

Framework Report 2015-16

Technical Guide

Last Updated: June 14, 2016

Overview

Framework for Great Schools Report

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

The Framework for Great Schools Report (“Framework Report”) shares information on how schools are performing on these six elements, based on data from Quality Reviews, the NYC School Survey, chronic absenteeism, and movement of students with disabilities to less restrictive environments. This Technical Guide describes the methodology used to convert this data into scores and ratings on the Framework Report.

In addition, the Framework Report includes a brief summary of key student outcomes from the school’s 2014-15 School Quality Reports.

Framework Reports are produced for early childhood schools, elementary schools, middle schools, K-8 schools, secondary schools, high schools, K-12 schools, transfer high schools, charter schools, District 75 schools, and YABC programs. They are not produced for District 79 programs and schools that are closing in June 2015.

Framework Report Sections

The Framework Reports do not include an overall grade or rating for the school. Instead, they share ratings and information on how schools are performing on the six Framework elements.

Rigorous Instruction: This rating reflects the degree to which curriculum and instruction are designed to engage students, foster critical-thinking skills, and are aligned to the Common Core. This section draws upon data from the Quality Review and the NYC School Survey.

Collaborative Teachers: This rating reflects the degree to which teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community. This section draws upon data from the Quality Review and the NYC School Survey.

Supportive Environment: This rating reflects the degree to which the school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations. This section draws upon 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 rating reflects the degree to which school leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision. This section draws upon data from the NYC School Survey.

Strong Family-Community Ties: This rating reflects the degree to which the school forms effective partnerships with families to improve the school. This section draws upon data from the NYC School Survey.

Trust: This rating reflects the degree to which relationships between administrators, educators, students, and families are based on trust and respect. This section draws upon data from the NYC School Survey.

These section ratings are presented on a four-level scale. In the School Quality Guide, the four levels are called Exceeding Target, Meeting Target, Approaching Target, and Not Meeting Target. In the School Quality Snapshots, the four levels are called Excellent, Good, Fair, and Poor.

Framework Elements

Metrics and Data Sources

The sections for the six Framework elements draw from the following data sources:

Section	Data
Rigorous Instruction	Quality Review indicators 1.1, 1.2, 2.2; NYC School Survey data related to Rigorous Instruction
Collaborative Teachers	Quality Review indicator 4.2; NYC School Survey data related to Collaborative Teachers
Supportive Environment	Quality Review indicator 3.4; NYC School Survey data related to Supportive Environment; chronic absenteeism (or average change in student attendance, for some school types); movement of students with disabilities to less restrictive environments
Effective School Leadership	NYC School Survey data related to Effective School Leadership
Strong Family-Community Ties	NYC School Survey data related to Strong Family-Community Ties
Trust	NYC School Survey data related to Trust

Quality Review

The Framework Reports take into account the ratings that the school received during its most recent Quality Review (that took place after August 2013) on the following five indicators:

- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
- 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.
- 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.
- 4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

For additional information about the Quality Review, please visit

<http://schools.nyc.gov/Accountability/tools/review/default.htm>.

NYC School Survey

The NYC School Survey is administered annually to parents, teachers, and students in 6th grade and above. The survey was designed to gather 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: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, and Quality of Student Discussion. The NYC School Survey includes groups of questions related to each of those four measures.

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

► **Question-Level Percent Positive**

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

Positive responses are defined as those in the favorable half of response options (i.e., out of four possible response options, the two most favorable options are treated as positive responses; out of six possible response options, the three most favorable 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 that fall within the measure.

► **Element-Level Percent Positive**

For each element, we calculate the percentage of positive responses. This value is not simply the straight average of the percent positives of all the questions that fall within the element. Instead, this value is the average of the measure-level percent positives for all the measures within the element. (For example, the percent positive for the Rigorous Instruction element is the average of the percent positives on its four measures: Common Core Shifts in Literacy, Common Core Shifts in Math, Course Clarity, and Quality of Student Discussion.)

