

MEASURING SCHOOL QUALITY BEYOND TEST SCORES: A TOOLKIT

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BEYOND TEST SCORES PROJECT



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Building a School Quality Framework

A School Quality Framework (SQF) reflects the educational values and characteristics that are important to a community. This framework may serve as a complement or a contrast to measures of school quality included in accountability systems. Current measures of school quality tend to over-rely on student standardized test scores, which are highly correlated with student demographics like race and family income. Current measures also fail to offer actionable information for school improvement. An SQF is an important tool that validates and valorizes educational aims that may otherwise be overlooked and establishes common language for discussing these aims.

This guide provides an overview on developing a School Quality Framework in partnership with community stakeholders¹. The following steps will take several months to complete, however, an inclusive and collaborative process is a way of building trust among stakeholders and a shared commitment to the outcomes agreed upon.

Step 1: Reach Out to Community Leaders

The first step in building a School Quality Framework is amassing support for the project and ensuring inclusive community collaboration. To do this, begin by contacting community leaders like district leaders, teacher union representatives, education advocacy groups, parent groups, and non-dominant populations, such as families whose primary language is not English, and students in the district. This outreach will be critical not only for amassing broad-based support for the project, but also for democratizing this process and ensuring all stakeholders have a voice.

Step 2: Plan and Convene Focus Groups

After you have the necessary community leaders on board, plan your focus groups. During focus groups, you will learn what is important to the community in terms of school quality and educational values. A well-designed focus group protocol will help guide the conversation and keep the groups on track, while being open enough to elicit a wide range of responses (See Appendix B for a sample protocol). Consistent with your commitment in Step 1 to include multiple stakeholder groups (especially non-dominant populations), make sure that all documents are translated into the languages spoken by the community and that you enlist the services of a translator if you do not speak said language(s). Make protocol language simple and clear so that it can be understood by a non-academic audience.

¹ Underlined terms are further defined in the glossary found in Appendix A.

There are many questions you may decide to include in your protocol that could get at the idea of school quality. Some examples include:

- What are the most important characteristics of a good school in this community?
- What would separate a good school from an adequate school?
- What is something important that your current school does really well?

Whenever possible, conduct focus groups in pairs. Having two people allows for shared facilitation and note-taking.

At the end of the focus group, the facilitator(s) should create a list of all the unique characteristics and values raised by the focus group participants. Then, facilitators should conduct a member check by sending this list to community participants to check for understanding and to see if any additional characteristics or values should be included. If community participants offer feedback on the list from their focus group, include their feedback by making necessary edits and/or additions.

There is no set number of focus groups to convene. Rather, you will want to ensure you hold focus groups with a diverse cross-section of the community. Eventually, you will reach “saturation.” You will know you’ve reached this point when new focus groups only produce information you have already collected during previous focus groups.

Step 3: Analyze the Data and Draft the Framework

To begin the analysis process, you will first need to manage your data. You should compile all the lists of unique characteristics and values into one master list. Edit this master list to remove any duplicates. Next, create a definition or description for each of these items. While writing definitions, it may be helpful to return to notes from the focus groups to ensure your definitions accurately capture the perspectives of community participants.

Once you have created a master list with definitions, group items together by category or theme. This can be done on the computer, using an application like Word or Excel, or even by printing out the items so you can physically group and organize items into groups that seem similar to each other. For example, one item might be that “students feel comfortable with their teachers.” Another might be that “teachers feel safe and valued by their principal.” Still another might be that “families are welcomed into the school.” These items might be grouped together. Once you have several groups of related items, give the groups names. The three items above might be grouped into a category called “Relationships.” There is no right or wrong way to organize the ideas on your list. Try out different combinations or different names until it *feels* right.

As a general guide, aim to group items into a rough hierarchy:

- **Categories:** these are the “names” that you give to groups of similar items (e.g., Relationships)
 - **Subcategories:** these further define the category (e.g., teacher-student relationships, teacher-teacher relationships, teacher-administration relationships, family-school relationships)
 - **Measures:** concrete data that could be collected for each subcategory (e.g., for family-school relationships: representation of family organizations, representation of school family events, families report feeling welcomed)

Through this process of arranging and rearranging, items will gradually take the shape of a web or framework. Arrange items into major categories, subcategories, and examples or measures, as noted above. You may need to create additional categories or subcategories or measures to group items or better define items as your framework takes shape.

This is a complex process that will take several revisions until you arrive at a shareable draft. This process will likely be messier than the description above. A sample framework, with multiple levels of categories and subcategories, is available in Appendix C.

Step 4: Community Feedback and Framework Revisions

When you have a framework that is ready to share, you will want to send it to members of the community for another “member check” to ensure completeness and validity. The question to be answered during this step is, basically, do community members feel that your framework reflects their values and priorities? Encourage them to give you candid feedback and then make edits in response to any community feedback you receive.

Step 5: Next Steps

After you complete the School Quality Framework, start to think about how to measure the items in the framework. You likely already began this process during the framework development, but now you need to make sure you have the surveys and data collection processes in place. As a democratic project, consider who is most likely to use the data collected and for what purposes and then ensure that the data are broadly and easily accessible to this audience.

Using Surveys as Measures

Why Use Surveys?

Survey measurement tools are one way to provide your school with actionable information to understand how your school is doing and expand data available to school leaders, educators, parents, and community members. Aligned with your school quality framework, surveys can quantify the perspectives of students, caregivers, teachers, and staff. Survey data can help identify general trends, while interview data uncovers the how, why, or process of something.

Where Can I Find Surveys?

There are a number of free and open-source repositories of survey scales available online, as well as several fee-based resources, including the following:

- [Panorama Education](#)
- [Chicago Consortium for School Research](#)
- [California Office to Reform Education](#)
- [Centers for Disease Control](#)
- [Tripod Education Partners](#) (fee-based)

Additionally, Appendix E provides an inventory of surveys available from these and other resources, broken down by indicators with links to the surveys.

What's the Right Process for Surveying?

1. *Identify the construct you want to measure.*

Based on the constructs, or big ideas, of your school quality framework, you will need a survey for each construct.

