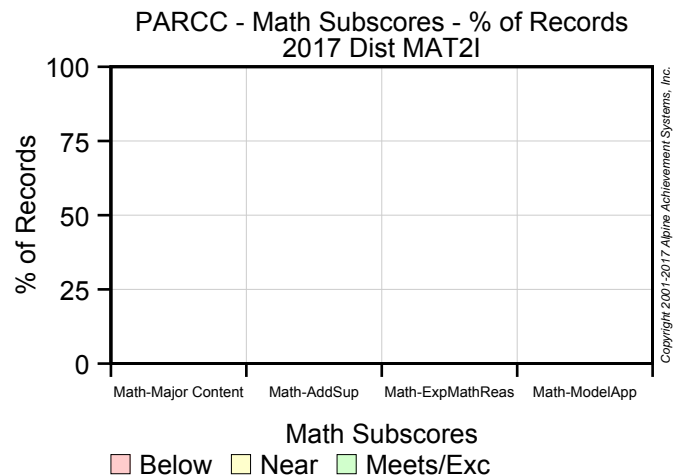
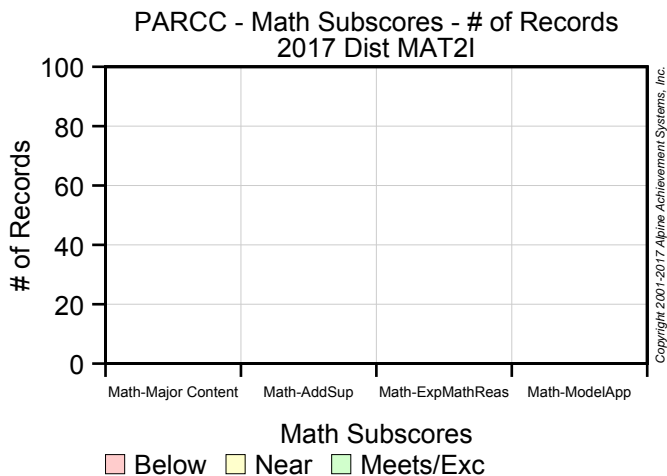
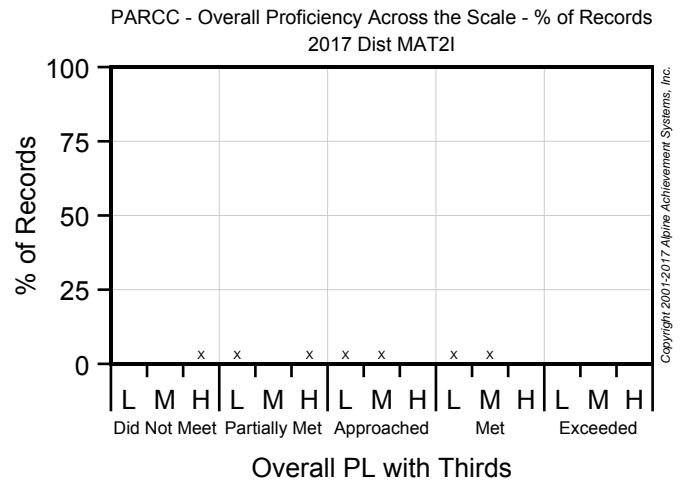
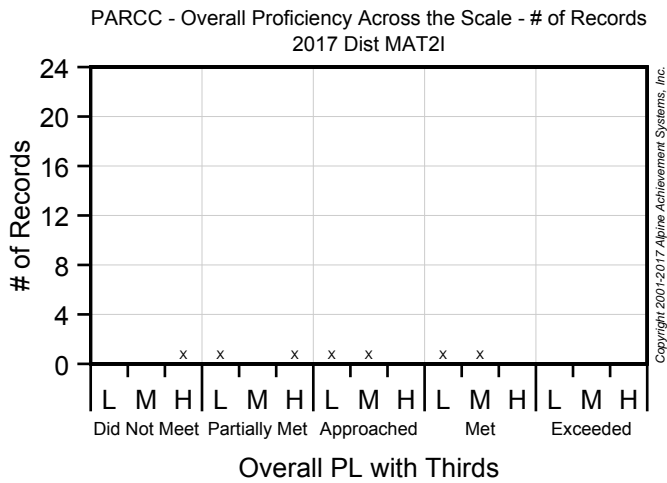
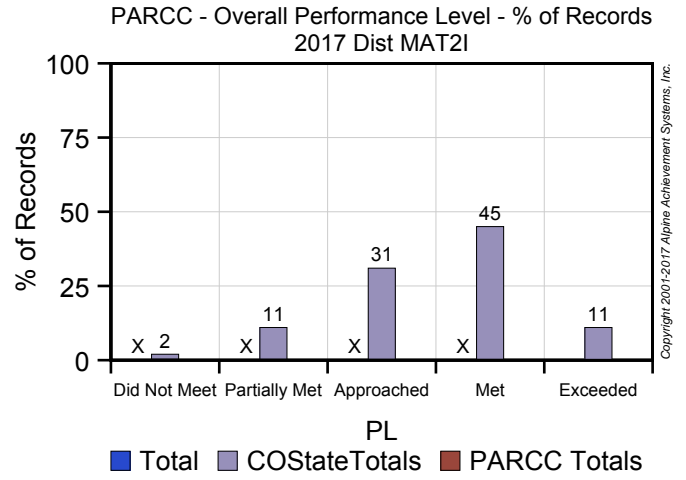
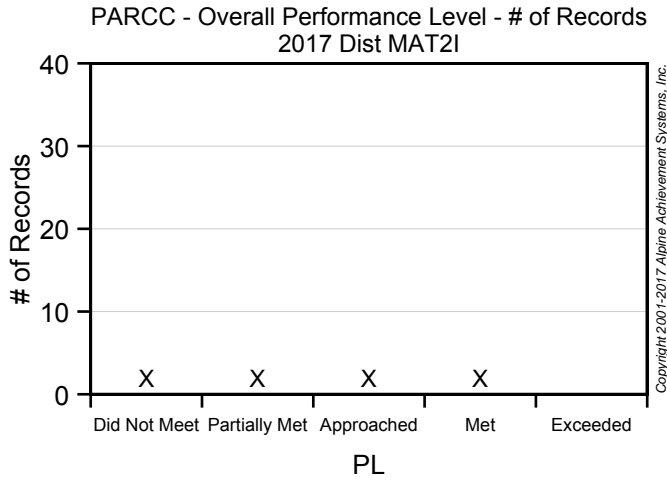
Overall PL with Thirds

PARCC - Math Subscores - # of Records
2017 Dist MAT1I



PARCC - Math Subscores - % of Records
2017 Dist MAT1I





USER GUIDE

FAMILY-SCHOOL RELATIONSHIPS SURVEY

PANORAMA EDUCATION

September 2015

Overview

Schools that can get families more engaged find that their students earn higher grades, score higher on tests, develop better social skills, and are more likely to graduate. In her book *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Dr. Karen Mapp describes family involvement as key to improving students' academic and social outcomes, as well as improving school climate as a whole.

Family engagement is no longer viewed as a one-way street. According to Dr. Mapp, family-school relationships are still about how schools can more effectively engage parents and guardians. But developing parents' capacity to contribute to their children's learning is just as important. This different approach to thinking about family-school dynamics requires understanding these relationships as partnerships between groups of stakeholders invested in student success. The first step towards building these partnerships is to measure parent and families' attitudes and perceptions about their ties to their children's schools.

The Family-School Relationships Survey was developed to provide schools with a clear picture of family attitudes about an array of topics. The survey covers topics like parent engagement, parent support, school climate, and parent efficacy. The survey helps schools assess their strengths and areas for improvement in a number of key areas.

Who Should Use This Survey?

The Family-School Relationships Survey is designed to be used by principals, district staff, school boards, state Departments of Education, or parent/teacher organizations. The survey can be administered to any K-12 school community (public, private, independent, charter, urban, or rural) and has already been used by thousands of schools nationwide.

Research Process

Dr. Hunter Gehlbach led the development of the Family-School Relationships Survey. Dr. Gehlbach is an Associate Professor at UC Santa Barbara's Gevirtz Graduate School of Education, a leading survey methodologist and education researcher, and a former high school social studies teacher. Dr. Gehlbach also serves as the Director of Research at Panorama Education. Joining the research team were Co-Principal Investigators Dr. Karen Mapp and Dr. Richard Weissbourd, both from the Harvard Graduate School of Education.

Through a rigorous development process, the research team designed the Family-School Relationships Survey using a six-step system that adhered to best practices in the science of survey design. This process included an extensive literature review, focus groups, synthesis, expert review, and cognitive pre-testing.

Using the Survey

The Family-School Relationships Survey is structured as a series of scales, or groups of questions, that work together to measure a single construct, or topic. By selecting the right scales (rather than picking individual questions), educators can choose exactly what they wish to measure while maintaining the accuracy of the survey instrument.

Each scale asks parents and guardians to respond to questions as opposed to rating their level of agreement or disagreement with statements as many surveys do. By phrasing survey items in an easy-to-understand format that is familiar to them, the survey seems more like a conversation or a dialogue with the school. More importantly, this approach minimizes measurement error.