For additional information about the survey, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov

Other Metrics

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

This metric shows the percentage of students at the school with attendance rates of

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

Each student's attendance rate is calculated by adding together the total number of days when the student was present and dividing it by the total number of days on register for the student at the school (the sum of the days when the student was present and the days when the student was absent). If a student's total number of days on register at the school is less than 20, the student's attendance rate is treated as N/A and the student does not contribute to this metric.

Pre-K attendance is excluded for any school that has a Pre-K grade. For K-12 schools, this metric is calculated separately for the K-8 grades and 9-12 grades, and the average of the two metric values is displayed on the Framework Report. (Similarly, for 6-12 schools, the metric is calculated separately for the 6-8 grades and the 9-12 grades, and the average of the two metric values is displayed on the Framework Report.)

► ***Average Change in Student Attendance (Transfer High Schools, YABC Programs, District 75 Schools)***

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

- Student's attendance rate for 2013-14. (Note that the student's attendance rate is the aggregate rate from all New York City public school(s) the student attended in 2013-14)
- Student's attendance rate for 2014-15. (Note that the student's attendance rate only include the rate at the school under evaluation)

To be included in this measure a student must have an attendance rate for the 2013-14 school year with a minimum aggregate of 40 days on register at any New York City school(s) during that year. In addition, during the 2014-15 school year, the student must have been on the register of the school under evaluation for at least 40 days.

The average change in the student attendance rate for each school is calculated by taking the average of change in attendance rate from 2013-14 to 2014-15 for all students at the school under evaluation. (This metric is expressed in percentage points.)

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

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year. The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2013-14, 2012-13, or 2011-12.

Students who are newly certified in 2014-15 are excluded.

The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2014-15. This number can range from zero (for students who are in their highest tier in 2014-15) to three (for students who were previously in Tier Four and are in Tier One in 2014-15). Negative numbers are not possible; students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

- No IEP, or
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

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

Tier Three – 40-79% of time with general education peers

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

Tier Four – 0-39% of time with general education peers

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

Students who start a less restrictive program at the beginning of 2014-15 count immediately, but if they start the less restrictive program mid-year, they will not contribute to the metric until the next year.

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

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

- Be on the school's October 31, 2013 audited register
- Be on any D75 school's October 31, 2014 audited register

Students contribute to the numerator of this metric if their class assignment on July 15, 2015 is less restrictive than the class assignment on July 15, 2014. Students are attributed by the October 2013 register because that school prepared the student for integration into the less restrictive environment.

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

This represents the percentage of students at a District 75 school who, in a given school year, are integrated or re-integrated into a non-D75 education environment. Students contribute to the numerator of this metric if they are on the October 31, 2013 audited register of a District 75 school and are on the October 31, 2014 audited

register of a non-District 75 school. The credit is attributed to the District 75 school that the student was assigned to in October 2013. The denominator for this metric includes all students on the audited register of the District 75 school in October 2013.

Framework Elements

Scoring and Ratings

Scoring and Rating Structure

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

- **Step 1:** Raw metric values are collected from the data sources,
- **Step 2:** Raw metric values are converted into standard scores¹, on a scale from 1.00 – 4.99,
- **Step 3:** The standard scores are combined to generate an element score for the school, and
- **Step 4:** The element scores are used to generate element ratings.

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

Raw Scores and Standard Scores

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

Quality Reviews

Quality Review ratings on Indicators 1.1, 1.2, 2.2, 3.4, and 4.2 are converted into standard scores as follows:

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

Quality Review ratings are not available for all schools at the time of report publication. The Framework Report includes a school's most recent published Quality Review ratings, if that review took place after August 2013. If a school's most recent Quality Review took place in August 2013 or earlier, the Framework

¹ "Standard scores" place the raw scores on different metrics onto a common scale, so that scores on different metrics can be combined.

Report states that the Quality Review data is not available. If a school's most recent Quality Review took place during 2015-16 but the report has not yet been published, the Framework Report states that the Quality Review data is not yet available.

