

Framework & School Survey Scoring Technical Guide | 2024

Last Updated: June 11, 2024

Overview

NYC School Survey results were historically housed under the School Quality Guide, one of several School Quality Report products. However, starting in the 2020-21 school year, results are available in Panorama Education’s reporting platform. A link to public results will be available on nycschoolssurvey.org. During the embargoed release period, school administrators, superintendents and district support staff, and central staff will review results using secure accounts.

The NYC School Survey is aligned to a research-based framework 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.

This guide explains how percent favorable is calculated for each question and topic.

Report Set Up

The information that is captured by each element.

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.

Collaborative Teachers: This section looks at whether teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

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.

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.

Strong Family-Community Ties: This section looks at whether the school forms effective partnerships with families to improve the school.

Trust: This section looks at whether relationships between administrators, educators, students, and families are based on trust and respect.

Elements

2024 Metrics and Data Sources

For the 2024 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

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 and birth to 5). Starting in the 2020-21 school year, results are available via the Panorama Education platform. Older reports are available in the [School Quality Guide](#). A link to reports will be available on nycschoolssurvey.org once the results are public later in the year. During the embargoed release period, school administrators, superintendents and district support staff, and central staff will review results using secure accounts.

The survey gathers information from school communities on the six elements. 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, Academic Press, and Early Childhood Instruction in the case of birth to 5 programs. 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 Favorable

For each survey question, we calculate the percentage of “favorable” responses (excluding “I don’t know” or missing responses from the denominator).

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

► Measure-Level Percent Favorable

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

[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

Appendix A

Element-Measure-Question Structure

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

Element	Non-elementary schools			Elementary schools	
	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	
Personal attention and support	x				
Preventing Bullying	x				
Safety	x			x	
Social-emotional	x	x		x	
Effective School Leadership					
Inclusive leadership	x		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	

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		
<i>How much do YOU agree with the following statements?</i>		
S	Q37	The classes at this school prepare me for the next step in my education.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>In how many of your classes ...</i>
S	Q51	are you challenged?
S	Q52	do your teachers have high expectations for you?
S	Q53	In how many classes are you encouraged to work in small groups?
S	Q54	do your teachers want you to become better thinkers, not just memorize things?
S	Q55	do you get so focused on learning during class activities that you lose track of time?
		<i>1 = None, 2 = A few, 3 = Most, 4 = All</i>
		<i>Please mark the extent to which you disagree or agree with each of the following ...</i>
T	Q35	In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree</i>

		<i>How many students in your classes...</i>
T	Q140	have to work hard to do well?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
Course Clarity		
		<i>In how many of your classes, this school year, do YOU feel the following statement is true?</i>
S	Q28	My teachers make learning expectations clear.
S	Q29	Class assignments are purposeful in learning the course content.
S	Q30	The work I do in class is good preparation for class assignments, projects, and assessments.
S	Q31	I learn a lot from feedback on my work.
		<i>1 = None, 2 = A few, 3 = Most, 4 = All</i>
Early Childhood Instruction		
		<i>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...</i>
T	Q78	meet the needs of the children in my classroom.
T	Q79	develop learning experiences grounded in the concepts of development and learning emphasized in the Prekindergarten Foundations for the Common Core (PKFCC), New York State Prekindergarten Learning Standards (NYSPLS) and/or Head Start Early Learning Outcomes Framework (ELOF).
T	Q80	help children engage with books and materials, or in other learning activities reflective of their diverse racial, cultural, and linguistic perspective. [Early childhood]
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Quality of Student Discussion		
		<i>How many students in your classes...</i>
T	Q108	build on each other's ideas during class discussions?
T	Q109	use data or text references to support their ideas?
T	Q110	show that they respect each other's ideas?
T	Q111	provide constructive feedback to their peers/teachers?
T	Q112	participate in class discussions at some point?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
Strong Core Instruction		

		<i>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...</i>
T	Q81	reading and writing experiences grounded in evidence from text, both literary and informational.
T	Q82	students to interact with complex grade-level text and tasks.
T	Q83	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q84	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q85	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 =Strongly agree</i>
		<i>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...</i>
T	Q86	reading and writing experiences grounded in evidence from text, both literary and informational.
T	Q87	students to interact with complex grade-level text and tasks.
T	Q88	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q89	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q90	creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>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...</i>
T	Q91	reading and writing experiences grounded in evidence from text, both literary and informational.
T	Q92	students to interact with complex grade-level text and tasks.
T	Q93	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q94	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q95	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.

