

Framework & School Survey Scoring Technical Guide | 2022

Last Updated: June 13, 2022

Overview

NYC School Survey results are historically housed under the School Quality Guide, one of several School Quality Report products. However, results for the 2021-22 school year will be housed in Panorama Education's reporting platform. A link to every school's report will be available on the School Quality Guide once results are public later in the year. During the embargoed release period, school administrators, superintendents and borough support staff will have the opportunity to review results using secure accounts.

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.

Traditionally 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. Typically, this Technical Guide describes the methodology used to convert this data into Framework scores and ratings. However, due to COVID-19, Quality Reviews are not available for the 2021-22 school year. In addition, Framework scores and ratings are not currently available for any schools for the 2021-22 school year.

Framework Report Sections

The way in which different data sources have typically been paired to calculate element scores and ratings are described below.

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. Traditionally, 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. Traditionally, 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. Traditionally, 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. Traditionally, 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. Traditionally, 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

2022 Metrics and Data Sources

For the 2022 NYC School Survey reports, only the following data sources were used to report on each framework element.

Section	Data Sources
Rigorous Instruction	NYC School Survey
Collaborative Teachers	NYC School Survey
Supportive Environment	NYC School Survey
Effective School Leadership	NYC School Survey
Strong Family-Community Ties	NYC School Survey
Trust	NYC School Survey

* Framework element scores are currently *unavailable* for any schools for the 2021-22 school year

NYC School Survey

The NYC School Survey is administered annually to students in grades 6-12, and to families and teachers of students in all grades (3-K through 12). Results are historically housed under the School Quality Guide, one of several School Quality Report products. However, results for the 2021-22 school year will be housed in Panorama Education's reporting platform. A link to every school's report will be available on the School Quality Guide once results are public later in the year. During the embargoed release period, school administrators, superintendents and borough support staff will have the opportunity to review results using secure accounts.

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 A 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***

Due to COVID-19, no element percent positives will be calculated for 2021-22.

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

Framework Elements

Scoring and Ratings

Scoring and Rating Structure

Framework element scores are currently unavailable for any schools for the 2021-22 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 Measure	Non-elementary schools			Elementary schools	
	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	
Conflict resolution	x				
Guidance	x	x		x	
Peer support for academic work	x				
Personal attention and support	x				
Preventing Bullying	x				
Safety	x			x	
Social-emotional	x	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					
Building Families' Capacity as their Child's Primary Teacher			x		x
Building Families' Capacity as their Child's Primary Advocate			x		x
Outreach to parents		x	x	x	x
Parent involvement in school			x		x
Strong Relationships			x		
Two-Way Communication					x
Trust					
Parent-principal trust			x		x
Parent-teacher trust			x		x
Student-student Trust	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

Student Survey:

How much do YOU agree with the following statements?

- Q7 At this school, we have conversations about race and racism with adults.
- Q35 I'm learning a lot in my classes at this school to prepare me for the next level or grade.
- Q37 When I am not in school, I talk about ideas from school.
- Q47 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 ...

- Q52 Are you challenged?
- Q53 Do your teachers have high expectations for you?
- Q54 Do your teachers ask difficult questions on tests?
- Q55 Do your teachers ask difficult questions in class?
- Q56 Do you work in small groups?
- Q57 Do your teachers want students to become better thinkers, not just memorize things?
- Q58 Do you get so focused on class activities that you lose track of time?
1 = None, 2 = A few, 3 = Most, 4 = All

Teacher Survey:

- Q40 In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.

How many students in your classes...

- Q150 Feel challenged?
- Q152 Have to work hard to do well?
- Q155 Respond to challenging questions in class?
1 = None, 2 = Some, 3 = A lot, 4 = All

Early Childhood Instruction

Teacher Survey:

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...

- Q84 meet the needs of my students.
- Q85 meet the interests of my students.
- Q 86 In planning my last instructional unit, I had the resources and tools I needed to...focus deeply on the concepts emphasized in the Prekindergarten Foundation for the Common Core (PKFCC), New York State Prekindergarten Learning Standards (NYSPLS), and/or Head Start Early Learning Outcomes Framework (ELOF) to help students build strong foundations for learning.
- Q87 In planning my last instructional unit, I had the resources and tools I needed to...help students engage with books and materials, or in

other learning activities reflective of their diverse racial, cultural, and linguistic perspective.

