RHODE ISLAND DEPARTMENT OF EDUCATION
and
THE NATIONAL CENTER ON PUBLIC EDUCATION AND SOCIAL POLICY

LEARNING SUPPORT INDICATORS

Technical Assistance Bulletin[*]

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INTRODUCTION AND BACKGROUND

Introduction

In December 2002, the Rhode Island Department of Education (RIDE) in collaboration with the National Center on Public Education and Social Policy (NCPE), began the annual publication of a new set of information as part of its school accountability system. This information is a set of Learning Support Indicators, which described five school characteristics. These characteristics were:

- Time Lost from School
- Health Knowledge and Skills
- Instruction
- Parent Engagement and Involvement
- School Climate

In 2005, Health Knowledge and Skills was dropped from the Learning Support Indicator analyses and is thus not addressed in the remainder of this document.

RIDE and NCPE developed the Learning Support Indicators (LSI) in response to educators' requests for contextual information about how schools operate. These indicators complement the test scores that form the basis of Rhode Island's School-Performance Classifications. The LSIs are not used in the computation of a school's classification but are supplementary data that can be used to better understand student achievement and provide a useful way to gauge a school's progress towards achieving the proficiency standards set by NCLB. These indicators are thus the starting point of a self-study process that can lead a school to a deeper understanding of itself. The goal of the LSI is to provide a framework to educators, the school improvement teams, and the school community of the many sources of data[†] available to them as they undertake the task of developing school improvement plans.

The four Learning Support Indicators appear as numeric scores (0 – 100) for each school and are available as part of the annual publication of *Information Works!*.[‡] Additionally, the Instruction, Parent Engagement and Involvement, and School Climate LSIs are available on each school's *School Accountability of Learning and Teaching (SALT) Survey* data CD and online at each school's *SALT* data home page[§]. It should be noted that the *SALT Survey* is a Rhode Island term—this school assessment is known nationally as the *High Performing Learning Communities (HiPlaces) Assessment.*

[†] Other data sources include the *SALT Survey*, SALT school visit reports, School Support Visit reports, NEASC reports, Student Discipline Record System, curriculum, and student work.
[‡] For access to Information Works! data, visit www.infoworks.ride.uri.edu
[§] For access to schools' SALT data, visit www.ncpe.uri.edu

Background to Understanding the Learning Support Indicators

The Learning Support Indicators represent and underscore the importance of Rhode Island's Comprehensive Education Strategy: *"Creating Responsive and Supportive Systems."* The Comprehensive Education Strategy is the foundation for the state's two-pronged accountability system, School Accountability for Learning and Teaching (SALT) and the district Progressive Support and Intervention (PSI). Good information about schools and districts plays a critical role in each of these areas, and the LSIs further bolster this information. The indicator *time lost from school*, as measured by attendance and drop-out rate (high schools only), is known to be a strong predictor of student achievement. The remaining three indicators are statistically constructed from the *SALT Survey* data to also have a high predictive ability with respect to student achievement. In summary the Learning Support Indicators chosen satisfy the following four criteria:

- Strong links to student performance
- Available in existing data
- Ability to be impacted by schools
- Valid and reliable measures

How to Use this Bulletin

The Learning Support Indicators are a companion piece to the Rhode Island School-Performance Classifications. They are designed to be shared with school improvement teams and the broader school community. The state of Rhode Island has made an unparalleled commitment to collect school level data that is useful in school improvement planning. We as educators and school administrators must make a corresponding commitment to analyze and use these data as part of our school improvement planning process. This bulletin is designed to help school leaders, principals, or school improvement team chairs present the LSI data during School Report Nights or any other forum within the school community. Therefore, each indicator includes the following background information:

- Why the indicator was chosen
- What we are aiming for
- How the data can be used (The examples provided are not intended to represent all uses, rather, they introduce some of the ways the data can be used.)

Finally, the appendices to this bulletin provide detailed explanations of how these indicators were constructed for each school. The goals of this bulletin are to help you to become familiar with each indicator, to use the appendix to establish the degree to which your school meets each indicator, and to develop action steps to improve your school's ability to support learning and student achievement in the four indicator areas.

THE LEARNING SUPPORT INDICATORS

The Time Lost from School LSI

Why was this indicator chosen?

