

# Framework & School Survey Scoring Technical Guide | 2023

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## Overview

NYC School Survey results are historically housed under the School Quality Guide, one of several School Quality Report products. However, results for the 2022-23 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 district support staff will have the opportunity to 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.

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 included for the 2022-23 school year. In addition, Framework scores and ratings are not available for any schools for this school year either.

## 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.

# Elements

## 2023 Metrics and Data Sources

For the 2023 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

\* Due to COVID-19, Framework element scores and ratings will not be available for the 2022-23 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 2022-23 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 district support staff will have the opportunity to 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, 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 2022-23.

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](mailto:surveys@schools.nyc.gov)

# Framework Elements

## Scoring and Ratings

### Scoring and Rating Structure

Due to COVID-19, Framework scores and ratings are not available for any schools for the 2022-23 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
<b>Rigorous Instruction</b>					
Academic Press	x	x		x	
Course clarity	x				
Early Childhood Instruction				x	
Quality of student discussion		x		x	
Strong Core Instruction		x		x	
<b>Collaborative Teachers</b>					
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	
<b>Supportive Environment</b>					
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	
<b>Effective School Leadership</b>					
Inclusive leadership	x		x		x
Instructional leadership		x		x	
Program coherence		x		x	
Teacher influence		x		x	
<b>Strong Family-Community Ties</b>					
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
<b>Trust</b>			
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

<b>Rigorous Instruction</b>		
Questions included within each measure in the Rigorous Instruction element.		
<b>Academic Press</b>		
		<i>How much do YOU agree with the following statements?</i>
S	Q7	At this school, we have productive conversations about race and racism where I feel my voice is heard.
S	Q38	The classes at this school prepare me for the next step in my education.
S	Q39	When I am not in school, I talk about ideas from school.
S	Q48	My classes at this school really make me think critically (like using information or data to inform an argument, or form my own questions about what we're learning).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>In how many of your classes ...</i>
S	Q54	are you challenged?
S	Q55	do your teachers have high expectations for you?
S	Q56	In how many classes are you encouraged to work in small groups?
S	Q57	do your teachers want you to become better thinkers, not just memorize things?
S	Q59	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	Q51	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	Q148	have to work hard to do well?
T	Q129	respond to challenging questions in class?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
<b>Course Clarity</b>		
		<i>In how many of your classes, this school year, do YOU feel the following statement is true?</i>
S	Q29	I learn a lot from feedback on my work.

S	Q26	My teachers make learning expectations clear.
S	Q28	The work I do in class is good preparation for class assignments, projects, and assessments.
S	Q27	Class assignments are purposeful in learning the course content.
		<i>1 = None, 2 = A few, 3 = Most, 4 = All</i>
<b>Early Childhood Instruction</b>		
		<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	Q5	meet the needs of the children in my classroom.
T	Q6	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	Q7	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>
<b>Quality of Student Discussion</b>		
		<i>How many students in your classes...</i>
T	Q122	build on each other's ideas during class discussions?
T	Q123	use data or text references to support their ideas?
T	Q124	show that they respect each other's ideas?
T	Q125	provide constructive feedback to their peers/teachers?
T	Q126	participate in class discussions at some point?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
<b>Strong Core Instruction</b>		
		<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	Q89	reading and writing experiences grounded in evidence from text, both literary and informational.
T	Q90	students to interact with complex grade-level text and tasks.
T	Q91	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q92	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q93	teaching and practicing high-utility vocabulary words.
T	Q94	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	Q95	reading and writing experiences grounded in evidence from text, both literary and informational.



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	teaching and practicing high-utility vocabulary words.
T	Q100	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	Q101	reading and writing experiences grounded in evidence from text, both literary and informational.
T	Q102	students to interact with complex grade-level text and tasks.
T	Q103	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q104	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q105	teaching and practicing high-utility vocabulary words.
T	Q106	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	Q107	students to interact with complex grade-level text and tasks.
T	Q108	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q109	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q110	teaching and practicing high-utility vocabulary words.
T	Q111	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	Q112	students to interact with complex grade-level text and tasks
T	Q113	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective
T	Q114	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q115	teaching and practicing high-utility vocabulary words.
T	Q116	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	Q117	students to interact with complex grade-level text and tasks.
T	Q118	students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
T	Q119	students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
T	Q120	teaching and practicing high-utility vocabulary words.
T	Q121	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>