The survey can be used by schools to gather feedback for a variety of purposes. Educators may use the survey to determine strengths and areas for improvements as a needs assessment. Many schools examine results across different groups of parents to see how different groups view the school. Other schools measure change in families' attitudes over time. Using the survey consistently over time allows educators to identify important trends in parent attitudes as their children transition from one school to the next. If a school has made outreach efforts to new families, this survey can be used to evaluate the effectiveness of these interventions and can be a key source of stakeholder feedback. Fundamentally, the survey is designed to give educators the data they need to build more effective partnerships between schools and families.

The research team behind the Family-Schools Relationship Survey encourages educators to message the survey to families as an opportunity to tell the schools what they can do to: support student learning outside of school, make the school a more welcoming place, and build lasting partnerships between families and schools.

In the following pages, we outline the scales associated with the Family-School Relationships Survey. You will also find additional survey items, including open-ended and demographic questions, that many schools may choose to incorporate. We are excited about the power of this new survey tool to help schools build stronger relationships with parents and families. If we can provide you with support in using the scales, please contact research@panoramaed.com.

Family Engagement p. 6

The degree to which families become involved with and interact with their child's school.

Example Question: How often do you meet in person with teachers at your child's school?

School Fit p. 7

Families' perceptions of how well a school matches their child's developmental needs.

Example Question: How well do you feel your child's school is preparing him/her for his/her next academic year?

Family Support p. 8

Families' perceptions of the amount of academic and social support that they provide their child with outside of school.

Example Question: How often do you and your child talk when s/he is having a problem with others?

Family Efficacy p. 9

How confident families are with regard to key parenting skills.

Example Question: How confident are you in your ability to support your child's learning at home?

Learning Behaviors p. 10

Families' perceptions of their child's learning-related behaviors.

Example Question: How much effort does your child put into school-related tasks?

School Climate p. 11

Perceptions of the overall social and learning climate of the school.

Example Question: To what extent do you think that children enjoy going to your child's school?

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Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Example Question: If your child fails to reach an important goal, how likely is s/he to try again?

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Factors that can create challenges for families to interact with or become involved with their child's school.

Example Question: How big of a problem are the following issues for becoming involved with your child's current school?

Roles and Responsibilities p. 14

Perceptions of who should be primarily responsible for school success.

Example Question: Who is primarily responsible for ensuring good communication between home and school?

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Perceptions of student physical and psychological safety at school.

Example Question: How likely is it that someone from your child's school will bully him/her online?

Free Responses p. 16

Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: What can the school do to help your child engage in learning activities more productively at home?

Background Questions p. 18

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

Example Question: What is your race or ethnicity?

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara's Gevirtz Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.



Family Engagement

The degree to which families become involved with and interact with their child’s school.

Item	Responses				
How often do you meet in person with teachers at your child's school?	Almost never	Once or twice per year	Every few months	Monthly	Weekly or more
How involved have you been with a parent group(s) at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you visited your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
In the past year, how often have you discussed your child's school with other parents from the school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
How involved have you been in fundraising efforts at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you helped out at your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more

School Fit

Families' perceptions of how well a school matches their child's developmental needs.

Item	Responses				
How well do you feel your child's school is preparing him/her for his/her next academic year?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How much of a sense of belonging does your child feel at his/her school?	No belonging at all	A little bit of belonging	Some belonging	Quite a bit of belonging	Tremendous belonging
At your child's school, how well does the overall approach to discipline work for your child?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Given your child's cultural background, how good a fit is his/her school?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well do the activities offered at your child's school match his/her interests?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How comfortable is your child in asking for help from school adults?	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How well do the teaching styles of your child's teachers match your child's learning style?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Family Support

Families' perceptions of the amount of academic and social support that they provide their child with outside of school.

Item	Responses				
How often do you have conversations with your child about what his/her class is learning at school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How much effort do you put into helping your child learn to do things for himself/herself?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How often do you help your child engage in activities which are educational outside the home?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
To what extent do you know how your child is doing socially at school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How often do you help your child understand the content s/he is learning in school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How well do you know your child's close friends?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you and your child talk when s/he is having a problem with others?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

Family Efficacy

How confident families are with regard to key parenting skills.

Item	Responses				
How confident are you that you can motivate your child to try hard in school?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to connect with other parents?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to support your child's learning at home?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you that you can help your child develop good friendships?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to make sure your child's school meets your child's learning needs?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to make choices about your child's schooling?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How confident are you in your ability to help your child deal with his/her emotions appropriately?	Not confident at all	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Learning Behaviors

Families' perceptions of their child's learning-related behaviors.

Item	Responses				
<i>Positive Learning Behaviors</i>					
How often does your child read for fun?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How much effort does your child put into school-related tasks?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A tremendous amount of effort
How motivated is your child to learn the topics covered in class?	Not at all motivated	Slightly motivated	Somewhat motivated	Quite motivated	Extremely motivated
On average, how well does your child work independently on learning activities at home?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
In general, how well does your child learn from feedback about his/her work?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
<i>Negative Learning Behaviors</i>					
How often does your child struggle to get organized for school?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When working on school activities at home, how easily is your child distracted?	Not easily at all	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How often does your child give up on learning activities that s/he finds hard?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time

School Climate

Perceptions of the overall social and learning climate of the school.

Item	Responses							
To what extent do you think that children enjoy going to your child's school?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount			
How motivating are the classroom lessons at your child's school?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating		Extremely motivating		
How fair or unfair is the school's system of evaluating children?	Very unfair	Somewhat unfair	Slightly unfair	Neither fair nor unfair	Slightly fair	Somewhat fair	Very fair	
How much does the school value the diversity of children's backgrounds?	Not at all	A little bit	Some	Quite a bit		A tremendous amount		
How well do administrators at your child's school create a school environment that helps children learn?	Not well at all	Slightly well	Somewhat well	Quite well		Extremely well		
Overall, how much respect do you think the children at your child's school have for the staff?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect		A tremendous amount of respect		
Overall, how much respect do you think the teachers at your child's school have for the children?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect		A tremendous amount of respect		

Grit

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Item	Response Anchors				
If your child has a problem while working towards an important goal, how well can s/he keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often does your child stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely is your child to continue to pursue one of his/her current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When your child is working on a project that matters a lot to him/her, how focused can s/he stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If your child fails to reach an important goal, how likely is s/he to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How likely is it that your child can motivate himself/herself to do unpleasant tasks if it will help him/her accomplish his/her goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school.

Item	Responses				
<i>How big of a problem are the following issues for becoming involved with your child's current school?</i>					
Childcare needs	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Transportation-related challenges	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Concerns about getting to the school safely	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
How busy your schedule is	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
School staff seem too busy	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
You feel unsure about how to communicate with the school	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
The school provides little information about involvement opportunities	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
The school is not welcoming to parents	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
The school does not communicate well with people from your culture	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
You do not feel a sense of belonging with your child's school community	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Negative memories of your own school experience	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
Your child does not want you to contact the school	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem
You worry that adults at the school will treat your child differently if you raise a concern	Not a problem at all	Small problem	Medium problem	Large problem	Very large problem

Roles and Responsibilities

Perceptions of who should be primarily responsible for school success.

Item	Responses			
<p><i>Many different factors play a role in school success. Each statement below represents something that may contribute to children's success in school. Please indicate who you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check "N/A".</i></p>				
<p>Make sure that the children understand what is being taught at school</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Ensure children have good relationships with their peers</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make time for doing fun activities that are unrelated to schoolwork</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure that the children have an adult to talk to at school</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Identify what children are most interested in learning</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure that children have enough time set aside to do all of their school-related work</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Help children deal with their emotions appropriately</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure the children's learning environment is safe</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Ensure good communication between home and school</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Call attention to decisions about learning that do not seem to be in the best interest of the children</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure children are supported to do their best in school</p>	Primarily parents	Primarily schools	Primarily children	N/A

School Safety

Perceptions of student physical and psychological safety at school.

Item	Response Anchors				
How often do you worry about violence at your child's school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How likely is it that someone from your child's school will bully him/her online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
Overall, how unsafe does your child feel at school?	Not at all unsafe	Slightly unsafe	Somewhat unsafe	Quite unsafe	Extremely unsafe
To what extent are drugs a problem at your child's school?	Not a problem at all	A little bit of a problem	A moderate problem	Quite a problem	A tremendous problem

Free Responses

Open-ended questions about a variety of topics that may be of interest to many schools.

Suggested Free Response Questions

What can the school do to help your child engage in learning activities more productively at home?

What 1-2 steps could your school take to improve the social climate of the school for students?

If you were in charge of the school, how would you try to engage more parents from your community?

Family Engagement

What recommendation would you make to the school for how to improve communications with parents?

What is the best thing your school does to help parents become involved at the school?

School Fit

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?

What changes could your school make to help your child feel like the school is a great fit for him/her?

What is the best thing that the school does to help your child feel like the school is a good fit for him/her?

Family Support

In what ways might the school help you support your child more effectively?

In what ways might other parents from your school help you support your child?

What does the school do well in helping you support your child?

Family Efficacy

What sorts of things might help you feel more confident about your role as a parent?