NYC School Survey

For purposes of survey scoring, schools are categorized by school type, and are compared to other schools of the same school type.²

The scoring method for the NYC School Survey follows the structure of the survey, which was organized as groups of questions relating to a measure, and groups of measures relating to an element.³

The following process is used to generate a *standard survey element score* from *raw question scores*:

- (1) **Raw question score** (based on percent positive responses to question)
↓
- (2) **Raw measure score** (based on average of raw question scores for all questions within the measure)
↓
- (3) **Standard measure score** (standardized version of raw measure score)
↓
- (4) **Standard survey element score** (based on average of standard measure scores for all measures within the element)

Each step in this process is described in detail below.

(1) *Raw question score*

For each question, the *raw question score* is the percent of "positive" responses (excluding "I don't know" or missing responses from the denominator).

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

(2) *Raw measure score*

This metric is the average of the *raw question scores* for all questions within the measure.

For example, Outreach to Parents is a measure (within the element of Strong Family-Community Ties). The Outreach to Parents score is the average of the raw question scores on all the Outreach to Parents questions.

(3) *Standard measure score*

This metric is a standardized version of the *raw measure score*, which is converted to a scale that reflects standard deviations away from the mean. This standard score

² See Appendix A for a detailed explanation of the survey school types.

³ See Appendix B for a detailed explanation of the element-measure-question survey structure.

uses the “percent of range” method⁴ from the School Quality Guides, which shows where the school’s score falls with a range of two standard deviations above and below the city average (for the same school type).⁵

For example, if the school is an Early Childhood School, the average and standard deviation are calculated based on the results from all Early Childhood Schools throughout the city.

The standard measure score is calculated in the same way as “percent of range” in the School Quality Reports: $\text{standard measure score} = (\text{raw score} - \text{bottom of range}) / (\text{top of range} - \text{bottom of range})$, where top of range = city average + 2 standard deviations and bottom of range = city average – 2 standard deviations. The top of the range cannot exceed the maximum possible score of 100 and the bottom of the range cannot fall below the minimum possible score of 0.

After the standard score is calculated using the percent-of-range method, an additional rule is applied: If the *raw measure score* meets certain thresholds, then the *standard measure score* cannot fall below certain floor levels:

If raw measure score for respondent group is at least...	Standard measure score for respondent group cannot fall below...
95%	4.00
90%	3.00
85%	2.00

(4) *Standard survey element score*

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

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

Low Response Rates and Numbers

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

Element	Standard survey element score will be N/A if...
Rigorous Instruction	<ul style="list-style-type: none"> Teacher response rate was less than 30%, or Fewer than 5 teachers responded.

⁴ The “percent of range” method is explained in detail on pages 22-23 of the [2014-15 Educator Guide to the School Quality Reports](#).

⁵ See Appendix A for more information on comparable school types for survey scoring.

Collaborative Teachers	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Supportive Environment	<p>For Elementary Schools and Early Childhood Schools:</p> <ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded. <p>For other school types:</p> <ul style="list-style-type: none"> • Student response rate was less than 30%, or • Fewer than 5 students responded.
Effective School Leadership	<ul style="list-style-type: none"> • Teacher response rate was less than 30%, or • Fewer than 5 teachers responded.
Strong Family-Community Ties	<ul style="list-style-type: none"> • Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.
Trust	<ul style="list-style-type: none"> • Average of teacher response rate and parent response rate was less than 30%, or • Fewer than 5 teachers responded, or • Fewer than 5 parents responded.

Percentage of Students with 90% Attendance (Early Childhood, Elementary, Middle, K-8, High Schools)

The raw value of this metric shows the percentage of students at the school with attendance rates of 90% or higher. The standard score for this metric is calculated based on the “percent of range” concept. First, a peer percent of range is calculated based on where the school’s value falls within the 2013-14 peer range.⁶ Second, a city percent of range is calculated based on where the school’s value fell within the 2013-14 city range. Third, these two values are combined, with the peer percent of range weighted by 75% and the city percent of range weighted by 25%. The combined percent of range is then converted from its 0-100 scale to the 1.00 – 4.99 scale for standard scores. (For Early Childhood Schools, which do not have peer groups or Comparison Groups, the score is based on the city percent of range.)