Schools have an obligation to educate each student well and they cannot fulfill this obligation if their students are not in school. There are two ways that we can measure time lost from school. The first looks at the percentage of time lost from school. Factors accounting for why students lose time from school include: Illness, Suspensions (out of school suspensions only), Truancy, Other (*e.g.,* family emergencies, travel, etc.)

The second way of accounting for lost school time is through tracking dropout rates. The dropout rate in Rhode Island for the class of 2007 was 11%. This percentage, as you will see in the appendix, is calculated using four years of data, that is, by tracking the students from this graduation class from the time they entered high school four yeas ago. It should be noted that beginning with the class of 2008, the Department of Education will implement a revised method of calculating the dropout rate. This new method tracks a cohort of students from 9th grade through high school and then divides the number of students who graduate within four years by the total number in the cohort. Using this new method, the dropout rate for the state is currently 19%.

What are we aiming for?

Rhode Island's goal for every student is that no more than 5% of the school year should be lost. This would mean that a student should not be absent more than nine days in a 180-day school year. This measure accounts for anything but chronic illness. "In-school" suspensions are not attributed to time lost from school. Rhode Island's Board of Regents has established a goal that no more than 5% of all students will drop out of any high school. This ambitious goal is premised on the concern that many students leave school because the schools have an environment where high academic expectations are not supported with a student-centered culture that meets the needs of diverse populations.

How can this information be used?

- Raise awareness: Current attendance and dropout rates as well as statewide goals should be shared with the entire school community. Everyone needs to understand and agree that time in school is an important condition for learning.

- Examine practices and programs: What is currently in place to increase time spent in school or to lower dropout rates? Are alternatives to out-of-school suspension in place? Are effective discipline policies in place, including a consistent definition of behavioral

expectations for students, teachers, administrators, and parents. Are high schools organized so that every student is well known by an advisor?

See Appendix A for guidance on how these numbers were derived and additional resource documents on this topic.

The Instruction LSI

Why was this indicator chosen?

Expert instruction is the most critical element of any classroom. Teachers must have a variety of tools available to them in order to meet the diverse learning needs of their students. We know that just two years of ineffective instruction can result in learning gaps for students that are very difficult to reverse. Conversely, excellent teaching can overcome many obstacles some children face. This indicator is a reflection of a school's current status on standards/research-based instruction taking place in a building and district, as well as teacher preparation levels in those areas, and of the barriers teachers face or the support they receive as they implement good instructional practices.

What are we aiming for?

Schools should aim for a score of 100. This number is derived by taking several scores from the most recent *SALT Survey* completed by teachers and "combining" them to develop a one hundred point scale. Particular strategies and practices are highlighted in this indicator and should be part of what schools aim to strengthen. These strategies and practices are measured in the *SALT Survey* in the following ways:

- Classroom and Cross-Teacher Grade Level Practices: These practices include the level of research-based instruction in the building, (for example, integration and interdisciplinary practices, critical thinking enhancement practices, and small group active instruction, standards-based practices for literacy and numeracy instruction).

- Cross-Teacher Grade Level Practices: These practices measure the extent to which teachers can coordinate curriculum practices, parent contact and involvement, and development of performance standards, coordination of student assignments, assessments, and feedback, and contact with other building resource staff.

- Integrated Thematic Units in Reading and Mathematics: Schools should try to increase the percentage of teachers who provide 3 or more integrated thematic units, including those that focus on reading and mathematics at least 50% of the time.

- Teacher Preparation in Standards-Based Instruction: Schools should try to create conditions where all teachers report having "much" or "very much" training in the

national teaching standards that are emerging in their primary content area (e.g. NCTM standards).

- Barriers to Implementation of the Reform Initiatives: Schools should try to provide opportunities that minimize the number of teachers who report that they lack the materials and resources necessary for adequate implementation, lack adequate team planning time, lack time necessary for adequate planning and/or implementation, and have inadequate professional development offerings and/or opportunities.

How can this information be used?

- Examine curriculum: Standards-based curriculum should provide teachers with the content standards your district has adopted, samples of student work, a theory of how students learn, annotated student work, sample lesson histories, and assessment practices. Teachers need these things in order to approach instruction in a consistent and effective manner.

- Examine schedules: Are there ways that schedules can be adjusted to allow more time for cross- and within-grade planning time? Are teachers provided with models and facilitation skills to know how to work together to plan units of study and discuss student work?