2. *Research surveys that address your construct of interest.*

From your research, choose the best survey for your construct. Scales that have been field-tested and demonstrate strong validity and reliability are recommended as ideal surveys to use.

3. *Survey multiple sources.*

Administrators, educators, students, and caregivers may see things from different perspectives. Each has their own valuable viewpoint that should be captured in data collection to ensure a comprehensive picture of the construct of interest.

4. *Administer the survey.*

Completing the survey should be in alignment with respondents' time constraints and preferred form of input (e.g., online via Google Forms or Survey Monkey versus paper and pencil). Consider whether students and caregivers have access to the internet and other technological resources.

Additionally, keep in mind that teachers and caregivers, who are already strapped for time, may be less apt to complete a lengthy, time-intensive survey. While not required, building the administration of the survey into a time and space that is dedicated to completing the survey is optimal. Staff meetings, PTO meetings, school-family events, and class time are some possible avenues of administration.

Sometimes there are a select few who routinely show up to school events and return mailed correspondence, while other families do not. It is important to make a good faith effort to pursue the inclusion of those voices who are less engaged with the school. This may be achieved through door-to-door surveys. Doing so will ensure input from all families. Otherwise, "stakeholders" means really only one group of highly involved families.

Anonymity of respondents is imperative. Educators and students may feel pressure to respond in particular ways. Ensuring anonymity to survey respondents will help alleviate social desirability bias.

Aim for a response rate of at least 50%. Remember that the lower the response rate to the survey, the greater the potential threats to data validity.

5. *Collect demographic information.*

Consider collecting demographic information (e.g., race, gender, student grade level). This information will allow for the determination of how survey results differ by subgroup. For example, girls and boys may differ on social and emotional outcomes. Similarly, racial and ethnic groups may vary on feelings of school inclusion.

How Can I Make a Survey If I Can't Find What I Need?

Generally, it is not recommended that you develop your own surveys, since established surveys have gone through a rigorous process of testing and development. But sometimes existing surveys may not align with all aspects of your school quality framework. Creating your own survey is possible, especially if your group has a team member well-versed in survey design. Given the costs and time associated with survey development, consider asking task or work groups within your school—folks who know your school best, to take charge of constructing your survey.

Before creating your own survey, consider *adapting* established surveys. Sometimes a simple change of wording to a psychometrically sound survey is all that is needed. The following guidelines will help you achieve the construction of your own survey. You will notice that the validated survey scales in Appendix E model many of these best practices. See also the following link to an electronic list of the surveys and how to access them:

<https://drive.google.com/file/d/1snULqE-vQwRyDJ2-oSahaMGVGvP5xFIJ/view?usp=sharing>

1. *Before drafting questions, take time to learn what is already known about constructs.*

Conducting a review of the literature will determine what attitudes, characteristics, and/or behaviors will be captured in the construct of interest. Merge the information gleaned from the literature with input from key stakeholders.

2. *Questions should target a specific construct.*

Survey questions should assess the construct of interest. Constructs (or “big idea” categories) may include multiple subscales (which make up the “big idea” category). For example, a bullying subscale may contain items on bullying, victimization, physical aggression, sexual aggression, or emotional aggression. Your survey may or may not include subscales. Whenever possible, the depth and breadth of attitudes and characteristics should be assessed, not just those that are easy to measure.

3. *Ask more than two questions per construct.*

Constructs with just two questions will be too little. Asking three or more questions per construct is generally enough to get at the integrity of what the construct intends to measure. A construct with at least three questions will ensure that any shoddy questions will be balanced out by better questions.

4. *Ask well thought-out questions.*

Questions should not be too general where there is much room for subjective interpretation (e.g., “Is your school a good one?”), nor should they be too specific so that respondents spend too much time deciding whether the question applies to them. Avoid the construction of items in which social desirability, that is the tendency to respond in a way that makes the respondent or his/her fellow group members look good, may confound your findings.

5. *Questions should be easy to read.*

Questions should be short, concise, clear and simple. They should avoid double-negative statements (e.g., “You are never not busy” or “I cannot say that I disagree with you”), which can be confusing to readers. Additionally, questions that seek information on negative attitudes or behaviors, such as “How often do you get bored in class?” should

be avoided because they are harder to cognitively process (see Gehlbach, 2015). If you have the time and the capacity, the language of survey questions should be tested in focus groups and consultation with stakeholders.

6. *Questions should be sensitive to respondents' cognitive needs.*

Survey items should be sensitive and appropriate to respondents' developmental stage, reading ability, native language, and cultural background. Items should assess one construct and not be "double-barreled" or "triple-barreled" (asking about two or three separate constructs).

7. *Create response options for your survey.*

Responses can be assessed via an odd-numbered continuous scale (1-5 scale), a dichotomous scale (true or false), or a ranking scale (in order of preference: first, second, third, etc.). "Check all that apply" items are not recommended, nor are "agree/disagree" response options. Response items may be assessed via open-ended questions, but this response option requires much more time and cost to analyze.

8. *Conduct focus groups.*

Focus groups are a useful way to pilot test surveys. Consider conducting pilot tests with the survey's target response group(s).

9. *Revise, revise, revise.*

Revision never stops. You can always revise your survey even after you've created and administered it.

Resources for Developing Your Own Survey

The following resources provide additional information on survey construction.

- Gehlbach, H. (2015). Seven survey sins. *The Journal of Early Adolescence*, 35, 883-897.
- Panorama Education <https://www.panoramaed.com/blog/survey-design-checklist>
- Schneider, J. (2017). But how do we get that kind of information? Making use of new tools. In *Beyond Test Scores: A Better Way to Measure School Quality*. Harvard University Press.

Using Data Sources as Measures

Once you're ready to start collecting the data to build your unique school quality dashboard, begin by finding the data that has already been collected and is available to you. Data are available on the Massachusetts Department of Elementary and Secondary Education (DESE) website in a wide array of categories that may help you to measure the quality of schools in your district (<https://www.doe.mass.edu/DataAccountability.html>).