		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>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...</i>
T	Q96	students to interact with complex grade-level text and tasks.
T	Q97	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q98	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q99	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>Please mark the extent to which you disagree or agree with each of the following. [Economics/Financial Education] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...</i>
T	Q100	students to interact with complex grade-level text and tasks
T	Q101	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q102	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q103	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>Please mark the extent to which you disagree or agree with each of the following. [English as a New Language (ENL)] In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...</i>
T	Q104	students to interact with complex grade-level text and tasks.
T	Q105	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q106	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q107	focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>

Collaborative Teachers		
Questions included within each measure in the Collaborative Teachers element.		
Cultural Awareness and Inclusive Classroom Instruction		
		<i>How much do YOU agree with the following statements?</i>
S	Q3	My teachers use examples of students' different races and cultures in their lessons to make learning more meaningful for me.
S	Q4	My teachers use examples of students' different backgrounds and families in their lessons to make learning more meaningful for me.
S	Q5	I see a variety of races, ethnicities, cultures, and backgrounds positively represented in the curriculum.
S	Q6	I see a variety of genders, gender identities and expressions and sexual orientations positively represented in the curriculum.
S	Q7	At this school, we have productive conversations about race and racism where I feel my voice is heard.
S	Q8	My teachers treat students of different races, cultures, or backgrounds equally.
S	Q9	My teachers treat students of different genders, gender identities and expressions and sexual orientations equally.
S	Q10	I feel that my teachers respect my culture, background, and identity.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
		<i>In how many of your classes...</i>
		<i>1 = None, 2 = A few, 3 = Most, 4 = All</i>
		<i>Please mark the extent to which you disagree or agree with each of the following. I am able to...</i>
T	Q6	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	Q7	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	Q8	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	Q9	ensure instruction represents multiple genders, gender identities and expressions and sexual orientations.
T	Q10	ensure instruction represents multiple races and ethnicities.
T	Q11	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).

T	Q12	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
T	Q13	develop appropriate Individualized Education Programs for my students with disabilities.
T	Q14	monitor progress on Individualized Education Program goals for my students with disabilities.
T	Q15	distinguish linguistic/cultural differences from learning difficulties.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
T	Q27	I have conversations about race and racism at my school that help me examine my own beliefs around identity.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
Innovation and Collective Responsibility		
		<i>How many teachers at this school...</i>
T	Q1	help build a welcoming school environment in the entire school, not just their classroom?
T	Q2	are actively trying to improve their teaching?
T	Q3	take responsibility for improving the school?
T	Q4	are eager to try new ideas?
T	Q5	feel responsible that all students learn?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
Peer Collaboration		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q49	the principal/school leader, teachers, and staff collaborate to make this school run effectively.
T	Q50	teachers design instructional programs (e.g., lessons, units) together.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
T	Q51	teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A</i>
Quality of Professional Development		
		<i>Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...</i>
T	Q60	included enough time to think carefully about, try, and evaluate new ideas.
T	Q61	included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.

T	Q62	directly related to my students' needs.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
School Commitment		
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q21	I usually look forward to each working day at this school.
T	Q22	I would recommend this school to parents/guardians seeking a place for their child.
T	Q23	I would recommend this school to other teachers as a place to work.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>

Supportive Environment		
Questions included within each measure in the Supportive Environment element.		
Classroom Behavior		
		<i>How many students in your classes...</i>
T	Q111	listen carefully when the teacher gives directions?
T	Q112	follow the rules in class?
T	Q113	respond to challenging questions in class?
T	Q141	do their work when they are supposed to?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
Guidance		
		<i>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?</i>
S	Q69	This school provides me with guidance on the high school application process.
S	Q70	This school provides my family with guidance on the high school application process.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>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)</i>
S	Q71	meet with me to discuss what I plan to do after high school.
S	Q72	encourage me to continue my education after high school.

S	Q73	provide me with information about the college application process.
S	Q74	help me plan for how to meet my future career goals.
S	Q75	encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
S	Q76	advise me to take advanced courses.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>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) ...</i>
S	Q77	help me consider which colleges to apply to.
S	Q78	show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A</i>
		<i>How much do you agree with the following statements? It's a priority at this school that adults...</i>
T	Q131	provide students with guidance on the high school application process.
T	Q132	provide families with guidance on the high school application process.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A</i>
		<i>How much do you agree with the following statements? Adults at this school...</i>
T	Q134	meet with students to discuss what they plan to do after high school.
T	Q135	provide students with information about the college application process.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
		<i>How much do you agree with the following statements? Adults at this school...</i>
T	Q136	help students plan for how to meet their future career goals.
T	Q137	show students options for how to pay for college (scholarship, grants, loans, work study programs).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A</i>
Personal Attention and Support		
		<i>In how many of your classes this school year, do YOU feel the following statement is true? My teachers...</i>
S	Q33	ask if I have everything that I need to succeed in their class.
S	Q34	give me specific suggestions about how I can improve my work in class.
S	Q35	explain things a different way if I don't understand something in class.
S	Q36	support me when I am upset.

		<i>1 = None, 2 = A few, 3 = Most, 4 = All</i>
		<i>How much do YOU agree with the following statements?</i>
S	Q40	Adults at this school check in with me frequently about how I'm doing personally.
S	Q41	Adults at this school check in with me frequently about how I'm doing academically.
S	Q42	I feel like I belong at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Preventing Bullying		
		<i>How often are the following things true? At this school...</i>
S	Q61	students harass, bully, or intimidate other students.
S	Q62	students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, language/accnt, or citizenship/immigration status.
S	Q63	students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
S	Q64	students harass, bully, or intimidate each other because of other differences, like different body type or disability.
S	Q65	students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).
		<i>1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time</i>
		<i>How much do you agree with the following statements?</i>
T	Q47	At this school students harass, bully, or intimidate other students.
		<i>1 = None of the time, 2 = Rarely, 3 = Some of the time, 4 = Most of the time</i>
Safety		
		<i>How much do YOU agree with the following statements?</i>
S	Q47	Conflicts are resolved fairly in this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>How much do you agree with the following statements? I feel safe...</i>
S	Q57	outside around this school.
S	Q58	traveling between home and this school.
S	Q59	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
S	Q60	in my classes at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A</i>

		<i>How much do you agree with the following statements? My students are safe...</i>
T	Q127	outside around this school.
T	Q128	traveling between home and this school.
T	Q129	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
T	Q130	in my class(es).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A</i>
		<i>How much do you agree with the following statement?</i>
T	Q126	Behavioral supports are applied equitably to children in my program.
T	Q139	Conflicts are resolved fairly in my school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Conflict Resolution		
S	Q48	When a conflict arises, school staff use questions to encourage reflection and resolve it.
Social-Emotional		
S	Q20	I know where to go at my school if I need additional support with my mental-health.
		<i>During this school year, most days I have felt ... when at school.</i>
S	Q22	Happy
S	Q23	Safe
S	Q24	Optimistic
S	Q25	Bored
S	Q26	Stressed
S	Q27	Worried
		<i>How much do YOU agree with the following statement?</i>
S	Q39	There is time at school to talk about feelings and emotions.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>How many adults at this school...</i>
T	Q114	help students develop the skills they need to complete challenging coursework despite obstacles?
T	Q115	tell their students they believe they can achieve high academic standards?
T	Q116	teach students how to advocate for themselves?
T	Q117	recognize disruptive behavior as social-emotional learning opportunities?

T	Q118	have access to school-based supports to assist in behavioral/emotional escalations?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All, 5 = I don't know</i>

Effective School Leadership

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

Inclusive Leadership

		<i>Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...</i>
F	Q17	puts decisions made with families into action.
F	Q18	works to create a sense of community in the school.
F	Q19	ensures families are comfortable communicating with the school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
		<i>How much do YOU agree with the following statements?</i>
S	Q2	I have the opportunity to work with adults at this school to make decisions in important areas that impact my life (e.g. instruction, safety, conflict resolution, etc.).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>

Instructional Leadership

		<i>Please mark the extent to which you disagree or agree with each of the following. The principal/school leader at this school...</i>
T	Q63	makes clear to the staff their expectations for meeting instructional goals.
T	Q64	understands how children learn.
T	Q65	sets high standards for student learning.
T	Q70	participates in instructional planning with teams of teachers.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>Please mark the extent to which you disagree or agree with each of the following. The principal/assistant principal(s) at this school...</i>
T	Q66	supports teachers in implementing what they have learned in professional development.
T	Q67	carefully tracks student academic progress.
T	Q68	knows what's going on in my classes.
T	Q69	provides teachers with formative feedback to improve practice.

		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Program Coherence		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q53	once we start a new program, we follow up to make sure that it's working.
T	Q54	it is clear how all of the programs offered are connected to our school's instructional vision.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q52	curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = N/A</i>
Teacher Influence		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q59	the principal/school leader encourages feedback through regular meetings with families and teacher leaders.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>How much influence do teachers have over school policy in...</i>
T	Q71	Hiring new professional personnel.
T	Q72	Planning how discretionary school funds should be used.
T	Q73	Selecting instructional materials and/or curriculum used in classrooms.
T	Q74	Setting standards for student behavior.
		<i>1 = No influence, 2 = Little, 3 = A moderate amount, 4 = A great deal of influence</i>

Strong Family-Community Ties		
Questions included within each measure in the Strong Family-Community Ties element.		
Outreach to Parents		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q55	teachers understand families' challenges and concerns.
T	Q56	teachers work closely with families to meets students' needs.
T	Q57	staff regularly communicate with families about how they can help students learn.
T	Q58	school staff value families' race, ethnicity, culture, family structure and background.

		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q1	School staff regularly communicate with me about how I can help my child learn.
F	Q2	Teachers work closely with me to meet my child's needs.
F	Q3	My child's school communicates with me in a language that I can understand.
F	Q4	I am greeted warmly when I contact or visit the school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
F	Q13	My child's school will make me aware if there are any concerns about my child's social or emotional well-being.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
Parent Involvement in School		
		<i>Since the beginning of the school year, how often have you...</i>
F	Q20	communicated with your child's teacher about your child's performance?
F	Q21	seen your child's projects, artwork, homework, tests, or quizzes?
		<i>1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often</i>
		<i>If you are a parent/guardian of an infant, toddler, 3-K or Pre-K child, ANSWER these questions. Mark the extent to which you disagree or agree with each of the following statements</i>
F	Q49	My child's teachers incorporate my feedback into how they support my child. [Birth-5]
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
		<i>During the school year, have you...</i>
F	Q38	attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?
		<i>1 = Yes, 2 = No</i>
		<i>Please mark the extent to which you disagree or agree with each of the following statements. The principal/school leader at this school...</i>
F	Q22	I know how to contact the Parent Coordinator at my child's school.
		<i>1 = Yes, 2 = No</i>
Building Families' Capacity as their Child's Primary Teacher		
		<i>Please mark the extent to which you disagree or agree with each of the following statements.</i>
F	Q48	My child's teacher gives me helpful ideas about how I can support my child's learning and development.
F	Q49	My child's teacher lets me know that I can make a difference in my child's learning.

		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>(Birth-5 Only) How much do you agree with the following statements?</i>
T	Q123	At this program, teachers let families know that they can make a difference in their child's learning and development.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Strong Relationships		
		<i>Please mark the extent to which you disagree or agree with each of the following statements.</i>
F	Q45	I feel good about the way that my child's teacher helped my child adjust to their program.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>(Early Childhood Only) How much do you agree with the following statements?</i>
T	Q124	At the beginning of the school year, teachers support children in adjusting to this program.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Two-Way Communication		
T	Q125	At this program, teachers incorporate feedback from families into supporting children in the program.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Trust		
Questions included within each measure in the Trust element.		
Parent-principal trust		
		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q7	I feel respected by my child's principal/school leader.
F	Q8	I trust the principal/school leader at their word (to do what they say that they will do).
F	Q9	The principal/school leader is an effective manager who makes the school run smoothly.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Parent-teacher trust		
		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q5	I feel respected by my child's teachers.
F	Q6	Staff at this school work hard to build trusting relationships with parents/guardians like me.

		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
F	Q12	My child's teachers treat me as a partner in educating my child.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
Student-Student Trust		
		<i>How much do YOU agree with the following statements?</i>
S	Q1	Most students at this school treat each other with respect.
S	Q46	Most students treat students from different cultures or backgrounds equally.
Student-Teacher Trust		
S	Q38	There is at least one adult at my school that I can confide in.
S	Q43	My teachers are open to students' ideas, suggestions, and comments.
S	Q44	My teachers always do what they say they will do.
S	Q45	My teachers treat me with respect.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
Teacher-Principal Trust		
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q28	I feel respected by the principal/school leader at this school.
T	Q29	The principal/school leader at this school is an effective manager who makes the school run smoothly.
T	Q30	The principal/school leader has confidence in the expertise of the teachers at this school.
T	Q31	I trust the principal/school leader at their word (to do what they say that they will do).
T	Q32	The principal/school leader looks out for the personal welfare of the staff members.
T	Q33	The principal/school leader places the needs of children ahead of personal interests.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree</i>
T	Q34	The principal and assistant principals function as a cohesive unit.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5= N/A</i>
Teacher-Teacher Trust		
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q24	Teachers in this school trust each other.
T	Q25	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.

T	Q26	I feel respected by other teachers at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree</i>

Frequently Asked Questions

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

Like last year, the 2023-24 version of the NYC School Survey is aligned to the six elements of a research-based framework: Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust. Based on analysis of last year’s results and participants’ feedback, the NYCPS made minor revisions to all three versions of the survey (family, student, and teacher/support staff) this year.

The NYCPS removed questions that did not distinguish well between schools, that respondents reported they did not have the information or insight to answer. Questions were also simplified and re-worded to increase clarity and encourage more differentiating feedback from respondents. Finally, the NYCPS added questions based on suggestions from various stakeholders, to align to the Instructional Literacy Framework and Culturally Responsive-Sustaining Education framework, to improve the strength of existing measures and to better understand experiences during this unique school year.

Are schools penalized for low response rates?

NYC School Survey response rates for the 2023-24 school year may vary compared to previous years.

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

How are response rates calculated?

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

Survey Population	Description of how response rates are calculated for a specific population
<i>Student</i>	The student survey represents all students in the school enrolled in grades 6 through 12. Students who enrolled at a school after October 1, 2023, were not eligible to participate in the 2024 survey.
<i>Family</i>	The family survey population represents all parents/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.

District and Charter: Parents/guardians of students who enrolled at a school after October 1, 2023 were not eligible to participate in the 2024 survey.

Standalone Early Childhood Programs: Due to the switch to anonymous administration for families at early childhood programs, the family population was estimated. Families were eligible to take the survey if their child had been enrolled in a program for at least a month and only if the child was enrolled in a NYCPS school or program. At CBOs, families of children birth to 2 years old were eligible to participate as well.

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 November 1, 2023 were not eligible to participate in the 2024 survey.

Charter: The teacher survey population is an estimate of teachers employed at the school as of November 2023. The estimate is based on student enrollment in early October prior to survey administration. Teachers who joined a school after November 1, 2023 were not eligible to participate in the 2024 survey.

Standalone Early Childhood Programs: The teacher survey population is an estimate of teachers employed at a program as of November 2023. Teachers who joined a program after November 1, 2023 were not eligible to participate in the 2024 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 schools' leaders and other stakeholders better understand schools' strengths and target areas for improvement. These questions are included in the "Additional Survey Questions" section of the 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% Strongly Agree, 33% Agree, and 33% 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" or "N/A," 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 the percentage of positive responses.

How was the demographic data gathered?

Survey results are provided in the following demographic groups for student and family responses: ELL (English Language Learners) status, IEP (Individualized Education Program) status, Student Temporary Housing status, gender, grade level and race/ethnicity. 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 NYCPS'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.

Schools

Demographic Group

Options within Groups

Student Gender

Male

Female

X

Student Race / Ethnicity

American Indian / Alaskan Native

Asian

Hispanic

Multiracial

Native Hawaiian/Pacific Islander

Black

White

Student Grade Level

1

2

3

4

5

6

7

8

9

10

11

12

K

PK

3K

Student ELL Status

ELL Students

	Non-ELL Students
Student IEP Status	Students with IEPs Students without IEPs
Student Temporary Housing	Yes No
<u>Birth to 5 Programs</u>	
Child's Gender	Female Male Neither female nor male
English Speaking Child	Yes No
Child's IEP/IFSP/Early Intervention Services Status	Yes No
Child's Race/Ethnicity	Asian Black Hispanic or Latinx Multiracial Native Hawaiian/Pacific Islander White
Child's Age	0-2 3 4