- Examine Professional Development Practices: Is there a coordinated plan of professional development that unfolds throughout the year? Or, is professional development planned month by month with very little follow-up in the classroom?

Appendix B provides detailed worksheets on how the instruction indicator was constructed for your school.

The Parent Engagement and Involvement LSI

Why was this indicator chosen?

High student achievement is more likely when there is a strong partnership and shared goals between families and schools. Some families are comfortable in school environments and are fully engaged in supporting their child's learning by helping with homework, attending conferences, participating in school improvement activities, and communicating with teachers. Similarly, many schools provide ongoing opportunities to communicate with parents and are creative in their approaches to help reluctant families feel comfortable working with teachers in order to understand how they can support their children's learning. Research suggests that both of these pieces are necessary conditions for optimal student learning.

What are we aiming for?

Schools should aim for a score of 100. This number is derived by taking several scores from the most recent *SALT Survey* completed by parents and educators and "combining" them to develop a one hundred point scale. Particular strategies and practices are highlighted in this indicator and should be part of what schools aim to strengthen. These strategies and practices are measured in the *SALT Survey* in the following ways:

- Teacher Reports of Communication with Parents/Guardians: Schools should try to achieve a minimum of at least 50% attendance from parents at regularly scheduled parent-teacher conferences.

- Teacher Reports of Contact with Parents: Schools should try to promote having at least "some" contact with each student's parents throughout the year.

- Teacher Reports of Parent Contact Regarding School Work and Homework: Schools should try to provide suggestions or information about how parents can become more involved in supporting their child's learning. Also, homework that is assigned should call for greater parent involvement.

- Parent Reports of the School's Efforts to Involve Parents: Schools should try to achieve having all parents report that their child's school does the following things "well": "*explains how to check my child's homework, assigns homework that requires my child to talk with me about things learned in class, tells me how my child is doing in school, and tells me what skills my child needs to learn*."

How can this information be used?

- Identify existing opportunities for contact with families: What programs or processes are currently in place in your school? Are they one-shot forums or are they ongoing? Does your school use multiple strategies (written, telephone, e-mail, home visits, in-class, etc.) to communicate with families?

- Provide support: Do your strategies provide support for the families in your school community? Do you consider the needs of English language learners, working parents, babysitting issues, nonreaders, or those without transportation?

- Identify needs and develop goals: Which families are not in contact with schools? What help might they need? Why might they be hesitant to attend meetings? What is working well and should be continued or expanded? How can you build networks of support among the school community?

Appendix C provides detailed worksheets on how the parent engagement and involvement indicator was constructed for your school.

The School Climate LSI

Why was this indicator chosen?

Teachers, students, and staff need to feel safe in school to enhance the learning that takes place. A school's climate also encompasses other factors in addition to safety. Student achievement expectations are a critical component of school climate. For example, students are aware of whether their teachers have high or low expectations for them and often their achievement levels are strongly linked to what those expectations are. Further, the relationships between students and their teachers are critical in shaping the climate of the school. All students, regardless of age, will do better when relationships are respectful, behavior is not disruptive, and teachers are invested in their success. At the middle and high school levels it continues to be important for students to know that they can approach someone in their school to discuss both academic and personal problems. Collectively, these types of elements comprise the climate indicator.

What are we aiming for?

Schools should aim for a score of 100. This number is derived by taking several scores from the most recent *SALT Survey* completed by school and "combining" them to develop a one-hundred point scale. Particular survey questions and elements are featured in this indicator and should be part of what schools aim to strengthen. These elements are measured in the *SALT Survey* in the following ways:

- Student Expectations: Schools should try to close the "gap" between the percentages of students who say their parents think they can go to college vs. the percentage that say that teachers think they can go to college. When students think that teachers have as high, or higher expectations than do their parents, their achievement increases.

- Student Reports of Usage and Helpfulness of School Services (middle and high school only): Schools should try to increase the percentage of students who can say they can approach an adult in their school about a personal or academic problem "most" or "some of the time."

- Students Ratings of School Safety: Schools should try to increase the percentage of students who can say they "never" have been afraid of being hurt or bothered in school or experienced actual violence/being hurt at school.

