SURVEY DATA IN ACCOUNTABILITY AND EVALUATION SYSTEMS

Texas Education Agency
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CONTENTS

OBJECTIVE: To obtain feedback from districts via regional Education Service Center (ESC) directors about the feasibility of using surveys to collect additional non-academic outcomes in the accountability rating system.

The questions below are intended to gather preliminary feedback from districts in your region regarding the feasibility of using statewide, standard surveys like those described in the sections that follow to collect additional non-academic outcomes that could be used in the accountability rating system. There is also interest in understanding whether districts in your region already conduct similar surveys; if surveys are not currently conducted, whether they would be interested in conducting them and have the capacity to do so; and how districts would view using these kinds of survey results within an accountability system.

1. Does your district want to understand more about school climate and social emotional learning (SEL), or any specific aspect included in these constructs such as perceptions of teaching and learning, school safety, interpersonal relationships, etc.? If so, which one(s)?

2. Does your district already have evidence-based survey(s) in place to measure school climate, SEL, or any aspects of these constructs? (yes/no)
   a. If yes, would the proposed statewide, standard surveys be duplicative of something already in place for any of the following groups?
      i. Students (yes/no)
      ii. Parents (yes/no)
      iii. Staff (yes/no)
   b. If yes to Question 2, would your district replace any current surveys with the proposed statewide standard surveys or use the proposed statewide standard surveys in addition to current surveys for any of the following groups?
      i. Students (would replace/use in addition to/not applicable)
      ii. Parents (would replace/use in addition to/not applicable)
      iii. Staff (would replace/use in addition to/not applicable)
   c. If yes to Question 2, how is data gathered from those surveys currently used by your district? How are the data made actionable?
   d. If no to Question 2, would your district be interested in undertaking a proposed statewide, standard survey or surveys for the following groups:
      i. Students (yes/no)
      ii. Parents (yes/no)
      iii. Staff (yes/no)

3. In general, what are or would be the implications to your district in administering surveys of this kind?
   a. Does your district have the capacity to undertake surveys of this kind?
   b. What supports would your district need to undertake surveys of this kind?
   c. What would your district consider the best approach to administering the surveys? Electronically or on paper or both? Would any of the surveys need to be translated into languages other than English? Which languages?
   d. What percentages of responses do you think your district would be able to obtain for each group (student/parent/staff)? What concerns, if any, do you have regarding obtaining a sufficient number of responses?
   e. For a student survey, would your district want to survey all students or only a sample of students?
   f. For a student survey, what grade levels would be appropriate to participate?

4. If the proposed statewide, standard surveys were to be implemented, how frequently would your district suggest that they occur? What time of the year?

5. What are your district's thoughts regarding incorporating the results from the proposed statewide, standard surveys into the accountability rating system? What are any concerns?
6. Would results from the proposed statewide, standard surveys best be used for accountability purposes at the district-level only or both the campus and district levels?
7. What information gathered from the proposed statewide, standard surveys would be meaningful to your district to drive continuous improvement?
8. How would your district like to provide input on which survey(s) may be used for the proposed statewide, standard surveys?

USE OF SURVEY DATA WITHIN AN ACCOUNTABILITY RATING SYSTEM: CORE DISTRICTS

CORE is a collaboration among 9 school districts in California (Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified school districts) that have adopted a school quality improvement system that includes both academic and non-academic (social-emotional and culture-climate) domains. The index was developed through a collaboration of the CORE districts with input from academic experts in education accountability from Harvard University and Stanford University (CORE Districts, 2016).

In 2014−15, the academic domain of the school quality improvement system comprised 60% of the overall district accountability score and included the following: 1) academic performance at elementary, middle and high schools; 2) graduation rate; and 3) high school readiness rate for Grade 8 students. The social-emotional and culture-climate domain accounted for 40% of the overall accountability score. In 2014−15, this domain included measures for chronic absenteeism, suspension/expulsion rate, and English language learner (ELL) re-designation rate (see chart below).
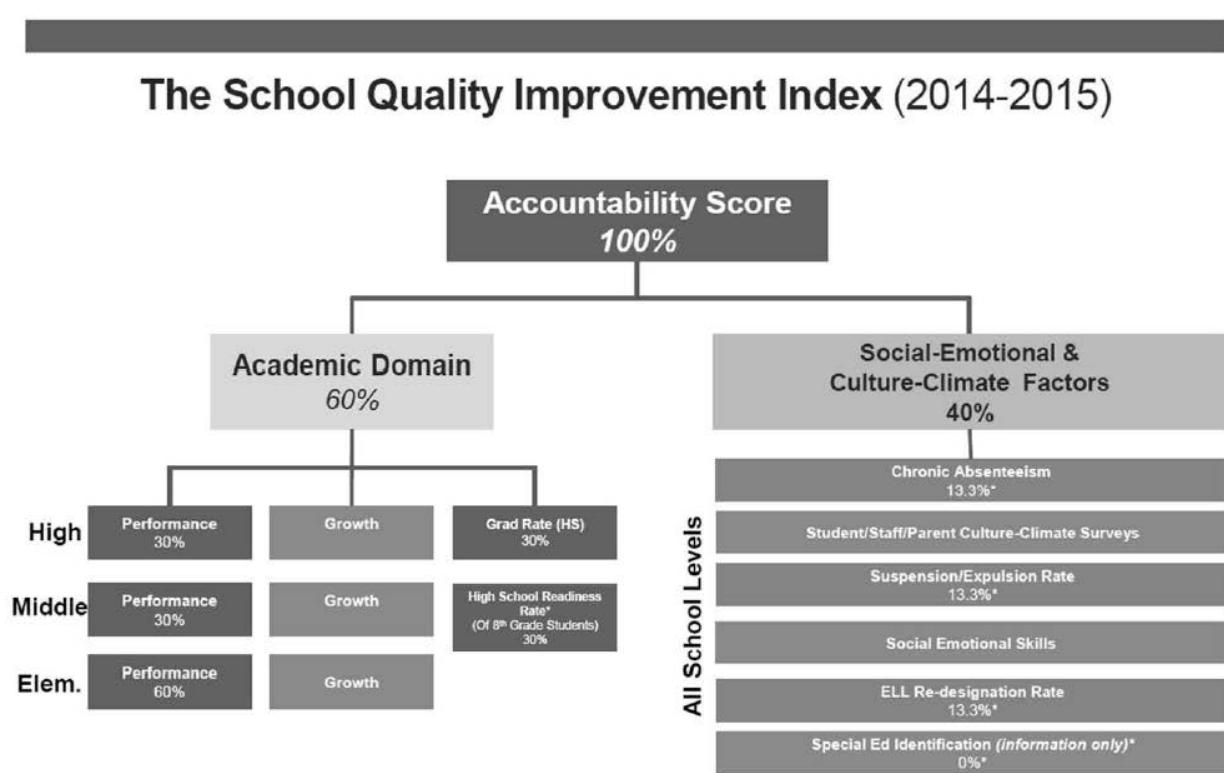
Changes to the indicators were made in 2015−16 which included the addition of growth measures to the academic domain for each grade span as well as the addition of two indicators collected via survey added to the social-emotional and culture-climate domain: 1) Student/Staff/Parent Culture-Climate surveys and 2) Social Emotional skills.

The School Quality Improvement Index (2015-2016+)
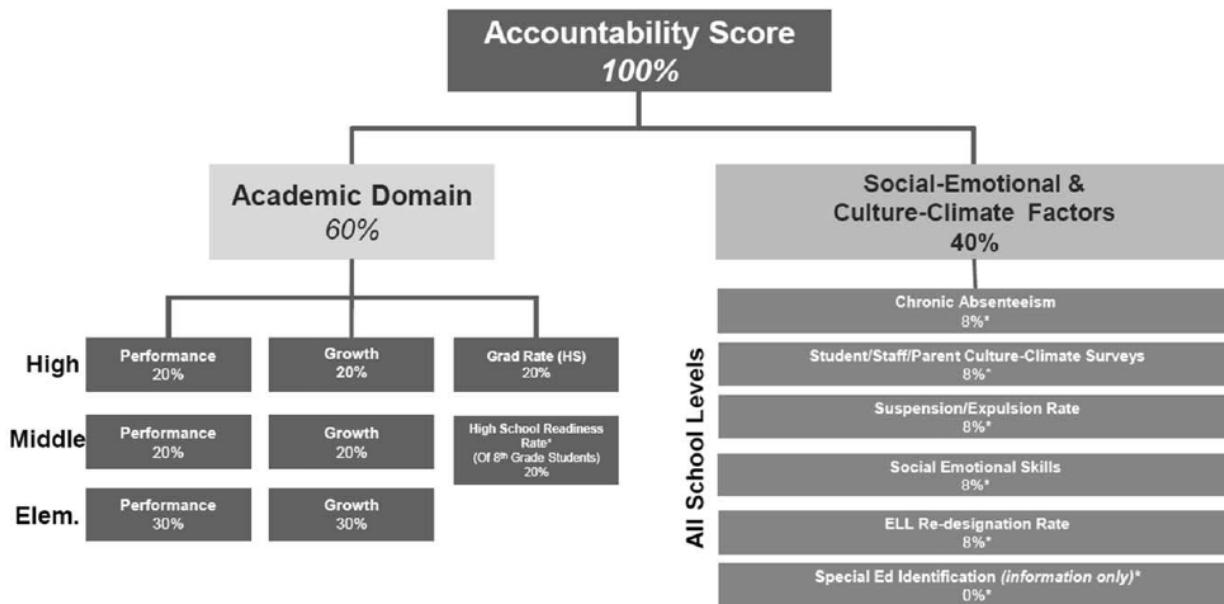
Note: + sign in title indicates that the added components to the 2015-16 CORE accountability system is expected to continue in future years.