<b>Collaborative Teachers</b>		
Questions included within each measure in the Collaborative Teachers element.		
<b>Cultural Awareness and Inclusive Classroom Instruction</b>		
		<i>How much do YOU agree with the following statements?</i>
S	Q5	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
S	Q6	I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
S	Q8	My teachers treat students from different cultures or backgrounds equally.
S	Q9	I feel that my teachers respect my culture/background.
S	Q17	I am presented with positive representations of people from a variety of races, ethnicities, cultures, and backgrounds in my classes or studies.
S	Q58	do your teachers make their lessons relevant to your everyday life experiences?
		<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>
S	Q58	do your teachers make their lessons relevant to your everyday life experiences?
		<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	Q24	receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
T	Q25	modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
T	Q26	ensure instruction represents multiple perspectives, cultures, and backgrounds.
T	Q27	empower students as agents of social change in my classroom practice.
T	Q28	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	Q29	apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.

T	Q30	develop appropriate Individualized Education Programs for my students with disabilities.
T	Q31	monitor progress on Individualized Education Program goals for my students with disabilities.
T	Q32	distinguish linguistic/cultural differences from learning difficulties.
T	Q33	teach students skills about financial literacy, including earning, saving and spending.
T	Q41	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>
<b>Innovation and Collective Responsibility</b>		
		<i>How many teachers at this school...</i>
T	Q19	help build a welcoming school environment in the entire school, not just their classroom?
T	Q20	are actively trying to improve their teaching?
T	Q21	take responsibility for improving the school?
T	Q22	are eager to try new ideas?
T	Q23	feel responsible that all students learn?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
<b>Peer Collaboration</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q63	the principal/school leader, teachers, and staff collaborate to make this school run effectively.
T	Q66	teachers design instructional programs (e.g. lessons, units) together.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
T	Q67	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>
<b>Quality of Professional Development</b>		
		<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	Q72	included enough time to think carefully about, try, and evaluate new ideas.
T	Q73	included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors from other schools.
T	Q74	directly related to my students' needs.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>School Commitment</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q37	I usually look forward to each working day at this school.
T	Q38	I would recommend this school to parents/guardians seeking a place for their child.

T	Q43	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>

<b>Supportive Environment</b>		
Questions included within each measure in the Supportive Environment element.		
<b>Classroom Behavior</b>		
		<i>How many students in your classes...</i>
T	Q127	listen carefully when the teacher gives directions?
T	Q128	follow the rules in class?
T	Q149	do their work when they are supposed to?
		<i>1 = None, 2 = Some, 3 = A lot, 4 = All</i>
<b>Guidance</b>		
		<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	Q73	This school provides me with guidance on the high school application process.
S	Q74	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	Q75	talk with me about what I plan to do after high school
S	Q76	encourage me to continue my education after high school.
S	Q77	provide me with information about the college application process.
S	Q78	help me plan for how to meet my future career goals.
S	Q79	encourage students of all races, ethnicities, genders, cultures, and backgrounds to take challenging classes.
S	Q80	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	Q81	help me consider which colleges to apply to.
S	Q82	show me options for how to pay for college (scholarship, grants, loans, work study programs, etc.).
S	Q83	show me options for how to pursue pathways other than college (apprenticeships, certifications, 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	Q15	provide students with guidance on the high school application process.
T	Q16	provide families with guidance on the high school application process.