Learning Behaviors

If another parent asked your advice for getting their child to be a more motivated learner outside of school, what suggestions would you give him/her?

School Climate

What characteristic of your child's school is the most helpful for his/her learning?

What aspect of your child's school is the most beneficial for his/her social growth?

What do you think your school could do to improve the social feel of the school for students?

What are the most important things your child's school does to create a positive social climate for students?

Barriers to Engagement

What is the biggest obstacle that prevents you from getting more involved at your child's school?

Please list any ways that you can think of that the school might help you overcome this obstacle.

Roles and Responsibilities

What do you think parents' most important responsibilities are for ensuring that their child/children have a successful school experience?

What is the most important thing for a school to do to ensure that all children are successful in school?

Other

In an average day, how many hours of "screen time" (time in front of computers, television, texting, video games, etc.) does your child spend?

Background Questions

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

What would be the best way for the school/district to stay in communication with you?

Of the following, which source do you use the most to get information about the school/district?

What is your gender?

What is your child's gender?

What is your race or ethnicity?

What grade is your child in?

What is your relationship to your child?

What is your child's race or ethnicity?

In which year were you born?

Please indicate the primary language spoken in your childhood home.

Please indicate the primary language you speak with your child currently.

Please select the highest level of education you have completed.

Please indicate your approximate average household income.

On average, what grades do you expect your child to earn in school?

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,000 schools in 35 states, including those in the Connecticut State Department of Education, San Francisco Unified School District, and Teach for America.



Learn more about Panorama:

www.panoramaed.com | contact@panoramaed.com



Panorama School Climate Surveys

Use Panorama's research-backed surveys for students, parents, teachers and staff to better understand school climate and culture in your school or district.

Overview

School climate represents an important lever for improving school safety, the quality of teaching and learning, and the strength of relationships in your school or district. Collecting feedback from families, students, and teachers and staff through a school climate survey is essential to building the strong, welcoming relationships that are for integral school and district success.

At Panorama, we work closely with over 6,5000 schools to measure, understand, and act on school climate data. In this guide, we'll explore why assessing and acting on school climate matters for educators and administrators, and show how you can use school climate surveys for improvement.

When measuring school climate, school and district leaders use Panorama surveys in three key areas:



School Climate & Culture:

Social and learning climate of the school environment, including rules and norms, behaviors, and physical facilities.



Positive Relationships:

Social connections between students and teachers within the school and beyond, including sense of belonging and valuing of school.



School Safety:

Physical and psychological safety while at school, including bullying, violence, and availability of support for students.

Survey Topics included in Panorama's School Climate Survey

To measure those these critical components of school climate, Panorama's survey includes several suggested survey scales, or sets of questions within a given topic, that can be used with students, families, teachers, and/or staff. These suggested scales and stakeholder groups, explained in greater detail beginning on page 4, include:

Survey Scale	Description
School Climate	Students', families', teachers' and/or staffs' perceptions of the overall social and learning climate of the school.
School Safety	Students' perceptions of student physical and psychological safety while at school
Teacher-Student Relationships	Students' perceptions of how strong the social connection is between teachers and students within and beyond the school.
Valuing of School	Students' perceptions of how much they feel that school is interesting, important and useful.

Who Should Use This Survey?

Panorama's school climate survey is designed to be used by principals, district staff, school boards, state education agencies, and parent/teacher organizations. The survey can be administered to any K-12 school community (public, private, independent, charter, urban, or rural) and has already been used by thousands of schools nationwide.

Research Process for Panorama Surveys

This school climate survey was adapted from work developed at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education. Based on the four elements of school climate as outlined by the [National School Climate Council](#)—safety, strong relationships, effective and productive teaching and learning, and healthy, welcoming external environments—we've highlighted a selection of survey questions from the Panorama Student Survey, the Family-School Relationships Survey, and the Panorama Teacher Survey to create this school climate survey.

“School climate is emphatically important. Everyone knows that what gets measured, gets done, and Panorama’s surveys add an important data source to our district improvement plans. For our school community, the survey is an engagement tool in itself.”

Bethany Silver

Accountability, Performance and Assessment Officer
Bloomfield Public Schools (CT)



Using the School Climate Survey

In order to capture a construct as multi-faceted and complex as school climate, Panorama's school climate survey is designed as a series of scales that measure multiple aspects of a positive climate. The survey is structured as a series of scales that work together to measure a single construct, or topic. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses.

By selecting the right scales (rather than picking individual questions), educators can choose exactly what they wish to measure while maintaining the accuracy of the survey instrument. Each scale asks respondents answer questions as opposed to rating their level of agreement or disagreement with statements as many surveys do. By phrasing survey items in an easy-to-understand format that is familiar to them, the survey seems more like a conversation or a dialogue with the school. More importantly, this approach minimizes measurement error.*

In the following pages, we outline the scales associated with the school climate survey. We are excited about the power of this survey tool to help schools understand and improve school climate using feedback from students, parents, teachers, and staff. If we can provide you with support in using the scales, please contact contact@panoramaed.com.

*Read more in [Measure twice, cut down error: A process for enhancing the validity of survey scales](#) (Gehlbach et al., 2011)

Scales to Measure School Climate

The following scales measure stakeholder perceptions of school climate.

Scales for Student Surveys

School Climate p. 5

Students' perceptions of the overall social and learning climate of the school.

Example Question: How often do your teachers seem excited to be teaching your classes?

School Safety p. 6

Students' perceptions of student physical and psychological safety while at school. Example Question: How often do you get so focused on class activities that you lose track of time?

Example Question: How likely is it that someone from your school will bully you online?

Teacher-Student Relationships p. 7

How strong the social connection is between teachers and students within and beyond the school.

Example Question: If you walked into class upset, how many of your teachers would be concerned?

School Belonging p. 8

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

Valuing of School p. 9

How much students feel that school is interesting, important and useful.

Example Question: How interesting do you find the things you learn in your classes?

Scales for Family Surveys

School Climate p. 10

Families' perceptions of the overall social and learning climate of the school.

Example Question: How motivating are the classroom lessons at your child's school?

Scales for Teacher/Staff Surveys

School Climate p. 11

Teachers' and/or staffs' perceptions of the overall social and learning climate of the school.

Example Question: When new initiatives are presented at your school, how supportive are your colleagues?

School Climate - Students

Students' perceptions of the overall social and learning climate of the school.

Grades 6-12

Item	Response Anchors				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Item	Response Anchors				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

School Safety - Students

Students' perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

School Teacher-Student Relationships - Students

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Response Anchors				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Response Anchors				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

School Belonging - Students

How much students feel that they are valued members of the school community.

Grades 6-12

Item	Response Anchors				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Item	Response Anchors				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Valuing of School - Students

How much students feel that school is interesting, important and useful.

Grades 6-12

Item	Response Anchors				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Item	Response Anchors				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

School Climate - Families

Families' perceptions of the overall social and learning climate of the school.

Item	Responses							
To what extent do you think that children enjoy going to your child's school?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount			
How motivating are the classroom lessons at your child's school?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating			
How fair or unfair is the school's system of evaluating children?	Very unfair	Somewhat unfair	Slightly unfair	Neither fair nor unfair	Slightly fair	Somewhat fair	Very fair	
How much does the school value the diversity of children's backgrounds?	Not at all	A little bit	Some	Quite a bit	A tremendous amount			
How well do administrators at your child's school create a school environment that helps children learn?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well			
Overall, how much respect do you think the children at your child's school have for the staff?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect			
Overall, how much respect do you think the teachers at your child's school have for the children?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect			

School Climate - Families

Families' perceptions of the overall social and learning climate of the school.

Item	Responses							
To what extent do you think that children enjoy going to your child's school?	Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount			
How motivating are the classroom lessons at your child's school?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating			
How fair or unfair is the school's system of evaluating children?	Very unfair	Somewhat unfair	Slightly unfair	Neither fair nor unfair	Slightly fair	Somewhat fair	Very fair	
How much does the school value the diversity of children's backgrounds?	Not at all	A little bit	Some	Quite a bit	A tremendous amount			
How well do administrators at your child's school create a school environment that helps children learn?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well			
Overall, how much respect do you think the children at your child's school have for the staff?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect			
Overall, how much respect do you think the teachers at your child's school have for the children?	Almost no respect	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect			

School Climate - Teachers and Staff

Teachers' and/or staffs' perceptions of the overall social and learning climate of the school.

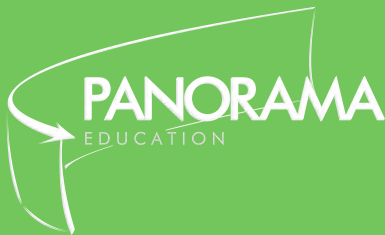
Item	Response Anchors				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

About us

Panorama Education partners with schools, districts, charter networks, and state departments of education to collect and analyze data about social emotional learning, school climate, family engagement, and more. With research-backed surveys and a leading technology platform, Panorama helps educators act on data to improve student outcomes. Panorama has supported more than 6 million students in 6,500 schools across 40 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, Broward County Public Schools, and San Francisco Unified School District.