The intent of the CORE districts is to use this information to support the growth of professional development of CORE district educators and leaders.

CULTURE-CLIMATE AND SOCIAL-EMOTIONAL FACTORS

Moving beyond the academic domain in an accountability system as CORE has done, areas of interest may include:

- School culture/climate
- Social emotional learning/skills

Obtaining in-depth qualitative information regarding social emotional skills, other aspects of school relationships, and perceptions about the school can be accomplished through the administration of a survey or a set of surveys. Each of these constructs is explained below.

SCHOOL CULTURE/CLIMATE

According to the National School Climate Center (NSCC), school climate refers to the quality and character of school life and is based on students', parents', and school personnel's experience of school life. It reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (National School Climate Council (2016). See http://schoolclimate.org/climate/ or Appendix A.

Research suggests that the important elements of school climate to assess include areas such as:

- Safety
- Teaching and Learning
- Relationships

- Institutional/External Environment

For the NSCC breakdown into dimensions and indicators see
http://schoolclimate.org/programs/documents/dimensions_chart_pagebars.pdf .

Some districts in Texas such as Austin Independent School District (AISD) already regularly measure school climate via parent, student, and staff surveys (AISD of Research and Evaluation 2015a, 2015b). See attached AISD survey reports in Appendices B and C for examples of parent and student reports.

SOCIAL EMOTIONAL LEARNING SKILLS

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2016b). See http://www.casel.org/social-and-emotional-learning/ or Appendix D.

SEL has gained increasing attention over the years, and many school districts in the United States have begun to implement SEL programming based on the understanding that SEL is critical to fostering good students and citizens. SEL has an important contribution to school climate as well, especially in the areas of relationships and safety.

Below are the five SEL core competencies defined by CASEL:

Self-awareness	Ability to recognize one's emotions and thoughts and their influence
Self-management	Ability to regulate one's emotions, thoughts, and behaviors in different situations
Social awareness	Ability to take perspective of and empathize with others from diverse backgrounds; understand norms for behavior; and recognize family, school, and community resources and supports
Relationship skills	Ability to establish and maintain healthy and rewarding relationships
Responsible decision making	Ability to make constructive and respectful choices about personal behavior and social interactions

Detail on the SEL core competencies can be found at: http://www.casel.org/social-and-emotional-learning/core-competencies/ or Appendix E (CASEL, 2015ba).

SEL programming is thought to influence outcomes via changes to school climate because it promotes many academic, social, and emotional benefits for students. Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011) conducted a meta-analysis of 213 school-based, universal SEL programs and found that students who participated in SEL programming demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance.

WHO IS SURVEYED

Qualitative data on school climate and SEL are best suited for survey methodology. School climate can be measured on various dimensions that involve surveying students, parents, and school personnel whereas student surveys are used to measure SEL. The following sections include brief summaries and examples of the types of questions that may be asked of each group.

STUDENTS

Several instruments gauging different aspects of student perception have been used by districts within the United States. For example, Dallas ISD uses a student perception survey to rate teachers as one part of their larger teacher evaluation system (Dallas ISD, 2015a, 2015b). This survey asks questions specific to a student's experience with his or her teacher.

Additionally, the CORE districts are using student, parent, and staff surveys to add school climate and SEL components to their accountability system (CORE Districts 2015). With respect to SEL, Grade 5-12 student respondents are asked questions in the areas of:

- self-management,
- growth mindset,
- self-efficacy, and
- social awareness.

In the area of school climate, the California CORE districts include questions such as the following for elementary school students:

[No, never; Yes, some of the time; Yes, most of the time; Yes, all of the time]
- Do adults at school encourage you to work hard so you can be successful?
- Do your teachers work hard to help you with your schoolwork when you need it?
- Do teachers give students a chance to take part in classroom discussions or activities?
- Does this school help all students be successful in school?
- Do teachers go out of their way to help students?
- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly at school?
- Do you feel safe at school?
- Does this school clearly tell students what would happen if they break school rules?
- Are rules in this school made clear to students?
- Do students know how they are expected to act?
- Do students know what the rules are?
- Do teachers and other grown-ups at school treat students with respect?
- Do students treat teachers with respect?
- Are the school rules fair?
- Are students treated fairly when they break school rules?
- Do other kids hit or push you at school when they are not just playing around?
- Are you afraid of being beaten up at school?
- Do other kids at school spread mean rumors or lies about you?
- Do other kids at this school ever tease you about what your body looks like?
- Do other kids at this school ever tease you about the way you talk?
- Do other kids steal or damage your things, like your clothes or your books?

NOTE: These items come from the CORE elementary school student survey, Spring 2015–16.

PARENTS

California CORE district parent surveys measuring school climate include questions such as:

[Strongly Agree; Agree; Neither Agree nor Disagree; Disagree; Strongly Disagree]
- This school provides high quality instruction to my child.

- This school has high expectations for all students.
- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background (race, ethnicity, religion, economic status) is valued at this school.
- This school clearly informs students what would happen if they break school rules.
- At this school, discipline is fair.
- My child is safe in the neighborhood around the school.
- My child is safe on school grounds.

NOTE: These items come from the CORE parent survey, Spring 2015–16.

STAFF

California CORE district staff surveys measuring student climate include questions related to school leadership and professional relationships.

For example, on the area of teaching and learning:

This school...
[Strongly Agree; Agree; Disagree; Strongly Disagree; Not Applicable]
- is a supportive and inviting place for students to learn.
- sets high standards for academic performance for all students.
- promotes academic success for all students.
- emphasizes helping students academically when they need it.
- emphasizes teaching lessons in ways relevant to students.
- encourages students to enroll in rigorous courses (such as honors and advanced placement (AP), regardless of their race, ethnicity, or nationality).

NOTE: These items come from the California CORE Spring 2015-16 staff survey.

And in the area of personal relationships:
[Strongly Agree; Agree; Neither Agree nor Disagree; Disagree; Strongly Disagree]
- This school is a supportive and inviting place for staff to work.
- This school promotes trust and collegiality among staff.
- This school promotes personnel participation in decision-making that affects school practices and policies.

NOTE: These items come from the California CORE Spring 2015-16 staff survey.

For more information about item field testing for the California CORE surveys, see:
https://s3.amazonaws.com/uploads.hipchat.com/392387/2399075/vhRKIpunoi9Ml8h/SE-CC-Domain-School-Culture-Climate-Surveys-updated-2.18.15.pdf or Appendix F.

USE OF SURVEY DATA IN TEACHER EVALUATION SYSTEMS

As mentioned previously, Dallas ISD uses student survey data to gauge student perceptions. Below is an overview of the research that has led to the use of student perception survey data in the teacher effectiveness evaluation system.

SURVEY DATA IN ACCOUNTABILITY AND EVALUATION SYSTEMS

THE MEASURES OF EFFECTIVE TEACHING PROJECT

Beginning in 2009, the Measures of Effective Teaching (MET) Project was a three-year research partnership funded by the Bill and Melinda Gates Foundation and designed to build and test measures of effective teaching (Bill and Melinda Gates Foundation, 2016). This project sought to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

The major question set forth by the MET Project was: "How well do various aspects of a teacher's performance in one course section or in one academic year help predict achievement gains in that teacher's classroom during another academic year or in another course section?"

Approximately 100,000 students and 3,000 teachers within six predominantly urban school districts volunteered to participate in the MET Project. The district participants and count of participating teachers included:

District	State	Number of Teachers
Charlotte-Mecklenberg Schools	North Carolina	465
Dallas Independent School District	Texas	315
Denver Public Schools	Colorado	130
Hillsborough County Public Schools	Florida	741
Memphis City Schools	Tennessee	444
New York City Department of Education	New York	728

Data collections for the MET project consisted of the following:

- **Student achievement gains** as measured by student performance on state assessments.
- **Videotaped classroom observations**, which were filmed through Teachscape with commentary on the lesson provided by the teacher. Each observation was scored based on five observation instruments designed to measure the teacher's ability to establish a positive learning climate, manage his or her classroom, explain concepts, and provide feedback. These instruments included the Classroom Assessment Scoring System, Framework for Teaching, Mathematical Quality of Instruction, Protocol for Language Arts Teaching Observations, and Quality Science Teaching Instrument.
- **Teacher knowledge tests**, which were developed by University of Michigan and ETS. These were designed to measure teachers' general, specialized, and pedagogical content knowledge.
- **A teacher survey**, which was developed by the New Teacher Center to measure teachers' perceptions of working conditions, school environment, and the instructional support they receive.
- **Supplemental student assessments**, which were tests of conceptual understanding in mathematics (i.e., Balanced Assessment in Mathematics, ACT QualityCore Series for Algebra 1) and literacy tests requiring short written responses (i.e., Stanford 9 Open-Ended Reading Assessment, ACT QualityCore series for English and Biology).
- **Student feedback surveys**, called the Tripod Project surveys, which were developed through a partnership between Cambridge Education and Dr. Ronald F. Ferguson of Harvard University, and designed measure students' perception of the classroom instruction environment.

Data were analyzed in three stages:

1. **Pre-existing data.** An analysis of historical data on a) student-level data (i.e., student performance, student demographics), and b) teacher-level data (e.g., degrees earned, certifications, licensing scores, tenure status,

district performance review ratings, years of experience, National Board for Professional Teaching Standards (NBPTS) status).

