Framework & School Survey Scoring
Technical Guide | 2019-20

Last Updated: August 25, 2020

Overview

Framework for Great Schools

The [Framework for Great Schools](#) includes six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive student achievement and school improvement.

The School Quality Reports share information on how schools are performing on these six elements, based on data from Quality Reviews, the NYC School Survey, chronic absenteeism, and movement of students with disabilities to less restrictive environments. This Technical Guide typically describes the methodology used to convert this data into Framework scores and ratings. However, due to COVID-19, Framework scores are not available for any schools for the 2019-20 school year.

Framework Report Sections

The School Quality Reports share information on how schools are performing on the six Framework elements.

Rigorous Instruction: This section looks at whether curriculum and instruction are designed to engage students, foster critical-thinking skills, and are aligned to the Common Core. This section uses data from the Quality Review and the NYC School Survey.

Collaborative Teachers: This section looks at whether teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community. This section uses data from the Quality Review and the NYC School Survey.

Supportive Environment: This section looks at whether the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section uses data from the Quality Review, the NYC School Survey, chronic absenteeism (or average change in student attendance, for some school types), and movement of students with disabilities to less restrictive environments.

Effective School Leadership: This section looks at whether school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision. This section uses data from the NYC School Survey and the Quality Review.

Strong Family-Community Ties: This section looks at whether the school forms

effective partnerships with families to improve the school. This section uses data from the NYC School Survey and the Quality Review.

Trust: This section looks at whether relationships between administrators, educators, students, and families are based on trust and respect. This section uses data from the NYC School Survey.

Framework Elements
Metrics and Data Sources

The Framework elements use the following data sources:

Section	Data Sources
Rigorous Instruction	• NYC School Survey • Quality Review indicators 1.1, 1.2, 2.2
Collaborative Teachers	• NYC School Survey • Quality Review indicators 4.1, 4.2
Supportive Environment	• NYC School Survey • Quality Review indicators 1.4, 3.4 • Chronic absenteeism (or average change in student attendance, for some school types)* • Movement of students with disabilities to less restrictive environments
Effective School Leadership	• NYC School Survey • Quality Review indicators 1.3, 3.1, 5.1
Strong Family-Community Ties	• NYC School Survey • Quality Review indicator 3.4
Trust	• NYC School Survey

* Chronic absenteeism and average change in student attendance will be limited to September 2019-February 2020 for the 2019-20 school year.

Quality Review

The Framework ratings incorporate results from the school's most recent Quality Review on the following indicators:

1.1	Rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards.
1.2	Research-based, effective instruction that yields high quality student work.
1.3	Aligned resource use to support instructional goals that meet students' needs.
1.4	Structures for a positive learning environment, inclusive culture, and student success.
2.2	Curricula-aligned assessment practices that inform instruction.
3.1	School-level theory of action and goals shared by the school community.
3.4	A culture of learning that communicates and supports high expectations.
4.1	Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes

4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice.

5.1 Regularly evaluate school-level decisions with a focus on the Common Core Learning Standards.

Schools that received Quality Reviews in 2016-17 or later have ratings on all ten indicators. Schools that received their latest Quality Review in 2015-16 or earlier have ratings on five indicators: 1.1, 1.2, 2.2, 3.4, and 4.2.

In the August 2020 release of the 2019-20 Framework results, schools that received a Quality Review during 2019-20, but did not have a finalized Quality Review Report by August 14, 2020, will see only preliminary scores at this time. Final scores will be included in the Fall 2020 release of the 2019-20 School Quality Reports.

For additional information about the Quality Review, please visit https://www.schools.nyc.gov/about-us/reports/school-quality/quality-review

NYC School Survey

The NYC School Survey is administered annually to students in grades 6-12, and to parents and teachers of students in all grades (3-K through 12). The survey gathers information from school communities on the six elements of the Framework for Great Schools.

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

- **Example:** The element of Rigorous Instruction is composed of four measures: Strong Core Instruction, Course Clarity, Quality of Student Discussion, and Academic Press. The NYC School Survey includes groups of questions related to each of those measures.

See Appendix B for a detailed explanation of the element-measure-question survey structure.

