

# Framework Report 2015

## Technical Guide

Last Updated: June 18, 2015

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## 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 2013-14 School Quality Guide.

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

### Scoring and Rating Structure

Element ratings on the Framework Report are generated through a multi-step process: (1) raw metric scores are collected from the data sources, (2) raw metric scores are converted into standard scores<sup>1</sup>, (3) the standard scores are combined to generate an element score for the school, and (4) the element score is compared to rating cut levels to generate an element rating.

This Technical Report explains this multi-step process for the different data sources and elements. It explains how raw metric scores are converted into standard scores for Quality Reviews, the NYC School Survey, chronic absenteeism, 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.

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<sup>1</sup> “Standard scores” place the raw scores on different metrics onto a common 0-100-point scale, so that scores on different metrics can be combined.

## 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	100
Proficient	60
Developing	25
Under Developed	0

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 2012. If a school's most recent Quality Review took place in August 2012 or earlier, the Framework Report states: "Quality Review (data is not available)." If a school's most recent Quality Review took place during 2014-15 but the report has not yet been published, the Framework Report states: "Quality Review (2014-15 data is not yet available)."

### NYC School Survey

For purposes of survey scoring, schools are categorized by school type, and are compared to comparable school types.<sup>2</sup>

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

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 for respondent group** (based on average of raw questions scores)
- ↓
- (3) **Standard measure score for respondent group** (standardized version of raw measure score for respondent group)
- ↓

<sup>2</sup> See Appendix A for a detailed explanation of the survey school types and comparison groups.

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

**(4) Standard measure score for school** (based on average of standard measure scores for respondent groups)



**(5) Standard survey element score** (based on average of standard measure scores for school)

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).

In general, “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).<sup>4</sup>

### **(2) Raw measure score for respondent group**

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

For example, Outreach to Parents is a measure (within the element of Strong Family-Community Ties). The Outreach to Parents score for Teachers is the average of the raw question scores on Outreach to Parents questions asked of teachers (at that school).

### **(3) Standard measure score for respondent group**

This metric is a standardized version of the *raw measure score for respondent group*, which is converted to a scale that reflects standard deviations away from the mean. This standard score uses the “percent of range” concept<sup>5</sup> 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).<sup>6</sup>

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  $\text{top of range} = \text{city average} + 2 \text{ standard deviations}$  and  $\text{bottom of range} = \text{city average} - 2 \text{ standard deviations}$ . The top of the range cannot exceed the maximum possible score of 100.

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<sup>4</sup> For three frequency-based questions that parents were asked about parent involvement in schools, the responses are scored differently. For p\_q1a (“How often have you had an in-person parent-teacher meeting?”) and p\_q1b (“How often have you volunteered time to support this school?”), a response of “Once” or more frequent is treated as positive. For p\_q1c (“How often have you communicated with your child’s teacher about your child’s performance?”), a response of “Once a month” or more frequent is treated as positive.

<sup>5</sup> The “percent of range” concept is explained in detail on pages 19-21 of the [Educator Guide to the 2013-14 School Quality Guide](#).

<sup>6</sup> See Appendix A for more information on comparable school types for survey scoring.

After the standard score is calculated using the percent-of-range method, an additional rule is applied: If the *raw measure score for respondent group* meets certain thresholds, then the *standard measure score for respondent group* 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%	75
90%	50
85%	25

#### **(4) Standard measure score for school**

This metric is the average of the *standard measure scores for respondent group* for all respondent groups that were asked about the measure.

For example, because both teachers and parents were asked on the survey about the Outreach to Parents measure, the *standard measure score for school* for the Outreach to Parents measure is the average of the Outreach to Parents *standard measure score for teachers* and the Outreach to Parents *standard measure score for parents*.

For many measures, only one respondent group was asked about the measure. In those cases, the standard measure score for school will be the same as the standard measure score for respondent group.