- Classroom Climate: Schools should try to support policies and programs that lead to improved teacher ratings of the extent to which their classrooms' climate exhibit aspects such as respect and sensitivity to peers/cultures, lessening student disruptions, positive teacher-pupil interactions, and demonstrations of achievement orientation.

How can this information be used?

- Review Student Discipline Policies and Procedures: Does your school provide guidance on how to establish safe and nurturing schools or does it simply outline disciplinary actions for misbehaviors? Are there consistent messages and expectations' concerning student behavior?

- Identify Which Programs Promote Positive Student Behaviors: Are there programs in your school to teach children how to resolve conflicts and negotiate agreements with peers and adults? Is there a process to promote awareness and understanding about diverse populations? Are parents part of these programs? Is your school structured and organized in a way so that every child is well known by at least one adult?

- Disaggregated Student Achievement Data and Examine Student Work: Is there a group of students in your school who consistently perform at low levels? Do you track students and limit access to rigorous content? Do students who are struggling receive the academic support they need to reach higher levels of achievement?

Appendix D provides detailed worksheets on how the school climate indicator was constructed for your school.

Summary

This bulletin attempts to further explain data found in *Information Works!* and to contextualize the data used in the Rhode Island School-Performance Classifications. We recommend that you use this bulletin to assist your school improvement efforts and understand that addressing each of these indicators requires the efforts of everyone in your school community. Many schools and districts have made tremendous progress over the past several years; this bulletin is an additional resource to support this good work.

APPENDIX A: TIME LOST FROM SCHOOL INDICATOR

Time Lost from School

This indicator is generated from grade level membership and attendance figures submitted by schools to RIDE as part of their pupil data summary. This data is audited annually and is the basis for state aid. RIDE calculates the total number of days absent from school due to illness, truancy, out-of-school suspensions, and other factors.

The calculation for percentage of time lost from school is described below.

ADD the total number of membership figures for each grade in the school population (kindergarten through grade 12) to get a school total. (October 1 enrollment report to RIDE)

ADD the total number of attendance figures for each grade in the school population to get a school total. (June report to RIDE)

Example
- 25 students per grade x 4 grades = 100 students
- 100 students in school x 180 school days = 18,000 membership days
- 20 students + 23 students + 24 students + 23 students = 90 students attending school
- 90 students x 180 school days = 16,200 attendance days

SUBTRACT attendance days from membership days

Example
- 18,000 – 16,200 = 1,800

DIVIDE this number (1,800) by the number of membership days (18,000)

Example
- 1,800/18,000 = 0.10

MULTIPLY by 100 to get the percent

Example
- .10 x 100 = 10%

In this example, 10% is the percent of time lost from school.

Reference Documents:
1. RI Racial Bias and School Discipline Task Force: Report to Commissioner Peter McWalters, August 28, 2002.
2. SALT Guide: Considering Equity Gaps
3. Salt Visit Report (if available)

Drop-out Rate

This indicator is computed for high schools only.

The calculation for dropout rate is described below.

DIVIDE each high school grade's dropout count at the end of the school year by that grade's enrollment on the previous October 1 enrollment report to RIDE

Example

• In June, 35 dropouts out of 305 grade 9 students in the October 1 enrollment gives you 35/305 or .115 for the ninth grade

REPEAT the calculation above for grades 10, 11 and 12

Example

• Grade 9 = 35/305 = .115
• Grade 10 = 48/260 = .185 -- grade level dropout results
• Grade 11 = 15/227 = .066
• Grade 12 = 9/214 = .042

Subtract each grade level result from 1.00 to obtain the grade level retention results

Example

• Grade 9 = 1.00 - .115 = .885
• Grade 10 = 1.00 - .185 = .815 -- grade level retention results
• Grade 11 = 1.00 - .066 = .934
• Grade 12 = 1.00 - .042 = .958

MULTIPLY all grade level retention results together to obtain the cumulative retention result

Example

• .885 x .815 x .934 x .958 = .6454 (the cumulative retention result)

SUBTRACT this cumulative retention result from 1.00 to obtain the dropout result

Example

• 1.00 - .6454 = .3546 (the dropout result)

MULTIPLY the dropout result by 100 to obtain the percentage of students who have dropped out

Example

• .3546 x 100 = 35.46%

In this example, 35.46% (or about 35%) is the dropout rate.