► *Question-Level Percent Positive*

For each survey question, we calculate the percentage of "positive" responses (excluding "I don't know" or missing responses from the denominator).

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

► *Measure-Level Percent Positive*

For each measure, we calculate the percentage of positive responses. This value is the average of the percent positives of all the questions within the measure.

► *Element-Level Percent Positive*

For each element, we calculate the percentage of positive responses. This value is not simply the straight average of the percent positives of all the questions within the element. Instead, this value is the average of the measure-level percent positives for

all the measures within the element. (For example, the percent positive for the Rigorous Instruction element is the average of the percent positives on its four measures: Strong Core Instruction, Course Clarity, Quality of Student Discussion, and Academic Press.)

For additional information about the survey, please visit https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey or email surveys@schools.nyc.gov

Other Metrics

► *Percentage of Students with Attendance Rates of 90% or Higher (Early Childhood, Elementary, Middle, K-8, High Schools)*

This metric shows the percentage of students at the school with attendance rates of 90% or higher. Because chronic absenteeism is defined as students with attendance rates below 90%, this metric shows the percentage of students who are not chronically absent.

Each student's attendance rate is calculated by adding together the total number of days when the student was present and dividing it by the total number of days on register for the student at the school (the sum of the days when the student was present and the days when the student was absent). If a student's total number of days on register at the school is less than 20, the student's attendance rate is treated as N/A and the student does not contribute to the school's metric. Due to COVID-19, the total number of days on register will be counted for September 2019 through February 2020 only for the 2019-20 school year.

Pre-K attendance is excluded for any school that has a Pre-K grade. For K-12 schools, this metric is calculated separately for the K-8 grades and 9-12 grades. Similarly, for 6-12 schools, the metric is calculated separately for the 6-8 grades and the 9-12 grades.

This metric will not be available in the August 2020 release of 2019-20 Framework results. It will be included in the Fall 2020 release of the 2019-20 School Quality Reports.

► *Average Change in Student Attendance (Transfer High Schools and District 75 Schools)*

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

- Student's attendance rate for 2018-19. (This student attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2017-18.)

- Student's attendance rate for 2019-20. (This student attendance rate includes only the rate at the school under evaluation). Due to COVID-19, attendance rate will only be calculated for September 2019 through February 2020.

To be included in this measure, a student must have an attendance rate for the 2018-19 school year with a minimum total of 40 days on register at any New York City school(s) during that year. In addition, during the 2019-20 school year, the student must have been on the register of the school under evaluation for at least 40 days.

The average change in the student attendance rate for each school is calculated by taking the average of change in attendance rate from 2018-19 to 2019-20 for all students at the school under evaluation. (This metric is expressed in percentage points.)

This metric will not be available in the August 2020 release of 2019-20 Framework results. It will be included in the Fall 2020 release of the 2019-20 School Quality Reports.

► *Movement of Students with Disabilities to Less Restrictive Environments (Non-District 75 Schools)*

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2018-19, 2017-18, or 2016-17. Students who are newly certified in 2019-20 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2019-20. This number can range from zero (for students who are in their highest tier in 2019-20) to three (for students who were previously in Tier Four and are in Tier One in 2019-20). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education
- No IEP, or
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers
- Primary recommendation of SETSS or ICT, or
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers
- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers
- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

Students who start a less restrictive program at the beginning of 2019-20 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

This metric will not be available in the August 2020 release of 2019-20 Framework

results. It will be included in the Fall 2020 release of the 2019-20 School Quality Reports.

► *Movement of Students with Disabilities to Less Restrictive Environments (District 75 Schools)*

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

- Be on the school's October 31, 2017 audited register
- Be on any District 75 school's October 31, 2019 audited register

Students contribute to the numerator of this metric if their class assignment on July 15, 2019 is less restrictive than the class assignment on July 15, 2020. Students are attributed by the October 2018 register because that school prepared the student for integration into the less restrictive environment.

This metric will not be available in the August 2020 release of 2019-20 Framework results. It will be included in the Fall 2020 release of the 2019-20 School Quality Reports.