Quality of student discussion

Teacher Survey:

How many students in your classes...

- Q142 build on each other's ideas during class discussions?
- Q143 use data or text references to support their ideas?
- Q144 show that they respect each other's ideas?
- Q145 provide constructive feedback to their peers/teachers?
- Q146 participate in class discussions at some point?

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

Strong Core Instruction

Teacher Survey:

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...

- Q88 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
- Q89 reading and writing experiences grounded in evidence from text, both literary and informational.
- Q90 students to interact with complex grade-level text and tasks.
- Q91 students to practice academic language through writing.
- Q92 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- Q93 students to engage in extended talk and discussion organized around rich content and topics.
- Q94 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- Q95 teaching and practicing high-utility vocabulary words.
- Q96 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- Q97 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- Q98 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...

- Q99 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
- Q100 reading and writing experiences grounded in evidence from text, both literary and informational.

- Q101 students to interact with complex grade-level text and tasks.
- Q102 students to practice academic language through writing.
- Q103 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- Q104 students to engage in extended talk and discussion organized around rich content and topics.
- Q105 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- Q106 teaching and practicing high-utility vocabulary words.
- Q107 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- Q108 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- Q109 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...

- Q110 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
- Q111 reading and writing experiences grounded in evidence from text, both literary and informational.
- Q112 students to interact with complex grade-level text and tasks.
- Q113 students to practice academic language through writing.
- Q114 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- Q115 students to engage in extended talk and discussion organized around rich content and topics.
- Q116 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- Q117 teaching and practicing high-utility vocabulary words.
- Q118 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- Q119 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- Q120 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...

- Q121 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
- Q122 students to interact with complex grade-level text and tasks.
- Q123 students to practice academic language through writing.
- Q124 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- Q125 students to engage in extended talk and discussion organized around rich content and topics.
- Q126 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- Q127 teaching and practicing high-utility vocabulary words.
- Q128 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- Q129 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- Q130 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...

- Q131 students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
- Q132 reading and writing experiences grounded in evidence from text, both literary and informational.
- Q133 students to interact with complex grade-level text and tasks.
- Q134 students to practice academic language through writing.
- Q135 students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
- Q136 students to engage in extended talk and discussion organized around rich content and topics.
- Q137 students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
- Q138 teaching and practicing high-utility vocabulary words.
- Q139 focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- Q140 creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
- Q141 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

Student Survey:

How much do YOU agree with the following statements?

- Q5 My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
- Q6 I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
- Q8 In general, my teachers treat students from different cultures or backgrounds equally.
- Q9 I feel that my teachers respect my culture/background.
- Q10 In general, my teachers make their lessons relevant to my everyday life experiences.
- Q14 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

Teacher Survey:

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

- Q6 receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
- Q7 use my students' prior knowledge to make my lessons relevant to their everyday life.
- Q8 modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- Q9 ensure instruction represents multiple perspectives, cultures, and backgrounds.
- Q10 affirm racial and cultural identities in my classroom practice.
- Q11 empower students as agents of social change in my classroom practice.
- Q12 design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).
- Q13 apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
- Q14 develop appropriate Individualized Education Programs for my students with disabilities.
- Q15 monitor progress on Individualized Education Program goals for my students with disabilities.
- Q16 distinguish linguistic/cultural differences from learning difficulties.
- Q26 I have conversations about race and racism at my school that help me examine my own beliefs around identity.

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

Innovation and collective responsibility

Teacher Survey:

How many teachers at this school...

- Q1 help build a welcoming school environment in the entire school, not just their classroom?
- Q2 are actively trying to improve their teaching?
- Q3 take responsibility for improving the school?
- Q4 are eager to try new ideas?
- Q5 feel responsible that all students learn?
1 = None, 2 = Some, 3 = A lot, 4 = All

Peer collaboration

Teacher Survey:

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

- Q49 the principal/school leader, teachers, and staff collaborate to make this school run effectively.
- Q52 teachers design instructional programs (e.g. lessons, units) together.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree
- Q53 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, 5 = N/A

Quality of professional development

Teacher Survey:

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

- Q60 been sustained and coherently focused, rather than short-term and unrelated.
- Q61 included enough time to think carefully about, try, and evaluate new ideas.
- Q62 included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.
- Q63 Overall, my professional development experiences this year have...include opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
- Q64 directly related to my students' needs.
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.

- Q22 I usually look forward to each working day at this school.
- Q23 I would recommend this school to parents/guardians seeking a place for their child.

- Q30 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

Teacher Survey:

How many students in your classes...

- Q151 listen carefully when the teacher gives directions?
- Q153 follow the rules in class?
- Q154 pay attention when they are supposed to?
- Q156 do their work when they are supposed to?
1 = None, 2 = Some, 3 = A lot, 4 = All

Guidance

Student Survey:

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?

- Q71 This school provides guidance for the application process for high school.
- Q72 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)

- Q73 talk to me about what I plan to do after high school.
- Q74 encourage me to continue my education after high school.
- Q75 provide me with information about the college application process.
- Q76 help me plan for how to meet my future career goals.
- Q77 encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
- Q78 advise me to take advanced courses.
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)

- Q79 help me consider which colleges to apply to.
- Q80 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

Teacher Survey:

How much do you agree with the following statements? It's a priority at this school that adults...

- Q176 provide students with guidance on the application/enrollment process for middle or high school.
- Q177 provide families with guidance on the application/enrollment process for middle or high school.

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

How much do you agree with the following statements? Adults at this school...

- Q178 talk to students about what they plan to do after high school.
- Q179 create an atmosphere that encourages students to continue their education after high school.

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

How much do you agree with the following statements? Adults at this school...

- Q180 provide students with information about the college application process.
- Q181 help students consider which colleges to apply to.
- Q182 help students plan for how to meet their future career goals.
- Q183 show students options for how to pay for college (scholarship, grants, loans, work study programs).

1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6= N/A

Personal attention and support

Student Survey:

- Q2 Adults at this school communicate with me in a language that I can understand.

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

- Q29 ask if I have everything that I need to succeed in their class
- Q30 help me catch up if I am behind.
- Q31 notice if I have trouble learning something.
- Q32 give me specific suggestions about how I can improve my work in class.
- Q33 explain things a different way if I don't understand something in class.
- Q34 support me when I am upset.
- Q39 check-in with me frequently about how I'm doing both personally and academically.
- Q41 I feel like I belong at this school.

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

Preventing bullying

Student Survey:

How often are the following things true?

- Q63 At this school students harass, bully, or intimidate other students.

- Q64 At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
- Q65 At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
- Q66 At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
- Q67 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

Student Survey

How much do YOU agree with the following statements?

- Q49 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...

- Q59 outside around this school.
- Q60 traveling between home and this school.
- Q61 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- Q62 in my classes at this school.

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

Teacher Survey:

How much do you agree with the following statements? My students are safe...

- Q172 outside around this school.
- Q173 traveling between home and this school.
- Q174 in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- Q175 in my class(es).

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

How much do you agree with the following statement?

- Q147 Discipline is applied to students fairly in my school.
- Q148 Behavioral supports are applied equitably to students in my school.
- Q149 Behavioral supports are applied to students fairly in my school.

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

Conflict Resolution

Student Survey:

- Q50 When a behavior incident arises, school staff use questions to encourage reflection and resolve conflicts.
- Q51 Students have the opportunity to share their perspectives collaboratively when making decisions on how to address conflict.

Social-emotional

Student Survey:

- Q15 I know where to go at my school if I need additional support with my mental health.

During this school year I have...

- Q17 felt happy when learning.
- Q18 felt safe when learning.
- Q19 felt optimistic when learning.
- Q20 felt bored when learning.
- Q21 felt stressed out when learning.
- Q22 felt worried when learning.
- Q40 There is time at school to talk about feelings and emotions.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A

Teacher Survey:

How many adults at this school...

- Q157 help students develop the skills they need to complete challenging coursework despite obstacles?
- Q158 tell their students they believe they can achieve high academic standards?
- Q159 teach critical thinking skills to students?
- Q160 teach students how to advocate for themselves?
- Q161 teach students the organizational skills needed to be prepared for their next level?
- Q162 recognize disruptive behavior as social-emotional learning opportunities?
- Q163 teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?
- Q164 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

Family Survey:

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

- Q16 The principal/school leader offers regular opportunities for parents/guardians to provide feedback.

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...

- Q22 is strongly committed to sharing decision making with families.
- Q23 works to create a sense of community in the school.
- Q24 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

Teacher Survey:

*Please mark the extent to which you disagree or agree with each of the following.
The principal/school leader at this school...*

- Q65 makes clear to the staff his or her expectations for meeting instructional goals.
 - Q66 communicates a clear vision for this school.
 - Q67 understands how children learn.
 - Q68 sets high standards for student learning.
- 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...*

- Q69 supports teachers in implementing what they have learned in professional development.
 - Q70 carefully tracks student academic progress.
 - Q71 knows what's going on in my classroom.
 - Q72 provides teachers with formative feedback to improve practice.
 - Q73 provides teachers with the support to implement formative feedback.
 - Q74 participates in instructional planning with teams of teachers.
 - Q75 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

Teacher Survey:

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

- Q50 once we start a new program, we follow up to make sure that it's working.
 - Q51 it is clear how all of the programs offered are connected to our school's instructional vision.
- 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.
At this school...*

- Q54 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, 5 = N/A*

Teacher influence

Teacher Survey:

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

- Q58 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?

- Q76 Hiring new professional personnel
- Q77 Planning how discretionary school funds should be used.
- Q78 Selecting instructional materials used in classrooms.
- Q79 Developing instructional materials.
- Q80 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

Teacher Survey:

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

- Q52 teachers understand families' challenges and concerns.
- Q56 teachers work closely with families to meet students' needs.
- Q57 school staff regularly communicate with parents/guardians about how parents can help students learn.
- Q59 school staff value families' race, ethnicity, culture, or background.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Family Survey:

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

- Q1 School staff regularly communicate with me about how I can help my child learn.
- Q2 Teachers work closely with me to meet my child's needs.
- Q3 I feel well-informed by the communications I receive from my child's school.
- Q6 My child's school communicates with me in a language that I can understand.
- Q7 My child's school communicates with me in a way that I can understand.
- Q13 I am greeted warmly when I call or visit the school.
- Q17 My child's school will make me aware if there are any concerns about my child's social or emotional well-being.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Parent involvement in school

Family Survey:

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

- Q21 communicated with your child's teacher about your child's performance?
- Q22 seen your child's projects, artwork, homework, tests, or quizzes?
1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often

During the school year, have you...

- Q29 attended a general school meeting or school event (virtually or in-person)?
- Q30 attended a regularly scheduled parent-teacher conference (virtually or in-person) with your child's teacher?
1 = Yes, 2 = No
- Q49 My child's teacher gives me opportunities to share what I know about my child.

Building Families' Capacity as their Child's Primary Advocate

- Q50 Someone at my child's pre-K or 3-K program has helped me consider which schools or programs would be best for my child for next school year.

Building Families' Capacity as their Child's Primary Teacher

- Q47 *My child's teacher gives me helpful ideas about how I can support my child's learning.*
- Q48 *My child's teacher lets me know that I can make a difference in my child's learning.*

Strong Relationships

- Q46 I feel good about the way that my child's teacher helped my child adjust to pre-K or 3-K.

Two-Way Communication

- Q171 At this program, teachers give families opportunities to share what they know about their child.

Trust

Questions included within each measure in the Trust element.

Parent-principal trust

Family Survey:

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

- Q8 I feel respected by my child's principal/school leader.
- Q11 I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
- Q12 The principal/school leader is an effective manager who makes the school run smoothly.
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.

- Q15 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, 5 = I don't know

Parent-teacher trust

Family Survey:

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

- Q4 I feel respected by my child's teachers.
- Q5 Staff at this schoolwork 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.

- Q14 My child's teachers think of me as a partner in educating my child.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know*

Student-Student Trust

Student Survey:

- Q1 Most students at this school treat each other with respect.
- Q45 Most students treat students from different cultures or backgrounds equally.

How much do YOU agree with the following statements?

- Q38 There is at least one adult in the school that I can confide in.
- Q42 My teachers will always listen to students' ideas.
- Q43 My teachers always do what they say they will do.
- Q44 My teachers treat me with respect.
- Q46 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

Teacher Survey:

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

- Q31 I feel respected by the principal/school leader at this school.
- Q32 The principal/school leader at this school is an effective manager who makes the school run smoothly.
- Q33 The principal/school leader has confidence in the expertise of the teachers at this school.
- Q34 I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
- Q35 At this school, It's OK to discuss feelings, worries, and frustrations with the principal/school leader.
- Q36 The principal/school leader takes a personal interest in the professional development of teachers.

- Q37 The principal/school leader looks out for the personal welfare of the staff members.
- Q38 The principal/school leader places the needs of children ahead of personal interests.
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.

- Q39 The principal and assistant principal function as a cohesive unit.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A

Teacher-teacher trust

Teacher Survey

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

- Q24 Teachers in this school trust each other.
- Q25 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Q27 Teachers respect other teachers who take the lead in school improvement efforts.
- Q28 I feel respected by other teachers at this school.
- Q29 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 2021-22 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, participant feedback and changes brought about as a result of COVID-19, the NYCDOE made minor revisions to all three versions of the survey (family, student and teacher/ support staff) this year.

The NYCDOE removed questions that did not distinguish well between schools that respondents reported they did not have the information or insight to answer, or that were not relevant given remote/blended learning that took place throughout the year. Questions were also simplified and reworded to increase clarity and encourage more differentiating feedback from respondents.

Are schools penalized for low response rates?

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. If survey response rates or the number of responses are very low, the section rating may be N/A. Further, survey results will be suppressed if a minimum of 5 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.

Survey Population	Description of how response rate is calculated for specific population
<i>Student</i>	The student survey population represents all students in the school who were enrolled in grades 6 through 12. Students who enrolled at a school after December 1, 2021, were not eligible to participate in the 2022 survey.

Survey Population Description of how response rate is calculated for specific population

Family The family survey population represents all parent/guardians of students in the school. Families with more than one child in the same school were asked to complete a survey for each child, meaning that they are counted one time per child. 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. Parent/guardians of students who enroll at a school after December 1, 2021, were not eligible to participate in the 2022 survey.

Teacher District: For district schools, the teacher survey population represents all full-time teachers and guidance counselors in the school. Teachers who joined a school after December 1, 2021, were not eligible to participate in the 22survey.

Charter: This year the teacher survey population was estimated based on student enrollment at each school in early December 2021. Teachers who joined a school after December 1, 2021, were not eligible to participate in the 2022 survey.

Pre-K Centers and NYCEECs: The teacher survey population is an estimate of teachers employed at a program as of December 2021. The estimate is based on student enrollment in early December prior to survey administration. Teachers who joined a program after December 1, 2021, were not eligible to participate in the 2022 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 measure. These questions collect important information about a variety of topics that help school 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 report.

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 participation is voluntary. Question satisfaction rates are calculated by dividing the number of respondents selecting each response option by the total number of respondents who answered that particular question. Respondents who left the question blank are not included in

the percentages reported per survey question and do not have an impact on the question's percentage of positive responses. Similarly, for questions that include the option "I Don't Know," this response option does not factor into the calculation of the percentage of positive responses.

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.

How was the demographic data gathered?

For the second year in a row, survey results are provided in the following demographic groups for student and family responses: ELL status, IEP status, gender, grade level, race/ethnicity, and new this year, student temporary housing status. The goal of this display is to allow school leaders a chance to better contextualize their overall survey results. This additional layer of context will help schools ask more questions and pinpoint more targeted strategies with a focus on equity and inclusion.

Demographics for the student and family surveys are based on data from the DOE's student information system; demographics for the teacher survey are based on responses collected in the survey.

The following chart lists each demographic group and the options within each group as these are represented in the reports.

<u>Demographic Group</u>	<u>Options within Groups</u>
Student Gender	Male Female
Student Race / Ethnicity	Native American Asian Hispanic or Latinx Native Hawaiian/Pacific Islander Black White
Student Grade Level	1 2 3 4 5 6 7 8 9 10 11 12

OK
PK

Student ELL Status

ELL Students
Non-ELL Students

Student IEP Status

Students with IEPs
Students without IEPs

Student Temporary Housing Status

Yes

No