APPENDIX B: INSTRUCTION INDICATOR

Subscale Descriptions:

A. Classroom and Cross-Teacher Grade Level Practices
The level of research based instruction in the building by core teachers includes the SALT survey Classroom Practices scale scores for: integration and interdisciplinary practices, critical thinking enhancement practices, and small group active instruction, standards-based practices for literacy instruction, and standards-based practices for numeracy, as well as the Cross-Teacher Grade Level Practices scale scores for: curriculum coordination practices, parent contact and involvement, and development of performance standards, coordination of student assignments, assessments, and feedback, and contact with other building resource staff

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

Classroom Practices	**CHART**	**SCALE SCORE**
•Integration and interdisciplinary practices	SF D.1 (1of 4)	***2.9***
•Critical thinking enhancement practices	SF D.1 (2of 4)	***3.3***
•Small group active instruction	SF D.1 (1of 4)	***3.7***
•Cross-content area standards-based practices	SF D.1 (4of 4)	***3.7***
•Standards-based practices for literacy instruction	SF D.1 (4of 4)	***4.5***
•Standards-based practices for applied literacy	SF D.1 (4of 4)	***3.2***
•Standards-based practices for numeracy	SF D.1 (4of 4)	***3.9***
Cross-Teacher Grade Level Practices		
•Curriculum coordination practices	SF C.1	***3.3***
•Parent contact and involvement	SF C.1	***4.7***
•Development of performance standards	SF C.1	***4.3***
•Coordination of student assignments, assessments, and feedback	SF C.1	***3.8***
•Contact with other building resource staff	SF C.1	***3.9***

ADD the scale scores from Classroom Practices and Team or Grade Level Practices = **45.2**

DIVIDE this total by the number of scales used to get the average **45.2 / 12 = 3.8**

ADD 3 to convert the 7 point scales to a base-ten **3.8 + 3 = 6.8**

MULTIPLY BY 10 to convert to the 100-point index used across indicators **6.8 x 10 = 68**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

Subscale Descriptions:

B. Integrated Thematic Units in Reading and Mathematics
The percentage of teachers who provide 3 or more integrated thematic units, including those which focus on reading or mathematics at least 50% of the time**.**

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**PERCENTAGE**
•Percentage of teachers who provide 3 or more integrated thematic units **overall** per year	SF-C.2 (1of 2)	***.73***
• Percentage of teachers who teach integrated thematic units which include a focus on **reading** skill development at least 50% of the time	SF-C.2 (2of 2)	***.44***
•Percentage of teachers who teach integrated thematic units which include a focus on **math** skill development at least 50% of the time	SF-C.2 (2of 2)	***.21***

MULTIPLY the percentage of teachers, who provide 3 or more integrated thematic units **overall** per year by the percentage of teachers who teach integrated thematic units which include a focus on **reading** skill development at least 50% of the time **.73 x .44 = .32**

MULTIPLY the percentage of teachers, who provide 3 or more integrated thematic units **overall** per year by the percentage of teachers who teach integrated thematic units which include a focus on **math** skill development at least 50% of the time **.73 x.21 = .15**

ADD the two sums together **.32 + .15 = .47**

DIVIDE by 2 to get the average **.47 / 2 = .24**

MULTIPLY BY 100 to convert to the 100-point index used across indicators **.24 x 100 = 24**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

Subscale Descriptions:

C. Teacher Preparation in Standards-based Instruction
The percentage of teachers who report having "much" or "very much" training in the national teaching standards that are emerging in their primary content area (e.g., NCTM Standards).

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**PERCENTAGE**
•Percentage of teachers receiving **"much"** training in standards	SF-G.3	***.12***
•Percentage of teachers receiving **"very much"** training in standards	SF-G.3	***.16***

ADD the percentage of teachers who report receiving "much" training and the percentage of teachers who report receiving "very much" training in standards — **.12 + .16 = .28**

MULTIPLY BY 100 to convert to the 100-point index used across indicators — **.28 x 100 = 28**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