Many data reported to the state are available to the public and are free to obtain. Data are often available at the school level, district level and state level allowing you to illustrate your community's data compared to statewide data to provide context. Below is a sampling of the kinds of data available on the Massachusetts DESE website that might be relevant to your particular school quality framework. (If you're not in Massachusetts, be aware that these kinds of data are reported in every state and made available to the public.)

Sample Data Available on DESE Website

Category	Data Source Link	Description
<i>Teachers & Students</i>	Teacher data	Percent of Teachers Licensed, Student/Teacher ratio, Percent Teaching in Field (School & District level)
	Enrollment	Number of students by grade, including pre-kindergarten (PK), kindergarten (K) and special education beyond grade 12 (School & District level)
	Attendance	Student attendance report that includes several indicators that reflect attendance information (School & District level)
<i>Coursework</i>	Advanced courses	Number and rate of Grade 11 and 12 students completing advanced courses by subject area (School & District level)
	Advanced Placement taken	Number of students who took one or more Advanced Placement exams for each subject (School & District level)
	Advanced Placement performance	Number of students who received each possible score on the Advanced Placement exam for each subject (School & District level)

	Arts courses	Number or percentage of students completing at least one arts course in grades K to 12 (School & District level)
<i>Gender, Race & Select Populations</i>	Staff by race & gender	Staffing Data by Race/ Ethnicity and Gender (School & District level)
	Class size by gender & selected populations	Number of classes and average class size for each subject by gender, Limited English Proficient and Low Income (School & District level)
	Class size by race/ethnicity	Average class size by race/ethnicity (School & District level)
	Enrollment by race & gender	Percentage of enrollment by race/gender for all students in public schools and charter schools in the state (School & District level)
	Enrollment by selected populations	Number and percent of students in subgroups First Language Not English (FLNE), English Language Learners (ELL), Students with Disabilities, High Needs, Economically Disadvantage and Free Lunch and Reduced Lunch (prior to 2015). (School & District level)
<i>Discipline, Retention & Dropout</i>	Student discipline	Disciplines that public school students in Massachusetts received for the offenses committed (School & District level)
	Student retention	Retention data by grade and student group (School & District level)
	Dropout report	Percentage of Massachusetts public high school students who drop out of high school (School & District level)
	Dropout rate	Data on dropouts by race, gender, and selected populations (School, District & State level)
<i>Graduation</i>	Graduation Rate	Percent of students who graduate with a regular high school diploma within 4 or 5 years by student group. (School & District level)

	Graduation Report	Graduation report at state level, and by gender, race/ethnicity, and selected populations (State level)
	Post-graduation plans	Information on the intentions of high school graduates (School & District level)
	Higher Ed plans	Information about the enrollment of Massachusetts public high school graduates into institutions of higher education (School & District level)
<i>Financial</i>	Chapter 70 Budget	Information on state aid to public elementary and secondary schools and district spending (District level)
	Per pupil costs	Per pupil expenditures are calculated by dividing a district's operating costs by its average pupil membership (District level)
<i>Testing</i>	SAT	SAT data (mean scores) at the district level and school level for selected populations as well as for all students (School & District level)
	MCAS Next Gen MCAS	Percent of students at each achievement level by grade and subject. (Legacy & Next Gen reports available; Next Gen since 2017) (School & District level)
	NAEP	The National Assessment of Educational Progress (NAEP) (State level)

Also available on the Massachusetts DESE website is a [District Data Toolkit](#). This toolkit is a comprehensive guide for districts about using data.

Data are often collected at the school building and local levels that are not necessarily reported to and published by the state. For example, individual schools or local communities may collect data of interest to the community, such as data about extracurricular activities, athletic programs or after-school programs.

Using School Walkthroughs as Measures

What Is a Walkthrough Tool?

A school walkthrough provides another data source your district can use to assess your school using your own school quality framework. In a school walkthrough, an individual or group of individuals walk through the school and campus to observe tangible and intangible indicators of the framework's constructs. The tool includes indicators to measure the presence and/or efficacy of each construct.

When to Include a Walkthrough as a Data Source

A walkthrough tool can be added as a data point for constructs that can be easily observed or more fully captured through a visible assessment. This tool can assess constructs such as:

- Facility maintenance and cleanliness
- Student interpersonal skills
- Student physical safety
- Welcoming school environment
- Cultural competency

Consider the following when deciding which constructs of your school quality framework will be assessed using a school walkthrough:

- Can an individual or group of individuals easily observe indicators associated with the construct while on a brief walking through the school building or campus?
- Will a walkthrough provide additional insight into other means of school quality assessment (i.e. stakeholder surveys, administrative data) for the construct?

Constructing the Walkthrough Tool

1. *Develop indicators for constructs*

Once you have a list of observable constructs, you will develop a list of indicators for each construct. These indicators will include easily observable elements (i.e. hallways are clear of trash and debris, students respond to teacher questions) that your team members can check off as they walk through the school and/or campus. A list of resources you can use to begin cultivating possible indicators has been included at the end of this document.

2. *Develop a scale for the tool*

Each of the constructs and/or indicators should include a scale by which your team can measure their observations. You might choose a scale your school already uses or choose a different one. Some scale options include:

- *Yes/No*
 - A yes/no scale simply denotes whether a construct or indicator was observed (yes) or not observed (no). Refer to the [NCES Facilities Checklist](#) for an example.

- *Numerical Scale*
 - A numerical scale can reflect the extent to which a construct or indicator was observed by your team. This kind of scale includes a range of values (i.e. 1-3, 1-5) associated with a type of observation (i.e. infrequent/frequent/very frequent, beginning/developing/exemplary). If you choose to use a numerical scale, ensure that the values (and their definitions) associated with each of the numbers are clearly understood by your team. Refer to the SQM Walkthrough Tool (Appendix D) and the [Classroom Observation Tool](#) for examples.

Using the Walkthrough Tool

Once you have fully developed the walkthrough tool, you will train the team members who will be using it as one type of assessment for your school quality framework. All team members using the tool should have a clear understanding of the constructs, indicators, scales in the walkthrough tool as well as the length of time and location in which the walkthrough will occur.