T	Q141	provide students with opportunities to learn about different career paths.
		<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	Q17	talk with students about what they plan to do after high school.
T	Q142	create an atmosphere that encourages students to continue their education after high 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? Adults at this school...</i>
T	Q143	provide students with information about the college application process.
T	Q144	help students consider which colleges to apply to.
T	Q145	help students plan for how to meet their future career goals.
T	Q146	show students options for how to pay for college (scholarship, grants, loans, work study programs).
T	Q147	show students options for how to pursue pathways other than college (apprenticeships, certifications, etc.).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know, 6 = N/A</i>
<b>Personal Attention and Support</b>		
S	Q37	Adults at this school communicate with me in a language that I can understand.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...</i>
S	Q31	ask if I have everything that I need to succeed in their class
S	Q32	help me catch up if I am behind.
S	Q33	notice if I have trouble learning something.
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	Q41	Adults at this school check in with me frequently about how I'm doing both personally and academically.
S	Q43	I feel like I belong at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>Preventing Bullying</b>		
		<i>How often are the following things true?</i>
S	Q65	students harass, bully, or intimidate other students.
S	Q66	students harass, bully, or intimidate each other because of their race, religion, ethnicity, language/accent, national origin, or citizenship/immigration status.
S	Q67	students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.

S	Q68	students harass, bully, or intimidate each other because of other differences, like different body type or disability.
S	Q69	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>
<b>Safety</b>		
		<i>How much do YOU agree with the following statements?</i>
S	Q50	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	Q61	outside around this school.
S	Q62	traveling between home and this school.
S	Q63	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
S	Q64	in my classes at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>How much do you agree with the following statements? My students are safe...</i>
T	Q137	outside around this school.
T	Q138	traveling between home and this school.
T	Q139	in the hallways, bathrooms, locker rooms, and cafeteria of this school.
T	Q140	in my class(es).
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>How much do you agree with the following statement?</i>
T	Q18	Conflicts are resolved fairly in my school.
T	Q14	Behavioral supports are applied equitably to children in my program.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>Conflict Resolution</b>		
S	Q51	When a conflict arises, school staff use questions to encourage reflection and resolve it.
S	Q52	Students can share their perspectives collaboratively when making decisions on how to address conflict.
<b>Social-Emotional</b>		
S	Q18	I know where to go at my school if I need additional support with my mental-health.
		<i>During this school year I have felt ... while learning</i>
S	Q20	<i>happy</i>
S	Q21	<i>safe</i>
S	Q22	<i>optimistic</i>
S	Q23	<i>bored</i>
S	Q24	<i>stressed</i>
S	Q25	<i>worried</i>
S	Q42	<i>There is time at school to talk about feelings and emotions.</i>
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
		<i>How many adults at this school...</i>
T	Q130	help students develop the skills they need to complete challenging coursework despite obstacles?
T	Q131	tell their students they believe they can achieve high academic standards?
T	Q132	teach students how to advocate for themselves?
T	Q133	recognize disruptive behavior as social-emotional learning opportunities?

T	Q134	teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?
T	Q135	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>

<b>Effective School Leadership</b>		
Questions included within each measure in the Effective School Leadership element.		
<b>Inclusive leadership</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q17	I see feedback from parents/guardians put into action at this school.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</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	puts decisions made with families into action.
F	Q23	works to create a sense of community in the school.
F	Q24	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>
<b>Instructional leadership</b>		
		<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	Q75	makes clear to the staff their expectations for meeting instructional goals.
T	Q76	understands how children learn.
T	Q77	sets high standards for student 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. The principal/assistant principal(s) at this school...</i>
T	Q78	supports teachers in implementing what they have learned in professional development.
T	Q79	carefully tracks student academic progress.
T	Q80	knows what's going on in my classes.
T	Q81	provides teachers with formative feedback to improve practice.
T	Q82	participates in instructional planning with teams of teachers.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>Program Coherence</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q64	once we start a new program, we follow up to make sure that it's working.
T	Q65	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	Q68	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>
<b>Teacher Influence</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following. At this school...</i>
T	Q3	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	Q83	Hiring new professional personnel.
T	Q84	Planning how discretionary school funds should be used.
T	Q85	Selecting instructional materials used in classrooms.
T	Q86	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	Q69	teachers understand families' challenges and concerns.
T	Q70	teachers work closely with families to meet students' needs.
T	Q2	staff regularly communicate with families about how they can help students learn.
T	Q71	school staff value families' race, ethnicity, culture, or background.
		<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 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	Q5	My child's school communicates with me in a language that I can understand.
F	Q11	I am greeted warmly when I call or visit the school.
F	Q18	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</i>