Subscale Descriptions:		
D. Barriers to Implementation of the Reform Initiative Barriers to implementation of the reform initiative includes the extent to which teachers feel that "Lack of materials and resources necessary for adequate implementation," " Lack of adequate team planning time," "Lack of time necessary for adequate planning and/ or implementation," and "Inadequate professional development offerings and/ or opportunities" are not a problem or a minor problem.		
The calculation follows with example: ***Suppose a school had the following scale scores from the SALT Survey***		
	CHART	**PERCENTAGE**
•Percentage of teachers reporting "Lack of materials and resources necessary for adequate implementation" is **not a problem**; or a **minor problem**	SF I.3 (1of 2)	***.21*** ***.31***
•Percentage of teachers reporting "Lack of adequate team planning time" is **not a problem;** or a **minor problem**	SF I.3 (1of 2)	***.27*** ***.27***
•Percentage of teachers reporting "Lack of time necessary for adequate planning and/ or implementation" is **not a problem**, or a **minor problem**	SF I.3 (1of 2)	***.16*** ***.24***
•Percentage of teachers reporting "Inadequate professional development offerings and/ or opportunities" is **not a problem**; or a **minor problem**	SF I.3 (1of 2)	***.35*** ***.31***

ADD the percentages of teachers who report "Lack of materials and resources necessary for adequate implementation" are **not a problem** and are a **minor problem**	**. 22 + .31 = .53**
ADD the percentages of teachers who report " Lack of adequate team planning time" are **not a problem** and are a **minor problem**	**.27 + .27 = .54**
ADD the percentages of teachers who report "Lack of time necessary for adequate planning and/ or implementation" are **not a problem** and are a **minor problem**	**.16 + .24 = .40**
ADD the percentages of teachers who report "Inadequate professional development offerings and/ or opportunities" are **not a problem** and are a **minor problem**	**.35 + .31 = .66**
ADD sums together	**.53 + .54 + .40 + .66 = 2.13**
DIVIDE BY 4 to get the average	**2.13 / 4 = .53**
MULTIPLY BY 100 to convert to the 100-point index used across indicators	**.53 x 100 = 53**
NOTE: Higher scores equal greater presence of the instructional indicator **Schools are aiming for 100**	

APPENDIX C: PARENT ENGAGEMENT AND INVOLVMENT INDICATOR

Subscale Descriptions:

A. Teacher Reports of Communication with Parents/ Guardians
Teacher reports of the percentage of parents (at least 50%) who attend regularly scheduled parent-teacher conferences.

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**PERCENTAGE**
•Percentage of parents who attend parent/teacher conferences **51-75%**	SF-E.2	***.27***
•Percentage of parents who attend parent/teacher conferences **76-90%**	SF-E.2	***.09***
•Percentage of parents who attend parent/teacher conferences **> 90%**	SF-E.2	***.17***

ADD the total percentages of teachers who report that **51-75%**, **76-90%**, and **>90%** of parents attend regularly scheduled conferences **.27 + .09 + .17 = .53**

MULTIPLY BY 100 to convert to the 100-point index used across indicators **.53 x 100 = 53**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

Subscale Descriptions:		
B. Teacher Reports of Contact with Parents The percentage of parents that teachers report having at least **"some"** contact with during the year.		
The calculation follows with example: ***Suppose a school had the following scale scores from the SALT Survey***		
	CHART[5]	**PERCENTAGE**
•Percentage of parents who teachers report having **"some"** contact with this year	TR- A.2 and/ or B.2	***.38***
•Percentage of parents who teachers report having **"quite a bit"** of contact with this year	TR- A.2 and/ or B.2	***.23***
•Percentage of parents who teachers report having **"a great deal"** of contact with this year	TR- A.2 and/ or B.2	***.11***
ADD the total percentages of parents who teachers report having **"some," "quite a bit"** or **"a great deal"** of contact with this year		**.38 + .23 + .11 = .72**
MULTIPLY BY 100 to convert to the 100-point index used across indicators		**.72 x 100 = 72**
NOTE: Higher scores equal greater presence of the instructional indicator **Schools are aiming for 100**		

[5]There are two sets of TR charts. One set is completed by teachers for students in grades K-3 and one set for students in grades 4 and above. Some elementary schools receive both sets of TR charts based on their grade configuration.

If your elementary school has just grades 3 or lower, use TR-A.2 only.

If your elementary school has just grades 4 or higher, use TR-B.2 only.

If your elementary school has both grade configurations (3 or lower **and** 4 or higher), use TR-A.2 **and** TR-B.2. Follow all of the steps above with both TR-A.2 **and** TR-B.2. Add these two numbers together and divide by two to get the "Teacher Reports of Contact with Parents" index for your school.