Resources for Developing a List of Construct Indicators

General Guides

- [Inspection Framework Primary Education \(Netherlands\)](#)
- [Inspection Framework Secondary Education \(Netherlands\)](#)
- [Trauma-Informed Schools Walk-through Checklist \(New Orleans Trauma-Informed Schools Learning Collaborative\)](#)

Specific Construct Guides

School walkthroughs were a common suggested assessment tool for the following constructs in the four test districts for the School Quality Frameworks MTA grant project.

- Cultural Competency
 - [Critical Practices for Anti-Bias Education \(Teaching Tolerance\)](#)
 - [Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality \(Madison, WI Metropolitan School District\)](#)
- Facility Maintenance, Student Physical Safety
 - [Welcoming Walkthrough \(HISD\)](#)
 - [Planning Guide for Maintaining School Facilities \(NCES, see Appendix D\)](#)
 - [School Safety Assessment Checklist \(Australia\)](#)
 - [Facilities Checklist for Education Longitudinal Study of 2002 \(NCES\)](#)
 - [Bullying Victimization, Perpetration, and Bystander Experiences \(CDC\)](#)
- Student Engagement, Student-Teacher Relationships, Welcoming School Environment
 - [Classroom Observation Tool \(The Wallace Foundation\)](#)
 - [Inclusive Practice Tool: WHAT TO LOOK FOR—Observations \(MA DESE\)](#)
 - [The Thoughtful Classroom Teacher Effectiveness Framework Administrator's Observation Guide \(NYSED, see page 9\)](#)
 - [Family-Friendly Partnership School Walk-Through \(GA DOE\)](#)
- Student Interpersonal Skills, Social and Emotional Learning

- [Inclusive Practice Tool: Key Characteristics of Social and Emotional Learning \(MA DESE\)](#)
- [Indicators of Schoolwide SEL Walkthrough Protocol \(CASEL\)](#)
- [Wellbeing for Success: A Resource for Schools \(New Zealand\)](#)

Appendix A: Glossary of Terms

C

Continuous scale: a type of survey where respondents rate the objects where they think appropriate on a scale, for example 1 to 5

Construct: a concept, abstract idea, or subject matter one wishes to measure

D

Dashboard: online source of data where feedback is presented

Data: factual information found that is used as a basis for reasoning; in the context of the SQF, data may come from multiple sources (e.g., data from surveys, focus groups, walkthroughs, or state data dashboards)

Dichotomous scale: a type of survey that provides two options that lie at opposite ends, for example true or false

Double /triple barreled: a question that touches on two or three issues but only allows for one answer

E

Efficacy: ability to produce a desired or intended result

I

Inclusive: including everyone

Indicators: trend or fact that symbolize the state or level of something

M

Master List: list of all characteristics and values found within the data

Member Check: the process of sending data to community participants to get feedback; member checks are important because they recognize that the ultimate expertise on a school quality framework resides with the local stakeholder groups

P

Protocol: a written guide for conducting interviews, focus groups, or debriefing conversations, which may include specific questions and suggested time limits

Psychometric: related to measurement and the qualities that comprise accurate, reliable, and valid measurement

R

Ranking scale: a type of survey that asks to compare items to one another by rating them on a common scale, for example first, second, and third

Reliability: the extent to which a framework and/or data collection instruments can be counted on to generate information that is consistent regardless of context or time period

S

Saturation: overwhelming concentration of data or information

School Walkthrough: individual or group of individuals walk through the school and campus to observe constructs

Social desirability: type of response bias that is the tendency to answer questions in a manner that will be viewed favorably by others

Stakeholders: one who is involved in or affected by the school

Subcategories: secondary categories, categories within the bigger ideas and themes

Subscales: scale used to obtain a measurement of a concept within a larger measurement scale

Survey Scales: a collection of questions, all of which are related to a single construct and answers to which give a more complete understanding of the construct than any single question could

V

Validity: the extent to which the concept is effectively measured by data collection tools

Appendix B: Sample Virtual Focus Group Protocol

Time: Minimum 45 minutes

Materials Required:

- Shareable documents (including Zoom instructions)
- Zoom access

Roles:

- **Discussion leader** – The discussion leader will conduct introductions, facilitate idea generation, and keep the discussion focused
- **Note Taker** – The note taker will take notes during community member discussion to capture important context and will also help troubleshoot any tech issues participants experience

Preparation:

1. Schedule Zoom sessions with 6 to 8 participants (gather email addresses in advance)
2. Prior to the meeting, email participants invitation including instructions on downloading and accessing Zoom
3. The facilitators will create a Google sheet populated with the discussion questions. This can be helpful in a group setting for community members that do not want to share orally.

I(a). Introduce the project (5 minutes)

“Current measures of school quality in Massachusetts (and elsewhere) tend to over-rely on standardized test scores. Such a narrow measurement doesn’t fully capture the full range of what schools actually do. Nor do test scores reflect the full range of what communities value in education. In light of that, we’re launching a project that seeks to support communities in a grassroots effort that will give voice to teachers, families, students, and community members. We aim to help the community better understand how schools are performing on the aspects of school quality that this community values”

- **Ultimate goal:** Data dashboard that offers feedback on how schools are performing modeled after prior work by the “Beyond Test Scores” project at University of Massachusetts Lowell, which created a framework for the Massachusetts Consortium for Innovative Education Assessment (MCIEA).
- **Session goal:** Our goal today is to develop a preliminary list of what you all think is important to schools.

“With your permission, I’d like to record the conversation today so that I can make sure I’m accurately capturing everyone’s perspective. And I’ll/we’ll be taking notes to get main ideas down as we go along. Your comments here are confidential, though, and none of what you say will ever be shared without your permission.”

I(b). Introduce participants (5 minutes)

A quick go-around the room to have everyone introduce themselves and their connections to the district (name, role, connection to schools/which schools). This is also an opportunity for facilitators to introduce themselves.