2. **MET Project data.** An analysis of the data collected for the project was used to form a weighted composite indicator of effective teaching, in order to see how much each measure contributed to predicting student learning gains.

3. **Year 2 student-level data.** An analysis tested whether a) teachers whose performance was rated high in the first year of the project produced larger student achievement gains than their colleagues in year 2 of the project, b) if those teachers appeared to be more effective than their colleagues because of the composition of their classes or other factors, and c) if students who had teachers with the highest composite scores showed the most improvement in assessment performance.

Six key findings of the analysis were:

1. Scores on all five observation instruments were positively associated with student achievement gains. Teachers who more effectively demonstrated the types of practices emphasized in the instruments had greater student achievement gains than other teachers.

2. Reliably characterizing a teacher's practice required averaging scores over multiple observations. Teachers may have been rated differently depending on who was conducting the observation and which lesson was being observed. Conducting multiple observations and averaging those scores reduces unusual observer judgement.

3. Student feedback was correlated positively to student achievement gains.

4. Combining observation scores with evidence of prior student achievement gains on state tests and student feedback improved the predictive power and reliability of student achievement gains. Observations alone, even over multiple observations, were not as reliable or predictive of a teacher's student achievement gains than the combination of the measurement tools.

5. Combining observation scores, student survey data, and evidence of prior student achievement gains was better at predicting a teacher's student achievement gains on state tests than were graduate degrees or years of teaching experience.

6. Combining observation scores, student feedback and prior student achievement gains on state tests also was better than graduate degrees or years of teaching experience in identifying teachers whose students performed well on other measures, such as a test of conceptual understanding in mathematics and a literacy test requiring short written responses. In addition, the combined measures outperformed graduate degrees or years of teaching experience in indicating which teachers had students who reported higher levels of effort and greater enjoyment in class.

Based on this work the MET project and its partners have provided practical guidance for developing effective teacher evaluation systems and tools to support quality evaluation and feedback.

THE TRIPOD PROJECT SURVEY

The MET Project incorporated the Tripod Project survey as a measure of students' perception of the classroom instruction environment. The survey was developed through a partnership between Cambridge Education and Dr. Ronald F. Ferguson of Harvard University. This survey assesses whether or not students agree with a variety of statements designed to measure seven teaching practices that the authors call the "7 Cs"(Bill and Melinda Gates Foundation, 2010).

Caring about students (Encouragement and Support)

•Example: "The teacher in this class encourages me to do my best."

Captivating students (Learning Seems Interesting and Relevant)

•Example: "This class keeps my attention – I don't get bored."

Conferring with students (Students Sense their Ideas are Respected)

•Example: "My teacher gives us time to explain our ideas."

Controlling behavior (Culture of Cooperation and Peer Support)

•Example: "Our class stays busy and doesn't waste time."

Clarifying lessons (Success Seems Feasible)

•Example: "When I am confused, my teacher knows how to help me understand."

Challenging students (Press for Effort, Perseverance and Rigor)

•Example: "My teacher wants us to use our thinking skills, not just memorize things."

Consolidating knowledge (Ideas get Connected and Integrated)

•Example: "My teacher takes the time to summarize what we learn each day."

Note: the full list of items used in the MET Project can be found in Appendix G

In a previous administration of the Tripod Project surveys in a large, urban school district outside of the MET project study, Tripod Project researchers ranked classrooms by their average gains on standardized achievement tests and also by their ratings on the 7 Cs. Classrooms in which students rated their teachers higher on the 7 Cs tended also to produce greater average achievement gains. More information on Tripod Project can be found below.

Background	Number of Items	Constructs	Response Options
Online and paper administration Grew out of study of student engagement and related teaching practices Versions for three grade bands: K–2; 3–5; 6–12 MET project study found the Tripod Project Survey predictive of achievement gains and able to produce consistent results for teachers.	Approximately 36 core items in the "Tripod 7 Cs" at the secondary level; fewer at earlier grades Additional items ask about student's engagement, background, and academic beliefs Full versions includes 80+ items; shorter forms available	**7 Cs** 1. Care 2. Control 3. Clarify 4. Challenge 5. Captivate 6. Confer 7. Consolidate Also includes additional engagement items on: • Academic goals and behaviors • Academic beliefs and feelings • Social goals and behaviors • Social beliefs and feelings	Grades 3–5/6–12: 1. No, never/Totally untrue 2. Mostly not/Mostly untrue 3. Maybe, sometimes/ Somewhat 4. Mostly yes/Mostly true 5. Yes, always/Totally true Grades K–2: No, Maybe, Yes

Source: MET Project Policy and Practice Brief: Asking Students about Teaching (Bill and Melinda Gates Foundation, 2012), http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf

The Tripod Project survey is one of the oldest and most widely used off-the-shelf survey instruments that school systems have drawn from to develop their own student perception surveys. The Tripod Project survey, however is not the only such survey. Others cited by the MET project include:

- Youth Truth – www.youthtruthsurvey.org
- My Student Survey – www.mystudentsurvey.com
- iKnowMyClass – www.iKnowMyClass.com

The resulting tools from the MET project offer school districts and evaluators guidance on how to incorporate such surveys into a formal feedback and evaluation system for teachers, including how to 1) measure what teachers do to determine the learning environment they create and align the instrument to a theory of instruction, 2) ensure accuracy of the student results, 3) ensure reliability of the student results, including how to adapt or streamline a survey instrument, and 4) support improvement using the results. More information can be found at http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf

EXAMPLE OF USE OF A STUDENT PERCEPTION SURVEY IN A TEACHER EVALUATION SYSTEM DALLAS ISD'S TEACHER EXCELLENCE INITIATIVE

Many districts have begun incorporating and adapting student perception surveys into their teacher evaluation systems based on the findings of the MET study. For example, Dallas Independent School District's (ISD) Teacher Excellence Initiative (TEI) evaluates teacher excellence through three constructs: teacher performance, student achievement, and student perceptions (Dallas ISD, 2015c).

Dallas ISD administers a research-based student perception survey called Panorama Student Survey, which was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Associate Professor at the University

of California, Santa Barbara (Panorama Education (2016). Dallas ISD chose five areas to measure through the survey that align to their theory of instruction:

1. Expectations and Rigor
2. Student Engagement
3. Classroom Environment
4. Supportive Relationships
5. Pedagogical Effectiveness

The survey is available in English and Spanish. It contains 23 questions for students in Grades 3-5 and 28 questions for students in Grades 6-12 and takes no more than one hour to administer. Each student at Dallas ISD completes a survey for two of their teachers which are chosen at random. To be eligible to participate in the survey, students must meet the following criteria:

1. Students must have attended class with the same teacher for 30 days or more.
2. If students are receiving special education services they must be in specific instructional settings as defined by the district.
3. Student's primary language must be either English or Spanish, or score at certain levels on TELPAS, Woodcock Muñoz if the student is a non-English or Spanish speaking student.

Only teachers with rostered classrooms are evaluated. Guest teachers, interns, head coaches, instructional coaches, media specialists, substitute teachers, and any teacher on hourly pay are excluded.

In the Dallas ISD TEI, for most teachers, student perceptions make up 15% of a teacher's annual evaluation. The remaining 85% is accounted for by teacher performance as measured by teacher observations (50%) and student achievement (35%). Teachers are evaluated on a summary of these three components. Dallas ISD conducts their student perception survey for students in Grades 3-12 once during the spring semester of the school year.

The Panorama Student Survey is a free and open-source survey instrument available from www.panoramaed.com/panorama-student-survey.

The survey covers nine classroom topics about the classroom and teaching:

1. Pedagogical Effectiveness – perceptions of the quality of teaching and amount of learning students experience from a particular teacher.
2. Classroom Climate – Perceptions of the overall social and learning climate of the classroom.
3. Classroom Rigorous Expectations – How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.
4. Classroom Engagement – How attentive and invested students are in class.
5. Classroom Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the classroom.
6. Classroom Belonging – How much students feel that they are valued members of the classroom community.
7. Valuing of Subject – How much students feel that an academic subject is interesting, important and useful.
8. Classroom Learning Strategies – How well students deliberately use strategies to manage their own learning processes in class.
9. Classroom Mindset – Students' perceptions of whether they have potential to change certain disposition factors that affect their performance factors that affect their performance in class

The survey also includes ten topics about the school that includes the same topics as the classroom items listed above with the addition of:

1. Grit – perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.
2. School Safety – Students' perceptions of their physical and psychological safety while at school.

A brief which details the development and validity and the full survey itself can be downloaded at www.panoramaed.com/panorama-student-survey

Dallas ISD's version of the survey is available in Appendix H.

SURVEY DATA IN ACCOUNTABILITY AND EVALUATION SYSTEMS

As explained above, the MET Project included an analysis of student achievement gains as part of the data collection activities for the project. The project measured student achievement through existing state assessments and supplemental assessments. The assessment data were then analyzed using value-add statistical models to produce a component of the teacher evaluation system and to act as a validity measure for the other components of evaluation system.

Many districts are also looking to value-add modeling as a method for judging school-level and teacher-level effectiveness at the local level. For instance, Dallas ISD calculates both the School Effectiveness Index (SEI) and the Classroom Effectiveness Index (CEI) through a two-stage value-add statistical procedure that results in a metric that can be used as a measure of both the academic performance of a school's students as well as individual teachers' students (Dallas ISD District Evaluation and Assessment Office, 2015).