Subscale Descriptions:

C. Teacher Reports of Parent Contact Regarding School Work and Homework
The frequency with which teachers contact parents regarding school work and homework includes the SALT survey scale scores for: information and activities to increase parent involvement and homework to do with students.

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**SCALE SCORE**
•Information and activities to increase parent involvement	SF- E.1	***3.1***
• Homework to do with students	SF- E.1	***4.4***

ADD the scale scores for suggestions to parents on how to help with school work and homework to do with students	**3.1 + 4.4 = 7.5**
DIVIDE this total by 2 to get the average	**7.5 / 2 = 3.8**
ADD 3 to convert the 7 point scales to a base-ten	**3.8 + 3 = 6.8**
MULTIPLY BY 10 to convert to the 100-point index used across indicators	**6.8 x 10 = 68**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

Subscale Descriptions:		
D. Parent Reports of the School's Efforts to Involve Parents Percentages of parents who report does the following well: "Explains how to check my child's homework," "Assigns homework that requires my child to talk with me about things learned in class," "Tells me how my child is doing in school," and "Tells me what skills my child needs to learn."		
The calculation follows with example: ***Suppose a school had the following scale scores from the SALT Survey***		
	CHART[6]	**PERCENTAGE**
•Explains how to check my child's homework	PA-A.4 or B.4 (1of 2)	***.25***
•Assigns homework that requires my child to talk with me about things learned in class	PA-A.4 or B.4 (1of 2)	***.37***
•Tells me how my child is doing in school	PA-A.4 or B.4 (1of 2)	***.56***
•Tells me what skills my child needs to learn	PA-A.4 or B.4 (1of 2)	***.34***
ADD the percentages of parents who report that their child's school **does well**: "Explains how to check my child's homework," "Assigns homework that requires my child to talk with me about things learned in class," "Tells me how my child is doing in school," and "Tells me what skills my child needs to learn."		**.25 + .37 + .56 + .34 = 1.52**
DIVIDE this total by 4 to get the average		**1.52 / 4 = .38**
MULTIPLY BY 100 to convert to the 100-point index used across indicators		**.38 x 100 = 38**
NOTE: Higher scores equal greater presence of the instructional indicator **Schools are aiming for 100**		

[6]There are two sets of PA charts. One set is from parents of students in elementary and middle schools and one set from parents of students in high schools.

If your school is an elementary or middle school, use PA-A.4 (1 of 2). If your school is a high school, use PA-B.4 (1 of 2).

APPENDIX D: SCHOOL CLIMATE INDICATOR

Subscale Descriptions:

A. Student Expectations
This indicates the "gap" between the percentage of students who say that their **parents** think they "definitely or probably will" go to college versus the percentage that say their **teachers** think they "definitely or probably will" go to college. When students think that teachers have as high, or higher expectations than do parents the indicator score will be 100.

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**PERCENTAGE**
• Percentage of students who say their **parents** say they "definitely or probably will" go to college	ST-D.1	***.80***
• Percentage of students who say their **teachers** say they "definitely or probably will" go to college	ST-D.1	***.63***

SUBTRACT the percentage of students who say their **teachers** say they "definitely or probably will" go to college from the percentage of students who say their **parents** say they "definitely or probably will" go to college — **.80 - .63 = .17**

SUBTRACT the difference from 1.00 — **1.00 - .17 = .83**

MULTIPLY BY 100 to convert to the 100-point index used across indicators — **.83 x 100 = 83**

NOTE: When students think that teachers have as high, or higher expectations than do parents the indicator score will be 100.

Subscale Descriptions: (Middle and High School only)

B. Student Reports of Usage and Helpfulness of School Services
This indicator includes the percentage of students who say that they feel they can go to/ talk to someone in the school about an ACADEMIC PROBLEM **"most of the time"** or **"always"** and the percentage of students who say that they feel they can go to/ talk to someone in the school about a PERSONAL PROBLEM **"most of the time"** or **"always"**

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**PERCENTAGE**
•Percentage of students who say that they feel they can go to/ talk to someone in the school about an ACADEMIC PROBLEM **"most of the time"** or **"always"**	ST-C.5	***.23*** ***.20***
•Percentage of students who say that they feel they can go to/ talk to someone in the school about a PERSONAL PROBLEM **"most of the time"** or **"always"**	ST-C.5	***.09*** ***.08***