In future years, the score will be based on how the school performed against its targets set forth in the previous year’s School Quality Reports. The first digit will reflect the highest target level achieved, and the two digits after the decimal point will reflect how close the school was to the next higher target. (For example, a score of 3.50 would mean that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

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

⁶ Comparing against 2013-14 ranges produces a metric score similar to the score that would have been earned if the school had received 2014-15 targets for this metric in the 2013-14 School Quality Guide.

Average Change in Student Attendance ***(Transfer High Schools, YABC Programs, District 75 Schools)***

The raw value of this metric shows the percentage of students at the school with attendance rates of 90% or higher. The standard score for this metric is calculated based on the “percent of range” concept. First, a peer percent of range is calculated based on where the school’s value falls within the 2014-15 peer range (based on its Comparison Group). Second, a city percent of range is calculated based on where the school’s value fell within the 2014-15 city range. Third, these two values are combined, with the peer percent of range weighted by 85% and the city percent of range weighted by 15%. The combined percent of range is then converted from its 0-100 scale to the 1.00 – 4.99 scale for standard scores. (For District 75 Schools, which do not have Comparison Groups, the score is based on the city percent of range.)

In future years, the score will be based on how the school performed against its targets set forth in the previous year’s School Quality Reports. The first digit will reflect the highest target level achieved, and the two digits after the decimal point will reflect how close the school was to the next higher target. (For example, a score of 3.50 would mean that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

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

The standard score for this metric is based on the targets published in the 2013-14 School Quality Guide. The first digit reflects the highest target level achieved, and the two digits after the decimal point reflect how close the school was to the next higher target. (For example, a score of 3.50 would mean that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.) For additional details, see the description of the methodology used to calculate metric scores for Student Achievement metrics based on targets, as described on page 16 of the [2014-15 Educator Guide](#).

For schools that did not receive LRE targets in the 2013-14 School Quality Guides, this standard score is calculated based on the city percent of range, which is converted to a 1.00 – 4.99 score.

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

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

The standard score for this metric is calculated based on the “percent of range” concept. A city percent of range is calculated based on where the school’s value fell within the 2014-15 city range. This percent of range is then converted from its 0-100 scale to the 1.00 – 4.99 scale for standard scores.

In future years, the score will be based on how the school performed against its targets set forth in the previous year's School Quality Reports. The first digit will reflect the highest target level achieved, and the two digits after the decimal point will reflect how close the school was to the next higher target. (For example, a score of 3.50 would mean that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

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

The standard score for this metric is calculated based on the "percent of range" concept. A city percent of range is calculated based on where the school's value fell within the 2014-15 city range. This percent of range is then converted from its 0-100 scale to the 1.00 – 4.99 scale for standard scores.

In future years, the score will be based on how the school performed against its targets set forth in the previous year's School Quality Reports. The first digit will reflect the highest target level achieved, and the two digits after the decimal point will reflect how close the school was to the next higher target. (For example, a score of 3.50 would mean that the school met its Meeting Target level, and was halfway between the Meeting Target level and the Exceeding Target level.)

Element Scores

This section explains how the standard scores from the various data sources are combined to create element scores.

Weighted Average of Standard Scores

The school's element scores are a weighted average of the standard scores from the data sources within each element category. The weights that are applied depend on the survey response rate of the primary group(s) of respondents that were asked about that element on the NYC School Survey. When survey responses rates are lower, greater weight is given to non-survey data sources within that element (when non-survey data sources are available). If the survey response rates fall below specified thresholds, then the element score will be N/A.

The following table shows the weights that are applied to the standard scores from the different data sources to produce the element scores:

Weighted Combinations of Data Scores to Produce Element Scores

Different Weights Based on Survey Response Rates

<p>Rigorous Instruction</p> <p>Quality Review 1.1</p> <p>Quality Review 1.2</p> <p>Quality Review 2.2</p> <p>Survey (Rigorous Instruction)</p>	<p><i>If teacher response rate is at least 50%</i></p> <p>22%</p> <p>22%</p> <p>22%</p> <p>34%</p>	<p><i>If teacher response rate is below 50% but at least 30%</i></p> <p>25%</p> <p>25%</p> <p>25%</p> <p>25%</p>	<p><i>If teacher response rate is less than 30% or fewer than 5 responses</i></p> <p>Element score is N/A.</p>
<p>Collaborative Teachers</p> <p>Quality Review 4.2</p> <p>Survey (Collaborative Teachers)</p>	<p><i>If teacher response rate is at least 50%</i></p> <p>50%</p> <p>50%</p>	<p><i>If teacher response rate is below 50% but at least 30%</i></p> <p>67%</p> <p>33%</p>	<p><i>If teacher response rate is less than 30% or fewer than 5 responses</i></p> <p>Element score is N/A.</p>
<p>Supportive Environment</p> <p>Quality Review 3.4</p> <p>Survey (Supportive Environment)</p> <p>Chronic Absenteeism (Average Change in Attendance for Transfer Schools, YABCs, and District 75 Schools)</p> <p>Less Restrictive Environment</p>	<p><i>If teacher response rate is at least 50% (for elementary schools); If student response rate is at least 50% (for non-elementary schools)</i></p> <p>30%</p> <p>35%</p> <p>30%</p> <p>5%</p>	<p><i>If teacher response rate is below 50% but at least 30% (for ES); If student response rate is below 50% but at least 30% (for non-ES)</i></p> <p>35%</p> <p>25%</p> <p>35%</p> <p>5%</p>	<p><i>If teacher response rate is less than 30% or fewer than 5 responses (for ES); If student response rate is less than 30% or fewer than 5 responses (for non-ES)</i></p> <p>Element score is N/A.</p>
<p>Effective School Leadership</p> <p>Survey (Effective School Leadership)</p>	<p><i>If teacher response rate is at least 30%</i></p> <p>100%</p>	<p><i>If teacher response rate is less than 30% or fewer than 5 responses</i></p> <p>Element score is N/A.</p>	
<p>Strong Family-Community Ties</p> <p>Survey (Strong Family-Community Ties)</p>	<p><i>If average of teacher and parent response rates is at least 30%</i></p> <p>100%</p>	<p><i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i></p> <p>Element score is N/A.</p>	
<p>Trust</p>	<p><i>If average of teacher and parent response rates is at least 30%</i></p>	<p><i>If average of teacher and parent response rates is at less than 30% or fewer than 5</i></p>	

Survey (Trust)	100%	<i>teacher or parent responses</i> Element score is N/A.
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Examples:

- If the teacher response rate was over 50%, the school's element score for Rigorous Instruction = $0.22 \times \text{QR 1.1 standard score} + 0.22 \times \text{QR 1.2 standard score} + 0.22 \times \text{QR 2.2 standard score} + 0.34 \times \text{survey element score}$ for Rigorous Instruction.
- If the teacher response rate was under 50% but at least 30%, the school's element score for Collaborative Teachers = $0.67 \times \text{QR 4.2 standard score} + 0.33 \times \text{survey element score}$ for Collaborative Teachers.
- For a middle school, if the student response rate was under 30%, the school's element score for Supportive Environment is N/A.

Missing Data

If Quality Review data is unavailable for a district school, its element scores will be N/A for Rigorous Instruction, Collaborative Teachers, and Supportive Environment.

For charter schools and YABCs, which do not receive Quality Reviews, any weight that would be applied to the Quality Review is shifted to the other data sources in the element. For example, if a charter school had a teacher response rate above 30%, then its element score for Rigorous Instruction would be based 100% on the survey.⁷

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

⁷ Because standard scores based on Quality Reviews and survey results are systematically different from standard scores based on surveys only, a rescaling is applied to the overall standard scores for charter schools and YABCs in Rigorous Instruction, Collaborative Teachers, and Supportive Environment. The rescaling has the effect of putting the results for charter schools and YABCs (without Quality Reviews) on the same scale as the element scores of district schools (that include Quality Reviews).