The SEI results from the first stage of the analysis, which is designed to measure performance on assessments relative to other Dallas ISD campuses in order to isolate the school's effect on student outcomes. The statistical model controls for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior year academic levels. Similar to the SEI, the second part of the procedure results in the CEI. The CEI is a value-added statistic that measures a student's performance relative to the performance of similar students in the district while controlling for the characteristics which a teacher cannot control. Student performance is standardized to a scale of 0-100 with the average performance set at a value of 50. A higher than average value on either the SEI or CEI indicates the school or teacher's students generally outperformed other schools or students in the district. Technical information, including the statistical models can be found at:
https://mydata.dallasisd.org/docs/CEI/DISD_Value_Added_Model.pdf

Dallas ISD uses the SEI metric in two ways. First, it is used as a descriptive measure on the school report card along with other data, such as enrollment, attendance, state accountability ratings, etc. Multiple years of SEI calculations are presented on the report card to evaluate the longitudinal performance of a school to facilitate continuous improvement. Recently, Dallas ISD has also included the SEI as well as the CEI as part of their teacher evaluation system, the TEI.

As previously noted, within the TEI teachers are evaluated on three components:

- Teacher *Performance* based on observations,
- Student Perception based on a *Student Survey*, and
- *Student Achievement*.

The SEI and CEI metrics are calculated as part of the *Student Achievement* component of the TEI (Dallas ISD, 2015c). The composition of the *Student Achievement* component varies based on the grade-level and subject area of the teacher (an example of the evaluation components for a high school Algebra teacher is presented below). Most teachers, however, are evaluated on the basis of both school-level performance indicators and classroom-level/teacher-level performance indicators. The SEI metric is included as a school-level performance indicator within the *School STAAR* calculation and the CEI metric is included as a classroom-level/teacher-level performance indicator within the *Teacher STAAR* calculation.
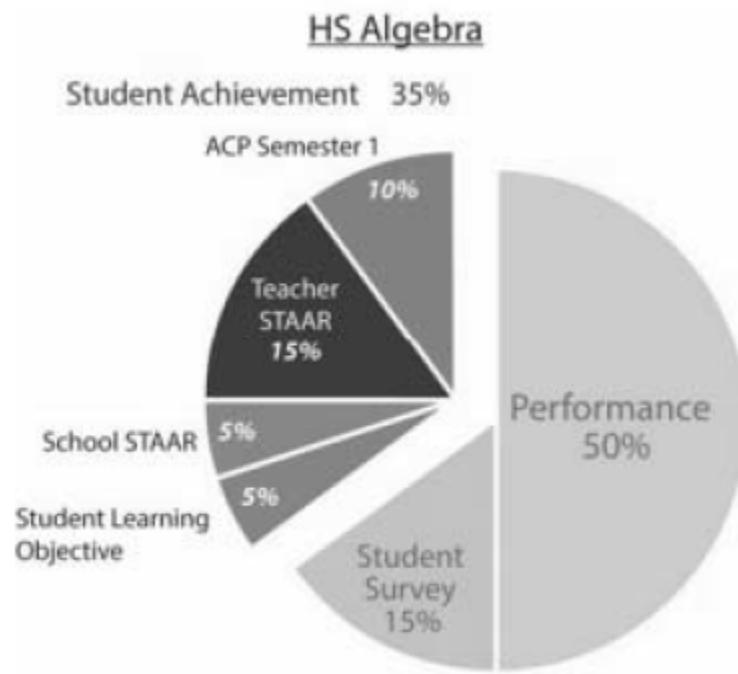
Within the *Student Achievement* component, teachers are evaluated on a "best-of three" approach for both the *School STAAR* indicator and at least one of the classroom-level indicators (i.e., the *Teacher STAAR* indicator).

The *School STAAR* indicator includes the following three metrics:

1. a measure of absolute performance (percentage of STAAR tests at final Level II standard),
2. a measure of overall relative growth (the SEI), and
3. a relative growth measure in which students are evaluated in relation to an academic peer group average.

The *Teacher STAAR* indicator includes the following three metrics:

1. a measure of absolute performance (percentage of tests with "proficient" scores),
2. a measure of overall relative growth (the CEI,) and
3. a relative growth measure in which students are evaluated in relation to an academic peer group average.

In both cases, whichever metric results in the higher score, that score is used for the *Student Achievement* component score.

Other classroom indicators within in the *Student Achievement* component include the S*tudent Learning Objectives* and performance on other assessments such as DISD's district-based assessment (ACP). The *Student Learning Objectives* indicator is a teacher-designed pre/post assessment that focuses on capturing student improvement in the content area regardless of the student's initial starting place. The teacher sets performance targets according to the beginning of year pre-test scores. Some teachers are also evaluated on other measures that are tied to the types of courses taught by the teacher and will include the appropriate standardized assessments for their grade and content. For example TELPAS, Advanced Placement (AP), a district assessment (ACP) and other appropriate standardized assessments. This indicator is also measured using a "best-of-three" approach at the classroom-level.

For additional information see the following resources:

- SEI Data Portal - https://mydata.dallasisd.org/SL/SD/SEI/Default.jsp
- TEI Resources - http://tei.dallasisd.org/home-2/resources/

Austin Independent School District Department of Research and Evaluation (2015a). *2014-2015 ASID parent survey district report*. Retrieved February 24, 2016, from https://www.austinisd.org/sites/default/files/dre-surveys/AISD-parent_survey_2015.pdf

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National School Climate Center
Educating Minds and Hearts...Because the Three Rs are Not Enough

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School Climate

ShareThis

What is School Climate and Why is it Important?

We can all remember childhood moments when we felt particularly safe (or unsafe) in school, when we felt particularly connected to a caring adult (or frighteningly alone), when we felt particularly engaged in meaningful learning (or not). These are the school memories that we all tend to vividly remember: good and/or bad. It is not surprising that these kinds of experiences shape learning and development.

However, school climate is larger than any one person's experience. When people work together, a group process emerges that is bigger that any one person's actions. A comprehensive assessment of school climate includes major spheres of school life such as safety, relationships, teaching and learning, and the environment as well as larger organizational patterns (e.g. from fragmented to shared; healthy or unhealthy). How we feel about being in school and these larger group trends shape learning and student development. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development.

How do we define School Climate?

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

(This definition of school climate and a positive, sustained school climate were consensually developed by the National School Climate Council.)

Key School Climate Dimensions:

There is not a national consensus about what school climate dimensions are essential to assess. Synthesizing past school climate research as well as NSCC's research efforts, the National School Climate Council and NSCC suggest that there are four major areas that school climate assessment needs to include: **Safety**, **Relationships**, **Teaching and Learning** and **the external environment**. Each of these areas includes a series of sub scales of indicators. To learn about these sub scales and indicators, click here.

Measuring School Climate

School Climate Improvement Process

Research

Policy

FAQ's About School Climate

Publications

Acknowledgments

[+] Multimedia

Understanding School Climate

Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

2014-2015 AISD Parent Survey

District Report

The following report contains the results of the 2014-2015 Parent Survey for Austin Independent School District (AISD) for the entire district. This feedback provided from parents will inform decision making by campus and district leaders as they plan for the 2015-2016 school year. Individual campus reports can be found at www.austinisd.org/dre.

Demographic Information

Table 1. Distribution of respondents relative to AISD's population, 2014-2015			
Level	Surveys returned	Student population	% of Students represented
Elementary School	13,095	46,692	28
Middle School	2,039	16,457	12
High School	1,964	20,553	10

Overview

In Spring 2015, a total of 17,098 parents of AISD students responded to the parent survey. Copies of the parent survey were sent to each campus where staff were responsible for making the survey available to all parents. In addition, the complete survey was available on the AISD website. Responses to questions are summarized in this report as percentage agree and strongly agree.

Table 2. Distribution of respondents and students by ethnicity and race, 2014-2015		
	% of respondents	% of AISD population
Hispanic / Latino	56	59
American Indian / Alaskan Native	0	2
Asian	4	4
African American / Black	6	8
Native Hawaiian / Other Pacific Islander	1	1
White	27	26
Two or More Races	3	3

Federal Standards for Collecting and Reporting Ethnicty and Race

Starting in 2010-2011, school districts were required to report race and ethnicity using revised standards. The new standards require a person to first select his/her ethnicity (Hispanic/Latino or not non-Hispanic/Latino) and one or more of five race values. Since more than one race value may be chosen, percentages may not add to 100.

Note. Students' grade and ethnicity were self-reported. Population data reflect enrollment as of the October 2014 PEIMS snapshot date. Responses for items may not total 100% for various reasons including participants not answering a question.