#### **(5) Standard survey element score**

This metric is the average of the *standard measure scores for school* 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 school* for the Teacher Outreach to Parents measure and the *standard measure score for school* 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"> <li>Teacher response rate was less than 30%, or</li> <li>Fewer than 5 teachers responded.</li> </ul>
Collaborative Teachers	<ul style="list-style-type: none"> <li>Teacher response rate was less than 30%, or</li> <li>Fewer than 5 teachers responded.</li> </ul>

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

## Chronic Absenteeism

The raw value of the chronic absenteeism metric shows the percentage of students at the school with attendance rates below 90%. The Framework Report uses the school's chronic absenteeism value from 2013-14. (For EMS schools, these metrics were included in the Additional Information section of the 2013-14 School Quality Guides.)

The standard score for the chronic absenteeism metric is calculated in the same way that the attendance is scored in the School Quality Guides. First, a “peer percent of range” is calculated based on where the school's value falls within the comparison range—the average plus and minus two standard deviations—based on the metric values of the school's peer group. Second, a “city percent of range” is calculated based on where the school's value fell within the comparison range—the average plus and minus two standard deviations—based on the metric values of all schools citywide of the same school type. Third, these two values are combined, with the peer percent of range weighted by 75% and the city percent of range weighted by 25%:  $\text{standard score} = .75 \times \text{peer percent of range} + .25 \times \text{city percent of range}$ .<sup>7</sup>

For the School Quality Guides, the NYCDOE calculates chronic absenteeism separately for EMS grades and HS grades. In the Framework Report, if a school spans both EMS grades and HS grades (and received chronic absenteeism values for both school types), then the average of the EMS standard score and the HS standard score for chronic absenteeism are used for scoring. In addition, for these schools, the Framework Report displays the average of the EMS raw score and the HS raw score, as well as the average of the EMS citywide raw score and the HS citywide raw score.

Schools that did not receive a 2013-14 School Quality Guide will have N/A for this metric in the Framework Report.

<sup>7</sup> Because a lower value on chronic absenteeism is better (in contrast with most metrics, where a higher value is better), the percent of range formula is slightly different. For this metric,  $\text{percent of range} = 1 - (\text{raw value} - \text{bottom of range}) / (\text{top of range} - \text{bottom of range})$ .

## Movement of Students with Disabilities to Less Restrictive Environments

The raw value of this metric is taken directly from the 2013-14 School Quality Guide, and the standard score for this metric is equal to the city percent of range from the 2013-14 School Quality Guide. The detailed methodology for this metric is set forth on pages 15-16 of the [Educator Guide to the 2013-14 School Quality Guide](#).

For the School Quality Guides, the NYCDOE calculates movement of students with disabilities to less restrictive environments separately for EMS grades and HS grades. In the Framework Report, if a school spans both EMS grades and HS grades (and received metric values and city percent of range values for both school types), then the average of the EMS standard score and the HS standard score for less restrictive environment is used for scoring. In addition, for these schools, the Framework Report displays the average of the EMS raw score and the HS raw score, as well as the average of the EMS citywide raw score and the HS citywide raw score.

Schools that did not receive a 2013-14 School Quality Guide (or did not receive a metric value or city percent of range value for this metric) will have N/A for this metric in the Framework Report.

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## Element Scores

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

<b>Rigorous Instruction</b>	<i>If teacher response rate is at least 50%</i>	<i>If teacher response rate is below 50% but at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>
Quality Review 1.1	22%	25%	Element score is N/A.
Quality Review 1.2	22%	25%	
Quality Review 2.2	22%	25%	
Survey (Rigorous Instruction)	34%	25%	
<b>Collaborative Teachers</b>	<i>If teacher response rate is at least 50%</i>	<i>If teacher response rate is below 50% but at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>
Quality Review 4.2	50%	67%	Element score is N/A.
Survey (Collaborative Teachers)	50%	33%	
<b>Supportive Environment</b>	<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>	<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>	<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>
Quality Review 3.4	30%	35%	Element score is N/A.
Survey (Supportive Environment)	35%	25%	
Chronic Absenteeism	30%	35%	
Less Restrictive Environment	5%	5%	
<b>Effective School Leadership</b>	<i>If teacher response rate is at least 30%</i>	<i>If teacher response rate is less than 30% or fewer than 5 responses</i>	
Survey (Effective School Leadership)	100%		Element score is N/A.
<b>Strong Family-Community Ties</b>	<i>If average of teacher and parent response rates is at least 30%</i>	<i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i>	
Survey (Strong Family-Community Ties)	100%		Element score is N/A.
<b>Trust</b>	<i>If average of teacher and parent response rates is at least 30%</i>	<i>If average of teacher and parent response rates is at less than 30% or fewer than 5 teacher or parent responses</i>	
Survey (Trust)	100%		Element score is N/A.