II. Idea generation (20 minutes)

The discussion leader will use the screen share function to give participants a brief overview of the Google form and the idea generation activity.

The discussion leader will then share a link to a Google form with participants via the Zoom chat function. The Google form will contain five open-ended questions to help generate ideas (see questions below). Participants will be given ten minutes to generate responses. All five questions will be displayed on one page, so participants can return to earlier questions as they brainstorm.

“We’re going to start with a brainstorm session to help us better understand what is important to [insert name of community]. On the Google form we have come up with questions to help you consider what is important in measuring school quality. Using the Google form, write your responses to any or all of the questions with your thoughts. In about ten minutes we will move onto the conversation portion of sharing and anyone who wishes to speak about their thoughts/ responses will have the opportunity to do so.”

- (1) What are the most important characteristics of a good school in this community?
(¿Cuáles son las características más importantes de una buena escuela en esta comunidad?)
- (2) What would separate a good school from an adequate school?
(¿Qué separaría una buena escuela de una escuela adecuada?)
- (3) In choosing a school for your child, what would you look for in a school?
(Al elegir una escuela para su hijo, ¿qué buscaría en una escuela?)
- (4) What is something important that your current school does really well?
(¿Qué es algo importante que su escuela actual hace bien?)
- (5) What is something important that your school needs to work on?
(¿Qué es algo importante en lo que su escuela necesita mejorar?)

The discussion leader will share the results page of the Google form using the screen share function on Zoom. Then, the discussion leader will orally clarify the group's Google form responses with the following questions:

- "Can you tell me more about what X looks like?"
- "Can you describe how X works in a good school?"

As a final probe, the discussion leader will ask (leader can also share document with common areas):

- "Here are some common areas other communities have identified for us in the past... is there anything related to this list that you think we should include here?"

III. Closing (5 minutes)

Thank people for their time and to lay out next steps/timeline

- Explain what we will do with this information

IV. Member Check: Importance Ranking on Google Form

After the session, the facilitators (discussion leader and note taker) should create one list of all unique characteristics and ideas generated during the focus group. This list will then be sent back to community participants as a member check.

- Using a second Google form, ask respondents to rank the importance of the various values and characteristics they have come up with. Assigning a score of 1, 2, or 3 to the items (1 being values or characteristics that are most important, a 2 for items that are pretty important and 3 for items that are somewhat important).
- Also include a blank field where participants can include any additional information they wish to share.

Appendix C: Sample Subsections from a School Quality Framework

Major Category	Input/ Output	Sub Category	Sub Category 2	Description	Measures
School Culture	Input	School Culture & Atmosphere	Cultural Competency	School staff exhibit cultural competency in working with diverse students & families	Survey Questions (Admin, Teachers, Students), School Walkthrough
			Welcoming School Environment	The physical school environment and the interpersonal atmosphere at the school is welcoming to all students and families.	Survey Questions (Students , family), School Walkthrough
	Input	School Leadership	Effective leadership	School leadership is comprised of professional, positive, and effective leaders	Survey Questions (Teachers, Students, Families)
			Shared Leadership	Student, teacher, and family input is considered in school decision making. Students, teachers, and families have opportunities to serve in leadership roles within the school community.	Survey Questions (Teachers, Students, families, Admin.)
	Input	Communication & Collaboration	Organized systems for communication	There is an organized and legible system for school communication (including internal school communications as well as communications to families and the larger community).	Survey Questions (Admin, Teachers, Families), Review of communications
			Culture of collaboration	School leaders facilitate collaboration amongst leadership and staff and teachers actively participate in collaborative efforts.	Survey Questions (Admin, Teachers, Families)

	Output	Positive Relationships	Positive School-Family Relationships	Relationships between the school and families are built on open and effective communication and mutual respect	Survey Questions (Admin, Teachers, Families)
			Positive staff relationships	Relationships between staff members are built on open and effective communication and mutual respect.	Survey Questions (Teachers)
			Positive teacher-student relationships	Relationships between the students and teachers are built on open and effective communication and mutual respect.	Survey Questions (Teachers, Students)
	Output	Student Social Skills & Belonging	Student interpersonal skills	Students are able to interact with others in a positive and respectful manner	Survey Questions (Teachers, Students), School walkthrough
			Student sense of belonging	Students feel like they belong to and are an integral part of their school community	Survey Questions (Students)

Appendix D: Sample Walkthrough Tool – School Quality Measures¹

SQM Categories	Walkthrough Score				
	1	2	3	4	5
1 Teachers and Leadership					
1A-ii Effective practices <ul style="list-style-type: none"> ● Teachers offer clear instruction presented in multiple formats ● Teachers are supportive in their interactions with students ● Teacher conducts frequent checks for understanding ● Predictable classroom routines are developed and taught 					
Notes:					
1A-iii Professional community <ul style="list-style-type: none"> ● Teachers are collaborating actively when other adults are in the room 					
Notes:					
2 School Culture					
2A-i Student physical safety <ul style="list-style-type: none"> ● Physical spaces (classroom, hallways, common areas) allow for smooth physical movement of students and educators 					
Notes:					

¹ This tool was created by Ashley Carey and Peter Piazza for the [Massachusetts Consortium for Innovative Education Assessment](#) (MCIEA) School Quality Measures (SQM) Project

<p>2A-ii Student emotional safety</p> <ul style="list-style-type: none"> • Positive school wide social expectations are posted, defined, taught, and encouraged • Acknowledge expected behavior with specific praise • Adults use brief, specific, instructional error corrections to correct inappropriate behaviors • Teacher creates a classroom where students know the teacher cares • The teacher talks to the students with a focus on encouraging students 					
Notes:					
<p>2B-i Student sense of belonging</p> <ul style="list-style-type: none"> • Students are comfortable asking clarifying questions and for help when they do not understand • Students exhibit willingness to participate in classroom activities • Sense of social cohesion in the classroom 					
Notes:					
	1	2	3	4	5
<p>2B-ii Student-teacher relationships</p> <ul style="list-style-type: none"> • Student-teacher interactions are emotionally supportive 					
Notes:					
<p>2C-ii Academic challenge</p> <ul style="list-style-type: none"> • Students take risks, and the teacher celebrates successes • Teacher helps students “locate wisdom and insight that lies under the surface of a failed attempt” 					
Notes:					
3 Resources					