Thom M. Suhy, M.A.
DRE Publication 14.73

1

Item Results

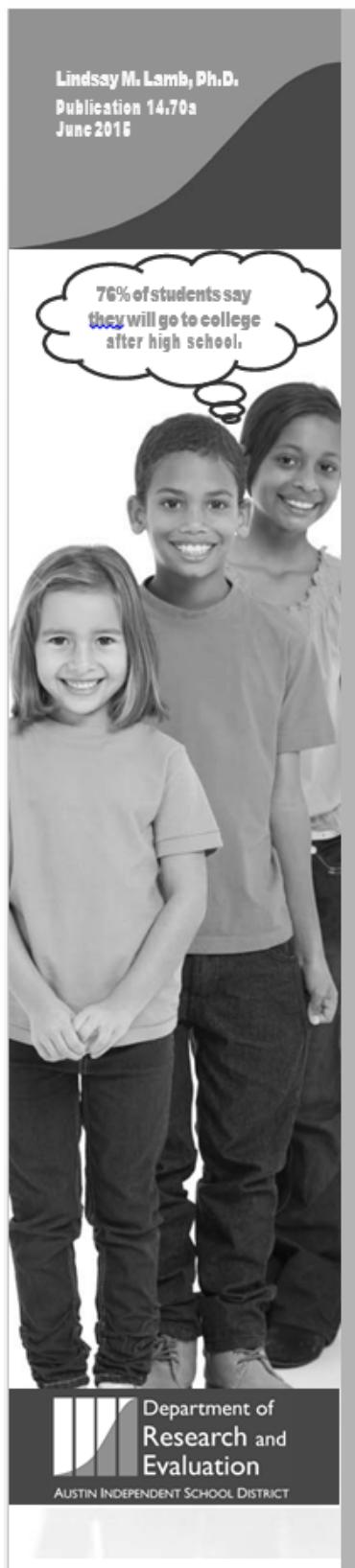| School Staff	% Agree / Strongly agree Elementary 2014-2015	% Agree / Strongly agree Middle 2014-2015	% Agree / Strongly agree High 2014-2015
The principal...			
treats me with courtesy and respect.	98	96	96
values my input about my child.	96	93	92
communicates openly with me.	93	88	85
welcomes my involvement in my child's education.	96	94	94
contacts me in a timely manner.	94	91	90
The assistant principal...			
treats me with courtesy and respect.	98	97	95
values my input about my child.	96	94	92
communicates openly with me.	93	90	85
welcomes my involvement in my child's education.	97	94	93
contacts me in a timely manner.	93	91	89
The teachers...			
treat me with courtesy and respect.	98	97	96
value my input about my child.	98	95	93
communicate openly with me.	98	93	90
welcome my involvement in my child's education.	98	95	93
contact me in a timely manner.	91	80	73
The counselors...			
treat me with courtesy and respect.	98	96	95
value my input about my child.	97	95	93
communicate openly with me.	95	91	89
welcome my involvement in my child's education.	97	95	93
contact me in a timely manner.	95	92	90
The school staff (for example, secretary, bookkeeper, etc.)...			
treat me with courtesy and respect.	96	95	93
contact me in a timely manner.	96	91	90

2

Information and Opportunites Provided by the School	% Agree / Strongly agree Elementary 2014-2015	% Agree / Strongly agree Middle 2014-2015	% Agree / Strongly agree High 2014-2015
My child's school provides...			
positive feedback about my child.	97	90	87
communication in my preferred language.	98	98	97
adequate information about academic programs and services (e.g., special education, gifted and talented, bilingual education, and career and technical education (CTE)).	93	89	86
adequate information about future career opportunities for my child.	90	81	83
adequate opportunities for my child to study the arts / experience creative learning.	95	95	93
adequate opportunities for my child to learn about how to make healthy lifestyle choices.	96	92	90
adequate opportunities for my child to learn about other languages and cultures.	92	92	92
adequate opportunities for my child to use technology.	95	94	93
AISD's online Parent Cloud provides easy access to information about my child's education.	93	90	86
AISD's online Parent Cloud provides valuable information about my child's education.	92	88	86

Expectations for my Child's Future	% Agree / Strongly agree Elementary 2014-2015	% Agree / Strongly agree Middle 2014-2015	% Agree / Strongly agree High 2014-2015
Immediately following high school, I expect my child to...			
get a full time job.	59	41	35
attend a career college or technical school.	78	59	50
attend a college or university.	99	99	97
join the military.	40	24	19
I regularly talk with my child about my expectations for his / her continued education following high school.	96	98	99

3

School and Community	% Agree / Strongly agree Elementary 2014-2015	% Agree / Strongly agree Middle 2014-2015	% Agree / Strongly agree High 2014-2015
My child...			
attends school in a safe learning environment.	98	95	95
likes going to school.	97	91	90
is treated with respect by other students.	94	89	92
I feel...			
comfortable contacting staff at my child's school.	97	94	92
school staff uses suggestions I make about my child's			
education.	94	88	84
our local community supports our school.	97	95	93
our school works hard to engage our local community.	96	92	91
I am familiar with career and technical education (CTE)			
programs at the high school my child attends or will	75	64	70
attend.			

4

Lindsay M. Lamb, Ph.D.
Publication 14.70a
June 2015

76% of students say they will go to college after high school.

Students continue to report a positive school climate

Student Climate Survey results Spring 2013 through Spring 2015

What is the purpose of the student climate survey?

To assess students' perceptions of behavioral environment, adult fairness and respect, student engagement, academic self-confidence, and teacher expectations, the Austin Independent School District's (AISD) administers the Student Climate Survey. This report summarizes district results from Spring 2013 through Spring 2015. Students' favorable responses (e.g., the percentage of students who responded *a lot of the time* (4) and *sometimes* (3) to each item) are included in this report. Campus reports are available on the Department of Research and Evaluation's (DRE) website.

How did students rate school climate in 2015?

Elementary school students' responses were more favorable than middle and high school students' responses. The following tables display the percentage of students' favorable responses (e.g., the percentage of students responding *a lot of the time* and *sometimes*) to each item.

Student engagement

Table 1
Most students surveyed in Spring 2015 report feeling engaged in their schoolwork.

Student engagement	Elementary			Middle			High		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
9. I like to come to school.	83%	83%	83%[a,b]	70%	68%	69%[a]	68%	68%	69%[b]
17. I enjoy doing my schoolwork.	81%	81%	81%[a,b]	59%	58%	60%[a]	56%	57%	58%[b]
24. My homework helps me learn the things I need to know.	89%	88%	88%[a,b]	74%	72%	74%[a]	72%	73%	72%[b]
25. My schoolwork makes me think about things in new ways.	86%	86%	84%[a]	71%	70%	71%[a]	67%	68%	68%[a]
26. I have fun learning in my classes.	88%	88%	88%[a,b]	68%	68%	71%[a]	67%	69%	69%[b]
28. My teachers connect what I am doing to my life outside the classroom.	81%	82%	80%[a,b]	58%	58%	60%[a]	59%	60%	59%[b]
37. I receive recognition or praise for doing good work.	89%	88%	88%[a]	74%	74%	75%[a]	71%	72%	73%[a]

Source. Spring 2013 through Spring 2015 Student Climate Surveys.
Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. Percentages sharing the same superscript within item are significantly different (p <.05) using the z-test for proportions.

Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Spring 2013 through Spring 2015 Student Climate Survey Results

Behavioral environment

Table 2

62% of surveyed middle school students believe students are bullied at their school at least sometimes.

Students surveyed report feeling safe at school and happy with how their classmates treat them.

Behavioral environment	Elementary			Middle			High		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
1. My classmates show respect to each other.	87%	88%	88%[a]	77%	79%	81%[a]	84%	86%	86%[a]
2. My classmates show respect to other students who are different.	83%	85%	84%[a]	73%	76%	79%[a]	80%	83%	83%[a]
3. I am happy with the way my classmates treat me.	84%	86%	85%[a]	85%	86%	87%[a]	89%	90%	90%[a]
13. Students at my school follow the school rules.	80%	81%	82%[a]	58%	61%	63%[a]	65%	71%	70%[a]
14. I feel safe at my school.	91%	91%	91%[a]	82%	82%	84%[a]	84%	86%	86%[a]
15. Students at this school treat teachers with respect.	88%	90%	89%[a]	68%	71%	73%[a]	74%	80%	79%[a]
29. My classmates behave the way my teachers want them to.	75%	77%	77%[a]	57%	60%	64%[a]	68%	73%	72%[a]
30. Our classes stay busy and do not waste time.	82%	83%	83%[a]	68%	70%	74%[a]	78%	79%	78%[a]
31. Students at my school are bullied (teased, taunted, threatened by other students).	48%	49%	54%[a]	63%	65%	62%[a,b]	51%	52%	55%[b]

Academic self-confidence

Table 4

Students surveyed in Spring 2015 report favorable ratings of their academic motivation.

| Academic self-confidence	Elementary			Middle			High		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
16. I can do even the hardest schoolwork if I try.	92%	92%	92%[a,b]	85%	84%	86%[a]	85%	84%	85%[b]
18. I am/was well prepared to take the TAKS/STAAR.	94%	90%	90%[a]	85%	83%	84%[a]	80%	81%	82%[a]
19. I try hard to do my best work.	98%	98%	97%[a]	91%	92%	92%[a]	88%	89%	89%[a]
22. I feel successful in my schoolwork.	93%	93%	92%[a]	86%	86%	87%[a]	83%	83%	84%[a]
23. I can reach the goals I set for myself.	93%	93%	93%[a]	89%	88%	90%[a]	88%	88%	88%[a]

2

Statistical and meaningful differences

We used a-test for proportions to determine whether the observed differences between students' responses based on school levels were likely due to chance or were real differences. Significant differences are noted with superscripts in this report.

We used Cohen's h measure of effect size to determine whether the magnitude of a change from year to year was meaningful. Effect sizes greater than or equal to .20 are considered meaningful in educational research and are noted with up or down arrows in this report.

About this survey

AISD students in grades 3-11 have participated in the annual Student Climate Survey since 2004. To ensure students are asked the most critical questions concerning their perceptions of school environment, the survey has been revised over the years. In 2015, 27 campuses administered the survey online.

Students continue to report they like to come to school.
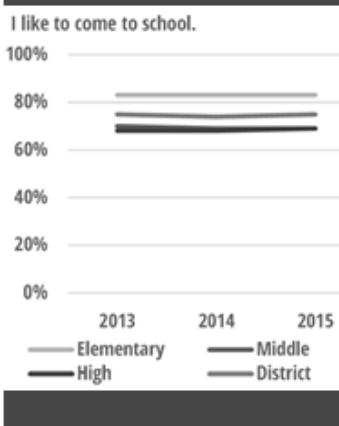
I like to come to school.