ADD the percentages of students who say that they feel they can go to/ talk to someone in the school about an ACADEMIC PROBLEM **"most of the time"** and **"always"** — **.23 + .20 = .43**

ADD the percentages of students who say that they feel they can go to/ talk to someone in the school about a PERSONAL PROBLEM **"most of the time"** and **"always"** — **.09 + .08 = .17**

ADD these two sums — **.43 + .17 = .60**

DIVIDE BY 2 to get the average — **.60 / 2 = .30**

MULTIPLY BY 100 to convert to the 100-point index used across indicators — **.30 x 100 = 30**

NOTE: Higher scores equal greater presence of the climate indicator
Schools are aiming for 100

Subscale Descriptions:

C. Student Ratings of School Safety
This indicator includes the percentage of students who said that they were **"never"**afraid of being hurt/bothered in school, and the percentage of students who said that they had **"never"** experienced actual violence/being hurt at school.

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

	CHART	**PERCENTAGE**
•Percentage of students who said that they were **"never"** afraid of being hurt/bothered in school	ST-C.2	***.63***
•Percentage of students who said that they had **"never"** experienced actual violence/being hurt at school	ST- C.2	***.93***

ADD the percentage of students who said that they were **"never"** afraid of being hurt/bothered in school to the percentage of students who said that they had **"never"** experienced actual violence/being hurt at school	**.63 + .93 = 1.56**
DIVIDE BY 2 to get the average	**1.56 / 2 = .64**
MULTIPLY BY 100 to convert to the 100-point index used across indicators	**.64 x 100 = 64**

NOTE: Higher scores equal greater presence of the climate indicator
Schools are aiming for 100

Subscale Descriptions:

D. Classroom Climate
This score includes the teacher ratings of the extent to which they agreed or disagreed that the following described the students in their class: overall score of positive classroom climate, respect and sensitivity to peers/cultures, student disruption, positive teacher-pupil interactions, and demonstration of achievement orientation.

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

CLASSROOM CLIMATE SCALES	CHART	SCALE SCORES
•Overall score: positive classroom climate	SF-I.2	***3.5***
•Show respect and sensitivity to peers/cultures	SF-I.2	***3.5***
•Are disruptive*	SF-I.2	***3.0***
•Initiate positive teacher-pupil interactions	SF-I.2	***3.9***
•Demonstrate achievement orientation	SF-I.2	***3.6***
* **"Are disruptive" is reverse scored.**		

ADD the CLASSROOM CLIMATE scale scores together	**= 17.5**
DIVIDE by the total number of scales to get the average	**17.5 / 5 = 3.5**
MULTIPLY BY 2 to convert the 5 point scale to a base 10	**3.5 x 2 = 7.0**
MULTIPLY BY 10 to convert to the 100-point index used across indicators	**7.0 x 10 = 70**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

Subscale Descriptions:

E. Student Ratings of Perceived School Climate
This score includes student reports of the following: Teachers provide support, Students show commitment, Positive student interactions take place, Instructional innovation and variation, and General quality of school life.

The calculation follows with example:
Suppose a school had the following scale scores from the SALT Survey

SCHOOL CLIMATE SCALES	**CHART**	**SCALE SCORES**
•Teachers provide support	ST- C.1 (1of 2)	***3.3***
•Students show commitment	ST- C.1 (1of 2)	***3.6***
•Positive student interactions take place	ST- C.1 (1of 2)	***3.7***
•Instructional innovation and variation	ST- C.1 (2of 2)	***3.2***
•General quality of school life.	ST- C.1 (2of 2)	***3.1***

ADD the SCHOOL CLIMATE scale scores **= 16.2**

DIVIDE by the total number of scales to get the average **16.2 / 5 = 3.2**

MULTIPLY* BY 2 to convert the 5 point scale to a base 10 **3.2 x 2 = 6.4**

MULTIPLY BY 10 to convert to the 100-point index used across indicators **6.4 x 10 = 64**

NOTE: Higher scores equal greater presence of the instructional indicator
Schools are aiming for 100

*If your school is an elementary school, **MULTIPLY BY 5** to convert the 2 point scale to a base 10.