**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.

Because charter schools do not receive Quality Reviews, any weight that would be applied to the Quality Review to generate an element score is shifted to the survey. 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.

In the Supportive Environment section, if a school does not have a score for Chronic Absenteeism, then 15% of that weight is shifted to the survey and the remainder of the weight is shifted to Quality Review 3.4.

In the Supportive Environment section, if a school does not have a score for Less Restrictive Environment, that 5% weight is shifted to Quality Review 3.4.

**Examples:**

- For a charter school, if the teacher response rate was at least 30%, the school's element score for Rigorous Instruction =  $1.00 \times \text{survey element score for Rigorous Instruction}$ .
- For a district middle school, if the student response rate is above 50% and the school has no score for Less Restrictive Environment, the school's element score for Supportive Environment =  $0.35 \times \text{QR 3.4 standard score} + 0.35 \times \text{survey element score for Supportive Environment} + 0.30 \times \text{Chronic Absenteeism score}$ .
- For a district school, if the school's Quality Review took place in 2014-15 but the data is not yet available, then the element scores for Rigorous Instruction, Collaborative Teachers, and Supportive Environment are N/A.

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## Element Ratings

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

Rating	Element Score
Excellent (4 bars)	75 to 100
Good (3 bars)	50 to 74
Fair (2 bars)	25 to 49
Poor (1 bar)	0 to 24

Although the distribution of ratings varies for the different elements, the 4-bar rating corresponds approximately to the top 20-30% of scores, the 3-bar rating approximately to the next 40-50% of scores, the 2-bar rating to the next 20-30% of scores, and the 1-bar rating to the lowest 5% of scores.

Schools designated for phase-out 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

# 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	Respondent group(s) asked about the measure				
	Non-elementary schools			Elementary schools	
	Students	Teachers	Parents	Teachers	Parents
<b>Rigorous Instruction</b>					
Common Core shifts in literacy		✓		✓	
Common Core shifts in math		✓		✓	
Course clarity	✓				
Quality of student discussion		✓		✓	
<b>Collaborative Teachers</b>					
Cultural awareness	✓	✓	✓	✓	✓
Inclusive classroom instruction		✓		✓	
Quality of professional development		✓		✓	
School commitment		✓		✓	
Innovation		✓		✓	
Reflective dialogue		✓		✓	
Peer Collaboration		✓		✓	
Focus on student learning		✓		✓	
Collective responsibility		✓		✓	
<b>Supportive Environment</b>					
Safety	✓			✓	
Classroom behavior	✓			✓	
Social-emotional measure		✓		✓	
Peer interactions	✓				
Next-level guidance	✓				
Press toward academic achievement	✓			✓	
Personal attention and support	✓				
Peer support for academic work	✓		✓	✓	✓
<b>Effective School Leadership</b>					
Inclusive principal leadership			✓		✓
Teacher influence		✓		✓	
Program coherence		✓		✓	
Principal instructional leadership		✓		✓	
<b>Strong Family-Community Ties</b>					
Teacher outreach to parents		✓	✓	✓	✓
Parent involvement in the school			✓		✓
<b>Trust</b>					
Parent-teacher trust			✓		✓
Parent-principal 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 was able to include opportunities for students to...*