Spring 2013 through Spring 2015 Student Climate Survey Results

Adult fairness and respect

Table 2
Students surveyed in Spring 2015 felt cared for and respected by their teachers.
Students surveyed also report that adults on their campus are fair and treat students with respect.

Adult fairness and respect	Elementary			Middle			High		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
4. Teachers at this school care about their students.	98%	98%	97%	87%	87%	89%[a]	86%	88%	88%[b]
5. Adults at this school listen to student ideas and opinions.	92%	92%	92%	78%	78%	80%[a]	77%	80%	80%[b]
6. Adults at this school treat all students fairly.	93%	94%	94%	79%	80%	82%[a]	78%	81%	80%[b]
7. The staff in the front office show respect to students.	97%	97%	97%	89%	89%	90%	84%	86%	85%[a]
8. There is at least one adult at my school who I would go to if I had a problem.	88%	87%	87%[a]	78%	78%	80%[a]	77%	77%	77%[a]
10. The consequences for breaking school rules are the same for everyone.	88%	89%	89%[a]	81%	81%	82%[a]	78%	81%	81%[a]
11. My teachers make sure the students follow the rules.	98%	98%	98%[a]	89%	89%	90%[a]	86%	88%	88%[a]
21. My teachers like to teach.	98%	98%	98%[a]	88%	89%	90%[a]	87%	88%	89%[a]
27. My teachers are fair to everyone.	93%	94%	94%[a,b]	78%	80%	81%[a]	78%	82%	81%[b]
32. When bullying is reported to adults at my school they try to stop it.	93%	94%	94%[a]	80%	81%	83%[a]	79%	82%	81%[a]
36. Teachers at this school know who I am.	92%	92%	92%[a]	85%	86%	87%[a]	82%	83%	82%[a]
38. My teachers know what I am good at.	n/a	95%	94%[a]	n/a	83%	84%[a]	n/a	81%	81%[a]

Teacher expectations

Table 5
Students surveyed in Spring 2015 report that teachers have high expectations for their learning.

Teacher expectations	Elementary			Middle			High		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
12. My teachers believe I can learn.	98%	98%	98%[a]	89%	89%	93%[a]	86%	88%	92%[a]
20. My teachers believe I can do well in school.	98%	98%	98%[a]	91%	91%	93%[a]	90%	91%	91%[a]
33. My teachers expect me to think hard about the things we read.	92%	95% ↑	97%[a]	83%	88%	90%[a]	81%	88%	89%[a]
34. My teachers expect everybody to work hard.	93%	95% ↑	98%[a]	89%	92%	93%[a]	86%	91%	91%[a]
35. My teachers expect my best effort.	98%	98%	98%[a]	92%	93%	94%[a]	90%	92%	91%[a]

Spring 2013 through Spring 2015 Student Climate Survey Results

College intentions

Table 6

At least three-quarters of students surveyed believe they will go to college after high school.

I will go to college after high school.	Elementary			Middle			High		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
% Yes	78%	77%	76%	75%	75%	76%	76%	75%	75%
% No	2%	2%	1%	3%	4%	2%	4%	3%	3%
% Maybe	20%	22%	22%	22%	22%	22%	20%	22%	22%

Who responded to the survey?

Consistent with response rates from previous years, in Spring 2015, 76% of AISD 3rd- through 11th-grade students completed the Student Climate Survey ($n = 40,221$). 19% ($n = 7,563$) of students completed the survey online.

Figure 1

Elementary school response rates continued to be higher in Spring 2015 than response rates for both middle and high schools.

Two thirds of high school students responded to the survey.

Source. Spring 2009 through Spring 2015 Student Climate Surveys.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Author
Lindsay M. Lamb, Ph.D.

SURVEY DATA IN ACCOUNTABILITY AND EVALUATION SYSTEMS

APPENDIX D: COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING – WHAT IS SEL?

CASEL Collaborative for Academic, Social, and Emotional Learning

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What Is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Effective SEL programming begins in preschool and continues through high school.

The Five Social and Emotional Learning Core Competencies

○ CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. Learn more about the definitions of the five competency clusters for students.

Outcomes Associated with the Five Competencies

The short-term goals of SEL programs are to (1) promote students' self-awareness, social awareness, relationship, and responsible-decision-making skills and (2) improve student attitudes and beliefs about self, others, and school. Learn more about how these, in turn, provide a foundation for better adjustment and academic performance.

The Promotion of Students' Social and Emotional Learning

Educators, parents, and policymakers who recognize that the core SEL competencies are necessary for effective life functioning also know these skills can be taught. Learn more about how extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement.

Frequently Asked Questions about Social and Emotional Learning

Over the years, we've received questions about SEL, why it's important, and how it looks in practice. CASEL's team of researchers and educational leaders has devised a series of responses to the most common questions. Learn more about SEL on our FAQ page.

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APPENDIX E: COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING – SEL CORE COMPETENCIES

CASEL Collaborative for Academic, Social, and Emotional Learning

ABOUT   WHAT IS SEL?   SEL IN ACTION   SEL IN POLICY   SEL RESEARCH   EVENTS

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A National Teacher
Survey on How Social
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Can Empower Children
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autonomy, compliance,
and intrinsic motivation.
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Social and Emotional Learning Core Competencies

CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- <!--[if !supportLists]-->**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- <!--[if !supportLists]-->**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- <!--[if !supportLists]-->**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- <!--[if !supportLists]-->**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of

ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

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john w. gardner
center for youth and their communities

School Culture-Climate Surveys
The CORE Board has approved, for inclusion in the Index, the measurement of a range of school climate indicators that have been found to predict positive student academic achievement. The indicators fall under four broad areas of focus: Teaching and Learning, Inter-personal Relationships, Safety, and School-Community Engagement.

Teaching and Learning. Research indicates that a positive school climate creates an optimal environment for learning. Studies have shown, for example, that teacher practices that promote active student engagement in the learning process contribute to student academic achievement.[1]

Interpersonal Relationships. Teacher's social interactions with students directly affect student's behavioral and emotional engagement in the classroom and provide an "optimal foundation for social, emotional, and academic learning," especially for middle school and high school students.[2] Also, when students perceived teacher-student and student-peer social supports, these perceptions are positively associated with self-esteem and grade point averages. For the Index, we will look specifically at the sub-indicator of *Sense of Belonging* (i.e., feelings of social inclusion, respect, and being valued by teachers and peers), which is positively associated with higher student achievement and fewer student discipline problems.[3]

Safety. Feeling safe in school is positively associated with student academic learning and healthy youth development. Conversely, research indicates that schools without well-communicated and supportive norms of behavior and structures are more likely to experience violence, peer victimization, punitive disciplinary actions, higher levels of absenteeism, and reduced academic achievement.

School-Community Engagement. Researchers at the Chicago School Research Consortium have found that schools with high relational trust (such as positive social relationships both among educators and between educators and families and community members) are more likely to make changes that improve student achievement. They found that positive school-community and school-family relationships helped to reinforce teacher capacity and promoted a safe and respectful learning climate.[4]

Measurement Method
Students in grades five to twelve, teachers and staff, and parents, guardians and caregivers will participate in surveys to assess their perceptions of school culture-climate. These instruments were piloted in Spring 2014. Our plan is to conduct a CORE-wide field test of a refined set of items in Spring 2015, setting a baseline for inclusion in the Index starting with the measurement of these factors in

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[1] Thapa, Amrit, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D'Alessandro (2013). *A Review of School Climate Research.* Vol. 83 Review of Educational Research, pp.365-366, September, 2013. Available online at: http://rer.sagepub.com/content/83/3/357.full.pdf+html.

[2] Vol. 83 Review of Educational Research, at p.363.

[3] Vol. 83 Review of Educational Research, at p.364. Also see, Higgins-D'Alessandro, A., & Sakwarawich, A. (2011, October). *Congruency and determinants of teacher and student views of school culture.* Paper presented at the Association for Moral Education annual conference, Nanjing, China. Reported in Vol. 83 Review of Educational Research, at p.364

[4] Bryk, Anthony S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing Schools For Improvement: Lessons from Chicago* (Chicago, IL: University of Chicago Press).

Spring 2016. (Note that delaying inclusion of the Culture/Climate Surveys in the Index until the Spring 2016 administration will require an amendment to the CORE Waiver).

Student, Staff and Parent Assessment Items for the Spring 2015 Field Test
Teaching and Learning

Included Construct	**Climate of Support for Academic Learning**
	Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.
Included Student Items	*How strongly do you agree or disagree with the following statements about your* **school**? *[Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree]* • Adults at school encourage me to work hard so I can be successful in college or at the job I choose. • My teachers work hard to help me with my schoolwork when I need it. • Teachers give students a chance to take part in classroom discussions or activities. • This school promotes academic success for all students. • This school is a supportive and inviting place for students to learn. • Teachers go out of their way to help students. **Note:** Out of the twelve-item scale used by WestEd, these six items maximize internal reliability in measuring this construct, and best capture variation across schools.[5]
Included Staff Items	*This school...* *[Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable]* • is a supportive and inviting place for students to learn. • sets high standards for academic performance for all students. • promotes academic success for all students. • emphasizes helping students academically when they need it. • emphasizes teaching lessons in ways relevant to students. • encourages students to enroll in rigorous courses (such as honors and AP, regardless of their race, ethnicity, or nationality).

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[5] Email from Thomas Hanson, Senior Research Associate at WestEd (October 16, 2014).