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USER GUIDE

PANORAMA STUDENT SURVEY

PANORAMA EDUCATION

September 2015

Overview

Research into teaching effectiveness indicates that student voices play a powerful role in helping schools and districts learn how to improve teaching. The Measures of Effective Teaching (MET) Project, established to “build and test measures of effective teaching,” was designed to help schools and districts find great teachers in their communities and encourage teacher growth and development. Surveys have been the primary means of collecting student voices about effective teaching, yet before the completion of the MET Project, no survey provided administrators and educators with an easy-to-use, platform-supported and highly customizable set of questions that would allow them to engage their students.

The Panorama Student Survey, launched in the fall of 2014, addresses these issues. Born of a first-of-its-kind collaboration between Panorama Education and the Harvard Graduate School of Education, the Panorama Student Survey is a set of survey scales, or groups of questions, that measure student perceptions of teaching and learning, as well as perceptions of school climate and their own strengths and weaknesses. Each scale has a substantial and growing body of evidence of its validity across specific contexts and uses. We believe that students have an essential role to play in informing teaching effectiveness: this feedback instrument provides teachers and principals with valuable data about how students see their classes and how to facilitate improvement.

The Panorama Student Survey is grounded in the most advanced survey methodology and practice, and is available as a free and open-source resource for educators across the world. We have designed the survey as a series of scales, each related to a single topic. This design feature enables educators to customize the survey by selecting the topics they value most without compromising the integrity of the survey. As described on the following pages, we have rigorously developed and evaluated this survey, and our team is committed to continuing to refine the survey for years to come. We hope you find this tool valuable for your classroom, your school, your district, or your network.

If you have any questions or suggestions, please don't hesitate to contact us at survey_team@panoramaed.com. We welcome your feedback.

Who Should Use the Survey?

The Panorama Student Survey gathers feedback from students about their experience in the classroom and at school in general. The survey is intended to be used by schools, districts, and networks who want to gather student perception data about teaching and learning. It can also be administered by teachers, school and district administrators and department heads, both about the classroom and about the school.

Questions are designed for two separate groups: students in grades 3-5 and students in grades 6-12. All of the questions were created to be broadly applicable: they are not specific to particular regions or school types.

Survey Research & Development

The survey was developed under the leadership of Dr. Hunter Gehlbach, Associate Professor at the Gevirtz Graduate School of Education at UC Santa Barbara and Director of Research at Panorama Education. He is a leading survey methodologist and education researcher, and a former high school social studies teacher. Dr. Gehlbach and his team followed a rigorous survey development process that involved literature reviews, focus groups, feedback from experts around the country, cognitive interviews with students, and multiple rounds of piloting and refinement.

The Panorama Student Survey looks different than many school surveys because Dr. Gehlbach and his team developed the instrument in line with today's best practices for survey design. These major differences include:

- Wording survey items as questions rather than statements
- Eliminating “agree-disagree” response options and instead reinforcing the underlying topic in response options
- Asking about one idea at a time rather than using double-barreled items (e.g., “How happy and engaged are you?”)
- Using at least five response options
- Making sure that all response options are verbally-labeled
- Phrasing questions with positive language rather than using reverse-scored or negative language, which students tend to have trouble understanding

Each of these differences substantially minimizes measurement error. For an explanation of more of the survey design best practices that went into the making of the Panorama Student Survey, please visit

www.panoramaed.com/checklist.

Validation Process

“Validating” surveys is an ongoing process, which means that there is no such thing as a fully “validated” survey. Rather, as more studies and pilot tests are conducted, the data provide more clarity regarding whether the survey scales measure what they are supposed to for different purposes and populations.

We have accumulated evidence of the Panorama Student Survey’s validity through two major pilot tests in different parts of the United States and in distinct types of schools with diverse populations. These pilot tests confirmed that the survey has a high degree of reliability, structural validity and convergent/discriminant validity. In other words, the survey scales met specific statistical requirements. We are still actively collecting large quantities of data from diverse school communities to support this ongoing process of validation. To read the full Validity Brief about the Panorama Student Survey, please visit www.panoramaed.com/files/student-survey-validity-brief.

As we continue to gather more data from schools around the country and the world, we are committed to improving the Panorama Student Survey, especially increasing the number of topics for which we have scales.

Using the Survey

To meet the unique needs of your specific context, we encourage you to customize the survey by selecting the scales that you feel matter most to your community. Before administering the survey, we encourage you to have a conversation with your teachers about the value of collecting student feedback and with your students about the value of this survey as a way for them to communicate directly with you about how their experiences could be better. We have found that the best way to bolster student response rates is to generate student buy-in and enthusiasm by telling students that the survey is like a progress report for teachers: an opportunity to give feedback about what has happened in the classroom thus far and how to improve.

We designed the Panorama Student Survey to collect feedback about teaching and learning in the classroom and at schools in general. We have scales “About the Classroom and Teaching” or “About the School.” Scales about the Classroom and Teaching collect feedback about student experiences in the classroom or with a particular teacher, while Scales about the School collect feedback about student experiences in the school and with teachers at the school generally.

The “What It Measures” section describes what each scale measures. Some of the scales are designed to examine the same topic at either the classroom or school level. Choose which scale works best for your

context: if you are hoping to give teachers personalized feedback about their teaching practice, use the Scales about the Classroom and Teaching. If you hope to find larger areas of strength and areas of growth across your faculty and staff and in your school or district’s climate, use the Scales about the School. You may choose to administer only scales about the Classroom and Teaching, scales about the School, or a mixture of the two. Both kinds of feedback — about particular teachers and classrooms, and the school environment — can be extremely valuable and inform opportunities for professional growth and goal-setting, both at the individual teacher level and the school level.

We believe that all educators deserve the best tools available, which means that we are committed to keeping the Panorama Student Survey free and open-source. The survey is “free” in that we invite educators everywhere to use the survey at no cost. We only ask that you identify the survey as the “Panorama Student Survey” so that others may find it as well. We hope that you will share your feedback with our research team (survey_team@panoramaed.com) so we can consider them in future versions of the survey.

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara’s Gevirtz Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.



Scales about the Classroom & Teaching

The following scales measure student perceptions of teaching and learning in a particular class.

Pedagogical Effectiveness p. 10

Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

Example Question: How often does this teacher give you feedback that helps you learn?

Classroom Climate p. 11

Perceptions of the overall social and learning climate of the classroom.

Example Question: In this class, how much does the behavior of other students hurt or help your learning?

Classroom Rigorous Expectations p. 12

How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class.

Example Question: How often does this teacher take time to make sure you understand the material?

Classroom Engagement p. 13

How attentive and invested students are in class.

Example Question: How often do you get so focused on class activities that you lose track of time?

Classroom Teacher-Student Relationships p. 14

How strong the social connection is between teachers and students within and beyond the classroom.

Example Question: If you walked into class upset, how concerned would your teacher be?

Classroom Belonging p. 15

How much students feel that they are valued members of the classroom community.

Example Question: How well do people in your class understand you as a person?

Valuing of Subject p. 16

How much students feel that an academic subject is interesting, important and useful.

Example Question: How important is it to you to do well in [SUBJECT] class?

Classroom Learning Strategies p. 17

How well students deliberately use strategies to manage their own learning processes in class.

Example Question: How confident are you that you can choose an effective strategy to get your work for this class done well?

Classroom Mindset p. 18-19

Dispositional: Students' perceptions of whether they have the potential to change certain dispositional factors that affect their performance in class.

Example Question: In [SUBJECT], how possible is it for you to change...Liking the subject?

Behavioral: Students' perceptions of whether they have the potential to the change certain behavioral factors that affect their performance in class.

Example Question: In [SUBJECT], how possible is it for you to change...Behaving well in class?

Free Responses p. 31-32

Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: If this teacher were to change one thing about his/her teaching, what should s/he change? Please be as specific as possible.

Background Questions p. 34

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

Example Question: What is your race or ethnicity?

Scales about the School

The following scales measure student perceptions of teaching and learning at schools in general.

School Climate p. 20

Perceptions of the overall social and learning climate of the school.

Example Question: How pleasant or unpleasant is the physical space at your school?

School Rigorous Expectations p. 21

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class.

Example Question: When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?

School Engagement p. 22

How attentive and invested students are in school.

Example Question: When you are not in school, how often do you talk about ideas from your classes?

School Teacher-Student Relationships p. 23

How strong the social connection is between teachers and students within and beyond the school.

Example Question: If you walked into class upset, how many of your teachers would be concerned?

School Belonging p. 24

How much students feel that they are valued members of the school community.

Example Question: How connected do you feel to the adults at your school?

Valuing of School p. 25

How much students feel that school is interesting, important and useful.

Example Question: How much do you see yourself as someone who appreciates school?

School Learning Strategies p. 26

How well students deliberately use strategies to manage their own learning processes generally.

Example Question: Before you start on a challenging project, how often do you think about the best way to approach the project?

School Mindset p. 27-28

Dispositional: Students' perceptions of whether they have the potential to change certain dispositional factors that affect their performance in school.

Example Question: In school, how possible is it for you to change...Your level of intelligence?

Behavioral: Students' perceptions of whether they have the potential to the change certain behavioral factors that affect their performance in school.

Example Question: In school, how possible is it for you to change...How easily you give up?