Element Ratings

Element ratings are assigned based on which category the school's element score falls within:

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

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

Appendix A

School Types for Survey Scoring

For purposes of survey scoring, schools are categorized by school type as outlined below, and are compared to other schools of the same school type:

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

Appendix B

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					
Common Core shifts in literacy		✓		✓	
Common Core shifts in math		✓		✓	
Course clarity	✓				
Quality of student discussion		✓		✓	
Collaborative Teachers					
Collective responsibility		✓		✓	
Cultural awareness and inclusive classroom instruction	✓	✓	✓	✓	✓
Innovation		✓		✓	
Peer collaboration		✓		✓	
School commitment		✓		✓	
Quality of professional development		✓		✓	
Supportive Environment					
Classroom behavior	✓			✓	
Guidance	✓				
Peer support for academic work	✓			✓	
Personal attention and support	✓				
Press toward academic achievement	✓			✓	
Safety	✓			✓	
Social-emotional		✓		✓	
Effective School Leadership					
Inclusive principal leadership			✓		✓
Instructional leadership		✓		✓	
Program coherence		✓		✓	
Teacher influence		✓		✓	
Strong Family-Community Ties					
Parent involvement in the school			✓		✓
Outreach to parents		✓	✓	✓	✓
Trust					
Parent-principal trust			✓		✓
Parent-teacher trust			✓		✓
Student-teacher trust	✓				
Teacher-principal trust		✓		✓	
Teacher-teacher trust		✓		✓	

Rigorous Instruction

Questions included within each measure in the Rigorous Instruction element.

Common Core shifts in literacy

For general/self-contained/literacy/science/social studies: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

- T q16a building students' knowledge through content-rich non-fiction.
 - T q16b reading and writing experiences grounded in evidence from text, both literary and informational.
 - T q16c students to interact with complex grade-level text.
 - T q16d students to interact with academic language.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

Common Core shifts in math

For general/self-contained/math/science: In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

- T q17a focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
 - T q17b creating coherent progressions within the standards from previous grades to current grade so student knowledge/skills build onto previous learning as foundations for math concepts.
 - T q17c creating coherent progressions within the standards from current grade to next grades so student knowledge/skills build onto previous learning as foundations for math concepts taught in later years.
 - T q17d developing students' conceptual understanding, procedural fluency, and their ability to apply math in context.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

Course clarity

In how many of your classes is the following statement true?

- S q2a I learn a lot from feedback on my work.
 - S q2b It's clear what I need to do to get a good grade.
 - S q2c The work we do in class is good preparation for our class tests.
 - S q2d The homework assignments help me learn the course material.
 - S q2e I know what my teacher wants me to learn in class.
- 1 = None, 2 = A few, 3 = Most, 4 = All*

Quality of student discussion

How many students in your classes...

- T q18a build on each other's ideas during class discussions?
 - T q18b use data or text references to support their ideas?
 - T q18c show that they respect each other's ideas?
 - T q18d provide constructive feedback to their peers/teachers?
 - T q18e participate in class discussions at some point?
- 1 = None, 2 = Some, 3 = A lot, 4 = All*

Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

Collective responsibility

- How many teachers at this school...*
- T q1a help maintain discipline in the entire school, not just their classroom?
 - T q1c take responsibility for improving the school?
 - T q1d feel responsible for helping students develop self-management?
 - T q1g feel responsible that all students learn?
- 1 = None, 2 = Some, 3 = A lot, 4 = All*

Cultural awareness and inclusive classroom instruction

- How much do you agree with the following statements?*
- S q1f My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
 - S q1g I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
 - S q1h My teachers call on students of different races, ethnicities, cultures, and backgrounds.
 - S q1i I feel that my teachers respect my culture/background.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know*
- Please mark the extent to which you disagree or agree with each of the following. I am able to...*
- T q2a use my students' prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful.
 - T q2b modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
 - T q2c critically examine the curriculum to determine whether it appropriately represents all groups.
 - T q2d design appropriate instruction that is matched to English language learners (ELL) proficiency and students with disabilities.
 - T q2f develop appropriate Individual Education Programs for my students with disabilities.
 - T q2g distinguish linguistic/cultural differences from learning difficulties.
- 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 about this school.*
- P q1i My child's teachers incorporate materials about different races, ethnicities, cultural backgrounds, and families into the curriculum to make learning more meaningful.
 - P q1j My child sees people of many different races, ethnicities, or cultural backgrounds represented in the curriculum.
- 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 about this school.*
- P q2g My child's school communicates with me in a language and in a way that I can understand.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

Innovation

- How many teachers at this school...*
- T q1b are really trying to improve their teaching?
 - T q1e are willing to take risks to make the school better?
 - T q1f are eager to try new ideas?
- 1 = None, 2 = Some, 3 = A lot, 4 = All*

Peer collaboration

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

- T q10a teachers design instructional programs together.
- T q10b teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T q10c the principal, teachers, and staff collaborate to make this school run effectively.
- T q10d teachers talk about instruction in the teacher's lounge, faculty meetings, etc.