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

This represents the percentage of students at a District 75 school who, in a given school year, are integrated or re-integrated into a non-District 75 education environment. Students contribute to the numerator of this metric if they are on the October 31, 2018 audited register of a District 75 school and are on the October 31, 2019 audited register of a non-District 75 school. The credit is attributed to the District 75 school that the student was assigned to in October 2018. The denominator for this metric includes all students on the audited register of the District 75 school in October 2018.

This metric will not be available in the August 2020 release of 2019-20 Framework results. It will be included in the Fall 2020 release of the 2019-20 School Quality Reports.

Framework Elements
Scoring and Ratings

Scoring and Rating Structure

Due to COVID-19, Framework scores are not available for any schools for the 2019-20 school year.

Appendix A

Element-Measure-Question Structure

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

Element	Non-elementary schools			Elementary schools	
Measure	Students	Teachers	Parents	Teachers	Parents
Rigorous Instruction					
Academic Press	x	x		x	
Course clarity	x				
Early Childhood Instruction				x	
Quality of student discussion		x		x	
Strong Core Instruction		x		x	
Collaborative Teachers					
Cultural awareness and inclusive classroom instruction	x	x		x	
Innovation and collective responsibility		x		x	
Peer collaboration		x		x	
Quality of professional development		x		x	
School commitment		x		x	
Supportive Environment					
Classroom behavior	x	x		x	
Guidance	x			x	
Peer support for academic work	x				
Personal attention and support	x				
Preventing Bullying	x				
Safety	x			x	
Social-emotional		x		x	
Effective School Leadership					
Inclusive leadership			x		x
Instructional leadership		x		x	
Program coherence		x		x	
Teacher influence		x		x	
Strong Family-Community Ties					
Outreach to parents		x	x	x	x
Parent involvement in school			x		x
Trust					
Parent-principal trust			x		x
Parent-teacher trust			x		x
Student-teacher trust	x				
Teacher-principal trust		x		x	
Teacher-teacher trust		x		x	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Academic Press

		How much do YOU agree with the following statements?
S	q4a	I'm learning a lot in my classes at this school to prepare me for the next level or grade.
S	q4j	My classes at this school really make me think critically.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

		In how many of your classes …
S	q5a	are you challenged?
S	q5b	do your teachers ask difficult questions on tests?
S	q5c	do your teachers ask difficult questions in class?
S	q5d	do you work in small groups?
S	q5e	do your teachers want students to become better thinkers, not just memorize things?
		1 = None, 2 = A few, 3 = Most, 4 = All

		How many students in your classes…
*T	q24a	feel challenged?
*T	q24c	have to work hard to do well?
*T	q24e	respond to challenging test questions?
*T	q24g	respond to challenging questions in class?
		1 = None, 2 = Some, 3 = A lot, 4 = All

* These teacher questions are included for scoring only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

Course clarity

		In how many of your classes, this school year, do YOU feel the following statement is true?
S	q2a	I learn a lot from feedback on my work.
S	q2b	It's clear what I need to do to get a good grade.
S	q2c	The work we do in class is good preparation for our class tests.
S	q2d	The homework assignments help me learn the course material.
S	q2e	I know what my teacher wants me to learn in class.
		1 = None, 2 = A few, 3 = Most, 4 = All

Early Childhood Instruction

		Please mark the extent to which you disagree or agree with each of the following. For pre-K and 3-K: In planning my last instructional unit, I had the resources and tools I needed to…
T	q17a	meet the needs of my students.
T	q17b	focus deeply on the concepts emphasized in the Pre-K Foundation for the Common Core to help students build strong foundations for learning.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Quality of student discussion

		How many students in your classes…
T	q23a	build on each other's ideas during class discussions?
T	q23b	use data or text references to support their ideas?
T	q23c	show that they respect each other's ideas?
T	q23d	provide constructive feedback to their peers/teachers?
T	q23e	participate in class discussions at some point?
		1 = None, 2 = Some, 3 = A lot, 4 = All

Strong Core Instruction

Please mark the extent to which you disagree or agree with each of the following. [Social Studies] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…

T	q18a	students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
T	q18b	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q18c	students to interact with complex grade-level text and tasks.
T	q18d	students to practice academic language through writing.
T	q18e	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q18f	students to engage in extended talk and discussion organized around rich content and topics.
T	q18g	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q18h	teaching and practicing high-utility vocabulary words.
T	q18i	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q18j	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q18k	students to demonstrate conceptual understanding within real-world examples.