Grit p. 29

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Example Question: If you fail to reach an important goal, how likely are you to try again?

School Safety p. 30

Perceptions of student physical and psychological safety while at school.

Example Question: How likely is it that someone from your school will bully you online?

Free Responses p. 33

Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: What is your best idea for how groups of people at this school could get along with each other better?

Background Questions p. 34

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

Example Question: What kinds of grades do you usually get?

Pedagogical Effectiveness

Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

Grades 6-12

Item	Response Anchors				
How much does this teacher know about the topic of his/her class?	Almost nothing	A little bit	Some	Quite a bit	A tremendous amount
During class, how good is this teacher at making sure students do not get out of control?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	Almost always
How good is this teacher at teaching in the way that you personally learn best?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well can this teacher tell whether or not you understand a topic?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
For this class, how clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How comfortable are you asking this teacher questions about what you are learning in his/her class?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

Grades 3-5

Item	Response Anchors				
During class, how good is this teacher at making sure students do not get out of control?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How interesting does this teacher make what you are learning in class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How good is this teacher at teaching in the way that you learn best?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well can this teacher tell whether or not you understand a topic?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How clearly does this teacher present the information that you need to learn?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How comfortable are you asking this teacher questions about what you are learning in his/her class?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How much have you learned from this teacher?	Learned almost nothing	Learned a little bit	Learned some	Learned quite a bit	Learned a tremendous amount

Classroom Climate

Perceptions of the overall social and learning climate of the classroom.

Grades 6-12

Item	Response Anchors						
How often does your teacher seem excited to be teaching your class?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space in this classroom?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of this class?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
In this class, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Item	Response Anchors						
How often does your teacher seem excited to be teaching your class?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules in this class?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of this class?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
In this class, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Classroom Rigorous Expectations

How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class.

Grades 6-12

Item	Response Anchors				
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Item	Response Anchors				
How often does this teacher make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that this teacher will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much does this teacher encourage you to do your best?	Does not encourage me at all	Encourages me a little	Encourages me some	Encourages me quite a bit	Encourages me a tremendous amount
How often does this teacher take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are this teacher's expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Classroom Engagement

How attentive and invested students are in class.

Grades 6-12

Item	Response Anchors				
How excited are you about going to this class?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on class activities that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In this class, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in class, how often do you talk about ideas from class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how interested are you in this class?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

Item	Response Anchors				
How excited are you about going to this class?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in class?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
In this class, how excited are you to participate?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When you are not in class, how often do you talk about ideas from class?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How interested are you in this class?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Classroom Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the classroom.

Grades 6-12

Item	Response Anchors				
How respectful is this teacher towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
If you came back to visit class three years from now, how excited would this teacher be to see you?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have this teacher again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

Grades 3-5

Item	Response Anchors				
How respectful is this teacher towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teacher be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have this teacher again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

Classroom Belonging

How much students feel that they are valued members of the classroom community.

Grades 6-12

Item	Response Anchors				
How well do people in your class understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the teacher in this class?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in this class show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others in this class?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong in this class?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Item	Response Anchors				
How well do people in your class understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the teacher in this class?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in this class show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong in this class?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Valuing of Subject

How much students feel that an academic subject is interesting, important and useful.

Grades 6-12

Item	Response Anchors				
How interesting do you find the things you learn in [SUBJECT] class?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] class in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT] class?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much, if at all, do the topics in this class relate your personal values?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think [SUBJECT] class will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Item	Response Anchors				
How interesting do you find the things you learn in [SUBJECT]?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from [SUBJECT] in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in [SUBJECT]?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think [SUBJECT] will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Classroom Learning Strategies

How well students deliberately use strategies to manage their own learning processes in class.

Grades 6-12

Item	Response Anchors				
When you get stuck while learning something new in this class, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your work for this class done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project in [SUBJECT] class, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn [SUBJECT] more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
In [SUBJECT] class, how often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
When you get stuck while learning something new in this class, how likely are you to try it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your work for this class done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project in [SUBJECT] class, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things in [SUBJECT] class?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

Classroom Mindset

Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Grades 6-12

Item	Responses				
<i>Whether a person does well or poorly in [SUBJECT] may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In [SUBJECT], how possible is it for you to change:</i>					
Dispositional Mindset					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subject	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behavioral Mindset					
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5 (continued from previous page)

Item	Responses				
<i>Whether a person does well or poorly in [SUBJECT] may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In [SUBJECT], how possible is it for you to change:</i>					
Dispositional Mindset					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behavioral Mindset					
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

School Climate

Perceptions of the overall social and learning climate of the school.

Grades 6-12

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How pleasant or unpleasant is the physical space at your school?	Very unpleasant	Somewhat unpleasant	Slightly unpleasant	Neither pleasant nor unpleasant	Slightly pleasant	Somewhat pleasant	Very pleasant
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

Grades 3-5

Item	Response Anchors						
How often do your teachers seem excited to be teaching your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always		
How fair or unfair are the rules for the students at this school?	Very unfair	Somewhat unfair	Slightly unfair	Neither unfair nor fair	Slightly fair	Somewhat fair	Very fair
How positive or negative is the energy of the school?	Very negative	Somewhat negative	Slightly negative	Neither negative nor positive	Slightly positive	Somewhat positive	Very positive
At your school, how much does the behavior of other students hurt or help your learning?	Hurts my learning a tremendous amount	Hurts my learning some	Hurts my learning a little bit	Neither helps nor hurts my learning	Helps my learning a little bit	Helps my learning some	Helps my learning a tremendous amount

School Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence and performance in class.

Grades 6-12

Item	Response Anchors				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

Grades 3-5

Item	Response Anchors				
How often do your teachers make you explain your answers?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When you feel like giving up, how likely is it that your teachers will make you keep trying?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How much do your teachers encourage you to do your best?	Do not encourage me at all	Encourage me a little	Encourage me some	Encourage me quite a bit	Encourage me a tremendous amount
How often do your teachers take time to make sure you understand the material?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how high are your teachers' expectations of you?	Not high at all	Slightly high	Somewhat high	Quite high	Extremely high

School Engagement

How attentive and invested students are in school.

Grades 6-12

Item	Response Anchors				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How often do you get so focused on activities in your classes that you lose track of time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
In your classes, how eager are you to participate?	Not at all eager	Slightly eager	Somewhat eager	Quite eager	Extremely eager
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Often	Almost always
Overall, how interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

Grades 3-5

Item	Response Anchors				
How excited are you about going to your classes?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
How focused are you on the activities in your classes?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
In your classes, how excited are you to participate?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited
When you are not in school, how often do you talk about ideas from your classes?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How interested are you in your classes?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Extremely interested

School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

Grades 6-12

Item	Response Anchors				
How many of your teachers are respectful towards you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you walked into class upset, how many of your teachers would be concerned?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
If you came back to visit class three years from now, how many of your teachers would be excited to see you?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
When your teachers ask how you are doing, how many of them are really interested in your answer?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers
How many of your teachers would you be excited to have again in the future?	None of my teachers	A few of my teachers	About half of my teachers	Most of my teachers	All of my teachers

Grades 3-5

Item	Response Anchors				
How respectful are your teachers towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
If you walked into class upset, how concerned would your teachers be?	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
When your teacher asks, "how are you?", how often do you feel that your teachers really want to know your answer?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How excited would you be to have your teachers again?	Not at all excited	Slightly excited	Somewhat excited	Quite excited	Extremely excited

School Belonging

How much students feel that they are valued members of the school community.

Grades 6-12

Item	Response Anchors				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to the adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do students in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter somewhat	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Grades 3-5

Item	Response Anchors				
How well do people at your school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How much support do the adults at your school give you?	No support at all	A little bit of support	Some support	Quite a bit of support	A tremendous amount of support
How much respect do students at your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Valuing of School

How much students feel that school is interesting, important and useful.

Grades 6-12

Item	Response Anchors				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How much do you see yourself as someone who appreciates school?	Not at all	A little bit	Somewhat	Quite a bit	A tremendous amount
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

Grades 3-5

Item	Response Anchors				
How interesting do you find the things you learn in your classes?	Not at all interesting	Slightly interesting	Somewhat interesting	Quite interesting	Extremely interesting
How often do you use ideas from school in your daily life?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How important is it to you to do well in your classes?	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important
How useful do you think school will be to you in the future?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful

School Learning Strategies

How well students deliberately use strategies to manage their own learning processes generally.

Grades 6-12

Item	Response Anchors				
When you get stuck while learning something new, how likely are you to try a different strategy?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How confident are you that you can choose an effective strategy to get your schoolwork done well?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
Before you start on a challenging project, how often do you think about the best way to approach the project?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well do your learning strategies help you learn more effectively?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do you use strategies to learn more effectively?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How sure are you that you can figure out a good way to get your schoolwork done well?	Not at all sure	Slightly sure	Somewhat sure	Quite sure	Extremely sure
Before you start on a challenging project, how often do you think about the best way to do it?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Overall, how well can you figure out how to learn things?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

School Mindset

Perceptions of whether students have the potential to change those factors that are central to their performance in school.