- T Q4a build students' knowledge through content-rich non-fiction.
- T Q4b provide students reading and writing experiences grounded in evidence from text, both literary and informational.
- T Q4c provide regular opportunities for students to interact with complex grade-level text.
- T Q4d provide regular opportunities for students to interact with academic language.  
*1 = Never, 2 = Once, 3 = Once a month, 4 = Weekly, 5 = A few times a week, 6 = Almost every day*

### Common Core shifts in math

*For general/self-contained/math/science: In planning my last instructional unit, I was able to include opportunities for students to...*

- T Q5a focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
- T Q5b create 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 Q5c create 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 Q5d develop students' conceptual understanding, procedural fluency, and their ability to apply math in context.  
*1 = Never, 2 = Once, 3 = Once a month, 4 = Weekly, 5 = A few times a week, 6 = Almost every day*

### Course Clarity

*Think about the class that you attend first on Mondays. How much do you agree with the following statements about that class?*

- S q4a a. I learn a lot from feedback on my work.
- S q4b b. It's clear what I need to do to get a good grade.
- S q4c c. The work we do in class is good preparation for our class tests.
- S q4d d. The homework assignments help me learn the course material.
- S q4e e. I know what my teacher wants me to learn in class.  
*1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

### Quality of student discussion

*In your first class today, how often do...*

- T Q6a students build on each other's ideas during class discussions?
- T Q6b students use data or text references to support their ideas?
- T Q6c students show that they respect each other's ideas?
- T Q6d students provide constructive feedback to their peers/teachers?
- T Q6e most students participate in class discussions at some point?  
*1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

## Collaborative Teachers

Questions included within each measure in the Collaborative Teachers element.

### Cultural awareness

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*How much do you agree with the following statements?*

- S q10a a. My teachers incorporate students' cultures/ backgrounds into the curriculum to make learning more meaningful.
- S q10b b. I see people of many cultures/backgrounds represented in the curriculum.
- S q10c c. My teachers connect to students of different cultures/backgrounds.
- S q10d d. My teachers can communicate well with parents/guardians from different cultures/ backgrounds.
- S q10e e. My teachers appreciate 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 Q13a use my student's prior knowledge related to their cultural and linguistic backgrounds to help make learning meaningful.
- T Q13c critically examine the curriculum to determine whether it appropriately represents all groups.
- T Q13f identify cultural differences when communicating with parents/guardians regarding their child's educational progress.
- T Q13h distinguish linguistic/ cultural differences from learning difficulties.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*

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

- P q3d d. My child's teacher appreciates our culture/background.
- P q4k k. My child's teachers can communicate well with parents/guardians from different cultures/backgrounds.
- P q4l l. My child's teachers incorporate students' cultures/backgrounds into the curriculum to make learning more meaningful.
- P q4m m. My child sees people of many cultures/backgrounds represented in the curriculum.
- P q4n n. My child's teachers connect to students of different cultures/backgrounds.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

### Inclusive classroom instruction

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

- T Q13b modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
- T Q13d design appropriate instruction that is matched to English language learners (ELL) proficiency and students with disabilities.
- T Q13e create a learning environment that reflects the various backgrounds of all of my students.
- T Q13g develop appropriate Individual Education Programs for my students with disabilities.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*

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## Quality of professional development

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

- T Q12a been sustained and coherently focused, rather than short-term and unrelated.
- T Q12b included enough time to think carefully about, try, and evaluate new ideas.
- T Q12c included opportunities to work productively with colleagues in my school.
- T Q12d included opportunities to work productively with teachers from other schools.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*

## School commitment

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

- T Q14b I usually look forward to each working day at this school.
- T Q14e I wouldn't want to work in any other school.
- T Q14h I feel loyal to this school community.
- T Q15d I would recommend this school to parents/guardians seeking a place for their child.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

## Innovation

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*How many teachers at this school...*

- T Q2b are really trying to improve their teaching?
- T Q2e are willing to take risks to make the school better?
- T Q2f are eager to try new ideas?