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

Please mark the extent to which you disagree or agree with each of the following. [Science] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…

T	q19a	students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
T	q19b	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q19c	students to interact with complex grade-level text and tasks.
T	q19d	students to practice academic language through writing.
T	q19e	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q19f	students to engage in extended talk and discussion organized around rich content and topics.
T	q19g	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q19h	teaching and practicing high-utility vocabulary words.
T	q19i	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q19j	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q19k	students to demonstrate conceptual understanding within real-world examples.

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

Please mark the extent to which you disagree or agree with each of the following. [ELA] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…

T	q20a	students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
T	q20b	reading and writing experiences grounded in evidence from text, both literary and informational.

T	q20c	students to interact with complex grade-level text and tasks.
T	q20d	students to practice academic language through writing.
T	q20e	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q20f	students to engage in extended talk and discussion organized around rich content and topics.
T	q20g	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q20h	teaching and practicing high-utility vocabulary words.
T	q20i	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q20j	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q20k	students to demonstrate conceptual understanding within real-world examples.

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

Please mark the extent to which you disagree or agree with each of the following. [Math] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…

T	q21a	students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
T	q21b	students to interact with complex grade-level text and tasks.
T	q21c	students to practice academic language through writing.
T	q21d	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q21e	students to engage in extended talk and discussion organized around rich content and topics.
T	q21f	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q21g	teaching and practicing high-utility vocabulary words.
T	q21h	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q21i	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q21j	students to demonstrate conceptual understanding within real-world examples.

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

Please mark the extent to which you disagree or agree with each of the following. [All subjects (e.g., elementary, self-contained), Other] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…

T	q22a	students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
T	q22b	reading and writing experiences grounded in evidence from text, both literary and informational.
T	q22c	students to interact with complex grade-level text and tasks.
T	q22d	students to practice academic language through writing.
T	q22e	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	q22f	students to engage in extended talk and discussion organized around rich content and topics.
T	q22g	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	q22h	teaching and practicing high-utility vocabulary words.
T	q22i	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q22j	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
T	q22k	students to demonstrate conceptual understanding within real-world examples.

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

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Cultural awareness and inclusive classroom instruction

How much do YOU agree with the following statements?

S	q1f	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	q1g	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	q1h	In general, my teachers treat students from different cultures or backgrounds equally.
S	q1i	I feel that my teachers respect my culture/background.
S	q1j	In general, my teachers make their lessons relevant to my everyday life experiences.
S	q1k	In general, my teachers present positive images of people from a variety of races, ethnicities, cultures, and backgrounds.

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

Please mark the extent to which you disagree or agree with each of the following. I am able to...

T	q2a	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	q2b	use my students' prior knowledge to make my lessons relevant to their everyday life.
T	q2c	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	q2d	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	q2e	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) proficiency and students with disabilities).
T	q2f	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	q2g	develop appropriate Individualized Education Programs for my students with disabilities.
T	q2h	distinguish linguistic/cultural differences from learning difficulties.

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

Innovation and collective responsibility

How many teachers at this school…

T	q1a	help maintain discipline in the entire school, not just their classroom?
T	q1b	are actively trying to improve their teaching?
T	q1c	take responsibility for improving the school?
T	q1d	are eager to try new ideas?
T	q1e	feel responsible that all students learn?

1 = None, 2 = Some, 3 = A lot, 4 = All

Peer collaboration

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

T	q9a	the principal/school leader, teachers, and staff collaborate to make this school run effectively.
T	q9d	teachers design instructional programs (e.g. lessons, units) together.

T	q9e	teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.

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

Quality of professional development

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...

T	q11a	been sustained and coherently focused, rather than short-term and unrelated.
T	q11b	included enough time to think carefully about, try, and evaluate new ideas.
T	q11c	included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
T	q11d	included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
T	q11e	directly related to my students' needs. included opportunities to work productively with teachers from other schools.

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

School commitment

Please mark the extent to which you disagree or agree with each of the following.

T	q4a	I usually look forward to each working day at this school.
T	q4b	I would recommend this school to parents/guardians seeking a place for their child.
T	q4h	I would recommend this school to other teachers as a place to work.

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

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

In how many of your classes at this school do YOU feel most students...

S	q6a	listen carefully when the teacher gives directions?
S	q6b	follow the rules in class?
S	q6c	pay attention when they are supposed to?
S	q6d	work when they are supposed to?
S	q6e	behave well even when the teacher isn't watching?

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

How many students in your classes...

T*	q24b	listen carefully when the teacher gives directions?
T*	q24d	follow the rules in class?
T*	q24f	pay attention when they are supposed to?
T*	q24h	do their work when they are supposed to?
T*	q24i	behave well in class even when the teacher isn't watching?

1 = None, 2 = Some, 3 = A lot, 4 = All

* These teacher questions are included for scoring only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

Guidance

If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question. How much do YOU agree with the following statements?

S	q9a	This school provides guidance for the application process for high school.
S	q9b	This school educates families about the application/enrollment process for high school.

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

If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)

S	q10a	talk to me about what I plan to do after high school.
S	q10b	encourage me to continue my education after high school.
S	q10c	provide me with information about the college application process.
S	q10d	help me plan for how to meet my future career goals.

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

If you are a student in grades 9-12, ANSWER this question. How much do YOU agree with the following statements? Adults at this school (including teachers, administrators, counselors, and the principal)

S	q11a	help me consider which colleges to apply to.
S	q11b	show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).

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

Peer support for academic work

In how many of your classes at this school do YOU feel most students…

S	q6f	feel it is important to come to school every day?
S	q6g	feel it is important to pay attention in class?
S	q6h	think doing homework is important?
S	q6i	try hard to get good grades?

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

Personal attention and support

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

S	q3a	help me catch up if I am behind.
S	q3b	notice if I have trouble learning something.
S	q3c	give me specific suggestions about how I can improve my work in class.
S	q3d	explain things a different way if I don't understand something in class.
S	q3e	support me when I am upset.

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

Preventing bullying

How often are the following things true?

S	q8a	At this school students harass, bully, or intimidate other students.
S	q8b	At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
S	q8c	At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
S	q8d	At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
S	q8e	At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).

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

Safety

How much do YOU agree with the following statements?

S	q4k	Discipline is applied fairly in my school.

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

How much do you agree with the following statements? I feel safe…

S	q7a	outside around this school.

S   q7b   traveling between home and this school.
S   q7c   in the hallways, bathrooms, locker rooms, and cafeteria of this school.
S   q7d   in my classes at this school.
           1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

           How much do you agree with the following statements? My students are safe…
T*   q28a   outside around this school.
T*   q28b   traveling between home and this school.
T*   q28c   in the hallways, bathrooms, locker rooms, and cafeteria of this school.
T*   q28d   in my class(es).
           1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

           How much do you agree with the following statement?
T*   q7   Discipline is applied to students fairly in my school.
           1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

* These teacher questions are included for scoring only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.

Social-emotional

           How many adults at this school…
T   q25a   help students develop the skills they need to complete challenging coursework despite obstacles?
T   q25b   tell their students they believe they can achieve high academic standards?
T   q25c   teach critical thinking skills to students?
T   q25d   teach students how to advocate for themselves?
T   q25e   teach students the organizational skills needed to be prepared for their next level?
T   q25f   recognize disruptive behavior as social-emotional learning opportunities?
T   q25g   teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)?
T   q25h   have access to school-based supports to assist in behavioral/emotional escalations?
           1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know

Effective School Leadership

Questions included within each measure in the Effective School Leadership element.

Inclusive leadership

           Please mark the extent to which you disagree or agree with each of the following statements about this school.
P   q2c   The principal/school leader encourages feedback from parents/guardians and the community through regular meetings with parent/guardian and teacher leaders.
           1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

           Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school…
P   q3a   is strongly committed to shared decision making.
P   q3b   works to create a sense of community in the school.
P   q3c   promotes family and community involvement in the school.
           1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Instructional leadership

		Please mark the extent to which you disagree or agree with each of the following. The principal/school leader at this school...
T	q12a	makes clear to the staff his or her expectations for meeting instructional goals.
T	q12b	communicates a clear vision for this school.
T	q12c	understands how children learn.
T	q12d	sets high standards for student learning.
T	q12e	participates in instructional planning with teams of teachers.

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

		Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school...
T	q13a	supports teachers in implementing what they have learned in professional development.
T	q13b	carefully tracks student academic progress.
T	q13c	knows what's going on in my classroom.
T	q13d	provides teachers with formative feedback to improve practice.
T	q13e	provides teachers with the support to implement formative feedback.
T	q13f	supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.

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

Program coherence

		Please mark the extent to which you disagree or agree with each of the following. At this school...
T	q9b	once we start a new program, we follow up to make sure that it's working.
T	q9c	it is clear how all of the programs offered are connected to our school's instructional vision.
T	q9f	curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.

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

Teacher influence

		Please mark the extent to which you disagree or agree with each of the following. At this school...
T	q10e	the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.

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

		How much influence do teachers have over school policy in each of the areas below?
T	q14a	Hiring new professional personnel.
T	q14b	Planning how discretionary school funds should be used.
T	q14c	Selecting instructional materials used in classrooms.
T	q14d	Developing instructional materials.
T	q14e	Setting standards for student behavior.

1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence

Strong Family-Community Ties

Questions included within each measure in the Strong Family-Community Ties element.

Outreach to parents

		Please mark the extent to which you disagree or agree with each of the following. At this school...
T	q10a	parents/guardians are offered opportunities to visit their child's classroom, such as observing instruction, participating in an activity with their child, etc.
T	q10b	teachers understand families' problems and concerns.
T	q10c	teachers work closely with families to meets students' needs.
T	q10d	school staff regularly communicate with parents/guardians about how parents can help students learn.

T   q10f   school staff value families' race, ethnicity, culture, or background.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

P   q1a   School staff regularly communicate with me about how I can help my child learn.

P   q1b   My child's school offers me opportunities to visit my child's classroom, such as observing instruction, participating in an activity with my child, etc.

P   q1c   My child's school offers me the opportunity to volunteer time to support this school (for example, helping in classrooms, helping with school-wide events, etc.)

P   q1d   I am greeted warmly when I call or visit the school.

P   q1e   Teachers work closely with me to meet my child's needs.

P   q1f   I feel well-informed by the communications I receive from my child's school.

P   q1i   My child's school communicates with me in a language and in a way that I can understand.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent involvement in school

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

P   q4a   communicated with your child's teacher about your child's performance?

P   q4b   seen your child's projects, artwork, homework, tests, or quizzes?
1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often

During the school year, how likely are you to…

P   q7a   attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?

P   q7b   go to a regularly scheduled parent-teacher conference with your child's teacher?
1 = Very unlikely, 2 = Somewhat unlikely, 3 = Somewhat likely, 4 = Very likely

Trust

Questions included within each measure in the Trust element.

Parent-principal trust

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

P   q1j   I feel respected by my child's principal/school leader.

P   q1m   I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).

P   q1n   The principal/school leader is an effective manager who makes the school run smoothly.

P   q2b   The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent-teacher trust

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

P   q1g   I feel respected by my child's teachers.

P   q1h   Staff at this school work hard to build trusting relationships with parents/guardians like me.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

P   q2a   Teachers and parents/guardians think of each other as partners in educating children.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Student-teacher trust

How much do YOU agree with the following statements?

S	q4c	There is at least one adult in the school that I can confide in.
S	q4e	My teachers will always listen to students' ideas.
S	q4f	My teachers always do what they say they will do.
S	q4g	My teachers treat me with respect.
S	q4i	When my teachers tell me not to do something, I know they have a good reason.

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

Teacher-principal trust

Please mark the extent to which you disagree or agree with each of the following.

T	q5a	I feel respected by the principal/school leader at this school.
T	q5b	The principal/school leader at this school is an effective manager who makes the school run smoothly.
T	q5c	The principal/school leader has confidence in the expertise of the teachers at this school.
T	q5d	I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
T	q5e	At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
T	q5f	The principal/school leader takes a personal interest in the professional development of teachers.
T	q5g	The principal/school leader looks out for the personal welfare of the staff members.
T	q5h	The principal/school leader places the needs of children ahead of personal interests.
T	q5i	The principal and assistant principal function as a cohesive unit.

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

Teacher-teacher trust

Please mark the extent to which you disagree or agree with each of the following.

T	q4c	Teachers in this school trust each other.
T	q4d	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
T	q4e	Teachers respect other teachers who take the lead in school improvement efforts.
T	q4f	I feel respected by other teachers at this school.
T	q4g	Teachers at this school respect their colleagues' specific expertise.

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

Frequently Asked Questions

Are there any changes to the content of this year's surveys?

Like last year, the 2019-20 version of the NYC School Survey is aligned to the six elements of the Framework for Great Schools: Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. Based on analysis of last year's results and participant feedback, the NYCDOE has made minor revisions to all three versions of the survey (parent/guardian, teacher, and student) this year.

The NYCDOE removed questions that did not distinguish well between schools or that respondents reported they did not have the information or insight to answer. Questions were added to align to the Instructional Literacy Framework and Culturally Responsive-Sustaining Education framework. Finally, the NYCDOE added questions based on suggestions from various stakeholders and to improve the strength of existing measures.

Are schools penalized for low response rates?

Due to COVID-19, NYC School Survey response rates for the 2019-20 school year may vary compared to previous year.

While high participation rates help to provide broad and representative information about a school, response rates are reported for informational purposes and schools are not penalized for low response rates. Further, survey results will be suppressed if a minimum of five responses are not received for a particular respondent group.

How are response rates calculated?

The response rate is the number of surveys submitted divided by the number of people in the survey population.

Student	The student survey population represents all students in the school who are enrolled in grades 6 through 12.
Parent	The parent survey population represents all parents of students in the school. Parents with more than one child in the same school are counted only once in the parent survey population. Parents with children in more than one school are counted once in each of those schools, and are invited to fill out a survey for each school.
Teacher	District: For district schools, the teacher survey population represents all full-time teachers and guidance counselors in the school.
	Charter: Prior to the start of survey administration, charter schools are asked to submit a roster listing all staff members eligible to participate in the survey. Charter schools that submit a roster then have the opportunity to update their roster after the close of survey

administration to remove any teachers that are no longer employed by their school. The teacher survey population for charter schools is determined using this information. If a charter school does not submit a roster prior to the start of survey administration, the teacher survey population is estimated based on student enrollment.

Pre-K Centers and NYCEECs: The teacher survey population is an estimate of teachers employed at a program as of November 2019. The estimate is based on student enrollment in early November prior to survey administration. Teachers who joined a program after November 2019 were not eligible to participate in the 2019-20 survey.

Some survey questions do not fall within the list of elements and measures in the Appendix. Are these questions counted?

Survey questions that do not fall within the list of elements and measures in the Appendix do not contribute to the percentage of positive responses for each element. These questions collect important information about a variety of topics that help schools leaders and other stakeholders better understand schools' strengths and target areas for improvement. These questions are included in the "Additional Survey Questions" section of the School Quality Guide.

The sum of response percentages for one survey question does not equal 100%. Why?

For purposes of display, percentages are rounded to the second decimal place. As a result, the sum of the displayed response percentages may not appear to add up to 100% for all questions. For example, if the percentages used for calculation for a question are 49.5% Strongly Agree and 50.5% Agree, they are displayed in rounded form as 50% and 51%. Likewise, if the true percentages are $33\frac{1}{3}$% Strongly Agree, $33\frac{1}{3}$% Agree, and $33\frac{1}{3}$% and Disagree, they are displayed as 33%, 33%, and 33%.

How are blank responses handled?

Survey questions that do not fall within the list of elements and measures in the Appendix do not contribute to the percentage of positive responses for each element. These questions collect important information about a variety of topics that help schools leaders and other stakeholders better understand schools' strengths and target areas for improvement. These questions can be found in the "Additional Survey Questions" section of the School Quality Guide.

How are multiple responses treated on the NYC School Survey Report?

Answer choices of respondents who selected multiple answer choices to questions that did not indicate "check all that apply" are not reported and are not included in percentage of positive responses.