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

School commitment

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

- T q4a I usually look forward to each working day at this school.
- T q4b I wouldn't want to work in any other school.
- T q4c I would recommend this school to parents/guardians seeking a place for their child.

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

Quality of professional development

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

- T q11a been sustained and coherently focused, rather than short-term and unrelated.
- T q11b included enough time to think carefully about, try, and evaluate new ideas.
- T q11c included opportunities to work productively with colleagues in my school.
- T q11d included opportunities to work productively with teachers from other schools.

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

Supportive Environment

Questions included within each measure in the Supportive Environment element.

Classroom behavior

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

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

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

How many students in your classes...

- T* q19b listen carefully when the teacher gives directions?
- T* q19d follow the rules in class?
- T* q19f pay attention when they are supposed to?
- T* q19h do their work when they are supposed to?
- T* q19i behave well in class even when the teacher isn't watching?

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

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

Guidance

If you are a student in grades 6-8, ANSWER this question. If you are a student in grades 9-12, SKIP this question.

- S q9a This school provides useful information to students about the application/enrollment process to high school.
- S q9b This school provides guidance for the application process for high school.
- S q9c This school educates families about the application/enrollment process for high school.

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

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

- S q10a help keep me on track for college or career.
- S q10b provide me with information about the college enrollment process.
- S q10c help me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.).
- S q10d help me choose which colleges to apply to.
- S q10e talk with me about how to pay for college.
- S q10f help me plan for how to meet my future career goals.

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

Peer support for academic work

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

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

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

How many of the students in your class(es)...

- T* q23a feel it is important to come to school every day?
- T* q23b feel it is important to pay attention in class?
- T* q23c think doing homework is important?
- T* q23d try hard to get good grades?

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

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

Personal attention and support

In how many of your classes is the following statement true? My teachers...

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

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

Press toward academic achievement

In how many of your classes ...

- S q4a are you challenged?
- S q4b do your teachers ask difficult questions on tests?
- S q4c do your teachers ask difficult questions in class?
- S q4d do you work in small groups?
- S q4e do your teachers want students to become better thinkers, not just memorize things?

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

How much do you agree with the following statements?

- S q5a I'm learning a lot in my classes at this school to prepare me for the next level or grade.
- S q5g My classes at this school really make me think.

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

How many students in your classes...

- T* q19a feel challenged?
- T* q19c have to work hard to do well?
- T* q19e respond to challenging test questions?
- T* q19g respond to challenging questions in class?

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

How often do students in your class(es)...

- T* q22a Work in small groups?

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

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

Safety

How much do you agree with the following statements?

- S q5h Discipline is applied fairly in my school.

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

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

- S q7a outside around this school.
- S q7b traveling between home and this school.
- S q7c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q7d in my classes at this school.

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

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

- T* q24a outside around this school.
- T* q24b traveling between home and this school.
- T* q24c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T* q24d in my class(es).

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

How much do you agree with the following statement?

- T* q25a Discipline is applied to students fairly in my school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

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

Social-emotional

How many adults at this school...

- T q20a help students develop the skills they need to complete challenging coursework despite obstacles?
- T q20b tell their students they believe they can achieve high academic standards?
- T q20c teach critical thinking skills to students?
- T q20d teach students how to advocate for themselves?
- T q20e teach students the organizational skills needed to be prepared for their next level?
- T q20f recognize disruptive behavior as social-emotional learning opportunities?
- T q20g teach students the skills they need to regulate their behavior (i.e. by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings)?
- T q20h have access to school based supports to assist in behavioral/emotional escalations?
- T q28a create an atmosphere that encourages students to work towards a college degree?