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	Note: This is the six-item scale from WestEd's survey.
Included Parent Items	*This school...* *[Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable]* • provides high quality instruction to my child. • has high expectations for all students. **Note:** These two items are from LAUSD's parent survey and have been found to measure the same factor.[6]

Interpersonal Relationships

Included Construct	**Sense of Belonging – School Connectedness** A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.
Included Student Items	*How strongly do you agree or disagree with the following statements?* *[Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree]* • I feel close to people at this school • I am happy to be at this school • I feel like I am part of this school • The teachers at this school treat students fairly • I feel safe in my school **Note:** The connectedness items look at student connections with their school. This scale has stronger measurement properties than the other dimension of sense belonging having to do with meaningful participation. It has better reliability and stability. It also provides greater differentiation between schools, and is more strongly associated with academic measures.[7]
Included Staff Items	*[Nearly All Adults, Most Adults, Some Adults, Few Adults, Almost None]* • How many adults at this school have close professional relationships with each other? • How many adults at this school support and treat each other

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[6] Email from Jeff White, Principal Administrative Analyst at LAUSD (October 20, 2014).

[7] Email from Thomas Hanson, Senior Research Associate at WestEd (October 16, 2014).

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	with respect?
	• How many adults at this school feel a responsibility to improve this school?
	[Strongly Agree, Agree, Neither Agree nor disagree, Disagree, Strongly Disagree].
	• This school is a supportive and inviting place for staff to work
	• This school promotes trust and collegiality among staff
	• This school promotes personnel participation in decision-making that affects school practices and policies.
	Note: These two sets of items from come WestEd's staff survey. They were not included in the initial pilot items from last year, but are being included now as the best match the concept of sense of belonging, specifically focusing on school connectedness. The first set of items are specifically designed to look at staff peer relationships. The second set assess school staff collegiality and sense of support.[8]
Included Parent Items	*[Strongly Agree, Agree, Neither Agree nor disagree, Disagree, Strongly Disagree].*
	• I feel welcome to participate at this school.
	• School staff treats me with respect
	• School staff takes my concerns seriously.
	• School staff welcomes my suggestions.
	• School staff responds to my needs in a timely manner.
	• School staff is helpful
	• My child's background (race, ethnicity, religion, economic status) is valued at this school.
	Note: These items come from LAUSD's School Experience Survey.

Safety

Included Construct	**Knowledge and Fairness of Discipline Rules and Norms** Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention
Included Student Items	*How strongly do you agree or disagree with the following statements?* *[Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree]*

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[8] Email from Thomas Hanson, Senior Research Associate at WestEd (October 21, 2014).

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	5 Item Scale (Rule Clarity) • This school clearly informs students what would happen if they break school rules. • Rules in this school are made clear to students. • Students know how they are expected to act. • Students know what the rules are. • This school makes it clear how students are expected to act. **4 Item Scale (Respectful and Fair)** • Adults at this school treat all students with respect. • Students treat teachers with respect. • The school rules are fair. • All students are treated fairly when they break school rules. **Note:** Out of the four sub-constructs in the WestEd survey, the sub constructs rule clarity, and respectful and fair are being included for stronger measurement properties (e.g., reliability, variation across schools) and for alignment to initiatives like Positive Behavior Intervention and Support.[9]
Included Staff Items	*[Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Not Applicable]* **5-Item Scale (Rule Clarity and Equity)** • This school clearly communicates to students the consequences of breaking school rules. • Rules in this school are made clear to students. • Students know how they are expected to act. • Students know what the rules are. • This school makes it clear how students are expected to act. **4-Item Scale (Fair, Respectful, Orderly)** • This school handles discipline problems fairly. • This school effectively handles student discipline and behavioral problems. • Adults at this school treat all students with respect. • The school rules are fair.
Included Parent Items	*How strongly do you agree or disagree with the following statements about your experience with this school this year?*

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[9] Email from Thomas Hanson, Senior Research Associate at WestEd (October 16, 2014).

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	[Strongly Agree, Agree, Neither Agree nor disagree, Disagree, Strongly Disagree] • This school clearly informs students what would happen if they break school rules.[10] • At this school, discipline is fair.

Included Construct	**Sense of Safety** Students and adults report feeling safe from verbal abuse, teasing, or exclusion by others in the school.

Included Student Items	*2 Item Scale, Perception of Safety*
	• I feel safe in my school[11]
	   [Strongly Disagree, Disagree, Neither Disagree Nor Agree, Agree, Strongly Agree]
	
	• *How safe do you feel when you are at school?*
	   [Very Safe, Safe, Neither Safe nor Unsafe, Unsafe, Very Unsafe]
	
	During the past 12 months, how many times on school property have you …
	
	[0 Times, 1 Time, 2 or 3 Times, 4 or More Times]
	
	6 Item scale, (Bullying)
	• Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?
	• Been afraid of being beaten up.
	• had mean rumors or lies spread about you?
	• had sexual jokes, comments, or gestures made to you?
	• been made fun of because of your looks or the way you talk?
	• Had your property stolen, or deliberately damaged, such as your car, cloths, or books.
	
	Note: This subscale has been found to be reliable (alpha = .8), as well as varying more across schools and being more related to academic performance than measures of discrimination and bullying.

Included Staff Items	*How much of a problem at this school is…* *[Insignificant Problem, Mild Problem, Moderate Problem, Severe Problem]*

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[10] This question is not on the LA Parent Survey, but the CORE BOARD endorsed adding to a parent survey.

[11] Note that this item is also part of the school connectedness construct.

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	5 Item Scale (Interpersonal Conflict) • harassment or bullying among students • physical fighting between students • disruptive student behavior • racial/ethnic conflict among students • lack of respect of staff by students
Included Parent Items	*How strongly do you agree or disagree with the following statements about your experience with this school this year?* *[Strongly Agree, Agree, Neither Agree nor disagree, Disagree, Strongly Disagree]* • My child is safe in the neighborhood around the school. • My child is safe on school grounds

Elementary student items

The student items above are for secondary students. Elementary students will respond to the modified items below that are a better fit for elementary students based upon the work of our partners at WestEd.

- Do adults at school encourage you to work hard so you can be successful?
- Do your teachers work hard to help you with your schoolwork when you need it?
- Do teachers give students a chance to take part in classroom discussions or activities?
- Does this school help all students be successful in school?
- Do teachers go out of their way to help students?
- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly at school?
- Do you feel safe at school?
- Does this school clearly tell students what would happen if they break school rules?
- Are rules in this school made clear to students?
- Do students know how they are expected to act?
- Do students know what the rules are?
- Do teachers and other grown-ups at school treat students with respect?
- Do students treat teachers with respect?
- Are the school rules fair?
- Are students treated fairly when they break school rules?
- Do other kids hit or push at school when they are not just playing around?
- Are you afraid of being beaten up at school?
- Do other kids at school spread mean rumors or lies about you?
- Do other kids at this school ever tease you about what your body looks like?
- Do other kids at this school ever tease you about the way you talk?
- Do other kids steal or damage your things, like your clothes or your books?

No, never; Yes, some of the time; Yes, most of the time; Yes, all of the time

Tripod Project Survey 7C Survey items included in the MET Project Analysis

Upper Elementary Version	Secondary Version
Care	**Care**
- I like the way my teacher treats me when I need help. - My teacher is nice to me when I ask questions. - My teacher in this class makes me feel that s/he really cares about me. - If I am sad or angry, my teacher helps me feel better. - The teacher in this class encourages me to do my best. - My teacher seems to know if something is bothering me. - My teacher gives us time to explain our ideas.	- My teacher in this class makes me feel s/he really cares about me. - My teacher seems to know if something is bothering me. - My teacher really tries to understand how students feel about things.
Control	**Control**
- My classmates behave the way my teacher wants them to. - Our class stays busy and does not waste time. - Students behave so badly in this class that it slows down our learning.* - Everybody knows what they should be doing and learning in this class.	- Student behavior in this class is under control. - I hate the way that students behave in this class.* - Student behavior in this class makes the teacher angry.* - Student behavior in this class is a problem.* - My classmates behave the way my teacher wants them to. - Students in this class treat the teacher with respect. - Our class stays busy and doesn't waste time.
Clarify	**Clarify**
- My teacher explains things in very orderly ways. - In this class, we learn to correct our mistakes. - My teacher explains difficult things clearly. - My teacher has several good ways to explain each topic that we cover in this class. - I understand what I am supposed to be learning in this class. - My teacher knows when the class understands, and when we do not. - This class is neat—everything has a place and things are easy to find. - If you don't understand something, my teacher explains it another way.	- If you don't understand something, my teacher explains it another way. - My teacher knows when the class understands, and when we do not. - When s/he is teaching us, my teacher thinks we understand when we don't.* - My teacher has several good ways to explain each topic that we cover in class. - My teacher explains difficult things clearly.
Challenge	**Challenge**
- My teacher pushes us to think hard about things we read. - My teacher pushes everybody to work hard. - In this class we have to think hard about the writing we do. - In this class, my teacher accepts nothing less than our full effort.	- My teacher asks questions to be sure we are following along when s/he is teaching. - My teacher asks students to explain more about the answers they give. - In this class, my teacher accepts nothing less than our full effort. - My teacher doesn't let people give up when the work gets hard.

	• My teacher wants me to explain my answers—why I think what I think. • In this class, we learn a lot almost every day. • In this class, we learn to correct our mistakes.
• School work is interesting. • We have interesting homework. • Homework helps me learn. • School work is not very enjoyable.* (Do you agree?)	• This class does not keep my attention—I get bored.* • My teacher makes learning enjoyable. • My teacher makes lessons interesting. • I like the way we learn in this class.
• When s/he is teaching us, my teacher asks us whether we understand. • My teacher asks questions to be sure we are following along when s/he is teaching. • My teacher checks to make sure we understand what s/he is teaching us. • My teacher tells us what we are learning and why. • My teacher wants us to share our thoughts. • Students speak up and share their ideas about class work. • My teacher wants me to explain my answers—why I think what I think.	• My teacher wants us to share our thoughts. • Students get to decide how activities are done in this class. • My teacher gives us time to explain our ideas. • Students speak up and share their ideas about class work. • My teacher respects my ideas and suggestions.
• My teacher takes the time to summarize what we learn each day. • When my teacher marks my work, s/he writes on my papers to help me understand.	• My teacher takes the time to summarize what we learn each day. • My teacher checks to make sure we understand what s/he is teaching us. • We get helpful comments to let us know what we did wrong on assignments. • The comments that I get on my work in this class help me understand how to improve.

*Note: Reverse coded item. Agreement represents an unfavorable response.

Source: MET Project Policy and Practice Brief: Asking Students about Teaching (Bill and Melinda Gates Foundation, 2012), http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf

Student Perception Survey Items – Grades 3-5*

Student Surveys – Teachers (Spring 2015)

Teacher:

1. How much have you learned from this teacher?

   ◯ Almost nothing   ◯ A little bit   ◯ Some   ◯ Quite a bit   ◯ A tremendous amount

2. When you need extra help, how good is this teacher at giving you that help?

   ◯ Not at all good   ◯ Slightly good   ◯ Somewhat good   ◯ Quite good   ◯ Extremely good

3. How good is this teacher at teaching in the way that you learn best?

   ◯ Not at all good   ◯ A little bit good   ◯ Somewhat good   ◯ Quite good   ◯ Extremely good

4. 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

5. How interesting does this teacher make what you are learning in class?

   ◯ Not at all interesting   ◯ Slightly interesting   ◯ Somewhat interesting   ◯ Quite interesting   ◯ Extremely interesting

6. How good is this teacher at helping you learn?

   ◯ Not at all good   ◯ A little bit good   ◯ Somewhat good   ◯ Quite good   ◯ Extremely good

7. How much did you learn from this teacher that you didn't know before taking his or her class?

   ◯ Almost nothing   ◯ A little bit   ◯ Some   ◯ Quite a bit   ◯ A tremendous amount

8. On most days, how pleasant is your teacher's mood?

   ◯ Very unpleasant   ◯ Somewhat unpleasant   ◯ Slightly unpleasant   ◯ Neither pleasant nor unpleasant   ◯ Slightly pleasant   ◯ Somewhat pleasant   ◯ Very pleasant

9. 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

10. How often do students behave well in this class?

    ◯ Almost never   ◯ Once in a while   ◯ Sometimes   ◯ Often   ◯ All the time

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11. 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

12. 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

13. Overall, how high are this teacher's expectations of you?

◯ Not high at all ◯ Slightly high ◯ Somewhat high ◯ Quite high ◯ Extremely high

14. How often does this teacher make you explain your answers?

◯ Almost never ◯ Once in a while ◯ Sometimes ◯ Often ◯ All the time

15. How often does this teacher take time to make sure you understand the material?

◯ Almost never ◯ Once in a while ◯ Sometimes ◯ Often ◯ All the time

16. How much do you participate in class?

◯ Not at all ◯ A little bit ◯ Some ◯ Quite a bit ◯ A tremendous amount

17. How focused are you on the activities in class?

◯ Not at all focused ◯ Slightly focused ◯ Somewhat focused ◯ Quite focused
◯ Extremely focused

18. How excited are you about going to this class?

◯ Not at all excited ◯ A little bit excited ◯ Somewhat excited ◯ Quite excited
◯ Extremely excited

19. How interested are you in this class?

◯ Not at all interested ◯ A little bit interested ◯ Somewhat interested ◯ Quite interested ◯
Extremely interested

20. 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 ◯ Often ◯ All the time

21. How much does this teacher want to learn about what you do when you are not in school?

◯ Not at all ◯ A little bit ◯ Somewhat ◯ Quite a bit ◯ A tremendous amount

22. How interested is this teacher in what you want to be when you grow up?

◯ Not at all interested ◯ A little bit interested ◯ Somewhat interested ◯ Quite interested ◯
Extremely interested

23. If you had something on your mind, how carefully would this teacher listen to you?

◯ Not at all carefully ◯ A little bit carefully ◯ Somewhat carefully ◯ Quite a bit carefully ◯ Extremely carefully

*Note: Surveys were developed by Panorama Education Panorama Education (2016, https://www.panoramaed.com/) and Dallas ISD (2015a, 2015b). Surveys were available in both English and Spanish versions. The surveys can be found at

http://www.dallasisd.org/site/default.aspx?PageType=14&DomainID=8969&PageID=28269&ModuleInstanceID=47144&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True

Student Perception Survey Items – Grades 6-12*

Student Surveys – Teachers (Spring 2015)

Teacher:

1. Overall, how much have you learned from this teacher about this subject?

   ◯ Almost nothing ◯ A little bit ◯ Some ◯ Quite a bit ◯ A tremendous amount

2. During class, how motivating are the activities that this teacher has you do?

   ◯ Not at all motivating ◯ Slightly motivating ◯ Somewhat motivating ◯ Quite motivating ◯ Extremely motivating

3. 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

4. How interesting does this teacher make what you are learning in class?

   ◯ Not at all interesting ◯ Slightly interesting ◯ Somewhat interesting ◯ Quite interesting ◯ Extremely interesting

5. How often does this teacher give you feedback that helps you learn?

   ◯ Almost never ◯ Once in a while ◯ Sometimes ◯ Often ◯ All the time

6. When you need extra help, how good is this teacher at giving you that help?

   ◯ Not at all good ◯ Slightly good ◯ Somewhat good ◯ Quite good ◯ Extremely good

7. How comfortable are you asking this teacher questions about what you are learning in his or her class?

   ◯ Not at all comfortable ◯ Slightly comfortable ◯ Somewhat comfortable ◯ Quite comfortable ◯ Extremely comfortable

8. How often has this teacher taught you things that you didn't know before taking this class?

   ◯ Almost never ◯ Once in a while ◯ Sometimes ◯ Often ◯ All the time

9. On most days, 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

10. 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

11. On most days, how pleasant or unpleasant is your teacher's mood?

    ◯ Very unpleasant   ◯ Somewhat unpleasant   ◯ Slightly unpleasant   ◯ Neither pleasant nor unpleasant   ◯ Slightly pleasant   ◯ Somewhat pleasant   ◯ Very pleasant

12. How often do students behave well in this class?

    ◯ Almost never   ◯ Once in a while   ◯ Sometimes   ◯ Often   ◯ All the time

13. 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

14. 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

15. Overall, how high are this teacher's expectations of you?

    ◯ Not high at all   ◯ Slightly high   ◯ Somewhat high   ◯ Quite high   ◯ Extremely high

16. How often does this teacher make you explain your answers?

    ◯ Almost never   ◯ Once in a while   ◯ Sometimes   ◯ Often   ◯ All the time

17. How often does this teacher take time to make sure you understand the material?

    ◯ Almost never   ◯ Once in a while   ◯ Sometimes   ◯ Often   ◯ All the time

18. In this class, how much do you participate?

    ◯ Not at all   ◯ A little bit   ◯ Some   ◯ Quite a bit   ◯ A tremendous amount

19. When you are not in class, how often do you talk about ideas from class?

    ◯ Almost never   ◯ Once in a while   ◯ Sometimes   ◯ Often   ◯ All the time

20. How often do you get so focused on class activities that you lose track of times?

    ◯ Almost never   ◯ Once in a while   ◯ Sometimes   ◯ Often   ◯ All the time

21. How excited are you about going to this class?

○ Not at all excited   ○ A little bit excited   ○ Somewhat excited   ○ Quite excited
○ Extremely excited

22. Overall, how interested are you in this class?

○ Not at all interested   ○ A little bit interested   ○ Somewhat interested   ○ Quite interested   ○ Extremely interested

23. 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   ○ Often   ○ All the time

24. How interested is this teacher in what you do outside of class?

○ Not at all interested   ○ A little bit interested   ○ Somewhat interested   ○ Quite interested   ○ Extremely interested

25. How interested is this teacher in your career after you finish school?

○ Not at all interested   ○ A little bit interested   ○ Somewhat interested   ○ Quite interested   ○ Extremely interested

26. If you walked into class upset, how concerned would your teacher be?

○ Not at all concerned   ○ Slightly concerned   ○ Somewhat concerned   ○ Quite concerned   ○ Extremely concerned

27. If you came back to visit class three years from now, how excited would this teacher be to see you?

○ Not at all excited   ○ A little bit excited   ○ Somewhat excited   ○ Quite excited   ○ Extremely excited

28. If you had something on your mind, how carefully would this teacher listen to you?

○ Not at all carefully   ○ A little bit carefully   ○ Somewhat carefully   ○ Quite a bit carefully   ○ Extremely carefully

*Note: Surveys were developed by Panorama Education (2016, https://www.panoramaed.com/) and Dallas ISD (2015a, 2015b). Surveys were available in both English and Spanish versions. The surveys can be found at http://www.dallasisd.org/site/default.aspx?PageType=14&DomainID=8969&PageID=28269&ModuleInstanceID=47144&ViewID=1e008a8a-8e8a-4ca0-9472-a8f4a723a4a7&IsMoreExpandedView=True