<p>3A-i Physical space and materials</p> <ul style="list-style-type: none"> ● Physical space is sufficient for school activities ● School facilities are well-maintained ● The classroom supports a variety of tasks and learning formats ● The classroom supports student use of resources, including technology 					
<p>Notes:</p>					
<p>3B-ii Cultural responsiveness</p> <ul style="list-style-type: none"> ● Physical spaces are rich with connections to student experiences and interests 					
<p>Notes:</p>					
<p>3C-i Family-school relationships</p> <ul style="list-style-type: none"> ● Artifacts that evidence family-school events, opportunities for family involvement, family-school communication, active communication via social media 					
<p>Notes:</p>					
<p>4 Academic Learning</p>					
<p>4B-i Engagement in school</p> <ul style="list-style-type: none"> ● Students exercise individual choice and autonomy ● Students appear to be attentive and focused on classroom activities 					
<p>Notes:</p>					
<p>5 Community and Wellbeing</p>					

5C-i Participation in creative and performing arts/ 5C-ii Valuing creative and performing arts <ul style="list-style-type: none">• Artifacts or activities that demonstrate student interest & participation in creative and performing arts					
Notes:					

Appendix E: Compendium of Open-Source Surveys

See also the following link to an electronic list of the surveys and how to access them:

<https://drive.google.com/file/d/1snULqE-vQwRyDJ2-oSahaMGVGvP5xFIJ/view?usp=sharing>

	Survey	Subscale	Respondents	Developer
1.	Student well-being	Positive feelings	Staff, teachers, students (grades K-12)	Panorama Education
2.	Student well-being	Challenging feelings	Staff, teachers, students (grades K-12)	Panorama Education
3.	Student well-being	Supportive relationships	Staff, teachers, students (grades K-12)	Panorama Education
4.	Student well-being	Demographic/background questions	Staff, teachers, students (grades K-12)	Panorama Education
5.	Student well-being	Free-response	Staff, teachers, students	Panorama Education

		questions	(grades K-12)	
6.	Equity and Inclusion	Diversity and inclusion	Students (grades 6-12)	Panorama Education
7.	Equity and Inclusion	Cultural awareness and action	Students (grades 6-12)	Panorama Education
8.	Equity and Inclusion	Sense of belonging	Students (grades 6-12)	Panorama Education
9.	Equity and Inclusion	Demographic/background questions	Students (grades 6-12)	Panorama Education
10.	Equity and Inclusion	Free-response questions	Students (grades 6-12)	Panorama Education
11.	Equity and Inclusion	Professional learning about equity	Staff, teachers	Panorama Education
12.	Equity and Inclusion	Educating all students	Staff, teachers	Panorama Education
13.	Student Perception of Teaching and Learning	Pedagogical effectiveness	Students (grades 3-12)	Panorama Education

14.	Student Perception of Teaching and Learning	Classroom & school climate	Students (grades 3-12)	Panorama Education
15.	Student Perception of Teaching and Learning	Classroom & school rigorous expectations	Students (grades 3-12)	Panorama Education
16.	Student Perception of Teaching and Learning	Classroom & school engagement	Students (grades 3-12)	Panorama Education
17.	Student Perception of Teaching and Learning	Teacher- & school-Student relationships	Students (grades 3-12)	Panorama Education
18.	Student Perception of Teaching and Learning	Classroom & school belonging	Students (grades 3-12)	Panorama Education
19.	Student Perception of Teaching and Learning	Valuing of subject matter & school	Students (grades 3-12)	Panorama Education
20.	Student Perception of Teaching and Learning	Classroom & school learning strategies	Students (grades 3-12)	Panorama Education
21.	Student Perception of Teaching and Learning	Classroom &	Students	Panorama Education

	Learning	school mindset	(grades 3-12)	
22.	Student Perception of Teaching and Learning	Grit	Students (grades 3-12)	Panorama Education
23.	Student Perception of Teaching and Learning	School safety	Students (grades 3-12)	Panorama Education
24.	Social-emotional Learning	Skills & competencies	Students (grades 3-12)	Panorama Education
25.	Social-emotional Learning	Supports & environment	Students (grades 3-12)	Panorama Education
26.	Social-emotional Learning	Well-being	Students (grades 3-12)	Panorama Education
27.	Social-emotional Learning	Teacher/Staff Well-being & adult SEL	Teachers & staff (grades K-12)	Panorama Education
28.	Family-school Relationships	Family engagement	Caregivers	Panorama Education
29.	Family-school Relationships	School fit	Caregivers	Panorama Education

30.	Family-school Relationships	Family support	Caregivers	Panorama Education
31.	Family-school Relationships	Family efficacy	Caregivers	Panorama Education
32.	Family-school Relationships	Learning behaviors	Caregivers	Panorama Education
33.	Family-school Relationships	School climate	Caregivers	Panorama Education
34.	Family-school Relationships	Grit	Caregivers	Panorama Education
35.	Family-school Relationships	Barriers to engagement	Caregivers	Panorama Education
36.	Family-school Relationships	Roles and responsibilities	Caregivers	Panorama Education
37.	Family-school Relationships	School safety	Caregivers	Panorama Education
38.	Family-school Relationships	Free-response questions	Caregivers	Panorama Education
39.	Family-school Relationships	Demographic/background questions	Caregivers	Panorama Education
40.	Teacher and Staff Survey	Belonging	Staff, teachers	Panorama Education

41.	Teacher and Staff Survey	Cultural awareness and action	Staff, teachers	Panorama Education
42.	Teacher and Staff Survey	Educating all students	Teachers	Panorama Education
43.	Teacher and Staff Survey	Feedback and coaching	Staff, teachers	Panorama Education
44.	Teacher and Staff Survey	Student Grit	Teachers	Panorama Education
45.	Teacher and Staff Survey	Professional Learning (PD)	Staff, teachers	Panorama Education
46.	Teacher and Staff Survey	Professional Learning about Equity	Teachers	Panorama Education
47.	Teacher and Staff Survey	Evaluation	Staff, teachers	Panorama Education
48.	Teacher and Staff Survey	Faculty Growth Mindset	Teachers	Panorama Education
49.	Teacher and Staff Survey	Professional Learning about SEL	Teachers	Panorama Education