Grades 6-12

Item	Responses				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Dispositional Mindset					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behavioral Mindset					
Putting forth a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grades 3-5 (continued from previous page)

Item	Responses				
<i>Whether a person does well or poorly in school may depend on a lot of different things. You may feel that some of these things are easier for you to change than others. In school, how possible is it for you to change:</i>					
Dispositional Mindset					
Being talented	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Liking the subjects you are studying	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Your level of intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behavioral Mindset					
Giving a lot of effort	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Behaving well in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily you give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Grit

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Grades 6-12

Item	Response Anchors				
How often do you stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail to reach an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are you to continue to pursue one of your current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Grades 3-5

Item	Response Anchors				
How often do you stay focused on the same goal for more than 3 months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If you fail at an important goal, how likely are you to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If you have a problem while working towards an important goal, how well can you keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well

School Safety

Perceptions of student physical and psychological safety while at school.

Grades 6-12

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how unfairly do the adults treat the students?	Not at all unfairly	Slightly unfairly	Somewhat unfairly	Quite unfairly	Extremely unfairly
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Grades 3-5

Item	Response Anchors				
How often are people disrespectful to others at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How likely is it that someone from your school will bully you online?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often do you worry about violence at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always
If a student is bullied in school, how difficult is it for him/her to get help from an adult?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How often do students get into physical fights at your school?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Free Responses about the Classroom & Teaching

Open-ended questions about a variety of topics that may be of interest to many schools.

Suggested Items

If this teacher were to change one thing about his/her teaching, what should s/he change? Please be as specific as possible.

If this teacher were to make sure to keep doing one thing about his/her teaching, what should s/he keep doing? Please be as specific as possible.

What do you think is the biggest change this teacher could make to get along better with more of his/her students?

Please list 1-2 things that this teacher could do to improve the classroom overall.

Pedagogical Effectiveness

What is the one thing that this teacher does that you want all your teachers to do?

What is the one thing that this teacher could do to help the whole class learn more?

Classroom Climate

Please list 1-2 steps that the whole class could take to improve the climate of the classroom.

What are the 1-2 aspects of the classroom that make you feel least comfortable?

What is one thing that this teacher could do to improve student behavior?

Classroom Rigorous Expectations

What is one thing that this teacher does that makes you try particularly hard in class?

What is one thing that this teacher could do to make you try even harder in class?

What is one thing you could do to make yourself try even harder in class?

If you were the teacher of this class, what would you do to show your students that you have high expectations?

Classroom Engagement

What are the most engaging activities that happen in this class?

Which aspects of class have you found least engaging?

If you were teaching class, what is the one thing you would do to make it more engaging for all students?

How do you know when you are feeling engaged in class?

What projects/assignments/activities do you find most engaging in this class?

What does this teacher do to make this class engaging?

Classroom Teacher-Student Relationships

What changes could students make to get along better with this teacher?

What are two specific things that this teacher does that helps his/her relationships with students?

What is one thing that your teacher does that makes you feel like s/he understands you?

If you were the teacher of this class, what is one thing you would do to improve your relationships with your students?

Valuing of Subject

What is one thing that this teacher could do to help students care more about the content you are studying?

What is one reason that the content you learn in class is particularly important to you personally?

What is the one thing that you find most important to you about this class?

Free Responses about the School

Open-ended questions about a variety of topics that may be of interest to many schools.

Suggested Items

What is your best idea for how groups of people at this school could get along with each other better?

What goal are you most excited to achieve by the end of this school year?

What are two things that this school could do to improve? Please be as specific as possible.

What are two things that this school does well that it should continue to do? Please be as specific as possible.

School Belonging

What is the biggest thing that gets in the way of people at this school getting along with each other better?

School Learning Strategies

If someone could teach you a strategy to help you improve on anything in school, what would this person teach you a strategy for?

Which of the strategies that you use seems to be the most effective for helping you succeed in school?

School Mindset

What is an example of a time when hard work has really paid off for you?

If you were to help a younger student realize that s/he could get a lot smarter if they put in enough effort, how would you help him/her realize this? What would you tell them?

Grit

What goal are you most excited to achieve by the end of this school year?

What is the biggest barrier that stands between you and achieving this goal?

Please list a concrete strategy that you can use to overcome the barriers to reaching your most important goal?

School Safety

If you were principal, what is the one change you would make to the school to make it feel safer?

What is one thing that students could do at school to make it feel safer?

Background Questions

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

What is your gender?

What is your race or ethnicity?

In which year were you born?

Please indicate the primary language you speak at home.

What kinds of grades do you usually get?

Please select the highest level of education completed by your mother. If you are not sure, please take your best guess.

Please select the highest level of education completed by your father. If you are not sure, please take your best guess.

Panorama Education partners with school districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama's client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,500 schools in 35 states, including those in the Connecticut State Department of Education, San Francisco Unified Schools District, and Teach for America.



Learn more about Panorama:

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USER GUIDE

PANORAMA TEACHER SURVEY

PANORAMA EDUCATION

September 2015

Overview

In the spring of 2015, Panorama Education launched the Panorama Teacher Survey to give principals and school and district leaders a tool to collect feedback from teachers. The survey is designed to spark and support productive conversations between teachers and school leaders about professional learning, school communication, school climate, and other key topics. In the fall of 2015, Panorama launched a Staff Survey version of the Panorama Teacher Survey that is designed to be administered to non-instructional school staff who still have student-facing roles (including but not limited to librarians, guidance counselors, administrators, and nurses).

Developed by Dr. Hunter Gehlbach and the Panorama research team, the Panorama Teacher Survey and Panorama Staff Survey are grounded in the most advanced survey methodology and practice, and are available as free resources for educators around the world. We have designed the surveys as a set of scales, or questions related to a single topic, so that educators may customize the surveys by selecting the topics they wish to use in their school without compromising the integrity of the surveys. We have rigorously developed these surveys, and Panorama is committed to validating, testing, and refining them over time. We hope you find these tools valuable for your school, district, or network.

If you have any questions or suggestions, please do not hesitate to contact us at research@panoramaed.com.

Who Should Use the Survey?

The Panorama Teacher Survey and Panorama Staff Survey gather feedback from faculty and staff about their perceptions of their professional learning opportunities, their confidence in the classroom, their relationships with colleagues, students' families, and the school leadership, and their feelings about the school's climate. The surveys are intended to be used by school, district, and network administrators who want to gather faculty and staff perception data and engage their faculty and staff in meaningful discourse about school improvement.

Survey Development

The survey was developed under the leadership of Dr. Hunter Gehlbach, Associate Professor at the Gevirtz Graduate School of Education at UC Santa Barbara and Director of Research at Panorama Education. Dr. Gehlbach is a leading survey methodologist and education researcher and a former high school social studies teacher.

The Panorama Teacher Survey and the Panorama Staff Survey look different than many school surveys because Dr. Gehlbach and his team developed the instrument in line with today's best practices for survey design. These major differences include:

- Wording survey items as questions rather than statements
- Eliminating “agree-disagree” response options and instead reinforcing the underlying topic in response options
- Asking about one idea at a time rather than using double-barreled items (e.g., “How happy and engaged are you?”)
- Using at least five response options
- Making sure that all response options are verbally-labeled

Each of these differences substantially minimizes measurement error. For an explanation of more of the survey design best practices that went into the making of the Panorama Teacher Survey and Panorama Staff Survey, please visit www.panoramaed.com/checklist.

Validation Process

“Validating” surveys is an ongoing process, which means that there is no such thing as a fully “validated” survey. Rather, as more studies and pilot tests are conducted, the data provide more clarity regarding whether the survey scales measure what they are supposed to for different purposes and populations.

Currently, we are gathering data on the Panorama Teacher Survey and Panorama Staff Survey to accumulate evidence that the questions, scales, and instruments are reliable and valid — accurately measuring the concepts we hope to measure.

As we continue to gather more data from schools around the country and the world, we are committed to making improvements to the Panorama Teacher Survey and Panorama Staff Survey so that they can be used with confidence by school leaders working in many educational settings and contexts to gather feedback from their faculty and staff.

Using the Survey

To meet the unique needs of your specific context, we encourage you to customize the survey by selecting the scales that you feel matter most to your community. The Panorama Teacher Survey was created to collect feedback only from instructional staff, while the Panorama Staff Survey is designed to collect feedback from all staff, instructional and non-. School and district leaders may choose to administer either or both versions of the scales, depending on the kind of feedback they would like to collect.

Scales are marked as being “Teacher” scales (from the Panorama Teacher Survey) or “Staff” scales (from the Panorama Staff Survey). A small number of scales are specific to instructional staff, and are only included on the Panorama Teacher survey.

Before administering the survey, we suggest school leaders have a conversation with faculty and staff about the value of this survey as a way for them to communicate directly with leadership about their experiences in the school. Some educators have achieved high response rates from their faculty and staff by telling them that the survey is like a progress report: it is an opportunity to give feedback about the school climate, school leadership and how to improve.

We believe that all educators deserve the best tools available, which means that we are committed to keeping the Panorama Teacher Survey and Panorama Staff Survey free and open-source. The surveys are “free” in that we invite educators everywhere to use them at no cost. We only ask that you identify them as the “Panorama Teacher Survey” or “Panorama Staff Survey” so that others may find it as well. We hope that you will share your feedback with our research team (research@panoramaed.com) so we can consider it in future versions of the surveys.