*1 = None, 2 = A few, 3 = Some, 4 = Most, 5 = Nearly all, 6 = All*

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

- T Q15c All teachers are encouraged to stretch and grow.
- T Q15g In this school, teachers are continually learning and seeking new ideas.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

## Reflective dialogue

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

- T Q11a teachers talk about instruction in the teacher's lounge, faculty meetings, etc.
- T Q11c teachers in this school share/discuss students work with other teachers.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

## Peer collaboration

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

- T Q11e teachers design instructional programs together.
- T Q11g teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.
- T Q11i the principal, teachers, and staff collaborate to make this school run effectively.
- T Q11j most teachers in this school are cordial.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

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**Focus on student learning**

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

- T Q14a This school really works at developing students' social skills.
- T Q14c When making important decisions, this school always focuses on what's best for student learning.
- T Q14f This school has well-defined learning expectations for all students.
- T Q15a This school sets high standards for academic performance.
- T Q15e The school day is organized to maximize instruction.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

**Collective responsibility**

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*How many teachers at this school...*

- T Q2a help maintain discipline in the entire school, not just their classroom?
- T Q2c take responsibility for improving the school?
- T Q2d feel responsible for helping students develop self-management?
- T Q2g Feel responsible that all student learn?

*1 = None, 2 = A few, 3 = Some, 4 = Most, 5 = Nearly all, 6 = All*

## Supportive Environment

Questions included within each measure in the Supportive Environment element.

### Safety

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

- S q6a a. outside around this school.
- S q6b b. traveling between home and this school.
- S q6c c. in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- S q6d d. 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\* Q21a outside around this school.
- T\* Q21b traveling between home and this school.
- T\* Q21c in the hallways, bathrooms, locker rooms, and cafeteria of this school.
- T\* Q21d in your class(es).

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

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

### Classroom behavior

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*Think about the class that you attend first on Mondays. How much do you agree with the following statements about that class?*

- S q3a a. work quietly and calmly?
- S q3b b. listen carefully when the teacher gives directions?
- S q3c c. follow the rules in class?
- S q3d d. pay attention when they are supposed to?
- S q3e e. work when they are supposed to?
- S q3f f. behave well even when the teacher isn't watching?

*1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always*

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

- T\* Q24a work quietly and calmly?
- T\* Q24c listen carefully when the teacher gives directions?
- T\* Q24e follow the rules in class?
- T\* Q24g pay attention when they are supposed to?
- T\* Q24i do their work when they are supposed to?
- T\* Q24j behave well in class even when the teacher isn't watching?

*1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

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

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## Social-emotional measure

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*How much do you agree with the following statements?*

- |   |      |   |
|---|------|---|
| T | Q19b | Adults at this school teach students the perseverance skills they need to succeed after high school.                      |
| T | Q19c | Adults at this school instill academic self-confidence in students.   |
| T | Q19e | Adults at this school teach critical thinking skills to students.   |
| T | Q19g | Adults at this school inspire students to work towards a college degree.  |
| T | Q19h | Adults at this school teach students how to advocate for themselves.  |
| T | Q19i | Adults at this school support students to live independently.   |
| T | Q20b | Adults at this school teach students the organizational skills needed to succeed in and be prepared for their next grade. |
| T | Q20d | Adults at this school teach students the study skills needed to succeed in and be prepared for their next grade.          |
| T | Q20f | Adults at this school teach critical thinking skills to students.   |
| T | Q20g | Adults at this school instill academic self-confidence in students.   |
| T | Q20h | Adults at this school teach students how to advocate for themselves.  |

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*

## Peer interactions

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*How much do you agree with the following statements? Students in this school...*

- |   |     |   |
|---|-----|---|
| S | q7a | a. get to know each other well in classes.                      |
| S | q7b | b. are very interested in getting to know other students.       |
| S | q7c | c. enjoy doing things with each other during school activities. |
| S | q7d | d. get to know each other really well.                          |
| S | q7e | e. enjoy working together on projects in classes.               |
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

## Next-level guidance

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*If you are a student in grades 9-12, ANSWER this question.*