50.	Teacher and Staff Survey	School Resources	Staff, teachers	Panorama Education
51.	Teacher and Staff Survey	Roles & Responsibilities	Staff, teachers	Panorama Education
52.	Teacher and Staff Survey	School Climate	Staff, teachers	Panorama Education
53.	Teacher and Staff Survey	School Leadership	Staff, teachers	Panorama Education
54.	Teacher and Staff Survey	Staff-family Relationships	Staff, teachers	Panorama Education
55.	Teacher and Staff Survey	Teaching Efficacy	Teachers	Panorama Education
56.	Teacher and Staff Survey	Teacher Self-reflection	Teachers	Panorama Education
57.	Teacher and Staff Survey	Testing	Teachers	Panorama Education
58.	Teacher and Staff Survey	Well-being	Staff, teachers	Panorama Education
59.	Teacher and Staff Survey	Free response & demographics	Staff, teachers	Panorama Education
60.	Teacher and Staff Survey	Student Growth	Teachers	Panorama Education

		Mindset		
61.	Teacher and Staff Survey	Staff-Leadership Relationships	Staff, teachers	Panorama Education
62.	5Essentials Survey, Early Education Essentials	Effective Leaders	Teachers and staff (preK-12)	U Chicago Consortium on School Research
63.	5Essentials Survey, Early Education Essentials	Collaborative Teachers	Teachers and staff (preK-12)	U Chicago Consortium on School Research
64.	5Essentials Survey, Early Education Essentials	Supportive Environment	Teachers & staff (preK-12), students (grades 4-12)	U Chicago Consortium on School Research
65.	5Essentials Survey, Early Education Essentials	Involved Families	Teachers and staff (preK-12)	U Chicago Consortium on School Research
66.	5Essentials Survey, Early Education Essentials	Ambitious instruction	Teachers & staff (preK-12), students (grades 4-12)	U Chicago Consortium on School Research
67.	Early Education Essentials	Parent voice	Caregivers	U Chicago Consortium on School Research

68.	Cultivate Survey	Student noncognitive factors and classroom conditions	Students	U Chicago Consortium on School Research
69.	CORE Student Well Being & Learning Conditions Diagnostic Survey	Personal well-being	Students (grades 4-12)	California Office to Reform Education
70.	CORE Student Well Being & Learning Conditions Diagnostic Survey	Interpersonal support	Students (grades 4-12)	California Office to Reform Education
71.	CORE Student Well Being & Learning Conditions Diagnostic Survey	Learning environment	Students (grades 4-12)	California Office to Reform Education
72.	CORE Student Well Being & Learning Conditions Diagnostic Survey	About me	Students (grades 4-12)	California Office to Reform Education
73.	CORE Staff Well Being & Learning Conditions Diagnostic Survey	Learning environment	Teachers and staff (4-12)	California Office to Reform Education
74.	CORE Annual Parent Survey	Teaching & learning	Caregivers	California Office to Reform Education
75.	CORE Annual Parent Survey	Interpersonal relationships	Caregivers	California Office to Reform Education

76.	CORE Annual Parent Survey	Safety	Caregivers	California Office to Reform Education
77.	Annual Student CORE Spring Semester Student Survey	SEL & school culture	Students (grades 4-12)	California Office to Reform Education
78.	CORE Annual Staff Survey	Climate culture	Teachers, staff (all grades)	California Office to Reform Education
79.	AAUW Sexual Harassment Survey	Bullying and victimization	Students (ages 10-18)	American Association of University Women, 2001
80.	Adolescent Peer Relations Instrument	Bullying and victimization	Students (ages 12-17)	Parada, 2000
81.	Child Social Behavior Questionnaire	Bullying and victimization	Students (ages 9-10)	Warden, Christie, Cheyne, & Fitzpatrick, 2000; Warden, Cheyne, Christie, Fitzpatrick, & Reid, 2003
82.	Homophobic Content Agent Target Scale	Bullying and victimization	Students (ages 10-18)	Poteat & Espelage, 2005 © 2005 Springer Publishing Company
83.	Illinois Bully Scale	Bullying and victimization	Students (ages 8-18)	Espelage & Holt, 2001 © 2001 The Haworth Press, Inc.
84.	Introducing My Classmates	Bullying and	Students (ages	Gotthiel & Dubow, 2001

		victimization	8-12)	
85.	Modified Peer Nomination Inventory	Bullying and victimization	Students (ages 10-14)	Perry, Kusel, & Perry, 1988 © 1988 American Psychological Association (APA) Original Inventory: © 1961 Southern Universities Press
86.	Olweus Bullying Questionnaire	Bullying and victimization	Students (ages 11-17)	Solberg & Olweus, 2003 © Hazelden Publishing
87.	Reduced Aggression/Victimization Scale	Bullying and victimization	Students (ages 8-12)	Orpinas & Horne, 2006
88.	School Life Survey	Bullying and victimization	Students (ages 8-12)	Chan, Myron, & Crawshaw, 2005 © 2005, Sage Publications, Ltd.
89.	School Relationships Questionnaire	Bullying and victimization	Students (ages 6-9)	Chan, Myron, & Crawshaw, 2005 © 2005, Sage Publications, Ltd.
90.	Setting the Record Straight	Bullying and victimization	Students (ages 8-11)	Gottheil & Dubow, 2001b © 2001 The Haworth Press, Inc.
91.	Youth Risk Behavior Surveillance System	Unintentional injuries and violence	Students (middle-high school)	CDC