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 principal leadership

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

- P q1g The principal/school leaders encourage feedback from parents/guardians and the community through regular meetings with parent and teacher leaders.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

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

- P q3a is strongly committed to shared decision making.
 P q3b works to create a sense of community in the school.
 P q3c promotes family and community involvement in the school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

Instructional leadership

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

- T q12a makes clear to the staff his or her expectations for meeting instructional goals.
 T q12b communicates a clear vision for this school.
 T q12c understands how children learn.
 T q12d sets high standards for student learning.
 T q12e sets clear expectations for teachers about implementing what they have learned in professional development.
 T q12f carefully tracks student academic progress.
 T q12g knows what's going on in my classroom.
 T q12h participates in instructional planning with teams of teachers.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Program coherence

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

- T q8a once we start a new program, we follow up to make sure that it's working.
 T q8b it is clear how all of the programs offered are connected to our school's instructional vision.
 T q8c curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
 T q8d there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

Teacher influence

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

- T q9f The principal/school leader encourages feedback through regular meetings with parent and teacher leaders.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree

How much influence do teachers have over school policy in each of the areas below?

- T q13c Selecting instructional materials used in classrooms.
 T q13d Developing instructional materials.
 T q13e 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.

Parent involvement in the school

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

- P q4a Been asked or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with wide school-wide events, etc.)?
- P q4b Communicated with your child’s teacher about your child’s performance?
- P q4c Seen your child’s projects, artwork, homework, tests or quizzes?

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often

Outreach to parents

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

- T q9a Parents/guardians are invited to visit classrooms to observe the instructional program.
- T q9c Teachers understand families’ problems and concerns.
- T q9d Teachers work closely with families to meet students’ needs.
- T q9e School staff regularly communicate with parents/guardians about how parents can help students learn.

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

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

- P q1a School staff regularly communicate with parents/guardians about how parents can help students learn.
- P q1b Parents/guardians are invited to visit classrooms to observe instruction.
- P q1c Parents/guardians are greeted warmly when they call or visit the school.
- P q1e Teachers work closely with families to meet students' needs.
- P q1f Teachers communicate regularly with parents/guardians.
- P q1h Teachers understand families' problems and concerns.

1=Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree, 5= I don’t know

Trust

Questions included within each measure in the Trust element.

Parent-principal trust

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

- P q2c I feel respected by my child's principal/school leader.
 P q2d I trust the principal/ school leader at his or her word (to do what he or she says that he or she will do)
 P q2e The principal/school leader is an effective manager who makes the school run smoothly.
 P q2f The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.

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

Parent-teacher trust

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

- P q1d Teachers and parents/guardians think of each other as partners in educating children.
1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree, 5 = I don't know

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

- P q2a I feel respected by my child's teachers.
 P q2b Staff at this school work hard to build trusting relationships with parents/guardians like me.

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

Student-teacher trust

How much do you agree with the following statements?

- S q5b There is at least one adult in the school that I can confide in.
 S q5c My teachers will always listen to students' ideas.
 S q5d My teachers always keep their promises.
 S q5e My teachers treat me with respect.
 S q5f 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-teacher trust

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

- T q5a Teachers in this school trust each other.
 T q5b It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
 T q5c Teachers respect other teachers who take the lead in school improvement efforts.
 T q5d I feel respected by other teachers at this school.
 T q5e Teachers at this school respect those colleagues who have a specific expertise.

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

Teacher-principal trust

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

- T q6a I feel respected by the principal at this school.
 T q6b The principal at this school is an effective manager who makes the school run smoothly.
 T q6c The principal has confidence in the expertise of the teachers at this school.
 T q6d I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
 T q6e At this school, It's OK to discuss feelings, worries, and frustrations with the principal.

- T q6f The principal takes a personal interest in the professional development of teachers.
- T q6g The principal looks out for the personal welfare of the staff members.
- T q6h The principal places the needs of children ahead of personal interests.
- T q6i The principal and assistant principals function as a cohesive unit.

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