- |   |      |  |
|---|------|--|
| S | q12a | a. Adults at this school help students aspiring to enter the workforce, develop a plan to reach their future employment goals. |
| S | q12b | b. Adults at this school provide students with information about the college enrollment process.                               |
| S | q12d | d. Adults at this school support students in navigating the post-secondary process.  |
| S | q12e | e. This school programs students with appropriate courses to achieve their postsecondary goals.                                |

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

*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 | q13a | a. This school provides useful information to students about the application/enrollment process to high school. |
| S | q13b | b. This school provides guidance for the application process for high school.                                   |
| S | q13c | c. This school educates families about the application/enrollment process for high school.                      |

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

(continued on next page)

## Press toward academic achievement

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2. Think about the class that you attend first on Mondays. In that class, to what extent do students...
- S q2a a. are you challenged?
  - S q2b b. do you have to work hard to do well?
  - S q2c c. do your teachers ask difficult questions on tests?
  - S q2d d. do your teachers ask difficult questions in class?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Almost always*

5. How much do you agree with the following statements? In my classes, my teachers...
- S q5a a. expect students to work hard.
  - S q5b b. expect me to do my best all the time.
  - S q5c c. expect me to learn from my peers.
  - S q5d d. want students to become better thinkers, not just memorize things.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

9. How much do you agree with the following statements?
- S q9a a. I'm learning a lot in my classes at this school.
  - S q9h h. My classes at this school really make me think.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

- How often do students in your class(es)...*
- T\* Q24b feel challenged?
  - T\* Q24d have to work hard to do well?
  - T\* Q24f respond to challenging test questions?
  - T\* Q24h respond to challenging questions in class?
- 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Almost always, 6 = Always*

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

## Personal attention and support

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8. How much do you agree with the following statements? The teachers at this school...
- S q8a a. help me catch up if I am behind.
  - S q8b b. are willing to give extra help on schoolwork if I need it.
  - S q8c c. notice if I have trouble learning something.
  - S q8d d. give me specific suggestions about how I can improve my work in class.
  - S q8e e. compliment me if I do good work.
  - S q8f f. explain things a different way if I don't understand something in class.
  - S q8g g. notice when I am upset or having emotional difficulty.
- 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree*

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**Peer support for academic work**

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

- S q1a a. feel it is important to come to school every day?
- S q1b b. feel it is important to pay attention in class?
- S q1c c. think doing homework is important?
- S q1d d. try hard to get good grades?

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

*How many of the students in your child's class(es)...*

- P q7a a. feel it is important to come to school every day?
- P q7b b. feel it is important to pay attention in class?
- P q7c c. think doing homework is important?
- P q7d d. try hard to get good grades?

*1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = Nearly all, 6 = All, 7 = I don't know*

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

- T\* Q26a feel it is important to come to school every day?
- T\* Q26b feel it is important to pay attention in class?
- T\* Q26c think doing homework is important?
- T\* Q26d try hard to get good grades?

*1 = None, 2 = Some, 3 = About half, 4 = Most, 5 = Nearly all, 6 = All*

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

# Effective School Leadership

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

## Inclusive principal leadership

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

- P q2a a. is strongly committed to shared decision making.
- P q2b b. works to create a sense of community in the school.
- P q2c c. promotes family and community involvement in the school.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

## Teacher influence

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

- T Q1a Hiring new professional personnel
- T Q1b Planning how discretionary school funds should be used
- T Q1c Selects instructional materials used in classrooms
- T Q1d Developing instructional materials
- T Q1e Setting standards for student behavior

*1 = No influence, 2 = Very little, 3 = Little, 4 = Some, 5 = A moderate amount, 6 = A great deal of influence*

## Program coherence

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

- T Q10a once we start a new program, we follow up to make sure that it's working.
- T Q10g curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- T Q10h 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 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

## Principal instructional leadership

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

- T Q9a makes clear to the staff his or her expectations for meeting instructional goals.
- T Q9b communicates a clear vision for this school.
- T Q9c understands how children learn.
- T Q9d sets high standards for student learning.
- T Q9e sets clear expectations for teachers about implementing what they have learned in professional development.
- T Q9f carefully tracks student academic progress.
- T Q9g knows what's going on in my classroom.
- T Q9h participates in instructional planning with teams of teachers.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

## Strong Family-Community Ties

Questions included within each measure in the Strong Family-Community Ties element.