About Panorama Education

Panorama Education partners with schools, districts and state departments of education to design and implement survey programs for students, parents, and teachers. Panorama offers a technology platform to support survey administration and create reports that are clear, actionable, and, most importantly, help teachers and administrators improve their schools. Panorama’s client services team helps districts and states implement survey programs in line with best practices. Panorama currently runs survey programs in over 6,500 schools in 35 states, including those in the Tulsa Public Schools, the Connecticut State Department of Education, and Teach for America.

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School Climate - *Teacher and Staff* p. 8-9

Perceptions of the overall social and learning climate of the school.

Example Question: How often do you see students helping each other without being prompted?

Professional Learning - *Teacher and Staff* p. 10-11

Perceptions of the amount and quality of professional growth and learning opportunities available to school faculty and staff.

Example Question: How often do your professional development opportunities help you explore new ideas?

Teaching Efficacy - *Teacher* p. 12

Faculty perceptions of their professional strengths and areas for growth.

Example Question: How confident are you that you can engage students who typically are not motivated?

Feedback and Coaching - *Teacher and Staff* p. 13-14

Perceptions of the amount and quality of feedback faculty and staff receive.

Example Question: How useful do you find the feedback you receive on your teaching?

Staff-Leadership Relationships - *Teacher and Staff* p. 15

Perceptions of faculty and staff relationships with school leaders.

Example Question: When you face challenges at work, how supportive are your school leaders?

Educating All Students - *Teacher* p. 16

Faculty perceptions of their readiness to address issues of diversity.

Example Question: When sensitive issues of diversity arise in class, how easily can you think of strategies to handle the situation?

School Leadership - *Teacher and Staff* p. 17-18

Perceptions of the school leadership's effectiveness.

Example Question: How knowledgeable are your school leaders about what is going on in teachers' classrooms?

Testing - Teacher p. 19

Perceptions of the impact of testing on teaching and student learning.

Example Question: How much pressure do you feel to cover a certain amount of content by a particular point in the year?

Faculty Growth Mindset - Teacher p. 20

Perceptions of whether teaching can improve over time.

Example Question: How much can teachers improve their classroom management approaches?

Staff-Family Relationships - Teacher and Staff p. 21

Perceptions of faculty and staff relationships with the families at their school.

Example Question: When you face challenges with particular students, how supportive are the families?

Evaluation - Teacher and Staff p. 23-24

Perceptions of the system that is used to evaluate faculty and staff.

Example Question: How accurate is your school's evaluation system at recognizing good teachers?

Student Mindset - Teacher p. 25

Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Example Question: How possible do you think it is for your students to change...how much effort they put forth?

Resources - Teacher and Staff p. 26-27

Perceptions of the adequacy of the school's resources.

Example Question: How urgently does your school's technology need to be updated?

Grit - Teacher p. 28

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Example Question: If your students have a problem while working towards an important goal, how well can they keep working?

Roles and Responsibilities - *Teacher and Staff* p. 29

Perceptions of who should be primarily responsible for school success.

Example Question: Who is primarily responsible for ensuring good communication between home and school?

Free Responses - *Teacher and Staff* p. 30

Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: If you could change anything about working at your school, what would you change?

Future Plans - *Teacher and Staff* p. 30

Questions about faculty and staff aspirations for the future.

Example Question: What are your career aspirations?

Background Questions - *Teacher and Staff* p. 30

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

Example Question: For how many years have you taught at your current school?

Dr. Hunter Gehlbach is the Director of Research at Panorama Education and an Associate Professor of Education at UC Santa Barbara's Gevirtz Graduate School of Education. He is an educational psychologist with an academic focus in helping social scientists and practitioners design better surveys and questionnaires. He is particularly interested in helping schools think about ways to use surveys to improve teacher and student outcomes, and teaches classes in each of these areas at UC Santa Barbara. After graduating with a B.A. from Swarthmore College in psychology and education, Dr. Gehlbach taught high school social studies before returning to school for a M.Ed. in school counseling from the University of Massachusetts-Amherst and a Ph.D. in educational psychology from Stanford.



School Climate - *Teacher*

Perceptions of the overall social and learning climate of the school.

Item	Response Anchors				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

School Climate - *Staff*

Perceptions of the overall social and learning climate of the school.

Item	Response Anchors				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are staff trusted to work in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between staff and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Professional Learning - *Teacher*

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Item	Response Anchors				
Overall, how supportive has the school been of your growth as a teacher?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the available professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your teaching?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your professional development opportunities been to the content that you teach?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Through working at your school, how many new teaching strategies have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn about teaching from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

Professional Learning - *Staff*

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Item	Response Anchors				
Overall, how supportive has the school been of your professional growth?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
At your school, how valuable are the available professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
How helpful are your colleagues' ideas for improving your work?	Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful
How often do your professional development opportunities help you explore new ideas?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How relevant have your professional development opportunities been to your work?	Not at all relevant	Slightly relevant	Somewhat relevant	Quite relevant	Extremely relevant
Through working at your school, how many new strategies for your job have you learned?	Almost no strategies	A few strategies	Some strategies	Many strategies	A great number of strategies
How much input do you have into individualizing your own professional development opportunities?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
Overall, how much do you learn from the leaders at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

Teaching Efficacy - Teacher

Faculty perceptions of their professional strengths and areas for growth.

Item	Response Anchors				
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly
How confident are you that you can move through material at a pace that works well for each of your students?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How effective do you think you are at managing particularly disruptive classes?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How clearly can you explain the most complicated content to your students?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How confident are you that you can meet the learning needs of your most advanced students?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident

Feedback and Coaching - *Teacher*

Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
How much feedback do you receive on your teaching?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the teacher evaluation processes at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your teaching?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your teaching?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Feedback and Coaching - Staff

Perceptions of the amount and quality of feedback faculty and staff receive.

Item	Response Anchors				
How much feedback do you receive on your work?	No feedback at all	A little bit of feedback	Some feedback	Quite a bit of feedback	A tremendous amount of feedback
How much do you learn from the evaluation processes at your school?	Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount
How useful do you find the feedback you receive on your work?	Not at all useful	Slightly useful	Somewhat useful	Quite useful	Extremely useful
At your school, how thorough is the feedback you receive in covering all aspects of your role?	Not at all thorough	Slightly thorough	Somewhat thorough	Quite thorough	Extremely thorough
How often do you receive feedback on your work?	Almost never	Once in a while	Sometimes	Frequently	Almost always

Staff-Leadership Relationships - *Teacher and Staff*

Perceptions of faculty and staff relationships with school leaders.

Item	Response Anchors				
How friendly are your school leaders toward you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
At your school, how motivating do you find working with the leadership team?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How much trust exists between school leaders and staff?	Almost no trust	A little bit of trust	Some trust	Quite a bit of trust	A tremendous amount of trust
How much do your school leaders care about you as an individual?	Do not care at all	Care a little bit	Care somewhat	Care quite a bit	Care a tremendous amount
How confident are you that your school leaders have the best interests of the school in mind?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How fairly does the school leadership treat the staff?	Not fairly at all	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
When you face challenges at work, how supportive are your school leaders?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are your school leaders towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
When challenges arise in your personal life, how understanding are your school leaders?	Not at all understanding	Slightly understanding	Somewhat understanding	Quite understanding	Extremely understanding

Educating All Students - *Teacher*

Faculty perceptions of their readiness to address issues of diversity.

Item	Response Anchors				
How easy do you find interacting with students at your school who are from a different cultural background than your own?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easy would it be for you to teach a class with groups of students from very different religions from each other?	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How easily do you think you could make a particularly overweight student feel like a part of class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily

School Leadership - *Teacher*

Perceptions of the school leadership's effectiveness.

Item	Response Anchors				
How clearly do your school leaders identify their goals for teachers?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How positive is the tone that school leaders set for the culture of the school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How effectively do school leaders communicate important information to teachers?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
How knowledgeable are your school leaders about what is going on in teachers' classrooms?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
How responsive are school leaders to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your school leaders, how important is teacher satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
When the school makes important decisions, how much input do teachers have?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
How effective are the school leaders at developing rules for students that facilitate their learning?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
Overall, how positive is the influence of the school leaders on the quality of your teaching?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

School Leadership - Staff

Perceptions of the school leadership's effectiveness.

Item	Response Anchors				
How clearly do your school leaders identify their goals for the staff?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
How positive is the tone that school leaders set for the culture of the school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How effectively do school leaders communicate important information to staff?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
How knowledgeable are your school leaders about what is going on in the school?	Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable
How responsive are school leaders to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your school leaders, how important is staff satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
When the school makes important decisions, how much input do staff have?	Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input
How effective are the school leaders at developing rules for students that facilitate their learning?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
Overall, how positive is the influence of the school leaders on the quality of your work?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Testing - Teacher

Perceptions of the impact of testing on teaching and student learning.