92.	Youth Risk Behavior Surveillance System	Sexual behaviors	Students (middle-high school)	CDC
93.	Youth Risk Behavior Surveillance System	Alcohol/drug use	Students (middle-high school)	CDC
94.	Youth Risk Behavior Surveillance System	Diet	Students (middle-high school)	CDC
95.	Youth Risk Behavior Surveillance System	Physical exercise	Students (middle-high school)	CDC
96.	Health Education District Questionnaire	Health education	Admin, staff	CDC
97.	Health Services District Questionnaire	Health services	Admin, staff	CDC
98.	Healthy & Safe School Environment District Questionnaire	Healthy & safe school environment	Admin, staff	CDC

99.	Nutritional Services District Questionnaire	Nutritional services	Admin, staff	CDC
100.	Physical Education & Activity District Questionnaire	Physical education & activity	Admin, staff	CDC
101.	National Assessment of Educational Progress (NAEP)	Arts	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
102.	National Assessment of Educational Progress (NAEP)	Computer access & familiarity	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
103.	National Assessment of Educational Progress (NAEP)	Technology & engineering	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
104.	National Assessment of Educational Progress (NAEP)	Math	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
105.	National Assessment of Educational Progress (NAEP)	Reading	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)

106.	National Assessment of Educational Progress (NAEP)	Literacy	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
107.	National Assessment of Educational Progress (NAEP)	Civics	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
108.	National Assessment of Educational Progress (NAEP)	Geography	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
109.	National Assessment of Educational Progress (NAEP)	US History	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
110.	National Assessment of Educational Progress (NAEP)	Science	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
111.	National Assessment of Educational Progress (NAEP)	Extended Student	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
112.	National Assessment of Educational Progress (NAEP)	Economics	Students (4th, 8th, 12th)	National Center for Education Statistics (NCES)

			grade)	
113.	National Assessment of Educational Progress (NAEP)	Demographic/back ground questions	Students (4th, 8th, 12th grade)	National Center for Education Statistics (NCES)
114.	National Assessment of Educational Progress (NAEP)	Arts	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
115.	National Assessment of Educational Progress (NAEP)	Computer access & familiarity	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
116.	National Assessment of Educational Progress (NAEP)	Technology & engineering	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
117.	National Assessment of Educational Progress (NAEP)	Math	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
118.	National Assessment of Educational Progress (NAEP)	Reading	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
119.	National Assessment of Educational Progress (NAEP)	Literacy	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
120.	National Assessment of Educational Progress (NAEP)	Civics	Teachers and staff (4-12)	National Center for Education Statistics (NCES)

121.	National Assessment of Educational Progress (NAEP)	Geography	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
122.	National Assessment of Educational Progress (NAEP)	US History	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
123.	National Assessment of Educational Progress (NAEP)	Science	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
124.	National Assessment of Educational Progress (NAEP)	Extended Student	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
125.	National Assessment of Educational Progress (NAEP)	Economics	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
126.	National Assessment of Educational Progress (NAEP)	Science background, education, training	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
127.	National Assessment of Educational Progress (NAEP)	Science classroom organization & instruction	Teachers and staff (4-12)	National Center for Education Statistics (NCES)
128.	National Assessment of Educational Progress (NAEP)	Language arts	Teachers and staff (4-12)	National Center for Education Statistics (NCES)

129.	National Assessment of Educational Progress (NAEP)	Arts	Admin (4-12)	National Center for Education Statistics (NCES)
130.	National Assessment of Educational Progress (NAEP)	Computer access & familiarity	Admin (4-12)	National Center for Education Statistics (NCES)
131.	National Assessment of Educational Progress (NAEP)	Technology & engineering	Admin (4-12)	National Center for Education Statistics (NCES)
132.	National Assessment of Educational Progress (NAEP)	Math	Admin (4-12)	National Center for Education Statistics (NCES)
133.	National Assessment of Educational Progress (NAEP)	Reading	Admin (4-12)	National Center for Education Statistics (NCES)
134.	National Assessment of Educational Progress (NAEP)	Literacy	Admin (4-12)	National Center for Education Statistics (NCES)
135.	National Assessment of Educational Progress (NAEP)	Civics	Admin (4-12)	National Center for Education Statistics (NCES)
136.	National Assessment of Educational Progress (NAEP)	Geography	Admin (4-12)	National Center for Education Statistics (NCES)
137.	National Assessment of Educational Progress (NAEP)	US History	Admin (4-12)	National Center for Education Statistics (NCES)

138.	National Assessment of Educational Progress (NAEP)	Science	Admin (4-12)	National Center for Education Statistics (NCES)
139.	National Assessment of Educational Progress (NAEP)	Extended Student	Admin (4-12)	National Center for Education Statistics (NCES)
140.	National Assessment of Educational Progress (NAEP)	Economics	Admin (4-12)	National Center for Education Statistics (NCES)
141.	National Assessment of Educational Progress (NAEP)	Science background, education, training	Admin (4-12)	National Center for Education Statistics (NCES)
142.	National Assessment of Educational Progress (NAEP)	Science classroom organization & instruction	Admin (4-12)	National Center for Education Statistics (NCES)
143.	National Assessment of Educational Progress (NAEP)	Charter school	Admin (4-12)	National Center for Education Statistics (NCES)
144.	National Assessment of Educational Progress (NAEP)	Characteristics & policy	Admin (4-12)	National Center for Education Statistics (NCES)
145.	National Assessment of Educational Progress (NAEP)	SD all subjects	Students (EL, SPED)	National Center for Education Statistics (NCES)

146.	National Assessment of Educational Progress (NAEP)	EL all subjects	Students (EL, SPED)	National Center for Education Statistics (NCES)
147.	National Assessment of Educational Progress (NAEP)	SD arts	Students (EL, SPED)	National Center for Education Statistics (NCES)
148.	National Assessment of Educational Progress (NAEP)	SD background	Students (EL, SPED)	National Center for Education Statistics (NCES)
149.	National Assessment of Educational Progress (NAEP)	EL background	Students (EL, SPED)	National Center for Education Statistics (NCES)
150.	National Assessment of Educational Progress (NAEP)	LEP background	Students (Limited English proficiency)	National Center for Education Statistics (NCES)