### Teacher outreach to parents

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

- T Q10b parents/guardians are invited to visit classrooms to observe the instructional program.
- T Q10d there is an expectation that teachers communicate regularly with parents/guardians.
- T Q10f school staff encourage feedback from parents/guardians and the community.
- T Q10i teachers try to understand parents/guardians problems and concerns.
- T Q11b parents /guardians are greeted warmly when they call or visit the school.
- T Q11d teachers work closely with families to meets students' needs.
- T Q11f school staff tell families what the staff needs to advance the school's mission.
- T Q11h school staff regularly communicate with parents/guardians about how staff can help students learn.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

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

- P q4a a. School staff regularly communicate with parents/guardians about how staff can help students learn.
- P q4c c. School staff tell families what the staff needs to advance the school's mission.
- P q4d d. Parents/guardians are invited to visit classrooms to observe instruction.
- P q4e e. Parents/guardians are greeted warmly when they call or visit the school.
- P q4g g. Teachers work closely with families to meet students' needs.
- P q4h h. Teachers communicate regularly with parents/guardians.
- P q4i i. School staff encourage feedback from parents/guardians and the community.
- P q4j j. Teachers try to understand families' problems and concerns.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

### Parent involvement in the school

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

- P q1a a. had an in-person parent-teacher meeting?
- P q1b b. volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.)?
- P q1c c. communicated with your child's teacher about your child's performance?

*1 = Never, 2 = Once, 3 = Once a month, 4 = A few times a month, 5 = Weekly, 6 = Almost every day*

## Trust

Questions included within each measure in the Trust element.

### Parent-teacher trust

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

- P q3a a. I feel good about the way my child's teachers support him or her.  
 P q3b b. My child's teachers do their best to help my child learn.  
 P q3c c. I feel respected by my child's teachers.  
 P q4b b. Staff at this school work hard to build trusting relationships with parents/guardians like me.  
 P q4f f. Teachers and parents/guardians think of each other as partners in educating children.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

### Parent-principal trust

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

- P q5b b. I feel respected by my child's principal.  
 P q5c c. I trust the principal at his or her word.  
 P q5d d. The principal is an effective manager who makes the school run smoothly.  
 P q5e e. The principal at this school works hard to build trusting relationships with parents/ guardians like me.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree, 7 = I don't know*

### Student-teacher trust

*How much do you agree with the following statements?*

- S q9b b. I feel safe and comfortable with my teachers at this school.  
 S q9c c. There is at least one adult in the school that I can confide in.  
 S q9d d. My teachers will always listen to students' ideas.  
 S q9e e. My teachers always keep their promises.  
 S q9f f. My teachers treat me with respect.  
 S q9g g. When my teachers tell me not to do something, I know they have a good reason.

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

### Teacher-principal trust

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

- T Q16a I feel respected by the principal at this school.  
 T Q16b The principal at this school is an effective manager who makes the school run smoothly.  
 T Q16d The principal has confidence in the expertise of the teachers at this school.  
 T Q16f I trust the principal at his or her word.  
 T Q17a At this school, It's OK to discuss feelings, worries, and frustrations with the principal.  
 T Q17c The principal takes a personal interest in the professional development of teachers.  
 T Q17e The principal looks out for the personal welfare of the staff members.  
 T Q17g The principal places the needs of children ahead of personal interests.  
 T Q17h The Principal and Assistant Principals function as a cohesive unit.

*1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*

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**Teacher-teacher trust**

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- Please mark the extent to which you disagree or agree with each of the following.*
- T Q14d Teachers in this school trust each other.
- T Q14g It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- T Q15b Teachers respect other teachers who take the lead in school improvement efforts.
- T Q15f I feel respected by other teachers at this school.
- T Q15h Teachers at this school respect those colleagues who have a specific expertise.
- 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree*