School Quality Reports
Educator Guide

Early Childhood Schools 2018-19
Last Updated: November 7, 2019

Overview

The School Quality Reports share information about school performance, set expectations for schools, and promote school improvement. The School Quality Reports include:

- **School Quality Snapshot:** A summary report for families and community members to learn about school performance and quality.

- **School Quality Guide:** A more detailed, interactive report for educators to investigate school data more deeply. The report is publicly available for community members interested in more information.

- **School Performance Dashboard:** An interactive report with data visualizations for educators to investigate multiple years of school performance data. The report is publicly available for community members interested in more information.

These reports include information from multiple sources, including Quality Reviews, the NYC School Survey, and student performance on state tests.

This Educator Guide describes the methodology used to calculate metric values and ratings in the School Quality Reports.

School Quality Report Sections

The School Quality Reports are organized around the [Framework for Great Schools](#), which 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 do not include an overall grade or rating. Instead, they share ratings and information on the six Framework elements and on Student Achievement.

Rigorous Instruction: This rating reflects how well the curriculum and instruction engage students, build 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 rating reflects how well 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 rating reflects how well 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, the percentage of students with attendance rates of 90% or higher, and movement of students with disabilities to less restrictive environments.

Effective School Leadership: This rating reflects how well 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 Quality Review and the NYC School Survey.

Strong Family-Community Ties: This rating reflects how well the school forms effective partnerships with families to improve the school. This section uses data from the Quality Review and the NYC School Survey.

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

Scores and Ratings

School Quality Report scores are on a 1.00 – 4.99 scale, and ratings are on a four-level scale. In the School Quality Guide, the four levels are called Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Needs Improvement, and are presented as 1-4 bars in a graphic.

Example of a 4-bar rating in Rigorous Instruction:

New York State School Designations

New York State implements a state accountability system, which measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. State accountability status does not affect the School Quality Report ratings.

Definitions

School Quality Report School Type

School Quality Reports are provided for the following school types:

School Type	Grades and Students Served
Early Childhood School	K, K-1, K-2, K-3
Elementary School	K-4, K-5, and K-6
K-8 School*	K-7, K-8, and K-12 (minus grades 9-12)
Middle School	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 School	K-8 and K-12, focused on students with disabilities
High School	9-12, K-12 (minus grades K-8), and 6-12 (minus grades 6-8)
Transfer High School	9-12, focused on overage and undercredited students.
Young Adult Borough Center (YABC) Program	9-12, focused on overage and undercredited students

* If a new K-8 school has grade 6, but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades K-12 receives two separate School Quality Reports: one for the K-8 part of the school, and one for the high school.

Similarly, a school that serves grades 6-12 receives two separate School Quality Reports: one for the middle school, and one for the high school.

This document explains the rules for the School Quality Reports for three school types: elementary schools, K-8 schools, and middle schools. Separate Educator Guides explain the rules for the other school types.

Survey School Type

For scoring survey results, schools are placed into a survey school type:

School type	Grade range
Early Childhood School	PK-K, PK-1, PK-2, PK-3, K, K-1, K-2, K-3
Elementary School	3K-5, PK-4, PK-5, PK-6, K-4, K-5, K-6, 2-5, 3-5, 4-5
Elementary / Middle School	3K-8, PK-7, PK-8, K-7, K-8, 3-8, 4-8
Elementary / Middle / High School	PK-9, PK-12, K-9, K-10, K-11, K-12, 3-12
Middle School	5, 5-6, 5-8, 6, 6-7, 6-8, 6-9
Middle / High School	5-12, 6-9, 6-10, 6-11, 6-12, 7-12
High School	9, 9-10, 9-11, 9-12, 10-12
Transfer School	Transfer Schools serving grades from 9-12
District 75 School	District 75 Schools
YABC	YABC

For example, the survey results of a school that served grades 6-12 are compared to the survey results of other schools in the Middle / High School category.

Attribution of Students to Schools

Students are attributed to schools based on the October 31, 2018 audited register. We use the enrollment from this register because it is audited for accuracy and used to allocate funds to schools.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State Common Core ELA and math exams. These performance levels reflect the extent to which students demonstrate the level of understanding expected at their grade level, based on the New York State P-12 Common Core Learning Standards.

Level 1 Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered insufficient for the expectations at this grade.

Level 2 Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered partial but insufficient for the expectations at this grade.

Level 3 Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices that are considered sufficient for the expectations at this grade.

Level 4 Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices that are considered more than sufficient for the expectations at this grade.

Student Achievement
Metrics

State Exam Metrics

To be included in the denominator for the state-exam metrics, a student must

- Be on the school's October 31, 2018 audited register, and

- Have taken the relevant New York State ELA or math exam in 2019.

The following metrics are calculated separately for ELA and math based on third graders' performance on the 2019 State exams.

Percentage of Students at Proficiency (Level 3 or 4): ELA and Math

These metrics show the percentage of students who scored at Level 3 or Level 4 on the state exam, out of all the students at the school who took the exam. The metrics are calculated separately for ELA and math.

Additional Information

Attendance

The attendance rate includes the attendance for all K-8 students on a school's register at any point during the school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students.

Pre-K attendance is excluded for any school that has a pre-K grade.

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 indicators 3.4
Trust	• NYC School Survey

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.

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 five measures: Common Core Shifts in Literacy, Common Core Shifts in Math, 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 five measures: Common Core Shifts in Literacy, Common Core Shifts in Math, 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 this metric.

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.

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 2017-18, 2016-17, or 2015-16. Students who are newly certified in 2018-19 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2018-19. This number can range from zero (for students who are in their highest tier in 2018-19) to three (for students who were previously in Tier Four and are in Tier One in 2018-19). 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 2018-19 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

Framework Elements
Scoring and Ratings

Scoring and Rating Structure

Element ratings on the Framework Report are generated through a multi-step process:

- **Step 1:** Raw metric values are collected from the data sources.
- **Step 2:** Raw metric values are converted into metric scores, on a scale from 1.00 – 4.99.
- **Step 3:** The metric scores are combined to generate an element score.
- **Step 4:** The element score is used to generate an element rating.

This Technical Report explains this multi-step process for the different data sources and elements. It explains how raw metric values are converted into metric scores for Quality Reviews, the NYC School Survey, chronic absenteeism (and average change in student attendance), and movement of students with disabilities to less restrictive environments. It explains how the metric scores are combined to produce element scores for the six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. It then explains how ratings are determined from the element scores.

Raw Values and Metric Scores

This section explains how raw metric values are converted into metric scores for each of the different data sources in the Framework Report.

Quality Reviews

Quality Review indicator ratings are converted into metric scores as follows:

QR Indicator Rating	Metric Score
Well Developed	4.99
Proficient	3.50
Developing	2.00
Under Developed	1.00

NYC School Survey

For survey scoring, schools are categorized by a survey school type, and are compared to other schools of the same survey school type.

The scoring method for the NYC School Survey follows the structure of the survey, which was organized as groups of questions relating to a measure, and groups of

measures relating to an element.[1]

The following process is used to generate a *survey element score*:

(1) **Question-level percent positive** (percentage of positive responses to a question)
↓
(2) **Measure-level percent positive** (average of the question-level percent positive values for all questions within the measure)
↓
(3) **Measure score** (score based on the measure-level percent positive)
↓
(4) **Survey element score** (average of measure scores for all measures within the element)

Each step in this process is described in detail below.

(1) Question-level percent positive

For each question, this metric is the percent 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).

(2) Measure-level percent positive

This metric is the average of the *question-level percent positive* values for all questions within the measure.

For example, Outreach to Parents is a measure within the element of Strong Family-Community Ties. The Outreach to Parents percent positive is the average of the question-level percent positive values on all the Outreach to Parents questions.

(3) Measure score

This metric converts the *measure-level percent positive* into a score on a 1.00-4.99 scale.

The basic idea is that survey results fairly close to the city average receive scores in the 3-bar range (3.00 – 3.99), results substantially above average receive scores in the 4-bar range (4.00 – 4.99), and results substantially below average receive scores in the 2-bar or 1-bar range (2.00 – 2.99 or 1.00 – 1.99). In addition, if a school's measure-level percent positive is very high, it will receive a high measure score (regardless of whether the result is substantially above the citywide average).

We implement this idea by setting cut levels (measure-level percent positive) for each rating category (e.g., the 4-bar category of Exceeding Target). The school's 1.00-4.99 measure score is based on the highest category achieved, and the distance to the next-higher cut level. The cut levels are based on the citywide average percent positive (PP) and the standard deviation (SD) among school-level results of schools. We use the "top of scoring range" and "bottom of scoring range" values to help calculate scores in the 4.00-4.99 range and the 1.00-1.99 range.

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[1] See Appendix A for a detailed explanation of the element-measure-question survey structure.

Rating Category	Percent Positive (PP) Cut Level
Top of Scoring Range	citywide mean + 2 SD, not to exceed 100
Exceeding Target (4 bars)	citywide mean PP + 0.75 SD, not to exceed 95
Meeting Target (3 bars)	citywide mean PP – 0.5 SD, not to exceed 90
Approaching Target (2 bars)	citywide mean PP – 1 SD, not to exceed 85
Bottom of Scoring Range	citywide mean + 2 SD, not to fall below 0

Examples:
- If a school's percent positive on a Framework measure is halfway between the Meeting Target and Exceeding Target cut levels, it will receive a score of 3.50 on that Framework measure.

- If a school's percent positive on a Framework measure is one-quarter of the way between the Exceeding Target cut level and the Top of Scoring Range, it will receive a score of 4.25 on that Framework measure.

Additional Notes:
- We set separate targets for each Framework measure and for each survey school type. In other words, the citywide averages and standard deviations are calculated separately for each survey school type and for each Framework measure.
  - For example, the target cut levels for a middle school will be based on the citywide average and standard deviation among middle schools only.

- To avoid drawing significant scoring distinctions based on small PP differences, we will not allow the SD in the formula to fall below 5 points.

- The top of the scoring range is set at least 5 percentage points above the Exceeding Target level (but not to exceed 100).

- The bottom of the scoring range is set at least 5 percentage points below the Approaching Target level (but not to fall below 0).

(4) Survey element score

This metric is the average of the *measure scores* for all measures within the element.

For example, the Strong Family-Community Ties element contains two measures: Teacher Outreach to Parents and Parent Involvement in the School. The school's *survey element score* for the Strong Family-Community Ties element is the average of the *measure score* for the Teacher Outreach to Parents measure and the *measure score* for the Parent Involvement in the School measure.

Low Response Rates and Numbers

Each element in the Framework draws primarily from questions asked of one (or two) respondent groups. If there was a low response rate or very few responses submitted by that respondent group, then the *survey element score* will be N/A. The following table describes these situations:

Element	Standardized survey element score will be N/A if…
Rigorous Instruction	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Collaborative Teachers	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	For Elementary Schools and Early Childhood Schools: • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. For other school types: • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	• Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	• Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.
Trust	• Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.

Percentage of Students with 90% Attendance

The metric score for this metric is based on how the school performed against its 2018-19 targets in the previous year's School Quality Reports. The first digit reflects the highest target level achieved, and the two digits after the decimal point reflect how close the school was to the next higher target. (For example, a score of 3.50 means that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

We calculate and report this metric separately for EMS grades and HS grades. If a school spans both EMS grades and HS grades (and received metric values for both school types), we use the average of the EMS score and the HS score for Framework scoring.

Movement of Students with Disabilities to Less Restrictive Environments

The metric score for this metric is based on the 2018-19 targets published in the previous year's School Quality Reports. The first digit reflects the highest target level achieved, and the two digits after the decimal point reflect how close the school was to the next higher target.

We calculate and report this metric separately for EMS grades and HS grades. If a school spans both EMS grades and HS grades (and received metric values and scores for both school types), we use the average of the EMS score and the HS score for less restrictive environment for Framework scoring.

Element Scores
Weighted Average of Data Scores

The school's element scores are a weighted average of the scores from the data sources within each element category. The weights depend on whether the school received a Quality Review in 2016-17 or later (with ten rated indicators) or whether the school received its most recent Quality Review in 2015-16 or earlier (with five rated indicators). If the survey response rates or numbers fall below specified thresholds, then the element score will be N/A.

The following table shows how scores from the different data sources are weighted and combined to produce the element scores:

Weighted Combinations of Data Scores to Produce Element Scores
Different Weights For Different Scenarios

	Received Quality Review in 2016-17 or later	Most Recent Quality Review from 2015-16 or earlier	Low Survey Reponses
Rigorous Instruction			*If teacher response rate is less than 30% or fewer than 5 responses* Element score is N/A.
Survey (Rigorous Instruction)	25%	25%	
Quality Review 1.1	25%	25%	
Quality Review 1.2	25%	25%	
Quality Review 2.2	25%	25%	
Collaborative Teachers			*If teacher response rate is less than 30% or fewer than 5 responses* Element score is N/A.
Survey (Collaborative Teachers)	50%	50%	
Quality Review 4.1	25%	—	
Quality Review 4.2	25%	50%	
Supportive Environment			*If teacher response rate is less than 30% or fewer than 5 responses (for ES); If student response rate is less than 30% or fewer than 5 responses (for non-ES)* Element score is N/A.
Survey (Supportive Environment)	35%	35%	
Quality Review 1.4	15%	—	

Quality Review 3.4	15%	30%
Chronic Absenteeism (Average Change in Attendance for Transfer Schools, YABCs, and District 75 Schools)	30%	30%
Less Restrictive Environment	5%	5%

Effective School Leadership

			If teacher response rate is less than 30% or fewer than 5 responses
Survey (Effective School Leadership)	40%	100%	*Element score is N/A.*
Quality Review 1.3	20%	—	
Quality Review 3.1	20%	—	
Quality Review 5.1	20%	—	

Strong Family-Community Ties

			If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses
Survey (Strong Family-Community Ties)	85%	85%	*Element score is N/A.*
Quality Review 3.4	15%	15%	

Trust

			If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses
Survey (Trust)	100%	100%	*Element score is N/A.*

Examples:

- If the school received a finalized Quality Review Report in 2016-17, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.25 x QR 4.1 metric score + 0.25 x QR 4.2 metric score.

- If the school's most recent Quality Review was in 2014-15, the school's element score for Collaborative Teachers = 0.50 x survey element score for Collaborative Teachers + 0.50 x QR 4.2 metric score.

- For a middle school, if the student response rate was under 30%, the school's element score for Supportive Environment is N/A.

Missing Data

If Quality Review data is unavailable for a district school, its element scores will be N/A for all elements except for Trust.

For charter schools and YABCs, which do not receive Quality Reviews, any weight that would be applied to the Quality Review is shifted to the other data sources in the element. For example, a charter school's element score for Rigorous Instruction is based 100% on the survey.[2]

If a school does not have a score for Chronic Absenteeism, Average Change in Student Attendance, or Less Restrictive Environment, the weight for that metric is generally shifted to the other data sources in the element.

If a charter school's attendance rate is N/A, then its Supportive Environment element score and rating are N/A.

Element Ratings

Element ratings are based on the first digit of the school's element score:

Rating & Element Score

Excellent (4 bars)	4.00 to 4.99
Good (3 bars)	3.00 to 3.99
Fair (2 bars)	2.00 to 2.99
Poor (1 bar)	1.00 to 1.99

Schools designated for phase-out or in their first year do not receive Framework element scores or ratings.

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[2] Because element scores based on Quality Reviews and survey results can be systematically different from element scores based on surveys only, we rescale the element scores for charter schools and YABCs in Rigorous Instruction, Collaborative Teachers, Supportive Environment, and Strong Family-Community Ties. The rescaling puts the results for charter schools and YABCs (without Quality Reviews) on the same scale as the element scores of district schools (with Quality Reviews).

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

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	q4g	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	q22a	feel challenged?
T	q22c	have to work hard to do well?
*T	q22e	respond to challenging test questions?
*T	q22g	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.

Common Core shifts in literacy

		For general/self-contained/literacy/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…
T	q18a	building students' knowledge through content-rich non-fiction.
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.
T	q18d	students to interact with academic language.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 =Strongly agree

Common Core shifts in math

		For general/self-contained/math/science: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for…
T	q19a	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
T	q19b	creating coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts.
T	q19c	developing students' conceptual understanding, procedural fluency, and their ability to apply math in context.
		1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

Quality of student discussion

		How many students in your classes…
T	q21a	build on each other's ideas during class discussions?
T	q21b	use data or text references to support their ideas?
T	q21c	show that they respect each other's ideas?
T	q21d	provide constructive feedback to their peers/teachers?
T	q21e	participate in class discussions at some point?

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

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	adapt instruction to ensure it represents all cultures/backgrounds positively.
T	q2e	design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs)
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	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.
T q9a the principal/school leader, teachers, and staff collaborate to make this school run effectively.
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 work productively with colleagues in my school.
T Q11d 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* q22b listen carefully when the teacher gives directions?
T* q22d follow the rules in class?
T* q22f pay attention when they are supposed to?
T* q22h do their work when they are supposed to?
T* q22i 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   q4h   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*   q26a   outside around this school.
T*   q26b   traveling between home and this school.

T*	q26c	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
T*	q26d	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

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Social-emotional

		How many adults at this school…
T	q23a	help students develop the skills they need to complete challenging coursework despite obstacles?
T	q23b	tell their students they believe they can achieve high academic standards?
T	q23c	teach critical thinking skills to students?
T	q23d	teach students how to advocate for themselves?
T	q23e	teach students the organizational skills needed to be prepared for their next level?
T	q23f	recognize disruptive behavior as social-emotional learning opportunities?
T	q23g	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	q23h	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 | sets clear expectations for teachers about 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.

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.

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	q6a	attend a general school meeting or school event (open house, back to school night, play, dance, sports event, or science fair)?
P	q6b	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	q1k	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	q1l	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	q4b	There is at least one adult in the school that I can confide in.
S	q4c	My teachers will always listen to students' ideas.
S	q4d	My teachers always do what they say they will do.
S	q4e	My teachers treat me with respect.
S	q4f	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