<b>Parent Involvement in School</b>		
		<i>Since the beginning of the school year, how often have you...</i>
F	Q12	communicated with your child's teacher about your child's performance?
F	Q13	seen your child's projects, artwork, homework, tests, or quizzes?
		<i>1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often</i>
		<i>During the school year, have you...</i>
F	Q40	attended a school meeting, school event, or parent-teacher conference (virtually or in-person)?
		<i>1 = Yes, 2 = No</i>
F	Q52	My child's teacher incorporates my feedback into how they support my child.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>Building Families' Capacity as their Child's Primary Advocate</b>		
F	Q53	Someone at my child's program has helped me consider which schools or programs would be best for my child for next school/program year.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>Building Families' Capacity as their Child's Primary Teacher</b>		
F	Q50	My child's teacher gives me helpful ideas about how I can support my child's learning and development.
F	Q51	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>
<b>Strong Relationships</b>		
F	Q49	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>
<b>Two-Way Communication</b>		
T	Q13	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>
<b>Trust</b>		
Questions included within each measure in the Trust element.		
<b>Parent-principal trust</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q6	I feel respected by my child's principal/school leader.
F	Q9	I trust the principal/school leader at their word (to do what they say that they will do).
F	Q10	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>

		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q15	The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
<b>Parent-teacher trust</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q3	I feel respected by my child's teachers.
F	Q4	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>
		<i>Please mark the extent to which you disagree or agree with each of the following statements about this school.</i>
F	Q14	My child's teachers think of me as a partner in educating my child.
F	Q16	At this school, families are treated as experts on their children.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know</i>
<b>Student-Student Trust</b>		
		<i>How much do YOU agree with the following statements?</i>
S	Q1	Most students at this school treat each other with respect.
S	Q47	Most students treat students from different cultures or backgrounds equally.
S	Q40	There is at least one adult at my school that I can confide in.
S	Q44	My teachers are open to students' ideas, suggestions, and comments.
S	Q45	My teachers always do what they say they will do.
S	Q46	My teachers treat me with respect.
		<i>1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree</i>
<b>Teacher-Principal Trust</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q44	I feel respected by the principal/school leader at this school.
T	Q45	The principal/school leader at this school is an effective manager who makes the school run smoothly.
T	Q46	The principal/school leader has confidence in the expertise of the teachers at this school.
T	Q47	I trust the principal/school leader at their word (to do what they say that they will do).
T	Q48	The principal/school leader looks out for the personal welfare of the staff members.
T	Q49	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>
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q50	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>

<b>Teacher-Teacher Trust</b>		
		<i>Please mark the extent to which you disagree or agree with each of the following.</i>
T	Q39	Teachers in this school trust each other.
T	Q40	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
T	Q42	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 2022-23 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, 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. Finally, the NYCDOE 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?

Due to COVID-19, NYC School Survey response rates for the 2022-23 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.

<i>Student</i>	The student survey population represents all students in the school who are enrolled in grades 6 through 12. Students who enrolled at a school after October 1, 2022, were not eligible to participate in the 2023 survey.
<i>Family</i>	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 October 1, 2022 were not eligible to participate in the 2023 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 October 1, 2022 were not eligible to participate in the 2023 survey.

Charter: This year the teacher survey population was estimated based on student enrollment at each school in early April 2021. Teachers who joined a school after October 1, 2022 were not eligible to participate in the 2023 survey.

Pre-K Centers and 4410s: The teacher survey population is an estimate of teachers employed at a program as of October 2022. The estimate is based on student enrollment in early October prior to survey administration. Teachers who joined a program after October 1, 2022 were not eligible to participate in the 2023 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," 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?

Survey results are provided in the following demographic groups for student and family responses: ELL status, IEP 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 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.

<b><u>Demographic Group</u></b>	<b><u>Options within Groups</u></b>
<b>Student Gender</b>	Male Female X
<b>Student Race / Ethnicity</b>	Native American Asian Hispanic or Latinx Native Hawaiian/Pacific Islander Black White
<b>Student Grade Level</b>	1 2 3 4 5

6

7

8

9

10

11

12

OK

PK

3K

CBO

**Student ELL Status**

ELL Students

Non-ELL Students

**Student IEP Status**

Students with IEPs

Students without IEPs

**Student Temporary Housing**

Yes

No