Item	Response Anchors				
How much pressure from school leaders do you feel to have your students achieve certain testing results?	Almost no pressure	A little bit of pressure	Some pressure	Quite a bit of pressure	A tremendous amount of pressure
At your school, how often are you encouraged to teach test-taking strategies?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How much pressure do you feel to cover particular content in your teaching?	Almost no pressure	A little bit of pressure	Some pressure	Quite a bit of pressure	A tremendous amount of pressure
How many of your teaching decisions are made with the goal of trying to improve students' test scores?	Almost no decisions	A few decisions	Some decisions	Many decisions	Almost all decisions
How often do you teach topics you think are unimportant because of pressure around standardized tests?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How much pressure do you feel to cover a certain amount of content by a particular point in the year?	Almost no pressure	A little bit of pressure	Some pressure	Quite a bit of pressure	A tremendous amount of pressure

Faculty Growth Mindset - *Teacher*

Perceptions of whether teaching can improve over time.

Item	Response Anchors				
To what extent can teachers increase how much their most difficult students learn from them?	Cannot increase at all	Can increase a little	Can increase somewhat	Can increase quite a bit	Can increase a tremendous amount
How easily can teachers change their teaching style to match the needs of a particular class?	Not at all easily	Slightly easily	Somewhat easily	Quite easily	Extremely easily
To what extent can teachers improve their implementation of different teaching strategies?	Cannot improve at all	Can improve a little	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
How possible is it for teachers to change their ability to work with dissatisfied parents?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How much can teachers improve their classroom management approaches?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
To what extent can teachers change their intelligence about the subjects that they teach?	Cannot change at all	Can change a little bit	Can change somewhat	Can change quite a bit	Can change a tremendous amount
Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?	Cannot improve at all	Can improve slightly	Can improve somewhat	Can improve quite a bit	Can improve a tremendous amount
How possible is it for teachers to change how well they relate to their most difficult students?	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Staff-Family Relationships - *Teacher*

Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
How friendly are your school's families towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How often do you meet in person with the families of your students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
In your communications with families, how caring do they seem towards you?	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
When you face challenges with particular students, how supportive are the families?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How much do you trust that parents of your students will treat you fairly?	Do not trust at all	Trust a little bit	Trust some	Trust quite a bit	Trust a tremendous amount
At your school, how respectful are the parents towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How challenging is it to communicate with the families of your students?	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

Staff-Family Relationships - Staff

Perceptions of faculty and staff relationships with the families at their school.

Item	Response Anchors				
How friendly are your school's families towards you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
How often do you meet in person with the families of students?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
In your communications with families, how caring do they seem towards you?	Not at all caring	Slightly caring	Somewhat caring	Quite caring	Extremely caring
When you face challenges with particular students, how supportive are the families?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How much do you trust that parents of the students at your school will treat you fairly?	Do not trust at all	Trust a little bit	Trust some	Trust quite a bit	Trust a tremendous amount
At your school, how respectful are the parents towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How challenging is it to communicate with the families of students at your school?	Not at all challenging	Slightly challenging	Somewhat challenging	Quite challenging	Extremely challenging

Evaluation - *Teacher*

Perceptions of the system that is used to evaluate faculty and staff.

Item	Response Anchors				
How often is your teaching evaluated?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
How accurate is your school's evaluation system at recognizing good teachers?	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate
At your school, how objectively is your teaching performance assessed?	Not at all objectively	Slightly objectively	Somewhat objectively	Quite objectively	Extremely objectively
How effective is your school's evaluation system at helping you improve?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
How accurate is your school's evaluation system at identifying bad teachers?	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate
How fair is the way teachers are assessed at your school?	Not fair at all	Slightly fair	Somewhat fair	Quite fair	Extremely fair

Evaluation - Staff

Perceptions of the system that is used to evaluate faculty and staff.

Item	Response Anchors					
How often is your work evaluated?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time	N/A
How accurate is your school's evaluation system at recognizing good work performance?	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate	N/A
At your school, how objectively is your performance assessed?	Not at all objectively	Slightly objectively	Somewhat objectively	Quite objectively	Extremely objectively	N/A
How effective is your school's evaluation system at helping you improve?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective	N/A
How accurate is your school's evaluation system at identifying bad work performance?	Not at all accurate	Slightly accurate	Somewhat accurate	Quite accurate	Extremely accurate	N/A
At your school, how fair is the way staff are assessed?	Not fair at all	Slightly fair	Somewhat fair	Quite fair	Extremely fair	N/A

Student Mindset - Teacher

Perceptions of whether students have the potential to change those factors that are central to their performance in class.

Item	Response Anchors				
<i>Whether your students do well or poorly in your class may depend on many different factors. Some of these factors might be easier for your students to change than others. How possible do you think it is for your students to change:</i>					
How much talent they have	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How much effort they put forth	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How well they behave in class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How much they like the content in your class	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
How easily they give up	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change
Their intelligence	Not at all possible to change	A little possible to change	Somewhat possible to change	Quite possible to change	Completely possible to change

Resources - *Teacher*

Perceptions of the adequacy of the school's resources.

Item	Response Anchors				
To what extent does the quality of the resources at your school need to improve?	Does not need to improve at all	Needs to improve a little bit	Needs to improve some	Needs to improve quite a bit	Needs to improve a tremendous amount
When students need help from an adult, how often do they have to wait to get that help?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
At your school, how crowded do the learning spaces feel?	Not at all crowded	Slightly crowded	Somewhat crowded	Quite crowded	Extremely crowded
How urgently does your school's technology need to be updated?	Not at all urgently	Slightly urgently	Somewhat urgently	Quite urgently	Extremely urgently
How often do your school's facilities need repairs?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
For students who need extra support, how difficult is it for them to get the support that they need?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How much of your own money do you spend on your classroom?	Almost none	A little bit	Some	Quite a bit	A tremendous amount
How important is it for your school to hire more specialists to help students?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
How many more resources do you need to adequately support your students' learning?	Almost no resources	A few more resources	Several more resources	Quite a few more resources	A lot more resources
Overall, how much does your school struggle due to a lack of resources?	Does not struggle at all	Struggles a little bit	Struggles some	Struggles quite a bit	Struggles a tremendous amount

Resources - Staff

Perceptions of the adequacy of the school's resources.

Item	Response Anchors				
To what extent does the quality of the resources at your school need to improve?	Does not need to improve at all	Needs to improve a little bit	Needs to improve some	Needs to improve quite a bit	Needs to improve a tremendous amount
When students need help from an adult, how often do they have to wait to get that help?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
At your school, how crowded do the learning spaces feel?	Not at all crowded	Slightly crowded	Somewhat crowded	Quite crowded	Extremely crowded
How urgently does your school's technology need to be updated?	Not at all urgently	Slightly urgently	Somewhat urgently	Quite urgently	Extremely urgently
How often do your school's facilities need repairs?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
For students who need extra support, how difficult is it for them to get the support that they need?	Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult
How important is it for your school to hire more specialists to help students?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
Overall, how much does your school struggle due to a lack of resources?	Does not struggle at all	Struggles a little bit	Struggles some	Struggles quite a bit	Struggles a tremendous amount

Grit - Teacher

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

Item	Response Anchors				
If your students have a problem while working towards an important goal, how well can they keep working?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How often do your students stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Extremely focused
If your students fail to reach an important goal, how likely are they to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

Roles and Responsibilities - *Teacher and Staff*

Perceptions of who should be primarily responsible for school success.

Item	Responses			
<p><i>Many different factors play a role in school success. Each statement below represents something that may contribute to children's success in school. Please indicate who you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check "N/A".</i></p>				
<p>Make sure that the children understand what is being taught at school</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Ensure children have good relationships with their peers</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make time for doing fun activities that are unrelated to schoolwork</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure that the children have an adult to talk to at school</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Identify what children are most interested in learning</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure that children have enough time set aside to do all of their school-related work</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Help children deal with their emotions appropriately</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure the children's learning environment is safe</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Ensure good communication between home and school</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Call attention to decisions about learning that do not seem to be in the best interest of the children</p>	Primarily parents	Primarily schools	Primarily children	N/A
<p>Make sure children are supported to do their best in school</p>	Primarily parents	Primarily schools	Primarily children	N/A

Free Responses

Open-ended questions about a variety of topics that may be of interest to many schools.

What are the most positive aspects of working at your school?

If you could change anything about working at your school, what would you change?

Future Plans

Questions about faculty and staff aspirations for the future.

For how many years do you want to stay in the teaching profession? *[Teacher]*

For how many years do you plan to continue teaching in this district? *[Teacher]*

For how many years do you want to stay in your current profession? *[Staff]*

For how many years do you plan to continue working in this district? *[Staff]*

What are your career aspirations?

Please explain more about your career plans in case it enables us to better support you.

Background Questions

Demographic questions about survey-takers that could be included in the survey and may be of interest to many schools.

For how many years have you taught? *[Teacher]*

For how many years have you taught at your current school? *[Teacher]*

For how many years have you worked at this school? *[Staff]*

For how many years have you worked at your current school? *[Staff]*

If a friend or colleague were looking for a [teaching] job, to what extent, if at all, would you recommend this school?

What is your gender?

What is your race or ethnicity?

Please indicate the primary language spoken in your childhood home.

In which decade were you born?

Please select the highest level of education completed by your mother. If you are not sure, please take your best guess.

Please select the highest level of education completed by your father. If you are not sure, please take your best guess.